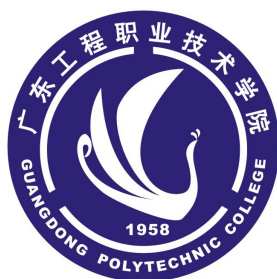


广东工程职业技术学院

教 案



2019-2020 学年 第一 学期

课 程： 跨文化交际

系 别： 人文艺术学院

教 师： 邓艳玲

班 级： 2019 商务英语 AB 班



课程名称： 跨文化交际

第 一 单元（节）， 2 学时

项目/主题： An introduction to intercultural communication

知识目标：

- 1.To get acquainted with some basic concepts concerning culture and intercultural Communication
2. To understand a variety of definitions in culture and communication

能力目标：

1. Define culture, communication and intercultural communication
2. Describe the characteristics of culture
3. Identify the factors affecting intercultural communication

重点、难点及解决方案：

1. Describe the characteristics of culture
2. Understand the importance of intercultural business communication

教学条件（环境）： 多媒体教室

教学活动设计：

- I. Course introduction
- II. Introduction to the definition and the characteristics of culture (picture/ video)
- III. Summary and assignment



I. Warm-up Questions

Human beings draw close to one another by their common nature, but habits and customs keep them apart.

Studying a second language without learning the culture is like learning how to drive a car by studying a driver's manual and never getting behind a steering wheel.

1. Ask the students to read the above two proverbs and try to guess who said them.
2. Have them think over the question *What conclusions do you draw from the above two proverbs?*.

II. Pre-reading

1. Have the students read the reading material.
2. Ask them to find out the main points.
3. Ask them to list the cultural differences in it.
4. Let them think over the question *what is culture?*.

III. What is culture?

1. Ask the students to find out the different meanings of culture in the form of presentation.
2. Discuss how people get to learn culture.
3. Discuss how to confront different culture, and what right attitudes are.
4. Summarize the characteristics of culture:
 - Culture is holistic*
 - Culture is coherent*
 - Culture is constantly changeable*
 - Culture is learned and acquired*
 - Culture is shared and transmitted*
 - Culture ranks what is important*
 - Cultures furnishes attitudes*
 - Culture dictates how to behave*
5. Ask them to provide a example for each of the above characteristic.
6. Study the essence of culture shock.
7. Discuss the characteristics of each stage of culture shock.

IV. Case for Practice

Case 1

Read the material and present your idea to the classmates:

1. *What remarks made by Wang shortly after Lisa's arrival seemed to surprise her?*
2. *Did Lisa think the meal unusual?*

Case 2

Discuss the reading material and present the opinion of your group to the others.

V. Further reading

1. Read and discuss what is individualism and collectivism? Is their definition different from that of China?

2. Analyze the importance and implications of culture and context.

VI. Intercultural Communication

1. Analyze the word formation *intercultural*.
2. Ask the students what their first feelings are about intercultural communication.
3. Summarize the elements that affect intercultural communication.
4. Master the ways that help us to become intercultural.
5. Have them practice Case 1 and Case 2 and present their understanding.

VII. Assignments:

1. Ex (pp. 22- 24)
2. Understand the main points of culture completely.

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名 (盖章) 年 月 日



第二单元（节），2学时 项目/主题：Global Culture 1

知识目标：

- 1.To get acquainted with cultural background knowledge of some European countries
2. Get to know some notices for communication with people from other culture.

能力目标：

- 1.Describe cultural characteristics of some European countries
- 2.Can identify the customs and social practice of different countries

教学条件（环境）：多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- I. Group Presentation
- II. Explanation on one typical country
- III. Summary and review
- IV. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



Step1: Group presentation (Introduction of a country of Europe)

Step2: More explanation of The UK

1. An brief introduction

- 1) What is the U.K. composed of?
- 2) What does the U.K. government composed?

- the constitution

The System of parliamentary government is not based on a written constitution. The constitution is not set out in any single document. It is made up of: statute law 、 common law 、 conventions

- The Constitutional Convention

What's the federal system? -----power was divided between the central and the state government (actions to two fears)

- Functions of the Queen

2. British society & social life

- 1) The British Royal Family
- 2) meals and drinks
- 3) holidays
- 4) What's in a Name?
- 5) Gardening
- 6) Driving on the left

3. The characters of Englishman

- Gentleman
- Reserved
- Conservative
- Humorous
- Sportsmanship

4. Conduct good communication with British people

Step3: Summary and assignment

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名 (盖章) 年 月 日



教学设计页

第三单元（节）， 2 学时 项目/主题： Global Cultures 2

知识目标：

- 1.To get acquainted with cultural background knowledge of USA.
2. Get to know some notices for communication with people from other culture.

能力目标：

1. Can describe cultural characteristics of USA
- Can identify the customs and social practice of USA

教学条件（环境）： 多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- V. Group Presentation
- VI. Explanation on one typical country
- VII. Summary and review
- VIII. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



Step1: Group presentation (Introduction of a country of North America)

Step2: More explanation of the USA

1. An brief introduction

2. American culture

- Multiculture

- What is the American?----- *letters from an American Farmer* by J. Hector St. John de Crevecoeur

- “ melting pot”

It means that as immigrants from different regions and cultures come to live in the U.S , their old ways melt away and they become part of a new culture.

- “Mosaic” / “Salad bowl”

- It own characteristics from that of England

- Puritanism

- Pilgrim Fathers

The Puritans claimed they came to America on a pilgrimage----- a journey with religious purpose , so they have been referred to as the Pilgrim Fathers.

Their conception of life & work heavily influenced American value.

“a city upon hill”: Intolerant moralism; punish drunks;adulterers;
respect of education;hard work;individualism; etc.

- Liberalism

(E.g. government, gun)

- Individualism

Privacy, Independent , Self-performance, Self value, friendship , Equality etc.

Social problems of the U.S.—Racial Discrimination;Youth & Drugs ;Crime

3. American Words and Culture

- American words and American history

Frontier experience: pioneering spirit & frontier spirit ; blaze a / the trail

Racial discrimination : lynch; tar and feather; KuKluxKlan, Nigger / Negro;
Colored;Negro;Black; African American

Nationalism: America ; state

Individualism:the land of freedom; self ,me, ego:self-interest

4. Conduct good communication with British people

Step3: Summary and assignment

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名 (盖章) 年 月 日



第四单元（节），2学时 项目/主题：Global Cultures 3

知识目标：

- 1.To get acquainted with cultural background knowledge of Mexico/ Brazil
2. Get to know some notices for communication with people from other cultures.

能力目标：

1. Describe cultural characteristics of Countries in South America （Mexico/ Brazil）
- Can identify the customs and social practice of the Countries （Mexico/ Brazil）

教学条件（环境）： 多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- IX. Group Presentation
- X. Explanation on one typical country
- XI. Summary and review
- XII. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



Step1: Group presentation (Introduction of a country of Southern America)

Step2: More explanation of different countries

(Brazil/Mexico/ Argentina)

1. Brief introduction;

Definitions of Latin America vary. From a [cultural](#) perspective,^[1] Latin America generally includes those parts of the Americas where Spanish, French, or Portuguese prevail: Mexico, most of Central America, and South America. There is also an important Latin American cultural presence in the United States (such as in California, Florida, the Southwest, and cities such as [New York City](#) and [Miami](#)). There is also increasing attention to the relations between Latin America and the Caribbean as a whole. See further discussion of definitions at [Latin America](#).

