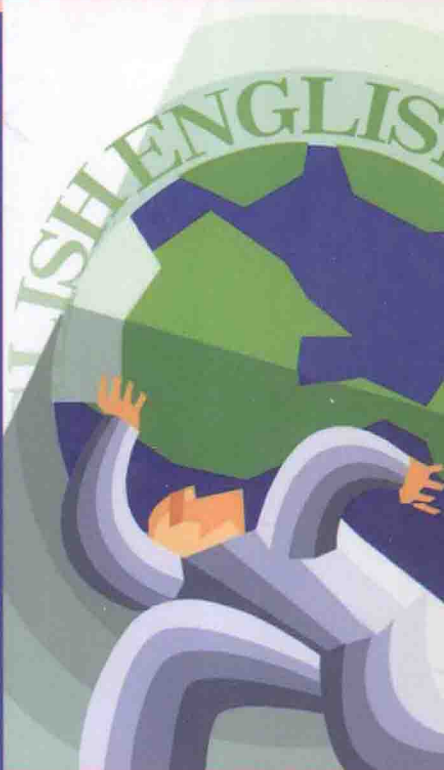


|任务驱动型研究生公共英语系列教材|

总主编 刘文字 王慧莉 金启军

# 英美 文化体验



# Experiencing Western Culture

主编 陈宏俊 张营 李险峰

 中国人民大学出版社

● 任务驱动型研究生公共英语系列教材 ●

总主编 刘文字 王慧莉 金启军

# 英美文化体验

*Experiencing Western Culture*

主 编 陈宏俊 张 菅 李险峰  
编 者 (按拼音首字母为序)  
曹 硕 曹 旭 高桂珍 胡文华  
陆 洋 马 莉 潘 琪 邱 进  
王玉翠 吴爱丹 严苡丹 战丽莉

中国人民大学出版社  
· 北京 ·

图书在版编目(CIP)数据

英美文化体验/陈宏俊、张营、李险峰主编.

北京:中国人民大学出版社,2008.10

(任务驱动型研究生公共英语系列教材)

ISBN 978-7-300-09791-6

I. 英…

II. ①陈…②张…③李…

III. ①英语-阅读教学-研究生-教材②英国-概况-研究生-教材③美国-概况-研究生-教材

IV. H319.4:K

中国版本图书馆CIP数据核字(2008)第151562号

任务驱动型研究生公共英语系列教材

总主编 刘文字 王慧莉 金启军

**英美文化体验**

**Experiencing Western Culture**

主编 陈宏俊 张营 李险峰

编者 曹硕 曹旭 高桂珍 胡文华 陆洋 马莉

潘琪 邱进 王玉翠 吴爱丹 严苾丹 战丽莉

---

出版发行 中国人民大学出版社

社址 北京中关村大街31号

邮政编码 100080

电话 010-62511242(总编室)

010-62511398(质管部)

010-82501766(邮购部)

010-62514148(门市部)

010-62515195(发行公司)

010-62515275(盗版举报)

网址 <http://www.crup.com.cn>

<http://www.ttrnet.com>(人大教研网)

经销 新华书店

印刷 北京易丰印刷有限责任公司

规格 170 mm × 228 mm 16开本

版次 2008年10月第1版

印张 17.75

印次 2008年10月第1次印刷

字数 311 000

定价 29.80元

---

版权所有

侵权必究

印装差错

负责调换

# “任务驱动型研究生公共英语系列教材”

## 前 言

“任务驱动型研究生公共英语系列教材”是大连理工大学研究生院2007年教改基金立项资助项目。

任务驱动型教材的目的是在教学设计过程中，以具体的任务为主线，使学生在完成任务的过程中探索、发现有关的知识技能。任务驱动型教材基于建构主义的教育思想，把“任务驱动”教学法有机结合在教材编写过程中，实现教学内容和教学方法的统一；以技能培养为本位，“理实一体化”，利于英语技能型人才培养。具体而言，本系列教材在编写过程中满足了以下几个条件：

