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# Tunt 1 Culture 101

## I. Teaching Plan (2 Teaching Hours)

PART A 15Ms

PART B 25Ms

PART C 30Ms

PART D 30Ms

Procedures	Duration (mins)	Objectives	Key Points	
Part A Section 1	5	To check students' prior knowledge of cultural metaphors by picture description	metaphors for culture	
Part A Section 2	10	To introduce definitions of culture through video watching	definitions of culture	
Part B Section 1	10	To analyze in details the iceberg metaphor	the iceberg metaphor; creating an analogy	
Part B Section 2	15	To understand the famous compilation of definitions of culture	definitions of culture; creating a definition	
Part C Section 1	10	To define the key elements of culture and classify them into 5 / 7 categories	5/7 elements of culture	
Part C Section 2	10	To list the major characteristics of culture and analyze them in a logical way	major characteristics of culture	
Part C Section 3	10	<ol> <li>To summarize the theories of culture:</li> <li>Hofstede's Cultural Dimensions         Theory;</li> <li>Hall's theory of high- and low-         context culture;</li> <li>Structural-functional theory;</li> <li>Social-conflict theory;</li> <li>Sociobiology.</li> </ol>	two theories of culture:  1. Hofstede's Cultural Dimensions Theory;  2. Hall's theory of high & low context culture	

UNIT 1.indd 1



Procedures	Duration (mins)	Objectives	Key Points
Part D Hands On	30	To apply the theories of culture into our life and work	Using cultural theories to analyze cultural phenomena.

## II. Instructional Design

#### **PART A LEAD IN**

Tasks / Activities: Picture Description & Video Watching

- 1. The tutor asks Ss to share in class their understandings of the picture and the video.
- 2. The tutor comments on their prior knowledge about cultural metaphors, and, if necessary, expands on their pre-existing knowledge.

#### Section

1 + 2

**Section** 

1

Resources/ Equipment: A Picture and a Video Clip

**Dos and Don'ts:** The tutor uses the lead-in activities of class discussion and video watching to activate students' prior knowledge about cultural metaphors. Through this, the tutor could assess their prior knowledge about the topic, determine the extent of instructions that are necessary, and better prepare them for it.

#### PART B FOCUS ON METAPHORS AND DEFINITIONS

Tasks / Activities: Creating Graphic Organizers and Writing Analogies

- 1. The tutor checks for Ss understanding of the iceberg metaphor by asking them to provide details from 3 different layers (above / at / below the water line).
- 2. The tutor checks for Ss understanding of cultural iceberg by asking them to classify the various features of culture based on the layers of an iceberg.

3. The tutor evaluates Ss knowledge utilization by asking them to create

metaphors for culture.

**Resources/ Equipment:** The Textbook

#### Dos and Don'ts:

Ss understand and create metaphors for culture on their own.



UNIT 1.indd 2



	PART B FOCUS ON METAPHORS AND DEFINITIONS
Section 2	<ol> <li>Tasks / Activities: Q&amp;A, Class Discussion, Video Watching, and Definition Essay Writing</li> <li>The tutor examines Ss interpretations of the famous compilation of definitions of culture by questions &amp; answers.</li> <li>The tutor shares insights with Ss about it through class discussion and exemplification via a relevant video clip.</li> <li>The tutor evaluates Ss understanding of culture by asking them to produce a definition of culture.</li> </ol>
	Resources/ Equipment: The Textbook and a Video Clip
	Dos and Don'ts: Ss interpret and create definitions of culture on their own.
	PART C FOCUS ON CONCEPTS AND THEORIES
Section 1	<ol> <li>Tasks / Activities: Audio Listening, Q&amp;A, and Graphic Organizers Creating</li> <li>The tutor checks for Ss understanding of the basic elements of culture by audio listening.</li> <li>The tutor shares insights with Ss about it by Q&amp;A.</li> <li>The tutor evaluates Ss understanding of the basic elements of culture by asking them to compare and contrast two texts on this same topic.</li> <li>Resources/ Equipment: An Audio Clip and the Textbook</li> </ol>
	Dos and Don'ts: Ss should listen attentively and comprehend the content.
Section	<ol> <li>Tasks / Activities: Graphic Organizers Creating and Essay Writing</li> <li>The tutor asks Ss to analyze the major characteristics of culture with details.</li> <li>The tutor evaluates Ss understanding of cultural features by asking them to write an essay.</li> </ol>
2	Resources/ Equipment: The Textbook and a Video Clip
	Dos and Don'ts:  Ss use analytic writing to show their understanding of cultural features.
Section	<b>Tasks / Activities:</b> article summary supplemented with video watching The tutor evaluates Ss understanding of Hofstede's cultural dimensions theory by asking them to finish the tasks of reading, video clip watching and summarizing.
3	Resources/ Equipment: The Textbook and a Video Clip
	Dos and Don'ts: Ss summarize the theory on their own.

