

Worksheet (Critical Thinking)

I. Reviewing cross-cultural communication barriers

- What may cause cross-cultural misunderstandings according to what we have learned in the unit? Can you sort the factors into a bubble map?

A bubble map diagram for cross-cultural misunderstandings. It consists of a large rectangular box. In the top right corner, there is a small red-bordered rectangle containing the text "bubble map". In the center of the large box, there is a red circle containing the text "Cross-cultural misunderstandings". A large, light blue, diagonal watermark reading "DRAFT" is visible across the entire diagram area.

II. Brainstorming cross-cultural communication barriers

- What are some other factors that may cause cross-cultural misunderstandings? Can you add them to the bubble map?

III. Telling failed cross-cultural communication experiences

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

Expressions to describe feelings:

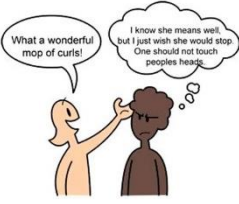
Prefix: im- un- dis- con-

Word: comfortable easy fused oriented pleased pleasant patient
possible polite reasonable stressed

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

IV. Reconsidering the relationship between language and culture

Appendix:

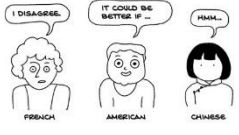


I am Sala from Fiji, a country in the South Pacific.

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 _____.




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 _____.

Worksheet (Assignments)

1. **Individual work:** Finish Self-assessment on P33.

2. **Group work:**

Connotations refers to the emotional implications and associations that a word may carry, which vary among different languages. For example, the number 4 is considered unlucky by Chinese people just as 13 in the western world, because 4 sounds the same as “死”, which means death. Work in groups, choose one type of words (number, color, animals, plants) and study their connotation in both the English and Chinese language. Make a presentation about your discovery.

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.
Student 3	Sort the collected information and put it in a table (see P32); Edit and proofread the paragraph to make sure it includes a topic sentence, several supporting sentences and writing strategies like “explaining”, “describing”, “giving an example”, “telling a story”, “defining” or “quoting”;
Student 4	Design a slide that displays the table; Make a presentation on behalf of the group and make sure it employs speaking strategies like “greeting” or “asking a question.”

Rating Scale							
Peer Assessment		Needs improvement >>>>>> Excellent					Total
		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.						
Group 2							

Group 3							
Group 4							
Group 5							
Group 6							
Group 7							
Group 8							

Self-Assessment Checklist	
Attributes	Behaviors
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?

3. Individual work (optional):

Cultural intelligence, also called CQ, offers a number of benefits to cross-cultural communication. Watch a silent video to learn something interesting about the concept. Write a passage with all the information included and record your narration to match the video. Pay attention to your opening remarks and pace.
