



普通高等教育“十一五”国家级规划教材

# English

## 文化透视 英语教程

教师手册  
TEACHER'S  
MANUAL 3-4

何其莘 童明(美) 编著

# Through



**A Comprehensive Course Book for English Majors**

# Culture

外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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## 前 言

凡在非英语国家施教或学习英语,教材实为决定性之要素。中国近百年来的英语教学史上,已出现过几套颇受欢迎的教材,例如《英语》(许国璋主编),又如《新概念英语》(亚历山大编写,其新版由亚历山大与何其莘合编)——这些教材适应了我国在不同时期英语教学的需要。

本书《文化透视英语教程》(*English Through Culture*)为中美专家合作编写,是一套缜密切入英美文化各个层面、培养英语运用能力的有机教程,不仅适用于高校英语专业学生,也适用于已通过大学英语四级考试的非英语专业学生和有一定英语基础、准备出国深造的英语学习者。

此套教材的特色在于其基本概念是:把学术焦点放在中西文化的表里差异上,以期使学生领会准确、纯粹的英语,从而自然无碍地掌握语言技能。(反观若以语法为主要途径,而忽视感性腠理者,岂非每流于“中式英语”之弊。)

盖语言所表达之信息,必与特定的生活习惯、思维方式、历史习俗等息息相关。要精确地掌握英语,务需尽可能及早深入其文化内涵。本书编者都有在英美学习和生活的经历,也有在中美高等院校长期执教的实践经验,因之力图剖切中边,诠释语言与文化的微妙关系以尽其志责。

与国内现有的同类教材相比,本教材还具有以下三个特点:

1. 全部教材采用原文,如需适当压缩改写,也力图保持“原汁原味”。听、说、读、写材料,均选自各种文化语境,兼顾不同风格,既多样又在专题之下相互配合,有利于学生大量接触和积累准确的语言知识。

2. 切入英语文化的各个层面、各个情景,在更广的语境中提高学生的语言理解能力和运用能力,将听、说、读、写、译五项技能有机地结合在一起,进行综合训练。这样,可弥补过分侧重语言点讲授法的不足。

3. 深入英语文化,将焦点放在中外文化的差异上,不仅便于学习地道的英语,而且有益于开拓视野,启发思路。这套教材兼为文化读本,每个单元都有精练的文化知识介绍。此外,与课文配套的练习强调互动,促使学生在学习的各个阶段参与教学活动。

此外,需要说明的是,本书旨在提高学生语言能力,帮助学生了解现今的美国文化,其中观点并不代表编者立场。由于书中文章全部节选自美国最新出版物,某些观点难免有些偏颇,请读者在学习语言文化的同时对文中的论点加以甄别。

在教材编写过程中,编者曾向美国多位从事语言文学教学的专家、学者、教师和编辑请教、求证和核实。谨此向他们表示衷心的感谢。

编者

2004 年元月

## 使用说明

《文化透视英语教程》(*English Through Culture*)是一套以英美文化为切入点的英语综合技能训练教程。

该教程采用单元式教学,每个单元围绕一个文化专题,所选的课文往往从不同的角度、在不同的层面上对同一议题展开讨论。

每个单元包含了 Close Reading, Further Reading, Listening 和 Writing 四大部分。

Close Reading 以训练学生的阅读理解能力为目标,并配有一定数量的有关词汇、语法和句型的练习。

Further Reading 的第一篇是从另外一个角度对同一文化专题的探讨,可作为泛读材料和供教师在课堂上组织对该文化专题的讨论时使用;第二篇则可作为训练学生的快速阅读能力的教材。

Listening 含有一篇听力材料和一部推荐的电影。部分听力材料选自美国人对某一文化专题讨论的录音。推荐的电影除了内容梗概外,还有配套的讨论题,可以作为视听说训练的材料。

Writing 含有一篇阅读材料和配套的写作练习。遵照循序渐进的原则,写作练习设置为从单句到段落,再到整篇短文的写作训练。

每个单元的教学时间一般为一周。教师可以根据学生的程度和兴趣对阅读、听力、写作每部分中的具体内容进行筛选。每周可以安排 10 至 14 个课时。每个单元中的四大部分可以由同一个教师来教授,也可以由几位教师分别担任,但要加强不同课型教师间的联系和沟通。

本套教程共含 6 册,每册供一个学期使用。整套教程的 6 册可供一至三年级使用。

《教师手册》含有与 Close Reading 配套的练习答案、Further Reading 中 Passage II 的练习答案、Listening 听力理解练习的答案、听力材料的文本以及 Writing 练习的参考答案。

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# **English Through Culture**

