

总主编 何其莘 [美] 杨孝明

# 超越概念 *Beyond Concept*

高等院校英语专业系列教材

Conversational English 2

口语 (第二册)

主编 冯瑞敏 陈艳红 [美] 黄少荣  
编者 朱琳

 中国人民大学出版社



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# 总序

培养高校英语专业学生的文化素养要有合适的教材：不是那种仅仅文字漂亮却没有太多文化内涵的传统教材，而是具有时代特征，选自政治、经济、社会真实交往，含有丰富文化内涵的读本，同时兼有能够启发学生思考和分析的活泼、互动的教学方法以及配套的课外实践活动。这就是中国人民大学出版社推出“超越概念”这套英语专业系列教材的宗旨。

“超越概念”是一套完整的高校英语专业本科系列教材，涵盖了 2000 年教育部颁布执行的《高等学校英语专业英语教学大纲》中规定的“英语技能”和“英语知识”两大课程板块中的所有课程，由一批长期从事国内高校英语专业本科教学的中国教师和一批美国学者（均为 20 世纪 80 年代赴美留学，而后在美国大学获得博士学位和终身教职的华裔教授）合作编写而成。

与国内高校当前使用比较广泛的几套英语专业教材相比，“超越概念”有以下几个特点：

第一，教材采用了中美教授、学者合作编写的形式。由中外学者合编教材国内已有先例，但是本套教材无论从编撰者的数量到编写人员的素质，从双方合作的广度到相互交流的深度，从教材种类所涵盖的范围到其内容的真实性，都是前所未有的。编写初始由中方编者提出编写思路、选材要求，之后将要求交付美方编者，由美方编者在美国选材。在选材过程中，双方经过多次讨论，最后确定每一篇课文的内容与长度。然后由中方编者根据所选内容编写配套的练习，最后由美方审读并润色。这种分工方式最充分地利用了双方的优势：中方编者不但有在国外学习、工作、获取学位的经历，而且长期在国内高校从事英语教学，对国内学生的需求以及国内现有教材的情况了如指掌，可以准确地把握教材的内容和难易程度。而美方编者的优势在于对西方，特别是美国的英语教学和文化的认知与了解。他们出国前均为国内高校英语教师，并有在美国大学英语系不低于 20 年的教学经验。他们不但对国外的英语教学了如指掌，更重要的是对英语语言和文化有一种直觉的感知，而这种感知是从任何教科书中学不到的。凭着这种感知，他们不但可以在教材的最终审定过程中杜绝那种语法全对但读起来不像英语的中式英语，更能够在选材的过程中准确把握住西方文化核心的东西。

第二，教材以主要英语国家的文化为切入点，全部课文采用英文原文。教材的配套练习有很强的针对性，适合我国高校英语专业课堂教学使用。以精读教材为例，从第一册的第一课起，全部的课文均采用有实质内容的英文原文，从而彻底摒弃了无文化内容的以句型练习为主的课文。另外，语法讲解和练习均出自课文中出现的语法现象，而不是脱离课文内容、为语法而讲语法的训练。这样安排语法的讲解和练习就是将语法放在一个从属的地位。语法仅仅是对语言现象的描述与诠释，而不是规范语言对错的标准。与课文的文化内涵和语言的活力相比，语法理应处于从属地位。无论是以书面语为主的精读、泛读课文，还是形式活泼的听力、口语课文，有很多句子是“不符合语法规则”的。然而正是这些看似不符合语法的句子才是语言的生命，是有血有肉的活生生的语言。而我们的学生就是要感悟、学习并掌握这种有生命力的活的语言，而不是那些完全按语法规则编造出来的僵死的语言。



过去社会上对于高校英语专业的毕业生有这样一种指责,说他们只是一个“传声筒”。当然,这种指责讲的并不是在翻译中,特别是口译中,即从一国语言转换成另外一国语言的过程,而是嘲笑英语专业的学生没有思想。虽然,在翻译过程中译者不能随意添加或删减原文中的内容,但是如果译者没有足够的思想文化素养,那么很可能在理解上出问题,或是在用另一种语言转述时出现纰漏。这是我们作为外语教师 and 我们的学生都不愿意看到的局面。我们编著本套教材的指导思想之一就是使学生接触有文化内涵、有生命力的真实语言,从而避免在语法规则内闭门造车,避免“传声筒”式的教学。

