

◎ 大学英语选修课 / 学科课程系列教材

# 大学英语 跨文化交际教程

■ 《大学英语选修课 / 学科课程系列教材》项目组 编

■ 杨晓萍 陶岳炼 主编

A Coursebook of  
Cross-Cultural  
Communication



高等教育出版社  
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DAXUE YINGYU KUAWENHUA JIAOJI JIAOCHENG



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# 《大学英语选修课/学科课程系列教材》总前言

随着我国经济、文化、科技的不断发展,社会对大学生的英语水平提出了更高的要求,大学英语教学改革已成为社会关注的热点之一。为了推动大学英语教学改革,教育部在总结近年来教学改革经验的基础上,对2004年公布的《大学英语课程教学要求(试行)》进行了全面修订,并于2007年8月正式颁布了《大学英语课程教学要求》。与以往的《大学英语教学大纲》相比,新的《大学英语课程教学要求》从以下三个方面为大学英语教学带来了新的变化:1. 培养目标的变化。《大学英语课程教学要求》提出,大学英语要培养学生的英语综合应用能力,在坚持其通用基础学科定位的同时,提出了与专业学习相结合的专门用途英语,以及以人文、国际交流为核心的文化素质课程的定位。2. 教学思想的变化。提出了自主学习的思想,鼓励学生自主选择学习内容和学习方式。3. 教学模式的变化。鼓励在教和学的过程中使用以计算机为基础的教育技术,拓展英语学习的渠道,增加语言练习的机会,提高语言输入和输出的质量。

面对新的改革形势,我们明显感到,现行的以英语基础能力发展为核心的大学英语教材体系难以适应新形势的需要,广大师生也盼望着更多与国际文化知识、专业知识、学术交流相结合的新型英语教材,满足正在出现的大学英语的多重定位、学生自主选择学习内容和基于计算机技术的自主学习方式等变化的需要。为此,我们提出开发《大学英语选修课/学科课程系列教材》。

本系列教材主要供完成《大学英语课程教学要求》中规定的“一般要求”后,继续学习“较高要求”和“更高要求”英语课程的学生使用,也可供研究生及广大专业技术人员学习专业英语、学术英语,提高英语综合应用能力使用。

本系列教材包括语言技能发展、跨文化交际能力发展和通用学术交流能力发展三个子系列。语言技能发展系列教程着重发展学生的通用英语技能。在该系列教材的开发中,我们将分期、分批建设若干门大学英语高级技能发展课程教材,其中包括:网络视听、翻译实践、网上阅读、高级阅读、口译技巧、应用写作等。跨文化交际能力发展系列教程着眼于扩展学生的国际文化视野,培养学生将英语作为国际交流语言使用的能力。在该系列教材的开发中,我们拟建设的教材有中西方文化概论、英语文化解读、英语演讲与辩论、跨文化交际、世界文明与文化导论、科技与人文、文学选读、经典作品欣赏、影视欣赏等。通用学术交流能力发展系列教程重在发展学生使用英语进行相关专业学术交流的能力。在该系列课程的开发中,我们将重点建设两大类别的专业学术英语课程,即A类教材和B类教材。其中,A类教材以学术研究和职业技能为基础,包括学术写作、学术会议、批判性思维等;B类教材以专业知识为基础,提供能供双语教学使用的专业通用基础教材,从而将专业学习与语言学习有机地结合起来。

本系列教材的开发是我们的一个新的尝试,新教材强调英语学习与文化学习、专业学习、学术交流和工作的结合,突出英语学习的实用性、学术性和人文性,充分反

映国内外新式教学思想和理念，突出学生的参与和自主学习，强调信息技术的使用和教材的立体开发。我们相信，该系列教材的出版一定会给广大师生带来新的感受和新的教学体验，进而深化我国大学英语教学改革，创造出大学英语教学的新范式。

由于编者水平有限，加之时间仓促，疏漏和不妥之处在所难免，恳请读者不吝指正。

《大学英语选修课 / 学科课程系列教材》项目组

2008年1月

# 前言

自20世纪80年代“跨文化”一词引入中国之后，人们普遍关注并越来越清醒地认识到语言学习离不开文化的导入。语言是文化的一种表现形式，不熟悉语言的文化特征，就难以学好该种语言，文化已成为影响语言学习的一个重要因素。教育部高教司在《大学英语课程教学要求》试行版（2004年）和正式版（2007年）中均将跨文化交际作为大学英语学习的一项主要内容。本教材就是依据《大学英语课程教学要求》和教育部大学英语教学改革精神，以建构主义理论、生态教学理论和动机一目标理论为基础，从趣味性、知识性和实用性入手，分析东西文化差异的产生根源，阐述东西文化差异的具体表现，构建学生的跨文化交际知识，提高学生的英语学习兴趣，加强大学素质教育，培养具备跨文化交际能力的社会应用型人才。

