

高等学校英语选修课规划教材



华中科技大学外国语学院 编著

新编英美文化 视听教程

A NEW AUDIO—VISUAL COURSE

ON BRITISH AND AMERICAN CULTURES



华中科技大学出版社

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高等学校英语

新编英美文化视听教程

A New Audio-Visual Course on British
and American Cultures

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内 容 提 要

本教材分为两部分,共10个单元。第一部分介绍背景知识,共5个单元,主要包括英美两国社会与文化概貌,如历史、教育和文化传统等方面的基本知识。第二部分介绍文化习俗,共5个单元,主要介绍英美两国的价值观以及生活方式,包括衣食住行、休闲娱乐、公众传媒及解决问题的方式等,侧重体现不同的文化习俗。每单元包括4个部分,Part A为文化焦点精读,课文前有背景知识介绍,课文后设计了阅读理解和词汇练习等;Part B为视听活动,用来帮助学生更直观地理解本单元所覆盖的内容;Part C为补充阅读,用来扩大阅读量,训练学生阅读的熟练程度;Part D为综合信息,用以扩大学生的知识面。

本教材涵盖了文化的不同层面,具有涉及面广、信息量大的特点。选材内容丰富、语言规范,同时由于利用多媒体教学将视、听、读、写多项技能有机结合,使得本书具有很强的趣味性和实用性,对目前大专院校本科生、研究生以及广大英语爱好者英语整体水平的提高以及跨文化交际能力的培养颇有裨益。

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前 言

《新编英美文化视听教程》是为了实现大学英语教学从“应试教育”向“素质教育”的转变,突出文化学习这一外语教育的重要环节,同时为了配合大学英语“综合英语”课程而精心编写的教材。多年来,涉及英美文化或英语国家背景知识的课程一般是为英语专业学生开设,内容主要是关于英美国家的历史、地理、政治经济和文化背景知识方面的。因此,许多教材如《英美文化基础教程》、《英语国家社会与文化入门》以及《英美概况》等,侧重介绍知识文化,但知识文化对两种不同文化背景的人进行交际时不直接产生重大的影响,因此要培养跨文化交际能力必须传授交际文化。本书基于上述目的,确定了以交际文化为主,知识文化为辅的教学范畴,旨在既培养学生的语言能力,又注重跨文化交际能力的习得。

本书在总体设计和编写上具有以下几个特点。

1. 体例设计新颖,风格明快。书中配有大量插图,生动活泼,趣味性强。
2. 选材内容丰富,语言规范,所用材料均经过反复筛选;信息量大,涉及面广,可读性强。
3. 练习设计形式多样。课堂活动的设计以及练习的编写以文化差异导致的交际冲突为线索,让学生把注意力放在如何排除影响顺利交际的文化障碍上,实用性强。
4. 语言输入形式生动直观,利用多媒体作为教学辅助手段,使视、听、读、写多项技能得以有机结合。语言材料主要选自英美等国近年出版发行的书籍、报刊及国外网站,视听资料主要选用英美经典名片,欣赏性强。

本书的编写得到我院领导和教师的积极帮助,华中科技大学出版社也给予了热情的鼓励和帮助,我们在此表示感谢。

由于编者水平和经验有限,教材编写方式又异于传统教材,书中难免有错误和不当之处,敬请广大读者和同仁批评指正。

编 者

2011.1

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Unit One Background to Britain

