

# English

# 英语

第六册 (顺序选修6)

(供高中二年级上学期使用)

主 编: 陈 琳 Simon Greenall (英)

副主编: 张连仲

编 者: 钱建源 吴 燕 薛中梁 David A. Hill (英)

## 教师用书

## Teacher's Book 6



普通高中课程标准实验教学用书

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《英语》(新标准)高中阶段教科书是在小学和初中英语(新标准)教科书的基础上,根据国家《普通高中英语课程标准》所规定的高中英语课程的性质、方向、总体教学目标、题材内容等方面的精神,由中英专家、学者合作编写而成。

本套教材着重培养学生的创新精神和独立的思维、实践能力,努力使学生获得适应学习化社会所需的英语基础知识和基本技能,了解文化差异,发展健全人格,培养合作精神和社会公德意识。教材遵循“题材—功能—结构—任务”的编写原则,以题材为纲,以运用性任务为目标,避免孤立的语言形式操练,把不同技能的训练结为一体,以综合的方式体现实际生活中有意义的语言应用。教材强调学习策略的培养,鼓励学生通过体验、实践、讨论、合作、探究等方式逐步形成自主学习能力。教材编写以学生为主体,尊重学生个体差异和学生身心发展规律与兴趣特点设计大量语言活动,以激发学生的兴趣和求知欲。教材贯彻跨文化教育思想,介绍西方文化,更重要的是使学生在理解和尊重外国文化的同时更加热爱祖国文化。

教师用书作为“一条龙”系列教材的组成部分,体现了教材的上述特点,并帮助教师把这些特点所蕴涵的外语教学原则转变成课堂上行之有效的教学实践;根据教材内容,介绍贯彻教育理念的具体活动方式,做到理论和实践的结合。教师用书以学生实际为出发点,倡导分层次教学,将程序性教学指导与多种多样的教学活动相结合,既体现原则性,又具有灵活性,使本套教材不仅适用面广,方便英语教师备课,而且有助于教师教学理论水平和教学艺术的提高,有利于调动教师的积极性、主动性和创造性。

教师用书根据教材模块(Module)编写,每个模块包括五大部分:一、教学内容、目的和要求;二、教学内容分析;三、教学过程建议;四、教学评价建议;五、教学资源库。第一部分以《英语课程标准》为依据,对模块进行列表分析,主要为:题材内容与学习目的、语言知识目标(语音、词汇、语法、功能和话题)、语言技能目标(听、说、读、写和表达与展示)、学习策略、文化意识、情感态度和任务七大项。第二部分依次对每个项目内容进行具体分析,使教师做到心中有数,以利于课堂教学沿着教材内容向前推进。第三部分对每个项目的每个活动提供具体和详细的教学建议,并根据分层次教学原则提出了多种活动方式,供教师根据地区、班级和学生的具体情况作出灵活处理。第四部分包括自我评价、小组互评和自我检验。在自我评价中学生通过不同形式的题目回忆、反思自己在课堂学习过程中的长处和不足;两人互评活动使学生在对同伴进行评价时也能更好地认识自己;小组互评主要针对组内同学的参与和态度提出看法。最后学生通过一两道结合模块学习内容的检测题进行自我检验。第五部分包括语法项目、课文注释、参考译文、背景知识、补充词汇和附加活动。这一部分主要供教师参考使用。

英语课堂教学过程是一个英语教师借助教育手段和方法,通过教学活动,将英语民族的语言及其蕴涵的文化内涵转化为学生个人的语言能力、才能、品德和智慧的过程。它要求

教师既能把握各要素的基本特点和发展方向,又能合理灵活地协调它们的相互关系,使课堂教学过程的发展有效、规范并不断优化。怎样才能帮助教师优化课堂教学过程呢?本教师用书的编者感到自己的水平是有限的,但又一直在思考这样一个问题:如果在编写过程中灌输和坚持以下观点能否对老师们的课堂教学起到启发的作用呢?即:通过课堂教学活动促进学生认知发展和情感发展的结合,指导学生学会自主学习,帮助学生提高对目标语言文化的认知和了解,使他们对本民族语言和文化有更深刻的认同,增强使用两种语言和文化进行交流的能力。经过我们认真考虑后得出的肯定答案,帮助我们在编写过程中愈加明确自己的任务和方向。

