

TPO 9 – 1 Colonizing the Americas via the Northwest Coast 从西海岸殖民美洲

It has long been accepted that the Americas were colonized by a migration of peoples from Asia, slowly traveling across a land bridge called Beringia (now the Bering Strait between northeastern Asia and Alaska) during the last Ice Age. (提出一个观点) The first water craft theory about this migration was that around 11,000-12,000 years ago there was an ice-free corridor stretching from eastern Beringia to the areas of North America south of the great northern glaciers. It was this midcontinental corridor between two massive ice sheets—the Laurentide to the east and the Cordilleran to the west—that enabled the southward migration. (承接一个支持证据) But belief in this ice-free corridor began to crumble when paleoecologist Glen MacDonald demonstrated that some of the most important radiocarbon dates used to support the existence of an ice-free corridor were incorrect. He persuasively argued that such an ice-free corridor did not exist until much later, when the continental ice began its final retreat. (提出反向证据)

这种观念被人们接受很长时间了：美洲被一群来自亚洲的移民殖民统治着，他们在上一个冰河时代缓慢地跨越了一个叫做白令的大陆桥（现在在白令海峡位于东北亚和阿拉斯加之间）。关于这些迁徙的第一个水路理论表明，大概在 11 000 到 12 000 年前，有一个不冻的走廊，它从白令海峡东部延伸到北美（大北部冰河的南部），是连在两个巨大冰床间的半大陆性走廊，向西的 Laurentide 使往南的迁移成为可能。但是当古生态学者 Glen MacDonald 证明一些用来支持不冻走廊存在的重要放射性碳时间不正确时，对于不冻走廊的信念就被粉碎了。他令人信服地主张那样的不冻走廊直到很久以后才出现，那时大陆冰开始最后的消退。

Support is growing for the alternative theory that people using watercraft, possibly skin boats, moved southward from Beringia along the Gulf of Alaska and then southward along the Northwest coast of North America possibly as early as 16,000 years ago. This route would have enabled humans to enter southern areas of the Americas prior to the melting of the continental glaciers. Until the early 1970s, most archaeologists did not consider the coast a possible migration route into the Americas because geologists originally believed that during the last Ice Age the entire Northwest Coast was covered by glacial ice. It had been assumed that the ice extended westward from the Alaskan/Canadian mountains to the very edge of the continental shelf, the flat, submerged part of the continent that extends into the ocean. This would have created a barrier of ice extending from the Alaska Peninsula, through the Gulf of Alaska and southward along the Northwest Coast of north America to what is today the state of Washington.

另外一种理论得到越来越多的人的支持，它认为可能早在 16 000 年前，人们使用船只，也许是那种兽皮做的小船，从白令沿着阿拉斯加海湾，然后沿着北美的西北海岸前进。这条路线使人类可以在大陆冰河解冻之前进入美洲南部地区。直到 20 世纪 70 年代早期，大部分考古学家都不认为海岸可能是进入美洲的移民路线，因为地理学家一开始就坚信整个西北海岸在上个冰河时代是被冰川覆盖的。人们猜测冰从阿拉斯加、加拿大山脉向西延伸到大陆架的边界，也

批注 [t1]: Americas

美 [ə'merɪkəz]

•n. 美洲

批注 [t2]: 这个逗号意味着 doing 修饰的是主句主语。

批注 [t3]: corridor

英 ['kɒrɪdɔ:(r)] 美 ['kɔ:ɪrɪdɔ:r]

•n. 走廊

批注 [t4]: 英 ['i:stən] 美 ['i:stərn]

•adj. 东方的；朝东的；东洋的
•n. 东方人；（美国）东部地区的人

批注 [t5]: 主张、认为、辩称

批注 [t6]: 这个逗号，一般是补充说明，翻译为：“也就是”

批注 [t7]: submerged

英 [səb'mɜ:dʒd] 美 [səb'mɜ:r dʒd]

