

第一册
Book One

*Experiencing Diverse Cultures
A British in America and China*

西北工业大学明德学院英语系 主编

体验多彩文化

——一个英国人在美国和中国的经历

主笔: Robert Jackson

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向中国学生推荐这套丛书

本书的作者 Robert G. Jackson (罗伯特·杰克逊) 先生出生在英国, 毕业于英国著名的利物浦大学, 后为英国壳牌公司高级技术专家和副总裁, 在美国工作和生活了 20 多年, 又在中国生活和工作了十几年。Jackson 先生曾因工作关系遍访世界 24 个国家, 阅历极其丰富。2000 ~ 2005 年, 罗伯特应邀为西北工业大学明德学院客座教授, 为学生讲授英美文化、高级写作、毕业论文写作等课程。在此期间, 罗伯特以其近半个世纪在多个国家的工作和生活阅历、渊博的知识与丰富的经验教授学生、指导青年教师。他虽 80 多岁的高龄, 却精力充沛、睿智机敏、逻辑思维清晰; 他具有惊人的记忆力, 做事有科学的态度, 有严谨、认真的工作作风; 他对同事谦和友善, 对学生和蔼可亲、循循善诱; 对事业认真、执著、吃苦耐劳。这一切, 深得我院学生和教师的热爱与敬仰, 也给我们留下了深刻的印象。

本套丛书是 Jackson 先生应邀为我院学生编写的阅读丛书。其内容丰富, 题材广泛, 涉及知识面非常广, 从人文历史、自然风貌, 到科技发展, 小到家庭宠物趣事, 大到世界和平和世界经济发展, 现实生活中的方方面面, 几乎无所不包。其中有作者的生平故事, 有几十年从事科技工作与研究的非凡历程, 有遍访几十个国家、进行跨文化交流的轶闻趣事。作为一名高级科技人员, 他对城市交通、环境污染、煤的气化、液体火箭推进剂的研究和发展以及野生动物保护, 都阐述了自己的体验和看法。他现在的妻子是中国人, 在中国工作和生活期间, 他目睹了中国的改革开放历程, 以一个友善的外国人的眼光看中国, 对中国在发展中存在的各种弊病提出了善意的建议, 对中国的进步与发展感到由衷的高兴, 对中国的光明前途充满了期待与信心。

本书的内容实际上是东西方文化碰撞的结果, 是作者丰富的人生阅历和渊博知识的反映, 也是他思想境界和人生价值观的反映。它首先表现了作者对故人、对故土、对祖国的热爱, 其一往情深, 缕缕思念, 溢于言表。其次表现了对异域文化, 特别是中国文化的理解与宽容; 对生命的关爱, 对环境的关注, 对大自然的热爱; 对文



明、教养、人类进步、科技发展、创造发明的欣喜与推崇；同时也反映了作者乐观向上的生活态度、精神与实践。阅读本书，无论是对做人、处世、从业都会有所帮助，也有利于学习外国文化，反省与弘扬中国文化。可以说，本套丛书读起来不仅有趣味性、知识性、可思性，而且有利于扩大知识面，提高整体素质。

从语言角度上讲，本书语言地道，词汇丰富，句式多样。在语言风格上，既有英国人特有的典雅、严肃与矜持，更不乏其通俗、幽默与诙谐。很多文章，由于作者自然、流利、得体的语言表达，读起来朗朗上口，不仅增长知识、学习语言，而且还是一种美的享受。

从理论上讲，外语学习涉及知识学习和技能训练。这是一个缓慢的累积和内化过程，其中包括语言学习和对目标与文化的体验过程，与其他学科的知识 and 技能学习一样，必须经过大量的、艰苦的实践。外语学习和母语学习一样，不能违背听、说、读、写这样一个自然学习顺序。听说永远是第一位的，所需实践量远远大于读写的实践量。但是，外语学习者在信息输入量方面，由于不能在一个真实的环境中依靠听地道的、真实的语言材料来获取大量的信息，只有通过大量阅读来弥补，特别是词汇量。虽然每一个词汇就是一个信息源，但是记单个的词汇没有实际作用，只有记句型和词的搭配，特别是动词的搭配，学习者才能从词的层面很快进入句子层面，从而进入篇章层面。英语专业和其他学科的大学生，在一定的学习阶段，有限的词汇量和对词语的运用能力成为进一步提高语言实用能力的主要障碍，特别是如何把被动词汇（认识的词汇）转为主动词汇（在说和写的过程中能够操作的词汇），如何在不同情境下，在不同文化环境中正确、得体地使用所学词语。

