



1 Communication

Part One

PREPARATION

1 How Do You Communicate?

Directions: Work in groups to answer the following question by filling in the table.

What are the forms of communication that you know or you have used?

Spoken		Written	
Interactive	Noninteractive	Interactive	Noninteractive
conversation	speech	net chat	letter

2 Cultural Barriers

STEP ONE

Listen to the dialog and note down the advice Li Na gives to Wang Hong as to what she ought to pay attention to when she's in the United States.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

STEP TWO

Work in groups to come up with more advice that you can give to Wang Hong.

For example:

- 1) Try not to be late for an appointment.
2) Keep quiet when you attend a concert.

3 California English

STEP ONE

Read the following passage about California English and the list of slang words and expressions and their definitions. Work in pairs to see how many slang words and expressions you understand or whose meaning you can guess. Match each of them with its definition.

California English is a dialect of English spoken in California, the most populous state in the U.S. A typical California speaker often calls up images of the so-called Valley Girls popularized by the 1982 hit song, "Valley Girl", by Frank Zappa, or the speech made famous by such movies as Fast Times at Ridgemont High (1982) and Clueless (1995). Soon some of the related words characteristic of the California dialect were used widely throughout the U.S., along with the use of the word "like" as a conversational filler. Many people predicted that these words would die out in usage, but some of them remained and have become part of American English.

Slang in California English

- 1. airhead
2. awesome
3. barf
4. bucket
5. dork
6. dude
7. later
8. rays
9. veg out
10. clueless
11. fer sure

Definitions

- A. a socially awkward or foolish person
B. an old car
C. goodbye
D. to vomit
E. to rest
F. someone who behaves in a stupid way
G. ultraviolet radiation (part of sunshine)
H. having no idea; knowing nothing
I. very good; extremely good
J. certainly; absolutely so
K. a male

Above California slang is meaningful only to the young people who are familiar with them. It is meant to be meaningless to their parents or other adults who hear it spoken. Most slang in any language is for "insiders" to know, and to keep its exact meaning from those who might overhear it but who are not part of the "in-group".

Note



 **STEP TWO**

Work with your neighbors to make five original sentences using these slang words and expressions. Three examples are given below:

- 1) I plan to go to the beach this afternoon and catch some **rays**.
- 2) When he asked me to go to the dance with him, I said no, because I think he's a **dork**.
- 3) He's such an **airhead**. I'll bet he doesn't even pass the English class.

Part Two

READING-CENTERED ACTIVITIES

In-Class Reading

 **Pre-Reading**

Directions: *Discuss the following questions in groups.*

- 1) Can you explain why misunderstanding occurs in the following dialog?
A: When are we leaving to see the movie?
B: What movie?
A: Didn't Mary tell you about the movie?
- 2) Do you think the literal meaning of a sentence is always exactly what the speaker actually means? If no, can you tell the difference between these two layers of meaning by giving some examples?



Passage Reading

Understanding an Utterance¹

1 Someone might claim that understanding an utterance is a simple matter of linguistic decoding². For instance, a certain politician—call her Margaret—is speaking to us in English; it might be claimed that all we need to understand her is a knowledge of English. Virtually any utterance can be used to show that this hypothesis is wrong. There is a gap between knowing what a sentence of English 5 means and understanding all that a speaker intends to communicate by uttering it on any given occasion. Communication and understanding involve more than mere linguistic encoding³ and decoding.

2 The examples that demonstrate the gap between sentence meaning and utterance interpretation fall into three main categories, corresponding to three main 10 questions that the hearer has to answer.⁴

3 (A) What did the speaker intend to say?

4 Consider (1), which was taken from an advertisement for an employment agency⁵ that used to appear in the London Underground:

(1) *If you are looking for a good job, we're offering a thousand a week.* 15

5 Our knowledge of English alone will tell us that this advertisement has at least two possible interpretations: it may be offering a thousand pounds a week, or it may be offering a thousand good jobs a week. Our knowledge of English alone, however, will not tell us which interpretation was actually intended or understood. More 20 generally, our knowledge of the language will tell us the range of possible interpretations of a vague, ambiguous, or ambivalent utterance, but will not tell us which interpretation was actually intended on any given occasion. 25

6 In fact, this advertisement is quite interesting from a communicative point of view. It is an utterance on which hearers quite systematically get the wrong interpretation first, and have to correct it. Here, the first interpretation to occur to most English readers would be that they are being offered a thousand pounds a week, which is an awful lot⁶ of money—too much, in fact, to be handed out by 30 advertising in the London Underground. Hence, this interpretation would have



to be rejected in favour of the less exciting interpretation that what was being offered was merely a thousand good jobs a week.

7 Indeed, it is clear that these facts were deliberately exploited by the advertisers in order to attract the audience's attention. An advertisement which merely said "We're offering a thousand good jobs a week" would hardly have been worth a glance. An adequate theory of communication should explain not only the simple cases in which a vague, ambiguous, or ambivalent utterance is correctly understood, but also more complex cases such as (1). Why is the first interpretation to come to mind generally the "thousand pounds" one? On what grounds is it rejected? On what grounds is the "thousand good jobs" interpretation preferred? 35 40

8 In the literature⁷ on communication, saying is generally contrasted with implying. Every utterance is seen as communicating a variety of messages, some explicitly, others implicitly. Saying is seen as falling on the explicit side. In order to discover what was said by an utterance (i.e. what was explicitly expressed), the hearer must do much more than just decode the sense of the sentence uttered. 45

9 (B) What did the speaker intend to imply?

10 Sometimes, it is quite clear what the speaker intended to say, but less clear what she intended to imply. Consider (2), used by Mrs. Thatcher in a BBC radio interview when she was still Prime Minister: 50

(2) *I always treat other people's money as if it were my own.*

Here, there is no problem deciding what Mrs. Thatcher intended to say, but there is a problem deciding what she intended to imply. On the assumption that she treats her own money very carefully, (2) will imply that she treats other people's money very carefully; on the other hand, on the assumption that she spends her own money any way she likes, (2) will imply that she treats other people's money any way she likes, and so on. Different assumptions lead to different implications; the hearer's task is to identify the intended ones. Clearly, in this case the intended implication was that Mrs. Thatcher treats other people's money very carefully, but how do we know this? More generally, how do we recognize the intended implications of any utterance? 55 60

11 Some utterances have a few strong, highly salient implications; others have a broader, less determinate range. Thus, compare (3) and (4):

- (3) a. *Peter: Does Viv play cricket well?* 65
 b. *Mary: He plays for the West Indies.*
- (4) a. *Peter: What will you do today?*
 b. *Mary: I don't feel too well.*



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On the assumption that anyone who plays for the West Indies is a good cricketer, (3b) strongly implicates that Viv is a good cricketer, and the discovery of this implication is essential to the understanding of (3b). (4b) has a broader and weaker range of implications, no one of which is essential to understanding. In uttering (4b), Mary clearly encourages Peter to think that she will be less energetic, less creative than normal, but she does not commit herself to any definite course of action⁸. In either case—whether the implications are strong or weak—they cannot be discovered by linguistic decoding alone. 70 75

12 (C) What was the speaker's intended attitude to what was said and implied?

13 Sometimes, it is clear what the speaker intended to say or imply, but less clear what her attitude is to what she has said or implied. Consider a famous example from *Pride and Prejudice*. Elizabeth, the heroine, has finally agreed to marry Darcy, and her sister asks her when she first realized she was in love with him. Elizabeth replies: 80

(5) *I think it was when I first set eyes on his magnificent estate at Pemberley.*

The question raised by Elizabeth's utterance is this: are we meant to think she believed what she said⁹? In his review of *Pride and Prejudice*¹⁰, Sir Walter Scott took the utterance literally, and condemned Elizabeth (and Jane Austen) for being mercenary. Many later readers have assumed that Elizabeth did not believe what she said, that she was indeed making fun of the idea that one might fall in love with someone for his magnificent estate. The issue, in other words, is whether Elizabeth's utterance was intended as ironical or not. 85 90

14 A similar issue arises at the level of implication. Consider:

(6) a. *Peter: Is John a good cook?*

b. *Mary: He's English.*

Given the reputation of English cooking, the most natural interpretation of Mary's utterance in (6b) is that she intended Peter to supply the assumption that the English are bad cooks, and to conclude that John is a bad cook. But while she clearly intended to commit herself to the claim that John is English, it is less clear that she seriously intended to commit herself to the truth of the assumption that the English are bad cooks, and the conclusion that therefore John is a bad cook.¹¹ Perhaps she was merely being playful, encouraging her audience to entertain¹² the stereotype without actually endorsing it? Clearly, there is room for misunderstanding here. 95 100

15 In deciding on the speaker's intended attitude to the messages expressed and implied, the audience has to answer the following sorts of questions. Is she endorsing these messages or dissociating herself from them; is she asserting that 105

they are true, wondering whether they are true, perhaps wishing or hoping that someone will make them true? To a certain extent, these attitudes can be linguistically encoded (e.g. by declarative, interrogative, or imperative syntax); but, as (5) and (6) show, in this aspect of interpretation as in any other, what is communicated generally goes well beyond what is linguistically encoded.

(1,275 words)

Time taken: minutes

Proper Names

BBC	(British Broadcasting Corporation) 英国广播公司
Darcy /ˈdɑːsɪ/	(男子名) 达西 (简·奥斯丁的小说《傲慢与偏见》中的男主角)
Jane Austen /ˈbɔːstɪn/	(女子名) 简·奥斯丁 (1775~1817, 英国小说家, 以善于描绘中产阶级家庭生活著称)
Mrs. Thatcher /ˈθætʃə(r)/	撒切尔夫人 (1925~, 英国首相 [1979~1990])
Pemberley /ˈpemb.əli/	彭伯里 (《傲慢与偏见》中的庄园名)
Sir Walter Scott	沃尔特·司各特爵士 (1771~1832, 英国苏格兰小说家、诗人、历史小说首创者、浪漫主义运动的先驱)
Viv	(男子名) 维夫
the West Indies	西印度群岛 (文中为板球队名)

New Words

<p>★ambiguous /æmˈbɪɡjuəs/ <i>adj.</i> not clear, or capable of being understood in more than one way 含糊不清的, 模棱两可的</p> <p><i>e.g.</i> I) She left a very ambiguous message on the answerphone last night.</p> <p>II) This agreement is very ambiguous and open to various interpretations.</p>	<p><i>e.g.</i> I) We are both somewhat ambivalent about having a child.</p> <p>II) However, he has been ambivalent on the military budget, overall.</p>
<p>#ambivalent /æmˈbɪveɪlənt/ <i>adj.</i> characterized by a mixture of opposite feelings, attitudes, etc. 模棱两可的, 含糊的</p>	<p>communicative /kəˈmjuːnikətɪv/ <i>adj.</i></p> <p>1) relating to the ability to communicate 交际(能力)的</p> <p><i>e.g.</i> I) We have a very communicative approach to teaching languages.</p> <p>II) The communicative ability of the whale is thought to be highly developed.</p>

注: 根据《大学英语课程教学要求(试行)》参考词汇表, 无标记词为一般要求词汇; ★为较高要求词汇; ▲为更高要求词汇; #为大纲外词汇。

2) willing to talk to people 爱说话的, 健谈的
e.g. I) She has become a lot more tolerant and communicative.

