

1 Communication

PART I WARMING UP

Task

教学目标：引导学生通过小测验了解自己对沟通技巧的运用情况。

时间分配：10 分钟

教学步骤：

1. 引导学生讨论自己日常使用的沟通技巧；
2. 要求学生完成小测验；
3. 启发学生分析自身沟通能力的优势和劣势。

Answers

Open-ended.

PART II LISTENING & SPEAKING

Task 1

教学目标：训练和提高学生的听力理解和信息速记的能力。

时间分配：10 分钟

教学步骤：

1. 要求学生了解任务的具体要求，迅速浏览任务内容；
2. 讲解题干中的生词和难词；
3. 播放音频，要求学生边听边做笔记；
4. 再次播放音频，要求学生完成任务；
5. 检查和点评完成情况。

Scripts & Answers

- 1 A: Sam, do you know why young people prefer online communication?
B: They think it is more convenient because the Internet is not bound by space or time.
- 2 A: What is the distinct benefit of face-to-face communication?
B: Well, through an interactive conversation, it is less likely to cause misunderstandings.
- 3 A: What is your idea of achieving effective communication, Jessie?
B: To begin with, we need to give our full attention to the speaker.
- 4 A: Tim, can you explain what nonverbal communication is?
B: OK. No problem. It is transferring information through the use of body language.
- 5 A: How do you feel after a good conversation with your loved ones, Laura?
B: I always feel happy, inspired and closer to them.

Task 2

教学目标：通过听力练习训练学生捕捉信息、速记要点的能力，并通过角色扮演练习口头表达能力。

时间分配：25 分钟

教学步骤：

1. 播放音频，要求学生独立完成任务；
2. 要求学生与同伴互换答案并讨论；
3. 再次播放音频，要求学生检查答案；
4. 要求学生与同伴角色扮演，进行对话练习。

Step 1

Answers

1 connected 2 click 3 instantly 4 social interaction 5 disconnected

Step 2

Answers

Open-ended.

Scripts

Anna: Hi, Eric. I have noticed that you are busy with your smartphone these days.

Eric: Yes, I enjoy chatting with friends online. The social media app WeChat helps us get connected with lots of people.

Anna: It is indeed fascinating. Everything is just a click away. Distance doesn't matter anymore.

Eric: Yes. Besides, I can post photos in "Moments", so that my friends know what I'm doing instantly.

Anna: Well, I have also noticed that you spend less time with us now. You do not come to the club and play tennis with us as much as you used to.

Eric: If I can have a good time with friends while lying in my cozy bed, why bother to go out?

Anna: That is what worries me. Communication in the digital world can bring us a lot of convenience, but it can also damage the quality of social interaction.

Eric: That isn't true.

Anna: I am not joking. The more you connect online, the more you will feel disconnected in the real world. And could you please put down the phone when I'm talking with you? I am having the feeling that whatever you see on the screen is more important than me.

Eric: Sorry, Anna. But I have just one more message to send.

Translation

安娜：嗨，埃里克。我注意到你这几天一直都忙着玩手机。

埃里克：是的，我喜欢和朋友在网上聊天。微信这个社交媒体应用让我们可以联系上很多人。

安娜：这的确很有趣。一切都只在一键之遥。距离的远近已经不再重要了。

埃里克：是的。此外，我可以在“朋友圈”发布照片，这样我的朋友就能立即知道我在做什么。

安娜：好吧，我还注意到你现在和我们在一起的时间变少了。你不像以前那样常来俱乐部和我们一起打网球了。

埃里克：如果我躺在舒适的床上就能和朋友们玩得很开心，何必出门呢？

安娜：这正是我所担心的。数字世界的交流可以给我们带来很多便利，但也会损害社交的质量。

埃里克：不是这样的。

安娜：我没有开玩笑。你在网络世界里花的时间越多，越能感到和现实世界的脱节。还有，能不能在我和你说话的时候把手机放下？我有种感觉，无论你在手机屏幕上看到什么，都比我更重要。