The richness of Latin American culture is the product of many influences, including:

[Pre-Columbian cultures](#), whose importance is today particularly notable in countries such as Mexico, Guatemala, Ecuador, Peru, Bolivia and Paraguay.

[European colonial culture](#), owing to the region's history of colonization by Spain, Portugal, and France. European influence is particularly marked in so-called high culture, such as literature, painting, and music. Moreover, this imperial history left an enduring mark of their influence in their languages, which are spoken throughout Central (including the Caribbean), South and North America (Mexico and many parts of the United States).

The culture of [Africa](#) brought by Africans who survived the Trans-Atlantic slave trade, which has influenced for instance dance, music, cuisine, and religion, especially in countries such as Dominican Republic, Brazil, Panama, Uruguay, Colombia, Haiti, Cuba, and Puerto Rico.

19th- and 20th-century immigration (e.g. from Spain, Italy, Germany, France and Eastern Europe) also transformed especially countries such as Argentina, Uruguay, Brazil (particular the southeast and southern regions), Colombia, Cuba, Chile, Venezuela, Dominican Republic (specifically the northern region) and Mexico (particularly the northern region).

[Chinese](#), [Indian](#), Lebanese, [Filipino](#) and [Japanese](#) immigration and indentured laborers who arrived from the [coolie trade](#) influenced the culture of Brazil, Cuba, Dominican Republic, Panama and Peru in areas such as food, art, and cultural trade.

2. Race and ethnicity

Latin America has a very diverse population with many [ethnic groups](#) and different ancestries. Only in three countries, do the [Amerindians](#) make up the majority of the population. This is the case of [Peru](#), [Guatemala](#) and [Bolivia](#). In the rest of the continents, most of the Amerindian descendants are of mixed race ancestry.

In the 16th, 17th and 18th centuries there was a flow of [Iberian](#) emigrants who left for Latin America. It was never a large movement of people but over the long period of time it had a major impact on Latin American populations: the Portuguese left for Brazil and the Spaniards left for the rest of the vast region. Of the European immigrants, men greatly outnumbered women and many married natives. This resulted in a mixing of the Amerindians and Europeans and today their descendants are known as [mestizos](#). Even Latin Americans who are considered "European" usually have some native ancestry. Today, mestizos make up the majority of Latin America's population.

Starting in the late 16th century, a large number of African [slaves](#) were brought to Latin America, especially to Brazil and the Caribbean.^[citation needed] Nowadays, [blacks](#) make up the majority of the population in most Caribbean. Many of the African slaves in Latin America mixed with the Europeans and their descendants (known as [Mulattoes](#)) make up the majority of the population in some countries, such as the [Dominican Republic](#), and large percentages in Brazil, Colombia, etc. Mixes between the blacks and Amerindians also occurred, and their descendants are known as [Zambos](#). Many Latin American countries also have a substantial tri-racial population, which ancestry is a mix of Amerindians, Europeans and Africans.^[citation needed]

Large numbers of [European immigrants](#) arrived in Latin America in the late 19th and early 20th centuries, most of them settling in the [Southern Cone](#) ([Argentina](#), [Chile](#), [Uruguay](#), and southern Brazil) and [Northern Mexico](#). Nowadays the Southern Cone has a majority of people of largely European descent and in all more than 80% of Latin America's European population, which is mostly descended from five groups of immigrants: [Italians](#), [Spaniards](#), [Portuguese](#), [French](#), [Germans](#) and, to a lesser

extent, [Irish](#), [Poles](#), [Greeks](#), [Croats](#), [Russians](#), [Welsh](#), [Ukrainians](#), etc.

This diversity has profoundly influenced religion, music and politics. This cultural heritage is (arguably improperly) called Latin or [Latino](#) in American English. Outside of the United States, and in many languages (especially romance ones) "Latino" just means "[Latin](#)", referring to cultures and peoples that can trace their heritage back to the ancient [Roman Empire](#). Latin American is the proper term

Mongoloid: Native Indians of Latin America

Europa race: Settlers (mainly Spaniards and Portuguese) and European immigrants

Nigro-Australian race : African slaves, black people.

- Religion
- Language:

The American population is multilingual, some from Europe, some native Indian, and the other a mixture of the two.

1. Spanish: throughout the Americas.

2. English: USA, Canada, Jamaica, etc.

3. Portuguese: Brazil.

4. French: Quebec, Canada, Haiti and other Caribbean islands, and southern Louisiana.

- Regional characteristics
- ✓ Most of the region is a Portuguese and Spanish colony. The language is Latin. Male inferiority phenomenon is serious.
- ✓ Regional regime change frequently, political instability.
- ✓ The regional economy is relatively backward, and the gap between the rich and the poor is wide.
- ✓ Businessmen value their traditional culture. Latin America's industrial level is low, entrepreneurs are less entrepreneurial, and working hours are generally short and lax.
- What Latin American countries have in common:
 1. Latin Americans are cheerful, forthright, hospitable and open to others.
 2. Life is very leisurely, life is slow, and there are many holidays. Pay attention to enjoyment, like food, music and laughter.
 3. In most countries, people like entertainment, and football is the crazy love of people in this area.
 4. Latin American businesses are often based on personal relationships.
 5. Latino: " Life is a cycle, not beginning nor ending. "
- Characteristics of Latin American Business Negotiation
 1. Very confident: stubborn and not easily compromised
 2. Attach importance to the personal status and conduct of negotiators
 3. Don't like to negotiate with women
 4. The pace of negotiations is slow and the utilization rate of time is low
 5. Attention should be paid to negotiating with Latin Americans:

3: Regional culture

The culture of an individual Mexican is influenced by their familial ties, gender, religion, location and social class, among other factors. In many ways, contemporary life in the cities of Mexico has become similar to that in neighboring United States and Europe, with provincial people conserving traditions more so than the city dwellers.

Step3: Conducting communication with people from Mexico/ Brazil (case study)

Step4: Summary

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名 (盖章) 年 月 日



第五单元（节），2学时 项目/主题：Global Cultures 4

知识目标：

- 1.To get acquainted with cultural background knowledge of Mexico/ Brazil
2. Get to know some notices for communication with people from other cultures.

能力目标：

1. Describe cultural characteristics of Japan/Thailand/India
- Can identify the customs and social practice of Japan/Thailand/India

教学条件（环境）：多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- XIII. Group Presentation
- XIV. Explanation on one typical country
- XV. Summary and review
- XVI. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



Step1: Group presentation (Introduction of a country of Eastern Asia)

Step2: More explanation of different countries

(Japan/Korea/ Thailand/India)

Brief introduction;

characteristics of these countries (video)

Step3: Exercise

1. Case Study:

"What was that meeting about?"

There was a group of Singaporeans and Japanese working on a marketing plan in Singapore. The Japanese seemed very enthusiastic about the marketing plan. Two weeks after the meeting the Singaporeans got an e-mail from Japan outlining their marketing plan and it was completely different from the plan they presented to the Japanese at the meeting. "It was as if they hadn't attended the meeting. We call that e-mail 'the bomb e-mail'." said one of the Singaporeans.