•adj. 水下的，在水中的

•v. 潜入水中（submerge 的过去分词）；使陷入

批注 [t8]: extended Westward

from XXX to YYY

从 XXX 向西延伸到 YYY

就是大陆延伸到海洋中而被淹没的部分。这样就形成了一个由冰构成的，从阿拉斯加半岛，经过阿拉斯加海湾，向南沿着北美洲西北海岸延伸至今天的华盛顿州的冰层障碍。

The most influential **proponent** of the coastal migration route has been Canadian archaeologist Knut **Fladmark**. He theorized that with the use of watercraft, people gradually colonized **unglaciated refuges** and areas along the continental shelf exposed by the lower sea level. **Fladmark's** hypothesis received additional support from the fact that **the greatest diversity** in native American languages **occurs** along the west coast of the Americas, suggesting that this region has been settled the longest.

海岸移民路线的最有影响力的支持者是加拿大考古学家 Knut Fladmark。他认为通过船只的使用，人们逐渐殖民到没有冰冻的地方以及沿着大陆架的、由于海平面较低而裸露出来的地区。Fladmark 的假设从一个事实那得到了更多的支持，因为美国本土语言的最大多样性出现在西海岸沿岸，**这就**表明这个地区是人类定居时间最早的。

More recent geologic studies documented deglaciation and the existence of ice-free areas throughout **major coastal areas** of **British Columbia, Canada, by 13,000 years ago**. Research now indicates that sizable areas of southeastern Alaska along the **inner continental shelf** were not covered by ice **toward the end of the last Ice Age**. One study suggests that **except for** a 250-mile coastal area between southwestern British Columbia and Washington State, the Northwest Coast of North America was largely free of ice by approximately 16,000 years ago. Vast areas **along the coast** may have been deglaciated **beginning around 16,000 years ago**, possibly providing a coastal corridor for the movement of plants, animals, and humans **sometime between 13,000 and 14,000 years ago**.

更多最近的地质研究证明了 **13 000 年前在加拿大的不列颠哥伦比亚省主要海岸地区**无冰区域的存在和结冰。现在研究表明，**直到上个冰河时代末期**，阿拉斯加东南、沿**大陆架内**的大部分地区并没有被冰层覆盖。一项研究表明，**除了**在不列颠哥伦比亚省东南部和华盛顿州之间的 250 英里的海岸地区以外，北美的西北海岸在大概 **16 000 年之前**都是没有冰的。**沿海的辽阔地区**的冰川在**大约 16 000 年前**开始融化，这就为 **13 000 前到 14 000 年前的某一段时间内**植物、动物和人类的迁移提供了一个海岸走廊。

The coastal hypothesis has gained increasing support **in recent years** because the remains of large land animals, **such as caribou and brown bears**, have been found in southeastern Alaska **dating between 10,000 and 12,500 years ago**. This is the time period in which most scientists **formerly** believed the area to be inhospitable for humans. It has been suggested that if the environment were capable of supporting **breeding populations** of bears, there would have been enough food resources to support humans. Fladmark and others believe that the first human colonization of America occurred by boat along the Northwest Coast **during the very late Ice Age, possibly as early as 14,000 years ago**. The most recent geologic evidence indicates that **it may have been possible** for people to colonize **ice-free regions along the continental shelf that were still exposed by the lower sea level** **between 13,000 and 14,000**

批注 [t9]: proponent

英 [prə'pəʊnənt] 美 [prə'pou nənt]

•n. 支持者；建议者；提出认证遗嘱者

批注 [t10]: 未冻结的

批注 [t11]: refuges

英美

•n. 收容所；避难所 (refuge 的复数)

•v. 避难 (refuge 的单三形式)；提供庇护

批注 [t12]: 托福特性 (状语多、修饰多)

批注 [t13]: shelf

英 [ʃelf] 美 [ʃelf]

•n. 架子；搁板；搁板状物；暗礁

批注 [t14]: •[生物] 繁殖种群

•育种群体

批注 [t15]: XXX 是可能的

years ago.

