

Culturally Speaking (上)

大学英语 文化口语教程

主 编 Simon Greenall (英)



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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Introduction



By the time you start using *Culturally Speaking*, you'll have spent many years learning English. You'll be using English often when you go online, you may enjoy films in English, and some of your courses at university may well be in English too.

However, you may not have had many opportunities to speak English with people from other cultures, either in China or abroad. If you have, you may have noticed something that language learning in school and in college can't always prepare you for: You may be speaking perfect English, but there's something which gets in the way of perfect communication. This is your cultural background or that of the person you're speaking to.

Our cultural background defines us. It's our customs, beliefs, traditions, attitude and behaviour. It's not simply a matter of national or regional differences between, say, the Americans and the Chinese, or people from Latin America and the Middle East. It's also to do with our education, our family, our gender, our age, and even the climate in which we live ... it's simply something we share within a community.

Culturally Speaking is a two-book series with two main features: developing awareness of different cultures around the world and practicing the skills of speaking. Through a variety of cultural themes and different activities for speaking practice, you'll become more confident and fluent in both English and your cultural awareness.

Course design

The course design of *Culturally Speaking* has three organizing syllabuses:

- the topics, which are those most commonly encountered in cross-cultural situations, such as food, family life, lifestyle, education, travel etc.
- the skills of speaking, for everyday communication, and for work or study, such as public speaking, debating and discussion.
- the intercultural training, which focuses on body language, non-verbal communication, social conventions and rituals, traditions, customs, and beliefs.

In addition, there is plenty of practice given in the supplementary syllabuses:


- listening, in the form of audio and video passages with speakers from different cultures.
- reading, which provides direct information about various aspects of culture.
- writing, especially note-taking and preparation for the unit task.

Unit organization

Each unit is based on a single but broad-ranging topic, which is exploited for its cross-cultural interest.

Starting out introduces the unit theme with discussion activities and word games based on poems, photos and magazine-style input about cultural matters.

Speaking through cultures is designed to provide the necessary language to communicate in a variety of unfamiliar cross-cultural contexts.

- 
- **Listen out** contains three listening passages which explore on aspects of the theme and cultural focus of the unit. Some of the voices are English native speakers, but there are others who come from non-English speaking cultures, so that you can become more used to accents in English from all over the world.
 - **Speak out** contains a series of questions for discussion in pairs, and is intended as a bridge between **Listen out** and **Act out**.
 - **Act out** is a section of guided speaking practice activities, based on the conversations in **Listen out** but with your own input. Boxes of **Language to help you** are included, which provide you with expressions you can use in your own conversations.

Speaking about cultures is focused on broad themes of cross-cultural interest and offers a number of cultural comparison activities such as discussion and presentation skills.

- **Find out** is a section of reading and viewing input which focuses on a further broad range of cultural aspects related to the unit theme. The section usually begins with a video clip showing a cultural event, experience or phenomenon, and continues with short essays which bring together as much cross-cultural information as possible.
- **Speak out** provides you with discussion questions related to the information in **Find out**, and invites you to explore your own reactions to specific cultural situations. It's also designed to act as a bridge between **Find out** and **Try out**.
- **Try out** is an extended culture and language practice task. You're given a scenario in which you've been asked to produce a project on some aspect of the unit culture and theme. This project might be a brochure, a guided tour or a documentary film. Most of the work is discussion, but during the preparation stages, there may be some research, writing and, wherever relevant, filming on hand-held smart phones or tablets. This is a real-life project, which encourages you to use all the skills and world knowledge you have acquired in the preceding sections of the unit. It prompts you to compare this knowledge with your own Chinese culture, and to reflect on differences and similarities. Then you can use this new cultural sensitivity when communicating with people from other cultures. There's a box of **Communication tips** in this section which provides you with some of the language and expressions you may need to use to perform the project.

Reviewing brings together in one place all the cultural information and language proposed in the other sections of the unit.