II) He wasn't exactly communicative last night—in fact he spoke only two words to me.

correspond /kɒrɪ'spɒnd/ *v.*

1) be connected or related to something 相联系, 相关

e.g. I) The problem is that what she says does not correspond with what she does.

II) In machine code, one instruction corresponds directly to one operation of the computer.

2) be very similar to or the same as something else 相符合; 类似

e.g. I) The statistics do not correspond with our own experience.

II) The description of these events corresponds closely to other accounts written at the time.

3) exchange letters regularly 通信

e.g. I) She's not very good at corresponding—you scarcely ever get a letter from her.

II) She still corresponds with American friends she met in Majorca nine years ago.

cricketer /'krɪkɪtə(r)/ *n.* a person who plays cricket 板球选手

e.g. I) He must be celebrated as a superb cricketer and one of the great captains.

II) The cricketers all looked so elegant in their white clothes, standing on the green grass.

declarative /dɪ'klærətɪv/ *adj.* making a statement or having the form of a statement 陈述的, 叙述的

e.g. I) The overwhelming majority of the sentences are short, active, and declarative.

II) A grammar rule is simply a declarative statement of what forms a valid sentence.

decode /di:'kəʊd/ *v.*

1) understand the meaning of a word or sentence 理解, 解读

e.g. I) Grammatical information helps learners to decode sentences.

II) Because we think of ourselves as speaking freely, our speech is hard to decode.

2) discover the meaning of a secret or complicated message 解码, 译码

e.g. I) The secret documents were intercepted and decoded.

II) When these figures are carefully decoded, a remarkably clear picture of the whole military organization emerges.

determinate /dɪ'tɜ:mɪnət/ *adj.* definite or with an exact limit 确定的, 明确的

e.g. I) Because I could not make up my mind, I did not give them a determinate answer.

II) The longest determinate prison sentence ever upheld by English courts was the sentence of 45 years' imprisonment.

encode /en'kəʊd/ *v.*

1) express what one wants to say in a (foreign) language 用语言表达

e.g. I) We will always need writers of fiction to encode our fears and fantasies.

II) You should encode your message accurately if you don't want to have to repeat it.

2) put a message or some information into a code 编码, 用密码表示

e.g. I) Messages can be encoded for greater security.

II) The two parties encode confidential data in a form that is not directly readable by the other party.

#endorse /ɪn'dɔːs/ *v.* express formal support or approval for someone or something 赞同, 支持

e.g. I) All endorsed the treaty as critically important to achieve peace.

II) Huntley refused to endorse any candidate who did not share his views on gun control.

estate /ɪ'steɪt/ *n.*

1) a large area of land in the country, usually with one large house on it and one owner (在乡村的) 大片私有土地, 庄园

e.g. I) Today the police raided the Broadgate Farm estate for illegal drugs.

II) Apparently he has a great estate beyond the Sierra Nevada—big hacienda (大庄园) or some such thing.

2) all of someone's property and money, especially everything that is left after they die 个人全部财产 (尤指遗产)

e.g. I) She left her entire estate to her niece.

II) He gambled away his family estate on a single throw of the dice.

explicitly /ɪk'splɪsɪtli/ *adv.* in a very clear and direct way 明晰地, 明确地

e.g. I) She has been talking very explicitly about AIDS to these groups.

II) Whether these doctors ever explicitly revealed their diagnoses to their patients also remains uncertain.

▲heroine /'herəʊɪn/ *n.*

1) the main female character in a book, play, film or story 女主人公, 女主角

e.g. I) Jane is the book's tragic heroine.

II) The heroine is a senior TV executive.

2) a female who is extremely brave and is admired by many people 女英雄

e.g. I) They are the heroes and the heroines of their group.

II) The national heroine of the day is Fu, winner of four gold medals of the Games.

***hypothesis** /haɪ'pɒθɪsɪs/ *n.* a tentative explanation for something that can be tested by further investigation 假设

e.g. I) The results of our experiment confirmed this hypothesis.

II) Our findings support the hypothesis that these patients are at increased risk of heart disease.

***imperative** /ɪm'perətɪv/ *adj.*

1) expressed as or used in an order 祈使(句)的

e.g. I) "Leave him alone!" is an imperative sentence.

II) Nearly all the world's languages have three basic sentence types: imperative, interrogative and declarative.

2) extremely important and needing to be done or dealt with immediately 紧急的, 势在必行的

e.g. I) It's imperative to act now before the problem gets really serious.

II) It is imperative that we begin to end this harmful system of separation.

implicate /ɪm'plɪkeɪt/ *v.* convey (a meaning or intention) indirectly through what one says, rather than by stating it explicitly 意味着, 暗指

e.g. I) Smoking has been implicated as a cancer risk factor.

II) His evasiveness implicated complicity.

implicitly /ɪm'plɪsɪtli/ *adv.* without openly stating or being openly stated 不言明地, 含蓄地

e.g. I) They believed implicitly in their own superiority.

II) Mr. Patten implicitly accepted that there would not be nationwide tests for 14-year-olds this summer.

#interrogative /ɪntə'rogətɪv/ *adj.* expressed as or used in a question 疑问 (句) 的

e.g. I) “Who” and “what” are interrogative pronouns.

II) She tipped her head towards the right-hand passage and lifted an interrogative eyebrow.

▲linguistically /lɪŋ'gwɪstɪkəlɪ/ *adv.* in terms of language, words or linguistics 在语言 (学) 方面

e.g. I) Not all dialogue is as linguistically elaborate as this example.

II) The project is introduced to help those linguistically impaired children.

#mercenary /'mɜːsɪnəri/ *adj.* interested only in the money that can be obtained 唯利是图的, 以金钱为目的的

e.g. I) He has a mercenary scheme to marry a wealthy widow.

II) Society today is so often accused of being too mercenary.

politician /'pɒlə'tɪʃjən/ *n.* someone who works in politics, especially a member of the government 政治家, 政客

e.g. I) Many right-wing politicians opposed the treaty.

II) I am sick of all the quarrelling among politicians who should be concentrating on vital issues.

#salient /'seɪlɪənt/ *adj.* most noticeable or important 显著的, 突出的

e.g. I) Chronic fatigue is also one of the salient features of depression.

II) The article presented the salient facts of the dispute clearly and concisely.

underground /'ʌndə'graʊnd/ *n.* a railway system

under the ground 地铁

e.g. I) They had gone to the hospital by the underground.

II) A London Underground spokesman defended the decision to hold the train until police arrived.

adj.

1) below the surface of the earth 地 (面) 下的

e.g. I) The car park is underground.

II) Also, underground conditions were significantly different from what was anticipated.

2) secret and usually illegal 秘密的, 不公开的

e.g. I) He returned to Hue as an organizer for an underground movement.

II) They are accused of organizing and financing an underground youth movement.

/ʌndə'graʊnd/ *adv.*

1) under the earth's surface 在地 (面) 下, 往地 (面) 下

e.g. I) You can park underground below the cinemas.

II) This animal spends most of its life underground.

2) in or to a secret place away from the police or other authorities 秘密地, 不公开地

e.g. I) The police became suspicious and he had to go underground.

II) The organization was forced to go underground when its leaders were arrested.

utter /'ʌtə(r)/ *v.* say something 说

e.g. I) She sat through the whole meeting without uttering a word.

II) Before he announced the names of the winners, he uttered a firm “Thank you!” to the crowd to quiet them.

adj. complete or extreme 完全的, 彻底的

e.g. I) The meeting was an utter waste of time.

II) A look of utter confusion swept across his handsome face.

utterance /ˈʌtərəns/ *n.* something said 言辞, 话语

e.g. I) Politicians are judged by their public utterances.

II) The senator's weekend utterances were promptly rebutted (反驳) by three of his colleagues on Monday.

● Phrases and Expressions

come/spring to mind suddenly or immediately be thought of or remembered (突然) 想起

e.g. I) Three possible explanations came to mind.

II) Integrity and honesty are words that spring to mind when talking of the man.

decide on/upon choose someone or something from two or more choices 决定, 选定

e.g. I) After leaving university, Therese decided on a career in publishing.

II) They need a new computer, but the precise model is still to be decided on.

dissociate oneself from do or say something to show that one does not agree with the views or actions of someone with whom one had a connection 表示不同意

e.g. I) I wish to dissociate myself from the

views expressed by Mr. Irving.

II) In a phone conversation with Jackson after the article appeared, Gingrich dissociated himself from Watts' remark.

hand out give each person in a group one of a set of similar or identical things 分发, 散发

e.g. I) One of my jobs was to hand out the prizes.

II) Would you hand the cake out while I pour the coffee?

set/lay/clap eyes on see something or meet someone, especially for the first time 看到

e.g. I) This was the woman he was going to marry—he knew it the moment he set eyes on her.

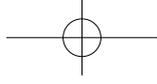
II) Mark had loved the house from the moment he clapped eyes on it.

III) She was the most extraordinary person I had ever laid eyes on.

Notes

1. An “utterance” here is a term used by linguists to refer to an uninterrupted chain of speech delivered under a given context. It can be as short as a one-word response or as long as a sermon and can be written or spoken.
2. “Linguistic decoding” means “understanding the literal meanings of the words and their syntactic relations with each other in a sentence”.
3. “Linguistic encoding” means “using words to form grammatical and meaningful sentences”.
4. “The examples that demonstrate the gap between sentence meaning and utterance interpretation fall into three main categories, corresponding to three main questions that the





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hearer has to answer.”

“Utterance interpretation” is the understanding of the particular meaning of a sentence in a particular context on a particular occasion.

此句可译为：能显示句子意义和话语理解之间区别的例子可以分为三大类，这三类例子又对应着听话人所要回答的三个主要问题。

5. An “employment agency” is a company whose business is to help people find work and help employers find the workers they need (职业介绍所).

6. “An awful lot” means “a very large amount or number”.

e.g. I) I’ve got an awful lot of work to do.

II) I don’t know an awful lot about art, but I’m learning.

7. The word “literature” here means “books and writings published on a particular subject” (文献, 图书资料).

e.g. I) Scientific literature is usually incomprehensible to the lay (非专业性的) reader.

II) There is only a small body of literature on the author you have chosen to write about.

8. “... but she does not commit herself to any definite course of action.”

If you commit yourself to a course of action, you decide that you will do it and you let people know about your decision.

e.g. The president said that once he had committed himself to this course of action, there was no going back.

这部分句子的意思是：但并没有承诺她肯定会做什么。

9. “... are we meant to think she believed what she said?”

