

朗文

讲透美国经典名著



GREAT AMERICAN STORIES

3

C.G. Draper



吉林出版集团有限责任公司
培生教育出版集团

捷进名家英语阅读大讲堂

朗文讲透美国经典名著

Great American Stories

3

总主编：杨 枫

主 编：C. G. Draper 孙 萍

译 者：孙 萍

编 委：（以姓氏拼音排序）

范桂华 郝 萌 贾鸿宇 张玉双

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网 址: www.jackeybook.com

电子信箱: abookaworld@jackeybook.com

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总序



凡是学过或正在学习英语的人,书架上总会有几套教材,捷进国际英语学校丛书就推出了《捷进聪明宝贝英语教程》、《朗文必胜小学英语教程》、《朗文初中新探索英语教程》、《朗文放眼世界英语教程》、《朗文畅通英语教程》等编写理念先进,教学策略实用的国际化、权威化优秀教材。然而,只凭一套或几套教材是学不好英语的,英语学习必须依靠广泛、系统、长期、大量的阅读。基于此,我们推出了这套“捷进名家英语阅读大讲堂”系列,第一辑包括《朗文文化交际英语》、《朗文精读美国名篇故事》、《朗文讲透美国经典名著》、《朗文神奇世界英语》、《朗文精彩人生英语》、《捷进万象英语》、《朗文中学英语智趣故事集》。该系列丛书从语言知识、语言技能、文化意识和学习策略等方面保证了阅读材料的系统性和组织性;从篇幅、内容、对象的控制和选择上保证了阅读材料的连续性和广泛性;从而丰富了课堂英语教学的内容和形式,特别是为社会各类英语培训机构的阅读课堂提供了广阔的天地,此外读者也可以通过个体阅读来激发兴趣、开阔视野、提升英语水平。

“捷进名家英语阅读大讲堂”系列丛书的编写特色还在于:

- 1. 原汁榨出,原味呈现。**全部材料由国际著名英语教育机构如培生教育集团、麦克劳希尔公司、安德鲁纳博格等公司提供的国外经典英语阅读类图书版权,由国内英语教育专家杨枫博士联袂龚亚夫、刘道义、程晓堂、张连仲等权威教授共同策划、设计和解读。
- 2. 主题广泛,视野宽阔。**丛书题材广泛,包括人间万象、神奇世界、精彩人生、名著经典、文化交际、智趣幽默、政治经济、教育科学无所不包,充分体现了知识性、信息性、趣味性、经典性和时代性,让读者在英语学习中始终与世界同步,与时代并行。

3. 练习丰富,测试科学。在设计练习栏目时,充分考虑到激发学生阅读兴趣和提高阅读技巧的需要,并且测试形式与各级各类主流英语阅读考试接轨,充分体现应用与应试的和谐统一。

4. 英汉对照,无师自通。阅读与翻译既是英语学习的重要技能,也是许多考试的测试项目,基于读者的需要与利益,我们对材料进行了准确翻译,方便大家学习与参考。

5. 快捷学习,精进人生。吉林出版集团外语教育中心拥有中国英语教育界的权威作者,并以“快捷学习,精进人生”为目标,以“一本书一个世界”为理念,整合了世界英语教育资源和中国英语教学策略。捷进英语教育品牌,既是世界的,更是中国的,“捷进”永远代表着进步、超越和成功。

我们希望读者能用英语去探求新知,去拓展视野,实现学以致用;我们希望读者能用英语汲取信息、品味文化,去享受丰盈人生;我们希望读者能用英语纵览云飞,感受万象,去开启世界之门。

吉林出版集团外语教育中心



美国小说选读与欣赏是高校英语专业的必修课,但在课程内容的选择、课程程度的控制、课程进度的把握上颇费踌躇和思量,而社会各类英语学校让教师和学生更不敢问津美国短篇小说阅读课的开设,基于此,我们编写了这套《朗文讲透美国经典名著》(1-3)。