The enthusiasm the Japanese showed at the meeting did not mean agreement. Instead, they were expressing their understanding of what was being said and how impressed they were with the good plan and the presentation. Their objective for attending the meeting was to hear their partner's plan so they could use the information to make their own plan. They returned to Japan, worked on the plan and then notified the Singaporean group.

Group Discussion: Why Japanese sometimes seem to say one thing and then do another?

2. Activities: Small Group Discussion

1) Most Thais don't understand privacy and personal space the way Westerners do. While Western couples tend to spend a lot of time alone, Thai couples spend more time with their families. So what is like if marrying a Thai?

2) Can you give a main idea of what the type of Thai society is?

3) What's the differences of the customs between China and Korean?

4) If you accept an invitation to have dinner with Korean family, what should you pay more attention to?

3. Role play:

Suppose you meet an Japanese student by the name of Suzuki Minako (铃木美奈子) in an English corner, and she greet to you in a very friendly way. Try to make a conversation between you and Suzuki Minako and get to know each other.

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名 (盖章) 年 月 日



第六单元（节），2学时 项目/主题：Global Cultures 5

知识目标：

- 1.To get acquainted with cultural background knowledge of Arab countries
2. Get to know some notices for communication with people from other cultures.

能力目标：

- 1.Describe characteristics of Arab culture
- 2.Can identify the customs and social practice of Arab countries

重点内容：

1. to know about various customs in different countries;
2. to know differences among western and eastern countries;

教学条件（环境）：多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- I. Group Presentation
- II. Explanation on one typical country
- III. Summary and Exercise
- IV. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



Step1: Group presentation (Introduction of a country of Western Asia)

Step2: More explanation of Arab culture

1. A brief introduction

Arab culture is the culture of the [Arabs](#), from the [Atlantic Ocean](#) in the west to the [Arabian Sea](#) in the east, and from the [Mediterranean Sea](#).

The Arab world stretches across 22 countries and consists of over 200 million people. Arab is a term used to be only for people of the Arabian Peninsula who are semitic but now, with the expansion of Arab caliphates in the past, it's used to describe the people whose native tongue is Arabic. Arab now is a cultural term, not a racial term, and Arabic people come from various ethnic and religious backgrounds. The 21 Arab countries are: Algeria, Bahrain, the Comoros Islands, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Mauritania, Oman, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, and Yemen.

1. Religion and social life

Islam and its influence on people's daily life (结合视频)

Social loyalty

Family is one of the most important aspects of the Arab society. While self-reliance, individuality, and responsibility are taught by Arabic parents to their children, family loyalty is the greatest lesson taught in Arab families.

Family honor

Men and women refrain from being alone together. They have to be very careful in social situations because those interactions can be interpreted negatively and cause gossip, which can tarnish the reputation of women. Women are able to socialize freely with other women and male family members, but have to have family members present to socialize with men that are not part of the family. These conservative practices are put into place to protect the reputation of women. Bad behavior not only affects women but her family's honor. Practices differ between countries and families. Saudi Arabia has stricter practices when it comes to men and women and will even require marriage documents if a woman and man are seen together alone.

Religion:

When trying to understand Arabic values you need to take into account the effect of Islam on Arabian society. Although there are other religious groups, the majority religion in the area is Islam, and it plays a central role in influencing culture. The Koran is its principle text, which Muslims believe God revealed to the Prophet Mohammed through the Angel Gabriel. It is one of the foundations of Islamic law. Islamic law is also known as Sharia, and it has become part of the constitutions and secular laws of most countries. Some places, such as Saudi Arabia use Sharia law for all.

Education

Education is valued. People are proud of their qualifications. When you meet parents they will name drop about the schools and colleges their children attend, boasting about their accomplishments and expecting you to show you are impressed.

Privacy in the Home

Privacy extends into the way homes are built. There are parts designated to visitors and areas where guests are never invited to venture. Often the house's construction allows female guests to meet wives and daughters in their apartments. Men will entertain friends in the salon, or in their own section of the house. If the home is small, they time meetings so that visitors do not have to see family members with whom they have no business. Alternatively, appointments are arranged outside.

Things to Consider When Visiting

- Muslims pray five times a day, and all other obligations and responsibilities are scheduled around prayer times.
- Friday noonday prayers render it the least likely time for you to conduct business. It is the beginning of a 'weekend' for most people and you'll generally find people with their families.
- When entering mosques, women are expected to wear modest clothing and cover their heads.
- People remove their shoes before going into mosques.

- Unless a mosque is a tourist attraction, men and women typically use separate areas to pray, read and study.
- During the month of Ramadan, Muslims fast from sunrise to sunset, so business hours are affected.

Hospitality

- Everyone has heard of Arabic generosity and hospitality. When traveling anywhere in the Arab world it is a matter of honor that you receive a warm welcome. To maintain good relations be aware of the correct behavior.
- Stand when someone enters the room.
- Respect the different living areas in the home, when an Arab says, 'my home is your home' it is only an expression.
- Don't shake hands with an Arab woman unless she gives you her hand first.
- Don't speak to Arab women before you are introduced.
- Don't ask about an Arab's wife or daughters.
- Take a gift.

Eating Meals

When invited to eat a meal with Arabs you will find [differences in etiquette](#).

- You will always be offered snacks; decline the first offer but then accept.
- It is impolite to refuse a beverage.
- Always use the right hand when eating, drinking, passing or accepting food and drink.
- Avoid politics, religion, and personal relationships between men and women as topics of conversation.
- Do not overstay your welcome. Leave soon after eating.

Appropriate Clothing

Basic dress tips to follow when traveling to the Arabic world are:

- Men should wear a suit and tie for business meetings.
- Casual dress is unacceptable and impolite for many social occasions. Err on the side of formality.
- Shorts and sleeveless tops should only be worn at the beach. They are not acceptable for sightseeing in cities or religious sites.
- Clothes should be clean and pressed.
- While Muslim dress is unnecessary, check the local customs and rules before traveling to ensure that you do not give offense.

- Taboos in food and gift-giving
- The Influence of Arabic Culture

Step3: Summary and assignment

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名（盖章） 年 月 日



第七单元（节）， 2学时 项目/主题： Daily Verbal communication

1

知识目标：

- 1.To know the definition of Verbal communication
2. To understand different communication ways in daily life

能力目标：

- 1.Can identify what is Verbal communication
- 2.Can make appropriate greetings
- 3.Can address people appropriately

重点、难点及解决方案：

The miscommunication when making greeting during the intercultural communication

1. Distinguish denotative and connotative meanings of words.
2. Compare the similarities and differences between English and Chinese English idioms, proverbs and euphemisms.

教学条件（环境）： 多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- I. Lead-in case
- II. Case study
- III. Presentation: pre-reading task
- IV. Practice: explanation of the text and activities; after-reading check
- V. Summary and review
- VI. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



Greeting

I. Warm-up Questions

When in Rome, do as the Romans do.

One man's meat is another man's poison.

1. Ask the students to read the above two proverbs and try to guess who said them.
2. Have them think over the question What conclusions do you draw from the above two proverbs?

