

English

文化透视
英语教程

教师手册
TEACHER'S
MANUAL 1-2

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,也适用于入学时英语水平较高的大学非英语专业学生和有一定英语基础而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中,以期领会准确的、纯粹的英语,从而生动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。本书编者既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,因之力图割切中边,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式,促使学生在学习的各个阶段参与教学活动。

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专题展开讨论。

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 的第一篇则从另外一个角度对同一文化专题展开探讨,可作为泛读材料或供教师在课堂上组织对该文化专题讨论时使用;第二篇则可作为训练学生快速阅读能力的教材。

Listening 含有一篇听力材料和一部推荐电影。部分听力材料选自美国人对某一文化专题进行讨论时的录音。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学习程度和兴趣对阅读、听力、写作各部分中的具体内容进行筛选。每周可以安排 10 至 14 个课时。每个单元中的三大部分可以由同一个教师来讲授,也可以由几位教师分别执讲,但要注意加强不同课型教师间的联系和沟通。

本套教程共含 6 册,每册各有 16 个单元,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 One

Unit 1

Voices from the Family

Close Reading

Exercises

I.

- | | |
|----------------------------------|--------------------|
| 1. between | 2. from, to, of/in |
| 3. from/in, to, in, with, behind | 4. to, for |

II.

1. Who among those fiery sons, with their eyes showing anger and confusion, really communicated with his father?
2. Who even knew, not to say admired, what the father did in his not-so-well-understood world (or his self-enclosed city)?
3. Whether he was considered a father or not depended on whether or not he could bring home income.
4. It meant either shouting or that troubling silence most deeply hidden in the soul of any real American boy.
5. I wish there were something else in the file folder, some story, some positive example that you could uphold.
6. They go through the files on the subject in their minds.
7. There is even an occasional full-time father—who makes the same kind of mistakes as full-time mothers would make.
8. He wants the kind of relationship that is (only) intimately involved with the family's daily routines that require time and patience.

III.

1. He cannot tell the difference between the two sounds, let alone pronounce them accurately.
2. The job at the front desk is meant for those who have received some basic training in computer and English.
3. The minute Mr. Goldsmith comes to the office, let him know that the boss wishes to see

him.

4. She loves to go to the class reunion. On the other hand, she does not want to see that person who hurt her feelings in the past.
5. Nobody knows for sure what has happened between Susan and her ex-boyfriend, but it is clear that she refuses to be involved in anything connected to him.

IV.

1. It's a simple story about a judge who, when faced with a fifteen-year-old kid who needed help, made an unusual judgment.
2. There is an excerpt from a novel by Stephen Koch.
3. So these sons are trying to devise their own positive examples for emulation.
4. Margaret Mead has written that "human fatherhood is something invented for social purposes."
5. These fathers don't want to be the kind of fathers who only spend time with their families on Sundays.
6. They can't insist on the excuse that the reason they are not there for their families is because they have to work hard to be successful justifying their absence with the need to Make it.
7. Their bosses are usually men of their father's generation whose offices are designed for full-time mothers and absent fathers.

V.

1. He is no more than 10 years old, but he is already difficult to deal with.
2. Jack has been working hard (in the hope) to get ahead, but he does not know how to connect with his colleagues.
3. None of the children wants to play with her. So the minute she has a problem, she will call the teacher for help.
4. Tom can work ten to twelve hours a day, six days a week, and he never refuses any opportunity to work overtime, but—how shall I put it?—he is what people call a workholic.

Further Reading (Passage II)

Multiple Choice Exercises

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

Listening

Exercises for Listening Comprehension

I.

1. (c) 2. (a)

II.

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

III.

Refer to the Tapescript.

Tapescript

So you wanted me to speak a little about my father, right? OK. When—when I was born, he was already a little bit old; he was 44 when I was born. So, when I was growing up—ah—there were some things he couldn't do that I saw other fathers doing with their sons. So I wanted to play sports with my dad but he was always a little bit tired. And, he couldn't play baseball with us, for an example. That's, that's something, you know, that was missing. So he wasn't a very—a very—physical father, so to speak. And, and he also worked long hours, so I didn't see him very much. But, I was always very happy to see him and always jumped on his lap and—loved the smell of his pipe and his aftershave and—and, anyway, that, he seemed more special because there was less of him to go around. So you know, weekends were great cause he was home and he wasn't working. It was nice to go into the garage to see what he was doing in the garage with his tools and if he was fixing something I always wanted to watch, maybe learn something from him. He was always happy to teach us things or show us things. But he was a very—ah, how do you explain it—he was a very calm man and not very pushy. So he wouldn't drag us in and say, "OK, this is what we are doing today!" If we came in, fine. If we didn't, he would continue doing what he was doing. So he was maybe more of a private man, and—he didn't talk—he didn't talk a lot about his past either. So if you wanted to know his life as a younger man, you had to dig for a while and then he would change the subject, and you usually wouldn't get too much information from him.

Writing

Writing Exercises

1. Every time I visited my hometown, a small village in the mountain area, memories about my happy and carefree childhood would come back to me.
2. All that interests me at the moment is whether we should take the trip. All other topics we can discuss later.
3. In fact, we found out that the trip was rather costly, not at all like the good deal that the travel agent had promised.
4. It is my father who does the cooking every day since my mother goes to work on the other side of the city and comes home rather late.

Guided Writing: Summary

I.

