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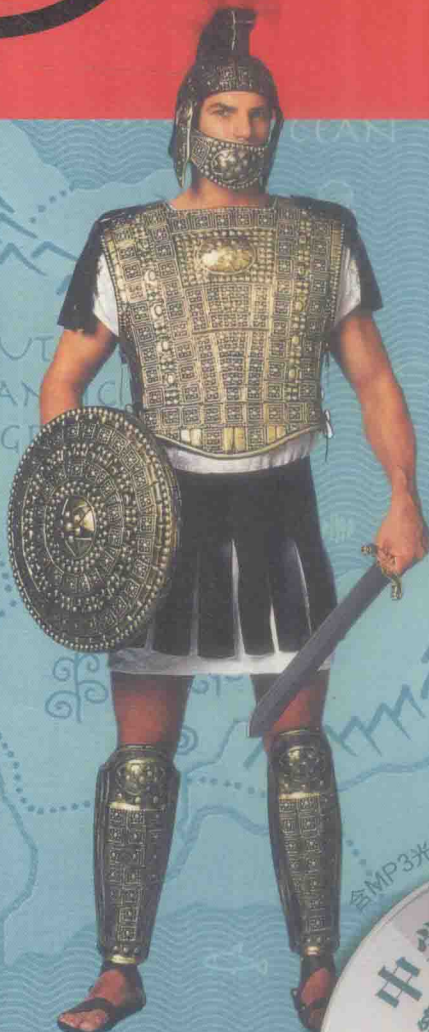
读联播

英美文化读本

主 编：申 立
副主编：申 蕾

Christine McCafferty (英) 著
David Moser (美)

著



教学与研究出版社
TEACHING AND RESEARCH PRESS

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中学
第一册



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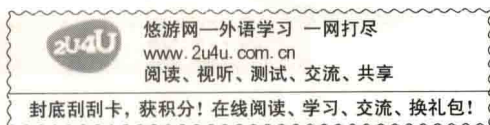
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前言

学

习英语必须了解英美文化，因为语言是文化的组成部分，是文化的载体，两者息息相关。大量事实表明，语言理解的障碍往往不在语言结构本身，而在相关文化知识的缺乏。何谓文化？从广义来说，文化是人类在社会和历史发展进程中创造的物质财富和精神财富的总和，包括文学、艺术、音乐、科学、技术、哲学、地理、建筑等。从狭义来说，文化是人们的生活方式、风俗习惯、行为准则等。所有这些，都需要用语言表达。英语有句名言：想要掌握两种语言，必须掌握两种文化。(To be bilingual, one must be bicultural.) 英美文化对于广大的英语学习者的重要性可见一斑，而对于广大的一线英语教师来说，如果能够掌握广博的英美文化，不仅能够提升自己的文化素养，能够更加准确、传神地讲述教材，取得较好的教学效果，还能够进一步激发学生学习英语的兴趣和积极性，扩展他们的国际视野。

外研社基础教育分社经过长达四年的调查研究，广泛地听取了广大一线教师的意见，决定开发一套英美文化读本，以满足中小学英语教师的需求，并兼顾大专院校学生和一般读者的需求。为此，中方团队密切关注英美文化发展的最新态势，遵循国家《英语课程标准》的精神和中国学生学习英语的实际，提出选题方案，然后依据文章主题聘请各个领域的英美学者撰写书稿。在稿件完成后，中方专家又就内容和语言问题提出意见，请英美学者再进行修改和完善而成。

概括起来，这套读本具有以下特点：

- 一、内容充实，知识性和趣味性较强。两套读物涵盖了英美文化的诸多层面，从国情概况、国民性格、历史、地理、民族、建筑风格到民俗传统、文体生活、社会心态、旅游观光，向读者呈现出立体的、丰富多彩的英美社会风情。
- 二、材料新颖。两套读物紧跟时代潮流，对英美文化中出现的新人新事作了介绍，譬如在谈及英国文化名人时，除了介绍影响力甚广的丘吉尔、达尔文、莎士比亚等

