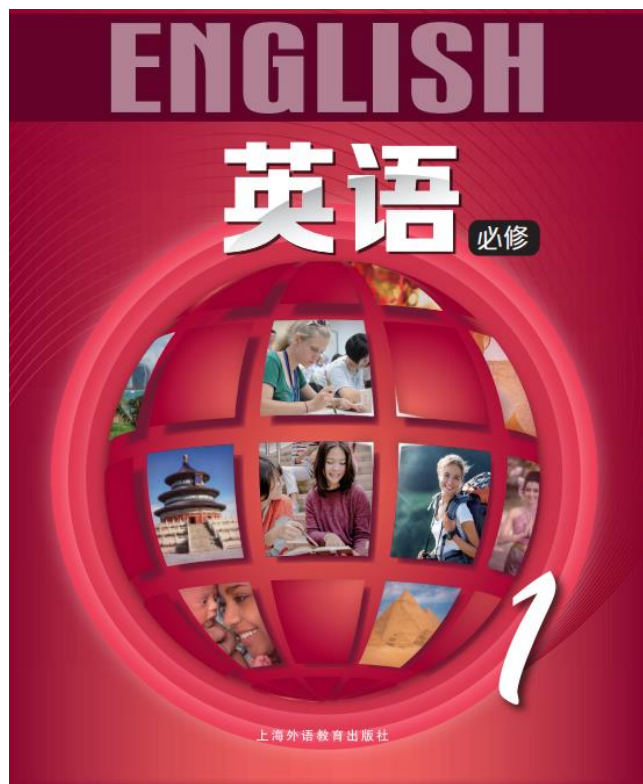




上海市英语教育教学研究基地

Shanghai Center for Research in English Language Education



《高中英语》（上外版）

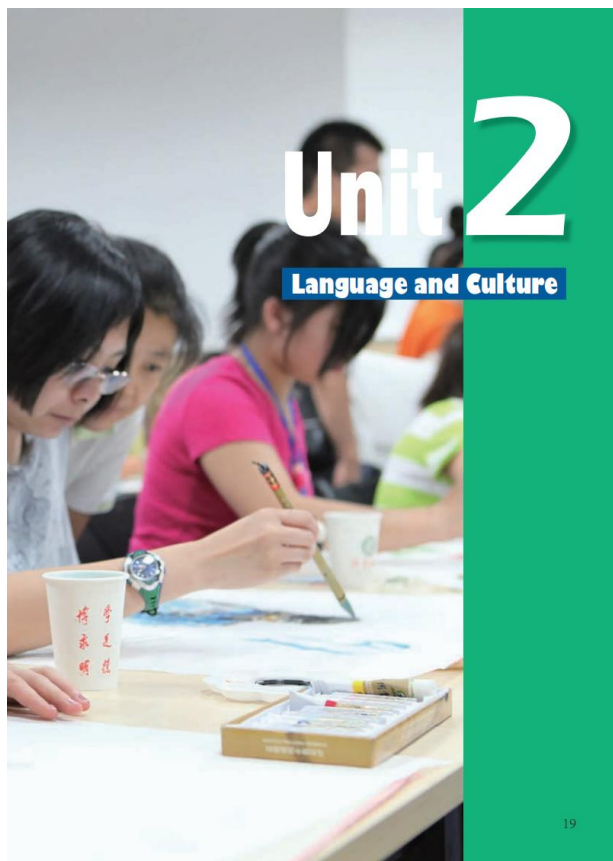
必修第一册第二单元

Language and Culture

授课教师：钱陶然

《高中英语》（上外版）

必修第一册第二单元



课时	主要内容
1	Getting Started/ Reading A
2	Vocabulary Focus
3	Grammar in Use
4	Listening and Viewing
5	Moving Forward
6	Reading B / Culture Link
7	Critical Thinking/ Famous Quote <i>Further Exploration / Self-assessment (homework)</i>

学习目标 Learning Objectives:

At the end of the lesson, you will be able to ...

1. 借助bubble map，梳理引起跨文化交际障碍的因素；
sort out cross-cultural communication barriers with the help of a bubble map;
2. 根据图片信息，运用举例方式阐述观点，讲述跨文化交际故事，表达情感态度；
illustrate your idea about cross-cultural communication with a story as an example based on picture clues and describe your feelings;
3. 联系自身实际和体验，进一步理解语言与文化间的关系。
gain a better understanding of the relationship between language and culture by reflecting on your real-life experiences.

