



普通高等教育“十一五”国家级规划教材
高职高专英语专业立体化系列教材

英语

教师参考书

Teacher's Manual

2

(高职高专英语专业适用)

高职高专英语专业系列教材编写组 编



高等教育出版社
Higher Education Press



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内容提要

《英语》系列教材为普通高等教育“十一五”国家级规划教材，供高等学校高职高专英语专业使用。《英语综合教程》是这套系列教材的主干教材之一，分为基础阶段和专业阶段，其中基础阶段共有3册，专业阶段1册。

本书为《英语教师参考书》第2册，是配合《英语综合教程2》的教学编写的教师参考书，内容包括《英语综合教程2》各单元的教学重点、课文语言点讲解、课文内容提要、背景知识介绍、翻译、写作和阅读技能练习的要点说明、全部的练习参考答案和课文参考译文。

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前 言

近些年来,我国高职高专教育的改革和发展取得了长足的进步,无论是学校数量,还是在校生成数都占到高校总数和学生人数的一半以上。高职高专英语专业学校的数量和学生人数也增长很快。为了满足新形势对高职高专英语专业教育和人才培养的需求,我们编写了“高职高专英语专业立体化系列教材”《英语》,该套教材被列为普通高等教育“十一五”国家级规划教材。

本套教材力图体现我国高职高专英语专业教学实践的特点,遵循高职高专教育“实用为主、够用为度”的总体指导方针,充分反映中国学生学习英语的规律和要求,并体现我国英语教学研究的新成果、新思想和新理念。教材的设计充分考虑高职高专英语专业的课程设置、课时、教学要求与高职高专英语专业人才培养的要求与目标,力图处理好打好英语语言基础与培养英语语言应用能力的关系,强调英语语言基本技能的训练与培养实际使用英语从事涉外交际活动的应用能力并重。

《英语综合教程》为这套立体化系列教材的主干教材之一,包括基础阶段3册和专业阶段1册。

本书为《英语教师参考书》第二册,属基础阶段教材,共10个单元,供一年级第二学期使用。为了使广大教师能够更好地了解本书的单元结构,从而更好地使用本教材,下面就各个单元的具体组成部分作如下说明。

Objectives 部分列出了本单元的教学重点,以方便教师教学。Introduction 部分设置了一些与本单元课文内容紧密相关的问题,通过提问为学生更快、更好地进入文章的学习作铺垫。Outline 部分列出了本单元文章的段落划分,侧重培养学生的语篇意识。Detailed Study of the Text 部分列出了本单元文章学习中的重点词语、句式以及常用搭配等,并补充了例句供教学中使用。Summary of the Text 部分对本单元的文章内容做了小结,以加深学生对文章的理解,教师也可用它作为课堂上的听写材料。Text-related Information 部分对课文中所涉及的有关文化、地名、人名和专有名词等作了详细地介绍,目的是给教师提供一些背景知识。Translation Skills 介绍了英译汉或汉译英中的一些基本技能,并补充了部分例句供教学中使用。Guide Writing 部分分为基础训练和应用写作两部分,第二册基础训练重点是学习写英文段落,应用写作部分则提供了祝贺信、请假条、慰问信、申请信、证明信、推荐信等常用的写作范例,供教学中参考。Reading Skills 部分介绍了阅读中常用的技巧,以帮助学生更快、更好地进行英文阅读。Key to the Exercises 部分列出了《综合教程》中练习的参考答案和参考译文。

《英语教师参考书》总主编为上海交通大学陈永捷教授和周国强教授。

《教师参考书2》由上海交通大学陈永捷教授和上海电机学院葛兆霞副教授担任主编,副主编为浙江经贸职业技术学院沈银珍教授和云南师范大学职业技术学院刘燕波副教授。

《教师参考书2》的编者为:陈永捷、李素枝、葛兆霞、吴颀、李争、沈志、陆少兵、方雪晴、余汉华和卫旭东。

对外经济贸易大学黄震华教授和中央广播电视大学刘黛琳教授审阅了本书,编者在此表示衷心感谢。

本教材对内容安排和练习形式都做了不少新的尝试,编者真诚地希望使用本教材的学生和教师能对教材的不足之处提出意见,以便我们今后加以完善。

编 者

2008年2月

教材使用说明

近年来,我国高等学校高职高专教育的改革和发展取得了长足的进步,高职高专英语专业学校的数量和学生人数也增长很快。为了满足新形势对高职高专英语专业教育和人才培养的要求,我们组织编写了这套《英语》立体化系列教材。

