

主编 / 张尚莲

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# 研究生英语 综合阅读教程

**ENGLISH INTENSIVE  
READING FOR  
POSTGRADUATE  
STUDENTS**

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南开大学出版社

# 研究生英语综合阅读教程

**English Intensive Reading for Postgraduate Students**

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# 前 言

目前,我国的研究生教育蓬勃发展,规模空前。随着社会信息化和经济全球化趋势的发展,国际学术交流活动的日益频繁,社会对研究生的英语实际应用能力也提出了更高的要求。为了适应这一形势的要求,编者组织了多名长期从事研究生英语教学的骨干教师,编写了这一套《研究生英语系列教程》。该教程包括《研究生英语综合阅读教程》、《研究生英语泛读教程》和《研究生英语听力教程》,适用于高等院校非英语专业硕士研究生和部分博士研究生。

《研究生英语综合阅读教程》是编者在总结多年课堂教学经验的基础上,结合编者所在院校非英语专业研究生的实际英语学习情况而编写的综合阅读教程。该教材主要突出时代性和实用性,旨在通过丰富多彩的内容及各种灵活的教学活动全面提高学生综合运用英语的能力。

本教材共 14 课。每课由正课文(Text)、生词(New Words and Expressions)、练习(Exercises)和副课文(Supplementary Reading)四部分组成。主要特点如下:

## 1. 可读性

课文全部选自英语原版文章,语言规范,内容新颖,题材多样,力求反映真实生活,紧跟时代步伐。注重在培养学生语言素质的同时,提高其人文素质。

## 2. 一致性

本教材每课自成体系,所设置的练习,如完形填空、翻译练习及副课文都尽可能与正课文有关,以扩大所学正课文的信息量。

## 3. 可操作性

本教材以提高学生阅读、翻译及写作能力为主要目的,每课配有副课文和大量的练习,这样便于教师在教学中灵活调整。

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由于编者水平有限，疏漏和错误之处在所难免，敬请各位同仁与读者在使用中提出宝贵意见和建议。

《研究生英语综合阅读教程》编写组

2008年2月

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## Lesson One

# Finally, I Savor the Gratitude of Graduation

*Steven Schnur*

[1] I taught for years before attending a commencement ceremony<sup>1</sup> as a faculty member. Most of my students were adults in continuing education, studying not in expectation of a degree but simply to exercise and refine their writing skills. Occasionally one requested a recommendation for the college's graduate writing program, but whether matriculation or graduation ensued, I never knew.

[2] So, joining the annual commencement procession seemed faintly fraudulent: None of the undergraduates were former students nor, in all likelihood, were those receiving graduate degrees. I was content each spring to say *au revoir*<sup>2</sup> rather than goodbye, feeling — in the way of adult education — that the process was ongoing and that I was likely to encounter many of the same faces in the fall. Graduation was never the goal; good writing was.

[3] But this year, impelled by an impulse I didn't understand until midway through commencement, I joined the faculty procession, gowned and hooded and slightly bewildered by the press of so many proud parents, by the great throng of graduating students, and by the piercing brass clarity of the accompanying quintet. The experiencing was rich in resonance, reminding me of my own graduation from that same institution 30 years earlier.

[4] Outwardly, little had changed: The same cavernous tent spanned the great lawn, the same huge flower baskets flanked the stone terrace the students would cross to receive their diplomas.

Once again, the day seemed portaled by promise and befogged with disbelief: Had 16 years or more of continuous schooling finally come to a close?

Were the students truly no longer in thrall to professors and prerequisites?

Was that productive past now merely a prelude and if so, prelude to what?

[5] It was a heady, bewildering moment and it all came rushing back along with the strains of "Pomp and Circumstance"<sup>3</sup>.

I remembered, too, the feeling of anti-climax that had followed hard upon the euphoria of my own graduation. After all the celebration and congratulations had ebbed, I'd begun to consider what it was that I held in my hand, what I had accomplished, what all those years of study meant. It would be decades before I sorted it all out, but by commencement evening I had begun to glimpse



the fearsome hollow of unlimited possibility, the abyss of boundless freedom.

