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华 章  
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英 语  
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系 列  
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教 材

• 高级文化交流教程

# 透视 文化 结构

(美) Rebecca L. Oxford 著  
Robin C. Scarcella

## Patterns Of Cultural Identity

另配有磁带两盘

ADVANCED  
CULTURE



机械工业出版社  
China Machine Press



华章英语系列教材：全思美国英语教程

# Patterns Of Cultural Identity

Advanced Culture

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高级文化交流教程

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**欢**迎使用“全息美国英语教程”！语言学习的过程可以看作是学习者在创作一篇日臻完善的华美的文章。这篇文章由许多方面组成，如：听、说、读、写技能；教师的水平、愿望、需求；学生的背景以及第二语言习作的基本过程等等。当所有这些因素和谐地起作用时，学习者就能创作出一篇绚丽多彩、精美绝伦的华章。而这正是二十一世纪语言学习最大的特点和目标——使学习者能充分展示自己的才华和语言天赋。“全息美国英语教程”是华章英语系列教材的一部分。“全息美国英语教程”包括：听说、阅读、写作、语法、词汇、商务英语、科技英语、文化交流等，按6个层次从易到难编排：

- 初级 (Beginning)
- 中初级 (Low Intermediate)
- 中高级 (High Intermediate)
- 高中级 (Low Advanced)
- 高级 (High Advanced)
- 过渡级 (Bridge)

(过渡级高于高级，旨在帮助学生能象讲母语一样自如地运用英语进行沟通交流。)

“全息美国英语教程”是在同一语言学与教学法理论指导下编写的，使用者可以在教学中根据自己的需要选用其中部分教材。

“全息美国英语教程”主要是针对那些非英语国家ESL学生的需求编写的，它能适应英语专业、英语特色学校和广大自学者的各种不同需求。通过使用“全息美国英语教程”，学习者可以自然地使用英语，达到流畅性与精确性的完美结合。



## 赋予学习者学习能力

在“全息美国英语教程”学习环境里，学习者处于积极状态，并能逐渐地发展自己的语言技能与文化能力。这种自主性会产生更好、更快的学习成效。在某些教材里，学生被训练成被动的学习者，但“全息美国英语教程”会使他们从被动状态中解脱出来。它提供了生动有趣的材料，多彩引人的活动，个性化的自我评估任务，同学之间相互合作的学习活动，以及有效的学习技巧等等。这些都有助于自主性的学习。

学习过程是学习者获得能力的过程，也是对教师不断提出新的要求的过程。教师变成了信息提供者，实际活动的参与者、诊断者、指导者和帮助者。在这种原则指导下，教师可自由发挥其创造性，学生则成为更自主的学习者。

## 帮助学习者改进学习策略与技巧

学习策略与技巧是学习者用来强化学习效果的行为或步骤，比如说做笔记、练习、分析词语、寻找一个对话练习伙伴、使用背景知识，以及控制焦躁情绪等等。这种技能有上百种，成功的学习者依据他们自己的学习风格，使用最为有效的学习策略与技巧。他们可按某一语言学习任务的需要，灵活地应用相应的策略。相反，不太成功的学习者的学习技巧与策略往往是杂乱无章的，临时抱佛脚式的。

所有学习者都应了解并掌握广泛的学习技能与策略。他们都需要进行有系统的训练，以便能根据不同任务采用相应的策略。“全息美国英语教程”把语言活动与对语言学习技能的综合训练有机地交织在一起并在此方面独树一帜。这些学习技能在“全息美国英语教程”中分为八个部分。

形成概念

形成个人学习风格

记忆新材料

协调自己的学习

理解情感

克服局限

验证假设

与他人共同学习

最有用的技能与策略有时重复出现，并用“很有用，学习策略……”（在页边）作为标志，以提醒学生实践他们已见过的某一学习策略。这种往返重复突出了学习策略的价值，提供了更多的练习机会。

## 承认不同学习特点与风格并有效地兼顾到各种学习者

学习者个人学习风格不同（如：视觉型、动手型、反馈型、冲动型、分析型、总体型、封闭型、开放型等等），在外语学习环境中，学习者来自完全不同的文化背景，不同的学习风格与特点可能会产生不同的学习效果。与其他绝大部分教材不同的是，“全息美国英语教程”由于提

供了具有较强的针对性和趣味性的练习，从而满足了不同学习风格的学习者的各种需求。在使用任何一本“全息美国英语教程”时，你都可以发现书中的材料与活动适应不同的学习风格。这套系列教材是在教育学与心理学研究的最新理论指导下，依据丰富的材料与活动而设计的。

