



# 朗文

## GREAT AMERICAN STORIES

### 英语经典名著 3

英汉对照



吉林出版集团有限责任公司  
——外语教育出版社——



Longman.com

H319.4/1625

:3

2008

# 朗文英语经典名著

## GREAT AMERICAN STORIES

3

总主编 杨 枫(博士) 刘庆双(博士)

主 编 C.G. Draper

副主编 李丽虹 李慧君

编 者	任运国	高 扬	杨永艳
	潘莉莉	孔 淇	聂迎庆
	吴 蓉	张 楠	邴 璐
	张绍纯	于俊楠	贲建国

吉林出版集团有限责任公司  
培 生 教 育 出 版 集 团

# 一本书一个世界

捷进可一

## 图书在版编目(CIP)数据

朗文英语经典名著.3:英汉对照/捷进可一编委会编.

—长春:吉林出版集团有限责任公司,2008.1

ISBN 978-7-80762-307-6

I. 朗... II. 捷... III. ①英语—汉语—对照读物②文学—作品综合集—美国 IV. H319.4:I

中国版本图书馆 CIP 数据核字(2007)第 198303 号

吉·版权合同登记图字 07-2005-1459

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without permission from Pearson Education Inc.

English Reprint edition published by Pearson Education Asia Ltd. and Jilin Publishing Group

Copyright © 2008

本书封面贴有由 Pearson Education Inc.提供的防伪标签,无标签者为盗版。

本书仅限于中华人民共和国境内销售。



网 址: [www.expresskey.com.cn](http://www.expresskey.com.cn)

电子信箱: [expresskey@hotmail.com](mailto:expresskey@hotmail.com)

发行电话: 0431-85618714

GREAT AMERICAN STORIES

## 朗文英语经典名著

[3]

责任编辑:付卫艳

出 版:吉林出版集团有限责任公司

地 址:长春市人民大街4646号,130021

承 印:长春市博文印刷厂

印 张:15.125

版 次:2008年5月第1版

2008年5月第1次印刷

封面设计:十二月工作室

发 行:吉林出版集团捷进可一图书经营有限公司

地 址:长春市同志街1660号,130021

开 本:787毫米×1092毫米 1/16

字 数:327千字

定 价:20.50元

书 号:978-7-80762-307-6

如有印刷、装订质量问题捷进可一公司负责调换。

《朗文英语经典名著》(3) 荟萃美国著名作家约翰·斯坦贝尔的《早餐》、欧内斯特·海明威的《一天的点等待》、伊迪丝·沃顿的《四月里的阵雨》、华盛顿·欧文的《李普·范·温克尔》、纳撒尼尔·霍桑的《亡人之妻》、詹姆斯·瑟伯的《九根针》、斯蒂芬·克兰的《英雄行为的奥秘》、尤杜拉·威尔蒂的《访探慈善机构》、拉尔夫·埃利森的《黑球》等经典作品,教你在领略文学之美的同时学习英语,在学习英语中欣赏文学。

全书英汉对照,可从辅助性或消遣性角度阅读,满足读者学习语言和爱好文学的需要,亦可供课堂教学使用。

### 一、难易程度循序渐进

第一册每篇从 600 词至 1000 词排列,程度从初中级开始,至中级水平结束;第二册每篇从 1000 词至 2000 词排列,程度从中级开始,到中高级水平结束;第三册则按中高级水平到高级水平排列。其词汇、语法和故事的内部结构及练习也是按照递进的梯度加以控制和安排。

### 二、栏目设置精彩实用

**Before You Read The Story** 由作者生平、插图指南、快读提示及重点思考几部分组成,旨在激发学生阅读兴趣,提高学生阅读技巧。

**After You Read The Story** 由情节理解、阅读理解、词汇练习、讨论和写作几部分组成,既照顾到英语学习中语言知识的运用,又培养了学生的文学欣赏能力。

### 三、课堂活动丰富多彩

每册按 12-14 周的课程设计,充分满足课堂上教师与学生、学生与学生、小组与小组之间互动讨论的需要,引领学生在学习语言、欣赏文学过程中了解美国历史、文化、政治和社会。

捷进可一编委会

# 捷进可一编委会

主 任:杨 枫 刘庆双

编 委:(以下按姓氏笔划排序)