埃里克：抱歉，安娜。但我还有一条信息要发。

拓展
活动

教学目标：帮助学生掌握和运用形容线上沟通的词汇。

时间分配：15 分钟

教学步骤：

1. 组织学生列举形容线上沟通优缺点的形容词；
2. 要求学生 2 人一组，交流词汇单；
3. 要求学生以小组为单位，使用所列词汇进行有关线上沟通的对话；
4. 邀请学生展示对话；
5. 点评展示情况。

Task 3

教学目标：提高学生捕捉、速记听力材料中的要点信息，完成口头复述的语言能力以及阐述个人观点的交际能力。

时间分配：30 分钟

教学步骤：

1. 说明任务要求，指导学生通过 *Step 1* 题干信息预测音频内容；
2. 播放音频，要求学生独立完成任务；
3. 再次播放音频，要求学生检查答案；
4. 讲评答案；
5. 第三次播放音频，要求学生尝试用记录的要点复述音频内容；
6. 要求学生与同伴根据 *Step 3* 的要求和提示进行对话练习。

*Step 1***Suggested answers**

- 1 Because she was in a city where she knew nobody.
- 2 She decided to speak to one new person every day in January on her school bus.
- 3 She made a lot of new friends from school and the community.
- 4 She felt happier than before.
- 5 When you feel lonely, you should go out and talk to people.

*Step 2***Answers**

Open-ended.

*Step 3***Samples**

- Q: What do you say to break the ice with strangers?
 A: I usually pay them a compliment, for instance, I might admire their shoes.
- Q: To express your warmth, what body language do you use with a visiting guest?
 A: I use open body language, which means I don't cross or fold my arms. And, of course, I smile at them and make eye contact.
- Q: What do you say to your friends when you know they are going to participate in an important competition?
 A: I say, "Good luck! You've got this. Just believe in yourself!"
- Q: Do you often communicate with your friends via social media?
 A: Sure. We use social media to talk about homework and plan our time together.
- Q: Do you prefer face-to-face communication to online communication? Why?
 A: It depends. Online communication is very convenient, but face-to-face communication is better for important conversations, in my opinion.

Scripts

Hi, everyone. My name is Lisa and I'd like to share my experience of how I changed myself through communication. Two years ago, I moved to a remote city to attend college. As an introverted person, I was shy and felt nervous about approaching people. In a city where I knew nobody, I spent the first Christmas alone and I was sad. At the beginning of January, I knew that I had to make some changes. I decided that I was going to speak to one new person every day for that month on my school bus. I started from giving simple greetings to having small talk. By the end of the month, I knew almost everybody on the bus including the bus driver. Most of them are still my good friends today. This method really provided fruitful results. Those people I met on the bus introduced me to other people at school, and more people in the community. My feelings of loneliness and distress gradually disappeared. The more I connected to the world around me, the happier I felt. So when you feel lonely, go out, talk to people, and always prepare yourself to be amazed.

Translation

嗨，大家好。我是莉萨，我想和大家分享我通过沟通改变自己的经验。两年前，我去一个离家很远的城市上大学。因为我是一个内向的人，所以很容易害羞，接近别人会感到紧张。在一个陌生的城市里，我第一次独自度过了圣诞节，这让我很伤心。第二年的一月初，我意识到自己必须作出一些改变。我决定在那个月里，每天和校车上的一个陌生人说话。我从简单的问候开始，到进行闲聊。到那个月底，我几乎认识了校车上的所有人，包括司机。他们中的大多数人至今仍是我的好友。这个方法确实带来了丰硕的成果。经校车上认识的人的介绍，我认识了学校和社区里更多的人。我逐渐摆脱了孤独和悲伤。与周围的世界建立的联系越多，我就感觉越快乐。因此，当你感到孤独时，走出去，与人交谈，并时刻做好面对惊喜的准备。

PART III READING

Word Study

Task 1

教学目标：检查学生对课文核心词汇的理解情况。

时间分配: 10 分钟

教学步骤:

1. 课前布置任务, 说明要求;
2. 课中要求学生与同伴交换任务页面, 互查是否完成;
3. 邀请 2 名学生分享答案, 检查答案是否正确;
4. 解答学生就难点的提问。

Answers

- 1 It is earnestly hoped that you will accomplish the matter.
- 2 Winning the championship was an incredible feeling.
- 3 You should remove ambiguity from your essay by adding more details.
- 4 Children may have difficulty in clarifying their feelings.
- 5 Don't misconstrue what I'm trying to say, as I am grateful for all you've done.

