

A

Changing

Scene

美国新风情英语

【英汉对照本】

LUCETTE ROLLET KENAN



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饶 健 华 译注

安徽科学技术出版社

〔皖〕新登字02号

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1982 by Harcourt Brace Jovanovich, Inc.

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封面设计：赵素萍

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安徽科学技术出版社出版

（合肥市金寨路283号）

邮政编码：230063

新华书店经销 安徽新华印刷厂印刷

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开本：787×1092 1/16 印张：19 字数：550 000

1988年9月第1版 1992年2月第5次印刷

印数：60 001—65 000

ISBN7-5337-0212-4/H·17

定价：7.60元

译注者说明

本书是美国近年出版的、为外国人编写的中级英语教程，可供我国有中学英语水平的人作为进修英语的课本，大学非英语专业的学生亦可用作阅读教材。本书题材广泛、新颖，知识性、趣味性强；涉及到现代美国社会的许多方面，反映了当代美国人对他们生活中一些问题的看法。绝大多数课文都是作者直接用英语写成，文笔生动，语言流畅，读来琅琅上口。学完本书，词汇量可达4000左右。

为了方便读者自学，我们除了将课文全部译成汉语外，还增加了词汇表和少量注释。译文力求忠实、通顺；为了便于读者对照阅读，在不违反汉语习惯的原则下，有时也照顾到原文的表层结构。为了使语句顺畅，符合汉语的思维逻辑，译文中常增加一些原文表层意义中没有的文字，置于方括号内。因有译文，注释则偏重于句子结构的分析和习惯用法的说明，不再释义。

译注中的疏漏和不当之处，衷心希望读者批评指正。

1987年2月于国防科学技术大学

PREFACE

A Changing Scene was composed with the double purpose of helping students of English as a second language to improve their skills in reading and in expressing themselves clearly, both orally and in writing. By the time they reach the end of this reader, students should have (1) increased their familiarity with English grammar, vocabulary, and idioms; (2) learned to recognize the main points of a story and to follow patterns of Western logical reasoning; (3) gained confidence in expressing their opinions in classroom discussions; (4) discovered aspects of American life that they may not have known, and compared them with the customs and values of other countries.

A special effort has been made to keep each chapter interesting from beginning to end by providing exercises that are appealing and entertaining. Many of the exercises tell stories related to the main theme and offer additional information or a different point of view. Whenever possible, the exercises allow students to use the grammar under study in a creative way, with a certain amount of freedom—almost as they would use it in conversation.

A Changing Scene consists of sixteen original articles and two pieces adapted from newspapers, one by Ann Landers, the other by foreign correspondent Fernand Auberjonois. The essays cover a wide variety of subjects, including, for instance, the joys and pains of mass tourism, family relationships, volunteer work, vandals, science fiction, working women, creative justice, the new role of the zoo, the problems of nuclear energy, and the do's and don'ts of job hunting. Although each reading is based on an aspect of life in the United States or a change in the values of American society, the topics were chosen for their universal appeal. The title of the book refers both to the changes occurring in modern society and to the variety of subjects presented.

The essays are arranged in order of increasing difficulty. The vocabulary reaches the 3,500 word-level of the New Horizon Ladder Dictionary; all words and expressions above that level are glossed or illustrated. Each article is followed by a comprehensive vocabulary section that integrates in a logical text all the new words, and many familiar ones, related to the theme of the article. Idioms and expressions, marked in the text with an asterisk, are carefully explained in a separate section.

The book makes full use of the power of repetition. Vocabulary, idioms, and grammatical constructions are used over and over throughout the eighteen chapters, and a word learned in the first article may reappear in the synonym exercise of a later chapter. Instructors will also find that more than one exercise may be devoted to a difficult question, such as the use of past tenses, relative pronouns, indirect speech, or the conditional tense.

The articles are written in the kind of everyday English that students encounter in newspapers and magazines. They should be read for their content without an attempt to understand every word or to analyze every structure. Two types of exercises, Understanding the Text and True or False?, allow instructors and students to make sure that the story has been fully understood and its main ideas recognized. The answers need not be long, but students should certainly be encouraged to give as much explanation as they wish: or they can simply refer to the part of the text that justifies their answers. The true-false exercises can be answered not only with a "yes"

or a "no" but with another response when the statement is only partly true, for the purpose here is to make readers pay close attention to the text and meet the exercise with an alert mind. In Chapter 1, for example, the first true-false statement, "Traveling and tourism are modern activities," should bring a response like, "Tourism is a modern activity; traveling is not."

