



大学外语系列丛书  
DAXUE WAIYU XILIE CONGSHU

马冬 主编

# 体验文化教程

(第三册)



HEUP 哈尔滨工程大学出版社  
Harbin Engineering University Press

# 体验文化教程 (第三册)

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哈尔滨工程大学出版社

## 内 容 简 介

《体验文化教程》系列旨在为中国的英语学习者和美国文化爱好者提供一幅以美国文化理念和价值观为主线,以美国民族特性和行为方式为内容,以美国社会结构和地区特色为衬托的“美国社会文化全景图”。

本册书分教育篇和传媒篇两部分,分别选取几个不同的话题独立成章。各章内容主体为文化背景知识和课文赏析,同时附有相应的文化小知识和针对大学生的语言测试题。

本教程可作为高等院校的文化教材和辅助课外阅读材料,也可作为准备大学英语四六级等语言测试的绝好教程。

## 图书在版编目(CIP)数据

体验文化教程.3:英汉对照/马冬主编. —哈尔滨:  
哈尔滨工程大学出版社,2011.8  
ISBN 978 - 7 - 5661 - 0228 - 7

I. ①体… II. ①马… III. ①英语 - 阅读教学 - 高等学校  
- 教材 IV. ①H319.4

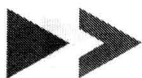
中国版本图书馆 CIP 数据核字(2011)第 166159 号

---

出版发行 哈尔滨工程大学出版社  
社 址 哈尔滨市南岗区东大直街 124 号  
邮政编码 150001  
发行电话 0451 - 82519328  
传 真 0451 - 82519699  
经 销 新华书店  
印 刷 哈尔滨市石桥印务有限公司  
开 本 787mm × 960mm 1/16  
印 张 13.25  
字 数 250 千字  
版 次 2011 年 8 月第 1 版  
印 次 2011 年 8 月第 1 次印刷  
定 价 32.00 元

<http://press.hrbeu.edu.cn>  
E-mail: [heupress@hrbeu.edu.cn](mailto:heupress@hrbeu.edu.cn)

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# 前言



## PREFACE

著名的萨丕尔-沃尔夫假说的基本思想是:语言、思维和文化是相互依存的关系。众所周知,语言的背后是文化,文化的背后是良知,良知的背后是人性。因此,无论是从现实主义或者实用主义,还是从道德良知或者人文精神的角度来说,知晓和领悟美国文化不仅有助于我们对英语的切实掌握和灵活运用,而且有助于我们人文素质的提升和思想情操的修炼。本系列教程旨在为中国的英语学习者和美国文化爱好者提供一幅以美国文化理念和价值观为主线,以美国人民族特性和行为方式为内容,以美国社会结构和地区特色为衬托的“美国社会文化全景图”。

本系列教程共分为四册,每册围绕美国文化的两个方面,分两部分展开。其中,第一册关于风俗与社交,第二册关于历史与地理,第三册关于教育与传媒,第四册关于文学与艺术体育。每部分又选取几个不同的话题独立成章,每章的内容主体为文化背景知识和课文赏析,同时附有相应的辅助阅读、文化小知识和针对大学生的语言测试题。本系列教程具有如下特点:

1. 信息量大。每册的“文化链接”部分涉及了大量美国文化不同方面的背景知识,以期帮助读者拓展视角。

2. 语言学习和文化习得的巧妙结合。本教程中所有背景知识部分和辅助阅读部分都选自原汁原味的英语文章,同时提供译文,并提供生词注释。在提供文化知识的同时,每章都有精心选择的相关话题的课文赏析,并后附大学英语四六级水平的语言测试题,以帮助学生夯实语言基础。

3. 知识性和趣味性相结合。在教程编写中,编者注意遵循学生语言文化习得的过程,每章以文化问答方式激发学生求知欲;同时,每章后附电影欣赏、名人传记等阅读材料,增加趣味性。

4. 注重实用性。本教程既可作为英语学习的辅助课外阅读材料,又可作为准备大学英语四六级等语言测试的绝好教程。

本系列教程由马冬担任主编,由九位教师共同编写。编者均为长期从事大学英语教学的教师,有丰富的实践经验。本册书主编为马冬,副主编为郑巍和杨玲。其中,马冬编写了前三章,约9万字;郑巍和杨玲合编了后五章,各编写了约8万字。参加本书编写的还有王音、张丹、王健佳等。

## PREFACE



在编写过程中,我们参考了大量的文献资料,在此我们谨向这些文献资料的作者表示诚挚的谢意。由于编者水平有限,书中定会存在不当和疏漏之处,敬请广大读者批评指正。

马 冬  
2011 年 5 月

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# Chapter One School Education I

