

当代英国概况

(修订版)

● 教师手册

Contemporary British Culture and Society
(Revised Edition)

主 编
副主编

肖惠云
Rod Lawrence



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修 订 版 前 言

鉴于英国社会与文化的最新变化和《当代英国概况》学生用书的修订，本教师手册也需作相应的修改。修订本仍以指导性、新颖性、补充性为原则，即在每一章里突出教学重点，对教学步骤、技巧、活动安排方面提出建议的同时，选编、替换、补充大量的阅读材料，使教师能掌握最新信息，保证教学的顺利进行。

本书的修订工作由学生用书的主编肖惠云、英国专家 Rod Lawrence 以及王义合作完成。原编者周学麟也为《当代英国概况》提供了很有价值的参考资料。

本书和学生用书一起列入“十五”国家级教材规划。

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主编者

2002年9月

序 言

人类和动物都有交际系统，但是人类的交际系统——语言比其他动物的交际系统更为精细、更为复杂，传递了其他交际系统所不能传递的信息。这些信息就是文化。所以文化和语言实际上是两位一体的，一个是内容，另一个是载体。从 Malinowski 和 Boas 开始，人类语言学经历过一段辉煌的发展史，它不但导致了描写语言学和结构语言学的诞生，而且诱发了现代社会语言学和文化语言学 (ethnolinguistics) 的出现。Lado 的《跨文化的语言》用了《语言教师的应用语言学》的副标题，更把文化教育的问题提到语言教师的面前。

近年来，在我国也慢慢掀起了一个文化语言学的热潮。邢福义主编的《文化语言学》旨在建立理论框架，邓炎昌、刘润清和顾嘉祖、陆升都编写了《语言和文化》，王宗炎主编的《外国语与外国文化丛书》正在陆续问世。在外语院系里，也开设了各个国家的“国家概况”的课程。把文化（亦称为国情）的教育列为外语教育的一个重要的组成部分是有充分的理由的：一是从外语学习的角度看，和外国人交往不但要精通他们的语言，还必须理解他们的文化、思维方式、价值观和生活习惯；二是在一个多元化的社会里，跨文化的理解对促进各国人民的互相尊重和合作，对维护世界和平都是极为重要的。所以 Poyatos 甚至创造了一个和音素、词素并列的“文化素” (culturemes) 的词，用以表示基本的文化单位，并提出达到“文化流利” (cultural fluency) 的培养目标。而 Schumann 还从社会心理学的角度，提出一个第二语言习得的文化注入模型 (The Acculturation Model)。

但是怎样对外语学生进行外国文化的教学却是一个值得讨论的问题。目前我国学校的做法不外乎是开设“概况”课，或由教师自行掌握，在课堂上结合语言教学来介绍一些文化背景知识。这些做法都存在一些问题，如有的“概况”课请外国教师主讲，缺乏严密组织，主讲人往往不太了解中国的情况，既不能针对中国学生的需要，也无法进行两种文化的比较。而由教师自行掌握往往没有统一的、规范的要求，而且又失之于零碎。总之，既感到文化教学的重要性，但又缺乏具体可行的方法，特别是没有合适的教材。

广东外语外贸大学（原广州外国语学院）英语系和英国文化委员会从 1989 年开始建立了一个为期三年的合作项目“英国研究”，在硕士研究生班和本科四年级开设了一系列的课程，效果良好。他们利用这个项目的教学科研成果，由肖惠云教授主编成一套关于当代英国社会和文化概况的教材，供我国大学英语专业高年级学生使用。这个教材很有特点，值得向我国外语院系的师生推荐。

第一、这套教材的编写大纲是在国家教委的指导下，经过充分调查研究，组织了我国主要外语院系的 16 位专家、学者就教材的对象、目的、内容和形式进行了深入的讨论后制定出来的，既反映了我国的需要，又提

出了统一的要求。

第二、内容广泛，覆盖了当代英国社会文化的各个方面，共有 18 个单元。这些内容针对中国学生的需要，提供一些图文并茂的素材，让学生自己阅读和揣摩，领会两种文化的差异。一反过去由教师满堂灌的做法，这个教材强调学生自行消化和吸收。这样学生既了解了文化，又学到了与此有关的语言。

