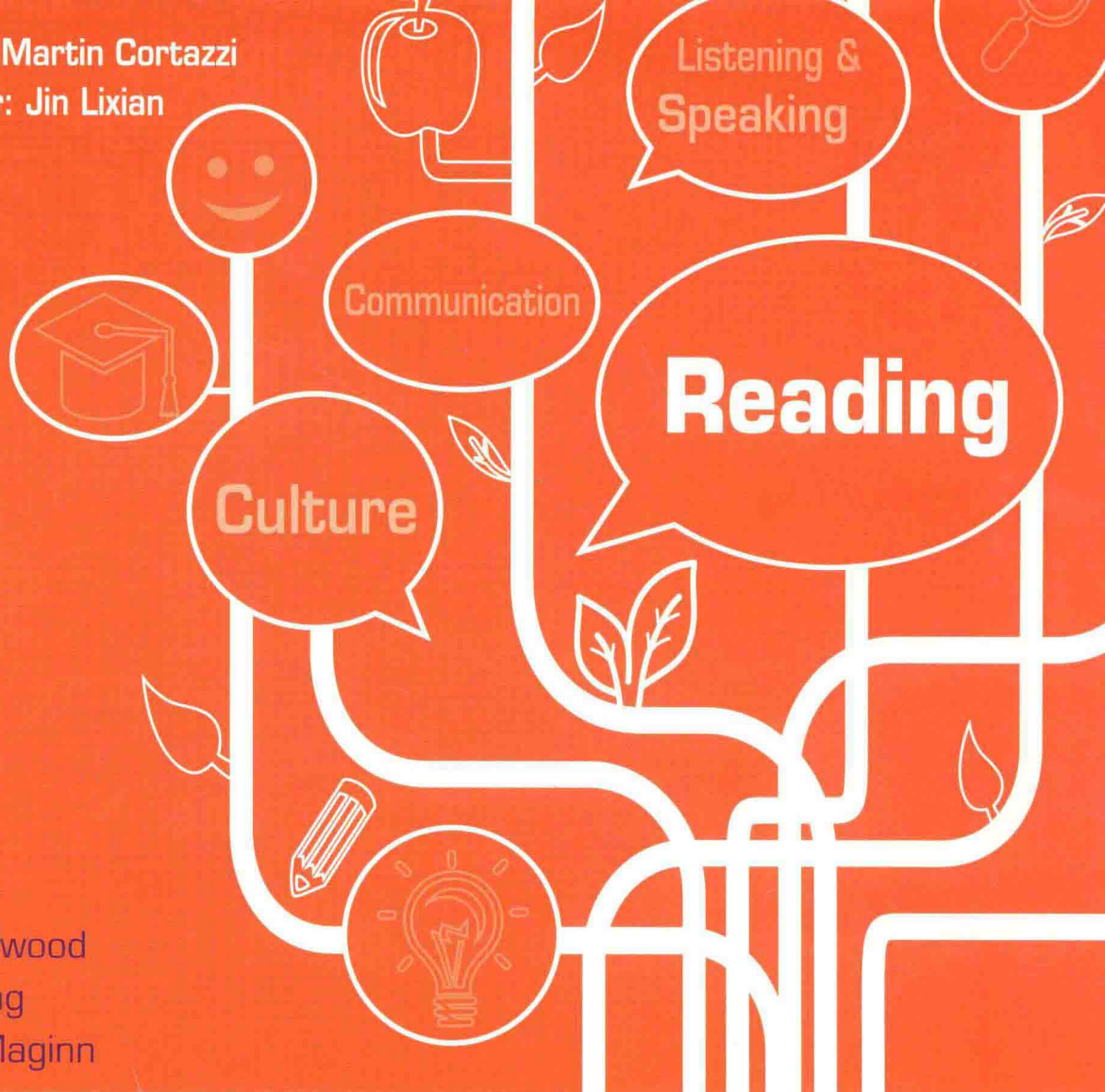


Series Editor: Martin Cortazzi  
Cultural Editor: Jin Lixian



Ian Smallwood  
Li Po Lung  
Steven Maginn

COLLEGE ENGLISH CREATIVE READING

跨文化交际英语

阅读教程



Student's Book

学生用书

4

 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS  
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SKILLS	CREATIVITY	INTERCULTURAL NOTES
Identifying and using theme markers to understand the direction of a text	Applying for a job as a voice-over artist	
Identifying supplementary details in a text using a flowchart	Imagining alternative endings	
Identifying writers' bias	An opportunity for a scholarship to Cambridge: present yourself	What Are Universities For?
Selling yourself in job applications	Discussing your ideas and ideals for a possible career	
Making connections	Presenting reasons why Vienna should be Europe's Capital of Culture	
Revising different text structures	Solving a problem creatively	Creativity and Inventions
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# 出版说明

《大学英语教学指南》对大学英语课程性质定位为“高等学校人文教育的一部分，兼有工具性和人文性双重性质”。其工具性体现在进一步提高学生英语听、说、读、写、译的能力，也体现在通过学习与专业或未来工作有关的学术英语或职业英语，获得在学术或职业领域进行交流的相关能力。就人文性而言，就是要了解国外的社会与文化，增进对不同文化的理解、对中外文化异同的意识，培养跨文化交际能力。

