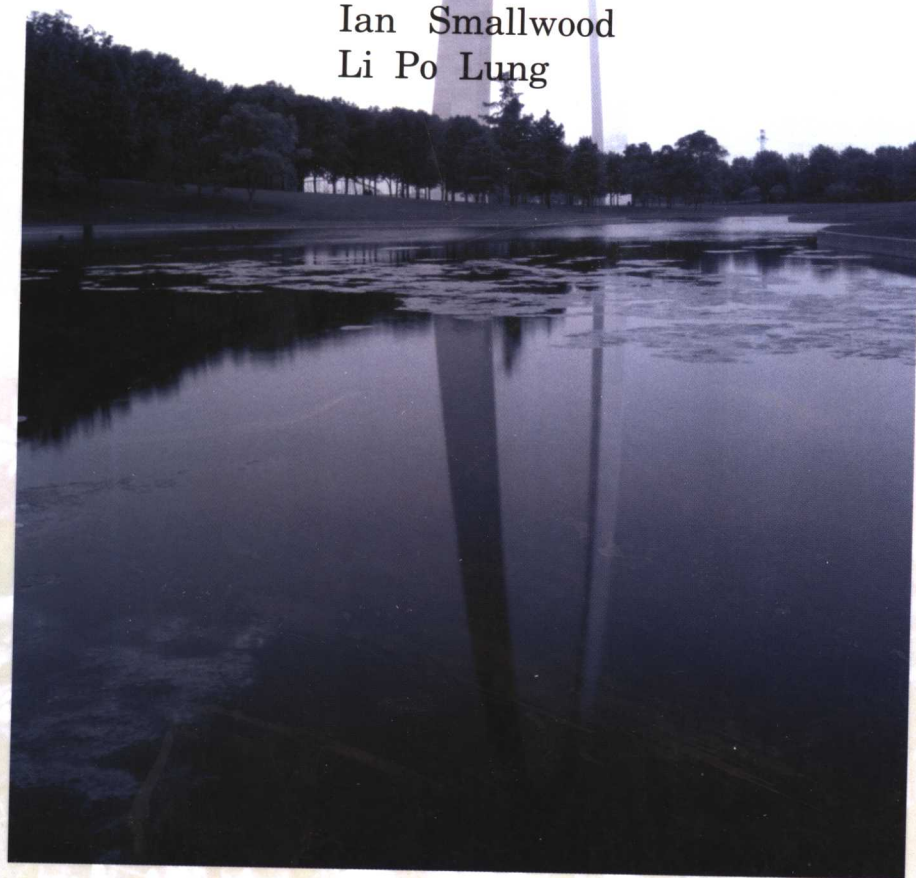


Series Editor: Martin Cortazzi
Cultural Editor: Jin Lixian

COLLEGE ENGLISH Creative Reading

Book 1 *Teacher's Book*

Ian Smallwood
Li Po Lung



大学英语创意阅读

第一册

教师用书



上海外语教育出版社



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图书在版编目(CIP)数据

大学英语创意阅读(第1册)教师用书 / (英)史默伍德(Smallwood, I.), 李宝龙编. —上海: 上海外语教育出版社, 2003

ISBN 7-81080-894-X

I. 大… II. ①史…②李… III. 英语-阅读教育-高等学校-教学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字(2003)第 051018 号

图字: 09-2002-682 号

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“Input on texts” Dr Ken Qian

“Additional input” Liza Wu & Jennifer Routley

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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), 35051812 (发行部)

电子邮箱: bookinfo@slep.com.cn

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

责任编辑: 包 洁

印 刷: 上海三印时报印刷有限公司

经 销: 新华书店上海发行所

开 本: 787×1092 1/16 印张 17 字数 449 千字

版 次: 2003 年 12 月第 1 版 2003 年 12 月第 1 次印刷

印 数: 5 000 册

书 号: ISBN 7-81080-894-X / H · 307

定 价: 22.00 元

本版图书如有印装质量问题, 可向本社调换

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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15,000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。

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- 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
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外教社编辑部

2002年夏

Introduction for Teacher's Books of College English Creative Reading

This series of books focuses on the *creative* reading, learning and using of English. As explained in the introduction to the Student's Book, this means that the series aims to develop:

- 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 about and reflecting on topics, beyond the text,
- Interactive practice through discussion activities,
- Variety of topics, text types, and activities,
- Extending vocabulary,

Which should

Expand students' *creativity*.