- (1) 正确把握“任务驱动”本质内涵，科学合理设计“任务”。关键是根据教学内容，把“任务”设计得科学合理。在学习情境设计时，关键是创设实施“任务”真实情境的体验环境。在学习组织设计时，关键是突出以在教师帮助指导下的学生自主学习和协作学习为重点。
- (2) 更新教学观念，转变教学过程中的角色。任务驱动型教材的编写模式是一种新的教材编写模式，基于全新的教学观念。传统教材编写的基本特征是：“以知识为主线，教师为主体，学生为客体”，教师的“教”是立足点。而任务驱动型教材的编写模式具有“以任务为主线，教师为主导，学生为主体”的基本特征，立足点是学生的“学”，这一编写模式与现有的研究生公共英语教学模式的指导思想不谋而合。
- (3) 注意了理论与实践的紧密结合。把教学内容中的理论知识应用于实践范例，巧妙地设计成“任务”，把在传统教材编写中以理论知识体系为主的“明线”，变为“暗线”的知识链，把任务链设计为“明线”，任务链与知识链有机结合，把知识链这一“暗线”，合理地包含在任务链这一“明线”之中，通过科学合理的“任务”体系，实现了教材中的理论知识与运用理论知识的实践进程的紧密结合。



本系列教材主要包括：《任务型学术写作》、《口语交际任务》、《英美名著赏析》和《英美文化体验》等。每一本教材由若干个任务构成（相当于传统教材的单元），每一个任务下面由若干个活动构成（相当于传统教材的练习）。每一个任务由任务目标（**task objective**）、任务准备（**task preparation**）、任务实现（**task realization**）、任务拓展（**task transfer**）四个部分构成。

任务驱动型系列教材不仅可以使学生学到教学内容所要求的英语基础知识，还能够培养学生运用所学的基础知识用英语解决实际问题、完成实际“任务”的能力。任务驱动型系列教材在教学中的作用定位在“教”和“学”，更注重学生“学”的需要，把学生作为教学中的主体，注重教材与学习主体的内在关系，重视“学法”，把“教程”转变为“学程”。

本书为《任务型学术写作》的配套教材，可作为大学英语专业及相关专业的教材。



21 世纪中国的飞速发展使中国人有越来越多的机会接触世界各国的文化，很多人因此经历了所谓的“文化休克”问题。因为对英语学习者来说单纯的语言技能学习常常无法应付由于文化差异导致的误解和分歧，所以在英语学习中文化的学习应该成为很重要的一部分。目前国内针对非英语专业研究生已经出版了一些英美文化方面的教材，但总的来说这些教材都以文化阅读为主，学生总是处于一个被动的境地，从而影响学生的学习动机，降低了对英语学习的积极性。

《英美文化体验》这本研究生英语教材根据“任务驱动”型教学方法编写，将以往以传授知识为主的传统教学理念，转变为以解决问题、完成任务为主的多维、互动式的教学理念，使学生处于积极的学习状态，每一位学生都能根据自己对当前问题的理解，运用共有的知识和自己特有的经验提出方案，解决问题。“任务驱动”教学全过程中，以若干个具体任务为中心，通过完成的过程，介绍和学习基本知识和技能，并培养学生提出问题、分析问题、解决问题的综合能力。它强调学生要在真实情境的驱使下，在探究完成任务或解决问题的过程中，在自主和协作的环境中，在讨论和会话的氛围中进行学习活动。这样，学生既学到了知识，又培养了实践能力，提高了学生的探索创新精神。

### 与其他英美文化教材相比，本书具有以下特点：

一、**理念和素材的时代性**：本书的“任务驱动”编写理念是当今教学法领域提倡的先进理论，被许多教学实践证明是切实有效的。另外，本教材选取的课文



素材大都是英美国家相关领域比较新的内容。

二、**主题包容性**：本书所涵盖的领域比较广，包括语言、政治、地理、教育、餐饮等方面，比较全面地反映了当代英国和美国的文化面貌。

三、**趣味性**：为了提高学生的学习动机，本教材在编写时选用了大量内容新颖、形式活泼的素材和图片。

本教材共分 10 个单元，分别是：The English Language; Land and People; Government of Britain; Economy; Social Customs and Etiquettes; Education; Public Media; Leisure Activities; Holidays and Festivals; Food and Drink。其中每个单元的设计包含四个模块：任务目标 (task objective)、任务准备 (task preparation)、任务实现 (task realization)、任务拓展 (task transfer)。

在使用本教材过程中，教师应该充分发挥学生的主体作用，使他们积极参与到任务中去，在实现任务过程中掌握所学的文化知识并能够表达出来。本教材主要为非英语专业研究生编写，英语专业学生、大学英语四级后学生以及英语学习爱好者都可以使用。

