

总主编：戴炜栋

# 新世纪研究生 公共英语教材

*READING A (TEACHER'S BOOK)*

阅读 **A** 教师用书  
第二版

主编：高桂珍 王慧莉



上海外语教育出版社

总主编：戴炜栋

# 新世纪研究生 公共英语教材

READING A (TEACHER'S BOOK)

## 阅读 A 教师用书 第二版

主编：高桂珍 王慧莉

编者：（按姓氏笔划为序）

于馨 刘文字 陈宏俊 李纯娟 邱进 杨璐  
冷晓萍 周莹 高皋 常玉民 曹硕

主审：张旭



上海外语教育出版社

## 图书在版编目(CIP)数据

阅读(A)/高桂珍,王慧莉主编. —2版.

—上海:上海外语教育出版社,2006

新世纪研究生公共英语教材(第二版)

教师用书

ISBN 7-5446-0165-X

I. 阅… II. ①高… ②王… III. 英语—阅读教学—研究生—教学参考资料

IV. H31

中国版本图书馆CIP数据核字(2006)第074766号

**出版发行: 上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

**电 话:** 021-65425300 (总机)

**电子邮箱:** bookinfo@sflep.com.cn

**网 址:** <http://www.sflep.com.cn> <http://www.sflep.com>

**责任编辑:** 邵海华

---

**印 刷:** 上海信老印刷厂

**经 销:** 新华书店上海发行所

**开 本:** 787×1092 1/16 印张13.5 字数329千字

**版 次:** 2006年9月第2版 2006年9月第1次印刷

**印 数:** 3100册

---

**书 号:** ISBN 7-5446-0165-X / G · 0091

**定 价:** 21.00元

本版图书如有印装质量问题,可向本社调换

# 出版说明

随着大学外语教学水平的不断提高,研究生外语学习的起点也逐年提升。研究生入学时,绝大多数已经具备了较为扎实的语言基础,基本上都通过了大学英语四级考试,不少还通过了六级考试。为了编写出适应新时代要求的研究生英语教材,上海外语教育出版社组织了清华大学、复旦大学、浙江大学、山东大学、中山大学、大连理工大学、南京航空航天大学等10余所重点大学,召开了教材编写委员会会议,做了广泛而深入的调研。在认真分析当时研究生英语教学状况的基础上,于2002年推出了《新世纪研究生公共英语教材》。

教材编写时曾考虑到以下几点:1. 练习设计和活动安排以学习者为中心,强调应用能力的培养。2. 针对研究生听说能力下降的情况,编写专门教材,重视口语和听力的培养。3. 课文题材、体裁多样,内容时代感强。4. 重视翻译和写作(尤其是论文写作)能力的培养。5. 在突出词法、句法的基础上,融入篇章知识的教学。

《新世纪研究生公共英语教材》由以下几个品种组成:

《阅读》A 学生用书、教师用书各一册

《阅读》B 学生用书、教师用书各一册

《阅读》C 学生用书、教师用书各一册

《听说》上 学生用书、教师用书各一册

《听说》下 学生用书、教师用书各一册

《口语口译》一册

教材推出后受到了使用学校的广泛欢迎。为了适应新时期社会对研究生人才培养的需要,满足新时期研究生英语教学的要求,在广泛听取使用高校意见的基础上,上海外语教育出版社组织原编者对这套教材进行了修订。修订在保持原教材编写结构的基础上,更新了三分之一以上的篇目,进一步突出了选材的时代性。同时亦对部分练习进行了调整,单元后增加任务型的练习,使教材更符合培养学生的听、说、读、写、译等实用技能方面的要求。

由于研究生生源不一,该套教材中可能存在这样或那样的缺点。我们衷心希望广大师生多和我们联系、沟通,提出宝贵的意见和建议,以便我们不断修订,不断提高、完善。

本套教材的录音材料由上海外语音像出版社出版。

上海外语教育出版社

# 修 订 说 明

《新世纪研究生公共英语教材》于2002年面市以来，受到研究生英语学习者和教师的普遍好评。为使这套教材更加适应新时期外语教学的需要，上海外语教育出版社决定对此套教材进行修订。