[6] Until that moment, life had been carefully scripted. I knew what was expected of me year after year, what I expected of myself. But now I was on my own, free to enter the job market or apply to graduate school, to travel or write, to marry and start a family. Or perhaps I would discover some wholly new and transformative path not yet pursued.

[7] Then, too, I was free simply to stagnate in indecision. After all those years of study I felt oddly unprepared for life. Within days of my release from academia I yearned anew for its comfortable routines. Where would self-esteem and accomplishment come from without the annual rites and rewards of the school year? I was not prepared to be set adrift upon an indifferent sea of infinite potential.

[8] Were these recent graduates better prepared for what lay ahead, I wondered as I marched through the cheering crowd and took my place on the stone terrace. If similar concerns bedeviled them, no trace lingered upon their ecstatic faces. They were focused instead on graduating, and roared their excitement when the president came forward and announced that their college days would soon be over.

Restlessly, they endured valedictory and commencement addresses, eager to get on with it, and when the time finally arrived to receive their degrees, they roared yet again.

[9] I turned to watch their faces as the first students climbed the stairs and prepared, one by one, to step forward. None looked familiar to me, but to those around me they waved and blew kisses, even broke ranks to receive a hug. I could imagine what their cheering classmates and family members were feeling, but not what was passing through the hearts of my smiling colleagues.

[10] And then, to my astonishment, I glimpsed a familiar face. Near the middle of the long line of graduates stood one of my first students, a mother of three who had joined my class more than a decade ago. She had remained there for several years before deciding to enter the college's graduate program. Now, years later, her children were grown, and the novel she had begun so long ago was finally complete. She spotted me just before her name was called and smiled beatifically.

I watched her stride forward to collect her diploma and then descend to the cheers of family and friends. The wish expressed so many years ago had finally come to fruition: She had succeeded in devoting herself to both family and art, and the sense of that accomplishment radiated from her contented face.

[11] In that instant I understand what those around me must be feeling, what it meant to have helped mentor another in the realization of a distant dream. And I felt a sudden sense of gratitude toward the institution on her behalf and on my own.

This was a place of fulfillments — the day was saturated with them — a place of mind and spirit committed to raising up successive generations of creative thinkers. Here time had an odd habit of circling back upon itself year after academic year, the faces changing but not the commitment, not the hope, not the achievement.

[12] I had failed to appreciate all that 30 years ago. This moment wasn't about the next step, it

wasn't about tomorrow's job prospects; it was about celebrating all that had come before, about the enormous effort and dedication that had gone into reaching this high place. It was about taking a moment to express one's thankfulness and delight in the journey, and holding fast to a fleeting joy. How few such opportunities life affords.

[13] I watched my former student disappear back into the sea of caps and gowns, my heart enlarged by her presence. And when the last of the undergraduates had been called forward, and the president had declared "These exercises are now concluded", I went looking to congratulate her.

[14] I found her posing for photos flanked by her three towering sons, speaking with well-wishers, beaming with pride. I hung back a moment, enjoying her exhilaration until she spotted me and shouted, "I did it!" and threw her arms around my neck. "It took me 11 years," she said, "but I finally did it."

"Yes, you did," I replied, hoping that feeling of accomplishment would sustain her not for just this one memorable day but for a lifetime.

## NOTES

1. **commencement ceremony:** (American English) a graduation ceremony 毕业典礼
2. **au revoir (French):** goodbye 再见
3. **Pomp and Circumstance:** 在美国流行的一首歌曲，常用于喜庆的时刻演奏

