



*Understanding the U.K.
Society and Culture*



英国国情
英国社会与文化
(第2版)

常俊跃 李莉莉 赵永青 主编



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第六届国家级优秀教学成果奖

辽宁省优秀教学成果一等奖

21世纪CBI内容依托系列英语教材

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前 言

随着我国英语教育的快速发展,英语专业长期贯彻的“以技能为导向”的课程建设理念及教学理念已经难以满足社会的需要。专家教师们密切关注的现行英语专业教育大、中、小学英语教学脱节,语言、内容教学割裂,单纯语言技能训练过多,专业内容课程不足,学科内容课程系统性差,高、低年级内容课程安排失衡及其导致的学生知识面偏窄、知识结构欠缺、思辨能力偏弱、综合素质发展不充分等问题日益凸显。

针对上述问题,大连外国语大学英语专业在内容与语言融合教学理念的指导下确定了如下改革思路:

(一)更新语言教学理念,改革英语专业教育的课程结构。改变传统单一的语言技能课程模式,实现内容课程与语言课程的融合,扩展学生的知识面,提高学生的语言技能。

(二)开发课程自身潜力,同步提高专业知识和语言技能。课程同时关注内容和语言,把内容教学和语言教学有机结合。以英语为媒介,系统教授专业内容;以专业内容为依托,在使用语言过程中提高语言技能,扩展学生的知识面,提高思辨能力。

(三)改革教学方法,全面提高语言技能和综合素质。依靠内容依托教学在方法上的灵活性,通过问题驱动、输出驱动等方法调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合,提高学生的语言技能,激发学生的兴趣,培养学生的自主性和创造性,提升思辨能力和综合素质。

本项改革突破了我国英语专业英语教学大纲规定的课程结构,改变了英语专业通过开设单纯的听、说、读、写、译语言技能课程提高学生语言技能的传统课程建设理念,对英语课程及教学方法进行了创新性的改革。首创了具有我国特色的英语专业内容与语言融合的课程体系;开发了适合英语专业的内容与语言融合的课程;以英语为媒介,比较系统地教授专业内容;以内容为依托,全面发展学生的语言技能;扩展学生的知识面,提高学生的综合素质,以崭新的途径实现英语专业教育的总体培养目标。

经过十年的实验探索,改革取得了鼓舞人心的结果。

(一)构建了英语专业内容与语言融合教学的课程体系。课程包括美国历史文化、美国自然人文地理、美国社会文化、英国历史文化、英国自然人文地理、英国社会文化、澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化、希腊罗马神话、综合英语(美国文学经典作品)、综合英语(英国文学经典作品)、综合英语(世界文学经典作品)、综合英语(西方思想经典)、英语视听说(美国社会文化经典电影)、英语视听说(英国社会文化经典电影)、英语视听说(环球资讯)、英语视听说(专题资讯)、英语短篇小说、英语长篇小说、英语散文、英语诗歌、英语戏剧、英语词汇学、英语语言学、语言与社会、语言与文化、语言与语用等。这些课程依托专业知识内容训练学生综合运用语言的能力,扩展学生的知识面,提高学生的多元文化意识,提升学生的综合素质。

(二)系统开发了相关国家的史、地、社会文化以及跨文化交际课程资源。在内容与语言融合教学理念的指导下,开发了上述课程的资源。开发的教材改变了传统的组织模式,系统组织了教学内容,设计了新颖的栏目板块,设计的活动也丰富多样,实践教学中心

受到了学生的广泛欢迎。此外还开发了开设课程所需要的教学课件等。在北京大学出版社、华中科技大学出版社、北京师范大学出版社的支持下,系列教材已经陆续出版。

(三) 牵动了教学手段和教学方法的改革,取得了突出的教学效果。在内容与语言融合教学理念的指导下,教师的教学理念、教学方法、教学手段得到更新。通过问题驱动、输出驱动等活动调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合,激发学生的兴趣,培养学生自主性和创造性,提高学生的语言技能,提升思辨能力和综合素质。曾有专家、教师担心取消、减少语言技能课程会对学生的语言技能发展会产生消极影响。实验数据证明,内容与语言融合教学不仅没有对学生的语言技能发展和语言知识的学习产生消极影响,而且还产生了多方面的积极影响,对专业知识的学习也产生了巨大的积极影响。