2

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Page 10 of 10



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- 2

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- [illegible]

Prefix: im- un- dis- con-

Prefix: im-, un-, dis-, con-

4

- 2

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1

[illegible][illegible]

2

2

2

Student 4.3

4

7



**Cross-cultural
misunderstandings**

Getting Started

- Look at the picture and answer the questions.

Many Chinese used to greet each other by asking if they had eaten. Are there people around you still doing that? Who might misunderstand it as an invitation or something else?



Reading A

Have you had any confusing moments in another culture? Read the story and find out what might be the cause(s).

THE CONFUSING WAY MEXICANS TELL TIME

When I first set foot on Mexican soil, I spoke Spanish well. So when I asked a local ice-cream seller for an ice-cream, and he said "ahorita," which directly translates to "right now," I took him at his word, believing that its arrival was immediate.

I sat near his shop and waited. Half an hour passed and still no ice-cream arrived, so I asked again about it. "Ahorita," he told



The Confusing Way Mexicans Tell Time



me again. His face was a mix of confusion and maybe even embarrassment.

I was torn. Waiting longer wasn't pleasant, but I felt it was impolite to walk away, especially if the ice-cream was now being delivered just for me. But finally, after waiting too long, I made a rush for the nearest bus to take me home. As I left, I signalled at my wrist and shrugged to the ice-cream seller. Obviously I couldn't wait any longer and it really wasn't my fault. His face was, once again, one of total confusion.

This experience faded from my memory until years later when I came back to live in Mexico. I discovered that understanding "ahorita" took not a fluency in the language, but rather a fluency in the culture. When someone from Mexico says "ahorita," it should almost never be taken literally; its meaning changes greatly with context. As a linguist told me, "Ahorita could

mean tomorrow, in an hour, within five years or never!" It is even used as a polite way of saying "no, thanks" when refusing an offer.

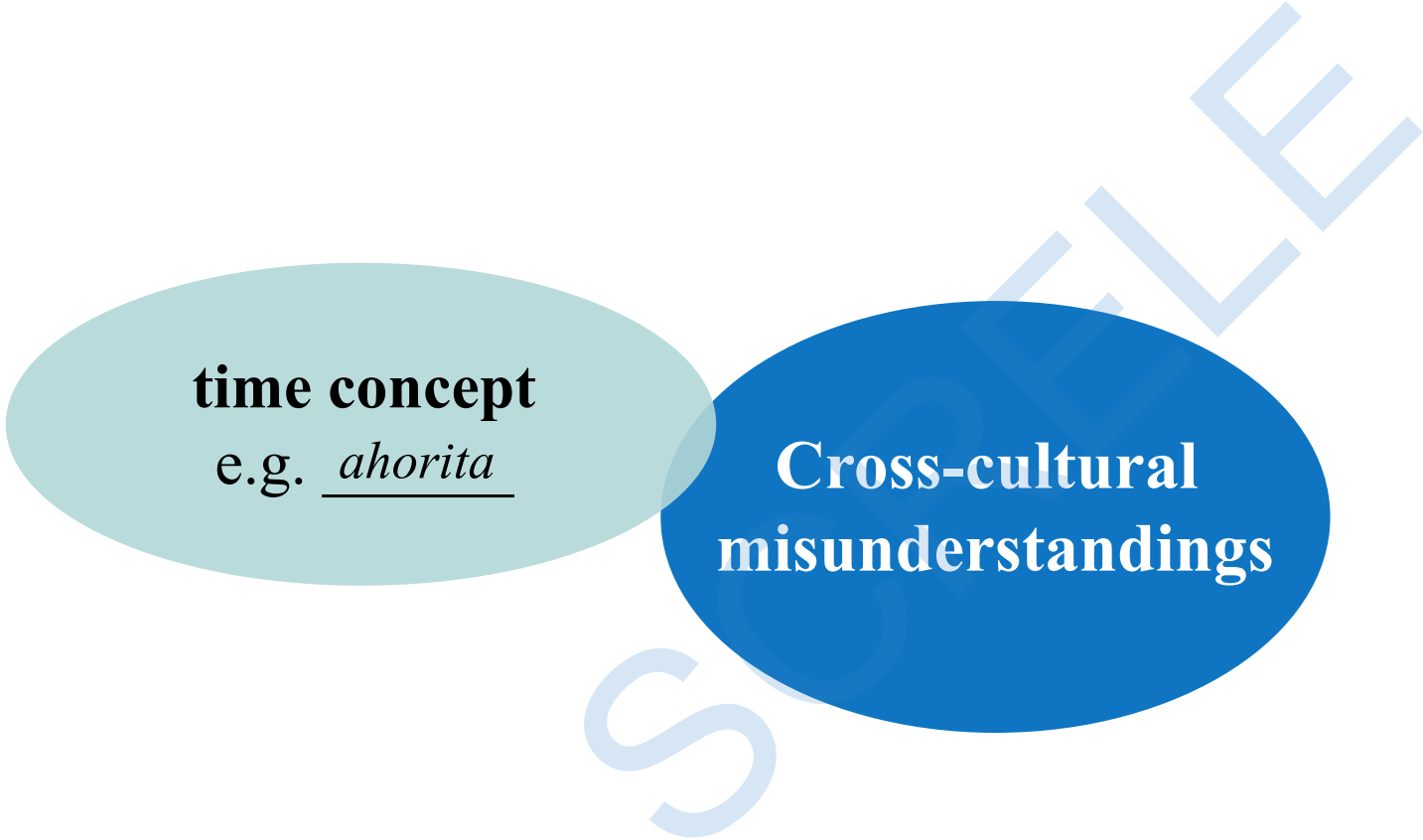
Difficulty in explaining what I have come to call "Ahorita Time" is a reflection of different cultural understandings of time. Since I moved to Mexico, my attitude towards time has changed dramatically. I don't worry so much about being late; I am generally still on time for appointments, but when I'm not, I don't panic. Ironically, it would seem that "Ahorita Time" has actually allowed me to live far more in the "right now" than I ever did before.