教师用书是为教师的教学服务的,但最终目的是为学生的学习服务。本书提供了多种课堂活动方式,但用意绝不是代替教师的自我思考和发展,而是通过实例达到教学理论和教学实践的有意义的结合,从而最终提高教师课前和课堂的决定能力。这种能力的提高标志着以下三者的有机结合:理论的融会贯通、以学生需求为出发点和灵活适用的课堂技巧。我们希望教师们在课堂教学中发挥自己的优势,积极创新,通过本教材的教学不断提高自己的教学能力,高标准地完成教学任务。



# The Principles, Methodology and Contents of *NSE*

## 编写原则概述

### The role and responsibility of the *New Standard English* course ►

The fundamental role of *New Standard English* is to organise a course of English instruction for both the teacher and the students. It does so by adopting a multi-syllabus course design which reflects the full extent and true nature of the language which a learner needs to acquire in Chinese High Schools, and by dividing this body of language into manageable learning chunks.

The *New Standard English* course also pays respect to different learning and teaching styles of the users, both students and teachers. It must provide the meaningful and motivational context for effective learning to take place, both in its presentation of new linguistic information, and in the careful selection of topics designed to interest the learners. This content may not only exploit the current knowledge of the learners, but also present general knowledge of the world about us. It will include new information about contemporary ideas as well as knowledge more specifically related to all aspects of the school curriculum.

But at best, the *New Standard English* course has a responsibility towards the dissemination of new ideas and the principles of best practice in all aspects of teacher training and teacher development. Good teaching resources and teacher development should promote good learning and good teaching. Good teaching resources are designed to be a support and guidance to both experienced and less-experienced teachers, as well as their students. They should reflect teachers' expectations as well as interpret and adapt new theories for classroom use. They should not be viewed as a restriction on creative teaching.

### The multi-syllabus course design in *New Standard English* ►

Rather than using a single syllabus such as a grammatical syllabus or a lexical syllabus, the scope and sequence of *New Standard English* is made up of a number of syllabuses or syllabus strands, referred to as a *multi-syllabus course design*. These syllabus strands include:

- themes
- lexis
- grammar and functions
- skills: reading, writing, speaking and listening
- pronunciation
- learner training
- socio-cultural awareness

All of these syllabus strands are informed by the specifications in the Ministry of Education documents and are signposted in a clear way in the Student's Book. Their integration into the teaching material is described in the next section.

### Components and module structure ►►

The Senior High series covers five and a half semesters of instruction, divided into books

which are intended to last ten weeks. Each Student's Book includes six teaching modules and a revision module, which corresponds to the time available for English in these ten weeks.

It is expected that the material in each module will take approximately one and a half weeks to cover.

The Student's Book modules are organised around a **theme** and a **module task**. The format of each module is similar throughout the whole series. Each module begins with an **Introduction** to the module theme, which can be done either at home or in the class. The introduction contains **Vocabulary** appropriate to the theme. This includes either items which have already been taught earlier in the course, or during the Primary and Junior High years, or new items.

The main **Reading** input then follows, with a reading passage chosen to develop the theme. Activities accompany the reading passage to check comprehension and to develop discrete skills. Further **Vocabulary** items related to the theme are presented in clearly designed vocabulary boxes. These represent words which belong to the Ministry of Education wordlists for the appropriate level, and are therefore productive items.

Clear and numerous examples of the target structures of the **Grammar** syllabus and **Vocabulary** are presented in the communicative context of the reading passage. The **Grammar** section presents these structures using an inductive approach (see **Methodology** below), and provides practice activities.

Some structures are presented as **Functions**, and their exponents are, like the grammar, presented in a meaningful way in the reading and listening passages. Functional presentation concentrates more on use than on form, so exponents belonging to a single function may be expressed using a number of different grammatical structures, and the accompanying provide situational opportunities in which these exponents can be used. On other occasions, the functional syllabus is closely linked to the speaking syllabus.

**Speaking** practice may follow the reading passage, especially if the latter raises topics which are suitable for motivating discussion. The speaking practice activities are always designed to be done in pairs or in groups, in order to maximise the learners' opportunities to speak.