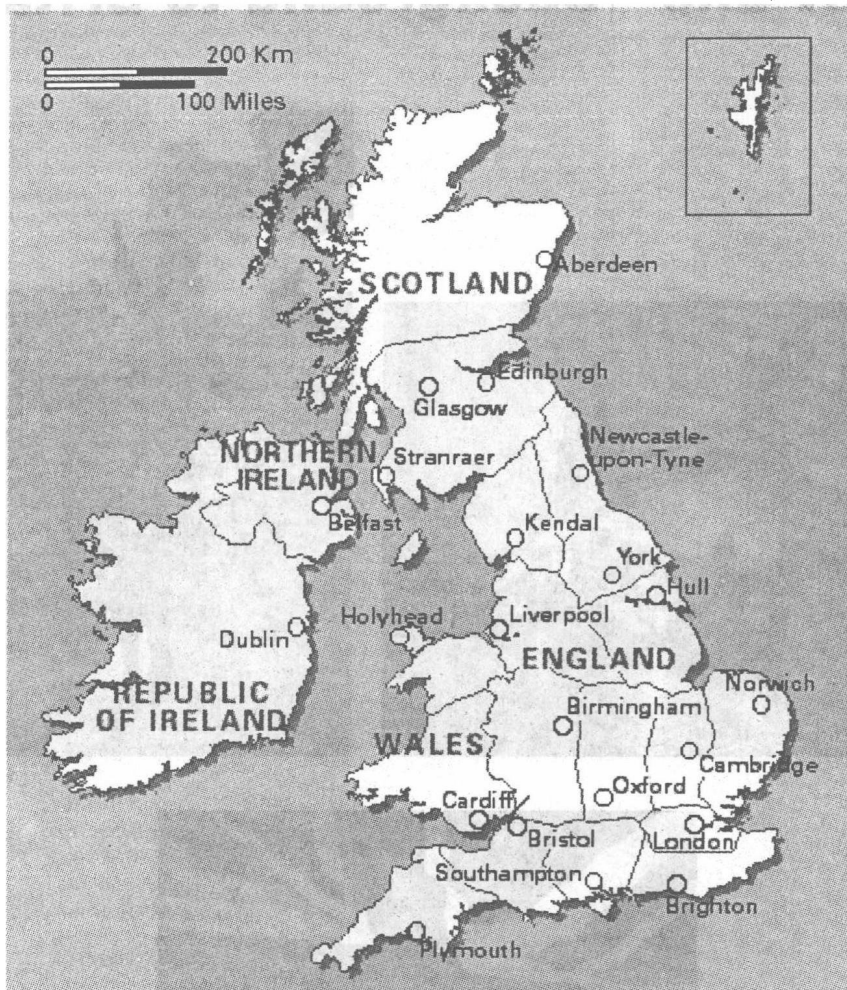


A love for tradition has never weakened a nation, indeed it has strengthened nations in their hour of peril.

—Winston Churchill

Warm-Up

1. Describe briefly the location and the division of the United Kingdom.



2. Here is a list of some expressions related to the sea. Explain them.

- 1) drink like a fish
- 2) at sea
- 3) a sea of
- 4) feel like out of water
- 5) as close /dumb as an oyster
- 6) between the devil and the deep sea
- 7) cast /lay /have anchor to windward

PART I Cultural Focus

Text A The peoples of Britain

Before You Read

Background Information

United Kingdom, UK, and Britain are all proper terms for the entire nation, although the term “Britain” is also often used when talking about the island of Great Britain. The use of the term “Great Britain” to refer to the entire nation is now outdated; the term “Great Britain”, properly used, refers only to the island of Great Britain, which does not include Northern Ireland. The term “England” should never be used to describe Britain, because England is only one part of the island. It is always correct to call people from England, Scotland, or Wales “British”, although people from England may also properly be called *English*, people from Scotland *Scottish*, and people from Wales *Welsh*.

