

三 高校英语精品选修课系列

总主编 赵晓红

# 英语文化与交际

CULTURE AND COMMUNICATION

主 编 马玉蕾 苗瑞琴

上海交通大学出版社

高校英语精品选修课系列

# 英语文化与交际

English Culture and Communication

上海交通大学出版社

## 内 容 提 要

本书介绍了英美两国社会文化背景和生活习俗,共分十二章,涵盖政治、经济、文化、社会生活等诸多方面,每章还有相关话题讨论、文化知识测试和名人名言,将英美文化的学习融入口语、阅读和写作练习中。兼具实用性与知识性。

可用作研究生、本科生选修课教材,也适合读者自学使用。

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# 总 序

21 世纪要求高校培养的人才既要有知识又要有能力,也就是说,高校毕业生不仅要具有扎实的基础知识,而且还要有宽广的知识面,文理结合,全面发展。这一要求对高校的外语教学也提出了新的任务。高校外语教学不能再像以前那样只重语言知识的传授,而是要帮助培养学生的各种英语能力,为他们适应现代社会做积极的准备。新颁布的《大学英语课程教学要求》和新修订的《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》也明确地反映了这一点。《大学英语课程教学要求》指出:大学英语课程不仅是一门语言基础课程,也是拓宽知识、了解世界文化的素质教育课程,兼有工具性和人文性。因此,设计大学英语课程时也应当充分考虑对学生的文化素质培养和国际文化知识的传授。《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》也指出:各个院校和科研机构可以根据需要和可能,为学生开设实用性强的各类英语选修课程,如以语言、文学、哲学、文化、外国概况等为内容的素质课,以社会交往、国际礼仪等为内容的社交课,以英语国家生存常识为内容的出国预备课等。博士研究生英语的教学目的以培养学生用英语进行工作和研究的能力为重点,通过英语教学有效地培养学生用英语进行工作沟通和学术交流的能力。

在大纲的指导下,近年来,许多综合性重点高校都在积极进行英语课程结构的改革。除传统的基础英语课程外,许多高校都开设了各种门类的英语选修课,以帮助提高毕业生的英语综合应用能力,增强自主学习能力,培养综合文化素养,适应我国社会发展和国际交流的需要。

高校英语选修课门类现在虽然很多,但归纳起来,主要有三类,即“语言实际知识与技能类”、“语言应用类”和“语言与文化类”。“语言实际知识与技能类”主要涉及阅读、口语、写作、听力、翻译技能的进一步培养,如中高级口译、翻译理论与实践、演讲与辩论等;“语言应用类”包括商务英语、传媒英语、科技英语、英语学术论文写作、应用文写作等;“语言与文化类”涉及英美社会与文化、西方文学选读、影视欣赏、英美报刊选读等。针对这些选修课,有些高校也编写了相应的教材,但总体上,教材的门类不全,有些课程老师就是选不到一本对教、学双方都适用的教材,有的甚至找不到任何教材,造成某些课程都是老师自编讲义,或每个地方凑一点拿来作为课堂教学使用,因而在教学内容的系统性、延续性和规范性方面都存在较大的随意性,也不方便学生自主学习。加上中国老师和学生都不太适应零散的教学资

料,所以有些选修课给人的感觉就是结构松散、不太正规的课。

为了提高选修课教学质量,同时也考虑到学生对技能类及文化类课程选修的热情,作为上海交通大学研究生公共英语核心课程建设项目的一部分,我们选择编写了《英语公众讲演技巧》、《英语视听与口语——英语电影赏析》、《英语文化与交际》教材,以填补空白,进一步满足选修课教学的需要。编写这几本教材,我们是有相当实力和经验的。首先,这些选修课已在我校非英语专业研究生中开设多年;其次,编著者都是亲自担任这些课程教学的老师,有丰富的教学体会与经验可以融入到教材当中。

在编写过程中,这几本教材都遵循选修课的特点,充分考虑了趣味性、知识性、实践性的结合。概括起来,主要有以下特点:

(1) 在教学目标方面,力求拓展学生视野,深化学生英语知识与技能,完善学生知识结构,发展学生的特长与个性;