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PART D HANDS ON An Analysis of Yang Liu's East Meets West Based on \_\_\_\_\_ Model 1. Write down the differences between Germany and China while watching the video clip; 2. Compare your note with that of your partner to check whether you've got every aspect of the difference mentioned in the video (There are 24 aspects in total.); 3. Classify the aspects of the differences into the category of 5 elements of **Project** 1 4. Analyze this infographic by applying one of cultural theories learned in this unit; 5. Pinpoint the aspects that need to be adjusted or added according to the theory you've applied; 6. Draw an infographic about the differences between the East and West (if possible); 7. Write an application essay with more than 600 words on the title. Comparing the Cultural Values Through Proverbs 1. Read the passage first; **Project** 2. Translate the following proverbs into Chinese; 2 3. Find out at least 5 proverbs from American and Chinese culture respectively; 4. Compare its cultural value.



### **NOTES**

- 1. Before class, Ss are required to go over the texts and complete the exercises.
- 2. In class, the tutor checks for the students' understanding of the topic by using a variety of learning activities that reflect students' cultural background.



## III. Keys & References



## Lead in

## Section 1 The Cultural Iceberg

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### **EXERCISE**



**Directions:** 

Please have a close look at the picture of the cultural iceberg and discuss the following questions with your partner.

- 1. Culture is compared to an iceberg.
- 2. The elements of culture are behaviors and practices, history, religion, family, media, economics, and educational systems.
- 3. Above the waterline are the behaviors and practices that are observable, explicit, and taught. They are, for example, how we behave, what we eat, the clothes we wear, how we speak, and thousands of skills and the information conveyed through formal and informal lessons. It is said that only 10 percent of culture is visible, explicit, and taught, but this 10 percent is what we have to learn to understand, assimilate and adapt to if necessary while communicating with other cultures.
- 4. The elements of culture below the waterline are the habits, assumptions, beliefs, values etc. This is also called the "hidden culture".
- 5. This hidden culture is the core part of culture.
- 6. This is the hidden culture that matters most, and shapes who we are, because we encounter it every day, but it can't be interpreted nor taught in a direct way.
- 7. Open.

UNIT 1.indd 6

**►**006



## Section 2 What Is Culture?

### **EXERCISE**



**Directions:** 

Please watch the video clip about what is culture and then answer the following questions.

- 1. This video tells us the definitions, metaphor, and functions of culture, as well as the significance of learning culture, through quotes.
- 2. The culture is "a treasure that is a part of our collective memory, of our perception of ourselves" and it is "something that unites people."
- 3. The culture is "the acquired pair of glasses through which we see life."
- 4. There are three reasons according to the quotes.
  - "It is a call for individuals to agree upon some common values that bind them in harmony."
  - "The more we know about the culture of others, the more open-minded, tolerant and global we become."
  - "Our cultural traits, values, and beliefs are different and diverse.
     However, it is the respect and understanding we foster that makes us truly human."
- 5. Open.

#### **TRANSCRIPT**

What Is Culture?