### 提供真实的、有意义的交际活动

学生需要接触在真实而有意义的交际中所使用的语言。他们应参与真实性的交际活动，以激发他们想要或需要用英语去读、写、说、听，而且，为使交际活动更为有效，交际活动应围绕学习者感兴趣的主题展开，比如：家庭关系，如何适应新教育体系，个人健康，在陌生的国度如何尽快建立友谊，政治变迁，环境保护等等。同时，我们把它们编辑成学习者喜闻乐见的语言活动和练习。这种练习活动有具体的任务、明确的目标、可操作的材料，使学生特别感兴趣，而且活动效果很好。

### 理解和欣赏不同的文化

许多英语教材中重点突出的是“新”文化，也就是学生将要学习的文化。这里隐含的信息是学外语的学生应该只学习目标文化，没必要进一步理解自己的文化。这样，一些学英语的学生会感到自己国家的文化在这个“新”国家里不受重视。

“全息美国英语教程”为学习者提供了对北美文化清晰易懂的入门介绍，与此同时，它对外语课堂中存在的各种不同的文化平等相看。“全息美国英语教程”的学习者在学习语言的同时有大量的机会接触、熟悉北美文化，也能够更好地从不同角度理解本国的文化。

### 语言技能合成

语言的交际绝不限于某一技能。把英语作为第二语言学习的学生应学习（或多或少的）所有四种语言技能：读、写、听、说。他们还应强化语法能力，以及社会用语敏感度，并在遇到“语言障碍”时知道如何应对。

研究表明同时学习多种语言技能比只发展单项语言技能更有效，因为运用几种功能的学习活动会强化学习，有助于记忆。因此，“全息美国英语教程”采用综合技能学习法，比如，阅读课在强化阅读技能的同时，还注重培养其他技能，以使学习者的语言能力均衡发展。

当然，许多强化性的外语教学项目都按单项技能区分课程（如：阅读课），最多按两种综合技能区分课程，（如听说课等），“全息美国英语教程”的各分册完全适应这种传统格局，并在每册都清楚地标明所强调或重点涉及的语言技能。

语法分布在“全息美国英语教程”系列的各册之中，但也为学生单出了一套语法书《“全息美国英语教程”——英语语法教材》，并且每册都有一本语法《练习册》，从而形成了“全息美国英语教程”语法系列。

## “全息美国英语教程”的其他特点



### 试用点机制

教材仅有引人入胜的活动、漂亮的插图和精美的装帧是不够的，使用者应了解这些材料是否被使用过、是否具有使用价值。许多外语教材只是在少数地方使用过，甚至只在作者的班级

中使用过，而海林出版社(Heinle & Heinle Publishers)在北美建立了“全息美国英语教程”使用网。目前，有40个左右的教学机构作为试用点。这些机构试用新教材，并提出修改意见。

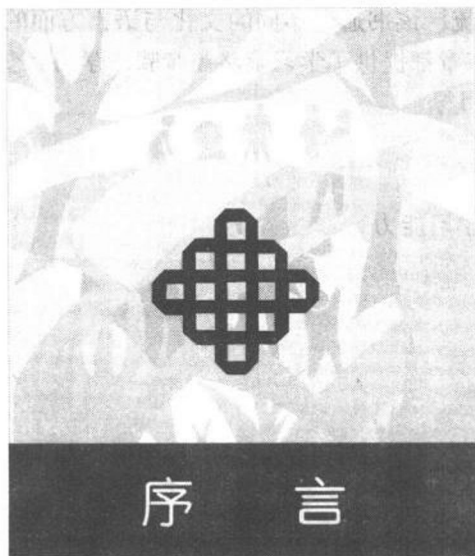
## 结束语



我们高兴地欢迎大家学习“全息美国英语教程”！希望“全息美国英语教程”的理论和“全息美国英语教程”的每一本书能给你带来力量、信心和欢乐。“全息美国英语教程”的使用者一定会写出自己英语学习的绚丽华章，而我们大家共同的努力也一定会使英语学习在中国出现更加灿烂的华章。

张连仲 编译





## 本书结构



人的每一个行为——歪头儿，睁大或闭上眼睛，向心爱的人微笑，低声祈祷，骑摩托车，用某种方式梳头，向朋友问好，与家人聊天，接受上司或老师的建议，在市场上购物——都是一种文化的行为。文化就像人类生活的舞步。

文化是一台织布机，编织着我们生活的模式。作家亨利·沃尔特·比切尔曾说过：“我们睡觉时生活的织布机仍在工作。太阳落下时正在编织的式样在第二天太阳升起时仍编织着。”

文化是仁慈的人类的面孔，也是战争的血腥活动。文化是痛苦的人们祈求帮助，也是快乐的人群享受欢笑。文化是肩膀上顶着的犁，胳膊上挎着的水桶，手里拿着指挥棒指挥的交响乐。文化有爱抚的甜美，也有憎恨的苦涩。语言与文化专家汤姆·斯考维尔(Tom Scovel)把文化描绘为“所有人类关系的社会粘合剂。”

