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COLLEGE ENGLISH Creative Reading

Book 4

Student's Book

Ian Smallwood

Li Po Lung



大学英语创意阅读

第四册

学生用书



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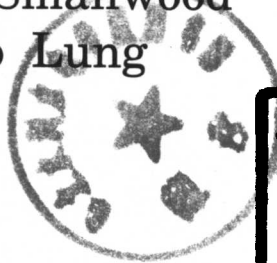
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出版说明

新世纪的钟声催促着大学英语教学改革和提高的步伐,每一位教师都在寻求一套不落俗套而又能满足学生阅读需求的教材,各高校的莘莘学子也在找寻一套能通过阅读提高应用技能的书本。《大学英语教学大纲》(修订本)明确指出:“阅读是掌握语言知识、打好语言基础、获取信息的重要渠道。阅读能力是大部分大学生今后工作所需的主要语言技能。”特别是在我国加入世界贸易组织以后,全面提高大学生的阅读能力,以及与之相辅相成的听、说、写、译等技能已越来越重要。外教社深深地认识到阅读在大学英语教学中的重要性,多年来一直朝着这个方向不断地发掘好的选题。我们知道,现在的老师和学生对阅读教材的需求不仅仅停留在传统的通过大量阅读,然后完成几个对文章内容理解性的问题上了;他们更需要的是通过使用教材培养学生的阅读技能,以及培养学生通过阅读获取信息、运用信息的能力。可以说国外在阅读教材的编写方面是走在我们前面的。

经过长时间的酝酿,在“大学生英语阅读教材”的开发上,外教社同世界著名的麦克米伦出版集团联手合作。这家以出版教材为主的跨国集团在2002年对中国12000位大学非英语专业学生进行了一次广泛的调研,了解当今中国大学生最感兴趣的阅读话题。通过这次可能是迄今为止该类项目在中国境内最大规模的调研,筛选出了120个话题,作为合作项目的参考。在外教社的精心策划和麦克米伦的通力配合下,针对中国市场的全套一共6册的《大学英语创意阅读》终于问世了。

这套阅读教材同时具有以下一些特点:

- 每一单元选编的文章主题均是通过市场调研而得出的学生最感兴趣的话题;同时,鉴于现在很多高校学生人文知识相对贫乏,在编写上特别注重世界不同文化的对比,以唤起学生的本土文化意识、全球意识和跨文化交流意识
- 借鉴了国外优秀教材在练习设计上的多样性,力求以生动、有趣并富有挑战性的练习项目让学生学会如何更好地使用英语
- 在词汇编写设计上,一改以往在课文后利用词表形式罗列单词的传统方式,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
- 力求培养学生学习的主观能动性,让学生从被动阅读转为主动猎取语言素材之外的多种信息
- 旨在让学生创造性地使用英语,从而培养他们的创造性

参加这套教材编写的专家均来自英国。他们不仅自己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内的资深研究者。

2 出版说明

全套书共6册;每学期一册,还有与之配套的教师用书,可供教师参考或学生自学。相信这套教材的使用带给读者的必将是一次英语学习的全新体验。

在这套教材即将付梓之际,外教社的《大学英语》(修订本)和刚刚推出的《大学英语》(全新版)双双列选“教育部推荐使用大学外语类教材”。这套《大学英语创意阅读》正好可以作为以上两种教材的补充。

外教社编辑部

2002年夏

Introduction

This series of books aims to contribute to the raising of standards of Chinese learners of English. It seeks to help to improve the teaching and learning of English through extensive reading activities which will develop different ways of reading and studying. Instead of focusing on routine or mechanical exercises, this series includes many varied activities which have been chosen to relate to the texts. The texts themselves have been written to be interesting and culturally informing. The series takes a discourse approach to developing reading skills. It aims to raise cultural awareness and has the special feature of creative activities. These special features of these books are detailed below.

Features of these books

There are six text books in the series, one for each semester for three years of college level English. They can readily be used for self-study or they can be used in class.

