



新基点 全国高等院校商务英语专业本科系列规划教材·人文素养子系列

NEW BENCHMARK

英美散文选读 (1~2) 辅导用书



蒋显璟 编著

English Essay Reading (1-2) Reference Book



对外经济贸易大学出版社

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编著 蒋显璟

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出版说明

新基点 (NEW BENCHMARK) 全国高等院校商务英语专业本科系列规划教材由对外经济贸易大学出版社联合对外经济贸易大学、广东外语外贸大学、上海对外贸易学院、东北财经大学、上海财经大学等学校的骨干教授编写而成。

2007 年国家教育部批准设立了商务英语本科专业。为促进商务英语学科建设, 适应教学改革和创新的需要, 对外经济贸易大学出版社特组织编写了“新基点”系列教材。本系列教材体现商务英语专业最新教学特点和要求, 是面向二十一世纪的一套全新的立体化商务英语教材, 主要适用于全国各高等院校商务英语专业本科学生。

本系列教材旨在培养具有扎实的英语基本功, 掌握国际商务基础理论和知识, 具备较高的人文素养, 善于跨文化交流与沟通, 能适应经济全球化, 具备国际竞争力的复合型英语人才。共由语言技能、商务知识、人文素养三个子系列组成。

语言技能子系列包括商务英语综合教程 1-4 册、商务英语听说 1-4 册、商务英语写作 1-4 册、商务英语翻译 1-2 册。

商务知识子系列介绍商务基础理论和商务实践的具体知识, 主要包括经济学原理、管理学原理、商法导论、跨文化交际导论、国际贸易实务、营销学等主干教材。

人文素养子系列主要包括语言学导论、英美国家概况、欧洲文化、英美文学选读、英美散文、大学英汉翻译、大学汉英翻译等核心教材。

上述的每套子系列教材都自成体系, 合在一起又形成了有机的整体。本套教材不是封闭的, 而是随着教学模式、课程设置和课时的变化, 不断推出新的教材。对外经济贸易大学出版社旨在广泛调动社会智力资源, 与时俱进、推陈出新, 推出一套适合新兴商务英语专业本科学生的系列教材。

编撰者们不仅具有丰富的语言教学经验, 而且获得工商管理、经济学等商科专业的硕士、博士学位, 具备商务活动的实践经验。他们集教学经验和专业背景于一身, 这正是本套商务英语系列教材编撰质量的有力保证。

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编者序

《英美散文选读》(一)和(二)册是对外经济贸易大学出版社的“全国高等院校商务英语专业本科系列规划教材·人文素养子系列”中的一套高级英语教材,其目标读者是商务英语专业本科三年级生和其他同等水平的英语爱好者。这套教材的编写目的是,一方面,在学生原有一、二年级的基础上提高其英语水平,在另一方面,加强学生的人文素养,使其了解西方文化中最具精髓的思想。

为了达到这一目的,编者对大学英语专业低年级和高年级学习的侧重点做过一些调查,进行过一番思考。如果说低年级生学习英语的重点是语音语调、基础词汇和语法结构、简单的日常写作等方面的话,那么到了高年级,学习的重点就必须转移到增大词汇量、扩大阅读范围、阅读英美等国的哲学、社科和人文领域里有代表性的一些作家的作品。在阅读的基础之上,逐渐培养其批判性思辨能力,逻辑推理能力和基础修辞能力。与此同时,在阅读的过程中了解文中的诸种典故的出处,学习作者选题立意、收集素材、谋篇布局、行文论证的方法。在加强人文素养方面,最好的办法莫过于广泛阅读“世界上的最佳思想与言论”(The best that has been thought and said in the world)【阿诺德语】了。但是,中外的名著和典籍如汗牛充栋,而当下人们可用来阅读的时间又十分有限,如何解决这一矛盾呢?只有编者来替人读书,从繁多的文献中提取最有代表性的文章选入本套教材,从而为读者节省时间。