第三、教材的编排新颖，且配以较多的练习。它既强调由学生使用英语来获得信息，又组织学生根据已获得的信息来进行小组讨论或书面总结，以加深他们对英国文化的认识，同时还发展他们的语言运用能力。我们也可以把它看成是一个具有浓厚文化色彩的交际英语教程；它不但有学生用书，还有教师手册，以便于教学。所以它的十个单元在广东的几所大学试用，受到师生的热烈欢迎。

既然外国文化是外语教育的一个重要的组成部分，接下来要考虑的问题是我们的语言测试是否也应该体现文化这个要求？相信这个教材的编写组会进一步研究这个问题，使外国文化的教学更臻完善。

桂诗春

1995 年 11 月

前 言

本书为肖惠云教授主编的《当代英国概况》教材的参考用书。其编写原则与学生用书相同。

编写这样一本教师用书是在 1993 年全国“英国学与教材编写研讨会”上做出的决定。基于其指导性、新颖性、补充性等原则，编者力图在每一章里突出课堂教学重点，并就教学程序及课堂活动安排等方面提出建议，供教师们参考。在选编补充阅读材料过程中，力求为广大教师提供包含最新信息、风格各异的文章。

本书的基本框架是广东外语外贸大学英语系“英国学”项目组全体成员努力的结果。全书共分十八章，由编者在英国 Lancaster 大学访问期间（1995 年 1—10 月）完成。

在编写过程中，编者曾得到 Lancaster 大学 Edward Woods 和 Simon Gieves 的大力支持和帮助。Woods 还参与了“致教师”部分的编写工作。

本书完稿后，由我校英语系李筱菊教授主审，肖惠云教授参加审阅。在此表示衷心的感谢。

限于编者的学识和经验，本书一定有许多不足之处，还望广大教师及读者批评指教，以便再版时修正。

周学麟

1995 年 11 月

To the Teacher

1. Purpose and nature of the book

This course has been especially designed for intermediate and upper-intermediate students, i.e. those English majors in their third or fourth years. It can also be used as a general reader for those students who are interested in contemporary British culture and society.

The aim of the course is not only to provide students and other readers with information about British society and culture, but also to set out an approach to studying other cultures. The course is task-based. The tasks give students the opportunity to test their knowledge of what they have learned and also reflect on what they already know or believe about the culture and the society. They can then check their beliefs and attitudes with other students and with the text. In this way the students interact with the materials and are not passive acceptors of the information they have been provided with.

The course has several important features:

i) up-to-date information

The authors of the course have used the most recent information about Britain;

ii) student-centred

Students are asked to reflect on their own beliefs and attitudes towards Britain and to work together discussing how these relate to their own society;

iii) authentic material

Many of the texts are taken from reports and journals and provide students with an opportunity to experience and practise contemporary standard English;

iv) tables, graphs and photographs

These are used to complement the text and give a lively, motivating approach to the materials;

v) language and culture focused tasks

At the same time as they learn about the culture, they will be improving their knowledge and use of the language;

vi) flexibility

The modular approach to the course allows teachers and students to select those areas of the topic which they feel they need and are most useful to them.

2. Theoretical background

2.1. The importance of cultural study

Raymond Williams (1976) in his book *KEYWORDS* states that 'CULTURE' is one of the two or three most complicated words in the English Language (p. 76).

For many people, 'culture' is the Arts and is concerned with great writing, great painting, etc. It is now, however, commonplace to talk about 'popular culture'; and, while still referring to the Arts, it is concerned with popular entertainment, such as TV soap operas, comic strip books, etc.

When we talk about 'Cultural Studies', we are thinking of something different yet again. In courses of 'Cultural Studies', we are studying the way a society operates and how the people in that society live and interact with each other.

2.2. Language as communication

Language is essentially the resource by which we communicate with each other. We use it not only to give information, but also to focus that information and express our attitudes to that information and to the person or persons with whom we are communicating.

2.3. 'Culture' and 'Language'

How we use language has a basis in our culture. In communication, we often express our meanings with reference to our cultural heritage which is shared by other native-speakers. Non-native speakers will have difficulty in understanding the message if they do not share such background knowledge.

3. Some basic principles

In developing the materials, we have taken into account the different users of the course. Thus we have tried to allow for flexibility in approaches to using the course.

3.1. Students

Students will come from many different backgrounds and will be learning in a variety of situations.