The expression “be meant to do something” means “be intended or made to do something” (必须/应该做某事).

e.g. Perhaps, Mr. Woods, you are meant to become a journalist rather than a lawyer.

这部分句子的意思是：我们是否应该认为她（伊丽莎白）也相信自己所说的话呢？

10. *Pride and Prejudice* (《傲慢与偏见》) is a novel written by Jane Austen, a famous English novelist. The novel is a domestic comedy full of delicate but sharp observations of human behavior, where Elizabeth, the heroine, eventually agrees to marry Darcy, a rich young man who owns a grand estate at Pemberley.

11. “But while she clearly intended to commit herself to the claim that John is English, it is less clear that she seriously intended to commit herself to the truth of the assumption that the English are bad cooks, and the conclusion that therefore John is a bad cook.”

Here “commit oneself (to something)” means “give a definite opinion (on something)” (就……明确表态/发表意见).

e.g. I) You don’t have to commit yourself now, just think about it.

II) We don't want to commit ourselves to a financial plan until more details are known.
 此句可译为：尽管她明确地表示约翰是英国人，但是，她是否也很认真地表示英国人确实都不是好厨师并因此推断约翰不是好厨师，这一点却不那么清楚。

12. The word "entertain" here means "hold in your mind or be willing to consider or accept"
 (考虑；接受).

e.g. I) I wouldn't entertain the idea of such an unsociable job.

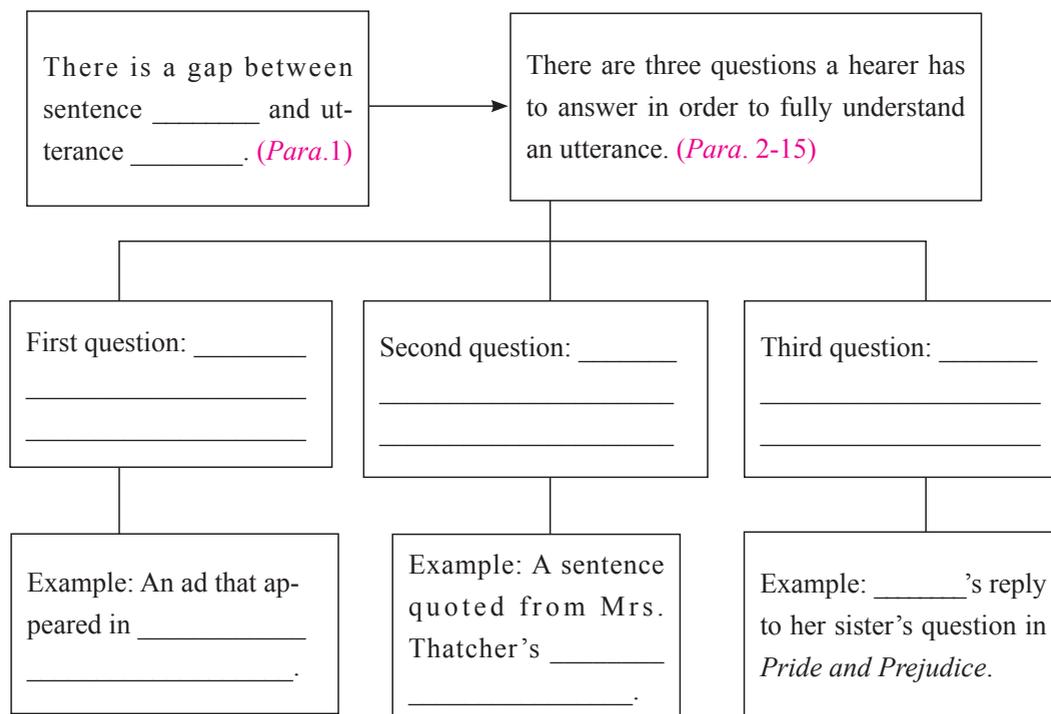
II) Would you entertain our proposal if we lowered the cost by \$2,000?

Post-Reading

Reading Comprehension

1. Understanding the Organization of the Passage

Directions: Work in pairs and complete the following diagram with the information you get from the text.





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2. Understanding Specific Information

Directions: Choose an appropriate answer for each item. Then check your answers with your partner.

- 1) One might assume that understanding an utterance is _____.
 - A. a simple matter if one knows the language
 - B. possible for anyone who hears the utterance clearly
 - C. equivalent to linguistic decoding in a foreign language
 - D. impossible unless the listener knows its literal meaning
- 2) There's a great difference between sentence meaning and utterance interpretation because _____.
 - A. some hearers are often absent-minded or do not hear well
 - B. the speaker sometimes chooses to be vague in communication
 - C. some speakers are poor language users and can't express themselves clearly
 - D. communication and understanding are not a process of just encoding and decoding
- 3) Our knowledge of the language may tell us the range of possible interpretations of an utterance, but it _____.
 - A. often gives a very narrow range of interpretations
 - B. can't tell us which interpretation is actually intended
 - C. does not enable us to understand most of the interpretations
 - D. can't show clearly on which occasion the utterance is produced
- 4) The phrase "We're offering a thousand a week" _____.
 - A. would at first imply to most readers that a great number of jobs are available
 - B. would at first imply to most readers that £ 1,000 is offered for a weekly payment
 - C. would be attractive to English speakers, but not to non-English speakers
 - D. does not seem to be an intentionally or deliberately misleading message
- 5) According to linguists, every utterance or statement can be seen as _____.
 - A. getting messages across successfully to its audience
 - B. communicating implicit messages that are thought-provoking
 - C. getting across seemingly explicit messages that are, in fact, implicit
 - D. communicating a variety of messages, some explicit and others implicit
- 6) Recognition of what the speaker intends to imply requires that _____.
 - A. all assumptions be recognized and understood
 - B. the hearer identify the intended implications
 - C. the speaker explain the intended assumptions
 - D. the hearer decode the utterance linguistically

- 7) A speaker's intended attitude to the expressed and implied messages can be determined by answering the following question: _____.
- A. Is the speaker telling the truth?
 - B. Are the messages endorsed by the speaker?
 - C. Has the speaker encoded the messages accurately?
 - D. Do hearers of the messages understand their meanings?
- 8) A knowledge of the following three things is essential to the understanding of an utterance: _____.
- A. speaker's language ability, speaker's intended message, and speaker's attitude
 - B. speaker's understanding of utterance, hearer's anticipation, and hearer's attitude
 - C. speaker's intended meaning, speaker's intended implication, and speaker's intended attitude
 - D. speaker's intended meaning, speaker's intended implication, and hearer's language competence

3. Does the Author Agree?

Directions: Put a tick (✓) in the space provided if the author of the passage agrees with the statement. Then check the answers with your partner.

- _____ 1) The first interpretation one gets on an ambiguous utterance is usually wrong and has to be rejected.
- _____ 2) The fact that the same utterance may have different interpretations is a disadvantage for people involved in communication.
- _____ 3) A theory of communication is not adequate if it cannot explain how vague utterances are correctly interpreted.
- _____ 4) An utterance that has strong implications rather than weak ones is relatively easy for the hearer to determine what it is intended to imply.
- _____ 5) Whenever one is speaking ironically, he/she will be misunderstood.
- _____ 6) The form of a sentence a speaker uses has nothing to do with the message he/she intends to convey by that sentence.

4. Questions for Group Discussion

Directions: Work in groups to discuss the following questions that the author has raised in the passage.

- 1) Why is the first interpretation of the advertisement (Example 1) to come to mind generally the "thousand pounds" one? On what grounds is it rejected and is the "thousand good jobs" interpretation preferred?
- 2) How do we know that Mrs. Thatcher implied that she treated other people's money very carefully when she said "I always treat other people's money as if it were my own"?

Vocabulary

1. **Directions:** Choose an appropriate word from the box to complete each of the following sentences. All the words can be used twice. Change the form if necessary.

entertain commit give utter exploit

- 1) It now seems likely that Mason was sent to prison for an offense he never _____.
- 2) _____ the pace of change, the course is constantly being developed to ensure that students acquire appropriate skills and knowledge.
- 3) Many programs have been developed over the years to _____ the computer's ability to retrieve and manipulate information.
- 4) Her remark was _____ in a casual tone but it was meant as a criticism.
- 5) We don't have much time to _____ during the year, so at Christmas we have a huge party and invite everybody.
- 6) The bank discovered that in a(n) _____ period, only a small proportion of its borrowers would ask for their money in the form of cash.
- 7) Peasants in remote areas of the country were being shamelessly _____ by wealthy landowners.
- 8) His parents _____ great expectations of him when he first showed his talent in drawing.
- 9) The Prime Minister sympathized with the proposal, but he refused to _____ himself to supporting it openly.
- 10) The rude customer acted like a(n) _____ fool at the store.

2. **Directions:** Write out the antonyms of the following words.

encode—	explicit—
ambiguous—	deliberately—
adequate—	understanding—
dissociate—	definite—

3. **Directions:** Complete each of the following sentences with an appropriate word from each group. Change the form if necessary.

- 1) *intend* *intent*(n. & adj.) *intention*

- A. You should not make promises which you have no _____ of fulfilling.
- B. I got ready to leave, _____ to call at the bank on my way home.
- C. He is charged with using a false name with _____ to commit fraud.
- D. It is our _____ to become the number one distributor of health products in the UK.
- E. The play starred (由……担任主角) a well-known retired actress who was _____ on a comeback.

F. It has never occurred to me that the _____ victim of the fire was Margaret.

2) *thesis hypothesis*

A. Work will now begin to test the _____ on rats.

B. Different _____ have been put forward to explain why these foods are more likely to cause problems.

C. Postgraduates can pursue research in order to produce a _____ on a particular agreed topic for a master's or doctor's degree.

3) *category catalog*

A. Emma Thompson won an Oscar in the _____ of best actress.

B. According to the _____, the antique vase is 1,000 years old.

C. He spent time _____ the positions and distances of different stars.

D. Some social scientists try to divide a population into _____ according to how much money people earn.

4) *assumption consumption resumption*

A. Economic theory would predict that a fall in the price of a commodity would lead to an increase in _____.

B. Eden acted on the _____ that his allies would support him.

C. The President called for an immediate ceasefire and a(n) _____ of negotiations between the two sides.

D. Are you making the _____ that most Californians will vote for the Republican Party?

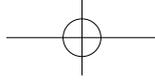
After-Class Reading

PASSAGE I

Silence in Communication

1 *How* we say something means at least as much as *what* we say. But why should silence be significantly related to speaking? In my view, the main common link between speech and silence is that the same interpretive processes apply to someone's remaining meaningfully silent in discourse as to their speaking. Consider the following example. 5

2 Shortly after the wedding of her daughter, our next-door neighbor visited



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my wife and me. In order to hear what the purpose of her visit was my wife and I invited her to sit down in the living room and we started chatting. At one point¹ the neighbor turned to me and asked me how much she owed me for a small favor I had done for her in connection with the wedding. I was genuinely 10 appalled at the question so I did not say anything and just looked peeved at the woman. After a moment, she said, slightly embarrassed, “Do you want me to jump out of the window?” I said, “Yes.”² Then we changed the topic, and after feeding us some fresh neighborly gossip³, she left.