Task 2

教学目标: 帮助学生熟悉、理解并运用本课新词汇。

时间分配: 10 分钟

教学步骤:

1. 课前布置任务, 说明要求, 讲解示例;
2. 课中要求学生与同伴交换任务页面, 互查是否完成;
3. 引导学生复习本任务涉及的词汇及其用法, 邀请学生分享句子, 给予评价;
4. 解答学生就词汇的提问。

Suggested answers

Could you clarify the first point please?
 I earnestly hope what I learned will serve me well in my new job.
 It was an incredible performance.
 Their caution was misconstrued as cowardice.

Task 3

教学目标：检查学生运用语言结构的能力。

时间分配：10 分钟

教学步骤：

1. 课前布置任务，说明要求；
2. 课中讲解画线部分的语言结构及示范例句；
3. 邀请 2 名学生分享答案，给予评价；
4. 解答学生就难点的提问。

注意事项：

鼓励学生利用语言结构尽可能多地造句，课中可要求学生现场造句 1—2 个。

Suggested answers

Model 1

- 1 It has rained for over ten days, causing the river to rise.
- 2 He didn't come today, making it necessary for us to find someone to do his work.

Model 2

- 1 He isn't listening, is he?
- 2 I'm late, aren't I?

Text Analysis

Task 4

教学目标：帮助学生理解课文大意及其中的难句、难点等。

时间分配：65 分钟

教学步骤：

1. 课前要求学生自主阅读课文，回答注释中的问题；
2. 课中引导学生把握课文主旨；
3. 引导学生讨论注释中的问题及其他难点并给出正确解释；
4. 解答学生就课文理解的提问。

注意事项:

1. 建议主要带领学生进行导读，不对课文进行逐句精讲；
2. 建议以讨论为主要形式。

Suggested answers

① Translation:

即使我们完全出于好意并以最清晰的方式表达，我们仍可能传达混杂的信息，从而引发误解或冲突。

② 该题为语法题，旨在让学生掌握现在分词短语表示结果状语的用法。

Another sentence that has the same structure is the last one in Paragraph 4: "Worse still, we may even use this information to expand our beliefs about the other person, swelling the problem." The underlined part can be changed into "which swells the problem."

③ 该题为语法题，旨在让学生掌握 little did sb know 的倒装句用法。

Little did I know that my life was about to change.

④ Translation:

她惦记着我说的话，在心里闷了好几天，才鼓起勇气问我这件事，我们很快解除了误会。

Notes: "before" can be translated into "……才……" rather than "在……之前".

⑤ E.g. 不知不觉间 / 转眼之间

⑥ E.g. Dan found biology difficult, and physics harder still.

If you can manage to get two tickets, that's better still.

⑦ According to the passage, if something doesn't seem right or fair, or when we feel wronged, we can take steps to learn more by asking questions, listening earnestly, and leaving space for an honest explanation.

⑧ Open-ended.

⑨ If you say you know / understand where someone is coming from, you mean that you understand someone's attitude or point of view.

⑩ Paraphrasing:

After all, no one ever said that we would make any great progress if we kept staying in our comfort zone.

Translation:

毕竟，从来没有人说过，一直待在自己的舒适区就能取得非凡的成就。

Task 5

教学目标：帮助学生理解课文结构、段落大意等。

时间分配：10 分钟

教学步骤：

1. 课前布置任务，说明要求；
2. 课中要求学生与同伴交换任务页面，互查是否完成；
3. 邀请部分学生分享答案，并点评完成情况；
4. 解答学生就本部分的提问。

注意事项：

引导学生掌握归纳段落大意及辨别文章主旨的方法。

Answers

4-1-3-2

Task 6

教学目标：帮助学生以完成思维导图的形式掌握课文主旨大意。

时间分配：10 分钟

教学步骤：

1. 课前布置任务，说明要求；
2. 课中要求学生 2 人一组，讨论答案；
3. 邀请部分学生分享答案，并点评完成情况；
4. 解答学生就本部分的提问。

Answers

- 1 messiness and ambiguity (in communication)
- 2 mixed
- 3 misled beliefs
- 4 energy, productivity, etc
- 5 our beliefs about the other person
- 6 leave space for an honest explanation