第三,在注重培养学生听、说、读、写、译英语综合运用能力的同时,努力锻炼学生对外国文化的分析、批判和吸收的能力。不同课型的教材相互呼应,相互配合。突出教材的文化特征是本套教材最大的特点。英语专业学生文化素养的培养起码应该涵盖以下3个方面的内容:(1)要熟悉所学语国家的文化;(2)要了解所学语国家文化深层的内容;(3)要有鉴别、分析、批判和吸收外国文化的能力。本套教材的编写就是基于以上3个文化方面的内容。首先,教材内容涵盖了主要英语国家的政治、经济、历史、地理、哲学、宗教、社会等诸多方面。学生通过学习课文不仅了解其中丰富多彩的内容,同时锻炼对包括历史渊源、宗教背景、政治、经济、地理诸领域之间盘根错节的联系的分析能力。其次,教材的内容要蕴含深层的文化内涵,要有强烈的时代感。要在有限的课文中详尽地反映出几百年甚至上千年的文化内涵是不可能的,因此必须做出选择,有取舍地遴选教材的内容。本套教材的选材原则是兼顾经典和现当代题材,以反映当代文化题材为主。如全部精读和泛读教材的128篇课文中,只有一篇选自18世纪爱尔兰裔英国作家斯威夫特(Swift)的作品,其他文章均为现代和当代作家的作品。而这些文章所涉及的主题并非西方文化所独有,很多文化现象,包括环保、就业、商业和技术对教育的冲击等等问题在世界各国均有普遍性,有些也是中国目前所面临的实际问题。另外,所选文章不仅体现出当代文化的特征,更重要的是这128篇课文中所涉及的问题均以议论文、辩论文的形式出现,没有一篇是一般人物或事件介绍性的文章。况且,很大一部分课文均以对西方传统、主流思潮批判的形式来阐述某个问题。这也是本套教材与国内其他教材一个重要的不同之处。由于议论文、辩论文旨在与读者进行交流,学生是以参与者的身份去接触课文中所涉及的内容,而不是被动的接受者。这就为学生对西方文化的内涵进行分析和批判提供了必要的途径与方法。

国内高校英语教材的编写不仅反映出不同时代西方文化的不同内涵,同时也折射出中国与西方世界的互动关系。20世纪五六十年代的英语教材以古典主义为主,所选内容多为西方文学经典,而中国学生对这一部分的西方文化大体上是被动地接受。七八十年代的英语教材主要以功能训练为主,学生学英语是为了掌握一门工具。而本套教材是以文化交流为宗旨,学生通过学习英语增加对西方文化的了解,全方位地参与到世界事务中去。这也是当前中国发展的真实写照与必然结果。

在教材编写过程中,我们得到了中国人民大学的大力支持,在此,我们代表全体编写人员向校方和相关职能部门表示由衷的感谢。

何其莘 杨孝明

2010年4月

# 前言

本套书为“超越概念——高等院校英语专业系列教材”之《口语》教材。教材充分考虑《高等学校英语专业英语教学大纲》对英语专业学生口语技能四级水平的要求，从大部分高校的英语教学实际出发，树立学生主动开口讲英语的信心，培养讲英语的热情和兴趣。教材重在培养学生的语言表达能力和社会交际能力，逐步达到在英语口头表达方面准确与流利的结合，使学生能够在一般社交场合与英语国家人士流利交谈。

## 一、本教材的特色内容

1. 本套口语教材话题由浅入深，从与大学生日常生活紧密相关的内容入手，逐步过渡到比较抽象、有一定深度的话题；
2. 材料全部选自英语国家最新的期刊、报纸、书籍等，语言输入真实、丰富、新颖，充分体现全球化形势下英语语言的国际化特点，展现多元文化，有助于提高学生的跨文化交际技能；
3. 教材全面考虑了可能影响语言和交际的各种因素，尽力帮助学生在学语言的同时增强文化、社会和交际意识，掌握基本的交流艺术，让学生学习“活”的语言，运用“活”的语言；
4. 教材将基本口语功能、中西文化知识、社会交际技巧、演讲技巧、辩论技巧和语言使用结合在一起，从各个方面提高交流的有效性，让语言更好地达到交际的目的；
5. 教材内容注重实用性、趣味性和多样性。每个单元都设计了形式多样的口语活动和交际任务，提供了丰富的场景、现实的案例、翔实的数据作为活动的原始材料，可操作性强，能够活跃学生的思维，拓宽学生的视野，调动学生的积极性。