3 This example clearly illustrates how silence can carry meaning. I did not reply verbally to her question about the money, but she knew that I was offended 15 by her inquiry, and she also realized that I was not going to accept any form of payment for the favor (which would have turned into a service). I knew she did not intend to be rude to me, but I felt insulted. If I had decided to tell her that I thought she was being rude to me at that moment, I might have hurt her in turn. 20 By not saying anything, I simply allowed her to come up with the most relevant⁴ interpretation of my silence and then, because of my indirectness, she was able to turn the situation into a joke, which I accepted.

4 Or to take another example. The scene is a small bathroom and the time is early morning before going to work. The husband is shaving and the wife enters 25 to blow-dry her hair.

Wife: Am I disturbing you?

Husband: [silence]

Wife: [silence, walks out]

In this example, the wife interpreted her husband’s silence as a yes. He interpreted 30 her silence as “Okay, I’ll come back when you’re done⁵.” Their exchange was economical, efficient, and to the point.

5 Our ability to use silence appropriately in our own speech and the adequate interpretation of the silences of others are indispensable for successful 35 communication. Therefore, I believe children acquire the ability to use and understand silence very much in the same manner that they acquire all the other language skills in the acquisition process⁶.

6 Of course, things do not always go so smoothly as in the “neighbor” and “bathroom” examples. Silence can cause trouble, too. Many teachers should find the following example a familiar one. A group of undergraduate students is 40 asked a question of opinion about a theoretical point they have been discussing for some time.

Teacher: So, what do you think of X?

Students: [silence, looking down]



Unit 1

Teacher: Fine... Sure... Yeah, I agree... That's a good point you've made...

Students: [giggle]



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7 The teacher's interpretation of the students' silence is open to several possibilities.⁷ For example, the silence may signal⁸ the students' lack of relevant knowledge

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to answer the question ("You have not taught us enough about the problem you're asking."), it may indicate their hostility toward the teacher and an uncooperative attitude ("We do not like you and we are not going to talk to you."), or it may mark the students' shyness ("We are afraid of saying something stupid."). Regardless of the accurate interpretation of the ensuing silence, the joking behavior of the teacher (quite successful, judging by the giggling that followed it) functioned as relief for the tension created by the awkward silence. (Note that in the "neighbor" example joking was also used as a strategy to alleviate the effect of silence.)

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8 Another classroom example, this time from an elementary school setting, illustrates how one instance of silence is differently interpreted by two individuals. The teacher asks one pupil to express his opinion on the poem that has been read in class. The boy stands up and remains silent. The teacher interprets his silence as an inability to formulate any opinion on the poem, says nothing to the boy, and asks another one to complete the task. The next boy stands up and says: "I am of the same opinion as my friend." General laughter follows,⁹ but it can be safely assumed that the latter boy interpreted the silence of the former as an expression of a negative opinion about the poem.

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9 However, in many cases silence affects human lives more profoundly in a negative way, and mere joking is not a sufficient remedy¹⁰ for the resulting tension. Some people, for example, have the habit of keeping silent more than they are expected to. The so-called strong, silent man is a case in point.¹¹ His silence may seem quite attractive on stage in the portrayal of fictitious characters or at the beginning of a relationship between a man and a woman, but a woman confronted with a man's silence in a long-term relationship often finds it like a brick wall against which she is banging her head¹².

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10 Misjudging someone's use of silence can take place in many contexts and on many levels. Take pausing for example. One's conversational style may be marked by frequent pausing, thus giving room (or time) for the discourse partner to jump into the conversation¹³ by taking his or her next turn. Some speakers, however, may think that the pauses others leave for them are not long enough to claim the floor¹⁴ without being rude, while it may be the feeling of the other

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party¹⁵ that longer pauses would create awkward silences. Such differences in the perception and valuation of pauses may lead to conflict. The person who does not tolerate long pauses may wonder why the other does not want to talk, whereas the person who needs longer pauses to take a turn may think of his or her partner as intolerably talkative. 85

11 As linguists have pointed out, such differences are not a matter of some people expecting long pauses and others expecting short ones. Long and short are relative; they have meaning only in comparison to something—what's expected, or someone else's pause. Someone who expects a shorter pause than the person she's¹⁶ speaking to will often start talking before the other has a chance to finish or to start. Someone who is waiting for a longer pause than the person she's speaking to won't be able to get a word in edgewise. 95

12 Fighting for the floor can be quite frustrating, especially in a culture that values more talk and faster talk over less talk and slower talk. Anglo-American¹⁷ culture, and probably most Western cultures, subscribe to such evaluative stereotypes. Therefore, we accelerate our conversations with others and avoid pauses at all cost, because we think that whatever silences occur in discourse they inevitably indicate lack of mutual rapport between the interlocutors. 100

(1,186 words)

New Words

▲ **discourse** /'dɪskɔ:s/ *n.* serious conversation
between people 谈话, 交谈

e.g. I) This happens every time you enter into discourse with your colleagues.

II) You can't expect meaningful discourse when you two disagree so violently.

economical /i:kə'nɒmɪkəl/ *adj.*

1) using the minimum amount of time, effort, or language that is necessary 节省 (时间、精力) 的; 简练的

e.g. I) She spoke in short, economical sentences.

II) His gestures were economical, his words generally mild.

2) using or requiring not much money, goods, etc. and not wasting any 节约的, 经济的

e.g. I) She's very economical—saving money seems to come naturally to her.

II) There is an increasing demand for cars which are more economical on fuel.

edgewise /'edʒwaɪz/ *adv.* (also **edgeways**)
sideways 从 (往、向) 一侧

e.g. I) The orbital plane of Jupiter is seen edgewise.

II) Pack the plates edgewise with plenty of paper between them.

★ **ensue** /m'sju:/ *v.* happen after or as a result of something 接着发生; 因而产生

e.g. I) Soldiers began firing on each other and a gun battle ensued.

II) If the Europeans did not reduce subsidies, a trade war would ensue.

evaluative /'væljuetɪv/ *adj.* serving or tending to evaluate (可) 估价的, (可) 评价的

e.g. I) There is clearly a need for more evaluative studies in this area.

II) Rigorous evaluative research should be carried out before this product goes on the market.

fictitious /fɪk'tɪʃəs/ *adj.* invented and not true or existing; imaginary 非真实的, 假的, 虚构的

e.g. I) We are interested in the source of these fictitious rumors.

II) What the people behind the fictitious names said and did is, however, not fictitious.

★**gossip** /'gɒsɪp/ *n.*

1) rumor or talk of a personal, sensational, or intimate nature 流言蜚语

e.g. I) I got back from my vacation eager to hear all the latest gossip.

II) There has been much gossip about the possible reasons for his absence.

2) someone who likes talking about other people's private lives 爱说长道短的人

e.g. I) My uncle Michael is a great gossip.

II) Don't tell him anything private—he's a terrible gossip.

v. engage in or spread gossip 说长道短, 传播流言蜚语

e.g. I) They would start gossiping about her as soon as she left.

II) She was gossiping with her friend about the boss's love life.

inability /ɪnə'bɪləti/ *n.* the fact of not being able to do something 无能, 无力

e.g. I) Her inability to concentrate could cause an accident.

II) The apparent inability of senior management to decide exactly what it wants has hampered our progress.

indirectness /ɪndɪ'rektnɪs/ *n.* the quality of not proceeding to an intended end by the most direct course or method 不直截了当, 间接

e.g. I) Because of indirectness, her teaching

effectiveness was not fully appreciated.

II) The indirectness of her novels is deliberate but their meaning is clear to those who make an effort to understand them.

indispensable /ɪndɪ'spensəbl/ *adj.* absolutely necessary or essential 必不可少的, 必需的

e.g. I) A computer is indispensable to many writers now.

II) A knowledge of classical music is indispensable to anyone who wants to apply for the job.

★**interlocutor** /ɪntə'lɒkjʊtə(r)/ *n.* someone who takes part in a conversation or discussion 对话者, 参与谈话者

e.g. I) Owen had the habit of staring motionlessly at his interlocutor.

II) He can observe his interlocutor and modify what he is saying to make it more accessible or acceptable to his hearer.

interpretive /ɪn'tɜ:pɪtətɪv/ *adj.* relating to how one explains or understands something 解释的, 阐释的

e.g. I) The discovery of general laws of structure is only the first step in an interpretive process.

II) The book would be more useful if it were interpretive, but instead it presents a lot of facts and figures without explaining them.

intolerably /ɪntə'lərəblɪ/ *adv.* in a state of being impossible to bear or deal with someone or something 无法容忍地

e.g. I) The murder rate is intolerably high in many American cities.

II) Are there certain elements you find intolerably dull and boring?

▲**linguist** /'lɪŋgwɪst/ *n.* someone who studies languages or linguistics 语言学家

e.g. I) The results should be of interest to linguists and philosophers.

II) A brilliant linguist, he was also deeply interested in botany, chemistry and other scientific subjects.

neighborly /'neɪbəlɪ/ *adj.* friendly and helpful to neighbors 睦邻友好的, 友善的

e.g. I) He spoke in a neighborly manner.

II) It was very neighborly of you to do her shopping for her.

payment /'peɪmənt/ *n.*

1) the act of paying for something 支付, 付款

e.g. I) There are severe penalties for late payment of taxes.

II) He had sought to obtain payment of a sum which he had claimed was owed to him.

2) an amount of money that has been or must be paid 支付的款项

e.g. I) The first payment is due on 31 January.

II) You have to make a payment of \$55 every month.

#peevd /pi:vɪd/ *adj.* annoyed 生气的, 发怒的

e.g. I) A moment later the beautiful young man came out, looking peevd.

II) They were peevd that the trip was reduced from the usual three weeks to ten days.

***portrayal** /pɔ:'treɪəl/ *n.* the way someone or something is described or shown in a book, film, play, etc. 描写, 描绘; 表演, 饰演

e.g. I) Many have criticized Hollywood for its unrealistic portrayal of life in America.

II) This is a sensitive and often funny portrayal of a friendship between two 11-year-old boys.

***profoundly** /prəʊ'faʊndli/ *adv.* in a way that has a strong influence or effect 深刻地, 极度地

e.g. I) In politics, as in other areas, he is profoundly conservative.

II) We are all profoundly grateful for your help and encouragement.

***subscribe** /səb'skraɪb/ *v.* (~ to)

1) agree with or support 同意, 赞成

e.g. I) Do you subscribe to the notion that everyone is equal under the law?

II) Weir subscribes to the view that children benefit from being independent.

2) pay to receive copies of a magazine or a newspaper regularly 订阅, 订购

e.g. I) We subscribe to all the main medical journals.