海岸走廊假设近些年得到了越来越多的支持，因为一些大型动物（比如北美驯鹿、棕熊）的遗迹出现在阿拉斯加东南部地区，其时间为10 000年到12 500年之前。之前大部分科学家认为此时此地不适合人类生存。如果一种环境能满足熊的繁殖，那么它就有足够的食物来源来供应人类的生存。Fladmark 和其他科学家都认为人类第一次乘船沿着西北岸到达美洲发生在冰河时代的晚期，可能早达14 000年以前。最新的地质资料表明：13 000年至14 000年前，人们殖民因低海平面而裸露的大陆架沿岸的无冰区域是可能的。

The coastal hypothesis suggests an economy based on **marine mammal hunting, saltwater fishing, shellfish gathering, and the use of watercraft**. Because of the barrier of ice to the east, the Pacific Ocean to the west, and populated areas to the north, there may have been a greater impetus for people to move in a southerly direction.

海岸假设提出了一个以捕食海洋哺乳动物、捕捞咸水鱼类、使用船只为基础的自然经济。由于东部是冰障，西部是太平洋，北部是移民区，所以有一股强大的力量促使人们往南方迁移。

批注 [t16]: 英 ['sʌðəli] 美 ['sʌð

ərlɪ]

- adj. 来自南方的；向南的
- adv. 来自南方；向南
- n. 南风

TPO 9 – 2 Reflection in Teaching 教学中的反思

Teachers, ~~it is thought~~, benefit from the practice of reflection, the conscious act of **thinking** deeply about and carefully **examining** the interactions and events within their own classrooms. Educators T. Wildman and J. Niles (1987) describe a scheme for **developing** reflective practice in experienced teachers. This was **justified** by the view that reflective practice could help teachers to feel more **intellectually** involved in their role and work in teaching and enable them to cope with the **paucity** of scientific fact and the uncertainty of knowledge in the discipline of teaching.

教师被认为受益于反思实践——有意识地更深入**思考**、仔细地**检查**发生在他们自己教室里的**事件**和相互影响。教育家 T·怀尔德曼和 J·奈尔斯 (1987) 描述了一个在资深教师中**开展**反思实践的**方案**。这是**合理的**，因为人们认为反思的实践可以帮助老师们更加理性地对待他们的角色和从事的事业，并可以让他们能**在教学准则中**处理科学事实的**缺乏**和知识的不确定。

Wildman and Niles were particularly interested in investigating **the conditions under which** reflection might **flourish**—a **subject** on which there is little guidance in the literature. They designed an experimental strategy for a group of teachers in **Virginia** and worked with 40 practicing teachers over several years. **They were concerned that many would be "drawn to these new, refreshing" conceptions of teaching only to find that the void between the abstractions and the realities of teacher reflection is too great to bridge.** Reflection on a complex task such as teaching is not easy. The teachers were taken through a program of talking about teaching events, **moving on to** reflecting about specific issues **in a supported**, and later an independent, manner.

怀尔德曼和奈尔斯都特别喜欢研究在哪种情况下反思可能大量出现——一个几乎没有任何文献指导的课题。他们给弗吉尼亚的一组教师设计了一个实验策略，并在几年内研究了这一组的 40 位教师。**他们担心**很多人可能认为**沉浸在这种全新的教育概念中的结果就是，发现教师反思的抽象概念和现实之间的鸿沟太大而无法逾越。**要反思像教学这样复杂的事件不是容易的。老师们都参加了关于教学事件计划的讨论，**紧接着在工作人员的协助下**去反思具体问题，然后是独立反思。

Wildman and Niles observed that systematic reflection on teaching required **a sound ability** to understand classroom events in an **objective** manner. They describe the initial understanding in the teachers with whom they were working as being "**utilitarian**"—and not rich or detailed enough to drive systematic reflection." Teachers rarely have the time or opportunities to view their own or the teaching of others in an objective manner. Further

