

根据教育部 2007 年《大学英语课程教学要求（试行）》编写

大学能力英语选修课系列教材

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大学能力英语

走进多元文化 I

Abilities in English for College Students

多元文化走进课堂 I

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根据教育部 2007 年《大学英语课程教学要求（试行）》的精神，为保证学生大学英语学习四年不断线，由全国部分重点大学合作编写了这套大学能力英语选修课系列教材。

《大学能力英语》基于“以任务为导向”（task-based learning）的编写理念，突出语用行为原则，每单元围绕某一专题从听、说、读、写、译五方面训练学生的语言交际能力。每册图书配赠一张听力光盘。

《大学能力英语——走进多元文化 I》涵盖婚姻、音乐、饮食文化、人际交流、旅游、留学、体育等典型文化话题，共 5 个单元。

本书适合作大学本科低年级非英语专业选修课教材，也可供学生自学使用。

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《大学英语课程教学要求〈试行〉》是当前我国大学英语教学改革的指导文件。这个文件对大学英语的教学性质和目标、教学要求、课程设置、教学模式、教学评估、教学管理都有详尽而清楚的阐述。字里行间，洋溢着崭新的现代教学理念。如：

“大学英语是以英语语言知识与应用技能、学习策略和跨文化交际为主要内容，以外语教学理论为指导，并集多种教学模式和教学手段为一体的教学体系。大学英语的教学目标是培养学生的英语综合能力和应用能力，特别是听说能力，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流，同时增强其自主学习能力，提高综合文化修养，以适应我国社会发展和国际交流的需要。”

“各高等学校应当根据实际情况，……设计各自的大学英语课程体系，将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合，以确保不同层次的学生在英语应用能力方面得到充分的训练和提高。”

由于各校有关大学英语教学的领导和教师对这个文件非常熟悉，我不一一引述。我只想就这两段谈谈我的看法。我觉得《教学要求》颁布后，大学英语界，特别是出版社在出版大学英语教材方面的认识有提高，如或在大学英语教材中增加听说内容，以弥补现有教材的不足；或单独编写或引进出版听说教材，从实处上突出听说教学；除纸质教材外，大力开发网络课程教学系统；在教材编写方面，尽量贯彻“个性化学习自主式学习”的原则，等等。但我总觉得这还不够，大学英语界对上述第二条引文没有表现出太大的兴趣。人们似乎满足于“综合英语类”的教材和教学，对“语言技能类、语言应用类、语言文化类和专业英语类”的教材和教学考虑较少。事实上，没有这些选修课程的配合，很难实现“提高综合文化修养，以适应我国社会发展和国际交流的需要”；很难做到“必修课程和选修课程有机结合”；“很难保证不同层次的学生在英语应用能力方面得到充分的训练和提高”；也无法完成“注重培养语言运用能力和自主学习能力的教学模式的转变”。

令人宽慰的是总有一些出版社（如出版本系列的机械工业出版社）和教师（如以王正元教授领衔的各校教师）目标明确、不惧困难，埋头苦干，众志成城。“大学能力英语选修课系列教材”的出版是最好的说明。我个人认为这套教材具有以下特色：

- 教材编写依据上有《教学要求》，下有各校的具体需求。
- 选材原则注意时代性、实用性、趣味性、多样性。
- 编写原则突出任务型教学，反映了当代功能主义的教学理论。
- 每个单元，围绕主题，听说读写译有效整合。
- 培养学生在语境中自主学习，掌握语用能力。

显然，这些特色来自较多先进的教学理念，其核心是上述的“任务型教学”。国内任务型教学在中小学教材和教学中出现较多，在大学圈内也有倡导的。从反馈看，肯定的

多，持异议的也有。如今“大学能力英语选修课系列教材”的出版，将为我们提供宝贵的经验。具体说，一套教材只有在使用中才能得到检验和完善。在学中干，在干中学，我们的编者本身就是在体验实施“任务型教学”。我相信他们能够成功。我预祝他们成功。

胡壮麟

圆园零年 苑月

北京大学蓝旗营

前摇摇言

根据教育部《大学英语课程教学要求（试行）》“培养学生的英语综合应用能力，特别是听说能力，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要”的大学英语教学目标和“将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合，形成一个完整的大学英语课程体系，以确保不同层次的学生在英语应用能力方面得到充分的训练和提高”的大学英语教学改革的要求，我们编写了这套大学能力英语选修课系列教材。我们在编写过程中力图使教材突出以下特点：