Aims and contents of the Teacher's Books

The College English Creative Reading series aims to encourage students to read English creatively. This encouragement comes from several sources. Firstly, the authors and editors believe that by and large the texts are of interest to many or most students. The texts have been written very recently by authors who are also English teachers familiar with teaching English to Chinese learners. The choice of text topics (the choice of what to write about and how to write what kinds of texts) is informed by the editors' 2002 survey of nearly 15,000 university students in China, in which we asked them what topics they would like to read about and how interesting some topics might be. Secondly, the activities in the books involve students by using their implicit knowledge of discourse, by drawing on their knowledge and curiosity about the world, and by involving them in a participatory approach.

Thirdly, other research by the editors and authors shows that while many university students of English have a quite solid knowledge of grammar and are systematically developing their knowledge of English vocabulary, there is much less confidence about their ability to express themselves in English or to make active use of what they read. The series gives students numerous opportunities to apply their knowledge to the actual use of English in academic, social, emotional and cognitive ways. The series encourages this application through varied tasks and activities — many of these are designed to be used in pairs and groups. The editors use the term *participation-based* approaches to refer to the principles and techniques for encouraging classroom interaction in contexts where there may be large numbers of students in a classroom, as is often the case in China and other countries in Asia. This series therefore stresses active reading and communication of ideas and this is linked to helping students to expand their creativity in English. These ideas are elaborated in the later sections below.

The Teacher's Books for this series are designed to guide teachers. They should support teachers to help their students to achieve their potential abilities for reading and using English, actively and creatively. These Teacher's Books support the use of the Student's Books by suggesting answers to exercises and activities, but they also expand on the content and ideas of the Student's Books; often the Teacher's Books give extra information and ideas related to the main text of a unit and they show alternative ways of handling the student material in class. Teachers do not necessarily have to take up all these extra choices, of course, but by showing alternative ideas of what might be possible the Teacher's Books should be useful to help teachers to develop their own ideas for creative teaching to match the needs of their particular students.

The Student's Books include a number of key features. They develop the students' abilities to:

- read a wide variety of texts in different ways
- take an active approach to reading, so that students 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
- expand their vocabulary through carefully identified words which are practised
- engage in a discourse view of texts — showing students the patterns of ideas and the ways in which texts are organised
- use the language they read in the texts in many ways through interesting activities; sometimes these are challenging but they are worthwhile to help students to read better and to use their English better
- engage with other cultures through texts and the activities; this can help students to have a better awareness of their own culture

- become aware of intercultural communication and developing intercultural skills
- use English creatively to expand their creativity

The Teacher's Books complement these features and support the use of the Student's Books. They do this by:

- giving suggested answers to all the exercises in the Student's Books
- showing how different classroom activities may be organised
- expanding on the ideas and content of the texts in the Student's Books

Further objectives of the Teacher's Books are to:

- develop teachers' skills and knowledge of English teaching. The books do this by briefly explaining the purposes of activities, by giving guidance on these activities and examples showing how the activities might work. The Teacher's Books also offer specific guidance about discourse, participation and creativity
- raise the awareness of teachers' knowledge of discourse analysis. The books do this through explanations and through showing examples and suggested answers to discourse activities
- promote a participation-based English teaching and learning approach in the teaching suggestions and classroom activities, particularly in the use of pair and group-work and also in the use of discussion and debate. This approach helps teachers to apply the principles of communicative methods to the learning and teaching English reading in Chinese contexts
- encourage a creative view of English teaching in which teachers readily consider a variety of ways of handling the texts and activities and explore different angles to expand students creatively in English
- provide more cultural background information so that teachers are in a stronger position to help students to understand the texts and appreciate different cultures and different ways of communication

The Teacher's Books include the following contents.