## 第1章 学校教育(一)

### 1.1 Quiz 文化竞技场

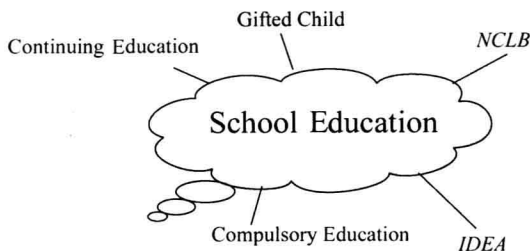
1. How many years is the primary education in U. S. A. ?
2. What is K-12?
3. How old do most children enter the public education system?
4. Which numbers does the U. S. use for naming grades?
5. When is a major chosen?
6. Where does the fund of education in the United States come?
7. How long do most states require that their school districts within the state teach?
8. Why do most students enter the public schools?
9. What is *NCLB*?
10. What are the students in the tenth grade referred to as?

#### Keys:

1. 5.
2. The twelfth grade.
3. Around ages five or six.
4. Ordinal numbers.
5. The second of college.
6. Federal, state, and local government.
7. For 180 days a year.
8. They charge for free.
9. *No Child Left Behind Act*.
10. Sophomores.



## 1.2 Brainstorming 文化热身



### 1. NCLB

The *No Child Left Behind Act* of 2001 is a United States Act of Congress concerning the education of children in public schools. *NCLB* supports standards-based education reform, which is based on the belief that setting high standards and establishing measurable goals can improve individual outcomes in education. The Act requires states to develop assessments in basic skills to be given to all students in certain grades, if those states are to receive federal funding for schools. The Act does not assert a national achievement standard; standards are set by each individual state.

2001 年的《有教无类法案》是美国国会关于公立学校儿童教育的法案。《有教无类法案》支持基于标准的教育教学改革,制定高标准,并建立可衡量的目标以提高个人的教育成果。如果一些州接受联邦资助学校,该法案要求这些州对某些年级的学生制定基本技能的评估,该法不主张由国家制定统一的成绩标准,而由各个州规定。

### 2. IDEA

The *Individuals with Disabilities Education Act* (*IDEA*) is a United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities. It addresses the educational needs of children with disabilities from birth to age 18 or 21 in cases that involve 13 specified categories of disability. The *IDEA* is “spending clause” legislation, meaning that it only applies to those States and their local educational agencies that accept federal funding under the *IDEA*. While States declining such funding are not subject to the *IDEA*, all States have accepted funding under this statute and are subject to it.

《残疾人教育法》是美国的一个联邦法律,负责管理国家和公共机构如何提供早期教育,特殊教育和相关服务给残疾儿童。它涉及从出生到 18 岁或 21 的残疾儿童的教育,涉及 13 个特定的残疾类别。该法案是“消费条款”立法,这意味着它仅适用于根据



《残疾人教育法》接受联邦政府基金资助的各个州和当地教育机构。虽然拒绝这种资助的州不受这一法案的支配,但根据本规约所有的州都接受资金,并可支配它。不受基金资助的州不必受该法案约束,但接受基金资助的州必须服从该法案约束。

### 3. Gifted Child

A gifted child is extremely curious and has excellent memory, long attention span, intense interests and unusual and/or vivid imagination. His thinking is fluent, flexible, elaborate and original. He has excellent reasoning and problem solving skills, as well as well-developed powers of abstraction, conceptualization, and synthesis.

天才儿童有着很强的好奇心,很好的记忆力,长时间的注意力,强烈的兴趣以及不寻常的和/或丰富的想象力。他的思维流畅、灵活、细腻、新颖。他具有优秀的推理能力和解决问题的能力,以及将事物抽象化、概念化和综合的能力。

### 4. Compulsory Education

Education is compulsory for all children in the United States. The ages for compulsory education vary by state. It begins from ages five to eight and ends from ages fourteen to eighteen. Compulsory education requirements can generally be satisfied by educating children in public schools, state-certified private schools, or an approved home school program.

在美国,所有的儿童都实行义务教育。每个州对义务教育的年龄要求不同。它从五至八岁开始,十四岁到十八岁结束。在公立学校,国家认证的私立学校,或经认可的家校计划,教育儿童一般都可以满足义务教育的要求。

### 5. Continuing Education

Continuing education is an all-encompassing term within a broad spectrum of post-secondary learning activities and programs. The term is used mainly in the United States and Canada. Recognized forms of post-secondary learning activities within the domain include: degree credit courses by non-traditional students, non-degree career training, workforce training, formal personal enrichment courses (both on-campus and online), self-directed learning (such as through Internet interest groups, clubs or personal research activities) and experiential learning as applied to problem solving.

