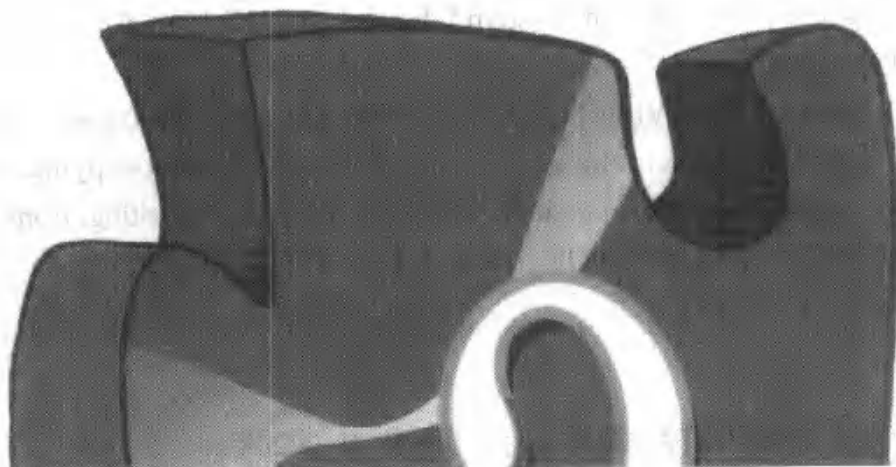


## 沟通英语—听说技能培训

## Listening and Speaking

[美] Agency for Instructional Technology 著  
South-Western Educational Publishing



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## 内 容 提 要

《万水沟通英语系列丛书》是一套全新的传播学教材。它由国外著名的职业培训公司和出版公司编写、出版,系统全面地讲解了21世纪成功者必备的沟通技能,培养读者的英语听说读写综合能力。丛书可以配套使用,也可以分册单独学习。

本书着重对读者进行听说技能培训。通过学习,学生将掌握实用的听说技能,了解如何有效地倾听,有效倾听的障碍是什么,如何学会用眼睛来听和用身体语言来说,以及如何为工作面试做充分的准备。

本书适合大学中高年级学生、外企职员和中高级水平的英语爱好者使用。

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# 前 言

《万水沟通英语系列丛书》是一套由中国水利水电出版社和机械工业出版社联合引进、出版的，系统讲解 21 世纪必备沟通技能的教学丛书。

它由美国著名的职业培训公司 AIT (Agency for Instructional Technology) 和出版公司 (South-Western Educational Publishing) 编写、出版，内容系统全面，深入浅出、生动活泼地展示了 21 世纪成功者必备的沟通技能，培养读者的英语听说读写综合能力。丛书各册的内容紧密衔接，但又独立成册，既可以被选做学校和培训班的教材，又可以作为个人自学的材料。

丛书面对下列读者：

## • 由学校向社会转型的学生

面对五彩缤纷的大千世界，即将走出校门的学子们难免会有几分畏惧，自己怎样做才能得体，既能博得上司的信任又能获得同事的认可呢？怎样做才能既职业化，又具有自己的风格呢？诸如此类，不胜枚举。本书的编写初衷就是为了解答学生心中的困惑，帮助学生获得将来就业必备的通用职业技能，无论学生将来从事什么行业，这些技能都会为他们事业的成功提供有力的帮助。书中的生活实例，对于学生领会教材内容并应用到实际生活中去，起到了抛砖引玉的作用。

## • 外企职员

本套教材由国外著名的职业培训公司编写，所以书中的理念和标准，真实地反映了西方社会对工作者的要求和期望。这些内容对于在外企闯荡者来说，很有借鉴价值，是外企职员充电的最佳资源。本套书既可单独学习，也可作为独资公司和合资公司人力资源部对员工进行系统就业培训的教材。

## • 传播学专业学生

传播学在中国教育中还是个新兴学科。目前，适应社会发展需要的、内容新颖全面的传播学教材尚不多见。本丛书的引进能够为寻觅教学资源的师生带来一份惊喜，提供一些帮助，使中国的传播学教学尽快与国外的教学接轨，为学生走出国门打下良好基础。

