

An Introduction to American Culture



longman.com

美国文化经典读本·权威教材



【英汉对照】 American Ways

An Introduction to American Culture

# 美国文化背景 第3版

全面阐释美国传统价值观，多角度介绍美国社会文化知识

[美] 玛丽安娜·卡尼·戴特斯曼

乔安·克兰德尔

著

爱德华·N·卡尼

世界图书出版公司

# 美国文化背景

美国文化英语教程（英汉对照）

---

---

## American Ways

An Introduction to American Culture

第3版

[美] 玛丽安娜·卡尼·戴特斯曼  
乔安·克兰德尔 著  
爱德华·N·卡尼

陈国华 译



世界图书出版公司

北京·广州·上海·西安



## 图书在版编目(CIP)数据

美国文化背景 / (美) 戴特斯曼等著; 陈国华译. —3 版. —北京: 世界图书出版公司北京公司, 2006.1

书名原文: American Ways

ISBN 7-5062-7898-7

I. 美... II. ①戴... ②陈... III. ①英语—教材②美国—概况—汉、英 IV. H319.4: K

中国版本图书馆 CIP 数据核字(2006)第 001972 号

本书由世界图书出版公司北京公司和培生教育出版集团 (Pearson Education, Inc.) 合作出版, 未经出版者书面许可, 本书的任何部分不得以任何方式复制或抄袭。

本书封面贴有防伪标签, 凡无标签者均为未经授权之版本, 不得售卖, 且本书出版者及原版权持有者必予追究。本书只供在中华人民共和国内地销售。

朗文 (Longman) 为培生教育出版集团 (Pearson Education, Inc.) 所拥有之商标。

Authorized translation from the English language edition, entitled AMERICAN WAYS:

AN INTRODUCTION TO AMERICAN CULTURE, 3rd Edition, 0131500864 and 0131924184

by DATESMAN, MARYANNE KEARNY; CRANDALL, JOANN, published by Pearson Education, Inc, publishing as Pearson Education ESL, Copyright © 2005

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without permission from Pearson Education, Inc.

The Mainland China edition published by PEARSON EDUCATION ASIA LTD., and BEIJING WORLD PUBLISHING CORPORATION, Copyright © 2006

This edition is manufactured in the People's Republic of China, and is authorized for sale only in the People's Republic of China excluding Hong Kong, Macau and Taiwan.

## 美国文化背景——美国文化英语教程 第3版 (英汉对照)

著 者: [美] 玛丽安娜·卡尼·戴特斯曼 乔安·克兰德尔 爱德华·N·卡尼

译 者: 陈国华

责任编辑: 王志平 于 彬 杨艳慧

出 版: 世界图书出版公司北京公司 Longman 朗文

发 行: 世界图书出版公司北京公司 (北京朝内大街 137 号 邮编: 100010 电话: 64077922)

销 售: 各地新华书店和外文书店 印 刷: 世界图书出版公司北京公司印刷厂

开 本: 880×1 230 1/16 印 张: 28 字 数: 680 千

版 次: 2006 年 1 月第 1 版 2006 年 1 月第 1 次印刷

版权登记: 图字 01—2005—6660 号

ISBN 7-5062-7898-7/H·863

定价: 38.00 元

版权所有 翻印必究



# TO THE TEACHER

What is “culture”? There are many definitions. Some would define it as the art, literature, and music of a people, their architecture, history, religion, and traditions. Others might focus more on the customs and specific behavior of a people. We have chosen to use a sociological definition of *culture as the way of life of a group of people, developed over time and passed down from generation to generation*. This broad definition includes every aspect of human life and interaction. However, it would be impossible to cover every facet of American culture in a single book. We have, therefore, taken a values approach to our discussion, focusing on the traditional mainstream values that have attracted people to the United States for more than two hundred years. After explaining how these traditional values developed, we will trace how they influence various aspects of American life.

Why a book on American culture? There are many reasons. Those of us who have worked with foreign students in American universities or who have taught English to students both here and overseas repeatedly encounter questions about life in the United States. These students are frequently confused or even mystified about American values, attitudes, and cultural patterns. Even those students who have mastered enough English to take courses in an American university often find that they do not understand the cultural rules well enough to be successful as students. Many of these rules can be understood only within the broader context of American cultural patterns.