II. Pre-reading

1. Have the students read the reading material.
2. Ask them to find out the main points.
3. Ask them to list the cultural differences in it.
4. Let them think over the relation between hospitality and privacy.

III. Greeting Carefully When in Different Cultures

1. Ask the students to think over the question *why people exchange greetings is roughly similar in different cultures?*.
2. Find out the words that people use to greet each other that are quite different from culture to culture.
3. Discuss the functions of audible greetings and physical greetings, and ask some students to write them down on the blackboard.
4. Summarize the characteristics of greetings.
5. Ask them to provide a example for each of the above characteristic.
6. Study the essence of greeting.

IV. Case for Practice

Read the material and act it out in class.:

V. Further reading

1. Analyze why the narrator was facing a dilemma and list the reasons as a presentation.
2. Discuss the importance of collectivist.

Addressing

I. Presentation

II. Pre-reading

1. Have the students read the reading material.
2. Ask them to find out the main points.
3. Ask them to list the differences of addressing in China and the west.

III. Ways of addressing

1. Ask the students to find out the address forms in China.
2. Find out the address forms in the west.
3. Have the students to list them on the blackboard.

4. Summarize the characteristics of the different forms of addressing between China and the west.

IV. Case for Practice

Read the material and discuss the questions with your group members:

Ø Why did Linda White ask her students call her “Linda” or “Ms. Jones”, but not “Teacher”?

Ø Why did Zhang Nancy look confused?

V. Further reading

1. Analyze the importance of power and rank.
2. Discuss how rank and power influence the ways people address to each other.

VI. Assignments:

1. Ex (pp. 48- 50)
2. Understand the main points of culture differences in daily interactivities.

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名（盖章） 年 月 日



第八单元（节），2学时 项目/主题：Daily Verbal communication 1

知识目标：

- 1.To know different attitudes and way towards visiting
2. To know how to choose appropriate gifts in different occasions

能力目标：

- 1.Can make visiting appropriately
- 2.Master how to send gifts appropriately

重点、难点及解决方案：

1. The differences of gift-giving people under the Chinese culture and the target culture
2. The miscommunication when making visiting and sending gifts during the intercultural communication.

教学条件（环境）：多媒体教室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- I. Lead-in case
- II. Case study
- III. Presentation: pre-reading task
- IV. Practice: explanation of the text and activities; after-reading check
- V. Summary and review
- VI. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



Vistiting

I. Warm-up Questions

1. Ask students to discuss and analyse the case .
2. Have them summarize the different visiting courtesy in different countries .

II. Pre-reading

1. Have the students read the reading material.
2. Ask them to find out the main points.
3. Ask them to list the cultural differences in it.

III. Case for Practice

Read the material and act it out in class.

Gift-giving

1. Group discussion: summarize the appreciated gifts and gifts to avoid in different countries.
2. Case for practice

Read the material and discuss the questions within the group:

Why do you think Ms. Kelsen won't accept the gift?

3. Further reading
 - 1)Analyze why the narrator was facing a dilemma and list the reasons as a presentation.
 - 2) Discuss the importance of collectivist.
- 4.Exercise

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名 (盖章) 年 月 日



第九单元（节），2学时 项目/主题：Language and culture 1

知识目标：

- 1.To know relationship between language and culture.
2. Understand different cultural connotations of English and Chinese words .

能力目标：

- 1.Distinguish denotative and connotative meanings of words.
- 2.Master the different connotations of color words and number words.

重点、难点及解决方案：

1. The differences of some culture loaded words
2. The taboos in Chinese and English culture

教学条件（环境）：多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- I. Lead-in case
- II. Case study
- III. Presentation: pre-reading task
- IV. Practice: explanation of the text and activities; after-reading check
- V. Summary and review
- VI. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



Teaching Procedures:

Color

I. Warm-up Questions

No one when he uses a word has in main exactly the same thing that another has, and the difference, however tiny, sends its tremors throughout language.

The limits of my language are the limits of my world.

1. Ask the students to read the above two proverbs and try to guess who said them.
2. Have them think over the question What conclusions do you draw from the above two proverbs.

II. Pre-reading

1. Have the students read the reading material.
2. Ask them to find out the main points.
3. Ask them to think over: why different cultures have different symbols for similar colors?

III. Same Color in Different Cultures

1. Ask the students to find out people's same feeling toward the same colors.
2. Ask the students to find out the people's different feelings toward the same colors, and try to find out the reasons.
3. Ask the students to summarize the elements that affect people's cognition into color.

IV. Case for Practice

Read the material and translate (p. 84) with your group members and try to find the relation between the meaning and the color of color words. Then present your opinion in front of the class.

Cultural Differences on Lexical Level

1) Types of Lexical Meaning

- **2 types: denotation and connotation.**
- **Denotation:** the conceptual meaning of the word that designates or describes things, events or processes, etc. It is the primary, explicit meaning given in the definition of a word in a dictionary.
- **Connotation:** the emotional or stylistic associations that a word or phrase suggests in one's mind. It is the implicit, supplementary value which is added to the purely denotative meaning of a word or phrase.

Denotation and Connotation

- Denotative meaning of the word "mother" is "the female parent".
- Connotative meaning of the word "mother" is the associations we usually have with the word — "maternal love", "care", "tenderness", etc.
- So we can have the sentence "the young teacher is like mother to the kids".
- **Meaning of Words** Cultural differences in lexical meaning occur on both levels of denotative meaning and connotative meaning.

V. Further reading

1. Analyze the color words in economy and their relation between literal meaning and connotative

meaning.

2. Discuss the meaning of color words in English and Chinese culture.

Number

I. Presentation

II. Pre-reading

1. Have the students read the reading material.
2. Ask them to find out the main points.
3. Ask them to list the different attitudes toward number in China and the west.

III. Numbers Penetrate into Every Aspect of Human Life

1. Ask the students to find out how national psychology affects peoples attitudes towards number.
2. Ask the students to find out how religious belief affects peoples attitudes towards number.
3. Ask the students to find out how mythology affects peoples attitudes towards number.

IV. Case for Practice

Read the material and discuss the questions with your group members:

- *Do you believe in “lucky numbers”? Why?*
- *What do you think is the key to success?*

V. Further reading

1. What numbers are lucky ones?
2. What are the suitable attitudes towards numbers?

VI. Self-Study

4. Associative Target.
5. Taboo

VII. Assignments:

1. Ex (pp. 114- 115)
2. Understand the main points of culture differences in connotative meanings.

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名（盖章） 年 月 日



第十单元（节）， 2学时 项目/主题： Language and culture 2

知识目标：

- 1.To know relationship between language and culture.
2. Understand different cultural connotations of English and Chinese words .

能力目标：

- 1.Distinguish denotative and connotative meanings of words.
- 2.Master the different connotations of animal words and taboos.

重点、难点及解决方案：

1. The differences of some culture loaded words
2. The taboos in Chinese and English culture

教学条件（环境）： 多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- VII. Lead-in case
- VIII. Case study
- IX. Presentation: pre-reading task
- X. Practice: explanation of the text and activities; after-reading check
- XI. Summary and review
- XII. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



Teaching Procedures:

I. Warm-up cases

龙 = dragon?

