

# How to COMMUNICATE SUCCESSFULLY

## 如何成功地交流



外语教学与研究出版社

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Andrew Wright

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宋微微 注

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## “How to”丛书出版说明

How to

学习语言离不开阅读。对缺乏英语语言环境的中国英语学习者而言,广泛的阅读尤其重要。许多传统的英语阅读材料语言艰深,信息性局限,趣味性不高,往往与实际生活相脱节。读者很难从中直接获取生活的灵感从而提高自身素质。

为了使英语学习更富知识性和趣味性,使英语学习者由被动地接收信息到主动提高自身素质,外语教学与研究出版社与剑桥大学出版社合作推出了这套“How to”丛书。本丛书用简洁的英语,在轻松愉快的语言环境中就如何欣赏绘画、外出旅游、开发智力、与人交流、游戏娱乐等日常生活话题娓娓道来,并且配有大量活泼有趣的插图和著名绘画作品的图画。读者在通过阅读掌握活泼的当代英语的同时,也能丰富自身的生活常识,提高艺术欣赏水平,从而把所学知识直接付诸生活实际。而且,有生动精美的图片相伴,英语学习就不再只是生硬的记忆,也许您会惊喜地发现读英语变成了一件乐事,一种享受。衷心希望本丛书能助您早日达到这种境界。

# Thanks

I would like to thank Alison Silver, the editor of this series, who has made a significant contribution to each book in terms of content and presentation. I would also like to thank Monica Vincent for her valuable advice, Peter Donovan for his support during the long period of writing and Peter Ducker for his concern for the design and typography. I am also grateful to the teachers and students of Nord Anglia for trying out samples of the texts and giving me useful advice for their improvement.

In a book of this kind one is naturally influenced by a large number of writers, lecturers, friends and acquaintances. However, I should like to acknowledge the following writers and their books in particular: J. M. and M. J. Cohen, *Modern Quotations*, Penguin; *The Oxford Dictionary of Quotations*, Oxford University Press; *The International Thesaurus of Quotations*, Penguin; Osgood, Suci and Tannenbaum for their test on page 8; Colin Cherry, *World Communication, Threat or Promise?*, Wiley Interscience; Basil Bernstein, 'Elaborated and restricted codes: their social origins and some consequences', in K. Danziger, *Readings in Child Socialization*, Pergamon Press; L. Carmichael et al, *Journal of Experimental Psychology* Vol. 15; I. Eibl-Eibesfeldt, 'The expressive behaviour of the deaf and blind born', in Von Cranach and Vine (eds), *Non-Verbal Behaviour and*

*Expressive Movements*, Academic Press; Thomas A. Harris, *I'm OK, You're OK*, Pan; Muriel James and Dorothy Jongeward, *Born to Win*, Addison Wesley; Julius Fast, *Body Language*, Pan; Desmond Morris, *Manwatching*, Triad Panther; Desmond Morris et al, *Gestures, their origins and distribution*, Jonathan Cape Ltd; Gerard Nierenberg and Henry Calero, *How to Read a Person Like a Book*, Heinrich Hanau Publications; E. Hall, 'The Anthropology of Manners', *Scientific American* Vol. 192; S. Jourard, 'An exploratory study of body accessibility', *British Journal of Social and Clinical Psychology* Vol. 5; Pastor Lavater, *Physiognomische Fragmente zur Beförderung der Menschenkenntnis und Menschenliebe*; Eric Berne, *Games People Play*, Penguin; Gary T. Hunt, *Public Speaking*, Prentice Hall; Philip R. Lund, *Compelling Selling*, Macmillan; Philip J. Koerber, *How to Talk Your Way to Success in Selling*, Parker Publishing; Michael Argyle and Peter Trower, *Person to Person*, Harper & Row.



# About this book

*How to Communicate Successfully* is one in a series of five books. There are seven chapters, each dealing with a different aspect of communicating. There are several different sections in each chapter, and some may be more interesting and relevant to you than others. There is no need to read every section. I hope you will find it all interesting and entertaining, and that your reading of English will improve as well as your communicating.

- ★ Indicates that there is a question you should think about on your own.
- ★★ Indicates that if you are reading the book with another person you should talk about this particular question with him or her.

You may be reading the book while studying English in a class, with a teacher, or you may be reading it at home in the evenings, or on a train, or anywhere else – it doesn't matter!

What I do hope is that you enjoy reading about communicating successfully – in English!



A MAN BECOMES THE CREATURE OF UNIFORM.