Finally, throughout the unit there are **Cultural information** boxes which provide information about people, places and cultural aspects referred to in the various activities. There are also **Introductions** to the unit and to each main section which are intended to provide further information and a link through the many aspects of the unit's cultural theme.

Concluding comments

At the heart of intercultural training and an awareness of other cultures is an awareness of your own, so you'll be regularly invited to compare what you've learnt with what you experience in your own culture.

Above all, intercultural awareness does not imply assimilation or mimicry but the understanding and appreciation of different values. It should help us enjoy recognizing similarities between cultures, and celebrate our differences.

Enjoy *Culturally Speaking*!

前言

《大学英语文化口语教程》是为中国当代大学生量身定制的一套英语口语教材。随着国际交流与合作日益加深，中国“走出去”发展战略不断推进，中国大学生的英语口语能力，尤其是跨文化交际层面的英语口语能力受到了挑战，《大学英语文化口语教程》正是为帮助大学生应对这一挑战而编写。教材以跨文化交际为主线，采用“输入促成，输出驱动”理念，旨在逐步提升学生的跨文化交际能力，使学生不仅会说，且言语得体，并言之有物。

编写依据

- 一、《大学英语文化口语教程》切实贯彻《国家中长期教育改革和发展规划纲要（2010—2020年）》，旨在“培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才”，提升学生的文化素养和国际视野，增强学生参与国际交流的能力。
- 二、《大学英语文化口语教程》充分体现英语教学“工具性”与“人文性”相结合的特点，将文化素养和口语技能相结合，以文化学习促进学生跨文化交际能力的提高，又在口语训练的过程中提升学生的文化意识。
- 三、《大学英语文化口语教程》遵循“输入促成，输出驱动”理念，用真实、创新的口语输出活动驱动学生输入丰富、鲜活的跨文化交际语料，逐步实现了解不同文化、掌握得体表达、提升跨文化交际能力的目标。
- 四、《大学英语文化口语教程》有效实践国际先进的教学理念和趋势，强调语言学习的社会性和情景性，注重学生对口语技能和文化的构建和反思过程。在教学内容和教学活动的设计上，注重帮助学生在跨文化交际中建立自己的文化身份，引导学生从被动地接收西方文化转变为主动地发出中国声音。

教材特色

一、理念创新，“交际”驱动

结合“输入促成，输出驱动”理念，以“跨文化交际”为驱动核心，输入与输出环环相扣，由浅入深，设计“跨文化交际三部曲”，逐步提升学生的跨文化口语交际能力。

二、实战对话，练就“会说”

挑选真实、实用的跨文化交际场景，强调地道的语言输入和多元文化元素，音视频突出主要国家语音差异，实现“第一部曲”——在跨文化交际中流畅对话。

三、中外碰撞，言语“得体”

总结跨文化交际中的文化差异、误区、传统，强调中外对比，提升交际中的文化敏感度和跨文化意识，实现“第二部曲”——在不同的跨文化场景中得体表达。

四、思辨运用，言之“有物”

打破传统活动设计，通过搭建脚手架，为学生提供层层递进的步骤指引和语言文化案例输入，引导学生进行文化对比和反思，并在真实的跨文化场景中运用，切实提高学生的思辨能力，实现“第三部曲”——在跨文化交际中言之有物，发出自己的中国声音。

教材构成

《大学英语文化口语教程》共设2级,每级8个单元,涵盖与全球范围内的英语跨文化交际密切相关的主题,每个单元按照顺序分别有 Starting out, Speaking through cultures, Speaking about cultures, Reviewing 四个板块。每个级别都配有相应的教学手册,与教材配套的资源还包括学习光盘、教学课件等。

教学建议

Starting out

该部分为热身练习，通过小组讨论、诗歌鉴赏等多种形式的小型任务引入单元主题，激活学生对该主题的已有认知，引发学生进一步讨论的兴趣。这部分配有大量富含文化信息的精彩图片，教师可着重引导学生挖掘图片中的文化元素，并开展讨论。