II. Pre-reading

1. Have the students read the reading material.
2. Ask them to find out the main points.

III. Same animal in Different Cultures

1. Ask the students to find out people's same feeling toward the same animals.
2. Ask the students to find out the people's different feelings toward the same animals, and try to find out the reasons.
3. Ask the students to summarize the elements that affect people's cognition into animals.

Cultural Differences in Connotative Meanings

- 1 *Words with same denotation but different connotations*
e.g. color words, animal words
- 2 *Words with connotations in one language but none in the other*
e.g. plants like pine tree, bamboo, plum blossom
e.g. color words, animal words
- 2 *Words with connotations in one language but none in the other*

● Animals & Metaphors

Dog : C----with derogatory sense

如: 走狗 / 看家狗 / 赖皮狗 / 痛打落水狗/狗东西/狗腿子/狗胆包天/狼心狗肺/狗急跳墙

E----neutral word E.g.: Love me, love my dog./ work like a dog

有时, dog 一词还用来喻指人.例: a lucky dog / a dirty dog / a bull dog/ a sad dog

Cat:

A cat has nine lives. ; bell the cat表示“敢于冒险, 为救他人而做危险的事, 舍己为人”

be a cat's paw 被人利用; a copy cat 抄袭他人的人; cat and dog life 争吵不休的生活

Others:

A horse of another color 另一回事; early bird 早到会场者……

IV. Case for Practice

Read the material and translate (p. 84) with your group members and try to find the relation between the meaning and the color of color words. Then present your opinion in front of the class.

V. Further reading

1. Analyze the color words in economy and their relation between literal meaning and connotative meaning.
2. Discuss the meaning of color words in English and Chinese culture.

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名（盖章） 年 月 日



第 十一 单元（节）， 2 学时 项目/主题： Language and culture 3

知识目标：

- 1.To know relationship between language and culture.
2. Understand different cultural connotations of proverbs and taboos. .

能力目标：

- 1.Distinguish denotative and connotative meanings of words.
- 2.Master the different connotations of proverbs and taboos.

重点、难点及解决方案：

1. The differences of some culture loaded words
2. The taboos in Chinese and English culture

教学条件（环境）：多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- XIII. Lead-in case
- XIV. Case study
- XV. Presentation: pre-reading task
- XVI. Practice: explanation of the text and activities; after-reading check
- XVII. Summary and review
- XVIII. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



Teaching Procedures:

I. Warm-up cases

II. Pre-reading

1. Have the students read the reading material.
2. Ask them to find out the main points.

III. Taboos.

Topics for group discussion:

1. What are taboo words?

Words which people avoid using because they find them embarrassing or offensive.

2. What kind of English words are often regarded as taboo words?

Excreta and acts of human excretion

Where is the restroom?

May I wash my hands?

sexual intercourse and certain parts of the body

Swear words: God, devil, Christ, Holy Mary...

4. Taboo words: East VS West

- 1) Naming Taboo
- 2) Taboo words on death and illness
- 3) Taboo words on vulgarities
- 4) Taboo words on discrimination

5. Questions for discussion:

- 1) In what situation would English people avoid using taboo words?

In public situation, in classroom, or at gatherings of people with certain social status.

- 2) How to avoid taboo

- Euphemisms

Euphemisms are indirect expressions that enable people to avoid talking directly about something which might cause offence and embarrassment.

IV. Case for Practice

Read the materials and answer the questions

- 1) Do you think Martha Johnson was over-reaction? If so, what do you think she should have done?
- 2) Do you think Mr. Salter should be in court? If not, what do you think should have happened?

V. Exercise

教学小结:

教师签名:

年 月 日

教案检查记录:

检查者签名（盖章） 年 月 日



第 十二 单元（节）， 2 学时 项目 / 主题：Nonverbal communication1

知识目标：

1. Understand what nonverbal communication is and what function it serves.
2. To know the influence of culture on nonverbal communication .

能力目标：

1. Describe cultural rules governing body language.
2. Perceive cultural differences on body language..
3. Can use body language appropriately during communication.

重点、难点：

1. Describe cultural rules governing body language.
2. Perceive the similarities and differences in different cultures on body language.

教学条件（环境）： 多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- I. Lead-in case
- II. Case study
- III. Presentation: pre-reading task
- IV. Practice: explanation of the text and activities; after-reading check
- V. Summary and review
- VI. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



I. Warm-up Questions

There's language in her eyes, her cheek, her lip, Nay, her foot speaks.

In human intercourse the tragedy begins not when there is misunderstanding about words, but when silence is not understood.

1. Ask the students to read the above two proverbs and try to guess who said them.
2. Have them think over the question What conclusions do you draw from the above two proverbs.

II. Pre-reading

1. Have the students read the reading material.
2. Ask them to find out the main points.
3. Ask them to think over: why nonverbal communication causes miscommunication.

III. We Communicate with More than the Words We Speak

1. Ask the students to find out how people's emotions are reflected in their gestures.
2. Ask the students to find out how nonverbal communication varied from culture to culture.
3. Ask the students to think over: *Is nonverbal communication universal?*

IV. Case for Practice

Read the material and translate (p. 120) with your group members and try to discuss the following questions. Then present your opinion in front of the class.

• *Why did the principal decide the girl was guilty?*

What should the girl do when she talked with the adult according to Puerto Rican culture?

V. Further reading

1. Read the text.
2. Summarize the functions of nonverbal communication.

Body Language

I. Presentation

II. Pre-reading

1. Have the students read the reading material.
2. Ask them to find out the main points.
3. Ask them to list the different reflections toward the same gestures in China and the west.

III. Body Language—Transmits Information Through Gestures, Actions, Posture

1. Ask the students to find out the meanings of different postures.
2. Ask the students to find out the meanings of different gestures.
3. Ask the students to find out the function of eye contact.
4. Ask them to find out the meanings of different facial expressions.

IV. Case for Practice

Read the material and discuss the questions with your group members:

- *Why did Jiang Yumei keep silent?*

- *What false assumptions did Linda make?*
- *Can you give any advice to each of these women to help them avoid similar misunderstandings in the future?*

V. Further reading

1. Have the students to list the finger gestures used by the Americans.
2. Discuss the different meanings of each sign.

教学小结：

教师签名： 年 月 日

教案检查记录：

检查者签名（盖章） 年 月 日



第 十三 单元（节）， 2 学时 项目 / 主题：Nonverbal communication2

知识目标：

1. Understand the functions of paralanguage and object language.
2. Understand what messages objects convey.

能力目标：

1. Perceive cultural differences on paralanguage and object language
2. Can make use of paralanguage and object language in communication .

重点、难点：

Perceive the similarities and differences in different cultures on paralanguage and object language.

教学条件（环境）：多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- VII. Lead-in case
- VIII. Case study
- IX. Presentation: pre-reading task
- X. Practice: explanation of the text and activities; after-reading check
- XI. Summary and review
- XII. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



Paralanguage

I. Warm-up Questions

Show a video and ask the students to analyse the reasons of conflicts.

II. Pre-reading

1. Have the students read the reading material and ask them to find out the main points.
2. Ask them to think over: why paralanguage causes miscommunication.

III. Paralanguage-- “How” something is said

It refers to voice characteristics and vocal qualities.