Personal Touch

- What word in your mother tongue is confusing like "ahorita" in Mexico? Could you share any story or experience related to the word?

Cross-cultural misunderstandings



time concept
e.g. *ahorita*

**Cross-cultural
misunderstandings**

time
e.g.

Listening and Viewing

Cultural Differences in Body Language (Radio programme)

I. If you were a traveller in Spain, how would you use your body language to ask the waiter for milk?



II. Listen and choose the main idea of the programme.

A. Gestures differ from country to country in expressing similar ideas.
B. Similar gestures may have different meanings in different countries.
C. People often use their hands or heads to express their feelings.
D. People in different countries use different gestures to show disagreement.

III. Fill in each blank with no more than two words. Then listen again and check.

Using gestures to express what you are feeling is common in some countries but not in others. Shaking heads mostly means "no," but in some countries it can mean the opposite. For example, in Greece, shaking heads means "yes"; in Bulgaria, it means "no"; and in India, it means lots of "yes." Besides, in some areas of southeastern Europe, shaking heads means "no."

IV. Some gestures may convey different messages in different cultures. Give an example.



UNIT 2

"I Don't Care" vs. "I Don't Mind" (Mini-lecture)

I. Before watching, complete the dialogues with "I don't care" or "I don't mind".

1. — Do you mind giving a free ride to a stranger?
— _____

2. — Would you like to have tea or coffee?
— _____

II. Watch Part I of the video and choose the best answer.

The video is about the difference _____.

A. between tea and coffee
B. in making decisions in the US and the UK
C. between American and British English
D. in showing disagreement in the US and the UK

III. Watch Part II of the video and complete the diagram.

I'm happy with either alternative.

American English

1. _____

But in British English, it means you are not interested.

British English

2. _____

But in American English, it shakes 3. _____

IV. Answer the questions.

1. What other differences between American and British English are mentioned in the video?
2. Can you give more examples to show differences between American and British English?

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Reading B

MY EXPERIENCE WITH AMERICAN ENGLISH

When I was ten years old, I went to the US to visit some family friends. We travelled all the way from California to Las Vegas. I noticed something funny about the way everyone spoke English. I was thinking, "This is the way they speak in films!"

At the beginning of the holiday, one of my friends asked me if I wanted to order "French fries." I couldn't imagine what French fries were. What was fried and French? Snails? Cheese? She was amazed that I had never tried them and she ordered a portion for us to share. When the waiter brought us some chips, I asked her where the French fries were. She pointed to the plate of chips! Later that week she said she was going to buy some "chips" from the supermarket. She came out with a packet of crisps!

During that holiday we were also offered "biscuits and gravy" with our lunch. This was a very strange idea to me, because in England biscuits are sweet. Gravy is a salty, meat-based sauce. I later realised that "biscuits" in America are savoury snacks. What we call "biscuits," they call "cookies."

