

普通高等教育“十一五”国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

# 当代英国概况

## Contemporary British Culture and Society

教师用书

第3版

主 编 / 肖惠云



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## 图书在版编目 (CIP) 数据

当代英国概况教师用书 / 肖惠云主编. — 3版.

—上海: 上海外语教育出版社, 2013

新世纪高等院校英语专业本科生系列教材. 修订版

ISBN 978-7-5446-3294-2

I. ①当… II. ①肖… III. ①英语—阅读教学—高等学校—教学参考资料  
②英国—概况—现代 IV. ①H319.4

中国版本图书馆CIP数据核字 (2013) 第050111号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 曹 娟

印 刷: 浙江省临安市曙光印务有限公司

开 本: 787×1092 1/16 印张 18.25 字数 450千字

版 次: 2013年8月第3版 2013年8月第1次印刷

印 数: 2 100 册

书 号: ISBN 978-7-5446-3294-2 / K · 0077

定 价: 31.00 元

本版图书如有印装质量问题, 可向本社调换



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# 总序

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这 30 多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国 30 余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者



们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,以打造英语专业教材建设完整的学科体系。为此,外教社邀请了全国几十所知名高校 40 余位著名英语教育专家,根据英语专业学科发展的新趋势,围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究,并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业四大板块,品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等,总数逾 200 种,几乎涵盖了当前我国高校英语专业所开设的全部课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,提供更多的选择。教材编写深入浅出,内容反映了各个学科领域的最新研究成果;在编写宗旨上,除了帮助学生打下扎实的语言基本功外,着力培养学生分析问题、解决问题的能力,提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员,总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍,再次得到教育部的认可,荣列“普通高等教育‘十一五’国家级规划教材”。我深信,这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养,填补现行教材某些空白,为培养高素质的英语专业人才奠定坚实的基础。

**戴炜栋**

教育部高校外语专业教学指导委员会主任委员  
国务院学位委员会外语学科评议组组长



# 序 言

人类和动物都有交际系统,但是人类的交际系统——语言——比其他动物的交际系统更为精细、更为复杂,传递了其他交际系统所不能传递的信息。这些信息就是文化。所以文化和语言实际上是两位一体的,一个是内容,另一个是载体。从 Malinowski 和 Boas 开始,人类语言学经历过一段辉煌的发展史,它不但导致了描写语言学和结构语言学的诞生,而且诱发了现代社会语言学和文化语言学(ethnolinguistics)的出现。Lado 的《跨文化的语言》用了《语言教师的应用语言学》的副标题,更把文化教育的问题提到语言教师的面前。

近年来,在我国也慢慢掀起了一个文化语言学的热潮。邢福义主编的《文化语言学》旨在建立理论框架,邓炎昌、刘润清和顾嘉祖、陆升都编写了《语言和文化》,王宗炎主编的《外国语与外国文化丛书》正在陆续问世。在外语院系里,也开设了各个国家的“国家概况”的课程。把文化(亦称为国情)的教育列为外语教育的一个重要的组成部分是有充分的理由的:一是从外语学习的角度看,和外国人交往不但要精通他们的语言,还必须理解他们的文化、思维方式、价值观和生活习惯;二是在一个多元化的社会里,跨文化的理解对促进各国人民的互相尊重和合作,对维护世界和平都是极为重要的。所以 Poyatos 甚至创造了一个和音素、词素并列的“文化素”(culturemes)的词,用以表示基本的文化单位,并提出达到“文化流利”(cultural fluency)的培养目标。而 Schumann 还从社会心理学的角度,提出一个第二语言习得的文化注入模型(The Acculturation Model)。

但是怎样对外语学生进行外国文化的教学却是一个值得讨论的问题。目前我国学校的做法不外乎是开设“概况”课,或由教师自行掌握,在课堂上结合语言教学来介绍一些文化背景知识。这些做法都存在一些问题,如有的“概况”课请外国教师主讲,缺乏严密组织,主讲人往往不太了解中国的情况,既不能针对中国学生的需要,也无法进行两种文化的比较。而由教师自行掌握往往没有统一的、规范的要求,而且又失之于零碎。总之,既感到文化教学的重要性,但又缺乏具体可行的方法,特别是没有合适的教材。