本教材的修订是在广泛征求听取全国各地使用《新世纪研究生公共英语教材》的研究生英语学习者和教师的意见，并通过认真讨论的基础上进行的。《新世纪研究生公共英语教材》编委会对这套教材的修订提供了各方面的指导与帮助。修订的指导思想是，要更加适应新时期研究生英语教学的需要，满足新世纪对高层次人才的期望，进一步提高研究生的语言应用能力。

鉴于我国研究生水平参差不齐的实际情况，《新世纪研究生公共英语教材》阅读A是为具有中等水平的非英语专业硕士研究生设计的，也可供单考生、同等学力、工程硕士的研究生使用。特点是语言知识与能力训练并重；重点在于培养学生读、写、译的语言运用能力，并兼顾培养学生的听说能力。

全书共15个单元。每单元设有课前练习活动、正课文、生词、注释、练习和副课文。每单元的学时可视内容和长度及各校的教学大纲而定，一般可按平均4-6学时安排教学。

课文全部选自原文。课文题材和体裁力求多样化，课文内容丰富，具有趣味性和启发性，有利于开阔学生视野。每篇正课文长度均在1000词以上，侧重于训练学生的阅读理解能力，教师应在组织学生讨论中要求学生达到完全理解，并发展和加强学生阐述见解、表达观点的能力。课前练习部分设计的Group Discussion、Pair Work等练习旨在激发学生对课文信息的预测和联想能力。副课文的长度比正课文短，且内容与正课文贴近，便于学生联系全文的主要内容和思路进行全面理解，并有利于学生扩大阅读量，扩充词汇，提高阅读速度。对副课文内容只要求掌握中心思想和主要内容，无需完全理解。

练习形式多样，难易搭配适当，项目包括：1. 课前练习：Group Discussion、Pair Work等。2. 课文阅读理解：多项选择、问答、判断正误、思考题等。3. 词汇：同义词、反义词、构词及其他有助于学生掌握词义用法等练习。4. 翻译：汉译英（以练习课文中的生词及词组为主）。5. 综合填空。6. 写作：句子写作（包括主题句、扩展句、结论句、判断分析等练习）、段落写作和短文写作（以给定的题目、提纲，写出约180-200词的文章）。7. 读写任务。教师可根据具体情况有选择地使用或全部使用上述练习。

