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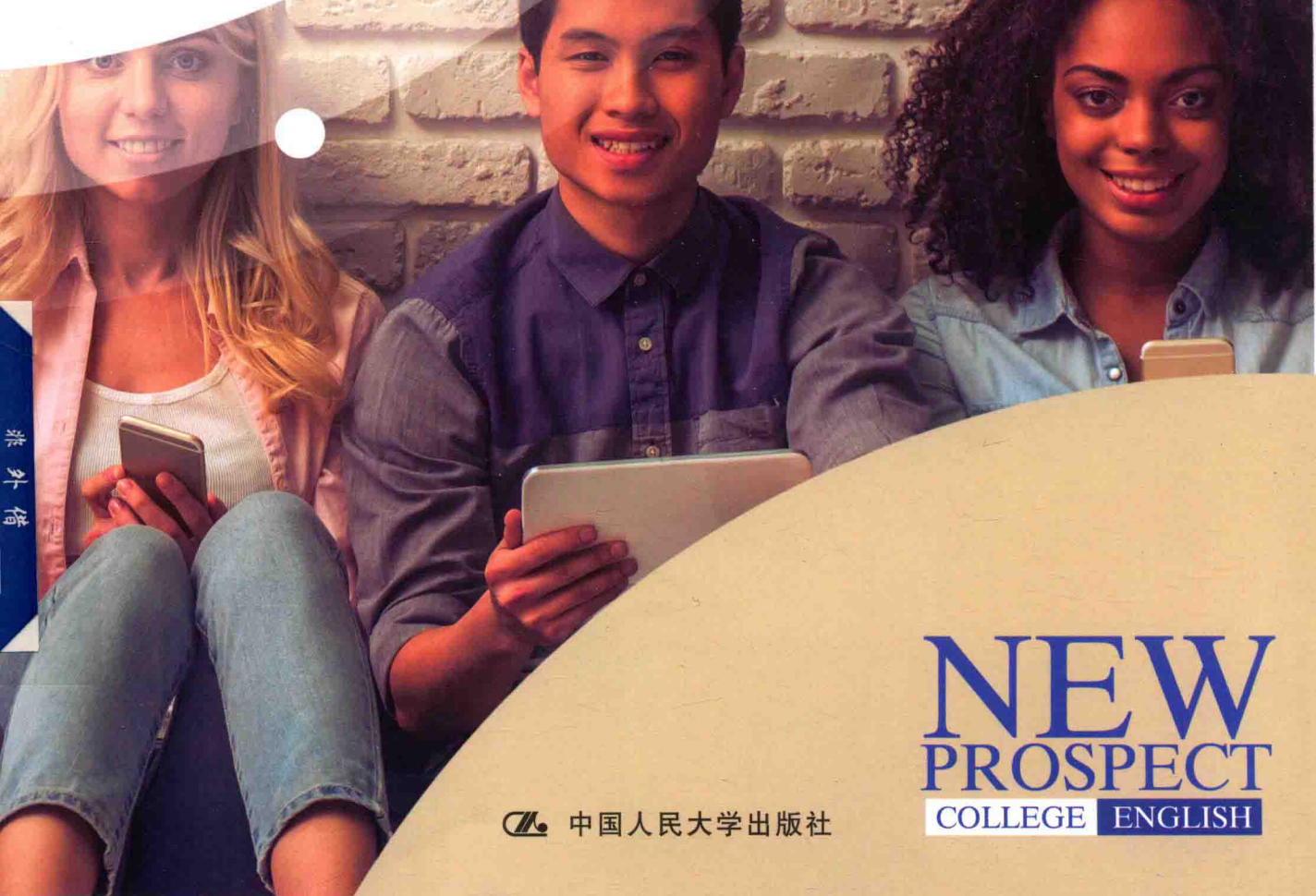
大学英语系列教材

文化与跨文化交际 ——大学英语视听说

主 编 © 杨君如

副主编 © John Harper 肖亮荣

CULTURE AND INTERCULTURAL COMMUNICATION:
COLLEGE ENGLISH LISTENING AND SPEAKING



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中国人民大学出版社

**NEW
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COLLEGE ENGLISH

新视界大学英语系列教材

文化与跨文化交际

Culture and Intercultural Communication:
College English Listening and Speaking

大学英语视听说



主 编 杨君如

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Preface

前言

在交通便利、信息技术发达的今天，不管是现实世界还是虚拟空间的跨文化交流活动都变得日益频繁。在这样的大环境下，国家和社会对具有跨文化交际能力的人才的需要日益增长。自 2000 年起，国家教育部门先后在大中小学各级的英语教学指导性文件中添加了培养学生跨文化交际能力或意识的要求。近年来，国内有不少高校都根据自身的教学环境和学生特点开设了各种跨文化交际课程。