The **listening** input develops the module theme, and provides the learners to hear examples of everyday English spoken by native speakers. Practice exercises check comprehension and develop the discrete skills appropriate to listening. As with the reading input, further vocabulary may be presented in order to cover the prescribed items of the Ministry's wordlists, and to exploit the meaning context provided by the listening passage.

A second **Grammar** or **Function** section draws attention to target structures within the listening material, and provides inductive presentation and practice.

A section on **Pronunciation** focuses on aspects of phonology which arise from the listening

material. There is equal attention paid to analysing the meaning of stress and intonation patterns, and to providing a model for productive practice.

A further section of **Everyday English** exploits aspects of colloquial language which arise from the listening passage or which are commonly found in passages of a similar style and/or function. The focus is on understanding everyday English rather than on inviting the learners to use it in their own speech.

The **Writing** section is related to the theme, and deals with stylistic aspects and conventions of different text types, such as narratives, descriptions, discursive composition, email and letters.

The **Cultural Corner** section contains a reading passage which provides further opportunities to explore the module theme. It focuses on news, events, information, etc from around the world, rather than from inside China. Simple exercises ensure the learners have understood the main ideas of the passage and have the opportunity to compare the information in the passage with their own experiences. The intention of this section is to develop socio-cultural awareness.

The **Module Task** both defines the content of the structures and lexis of the module, and checks it has been effectively learnt. The real-life outcome of the task is either written (preparing a poster, writing a brochure) or spoken (taking part in a discussion), but each stage of the task is performed collaboratively to give further practice in spoken interaction.

In each module there is a **Learning to Learn** box containing **learner training** advice on how to develop positive learning habits, as well as socio-cognitive and socio-affective aspects of the learning process.

At the end of each module is a **Module File**, which contains a summary of all the structures and words either learnt or revised in the module.

The **Revision Module** in each Student's Book, positioned at the end of the book provides further revision and practice of the language presented in the preceding teaching modules.

Each **Workbook** module reflects the theme, lexis, grammar and task included in the corresponding teaching module of the Student's Book and is designed to consolidate and extend the language taught.

The **Teacher's Book** contains a step-by-step guide to the teaching procedure of each module, the answer key to the exercises, tapescripts, activities for further practice and extensive background notes to the cultural references in the teaching material. It is designed to be used by both inexperienced and experienced teachers.

The **listening** material has been recorded by native English-speakers, professional actors in studio conditions in order to ensure the best quality possible.



## Methodology ►

The methodology is varied in order to respect teaching conditions in Chinese classrooms. It attempts to reflect current ideas and best practice in language teaching.

One of the key concepts of the methodology is that all new items are presented using language which has already been taught. The grammar syllabus follows a logical sequence of simplicity to complexity, and new lexical items are either explained or presented in meaningful and recognisable contexts. The methodology is cyclical rather than linear, and continually builds on previously acquired knowledge.

Grammar is presented in a clear and meaningful context, with target structures showing form, meaning and use. The accompanying exercises also function as reading or listening comprehension checks. This approach ensures the integration of skills and grammar.

The general approach to grammar in the teaching lesson is inductive: a number of examples of the grammar point are presented in the input material (reading or listening passages); students are invited to study these examples, and guided to formulate grammatical rules. An *inductive* approach, which demands the learner's active involvement in understanding form and meaning, is usually considered to be more appropriate than an exclusively *descriptive* approach, in which the grammar rule is simply presented for more passive scrutiny by the learner. Nevertheless, a descriptive grammar summary at the back of the book ensures thorough explanation of the grammar syllabus.

The vocabulary reflects the Ministry of Education list of items prescribed for the Senior High level. The important distinctions between *productive* and *receptive* vocabulary are established. All the lexical items contained in the vocabulary box are *productive* and generally new for this level, although some may have been learnt in the Primary and Junior High school years of instruction. Their presentation in a box means they are visually easy to identify for purposes of revision. The number of productive items presented in each module (approximately 35) ensures a manageable learning load.

Some new items may also appear in the reading passage, but are specified as *receptive*. If they present a significant problem of comprehension, they will be treated as part of the reading skill (dealing with unfamiliar words).

