

IMPACT

英语冲击波

DISCUSSION TOPICS TO HELP YOU EXPLORE YOUR OWN VALUES

VALUES 价值篇

Richard R. Day (美)
Junko Yamanaka (日) 编著
Joseph Shaules (美)



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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出版说明

“英语冲击波”系列是外语教学与研究出版社从国外引进的英语口语会话教材，共分三册，分别是《话题篇》、《焦点篇》、《价值篇》，难度略有递增。每一册汇集了最令青年学生感兴趣讨论的近30个话题，共分为五大类主题，关系到人物、情感、家庭、生活、社会等问题，涉及了当前西方社会生活中的多个不同侧面。每一个话题都是开放式的，带有一定的争议性，旨在使学生通过对该话题的领会，了解其中所反映出的价值观念，从而明确自己的看法，并能就此展开深入讨论，以此培养学生用英语思维、表达及交流的能力。

本套教材适合具有一定英语基础、有志于进一步提高口语水平的读者自学使用，也可作为课堂上的英语口语培训教材。每一册的最开始部分都有内容介绍，详尽说明了应该如何自学或在课堂上使用本书。另外本套教材配有CD，随书发行，读者可参照学习。

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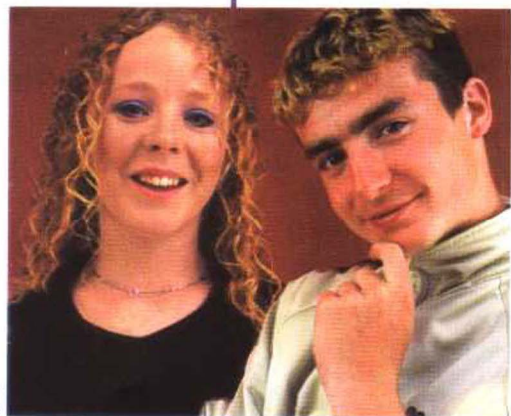
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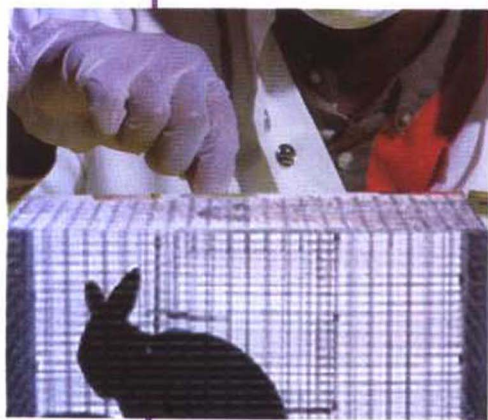
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Introduction 内容介绍

TO THE STUDENT

Impact Values will help you express your ideas in English and understand other people's ideas better. You can use this book by yourself or you can use it in class with other students.

HOW TO USE *IMPACT VALUES* BY YOURSELF:

The best way to begin is with the Intro Unit. This unit shows you how to use each of the units in the book.

① Read the instructions for each of the activities and then try each activity.

② Next, look at the Contents. There are five major themes or categories: People; Relationships; Workplace; Family; and Society. Each category has several topics that explore important values in our lives.

This book is different from other books — you do not have to go from the beginning to the end. You can start with any category or topic that you want to. Which category do you like most? Pick one category. Then study the topics. Start with one that you really like.

③ Now go to the topic. Go through each activity just as you did in the Intro Unit. Begin with Warm Up. Listen to the audio CD while you read along. Read and listen two or three times. (The Situations are all recorded in natural settings, so you will hear very natural English with natural background sounds on the CD.) Then try the Check Your Understanding questions to make sure you understand the topic.

④ After you understand the topic, study the Points of View section carefully. Think about the opinions and the supporting statements. Match the supporting statements to the opinions. Then decide: Do you agree with the three people? Why or why not? Write or say your opinion. Then think about your views for What Are Your Values? Write your own opinion and reasons. Take your time and do each step carefully. This way, you'll learn more.

If you have a friend who is learning English, try to use this book together. It's fun to compare your ideas and opinions with another person. If you use the book with a friend, you might try to do the discussion activity at the end of each unit.

HOW TO USE *IMPACT VALUES* IN CLASS:

WARM UP

In this activity, you will answer three or four questions about the topic of the unit. Work with a classmate.

