

# 英语实训教程 ——文化与交际

总主编 盛湘君

本册主编 方 瑞

本册副主编 张晓青

**A Course of English Practice**

Culture  
and  
Communication



ZHEJIANG UNIVERSITY PRESS

浙江大学出版社

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## 英语实训教程——文化与交际

盛湘君 总主编 方 瑞 本册主编

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## 编者说明

人类生活,无论是物质的还是精神的,始终是发生在特定的文化背景与氛围之中,而文化反过来又影响和制约人们的所思所为。文化教给我们如何看待世界,如何判断美丑,如何区分正误,如何待人接物,如何传情达意。文化因素隐含在我们生活的各个方面,小到怎样见面打招呼,大到如何处理国际事务。由于文化和语言上的差别,互相了解不是一件容易的事,不同文化间的交流常常会遇到困难,因此在进行语言学习的同时,更应该注重对文化的学习,只有这样才能培养、提高跟不同文化背景的人进行交际的能力,也就是我们常说的跨文化交际能力。跨文化交际是一个包括语言、文化、社会、心理等因素在内的相互联系、相互渗透的综合系统,交际双方的语言行为和交流方式均受到双方的文化背景的影响和制约。如果中国的英语学习者用英语跟以英语为母语的人交流,他需要尽可能多地了解以英语为母语的人们在交际中所遵循的规则和准则,以及隐含在这些规则和准则背后的社会文化,尤其是民族文化心理、价值观等因素,才能确保交际的顺利进行。

文化与交际不是孤立地研究某一民族、某一群体的文化,而是专门研究文化接触、碰撞、摩擦、冲突、渗透及有效交际的策略。通过对不同文化特点的研究,我们可以发现并解释交际行为的多样性和复杂性;另一方面,也可以通过对某个群体的交际方式或生活方式的具体描述,揭示该群体的文化特征。因此,文化与交际从本质上是探讨文化与交际相辅相成的关系,是为了解决处于不同文化背景中的人们在交际中出现的矛盾与问题。

本书共分 18 个章节,从不同领域介绍了不同语言和文化背景下的种种交际方式。本书选择了与学生日常生活较为接近的一些话题,如风俗习惯、交通方式、学校教育、校园生活、家庭关系、社会关系、商务礼仪、肢体语言、饮食文化、仪表着装、国家和城市、节日庆典、宗教和社会问题等。本书旨在通过设计各种具有操作性的活动,让学生在实践中理解不



同文化之间的特点与差异。我们还结合大量具体事例,安排了多样化的课内外活动,并辅以相关背景知识,以增加学生的跨文化交际体验,从而实现学生跨文化交际能力的形成和提高。每个单元中的 Supplementary Reading 部分,是对该单元的知识补充,主要供对该单元的话题感兴趣的读者作深入学习使用。本书主要适合高职院校英语专业的学生使用,也可供从事外贸、外事的工作人员阅读,或供英语程度好,对文化与交际有兴趣的读者使用。

《英语实训教程》由盛湘君任总主编。本册主编方瑞,副主编张晓青。吴苏萍、邢承设、余超、蓝俊芳、朱依萍、楼青、李姣、童燕琴和郑云香参与了本书的编写。

由于编者水平有限,书中难免有谬误和疏漏之处,敬请广大教师和读者不吝批评指正,以便我们将来进一步修改与完善。

编 者

2009 年 8 月



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## UNIT 1

## Introduction

## 引 言

## Lead-in

- definition of culture
- factors affecting communication events
- intercultural communication

## 1.1 Warm-up

## 1.1.1 Discussion

Work in groups to discuss the following questions.

1. Where did you see foreigners personally for the first time, in your hometown or elsewhere?
2. Have your parents had any experience of talking with foreigners?
3. Have you ever had any chance of coming into contact with people from other countries besides in the classroom? Where did it happen?
4. What about the experience of other people you know?

## 1.1.2 Case Study

Read the story of a foreign teacher and then work in groups to discuss the following questions.

Several months ago I was in a bus in Urumqi. A young man, who seemed like a college student, sat several rows ahead of me. He stared at me since I got on the bus. We passed one bus stop after another. Suddenly he rose from his seat, came to sit by me and just started a very unpleasant conversation with his speedy English.

“Do you have a wife?”

“How old are you?”

“Have you ever been away from Urumqi for a long time?”

“You have been living in the old building over there, haven’t you?”

What embarrassed me was not the conversation atmosphere, or his long stare at me while sitting so close, neither were so many questions we westerners would never ask. What was really embarrassing was his familiarity with my whereabouts. He had obviously been observing me for at least one year, which truly made my flesh creep.