It is not only students who need the kind of information presented in this book. Foreign businesspeople, visiting scholars or government officials, and even tourists find their time in the United States more satisfying when they understand the values that underlie American behavior patterns and institutions. Newly arrived immigrants and refugees adapt more easily to their new home when given a systematic introduction to their new country and its inhabitants.

For all of these reasons, *American Ways* is suitable for a wide audience. It has been used as a text in a number of programs for foreign students, including intensive English programs, short summer courses in the United States for foreign high school and college students, both quarter and semester courses at American universities, government programs for foreign visitors, and classes for immigrants. It has also been used in many different settings outside the United States, both as a text for students and as a reference guide—for U.S. Peace Corps volunteers, for example, and others who are teaching American culture.

What do we really learn when we study other cultures? First and foremost, we learn about our own. Until we are confronted by a different way of doing things, we assume that everyone does things the same way that we do, and thus our own culture—our values, attitudes, behavior—is largely hidden from our view. When we spend time analyzing another culture, however, we begin to see our own more clearly and to understand some of the subtleties that motivate our behavior and our opinions. By reading *American Ways*, students can begin to understand themselves and their own cultures better. To enhance this understanding, each chapter in the

book is followed by a series of exercises. Some of these exercises are specifically designed to encourage students to think about their own values or patterns of behavior and to compare them with what they are learning about or experiencing in American settings. We have also included a number of exercises to encourage students to interact with and talk with Americans. In these exercises we have provided a set of carefully structured questions that students can ask Americans. The answers they receive will help students form a composite picture of American beliefs and practices as they relate to education, business, government, sports, recreation, and so on.

Some of the chapter exercises provide students with an opportunity to explore more fully an idea that has been presented or to discuss ideas with other students. You may wish to assign different exercises to different students or to small groups of students and then ask them to share their findings and opinions with the class. If possible, small groups should include students from different countries so that in addition to learning about American culture and their own, they are also learning about other cultures.

Perhaps this is the real goal of a course about culture: to help us become more sensitive to cultural differences, and more accepting of them. However, there will always be aspects of another culture that we may not like, no matter how much we understand it. The objective of this book is not to persuade others to approve of life in the United States, but rather to help them understand it more fully.

## About the Third Edition

In revising the content of this book, we concentrated on updating events that have occurred since the second edition was published in 1997. The issues surrounding multiculturalism continue to be of great importance as the cultural diversity of the United States continues to increase. Indeed, estimates are that by the mid-2000s, the United States will be *majority minority*. That is, the majority of Americans will be from minority groups. The traditional group of white Americans of European descent will be in the minority. Already this is the situation in the largest school systems in the country. It is becoming increasingly more difficult to describe the American culture, and it is uncertain whether the traditional mainstream culture will continue to be the dominant culture in the future. In the third edition of this book, the basic conceptual framework of *traditional* values remains the same. However, it is not clear how future generations will interpret or change them. Chapter 12 has been completely rewritten to focus more clearly on what is happening to traditional American values and on the challenges the United States faces after the terrorist attacks of September 11, 2001.

Originally we envisioned this book primarily for use in English language courses designed to prepare students to study in American universities. We believe students in those courses need experience presenting information and voicing their personal opinions to others; they should be encouraged to make both oral and written reports and participate in debates and formal discussions. We have written many exercises that suggest appropriate topics and activities. The third edition also includes other exercises that can be used to help students become more effective in American universities. For example, some exercises provide instruction on how to identify and organize academic information into main ideas and supporting details; others focus on skimming and scanning. There is also much more attention to vocabulary in this edition, including

some exercises on collocation. Answers to the exercises, additional teaching tips, and graphic organizers can be found in the Teacher's Manual.

We have been delighted to hear from many teachers about creative ways they have used *American Ways*—not only in courses that introduce American culture, but also in courses focusing on cross-cultural communication, listening/speaking, reading/writing, academic preparation, and even literature. Teachers have used the values framework to design courses where students could explore ways in which the values appear in American literature or current events, for example, focusing on materials the teacher developed from other sources and presented in addition to the text.

## **The Book at a Glance**

### **Purpose**

- To increase students' awareness and understanding of the cultural values of the United States, their own country, and, we hope, other countries
- To provide interesting cross-cultural activities for small group and class discussions, and topics for oral presentations, research, and writing projects

### **Level**

High intermediate to advanced. The vocabulary level is in the range of 3,000 to 4,000 words, with emphasis on the Academic Word List.\* (See page 285.) Grammatical structures are not controlled, although an effort has been made to avoid overly complex patterns.