广东外语外贸大学(原广州外国语学院)英语系和英国文化委员会从 1989 年开始建立了一个为期三年的合作项目“英国研究”,在硕士研究生班和本科四年级开设了一系列的课程,效果良好。他们利用这个项目的教学科研成果,由肖惠云教授主编成一套关于当代英国社会和文化概况的教材,供我国大学英语专业高年级学生使用。这个教材很有特点,值得向我国外语院系的师生推荐。



第一、这套教材的编写大纲是在国家教委的指导下,经过充分调查研究,组织了我国主要外语院系的16位专家、学者就教材的对象、目的、内容和形式进行了深入的讨论后制定出来的,既反映了我国的需要,又提出了统一的要求。

第二、内容广泛,覆盖了当代英国社会文化的各个方面,共有18个单元。这些内容针对中国学生的需要,提供一些图文并茂的素材,让学生自己阅读和揣摩,领会两种文化的差异。一反过去由教师满堂灌的做法,这个教材强调学生自行消化和吸收。这样,学生既了解了文化,又学到了与此有关的语言。

第三、教材的编排新颖,且配以较多的练习。它既强调由学生使用英语来获得信息,又组织学生根据已获得的信息来进行小组讨论或书面总结,以加深他们对英国文化的认识,同时还发展他们的语言运用能力。我们也可以把它看成是一个具有浓厚文化色彩的交际英语教程;它不但有学生用书,还有教师手册,以便于教学。所以它的十个单元在广东的几所大学试用,受到师生的热烈欢迎。

既然外国文化是外语教育的一个重要的组成部分,接下来要考虑的问题是我们的语言测试是否也应该体现文化这个要求?相信这个教材的编写组会进一步研究这个问题,使外国文化的教学更臻完善。

桂诗春

1995年11月





## 第三版前言

本书为《当代英国概况》教材的教师用书。其编写原则与学生用书相同。

编写这样一本教师用书是在 1993 年全国“英国学与教材编写研讨会”上做出的决定。基于其指导性、新颖性、补充性等原则,编者力图在每一章里突出课堂教学重点,并就教学程序及课堂活动安排等方面提出建议,供教师们参考。在选编补充阅读材料过程中,力求为广大教师提供包含最新信息、风格各异的文章。

2002 年修订版和 2010 年第三版(共 17 章)的编写工作均在保持原来编写体系的原则下进行,修订仍以指导性、新颖性、补充性为原则,即在每一章里突出教学重点,对教学步骤、技巧、活动安排方面提出建议的同时,选编、替换、补充大量的阅读材料,使教师能掌握最新信息,保证教学内容的新颖性和时效性。信息利用部分的讨论题也随之调整或更新。

本次修订由广东外语外贸大学英国研究中心和广东省省级精品课程组承担。主编者为肖惠云,副主编为 Rod Lawrence、王蕴峰。

本书的编写和修订曾得到 Lancaster 大学 Edward Woods 和 Simon Gieves 的大力支持和帮助。Woods 还参与了“致教师”部分的编写工作。原编者周学麟也为《当代英国概况》提供了很有价值的参考资料。李筱菊教授主审了终稿,在此一并致谢。

修订工作自始至终得到上海外语教育出版社的大力支持和鼓励,并承担出版和发行任务,对此表示诚挚的谢意。

主 编 者  
2010 年 5 月



# Acknowledgements

We are especially grateful to the following copyright holders for permission to reprint materials: Information on youth subcultures from [www.wikipedia.org](http://www.wikipedia.org) and the new tribes from Channel 4 website [www.uktribes.com](http://www.uktribes.com);

'Ages for adulthood' from [www.connexions-direct.com](http://www.connexions-direct.com);

© Times Newspapers Limited, for 'Caribbean Schooling in Britain' from Times Educational Supplement (March 1991);

New Ways to Work, for 'Finding New Ways to Work' (June 1994);

Good House Keeping, for 'How to Telework' (April 1994);

Daily Express, for 'How I was hooked on Lotto scratch cards ... in an instant' (April 22 1995);

Nicholas Gair (ed.) A Challenge to the Individual;