II) My main reason for subscribing to *New Scientist* is to keep abreast of advances in science.

theoretical /θiə'retɪkəl/ *adj.* based on theories or scientific ideas instead of practical experience 理论(上)的

e.g. I) This book is too theoretical; I need a practical guide.

II) She has theoretical knowledge of teaching, but no practical experience.

***uncooperative** /ˌʌnkəʊ'ɒpərətɪv/ *adj.* not willing to work with or be helpful to other people 不合作的, 不抱合作态度的

e.g. I) I will never try to work with anyone so rude and uncooperative again.

II) She became uncooperative: unwilling to do her homework or help with any household chores.

valuation /ˌvælju'eɪʃən/ *n.* a judgment about how much something is worth, how effective or useful a particular idea or plan will be 估价; 估计; 评价

e.g. I) You can receive a home loan of up to 95% of the official valuation of the property.

- II) She puts a high valuation on trust between colleagues.
- ★**verbally** /'vɜːbəlɪ/ *adv.* in spoken rather than written form 口头地
- e.g.* I) He is verbally expressive.
II) Her boss failed to stop the other workers from verbally abusing her.

● Phrases and Expressions

- at all cost(s)** under any circumstances; whatever happens 无论如何
- e.g.* I) We must avoid a scandal at all costs.
II) They told the WTO director that a disastrous world trade war must be avoided at all costs.
- get a word in edgewise** get a chance to speak when someone else is talkative (在别人不停地说话时) 插嘴
- e.g.* I) He spent all the time talking and they could not get a word in edgewise.
II) On the phone, my friend talks so much that I can hardly get a word in edgewise.
- in comparison to/with** compared to/with 与……比较
- e.g.* I) Is the human heart weak in comparison with the other organs?
II) The tallest buildings in London are small in comparison to those in New York.
- in connection with** concerning; relating to 关于, 与……有关
- e.g.* I) The police are questioning two men in connection with the robbery.
II) They say they want to talk to you in connection with an unpaid tax bill.

Notes



- The word “point” in this sentence means “a particular time”. “At one point” means “at one particular moment”.
e.g. I) I was completely lost at one point.
II) At one point, I thought he was going to burst into tears.
- Here, “she” was joking in saying “jump out of the window” and “I” was joking too when giving a positive answer.
- “Neighborly gossip” is conversation about things in the neighborhood that are not very important and not harmful to others, either.
- The word “relevant” in this sentence means “correct or suitable for a particular purpose” (恰当的).
e.g. The Board of Education has announced plans to make schooling more relevant and prepare students better for life beyond high school.
- The word “done” here means “finished or completed”.
e.g. As soon as I’m done I’ll give you a call.

6. “The acquisition process” is the process in which children acquire their mother tongue (母语习得过程).
7. “The teacher’s interpretation of the students’ silence is open to several possibilities.”
If you say that something or a question is open to debate, interpretation, or discussion, you mean that people are uncertain whether it is true, what it means, or what the answer is.
e.g. I) The terms are open to negotiation.
II) The truth of the facts produced may be open to doubt.
This sentence means: It is possible for the teacher to interpret the students’ silence in several different ways.
8. The word “signal” here is used as a verb, meaning “be a sign or proof of something”.
e.g. I) The scandal surely signals the end of his political career.
II) The defeat of 1066 signaled the end of Anglo-Saxon rule in England.
9. “General laughter follows” here means “then everybody laughs”.
10. The word “remedy” in this sentence means “a successful way of dealing with a problem”.
e.g. I) The best remedy for grief is hard work.
II) There is no simple remedy for unemployment.
11. “The so-called strong, silent man” refers to a type of person found in many of the movies, particularly in the old cowboy movies in the U.S.
12. The expression “be (like) banging/bashing one’s head against a brick wall” is used to say that one is making no progress at all in what one is trying hard to do.
e.g. I’ve tried to talk some sense into them, but it’s like banging my head against a brick wall.
13. “To jump into a conversation” means “interrupt someone or suddenly join in a conversation”.
14. The word “floor” here refers to the right to speak during a discussion or debate (发言权).
e.g. I) Only members would be given the floor.
II) The Chancellor of the Exchequer (英国财政大臣) will take the floor for his Budget Speech at 3 p.m.
15. “The other party” here refers to the other person with whom one is communicating. The word “party” can be used to mean a person or a group of people concerned or taking part in an agreement, argument, or other activities (一方; 当事人; 参与者).
16. Here “she”, instead of “he” or “he or she”, is used to refer to “someone” at the beginning of this sentence. Many people believe that the use of “he or she” is very awkward, so some women writers together with some males choose to recognize that there are feminine pronouns, such as “she”, that can work as well as “he or she” and can well take the place of the traditional “he”.
17. “Anglo-American” means “involving both Britain and the U.S.”.

● Comprehension and Vocabulary

1. **Directions:** Listed in Column A are the examples cited in the reading passage, and in Column B are the points illustrated by these examples. Match each example with the point it illustrates.

Column A

- 1) "neighbor" example
- 2) "bathroom" example
- 3) "classroom" example I
- 4) "classroom" example II
- 5) "strong, silent man" example
- 6) "pausing" example

Column B

- A. One's silence can be differently interpreted by different individuals.
- B. Silence can have a negative effect on people's lives.
- C. Silence can carry meaning and be more appropriate than direct speech.
- D. One's use of silence can be misjudged sometimes because of perceptual and valuative differences.
- E. Silence can make communication economical, efficient, and to the point.
- F. It's possible for an individual to interpret silence in different ways.

2. **Directions:** Decide whether the following statements are true or false. Write "T" for True and "F" for False in the spaces provided.

- _____ 1) Silence and speech have something in common in communication process.
- _____ 2) Silence in communication is invariably more economical and efficient than speech.
- _____ 3) The next-door neighbor visited the author in order to pay him for the favor he had done for her.
- _____ 4) Silence has to be properly used and adequately interpreted if we want to communicate successfully.
- _____ 5) The undergraduates did not reply when they were asked the question simply because they didn't know what they should say.
- _____ 6) Different habits of using pauses may cause serious communication problems.
- _____ 7) A woman would probably regret having married a man of few words.
- _____ 8) People of Anglo-American culture usually have a negative attitude towards silence in discourse.

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3. **Directions:** Complete each of the following sentences with an appropriate word from each group. Change the form if necessary.

1) *hostility* *hospitality*

- A. The _____ of the local people to the arrival of a large number of immigrants was one of the reasons for the riot.
- B. We always return to this inn because of the owner's _____.
- C. Given his open _____, it seemed pointless to try to continue with the plan.
- D. Every visitor to Georgia is overwhelmed by the kindness, charm and _____ of the people.

2) *alleviate* *deviate*

- A. The pattern of weather that we have been experiencing in the last few weeks _____ from the norm for this time of the year.
- B. You can't cure a common cold, but you can _____ the symptoms.
- C. Western aid has helped to _____ the situation in that country.
- D. He planned his schedule far in advance, and he didn't _____ from it.

3) *deception* *conception* *perception* *reception*

- A. I see him as someone with not the slightest _____ of teamwork.
- B. The wedding _____ will take place at the Lennox Hotel, starting at 3:30 p.m.
- C. Psychologists have been studying _____ of rats in an attempt to discover more about human mental processes connected with sight.
- D. I'm sure many businessmen use some form of _____, at times, to achieve their objectives.

Key to Passage I

- 1. 1) C 2) E 3) F 4) A 5) B 6) D
- 2. 1) T 2) F 3) T 4) T 5) F 6) T
- 3. 1) A. hostility 2) A. deviates 3) A. conception 4) A. hostility 5) B. alleviate 6) B. perception
- 4. 1) A. hostility 2) B. alleviate 3) B. reception 4) B. hostility 5) C. hostility 6) C. perception
- 5. 1) D. hospitality 2) D. deviate 3) D. deception 4) D. hostility 5) D. deviate 6) D. deception

PASSAGE II

Who's Funny?

1 John Smith has just returned to New York from a vacation in Puerto Rico. John told his friends that since he understood and spoke Spanish he had no problems communicating with people over there. John also said that he wasn't surprised that the area was rather underdeveloped. "After all, people there have no sense of organization. Even their business behavior is quite chaotic," John elaborated. 5
 "For instance, once, I walked to a counter in one of the largest department stores in San Juan, the capital, around noon. The salesman was talking to a couple of native customers; however, as soon as I arrived, he greeted me and asked what he could do for me. I thanked him and told him to attend first to those he was already serving. The salesman smiled and continued the transaction with his 10
 customers. In the meantime, other people arrived, interrupted, were served, and left while I stood quietly fuming and waiting for my turn, which, incidentally, the salesman never acknowledged. I tell you these people don't have any sense of order or business."

2 At the same time in Dammam, Saudi Arabia, Jim Ralph was flown from the U.S. Head Office¹ to conduct a management seminar for the native personnel in the branch of one of *Fortune Magazine's* 500 corporations. In commenting on the seminar members to the North American Branch Manager, Jim said, "These people are strangely nervous and jerky. Every time I come close or talk to one of them, the man's body bolts up and tenses in his seat². I wonder what kind of manager they will be." 15



3 While in Los Angeles, California, white, Anglo-Saxon, Protestant Miss Mary Moore in her elementary school classroom was shouting angrily at little black Johnny, "For the hundredth time, you look at me and listen when I talk to you! Is that clear?" Johnny, meanwhile, looked up at her, down at the floor, turned and looked sideways while the teacher stood burning³, helpless, and frustrated as she later told a friend. 25
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4 In all of these examples there is a communication breakdown based primarily on misunderstanding and unawareness of the subtle cultural nonverbal cues⁴ in each context.