### **Content**

Information about traditional basic American values, where they came from, and how these values affect various institutions and aspects of life in the United States, for example, religion, business, government, race relations, education, recreation, and the family.

### **Types of Exercises**

Pre-reading activities, vocabulary work (including collocation exercises), comprehension questions on both main ideas and details, topics for discussion, values clarification, questions for Americans, suggestions for research and oral reports, ideas for pair work and group projects, proverbs, people watching and experiments, understanding polls and the media, Internet activities, writing topics, and suggested books and movies.

### **Use of Text**

- To orient students to American culture
- To foster cross-cultural communication
- To promote reading, writing, and discussion

---

\* For details on the development and evaluation of the AWL, see Coxhead, Averil (2000) A New Academic Word List. *TESOL Quarterly*, 34(2): 213–238.  
For more information about the AWL and how to use it, visit the Internet site <http://www.vuw.ac.nz/lais/research/awl/>

- To encourage conversation
- To serve as a conceptual framework and accompany other cultural materials focusing on literature, the media, current events, and so on

## About the Authors

**Maryanne Kearny Datesman** is the author of several ESL reading texts. She has taught ESL and administered programs at Western Kentucky University and American University, and she has taught also at Georgetown University. In Kentucky, she established and administered a private language school and directed programs for refugees. She was co-founder of Kentucky TESOL and is a former president of WATESOL.

**JoAnn (Jodi) Crandall** is a professor of education at the University of Maryland Baltimore County. At UMBC she has co-directed the master's program in ESOL/Bilingual Education and directed the interdisciplinary Ph.D. program in Language, Literacy and Culture. She is a former president of TESOL and AAAL (American Association for Applied Linguistics) and a frequent speaker at national and international conferences.

**Edward N. Kearny** is professor emeritus of government at Western Kentucky University. He earned his Ph.D. in government from American University in 1968. He also holds a bachelor's degree in economics and a master's degree in psychology, and he has written a number of books and articles on American politics.

## Acknowledgments

Our great appreciation goes to Elizabeth Coppelino for helping us with the permissions, and to Lisa Kearny for contributing creative ideas for exercises and activities that would be fun to do. We also want to thank all the editors at Pearson for their considerable efforts and contributions: Laura Le Dréan, Dana Klinek, Jane Townsend, and particularly the faithful Lucille Kennedy. We would also like to thank Averil Coxhead at the School of Language Studies, Massey University, Palmerston North, New Zealand, for allowing us the use of the Academic Word List. We wish to acknowledge the comments and encouragement we have received from many colleagues who have used this book in a wide range of settings all over the world. We would also like to thank the students we have worked with over the years for sharing their insights and perceptions of the United States with us and, in the process, helping us to better understand our own American culture.

M. K. D.  
J. A. C.  
E. N. K.

# 致老师

什么是文化？关于文化有很多定义。有些人将文化定义为艺术、文明、某一群体的音乐、建筑风格、历史、宗教和传统。也有人将其定义为某一群体的风俗习惯和特殊行为方式。在这里，我们选择了一种社会学的定义方式，将文化定义为“某一特定群体的生活方式，随时间而发展，并世代相传。”这一定义范围非常广泛，包含了人类生活和交往的方方面面。不过，要想在某一本书中将美国文化的各个层面全部展现出来是完全不可能的。因此，我们在讨论中采用了价值观方法，将重点放在讨论那些两百多年以来吸引各地人民来到美国的美国传统主流价值体系上。在解释了这些传统价值体系的发展形成过程以后，我们将继续探讨它们是如何影响到美国人生活的各个层面的。

为什么要出版这样一本关于美国文化的书呢？其原因是多方面的。不管是在美国大学中同外国学生一起工作的人，还是在国内或美国以外国家给学生讲授英语的人，都会经常遇到关于美国人生活方式这样的问题。这些学生通常会对美国的价值体系、生活态度和文化模式感到疑惑甚至迷惑。即使是那些英语水平足以应付美国大学课程的学生也经常发现自己不能很好地理解美国文化传统，因此无法成为一名真正成功的学生。许多文化传统只有放在更广阔的美国文化模式中去观察才能得到更好的理解。

