

试卷代号:1028

中央广播电视大学 2008—2009 学年度第一学期“开放本科”期末考试

跨文化交际 试题

2009 年 1 月

注 意 事 项

一、将你的学号、姓名及分校(工作站)名称填写在答题纸的规定栏内。考试结束后,把试卷和答题纸放在桌上。试卷和答题纸均不得带出考场。

二、仔细阅读题目的说明,并按题目要求答题。答案一定要写在答题纸指定的位置上,写在试卷上的答案无效。

三、用蓝、黑圆珠笔或钢笔答题,使用铅笔答题无效。

Information for the Examinees:

This examination consists of three sections. These are:

Section I: Cross Cultural Communication: Basic Knowledge and Skills (30 points)

Section II: Reading Comprehension (30 points)

Section III: Communication Analysis (40 points)

The total marks for this examination are 100 points. Time allowed for completing this examination is 90 minutes.

Section I : Cross Cultural Communication; Basic Knowledge and Skills. (30 points)

Instructions: There are altogether 15 statements or questions below. You are offered four choices marked with A, B, C, and D for each statement. Choose the most appropriate one and put it in the Answer Sheet.

1. According to Chinese politeness theories, when you talk about others face-to-face, you _____ them by elevating them.

- A. belittle
- B. criticize
- C. praise
- D. glorify

2. Utterance meaning in a face-to-face communication refers to _____.

- A. what the speaker has intended to convey in what is said
- B. what what is said normally means
- C. what the hearer has understood on the basis of what is said
- D. the associative meaning words have

3. It is right to ask children or teenagers their age. But it is not normally _____ in English speaking societies to ask an adult their age — and never a woman!

- A. considerate
- B. polite
- C. impolite
- D. inappropriate

4. Normally, people are _____ about their appearance. So even if something appears to you to be wrong, it's not polite to mention it unless you know the person very well.

- A. independent
- B. tolerant
- C. impolite
- D. sensitive

5. The surname MacDonald in Scotland was probably first used to name Donald's _____.

- A. uncle
- B. nephew
- C. son
- D. daughter

6. In UK, the kin terms used for relatives do not distinguish between _____ relatives.

- A. internal and external
- B. old and young
- C. male and female
- D. paternal and maternal

7. Normally, when hearing compliments, a typical Chinese reaction is to show _____.
A. modesty and humility B. disagreement and anger
C. enjoyment and pride D. pride and gratitude
8. Normally we Chinese feel that if you open the gift as soon as it is given, you might _____ the person who gives the gift and you might be thought greedy.
A. insult B. concern
C. excuse D. embarrass
9. Chinese students are often surprised at the _____ with which their English friends apologize to one another over trivial things.
A. emergency B. frequency
C. adequacy D. fluency
10. A Chinese addressing an English person he knows quite well may adopt language which sounds too _____ to the English ear.
A. fast B. rough
C. direct D. vague
11. Non-verbal communication can convey our _____ towards ourselves and towards the people we are communicating with.
A. expression B. request
C. language D. attitude
12. Body language can sometimes lead to misunderstanding since people of different cultures often have different forms of behavior for sending the same message or have different _____ of the same signal.
A. effectiveness B. interpretations
C. agreements D. communication
13. No matter how successful she has become, my sister is still regarded as *the black sheep* of the family. What does "the black sheep" mean here?
A. A person who is strongly disproved of by other members.
B. A person who is always quiet and friendly.
C. A person who will set the world on fire sooner or later.
D. A person who is very popular among his folks.

14. A stereotype is a conventional, _____, and oversimplified conception, opinion, or image of a group of people.

- A. effective
- B. beneficial
- C. characteristic
- D. formulaic

15. The cardinal principle we should bear in mind in conducting cross-cultural communication is this: There is no such a thing as good or bad. There are only _____.

- A. influences
- B. differences
- C. indifference
- D. respect

Section II : Reading Comprehension. (30 points)

Part 1: Questions 16—20 are based on this part. (15 points)

Read Passage 1, and then answer Questions 16—20 briefly. Write your answers on the Answer Sheet.