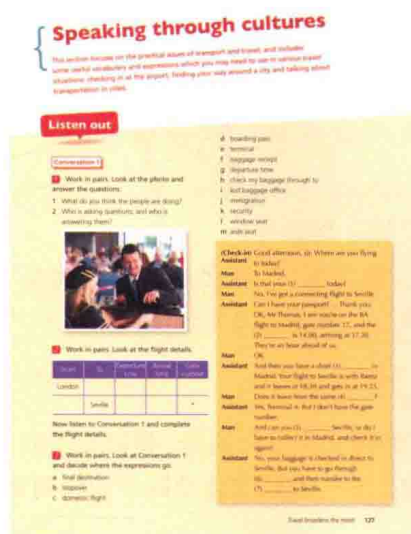


Speaking through cultures

该部分侧重提高学生在日常跨文化交际情境中的口语交际能力,包含三个环节: Listen out, Speak out 和 Act out, 这三个环节相互联系,层层递进。

Listen out

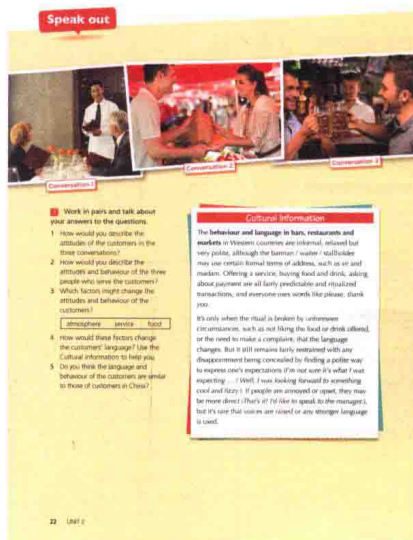
该环节包含与主题相关的三个真实场景对话，以及关于对话的基本理解和功能语句的练习，其练习分别从 before listening, while listening 和 after listening 三个层面对学生进行考查。此环节还提供对话中俗语俚语的含义理解以及寻找功能性语句等练习，教师应尽量引导学生在听力练习时重点关注地道的口语表达，也可引导学生模仿这些表达。



Speak out

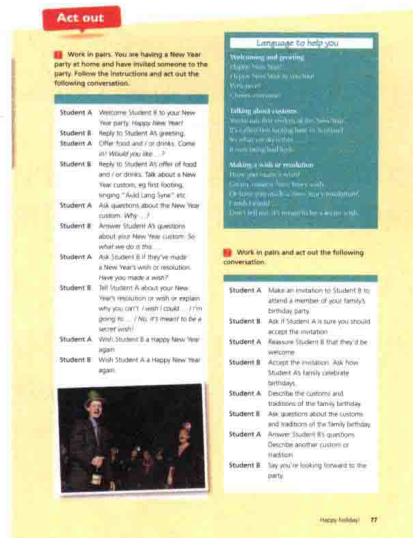
该环节起着承上启下的作用,设计了大量基于 Listen out 三个对话的文化讨论练习,引导学生讨论主题对话中的中外差异,提升学生的文化对比意识,也为

学生在下个环节中的实操练习提供准备。教师在这一环节可着重启发学生思考:即使是同一主题的对话,在不同的文化语境下,使用的英语也会截然不同。



Act out

该环节旨在让学生进行实战对话演练,设计的场景跟 Listen out 中的三个对话场景大致相似,并配有该场景所需要的功能语句框,让学生既能运用到已学的表达,也能发挥主观能动性。这部分的练习设计遵循了辅助渐减原则,每个场景的指导和语言补充依次减少。教师也可根据学生水平,自由选择场景开展教学。



Speaking about cultures

该部分侧重于让学生思考文化交际中常见的误区、差异和传统等，从而避免在跨文化交际中的文化冲撞，让他们能够得体地进行跨文化交际。本部分包含 Find out, Speak out 和 Try out，这三个环节也是环环相扣，让学生知晓、反思、应用。