Beyond the Text

Task 1

教学目标：拓展学生对单元主题的理解和运用。

时间分配：20 分钟

教学步骤：

1. 要求学生阅读给出的职场沟通小技巧；
2. 要求学生 3—4 人一组，讨论每个技巧的运用方法，完成任务，并且分享自己了解的其他沟通技巧；
3. 邀请 4 个小组分享讨论结果；
4. 点评完成情况。

Answers

- 1 Listening actively
- 2 Being to the point and clear
- 3 Taking responsibility

拓展活动

教学目标：帮助学生了解更多的避免沟通不畅的方法，进一步加深对单元主题的理解和运用。

时间分配：15 分钟

教学步骤：

1. 组织学生分享自己沟通不畅的经历，总结与老师、同学、朋友的沟通不畅这一问题的解决方法等；
2. 点评并引导学生互评互动。

Task 2

教学目标：帮助学生理解解决团队合作中沟通不畅问题的方法。

时间分配：20 分钟

教学步骤：

1. 要求学生阅读每个案例并分析其中造成沟通不畅的原因；
2. 要求学生 2 人一组，讨论解决方法；
3. 要求部分学生分享答案，并点评完成情况。

Samples

CASE 1

You: It was my oversight not explaining the detail. I'll give you a specific list later. Please modify your work based on it. Ask me if you have any questions.

CASE 2

You: Hi, Jack. I know everyone has been working very hard recently, but unfortunately the project is progressing slowly. I am confused about it and would like to hear your advice.

CASE 3

You: I understand your feelings. You are always ready to help others and have a strong sense of responsibility. How about you telling him how to improve his ideas so that we can work in a practical way? After all, he is new blood who brings creative ideas to our team.

拓展 活动

教学目标：加深学生对解决团队合作中沟通不畅问题的方法的认识。

时间分配：15 分钟

教学步骤：

1. 组织学生分享自己或他人在社团、班级等团队工作或活动中运用的解决沟通不畅问题的方法以及这些方法对自己的启发等；
2. 点评并引导学生互评互动。

Task 3

教学目标：强化学生对解决沟通不畅问题的方法的理解及运用能力。

时间分配：20 分钟

教学步骤：

1. 要求学生 2 人一组编对话，进行口语练习；
2. 邀请 4—5 组学生到台前展示对话，其他学生边听边做笔记；
3. 要求学生挑选自己印象最深刻的对话并说明原因；
4. 点评完成情况。

Samples

Conversation 1

A: I'm afraid that there are some items missing.

B: I'm sorry that I wasn't sure about what was required when you assigned the task.

A: It was my oversight not explaining the detail. I'll give you a specific list later. Please modify your work based on it. Ask me if you have any questions.

B: Thank you very much.

Conversation 2

A: Hi, Jack. I know everyone has been working very hard recently, but unfortunately the project is progressing slowly. I am confused about it and would like to hear your advice.

B: Well, I think probably because we haven't been working in the same office recently, and it was not very convenient to work together to solve problems.

A: Oh, I see. How about having an online meeting every Monday to discuss the problems of the previous week?

B: Great! I think that is a very good idea.

Conversation 3

A: I feel that it's difficult to work with the newcomer. We are being inefficient.

B: I understand your feelings. You are always ready to help others and have a strong sense of responsibility. How about you telling him how to improve his ideas so that we can work in a practical way? After all, he is new blood who brings creative ideas to our team.

A: OK, I understand. Actually, I do like his creativity sometimes. I will work with him to see how to improve his new ideas. Thank you.