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5 John Smith, in Puerto Rico, though linguistically competent, when faced with a different concept of time, reverted to his own cultural behavior patterns and found Puerto Ricans having no sense of order or business. John Smith expected a pattern of interpersonal communication where one customer at a time was attended to, and every customer was to be served in the order of his arrival. What happened was that John Smith was faced with a concept of time where the salesman did not serve one customer at a time but rather tried to serve all customers at the same time. John Smith acted and reacted according to his North American cultural expectations: Things are attended to one at a time. In this instance, customers should expect to be served in order of their arrival or they are owed an apology or an explanation. Or, to be charitable,⁵ it is simply an inefficient and failing organization. On the other hand, from the salesman's cultural perspective he felt he had done his duty and was quite courteous. As soon as John Smith walked in, he was greeted and his presence was acknowledged while the transactions with other customers were continuing efficiently. John Smith, however, was quiet and seemed to want to wait, or maybe he wanted to look around for a while before he made up his mind. Anyway, he never mentioned what he wanted while many other customers arrived, were served, and left. 35 40 45 50

6 The salesman's behavior reflects a segmentation of time in interpersonal relations where interaction at several different levels is carried on simultaneously. The same behavior can be observed here for example, in any place in U.S.A., in ethnic⁶ Armenian, Greek, Lebanese, or Syrian grocery stores where we see the "foreign" salesperson trying to serve several customers simultaneously and regardless of the order of their arrival. In social or business interactions involving a North American and a Latin American or a Middle Easterner, or sometimes certain Southern Europeans, the North American may be talking or listening to the other party when the "foreigner" may "interrupt inappropriately" to acknowledge the presence of another individual. In no case is either party's business or social behavior inefficient, slighting or insulting, or intended to frustrate, irritate, or aggravate. It is simply a different cultural structuring and meaning of temporal cycles in interpersonal interactions. 55 60 65

7 On the other hand, Jim Ralph's description of the behavior of his management trainees was quite accurate. His interpretation, however, was off base. What Ralph viewed as nervous, jittery behavior was a native manifestation of attention, deference, and courtesy. Jim Ralph was regarded by the seminar members as the North American expert from overseas. He was a man accorded⁷ an especially distinguished and superior rank. Jim Ralph was in a status-conscious society whose members' interactions are marked by formalized 70

rituals in which the nonverbal dimension is very important. Contexts involving superior-subordinate, instructor-student, or trainer-trainee interactions in the Middle East, as in many traditional societies, are usually of a formal nature where role, status, and rank are clear and definite. In the Middle East, when a party of a higher status or rank approaches or addresses another, the verbal response of the other party is usually preceded or accompanied by a straightening of the body posture whether one is standing or sitting. To a native that nonverbal message simply denotes respect, courtesy, and attention. In other words, what Jim Ralph saw according to his North American cultural perspective as peculiar nervous reflexes were conscious and deliberate native cultural nonverbal behaviors meant to convey messages of deference and interest. They were intended by the Middle Eastern management trainees to enhance an atmosphere for communication and understanding.

8 By the same token, in Los Angeles, Mary Moore, the elementary school teacher, was in a strange baffling environment. As a dedicated and responsible teacher she felt it her duty to straighten out⁸ untoward behaviors in her young charges⁹ in this almost all black school. Yet, at times, it seemed like a most frustrating, irritating, and exasperating task. She thought the kids didn't seem to listen to her. When she was talking to little black Johnny, from her WASP perspective, the kid seemed listless, inattentive, and uninterested. On the other hand, Johnny was confused and helpless. He cast his eyes downward as a sign of respect when the teacher spoke to him, as a "good kid" should do according to his Mom and Dad at home, yet that seemed to infuriate the teacher and make her shout at him. Both the teacher and the student in this instance were victims of conflicting cultural nonverbal behavior expectations that caused a communication breakdown. Mary Moore expected that with clear demonstrations of anger and admonition Johnny's insolent manners or irresponsible nonverbal behavior would adjust to "proper North American standards". In the meantime, Johnny expected that by behaving politely and casting his eyes downward when spoken to, Miss Moore would conform and respond according to the "proper North American standards" that he saw and heard about at home. The two "proper North American standards" were obviously those of white middle-class America and black ghetto America, where nonverbal communication was often reflected and manifested in sets of different behaviors. In this case, little black Johnny sent a message of respect and attention, while Mary Moore from a WASP cultural perspective saw in the same message insolence and inattention. (1,255 words)

Proper Names

Dammam /dæm'mæm/	(地名) 达曼 (沙特阿拉伯东北部港市)
Jim Ralph /rælf/	(男子名) 吉姆·拉尔夫
Mary Moore /mɔ:(r)/	(女子名) 玛丽·穆尔
Puerto Rico /'pwertəu'ri:kə:/	(地方) 波多黎各 (位于拉丁美洲, 是美国的一个自由联邦, 实行自治)
San Juan /sæn'hwɑ:n/	(地名) 圣胡安 (波多黎各首府)
Saudi Arabia /'səʊdi/	(国名) 沙特阿拉伯

New Words

#admonition /'ædməʊ'nɪʃən/ *n.* a gentle warning or expression of disapproval about someone's behavior 轻责, 告诫

e.g. I) But when ears were deaf what use were admonitions?

II) She is full of admonitions about smoking, now that she has given it up.

***baffling** /'bæflɪŋ/ *adj.* confusing 令人困惑的

e.g. I) For Asian women wage labor is a new experience, both baffling and exciting.

II) The woman's disappearance was baffling both to her husband and to her friends.

confused /kən'fju:zd/ *adj.*

1) unable to understand something or think clearly about it 迷惑的, 糊涂的

e.g. I) She was utterly confused about what had just happened.

II) Things were happening too quickly and Brian was confused.

2) complicated and not well organized or explained 混乱的; 解释不清的

e.g. I) The situation is still fairly confused.

II) Witness statements presented a confused picture of the incident.

cycle /'saɪkl/ *n.*

1) a number of related events that happen again and again in the same order 循环,

周期

e.g. I) I enjoy the cycle of the seasons.

II) Asia's emerging economies will be on a self-sustaining cycle of growth.

2) a bicycle or motorcycle 自行车; 摩托车

e.g. I) The shop sells a large range of cycles.

II) Hire a cycle from the central sports shop which is open every day except Sunday.

v.

1) go through a series of related events again and again, or make something do this (使) 循环

e.g. I) She cycled the heavily soiled laundry twice.

II) The water is cycled through the machine and reused.

2) travel by bicycle 骑自行车

e.g. I) Recently I've started to do a lot of walking and cycling.

II) Cycling isn't only good for the environment—it's a great form of exercise too.

#deference /'defərəns/ *n.* polite behavior that shows that one respects someone else and is willing to accept their opinions or judgment 尊重; 顺从

e.g. I) We treated her advice with due deference.



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II) She covered her head out of deference to Muslim custom.

demonstration /ˌdemən'streɪʃən/ *n.*

1) an act of showing or proving something
表明, 证明; 示范

e.g. I) This is a clear demonstration of how technology has changed.

II) The outcome of the war was a convincing demonstration of the superior forces of the U.S. army.

2) an event at which a large group of people meet to protest or support something in public 游行示威

e.g. I) There were a number of demonstrations against the new tax.

II) Over 3,000 people took part in a demonstration against the dumping of nuclear waste at sea.

***denote** /dɪ'nəʊt/ *v.*

1) represent or be a sign of something 表示, 是……的标志

e.g. I) In the table, “T” denotes time and “W” weight.

II) The badges come in 20 different colors and shapes, denoting the status of the wearer.

2) mean something 意思是

e.g. I) In the Middle Ages the term “drab” denoted a type of woolen cloth.

II) The English word “family” used to denote all the people in the house, including servants.

#exasperating /ɪg'zæspəreɪtɪŋ/ *adj.* annoying 使人恼怒的

e.g. I) You have this exasperating habit of never looking at me!

II) The way he never lets anyone finish what they are saying is really exasperating.

formalize /'fɔ:məlaɪz/ *v.*

1) give a definite form or shape to something
使具有一定形式, 使定形

e.g. I) The college has a highly formalized system of assessment.

II) We need to formalize our initial thoughts about the way to proceed.

2) make something formal or official 使正式化

e.g. I) They formalized the business deal with a written agreement.

II) She feels the time has come to formalize her relationship with Tempelman.

▲fume /fju:m/ *v.* feel or show anger or agitation 生气, 恼火

e.g. I) He didn't say anything during the meeting, but sat there silently fuming.

II) I saw her a week after they'd had the argument and she was still fuming.

#ghetto /'getəʊ/ *n.* a part of a city where a particular group lives, usually in poor conditions or under social pressure 少数民族聚集区, 贫民区

e.g. I) As a child she lived in one of New York's poorest ghettos.

II) He lived on the South Side, in the Italian ghetto, and barely spoke any English at all.

inattentive /ɪnə'tentɪv/ *adj.* not paying attention; careless 漫不经心的; 疏忽的

e.g. I) He has been wholly inattentive to the needs of his children.

II) Like Bob, Reagan was inattentive, unlearned and apparently simplistic.

***incidentally** /ɪnsl'dentəlɪ/ *adv.* by the way 顺便提一句

e.g. I) The tower, incidentally, dates from the 12th century.

II) We had a marvelous meal at that restaurant you recommended—incidentally, I must give you the number of a similar one I know of that you might like.

#insolence /'ɪnsələns/ *n.* rudeness; impoliteness 傲慢, 无礼

e.g. I) Insolence to officers will not be tolerated.

II) She had that dumb insolence that teachers find so disturbing.

***irritate** /'ɪrɪteɪt/ *v.*

1) make someone annoyed, impatient or angry 使恼怒, 使烦恼

e.g. I) Dixon, irritated by his question, said nothing.

II) She had an irritating habit of repeating everything I said to her.

2) make a part of your body painful and sore 使(身体某部分)不适, 使疼痛

e.g. I) The detergent can irritate sensitive feet.

II) Nineteen percent of women will still use that beauty product, even if it irritates their skin.

***jerky** /'dʒɜ:kɪ/ *adj.* not smooth in movement, with sudden starts and stops 抽动的, 忽动忽停的

e.g. I) She swam with the jerky strokes of a beginner.

II) The disease causes sudden jerky movements of the hands and legs.

#jittery /'dʒɪtəri/ *adj.* anxious or nervous 紧张不安的

e.g. I) It was probably the tension that made him jittery.

II) International investors have become jittery about the country's economy.

#listless /'lɪstlɪs/ *adj.* having little or no interest in anything; having no energy or enthusiasm 无精打采的, 倦怠的

e.g. I) He was listless and pale and wouldn't

eat much.

II) She had to keep thinking up new ways to hold the attention of her listless pupils.

***manifest** /'mænɪfest/ *v.* show clearly; demonstrate 显示, 表明

e.g. I) I showed it to him, but he manifested no interest in it.

II) The illness first manifested itself as severe stomach pains.

adj. easily noticed or obvious 明显的, 显然的

e.g. I) Fear was manifest on his face.

II) Her manifest lack of interest in the project has provoked severe criticism.

***manifestation** /'mænɪfe'steɪʃən/ *n.* a very clear sign that a particular situation or feeling exists 显示, 表现形式

e.g. I) Rust on the pipes was a manifestation of leaks.

II) She claimed that the rise in unemployment was just a further manifestation of the government's incompetence.

▲Protestant /'prɒtɪstənt/ *adj. & n.* (a member) of any Christian church that is not Roman Catholic 新教(的); 新教徒(的)

e.g. I) At the age of 33 he became a Protestant.

II) In 1911, the Protestant population in the South was 10 per cent.

#reflex /'rɪ:fleks/ *n.*

1) a sudden, uncontrolled movement that your muscles make as a natural reaction to a physical effect 反射动作(或作用)

e.g. I) The doctor tested all his reflexes.

II) The blinking reflex can be set off by bright light.

2) (**plural**) the natural ability to react quickly and well to sudden situations 反应(能力)

e.g. I) Boxers need to have very quick reflexes.



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II) Development proceeds as the infant explores the environment via his or her reflexes.

#revert /rɪ'vɜ:t/ *v.* (~ to)

1) return to a former habit, practice, belief, etc. 恢复到 (原状或原来的行为方式等)

e.g. I) Her boss became increasingly depressed and reverted to smoking heavily.