ELM Publications, for 'Trends in Tourism in the UK 1980 – 1990', 'Problems Facing the Sea-side Resorts in the 1990s' & 'The Impact of Tourism on the U. K.' by Pat Yale from Tourism in the U. K. (1992);

Bedford Square Press, for 'Categorisation of Prisons in England and Wales' by Shirley Cooklin from From Arrest to Release (1989);

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Dan Mace *Running a Mock Trial*;

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Stanley Thornes (Publishers) Ltd, for 'British Socialism & Methodism' by Pye & Yates from British Politics: Ideas & Concepts (1990);

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Article on carbon emissions from [www.carboncommentary.com/2007/10/29/35](http://www.carboncommentary.com/2007/10/29/35) by Chris Goodall;

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Routledge (London), for 'The Nature of the Party System' edited by Gray & Smith from J. S. Mill — On Liberty (1991);

Philip Allan, for 'British Political Parties in the 1980s' by A. Seldon from UK Political Parties since 1945 (1990);

© Times Newspapers Limited, for 'A Fine Contest' (July 1 1995);

New Society, for 'Women on Show' (1988);

Polity Press (Cambridge), for 'Uninvited Guests: A Case Study' by Abercrombie, Warde, Soothill, Urry & Welby from Contemporary British Society (1988);

The Independent, for 'TV's key role in battle for hearts and minds' (February 19 1991);

© Times Newspapers Limited, for 'Privacy and the Press: Government Proposes Cash Payments from a Newspaper Fund' (July 18 1995);

The Daily Telegraph, for 'So Much for the Pen and Dagger Men' (July 5 1995) & 'It's Time to Sit Back and Think of Britain' (July 27 1995);

HMSO, for 'Britain's Trade Policy' from Overseas Trade (2000).

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Thanks also go to the following for their contribution to the production of the book:

Much of the statistical information was obtained from *Social Trends*, an annual publication compiled from government statistics and published The Stationary Office London. We are grateful for permission to reproduce this information.

For much of the MORI public opinion survey material we are especially grateful to the publisher Weidenfeld & Nicolson, London for permission to reproduce results from *We British* by Eric Jacobs and Robert Worcester (2001).

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# e Contents

<b>To the Teacher</b> .....	<b>1</b>
<b>Chapter 1 Introduction</b> .....	<b>6</b>
<b>Chapter 2 Family &amp; Personal Relationships (1)</b> .....	<b>22</b>
<b>Chapter 3 Family &amp; Personal Relationships (2)</b> .....	<b>40</b>
<b>Chapter 4 Education</b> .....	<b>58</b>
<b>Chapter 5 Work</b> .....	<b>75</b>
<b>Chapter 6 Leisure</b> .....	<b>88</b>
<b>Chapter 7 Holidays &amp; Tourism</b> .....	<b>106</b>
<b>Chapter 8 Crime &amp; the Police</b> .....	<b>121</b>
<b>Chapter 9 Justice &amp; the Law</b> .....	<b>135</b>
<b>Chapter 10 Beliefs</b> .....	<b>155</b>
<b>Chapter 11 Welfare</b> .....	<b>169</b>
<b>Chapter 12 Economy</b> .....	<b>186</b>
<b>Chapter 13 System of Government</b> .....	<b>207</b>
<b>Chapter 14 Political Parties &amp; Groups</b> .....	<b>220</b>
<b>Chapter 15 The Media (1) — Broadcasting</b> .....	<b>235</b>
<b>Chapter 16 The Media (2) — The Press</b> .....	<b>250</b>
<b>Chapter 17 Britain &amp; the World</b> .....	<b>265</b>





# To the Teacher

## 1. Purpose and nature of the book

This course has been especially designed for intermediate and upper-intermediate students, i. e. those English majors in their third or fourth years. It can also be used as a general reader for those students who are interested in contemporary British culture and society.

The aim of the course is not only to provide students and other readers with information about British society and culture, but also to set out an approach to studying other cultures. The course is task-based. The tasks give students the opportunity to test their knowledge of what they have learned and also reflect on what they already know or believe about the culture and the society. They can then check their beliefs and attitudes with other students and with the text. In this way the students interact with the materials and are not passive acceptors of the information they have been provided with.

