

● 跨文化交际英语课程系列



Appreciation of Classical Literature

中西文学经典导读

谭颖 张进 主编

上海外语教育出版社
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武汉理工大学研究生教材建设资助出版

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出版说明

《大学英语教学指南》对大学英语课程性质定位为“高等学校人文教育的一部分，兼有工具和人文双重性质。”其工具性体现在进一步提高学生英语听、说、读、写、译的能力以及通过学习与专业或未来工作有关的学术英语或职业英语，获得在学术或职业领域进行交流的能力。就其人文性而言，语言是文化的载体，同时也是文化的组成部分。学生学习和掌握英语这一交流工具，除了学习语言本身之外，还要了解国外的社会历史与文化，增进对不同文化的理解、对中外文化异同的认识。人文性的核心是以人为本，弘扬人的价值，注重人的综合素质培养和全面发展。

依据《大学英语教学指南》，外教社策划推出了“跨文化交际英语课程系列”，力图充分挖掘大学英语课程丰富的人文内涵，满足各高校开设跨文化交际英语课程的需要。

“跨文化交际英语课程系列”包括跨文化交际技巧、英美文化、文学、中国文化等多个品种，还包括将跨文化交际元素融入通用英语体系的《跨文化交际英语·阅读教程》，品类丰富、涵盖面广，旨在帮助学生了解中外不同的世界观、价值观，认识其思维方式及社会组织的差异，培养学生的文化与跨文化意识，提高学生社会语言能力和跨文化交际能力。

本系列教材以外教社已出版的多种文化类教材为基础，吸纳专家学者的建议和最新研究成果，通过邀请更多海内外英语教学专家参与编写、和国外出版社合作出版等方式，扩大了选题规模，以满足各专业大学学生的学习需求。本系列教材充分考虑我国目前的大学英语教学现状、师资条件、实际需求等因素，必将进一步丰富和完善我国大学英语教学。

上海外语教育出版社

前言

编写背景

长期以来,以实用性和功利性为导向的一元价值观在我国的高等英语教育中一直占据主导地位。随着我国大学英语教育改革的推进,大学英语教育的关注点也逐渐从教学理论、教学方法、教学模式聚焦到对语言知识、语言能力和语言文化的教学设计上。大学英语后续教程《中西文学经典导读》充分体现了大学英语课程的人文性,借助思想、文化内涵深邃的经典文学作品片段,把人文通识教育和语言教学有机结合起来,通过引领学生走进中西经典文学的殿堂,寻找一条激发学习兴趣、增强学习动机、调动最佳情感的有效教学途径,从而提高学生的认知和思辨能力,引导学生崇尚科学和民主,追求真理和正义,尊重他人,成为能“仰望星空”的人。

教材结构

《中西文学经典导读》所选内容由浅入深,覆盖了大学英语阶段应该掌握的大部分词汇。其中部分搭配能力强、词义多重、使用面广的词汇在一些单元中得到复现和巩固。教材共包含14个单元,各单元的内容讲解和语言训练均围绕一篇名著片段展开,层层深入。每单元分为四大板块:第一个板块为读前活动——完形填空练习,旨在激发学生的思考,并使其对相关作品有初步的了解;第二个板块以简洁凝练的语言,为学生提供了一段有关作品背景及作者的介绍;第三个板块为单元主体,内容涵盖了中西14位文学巨匠的经典作品片段,符合当代大学生的兴趣特点,可满足他们的语言学习以及情感认知等多维度的需求;第四个板块为读后练习,选取与课文主题相关的语篇素材,设计了形式多样的练习,帮助学生掌握核心词汇的用法与搭配,掌握包括翻译在内的各种语言技巧,并通过课堂讨论、课外阅读或电影欣赏,加深学生对文学作品的理解,培养其创新能力、思辨能力和文化沟通能力。

教材的特色

(1) 关注文化、情境与语言的融合 《中西文学经典导读》将文学作品中语言表达的真实语境和人文知识展现给学生,改变了传统的机械性语言教学方式,实现了文学依托内容和语言技能的结合,把人文素质教育、文学知识普及和语言教学有机地糅合起来,通过作品内容激发学生的兴趣,培养学生的综合语言运用能力和多元文化意识。