一、确定以培养学生英语能力为目标

我们在编写这套教材时，大家认真讨论了这样一个问题：学习英语干什么？为了用英语交际。靠什么去交际？靠英语能力。所以我们在编写过程中坚持以培养学生英语能力为目标，而教学互动、情景功能、体验等最终应当落实在英语能力的打造上；英语能力是英语学习的最终目标，其他大多数都是为打造能力服务的方法；形成不了英语能力的学习，应该说是效果不佳的学习。所以，我们在这套教材编写大纲中确定了以培养学生英语能力为目标，把这套教材定名为“大学能力英语”。

二、坚持“以任务为导向”（Task-based Learning）的外语教学理念

我们在教材编写中考虑的第二个问题是：既然教材的主旨是培养学生的英语能力，那么什么形式能更有效地培养学生的英语能力呢？语言专家和学者们经过长期的探索和经验积累提出了很多科学的外语教学法，这其中以完成任务为导向的学习法对培养学生英语能力更直接、更有效。比如说让学生去听两个美国人围绕一个话题说英语，按照范文去套写一篇英语文章，这样的学习者只是站在第三者的立场上为学习而学习，是一种模仿学习。这种学习往往是被动的、等待的，缺乏带着任务学的身临其境的感受和动力。如果把课程设计成让学生去完成某种任务，以言行事，以言取效，把语言看成是取效行为，这样会有力地调动学生的学习积极性。所以我们在编写这套教材时，尽量明确交际任务，让学生主动地去体验如何完成交际任务，把完成交际任务作为培养提升能力的导向。完成任务型的“实战演练”是培养、打造学生英语能力的有效方法。所以，我们设计的这套教材努力体现：任务的相关性，输入、活动、目标、教师角色、学生角色和环境任务构成的六个因素，输入、加工、输出行为，发展学生的思维能力和以言行事的言语取效行为。

三、突出学习者为主体的角色行为

我们在编写这套教材时始终注意的另一点是，不要把学生看成单纯的英语学习者，单纯的学习者往往是被动的背诵者、复述者、消极地接受输入者，他们像站在圈外向圈内看的观众，因输入多、输出少而缺乏言语行为的动力。如果我们把学习者看成是任务

的完成者，把他们放到交际环境中去扮演一个角色，而且这个角色同他们将来可能的工作能结合到一起，这会使他们有一种完成任务的使命感，在以言行事的言语交际行为实践中提高在一定语境中的语用能力。我们考虑的另外一点是，一个人的能力是在实践中锻炼提高的，语言学习也是如此，如果脱离了语言实践，很难有真正的语言交际能力。所以在这套教材设计中把学习者设计成完成工作任务的“角色”，以增强语言交际锻炼的目的性、实践性；每课都以完成任务作为贯穿全篇培养英语听、说、读、写、译能力的主线，听、说、读、写、译的交际活动都是为了完成任务的交际行为，力求把任务的完成与学习者的岗位、责任、生涯意识结合在一起。

本套教材的构成及使用建议：

为了满足不同层次学生在英语应用能力方面得到锻炼和提高的要求和高校不同专业学生对不同专业英语的需求以及人才市场对就业学生英语能力的要求，本着实用性、知识性和趣味性相结合的原则，为学生的个性化、自主式学习提供选择和方便，这套大学能力英语选修课系列教材分四类共八本：《大学能力英语——走进国际商务》Ⅰ、Ⅱ；《大学能力英语——走进社交》Ⅰ、Ⅱ；《大学能力英语——走进多元文化》Ⅰ、Ⅱ；《大学能力英语——走进科学世界》Ⅰ、Ⅱ，可供非英语专业大学三、四年级作英语选修课教材，也可用作非英语专业大学英语任选课、必选课教材。每课包括以完成任务为主线的听、说、读、写、译五部分；每本书都附听力练习和练习答案，因此本套教材也可作为非英语专业学生的自修教材。

我国著名语言学家、博士生导师胡壮麟教授担任本套教材总顾问，燕山大学外语学院王正元教授担任总主编。各册主编分别为：

- 《大学能力英语——走进国际商务 Ⅰ》 王正元教授
- 《大学能力英语——走进国际商务 Ⅱ》 吴敏华副教授
- 《大学能力英语——走进社交 Ⅰ》 李冬琦教授 张东辉副教授
- 《大学能力英语——走进社交 Ⅱ》 王燕教授
- 《大学能力英语——走进多元文化 Ⅰ》 王正元教授
- 《大学能力英语——走进多元文化 Ⅱ》 张萍教授
- 《大学能力英语——走进科学世界 Ⅰ》 谢亚琴教授 钟秀平副教授
- 《大学能力英语——走进科学世界 Ⅱ》 陆军副教授 欧阳铨教授

