

21世纪英语专业系列教材



跨文化交际口语

Cross-Cultural Speaking

Advanced Project-Based
College English

陈晓霞 主编



北京大学出版社
PEKING UNIVERSITY PRESS

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Advanced Project-Based College English

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Preface



For Students

After several years of studying English in a traditional classroom environment, many college students are eager to apply their English language skills to real life scenarios and other applications relative to their majors. This course book is a guide for creative team projects and presentations, class activities, and relative supplemental readings which can be applied to the course projects.

It is time to move away from "forced" vocabulary, grammar, and repetition by using your skills learned in the other Chinese classes to help prepare you to be a better speaker and presenter while working on your skills to advance your English to a professional level. This book is specifically designed for Chinese college students to apply their advanced English skills by organizing, preparing, and presenting projects based on real life scenarios while integrating different subjects across the curriculum. Your teacher will be a vital tool by sharing his or her life stories in context to the projects as you discuss them. Course teachers will guide groups of college students for further reading by advising extra supplementary books to read such as culture, marketing, and accounting. Good luck working with teachers and fellow students on these challenging projects!

Project-based education provides a medium for interactive and experiential learning, which encourage students to think creatively to solve problems, ask questions, reflect on the knowledge and information presented, and actively participate in the learning process. Completing the projects requires multiple class formats, including traditional teacher-centered lectures, student-centered interactive tutorial workshops, student presentations, feedback and critical reviews of student presentations and ideas during post-presentation question sessions from both peers and the course facilitator. Through these projects, students can develop teamwork and communication skills, gain a higher level of confidence for public speaking, and learn valuable business skills and job skills, as well as discuss, present, and debate popular contemporary topics, such as culture, nature and the environment, economic development, global advertising and media marketing.



For Teachers

This course book provides comprehensive projects for advanced college-level English language courses, which can be applied to a range of majors, including English language studies, international business, business management, economics, marketing, social sciences, and biological sciences. Each project in this book contains a description of the context, project instructions, “jobs” or team member roles, guidelines for the team presentations, and complementary notebook assignments. It is recommended that facilitators use a combination of teaching methods to implement the projects, including lectures, team discussions and workshops, and student presentations followed by question and answer, teacher feedback, and/or peer feedback sessions. Although at first, the implementation of the projects requires careful planning, following this simple implementation design will allow both students and teachers to enjoy the course and experience.

Lecture (2 hours) → Tutorial Workshop (2 hours) → Team Presentations and feedback (4 hours)

The projects may be implemented most effectively when the project descriptions and relative concepts are presented via a more traditional teacher-centered lecture format with complementary team discussions and workshop sessions, where students can share their creative ideas, discuss their roles in their teams, and their roles in the project. It is recommended that facilitators plan for 2 hours of class time to introduce each project, explain vital concepts, establish project guidelines suitable for the class size and class schedule, and to introduce the notebook assignments. Another 2 hours should be allotted for interactive tutorial workshops.

The teacher-guided tutorial workshops can provide students with time to discuss ideas, ask questions about the projects, and interact with the facilitator. Ask students to bring their course books and notebooks during this time so that they may write down any specialized terms or important concepts, work on the notebook assignments, and make plans for the presentation content and organization. Facilitators may want to use this time to read and discuss the supplemental readings or to implement supplemental activities. Students can use this time to decide which speaker in their team will act as the team leader, who will give the presentation’s introduction, make transitions between speakers or introduce the next speaker, and give the conclusion. The team should also discuss which speakers will present first (the introduction), second, third, fourth, and last (the conclusion). For larger teams, two students may present together at the same time, but this kind of presentation should be well-rehearsed. Interactive tutorials are beneficial for

students to further develop the content, organization, and creativity of their project presentations.

To ensure that students understand the projects fully, each chapter contains a notebook assignment, consisting of a series of questions. It is recommended that students have a course notebook where they may record all of their responses for the notebook assignments. This aspect of the book is essential for students so that they may listen to the project descriptions during class, take notes on important concepts, and respond to the notebook questions to reflect on their personal performance during presentations and to critique other team's presentations. The notebook questions are designed to help students review and evaluate their own progress through the course and review important concepts and understand applied skills.