## • 已经工作的人员

俗话说，“活到老，学到老”。人的一生都处在一个不断学习，不断进步的过程中。对于 21 世纪的工作者来说，社会日新月异，新鲜事物和新情况不断出现，这些都对工作人员的知识和技能提出了更高的要求，特别是沟通技能，因为人类社会全球化的趋势日益明显，没有良好的沟通技能很难适应工作需要，也很难在事业上取得长足的进展。对于已经工作的人来说，要想不断地充实和完善自己，就必须再学习，学习专业知识，同时还要学习实用的沟通技能。本丛书提供的技能培训，将帮助沟通技能欠缺者增强竞争能力，在事业上百尺竿头更进一步。

### • 中高级水平的英语爱好者

本套教材内容丰富，包括 15 个品种，每个品种都配有 VCD 光盘、磁带和参考用书。通过看光盘、听磁带，学生将对课本中抽象的概念获得直观的认识，加深对教学内容的理解。本套书在讲解沟通技能的同时，还为学生提供了英语听、说、读、写综合技能的培训，使学生不但拥有系统的理论知识，更具有解决实际问题的能力。我们采用原版引进的方式，目的是力图保持教材的原汁原味，为读者提供一种真实的语言学习环境，帮助读者不出国门便能全面提高英语的综合运用能力，适应未来社会对人才的需要。

需要申明的一点是，本书的编写者是美国的公司，他们的一些想法和观点，以及所提出的用人标准是以当今的美国社会为背景的，与中国国内的某些标准和看法肯定会有差异。但随着中国加入世贸组织，越来越多的外国公司进入中国，世界各国间文化的差异和隔阂将逐步缩小，书中所介绍的沟通技能，所提倡的积极的学习态度，对广大的中国学习者也会越来越适用。

为了使这套书物美价廉，方便读者使用，我们对原版图书所配资源进行一些转换：

- 原书分学生用书和教师用书两种，教师用书中包括了学生用书的全部内容，并附有教学建议、教学材料等额外的资源。为减轻读者的经济负担，我们只选择了教师用书出版，这样读者花一份钱，就拥有了两本书的资料。

- 原书配有录像带、LD 视盘和磁盘。录像带、LD 视盘的内容是相同的。我们把录像带的内容转换到了 VCD 光盘中，因为目前多数家庭中都有 VCD 机，录像机却不是家家都有，而且录像带的价格远远高于光盘的价格。这样的转换并不影响对图书内容的使用，书中标有录像带标志的内容，读者可以在光盘中找到。

- 由于磁盘的文件全部是书中已有文件的模板，所以为了节约成本，降低定价，我们取消了磁盘。所有标有磁盘标志的地方均可以在书中找到相应的模板文件。

- 如果读者需要与本书相配合的录像带（NTSC 制，内容与 VCD 光盘一样），请直接与北京万水电子信息有限公司联系（地址见封底）。

希望读者朋友们能够喜欢这套教材，衷心期待收到你们的意见和建议。

出版者

2000 年 4 月

# Listening and Speaking in the Workplace 工作场所中的听说

A Video Lesson 录像课

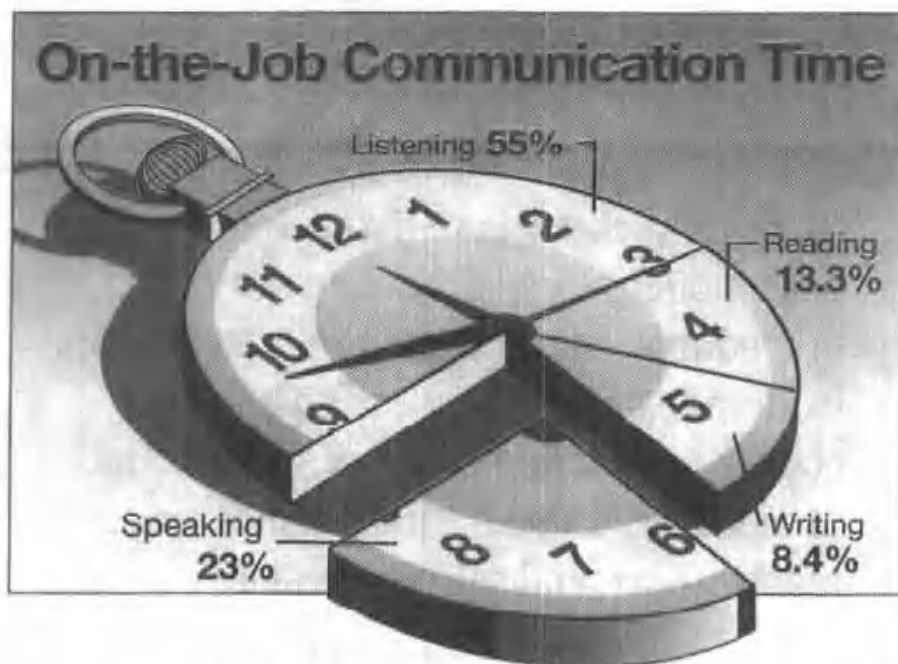


## Looking Ahead 内容展望

### What This Lesson Is About

In this lesson, you will learn why good listening and speaking skills are important in the workplace.