Glossary

apt/æpt/a. at risk of or subject to experiencing something usually unpleasant 易于……的, 有……倾向的

denote /di'nəut/v. to mark or indicate 指示, 表示

thrifty /'θrifti/a. frugal, economical 节俭的, 节约的

reticent /'retisənt/a. not saying much, esp. where one could speak a lot 沉默寡言的

predominantly /pri'dominəntli/ad. mostly or mainly 主要地

revive /ri'vaiv/v. to bring something back into existence or popularity 使复兴, 使再流行

vivacity /vi'væsiti/n. characterized by high spirits and animation 快活

charm /tʃɑ:m/n. the quality of attraction, fascination and pleasure 魅力

Many foreigners who have not visited Britain call all the inhabitants “English”, for they are used to thinking of the British Isles as “England”. In fact, the British Isles contain a variety of peoples and only the people of England call themselves English. The others refer to themselves as Welsh, Scottish, or Irish, as the case may be; they are often slightly annoyed at being classified as “English”.

Even in England there are many differences in regional character and speech. The chief division is between southern England and northern England. South of a line going from Bristol^① to London, people speak of the type of English usually learnt by foreign students, though there are local variations.

Further north (roughly beyond a line going from Manchester to Hull) regional speech is usually “broader” than that of southern Britain. Northerners are apt to claim that they work

harder than the southerners, and are more thorough. They are open-hearted and hospitable; foreigners often find that they make friends with them quickly. Northerners generally have hearty appetites; the visitor to Lancashire^② or Yorkshire^③, for instance, may look forward to receiving generous helpings at meal times.

In accent and character the people of the Midlands^④ represent a gradual change from the southern to the northern type of English man.

In Scotland the sound denoted by the letter “R” is generally a strong sound, and “R” is often pronounced in words in which it would be silent in southern English. In the Highlands^⑤ and the western Isles the ancient Scottish language, Gaelic^⑥, is still heard—in 1971 some 88 000 people spoke Gaelic. The Scots are said to be a serious, cautious, and thrifty people, rather inventive and somewhat mystical. All the Celtic peoples of Britain (the Welsh, the Irish, the Scots) are frequently described as being more “fiery” than the English. They are of a race that is quite distinct from the English.

The Welsh have preserved their language to a remarkable extent, as you will see in the article on “Wales—Land of Song”. The English generally look upon the Welsh as an emotional people who are, however, somewhat reticent and difficult to get to know easily.

Ireland is divided into two parts. The six counties of Northern Ireland are still part of Great Britain, though, in normal circumstances, they have their own Parliament. The majority of people in Northern Ireland are Protestants^⑦. The Republic of Ireland, which covers the larger part of the island, is a separate state, not part of Great Britain. The population is predominantly Catholic^⑧. Irish, often called Erse, is a form of Gaelic. It was in danger of dying out, but when the territory of the Republic became independent (the Irish “Free State”, 1922), Erse was revived, and is now the official first language of the Republic, English being the second. The Irish are known for their charm and vivacity, as well as for the beauty of the Irish girls.

Notes

- ① Bristol: 布里斯托尔(英国港市)
- ② Lancashire: 兰开夏(英国郡名)
- ③ Yorkshire: 约克郡
- ④ the Midlands: 米得兰平原
- ⑤ the Highlands: 高地
- ⑥ Gaelic: 盖尔语
- ⑦ Protestants: any western Christians not followers of the Roman Catholic church 新教徒
- ⑧ Catholic: of or pertaining to the Roman Catholic church 信奉天主教的

After You Read

Understanding What You Read

1. Decide whether the following statements are true or false.
 - 1) Foreigners have had a wrong notion about England and English.
 - 2) Foreigners generally learn the type of English spoken by the northerners of England.
 - 3) The English pronounce “R” more often in words.

- 4) The Celtic peoples and the English belong to the same race and have very similar characters.
 - 5) The Welsh have a reputation for being inventive, hardworking, serious minded and cautious with money.
 - 6) The position of the Irish language (Erse) today is primary.
 - 7) There are fewer Catholics than Protestants in Northern Ireland.
2. Fill in the table with the sources of information you have.