The final stage of a project is when students actually share their ideas with the class by giving team business presentations. The facilitator may divide the class into teams or groups of four to six students for the presentations. This stage of the project is most effective if each class has two class periods per week, with a maximum of 25 students per class. If this is not possible due to larger class sizes, such as 45 or 50 students, it is recommended that each class be divided into two sections, so that each section may have only one class period per week with a class size of 25 students. Each university and department has different requirements, so it is up to the facilitator to develop their preferred scheduling options and class sizes. During one 2-hour class period, two teams may give their presentations, each one followed by a question and answer session. During this question sessions, the facilitator and students may provide positive critical feedback to evaluate the ideas and concepts presented by the team, in addition to evaluating the team's presentation skills. Depending on the class size, more or less than 4 hours may be necessary to complete the team presentations.

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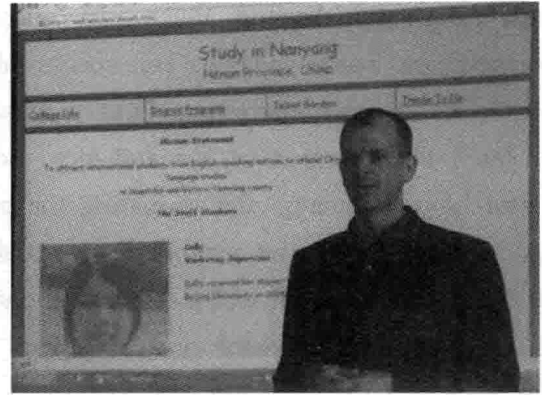
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Chapter 1

Introduction to Public Speaking



Public speaking skills are imperative for college students and professional employees. Public speaking comes in many forms, including formal and informal presentations, meetings, speeches, employee orientations, tours, translating, customer service, and public relations. There are an overwhelming amount of opportunities for public speaking in daily life. If a speaker wants audiences to listen, learn, and recognize his or her expertise, the speaker has to be confident, prepared, and experienced. It will take years of practice and years of making mistakes to become a professional and confident speaker. College provides the perfect atmosphere for the practice of public speaking because students can receive positive criticism from peers and instructors. The peer feedback process can help speakers recognize their mistakes and learn from them. Over time and with much practice novice public speakers will easily become more comfortable with speaking in front of others and develop their own speaker styles. This first chapter provides a basic introduction to public speaking, including an overview of public speaking personalities, guidelines for making electronic visual aids, tips for giving speeches and professional presentations, and tips for answering questions from the audience. Throughout the chapter, students may engage in small group or class activities, including discussions, individual speeches, and team presentations, to apply the public speaking concepts discussed in the chapter. By the end of this chapter, students should have



grasped the basic concepts of public speaking, gained valuable speaking experience, and developed a strong understanding of their own public speaking personality, individual academic and professional strengths, teamwork and leadership skills, and team member roles.



1.1 Speaking Personality

Each time a speaker gives a speech or gives a presentation, he or she will gain experience and develop their own specialized speaking techniques and speaking personalities. Some speakers can successfully use humor or story-telling to make their presentations more interesting. Other speakers use interesting or surprising facts or data to catch the attention of the audience. Some speakers need to spend a lot of time researching, planning, and preparing for presentations or speeches, while others only need to spend a little bit of time. Some speakers have the special talent of “talking on the fly,” the ability to speak well in public without preparation.

A university professor once described two distinct speaker personalities during a public speaking course; the first personality can be described as humorous, charismatic, outgoing, entertaining, or persuasive. The second personality can be described as professional, reserved, serious, and informative. These two general speaking styles may appear to be quite the opposite of one another. Both personalities can be used effectively to deliver information through speeches and presentations. Each speaker has a unique speaking style that reflects their individual personality. Once a speaker becomes comfortable with talking in public, this personality will come out naturally.

During your first practice presentation or speech, ask a classmate to evaluate your public speaking skills. The classmate can give feedback by observing the presentation, then talking about 3 of your public speaking strengths and giving 3 suggestions for improvement. By evaluating public speaking skills, it is easier for speakers to identify and practice their weak spots. By identifying strengths, each speaker can develop their own speaking style and a higher level of confidence.

Group Activity: What Is Your Personality?

Sit in a circle in a small group of 3 to 6 students. Look at the personality traits listed in Table 1. Discuss some of the meanings with your teammates. In your notebook, write down 3 adjectives to describe your personality. Do not write down any ambiguous or general adjectives, such as “kind-hearted” or “friendly.” Instead, search for specific

adjectives to describe your personality. For example, “generous” and “outgoing” are more specific adjectives than “kind-hearted” and “friendly.” When you are finished, share your personality with your classmates (in your small group) by explaining the meanings of your 3 adjectives. Give examples for each adjective or explain why by using the word “because.”