I understand culture as a treasure that is a part of our collective memory, of our perception of ourselves. — LIDIJA M., MACEDONIA

It is the acquired pair of glasses through which we see life. — MBAREK A., MOROCCO

Culture is something that unites people. — ANASTASIYA O., RUSSIA

Culture is us. We make it. We shape it as we love it to be. It is a call for individuals to agree upon some common values that bind them in harmony. — MOUSTAFA H., EGYPT

The more we know about the culture of others, the more open-minded, tolerant and global we become. — SAMIR EL A., MOROCCO

Our cultural traits, values, and beliefs are different and diverse. However, it is the respect and understanding we foster that makes us truly human. — NAJOUA H., UNITED STATES

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## PART B

## Focus on: Metaphors and Definitions

## Section 1 The Iceberg Metaphor



**EXERCISE 1** 



**Directions:** 

Please fill out the form below with the correct information after reading Text A carefully. Pay attention to how the author elaborates the vehicles with sufficiently interesting examples.

Subject	metaphor for culture			
Title	The Iceberg Metaphor	The Iceberg Metaphor		
	Tenor (比喻的本体)	Vehicle (比喻的喻体)		
	CULTURE	ICEBERG		
Analysis	Explicit, visible, taught and tangible aspects of culture, ranging from written explanations, skills and information conveyed through formal lessons, to the cultural markers	above the water line		
	the area where implicit understandings are explained and mystical experiences are codified into a creed; the area where official explanations and teachings become inexplicable and where theology becomes faith	at the water line — the transitional zone		
	the habits, assumptions, understandings, values, judgments that we know but do not or cannot articulate	below the water line		





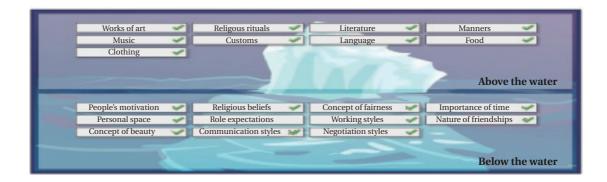


## **EXERCISE 2**



**Directions:** 

The items below are all features of culture. Which do you think are more visible and should be above the water and which are more difficult to understand and should be below the water?



### **EXERCISE 3**



**Directions:** 

Please create your metaphor(s) for culture and write a passage about it/them. The passage should be entitled "Culture is a \_\_\_\_\_\_". You need to develop your statement with enough supporting details.

#### No 1: Culture is an ecosystem

Interdependence, change: Ecosystems and cultures are always dynamic, and contain a vast network of interdependent elements. Press one spot and the movement is felt throughout the system; the system presses back. Cause and effect are often too complex to map out, much less deliberately influence. (Ref: Edward Hall, Peter Senge, Gregory Bateson for more on this line of thinking).

Diverse elements: Many different animals and plants exist within an ecosystem = culture comprises diverse peoples, elements, subcultures. Members of a culture are not uniform; they many not even be similar to each other.

System: Individual plants or animals do not have their own ecosystem = people do not have individual culture, they are unique beings embedded in a larger reality.

Climate and environment: Influence what can thrive there = people are generally adapted to their own culture's "climate" and may have difficulty transplanting to another environment or ecosystem. One cannot grow an oak tree or raise tropical fish in the desert without constant care.

Native and outsiders: New species to the new ecosystem will either die away, adapt, or

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invade and crowd out "native" species. "Outsiders" to a culture may not last long, may adapt, or may take over — those risks can make both sides nervous.

Dependence and contribution: Plants and animals that depend on a particular ecosystem for survival, also contribute essential ingredients to their environment. A tree's roots draw nutrients from the soil and water, but then contribute fallen leaves for next year's soil. In this way, culture helps people survive and determines what kind of human beings they will become; yet each person also actively recreates and contributes to the content of the culture. Thus ecosystems and cultures are always in motion, never the same, yet have continuity over time.

Every metaphor has its uses and limits. Note that the ecosystem metaphor implies that culture is "natural" instead of human-constructed. That in turn leads to the anti-diversity argument, "Hey we can't afford the water to keep that oak tree moist, let's get another olive tree that's just like us." "Our system is in balance now, new elements might destabilize our organization." The culture or climate is taken as a given, the outsider is an invasive species or someone who had better adapt or they won't survive.