## 二、本教材的基本框架

本套口语教材共四册，供英语专业一、二年级学生使用。每册教材设 16 个单元，两个课时学习一个单元。每册书的主要内容如下：

1. 第一册涉及与学生日常生活非常贴近的话题，例如家庭、娱乐、运动、节日等。每单元提供三到五篇对话，每篇对话长度为 150~400 个单词。对话主题一致，但是说话人的关系、会话的场合以及说话者的观点各不相同，对话内容以信息交换为主。每单元重点讲授一些

基本的功能和意念表达方式,重点培养学生基本的表达和交流能力,并让学生了解说话人的关系、语境对措辞的影响。

2. 第二册在会话的基础上引入了生活中常用的一些交际技巧以及西方文化知识,例如语言和非语言交际、两性之间的交流、如何批评和应对批评以及冲突处理等,目的是让学生在掌握语言知识的基础上,能够清楚地意识到中西文化的差异,并灵活运用一些交际的艺术,实现更为得体和有效的交流。各单元语言输入以对话为主,包括供学生学习效仿的一些成功交流案例,和供学生对比分析的失败案例。每个单元的核心交流技巧都用注解的方式给出,同时配以相应的交际任务或案例分析练习。除此之外,每个单元还增加了一篇补充阅读材料,帮助学生更加全面深入地掌握相关技巧,提升交际能力。
3. 第三册主要涉及与日常生活息息相关但有一定争议的话题,例如新一代年轻人的生活状况及其面临的困难,数码时代带来的便利与问题,公共交通与私家车的选择,残障人士的生活和教育,多元文化和单一文化等。语言输入以对话和访谈为主,阐述同一主题的不同方面,或表达不同的观点,引导学生在掌握日常信息交流和交际技巧的基础上,更加全面深入地思考问题和表达观点。在练习方面,各单元都提供了一些实际的案例和数据,作为学生讨论的基础,以增进学生对相关问题的了解,并激发他们的兴趣。
4. 第四册涉及社会生活中有争议的话题,比如教育、动物权利、选美、克隆、贸易保护主义等。每个单元基本都是以一篇新闻报道导入话题。语言输入涉及访谈、评论和阅读材料,从不同的角度和形式来谈论大话题下的小话题。本册书引入演讲技巧和辩论技巧,使学生能够就所涉及的话题流利、充分地表达思想,并培养学生的批判性思维能力和快速反应能力,逐步达到在英语口语表达方面准确与流利的结合。

### 三、每单元的编排结构

1. 热身练习。主要通过讨论引出话题,激发学生的学习兴趣,帮助学生进入语境。
2. 语言输入。第一册的语言输入以对话为主,第二册的语言输入形式是成功或失败的交际案例和有关交际技巧的阅读材料,第三册的语言输入是对话或访谈,第四册的语言输入是访谈、评论或短文。
3. 文化背景知识。根据需要,部分语言输入材料后有必要的文化背景知识介绍,帮助学生理解材料中的文化现象。
4. 口语练习。根据不同的语言输入提供不同的练习形式。第一册的练习形式以对话、角色扮演和讨论为主,第二册的练习形式增添案例分析,第三册的练习形式有角色扮演、案例分析、项目研究、小组讨论、小组陈述、报告、演讲、辩论等,第四册的练习形式有讨论、演讲、反驳、辩论、脱口秀节目、采访、研究项目等。
5. 语言表达/技巧讲解。根据主题和学习重点,提供常用词汇、表达、相关句型或技巧讲解。

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# **Verbal Communication and Language Use**



**Lead-in**

**Directions:** Discuss the following questions with your classmates.

1. What are the major differences between English language and Chinese language?
2. What are the major differences between written language and spoken language?
3. Why do people need written communication?
4. Share some new Chinese or English vocabularies you have learnt through the Internet and explain to your partners what these words mean.

**Conversation 1****Chinese and English Grammar**

Liu Ming: Hi Mike, how was your weekend?

