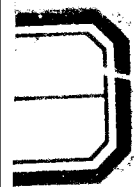


The ETC Program

**A Competency-Based
Listening/Speaking Book**

4: Cross-Cultural Communication



the ETC program

Cross- Cultural Communication

A Competency-Based Listening/Speaking Book

Elaine Kirn

West Los Angeles College

江苏工业学院图书馆
藏书章

RANDOM HOUSE



New York

First Edition

9 8 7 6 5 4 3 2 1

Copyright © 1989 by Random House, Inc.

All rights reserved under International and Pan-American Copyright Conventions. No part of this book may be reproduced in any form or by any means, electronic or mechanical, including photocopying, without permission in writing from the publisher. All inquiries should be addressed to Random House, Inc., 201 East 50th Street, New York, N.Y. 10022. Published in the United States by Random House, Inc., and simultaneously in Canada by Random House of Canada Limited, Toronto.

Library of Congress Cataloging-in-Publication Data

Kirn, Elaine.

The *ETC* program. Cross-cultural communication : a competency-based listening/speaking book / Elaine Kirn.

p. cm.

Level 4.

1. English language—Textbooks for foreign speakers.
2. English language—Spoken English. 3. Intercultural communication.
4. Listening I. Title.

PE1128.K44 1988 88-18200

428.3'4—dc 19 CIP

ISBN 0-394-35351-X (Student Edition)

ISBN 0-394-35353-6 (Teacher's Edition)

Manufactured in the United States of America

*Series design and production: Etcetera Graphics
Canoga Park, California*

Cover design: Juan Vargas, Vargas/Williams Design

Illustrations: Etcetera Graphics

Artist: Terry Wilson

Typesetting: Etcetera Graphics

Preface

Language is me.
Language is you.
Language is people.
Language is what people do.
Language is loving and hurting.
Language is clothes, faces, gestures, responses.
Language is imagining, designing, creating, destroying.
Language is control and persuasion.
Language is communication.
Language is laughter.
Language is growth.
Language is me.
The limits of my language are the limits of my world.

And you can't package *that* up in a book, can you?

—*New Zealand Curriculum Development*

No, you can't package language in a book or even a whole program of books, but you have to start somewhere.

About the *ETC* Program

ETC is a six-level ESL (English as a second language) program for adults who are learning English to improve their lives and work skills. The material of this level is divided into three books, carefully coordinated, chapter by chapter, in theme, competency goals, grammar, and vocabulary. For a representation of the scope and sequence of the program, see the back cover of any volume.

ETC has been designed for maximum efficiency and flexibility. To choose the materials most suitable for your particular teaching situation, decide on the appropriate level by assessing the ability and needs of the students you expect to be teaching. The competency descriptions included in each instructor's manual ("About This Level") will aid you in your assessment.

About This Book

ETC Cross-Cultural Communication: A Competency-Based Listening/Speaking Book offers two kinds of listening material: first, there are cross-cultural anecdotes and discussions that illustrate North American cultural "rules" and beliefs. Second, brief conversations present notions and functions in practical situations.

All comprehension material is provided on cassette tapes, as well as in the written tapescript included in the instructor's manual. The taped material is marked with a cassette logo in the text.

Since high-intermediate students have the ability and the desire to express themselves on topics important to their lives, opportunity is provided for them not only to react to the stories and conversations they hear but also to observe and comment on cross-cultural principals and to "tell their own stories." Additional aural/oral activities are geared toward the acquisition of practical cross-cultural competencies, such as making small talk, using appropriate body language, making appointments, complaining effectively in consumer situations, making a positive impression in job interviews, and the like.

Organization

Like most other books in the *ETC* program, this listening/speaking book consists of an introduction and ten chapters, each divided into four parts with specific purposes.