#### No 2: Culture is a toolbox

One useful metaphor for culture is the toolbox — one that comes with a stack of reference manuals. Instead of saying "in this culture we make tables THAT way, we raise children or cook a meal THIS way", we acknowledge that culture gives us a set of tools for the task, along with a guide book that suggests how we might use those tools and what the results should look like. Cultural "tools" for making dinner would include heat source and cooking vessels, knowledge of food stuffs, recipes, knives, rules for what items are served at which time of day to which kinds of guests.

Here are some other metaphors for culture.

- Favorite pair of jeans only fits you, you love them even though they may wear out or get out of style.
- Covered Wagon the sense of being a pioneer, new frontiers. Culture is your coping mechanism for previous situation, may not fit in new lands, new eras.
- Window you can see out the window to what's beyond, forget to look in, notice own side of window.
- The Universe: stars, moon, galaxies vast. More than one culture. See light from other cultures long after it is first emitted.
- Elephant messy, smelly, soft, loud, invigorating, different parts feel different: "I love them but who produced them?"
- Culture to me is like tombstones. They come in many different shapes, sizes and styles. Just like the different people in the culture. But they are used as a marker for the









dead. Away to identify the person who was buried. Just like culture, in some ways it cripples those who are marked by it. Tombstones define the situation that the person is in. Cultures are used to try to define the people in it. This is why tombstones are like different cultures. They both are supposed to fit the person that they are trying to define.

- Culture is like a PIZZA everyone prefers different toppings or combinations of toppings, but all are necessary for a complete menu.
- Culture is like a Monet painting. There are different colors in the painting, but they all
  mix together at the edges and form a coherent whole.

## Section 2 Definitions of Culture

TEXT B

### **EXERCISE 1**



**Directions:** 

Please give a brief answer to the following questions based on Text B.

- 1. This text could be divided into 3 parts: definitions of culture, manifestations of culture, and the significance of learning culture.
- 2. The characteristics of culture are introduced in Section 4.
- 3. Lloyd Kwast's *model of culture*, and his "*Man from Mars*" technique is applied to help us get a better understanding of culture through the different levels or layers through which culture is manifested.
- 4. Because culture forms the basic foundation of our life and behavior for two main reasons. Firstly, the knowledge necessary for survival and adaptation to our natural and social environment, is acquired through culture. Secondly, culture also influences our perception of reality and worldly concepts. Our interpretations of the actions and events around us are molded by our culture.



### **EXERCISE 2**



**Directions:** 

Please discuss the following questions and give your own definition of culture based on what you have learned.

- 1. There listed 8 definitions of culture.
- 2. 文化是由通过符号所获得并传播的显性及隐性行为模式所构成,这种行为模式 形成人类群体的特征,包括它们在人工制品中的体现;文化的核心部分是传统 的(源于历史并经历史选择的)观念,尤其是价值观。文化系统,一方面可被 视为人们行为的产品,另一方面又可被看作是规约未来行为的条件。——美 国人类学家克鲁伯和克拉克洪

#### 3-6 Open.

- 7. The Western culture differs from Chinese culture in the following 5 aspects.
- worldview (Western linear division vs. Chinese circular enclosure 线分环合);
- core values (Western linear individuality vs. Chinese circular integrity 线单环整 );
- outlook on arts (Western linear strength vs. Chinese circular grace). For example, in terms of choreography, Western ballet focuses on lines, strength, looking skywards, hopping and bouncing, linear hand movement, while Chinese national dance focuses on curves, grace, looking earthwards, walking and running, circular hand movement.);
- outlook on time (Western linear extension vs. Chinese circular rotation 线 伸环旋);
- mode of thinking (Western dissection vs. Chinese synthesis 线切环综). For example, the West is an analytical mode of thinking, emphasizing more on logic-orientation and the East is synthetic mode of thinking, emphasizing more on image-orientation);
- linguistic expressions (Western linear branch-like connection vs. Chinese circular wave-like moving 线枝环波)

Western Culture	Chinese Culture
fishing & hunting culture	farming culture
ocean culture	land culture
moving culture	tranquil culture
exploration and innovation	harmony and stability
individual independence respected	unified integrity advocated
strength in logic thinking	strength in image thinking
division and explicitness valued	integration and implicitness sought
outward and enterprising culture	inward and inclusive culture

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**Directions:** Please watch the video clip about the definition of culture and then answer the following questions.

