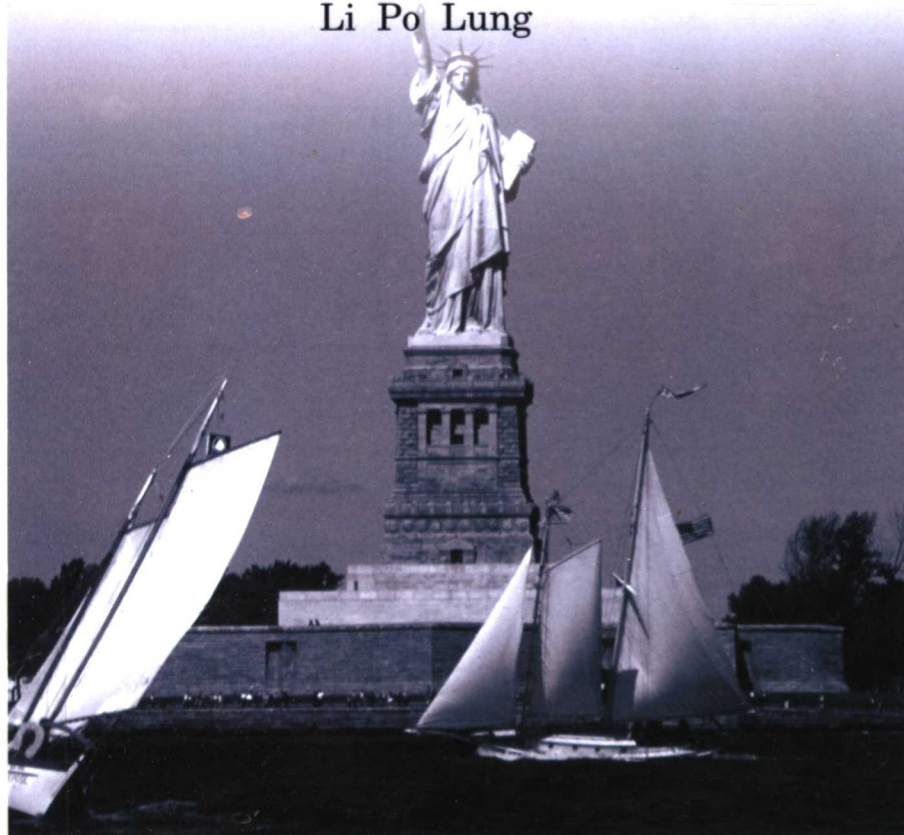Series Editor: Martin Cortazzi
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COLLEGE ENGLISH
Creative Reading

Book 5
Teacher's Book

Ian Smallwood
Li Po Lung

大学英语创意阅读

第五册

教师用书

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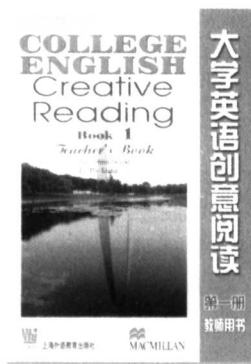
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出版说明

新世纪的钟声催促着大学英语教学改革和提高的步伐,每一位教师都在寻求一套不落俗套而又能满足学生阅读需求的教材,各高校的莘莘学子也在找寻一套能通过阅读提高应用技能的书本。《大学英语教学大纲》(修订本)明确指出:"阅读是掌握语言知识、打好语言基础、获取信息的重要渠道。阅读能力是大部分大学生今后工作所需的主要语言技能。"特别是在我国加入世界贸易组织以后,全面提高大学生的阅读能力,以及与之相辅相成的听、说、写、译等技能已越来越重要。外教社深深地认识到阅读在大学英语教学中的重要性,多年来一直朝着这个方向不断地发掘好的选题。我们知道,现在的老师和学生对阅读教材的需求不仅仅停留在传统的通过大量阅读,然后完成几个对文章内容理解性的问题上了;他们更需要的是通过使用教材培养学生的阅读技能,以及培养学生通过阅读获取信息、运用信息的能力。可以说国外在阅读教材的编写方面是走在我们前面的。
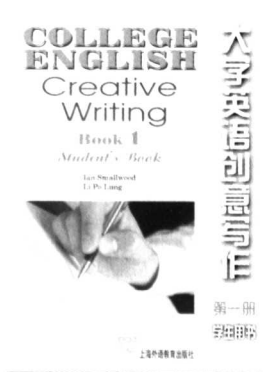
经过长时间的酝酿,在"大学生英语阅读教材"的开发上,外教社同世界著名的麦克米伦出版集团联手合作。这家以出版教材为主的跨国集团在2002年对中国15,000位大学非英语专业学生进行了一次广泛的调研,了解当今中国大学生最感兴趣的阅读话题。通过这次可能是迄今为止该类项目在中国境内最大规模的调研,筛选出了120个话题,作为合作项目的参考。在外教社的精心策划和麦克米伦的通力配合下,针对中国市场的全套一共6册的《大学英语创意阅读》终于问世了。