- ❑ Workers must communicate effectively with co-workers, supervisors, and often with customers or clients.
- ❑ Reading and writing are important workplace skills, but the average worker spends more time listening and speaking than reading and writing—almost four times as much. See the illustration below.
- ❑ Success on the job is very strongly linked to good listening and speaking skills.



Source: Anthony P. Carnevale, Leila J. Gainer, and Ann S. Meltzer, *Workplace Basics: The Skills Employers Want* (Arlington, VA: American Society for Training and Development, 1988).

### Materials

This lesson uses four videodisc or videocassette segments: Chapter 10, *Introduction*; Chapter 21, *New World Security: Part 1*; Chapter 22, *New World Security: Part 2*; and Chapter 23, *Officer for a Day: You Try It*, from Side 1 of the videodisc *Module 2: Listening and Speaking*. In addition, you will need copies of the *Listening and Speaking Self-Assessment* form (page 3).

## Preview

### What This Lesson Is About

This lesson introduces students to the importance of developing effective listening and speaking skills in the workplace.

Upon completing this lesson, students will be able to

- explain the importance of effective listening and speaking skills in the workplace.
  - cite examples of how listening and speaking are used at work.
- Ask students to read *What This Lesson Is About*.





## Key Idea

- Discuss the term in the **Key Idea** section.

## Viewing the Videodisc— Introduction

- Tell students they are about to see the opening segment of the videodisc or video-cassette for this module. The segment introduces the use of effective speaking and listening skills in the workplace.
- Ask students to read **Viewing the Videodisc—Introduction** and think about the question raised as they watch the videodisc segment.
- Show the **Introduction** segment (Chapter 10) of the videodisc. (1:44)

Introduction



Search 329, Play To 3471

## Post-Viewing Questions

- Ask students to tell you what they saw in the segment.
- Then, have students work as a class to answer the **Post-Viewing Questions**. These questions appear as still frames at the end of the **Introduction** on the videodisc. Help students use the **Listening and Speaking Self-Assessment** form to answer Question 3. Encourage students to keep their completed forms in their portfolios.
- Here are two additional questions that you might ask:
  - "What are some ways listening and speaking are used in the videodisc segment?"
  - "What workplace situations can you think of that might not involve much speaking and listening?"

Introduction: Discussion Question 1



Search Frame 3472

Introduction: Discussion Question 2



Search Frame 3473

Introduction: Discussion Question 3



Search Frame 3474

## Key Idea



**communication**—a process in which one person creates a message and transmits it to another person, who attaches meaning to the message 沟通; 交流

## Viewing the Videodisc—Introduction

You are going to watch the first segment of a videodisc or video-cassette about listening and speaking in the workplace. As you watch the segment, ask yourself,

"Why are good listening and speaking skills vital to success in the workplace?"

## Post-Viewing Questions

After you have watched the video segment, answer the following questions:

- 1 Why are listening and speaking skills so important in the workplace?
- 2 What does the statement "speaking is more than just words" mean to you?
- 3 How would you rate your speaking and listening skills? Use a copy of the **Listening and Speaking Self-Assessment** form to help you get a sense of your skills.

*Be prepared to share your answers with the class.*

"Today's worker has to **listen and speak** well enough to explain schedules and procedures, communicate with customers, work in teams, understand customer concerns, describe complex systems and procedures, probe for hidden meanings, teach others, and solve problems."