① Ask each other the questions and compare your answers. After you finish, you will have some clear ideas about your own beliefs.

致学生

《英语冲击波·价值篇》旨在帮助你用英语表达自己的想法以及更好地理解他人的意图。你可以自学本书，或者在课堂上与其他同学一起使用。

怎样自学本书：

最好的方法是从“示范单元 (Intro Unit)”开始，它示范了如何使用书中的其他单元。

1. 阅读关于每一个部分的介绍，并试着做每一个部分。

2. 接下来，看目录。总共有5大类主题：各色人物、情感关系、职场生涯、家庭琐事、社会百态。每一类主题都包含了数个话题，来探讨我们生活中的重要价值观念。

本书与其他书不同——你可以从任何一个主题或话题开始。哪类你最感兴趣？选出其中一类主题，然后学习它所包含的话题，从你真正感兴趣的那个开始。

3. 现在翻到书中的那个话题。像做“示范单元 (Intro Unit)”那样做其中的每一个部分。先从“热身准备 (Warm Up)”开始。然后边阅读故事边听CD，这样重复两到三次。(每篇对话都是在真实场景中录制的，所以你听到的都是最为真实的英语和背景声音。)然后做“理解测试 (Check Your Understanding)”来检查你对这个话题理解了多少。

4. 在理解了话题之后，仔细研读“众说纷纭 (Points of View)”这部分，思考这些观点和支持的理由 (Supporting statements)。将一致的观点与支持性理由归纳在一起。然后思考：你同意那个人的观点吗？为什么同意？或者为什么不同意？写出或者说出你的想法。接着思考什么是“你的观点 (What Are Your Values?)”，写下你的观点和之所以这样想的原因。留出时间仔细地做每一步，这样你能学到更多。

如果你有朋友也在学习英语，试着和他/她一起使用本书。与别人交流意见和想法是非常有趣的。如果与朋友合用这本书，你们可以试着做每个单元最后的讨论部分。

如何在课堂上使用本书：

热身准备

在这一部分，你要回答有关本单元话题的3到4个问题。请与同学一起做。

1. 相互提问并比较答案。做完这部分后，你会对自己的价值观念有某些清楚的认识。

SITUATION

The Situation tells you a short story about the topic. It shows you the values and beliefs of the people in the story.

② Read the story or listen to it on CD while you read. The Situations are all recorded in natural settings, so you will have the chance to hear very natural English with natural background sounds. Each story has some numbered words and expressions (like this¹). You can look these up in the Glossary at the back of the book.

After you have finished, you should feel that you understand the people's values in the story. You should be able to answer these questions: What do they believe? Why do they believe that? Don't try to say if you agree or not at this time. Just try to understand their values.

If you don't understand the main ideas of the story, read or listen again. Or ask your teacher or classmates for help.

CHECK YOUR UNDERSTANDING

③ Now you will answer two or three questions. The questions will help you understand the story better.

POINTS OF VIEW

This activity has two parts: Opinions and Supporting Statements. The opinion section show you three opinions by three people. These are different "points of view" — different ways of looking at the topic. The Supporting Statements section shows you six ideas that "support" the opinions or show the reasons why someone has an opinion.

④ Read each supporting statement and think about which opinion it *supports the most*. Write the number of each supporting statement under the opinion that it fits best.

This section will help you develop your thinking skills in English. It will help you understand different opinions and help you connect opinions and reasons.

⑤ When you finish, compare your answers with a classmate. Do you have the same answers? Why or why not?

⑥ The next step is: Work in a group of three. Ask your partners: Do you agree with Person 1? with Person 2? with Person 3? For each person, say if you "really agree," "agree," "disagree," or "really disagree."

WHAT ARE YOUR VALUES?

This activity is very challenging, but it is also a lot of fun! It will help you express your own opinion and explain your supporting reasons.

⑦ The first step is expressing your position. Think about the Situation. Write your "position" or your "advice" in the box on the left. Be sure it is clear. Then write your supporting reasons in the box on the right. You can use ideas from the Points of View section and add your original ideas.

⑧ The second step is Clarifying. Stand up. Walk around the classroom. Ask your classmates, "What is your position?" or "What do you think of this topic?" Take about 5 to 10 minutes to talk to several classmates. When you find two classmates with *similar positions*, sit together.