**A Comprehensive Coursebook for English Majors  
Teacher's Manual**

**Book Three**





# Unit 1

## Being Ethnic in the U.S.

### Close Reading

#### Exercises

##### I.

1. So many times I would see other Mexican-Americans and know race was the only connection between us.
2. And yet, simply because our race was the same, I benefited, during the last years of<sup>f</sup> my schooling, from their situation.
3. The disadvantages of others enabled me to get my promotion.
4. That many Mexican-Americans were visibly absent in the academic life made it possible for me to be called as a “minority student.”
5. The benefits were often, however, so shallow and vain that I was not happy about them.
6. Thus I obeyed and supported the absurd bureaucratic logic of Affirmative Action.
7. I allowed government officials to pay lip service to the disadvantaged condition of many Mexican-Americans by letting them give me the promotion.
8. But the irony ran deep/the situation was exceedingly ironical.
9. The very fact that I am able to apply for this job should be self-explanatory.
10. And, taking advantage of someone else’s situation, I came into sight of campus buildings shadowing pictures I had seen years before when I skimmed through Ivy League catalogs with great hopes.
11. After all, not many schools are going to miss the opportunity of obtaining a Chicano scholar with a Ph.D. in Renaissance literature.
12. You get all of the opportunities.
13. The phrases came readily to the tip of my tongue as if they were bubbles.
14. How different they were from white, middle-class students who come equipped with the evidence of their grades and aptitude test scores and self-confidence to complain about the unequal treatment they now receive.
15. They do not have the kind of confidence and skills a good primary and secondary education provides and which are preconditions for being informed servants for the public.

16. The debate continues, humming and buzzing, yet it is silent to these people.

## II.

1. When he finally arrived in Shanghai, hungry and penniless, he chanced to remember his uncle's home telephone number.
2. She began by addressing both parties at the meeting with a welcoming remark, which was appropriate for the occasion, considering that it was the first meeting between these rival companies.
3. They tried to avoid mentioning her son by constantly evading the subject during the conversation.
4. He knew that she was speaking ill of him behind his back, but decided to let it pass since she was still the boss.
5. His parents were furious with him when he passed up the opportunity of furthering his education abroad.
6. There are so many applicants for the few available positions that the company does not even bother to inform the applicants that their applications have been received.

## III.

1. My plan to become a professor of English was made more difficult by feelings of embarrassment and guilt.
2. For me opportunities had been surprisingly good and plenty.
3. ... though frequent was the admission that I was no longer a typical sufferer of racism or any other social oppression.
4. As I followed on the path of advanced literary studies and learned the skill of reading Spenser and Wordsworth and Empson, I would hear myself counted among the culturally under-educated/deprived.
5. And guilt would not be avoided by my looking away when I saw a face like my own in a crowd.
6. They struggled for success and then, when it was almost achieved, grew oddly afraid and give it all up.
7. Most schools promised terms quite reasonable for any new assistant professor.
8. As the pile of letters got higher, my hesitation increased.
9. Faculty members were visibly happy.
10. February came and I was using up my time and excuses.
11. One chairman guessed my delay was a negotiation tactic and made a better offer with each of my calls.
12. And I guessed his next question.
13. In his situation, however, no one had indicated that they had received his letter with even

a postcard.

14. To avoid his criticism, I wanted to support his position.
15. In a deceivingly calm voice, I responded that he had offered a simplistic argument of the whole issue.
16. All I was saying was almost as bad as a desperate self-defense.
17. But my mind was really sidetracked to another issue.
18. But as I listened to him making out a case for his rights, I thought of the seriously disadvantaged.

#### IV.

1. (c) 2. (d) 3. (d) 4. (d) 5. (a) 6. (b) 7. (c) 8. (d) 9. (c) 10. (c)

#### V.

(Suggested answers are not needed here. )

#### VI.

(An appropriate key is left to the instructor's own wisdom. )

#### VII.

1. Everyone says that she has got a big break, but I bet that she could not possibly have this job without her parents' assistance.
2. People wonder why he was so fortunate as to be granted admission by Beijing Foreign Studies University. In fact, the reason is simple: Among the high-scoring applicants for majors in foreign languages many are female students; male applicants thus have a slight edge over female applicants. If he were a girl, it would have been a different story.
3. I am grateful that you have put in a few good words on my behalf. I am not that attached to this position, but it does allow me to get a foot in the door of promotion.
4. As an employee of the company you must comply with all its rules and regulations.
5. She had been working in this position for a total of four years, always cautious and wary of the risk of offending her superior. Just as her chance of getting promoted was within reach, she was suddenly accused of bribery.
6. Ten years ago when he leafed through the catalogs of the top 500 companies of the world little did he know that ten years later he would become the Director of General Electrics.
7. As the Director of the biggest bank in Asia, he was actually in a position to be the beneficiary of the financial crisis in Asia a few years ago.
8. Although he did not exactly say "No," it was clear to everyone present that his respond amounted to a rejection of the company's invitation.