I was also embarrassed when a stranger told me she liked my "pants." I remember thinking, "How can she see my underwear?" My mum then told me that they call "pants" what we call "trousers," the outer clothing that you wear on your legs!

I was disgusted when I saw an "eggplant" pizza on the menu in a restaurant. Eggs do not grow on plants, I thought. What on earth could an "eggplant" be? Something egggy and leafy? My dad ordered this pizza and it was covered in aubergines.

I asked him where the "eggplant" was. He laughed and pointed to the aubergines. He told me, "They call this 'eggplant' in America!"

Although the same "language" may be spoken in different countries, there are likely to be many differences, not just in vocabulary but also in spelling, grammar and pronunciation! I think part of the excitement of learning a language is discovering the differences in how it is spoken in different places.

Culture Link

Varieties of English

There are many varieties of English throughout the world, such as British English, American English, Australian English, Indian English, Canadian English, Malaysian English and Singapore English. Take Singlish (Singapore English) as an example. The New York Times calls Singlish a "patchwork" because Singapore's population consists of migrants from a variety of countries, including China, India and Malaysia, all of whom have made their own special contributions to the country's unique version of English. In Singlish you can easily recognise influences from Chinese like "mee siam" (rice noodle) in terms of the accent.

UNIT 2

misunderstandings

regional differences

e.g. shaking and nodding heads

I don't care vs. I don't mind

French fries vs. chips, biscuits vs. cookies

pants vs. trousers

time concept

e.g. ahorita

Cross-cultural misunderstandings

regional differences

e.g. shaking and nodding heads

I don't care vs. I don't mind

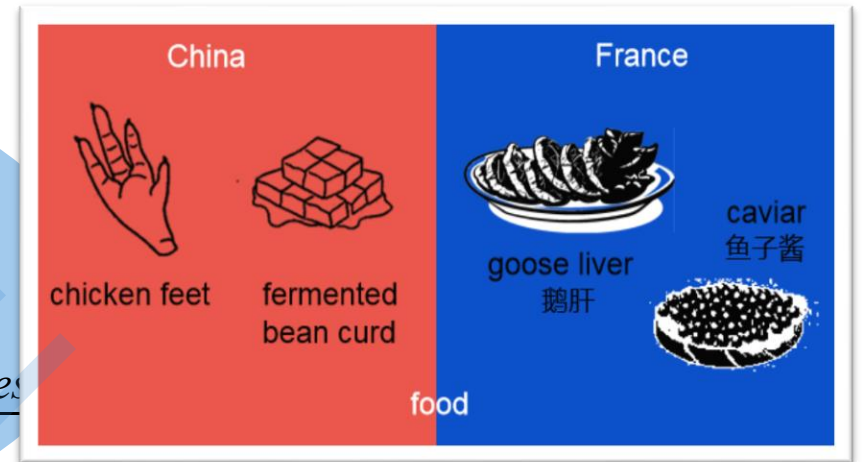
French fries vs. chips, biscuits vs. cookies

pants vs. trousers

time concept

e.g. ahorita

Cross-cultural misunderstandings



regional differences

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time concept

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Cross-cultural misunderstandings

food tradition

e.g. chicken feet vs. goose liver

regional differences

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I don't care vs. I don't mind

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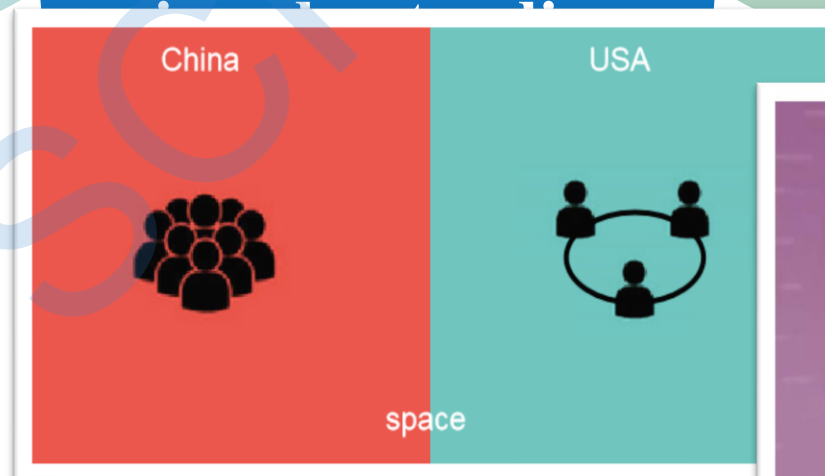
time concept