本套教材的编写工作得到了主编单位的大力支持；哈尔滨工程大学、天津大学、辽宁大学、哈尔滨工业大学、燕山大学、天津医科大学、沈阳师范大学、北京外国语大学等十几所高校的三十余名英语专家、教授、副教授、中青年骨干教师参加了本套教材的编写工作，英、美籍英语专家审读了全部书稿；燕山大学外语学院刘德慧院长、辽宁大学外语学院陈峰院长对本套教材的编写工作给予了大力支持，在此一并表示衷心感谢。

大学英语改革是一项艰巨而又十分重要的工作，教材建设任重而道远。编写这套以完成任务为导向、以培养交际能力为目的的教材是一种探索，一定会有缺点和不足，欢迎专家、学者、师生批评指正，提出改进意见。

王正元
圆 缘 年 元 月

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Overall Map 全书预览

Unit 1	Listening	Speaking	Reading	Writing	Translating
	Egyptian marriages	- What are the different American wedding traditions? - Tell me the procedures of a wedding ceremony - Let's perform a wedding ceremony	Weddings in the United Arab Emirates (U. A. E.)	A letter of a wedding invitation	Marriage custom information
Unit 2	Listening	Speaking	Reading	Writing	Translating
	The Beatles	- Nice to meet you Mr. Lennon. - Could you tell me something about your life story? - Hey, I had fun last night.	Beatles for Sale	News writing on the latest world charts	- A report on the Beatles - A talk on the Beatles
Unit 3	Listening	Speaking	Reading	Writing	Translating
	Food and Culture	- Food likes and dislikes - Chinese food and the dragon - Food proverbs	Yin and Yang in Chinese Cooking	- Make up a questionnaire on food - A report on the questionnaire	- Food Taboos - Different food habits

Unit 4	Listening	Speaking	Reading	Writing	Translating
	Conversations with Americans	- Do you know how to make a conversation with an American? - Are some subjects more acceptable in formal situations and others in informal situations? - Hi, I'm new here.	American Values and Assumptions	On lack of punctuality	Cultural shock
Unit 5	Listening	Speaking	Reading	Writing	Translating
	Informality	- Do you know how to answer? - Guess who I am. - How can a teacher be a friend to the student?	The Game of the Name	A letter to apply for a job	Names in business
Unit 6	Listening	Speaking	Reading	Writing	Translating
	An invitation to a dinner	- The Chinese way to show hospitality to guests. - We are polite. - We are going to have a foreign friend tonight.	Culture Shock: A Fish out of Water	Writing a postcard to a friend	Tips to Ease Cultural Adjustment

Unit 7	Listening	Speaking	Reading	Writing	Translating
	Come and join us	- What will happen there? - Sorry, I cannot come tonight. - We are at the dinner.	American Dining Customs	A thank-you note	Letter of invitations
Unit 8	Listening	Speaking	Reading	Writing	Translating
	A speech of President Bush's November 23 proclamation	- The Tradition of Thanksgiving Day - How do you celebrate Thanksgiving Day? - Thank you for...	Thanksgiving Day	Chart-filling: the traditional holidays in the US	A report on Thanksgiving Day
Unit 9	Listening	Speaking	Reading	Writing	Translating
	See America	- How to travel in the USA - Is it safe to travel in the USA? - Safe or not to travel in the USA?	Some travel tips in a foreign country	How to fill the visa application form	The scenic spots in the USA

Unit 10	Listening Why Choose the United States of America?	Speaking • How can I get an admission? • How can I transfer these grades? • At the US Embassy's Visa Office.	Reading What Skills Will You Need?	Writing A letter of application to a university in the US	Translating My resume
Unit 11	Listening Speech at the Opening Ceremony of the Games of the XXVIII Olympiad	Speaking • Which team is better? • How do you feel now? • Let me be an interviewer.	Reading A Brief History of the Olympics	Writing A report on the results of medals	Translating • The 2004 Olympic Torch Relay • The 2008 Beijing Olympic Games
Unit 12	Listening French culture	Speaking • How to behave at a French dinner? • What do French people eat at breakfast? • What should I see in Paris?	Reading The Eiffel Tower	Writing An application letter to a French university.	Translating • French Culture Year to Stir China • Love and romance in France

Unit 13	Listening	Speaking	Reading	Writing	Translating
	The westerners and the easterners	- A chat with a friend from the UK. - Did he tell a lie? - We are different on privacy.	East, West Cultures Differently	A thank note	- Macau: the twin of the east and the west - Advice to the westerners
Unit 14	Listening	Speaking	Reading	Writing	Translating
	Manners	- Do you like the life here? - People in different places. - We are different.	Communication Style – “Why Didn’t You Ask?”	A letter of introduction	- The Fundamentals of Good Manners - Manners in Business
Unit 15	Listening	Speaking	Reading	Writing	Translating
	African culture	- The pyramids I know. - Why do the Tanzanians bare their headed? - Let me know something about your culture.	Beliefs of the Dagara Tribe	An introduction to a tour to South Africa	- Pharaoh - The ancient arts of Africa



