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世纪普通高等院校系列规划教材

ERSHIYI SHIJI
PUTONG GAODENG
YUANXIAO
XILIE GUIHUA JIAOCAI

主 编 沈岚 姚键
副主编 王怡 周成

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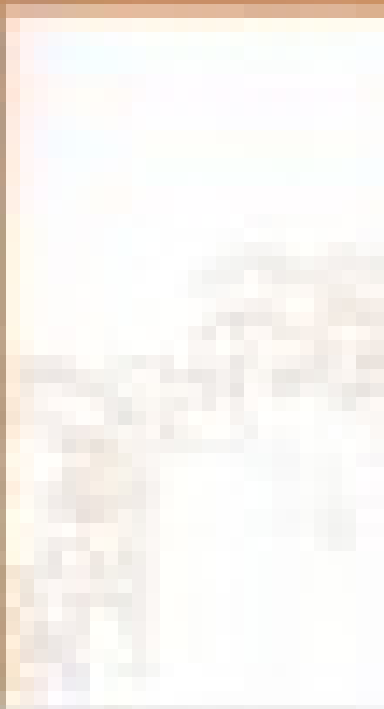
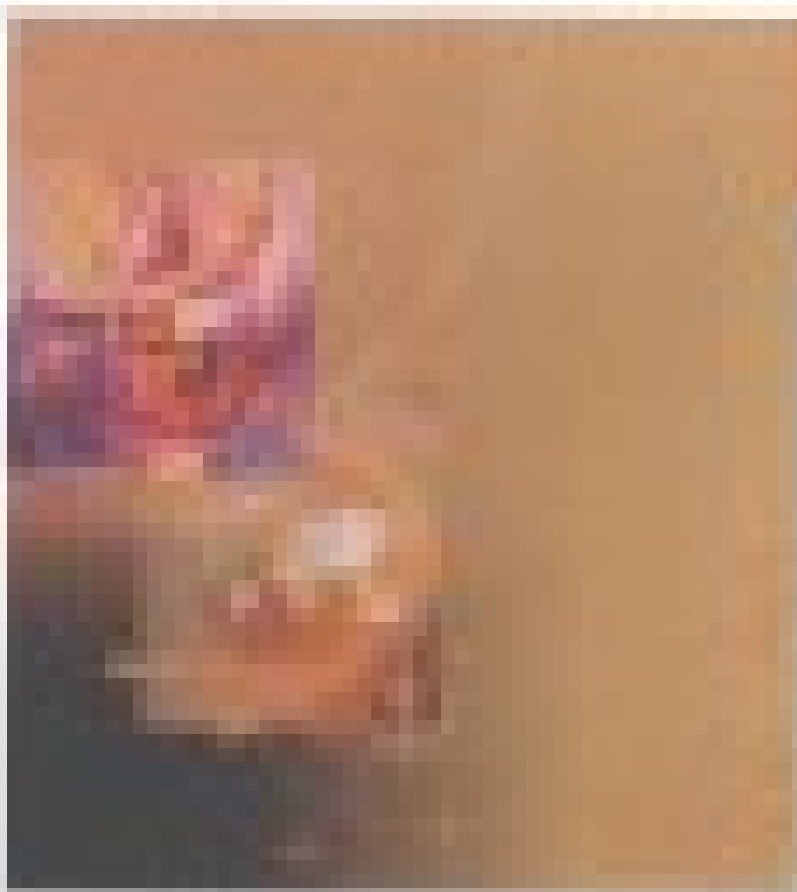
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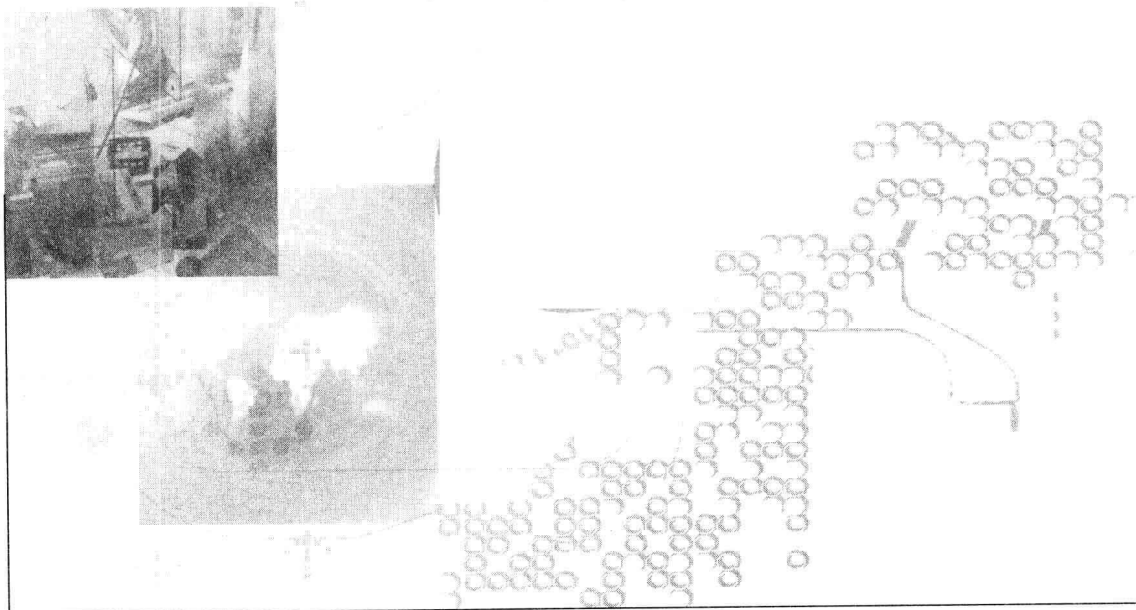
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21 世纪普通高等院校系列规划教材