## 编写依据

1. 建构主义教学理论认为，新知识的学习是一个对原有知识的解构和重建过程。通过案例分析和文化根源方面的阐释，尤其是对英、美、中三国价值观的对比，学生在原有模糊、零碎的感性认识基础上形成新的、系统的跨文化知识体系，有利于跨文化意识和跨文化交际能力的培养。

2. 生态教学理论认为学习受制于教学生态因子之间的关系。英语学习在我国是一种外语学习，缺乏应有的生态环境，这也是导致英语学习投入大而收效小的根本原因。基于生态教学理论，本教材通过案例的导入，弥补目前英语学习过程中环境和情景的不足，营造良好的英语学习生态环境，更好地为英语学习和跨文化意识的培养服务。

3. 动机一目标理论认为，目标是产生动机的原因。动机是学习主动性、学习成败的一个关键因素。根据这一理论，教材中编入具有文化争议性的辩论和讨论话题，激发学生表达自己观点的欲望，让学生在使用中学习语言，提高学习主动性和学习效果。

## 编写原则

教材在四轮教学实践的基础上，吸取当前外语界“跨文化交际”的研究成果，对原教学课件做进一步的修改和完善。教材编写遵循以下基本原则：主要介绍英、美、中三国文化差异；改变纯粹介绍西方文化的模式，增加中国文化的阐述，突出文化对比性；改变纯现象介绍，重在从根源入手，理解文化差异；改变重语言知识讲解的课堂教学模式，让学生在日常生活中体会文化差异。通过对实际案例的讨论和分析，培养对文化差异的敏感性、宽容性以及处理文化差异的灵活性。

## 内容安排

教材内容共四部分，十个单元。

第一部分介绍东西文化差异的根源和不同国家不一样的性格特征和价值体系。西方文化始于文艺复兴时期对自由的崇尚，而东方深受儒家、道家文化影响。表现在价值体系上西方文化突出个体主义，强调个性化，而东方文化则重视群体间的和谐，崇尚中庸之道。

第二、三部分全面介绍东西文化差异的具体表现。第二部分介绍日常生活中的文化差异，包括家庭、朋友、娱乐、饮食文化等；第三部分介绍在工作、学习和社会、政治等方面不同国家的文化差异；

第四部分在全书中起总结作用，介绍文化冲突及对待文化冲突的正确态度。开设跨文化交际课程的目的是让学生学会正确地对待不同文化，掌握处理文化冲突的方法，培养具有全球化视野的大学生。

各单元由二至三篇文章和一篇文化简介组成。其中，各篇文章主要由七个部分组成。

### **1) Pre-Reading Questions**

通过日常生活中体现的几个小问题，引导学生开始思考，进入本单元主题。

### **2) Passage**

通过阅读理解文化差异的不同表现，增加语言信息的输入量。所选用的文章以观念差异为导向，注重对不同文化的介绍。在实际教学中，文本内容主要供学生自主学习，课堂教学是在学生自学的基础上进行扩展和深化。

### **3) Key Concepts**

列出课文的关键词和重要概念，帮助学生对课文内容和文化信息进行把握，便于学生自学。

### **4) Words and Expressions**

列出一些较难的词汇和词组，帮助学生准确理解课文。

### **5) Comprehension Questions**

基于课文内容，设计一些问题，帮助学生更好地理解课文，了解课文涉及的文化信息。

### **6) Case Study**

提供文化冲突案例，作为课堂讨论和分析的内容，也是对本章节内容的具体化。帮助学生加深印象，培养跨文化分析和理解能力。

### **7) Debate / Discussion**

提供文化差异较明显或具争议性的话题，以辩论或讨论形式提高学生语言运用能力，在此基础上形成正确的跨文化态度。

## **教材特色**

1. 突出观念差异的主线。文化差异体现在生活的方方面面，编选材料时往往会出现不能详尽和见木不见林的现象。为避免这一不足，本教材从东西文化差异的根源着手，以观念差异为主线，以中西文化对比为重点，串联各类文化现象，更具关联性、系统性和整体性。
2. 突出文化根源的阐释。文化差异现象的介绍尚不能让学生明白东西文化差异之所以然，深层文化差异的挖掘和阐释才能让学生豁然开朗，达到理解的目的。



如第三部分第一单元介绍东西教育方面存在的差异时，本教材不是简单地介绍西方的教育体制，而是从教育目的入手，强调正是因为培养目标的不同，使东西方出现了显著的个体差异。

3. 突出东西文化的对比。对比分析才能突出特性与共性，更有利于彼此间的理解，达到跨文化交际的目的。如在介绍东西方饮食文化时，通过餐具和食物比较东方“天人合一”和西方“个体主义”精神在饮食文化中的不同表现。
4. 突出以学生为中心的教学。教材编写以学生为中心，突出学生的主体作用。教材中有些文化现象配有生动的案例分析及相应的思考题和辩论题，课堂活动以学生为中心，通过学生之间的辩论与讨论，激发学习兴趣，培养学生以辩证的态度对待东西文化间的差异，拓展英语语言和思辨能力。
5. 突出时代性。在选材上，借鉴同类教材和相关书籍所关注的主题，补充社会福利和政治选举等同类教材中较少出现的内容，删除问候语差别等学生比较了解的内容，选材具有时代性、新颖性、实用性。
6. 突出对学生的启发和自学能力的培养。教材在编写上以问题和图片形式展开话题，更容易切入话题，启发学生深入思考。每篇文章后均有关键词和思考题，有助于自学。练习配有案例讨论，将课文知识与日常生活密切联系起来。