## NEW WORDS AND EXPRESSIONS

1. **savor** *v.* to enjoy an experience, activity or feeling as much as you can and for as long as you can 体验，品味
2. **refine** *v.* to make some changes to something in order to improve it 改进
3. **matriculate** *v.* (formal) to officially become a student at a university 注册入大学
4. **ensue** *v.* to happen after something else, often as a result of it 随之发生，因而发生
5. **fraudulent** *a.* make with the intention of tricking someone, especially illegally 欺诈的，诈骗的
6. **likelihood** *n.* the chance that something might happen 可能性
7. **encounter** *v.* (formal) to meet someone or see something for the first time 初次遇到
8. **impel** *v.* if a feeling or idea impels you to do something, it forces you to do it 驱使，驱策
9. **bewilder** *v.* to make someone feel confused 使迷惑，使着慌
10. **piercing** *a.* very loud, high and unpleasant 刺耳的，尖锐的
11. **clarity** *n.* the ability to be easily seen or heard 清晰，清楚
12. **quintet** *n.* a group of five musicians or singers 五人演奏或演唱组

- 13. resonance** *n.* an emotional effect produced by something that reminds you of something else (引起) 共鸣
- 14. cavernous** *a.* (of room or building) very large and dark (屋子或建筑物如洞穴般的) 又黑又大的
- 15. flank** *v.* to be at the side or something or someone 在……之侧
- 16. terrace** *n.* a flat area outside a house, restaurant, hotel etc. used for sitting and eating meals 平台
- 17. portal** *n.* a large decorated entrance to a building, especially an imposing one of a large building 入口, 大门, (尤指大建筑物的) 正门
- 18. thrall** *v.* to control someone completely or have all of their attention (完全)控制
- 19. prelude** *n.* a short piece of music that introduces a longer piece of music; (fig.) an event that happens before and introduces a more important event 序幕, 序曲
- 20. euphoria** *n.* a feeling of great happiness that usually lasts for a short time only 兴高采烈
- 21. ebb** *v.* if the tide ebbs, the sea's level on a coast gradually becomes lower; (fig.) to gradually become smaller or less 退潮, 落潮; (喻) 衰落, 衰退
- 22. pomp** *n.* formal ceremony, especially involving expensive clothes, special traditions etc. 壮观, 盛况 (尤指社会之重大事件)
- 23. abyss** *n.* (mainly journalism) a very frightening or dangerous situation, or one in which there seems to be no hope 深渊
- 24. script** *v.* (usually passive) to write the words of something such as a film, television program, or speech (为电影, 电视节目, 演讲等) 写脚本或稿件
- 25. stagnate** *v.* to stay the same without growing or developing 静止, 不景气
- 26. academia** *n.* (formal) the people, activities, and institutions that are connected with education, especially in colleges and universities 学术界, 学术环境; 学术机构; 高等教育界, 研究院
- 27. self-esteem** *n.* the feeling that you are as important as other people and that you deserve to be treated well 自尊
- 28. potential** *n.* the possibility to develop or achieve something in the future 潜力; 潜势; 潜能
- 29. bedevil** *v.* (formal) to cause a lot of problems for someone or something 蛊惑; 迷惑, 使复杂
- 30. ecstatic** *a.* extremely happy or pleased 狂喜的, 心醉神迷的
- 31. valedictory** *a.* (formal) relating to saying goodbye, especially on a formal occasion 告别的, 辞别性的
- 32. beatific** *a.* a beatific expression on your face is extremely happy and peaceful 极快乐的

- 33. fruition** *n.* (formal) the result that you wanted to achieve from a plan or idea 希望之实现, 达到愿望
- 34. mentor** *n.* an experienced person who helps someone who has less experience, especially in their job 无经验之人的明智顾问
- 35. saturate** *v.* to fill something completely with a large number of things or a large amount of something 使尽量吸收某物
- 36. commitment** *n.* 1) enthusiasm for something and a determination to work hard at it 热心, 专心致志  
2) a duty or responsibility you have accepted 责任, 承诺
- 37. sort out** to find an answer to a problem or mystery 弄明白, 搞清楚
- 38. linger upon** to last or continue for a long time 持续, 延续; 萦绕
- 39. beam with pride** to smile happily and proudly 洋溢着自豪的神情

