

全国普通高等学校优秀教材一等奖 第一版

普通高等教育“十一五”国家级规划教材

Challenge to

(Teacher's Book)

Speak

4

(教师用书)

英语口语教程

主 编 姚保慧 谢 楠
副主编 陈晓宁 丁肇芬



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前 言

《英语口语教程》(CHALLENGE TO SPEAK)第一、二册自1998年由高等教育出版社出版以来,受到学界的肯定,已被全国众多高等学校使用。这期间该教材被评为普通高等教育“十五”国家级规划教材,并于2002年荣获全国普通高等学校优秀教材一等奖(第一版)。

为适应高等学校英语教育的不断发展和满足对英语口语教材新的要求,我们受高等教育出版社的委托,本着“除旧布新,与时俱进”的原则,于2005年对《英语口语教程》第一、二册做了较大幅度的修订;同时于2009年继续编写第三、四册。一、二册供大学一年级使用,三、四册供大学二年级使用,四册合在一起,统称《英语口语教程》。

第三、四册教材的编写指导思想立足于进一步提高学生的口语交际能力和口语学习策略和会话技能的综合运用能力。

在全球化日益扩大、中国国际地位逐日提升的今天,国际间语言的沟通与交流显得尤其重要。因此,拓宽英语专业学生对中西方社会各个层面的认识和提高学生高层次的语言表述能力,即提高学生的英语综合素质是高校英语教学面临的新课题。

为此,本教材在编写时注重突出以下几个特点:

在选材上,教材将紧扣社会现实,兼顾中西文化,内容涉及当代世界和我国经济、文化、科技等热点话题,题材丰富多样,语言生动地道。

在语言训练上,通过话题讨论和形式多样的训练来提高学生的综合连贯表达能力,培养学生准确自如地抒发思想感情能力。

在内容上,有助于拓宽学生的知识层面和提升学生的思想文化修养,加深其对中西文化和社会现实的真切了解及深刻把握,尤其是要具备用英语正确流畅地介绍我国悠久的历史文化和辉煌的社会现实的能力,毕业后能适应社会的要求和挑战,面向新世纪,走上国际舞台。

第三册和第四册各分为学生用书和教师用书。学生用书配有课文录音光盘。

学生用书每册18个单元,每单元课文分三部分:

PART A WAY TO SPEAK

1. Start the Ball Rolling: 提供12~26个与话题有关的词汇和短语,激发学生大量搜集与话题有关的语料。

2. Dialogs: 以两段会话作为范例,引出话题。

3. Challenge to Speak: 通过多种形式活动开展初步讨论。

PART B TOPIC TO DISCUSS

4. Topic: 通过短文介绍与中西文化有关的主题内容。

5. Discussion: 通过短文主题的讨论,进一步拓宽和加深讨论范围,并通过讨论、陈述、演示、讲演、辩论多种形式的训练激活学生英语思维能力、连贯表达能力和交际能力。

PART C FUN TO SPEAK

选择生动有趣的题材,为学生提供一个自由宽松的语境。通过小剧、诗歌、笑话、歌曲、格言、谜语等多种形式,激发学生的想象力和学习兴趣。

前 言

每单元还在NOTES中提供下面两部分内容：

CONVERSATIONAL SKILLS 作为学生提高会话技能的辅助材料。

CULTURAL BACKGROUND 作为文化背景知识补充材料。

教材最后设有附录，作为学生学习的辅助和参考资料以及第二课堂活动材料。

附录1 重点会话功能项目表

附录2 第二课堂活动补充资料

教师用书包括练习答案和教学建议，并附有大量的参考资料供教师选择使用。

本教材适用范围广泛：可作为高校英语本科或专科口语教材，既可供学生考级、考研使用，也可供社会上具有一定英语基础的人员自学使用。

本教材在编写过程中，得到了高等教育出版社的热情关怀和指导。新西兰教师Gavin A. Neal和美国教师Jess Sharp对教材的编写提出了宝贵的意见，并给予大量帮助，在此深表感谢。

由于编者能力所限，时间紧迫，教材有许多不足之处，错误在所难免，恳请广大教师和读者指正。

编者

2010年8月

TO THE TEACHER

Please bring forth again this question to your students:

“Have you ever noted down how often and with whom you speak English in your daily life?”