《新世纪研究生公共英语教材》阅读A（教师用书）是根据《新世纪研究生公共英语教材》阅读A（学生用书）修订编写的。

我们对阅读A（教师用书）的修订，除了对每单元的背景知识、语言要点、练习答案、参考译文等部分做出进一步的补充修改外，还增加了以下两部分的内容：

一、教学计划（Suggested Teaching Plan）。教学计划用表格的形式对每一单元的内容安排、时间分配、教学活动设计等作了说明。

二、读写任务答案。教师用书修订本对读写任务中的练习提供的答案仅供参考。学生在执行任务或讨论时可使用自己的语言，不必拘泥于答案。

教师在教学活动中可根据具体情况酌情选用本书内容。

编者

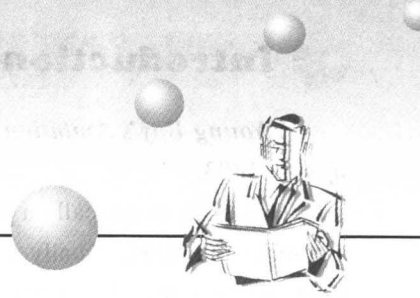
2006年7月

# CONTENTS

<b>UNIT ONE</b>	A Young Boy's Ambition .....	1
<b>UNIT TWO</b>	What the Internet Cannot Do? .....	13
<b>UNIT THREE</b>	Oceans of Sand .....	29
<b>UNIT FOUR</b>	Three Kinds of Fatigue .....	43
<b>UNIT FIVE</b>	Bringing Up Children .....	53
<b>UNIT SIX</b>	How Service Experiences Affect Students .....	65
<b>UNIT SEVEN</b>	Supporting Science .....	81
<b>UNIT EIGHT</b>	How Trees Are Killing Our Rivers .....	91
<b>UNIT NINE</b>	The Most Important Day in My Life .....	103
<b>UNIT TEN</b>	How to Build a Body Part .....	115
<b>UNIT ELEVEN</b>	Etiquette .....	133
<b>UNIT TWELVE</b>	Knowledge Management Is a Business Imperative .....	151
<b>UNIT THIRTEEN</b>	Practical Psychology: Silent Speech .....	165
<b>UNIT FOURTEEN</b>	Plagiarism Exposed at University .....	179
<b>UNIT FIFTEEN</b>	Genetic Studies Promise a Path to Better Treatment of Addictions .....	195

# UNIT ONE

## A Young Boy's Ambition



### Suggested Teaching Plan

(4 periods)

#### Objectives

Students should be able to:

1. understand the main idea (the boy's permanent ambition to become a steamboatman);
2. familiarize themselves with the basic narrative and descriptive writing skills employed in this unit to write a well-organized and thought-out narrative;
3. grasp the key language points and grammatical structures in the text;
4. communicate clearly in the speaking and writing activities centered on the theme of the unit.

#### Time Allotment

1st period	2nd period	3rd period	4th period
Warm-up; Text (Introduction and text analysis)	Text (Vocabulary and reading)	Text (Exercises)	Students' presenta- tion concerning their projects; Check on supplementary read- ings

### Warm-up

#### I. Group Discussion

Ask the students to conduct their discussions in group and ask the group leaders to write down the key words or expressions of each discussed question.

#### II. Pair Work

Ask the students to work in pairs and practice describing skills.





## Introduction

*A Young Boy's Ambition* is a chapter excerpted from Mark Twain's book *Life on the Mississippi* in 1883.

This essay is typically a piece of narrative writing. To narrate is to give an account of an event or a series of events. Usually, narrative comes in two main varieties: the fictional and the factual. The latter can be subdivided into two types: personal narratives and public narratives. This essay falls into the category of personal narratives. Mark Twain wrote this narrative in order to share with the readers his childhood permanent ambition to become a steamboatman.

While telling his ambition to become a steamboatman, the author uses a lot of vivid description in this story. Description is seldom of a pure form. It is more commonly a subordinate part of another form of discourse, especially narrative, as in this essay. The author describes the deadly small town before the steamboat comes (para. 2), the lively scene of the same town when the steamboat arrives (para. 3), the people in the village (para. 2), the notoriously worldly boy who becomes a cub engineer (para. 4) and etc. In order to convey vivid pictures and create outstanding dominant impressions to the reader, the author pays special attention to the selection of details and the choice of words. Besides, he resorts to figurative language such as simile and personification which adds freshness and life to his description. For example, he depicts "the white town drowsing in the sunshine" (para. 2) by employing personification; he draws a picture of "the boats that lay packed together like sardines" by using simile (para. 6).

In a word, Mark Twain makes his narration and description attractive to the readers with his marvelous writing techniques. Perhaps, the story reminds you of your own ambition either transient or permanent in your life. By writing a narrative like this essay, you can recollect your ambitions both at present and in the past.

## Background Information

1. **Mark Twain (1835–1910):** Mark Twain was born in Florida, Missouri, of a Virginian family and was brought up in Hannibal, Missouri. After his father's death in 1847, Twain was apprenticed to a printer. He also started his career as a journalist by writing for the *Hannibal Journal*. Later Twain worked as a licensed Mississippi river-boat pilot (1857–1861). His famous pen name Twain was adopted from the call "Mark twain!" (meaning by the mark of two fathoms) used when sounding river shallows.