在这本书里，你将看到许多种文化模式。第1章对文化的模式作了一个概括的介绍。第2章是探讨时间与空间。第3章涉及的是文化在身体方面的反映：触摸、手势、姿式、凝视(眼睛的语言)。在第4章讨论家庭模式，包括婚姻、子女、家庭暴力及性别角色。本书的最后介绍了新的文化模式是怎样出现的。

由于章节所限，一些重要的文化结构并没有直接地在书中介绍。其中主要的专题有宗教、信息共享、教与学的方式、生与死的概念。这些需要再写一本书！但不容怀疑，他们都间接地渗入到本书的各个章节中。这些结构，在某种程度上能够影响人们如何思考文化，如何处理时间与空间，如何移动身体及如何在家庭中行事。

这本书采用了国际、多文化的方法。这就使得本书在强调北美文化的同时，也恰当地通过故事或举例的形式介绍了世界上许多种文化。真实的故事、生动的语言向人们展示了不同的文化模式及个人与文化是如何相互影响、相互作用的。

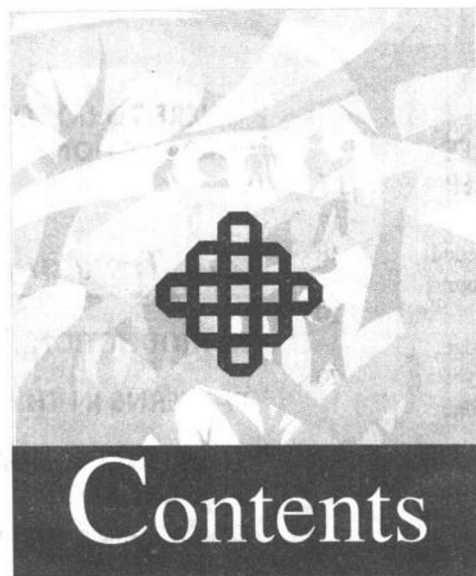


为了帮助读者与文化交流,该书通过不同的文化与语言方面的活动综合了语言学习的四种技能(读,写,听,说)。每章都提供了学习策略及步骤,学习将变得简单而轻松。

综上所述,该书有三个目标:

1. 增加对文化的了解。
2. 提高英语交际能力。
3. 通过学习策略来加强学习能力。

张秀梅 译



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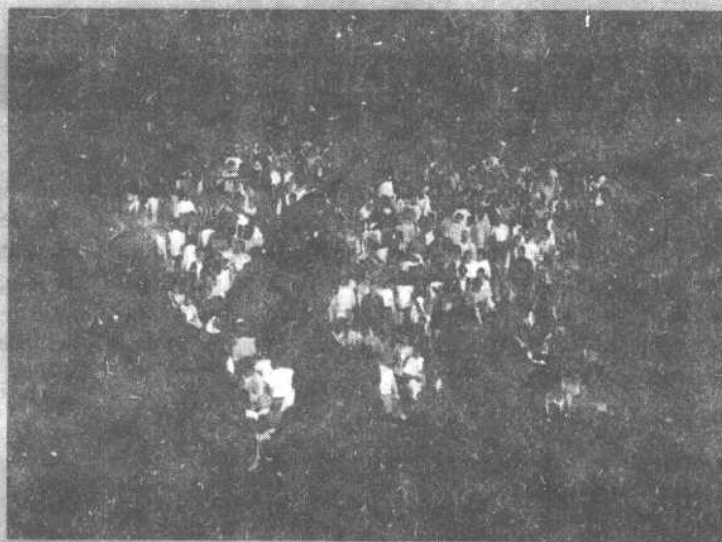
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*Patterns of Culture*



1

CHAPTER





## INTRODUCTION

### PREVIEW QUESTIONS

1. What are the differences between “everyday” culture and “**sophisticated**” culture?
2. What lies beneath the surface of the iceberg of culture?
3. How do personal experiences of a new culture differ?
4. How can a person’s cultural understanding change over time?
5. What are two different views of culture shock?

I too am a rare  
Pattern.

—Amy Lowell



## PATTERNS IN THIS CHAPTER

This chapter introduces you to different cultural patterns: culture as “everyday” life vs. “sophisticated” cultural activities and attitudes, and culture as an **iceberg**. In this pattern you will find information about the growth of cultural understanding and about culture shock. This chapter also shares stories of people who have learned to live in a new culture. Each pattern holds its own special meaning for you as a learner of English. You will probably relate to some patterns better than to others. Try to learn from all of them!

Culture wears many  
different guises.



\*Words in text set in bold type are listed alphabetically and defined in the Word Patterns section on pages 28–29 of this chapter.