(2) 坚持以人为本的教育理念 以文学经典为依托的教材设计充分突出了从学生欣赏名著的实际需求出发、以学生为本、发掘学生的禀赋和潜能、全方位关照学生成长的教育原则,为学生创造“自主、合作、探究”的学习环境,引领学生充满热情地走进丰富多彩的文学殿堂,使其感受文学的魅力,欣赏生命中的真善美,全面提高其人文素养。

(3) 满足学生图式知识建构的需求 作为建构主义的一个重要概念,图式是指个体对世界的知觉理解和思考方式,是知识建构的起点和核心。在语言学习中,图式的建构意味着将新知识纳入原有的知识结构中。从某种意义上来说,经过从小学到大学的教育,我国大学生的英语语言图式已基本建立,如能将这种图式与学生已有的本土文化、文学知识进行比照、结合,将可使学生的认知结构得到不断丰富和完善。《中西文学经典导读》的编写正好顺应了这种要求。相关调查表明,在阅读文学经典的同时,大部分学生会与自己已具备的相关知识进行比较,而他们已具备的文学知识则给他们构建了新知识最理想的认知框架。

(4) 改变传统的课堂组织模式 以《中西文学经典导读》为教材,教师能够借助设计新颖的教学栏目和丰富多彩的教学活动,通过问题驱动、输出驱动等教学方法,调动学生学习的主动性,把启发式、任务式、讨论式等行之有效的教学活动与文学作品的内容教学有机结合,从而提高学生语言学习的自主性和创造性,提升其语言技能以及合作、创新、思辨等综合能力。

现代大学大多贯彻和践行“民主、科学、真理、正义、自由、宽容”的大学精神。大学英语教育注重中西文学经典的阅读,既是一种人文教育,也是“大学精神”的课程实践。它超越了功利性与实用性,终极追求就是要培养有独立人格与独立思考能力的大学生。《中西文学经典导读》引领学生品味文学经典,认识不同文化和国民性格之间的差异,诱导学生思考人生与生命的意义,对培养我国新时代大学生的人文精神,改革我国当前的大学英语课程建设理念,构建我国未来的大学英语课程体系,具有非常重要的启示。

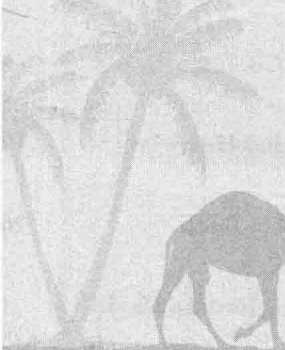
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Unit 1

The Alchemist — Paulo Coelho



Personal Legend — It's what you have always wanted to accomplish. Everyone, when they are young, knows what their Personal Legend is. At that point in their lives, everything is clear and everything is possible. They are not afraid to dream, and to yearn for everything they would like to see happen to them in their lives. But, as time passes, a mysterious force begins to convince them that it will be impossible for them to realize their Personal Legend ... Whoever you are, or whatever it is that you do, when you really want something, it's because that desire originated in the soul of the universe. It's your mission on earth.

Paulo Coelho

Part I Pre-reading activity

Task 1

Fill in the blanks with suitable words from the word bank. You may not use any of the words more than once.

secrets
craft

functions
transformed

impurities
instincts

instructions
symbol

complete
equivalent

Alchemy (炼金术), in which a base metal is (1)_____ into a more valuable metal like gold, (2)_____ as the dominant (3)_____ in *The Alchemist* and represents Santiago's journey towards his Personal Legend. It also gives the novel its title. The alchemist describes the process of alchemy as (4)_____ to the base metal realizing its Personal Legend (天命). In the parlance (说法) of the book, the metal must rid itself of all (5)_____ to achieve a higher evolutionary state. Similarly, Santiago must rid himself of limitations, such as his craving for his parents' acceptance, his ambition to be a rich shepherd, and even his desire to live with Fatima, in order to (6)_____ his mission. The way a person learns the (7)_____ of alchemy parallels the way he achieves his Personal Legend. As the alchemist tells Santiago, although many tomes (有分量的书) have been written about alchemy, these books only complicate the craft. In fact, all the (8)_____ of alchemy lie in the small Emerald Tablet (翡翠石板), and these secrets cannot be expressed in words. Likewise, no written (9)_____ can guide a person to his Personal Legend. He must follow his own (10)_____ and the omens given by the Soul of the World.