历史人物，还介绍了当今青少年极感兴趣的英国球星贝克汉姆和流行歌手罗比·威廉姆斯等；又如小学读本 Clothes 一章，除了介绍了服饰的历史发展和传统服装，还介绍了当代美国青少年中流行的着装风格等等。

三、语言规范，读者不仅可以多视角地熟悉英美文化，而且可以学到地道的英语。考虑到不同水平读者的需求，小学读本我们采取了中英对照的形式，以便读者准确理解文章的内涵。中学读本采取了注释的形式，对文中所涉及的具有特殊文化背景的内容加以解释，以便读者深入理解原文。

四、图文并茂。考虑到这套读物所涉及的诸多文化内容和现象与中国读者的日常生活存在一定距离，编辑特为文章精心挑选了与文字内容相对应的图片，使读者更加直观地了解文字内容。同时出版社还在英国对每篇文章进行了录音，呈现给读者的是一套文、图、音三者并举的读本，以提升读者的学习效果。

总之，我们相信，读者通过学习这套英美文化读本，将会提高跨文化交际的能力。书中疏漏之处，敬请读者不吝指教。

申立

2010年6月

Preface

There is a piece of advice often given to young people throughout the world by their parents: “Be careful of marrying someone of a different background to you, and especially of a different culture.” Why is this warning given?

While I do believe that people of different backgrounds and cultures can be very happily married, I also understand the wisdom of this advice. When we marry within our own culture we know that meeting our future partner’s family is an important step — meeting them we get to understand more about the person that we want to marry. Their values, future aspirations and their place in society are very much determined by their family — and the place that they come from. It is no wonder then that so many people travel around the world only to meet and marry someone from their own home town! Now what if, when we meet the family of our future spouse, that person comes from a different culture? We often do not have the tools and understanding to ‘judge’ who they ‘are’ because their culture is so different from ours. We might assume a great deal about their values, ambitions in life and the type of people they are as well as their financial status, without in fact even knowing what is ‘normal’ for their culture, let alone family background.

This lack of cultural understanding can be related to many similar situations. Think about meeting friends who are foreigners, going to a different country to study, doing business with a person of another culture or even learning a new language — there is so much about the culture of the person or people who you are dealing with that you don’t understand and don’t know how to judge. You could find it bewildering, frustrating or deeply unsettling. This British and American Culture Reader Series aims to break down some of that confusion when facing and learning about English speakers, and their language, for the first time. Many Chinese English-language students feel intimidated by their lack of understanding of English speakers. This fear of the unknown means that they do not embrace their English learning, and do not excel at it. They do not achieve their potential. Breaking down this fear of the unknown by bringing understanding will free students to enjoy their English learning more.

This series will form an excellent background and context to English learning and reading. It is a well-known fact that when we understand something better, we learn it better. In the same way, if we better understand the people whom we are speaking to, whose work we are reading and whose songs we are singing, we will better remember and learn the language that they speak.

Too often we learn the grammar and vocabulary of English in a mechanical way without understanding the people factor behind it. Most of the teaching materials that are available are dry and academic. They are the building blocks of the language but do not give us insight into the feel and spirit of the culture behind the language. We need to understand the context of the people who speak the language — their sense of humour, history, beliefs, fears, home life, work environments, pastimes, problems, aspirations and goals — then the language comes alive for us. This series vividly depicts the fabric of Western society from the perspectives of ordinary people — and their own experiences of life. These viewpoints will bring alive to you the Western way of life with all its contradictions, tensions — and shared convictions.

When you hear something said in English, you need to ask yourself why — why are they saying that and what do they mean by those words? When your English-speaking friend tells you he has two weeks holiday this year — does he think it is a little, or does he think it is a lot? When your British friend invites you to go down the pub — why down the pub and not to his house? When your American friend starts telling you about the divorce he's going through — why is he discussing something so personal with you? When you see the glamorous stars of a television show living in a glitzy sumptuous home — is it an American or a British show? Different accents — where do they originate and why are there more differing accents in the UK than in the US? To understand English-speaking people, we first need to understand the similarities between them, and the basis of those similarities, then we can begin to understand the differences. We need to be aware of their shared history and belief systems, and then start to identify where and why they have diverged on different issues.

