

Series Editor: Martin Cortazzi
Cultural Editor: Jin Lixian



Steven Maginn

COLLEGE ENGLISH CREATIVE READING

跨文化交际英语

阅读教程

Student's Book

学生用书



1

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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。

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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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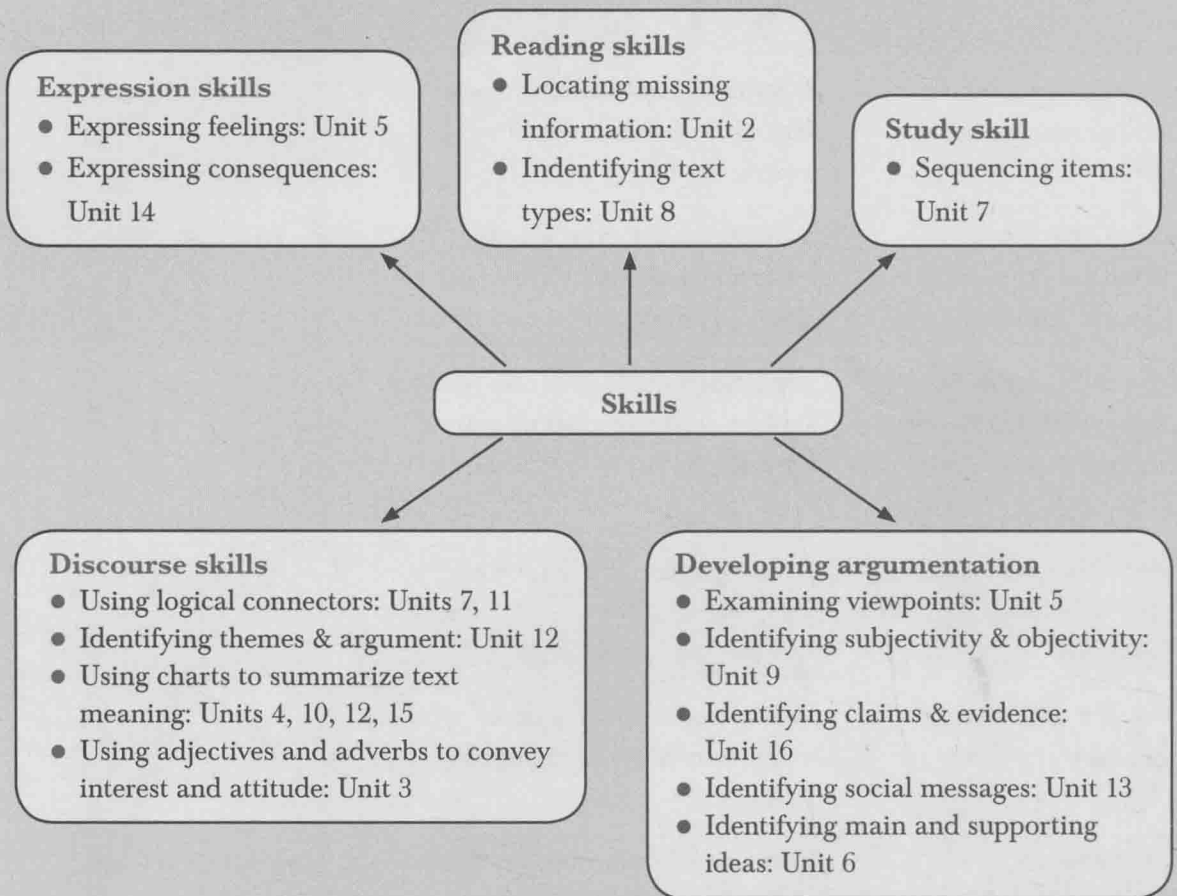
UNIT	PASSAGE
<p>1 Pages 11–22</p>	<p><i>Customs: The Art of Gift-Giving</i> A journalistic account which presents advice about gift-giving around the world in business contexts; it raises awareness of customs across cultures.</p>
<p>2 Pages 23–31</p>	<p><i>Horoscopes: All in the Stars?</i> A text which presents arguments about whether to believe Western and Chinese horoscopes, illustrated by newspaper extracts.</p>
<p>3 Pages 32–40</p>	<p><i>China’s World Pianist: Lang Lang</i> A commentary text that briefly reviews the Chinese pianist Lang Lang’s musical career and how he has encouraged young people to become interested in classical music.</p>
<p>4 Pages 41–50</p>	<p><i>Food, Glorious Food: British Food</i> A letter sent home by a Chinese student visitor to Britain, describing the local food there.</p>
<p>5 Pages 51–60</p>	<p><i>A Romantic Story: Head over Heels</i> A story of two young people who fall in love and overcome the difficulties of separation which is also about finding Chinese identity.</p>
<p>6 Pages 61–69</p>	<p><i>Smart Phones: Only Connect</i> A commentary text that looks at the advantages and disadvantages of smart phones and people’s “addiction” to them.</p>
<p>7 Pages 70–79</p>	<p><i>Home Truths: An Englishman’s Home Is His Castle</i> A journalistic account of home ownership and the British system of buying and selling houses and “trading up”.</p>
<p>8 Pages 80–87</p>	<p><i>A World of Plants: Katie’s Diary</i> A young person’s diary account of a visit to a unique set of greenhouses to see an amazing range of plants from around the world.</p>

