

Map of the book

Unit	Listening Skills & Strategies
Unit 1 Exploring Culture P2	<ul style="list-style-type: none"> • practice note-taking and summarizing skills • clarify and analyze definitions
Unit 2 Literature P24	<ul style="list-style-type: none"> • practice the column note-taking method and summarizing skills • make inferences and predictions with prior knowledge
Unit 3 Myths P44	<ul style="list-style-type: none"> • take coherent notes to produce oral and written summaries and response • predict and recognize main ideas and distinguish them from supports
Unit 4 Art P64	<ul style="list-style-type: none"> • consolidate skills of outlining notes and summarizing key points • associate new information with prior knowledge
Unit 5 Movies P86	<ul style="list-style-type: none"> • summarize or retell stories with the help of tables or diagrams • verify predictions and refine note-taking skills
Unit 6 Architecture P110	<ul style="list-style-type: none"> • activate prior knowledge and questions to assist main idea clarification • identify and evaluate the claims and logic of expository and argumentative materials
Unit 7 Philosophy & Wisdom P132	<ul style="list-style-type: none"> • understand long and complicated sentences • recognize the cohesive devices like transitional words and phrases
Unit 8 Values P154	<ul style="list-style-type: none"> • recognize sentence stress patterns and linking words • understand vocabulary for explaining or clarifying
Unit 9 Folklore P176	<ul style="list-style-type: none"> • practice note-taking skills • make inferences and predictions with prior knowledge
Unit 10 Festivals P198	<ul style="list-style-type: none"> • recognize comparatives and superlatives • apply the strategy of making inferences based on the context
Appendix P220	

	Critical Thinking Skills	Intercultural Competence
	<ul style="list-style-type: none"> • identify and articulate cultural similarities and differences • develop cultural sensitivity through appreciating cultural diversity 	<ul style="list-style-type: none"> • understand and assess the relationship between language and culture • analyze the effects of cultural differences on communication and explore ways of effective intercultural communication
	<ul style="list-style-type: none"> • evaluate perspectives and interpretations of the meaning and value of literature • develop critical response and creative application while interpreting literature 	<ul style="list-style-type: none"> • assess the Eastern and Western interpretations of literary works • analyze and question the themes of Chinese and Western literature
	<ul style="list-style-type: none"> • assess and infer key assumptions and respond critically to evidence and claims • design solutions and produce insights to be applied to new contexts 	<ul style="list-style-type: none"> • compare and evaluate the ideas and values of analogous myths from a cross-cultural perspective • acquire knowledge of the principal myths of the world
	<ul style="list-style-type: none"> • analyze and evaluate arguments and counterarguments • generate sound conclusions based on given data 	<ul style="list-style-type: none"> • compare Chinese and Western arts and assess their integration • interpret Chinese and Western works of art
	<ul style="list-style-type: none"> • compare, correlate, synthesize, and apply information and ideas • form accurate judgments and test conclusions based on sound reasoning 	<ul style="list-style-type: none"> • discover the classical Hollywood style and probe into the relationship between Hollywood movies and Chinese movies • use terms related to movies and the history of Chinese and Western movies
	<ul style="list-style-type: none"> • compare different conceptions across Eastern and Western architectural cultures • generate and develop correlations 	<ul style="list-style-type: none"> • assess cross-cultural borrowing and adaptation • understand the key terms and cultural implications of classical Chinese and Western architecture
	<ul style="list-style-type: none"> • apply the metacognitive strategies of planning, self-monitoring, and evaluating • analyze and evaluate arguments 	<ul style="list-style-type: none"> • understand the similarities and differences between Socrates and Confucius • evaluate the relevance of ancient wisdom to contemporary life
	<ul style="list-style-type: none"> • assess examples as evidence • evaluate the validity of ideas by relating to one's own experience 	<ul style="list-style-type: none"> • explain American and Chinese core values • examine the differences between individualism and collectivism
	<ul style="list-style-type: none"> • analyze and evaluate a speaker's claims • respond critically and creatively to opinions and arguments 	<ul style="list-style-type: none"> • compare and correlate Chinese, British, and American folklore • get to know and appreciate folk traditions around the world
	<ul style="list-style-type: none"> • explain the relationship between feasts and festivals • examine the credibility of sources or data 	<ul style="list-style-type: none"> • analyze festivals from an anthropological perspective • explore the reasons for the popularity of foreign festivals in China

