

Series Editor: Martin Cortazzi  
Cultural Editor: Jin Lixian

# Communication

Reading

Listening

Speaking

Listening & Speaking

Culture

Ian Smallwood  
Li Po Lung

COLLEGE ENGLISH CREATIVE COMMUNICATION

跨文化交际英语

口语教程

Student's Book

学生用书



2

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Ways of Describing Findings and Results	
	Presenting Information from Charts

# 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俗人情，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。



# Introduction

In China today, it is increasingly important to be able to communicate well in English and to use the language for listening and speaking in real contexts. This practical ability is clearly valuable for your College English Tests and more advanced university English courses, and in the longer term for your progress in many professions as well as for practical work and social situations when travelling and studying outside China. Good communicative abilities in English can also help you to understand people from cultures where English is used as a second or other language. Developing your ability to communicate creatively means paying attention to different ways of understanding speech and expressing yourself in a wide variety of contexts, developing greater fluency, confidence, and flexibility, and being able to think clearly and solve problems using English. It means being aware of how people in other cultural contexts may communicate and how you may develop intercultural communication skills.

The *College English Creative Communication* books focus on all of these aspects of oral English in a variety of practical situations with plenty of opportunity for further practice. The series helps you to think through your own ideas and express your own thoughts, opinions, and feelings about different topics in English and to have greater awareness of how others may think and behave in intercultural situations. Making comparisons across different cultural contexts also helps you to think about cultures and ways of living in China, and to establish your own social and cultural identity more firmly.

## Special Features of This Book

*College English Creative Communication* has key features which:

- Develop your listening and speaking skills for many practical situations, using different activities, a variety of approaches, and a range of learning strategies related to interesting topics;
- Help you to systematically learn key words and useful phrases for interaction, with lots of opportunities to practise using them;
- Give you sustained practice in focused listening for detailed information, listening for implications, and taking notes while listening;
- Explain cultural information and offer insights and activities for using English to develop your cultural awareness and intercultural understanding;
- Develop your creativity, giving you plenty of opportunities to express your own ideas, experience, and opinions, and to solve problems, use your creative imagination and work collaboratively — all in English.

## 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
<b>A. Starting Out</b> Work in pairs to get you thinking and talking about this topic.	<b>A. Listening and Speaking</b> Continue to improve your skills through the use of conversations and vocabulary activities.
<b>B. Listening and Speaking</b> Develop your skills through conversations containing useful words and phrases, and activities using these words.	<b>B. Directed Listening</b> Practise obtaining specific information or understanding implications through focused listening activities.
<b>C. Directed Listening</b> Listen for details or to understand implications.	<b>C. Creative Speaking</b> Think about and discuss various topics to develop your creativity in English.
<b>D. Culture Corner</b> Discover information, explanations, and cultural comparisons through activities designed to develop intercultural skills.	<b>D. Progress Tests</b> Practise and build up your skills to prepare you for the College English Test.

## Starting Out

This first section in each module is an activity which briefly gets you to think about the topic and prepares you for the activities that follow. Using pictures or prompts (such as a form or questionnaire to fill in), you work in pairs to ask each other questions and exchange ideas and opinions. Sometimes when your pair has finished, you join another pair to compare answers. Thus, if this has involved note-taking, you use your notes to compare your ideas with those of other pairs. If this activity has involved role-playing, you could perform your role-play to another pair. This starting activity need not take very long.

## Listening and Speaking

Here, you first hear a recorded conversation, then you read through it aloud with a partner, taking different roles. By listening, you pay attention to the overall meaning and to how particular phrases are pronounced; in reading you attempt to reproduce the stress and intonation. Then there are activities for you to employ the key words and phrases in similar contexts. If necessary, check the meaning of any words which are still unfamiliar to you in a dictionary; you will hear them several times and you will be using them later. Then there are further practice activities to use this vocabulary in different ways: you may fill in gaps in a brief text, describe pictures or charts, complete a form or questionnaire, or perhaps do a brief role-play giving real or imaginary responses. In the second unit of each module there are further listening and speaking activities using different language on the same theme to give you progressive ways to build up your skills.