e.g. ahorita

Cross-cultural

food tradition

e.g. chicken feet vs. goose liver



regional differences

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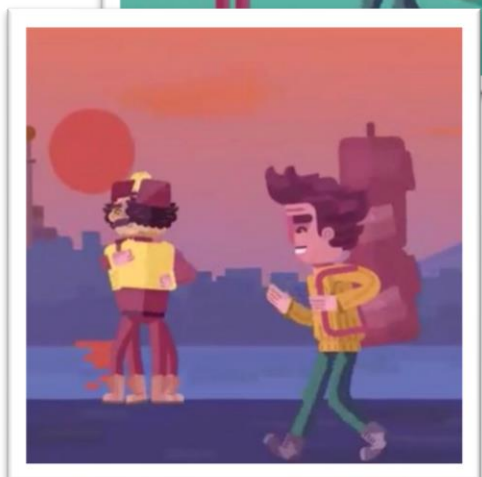
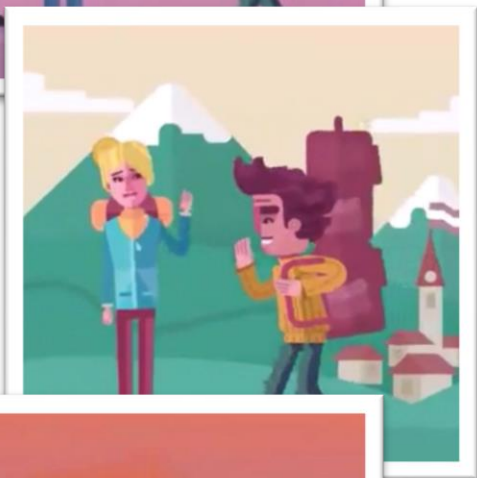
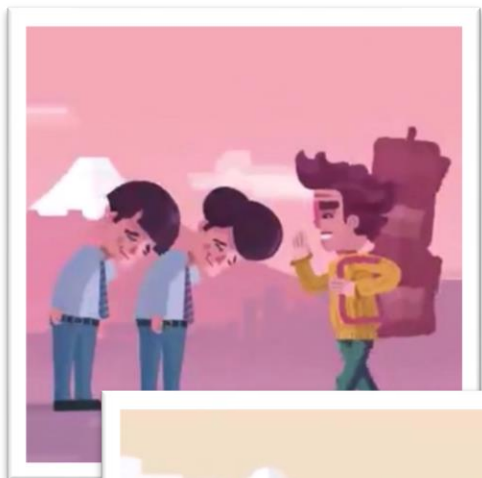
Cross-cultural misunderstandings

food tradition

e.g. chicken feet vs. goose liver

personal space

e.g. social distance
in the elevator



regional differences

e.g. shaking and nodding heads

I don't care vs. I don't mind

French fries vs. chips, biscuits vs. cookies

pants vs. trousers

concept
horita

Cross-cultural misunderstandings

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time concept

e.g. ahorita

food tradition

e.g. chicken feet vs. goose liver

Cross-cultural misunderstandings

greeting customs

e.g. bowing vs. waving
vs. hugging

personal space

e.g. social distance
in the elevator

regional differences

e.g. shaking and nodding heads

I don't care vs. I don't mind

French fries vs. chips, biscuits vs. cookies

Cultural differences may lead to failures in cross-cultural communication.