10 Dimensions of Autonomous Learning

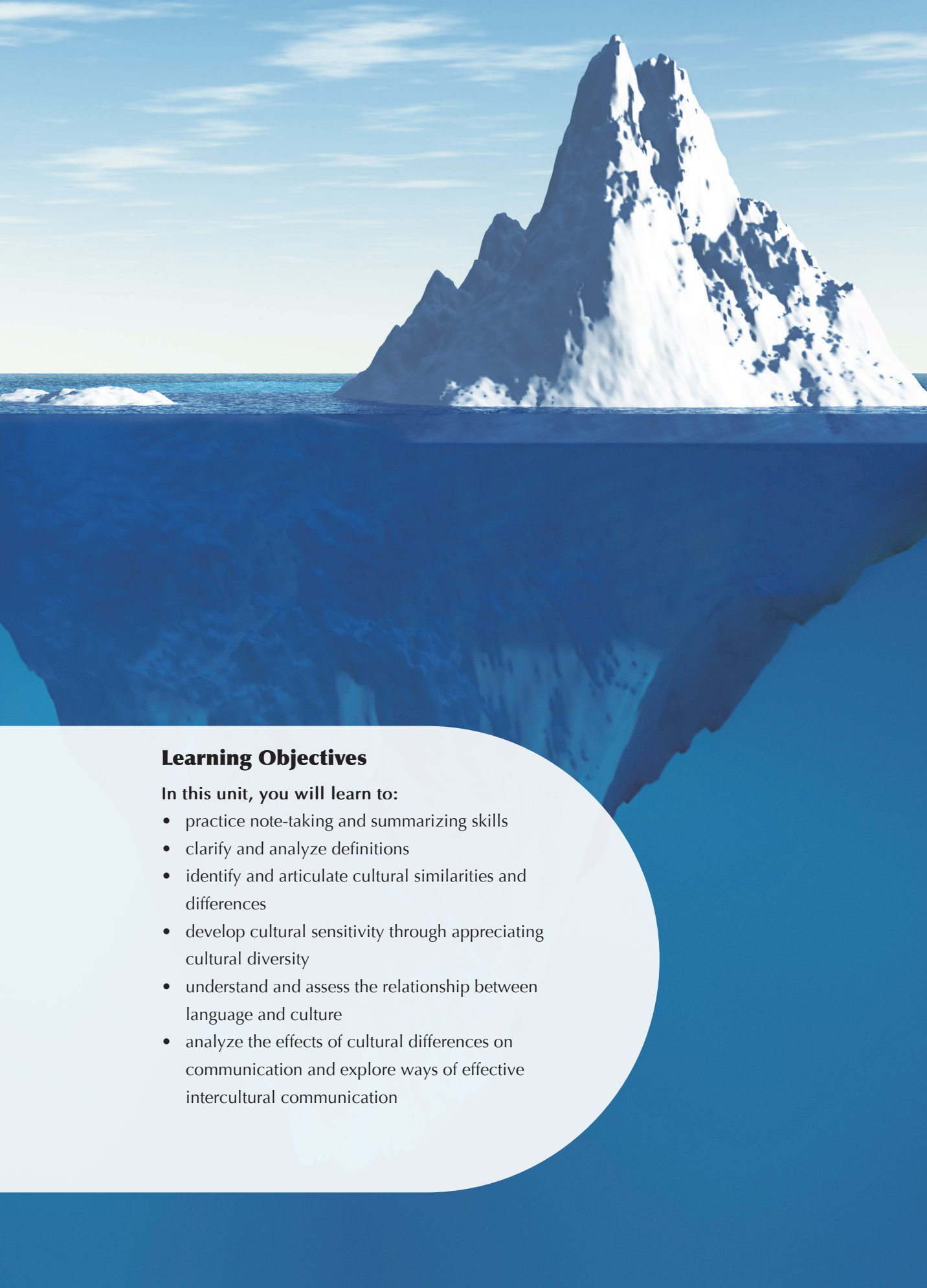
1. Cooperate effectively in pair and group work.
2. Use online or library resources for independent learning.
3. Learn (both linguistically and socioculturally) from direct observation of and participation in communication events.
4. Preview a text or a learning task.
5. Check, verify, or correct one's comprehension or performance in the course of a task.
6. Check the outcomes of one's own performance against evaluation criteria.
7. Ask for clarification, verification or correction.
8. Make conscious reflection upon one's learning experiences, strategies and outcomes.
9. Keep a portfolio of learning resources.
10. Check one's own progress and make self-reinforcements accordingly.