In the first instance, there will be the different levels of attainment in the use of English among the students at different institutions. In some cases, it will be necessary to spend more time on language improvement as part of the course. In these cases, the text should be used for language teaching as well as providing information about Britain.

Secondly, there is the time that is available. In some institutions, there will be more time than in others. The modular approach to the design allows teachers to select sections from each chapter; and teachers should not feel they need to cover everything in the chapters.

Thirdly, some students will know more about Britain than others. The focus questions at the start of each chapter give the students the opportunity to reflect on what they know and to share this knowledge with others.

3.2. Teachers

Teachers will also be affected by the differences of knowledge and situation that are similar to those of the students. The Teachers' Book provides additional background information as well as giving advice on how to use the tasks and, where appropriate, keys to the tasks and exercises.

4. Organization of the course

4.1. Students Book

This is the input section of the course, where the students are given information about aspects of British society. In many cases, this might be the only section that in difficult circumstances you are able to do in the class, so some basic and essential information has been presented in a direct and explicit way.

4.1.1. Section A (Exposition Texts)

This is the input section of the course, where the students are given information about aspects of British society. In many cases, this might be the only section that in difficult circumstances you are able to do in the class, so some basic and essential information has been presented in a direct and explicit way.

4.1.2. Section B (Exploitation Activities)

In this section, students are given the opportunity to reflect on and develop their understanding of their knowledge about Britain. There are three or four free activities, which recycle the topics taught in section A. The purpose of the activities is to provide opportunities for the students to process the information from section A in various ways.

4.1.3. Section C (Extension Tasks)

The aim of this section is to develop the students' interpretative abilities through utilising the knowledge they possess. There are two or three tasks which are more demanding. The tasks combine themes learnt in previous chapters and provide extra opportunity for discussion and written work.

4.1.4. Supplementary Reading

In addition to the above three sections, each chapter also contains supplementary reading materials to provide students with further information.

4.1.5. Glossary

At the end of each chapter, there is a glossary of new and difficult words, which are explained according to the cultural context in which they appear.

4.2. Teachers' Book

The Teachers' Book not only advises the teacher on approaches to use when using the course, but also gives additional information on the topic in question.

4.2.1. Abstract

At the start of each chapter, there is an abstract to give you some idea of the content of that chapter.

4.2.2. Focus questions

The abstract is followed by a list of “focus questions”. These questions are basically to activate the students' knowledge of the theme and topic under consideration and to check preparation work. They also pave the way for what will be discussed in the chapter.

4.2.3. Facts and figures

In each chapter these provide the most up-to-date briefing concerning the theme or topic.

4.2.4. Answer keys

Given the nature of most activities (open-ended and communicative), it is difficult to provide answer keys to all the tasks, as for many of them, there will be several alternative answers, which will depend on the attitude of the persons doing the task. In some cases answers have been suggested. These should be used for reference only. Teachers should bear in mind that they should encourage students to give their own interpretations to the activities. The best approach would be to collect all the answers and then promote discussion on them.

4.2.5. Supplementary Readings

There are also supplementary readings in the Teachers' Book, which are provided as additional background information for the teacher.

5. The Methodology of the course

5.1. Modes of use

An important approach to learning that has been adopted in the development of this course is that students should be involved in the learning process and there should be opportunities for them to reflect on what they have learnt or what they already know.

Thus the ideal classroom approach is for the students to study the texts in Section A in their own time before the class, so that the time in the class is spent on doing the activities. This allows for a very active approach where the students are discussing what they know about Britain and putting it into a context by comparison with the situation in China.

It is important that students have the opportunity not only to reflect on their knowledge of Britain, but also to discover and reflect on Chinese culture. This helps to put British Studies into perspective, so that they do not simply become a collection of strange and foreign attitudes and ideas.

It is practical, however, to bear in mind that this will not always be possible and that time constraints will not allow such an approach. In such cases, teachers should select the most important sections from each chapter to be read before the class. The relevant tasks from Sections B and C are then done in the class.

The least effective method would be for the teacher to use the materials in the Students' book and the Teachers' book and present that in the form of a lecture. It may be necessary where the level of English among the students is very low, so that reading the texts would be too difficult and thus demotivating. In such cases, the lecture should be divided into several parts and students given the appropriate tasks to do at the end of each part. It is important that there is students' involvement even if the level of English is low.