任务

Marriage Around the World

世界各地的婚姻

Task

Marriage is an ancient social practice, part of the fundamental weave of the fabric of society. Although marriage ceremonies vary from culture to culture and through time, they remain a symbol of social and personal commitment, as well as an affirmation of faith in the future and the human race. The ways in which men and women around the world commit to this future are varied, just as their beliefs, customs, and cultures are varied. Suppose you are Wang Hui and are working as a reporter for a magazine. You are assigned to write an article about marriage customs in the world. To fulfill the task, you are able to

- ◆ collect information from English radio or TV programs ;
- ◆ consult some English speakers for practical knowledge ;
- ◆ read English articles on the topic and translate some important passages into Chinese.

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Task A

Before listening to the radio broadcast, you practice the vocabulary relating to marriage.

spouse	<i>n.</i> a husband or wife
bride	<i>n.</i> a girl or woman about to be married , or just married
groom	<i>n.</i> a man about to be married , or just married
wedding	<i>n.</i> a marriage ceremony , esp. with a party or meal after a church service
sake	<i>n.</i> a Japanese alcoholic drink made from rice and usu. served warm
pose	<i>v.</i> to sit or stand in a particular effective position for a photograph or painting etc.
sentimental	<i>adj.</i> emotional
vow	<i>v.</i> to promise something by swearing solemnly , esp. , to God
mosque	<i>n.</i> a building in which Muslims worship
sumptuous	<i>adj.</i> costly and great in amount
elaborate	<i>adj.</i> very detailed and complicated ; carefully prepared and finished

Task B

Now listen to a record of a radio program and fill in the blanks in the following passage.

Egyptian Marriages

In Egypt, in times past, (1). Once a husband had been chosen for a young woman, a go-between, or wekeel, was used to make a contract for the bride-to-be and her future spouse . This was followed by (2) in which a holy man recited verses from the Quran, the Islamic holy book, about the benefits and the value of marriage.

Afterwards the wekeel and (3) pressed their right thumbs to seal the

contract. The go-between then recited a marriage vow ____ (4) ____ the bride, to which the groom responded with a vow of his own. This exchange of vows was then followed by three other events, which guests attended dressed in their finest clothes. The bride and a procession of her friends and relatives took part in ____ (5) ____ and then later a feast, while the groom and his procession of friends and family visited ____ (6) ____ for special prayers and another feast. An even more ____ (7) ____ wedding-night feast then followed, at which the groom saw his new wife's face for the first time.

In modern times, arranged marriages are ____ (8) _____. Egyptian marriages still emphasize the religious element, as young men and women continue to ____ (9) _____. The ceremony, processions, and feasts are usually less elaborate than in the past, unless the groom and his family are wealthy.

Like traditional Egyptian marriages, Japanese marriages of the past were arranged. The arranged marriage was called minai. To the extent that couples who based their marriages on love risked social rejection. Like the Egyptian wekeel, ____ (10) ____—the nakodo, first determined ____ (11) ____ in a possible bride or groom. After both families agreed to the match, a simple exchange of gifts took place, and the bride and groom shared rice wine, or sake. ____ (12) ____, called san san ku do, was usually done in the presence of a religious leader at a Shinto shrine and was followed by a feast with relatives and friends.

Now Japanese marriages tend to be ____ (13) _____. While many Japanese still use a form of minai, others take advantage of new laws passed in the late 1940's permitting ren'ai. Other changes have taken place as well in the Shinto ceremony. Once so simple, it is today often part of an elaborate series of events which may include an opening speech by the nakodo, chosen now because he is an elder, esteemed member of the community. The wedding couple may ____ (14) ____, their friends may give humorous or sentimental speeches, and the bride and groom themselves may ____ (15) ____ in front of a plastic wedding cake that is never meant to be eaten.

Task ©

Listen to the passage again and then decide if the following statements are True or False.

- T/F 1. In Egypt, in the past, a go-between or wekeel was necessary for a marriage.
- T/F 2. A religious ceremony in which a holy man recited verses from Islamic holy book—Quran, is one of the important parts for a marriage in Egypt.
- T/F 3. In traditional Egyptian marriage, the go-between could recite a marriage vow on behalf of the bride.
- T/F 4. In modern Egypt, young men and women continue to emphasize their similar religious beliefs and family backgrounds.
- T/F 5. In modern Egypt, the ceremony, processions and feasts are as luxurious as in the past. .