Although most of the exercises are meant to be done orally, they can be used for written work if preferred. Those that tell a story or add new facts to the information provided by the article may need two readings—one to do the required work and the other to concentrate on the content.

The object of the Vocabulary, Synonyms, and Idioms exercises is to help students master the new words and expressions introduced in each chapter, while the Word Forms exercises expand vocabulary by presenting, always in the same order, the nouns, verbs, adjectives, and adverbs from the same word family. Special exercises also provide practice in the use of articles and prepositions. A number of oral sentence-combining exercises appear throughout the book, but one particular kind, Combining Sentences, should be done in writing or prepared in writing before being repeated orally. This exercise allows students to use all the ways they know (and perhaps do not realize they know) of indicating the relationship between the various ideas in a sentence or group of sentences: the use of relative pronouns, gerund phrases, and such words as *and*, *but*, *for*, *however*, *since*, *although*, *because*, *when*, and *where*, which are the tools of logical reasoning.

By the time students reach the Topics for Discussion at the end of each chapter, they will have collected a great deal of information from the readings and exercises, and enough vocabulary to discuss the subject matter. These topics are meant to give students a chance to apply their newly acquired knowledge and to express their opinions about the articles and the issues they raise. The whole class should participate in the discussion, and students should be encouraged to support or criticize one another's views rather than address their comments to the instructor. Each chapter ends with a few simpler topics. For Composition Only, calling for the writing of outlines, summaries, or short personal essays.

I would like to express my gratitude to Shirley W. Braun of Rockefeller University in New York for her encouragement and her very constructive comments. My special thanks also to Len Fox of Brooklyn College and Teresa Dalle of Memphis State University for their excellent suggestions. All my thanks to Chris Pearson, Jeremiah Lighter, and Richard Lewis of Harcourt Brace Jovanovich, responsible for the production and design of the book; last but not least, I want to thank Lisa Haugaard, who guided me patiently and judiciously through the final editing stages of the book.

LUCETTE ROLLET KENAN

前 言

编写《转换变化的场景》(英汉对照本定名为《美国新风情英语》——译者)一书有双重目的,即帮助将英语当第二语言来学的学生提高阅读技能和用口、笔头清晰地表达自己思想的技能。学生学完此读本,应(1)对英语语法、词汇和习语更加熟悉;(2)学会识别一个故事的要点并懂得西方的逻辑推理方式;(3)增强在课堂讨论中发表意见的信心;(4)了解他们原来也许不知道的美国生活的许多方面,并将它们与其他国家的风俗习惯和价值观作出比较。

每章都配有引人入胜的练习,力求使各章从头至尾保持趣味性。许多练习包含了与[课文]主题有关的故事,或提供更多的情况,或提出一个不同的观点。只要有可能,练习尽量编得使学生能创造性地使用所学的语法,用时有一定的自由——与他们在谈话中使用的情形差不多。

《转换变化的场景》含有十六篇原作和两篇从报纸上改写的文章,一篇的作者是安·兰德,另一篇是外国记者费南德·奥伯扬内。这些文章题材广泛,包括群众性旅游的欢乐与痛苦、家庭关系、自愿助人工作、摧残文化艺术和在公共场所乱写乱画的人、科学幻想故事、从事劳动的妇女、创造性的司法、动物园的新作用、核能问题、谋职应注意的事项等。每一篇阅读材料虽然都是以美国生活的一个侧面或美国社会价值观的一种变化为基础,但选题都是大家感兴趣的。本书的书名既指现代社会上发生的变化,也指所涉及的五花八门的题材。

文章按排列顺序难度逐渐加大,词汇量达到《新水平阶梯词典》的3500词的等级;这个等级以外的词和表现法均注出或用图例说明。每篇文章后附有词汇综合练习,这一部分练习将所有的生词和许多熟词编成合乎逻辑的、与文章题目有关的文字。习语和表现法在课文中用星号标出,另立一节加以详解。