《英语》系列教材的编写力图体现我国高等学校高职高专英语专业的教学特点,贯彻高职高专教育“实用为主、够用为度”的总体指导方针,遵循英语教学的原则,并且力图汲取我国英语教学的经验,充分反映中国学生学习英语的学习规律和要求,同时体现我国英语教学研究的新成果、新思想和新理念。教材的设计充分考虑高职高专英语专业的课程设置、课时、教学要求与高职高专英语专业人培养的要求与目标,力求处理好打好英语语言基础与培养英语语言应用能力的关系,强调英语语言基本技能的训练与培养实际使用英语从事涉外交际活动的语言应用能力并重。

本系列教材的英语词汇起点为1600个单词。第一册词汇释义绝大部分采用英汉双语解释,从第二册、第三册起逐步过渡到英语释义。我们在内容和练习形式的安排上力图做到学与用的有机结合,在学习的过程中使用英语,在遵循语言学习规律的基础上突出“实用”和“应用”,体现我国高等学校高职高专英语专业教学的特点。在练习编写中我们力图体现我国学者对中国英语学习者语料库和口语语料库研究的成果,对中国学生英语学习的难点、常犯错误现象、“语块”使用等予以特别关注。因此,我们有意在《综合教程》中设计了较多的练习项目,目的是希望给教师更多的选择。教师不必在课堂上安排完成每项练习,可视学生的实际情况,让学生在课外有选择地完成部分练习。

在《教师参考书》中我们为每个单元编写了本单元的学习目标(Objectives),以便使教师对本单元的教学重点一目了然。

我们建议教师可以根据自己学校的实际情况,每单元用一周半的教学时间完成。

《综合教程》第二册共有10个单元,主题包括文化、教育、人间友谊、我的第一份工作、难忘记忆、世界共同语、网络生活、体育明星、商业竞争、危机处理等,每个单元围绕一个主题,由课文A和课文B两部分组成。另配有Time for Fun,含幽默小故事、诗歌、名言警句等内容。

为了进一步帮助教师深入了解与掌握《综合教程》各个环节的编写意图,从而更好地使用本教材,下面就各个主要部分作具体说明。

在课文A前有Before Reading,与课文主题有关,但并不涉及课文的具体内容,旨在开展教与学做一个铺垫,引导学生进入单元的主题。

课文A和课文B部分各包含一篇阅读文章和相应的练习。课文A部分包含阅读理解,口语实践,词汇和结构,翻译,写作和听写练习。课文B部分包含阅读理解,阅读技能,词汇和综合技能练习。

First Reading练习是为了培养学生快速阅读的能力,While Reading练习是帮助学生养成良好的阅读习惯,Second Reading练习是进一步加深学生对课文的理解并对课文主要内容进行小结。阅读理解练习既可以在课堂中进行,也可以在课外进行,还可以让学生在小组活动中用一问一答的方式进行。

Oral Practice 旨在帮助学生用课文中所学到一些词语和句子口头表达或复述与课文 A 文章有关的一些内容。

Vocabulary and Structure Practice 旨在帮助学生掌握和正确使用课文中出现的重要词语和结构, 帮助学生掌握词语的搭配, 提高学生“语块”意识和地道表达英语的意识。在这个部分中, 我们安排了较为传统的词语练习, 即用课文中所出现的词语的正确形式填空, 主要是为了检验学生是否学会和掌握了课文中出现的一些重点词语, 通过在新的语境下使用这些词语, 帮助学生加深理解和提高应用这些词语的能力。教师可视学生的实际情况决定是否对这些练习作补充讲解。在这部分, 我们还安排了介词和副词的练习。对于中国学生, 如何正确使用介词和副词一直是一个难题, 我们希望学生通过该项练习能够正确熟练地掌握课文中出现的一些最基本的介词和副词的用法。这项练习也可以由教师安排, 由学生在课外自己完成。本部分还设有词语搭配练习, 这是本书的特色之一。它分为两个部分, 从辨认、选择到使用。此外, 本部分还包括一项混淆词语的练习, 主要是帮助学生辨别和正确使用一些容易混淆的词语。最后, 我们又安排了两个课文 A 课文中重点的句型练习。学生可以通过改写等形式操练相关的句型。