Unit 1 | Exploring Culture

We are all influenced by and belong to multiple cultures. But what is culture?

Culture is a word for categorizing a group of people's way of life, or the way people do things. Different groups of people may have different cultures. Although people are born into a culture, it is not innate. Culture is learned. Culture determines what is acceptable or unacceptable, important or unimportant, right or wrong, workable or unworkable. Culture is literature, religion, music, clothes, food, and people's behavior.

Different cultural groups think, feel, and act differently. When communicating with people from unfamiliar cultures, one should remember that culture and communication are strongly connected. Culture can affect how people talk and what they say. No matter what culture you are in, one thing is for certain—it changes; culture never stays static. Today, we live in a global village, and we have more opportunities to experience various cultures. What will happen when we meet another culture? The answer is cultural adaptation or blending. This unit will guide you to explore the definition of culture, the development of languages, and culture's influence on communication.



Learning Objectives

In this unit, you will learn to:

- practice note-taking and summarizing skills
- clarify and analyze definitions
- identify and articulate cultural similarities and differences
- develop cultural sensitivity through appreciating cultural diversity
- understand and assess the relationship between language and culture
- analyze the effects of cultural differences on communication and explore ways of effective intercultural communication

Session One

Language & Culture

Warming Up

- 1 Look at the following diagram. Discuss the meaning of culture in pairs by focusing on one aspect of culture and explain with examples.



- 2 Discuss in pairs why culture is important to language learning.

Part One: What Is Culture?

Lead-in

Task **1** Listen to an audio clip about culture and cultural norms and take notes in the table.

Various definitions of culture	General definition	Culture can be defined as the set of ideas, _____, _____, and traditions. It also includes the traditional dress, foods, _____, and rituals of people of that culture. These types of cultural identifiers are referred to as “_____.”
	Kuschel's definition	Kuschel developed the concept of deep culture. In Kuschel's understanding, culture should be used to understand how people have _____ in their environment, how they _____ in social groups and what factors of their culture influence their behaviors. He believes it should not be used to explain behavior because using it as an explanation would lead to an incorrect _____ about the culture.
	Lonner's definition	Culture could be defined as “_____ that regulate interactions and behavior in a group as well as a number of _____ and attitudes in the group.”
	Hofstede's definition	Culture, like mental software, has been _____ so that they influence thinking, emotions, and behavior. They're shared by members of _____ and learned through daily interactions and feedback from other members.
Cultural norms	Cultural norms are defined as _____ that are typical of specific groups. They're often passed down from generation to generation. Cultural norms include such things as how _____ are chosen, attitudes toward _____, and acceptance or rejection of _____.	

2 The words in bold are from Listening Skills & Strategies in this part. Listen to their explanations. Then complete each sentence with the correct word. You may change the form when necessary.

- A. An **organism** is an individual animal, plant, or single-celled life form.
- B. Usually, **salinity** indicates the relative proportion of salt in a mixture of water and some other things.
- C. An **assumption** is something that you consider likely to be true even though no one has told you directly or even though you have no proof.
- D. **Values** are important and lasting beliefs or ideas shared by the members of a culture about what is good or bad and desirable or undesirable.
- E. If you say some of your feelings and desires are **subconscious**, that means these feelings and desires are hidden in your mind and affect your behavior, but you do not know that you have them.
- F. **Flawed** is an adjective which means imperfect by having mistakes, weaknesses, or by being damaged.
- G. To **submerge** means to cause something to be under water.

