

Series Editor: Prof. Martin Cortazzi

Cultural Editor: Jin Lixian

# COLLEGE ENGLISH

## Creative Communication

### Book 3

### *Student's Book*

Ian Smallwood

Li Po Lung



# 大学英语创意口语

第三册

学生用书

W 上海外语教育出版社

外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

[www.sflep.com](http://www.sflep.com)

Series Editor: Prof. Martin Cortazzi

Cultural Editor: Jin Lixian

# COLLEGE ENGLISH

## Creative Communication

### Book 3 *Student's Book*

Ian Smallwood  
Li Po Lung

大学英语创意口语

第三册  
学生用书

 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

  
MACMILLAN

**图书在版编目 (CIP) 数据**

大学英语创意口语. 第3册 / (英) 史墨伍德 (Smallwood, I.) 等编. —2版.

—上海: 上海外语教育出版社, 2009

学生用书

ISBN 978-7-5446-1505-1

I. 大… II. 史… III. 英语—口语—高等学校—教材 IV. H319.9

中国版本图书馆CIP数据核字 (2009) 第130126号



MACMILLAN Copyright(c) by Macmillan Publishers Ltd 2002

This edition is for sale in the People's Republic of China only and may not be purchased for export therefrom.

图字: 09-2002-681号

**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:** 孙 静

---

**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 10.25 字数 260千字

**版 次:** 2009年8月第2版 2009年8月第1次印刷

**印 数:** 5 000 册

---

**书 号:** ISBN 978-7-5446-1505-1 / H · 0620

**定 价:** 23.00 元

本版图书如有印装质量问题, 可向本社调换

# 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 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 (3)

### MODULE ONE: "Take up a Hobby."

**MAIN SKILLS:** asking and answering questions about personal hobbies, discussing their benefits and explaining the processes involved in a hobby

UNIT 1: <i>using expressions of likes and dislikes; identifying sequence markers and following instructions; listening for key information</i> .....	2
<i>Culture corner: Chatting topics</i> .....	9
UNIT 2: <i>explaining a hobby and describing the sequence of steps in a process as part of a hobby; listening for steps in a sequence and following instructions</i> .....	12
<i>Creative speaking: Choosing and developing a hobby</i> .....	17

### MODULE TWO: "I really can't decide."

**MAIN SKILLS:** discussing factors in major life decisions such as the choice of a home or decisions about getting married

UNIT 3: <i>identifying and discussing factors and reasons for making particular choices in life; expressing the strength of opinions; listening for the order of importance</i> .....	22
<i>Culture corner: Being a group member: individual and collective orientations</i> .....	29
UNIT 4: <i>discussing priorities and the most important aspects of a decision; following and describing relationships between points in an argument; using graphic outlines</i> .....	31
<i>Creative speaking: Analysing priorities and factors to reach a decision</i> .....	36

### MODULE THREE: "What does it do?"

**MAIN SKILLS:** describing and explaining how things work, using conversational language and linking this to photos and diagrams

UNIT 5: <i>asking about and describing how unusually (but genuinely) inventions work; explaining their purposes and functions; listening for specific details</i> .....	40
<i>Culture corner: Joining a conversation in another culture</i> .....	48
UNIT 6: <i>working out how something works; relating a detailed description to a diagram; labeling and summarizing</i> .....	50
<i>Creative speaking: A new invention</i> .....	53

## MODULE FOUR: "Just good friends!"

**MAIN SKILLS:** describing and explaining relationships and friendships; discussing issues that can sometimes arise in relationships

UNIT 7: <i>describing family relationships and personal friendships; identifying factors that are important in relationships; evaluating qualities of relationships .....</i>	58
<i>Culture corner: Politeness in using mobile phones .....</i>	64
UNIT 8: <i>discussing problems, issues and communication within families; expressing wishes and regrets; listening for details.....</i>	67
<i>Creative speaking: A programme for Family Day .....</i>	72

## MODULE FIVE: "I can manage, thank you."

**MAIN SKILLS:** identifying problems and solutions; making recommendations; giving justifications; listening for details and inferences; summarizing