本书充分发挥了重复的作用,单词、习语、语法结构在通篇18章内反复使用,在第一篇文章中学过的单词,有可能在后面某章的同义词练习中重现。教师亦将看到一个难题可能不只配有一个练习,如过去时的用法、关系代词、间接引语和条件句中的时态等。

这些文章是用学生在报纸杂志上见到的那种日常英语写成的,读时应领会其要旨,但无须弄懂每一个词,无须分析每一个语法结构。教师与学生可通过“理解课文”和“是非题”两类练习弄清是否已充分理解了故事情节和中心思想。回答不要太长,但如果学生愿意多加解释,当然应该鼓励他们多说;或者他们亦可简单提及课文中能证明他们的答案正确的那一部分。是非题不但可用“是”或“不是”来回答,而且如果句子只是部分正确,可用另一种方式回答,目的是使读者在课文上多下功夫,做练习时头脑要敏锐。例如,在第一章中第一道是非题:“旅行和旅游观光是现代人的活动。”应这样回答:“旅游观光是现代人的活动,旅行不是”。

大多数的练习虽然是编来口头做的，但如果愿意，也可作笔头练习。讲述一个故事或对文章中提供的情况增加新材料的练习也许要读两遍——第一遍按要求做练习，第二遍着重领会内容。

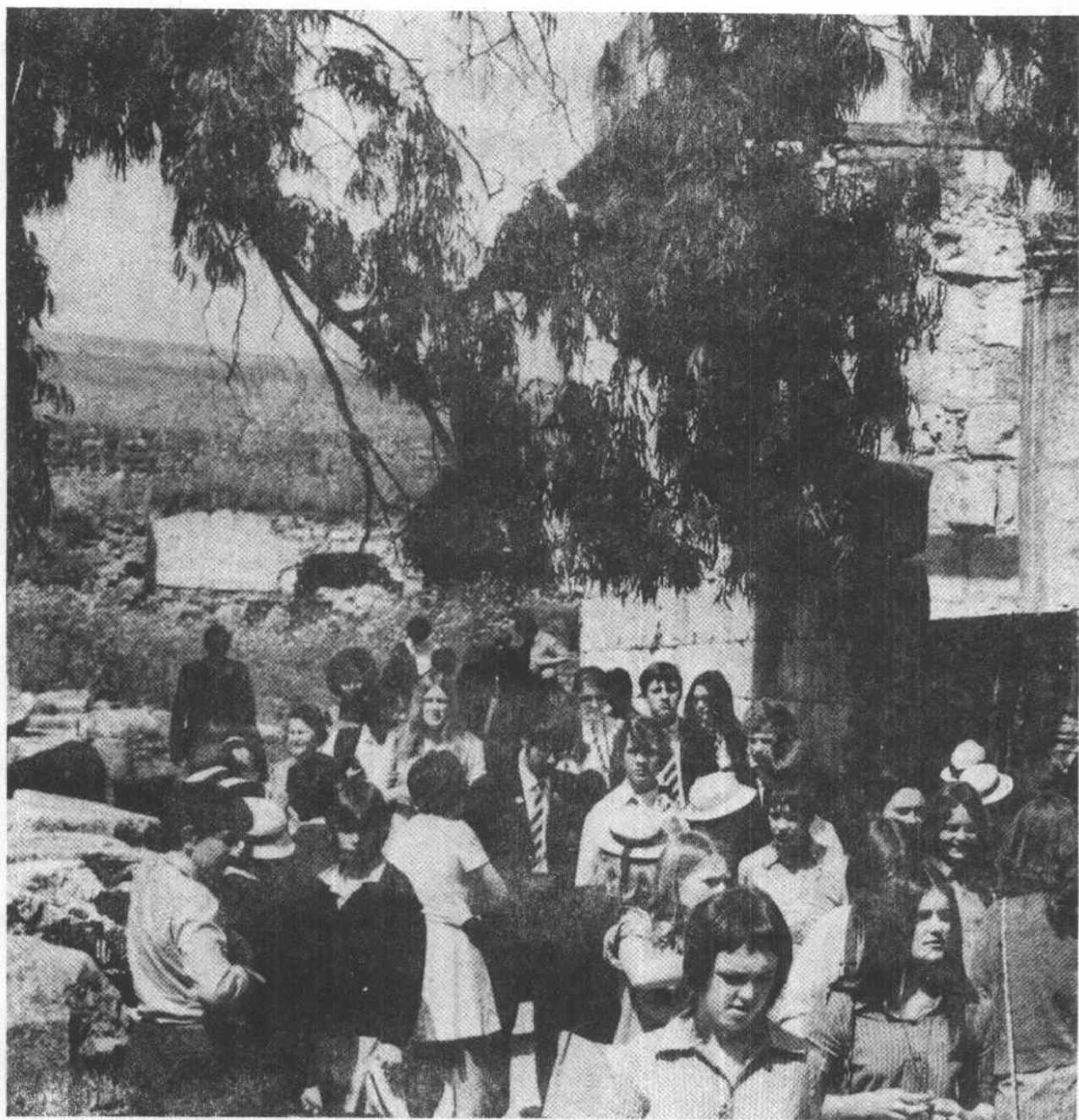
词汇、同义词和习语练习旨在帮助学生掌握每章出现的生词和表现法，构词练习是几乎一成不变地按名词、动词、形容词、副词的顺序列出同根词，藉以扩大词汇量，还有一些专门练习提供了练习使用冠词和介词的机会。整本书都有口头组词练习，但有一种特殊的练习：“连句”，应笔头做，或是先写下来然后再说出。这个练习允许学生用他们所知道（也许没有意识到他们知道）的一切方式来表示一个或一组句子中不同概念之间的关系：用关系代词、动名词短语和诸如 and, but, for, however, since, although, because, when, where 一类的词，这些词是逻辑推理的工具。