孔庆炎:大连理工大学教授,原大学外语教学指导委员会委员、大学英语四、六级考试委员会委员、高职高专英语教学指导委员会主任委员

王立非:对外经济贸易大学英语学院院长、博士、教授、博士生导师

王晓群:全国大学英语四、六级考试委员会委员,上海财经大学外语系主任、教授

邓联健:教育部大学外语教学指导委员会委员,中南林业科技大学大学外语教学部主任,教授

白永权:教育部大学外语教学指导委员会委员,全国大学英语四、六级考试委员会委员,西安交通大学外国语学院院长,教授

刘龙根:教育部大学外语教学指导委员会副主任,全国大学英语四、六级考试委员会委员,上海交通大学外国语学院院长、教授、博士、博士生导师

刘浣波:教育部大学外语教学指导委员会委员,华南理工大学外国语学院院长、教授、博士

刘庆双:吉林出版集团外语教育出版公司副总编辑、博士、英语教授

安晓灿:广东韶关学院外语学院大学英语教学部主任。教育部高等学校高职高专英语类专业教学指导委员会副主任、教育部高等学校英语应用能力考试委员会委员

严 明:教育部大学外语教学指导委员会委员,全国大学英语四、六级考试委员会委员,黑龙江大学大学外语教研部主任,教授

张 森:教育部大学外语教学指导委员会委员,全国大学英语四、六级考试委员会委员,河北科技大学外国语学院院长、教授

杨 枫:吉林出版集团外语教育出版公司总经理、总编辑、博士、英语教授

陈仲利:教育部大学外语教学指导委员会副主任,全国大学英语四、六级考试委员会委员,北京化工大学外语系主任,首席教授

战 菊:吉林大学公共外语教育学院院长、教授、博士

徐 珺:大连外国语学院教授、博士、《外语与外语教学》主编

郭海云:教育部大学外语教学指导委员会委员,全国大学英语四、六级考试委员会委员,北京交通大学人文社会科学学院院长、教授

曹 军:东北师范大学外国语学院大学外语系主任、教授、博士

龚亚夫:中国教育学会外语教学专业委员会理事长,教授,国家《英语课程标准》研制组核心成员

程晓堂:北京师范大学外国语学院院长、教授、博士、博士生导师,国家《英语课程标准》研制组核心成员

· · · · ·

# Contents

---

<b>Unit 1</b>	<b>BREAKFAST</b> <i>John Steinbeck</i>	<b>1</b>
<b>Unit 2</b>	<b>A DAY'S WAIT</b> <i>Ernest Hemingway</i>	<b>19</b>
<b>Unit 3</b>	<b>APRIL SHOWERS</b> <i>Edith Wharton</i>	<b>37</b>
<b>Unit 4</b>	<b>RIP VAN WINKLE</b> <i>Washington Irving</i>	<b>63</b>
<b>Unit 5</b>	<b>THE WIVES OF THE DEAD</b> <i>Nathaniel Hawthorne</i>	<b>93</b>
<b>Unit 6</b>	<b>NINE NEEDLES</b> <i>James Thurber</i>	<b>116</b>
<b>Unit 7</b>	<b>A MYSTERY OF HEROISM</b> <i>Stephen Crane</i>	<b>135</b>
<b>Unit 8</b>	<b>A VISIT OF CHARITY</b> <i>Eudora Welty</i>	<b>165</b>
<b>Unit 9</b>	<b>THE BLACK BALL</b> <i>Ralph Ellison</i>	<b>191</b>
	<b>ANSWER KEY</b>	<b>223</b>



# 1 UNIT

## BREAKFAST

A story by  
**JOHN STEINBECK**



**J**ohn Steinbeck was born in 1902 in Salinas, California. He grew up in a farming valley surrounded by mountains, about a hundred miles south of San Francisco and twenty-five miles from the Pacific Coast. The valley, the mountains, and the coast serve as settings for many of Steinbeck's best and most famous stories. His mother, a schoolteacher, encouraged him to read widely as a child. After taking many courses but no degree from Stanford University, Steinbeck held a variety of jobs that developed in him a deep sympathy for the life of working people. In the 1930s, a time of great economic hardship, Steinbeck wrote five books that became the basis of his future fame. They are *Tortilla Flat* (1935), *In Dubious Battle* (1936), *Of Mice and Men* (1937), *The Long Valley* (1938), a collection of stories from which "Breakfast" is taken, and *The Grapes of Wrath* (1939), a long novel about farming families that many consider his best. Steinbeck's writing is straightforward, natural, and clear, but expresses great emotion beneath its simple surface. Steinbeck published more than thirty books during his productive career; many of his stories were made into films. In 1962, he won the Nobel Prize for literature. He died in 1968.



## BEFORE YOU READ THE STORY

### A About the Author

Read the paragraph about John Steinbeck on page 1. Where are many of Steinbeck's stories set? What did Steinbeck's various jobs develop in him?

### B The Pictures

Read the **Key Words** paragraph on page 3. How many of the words in italics in that paragraph can you identify in the picture on page 5?