1. A lot of people make the _____ that boys are better at math and sports than girls.
2. The plane crashed because of a(n) _____ turbine engine fan disk.
3. Some common business _____ are fairness, innovation, and community involvement. They serve as broad guidelines in all commercial situations.
4. All living _____ must adapt to changes in environmental conditions.
5. Jenny's parents used to have her pose for portraits, which she says may have _____ instilled in her a desire to perform.
6. This is a very serious flood. It's reported that the flood has _____ parts of the island, killing 29 people.
7. Seawater typically has a mass _____ of around 35g/kg, although lower values are typical near coasts where rivers enter the ocean.

Listening Skills & Strategies

Task 1 Watch a lecture about the iceberg concept of culture. The lecture consists of two parts. Tick (✓) the main idea for each part.

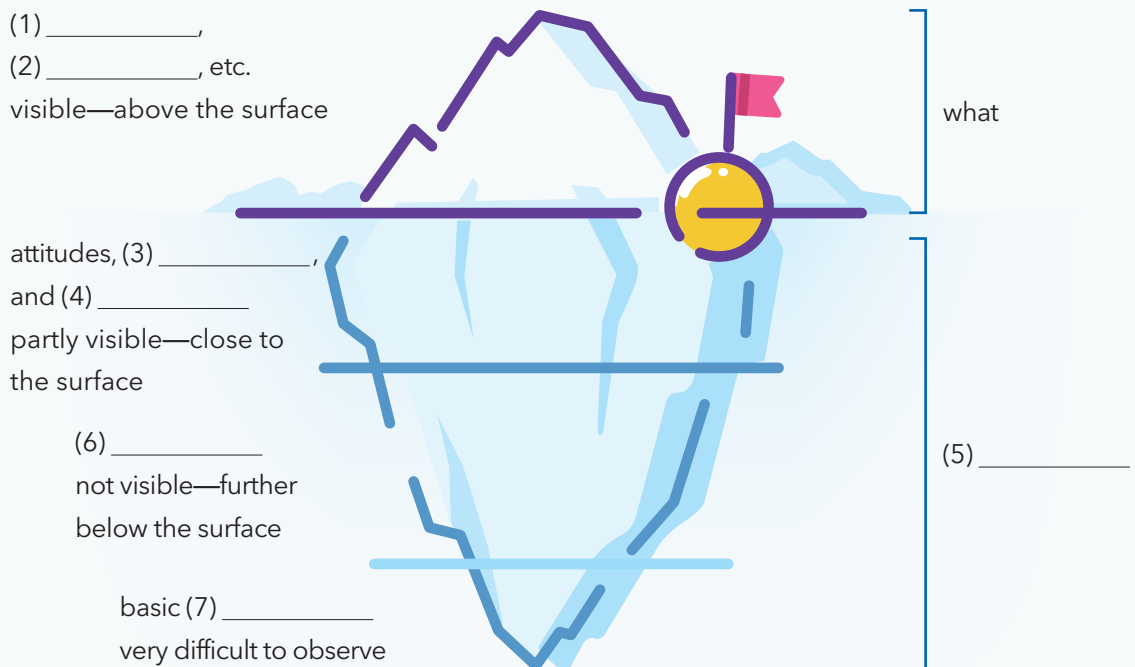
Part One:

- ☐ The visibility of the first layer of the iceberg.
- ☐ The four layers of the iceberg theory of culture.
- ☐ The determining factors of our human behavior.

Part Two:

- ☐ Ignorance of what's behind people's behavior gives rise to ineffective communication.
- ☐ Only by exploring all the layers can we fully understand others.
- ☐ Each ocean has different characteristics.

2 Watch the first part of the lecture again and label the diagram.



3 Watch the second part of the lecture again and fill in the blanks.

In our metaphor, culture could be represented by the _____ the iceberg is grown and developed in. The different _____ of the different oceans, such as the currents, depth, salinity, _____, organisms, and so on, would result in the development of the different icebergs.

We tend to use what's below our surface to try to understand what's above somebody else's. This is obviously a flawed _____ for a number of reasons. Firstly, when the two parties are from different cultural backgrounds, the differences between the submerged part of the icebergs are likely to be much greater. Secondly, not only are we often not aware [of] the way we do this, but _____, we don't even know what the basis of our _____ is. What's above the surface only provides us with _____. Exploring the larger parts of the iceberg, the layers below the surface, is the only way to gain _____.

