

高等院校英语专业现代应用型教材

总主编 / 郗庆华

SELECTED READINGS  
IN FOREIGN LITERATURE

外国文学  
名作选读

英文版

李莉 胡延伟 郭民 / 编著

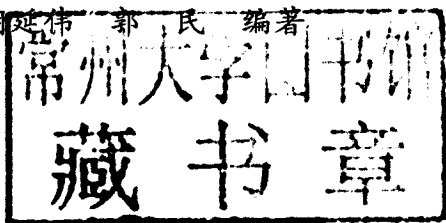
南开大学出版社

高等院校英语专业现代应用型教材

总主编 郝庆华

# 外国文学名作选读

李莉 胡延伟 郭民 编著



南开大学出版社

天津

**图书在版编目(CIP)数据**

外国文学名作选读: 英文 / 李莉, 胡延伟, 郭民编著. —天津: 南开大学出版社, 2010. 3

高等院校英语专业现代应用型教材

ISBN 978-7-310-03370-6

I. ①外… II. ①李…②胡…③郭… III. ①英语—阅读教学—高等学校—教材②文学—作品—简介—外国  
IV. ①H319.4:I

中国版本图书馆 CIP 数据核字(2010)第 027965 号

**版权所有 侵权必究**

**南开大学出版社出版发行**

**出版人: 肖占鹏**

地址: 天津市南开区卫津路 94 号 邮政编码: 300071

营销部电话: (022)23508339 23500755

营销部传真: (022)23508542 邮购部电话: (022)23502200

\*

河北昌黎太阳红彩色印刷有限责任公司印刷

全国各地新华书店经销

\*

2010 年 3 月第 1 版 2010 年 3 月第 1 次印刷

880×1230 毫米 32 开本 9.625 印张 246 千字

**定价: 18.00 元**

如遇图书印装质量问题, 请与本社营销部联系调换, 电话: (022)23507125

# 总 序

改革开放的深入，改变了人们对英语和英语教学的认识。在中国逐步向世界全面开放的过程中，英语作为一种通用语，在人们眼里已不再神秘，它只是中国与世界交流必不可少的语言工具。英语的教学目标也不再像几十年前那样，旨在培养少数英语语言精英，而是要培养各行各业急需的、能直接进行跨文化交际和双向语言沟通的千千万万普通劳动者。在这种新认识的驱动下，从20世纪后期起，各大学在继续传统英语专业教学的同时，都积极探索着新的英语教学模式，以培养中国社会飞速发展所需要的大量复合型应用英语人才——既能用英语同世界直接交流又懂一些专门知识与实务操作技能的现代化社会劳动者。

近10年来中国涌现出来的300多所民办独立学院，即源于上述这种认识。作为独立学院的英语专业，也明确提出了培养复合型应用英语人才的目标，所采用的教学模式是“英语+专业”，抑或“专业+英语”，即新型英语专业。

新型英语专业的培养目标符合当今中国社会发展的需要。因为与传统英语专业学生相比，新型英语专业的学生拥有前者所欠缺的专门化学科知识；而与其他学科的学生相比，他们又拥有后者所不具备的英语接收与表达能力。这些懂专业、会英语、能直接与世界交流与沟通的毕业生，是有着极大提高潜力和完善空间的复合型应用英语人才，为国家和社会所需要，因此就业面广，很受社会欢迎。

