

● 新世纪高等教育教学改革  
大学外语教学改革与实践

New Century  
Reading Course for College English

Culture

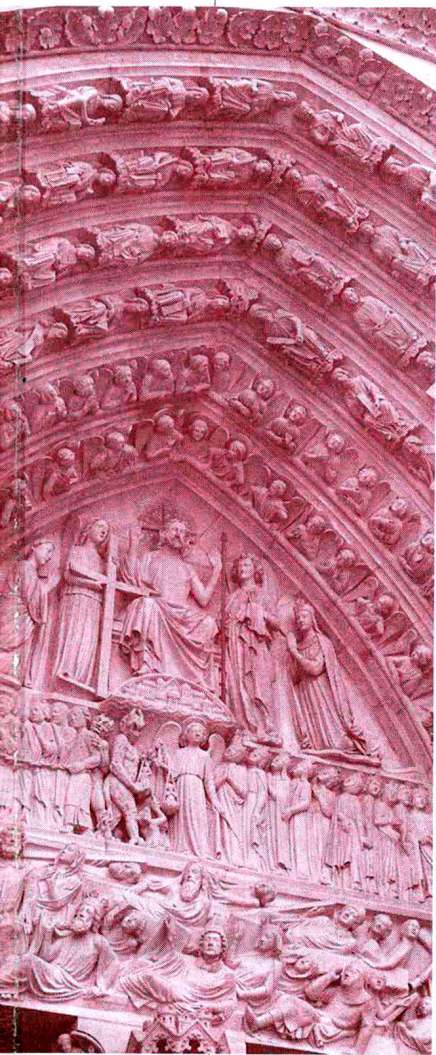


新世纪  
大学英语  
阅读教程  
文化 分册

王勇 主编

上海科技教育出版社

● 新世纪高等教育教学改革工程  
大学外语教学改革与实践项目



New Century  
Reading Course for College English  
**Culture**

新世纪  
大学英语阅读教程  
**文化** 分册

主编 王 勇  
编者 吴 朋 江小娣  
      初丽岩 石 兰  
      汪珍珠  
主审 吴稚倩

上海科技教育出版社

## 图书在版编目(CIP)数据

新世纪大学英语阅读教程.文化分册/王勇主编. —  
上海:上海科技教育出版社,2007.8

ISBN 978 - 7 - 5428 - 4435 - 4

I .新... II .王... III .英语 - 阅读教学 - 高等  
学校 - 教材 IV .H319.4

中国版本图书馆 CIP 数据核字(2007)第 092470 号

# 前

# 言

PROLOG

《大学英语课程教学要求》明确提出:大学英语教学的目标在于培养学生的英语综合应用能力,特别是听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力,提高综合文化素质,适应我国社会发展和国际交流的需要。因此,大学英语教学改革的重点就是发展学生的语言实际运用能力。学生学习英语不仅要打下扎实的语言基础,更应注重学以致用;通过学习和实践,顺利地完成了从学习英语到使用英语的转变。

本套新世纪大学英语阅读教程是以《大学英语课程教学要求》为指导,以促进大学生学习的兴趣、扩大语言学习的知识面、培养其语言综合运用能力为宗旨而设计和编写的英语阅读教程,适用对象主要为学习大学英语课程的本专科生、出国进修生及其他各类欲继续深造的英语爱好者。全教程分为文化、文学、报刊和国际商务等4本分册,可以满足不同专业、不同层次读者的需要。

教程中的课文选材注重科学性、知识性、趣味性和可读性。每篇课文前配有导读语,课文后编有阅读理解题、思考讨论题和英汉翻译题。这些练习把语言的输入与输出有机地结合起来,给予学生大量的实践机会将学到的知识加以运用。为方便学习者,作者对课文中的有关生词、习惯用法与词组、专有名词及背景知识作了必要的注释。另外,每册书后附有阅读理解题和英汉翻译题的参考答案。所以,本教程既适用于大学英语的课堂教学,也不失为的一套很好的英语自学课本。它对扩大学生的知识面,提高他们的文化素质和修养,培养其语言交际能力将起到积极的促进作用。