从 2012 年开始，在时任中心主任 Don Snow 教授的带领下，汕头大学英语语言中心为校本部本科生开设了一门探讨跨文化交际过程的内容依托式 (content-based) 英语必修课，旨在进一步强化学生的英语综合能力、帮助学生了解跨文化交际过程和基本概念，以及培养学生悬置判断和换位思考的能力。

本教材的撰写初衷是希望补充这门课程的主教材，即 Don Snow 教授主编的《跨文化交际技巧——如何跟西方人打交道》。为了与该教材呼应，本教材在内容方面也侧重帮助学生更好地了解跨文化交际过程的实质以及影响这一过程的相关因素。因此，本教材选取了十个主题，即：“体验一个新的文化”、“文化与文化差异”、“跨越语言鸿沟”、“概括与刻板印象”、“文化休克和跨文化适应”、“民族本位主义”、“内外之分”、“(跨)文化故事的讲述与解读”、“跨文化非言语交际”和“跨文化交际能力”。各章节选用的材料同时展示了不同文化在价值观念、饮食、习俗、行为规范、人际关系和非言语交际等方面的差异。这些听力素材一方面可以帮助学生更好地了解跨文化交际的过程和影响跨文化交际的主要因素；另一方面向学生展示文化的多样性，增加学生对多元文化的认识。

本教材使用了包括访谈、影视作品选段、学术讲座、网络广播等多种体裁的自然话语，给学生提供了锻炼各种听力技巧的机会。其次，尽管考虑到目前多数大学生还是对英国英语和美国英语相对熟悉，本教材主要使用了来自英美国家的语音材料，但展望未来，同时回应外语教学界提出的新的英语教学理念，在跨文化外语教学和英语作为国际通用语的视角下，本教材有意识地增加了少量来自其他国家的高水平英语使用者的语音材料，作为英语口语变体的范例，以增强学习者对英语作为国际通用语和跨文化交际现实的认识。再者，本教材从英语学习者（特别是非英语专业的大学英语学习者）在听力理解方面遇到的困难出发，在相应的听力活动中给予学生有针对性的听力理解策略提示及关于英语口语特点的介绍。

在教学活动的编排上，一般每个章节都是先安排会话和访谈的听力练习，然后是影视作品的欣赏和讨论、语音练习，最后是学术英语材料的听力练习和讨论。每章的活动编排结构相似，内容既相互联系又各自独立，便于教师灵活安排教学。教材设计的听力练习活动兼顾并反映了真实生活情景中的听力需求和听力测试的考查形式，符合认知规律，先易后难，层层推进。一般来说，每个听力教学活动基本会包括“听前准备”“泛听以获取大意”“精听细节信息”/“精听言外之意”等环节，并配有相应的词汇学习和强化活动。在听力活动前后，会配有相应的口语活动（包括讨论、角色扮演和课堂展示等多种形式）。这些活动或帮助学生激活相关的背景知识，或引导学生客观理性地看待文化差异、批判性思考教学材料所传递的文化信息、探讨本土文化与其他文化的异同、练习表达本土文化等。

本教材的撰写得益于汕头大学英语语言中心于2013年至2015年间在丰富听力教学材料方面所付出的努力。在此，我们特地向当时参与过这项工作的老师们，特别是John Harper, Scott Fisher, Myra Ingmason, Adam Sweeney, Amy Chastain, Maria Nikologianni, Filipe Wesley de Souza, Zoran Pecic, Felicia Giron, Kristine Adams, 杨君如、蔡珩、刘佳佳和马蕊等老师致谢。此外，本教材在撰写过程中受到了汕头大学文科科研基金项目（项目号SR17009）和广东省教改项目《“中国英语能力等级量表”框架下的大学英语听力教学与测评改革》项目的资助，特此致谢！

本教材配有教师用书和音视频文件，读者可通过扫描封底二维码下载使用。也可登录中国人民大学出版社主页 <http://www.crup.com.cn>, 搜索本书后下载相关资源，或与010-62512737, 010-62515580, huangt@crup.com.cn, jufa@crup.com.cn, jjalk@crup.com.cn 联系索取相关教学资源。