Find out

该环节精选与主题相关的多个文化现象,配有文字、图片和视频,旨在让学生知晓跨文化交际中常见的误区、差异和传统等,提升学生的国际视野和跨文化交际意识。该环节为输入环节,教师既可在课堂讲授,也可根据课时安排,选择让学生课下自主学习。

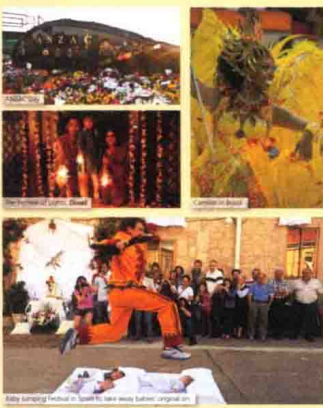


Speak out

该环节也是一个承上启下的环节,引导学生对已学的文化现象进行讨论、对比、运用,为后面的环节作好知识和视角上的准备。该环节设有文化图片讨论题型,引导学生进行文化对比,教师在教学中,可着重让学生观察图片细节,训练学生从细节中进行文化对比和反思的能力。该环节还设有真实交际场景选择题,在真实场景下考查学生对文化现象的理解程度和运用能力。教师可利用该部分对学生的自主学习进行课堂检测,也可根据学生选择的不同答案判断其理解程度,并决定是否需要某些文化现象进行补充教学。

Speak out

Look at the photos and think about what is culturally similar or different to what happens in China.



Dragon Boat Festival
Lantern Festival
Lion Dance

Now work in groups of three or four. Talk about your answers and discuss cultural similarities and differences.

Happy holiday! 83

Try out

该环节是对本单元已学的语言和文化知识进行综合运用的实战型口语输出活动，所设计的活动均为学生在学习和生活中能够真正遇到的跨文化交际活动。活动分步引导学生基于已学的语言和文化知识以及新增的语言输入和碎片化文化输入（文化小贴士、案例分析等）进行口语输出。该环节的活动场景多涉及中国文化的输出，因此教师在教学中，可以启发学生运用中西方思维进行分析、对比、活

编写团队

《大学英语文化口语教程》的主编为国际英语教师协会（IATEFL）前任主席、英语教育与教材编写专家 Simon Greenall 教授。他深谙各国文化，对国际英语教学发展趋势、英语教材编写理念，尤其是如何在教材中渗透文化与创新教育有着独到见解。他曾主编多部优秀英语教材，如 *Reward*, *People Like Us*, 《新标准大学英语》和《新视界大学英语》，并因其在英语教育方面作出的卓越贡献获得英国女王授予的大英帝国军官勋章（OBE）。

《大学英语文化口语教程》在策划和编写的过程中还得到了国内外多位专家和教师的指导和关心，教材中凝聚了他们的经验、创意和智慧。我们期待这套国际化的教材能够为教师和学生带来全新的口语教学和学习视角，帮助大学生在全球沟通中畅通无阻。

动策划，反思中国文化在这些交际场景中的特点，从而能在跨文化交际中发出自己的中国声音，在国际舞台上彰显自己的文化身份。

Try out

While it's useful for you to learn about other cultures, you also need to find confidence about presenting your own culture to others. Remember that you've learned a lot about being sensitive to other cultures, and this includes trying to see your own culture as others see it. So in this task, remember that festivals and celebrations such as Spring Festival, the Lantern Festival, the Qingming Festival, and the Mid-Autumn Festival are fascinating for visitors to China, but sometimes hard to understand.

SCENARIO

You are a sophomore and have a language partner in your university. She has just come to China and has to deal about traditions and customs about Chinese festivals. So she wants you to introduce something about them. You are going to prepare a calendar of Chinese festival for her, and give an informal talk to describe some of them.



1

Work in groups of four and do your own task.

1. Make a list of the national festivals and holidays in China. Do some research on them and complete a calendar of Chinese festivals.

