

高级实用英语系列教材

高级实用**交际**英语

(引进版)

[美] Jean H. Miculka 编著

罗立胜 审校



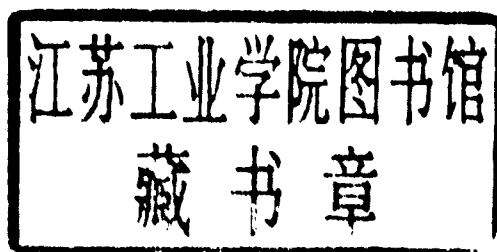
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中国人民大学出版社

图书在版编目 (CIP) 数据

高级实用交际英语: 引进版/ (美) Jean H. Miculka 编著.

北京: 中国人民大学出版社, 2006

(高级实用英语系列教材)

ISBN 7-300-04415-8

I. 高…

II. Miculka…

III. 英语-口语-教材

IV. H319.9

中国版本图书馆 CIP 数据核字 (2006) 第 148203 号

高级实用英语系列教材

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出版发行 中国人民大学出版社

社 址 北京中关村大街 31 号

邮政编码 100080

电 话 010-62511242 (总编室)

010-62511398 (质管部)

010-82501766 (邮购部)

010-62514148 (门市部)

010-62515195 (发行公司)

010-62515275 (盗版举报)

网 址 <http://www.crup.com.cn>

<http://www.ttrnet.com> (人大教研网)

经 销 新华书店

印 刷 北京易丰印刷有限公司

规 格 200 mm×252 mm 16 开本

版 次 2006 年 12 月第 1 版

印 张 16

印 次 2006 年 12 月第 1 次印刷

字 数 410 000

定 价 28.00 元

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前言

本书是一本口语理论与实践紧密结合的英语教程。作者是长期从事口语和演讲教学的美国得克萨斯州大学教授 Jean H. Miculka, 她具有丰富的教学实践经验, 编写了多本这方面的教材, 在这一领域具有广泛的影响。

本书共分 4 个单元 12 章。4 个单元为: 交流方式、个体交流、群体交流、与听众交流。本教程主要有以下特点:

1. 口语话题实用性强, 有利于学生对某一语言功能话题的了解与实践。如: 第 12 章的内容是演讲。作者介绍了演讲的方式、技巧以及如何准备演讲提纲和 PPT 演讲稿等。在这一章中, 作者还介绍了演讲需遵循的基本原则以及如何准备提问等。在介绍的同时, 安排了班级口语演讲实践, 并根据有关原则进行评估。再如: 第 9 章论述群体交流 (Group Interaction), 作者选择的口语主题形式有汇报、辩论、讨论等。根据主题要求, 作者介绍了相关事项以及学习者需注意的规范, 并提供了这方面实用的练习题。由于选题实践性强, 学习者有机会接触和了解到真实语境下的各种语言功能, 这有利于学习者更好地适应今后工作的需要。

2. 本书从理论高度系统地介绍和阐述了口语交流的原则和方式。其中包括人们在社会交往中的会话、面试、小组发言、讨论、辩论、演讲等。作者分章节对每一种交流方式以及有关原则作了必要的论述。如: 第 1 章中作者介绍了会话的要素, 包括观点、态度、技巧等。再如: 第 6 章阐述了人们在工作中的语言交流方式以及遇到的交流问题。作者解释了语言交流遵循的基本规律、发生语言交流冲突的原因以及如何有效地解决会话中的一些问题。

3. 本书作者强调交际语言教学和以学习者为中心的口语教学原则, 同时为教师提供了相应的教学方法方面的指导, 并提出口语课堂所开展的各项活动均以激励学生参与活动为出发点, 从而使学生在每一次课上都能够有大量的英语操练机会, 以提高自身的口语交际能力。

4. 作者根据口语教学的原则, 强调真实环境下的口语交流, 为此设计了多种相关类型的口语交际练习形式, 其训练内容需具有较强的真实性和互动性。该教材还介绍了多种不同场合的英语交际活动形式, 涉及英、美等国家的日常生活、风俗习惯、文化背景等知识, 有利于学生接触国外的语言和文化, 也有利于学生在这些场合中正确运用英语与国外人员沟通和交流。

5. 本书以介绍和讲解口语教学和语言交流原则为主体, 并与口语实践相结合。如第 7 章的主题是面试, 作者首先介绍了各种面试的形式和面试的意义, 之后介绍了面试需要注意的事项, 其中包括如何准备面试、如何回答和提问等。再如, 第 8 章的重点是群体交流, 作者安排了如何组织会议发言、如何做决议以及影响发言的有关因素等。围绕这些主题, 要求学生进行讨论和模拟实践, 使学生能够在相对真实的语境中掌握这些语言功能的表达。

