



English

文化透视 英语教程

BOOK ONE

何其莘 童明(美) 编著

Through



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A Comprehensive Course Book for English Majors

Culture

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



English Through Culture

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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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Unit 1

Voices from the Family

CLOSE READING

Pre-reading Questions

1. There is a traditional Chinese notion that a mother's job is to bring up children. What do you think of the notion?
2. What do you believe is the responsibility of a father in the family?
3. What kind of a father (or mother) do you like to be when you get married and have a family of your own?

The Belated Father

Ellen Goodman

There is a small clipping, no more than 2 square inches, that has been in my file marked "Fathers" since last fall. It's a simple story about a judge in western Massachusetts who, when confronted with a fifteen-year-old kid in trouble, made an unusual judgment. He sentenced the father to thirty days of dinner at home.

5 There are some other things in the folder. One is a letter to an advice column from a woman. The woman's husband has never kissed their baby son because he said, "I felt funny kissing a guy." Behind that letter is a statistic: "Ten percent of the children in this country live in fatherless homes."

10 There is also a quote from a novel about the children of the sixties, written by Stephen Koch. It says, "Who among those fiery sons, with their vague and blasted eyes, really connected with his father; who even knew, let alone admired, what the father did in that invisible city of his? Fatherhood meant delivering, or not delivering, checks. It meant not being around, or being unwelcome when around. It meant either shouting or that soul-crushing silence most deeply installed in the soul

15 of any red-blooded American boy: Dad mute behind his newspaper."

I wish there were something else in the file folder, some story, some role model you could applaud.

There are so many young fathers who don't want to be like their own dads. They feel awkward when they find themselves alone with their fathers today. They
20 flip through their own mental files on the subject. There is Father Knows Best and Father Knows Nothing, Father as Pal, and Father as Trans-parent. There is even an occasional full-time father—who trips in all the pitfalls of full-time mothers.

None of these will do. They don't fit. They don't feel right. So these sons are trying to devise their own role models. They are becoming—what shall we call
25 them? —working fathers.

Margaret Mead has written that “human fatherhood is a social invention.” Maybe so. But they are re-inventing it. They want to be involved in the full range of their children's lives, to know which days the kids have to wear sneakers for gym and which kid would starve before he'd eat cauliflower.

They are learning to deal with kids when they are crying or are dirty or hungry. As one father said, “When I was a kid, my father would play ball with me, but the
30 minute I hurt my knee, we'd both call for my mother.”

He wants the kind of relationship that is only woven in the intimacy of daily, time-consuming routines during which you “learn” what they call intuition—the
35 second sense that tells you one kid is worried and another is sad, and the difference between a cry that is tired and one that is hungry or hurt. These fathers don't want to be Sunday events.

On the other hand, they have new guilts. They feel guilty if they miss the school play and guilty if they are tired or out of town. They can't push it down
40 justifying their absence with the need to Make It, or with the notion that children are women's work.

They wonder: “Can I be a successful worker and a successful father?” Their bosses are usually men of their father's generation whose offices are geared to full-time mothers and absent fathers. If they refuse overtime, will they get ahead? What
45 if they can't travel their way to a better job?

At the office they suddenly find themselves wondering. Did the babysitter show? I wonder if the bully in the playground is bothering Bobby again? Finally they wonder whether they have enough energy left over from work for fathering and for their own lives and plans and marriages.

And when they describe all this, all this that is so new to them, they notice
50 their wives quietly smiling. These fathers you see, are becoming—well, how should we put it? Like us.