Key features of these books include:

- Reading a wide variety of texts in different ways
- Taking an active approach to reading, so that you read on the lines, between the lines, and beyond the lines, or read in the text and read and respond to the ideas beyond the words of the text
- Expanding vocabulary through carefully identified words which are practised
- Encouraging a discourse view of texts — showing you the patterns of ideas and the ways in which texts are organised
- Using the language you read in the texts in many ways through interesting activities; sometimes these are challenging but they are worthwhile to help you to read better and to use your English better
- Engaging with other cultures through texts and the activities; this can help you to have a better awareness of your own culture
- Becoming aware of intercultural communication and developing intercultural skills
- Using English creatively to expand your creativity

Topics and texts

The topics and the types of texts in this series are extremely varied. To assist the authors in

their choice of topics, the editors conducted a survey in 2002 of 12,000 university non-English major students in China to ask them which topics they would find interesting to read about in their English courses. This is probably the largest survey of its kind, so far. The authors have taken the survey results into account by including texts on the most popular topics and by considering other topics which Chinese students have said are interesting.

Each book has ten or so units on general topics of interest and literature, another six on humanities, and four on science and technology. Within this range of topics you will notice different types of texts, including: persuasive writing (like speeches or adverts), argument (which may include personal opinion and commentary), factual reports, and narratives (including fiction, biography, and life experiences). The texts are rich in information and well-written. They include cultural information about Western countries and customs, sometimes comparing this with customs in China or other countries. We hope you will find them interesting and thought-provoking.

How to use the book

Each unit has a number of different sections. These sections are: *Before you read*, *Words you need*, *Text*, *Words to note*, *Understanding the text*, *Developing your skills*, *Extending your vocabulary*, and *Expanding your creativity*. Some units also include sections with *Further information* or *Intercultural notes*. These sections are briefly described below with notes on how to use them.

Before you read

The purpose of this section is to raise the topic of the unit in your mind and to help you engage with it. There is a variety of activities. You may be asked to discuss some key questions, to respond to some pictures, to make brief notes or complete a chart. Doing this section will help you to think about the topic. It will help you to read more easily and more efficiently because through these activities you can relate the text to what you already know.

Words you need

This short section identifies one or two key words and explains their meaning so that you will know these before you read the text. Make sure you understand these words before reading. Other new words are marked in italics in the text — you can find their meanings in the *Words to note* section.

Text

Good readers generally match the way they read with the kind of text they are reading and with their purpose for reading. In this series, the kinds of texts are very varied so you will find it useful from time to time to think about how you are reading these different text

types. Try to read the different texts in different ways according to the kind of information that is in it. If you plan how you will read before your reading and think about your ways of reading afterwards, your reading is likely to improve more quickly. Later sections in each unit will help you to do this because you must pick out different kinds of information and notice different features in the text. They will usually get you to think about literal meanings (reading on the lines) and implied meanings (reading between the lines). They will also help you to think further about the general topic or related issues and cultural questions and sometimes they ask you to extend your understanding of the text through discussion or making notes (reading beyond the lines). In these ways the series will extend your reading skills through a wide variety of activities.

Words to note

This section lists those new words which are marked in the texts in italics. We have called these *Words to note* rather than simply *New words* for two reasons. First, these particular words are not the only ones for readers to focus on. Second, there is a tendency for learners to treat new words one by one, perhaps learning them in this way. However, you will extend your vocabulary much faster and more efficiently if you take three steps: notice these words in context, treat them actively by doing something with the words, and relate them to words you already know. So, we have called these *Words to note*, with those points in mind.

There are several ways of using this section. Some readers may wish to work through this section before they read the text. This is a traditional habit and it has the disadvantage that readers tend not to read through the text for an overall understanding before looking at details, including new words. If you always look at new words first your reading then may be slower because you may tend to stop reading whenever you meet an unknown word. You may not get used to looking at new words in their context before using a dictionary, and this means it will become more difficult to be independent in your reading. Therefore, we suggest two other ways of using this section.

