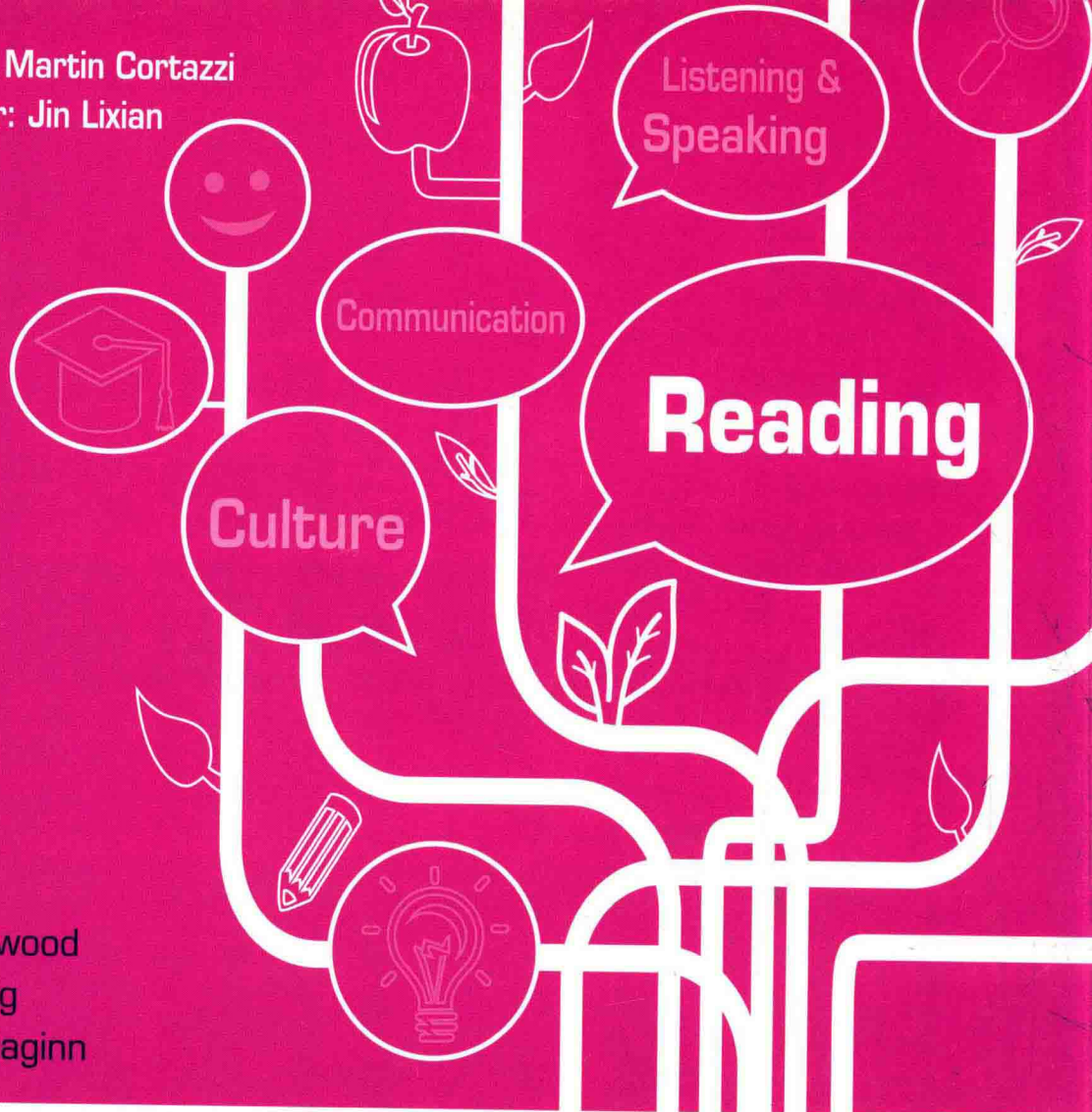


Series Editor: Martin Cortazzi
Cultural Editor: Jin Lixian



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

2

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图书在版编目(CIP)数据

跨文化交际英语阅读教程 学生用书. 第2册/(英) 史默伍德 (Smallwood, I.) 等编.