作为语言教师，我们一直寻求如何为学生提供比较理想的、可理解的语言输入，以培养学生有效的语言输入能力（听、读能力），并使其转化为较强的输出能力（说、写能力），最终获得正确、得体地使用所学语言的能力。要确保输出能力，首先要确



保大量的语言输入；其次，语言作为一种文化载体和交际工具，所输入的语言必须含有大量的文化信息，必须贴近现实生活并有一定的实用性，这样，学习者才感兴趣，才易于掌握。

大量实践是提高阅读能力和语言综合运用能力的唯一途径，只有大量实践才能把学到的词汇和语言知识转换成技能。在教材编写过程中，我们充分尊重语言学习这一规律并考虑到中国学生外语学习的特点，不仅编写了阅读理解问题，还为这套教材编写了翻译练习、讨论和写作练习，以便在大量阅读基础上把听、说、读、写、译有机地结合起来，从整体上提高学生的语言实用能力。

这套教材无论是语言输入量，知识涉及面，词汇覆盖面，语言的使用，或者是以读为主，结合听、说、写、译的练习，都基本满足了以上语言学习规律和中国学生学习英语的特点的要求。作为英语学习的阅读教材，除了内容新颖，语言地道，文笔流畅外，主要让学生通过一个外国人自身丰富的经历叙述，对许多异域文化，其中包括中国文化进行思考，扩大学生的知识面，词汇量。让学生通过阅读对西方文化有一个感性体验，从而能达到跨文化交际的目的。

这套教材作为泛读教材在两届学生中试用之后，根据教师和广大学生的要求，把原来每一册中的每个小故事根据非英语专业和英语专业学生的语言层次由作者本人写成简写本和原版本，我们再根据语言和内容难易程度编成六册。一至四册主要包括了作者的生平与经历；五、六册主要包括一些较复杂的科技文章。每册有 16 篇文章，每篇文章都是独立的故事，便于学生选择阅读；若用于教学，则利于教学安排。

我们希望学习者在阅读后能增长见识，对异域文化有较多的了解；能扩大词汇量，学会正确灵活使用词汇；能学到地道、恰当、得体的语言表达；能实实在在地提高英语语言的综合应用能力。同时也希望同一教材的不同难易程度的版本能够适合不同程度的学习者，使其语言能力特别是阅读能力得到提高。



西北大学出版社的编辑对本书的出版从编稿到反复校对，付出了巨大的心血，我们在此表示衷心的感谢。曾经在我院工作的樊恒夫老师也对本书的出版，特别是部分课文标题的翻译反复推敲，下了很大的功夫，在此我们也表示衷心的感谢。

西北工业大学外国语言文学系 辛柯

2010.12



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Unit 1

Childhood and China

内容简介

作者通过回忆自己的童年及求学时代，描述了英国乡村景象及各级学校的教育情况。

Version 1

Some time ago I found a Chinese cable channel show a British programme, with a Chinese dialogue, and I persuaded my wife to watch to see something of the English countryside. Normally the story is about a rural area but this time it wandered into an urban area. Suddenly, a row of houses typical of those provided, throughout the Industrial North in Victorian times¹, appeared. Those houses had to be available quickly and they had little of modern **amenities**. As my wife saw this she said: "Now I know why you can live in China, this is not so different as China is now."

I was born in a small rural village and I suppose I was lucky compared to other children. Across the street from my home was a similar row of houses. It started with a **greengrocer**'s shop and finished with a bank and a **haberdasher**'s and in a neighbouring small square was one of the village's seven pubs.

I started school on my third birthday because my best friend from across the street, who was older than I, had already started and I could not wait to join him.

The school was associated with the local church and was approached through a narrow and **cobbled** street, lined on both sides by a continuous row of small low houses. It was divided into two parts, one room for infants and a larger room where I was taught to read and write. I cannot remember much about my early schooling although I do remember the method of learning to read and to do **arithmetic**. It was all done by continuous repetition.

When I was ten I took "The Scholarship Exam" in which I did well enough to begin my further education at Ormskirk Grammar School². Ormskirk Grammar School was founded in the 16th



century and the oldest part of the school, built of stone, was still in use when I arrived there, although part of it had become the headmaster's house.