UNIT 9: <i>Discussing disabilities and relevant facilities, possible problems and likely solutions; listening and taking notes about famous people who were disabled.....</i>	78
<i>Culture corner: Language about disability: doing research .....</i>	84
UNIT 10: <i>Discussing conditions for employment for the disabled; potential difficulties and likely solutions.....</i>	86
<i>Creative speaking: Employment for the disabled .....</i>	89

## MODULE SIX: "That's not funny."

**MAIN SKILLS:** defining a concept; discussing types of humour; listening for key ideas; describing cartoons and pictures; speculating on missing elements

UNIT 11: <i>reflecting on the nature and types of humour; identifying and expressing the main ideas in cartoons .....</i>	94
<i>Culture corner: Cultures of humour and smiles .....</i>	100
UNIT 12: <i>discussing types of jokes and deciding on types of humour; describing humorous pictures and speculating on missing elements .....</i>	103
<i>Creative speaking: Thinking of captions for cartoons.....</i>	108

## MODULE SEVEN: "But does it sell?"

**MAIN SKILLS:** comparing and interpreting information from advertisements in the context of experience; disagreeing; using catch phrases

UNIT 13: <i>discussing the functions, effects and ethics of advertisements; interpreting adverts; listening for details and inferences .....</i>	114
<i>Culture corner: Interpreting the language of advertisements .....</i>	122
UNIT 14: <i>Discussing types of adverts; understanding and creating catch phrases; listening for specific details .....</i>	125
<i>Creative speaking: Creating an advertisement .....</i>	129

## MODULE EIGHT: "What's it like to be famous?"

**MAIN SKILLS:** discussing qualities, advantages and disadvantages; developing questions and answers in role plays; expanding notes

UNIT 15: <i>asking about and describing famous people and their achievements; expanding biographical notes; role playing interviews with famous people</i> .....	134
<i>Culture corner: Becoming rich through your own efforts</i> .....	142
UNIT 16: <i>referring to personal qualities; discussing advantages and disadvantages of being famous; listening for key ideas</i> .....	144
<i>Creative speaking: Making biographies</i> .....	148

# MODULE ONE:

"Take up a Hobby."



College English Creative Communication (3)

# UNIT

# ONE

## SECTION A: Starting out



Work in pairs. What do you like to do in your leisure time? Most people have an interest that they like to be involved in when they have any spare time. This may be collecting things, making things or playing a sport of some kind. What hobbies do you have? Describe your major hobby to your partner and ask him/her details of his/her major hobby. Make notes of both hobbies in the box below.

**My own hobby**

**My partner's hobby**

Now work with your partner to think of as many common hobbies as you can. Make a list of the hobbies in the box below.

# Common Hobbies

## SECTION B: Listening and speaking



Work in pairs. Listen to the following conversation between two people talking about hobbies. As you listen, make notes in the table provided on each of the hobbies mentioned and the benefits and drawbacks of each hobby.

Hobby	Benefits of hobby	Drawbacks of hobby

Speaker 1: I hate the long summer vacation. I get really bored when I have so much time to myself.

Speaker 2: Really! I'm the exact opposite. I never have enough time to do everything I want to do.

Speaker 1: But what do you do? I watch television and play on the computer a bit, but I soon get bored of that.

Speaker 2: Well, I have so many hobbies. I hardly ever watch television or play on the computer. There are so many other, more interesting things I like to do. For example, I love to go out bird-watching. I'm quite interested in wildlife generally and bird-watching means that I go out into the countryside for long walks and see all sorts of animals as well as the birds. It's very healthy and peaceful.

Speaker 1: Mmm, it sounds a bit boring to me! What about when it rains or it's very cold?

Speaker 2: Yes, you're right. It is a good-weather hobby. I don't go out when the weather is bad. In winter I tend to do things indoors. I like to make things.

Speaker 1: What kinds of things do you make?

Speaker 2: I make models of different things from lollipop sticks and from toothpicks. I stick them together and make all sorts of things, like small boats, buildings, aeroplanes and things like that. I have quite a large collection of them now. It's a good hobby because the materials are very cheap and you can do it in the evening when it's dark outside or in winter when the weather is bad.