不仅仅只有学生需要本书中提供的信息，外国商人、政府机构的访问学者甚至是旅游观光客在理解了代表美国行为方式和传统的价值体系后，他们也会对自己的美国之行更加满意。而对于那些新移民和难民来说，在了解了关于这个新国家和它的居民的系统介绍后，也将会更加容易地融入到他们的新家庭中。

正是由于以上几点原因，《美国文化背景》这本书的适用范围才会如此之广。它在许多针对国外学生的教程中都被当做教科书使用，这些教程包括：英语精读教程、美国境内针对外国高中和大学学生的暑假短期教程、美国大学中的季度和学期教程，另外还有针对外国旅游人员的政府计划以及针对移民的课堂用书等都选用了这本书。甚至在美国之外的国家，这本书也大有用途，它既可以用作学生的教科书，也可以作为像美国和平队志愿者或其他讲授美国文化的人了解美国的参考指导。

在我们学习别国文化时，我们真正学到了什么东西？首先，也是最主要的，是我们更加了解自己。在我们遇到处理问题的不同方式之前，我们会自认为每个人的



行为方式都与我们相同，因此，我们自己的文化（包括我们的价值体系、生活态度和行为方式）在很到程度上被我们自己的观点遮盖了。不过，在我们花时间理解其他文化时，我们也开始更加清晰地认识到自己的文化，也就能对那些激发我们行为和观点的细微之处有更深入的理解。通过阅读这本《美国文化背景》。学生们可以开始更好地理解自身，以及他们自身的文化。为加深这种理解，本书中的每一章后面都准备了一系列的练习题。有些练习的设计是专门用来鼓励学生思考自己的价值体系或行为方式的，并且鼓励他们将其与自己在美国学习或经历的价值体系或行为方式相比较。另外，还包括大量鼓励学生与美国人接触或交谈的练习。在这些练习中，我们提供了大量经过认真组织的问题，以便学生们向美国人提问。学生们得到的答案将有助于他们对美国人的信念以及与教育、商业、政府、体育、娱乐等等相关的各项活动有一个整体、综合的印象。

有些章节的练习还将为学生们提供一次深入理解或与其他同学共同讨论书中某些观念的机会。你可能希望给不同的学生或不同的小组布置不同的作业，然后让他们在整个课堂上分享自己的结论和意见。如果可能的话，每个小组中应该包括来自不同国家的学生，这样他们就可以在学习美国文化和自身文化的同时学习到更多国家的文化。

或许这就是一门讲述文化的教程所要达到的真正目的：让我们对文化之间的差异更加敏感，也更加容易接受这种差异。不过，不管我们对某一种别国文化理解得有多透彻，这些文化中也总有些方面是我们所不喜欢的。因此，这本书的目的并非是要劝说他人接受美国的生活方式，而是为了帮助他们能更加全面地了解美国生活。

## 关于第三版

在修改本书内容时，我们重点增加了一些 1997 年第二版教材出版之后发生的新事件。因为美国文化的多重性趋势仍在继续，所以围绕多重性文化展开的话题在今天仍然具有重大意义。事实上，据估计，到 21 世纪中叶，美国将变成一个少数民族占多数的国家。也就是说，美国的大多数居民将来自少数民族群体，欧洲后裔的美国白人传统群体则将成为少数民族。而这在全国某些大型学校系统中已经成为事实。在这种情况下，描述美国文化的工作已变得越来越困难，因为人们无法断定传统的主流文化在将来是否仍然会是主导文化。在本书的第三版修订本中，传统价值体系的概念结构与之前的版本保持了一致性，但我们谁也不知道以后的人们会如何解释或更改它们。本书的第 12 章就已经完全改变，我们全面描述了美国传统价值体系发生的变化以及继 2001 年 9 月 11 日恐怖袭击发生后美国所



遇到的挑战。

我们最早编著此书的目的，是为了给那些准备在美国大学上学的学生学习英语语言之用。我们认为，学习此类教程的学生需要具有一种能展示知识和向他人表明自己观点的能力；教学中应该鼓励这些学生多进行书面和口头的报告，并且多参加辩论会以及正式的讨论会。我们在本书中加入了许多练习，为学生们选择恰当的主题和活动提供了建议。第三版也同样包括了一些能够帮助学生们在美国大学变得更加活跃的练习。例如，有些练习会在如何识别学术信息和将学术信息汇入主流信息和支持性信息方面提供指导性意见；其他则着重于快读和略读。另外，这次修订版中也更着重于词汇，添加了一些关于词的搭配的练习。在教师手册中，还有练习答案、额外的讲授技巧和图解说明。