In the *introduction*, there is:

- a brief summary of an aspect of discourse analysis and how it helps with reading comprehension and students' active use of English (other aspects are introduced and developed in later Teacher's Books in the series)
- a section discussing the principles and techniques of the participation-based teaching and learning approach so that teachers understand why this approach is promoted and how it can be used in teaching large classes

- a section explaining the importance of creativity and giving some ideas how teachers can pay attention to expanding students' creativity in English

In the *units* of each Teacher's Book, anticipating what teachers may need in their teaching of the units, there is a sequence of the following information:

Section	Content in the Teacher's Books
Note on the topic	This section gives ideas about why the topic is interesting or important.
Before you read	This section gives suggested answers, although often answers will depend on students' own experience and opinions. The examples given here may help students' discussion.
Further information on the text	Here there is extra information for the teacher so that the teacher is in a stronger position to answer students' questions about the text. Often this section has extended background information or a brief story so that the teacher can introduce this material in discussion or can use it for listening comprehension activities. This further information section therefore gives teachers extra possibilities to exploit the main text creatively.
Words to note	This section has the answers to the students' matching activity. The teacher can use this for quick reference or to check students' answers. These answers are focused on how the words are used in the main text (often the words have other meanings in other contexts).
Words to note in context	This section gives the <i>Words to note</i> in brief contexts of one or two sentences, the way a native speaker might use the words. This section allows teachers to have ready-made examples at their fingertips in order to help students understand the vocabulary through additional examples of use.
Understanding the text	This section has suggested answers. Often the exercises have a discourse focus. These activities will often be less familiar to students and it is very important for students to see examples of how discourse activities work.

(to be continued)

Section	Content in the Teacher's Books
Developing your skills	Here are suggested answers, often with further ideas for developing students' skills. The charts in the Table of Contents of the Student's Book show how these skills are developed in each book and how they can be grouped together.
Extending your vocabulary	This section has suggested answers. Often the answers involve using a range of vocabulary beyond the <i>Words to note</i> so that students learn these words in a wider context and relate them to other patterns of words in use.
Expanding your creativity	This section has suggested answers and extra teaching suggestions. The examples of answers are particularly important in this section: to give students a better idea of how such activities work; to present a possible goal for their own creativity in English by showing how others have responded to the task; to help the teacher to give feedback by referring to these examples when commenting on students' work. In some cases teachers might try the creative activities for themselves and refer to these examples for confirmation. Sharing and discussing these examples with students is also in itself further practice in the creative use of English.

Each Teacher's Book also has the features of:

- a vocabulary list including new words of all units translated into Chinese
- the text of each unit is translated into Chinese

Some features of using *Creative Reading*

Answers to exercises

As indicated above, in the *Creative Reading* series the exercises and activities include several possibilities regarding the answers. In some cases, there is basically a single answer; in others, several answers might be expected; in others, a wider range of answers is possible and often this is because such answers depend on students' experience, which varies, or they depend on personal opinions, and these vary too.

Single answers

The Teacher's Books contain model answers to the closed exercises or other exercises where there are single answers. This is for the teachers' reference and may be helpful in correcting students' work.

Several answers

The Teacher's Books make it clear where several answers can be anticipated. In this case, suggested answers are given so that teachers have ready-made examples to hand. Where necessary, there are explanations about the sorts of responses that might be expected. It is, of course, in the nature of such activities that the Teacher's Books cannot provide all the answers and, in fact, such activity is working in the way it is designed to do when different students come up with several answers. After all, among other goals the series promotes students' discussion that is bound to mean that different students will be saying different things! In such cases, the teacher will often need to judge the students' responses according to *appropriateness* rather than *correctness*. The examples suggested in the Teacher's Books will help the teacher (and the students) to judge such appropriateness.