本书较全面地展示了口语交流的基本形式、客观规律、相关要素等, 为教师提供了实用的口语教学方式; 在结合讲解的同时, 安排了相应的范例和练习等。本书思路独到, 内容设计严密, 结构合理, 是一本既有理论又有实践的实用交际英语原版教材。

What's New in This Edition

In this second edition of *Speaking for Success*, the number of chapters has been reduced from 14 to 12, blending materials from some chapters into new combinations. Chapters have been renamed to show an updated focus on the speaking process. Increased coverage of topics such as paralanguage, debate, persuasive speaking, and critical thinking offers a more comprehensive look at the subject matter.

Because each teacher has his/her own way of approaching the exciting field of teaching public speaking, the units of *Speaking for Success* are arranged for adaptation to individual teaching styles. Although the units begin with principles of communication, move to interpersonal study, then to group work, and finally to audience situations, each chapter contains applications and projects in each of these areas. The basic premise is to get students speaking in every class session—with a partner, in a small group, or in front of the class. Formal instruction in presentational speaking comes in the last unit, but needed information can be tapped at any time during the course. Models are provided for each of the major speaking assignments in the early chapters.

Making Connections is a new end-of-chapter section that ties chapter material to other curriculum areas. Winning Edge assignments aid students who participate in competitive speech events.

Organization

UNIT ONE—COMMUNICATING ON ALL CHANNELS provides a broad introduction to the ongoing, ever-changing process of communication. Topics include the receipt and processing of information and the role of speaking, as well as paralanguage, listening, and nonverbal communication.

UNIT TWO—COMMUNICATING PERSON TO PERSON is based on the principles of interpersonal communication, beginning with stage fright, its causes, and ways to reduce it. Self-image, the role of mentors, methods of handling criticism, and ways of building self-confidence are discussed. Interpersonal workplace skills and types and techniques of interviews are also explained.

UNIT THREE—GROUP COMMUNICATION discusses speaking within and to groups and explores group dynamics, group decision making, and informative and persuasive speaking purposes. Parliamentary

procedure, task- and process-oriented roles, and leadership styles are introduced, as well as group problem-solving models, critical thinking, and debate as formal argument.

UNIT FOUR—COMMUNICATING WITH AN AUDIENCE is devoted to the process of preparing and delivering a dynamic presentation. Topics include audience analysis, research techniques, organization and support of ideas, selection and use of visual aids, styles of delivery, and question-and-answer sessions.

Features in Every Chapter

Features designed to provide a variety of experiences are found in each of the 12 chapters.

- **Objectives**—listed at the beginning of each unit and chapter to point out skills to be learned in the text.
- **Key Terms and Concepts**—listed at the beginning of each chapter to call attention to highlighted material in the text.
- **Idea Box**—a student focus on chapter content, speech topics, immediate involvement, and future assignments.
- **Cartoons**—a humorous poke at concepts within the chapter.
- **Communication at Work**—case studies of business persons demonstrating the use of speaking skills in specific work situations.
- **Language Traps**—examples of everyday speaking errors and suggestions for correcting them
- **Quotations**—illustrations of the wise words of famous or knowledgeable people regarding speaking skills and success.
- **Personal Check-Up**—questions for students' evaluation of their understanding of chapter concepts.
- **Chapter Summary**—a brief recap of the major ideas in the chapter.
- **Chapter Review**—a brief quiz to check knowledge of chapter concepts.
- **Can You Define These Terms?**—an exercise in matching vocabulary terms with definitions from the chapter.
- **Applications**—two or three activities, exercises, or challenges at the end of each chapter that reinforce chapter concepts.
- **Making Connections**—assignments that apply text content to other subject areas.
- **Projects**—speaking assignments with sample outlines and critique sheets.
- **Winning Edge**—specific exercises designed to prepare students for DECA, FBLA, and BPA competitive events.

Understanding the Icons

The following graphic icons will help you easily identify different types of activities in the end-of-chapter assignments.



Individual activity



Applies speaking skills to other academic areas



Partner activity



Applies speaking skills to professional situations



Group activity



Indicates opportunity for speaking in front of a partner or group

Now We're Talking

In this age of technological training, people skills need honing too. We are surrounded by others, and our ability to connect with them lies within our speaking skills—whether we talk one-on-one, in an informal group, or in the spotlight in front of an audience. *Speaking for Success, 2e* is designed to lay a foundation for real-life situations and provide an opportunity for speaking skills to be practiced.