Mike: It was great. We had a big party. Why didn't you come?

Liu Ming: My aunt was in town and I couldn't go.

Mike: Did you have a good time with your aunt?

Liu Ming: Yes, we did. *He* took me to a famous hotpot restaurant.

Mike: I didn't realize your aunt is a man... (laughing)

Liu Ming: What?

Mike: You said *he* took you out.

Liu Ming: Ahh, I always confuse the two pronouns. Chinese is so much easier, because Chinese does not have different words for third person pronoun.

Mike: Chinese is not easy for me. I can never figure out which tone I should use for a word. I think Chinese is the most difficult language to learn in the world.

Liu Ming: I disagree. Chinese grammar is very easy. The language does not have conjugation, or any inflection at all. You don't need to worry about singular or plural form, past tense or future tense. These concepts are expressed with context and syntax.

Mike: You sound like a linguist.

Liu Ming: I have to admit that my understanding of Chinese has increased since I studied English. Actually, I am doing a comparative study on Chinese and English languages for my thesis.

Mike: That's a very interesting topic. Let me know if I can help.

**Communication Skills**

Native language interference with second language learning is one of the barriers people encounter. One key feature of Chinese grammar is that all words have only one grammatical form, as with minor exceptions, the language lacks conjugation, declension, or any other inflection. In contrast, English has inflection. Therefore, when Chinese learners of English speak English, it is easy to make the mistake of mixing pronouns, tenses, and number agreement. The first step towards speaking proper English is to recognize these differences. Secondly, each time you make a mistake, repeat the sentence with appropriate forms. Ask your speaking partner to correct you. Don't be afraid of making mistakes.

**Task One****Discussion**

**Directions:** Discuss the following questions with your partner(s).

1. Do you think that Chinese language is easy for non-native speakers, especially Western learners, to learn? Support your answer by citing evidence from Conversation 1 or from your own experience.
2. How about English? Again, use examples from Conversation 1 to answer the question.

**Conversation 2****Learning to Speak**

Lupita: I am really concerned about Timmy.

Beth: Why?

Lupita: Because he's almost two, and still can't speak.

Beth: Don't worry about it. I heard Einstein couldn't speak until he was three years old.

Lupita: This is serious, Beth. Bill and I are very worried.

Beth: Sorry. Have you taken him to any doctors to see if they know why he's not talking yet?

Lupita: I thought about taking him to a child psychologist, but Bill said we should take him to a special linguistic school for children who are slow to talk.

Beth: That may not be a bad idea. However, I would think discovering the cause of the problem

would be your first step. I can recommend a pediatrician who helped with my son. You know Max had some trouble with speaking too.

Lupita: That's right! At what age did he start using complete sentences?

Beth: He was twenty-one months old when jumped that hurdle. But as it turns out, Max was not the problem.

Lupita: What do you mean?

Beth: Charles insisted that we talk to him in our native languages. He spoke German and I spoke English. Our doctor told us that when children grow up in a multi-language home, they tend to take a longer time to speak.

Lupita: Really? That must be the problem. Richard and I speak Spanish to Timmy, but all his cousins speak English. He must be getting confused!

Beth: I wouldn't say he is confused. I wouldn't even say he is slow. Children are typically very bright, and with the right encouragement, they can achieve anything.

Lupita: Thanks for the confidence. We can really use some about now... How is Max doing now? Does he still speak both languages?

Beth: He favors English, because he is exposed to it more, but only speaks German to his father. Charles said that for a 5-year old, his grammar, vocabulary, and pronunciation are excellent. Max is even starting to read some basic German.

Lupita: Wow! That is great.

Beth: Honestly, initially I was very uncertain about teaching him two languages, because I read that many children in multi-language homes become frustrated from the inability to express themselves, and a lot of times, don't even retain both languages as they grow up.

Lupita: You have really helped ease my mind, and have given me much to think about.

Beth: Charles and I understand the frustrations you and Richard are experiencing. My best suggestion for you is to see our family pediatrician. His feedback will help you develop a good game plan.

Lupita: Thanks Beth. You are always there for me.



## Task Two

### Role-play

**Directions:** Create conversations with your partner based on the following situations and roles.

#### Situation 1:

This situation is before Lupita talked with Beth.