上海外语教育出版社最新推出的《跨文化交际英语·阅读教程》，正是致力于将大学英语的工具性和人文性特征有机结合，将跨文化元素融入通用英语体系的全新教材，由外教社与麦克米伦教育倾力打造，将文化知识的传授与跨文化交际能力的提升融入阅读技能的培养中，满足《大学英语教学指南》中跨文化交际英语课程的教学目标和需要。

这套教材在选材上充分体现跨文化特色，除介绍西方社会历史文化的篇章外，还有不少中国文化和中西文化交流的选篇。例如围绕“音乐”单元主题，有介绍欧洲音乐之都维也纳历史与文化的篇章，也有讲述中国钢琴家朗朗奋斗历程的文章；在涉及“中西文化交流”这一主题时，既选取了有“中西文化使者”之称的林语堂，又引荐了鲜为人知的中国科技史专家、英国著名学者李约瑟（Joseph Needham），还有一篇阐述中西文化桥梁——丝绸之路。这些选文有着丰富的人文内涵和广阔的文化背景，特别注重世界不同文化的对比，可以充分唤起学生的本土文化意识和跨文化交流意识。教材还特设“Intercultural Notes”，根据不同主题，介绍跨文化交际的知识和技能。

在练习设计上，力求以生动、有趣并富有挑战性的项目让学生学会如何更好地使用英语；词汇学习一改以往在课文后利用词表罗列单词的方式，而设计为通过练习使学生掌握词汇用法，从而更好地记忆单词；阅读理解则参考了大学英语四级考试长篇阅读的题型形式。教材中大量创造性的练习活动让学生从被动阅读转为主动获取语言素材之外的多种信息，以培养学生学习的主观能动性和创造性。

参加这套教材编写的专家均来自英国，他们活跃在中国英语教学的第一线，同时也是英语教育研究领域的资深研究者。

本教程共4册，还有与之配套的教师用书和电子教案，可供教师参考。

在进一步深化大学英语教学改革，提高教学质量，学习西方文化，传播中国文化的新常态下，我们相信这套教材必将给使用者带来一次英语学习的全新体验。

上海外语教育出版社

# Introduction

The four books of *College English Creative Reading* aim to help you to develop and use English creatively – and with a sound awareness of culture – through a variety of different ways of reading, studying and using English. The texts have been specially written to be interesting and will engage you in a wide variety of genres through creative activities.