Listening is carefully graded to the level of the learner, and all new vocabulary is taught either immediately before the listening passages, or immediately afterwards. The language is natural everyday English, although there is little or no redundancy or other features of spoken language because of the risk of confusing the learner. A pre-listening stage is always included to prepare the learners for the main listening activity.

Speaking activities are generally done in pairs or occasionally in groups, to increase the opportunities for students to practise their oral proficiency. This stage is designed to encourage

a balance between fluency and accuracy, and the Teacher's Book contains instructions on how to achieve this objective throughout the material.

**Pronunciation** work focuses on developing an awareness of four main areas: difficulties specific to Chinese learners; syllable stress in words; stressed words in sentences; intonation practice, particularly in different question forms. The words and sentences used are either taken from the listening passage, or are appropriate to the grammar and/or the vocabulary of the module: for example, the pronunciation of regular past simple endings is practised in a module which focuses on the past simple tense. No new vocabulary is introduced at this stage.

**Reading** passages are roughly graded to the level of the learner, respecting both their previously acquired knowledge, the new lexis and structures to be covered in the module, and new but receptive words. The most important discrete skill to develop at this level is reading for main ideas, which involves a series of varied activity types, such as choosing the best title, identifying true and false statement, and discussing open-ended questions. But other discrete skills are also practised extensively, such as reading for specific information (scanning), understanding text organisation and dealing with unfamiliar words, each of which generates a number of different and motivating activity types.

**Writing** focuses both on discourse markers (*and, but, so, because, when, etc*) and a variety of text types (writing emails, writing descriptions). It uses a *guided paragraph writing* approach, in which a model passage is presented, particular stylistic features are drawn attention to, a new writing task is set, with help provided by the model passage and the stylistic features. The writing tasks exploits the learner's personal experience, and prompts are given to encourage a creative and unique piece of writing.

An *integrated skills* approach is used in all the activities. This means that the skills are not practised in isolation but combined with other aspects of the course design, such as grammar or the other skills. This approach reflects real-life language use.

The student's progress is moderated by the careful grading of the teaching material and checked by the revision modules and the workbook modules. Every new aspect of language is taught in the context of what has already been learnt. Thus the cyclical course design and methodology ensures systematic progress and revision, as well as a process of continual assessment.

## **World English ►**

*New Standard English* has two important commitments: to help Chinese learners develop their competence in English, and to encourage their membership of the worldwide English speaking community. Its fundamental objective is not simply linguistic competence but effective communication. Above all, it aims to demonstrate that the English language doesn't just belong to the English, it belongs to everyone.

*Simon Greenall*

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**Part 1**  
**Teaching Notes in Chinese**  
**中文教学建议**