A: You are Lupita and you are visiting your sister Maria, who lives in a neighboring city. You are concerned about your son, Timmy's development. You know he is a smart kid because he understands everything you say. However, he does not talk. Other kids of the same age have been talking long before two years old.

B: You are Lupita's sister Maria.

### Situation 2:

This situation is after Lupita talked with Beth.

A: You are Lupita and you are excited about what Beth told you. You want to share this with your sister.

B: You are Lupita's sister Maria. Lupita calls you to share some good news with you regarding Timmy's development.

## Conversation 3

### TV and Internet Catchphrases

Shi: How was the movie last night?

Peter: It was all right. Very typical romance type. A girl and boy, first-sight love, the yada yada.

Shi: What's "the yada yada?"

Peter: It means on and on and on. It's a catchphrase made famous by *Seinfeld*.

Shi: What's *Seinfeld*?

Peter: You have never watched *Seinfeld*? Everybody knows *Seinfeld* in America. It's a television sit-com. It popularized many catchphrases. You should really watch it. You may learn a lot about American culture by watching the show.

Shi: I'm definitely interested.

Peter: Is there any Chinese show I could watch to learn about Chinese culture?

Shi: I really don't know which one to recommend, but if you want to learn about the popular culture in China, you should go online. Many popular phrases in China come from the Internet use.

Peter: I'm afraid that these phrases are short-lived. In English, there are also catchphrases popular online, for example: LOL means "laughing out loud"; OMG means "oh my God." Young people also use it for texting. I wonder whether these words will enter into mainstream culture, though.

Shi: Chinese Internet users also adopt some of the English abbreviations or acronyms, for example, GF means "girlfriend" and BF means "boyfriend." These are created for the convenience of typing. But there are other phrases that have been used even in the offline world, for example, konglong means "ugly girls" and leiren means "shocking."



These phrases may become outdated in a few years; or they may enter into the Chinese vocabularies.

Peter: If we don't learn these words, we will not be able to communicate with younger generations.

Shi: You are right. I never use Internet catchphrases to talk with my parents. They will have no idea what I am talking about.

## Notes:

*Seinfeld* is an American television sitcom that originally aired on NBC from July 5, 1989 to May 14, 1998, lasting nine seasons. Many of its catchphrases have entered into the popular culture lexicon. The show led the Arthur Nielsen Media Research Ratings in its sixth and ninth seasons and finished among the top two (along with NBC's *ER*) every year from 1994 to 1998. In 2002, TV Guide named *Seinfeld* as the greatest television program of all time. In 2008, *Entertainment Weekly* ranked *Seinfeld* as the third best show of the last 25 years, behind *The Sopranos* and *The Simpsons*.

## Task Three



### Discussion

**Directions:** Read the following text on new Chinese words created online. Discuss with your partner(s) your views on the government policy.

The Shanghai government is not very amused with all those new, modern words, mostly abbreviations, that have become part of the online vocabulary of young urban Chinese.

The government plans to “forbid the use of a series of new words and abbreviations made popular on the Internet, from both the schools and official documents,” according to an official statement from Shanghai Municipal People’s Congress.

Terms such as “MM” which refers to “beautiful woman,” “PK” which means “player kill,” and “Konglong”(dinosaur) which means “ugly girl” are in common usage. These colloquialisms are alleged to infringe the purity of the Chinese language, and therefore should be limited in use, the government says.

**Extension****Discussion—The Changing World of Words**

As our world changes, so does our vocabulary. Every year, new words are added to our speech and many eventually become entries in dictionaries because they have gained enough popularity to make them dictionary-worthy.

These are referred to as neologisms. A neologism is a word, term, or phrase that has been recently created often to apply to new concepts or to reshape older terms in newer language form. Neologisms are especially useful in identifying inventions, new phenomena, or old ideas that have taken on a new cultural context.

In current times, these words relate to computers and electronics, entertainment, sports, history, politics, inventions, medicine, current events, and everyday products that simply did not exist before their popular usage. In most cases, you do not need a dictionary to know what these words mean. By being added to a dictionary, the words gain validity. Usually dictionaries wait before automatically adding a word to make sure it is not a short-term craze that will die out.