到学生将做每一章末尾的“讨论题”时，他们已经从阅读材料和练习中获得了大量的情况和足够的词汇来讨论这些题目。编这些题的目的是为了给学生提供运用新获得的知识而就选文以及他们所提出的问题发表自己意见的机会。全班都应该参加讨论，应鼓励学生就彼此的观点发表相同或批评的意见，而不是对教师谈自己的看法。每章最后有两三个更简单的题目，“仅供作文用”，要求写提纲、摘要或涉及本人的短文。

我谨向纽约洛克菲勒大学的雪利·W·布洛恩表示谢意，感谢她的鼓励和建设性的意见。我还要特别感谢布鲁克林学院的兰·福克斯和孟菲斯州立大学的特拉莎·达勒，他们提出了很好的建议。我由衷地感谢哈科特·布雷斯·乔万洛维奇公司的克瑞斯·皮尔逊、杰瑞米·莱特和理查德·刘易斯，他们负责本书的设计和出版。最后我同样要感谢丽莎·霍嘉德，在编辑本书的最后几个阶段，她给了我耐心的、明智的指导。

卢塞特·洛莱·肯南

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Travelers and Tourists **1**



OR THOUSANDS of years men have been wandering around—for pleasure, for profit, or to satisfy their curiosity. When the only means of transportation^o were horses, camels, and small boats, travelers were already crossing seas and deserts to acquire rare goods or to visit famous places. For the pure joy of learning, scholars^o ventured into distant kingdoms and observed their customs. They tasted the foods; they questioned the wise men about their gods and their history; they sat in awe^o on the banks of newly discovered rivers. Then they went back home, reflecting upon what they had seen, and perhaps they wrote a book or two about their discoveries. Slowly, nations learned about each other, men met and ideas spread—for better or worse*.

means . . . ways to travel

learned men

in . . . with fearful
admiration

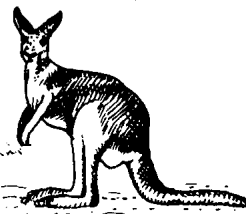
There was a time*, closer to ours, when artists and writers journeyed all over Europe and sometimes farther to study ancient works of art and to exchange ideas and methods with their foreign colleagues^o. Poor adventurers trudged^o on foot while rich travelers rode in comfort. Two centuries ago, it became fashionable for wealthy families to send their grown children to foreign countries where they would complete their education. A young man was expected to acquire good manners and a taste for^o literature in France, an appreciation of music in Germany, and some feeling of history in the Roman Forum¹.

people of the same profession
walked with difficulty

taste . . . liking for

Thus all kinds of travelers learned and dreamed through the centuries. But their number was always limited, for they were only a privileged minority—the rich, the free, the talented, and the adventurous—who could enjoy a pleasure unknown by the great masses.