全套书撷取美国文学史上最著名、最经典的诸如马克·吐温、欧·亨利、艾德加·艾伦·坡、欧内斯特·海明威、杰克·伦敦、凯特·肖邦等 25 位小说家的 26 篇脍炙人口、享誉世界的作品,完全按着专业课程需要及课堂教学情景组织材料、设计板块,充分体现实用性、有效性的文学阅读与欣赏的教学策略。

一、难易程度循序渐进

本套书所包含的词汇按初级、中级、高级水平科学排列,其语法、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,以满足不同程度作者的需求。

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

每册书按 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。

四、课外阅读无师自通

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

编者

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刘道义:中国教育学会外语教学专业委员会顾问,人民教育出版社英语教授、统编初、高中《英语》教材主编

严明:黑龙江大学大学外语教研部主任、教授、博士,全国大学英语四、六级考试委员会委员

张连仲:中央教科所外语教育研究中心主任、教授,国家《英语课程标准》研制组核心成员

杨枫:吉林大学教授、博士,吉林出版集团外语教育中心主任

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程晓棠:北京师范大学英语教授、博士,国家《英语课程标准》研制组核心成员

UNIT 1

Clothing

? Do you know...

1. What do most Americans wear to school?
2. What do teachers wear?



The Dress of Lace

Read the story



My name is Linh. I'm an eighteen-year-old girl. My ethnic background and native language are Vietnamese. This is a story about what happened to me on my first day of school in America. I was nine years old.

A few weeks before school started, my aunt, my uncle, and some of my dad's friends came to visit us and they brought a lot of presents. I was surprised when I found clothing in one of the boxes. The clothes were nice but ordinary. They weren't special or fancy except for one dress. It was a dress of lace. There was lace surrounding the neck and the sleeves and lace on the bottom. I was very happy when I saw this dress.

On the first day of school I wanted to look my best and impress the other students. I wanted them to make friends with me, so I put on my fancy dress of lace. But when I got to school, all the students stared at me. They were laughing and saying something in English. I didn't know why they were doing this. I thought that maybe they had never seen an Asian girl in a dress before or that they wanted to make friends with me but were embarrassed to come over.

In the classroom an American teacher spoke English to me and pointed at my dress, but I didn't know what she was saying so I just smiled. The whole morning she didn't let me walk around or stand up. I had to sit all the way in the last row in the back of the room. During lunch, when all the other students had gone, an Asian teacher came into the room. The minute she saw me she spoke to me in Vietnamese. She told me that I shouldn't wear a nightgown to school, that in America people only wear nightgowns to sleep in! I was so embarrassed that I almost burst into tears. That morning when I left home, I thought I looked good, but I didn't. Instead, I embarrassed myself on my first day of school. I felt like not going to school anymore.

This embarrassment taught me not to try to impress others or I might end up making a fool out of myself. I also learned the difference between a fancy dress and a nightgown!

lace—A cloth that is made of fine threads and looks like net

nightgown—A piece of women's clothing, like a loose dress to sleep in

fool—A person who acts unwisely

Cultural Exchange

A. Tell whether these sentences about the United States are true or false.

1. Students wear uniforms to public schools.
2. There are no rules, and students can wear whatever they want.
3. Wearing a nightgown to school is acceptable.
4. Students cannot wear sneakers to school.
5. Students are not allowed to wear the latest fashion clothing to school.

B. Answer these questions about your country in writing or aloud What kinds of clothing do you usually wear when you go to...

1. School?
2. Work?
3. The market?
4. A restaurant?
5. The movies?
6. Bed?

C. Discuss these questions with your classmates.

1. What clothing would you wear indoors in your country, but never outside in public?
2. Is there any clothing from your country that you would not wear in public if you visited the United States?
3. From what you know about American clothing customs, is there anything you would not wear because you do not like it or because it is against the clothing customs of your country?
4. In what ways are American clothing customs similar to clothing customs in your country? In what ways are they different?
5. What American clothing customs do you especially like or dislike?