本分册以各国文化和风情为主要内容,广泛介绍了世界五大洲许多国家的风土人情、生活习俗、人文景

观、自然风光、地理气候及旅游胜地等,从俄罗斯的商业文化到举世闻名的埃及金字塔,从非洲国家的民族歌舞到波兰的文化背景,从芬兰的高山滑雪到享有盛誉的德国美酒,从英国人的业余生活到新加坡的社会概况,从阿根廷的民族特性到澳大利亚的地域风貌,内容丰富多样,文字优美流畅,语言生动有趣。本书是广大学生在学习英语的过程中,了解和掌握外国文化知识,提高文化素养和跨文化交际能力的理想教材。

《新世纪大学英语阅读教程》曾作为教育部“新世纪高等教育教学改革工程”大学外语教学改革与实践研究项目的成果,全套教程由王勇教授担任主编,吴稚倩教授审阅了全书的主要内容。该套阅读教程出版后在一些高校作为阅读课教材使用,得到了广大教师和学生的好评。上海交通大学的王同顺教授和上海海事大学的左飏教授在评审这套教程时也都给予了很高的评价。现根据社会的实际需求和大学英语教学改革实践的需要,我们对这套阅读教程进行了及时的修订,增加了部分新的内容,使本套阅读教程的内容更为新颖、丰富和充实。在编写、修订和出版过程中,我们得到了所在学校和上海科技教育出版社的大力支持和帮助,在此表示衷心的感谢。

由于编者水平和经验所限,教程中存在的不足和疏漏之处,恳请广大读者批评指正。

编 者

2007 年 7 月



Unit One

***The American Scots-Irish /1***

Unit Two

***Skiing off the Beaten Track /12***

Unit Three

***Russian Business Culture /23***

Unit Four

***A Veiled Resistance /33***

Unit Five

***Japanese Culture and Social Life /44***

Unit Six

***The Eskimos /59***

Unit Seven

***That Elusive First Thanksgiving /70***

Unit Eight

***Polish Culture /84***

Unit Nine

***Singapore Today /99***

Unit Ten

***Land of Silver—Argentina /115***

Unit Eleven

***Leisure Activities in the UK /132***

Unit Twelve

***German Wine /147***

Unit Thirteen

***A Unique Island—Australia /160***

Unit Fourteen

***The Greek Way of Life /180***

Unit Fifteen

***Great Expectations /196***

Unit Sixteen

***Maoris: At Home in Two Worlds /211***

Unit Seventeen

***Paris /229***

Unit Eighteen

***The Mysterious Pyramids /250***

Unit Nineteen

***Jewish Life /264***

Unit Twenty

***Music and Dance in Africa /280***

***Key to the Exercises /295***



## Unit One

---

# ***The American Scots-Irish***

*Sailing on the May Flower, the immigrants from Scotland and Ireland are the pioneer to the uncivilized land. They, with their hard working and strong faith in freedom, have made great contribution to American society. Their contribution lies in the accumulation of the wealth as well as in strong characteristics of American culture, but unfortunately is not fully recognized. In the following passage, you will learn about the distinguished characteristics of American Scots-Irish and you may re-discover their importance in American culture.*

[1] Going south on ***I-81***, the mountains are beautiful—smoky from the haze that the sun makes when it burns into the pine. You may see cars



and **Burger Kings** on that highway, but I am watching my own ghost: tough, resilient<sup>①</sup> women on buckboard<sup>②</sup> wagons, hard men with rifles walking alongside, and kids tending cattle as they make their way down the mud trail called **The Wilderness Road**.

[2] It is here in the **Appalachian Mountains** that my people, the **Scots-Irish**, settled after leaving Ireland and the north of Britain in the 18th century, they tamed the wilderness, building simple log cabins and scraping corn patches<sup>③</sup> in thin soil. And they pressed onward, creating a way of life that many would come to call, if not American, certainly the defining fabric of the South and Midwest, as well as the core character of the nation's working class.

[3] I am determined to reclaim the dignity<sup>④</sup> of these people—for themselves and for America. It's long overdue<sup>⑤</sup>.

