

Series Editor: Prof. Martin Cortazzi

COLLEGE ENGLISH

Creative Communication

Book 1 *Student's Book*

Ian Smallwood
Li Po Lung
Jin Lixian



大学英语创意口语

第一册

学生用书

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Introduction

In Chinese universities and colleges there is an increasing emphasis on the practical ability to use English for listening and speaking in real contexts. It is recognised that students' oral skills in English also need to be linked to the development of a creative spirit, to cultural awareness and skills in intercultural communication, and to the active application of thinking and problem-solving skills.

The *Creative Communication* series of *College English* textbooks focuses on the active use of oral English to develop students' communication skills in a wide variety of practical situations. The series encourages students to be creative and flexible in speaking English, to be aware of intercultural aspects of using English, and to be able to express their own thoughts and feelings in English. The series also prepares students for the College English Tests. The *Creative Communication* series complements the six books in the *Creative Reading* series of *College English* textbooks.

Special features of this series

Key features of the *College English* series for *Creative Communication* include:

- a focus on getting students to develop listening and speaking skills for a wide variety of practical situations, using a range of learning strategies
- the progressive learning of key words and phrases for oral interaction, with systematic opportunities to practise them flexibly
- regular practice in focused listening for detailed information as well as for implications and other aspects of listening
- the systematic provision of information and insights into cultural aspects of using English, with participation activities which develop intercultural communication skills
- the creative application of oral English to develop students' abilities to express their own ideas and opinions, solve problems, use their imagination and work collaboratively
- regular and systematic practice for the CET Spoken English Test, using typical test formats on the theme of each module

The team of authors of the *Creative Communication* series have extensive experience of teaching oral English to Chinese university students and a strong background in designing, writing and using textbooks.

The sections in each module

The material in each book has been divided into modules. Each module has a particular theme to help

students to develop and practise their oral skills in English and is designed to help students to use their English in real-world situations.

Each module has two units and each unit has a sequence of four sections (A, B, C, and D), like this:

Module takes a particular theme or common situation for using English, which is developed in two units	
First Unit sequence of sections: A, B, C, D	Second Unit sequence of sections: A, B, C, D
A. Starting out initial pairwork to get students thinking about the topic	A. Listening and speaking continues an active focus on dialogue with a vocabulary focus
B. Listening and speaking develops active use of dialogue with a vocabulary focus	B. Listening to this more focused listening for information or implications
C. Listening to this focused listening to extract information or implications	C. Creative speaking active application of imagination, thinking skills and creativity
D. Culture corner information and cultural comparisons with activities to develop intercultural skills	D. Testing yourself builds up oral practice to develop skills for the College English Test

Starting out

This first section in each module is an activity which gets students to think about the topic and prepares them for the activities that follow. This initial activity uses pictures or prompts such as a form or questionnaire to fill in, so that students work in pairs to ask each other questions and exchange ideas and opinions. Sometimes when each pair of students has finished, they get together with another pair to compare answers. Thus, if the activity has involved note-taking, students may put their notes to later use by comparing their ideas with other pairs. If the starting activity has involved role-playing, again, this could be “performed” later to another pair. This starting activity need not take very long, although it can be more extensive than a warm-up activity.

Listening and speaking

In this section, students first hear a recorded dialogue, before they are asked to read through it. By listening first, students can pay attention to the overall meaning, as well as how particular phrases are pronounced — these will be actively used in later sections. Students read through the conversation twice, taking different roles each time. When they do this they should be encouraged to listen to their

partner — some students tend to simply wait while their partner reads, and instead of really listening they mentally prepare the next part of their own reading! This section later gets students to re-read the conversation again in order to complete a table which lists key words and phrases in context. Students may need to check meanings of some of these words and phrases in a dictionary, although they will have heard and read them in context several times at this point. This procedure encourages students to notice these phrases, and the completed table is a useful reference list for later speaking or to help students learn new phrases.

The “Listening and speaking” section then has two or more practice activities. These have a variety of formats: some are fill-in-the-blank exercises which re-use the vocabulary, others ask students to describe a picture or chart, or perhaps react to a situation and make a decision, yet others get students to use the target language again by asking and answering questions in order to complete a form or questionnaire. Some involve role-playing and in these activities students could give either real or imaginary responses. The “Listening and speaking” section (Like the “Listening to this” section) comes again in the second unit of each module, though of course with different language on the same theme — this format is designed for a progressive build-up of skills and language use.