—*What Work Requires of Schools:  
A SCANS Report for America 2000*,  
U.S. Department of Labor

## Listening and Speaking Self-Assessment

**A. When people explain something to me, I remember most of the details.**

1. Never      2. Occasionally      3. Sometimes      4. Very often

**B. I can disagree with others, even about important matters, and still remain on good terms.**

1. Never      2. Occasionally      3. Sometimes      4. Very often

**C. I find that people tend to tell me things they don't tell a lot of other people.**

1. Never      2. Occasionally      3. Sometimes      4. Very often

**D. I am concerned about being polite, especially when I am talking to strangers.**

1. Never      2. Occasionally      3. Sometimes      4. Very often

**E. I adapt the way I talk to different situations. For example, I talk one way to my friends and another way to adult strangers or authority figures.**

1. Never      2. Occasionally      3. Sometimes      4. Very often

**F. I find myself helping people settle their disagreements.**

1. Never      2. Occasionally      3. Sometimes      4. Very often

**G. I can calm down other people who are very upset and emotional.**

1. Never      2. Occasionally      3. Sometimes      4. Very often

**H. I can use humor to lighten up a tense situation.**

1. Never      2. Occasionally      3. Sometimes      4. Very often

Add up your score. (Very often = 4; Sometimes = 3; Occasionally = 2; Never = 1)      **Total:** \_\_\_\_\_

If your total is between 25 and 32, you probably have excellent speaking and listening skills. A total between 17 and 24 shows that your skills are good, but you probably need to work on a couple of areas. If you scored 16 or below, you'd better get to work. Good communicators are in demand. If you master good listening and speaking skills, you will have a much better chance of getting a rewarding and interesting job.



## Development

### Listening and Speaking at New World Security.

- Have students read **Listening and Speaking at New World Security**.

## Getting Started 进入正文

### Listening and Speaking at New World Security

More and more people are worried about crime, and they are looking for ways to make their homes and businesses more secure. Two women in Mattapan, Massachusetts, near Boston, saw a business opportunity in their community's need for protection and security. Cassie Farmer and Roberta Adams founded a private security firm, New World Security Associates, Inc., which supplies armed and unarmed guards to a variety of clients. They realized very early that the success of their business would depend largely on their employees' communication skills, especially their listening and speaking skills.



### Company Profile

**Company Name:** New World Security Associates, Inc.

**Location:** Mattapan, Massachusetts

#### Mission Statement

To perform law enforcement and security services for housing developments, housing projects, and facilities throughout the metropolitan Boston area. These services are provided in a pro-active manner to deter the escalating circle of violence and criminal activity within the inner-city environment.

#### Company Products and/or Services

Security/special police officers trained to the level of professional standards required by Massachusetts police agencies. All officers are trained by New World Academy in a 126-hour special police basic course. All instruction is provided by Massachusetts criminal justice training council instructors.

#### Clients and Customers

- Massachusetts Housing Finance Agency
- Winn Management, Boston
- Simpson Management, Boston
- Cambridge YMCA, Cambridge, MA
- Health Care for the Homeless, Boston
- Community Builders

#### Number of Employees

105

#### Unique Features

As special police officers, we have the same powers and authority as Boston police officers, only our jurisdiction is limited to the property or project we protect. Our officers are involved in the most demanding form of law enforcement, the "neighborhood policing concept."



## Viewing the Videodisc— New World Security: Part 1

You have already watched the opening segment of the videodisc on listening and speaking in the workplace. The next segment shows an example of one company where listening and speaking skills are important. You will meet some New World Security officers and see how and why they use these skills in their work.

As you view the segment, ask yourself,

“Why do the security officers think that listening and speaking skills are critical to their work?”

### The Fine Art of Conversation

Years ago, I tried to top everybody, but I don't anymore. I realized it was killing conversation. When you're always trying for a topper you aren't really listening. It ruins communication.

—Groucho Marx  
*The Groucho Phile*, 1976

Too much agreement kills a chat.

—Eldridge Cleaver  
“A Day in Folsom Prison,” *Soul on Ice*, 1968

There is no such thing as a worthless conversation, providing you know what to listen for. And questions are the breath of life for a conversation.

—James Nathan Miller  
*Reader's Digest*, September 1965

He pronounced some of his words as if they were corks being drawn out of bottles.

—Winston Graham  
*Reader's Digest*, November 1981

## Post-Viewing Questions

After you have watched the videodisc segment, answer the following questions:

- 1** How do good listening and speaking skills help protect New World Security officers on the street?
- 2** How does listening to people convey respect?
- 3** What other jobs demand a high level of listening and speaking skills?

*Be prepared to share your answers with the class.*

## Viewing the Videodisc— New World Security: Part 1

- Tell students they are about to see a documentary about a security firm where listening and speaking skills are essential to the success of the company and its employees.
- Ask students to read **Viewing the Videodisc—New World Security: Part 1** and to think about the question raised as they watch the videodisc segment.
- Show the **New World Security: Part 1** segment (Chapter 21) of the videodisc. (3:58)

New World Security: Part 1



Search 3483, Play To 10633

## Post-Viewing Questions

- Ask students to tell you what they saw in the segment.
- Then, have students work as a class to answer the **Post-Viewing Questions**. These questions appear as still frames at the end of **New World Security: Part 1** on the videodisc.