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● 旨在让学生创造性地使用英语,从而培养他们的创造性

参加这套教材编写的专家均来自英国,他们不仅自己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内的资深研究者。

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　　在这套教材即将付梓之际，外教社的《大学英语》(修订本)和刚刚推出的《大学英语》(全新版)双双列选"教育部推荐使用大学外语类教材"。这套《大学英语创意阅读》正好可以作为以上两种教材的补充。

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2002年夏

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Introduction
to Teacher's Book Five
of *College English Creative Reading*

T his introduction features sections on:

Developing intercultural awareness

Developing affective aspects of English learning

Observing English classes

The Introduction to **Teacher's Book One** of this series of six books outlined the general aims and contents of all of the Teacher's Books. noting the purpose and general content of each section of each unit (that introduction is not reproduced here). That general introduction emphasized that many activities have a range of answers and that teachers should be aware of alternatives. some of which are given in these books. The general introduction also stressed that these Teacher's Books are seen as having a useful function for teacher development   specifically, each Teacher's Book introduces different aspects of current ideas about English teaching in TESOL contexts. The introductions to Teacher's Books therefore build up a series of topics. each of which includes points based on the editors' research into Chinese classrooms and the teaching and learning of English in China. These points will help to meet the needs of current development in English teaching in East Asia and they will support the creative teaching of English. Teachers will therefore find it useful to read these introductions cumulatively to pick up on the topics indicated below.

For **Teacher's Book One** the introduction has extended sections on the particular topics of:

- **Discourse applications in English teaching.** where the structuring of ideas in texts was related to the use of diagrams and key visuals with students
- **A participation-based approach to English teaching,** where principles of getting students to participate in different ways were illustrated with practical examples of techniques which can be used with the reading texts
- **Creativity.** where ideas about the meaning and significance of expanding students' creativity in English were discussed

For **Teacher's Book Two**, the introduction has sections on:

- **Developing students' vocabulary in English teaching**, where some principles of vocabulary in discourse are illustrated in relation to some of the texts in Book Two
- **Creativity**, where five aspects of the creative process are outlined, barriers to expanding students' creativity are considered, and ways of encouraging creativity are listed

In **Teacher's Book Three**, the introduction has sections on:

- **Developing creative uses of key visuals in a discourse approach**, where the classroom uses of diagrams to show text meanings is further discussed and exemplified from Book Three, together with links to expanding students' creativity and the role of the teacher
- **Giving feedback on students' errors**, where the roles of the teacher in relation to errors are considered in a participation-based approach

In **Teacher's Book Four**, the introduction has sections to show ways of:

- **Developing narrative skills**, where the role of story-telling in developing oral and written fluency is considered in relation to Book Four
- **Changing text modes**, where some ideas about getting students to actively use text meaning are suggested through transforming texts into other modes, such as conversational dialogues
- **Developing students' thinking skills**, where some ways of getting students to think carefully about text content are presented, so that students can systematically develop their thinking skills in English

In this book, **Teacher's Book Five**, the introduction has sections on:

- **Developing intercultural awareness**, where cultural aspects to English teaching exemplified in Book Five are discussed in relation to developing students' intercultural awareness and skills in intercultural communication
- **Developing affective aspects of English learning**, where developing students' motivation and involving affective aspects of learning are discussed, with practical ideas about students' sharing and developing their personal opinions
- **Observing English classes**, where some ways for English teachers to develop their skills are suggested through observing English classes and reflecting on their observations; this is related to teachers' self-evaluation

In **Teacher's Book Six**, the introduction has sections on:

- **Developing students' thinking skills**, where further frameworks for this increasingly

important aspect of English teaching are presented with practical illustrations from Book Six

- **Developing students' learning strategies,** where frameworks for considering how to develop a range of strategies are considered, particularly in relation to more academic aspects of English such as English for Academic Purposes (EAP)
- **Developing students' English skills in the real world,** where practical applications of some of the skills developed in these books are considered in relation to the real world of living and working and otherwise using English

The points made in these specific sections of each Teacher's Book are illustrated with respect to the book in which they are presented; however, an important feature is that the ideas and techniques suggested can be developed and used with any and all of these books, or indeed with other books.

Developing intercultural awareness

It is now widely recognized that a key area in learning English is for students to learn about English-speaking (and other) cultures. To communicate effectively it is not enough to know English as an isolated skill   students will also need knowledge about the cultural backgrounds of English-speaking peoples. In the twenty-first century, students (as future professionals) will, of course, not only use English with those who use the language as their mother tongue; they are also highly likely to use English with others who are using it as a second or other language. Since the range of possible target cultures is therefore potentially very wide   beyond, say, the cultures of North America, Britain and Australia or New Zealand, which are all in themselves multi-cultural — it is very important for students to acquire the kind of intercultural awareness that can be transferred to a range of intercultural contexts. The contexts of the main reading texts in *Creative Reading* are therefore quite wide; they include those mentioned above as the major focus but in addition many other cultural contexts are featured. For example, in Book Five there are the contexts of people from Britain travelling or living in France (Unit 12), Spain (Unit 3) and Canada (Unit 14), besides texts set in the United States (Units 4, 13) and Britain (Unit 2), South America (Unit 19) and about Europe (Unit 20). Other units implicitly draw on many cultural contexts; for example Unit 1 quotes writers who write in English from Britain, Australia, India, the United States and Canada. These units and others invite students to think about meeting people from other cultures, about intercultural travel, and about understanding the perspectives of others wherever they may come from.

In general, in relation to trying to accomplish something in any specific cultural context where they are interacting with members of other cultures, students will probably need to think about:

- **Knowledge**: what they already know about relevant cultural aspects and what they would expect in the specific context
- **Orientation**: their orientation to what the context is about. to what others really mean. and to how one can best express what one wants to say
- **Common ground**: the common ground between the participants in the context: what the people involved have in common and how further common ground can be established and maintained: this may be personal common ground between individuals or more universal common ground
- **Rapport**: how to relate meaningfully and effectively with others as people. beyond exchanging messages
- **Openness**: to be open to ambiguities and to the unexpected in what people say and do and how one interprets these
- **Appreciation**: of how others communicate. how they behave and what their attitudes and beliefs are. even if these are different or unexpected

Raising levels of intercultural awareness should include helping students to think about and discuss:

- **Universal-specific aspects**: trying to sort out the relevant differences between what is universal across cultures (universal common ground) and what may be specific to a cultural group or to a particular context
- **Knowledge**: getting more detailed knowledge of specific cultures and contexts
- **Insights**: being alert to general patterns of difference between cultures and therefore trying to transfer general awareness across cultural contexts to specific situations
- **Meta-awareness**: being aware of how we ourselves communicate and interact with others: how we react to and think about other people and new situations: and how we might be stereotyping or otherwise misjudging people and situations

Intercultural communication needs to be:

- **Appropriate**: so that it is adapted to the context. taking cultural backgrounds. others' expectations and interpretations into account by using knowledge. insight and skills in communicating
- **Effective**: so that goals of establishing social relations. learning. and achieving a range of specific purposes are met
- **Satisfying**: so that all parties feel reasonably comfortable not only about the outcome of the interaction but also about the manner in which that outcome was achieved (Students can be encouraged to think about what happens in intercultural interaction when one or more of these aspects 'goes wrong' and what might be done about it.)