- *Part One: Cross-Cultural Conversations* presents a “cross-cultural anecdote” or conversation on the chapter theme, along with activities that develop students’ abilities to summarize and retell stories, make conversation, and discuss ideas.
- *Part Two: Practical Listening* provides comprehension exercises that emphasize notions and functions in practical situations, developing students’ abilities to recognize the effective use of language and to make inferences.
- *Part Three: Speaking Activities* presents choices of language in notional/functional categories, followed by opportunities to use them to accomplish practical tasks in roleplays and classroom activities
- *Part Four: Questions and Answers* offers situations that stimulate discussion on cultural and practical points of everyday life in North America, along with “cross-cultural notes.”

Symbols

The following symbols appear throughout the text:



activity on cassette tape

* a challenging activity designed for more advanced students

Available Ancillaries

A complete set of audiotapes accompanies this text. The instructor’s manual for this text includes:

- a general introduction to the *ETC* program, this level, and this book
- general suggestions for teaching techniques to use in presenting the various kinds of activities
- an answer key for all text exercises that require specific answers
- a tapescript for all material recorded on cassette

Acknowledgments

To Etcetera, ETC, ETC, because we finally did it.

Appreciation beyond frustration goes to the many class testers and reviewers, reviewers, reviewers—whose opinions lie at the core of the *ETC* program. Thanks to the following reviewers, whose comments both favorable and critical, were of great value in the development of *ETC Cross-Cultural Communication*:

Betsy Bailey, Joseph Berkowitz, Laurie Blass, Lori B. Brooks, Robert Gear, Renee Klosz, Nick Kremer, Emily Lites, Saul Sanchez, Peggy Seufert-Bosco, Libby Shanefield, Kent Sutherland, and Ann Wederspahn.

Some of the cross-cultural stories in this text are based on ideas in "Little Glimpses: Anecdotes and Other Observations of Intercultural Differences," collected by Judy Winn-Bell Olsen, Alemany Community College, September 1983. Notably, the story in Part One of Chapter Three is derived from a contribution by Fred Antaki, English Action Center, Berkeley, California.

Thanks to Lila Blum of Monmouth, Illinois, for some sample listening tasks and to the students of West Los Angeles College in Culver City, California, for the recipes in Chapter 4—notably Inkale Yinkale, Consuelo Medina, Keiko Nahazawa, Young Kwak, and Lae Duck Oh. And thanks to *American Cultural Encounters* by Carol K. Ford and Ann N. Silverman, The Alemany Press, for ideas of typical cross-cultural situations.

The author wishes to thank the staff at Random House:

- Eirik Borge and Karen Judd—for keeping promises,
- Lesley Walsh—for being as efficient as ever,
- Marian Hartsough—for communicating where need be, and
- Edith Brady, Cynthia Ward, and the sales staff—for what is yet to come.

Heartfelt thanks to the staff and supporters of Etcetera Graphics, Canoga Park, California:

- Terry Wilson—for his inspired artwork and patience,
- Cindra Tardif—for expert typesetting, and
- Sheila Clark—for alert and patient production,

and gratitude, appreciation, and love to

- Anthony Thorne-Booth—for his management, expertise, and hard work,
- Karol Roff—for helping, helping, helping,
- Sally Kostal—for jumping in to rescue us and to keep us calm,
- Chuck Alessio—for everything and more.

To Andi Kim—for putting up with it all.

E.K.

Contents

Preface ix

Introduction The "Rules" of Culture 1

Competencies: Recognizing the role of culture in communication • Understanding listening skills • Recognizing "rules" for the appropriateness of language

CHAPTER 1 Beginnings 5

Competencies: Greeting people • Using formal and informal language • Making small talk • Making introductions • Understanding customs of respect

PART ONE Cross-Cultural Conversations 6

PART TWO Practical Listening 9

PART THREE Speaking Activities 11

PART FOUR Questions and Answers 13

CHAPTER 2 The Body 15

Competencies: Using appropriate body language • Describing feelings and tone of voice • Knowing about nutritional supplements • Understanding gestures • Understanding personal space