The course has several important features:

*i) up-to-date information*

The authors of the course have used the most recent information about Britain;

*ii) student-centred*

Students are asked to reflect on their own beliefs and attitudes towards Britain and to work together discussing how these relate to their own society;

*iii) authentic material*

Many of the texts are taken from reports and journals and provide students with an opportunity to experience and practise contemporary standard English;

*iv) tables, graphs and photographs*

These are used to complement the text and give a lively, motivating approach to the materials;  
v) *language and culture focused tasks*

At the same time as they learn about the culture, they will be improving their knowledge and use of the language;

vi) *flexibility*

The modular approach to the course allows teachers and students to select those areas of the topic which they feel they need and are most useful to them.

## **2. Theoretical background**

### **2.1. The importance of cultural studies**

Raymond Williams (1976) in his book *KEYWORDS* states that 'CULTURE' is one of the two or three most complicated words in the English Language (p. 76).

For many people, 'culture' is the Arts and is concerned with great writing, great painting, etc. It is now, however, commonplace to talk about 'popular culture'; and, while still referring to the Arts, it is concerned with popular entertainment, such as TV soap operas, comic strip books, etc.

When we talk about 'Cultural Studies', we are thinking of something different yet again. In courses of 'Cultural Studies', we are studying the way a society operates and how the people in that society live and interact with each other.

### **2.2. Language as communication**

Language is essentially the resource by which we communicate with each other. We use it not only to give information, but also to focus that information and express our attitudes to that information and to the person or persons with whom we are communicating.

### **2.3. 'Culture' and 'Language'**

How we use language has a basis in our culture. In communication, we often express our meanings with reference to our cultural heritage which is shared by other native-speakers. Non-native speakers will have difficulty in understanding the message if they do not share such background knowledge.

## **3. Some basic principles**

In developing the materials, we have taken into account the different users of the course. Thus we have tried to allow for flexibility in approaches to using the course.

### **3.1. Students**

Students will come from many different backgrounds and will be learning in a variety of situations.

In the first instance, there will be the different levels of attainment in the use of English among the students in different institutions. In some cases, it will be necessary to spend more

time on language improvement as part of the course. In these cases, the text should be used for language teaching as well as providing information about Britain.

Secondly, there is the issue of the time available. In some institutions, there will be more time than in others. The modular approach to the design allows teachers to select sections from each chapter; and teachers should not feel they need to cover everything in the chapters.

Thirdly, some students will know more about Britain than others. The focus questions at the start of each chapter give the students the opportunity to reflect on what they know and to share this knowledge with others.

### **3.2. Teachers**

Teachers will also be affected by the differences of knowledge and situation that are similar to those of the students. The Teachers' Book provides additional background information as well as giving advice on how to use the tasks and, where appropriate, keys to the tasks and exercises.

## **4. Organisation of the course**

### **4.1. Student's Book**

The Student's book contains seventeen chapters. Each chapter falls into three closely related sections.

#### **4.1.1. Section A (Exposition Texts)**

This is the input section of the course, where the students are given information about aspects of the British society. In many cases, this might be the only section that in difficult circumstances you are able to do in the class, so some basic and essential information has been presented in a direct and explicit way.

#### **4.1.2. Section B (Exploitation Activities)**

In this section, students are given the opportunity to reflect on and develop their understanding or their knowledge about Britain. There are three or four free activities, which recycle the topics taught in Section A. The purpose of the activities is to provide opportunities for the students to process the information from Section A in various ways.

#### **4.1.3. Section C (Extension Tasks)**

The aim of this section is to develop the students' interpretative abilities through utilising the knowledge they possess. There are two or three tasks which are more demanding. The tasks combine themes learnt in previous chapters and provide extra opportunity for discussion and written work.

#### **4.1.4. Supplementary Reading**

In addition to the above three sections, each chapter also contains supplementary reading materials to provide students with further information.

#### **4.1.5. Glossary**

At the end of each chapter, there is a glossary of new and difficult words, which are explained according to the cultural context in which they appear.

#### **4.1.6. Useful Websites**

Following the glossary, a list of useful websites offers sources of information for further

exploration.

## **4.2. Teacher's Book**

The Teacher's Book not only advises the teacher on approaches to use when using the coursebook, but also gives additional information on the topic in question.