由于条件和水平有限，本教材难免有不足之处，恳请广大读者和同行批评指正。

编者

2018年8月5日

于汕头大学

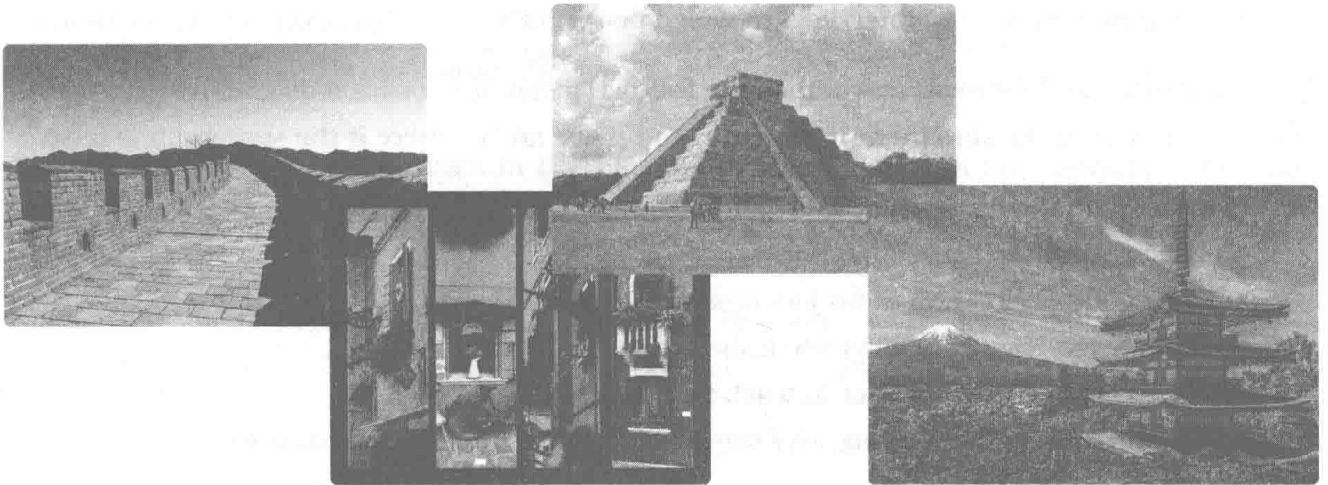
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Experiencing a New Culture



In this chapter, you will:

1. learn about several people's first experience in a new culture
2. practice the skill of listening for main ideas, the skill of listening for specific details, and the skill of inferring meaning
3. become familiar with one feature of natural speech — fillers
4. become familiar with one feature of connected speech — linking
5. acquire some useful words and expressions

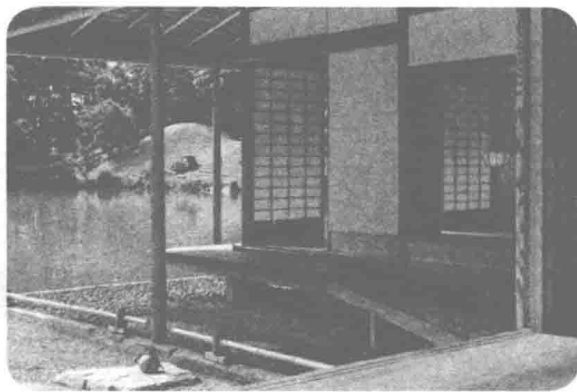
Listening to Interviews

I. Warm-up

You will listen to two people talking about their experience in a new country.

Before listening, discuss with your partner to what extent you agree or disagree with the following statements and explain why:

1. It's a good idea to trust your intuition when making judgements.
2. Living in a new culture is like sailing in the Antarctic Ocean.



II. Listening for *main ideas*

You will hear two excerpts of interviews in which people talk about their experiences overseas.

Listen carefully and determine whether the following statements are true or false. Place a "T" on the line next to the statement if it is true, and place an "F" there if the statement is false.

1. Sam didn't mention his first impression of Japan in the interview. _____
2. It was easy for Sam to learn Japanese. _____
3. Sam had a good impression of his Japanese neighbours. _____
4. Beth became interested in China when she was very young. _____
5. Beth first came to China in order to teach English. _____
6. When Beth first went to Beijing, she was excited about the fresh air and quiet environment there. _____

III. Listening for *specific information*

Listen to the excerpts again and complete the sentences below with NO more than three words for each blank. Use the exact words or phrases from the listening text.

1. Sam didn't think that he could believe his first impressions because they were based on just _____ to situations.
2. Sam believed that learning the local language was useful to him because the language helped him _____ more, and appreciate it more.
3. According to Sam, after he and his wife bought a house in Japan, he felt the place was _____.
4. When Beth began to take art classes, she became interested in _____ and Chinese calligraphy.
5. On and off, at the time of the interview, Beth had already lived in China for _____ years.
6. When Beth first came to China, she was confused with the surroundings because she couldn't tell whether a building was a place for people to live, a work unit or _____.
7. Beth felt China was a place of _____ because there was so much happening quickly.
8. Beth didn't expect there to be _____ in both big cities and small places in China.