Part II Lead-in

《炼金术士》（1988, 又译《牧羊少年奇幻之旅》）是巴西当代具有世界影响力的著名作家保罗·科埃略（Paulo Coelho, 1947—）的代表作，描述了西班牙牧羊少年圣地亚哥（Santiago）艰难的寻宝之旅，是一部质朴而又充满力量的寓言式小说。作者对于生命意义、梦想、爱情、自我实现等主题的阐述有助于填补现代人心灵的空虚。

牧羊少年圣地亚哥接连两次梦见自己在埃及金字塔附近找到一批宝藏。为了寻梦，他卖掉羊群，从西班牙最南端的台里发（Tarifa）跨海来到非洲。在北非摩洛哥的丹吉尔（Tangier），他被小偷掠走了钱财。在几乎走投无路的情况下，圣地亚哥学会了阿拉伯文，并开始为一位水晶商人打工挣钱。这位商人把去麦加朝圣的愿望永远放在心底而不去实现。为继续追求梦想，圣地亚哥加入了穿越撒哈拉的商队，来到沙漠中的费奥姆（Al-Fayyum）绿洲。在这里他遇见了能把铅变成金子的炼金术士，并和美丽的汲水少女法谛玛（Fatima）一见钟情。

商队因部落战争而停止行进。圣地亚哥由于正确地预言了军队对绿洲的突袭，被聘为绿洲参事，但炼金术士敦促他重新踏上寻宝旅途。途中，他们被军队所掳，炼金术士以少年的钱财作为交换，赢得了三天时间。在与沙漠、风和太阳的对话中，圣地亚哥接触了天地之心，最后得以脱身。他历经艰辛，终于来到吉萨（Giza），见识了金字塔的壮美，同时也悟出了珍宝的藏身之地。

在充满冒险和奇迹的精神旅行中科埃略带领读者愉快地前行。小说反复强调一句话：“When a person really desires something, all the universe conspires to help that person to realize his dream”。每一个人都有自己所追寻的Personal Legend（“个人神话”或“天命”），但是很多人在尘世的忙乱中，在自己设定的种种借口，慢慢忘掉了自己的“天命”，最后失去了追寻的动力，迷失在平凡的生活中。

科埃略生于巴西一个中产阶级家庭，年少时便迷恋研究炼金术。为撰写《炼金术士》一书，他甚至去了埃及金字塔和撒哈拉大沙漠，对原精的起源及其主要密码进行调查。在《一千零一夜》的启发下，他创作了富有强烈象征色彩的《炼金术士》。科埃略的语言富有诗意和哲理，内容涉及宗教、魔法、神秘传说等，带有奇幻色彩。除《炼金术士》外，他的主要作品还包括《朝圣》（*The Pilgrimage*, 1988）和《韦罗妮卡决定去死》（*Veronika Decides to Die*, 1999）。《炼金术士》一经出版便风靡巴西，被西方评论家誉为“影响读者心灵一辈子”的现代经典。

Part III Selected reading

The following excerpt is taken from Section IV of *The Alchemist*. Santiago arrives in Tangier and sits at a bar. He worries that he can't speak Arabic, reassuring himself only with the money in his pouch. A man of similar age and appearance as Santiago addresses him in Spanish. Santiago tells him he needs to get to the Pyramids and offers to pay him to serve as a guide. The young man explains that the route across the Sahara Desert is dangerous, and Santiago needs to show that he has enough money to make the trip. The bar owner speaks angrily to the young man in Arabic, and the young man drags Santiago outside, saying the bar owner is a thief. Santiago gives the young man his money to purchase camels, but very soon the money is robbed and he is left alone, penniless in a place totally strange to him. Being desperate, Santiago remembers his promise to make his own decisions, and he resolves to continue his mission.