[4] Off the highway in Virginia, I follow narrow winding roads past small **frame houses**, finally stopping at the entrance to **Alley Hollow**. My great-great-grandparents are buried back here, in a rough patch of woods on top of a nearby mountain.

[5] Like many others, these ancestors have only rocks for headstones<sup>⑥</sup>. I worry that, when my generation dies, their heritage will be lost just as completely—buried under the avalanche<sup>⑦</sup> of stories that have on occasion ridiculed<sup>⑧</sup> my people and trivialized<sup>⑨</sup> their journey.

[6] They came with nothing, and, for a complicated set of reasons, many of them still have nothing. Slurs<sup>⑩</sup> stick to me, standing on these graves.

[7] These people are too often misconstrued<sup>⑪</sup> and ignored when America's history is told. They did great things. And, in truth, the Scots-Irish (sometimes also called the Scotch-Irish) are a force that still shapes our culture.

### **Their gifts to America**

[8] The Scots-Irish brought with them a strong, bottom-up individualism<sup>⑫</sup>, largely inventing America's unique populist-style democracy. They gave us at least a dozen Presidents, beginning with **Andrew**

**Jackson** and including **Chester A. Arthur**, **Ulysses S. Grant**, Theodore Roosevelt (through his mother), Woodrow Wilson, Ronald Reagan (again, through his mother) and, most recently, Bill Clinton.

[9] Their unique soldierly traditions formed the backbone of the country's military, particularly in the Army and Marine Corps. In the **Civil War**, they formed the bulk<sup>15</sup> of the **Confederate Army** and a good part of the **Union Army** as well, and in later wars they provided many of our greatest generals and soldiers.

[10] **Stonewall Jackson** comes to mind, as do Grant, George S. Patton, and a slew<sup>16</sup> of Army chiefs of staff and Marine Corps commanders. Not to mention Sgt. **Alvin York**, the hero of World War I and Audie Murphy, the most decorated soldier of World War II.

[11] The intense competitiveness that makes them good soldiers also has produced a legion<sup>17</sup> of memorable athletes, business leaders and even such completely American pastimes<sup>18</sup> as **NASCAR** racing, which evolved from the exploits of the daring moonshine<sup>19</sup> runners of the Appalachian Mountains during **Prohibition**.

[12] They created and still dominate country music—which, along with jazz and *soul*, is one of the truly American musical forms. They gave us so many brilliant writers—Mark Twain the lion among them, **Horace Greeley**, **Edgar Allan Poe** and **Margaret Mitchell** not far behind, and **Larry McMurtry** a good honorable mention—that their style of folklore<sup>20</sup> became one of the truest American art forms. And they brought us a horde<sup>21</sup> of thespians<sup>22</sup>, including Tallulah Bankhead, Ava Gardner, Jimmy Stewart, John Wayne, Robert Redford and George C. Scott.

#### A Culture of Contrasts

[13] The traditional Scots-Irish culture, like America itself, is a study in wild contrasts. These are an intensely religious people—indeed, they comprise the very heart of the Christian evangelical<sup>23</sup> movement—and yet they are also unapologetically<sup>24</sup> and even devilishly<sup>25</sup> hedonistic<sup>26</sup>.

[14] They are probably the most anti-authoritarian<sup>⑤</sup> culture in America, conditioned from birth to resist. (It is interesting that *Rosa Parks*, whose refusal to move to the back of the bus sparked<sup>⑥</sup> the modern *Civil Rights Movement*, speaks of her Scots-Irish great-grandfather.) And yet they are known as the most intensely patriotic<sup>⑦</sup> segment<sup>⑧</sup> of the country as well.

[15] They are naturally rebellious, often impossible to control, and yet their strong military tradition produces generation after generation of perhaps the finest soldiers that world has ever seen.

[16] They are filled with wanderlust<sup>⑨</sup>, but no matter how far they roam, their passion for family travels with them. Underlying these seeming contradictions<sup>⑩</sup> is a strong unwritten code of personal honor and individual accountability<sup>⑪</sup>.