Now compare your reasons with the other classmates in your group. Make a list of all of your reasons. Rank the reasons in order: #1 is the most important reason, #2 is next most important, and so on. In your group, practice what you will say to classmates who do not agree with your opinion. (For example, "If someone says..., what should we say?") Spend about 5 or 10 minutes practicing together.

故事场景

这是关于主题的一个小故事，表明了故事中人物的价值观念和想法。

2. 阅读故事或边听CD边读故事。对话都是在真实场景中录制的，所以你有机会听到最真实的英语和背景声音。每一篇故事中都标出了一些词汇和短语。你可以在书后的“词汇表 (Glossary)”中查阅它们的意思。

在完成这部分之后，你应该觉得已经理解了故事中那些人物的价值观念和想法。你应该能够回答下列问题：他们是怎么想的？他们为什么这样想？暂且不论你是否同意这些观点，只要尽量理解他们的价值观。

如果你不能理解故事的中心意思，重新听、读文章，或者求助于老师和同学。

理解测试

3. 现在你要回答两三个问题，这些问题能帮助你更好地理解文章。

众说纷纭

这个练习分为两部分：“他人观点 (Opinions)”和“支持理由 (Supporting Statements)”。在观点这部分给出了三个人的三种意见。这些都是不同的“观点”——对同一个话题的不同看法。“支持理由”部分一共有6点，表明了支持某人观点的原因。

4. 阅读每一点支持理由，思考它最贴近于哪一个观点。将它的标号填写在最适合的观点下面。

这一部分有助于你培养用英语思维的能力，有助于你理解不同的观点，并把它与产生这种观点的原因联系起来。

5. 完成之后，与同学比较你的答案。你们的答案一致吗？为什么？

6. 下一步：组成3个人的小组，询问你的同伴：你是赞同第一个人？第二个人？还是第三个人？分别说明你是“完全赞同”、“赞同”、“不赞同”、还是“完全不赞同”。

表述观点

这个部分非常具有挑战性，但也很有趣！它有助于你表达自己的观点并阐明支持理由。

7. 第一步是表述你的立场。思考“故事场景”，在左边的框中写下你的“立场”或者“建议”，在右边的框中写下支持理由。你可以借用“他人观点”的内容或者加上你个人的想法。

8. 第二步是“阐明观点”。站起身来环绕教室，询问你的同学：“你是什么立场？”或者“你对这个话题怎么想？”用5到10分钟的时间分别与几个同学讨论。找出两个与你的观点相近的同学，坐在一起。

现在比较你们3个人之所以这样想的原因。列出这些原因，排好顺序：第一条是最重要的，第二条次重要，依此类推。在你们这个3人小组中，准备好对那些不同意你们观点的同学们该怎么说。（例如：“如果有人……那我们该怎么说？”）用5到10分钟来一起准备。

⑨ The third step is Exchanging. Form a group with classmates who have *different positions* on the topic. Present your position and your reasons to the group. Listen carefully to their positions and reasons. Ask questions to understand their supporting reasons better. (For example, "Why do you think that?" "What is your reason for believing that?") After everyone has spoken and answered questions, take a vote in your group: Who has the strongest position and supporting reasons? That person "wins" the debate.

After you have finished this activity, you should understand your classmates' opinions and their supporting reasons. You should also have a clearer idea of your own opinion and supporting reasons. You may even have changed your mind.

DISCUSSION ACTIVITY

⑩ The final activity in each unit is different. It might be a discussion or an exchange, a role play, a survey, a debate, or a personal story. Follow the instructions for the activity and have fun!

TO THE TEACHER

Impact Values is a complete course in oral communication for students who already have fundamental speaking, listening, reading, and writing skills in English. *Impact Values* is based on a collection of nearly 30 current topics that adult students have expressed an interest in discussing. The topics are organized into five categories or themes, and each topic is carefully presented with exercises to help students understand the topics and express their own ideas and values.

HERE IS AN OVERVIEW OF THE EIGHT ACTIVITIES IN EACH UNIT.

WARM UP

① This activity introduces the topic. Have your students answer the questions individually. Then you can have them compare their responses with a classmate. This activity should take about 3 to 5 minutes. The purpose of the activity is to make sure the students are thinking about their own opinions and are getting comfortable talking to each other.