在编写本教材过程中，我们参考和借鉴了国内外网站、书籍、杂志上的素材，在此一并表示感谢。由于编者水平所限，书中一定有值得商榷的地方，恳请读者批评指正。

编者

2008 年 7 月



## Chapter One

- 1 The English Language  
(英语语言)
- 

## Chapter Two

- 28 Land and People  
(风土人情)
- 

## Chapter Three

- 55 Government of Britain  
(英国政府)
- 

## Chapter Four

- 83 Economy  
(经济)
- 

## Chapter Five

- 109 Social Customs and Etiquettes  
(社会风俗与礼仪)
- 

## Chapter Six

- 131 Education  
(教育)
- 

## Chapter Seven

- 161 Public Media  
(媒体)
- 

## Chapter Eight

- 189 Leisure Activities  
(休闲活动)
- 

## Chapter Nine

- 217 Holidays and Festivals  
(节日)
- 

## Chapter Ten

- 241 Food and Drink  
(美食)
- 

## Key to the Exercises

- (练习答案)  
263
-



# Chapter

# One

## The English Language

## 英语语言

### TASK OBJECTIVE



任务目标

任务准备

任务实现

任务拓展

In this unit, you'll be able to accomplish the following task:

Learn about the English language, especially British and American English.

### TASK PREPARATION



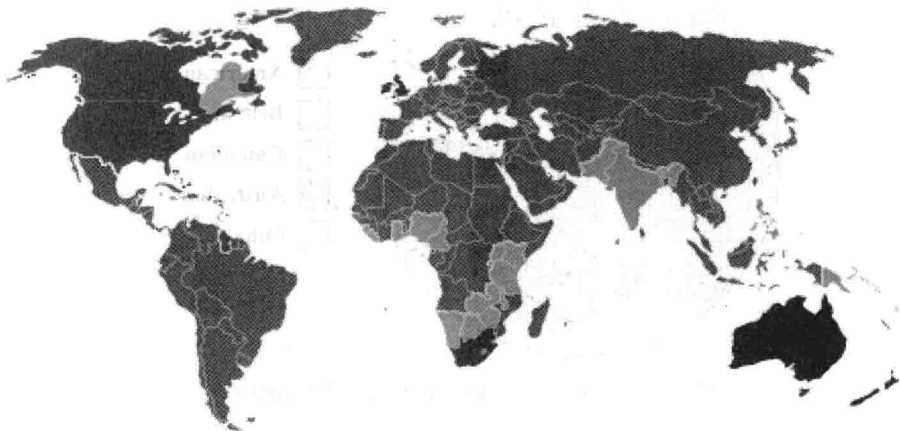
任务目标

任务准备

任务实现

任务拓展

- 1 Which country speaks English? Please look at the following map and read the passage below to get a general idea of the English language.



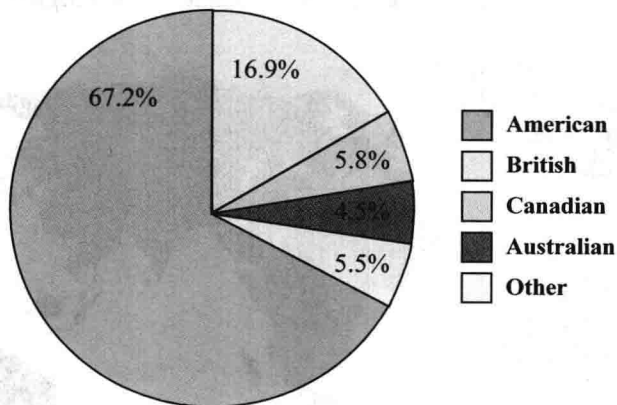
World countries, states, and provinces where English is the official language are dark blue; countries, states, and provinces where it is an official, but not a primary language are light blue.











English is a language originating in England, and the first language for most people in Australia, Canada, the Commonwealth Caribbean (加勒比海英联邦国家), Ireland, New Zealand, the United Kingdom and the United States of America. It is used extensively as a second language and as an official language throughout the world, especially in Commonwealth countries and in many international organizations.

Over 380 million people speak English as their first language. English today is probably the third largest language by number of native speakers, after Mandarin (普通话) Chinese and Spanish. However, when combining native and non-native speakers it is probably the most commonly spoken language in the world, though possibly second to a combination of the Chinese Languages, (depending on whether or not distinctions in the latter are classified as “languages” or “dialects”). Estimates that include second language speakers vary greatly from 470 million to over a billion depending on how literacy or mastery is defined. There are some who claim that non-native speakers now outnumber native speakers by a ratio of 3 to 1.

Now study the following diagrams and acquire for yourselves the more concrete idea of the geographical distribution of the English language.