One of the most significant features of this series is to trace so much of what is taken for granted in the modern day to their Christian origins. For over 1500 years, Christianity has been a prime (some would say the prime) shaping force of the

culture — the values and practices — of the Western world. This series demonstrates very vividly how Christianity has laid the very foundation of Western society. For example, the way that parents bring up their children, the political system, the legal system, economic development, the education system and academic pursuit, holidays and the arts are just a few of Western society's aspects that are founded upon and inspired by the Bible. Think of the many commonly used phrases and words in everyday English that are from the Bible (see Secondary Book 2, 'What if the Bible had never been written?'). Even something as obscure as the awarding of a cup to the winner of a sports game is based on Christian symbolism (see the passage 'Sports in the UK' for this).

Without an understanding of Christianity's role in society, it is impossible to understand Western culture. So many books today present the tree that is Western culture to the reader but they do not explain its roots which carry its very lifeblood. Many people try to mirror or reproduce the Western lifestyle, including democracy, without acknowledging its roots. The result of this is that the effort fails or that only the worst aspects are adopted. Think of the attempts to introduce democracy in some African countries or the way that many of the negative aspects of Western culture, including family breakdown, commercialism and drug use are being spread around the world today. Western culture itself stands at a crossroads as its youth choose the path that they should follow. Which of its competing ideas will they pursue? (See the Secondary Book 2, Chapter 10 for more on this.)

The series will also give you insight into the differences between British and American culture looking at aspects such as the vocabulary, way of life, houses and the personal characteristics of the people of these countries, as well as touching on other English-speaking countries. You'll be fascinated by the British influence on these countries and be able to understand issues such as why British influence is stronger in some countries, like Australia, but weaker in others, like the US. Understanding people better also ensures that we shake off some of the bad stereotypes that we hold about Westerners.

As a serious learner of the English language you need to actively interpret the English words, conversations and contexts you are exposed to and so get a better appreciation and understanding of the language. This series is a must for people who want to learn English in a deep and insightful way. You'll be practising your English, reading the words and listening to the audio — and at the same time you'll

be learning who the people are and why they think like they do. There is so much to learn within the series that you will find yourself going back to it time and time again.

There are many ways that the readers can be used in class. First is listening to the recordings in class, following the words in the books at the same time. Second is discussing the topics raised in the books. Can I suggest that, when you do this, you mirror more closely, for these lessons, the attitudes and atmosphere in the Western classroom. You want to encourage the students to be more relaxed and open, and to develop and share confidently their own opinions. Encourage them to think critically about the topics that are raised and let them do group work.

Thus the passages can open a whole plethora of issues to debate. You yourself might want to research a topic that you found interesting and introduce it to the class. Most importantly trust yourself. You will know the language level that your students are at better than anyone and you will probably also have the best idea of what will interest them.

As an author, working on this series has been a wonderful experience. It is a challenge to look at one's own culture and to try to explain it, sharing its positives and negatives with others. Writing for Chinese English learners who so desire to learn and understand more has been wonderful. Their commitment to learning English is to be admired as so many English speakers do not feel the need to learn a new language. Working with the FLTRP team in China has been inspirational as they are both passionate about learning more themselves, and about sharing that knowledge with their readers and customers. Their enthusiasm has extended both from the range of topics that they have requested material on and the way in which that knowledge has been organised to the desire to perfect the actual language use and to really understand how the English language is used. Their teamwork and co-operation with the English-speaking author team has been dynamic and very professional — always pushing us authors to explain more and to do it in better ways. We felt sure that their passion and enthusiasm represented the very heart of the Chinese people and so our desire was to give more. Because of the hard work that FLTRP have put in, we have four books that will inspire and bring a real depth of understanding of the English-speaking world.