我们非常高兴能听到许多教师讲的一些他们使用《美国文化背景》这本书的有效方式：不仅是在介绍美国文化的课程中使用，也在一些跨文化交流、听/说课、读/写课、学术准备工作甚至文学课中使用。教师们在课程的安排中糅入了价值体系的观念，比方说，他们引入了不同来源的学习内容，并在课文之外将这些知识展现给学生，这样，学生们就能在课程的学习中发展一种独特的思维方式，而这种方式恰恰是价值观在美国文化或当前时事中的体现。

## 本书一瞥

### 目的

- 增进学生们对于美国文化价值观、他们自身国家以及其他国家（我们希望如此）的理解和认识。
- 为小组成员和班级讨论提供有趣的跨文化活动，也为口头表达、研究及写作内容提供主题。

### 水平

从中高级到高级。共包括三千到四千个单词，其中着重强调了专业词汇。（见285页。）语法结构未加限制，不过我们也尽量避免使用过于复杂的形式。

### 内容

内容包括美国传统价值体系、美国人的祖籍以及这些价值体系是如何影响到美国社会的不同机构和人民生活的不同方面的，本书在宗教、商业、政府、种族、教育、娱乐和家庭等不同层面展开讨论。



## 练习类型

本书练习包括：阅读前练习，词汇练习（包括组词练习），关于中心思想和具体内容的理解性问题，讨论主题，价值观阐释，针对美国人的问题，研究和口头报告的建议，合作性工作和小组计划的建议，谚语，观察和实验内容，对媒体和民意调查的理解，网络活动，写作主题以及推荐的书籍和电影。

## 文章的作用

- 使学生们了解美国文化的方向
- 建立跨文化交流
- 促进阅读、写作和讨论
- 鼓励交流
- 作为一种概念体系，同其他着眼于文化、媒体、当前事件等文化物质共同发挥作用

## 关于作者

**玛丽安娜·卡尼·戴特斯曼**是很多非母语英语教程中阅读性文章的作者。她讲授非母语英语教程，在西部肯塔基州大学和美国大学任教，同时也在乔治敦大学讲课。在肯塔基州，她创建并管理一所私人语言学校，并为难民们提供指导。她是肯塔基州大学非母语英语教程的创始人之一，并且是美国西部非英语教程学校的前任校长。

**乔安·克兰德尔**是马里兰州巴尔的摩市大学（UMBC）的教育学专家。在 UMBC 中，她是非母语英语教程/双语教育的管理人之一，并且是语言、读写能力和文化等多学科博士教育的主要负责人。她是非母语英语教程和美国应用语言学联合会（AAAL）的前任会长，同时她还经常在一些国家和国际会议上发言。

**爱德华·N·卡尼**是西部肯塔基大学的政府名誉教授。他在 1968 年在美国大学得到了政府授予的博士学位。他同时还获得了经济学学士学位和心理学硕士学位，并且编写了大量关于美国政治的书籍和文章。

## 致 谢

首先将我们深深的谢意献给伊丽莎白·科波利诺，是她帮助我们拿到了出版权，同时感谢利萨·卡尼，她为我们的练习和活动内容提供了很多有创意的想法，使得这些练习变得非常有趣。我们同样还要感谢为本书付出杰出努力和贡献

的培生公司的编辑：劳拉·勒德雷昂、达纳·克兰克、简·汤森，以及忠实可靠的露西尔·肯尼迪。我们也同时想感谢新西兰国帕默斯顿市梅西大学语言研究所的埃夫丽尔·考克斯黑德，她给了我们使用专业词汇表的权利。全球各地许多使用本书的朋友们就本书给我们提出了很多评论和鼓励，在此向他们表示感谢。另外对于那些常年与我们一起工作的学生，他们同我们分享了他们对于美国的理解和观察，这让我们对自身的美国文化有了更深的理解，对此我们同样表示诚挚的谢意。