These books include key features which help you to become good creative READERS; with these features you will:

Read a wide variety of texts in different ways to develop a foundation for academic and professional uses of English by reading **on** the lines, **between** the lines and **beyond** the lines on interesting topics;

Extend vocabulary knowledge and use through systematically practising carefully identified words and phrases;

Actively use English through thinking, understanding and expressing different viewpoints, contexts, and ideas;

Develop discourse skills through tables, diagrams and charts, and through working with summaries to understand how texts are organized;

Engage with other cultures and have a better awareness of cultural knowledge, contexts and practices in and beyond China, and to develop intercultural skills;

Respond with the expression of your ideas, opinions and experiences;

Solve problems by using English creatively and with imagination, and by relating uses of English to real-world situations and current applications.

## Topics, Texts, Contexts and Cultures

The topics and types of texts are extremely varied. They have been chosen on the basis of extensive research which asked 15,000 students which topics they find interesting and what they would like to read about; these topics have then been further refined through discussion and feedback with experienced teachers. Texts in the four books centre on persuasive speeches and writing, adverts, argument, commentary, factual reports and personal opinion, advice, narrative, fiction, biography and life experiences. Different texts revolve around family life, romance and relationships; education, careers, work and healthy living; sciences and technologies; the arts, music and media; and business, finance, entrepreneurship and working life. Culturally, there is also a focus on varied customs, intercultural communication and globalized contexts. Thus some texts focus on English-speaking contexts in English-speaking countries; others focus on contexts outside native-speaking countries where using English is important; and others focus on Chinese contexts, to enhance awareness and skills of communicating about features of Chinese culture in the world at large.



## Using the Books

Each unit has a number of different sections which are described below.

### Before You Read

Here are some discussion questions to help you to begin to engage with the topic and to express some initial ideas. This will help you to read more easily and efficiently because you will be thinking about the topic.

### Words You Need

This section explains the meanings of one or two key words beforehand, so be sure that you understand these before you read. Other words are marked in italics in the text: their meanings will be given in the Words to Note section.

### Reading

Good readers generally match the way they read with the kind of text they are reading and with their purpose for reading. Here the texts are very varied, so with a variety of activities you will develop different ways of reading different kinds of texts. This is a professional skill which you can develop by thinking about how you will read (before you read), and your way of reading (thinking back later) and how you might improve it. The activities in each unit help you to do this by picking out different kinds of information and ideas: some will be literal meanings which are clearly stated (so you read **on** the lines), some will be implied meanings which are not actually stated as such (so you read **between** the lines), some will be extended ideas, implications and applications made evident through discussion and making notes (so you read **beyond** the lines).

### Words to Note

In this section you work with the words marked in the text in italics. To improve your reading, we advise you to take three steps with these: first, notice these words in their context by reading the text before you encounter these words. This is the reason they are not listed as 'new words' before the text, so that you read through the text to get a general idea of what it is about, even though – at this point – some words are puzzling or unknown. Second, treat the words by giving an active response: you can check the likely meanings of these words in italics by thinking about possible meanings or likely synonyms, even though you may not be sure yet (try this without using a dictionary, because if you keep looking up the words it slows your reading). Third, in this activity you match the words with an appropriate definition for this context (some words will of course have other meanings which are not relevant here). These definitions are taken from the *Macmillan English Dictionary*. Keep checking these definitions with the words in their contexts; this becomes quicker as you work through the text because some words are easier, some have been matched already, and some definitions are impossible or unlikely in the context. Your teacher may ask you to give an example of further uses of some of these words. Alternatively, if you are still unsure you can ask your teacher.

### Understanding the Text

Here you have a variety of different activities to help you to further understand the text. Some

use true/false, multiple-choice, or sentence completion activities. Beyond these, other activities help you to see the meaning and structure of the whole text, perhaps by completing a table or chart or by making specific notes: you can see that these activities mean that you take a kind of problem-solving approach in which you will probably need to crosscheck with the text and re-read particular points, perhaps working with a partner and then presenting your results to others. These activities often help you to improve your study skills because your attention is drawn to ways in which the texts are organized and because you extract different kinds of information and ideas.