Christine M^c Cafferty

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前言

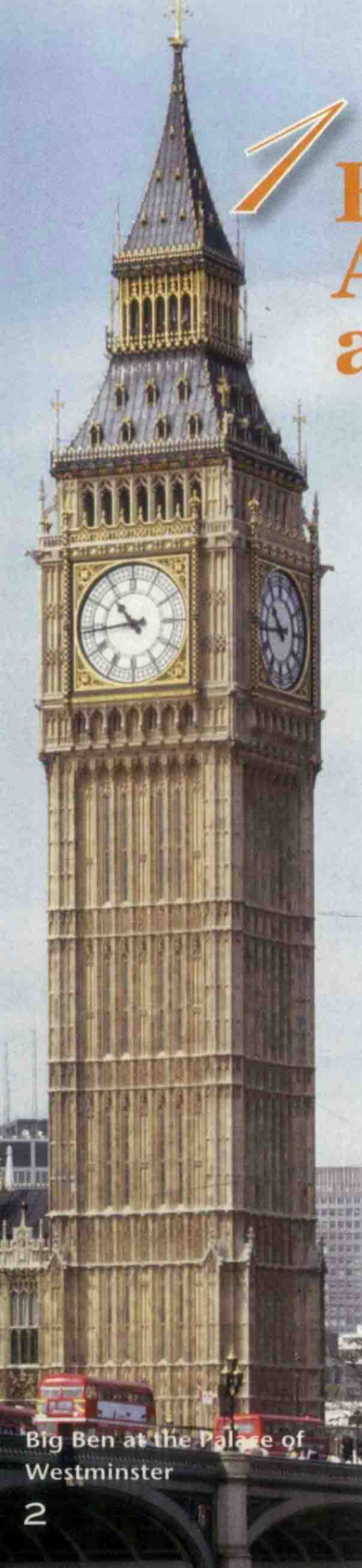
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British and American culture: an introduction

What do you think of when you think of Britain?

Christine M^c Cafferty

Great Britain is the name for the three countries of England, Scotland and Wales. When something is described as 'British' it relates to Great Britain. When you add Northern Ireland to these three, it is called the United Kingdom (the UK).

In this book we will look at life in the UK. We will learn about society, family, traditions, leisure, entertainment, sport, politics, the interests of young people and much more.

Of course people already have ideas about the way other people of a particular group or country live. These beliefs are sometimes called stereotypes. There is sometimes some truth in these stereotypes, and sometimes not.

A school in England did some research on stereotypes of British life and people. They invited visitors to their website to respond to the following question:

What are the first things that come into your mind when you hear the words 'England' or 'the English', 'Wales' or 'the Welsh' and 'Scotland' or 'the Scottish'?

They received many interesting comments. You can read some of them below. The words in brackets are explanations added by the author of this passage.

Sarah, living in Spain, wrote...

People here think that it rains 24/7 in England, and that we eat boring and bland food. Oh, and they all think that anyone who is English is a personal friend of David Beckham! (24/7 means 24 hours a day, 7 days a week)

Jane in France wrote...

When I think about England, I can't help thinking of pubs. English people are even used to going there from the morning and staying all day long (very common on Sundays).

About the Scottish, I think of men wearing kilts, playing bagpipes and drinking lots of whisky.

Anonymous wrote...

(England) Her Majesty the Queen, Big Ben (this is the clock on the parliament building, called the Palace of Westminster, in London) and the Beatles.

(Scotland) Red hair, golf and whisky.

Kevin in Australia wrote...

The English like to queue for everything. They're very polite but too formal. It rains a lot in England and their football fans are rowdy and badly behaved.

Jamie wrote...

I definitely think of fish and chips, Indian curry and those big red double-decker buses. I also think of an older lady sitting

in a big house, drinking tea and eating little cucumber sandwiches.

Hayley wrote...

I think of London, cricket and people with many different accents and with skew teeth.

Candy wrote...

When someone says 'English', I think of rain and terraced houses (terraced housing is long rows of houses that are joined together on each side).

When someone says 'Welsh', I think of funny accents and grassy hills.

When someone says 'Scottish', I think of bitter cold winters, fishing trips in the lochs (lakes) and friendly people.

Larry wrote...

When I think about England, I think of a beautiful country full of tourists and attractions like parks and castles. I think about history and culture.

Hilary in Canada wrote...

English: tea, rock candy (a hard sweet made from sugar), ice cream and old ladies in thick stockings.

Welsh: Welsh rarebit, rolling hills, odd literary characters and Tom Jones (a singer who was born and lived in Wales although most of his ancestors were English).