Listening tip:

One characteristic of English conversation/interview (especially in natural settings) is that there are many fillers such as “uh-huh...”, “um...”, “hmm...”, “ohh...” in it. Instead of indicating disfluency of speech, these fillers might have pragmatic functions. For example, speakers sometimes use fillers to indicate that they are paying attention to what they hear, and sometimes they use fillers as turn keepers to hold the floor in conversation. However, **such fillers do not convey a primary message.**

IV. Vocabulary enhancement

Read the words and expressions in the box below and choose an appropriate expression to complete each of the following statements.

reflex mechanism feel like home reaction culture exchange
 landscape painting calligraphy work unit interpret rent

- To make their new dormitory _____, the girls spent three days cleaning and decorating it before they moved in.
- When your hand touches something extremely hot, you pull it back immediately as a _____.
- Newcomers who fail to blend in with the local community sometimes develop a critical attitude towards the local people. Such an attitude can be considered as their defence _____ because they feel insecure in the new environment.
- The tax increase proposal has met with widespread negative _____ from the public.
- Her _____ presents the audience with vivid depiction of natural scenery in Southern China.
- One of the problems that international students encounter when studying in the U.S. is that sometimes there are not enough dorm rooms on campus, and they have to _____ apartments off campus.
- A _____ (“danwei” in Chinese) refers to a place of employment in China.
- _____ programs increase opportunities of contact and promote understanding between peoples.
- People from different cultural backgrounds might _____ silence in communication differently. For example, some people might believe silence means “no objection”, while

others might believe that it indicates disagreement.

10. *Poems in Cursive Script* (草书诗帖), a work of Zhu Yunming who lived in Ming Dynasty, is one of the top _____ masterpieces in China.



Movie Watching



You will watch a movie clip from *Wild Child*, a film illustrating how a rebellious rich American girl adapts to life in a rigid British boarding school and finally learns to make friends and be happy there.



I. Useful words and expressions

Before you watch the movie clip, consult the dictionary and match each of the following vocabulary items with its definition. The first one has been done for you.

1. headmistress
2. assign
3. communal
4. corridor
5. trounce
6. carb
7. medieval
8. bleep

- A. to give or allocate
- B. a long passage in a building or train, especially with rooms on either side
- C. a female headteacher
- D. a short, high sound made by a machine, especially if it is repeated
- E. related to the Middle Ages (= the period in European history from about AD 600 to AD 1500)
- F. belonging to or used by a group of people rather than one single person
- G. to defeat a competitor decisively
- H. an informal way to say "carbohydrate"

II. Listening for *main ideas*

Watch the video once and answer the following questions.

1. What was the first lesson that Mrs. Kingsley wanted Poppy to learn at school?

2. What had Poppy expected about her dorm room at school?

3. When were the girls allowed to use their mobile phones at school?

4. What was the matron's impression of the American student who came here in 1997?

5. What did Poppy take the matron for?

Listening tip:

Sometimes English conversations in movies are difficult to understand because the speakers use language indirectly or refer to things that are unfamiliar to people from other cultural backgrounds. However, observing the body language, facial expressions, and tones of the speakers and considering other contextual clues such as time and place of the conversation can, to some extent, help you guess what the speakers mean.

III. Inferring *meaning*

Watch the video again, and figure out the answer to each of the following questions.

1. "Key information, if it's the Wagon Wheel versus the Rolex, the Wagon Wheel is going to trounce it every time." What did Drippy mean by "Wagon Wheel"? _____
 A. a hoop B. a kind of drink
 C. a wagon tire D. a kind of chocolate



2. Drippy sounded _____ when she said, "What a revelation. I had no idea."
 A. excited B. surprised C. ironic D. sad
3. Medieval means _____ as in "this place is medieval".
 A. related to the Middle Ages B. normal
 C. poor D. backward
4. What does "Beverly Hills, 90210" imply in the context?
 A. a phone number B. a mailing address
 C. a lifestyle D. a hot spot

IV. Speaking and critical thinking

Watch the video again and discuss the following questions with a partner.

1. What contrast between Poppy and her British schoolmates does the video present?
2. Is it safe for you to make generalizations about female students in British schools based on this movie? Why or why not?




