

Series Editor: Prof. Martin Cortazzi

# COLLEGE ENGLISH

## Creative Communication

### Book 2

### *Student's Book*

Ian Smallwood

Li Po Lung

Jin Lixian



# 大学英语创意口语

第二册

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 recognized 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. 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 CET Spoken English Test, using typical test format on the theme of each module

The 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



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:

<b>Module</b> A particular theme or common situation for using English, which is developed in two units	
<b>First Unit</b> Sequence of sections: A, B, C, D	<b>Second Unit</b> Sequence of sections: A, B, C, D
<b>A. Starting out</b> Initial pair work to get students thinking about the topic	<b>A. Listening and speaking</b> Continues an active focus on dialogue with a vocabulary focus
<b>B. Listening and speaking</b> Development of active use of dialogue with a vocabulary focus	<b>B. Listening to this</b> More focused listening for information or implications
<b>C. Listening to this</b> Focused listening to extract information or implications	<b>C. Creative speaking</b> Active application of imagination, thinking skills and creativity
<b>D. Culture corner</b> Information and cultural comparisons with activities to develop intercultural skills	<b>D. Testing yourself</b> Builds up oral skills for College English Tests

### 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 which follow. This initial activity uses pictures or prompts such as a form or questionnaire to fill in, so that students can 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 use later by comparing their ideas with those of 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 it through. 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 in order to complete a table which lists key words and phrases in context. Students may need to check some meanings 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 to look for 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 former develops the use of English for expressing one’s own thinking, ideas and imagination, the latter 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 to develop 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 skills involved. In some cases, students evaluate each other’s presentations 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 will use English in employment later, besides being of direct help in preparing for College English Tests.



## Testing yourself

In this series students get plenty of practice in progressively using English in ways to prepare for CET Spoken English Test. Specifically, each module has a “Testing yourself” section, where students take on the examiner’s role (using the script or questions provided) as well as a student’s role. This helps them to become very familiar with the format of the test and to develop aspects of peer- and self- assessment. This section has typical test questions on the topic of each 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 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 they will indeed help to develop creative communication in English.

MARTIN CORTAZZI

Professor of Language in Education

# Contents

## College English Creative Communication (2)

### MODULE ONE: "I really enjoyed it."

**MAIN SKILLS:** expressing preferences, likes and dislikes; using the language of comparison; interpreting information; listening for agreement and comparison

<b>UNIT 1:</b> <i>discussing preferences and expressing likes and dislikes</i> .....	2
<i>Culture corner: Convincing others</i> .....	10
<b>UNIT 2:</b> <i>making comparisons</i> .....	13
<i>Creative speaking: The best ever</i> .....	17

### MODULE TWO: "What do you think we should buy her?"

**MAIN SKILLS:** giving suggestions, making choices, negotiating agreement; identifying likes and dislikes; inferring and listening for details

<b>UNIT 3:</b> <i>the language used in shops: choosing gifts</i> .....	22
<i>Culture corner: Expressing appreciation and gratitude</i> .....	28
<b>UNIT 4:</b> <i>the language used in shops: buying gifts</i> .....	31
<i>Creative speaking: A gift to thank you for your years of service!</i> .....	36

### MODULE THREE: "Can I get some details, please?"

**MAIN SKILLS:** exchanging information and checking details; form-filling; listening for stressed information; distinguishing between positive and negative comments

<b>UNIT 5:</b> <i>asking for information and filling in forms</i> .....	42
<i>Culture corner: Ask if you are not sure</i> .....	49
<b>UNIT 6:</b> <i>giving information and distinguishing between positive and negative comments</i> .....	51
<i>Creative speaking: Designing forms</i> .....	56

### MODULE FOUR: "What do you advise?"

**MAIN SKILLS:** seeking and giving advice; note-taking and listening for specific words; discussing problems; generalising

<b>UNIT 7:</b> <i>asking for and giving advice on personal problems</i> .....	62
<i>Culture corner: Ways of listening</i> .....	68
<b>UNIT 8:</b> <i>discussing problems and making generalisations</i> .....	71
<i>Creative speaking: A problem well-stated is a problem half solved, a problem shared is a problem halved</i> .....	76