Passage 1

The international flavour of many people's jobs naturally means that there is greater interaction between people from different cultures. Within the business environment, understanding and coping with intercultural differences between people is critical to ensuring that interpersonal communication is successful.

Intercultural awareness is necessary for two reasons. Firstly, it minimises the possibility of misunderstandings and/or causing offense through intercultural mishaps. Secondly, it is a means to maximising the potential of business relationships through the utilization of intercultural differences productively.

One area within the business environment in which intercultural awareness is a necessity is in the business presentation. Directors, managers, salespeople, consultants and business personnel are regularly required to deliver presentations. However, when one is asked to give a presentation to an audience from a different culture there are intercultural factors that can hinder the success of a presentation.

- 16. *What is very important in interpersonal communication according to the text?*
- 17. *What tendency can we infer from the text about people's jobs?*
- 18. *How can intercultural awareness help in strengthening business relationships?*

19. *What does intercultural awareness mean?*

20. *If this text goes on, what do you think the author is going to talk about next?*

Part 2: Questions 21—25 are based on this part. (15 points)

Read Passage 2 and then decide whether each of Statements 21—25 is True or False according to the information given in the passage. Write “T” for true and “F” for false on the Answer Sheet.

Passage 2

...

When working with people from different cultures, you need a solid understanding of the norms of that culture. You also need communication skills and business strategies that can be applied across cultures. The items listed above reflect some of the necessary skills for intercultural work in general. However, individuals need to further their intercultural competence based on their own situations and needs.

To determine what skills you need to develop, reflect on past intercultural experiences (for people with limited experience abroad, think of experiences working and interacting with people and groups different from you). When do you become uncomfortable, rigid, or shut down? What mistakes have you made in the past? Commit yourself to continually developing the skills that will help you in similar situations in the future.

View your experiences with different cultures as a trajectory (抛物线), rather than a string of individual experiences. Link the different experiences you have and you can link the personal development and learning that comes with them.

...

21. *General intercultural skills vary in different cross-cultural situations.*

22. *People are not suggested to strengthen their intercultural skills learning from their past experience working with colleagues.*

23. *Our intercultural skills grow as we engage in cross cultural communication.*

24. *We can infer from the text that dealing with people from different cultures may require different intercultural skills.*

25. *The paragraph before this text is not about the general skills necessary for intercultural work.*

Section III : Communication Analysis. (40 points)

Instructions: The following are three different cases of cross-cultural communication. In each of the cases there is something to be improved upon. Write an analysis on what is to be desired for more successful communication or cultural understanding in each case by answering Questions 26—28 respectively. Your analysis of each case should be about 100—150 words. Write your answers on the Answer Sheet.

Note! Your writing ability will also be assessed in this section of the test.

Case 1 (10 points)

Linhua had accompanied an American delegation when they visited China. She was a great help for them. Later, Linhua went to America on a business tour, and visited them. They were so glad to meet again. Linhua offered to host the meal, but they refused. They ordered their own dish, and Linhua ordered her own. When footing the bill, they only paid their part, and no one wanted to pay for Linhua. Linhua found them so inhospitable, though she knew the Americans would usually pay for their own food.

Question 26: Why did Linhua find them inhospitable?

Case 2 (15 points)

Li Na, a famous Chinese actress, married a German. One day when she was acting, her husband was watching there, saying again and again that she was the best actress. On knowing this, Li Na told her husband not to praise her like that in public. The German wondered what he had done wrong.

Once Li Na and her husband were talking with their Chinese friends, Hong and his wife, at a party. The German praised the good looks of Hong's wife. Hong replied that his wife was moderately good-looking when young, but now she was old and no longer so. Hong's wife nodded in agreement with a smile. The German was surprised.

Questions 27:

Why was the German confused in the first situation and surprised in the second?