—上海: 上海外语教育出版社, 2015

ISBN 978-7-5446-3877-7

I. ①跨… II. ①史… III. ①英语—阅读教学—高等学校—教材 IV. ①H319.4

国版本图书馆CIP数据核字 (2014) 第258448号

© 2015 Macmillan Publishers (China) Ltd and Shanghai Foreign Language Education Press

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出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

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责任编辑: 徐 喆 Joanna Pierce

印 刷: 上海华业装璜印刷厂有限公司

开 本: 850×1168 1/16 印张 12 字数 312千字

版 次: 2015年4月第1版 2015年4月第1次印刷

印 数: 10 000 册

书 号: ISBN 978-7-5446-3877-7 / H · 1396

定 价: 35.00 元

本版图书如有印装质量问题,可向本社调换

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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郎朗奋斗历程的文章；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。

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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。

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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, Academic Registrar, University of Kurdistan Hewler, Iraq.

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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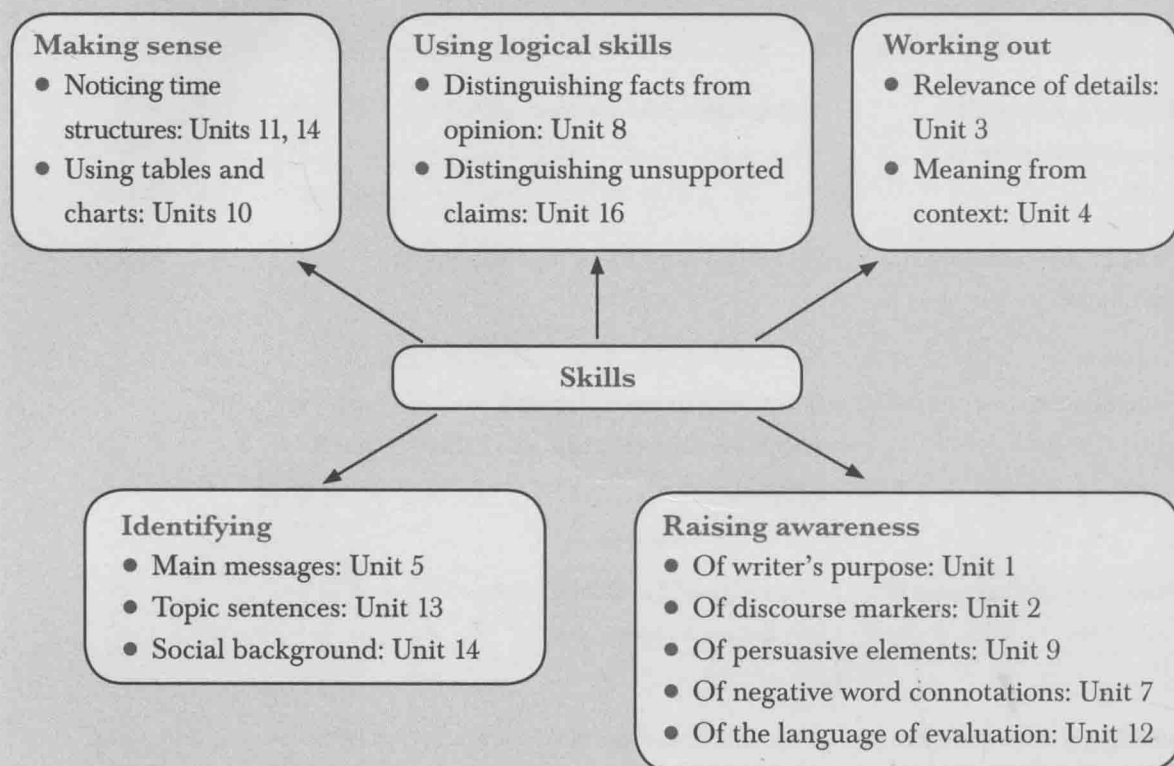
UNIT	PASSAGE
1 Pages 11–23	<i>Advertising: A Holiday of a Lifetime</i> An argument about the nature of advertising, illustrated by the contrasting texts of a holiday advertisement and a newspaper article about the same location.
2 Pages 24–33	<i>Schooldays: An Effective Education System</i> A speech for a debate about education, in which the speaker gives a point of view about selection, growing up and learning.
3 Pages 34–43	<i>A Tale of the Unexpected: The Snakeskin Bag</i> A suspense story in which an inherited snakeskin bag grants a family any wish — but at a price.
4 Pages 44–57	<i>Personal Space: Don't Stand Too Close</i> An expository text which discusses how people create personal spaces in public places and in their working environments — this differs across cultures.
5 Pages 58–68	<i>Physical Disabilities: Overcoming Physical Disabilities</i> A series of letters, mainly from disabled people, showing their experiences and noting progress in providing special facilities.
6 Pages 69–78	<i>Western Knowledge of Chinese Science: Joseph Needham</i> A text about the Cambridge biochemist who devoted his life to the discovery and documentation of Chinese science.
7 Pages 79–88	<i>Mastering a New Language: The Joys of Language Learning</i> A text which gives guidance on how to solve some of the problems of language learning, with examples from the author's experience.
8 Pages 89–101	<i>Good Teachers; Good Students: A Question of Balance</i> A transcript of a conversation between a student and a teacher showing their ideas about the qualities of good teachers and good students.