(四) 提高了教师的科研意识和科研水平,取得了丰硕的教研成果。开展改革以来,团队对内容与语言融合教学问题进行了系列研究,活跃了整个教学单位的科研气氛,科研意识和科研水平也得到很大提高。课题组已经撰写研究论文60多篇,撰写博士论文3篇,在国内外学术期刊发表研究论文40多篇,撰写专著2部。

教学改革开展以来,每次成果发布都引起强烈反响。在第三届中国外语教学法国际研讨会上,与会的知名外语教育专家戴炜栋教授等对这项改革给予关注,博士生导师蔡基刚教授认为本项研究“具有导向性作用”。在第二届全国英语专业院系主任高级论坛上,研究成果得到知名专家、博士生导师王守仁教授和与会专家教授的高度评价。在中国英语教学研究会年会上,成果再次引起与会专家的强烈反响,博士生导师石坚教授等给予了高度评价。本项改革的系列成果两次获得大连外国语大学教学研究成果一等奖,两次获得辽宁省优秀教学成果奖一等奖,一次获得国家教学成果奖。目前,该项改革成果已经在全国英语专业教育领域引起广泛关注。它触及了英语专业的教学大纲,影响了课程建设的理念,引领了英语专业的教学改革,改善了教学实践,必将对未来英语专业教育的发展产生积极影响。

《英国国情:英国社会与文化》教材针对的学生群体是具有中学英语基础的大学生。适用于英语专业一、二年级学生,也适用于具有中学英语基础的非英语专业学生和英语爱好者学习。总体来看,本教材具备以下主要特色:

(一) 遵循了全新的教学理念

本教材改变了“为学语言而学语言”的传统教材建设理念,在具有时代特色且被证明行之有效的内容依托教学理论指导下,改变了片面关注语言知识和语言技能忽视内容学习的做法。它依托学生密切关注的英国社会文化内容,结合社会文化内容组织学生进行语言交际活动,在语言交流中学习有意义的知识内容,既训练语言技能,也丰富相关知识,起到的是一箭双雕的作用。

(二) 涉及了丰富的教学内容

当代的大学生兴趣广泛,朝气蓬勃。为了满足学生身心发展的需要,本教材提供的材料贴近社会,贴近学生,生动鲜活,丰富多彩,具有时代气息。教材以英国社会文化为主线,涉及英国人的性格、价值观、宗教信仰、学校教育、政治政体、社会福利、生活方式、风俗节日、大众传媒、文学艺术、体育竞技、音乐赏析等主题。一切围绕大学生感兴趣的话题组织教材,以期用青年学生喜爱的好材料感染学生,影响学生,帮助学生了解英国社会文化,正确地认识英国社会文化,培养学生对异域社会文化的敏感性,培养学生对其他民族包容的态度和国际的视野。

(三) 引进了真实的教学材料

英语教材是英语学习者英语语言输入和相关知识输入的重要渠道。本教材大量使

用真实、地道的语言材料,为学生提供了高质量的语言输入。此外,为了使课文内容更加充实生动,易于学生理解接受,编者在课文中穿插了大量的插图、表格、照片等真实的视觉材料,表现手段活泼、形式多种多样,效果生动直观。

(四) 设计了新颖的教材板块

本教材每一单元的主体内容均包括 Before You Read, Start to Read, After You Read 和 Read More 四大板块,也就是课前热身、课文正文、课后练习和辅助阅读。课前热身包括启发性的问题或准备活动;课文正文介绍英国重要的社会文化知识;课后练习关注英国社会文化知识的学习和英语语言的学习;辅助阅读内容对课文正文进行补充,为学有余力的读者提供更多更详细的内容;娱乐园地介绍的相关网址、电影、书籍、歌曲等可供读者选择自己感兴趣的内容对英国社会文化进行多角度的认识。教材不仅在结构上确立了学生的主体地位,而且系统的安排也方便教师借助教材有条不紊地开展教学活动。它改变了教师单纯灌输、学生被动接受的教学方式,促使学生积极思考、提问、探索、发现、批判,培养自主获得知识,发现问题和解决问题的能力。