Listening to this

In this section focused listening is practised. Students hear the recording and listen for specific points, such as details of names, numbers or places. Sometimes they need to complete a form or a questionnaire, using the information they hear. Sometimes they need to draw inferences and listen for the implied meaning. Students may need to hear the recording more than once and teachers can help, if there are difficulties, by drawing attention to relevant key words or phrases.

Culture corner

Each “Culture corner” section discusses an aspect of using English in social interaction which can be problematic when East Asian students use English with “Westerners”. The situations are described from a Chinese point of view. The section draws attention to different behaviour across cultures and, especially, to different kinds of interpretation of behaviour. These situations are illustrated with cartoons; this is a light-hearted way to understand and remember the point. In this way, the “Culture corner” helps to raise awareness of intercultural communication. This section thus gives an intercultural dimension to the theme of each module.

As some of the sections state, generalizations and trends in cultural matters do not apply to all individuals who identify themselves with a particular cultural group and there is often variation in specific contexts. Also, the term “Westerners”, as used by many East Asians, includes a wide range of cultures with great variation. Still, the examples given should draw attention to some specific problems and should raise awareness of the kinds of insights when using English across cultures. Each “Culture corner” has a “Participation activity”, sometimes more than one. This is a specific situation which, from the Cultural Editor’s own research and observation, has caused problems in using English and in interacting with English speakers (both native speakers and other users of English). In the “Participation activity”, students see different interpretations of language or cultural

behaviour and are invited to make choices according to their own ideas and understanding. Generally, these choices are discussed in pairs or groups and the choices relate to the information already presented in the “Culture corner”. Sometimes the “Participation activity” asks students how they think others may interpret their choices — this is an excellent opportunity to try to understand how others may see a situation and a chance to step into the shoes of people from different cultural groups. Students should give reasons for the choices they make; they should say why they did not choose the alternatives. There may not be a “right” or “wrong” answer, but there will be answers which fit the intercultural context better and this is how students should be encouraged to think about these activities.

Creative speaking

This section encourages students to use the words, phrases, and ideas presented in the module in a new context. It especially encourages students to talk about their own ideas, opinions and experience. The “Creative speaking” section thus complements the “Culture corner” section: the first develops the use of English for expressing one’s own thinking, ideas and imagination, the second raises awareness of others’ interpretations of social and cultural matters. Like the “Culture corner” section, in “Creative speaking” there is almost never a single “right” answer; there are many ways of expressing oneself and in creative uses of English what counts is the appropriateness, usefulness, or thoughtfulness of an answer, and how much persuasiveness and reasoning or the ability to handle ideas there is behind it. Such qualities of using English, as they are progressively developed in the books in this series, are important for students as people and as future professionals. These skills are, therefore, useful beyond just “learning English”.

This section is “creative” in several senses: it encourages the use of imagination and the expression of ideas; it develops the ability to interpret sayings, metaphors, proverbs and the like, sometimes through playing with language; it helps students to apply oral English skills to new situations through role-playing and through handling new ideas. In this section, especially, students develop flexibility in using English.

Generally, in the “Creative speaking” section students will be working in pairs or groups. Often they will be encouraged to think of some ideas, solve a problem, or come to a decision and evaluate something, and then present the results to another group. Sometimes this “presentation” takes the format of role-play or a radio or TV presentation with a chairperson. The preparation, organization and presentation of ideas in this way necessarily involve teamwork and this collaborative approach will help to develop students’ social skills as well as the English language skills involved. In some cases, students evaluate each other’s presentation or decide which one is more creative — this is part of developing their criteria for judging uses of English and is a step in peer- and self-assessment.

As “Creative speaking” may be new to some students, and perhaps a challenge, it is important to stress the enormous benefits of their involvement in the activities of “Creative speaking”. The benefits include the ability to use English more flexibly and naturally in applied contexts, which will be very helpful for those who use English in employment later, besides being of direct help in preparing for the CET Spoken English Test.

Testing yourself

In this series students get plenty of practice in progressively using English in ways to prepare for the CET Spoken English Test. Specifically, each module has the “Testing yourself” section, where students take on the examiner’s role (using the script or questions provided) as well as students’ role. This helps them to become very familiar with the format of the test and to develop aspects of self- and peer- assessment. This section has typical test questions on the topic of the module. In the test, students may use a picture or diagram to explain or discuss something and answer questions, giving reasons or referring to their experience. Another part practised here involves students in listening to brief recorded dialogues in order to choose an appropriate response. Sometimes they need to listen and refer to a table, chart, picture or map. In the “Testing yourself” section, it may be useful sometimes for students to re-hear the recording and teachers may help students to identify key phrases which signal the answer.