Case 3 (15 points)

Sarah and Daniel are a young American couple who are teaching English at Zhejiang University. They are learning Chinese and enjoy their new lives. They have been eager to get to know Chinese people better so were pleased when Chen Li, their new Chinese colleague invited them to her home for dinner at one weekend.

When Sarah and Daniel arrived, Chen Li introduced them to her husband Wang Bing, asked them to sit down at a table containing 8 plates of various cold dishes, served them tea and then disappeared with her husband into the kitchen. Sarah offered to help in the kitchen but Chen Li said she didn't need any help.

A half-hour later she came back and sat down and the three began to eat. Wang Bing came in from time to time to put several hot dishes on the table. Most of the food was wonderful and there was much more than Sarah and Daniel could eat. They wanted Wang Bing to sit down so that they could talk to him. Finally he did sit down and ate a bit, but quickly he turned on the TV to show them high tech features. Soon it was time for Sarah and Daniel to go home.

Sarah and Daniel felt slightly depressed by this experience, but returned the invitation one month later. They decided to make a nice American meal and felt lucky to find olives, tomato juice, butter and even some cheese in the hotel shop. They put these out as appetizers. For the main course they prepared spaghetti and a salad with dressing made from oil, vinegar, and some spices they found in the market.

When Chen Li and Wang Bing arrived they were impressed by the apartment and the decorations, and asked about the price of the furniture, paintings, the carpet and other things. Sarah politely refused to answer their questions. They took small tastes of the appetizers and ate only a little spaghetti and didn't finish the salad on their plates. Sarah urged them to eat more but they refused. Sarah and Daniel talked about their families and asked the Chinese couple about theirs. After a while, Daniel cleared the table and served coffee and pastries. The Chinese couple didn't drink nor eat too much.

After they left, Sarah and Daniel felt puzzled, because their Chinese guests didn't eat too much, while they themselves left Chen Li's home so full.

Questions 28:

How does Chinese understanding of the host-guest relationship influence Chen Li and Wang Bing's way of entertaining Sarah and Daniel?

How does Sarah and Daniel's understanding of the host-guest relationship influence their way of treating Chen Li and Wang Bing?

What advice could you give to both couples to help them further their friendship?

试卷代号:1028

座位号

中央广播电视大学 2008—2009 学年度第一学期“开放本科”期末考试

跨文化交际 试题答题纸

2009 年 1 月

题号	Section I	Section II	Section III	总分
分数				

得分	评卷人

Section I : Cross Cultural Communication: Basic knowledge and Skills . (30 points)

(30 points, 2 points each.)

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |

得分	评卷人

Section II : Reading Comprehension. (30 points)

Part 1. (15 points, 3 points each. 0.5 point off for each grammar/spelling mistake, but at most 1 point can be deducted for each item for the grammar/spelling mistakes. The exact wording is not required, but the meaning must be the same.)

16. _____
17. _____
18. _____
19. _____
20. _____

Part 2. (15 points, 3 points each.)

21.

22.

23.

24.

25.

得 分	评卷人

Section III : Communication Analysis. (40 points)

Question 26.

Case 1 (10 points, 7 points for the analysis, 3 points for overall language quality.)

Question 27.

Case 2 (15 points, 10 points for the analysis, 5 points for overall language quality.)

Question 28.

Case 3 (15 points, 10 points for the analysis, 5 points for overall language quality.)

试卷代号:1028

中央广播电视大学 2008—2009 学年度第一学期“开放本科”期末考试

跨文化交际 试题答案及评分标准

(供参考)

2009 年 1 月

Section I : Cross Cultural Communication: Basic Knowledge and Skills. (30 points)

(30 points, 2 points each.)

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. D | 2. B | 3. B | 4. D | 5. C |
| 6. D | 7. A | 8. D | 9. B | 10. C |
| 11. D | 12. B | 13. A | 14. D | 15. B |

Section II : Reading Comprehension. (30 points)

Part 1. (15 points, 3 points each. 0.5 point off for each grammar/spelling mistake, but at most 1 point can be deducted for each item for the grammar/spelling mistakes. The exact wording is not required, but the meaning must be the same.)