SKILLS	CREATIVITY	INTERCULTURAL NOTES
Raising awareness of the writer's purpose	Drawing a map based on text information	Advertisements and cultures
Raising awareness of the functions and uses of discourse markers	Making a story chain in writing	
Working out the relevance of some details and expanding others	Writing a proposal for a film version of the story	
Using context cues to deduce word meaning	Writing guidelines for international guests about using personal space	Personal space, privacy and language
Identifying main messages	Prioritizing new facilities for the disabled	
Describing functions and purposes of inventions	Role-playing an interview	
Being aware of negative word connotations	Imagining and role-playing a dialogue, across generations, about being in love	
Distinguishing facts from opinions	Interpreting research data from China and Britain	Good teachers and students

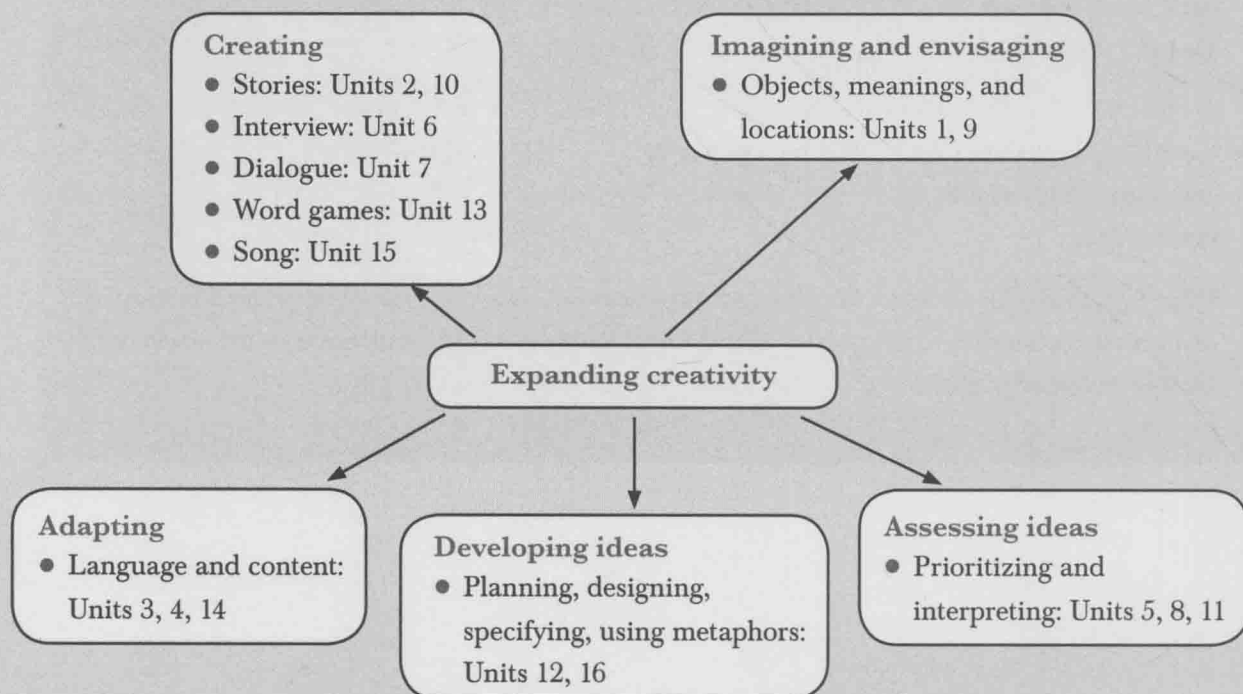
UNIT	PASSAGE
9 Pages 102–112	<i>Eyeless Sight: The Science of a Sixth Sense</i> A report on ways in which some blind people develop amazing sensitivity to “see” colours or read with their skin.
10 Pages 113–121	<i>Superstitions: Keep Your Fingers Crossed</i> An expository text which looks at the background of superstitions about the house and home in different societies.
11 Pages 122–131	<i>An English New Town: A Planned Town in an Unplanned Country</i> This text traces the development of the 1960s town of Milton Keynes; at the time, this was an exciting new venture in town planning — but has the town got character?
12 Pages 132–141	<i>Bridging China and the West: Lin Yutang</i> A commentary on the literary works of Lin Yutang and his role as a cultural ambassador.
13 Pages 142–155	<i>Gestures: The World of Gestures</i> An expository text which examines the role of gestures in communication — the topic is important because gestures vary across languages and cultures, so using gestures is an important part of using English.