Vocabulary Practice 的练习目的、形式与 Vocabulary and Structure Practice 大体相同。

Translation Practice 部分包括英译汉练习和汉译英练习, 希望学生通过英译汉练习能逐步掌握一些最基本的英译汉技能。第二册的重点为英译汉中的省略译、正反译、反正译、分译、合译和被动语态的翻译等技能。我们在《教师参考书》中对每单元的练习都做了重点讲解。另一项练习是汉译英练习, 旨在复习课文中一些基本句型和重要词语表达方式。

Writing Practice 部分分为一般写作与应用文写作。一般写作是指句子、段落和短文写作。第二册中一般写作除了写结论句外, 重点是段落写作, 包括因果段落、举例段落、分类段落、比较段落、定义段落和时间型段落。应用文写作包括学习写活动海报、祝贺信、慰问信、请假条、申请书、应聘信、简历、证明信和推荐信等。

Dictation 部分为一篇与课文主题相关的短文, 主要要求学生听录音并填出文章中空缺的一些单词或词语。

Reading Skills 安排在课文 B 部分中, 我们希望通过该项练习有意识地帮助学生培养和提高自己的阅读技能。第二册阅读技能练习除了段落的细节阅读技能外, 还有略读 (skimming)、快读 (scanning) 技能、在上下文中猜测生词意义的技能、分辨事实 (facts) 与看法 (opinions) 和分辨作者看法等技能。

Expanding Your Vocabulary 旨在帮助学生扩大词汇量, 我们在每个单元中都安排了英语构词练习, 教师可视学生的实际情况在课上或课外进行。

编者

2008年2月

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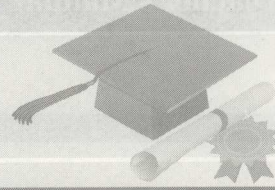
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Unit

1



Culture

What do we mean by culture when we say different nations have different cultures? Obviously culture in this sense is different from the concept of culture in the sense of excellent tastes in literature, music, philosophy, art, etc. Here we have a more broad meaning. First, the definitions of sociologists and anthropologists; our term "culture" refers to the beliefs, customs, institutions, objects, and techniques that characterize the life of a community. It is a learned behavior acquired by individuals as members of a social group.

OBJECTIVES

	Text A	Text B
Words	bind, bury, expose, insert, shelter, forehead, literature, ridiculous, differ, disgusted, instinctive, sloping	related, sufficient, sacred, evidence, delicious, afford, companion, supply, protection, forbid, criminal, appropriate
Phrases and Expressions	be born with, at one time, dispose of, laugh at, differ from ... to, grow up, deal with, take care of, dig up, feel in one's heart	plenty of, no longer, related to, in addition, in some cases, as a result, regard ... as, pick up, protection against, an explanation for
Collocation	way, manner(s)	
Confusable Words	efficient/effective, clothes/cloth, cultural/cultured, wear/put on	
Structures	<p>Most of the time, the different ways that are the customs of different cultures are <u>neither</u> right <u>nor</u> wrong.</p> <p><u>The idea that</u> a man can have more than one wife or that brothers and sisters can marry each other may shock other cultures.</p>	
Translation Practice	省略译	
Writing Practice	Write Concluding Sentences /Write a Notice	
Reading Skills	Reading for Details (8): Understanding a Time Sequence	
Expanding Your Vocabulary	fore + head → forehead, fore + leg → foreleg, fore + tell → foretell instinct + ive → instinctive, act + ive → active, effect + ive → effective	



TEXT A

What Is Culture?

I. Introduction

1. Introductory Remarks

What do we mean by culture when we say different nations have different cultures? Obviously culture in this sense is different from the concept of culture in the sense of excellent tastes in literature, music, philosophy, art, etc. Here we have a much broader meaning. Following the definitions of sociologists and anthropologists, our term “culture” refers to the total pattern of beliefs, customs, institutions, objects, and techniques that characterize the life of a human community. It is a learned behavior acquired by individuals as members of a social group.

