

原著: [美] Carol Henson & Thomas L. Means

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English & Communication for Colleges

商务交际英语 (下)

中央广播电视大学出版社

South - Western Educational Publishing Thomson Learning

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英语在国际商务活动中起着非常重要的作用。掌握用英语进行商务交际的能力,有利于在激烈竞争中占有先机,反之,将可能面临挫折和失望。

“商务交际英语”课程选用《商务交际英语》(*English & Communication for Colleges*)作为教材,它涵盖了商务交际活动中的基本知识和技能,如:信函、备忘录/便笺、电子邮件和报告的写作技巧等,此外,本书还讲授了一些当代商务理念、职业道德规范、批判性思维能力和团队精神,以及图表的运用、技术文件写作、客户服务、演示与会议、求职和多元文化工作环境中的交际等。

在教材改编工作中,考虑到学生学习的需要,对原版教材内容和结构做了某些调整和删节,增加了中文注释、词汇表。

本套文字教材的特点如下:

- 易于阅读的语言和色彩丰富的标识: 教学内容贴近生活,重要学习内容用显著标识标出,各章分成若干小节,有利于对学习内容的消化和吸收。丰富多彩的图片、数据和艺术处理提供了视觉帮助,有助于学生对教材内容的理解;

- 结合职业道德规范和跨文化交际理念的学习: 为学生理解交际中需遵循各种职业道德规范和文化差异理念所带来的问题做出了提示,这部分内容标注在相关章节的旁注中;

- 案例学习: 每一章都是由一个案例作为开篇,在这些案例中,安排了对学生的批判性思维能力具有挑战性的问题,学生要运用该章的内容来解决这些问题。在每小节后,提供了这些问题的参考答案。

- 不同的信函样本: 写得不规范的书信和规范的两种信函安排在左右两个页面上,通过对比,可以方便学生掌握规范的书信写作方式。

- 参考答案: 所有的练习答案都附在每册书后的附录里。

- 旁注标识: 下列标在旁注中的不同标识代表着不同的内容提示,可以帮助学生更方便地理解教材内容:

《商务交际英语》分为上下两册,每册由主教材和练习册组成,并



Employability

工作技能



互联网



TECHNOLOGY

技术



DIVERSITY

多元文化

KEY POINT

要点

Objective



学习目标



道德规范

配有练习光盘两张。全套教材由美国 South-Western Educational Publishing 和中央广播电视大学出版社联合出版。

《商务交际英语》全套教材共 12 章，上、下册各 6 章：

1. 日常生活中的交际活动 (Chapter 1: Communicating in Your life);
2. 多元文化工作环境中的交际 (Chapter 2: Communicating in a Diverse Workplace);
3. 写作技巧 (Chapter 3: Writing with Style);
4. 备忘录和电子邮件的写作 (Chapter 4: Writing Memos and E-mail);
5. 给客户和顾客的信函 (Chapter 5: Writing Letters to Your Clients and Customers);
6. 商务报告的写作：深入浅出的说明 (Chapter 6: Writing Reports: A Complex Process Made Easy)。
7. 技术文件写作 (Chapter 7: Technical Communication);
8. 图示和视觉辅助手段的应用 (Chapter 8: Developing and Using Graphic and Visual Aids);
9. 与客户的交流 (Chapter 9: Communicating with Customers);
10. 非言语交流 (Chapter 10: Nonverbal Communication);
11. 演示与会议 (Chapter 11: Presentations and Meetings);
12. 求职 (Chapter 12: Getting Your Job)。

《商务交际英语》全套教材由杨启宁策划，并主持整套教材的选用、改编方案的设计和改编工作，协调改编工作中的各个环节。《商

务交际英语》(下)由杨启宁和窦卫霖改编,杨启宁负责第7—9章,窦卫霖负责第10—12章。

由对外经济贸易大学史天陆教授、黄震华教授和北京航空航天大学汤德馨教授组成的专家组,对教材进行了审定。对外经济贸易大学黄震华教授审阅了全稿。中央广播电视大学外语部刘黛琳、牛健、刘占荣,中央广播电视大学出版社副社长任岩、策划编辑王跃、本书责任编辑胡小园,也对本书的改编提出了建议和意见。在此一并表示衷心感谢。