新型英语专业采用“英语+专业”的教学模式值得肯定，但要成功培养出符合社会需求的高质量复合型应用英语人才，则必须在课程设置、教材编写和教学模式等方面充分考虑到一个关键点，即英语教学本身在培养目标上与其他学科的区别，将英语语言教学与有关专业学科教学适度、得当地结合起来。因为基础阶段的英语教学，主要是语言技能的训练，而非语言知识的传授，它不仅要求学生懂得词法、句法、语义及修辞、搭配等习惯用法，还要求学生用大量的时间进行应用练习，通过语言实践来掌握交流的基本功。只有当学生能熟练掌握并灵活运用他们所学的语言基础知识时，即能用英语自主表达个人意图并通过听说读写译等方式与他人自由交流时，学生才算学会了英语。而普通高校其他专业的本科教学则主要是知识的传授，只要学生学懂并记住书上的知识就可以了，至于运用，那是学生毕业以后走上社会工作时所要做的。因此，在新型英语专业的教学里，一定要围绕本科基础阶段英语教学的特点，选好相关的专业学科课程（如与外语应用结合密切的贸易、金融、管理、法律、旅游等）和适宜的教学方式（如增加老师或专家引导、学生自主创意的体验式教学：场景模拟、辩论、演讲等），使学生在有限的4年时间里，既能学好英语，又能学到相对适用的学科专业知识。如此才能尽早实现复合型应用英语人才的培养目的。

南开大学滨海学院即是一家颇具上述教学特色的独立学院，它诞生于沿海开放的领先地位——天津滨海新区，成长于北方环渤海经济圈提速发展的大环境，天时、地利都促成了该校“立足社会需求、打造应用型人才”的教学探索。滨海学院外经贸英语翻译专业所进行的课程与教材改革收效显著，极具借鉴意义和推广价值。该专业自2004年建立以来，一直尝试“英语+专业”这种新型英语专业的教学模式。他们在新生入学头两年狠抓学生的英语语言基础，从第三年起，用自编英语教材给学生开设国际贸

易、对外经济、进出口实务、公司理财、工商管理、市场营销、国际商法、经贸文选、外贸书信函电等专业课程。已毕业的两届学生从业情况证明，他们的教学取得了不错的成果：作为一个三本独立学院的英语专业，他们的学生求职应聘适应面宽、选择面广，就业范围涵盖了金融机构、进出口公司、外资生产企业、投资或销售代理机构等；从事的工作含翻译、企业管理、市场营销、贸易实务等；由于目标明确，兴趣得到释放，部分愿意提高自己的学生也能自觉学习，最终拿到国外大学的奖学金出国深造，还有的考取了全国著名重点大学的研究生。他们在全国英语专业四级考试中，一次通过率曾达到 **72.6%**，英语专业 8 级通过率曾达到 **47%**，考上研究生的学生也曾占到 **13%**（今后比例还会有提高）。细究其原因，是他们较好地做到了将英语与其他学科有机结合，能够学有所为、学以致用。

“滨海模式”的具体方法虽然需要“因地制宜”，但其指导思想顺应了时代的发展，符合国际化、现代化的要求，尤其是毕业生的受欢迎度更加证明，**英语专业不同层次的教学目标应当多元化**，教学模式及教材编写亦应随之改革，培养出更多真正能解决实际工作需要的人才。鉴于此，南开大学出版社组织了来自南开大学滨海学院、南开大学、天津外国语大学、天津师范大学、天津财经大学、天津工业大学、天津科技大学、天津城建学院、北京航空航天大学等高校的资深骨干教师，结合近几年的课堂经验与用人单位的信息反馈，着手编写这套“**高等院校英语专业现代应用型教材**”。这套教材的选题基本上围绕新型英语专业所选定的有关学科的专业课程设计，经过滨海学院两届毕业生的就业实践证明，这些课程适时度地为学生储备了一定的专业或行业知识得到用人单位的特别肯定和好评。参编人员均具有一线教学经验、精通所选专业并直接承担过新型教学任务，他们在教材的编写中注意保留专业课程精髓要点，语言深入浅出，适合独立院校和

新型英语专业学生的英语水平，并努力将语言学习与专业学习融会贯通；同时适当安排文学文化类课程，使学生了解语言文化背景、提升相关文化素质；在编写加强学生英语基本技能的教材中，重点培养学生对语言的观察分析能力，并通过口笔译训练，使他们开动脑筋，悟懂道理，想出方法，解决问题，以提高双语交流的语言组织与表达能力，达到培养应用型英语人才的目的。