Filled with individual, partner, and group activities, chapters in *Speaking for Success, 2e* challenge students to participate in learning situations where they first interact and then evaluate the experience. These skills come slowly—but they evolve successfully when studied, discussed, and practiced.

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Professor Miculka has published a variety of books in the Speech/Communication field and has been a member of the National Communication Association and the Texas Speech Communication Association. She enjoys traveling and has visited all seven continents since her retirement.

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Communicating on All Channels

- Chapter 1** You Are a Coded Communication Channel
- Chapter 2** Speech Is an Oral Language Code
- Chapter 3** Paralanguage Flavors the Verbal Message
- Chapter 4** Nonverbal Codes Send Silent Messages

Unit Objectives

After completing this unit, you should be able to

- Define channels and codes.
- Recognize how perception affects communication.
- Discuss the human communication process.
- Describe the role of communication in professional and social contexts.
- Identify ways in which oral language serves as a code.
- Name the basic elements in speech communication.
- Perform the listening skills that facilitate communication.
- Describe the role of paralanguage in spoken messages.
- Explain the importance of nonverbal channels of communication.
- Begin speech organization and delivery.

1

You Are a Coded Communication Channel

CHAPTER OBJECTIVES

After completing this chapter, you should be able to

- Explain how perception affects communication.
- Discuss the importance of effective communication skills in professional and social contexts.
- Identify elements of the speech communication process and their functions.
- Define the concept of feedback, and explain how it helps the flow of communication.

KEY TERMS AND CONCEPTS

channel	beliefs	sender	receiver
codes	values	encoding	decoding
paralanguage	perception	message	feedback
attitudes	speech		

IDEA BOX

If you asked your closest friends to describe you, what would they say? Make a list of the ten words or phrases that best describe you. Be honest.

Friendly?

Trustworthy?

Cool?

Ambitious?

Procrastinator?

Opinionated?

Shy?

Energetic?

Funny?

Smart?

Communication—Channels and Codes

Like a computer, you operate as a communication **channel**—a means of sending and receiving messages. Your *sensory equipment*—eyes, ears, nose, tongue, and skin—serve as channels for seeing, hearing, smelling, tasting, and touching. On these channels are codes that have a recognized meaning and make communication possible between people. **Codes** are symbolic ways of representing ideas or feelings. Similar to the binary code that permits your computer to send messages, spoken words and phrases serve as a *verbal code*. You learned these language symbols as a child by listening and repeating sounds that got an adult's attention. When you and a stranger know the same language, you can listen to each other and exchange messages.

The sound of the speaking voice is a second code that provides clues as to what the speaker means. By paying attention to **paralanguage** (tone, volume, rate of speaking, pauses, and so forth), an impression is added to the spoken words. Based on the tone of someone's voice, you might conclude that “she is angry with me” or “he is just joking around.” Paralanguage helps you understand how the speaker *feels* about what is being said.

Most fascinating of all is the part that sight plays in human communication. Eyes are constantly noting messages through observation of *nonverbal codes*, such as eye contact, hand movements, or facial expressions. Verbal messages are usually spoken intentionally, but the accompanying paralanguage and nonverbal codes are often expressed unintentionally. Speakers may be unaware of the muscular tensions or other physical behaviors they are manifesting as they speak. You “read” people by listening to the way something is said, watching for eye contact, and verifying whether words and voice match the nonverbal clues. Other people read you the same way.

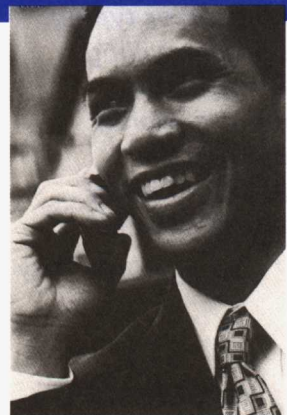
Language trap

Don't say, “The patient should lay on the table.”

Say, “The patient should lie on the table.”

COMMUNICATION AT WORK

Ed Wong is a sales representative for General Motors, Buick. Communicating with customers is perhaps the most critical part of his job. Ed must be friendly, open, and courteous and show that he is deeply interested in finding the right car for each individual. He adjusts his approach to the needs of each customer. He might emphasize safety features for customers with children, or he might stress style and color for a young, unmarried customer. Ed has to describe and explain the features of the cars to all of his prospective customers, regardless of how much they know or don't know about cars. After the initial contact, Ed sometimes negotiates or answers further questions on the phone. As always, he makes sure that he gives complete, accurate information and that both he and the customer understand just what needs to happen next.



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