(2) 在教学内容方面,力求加强较深、较广、较实用的技能培养与知识建构。有的教学内容还可以引出当代现实社会生活的某些相关问题,使学生能结合课程内容,针对这些问题做出自己的思考与评判;

(3) 在教学模式方面,充分考虑了现代教育技术在课堂上的利用。要求结合多媒体手段实施教学,完成实践;

(4) 在教学方法方面,教材侧重以讨论、探究与实践为基本形式,设计了丰富的课堂互动活动,如要求学生作 PPT 发言、表演情景剧、写影评等,以调动学生的积极性,开发学生潜能,同时培养学生的自主学习能力与其他综合素质。

我们希望今后在合适的时机,能进一步根据教学需要和编写能力,增加其他选修课的教材,以丰富这一精品选修课系列教材的种类。

赵晓红

上海交通大学外国语学院

2009 年 2 月

# 前 言

当今世界,全球经济的一体化使得国际交往日益频繁,中国经济的快速发展和文化影响力的日益增强使中国和英语国家之间的交流越来越多。在国际交往中,很多人都有过“文化休克”的经历。文化休克固然和一个人的外语运用能力有关,但更重要的是和目的语国家的文化习俗、历史背景等密切相关。文化的差异会导致误解、歧视,甚至冲突。毋庸置疑,交际的基础是拥有较强的语言能力,而成功交际的保障则是掌握丰富的文化知识。很多英语学习者认为掌握了一些必要的语言知识和语法内容,能从容应对各种考试,就能在对外交往中获得成功。在实际生活中,这些想法往往会落空,因为语言从来都不是一成不变的,并且语言在运用当中还牵涉到是否得体的问题。不断发展的社会赋予了很多词汇新的内容,中西方文化的不同认同感又使得某些语言表达所传递的信息不能完全被对方的文化理念所接纳。

鉴于此,在高等院校的英语教学活动中,西方尤其是英美国家的文化内容应当贯穿始终。在认真研究了国内同类教材,充分考察了学生,特别是非英语专业学生的英语知识结构的基础上,经过数年的课堂教学实践,我们编写了这本教材。

为了对学生及英语教师提供学习和教学上的帮助,本书对英美国家的文化知识进行了比较全面和详细的介绍。与国内同类教材相比,本教材有如下特点:

(1) 主题鲜明,重点突出。目前国内同类教材中,大部分是详尽介绍英美文化知识的,尤其以阅读摘选文章为主,没有针对当今英语学习者重知识少实践、重语言少文化的状况进行编写。本书有的放矢,选择重点和新知识点进行介绍并配以练习题。

(2) 内容生动,实用性强。本教材所选内容和英美文化生活密切相关,读者通过阅读会有种似曾相识却又豁然开朗的感觉。它可以成为一本英美文化的指南书,在各个重要领域和生活的各个方面给读者提供帮助和指导。

(3) 配套练习,形式多元。本书紧密联系生活,将英美文化知识融入口语实践。每章练习题针对所在章节的话题,让学生进行口语练习,使学生在实践中掌握必要的语言和文化知识,并全面提高交际能力。

古人说“读万卷书,行万里路”,强调的就是知与行要密切结合。知识是无边的,学习方法是无穷的,我们追求的是在教会学生一定量的知识的同时,也强调获取知识的方法,使学习成为终生乐事。正如孔子所说:“学而时习之,不亦悦乎?”

在内容编排方面,本教材共分为 12 章:

第 1 章 背景介绍,包括文化的概念、跨文化交际研究的历史及重要性、文化休克现象等;

第 2 章 价值观,包括当代英美人的的人生观、道德信念以及他们在日常生活中体现出来的文化性格等;

第 3 章 非言语交际,即面部表情、身体语言、手势语及眼神交流等在跨文化交际中的重要作用;

第 4 章 生活习俗,包括英美人的婚姻习俗、饮食文化及其他与日常生活相关的内容(如住房等);

第 5 章 言语交际,介绍英国英语和美国英语的区别、口语和书面交际中的正式和非正式语体等;

第 6 章 商务交流,介绍得体的商务服饰、礼仪及商务写作规范(如信函、电子邮件)等;