His book, *The Celebrated Jumping Frog of Calaveras County and Other Sketches* (1867), marked the beginning of Twain's literary career. He then set out a world tour, traveling in France and Italy. Twain recorded his experiences in *The Innocent Abroad* (1869). The work, which gained him wide popularity, poked fun at both American and European prejudices and manners. Throughout his life, Twain frequently returned to travel writing — many of his finest novels, such as *The*



*Adventures of Tom Sawyer* (1876), dealt with journeys and escapes into freedom. Between 1876 and 1884, he published several masterpieces: *The Adventures of Tom Sawyer* (1876), *The Prince and the Pauper* (1881), *Life on the Mississippi* (1883), *Huckleberry Finn* (1884).

At the age of 75, he died in Connecticut on April 21, 1910.

2. **St. Louis:** St. Louis is an industrial city of Missouri State. It is located on 61 square miles just south of the “Meeting of the Rivers,” where the Missouri and Illinois Rivers join the Mississippi River. It is called “the gateway to the west” in the Westward Movement of Americans. The first steamboat arrived in St. Louis in 1817, heralding a new era of commerce and travel along the Mississippi River. Soon it was common to see more than 100 steamboats lining the cobblestone levee during the day. This was the Mississippi River Mark Twain came to know as a riverboat pilot and later as an author. The 1904 Olympic Games, which took place at Washington University that same summer, defined St. Louis as a world-class city.

## Language Points

1. **permanent, lasting, durable, enduring** (Para. 1): These words all have the meaning “last for a long time or for ever”.

**Permanent** means lasting for ever and never changing.

*Examples:*

He burst into cry as soon as he got the permanent U.S. citizenship.

Individuals exposed to loud noise for long intervals may suffer permanent loss of hearing.

**Lasting** is similar to permanent. It means continuing for a long time but not everlasting.

*Examples:*

John has a lasting interest in art.

Most of the people hope that there will be a lasting peace in the world.

**Durable** means “keeping a state or quality for a long time, not easy to be destroyed”.

*Examples:*

These shoes are durable. I have worn them for five years.

At the beginning, jeans were especially made for blue-collar workers for they were made of durable cloth.

**Enduring** is stronger in degree than permanent and lasting. It means standing the test of time and other things.

*Examples:*

I wish I could go to Egypt and see the enduring Pyramids.

Le Louvre enjoys an enduring reputation for its unique design.

2. **transient** (Para. 1): lasting for only a short time

*Examples:*

New York has a large transient population.



Mary suffered from transient depression, but now she has been cheered up again.

3. **When a circus came and went, it left us ..., God would permit us to be pirates.** (Para. 1):  
A circus once came to our village. After we watched their performance, we all wished to become clowns; when we enjoyed Negro singing show for the first time, we wanted to lead a life like those Negro singers; occasionally, we also hoped we could be pirates if we behaved well.
4. **fade out** (Para. 1): disappear slowly  
*Examples:*  
As the scene faded out, the hero and the heroine walked away from each other.  
The memory of her bitter experience in Japan will never fade out from her mind.
5. **... with shingle-shavings enough around to show what broke them down** (Para. 2): Here break sb. down means “make sb. tired or exhausted” or “wear sb. out”.  
*Examples:*  
A whole-day’s work in the field really broke them down.  
An hour’s long walk on a snowy day broke him down.
6. **Presently a film of dark smoke ...** (Para. 2): Here film is a quantifier meaning “thin coating or covering on or over sth.”.  
*Examples:*  
There is a film of dust on the table. Can you help me to clean it?  
In the early morning, a film of mist shrouds the whole city and cars move slowly on roads.
7. **Every house and store pours out a human contribution ...** (Para. 2): A lot of people rush out of the houses and stores on hearing that the steamboat is coming. Here pour means “cause people or things to come or go in a continuous stream.”  
*Examples:*  
Letters of complaint poured in to the head office.  
The offices pour out millions of workers at this time of the day every day.
8. **in a twinkling** (Para. 2): in a very short time or very quickly  
*Examples:*  
The tyre burst on the road in a twinkling and the car jerked to a halt. Fortunately, no one got injured.  
Many houses collapsed in a twinkling when the earthquake hit the town.
9. **Assembled there, the people fastened their eyes upon the coming boat as upon a wonder they are seeing for the first time** (Para. 3): The town people gathered at the wharf. They all stared at the coming boat as if it was a wonder that they saw for the first time.
10. **Then such a scramble as there is to get abroad, ... and such a yelling and cursing as the mates facilitate it all with.** (Para. 3): Then comes a scramble as there used to be to get into the steamboat, to get off the steamboat, to load the goods and to unload the goods; and the mates tried to make these activities go smoothly with yelling and cursing.
11. **The steamer is under way again.** (Para. 3): The steamer has set off again. Here the phrase