## MODULE FIVE: "Things that go bump in the night"

<b>MAIN SKILLS:</b> giving opinions; expressing strengths of belief; listening for inference and key content words; introducing questions and questionnaire items	
<b>UNIT 9:</b> <i>discussing beliefs about ghosts and the supernatural</i> .....	80
<i>Culture corner: Expressing your opinions</i> .....	86
<b>UNIT 10:</b> <i>interviewing about life on other planets and superstitions</i> .....	88
<i>Creative speaking: Luck, chance and risk</i> .....	93

## MODULE SIX: "So what are the pros and cons?"

<b>MAIN SKILLS:</b> listing and comparing pros and cons; attending to key words and phrases; interpreting graphics	
<b>UNIT 11:</b> <i>discussing the advantages and disadvantages of fame</i> .....	98
<i>Culture corner: You've got two hands</i> .....	104
<b>UNIT 12:</b> <i>comparing advantages and disadvantages of being a teacher</i> .....	107
<i>Creative speaking: On the other hand</i> .....	112

## MODULE SEVEN: "I'd like to volunteer, please."

<b>MAIN SKILLS:</b> evaluating personal qualities; listening for sequence indicators; interpreting graphics; making suggestions	
<b>UNIT 13:</b> <i>discussing personal qualities and voluntary work</i> .....	118
<i>Culture corner: Praising yourself</i> .....	125
<b>UNIT 14:</b> <i>making suggestions and planning a project</i> .....	128
<i>Creative speaking: Why do voluntary work?</i> .....	132

## MODULE EIGHT: "As you can see from the chart ..."

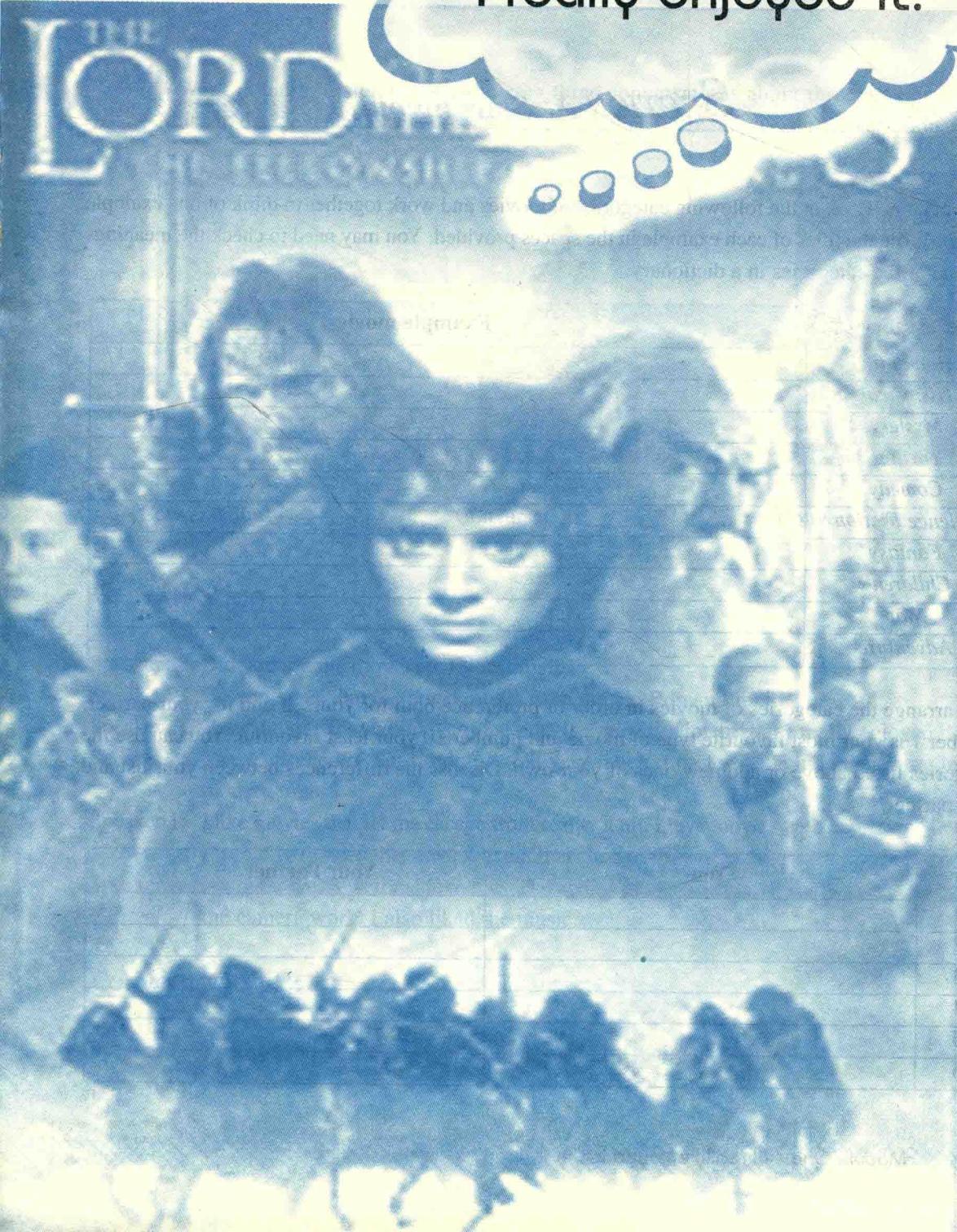
<b>MAIN SKILLS:</b> presenting information; describing and discussing charts; recognizing and understanding information in graphic formats	
<b>UNIT 15:</b> <i>describing charts and presenting information</i> .....	138
<i>Culture corner: Ways of describing findings</i> .....	147
<b>UNIT 16:</b> <i>interpreting statistics</i> .....	150
<i>Creative speaking: Famous last words</i> .....	154