### C Thinking about Hard Times

"Breakfast" takes place during the 1930s, a period of great economic hardship in the United States and throughout the world. The main characters in the story are poor workers who move from farm to farm looking for jobs. They have few possessions and little education (their English, as you will see, is "nonstandard"—that is, very informal and sometimes ungrammatical). It is a struggle for them to make enough money to take care of the simplest human needs. What do you think are some of the things that give people pleasure during hard times? What are some of the things that bring you happiness during times of difficulty?



## D Scanning for Information

Reading quickly to find small pieces of information is called **scanning**. In this exercise you will scan the **Key Words** below. When you are scanning "To the Reader," let your eyes move quickly over the text until you find the phrase "Understanding Words in Context." Then read closely enough to answer the following questions.

1. What is the "context" of a new word?
2. What does the "context" help you to understand?
3. What are "context clues"?
4. In the **Key Words** below, what words or phrases are the "context clues" that help you understand each word in italics?



### KEY WORDS

"Breakfast" takes place in an outdoor camp near California farmland. The camp is simple, consisting of a tent, an *old iron* stove for cooking, a *packing box* used as a table, no chairs, and a few *tin cups* and plates. Four people are living in the camp: a young woman and her baby, a young man, and an older man. They are farm workers, and they have recently found work *picking cotton*—that is, taking cotton off the plant by hand. The woman is dressed in an old, washed-out skirt and a blouse or shirt; the men wear *dungarees*, clothing made of rough dark-blue cotton (blue jeans). They are about to eat a breakfast of coffee, bacon, and *biscuits*—quickly made bread baked in a pan in small round shapes.





## BREAKFAST

- 1 This thing fills me with pleasure. I don't know why, I can see it in the smallest detail. I find myself recalling it again and again, each time bringing more detail out of sunken memory; remembering brings the curious warm pleasure.
- 2 It was very early in the morning. The eastern mountains were black-blue, but behind them the light stood up faintly colored at the mountain rims with a washed red, growing colder, greyer and darker as it went up and overhead until, at a place near the west, it merged with pure night.
- 3 And it was cold, not painfully so, but cold enough so that I rubbed my hands and shoved them deep into my pockets, and I hunched my shoulders up and scuffled my feet on the ground. Down in the valley where I was, the earth was that lavender grey of dawn. I walked along a country road and ahead of me I saw a tent that was only a little lighter grey than the ground. Beside the tent there was a flash of orange fire seeping out of the cracks of an old rusty iron stove. Grey smoke spurted up out of the stubby stovepipe, spurted up a long way before it spread out and dissipated.
- 4 I saw a young woman beside the stove, really a girl. She was dressed in a faded cotton skirt and waist. As I came close I saw that she carried a baby in a crooked arm and the baby was nursing, its head under her waist out of the cold. The mother moved about, poking the fire, shifting the rusty lids of the stove to make a greater draft, opening the oven door; and all the time the baby was nursing, but that didn't interfere with the mother's work, nor with the light quick gracefulness of her movements. There was something very precise and practiced in her movements. The orange fire flicked out of the cracks in the stove and threw dancing reflections on the tent.







5 I was close now and I could smell frying bacon and baking bread, the warmest, pleasantest odors I know. From the east the light grew swiftly. I came near to the stove and stretched my hands out to it and shivered all over when the warmth struck me. Then the tent flap jerked up and a young man came out and an older man followed him. They were dressed in new blue dungarees and in new dungaree coats with brass buttons shining. They were sharp-faced men, and they looked much alike.

6 The younger had a dark stubble beard and the older had a grey stubble beard. Their heads and faces were wet, their hair dripped with water, and water stood out on their stiff beards and their cheeks shone with water. Together they stood looking quietly at the lightening east; they yawned together and looked at the light on the hill rims. They turned and saw me.

7 "Morning," said the older man. His face was neither friendly nor unfriendly.

8 "Morning, sir," I said.

9 "Morning," said the young man.

10 The water was slowly drying on their faces. They came to the stove and warmed their hands at it.

11 The girl kept to her work, her face averted and her eyes on what she was doing. Her hair was tied back out of her eyes with a string and it hung down her back and swayed as she worked. She set tin cups on a big packing box, set tin plates and knives and forks out too. Then she scooped fried bacon out of the deep grease and laid it on a big tin platter, and the bacon clicked and rustled as it grew crisp. She opened the rusty oven door and took out a square pan full of high big biscuits.

