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Cultural Editor: Jin Lixian

COLLEGE ENGLISH

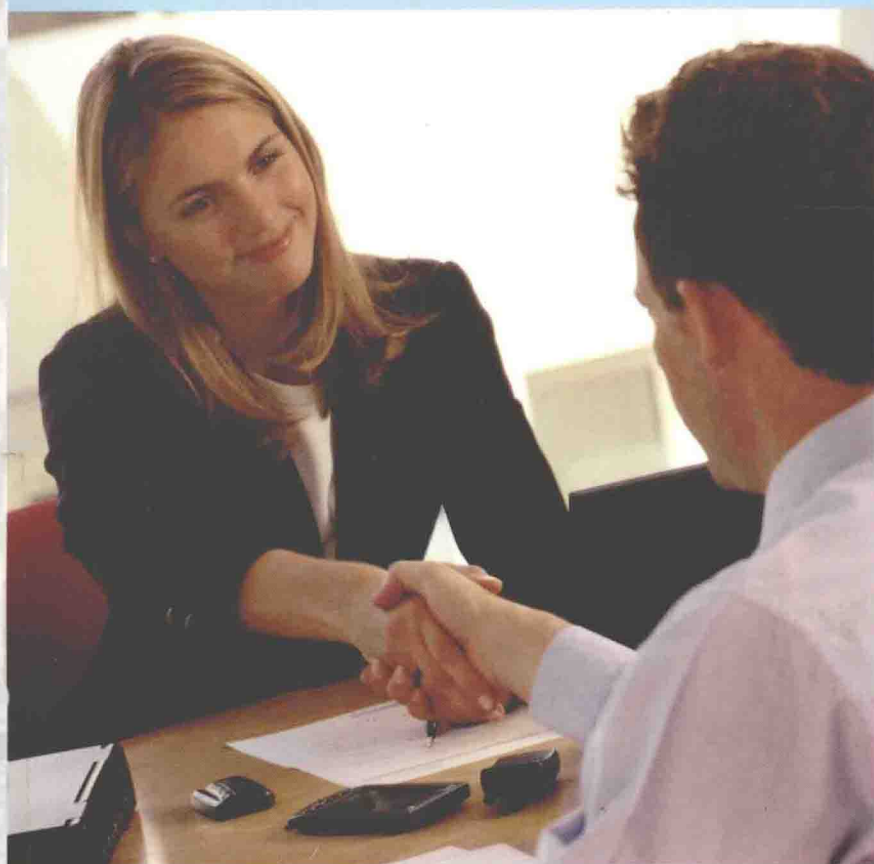
Creative Communication

Book 4

Student's Book

Ian Smallwood

Li Po Lung



大学英语创意口语

第四册

学生用书



上海外语教育出版社

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Introduction

In Chinese universities and colleges there is an increasing emphasis on the practical ability to use English for listening and speaking in real contexts. It is recognised 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, and to be able to express their own thoughts and feelings in 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 word collaboratively
- regular and systematic practice for the CET Spoken English Test, using typical test formats on the theme of each module

The team of 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 their 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:

Module takes a particular theme or common situation for using English, which is developed in two units	
First Unit sequence of sections: A, B, C, D	Second Unit sequence of sections: A, B, C, D
A. Starting out initial pairwork to get students thinking about the topic	A. Listening and speaking continues an active focus on dialogue with a vocabulary focus
B. Listening and speaking develops active use of dialogue with a vocabulary focus	B. Listening to this more focused listening for information or implications
C. Listening to this focused listening to extract information or implications	C. Creative speaking active application of imagination, thinking skills and creativity
D. Culture corner information and cultural comparisons with activities to develop intercultural skills	D. Testing yourself builds up oral practice to develop skills for the College English Test

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 that follow. This initial activity uses pictures or prompts such as a form or questionnaire to fill in, so that students 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 later use 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 through it. 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 again in order to complete a table which lists key words and phrases in context. Students may need to check meanings of some 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 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 first develops the use of English for expressing one’s own thinking, ideas and imagination, the second 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 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 language skills involved. In some cases, students evaluate each other’s presentation 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 use English in employment later, besides being of direct help in preparing for the CET Spoken English Test.

Testing yourself

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

Martin Cortazzi

Professor of Language in Education

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College English Creative Communication (4)