Translation

解开沟通不良之谜

沟通过程中总会有一定程度的混乱和模棱两可。我们以会议、电子邮件、社交媒体聊天、电话等不同的方式进行沟通。即使我们完全出于好意并以最清晰的方式表达，我们仍可能传达混杂的信息，从而引发误解或冲突。沟通失误的可能性无时无刻不存在着。

沟通失误的根源，尤其在企业文化中，是信任缺乏、信念误导以及矛盾冲突。虽然处理这些问题非常乏味，但长期的模糊沟通对员工以及整个公司都会造成不良影响。

我曾在工作中和我的实习助理有过一段经历。这段经历特别突出了澄清意图的重要性。我的实习助理是一位职场新人，完成了一份调查报告。有一天，她听到我说报告里有很多错误。她不知道我当时说的是另一份报告，不是她的那一份。她惦记着我说的话，在心里闷了好几天，才鼓起勇气问我这件事，我们很快解除了误会。

误解在我们的日常生活中并不鲜见，不是吗？也许是一封电子邮件中的措辞不当，又或者是某次通话中的匆匆挂断。不知不觉间，我们就已经为某次互动编写好了一个完整的故事情节：“他以为我不知道自己在做什么。她觉得所有的千禧一代都比她差。”这样一来，我们一整天的情绪、精力、生产力和许多其他互动都将受到影响。更糟糕的是，我们甚至可能将这些信息延伸至我们对另一个人的看法，从而使问题扩大化。

事实上，我们很容易误解别人的言行。但推测和仓促得出的结论都无助于解决问题。保持健康工作环境的关键是保持好奇心。

当某件事情看起来不正确或不公平，当我们感到受了冤枉，就需要采取措施，提出问题，认真倾听，并且留出真诚解释的余地。要相信大多数人都是带着善意的，也要理解我们的朋友和同事偶尔会有“不在状态”的时候。哪怕只是一个简单的提问，比如“你介意告诉我你的意思吗？”，都有很大助益。不要横加指责，而要以理解他人意图为出发点，真正地倾听和理解对方。心平气和地解决沟通不良绝非易事，但回报必然是值得的。毕竟，从来没有人说过，一直待在自己的舒适区就能取得非凡的成就。

Language Bank

- **accusatory**

adj. suggesting that you think sb has done sth wrong 指责的

e.g. 1) I do not say this in any accusatory tone at all.

2) He is friendly and kind toward others, even when others are accusatory toward him.

- **ambiguity**

n. sth that is unclear, or that can be understood in more than one way 模棱两可

e.g. 1) There was some ambiguity in what he said.

2) The ambiguity of the poem allows several interpretations.

- **clarify**

v. to make sth clearer or easier to understand by giving more details 澄清

e.g. 1) The report aims to clarify how these conclusions were reached.

2) Could you please clarify the first point? I don't understand it completely.

- **corporate**

adj. relating to a large company 公司的

e.g. 1) It's a big investment bank that serves mainly corporate clients.

2) A company should trust its employees and have an open corporate culture.

- **earnestly**

adv. in a serious and sincere way 真诚地

e.g. 1) You are earnestly requested to be present at the party.

2) She always listened earnestly as if this might help her to understand.

- **incredible**

adj. extremely good, large or great 极好的

e.g. 1) The wild flowers will be incredible after this rain.

2) He has an incredible understanding of what needs to be done.

- **misconstrue**

v. to misunderstand sth that sb has said or done 误解

e.g. 1) It's easy to misconstrue shyness as unfriendliness.

2) She said Harris had misconstrued everything she had done.

- **productivity**

n. the rate at which goods are produced 生产力

e.g. 1) Studies show that if a working environment is pleasant, productivity increases.

2) The introduction of new working practices has greatly improved productivity.

- **swell**

v. to increase in size or amount 增加

e.g. 1) The group of onlookers soon swelled to a crowd.

2) The river was swollen with melted snow.

- **tedious**

adj. boring 枯燥乏味的

e.g. 1) He was not used to the tedious life in a small country town.

2) Doing all those calculations without a computer would be extremely tedious.

- **unravel**

v. to explain sth that is difficult to understand or is mysterious 解释

e.g. 1) We have a long way to go before we unravel the secrets of genetics.

2) We are only beginning to unravel the mysteries of the human brain.

- **wording**

n. the words and phrases used to express sth 用词

e.g. 1) The wording of the advertisement was offensive.

2) They had to change some of the wording in the document to avoid ambiguity.

- **wrong**

v. to treat or judge sb unfairly 不公正地对待

e.g. 1) She felt deeply wronged by his accusations.

2) Both sides felt that they had been wronged and would not stop quarreling.