Intercultural notes

To help to raise students' intercultural awareness, each Student's Book in the *Creative Reading* series has a number of additional sections in some units called 'Intercultural notes'. Other cultural information can be found in the 'Further information' sections (for example for Unit 6 on the cultural research work of Margaret Mead or in Unit 11 about developing a radio for South Africa). Additionally, in each Teacher's Book there are sections with further information on the text: this part gives teachers extra information about the topic of the text, often stressing cultural aspects, and teachers can share this information in their own way with students.

The intercultural notes are specifically written to raise students' intercultural awareness of such issues as what people from different cultures may expect in different situations and how different uses of language may be interpreted in different cultural contexts. A wide range of examples is used, not only from professional literature and research, but also from the international experience of the cultural editor. The companion series of books, *Creative Communication*, has taken these notes a step further by providing not only information but also interactive tasks in each module ('participation activities') to enhance students' intercultural communication skills: the Teacher's Books for that series provide additional information and insights and interpretive notes on the participation activities. The full list of intercultural notes in the six books of *Creative Reading* is as follows. These intercultural notes are related to the topics of the units to which they are attached. However, as texts, they can be used independently of the units or of the book in which they are located.

Intercultural notes	*Creative Reading*
Gift-Giving: 'It's the thought that counts'	Book One, Unit 1
Visiting and meeting people	Book One, Unit 7
Personal space, privacy and language	Book Two, Unit 4
Good teachers and students	Book Two, Unit 9
Questioning and learning	Book Three, Unit 1
Examinations across cultures	Book Three, Unit 14
Thinking about identity	Book Three, Unit 20
Intercultural marriages	Book Four, Unit 12
Questioning and respect in learning	Book Four, Unit 17
Languages and communication in Australia	Book Four, Unit 19
Travel of the mind: culture and tourism	Book Five, Unit 12
Metaphors for European cultures	Book Five, Unit 20
Heart migrations: managing differences in personal relationships	Book Six, Unit 12
Intercultural communication	Book Six, Unit 18

The overall intention behind these sections, and in the cultural orientation of the whole *Creative Reading* series, is that students should learn more about English-speaking and other cultures, should acquire insights and awareness of intercultural relations, but that at the same time they should reflect upon their own cultural context and deepen their own identities through thinking about Chinese culture in comparison and contrast with others around the world.

Developing affective aspects of English learning

In the *College English Creative Reading* series, we have tried to develop *affective* aspects of learning English alongside *cognitive* and *cultural* aspects in the development of skills, so that these various aspects of learning complement each other in a holistic approach. Broadly speaking, by 'affective aspects' we mean those aspects of learning and using English which are linked to emotions, moods, feelings, attitudes, motivation and which often influence the ways in which students participate in classroom activities. This section discusses affective aspects of the discussion tasks and relates them to the holistic approach to English teaching and learning which we call *a multi-dimensional participation approach*.

Affective aspects of learning are sometimes considered in relation to the concept of 'emotional intelligence'. The idea of emotional intelligence has been around for a long time but it has been developed by the American psychologist Alan Lipman and popularised by Daniel Goleman, who has argued that developing emotional intelligence is necessary for success in a large number of professions and occupations. Developing emotional intelligence includes developing self-awareness of one's own feelings and the ability to handle one's emotions, being self-motivated to learn and achieve, developing empathy (which is the ability to imagine and share other people's experiences without necessarily agreeing with them), being able to manage relationships, and developing appropriate communication styles. There is an argument, then, that if such aspects of the affective capacities of students are developed through the learning of English they will be useful elements of emotional intelligence that are likely to be of great use in students' later professional and occupational work. The *Creative Reading* series of textbooks has included affective aspects in many units from a more general perspective to enhance the motivation and interest of students and to complement the cognitive element of developing students' thinking through English (see the Introduction to Teacher's Book Four) and the development of students' creative abilities in English (see the Introductions to Teacher's Books One and Two). The series therefore seeks to develop a range of ways for students to participate in English classroom activities and this kind of multi-dimensional participation includes affective participation, alongside cognitive, creative and cultural participation.