“滨海模式”与这套“专业现代应用型系列教材”是探索性的，但也是有启示性、前瞻性和创新性的。它为新型英语专业的教学和教材的发展拓展了新的视野，为培养我国急需的复合型应用英语人才的教材编写开辟了新的思路。我们希望，这套教材的出版能够为独立院校乃至普通高校的英语教学提供有益的参考；我们也相信，会有越来越多的师生受益于不断完善的课程探索，为新型人才插上腾飞的翅膀！

编 者

2009年8月于南开大学

# 前 言

本书是“高等院校英语专业现代应用型教材”之一，是针对高等学校英语专业低年级学生的学习特点编写的专业教材，目的是使学生通过阅读英语国家的经典作品，了解不同国家的社会生活、宗教文化和风土人情等相关知识，培养对经典名篇的赏析能力，并配合基础阶段的英语教学进程，巩固原有的语言基础，扩大知识面，提高语言基本技能，发展独立思考问题和分析问题的能力。

本书精心挑选外国文学名作 19 篇，既有众多名家的传世之作，又有具有时代气息的作品，其题材和体裁广泛，语言地道、优美，文体、风格各异，适合学生反复朗读和背诵。

本书的编排充分考虑了低年级学生的需求，每课后给出中英文对照的词汇表、重点注释。课后练习多样，尽量少而精，便于教师在规定时间内完成。练习从阅读理解、语言点和语法巩固练习方面训练学生的语言基本功，另外，还为学生提供适合进一步扩大知识面、提高阅读能力的佳作赏析和背诵。

本书共分 20 个单元，供一学期教学使用，每周两课时完成一个单元。另外，本教材配备教师用书。



## Contents

Unit One	A Day's Wait	/ 1
Unit Two	Advice to Youth	/ 16
Unit Three	How to Mark a Book	/ 32
Unit Four	Three Unforgettable Professors	/ 49
Unit Five	Gifts of the Magi	/ 64
Unit Six	The Celebrated Jumping Frog of Calaveras County	/ 78
Unit Seven	Father Knows Better	/ 90
Unit Eight	The Story of Adam and Eve	/ 112
Unit Nine	What Is Happiness?	/ 125
Unit Ten	Sonnet 18	/ 136
Unit Eleven	Prometheus	/ 143
Unit Twelve	No Marriage, No Apologies	/ 162
Unit Thirteen	50 Things to Do Before I Die	/ 175
Unit Fourteen	Choose Optimism	/ 187
Unit Fifteen	The Solitary Reaper	/ 204
Unit Sixteen	The Joy Luck Club: Two Kinds (abridged)	/ 210
Unit Seventeen	Three Days to See (excerpts)	/ 229
Unit Eighteen	Trifles (Part One)	/ 244
Unit Nineteen	Trifles (Part Two)	/ 262
Unit Twenty	Symptoms	/ 280
References		/ 295

# Unit One

## A Day's Wait

### Ernest Hemingway

1 He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move.

2 "What's the matter, Schatz?"

3 "I've got a headache."

4 "You better go back to bed."

5 "No. I'm all right."

6 "You go to bed. I'll see you when I'm dressed."

7 But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I know he had a fever.

8 "You go up to bed," I said, "you're sick."

9 "I'm all right," he said.

10 When the doctor came he took the boy's temperature. "What is it?" I asked him.

11 "One hundred and two."

12 Downstairs, the doctor left three different medicines in different coloured capsules with instructions for giving them. One was to bring down the fever, another a purgative, the third to

overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

13 Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

14 "Do you want me to read to you?"

15 "All right. If you want to," said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

16 I read aloud from Howard Pyle's Book of Privates; but I could see he was not following what I was reading.

17 "How do you feel, Schatz?" I asked him.

18 "Just the same, so far," he said.

19 I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up, he was looking at the foot of the bed, looking very strangely.

20 "Why don't you try to sleep? I'll wake you up for the medicine."

21 "I'd rather stay awake."