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总序

为推进中国高等教育事业可持续发展，经国务院批准，教育部、财政部启动实施了“高等学校本科教学质量与教学改革工程”（下面简称“质量工程”）。这是深入贯彻科学发展观，落实“把高等教育的工作重点放在提高质量上”的战略部署，在新时期实施的一项意义重大的本科教学改革举措。“质量工程”以提高高等学校本科教学质量为目标，以推进改革和实现优质资源共享为手段，按照“分类指导、鼓励特色、重在改革”的原则，加强课程建设，着力提升我国高等教育的质量和整体实力。为满足本科层次经济类、管理类教学改革与发展的需求，培养高素质有特色应用型创新型人才，迫切需要普通本科院校经管类教学部门开展深度合作，加强信息交流。值得庆幸的是，西南财经大学出版社给我们搭建了一个平台，协调组织召开了普通本科院校经管院系的院长（主任）联席会议，就教学、科研、管理、师资队伍建设、人才培养等方面的问题进行了广泛而深入的研讨。

为了切实推进“质量工程”，第一次联席会议将“课程、教材建设与资源共享”作为讨论、落实的重点。与会同志对普通本科的教材内容建设问题进行了深入探讨，认为目前各高校使用的教材存在实用性和实践性不强、针对性不够等问题，需要编写一套高质量的普通本科教材，以促进课程体系和教学体系的合理构建，推动教学内容和教学方法的创新，形成具有鲜明特色的教学体系，有利于普通本科教育的可持续发展。通过充分的研讨和沟通，会议一致同意，共同打造切合教育改革潮流、深刻理解和把握普通本科教育内涵特征、贴近教学需求的高质量的 21 世纪普通高等院校系列规划教材。

鉴于此，本编委会与西南财经大学出版社合作，组织了乐山师范学院旅游与经济管理学院、西南科技大学经济管理学院、西华师范大学管理学院、西华师范大学历史文化学院、宜宾学院经济与管理学院、成都大学管理学院、成都大学经济政法学院、成都大学旅游文化产业学院、攀枝花学院经管学院、吉林农业科技学院经济管理学院、内江师范学院经济与管理学院、成都理工大学商学院、成都信息工程学院商学院、成都信息工程学院管理学院、西华大学管理学院、四川农业大学经济管理学院、四川理工学院经济管理学院、佛山科技大学经济管理学院、西昌学院经济与管理学院等院校的老师共同编写本系列规划教材。

本系列规划教材编写的指导思想：在适度的基础知识与理论体系覆盖下，针对普通

本科院校学生的特点，夯实基础，强化实训。编写时，一是注重教材的科学性和前沿性，二是注重教材的基础性，三是注重教材的实践性，力争使本系列教材做到“教师易教，学生乐学，技能实用”。

本系列规划教材以立体化、系列化和精品化为特色，包括教材、辅导读物、讲课课件、案例及实训等；同时，力争做到“基础课横向广覆盖，专业课纵向成系统”；力争把每本教材都打造成精品，让多数教材能成为省级精品课教材、部分教材成为国家级精品课教材。

