



普通高等教育“十一五”国家级规划教材

新世纪高等院校英语专业本科生系列教材（修订版）

总主编 戴炜栋

当代英国概况

*Contemporary British Culture
and Society*

主编 肖惠云



学生用书
Student's Book

第3版
Third Edition

W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
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总 序

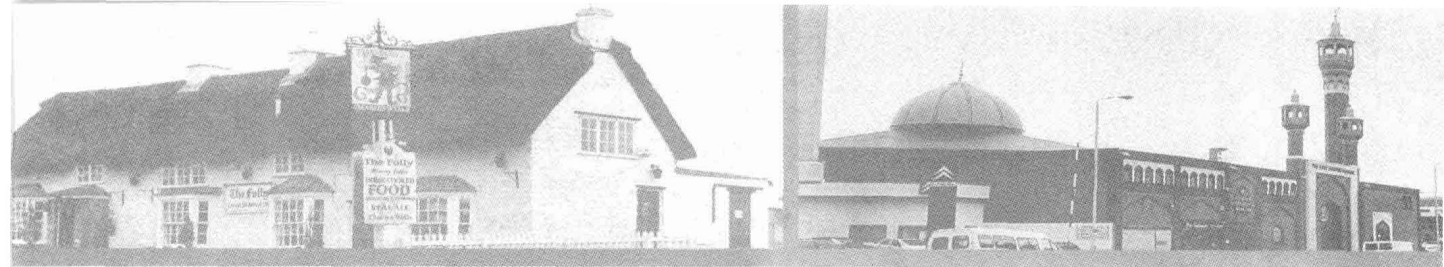
我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这 30 多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国 30 余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者



前言

们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,以打造英语专业教材建设完整的学科体系。为此,外教社邀请了全国几十所知名高校 40 余位著名英语教育专家,根据英语专业学科发展的新趋势,围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究,并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业四大板块,品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等,总数逾 200 种,几乎涵盖了当前我国高校英语专业所开设的全部课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,提供更多的选择。教材编写深入浅出,内容反映了各个学科领域的最新研究成果;在编写宗旨上,除了帮助学生打下扎实的语言基本功外,着力培养学生分析问题、解决问题的能力,提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员,总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍,再次得到教育部的认可,荣列“普通高等教育‘十一五’国家级规划教材”。我深信,这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养,填补现行教材某些空白,为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员
国务院学位委员会外语学科评议组组长



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。目前在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



第三版前言

《当代英国概况》初版于1995年完成,2002年修订后重新出版,此次为适应英国社会与文化的不断变化再次更新。

本套教材初版的编写始于1989年9月广东外语外贸大学英文学院的前身——广州外国语学院英语系英国社会与文化编写组对英国的研究。当时编写组和英国文化委员会(The British Council)建立了为期三年的合作项目“英国研究”,同时在硕士研究生班和本科四年级开设出六门有关英国社会与文化的课程:当代英国文学、英国现代史、当代英国社会、当代英国文化、当代英国经济、英国对外关系。应研究项目、课程建设和培养人才的需要,1992年6月,《当代英国概况》的编写被列为原广州外国语学院与英国文化委员会的合作项目,教材定位为供大学英语专业高年级学生使用的英国社会与文化概况教材。

1992年9月对全国各地三十余所高校所作的需要调查保证了教材的实用性。1993年初与英国文化委员会联合举办的英国学与教材编写研讨会则确定了教材的编写框架:国家教委社科司和国际合作司的负责人出席了会议并在会上对教材的编写方向和原则发表了指导性意见。北京外国语大学、上海外国语大学、外交学院、南开大学、中山大学、华中师范大学、广州外国语学院以及英国兰开斯特(Lancaster)大学共16名专家、学者就教材的对象、目的、内容和形式进行了深入的讨论并制定出编写大纲。

教材出版后的五年内,20世纪末英国社会发生了重要的变革:1997年的“布莱尔革命”(The Blair Revolution),1999年中央政府的“权力下放”(Devolution),伦敦市长的直选,福利、民事诉讼制度的改革,因特网风暴等。为与新世纪同步,编写组对教材进行了修改,不但更新了相关内容,还根据五年来课堂使用的经验,对不理想的任务或活动加以改进,对薄弱部分加以补充。