SITUATION

The situation tells a short story about the topic. It presents the values of the people in the story, through a dialogue or monologue. There is a short introduction followed by one or two general questions.

② Tell your students to think about the questions as they read the story. You can have the students read the story and listen to it on the CD at the same time, or you can have them read it without listening to the CD. If you do this, you might have them read the story a second time, and also listen to the CD as they read. (You can also assign students to listen to the CD as homework to preview or review a topic.)

Note that the monologues and dialogues are all recorded in natural settings (like homes or offices), with natural sound effects, so that the students have an opportunity to hear more "authentic" spoken English.

③ When your students have finished, ask for answers to the questions. The point of these questions is to make sure the students have a general understanding of the situation and the values presented. Depending on the length of the story, and how many times the students read and listen to the story, this activity could take from 5 to 10 minutes.

9. 第三步是“交流”。与持不同观点的同学结成小组。对他们阐明你的立场和理由，并仔细听取他们的立场和理由。用提问来更好地理解他们之所以这样想的原因。（例如：“你是怎样想的？”“你这样认为有什么原因呢？”）在每一个人发言并回答了问题之后，在你的小组中进行投票：谁的立场最站得住脚？理由最充分？这个人就“赢得”了辩论。

在完成这个部分之后，你应该已经了解同学们的观点以及他们之所以这样想的理由。你对自己的观点也应该有了更清楚的认识。你也许甚至会改变自己原有的观点。

讨论活动

10. 每个单元的最后这一部分有所不同，它可能会是一个讨论，或者交流、角色扮演、民意调查、辩论，或者是讲述个人的故事。根据提示来开开心心地完成它吧！

致教师

《英语冲击波·价值篇》是为已经具有一定英语听、说、读、写能力的学生而度身定做的一套完整的口语交流教程，收集了当前最令成年学生感兴趣讨论的近30个话题。这些话题共分为5大类主题，每一个单元都配有精心准备的练习以便学生更好地理解，并有助于他们表达自己的想法与价值观念。

下面是对每一个单元8个部分的总览：

热身准备

1. 由这个部分来引出话题。让学生分别回答这部分的问题。然后可以用3至5分钟让学生们相互比较各自的回答。这一步的目的是让学生们思考自己的观点并乐意于彼此交谈。

故事场景

这部分讲述了有关主题的一个短篇故事。通过对话或者独白阐述了故事中人物的价值观。每个简短的介绍之后还有一两个概括性问题。

2. 让学生在阅读故事时思考这些问题。你也可以让学同时阅读文章和听CD，也可以只读不听。做这一步的时候，你也可以让学生重新再读一遍文章并同时听CD。（你也可以把听CD作为学生预习或复习的家庭作业。）

注意这些对话和独白都是在真实场景中录制的（比如在家里或者办公室），具备真实的声音效果，所以学生能有机会听到更为“正宗”的英语口语。

3. 当学生读完文章之后，询问他们问题的答案。这样做的目的是为了让学生对故事情景和其中所表述的价值观点能有总体上的把握。根据文章的长度、学生阅读和听CD的次数，这个部分可能会花上5至10分钟。

CHECK YOUR UNDERSTANDING

① There are several questions about the story to help students understand it. You might tell your students to answer each question and then compare their answers with a classmate. If you like, you can lead a brief discussion on the story, to be sure that everyone understands the points of view of each person in the story.

After they have answered and discussed the questions, your students should have a good understanding of the story and the people's values. If not, you might want to go back and have them read the story again, and listen to the story on the CD, or give them a short synopsis of the story in different words. Some words and expressions in the stories are annotated with a superscript (like this¹). These words and expressions are in the Glossary in the back of the book.

POINTS OF VIEW

② This section shows three people who have different *Opinions* about the topic. Instruct your students to read their opinions and to think about them. Next, look at the *Supporting Statements*. These are six reasons or claims that support the opinions. There are two supporting statements for each opinion. Tell your students to find two supporting statements for each opinion and write the numbers of the statements in the boxes below each opinion. Often a supporting statement can be associated with more than one opinion, so ask the students to think carefully to find the statements that *best* support each opinion.