Text

The Adventurer¹

They walked together through the narrow streets of Tangier². Everywhere there were **stalls** with items for sale. They reached the center of a large plaza where the market was held. There were thousands of people there, arguing, selling, and buying; vegetables for sale amongst daggers, and carpets displayed alongside tobacco. But the boy never took his eye off his new friend. After all, he had all his money. He thought about asking him to give it back, but decided that would be unfriendly. He knew nothing about the customs of the strange land he was in.

"I'll just watch him," he said to himself. He knew he was stronger than his friend.

Suddenly, there in the midst of all that confusion, he saw the most beautiful sword he had ever seen. The **scabbard** was **embossed** in silver, and the handle was black and **encrusted** with precious stones. The boy promised himself that, when he returned from Egypt, he would buy that sword.

"Ask the owner of that stall how much the sword costs," he said to his friend. Then he realized that he had been **distracted** for a few moments, looking at the sword. His heart **squeezed**, as if his chest had suddenly **compressed** it. He was afraid to look around, because he knew what he would find. He continued to look at the beautiful sword for a bit longer, until

1 From Section IV of *The Alchemist*, translated by Alan R. Clarke, published in 1992.

2 丹吉尔, 摩洛哥北部古城、海港。

he **summoned** the courage to turn around.

All around him was the market, with people coming and going, shouting and buying, and the **aroma** of strange foods... but nowhere could he find his new companion.

The boy wanted to believe that his friend had simply become separated from him by accident. He decided to stay right there and await his return. As he waited, a priest climbed to the top of a nearby tower and began his **chant**; everyone in the market fell to their knees, touched their foreheads to the ground, and took up the chant. Then, like a colony of worker ants, they **dismantled** their stalls and left.

The sun began its departure, as well. The boy watched it through its **trajectory** for some time, until it was hidden behind the white houses surrounding the plaza. He recalled that when the sun had risen that morning, he was on another continent, still a shepherd with sixty sheep, and looking forward to meeting with a girl. That morning he had known everything that was going to happen to him as he walked through the familiar fields. But now, as the sun began to set, he was in a different country, a stranger in a strange land, where he couldn't even speak the language. He was no longer a shepherd, and he had nothing, not even the money to return and start everything over.

All this happened between sunrise and sunset, the boy thought. He was feeling sorry for himself, and **lamenting** the fact that his life could have changed so suddenly and so **drastically**.

He was so ashamed that he wanted to cry. He had never even wept in front of his own sheep. But the marketplace was empty, and he was far from home, so he wept. He wept because God was unfair, and because this was the way God repaid those who believed in their dreams.

When I had my sheep, I was happy, and I made those around me happy. People saw me coming and welcomed me, he thought. But now I'm sad and alone. I'm going to become bitter and distrustful of people because one person **betrayed** me. I'm going to hate those who have found their treasure because I never found mine. And I'm going to hold on to what little I have, because I'm too insignificant to conquer the world.

He opened his **pouch** to see what was left of his possessions; maybe there was a bit left of the sandwich he had eaten on the ship. But all he found was the heavy book, his jacket, and the two stones the old man had given him.

As he looked at the stones, he felt **relieved** for some reason. He had exchanged six sheep for two precious stones that had been taken from a gold **breastplate**. He could sell the stones and buy a return ticket. But this time I'll be smarter, the boy thought, removing them from the pouch so he could put them in his pocket. This was a port town, and the only truthful thing his friend had told him was that port towns are full of thieves.

Now he understood why the owner of the bar had been so upset: he was trying to tell him

not to trust that man. “I’m like everyone else — I see the world in terms of what I would like to see happen, not what actually does.”

He ran his fingers slowly over the stones, sensing their temperature and feeling their surfaces. They were his treasure. Just handling them made him feel better. They reminded him of the old man.

“When you want something, all the universe **conspires** in helping you to achieve it,” he had said.