The school headmaster was an **Anglican** priest. I had not been at school a whole term, when it was announced that he would retire at the end of the term and that Mr. Pierce, the senior Latin teacher, would act as temporary head until a new person was appointed.

The following September we had a new headmaster. His name was Mister Dickinson and he was not a priest. He had, in fact, come to the school from the position of Head of the Chemistry Department of Liverpool College, a public school with a splendid reputation for scholastic achievement. He introduced many changes setting for himself the task of making sure that his Grammar School would soon gain a name for scholastic achievements.

There were about 350 pupils when I joined the school and it was not famous for its scholastic achievements. In fact it was, I believe, some years since anyone had gone on from school to University. When I left the school, some six years later, the school had more than seven hundred and fifty pupils and I was one of seven pupils who had won a State Scholarship, the first to honour the school in this way for more than a decade.

It is many years since I last visited the school and I often wonder if the tradition, set by Mr. Dickinson, is still carrying on or whether it has become the **victim** of the modern education thinking in many countries of the Western world that believes that all children should have the same education in spite of some being brighter than others.

For those who want to know the whole story, and those who are advanced English learners, the complete version can be read below.

Version 2

One of the programmes I used to watch on Chinese television comes out of Hong Kong but is a British programme called Heartbeat. I like it because it was shot in Yorkshire in a beautiful part of England where the roads twist and turn as they pass from one place of beauty to another³.

Some time ago, while **roaming** the channels, I found that one of the Chinese cable channels had begun to show the programme **dubbed** in Chinese. As a result a few nights later I persuaded my wife to watch and see not only the programme but also something of the English countryside.

Primarily the action takes place in the rural areas of the county but it sometimes wanders into

a more urban area and it did so on this occasion⁴. Suddenly on the screen appeared a row of houses typical of those provided, throughout the Industrial North in Victorian times, to house the workers needed to man the new factories, which were being built⁵.

Those houses had to be available quickly and they had little of modern **amenities**. Generally they would be in rows of twenty or so, often with no break between individual houses, and sometimes no back as they were built “back to back” to economise on cost and land usage⁶. Those who were lucky would have a small passage between **adjacent** houses that gave **access** to the back and, because a room could be built over the passage, would have a third small bedroom, either to the front or the back.

As she saw this scene my wife turned to me and said, “Now I know why you can live in China, you were brought up in a country which is not so different to China now” and I suppose **to a large extent** that is near to the truth.

I was born in a small rural village whose main industry was farming but did boast brick-making and a cotton mill, where my mother worked as a weaver. It was also centrally placed to three market towns, none more than eight miles away. There, on some days of the week, but never on Sunday, **stalls** were set up along the streets or in permanent covered areas. The markets sold about anything and everything and as in China on market days were **thronged** with people.

To **slake** the thirst of the shoppers, and I suppose the sellers, the pubs in the neighborhood were allowed to stay open during market hours for, in those days, the opening times of the pubs were strictly controlled.

I suppose I was lucky compared to some of the other children in the village. Across the street from my parents’ home was one of those rows of houses. It started with a **greengrocer**’s shop and finished with a bank and a **haberdasher**’s and in a neighboring small square was one of the village’s seven pubs. As far as I know six of them are still there, the seventh **succumbed** during my early years, not to lack of customers but to the fact that it was built on supports over the river and was declared unsafe.

I started school on my third birthday. The regulations allowed this but were more directed to saying every child must have begun school by their fifth birthday. I started so early because my best friend from across the street, who was older than I, had already started and I could not wait to join him.

The school was associated with the local church and was approached through Church Street, one of the oldest in the village and noticeable by having the disused village pump and the Village

Cross at its entrance. The street was narrow and **cobbled** and, as was common at the time, was lined on both sides by a continuous row of small low houses⁷.

The school was divided into two parts, the smaller for infants with one large classroom where one played as much as learned, and a room where Miss Bretherton taught me to read and write. To learn to write, one had to copy the letters carefully onto guidelines. It was such an exact method I cannot understand why my writing has been **consistently** bad ever since.

I cannot remember much about my early schooling although I do remember the method of learning to read and to do **arithmetic**. It was all done by continuous repetition. So c-a-t spelled cat, d-o-g spelled dog, two plus two equalled four, six times seven equalled forty two, and so on until one was in possession of a good vocabulary and knew the 12 times tables backwards and forwards.