22 After a while he said to me, "You don't have to stay in here with me, Papa, if it bothers you."

23 "It doesn't bother me."

24 "No, I mean you don't have to stay if it's going to bother you."

25 I thought perhaps he was a little lightheaded and after giving

him the prescribed capsules at eleven o'clock I went out for a while.

26 It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a little walk up the road and along a frozen creek, but it was difficult to stand or walk on the glassy surface and the red dog slipped and slithered and I fell twice, hard, once dropping my gun and having it slide away over the ice.

27 We flushed a covey of quail under a high clay bank with overhanging brush and I killed two as they went out of sight over the top of the bank. Some of the covey lit in trees, but most of them scattered into brush piles and it was necessary to jump on the ice-coated mounds of brush several times before they would flush. Coming out while you were poised unsteadily on the icy, springy brush they made difficult shooting and I killed two, missed five, and started back pleased to have found a covey close to the house and happy there were so many left to find on another day.

28 At the house they said the boy had refused to let anyone come into the room.

29 "You can't come in," he said. "You mustn't get what I have."

\* 30 I went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed.

31 I took his temperature.

32 "Something like a hundred," I said. It was one hundred and two and four-tenths.

33 "It was a hundred and two," he said.

34 "Who said so?"

35 “The doctor.”

36 “Your temperature is all right,” I said. “It’s nothing to worry about.”

37 “I don’t worry,” he said, “but I can’t keep from thinking.”

38 “Don’t think,” I said, “Just take it easy.”

39 “I’m taking it easy,” he said and looked straight ahead. He was evidently holding tight onto himself about something.

40 “Take this with water.”

41 “Do you think it will do any good?”

42 “Of course it will.”

43 I sat down and opened the Pirate book and commenced to read, but I could see he was not following, so I stopped.

44 “About what time will it be before I die?”

45 “You aren’t going to die. What’s the matter with?”

46 “Oh, yes, I am. I heard him say a hundred and two.”

47 “People don’t die with a fever of one hundred and two. That’s a silly way to talk.”

48 “I know they do. At school in France the boys told me you can’t live with forty-four degrees. I’ve got a hundred and two.”

49 “You poor Schatz,” I said. “Poor old Schatz. It’s like miles and kilometers. You aren’t going to die. That’s a different thermometer. On that thermometer thirty-seven is normal. On this kind it’s ninety-eight.”

50 “Are you sure?”

51 “Absolutely,” I said. “It’s like miles and kilometers. You know, like how many kilometers we make when we do seventy miles in the car.”

52 “Oh,” he said.

53 But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

## Notes

**1. Ernest Hemingway:** Hemingway was an American writer and journalist. He was the spokesman of the Lost Generation in the 1920s. He received the Pulitzer Prize in 1953 for *The Old Man and the Sea*, and the Nobel Prize in Literature in 1954.

**2. Howard Pyle:** Howard Pyle (1853-1911) was an American illustrator and writer, primarily of books for young audiences. He spent the last year of his life in Florence, Italy, where he died. His major works include *The Merry Adventures of Robin Hood* and *Otto of the Silver Hand*.

## Glossary

**shiver:** v. to tremble, esp from cold or fear 颤抖 (尤指因寒冷或恐惧)

**Schatz:** (German) darling, sweetheart

**“I’ve got a headache.” “No. I’m all right.”:** “I’ve got a headache.” He said. “No. I’m all right” he immediately added.