批注 [t17]: 英 ['dʒʌstɪfaɪ
d] 美 ['dʒʌstɪfaɪd]

•adj. 有正当理由的；合乎情理的；事出有因的
•v. 调整（justify 的过去分词）；证明...正当

批注 [t18]: 英 [ɪntəˈlektʃuəl
ɪ] 美 [ɪntəˈlektʃuəli]

•adv. 智力上；理智地；知性上

批注 [19]: 英 ['sʌbdʒɪkt; 'sʌbd
ʒekt] 美 ['sʌbdʒɪkt; 'sʌbdʒek
t]

•n. 主题；起因；科目；主词；（绘画、摄影等的）题材；实验对象；主语；国民；主旋律；主体；中心实体
•adj. 易遭受.....的；有待于.....的；受.....支配的；受异族统治的；臣服的
•adv. 在.....的条件下
•v. （使）臣服

批注 [20]: **Virginia** n. 弗吉尼亚（女子名）；弗吉尼亚州

Virgin n. 处女，童男；新手；孤雌生殖的雌虫

批注 [21]: 良好的能力

批注 [22]: **objective**

英 [əb'dʒektɪv] 美 [əb'dʒektɪ
v]

•n. 目的；目标；（军事行动的）攻击目标；物镜；宾格
•adj. 客观的；客观存在的；（疾病症状）客观的，他觉的；目标的；宾格的

subjective

批注 [23]: [juːˌtɪlɪˈteəriə
n] 美 [juːˌtɪlɪˈteriən]

•adj. 实用的；实用主义的；功利的；功利主义的

observation **revealed the tendency of teachers to evaluate events** rather than review the contributory factors in a considered manner by, **in effect**, standing outside the situation.

批注 [24]: [ɪn ɪ'fekt]

•实际上; 生效

怀尔德曼和奈尔斯 观察到系统教学反思需要一种以**客观的**方式来理解教室里发生事件的能力。他们起初认为参与研究的教师们**太功利**, 并不是足够丰富和详细以促使系统反思的产生。教师们很少有机会和时间去客观地观察他们自己和其他老师的教学。更深的研究发现**教师们更愿意评价事件**而不是站在事件之外洞察一个事件的促进因素。

Helping this group of teachers to **revise** their thinking about classroom events **became central**. This process took time and patience and effective trainers. The researchers estimate that the initial training of the teachers ~~to view events objectively~~ took between 20 and 30 hours, with the same number of hours again being required to practice the skills of reflection.

批注 [25]: 变成了核心(问题、人物)

批注 [26]: 针对这一段出的题, B选项:
It challenges the ... (它与XXX违背...)

帮助这组教师**修订**他们关于课堂事件的认识变成了关键问题。这个过程需要时间和耐心以及有效的受训者。研究者认为训练同一个教师使他客观地看待事情需要大约 20 到 30 小时, 而反思技巧的练习同样需要这么多时间。

Wildman and Niles **identify** three principles that facilitate reflective practice in a teaching situation. The first is support from administrators in an education system, enabling teachers to understand the requirements of reflective practice and how it relates to teaching students. The second is the availability of sufficient time and space. The teachers in the program described how they found it difficult to **put aside** the immediate demands of others in order to give themselves the time they needed to develop their reflective skills. The third is the development of a collaborative environment with support from other teachers. Support and encouragement were also required to help teachers in the program cope with aspects of their professional life with which they were not comfortable. Wildman and Niles make a summary comment: "Perhaps **the most important thing we learned** is the idea of **the teacher-as-reflective-practitioner** will not happen **simply because** it is a good or even **compelling** idea."