The authors and editors hope that both students and teachers will enjoy using these books and that the books will indeed help to develop creative communication in English,

Martin Cortazzi
Professor of Language in Education

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College English Creative Communication (1)

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MODULE ONE: "Pleased to meet you"

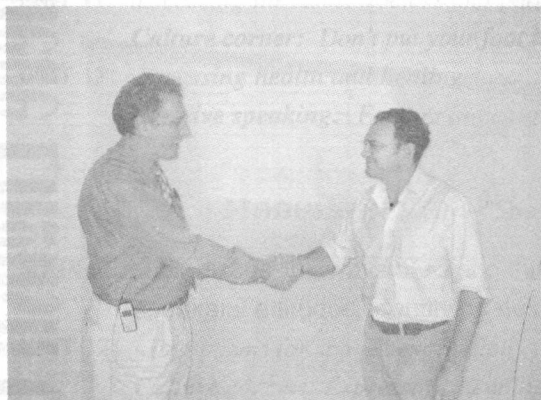
College English Creative Communication (1)



UNIT

ONE

SECTION A: Starting out



Work in pairs. Greet your partner and then briefly introduce yourself. Give your partner:

- your name;
- what your main area of study is;
- what you like to do in your spare time.

Now change roles and your partner introduces himself/herself to you.

Join another pair of students. This time, you need to introduce your partner to the other two students and s/he introduces you.

Now think about how you would introduce yourself to your lecturer. Would there be any differences between the ways you introduce yourself to your classmate and to your lecturer? Work with your partner to make brief notes in the box below on any differences you think there might be.

Notes

SECTION B: Listening and speaking

Work in groups of 5. Listen to these two short conversations of people meeting for the first time. Then practise the conversations by reading them aloud with the rest of your group. Read through the conversations at least twice, changing your role each time.

Introduction one:

Steven: Hi, you're new, aren't you? I'm Steve. Nice to meet you.

Jane: Hi. Yes, this is my first day in this class. I had to change classes because my other one was at the same time as my physics class. I'm Jane, nice to meet you too. Is your major physics as well?

Steven: Yes it is, but there are people here whose major is not physics. Let me introduce you to a few of your new classmates. Paul, have you got a minute? This is Jane. She's just moved into this class.

Paul: Hi Jane, how're you doing?

Jane: Hello Paul. I'm fine, thanks.

Steven: Paul's major is chemistry. Maybe you've met each other in one of the General Science classes?

Paul: No, I don't think so. So, is your major chemistry as well, Jane?

Jane: No, it's physics.

Paul: Physics? Just a minute ... Sally's majoring in physics. Maybe you know her. Sally, have you met Jane? She's just moved from a different class.

Sally: Hi Jane. It's lovely to see you again! We were in the same class last year.

Jane: Sally! It's great to see you too! I didn't recognize you. You've had your hair cut short. How are you?

Sally: I'm fine ... and you?

Introduction two:

Sally: Jane, come and meet Professor Jones. He's our English teacher ...
Excuse me, Professor Jones, I'd like to introduce a new member of our class, Jane Smith. Jane, this is Professor Jones, our English teacher.

Professor: How do you do, Jane? It's a pleasure to meet you. Welcome to the class.



Jane: How do you do, Professor? I'm delighted to be joining your class. I'm really looking forward to studying English.

Professor: Splendid. Is English your major subject, Jane?

Jane: No it isn't. My major is physics. I have just moved from Professor Smith's class because of a problem with my timetable.

Professor: Well, I'm delighted to have you in the class. I hope you won't be disappointed.

Jane: I'm sure I won't, Professor ...

Greeting people:

In the two introductions above, you will notice that one is more formal than the other. The way you greet somebody (and respond to a greeting) depends on the relationship you have with the person and the context in which you meet.

Complete the table below which summarizes the greetings used in each of the two conversations.

Conversation one (informal)		Conversation two (formal)	
Greeting	Response	Greeting	Response
Hi.			
Hi Jane.			
Nice to meet you.			
	I'm fine, thanks.		
	It's great to see you too.		
	I'm fine, and you?		

The ways that the people greet each other in the two conversations above are, of course, not the only ways that people greet each other. The table below gives some more ways in which people can greet each other.