The influence of affective aspects on learning English can be positive or negative — some aspects such as interest in a particular topic or the feeling of liking a teacher can help students' learning, whereas other aspects such as feelings of anxiety and the fear of making mistakes may inhibit participation and can be barriers to learning. In general, if students are motivated to learn (either through motivation from external sources such as the need to pass exams or through internal motivation like a particular interest in aspects of English use) they will be more successful, providing they also do the necessary work. On the other hand, the link between motivation and successful language learning is a two-way connection, because a feeling of success or a belief that one is learning can have a positive effect on motivation. Students' social relations to the teacher and to each other are important for learning and using English, so working successfully in pairs and groups can have the double effect of enhancing social motivation while bringing the positive feeling of making progress and very likely helping to develop confidence in oral expression. Many affective aspects are thus linked to the dimension of personal interest, feeling and expression or to what we might call the human or 'people' dimension. In the end, using English is not so much about learning words and meanings as understanding what people mean with words and being able to express oneself to other people. Often this is interactive and it is important that students should develop their own 'voice' to express their individual ideas, opinions or feelings to each other as well as to the teacher. An important role for the teacher here is to create an environment of encouragement and support so that students can support and encourage each other in a positive approach to learning.

Teachers can influence students' motivation by setting up a positive learning environment, making classes interesting and by sharing enthusiasm for learning, but teachers can also break into a cycle of motivation (see Figure 1) by giving students positive feedback to generate a feeling of success and a sense of achievement: 'You can do it', 'You really are learning', or 'You have made good progress since last month.'

Many East Asian students believe that learning English is difficult (which it can be) and that because they haven't really got the time or opportunity to practise they can only make slow progress (which is not necessarily the case at all). Even when time is limited, students can learn English very effectively if they are mentally and emotionally engaged in it. In other words, what matters ultimately is not simply how much time is available but how the available time is used and how students are engaged when they do have the opportunity. In the *Creative Reading* series we have aimed to write a range of interesting texts and to develop different tasks with plenty of variety for student interaction; these are good opportunities for students to really practise their English and they should be motivating for many students. By developing some tasks in which students need to think about and discuss their own opinions, ideas, experiences or feelings we have included in the series materials which should develop students' engagement and involvement in the content as well as in the

language. By asking students to use their imagination and to think of their own ideas, we are giving them the opportunity to expand their creativity in using English, and at the same time to take a more holistic approach to learning. In such a holistic approach, we recognize that language learning is a skill, but learning language is also a cognitive matter (in which students can develop and express their thinking) and an affective matter (in which students can engage their feelings and express their attitudes and experience). Taking this more holistic approach is likely to enhance students' motivation because there are more possible features of interest for students to relate to and there are wider reasons to be interested.
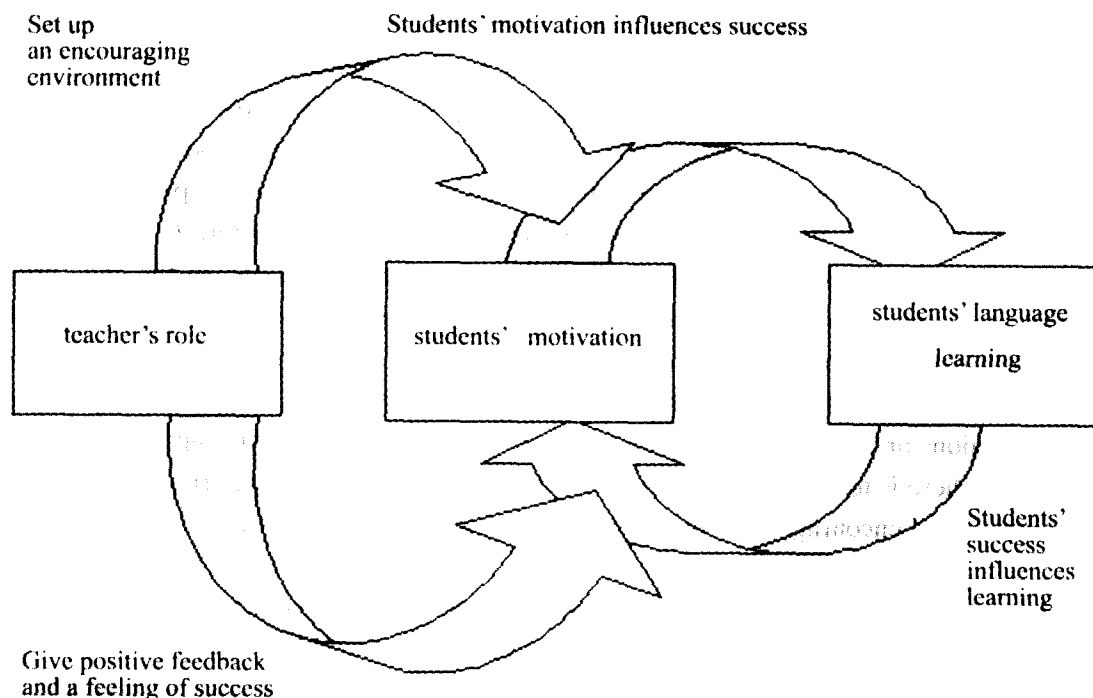
Set up an encouraging environment