批注 [27]: identify

英 [aɪ'dentɪfaɪ] 美 [aɪ'dentɪfəɪ]

•vt. 确定; 鉴定; 识别, 辨认出; 使参与; 把.....看成一样
•vi. 确定; 认同; 一致

怀尔德曼和奈尔斯**确定了**促进在教学环境中实现反思行为的 3 个原则。第一就是来自教学系统管理层的支持, 这使得教师们明白反思实践的必要条件, 并知道它与教学之间的联系。第二就是需要足够的时间和空间。项目中的教师们抱怨说让他们**放弃**别人当时的要求而为自己腾出时间去提升自己的反思能力是很困难的。第三就是以其他教师的支持为基础的亲密无间的环境。项目中的教师同样需要支持和鼓励以帮助他们去应付他们职业生活中的不如意的方面。怀尔德曼和奈尔斯作出了一个总结性的评论: “或许我们学到的最重要的观点就是教师**不会因为**这是好的, 或者甚至是**不可或缺的**观念而**自发地开展**教学反思。”

批注 [28]: 仅仅因为 XXX 是不会开始的
同意翻译(不会仅仅因为 XXX 就开始)

批注 [29]: compelling

英 [kəm'pelɪŋ] 美 [kəm'pelɪŋ]

•adj. 引人注目的; **令人信服的**; 非常强烈的; 不可抗拒的
•v. 强迫; 以强力获得
(compel 的 ing 形式)

The work of Wildman and Niles suggests the importance of recognizing some of the difficulties of **instituting** reflective practice. Others have noted this, **making a similar point** about the **teaching profession's cultural inhibitions** about reflective practice. Zeichner and Liston (1987) point out the inconsistency **between the role of the teacher as a (reflective) professional decision maker and the more usual role of the teacher as a technician, putting into practice the ideas of theirs**. More basic than the cultural issues is the matter of motivation. Becoming a reflective practitioner requires extra work (Jaworski, 1993) and has only **vaguely defined goals** with, perhaps, **little initially perceivable reward** and **the threat of vulnerability**. Few have directly questioned what might lead a teacher to want to become reflective. Apparently, the most obvious reason for teachers to work toward reflective practice is that **teacher educators** think it is a good thing. **There appear to be** many unexplored matters about the motivation to reflect – for example, the value **of externally motivated reflection as opposed to** that **of teachers** who might reflect by habit.

怀尔德曼 和奈尔斯 的工作表明认识**进行**反思的某些困难的重要性。也有其他人知道这个，并指出相似的关于反思行为的**教学职业文化阻碍**。Zeichner 和 Liston (1987)指出作为一个决策者的教师和作为一个将其他人观念付诸实施的教师之间，存在着角色上的不一致。比文化问题更基本的是动机问题。成为一个反思教学的执行者需要额外的付出 (Jaworski,1993) 而且只有一个模糊的目标，甚至不仅没有显而易见的回报，反而有易受责难的威胁。很少人直接质疑什么可能让一个教师想变成反思型教师。显然，使教师朝着反思行为奋斗的最直接的原因是**师资培训者**认为这是一件很好的事情。关于反思的动力**存在许多**未知的问题，例如外部驱动的反思维值**与**通过习惯进行反思维值**是不同的**。

批注 | 30]: 英 ['ɪnstɪtju:t] 美 ['ɪnstɪtu:t]

•n. (尤指科学、教育的) 机构, 研究所, 学会; 机构建筑; (与法律相关的) 注释, 概要
•v. 实行, 建立; 授予.....职位; 提出 (诉讼)

批注 | 31]: 强调

批注 | 32]: profession

英 [prə'feʃn] 美 [prə'feʃn]

•n. 职业, 专业; 声明, 宣布, 表白

批注 | 33]: inhibition

英 [ɪnhɪ'bɪʃn; ,ɪnɪ'bɪʃn] 美 [ɪnhɪ'bɪʃn; ,ɪnɪ'bɪʃn]

•n. 抑制; 压抑; 禁止

批注 | 34]: 与...相对

TPO 9 – 3 The Arrival of Plant Life in Hawaii 夏威夷植物的到来

When the Hawaiian Islands emerged from the sea as volcanoes, starting about five million years ago, they were **far removed from** other **landmasses**. Then, as **blazing** sunshine alternated with **drenching** rains, the harsh, barren surfaces of the black rocks slowly began to soften. Winds brought a variety of life-forms.