(World Vision, 2008/2)

### Questions

1. Will you ask foreigners the same questions? What else will you like to talk about with them?
2. How will you feel if asked the above questions? Why?
3. Why do you think the young man asked the foreign teacher such questions?
4. Why was the foreigner frightened? Can you understand his feeling?

## 1.2 Understanding Culture

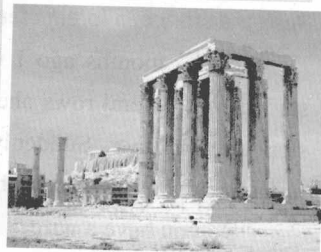
### Definitions of Culture

1 Culture, from the Latin word *cultura*, meaning “to cultivate”, is a term that has different meanings. Culture is complex and difficult to define. When the concept first appeared in the 18th- and 19th-century Europe, it meant a process of cultivation or improvement, as in agriculture. In the 19th century, it came to refer first to the improvement of an individual, especially through education, and then to the fulfillment of aspirations or ideals. In the mid-nineteenth century, some scientists used the term “culture” to refer to a universal human capacity.

2 In the 20th century, “culture” emerged as a concept central to anthropology, including all human phenomena that are not purely results of human genetics. In 1952, Alfred Kroeber and Clyde Kluckhohn made a list of 164 definitions of “culture” in the book *Culture: A Critical Review of Concepts and Definitions*. The word “culture” is most commonly used in three basic senses:

- ◆ *excellence of taste in the fine arts and humanities, also known as high culture.*
- ◆ *an integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for symbolic thought and social learning.*
- ◆ *the set of shared attitudes, values, goals, and practices that characterizes an institution, organization or group.*

3 According to Larry A. Samovar and Richard E. Porter (2004),



culture is shared learned behavior which has passed from one generation to another for purpose of promoting individual and social survival, adaptation, and growth and development. Culture has both external (e.g., artifacts, roles, institutions) and internal representations (e.g., values, attitudes, beliefs, cognitive/affective/ sensory styles, consciousness patterns, and epistemologies). The subjective elements of culture show values, attitudes, beliefs, orientations, and underlying assumptions common among people in a society. These are elements that shape and control beliefs and interaction. Your subjective cultural beliefs and values influence your interpretation of the world and interactions in it. How do you feel about the notion of a soul? How do you respond to the Chinese flag? All is part of your cultural membership. Your views on work, immigration, freedom, age, cleanliness and hygiene, ethics, dress, property rights, etiquette, healing and health, death and mourning, play, law, magic and superstition, modesty, sex, formality and informality, bodily adornment, and the like are all part of your cultural membership.

### Elements of Culture

4 There are different types of cultures across the world and each culture has its unique essence. While defining the term “culture”, there are several elements that together make as the culture of a particular region or the culture of particular people. Here are five key elements of culture.

- ◆ *Language: The various languages are essentially an important part of the culture. The language allows the member of the culture to share ideas, feelings and information. It is one of the chief methods for the transmission of the culture.*
- ◆ *Norms: Every society or every civilization has a set of norms, which are an inseparable part, and an important element of the culture. This can include the folkways, customs, taboos and rituals in a culture.*
- ◆ *Values: The social values of a particular civilization are considered as an element of the culture. The values of a culture often refer to the things to be achieved or the things, which are considered of great worth or value in a particular culture.*
- ◆ *Religion and Beliefs: The religion and beliefs of the people in a civilization play an important role in shaping up the culture as well.*
- ◆ *Social Structure: Social structures reflect different cultures and show how the social communities, classes, and societies, etc., function. Within certain social structure, culture gives individuals different roles, that is, positions within a group or a society.*

5 Specifically speaking, there are visible and invisible representations of culture. Here is what show and keep the culture of certain religion alive.



### Artifacts

6 Artifacts are the physical things that have particular symbolism for a culture. They may even

have features of mystical properties. The first products of a company, prizes won in grueling challenges and so on are all artifacts.

7 Artifacts can also be everyday objects, such as the bunch of flowers in reception. The main thing is that they have special meaning, at the very least for the people in the culture. There may well be stories told about them. When people in the culture see them, they think about their meaning and hence are reminded of their identity as a member of the culture, and of the rules of the culture.