### Rednecks

[17] Because “sophisticated<sup>⑫</sup>” America tends to avert<sup>⑬</sup> its eyes from them, it is inclined to ignore or misunderstand this culture. The Scots-Irish tradition of disregarding formal education and mistrusting, even despising, any form of aristocracy<sup>⑭</sup> has given us the man the elites<sup>⑮</sup> love to hate—the unreconstructed redneck. The Southern redneck is an easy target, with his intrinsic<sup>⑯</sup> stubbornness<sup>⑰</sup>, his capacity for violence and his curious social ways.

[18] His legacy is stained because he became the dominant culture in the South, whose economic system was based on slavery. No matter that the English aristocrats of *Tidewater* were slavery’s originators and principal beneficiaries<sup>⑱</sup> or that the typical Scots-Irish yeoman had no slaves.

[19] His is a culture founded on guns. He considers *the Second Amendment* sacrosanct<sup>⑲</sup>. Literary and academic America sees such views as not only archaic<sup>⑳</sup> but also threatening.

[20] The things he’s known for aren’t exactly valued in America’s centers of power. He’s always been a loyal American, sometimes to the point of mawkishness<sup>㉑</sup>. He shows up for our wars. He hauls our goods,

grows our food, sweats in our factories.

[21] In the classic film *Cool Hand Luke*, the warden<sup>®</sup> of a Southern work camp was fond of saying to the irascible<sup>®</sup> title character, "Luke, we got to get your mind right." But the warden never got Luke's mind right. He put Luke in solitary<sup>®</sup>. He put him in chains to keep him from running away. But Luke kept running, kept resisting, because he would rather die than have the warden make his mind right.

[22] Luke was nothing more than an unpretentious, unreconstructed, unreeducated redneck. And America is a much stronger country for all his stubbornness, his willingness to stay true to himself and his refusal to back down in the face of pressure from above.

### **A Time for Rediscovery**

[23] The Scots-Irish are a fiercely independent, individualist people. It goes against their grain to think collectively. But, as America rushes forward into yet another redefinition of itself, the contributions of the Scots-Irish are too great to remain invisible. My culture needs to reclaim itself—stop letting others define, mock and even use it—and in so doing to regain its power to shape the direction of America.

[24] Because our country needs us.

[25] We are the molten core at the very center of its unbridled<sup>®</sup>, raw, rebellious spirit. We helped build this nation from the bottom up. We face the world on our feet and not on our knees. We were born fighting. And if the cause is right, we will never retreat.

### **Who Are the Scots-Irish?**

[26] In the decades leading up to the American Revolution, as many as 400,000 immigrants left Ireland, Scotland and northern England for America. While some were Irish and some English, the majority were Scottish Protestants, mostly from Northern Ireland, where they had grown weary<sup>®</sup> of the conflict between the Anglican English and Irish Catholics.

[27] Variouly known as the **Ulster** Scots, the Scots-Irish and the Scotch-Irish, they traveled in family groups rather than as individuals

and settled together on America's frontiers, where, because of interlocking<sup>①</sup> family networks, their folkways became dominant. One group settled in New Hampshire, spreading out into Vermont and Maine, but the overwhelming majority—more than 95 percent—settled along the Appalachian Mountains from Pennsylvania down to north Georgia and Alabama.

[28] From there they migrated westward, forming the backbone of the rural South and Midwest, and then into settlements in Texas, Colorado and the Pacific Coast. They also moved north into the industrial areas of Michigan, Illinois, Ohio and Indiana.

[29] It is estimated that there are more than 27 million descendants of the Scots-Irish migration now living in the U.S.. Because people from this culture are also of Irish descent, the actual number is probably much higher.

[30] Which states have the highest Scots-Irish populations? Pennsylvania, Virginia, Kentucky, Tennessee, North and South Carolina, Georgia, Alabama, northern Florida, Mississippi, Arkansas, northern Louisiana, Missouri, Texas, Oklahoma, Kansas, Colorado, southern Ohio, Illinois, Indiana and parts of California, particularly around **Bakersfield**. The north-central "factory belt", especially around Detroit, also saw a heavily Scots-Irish influx<sup>②</sup>.