PART ONE Cross-Cultural Conversations 16

PART TWO Practical Listening 19

PART THREE Speaking Activities 21

PART FOUR Questions and Answers 22

CHAPTER 3 Dealing with Problems 25

Competencies: Understanding North American concepts of time and punctuality • Giving advice • Understanding agreements about plans to meet • Making specific appointments • Apologizing and expressing forgiveness • Using the telephone to get things done

PART ONE Cross-Cultural Conversations 26

PART TWO Practical Listening 29

PART THREE Speaking Activities 31

PART FOUR Questions and Answers 35

CHAPTER 4 Eating and Drinking 37

Competencies: Understanding North American eating and drinking customs • Describing typical dishes • Understanding recipes • Comparing food customs

PART ONE Cross-Cultural Conversations 38

PART TWO Practical Listening 41

PART THREE Speaking Activities 43

PART FOUR Questions and Answers 45

CHAPTER 5 Solving Problems 47

Competencies: Understanding consumer guarantees • Understanding consumer complaints and requests • Filling out survey and warranty forms • Making consumer complaints and requests • Refusing requests politely • Understanding consumer rights and obligations

PART ONE Cross-Cultural Conversations 48

PART TWO Practical Listening 51

PART THREE Speaking Activities 53

PART FOUR Questions and Answers 55

CHAPTER 6 Communication 57

Competencies: Recognizing direct and indirect language • Communicating effectively • Expressing interest and understanding • Keeping a conversation going • Communicating across cultures

PART ONE Cross-Cultural Conversations 58

PART TWO Practical Listening 61

PART THREE Speaking Activities 63

PART FOUR Questions and Answers 65

CHAPTER 7 Social Interaction 67

Competencies: Avoiding social "mistakes" • Making appropriate comments and responses • Recognizing formal vs. informal language • Giving congratulations, compliments, and thanks • Meeting people

PART ONE Cross-Cultural Conversations 68

PART TWO Practical Listening 71

PART THREE Speaking Activities 74

PART FOUR Questions and Answers 77

CHAPTER 8 Home and Family Life 81

Competencies: Understanding family roles in North America • Comparing housing styles • Describing places • Comparing family customs

- PART ONE** Cross-Cultural Conversations 82
- PART TWO** Practical Listening 85
- PART THREE** Speaking Activities 87
- PART FOUR** Questions and Answers 89

CHAPTER 9 Work and Money 91

Competencies: Recognizing factors in job satisfaction • Making job choices • Recognizing positive or negative responses to job interview questions • Making a positive impression in a job interview • Understanding some North American attitudes toward work

- PART ONE** Cross-Cultural Conversations 92
- PART TWO** Practical Listening 95
- PART THREE** Speaking Activities 97
- PART FOUR** Questions and Answers 99

CHAPTER 10 Education 101

Competencies: Recognizing North American educational customs • Using appropriate classroom language (requests, responses, questions, and opinions) • Expressing opinions, agreeing, and disagreeing • Understanding classroom expectations, roles, and customs

- PART ONE** Cross-Cultural Conversations 102
- PART TWO** Practical Listening 105
- PART THREE** Speaking Activities 107
- PART FOUR** Questions and Answers 109

Introduction

The “Rules” of Culture

COMPETENCIES: Recognizing the role of culture in communication
Understanding listening skills
Recognizing “rules” for the appropriateness of
language