又一个五年过去,2002年以来布莱尔时代和后布莱尔时代更大地影响了英国的社会与文化。英国在过去的五年持续增长的经济提高了人民的生活水平却同时加剧了贫富两极分化,工党政府在教育、医疗和福利制度方面进行的改革发挥了效率和首创能力,但是暴力犯罪、酗酒、住房匮乏、家庭破裂又构成严重的社会问题,英国的一些价值观念因之改变。有鉴于此,我们有必要客观地对英国的社会与文化进行新的解读和诠释以进一步促进中英两国人民的互相尊重和合作。这就是第二次修订教材的目的。

本教材被广泛认为编排新颖、内容丰富、语言生动、在教学中可操作性强。初版和2002年修订版中全书包括18章,分别从概貌、家庭、就业、业余生活、教育、福利、宗教、法律、政治、经济、外交、传媒等方面介绍当代英国社会及其变化。2010年第三版把经济与外贸合而为一,全书共17章。本教材的编排一以贯之,从初版到修订版,再到现在的第三版,都保持一致的思路,即每个单元分三部分:信息提供、信息利用、附加部分。在信息提供部分,学生

利用英语去获取信息。而在信息利用部分,学生主要利用已获取的信息根据所提问题进行小组讨论或书面总结,从而发展语言应用能力,同时也提高他们的分析、判断能力,为以后的文化交流工作打下坚实的基础。附加部分为学生提供更有关深度的相关资料和讨论题目。全书配有教师用书一册。

整套教材要求在一个学期(36学时)内学完。教师可根据学生的实际水平和需要灵活使用。例如可略去附加部分,对信息利用部分也可作适当的删减。但必须保证信息提供部分的重点教学。每个单元的教学目的在教师用书里都有介绍。

本书虽然专为大学英语专业高年级学生设计编写,但经过使用和广泛征求意见后,证明也适用于进修英语的教师、准备去英语国家的进修人员和从事涉外工作的人士。

初版《当代英国概况》教材由整个项目的人员负责编写,肖惠云任主编。参加编写的中英教师有:J. Fearon-Jones、Hazel Medd、Rod Lawrence、陈建平、方健壮、毛思慧、周学麟、王义、程岸、周静琼。2002年修订版的编写工作由广东外语外贸大学英文学院英国研究中心承担,除了初版主编肖惠云外,增加副主编王义。2010年第三版的编写工作是在保持原来编写体系的原则下进行的,由广东外语外贸大学英国研究中心和广东省省级精品课程组承担。主编者为肖惠云,副主编为 Rod Lawrence、郭岚。2002年修订版列入“十五”国家级教材规划。如今2010年第三版已列入上海外语教育出版社“新世纪高等院校英语专业本科生系列教材(修订版)”,为普通高等教育“十一五”国家级规划教材。

本书从编写、试用、出版到两次修订,得到校内外、国内外不少人士和单位的支持:中山大学、原广州外贸学院、原广州外国语学院、五邑大学等院校于1994年春季试用了头十个单元,并提供了修订意见。

桂诗春教授为此书作序,并给予了热情的鼓励和支持。

李筱菊教授担任了主审,英国文化委员会 John Stoddart、英国兰开斯特大学“英国研究中心”主任 Edward Woods 参加了审阅。

英国文化委员会提供了先进的编写设备,大量的图书、资料,并负担了使用英国资料的版税。

上海外语教育出版社承担了本书初版、修订版及第三版的出版和发行任务。出版和修订工作自始至终得到出版社的大力支持和鼓励,对于出版社以及支持本书编写和出版的所有人士和单位,在此表示诚挚的谢意。

