

高等院校高级英语教材

人 文 英 语

Selected Readings In Humanities

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前 言

新修订的《大学英语教学大纲》明确提出大学英语应保证四年不断线，要求各校根据实际情况开设高级英语课程。本教材在此背景下应运而生。

本书可作为大学三、四年级高级英语教材。全书共分 12 个单元，每单元由 Text A、Text B 组成。Text A 可作为课堂讲解，文后配有多种练习题型，旨在检测课文学习的同时巩固已学知识；Text B 一般作为学生课外阅读，文后配有阅读理解检测题。

之所以将本教材命名为《人文英语》，一是教材大部分为语言、哲学、文学、艺术题材，当属“人文”范畴，读者在欣赏原著优美地道的语言同时，还可获得丰富的人文知识。其次是在技术至上、工具理论盛行的时代里，编者借“人文”二字提请读者关注人文和人文学科。人文学科在对人生意义、人生价值思考及人格张扬等方面发挥了不可低估的作用。教育部袁贵仁副部长曾经指出：“自然科学和人文科学如车之两轮、鸟之两翼，如人之两手或两脚……没有正确的人文科学熏陶出来的人文精神、人文关怀凝聚而成的理论、信念，人就等于没有‘灵魂’。”著名诗人林庚在谈起他早年由清华大学物理系转入中文系时 also 说道：“漫漫地我发现，有限的科学方法在无限的宇宙面前显得那样苍白。而艺术却是超越性的，艺术的感受刹那而永恒，能于一瞬见终古，于微小显大千，能使我们超越有限直面无限的宇宙。”

当然，我们绝没有厚人文薄理工的意思。我们只是想说在理工学科日益走高的大学校园，莘莘学子不应淡忘人文理念。

本书由江久文统筹主编，具体编写分工如下：

江久文：Unit 1、Unit 5、Unit 12；莫兴伟：Unit 2；杨红：Unit 3；任轶讴：Unit 4；余清秀：Unit 6；马洪慧、游宗君：Unit

7；罗强、官艳玲：Unit 8；谭勇：Unit 9；吴正群：Unit 10；张梅子：Unit 11。外籍教师陈慧丰先生审校了全书。

本书从策划到出版自始至终都得到西南交通大学出版社旷女士的支持与鼓励，在此表示我们诚挚的感谢！

本书编写过程中参考了国内外大量报刊书籍，因篇幅所限，在此不便一一列出，并对所有的作者表示感谢。

由于时间仓促，加之编者水平有限，书中不当之处，还望读者批评指正。

编 者

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Contents

Unit One

Text A	The Chinese Language	1
Text B	The Chinese Language	11

Unit Two

Text A	The High-Minded Man	18
Text B	Four Choices for Young People	26

Unit Three

Text A	Needed: An International Language	34
Text B	Your Speech Is Changing	46

Unit Four

Text A	Art of Pleasing	53
Text B	People and Customs in the United States	62

Unit Five

Text A	Language, Thinking & Feeling	69
Text B	How to Mark a Book	78

Unit Six

Text A	Art and Science	84
Text B	Art and Its Role in Society	93

Unit Seven

Text A	Shakespeare, Who Wrote for All Time	98
Text B	The Function of Literature	110

Unit Eight

Text A	Tao.....	116
Text B	Religion in American Life	128

Unit Nine

Text A	A Speech of President Jiang Ze-min.....	135
Text B	A Speech of President Bill Clinton.....	143

Unit Ten

Text A	Intellectual Property	151
Text B	Barrier to World Trade.....	160

Unit Eleven

Text A	Out of the Ivory Tower	168
Text B	Reinventing Undergraduate Education.....	179