Critical Listening

Task 1 Watch the lecture for the third time and answer the following questions.

1. What does the iceberg represent in the first part of the lecture? And what about in the second part? With this iceberg metaphor of culture in mind, offer some guidelines for communicating with people from a different culture.

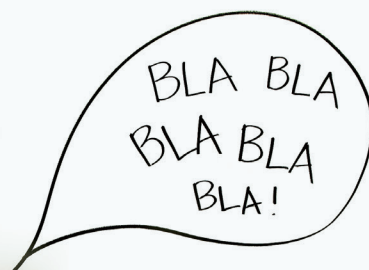
2. In addition to this iceberg metaphor, we can also use other metaphors to describe culture, such as salad, tree, melting pot, organism, mosaic, and even software. What is your understanding of these different metaphors of culture?



2 Discuss the following question in small groups.

The iceberg metaphor can be used to describe many other phenomena. What are other uses of the iceberg metaphor?

Part Two: Language Development



Lead-in

Task 1 Watch a video clip about language evolution and fill in the blanks.

1. People began to have different languages by living in different areas, eating different food, and _____.
2. _____ and _____, rather than similar sounding words, are a more reliable guide to determining whether languages are related.
3. There are two major problems linguists face when constructing linguistic trees. One is that there is no clear way of deciding where _____ should end; the other is that the farther we move back in time toward the top of the tree, _____ we have about the language there.

2 The words and phrases in bold are from Listening Skills & Strategies in this part. Listen to the sentences and choose the answer that best matches the meaning of each word or phrase in bold.

1. Almost any teen or tween knows that “BRB” is an **abbreviation** for “be right back” and that “TTYL” for “talk to you later.”
A. expansion B. short form C. companion

2. Many proverbs embody our traditions and **encapsulate** our values. “Many hands make light work” is one such example.
A. sacrifice B. adapt C. sum up
3. These photos belong to a **bygone** age. They remind me of those unforgettable days in the university.
A. earlier B. similar C. later
4. Whenever an argument arises in our office, Jerry always takes the role of a **mediator** and tries his best to settle it.
A. first-party B. final-shot C. go-between
5. We all know that NATO is an **acronym** for the North Atlantic Treaty Organization.
A. a word made up from the first letters of the several words in the name
B. a word formed by combining words from different parts of speech
C. a word developed out of two or more set phrases
6. Have you ever seen people sending **emoticons** and smiley faces via text message?
A. voice messages B. symbols to show how you feel
C. photos or pictures
7. “Melting pot” was a metaphor for the idealized process of immigration and colonization by which different nationalities, cultures, and races were to **blend** into a new, virtuous community.
A. leap directly B. live clumsily C. mix inseparably
8. Despite his **hectic** work schedule, Jason has always worn a smile on his face and rarely suffered poor health.
A. extending B. very busy and filled with activity
C. flexible
9. Personal **autonomy** is the capacity to decide for oneself and to pursue a course of action in one’s life.
A. independence B. privacy C. generosity
10. The five most widely spoken **Romance Languages** by the number of native speakers are Spanish, Portuguese, French, Italian, and Romanian.
A. the languages mostly spoken in the Central Asia
B. the languages mainly used for a romantic affair or experience
C. the languages that belong to the Italic branch of the Indo-European family

Listening Skills & Strategies

Task 1 Listen to a lecture about language evolution. Tick (✓) the main idea.

- ☐ Culture and society play a very important role in the development of language.
- ☐ The evolution of language is an ever-changing phenomenon.
- ☐ As humanity evolves, the need for new words becomes greater and greater nowadays.