Building Vocabulary

belated (Title)	[bi'leɪtɪd]	adj. happening or arriving late 迟到的
clipping (L. 1)	['klɪpɪŋ]	n. a small piece cut from something 剪辑, 剪报
confront (L. 3)	[kən'frʌnt]	vt. to deal with something difficult or unpleasant 使面对, 使面临
column (L. 5)	['kɒləm]	n. an article on a particular subject or by a particular writer that appears regularly in a newspaper 专栏
statistic (L. 7)	[stə'tɪstɪk]	n. 统计数字中的一项
fiery (L. 10)	['faɪəri]	adj. showing anger 易怒的
vague (L. 10)	[veɪg]	adj. unclear 无表情的, 模糊的
blasted (L. 10)	['blæstɪd]	adj. damned 该死的
invisible (L. 12)	[ɪn'vɪzɪbəl]	adj. cannot be seen 看不见的, 无形的
crush (L. 14)	['krʌʃ]	vt. to press something so hard that it breaks or is damaged 压碎, 压垮
install (L. 14)	[ɪn'stɔ:l]	vt. to settle firmly 安置
mute (L. 15)	[mjʊt]	adj. not speaking or refusing to speak 缄默的
applaud (L. 17)	[ə'plɔ:d]	vi. to express strong approval of an idea 称赞
flip (L. 20)	[flɪp]	vi. (~ through) to look at a book quickly 快速翻动书页
trans-parent (L. 21)	[træns-'pæərənt]	n. 超常父母
pitfall (L. 22)	['pɪtfɔ:l]	n. mistakes that can easily be made 易犯的错误
invention (L. 26)	[ɪn'venʃən]	n. the act of making or designing something new 发明
sneakers (L. 28)	['sni:kəz]	n. (AmE.) [oft. pl.] shoes for games or sports (多用复数) 运动鞋
cauliflower (L. 29)	['kɒlɪflaʊə]	n. 花椰菜
intimacy (L. 33)	['ɪntɪməsi]	n. a state of having a close personal relationship with someone 亲密
time-consuming (L. 34)	['taɪm-kən'sju:mɪŋ]	adj. taking a long time to do 耗费时间的
routine (L. 34)	[ru:'ti:n]	n. the usual or normal way in which one does things 日常工作, 常规
intuition (L. 34)	[ɪntju:'ɪʃən]	n. the power of understanding or knowing something without reasoning or learned skill 直觉
gear (L. 43)	[ɡɪə]	vi. (~ to) [oft. pass.] to be recognized in a way that is suitable for a particular purpose (常

babysitter (L. 46)	['beɪbɪsɪtə]	n. 用被动语态) 使适应, 使适合 someone who is paid to look after children when their parents are at work (临时) 照看婴幼儿者
bully (L. 47)	['buli]	n. a person who hurts or intentionally frightens weaker people 恃强欺弱的人
Massachusetts (L. 3)	[ˌmæəsə'tʃu:sɪts]	n. (美国) 马萨诸塞州 (又称麻省)

Culturally Speaking

I. About “babysitting”

In the United States and other Western countries, children under a certain age (usually 12 years old) are, by law, not allowed to be left at home alone without the supervision of adults. So when the parents or guardians have to be away for a few hours or days, they must, out of their responsibility and respect for the law, find a trustworthy person or persons to babysit their children until they come back. A babysitter is often paid. But someone who volunteers to babysit does not get paid. Ideas similar to “babysitting” are “house-sitting,” “cat-sitting,” “dog-sitting” and so on. When a house-owner has to be away for some time, he or she often tries to find a trustworthy person to take care of their empty house. Of course, it is perfectly legal for the house-owner to leave his house empty. But why can't you just leave your cat or dog at home without finding a pet-sitter? You can leave it home alone for some time. But if you leave a cat or dog home alone for too long, you commit the moral crime of animal cruelty.

II. About “trans-parent”

The author is being playful here. The word “trans-parent” is made up: trans + parent. In the more literal sense, it refers to a parent who goes beyond the duties of parenthood, just like a “transnational corporation” goes beyond national boundaries to do business. But, the real humor here is that “trans-parent” sounds just like “transparent.”

III. About “working fathers”

In the majority of cases, “working fathers” would refer to fathers who are working or belong to the working class. But, if you read the phrase carefully in its immediate context, you will see that it means something else. The phrase suggests that those sons are trying out or experimenting the different ways of being a father. Here, a “working father” is similar to a “working definition” (a provisional definition that is needed for a given situation). Once we realize this, we appreciate the author's sense of humor: she is trying to say something new and different. A linguist once made an interesting statement: Any word in a new context is a new word.

Questions for Group Discussion

I. Reading Comprehension

1. Do you remember the story recorded on the small clipping in the file?
2. What does a letter to an advice column say about a father?
3. What is the image of fatherhood in the 1960s as created in Stephen Koch's novel?
4. How do young fathers today feel about their own fathers?
5. What kind of "fatherhood" are the young fathers today inventing or reinventing?
6. What are they trying to do for and with their children?
7. Do you recall what one young father said about his father when he was a kid?
8. What kind of relationship is he planning to form with his own children?
9. Why do the young fathers feel guilty sometimes?
10. How do they feel about their children while they are at work? Why?
11. "These fathers you see, are becoming—well, how should we put it? Like us." Who are "us?" What does this pronoun tell us about the tone in the essay?