- 1. Three major dimensions of culture are ideas, norms and material culture.
- 2. Ideas are the things people think about, all of the thoughts that they have.
- 3. Norms are ideas about how society should conduct its business, and how individuals and society should behave. Norms always have that "should" idea in them.
- 4. Material culture are the things that we produce, not only physical things but also objects that are like music, art and etc.
- 5. We need them to get a grasp on what we mean by culture in general.

#### **TRANSCRIPT**

#### **Definition of Culture**

Culture defines the very way we live. The values, beliefs, actions, speech and artifacts passed down from one generation to another. A useful way of thinking about it was suggested by sociologist Robert Bierstedt. Some contemporary sociologists have adopted Bierstedt's three dimensions of culture.

"Three major dimensions of culture are ideas, norms and material culture. You need an understanding of all three of them to get a grasp on what we mean by culture in general. Ideas are the things people think about, all of the thoughts that they have. These are ideas. Norms are ideas about how society should conduct its business, and how individuals and society should behave. Norms always have that 'should' idea in them. Material culture are the things that we produce, not only physical things but also objects that are like music, art ... " [William Kornblum, City University of New York]



NOTE

Robert Bierstedt (1913–1998) was an American sociologist who often wrote about sociological theory, culture, and constitutional law.





## Focus on: Concepts and Theories

## Section 1 The Basic Elements of Culture

### **EXERCISE 1**



**Directions:** 

Please listen to the audio clip about the elements of culture and then answer the following questions.

5 / 7 Elements of Culture				
	Listening	Reading		
	1. Language	1. History		
	2. Norms	2. Religion and beliefs		
5/7	3. Values	3. Values		
Elements	4. Religion and Beliefs	4. Social organization		
of Culture	5. Social Collectives 5. Language			
	6. Status and Role in Society	Status and Role in Society		
	7. Cultural Integration			
	1. Social collectives in Lis	Social collectives in Listening is similar to social		
	organization in Reading;	organization in Reading;		
Comparison	2. Norms in Listening is sim	. Norms in Listening is similar to history in Reading, to		
Comparison	some extent;			
	igion and beliefs, and language			
are the same in the two passages.				

#### TRANSCRIPT

#### What Are the Elements of Culture

The elements of a culture are what make it unique, beautiful and *intriguing* to those who know nothing of it. Learn more about which aspects are highlighted as part of a culture.

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 constitute as the culture of a particular region or the culture of particular people. We fail to understand

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what the elements of a culture are, but we can learn more by looking through these:

- Language: The various languages are essentially an important part of a 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, mores,
  taboos and rituals in a culture.
- Values: The social values of a particular civilization are also 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 the beliefs of the people in a civilization play an important role in shaping up of the culture as well.
- Social Collectives: Social collectives refer to the social groups, organizations, communities, institutions, classes, and societies, which are considered as symbolic social constructions.
- Status and Role in Society: A status or a social role is nothing but a slot or position within a group or society, which gives an overall idea of the social structure and hence is an important element of culture. This can also include traditional gender-based or age-based roles.
- Cultural Integration: This includes the degree of harmony or integration within the various elements of culture. This can include elements like sub-cultures, local cultures and the difference between historical and cultural traditions.

### **EXERCISE 2**



Directions: Please classify the following items into the 5 elements listed above.

5 elements of culture		
Elements	Items	
1. Social structure	The government, Country, Parliament, The monarchy, Elections, The economy, The law	
2. Customs and traditions	Holidays and special occasions, Vacations, Leisure activities	
3. Language	Language	
4. Values and attitudes	Attitudes, Sport and competition, Humor, Education	
5. Religion and beliefs	Religion	





## Section 2 The Major Characteristics of Culture



## **EXERCISE 1**



Directions: Please list at least 5 major characteristics of culture, and elaborate one

that you interest most with examples.

Culture is learned and acquired.
Culture is shared and transmitted.