读者可能会有的另一个疑问就是,既然教材的目标读者是商务英语专业的本科生,那么为什么要选取这许多人文哲理和文学类等“务虚”的文章,而不选取英美的经济和商务类的“务实”文章呢?我们的答复就是,商务英语归根结底还是英语,它只不过是英语运用在一个特殊的语域里,其词汇有其专业意义,其运用比较注重实用性而已。如果打好了扎实的英语基础,要转向商务英语是不难的。另外,与英美和西方其他国家的商界人士打交道,更重要的还不仅是了解一些行业术语和贸易实践,而是要在文化沟通层面上做重头文章。文学作品是了解一种文化中人们的内心世界和思维方式的最佳途径。很多英语水平高,但原先未接触过商务英语的学生,在经过一段实践后,很快就能上手,并且比只学过一点商务英语和贸易知识的人更能与国外客户沟通。另外,阅读这些人文哲理类的文章,可以开拓学生的智力视野,挑战他们的狭隘观点和思维定势,并可以促使他们站在更高的战略层面来从事国际商务活动。当前商务英语类院系的实用性课程委实太多了,学生有“见木不见林”的危险。“无用之用”的课程其实有更大的用处,就看能否有识家独具慧眼了。希望不要如西谚所云:“智慧在街市上呼喊、在宽阔处发声。”也不要如孔夫子那样慨叹:“道不行,乘桴浮于海”。让我们为人类课程留下一小片净

土,使有更高抱负的学生能呼吸到一点新鲜空气吧!

自2008年本套教材出版以来,编者从出版社了解到读者们迫切希望有辅导用书,好帮助他们在教学和自学中解决课文中的难点。有鉴于此,编者在繁忙的教学与科研工作中拨冗编写了这本辅导用书。本书主要由一、二册的课文参考资料和20套历年真题构成。每课书都有词汇的详细解释和用法举例,并且有详尽的课文注释,把课文中的难点和典故出处都列出。最后,每课后面都有参考答案,供教师和学生在学习和自学中使用。在编写此书的过程中,加拿大皇家学会会员、美国贝勒大学荣誉教授大卫·杰弗里慷慨地承担了本书顾问的职责,义务解答了很多语言和文化背景方面的难题,另外,承蒙对外经济贸易大学出版社的诸位编辑督促与鞭策,并提供各种便利;编者的几名研究生在收集资料方面提供了很大的帮助,在此向他们一并表示诚挚的谢意!

总之,本套教材编写的宗旨就是让它起着桥梁的作用,引导读者通向西方历代哲人和文学家的精粹论述,并培养起读者“博览群书”的兴趣。但是,正如美国哲人爱默生所言:“要读好书,一个人必须是个创造者”。那也就是说,你必须有自己的创意,积极地与作者合作,才能解读出书中的深意来。阅读的心得也与自己的世间阅历紧密关联,诚如古人所言:“少年读书,如隙中窥月;中年读书,如庭中望月;老年读书,如台上玩月。皆以阅历之浅深,为所得之浅深耳。”(清初·张潮《幽梦影》)此外,任何阅读都是一种互文性的游戏,牵涉到与其他文本的动态联系。一个文本就是多声部合唱的舞台,称职的读者能够听出乐曲中各部分构成的和声。“书山有路勤为径”,读书自身的乐趣就是其报偿,希望每一位读到这套教材的读者都成为一个积极的创造者!

蒋显璟

2010年8月31日写于惠园

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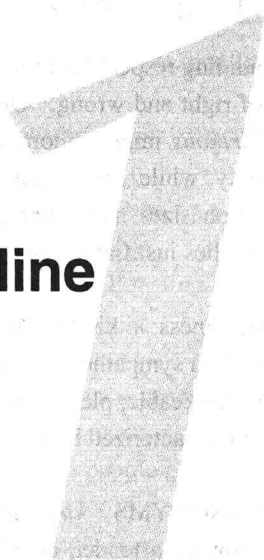
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Unit One

Education and Discipline



Part 1 Notes to vocabulary and texts

I. Vocabulary

1. dynamics: *n.* 力学; 动力学

- a) (used with a sing. verb) The branch of mechanics that is concerned with the effects of forces on the motion of a body or system of bodies, especially of forces that do not originate within the system itself. Also called kinetics.
- b) (used with a pl. verb) The forces and motions that characterize a system. E.g. *The dynamics of ocean waves are complex.*
- c) The social, intellectual, or moral forces that produce activity and change in a given sphere. E.g. *The dynamics of international trade have influenced our business decisions on this matter.*
- d) (used with a pl. verb) Variation in force or intensity, especially in musical sound.
- e) (used with a sing. verb) Psychodynamics.