II) After their mother left the room the children soon reverted to their naughty ways.

2) start talking or thinking about a previous topic again 重提; 重想

e.g. I) Why does the conversation have to revert to money every five minutes?

II) Sensing her uneasiness, Joseph reverted to their discussion about the weather.

salesperson /'seɪlz.pɜ:sən/ *n.* someone whose job is selling things 售货员; 推销员

e.g. I) The salesperson greeted me with a warm hello.

II) Mr. Moore found Jill was a knowledgeable, helpful, and skillful salesperson.

***simultaneously** /sɪmə'lteɪniəsli/ *adv.* in the manner that happens or is done at exactly the same time 同时发生地, 同步地

e.g. I) Two children answered the teacher's question simultaneously.

II) Two books on the same subject appeared simultaneously.

#slighting /'slaɪtɪŋ/ *adj.* without proper respect or attention; belittling 怠慢的, 轻视的

e.g. I) My roommate's slighting remarks about my new dress ruined my day.

II) He had adopted his slighting manner to protect himself from the attraction which she had possessed for him from the first moment he saw her.

trainee /treɪ'ni:/ *n.* someone who is being trained for a job 接受培训的人; 实习生

e.g. I) The new class of trainees was highly motivated.

II) During the total training period a trainee will need to be under close supervision.

transaction /træn'zækʃən/ *n.* the action or process of buying or selling something 买卖, 交易

e.g. I) In an ordinary commercial transaction a delivery date is essential.

II) Investors feel the company is entering into too many risky transactions.

underdeveloped /ʌndə'deɪləvəpt/ *adj.* not advanced economically 欠发达的

e.g. I) There have been more military coups (政变) in underdeveloped than in developed countries.

II) The West creates its power through military research, which forces underdeveloped countries to become passive consumers.

#untoward /ʌntə'wɔ:d/ *adj.* not appropriate, usual, or normal 不合适的; 不正常的

e.g. I) It's important that nothing untoward should happen during his visit.

II) Unless anything untoward happens we should be there just before midday.

#WASP /wɒsp/ *n.* (*AmE*) a white Anglo-Saxon Protestant or a member of the privileged, established white upper middle class in the U.S. 祖先是英国新教徒的美国白人; 属于权势阶层的中上层美国白人

e.g. I) Rebecca asks me if I think all WASP Thanksgivings are like this one.

II) Woody Allen has Easter dinner with his girlfriend's cold and formal WASP family.

● Phrases and Expressions

attend to

1) help a customer in a shop or a restaurant to buy or order things 招呼、服务顾客

e.g. I) The staff will helpfully attend to your needs.

II) A very nice old man attended to me in the bookstore.

2) deal with business or personal matters 处理

e.g. I) There are more pressing matters to be attended to today.

II) I may be late—I have got one or two things to attend to.

by the same token in the same way; it is

also true that... 同样地

e.g. I) I agree that he hasn't given us many new ideas, but by the same token neither have we given him any.

II) If you give up exercise, your muscles will shrink and fat increase. By the same token, if you expend more energy you will lose fat.

off base completely wrong 错误的

e.g. I) The general was off base when he predicted an easy victory.

II) His estimate for painting the kitchen seems way off base.

Notes



1. **Head Office:** 总部, 总公司

2. "... the man's body bolts up and tenses in his seat."

1) Here "bolt up" is a verb phrase meaning "sit with a very straight back or stiffen up like a bolt". This use of "bolt up" is derived from the idiom "sit bolt upright", where "bolt" is an adverb meaning "straight and stiffly", and by using "bolt up", the author is indulging in functional shift, an often used device when writers want to use a word in a different way.

2) The verb "tense" here means "become tight and stiff".

e.g. I) She felt how his body tensed with anger.

II) He tensed his body, waiting for the blow to fall.

3. If someone's face or cheeks are burning, they feel hot because of embarrassment or upset. If someone is burning (with anger), they are very angry.

e.g. I) He had to sit there, burning with anger.

II) Liz's face was burning with embarrassment.

4. The word "cue" here means "a signal for an action" (信号, 暗示).

e.g. I) They started washing up, so that was our cue to leave the party.

II) That was Nicholas's cue to ask for another chocolate chip cookie.

5. "To be charitable" means "to be merciful or kind in judging others".

e.g. I) She was being unusually charitable to me today.

II) Let's be charitable and assume she just made a mistake.

6. The word "ethnic" here means "relating to a particular race, nation, or tribe and their customs and traditions". "Ethnic Armenian, Greek, Lebanese, or Syrian grocery stores" are grocery stores that are owned by Armenians (亚美尼亚人), Greeks, Lebanese (黎巴嫩人), or Syrians (叙利亚人).

7. The word "accord" here means "give someone or something special attention or treatment".

e.g. I) The Japanese accord a special reverence to trees and rivers.

II) Newsmen accorded her the kind of coverage usually reserved for film stars.

8. Here "straighten out" means "improve one's bad behavior".

e.g. I) He spent years trying to straighten out his drug-addict brother.

II) Her parents changed her school, hoping it would straighten her out.

9. A "charge" here refers to a person, especially a child, who is in your care and for whom you are responsible (被照管的人).

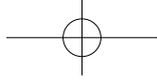
e.g. I) The coach tried to get his charges motivated.

II) As a governess (家庭保育员), she used to take her little charges to the park in the afternoons.

● Comprehension and Vocabulary

1. **Directions:** *Decide whether the author would agree or disagree with each of the following statements. Put an "A" if the author would agree with it and a "D" if the author would disagree in the spaces provided.*

- _____ 1) John Smith had no problem understanding people in Puerto Rico.
- _____ 2) Puerto Ricans have no sense of organization when they are dealing with foreigners.
- _____ 3) John Smith was demanding too much of the salesman when he wanted him to serve one customer at a time.
- _____ 4) There is a very rigid social hierarchy in Saudi Arabia, which forces its people to pretend to be respectful to their superiors.
- _____ 5) Those Saudi Arabian personnel in the branch of that corporation can be good managers.
- _____ 6) A communication breakdown may result from misunderstanding a nonverbal cue.
- _____ 7) The American concept of time is superior to that in Puerto Rico.
- _____ 8) Interactions in a status-conscious society tend to be comparatively informal.
- _____ 9) Miss Mary Moore's interpretation of Johnny's behavior was biased simply because Johnny was a black.
- _____ 10) According to his culture, Johnny behaved politely when the teacher was speaking to him.



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2. **Directions:** Complete each of the following sentences with a proper form of the word given.
The same word may have different meanings in different contexts.

1) *address*

- A. The President _____ the whole nation on TV now.
- B. This article _____ the problems of disease with malnutrition (营养不良).
- C. Jane is going to read a(n) _____ of congratulation on behalf of the whole class.
- D. The two foreign ministers did not _____ each other directly when they last met.

2) *acknowledge*

- A. They refused to _____ that they were defeated.
- B. John has not yet received a(n) _____ of his application.
- C. That woman is generally _____ to be one of the best novelists of the country.
- D. He stopped at the door, waiting in vain for her to _____ his presence.

3) *attend*

- A. If she _____ to what her parents told her, she wouldn't be in trouble now.
- B. He regarded the _____ of those meetings as a mere waste of time.
- C. The general manager ended off his speech by calling our _____ to the problems we had to face.
- D. The crew were extremely _____ to the passengers' safety.

4) *conform*

- A. They are surprised to find that many of those buildings do not _____ to safety regulations.
- B. Every home should have a fire extinguisher which _____ with national standards.
- C. Too much emphasis on _____ can bring dullness to a group.
- D. Our children's creativity is being beaten down by the _____ educational system.

5) *elaborate*

- A. The policeman said that he had got new evidence, but refused to _____ any further.
- B. Peter has worked out a(n) _____ scheme for raising the money we need to start our own business.
- C. The further _____ of the theory is quite necessary for all of us involved in this research.
- D. _____ murals (壁画) had been painted on three of the four walls.

6) *frustrate*

- A. Mary was _____ by the lack of appreciation of her work.
- B. Such violent actions are just the product of pent-up (被抑制的) _____.
- C. I find it _____ that I can't make myself properly understood when I try to talk to foreign tourists in English.
- D. Thick fog _____ their attempt to land on the tiny island.

- 7) *incident*
- A. The rest of the week passed without _____.
 - B. You must consider the additional responsibilities that are _____ to the job before you take it.
 - C. Quite _____, I found out some very useful information for my research when I was abroad for my summer holiday.
 - D. After paying rent, she has very little money for food, clothing, and _____.
- 8) *superior*
- A. She isn't my _____ but she often tries to tell me what to do.
 - B. There is no real reason to say that French wines are necessarily _____ to Italian wines.
 - C. The _____ of the fine meal impressed everyone at the table.
 - D. The U.S. will need a three-to-one _____ in forces to be sure of a successful attack.
- 9) *accord*
- A. In _____ with her wishes, she was buried in France.
 - B. The crowds of supporters _____ him a hero's welcome.
 - C. We group our students _____ to their level of competence.
 - D. There aren't many jobs available. _____, companies receive hundreds of résumés for every opening.
- 10) *present*
- A. The President sent a letter explaining that he could not be _____ today due to unforeseen circumstances.
 - B. They argued that his _____ in the village could only stir up trouble.
 - C. At yesterday's ceremony the Colonel _____ medals to the men who had fought in the campaign.
 - D. The new software package was launched with a major _____ to all the sales staff.

Key to Passage II

- | | | | | | | | | | |
|---------------------|--------------------|--------------------|---------------|-----------------|------------------|-----------------|----------------|------------------|-----------------|
| 1) D | 2) A | 3) A | 4) A | 5) A | 6) A | 7) A | 8) D | 9) D | 10) A |
| 1) A. is addressing | 2) A. acknowledge | 3) A. had attended | 4) A. conform | 5) A. elaborate | 6) A. frustrated | 7) A. incident | 8) A. superior | 9) A. accordance | 10) A. present |
| 2. ● | | | | | | | | | |
| B. addresses | B. acknowledgement | B. attendance | B. conforms | B. elaborate | B. frustration | B. incidental | B. superior | B. accorded | B. presence |
| C. address | C. acknowledged | C. attention | C. conformity | C. elaborate | C. frustrating | C. incidentally | C. superiority | D. according | C. presented |
| D. address | D. acknowledge | D. attentive | D. conformist | D. elaborate | D. frustrated | D. incidentals | D. superiority | D. accordingly | D. presentation |

Part Three

FURTHER DEVELOPMENT

1 Does It Always Mean the Same?

STEP ONE

Work in pairs and make some dialogs in which the sentence “My mother will come back in a minute” is used. Then decide whether the same sentence has the same meaning and implication in different contexts.

For example:

- 1) A: It’s 12 o’clock. Have you had your lunch?
B: No, not yet. But my mother will come back in a minute. (So I don’t have to worry.)
- 2) A: Can I stay for a while?
B: My mother will come back in a minute. (You’d better leave now.)