主编者
2010年5月



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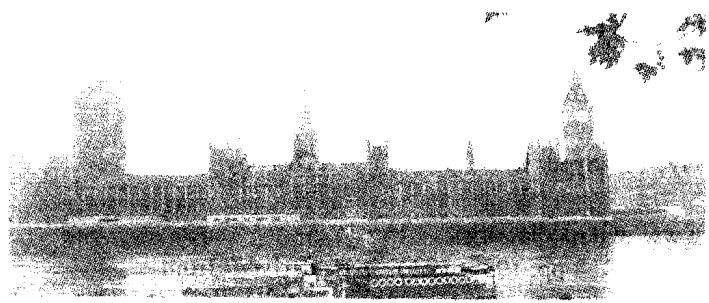
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Contents

To Students	1
Chapter 1 Introduction	9
Section A: Exposition Texts	10
Section B: Exploitation Activities	21
Section C: Extension Tasks	21
Supplementary Reading	23
Chapter 2 Family & Personal Relationships (1)	31
Section A: Exposition Texts	32
Section B: Exploitation Activities	42
Section C: Extension Tasks	40
Supplementary Reading	40
Chapter 3 Family & Personal Relationships (2)	57
Section A: Exposition Texts	58
Section B: Exploitation Activities	70
Section C: Extension Tasks	71
Supplementary Reading	74
Chapter 4 Education	82
Section A: Exposition Texts	83
Section B: Exploitation Activities	95
Section C: Extension Tasks	98
Supplementary Reading	99
Chapter 5 Work	110
Section A: Exposition Texts	111
Section B: Exploitation Activities	125
Section C: Extension Tasks	120
Supplementary Reading	129
Chapter 6 Leisure	137
Section A: Exposition Texts	138
Section B: Exploitation Activities	149
Section C: Extension Tasks	150
Supplementary Reading	152
Chapter 7 Holidays & Tourism	163
Section A: Exposition Texts	164
Section B: Exploitation Activities	175
Section C: Extension Tasks	170
Supplementary Reading	170

Chapter 8 Crime & the Police	186
Section A: Exposition Texts	187
Section B: Exploitation Activities	199
Section C: Extension Tasks	203
Supplementary Reading	209
Chapter 9 Justice & the Law	216
Section A: Exposition Texts	217
Section B: Exploitation Activities	226
Section C: Extension Tasks	227
Supplementary Reading	230
Chapter 10 Beliefs	238
Section A: Exposition Texts	239
Section B: Exploitation Activities	249
Section C: Extension Tasks	250
Supplementary Reading	251
Chapter 11 Welfare	259
Section A: Exposition Texts	260
Section B: Exploitation Activities	273
Section C: Extension Tasks	275
Supplementary Reading	276
Chapter 12 Economy	288
Section A: Exposition Texts	289
Section B: Exploitation Activities	307
Section C: Extension Tasks	308
Supplementary Reading	309
Chapter 13 System of Government	316
Section A: Exposition Texts	317
Section B: Exploitation Activities	328
Section C: Extension Tasks	329
Supplementary Reading	331
Chapter 14 Political Parties & Groups	340
Section A: Exposition Texts	341
Section B: Exploitation Activities	350
Section C: Extension Tasks	351
Supplementary Reading	352
Chapter 15 The Media (1) — Broadcasting	355
Section A: Exposition Texts	356
Section B: Exploitation Activities	371
Section C: Extension Tasks	373
Supplementary Reading	374
Chapter 16 The Media (2) — The Press	381
Section A: Exposition Texts	382
Section B: Exploitation Activities	393
Section C: Extension Tasks	398
Supplementary Reading	399
Chapter 17 Britain & the World	405
Section A: Exposition Texts	406
Section B: Exploitation Activities	418
Section C: Extension Tasks	421
Supplementary Reading	423

Illustrations, tables, graphs and maps

Illustrations: —

Education System — basic structure	(84)
A typical day	(139)
The Structure of Policing in England and Wales	(212)
The Legal System in England & Wales	(219)
Barristers' training	(224)
Solicitors' training	(224)
The Scottish courts	(230)
Religious structure of the population of Great Britain, 2005	(243)
Social Security — benefit claiming	(266)
Health services provided by the state system	(267)
The financial institutions	(292)
The structure of Central Government	(317)
The road to Parliament ...	(324)
Influences on an MP	(324)
The political spectrum	(341)
Means of political participation	(349)
Broadcasting — basic structure	(356)
Direct & indirect influences on the content & style of a newspaper	(388)
The MOD's conceptual approach to countering terrorism	(417)