The following neologisms are added in the past forty years: bikini wax, brain freeze, blog, flip flop, chick flick, civil union, B2B, bazillion, bleeding edge, hottie, hotlink, identity theft, dot-commer, microbrowser, push poll, cross-post, steganography, tide pool, hospitalist, metadata, otology, and cybrarian.

**Directions:** Read the above text on neologisms and discuss the following questions with your partner(s).

1. Do you understand the English neologisms added in the past forty years?
2. Come up with a list of Chinese online neologisms with your partner(s). Why are these new words added to the Chinese vocabulary?

**Conversation****4****Why Are Jokes Funny?**

Lin: I don't get a lot of jokes. To me, they are not funny at all.

Tom: For example?

Lin: For example, "Why do guerrillas have big nostrils? Because they have big fingers." How is

this funny? I don't get it.

Tom: I think it's implying that guerillas pick their noses.

Lin: Oh, sick!

Tom: It's called humor. I have one for you: What do Eskimos get from sitting on the ice too long?

Lin: I don't know. Cold?

Tom: That wouldn't be funny, would it? The answer is "Polaroids."

Lin: Polaroid? That's funny.

Tom: This is called playing on words. Here is another example: An Israelis is getting through customs in Britain. The officer asks "occupation?" The Israelis responds "no, visiting."

Lin: What? Why is this funny?

Tom: There are two meanings of occupation, one means profession, the other one means invasion. The British officer asked for the Israelis' profession, but the Israelis understood it as invasion.

Lin: Oh, I see.

Tom: That's why jokes are funny. They set up expectations in one direction, but surprises people in an opposite direction.

## Task Four



## Discussion

**Directions:** Read the following jokes and discuss why these jokes are funny.

1. A blonde, wanting to earn some money, decided to hire herself out as a handyman-type and started canvassing a wealthy neighborhood. She went to the front door of the first house and asked the owner if he had any jobs for her to do.

"Well, you can paint my porch. How much will you charge?"

The blonde said, "How about 50 dollars?" The man agreed and told her that the paint and ladders that she might need were in the garage. The man's wife, inside the house, heard the conversation and said to her husband, "Does she realize that the porch goes all the way around the house?"

The man replied, "She should. She was standing on the porch."

A short time later, the blonde came to the door to collect her money.

"You're finished already?" he asked. "Yes," the blonde answered, "and I had paint left over, so I gave it two coats."

Impressed, the man reached in his pocket for the \$50. "And by the way," the blonde added,

“that’s not a Porch, it’s a Ferrari.”

2. A local United Way office realized that the organization had never received a donation from the town’s most successful lawyer. The person in charge of contributions called him to persuade him to contribute.

“Our research shows that out of a yearly income of at least \$500,000, you give not a penny to charity. Wouldn’t you like to give back to the community in some way?”

The lawyer mulled this over for a moment and replied, “First, did your research also show that my mother is dying after a long illness, and has medical bills that are several times her annual income?”

Embarrassed, the United Way rep mumbled, “Um ... no.”

The lawyer interrupts, “Or that my brother, a disabled veteran, is blind and confined to a wheelchair?”

The stricken United Way rep began to stammer out an apology, but was interrupted again.

“Or that my sister’s husband died in a traffic accident,” the lawyer’s voice rising in indignation, “leaving her penniless with three children?!”

The humiliated United Way rep, completely beaten, said simply, “I had no idea...”

On a roll, the lawyer cut him off once again, “So if I don’t give any money to them, why should I give any to you?”

## Communication Skills

### How to Communicate with Words Effectively

Effective skills in communication are necessary to maintain and increase the quality of our lives. If we can’t communicate effectively, we will be led in a direction we don’t want to go. When we know and understand the process of communication, we can actively implement the principles, hone our skills, avoid the problems, and become the effective communicators that we all desire to be.

#### How do we avoid the pitfall of miscommunicating reality?

Be careful in the words you choose. Be sure they symbolize what you really mean. And when you’re communicating with someone, ask questions to clarify what the person really intends to say. If you are unsure about what your colleague means when he tells you he doesn’t feel well, ask. Find out what his reality is.

#### We all see the world differently.

How we encounter the world has been influenced by who we are, our backgrounds, our education, our values and beliefs, our needs, positions, jobs, and more. In other words, we each see the world through our own set of lenses.