New World Security: Part 1:  
Discussion Question 1



Search Frame 10634

New World Security: Part 1:  
Discussion Question 2



Search Frame 10635

New World Security: Part 1:  
Discussion Question 3



Search Frame 10636



### Viewing the Videodisc— New World Security: Part 2

- Tell students that they are going to see more of the New World Security story. Ask them to think about the issue raised as they watch the videodisc segment.
- Show the **New World Security: Part 2** segment (Chapter 22) of the videodisc. (3:08)

New World Security: Part 2



Search 10644, Play To 16326

### Post-Viewing Questions

- Ask students to tell you what they saw in the segment.
- Have students work as a class to answer the **Post-Viewing Questions**, which appear as still frames at the end of **New World Security: Part 2** on the videodisc.

New World Security: Part 2:  
Discussion Question 1



Search Frame 16327

New World Security: Part 2:  
Discussion Question 2



Search Frame 16328

New World Security: Part 2:  
Discussion Question 3



Search Frame 16329

## Application

### Viewing the Videodisc— Officer for a Day: You Try It.

- Have students read **Viewing the Videodisc—Officer for a Day: You Try It** and consider the issue raised as they watch the final New World Security segment.
- Show the **Officer for a Day: You Try It** segment (Chapter 23) of the videodisc. (0:18)

Officer for a Day: You Try It



Search 16337, Play To 16881

### Viewing the Videodisc— New World Security: Part 2

Now watch the next segment of the New World Security story.

### Post-Viewing Questions

After you have watched the videodisc segment, answer the following questions:

- 1 How do the New World Security officers use words and body language to avoid confrontations?
- 2 How do these officers know that they're making a positive difference in their neighborhoods?
- 2 Why do you think they measure success that way?

*Be prepared to share your answers with the class.*

## Trying It Out 实践演练

### Viewing the Videodisc— Officer for a Day: You Try It

In the final segment of the New World Security story, you will play the role of a security officer. As you watch the segment, decide how you would handle the situation that the officers face.



*On the street, three things protect you: your weapon, your partner, and your communication skills. New World Security Officer Terrance Pennington and Special Officer Kevin Sullivan respond to a disturbance at an apartment building.*

## Post-Viewing Questions

After you have watched the videodisc segment, answer the following questions:

- 1 How would you approach the men on the corner?
- 2 How would you use your listening and speaking skills to handle the situation?

*Be prepared to share your answers with the class.*

## Summing Up 总结归纳

In this module you will learn to listen and to speak more effectively.

As you work through the lessons, you will discover that good speakers are also usually good listeners. They are sensitive to the feelings of their listeners and respond to them.

Good communicators have many skills:

- They listen actively.
- They pay attention to nonverbal behavior ("body language") in themselves and in other people.
- They choose their words carefully, for power and effect.
- They understand the ethical issues involved in communication and do not use language to hurt or embarrass people or deliberately to distort information.

Good communicators know that effective communication is like playing on a basketball team. They don't throw the ball past one another; they "work the ball," passing it around and keeping their eyes on the goal when taking a shot. Even if they disagree, they hear each other, share ideas, and respond appropriately.

## Keeping Track 教学评估

On a separate piece of paper, answer the following questions. Use what you have learned in this lesson to help you answer them.

- 1 Why are effective listening and speaking skills important in the workplace?
- 2 What are some specific examples of how people who work in your field of interest use their listening and speaking skills?

*Be prepared to hand in your work to your teacher.*

## Post-Viewing Questions

- Ask students to tell you what they saw in the segment.
- Then, have students work in pairs to address the **Post-Viewing Questions**. These questions appear as still frames on the videodisc at the end of **Officer for a Day: You Try It**.
- Ask pairs to share their answers with the class.
- As an option, ask for volunteers to role-play the officers and the street-corner guys.