First, try to read through the text to get a general idea of the meaning, even if you don't know all of the words. To encourage this, the *Words to note* have been placed after the text. Then you may read through the text a second time, checking the meanings of the words marked in italics as you meet them in the text. To do this, find the word in the *Words to note* section (they are listed in alphabetic order to make this easy). Then match the word with the appropriate definition from among those listed on the right, checking the meanings against the word in its context. This will become quicker as you work through the text because more definitions will have been matched already. The reason why we designed this section as a matching activity is that you will be treating the words more actively (compared with reading a simple list of words with their meanings besides them). Alternatively, you can treat this section as a self-contained exercise by trying to match all of the words with their definitions at once. In any case, you will have more opportunities to learn

to use these words and remember them because they are reinforced in the later section, *Extending your vocabulary*. All the definitions in this section are taken from the Macmillan English Dictionary.

Understanding the text

This section has a wide variety of activities to help you to really understand the text. Some activities help you to focus on what the text actually says — reading on the lines, reading in the text — through true-false or multi-choice questions, or perhaps using open questions or sentence completion activities. However, this section also has other activities to help you to see the meaning and structure of the whole text, to understand the global meaning and implied meanings — reading between and beyond the lines, reading beyond the text. So these other activities ask you to complete a table or chart, or make specific notes in a box or on a time line, or to complete a diagram which shows how the text is organized. They may ask you to solve a problem or to reflect on the deeper meanings and ideas of the text. Sometimes these activities may be challenging if you are not used to them, but they are worthwhile — after all, it is through challenge that we learn worthwhile things.

These activities are each carefully designed to match the meaning and structure of the particular text. So they are varied and creative because the texts are varied and creative. This will make each unit different from most of the others and this is an important way in which the series should be interesting — you never know what to expect. In these ways this section will also help you to improve your study skills because your attention will be drawn to different ways in which texts are organized. Understanding the text organization is important for study and it will help you to learn to study through texts in English, no matter what your major may be.

Developing your skills

This section uses the text and some of the language items in it to develop your general language skills. In this section you may sequence some events mentioned in the text, fit a “missing” paragraph back into the text, identify the “tone” of the text by looking carefully at the language, or be encouraged to give your own ideas or experience about the topic. You may also make clear links with study skills and develop your own judgement and thinking — for example by putting ideas in order of priority and giving reasons for the order. Sometimes you may make dialogues or do small role plays to practise the language. In these activities, and in the creative ones in the *Expanding your creativity* section, think about the role of mistakes and taking risks in language learning. If you observe good language learners they don't worry too much about making mistakes and taking risks, they try to say what they have in mind and express what they can. Usually this works, often with the help of those they are talking to. So in language learning, be prepared to make mistakes — but learn from them. Be prepared to take risks — but realize that this will help you to learn faster.

Extending your vocabulary

This section takes some of the *Words to note* and other important vocabulary from the text and helps you to understand it, use it and learn it. The section may have gap-filling activities, exercises to match words, phrases or sentences. Some activities help you to organize the meanings of words in your mind by relating words together in groups such as synonyms or antonyms. Other activities help you to notice whether words have positive or negative associations (connotations) in English. These are all important ways of extending your vocabulary. In the final unit of each book in the series there is a giant crossword. This brings together vocabulary chosen from all the units in the book. This final activity can be used to help you to revise your learning of the new vocabulary.

Expanding your creativity

There are long-standing comments from Chinese students that they have good knowledge of grammar or vocabulary but have difficulty actually communicating in English. This is partly a lack of practice so in these books each unit gives you plenty of practice to use the language you read. However, another reason for difficulty in communicating may be because often students only have the opportunity to use the English they know in expected ways. So in these books we have designed different creative activities for each unit based on the main topic or on an aspect of the language of the unit. These creative activities ask you to use your English in new ways to apply what you have learned in new contexts which go beyond the text. They will give you a good opportunity to draw on the language you know in active ways. Sometimes this may seem difficult. However, these creative activities are worthwhile precisely because they are different from routine or expected exercises. Try them and you will find yourself using your English in imaginative ways to express meanings and interact with others.

Further information

In some units we have included a special section for *Further information*. This section gives additional background information on the topic of the unit or draws attention to some further features of language or language learning. This section therefore provides additional material for reading.

Intercultural notes

Some other units have a special section of *Intercultural notes*. These are designed to raise your awareness of intercultural communication by pointing to particular features of cultural contrast or intercultural skills related to the unit topic. Again, this section gives additional material for reading and these sections can be read independently of the unit, for example as a way to revise the topic.