The boy was trying to understand the truth of what the old man had said. There he was in the empty marketplace, without a cent to his name, and with not a sheep to guard through the night. But the stones were proof that he had met with a king — a king who knew of the boy’s past.

“They’re called Urim and Thummim ¹, and they can help you to read the **omens**.” The boy put the stones back in the pouch and decided to do an experiment. The old man had said to ask very clear questions, and to do that, the boy had to know what he wanted. So, he asked if the old man’s blessing was still with him.

He took out one of the stones. It was “yes.”

“Am I going to find my treasure?” he asked.

He stuck his hand into the pouch, and felt around for one of the stones. As he did so, both of them pushed through a hole in the pouch and fell to the ground. The boy had never even noticed that there was a hole in his pouch. He knelt down to find Urim and Thummim and put them back in the pouch. But as he saw them lying there on the ground, another phrase came to his mind.

“Learn to recognize omens, and follow them,” the old king had said.

An omen. The boy smiled to himself. He picked up the two stones and put them back in his pouch. He didn’t consider mending the hole — the stones could fall through any time they wanted. He had learned that there were certain things one shouldn’t ask about, so as not to flee from one’s own destiny. “I promised that I would make my own decisions,” he said to himself.

But the stones had told him that the old man was still with him, and that made him feel more confident. He looked around at the empty plaza again, feeling less desperate than before. This wasn’t a strange place; it was a new one.

After all, what he had always wanted was just that: to know new places. Even if he never got to the Pyramids, he had already traveled farther than any shepherd he knew. Oh, if they only knew how different things are just two hours by ship from where they are, he thought. Although his new world at the moment was just an empty marketplace, he had already seen it when it was teeming with life, and he would never forget it. He remembered the sword. It hurt him a bit to think about it, but he had never seen one like it before. As he mused about these

1 乌陵和土明（古代犹太教大祭司装在胸牌内用于占卜的宗教饰品）

things, he realized that he had to choose between thinking of himself as the poor victim of a thief and as an adventurer in quest of his treasure.

"I'm an adventurer, looking for treasure," he said to himself.

(1,349 words)

New Words

stall /stɔ:l/ *n.* 货摊

scabbard /'skæbəd/ *n.* (剑或匕首的) 鞘

emboss /ɪm'bɒs/ *vt.* 饰以浮雕图案

encrust /ɪn'krʌst/ *vt.* 镶饰

distract /dɪ'strækt/ *vt.* 使困惑; 使分心

squeeze /skwi:z/ *vi.* 挤压

compress /kəm'pres/ *vt.* 压缩; 压紧

summon /'sʌmən/ *vt.* 鼓起; 振作

aroma /ə'reʊmə/ *n.* 芳香

chant /tʃɑ:nt/ *n.* 歌唱; 吟唱

dismantle /dɪs'mæntl/ *vt.* 拆除

trajectory /trə'dʒektəri/ *n.* 轨道; 轨迹

lament /lə'ment/ *vt.* 悲叹; 悔恨

drastically /'dræstɪkəli/ *ad.* 彻底地; 激烈地

betray /bɪ'treɪ/ *vt.* 背叛; 出卖

pouch /paʊtʃ/ *n.* (随身携带的) 小袋; 钱袋

relieved /rɪ'li:vɪd/ *a.* 宽慰的; 宽心的

breastplate /'breɪstpleɪt/ *n.* 护胸甲

conspire /kən'spaɪə(r)/ *vi.* 共谋; 协力

omen /'əʊmən/ *n.* 预兆; 征兆

Expressions

take one's eye off: 将视线移开; 不再关注

hold on to: 抓牢

in terms of: 按照; 从...来看

remind sb. of: 提醒; 使想起

to one's name: 在某人名下; 属于某人所有

teem with: 富于; 充满

muse about (over/on): 沉思; 默想

in quest of: 探求; 寻求

Part IV Post-reading activity

Task 2

The following statements or questions are based on the text. Read them carefully and choose the best answers.

- Santiago used to be _____ before he took his adventurous journey to Egypt.
(A) a lawyer
(B) a shepherd
(C) a merchant