继续教育是在中学以后的学习活动和计划。这个词主要用于美国和加拿大。大专学习活动公认的形式有:非传统学生的学位学分的课程,非学历职业培训,劳动力培训,正式个人进修课程(包括校内和远程),自我主导学习(如通过互联网的兴趣团,俱乐部或个人的研究活动),及适用于解决问题的实践学习。



### 1.3 Background Knowledge 文化链接

#### 1. Preschool

There are no **mandatory**<sup>①</sup> public prekindergarten programs in the United States. The federal government funds the Head Start preschool program for children of low-income families, but most families are responsible for finding preschool or childcare.

In the large cities, there are sometimes preschools **catering**<sup>②</sup> to the children of the wealthy. Because some wealthy families see these schools as the first step toward the Ivy League, there are even counselors who specialize in assisting parents and their **toddlers**<sup>③</sup> through the preschool admissions process. Increasingly, a growing body of preschools are adopting international standards such as the International Preschool Curriculum.

#### 幼儿园

美国没有强制性的公立托儿所和日托中心,联邦政府有 Head Start Preschool 方案资助来自低收入家庭的儿童,但是大部分家庭需要自己出托儿所或日托中心的费用。

在比较大的城市中有时会有一些迎合富家子弟的学前教育机构。因为一些上流社会家庭认为这些学校是通往常春藤盟校(Ivy League)的第一步,他们甚至有专门帮助幼儿与他们的父母选择托儿所的顾问。渐渐地,越来越多的幼儿园都采用国际标准,如国际学前教育课程。

#### 单词注释

- ① mandatory *adj.* 强制性的
- ② cater *vi.* 满足(需要)
- ③ toddler *n.* 初学走路的孩子

#### 2. Elementary School

Historically, in the United States, local public control (and private alternatives) have allowed for some variation in the organization of schools. Elementary school includes kindergarten through fifth grade (or sometimes, to fourth grade, sixth grade or eighth grade). In elementary school, basic subjects are taught, and students often remain in one or two classrooms throughout the school day, with the exceptions of physical education ("P. E." or "gym"), library, music, and art classes. There are (as of 2001) about 3.6 million children in each grade in the United States.

Typically, the **curriculum**<sup>①</sup> in public elementary education is determined by individual school districts. The school district selects curriculum guides and textbooks that are reflective



of a state's learning standards and **benchmarks**<sup>②</sup> for a given grade level. Learning Standards are the goals by which states and school districts must meet adequate yearly progress (AYP) as **mandate**<sup>③</sup> by *No Child Left Behind* (NCLB). This description of school **governance**<sup>④</sup> is simplistic at best, however, and school systems vary widely not only in the way curricular decisions are made but also in how teaching and learning take place. Some states and/or school districts impose more **top-down**<sup>⑤</sup> mandates than others. In others, teachers play a significant role in curriculum design and there are few top-down mandates. Curricular decisions within private schools are made differently than they are in public schools, and in most cases without consideration of NCLB.

Public Elementary School teachers typically instruct between twenty and thirty students of diverse learning needs. A typical classroom will include children with a range of learning needs or abilities, from those identified as having special needs of the kinds listed in the *Individuals with Disabilities Education Act* (IDEA) to those that are cognitively, athletically or artistically gifted. At times, an individual school district identifies areas of need within the curriculum. Teachers and advisory administrators form committees to develop **supplemental**<sup>⑥</sup> materials to support learning for diverse learners and to identify enrichment for textbooks. Many school districts post information about the curriculum and supplemental materials on websites for public access.

In general, a student learns basic **arithmetic**<sup>⑦</sup> and sometimes **rudimentary**<sup>⑧</sup> **algebra**<sup>⑨</sup> in mathematics, English proficiency (such as basic grammar, spelling, and vocabulary), and fundamentals of other subjects. Learning standards are identified for all areas of a curriculum by individual States, including those for mathematics, social studies, science, physical development, the fine arts, and reading. While the concept of State Learning standards has been around for some time, *No Child Left Behind* has mandated that standards exist at the State level.

Elementary School teachers are trained with emphases on human cognitive and psychological development and the principles of curriculum development and instruction. Teachers typically earn either a Bachelors or Masters Degree in early childhood and elementary education. The teaching of social studies and science are often underdeveloped in elementary school programs. Some attribute this to the fact that elementary school teachers are trained as **generalists**<sup>⑩</sup>, however, teachers attribute this to the priority placed on developing reading, writing and math proficiency in the elementary grades and to the large amount of time needed to do so. Reading, writing and math proficiency greatly affect performance in social studies, science and other content areas. Certification standards for teachers are



determined each local school district gives each teacher a book to give to the students for each subject, and brief overviews of what by individual states, with individual colleges and universities determining the rigor of the college education provided for future teachers. Some states require content area tests, as well as instructional skills tests for teacher certification in that state.