8 Artifacts may also be used in specific rituals. Churches do this, so do temples or other organizations.

#### *Stories, Histories, Myths, Legends and Jokes*

9 Culture is often told by folklores and passed from one generation to another through stories. A typical story includes a bad guy (often dishonest and unnamed) and a good guy (often a good cultural example). There may also be an innocent. The story goes in a classic format, with the bad guy defeated by the good guy, with the innocent being rescued and learning the greatness of the culture as well. Sometimes these stories are true. Sometimes nobody knows. Sometimes they are created on a relatively simple truth. The stories sometimes reflect the history and the legends of the culture.

#### *Rituals, Rites, Ceremonies and Celebrations*

10 Rituals are sets of actions which are repeated in specific circumstances and with specific meaning. They may be used when someone is promoted or retires. They may be associated with company events such as the release of a new event. They may also be associated with traditional events such as Christmas and Spring Festival.

11 Whatever the circumstance is, the predictability of the rituals and the seriousness of the meaning all combine to keep the culture alive.

#### *Heroes*

12 Heroes in a culture are named people who act as idealized examples, by which cultural members learn of the correct or “perfect” behavior. The classic heroes are the founders of the organization, who are often portrayed as more perfect than they actually are or were. Heroes may also be such as the housekeeper who put out a fire at the cost of his life or a customer-service agent who went out of their way to delight a customer. In such stories they symbolize and teach people the ideal behaviors and norms of the culture.

#### *Symbols and Symbolic Action*

13 Symbols, like artifacts, are things which act to remind people in the culture of its rules, beliefs, etc. They act to keep people behaving well. Symbols can also be used to indicate status within a culture. This includes clothing, office decoration and so on. Status symbols signal to others to help them use the correct behavior with others in the hierarchy. They also tell the users of the symbols



the behaviors that are appropriate for their status and position.

14 There may be many symbols around an organization, from pictures of products on the walls to the words and handshakes used in greeting cultural members from around the world.

#### *Beliefs, Assumptions and Mental Models*

15 An organization and culture will often share beliefs and ways of understanding the world. This helps smooth communications and agreement, but can also become fatal blinkers that blind everyone to impending dangers.

#### *Attitudes*

16 Attitudes are the external displays of underlying beliefs that people use to signal to other people of their membership. Attitudes can also be used to give warning, such as when a street gang member eyes up a member of the public. They use national cultural symbolism of a long hard stare to indicate their threat.

#### *Rules, Norms, Ethical Codes and Values*

17 The norms and values of a culture are effectively the rules by which its members must obey, or the members will risk rejection from the culture. They are fixed in the artifacts, symbols, stories, attitudes and so on.

#### **Culture Change**

18 Cultures are moving and continuously changing. They are internally affected by both forces encouraging change and forces resisting change. These forces are related to both social structures and natural events. For example, the US feminist movement involved new practices that produced a shift in gender relations, to some extent changing both gender and economic structures.

19 Cultures are externally affected via contact between societies, which may also produce, or inhibit social shifts and changes in cultural practices. War or competition over resources may impact technological development or social dynamics.

20 Additionally, cultural ideas may move from one society to another, through diffusion or acculturation. In diffusion, the form of something, though not necessarily its meaning, goes from one culture to another. For example, hamburgers, mundane in the United States, seemed exotic when introduced into China. Acculturation takes place when groups with different cultures come into contact, resulting in the changes in the original culture, such has happened to certain Native American tribes and to many other peoples across the globe during the process of colonization.



(<http://en.wikipedia.org/wiki/Culture>)



### 1.2.1 Vocabulary

There are ten words underlined in the passage. Please choose the most appropriate word to fill in each of the following blanks.

1. pieces of leather that are put beside eyes of a horse to stop it from seeing objects (*n.*) \_\_\_\_\_
2. generally accepted standards of social behavior (*n.*) \_\_\_\_\_
3. a ceremony that is always performed in the same way, in order to mark an important religion of social occasion (*n.*) \_\_\_\_\_
4. a system of organization in which people or things are divided into levels of importance (*n.*) \_\_\_\_\_
5. involving religious or magical powers that people cannot understand (*adj.*) \_\_\_\_\_
6. ordinary and not interesting or exciting (*adj.*) \_\_\_\_\_
7. a perfect standard one wants to achieve (*n.*) \_\_\_\_\_
8. the scientific study of people, their society (*n.*) \_\_\_\_\_
9. sign, etc., that shows something (*n.*) \_\_\_\_\_
10. something that is used to decorate (*n.*) \_\_\_\_\_

### 1.2.2 Questions

Work in groups to answer the following questions according to the passage.

1. How is the word “culture” defined in the passage?
2. What are the five key elements of culture?
3. What are important representations of cultures that keep a culture alive?
4. What are the internal and external factors that affect a culture?

