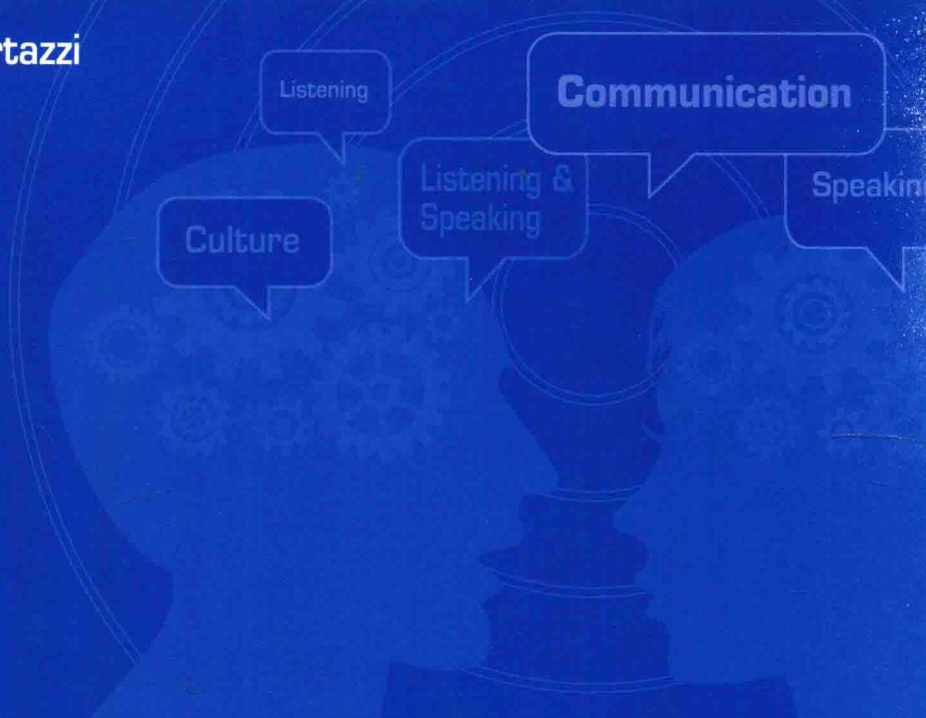


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COLLEGE ENGLISH CREATIVE COMMUNICATION

跨文化交际英语

口语教程



Teacher's Book

教师用书

1

外语教育出版社
SHAN FOREIGN LANGUAGE EDUCATION PRESS
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图书在版编目(CIP)数据

跨文化交际英语口语教程(1)教师用书 / (美)史默伍德(Smallwood, I.), 李宝龙编.

—上海: 上海外语教育出版社, 2016

ISBN 978-7-5446-4262-0

I. ①跨… II. ①史… ②李… III. ①英语-口语-高等学校-教学参考资料 IV. ①H319.9

中国版本图书馆CIP数据核字(2016)第028153号

The poems “Just a Shadow” and “A London Winter” are taken from *Of Symbols Misused* by Mary-Jane Newton, published by Proverse Hong Kong (2011). Used by permission. All rights reserved.

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

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 邵海华

印 刷: 句容市排印厂

开 本: 850×1168 1/16 印张 12.75 字数 325千字

版 次: 2016年5月第1版 2016年5月第1次印刷

印 数: 2 100 册

书 号: ISBN 978-7-5446-4262-0 / H · 1521

定 价: 30.00 元

本版图书如有印装质量问题, 可向本社调换

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，兼有工具和人文双重性质”。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·口语教程》，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出版集团倾力打造，将文化知识的传授与跨文化交际能力的提升融入听力和口语技能的培养中，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。

这套教材在编写中融入系统的跨文化知识，培养学生在跨文化交际场景下的口语交流能力。大量原汁原味的听力材料中包含丰富的中西方文化对比内容，让学生不仅了解西方的社交习惯和风土人情，还能增强本土文化意识，从而提高跨文化交际能力。教材还特设“Culture Corner”，根据不同主题，介绍跨文化交际的知识和技能，并采用案例教学法，提供生活中常见的跨文化场景，让学生分析其中的文化冲突或误解，并通过所学的知识提供解决方案。

在练习设计上，编者力求听力技能与口语技能并重，通过丰富多样的听力和口语练习，让学生逐步掌握口语交流中常用的词汇和表达法，并学会在不同的场合灵活运用。听力练习形式参考大学英语四级考试题型，既有长对话，也有新闻和听力篇章。教材中大量富有创意的练习活动让学生从被动的语料输入者转为主动的语言输出者，从而提高创造性地使用英语、准确表达观点以及合作解决问题的能力。

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，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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上海外语教育出版社

Introduction

The series title shows the orientation towards creativity when using English in communication. Understandably, some students find it challenging — at least at first — to be creative. They may not be used to approaching new situations entirely in English or accustomed to communicating about less familiar topics. This may partly be because their previous experience of learning and using English has not encouraged them to develop this aspect or because some students are more comfortable using the language they have learnt in specific contexts rather than taking risks with talking about new ideas or on topics they have not prepared.