SKILLS	CREATIVITY	INTERCULTURAL NOTES
Relating knowledge and experience to the text	Writing guidelines for Chinese people about giving gifts	Gift-Giving
Identifying types of supplementary details in the text	Role-playing a film star interview about horoscopes	
Using adjectives and adverbs to convey interest and attitude	Debating the benefits of learning a musical instrument	
Using charts to summarize text information	Planning an imaginary world food tour using notes	International Food in Britain
Looking at different points of view and expressing feelings	Choosing and ranking the qualities for lasting love	
Looking at paragraph structures for main and supporting ideas	Predicting the future of mobile phones	
Using logical connectors; sequencing in conversation	Role-playing a discussion about accommodation and housing across cultures	Visiting and Meeting People
Identifying text types and their features and components	Guidelines for guides – selecting and justifying the qualities of a good tour guide	

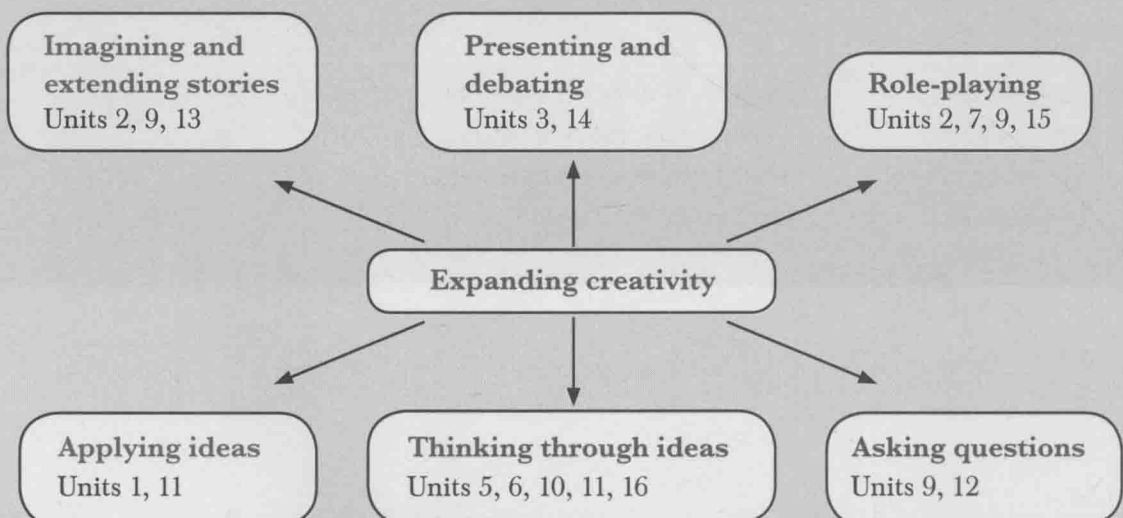
UNIT	PASSAGE
<p>9 <i>Pages 88–98</i></p>	<p><i>A Ghost Story: Ghost in the Machine</i> A personal narrative about strange photographs and the past — can a camera see ghosts?</p>
<p>10 <i>Pages 99–110</i></p>	<p><i>Schooldays: The Best Years of Your Life?</i> A personal narrative about schooling in Britain in which the author recalls teachers, subjects and students.</p>
<p>11 <i>Pages 111–119</i></p>	<p><i>A Himalayan Achievement: Because It’s There</i> An account of a failed expedition to climb Mount Qomolangma which nevertheless demonstrates the human spirit; later expeditions attempt to find out whether the climbers had, in fact, actually reached the summit.</p>
<p>12 <i>Pages 120–128</i></p>	<p><i>The Human “Map”</i> A science article that discusses the human genome project and some implications of genetic research for health and medicine.</p>
<p>13 <i>Pages 129–138</i></p>	<p><i>An Adventure Story: Keep Out!</i> A story of two children who learn a lesson after they get into trouble by going into a railway tunnel.</p>
<p>14 <i>Pages 139–150</i></p>	<p><i>Extending Work and Life Experience</i> A letter from a Chinese student who has spent his summer trying a different activity in an attempt to gain some work experience and personal development.</p>
<p>15 <i>Pages 151–160</i></p>	<p><i>Tourism: Tourism — the Global Challenge</i> An article which discusses mass tourism and alternative tourism and how they need to be considered in relation to local cultures.</p>
<p>16 <i>Pages 161–170</i></p>	<p><i>Fashion: Fashion Victims</i> An argument about the psychological and social aspects of those who may be victims of the fashion industry.</p>