## EXERCISES

### I. Oral Practice and Discussion

1. As a faculty member, what makes the author in our text change his attitude towards the commencement ceremony for students?
2. How do you feel your graduation from your university? Have you ever savored the gratitude of graduation?
3. Does graduation bring any meanings to your life?
4. Are there any unforgettable joys or regrets in your college life?
5. Read and discuss the following graduation poem:

## Goodbye

by Tara

As you walk out the doors of the four years of your life,  
You leave a family of teachers and students behind,  
You leave underclass friends and family behind.  
You walk through these doors to the real world,  
While some of you will often walk back through these doors...  
Some of you say goodbye forever...  
Goodbye to friends, to family, to teachers, to staff...  
Goodbye to those who truly mold you into who you are today.  
Only those here will know the impact they made on your lives,  
From the good-times of Homecoming and Football games to the hardships of losing dear friends...  
You have united as one...one school, one family, one class...  
You may visit teachers and friends after you walk out these doors,  
But you will never take another class here at Grandville.

This is where it all ends...

As you wave goodbye and walk out these doors with tears in your eyes...

YOU are FOREVER....Grandville High School...CLASS OF 2005!!!!!!!!!!

## II. Vocabulary

### A. Choose the best word from the four choices to complete each of the following sentences.

- We're supposed to feel \_\_\_\_\_ on Thanksgiving Day, and not merely for being stuffed with delicious fowl, wine, and pies.  
A. obligation            B. appreciation            C. compliment            D. gratitude
- We've \_\_\_\_\_ the system since it was first launched.  
A. confined            B. refined            C. polished            D. defined
- Even though I was angry, something \_\_\_\_\_ me to smile.  
A. propelled            B. impelled            C. compelled            D. expelled
- This is an anniversary that has great \_\_\_\_\_ for the survivors of the train crash.  
A. vibration            B. assonance            C. resonance            D. fluctuation
- Our common goal is to maximize our \_\_\_\_\_ for economic growth.  
A. potential            B. feasibility            C. essential            D. practicality
- Recently released figures show that the decade-long \_\_\_\_\_ of the Japanese economy shows no signs of abating, and could even be worsening.  
A. flourish            B. concession            C. withdrawal            D. stagnation
- Unfortunately, it can be hard at first glance to tell if a message is \_\_\_\_\_, for many phony e-mail messages link to real company logos.  
A. fraudulent            B. affected            C. pretending            D. affluent
- I am delighted with the level of \_\_\_\_\_ you have shown.  
A. commission            B. correspondence            C. commitment            D. communication
- Throughout the trial he was \_\_\_\_\_ by the support of his family.  
A. defended            B. sustained            C. fostered            D. endured
- Spending a week at his cousin's farm was an exciting \_\_\_\_\_.  
A. possibility            B. foresight            C. hindsight            D. prospect

### B. Choose the best word or expression from the list given for each blank. Use each word or expression only once and make proper changes where necessary.

beam with pride    matriculation    self esteem    likelihood    come to fruition  
be saturated with    get on with    linger upon    sort out    bewilder

- Nobody was sure whether the deal would \_\_\_\_\_.
- This matter could be \_\_\_\_\_ if they would just sit down and talk.
- There is a strong \_\_\_\_\_ that he will run for president next year.

4. The sooner we finish the speeches, the sooner we can \_\_\_\_\_ the celebration.
5. To help students pursue their educational goals and dreams, the College has a planned educational process called \_\_\_\_\_.
6. I would let my spirit \_\_\_\_\_ the solemn memories which are interwoven with its history.
7. They lay on the beach and \_\_\_\_\_ sunshine, enjoying their two-week holiday.
8. As his Scouting leaders, we also \_\_\_\_\_, because we know he's learning and growing up inside.
9. Mrs. Smith was \_\_\_\_\_ when she saw her four kids were riding on one bicycle.
10. Building \_\_\_\_\_ and self confidence is the key to happiness and success.