This is to draw your students' attention to a fact — Limited time is actually used for daily communication.

Challenge to Speak is compiled with the purpose of helping your students to build up good communication skills by getting familiar with the cultural context to which a language naturally belongs. Meanwhile, as a tool for communication, it should be understood that it is necessary for them to master language skills to cover both Chinese culture and Western culture. Many communication failures have much more to do with a lack of cross-cultural understanding than with a lack of linguistic competence. Book 3 and Book 4 aim at helping to bridge the gap between linguistic and cultural competence.

With the fast process of globalization and the rapid rise of China's position in the world, the Western world is showing increasing interest towards China and its development. As an English major of intermediate or advanced level, it is becoming more and more apparent that the students need to further meet the challenge of a demanding world. With a view to an appreciation and respect for cross-cultural similarities and differences, this textbook hopes for a successful sharing of our own culture with Western culture.

We wish the students to not only acquire a solid communicative competence of the English language, but also be fully aware of the importance of understanding Chinese and Western cultures and their cross-cultural features in such a way that the students will be competent enough to introduce China's rich culture and amazing developments to the world with ease.

In Book 3 and 4, the students will be expected to express opinions and views with fluency and appropriateness on topics of more complicated and sophisticated social issues and phenomena, and prepare themselves to meet the rigid challenges in a competitive world.

In each unit a topic has been selected for discussion in forms of narration, presentation, debate, argument or interview. Interesting discussions and oral activities will be organized to guide the students to communicative and linguistic competence step by step. Emphasis is laid on collaboration with students working in pairs or in groups to create a sense of community in the classroom with meaningful results.

The CCC method should work in this way:



Challenge to Speak Book 4 Student's Book consists of 18 units. It is accompanied with the Teacher's Book. Each unit is designed for 2–3 academic hours / week for the use of one term for college English majors, university English majors, normal university English majors, open university English majors and all intermediate level learners of English.

In Book 4, each unit is composed of three parts:

Part A: Way to Speak

Organize the students to Start the Ball Rolling by brainstorming words and expressions relevant to the topic. Two Dialogs focusing on the theme of the topic follow to serve as models and further draw the students out to join in the discussions and activities designed in *Challenge to Speak*. The aim is to gather basic material and information for the topic of the unit.

Part B: Topic to Discuss

Culture is the way of life that a group of people share. This is also shown in the way people communicate with one another. Each country has its own culture, and in studying a foreign language the students need to understand the similarities and differences between Chinese and Western cultures.

In this section for discussion, a topic relevant to important social and cultural issues such as drugs, drunk-driving, fashion, organ donation, sports, etc. are selected, as well as a certain series of topics covering Chinese culture, such as Chinese festivals and social customs, Chinese architecture, Chinese agriculture, China's world cultural heritages, etc. Encourage the students to get together and join in more intense and deeper discussions and varied activities. Create a sense of community in the classroom with meaningful results.

Part C: Fun to Speak

This is a section to give the students time to relax and have fun. Short stories, jokes, plays, songs, riddles and amusing activities will give the classroom a change of atmosphere.

Suggestions for the Teacher

1. In Book 4 the CHALLENGE continues as students step up a higher rung to communicative competence.
2. Students must come to class prepared. As the topics cover a wider scope of social issues and culture than before, students need to STUDY the materials before entering the classroom and think about the topic they are going to talk about.
3. LISTENING activities should be infused in studies. Please organize students to listen to the MP3. Emphasize forming the habit of listening with book CLOSED.
4. Cultural background is meant to give the students further information to make their discussions richer and fuller. Request the students to "BROWSE" through it before they come to class or go online for further information.
5. Request the students to TAKE NOTES or make an outline as they prepare for class. This will help organize their thoughts and ideas. Their notes are to be used for references, NOT to be read from.
6. Call the students attention to conversational skills and make use of these skills in their activities. There is no special time or order of appearance of these skills. They should suit the situation to make language more expressive. Have the students build up an AWARENESS of these skills.
7. Create a sense of community. Create emotional and intellectual connections in the discussion. SHARE views and comradeship. Partake in MEANINGFUL work. Encourage students to do their

share.