大约 500 万年以前，当夏威夷群岛作为火山从海洋中出现的时候，它们与其他**大陆相距甚远**。然后，经过了**炙热**阳光和**湿润**雨水的交替作用之后，那荒芜的黑色的岩石表面开始渐渐地变软。最后，大风就携带来了各种各样的生命。

Spores **light enough to float on the breezes** were carried thousands of miles from more ancient lands and deposited **at random** across the bare mountain **flanks**. A few of these spores found a **toehold** on the dark, forbidding rocks and grew and began to work their transformation upon the land. Lichens* were probably the first successful flora*. These are not single individual plants; each one is a symbiotic combination of an alga* and a **fungus***. The algae capture the sun's energy by photosynthesis and store it in organic molecules. The fungi absorb moisture and mineral salts from the rocks, **passing these on in waste products** that nourish algae. 【It is significant that the earliest living things that built communities on these islands are examples of **symbiosis**, **a phenomenon that** depends upon the close cooperation of two or more forms of life **and a principle that** is very important in island communities】.

孢子**很轻，可以被微风携带**着从更古老的陆地飘过几千英里并**随机地**降落在荒芜的**山腰**上。一些孢子在漆黑坚硬的岩石中找到了**立足点**，并生长起来，开始改造土地。地衣*可能就是第一批成功安家的植物*，它们不是单一的一种植物，每一个都是海藻*和真菌*的共生体。海藻通过光合作用获取太阳的能量，并将它储存在有机的分子中。真菌从岩石中吸收水分和矿物盐，并将这些作为代谢废物为海藻施肥。【岛屿上的最早的生物群落以共生的方式存在是非常重要的。共生是一种依靠两种或两种以上的生物紧密合作而生存的现象，也是岛屿上生物群落非常重要的一项原则。】

Lichens helped to speed the decomposition **of the hard rock surfaces**, preparing a soft bed of **soil** that was abundantly supplied with **minerals** that had been carried in the molten rock **from the bowels of Earth**. Now, other forms of life could take hold: ferns* and mosses* (two of the most ancient types of land plants) that flourish even in rock **crevices**. These plants propagate by producing spores. **tiny fertilized cells that contain all the instructions for making a new plant** but the spore are unprotected by any outer coating and carry no supply of

批注 [35]: 远离

批注 [36]: blazing

英 ['bleɪzɪŋ] 美 ['bleɪzɪŋ]

- adj. 燃烧的；耀眼的，炽热的；（力量、速度等）强烈的；（争论）激烈的；极其愤怒的，情感强烈的
- adv. 与火或热量相关地
- n. 猛烈燃烧的火焰
- v. 燃烧；闪耀；怒视；

批注 [37]: drenching

['drentʃɪŋ]

- n. 湿透

批注 [38]: flank

英 [flæŋk] 美 [flæŋk]

- n. 侧面；侧翼；侧腹
- vt. 守侧面；位于...的侧面；攻击侧面
- vi. 侧面与...相接
- adv. 在左右两边

批注 [39]: toehold

英 ['təʊhəʊld] 美 ['toʊhəʊld]

- n. 克服困难的办法，排除障碍的方法；小立足点

批注 [40]: fungus

英 ['fʌŋɡəs] 美 ['fʌŋɡəs]

- n. 真菌，霉菌；菌类

批注 [41]: 传递；继续；去世

批注 [42]: 这个逗号，在翻译的时候，翻译成了句号。

批注 [43]: Attention:

出现一个破折号“—”的时候，就往下再看一个。

两个破折号之间的内容，是附加解释说明的！！

nutrient. Vast numbers of them fall on the ground beneath the mother plants. Sometimes they are carried farther afield by water or by wind. But only those few spores that settle down in very favorable locations can start new life; the vast majority fall on barren ground. By force of sheer numbers, however, the mosses and ferns reached Hawaii, survived, and multiplied. Some species developed great size, becoming tree ferns that even now grow in the Hawaiian forests.