A wider range of answers

In those cases where there is no particular answer, and an even wider range of answers might be anticipated, the Teacher's Books make it clear that this is the case. This is particularly likely in the *Before you read* and *Expanding your creativity* sections.

In the *Before you read* section of each unit, the main idea is often to get students to discuss an aspect of the topic according to their own ideas and experience; this means that a single "correct" answer is unlikely and instead the focus of the teacher will be on helping students to relate to the topic and express preliminary ideas about it before they read more in the text.

Even with the *Expanding your creativity* section, where usually a wide variety of responses is expected, we provide examples which teachers may wish to use for demonstration or to extend their own understanding of how the creativity section might work. The examples from the Teacher's Books might be used *before* students get going with the activity: in this case the idea is to use the examples to clarify the task and to present a goal of the kind of thing which students might aim for. The examples might be used *during* the student activity in order to promote discussion and encourage the students to continue to create their own responses. The examples can also be used *after* students have completed their tasks as part of giving feedback and comments. In this case, teachers may need to balance the use of the examples in the Teacher's Books with students' own examples. To get this balance the teacher will need to use judgement and sensitivity. On the one hand, the Teacher's Books examples provide material for further discussion — they are often designed to be thought-provoking or fun in their own right and of course this is all extra material for the active development of students' English. On the other hand, the goal is to get the students to be more creative in their own use of English and the teacher will need to elicit examples of interesting, adventurous or creative uses of English from the class to share with everybody — this will enhance students' achievement and confidence and gener-

ally students will be interested in each other's ideas. Again, apart from obvious features of the correct expression of English (which is always important), the main criterion to judge answers and students' responses is likely to be appropriateness. However, in the case of the *Expanding your creativity* section other standards of evaluation may apply too (see the section on Creativity below).

Teacher development

In general, the Teacher's Books give full rationales and methodological explanations for the various types of exercises, especially when a different kind of exercise first appears in a book. In this way the Teacher's Books have a major function of being useful for teacher development: for newer teachers they show how exercises are intended to be used and explain what the purposes are; for more experienced teachers, the Teacher's Books indicate new or alternative ways of working. If there is not sufficient class time available to use all of the units in class, the editors and authors believe that it will still be worthwhile for teachers to explore the Teacher's Books because they contain a wealth of ideas about how to develop students' English. Sometimes an activity can be used in its own right even when a class has not studied a unit. The notes for the teachers show different ways in extending, expanding and adapting the exercises. By consulting the Teacher's Books regularly, teachers will be enabled to extend their repertoire of teaching techniques and their professional knowledge. For example, an important feature of the *Developing your skills* sections is that there is often a focus on understanding the whole text through discourse or genre-based approaches; in such cases, the Teacher's Books progressively build up teachers' own knowledge and skills about aspects of discourse, text structures and genre as they feature in exercises (see the section on Discourse below).

Alternatives

Since the series emphasises creativity, and since a variety of answers and students' responses is often appropriate, it is important that the exercises in successive units should not become routine. The only format which appears consistently the same throughout all the books in the series is the *Words to note* section — all the other exercises and activities are varied from one unit to another and from one book to another. However, even with this variety, the editors and authors believe that it is important for teachers to have strategies available to vary and extend the exercises. For this reason the Teachers' Books present alternative ways of using the texts and they make suggestions for additional teaching techniques and strategies. Often the Teachers' Books will show more than one way to carry out a classroom activity or they will point out how a text or exercise can be followed up in ways which are not mentioned in the students' textbook. This point is particularly important because the authors are fully aware that the series will be used in a variety of contexts and

that students will have a range of different needs for increasing development of their English language skills and creative applications. By offering sound concepts for teacher development and through giving a range of alternatives for many of the exercises and activities, the series should be particularly adaptable to this variety of contexts.