16. Understanding and coping with intercultural differences between people.

17. There is a greater interaction between people from different cultures.

18. It helps in minimizing the possibility of misunderstandings, and in using intercultural differences productively.

19. Intercultural awareness refers to the state of being aware of the intercultural differences in cross-cultural communication.

20. The author will most probably talk about the intercultural factors that can hinder the success of a presentation.

Part 2. (15 points, 3 points each.)

- | | | | | |
|-------|-------|-------|-------|-------|
| 21. F | 22. F | 23. T | 24. T | 25. F |
|-------|-------|-------|-------|-------|

Section III : Communication Analysis. (40 points)

Question 26.

Case 1 (10 points, 7 points for the analysis, 3 points for overall language quality.)

1) In China, to show hospitality, people tend to host the meal. And if they cannot do this, they at least will struggle to pay for the guest.

2) In America, people tend to pay for themselves to show equality and independence.

3) Linhua knows this custom, but from a Chinese point of view, she still finds this hard to accept, esp. when after what she did for them when they visited China. So she finds them a little inhospitable.

Question 27.

Case 2 (15 points, 10 points for the analysis, 5 points for overall language quality.)

1) In either Western or Eastern culture, people compliment other people's intelligence, talents, performance, manners, clothes, houses, furniture, cars, and good personal qualities. However, cultural differences exist.

2) The German was confused in the first situation because in Western culture it would be natural for family members to praise each other. And the one who is praised usually feels pleased. For example, it would not be unusual to hear a westerner talking about how hard his/her family members work and how much they have accomplished. But the Chinese rarely praise members of their family in public.

3) In the second situation, Li Na's husband was surprised because of the reason mentioned above, and also because in Western culture saying that someone (even a family member) is old is inappropriate. Complimenting the good looks of a friend's wife by giving remarks as "You have a lovely wife" would be considered perfectly natural and even highly appreciated. But the same compliment would be regarded as indecent by many Chinese, especially by the older generation.

Question 28.

Case 3 (15 points, 10 points for the analysis, 5 points for overall language quality.)

1) In China, it is traditional that hosts entertain guests by offering many courses of dishes to show their hospitality, and the number of courses served usually has the connotation of good luck, e. g. the number "8" sounds like 发, which means getting rich. It is quite common, especially in cities, that the husband helps a lot in cooking and serving food. Hosts treat guests, especially distinguished guests, very politely, and guests' offer of help in the kitchen is normally politely refused. These Chinese conventions help explain the way Chen Li and Wang Bing entertained Sarah and Daniel.

2) In the West, hosts' hospitality is not shown by the quality and quantity of the food, but by offering their own specialty. The hospitality is also shown by the hosts' accompanying the guests and having a conversation with them. So both the host and hostess would accompany the guests to have dinner and have a warm talk together. Guests would not ask any private questions, such as the price of the furniture, etc. These Western conventions help explain the way Sarah and Daniel treated Chen Li and Wang Bing. Chen Li and Wang Bing followed the Chinese conversation habit, that's why they asked about the prices, and often Chinese guests want to show their manners by eating limited amount of food, and this may explain why Chen Li and Wang Bing ate only a little food.

3) It is advisable for both couples to learn the other culture through experience, chatting, observing and reading. On suitable occasions, e. g. at parties, friendly and interesting conversations about their respective cultures, such as ways of entertaining guests, normal conversation topics and taboos, etc, can be an effective way of understanding each other. Through such interactions, their friendship will surely be enhanced.

试卷代号:1028

中央广播电视大学 2008—2009 学年度第一学期“开放本科”期末考试

跨文化交际 口试题签(1A)

2009 年 1 月

Instructions for A:

You (as A) and another student (as B) have 10 minutes to prepare a conversation. The conversation will be divided into 2 parts, each part taking about 5 minutes. In Part 1, A will ask the questions, and B will respond. In Part 2, B will ask the questions, and A will respond. The examiner will indicate when to change parts.