	Welsh	Irish	Scottish	English
Ancestor				
National Language				
Character				
Religion				

3. Translate the following phrases and sentences into Chinese.
- 1) a variety of peoples 2) regional speech
 - 3) local variations 4) hearty appetites
 - 5) enormous helpings 6) chief division
- 7) Even in England there are many differences in regional character and speech.
- 8) Further north (roughly beyond a line going from Manchester to Hull) regional speech is usually “broader” than that of southern Britain.
- 9) The Welsh have preserved their language to a remarkable extent, as you will see in the article on “Wales—Land of Song”.

Thinking about It

1. Why do people tend to use “England” and “English” when they actually mean “Britain” and “British”? What would be the probable effect of such practice to the Scots, the Welsh or the Irish?
2. What factors do you think have a great influence on the development of national characters? Can you explain some of the British national characters via historical, geographic and climatic factors?

Writing

Write a composition on the topic *British People in My Eyes*.

Text B English Characteristics

Before You Read

Glossary

reserved /ri'zə:vd/a. unwilling to express one's emotions or talk about one's problem 沉默寡言的

compartment /kəm'pɑ:tmənt/n. a small space or subdivision for storage 火车车厢

restrained /ri'streind/a. calm and controlled 拘谨的

ill-bred /'il-'bred/a. rude or behaving badly 没有教养的

generosity /ˌdʒenəˈrɒsəti/n. willingness to give money, time in order to help people or give them pleasure 慷慨大方

hospitality /ˌhɒspiˈtæliti/ n. friendly behaviour towards visitors 好客

deprecation /ˌdepriˈkeɪʃən/n. the act of expressing disapproval (especially of yourself) 贬低, 否定

pose /pəʊz/n. behaviour in which someone pretends to behave 做作, 装腔作势

irritating /ˈɪrɪteɪɪŋ/a. annoying 令人不愉快的

malicious /məˈlɪʃəs/a. showing a desire to harm or hurt someone 恶意的

cripple /ˈkripl/n. an offensive word for someone who is physically unable to use their arms or their legs properly 残疾人

realm /reɪlm/n. the general area of knowledge, interest, or thought 领域

disconcertingly /ˌdɪskənˈsətiŋli/ad. in a disturbing or embarrassing manner 令人为难地

skeptical /ˈskeptɪkəl/a. tending to doubt or not believe 怀疑的

sportsmanship /ˈspɔːtsmənʃɪp/n. behaviour that is fair, honest and polite in a game or sports competition 运动员诚实公正的品质

hockey /ˈhɒki/n. a game played on an ice rink by two opposing teams of six skaters each who try to knock a flat round puck into the opponents' goal with angled sticks 曲棍球

cricket /ˈkrikit/n. a game played with a ball and bat by two teams of 11 players; teams take turns trying to score runs 板球

To other Europeans, the best-known quality of the British, and in particular of the English, is “reserve”. 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 ever knowing where he lives, how many children he has, and what his interests are. English people tend to be like that. 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, and it is quite possible for two people to know each other casually for years without ever knowing each other's name. Questions like “Where did you buy your watch?” or “What is your salary?” are almost impossible. Similarly, conversation in Britain is in general much more quiet and restrained than, say, in Africa, and loud speech is considered ill-bred.

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 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 East.

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^①. Self-praise is felt to be ill-bred. 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 quite good", or "Well, I'm very keen on tennis" (i. e. I'm very fond of it), or "Well, I managed to reach the finals in last year's local championships". Even a definite achievement like the last mentioned will often be stated in such a manner as to suggest that it was only due to an incomprehensible piece of good luck. This self-deprecation is typically English, and, mixed with their reserve, it often produces a sort of general air of indifference which appears to foreigners as a pose, difficult to understand and even irritating.