Speaker 1: But I guess you have to have some artistic skill to be able to do that. I have never been very good at making things. I can't even make a paper aeroplane properly. I went on an origami course once — you know, folding paper to make shapes and objects. I wasn't very good at it so I gave it up. Anyway, these hobbies that you mention are all done by yourself. I would like to spend my leisure time doing something with a friend.

Speaker 2: They don't have to be done by yourself. There's no reason why you couldn't come with me when I go bird watching or come round to my home and help to make the models. The beauty of hobbies like these is that you can do them by yourself or with a friend. The same goes for most hobbies, like photography, stamp collecting — or collecting anything. The only hobby I can think of that you have to do by yourself is reading. Even listening to music can be done with other people. What about sports? Do you like cycling or tennis or even hill-walking? These are all healthy outdoor activities that you can do with your friends.

Speaker 1: No, I don't like sports much. Again, I've never been any good at ball games and I don't have a bicycle. Hill-walking would be OK, but I live in the city and it's a long way to the countryside to be able to do it regularly. What I'm really interested in is cooking, but I can't spend all day cooking. It's too expensive and I would get really fat eating everything I've cooked!

Speaker 2: So why don't you join a cookery class at the Community Centre. I know they organise classes in all different types of cookery and it doesn't cost very much to join. I'm sure you'll find it enjoyable and you'll learn a lot at the same time.

Speaker 1: That might be a good idea. Maybe I should go and check out when the classes are ...



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

## Talking about hobbies

The two people in the conversation above use several expressions to introduce what they like and don't like to do in their spare time. Look back at the conversation and fill in the spaces in the list of expressions below.



Positive	Negative
I _____ to ...	I get really _____ when ...
I _____ to go ...	I never have _____ to ...
I _____ to do things ...	I soon _____ bored of ...
I _____ models ...	I _____ ever ...
I have quite a large _____ of ...	I _____ go ...
I _____ like to ...	I have never been _____ at ...
What I'm _____ in is ...	I _____ even ...
	I can't _____ all day ...



### Practice activity A

Work in pairs. Use suitable expressions to fill in the spaces in the following conversation about two more hobbies. When you have finished filling in the spaces, read the conversation twice, changing roles the second time you read it through.

Speaker 1: So, do you have any hobbies?

Speaker 2: Yes I do. I'm really \_\_\_\_\_ photography. I \_\_\_\_\_ to go out at the weekends and take photographs of all sorts of different things. I \_\_\_\_\_ to take pictures of people most of all. I photograph different kinds of people working, talking to each other, or just sitting in the park reading. I have a \_\_\_\_\_ of photographs of people. I put them all in a book and make notes of where I took the picture and what they were doing. What about you? Are you interested in photography?

Speaker 1: Not really. I have a camera, but I \_\_\_\_\_ ever use it. I have never \_\_\_\_\_ at taking photographs anyway. All the pictures I take seem to be rather dull.

Speaker 2: So do you have other hobbies, like collecting things, for example?

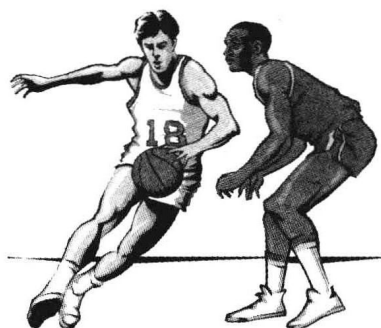
Speaker 1: No, I soon \_\_\_\_\_ collecting things and \_\_\_\_\_ to give up very quickly. I'm more \_\_\_\_\_ in learning new languages. At the moment I am studying Japanese. I \_\_\_\_\_ like to go to Japan one day. I have a few Japanese pen pals that I write to almost every day ....



### Practice activity B

Work in pairs. Work with your partner to role-play a conversation between the two people below who are each describing their four major hobbies. Role-play the conversation twice, changing roles the second time to have the conversation.

Speaker One



Speaker Two