Note:

Final grades will be determined by the appropriateness, fluency and accuracy of your conversation. The two parts of your conversation should have a connection. You will be judged not only on your ability to ask and answer questions, but also on your ability to keep the conversation going on smoothly. Your conversation should flow as naturally as possible.

Situation: You and B are going to have a conversation. You will be first talking about Chinese education, and then moving to the topic of American education. Your conversation will be in two parts. Each takes about 5 minutes. Your examiner will indicate when to change to the second part.

Part 1: Chinese education

A starts the conversation by asking the first question, followed by more questions. B mainly answers questions. This part of your conversation should last about 5 minutes.

You are A. Your questions should be related to the topic of Chinese education. Here are some suggestions:

- ▶ Ask B how students are taught, and what is usually taught in China.

➤ Ask B the relationship between the students and the teacher in China.

➤ Ask B the advantages and disadvantages of Chinese education.

Part 2: American education

B is now going to ask questions. A mainly answers questions. This part of your conversation should last about 5 minutes.

You are A. Now it is your turn to answer questions. B will be talking about American education by asking you some related questions. You may answer his/her questions by giving opinions or telling your own experiences.

试卷代号:1028

中央广播电视大学 2008—2009 学年度第一学期“开放本科”期末考试

跨文化交际 口试题签(1B)

2009 年 1 月

Instructions for B:

You (as B) and another student (as A) have 10 minutes to prepare a conversation. The conversation will be divided into 2 parts, each part taking about 5 minutes. In Part 1, A will ask the questions, and B will respond. In Part 2, B will ask the questions, and A will respond. The examiner will indicate when to change parts.

Note:

Final grades will be determined by the appropriateness, fluency and accuracy of your conversation. The two parts of your conversation should have a connection. You will be judged not only on your ability to ask and answer questions, but also on your ability to keep the conversation going on smoothly. Your conversation should flow as naturally as possible.

Situation: You and A are going to have a conversation. You will be first talking about Chinese education; and then moving to the topic of American education. Your conversation will be in two parts. Each takes about 5 minutes. Your examiner will indicate when to change to the second part.

Part 1: Chinese education

A starts the conversation by asking the first question, followed by more questions. B mainly answers questions. This part of your conversation should last about 5 minutes.

You are B. In this part of the conversation, A is going to ask you some questions about Chinese education. You may answer his/her questions by giving opinions or telling your own experiences.

Part 2: American education

B is now going to ask questions. A mainly answers questions. This part of your conversation should last about 5 minutes.

You are B. Now it is your turn to ask questions. Your questions should be about American education. Here are some suggestions:

- Ask A how students are taught and what is usually taught in the U. S.
- Ask A the relationship between the students and the teacher in America.
- Ask A the advantages and disadvantages of American education.

试卷代号:1028

中央广播电视大学 2008—2009 学年度第一学期“开放本科”期末考试

跨文化交际 口试题签(2A)

2009 年 1 月

Instructions for A:

You (as A) and another student (as B) have 10 minutes to prepare a conversation. The conversation will be divided into 2 parts, each part taking about 5 minutes. In Part 1, A will ask the questions, and B will respond. In Part 2, B will ask the questions, and A will respond. The examiner will indicate when to change parts.

Note:

Final grades will be determined by the accuracy, fluency and appropriateness of your conversation. The two parts of your conversation should have a connection. You will be judged not only on your ability to ask and answer questions, but also on your ability to keep the conversation going on smoothly. Your conversation should flow as naturally as possible.

Situation: You and B are going to have a conversation. You will be first talking about some aspects of individualists' attitudes and behaviours compared to those of collectivists, and then moving to the topic of the values and expectations in education in America and in China. Your conversation will be in two parts. Each takes about 5 minutes. Your examiner will indicate when to change to the second part.

Part 1: Some aspects of individualists' attitudes and behaviours compared to those of collectivists

A starts the conversation by asking the first question, followed by more questions. B mainly answers questions. This part of your conversation should last about 5 minutes.