- **green hand**

an inexperienced person 新手

e.g. 1) Could you forgive a green hand like me?

2) Although Adam is a green hand in the office, he finishes the work very well.

- **jump to conclusions**

to form an opinion about sth before you have all the facts 仓促下结论

e.g. 1) I sometimes make mistakes because I jump to conclusions.

2) There may be a simple explanation. Let's not jump to conclusions.

PART IV GRAMMAR FOCUS

Task 1

教学目标：帮助学生掌握倒装句的结构与用途。

时间分配：20 分钟

教学步骤：

1. 讲解倒装句的语法要点；
2. 要求学生独立完成任务；
3. 要求学生与同伴讨论答案；
4. 提问部分学生，进行点评和答疑。

Suggested answers

- 1 Seldom does she stay awake past 2 am.
- 2 Not only did he complain about the food, he also refused to pay for it.
- 3 Scarcely did we ask him to work long hours.
- 4 Little did I know his real intentions behind negotiation.
- 5 Never did he look up at the audience until the performance was over.

Task 2

教学目标：帮助学生了解倒装句的交际功能。

时间分配：20 分钟

教学步骤：

1. 说明任务要求；
2. 要求学生独立完成句子改写；
3. 要求学生与同伴讨论答案；
4. 邀请 4—5 名学生到台前说明如果自己是故事主人公，将如何做。

Suggested answers

- 1 Never did I know that my life could be the roller coaster it has been in the past few weeks.
- 2 I was excited because not only did I have the chance to prove myself, but it also was a big challenge.
- 3 Seldom did I go anywhere except my office that week.
- 4 Nothing could I say at all.
- 5 No longer could I focus on my work.

PART V WRITING

Task 1

教学目标：帮助学生掌握名片的格式和写法。

时间分配：20 分钟

教学步骤：

1. 要求学生自学案例中名片的格式和写法，同时进行答疑；
2. 要求学生独立完成任务；
3. 检查答案并点评。

Answers



Task 2

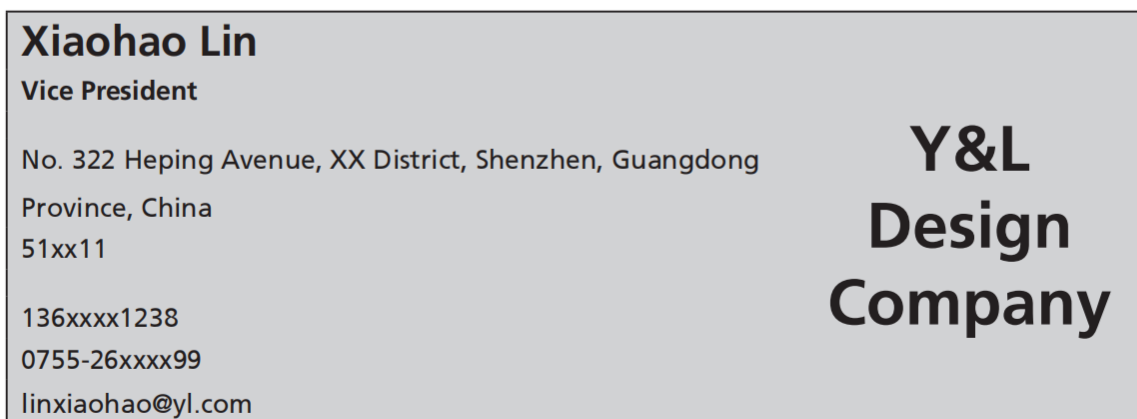
教学目标：训练学生写名片的能力。

时间分配：20 分钟

教学步骤：

1. 引导学生将自己置身于职场情景，列出名片的信息要素；
2. 要求学生独立完成名片写作；
3. 要求学生与同伴互换并点评作品；
4. 选择 2 名同学的作品进行展示，同时点评和答疑。

Samples



PART VI VIEWING

Task 1

教学目标：帮助学生理解与陌生人（团体）沟通时可能遇到的困难以及相应的解决办法。

时间分配：15 分钟

教学步骤：

1. 说明任务要求；
2. 要求学生分成若干 3—4 人的小组；
3. 要求每位学生在团队讨论中发言，由组长记录每位同学的发言内容；
4. 邀请组长代表本组向全班汇报讨论的情况；
5. 点评完成情况。

Answers

Open-ended.