Just as human cultures vary widely over the earth, so there are many different customs and behavior in different cultures. The long sloping foreheads, for example, are considered something beautiful in the eyes of the Flathead Indians of North America, and the ancient Egyptians practiced a unique burial in a religious way to treat the dead bodies. Both cases may make people from another culture laugh or feel puzzled. Customs and behavior that are considered unnatural or wrong in one culture may be totally acceptable, even praised, in another. It is simply that different people do the same things in different ways.

2. Introductory Questions

1. What is the general meaning of the word “culture”?
2. What does the word “culture” mean to those who study humankind?
3. How do we learn the ways of our culture?
4. What leads to the cultural differences?
5. Do you agree with the idea that what is beautiful differs from one culture to another? If yes, can you give some examples?

II. Outline

Paras. 1–4	The concept of culture a. an entire way of life of a society, or of a people b. learned behavior rather than instinctive behavior c. different cultures with different patterns of life
Paras. 5–7	The diversity of culture a. views towards different cultures b. ideas of what is beautiful in different cultures c. ways of treating dead bodies in different cultures

Para. 8

Conclusion: Different cultures have different ways of life, which are neither right nor wrong, for it is simply that different people do the same things in different ways.

III. Detailed Study of the Text

1. *The first sentence of the paragraph is the topic sentence. The rest of the paragraph develops the topic by giving examples.*

2. (line 3)... *are cultured.*

— are well educated/are cultivated.

cultured: intelligent, polite, and interested in art, literature, music etc.

e.g. She is a well-read and cultured woman.

His voice was cultured and unmistakably English.

3. (line 3)... *the word “culture” has a different meaning for anthropologists (people who study humankind).*

— ... so far as anthropologists are concerned, the word “culture” is used in a sense different from the ordinary sense.

Draw students' attention to the words in brackets that explain the meaning of *anthropologists*.

4. (line 5)... *the word “culture” means all the ways in which a group of people act, dress, think, and feel.*

— ... the word “culture” refers to the entire ways of life of a certain community.

5. (line 7)... *they are not something that the people in the group are born with.*

— ... the cultural ways of their community are not something that the people in the community have at their birth.

be born with: to have (something) from birth

e.g. One of the factors that determine an individual's intelligence is the sort of brain he is born with.

It is said that no amount of special education can make a genius out of a child born with low intelligence.

Most people view Hillary Clinton as a woman who was born with a silver spoon in her mouth.

6. (line 9)*Instinctive behavior, on the other hand, is a pattern of behavior that an animal is born with.*

— Instinctive behavior, however, is a set of behavioral rules that an animal acquires at its birth.

instinctive behavior: behavior that is based on instinct and is not thought about, planned or developed by training



e.g. Sometimes a dog is not being naughty but is following its natural instinctive behavior.

They maintain that human action is different from the instinctive behavior of animals, and, therefore, is always guided by intelligence.

pattern: the way in which something happens or develops

e.g. The illness is not following its usual pattern.

The child showed a normal pattern of development.

In this way, they develop patterns of behavior which conform to the social norm.

cf. **model:** 1. a small representation or copy (of something)

e.g. On this table you can see a model of the new theater that's going to be built in this town.

He has a shelf full of models of airplanes that never got built.

2. someone or something which people want to copy because they are successful or have good qualities

e.g. It served as a model for other cities.

The educational system was a model for those of many other countries.

7. (line 12) *They know how to do it when they are born.*

— They are born with this ability.

Verbs like “tell, show, know, teach, discuss” etc. can be followed by an infinitive phrase beginning with question words “how, what, when, where, who” etc.

e.g. Can you tell me how to go there? (= Can you tell me how I can go there?)

They don't know where to go. (= They don't know where they can go.)

8. (line 15) *... we learn some of the ways of our culture by being taught by our teachers or parents.*

— ... we learn some of the ways of our culture in school or at home.

9. (line 16) *We learn more of the ways of our culture by growing up in it.*

— We learn more of the ways of our culture by living in this culture seeing how other people do things and following them.

10. (line 20) *All human beings have certain basic needs, such as ...*

— All human beings have some most important needs, for example ...

basic: most important; on which everything depends; from which everything else develops

e.g. These points are basic; without them, the plan cannot work.