The famous English sense of humor is similar. Its starting point is self deprecation, and its great enemy is conceit. Its ideal is the ability to laugh at oneself—at one's own faults, one's own failures and embarrassments, even at one's own ideals. Here perhaps we are departing somewhat from the world of everyday people and straying into realms of literature and philosophy, but the quality is observable in individuals, and the criticism, "He has no sense of humor" is very commonly heard in Britain, where humor is so highly prized. Prince Philip^②, during a visit to Ghana^③ in 1959, both praised it and illustrated it when he talked of "God's greatest gift to mankind—a sense of humor". It 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, a tragedy or an honorable failure. Sympathy or admiration for artistic skill are felt to be stronger than laughter.

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 distrusts exaggerated promises and shows of affection, especially if they are expressed in flowery language. He is even more distrustful of any kind of self praise. 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 these kinds of exaggeration, therefore, the Englishman may appear disconcertingly cold and skeptical, and they may be bewildered when his sense of humor is aroused by airs of dignity and importance.

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 its modern form is almost entirely a British invention. Boxing, rugby, association football^④, 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 practise a sport in obedience 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 maintain, but they are at least highly valued in Britain, and are certainly achieved there more commonly than among more hot-blooded^⑤ races. Moreover, sportsmanship as an ideal is applied to life in general. This is proved by the number of sporting terms used in ordinary speech. To take boxing alone: a well-aimed and vigorous criticism is said to be "straight from the shoulder^⑥", while an unfair one is "below the belt^⑦". One of the

most elementary rules of life is “never hit a man when he’s down”—in other words, never take advantage of another’s misfortune. English school boys often show this sense of sportsmanship to a surprisingly high degree in their relations with each other.

And of course everybody talks of “fair play” and “playing the game”^⑥, or “playing fair”.

Notes

- ① in their relations ... a show of modesty: 在和别人的关系上, 他们至少重视外表上的谦虚。
- ② Prince Philip: 菲力普亲王 (英国女王伊丽莎白二世的丈夫)
- ③ Ghana: 加纳 (非洲)
- ④ association football: 英式足球, 即现今世界各国的足球运动
- ⑤ hot-blooded: 容易激动的
- ⑥ to be “straight from the shoulder”: 在拳击运动中, 运动员必须准确地狠狠地出拳击打对方。这里的意思是直截了当地批评或坦诚地批评。
- ⑦ below the belt: 在拳击运动中, 打击对方下身是犯规行为。因此, 这个成语常用来形容采用不正当手段对待别人或暗箭伤人。
- ⑧ playing the game: 原指运动中每人要遵守比赛规则, 现在也指要光明正大。

After You Read

Understanding What You Read

List the characteristics of an Englishman.

Building Your Vocabulary

Fill in the blanks with the following idioms.

play the game talk straight from the shoulder hit below the belt
give... the cold shoulder play one’s cards right tighten one’s belt

- 1. I want to _____—your work is not good enough.
- 2. When he was in trouble, his so-called friends started to _____.
- 3. During the war, a lot of people had to _____.
- 4. It _____ to invent such a story to slander an innocent girl.
- 5. If Tom _____, he will make a fortune out of the deal.
- 6. He didn’t feel upset in the face of the rumor because he _____ in all his life.

Writing

There is a stereotype picture of an Englishman. What do you think of it? Please comment on it, and write an essay of 200 words on your impression of an Englishman.

Traditionally, an Englishman is thought to be reserved, unemotional, courteous; shy of strangers; suspicious of change and slow to accept new ideas; solid and dependable with a high sense of honesty, duty and justice; physically and morally courageous; conscious of his place in the social order; disliking any show of emotion and lack of control; and fervently believing that the British are superior to any other race on earth.



PART II Cultural Journey

Film Clips from *Braveheart*

Before You Watch

Background Information

Braveheart, a motion picture based on the life of William Wallace, who led a Scottish rebellion against the English King Edward I in the 13th century. Released in 1995, the film won Academy Awards for Best Picture, Best Director, and Best Cinematography. Mel Gibson directed the film and played Wallace. Wallace and his troops, angry at the English king (played by Patrick McGoohan), clash with English armies in a series of gritty(勇敢的) battle scenes. King Edward sends his daughter-in-law (Catherine McCormack) to Wallace as an emissary(使者), and the two fall in love.