Unit Twelve

Text A	The Problematic Twentieth Century	188
Text B	A Game of Cards.....	196

Unit One

Text A The Chinese Language

Key Terms

dialect <i>n.& adj.</i>	方言，习语
colloquial <i>adj.</i>	口语的；通俗的
neutrality <i>n.</i>	中立；中立地位
militarism <i>n.</i>	军国主义，黠武主义
mob <i>n.</i>	一团（盗窃，帮派等）；一伙
philologue <i>n.</i>	（= philologist）语言学家；文献学家
sinologue <i>n.</i>	（= sinologist）汉学家；中国问题专家
missionary <i>n.& adj.</i>	传教士；传教的，布道的
patois <i>n.</i>	（法语）方言，地方口音
extraterritoriality <i>n.</i>	司法豁免权；治外法权
transmute <i>v.</i>	改革；变形
coarseness <i>n.</i>	粗糙；粗野；庸俗
brutality <i>n.</i>	残忍；野蛮
embroidery <i>n.</i>	刺绣；（故事等）润饰
sable <i>n.</i>	貂；貂皮
heathen <i>adj.& n.</i>	异教（的）；野蛮（的）；未开化（的）
tassel <i>n.</i>	（衣服等）缨，绶
neither here nor there	离题的；不重要的
with impunity	平安无事地；不受处罚地
at random	随便地，任意地；随机地

All foreigners who have tried to learn Chinese say that Chinese is a very difficult language. But is Chinese a difficult language? Before, however, we answer this question, let us understand what we mean by the Chinese language. There are, as everybody knows, two languages—I do not mean dialects, —in China, the spoken and the written language. Now, by the way, does anybody know the reason why the Chinese insist upon having these two distinct, spoken and written languages? I will here give you the reason. In China, as it was at one time in Europe when Latin was the learned or written language, the people are properly divided into two distinct classes, the educated and the uneducated. The colloquial or spoken language is the language for the use of the really educated. In this way *half educated* people do not exist in this country. That is the reason, I say, why the Chinese insist upon having two languages. Now think of the consequences of having half educated people in a country. Look at Europe and America today. In Europe and America since, from the disuse of Latin, the sharp distinction between the spoken and the written language has disappeared, there has arisen a class of half educated people who are allowed to use the same language as the really educated people, who talk of civilization, liberty, neutrality and militarism without in the least understanding what these words really mean. People say that Prussian Militarism is a danger to civilization. But to me it seems, the half educated men, the mob of half educated men in the world today, is the real danger to civilization. But that is neither here nor there.

Now to come to the question: is Chinese a difficult language? My answer is, yes and no. Let us first take the spoken language. The Chinese spoken language, I say, is not only *not* difficult, but as compared with the half dozen languages that I know, —the easiest

language in the world except—Malay. Spoken Chinese is easy because it is an extremely simple language. It is a language without case, without tense, without regular and irregular verbs; in fact without grammar, or any rule whatever. But people have said to me that Chinese is difficult even because of its simplicity; even because it has no rule or grammar. That, however, cannot be true. Malay like Chinese, is also a simple language without grammar or rules; and yet Europeans who learn it, do not find it difficult. Thus in itself and for the Chinese colloquial or spoken Chinese at least is not a difficult language. But for educated Europeans and especially for half educated Europeans who come to China, even colloquial or spoken Chinese is a very difficult language: and why? Because spoken or colloquial Chinese is, as I said, the language of uneducated men, of thoroughly uneducated men; in fact the language of a child. Now as a proof of this, we all know how easily European children learn colloquial or spoken Chinese, while learned philologues and sinologues insist in saying that Chinese is so difficult. Chinese, colloquial Chinese, I say again is the language of a child. My first advice therefore to my foreign friends who want to learn Chinese is “Be ye like little children, you will then not only enter into the Kingdom of Heaven, but you will also be able to learn Chinese.”

We now come to the written or book language, written Chinese. But here before I go further, let me say there are also different kinds of written Chinese. The Missionaries class these under two categories and call them easy *wen li* and difficult *wen li*. But that, in my opinion, is not a satisfactory classification. The proper classification, I think, should be, plain dress written Chinese; official uniform Chinese; and full court dress Chinese. If you like to use Latin, call them: *litera communis* or *litera officinalis* (common or business Chinese) ; *litera*

classic minor (lesser classical Chinese) ; and *litera classica major* (higher classical Chinese) .

