

高等学校英语专业系列教材
Textbook Series for Tertiary English Majors



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An Anthology of British Literature

英国文学选读

主 编 丁廷森

重庆大学出版社

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内 容 提 要

《英国文学选读》是《求知高等学校英语专业系列教材》的一部分,旨在为英语专业高年级学生、英国文学爱好者和研究者提供一片园地,用以学习和研究英国文学和英语语言,培养英语语感,提高文化素质,开拓视野,陶冶情操。本书所选的作家均是世界文学史上光彩夺目的名家,所选的作品都会让读者茅塞顿开,心灵为之一振。作家作品介绍有助于引导学习者对作家成长的背景和创作风格有一些基本认识,从而加深对所选作品的感受、理解和鉴赏;通过每课的思考题进行课内和课外的讨论或写作,让学习者从新的视角对作品进行自主性和探究性的分析和研究;注释力求精简、易懂和实用。

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总 序

进入 21 世纪,我国高等教育呈现快速扩展的趋势。为适应社会、经济的快速发展,人才的培养问题已经比我国任何一个历史时期都显得更为重要。当今,人才的能力和素质的衡量越来越多地采用国际标准,人才的外语水平自然也越来越多地受到培养单位和用人单位的重视,由此引发了对大学外语教学模式、教材和检测机制的新一轮讨论,掀起了新一轮的大学英语教学改革。作为外语师资队伍和外语专业人才培养的高等学校英语专业,相比之下,在教学改革思路、新教材开发和新教学模式探讨等诸方面均显得滞后。尽管高等学校外语专业教学指导委员会英语组针对当前高校发展的新形式和外语专业人才培养的新规格、新模式和新要求,修订出了新的《高等学校英语专业英语教学大纲》,并结合 21 世纪外语人才培养和需求的新形势,制定了由教育部高等教育司转发的《关于外语专业面向 21 世纪本科教育改革的若干意见》,就英语专业的建设提出了指导性的意见,但在实际工作中这两个文件的精神尚未落实。

为此,重庆大学出版社和外语教学界的专家们就国内高等学校英语专业建设所面临的新形势作了专题讨论。专家们认为,把“大纲”的设计和“若干意见”的思想和理念变为现实的一个最直接的体现方式,就是编写一套全新理念的英语专业系列教材;随着我国教育体制的改革,特别是基础教育课程标准的实施,适合高等学校英语专业教学需要的教材也应作相应的调整,以应对中小学英语教学改革的新要求;高等学校学生入学时英语水平的逐年提高和就业市场对外语人才需求呈多元化趋势的实际,对高等学校英语专业的人才培养、教学模式、课程设置、教材建设等方面也提出了严峻挑战,应对这些挑战,同样可以通过一套新的教材体系来实现。

迄今为止,国内尚无一套完整的、系统的英语专业系列教材;目前已有的教材出自不同的出版社,编写的思路和体例不尽相同;现有的教材因出版时间较早,内容、知识结构、教学方法和手段已经不能适应新的发展要求;传统的教材设计多数基于学科的内在逻辑和系统性,较少考虑学习者的全面发展和社会对人才需求的多元化。

自 2001 年开始,在重庆大学出版社的大力支持下,我们成立了由华中、华南、西南和西北地区的知名专家、学者和教学一线教师组成的《求知高等学校英语专业系列教材》编写组,确定了系列教材编写的指导思想和总体目标,即以《高等学校英语专业英语教学大纲》为依据,将社会的需求与培养外语人才的全面发展紧密结合,注重英语作为一个专业的学科系统性和科学性,注重英语教学和习得的方法与规律,突出特色和系列教材的内在逻辑关系,反映当前教学改革的新理念并具有前瞻性;锤炼精品,建立与英语专业课程配套的新教材体系,推动英语专业的教学改革,培养高素质人才和创新人才。



系列教材力求在以下方面有所突破和创新:

第一,教材的整体性。系列教材在课程类型上分为专业技能必修课程、专业知识必修课程、专业技能选修课程、专业知识选修课程和相关专业知识课程等多个板块。在考虑每一种教材针对相应课程的特性和特色的同时,又考虑到系列教材间相互的支撑性。

