



高等院校涉外专业
双语精品选修课系列

丛书主编 / 冯修文



*Appreciations of Selected Readings
of the British & American Literature*

英美文学经典 名篇选读

主 编 / 杨瑛
副主编 / 刘研 王颖



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内容提要

本书是“高等院校涉外专业双语精品选修课系列”之一。本书编者以“陶冶人文素养,增强沟通能力”为宗旨,重视培养大学生的人文素养,采用专业目标培养及跨文化交际能力培养相结合的思路,精心设计本教材。内容设计从学生认知水平出发,按照历史发展的不同阶段,采用共时和历时相结合的方法,按照四大体裁,即诗歌、散文、戏剧和小说的顺序,遴选出英美国家不同时期不同题材的代表作家及作品。每一部分都有总的概要、作者简介、作品简介、原著选读、中文译本、文学知识小贴士、问题思考等,以期在有限的篇幅内,最大限度的呈现英美文学的精华及文化底蕴。

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Keys for reference

Chapter 1 Poems

1.1 Geoffrey Chaucer

Discussion

1. The Knight is the noblest of the pilgrims, embodying military prowess, loyalty, honor, generosity, and good manners. The Knight conducts himself in a polite and mild fashion, never saying an unkind word about anyone.
2. Chaucer is a crucial figure in developing the legitimacy of the vernacular, Middle English, at a time when the dominant literary languages in England were French and Latin. But the second version reads more like a poem while the first one presents an essay. Because I appreciate the rhyme and meter in poetry the second version appeals to me more in this respect.
3. The social types in the book *The Canterbury Tales* by Geoffrey Chaucer are: The Knight, The Squire, The Yeoman, The Prioress, The Monk, The Friar, The Merchant, The Clerk and The Man of Law. The narrator (a constructed version of Chaucer himself), after talking to people preparing to go on a pilgrimage to Canterbury agrees to join them on their pilgrimage. Yet before the narrator goes any further in the tale, he describes the circumstances and the social rank of each pilgrim. He describes each one in turn, starting with the highest status individuals.

1.2 William Shakespeare

Discussion

1. The author compares the beauty to the young man for some similarities they share. First, youth is the prime of people while the summer in England is the best season over there; second, the beauty is the favorite friend of the author while the summer boasts the most pleasant climate in England. On the other hand, the everlasting beauty in the poem contrasts the short period of summer, thus the beauty outshines the summer.
2. A sonnet is a poetic form which originated in Italy; the term sonnet derives from the Italian word sonetto, meaning “little song”, and by the thirteenth century it signified a poem of fourteen lines that follows a strict rhyme scheme and specific structure. A Shakespearean sonnet consists of fourteen lines written in iambic pentameter, in which

a pattern of an unstressed syllable followed by a stressed syllable is repeated five times. The rhyme scheme in a Shakespearean sonnet is a-b-a-b, c-d-c-d, e-f-e-f, g-g; the last two lines are a rhyming couplet.

3. “Ow’st,” in line ten, is a pun because it means both ownest and owest; the young man owns his beauty, but he owes it to nature.

1.3 John Milton

Discussion

1. The poem concerns the Biblical story of the Fall of Man: the temptation of Adam and Eve by the fallen angel Satan and their expulsion from the Garden of Eden. Milton’s purpose, stated in Book I, is to “justify the ways of God to men”.
2. Milton’s poetry and prose reflect deep personal convictions, a passion for freedom and self-determination, and the urgent issues and political turbulence of his day.
3. The poem is separated into twelve “books” or sections, and the length of each book varies greatly.

In book I, a brief introduction mentions the fall of Adam and Eve caused by the serpent, which was Satan, who led the angels in revolt against God and was cast into hell. The scene then opens on Satan lying dazed in the burning lake, with Beelzebub, next in command, beside him. Satan assembles his fallen legions on the shore, where he revives their spirits by his speech. They set to building a palace, called Pandemonium. There the high ranking angels assemble in council.