地衣有利于加速坚硬的岩石表面的分解，并产生了一层柔软的土壤，这些土壤可以提供熔融岩石含有的来自地球内部的丰富的矿物质。现在其他形式的生命就可以安家了：蕨类植物和苔藓（两种最古老的陆地植物品种）甚至可以在岩石缝隙里繁衍。这些植物通过产生孢子来繁殖，孢子是一些微小的有营养的细胞，它们携带了所有的用于生长一株新的植物的遗传物质，但是它没有任何外部表皮的保护，也没携带供应营养的组织。大量的孢子降落在母体植物下面的土地上，有时候它们被流水和风带到了更远的地方。但是只有很少的停驻在绝好的地方的孢子可以开始新的生命，绝大部分的孢子会落在不含矿物的岩层上。占着绝对数量上的优势，蕨类植物和地衣到达了夏威夷群岛存活下来，并繁衍开去。其中一些物种体型巨大，成为椰子树，它们甚至现在还生长在夏威夷的森林中。

Many millions of years after ferns evolved (but long before the Hawaiian Islands were born from the sea), another kind of flora evolved on Earth: the seed-bearing* plants. This was a wonderful biological invention. The seed has an outer coating that surrounds the genetic material of the new plant, and inside this covering is a concentrated supply of nutrients. Thus the seed's chances of survival are greatly enhanced over those of the naked spore. One type of seed-bearing plant, the angiosperm*, includes all forms of blooming vegetation. In the angiosperm* the seeds are wrapped in an additional layer of covering. Some of these coats are hard like the shell of a nut for extra protection. Some are soft and tempting, like a peach or a cherry. In some angiosperms* the seeds are equipped with gossamer wings, like the dandelion* and milkweed* seeds. These new characteristics offered better ways for the seed to move to new habitats. They could travel through the air, float in water, and lie dormant for many months.

在蕨类植物进化了好几百万年之后（不过，还是远在夏威夷群岛出现之前）另一种植物开始在地球上进化：种子植物。这是一次惊人的生物进化，种子有一层裹在遗传物质外面的表皮，在表皮里面是一种浓缩了的营养物质。因此，种子物种的成活率相对于那些裸露的孢子大大地提高了。其中一种种子植物——被子植物，包含了所有的开花植物。在被子植物中，种子被另外的一层外皮包裹着。其中的一些表皮很坚硬一就像坚果的外壳一可以提供额外的保护。有一些则很软、诱人，比如桃子或樱桃。还有一些被子植物的种子携带有薄纱一样的翅膀，比如说蒲公英和马利筋的种子。这种特征为种子转移到新的栖息地提供了更好的途径，它们可以通过空气、流水传播并可以保存好几个月。

批注 [44]: afield (注意读音) fi not fa

英 [ə'fi:lɪd] 美 [ə'fi:lɪd]
 •adv. 在远方地; 遥远地; 远离家乡地; 在田野, 在野外
 •adj. 远方的; 遥远的; 远离家乡的

批注 [45]: sheer 英 [ʃiə(r)] 美 [ʃɪr]

•adj. 绝对的; 透明的; 峻峭的; 纯粹的
 •adv. 完全; 陡峭地
 •vi. 偏航
 •vt. 使偏航; 使急转向
 •n. 偏航; 透明薄织物

批注 [46]: 描述的比较地道

批注 [47]: 关键信息

批注 [48]: The word "This" in the passage refers to?