One activity gives you a series of statements: each statement corresponds to a point in one section of the text (some sections do not have a correlative statement, and some have more than one, so you need to be careful) and by identifying this section in each case you put these points in sequence. The result is a summary, so by re-reading these points in sequence you can again check that you understand the key ideas. You can try to give your own summary by using these sentences, but in your own words.

In another activity, a paragraph from the text is given again with blanks to be filled: you fill these using words given in the box but these are **not** the same words that were written in the original text – they are synonyms or closely related words or phrases which make sense in the context. Again, you need to be careful because some words in the box are not used, so you have to choose only the relevant ones.

### **Developing Your Skills**

This section uses some of the language items in the text to develop your language skills in a wide variety of ways. You may identify the writer's purpose or the tone of the text by looking back carefully at some of the language; you may complete further charts or tables related to thinking skills, developing judgements and study skills; or you may be encouraged to give your own ideas and experiences relative to the topic.

### **Extending Your Vocabulary**

In these activities you will extend your vocabulary by using some of the words from the Words to Note section, or other important vocabulary related to the text, in different ways – perhaps through matching words or phrases, or through finding and using sets of related words so that you see patterns and relationships between particular kinds of vocabulary. Other activities help you to notice positive or negative associations between words, or to relate words together as synonyms and antonyms.

### **Expanding Your Creativity**

This is an innovative feature of these books which gives you plenty of practice to apply English in real or imagined contexts which go beyond the text, and invite you to draw on the language you already know in many different ways, usually through a brief task which asks you to use your English in unexpected ways. Often you will work interactively with partners and perhaps present an aspect of using English creatively to others. This means that as you progressively use these four books you will develop creative skills and become confident to use English in different contexts, even if you have not previously practised expressing yourself in similar contexts.

## Intercultural Notes

Another innovative section in these books is the five sets of Intercultural Notes in each book. These go beyond the cultural contexts and activities in the units and draw attention to how you can use English sensitively in Chinese, international and global contexts. They raise your awareness of intercultural communication and social uses of English in different contexts by pointing to features of cultural contrasts or specific intercultural skills. Sometimes these notes compare Chinese and other cultures, so that you reflect cross-culturally on your own identity and community through knowing more about other cultures, customs and practices.

## The Authors

Each author who has contributed to these books is a highly experienced and well-qualified teacher and senior writer. They have been teaching Chinese learners for many years. They have worked as a team and each has written other widely read books, published their own research in language learning, and given workshops and courses for teachers of English in China and other countries.

In alphabetical order the authors and editors are:

Professor Martin Cortazzi, Visiting Professor of Applied Linguistics, University of Warwick, UK.

Professor Chris Green, Professor of English, Hong Kong Nang Yan College of Higher Education, Hong Kong, China.

Li Po Lung, Senior English Language Instructor, Hong Kong University of Science and Technology, Hong Kong, China.

Professor Lixian Jin, Professor of Linguistics and Intercultural Learning, De Montfort University, UK.

Steven Maginn, Hong Kong-based author of a number of English texts for Chinese learners.

Ian Smallwood, Quality Manager, University of Hull, UK.

This series of books enables you to focus on *Creative Reading*, so that you learn and use English with confidence and creativity, and develop you as a person with:

Cultural awareness and intercultural knowledge and skills;

Responses and reactions to interesting topics and texts;

Enhanced learning through challenging activities;

Active use of English to develop further skills;

Thinking and reflecting personally about topics;

Interactive practice engaging in discussion activities;

Variety of approaches to topics, text types and activities;

Extended vocabulary ...

... and creative uses of English.