The broad topic of Social Studies may include key events, documents, understandings, and concepts in American history, and geography, and in some programs, state or local history and geography. Topics included under the broader term “science” vary from the physical sciences such as physics and chemistry, through the biological sciences such as biology, ecology, and physiology. Most states have predetermined the number of minutes that will be taught within a given content area. Because *No Child Left Behind* focuses on reading and math as primary targets for improvement, other instructional areas have received less attention. There is much discussion within educational circles about the justification and impact of having curricula that place greater emphasis on those topics (reading, writing and math) that are specifically tested for improvement.

### 小学

从历史上看,在美国,地方公共教育管理机构(以及私立学校)已经为学校组织形式的变化留出了足够的空间。小学包括幼儿园到五年级(有时到四年级、六年级甚至八年级)。在小学,主要讲授基础科目,在一个教学日,学生往往会上一门课或者两门课,不包括体育教育(“体育”或“健美”)、图书馆、音乐和美术课。(以2001年为例)在美国每个年级约有360万儿童。

通常,公共基础教育课程由各个学区自行决定。由学区来选择反映该州学习标准的课程指南和教科书,为特定的年级确定基准。学习标准就是各州和学区必须按照《有教无类法案》(《NCLB 法案》)的规定达到足够的年度进度(AYP)进而必须完成的总目标。尽管对于学校管理的描述是极尽简化的,但是学校制度的差别不仅在课程设置的方式上,而且教学和的方式也有很大差异。一些州和(或)学区下达比其他州和(或)学区更多的自上而下的政令。在其他州,教师在课程设计中发挥重要作用,而自上而下的政令则很少。私立学校的课程设置与公立学校不同,多数情况下,他们无须考虑《NCLB 法案》。

一般公立小学教师会指导二三十个带有不同学习需求的学生。处于同一个课堂的儿童,他们的学习需求或者能力是多样化的,既包括残疾儿童教育法案(IDEA)中列出的所有特殊需求,也包括那些在认知上、体育场上或艺术上有着天赋的儿童的学习需求。有时,个别学区还会在不违背课程大纲的前提下允许下辖地区确定本学区的学习需求。教师和行政人员组成咨询委员会制定课程补充材料,以支持不同学习者的学习,



并对课本的简化作出鉴定(确认)。许多学区通过网站邮寄课程和辅助材料信息,以方便公众获取。

在一般情况下,学生学习数学中的基础算术和初等代数,英语能力(如基本语法、拼写和词汇),以及其他学科的基础。各州都制定了课程所涵盖的各个领域相应的学习标准,包括数学、社会研究、自然科学、物理进展、美术和阅读。虽然各州的学习标准的概念已经存在了一段时间了,但是《有教无类法案》规定标准由各州决定。

对小学教师的培训主要侧重于人的认知、心理学形成过程以及课程设置的讲授的原则。教师通常至少要获得幼儿及基础教育学士或硕士学位。小学阶段的社会研究和自然科学的教育往往是不够发达的。有些人认为这是因为小学教师是作为通才被培训的,但教师却将此归因于低年级阶段教学的重点应放在阅读、写作和数学能力的培养上,而达到这一目的需要大量的时间。阅读、写作和数学能力极大地影响着学生在社会研究、自然科学和其他方面的表现。教师认证标准由各州决定,而为未来的教师提供的严格的大学教育则取决于高校。有些州在进行教师资格认证的时候则要求具体领域的测试,以及教学技能测试。

社会研究的广泛议题可能涵盖美国历史和地理的关键事件、文件、协定与观念,而在有些项目中,则可能包括了州或者当地的历史和地理。而囊括在更广义的“科学”这一术语之下的主题范围更广,从物理科学(如物理和化学)延伸到生物科学(如生物学、生态学、生理学)。大多数州已经预先确定了既定的教学内容应该占用多少分钟。因为《有教无类法案》将阅读和数学能力的提高作为主要目标,其他教学领域很少受到关注。在学界有很多讨论关于将课程重点放在那些专门依靠测试来检验学生是否有提高的科目(阅读、写作和数学)上的理由和影响。