## Directed Listening

In this section you practise focused listening: you hear a recording and listen for specific details (e.g. people's names, numbers, or places). There is plenty of variety: sometimes you



complete a form or questionnaire or take brief notes using the information you hear; at other times you listen for implied meanings.

### Culture Corner

This section is designed to help to raise your intercultural awareness and to develop communication skills in intercultural contexts. A text on the theme of the module discusses aspects of interaction which can be problematic when you communicate with people from other cultures. Taking realistic situations, your attention is drawn to how people behave across cultures and how some may interpret the same situation differently from the way many Chinese people are likely to interpret it.

Each Culture Corner has a participation activity or two which offers a potential cultural clash and different interpretations on it. You are asked to discuss the interpretations and think about how you interpret the given situation and how you think others might interpret it — your teacher can help you to understand the meanings and possible consequences of different decisions or interpretations. Often these situations show misunderstandings between Westerners and Chinese people: as some of the activities themselves emphasize, there are many variations among different Westerners (some situations involve people who are French, German or others who are using English as a second language) and also among Chinese. Every cultural group has members who are different and have a variety of views and behaviour; it is helpful to be aware of possible language and cultural differences within groups as well as across groups. The Culture Corners allow you to step into the shoes of people from different cultural groups and look at a situation from different points of view. There is no single correct point of view but you will come to understand how some interpretations may cause problems in a situation while others offer a way to move beyond the cultural misunderstanding. You also have the chance to apply your oral skills and raise your intercultural sensitivity through role-plays on the same theme.

### Creative Speaking

This section helps you to use the language of the module in a new context: to express your own ideas, opinions, and experiences and to use your imagination in English. Here, too, there is no right answer because in the given contexts there are many possibilities and opportunities for imaginative, thoughtful responses and a variety of ways of thinking and using English expressions.

This section encourages you to be creative, use your imagination and develop varied ways of expressing yourself. The topic or task is quite likely to be one that you have never talked about before in English, for instance you may be asked to talk about proverbs, metaphors, and interesting quotations or to play with language and to handle new ideas. Sometimes, you will conduct an interview or role-play a short radio or TV broadcast. Working in pairs or groups, you will think of ideas, solve a problem, or come to a decision and evaluate something. To prepare and present your answers in pairs or small groups, you will need to develop teamwork skills and collaborate, which also helps to develop your social skills in English.

### Progress Tests

This final section in each module gives you plenty of systematic practice to prepare for the

CET listening test. You will listen to both long and short dialogues, and passages with gaps in them. These will provide good groundwork for the CET listening test.

## Some Guidance to Develop your Creative Communication

Here are some ways in which you can ensure you get the most from this book:

- You can effectively develop your oral English skills and your creativity by working within the framework of these modules, with the support of your teacher; the design of these materials means that you are often working with one or two partners in pairs or groups — you need to be willing to do this, and to help each other progress.
- You need to take some responsibility for your progress, by understanding the purposes of activities and what you need to do in them, and by noticing useful language expressions and trying to reproduce some of these where possible.
- You can improve your expression partly by listening, not only for words and phrases but also for meanings, stress, and intonation, and for varied ways of saying interesting things. Here you are not simply repeating and recycling words and phrases, but trying to use them in new situations and to express your own ideas, opinions, knowledge, and experience as well as developing your thinking and imagination — all this needs time and effort, but here you have a good chance to do all this.
- Do not worry if you do not feel confident yet or if, just now, you are afraid of making mistakes; the important points are to make an effort, take some risks by trying to say new things, and to know that here you are developing not only your oral English skills but also working with ideas, cultures, problem-solving, and developing creative and imaginative thinking.

## 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.

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

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

Martin Cortazzi



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