

21世纪CBI内容依托系列英语教材

Intercultural Communication



跨文化交际

常俊跃 吕春媚 赵永青 主编



北京大学出版社
PEKING UNIVERSITY PRESS

跨文化交际

Intercultural Communication

常俊跃 吕春媚 赵永青 主编



北京大学出版社
PEKING UNIVERSITY PRESS

图书在版编目(CIP)数据

跨文化交际/常俊跃,吕春媚,赵永青主编. —北京:北京大学出版社,2011.9
(21世纪CBI内容依托系列英语教材)

ISBN 978-7-301-19172-9

I. 跨… II. ①常…②吕…③赵… III. ①英语—阅读教学—高等学校—教材
②文化交流 IV. H319.4:G

中国版本图书馆CIP数据核字(2011)第125198号

书 名: 跨文化交际

著作责任者: 常俊跃 吕春媚 赵永青 主编

责任编辑: 孙莹

标准书号: ISBN 978-7-301-19172-9/H·2872

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路205号 100871

网 址: <http://www.pup.cn>

电 话: 邮购部 62752015 发行部 62750672 编辑部 62754382 出版部 62754962

电子邮箱: zbing@pup.pku.edu.cn

印 刷 者: 北京富生印刷厂

经 销 者: 新华书店

787毫米×1092毫米 16开本 13.75印张 310千字

2011年9月第1版 2011年9月第1次印刷

定 价: 30.00元

未经许可,不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有,侵权必究 举报电话: 010-62752024

电子邮箱: fd@pup.pku.edu.cn

前 言

《跨文化交际》是在内容依托教学理念指导下,依托国家哲学社会科学项目“英语专业基础阶段内容依托式教学改革研究”推出的系列英语内容依托教材之一,是大连外国语学院和辽宁省两级教学成果一等奖以及国家级优秀教学成果二等奖的重要组成部分。这套系列教材的推出具有重要的理论意义和重大的现实意义。

随着我国英语教育的快速发展,英语专业长期贯彻的“以技能为导向”的课程建设理念及教学理念已经难以满足社会的需要。现行英语专业教育大、中、小学英语教学脱节,语言、内容教学割裂,单纯语言技能训练过多,专业内容课程不足,学科内容课程系统性差,高低年级内容课程安排失衡及其导致的学生知识面偏窄、知识结构欠缺、思辨能力偏弱、综合素质发展不充分等问题日益凸显。

针对上述问题,国家哲学社会科学项目“英语专业基础阶段内容依托式教学改革研究”以内容依托教学(CBI)理论为指导,确定了如下改革思路:

(一) 更新语言教学理念,改革英语专业教学的课程结构。在不改变专业总体培养目标和教学时限的前提下,对课程结构进行革命性的变革,改变传统单一的语言技能课程模式,实现内容课程——语言课程的融合,扩展学生的知识面,提高学生的语言技能。

(二) 开发课程自身潜力,同步提高专业知识和语言技能。内容依托课程本身也同时关注内容和语言,把内容教学和语言教学有机结合。以英语为媒介,系统教授专业内容;以专业内容为依托,在使用语言过程中提高语言技能,扩展学生的知识面。

(三) 改革教学方法手段,全面提高语言技能和综合素质。依靠内容依托教学在方法上的灵活性,通过问题驱动、输出驱动等方法调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合,提高学生的语言技能,激发学生的兴趣,培养学生的自主性和创造性,提升思辨能力和综合素质。

本项改革突破了我国英语专业英语教学大纲规定的课程结构,改变了英语专业基础阶段通过开设单纯的听、说、读、写四种语言技能课提高学生语言技能的传统课程建设理念,对英语课程及教学方法进行了创新性的改革。首创了有英语专业基础阶段具有我国特色的“内容—语言”融合的课程体系;率先开发了适合英语专业基础阶段的内容依托课程;系统开发了英语国家史、地、社会文化、欧洲文化、中国文化、跨文化交际、《圣经》文化教材;以英语为媒介,系统教授专业内容;以内容为依托,全面发展学生的语言技能;扩展学生的知识面,提高学生的综合素质,以崭新的途径实现英语专业教育的总体培养目标。