5.2. Aspects of use

5.2.1. Involvement

The key to the successful use of the book is the involvement of the students. The material provided is not designed specifically to inform the teacher about Britain and to help the teacher prepare a lecture on each topic. Rather the aim is to involve both the teacher and the students in discovering aspects of Britain, where the teacher is the guide and not simply the informant. The materials are of an interactive nature and students are constantly called upon to comment and reflect on what they have learnt.

5.2.2. Compare and contrast

Another important feature of the book is that it encourages the students to relate the target culture to their own experiences. In so doing, they have to look again and rediscover their own culture. The importance of this process is that in this way, students are not only learning about Britain, but developing strategies for discovering about other cultures.

5.2.3. Language skills development

The approach adopted by the writers is one that will help develop a student's language skills. The tasks with their varied modes of activity — individual work, pair work, group work — have been designed to help students develop strategies for their own language learning. The interactive approach as it applies to reading, listening and

writing increases the students' ability to monitor their own work and to become self-critical.

5.2.4. Monitoring students

Teachers should make a distinction between monitoring students for the content of their work and correcting their language errors. While it is important that there should not be too many inaccuracies in the students' language, correction should not be done to the point where students are discouraged from discussing points raised in the materials and involving themselves in the tasks.

5.2.5. Time allocation

The book is designed to meet the requirements of the national curriculum. It should take between 36 – 40 hours to complete. The exact time will depend on the situation in the classroom — students' language abilities, organisation of the time-table, etc.

5.2.6. Sequence of content

The book has not been designed so that there is a sequence of difficulty either in language or content. Teachers can work through it chapter by chapter or by selecting topics according to the interests and needs of their students. Equally it is not necessary to do all the tasks. Once again this will depend on the needs of the students and on the time available. Teachers must consider this within the context of their own classrooms.

Finally we hope that teachers and students find *British Culture & Society* an interesting and useful textbook.

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Contents

To the Teacher	i
Acknowledgements	vii
Chapter 1: Introduction	1
Chapter 2: Family & Personal Relationships (1)	13
Chapter 3: Family & Personal Relationships (2)	25
Chapter 4: Education	36
Chapter 5: Work	48
Chapter 6: Leisure	60
Chapter 7: Holidays & Tourism	73
Chapter 8: Crime & the Police	84
Chapter 9: Justice & the Law	95
Chapter 10: Beliefs	106
Chapter 11: Welfare	118
Chapter 12: Domestic Economy	130
Chapter 13: System of Government	141
Chapter 14: Political Parties & Groups	151
Chapter 15 : The Media (1) — Broadcasting	164
Chapter 16 : The Media (2) — The Press	175
Chapter 17: Britain & the World	187
Chapter 18: Foreign Trade	197

Chapter 1 Introduction

***We are not French, and we are not
other nationals. We are British,
thank God!***

**— Field-Marshal Montgomery
(1887-1976)**



Abstract

This introductory chapter looks at some of the main features of Britain. Part One of the chapter is about Britain's physical features. After a brief examination of some terms used when talking about Britain, we turn our eyes to Britain's climate and territory. Part Two looks at Britain's population, with special attention on population density and structure as well as age and sex structure. Part Three sees Britain as a multiracial nation. Here, the focus is on the age structures of those ethnic minority groups, which are quite different from that of the white population. The next part, Part Four, focuses on the issue of class. Although the 'class structure' of Britain is often considered in negative terms, for many British people, class awareness is still there. Part Five, the concluding part, sees Britain as a changing nation. We first trace the route of Britain's decline as a world power. In spite of this, however, the past decades have seen a great improvement in the material standard of living for the majority of the population. Next, we look at the status of women. We argue that although the political, economic and domestic lives of women have been transformed in the 20th century, they still do not have exactly the same opportunities as men. We conclude the chapter by highlighting some of the key features of change.

Focus questions

1. What is the full name of the British state? What countries does it consist of?
2. What is the total population of the United Kingdom? Where do most people live?
3. Do you think that most of the ethnic minorities in Britain have different age structures from that of the white population? Why?
4. What do you think are the most important factors in determining class?
5. How do you understand the status of women in contemporary Britain?
6. What are some of the key changes over the last fifty years in the UK?