Tables: —

Age distribution of the population, 2007	(15)
Population: by ethnic group and age, 2005	(16)
Distribution of the working-age population, 2000	(18)
People in households; by type of household and family, 1971–2007	(33)
People cohabiting; by marital status, 2006	(38)
Division of household tasks: by gender, May 1999	(60)
Tasks usually done by women, as perceived by gender, 2006	(60)
Decision-making in family life	(63)
Calls and letters to Childline, by type of problem and sex, 2005	(66)
Students in higher education: by gender and selected subject group, 2004/05	(95)
Sources of student income, 2004	(105)
Employees in employment, 1981–2007	(112)
Average gross weekly earnings: by sex, highest qualifications and age, 2005	(114)
Managers, senior officials and professionals; by ethnic group and sex, 2005	(122)
Employee jobs: by sex and industry, 1981–2006	(123)
Employee job satisfaction; by gender, 1998	(124)
Employee satisfaction with different aspects of work, 2006	(124)
Time spent on main activities; by sex, 2000–2001	(139)

Children's top ten Internet uses by age; 2005	(142)
Types of fiction preferred by young people aged 5–17; by sex, 2005	(142)
Day visits from home: by sex and main activity, 2002/03	(143)
Leisure activities away from home, 1998	(144)
Major British sporting events	(146)
Participation in selected sports by young people outside lessons; by sex, 2002	(148)
How active involvement in sport varies by sex and age, 2005/06	(154)
The effect of removing admission charges on the number of museum visitors, 2002	(154)
Percentage stating they do various activities in their free time, 2005/06	(155)
Inbound numbers of tourists from different countries and spending, 2007	(168)
Visitors to top 10 paid attractions, 2006	(168)
Visitors to top 10 free attractions, 2006	(169)
Visits of one night or more by visitors from abroad; by region, 2005	(169)
Offences recorded by the police in England & Wales, 1971/1989/1999/2007	(188)
Fear of crime; by gender and age, 2000	(189)
Perceptions of the local police, 2005/06–2007/08 BCS	(197)
Clear-up rates for offences notified to police, by type of offence, 2000	(198)
Law breakers: percentage knowing personally someone who has ...	(209)
Do you approve or disapprove of the people who do these things, or doesn't it bother you?	(210)
Opinions on crimes & punishment	(211)
Belief in God, 1998	(246)
Moral attitudes and church attendance — teenagers, 2005	(248)
Household expenditure: by purpose, 1971–2006	(298)
Typical family expenditure by COICOP category, 2007	(299)
Proportions of British exports and imports by type, 2007	(304)
Leading exporters and importers in world trade in commercial services, 2000	(305)
Multinational companies in Britain	(306)
How Britain voted in 2005	(347)
2005 General Election: Votes cast and members elected to House of Commons	(347)
Television viewing and radio listening: by age and gender, 1999	(364)
Interest in television programme by type; by age, 2002	(365)
National daily & Sunday newspapers; dates of foundation	(382–383)
Major proprietors and share of national newspaper circulation, 2007	(384)
Sources of press revenue	(385)
Characteristics of quality and popular newspapers	

(386)

The press conglomerates (399)
Readership of national newspapers: % by social class,
age and sex, 2008 (400)