When I was nine, my schoolteacher and my parents told me that I was clever enough to take "The Scholarship Exam". As a result, the following March I was taken to the local market town of Ormskirk to take the test. If I did well enough, then later in the year I would be able to go to the Grammar School. I did take that test and taking the test was an adventure in itself. A ten-year-old in those days did not travel out of his village very much and taking the test involved a journey on the train, sitting for a whole day in a strange classroom and putting my best efforts into three examinations.

One exam involved an English paper in which I wrote an essay describing my favourite house (my great aunt's), an arithmetic paper that was very easy as a result of Miss Bretherton's excellent teaching and an intelligence test. In those days this was looked upon as the standard to decide who was clever and who was not. I did well at the time and I have subsequently discovered that whether one does well or not is more a matter of having a **knack** to do the test than being especially intelligent.

Ormskirk Grammar School was founded in the 16th century and the oldest part of the school, built of stone, was still in use when I arrived there, although part of it had become the headmaster's house.

The school had two characteristics. One, the headmaster was an **Anglican** priest and two, half the pupils were fee paying. They were able to attend the school because they had wealthy parents and had the ability to reach a minimum standard in a rather simple test. They generally entered the school at seven or eight years of age and were taught in two classrooms in the original part of the school.

Because of an accident of birth I was able to take this exam and enter the school a year earlier than my fellow freshmen because anyone with a birthday in the last three months of the year could

sit the exam at ten and again at eleven. My birthday is the first of October and I gained my place at my first attempt, so nobody could be younger than I was.

For a ten-year-old this new life was rather overpowering. I had walked the two minutes to school since the day I started but now I had a ten-minute walk to the railway station, a twenty-minute train journey and a fifteen-minute walk to school after I arrived in Ormskirk. Even when I arrived at school I felt out of place. I was small for my age and the youngest member of the class and it was quite a few years before I concluded that the rest of the classes were not giants.

I had not been at school a whole term when a dramatic change took place. The headmaster, the Reverend Bates, announced he would retire at the end of the term and that Mr. Pierce, the senior Latin teacher, would act as temporary head until a new person was appointed⁸. When it came, that appointment changed the school forever.

There were about 350 pupils when I joined the school and it was not famous for its scholastic achievements. In fact it was, I believe, some years since anyone had gone on from school to University. Ormskirk was in the country, was a market town and, apart from its market it was mainly famous for making the best **gingerbread** pastries and having a church with a tower and a **steeple**. So University scholarships were far from the schoolboard's minds.

The following September we had a new headmaster. His name was Mister Dickinson and he was not a priest. He had, in fact, come to the school from the position of Head of the Chemistry Department of Liverpool College, a public school with a splendid reputation for scholastic achievement.

He introduced many changes setting for himself the task of making sure that his Grammar School would soon gain a name for scholastic achievements. When I left the school, some six years later, the school had more than seven hundred and fifty pupils and I had won a State Scholarship. I was one of seven pupils to do so, the first to honour the school in this way for more than a decade. The following years saw more impressive gains including, three years later, the first pupil in the school's history to gain an open scholarship to Cambridge University.

It is many years since I last visited the school and I often wonder if the tradition, set by Mr. Dickinson, is still carrying on or whether it has become the **victim** of the modern education thinking in many countries of the Western world. This new **philosophy** believes that all children **deserve** the same education in spite of some being brighter than others.

Notes

1. Victorian times: 维多利亚时代 (1819 ~ 1901), 此时代建筑以巨大构筑与精美装饰为特点。

2. grammar school: 英国 16 世纪以拉丁语等为主课的文法学校, 后随着社会发展成为注重学生能力的中等学校, 开设了为大学入学和从事各种职业作准备的学术课程。学生通常 12 岁入学。第一次世界大战后, 英国成立了许多综合学校, 将文法学校, 现代学校和技术学校的建校原则综合在一起。尽管许多有名气的文法学校被保留下来, 但是 20 世纪 60 年代末, 全国性的 11 岁入学考试制度已被废除。

3. I like it because it was shot in Yorkshire in a beautiful part of England where the roads twist and turn as they pass from one place of beauty to another. 我喜欢这个电视节目, 因为那是在英格兰的一个美丽地区约克郡拍摄的。在那儿, 曲径通幽, 景色美不胜收。(在本句中, place of beauty 是 beauty-spot 的意思)