## Vocabulary

- ① resilient *a.* (指人)性格开朗的
- ② buckboard *n.* 平板马车
- ③ patch *n.* small piece of land
- ④ dignity *n.* the quality that earns or deserves respect
- ⑤ overdue *a.* beyond the time fixed
- ⑥ headstone *n.* 墓碑
- ⑦ avalanche *n.* 雪崩, (fig) 许多, 大量
- ⑧ ridicule *v.* to make fun of
- ⑨ trivialize *v.* 使……无足轻重, 使……平凡
- ⑩ slur *n.* suggestion of wrongdoing; reproach

- ⑪ *misconstrue v.* to get a wrong idea of (sb's words, acts, etc.)
- ⑫ *individualism n.* 个人主义
- ⑬ *bulk n.* large quantity, volume
- ⑭ *slew n.* large number
- ⑮ *legion n.* great number
- ⑯ *pastime n.* anything done to pass time pleasantly; game
- ⑰ *moonshine n.* 私酿酒; 走私酒 (尤指威士忌)
- ⑱ *folklore n.* traditional beliefs, tales etc. of a community
- ⑲ *horde n.* crowd; great number
- ⑳ *thespian n.* actor or actress
- ㉑ *evangelical a.* 福音派新教会的
- ㉒ *unapologetically ad.* 无可辩驳地
- ㉓ *devilishly ad.* very, extremely
- ㉔ *hedonistic a.* 享乐主义的
- ㉕ *anti-authoritarian a.* 反权力主义的, 反独裁的
- ㉖ *spark v.* to lead to; to be the immediate cause of sth.
- ㉗ *patriotic a.* 爱国的, 有爱国心的
- ㉘ *segment n.* section or part of
- ㉙ *wanderlust n.* strong desire to travel
- ㉚ *contradiction n.* 矛盾(性), 不一致(性)
- ㉛ *accountability n.* responsibility
- ㉜ *sophisticated a.* 世故的, 老练的, 失去天真的
- ㉝ *avert a.* turn away
- ㉞ *aristocracy n.* 贵族统治; [总称] 贵族
- ㉟ *elite n.* group in society considered to be superior because of the power, talent, etc.
- ㊱ *intrinsic a.* (of value or quality) belonging naturally; existing within, not coming from outside
- ㊲ *stubbornness n.* 固执, 顽固
- ㊳ *beneficiary n.* person who receives a benefit
- ㊴ *sacrosanct a.* (to be) protected from all harm, because sacred or holy
- ㊵ *archaic a.* of ancient time
- ㊶ *mawkishness n.* being foolishly sentimental
- ㊷ *warden n.* person having control or authority
- ㊸ *irascible a.* easily made angry

- ④④ solitary *n.* 受隔离拘禁  
 ④⑤ unbridled *a.* not controlled  
 ④⑥ weary *a.* tired  
 ④⑦ interlocking *a.* locking or joining together  
 ④⑧ influx *n.* constant inflow of large numbers or quantities

## Notes

1. I-81: 81号州际公路
2. Burger Kings: 类似于肯德基和麦当劳的快餐连锁店
3. the Wilderness Road: 18世纪美国人及移民定居者进入肯塔基州的主要路线
4. Appalachian Mountains: 阿巴拉契亚山脉
5. Scots-Irish: 至17世纪末和18世纪由于宗教迫害而移民到美国的、曾经生活在爱尔兰北部的苏格兰人
6. frame house: 木结构的房屋
7. Alley Hollow: 阿利霍洛谷
8. Andrew Jackson: 安德鲁·杰克逊(1829~1837), 美国第7任总统
9. Chester A. Arthur: 切斯特·亚瑟(1881~1885), 美国第21任总统
10. Ulysses S. Grant: 尤利西斯·格兰特(1869~1877), 美国第18任总统
11. Civil War: 美国南北战争
12. Confederate Army: 南北战争期间的南方联邦军队
13. Union Army: 南北战争期间的北方联军
14. Stonewall Jackson: 史特华·杰克逊, 南方联邦军队中著名将领
15. Alvin York: 艾尔文·约克, 因在一战中的英雄行为, 获得美国政府最高奖章的士兵
16. NASCAR: 美国汽车比赛协会
17. Prohibition: 1919到1933年间在美国实行的禁酒令
18. soul: 美国现代黑人通俗音乐
19. Horace Greeley: 豪利斯·格利列, 著名作家、新闻编辑、政治家、《纽约论坛报》的创始人
20. Edgar Allan Poe: 艾伦坡, 美国著名作家、诗人
21. Margaret Mitchell: 玛格丽特·米歇尔, 著名作家, 1937年因小说《飘》而获普利策奖
22. Larry McMurtry: 拉利·迈克莫西, 著名作家、剧作家
23. Rosa Parks: 罗莎·帕克斯, 1955年民权斗争中的著名人物