College English Creative Communication is designed to develop creativity in English in a phased approach. Within the modular framework of the course, the sequences of activities include some listening and speaking where students can recycle the material presented. This is the foundation for the more creative activities in the Culture Corner and Creative Speaking sections, where students are encouraged to give their own ideas, use their personal experiences, and develop their opinions and thinking. Some of these activities call for imagination and require applying the language of the module in new contexts.

The Teacher’s Book

In the paragraphs that follow there are details of each section, with a rationale of the main purposes, some ideas about how the activities are organized, and some guidance on the role of the teacher in each. This book contains notes for each unit, including:

- Notes on each section (especially in earlier units);
- Tapescripts for the listening activities;
- Further expressions which might be used in the speaking activities;
- Answers to the more closed tasks;
- Further notes on the Culture Corner activities with additional cultural information;
- Sample role-plays for the Culture Corner;
- Challenges to push your students’ abilities.

Modules and Sections

Each book has eight modules. Each module has a particular theme to help you to develop practical communication skills. Within each module there are two units; each unit has Sections A, B, C, and D.

Module	
First Unit	Second Unit
A. Starting Out Students work in pairs to get them thinking and talking about this topic.	A. Listening and Speaking Students continue to improve their skills through the use of conversations and vocabulary activities.

B. Listening and Speaking

Students develop their skills through conversations containing useful words and phrases, and activities using these words.

C. Directed Listening

Students listen for details or to understand implications.

D. Culture Corner

Students discover information, explanations, and cultural comparisons through activities designed to develop intercultural skills.

B. Directed Listening

Students practise obtaining specific information or understanding implications through focused listening activities.

C. Creative Speaking

Students think about and discuss various topics to develop their creativity in English.

D. Progress Tests

Students practise and build up skills to prepare them for the College English Test.

Starting Out

The purposes of Starting Out include: raising the topic of the unit in students' minds and introducing some of the language; helping students to recall some relevant language which they already know and getting them to use this freely in a simple task; and exchanging some information or opinions with classmates.

Generally students work in pairs through this first task, which is designed to be relatively easy. When each pair is ready or feels reasonably confident (they need enough time for this but it should not take too long) they join another pair or larger group to recycle the language they have been using. Since the focus is on developing confidence and using relevant language, some errors might be allowed (or teachers can note them for correction later in the session). For these kinds of tasks, in this and other sections, teachers may need to check before students begin that they are clear about the purpose and focus of the task, what exactly they need to do, and what they should have achieved by the end. At the end, teachers can choose one or two pairs to summarize their discussion or briefly perform their role-play to the class.

The role of the teacher in Starting Out is to:

- Ensure that students understand the instructions and the nature of the task;
- Make sure students are clear about how to complete the task and what the end point is;
- Give a clear signal for students to start and stop the activity;
- Circulate around the classroom during the activity (as much as possible) in order to listen to students, note any common errors for later discussion, and to give help where needed;
- Choose one or two pairs who might demonstrate their outcome of the task to others;
- Give brief final comments at the end with any relevant feedback and encouragement.

Listening and Speaking

In this section students first listen to the dialogues for the overall meaning: encourage them to listen to what is being said and to how things are said (pronunciation, stress, and intonation). A frequent problem for many students is that their oral expression can seem flat, monotonous, or unnatural. This aspect can be significantly improved when students really listen to and imitate the recordings when they are reading the dialogue. When students are reading the dialogue encourage them to listen to each other rather than just waiting for their turn. If there is a brief role-play, encourage students to make this seem authentic and interesting (engaging attention through gestures, facial expressions, intonation, etc).

This section has two or more activities in a variety of formats. This variety is also seen when

the Listening and Speaking section comes again in the second unit of each module — with different language on the same theme — and because this design is progressive it is important that the activities should be done in the same sequence in which they appear.