经过八年的酝酿、准备、实验,内容依托教学改革取得了鼓舞人心结果。

(一) 构建了英语专业基础阶段内容依托课程与语言课程融合的课程体系。新的课程体系改变了传统单一的听、说、读、写语言技能课程模式,实现了内容依托课程和语言技能课程两种模块的融合;语言技能课程包含综合英语、听力、语音、写作,内容课程包含了美国历史文化、美国自然人文地理、美国社会文化、英国历史文化、英国自然人文地理、英国社会文化、澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化;语言技能课程密切关注听、说、读、写技能的发展,内容依托课程不仅关注系统的学科内容,而且也关注综合语言技能的培养。在课程外和课程内两个层面把内容教学和语言教学有机结合,通过内容教学培养学生综合语言运用能力,扩展学生的知识面,提高学生的综合素质和多元文化意识,从根本上改变英语专业学生知识面偏窄、综合素质偏低的问题。

(二) 系统开发了相关国家的史、地、社会文化以及跨文化交际课程资源。在CBI教学

理论的指导下,在实施内容依托教学的关键期——英语专业的第一学年,成功开出了美国 and 英国的历史、地理、社会文化等课程。第二学年开出澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化等课程。内容依托教材改变了传统的组织模式,系统组织了教学内容,设计了新颖的栏目板块,设计的活动也丰富多样,实践教学受到了学生的广泛欢迎。此外还开发了开设课程所需要的大量资源。在北京大学出版社的支持下,系列教材已经陆续出版。

(三) 牵动了教学手段和教学方法的改革,取得了突出的教学效果。在内容依托教学理论的指导下,教师的教学理念、教学方法、教学手段得到更新。通过问题驱动、输出驱动等活动调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合,激发学生的兴趣,培养学生自主性和创造性,提高学生的语言技能,提升思辨能力和综合素质。曾有专家教师担心取消专门的英语泛读课以及缩减基础英语精读课会对阅读技能发展会产生消极影响。实验数据证明,内容依托教学不仅没有对学生的语言技能发展和语言知识的学习产生消极影响,而且还产生了多方面的积极影响;在取消专门英语阅读课的情况下,阅读能力发展迅速;内容依托教学对学科知识的学习产生了巨大的积极影响。

(四) 提高了教师的科研意识和科研水平,取得了丰硕的教研成果。项目开展以来,团队对内容依托教学问题进行了系列研究,活跃了整个教学单位的科研气氛,科研意识和科研水平也得到很大提高。课题组已经撰写研究论文 17 篇,在国际、国内学术研讨会交流 12 篇,在国际学术期刊 *World Englishes*、国内外语类核心期刊《外语与外语教学》、《中国外语》、《教育理论与实践》等发表研究论文 8 篇。

教学改革开展以来,每次成果发布都引起强烈反响。在 2008 年 3 月的第三届中国外语教学法国际研讨会上,与会的知名外语教育专家戴炜栋教授等对这项改革给予关注,博士生导师蔡基刚教授认为本项研究“具有导向性作用”。在 2008 年 5 月的“第二届全国英语专业院系主任高级论坛”上,研究成果得到知名专家、博士生导师王守仁教授和与会专家教授的高度评价。在 2008 年 7 月的“中国英语教学研究会”东北地区年会上,改革的系列成果引起与会专家的强烈反响,研究论文获得 3 个优秀论文一等奖,3 个二等奖,1 个三等奖。在 2008 年 11 月的“中国英语教学研究会”年会上,成果再次引起与会专家的特别关注,博士生导师石坚教授等给予了高度评价。在 2008 年 10 月和 12 月,本项改革分别获得大连外国语学院教学研究一等奖和辽宁省优秀教学成果一等奖,而且还被辽宁省特别推荐参评国家教学成果奖。在 2009 年 5 月的“第三届全国英语专业院系主任高级论坛”和 2010 年 4 月的“第四届中国外语教学法国际研讨会”上,本项改革成果再次赢得专家同行们的广泛关注和赞誉。

目前,本项成果已经在全国英语专业教育领域引起广泛关注。它触及了英语专业的教学大纲,影响了课程建设的理念,引领了英语专业的教学改革,改善了教学实践,必将对未来英语专业教育的发展产生积极影响。