This is not true any more. Railroads, ships, buses, and airplanes have made travel easier, faster, and cheaper, and the number of people who can spare the time and the money to take trips has grown enormously. It is not reserved to a lucky few, nowadays, to admire Inca² temples, giant Buddhas, French castles, and Australian kangaroos^o. Millions of people do each year. But instead of being called travelers, they are known as tourists and they are seen all over the world—floating down the Amazon, cruising^o to Alaska, flying from Timbuktu to Easter Island, and taking pictures of Norwegian churches and Pakistani costumes.



taking a pleasure trip by
boat

Surely this represents great progress. It is just and good that most of the people who dream of seeing the Parthenon should have a chance

¹ The Roman Forum was a meeting place in ancient Rome. The Amazon River flows through South America. Timbuktu is a very old city in Africa. Easter Island is located in the Pacific Ocean, west of Peru. The Parthenon was the temple of the goddess Athena in Athens, Greece. Machu Picchu is a ruined city high in the mountains of Peru.

² Inca is the name of the ancient kings of Peru, now applied to all Peruvians of their time.

very distant

to do so. It is satisfying to know that remote° ^{废墟} ruins are not forgotten in deep forests, to be seen only by a few explorers at the risk of their lives*. It is excellent that people of different countries should meet and talk to each other.

But is it really? ^{真的吗}

unwanted things left on the
ground / marks written
on walls

Is it really desirable to have the most remote beach, the most hidden temple exposed to human curiosity and at the same time to the litter° and graffiti° that humanity leaves in its path? Would it be better to leave such treasures to the local population, which perhaps doesn't pay any attention to them*?

at... slowly

students of ruins

Is it better to have a few knowing admirers study a painting at leisure°, or a crowd see it in haste and confusion? The man who discovered the old Inca city of Machu Picchu in 1911 had faced extraordinary difficulties to reach it. But although dangerous and exhausting, the climb was very rewarding to him, and to the few archaeologists° who followed him later. Once in the ruined streets of the town, they could wander around, alone with the memory of the Indians who had built it centuries earlier; and perhaps they were able to make some discovery that would bring more light to a mysterious past. Today Machu Picchu is a great tourist attraction. The visitors, brought by planes, trains, and buses, walk through the city in groups. Cameras click; guides shout their explanations in several languages; people push, run up and down the steps, drop bits of litter, and perhaps take a small stone as a souvenir°. Some disappointed visitor may complain, once in a while, that this is not the most satisfying way to see a place so full of history and sadness. And of course he is right; but without the modern conveniences°—and inconveniences°—would he be able to visit Machu Picchu at all?

reminder

things that make life easier
annoying things

as a duty

Finally, if you are in a bad mood, you may wonder what good, what understanding could come from the meeting of an exhausted tourist with the merchants of a city that he is visiting in three days, running dutifully° through five churches, four museums, and a row of souvenir shops. ^{应付了事}

wear... disappear
gradually

The saddest aspect of mass tourism has been brought recently to the attention of* the public: it seems that the great number of visitors is destroying the treasures that they enjoy most. Under millions of feet, ancient stones wear out°, ancient floors break down. Parts of the palace of Versailles may have to be closed to the public in order to preserve them, and some European caves, famous for their thirty-thousand-year-old paintings, have already been closed because the paintings were damaged by human respiration. There may come a time when* only specialists in art, history, or archaeology will be allowed near the treasures of the past.

Perhaps we'd better hurry* to see them; perhaps we'd better take a tour soon.

IDIOMS AND EXPRESSIONS*

Idiom	Definition
for better or worse	with good and bad results
to be a time when	at a certain time
<i>there was a time when artists and writers journeyed</i>	<i>at a certain time, artists and writers used to journey</i>
<i>there may come a time when only specialists will be allowed</i>	<i>at some time in the future, only specialists may be allowed</i>
at the risk of their lives	with the possibility of losing their lives
to pay attention to	to be interested in, to notice
<i>the local population doesn't pay attention to them</i>	<i>the local population is not interested in them</i>
<i>pay attention to what I am saying</i>	<i>listen carefully to what I am saying</i>
to bring to the attention of	to show to
we'd better hurry	we should hurry; it would be better if we hurried

THE VOCABULARY OF TRAVEL

A tourist is a traveler who takes planned trips, called tours.