The Teacher's role in Listening and Speaking is to:

- Control the playback of the recording and get students to listen attentively (teachers may ask for books to be closed);
- Monitor the students when they read in pairs to ensure they listen to each other;
- Give help where necessary, perhaps demonstrating how something was said on the recording;
- Encourage both accuracy and fluency in dialogue reading and in role-plays;
- Encourage students to make this meaningful, e.g. with gestures, stress, or intonation;
- Occasionally teachers may want to demonstrate meaningful reading taking a role in a pair with one student;
- Ensure that students have completed any tables or charts correctly.

Directed Listening

Students listen to recordings for specific information. They will usually have forms, such as questionnaires to fill in, and will need to listen for specific information. Students may need to hear this recording more than once; if there are difficulties, teachers may help by drawing attention to key words or phrases before playing the tape again — these are highlighted in the tapescript — so that students hear the answers for themselves (rather than being told). Notice how the activities relate to the module theme and how some expressions and functions in this section are recycled in later sections.

The teacher's role in Directed Listening is to:

- Control the playback of the recording and judge whether students need to hear it again;
- Draw attention to key words and phrases and help students to understand their meanings, if necessary;
- Monitor how the tasks are completed, especially those which require inferencing skills, give suggestions if necessary, and ask some students to present their answers.

Culture Corner

This section focuses on misunderstandings which may arise between people of different cultural backgrounds. A text on the theme of the module discusses aspects of interaction which can be problematic when communicating with people from other cultures. The texts draw attention to different ways of behaving and using language and, especially, to possible differences of interpretation. Through being engaged in the varied participation activities and role-plays, students have regular opportunities to raise their awareness and skills concerning intercultural communication.

As some of the sections make explicit, general statements describing trends in cultural behaviour and language interpretation do not apply to all the individuals within a cultural community and we should expect variation within specific contexts (from time to time students may need to be reminded of this). The term 'Westerners' covers enormous social and cultural variations between national groups and within them, and students need to bear in mind that many Westerners are themselves using English as a second or foreign language. Furthermore, many western communities are highly diverse in terms of linguistic, ethnic, religious, social, and

cultural groups. English as a global language represents this diversity in local practices. With this understanding, the examples and activities here draw attention to some specific problems and ask students to consider likely solutions; they should raise students' awareness of knowledge, insights, and skills they may need to apply in intercultural contexts.

In each participation activity students see different interpretations of language or behaviour and are asked to discuss the interpretations in pairs or groups. Students should understand that there may not be a right or wrong answer, but some choices may offer a more constructive way of moving the conversation forward. Sometimes students are required to step into the shoes of people in different cultural communities. Teachers should encourage students to give reasons for their choices and explain why they did not choose other alternatives. Students should imagine the possible consequences of different interpretations — each Culture Corner thus has dimensions of creativity, too. In the Teacher's Book there are extra notes and comments on this section.

In the role-plays students are asked to use their English productively by engaging in a situation on the same theme. Again, they need to use imagination and empathy to take their roles; as in other role-plays they should make their use of English meaningful (with stress, intonation, gestures, and facial expressions). In the Teacher's Book there are example role-plays which teachers can share with students or give to a pair to enact to the class.

The Teacher's role in the Culture Corner is to:

- Help students to understand the text and why the issues are important;
- Monitor discussions and give support and examples where needed;
- Ensure that students try to give reasons for the interpretations they have chosen;
- Encourage students to try to understand and empathize with the roles given by taking other cultural viewpoints into account;
- Maintain variety: teachers can organize a class discussion on the interpretations or ask students to present on different interpretations;
- Give comments and feedback, using personal experiences and explanations offered in the Teacher's Book; add any extra information that assists students to gain intercultural understanding and helps students to distinguish generalizations and trends from stereotypes;
- Encourage and praise examples of creativity and intercultural awareness.

Creative Speaking

This section complements the Culture Corner: in different ways, both encourage expression of understanding, thinking, interpretation, and imagination; in both there is rarely a single answer. This section gets students to apply their language skills to new and varied situations. Because there are many ways to express the likely points in this section, what counts is appropriateness, thoughtfulness, and the use of language. Teachers should look for, and encourage, evidence of imagination, persuasiveness, and the ability to handle ideas in English. These important qualities will be developed progressively through the *Creative Communication* books and they will help students to develop as well-rounded people and effective professionals.

In this section, students usually work in pairs or groups. They are encouraged to think of ideas, ways to solve a problem, or come to a decision and evaluate something, then present the outcome or explain their results to another pair or group. Sometimes this takes the form of a role-play, or a radio or TV presentation. The preparation, organization, and presentation of this

involves teamwork and a collaborative approach — sometimes this needs more time so some preparation or practice might be done out of class. In some later cases, students are asked to discuss and offer feedback on each other's presentations. This is part of a strategy of developing students' ability to judge English and it begins to involve peer and self-assessment.