Many school teachers still consider spelling important as a basic skill.

11. (line 21) *However, the way in which we take care of these needs depends on the culture ...*

— However, how we deal with these needs is decided by the culture ...

take care of: to deal with; do what is needed with

e.g. If you take good care of your car, you'll increase its life.

If you don't give me the money, I'll send my boys to take care of you.

cf. I'll never give up my job until the children grow up and can take care of themselves. (to look

after)

Don't worry. I'll take care of the fees. (to pay for something)

12. (line 26)... *and how many people we can marry at one time are all parts of our culture.*

— ... and how many people we can marry at the same time are all related to our culture. at one time: at the same time; together

e.g. Mr. Reed's bills came all at one time, and he could not pay them.

Let's start the dance again, all at one time.

cf. **at one time:** at a certain time in the past

e.g. At one time people thought that the place beyond the river is not good to live.

At one time I used to go mountain-climbing every summer.

At one time she wanted to be a nurse, but the thought of working at night put her off.

at a time: in sequence; separately

e.g. Don't do everything at once — take it a bit at a time.

He tossed the peanuts into his mouth one at a time.

13. (line 28) *We feel in our hearts that the way that we do things is the only right way to do them.*

— We really feel that /It is our belief that our way of doing things is the only right way. / In our most secret and true thought we feel that our way of doing things is the only right way.

in one's heart: in one's deepest feelings

e.g. He knew in his heart that he was doing the wrong thing.

Deep in his heart, he wanted Laura back.

In her heart she knew that she would one day leave home for her own dream.

14. (line 31) *We may laugh at clothing that seems ridiculous to us.*

— We may be amused by the absurd and unreasonable way people from a different culture dress themselves.

laugh at: to be amused by; make fun of

e.g. Go ahead and practise. Nobody will laugh at you.

I'm afraid the other kids will laugh at me because I don't understand.

He laughed a little to himself at his own foolishness.

15. (line 34) *The idea that a man can have more than one wife or that brothers and sisters can marry each other may shock other cultures.*

— People from the culture in which a person can have only one wife or brothers and sisters cannot marry each other will be greatly astonished to be told that a man can marry several wives at the same time and that brothers can be husbands of their own sisters.

Note that "the idea" is followed by a noun clause introduced by "that". Similar uses are found with words such as *fact, news, belief, claim, hope*.

e.g. Our decision to build the museum in Hartlepool was influenced by the fact that there were no national museums in the North East.

Several evening papers carried the news that a cabinet minister was about to resign.

Do you have evidence that this treatment works?

Gould rejected claims that he had acted irresponsibly.

shock: to cause usually unpleasant or angry surprise to (someone)

e.g. It shocked me to see how my neighbors treated their children.

His examination failure shocked him into studying harder.

The violence and bad language in the program shocked many of the viewers.

cf. She got shocked when she touched the bare wire. (to give an electric shock to)

16. (line 36) *Ideas of what is beautiful differ from one culture to another.*

— Different cultures have different ideas of what is beautiful.

differ from: to be unlike; be different from

e.g. English pronunciation differs from American pronunciation much more than English spelling does from American spelling.

My house differs from your house in several ways.

cf. I have to **differ with** you on that issue.

Ideas on child care may **differ between** parents and lead to disagreement.

The two lawyers **differed about** how to present the case.

We continue to **differ on** two aspects.

17. (line 36) *The Flathead Indians of North America used to bind the heads of ... have long sloping foreheads.*

— The Flathead Indians of North America once tied the head of ... have long sloping foreheads.

bind: to tie or fasten

e.g. Bind the rope fast; we don't want it to come loose.

These volumes are beautifully bound in blue cloth.

She bound her hair up with a handkerchief.

They bound her legs so she couldn't escape.

slope: to be at an angle so that one end or side is higher than the other

e.g. Does your handwriting slope forward or backward?

Our garden slopes (down) slightly to the river.

18. (line 46) *When people die, different cultures dispose of their bodies in different ways.*

— When people die, the way to deal with their dead bodies differs from one culture to another.

dispose of: to finish with; get rid of

e.g. The committee disposed of all its business in an hour.

You must dispose of the garbage before you leave.