**miserable:** adj. very unhappy or uncomfortable; wretched 悲惨的; 难受的; 不幸的; 可怜的

**You go up to bed.:** You go upstairs to bed.

**what is it:** what is his temperature?

**one hundred and two:** 102°Fahrenheit, approximately equal to 39°Ccentigrade

**capsule:** n. plastic container shaped like a very small tube with

medicine inside that you swallow whole 胶囊

**purgative:** *n.* a substance that makes your bowels empty 泻药

**acid:** *adj.* (chemistry) containing acid or consisting of an acid  
酸的

**germ:** *n.* micro-organism, esp one capable of causing disease  
细菌; 病菌

**influenza:** *n.* infectious virus disease causing fever, muscular  
pain and catarrh 流行性感胃; 流感

**epidemic:** *n.* a large number of cases of a disease that happen at  
the same time 流行病

**pneumonia:** *n.* serious illness with inflammation of one or both  
lungs, causing difficulty in breathing 肺炎

**make a note of:** to write down 记下, 做记录

**be detached from:** not feeling involved with someone or  
something in a close or emotional way 超然的; 漠然处之的

**lightheaded:** *adj.* feeling as though you might fall down or  
become unconscious, for example because you are drunk 头晕目眩  
的

**prescribed:** *adj.* decided by a law or rule 规定的

**sleet:** *n.* falling snow or hail mixed with rain 雨夹雪或雹

**varnish:** *v.* to put varnish on (something) 在(某物)上涂清  
漆

**setter:** *n.* long-haired dog often trained to help hunters find  
where animals or birds are 蹲伏猎狗(毛长, 经训练嗅到猎物蹲伏  
不动以助猎)

**creek:** *n.* small river; stream 小河; 溪流

**slither:** *v.* to slide somewhere over a surface, twisting or moving  
from side to side 摇晃不稳地滑动或滑行

**slide:** *v.* (to cause something to) move smoothly along an even, polished or slippery surface (使某物) 滑动.

**flush:** *v.* ① to cause (birds) to fly suddenly, esp from undergrowth 使(鸟)突然飞起; ② (of birds) fly suddenly, esp from undergrowth (指鸟)突然飞起; ③ (of illness, feelings, etc.) to cause (the face) to become red (指疾病、情感等)使(面部)变红

**covey:** *n.* a small group of birds (鸟)一小群

**quail:** *n.* small bird, similar to a partridge 鹌鹑

**clay:** *n.* a type of heavy sticky earth that can be used for making pots, bricks etc. 黏土

**light on/upon:** to fly to something and sit on it 飞落在……上面

**brush:** *n.* land covered by small trees and shrubs; undergrowth 灌木丛地带; 矮树丛

**mound:** *n.* mass of piled-up earth; small hill 小丘; 土墩; 小土岗

**poised:** *adj.* not moving, but ready to move or do something at any moment 准备就绪的, 完全做好准备的

**springy:** *adj.* something that is springy is soft and comes back to its normal shape after being pressed or walked on 有弹力的

**They made difficult shooting.:** It was difficult to shoot them.

**get:** *v.* to become infected with (an illness); suffer from or be affected by (a pain, etc.) 感染(某病)

**something like:** about 大约, 大概

**keep from doing:** to prevent something from happening 避免, 阻止

**evidently:** *adv.* used to say that something is true because you



can see that it is true 明显地, 显然

**tight:** *adv.* very firmly or closely 紧紧地, 牢牢地

**commence:** *v.* to begin (something); to start 开始 (某事物)

**old:** *adj.* used as a term of affection or intimacy 用作表示亲昵或亲密关系的用语

**thermometer:** *n.* a piece of equipment that measures the temperature of the air, of your body etc. 温度计

**hold on/over somebody/something:** to influence or control over/on somebody/something 影响, 控制

**slack:** *adj.* (of a person) giving little care and energy to a task (指人) 懈怠的, 疏忽的

## Exercises

### I. Comprehension Questions

1. At what time did the boy enter his father's room?
2. Why did the boy appear so strange and nervous after the doctor had visited him?
3. Why had the boy refused anyone to come into his room?
4. What did the boy look like after he got a flu?
5. What does the title of the story probably mean?
6. Why did the boy cry very easily at little things the next day?
7. Why did the author describe the hunting scene to the short story?
8. What kind of analogy did the father employ to make his son understand he would not die?

### II. Decide whether the following statements are true or false.

- ( ) 1. When the father learned that his son was ill, he went to the boy's room to see him.