Additional information

The Student's Books already have some additional information about some of the topics. This is presented at the end of some units in the form of *Further information* or *Intercultural notes*. In the Teacher's Books we give ideas about how some of these extra texts can be used in the classroom. These texts can stand in their own right — they are written so that they do not depend on prior reading of the unit. Beyond this, in the Teacher's Books in the section called *Further information on the text*, there is additional information about the topic of each unit. This section may indicate further ways of developing key concepts (related to the content of the text) in the English classroom. Access to this extra information puts the teacher in a stronger position to answer students' questions about the text. Often this section has extended background information or a brief story so that the teacher can introduce this material in discussion. Teachers could also use such extra information for listening comprehension activities, by reading it aloud (or asking an able student to do so) or pre-recording the extra information on a tape. This further information section therefore gives teachers extra possibilities to exploit the main text creatively.

Selection

In many cases, teachers will wish to select only some units for full treatment in class because of time constraints or they will wish to prioritise certain units because of the content and its interest for particular groups. To assist teachers with this selection, the Table of Contents in the Student's Books has mini summaries of the main texts, indications of the main skills which are developed, and summary charts of the skills and aspects of creativity which are developed in each book. These summaries and charts are also designed to support students in their revision of material in the Creative Reading books.

Taking into account all these possibilities for selection, and the ideas for teacher development, and alternative ways of using the material and additional material in the Teacher's Books, we see the Teacher's and Student's Books together as being major resources for the development of students' creative reading and application of English. These resources fully support teachers' own development of their understanding and the full application of their professional skills in the English classroom and beyond.

Discourse applications in English teaching

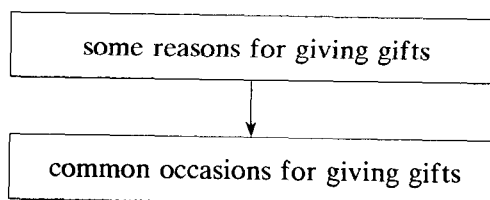
Discourse applications in English teaching extend the focus of teachers and students beyond

vocabulary and grammar (which always remain important, of course) to larger patterns of language use in spoken or written language. There are many different views of discourse ranging from those which include practical techniques to those which are quite abstract but most will stress that the term “discourse” focuses on actual instances of language communication in which attention is paid to patterns of words and ideas in conversations or texts and how these are organised beyond the sentence. Discourse views of language include paying attention to human action with language, to how sentences link together, to how arguments are developed, to relations between ideas, and to social or cultural perspectives realised in language use (and many other aspects). A discourse perspective is important for learners of languages because it keeps a focus on the broad meanings and uses of the target language, beyond words and sentences, and this perspective can easily be related to oral or written skill development for study or professional purposes.

To illustrate one aspect of what is meant here, a simple example might be to look at the first paragraph of the *Intercultural notes* section of Creative Reading Book 1, Unit 1:

In most cultures there are many reasons for giving gifts: to show appreciation and thanks, to develop a good relationship, or perhaps to do business. Giving gifts is often part of a kind of social exchange; there is an expectation that the receiver will do something in return. The receiver will usually also expect to give a gift, perhaps on another occasion. In most English-speaking countries the most common occasions for giving gifts are on birthdays, at Christmas time and for weddings.

Among other features here, the teacher might find ways to draw attention to the basic structuring of the ideas here, which are important to follow if the reader is to understand the text. One way to do this is using a diagram or chart (a “key visual”) to show how the themes or ideas are organised. At one level the structure is:



This simple diagram might be verbally summarised as,

“This paragraph first talks about some reasons for giving gifts and then it mentions common occasions for giving gifts.”

Or perhaps,

“There are two main themes in this paragraph: one is some reasons for giving gifts, the

other is common occasions for giving gifts."