## Further Reading (Passage II)

### Multiple Choice Exercises

1. (c) 2. (a) 3. (b) 4. (b) 5. (a) 6. (c) 7. (c) 8. (a) 9. (a) 10. (d)

## Listening

### Exercises for Listening Comprehension

#### I.

1. (c) 2. (a) 3. (b) 4. (c)

#### II.

1. (T) 2. (F) 3. (F) 4. (T)

#### III.

Refer to the Tapescript.

### **Tapescript**

#### **How It Feels to Be Colored Me**

I am colored but I offer nothing in the way of extenuating circumstances except the fact that I am the only Negro in the United States whose grandfather on the mother's side was *not* an Indian chief.

I remember the very day that I became colored. Up to my thirteenth year I lived in the little Negro town of Eatonville, Florida. It is exclusively a colored town. The only white people I knew passed through the town going to or coming from Orlando. The native whites rode dusty horses, the Northern tourists chugged down the sandy village road in automobiles. The town knew the Southerners and never stopped cane chewing when they passed. But the Northerners were something else again. They were peered at cautiously from behind curtains by the timid. The more venturesome would come out on the porch to watch them go past and got just as much pleasure out of the tourists as the tourists got out of the village.

The front porch might seem a daring place for the rest of the town, but it was a gallery seat for me. Not only did I enjoy the show, but I didn't mind the actors knowing that I liked it. I usually spoke to them in passing. I'd wave at them and when they returned my salute, I

would say something like this, “Howdy-do-well-I-thank-you-where-you-goin’?”

During this period, white people differed from the colored to me only in that they rode through town and never lived there. They liked to hear me “speak pieces” and sing and wanted to see me dance the parse-me-la, and gave me generously of their small silver for doing these things, which seemed strange to me for I wanted to do them so much that I needed bribing to stop. Only they didn’t know it.

But changes came in the family when I was thirteen, and I was sent to school in Jacksonville. I left Eatonville as Zora. When I disembarked from the river boat at Jacksonville, she was no more. It seemed that I had suffered a sea change. I was not Zora of Orange County any more, I was now a little colored girl. I found it out in certain ways. In my heart as well in the mirror, I became a fast brown—warranted not to rub nor run.

But I am not tragically colored. There is no great sorrow dammed up in my soul, nor lurking behind my eyes. I do not mind at all. I do not belong to the sobbing school of Negrohood who hold that nature somehow has given them a lowdown dirty deal and whose feelings are all hurt about it.

Someone is always at my elbow reminding me that I am the granddaughter of slaves. It fails to register depression with me. Slavery is sixty years in the past. The operation was successful and the patient is doing well, thank you. Slavery is the price I paid for civilization, and the choice was not with me. It is a bully adventure and worth all that I have paid through my ancestors for it. No one on earth ever had a greater chance for glory. The world is to be won and nothing to be lost. It is thrilling to think—to know that for any act of mine, I shall get twice as much praise or twice as much blame. It is quite exciting to hold the center of the national stage, with the spectators not knowing whether to laugh or to weep.

I do not always feel colored. Even now I often achieve the unconscious Zora of Eatonville before the Hegira. I feel most colored when I am thrown against a sharp white background.

At certain times I have no race, I am *me*. When I set my hat at a certain angle and saunter down the 7th Avenue, Harlem City, feeling as snooty as the lions in front of the 42nd Street Library, for instance. So far as my feelings are concerned, Peggy Hopkins Joyce on the Boule Mich with her gorgeous raiment, stately carriage, knees knocking together in a most aristocratic manner, has nothing on me. The cosmic Zora emerges. I belong to no race nor time. I am the eternal feminine with its string of beads.

I have no separate feeling about being an American citizen and colored. I am merely a fragment of the Great Soul that surges within the boundaries. My country, right or wrong.

# Writing

## I.

The Equal Employment Opportunity Commission reported in a recent publication that it would take 43 years to end job discrimination if things “progress” at the present rate; that is a very unreasonable timetable. Black people do need Affirmative Action in order to achieve educational and economic equity and parity because they are now behind as a result of discrimination and denial of opportunity. There is no racial equality yet in the area of social services. There is one white attorney for every 680 whites, but only one black attorney for every 4,000 blacks; one white physician for every 659 whites, but only one black physician for every 5,000 blacks; and one white dentist for every 1,900 whites, but only one black dentist for every 8,400 blacks. In the context of U.S. social reality, “reverse discrimination” is an illogical assumption. Never in the history of mankind has a majority, with power, made laws that discriminate against itself. The only thing whites are giving up because of Affirmative Action is their unfair advantage.