2. Do some research on the regional, local or ethnic minority festivals. The following are some examples:

- Wuzheng Festival of the Yi ethnic group
- Water-splashing Festival of the Dai ethnic group
- Second Rice Festival of the Yao ethnic group
- Yumen Fair of the Hui ethnic group

Cultural information

Visitors to China may have experienced festivals celebrated by Chinese expatriate communities in their home countries. For example, what is called the Chinese New Year is an important event and is celebrated in the larger Chinese communities in other parts of the world. Schools celebrate the festival, publish lists of the other important communities know about it, shops are filled with Chinese decorations and you can often buy Western-style Chinese delicacies in supermarkets which don't usually stock such food.



Happy holiday! 85

Reviewing

该部分是对本单元的文化和语言知识点的梳理，旨在检验学习效果，提高学生的学习意识和自我管理意识。

《大学英语文化口语教程》编委会
2014 年 8 月

VI

C O N T E N T S

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UNIT 2 Food for thought

UNIT 3 Family matters

UNIT 4 Live life to the full!

UNIT 5 Happy holiday!

UNIT 6 University challenge

UNIT 7 Live to work ... or work to live?

UNIT 8 Travel broadens the mind

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UNIT

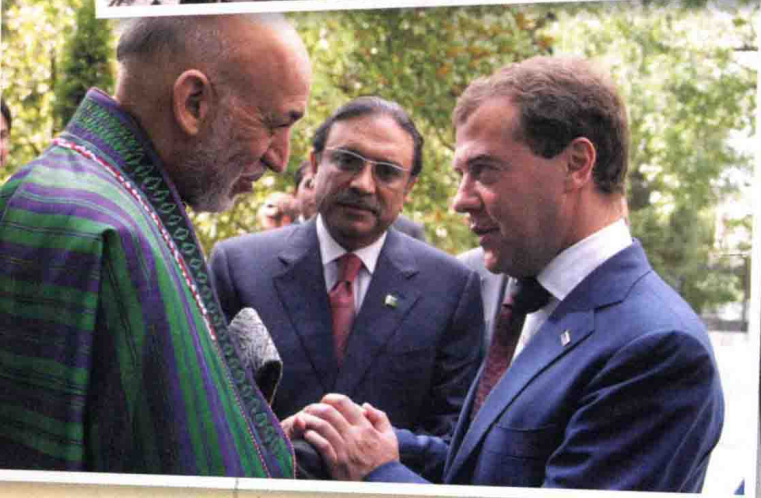
{ Getting to know you

We meet, greet and get to know new people all the time, often many times a day, because we're social animals and usually pleased to form new relationships with others. It's often the start of a longer relationship. We meet and greet people we don't know; we also meet and greet friends, family and everyone we love. It's so important for us to make ourselves known to others, and we can get to know each other in writing, in speaking and in our body language. Even though the circumstances change according to the degree of formality or familiarity, and vary from culture to culture, we acknowledge our relationships with others in a variety of rituals, by following a series of unwritten rules.



Starting out

The ways we use to get to know people are instinctive. But what we do depends on our culture, and what we say depends on whether we know the person we meet.



1 Work in pairs. Look at the photos above and discuss:

- who the people are
- what they are doing
- how well they know each other

2 Work in pairs. Discuss which of the words and expressions you can use to describe the photos.

shake hands	wave	smile	kiss
say hello	bow	hug	rub noses

3 Work in pairs. Discuss which of the expressions the people in the photos might use.

Hello!	How are you?	Pleased to meet you.
Hi!	Good to see you again.	How do you do?
Hey!	I missed you.	

Speaking through cultures

We meet and greet people we know as well as people we don't know and would like to know better. Sometimes we just need to know practical things, like how to address people, but on other occasions, we need to engage people in conversation. And that's not always easy.

Listen out

Conversation 1

1 Work in pairs. Look at the photo and discuss:

- who the people are
- where they are



Now watch Conversation 1 and check your answers.