③ Then have the students work in groups of three to compare their answers. Regrouping students often is helpful in teaching *Impact Values* because it allows the students to hear the opinions and ideas of several different students in their class. It may also help them develop their confidence and enthusiasm for expressing their ideas and understanding the ideas of others.

④ After the students have spent 5 to 10 minutes on this activity, you might want to check your students' responses. Discuss the cases in which some supporting statements seem to support more than one opinion. In cases where students have chosen three supporting statements for a single opinion, tell them to select one of the three statements that could *also* support another opinion. Also emphasize that in the realm of opinions and supporting claims, there is not always one right answer! (An answer key for this section is provided in the Teacher Support material, available at www.impactseries.com/values)

⑤ Finally, tell the students to ask each other about their reactions to the opinions of the three people. They will ask each other if they agree with each of the three people (e.g., *Do you agree with Trin?*). The partners will respond, expressing their agreement (e.g., *Yes, I agree with Trin*) or disagreement (e.g., *No, I don't agree with Trin*). When your students have finished this section, they should have a good understanding of different points of view about the topic. This is an important preparation step for the next section.

WHAT ARE YOUR VALUES?

⑥ This section asks students for their opinions about the topic or advice for the people in the story. Allow each student a few minutes to express their position and supporting reasons clearly. They can write in the boxes in the book, or on a separate sheet of paper.

理解测试

4. 这里有几个关于主题故事的问题，以帮助學生更好地理解。你可以让学生回答每一个问题，然后与同学比较各自的答案。如果愿意，你可以就相关故事组织一个简短的讨论，以使每名学生都能理解故事中每一个人的观点。

在回答并讨论过问题之后，学生应该对故事及其中人物的观点有了很好的理解。如果并非如此，你可以回过头去，让他们再读文章、听CD，或者用不同的词汇给他们一个简明扼要的故事大纲。文章中的一些词汇和短语都做了标识，在书后的词汇表中有具体的解释。

众说纷纭

5. 这一部分有3个人就相关话题表达了不同的“观点”。指导学生阅读并思考他们的观点。接下来看“支持理由”部分。每个观点有两个支持的理由，让学生找出来，并分别把这两个理由标在所对应观点下的方框中。通常一条支持理由所对应的观点不止一个，所以要让学生认真思考，找到最适合的那个观点。

6. 然后让学生每3个人分成一个小组比较各自的答案。在教授本书的过程中最好让学生多分几次组，这样能使他们更多地听取不同人的意见和想法，也有助于培养自信心，并能使他们更愿意表达思想和更好地理解他人的思路。

7. 学生用5到10分钟的时间做完上一步之后，你可以检查他们的答案。讨论那些支持理由所对应的观点多于一个时的情况。如果有学生选择了3个支持理由来对应所适用的观点，让他们从中选出一个也同样适用于其他观点的理由。同时还要强调在观点与所支持它的理由中，并不总是有唯一正确的答案。（这部分的答案详见网站 www.impactseries.com/values 的教学参考部分。）

8. 最后，让学生们互相询问对3个旁观者的观点的看法。要询问彼此对那3个人中的每一个人的看法（比如，你赞同特林吗？）。对方要做回答，说明自己赞同（是的，我赞同）或者不赞同（不，我不赞同）。等学生做完这部分，他们会对有关话题的不同观点有更深入的理解。这是为下一个部分所做的重要准备。

表述观点

9. 这部分让学生就故事中的人物阐述自己的观点和建议。给每个学生一些时间明确表达各自的观点和之所以这样想的理由。他们可以把想法写在书上的方框里，或者单独写在一张纸上。

CLARIFYING AND EXCHANGING

⑩ This section gives students a chance to further develop their ideas and opinions and communicate them to their classmates.

• Clarifying

This activity requires students to stand up and move around the classroom to find two classmates who have the same or a similar answer to the question in What Are Your Values? When a student finds two classmates with the same or a similar answer, instruct the three of them to sit together. Their task is to compare their reasons and to make a list of all of the reasons that the three of them have. If they want to, they can add new ones. When they have done this, instruct them to rank their reasons, with #1 being the strongest, and so on.

Finally, the students in each group should practice what they will say to classmates who do not agree with their position. This prepares them for the next activity, Exchanging. Encourage the students to think about alternate points of view and to rehearse their responses to people who have different points of view.