2 Listen to the lecture again and fill in the blanks.

1. The evolution of language is a response to social, cultural, or _____ pressures, or a consequence of the nations' invasions, _____, or _____. It is history that teaches us how great nations of conquerors and _____ have largely influenced other populations, not only with their culture, but also with their language.
2. There are phrases and common sayings that contain a popular wisdom tied to _____, such as "A leopard cannot change its spots" and "Don't look a gift horse in the mouth."
3. Young people summarize a whole concept in one word, and use _____ mixed with foreign words. It gives them a sense of _____ and allows them to define their _____.
4. It is the need for _____, combined with the advent of new technologies that led to the birth to this phenomenon—fondness of _____, abbreviations, and the famous _____.
5. Evolution of the language will be more and more rapid, so our role is to act as a link between different languages and cultures, facilitating _____.

Critical Listening

Task 1 Listen to the lecture for the third time and answer the following questions.

1. Many linguistic phrases have come along in the process of language evolution. Which two proverbs are mentioned in the recording? What do they mean? Write down two proverbs either in Chinese or English, which are tied to social customs or contain wisdom of life.

2. Young people seem to have a passion for acronyms or abbreviations. How do you assess the merits and demerits of using acronyms or abbreviations in email writing or other ways of communication?



2 Discuss the following questions in small groups.

1. What would you predict as the outcome of language evolution? Will languages, such as English and Chinese, become simpler or more complicated?
2. Some argue that the traditional forms of Chinese characters should be taught in primary schools for students to better understand and preserve the Chinese culture and values. What do you think of this idea?

Part Three: Intercultural Reflection

- Task**
- 1 Watch a video clip of 20 Chinese proverbs in English translations. Can you figure out the original Chinese versions? What do you think is lost in translation? What are the cultural reasons for the loss?
 - 2 Watch the film *The Gua Sha Treatment* and try to interpret the cultural conflicts in it.

Background

The Gua Sha Treatment is a Chinese movie released in 2001. It is a story about cultural conflicts experienced by a Chinese family in the United States. Grandfather Xu comes from China to visit the family of his son, Datong Xu, in St Louis. While there, he gives his grandson, Dennis Xu, a treatment of Gua Sha to treat a slight fever (since the grandfather is unable to read English labels of medicine). Social workers, however, mistake the harmless traditional Chinese medical treatment for child abuse due to the marks left on Dennis's back. The life of the family is sent into turmoil when the child is taken away by the child protection agency. This story is meant to demonstrate the differences between the Western culture and the Chinese culture.



Session Two

Culture & Communication

Warming Up

Discuss the following questions in small groups.

1. Traveling to a different country gives you an opportunity to observe and experience cultural differences and similarities. Which foreign country do you want to visit most and why?
2. What does “cultural misunderstanding” mean? Share examples of cultural misunderstandings.
3. Suppose you are going to live in a different culture, what do you think you should learn to adapt to the new life there? And how will you build relationships with people in that culture?


Part One: Cultural Diversity

Lead-in

Task 1 Watch a video clip about cultural diversity and take notes in the table.

Definition of cultural diversity	Cultural diversity is about how two people would be communicating, and the way they communicate would be based on their _____.
Types of differences cultural diversity covers	There are a number of differences under the umbrella of cultural diversity, such as the differences in relation to _____, _____, differences in relation to _____, _____, _____ differences, _____ differences, etc.

(to be continued)



(continued)

Tips on
cultural
diversity

Tip 1: _____.

Observe how people are behaving, and how _____;
observe their body language, trying to mirror and match the body language.

Tip 2: _____.

For example, in India time keeping is not so important. Yet if you are a minute late in Switzerland, it's considered as _____.

Another example is that people in Northern Europe would communicate by _____; in Italy, by _____;
in Japan, by building harmony; and in India, by _____.

Tip 3: Don't assume that because a person _____,
that he or she is going to behave like everybody else.

Tip 4: _____.

For instance, in the UK, when people say "How are you?" the response would be "I'm fine. How are you?", whereas in some parts of the world, they would give 20 sentences to explain how they are.

- 2** The words and phrases in bold are from Listening Skills & Strategies in this part. Listen to them in their contexts and match the words and phrases with their explanations.

1. Most people feel **culture shock** when traveling to a foreign culture.
2. Judy, it's your **prerogative** to stop seeing that particular surgeon and find another one.
3. His boss gave Leo a **reprimand** for being late again.
4. He says the death of his best friend has given him a new **perspective** on life.
5. Punctuality may not assure success but **tardiness** guarantees failure.
6. I don't want to **probe** too deeply into your personal affairs.
7. Gloria is a very strict mother and never **indulges** her children with plenty of pocket money.
8. How I wish I could do something else for a change! Filing papers at the office is a **tedious** job.