# Some thoughts about communicating

★ Do you agree with any of them?

*Good clothes open all doors.*

(Thomas Fuller, *Gnomologia*, 1732)

*A man becomes the creature of uniform.* [じふにふく] 相同の衣服

(Napoleon I, *Maxims*, 1804-15)

*A lady wants to be dressed exactly like everybody else but she gets pretty upset if she sees anybody else dressed exactly like her.*

(Ogden Nash, *Marriage Lines*, 1964)

*Only connect!*

(E.M. Forster, *Howards End*, 1910)

*To think justly, we must understand what others mean: to know the value of our thoughts, we must try their effect on other minds.*

(William Hazlitt, *The Plain Speaker*, 1826)

*When the eyes say one thing, and the tongue another, a practised man relies on the language of the first.* 使成語

(Emerson, *The Conduct of Life*, 1860)

*The only way to have a friend is to be one.*

(Emerson, 'Friendship,' *Essays: First Series*, 1841)

*Friends show their love in times of trouble, not in happiness.*

(Euripides, *Orestes*, 408 BC)

[しんじつ] 忠実の忠誠の

*One loyal friend is worth ten thousand relatives.*

(Euripides, *Orestes*, 408 BC)

*It is in the thirties that we want friends. In the forties we know they won't save us any more than love did.*

(F. Scott Fitzgerald, 'Note-Books,' *The Crack-Up*, 1945)

*A good friend is my nearest relation.*

(Thomas Fuller, *Gnomologia*, 1732)

*Friends are born, not made.*

(Henry Adams, *The Education of Henry Adams*, 1907)

*Wishing to be friends is quick work, but friendship is a slow-ripening fruit.*

(Aristotle, *Nicomachean Ethics*, 4th c. BC)

*Talk does not cook rice.*

(Chinese Proverb)

*Your friend is the man who knows all about you, and still likes you.*

(Elbert Hubbard, *The Note Book*, 1927)

*It's no good trying to keep up old friendships. It's painful for both sides. The fact is, one grows out of people, and the only thing is to face it.*

(W. Somerset Maugham, *Cakes and Ale*, 1930)

*The friendship that can come to an end never really began.*

(Publilius Syrus, *Moral Sayings*, 1st c. BC)





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# Only connect!

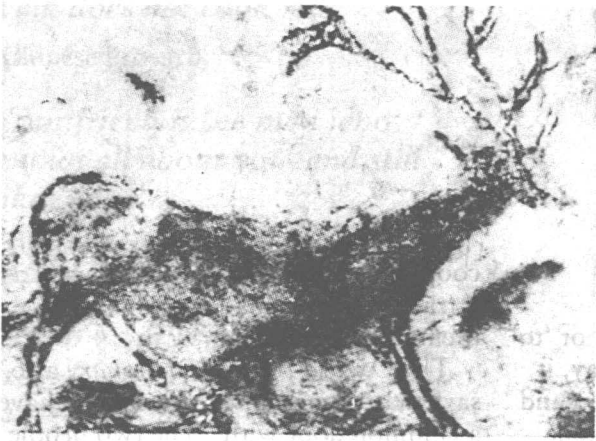
1. 连接, 结合  
2. 衔接

The English word 'communicate' comes from the Latin word 'communicare'. It means 'to give' or 'to share'. And, most commonly today, it means to give or share information and ideas. 'Communicate' can mean 'talk \* together', 'discuss', 'consult' and 'tell'. We may communicate in order to

合 [kəu'parent] cooperate with others or in order to \* attract them, persuade them, organise them or control them...

The *Oxford English Dictionary* also says that 'communicate' means 'to have a common door with'. The two people in this photograph know each other; they speak the same language (even the





Lascaux cave painting. Photograph by Ray Delvert, © DACS 1985.

same local language), they share the same history, similar experiences and similar values. They can talk and usually understand each other. There is an open door between them. And, indeed, this type of door encourages people to communicate.

This book is about opening doors between people.

wore special clothing or headdresses in\* order to show who were the leaders. Words, gestures and clothing are all important aspects of communication.

Successful communication is essential for our survival. We need language as much today as we did 20,000 years ago . . . perhaps more!

## WE'LL HUNT TONIGHT

The paintings in the cave at Lascaux in the Dordogne region of France are about 20,000 years old. Most of the pictures show animals; deer, bison and horses. These were the animals which the people hunted.

If 20 or 30 people are going to hunt they must organise themselves. They have to be able to give each other information quickly during the hunt. They have to be able to ask for information. And they will probably want to encourage each other and talk about their experiences afterwards.