# MODULE ONE:

"I really enjoyed it."

College English Creative Communication (2)







# UNIT ONE

## SECTION A: Starting out

Work in pairs. Look at the following categories of movies and work together to think of one example of each. Write the titles of each example in the spaces provided. You may need to check the meanings of some of the categories in a dictionary.

Category	Example movie
<i>Romantic</i>	
<i>Historical</i>	
<i>Mystery</i>	
<i>Thriller</i>	
<i>Comedy</i>	
<i>Science Fiction</i>	
<i>Fantasy</i>	
<i>Children's</i>	
<i>War</i>	
<i>Adventure</i>	

Now arrange the categories of movies in order of preference both for yourself and for your partner. Number 1 is your most favourite type of movie and number 10 your least favourite. You can use the categories listed above or add new ones of your own. Discuss the differences between your list and your partner's.

	You	Your Partner
1		
2		
3		
4		
5		
6		

7		
8		
9		
10		

## SECTION B: *Listening and speaking*



Work in pairs. Listen to the following three conversations about three movies. As you listen, decide which of the movies shown is being discussed in each conversation.



Conversation \_\_\_\_\_



Conversation \_\_\_\_\_



Conversation \_\_\_\_\_

### Conversation 1:

Speaker 1: Did you see the movie on TV last night?

Speaker 2: Do you mean that historical movie from the old Roman Empire?

Speaker 1: Yes. The one that won lots of awards. It was very violent, but I really enjoyed it.

Speaker 2: Yes, I watched it, but I didn't like it very much. I prefer something that is set in more modern times.

Speaker 1: I like movies that let me escape from reality a bit. I love movies with heroes and heroines, especially movies that are set in another time to the present day.

Speaker 2: I admit it was a well made movie. The acting was excellent and I was very impressed by the camera work. I also liked the music.

### Conversation 2:

Speaker 1: I've just watched a great movie. I think you'd really like it.



Speaker 2: Oh, what's it about?

Speaker 1: Well, it's a romantic comedy set in present day New York. It's about two people who fall in love through emails. It sounds a bit silly, I guess, but it's very funny and quite moving in parts.

Speaker 2: Mm, I'm not usually very keen on romantic movies. I prefer more action and adventure.

Speaker 1: I still think you should watch it. Everything about it is really well done. The acting is excellent. It's one of those movies that make you feel happy and more optimistic about life in general! I hate movies that are full of people being killed and show the worst side of life. I had a big smile on my face all through the movie.

Speaker 2: Oh well, maybe I should watch it ...

### Conversation 3:

Speaker 1: I finally managed to see that film that everybody is talking about — you know, the one made from a very famous book. It's a sort of fantasy movie.