1.4 William Blake

Discussion

1. Refrain is a phrase, verse, or group of verses repeated at intervals throughout a song or poem, especially at the end of each stanza. “The Lamb” has two stanzas, each containing five rhymed couplets. Repetition in the first and last couplet of each stanza makes these lines into a refrain, and helps to give the poem its song-like quality.
2. The lamb of course symbolizes Jesus. The traditional image of Jesus as a lamb underscores the Christian values of gentleness, meekness, and peace. The image of the child is also associated with Jesus; in the Gospel, Jesus displays a special solicitude for children, and the Bible’s depiction of Jesus in his childhood shows him as guileless and vulnerable.
3. The tiger initially appears as a strikingly sensuous image. However, as the poem progresses, it takes on a symbolic character, and comes to embody the spiritual and moral problem the poem explores; perfectly beautiful and yet perfectly destructive, Blake’s tiger becomes the symbolic center for an investigation into the presence of evil in the world.

1.5 William Wordsworth

Discussion

1. In this poem, the speaker is compared to a cloud—"I wandered lonely as a cloud/That floats on high . . .", and the daffodils are personified as human beings, dancing and "tossing their heads" in "a crowd, a host." The reverse personification of its early stanzas makes it one of Wordsworth's most basic and effective methods for instilling in the reader the feeling the poet so often describes himself as experiencing.
2. This poem implies an inherent unity between man and nature as described in these early stanzas.
3. The four six-line stanzas of this poem follow a quatrain-couplet rhyme scheme: ABABCC. Each line is metered in iambic tetrameter.

1.6 George Gordon Byron

Discussion

1. "She Walks in Beauty" is a poem made of three stanzas. Following the second version of the poem, it is an eighteen-line poem of three six-line stanzas, and the rhyme is ABABAB, CDCDCD, EFEFEE. The rhyming words of the first stanza are night/bright/light and skies/eyes/denies. As we can see, the rhyme pattern is consonant rhyme among the odd lines (night/bright/light) and among the even lines (skies/eyes/denies). The rhyming pattern is repeated in the following stanzas, with consonant rhyme among odd lines (second stanza: less/tress/express; third stanza: brow/glow/below), and among the even lines (second stanza: grace/face/place; third stanza: eloquent/spent/innocent). Moreover, the meter is iambic tetrameter, a meter comprising four feet per line, in which the predominant kind of foot is the iamb of an unstressed syllable followed by a stressed syllable.
2. First is the use of a simile in the first two lines, where Byron compares the beauty with a cloudless and starry night: "She walks in beauty, like the night/ Of cloudless climes and starry skies" (lines 1 - 2). Second, the author uses an oxymoron in the second line of the third stanza, where there is an opposite characteristic to the previous ones: "So soft, so calm, yet eloquent" (line 14). Soft and calm are adjectives contraries to eloquent, but it is used by the author to express that beauty is eloquent because it talks by itself, but at the same time it is calm and soft, something delicate. Finally, the use of a pathetic fallacy is exemplified where the author uses a word that refers to human actions on something non-human. It can be seen in the third and fourth lines of the third stanza, where Byron uses the verbs *win* and *tell* to refer to the smiles: "The smiles that win, the tints that glow/ But tell of days in goodness spent" (lines 15 - 16).
3. The second stanza starts saying that her beauty is perfect because it is in the right proportion: "One shade the more, one ray the less,/ Had half impair'd the nameless grace" (lines 7 - 8). There is nothing that must be eliminated and nothing that must be

added.

1.7 Percy Bysshe Shelley

Discussion

1. The poem *Ode to the West Wind* consists of five cantos written in terza rima. Each canto consists of four tercets (ABA, BCB, CDC, DED) and a rhyming couplet (EE). The *Ode* is written in iambic pentameter.
2. In the first stanza, the leaves are yellow and black, pale and red, as if they had died of an infectious disease. The west wind carries seeds in its chariot and deposits them in the earth, where they lie until the spring wind awakens them by blowing on a trumpet (clarion). When they form buds, the spring wind spreads them over plains and on hills. In a paradox, the poet addresses the west wind as a destroyer and a preserver.
3. I prefer the translation of Jiang Feng because he has successfully present the form and content of the poem in accordance with the original poem written by Shelly.