8. **BRAINSTORMING:** Here, this refers to activating the brain and recollecting words and expressions that lie dormant in the students' memory. This step is to help the students refresh their memories and gather reminders from one another. Begin by grouping and listing the words and expressions under different categories. Skim through the text and pick up more words. The Teacher's Book provides extra vocabulary for your reference. Use the blackboard, a chart or even a piece of paper, where the words and expression can be jotted down. In some cases use visual aids or CDs to help out. Avoid using the dictionary unless absolutely necessary. There should be a time limit.
9. **ROLE-PLAYING:** Here, you play the part of the director, the helper and the judge. The purpose is to make role-play move from situational to creative, from restricted to meaningful. The dialogs should be modelled with good intonation and appropriate body language to gain a better understanding of the understated meanings. Create an environment that simulates reality and enables the students to understand the situation or event they are re-enacting. There is a Supplementary Dialog in the Teacher's Book for your reference. Keys to exercises are given, but answers may vary.
10. **DISCUSSION:** This section covers different forms of oral activities through narration, presentation, debate, argument and so on. Stress creative and imaginative work true to life. The discussion is meant to function knowledge, which covers propositional knowledge — knowing academic knowledge, procedural knowledge — knowing how to acquire the skills, and conditional knowledge — knowing the circumstance in which to use skills acquired.
11. There are 18 topics for discussion. Make a careful selection for the term. Discuss with your students what activities interest them the most and encourage them to take the initiative to organize some of their own activities. Each unit holds a large amount of materials. You need to make a wise selection before class according to your students' level and class hours. Some activities can be used as after class assignments. Visual aids, props, pictures and CDs should be used wherever possible.
12. Encourage the students to **SPEAK MORE** after class or wherever possible. Organize more after-class activities such as speech competitions, singing English songs, reading poetry, putting on plays, etc. The **CHALLENGE** continues.

目 录

UNIT 1	1
ECONOMIC CRISIS AND THE WAR OF WORDS	
UNIT 2	9
THE ANCIENT CITY OF PINGYAO — CHINA'S WORLD CULTURAL HERITAGE	
UNIT 3	17
DATING OUT — MAY I HAVE A DATE?	
UNIT 4	25
THE CHINESE GREENHOUSE — ROAD TO PROSPERITY	
UNIT 5	33
SIGNBOARD CULTURE — SIGNS AND COMMERCIALS	
UNIT 6	43
GLOBAL WARMING — A WARNING OF DANGER	
UNIT 7	51
CHINESE FESTIVALS AND SOCIAL CUSTOMS	
UNIT 8	59
DRUGS — PLAYING WITH FIRE	
UNIT 9	67
MADE IN CHINA — A VISIT TO THE CHINA IMPORT AND EXPORT FAIR	

目 录

UNIT 10	75
EVER CHANGING FASHION	
UNIT 11	84
THE GIFT OF LIFE — ORGAN DONATION	
UNIT 12	92
SPORTS AND THE OLYMPICS	
UNIT 13	101
EXPO 2010 SHANGHAI CHINA	
UNIT 14	111
WATCHING A GOOD MOVIE OR TV SHOW	
UNIT 15	119
DRUNK-DRIVING — WHO IS IN DANGER?	
UNIT 16	128
ANCIENT CHINESE ARCHITECTURE AND CLASSICAL GARDENS	
UNIT 17	138
CHEAT AND CHEAT YOURSELF	
UNIT 18	145
NEW CHALLENGES — JOB HUNTING	