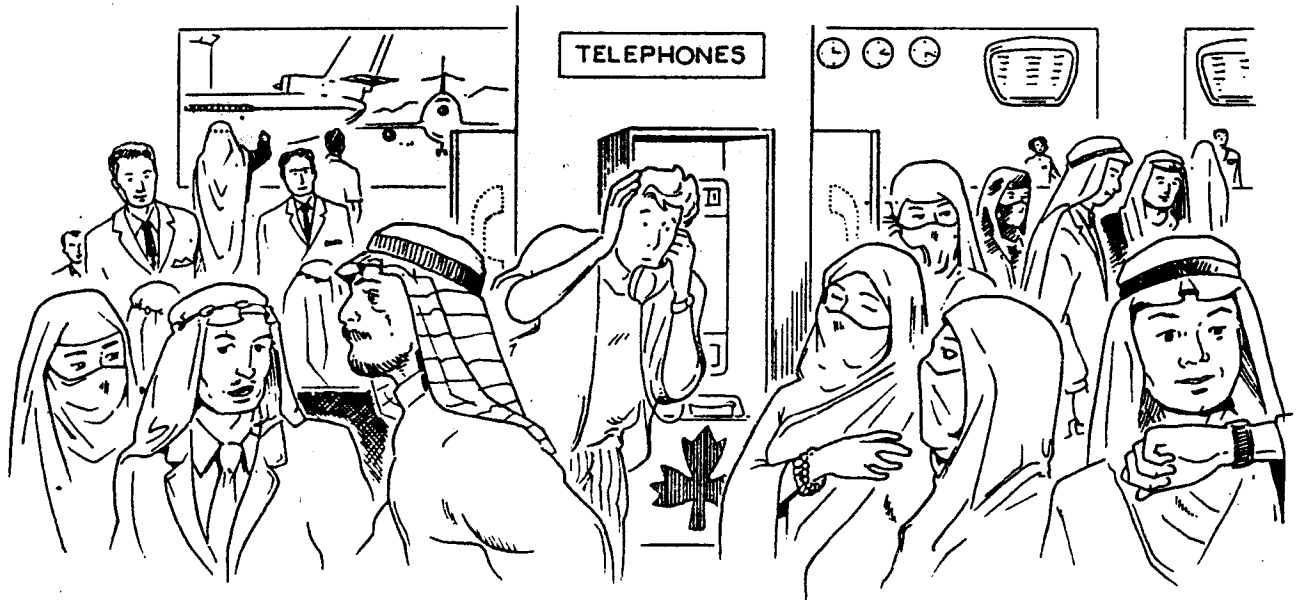
Careful Listening

Communication across cultures is not always easy. But if you understand something about the everyday life, customs, and beliefs of people from other countries, you may feel more comfortable with them. How can you learn about these “rules” of culture? The most important learning skills are careful observation and good listening. If you can see the speakers, observe their body language, facial expressions, and gestures. Notice their tone of voice. Finally, listen carefully to their language but don't worry about every word. Pay special attention to the stressed (emphasized) words and the general idea of the sentences. Even if there is new vocabulary, you will still be able to understand the important information.



A.

Listen to this story. To retell the important ideas, answer these questions. To check your answers, you can listen again.



1. Where did the speaker grow up, go to school, and find work?
2. What new job does he have now?
3. Where did his “new life” begin?
4. Why couldn't he call his new school?
5. How did he get a taxi? Where did he go?
6. How did he feel during the ride? (What questions did he ask himself?)
7. What worries him about life in this new country? (What questions is he asking himself?)

***B. Answer these questions about yourself.**

1. Where did you grow up and go to school?
2. What happened on your first day in this country? How did you feel?
3. Do you feel comfortable with the culture of this country? Why or why not? (Is communication easy for you? Do you ever have misunderstandings?)
4. What are some of your questions about everyday life, customs, and beliefs in this culture?

Social "Rules" for Language

When you began to understand and speak English, you probably learned about the rules for pronunciation, grammar, and vocabulary. But if you are not sure about the social "rules," you still may not feel comfortable with the use of your new language. For example, how can you introduce people and make small talk (polite conversation)? How do you show respect? How should you make requests, give advice, set up appointments, make apologies, and take care of other everyday things politely? You probably know that the conversational styles effective in some situations may not be appropriate in others.