1.8 T.S. Eliot

Discussion

1. Like “Prufrock,” this section of *The Waste Land* can be seen as a modified dramatic monologue. The four speakers in this section are frantic in their need to speak, to find an audience, but they find themselves surrounded by dead people and thwarted by outside circumstances, like wars. Because the sections are so short and the situations so confusing, the effect is not one of an overwhelming impression of a single character; instead, the reader is left with the feeling of being trapped in a crowd, unable to find a familiar face.
2. The topic of memory, particularly when it involves remembering the dead, is of critical importance in *The Waste Land*. Memory creates a confrontation of the past with the present, a juxtaposition that points out just how badly things have decayed.
3. Many of the references are from the Bible; at the time of the poem’s writing Eliot was just beginning to develop an interest in Christianity that would reach its apex in the *Four Quartets*.

1.9 Walt Whitman

Discussion

1. The rhyme scheme in “O Captain! My Captain!” is AABCDEFE, GGHIJEKE, and LLMNOEPE for each stanza respectively. There is no fixed meter; there is, however, a pattern of four long lines followed by four short lines in each stanza.
2. The poet’s grief is accentuated by the contrasting celebrations of victory and lamentations of death. The poet recognizes the importance of victory, calling out “Exult O shores, and ring O bells!”, but his “mournful tread” prevents him from truly taking part in the

festivities.

3. The poem is an extended metaphor: (1) Lincoln is the captain who has “fallen cold and dead,” having been assassinated shortly after the Civil War had ended; (2) the “fearful trip” is the Civil War; (3) “the prize we sought” is the preservation of the Union, something which both Whitman and Lincoln felt was the supreme reason for fighting the war; (4) “the ship” is the United States.

1.10 Ezra Pound

Discussion

1. “In a Station of the Metro” is an early work of Modernist poetry as it attempts to “break from the pentameter”, incorporates the use of visual spacing as a poetic device, and does not contain any verbs.

The juxtaposition of two images, the travelers on the subway platform and the flower petals, offers what Pound called “direct treatment.” The sparseness of the poem, its lack of verbs, and its rhythmic quality (a long, iambic line followed by a short, heavily accented one) fulfill other tenets of imagism and suggest Pound’s interest in Japanese haiku.

2. By linking human faces with petals on a damp bough, the poet calls attention to both the elegance and beauty of human life, as well as its transience. A dark, wet bough implies that it has just rained, and the petals stuck to the bough were shortly before attached to flowers from the tree. They may still be living, but they will not be for long. In this way, Pound calls attention to human mortality as a whole—we are all dying. This is the essence of the poem.
3. The word “apparition” is considered crucial as it implies both presence and absence—and thus transience as mentioned previously. It gives human life a spiritual, mystical significance, but one that we can never be sure of.

Pound’s faces in the metro are already ghostly; “apparitions” implies the replacement of the underworld with the underground suggests modernity

1.11 Robert Frost

Discussion

1. He is highly regarded for his realistic depictions of rural life and his command of American colloquial speech.
2. The poem tells the story of a man traveling through some snowy woods on the darkest evening of the year, and he’s pretty much in love with what he sees around him. He’s on his way back to town, but he can’t quite tear himself away from the lovely and dark woods.
3. Within the four lines of each stanza, the first, second, and fourth lines rhyme. The third line does not, but it sets up the rhymes for the next stanza. For example, in the third

stanza, queer, near, and year all rhyme, but lake rhymes with *shake*, *mistake*, and *flake* in the following stanza.

The notable exception to this pattern comes in the final stanza, where the third line rhymes with the previous two and is repeated as the fourth line.

Chapter 2 Essay

2.1 Francis Bacon

Discussion

1. The text employs many rhetoric devices, such as ellipsis, parallel construction and reiteration.

Using these devices makes the essay more concise, smooth and convincing, adds much to the coherence of the text, and strikes the readers more.

2. Omitted.

3. 请自己比较,举一例作为参考:

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.

译文:书有可浅尝者,有可吞食者,少数则须咀嚼消化。

英文原文用不定式的被动语态作表语,汉语译文则变被动为主动。同时还使用了增译法,添加了两个汉字“者”。

2.2 Ralph Waldo Emerson

Discussion

1. The main theme of *Self-Reliance* is the Emerson's slogan "trust thyself". Emerson believes that one must learn to hear and obey what is most true within their heart, and both thinking and act are independent of popular opinion and social pressure.
2. Emersonian transcendentalism is actually a philosophical school that absorbed some ideological concerns of American Puritanism and European Romanticism, with its focus on the intuitive knowledge of human beings to grasp the absolute in the universe and the divinity of man. Emerson rejected the formal religion of the churches, instead, he based his religion on an intuitive belief in an ultimate unity, which he called the "over-soul". The over-soul, according to him, is an all-pervading power from which all things come from and of which all are a part. Emerson is affirmative about man's intuitive knowledge, with which a man can trust himself to be a self-reliant man.
3. Transcendentalism, as an intellectual movement, was led by Emerson. Transcendentalism rejected both 18th-century rationalism and established religion. Instead, the transcendentalists celebrated the power of the human imagination to commune with the universe and transcend the limitations of the material world. The transcendentalists found their chief source of inspiration in nature. *In Self-Reliance*, Emerson asserted the

importance of being true to one's own nature.