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1

UNIT

BREAKFAST

A story by
JOHN STEINBECK



John 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

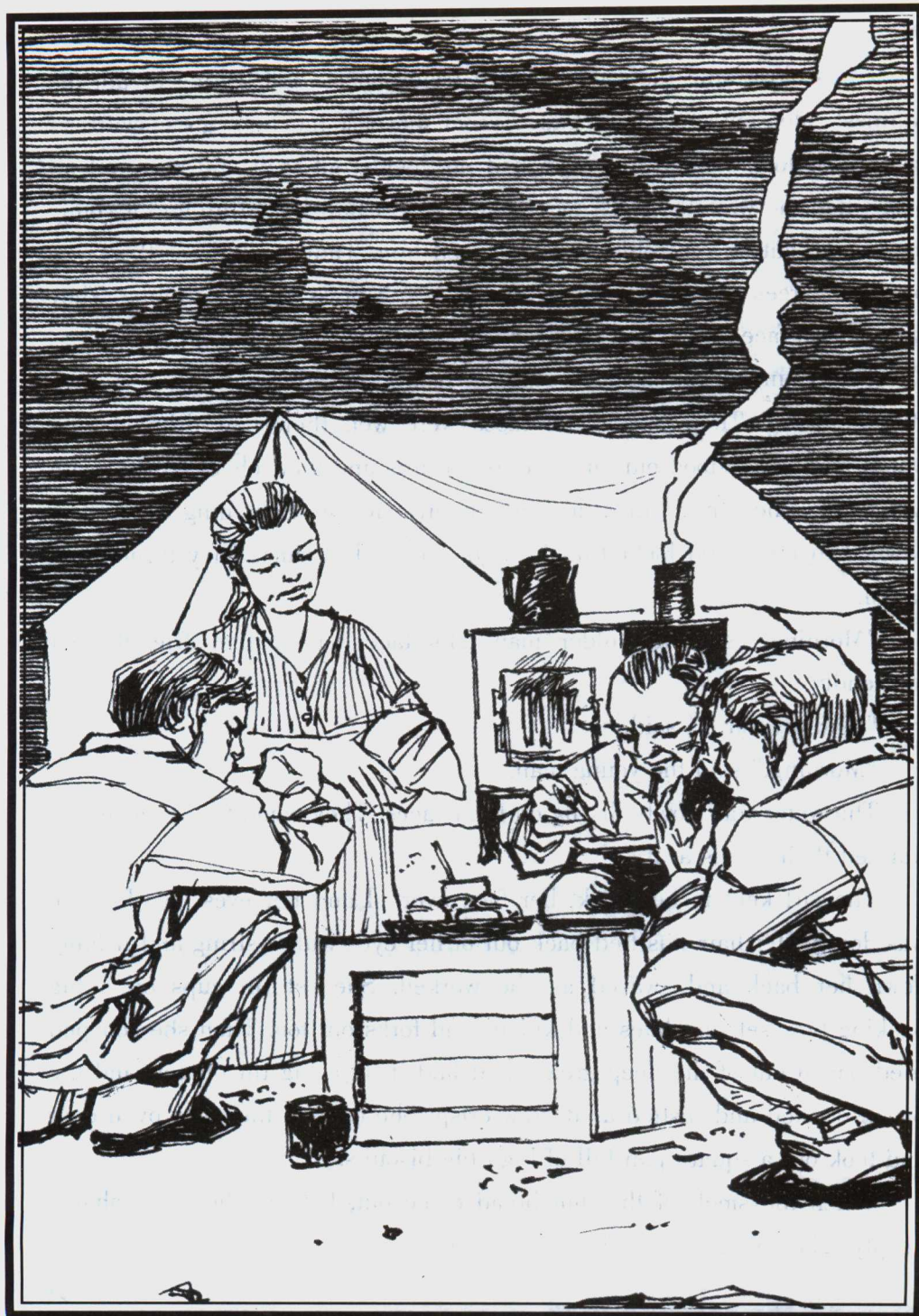
"Breakfast" takes place in an outdoor camp near California farmland. The camp is simple, consisting of a tent, an *old iron* stove for cooking, a *packing box* used as a table, no chairs, and a few *tin cups* and plates. Four people are living in the camp: a young woman and her baby, a young man, and 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! "