Now many foreigners have called themselves or have been called Chinese scholars. Writing an article on Chinese scholarship, some thirty years ago for the *N.C. Daily News*, I then said: “Among Europeans in China, the publication of a few dialogues in some provincial patois or the collection of a hundred Chinese proverbs at once entitles a man to call himself a Chinese scholar.” “There is,” I said, “of course no harm in a name, and with the extraterritoriality clause in the treaty, an Englishman in China may with impunity call himself Confucius, if so it pleases him.” Now what I want to say here is this: how many foreigners who call themselves Chinese scholars, have an idea of what an asset of civilization is stored up in that portion of Chinese literature which I have called the *Classica majora*, the literature in full court dress Chinese? I say an asset of civilization, because I believe that this *Classica majora* in the Chinese literature is something which can, as Matthew Arnold says of Homer’s poetry, “refine the raw natural men: they can transmute him.” In fact, I believe this *Classica majora* in Chinese literature will be able to transform one day even the raw natural men who are now fighting in Europe as patriots, but with the fighting instincts of wild animals; transform them into peaceful, gentle and civil persons. Now the object of civilization, as Ruskin says, is to make mankind into civil persons who will do away with coarseness, violence, brutality and fighting.

But *revenons à nos moutons*. Is then written Chinese a difficult language? My answer again is, yes and no. I say, written Chinese, even what I have called the full court dress Chinese, the *classica majora* Chinese, is not difficult, because, like the spoken or colloquial

Chinese , it is extremely simple. Allow me to show you by an average specimen taken at random how extremely simple, written Chinese even when dressed in full court dress uniform, is. The specimen I take is a poem of four lines from the poetry of the Tang Dynasty describing what sacrifices the Chinese people had to make in order to protect their civilization against the wild half civilized fierce Huns from the North. The words of the poem in Chinese are:

誓扫匈奴不顾身
五千貂锦丧胡尘
可怜无定河边骨
犹是春闺梦里人

which translated into English word for word mean:

*Swear sweep the Hu not care self
Five thousand embroidery sable perish desert dust;
Alas! Wuting riverside bones,
Still are Spring chambers dream inside men!*

A free English version of the poem is something like this:

*They vowed to sweep the heathen hordes
From off their native soil or die:
Five thousand tasseled knights, sable-clad,
All dead now on the desert lie.
Alas! The white bones that bleach cold
Far off along the Wuting stream,
Still come and go as living men
Home somewhere in the loved one's dream.*

Now, if you will compare it with my poor clumsy English version, you will see how plain, in words and style, how simple in ideas, the original Chinese is. How plain and simple in words, style and ideas: and yet how deep in thought, how deep in feeling it is.

Exercises

1. Reading Comprehension

- 1) The main purpose of the author in writing this passage is _____.
 - A. to show superiority of the Chinese language over other languages
 - B. to introduce the characteristics of the Chinese language
 - C. to prove that the European languages are much more difficult than imagined
 - D. to introduce the characteristics of the European languages
- 2) According to the context, “*revenons à nos muttons*” (para.5) most probably means _____.
 - A. “however”
 - B. “as a result”
 - C. “let’s come to the point”
 - D. “let’s have a conclusion”
- 3) The author thinks the Malay language is _____.
 - A. the easiest language that he knows
 - B. more difficult than the Chinese language
 - C. the language considered by the westerners as equally difficult as the Chinese language
 - D. the language considered quite difficult to learn by the westerners
- 4) For colloquial Chinese and written Chinese, the author believes _____.
 - A. the former is more difficult than the latter
 - B. the former is easier than the latter
 - C. both are difficult
 - D. neither is difficult
- 5) According to the author, many so-called European “Chinese scholars” actually _____.