本项改革开展过程中得到了全国各地专家的支持和帮助。衷心感谢戴炜栋教授、王守仁教授、文秋芳教授、石坚教授、蔡基刚教授、杨忠教授等前辈们给予的鼓励、指导和帮助,衷心感谢大连外国语学院校长孙玉华教授、赵忠德教授、杨俊峰教授及其他各位领导的大力支持,感谢大连外国语学院教务刘宏处长、姜凤春副处长以及工作人员们在改革实验中给予的大力支持,感谢大连外国语学院科研处张雪处长和工作人员们给予的热情帮助,感谢大连外国语学院英语学院的领导全力支持和同事们的无私的帮助以及团队成员的共同努力。同时也真诚感谢为我们内容依托教学改革提供丰富教学材料的国内外专家们。特别感谢的是北京大学出版社富有远见的张冰主任和刘强助理,没有他们对新教学理念的认同,没有他们对英语专业教育的关注和支持,这套教材不可能如此迅速地面世。

《跨文化交际》针对的学生群体是具有中学英语基础的大学生。适用于英语专业一、二年级学生,也适用于具有中学英语基础的非英语专业学生和英语爱好者学习。总体来看,本

教材具备以下主要特色:

(一) 遵循了全新的教学理念

本教材改变了“为学语言而学语言”的传统教材建设理念,在具有时代特色且被证明行之有效的内容依托教学理论指导下,改变了片面关注语言知识和语言技能忽视内容学习的作法。它依托学生密切关注的跨文化交际的内容,结合跨文化交际知识组织学生进行语言交际活动,在语言交流中学习有意义的知识内容,既训练语言技能,也丰富相关知识,起到的是一箭双雕的作用。

(二) 涉及了系统的跨文化交际内容

《跨文化交际》全书共分15个单元。第一单元为绪论,总体介绍跨文化交际学的基本知识。第二到第七单元主要以交际为内容,包括如何理解交际、言语交际、非言语交际以及跨性别交际。第八到第十一单元主要以文化为内容,包括如何理解文化、文化的多样性、文化对认知的影响和文化冲突。第十二到第十四单元讨论教育、礼仪和商业谈判语境下的跨文化交际。第十五章为如何提高跨文化交际,提出了一些具体的建议和意见。

(三) 引进了真实的教学材料

英语教材是英语学习者英语语言输入和相关知识输入的重要渠道。本教材大量使用真实、地道的语言材料,为学生提供了高质量的语言输入。此外,为了使课文内容更加充实生动,易于学生理解接受,编者在课文中穿插了大量的插图、表格、照片等真实的视觉材料,表现手段活泼,形式多种多样,效果生动直观。

(四) 设计了新颖的教材板块

本教材每一单元的主体内容均包括 Before You Read, Start to Read, After You Read 和 Read More 四大板块,不仅在结构上确立了学生的主体地位,而且系统的安排也方便教师借助教材有条不紊地开展教学活动。它改变了教师单纯灌输、学生被动接受的教学方式,促使学生积极思考、提问、探索、发现、批判,培养自主获得知识,发现问题和解决问题的能力。

(五) 提供了多样的训练活动

为了培养学生的语言技能和综合素质,本教材在保证跨文化交际知识体系完整的前提下,在关注英语语言知识训练和相关内容传授的基础上精心设计了生动多样的综合训练活动。教材的每一单元都精心设计了旨在对学生在语法、词汇、篇章结构、语言功能等方面进行全面严格的基本技能练习。同时,编者通过参阅大量国外资料,设计出与跨文化交际相关的、学生参与度极高的课堂和课外活动。多样化的活动打破了传统教材单调的训练程式,帮助教师设置真实的语言运用情境,组织富于挑战性的、具有意义的语言实践活动,培养学生语言综合运用能力。这些活动的设置成为本教材的亮点之一,它使得课堂教学得以延伸,也能激发学生的学习热情,这也是 CBI 教学理念在本教材中的最好体现。

(六) 推荐了经典的学习材料

教材的这一特色在于它对教学内容的延伸和拓展。在每个章节的最后部分,编者向学生推荐经典的书目、影视作品、名诗欣赏以及英文歌曲等学习资料,这不仅有益于学生开阔视野,也使教材具有了弹性和开放性,方便不同院校不同水平学生的使用。