14 Pages 156–167	<i>Romantic Fiction: Pride and Prejudice — a Novel by Jane Austen</i> A short version of the famous romantic novel set in nineteenth-century provincial England. The story revolves around the relationships and marriage prospects of five sisters.
15 Pages 168–177	<i>Re-engineering the Music Business</i> A text which explores Sweden’s involvement in the different aspects of the music industry.
16 Pages 178–189	<i>Application Letters: University Application Letters</i> A text which takes the example of writing an application for a university MBA course in order to get readers to examine different student responses when people write about their academic and personal backgrounds.

SKILLS	CREATIVITY	INTERCULTURAL NOTES
Becoming aware of the persuasive element in writing	Giving descriptions without sight	
Using a table to summarize information	Planning a story about superstitions	
Noticing time structures in a text	Prioritizing in town planning — evaluating physical and social living conditions in a town	
Examining the language of evaluation	Discussing and evaluating some of Lin Yutang's works	
Identifying topic sentences and their expansion	A “countries and peoples” game	Gestures and intercultural communication
Identifying the social background and time sequence of a story	Designing a book cover for <i>Pride and Prejudice</i>	
Identifying the various roles and responsibilities in the music industry	Writing a pop song	
Using logic to identify problems in texts and to identify unsupported claims	Writing a person specification for a job	Presenting yourself in interviews and meetings in different cultures

Skills Developed from the Texts in this Book

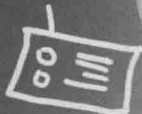


Expanding Creativity in the Units in this Book



Advertising

Advertising



magazine radio

Before You Read

Look at each of the following quotations about advertising. Discuss each one with a partner and decide whether you agree or disagree with the author's point of view.