Task 2

教学目标：训练学生观看视频获取重点信息的能力。

时间分配：15 分钟

教学步骤：

1. 说明任务要求；
2. 带领学生熟悉题干，讲解题干中的难词和生词；
3. 播放视频，要求学生完成任务；
4. 再次播放视频，要求学生检查答案是否存在遗漏或错误；
5. 检查答案并答疑。

Answers

1 B 2 A 3 B 4 C 5 B

Task 3

教学目标：训练学生观看视频完成信息理解并进行记录的能力。

时间分配：10 分钟

教学步骤：

1. 说明任务要求；
2. 要求学生熟悉题干，讲解题干中的难词和生词；
3. 播放视频，要求学生完成任务；
4. 检查答案并答疑。

Answers

1 Pause	2 interrupting	3 consideration
4 open-ended	5 rolling along	6 fascinating

Task 4

教学目标：帮助学生理解、运用沟通技巧。

时间分配：15 分钟

教学步骤：

1. 要求学生阅读故事，用英语复述故事并说明其中运用的沟通技巧；
2. 邀请 3—4 名学生到台前分享自己的答案；
3. 邀请其他学生补充并说明自己的观点；
4. 点评完成情况。

Samples

My paraphrase

One day on Confucius's trip, while resting on the roadside, one of their horses walked away and ate crops in the fields. Thus, the host of the farmland took it away. Zigong, one of Confucius's disciples, tried to convince the farmer by telling profound theories but failed. Then, an entourage of Confucius said to the farmer, "We don't know each other, but the crops look similar. No wonder the horse will eat your crops." The farmer agreed with him and gave back the horse after listening to his words.

My understanding

Open-ended.

Scripts

Do you know the one key to becoming a great conversationalist? The key is to pause before replying. A short pause of three to five seconds after a person stops talking is a very classy thing to do in a conversation. When you pause, you accomplish three goals simultaneously. First, you avoid running the risk of interrupting if the other person is just catching his / her breath before continuing. The second benefit is that you show the other person that you are giving careful consideration to his / her words by not jumping in with your own comments at the earliest opportunity. The third benefit of pausing in conversation is that you actually hear the other person better. His / her words will soak into a deeper level of your mind and you will understand what he / she is really saying with greater clarity. By pausing, you mark yourself as a brilliant conversationalist.

Another way to become a great conversationalist is to question for clarification. Never assume that you understand what the other person is saying or trying to say. Instead, if you have any doubt at all, ask "How do you mean?" or "How do you mean exactly?", and then just pause and wait. This is the most powerful question I've ever learned for guiding and controlling a conversation. It's almost impossible not to answer this question. When you ask "How do you mean?", the other person cannot stop himself / herself from answering more extensively. You can then follow up with other open-ended questions and keep the conversation rolling along.

The third way to become a great conversationalist is for you to paraphrase the speaker's words in your own words. So, after you have nodded and smiled you can then say "Well, let me see if I've got this right.", "Let me see if I understand you exactly.", "What you're saying is this...", and then you repeat it back in your own words. By paraphrasing the speaker's words, you demonstrate in no uncertain terms that you are genuinely paying attention and making every effort to understand his / her thoughts or feelings. And the wonderful thing is when you practice effective listening, other people will begin to find you fascinating. They will want to be around you. They will feel relaxed and happy in your presence because when you listen to other people you make them feel important.

The reason why listening is such a powerful tool in developing the art and skill of conversation is because listening builds trust. The more you listen to another person, the more he / she trusts you and believes in you. Listening also builds self-esteem. When you listen attentively to another person, his / her self-esteem will naturally increase; he / she will feel better about themselves; he / she will (be) feel more valuable and more respected. Finally, listening builds self-esteem in the listener. Because your mind can process words at 500 to 600 words per minute and we can only talk at about 150 words for a minute. It takes real effort to keep your attention focused on another person's words. If you do not practice self-discipline in conversation, your mind will wander in a hundred different directions. The more you work at paying close attention to what the other person is saying, the more self-disciplined you will become. In other words, by learning to listen well, you actually develop your own character and your own personality.