玛丽安娜·卡尼·戴特斯曼

乔安·克兰德尔

爱德华·N·卡尼







*American mosaic: beyond the "melting pot"*





# CONTENTS

To the Teacher	v
<i>About the Third Edition</i>	vi
<i>The Book at a Glance</i>	vii
<b>1</b>	<b>Introduction: Understanding the Culture of the United States</b> 1
<b>2</b>	<b>Traditional American Values and Beliefs</b> 25
<b>3</b>	<b>The American Religious Heritage</b> 49
<b>4</b>	<b>The Frontier Heritage</b> 71
<b>5</b>	<b>The Heritage of Abundance</b> 91
<b>6</b>	<b>The World of American Business</b> 115
<b>7</b>	<b>Government and Politics in the United States</b> 139
<b>8</b>	<b>Ethnic and Racial Diversity in the United States</b> 163
<b>9</b>	<b>Education in the United States</b> 187
<b>10</b>	<b>How Americans Spend Their Leisure Time</b> 213
<b>11</b>	<b>The American Family</b> 239
<b>12</b>	<b>American Values at the Crossroads</b> 263
Academic Word List	285
Bibliography	288
Credits	296

**参考译文:**

<b>第 1 章</b>	<b>导言: 理解美国的文化</b>	<b>297</b>
<b>第 2 章</b>	<b>美国的传统价值观及信仰</b>	<b>303</b>
<b>第 3 章</b>	<b>美国的宗教遗产</b>	<b>309</b>
<b>第 4 章</b>	<b>边疆传统</b>	<b>314</b>
<b>第 5 章</b>	<b>富裕的美国</b>	<b>319</b>
<b>第 6 章</b>	<b>美国的商业世界</b>	<b>326</b>
<b>第 7 章</b>	<b>美国的政府和政治</b>	<b>332</b>
<b>第 8 章</b>	<b>美国民族和种族多样性</b>	<b>339</b>
<b>第 9 章</b>	<b>美国的教育</b>	<b>346</b>
<b>第 10 章</b>	<b>美国人怎样度过休闲时间</b>	<b>353</b>
<b>第 11 章</b>	<b>美国家庭</b>	<b>360</b>
<b>第 12 章</b>	<b>转型中的美国价值体系</b>	<b>367</b>

**后附: 《美国文化背景》教师手册**

# INTRODUCTION: UNDERSTANDING THE CULTURE OF THE UNITED STATES

*Culture hides much more than it reveals, and strangely enough what it hides, it hides most effectively from its own participants. Years of study have convinced me that the real job is not to understand foreign culture but to understand our own.*

Edward T. Hall (1914– )

## BEFORE YOU READ

### Preview Vocabulary

- A. Every chapter of *American Ways* contains many words from the Academic Word List (AWL).<sup>\*</sup> Notice the AWL words in italics as you work with a partner to discuss the following questions.
1. If a country has great *ethnic diversity*, would you expect to find many people who speak different languages and have different customs?
  2. Could planning a visit to another country *motivate* someone to learn a foreign language?
  3. Should *immigrants* be required to learn the language of their new country before they become citizens?
  4. How could you learn about the customs and *traditions* for a holiday in another country?

<sup>\*</sup>See page 285 for an explanation of the AWL and how to use it. Some of these words are key to understanding the chapter reading.

5. If there are more people in the United States who speak English than Spanish, which is the *dominant* language in the United States?
6. Is the climate of a country a *significant factor* in the daily lives of the people? Why?

**B. There are five AWL words in the quotation by Edward T. Hall at the beginning of the chapter. Read the quotation and find the words with the following meanings. Write each word next to its meaning.**

- \_\_\_\_\_ 1. made someone think that something is true
- \_\_\_\_\_ 2. shows something that was hidden
- \_\_\_\_\_ 3. ideas, beliefs, and customs
- \_\_\_\_\_ 4. work
- \_\_\_\_\_ 5. people who are taking part in an activity

## Preview Content

**A. Before you read the chapter, think about what you know about the "culture" of a country. Work with a partner and answer the questions.**

1. What is the culture of a country? If someone asked you to describe your country's culture, which of these would you mention?

art	dance	holidays
beliefs	food	houses
cities	geography	literature
climate	government	music
customs	history	

Anything else? \_\_\_\_\_

2. Do you agree with the quotation by Edward T. Hall? Do people really not understand their own culture? What aspects of a country's culture are the hardest to understand?

**B. Look at the pictures, charts, and graphs in this chapter, and read the headings. Then predict three topics you think this chapter will discuss.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_