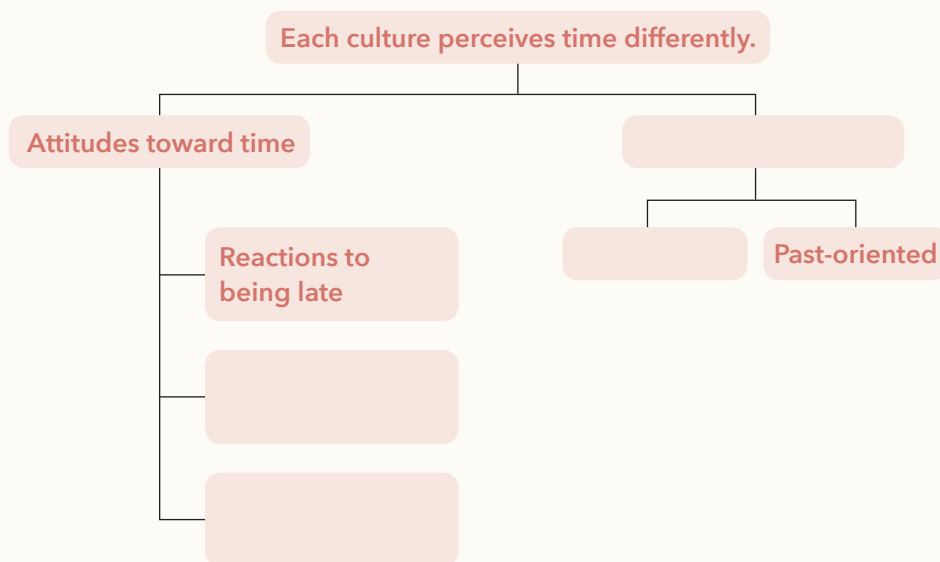
Words & phrases

Explanations

- | | |
|------------------|--|
| 1. culture shock | A. an act or expression of criticism |
| 2. prerogative | B. lateness |
| 3. reprimand | C. lacking in interest as to cause mental weariness |
| 4. perspective | D. a sense of confusion and uncertainty sometimes with feelings of anxiety that may affect people exposed to an unfamiliar culture or environment without adequate preparation |
| 5. tardiness | E. to give satisfaction to someone |
| 6. probe | F. to question or examine thoroughly and closely |
| 7. indulge | G. a right reserved exclusively by a particular person or group |
| 8. tedious | H. a way of regarding situations or topics, etc. |

Listening Skills & Strategies

Task 1 Listen to an audio clip about how various cultures perceive time and take notes to complete the mind-map.



2 Listen to the audio clip again and complete the table in your own words.

Time culture in different countries

Reactions to being late	In America and Britain: _____ In China: _____ In Latin America: _____ In Germany: _____	
Different views on _____	In China: _____ In English speaking countries: _____ In Italy: _____	
Different attitudes toward _____	In the US	Hawaii: _____ Boston & New York: _____
	In China	the southern part: _____ the northern part: _____

Critical Listening

Task **1** Listen to the audio clip for the third time and answer the following questions.

1. Why is America generally said to be a country of a future-oriented culture, while China is classified as a country of a past-oriented culture? Do you agree or disagree and why?

2. What is the significance of differentiating various time cultures according to the audio clip?



2 Discuss the following questions in small groups.

1. Between future-oriented cultures and past-oriented cultures, which type do you prefer? Why? Illustrate your idea with specific examples.
2. The phrase “a fixed culture” is mentioned in the last part of the audio clip. How do you interpret “fixed”? Do you think culture can remain unchanged? If so, to what extent is it unchanged? If not, in what way do you think culture is dynamic?

Part Two: Low-context & High-context Culture

Lead-in

Task **1** Watch a video clip about a case of cross-cultural misunderstanding and answer the following questions.