Culture is social.

Culture is ideational.

Culture gratifies human needs.

Culture is adaptive.
Culture is cumulative.

## **EXERCISE 2**



Directions: Write an example of culture being cumulative.

#### Example 1

Writing has made culture "cumulative," at least to a degree. For example, the ancient Greeks didn't have a writing system for music. So, while we were able to translate their philosophical texts, many of which talk about how important music was to the ancient Greek people, especially in Athens, we don't know what that music sounded like ... Western music notation system didn't evolve until the middle ages, in Europe. Western music could very well sound completely different than Greek music. Since music has been written, music evolved through the baroque era, symphonies, classical opera, and even into modern jazz, and commercial music. All is because our culture (music) can be recorded ... If you want to know what Bach's musical ideas are today, you'd just read some of his organ music.

#### Example 2

A different example might start with the fact that culture is both material [artifacts] and non-material [mentifacts]. Think about the recent innovations in technology for example. While some elements of technology are non-material ideas and ways of doing things, concrete

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examples of the cumulative nature of culture are easy to imagine at the material level. Think about the old computer you junked in favor of the newest model. Or the new car you have which meant trading in the old one. We don't start over with inventions or ideas but build on what came before. It's likely that your new car still has an internal combustion engine, a steering wheel, and a gas tank. Your new computer still has a hard drive and a keyboard. It's probably faster though and has upgraded features. The symbolic nature of culture allows us to build on what came before rather than merely starting over every generation.

## Section 3 Hofstede's Cultural Dimensions Theory



> TEXT D

**EXERCISE** 



**Directions:** 

Write a summary of Geert Hofstede's Cultural Dimension Theory on the basis of Text D. You may also watch the video clip "Hofstede's Model on Cultural Dimensions" to get the gist of the theory.

#### A Summary of Geert Hofstede's Cultural Dimension Theory

To be effective in a global sense, one has to understand the dimensions Hofstede identified and weighed on his scale. Once again, they are:

- 1. Power Distance: This dimension expresses the degree to which the less powerful members of a society accept and expect that power is distributed unequally.
- 2. Individualism vs. Collectivism: Do people prefer a close knit network of people or do they prefer to be left alone to fend for themselves.
- 3. Masculinity vs. Femininity: This dimension represents a preference in society for achievement, heroism, assertiveness and material reward for success. Its opposite, femininity, stands for a preference for cooperation, modesty, caring for the weak and quality of life.
- 4. Uncertainty Avoidance: This dimension expresses the degree to which the members of a society feel uncomfortable with uncertainty and ambiguity.
- 5. Long-term vs. Short-term Orientation: Long-term orientation dimension can be interpreted as dealing with society's search for virtue. Societies with a short-term orientation generally have a strong concern with establishing the absolute truth.



Knowing these, or at least understanding they exist, will help a manager adapt to the culture he or she is working with or living in. It is a way for you to know not take other people's actions or viewpoints personally and to realize that it is cultural norms that you are dealing with.

## PART D

## Hands on\_\_\_\_

**Directions:** 

The following two projects are designed to check your understanding of the core concepts / theories of culture and your ability to use the concepts / theories to analyze cultural phenomena. You may choose ONE that interests you most and finish it.

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### **PROJECT 1**



**Directions:** 

Please watch the video clip about Yang Liu's Ost trifft West (East Meets West) and finish the project with your group members by following the procedures below.

An Analysis of Yang Liu's East Meets West Based on	Model
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All Allarysis of faing Lius East Meets West Based on Model		
Aspect	The green side (Germany / Western culture)	The grey side (Chinese / Eastern culture)
Lifestyle	independent	dependent
Attitude towards punctuality		
At a party		
Ideal of beauty		
Elderly in daily life		
The boss		
Noise level inside a restaurant		
Problem-solving approach		
Size of the individual's ego		



Perception: How Germans and the Chinese see one another

How to stand in line / queue up

Complexity of self-expression

Traveling and recording memories

Connections and contacts

Three meals a day

Animals

Anger

Moods and weather

### **PROJECT 2**



**Directions:** 

Finish the project of comparing the cultural values through proverbs on your own with the guidance of the following instructions.