Distribution of native English speakers by country

Country	Native speakers
 USA	214,809,000
 UK	58,200,000
 Canada	17,694,830
 Australia	15,013,965
 Ireland	4,200,000+ (Approx)
 South Africa	3,673,203
 New Zealand	3,500,000+ (Approx)
 Singapore	665,087

- ② Read the following passage about the history of the English language and do the corresponding exercises.

### A Brief History of the English Language

#### • Old English, until 1066

Immigrants from Denmark and NW Germany arrived in Britain in the 5th and 6th centuries AD, speaking in related dialects belonging to the Germanic and Teutonic (日尔曼人/条顿人) branches of the Indo-European language family. Today, English is most closely related to Flemish (法兰德斯语), Dutch, and German, and is somewhat related to Icelandic, Norwegian, Danish, and Swedish. Icelandic, unchanged for 1,000 years, is very close to Old English. Viking invasions, begun in the 8th century, gave English a Norwegian and Danish influence which lasted until the Norman Conquest of 1066.

#### • Middle English, from 1066 until the 15th Century

The Norman Invasion and Conquest of Britain in 1066 and the resulting French Court of William the Conqueror gave the Norwegian-Dutch influenced English a Norman-Parisian (巴黎的)-French effect. From 1066 until about 1400, Latin, French, and English were spoken. English almost disappeared entirely into obscurity (暗淡) during this period by the French and Latin dominated court and government. However, in 1362, the Parliament opened with English as the



language of choice, and the language was saved from extinction. Present-day English is approximately 50% Germanic (English and Scandinavian) and 50% Romance (French and Latin).

- **Early Modern English, from the 15th Century to the 17th Century**

During this period, English became more organized and began to resemble the modern version of English. Although the word order and sentence construction was still slightly different, Early Modern English was at least recognizable to the Early Modern English speaker. For example, the Old English “To us pleases sailing” became “We like sailing”. Classical elements, from Greek and Latin, profoundly influenced work creation and origin. From Greek, Early Modern English received grammar, logic, arithmetic, geometry, astronomy, and music. Also, the “tele-” prefix (前缀) meaning “far” later used to develop telephone and television was taken.

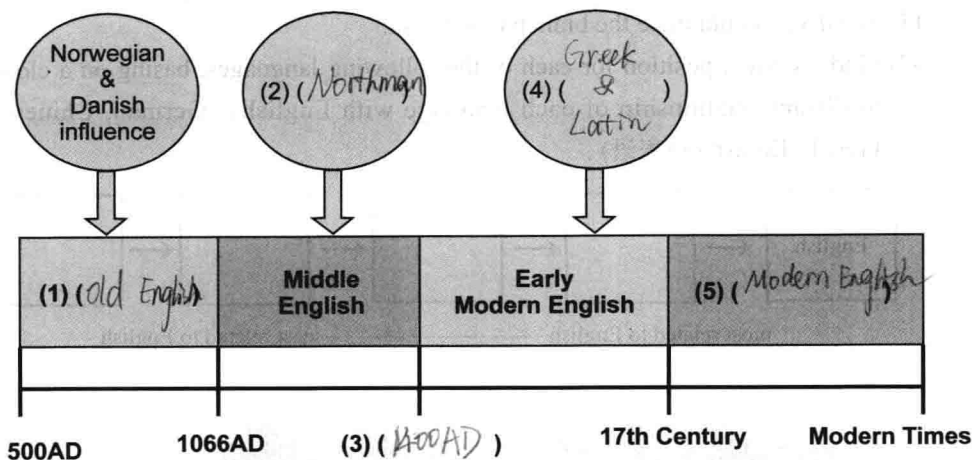
- **Modern English, from the 17th Century to Modern Times**

Modern English developed through the efforts of literary and political writings, where literacy was uniformly found. Modern English was heavily influenced by classical usage, the emergence of the university-educated class, Shakespeare, the common language found in the East Midlands section of present-day England, and an organized effort to document and standardize English. Current inflections (词尾变化) have remained almost unchanged for 400 years, but sounds of vowels (元音) and consonants (辅音) have changed greatly. As a result, spelling has also changed considerably. For example, from Early English to Modern English, *lyf* became *life*, *deel* became *deal*, *hoom* became *home*, *mone* became *moon*, and *hous* became *house*.

- **American English, from the 18th Century until Modern Times**

Until the 18th century, British and American English were remarkably similar with almost no variance (变化; 变异). Immigration to America by other English peoples changed the language by 1700. Noah Webster, author of the first authoritative American English dictionary, created many changes. The “-re” endings became “-er” and the “-our” endings became “-or”. Spelling by pronunciation and personal choice from Webster were influences.