2 Work in pairs. Look at Conversation 1 and decide where the expressions go.

- a A pleasure to meet you
- b Care to join us
- c Have you met
- d How are you
- e Fine, thanks
- f I didn't catch your name
- g Nice to meet you
- h That's alright

Now watch Conversation 1 again and check your answers.

- Richard** Hey.
- Andy** Oh ... Can I help? You must be the new flatmate.
- Richard** Yeah, moving in today. Here, hold this.
- Andy** Moving into the spare room?
- Richard** Yeah. Do you live here too?
- Andy** Been here for about a year now. Where are you from?
- Richard** Canada, Vancouver actually.
- Andy** You didn't fly in today, did you?
- Richard** Oh, no no no, I've lived in London for the past two years. What about you?
- Andy** Oh, actually I'm from London, born and bred. I'm Andy by the way. (1) _____.
- Richard** Sorry, Richard. (2) _____?
- Andy** (3) _____. Oh ... There's someone else you ought to meet. Charlotte!
- Charlotte** Coming!
- Andy** (4) _____ Charlotte?
- Richard** No, I haven't.
- Andy** OK.
- Charlotte** Hello, I forgot you were moving in today.
- Richard** (5) _____. I'm Richard.
- Charlotte** Charlotte, the other flatmate. Great to meet you too Richard.
- Andy** Right, we'd better get moving. We're going out for something to eat.
- Charlotte** (6) _____?
- Andy** Good restaurants in the area.
- Richard** (7) _____. I think I'll just settle in. I'm a bit tired.
- Andy** Right. Well, good to meet you, and uh, see you later.
- Charlotte** (8) _____. Don't forget your keys if you go out.
- Richard** Oh yeah, er, well it was nice to meet you both, and I'll see you guys later.
- Charlotte** Bye.
- Andy** Come on. We're gonna be late.

3 Work in pairs and answer the questions.

- 1 *Hey.* Does Richard say this (a) to attract Andy's attention, or (b) to say hello?
- 2 *You didn't fly in today, did you?* Does this mean (a) Andy thinks Richard can't have arrived today, or (b) Andy is surprised Richard arrived today?
- 3 *Oh, actually I'm from London, born and bred.* Does Andy mean (a) he has lived in London all his life, or (b) London is his place of birth and where he was brought up?
- 4 *There's someone else you ought to meet.* Does this mean (a) you're obliged to meet someone else, or (b) it's a good idea for you to meet someone else?
- 5 *Care to join us?* Does this mean (a) please come with us, or (b) see you later?

Conversation 2

4 Work in pairs. Listen to Conversation 2 and find out who the following people are:

- Janet • Fan Xiping • Bob Armstrong

5 Listen to Conversation 2 again and check (✓) the statements which are likely to be true, according to what you can learn from it.

- ☐ 1 It's rare to call a boss by their given name.
- ☐ 2 It's usual to add Mr, Mrs or Miss to a given name in a formal situation.
- ☐ 3 It's essential for Chinese people to have a Western name.
- ☐ 4 Westerners may prefer to call you by your Chinese name.
- ☐ 5 It's important to notice what other people call each other before you decide what to call them.

Cultural information

Given name, first name, Christian name, and family name – what do they mean? Your given name is the name your family gave you, but it's usually only people who are culturally aware who use this expression. In Christian countries, Christian name is often used to mean first name. Many Westerners don't know that the Chinese family name goes before the given name.

6 Work in pairs. Listen to Conversation 2 again and find one or two expressions which go under the headings:

- Welcoming people

- Asking and saying what people like to be called

- Talking about what you're going to do

Conversation 3

7 Work in pairs. Look at some sentences from Conversation 3 and answer the questions.

- a That was good, wasn't it?
- b But I found it a bit difficult to follow.
- c He has quite a strong accent.
- d Where are you from?
- e Why don't you sit beside me for his lecture next week?
- f ... let's go and have some coffee?