第二,学生基本技能和实际应用能力的培养。在课程的设计上充分考虑英语作为一个专业来培养学生的基础和基本技能,也充分考虑到英语专业学生应该具备的专业语言、文学和文化素养。同时,教材的设计兼顾到社会需求中对英语专业学生所强调的实际应用能力的培养,除考虑课程和英语专业的培养目的,课程或课程体系应该呈现的学科基本知识和规范外,充分考虑到教材另一方面的功用,即学生通过教材接触真实的语言环境,了解社会,了解文化背景,丰富学生的实践经验。在教材编写中突出强调“enable”,让学习者在实践中学习语言、文学、文化和其他相关知识,更多地强调学习的过程,强调学生的参与,以此提高学生的实际应用技能。

第三,学生的全面发展。对高等学校英语专业学生而言,英语不仅是一门工具,更重要的是一个培养学生人文素质和跨文化意识的学科专业。系列教材强调合作性学习、探索性学习,培养学生的自主学习性,加强学习策略的指导。通过基础阶段课程的学习,使学生在语言知识、语言技能、文化意识、情感态度和学习策略等方面得到整体发展;在高年级阶段则更多地注重学生的人文精神、专业理论素养、中外文学及文化修养的培养。

第四,教材的开放性。一套好的教材不应该对课堂教学、老师的施教和学生的学习拓展有所制约,应给使用教材的教师和学生留有一定的空间,要让学生感到外语学习是一件愉快的事,通过学习让人思考,给人以自信,引导人走向成功。系列教材的总体设计既考虑严密的学科系统性,也考虑独具特色的开放性。不同地区、不同类型的学校,可以根据自己的生源和培养目标灵活地取舍、选用、组合教材,尤其是结合国内高等学校中正在探讨的学分制,给教与学一个多维度的课程体系。

我们希望通过这套系列教材,来推动高等学校英语专业教学改革,探讨新的教学理念、模式,为英语专业人才的培养探索新的路子,为英语专业的学生拓展求知的空间。

《求知高等学校英语专业系列教材》编委会

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前 言

编选这本《英国文学选读》，旨在为高校英语专业学生、其他英语学习者、英国文学爱好者和研究者提供一片园地，用以学习和研究英国文学和英语语言，培养英语语感，提高文化素质，开拓视野，陶冶情操。英国文学有如一条波涛滚滚的大河，源远流长；犹如一棵根深叶茂的大树，名篇佳作不胜枚举。本书所选的 30 位作家，均是世界文学史上光彩夺目的名家，所选的 45 篇小说、诗歌、戏剧和散文作品，都会让读者茅塞顿开，心灵为之一振。“作家与作品的介绍”目的在于引导学习者对作家成长的背景和创作风格有一些基本认识，从而加深对所选作品的感受、理解和鉴赏；“思考题”旨在通过课内和课外的讨论或写作，让学习者对作品进行自主性和探究性的分析和研究；“注释”力求精简、易懂和实用。本书虽然凝聚了编者的辛勤劳动，但难免粗枝大叶，有错讹之处，诚恳希望得到各方面的批评和指教。

编 者

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William Shakespeare

As the highest peak in the English Renaissance and one of the giant figures in world literature, William Shakespeare established his position with 38 plays, 154 ^{15 sonnets} sonnets and 2 ^{2 narrative poems} narrative poems. Born on April 23, 1564 to a well-to-do merchant family in Stratford-on-Avon, Shakespeare spent his childhood in this beautiful small town and got his education in the local grammar school. In 1582, he married Ann Hathaway, a ^{yeoman's} woman's daughter and they had three children. There was little record of Shakespeare's childhood and youth experience until he established himself as a ^{playwright} playwright in London. It is said that in the year of 1586 or 1587, Shakespeare went to London to make a living. He published two narrative poems, *Venus and Adonis* and *The Rape of Lucrece* in 1593 and 1594. His sonnets came out from the year of 1593 to 1609, of which 154 poems were produced and addressed to a "handsome young man of high birth" or to a "dark lady". From about 1588 to 1613, his dramatic works came out one after another. They are generally divided into four periods. Roughly the years from 1588 to 1600 can be regarded as his period of apprenticeship and from 1595 to 1600, the second period, he wrote most of his history plays and comedies and some early tragedies. The best of them are *Henry IV* and *Henry the V*, the history plays, comedies such as *The Merchant of Venice*, *Much Ado About Nothing*, *As You Like It* and *Twelfth Night*, and two tragedies, *Romeo and Juliet* and *Julius Caesar*. The third period from 1601 to 1608 is the period of Shakespeare's great tragedies. There are *Hamlet*, *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Coriolanus* and *Timon of Athens*. In the last period from 1609 to 1613, Shakespeare turned to tragic-comedy writings which are mainly *Winter's Tale*, *The Tempest* and *Cymbeline*. In about 1613, Shakespeare retired to be back to his hometown and he died in the year of 1616, on April 23. Shakespeare is a