“under way” means “having started and making progress.”

*Examples:*

Funded by a large company, our research project is now well under way.

The Titanic has got under way toward the United States.

12. **My father was a justice of the peace.** (Para. 4): Justice of Peace, abbreviated as JP, refers to a person who judges less serious cases in a local law court.
13. **This was distinction enough for me as a general thing; but the desire to be a steamboatman kept intruding.** (Para. 4): Generally speaking, my father’s occupation made me distinctive in the village and I was content with it. However, I was constantly struck by the desire to be a steamboatman.
14. **conspicuous, prominent** (Para. 4): These two words both mean “easily seen; noticeable; remarkable”. They share the same meaning if they are used to modify objects. However, when they are used to describe a person, conspicuous means “attracting attention by unusual behavior”; prominent means “outstanding or distinguished”.

*Examples:*

The house is located in a conspicuous/prominent position.

If you are walking along a badly-lit road at night you should wear conspicuous/prominent clothes.

The actress wore a mini-skirt on a snowy day in order to make herself conspicuous among people.

Martin Luther King is a prominent political figure in the American history.

15. **This thing shook the bottom out of all my Sunday-school teachings.** (Para. 4): This thing made me disbelieve the religious teachings I received in Sunday school.
16. **vague, dim, indefinite, obscure** (Para. 4): These words can all mean being not clear, not specific or not exact.

**Vague** means “not clearly expressed or perceived”. It can also mean “not clearly identified or indistinct”.

*Examples:*

When questioned by the police, she could only give a vague description of her attacker.

The shapes of the buildings were vague because of the mist.

**Dim** implies “where or which one cannot see well, not bright, or not clearly remembered.”

*Examples:*

Before electricity was discovered, people could read by dim candle-light or oil-light at night.

John only has a dim memory of his grandmother because she passed away when he was only four years old.

**Indefinite** indicates “not clearly defined or stated” or “lasting an unspecified time”.

*Examples:*

Don’t worry about it, because the date for leaving is still indefinite.

You are supposed to take a side. Don’t give me an indefinite answer.



**Obscure** suggests “not easily or clearly seen or understood, hidden”; it can also mean “not well known”.

*Examples:*

I came across an obscure passage of the Bible. Could you help me with it?

The poem is obscure to those unlearned in the classics.

17. **lapse into** (Para. 4): sink, pass or fall by degrees

*Examples:*

The hysterical patient lapsed into silence after he was given an injection of tranquilizer.

These young boys lapsed into bad habits of smoking and gambling after they dropped out of school.

18. **He “cut out” every boy in the village.** (Para. 4): He surpassed every boy in the village in winning the girls’ hearts.

19. **blow up** (Para. 4): explode; be destroyed by an explosion

*Examples:*

A policeman was killed when his booby-trapped car blew up.

The police station was blown up by terrorists.

20. **It seemed to us that the partiality of Providence for an undeserving reptile had reached a point where it was open to criticism.** (Para. 4): It seemed to us that God should be criticized for being partial to this bad boy and the boy didn’t deserve the favor from God.