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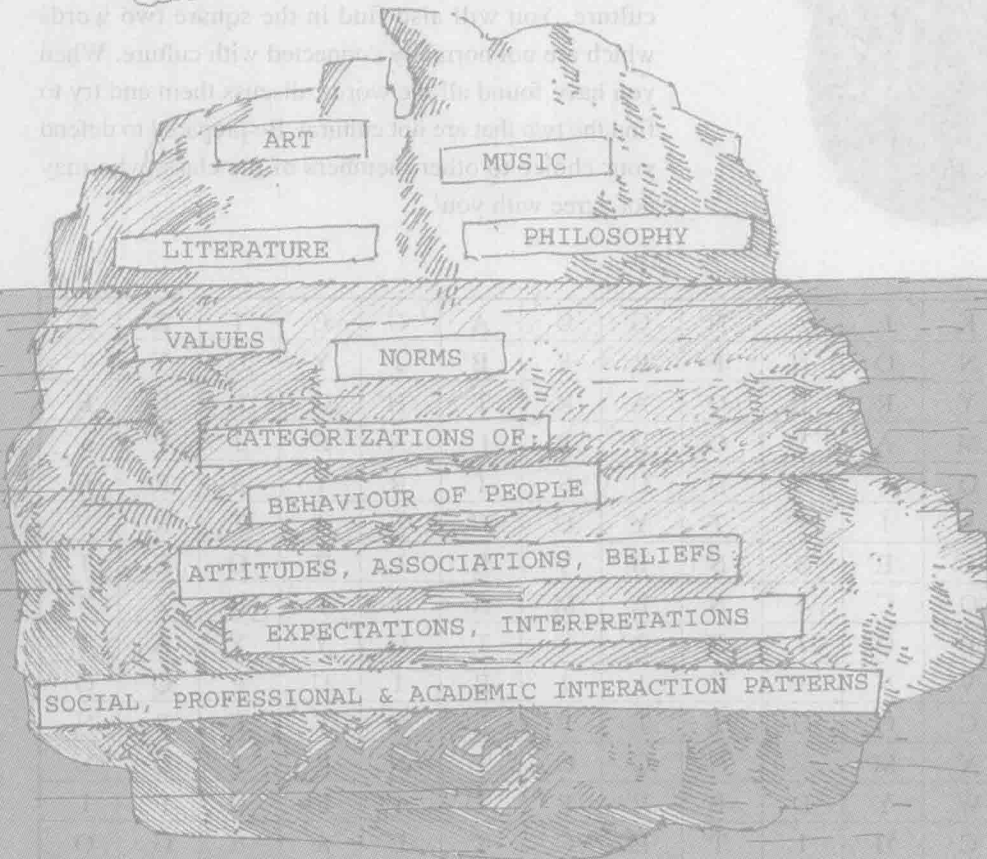
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MODULE ONE:

"Yes, but what is culture?"

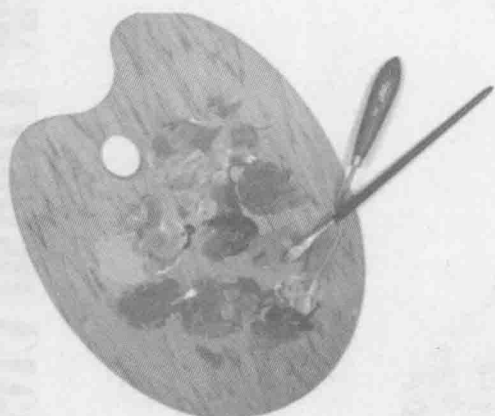
College English Creative Communication (4)



UNIT

ONE

SECTION A: Starting out



Work in pairs. This chapter deals with different cultures and differences between cultures so, before we start, let's look at what culture is. Hidden in the word square below, vertically or horizontally, you will find ten words that are usually regarded as being part of a country's culture. You will also find in the square two words which are not normally connected with culture. When you have found all the words, discuss them and try to find the two that are not cultural. Be prepared to defend your choice to other members of the class, who may not agree with you!

R	J	K	L	A	N	G	U	A	G	E	T	Z	S
T	R	N	O	N	F	R	E	B	J	Y	D	Y	T
W	S	Y	R	B	O	A	R	T	H	G	H	U	E
D	O	M	A	V	O	U	B	L	N	E	I	P	L
H	J	Q	I	N	D	U	S	T	R	Y	S	R	E
M	U	S	I	C	T	Y	U	H	E	A	T	R	V
A	Z	E	E	S	N	B	V	E	L	Z	O	E	I
S	P	G	C	I	N	E	M	A	I	T	R	Z	S
Q	O	B	O	J	H	Z	Y	T	G	Y	Y	A	I
A	I	V	N	Y	U	I	J	R	I	U	P	Q	O
Z	U	C	O	G	J	T	P	E	O	T	K	S	N
E	Y	X	M	F	N	G	O	T	N	R	J	D	U
R	T	W	Y	D	B	V	P	J	I	E	H	F	I
A	R	C	H	I	T	E	C	T	U	R	E	G	O

- 1 three-letter word
3 eight-letter words
1 six-letter word
- 3 seven-letter words
1 five-letter word
1 eleven letter word
- 1 four-letter word
1 ten-letter word

In the table below write the ten words that are associated with culture.

Which two words are not usually associated with culture? Be prepared to explain to the class why you thought that these words are not cultural. Write them in the box below and give your reasons.

WORD	REASON

SECTION B : Listening and speaking

The following conversation is between a French student living in England and an English friend. They are discussing the differences they see between their cultures.