Please complete the following timeline according to the above passage.



※Timeline showing the history of the English language※

3 Read the following passage about the Indo-European language family (印欧语系) and do the corresponding exercises.

All of the world's languages are descended from more ancient languages spoken thousands of years ago. Many languages that we today find to be very different are in fact descended from the same original root language, just as many people are descendants of one common ancestor in a family tree.

English, along with many of the languages of Europe, parts of Asia, and India are descendants of the same common ancestor language spoken perhaps 7,000 to 9,000 years ago: Proto-Indo-European (PIE). The discovery of these connections among languages, and the exploration of the historical changes in languages, cultures and peoples is one of the great detective stories of the 19th and 20th centuries.

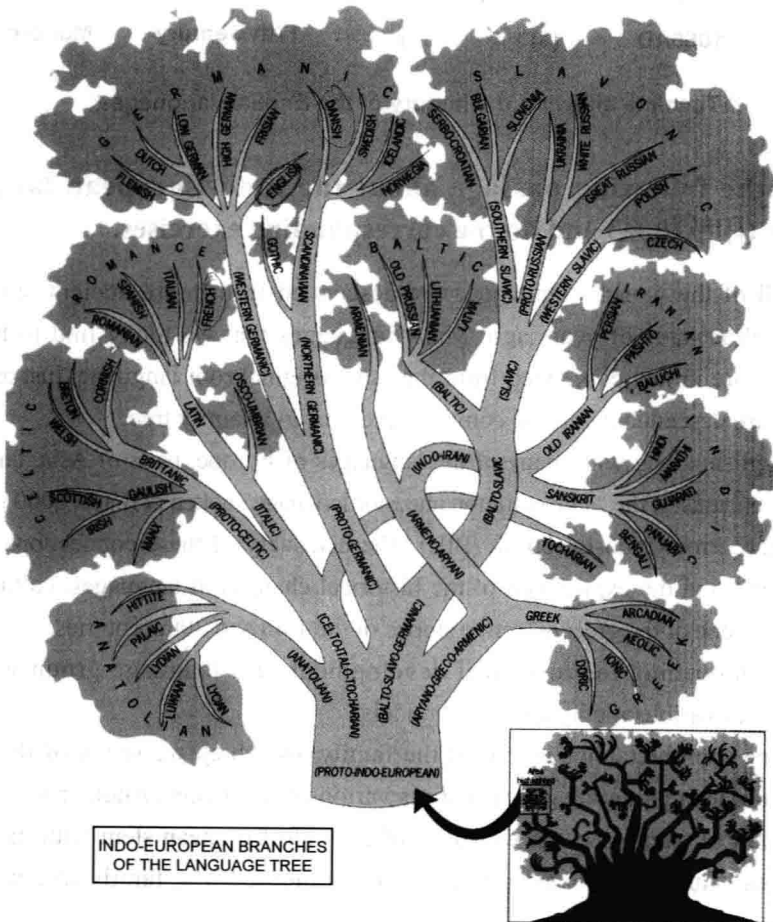
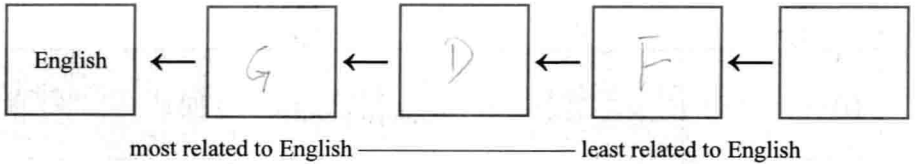
In describing the historical development of a language group we have recourse to various metaphors and "models".

One such metaphor is that of the family, by which we speak of the Proto-Indo-European parent language with its various descendants. Another metaphor is the botanical one, by which we speak of the Indo-European stem with its several branches. These two metaphors are often combined in a family-tree model of language.



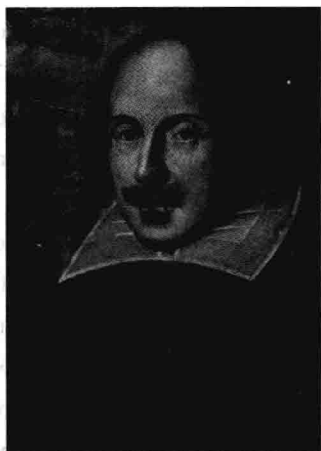
Now look at the Indo-European language family tree below:

- (1) See if you could trace the branch of English.
- (2) Find a correct position for each of the following languages, basing on a close to distant relationship of each language with English: German, Chinese, French, Danish (丹麦语).