Wallace, Sir William (1272? —1305), Scottish national hero. The only source of information concerning his early life is a 15th century biographical poem by the Scottish poet Henry the Minstrel, who was known as Blind Harry. According to this work Wallace was outlawed by the English because of a quarrel that resulted in the death of an Englishman. He subsequently burned an English garrison(驻地) and led an attack upon the English justiciar, an officer for the king, at Scone, Scotland. In 1297 his name appeared in a treaty of submission to England that was signed by the Scottish nobles who took part in his rebellion. Wallace captured many English fortresses(要塞) north of the Forth River, and on September 11, 1297, in the Battle of Stirling Bridge, he severely defeated English forces attempting to cross the Forth. He was then elected to the office of guardian of the kingdom. In 1298 Scotland was invaded by a large English force led by the English king Edward I. On July 22, 1298, Edward defeated Wallace's army in the Battle of Falkirk, and Wallace was forced into hiding. He lived in France for a time but returned and was captured near Glasgow by the Scottish knight Sir John de Menteith (who died after 1329). He was brought to London, tried for treason, and executed.



Edward I, called Longshanks (1239—1307), king of England (1272—1307). He annexed (兼并) northern and western Wales, and ensured the performance of his conquest by building magnificent castles. He reasserted English claims to the overlordship (霸主地位) of Scotland.

After You Watch

Answer the Following Questions

1. Describe the physical conditions of Scotland.
2. What elements can help you identify the Scottish?
3. How did William Wallace show his determination to fight against the strong English army when some wanted to flee?

Discussion

1. What do you think of the English King Edward I?
2. What qualities did Wallace have as a great leader of the uprising?
3. It is well known that war is very cruel, but sometimes it is a must. Do you agree or disagree?

PART III General Information

History

The Roman Conquest of Britain

In August 55 B. C. the Roman general, Emperor Julius Caesar invaded Britain. After winning several battles against the Celtic tribes (Britons) in south-east England he returned to France. The following summer (in 54 B. C.) Caesar came to Britain again landing at Walmer near Deal in Kent. This time he brought with him no fewer than five legions (30 000 foot soldiers) and 2 000 cavalymen (horse riders). This time the Romans crossed the River Thames. After more fighting, the British tribes promised to pay tribute to Rome and were then left in peace for nearly a century.

Anglo-Saxon Conquest

Anglo-Saxons is the term usually used to describe the invading Germanic tribes in the south and east of Great Britain from the early 5th century AD, and their creation of the English nation, to the Norman conquest of 1066. The Benedictine monk, Bede, identified them as the descendants of three Germanic tribes; the Angles, the Saxons and the Jutes.

Beginning with the fifth century, some Germanic tribes known as the Anglo-Saxons started their invasion of England. Their conquest of the small island country was so successful that their language, Old English, soon after became the dominant language on the island.

The Norman conquest of England began on 28 September 1066 with the invasion of the Kingdom of England by the troops of William the Conqueror, Duke of Normandy (in Northern France adjacent to the English Channel) and their victory at the Battle of Hastings (on the other side of the Channel in Southeast England) on 14 October 1066 over King Harold II of England. Harold's army had been badly depleted in the English victory at the Battle of Stamford Bridge in Northern England on 25 September 1066 over the army of King Harald III of Norway. By early 1071, William had secured control of most of England, although rebellions and resistance continued to approximately 1088.

Some Kings and Queens

1. Henry VIII

Henry VIII was a significant figure in the history of the English monarchy. Besides his six marriages, he is more popularly known for his role in the separation of the Church of England from the Roman Catholic Church. Henry's struggles with Rome ultimately led to the separation of the Church of England from papal authority, the Dissolution of the Monasteries, and establishing himself as the Supreme Head of the Church of England. He changed religious