由于改编时间紧张,难免会有不尽如人意之处。恳请使用者提出宝贵意见,以便再版时修改。

编者

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7
chapter

Technical Communication



7.1

Writing to Instruct

7.3

Writing to Persuade

7.2

Writing to Describe

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Glossary

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Answers to Checkpoints

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Appendix 3

**Solutions to End-of-Section
Discussion Questions**

3-1

Appendix 4

**Documenting other Sources:
Citation Styles**

4-1

Streamlining Returns

Benjamin Contreras works in the shipping department of a large publisher. When customers

return damaged books, the damage often is not obvious to the clerks who unpack them. They sometimes place these books back on the warehouse shelves. The damaged books are then shipped out again to the next customer who orders them. That customer finds the damage, returns them again, and usually complains about the inconvenience.

Benjamin thinks the company could avoid shipping out damaged books by creating labels that identify the books as damaged. The company could send the new labels to customers who want to return damaged books. When the damaged books arrive back at the warehouse with the new labels, the clerks would know to give the customer credit for the return and then destroy the books.

Benjamin's supervisor, Karen Horner, likes this idea and has the new labels made. She asks Benjamin to write a letter to customers, explaining how to use the labels. Karen decides that he also should write a complete set of instructions for returning books. This would prevent customers from shipping by the wrong method, sending the books to the wrong address, and so on. She also asks Benjamin to write a description of the return process for staff in other

departments because they often ask questions about it.

Benjamin has read many sets of instructions and assumes that a description of a process would be very similar. He thinks he probably could just give other staff members a copy of the instructions he writes for the customers. Benjamin is concerned about the customers' reaction to the instructions. He often talks with them on the phone and knows they are very busy and tend to be impatient. They may not read the instructions; some may be annoyed at even receiving them.

Questions

1. What questions should Benjamin ask himself before he begins writing the customer instructions for returning books?
2. How can Benjamin make these instructions look easy to follow?
3. Should Benjamin give his new instructions to the other staff instead of writing a process description for them? Why or why not?
4. Will Benjamin's process description have more or less detail than his instructions? Why?
5. How can Benjamin persuade customers to read and follow the new instructions for returning books?
6. What benefits of the new return process might appeal to customers?

7.1 Writing to Instruct

Objectives 学习目标

After completing Section 7.1, you should be able to:

- 1 List the components of effective instructions.
- 2 Describe how to write effective steps for instructions.
- 3 Explain how a manual is similar to and different from instructions.
- 4 Describe how to make information in a manual easy to locate.

KEY POINT

Writing instructions and manuals requires a careful analysis of your intended readers.

Objective

使用说明的内容



goal 目标
process 过程

The Purpose of Instructions and Manuals

Do you always read the instructions before tackling a task? Or do you find most instructions to be confusing, incomplete, or tedious? Instead of reading the instructions, many people use a trial-and-error approach in trying to install a modem, program a VCR, use jumper cables to start a car, or complete some other task. Or they may glance through the instructions, looking for information that might help them complete the task quickly. As a result, they may complete steps in the wrong order or skip some entirely. Only after their other approaches fail will they resort to reading the instructions.

★ Instructions tell readers how to do something. Manuals are sets of instructions combined with explanations, descriptions, definitions, and other related information. Both instructions and manuals should provide all the guidance readers need in order to carry out the tasks. Your challenge is to write instructions and manuals that are so inviting and easy to use that people decide to read and follow them.

Components of Effective Instructions

When people read instructions, few read them from beginning to end, even though most instructions caution readers to do this. To encourage people to read a whole set of instructions, the steps must be clear, well organized, and geared to the intended receivers. They must include the information that receivers need—not too much and not too little. The instructions must be written using terms the receivers understand. In addition, instructions must look inviting to read.

Effective instructions include the following components: (1) a clear and limiting title, (2) an introduction and a list of needed tools or materials, (3) numbered steps in sequential order, and (4) a conclusion. Figure 7-1 shows a set of instructions with the components labeled.