Example: *I am very generous, for example, I often buy lunch for my roommates and pay for the taxi fare when we go downtown together.*

Example: *I am very outgoing because I enjoy talking with others and communicating with my classmates and teachers.*

Ask your classmates (in your small group) to think of 2 additional adjectives to describe your personality. Write them down in your notebook. Ask your friends to explain the adjectives by giving an example or giving an explanation using the word “because.” When your team has finished, each person should have 5 adjectives that describe their personalities.

If your team finishes the discussion early and there is additional time, please discuss these questions with your teammates:

Which person on your team is the most humorous?

Which person on your team is the most serious or most academic?

Which person on your team is the most outgoing?

Which person on your team is the most reserved?

Which person on your team is the most punctual?

Which person on your team is the most modest?

Next, select two volunteers from each team to introduce each other’s personality traits to the class. When it is your team’s turn, the two volunteers from your team will stand at the front of the classroom together. Remember that public speakers should show their faces to the audience (do not let the audience see your back). Give an example, tell a short story, or use the word “because” to explain each personality trait of the other volunteer. Please introduce all 5 personality traits of your partner to the class. For example, Jane and Samantha volunteered to introduce each other’s personality traits to the class:

Jane: *Hi, I am Jane. This is Samantha. We are roommates and best friends. Samantha is a very generous person, for example, last week Samantha bought fruit and bread for everyone in our dorm room. She shared the food with everyone and we were all very happy.*



Samantha: *Hi, I am Samantha. This is Jane, my roommate and best friend. We have been good friends since high school. Jane is very outgoing, for example, she is never afraid to ask questions during class. She is never shy. In fact, most of our classmates call Jane a “social butterfly” because she loves talking with others.*

Jane is very outgoing, so Jane might really enjoy public speaking. Often times, speakers with outgoing personalities can easily talk on the fly or answer questions on the fly. Speakers with introvert personalities may need to spend more time preparing for public speeches and presentations than speakers with outgoing personalities. Individual personality traits influence public speaking styles. For example:

Steven: *Hi, I am Steven. I want to introduce our team member Paul Lee. Paul is the most humorous member in our group because he is always telling silly jokes before class. Yesterday, he told us a joke about how a wind storm caused the McDonald’s arch to break and move, making it spell WC. Paul said, hey, do you want to go to the WC and have a coffee? Paul is hilarious! We are going to use this talent in our group when we give presentations this semester!*

Now that you have a better understanding of your own personality traits, it will be easier to point out the individual strengths of each team member (see 1.7 Teamwork and Team Member Roles).

Table 1. Personality Characteristics

| | | | |
|--------------|---------------|-------------|-------------|
| Accurate | Adaptable | Adventurous | Aggressive |
| Agitated | Agreeable | Ambiguous | Ambitious |
| Apathetic | Approachable | Assertive | Astute |
| Attentive | Aware | Capable | Cautious |
| Competent | Conscientious | Considerate | Consistent |
| Constructive | Conventional | Convincing | Creative |
| Cynical | Decisive | Dedicated | Demanding |
| Dependable | Determined | Direct | Disciplined |
| Discrete | Distinguished | Disturbed | Diverse |
| Dreamer | Dynamic | Easygoing | Eccentric |
| Economical | Educated | Efficient | Energetic |
| Enthusiastic | Ethical | Excited | Experienced |
| Expressive | Extroverted | Fair | Firm |
| Flexible | Focused | Forceful | Forgiving |

| | | | |
|---------------|----------------|-----------------|------------------|
| Frugal | Funny | Generous | Goal-oriented |
| Good listener | Hardworking | Healthy | Helpful |
| Honest | Hopeful | Humble | Humorous |
| Hysterical | Imaginative | Independent | Industrious |
| Initiative | Innovative | Insightful | Inspiring |
| Intelligent | Introverted | Intuitive | Inventive |
| Logical | Loyal | Mature | Methodical |
| Modest | Motivated | Objective | Observant |
| Open-minded | Optimistic | Organized | Original |
| Outgoing | Passionate | Patient | Perceptive |
| Persistent | Persuasive | Pleasant | Polite |
| Positive | Practical | Productive | Professional |
| Proficient | Progressive | Prompt | Punctual |
| Qualified | Quick-thinking | Realistic | Reflective |
| Relaxed | Reliable | Reserved | Resilient |
| Resourceful | Respectful | Responsible | Risk-taker |
| Sarcastic | Self-confident | Self-controlled | Self-disciplined |
| Self-reliant | Self-starter | Sense-of-humor | Sensitive |
| Serious | Sincere | Skilled | Sociable |
| Sophisticated | Spontaneous | Strong-willed | Successful |
| Systematic | Talented | Task-oriented | Team member |
| Team-player | Thorough | Thoughtful | Tolerant |
| Trained | Trustworthy | Unconventional | Understanding |
| Unselfish | Well-educated | Witty | |