作为一项探索,我们团队成员虽然为打造这套精品教材作出了巨大努力,但由于水平所限,教材中难免存在疏漏和不足,希望全国各地的同仁不吝赐教,希望亲身体验内容依托教学的同学积极提出改进意见和建议,以期不断完善教材,为提高英语专业教育的质量共同努力。

编者

2010年11月
于大连外国语学院



目录

Unit 1 An Introduction to Intercultural Communication / 1

- Text A Intercultural Communication / 2
- Text B The Importance of Training Intercultural Communication Awareness / 3
- Text C The Era of Intercultural Communication / 8
- Text D Stereotypes; An Intercultural No-No / 10
- Text E Chinese and American Understandings on Friendship / 11

Unit 2 Understanding Communication / 15

- Text A Components of Communication / 16
- Text B Features of Communication / 17
- Text C How Long Does It Take to Say I'm Getting Married (I) / 24

Unit 3 Verbal Communication (I) / 28

- Text A Cultural Differences on Lexical Level / 29
- Text B Translation and Cultures / 35
- Text C How to Improve Verbal Communication / 37

Unit 4 Verbal Communication (II) / 40

- Text A Compliments in Chinese and American English (1) / 41
- Text B Compliments in Chinese and American English (2) / 42
- Text C How to Address People? / 47
- Text D Conversation and Culture / 49

Unit 5 Nonverbal Communication (I) / 52

- Text A Nonverbal Communication / 53
- Text B Making a Gesture / 54
- Text C Every Body's Talking / 60
- Text D Top 10 Nonverbal Communication Tips / 63

Unit 6 Nonverbal Communication (II) / 67

- Text A How Big Is Your Space Bubble / 68
- Text B Time Sense; Polychronicity and Monochronicity / 69
- Text C Eye Contact / 76

Unit 7 Cross-gender Communication / 78

- Text A Gender Differences in Communication / 79

Text B Six Principles for Effective Cross-gender Communication / 82

Text C Gender Issues / 87

Unit 8 Understanding Culture / 91

Text A What Is Culture? / 92

Text B Features of Culture / 97

Text C How Long Does It Take to Say I'm Getting Married (II) / 98

Unit 9 Cultural Diversity / 102

Text A The Basic Unit of Society: The Individual or the Collective? / 104

Text B Family Structure / 110

Text C Friendship of American Style / 111

Unit 10 Cultural Influence on Perception / 114

Text A Shakespeare in the Bush / 115

Text B Generalizations and Stereotypes / 122

Text C American Stereotypes of China / 124

Unit 11 Culture Shock / 127

Text A Culture Shock / 128

Text B How to Survive Culture Shock / 133

Text C Can You Survive Reverse Culture Shock? / 135

Unit 12 Cultural Differences in Education / 138

Text A Classroom Expectations / 140

Text B 15 Important Cultural Differences in the Classroom / 146

Text C Classroom Culture / 149

Unit 13 Cultural Differences in Etiquette and Protocol / 152

Text A International Gift-giving Etiquette / 153

Text B Business Card Etiquette / 158

Text C How Tipping Works / 159

Unit 14 Cultural Differences in Business Negotiation / 162

Text A Cross-cultural Negotiation / 164

Text B How to Steer Clear of Pitfalls in Cross-cultural Negotiation / 170

Text C The Top Ten Ways Culture Affects Negotiating Style / 172

Unit 15 Developing Intercultural Competence / 177

Text A A Four-step Approach to Intercultural Communication Training / 178

Text B Developing Intercultural Communication Competence / 183

Text C Cultural Awareness / 185

参考答案 / 187

主要参考文献 / 207

Unit 1

An Introduction to Intercultural Communication

To know another's language and not his culture is a very way to make a fluent fool of one's self.

— Winston Brembeck

Our most basic common link is that we all inhabit this planet.

— John F. Kennedy

Unit Goals

- To understand the definition of intercultural communication
- To learn to describe the development of intercultural communication
- To comprehend the importance of intercultural communication
- To learn useful words and expressions about intercultural communication and improve language skills

Before You Read

1. Please find a Chinese equivalent for the English phrase "intercultural communication". Tick the item that you think can be a candidate.