21. **The pilot, even in those days of trivial wages, had a princely salary ... and no board to pay.** (Para. 6): In those days when people had small wages, the pilot could get a handsome salary ranging from 150 to 250 dollars a month and he also enjoyed the free meals on board.

22. **packed like sardines** (Para. 6): pressed tightly together

*Examples:*

The thirteen of us were packed together like sardines in the lift.

Ten refugees were packed together like sardines in a small room of four square kilometers.

23. **... but only got a cold shoulder and short words from mates and clerks.** (Para. 6): ... but I was treated with great indifference and with rude and angry words.

24. **make the best of** (Para. 6): use sth. as profitably as possible

*Examples:*

She has certainly made the best use of her opportunities to practise her English.

Solar power can be made the best of because it is a kind of clean energy.

## **Key to Exercises**

### **I. Comprehension Check**

i 1. D 2. D 3. D 4. B 5. C 6. A 7. C 8. B 9. B 10. D

ii (略)

iii (略)



## II. Vocabulary Study

- i 1. permanent      2. had assembled      3. discharging      4. meekly  
 5. apprentice      6. partiality      7. obscure      8. exalted  
 9. intruding      10. cordially      11. ambition      12. gallantly
- ii 1. transient      2. faded out      3. blew up      4. ruthless  
 5. trivial      6. in a twinkling      7. under way      8. tranquil  
 9. gorgeous      10. for the time being      11. conspicuous      12. exalted

iii

noun	verb	adjective	adverb
1. permanence	×	permanent	permanently
2. ambition	×	ambitious	ambitiously
3. drowse	drowse	drowsy	drowsily
4. cordiality	×	cordial	cordially
5. gallantry	×	gallant	gallantly
6. obscurity	×	obscure	obscurely
7. intrusion	intrude	intrusive	intrusively
8. eminence	×	eminent	eminently
9. generosity	×	generous	generously
10. tranquility	tranquilize	tranquil	tranquilly
11. conspicuousness	×	conspicuous	conspicuously
12. offence	offend	offensive	offensively

## III. Cloze

1. B    2. D    3. C    4. A    5. B    6. A    7. D    8. A    9. B    10. B  
 11. D    12. B    13. D    14. A    15. A    16. C    17. C    18. D    19. C    20. B

## IV. Translation

- His dream of becoming a football star faded out as time went by.
- A Boeing 747 aircraft didn't gain enough height to clear the mountain. In a twinkling, it crashed into the mountain and blew up. No one survived the accident.
- Students have easy access to the resources in the library, so they are supposed to make the best of it.
- Titanic, the most luxurious ship in the world at that time, hit an iceberg when she was under way to the US. Consequently, the ship sank into the Atlantic Ocean and thousands of people died in this shipwreck.
- Every summer, all the tourists pour into this famous beach. They lie packed like sardines on the beach to enjoy the sunbathing.
- They have been to St. Louis once and have a vague general knowledge of its wonders, but the day of their glory is over now. They lapse into a humble silence and learn to disappear when the ruthless engineer approaches.

## V. Writing Practice

1. Standing in the doorway, I witnessed a humorous scene.
2. The voters found several reasons for supporting the candidate.
3. The space shuttle program has made a great deal of progress in the last two years.
4. Another way to reduce the rate of inflation is to balance the federal budget.
5. Another problem for students is finding right courses for their future development.
6. Another reason air pollution is hazardous is that it damages the earth's ozone layer.
7. A final examination is a course which will give a student the initiative to do his or her best work throughout the course.
8. One of the biggest problems with athletic scholarships is that more attention is paid to sports than to education.

## Key to Supplementary Readings

- A 1. A    2. B    3. C    4. A    5. B    6. C    7. C    8. C  
B 1. B    2. D    3. C    4. C    5. A    6. A    7. B    8. B

## Projects

Here is a reference article concerning the first project.

### What Exactly Is a Short Story?

In a recent class, I was asked "What exactly is an English short story?" Though I have read some English short stories before, I have never thought of this question. Thus, I consulted some books, surfed on the internet, trying to find out an answer to this question.