He knew now how to dispose of his spare time.

cf. John's father wants to dispose of their old house and buy a new one. (give away)

The champion disposed of the other fighter by knocking him out in the second round. (defeat)

19. (line 49)... and other things that might be useful in the next life.

— It is the belief held by some religions that when a person dies, he can enter another world and have an afterlife. If he has done something good in this world, he may go up to heaven; and he may go down to hell if he has done something evil.

20. (line 51) *These clay figures were supposed to work for the dead person in the other world.*

— These human bodies made from clay were expected to be at the service of the dead person in the other world.

21. (line 52) *A religious group called the Parses exposed their dead on platforms for birds to eat.*

— A religious group called the Parses left their dead uncovered on platforms for birds to eat.

expose: 1. to uncover or leave uncovered or unprotected

e.g. Don't expose it to the sunlight.

Those who have been exposed to this kind of dust for a long time must receive regular physical examinations.

The report revealed that workers had been exposed to high levels of radiation.

2. to make it possible for someone to experience new ideas, ways of life, etc

e.g. Some children are never exposed to classical music.

Kate was exposed to new ideas when she went to college.

cf. **reveal:** to make known; display

e.g. The doctor did not reveal to him his hopeless condition.

The telescope reveals many distant stars to our sight.

These few words fully revealed her noble quality.

22. (line 55)... *the bones are dug up and reburied, sometimes in a small container.*

— ... the bones are taken out of the ground and buried again, sometimes in a small container.

container: anything such as a box, bottle, etc. used for holding something

cf. **container ship/lorry/train:** Here the word means a very large standard-sized metal box used for transporting goods.

23. (line 58) *Most of the time, the different ways that are the customs of different cultures are neither right nor wrong.*

— In most cases, the different customs of different cultures are neither right nor wrong.

neither ... nor ...: used when mentioning two things that are not true or possible

e.g. The equipment is neither accurate nor safe.

The company's chairman described the criticisms as "neither accurate nor fair".

Plastic surgery is neither right nor wrong; it's a personal choice that should be respected.

24. (line 59) *It is simply that different people do the same things in different ways.*

— It is just the fact that different people do the same things in different ways.

simply: just; only

e.g. I don't like driving; I do it simply because I have to get to work each day.

I'm afraid I simply don't know how to say it properly.

cf. On her small income they live very simply. (in a simple and plain way)

What a simply gorgeous day it is today! (really; very much)

IV. Summary of the Text

Culture is not anything that people in a group are born with, but something they learn either by being taught or by growing up in it. Different cultures have different ways of eating, drinking, dressing, finding shelter, marrying and dealing with death. Our own culture seems natural to us while other cultures may think it funny, strange or even disgusting. However, this has nothing to do with right or wrong.

V. Text-related Information

1. Culture:

What is culture?

The word “culture” has many different meanings. For some it refers to an appreciation of good literature, music, art, and food. For a biologist, it is likely to be a colony of bacteria or other microorganisms growing in a nutrient medium in a laboratory Petri dish. However, for anthropologists and other behavioral scientists, culture is the full range of learned human behavior patterns. The term was first used in this way by the pioneer English Anthropologist Edward B. Tylor in his book, *Primitive Culture*, published in 1871. Tylor said that culture is “that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society.” Of course, it is not limited to men. Women possess and create it as well. Since Tylor's time, the concept of culture has become the central focus of anthropology.

Culture is a powerful human tool for survival, but it is a fragile phenomenon. It is constantly changing and easily lost because it exists only in our minds. Our written languages, governments, buildings, and other man-made things are merely the products of culture. They are not culture in themselves. For this reason, archaeologists cannot dig up culture directly in their excavations. The broken pots and other artifacts of ancient people that they uncover are only material remains that reflect cultural patterns — they are things that were made and used through cultural knowledge and skills.

Layers of culture

There are very likely three layers or levels of culture that are part of your learned behavior patterns and perceptions. Most obviously is the body of cultural traditions that distinguish your specific society. When people speak of Italian, Samoan, or Japanese culture, they are referring to the shared language, traditions, and beliefs that set each of these peoples apart from others. In most cases, those who share your culture do so because they acquired it as they were raised

by parents and other family members who have it.