跨文化交际

跨文化沟通

跨文化传播

跨文化传理

跨文化交流

文化差异交流

2. You are invited to discover the scope of intercultural communication by yourself. Please label the following situations that you think are instances of intercultural communication.

SITUATIONS	YES	NO
Chinese Premier met with British Prime Minister in London.	<input type="checkbox"/>	<input type="checkbox"/>
Two blind people exchange ideas in Braille.	<input type="checkbox"/>	<input type="checkbox"/>
A Chinese of Han nationality converses with a Chinese Mongolian.	<input type="checkbox"/>	<input type="checkbox"/>

- A white American communicates with an Afro-American.
- Mike talks to himself while playing computer games.
- You call your British instructor to ask for sick leave.
- A businessman from Shenyang negotiates with his counterpart from Chengdu.
- A programmer issues commands to a computer.
- You chat with your American friends via Skype.
- You watch your favorite American sitcom — *Friends*.

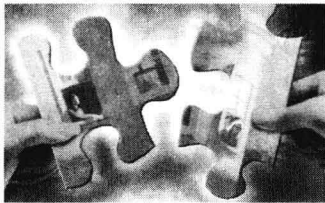
3. Study the following Chinese poem by Su Shi and try to tell the messages you can find from an intercultural communication perspective.

题西林壁
 苏轼
 横看成岭侧成峰，
 远近高低各不同。
 不识庐山真面目，
 只缘身在此山中。



Start to Read

Text A Intercultural Communication



The term “intercultural communication” (ICC) is first used by Edward T. Hall in 1959 and is simply defined as interpersonal communication between people from different cultural backgrounds. It occurs when a member of one culture produces a message for consumption by a member of another culture. It consists of international, interethnic, interracial and interregional communication.

International Communication

International communication takes place between nations and governments rather than individuals; it is quite formal and ritualized. The dialogue at the United Nations, for example, would be termed international communication. If a talk with Mexican President is held, this is the

communication between two nations or countries.

Interethnic Communication

Ethnic groups usually form their own communities in a country or culture. Interethnic communication refers to communication between people of the same race but different ethnic backgrounds. For example, in America, if an Alaska native communicates with a non-native American, this is interethnic communication because they are from different ethnic groups.

Interracial Communication

Interracial communication occurs when the source and the receiver exchanging messages are from different races which are related to physical characteristic. For example, if a white American student discusses issues with an Afro-American student, it is interracial communication. Interracial communication may or may not be intercultural.

Interregional Communication

Interregional communication refers to the exchange of messages between members of the dominant culture within a country. If an American from Boston interacts with an American from New Orleans, we have interregional communication. They are members of a culture who share common messages and experiences over a long period of time. However, they live in different regions of the same country.

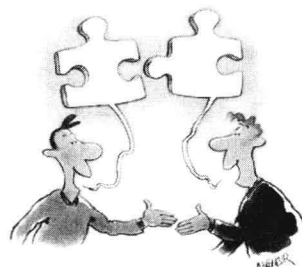
Intercultural communication is a universal phenomenon. It occurs everywhere in the world. When you talk with an American teacher, or send email to a foreigner, or even when you watch a foreign film or read an English novel, you are engaged in intercultural communication.

The communication between cultures has been going on for thousands of years. The history of intercultural communication is almost as long as human history itself. It dates back to when primitive nomadic tribes started mingling with each other and needed to communicate with each other. It became even more necessary when sailors visited alien lands; and when thousands of gold-diggers from Asia and different European countries migrated to North America in search of wealth, there was intercultural communication. During the Tang Dynasty in China, there was the example of the famous "Silk Road" in which people of Asia, Africa and Europe interacted and communicated with each other in order to conduct their business transactions.

Intercultural communication is a common daily occurrence. The communication between cultures today is happening continuously, taking place almost everyday. Today, thousands of Chinese students going abroad to study, millions of foreign travelers coming to China, foreign artists coming to China to give performances and many joint venture enterprises doing business in many cities in China. These are all examples showing how prevalent intercultural communication is today.