SKILLS	CREATIVITY	INTERCULTURAL NOTES
Identifying subjective feelings and objective facts	Making questions to interview a famous film director; creating the ending to a film	
Using charts to summarize parts of the text and think beyond it	Evaluating quotations about education and getting opinions about schooling	Cultures of Learning
Identifying and using linking words in a summary	Imagining further details in survival stories by reading beyond the lines	
Identifying argument structures using flowcharts	Creating and evaluating “What if ...?” questions	
Identifying hidden messages	Telling stories about unusual events from different points of view	
Describing the consequences of different choices	Planning and presenting on ways of providing help after a natural disaster.	To Give or Not to Give: Charity
Completing a chart to map the main text meanings	Role-playing an interview about space tourism	
Identifying claims in arguments which are unsupported by evidence and detecting a lack of balance in argument	Fashions in proverbs – making creative connections between proverbs from around the world and the world of fashion	

Skills Developed from the Texts in this Book



Expanding Creativity in the Units in this Book





Before You Read

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

- Why do people give gifts to each other?
- Do you ever give gifts to people? Why/Why not?
- What gifts do you often give and what gifts do you never give?
- Have you ever received an inappropriate gift?
- What do you think people should do or say when they receive an inappropriate gift?

Notes

A large, empty rectangular box with rounded corners, intended for students to take notes on the discussion questions. The box is shaded in a light gray color.

The Art of Gift-Giving

A John Rogers, an American businessman based in Chicago, likes to tell the story of visiting his company's Chinese suppliers. "The previous year my company had proudly sent all its colleagues around the world some beautiful desk clocks. Each clock had the company name on it. But when I arrived in Shanghai I found my Chinese colleagues were *upset* with the gift. In Chinese culture it is very wrong to give a clock as a gift. The reason is that the phrase 'give a clock' in Chinese sounds like the phrase for 'make a *funeral* arrangement' (meaning death). It was a *symbol* of the end of our *relationship*." _5

B This tale shows how important it is today to understand correct gift-giving behaviour around the world. "Gifts are an important part of developing strong relationships with *clients*," says Rogers. Business often depends on individual relationships built on trust and a gift symbolizes this. But giving the wrong gift can make relations worse. _10

Some examples of inappropriate gifts include: _15

- Wine, whisky or other liquor to Muslims. This is *offensive* as they are *prohibited* from drinking alcohol by their religion.

- Gifts showing the number four or a gift of four items of something are unlucky in Japanese, Korean and Chinese cultures. Also the number 13 is best avoided in East Asia. _20

- Knives and scissors. In Latin America and Asia these *indicate* cutting a relationship. You give a knife to show you are no longer friends.

- *Romantic* gifts such as flowers may also send wrong messages and should be avoided in Asia. Also certain flowers have special meanings. For example, in Europe chrysanthemums are only given at funerals. In some countries it is usual to give an even number of flowers but in others you must give an odd number. _25

- Leather goods to an Indian person, as many Indians are Hindus — they follow a religion that honours cows. _30

- Handkerchiefs are fine in some places, such as Japan, but they may symbolize sadness or death in other countries.

Of course, not all people would be offended by these gifts. Younger people may not believe in *superstitions* and feel happy to accept a knife or clock if they felt the gift was meant sincerely. However, they would be unlikely themselves to give such gifts to older people. _35

Words You Need

appropriate suitable for a particular person, place or event



C So what is an appropriate and thoughtful gift? Rogers says that anything from your home country that is difficult to get elsewhere would be good. For example, Canadian maple syrup, or a fancy packet of Hawaiian pineapples would be appreciated. Once you have got to know someone try to give them a present to suit their personal interests as well. If your business partner enjoys football, for example, why not get him a shirt of his favourite team? But remember gifts of clothing from a man to a woman may seem too *intimate* and might suggest an inappropriate relationship.

D When to give the gift also depends on your culture. Westerners usually give gifts when they meet each other but in Eastern cultures it is more usual to give gifts when you leave. There may also be special holiday times when gift-giving is expected. Christmas is a time for gift-giving in Christian countries and Muslim people exchange cards during the festival at the end of Ramadan, the holy month.

Even when a Western businessman has understood all these rules he may still make a mistake by not presenting the gift appropriately. John Rogers says, "I remember a young colleague of mine presented a beautiful and expensive tie to his Korean client. The tie was in a carrier bag from the airport duty free shop. It was not *wrapped* in paper or anything. The Korean businessman did not look too pleased."