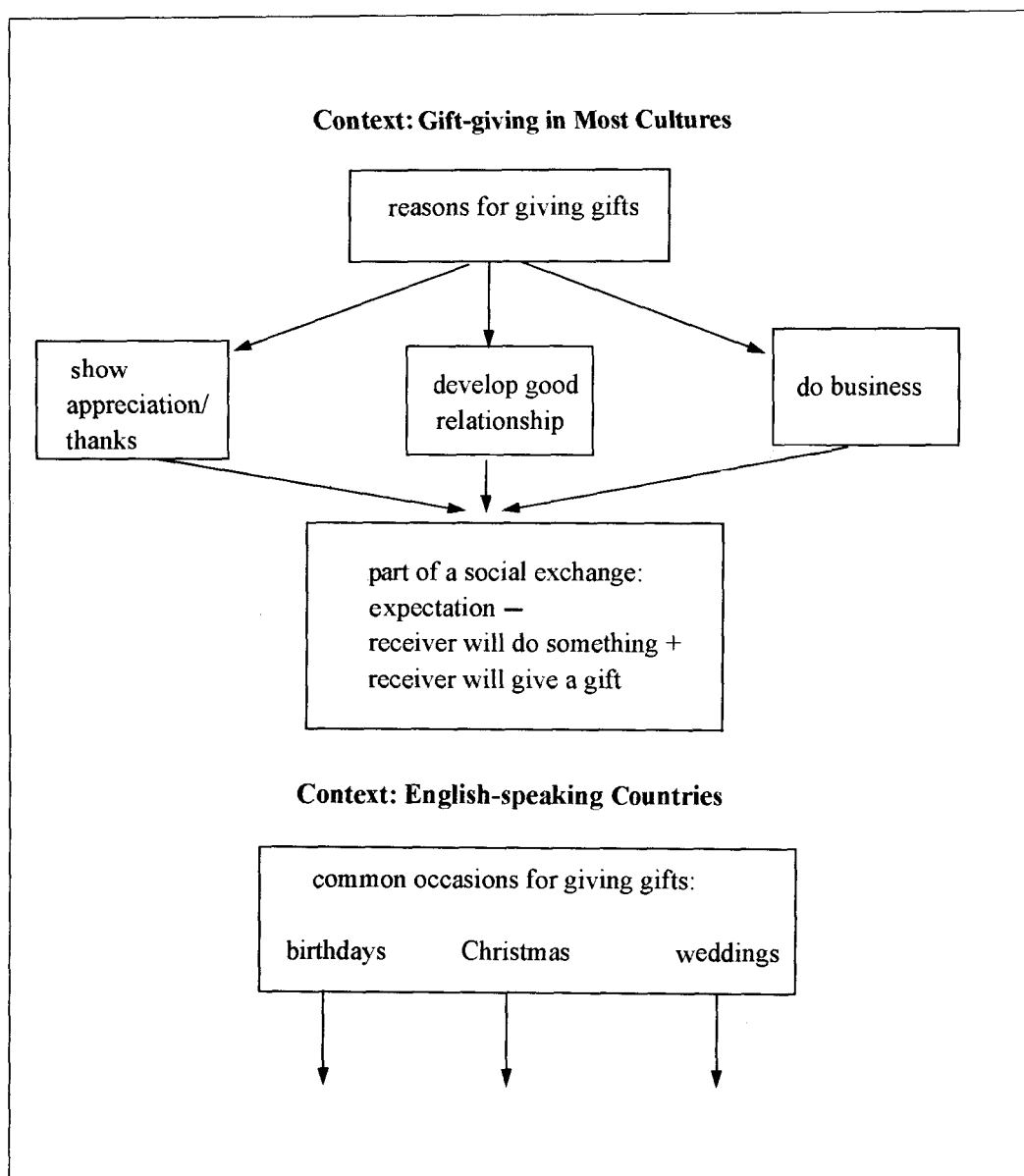
Or even,

"Before talking about common occasions for giving gifts the paragraph outlines some reasons for giving gifts."

The feature worth noticing here is that the diagram summarises an aspect of the text and that it can be used as a stimulus to rephrase those ideas or recycle the language in other oral formats, and that this can be done in a variety of ways. But of course the diagram could be a bit more elaborate, as below. As a reading exercise we could present students with the skeleton of the diagram, or a partially filled in diagram, and give them the task of reading to complete it. Such a task — and there are many similar tasks in the series — not only gets students to read carefully to locate information but also gives them a visual representation of the text. Again, the diagram can itself be used as a stimulus for rephrasing or summarising the ideas of the text (without looking at the original written text).