II. For Further Discussion

1. What does the title mean? How does the title forecast what is to follow?
2. Is it a sign of progress or is it a sign of retrogress when the young fathers begin to worry about their children while at work?
3. Do you think these young fathers are qualified employees? Give your reasons for your position.
4. What is an "ideal" father? Is this a fair question? Why or why not?

Exercises

I. Fill in each of the blanks with an appropriate preposition from the box.

as at behind between by for from in of on to with

1. We are learning to tell the difference _____ an infinitive and a gerund.
2. The police got some hint _____ a letter _____ a special column _____ the local newspaper.
3. A quote _____ the annual report submitted _____ the head of the school district tells how a kid _____ trouble has failed to connect _____ his father, who, as the child complains, always hides _____ his newspapers.
4. He was sentenced _____ 15 days' community work _____ drunk-driving.

II. Paraphrase the underlined words or expressions in each sentence.

1. Who among those fiery sons, with their vague and blasted eyes, really connected with his father?
2. Who even knew, let alone admired, what the father did in that invisible city of his?
3. Fatherhood meant delivering, or not delivering, checks.
4. It meant either shouting or that soul-crushing silence most deeply installed in the soul of any red-blooded American boy.
5. I wish there were something else in the file folder, some story, some role model you could applaud.
6. They flip through their own mental files on the subject.
7. There is even an occasional full-time father—who trips in all the pitfalls of full-time mothers.
8. He wants the kind of relationship that is only woven in the intimacy of daily, time-consuming routines.

III. Rewrite the following sentences, making use of the words or expressions in parentheses.

1. He cannot tell the difference between the two sounds and no doubt he cannot pronounce them accurately. (let alone)
2. The job at the front desk is designed for someone who has had some basic training in computer and English. (be meant for)
3. Please tell Mr. Goldsmith as soon as he comes to the office that the boss wishes to see him. (the minute)
4. She loves to go to the class reunion, but she does not want to see the one who hurt her feelings in the past. (on the other hand)
5. Nobody knows for sure what has happened between Susan and her ex-boyfriend, but it is clear she simply refuses to take part in anything that has something to do with him. (be involved in, be connected to)

IV. Replace the underlined with synonymous words or expressions. Modify the sentence structure if needed.

1. It's a simple story about a judge who, when confronted with a fifteen-year-old kid in trouble, made an unusual judgment.
2. There is a quote from a novel by Stephen Koch.
3. So these sons are trying to devise their own role models.
4. Margaret Mead has written that "human fatherhood is a social invention."
5. These fathers don't want to be Sunday events.
6. They can't push it down justifying their absence with the need to Make It.

7. Their bosses are usually men of their father's generation whose offices are geared to full-time mothers and absent fathers.
- V. Translate the following sentences into English. making use of the suggested expressions.
1. 他还不到 10 岁,但是与他打交道却很难。(no more than, deal with)
 2. 虽然杰克一直在努力,总希望自己获得成功,但是他却不知道如何与同事们交往。(get ahead, connect with)
 3. 孩子们都不愿意和她一起玩,所以她一有问题就只有找老师。(the minute, call for)
 4. 汤姆可以一天工作 10 至 12 个小时,每周工作 6 天,而且从不拒绝加班加点。怎么说呢?他就是那种被人们称为工作狂的人。(put, what people call)

FURTHER READING

I. Only Daughter

Sandra Cisneros

Once, several years ago, when I was just starting out my writing career, I was asked to write my own contributor's note for an anthology I was part of. I wrote: "I am the only daughter in a family of six sons. That explains everything."

Well, I've thought about that ever since, and yes, it explains a lot to me, but
5 for the reader's sake I should have written "I am the only daughter in a Mexican family of six sons." Or even, "I am the only daughter in a working-class family of six sons." All of these had everything to do with who I am today. I was/am the only daughter and only a daughter.

I was/am the only daughter and *only* a daughter. Being an only daughter in a
10 family of six sons forced me by circumstance to spend a lot of time by myself. Being an only daughter in a family of six sons forced me by circumstance to spend a lot of time by myself because my brothers felt it beneath them to play with a *girl* in public. But that aloneness, that loneliness, was good for a would-be writer—it allowed me time to think and think, to imagine, to read and prepare myself.

15 Being only a daughter for my father meant my destiny would lead me to become someone's wife. That's what he believed. But when I was in the fifth grade and shared my plans for college with him, I was sure he understood. I remember my father saying, "Que bueno, Mi'ja, that's good." That meant a lot to me, especially