- 1 Where does the conversation take place?
- 2 How many people are speaking?
- 3 How well do the people know each other?
- 4 What might the conversation be about?

Now listen to Conversation 3 and check your answers.

8 Work in pairs. Listen to Conversation 3 again and find one or two expressions which go under the headings:

- Saying you enjoyed something

- Saying you found something difficult

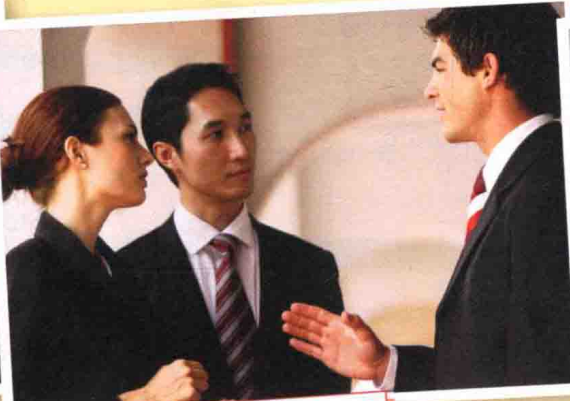
- Offering to help someone

- Inviting someone to do something

Speak out



Conversation 1



Conversation 2



Conversation 3

1 Work in pairs and talk about your answers to the questions.

- 1 What are the differences in formality in Conversations 1, 2 and 3?
- 2 How is the language different in each conversation? Think about:
 - saying hello
 - introducing people
 - saying what you'd like people to call you
 - making invitations
- 3 How many expressions are there to greet people in China? Which expressions can you use with your family and friends? Which ones can you use in more formal situations?
- 4 Which of the following factors might alter the way you greet someone in China?
 - how old they are
 - how well you know them
 - what they do
- 5 What differences do you notice in the way people greet and get to know others in other cultures? Which of the factors in Question 4 might change the way people greet each other?

Cultural information

In **formal and less formal situations**, you'd expect the language to be very different, but in English-speaking countries, the language is similar in formal and less formal situations. It's common for the boss or superior to show their friendliness by using first / given names, and to talk in a fairly informal way.

Remember that in English, there's only one form for the second person *you*, so it's not possible to show the relationship between two people by the choice of form.

In other situations, such as at a party, in the dining hall, at a concert, or at a sports event, if you meet new people, you can also use informal but polite language.

There are some words we use a lot in English: *please*, *thank you* and *sorry*. It may seem peculiar when you hear English speakers using these words with people they know well, such as their family and close friends. But if you don't use them as much, you may sound insensitive to this cultural difference, or even a little rude.

However, people from other cultures, even when speaking English, may be more influenced by their own cultural behaviour.

It may feel strange to you at first, but just remember to be very polite and try to respond to people in the way they speak to you.

Act out

1 Work in groups of three. You're meeting people with whom you're going to share a dormitory room for the first time. Follow the instructions and act out the following conversation.

Student A Greet Student B. *Hey! How are you?*

Student B Respond to Student A's greeting. *I'm fine, thanks.*

Student A Ask for Student B's name. *I'm sorry. I didn't catch your name.*

Student B Introduce yourself to Student A. *I'm ...*

Student A Respond to Student B's greeting. *Good to meet you.*

Student B Introduce Student C to Student A. *Oh, there's someone else you ought to meet.*

Student C Greet Student A. *Hi!*

Student A Respond to Student C's greeting, and introduce yourself.

Student C Invite Student A to join you. *We're going to get something to eat.*

Student A Refuse Student C's invitation.

Language to help you

Greeting people and responding to greetings

– How are you? – I'm fine, thanks.

A pleasure to meet you.

Nice / Great / Good to meet you.

Asking for people's names

I didn't catch your name.

Introducing yourself and others

I'm ...

Have you met ...?

Accepting or refusing invitations

That's alright, ...

Thanks. But I'm a bit tired.