第 7 章 教育体制,介绍英美的教育体制,针对可能受众的兴趣,还介绍了研究生教育、学位和成人教育及大学评估体系等;

第 8 章 经济生活,包括英美人的经济体系、公司运作形式、银行与货币、税收、理财及就业情况等;

第 9 章 娱乐生活,包括英美国家的大众媒体(如报刊、广播、电视等)和各类文体休闲活动;

第 10 章 历史和政治,包括英美两国主要历史事件、政治体制、政治选举等;

第 11 章 宗教信仰,介绍英美及世界各地的主要宗教派别及它们与政治、经济、文化的关系;

第 12 章 重要节日,介绍英美两国的主要节日,包括节日的历史、庆祝风俗等。

使用本教材开设“英语文化与交际”课程的几点建议:

(1) 本课程融知识传授和语言技能训练于一体。建议老师在课堂上做重点讲解,课后可布置相关阅读作业,使学生在掌握教材内容的基础上进行操练。

(2) 本课程注重学生的文化实践,因此课堂上应要求学生进行各种基于文化主题的演练,通过问题思考、角色模拟、小组讨论、演讲报告、文化知识测试和文化对比等形式来检测、巩固所学的文化知识,操练英语口语和写作技能,全面提高学生的英语运用能力。因此,为增强教学效果,增加教与学的互动性,建议班级以小班为佳,人数不宜超过 30 人。如果时间充裕,教师还可以考虑补充视听材料,加深学生对某一相关英美文化知识的印象。

(3) 本课程若作为公共课则课时不宜过多,但不能少于 50 学时,以保证学生



在完全掌握重要英美文化知识的基础上进行适当的演练。

(4) 本书每章都配有 5 个相关格言或谚语,它们对相关章节的内容有提纲挈领的作用。建议教师让学生就这些格言或谚语展开讨论,并找到更多相关的语言表达,以充实自己的语言文化结构。

本书由马玉蕾和苗瑞琴两位副教授担任主编。两位老师多年来一直在上海交通大学外国语学院担任“英语文化与交际”课程的教学工作,并都有在美国或欧洲留学的经历。她们对文化差异及其对交际的影响有深刻的体会,收集了丰富的第一手资料,深知中国学生在进行跨文化交际过程中存在哪些比较突出的问题,因而能在教材编写中有的放矢。其他编写人员均为上海交通大学外国语学院的英语教师,有丰富的教学心得和经验。

本书是上海交通大学研究生院“985”二期研究生公共英语核心课程建设立项项目的部分成果。

本书的适用对象包括普通高校本科生、研究生、意欲赴英美国家留学、从事外事活动或其他各类有意了解英美国家文化的人员,亦可作为成人高等教育的实用英语课程教材及高校英语教师课堂教学的参考书。

**编著者**

2009 年 6 月

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# Chapter 1

## Introduction to Cross-Cultural Communication

### Pre-reading Activities

1. In some countries, people greet each other not only with words, but with their body behavior. Shaking hands is a relatively common way of greeting now. But in China we seldom see people greet each other with hugs, or cheek-kisses. Have you ever thought of the reasons for this? If you were to meet a friend who comes from a country with a cheek-kiss custom, what will you do, to shake hands or to kiss his/her cheeks?
  2. Differences in culture display in a variety of ways, but the most important element in effective intercultural communication is language. Do you believe that language issues are becoming a considerable source of conflict in the world? Give examples to illustrate your point.
  3. Culture has many different features: some are visible, and some are invisible. Study the following categories of culture, and decide which are visible (V) and which are invisible (I).
- |   |  |
|---|--|
| <input type="checkbox"/> facial expressions | <input type="checkbox"/> religious beliefs     |
| <input type="checkbox"/> religious rituals  | <input type="checkbox"/> importance of time    |
| <input type="checkbox"/> paintings          | <input type="checkbox"/> concept of self       |
| <input type="checkbox"/> values             | <input type="checkbox"/> concept of leadership |
| <input type="checkbox"/> holiday customs    | <input type="checkbox"/> literature            |
| <input type="checkbox"/> gestures           | <input type="checkbox"/> nature of friendship  |
| <input type="checkbox"/> foods              | <input type="checkbox"/> general world view    |
| <input type="checkbox"/> concepts of beauty | <input type="checkbox"/> work ethic            |