Quotation	Agree	Disagree
Advertising is salesmanship mass-produced. No one would bother to use advertising if they could talk to all his prospects (possible or likely customers) face to face. But they can't.		
Advertising may be described as the science of arresting the human intelligence long enough to get money from it.		
Advertising is the greatest art form of the twentieth century.		
Advertising is legalized lying.		

In one sentence, try to write your own definition of advertising:

A Holiday of a Lifetime

A **W**herever we go and whatever we do, we are surrounded by advertising. Much of the advertising around is useful — informing us of new products or the best bargains available at that moment. It is a way for producers to sell their products and without it many businesses would not be able to succeed. In fact, the advertiser James Randolph Adams once said “Advertising is the principal reason why the businessman has come to inherit the Earth.”



B However, is there too much advertising now? In many ways, it has started to destroy its own aim in that so much of the advertising we see is misleading. It is very possible that we now tend to ignore most of what we see. Perhaps what the famous author, H. G. Wells said is now more accurate: “Advertising is legalized lying.”

C Let me give what I believe to be a perfect example of the problems of advertising. This happened to me when I was trying to find a suitable place to take my family for a holiday. I searched the travel brochures and I found what I believed to be a perfect holiday. It was advertised as “A Once in a Lifetime Holiday:”

A Once in a Lifetime Holiday

D An Island Paradise

Come and relax at this wonderful, brand-new resort at the southern tip of the *exotic* island of Bantu. The resort, which extends over an area of 250 *acres*, is *nestled* in a shallow bay which is cooled by refreshing sea breezes. It is an ideal place to make a study of the fascinating sea creatures which *abound* in the shallow waters all along this coast.

E A Holiday for All the Family

For the less adventurous or younger members of the family there is an extremely large swimming pool with a water slide and diving board, a *paddling pool* for the youngsters, a minigolf course and many other natural attractions.

Words You Need

... of a lifetime/once in a lifetime Both of these expressions usually refer to something that is very special in a positive way; very enjoyable or memorable.

F Beautiful Bantu Island

If you want to see more of this paradise island, the hotel will make all the arrangements for you, including *deluxe*, air-conditioned transport to wherever you want to go. You may wish to visit some of the following exciting attractions around the island.

Tour 1: The ancient and mysterious Lake Tali

A short drive from the resort will take you to an ancient religious site and a place of romance. Stories abound of human sacrifices and of couples throwing themselves into the lake as a desperate act of love. Spirits are regularly seen by the people living around the lake.

Tour 2: The nature reserve at Bangwe in the north of the island

Here can be found all the natural wonders of the island's wildlife: exotic plants and rare animals.

Tour 3: The unbelievable underwater *cavern* off the west coast

Take a trip in a native boat along the coast from the resort to find this ancient cavern, said to be the home and final resting place of a powerful magician.

G A Home from Home

Of course, in a first class hotel you would expect to find first class accommodation. That's why you will stay in individual, *handcrafted* units, made from local timber. These units will create a real back-to-nature atmosphere.

H A Holiday to Make Your Money Go Further

Quality resorts are often too expensive for the ordinary working family. However, as this is a new resort and the owners are more interested in making their guests feel welcome and happy than in taking their money, this package holiday comes at a special giveaway price. As we KNOW you will want to explore the island on the wonderful tours described above, we include these in the price of the holiday. This means that once you arrive here, you won't have a penny more to pay!

Don't delay! Book now or you may miss the chance of a once in a lifetime holiday!

I I was so excited; I rushed home to show my family. We agreed it was the ideal place for us! However, the day before I was going to book the holiday, I noticed a small article in the local newspaper about the same place. The reporter had been to the holiday resort and found