Text B The Importance of Training Intercultural Communication Awareness

Modern society has made intercultural communication a necessity. With the development of science and technology, the world seems to be shrinking. Modern transportation and communication, electronic media and international organizations have brought near the people in the other hemisphere as if they were our next door neighbors. The mobility of people and the contact between countries have greatly increased intercultural



communication. In today's world, intercultural awareness has become a prerequisite for successful intercultural communication.

English, as an international language, has called for Chinese learners' intercultural awareness. People used to assume that learning the rules of English grammar and a large amount of vocabulary was sufficient in learning English. The more grammar and words a learner had learnt, the higher his level of proficiency was. Experience has shown, however, that many learners, while knowing a lot about the target language, were, in fact, unable to communicate effectively in it. Intercultural awareness is required if the learner is to achieve the communicative competence, which is now considered as the goal of language learning universally.

Intercultural awareness becomes especially important when a learner reaches the advanced stage and reads authentic English texts. Very often, familiarity with the dictionary definitions of lexical items and the mastery of sentence structures do not seem to be enough for the learner to understand the information. Lack of cultural knowledge affects his comprehension.

Moreover, intercultural awareness cannot grow naturally. It has to be trained. For example, when a child from the Anglo-American world learns the word "dog", he will normally learn the cultural meaning of the word: the dog is "man's best friend". A child brought up in the Chinese culture would be taught that the dog is a dirty and dangerous animal. People, who have thus been initiated into the culture associated with their mother tongue, are naturally inclined to interpret things with their own cultural references. This natural inclination is called "intuitive competence". When people from different cultures communicate, their respective "intuitive competence" may cause miscommunication. "Intuitive competence" is something native speakers possess, but foreign learners have to be trained in. Therefore, it becomes necessary for Chinese students to increase the intercultural awareness in the English language learning.

After You Read



Knowledge Focus

1. Pair Work: Discuss the following questions with your partner.

- 1) What does intercultural communication mean to you?
- 2) Give examples to illustrate different types of intercultural communication.
- 3) What features does intercultural communication have?
- 4) Why does intercultural awareness play a crucial role in the process of intercultural communication?
- 5) What is intuitive competence? How does it affect intercultural communication?

2. Solo Work: Tell whether the following statements are true or false according to the knowledge you learned and explain why.

- 1) The terms "intercultural" and "international" can be used interchangeably. ()
- 2) International communication takes place between groups like African Americans and Latin Americans. ()
- 3) As a phenomenon, intercultural communication has existed for thousands of years. ()
- 4) All people of the same nationality will have the same culture. ()
- 5) Intercultural communication happens only when we meet face-to-face with foreigners. ()
- 6) Due to the improvements in transportation and communication technology, intercultural communication has increased rapidly. ()
- 7) Cultural mistakes are more serious than linguistic mistakes. ()

- 8) Language competence is not enough for successful intercultural communication. ()
 9) One's actions are totally independent of his/her culture. ()
 10) In intercultural communication, one's intuitive competence may lead to miscommunication. ()

Language Focus

1. Fill in the blanks with the following words or expressions you have learned in Text A and Text B.

incline relate conduct involve call for
 interact mingle associate with take place initiate

- 1) Lengthy negotiation must _____ before any agreement can be reached.
 2) It is difficult to _____ cause and effect in this case.
 3) A lot of researches have proved that mother and baby _____ in a very complex way.
 4) How could we _____ ourselves in school life?
 5) He _____ in the crowd and lost in sight immediately.
 6) I think he _____ himself admirably, considering the difficult circumstances.
 7) — “You know what? I've been promoted!”
 — “This _____ a celebration!”
 8) In the first Spanish class, the professor _____ students into the principles of grammar.
 9) We do not want to _____ him because he always brings humiliation to our team.
 10) Having known him for a long time, I am _____ to believe him innocent.

2. Fill in the blanks with the proper form of the words in the brackets.

- 1) You need to take fuel _____ (consume) into consideration when buying a car.
 2) The growing up of children has become _____ (ritual) in many cultures.
 3) Television plays a _____ (dominate) role in molding public opinion.
 4) Globalization of the world economy is crucial to the rapid increase of _____ (culture) communication.
 5) Dance inspires him _____ (continue) to strive higher and higher toward the shining pinnacle of perfection.
 6) A private car gives a much greater degree of comfort and _____ (mobile).
 7) The government is working on improving ecological _____ (aware) of the citizens.
 8) Are women more _____ (intuition) than men?