From the age of five or six Berger began to fear for the death of his parents. The fear would come with nightfall. He wanted to know that his parents would not die at night. But he could not really ask: You won't die in the night, will you? Instead, he invented the euphemism: See you in the morning!

II.

If my mother was all too thrifty, she was generous at the dinner table, offering whatever she had bought, prepared and cooked to whoever came into the house. She had learned from her childhood that it was hard to survive in life. She asked no favor of anyone and depended on nobody. Love, my mother used to say, is the only thing that counts in the world.

Unit 2

The House Divided

Close Reading

Exercises

I.

- | | | |
|------------------|--------------------|-------------------|
| 1. with, for, in | 2. as, in | 3. to, throughout |
| 4. From, for | 5. as, of/in, from | 6. at |

II.

1. It was not long afterwards that the State of Georgia offered to pay \$1,000 for the information leading to the arrest of Walker.
2. Georgia passed/made laws that made it criminal to hand out such publications.
3. Walker went on with his sacred work, but died mysteriously in 1830, very likely being murdered.
4. Fearing that he would be recognized as a slave fugitive, Douglass went to England for two years.
5. How would they feel if we were to treat them cruelly as our slaves, and murder them as they do to us?

III.

1. The students of this school have made it a rule that all of them should speak English in the classroom.
2. Mary tried at every opportunity to persuade her mother, knowing that it would not be easy.
3. In addition to her job at the Plaza Hotel as a chambermaid, she also ran a small grocery store.
4. Zhu Shenghao was among many who have tried to render Shakespeare's plays into Chinese.

IV.

1. Douglass was a talented writer and speaker.

2. He was once dragged from a railroad car that served only the white people.
3. People all over the South were astonished in 1830.
4. Walker had seen blacks being bought and sold as other people's possessions.
5. Sojourner Truth gave up/abandoned her slave name.
6. Walker's message was included in many religious sermons in the South.

V.

1. During his first visit to that place, Mr. Wang was quite shocked by the aloofness of the locals. But, after a while, he began to understand that it was part of the social mannerism typical in there.
2. He was born a village boy in the Northwest of China and did not have much of education in his childhood.
3. He was fishing by the river that day and happened to witness how that boy was murdered and thrown into the river.
4. During the first few years when they worked together, the workers found a leader of natural talents in Jimmy.
5. We need to spread the word at every opportunity that environmental protection should begin with one's self.

Further Reading (Passage II)

Multiple Choice Exercises

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

Listening

Exercises for Listening Comprehension

I.

1. (d) 2. (b) 3. (d)

II.

1. (F) 2. (F) 3. (F) 4. (F) 5. (T)

III.

Refer to the Tapescript.

Tapescript

Just imagine a Northern family in the 1850s, gathered around the fireplace after dinner, listening to a story of extreme cruelty and unhappiness. They were reading a novel about the horrors of slavery in the South. The main character of the novel, Tom, a slave, has just been sold and will have to work to the point of endurance for the slaveholder. The novel that stirred the entire country was *Uncle Tom's Cabin*, written by Harriet Beecher Stowe and came out in 1852. Stowe hated slavery and was especially upset by the cruel new Fugitive Slave Act of 1850, which called on Northerners to help catch runaway slaves from the South. Even worse, the Act did not allow runaway slaves to defend themselves in court.

Stowe decided to attack the moral evils of slavery and to write something that would make the whole nation feel what a cruel thing slavery was. Within days after the book was published, 10,000 people had bought the novel. Within a year, readers had bought 300,000 copies of *Uncle Tom's Cabin*. A dramatic play inspired by the novel was staged in New York, London and Paris. People were moved to tears when they saw the play. Popular skits loosely based on the book were widely performed in towns throughout the North. Everywhere the book went, *Uncle Tom's Cabin* carried its powerful message of the evils of slavery.

Through this book, millions of Americans learned of the nightmare that black slaves lived and a faint beam of hope for freedom that they kept in their souls. People who had paid little attention to David Walker's political pleas or religious sermons read each word of Stowe's more emotional appeal. Many people became convinced that slavery was a great national shame.

Stowe had hoped that her book would bring a peaceful ending to slavery in the country, but instead, it just seemed to have kept the North and the South further apart and to have brought the nation closer to war. Northerners hated the South more than ever, for fear that a slave power might take over the national government, while Southerners considered the book a shocking lie and an unforgivable insult to their ways of life.

Writing

Writing Exercises

1. I have never been allowed to sleep in the open, even in hot summer nights. So I have never had the pleasure of looking at the stars in the summer.

2. With two books under his arm, he walked into the room humming a tune.
3. To Northerners, slavery was a national shame.
4. Son of a poor farmer from a remote village in the Northwest of China, Li Ping owes his success in completing his education almost entirely to the help of his classmates.

Guided Writing: Summary

I.

On a cold morning of December 2, 1859, John Brown was hanged in a prison in Virginia. In a note he wrote to his jailer before his death, Brown said, "The crimes of this guilty land will never be purged away, but with blood." Brown was sentenced to a speedy death because he had led an insurrection against slaveholders. His death touched off a wave of sympathy and admiration in the North. To antislavery supporters, he was a hero.

II.

Brown and his men attacked a federal arsenal at Harpers Ferry in order to seize guns and to pass guns and ammunition to slaves in the area. They were successful in holding off the local militia for one day. But no local slave came to their help as few had heard of their revolt. When the U. S. marines stormed the arsenal and when Brown had lost many men, including two of his sons, Brown gave up the defense.