Paralinguistics is the study of such non-semantic aspects of speech as tone, volume, pitch and tempo, pause and the like which are together with verbal information.

Our voice may be one of the most informative elements in building up our images.

1. Group discussion: find out how people's emotions are reflected in their voice.
2. Ask the students to find out different attitudes towards silence from culture to culture.

IV. Case for Practice

Read the material and discuss the following questions. Then present opinions in the class.

Why did Jiang Yumei keep silent?

What false assumptions did Linda make?

V. Further reading

1. Read the text.
2. Summarize the functions of paralanguage.

Object Language

I. Warm-up Questions

Show a picture and ask the students to analyse the reasons of conflicts.

II. Object language

Group discussion: find out different meanings reflected in objects in different countries.

1) Physical Appearance

Figure

Skin Color

Hair

2) Clothing

----- “The tailor makes the man”

3) Smell

Body odor is a very sensitive issue for most Americans. It is very common for American women to use perfume each day.

4) Accessories

Ring

Handbag

Car

III. Case for Practice

Read the material and discuss the following questions. Then present opinions in the class.

. *Why did the Americans behave like this?*

What do you think Rialely should do when communicating with his American classmates?

IV. Further reading

1. Read the text.
2. Summarize the functions of paralanguage.

V. Exercise and assignment

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名 (盖章) 年 月 日



第 十四 单元（节）， 2 学时 项目 / 主题：Nonverbal communication3

知识目标：

1. Understand what function time and space language serve.
2. To know the different attitudes towards time and space in different cultures.

能力目标：

1. Perceive cultural differences on time language and space language.
2. Can specify different attitudes towards time and space.
3. Can use space language appropriately during communication.

重点、难点：

Perceive the similarities and differences in different cultures on time language and space language.

教学条件（环境）：多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- XIII. Lead-in case
- XIV. Case study
- XV. Presentation: pre-reading task
- XVI. Practice: explanation of the text and activities; after-reading check
- XVII. Summary and review
- XVIII. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



Environmental Language

I. Warm-up Questions

Case study and ask the students to analyse the reasons of conflicts.

II. Pre-reading

A Malaysian lady flew to Germany for an important business meeting which was scheduled on Friday morning. It was late Thursday night when she arrived. Feeling rather exhausted after a long journey, she went to sleep at once. Unfortunately, she woke up late the next morning and to make the matter worse, she lost her way in the city. It was not until 1 pm. that she found the right place. However, the German businessman told her that the scheduled meeting was already over, and he had other arrangements this week. The lady was very upset and had to wait until next week.

Have the students read the reading material and ask them to find out the main points.

III. Environmental language

Environmental language consists of time, space, color, light, sound, signal and architecture, etc.

1) Time

Time: Time is a conception, a culture, and ways of life.

--Psychological Time

--Cultural Time

Different cultures have different interpretation and conception of time.

Americans say that he who hesitates is lost, while we Chinese often say that think three times before you act. (Think twice before you leap.)

Monochronic Time (M-Time) / Polychronic Time (P-Time)

It schedules one event at a time. In these cultures time is perceived as a linear structure just like a ribbon stretching from the past into the future.

e.g. American People

Polychronic Time (P-Time)

P-time schedules several activities at the same time. It is more flexible and more humanistic.

People from P-time system emphasize the involvement of people more than schedules. They do not see appointments as ironclad commitments and often break them.

e.g. Chinese, Latin American, Arab and most Asian cultures

2)Space

--Personal Space

--Territoriality

--Seating Arrangements

3)Exterior Architecture and Interior Design

Architecture and interior designs throughout the world reflect the concepts of their builders both geographically and culturally.

4)Sound

It provides nonverbal cues that enable people to recognize important aspects of our surroundings and react accordingly.

5) Lighting

Application of lighting not only affects the personal experience of the viewer, but also the social communications in public spaces.

IV. Case for Practice

Read the material and discuss the following questions. Then present opinions in the class.

.Why didn't Jock look very happy to see Magid although they had not met for a long time?

Why did both of them feel a little uncomfortable after they left each other?

Can you give any advice to Magid before he visited Jock?

V. Further reading

1. Read the text.
2. Summarize the functions of Environmental language.

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名 (盖章) 年 月 日



第 十五 单元（节）， 2 学时 项目/主题： Cultural values 1

知识目标：

- 1.To know the some basic concepts of value
2. To understand a variety of influence of culture on value

能力目标：

1. Define what is value
2. Analyse different Cultural Dimensions define and High and low context
3. Can make compliments, apologies, thanks and responses appropriately

重点、难点及解决方案：

The differences of gratitude and apology in English and Chinese

教学条件（环境）：多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- I. Lead-in case
- II. Case study
- III. Presentation: pre-reading task
- IV. Practice: explanation of the text and activities; after-reading check
- V. Summary and review
- VI. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



1. lead-in Case study

During the American Civil War, a very hungry young man fell down in front of a farm gate. The farmer gave him food but in return he asked the young man to move a pile of wood in his yard – in fact it was not at all necessary to move the wood. When the young man left, the farmer moved the wood back to its original place. Seeing all this, the farmer's son was confused.

3. Cultural Dimensions

- ◆ Presentation by the film <Gua sha> and students discuss.

❖ Model by Kluckhohn

5 basic questions that need answering at the root of any culture:

- ◆ 1) What is the character of innate human nature?
- ◆ 2) What is the relation of man to nature?
- ◆ 3) What is the temporal focus?
- ◆ 4) What is the mode of human activity?
- ◆ 5) What is the mode of human relationship?

❖ Hofstede's Four Cultural Value System

1) individualism-collectivism

- | | |
|----------------------------|-------------------------|
| ◆ Individualistic cultures | ◆ Collectivist cultures |
| ☞ "I" consciousness | ☞ "We" consciousness, |
| ☞ independence, | ☞ interdependence, |
| ☞ competition, | ☞ group harmony, |
| ☞ negative face need | ☞ positive face need |
| ◆ <u>Case study:</u> | |

At the negotiating table, differences in this dimension can clearly cause serious conflict. Americans too often expect their Japanese counterparts to make decisions right at the negotiating table, and the Japanese are constantly surprised to find individual members of the American team promoting their own positions, decisions, and ideas, sometimes openly contradicting one another.

2) Uncertainty avoidance

- ◆ It involves the extend to which a culture would avoid or tolerate uncertainty.

3) power distance

- ◆ High PD Culture:
 - ☞ People who hold power and people who are affected by power are significantly far apart
 - ☞ Vertical, hierarchical (everybody has a rightful place)
 - ☞ E.g. India, Brazil, Singapore, Greece, Venezuela, Mexico, etc.
- ◆ Low PD Culture:
 - ☞ The power holders and people affected by the power holders are significantly closer
 - ☞ Horizontal (inequality in society should be minimized)
 - ☞ E.g. Austria, Finland, Denmark, Norway, New Zealand, etc.

4) masculinity-femininity

❖ Edward T. Hall's Model

- ◆ High- and Low-context cultures

◆ **High-context Culture:**

In high-context messages, meaning is not necessarily contained in words. Information is provided through gestures, the use of space, and even silence. Meaning is also conveyed through status (age, sex, education, family background, title, and affiliation).