### 1.2.3 After-class Assignment

Work with your partners to complete the following tasks.

1. We can know about a foreign culture by reading literatures about it or by experiencing it. Work with your partner to interview some foreign people around you or your Chinese friends who have overseas experiences about their intercultural experiences and then write a report on what you find out or what lesson you can learn from the story or interview.
2. Adornment is an important symbol people express their cultural identity and an effective means of communicating social, political and economic information about themselves and the society in which they live. Surf online for information on this topic and then discuss with your partners how people of the world express their culture through personal adornment.

## 1.3 Understanding Communication

### Definition of Communication

1 Communication is a process of transferring information and is commonly defined as “the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs”. It’s the basis of all human contact. Wherever you live, you communicate when you participate in an activity. The results and methods might be different, but the process is the same.

2 There are three major parts in human face-to-face communication which are body language, voice tonality, and words. According to the research, 55% of impact is determined by body language—postures, gestures, and eye contact, 38% by the tone of voice, and 7% by the content or the words used in the communication process.

3 Communication requires that all parties have an area of communicative commonality. There are auditory means, such as speaking, singing and sometimes tone of voice, and nonverbal, physical means, such as body language, sign language, touch, eye contact, by using writing.

### Factors Affecting the Communication Events

#### Setting

4 Setting and environment help determine the words and actions you generate and the meanings you give the symbols produced by other people. Dress, language, topic selection, and the like are all adapted to context. For example, under most circumstances, males would not, even in hot weather, attend a university lecture without wearing a shirt. The rules for each context are culturally based and therefore relative. Many of these contextual rules are directly related to your culture. For example, in the business setting, all cultures have stated and unstated rules regarding who takes part in the decision-making process during meetings. In the United States, the rule tells us it is the “boss”. In Japan, nearly everyone is consulted as part of the decision-making process. The Japanese proverb “Consult everyone, even your knees” demonstrates the Japanese approach to decision-making.

#### Location

5 People do not act the same way in every environment. Whether in an auditorium, restaurant, or office, the location of your interaction provides guidelines for your behavior. Either consciously or unconsciously, you know the prevailing rules, many of which are rooted in your culture. Nearly all cultures, for example, have religious building, but the rules of behavior in those buildings are culturally based. In Mexico, men and women go to church together and remain quiet.

#### Occasion

6 The occasion of a communication encounter also controls the behavior of the participants.



You know from your own experience that auditorium can be the occasion for a graduation ceremony, play, dance, or memorial service. Each of these occasions calls for distinctly different forms of behavior, and each culture has its own specifications for these behaviors. For example, in one culture the occasion for a wedding calls for solitude and silence, yet in the Jewish culture the same occasion calls for loud music, dancing, and a great deal of laughter.

#### Time

7 To understand this concept, you must answer these questions: How do you feel when someone keeps you waiting for a long time? Do you respond to a phone call at 2:00 a.m. the same way you do to one at 2:00 p.m. ? Do you find yourself rushing the conversation when you know you have very little time to spend with someone? Your answers to these questions reveal how the clock often controls your actions. Every communication event takes place in certain time, and the amount of time given, whether it is for social conversation or a formal speech, affects that event. Cultures as well as people use time to communicate. In the United States, schedules and time constraints are ever present. As Hall and Hall note, “For Americans, the use of appointment-schedule time reveals how people feel about each other, how significant their business is, and where they rank in the status system.”

#### Number of People

8 The number of people with whom you communicate also affects the flow of communication. You know from personal experience that you feel and act differently if you are speaking with one person, in a group, or before a great many people. Cultures also respond to changes in number. For example, people in Japan find group interaction much to their liking, yet they often feel extremely uncomfortable when they have to give a formal public speech.



#### Cultural Setting

9 A still more general part of the communication event is the cultural setting. Wood notes, “The largest system affecting communication is your culture, which is the context within which all your interactions take place.” The rules, values, norms, traditions, taboos, and customs of a culture all affect the other areas of the communication system.

### Intercultural Communication

10 Intercultural communication as a human activity has existed for centuries. The visits of sailors to foreign lands, the journey of merchants along the “silk road” during the Tang Dynasty in China, the immigration of thousands of “gold-diggers” to North America are all examples of intercultural communication. In modern times, there are increasing interactions of businessmen and tourists into all corners of the world. The development in science and technology, especially the advancement in transportation (ships, transcontinental railroads, automobiles and airplanes) and telecommunication (newspapers, telegraphs, telephones, televisions and the Internet) has literally shrunk the world into