Officer for a Day: You Try It:  
Discussion Question 1



Search Frame 16882

Officer for a Day: You Try It:  
Discussion Question 2



Search Frame 16883

## Conclusion

- Have students read **Summing Up**. You may want to take a few minutes to preview the rest of the lessons in this module

## Assessment/Reteaching

- Have students work individually to answer the questions in **Keeping Track**.
- Review student work for basic understanding of lesson ideas.
- Students requiring additional instruction should be asked to review the **Introduction** and **New World Security** segments of the videodisc, using the two **Keeping Track** questions as a guide.
- Encourage students to keep their answers to the **Keeping Track** questions in their portfolios. You may want to collect and review students' work before they add it to their portfolios.



## Extension

- As a homework or out-of-school assignment, have students complete one of the assignments outlined in **Going Further**.
- Have students share their results with the class. Encourage them to keep a copy of their work in their portfolios.
- The second activity can be adapted to an out-of-class written exercise. Have students script the exchange, writing the dialogue for both partners and including stage directions that specify gestures or movements (e.g., "sits down," "puts hand on the other person's shoulder," "looks down," etc.).

## Going Further 深入学习

- Think of a group you belong to. If you had to select someone to be the spokesperson for the group, who would it be? Think of that person's communication skills. If possible, meet with or watch him or her in action. Take notes on the listening and speaking skills you observe. Report your findings in writing.
- Communicating effectively involves being sensitive to your listener's feelings and, often, adapting your verbal and nonverbal language to a style that is appropriate and understandable. Form pairs, and assume the identities of (a) supervisor/employee, (b) parent/teenage son or daughter, (c) two co-workers, (d) husband/wife or boyfriend/girlfriend, or (e) landlord/tenant. You plan to be in another city for a week, attending a conference related to your job. Use your imagination to add details to the story and create believable characters. Discuss this with your partner. (In some instances, you may be asking for permission to go; in others, you may be simply informing the other person that you are going.) Plan what you will say, and then role-play the exchange for the class. If time permits, reverse the roles and play it again. As you plan the discussion, consider the following questions:
  - How will your partner feel about your plans? How can you present the news without upsetting him or her?
  - What language style and tone of voice should you use? What kind of body language will reinforce what you say and make the other person more receptive to the idea?
  - What information or instructions do you need to include? What do you need to know?
- Try to think of the best communicator on a television program that you watch regularly. Observe that person carefully the next time you watch the show. Take notes on the speaking and listening skills you observe. Report your findings in writing.

***Be prepared to share your responses with the class.***

# Communication Is More than Words 沟通不仅限于语言

A Literature Lesson 文学课



## Looking Ahead 内容展望

### What This Lesson Is About

In this lesson, you will explore a definition of communication and consider some special problems associated with communication.

- Words are not the only way you communicate. Your facial expression, your eyes, your tone of voice, the way you use your hands or sit or stand all send messages that may reinforce or contradict what you say.
- Some people can't communicate with you in words because of physical disabilities or because they speak a different language. These people may feel like prisoners, isolated and alone.
- Communication is present in most forms of life, but using communication to convey ideas, opinions, and information is unique to human beings.

### Key Ideas



**autobiography**—the story of someone's life written by that person 自传

**communication**—the act of sharing or imparting thoughts, opinions, or information through speech or writing. To communicate is to express one's thoughts, feelings, and moods.

沟通

**cerebral palsy**—impaired muscle power and coordination from brain damage occurring at or before birth 脑性麻痹

**ostracized**—excluded from a group 被排斥的

### Messages without Words—Informal Research

Suppose you couldn't use any words to communicate. How would you express your feelings or needs to others?

The following informal experiment is an opportunity for you to learn more about communication by observing the various

### Materials

In this lesson you will need copies of the **Nonverbal Behavior** form (page 18), if you decide to do the extension activity.

This lesson uses the template file **Nonverb**.

## Preview

### What This Lesson Is About

This lesson will encourage students to think about and discuss both verbal and, especially, nonverbal means of communication.

Upon completion of this lesson, students will be able to

- define communication.
- describe the role of communication in human interactions and the frustration of not being able to make oneself understood.
- discuss how a literary excerpt dramatizes the fundamental role of communication in human relations.

- Ask students to read **What This Lesson Is About**.

### Key Ideas

- Discuss the terms in the **Key Ideas** section.

### Messages without Words—Informal Research

- Divide the class into groups of four. Have them read **Messages without Words—Informal Research** and complete the activity that is described.
- The activity is designed to prepare students to understand the value of nonverbal communication and the difficulty of communicating clearly using only nonverbal cues.