Note: *Dynamic* as an adjective means *energetic*.

2. ethical: *adj.* morally right or acceptable. 伦理的, 道德的; 伦理学上的/道德的; 合乎道德的

Note: Ethical is not used to describe a person, but it can describe a person's behaviour. It is often used to talk about the actions and activities of businesses. E.g. *I don't consider the arms trade to be an ethical one.*

SYNONYMS *moral, ethical, virtuous, righteous*. These adjectives mean "in accord with right or good conduct." *Moral* applies to personal character and behavior, especially sexual conduct: "Our moral sense dictates a clear-cut preference for these societies which share with us an

abiding respect for individual human rights" (Jimmy Carter). *Ethical* stresses idealistic standards of right and wrong: "Ours is a world of nuclear giants and ethical infants" (Omar N. Bradley). *Virtuous* implies moral excellence and loftiness of character: "The life of the nation is secure only while the nation is honest, truthful, and virtuous" (Frederick Douglass). *Righteous* emphasizes moral uprightness; when it is applied to actions, reactions, or impulses, it often implies justifiable outrage: "He was...stirred by righteous wrath" (John Galsworthy).

3. kindness: *n.* kindly: *adj.*, -li·er, -li·est.

- a) Of a sympathetic, helpful, or benevolent nature: a kindly interest; a gentle, kindly soul.
- b) Agreeable; pleasant: a kindly breeze.
- c) Characterized by kindness and concern for others.

SYNONYMS *kind, kindly, kindhearted, benign, benevolent.* These adjectives mean having or showing a tender, considerate, and helping nature. *Kind* and *kindly* are the least specific. E.g. *thanked her for her kind letter a kindly gentleman.* *Kindhearted* especially suggests an innately kind disposition. E.g. *a kindhearted teacher.* *Benign* implies gentleness and mildness. E.g. *benign intentions a benign sovereign.* *Benevolent* suggests charitableness and a desire to promote the welfare or happiness of others. E.g. *a benevolent contributor.*

4. modicum: *n.* a small, moderate, or token amount. E.g. "England still expects a modicum of eccentricity in its artists" (Ian Jack).

5. unduly: *adv.* excessively; immoderately.

6. undiluted: from the verb *dilute*:

- a) To make thinner or less concentrated by adding a liquid such as water.
- b) To lessen the force, strength, purity, or brilliance of, especially by admixture.
- c) To decrease the value of (shares of stock) by increasing the total number of shares.

7. subject to: often used with words relating to changes. E.g. *to be subject to change/delay/alteration/cancellation/amendment.* It is also often used to refer to places that are affected by environmental factors. E.g. *subject to drought/flooding/erosion/severe weather conditions.*

Note: *subject* can also be used as a verb: to subject someone or something to something means "to make someone or something experience an unpleasant or worrying thing"; E.g. *The inquiry found that they had been subjected to unfair treatment.*

8. outlet: *n.*

- a) a way, especially a pipe or hole, for liquid or gas to go out: *a waste water outlet*
- b) a way in which emotion or energy can be expressed or made use of. E.g. *Her work provided no outlet for her energies and talents. Writing poetry was his only form of emotional outlet.*

9. bully: *n.*

- a) a person who is habitually cruel or overbearing, especially to smaller or weaker people.
- b) a hired ruffian; a thug.