本教材使用对象为非英语专业二年级第四学期学生，要求学生具备一定的语言基础和表达能力。

教材由台州学院大学英语二年级文化课程组编写，在教材编写和修改过程中得到许多老师、同事和朋友的指点与帮助。在这里特别感谢高万隆教授。高教授旅居国外多年，谙熟国外风土人情，对本教材的编写提供了许多宝贵的建设性意见。在此，谨向所有提供无私帮助的人表示深深的谢意！

由于时间和资料等条件限制，加之编者水平有限，书中尚有许多不足之处，恳请专家、学者，以及使用本教材的教师、同学批评指正。

编 者  
2012年1月

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# Part I

**Different People in Different Countries**

# Unit 1

## Englishmen, Americans, and Chinese



### Passage A

#### Pre-Reading Questions

1. What is your first impression when it comes to the topic about Great Britain?
2. Find a map of the United Kingdom and try to find out if there is any relation between the character formation of Englishmen and its geography.

# The English Character

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 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.

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. But 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. 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.” (i.e. I’m very fond of it.) 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.

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.



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 doesn't trust big promises and open shows of feelings, especially if they are expressed in flowery language. He doesn't 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.

Finally, sportsmanship. Like a sense of humor, this is an English ideal which 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. 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.

### ► Key Concepts

reservation

humor

coldness

sportsmanship

modesty

### ► Words and Expressions

compartment /kəm'pɑ:tment/

conceited /kən'si:tɪd/

self-dispraise /,selfdɪs'preɪz/

malicious /mə'lɪʃəs/

cripple /'krɪpl/

rugby /'rʌɡbi/

*n.* (火车车厢) 隔间

*a.* 自负的, 自夸的

*n.* 自我贬低, 自我指责

*a.* 有恶意的, 心存不良的

*n.* 跛子, 瘸子

*n.* 橄榄球

hockey /'hɒki/  
fair play

*n.* 曲棍球  
公平的比赛

## ► Comprehension Questions

1. What is a reserved person like?
2. What is the character of the Englishmen?
3. What is sportsmanship?
4. How do you get along with an Englishman for the first time meeting?

## ► Case Study

A Filipino couple went to England for vacation. One day, while strolling along the main street in London with their British friend, they met with an old friend, another Filipino residing in London for some time. Not seeing him for several years, they greeted him warmly and continued the conversation excitedly in a loud and animated fashion using their native language. After a while the Britisher became noticeably agitated, and turned his head away and sighed. The Filipinos noticed the reaction of the Britisher, looked at each other, and then recommenced their conversation but in a quieter tone.

### Question

*What made the Britisher feel quite unhappy in this situation?*

## ► Discussion

Great Britain was once the most powerful country in the world, but now its influence is declining. Do you think, to some extent, it has any relation to their character?



## Passage B

### Pre-Reading Questions

1. Can you tell the differences between Englishmen and Americans from their appearance and behavior?
2. Get a map of the United States and try to find out if there is any relation between the characters formation of Americans and its geography.

## The American Character

What is an American? What are his attitudes and values? Is there a typical American personality or outlook?

The United States is a huge nation, the fourth largest in the world. Within its borders, there are vast regional differences in climate, geography, and historical experience. Each section of the United States is often thought to have its own customs and attitudes, and stereotypes have developed about the people of each region. For example, the New Englander is described as stern and self-reliant, the Southerners as gracious and leisurely, and the Westerners as casual and friendly.

Though some regional differences remain, most notably in cooking styles and speech patterns, the attitudes and values that Americans share are of far greater significance. The pioneering spirit of the immigrant is still an important part of the American character. Except for the slaves brought from Africa, immigrants came to America voluntarily, eagerly, in search of greater prosperity and freedom.

In the mid-nineteenth century, the pioneering spirit led American settlers to travel westward by the thousands in search of land and gold. This westward movement has never ceased. Today, Northerners and Midwesterners are attracted to the West because of good business opportunities and a mild climate. From 1950 to 1970, Los Angeles (the nation's third largest city) grew 43 percent in population, while Phoenix grew by more than 400 percent!

The desire to start a new life in a new place is noticeable throughout the nation. About 40 million Americans change residences every year. The average American moves fourteen times in his lifetime, compared to five moves for the average Japanese. Because so many people move so often, even those who stay put have a steady supply of new neighbors. In the United States, one cannot go home to find one's past. The old neighborhood revisited usually looks completely different, with high-rising buildings on the old softball sandlots.

What does all this moving about do to attitudes and values? Vance Packard, one of the nation's well-known writers, discusses the problem in his popular book *A Nation of Strangers*. He believes that the highly mobile American society leaves individuals with