Students' motivation influences success

teacher's role

students' motivation

students' language learning

Students' success influences learning

Give positive feedback and a feeling of success

Figure 1: How teachers can break into the cycle of students' motivation

Discussion in pairs and groups

In the 'Before you read' sections of the units and, more particularly, in the 'Expanding your creativity' sections, students are asked to work in pairs on a task and then later to present their ideas either to another pair or to the whole class (depending on the time available). In some units in Book Five, students are specifically asked to work in groups (in units 3, 14, and 17), but where the instructions say 'work with a partner' or 'work in pairs' the activity could also be carried out in groups. Such pair and group work has a number of advantages from the angle of developing affective aspects of learning. Pair and group work can be effective contexts to lower anxiety, which is often held to have a negative effect on the learning of English. This is because they are contexts in which students can rehearse their ideas and attempt to express them in a more relaxed or informal way before they report back to the class or share their ideas more publicly. This approach seems to fit in with the patterns of using pair work as we have observed it in Chinese classrooms, where students often prepare something in pairs before they share it with the

class (which contrasts with a common 'Western' use of pair work in which students are expected to interact in front of others more immediately and spontaneously. without such an opportunity to prepare what they want to say beforehand). Typically, students are asked to think of their individual ideas before they talk in pairs; this gives time to think of both the ideas and of possible ways of expressing them. Discussing the ideas in pairs is relatively stress-free expression and students should always be encouraged to help and support each other, including tactfully correcting any mistakes they notice. Generally, the instructions for the 'Expanding your creativity' section asks each pair to then share ideas with another pair or with the class; where this is not stated as such it should still be done (time permitting). This second sharing of ideas should be easier since the ideas and their expression have, to some extent, already been rehearsed in the pairs. This procedure is likely to reduce students' anxiety and strengthen their confidence.

Expressing ideas and opinions in pairs and groups

Pre-task preparation

Students read the instructions for the task and think individually of their own reactions, ideas, opinions or feelings.

Doing the task in pairs

Students do the task in pairs, discussing ideas freely; students need to listen to each other and support and encourage one another. In pairs, they may prepare a presentation or report of what they have discussed   this may also be the solution to a problem or a draft outline of a piece of writing. This is a stress-free rehearsal.

Presenting the task in pairs

Each pair presents their ideas to another pair, or to a group or the whole class. Those not presenting need to listen and should be encouraged to make comments after the presentation.

Evaluating the task

If there are several presentations, students should be encouraged to evaluate them according to general or task-specific criteria. Briefly share evaluations in a constructive manner.