### 单词注释

- |                |                       |
|----------------|-----------------------|
| ① curriculum   | <i>n.</i> 课程          |
| ② benchmark    | <i>n.</i> 基准          |
| ③ mandate      | <i>n.</i> 命令, 要求      |
| ④ governance   | <i>n.</i> 管理          |
| ⑤ top-down     | <i>adj.</i> 组织管理严密的   |
| ⑥ supplemental | <i>adj.</i> 不足的, 追加的  |
| ⑦ arithmetic   | <i>n.</i> 算术          |
| ⑧ rudimentary  | <i>adj.</i> 根本的, 未发展的 |
| ⑨ algebra      | <i>n.</i> 代数学         |
| ⑩ generalist   | <i>n.</i> 多面手         |

### 3. Junior and Senior High School

Middle school and junior high school include the grade levels intermediate between



elementary school and senior high school. “Middle school” usually includes sixth, seventh and eighth grade; “junior high school” typically includes seventh through ninth grade. The range defined by either is often based on **demographic**<sup>①</sup> factors, such as an increase or decrease in the relative numbers of younger or older students, with the aim of maintaining stable school populations. At this time, students are given more independence, moving to different classrooms for different subjects, and being allowed to choose some of their class subjects (electives). Usually, starting in ninth grade, grades become part of a student’s official transcript. Future employers or colleges may want to see steady improvement in grades and a good attendance record on the official transcript. Therefore, students are encouraged to take much more responsibility for their education.

Senior high school is a school attended after junior high school. High school is often used instead of senior high school and distinguished from junior high school. High school usually runs either from 9th through 12th, or 10th through 12th grade. The students in these grades are commonly referred to as freshmen (grade 9), sophomores (grade 10), juniors (grade 11) and seniors (grade 12).

- Basic curricular structure

Generally, at the high school level, students take a broad variety of classes without special emphasis in any particular subject. Curricula vary widely in quality and rigidity; for example, some states consider 65 (on a 100-point scale) a passing grade, while others consider it to be as low as 60 or as high as 75. Students are required to take a certain minimum number of mandatory subjects, but may choose additional subjects (“electives”) to fill out their required hours of learning.

The following minimum courses of study in mandatory subjects are required in nearly all U. S. high schools:

Science (usually two years minimum, normally biology, chemistry and physics)

Mathematics (usually two years minimum, normally including algebra, geometry, pre-calculus, statistics, and even calculus)

English (usually four years minimum, including literature, humanities, composition, oral languages, etc.)

Social sciences (usually three years minimum, including various histories, government/economics courses)

Physical education (at least one year)

Many states require a “health” course in which students learn about anatomy, nutrition, first aid, sexuality, drug awareness and birth control. Anti-drug use programs are also usually





part of health courses. In many cases, however, options are provided for students to “test out” of this requirement or complete independent study to meet it. Foreign language and some form of art education are also a mandatory part of the curriculum in some schools.

- Electives

Common types of electives include:

Computers (word processing, programming, graphic design)

Athletics (cross country, football, baseball, basketball, track and field, swimming, tennis, gymnastics, water polo, soccer, wrestling, cheerleading, volleyball, lacrosse, ice hockey, field hockey, boxing, skiing/snowboarding, golf)

Career and Technical Education (Agriculture/Agriscience, Business/Marketing, Family and Consumer Science, Health Occupations, and Technology Education, including Publishing (journalism/student newspaper, yearbook/annual, literary magazine))

Performing Arts/Visual Arts (choir, band, orchestra, drama, art, ceramics, photography, and dance)

Foreign languages (Spanish and French are common; Chinese, Latin, Greek, German, Italian, Arabic, and Japanese are less common)

Junior Reserve Officers' Training Corps

- Advanced Courses

Many high schools provide Advanced Placement (AP) or International Baccalaureate (IB) courses. These are special forms of honors classes where the curriculum is more challenging and lessons more aggressively paced than standard courses. AP or IB courses are usually taken during the 11th or 12th grade of high school, but may be taken as early as 9th grade.

Most post-secondary institutions take AP or IB exam results into consideration in the admissions process. Because AP and IB courses are intended to be the equivalent of the first year of college courses, post-secondary institutions may grant unit credit, which enables students to graduate earlier. Other institutions use examinations for placement purposes only: students are exempted from introductory course work but may not receive credit towards a concentration, degree, or core requirement. Institutions vary in the selection of examinations they accept and the scores they require to grant credit or placement, with more elite institutions tending to accept fewer examinations and requiring higher scoring. The lack of AP, IB, and other advanced courses in impoverished inner-city high schools is often seen as a major cause of the greatly differing levels of post-secondary education these graduates go on to receive, compared with both public and private schools in wealthier neighborhoods.

Also, in states with well-developed community college systems, there are often