APPENDIX I	152
USEFUL FUNCTIONAL PATTERNS	

APPENDIX II	161
MATERIALS FOR EXTRACURRICULAR ACTIVITIES	

ECONOMIC CRISIS AND THE WAR OF WORDS

About This Topic

The turmoil in the markets in 2008 was a turning point in the world's economic development. This crisis originated in the US sub-prime mortgage market with many people not being able to pay their debts and needing to sell their houses. The resulting flood of houses on the market made the house prices fall leading to people being made unemployed from the construction industry. This flood of unemployment led to more people defaulting on their mortgages and the house prices falling more. Some of the mortgages that were defaulted on were more than the houses were now worth, leading to the banks making losses. Many of these loans had been sold by the original lender to other banks and funds leading to banks being uncertain of who was at risk of making large losses. Banks therefore reduced their lending to other institutions leading to what was called the credit crunch. This credit crunch led to even higher unemployment and more defaults and to even some large companies collapsing. This topic aims to put this crisis into a much broader context. The speeches are chosen to give students both a chance to analyze public speaking techniques of some great public speakers, and also to give them a historical context to the economic crisis.

Conversational Skills: Recognizing the goals of effective communication

Part A Way to Speak

Tips to Start the Ball Rolling

Organize students to brainstorm vocabulary and expressions about economic crisis. Ask a student to write the words on the blackboard. Here are some more words and expressions.

recession

depression

GDP

surplus

deficit

sub-prime

default

bankrupt

to go out of business

rescue package

stimulus plan

Excerpts

Organize students to read the excerpts from the two speeches aloud and try to use appropriate skills to make the speeches sound forceful, persuasive and eloquent. Encourage students to reproduce them with emotion, expression and body language. The teacher should model the extracts with appropriate gestures and intonation to give the students an understanding of the passages. If possible, get recordings

of the original speeches.

Supplementary Speech

Economic Crisis or Opportunity

Market economies have a characteristic boom and bust cycle. Both are important from an economic perspective because they both offer a different set of opportunities to people, businesses and governments. The 2008 economic crisis has had both bad effects and good effects on the economy. The world economy had lost a lot of jobs and production capacity. This increase in unemployment and underutilization has driven many people, businesses and governments to become more innovative in their approaches to solving their problems.

The most obvious effect of a recession is the increase in unemployment. People lose their jobs because their companies aren't making things. Companies aren't making things because people aren't buying. People aren't buying because they are losing their jobs. This is a vicious circle. Once it starts it goes on until people aren't losing their jobs anymore. But there is a silver lining to this cloud. People who have a stable job during the boom times are lazy in a sense. They don't look for new opportunities and other ways to utilize their skills. In a recession, they may have lost their job, pushing them into more entrepreneurial ventures. These new entrepreneurial ventures are what stops the vicious circle and reverses it, making the economy stronger.

Also unemployment has another effect. Some of those people who are unable to find a new job will alternatively study. In the 2008 crisis many financial institutions laid off people. These people couldn't find work again in the financial sector so they retrained in other industries. Imagine an accountant with 20 years experience working as a trader on Wall Street, or a restaurant manager with 10 years experience working in the insurance industry. Both of these people will bring skills from their old jobs and skills from their education to the new jobs. By bringing innovation and a different way of thinking to their new jobs, they are making the economy even stronger.

Many businesses will be forced to close. In a sector with many different companies, only a few will close though. The companies with good management, good reputations, and sound business practices will survive. If you compare "World Market" and Home Depot in the USA, both sold similar goods and during the boom time both survived with few problems, but during the recession "World Market" had to close down because during the lean times it couldn't compete with Home Depot. It is survival of the fittest making the economy stronger.

Government policy also has a large effect on which companies close. The government's policy may make one company less competitive than another such as one iron smelter being penalized for making too much pollution whereas its competitor by being more environmentally friendly avoids this penalty and becomes more competitive. Therefore out of the two iron smelters, the more environmentally friendly one survives. A government can also affect companies by its spending. Since governments often spend money on infrastructure during a recession, their choices of projects influence companies. Think of the country needing a new power station, there is a choice between a coal power station and a wind farm. The company that builds wind farms would have an advantage if the government is

concerned about sustainable energy.