## 一、教学内容、目的和要求

<b>题材内容与学习目的</b>		本模块讨论生活中的闲谈、聊天 (small talk) 内容, 目的是帮助学生认识不同文化背景中谈话时的交际规则和交谈的基本技巧, 提高学生的社会交际能力。
<b>语言知识目标</b>	<b>语音</b>	准确读出课本中各类话语的语音语调, 特别是本模块介绍的省略句的语音语调。
	<b>词汇</b>	见 MODULE FILE。
	<b>语法</b>	学习和区别 didn't need to do 和 needn't have done 的用法。
	<b>功能</b>	表达“有义务”和“无义务”。
	<b>话题</b>	small talk
<b>语言技能目标</b>	<b>听</b>	识别所学词语和结构, 听懂它们所在句子和段落的意义并获取信息; 听懂和辨别 didn't need to do 和 needn't have done 的用法并获取信息; 听懂和辨别“有义务”和“无义务”并获取信息; 听懂包含省略句的日常用语。
	<b>说</b>	流利说出含有本模块词语和结构的句子、段落; 熟练说出含有 didn't need to do 和 needn't have done 用法以及表示“有义务”、“无义务”功能的句子和段落; 无误地进行包含省略句的对话; 熟练地和同学进行本模块布置的讨论, 熟练地根据课本介绍的规则展开 small talk。
	<b>读</b>	理解含有本模块所学词汇和结构的句子、段落并获取信息; 熟练地获取如何提高交谈能力方面的信息并对课文进行评价; 理解模块提供的文化背景和来自同学及其他资源材料并获取信息。
	<b>写</b>	熟练写出包含所学词汇和结构的句子、段落; 熟练写出含有 didn't need to do 和 needn't have done 用法及表示“有义务”、“无义务”功能的句子和段落; 熟练完成模块所要求的电子邮件写作和其他书面练习。
	<b>表达与展示</b>	介绍自己所了解的谈话时该做和不该做的事情; 运用 small talk 的规则自如地聊天; 表达不同环境中 (如课堂内外) 的特定话语; 制作一本 English phrasebook; 根据 AAA 模式进行社交活动。
<b>学习策略</b>	<b>认知策略</b>	通过体会 didn't need to do 和 needn't have done 以及“有义务”和“无义务”的用法, 提高逻辑思维能力和对比策略, 对语言结构进行灵活的综合运用, 提高理论和实践结合的能力; 通过对材料进行理解、分析、综合等, 提高获取信息进而解决问题的能力。
	<b>调控策略</b>	根据模块问题锻炼略读和查读技能, 加强对思维方向的自觉控制; 根据 Module File 有意识有目的地运用模块介绍的各种结构。
	<b>交际策略</b>	学习聊天的交际策略和社交技能, 掌握“该做”和“不该做”的事情。
	<b>资源策略</b>	通过所有其他资源 (录像、电影等) 进一步学习交际技能。
<b>文化意识</b>	<b>交谈技巧</b>	掌握 AAA 模式, 增强交谈时的友好气氛, 促进了解, 使谈话继续。
	<b>中外对比</b>	从大文化背景出发, 思考和比较不同文化背景中人们聊天模式的异同。
<b>情感态度</b>		通过学习英语文化中的交际方式, 提高跨文化理解能力。
<b>任务</b>		收集不同交谈场合 (特别是课堂内外) 中的有用词汇, 编订成册。



## 二、教学内容分析

本册是高中英语顺序选修的开始。通过对本册的学习,学生在语言技能、语言知识、情感态度、学习策略和文化意识等方面都应有较大程度的提高。教师应设计各种课堂活动帮助学生增强学习的自信心,提高自主学习的能力,进行比较自然的交流,写出连贯的短文,自主策划、组织活动,自觉评价学习效果,形成有效的学习策略,了解文化内涵和背景,进而全面提高英语学习的综合水平。在本模块的学习过程中,教师应特别注意学生各种阅读策略的培养。

### INTRODUCTION

了解 small talk 的定义,熟悉 small talk 的特点。

### VOCABULARY AND READING

通过阅读,学习有关词汇及结构,提高略读和查读能力,对阅读内容进行评价,运用所读内容结合中国实际回答问题。

### FUNCTION

学习“有义务”或“无义务”(obligation or lack of obligation)的表达方法。

### READING AND LISTENING

把读和听的活动结合在一起,综合培养学生的接受技能、英语思维能力和联想能力。

### GRAMMAR

学习和区别 didn't need to do 和 needn't have done 的用法,提高语言运用能力。

### READING AND WRITING

阅读电子邮件,培养获取信息的技能;回复电子邮件,培养根据提供的要点进行写作的技能,提高思维和表达能力。

### READING AND VOCABULARY

根据学生用书中活动的要求,进一步训练略读和查读等阅读策略;通过阅读掌握并灵活运用词汇,了解材料中的信息和内容,挖掘文章寓意,提高对文章内容的分析和解读能力。

### EVERYDAY ENGLISH

学习和实践在 small talk 中运用省略句的简短表达方法。

### READING PRACTICE

通过完成各种不同形式并具有一定难度的阅读活动,关注阅读微观技能,提高学生获取、理解和运用信息的能力及分析问题的能力;在学生充分理解文章内容的基础上加强说和写的训练。

### CULTURAL CORNER

了解和掌握英语文化中的 AAA 模式,要求学生和中国的情况进行比较,并把这种模式合理地加以运用。

### TASK

完成不同交谈场合(特别是课堂内外)有用语汇的汇集,编订成册。

### MODULE FILE

提高学生归纳总结和自我检验的能力,帮助学生扩大知识面、扩展视野、提高自学能力。

### 三、教学过程建议

#### INTRODUCTION

学生在日常生活中有很多 small talk，教师可以运用不同活动形式调动学生的积极性，突出 small talk 的氛围，具体操作建议如下：

#### Activities 1 & 2

方法一（适合程度一般的班级或学生）

第一步：教师用 small talk 的方式和学生进行交谈，可以根据学生不同的情况选择不同的 topic，

例如：

1.