Informal	Formal
Hi, how are things? Hi, how's it going? (very informal)	I'm very pleased to meet you. It's a pleasure to meet you. It's very nice to meet you. I'm delighted to meet you.

Introducing people:

As well as greetings, introductions also depend on how formal or informal the situation is.

Complete the table below which summarizes the introductions used in each of the two dialogues.

Conversation one (informal)	Conversation two (formal)
<i>Introductions used</i>	<i>Introductions used</i>
I'm Steve. /I'm Jane. Paul, _____ Sally, _____	I'd like to _____ Jane, _____

The ways that the people introduce each other in the two conversations above are, of course, not the only ways. The table below gives some more ways in which people can introduce each other.

Informal	Formal
Jane ... Steve (indicating each with a gesture). Steve ... Jane. Jane, meet Steve.	I'd like you to meet ... I'd like to introduce you to ... Can I introduce ... ?



Practice activity A:

Now use appropriate expressions to complete the following conversation.

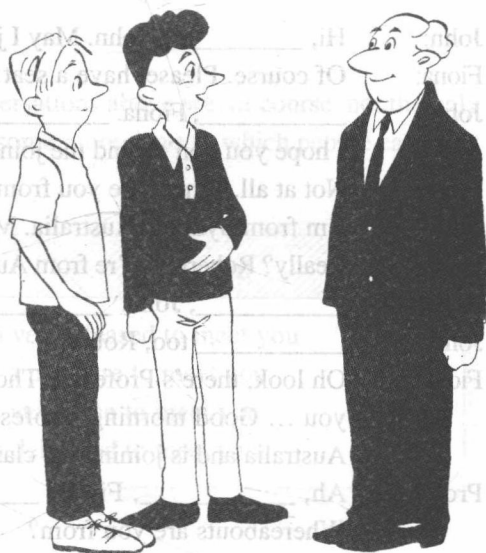
John: Hi, _____ John. May I join you?
Fiona: Of course. Please, have a seat. _____ Fiona. _____ my sister, Tracy.
John: _____, Fiona. _____ Tracy. I'm new here and I don't really know anybody.
I hope you don't mind me joining you.
Fiona: Not at all. Where are you from?
John: I'm from Sydney, Australia. My father has just got a job with the university here.
Fiona: Really? Robert, you're from Australia, aren't you? _____ John? He's from Sydney.
Robert: _____, John. _____.
John: _____ too, Robert.
Fiona: Oh look, there's Professor Thomas, our English lecturer. Come on, John, I'll introduce you ... Good morning, Professor Thomas. _____ John? He's just arrived from Australia and is joining the class today.
Professor: Ah, _____, Fiona. _____, John, _____. I'm Australian myself.
Whereabouts are you from?
John: _____, Professor. _____ too. I'm from Sydney ...

Now practise reading this conversation in groups of 4. Read it through at least twice, changing roles each time.



Practice activity B:

Make up short conversations for each of the following pictures. Each conversation should include appropriate greetings and introductions.

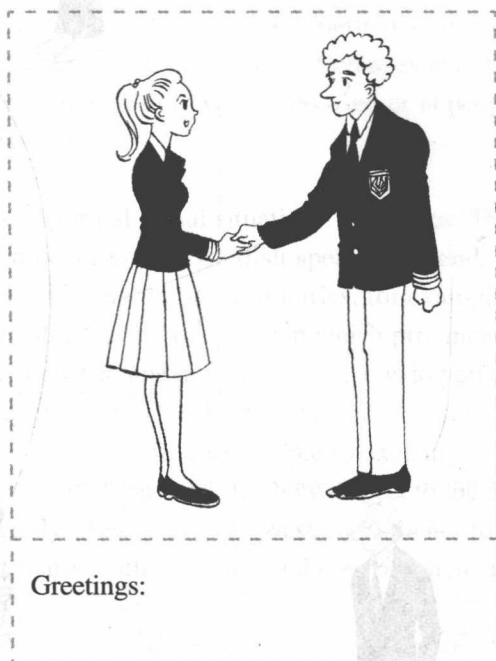


SECTION C: Listening to this

Part A: Identifying levels of formality



Look at the two pictures of people greeting each other shown below. Listen to the greetings and responses and match each one to the most appropriate context for the meeting. The first one has been done for you as an example.



Now work with a partner to try and add another greeting of your own under each picture.

Part B: Extracting details from a conversation (descriptions of people)



Listen to the following introduction and write down in the spaces provided as much information as possible about each person.