(五) 提供了有趣的训练活动

为了培养学生的语言技能和综合素质,本教材在关注英语语言知识训练和相关知识内容传授的基础上精心设计了生动多样的综合训练活动,例如头脑风暴、话题辩论、角色扮演、主题陈述、故事编述等等。多样化的活动打破了传统教材单调的训练程式,帮助教师设置真实的语言运用情境,组织富于挑战性的、具有意义的语言实践活动,培养学生语言综合运用能力。

(六) 推荐了经典的学习材料

教材的这一特色在于它对教学内容的延伸和拓展。在每个章节的最后部分,编者向学生推荐经典的书目、影视作品、名诗欣赏以及英文歌曲等学习资料,这不仅有益于学生开阔视野,也使教材具有了弹性和开放性,方便不同院校不同水平学生的使用。

本教材是我国英语专业综合英语课程改革的一项探索,凝聚了全体编写人员的艰苦努力。然而由于水平所限,还存在疏漏和不足,希望使用本教材的老师和同学们能为我们提出意见和建议。您的指导和建议将是我们提高的动力。

编者

2016年5月17日

于大连外国语大学

《英国国情:英国社会与文化》

尊敬的老师:

您好!

为了方便您更好地使用本教材,获得最佳教学效果,我们特向使用该书作为教材的教师赠送本教材配套课件资料。如有需要,请完整填写“教师联系表”并加盖所在单位系(院)公章,免费向出版社索取。

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填写完毕后,请将此表邮寄给我们,我们将为您免费寄送本教材配套资料,谢谢!

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Unit 1

The English Character

Success is the ability to go from one failure to another with no loss of enthusiasm.

—Winston Churchill

Unit Goals



- To understand the character of English people
- To get acquainted with some basic cultural concepts concerning the English character
- To learn useful words and expressions concerning the English character and improve English language skills



Before You Read

Work with your partner and share ideas with each other.

- 1) What are the first three things that come into your mind when you hear the word “Britain” or “Britons”?

e.g. When I think of “Britain,” I think of. . .



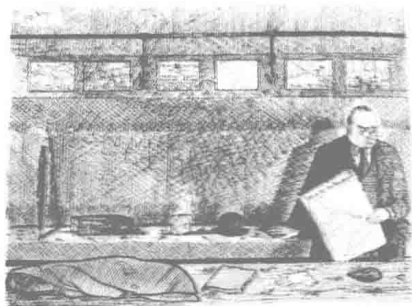
2) What do you think of the Britons? What are the three descriptive words you associate most with British people?

e. g. ____, ____, ____

Start to Read

Text A The English Character (I)

1 To other Europeans, the best known quality of the British, and in particular of the English, is “reserved.” A reserved person is one who does not talk very much to strangers, does not show much emotion, and seldom gets excited. It is difficult to get to know a reserved person; he never tells you anything about himself, and you may work with him for years without even knowing where he lives, how many children he has, and what his interests are. English people tend to be like that.



12 The British's Character
A case of reserving oneself

2 If they are making a journey by bus, they will do their best to find an empty seat; if by train, an empty compartment. If they have to share the compartment with a stranger, they may travel many miles without starting a conversation. If a conversation does start, personal questions like “How old are you?” or even “What is your name?” are not easily asked.

3 This reluctance to communicate with others is an unfortunate quality in some ways since it tends to give the impression of coldness, and it is true that the English (except perhaps those in the North) are not noted for their generosity and hospitality. On the other hand, they are perfectly human behind their barrier of reserve, and may be quite pleased when a friendly stranger or foreigner succeeds for a time in breaking the barrier down. We may also mention at this point that the people of the North and West, especially the Welsh, are much less reserved than those of the South and the East.