Translation

你知道成为优秀谈话者的秘诀之一吗？就是在回应他人之前停顿一下。在谈话中，当对方停止说话后，短暂停顿三到五秒是非常适宜的举动。短暂的停顿能让你同时达成三个目标。首先，你可以避免打断别人说话的风险，对方可能只是在说下一句话之前喘口气。其次，你可以向对方表明自己正在仔细思考他（她）的话，而不是在第一时间莽撞地评头论足。停顿的第三个好处是可以更好地聆听对方的说话内容。他（她）的话语将抵达你思想的更深层，你将更清楚地理解他（她）真正表达的内容。短暂的停顿将帮助你成为一个出色的谈话者。

成为优秀谈话者的另一个方法是通过提问获得解释。不要假设你明白对方在说什么或想说什么。相反，如果你有任何疑问，可以问“你是什么意思呢？”或“你真正的意思是什么呢？”，然后停下来等待对方回答。这种问题是我知道的引导和控制对话最有力的方式，对方基本上都会做出回答。当你问“你是什么意思？”时，对方一定会给出更多的信息。然后，你可以用其他开放式的问题跟进，让谈话继续进行。

成为优秀谈话者的第三个方法是用你自己的话转述对方所说的内容。因此，在你点头微笑之后，可以说“好了，来看看我理解的对不对。”“来看看我有没有准确明白你的意思。”“你说的是这个意思……”，然后用你自己的话复述出来。通过转述对方的话，你明确地表明自己在真正地关注并尽力理解他（她）的想法或感受。奇妙的是，当你练习有效倾听时，其他人会开始发现你的魅力。他们会想和你在一起。他们会在你面前感到放松和快乐，因为当你倾听他人时，会让他们感到自己被重视。

倾听是培养谈话艺术和技巧的有力工具，其原因是倾听能建立信任。你越是认真地倾听对方，他（她）就越信任你。倾听也能建立自尊心。当你认真倾听另一个人时，他（她）的自尊心会自然增强；会产生更良好的自我感觉；会感到自己更有价值、更受尊重。最终，倾听也会帮助倾听者建立自尊心。因为你的大脑每分钟能处理 500 到 600 字，而我们一分钟只能说 150 字左右。要保持你的注意力集中在另一个人的话语上，这需要切实的努力。如果你不在谈话中练习自律，你的思想就会漫游在一百个不同的方向上。你越是努力密切注意对方所说的话，你就越是自律。换句话说，通过学习善于倾听，你实际上在逐渐培养自己的毅力和个性。

PART VII THE PRIDE OF CHINA

Task

教学目标：通过阅读汉字起源的故事，增强学生的民族自豪感和家国情怀。

时间分配：20 分钟

教学步骤：

1. 利用汉字发展的基本历史进行导入；
2. 要求学生阅读文章并回答问题 1；
3. 要求学生与同伴讨论问题 2；
4. 组织学生分享世界其他文字（如楔形文字）的起源和发展；
5. 点评并总结完成情况。

Answers

Open-ended.

Translation

汉字的传奇创造者

汉字，即中文文字，据说是由有两对眼睛的宫廷史学家仓颉创造的。传说古代时，黄帝对通过打结记录信息的方法很不满意。因此，他把创造书写文字的任务交给了仓颉。于是，仓颉在河边定居下来，致力于建立一个记录信息的体系。然而，他一个字都创造不出来。有一天，仓颉突然看到一只凤凰在天上飞，嘴里叼着一个东西。那东西掉在地上，

仓颉看到上面有一个蹄印，但他不知道这是哪种动物的蹄印，便向路过的一个当地猎人求助。猎人告诉他，这肯定是貔貅的蹄印，因为它与其他任何当时存在的野兽的蹄印都不同。仓颉从这次谈话中得到了启发，他相信可以通过绘画，捕捉地球上每一种事物的特征。这肯定会是一个用于书写的完美文字体系。从那天起，仓颉开始密切关注所有事物的特征，包括太阳、月亮、星星、云朵、湖泊以及各种各样的鸟类和野兽。他开始根据他所发现的特征创造文字。这就是汉字的创造过程。

FLTRP