Martin Cortazzi  
Series Editor

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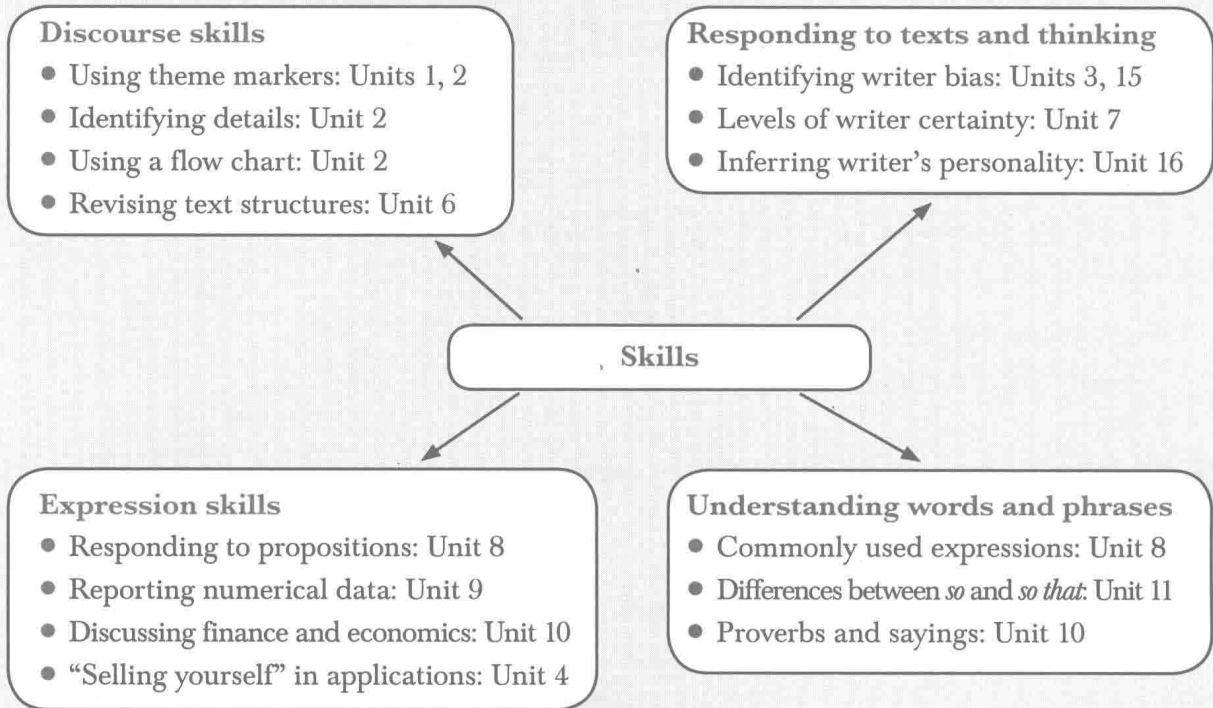
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Identifying and using theme markers to understand the direction of a text	Applying for a job as a voice-over artist	
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Selling yourself in job applications	Discussing your ideas and ideals for a possible career	
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Revising different text structures	Solving a problem creatively	Creativity and Inventions
Identifying the level of certainty of a writer's viewpoint(s)	Creating a ghost story	
Making sense of commonly used expressions; expressing agreement or disagreement	Discussing what makes a successful relationship	Personal Relationships across Cultures