You are A. Your questions should be related to the topic of some aspects of individualists' attitudes and behaviours compared to those of collectivists. Here are some suggestions:

- Ask B about the basic unit in both individualism and collectivism.
- Ask B about the social values in individualism as well collectivism.
- Ask B what are the individualists' attitudes towards the strangers and group members as well as those of collectivists.

Part 2: The values and expectations in education in America and in China

B is now going to ask questions. A mainly answers questions. This part of your conversation should last about 5 minutes.

You are A. Now it is your turn to answer questions. B will be trying to talk about the values and expectations in education in America and in China by asking you some related questions. You may answer his/her questions by giving opinions or relating your own experiences.

试卷代号:1028

中央广播电视大学 2008—2009 学年度第一学期“开放本科”期末考试

跨文化交际 口试题签(2B)

2009 年 1 月

Instructions for B:

You (as B) and another student (as A) have 10 minutes to prepare a conversation. The conversation will be divided into 2 parts, each part taking about 5 minutes. In Part 1, A will ask the questions, and B will respond. In Part 2, B will ask the questions, and A will respond. The examiner will indicate when to change parts.

Note:

Final grades will be determined by the accuracy, fluency and appropriateness of your conversation. The two parts of your conversation should have a connection. You will be judged not only on your ability to ask and answer questions, but also on your ability to keep the conversation going on smoothly. Your conversation should flow as naturally as possible.

Situation: You and A are going to have a conversation. You will be first talking about some aspects of individualists' attitudes and behaviours compared to those of collectivists; and then moving to the topic of the values and expectations in education in America and in China. Your conversation will be in two parts. Each takes about 5 minutes. Your examiner will indicate when to change to the second part.

Part 1: Some aspects of individualists' attitudes and behaviours compared to those of collectivists

A starts the conversation by asking the first question, followed by more questions. B mainly answers questions. This part of your conversation should last about 5 minutes.

You are B. In this part of the conversation, A is going to ask you some questions about some aspects of individualists' attitudes and behaviours compared to those of collectivists. You may answer his/her questions by giving opinions or relating your own experiences.

Part 2: The values and expectations in education in America and in China

B is now going to ask questions. A mainly answers questions. This part of your conversation should last about 5 minutes.

You are B. Now it is your turn to ask questions. Your questions should be about the values and expectations in education in America and in China. Here are some suggestions:

- Ask A whether the teachers encourage student participation in America and in China.
- Ask A what would happen when a student was caught cheating both in America and in China.
- Ask A whether students should be punished strictly if they share answers on tests or on schoolwork. Have a discussion with A by offering your own opinions.

试卷代号:1028

中央广播电视大学 2008—2009 学年度第一学期“开放本科”期末考试

跨文化交际 口试题签(3A)

2009 年 1 月

Instructions for A:

You (as A) and another student (as B) have 10 minutes to prepare a conversation. The conversation will be divided into 2 parts, each part taking about 5 minutes. In Part 1, A will ask the questions, and B will respond. In Part 2, B will ask the questions, and A will respond. The examiner will indicate when to change parts.

Note:

Final grades will be determined by the accuracy, fluency and appropriateness of your conversation. The two parts of your conversation should have a connection. You will be judged not only on your ability to ask and answer questions, but also on your ability to keep the conversation going on smoothly. Your conversation should flow as naturally as possible.

Situation: You and B are going to have a conversation. You will be first talking about possible cross-cultural differences in giving and receiving gifts; and then moving to the topic of possible cross-cultural differences in the conception of time. Your conversation will be in two parts. Each takes about 5 minutes. Your examiner will indicate when to change to the second part.

Part 1: Cross-cultural differences in giving and receiving gifts

A starts the conversation by asking the first question, followed by more questions. B mainly answers questions. This part of your conversation should last about 5 minutes.

You are A. Your questions should be related to the topic of cultural differences in giving and receiving gifts. Here are some suggestions:

- On what occasions should one buy a gift in China and in the West?