- A. do not deserve the title B. are qualified for the title
 C. know only Confucius D. know only Classica majora
- 6) According to the author, the half educated using the same language of the really educated would bring about _____.
 A. confusion in social order B. Prussian militarism
 C. the disuse of Latin D. a danger to civilization
- 7) By presenting the four-line Chinese poem of the Tang Dynasty, the author intends _____.
 A. to show his clumsy English version of the poem
 B. to illustrate the plainness and simplicity of the Chinese language
 C. to compare the literal translation with the free translation of the poem
 D. to invite readers to the appreciation of the Chinese poem

2. Structure & Vocabulary

- 1) She insisted that she _____ somebody in the house last night.
 A. hear B. heard
 C. have heard D. had heard
- 2) Better employ a solicitor, sir, in case anything should _____.
 A. rise B. raise
 C. arise D. arouse
- 3) While she did most of the cooking, her daughters were of some help, _____ small.
 A. whatever B. however
 C. how D. what
- 4) I'm not, _____ speaking, a nurse, as I haven't been trained, but I have a lot of experience looking after sick people.
 A. right B. properly
 C. really D. suitably
- 5) Often "as to" is a _____ substitute for "about" or "on".

- 4) 别扯得太远了，咱们书归正转吧。(neither here nor there)
5) 诗与散文的区别不是太明显。(distinction)

4. Translate the following into Chinese

- 1) There has arisen a class of half educated people who are allowed to use the same language as the really educated people, who talk of civilization, liberty, neutrality and militarism without in the least understanding what these words really mean.
- 2) Thus in itself and for the Chinese colloquial or spoken Chinese at least is not a difficult language.
- 3) “There is,” I said, “of course no harm in a name, and with the extraterritoriality clause in the treaty, an Englishman in China may with impunity call himself Confucius, if so it pleases him.”
- 4) Now the object of civilization, as Ruskin says, is to make mankind into civil persons who will do away with coarseness, violence, brutality and fighting.
- 5) Allow me to show you by an average specimen taken at random how extremely simple, written Chinese even when dressed in full court dress uniform, is.

5. Cloze

One of the most interesting of all studies is the study of words and word origins. Each language is _____ (1) of several earlier languages, and the words of a language can sometimes be traced _____ (2) through two or three different languages to their _____ (3). Again, a word from one language may pass into other languages and _____ (4) a new meaning. The word “etiquette”, which is _____ (5) French origin and originally meant a label, _____ (6) a sign, passed into Spanish and kept its original meaning. So in

Spanish the word “etiquette” today is used to _____ (7) the small tags which a store _____ (8) to a suit, a dress or a bottle. The word “etiquette” in French, _____ (9) , gradually developed a different meaning. It _____ (10) became the custom to write directions on small cards, or “etiquette”, as to how visitors should dress themselves and _____ (11) during an important ceremony at the royal court. _____ (12) , the word “etiquette” began to indicate a system of correct manners for people to follow. _____ (13) this meaning, the word passed into English.

Consider the word “breakfast”. “To fast” is to go for some period of time without _____ (14) Thus, in the morning, after many hours _____ (15) the night without food, one _____ (16) one’s fast.

Consider the everyday English _____ (17) “Good-bye”. Many many years ago, people would say to each _____ (18) on parting: “God be with you.” As this was _____ (19) over and over millions of times, it gradually became _____ (20) to “Good-bye”.

- | | | | |
|--------------------|----------------|-------------|--------------|
| (1) A. collected | B. made | C. Composed | D. contained |
| (2) A. to | B. on | C. In | D. back |
| (3) A. ends | B. backgrounds | | |
| C. bases | D. origins | | |
| (4) A. pick | B. develop | C. change | D. choose |
| (5) A. of | B. with | C. on | D. by |
| (6) A. with | B. and | C. or | D. for |
| (7) A. show | B. design | C. hold | D. indicate |
| (8) A. lays | B. attaches | C. binds | D. gives |
| (9) A. however | B. moreover | | |
| C. therefore | D. furthermore | | |
| (10) A. late | B. lately | C. later | D. latest |