24. Civil Rights Movement: 19世纪50~70年代争取和保护黑人权利的运动
25. Tidewater: 旧地名, 指现在的弗吉尼亚州东部, 为当年英格兰贵族聚居区
26. the Second Amendment: 美国宪法第二修正案
27. Ulster: 阿尔斯特, 爱尔兰北部的古代王国
28. Bakersfield: 贝克斯菲尔德地区, 位于加利福尼亚州中南部

## Exercises

### I. Choose the best answer for each of the following:

1. The passage mainly tells about \_\_\_\_\_.
  - A. the development of Scots-Irish in American society and its important role in American culture
  - B. the important political and military people in American history and their influence on American culture
  - C. the main characteristics of the Scots-Irish immigrants and the process of their survival in U.S.
  - D. the rediscovery of Scots-Irish and the necessity to re-recognize them in modern American society
2. Which area is the main settlement of Scots-Irish?
  - A. the frontier area along Alley Hollow
  - B. the Appalachian mountains from Pennsylvania down to Alabama
  - C. the north-central "factory belt", particularly around Bakersfield
  - D. the area along the wilderness Road, now I-81
3. For what purpose has the author mentioned so many famous people who are the descendents of Scots-Irish?
  - A. He wants to illustrate that Scots-Irish have played a dominant role in American society.
  - B. He wants to prove that the Scots-Irish have enjoyed privilege in American society.
  - C. He wants to show the Scots-Irish have made great contribution to American society.
  - D. He wants to indicate the Scots-Irish are industrious people.
4. According to the passage, \_\_\_\_\_ brought with Scots-Irish helps to shape the American democracy.



- A. anti-authoritarian culture                      B. intense patriotism  
C. strong individualism                            D. strong military tradition
5. In paragraph 17, the expression "to avert its eyes from them" most probably means \_\_\_\_\_.  
A. to prevent sth. bad from them                      B. to take its notice of them  
C. to focus its mind on them                            D. to pay little attention to them
6. The author introduces the main character in film *Cool Hand Luke* (paragraph 21) in order to indicate \_\_\_\_\_.  
A. the Scots-Irish are rebellious  
B. the Scots-Irish refuse to change their beliefs  
C. the Scots-Irish looked down on education  
D. the Scots-Irish are stubborn
7. The author pays high tribute to the good quality of Scots-Irish culture, but meanwhile, he also points out the negative side of the culture including \_\_\_\_\_.  
A. stubbornness and archaic thinking  
B. neglect of formal education  
C. rebellious spirit  
D. self-centeredness
8. Which of the following could be described as the ancestors of American Scots-Irish?  
A. People who refer to the immigrants from Ireland, Scotland and northern England, mostly Scottish Protestants.  
B. People who refer to the immigrants from Northern Ireland, who left for America on religious account.  
C. People who refer to the immigrants from Ulster of Ireland, who came to America in 18th century.  
D. People who refer to the immigrants of Scottish in Ireland who have combined the both cultures.
9. We can learn from paragraph 30 that \_\_\_\_\_.  
A. the majority of Scot-Irish flooded into northern area  
B. most Scot-Irish live in the southern states of U.S.  
C. there is an increasing coverage of Scots-Irish in U.S.  
D. there is an increasing number of Scots-Irish population
10. It can be inferred from the passage that \_\_\_\_\_.  
A. the Scots-Irish culture has a long history and extraordinary features  
B. the Scots-Irish culture flourished centuries ago but now declines down from the