Culture → Language

greeting customs

e.g. bowing vs. waving
vs. hugging

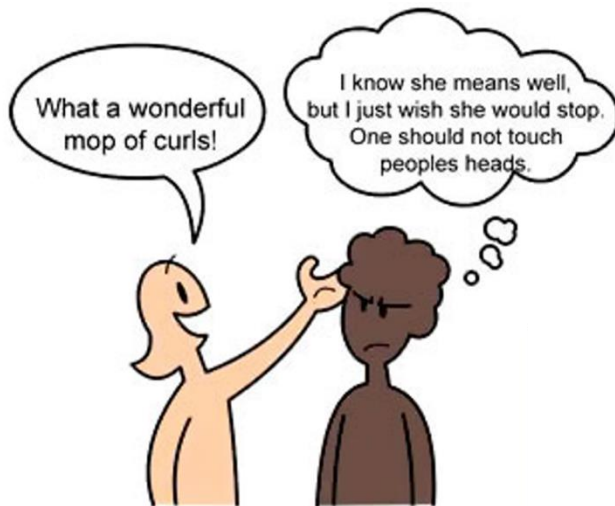
personal space

e.g. social distance
in the elevator

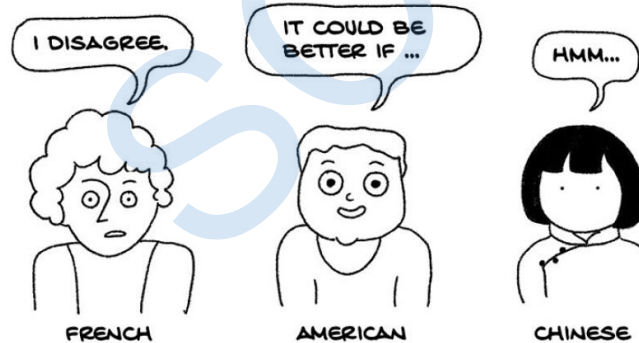


Describe a story or an experience about cross-cultural communication based on the picture.

illustrate an idea with an example



HOW TO DISAGREE



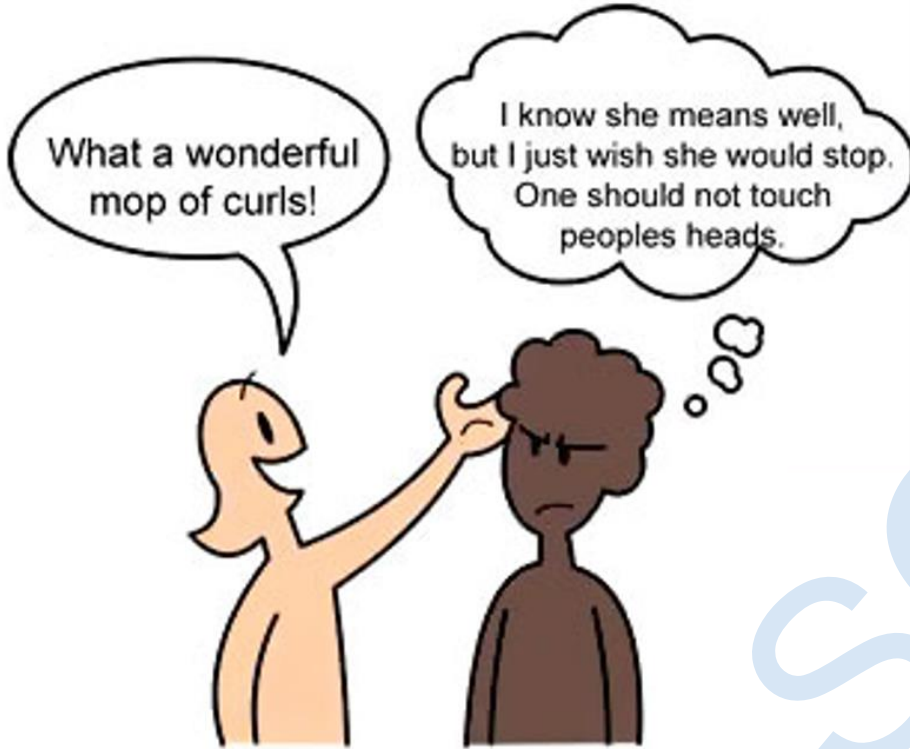
I am Sala from Fiji, a country in the South Pacific.

Lately, I've come to realize cultural differences may lead to failed cross-cultural communication.

For example, I come from a country where only chiefs (酋长) can touch people on the head. However, _____

_____.

It was such a(n) _____ experience
/I feel so _____.



Prefix

im- un-
dis- con-

Word

comfortable
easy
fused
oriented
pleased
pleasant
patient
possible
polite
reasonable
stressed

introduction

topic sentence

One should not touch
people's heads.