- 4 Shakespeare's writings greatly influenced the entire English language. Prior to and during Shakespeare's time, the grammar and rules of English were not fixed. But once Shakespeare's plays became popular in the late 17th and 18th century, they helped contribute to the standardization of the English language, with many Shakespearean words and phrases becoming embedded in the English language. Read about the story of his life and retell it to your friend.

## William Shakespeare



William Shakespeare was a great English playwright, dramatist and poet who lived during the late sixteenth and early seventeenth centuries. Shakespeare is considered to be the greatest playwright of all time. No other writer's plays have been produced so many times or read so widely in so many countries as his.

Shakespeare was born to middle class parents. His father, John, was a Stratford businessman. He was a glove maker who owned a leather shop. John Shakespeare was a well known and respected man in the town. He held several important local governmental positions. William Shakespeare's mother was Mary Arden. Though she was the daughter of a local farmer, she was related to a family of considerable wealth and social standing. Mary Arden and John Shakespeare were married in 1557.

William Shakespeare was born in Stratford in 1564. He was one of eight children. The Shakespeares were well respected prominent people. When William Shakespeare was about seven years old, he probably began attending the Stratford Grammar School with other boys of his social class. Students went to school year round attending school for nine hours a day. The teachers were strict disciplinarians. /disciple

Though Shakespeare spent long hours at school, his boyhood was probably fascinating. Stratford was a lively town and during holidays, it was known to put on



pageants and many popular shows. It also held several large fairs during the year. Stratford was an exciting place to live. Stratford also had fields and woods surrounding it giving William the opportunity to hunt and trap small game. The River Avon which ran through the town allowed him to fish also. Shakespeare's poems and plays show his love of nature and rural life which reflects his childhood.

## Stratford



On November 28, 1582, Shakespeare married Anne Hathaway of the neighboring village of Shottery. She was twenty-six, and he was only eighteen at the time. They had three children. Susana was their first and then they had twins, Hamnet and Judith. Hamnet, Shakespeare's son, died in 1596. In 1607, his daughter Susana got married. Shakespeare's other daughter, Judith, got married in 1616.

In London, Shakespeare's career took off. It is believed that he may have become well known in London theatrical life by 1592. By that time, he had joined one of the city's repertory theatre companies. These companies were made up of a permanent cast of actors who presented different plays week after week. The companies were commercial organizations that depended on admission from their audience. Scholars know that Shakespeare belonged to one of the most popular acting companies in London called The Lord Chamberlain's Men. Shakespeare was a leading member of the group from 1594 for the rest of his career. By 1594, at least six of Shakespeare's plays had been produced.

During Shakespeare's life, there were two monarchs who ruled England. They were Henry the eighth and Elizabeth the first. Both were impressed with Shakespeare which made his name known. There is evidence that he was a member of a traveling theater group, and a schoolmaster. In 1594, he became an actor and playwright for Lord Chamberlain's Men. In 1599, he became a part owner of the prosperous Globe Theatre. He also was a part owner of the Blackfriars Theatre as of 1609. Shakespeare retired to Stratford in 1613 where he wrote many of his excellent plays.



There are many reasons as to why William Shakespeare is so famous. He is generally considered to be both the greatest dramatist the world has ever known as well as the finest poet who has written in the English language. Many reasons can be given for Shakespeare's enormous appeal. His fame basically

is from his great understanding of human nature. He was able to find universal human qualities and put them in a dramatic situation creating characters that are timeless. Yet he had the ability to create characters that are highly individual human beings. Their struggles in life are universal. Sometimes they are successful and sometimes their lives are full of pain, suffering, and failure.

In addition to his understanding and realistic view of human nature, Shakespeare had a vast knowledge of a variety of subjects. These subjects include music, law, Bible, stage, art, politics, history, hunting, and sports. Shakespeare had a tremendous influence on culture and literature throughout the world. He contributed greatly to the development of the English language. Many words and phrases from Shakespeare's plays and poems have become part of our speech. Shakespeare's plays and poems have become a required part of education in the United States. Therefore, his ideas on subjects such as romantic love, heroism, comedy, and tragedy have helped shape the attitudes of millions of people. His portrayal of historical figures and events have influenced our thinking more than what has been written in history books. The world has admired and respected many great writers, but only Shakespeare has generated such enormous continuing interest.