◆ Examples of high-context cultures include *Chinese, Japanese, Middle Easterners*, etc.

◆ **Low-context Culture:**

In low-context messages, the majority of the information is vested in the explicit code. low-context cultures include *English, North American, German*, etc.

◆ People in high-context cultures perceive low-context people less credible.

◆ Conflicts are differently perceived and responded to.

high-context: discreetly and subtly

Low-context: directly spell it out

5. Ex.: Read the following cases and think about the question .

◆ The young lady Marilyn, a major character in *Family Album, U.S.A.*, addresses her mother-in-law by her first name, Ellen. How do you account for this? Could the same thing happen in China? Why?

Part2

Politeness

I. Pre-reading

1. Have the students read the reading material.
2. Ask them to find out the main points.
3. Ask them to think over:

What responses do you think the foreigners expect when they compliment the other people? What do you think they would feel when their compliments were denied by the Chinese?

II. Greeting Carefully When in Different Cultures

1. Ask the students to find out the suitable responses for compliments and why they are suitable.
2. Ask the students to find out the suitable responses for apologies and why they are suitable.
3. Ask the students to find out the suitable responses for thanks and why they are suitable.
4. Discuss other differences in politeness between Chinese and English.

III. Case for Practice

Read the material and discuss the three questions (p. 57) with your group members and then present them in front of the class.

IV. Further reading

1. Analyze the development of the different communication styles in China and the west.
2. Discuss the importance of collectivist.

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名（盖章） 年 月 日



第十六单元（节），2学时 项目/主题：Cultural values2

知识目标：

1. To get acquainted with different friendship attitudes
2. To know different attitudes towards Family relationships
3. To understand differences between Chinese and western education

能力目标：

1. Can analyse the different friendship attitudes
2. Can analyse cultural differences of Family relationship
3. Can analyse different views on education

重点、难点及解决方案：

To possess different attitudes towards friendship, Family relationships and education

教学条件（环境）：多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- VII. Lead-in case
- VIII. Case study
- IX. Presentation: pre-reading task
- X. Practice: explanation of the text and activities; after-reading check
- XI. Summary and review
- XII. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



1. Friendship

I. Presentation

II. Pre-reading

1. Have the students read the reading material.
2. Ask them to find out the main points.
3. Ask them to list the different attitudes toward friendship in China and the west.

III. Ways of addressing

1. Ask the students to find out what people expect to get from friendship in China.
2. Ask the students to find out what people expect to get from friendship in the west.
3. Have the students to list them on the blackboard and draw some conclusions from them.
4. Let them make a research into hospitality, privacy and distance, and present them in different groups.

IV. Case for Practice

Read the material and discuss the questions with your group members:

- *Why did Yang Ruifang think the relationship was developing well?*
- *From this case what do you think Australians and other Westerners expect from their friends?*
- *Give advice to Cathy and to Yang Ruifang to help them restore their friendship?*

V. Further reading

1. Analyze the different forms of Chinese hospitality.
2. Discuss how peoples attitudes are different in hospitality

2. Family and Marriage

1) Case study

let ss discuss and present opinions in class.

2) Pre-reading:

Have the students read the reading material and find out the main points.

3) Case for practice :

- ✓ Can you explain the misunderstanding between this young couple?
- ✓ In your opinion, the Chinese girl's action is one kind of contribution, or just a choice?
- ✓ Everyone should be responsible to his or her choice. How do you think about this? Why do American people think everyone should responsible to his or her choice?
- ✓ When you do a choice, do you realize that you yourself should be responsible to it?

3. Education

1) Case study

let Ss discuss and present opinions in class.

2) Pre-reading:

Have the students read the reading material and find out the main points.

3) Explanation

Family Cultivation and School Education

4) Case for practice :

- ✓ What do you think is the main difference between American school education and Chinese school education?
- ✓ Which education mode do you prefer, the American one or the Chinese one?

VII. Assignments:

1. Ex
2. Understand the main points of culture differences in social values.

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名（盖章） 年 月 日



第 十七 单元（节）， 2 学时

项目/主题： Intercultural Business Protocol 1

知识目标：

1. To know the principles of Business Protocol
2. To acquire the tips of make good initial contact
3. To know the dressing rules in business situation

能力目标：

1. Analyze the Basic principles of Business Protocol
2. Making introduction in different situation
3. Be able to dress appropriately in different business situations

重点、难点：

Can behave appropriately in different business situations

教学条件（环境）： 多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- I. Lead-in case
- II. Case study
- III. Presentation: pre-reading task
- IV. Practice: explanation of the text and activities; after-reading check
- V. Summary and review
- VI. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



1. pre-reading

2. Understanding Different Protocol

➤ Making introduction

To greeting people in an appropriate way is the first step of building up relationship. However, customary greeting vary from culture to culture.

➤ Handshake

➤ Embracing

➤ Bowing

➤ Sequence of introduction

1) Naming systems

2) Appointment-making

3) Card-exchanging

4) Social Entertainment

➤ Dressing Etiquette

Not following the 11-inch rule when wearing a skirt.

Believing that permanent press clothes do not have to be ironed.

Not investing in the same quality of business casual garments as when buying business professional attire.

Assuming that "mules" are business casual shoes.

Not wearing clothes that can take you into any meeting on a moment's notice.

Dressing for the job you have rather than the one you want.

Not wearing the same quality accessories on business casual days that you do when dressed professionally.

Wearing flowery prints and gingham checks.

conform to local customs concerning appropriate attire.

➤ Dining practices: Manners at the table

➤ Drinking protocol

➤ Tipping

3. Case for discussion

Why was Arab officer angry?

If you were a businessperson, what could you learn from this case?

4. Role-play

5. Ex. and Summary

教学小结:

教师签名:

年 月 日

教案检查记录:



第十八单元（节），2学时

项目/主题：Intercultural Business Protocol 2

知识目标：

1. To know reception and meeting arrangement tips
2. To know the dinning etiquette in business situation

能力目标：

1. Be able to make good reception and meeting arrangement
2. Be able to master the dinning etiquette in business situation

重点、难点：

Can behave appropriately in different business situations

教学条件（环境）：多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- VII. Lead-in case
- VIII. Case study
- IX. Presentation: pre-reading task
- X. Practice: explanation of the text and activities; after-reading check
- XI. Summary and review
- XII. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



● Reception and meeting arrangement

Group work & presentation :

Suppose you are going to receive a group of business pater from America, please make a reception plan and make a meeting arrangement.

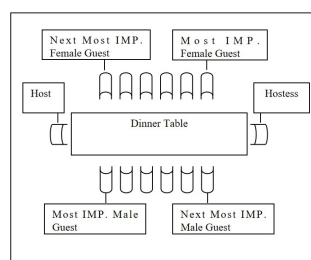
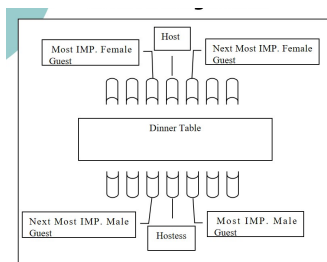
➤ Reception

To greeting people in an appropriate way is the first step of building up relationship. However, customary greeting vary from culture to culture.