- 1. Read Text E first;
- 2. Translate the following proverbs into Chinese;
- 3. Find out at least 5 proverbs from American and Chinese culture respectively;
- 4. Compare its cultural values.

Proverbs	Translation
Proverbs reunite the listener with his or her ancestors.	成语将听众与其祖先相连。
Proverbs are a compact treatise on the values of culture.	谚语是文化价值观的智慧结晶。
One who does not honor the penny is not worthy of	不珍惜小钱发不了大财。
the dollar.	积薄而为厚,聚少而为多。
A penny saved is a penny earned.	节省一分等于挣到一分。
	积少成多。
The quacking duck is the first to get shot.	枪打出头鸟。
Loud thunder brings little rain.	雷声大雨点小;光说不练假把式。

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Proverbs	Translation
Strike while the iron is hot.	乘热打铁。
Actions speak louder than words.	行胜于言。事实胜于雄辩。
God helps those who help themselves.	直译: "自助者天助之"。
Pull yourself up by your bootstraps.	意译: "天道酬勤"。
A man's home is his castle.	一个人的家就是他的城堡。 一个人的家是神圣不可侵犯的。
The squeaky wheel gets the grease.	会哭的孩子有奶吃。 嘎吱响的轮子先上油。
Sweep only in front of your own door.	各扫自家门前雪 莫管他人瓦上霜。
He who stirs another's porridge often burns his own.	多管闲事,引火烧身。
A zebra does not despise its stripes.	直译"斑马不嫌身上斑"。 意译"本性难易"。
I dance to the tune that is played.	随着节拍舞动。随遇而安。
A man's tongue is his sword.	"一人之辩,重于九鼎之宝;三寸之 舌,强于百万之师"。或者直译"舌 如利剑"。
Those who know do not speak and those who speak do not know.	"知者不言,言者不知"。一老子·《道德经》 "知之为知之,不知为不知,是知也。"一孔子·《论语·为政》
Even in paradise it's not good to be alone.	即便在天堂也需要有人为伴。
Conversation is food for the soul.	交流是精神食粮。
When spider webs unite they can tie up a lion.	蚂蚁撼动大象。团结力量大。
A single arrow is easily broken, but not in a bunch.	一根筷子易折,一把筷子难断!
A single hand cannot lift the calabash to the head.	一个好汉三个帮。
A harsh word dropped from the tongue cannot be brought back by a coach and six horses.	一言既出,驷马难追。
The spit aimed at the sky comes back to one.	招祸取咎, 无不自己也。
Kick a stone in anger and you harm your own foot.	直译: "一怒之下踢石头,只会痛着脚趾头"。 意译: "自食其果、罪有应得"。







PROVERB	С	А	CULCURAL VALUE
Strike while the iron is hot.	V	V	It underscores the idea that the people in the two countries who take quick action are highly valued.
Actions speak louder than words.	V	V	The two cultures highlights that getting things done is important to the dominant culture.
God helps those who help themselves.		V	The Americans should show individual initiative.
The squeaky wheel gets the grease.		V	In the US, people are encouraged to be direct, speak up, and make sure their views are heard.
A zebra does not despise its stripes.	V		This saying expresses the value of accepting things as they are.
Those who know do not speak and those who speak do not know.	V		This famous doctrine stresses silence over talk.
A single arrow is easily broken, but not in a bunch.	V		This Chinese proverb teaches the importance of collectivism and group solidarity.
A harsh word dropped from the tongue cannot be brought back by a coach and six horses.	V		This Chinese proverb stresses the importance of monitoring your anger.

## IV. Online Reading Materials

PART A Metaphors and Concepts

**Section 1** Metaphors for Culture

 $Section \ 2 \quad \text{What Are the Major Elements of Culture?}$ 

**Section 3** Characteristics of Culture



### **PART B** Theories and Practices

**Section 1** High-context and Low-context Culture Styles

Section 2 Cultural Analysis: Theoretical Approaches

Section 3 Hofstede's Model on Cultural Dimensions