- |  |                               |
|--|-------------------------------|
| ( ) eating habits                      | ( ) rules of social etiquette |
| ( ) music                              | ( ) concept of personal space |
| ( ) concept of fairness                | ( ) styles of dress           |
| ( ) child-raising beliefs              | ( ) concept of modesty        |
| ( ) understanding of the natural world |                               |

## Quotations

1. Think like a wise man but communicate in the language of the people.  
(*William Butler Yeats, Irish dramatist and poet*)
2. Good communication is as stimulating as black coffee and just as hard to sleep after. (*Anne Morrow Lindbergh: Gift from the Sea*)
3. Laws are subordinate to custom. (*Titus Maccius Plautus, Roman Comic Poet*)
4. My words fly up, my thoughts remain below; Words without thoughts never to heaven go. (*William Shakespeare*)
5. Acceptance of others, their looks, their behaviors, their beliefs, brings you an inner peace and tranquility—instead of anger and resentment. (*Anonymous*)

## 引言

文化是个复杂的概念,不同的学科会根据自己的理论和需要对文化进行定义。本书中所说的文化则是通常意义上的概念,包含了所有人类生活方式。文化具有几个方面的特点,如动态性、内在统一性等。语言是文化的一部分,当不同文化背景的人进行交流的时候,语言则是最重要的工具。

跨文化交际(intercultural communication)是当代人类社会所面临的重大问题之一。今天的全球化(globalization)已成不可抗拒的趋势,联结世界各地不同文化的人群和机构。几乎每个人都不可避免地要和来自不同文化背景的人们进行交往,跨文化交际正在成为越来越普遍的日常现实。但是在实际的交际中仍然会产生意想不到的困难与问题,有的甚至造成误解、困惑、或者冲突。怎样避免这些问题的出现呢?提高跨文化交流的意识和能力,对不同国家的文化进行了解并在交往中尽力达到和谐状态将是全人类共同努力的目标。

## 1.1 Overview

What is culture? In its Latin origin, it means *cultivate*. Geert Hofstede once used a metaphor to describe culture: Culture is a mental set of windows through which all of life is viewed (Beamer and Varner, 2001). In one society culture might be different from person to person, but it does share certain important characteristics among members of a society.

There are over three hundred definitions of culture. Every different definition is a reflection of different theories or understandings, thus it becomes difficult to pin down an exact definition of culture.

Generally speaking, culture refers to the behaviors which are learned or shared in a community; it also refers to the norms (i. e. the usual way people in a given society behave) and values (i. e. something that people in a certain society hold dear) and material objects.

In 2002 UNESCO (United Nations Educational, Scientific and Cultural Organization) described culture as follows: "... culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs."

Simply put, culture is the way of life for an entire society. It is something that people usually take for granted but in fact needs further examination. We can adopt the following definition as our working definition of culture in this book:

*Culture is the coherent, learned, shared view of a group of people about life's concerns that ranks what is important, furnishes attitudes about what things are appropriate, and dictates behavior.*

(Beamer and Varner, 2001)

Sociologists categorize culture into three broad organizations, namely, social organization, customs and traditions, and finally arts and literature.

Social organization is the social structure to which every culture bases itself on. Each culture has its own basic needs that are met through this social organization. The most important unit is the family, where the children learn

how they are to behave and what they are to believe.

Customs and traditions represent the most important element in culture, which is a rule of behavior. Rules are carried out in different ways and may vary in importance. Some rules are not exactly rules, acting more like social pressure to enforce minor rules of daily life. For example, if everyone in the neighborhood sent their children to Sunday school for enhancement and your children were usually at home having fun, the next thing you would probably do would be to send your children to learn something too.

Arts and literature are the productions of human imagination. They are here to please and entertain human beings and instill cultural values of a society. The novel *Robinson Crusoe* is a literary work which relates a person's will to survival and obstacle-overcoming. Arts and music help to strengthen a culture's identity. It also inspires a sense of pride and belonging.