The teacher's role

- Set up pairs or groups
- Ensure that students understand the task and its purpose
- Circulate as much as possible to listen and diagnose any common errors
- Circulate to give help and support
- Organize pairs (or groups) or class presentations
- Ensure that students are aware of criteria for presentations (or make their own)
- Ensure students listen to presentations
- Organize sharing of evaluation comments
- Comment on general outcome and any interesting features; encourage social and affective aspects of learning

Helping students to share their opinions

Given the wide range of topics in *Creative Reading*, most students are likely to have their own ideas on many topics but some will need time to think around the themes and for others their ideas will only emerge through the activity of the discussion itself. The teacher can help students by:

- Giving them a moment or two to think about the topic before a discussion activity
- Showing that it is OK to have an opinion and that it is common to change one's ideas about a theme or situation in response to the ideas or examples of others
- Asking about ideas in a variety of ways:
  - ( ) *Do you agree with the idea that ... ?*
  - ( ) *Some people think that ... What do you think?*
  - ( ) *If the situation were different, for example ... , what would you think?*
  - ( ) *How do you feel about the idea that ...?*
- Getting students, during group activities, to ask each other such questions as:
  - ( ) *Has anyone got any other ideas here?*
  - ( ) *Can we all agree that ...?*
  - ( ) *Does anyone think that ...?*
  - ( ) *Would you agree, if I said that ...?*
- Giving an easy-to-understand example and then asking: *What sorts of ideas do you think of in relation to that kind of example?*
- Giving an extreme opinion or example, which most people would disagree with, and then asking: *What do you think?*

Peer evaluation in pairs and groups

Some students may feel, of course, that this part of learning through pair work is not useful because students may make errors which are uncorrected or they are afraid of picking up the errors of their peers through 'faulty' input. However, the teacher can circulate around the class during pair work to note such errors for later feedback (see the Introduction to Book Three) and, ultimately, students also need to develop the ability to evaluate and correct their English themselves. For this purpose, from time to time we suggest that students should be encouraged to reflect back on a task and discuss the quality of interaction, collaboration or teamwork, as well as the learning and use of English. In this way, affective aspects are part of the development of the reflective learner. For example, students could sometimes be asked to think about and discuss how they encouraged each other to participate in groups: did they use English to help one another to explore ideas, make suggestions, clarify meanings, elicit examples, solve problems, summarize a discussion? From time to time we also suggest in the Teacher's or Student's Book, mainly in the 'Expanding your creativity' sections, that students should establish their own criteria for success in a task. This will have the effect of enhancing their participation in the group, besides adding an extra layer of thinking about the task both

cognitively and affectively: Did they come up with an appropriate solution in the task and how will they evaluate this? It is important for the students to notice that adding this reflective element greatly enhances the engagement of the students and that it also provides an extra layer of a different kind of language practice.

Affective-oriented criteria for peer evaluation of pair and group discussions through questioning would include:

- **Creativity**: Did you help each other to be creative and imaginative in the task?
- **Relationships**: Were you comfortable working with others so that you felt at ease to express your ideas?
- **Opinions**: Were you able to express opinions or disagree with others' opinions?
- **Feelings**: Were you able to express your feelings? Were you sensitive to the feelings of others?
- **Collaboration and support**: Did you help and support each other? How could you improve the collaboration within the group?
- **Listening**: Did you listen to each other carefully and with empathy?
- **Teamwork**: Did you take different roles to work as a team?
- **Improvements in using English**: How did you use your English for the task and the peer evaluation and reflection on the task? How could you work together to improve your uses of English?

Maxims for group discussion

To help the feeling of group cohesion and to develop effective teamwork skills, the following maxims could be given to groups, perhaps written on the board or in the form of a wall poster. Teachers might choose key items which are relevant to the current ways in which a particular class is working. Better still, groups of students themselves could listen to some of these examples, then make their own list, perhaps designed as their own poster or leaflet.

In your groups:
- Make sure that everyone understands the task before you begin.
- Discuss how the group will do the task (talk about how to proceed; is this is step-by-step kind of task?).
- It is important to work as a team (different members of the group could have different roles, though, such as chairperson, secretary, writer, presenter).
- Assume that everyone has some knowledge, experience, ideas, opinions which may help the group (even if someone feels that the topic and task are completely unfamiliar, that person can still ask useful questions or suggest ideas).
- Do not assume that everyone agrees (or disagrees) unless they say so (silence may mean a person is thinking about the topic or is planning what to say).
- Do not come to a final decision until everyone has had the chance to think about