The hunters at Lascaux certainly used gestures as well. Perhaps they crept up on the animals and signalled to each other to move, to lie quietly, to race ahead. And perhaps some of them

## WORDS, GESTURES AND CLOTHING





\* We look and listen for meaning. We  
\* may not always realise that we understand as much by looking as by listening to other people.

## THE CHILDREN WHO COULDN'T SPEAK

If there are no people around us we don't learn how to communicate. There have been several cases where children have been discovered, unable to speak a human language, after years of living alone or with animals. We don't know, of course, whether the children who lived with animals were able to communicate with them, but when they were discovered they certainly couldn't communicate with humans.

In 1798 a teenager was found in the woods at Aveyron in France. He had lived alone in the woods since he was a small child, and he was unable to speak.

In 1920, in India, two young girls were found living in the wilds. People said that wolves had looked after them. They couldn't speak.

In 1970 a boy called Genie was found

## Gazelle boy discovered

IT IS reported that a boy was found living with gazelles in the Syrian desert by Bedouins who were hunting gazelles in a jeep.

They claimed that he was running at over 80 kilometres an hour and was faster than the jeep. He could only make animal sounds and lived on roots, grass and water.

\* When he was captured he was taken to

a lunatic asylum in Damascus where he ran around the garden, plucking and eating grass and drinking water from a stream. It is thought that his mother abandoned him in the Syrian desert.

The picture shows him (he is about 14 years old) with his hands and feet tied to prevent his escape in the stony desert wastes near Damascus.



in a room. He was 14 and he had been living alone in the room since he was 14 months old. The people who were responsible for him had given him very little food and had never talked to him. Genie had to learn how to speak when he was taken away from these people.

In 1976 a boy was found in the forests of Burundi in central Africa. He had been living with monkeys; he walked on his hands and feet and climbed like a monkey. He couldn't speak.

## PEOPLE WHO CAN'T UNDERSTAND

Speaking and understanding are complicated even if you have been brought up in a home rather than in a desert. We might know a language very well but can we always express ourselves so that the other person can understand what we are trying to communicate?

He doesn't understand!  
It's like talking to a brick wall!  
I just can't get through to him!  
I can't get it into his head!  
He misunderstands everything I say!  
He always seems to get hold of the wrong end of the stick!

**You failed to communicate!**

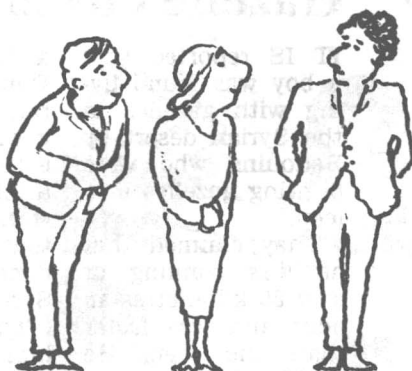


## CHECKLIST FOR SUCCESSFUL COMMUNICATION

Can he or she hear me?  
Can he or she understand the words?  
Is he or she interested?



Can he or she see me?  
Does he or she understand the expression on my face and the gestures I am making?  
Does he or she understand my behaviour? (For example, raising my glass of beer and saying, 'Cheers!')



If the answer to any of the questions above is NO you will probably fail to communicate.

# How to use verbal language

言辞上的拘泥于文字的

使招供, 证词的.

## Why do we want to communicate?

- ★ Think of some of the times you have tried to communicate today. Why did you communicate? What were your reasons?

Here is a list of some of the main

- \* reasons for communicating. Look through the list and see if you can remember an example of each from your day.

- \* *Giving or asking for factual 实际的 information*

Did you give or ask for factual information today?

*Expressing what you think or finding out what someone else thinks*

Have you told somebody what you think or asked somebody what they think today? Perhaps you agreed or disagreed with something which someone did or said. You may have

- \* denied something. You may have
- \* offered to do something. Perhaps you told someone that you were able to do something. You may have said that you were sure of something or that you weren't sure of something. You may
- \* have asked for permission to do something or you may have given someone permission to do something.

*Expressing what you feel and finding out what someone else feels*

Have you expressed pleasure, displeasure, liking, not liking,

satisfaction or dissatisfaction, disappointment, worry, sympathy, gratitude or desire today?

*Expressing what you think is right or wrong*

Have you done that today and did you find out what the other person thinks?

*Apologising to or forgiving someone*

Have you apologised to anyone today?