example

feelings

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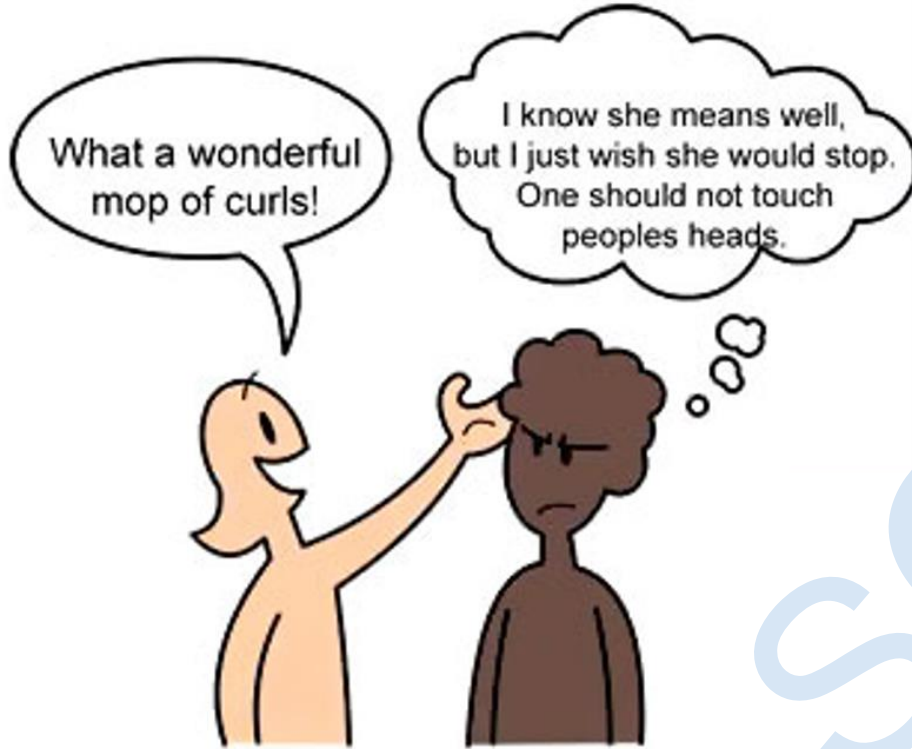
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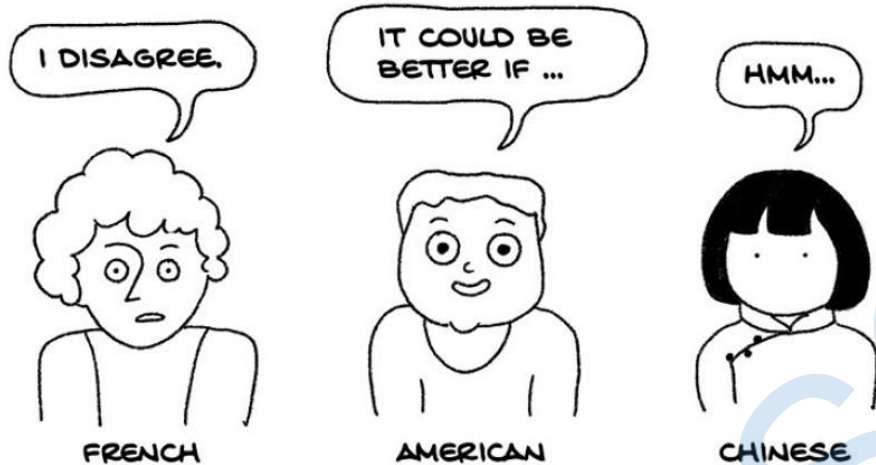
For example, I come from a country where only chiefs (酋长) can touch people on the head. However, _____

_____.

It was such a(n) _____ experience
/ I feel so _____.



HOW TO DISAGREE



I am Emma, an exchange student from France.

Lately, I've come to realize cultural differences may lead to failed cross-cultural communication.

For example, now I am studying in a class full of students from all over the world. When we have difference views,

_____.

It was such a(n) _____ experience
/ I feel so _____.



I am Thomas, a bank manager from Germany.

Lately, I've come to realize cultural differences may lead to failed cross-cultural communication.

For example, yesterday I went to the airport to pick up one of my new clients from Japan, but _____

_____.

It was such a(n) _____ experience
/I feel so _____.



I am Neo from America.

Lately, I've come to realize cultural differences may lead to failed cross-cultural communication.

For example, I met a strange Korean woman at the JFK Airport the other day, who asked me the way to the check-in counter. Yet, _____

_____.

It was such a(n) _____ experience
/ I feel so _____.



Share a cross-cultural communication failure that you, your family or your friends once experienced.

introduction

I am _____.

topic
sentence

_____ (When? Where?), I/_____ experienced a cross-cultural communication failure caused by cultural differences.

example

_____.

feelings

It was such a(n) _____ experience. / I/_____ feel so _____.



Share a cross-cultural communication failure that you, your family or your friends once experienced.