2.3 Henry David Thoreau

Discussion

1. Throughout his life, Thoreau emphasized the importance of individuality and self-reliance; the essays *Walden* and *Civil Disobedience* are his major works.
2. The two major issues being debated in the United States during Thoreau's life were slavery and the Mexican-American War.

In the 1850s, the America became even more polarized in the issue of slavery, and the introduction of slavery-friendly laws such as the Fugitive Slave Law, prompted many abolitionists to protest the government's actions via various forms of civil disobedience.

In addition to this domestic conflict, the Mexican-American War (1846 – 1848) proved a point of much contention; the war was ultimately fought in order to expand American territory and as a result the United States gained much of the present American Southwest, including California, Nevada and Utah. Thoreau and other opponents of the war argued that the campaign constituted an unnecessary act of aggression on the basis of arrogance rather than any philosophically justifiable reasons.

3. Thoreau's *Civil Disobedience* espouses the need to prioritize one's conscience over the dictates of laws. It criticizes American social institutions and policies, most prominently slavery and the Mexican-American War.

2.4 Thomas Paine

Discussion

1. With the eruption of revolutionary war in US on April 19, 1775, Paine became involved in American political life and began to argue that the American colonists should seek complete independence, rather than merely fighting to free themselves from unfair British taxation. Paine made this argument in his pamphlet *Common Sense*, which first appeared in January, 1776, and immediately became popular and widely read.
2. Paine believes that the colonies should seek full independence from Britain. His pamphlet convinced many who were unsure of the purpose of the war and played a profound role in influencing the opinion of laymen and lawmakers alike. *Common Sense* was crucial in turning American opinion against Britain and was one of the key factors in the colonies' decision to engage in a battle for complete independence.
3. Paine begins by distinguishing between government and society. Society, according to Paine, is everything constructive and good that people join together to accomplish. Government, on the other hand, is an institution whose sole purpose is to protect us from our own vices. Government has its origins in the evil of man and is therefore a necessary evil at best. Paine says that government's sole purpose is to protect life, liberty and property, and that a government should be judged solely on the basis of the extent to

which it accomplishes this goal.

2.5 Thomas Jefferson

Discussion

1. The *Declaration of Independence*, completed and signed in July of 1776, marked the official separation between the 13 colonies and Great Britain. An armed struggle between the colonies and Britain had begun just over a year before, with the Battles of Lexington and Concord. The formal declaration of independence established the new American revolutionary government and officially declared war against Great Britain. The primary purpose of the declaration was to assist the Second Continental Congress in obtaining aid from foreign countries. The document also clearly outlines the history of abuses the colonists had suffered under British rule since the end of the French and Indian war in 1763.
2. The declaration opens with a preamble describing the document's necessity in explaining why the colonies have overthrown their ruler and chosen to take their place as a separate nation in the world.
3. Thomas Jefferson was an American Founding Father, the principal author of the *Declaration of Independence* and the third President of the United States. He was a spokesman for democracy and the rights of man with worldwide influence. At the beginning of the American Revolution, he served in the Continental Congress, representing Virginia and then served as a wartime Governor of Virginia (1779 - 1781). Just after the war ended, from mid-1784 Jefferson served as a diplomat, stationed in Paris. In May 1785, he became the United States Minister to France. He has been elected as the President of America from 1801 - 1809.