Graphs: —

Average temperature in England & Wales (10)
Average rainfall in England & Wales (10)
Population of the United Kingdom (in millions)
(14)
Population density (14)
Sizes of cities in the UK (15)
% of births outside marriage (33)
Marriages and divorces, 1955–2005 (40)
Petitions for divorce, 2007 (41)
Survey of views on reasons for success & failure in
marriage (41)
The New Tribes and blog writing, 2006 (48)
Families with a three-year-old child, 2003 (62)
Social networks of people aged 65 and over, 2001/02
(68)
Living arrangements of old people: by age and sex,
2002 (68)
% of 16+ year olds staying on in full-time education,
1938–2006 (83)
Children under 5 in school as a % of all children aged 3
or 4, 1970–2006 (85)
Pupils achieving 5 or more GCSE grades A to C or
equivalent: by parents' socio-economic group, 1989
and 2000, England and Wales (89)
Unemployment rates: by region, Spring 2007 (113)
Average gross weekly earnings: by area, April 2000
(115)
Trade Union membership, 1980–2005 (117)
Unemployment: by ethnic group and sex, 2004
(123)
Mothers' reasons for not doing paid work, Spring 1998
(128)
Holidays taken by Great Britain residents: by destination
(164)
Most popular destination countries, 2006 (172)
Victims of 1+ crimes: international comparison, 1988–
2004 (188)
Adults most at risk of violence, 2007/08 (190)
Offenders as a percentage of the population: by gender
and age, 2006 (191)
Public opinion of main causes of crime in Britain today,
2007 (192)
Survey: 'Why do the youngsters you know commit
crime?' (194)
Reporting rates based on 2007/08 BCS interviews
(208)
Anti-social behaviour indicators, 2001/02–2007/08

(208)

Sunday church attendance in Great Britain, 1979–2005
(244)
% belonging to a church: by region, 2005 (244)
Belief in life after death, God, etc. by urban 13–15-
year-olds, 2005 (245)
Atheists, agnostics and believers (by gender)
(246)
Distribution of real household disposable income, 1971–
2005 (261)
Family types and low income, 2004/08 (261)
Proportion of adults lacking selected basic necessities
through inability to afford them, 2007 (262)
Proportion of households lacking certain consumer
durables, 1995–2007 (262)
Government expenditure as a % of GDP, 1901–2001
(295)
Government receipts — projections, 2008–09
(296)
Government spending by function — projections, 2002–
09 (297)
Student expenditure, 2004/05 (299)
Leading countries in world merchandise trade, 2006
(301)
Leading countries in world trade of services, 2006
(302)
Exports of manufactured goods, a % of world exports of
such, 1900–2000 (302)
Audience share of broadcasters, 2006–08 (362)
% of time allocated for different types of TV programme
(363)
Survey: attitudes towards potentially offensive aspects of
TV (370)
Circulation of selected national daily newspapers, 2008
(387)
Immigrants permitted to settle in the UK, 1976–2002
(411)
Percentage of British exports to & imports from the EU,
1935–2007 (415)
Changes in public perceptions of Britain's place in the
world (415)

Maps: —

Great Britain & Northern Ireland — Physical Features
(11)
Some famous people and places in the UK (12)
Holidays taken within Great Britain by UK residents: by
region of destination, 2005 (170)
Main road and rail network and airports (200)
The British Empire in 1919 (407)
Commonwealth members (408)
The European Union (413)



To Students

The study of the life and culture of an English speaking country can be one of the most interesting and enjoyable courses in an English degree. This book aims to provide teachers and students with a fresh, lively and up-to-date approach to the study of contemporary Britain.

It is our hope that this book will help you achieve three main objectives: —

- To understand British society and culture.
- To improve your language ability.
- To increase your ability to interpret and analyse evidence.

Each chapter deals with a different aspect of life in Britain. In order to get the maximum benefit from this book, and to achieve these objectives, it is important for you *always to read each chapter carefully before class* and to *think about the questions posed*. Do not be afraid to ask your teacher questions. He or she cannot be expected to know every fact about Britain, but will appreciate knowing what you are interested in. You will also be making the class more lively.

It is also important to be active in all the classroom activities — think about the problems set and use your English vocabulary as much as you can. Think over what you have learned at the end of each unit. Finally, keep alert to what is happening in Britain both during and after you study this course.

Throughout this book you will be encouraged to think about the issues that matter to people in Britain today. What does he or she think about and hope for? It will help if you can imagine yourself in a British person's situation. Then, as well as being able to describe, for example, what a British family might look like from the outside, you are finding out what that family might *mean* to its members. Who do they include within their family? How do family relationships influence their behaviour? As well as being able to describe the functions of the