- What are the main elements affecting one's choice of a gift in China and in the West: price, package, or others?
- What is the proper way to show one's gratitude when receiving a gift in China and in the West?

Part 2: Cross-cultural differences in the conception of time

B is now going to ask questions. A mainly answers questions. This part of your conversation should last about 5 minutes.

You are A. Now it is your turn to answer questions. B will be trying to talk about cross-cultural differences in the conception of time by asking you some related questions. You may answer his/her questions by giving opinions or relating your own experiences.

试卷代号:1028

中央广播电视大学 2008—2009 学年度第一学期“开放本科”期末考试

跨文化交际 口试题签(3B)

2009 年 1 月

Instructions for B:

You (as B) and another student (as A) have 10 minutes to prepare a conversation. The conversation will be divided into 2 parts, each part taking about 5 minutes. In Part 1, A will ask the questions, and B will respond. In Part 2, B will ask the questions, and A will respond. The examiner will indicate when to change parts.

Note:

Final grades will be determined by the accuracy, fluency and appropriateness of your conversation. The two parts of your conversation should have a connection. You will be judged not only on your ability to ask and answer questions, but also on your ability to keep the conversation going on smoothly. Your conversation should flow as naturally as possible.

Situation: You and A are going to have a conversation. You will be first talking about possible cross-cultural differences in giving and receiving gifts; and then moving to the topic of possible cross-cultural differences in the conception of time. Your conversation will be in two parts. Each takes about 5 minutes. Your examiner will indicate when to change to the second part.

Part 1: Cross-cultural differences in giving and receiving gifts

A starts the conversation by asking the first question, followed by more questions. B mainly answers questions. This part of your conversation should last about 5 minutes.

You are B. In this part of the conversation, A is going to ask you some questions about possible cross-cultural differences in giving and receiving gifts. You may answer his/her questions by giving opinions or relating your own experiences.

Part 2: Cross-cultural differences in the conception of time

B is now going to ask questions. A mainly answers questions. This part of your conversation should last about 5 minutes.

You are B. Now it is your turn to ask questions. Your questions should be about cross-cultural differences in the conception of time. Here are some suggestions:

- Ask A to give one or two examples of different ways Western people and Chinese people may use to make the most of time.
- Ask A to make a comparison between Western people and Chinese people about the ways to spend one's spare time.
- Ask A what suggestions he/she would give to some Chinese people regarding the management of time when working with Western people.

试卷代号:1028

中央广播电视大学 2008—2009 学年度第一学期“开放本科”期末考试

跨文化交际 口试评分标准

(供参考)

2009 年 1 月

分 数	标 准
81—100	能够就所有有关话题进行有效交际,语言得体,语流自然流畅,语法基本无错误,具有足够的词汇量谈论涉及的有关话题,语音语调正确无误。
61—80	大部分情况下可以进行有效交际,只在少数情况下出现明显障碍或不得体语言,多数情况下能够正确使用各种语法结构,具有足够的词汇量谈论一般性话题,语音语调基本正确,基本没有严重影响交际的发音错误。
41—60	基本上能够就指定范围的常见话题进行有效交际,交际困难局限于比较特殊的交际内容;虽然采用了一些不规范的表达方式,严重影响交际效果的仍然较少;常用语法结构基本不出现错误,严重语法错误局限于较为复杂的结构;词汇量基本上不影响一般性的表达;语音语调基本可以识别,只有少量可能引起误解的语音和语调错误。
21—40	不能流利地进行一般性话题的谈话,产生许多不得体的说法,常用语法结构的应用也包含大量重复性错误,词汇贫乏,严重影响交际,语音语调经常不可识别。
0—20	对多数一般性话题都产生交际困难,语流十分不连贯,长时间停顿不语,语法多不正确,词汇贫乏使交际几乎无法进行,语音语调难以辨认。

评分办法:

为了能够比较客观地反映考生的口语表现,建议口试的评分人由 2—3 位教师组成。考生的口试成绩可为评分人所给分数的平均值。