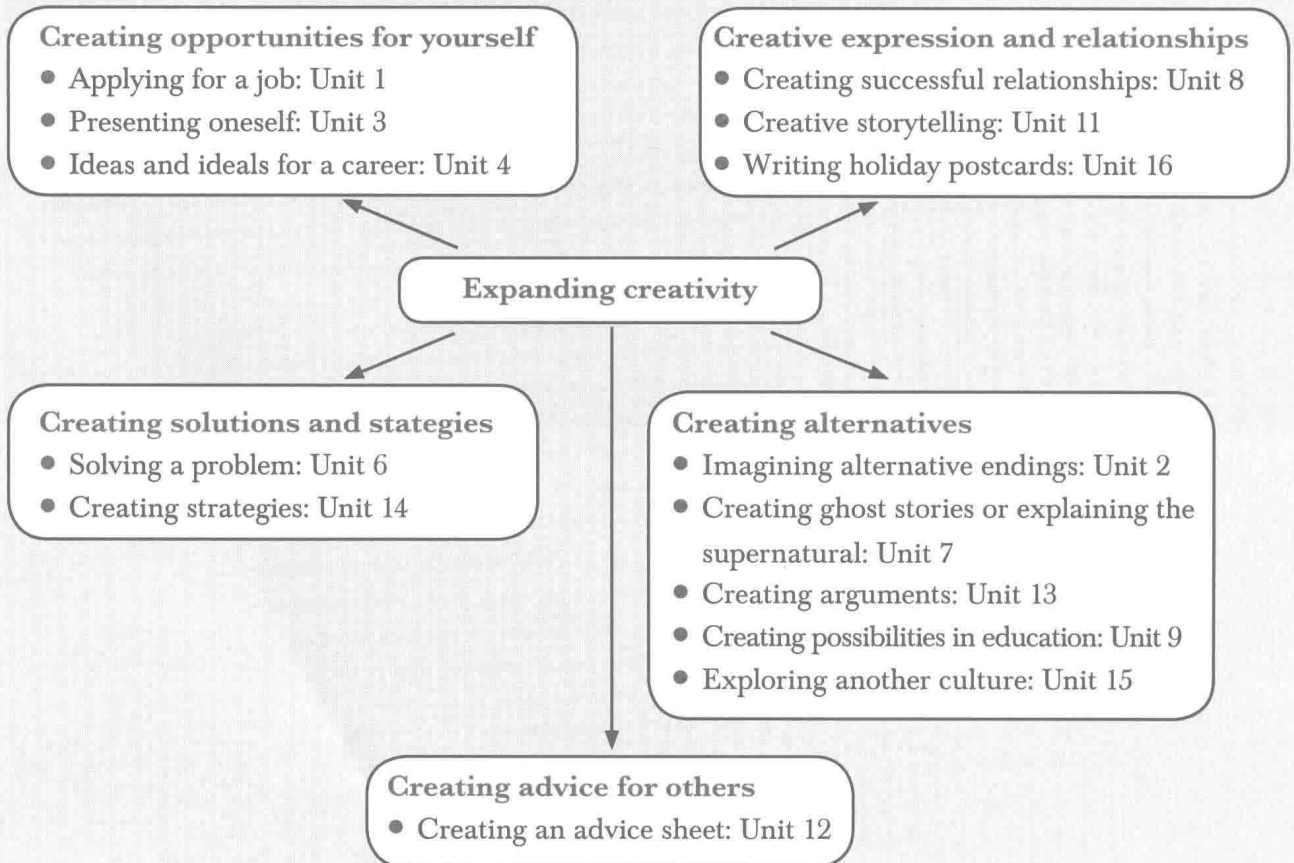
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SKILLS	CREATIVITY	INTERCULTURAL NOTES
Reporting numerical data	Education in remote areas: creating possibilities	
Using language associated with economics and finance	Creating stories in groups	
Practice identifying the difference between <i>so</i> and <i>so that</i>	Creative storytelling: using pictures in the mind	
Connecting sentences	Role-playing a listening exercise	Listening and Speaking in Intercultural Communication
Expressing precision	Going against the stream: presenting arguments in unpopular circumstances	
Identifying a writer's implicit standpoint	Creating strategies for expanding	
Identifying bias in a text: further practice	Exploring another culture and lifestyle: describing a hunting expedition	Languages and Communication in Australia
Inferring the personality of a writer	"Wish you were here": writing postcards from dream holidays	