- c) a pimp (a man who controls prostitutes, especially by finding customers for them, and takes some of the money that they earn).
- (used as a verb) to hurt or frighten someone who is smaller or less powerful than you, often forcing them to do something they do not want to do.
10. perpetuate: *v.* to cause something to continue/to make sth. such as a bad situation or a belief continue for a long time.
Typical collocates of *perpetuate* are *inequality, myth, stereotype* and *system*. E.g. *Comics and books for children tend to perpetuate the myth that 'boys don't cry'.*
11. sadistic: *adj.* getting pleasure, especially sexual pleasure, from hurting other people.
From *sadism*, derived from a personal name, Count Sade, a French aristocrat, who enjoyed writing about using torture and inflicting pain as a way of deriving sexual pleasure.
12. disciplinarian: *n.* someone who believes in keeping complete control of the people he or she is in charge of, especially by giving severe punishments.
13. well-grounded: *adj.* being based on or having a good knowledge of facts. E.g. *The young players all seemed very well grounded in the rich history of the music they were performing.*
14. authoritarian: *adj.* demanding that people totally obey and refusing to allow them freedom to act as they wish. E.g. *Many have accused him of an authoritarian style of leadership.*
15. pedagogue: *n.* (disapproving) a teacher who gives too much attention to formal rules and is not interesting. This word is derived from Greek: *paidos*=child; *gogue*=leader
16. meritorious: *adj.* deserving great praise.
17. spirited: *adj.* (approving) enthusiastic and determined; full of energy, determination or courage.
18. defiance: *n.* openly refusing to obey sb./sth., sometimes in an aggressive way. E.g. *In defiance of the ceasefire, rebel troops are again firing on the capital.*
19. baffled: *adj.* very much puzzled, confused.
20. impotence: *n.* lack of power to change or improve a situation/a medical condition in which a man cannot have sex because his penis cannot become hard or stay hard.
21. fatigue: *n.* (formal) extreme tiredness.
22. obliging: *adj.* very willing to do sth. for sb.
23. omnipotence: *n.* the possession of unlimited power; the ability to do anything.
24. minister to: *v.* to give help to or care for people, for example people who are ill.
25. application: *n.* [U] the determination to work hard over a period of time in order to succeed at something.
26. pugnacious: *adj.* wanting to start an argument or fight, or expressing an argument or opinion very forcefully.
27. abdication: *n.* from *abdicate v.* (formal) disapproval to stop controlling or managing something that you are in charge of.
28. clinical: *adj.* medical work or teaching that relates to the examination and treatment of ill people.
29. disposed to: *adj.* to be willing or likely to do something.

30. overworked: *adj.* (disapproving) made to work too hard.

II. Expressions from the text

1. schools of thought: a group of persons who hold a common doctrine or follow the same teacher (as in philosophy, theology, or medicine).
2. leave...unchecked: allow...to go on without controlling it.
3. disapprove of: refuse to approve, reject.
4. be apt to: have a tendency to: plants apt to suffer from drought.
5. be bound to: certain or extremely likely to happen. E.g. *You're bound to feel nervous about your interview.*

III. Notes to the text

(This essay is from Russell's book of essays *In Praise of Idleness*, chiefly concerned with the issue of education.)

1. Rousseau and Rousseauism: Rousseau, Jean-Jacques (1712-78). Swiss writer, one of the most influential and controversial figures ever to write in French. From the beginning his person and his books have attracted disciples and fierce critics. His denunciation of contemporary society and his evocations of lost innocence and alternative worlds set off a wave of 'Rousseauism'. Readers — from Madame Roland to Tolstoy — sought to follow what they supposed to be his example, while on the other hand he was reviled as a destroyer of traditional values. His influence marked the theory and practice of education and politics, his novel *La Nouvelle Héloïse* was a model for life and literature, and his *Confessions* inaugurated autobiography as a literary genre.

He was by birth a citizen of Geneva, a title he proudly declared on his title-pages until 1763, when his native city condemned two of his most important works. His father was a watchmaker. His mother died shortly after his birth, and his father left home when he was 10; he received little formal education, being apprenticed at the age of 13, and leaving Geneva in 1728 for a wandering life, which is memorably described in the *Confessions*. Having walked across the Alps to Turin (where he was temporarily converted to Catholicism), he was given protection in Chambéry by Madame de Warens, an agent of the king of Savoy; he lived in or near her house for several years, and she was for him both surrogate mother and lover. During this period he educated himself by intensive private reading. When an idyllic stay with Madame de Warens at the country retreat of Les Charmettes had come to an unhappy end as she took another lover, he moved to Paris in 1742, hoping in vain to make a living by music — a permanent love of his life. He was employed for a few months as secretary in the French embassy in Venice, enjoyed the protection of the rich Dupin family, and became friendly with the philosophers, including Diderot, for whose *Encyclopédie* he wrote articles on music and political economy. In 1745 he began a liaison with Thérèse Levasseur which was to last for the rest of his life and which he