As your students do this activity, check each group's position or advice. You will need this information in order to place students in different groups in the next activity.

• Exchanging

The purpose of this activity is for students to exchange their values or opinions with students who have different values or opinions. Place students in groups so that a full range of different answers or positions is represented. Tell the students to present their positions and their reasons. The students will try to explain to the other members of their group, who hold different positions, why they believe in their answers or positions. Remind your students to ask each other questions if something is not clear, or if they need to know more about the person's reasons.

After 10 or 15 minutes, tell the students to take a vote in their groups. They should vote for the strongest position and supporting reasons. One way to close or finish the activity is to ask each group to present the results of the vote.

COMMUNICATION ACTIVITY

Each chapter ends with a communication activity. This activity expands on the topic of the unit and requires students to use the information they learned from the previous activities.

FOLLOW-UP ACTIVITIES

There are a number of follow-up activities you can try if you wish to extend any of the units in class, or if you wish to assign students homework activities. See the Appendix: Extension Activities for ideas, or visit www.impactseries.com/values

TIMING OF A UNIT

Teaching one unit can take from 45 to 75 minutes, depending on the English ability of the students, and how long you want to spend on each activity. When you have finished the last activity, you can either pick a new topic in the same category, or select a new category and a new topic.

WAYS OF USING THE BOOK

There are many ways that you can use the material in this book to help your students improve their reading and their listening and speaking abilities in English. Here is one option:

阐明观点及交流意见

10. 这部分使学生有机会进一步展开思维并与同学做交流。

• 阐明观点

要学生站起来，环绕教室，找出在“表述观点”部分中回答与自己相同或相似的两个同学。找到之后，让这3个人坐在一起。他们的任务就是比较各自的理由，并把3个人的理由全都列出来。如果愿意，还可以加上新的。当完成之后，让他们将全部理由按重要性排列，第一条最重要，依次类推。

最后，每一组学生都要练习针对持不同意见的同学怎样说。这是为下一个活动——“交流意见”——做准备。鼓励学生转换角度思考，准备好如何回答那些不同的意见。

在做这一步时，弄清每一个小组的立场与建议。你需要知道这些，以便接下来将学生重新分组。

• 交流意见

这部分的目的是让学生与那些观点不同的人进行交流。将学生重新分组，以便尽可能多地反映不同的看法与立场。让学生阐明各自的观点和理由。这样学生就会对小组中其他持不同意见的成员进行解释，为什么他们会认可自己的想法和观点。如果有一些问题没弄清楚，或者学生要更好地了解别人的理由，提醒他们追问到底。

10至15分钟之后，让学生在各自的小组中投票。要选出最强有力的观点和所支持它的理由。结束这一步的方法之一是让每一个小组说出投票结果。

交流探讨

每一章的最后都有一个交流探讨的练习。这部分用来扩展相关单元的话题，使学生运用他们在以上几个部分中所掌握到的信息。

补充练习

如果想在课堂上扩充相关单元的内容或者给学生布置作业，可参看书后附录部分的大量“拓展练习 (Extension Activities)”或者浏览网站 www.impactseries.com/values。

时间掌握

教授一个单元大概会用45至75分钟的时间，取决于学生的英语水平和你想在每个部分上花多长时间。当完成最后一个部分后，你可以选择同一类主题的一个新话题，或者选择其他类主题中的话题。

本书的使用方法

有多种方法使用本书中的材料来提高学生们的英语听、说、读的能力。下面是其中之一：

① Begin with the Intro Unit, Talking about Your Values. This unit explains how to do each of the activities. We suggest that you look it over carefully before using it in class. Then in class, work through the unit. Make sure that your students understand how to do each activity.

② You might want to keep a record of your students' responses to the communication activity, which asks them to select the topics in the book that are most interesting to them. You can use that information to help you decide which units to cover.

This book is different from other books — you do not have to work from the beginning to the end of the book. You can start with any of the categories or topics that you or your students want to, and move around the book as you wish.

③ Finally, there are many other activities that you can do as follow up work once the students have finished the unit. For example:

- Give the students a written assignment on the topic. They can do research from outside sources, including web resources at www.impactseries.com/values, and bring printouts to class to share with other students.