After 这个词, 表明 ferns evolved 之后, 又一新的出现了。所以, 这道题很注重 After 的准确注意。

批注 [49]: 这句话可以学习一下 (描述)

批注 [50]: angiosperm 英 ['ændʒiə(ʊ)spɜ:m] 美 ['æŋdʒiə,spɜ:m]

•n. [植] 被子植物

批注 [51]: gossamer 英 ['gɒsəmə(r)] 美 ['gɑ:səmə]

•n. 蛛丝; 薄纱; 小蜘蛛网
 •adj. 轻飘飘的; 薄弱的

批注 [52]: dormant (等同于: inactive)

英 ['dɔ:rmənt] 美 ['dɔ:rmənt]
 •adj. 休眠的; 静止的; 睡眠状态的; 隐匿的
 •n. (Dormant)人名; (法)多尔芒

Plants **with large, buoyant seeds like coconuts** drift on ocean currents and are washed up on the shores. **Remarkably** resistant to the **vicissitudes** of ocean travel, they can survive prolonged **immersion** in saltwater when they come to rest on warm beaches **and** the conditions are favorable, the seed coats soften. Nourished by their **imported** supply of nutrients, the young plants push out their roots and establish their place in the sun.

一些拥有硕大的、可以浮于水面的种子的植物，像椰子，随洋流飘荡，被冲上海岸。对洋流**变动**抵抗的**耐久性**使得他们可以在海水的长期浸泡中生存下来。**当他们停歇在温暖的海滩上，一旦条件合适，种子的外皮就开始变软。**由于受到内部携带的营养物质的滋养，幼小的植物伸出他们的根部，并开始在阳光下成长。

By means of these seeds, plants spread more widely to new locations, even to isolated islands like the Hawaiian archipelago, which lies more than 2,000 miles west of California and 3,500 miles east of Japan. The seeds of **grasses***, **flowers***, and **blooming trees*** made the long trips to these islands. (Grasses are simple forms of angiosperms that **bear their encapsulated seeds on** long stalks.) In a surprisingly short time, angiosperms filled many of the land areas on Hawaii that had been bare.

借助这些种子，植物传播到更远的新地方，甚至是像夏威夷群岛这样的孤立的群岛上。夏威夷群岛位于加利福尼亚以西 2 000 英里和日本以东 3 500 英里。草、花和开花植物的种子经过长途跋涉到达这些岛屿上（草类是一类**将其种子孕育在**长长的秸秆中的简单被子植物）。在短得惊人的时间内，被子植物覆盖了大面积的夏威夷群岛上曾经荒芜的地面。

题号：39/41

According to the passage, which of the following characteristics do spores and seeds have in common?

【某机构解析给的提醒：考全文的题，关注每段的首末句子】

自己精析之后的感受：

本文讲植被，一开始说了一种植物，中途说了个共生系统。又说了植被进化。所以肯定要注意植被之间的区别和联系。（容易考全文的题，这个需要提前注意）

批注 | 53]: remarkably

英 [rɪ'mɑ:kəbli] 美 [rɪ'mɑ:rəkəbli]

•adv. 显著地，非常地，惊人地；引人注目地

批注 | 54]: vicissitudes

英 [vi'sisɪtju:dz] 美

•n. 变迁；兴衰；枯荣；（人生的）盛衰（vicissitude 的复数）

批注 | 55]: immersion

英 [ɪ'mɜ:ʃn] 美 [ɪ'mɜ:rʒn]

•n. 沉浸；陷入；专心

批注 | 56]: 递进关系

温暖的海滩、条件合适 → 种子外皮变软

批注 | 57]: import

英 [ɪ'mpɔ:t] 美 [ɪ'mpɔ:rt]

•n. 进口，进口货；输入；意思，含义；重要性
•vt. 输入，进口；含...的意思
•vi. 输入，进口

批注 | 58]: by means of

•用，依靠

•通过、借用

批注 | 59]: encapsulated

英 [ɪn'kæpsəleɪtɪd] 美 [ɪn'kæpsjuleɪtɪd]

•adj. 密封的；包在荚膜内的
•v. 压缩（encapsulate 的过去分词）；封进内部；装入胶囊

批注 | 60]: 结子，结籽