With globalization governments don't only affect their own country. Look at how the change in regulations allowing sub-prime mortgages in the US affected the world. This change of policy has been one of the things blamed for the sharp decline of the Icelandic economy among others. This can be contrasted with how the stimulus package from the Chinese government affected the world. The Chinese stimulus package has been one of the things credited for the turn around of the Korean economy among others. This realization of global interdependence has emphasized the need for global approaches to problems such as food security, global warming, financial regulations, and other global issues. This cooperation will make our economy stronger.

As the old saying goes: What doesn't kill you makes you stronger. This is the same for the economy. The boom and bust cycle has always been with us and always will be. It makes us stronger.

Tips and Keys for Challenge to Speak

1. If possible find recordings and play the speeches to students. Then model the excerpts for the class with correct timing and intonation. Organize students into groups to practice the speeches. Finally choose a few students to present the extracts to the class.

Answer: (omitted)

2. Divide the class into small groups and get them to brainstorm a list of current economic problems. Then have students report back their answers with a student recording them on the board.

Answer:

These may include unemployment, loss of purchasing power, inflation, deflation, redundancy, share market crash, difficulties for companies to raise capital in IPO's, over production, excess capacity, scarcity of goods, high costs, over utilization, under utilization, government regulations.

3. Organize the students into groups to discuss the advice they would give. Get them to note down the advice and at the end of the discussion collate on the board the advice all the groups came up with.

Answer:

- If you are in an economic crisis you should try your best not to be fired, and be careful with your money if you are uncertain how secure your job is; be cautious about the job security both for a new job and an existing job; don't get into debt, etc.
- If you are unemployed you should look very hard to find a new job; consider starting your own small business; retrain in a new field; ask your friends if they know anyone who needs an employee, etc.
- If you are in a boom period you should save enough money to support you and your family for six months; manage your debts carefully; buy a house not rent; keep your skills and qualifications up to date; invest your money carefully, etc.

4. Get students to work in pairs or small groups. Explain that China is going through a period of economic growth and that things are changing quickly. Get the students to discuss how the economy has changed over the last 30 years. At the end of the discussion, get students to report back to the class, noting the changes on the board.

Answer:

A: Well, where do we start? So much has changed. The streets were little more than mud tracks. The farmers in the outlying areas couldn't take their vegetables and fruit to the market to sell so they had no money. Then the roads changed the whole situation. Now they can take their produce to the market and even export vegetables and fruit.

B: You're right. 30 years ago our country was poor. Now our country has trillions in savings. 30 years ago we only had some basic technology. The shops only sold the most basic of items such as food and clothes. Now there are computers, MP3s and MP4s, flat screen TVs, private cars, even private yachts.

C: Yeah, but my grandmother says that there were some good things back in those days. There were no drugs or any other social ills like these modern times. We must remember that there have been changes for the good and also for the bad.

B: Those are insignificant when compared to the great lifestyle we have here these days. Wouldn't you agree?

C: I agree, but what about the pollution ...

Part B Topic to Discuss

Tips and Keys for Topic to Discuss

1. Organize students into analyze the two passages. Students should look for rhetorical devices in the two speeches. They should then compare their results sharing what they found. Finally the class could collate their results on the board.

Answer:

Here are some of the rhetorical devices found in the two excerpts. This list is not exhaustive. Some parts of the passage can be categorized under more than one rhetorical device.

Hyperbole:

... that kill millions of people ... — Gates

Metonymy:

We will harness the sun — Obama

(Harness means to bring under control for effective use, usually used for animals.)

Parallelism:

Our nation...Our economy ... our collective failure ... Our health ... our schools ...
— Obama

They will not be met easily ... They will be met. — Obama

Anaphora:

We will build ... We will restore ... We will harness ... And we will transform ... — Obama

Epistrophe:

All this we can do. All this we will do. — Obama

Alliteration:

... the most prosperous and powerful ... — Obama

Allusion:

Yet Adam Smith ... — Gates.