I found some definitions of the short story, so now I'd like to share them with you. My favorite is Benet's: Something that can be read in an hour and remembered for a lifetime. One writer said: "The theme of a novel will not fit into the framework of a short story; it's like trying to squeeze a mural into the frame of a miniature. And as in miniature painting, the details need to be sharp."

The short story is an example of one facet of human nature. Often a character undergoes some event and experiences something that offers him or her change. This is why it's said that short stories usually "say something", often a small something, but sometimes delivered with such precision that the effect is exquisite, even a life-moment for some readers, something similar to a religious experience or to witnessing a never-to-be-repeated scene in nature.

The perfect short story is written with a poet's sensitivity for language, with a poet's precision. The shape and sounds and rhythms of the words are more commonly part of the effect than they usually are in the novel. Just as in a poem, the bare words themselves are never the complete meaning. They interact with each other. Their sounds do things. How they are placed on the page



matters. The poem tries to create a piece of truth, and insight into being meanings long into the night.

One reason for the confusion we often have over the definition of short stories is that other word forms, anecdotes, sketches, vignettes, or slices of life often find their ways into them. These are often pretty and faintly moving, but somehow they leave us with a slightly unsatisfied feeling. The fewer words we use, below a certain point — let's imagine this point is 1,500 words — the harder it is to have something clearly happen to a character, and have that occurrence change him or her.

So, for now, under 10,000 words at the long end of short stories, but how short? Are we saying under 1,500 words is not a short story? Greater writers can do in 600 words what a solid writer might manage in 1,100. Maybe at 500 words, the confinement begins to create a new form, often very interesting, but more of an intellectual exercise; literary showing off rather than a natural giving of truth.

In the UK, there is an annual competition for stories, complete in exactly 50 words. Here is one: Frank believed in his luck. Frank smoked too much but he knew he'd never die of a heart attack or lung-cancer. Frank smoked all the time. One day there was a gas leak in Frank's kitchen. Frank went to fix it. He didn't die of a heart attack or lung-cancer.

It's fun and sort of complete, but it isn't likely to find a place in our hearts and change our outlook on life. Technically it's a story, and short it definitely, but short story, I argue, it is not.

There is a degree of unity in a well thought-out short story, one I tend to call its theme. This kind of intensity in a novel would indeed tire the reader. But in the one-sitting contract with the reader of a short story, it is presumed that he or she will cope. Hence, when the story has quality, often the experience seems profound.

OK, so let's form a definition here: A short story is a narrative, rarely over 10,000 words or below 500 words — more commonly 1,500 to 5,000 words — a single-sitting read, but with enough time and weight to move the reader. It is narrow and focused to produce a singular effect through the story, most commonly through events affecting some change, or denial of change, in an individual. All aspects of a short story are closely integrated and cross-reinforcing; language, point of view, tone and mood, the sounds as well as the meanings of the words, and their rhythm.

Writer Isabelle Allende once wrote: Novels are for me adding up details, just work, work, work, then you are done. Short stories are more difficult — they have to be perfect, complete in themselves.



## 课文参考译文

### 一个小男孩的梦想

马克·吐温

1. 我小的时候，我们那密西西比河西岸的村镇上，玩伴们都只有一个永恒的志愿。那就是当轮船上的水手。我们也有其他种种暂时的愿望，可是那都只是暂时性的。马戏团来到的时候和走了之后，总是使我们大家都燃起火热的希望，想当小丑；第一次到我们那带地方来





的黑人游唱团使我们渴望着想试一试那种生活；我们不时还有一种希望，那就是，如果我们活在世上，品行挺好，上帝就会让我们当海盗。这些愿望，一个一个地都先后幻灭了；可是想当轮船上的水手这种志愿却始终保持下来了。