great humanist of his time and the representative writer of his age. He writes skillfully in the forms of both poetry and drama to expose the evils and weakness of his time, the society, the religious system and human nature while he holds that beauty, kindness and truth existing in life and nature should be reflected in the works of art. With a wealth of vocabulary of 16,000 different words surpassing all the writers in the language of English, he has had profound influences on later writers in their ideas, language skills or artistic expressions.



THE POEM OVERVIEW

Shakespeare's poetry, like his drama, also exerted powerful influence on the world literature. He wrote 154 sonnets all his life. They are marvelously designed and composed, and are known as "Shakespearean sonnets", which is sometimes called English sonnets. A Shakespearean sonnet is divided into two parts – three quatrains and a couplet. The rhyme scheme is abab, cdcd, efef, gg. Each line is in iambic pentameter. Shakespeare's plays are full of poetic charm, while his poetry of dramatic mood. Most of Shakespearean sonnets were written between 1593 and 1599.

The greatest dramatist in English Renaissance, Shakespeare is also the most brilliant star of poetry in the world. As an outstanding representative of Renaissance, Shakespeare fully displays great revival of poetry and his poems are filled with humanist ideas.

In the 64th sonnet the poet conveys his stirring emotion about the great changes that time has brought to everything and everybody of the earth. In the 18th sonnet, Shakespeare employs vivid metaphors and expresses his strong love for "thee". Shakespearean scholars cannot establish identity of the character "thou" (who is addressed in Sonnets 1 – 126), though some of them think that "thou" refers to a handsome young man, the poet's close friend of high social position, or a black young lady. The others say that "thou" stands for the spirit of humanism.

The two poems are produced with incomparably exquisite expressions and superb technique. They are both most widely quoted in poetry anthologies and textbooks of literature.



== Sonnet (LXIV) ==

When I have seen by Time's fell¹ hand defaced²
The rich-proud cost³ of out-worn⁴ buried age;
When sometime lofty towers I see down-razed⁵,
And brass eternal slave to mortal rage⁶;

When I have seen the hungry ocean gain
Advantage on⁷ the kingdom of the shore;
And the firm soil⁸ win of⁹ the watery main¹⁰,
Increasing store with loss and loss with store;

When I have seen such interchange of state,
Or state itself confounded to decay;
Ruin hath taught me thus to ruminare —
That Time will come and take my love away.¹¹

This thought is as a death, which cannot choose¹²
But weep to have that which it fears to lose.



Notes

1. fell (poetic) — fierce ruthless
2. defaced — worn out; destroyed
3. cost — anything precious
4. out-worn (poetic) — out-of-date
5. down-razed — destroyed, ruined; The normal order of the line is: When I see sometimes lofty towers down-razed.
6. The forth line is an ellipsis: And when I see brass being eternal slave to mortal rage.
7. gain on — invade
8. firm soil — land
9. win of — win over; occupy
10. main (poetic) — sea, ocean
11. The first 12 lines is a complex sentence. The four when-causes is followed by the



main cause: Ruin hath (has) taught me thus to ruminate.

12. cannot choose but — can do nothing but

== Sonnet (XVIII) ==

Shall I compare thee¹ to a summer's day?
Thou art² more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease³ hath⁴ all too short a date:
Sometime⁵ too hot the eye of heaven⁶ shines,
And often is his gold complexion dimm'd⁷;
And every fair⁸ from fair sometime declines,
By chance, or nature's changing course untrimm'd,⁹
But thy¹⁰ eternal summer shall not fade,
Nor lose possession of that fair thou ow'st¹¹
Nor shall death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st:¹²
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.



Notes

1. thee (poetical) — you (object)
2. thou art (poetical) — you are
3. lease — lease of life; lifespan
4. hath (poetical) — has
5. sometime — sometimes
6. the eye of heaven — the sun
7. dimm'd — dimmed
8. fair (poetical) — beauty
9. untrimm'd — untrimmed
10. thy (poetical) — your