12 When the smell of that hot bread came out, both of the men inhaled deeply. The young man said softly, "Keerist! "





- 13 The older man turned to me, "Had your breakfast?"
- 14 "No."
- 15 "Well, sit down with us, then."
- 16 That was the signal. We went to the packing case and squatted on the ground about it. The young man asked, "picking cotton?"
- 17 "No."
- 18 "We have twelve days' work so far," the young man said.
- 19 The girl spoke up from the stove. "They even got new clothes."
- 20 The two men looked down at their new dungarees and they both smiled a little.
- 21 The girl set out the platter of bacon, the brown high biscuits, a bowl of bacon gravy and a pot of coffee, and then she squatted down by the box too. The baby was still nursing, its head up under her waist out of the cold. I could hear the sucking noises it made.
- 22 We filled our plates, poured bacon gravy over our biscuits and sugared our coffee. The older man filled his mouth full and he chewed and chewed and swallowed. Then he said, "God Almighty, it's good," and he filled his mouth again.
- 23 The young man said, "We been eating good for twelve days."
- 24 We all ate quickly, frantically, and refilled our plates and ate quickly again until we were full and warm. The hot bitter coffee scalded our throats. We threw the last little bit with the grounds in it on the earth and refilled our cups.
- 25 There was the color of the light now, a reddish gleam that made the air seem colder. The two men faced the east and their faces were lighted by the dawn, and I looked up for a moment and saw the image of the mountain and the light coming over it reflected in the older man's eyes.
- 26 Then the two men threw the grounds from their cups on the earth and

they stood up together. "Got to get going," the older man said.

27 The younger man turned to me. "Fyou want to pick cotton, we could maybe get you on."

28 "No. I got to go along. Thanks for breakfast."

29 The older man waved his hand in a negative. "O.K. Glad to have you." They walked away together. The air was blazing with light at the eastern skyline. And I walked away down the country road.

30 That's all. I know, of course, some of the reasons why it was pleasant. But there was some element of great beauty there that makes the rush of warmth when I think of it.





## AFTER YOU READ THE STORY



### A Understanding the Plot

*Answer the following questions with complete sentences.*

1. What time of day was it when the narrator (the person telling the story) saw the tent and the camp? What was the weather like?
2. What were the first things the narrator saw in the camp?
3. What was the young woman doing when the narrator arrived? Who was with her as she worked?
4. In what ways were the two men in the camp similar?
5. What work had the two men been doing lately?
6. What did the men and the woman have for breakfast?
7. After breakfast, what did the younger man invite the narrator to do, and what was the narrator's response?
8. When the narrator thinks back on that early-morning scene, what are his feelings?

### B Understanding Words in Context

Each of the following items has a word from the story followed by the number of the paragraph and the phrase in which it appears. Without using a dictionary, guess the meaning of the word from its context. If necessary, reread the paragraph more closely. Then complete the sentence that follows, choosing the ending that best demonstrates the meaning of the word.

**Example:**

*merge* (2) . . . the light . . . at a place near the west . . . merged with pure night.

When the two rivers merged, they

- a. broke into many separate streams.
- b. joined together into one river.**
- c. remained separate but strong.

1. *shove (3) . . . I rubbed my hands and shoved them deep into my pockets.*

When he saw the bus coming, he shoved the test papers into his book bag,

- a. wanting to keep them perfect to show his parents.
- b. not caring if they got folded or torn.
- c. even though this took so much time that he missed the bus.

2. *seep (3) . . . there was a flash of orange fire seeping out of the cracks . . .*

When the dark oil started seeping out of the ground, the oilman

- a. jumped back quickly to avoid getting splashed with it.
- b. watched with joy as it shot up into the sky.
- c. watched it slowly gather until he was sure what it was.

3. *poke (4) The mother moved about, poking the fire . . .*

When the girl began poking the boy in front of her with her pencil,

- a. he began crying because of the heat.
- b. he turned around and shouted at her.
- c. the teacher thanked her for her help.

4. *shift (4) The mother moved about. . . shifting the rusty lids of the stove. ..*

We shifted the furniture in our living room

- a. and made more space near the fireplace.
- b. and burned the pieces in the fireplace.
- c. and spent the money on a new fireplace.

5. *yaw (6) . . . they yawned together and looked at the light on the hill rims.*

After the politicians had argued the point for an hour, I yawned





- a. because I had grown sleepy.
- b. because my anger was uncontrollable.
- c. because I was thinking so deeply about the issues.

6. *sway (11) Her hair . . . hung down her back and swayed as she worked.*

The tall old tree started swaying

- a. when the sun lit it up.
- b. when the wind blew strongly.
- c. when the soft snow began falling.

7. *squat (16) We went to the packing case and squatted on the ground about it.*

While giving directions to his friends, the boy suddenly squatted

- a. at the distant mountains, and the others turned their eyes to follow him.
- b. and then fell asleep right there where he lay.
- c. and drew a map in the dirt with a stick.

8. *scald (24) The hot bitter coffee scalded our throats.*

To make sure the milk for her baby wasn't scalding, the mother

- a. gave some to the cat to drink first.
- b. shook some drops of it onto the back of her hand.
- c. drank more water than usual for a few days.