2. 一艘简陋而外表华丽的定班轮船从圣路易斯开上来，另一艘从奇阿库克往下游开，每天都要来到这里一次。在这些大事出现之前，这一天使人充满了期望，显得光辉灿烂；这些大事过了之后，时光就变得死气沉沉，空空洞洞了。不仅孩子们有这种感觉，整个村镇都是一样。如今事隔多年，我仍旧能在心中描绘往日的情景，完全像当时那样：夏天早晨，白色的村镇在阳光中打盹；街上是空荡荡的，几乎一个人都没有；水街的杂货铺前面坐着一两个店员，他们把那木条椅面的椅子翘起来，靠在墙上，下巴顶在胸前，帽子垂下遮着脸，打着瞌睡——他们身边有许多削木瓦的碎片，这就说明是什么事情把他们累坏了；一只母猪和一窝猪仔在人行道上闲荡着，痛痛快快地啃着西瓜皮和瓜子；两三个孤零零的小货物堆在“码头”上闲置着；石头铺的起卸码头的坡上有一堆“垫木”，镇上的流浪醉汉就在这木堆近旁酣睡着；码头上端有两三只平底木船，可是那拍打着这些船的小浪的柔和声响，却没有人倾听；伟大的密西西比河，壮丽、辉煌的密西西比河，让它那一英里宽的洪流滚滚奔腾下去，在阳光中放出闪光；河对岸的远处是茂密的森林；村镇上游的“地角”和下游的“地角”截断了河上景色的视线，把它变成了一片海面，而且这海面还是风光明媚、沉寂而幽静的。随后有一股黑烟在远处的一个“地角”上空升腾起来；立刻就有一个以眼睛特别快、嗓子特别响出名的黑人运货马车夫高声喊道：“火——轮——船——来了！”于是情况就变了！镇上那个醉汉翻身起来，那几个店员也醒了，随后就是运货马车的一阵狂暴的响声，每户人家和每个铺子里都涌出一股人流，转瞬之间，这个死气沉沉的村镇就热闹起来了、活动起来了。
3. 运货马车和大车，男子汉和孩子，都从四面八方连忙赶到一个大家聚集的中心地点——码头上去。大家在那里集合之后，就把眼睛盯住那条开来的船，好像是注视他们第一次看到的一个稀奇东西一般。那条船也的确是相当美观。它又长又尖，收拾得又整洁、又漂亮。船上有两个高高的烟囱，顶上有些别致的花样——两个烟囱之间挂着一个金色的东西；还有一间别致的驾驶室，全是玻璃的，外表挺好看，其实并不值钱，驾凌后面的上层甲板之上；明轮罩也华丽非凡，那上面绘着图画，还在船名之上绘了一些金色的光带；锅炉甲板、顶层甲板和上层甲板周围都配置着干净的白栏杆；船头旗杆上神奇十足地飘着一面旗子；火炉的门是开着的，里面的火放射出熊熊的光来；上面的两层甲板黑压压地挤满了乘客；船长站在大钟旁边，神态镇静，挺有气派，他是大家羡慕的人物；大股大股的极黑的浓烟从烟囱里滚滚升腾起来——这是快到村镇之前，在火炉里添了一点多脂，特意造成的一种所费无几的威严气派；全体水手聚集在船头甲板上；宽阔的踏板在船头的舱门上面伸出船边很远，有一个令人羡慕的水手神气十足地站在它的尽头，手里拿着一卷绳子；憋住的蒸汽从活嘴里迸出尖叫的声音；船长举起手来，一口钟发出响声，机轮就停住了；然后机轮又向后转动，搅得河水冒出许多泡沫，于是轮船就不动了。接着是乱得一团糟，大家争先恐后，有的抢着上船，有的抢着上岸，有的要上货，有的要卸货，都在这同一时刻里抢着干。大副们为了催大家赶快，拼命地嚷，拼命地骂，那一阵叫骂声真是凶得要命！十分钟之后，轮船又开走了，船头旗杆上再也没有旗子，烟囱里再也不冒黑烟了。再