3. Find the appropriate prepositions or adverbs that collocate with the words in bold letters.

- 1) Matters **consist** _____ molecules, and molecules _____ atoms.
 2) For more information, you have to **refer** _____ the authority.
 3) Some training drills should **be** closely **related** _____ actual badminton playing skills.
 4) He was really exhausted _____ **a result of** long-time stress.
 5) You would be well advised not to **get involved** _____ their quarrel.
 6) If we **mingle** _____ the crowd we shall not be noticed.
 7) I did not want to **be engaged** _____ boxing last year.
 8) I cannot play the piano like I used to — my fingers have gone stiff from **lack** _____ practice.

4. Error Correction: Each of the following sentences has at least one grammatical error. Identify the errors and make corrections.

- 1) Interracial communication occurs when the source and the receiver exchanging messages are from different race which are related to physical characteristic.
- 2) Intercultural communication is an universal phenomenon.
- 3) The communication between cultures have been going on for thousands of years.
- 4) It became even more necessary when thousand of gold-diggers from Asia and different European countries migrated to North America in search of wealth.
- 5) There is the example of the famous "Silk Road" in which people of Asia, Africa and Europe interacted and communicated with each other in order to conduct their business transactions.
- 6) Intercultural communication is common daily occurrence.
- 7) Today, thousands of Chinese students going abroad to study, millions of foreign travelers come to China, foreign artists come to China to give performances and many joint venture enterprises do business in many cities in China.
- 8) These are all examples shown how prevalent intercultural communication is today.
- 9) Modern transportation and communication, electronic media and international organizations have brought near the people in the other hemisphere as if they are our next door neighbors.
- 10) The mobility of people and the contact between countries has greatly increased intercultural communication.
- 11) People is used to assume that learning the rules of English grammar and a large amount of vocabulary was sufficient in learning English.
- 12) The more grammar and words a learner had learnt, the high his level of proficiency was.
- 13) Experience has shown that many learners, while knows a lot about the target language, were, in fact, unable to communicate effectively in it.
- 14) A child bringing up in the Chinese culture would be taught that the dog is a dirty and dangerous animal.
- 15) People, who have thus been initiated into the culture associated with their mother tongue, is naturally inclined to interpret things with their own cultural references.
- 16) "Intuitive competence" is something which native speakers possess, but foreign learners have to be trained in.

Comprehensive Work

1. Pair Work: Analyze the following cases with your partner.

Case Study 1



The following is a conversation between a Chinese tourist guide Xiao Lin and a British visitor Peter.

Xiao Lin (tourist guide): You must be very tired. You're old. . .

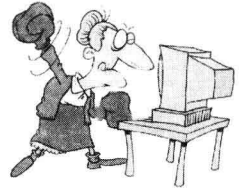
Peter (British visitor): Oh, I'm NOT old, and I'm NOT tired.

Case Study 2

The following is an email written by Chinese students to their Australian professor.

Dear Teacher,

It is our honor to be with you for the whole semester. We have learned a lot from you. We are deeply impressed by your knowledge and kindness. Thank you for your hard work. We will remember you forever.



Your students

2. Group Work

- 1) Form groups of three or four. First share with your group members whatever you have had in communication events that can be considered as intercultural. Then discuss the following cases of communication and decide to what extent they are intercultural.

Communication between...

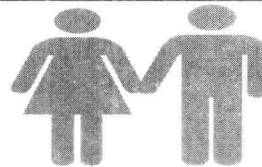
a Chinese and an American



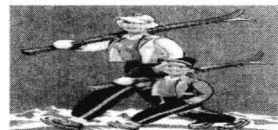
a Canadian and a South African



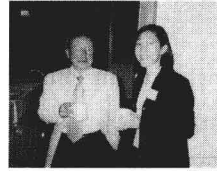
a male and a female



a father and a son



a first-generation Chinese American
and a third-generation one



2) In groups, discuss the question: Why would intercultural communication be more difficult than communication between people from the same culture? List as many reasons as you can think of, stating each as an answer to the question.