- After each group has had a chance to enact one or two messages, start another round. Have different members of each group take the primary communicator role in each enactment.
- Assign one of the following messages to Communicator #1 in each group.
  - Greet a friend who comes to the door, then invite him or her to come in and sit down.
  - Warn passersby that a brown paper bag lying under a mailbox is making a ticking sound and may be dangerous.
  - Alert a store manager that you've lost your money in a drink machine.
  - During a test, your pencil breaks, and your ballpoint pen goes dry. Ask the teacher if you may sharpen the pencil or borrow a working pen.
  - Complain to the server in a fast-food restaurant that the chicken in your sandwich is uncooked—in fact, it's almost raw.
  - Remind a friend of a report that's due on Friday.
  - Request a brochure about travel in Alaska from a travel agent.
  - Ask someone to phone a supermarket to find out if anyone turned in a bottle of prescription pills that you may have accidentally dropped while going through the checkout line.
  - Ask directions to the nearest self-serve laundry.
- When students have finished the activity, ask the observers to share their observations of the communication process. What worked? What didn't? What emotions did the communicators express? How did the observers feel as they watched their classmates attempt to share ideas and information and to express needs?

frustrations that can result from having to communicate without words. As you proceed with the experiment, keep track of your observations in a log or notebook. When the experiment is completed, you will be asked to draft an informal report to share with your classmates.

Working in small groups, take turns communicating messages that your instructor gives you. Some of the messages will seem simple and straightforward, while others will be more complex.

Two members of your group will act as communicators, one sending a message to the other. The other members of the group will act as observers.

#### ■ Communicator #1:

- Do not let your partner see the message.
- Read the message to yourself, and then communicate it to your partner as best you can, using eye and facial expressions, gestures, and nonverbal sounds.
- You may not use any words, either spoken or written.
- Be prepared to describe how you felt as you attempted to communicate the message to your partner.

#### ■ Communicator #2:

- Pay close attention to your partner. State the message that your partner is trying to convey, as you understand it.
- Ask questions if you are confused.
- Be prepared to describe how you felt as you attempted to understand the message.

#### ■ Observers:

- Watch each of the communicators carefully to see how they communicate.
- Create a table like the one below to record your observations.

	Communicator #1	Communicator #2
Behaviors		
Your Reaction		

- List the behaviors you see, and mark those that seem most effective.
- Note also all emotions expressed by the two communicators.
- Write down your reactions to what you see taking place.
- Be prepared to describe what you observed, as well as your reactions.



## Messages without Words—Results

When your research and discussions are complete, draft a report summarizing your findings. (1) Your report should begin with a brief statement of what you expected to see. You may use the definition of communication that appears at the beginning of the lesson as a starting point. (2) Write the message that was to be communicated, and then briefly describe what actually occurred. Include the emotional reactions of both communicators. (3) Evaluate what you observed. State whether the communication was effective, and give your interpretation of why or why not. (4) The report should conclude with a statement of the results: two or three sentences telling what you learned about communication from the experiment.

When you have finished your draft, get together with a partner and compare your observations.

## Messages without Words—Results

- Have students read **Messages without Words—Results** and complete the activity described. The writing activity is intended to be an opportunity for students to reflect on what they have observed. Thus, it should be written in an informal style and then shared with a classmate. It will be used after students have read and discussed the literary selection later in this lesson.

### Assistive Technology Is Amazing Technology

**T**alking calculators, breath-operated switches, voice-activated workstations, eye-controlled computers—these are some of the high-tech systems that are helping persons with severe disabilities lead more satisfying and productive lives.

These devices fall under the heading of “assistive” or “adaptive” technology. Special equipment is available for people who cannot see or hear or speak and for those who are unable to move their arms or legs. This technological revolution is helping millions of physically impaired Americans become more independent and better educated. Some of the amazing devices that are enabling people to reach their full potential at home, in school, and at work are:

- voice recognition systems
- electronic microswitches
- communication boards
- headsticks and mouthsticks
- point-and-shoot devices
- speech synthesizers
- electronic readers



An extended keyboard makes it possible for Michael Ely, 9, to do a spelling assignment on a computer in his third-grade classroom. Michael, who has cerebral palsy, has always attended regular schools. Assistive-technology devices, such as this special keyboard with oversize characters, are helping many people become more independent and productive in school and at work.

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## Development

### Background for *Under the Eye of the Clock*

- Tell students that they are about to read an excerpt from a book that describes a person who has serious communication problems to overcome. He is unable to put his thoughts and feelings into words.
- Have students read **Background for *Under the Eye of the Clock***. This section contains short excerpts and background sketches to establish a context for the literary selection that follows.
- Words in the short excerpts that may be unfamiliar to your students are defined in the margins.