Clear and limiting title

detectable 可检测的, detect 察觉, 发现, 检测

How to Install the DEBUG Anti-virus Detector on Your Computer

安装者 安装程序

病毒, 病毒

The DEBUG Anti-virus Detector was designed for use on personal computers. You can install the detector whether or not your computer already has a virus. This software will identify any files with a known virus and repair those files, keeping your computer virus-free.

Introduction and list of materials

Materials needed: DEBUG CD
DEBUG Disks 1 and 2

CAUTION: Make backup copies of your AUTOEXEC.BAT files before installing this virus detector.

First, install the DEBUG Anti-virus Detector:

1. Choose and carry out one of the following:
 - a. To install from a CD, insert the DEBUG CD into the CD-ROM drive.
The detector setup program will start automatically.
 - b. To install from a floppy disk, *软盘的, 安装程序*
 1. Insert the DEBUG Disk 1 into Drive A.
 2. Click Start on the Windows taskbar.
 3. Click Run.
 4. Key A:SETUP in the text box.
 5. Click OK.
2. Follow the instructions on the screen.

卡诺尔

Numbered steps in sequential order

If the program detects an active virus during installation, follow these steps to remove it:

1. Turn off your computer.
2. Insert DEBUG Disk 2 into Drive A.
3. Turn on your computer.
紧急情况, 启动, 运行, 故障
The screen will show this message: Emergency Virus Removal.
4. Press Enter to load the program.

The program will scan for any active viruses and remove them.

病毒, 清除, 扫描

Conclusion

After your detector is installed, it will automatically scan your files on a regular basis and detect and remove any viruses it finds.

CAUTION: Be sure to update your detector periodically. New viruses are constantly being created and spread.

virus / viruses

FIGURE 7-1 Components of effective instructions

What kinds of problems could occur in a business or manufacturing setting if people do not read written instructions?

KEY POINT

Writers tend to skimp on introductions because they are impatient to get started. However, readers need to know when and why they should follow the instructions.



As you write instructions, you assume some responsibility for the safety of your readers. Make sure you alert them to hazards.

KEY POINT

Considering what readers need and want to know is the first step in all effective writing.

BASIC SKILLS: INTERPRETS AND COMMUNICATES

Provide enough information so readers understand what to do and enough examples or illustrations so they can visualize the procedure.

Clear and Limiting Title

The title for a set of instructions should do more than name the topic. It also should explain what the reader will do with the topic. In addition, the title should be limiting: specific enough for readers to know what it does and does not cover. Compare these titles.

Unclear and too broad: The ABC Modem

Clear and limiting:

How to Install the ABC Modem

How to Use and Troubleshoot the ABC Modem

Introduction and List of Needed Tools or Materials

Readers need a brief orientation—two or three sentences—before they begin following a set of instructions. The introduction should explain what the instructions should accomplish (if that is not obvious), who should follow the instructions, and perhaps when and why to follow them. For example, let's say the instructions tell how to reorder parts. The introduction should explain who is responsible for reordering the parts and when the parts should be reordered.

✓ Next, list any needed tools, equipment, or materials so readers can gather them before beginning the steps. Then include any of the following sections that are relevant:

1. *Special Skills or Knowledge Required.* For example, if you expect readers to be familiar with certain software or company procedures, point that out. Otherwise, readers may attempt to follow the instructions without the necessary background knowledge. Refer readers to an appropriate source for any additional information they may need.
2. *Time frame.* Tell readers how long the entire task or individual steps should take, if that information would be helpful.
3. *Cautions.* Warn readers about possible injury or other hazards. If necessary, repeat the warnings in the steps.
4. *Definitions.* Define any terms that might not be familiar to readers, such as *initialize* or *airway*. Try to avoid using unfamiliar terms. They may discourage people from reading the instructions.

Numbered Steps in Sequential Order

To begin, think carefully about what your intended readers need to know in order to accomplish this task. What do they already know about this procedure? Have they completed similar tasks? How is this one different?

Your goal in writing these steps is to provide everything readers need, without overwhelming them with details or unneeded information. One way to streamline your instructions is to avoid including obvious steps, such as "Seat yourself in front of the computer."