- Pierre: Sorry, Sue, I can't come to the cinema this evening! Our teacher has given us an essay to write on the differences I can see between my culture and the culture here in England. Any ideas?
- Sue: Oh no, Pierre! I really wanted to see that film with you tonight! What's your essay on ... culture? I'm not sure I really understand what that is!
- Pierre: Our teacher said that it was just the way people live in a country, everyday things like eating, what they see on TV, things like that.
- Sue: Well, are there any big differences?

Pierre: Not big ones, no, not really. Eating is more important in France, so there are some differences there. We eat later in France than here, we usually drink wine with every meal, we eat more cheese than you do here and we eat it before the dessert! In England, I was surprised to see that you eat the cheese after the dessert!

Sue: In my family we never eat cheese at all with a meal ...

Pierre: Well, that's quite a big difference then, because we eat cheese with almost every meal!

Sue: Anything else you've seen?

Pierre: We talked in class about people having "a shared culture". The thing that makes a Frenchman French is the fact that all French people share a culture, a language, a history, theatre ... I mean all English people think Shakespeare belongs to them, is part of their culture. The French even call English "the language of Shakespeare" ... but the French have Corneille, Molière and Racine and all French people are taught about them at school. They are part of the French culture.

Sue: OK, I see ... and history as well I suppose. English people talk about the battle of Waterloo being a great victory for England, and the French talk about it as a disaster, because Napoleon was finally beaten. Nursery rhymes for children must be part of this too, aren't they? What did you sing as a little child?

Pierre: Not "Ring a ring o' roses"¹ that's for sure! The family I live in have two small children and I don't recognise any of the songs the parents sing to them. They're not the same as our children's songs.

Sue: And did you know that the song "Ring a ring o' roses" comes from the Great Plague of London in 1665 when lots of people were dying from the plague and they were all falling down! That's what we learn in school and I bet you didn't know that! That's our "shared history".

Pierre: No, I didn't. We learnt songs that came from the French Revolution in 1789! Strange, isn't it?

Sue: Any more differences you've thought of then?

Pierre: Well, I don't know if it counts as cultural, but if it's everyday things then there is one obvious difference ... you drive on the wrong side of the road here!

Sue: What do you mean "the wrong side"? We drive on the left and that's the right side ... oh yes



¹ A children's song (nursery rhyme) where children all hold hands and dance around in a circle until the last line when they "all fall down"! Here are the words: "Ring a ring o' roses, a pocket full of posies, atishoo, atishoo, we all fall down."

I see what you mean!

Pierre: Yes, see, we drive on the “right” side of the road in both its meanings!

Make brief notes in the box below on the aspects of culture mentioned by Sue and Pierre.

Aspects of culture	Notes

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



Practice activity A

Work in pairs. In the conversation the two students use words to describe a country (France, England), things from that country and nationality (French, English) and also people from the country (a Frenchman, an Englishman). Note that the last two words may cause problems because women are not included, but some countries have a special word for the people who live there. In the following table, some of the words are missing. Fill in the gaps in the columns — you may have to use your dictionary for some of them. Follow the example:

Country	Nationality	Inhabitant
America	American	An American
Denmark		A Chinese
	Spanish	
Scotland		A Hungarian
	Swedish	
		A Pole
	Finnish	
Mongolia		

Work in pairs. You are going to take it in turns to read aloud these sentences that tell us something typical about a country, a nationality, or about an inhabitant of a country. You have to guess which word from the table above is the answer to the sentence your partner reads aloud.



Before you start you have to work out the answers to your own questions. When you have finished ask your teacher to confirm your answers.

Student A	Student B
A very cold region in northeast Asia ()	A person who likes bull-fighting ()
A person who takes regular saunas and then rolls in the snow ()	A country whose capital is Budapest ()
The country in which “The Statue of Liberty” can be found ()	A very big, less-developed country which is now part of the European Union ()
A country whose capital is Copenhagen ()	A people who eat a lot of rice ()
The nationality, but not the name, of whisky ()	A country whose capital is Stockholm ()



Practice activity B: Comparisons

In the conversation, Sue and Pierre used different structures to compare English and French cultures. Sometimes, when the adjective is short, we simply add “er” (or just “r”) to the word, for example *late* → *later*. If the word is a little longer, then we use *more/less + the adjective* to make a comparison. For example, *important* → *more important*. When Pierre wanted to compare the amount of cheese eaten (i.e. using a noun), he said “We eat more cheese than you”.

Now work in pairs to fill in the gaps in the following exercise using the words given to make a comparison. The first one has been done for you as an example.

- Ian: I think Scotland is much (+ *beautiful*: *England*) more beautiful than England.
- Nadine: So do I, but France is (+ *pretty*: *both of them*) _____.
- Ian: No way! France is (+ *big*: *England and Scotland*) _____ and I will agree that the food and wine are (+ *good*) _____ but the countryside in Scotland is (+ *interesting*) _____.