That is culture. It is everything we are made up of and it is everything that we are—from daily life habits to ideation and point-of-view. Without culture, we would not know who we are. Without culture, we would not be able to maintain our uniqueness and diversity.

## 1.2 Features of Culture

- **Culture Is Coherent**

Each culture, throughout history, from past to present, is a coherent and complete whole within itself, but when it is put within the whole mosaic of the culture, difficulties of understanding may arise. Suppose many, many years ago, a boat full of Chinese set sail for San Francisco, the legendary place full of gold. Due to the heavy storm, the boat went off course and came to Mexico. To their surprise and horror, the passengers found images of skeletons, skulls and graves in every store window and every home. In Mexico, the Day of the Dead is a fiesta (宗教节日) with deep meaning for Mexican families. It emphasizes family ties that can reach beyond the grave, as departed family members are remembered and consciously brought to join the living family members through celebration. If those Chinese people understand that custom and tradition of having those images, they would respect the Mexican's attitudes toward death symbols. But if they have only seen a fragment, or a bit of behavior, they will regard it as

bizarre, unnatural. In fact, in China we do have a similar festival observed on the 5th of April. Understanding another culture is an essential concern.

The completeness of culture should also be notified when a person from one culture does not see a whole situation of another culture. They tend to consider another culture as weird, abnormal, and even think it is not the correct way of doing things.

- **Culture Is Learned**

Culture is not something innate, i. e. something we are born with, but rather it is learned. The learning process might well begin immediately after birth, even earlier.

Culture is not only learned, but also learnable. No one has to remain for a whole lifetime in only one culture. You have chance to get to know other cultures, and you can learn them if you want to understand them. You may get inside and dig deep into them and behave according to their norms.

- **Culture Is Dynamic**

Culture is a relatively stable concept, but it is changing constantly in a subtle way. With high speed of development in the modern world, culture is at the same time in the state of flux—different cultures are in contact with each other in a continuous and constant way.

Cultures are both subject to change and resistant to it. Resistance derives from habit, religion, and the integration and interdependence of cultural traits. For example, in many cultures men and women play different roles, and these roles are most of the time complementary. Women might desire changes in their position in the family, which will have some effects on the dominant role of men. Men, however, might be resistant to the incoming changes and want to keep an imbalanced power in their favor. The Women's Liberation Movement in the second half of the 20th century in western cultures was a case in point.

There are several factors which may lead to cultural changes, namely the environment, inventions, and contact with other cultures. Cross-cultural contact can also result in acculturation (文化迁移), i. e. the replacement of the features of one culture with those of another. A case in point is what happened with many native American Indians. To an individual, the related processes are assimilation



(同化) and trans-culturation (文化改变), both of which refer to adoption of a different culture by an individual.

- **Culture Represents the Viewpoints of a Community**

A culture and its whole features are usually shared by all members of a community or a society, who probably agree that something is necessary and important, even without saying it. Groups are motivated by common views which reflect their values, and these views constitute a dynamic force directing the groups to achieve societal goals.

Apart from viewpoints, people in a given culture share symbols of that culture too. Language is the most obvious set of symbols and is the most important one. Cultures also share visual symbols (e. g. logos of certain companies and universities), icons, religious images (e. g. the cross and dove of Christianity), and national flags.

- **Culture Ranks What Is Important**

What is of vital importance to one group may be virtually meaningless to another, as the proverb goes: “One person’s meat is another person’s poison.” These values are cultural priorities. Within a culture, a value may be of greater or lesser importance. For example, a culture may put a high priority on directness in speaking and a low priority on making a zigzag way of truth-telling. Priorities vary across cultures.

### **1.3 Culture and Language**

Culture and language are intertwined, and they shape each other. It is impossible to separate the two. Language is not merely neutral codes and grammatical rules. The moment when we compose a sentence, select the suitable words and structures to express ourselves, we are making choices in terms of culture. We all know that language helps in communications between people from different backgrounds. However, we may not be quite clear that the knowledge of culture is vital in understanding the language being used. If we use the language without knowledge of the target culture, we may not be a good communicator and we may even send wrong messages. The point is that words themselves do not carry particular meanings, but rather the meanings come out of