Chapter 3 Dramas

3.1 William Shakespeare

Discussion

1. Hamlet's monologue in Act 3, Scene 1 is a meditation upon the state of existence in which he pondered. Because at that time people thought death was not a total destruction, there might yet be "dreams," and memories etched forever in one's heart. Further, as a Catholic, Hamlet was worried about the spiritual consequences of ending one's existence by committing suicide since suicide was a mortal sin that condemned one to hell and prohibited one from being buried in a consecrated cemetery. After all these reflections, Hamlet hesitated and was in dilemma.
2. No. One reason was that Claudius was Hamlet's Uncle and later became his mother Gertrude's husband. The other reason was that death was not the only way to end the evil in Hamlet's mind.

3. (Open-ended)

3.2 George Bernard Shaw

Discussion

1. The mother and the daughter stood for the people from the middle class. They looked down upon the lower class like the flower girl. And they had no pity for Freddy when he was all wet due to the rain.
2. Because there were strict sense of hierarchy in the society at that time in Britain. The flower girl was afraid of being punished by the police for offend to ask for money from the gentleman.
3. Because the flower girl had never known the note taker before and she thought the note taker would be a policeman.

3.3 Eugene O'Neill

Discussion

1. Robert wanted to see the sunrise because he wished that he would go to sea with his Uncle. He regretted staying at home instead of going to sea because sailing was his dream in his life.
2. There were several causes for Robert's death. The death of his daughter, the poverty of the family and the unfulfilled dream for sailing made him thoroughly depressed. When he knew Ruth didn't love him any more, he was hurt more deeply in his heart. All made him weak both in health and mind so much so that he was in critical condition.
3. (Open-ended)

Chapter 4 Novels

4.1 Daniel Defoe

Discussion

1. The function is to stress the truth of details. The speaker in the story tells the reader the specific life picture to reflect the social life. Realism works are based on the reality of image and concreteness to infect people in order to make readers be personally on the scene.
2. Because he wanted to prevent the goats from breaking through the the enclosure. He thought that keeping up a breed of tame creatures would be a necessity for his life as long as he stayed in the place.
3. Because the island was deserted and remote from the community of humans being. It was impossible for humans to appear there. Cursoe was afraid that it might be the savage from the opposite of the island.

4.2 Jane Austen

Discussion

1. The title of the Novel *Pride and Prejudice* reveals the novelist's concern: if making good relationship is our main task in life, we must first have good judgement. Our first impression, according to Jane Austen, are usually wrong, as is shown here by that of Elizabeth. In the process of judging others, Elizabeth finds something absurd about herself: her blindness, partiality, prejudice and absurdity. At the same time, Darcy too learns about other people and himself. In the end, false prejudice is humbled and prejudice dissolved.
2. Because she hopes the young man with a large fortune may fall in love with and marry one of her daughters.
3. Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three and twenty years had been insufficient to make his wife understand his character. Mrs. Bennet was a woman of mean understanding, little information, and uncertain temper. When she was discontented, she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

4.3 Charles Dickens

Discussion

1. The Victorian era created a body of literature that continues to fascinate and inspire readers, artists, and scholars. The literature and art movement produced many genres including classical, neo-classical, romantic, impressionist art, and post-impressionist art.
2. Because the two nobles were afraid that the doctor would expose their crime about insulting the girl and stabbing the boy to the public, they wanted to bribe the doctor to keep their sin in secret.
3. Dickens threw a major emphasis on certain themes and carried them throughout the book. The themes dominated mostly the underlying causes of the character's actions and events that happened.

4.4 Thomas Hardy

Discussion

1. Few novels caused more controversy than *Tess of the d'Urbervilles*, Hardy's tragic tale of a fallen woman. There are two main reasons for his book being controversial. One is that the novel displayed the frank look at the sexual hypocrisy of English society in public at that time. The other is Hardy described Tess as a pure woman in spite of being insulted, which also made the novel controversial. The sexiness made it immoral in the eyes of the public.
2. It was difficult for Angel Claire to accept the fact that Tess was insulted by other man

although he might still love Tess. The only way for him was to keep silent.

3. Love should be pure and honest. But sometimes there would be something happening between husband and wife. To understand each other will be the best solution to solve the problems and conflicts which happened.

4.5 Virginia Woolf

Discussion

1. The novel presents Mrs. Dalloway in two ways: one is the present time. Readers are guided to meditation space in a variety of different events, but at the same time, the author guides the readers to stand on a street in London watching a lot of people's consciousness moving up and down in a person's consciousness.
2. Hugh Whitbread was a person who was mild and full of love for his wife and daughter.
3. Because Mrs. Dalloway couldn't bear Peter's behavior when they talked about work and family. Peter would made people feel unable to get along with him.