Criteria for discussing and evaluating Creative Speaking presentations may be specific to a particular task; generally, though, they will involve the degree, extent, or quality of:

- Use of appropriate language from the module and language related to the situation;
- Creative or imaginative ideas, original thoughts or solutions;
- Liveliness and meaningful expression in taking different roles;
- Fluency and confidence in presenting;
- Accurate use of English for the purpose in hand.

You can remind students of these criteria from time to time, show how they are combined, and single out good examples. For several classroom sessions, you might concentrate on a particular target in relation to these criteria. Since these are seen on a long-term scale of development, you can upgrade the targets progressively to give carefully selected challenges.

The Teacher's role in Creative Speaking is to:

- Ensure that students understand the context, the instructions, and the nature of the task;
- Monitor discussion, give support, make a note of good examples of applying module content and of creative and thoughtful ideas;
- Encourage teamwork and collaboration;
- Choose some pairs or groups to make a class presentation;
- Give comments and feedback (using the criteria above) and as the course progresses get students to evaluate themselves using the same criteria;
- Encourage the class to listen to presentations carefully and to give constructive comments and evaluations.

Progress Tests

This section offers students the chance to improve their listening skills in preparation for the CET Listening Exam. Teachers should try to let students assess their own progress in this section, but, particularly in the early units, offer help if necessary as students get used to the format.

The Teacher's role in Progress Tests is to:

- Control the playback;
- Give students comments and feedback using the tapescript and highlighted answers;
- Encourage students to develop a sense of progress through test feedback.

Developing Oral Skills in Large Classes

It can seem challenging to develop creative oral communication skills in large classes, mainly because of the difficulty of giving students good opportunities to practise and get relevant comments and feedback from teachers. *College English Creative Communication* has been designed for large classes, with two main ideas and a number of practical points in mind. First, the approach develops student participation through listening, cognitive involvement, and social interaction

and, we hope, through their interest in the themes and in the cultural and creative dimensions of activities. Second, the approach should develop student's sense of responsibility for their learning, with the recognition that they can progress not only with your help as a teacher but also through listening and speaking to each other within a sequenced framework of specifically designed tasks. Some practical points are already given to students in the Student's Book introduction.

What is important for teachers is to:

- Ensure that students understand the instructions, nature, and purposes of activities and what outcomes are expected — this becomes easier with increasing familiarity with the modules;
- Give clear models and demonstrations;
- Use clear signals to start and stop activities promptly and ensure smooth transitions to later tasks; develop a strong sense of pace and timing to make sure the time available is used effectively;
- During activities move around the classroom as much as possible to monitor and encourage students, noting points for later comments;
- Involve the widest possible range of students in discussions, questions and answers, demonstrations, and presentations;
- Extend the expression and thinking of students during or immediately after presentations, demonstrating possible scenarios to the class through extended examples;
- Occasionally — to give students a sense of involvement in and responsibility for their progress — ask students to briefly write down what skills they have developed recently and what they might focus on specifically in upcoming classes.

The Authors and Editors

The team of authors and editors of the *Creative Communication* series have extensive experience of teaching oral English. They have been working with Chinese learners and have carried out research in China and internationally for many years; they all have a strong background in designing, writing, and using textbooks.

In alphabetical order the authors and editors are:

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

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

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

Ian Smallwood, Head of Academic Quality, University of Hull, UK.

We hope that you and your students will enjoy using *College English Creative Communication* and that the materials and activities will indeed help students to communicate creatively in English now and in the future.

Martin Cortazzi

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CULTURE CORNER	CREATIVITY
Greetings in different cultures	
	Manners maketh man Attitudes to language
Agreeing and disagreeing	
	Diaries, meetings, and arrangements Ways of relaxing
Giving directions	
	Being a tour guide Describing your home town
Giving and accepting invitations	
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MODULE	TOPIC	UNIT	LISTENING AND SPEAKING SKILLS
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CULTURE CORNER	CREATIVITY
Showing your preferences or choices	
	A philosophy of food Comparing types of food
Do not put your foot in your mouth	
	Factors in healing: A television presentation Your attitude to personal health
Expressing meaning through intonation	
	Discussing significant places Matching rhythm and rhyme
Effective complaints	
	Role-playing making a complaint Manners

MODULE 1

Pleased to Meet You