Pronunciation

In spoken English, especially natural conversations, words are sometimes not pronounced the way indicated in dictionaries. One phenomenon to be noted would be *linking* in natural speech. Linking means that multiple words are merged together to sound like one word. An example would be linking **the last consonant** of one word to **the first vowel** of the next word. Take a look at the phrase "*hands off*". When you read the words according to their pronunciations indicated in a dictionary, you might say

/,hændz/ /ɒf/

yet, if you read them quickly, they become

/,hænd'zɒf/

Now, read each of the following sentences aloud and record yourself with your mobile phone while reading. Then listen to the recording, and compare the way you read each sentence to what it sounds like in the recording you've just heard. Use a  to indicate which words are linked in the recording.

1. "I am happy we can help out."

2. "It's an iPhone."
3. "We're only allowed mobiles on weekends."
4. "Just put it away before Matron catches you."



Listening and Talking



I. Listening comprehension

You will watch a video of six students from Rackham Graduate School, Michigan University. They will be giving advice to international students on how to adjust to a new culture.

Keep in mind that, when studying abroad, international students often have to communicate with people who speak English with various accents because their classmates are likely to be students from other countries or regions. In this video, you might hear some people speak English with an accent that is not familiar to you. These speakers are well-educated and speak English with enough intelligibility for them to function in Michigan University. Be patient and listen carefully if a speaker's accent sounds unfamiliar to you.

1. Building background knowledge on the topic

Guess on which aspects of life the students are likely to advise.

...

2. Useful words and expressions

In the video, you will hear the words or expressions printed in bold below. Study them with their explanations before watching the video.

navigate: to find a way or travel

trap: an unpleasant situation from which it is hard to escape

hang out: spend time relaxing or enjoying oneself

recommend: to advise (someone) to do something

sitcom: a situation comedy such as *Friends* or *Big Bang Theory*

physics: the branch of science concerned with the nature and properties of matter and energy. The subject matter of physics includes mechanics, heat, light and other radiation, sound, electricity, magnetism, and the structure of atoms.

platform: an opportunity or place to voice one's views or initiate action

provoke: to stimulate or give rise to a reaction or emotion, typically a strong or unwelcome one in someone

intimidating: frightening

barrier: a circumstance or an obstacle that keeps people or things apart or prevents communication or progress

3. Watch the video, listen and take notes of the key point(s) that each student mentions.

Note-taking tip:

It's not likely for us to be able to write down every word we hear from someone if he or she speaks at a normal speed. When trying to take notes of important information we hear, we should write down only key words or phrases. Besides, we can use an outline to help us organize information.

	Main advice
Speaker 1	

Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	
Speaker 6	

4. Now, compare your notes with a partner.

5. Watch the video again and correct any information that you noted but that deviates from the message of the original speakers.

II. Group work



Sort out your information, make a **master list** of advice with your group members, and add your own advice if you feel the list is not complete yet. You might use an outline to help you sort out information.

III. Group presentation

Now select a speaker from your group to present your *Master List of Advice to International Students*.

Advice to International Students

About Clothing: _____

About Friendship: _____

About _____: _____

...

Strategies to Improve Listening

In the following table, there are ten strategies some language learners consider to be helpful for improving their English listening comprehension ability.

Tick (✓) the strategies that you've already been using; circle (O) those that you haven't used but believe might be useful and want to try; and lastly, add other strategies that have proved useful to you but are not in the list.

1	I seek to understand the specific problems I have with my listening.	
2	I try to improve by listening to those things that interest me.	
3	I have a plan for listening practice that I follow closely.	
4	I practice specific skills, such as listening for details and listening for general meaning.	
5	I familiarize myself with the organization of different types of spoken English (e.g., news, lectures, interviews, conversations).	
6	I learn about the way sounds of words change when they are said in a sentence.	
7	I encourage myself to practice listening even when I feel my progress is slow.	
8	I try to be patient and build up my listening ability step by step.	
9	I look for people who are fluent in English to talk with.	
10	I look for other students to practice conversation in English.	

Adapted from *Teaching and Learning Second Language Listening: Metacognition in Action* (Vandergrift, L., & Goh, C. C. M., 2012, p.140)

Culture and Cultural Differences



In this chapter, you will:

1. learn about different aspects of cultural diversity
2. practice the skill of listening for main ideas, the skill of listening for specific details, and the skill of inferring meaning
3. understand how formulaic chunks might sound in natural speech
4. acquire some useful words and expressions

Listening to Radio Broadcast and Interview

I. Warm-up

Think about the following questions and share your ideas with a partner.

1. When you read the term “cultural differences”, what first occurs to you?