Language can be formal or casual, indirect or direct, polite or rude. The rules for speaking to people of different ages and social positions depend on your relationship with them. For example, is someone a stranger, an acquaintance, a co-worker or classmate, a friend, or a relative? In some cultures, appropriate language forms for these different relationships are very clear. In the United States and Canada, the rules for English are not so specific, but there are probably differences in the language used in these three groups of situations.

| | | |
|--|--|--|
| formal ←————→ casual (indirect) (direct) | | |
| speaker → listener employee boss student teacher younger older | speaker → listener teacher student boss employee stranger stranger | speaker → listener co-worker co-worker classmate classmate friend friend |

Of course, all statements about culture are generalizations because they cannot describe individual differences. In real life, you have to decide on the specific rules for each new situation. But it will help to know some cultural facts and opinions, and you will find a lot of that information in this book.

C.

In small groups, suggest appropriate language for each of these situations. Try to agree on the best suggestion and tell it to the class.

EXAMPLE:

1. a: Hi, I'm Pat.

b: Hello, Pat. Glad to meet you. My name is Chris.

1. Two classmates meet for the first time. They introduce themselves.
2. You try to make small talk with the secretary at work.
3. You need to make an appointment with the doctor.
4. You apologize because you were late for a meeting with a close friend.
5. You want to return a camera to a store because the camera doesn't work.
6. You want to leave a dinner party and thank the hostess.
7. You have just finished school and you are trying to get your first job. The interviewer asks you about your experience.
8. You don't understand your English instructor because he or she talks too fast.

***D.**

Answer these questions about Exercise C.

1. Did the students in your group agree on the most appropriate language for each situation? Why or why not?
2. Are there more or fewer rules for social language in your culture than in the United States or Canada? Explain.

CHAPTER

1

Beginnings

COMPETENCIES: Greeting people
Using formal and informal language
Making small talk
Making introductions
Understanding customs of respect

GRAMMAR FOCUS: The present tenses (simple, continuous)
Modals of request and permission
It/there
Frequency words

PART ONE / CROSS-CULTURAL CONVERSATIONS

• Greeting People



A. Do you understand what happened? Listen to the story. Then number the pictures in order, 1-4. (Write 1 in the box of the first event, 2 in the box of the second event, and so on.)



(37081) A-910-61 + 2



B. Listen to the story again and then retell it. These cues may help you.

- | | |
|--------------------------------------|-------------------------------|
| teach English as a second language | surprised to see her |
| take my class on trips | gave each other a big hug |
| went on the school bus to a factory | whispering / laughing |
| a woman standing at the door | pointing at me |
| realized that she was a good friend | your wife or your girlfriend? |
| were in school together / lost touch | just friends |
| older than me / a wonderful person | talked / didn't believe me |

C. What do you think? In small groups, discuss your answers to these questions.

1. Why did the teacher hug the woman? Why were the students whispering in class the next day?
2. What does "just friends" mean? Do you believe the teacher? Why or why not?
3. In your opinion, who hugs and kisses in the United States/Canada? In your culture? In what situations? Are there different kinds of hugs and kisses? Explain.
4. How do people usually greet one another in your culture?

***D. How observant are you? Observe people when they meet. Then write the answers to these questions in the chart on the next page.**

Who are the people? (age, nationality, social position, relationship to each other, etc.)

What is the situation? (work, school, party, on the street, first meeting after a long time, etc.)

What do they do? (wave, shake hands, bow, hug, kiss, smile, etc.)

What do they say? (their names, "How are you?," "What's up?," "What do you know?," "Long time, no see," questions for small talk, etc.)

| Who? | What situation? | What do they do? | What do they say? |
|------|-----------------|------------------|-------------------|
| | | | |
| | | | |
| | | | |

Talk about your observations with the class.

***E.** *Do you have your own story? Talk about a cultural experience or misunderstanding in meeting people.*

1. Ask your friends and acquaintances about their experiences and think about your own. List some ideas. Practice telling the story from your notes.
2. Tell your stories in small groups. Make corrections; ask and answer questions. Discuss the experiences. Suggest possible solutions for problems.
3. Summarize your discussion for the class.