- Have a mini-debate: First, make a statement of the topic. (For example, for unit 10: The Computer Nut, you can make this debate statement: Computers can hurt a relationship.) Then divide the class into groups of six or eight. Have two or three students argue for the debate statement, have two or three argue against it, and have one or two students "judge" and choose the winning side.

We hope that your students and you will enjoy using this book. Please let us know your comments and suggestions. We would enjoy hearing from you. Please visit www.impactseries.com/values for more teaching support and to exchange ideas.

1. 从“示范单元——谈谈你的观点”开始，这个单元讲明了如何使用单元中的每一部分。建议在课堂上使用本书之前，仔细阅读这一单元。然后在课堂上将这个单元整个做一遍，确保学生明白怎样做每一个部分。

2. 在交流探讨部分中，你也许会把学生们的回答做一记录，这部分要求学生选择书中最令他们感兴趣的话题。你可以利用这个信息来决定选择哪些单元。

本书与其他书不同——你不必从第一课开始一直学到最后一课。你和学生们可以从任何一类主题的任何话题开始。随心所欲地使用本书。

3. 最后，当学生完成一个单元之后，还可以接着做很多其他的补充练习，例如：

- 让学生就相关话题写一篇文章。他们可以利用外网的资源，包括在www.impactseries.com/values的网上资源，然后拿着打出来的文章与其他同学分享。

- 来一次小型辩论：首先，先就话题表明观点。（比如“第10单元：电脑迷”，你可以以此作为辩论观点：电脑会伤害人与人之间的关系。）然后把全班分为6个人或8个人的小组，让其中两三个学生为支持这一观点辩论，两三个学生为反对这一观点进行辩论，让一或两名学生来“评判”，选出胜者。

我们希望您和您的学生能够乐于使用这本书，请告诉我们您的想法和建议，我们非常愿意听取您的意见。请登录网站www.impactseries.com/values参阅相关教学资料并进一步交流观点。

Talking about Your Values

谈谈你的观点

WARM UP 热身准备

1. 用大约3分钟的时间思考或者写出问题的答案。
2. 现在与一名同学一起，相互提问并比较彼此的答案。

1. Do you like learning English?
2. Why do people learn English?
3. Why are you learning English?
4. What's the hardest part of learning English for you?

SITUATION 故事场景

Richard, Junko, and Joseph are writing *Impact Values*. Do they agree about the topics that will be used in the book?

1. 读“故事场景”的导言与问题。
2. 现在读故事，同时听CD。在读和听的同时思考上面的问题。
3. 和同学、教师一起讨论上述问题。
4. 如果理解有困难，重新阅读故事并听CD。

用数字标出的单词详见78-84页的词汇表。如果不认识这些词，可在词汇表中查阅。

Richard: In my opinion, *Impact Values* needs to have a lot of topics about students' personal beliefs. When students investigate¹ their personal beliefs in English, they learn better.

Junko: Well, some students may learn better, but I know some students are reluctant² to talk to each other about personal experiences. I believe that *Impact Values* should teach students to use English to discuss important global topics³.

Joseph: My idea is a little different. I think *Impact Values* should stress cross-cultural communication⁴. Students learn English best when they're talking about their own culture.

CHECK YOUR UNDERSTANDING 理解测试

1. 回答每一个问题。
2. 和同学比较相互的答案。

1. What does Richard believe are the best topics?
.....
2. Does Junko agree with Richard?
.....
3. What is Joseph's idea?
.....

POINTS OF VIEW 众说纷纭

Read these three opinions.



Trin

We can learn English without expressing our opinions.



Monica

I want to talk about my culture with people from other countries.



Koji

Talking about global issues is a waste of time.

Match the supporting statements with the opinions. Write the numbers in the boxes. Each opinion has two supporting statements.

supporting statements

1

Personal opinions are private.

2

English class is for learning English, not world topics.

3

English is an international language that belongs to everyone who speaks it.

4

The opinions of students are not important.

5

Learning about other cultures and ways of thinking is interesting.

6

Discussing personal beliefs in class is too emotional for me.

Now compare with a classmate.

Work in a group of three. Ask your partners:

Do you agree with Trin? Do you agree with Monica?

Do you agree with Koji?

Answer for each person: I really agree / I agree /

I disagree / I really disagree.

WHAT ARE YOUR VALUES? 表述观点

What advice would you give Richard, Junko, and Joseph about writing *Impact Values*? What are your reasons?