1.2 Presentation Slide Show

It is helpful to create a visual aid for the audience to look at during a presentation. A visual aid may include meeting agendas, brochures, information packets, or even electronic visual aids, such as PowerPoint Presentations or other slide shows. Many business professionals use PowerPoint Presentations to provide a visual element to business presentations. For some audience members, a visual component can greatly enhance the delivery of information during a spoken presentation.

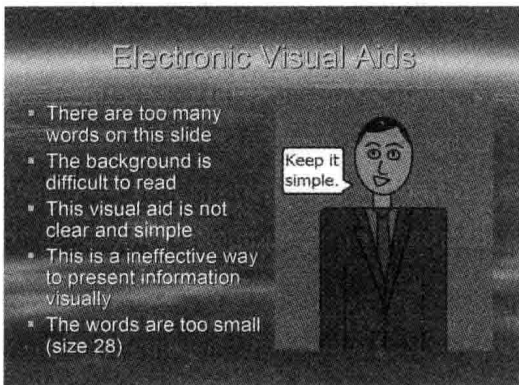
There are three common types of learning styles — auditory, visual, and hands-on. Some people learn more easily by using mostly one learning style, such as visual learners,



while the other learning styles are supplemental to the dominant learning style. The first learning style, auditory, means that a person learns and understands by listening and speaking or asking questions and listening to the answers. This type of learner also remembers information well by listening to stories and examples or by participating in verbal discussions. During presentations and speeches, the speakers are sending information using the auditory senses.

Many people are also visual learners: people that use written words, pictures, diagrams, and images to learn information. Visual learners like to take notes, read, and see the information. Because many people in the audience may prefer visual learning, an electronic visual aid can be useful for satisfying the needs of visual learners. Although the third learning style, hands-on, is important, speeches and presentations usually do not use this method for communicating information.

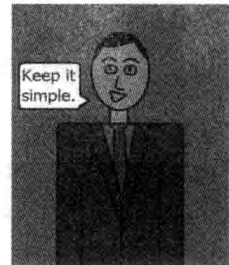
Keep it simple. Follow these guidelines to make an effective visual component for your presentation. The audience should be able to read all of the key points on a slide in less than 30 seconds. This means that each slide should have only 3 — 5 main points. Avoid writing full sentences and avoid writing too many words on a page. The background of the slide should be clear and easy to read. For example, if a photo is used as the slide background, it may be difficult for the audience to read the words on the slide (Example 1). Instead, use a solid color for the background, such as white (Example 2). The words on the slides should be at least size 32. Words that are smaller than size 32 are too small to read clearly, especially for people sitting near the back of the room. Remember, keep it simple!



Example 1 Poor quality visual aid

Electronic Visual Aids

- A few main ideas
- Avoid full sentences
- Easy to read
- Keep it simple
- Size 32 words



Example 2 High quality (effective) visual aid

The visual aid is only a helpful tool; it is not the focus of the presentation. The audience should pay attention by listening to and watching the speaker. If there are electrical or technical problems during the time of the presentation or speech, it is

important to be ready to speak without a visual aid. Some speakers rely on their visual aid to guide them through the speaking points in the presentation, but if there is a technical problem and the electronic visual aid cannot be used, the speaker will be in big trouble! Always be prepared to talk without a visual aid.



1.3 Presentation Organization

It is important for speakers and presenters to focus their ideas into specific points so that coherent ideas will be conveyed to the audience. The information presented to the audience should be well-organized so that the main points are specific, clear, and powerful. Developing your own speaking style, creating visual aids, and organizing your thoughts are important factors for successful public speaking. Follow this standard method for the organization of your ideas for effective speaking.

English writing, including essays, speeches, and even verbal presentations follow a standard method of organization called the “three-point thesis five-paragraph” model. This model includes a “three-point thesis” and five parts. Speeches and presentations both use this format. Although speeches and presentations are very different from written essays, the same organization method can be applied.