A tour usually includes many places or countries; it is often organized by a travel agent who buys all the tickets and reserves airplane seats and hotel rooms for his clients (customers).

The word "tourist" has acquired a bad meaning because of the tourists who behave badly or loudly in the places that they are visiting.

A journey is a long trip; it can be exhausting (very tiring) to journey to distant places.

An explorer is a person who visits a little-known area and studies it carefully.

An archaeologist studies the ruins of ancient cities and tries to find out how their populations lived.

One can study archaeology in college.

Brave men venture (take the risk of going) into unknown or dangerous places.

People trudge through snow, sand, or water.

Tourists use modern means of transportation: they fly in airplanes (planes), they cruise slowly in pleasure ships and boats, they ride in cars, buses, and railroad trains.

A cruise is a leisurely (slow) trip by boat with many stops in interesting places.

Tourists visit castles, palaces, and temples, and also museums, where works of art are shown to the public.

They listen to guides, who are the people paid to show places and give explanations of them.

The visitors take pictures with their cameras. Sometimes they buy souvenirs (objects that will remind them of their trip later).

People drop litter on the ground: empty cig-

arete packs, bits of paper, empty bottles, etc.

They also leave graffiti (words, drawings) on the walls or on the trees.

When people are lost, or when they are not in a hurry, they wander around (walk in all directions).

A convenience is anything that makes life easier: for a modern traveler, the modern con-

veniences are good means of transportation, the help of a travel agent, comfortable hotels, the possibility of paying by check, and the telephone, for example.

The inconveniences, the annoying and bothering things that make life less pleasant, are the crowds, the noise, the heat, the souvenir shops, and so on.

EXERCISES

True or False?

When the statement is completely true, or completely false, answer yes or no. If the statement is only partly true, explain why in a few words.

Example: Traveling and tourism are modern activities.

Tourism is a modern activity, but traveling is not.

1. The idea of sending students abroad is not new.
2. Traveling was so hard in ancient times that people traveled only to make money.
3. Only the rich could travel in ancient times.
4. A tourist is a traveler who takes only short trips.
5. Visitors damage old buildings and ruins in many ways.
6. Like ancient travelers, modern explorers and archaeologists need to be strong and rather brave.
7. Because of the modern conveniences, it is much more satisfying today to visit famous places.
8. It is very fortunate that ideas and customs can spread from country to country.
9. There are many more travelers now because the population of the world is larger.
10. The author says that tourists make many friends while traveling.
11. The main idea of the article is: travel is much easier now than it used to be, but it is not always better.

Vocabulary

- A.**
1. What *means of transportation* can you name?
 2. What is the difference between an *ancient* country and a *remote* country?
 3. What does a *guide* do?
 4. What is the difference between a *scholar* and a *student*?
 5. What do you do with a *camera*?
 6. What can a *travel agent* do for you?
- B.**
1. When you look at a mountain *in awe*:
 - a. you look in comfort
 - b. you look with fear and admiration
 - c. you look without interest
 2. When a sign says "Don't *litter!*" it means that you must not:
 - a. leave papers and bottles on the ground
 - b. drive fast
 - c. eat or drink in the place
 3. When you read that a man *ventured* inside a building, you get the feeling that:
 - a. the man was walking fast
 - b. the man was forced to enter the building
 - c. the man took a risk by going inside the building
 4. *Graffiti* are:
 - a. the remains of ancient cities
 - b. objects that people take or buy as a reminder of their trip
 - c. what people write or draw on walls and other places
 5. When you visit a place *at leisure*, or *leisurely*, you visit it:
 - a. without spending much money
 - b. alone
 - c. without hurry
 6. When you *bring* a fact to a person's attention:
 - a. you make that person notice the fact
 - b. you learn the fact from that person
 - c. you bring it to the person's office
- C.** Explain the difference in meaning between the following pairs of sentences.
1. They are *flying* to the islands./They are *cruising* to the islands.
 2. She visited the museum *recently*./She visited the museum *dutifully*.
 3. He *wandered* through the city./He *explored* the city.
 4. The child *trudges* to school in the snow./The child *walks* to school in the snow.