### **4.2.1. Abstract**

At the start of each chapter, there is an abstract to give the teacher some idea of the content of that chapter.

### **4.2.2. Focus questions**

The abstract is followed by a list of "focus questions". These questions are basically to activate the students' knowledge of the theme and topic under consideration and to check preparation work. They also pave the way for what will be discussed in the chapter.

### **4.2.3. Facts and figures**

In each chapter these provide the most up-to-date briefing concerning the theme or topic.

### **4.2.4. Answer keys**

Given the nature of most activities (open-ended and communicative), it is difficult to provide answer keys to all the tasks, as for many of them, there will be several alternative answers, depending on the attitude of the persons doing the task. In some cases answers have been suggested. These should be used for reference only. Teachers should bear in mind that they should encourage students to give their own interpretations to the activities. The best approach would be to collect all the answers and then promote discussion on them.

### **4.2.5. Supplementary readings**

There are also supplementary readings in the Teacher's Book, which are provided as additional background information for the teacher.

## **5. Methodology of the course**

### **5.1. Modes of use**

An important approach to learning that has been adopted in the development of this course is that students should be involved in the learning process and there should be opportunities for them to reflect on what they have learnt or what they already know. Thus the ideal classroom approach is for the students to study the texts in Section A in their own time before the class, so that the time in the class is spent on doing the activities. This allows for a very active approach where the students are discussing what they know about Britain and putting it into a context by comparison with the situation in China.

It is important that students have the opportunity not only to reflect on their knowledge of Britain, but also to discover and reflect on Chinese culture. This helps to put British Studies into perspective, so that they do not simply become a collection of strange and foreign attitudes and ideas.

It is practical, however, to bear in mind that this will not always be possible and that time constraints will not allow such an approach. In such cases, teachers should select the most important sections from each chapter to be read before the class. The relevant tasks from Sections B and C are then done in the class.

The least effective method would be for the teacher to use the materials in the Student's



Book and the Teacher's Book and present them in the form of a lecture. It may be necessary where the level of English among the students is very low, so that reading the texts would be too difficult and thus demotivating. In such cases, the lecture should be divided into several parts and students given the appropriate tasks to do at the end of each part. It is important that there is students' involvement even if their level of English is low.

## 5.2. Aspects of use

### 5.2.1. Involvement

The key to the successful use of the book is the involvement of the students. The materials provided are not designed specifically to inform the teacher about Britain or to help the teacher prepare a lecture on each topic. Rather the aim is to involve both the teacher and the students in discovering the aspects of Britain, where the teacher is the guide and not simply the informant. The materials are of an interactive nature and students are constantly called upon to comment and reflect on what they have learnt.

### 5.2.2. Comparison and contrast

Another important feature of the book is that it encourages the students to relate the target culture to their own experiences. In so doing, they have to look again and rediscover their own culture. The importance of this process is that in this way, students are not only learning about Britain, but developing strategies for discovering about other cultures.

### 5.2.3. Language skills development

The approach adopted by the writers is one that will help develop the students' language skills. The tasks with their varied modes of activity — individual work, pair work, group work — have been designed to help students develop strategies for their own language learning. The interactive approach as it applies to reading, listening and writing increases the students' ability to monitor their own work and to become self-critical.

### 5.2.4. Students monitoring

Teachers should make a distinction between monitoring students for the content of their work and correcting their language errors. While it is important that there should not be too many inaccuracies in the students' language, correction should not be done to the point where students are discouraged from discussing points raised in the materials and involving themselves in the tasks.

### 5.2.5. Time allocation

The book is designed to meet the requirements of the national curriculum. It should take between 36 – 40 hours to complete. The exact time will depend on the situation in the classroom — students' language abilities, organisation of the time-table, etc.

### 5.2.6. Sequence of content

The book has *not* been designed so that there is a sequence of difficulty either in language or content. Teachers can work through it chapter by chapter or by selecting topics according to the interests and needs of their students. Equally it is not necessary to do all the tasks. Once again this will depend on the needs of the students and on the time available. Teachers must consider this within the context of their own classrooms.

Finally we hope that teachers and students find Contemporary *British Culture and Society* an interesting and useful coursebook.