3. Writing

As people are becoming more and more mobile, communication in our life tends to be more and more intercultural. Conduct a small-scale survey in everyday life to see what cases of communication can be considered as somewhat intercultural. Write a short essay to report the results of your survey and try to explain to what extent can each case be intercultural and what makes it so.

Read More



Text C The Era of Intercultural Communication



On April 8, 1960, the world entered a new era. On this date, the first attempt was made to communicate with extraterrestrial life as part of Project Ozma, organized by Frank Drake of the National Radio Astronomy Observatory in Green Bank, West Virginia. Pioneer 10—launched on March 3, 1973—included a six-by-nine inch gold-plated aluminum plaque with a message for any extraterrestrial being coming across it. The plaque on Pioneer 10 was designed by the astronomer Carl Sagan. The left side of the plaque contained a representation of the periods of pulsars to indicate the solar system of origin, while across the bottom the planets of the solar system were drawn with an indication that Pioneer 10 originated on the third planet. The right side of the plaque contained drawings of unclothed male and female figures, the man having his right arm raised with the palm extending outward. Pictures of the plaque appeared in newspapers around the world when Pioneer 10 was launched.

What does the plaque on Pioneer 10 have to do with intercultural communication? Think about it for a moment. Does the plaque have anything in common with your attempts to communicate with people from other cultures? The plaque illustrates what often happens when two people who do not share a common language try to communicate; they try to get their ideas

across nonverbally. Reactions to the plaque when it appeared in newspapers around the world further illustrate what can happen when we use this method in our everyday encounters with people from other cultures. People in some cultures interpreted the man's gesture to be a universal gesture of friendliness, while people in other cultures interpreted it as one of hostility. The point is that gestures used by people in one culture often do not mean the same thing in another culture. Trying to communicate through nonverbal means as well as through verbal means may, therefore, lead to misunderstandings.

In order to minimize misunderstandings when we communicate with people from other cultures, we need to understand the process of intercultural communication, and we need to understand people of other cultures and their patterns of communication. This is important not only to decrease misunderstandings but also to make the world a safer place for all of us to live.

In the past most human beings were born, lived, and died within a limited geographical area, never encountering people of other cultural backgrounds. Such an existence, however, no longer prevails in the world. The international and domestic changes in the past few decades have brought us into direct and indirect contact with people who, because of their cultural diversity, often behave in ways that we do not understand. It is no longer difficult to find social and professional situations in which members of once isolated groups of people communicate with members of other cultural groups. Now these people may live thousands of miles away or right next door to each other.

McLuhan characterized today's world as a "global village" because of the rapid expansion of worldwide transportation and communication networks. We can now board a plane and fly anywhere in the world in a matter of hours. Communication satellites, sophisticated television transmission equipment, and the World Wide Web now allow people throughout the world to share information and ideas at the same time. It is now possible for a person in one country to communicate with a person in another country within seconds.

In a world of international interdependence, the ability to understand and communicate effectively with people from other cultures takes on extreme urgency. However, we may find intercultural communication different from communication within our own cultural group. Even if we overcome the natural barriers of language difference, we may fail to understand and to be understood. Misunderstanding may even become the rule rather than the exception. And, if we are unaware of the significant role culture plays in communication, we may place the blame for communication failure on those other people. This is unfortunate because our problem is really culture and the difficulty of communicating across cultural boundaries.

It is recognized widely that one of the characteristics separating humans from other animals is our development of culture. The development of human culture is made possible through communication, and it is through communication that culture is transmitted from one generation to another. Culture and communication are intertwined so closely that Hall maintains that "culture is communication" and "communication is culture." In other words, we communicate the way we do because we are raised in a particular culture and learn its language, rules, and norms. Because we learn the language, rules, and norms of our culture by a very early age, however, we generally are unaware of how culture influences our behavior in general and our communication in particular.

When we communicate with people from other cultures, we often are confronted with languages, rules, and norms different from our own. Confronting these differences can be a source of insight into the rules and norms of our own culture, as well as being a source of frustration or gratification. Therefore, what we have to learn is to understand culture, communication, how