In this section, and in many activities in other sections on many units, you will have the chance to learn something about other cultures and perhaps compare them with Chinese

culture. This should help you in at least two ways. First, it will prepare you for your future after you graduate, because awareness of other cultures is becoming increasingly important in many professions, for business and a wide range of occupations. Second, by learning and thinking about other cultures we become more explicitly aware of our own, so this aspect of the book will help you to reflect on Chinese culture, too, and may thus help you to know yourself, your own identity and your country better.

The authors

We are fortunate to have a highly experienced team of authors to write these books. They are all well-qualified language teaching experts who have been teaching Chinese learners for many years. Not only have all the authors written other widely-used books, but they are also experienced researchers in the field of language teaching. Although individual books have individual authors, identified on the book cover, they have worked as a team with the editors, sharing ideas creatively. The team of authors and editors are:

Mr Ian Smallwood, Senior English Language Instructor, Hong Kong University of Science and Technology, Hong Kong;

Ms Susan Martin, a Hong-based author of a number of successful ELT texts for China;

Mr Li, Po Lung, English Language Instructor, Hong Kong University of Science and Technology, Hong Kong;

Dr Chris Green, Assistant Professor of Language, Hong Kong Polytechnic University, Hong Kong;

Dr Lixian Jin; Principal Lecturer in Linguistics, De Montfort University, UK.

Professor Martin Cortazzi, Professor of Language in Education, Brunel University, UK.

To sum up, this series of books has a focus on the *creative* reading, learning and using of English:

Cultural awareness and intercultural knowledge and skills,
 Responding and reacting to interesting texts,
 Enhancing learning through challenging activities,
 Active use of language to develop further skills,
 Thinking and reflecting about topics, beyond the text,
 Interactive practice through discussion activities,
 Variety of topics, text types, and activities,
 Extending vocabulary,

Which should

Expand your *creativity*.

The authors and editors hope that you enjoy using these books -- we have enjoyed writing them.

Martin Cortazzi

Table of Contents

UNIT	PASSAGE	SKILLS
1 Pages 1 – 12	<i>Voice-over Artists: Voices in Your Head</i> In this transcript of a radio speech, a leading voice-over artist talks about his profession.	Identifying and using theme markers to understand the direction of a text
2 Pages 13 – 25	<i>Romeo and Juliet</i> Read this account of the story of Romeo and Juliet, the play by William Shakespeare; it is a love story, a story of conflict, and a tragedy, all in one.	Identifying referents, theme and supplementary details in a text, using a flow-chart
3 Pages 26 – 37	<i>How to Keep Fit: Fitness and You</i> This text is an advertising leaflet which gives detailed information in a question-and-answer format about the Take Shape Studio, a health club which offers a range of fitness programmes and classes.	Understanding the functions of rhetorical questions, summarising
4 Pages 38 – 52	<i>A "World Class" University: Cambridge University</i> This conversation between a student and his uncle gives some of the history and background of Cambridge University and indicates some changes.	Identifying informal language and a writer's bias
5 Pages 53 – 68	<i>Applying for a Job: Job Application: an East-West Mismatch?</i> This text gives detailed advice about applying for a job, writing an application letter and a c.v., and being interviewed. This advice might be particularly useful in relation to predominantly Western companies.	Adopting a 'YOU' attitude to focus on the reader; selling yourself in job applications
6 Pages 69 – 79	<i>Family Life:</i> _____ A personal story of memories of a childhood in a family which had a life of hardship and suffering but also had a good spirit	Developing inferencing skills
7 Pages 80 – 94	<i>Inventions: "Modern" Inventions</i> This text presents a series of examples to demonstrate that many inventions which we think of as modern actually depend on the previous developments in ancient civilizations	Revisions of different text structures

CREATIVITY	INTERCULTURAL NOTES	FURTHER INFORMATION
Applying for a job as a voice-over artist		
What would have happened if ... ? Imagining alternative endings		
Healthy advice; designing a leaflet which gives advice about fitness.		
An opportunity for a scholarship to Cambridge: present yourself		Medieval universities in Europe
Ideas and ideals for a possible career		
Sharing meaningful memories		
Solve a problem creatively		Creativity and inventions