1. What was troubling the manager from Southern Europe?

2. What are the two types of communication styles mentioned in the video clip?

3. What are the differences between these two types of communication styles?



2 The words in bold are from Listening Skills & Strategies in this part. Listen to their explanations. Then complete each sentence with the correct word. You may change the form when necessary.

- A. If something is **nuanced**, it is characterized by subtle shades of meaning or expression.
- B. A **polychronic** time system is a system where several things can be done at once, and a more fluid approach to scheduling time is taken. Latin American and Arabic cultures use the **polychronic** system of time.
- C. If you **suspend** something, you delay it or stop it from happening for a while or until a decision is made about it.
- D. If something **exacerbates** a problem or bad situation, it makes the problem or situation worse.
- E. If there is a **predominance** of one type of person or thing, there are many more of that type than of any other type.
- F. A **continuum** is a set of things on a scale, which have a particular characteristic to different degrees.
- G. A **monochronic** time system means that things are done one at a time and time is segmented into precise, small units.

1. This approach cannot solve the problem. In fact, it will merely _____ the current problem.
2. In a(n) _____ culture, people tend to focus more on what they are doing than the time frame in which it is happening. They thrive at multitasking and are not bothered by phone calls or interruptions.
3. Don't make hasty decisions. I advise you _____ judgment until the investigation is over.
4. Some feminists have suggested that the _____ of women in professions like social work and nursing has reduced rather than enhanced choices for women.
5. _____ language indicates words like "firm, obstinate, and pig-headed," i.e. they almost have the same factual meaning; yet, contextually there is a tremendous difference between them.
6. In a(n) _____ culture, people tend to schedule and perform tasks in a linear sequence.
7. Time is a(n) _____ in which events succeed one another from past through present to future.

Listening Skills & Strategies

Task 1 Listen to an audio clip about low-context and high-context cultures and fill in the blanks of the summary.

To communicate effectively with people of different cultures, we need to understand _____.
Edward T. Hall's theory—low-context culture vs high-context culture—advanced a common conceptualization of culture, which _____.

According to Hall, high-context communicators tend to _____. Low-context communication, on the contrary, emphasizes _____. Not only different countries can be categorized as high-context or low-context, some _____ can also be described as relatively high-context or low-context.

2 Listen to the audio clip again and complete the table.

	Characteristics mentioned	Countries covered	Jobs related
High-context culture	High-context communication is about interpreting the _____, facial expression, and _____. High-context communicators may choose to _____ something. In high-context culture, much of the communication is determined by the _____. People are treated differently according to their _____. High-context communicators also tend to be _____, not emphasizing on the timetable.	Japan, China, India, _____, most countries in _____, Africa, and South America	_____
Low-context culture	Low-context communication tends to be _____, verbally direct, and to the point. There is strong emphasis on the _____ of the words employed. Low-context communicators also tend to be _____. They assume time is linear and can be cut, so they pay much more attention to _____ and _____.	America, some countries from Northern and Western Europe, like _____, _____, and Scandinavia	A finance or _____

Critical Listening

Task 1 Listen to the audio clip for the third time and answer the following questions.

1. Low- and high-context communication styles can be used in person-to-person communication. How can we move along a continuum between high-context and low-context? Explain your idea with some examples.

2. In the audio clip, China is classified as a country of high-context culture, and America as a country of low-context culture. Do you agree with this classification? If so, what do you think are the possible reasons for such a classification? Do you think one of them is better in resolving conflicts? Why or why not?

3. It is said that today's China is proceeding from a high-context society to a low-context society. Do you agree? Justify your conclusion with examples.



2 Discuss the following questions in small groups.

1. What does “stereotype” mean? Discuss examples of cultural stereotypes.
2. What are the potential effects of stereotypes on intercultural communication? Explain with examples.



Part Three: Intercultural Reflection

- Task**
- 1** Watch a video clip about high-context culture. Discuss in small groups the differences between high-context communication and low-context communication. Then prepare a group presentation of five minutes to illustrate the different outcomes of low-context communication and high-context communication.
 - 2** In small groups, write a three-minute sitcom that depicts a scene of misunderstanding between a person of low-context communication style and the other one of high-context communication style. Then act out the sitcom.