4 Closely related to English reserve is English modesty. Within their hearts, the English are perhaps no less conceited than anybody else, but in their relations with others they value at least a show of modesty. Self-praise is felt to be impolite. If a person is, let us say, very good at tennis and someone asks him if he is a good player, he will seldom reply “Yes” because people will think him conceited. He will probably give an answer like “I’m not bad” or “I

think I'm very good" or "Well, I'm very keen on tennis." Even if he had managed to reach the finals in last year's local **championships**, he would say it in such a way as to suggest that it was only due to a piece of good luck.

5 The famous English sense of humor is similar. Its starting-point is self-**dispraise**, and its great enemy is conceit. Its object is the ability to laugh at oneself—at one's own faults, one's own failure, even at one's own ideals. The **criticism** "He has no sense of humor" is very commonly heard in Britain, where humor is highly prized. A sense of humor is an attitude to life rather than the mere ability to laugh at jokes. This attitude is never cruel or **disrespectful** or **malicious**. The English do not laugh at a cripple or a madman, or a tragedy or an honorable failure.



"The tooth has to come out anyway, no reason why we can't have a little fun."

6 Since reserve, a show of modesty and a sense of humor are part of his own nature, the typical Englishman tends to expect them in others. He secretly looks down on more **excitable** nations, and likes to think of himself as more reliable than them. He does not trust big promises and open shows of feelings, especially if they are expressed in **flowery** language. He does not trust self-praise of any kind. This applies not only to what other people may tell him about themselves orally, but to the letters they may write to him. To those who are fond of flowery expressions, the Englishman may appear uncomfortably cold.



"Just remember, son, it doesn't matter whether you win or lose—unless you want Daddy's love."

7 Finally, **sportsmanship**. Like a sense of humor, this is an English ideal which not all Englishmen live up to. It must be realized that sport in this modern form is almost entirely a British invention. Boxing, rugby, football, hockey, tennis and cricket were all first organized and given rules in Britain. Rules are the essence of sport, and sportsmanship is the ability to practice a sport according to its rules, while also showing generosity to one's **opponent** and good temper in defeat. The high pressure of modern international sport makes these ideals difficult to keep, but they are at least highly valued in Britain and are certainly achieved there more commonly than among more excitable peoples. Moreover, sportsmanship as an ideal is applied to life in general and this is proved by the number of sporting terms used in ordinary speech. Everybody talks of "fair play" and "playing the game" or "playing fair." Borrowed from boxing, "straight from the shoulder" is used to describe a well-aimed strong criticism,

and “below the belt” is used to describe an unfair one. One of the most elementary rules of life is “never hit a man when he’s down.” In other words, never take advantage of a person’s misfortune. English schoolboys often show this sense of sportsmanship to a surprisingly high degree in their relations with each other.

After You Read



Knowledge Focus

1. Work with your partner and share ideas with each other.

What would an Englishman or woman usually do in the following situations?

- ◇ An Englishman makes a journey to somewhere by train. . .
- ◇ An acquaintance asks an English lady’s age. . .
- ◇ Someone pays compliments to an Englishman’s skills in tennis. . .
- ◇ There’s something quite funny happening in public and an Englishman happens to see it. . .
- ◇ An Englishman has just lost a tennis match. . .

2. Write T if the statement is true and F if it is false.

- ___ 1) A reserved person is one who is quite emotional, and tends to get excited easily.
- ___ 2) The British people are not noted for their generosity and hospitality.
- ___ 3) The Welsh are much less reserved than people of the South and the East.
- ___ 4) A sense of humor is an attitude to life rather than the mere ability to laugh at jokes.
- ___ 5) “Straight from the shoulder” and “below the belt” are sporting terms borrowed from rugby.

Language Focus

1. Discuss the meanings of the bold-faced words in this text and work with a partner to fill in the blanks with a proper word or words.

- 1) While English people are, in general, *reserved*; the American people tend to be _____.
- 2) If a person is *reluctant* to communicate with others, he usually _____ to start a conversation.
- 3) The hostess is very *hospitable*, and the guests are treated _____.
- 4) Whenever anyone mentions the word “*conceit*,” the image of Mr. Darcy comes into mind, he was thought to be _____.
- 5) You’d better _____ those people who are sweet as honey to your face and as *malicious* as hell behind your back.
- 6) If you seek help from a friend known for *generosity*, he is likely to _____.