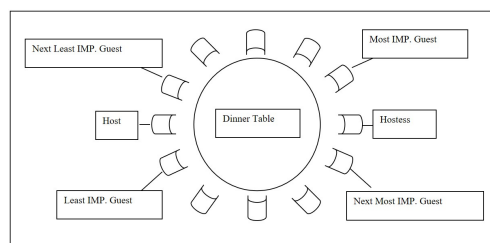
➤ Seating arrangement

The French Method of Seat Arrangement

The British Method of Seat Arrangement



The Chinese Method of Seat Arrangement



➤ Tipping

3.Case for discussion

Why was Arab officer angry?

If you were a businessperson, what could you learn from this case?

3. Further reading

4. 5.Ex. and Summary

教学小结:

教师签名:

年 月 日

教案检查记录:

检查者签名 (盖章)

年 月 日 检查者签名 (盖章)

年 月 日



教学设计页

第 十九 单元（节）， 2 学时 项目/主题： **Intercultural Business**

Negotiation

知识目标：

1. To know the cultural factors affecting negotiation
2. To understand negotiation goals, attitudes and different negotiating styles

能力目标：

1. Can analyze the causes of cultural conflicts
2. Can understand different countries' negotiation styles and adopt appropriate strategies

重点、难点及解决方案：

Differentiate between negotiation models and styles.

教学条件（环境）： 多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- I. Lead-in exercise
- II. Explanation of the text and activities; after-reading check
- III. Summary and review
- IV. Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. case analysis

Teaching aid: CAI PowerPoint



I. Warm-up

1. Are there any differences among different countries in business negotiation?
2. What does a successful negotiation involve?

II. Pre-reading

1. Have the students read the reading material.
2. Ask them to find out the main points.
3. Ask them to list the different reflections toward time.

III. Cultural Conflicts May Affect Intercultural Negotiation

1. Ask the students to find out the significance of different senses of value.
 2. Ask the students to find out the significance of different ways of thinking.
 3. Ask the students to find out the significance of different awareness of law
- Negotiation is the process of discussion by which two or more parties aim to reach a mutually acceptable agreement
- Common interests: both parties want to reach
- Conflicting inerests: involve critical issues
- Negotiating across borders is more complex because of the number of stakeholders involved.
- A negotiation may easily break down due to the lack of proper understanding of related cultural background of the negotiation process.

✓ Comprehension Questions

1. What are the differences between high-context culture and low-context culture in negotiation?
2. What are the styles of negotiating of the countries such as the United States, Germany, France, India ,Japan etc.?

✓ High-context and Low-context negotiating Styles

✓ Style of negotiating

1. The US
2. Germany
3. France
4. Russia
5. India
6. intermediaries
7. Japan
8. South Korea

● The influence of cultural differences on negotiation

Culture differences display in the following aspects of negotiation : negotiating attitude ; personal style; communication;and form of agreement.

- 2.1 Negotiation goal: Contract or relationship
- 2.2 Negotiation attitude: win/win or win/ lose
- 2.3 Decision-making
- 2.4Negotiator- selecting
- 2.5 Form of agreement: general or special
- 2.6 Personal style: informal or formal
- 2.7 communication: Direct or indirect

(video)

IV. Case for Practice

Read the material and discuss the questions with your group members:

- *Where was Hsuan Park from?*
- *Why didn't Hsuan Park respond when the US news organization offered the first price?*
- *What made the offer up so quickly?*

V. Further reading

1. Have the students to list one advice for effective communication.
2. Let them master the strategies provided in the text.

VI. Exercise

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名 (盖章) 年 月 日



第二十单元（节），2学时

项目/主题：Intercultural Advertising and Marketing

知识目标：

- 1.To understand cultural factors affecting business marketing
2. To learn some brand name, trademarks
- 3.To understand different marketing style

能力目标：

1. Can analyze certain aspects of culture affecting advertising and marketing
2. Can translate trademark appropriately
3. Can analyse the success and failure of an advertisement

重点、难点及解决方案：

Analyze certain aspects of culture affecting marketing and advertising.

教学条件（环境）：多媒体课室

教学活动设计：

Procedure (steps): 2 periods (90min.).

- I. Lead-in exercise
- II. Explanation on the topic
- III. Practice:case study
- IV. Summary and Assignment

Teaching methods:

1. Discussion
2. Pair/ group work
3. Task-based approach
4. Communicative approach
5. Questions and answers
6. Film presentation,case analysis



● **Warm-up**

1. What are the factors to consider when advertising a product to a global market?
2. Describe one advertisement or brand name that impresses you most.

Lead-in cases : advertisements from different countries

● **Intercultural Design of Advertising and Trademark**

1. Pre-reading

Ask ss to discuss and present opinion in the class

● **Certain Aspects of Culture Affecting Marketing and Advertising**

Chinese people tend to be more indirect and prefer the use of modifiers, while English speakers prefer to be direct and concise expression about their feelings.

“YOU” attitude

Individualism

Blind Faith

Different Concerns

Others:

1. Verbal language

The purpose of an ad slogan is to catch the attention of consumers and to make the products easy to remember. A good slogan must be brief, eye-catching, and explicit in conveying the characteristics of the product or service to the public. In adapting marketing strategies to international markets, it is necessary to understand the cultures for which the product is intended.

2. Nonverbal language

Signs and images; Gestures; Colors; Numbers ; Dress

3. Religions and social conventions

An extensive knowledge of religion is vitally important for intercultural advertisers.

Among the numerous religious groups existing in the world, Buddhism, Christianity and Islam are three major religions.

Social determine whether the way people behave and dress is well bred or ill mannered.

4. Values

Advertisements neglecting the influence of values and fails to represent the right values of the local people will fail in market globalization.

family is the fundamental unit of social structure.

Family concept is highly valued by Chinese people, who deem it a traditional virtue to respect the elderly and nurturing the young.

● **Comprehension Questions:**

Questions : In what aspects culture influence marketing and advertising? And give some examples.

● **Case Analysis**

Case 1

People everywhere in the world are very familiar with the logo of Pepsi Cola. The commercial MTV it projects in China market may be totally different from those in USA or Japan. In 2002, one of its most impressive commercial MTV in China was cast by a pop rap singer from Taiwan exercising Kungfu. Most Chinese young people were then very crazy about that singer—Jay Zhou(Zhou Jielun) and the way he sang so it was certain that after the casting of the

commercial many kids imitated Zhou's poses and kicks, of course also with a Pepsi Cola in hand.

Why is MTV used as an advertising device by Pepsi?

Case 2

In 1970s, KFC promoted Finger-Licking Chicken (吮指鸡), which had been proved to be a great success in its home country and many other places. However, in Hong Kong KFC met its Waterloo then, where most people, even young people could not accept the idea of finger-licking. It was until 1990's that the return of Licking-Finger found popularity.

Why was the Licking-Finger Chicken treated so differently in the same place?

● Practice:

Find some brand names and their Chinese translations, and discuss what their good points are.

Here are some examples are for your reference: Safeguards (舒肤佳), Avon(雅芳), Sprite (雪碧), Hazeline (夏士莲), Omo(奥妙), Crest (佳洁士) etc.

教学小结:

教师签名: 年 月 日

教案检查记录:

检查者签名 (盖章) 年 月 日