4.6 D.H. Lawrence

Discussion

1. There are two reasons. One is Ursula was not sure what kind of life marriage would bring in her future life. The other reason is that she had awfully loved one man.
2. No. Gudrun, the younger sister, liked the life in London and expected to marry a rich man. But the elder sister Ursula wanted to have a family with the real love of husband and children.
3. Ursula worked in Willey Green Grammar School, and Gudrun worked at an art school in London.

4.7 Edgar Allan Poe

Discussion

1. Because Mr. William Legrand had met a series of misfortunes and had to leave to avoid the mortification consequent upon his disasters.
2. William Legrand was clever and warm but cynical and strange-tempered.
3. The name is Arthur Conan Doyle and his work is *Sherlock Holmes*.

4.8 Nathaniel Hawthorne

Discussion

1. The Scarlet Letter has various meanings depending on its context. It is a sign of adultery, penance, and penitence. Dimmesdale saw it as a sign of his own secret sin. Generally, it is a symbol of a concrete object used to represent an idea more abstract and broader in scope and meaning—often a moral, religious, or philosophical concept or value.
2. Dimmesdale is a symbol of hypocrisy and self-centered intellectualism; he knew what was

right but didn't have the courage to make himself do the public act. Dimmesdale's inner struggle was intense, and he struggled to do the right thing. Finally he made his decision to confess. As a symbol, he represents the secret sinner who fights the good fight in his soul and eventually wins.

3. Because Chillingworth was a tormenter to Dimmesdale. He intended only on revenge. All his strength and energy—all his vital and intellectual force—seemed at once to desert him; from this point he almost vanished from mortal sight.

4.9 Mark Twain

Discussion

1. Tom is a naughty, mischievous boy who likes playing tricks on others. At the same time, he is honest and upright, who is ready to help others. He shows no interest in the instruction from teachers and the boring life in the school. What he really loves is dream and adventure, hoping to lead a fresh and thrilling life.
2. Aunt Polly is a kind-hearted person who is strict with Tom and devoted to teaching Tom to be a polite and good-nurtured child.
In her eyes, Tom is a naughty boy who likes playing tricks. However, she forgives Tom again and again for his “wisdom and resourcefulness”.
3. The main feature of *The Adventures of Tom Sawyer* is to watch the world from Children's world, tell the story with the Children's language. Mark Twain created a naughty, lovely boy with the humorous, witty, informal language from Children's angle. If Mark Twain had employed formal language, the naughty boy of Tom would not have been presented vividly.

4.10 F. Scott Fitzgerald

Discussion

1. What makes Gatsby “great” is not just the extravagance of his lifestyle and the fascinating enigma (谜) of his wealth, but that, in his heart of hearts, he doesn't care about wealth, or social status, or any of the other petty things that plague everyone else in his shallow world. Instead, Gatsby is motivated by the finest and most foolish of emotions—love.
2. Because the narrator found that sometimes the people came and went without having met Gatsby at all.
3. The narrator got a strong impression that Gatsby was polite and kind from the words picked with care in the invitation letter.

4.11 William Faulkner

Discussion

1. Quentin gives the novel's best example of Faulkner's narrative technique. His main obsession was his sister's virginity and purity. When he knew that his sister was engaged

in sexual promiscuity, Quentin was horrified. He felt a need to take responsibility for his sister's sin. Tormented by his emotions so deeply, Quentin wanted to commit suicide.

2. His sister was engaged in sexual promiscuity.
3. According to the novel, Quentin and his father were not of the same opinion about his sister's sin. His father told Quentin that time would heal all. Quentin spent much of his time trying to prove his father wrong, but was unable to do so. He thought sadly of the downfall of the moral among people at that time.

4.12 Toni Morrison

Discussion

1. The story happened after the American Civil War.
2. She was a slave in Sweet Home. Because of the unbearable torture and insult, she fled to Ohio with her baby. But she was chased by the slave owners on the way and finally she had to kill her daughter to avoid being caught.
3. The ghost of the dead baby was always found in the house. For example, when one of the brothers looked in a mirror, it shattered (that was the signal for Buglar); two tiny hand prints appeared in the cake (that was it for Howard). So neither boys waited to see more and fled at once because of the ghost.

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