2. Fill in the blanks with the following expressions you have learned in the text:

be noted for	look down on	be keen on
due to	for a time	live up to
take advantage of		apply to

- 1) This rule cannot be _____ any case.
- 2) Students must _____ every opportunity to speak English.
- 3) Conceited people always _____ others.
- 4) _____ the police thought she might be guilty, but before long they eliminated her from their list of suspects.
- 5) This resort _____ its hot springs.
- 6) It's boring to stay at home all day long. I _____ outdoor sports.
- 7) His success is entirely _____ his hard work.
- 8) I hope I can _____ the expectations of my parents.

3. Fill in the blanks with the proper forms of words in the brackets.

- 1) A _____ (reserve) person is one who does not talk very much to strangers, does not show much emotion, and seldom gets excited.
- 2) This _____ (reluctant) to communicate with others is an unfortunate quality in some ways since it tends to give the impression of coldness.
- 3) It is true that the English (except perhaps those in the North) are not noted for their _____ (generous) and _____ (hospitable).
- 4) Closely related to English reserve is English _____ (modest).
- 5) To the English people, self-praise is felt to be _____ (polite).
- 6) The _____ (criticize) "He has no sense of humor" is very commonly heard in Britain, where humor is highly prized.
- 7) The typical Englishman secretly looks down on more _____ (excite) nations, and likes to think of himself as more _____ (rely) than they.
- 8) English schoolboys often show the sense of sportsmanship to a _____ (surprise) high degree in their relations with each other.

4. Proofreading and error correction.

The passage contains FIVE errors. Each indicated line contains a maximum of ONE error. In each case, only ONE word is involved. You should proofread the passage and correct it in the following way:

For a wrong word, underline the wrong word and write the correct one in the blank provided at the end of the line.

For a missing word, mark the position of the missing word with a "Λ" sign and write the word you believe to be missing in the blank provided at the end of the line.

For an unnecessary word, cross the unnecessary word with a slash "/" and put the word in the blank provided at the end of the line.

The English are not usually giving to patriotic boasting—indeed, both patriotism and boasting are regarded as unseemly, the combination of these two sins is doubly distasteful. But there is one significant exception to this rule, and that is the patriotic pride we take with our sense of humour, particularly in our expert use of irony. The popular belief is that we have a better, more subtle, more highly developed sense of humour than any nation, and specifically that other nations are all tediously literal in their thinking and capable of understanding or appreciating irony.

1) _____

2) _____

3) _____

4) _____

5) _____

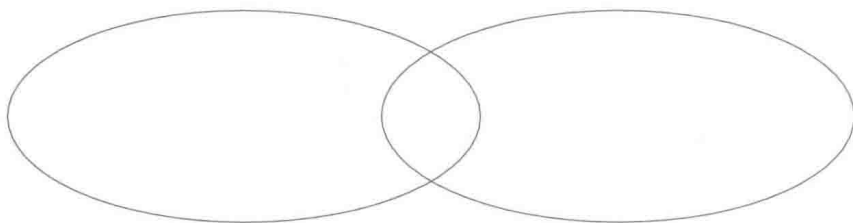
Comprehensive Work

1. Study the following British sayings and try to use them to make dialogues.

- 1) A stitch in time saves nine.
- 2) One man's meat is another man's poison.
- 3) You can lead a horse to water, but you cannot make it drink.
- 4) The grass is always greener on the other side.
- 5) Don't cross your bridges before you come to them.
- 6) The best advice is found on the pillow.
- 7) Birds of a feather flock together.
- 8) Don't look a gift horse in the mouth.

2. Pair Work: Work with your partner and share ideas with each other.

Compare the English character with the American character. What are the similarities and differences?



3. Essay Writing

Write a passage of about 300 words, presenting your understanding of the following questions.

- ❖ Which aspect of the English character impresses you the most?
- ❖ Why?