### III. Cloze

*There are fifteen blanks in the following passage. Read the passage carefully and choose the right word or phrase from the list given below for each of the blanks.*

|           |           |            |            |           |
|-----------|-----------|------------|------------|-----------|
| prescribe | prepares  | parcel     | imitate    | emotional |
| molding   | earned    | reconcile  | appointed  | routes    |
| intuitive | improvise | profitably | directives | mapping   |

I would want each one of you to experience in the years ahead, and experience not only in your professional life, whatever that may be, but in your 1 and spiritual lives as well—because unless that underground level of the self is preserved as a verified and verifying element in your make-up, you are going to be in danger of settling into whatever profile the world 2 for you and accepting whatever profile the world provides for you. You'll be in danger of 3 yourselves in accordance with laws of growth other than those of your own 4 being.

The world, for example, expects a commencement speaker to arrive with a set of 5, a complete do-it-yourself success kit, which he or she then issues to the graduating class; the commencement speaker's 6 role is to provide a clear-cut map of the future and a key to navigating it as elegantly and 7 as possible. To be a mixture of Polonius and Tiresias, of bore and of bard. But while that is what the world 8, the inner laws of this particular speaker's being make him extremely anxious about laying down laws or 9 the future for anybody. In fact, this speaker believes that all those laws and directions have to be personal discoveries rather than prescribed 10; they must be part and 11 of each individual's sense of the world. They are to be 12 rather than copied, they are to be invented rather than 13, and they are to be risked and 14 rather than brought into. Indeed, I have to say that for me, this very commencement address has been a matter of risk and improvisation from the moment I said I would do it, because I kept asking myself how I could 15 my long-standing aversion to the know-all with a desire to say something worthwhile to you.

## IV. Translation

### A. Put the following parts into Chinese

1. I go out in the early morning and there is such silence that even breath is a profanation. The mountain to the north had a steel-blue light on it, and to the west the sky still holds something of the darkness of the night. To the east and the south a faint pink is spreading. I look up and see the morning star keeping white watch over a white world.
2. A young lady home from school was explaining. "Take an egg," she said, "and make a perforation in the base and a corresponding one in the apex, then apply the lips to the aperture, and by forcibly inhaling the breath, the shell is entirely discharged of its contents." An old lady who was listening exclaimed: "It beats all how folks do things nowadays. When I was a gal, they make a hole in each end and sucked."
3. When I mentioned this incident to one of his teachers and remarked that I didn't know what caused the changes, she said laughing, "It must be his coat!" Another teacher told him she was giving him a good remark not only because he had earned it but because she liked his coat. At the library, we ran into a friend who had not seen our children for a long time. "Could this be John?" he asked, looking up to John's new height, assessing the cut of his coat and extending his hand, one gentleman to another.  
John and I both knew we should never mistake a person's clothes for the real person within them. But there is something to be said for wearing a standard of excellence in thought, speech, and behavior, and for matching what is on the inside to what is on the outside.

### B. Put the following parts into English

1. 无论你是否为这些问题所困惑——比如在大学里读哪门课程，或在市场上谋哪份工作——那都是你要经历的正常生活状态。这也是一个结识新朋友的时候；一个做出将要影响你未来人生决定的时候；一个向父母证明他们成功养育了你的时候。害怕吗？是，但你会活下去，就像先于你经历了这个时候的我们都活着一样。
2. 由小学到中学，所演习的无非是一些普通的基本知识。就是大学四年，所授课业也还是相当粗浅的学识。世人常称大学为“高等学府”，这名称易滋误解，好像过此以上即无学问可言。
3. 尽管大多数毕业生都愿意创办IT产业或教育培训机构——这是他们比较熟悉的领域——但是他们年纪轻，门路少，社会信誉不高，甚至资金都很匮乏。

## V. Writing

**Title:** Graduation Speech

**Writing tips:** On behalf of your teacher, you are supposed to write an essay on graduation within 300 words. You should include your congratulations, the shared four-year life with your students, and some hopes for the graduates.

## Supplementary Reading

### While They're Little

*Jennifer Singer*

Make every second with your kids count? Oh please!