2 Work in groups of three and act out the following conversation.

Student A You're a new student in a class. Greet Student B, your classmate.

Student B Student A is a new student in your class. Respond to Student A's greeting and ask how they'd like to be called.

Student A Say how you'd like to be called.

Student B Say what you're going to do. Introduce Student A to Student C, your teacher.

Student C Greet Student A, and welcome them to your class.

Student A Respond to Student C's greeting and welcome.

Language to help you

Asking and saying what people like to be called

– How would you like me to call you?

– ... is fine.

You can use my Western name ...

Everyone calls me ...

Talking about what you're going to do

I'll show you around.

I'll introduce you to everyone.

Let's go and meet ...

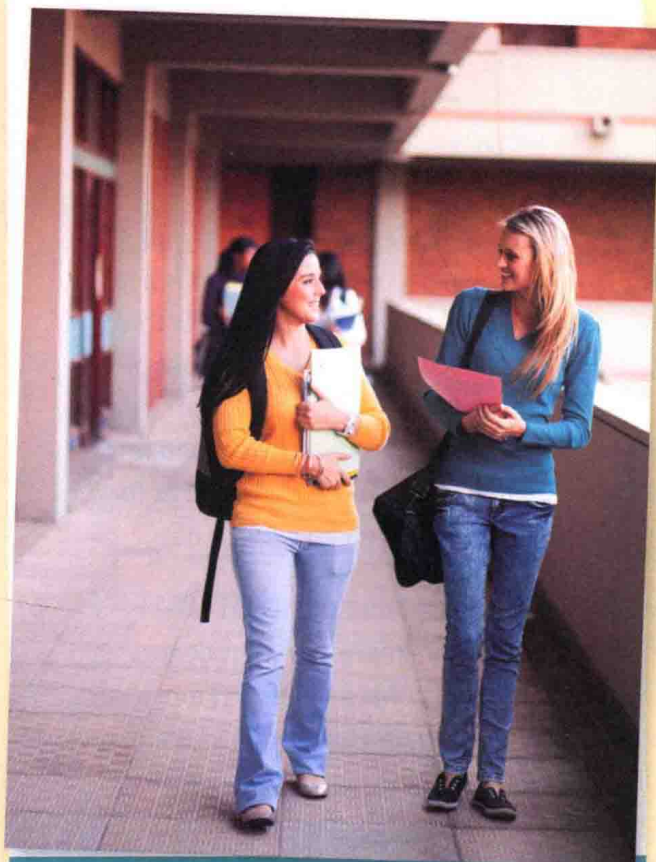
Welcoming people

Welcome to the school!



3 Work in pairs and act out the following conversation.

You are both new students and have just listened to a lecture. Say if you enjoyed it and if it was difficult to follow. If you found the lecture difficult, offer to help each other. Invite and accept / refuse the invitation to do something after the lecture.



Language to help you

Saying you enjoyed something

That was good, wasn't it?

Yes, it was great.

Saying you found something difficult

I found it a bit difficult to follow.

Offering to help

Why don't you ...?

Inviting someone to do something

If you've got a moment right now, let's go and ...

Care to join me?

4 Work in groups of four or five. Choose one of the following situations and act out a "Getting to know you" conversation.

- at a party
- at a sports event
- at the swimming pool
- at a concert
- in the dining hall

Cultural information

There are many **ways of saying hello** in English. *How do you do?* is the expression you may have learnt to use with English speakers you don't know, but it's quite formal and isn't very friendly. When we meet people, we usually want to appear informal even if the situation is formal.

Among friends, there are many expressions for greetings, such as *How are you?* and *How's it going?* But remember that these are not real questions, and if you reply with anything more than *Fine, thanks!* or *I'm good* you're going onto a stage in your relationship which is beyond the meeting and greeting ritual.

Howdy! is a common US English expression, short for *How do you do?* *G'day* is an Australian English expression, and is short for *Good day*. It's more common than *Hello*.