## Skills Developed from the Texts in this Book

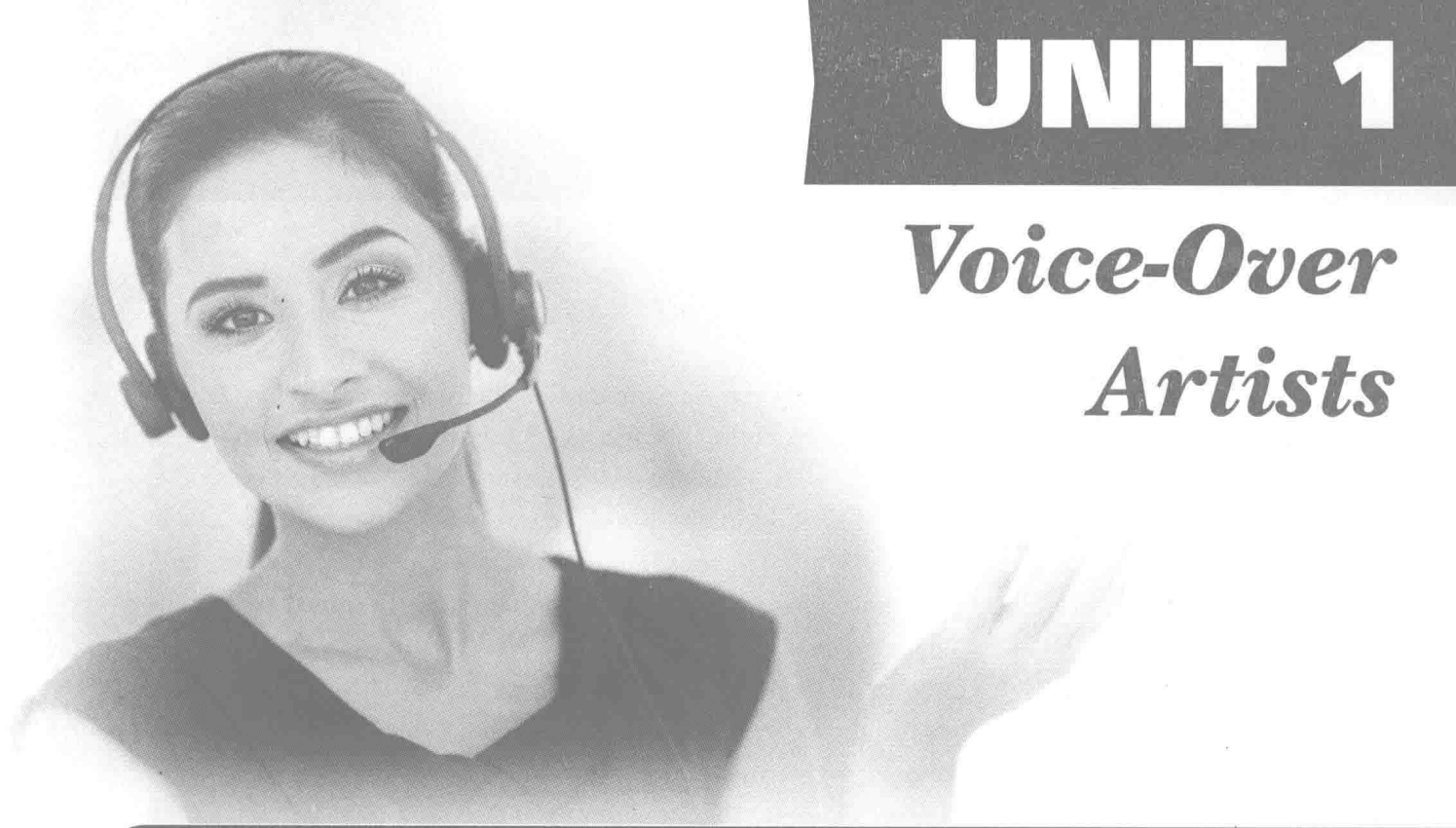


## Expanding Creativity in the Units in this Book





## *Voice-Over Artists*



### Before You Read

Discuss these questions with a partner. Make notes in the box provided.

- Have you ever watched a cartoon or a commercial and wondered who was the person behind the voice?
- What do you think would be the problems of providing the voices for a whole range of cartoon characters?
- How do you think the voice actors are chosen?
- Do you think that being a voice actor would be an interesting job? An easy job?
- What do you think are the requirements of such a profession?

Notes