(He is connecting his ideas to the father of capitalism.)

Tricolon:

Homes have been lost, jobs shed, businesses shuttered. — Obama

We must pick ourselves up, dust ourselves off, and begin again the work of remaking America. — Obama

... last week or last month or last year. — Obama

... who don't get enough food, who don't have enough clean water, who don't have enough electricity ... — Gates

2. Students should choose a topic and prepare a short speech on the topic. Students could either use the topics in the Student's Book, Teacher's book or additional topics from another source. A rotating judging panel could be created with four or five judges judging different aspects of the speech. When a speaker finishes their speech they replace a judge on the panel. The panel could also be encouraged to give constructive feedback to the speaker. Possible criteria for judging are pronunciation, intonation, grammatical structures, vocabulary, fluency, artistry and persuasiveness.

1. Cosmetic Surgery
2. Domestic Violence
3. Spare the Rod and Spoil the Child
4. Violence on TV
5. Homelessness

Answer: (omitted)

Part C Fun to Speak

Tips for Fun to Speak

Politicians the world over are the butts of many jokes. Set a research task for the students to find another funny joke about politicians. They then share their jokes in groups, with the best jokes being told to the class.

Another Joke

Who the Devil Are You?

A minister and a lawyer were chatting at a party: "What do you do if you make a mistake on a case?" the minister asked. "Try to fix it if it's big; ignore it if it's insignificant," replied the lawyer. "What do

you do?” the lawyer asked. “Oh, more or less the same. Let me give you an example. The other day I meant to say ‘the devil is the father of liars,’ but instead I said ‘the devil is the father of lawyers,’ so I let it go,” the minister replied.

NOTES

Conversational Skills

Recognizing the goals of effective communication.

Communicating with others in English poses many problems and challenges to the Chinese learner. For one thing, communication involves talking about the learner's thoughts and feelings in a language that is quite different from Chinese in all aspects. And for another, speaking English mostly occurs in classroom-based circumstances, which makes it even harder to bring the Chinese learner out so that he is able to talk in a natural and productive way. However hard it is, the Chinese learner should push further beyond the limits of vocabulary and grammar and learn the skills in communicating effectively.

Effective communication comes down to such factors as a learner's choice of words, attitude, tone, and the pace he keeps up with the other participants in a verbal activity, etc. However, as a non-native speaker he has to be clear about the goals he works towards in order to enhance communication.

The ultimate objective to achieve in communicating is mutual understanding between senders and receivers. Mutual understanding in all situations as well as in the classroom setting helps senders and receivers tune in to each other in a positive and empathetic way. More importantly, it bonds learners in a group into a closely-knit team. Mutual understanding also builds up a favorable and friendly environment where both senders and receivers can manage to achieve their goals set respectively for a speaking task.

The first goal for the Chinese learner of English to achieve is to work on his partners to hear him the way he wants to be heard. Therefore the learner ought to learn to present ideas that capture the attention of others. For example, in talking about economic crisis and Obama's inaugural speech, the learner is advised to express his points of view in a positive and assertive way. Acting the part of a prophet of doom may draw plenty of attention from other participants, but the flow of conversation is most likely to go astray and the discussion may get nowhere. And this leads us to the second goal: to solve problems and disagreements. Discussing an ongoing economic recession is inevitably controversial. Negative feelings are bound to creep in and participants launch their points of view in an aggressive way for the topic under discussion has definitely left an enormous impact on their lives. Therefore the Chinese learner is supposed to plan out his discussion in terms of attitude and tone so as to achieve effective communication. In this sense, effective communication refers to a situation where problems and disagreements are solved and all participants are heard the way they want to be heard.

Another goal the Chinese learner of English should learn to achieve is to understand what others really mean regardless of their communication styles. This is what makes in-depth and insightful communication possible for all involved in a discussion are trying to be helpful by contributing constructive ideas.