4. Primarily the action takes place in the rural areas of the county but it sometimes wanders into a more urban area and it did so on this occasion. 通常情况下, 先拍摄该郡农村地区的景致, 然而有时候也有一些更城市化的镜头。这一次, 拍摄的景致也是遵循这个规律的。

5. Suddenly on the screen appeared a row of houses typical of those provided, throughout the industrial north in Victorian times, to house the workers needed to man the new factories which were being built. 突然, 屏幕上出现了一排房子, 那是维多利亚时代遍及北方工业区的典型式样, 是为正在建设中的新工厂所需要的工人提供的住所。(本句为倒装句)

6. Generally they would be in rows of twenty or so, often with no break between individual houses, and sometimes no back as they were built "back to back" to economize on cost and land usage. 一般情况下, 这种房子都是一排一排的, 约有 20 多排, 房子之间不留空地。为了节约费用和土地, 建设时往往不建后背墙, 而是采取“背靠背”的方法, 共用一面后背墙。

7. The street was narrow and cobbled and, as was common at the time, was lined on both sides by a continuous row of small low houses.

as 在本句中是作为关系连词出现的, 此处翻译为“如同, 像……一样”, 像当时常见的样子。全句意为: 那个时候最常见的是狭长的鹅卵石铺成的街道, 临街两边是一家挨着一家的低矮的房子。

8. I had not been at school a whole term, when it was announced that he would retire at the end of

the term and that Mr. Pierce, the senior Latin teacher, would act as temporary head until a new person was appointed.

我在学校学习还不到一学期，校长就宣布他即将在学期末退休，担任高级拉丁语教师的皮尔斯先生在新校长上任前临时担任校长一职。

Exercises

I. Comprehension Questions

1. What is the article mainly about?
 - A. Life in England.
 - B. The author's education.
 - C. Taking examinations.
 - D. Ormskirk Grammar School.
2. Did the author enjoy life in his country?
 - A. Yes, when he watched television.
 - B. Only when he went to school with his friend.
 - C. Yes, because it was so like China.
 - D. The story does not tell us but implies he did.
3. What was the method of learning as remembered by the author?
 - A. By listening to Miss Bretherton talk.
 - B. By writing in a special book.
 - C. By continuous repetition.
 - D. By using an exact method.
4. Can you give a summary of what you know about Ormskirk Grammar School?
 - A. It was old but improving.
 - B. The headmaster was the Latin teacher and it made gingerbread.
 - C. It was not small but became so.
 - D. The new headmaster made it better.
5. What was the difference between when the author started and when he left? What did the school gain after the author left?
 - A. More buildings and a new Headmaster.

- B. It was reorganised but gained state scholarships.
- C. It had more pupils and a scholarship to Cambridge.
- D. Mr. Dickinson had replaced Reverend Bates and married the P. E. teacher.

6. What did the changes in Ormskirk Grammar School imply?

- A. It is natural to make progress with time.
- B. Education administration is important even for a town like Ormskirk.
- C. A priest cannot be a good headmaster.
- D. If one wants to have some scholastic achievement in one's school one must appoint a dean

from a college department as the school's headmaster.

II. Translation from English into Chinese

1. I like it because it was shot in Yorkshire in a beautiful part of England where the roads twist and turn as they pass from one place of beauty to another.

2. Primarily the action takes place in the rural areas of the county but it sometimes wanders into a more urban area and it did so, on this occasion.

3. I started school on my third birthday because my best friend from across the street, who was older than I, had already started and I could not wait to join him.

4. He introduced many changes, setting for himself the task of making sure that his Grammar School would soon gain a name for scholastic achievements.

5. I often wonder if the tradition set by Mr. Dickenson, is still carrying on or whether it has become the victim of the modern education thinking in many countries of the Western World that believes that all children should have the same education in spite of some being brighter than others.

III. Topics for Discussion and Writing

1. What is the article mainly about?
2. Did the author enjoy life in his country?
3. What was the method of learning as remembered by the author?
4. Can you give a summary of what you know about Ormskirk Grammar School?
5. How did the school differ between when the author started and when he left?

Unit 1

Childhood and China

6. What did the school gain after the author left?
7. What did the changes in Ormskirk Grammar School imply?