## II.

Some news accounts make it seem as if blacks are making progress at the expense of whites. But that is not the case. There are 49 percent more whites in medical schools today and 64 percent more whites in law schools than there were when Affirmative Action programs began in 1969. William Raspberry, in a recent column article, cited the *Bakke* case to raise this question: “What if, instead of setting aside 16 of 100 slots, we added 16 slots to the 100?” That, he suggested, would allow blacks to make progress and would not interfere with what whites already have. He then went on to point out that this, in fact, is exactly what has happened in law and medical schools. Under Affirmative Action, white access to medical schools was not diminished but increased. The trend was also evident in law schools. While the number of enrollment for minority students increased from 1969 till 1976, enrollment for whites also increased by 64 percent. In short, it is a myth that blacks are making progress at whites’ expense.



# Unit 2

## Language and Society

### Close Reading

#### Exercises

##### I.

1. The argument concerning how black English is used, how it is perceived or in what conditions it exists today is embedded in American history and has absolutely nothing to do with the question the argument raises hypothetically.
2. Language, also, far more suspiciously, is intended to label the other—and, in this case, the other is refusing to be defined by a language that has always denied the recognition of him.
3. People develop a language in order to describe and thus control their circumstances, or in order not to be enslaved by a reality for which they cannot find expressions.
4. But each, in different ways, has made, and is making, sacrifice for this “common” language, in which, as it so happens, they are not saying, and cannot be saying, the same things.
5. What joins all languages, and all men, is the necessity to meet the challenges of living, in order, not unimaginably, to outsmart death.
6. This determination also gives fuel to resistance in Ireland for among the many injustices the Irish have suffered from the English rule is the English contempt for their language.
7. *Jazz*, for example, is a specific word with sexual connotations, as in *jazz me, baby*, but white people removed the sexual connotation and used it in such a phrase as the Jazz Age.
8. *Sock it to me*, which means, roughly, the same thing, has been adopted by Nathaniel Hawthorne’s descendants with no misgivings or reservations at all, ... which was once the saddest image of poverty for African Americans, was turned into a thing called the Beat Generation, ...
9. Now, no one can have the best of both worlds, and it is a bit too late to attempt to blame black people for having created a language that enables the nation to take a look at reality, a language without which the nation would be even more in pain than it is.
10. And under these conditions, the slave began the formation of the black church, and it is

within this extraordinary context that black English began to be developed.

11. This understanding would reveal so much truth about who he is, and smash that mirror before which he has been standing and gazing for so long.
12. A people at the center of the Western world, and in the midst of so hostile a population, has not survived and triumphed simply because they have what others condescendingly call a "dialect."
13. We, the blacks, are powerful enough in our eloquence because we are not obliged to justify a moral system that we know to be a lie.
14. A child cannot be taught by anyone who primarily demands that the child reject his experience, and all that nurtures him, and get into a strange state in which he can pretend not to be black, and in which he knows that he can never become white.

## II.

1. I know what I should say to the headmaster. At least I know I'm not compelled to tell a lie.
2. She could hardly imagine how much her son had suffered these years in the hands of his stepfather who was drunk most of the time.
3. The dinner with her boss was meant to help her keep the job, but it turned out that she still had to lose it.
4. I have warned him to divorce himself thoroughly from the notorious gang.
5. He took no heed of my warning and now it is too late: In court he could not convince the judge that he had nothing to do with the gang-related bank robbery.
6. She should know better that she can't dress like that because mini-skirts are now out of style.

## III.

1. Language, without doubt, says so much about the speaker.
2. A Frenchman living in Paris speaks a language that is different in subtle and fundamental ways from that of the man living in Marseilles.
3. The price for this is the admission, and attainment, of one's role in historical time.
4. It is the most important and dramatic factor in identity: It reveals the private identity, and connects one with, or segregates one from, the larger public, or communal identity..
5. The array (and dominance) of accents on that damp little island make England logical for the English and totally incomprehensible for everyone else.
6. You have made a confession/revelation of your parents, your youth, your school, your salary, your self-esteem, and, alas, your future.
7. I say that this present fight is rooted in American history, and it is.
8. This was not, merely, as in the European example, the adoption of a foreign tongue, but a