In order to have successful cross-cultural communication,
we have to develop cultural awareness.

Culture → Language

It was such a(n) _____ experience. / I _____ feel so

feelings

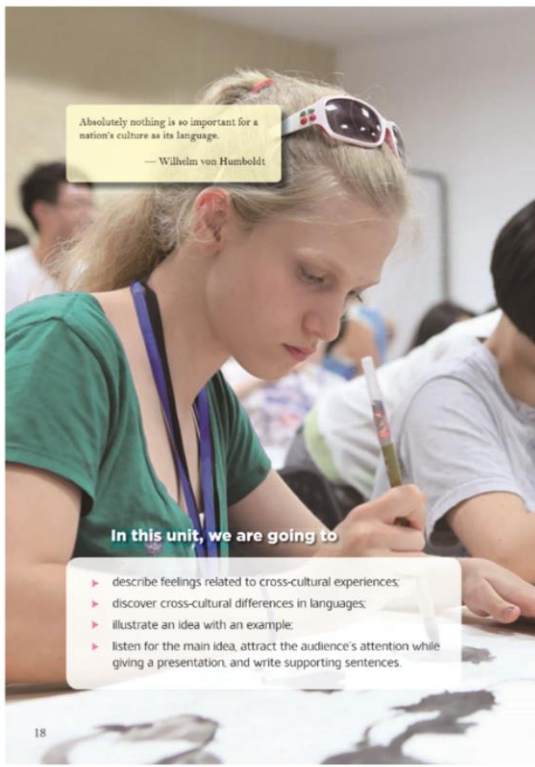
inter-related Culture ↔ Language

“

Absolutely nothing is so important for a nation's culture as its language.

— Wilhelm von Humboldt

”



Assignments:

1. [Individual work] Finish *Self-assessment* on P33.

Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Understanding one's feelings when he or she is experiencing a different culture
- B. Introducing a Chinese word or expression with different meanings in different contexts
- C. Exploring different cultural messages behind English and Chinese words
- D. Illustrating factors leading to cross-cultural misunderstandings with examples
- E. Listening for the main idea about cross-cultural communication
- F. Writing supporting sentences for a paragraph
- G. Attracting the audience's attention at the beginning of a presentation

Which of the above have you done well? Why and how?

Which of the above do you still find difficult? Why?

What do you plan to do if you find something difficult?

Language and Culture 33

Assignments:

1. [Individual work] Finish *Self-assessment* on P33.
2. [Group work] Make a presentation about words with different cultural connotations.

Task Allocation	
Student 1-4	Do research online and decide on the proper words with different connotations in the English and Chinese culture.
Student 1 & 2	Collect information about words with cultural connotations; Write a draft illustrating the cultural message of these words in both the English and Chinese language.
	Sort the collected information and put it in a table (see P32);

Rating Scale						
Peer Assessment		Needs improvement >>>>> Excellent				
		4	8	12	16	20
Group 1	1. The words they chose are typical and carry different cultural connotations.					
	2. Their presentation includes adequate and well-organized supporting sentences.					
	3. The presenter maintains eye contact, uses body language effectively and speaks at a proper speed.					
	4. Their presentation attracts your attention.					
	5. Their presentation deepens your understanding of cultural differences.					

Thinking Self-Assessment Checklist	
Attributes	Behaviors
Group 3	
Group 4	
Group 5	
Group 6	
Group 7	
Group 8	
Thinking independently	<input type="checkbox"/> Do I understand other team members' ideas? <input type="checkbox"/> Do I agree with them?
Clarity	<input type="checkbox"/> Do I get my thoughts across? <input type="checkbox"/> Is our written work clear in meaning?
Accuracy	<input type="checkbox"/> Have I checked out the thing(s) that the team cannot reach an agreement about? <input type="checkbox"/> Is the speech opening appropriate?
Relevance	<input type="checkbox"/> Does our written work connect with topic – without irrelevant information? <input type="checkbox"/> Does our presentation slides include too much irrelevant things?
Logical	<input type="checkbox"/> Can I spot when things don't make sense? <input type="checkbox"/> Do we rework or rewrite to make sure things flow or fit together?
Fairness	<input type="checkbox"/> Do I consider other team members' ideas and feelings? <input type="checkbox"/> Do I consider the needs of the potential audience?

Assignments:

3. [Individual work (optional)] Watch a video in silent mode about CQ.

Write a passage with all the information included and record your narration to match the video.

- *opening remarks*
- *pace*



Thank you!