Speaker 2: Yes, I know the one you mean. I've seen it about five times already. I love it!

Speaker 1: I didn't think I would enjoy it very much as I'm not very interested in that kind of movie. I'm glad I did watch it though — I enjoyed it very much. The special effects were tremendous! I don't know how they made the different monsters so realistic ... and very frightening. I thought it was a children's movie but it isn't really. I think it is a movie for people of all ages.

Speaker 2: Yes, and the scenery all through the movie was wonderful. I think it was filmed in New Zealand.

Speaker 1: To be honest, I didn't really notice the scenery. I was so involved with the action. It's a really exciting movie from start to finish. I think I'll watch it again this evening ...

Now practise reading aloud the three conversations with your partner. Read each conversation twice, changing roles the second time you read.

### Expressing likes and dislikes

The three conversations have many examples of expressions showing likes and dislikes. Read the conversations again and fill in the spaces in the table below.

Likes	Dislikes
● I really _____ it.	● I _____ it very much.
● I _____ it very _____.	
● I _____ movies that let me escape from reality a bit.	● I _____ something that is set in more modern times.
	● I _____ more action and adventure.
● I _____ movies with heroes and heroines ...	● I _____ movies that are full of people being killed ...
● I _____ it.	
● I've just watched a _____ movie.	● I am not usually very _____ on romantic movies.

● Everything about it is _____.	● I didn't think I _____ very much.
● I had _____ on my face all through the movie.	● I'm not _____ that kind of movie.
● I'm glad I watched it.	
● I was so _____ with the action.	

## Discussing movies

Note: Make sure you know the meanings of the following terms that are all related to particular features of a movie.

- setting
- characters
- acting
- camera work
- theme music
- plot
- special effects
- scenery

The three conversations also have many expressions that are frequently used when discussing movies. Read the conversations again and fill in the spaces below.

- that \_\_\_\_\_ movie \_\_\_\_\_ the old Roman Empire/ \_\_\_\_\_ New York/a sort of \_\_\_\_\_ movie
- the one that won lots of \_\_\_\_\_
- It was very \_\_\_\_\_.
- set in more \_\_\_\_\_/set in \_\_\_\_\_ to the present day
- let me \_\_\_\_\_ from reality a bit
- a very \_\_\_\_\_ movie
- It's very \_\_\_\_\_ and quite \_\_\_\_\_ in parts.
- more action and \_\_\_\_\_
- It makes you feel \_\_\_\_\_ and \_\_\_\_\_ about life.
- It's a movie for \_\_\_\_\_.
- I was so \_\_\_\_\_ with the ...
- It's a really \_\_\_\_\_ movie from start to \_\_\_\_\_.



### Practice activity A



Work in pairs. Listen to the following conversation about the movie shown in the poster. Use an appropriate expression to fill in each space.



Speaker 1: Have you seen this James Bond movie?

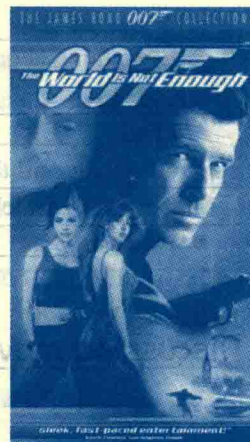
Speaker 2: Yes, it was released quite some time ago. I've seen it a couple of times. I really \_\_\_\_\_ it. What did you think of it?

Speaker 1: Well, to be honest, I was a bit \_\_\_\_\_ with the plot. The acting was quite \_\_\_\_\_ and I was very \_\_\_\_\_ by the special \_\_\_\_\_.

Speaker 2: I found it a really \_\_\_\_\_ movie from \_\_\_\_\_.

Speaker 1: Well, it was a bit violent, but I thought it was a movie that would appeal more to children.

Speaker 2: Not at all. I think it's a movie for \_\_\_\_\_. I thought it was a very \_\_\_\_\_ movie. I'm sorry you didn't \_\_\_\_\_ it very much.



Now practise reading aloud the conversation. Read it through twice, changing roles the second time you read it.



### Practice activity B

Work in pairs. Discuss the two movies shown below with your partner. If you or your partner have not seen the movies shown, decide on two movies you have both seen and discuss them instead. Before you start your discussion, make a few notes on your opinions of the movies in the boxes provided.