The second layer of culture that may be part of your identity is a subculture. In complex, diverse societies in which people have come from many different parts of the world, they often retain much of their original cultural traditions. As a result, they are likely to be part of an identifiable subculture in their new society. The shared cultural traits of subcultures set them apart from the rest of their society. Examples of easily identifiable subcultures in the United States include ethnic groups such as Vietnamese Americans, African Americans, and Mexican Americans. Members of each of these subcultures share a common identity, food tradition, dialect or language, and other cultural traits that come from their common ancestral background and experience. As the cultural differences between members of a subculture and the dominant national culture blur and eventually disappear, the subculture ceases to exist except as a group of people who claim a common ancestry. That is generally the case with German Americans and Irish Americans in the United States today. Most of them identify themselves as Americans first. They also see themselves as being part of the cultural mainstream of the nation.

The third layer of culture consists of cultural universals. These are learned behavior patterns that are shared by all of humanity collectively. No matter where people live in the world, they share these universal traits. Examples of such “human cultural” traits include:

1. communicating with a verbal language consisting of a limited set of sounds and grammatical rules for constructing sentences;
2. using age and gender to classify people (e.g., teenager, senior citizen, woman, man);
3. classifying people based on marriage and descent relationships and having kinship terms to refer to them (e.g., wife, mother, uncle, cousin);
4. raising children in some sort of family setting;
5. having a sexual division of labor (e.g., men’s work versus women’s work)
6. having a concept of privacy;
7. having rules to regulate sexual behavior;
8. distinguishing between good and bad behavior;
9. having some sort of body ornamentation;
10. making jokes and playing games;
11. having art;
12. having some sort of leadership roles for the implementation of community decisions.

While all cultures have these and possibly many other universal traits, different cultures have developed their own specific ways of carrying out or expressing them. For instance, people in deaf subcultures frequently use their hands to communicate with sign language instead of verbal language. However, sign languages have grammatical rules just as verbal ones do.

Culture and society

Culture and society are not the same thing. While cultures are complexes of learned behavior patterns and perceptions, societies are groups of interacting organisms. People are not the only animals that have societies. Schools of fish, flocks of birds, and hives of bees are societies. In the case of humans, however, societies are groups of people who directly or indirectly interact



with each other. People in human societies also generally perceive that their society is distinct from other societies in terms of shared traditions and expectations.

While human societies and cultures are not the same thing, they are inextricably connected because culture is created and transmitted to others in a society. Cultures are not the product of lone individuals. They are the continuously evolving products of people interacting with each other. Cultural patterns such as language and politics make no sense except in terms of the interaction of people. If you were the only human on earth, there would be no need for language or government.

Is culture limited to humans?

There is a difference of opinion in the behavioral sciences about whether or not we are the only animal that creates and uses culture. The answer to this question depends on how narrow culture is defined. If it is used broadly to refer to a complex of learned behavior patterns, then it is clear that we are not alone in creating and using culture. Many other animal species teach their young what they themselves learned in order to survive. This is especially true of the chimpanzees and other relatively intelligent apes and monkeys. Wild chimpanzee mothers typically teach their children about several hundred food and medicinal plants. Their children also have to learn about the dominance hierarchy and the social rules within their communities. As males become teenagers, they acquire hunting skills from adults. Females have to learn how to nurse and care for their babies. Chimpanzees even have to learn such basic skills as how to perform sexual intercourse. This knowledge is not hardwired into their brains at birth. They are all learned patterns of behavior just as they are for humans.

2. *the Flathead Indians of North America:*

Also known as the Salish Native American tribe originally inhabiting the region in the vicinity of Flathead Lake and Flathead River, in what is now northwestern Montana. The name Flathead was given to the Salish by other Native Americans tribes along the Columbia River to the west, who compressed the heads of their babies into a peak by means of a cone-shaped wicker headpiece.

They were called the Flathead Indians by the first white men who came to the Columbia River. The name is often said to derive from the flat skull produced by binding infant's skulls with boards. However, this is mistaken folk etymology, as the tribes never practiced head flattening. In fact, the Salish were called "flat head" because the tops of their heads were not pointed like those of neighboring tribespeople who practiced vertical head-binding. The sign language used by neighboring tribes to distinguish the Flatheads consisted of "pressing each side of the head" with the hands. The Flatheads call themselves Salish meaning *the people*.