**farcical**—absurd or funny 荒谬的；可笑的

**vociferous**—loud, noisy 大声的；嘈杂的

**nappy**—diaper 尿布

**bandy**—pass freely or carelessly  
传播(谣言、消息等)(常为漫不经心的)

**eejit**—slang for idiot 俚语，意为傻瓜

## Getting Started 进入正文

### Background for *Under the Eye of the Clock*

*Under the Eye of the Clock* is the story of Joseph Meehan, a teenager with serious physical handicaps. "Joseph Meehan" is a fictional name that the author of the book, Christopher Nolan, gave to the main character of his story, although the book is, in fact, his own autobiography. Nolan, like Joseph, was born in the early 1970s in Ireland. Severely afflicted by cerebral palsy, he could make random noises but could not speak. He had almost no control of the movements of his head, hands, or any part of his body except his feet, which he could thump or bang.

Nolan's parents and older sister gave him loving care and exposed him to songs, poems, stories, and other creative uses of language. He was enrolled in an institution for handicapped children in Dublin. He realized very early that, because he could not speak, people were likely to assume that he also could not hear, understand, think, or feel.

Typing, by using a stick-like pointer attached to a headset, appeared to be the only way Nolan could communicate his thoughts, but the physical effort seemed nearly impossible for him:

fate denied him the power to nod and hit the keys with his head-mounted pointer. Destruction secretly destroyed his every attempt to nod his pointer onto the keys. Instead great spasms gripped him rigid and sent his simple nod into a farcical effort which ran to each and every one of his limbs. (p. 54)

However, with great difficulty and the help of a patient teacher, he learned to peck out the letters, while his teacher or his mother stood behind him to steady his head the entire time he was typing. "Sometimes his head shot back on his shoulders crashing like a mallet into his mother's face" (p. 27). Soon he began to write poems. When he was about 11, his poems won a prize in a literary competition for handicapped persons.

Aware of his talents, Nolan's parents tried to find a regular school that would take him. Finally he was enrolled at a school where the adults accepted and supported him but where some of the other students ridiculed and ostracized him.

Quite openly students discussed his defects, and certain as they were of his non-ability to understand, they decided to be as vociferous as if he were not really present. They wondered if the cripple wore a nappy and longed to be able to examine him and find out for certain. Then they discussed his lack of intelligence. They chose tags by which they would rate him. They bandied about the words weirdo, eejit, cripple, dummy and mental defective. They decided he shouldn't be in a school for normal



children and set about ridiculing the headmaster and staff for being the innocents they apparently were. Posing as a fool, Joseph listened and learnt how other students saw him. Sometimes he would react and suddenly hold up his head very high and gaze long and searchingly at them. All in vain, they grinned in ridicule at his seeming sensible. (pp. 29–30)

Slowly Nolan made friends and gained acceptance. After school and during vacations, he worked on his autobiography, disguised as the story of Joseph. The book eventually won a major literary prize in Great Britain. Nolan's fame was spreading. Soon he was the subject of a British television documentary.

The literature selection describes an experience Joseph had at the first school he attended, one for handicapped children.

### ***Under the Eye of the Clock* by Christopher Nolan**

As you read or listen to the following selection, look for examples of nonverbal actions that communicate something to others. Also, look at how other characters react to these various types of behavior. Use a separate piece of paper to keep a log as you read. Note characters, situations, and your own reactions to them.



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### ***Under the Eye of the Clock* by Christopher Nolan**

- Have students read *Under the Eye of the Clock*. Alternatively, you may want to read the selection to them or assign it as homework.
- Words that may be unfamiliar to your students are defined in the margins. Tell students that quotation marks and the spelling of some words are both British style.

### **Meet Christopher Nolan**

Christopher Nolan was born in 1965 in Mullingar, Ireland. After attending a special school for the disabled in Dublin, he fought to gain admission to a regular high school so that he could be with non-handicapped boys and girls. Though once accused of being a fraud by a newspaper columnist who did not believe that anyone born with his physical problems could communicate in such a vivid and powerful way, Nolan is definitely for real.

Nolan's first book, *Dam-Burst of Dreams*, a collection of stories, poems, and plays, was published when he was only 15. His autobiography, *Under the Eye of the Clock*, came out in 1987 and won Great Britain's highest literary award the following year.