Scottish: Shortbread, tartan and woollen scarves.

Anonymous (an Italian living in England) wrote...

The English are great tea drinkers and every time they have a problem or need a shoulder to cry on, the first thing they do is put the kettle on.

The Scots are great friends and will do almost everything for you without asking too many questions. 

Anonymous (from Poland) wrote...


When I thought of the English before coming to the UK, I imagined a people with the best spoken English, very sophisticated and polished and modestly dressed. However, since getting here, I see a big divide between the older and younger generations. The older generation is closer to what I had imagined.



John, living in the Republic of Ireland, said...


England: Eton, choirboys, St. George's cross and rugby... The English themselves are very diverse. They have no sense of who they are — most don't even know when St. George's day is! Their greatest strength is in organisation and their weakness is in pessimism (being negative about things).

Wales: Green rolling countryside and a spectacular shoreline but a grey, heavy land marked by castles. The Welsh are great storytellers and proud to be Welsh but many of their stories are of past oppression and the pride aims to keep Wales Welsh. This gets in the way of them fully getting into the new world.

Scotland: Beautiful countryside with fresh air full of the scent of rain. If I was Scottish I would also have wanted to hold onto that land. The Scots are hardy people. They are brought up on oats porridge and whisky which makes them immune to the harshness of the northern weather, but also immune to the finer things in life. If you were in a fight you'd want a Scot on your side, but if you were at the opera, best to see him later in the bar. 

Jane (from the USA) wrote...

The English: I think of grey skies and the British media always criticising their politicians, and everyone else. On the positive side, I think of the great English pub.

The Scots: Worst football team in the world and rain, rain, rain... 



Inverness Castle, Scotland

After reading this series, you will have a better idea of whether these comments/stereotypes contain some truth, or not. Possibly then you can go through these comments again and say how true you think they are. You must not simply say true or false because stereotypes are based on people's different perceptions and experiences. Also Britain is diverse and nuanced, and consists of many subcultures. Sometimes stereotypes can be wrong or even hurtful. Therefore you should give your own opinions of the comments and explain your views.

Notes

- David Beckham** 大卫·贝克汉姆，英格兰著名足球运动员，前任英格兰国家队长。
- bagpipe** 风笛，起源于西亚，后传入欧洲，是苏格兰具有代表性的乐器。
- Eton College** 伊顿公学，英国最富盛名的私立男校之一，以“精英摇篮”、“绅士文化”闻名世界，这里曾造就过 19 位英国首相，培养出了诗人雪莱、经济学家凯恩斯，也是英国王子威廉和哈里的母校。
- St. George's cross** 圣乔治十字旗，旗帜由白底和红色的十字组成，曾作为十字军的标志，也是迄今最早的用来代表英格兰的标志，现为英格兰国旗。

Word Bank

stereotype	<i>n.</i> 模式化观念，刻板印象，成见	sophisticated	<i>adj.</i> 高雅的，有教养的
bland	<i>adj.</i> (食物) 淡而无味的；清淡的	polished	<i>adj.</i> (行为、举止等) 有礼貌的，文雅的
parliament	<i>n.</i> 议会	choirboy	<i>n.</i> 唱诗班中的男童歌手
rowdy	<i>adj.</i> 惹是生非的，吵闹的	hardy	<i>adj.</i> 耐寒的，吃苦耐劳的，适应力强的
double-decker bus	双层公交车	porridge	<i>n.</i> 粥，稀饭
cucumber	<i>n.</i> 黄瓜	immune	<i>adj.</i> 不受影响的
skew	<i>adj.</i> 歪斜的，倾斜的	nuanced	<i>adj.</i> (意义、声音、颜色、感情等方面) 有细微差别的
terraced house	排屋中的一所房子	subculture	<i>n.</i> 亚文化，又称副文化，指与主流文化相对应的那些非主流的、局部的文化现象
rock candy	硬棒糖		
Welsh rarebit	威尔士奶酪面包		
shortbread	<i>n.</i> 牛油甜酥饼，牛油甜酥饼干		
woollen scarf	羊毛围巾		



A red double-decker bus