*Organising someone*

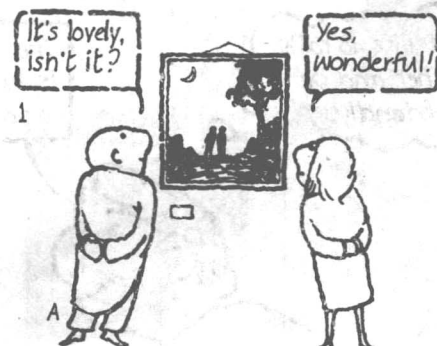
Have you suggested what someone might do? Or advised them to do something? Or asked them to do something? Have you ordered them to do something?

*Being sociable*

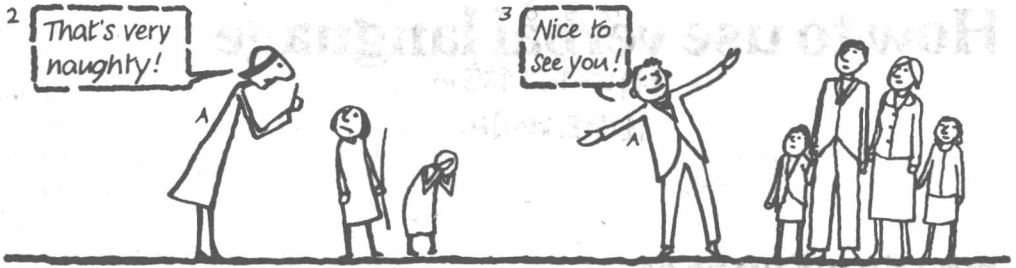
Have you greeted people or said goodbye today? Perhaps you have introduced people to each other?

## Why is he speaking?

- ★ What is A's reason for speaking in each case? (See answers on page 82.)







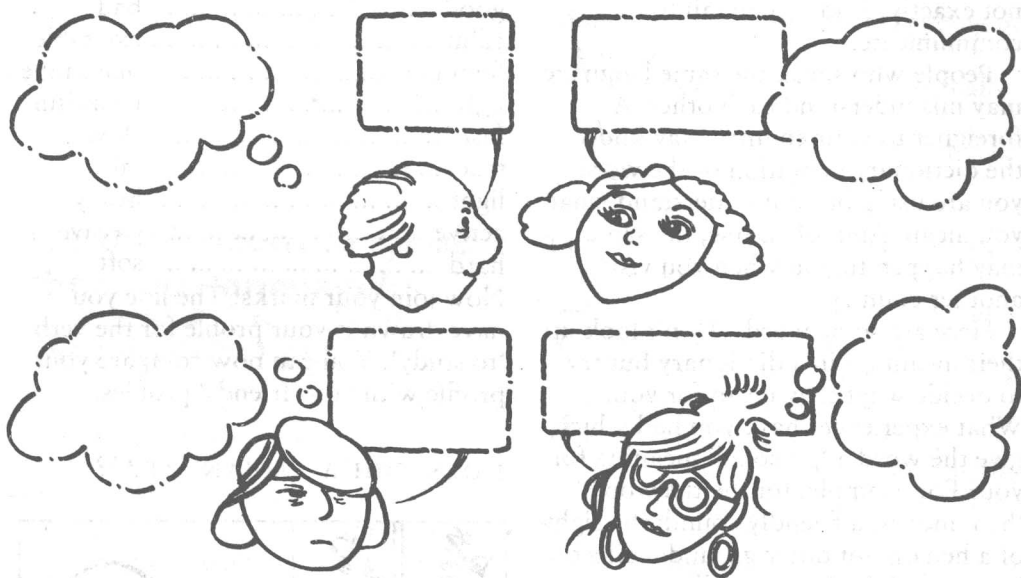
**But he doesn't mean what he says!**

People often say one thing but mean something else. We might use the language of 'giving information' but we



may simply want to be friendly. (Or we may want to give information and be friendly!) Here are some people having conversations.

★ What do you think they might be saying and thinking? (See suggested answers on page 82.)



We all think one thing and say another  
\* ... sometimes. Is this necessarily bad?

## Words! Words! Words!

What does the word 'mother' mean to you? In the dictionary it says 'a female parent'. But doesn't the word mean much more than that to you?

★★ Would another person have the same associations? How many of your associations with 'mother' would be similar to those of people who live in another country?

We can all agree about the dictionary meaning. But how often is the word 'mother' used only to communicate

\* that biological relationship? We