[1] It happens everyday, everywhere I go. At the supermarket, the deli<sup>1</sup> and the post office, people keep telling me to enjoy my kids while they are little. “You mean, it doesn’t get any better than this?” I ask, while my 4-year-old Nicholas lobs animal crackers at his little brother, Chris, who’s busy burying his sippy cup in a store display.

[2] But these people, usually veteran moms, just smile and go home to their Pop-Tart-free<sup>2</sup> sofas and restful nights. Maybe, if they find melted M&M’s<sup>3</sup> or donkey-shaped cookies in their purses tonight, they’ll remember what it was really like when their kids were little. I’ll never forget.

[3] Perhaps these well-meaning empty-nesters have forgotten the less-than-pleasant parts of their children’s early years — the parts that have been making my days seem so long. Either that, or they’re hazing<sup>4</sup> their kid’s generation — the generation that kept them from eating a full meal or getting a full night’s sleep 30 years ago. Let me assure you, ladies, my kids are settling the score<sup>5</sup> for you.

[4] I spend my days wiping toothpaste murals off the walls and fielding relentless questions about everything from why we have two eyes but one nose to whether there are potties in the heaven. I go to the supermarket to get the heck out of the house. Unless you know why cats have tails, leave me alone.

[5] Don’t these seasoned moms remember being trapped in the house with a toddler who puts the phone in the refrigerator and a four-year-old who won’t eat without a promise to remove the raisins from his cinnamon-raisin bagel or the bananas from his banana bread?

[6] I do. It happened last Monday — and Tuesday and Wednesday, too.

[7] Yet, the other day, when I took my kids to a children’s museum, I caught a glimpse of what people were trying to tell me. It was the first time we went there without a diaper bag, baby bottle or stroller.

[8] As I watched my sons paint a picture in the art exhibit, I was suddenly hit by a wave of sadness. I thought about how both will be in preschool this fall, where they’ll paint without me, explore without me, learn without me, sing without me and laugh without me, but they’ll be without me, and I’ll miss them, my babies, I realized, weren’t babies anymore. For the first time, that made me a little teary-eyed.

[9] Suddenly, my thoughts were interrupted by two 7-year-olds wearing firefighter boots from one exhibit and plastic knights’ helmets from another, who were barreling<sup>6</sup> through the museum halls with a giant rubber snake. They plowed past my two little boys like Mack<sup>7</sup> trucks through a small town on a Sunday morning.

[10] Right then, I swore I’d stop snorting sarcastically whenever people tell me to enjoy my



kids. I've seen the future, and it's wielding a rubber python<sup>8</sup> in the ballet exhibit. Today looks better already.

[11] Now I'm paying more attention to the moments that won't happen when my kids are older. I'm relishing when Chris looked up the sky one morning and exclaimed, "Wow! The moon!" In a few years, it'll take a rare Pokemon<sup>9</sup> card or a MTV van — or whatever the kids are into — to get him that excited. I'm cherishing when Nicholas put down his fork at dinner and asked, "Mommy, how are you doing?" A decade from now, he might not care.

[12] When they're in grade school, they won't want to hold my hand anymore. In junior high school, they won't hug me and say, "I love you, too." In high school, they won't even want to be seen with me.

[13] Pretty soon they'll both be gone. And I'll wander through the supermarket, the deli and the post office alone, warning young mothers to enjoy their kids while they are little. Hope they'll listen.

## Notes:

1. deli=delicatessen 美国的这种店也卖方便食品、快餐和小吃。
2. Pop-Tart-free=pop-tart 一种早餐饼
3. M&M's 一种纯牛奶巧克力豆
4. haze 对……模糊
5. settle the score 算账
6. barrel [俚]=at high speed 这里形容小男孩行动起来快而且无所顾忌地乱动。
7. Mack 是一种重型大汽车的牌子
8. python 蟒蛇
9. Pokemon: A name of cartoon figure originated in Japan and introduced into the states in late 1990s or in 2000. Pokemon looks like a big yellow cat.