STEP TWO

Think of a number of situations where the sentence “It’s hot here” is used with different implications.

For example:

Many people are in a room and it is hot there.
(When a person says “It’s hot here”, probably he wants to leave the room, or he is simply stating the fact that it is hot.)

2 Ambiguous but Effective

Directions: Work in groups to find some instances of communication in which vague or ambiguous utterances are deliberately used.

For example:

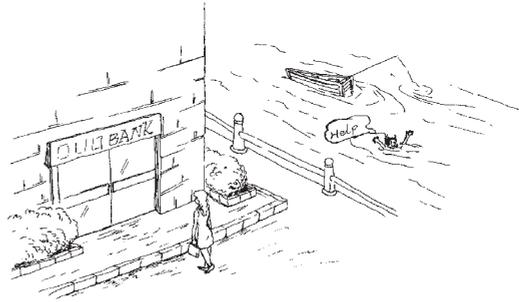
Everyone who buys this wonderful software will have a chance to tour the Mediterranean Sea for a holiday. (Maybe there will be only one chance to be given to one of those who buy the software.)

3 Don’t You Get the Joke?

Directions: Work in groups to try to interpret the following jokes.

- 1) Passenger: (on a long-distance coach) Could you tell me when we get to Birmingham, please?
Driver: Don’t worry, love, it’s a big place—I don’t think it’s possible to miss it.
- 2) My mother always told me I wouldn’t amount to anything because I was lazy and always put off doing things. And I said to her, “Just wait.”

3) A teacher was giving her pupils a lesson in logic. “Here is the situation,” she said. “A man is standing in a boat in the middle of a river, fishing. He loses his balance, falls in, and begins splashing and yelling for help. His wife hears him, knows he can’t swim, and runs down to the bank. Why do you think she ran to the bank?” A girl raised her hand and asked, “To draw out all of his savings?”



4 Nonverbal Communication

Directions: Like verbal communication, nonverbal communication varies from culture to culture. One study of Brazilians, Japanese, and Americans in business meetings found great variation in the amount of eye contact, touching, and silence. Read the following table. Then work in groups to answer the questions below.

Nonverbal Communication in Business Meetings in Three Cultures

	Japanese	Americans	Brazilians
Silent Periods (Number of silent periods greater than 10 seconds per 30 minutes)	5.5	3.5	0
Conversational Overlaps/Interruptions (Number per 10 minutes)	12.6	10.3	28.6
Facial Gazing (Number of minutes of eye contact per 10 minutes)	1.3	3.3	5.2
Touching (Number per 30 minutes, not including handshaking)	0	0	4.7

(Source: John Graham, The Influence of Culture on the Process of Business Negotiations: An Exploratory Study. *Journal of International Studies* [Spring 1985]).

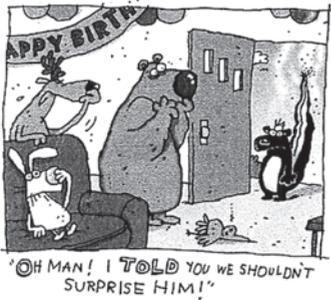
- 1) Which culture among the three do you think is most like the Chinese culture? What do you think are the reasons for the similarities between the two cultures?
- 2) Do you usually make eye contact with the person you are speaking with? When you are not looking directly into his/her eyes, where do you look?
- 3) Would you feel comfortable while attending a meeting with Brazilians? Why or why not?

5 What's Funny?

Directions: In the United States greeting cards of all types are extremely popular. Of course, some are quite romantic, sentimental or serious, but the most popular ones are generally the humorous ones. The following greeting cards, some designed for birthdays and others for Father's Day, are typical of cards using linguistic humor, including saying the unexpected, making puns, or using malapropisms (词语误用). You will first see the front of a card and then find what it says on the inside. Be prepared to discuss these humorous cards with other members of your group and answer the following question: What type of unexpected language use makes it funny?

The Front of the Card

- 1) "Oh Man! I TOLD YOU WE SHOULD'N'T SURPRISE HIM!"



What It Says Inside

Hope your birthday doesn't stink.

- 2) "I thought about you today..."



... and I liked it so much,
I put it on my list
of things to do tomorrow!

- 3) "WHAT'S THIS?"

WHAT'S THIS ?



It's your birthday potty! Happy Birthday!

4) "HAPPY FATHER'S DAY TO A MAN WHO HAS IT ALL!"

And who gets pissed off if anybody moves any of it.



5) DAUGHTER ON FATHER'S SHOULDERS

Happy Father's Day from your favorite pain in the neck.



6) "On your SPECIAL DAY, DAD, remember..." It's always naptime somewhere.

Happy Father's Day!



6 Cartoon Caption Contest

Directions: Shown below are cartoons with their original captions. Now work in groups of four or five, each member working on one of the cartoons to:

- 1) Look at the cartoon and explain why this cartoon is humorous;
- 2) Write a caption for the cartoon (your caption might be very different from the original);

- 3) Share each other's "new caption" and decide which is the most humorous or funniest in the group;
- 4) Vote for the person who has written the funniest caption, then share your new caption with the rest of the class.

Cartoon 1



Caption: O.K., this time with a little less feeling.

Cartoon 2



Caption: I'd divorce you, but we need the firewood.

Cartoon 3



Caption: I didn't spend \$5.6 million on this place to get involved with the damn sunsets over New Jersey.

Cartoon 4



Caption: Sure, he's pulverizing your face, but you're chipping away at his likeability.

Cartoon 5



Caption: We may be writers, but does the boss have to use punctuation on the clock?

Part Four

WRITING

1 From Reading to Writing

Directions: Choose one of the following topics to write a composition.

- 1) Communication Is a Risky Business
- 2) How to Improve Our Interpersonal Communication?

2 Practical Writing

- 1) Knowing About Writing

Résumé (1)

简历并非只是求学者或求职者对过去工作经历和教育背景的概述，更应成为求学者或求职者自我推销的工具，用于积极展示自身与求学或求职目标相关的优势和特长，给

学校或用人单位留下深刻印象，并争取面试机会。

简历有不同的格式和功能。根据格式的不同，简历主要可以分为三种：(1) 年代顺序简历 (chronological résumé)；(2) 功能简历 (functional résumé)；(3) 综合简历 (combination résumé)。根据功能的不同，简历又可以分为：(1) 求职简历 (employment résumé)；(2) 求学简历 (academic résumé)。我们将在第一、二单元中分别介绍这两种简历。本单元重点介绍求职简历的分类和构成。

年代顺序简历是最常用的简历，它可以十分清晰地展示申请人的教育背景和工作经历，方便对方迅速掌握申请人的各项情况。如果申请人一直从事同一行业或领域内的工作，年代简历最为适用。

功能简历侧重介绍申请人与目标职位相符的技能和成就，淡化申请人以往的工作经历。如果申请人求职目标属另一个行业，并需要展示改行后工作所必备的工作技能和潜能，功能简历则较为适用。功能简历除了个人信息、目标职位、教育背景、简要的工作记录外，重点介绍个人的技能和成就。申请人需要根据这些技能对于申请职位的重要性决定排列的先后次序。例如，如果申请职位属工程类，则需要把 Engineering 放在技能栏目的第一项。

综合简历结合了年代顺序简历和功能简历两者的特点，在强调申请人的技能和成就的同时，保留个人完整的工作记录。综合简历方便申请人针对目标职位充分展示自己的特长，又避免了工作记录不完整的缺陷。

求职简历通常包括以下几个部分：

(1) 申请人通讯信息：申请人的姓名、通信地址、联系电话、电子邮箱等。

(2) 目标 (Objective)：明确的应聘职位。每份简历只能有一个目标职位，可以用一至两个句子陈述申请人可以为求职单位所作的贡献。

(3) 教育背景 (Education)：按逆向时间顺序排列教育经历，列举就读学校的名称（通常省略小学），所获得的学位、证书、荣誉和奖学金等。如果修读过与目标职位相关的课程或接受过相应技能培训，也可以添加这方面的内容。如果荣誉和奖励超过三项，可以单独列为一项内容。

(4) 工作经历 (Employment History/Work Experience)：这是年代顺序简历最重要的部分。这一栏目下可按逆向时间顺序排列工作经历，注明每项工作起始和结束的年月，就职公司或机构的名称，所承担的职务或工作性质。

(5) 经验或技能 (Experience/Skills)：这是功能简历最重要的部分。这一栏目下可按经验或技能性质的区别分列几个小标题，并提供相应的信息，如：Engineering, Computer Skills, Customer Service 等。

(6) 推荐人 (Reference)：如需要，可列举三个推荐人。推荐人的姓名和联系方式通常不列在简历上，而是在单独的附页上。列举时需要征得推荐人的同意。

简历是申请人推销自己的重要工具。谚语说得好，“If a thing is worth doing, it's worth doing well.”。所以，简历的每个细节都值得花时间认真推敲。

综合简历范文

John L. Robb		
50 Linn Street, North Kingstown, RI, 02453, USA		
(401) 874-2283		Johnrobb@yahoo.com
OBJECTIVE	To teach English, to learn Chinese language and culture, and to serve as liaison for the University of Rhode Island at Zhejiang University	
PROFILE	Energetic, motivated, and professional, with extensive experience communicating across cultures socially and professionally. Well-traveled, broad-minded, and able to adapt to new situations.	
EDUCATION	Rhode Island College , Providence, RI	
	Master of Arts in Teaching English as a Second Language (TESL)	Expected Dec. 2005
	University of Rhode Island , Kingston, RI	
	Bachelor of Arts in German	May 2001
	Bachelor of Science in Civil Engineering	May 2001
	GPA: 3.39/4.0	
	Technische Universität Braunschweig , Braunschweig, Germany	
	Exchange student	Sept. 1999-Feb. 2000
SKILLS	Languages: Fluent in German, Intermediate Spanish, Basic Italian	
	Computer: Microsoft Office Suite, AutoCAD	
PROFESSIONAL EXPERIENCE	University of Rhode Island , Kingston, RI	
	International Engineering Program (IEP)	
	Program Coordinator	Nov. 2000-May 2001
	Orientation Team Leader	Aug. 2000
	Beiersdorf AG , Hamburg, Germany	
	Engineering Intern	Feb.-July 2000
TEACHING EXPERIENCE	Tutor for foreign exchange students at the university level	
		Sept. 2000-present
	Tutor for Korean elementary school students	Mar. 2003-Dec. 2004
AFFILIATIONS	Teachers of English to Speakers of Other Languages (TESOL)	2002-present
	American Society of Civil Engineers (ASCE) Student Chapter	1998-2002
INTERESTS	Hiking, travel, swimming, sailing, yoga, gardening, dancing, running.	
REFERENCES AVAILABLE UPON REQUEST		

2) Writing Practice

Directions: Suppose you are applying for a part-time job in an IT company. Write a résumé for yourself following the guidelines given in *Knowing About Writing*.