A three-point thesis is a sentence which includes a statement of your opinion or argument and three ideas or main points. For example, if you were to give a persuasive speech about house pets, your three-point thesis might read like this:

Cats are the best house pets [a statement of your opinion] because they are easy to take care of [point 1], they are good listeners [point 2], and they can help people live longer by providing companionship [point 3].

Another example of a three-point thesis sentence, for an informative presentation about learning styles, might read like this:

There are many different learning styles, but there are three dominant learning styles that almost all people use [a statement of your opinion], including auditory [point 1], visual [point 2], and hands-on [point 3].

This model also has five parts: the introduction, point one, point two, point three, and the conclusion.

The first part of a presentation or speech is the **introduction**. During the introduction, the speaker will introduce him- or herself. For team presentations, the first speaker will also introduce his or her team mates. The introduction speaker will explain



the presentation or speech topic, talk about information that is entertaining, shocking, or interesting to get the audience's attention, and finally explain the main argument or opinion of the presentation (the three-point thesis). For a team presentation, the introduction speaker will introduce the next speaker.

The introduction should grab the attention of the audience. During the first minute of a presentation or speech, the audience will develop a first impression of the speaker. If the first speaker or the speaking team is not ready or if the introduction is disorganized, the audience will not get the impression of a confident expert speaker. The first speaker should introduce the team members and their job titles, introduce the topic of the presentation, and list at least 3 important points that the next speakers will discuss.

The next 3 parts of the speech or presentation are called the **body**. During this part of the presentation, one or more speakers should discuss the 3 important points. Some presentations might have more than three points. For each important point, the speaker should discuss one or two examples or stories.

The last part of the presentation is the **conclusion**. In the conclusion, the last speaker will review the 3 important points and say "thank you" to the audience. Usually, the audience will have some extra time for a question and answer session after presentations. For questions, a presentation team should sit together in the front of the room. Do not stand because standing together in a group is awkward and uncomfortable. For questions, a single speaker may remain standing.

Presentation Organization and Transitions

It is very common for the manager or the team leader to give the introduction and conclusion of a team presentation. This style allows the employees to discuss their specialty knowledge, while the team leader is responsible for the organization and overall clarity of the presentation. The team leader's introduction should explain the main points (thesis) or goals of the project. The team leader should also say things to support the other speakers to make them feel excited and comfortable.

What should the team leader do during the introduction?

- ▲ Introduce yourself: "Hi, I am Alex."
- ▲ Explain the topic of the presentation: "Today our team will present a new employee training program that will save our company millions of dollars."
- ▲ Explain the project goals or main points: "This training program will result in friendlier and faster service, happier employees, and higher efficiency."
- ▲ Introduce each team member by name and job title: "First, let me introduce Jane,

our customer service manager.”

- ▲ Ask each member to stand up, say hello, then sit down; “Hi, I’m Jane.”
- ▲ Say good things about each team member “Jane has been working with us for over 3 years now, and she is really great at motivating our customer service employees.”
- ▲ Introduce each team member’s topic: “Today, Jane will explain how we can save millions of dollars each year with our new training program.”
- ▲ Repeat this process to introduce each team member.
- ▲ Transition to the next speaker: “Next, please welcome Jane to talk about A, B, and C.”

What do the other speakers do during their turn to talk?

- ▲ Introduce yourself.
- ▲ “Hi, I am Jane. I am going to talk about A, B, and C.”
- ▲ Tell Stories and Give Examples.

What do you do when you have finished your turn?

- ▲ Introduce the next speaker.
- ▲ “Thank you. Next, Mark will talk about X, Y, and Z.”

What does the team leader do during the conclusion?

- ▲ The team leader should repeat the main points: “First, Jane talked about A, B, and C. Then Jack talked about X, Y, and Z...”
- ▲ The whole team may stand up together and say something or do something at the end.

What do you do after the conclusion?

- ▲ Ask the audience if they have any questions.
- ▲ Always say “Thank you for your question” or “That is a great question.”
- ▲ Answer questions together as a team.
- ▲ The team leader may help others if necessary.

In teams of 3 to 6 students, practice the organization of an excellent presentation.

The speaking team should sit in chairs located along the wall next to the classroom door. Only one person should stand up at a time. Using your own team member names, follow this model to practice:

Introduction

Leader: Hi, I am Mark. Today we will talk about our company goals, 1, 2, and 3. First let me introduce Jane. She is really good at thinking of creative ideas.

Jane: (Stand up) Hi, I am Jane. (Sit down)