为了编好本系列教材，在西南财经大学出版社的支持下，编委会经过了多次磋商、讨论。首先，成立了由西南财经大学副校长、博士生导师丁任重教授任名誉主任，西华大学管理学院院长章道云教授任主任，西南科技大学经济管理学院院长王朝全教授、宜宾学院经济与管理学院院长李成文教授、成都理工大学商学院院长龚灏教授、四川理工学院经济管理学院院长彭礼坤教授、佛山科技大学经济管理学院院长傅江景教授任副主任，其他院系院长（主任）参加的编委会。在编委会的组织、协调下，第一批规划了公共基础、工商管理、财务与会计、旅游管理、电子商务、国际商务、专业实训、金融、综合类九大系列 70 余种教材。下一步根据各院校的教学需要，还将组织规划第二批教材，以补充、完善本系列教材。其次，为保证教材的编写质量，在编委会的协调下，由各院校具有丰富教学经验并有教授或副教授职称的老师担任主编，由各书主编拟出大纲，经编委会审核后再编写各教材。同时，每一种教材均吸收多所院校的教师参加编写，以集众家之长，取长补短。

经过多方努力，本系列规划教材终于与读者见面了。值此之际，我们对各院系领导的大力支持、各位作者的辛勤劳动以及西南财经大学出版社的鼎力相助表示衷心的感谢！

21 世纪普通高等院校系列规划教材编委会

2008 年 12 月

前言

21 世纪,伴随着中国经济的快速发展,中国正日益同世界全方位接轨。在经济全球化的进程中,势必会带来更多对外交流和合作的机会,而这种交流和合作是通过语言来实现的。在对外交流中,语言的功能是不可替代的,它起着桥梁和纽带的作用。然而,仅有语言是不够的,还需要懂得如何在适当的场合运用恰当得体的语言来准确地表达商业意图,这样才能维系商务关系,确保业务成功。随着经济全球化的不断深入,对掌握必要商务知识和具有语言沟通能力的人才的需求产生了量和质的飞跃。商务英语人才已不再是传统意义上的外销员,而应是具有参与国际商务竞争能力的人才。

有效地提高学生实际运用语言的能力,培养既有专业知识又能熟练运用英语的复合型人才,使学生所学的知识紧跟时代的发展,符合社会经济生活的实际需求,是高等院校人才培养的历史责任,也是经济全球化和社会发展的迫切需要。为此,根据我国高等院校的课程设置,以国际贸易的知识为背景,我们编写了《外贸函电》一书。本书重点就有效的商务沟通所应注意的方面和应遵循的原则及技巧进行了详细的讲解和示范,同时对各种商务英语函电与应用文的内容、风格、格式以及写作特点做了详尽而系统的介绍。

本书的特点是从跨文化交际的视角出发,针对交际沟通对象的差异,结合实际的商务沟通内容,有机地将外贸实务、商务写作和函电实例相结合,引入 3×3 写作思路及模式,并以此为主线贯穿整个教材。各单元均配有大量的实例和例句,为了便于学习者学习和掌握,各例后均紧跟生词和短语的讲解;同时各单元后附加了章节回顾和思考题,以激励学习者进行积极的总结和反思。本书共 15 章,1~3 章详细讲解 3×3 写作思路及模式的运用,对全书的内容起着总纲的作用;从第 4 章开始,教材按照常规外贸流程及环节分类安排各章节,包括建立业务关系,询盘、发盘与还盘,订单,国际支付,信用证,包装与运输,保险,投诉与索赔,代理,商务合同等内容。

本书作者在多年教学和对外贸企业调研的基础上,借鉴国内外最新教材编写理念和教学方法,结合高等院校教学的特点以及复合型人才培养的具体需要,在以下方面进行了尝试:

(1) 在介绍各类信函的同时详细讲解了相关的理论知识以及国际商贸实用知识,帮助初学者及没有系统地学习过国际贸易的学习者通过理论联系实际的方式准确地认知所学的知识点。

(2) 每章的常用句型总结部分给学习者提供了大量的商贸语言素材,能帮助学习者更好地理解各章节的专业英语语言知识;形式多样的练习可以有效地帮助学习者提高实际运用能力。