UNIT	PASSAGE	SKILLS
<p>8 Pages 95 – 106</p>	<p><i>From Rags to Riches: Charlie Chaplin — A Comic Inspiration</i> A media interview with a comedian and someone who worked in the film industry; they discuss Charlie Chaplin.</p>	<p>Further practice with theme markers which mark text direction; seeing the implications of a statement.</p>
<p>9 Pages 107 – 118</p>	<p><i>Studying the Supernatural: The Science of the Supernatural</i> An intriguing review of reports of ghosts, funeral customs, and the supernatural; it argues that such matters should be investigated scientifically.</p>	<p>Identify the level of certainty of the writer's viewpoint(s)</p>
<p>10 Pages 119 – 132</p>	<p><i>"True Stories": Stories from Wales</i> Three Welsh stories; a story of loyalty and regret, and a second story of how the first one helped a hotel to attract customers. Do the second and third stories really show that English people are cunning?</p>	<p>Identifying the common structure of stories; putting oneself in the position of characters in stories</p>
<p>11 Pages 133 – 144</p>	<p><i>The North and South of England: The Great Divide!</i> An interview transcript in which an international student gives opinions about social and cultural differences between the North and South of England</p>	<p>Words in context; further practice</p>
<p>12 Pages 145 – 160</p>	<p><i>Mixed-race Marriages: East and West — Sometimes the Two Do Meet</i> A transcript of a talk show interview in which a couple discuss their mixed race marriage, how they met, their families' reactions to their relationship, and how they live between opposite climates and cultures</p>	<p>Making sense of commonly used expressions; expressing agreement or disagreement with propositions</p>
<p>13 Pages 161 – 173</p>	<p><i>Distance Education: Distance Education in Australia</i> This report gives details of the stages of development of technology to solve the problems of distance education in Australia</p>	<p>Reporting numerical data</p>
<p>14 Pages 174 – 185</p>	<p><i>Retirement: Reflections on Retirement Day</i> Personal reflections of a retiring teacher on some colleagues in the early days of his career and how he will face his immediate future of no longer working.</p>	<p>Understanding imagery, proverbs and sayings; responding to sayings</p>

CREATIVITY	INTERCULTURAL NOTES	FURTHER INFORMATION
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<p>Making plans to attract hotel customers</p>		<p>17</p>
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<p>Education in remote areas: creating possibilities</p>		
<p>Creating a speech; a lifetime's working memories</p>		

UNIT	PASSAGE	SKILLS
15 Pages 186 – 196	<i>Classic Stories: The Story of Sheherazade</i> This is the story behind the stories of the Arabian Nights.	Making inferences; further practice identifying the difference between “so” and “so that”
16 Pages 197 – 208	<i>Elvis Presley: The King of Rock and Roll</i> This account of the popular singer and film star, Elvis Presley, traces his childhood background and the musical influences behind his success. And then what happened?	Summarizing a text by identifying paragraph themes
17 Pages 209 – 222	<i>Respect: To Ask or Not to Ask, that Is the Question</i> A university teacher talks to students about respect; the speech analyses the role of questioning in relation to respect and the exchange of ideas.	Expressing confidence/certainty; further practice; expressing precision
18 Pages 223 – 235	<i>The History of McDonald’s: The Rise of the Burger</i> This article reports the story of the international restaurant chain of McDonald’s and its spread around the world; it considers the company’s attitude to the environment and hygiene.	Identifying the writer’s implicit standpoint
19 Pages 236 – 249	<i>The First Australians</i> This text examines the origins and traditional lifestyle of the original people of Australia and discusses recent approaches to the controversial dispossession of their property and related problems.	Identifying bias in a text; further practice
20 Pages 250 – 262	<i>India — the British Legacy: Travels with My Grandfather</i> In this text the author gives a personal account of a journey to India, following in the steps of his grandfather. He doesn’t find much of the British legacy but he does find traces of his grandfather.	Inferring the personality of the writer