This time, the verbal version might be, *"Regarding gift-giving in most cultures, there are different reasons for giving gifts. These include showing appreciation or thanks, developing a good relationship, or doing business. These are all part of a social exchange in which there is an expectation that the receiver will do something and will give a gift. In English-speaking countries there are a number of common occasions for giving gifts, including on birthdays, at Christmas and at weddings."*

There are obviously other ways of re-verbalising this visual. While the verbal version above is not exactly the same as the original, it has more or less the same ideas and it represents the key visual. The translation or conversion from the text to the diagram (or table or chart) makes students read for details but it mainly helps them to understand the main ideas — and by re-using the visual it helps them to re-express themselves on the topic with their own creative version. Students working in this way are, we have found, highly likely to remember the outline of the text; they will also be in a strong position to write a parallel text or construct their own writing by using such a visual as a planning device. The diagram also encourages the students to predict what themes will be developed in the next paragraphs; in fact, the next three paragraphs are about gift-giving on birthdays and at Christmas and weddings, respectively. Other diagrams could, of course, be made for these later paragraphs. At some point, when students are fully familiar with discourse ideas and this use of key visuals, we would ask the students themselves to construct this kind of chart or diagram as a reading-and-note-taking activity and get them to use these notes (key visuals) productively with other students to give summaries, mini-presentations, or their own reactions to the text. There are clear links here with developing study skills in English.



The *Creative Reading* series develops systematically students' discourse skills. To continue with the example of using key visuals, this discourse uses of diagrams, flow charts, and tables (as with Gift-giving above) can be seen in the Student's Book One in Units 1, 3, 4, 5, 6, 9, 10, 11, 13, 14, 15, 17, 19 and 20 (although they are not necessarily introduced to students in this way) with further examples in the Teacher's Book One in Units 4, 5, 9, 13, 15, 17, and 20.

Other aspects of developing discourse skills will be elaborated upon in further Teacher's Books in the *Creative Reading* series. The range of discourse skills developed in

Book One includes:

- using logical connectors: Units 7, 12, 18
- identifying themes and arguments: Units 13, 16
- examining viewpoints: Unit 5
- identifying subjectivity and objectivity: Unit 10
- identifying claims and evidence: Unit 19
- identifying social messages: Unit 15
- identifying and assessing paraphrases: Unit 14

A participation-based approach to English teaching: principles and techniques

Communicative teaching methods have been widely introduced and developed in China over the last couple of decades for teaching English and improving students' ability to use English. However, many teachers feel that teaching English by using a communicative approach is difficult to carry out in Chinese tertiary contexts. This is mainly because of the common situation in which there are large classes, perhaps between 60 to 120 or more students in one class, to teach English to university students, who are under pressure to pass required exams within a limited period of time. One possible outcome is that a large number of students can pass the required exams, but are not able to use English as effectively as they might be expected to do after graduation.

The participation-based approach of English teaching comes from research into Chinese university learners of English (cited and reported in references given later) which considers how communicative teaching and learning can be effectively used for large classes. Therefore this approach may be considered a Chinese-oriented development which applies communicative techniques into large classes by taking some key features of Chinese cultures of learning into account. Our concept of a participation-based approach is more than this, however, because it also takes account of a discourse orientation to language learning and of creativity, culture, and community, and of a more holistic approach that is learning-oriented (not just learner-centred). These ideas are briefly elaborated below.

To many language teachers, perhaps especially those in the West, "participation" by students means that students are talking within the framework of a lesson: they are giving answers, joining in discussions, sharing comments and asking questions. In this view, students who do not seem to be active talkers may well be thought of as "not participating" or at least as "not participating fully". Participation seems to be equated with verbal activity and social interaction. This view fits in, of course, with ideas associated with communicative approaches. As something of a contrast (but by no means an absolute difference), many language learners, perhaps especially those in East Asia, seem to think of language