Advice

Reasons

CLARIFYING & EXCHANGING

Now form groups and discuss your advice and reasons.

COMMUNICATION ACTIVITY 交流活动

Work with a classmate. Study the Table of Contents (pages 2-3).

Place the topics in three categories: Personal Opinion, Global Issues, Cross-Cultural Communication. Which of these are the most interesting for you? For your partner?

1. 阅读并思考这些观点。
2. 然后看“支持理由 (Supporting Statements)”，找出每个观点所对应的两条理由，将它的编号写在对应观点下的方框里。
3. 和同学比较你的答案，必要的话请老师帮忙。

1. 在第一个框中写下你的观点。
2. 在第二个框中写下你这样认为的理由。在动笔之前可以思考几分钟，尽量写下至少两条理由。

步骤1: 阐明观点 (这一步用10至15分钟的时间。)

1. 审视你在“表述观点 (What are your values?)”中写下的意见。
2. 环绕教室，询问同学们的意见。
3. 找出两个与你意见相似的同学，坐在一起。
4. 现在比较各自的理由，接下来，将全部的理由都列出来。如果愿意，可以增加新的。
5. 将理由按轻重顺序排列，第一条最重要，第二条次之，依此类推。
6. 在小组中练习对那些持不同意见的同学该如何说。

步骤2: 交流意见 (这一步用10至15分钟的时间。)

1. 老师将与你持不同意见及理由的同学分成一组。
2. 对小组成员讲明你的意见及理由，尽量解释为什么你认为自己的意见更好。
3. 当小组其他成员所表达的理由不清楚时，追问他们。
4. 在小组中投票表决：哪一个的意见最好。

根据提示来开开心心地完成它吧!

VALUES of PEOPLE

各色人物

In this section you'll learn about some of the different personal choices people make, and why.



Pierced 身体穿孔

How do you decorate yourself? Is it okay to pierce your body?

A young man gives his opinion about his girlfriend's piercings.

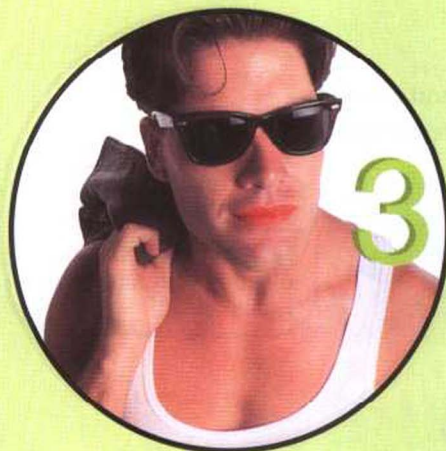


TV or Not TV? 要不要看电视?

Is TV a positive or a negative influence in your life?

Is it possible to watch too much TV?

A woman talks about the effect TV has had on her life.



Beautiful Men “漂亮”男人

What kind of person do you consider beautiful?

Does makeup make someone more or less beautiful to you?

Four friends share their ideas about makeup and beauty.

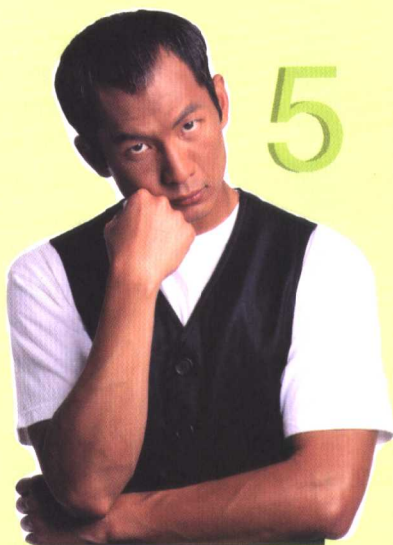


Cosmetic Surgery 整容手术

Is it okay to change your natural appearance?

Why do some people want to change their appearance through surgery?

A young woman discusses her plan for getting cosmetic surgery.



I Can't Say No 难以拒绝

How much should we help our friends and family?

How much should we help people we don't know very well?

One man wonders if he's helping people too much.



Embarrassing Mother! 难堪的母亲

Is it okay for people to dress any way they want?

Should people always "act their age"?

A teenager talks about her mother's desire to look and act young.