T: What do you think of yesterday's football match between your class and Class 3?

S1: It's great.

S2: We won.

T: Do you know why you won?

S3: We are strong.

T: Good. When we were discussing the football match just now, we were discussing serious things or having light conversation?

Ss: Light conversation.

T: Oh yes. Just small talk.

2.

T: Have you ever talked to foreigners?

S1: No, I haven't.

S2: Yes, I have.

T: When you talked, did you discuss serious matters?

S2: No, we didn't. We talked about movie stars and soccer.

T: Oh, I see. Just small talk.

...

第二步：教师提出 small talk 的话题后，学生个别活动阅读 Activity 1 中的定义；

第三步：全班讨论，回答 Activity 1 中的四个问题；

第四步：两人活动，讨论 Activity 2 中的五个问题；

第五步：全班讨论 Activity 2 中的问题，允许学生提出不同意见，并说明自己的理由。例如：有人认为 examinations 的话题比较严肃，但另一部分学生认为也没有什么太严肃的，轻松一点，从 small talk 中反而能悟出一些考试的真谛；

第六步：两人活动，挑选一个轻松的 topic，两人试着进行一次 small talk；

第七步：请几对学生向全班同学展示自己的 small talk。

方法二（适合程度较好的班级或学生）

第一步：两人活动，利用图片或多媒体（一幅图片表示几位经理正在经理室开会，另一幅图片表示两人在咖啡馆内喝咖啡并谈话），猜测两幅图片中人们谈话的内容并说明哪一个属于 small talk 以及 small talk 的汉语翻译；

第二步：全班讨论 small talk 有哪些特点，允许学生提出不同意见；

第三步：阅读 Activity 1 中的定义并回答问题；

第四步：两人活动，讨论 Activity 2 中的五个问题；

第五步：大组讨论以上问题，允许学生提出不同意见，并说明理由；

第六步：根据自己的观察，说说 small talk 的特点，并填写下面表格，表格可以根据内容多少进行增删：

Small Talk	
Features	Reasons
light	talking about unimportant things
informal	happening at a party

## VOCABULARY AND READING

### Activities 1, 2 & 4

- 第一步：两人活动，讨论 Activity 1；  
 第二步：个别活动，初步阅读文章并完成 Activity 2；  
 第三步：全班活动，讨论 Activity 4 的题目；  
 第四步：两人活动，根据阅读文章的体会，说出 Activity 1 和 Activity 4 列出的以下词汇的用法，并找出文章中的例句：impress, damage, encourage, prepare, avoid, lack, recognise, smile；  
 第五步：（供程度较好的班级或学生选择）全班自由讨论，要求学生根据以上词汇，任意搭配词组，如：impress: impress people, impress us, impress ... deeply, be impressed ...

### Activities 3, 5 & 6

- 第一步：个别活动，再次阅读短文；  
 第二步：两人活动，根据课文内容回答 Activity 3 提出的问题，允许并鼓励学生的不同答案，如果时间不够，可以用以下两种方法解决：1. 课后继续讨论；2. 重点讨论以下题目，讨论时，既要回答问题，又要举例说明：  
 What do people think about those who talk too much?  
 Why is it a good idea to nod and smile when the other person is talking?  
 What does the quotation from Benjamin Disraeli tell you about people?  
 第三步：全班活动，请几对同学向全班汇报答案；  
 第四步：个别活动，准备 Activity 5 的题目；  
 第五步：两人活动，讨论 Activity 5 每个题目中的短语的意思，为下面的大组活动做准备；  
 第六步：大组活动，讨论 Activity 5 的题目，每大组讨论一个题目，共分六大组；  
 第七步：全班活动，每大组派代表向全班汇报讨论内容；  
 第八步：小组讨论，归纳总结文中所提到的 small talk 的要点，如：have some low-risk conversation openers ... 把它们按重要性排列（允许并鼓励不同的排列），并填入下表：

Do ...	Don't ...

- 第九步：小组活动，讨论 Activity 6 的题目，允许有不同答案。