本书主编:沈岚、姚键;副主编:王怡、周成;参编者:魏萍、彭琳、邹斌、向建雄、张谢、马勤。其中,第1~3章由沈岚(成都大学外国语学院)编写;第4章由马勤(成都直属机关电大)编写;第5~6章由周成(成都大学外国语学院)编写;第7章由向建雄(成都大学外国语学院)编写;第8~9章由魏萍(成都理工大学工程技术学院)编写;第10章由邹斌(成都理工大学工程技术学院)编写;第11章由彭琳(西南民族大学外国语学院)编写;第12章由姚键(成都大学外国语学院)编写;第13章由张谢(成都理工大学工程技术学院)编写;第14~15章由王怡(昆明理工大学应用技术学院)编写;名人名言部分由杜杰(成都大学外国语学院)辑录。各章的练习参考答案及常用术语、缩略语均放在与教材配套的课件中。

由于编者水平有限,书中难免有不足之处,恳请国内外专家、学者和广大读者批评指正。

编者

2010年8月

于成都银厂沟

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Chapter 1 Writing Process for Business Letters (1) — Prewriting

[Learning Objectives]

1. *Describe three basic elements of business writing.*
2. *Summarize the three phases of the 3 - × -3 writing process.*
3. *Clarify what is involved in analyzing a writing task and selecting a communication channel.*
4. *Describe anticipating and profiling the audience for a message.*
5. *Specify six writing techniques that help communicators adapt messages to the task and audience.*
6. *Explain why four areas of communication hold legal responsibilities for writers.*

1. Approaching the Writing Process Systematically

As a firm moves into a new marketing arena, its representatives must finely tune his communication skills to project a new image and capture new clients. Preparing and writing any business message—whether a letter, an e-mail memo, or a sales presentation—is easier when the writer or presenter has a systematic plan to follow.

1.1 The Basics of Business Writing

Business writing differs from other writing you may have done. High school or college compositions and term papers may have a minimum word count. Business writing, however, has different goals. In preparing business messages and oral presentations, you'll find that your writing needs to be:

- **Purposeful.** You will be writing to solve problems and convey information. You will have a definite purpose to fulfill in each message.
- **Economical.** You will try to present ideas clearly but concisely. Length is not rewarded.
- **Reader oriented.** You will concentrate on looking at a problem from the reader's perspective instead of seeing it from your own.

These distinctions actually ease the writer's task. In writing most business documents, you

won't be searching your imagination for creative topic ideas. You won't be stretching your ideas to make them appear longer. One writing consultant complained that "most college graduates entering industry have at least a subliminal perception that in technical and business writing, quantity enhances quality." It's Wrong! Get over the notion that longer is better. Conciseness is what counts in business. Furthermore, you won't be trying to dazzle readers with your extensive knowledge, powerful vocabulary, or graceful phrasing. The goal in business writing is to express rather than impress. You will be striving to get your ideas across naturally, simply, and clearly.

In many ways business writing is easier than academic writing, yet it still requires hard work, especially from beginners. But following a process, studying models, and practicing the craft can make nearly anyone a successful business writer and speaker. This book provides all three components: process, products (models), and practice. First, you'll focus on the process of writing business messages.

1.2 The 3- × -3 Writing Process for Business Letters

The writing process can be divided into three distinct phases: prewriting, writing, and revising. As shown in Figure 1.1, each phase is further divided into three major activities. The 3- × -3 processes provide you with a systematic plan for developing all your business communications from simple memos and informational reports to corporate proposals and oral presentations.

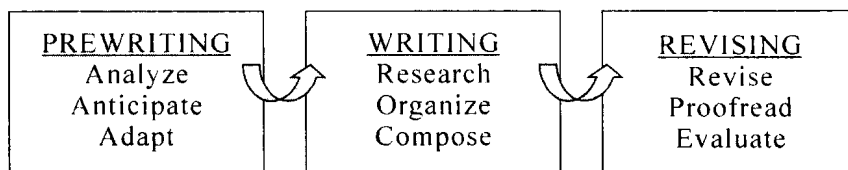


FIGURE 1.1 The 3- × -3 Writing Process

The time spent on each phase varies with the deadline, purpose, and audience for the message. Let's consider how the 3- × -3 writing process might work in a typical business situation. Suppose you must write a letter to a department store buyer about an order that you, as a manufacturer of jeans, cannot fill. The first phase (prewriting) prepares you to write and involves analyzing, anticipating, and adapting. In analyzing the situation, you decide to focus your letter on retaining the order. That can be best done by persuading the buyer to accept a different jeans model. You anticipate that the buyer will be disappointed that the original model is unavailable. What's more, she will probably be reluctant to switch to a different model. Thus, you must find ways to adapt your message to reduce her reluctance and convince her to switch.

The second phase (writing) involves researching, organizing, and then composing the message. To collect facts for this letter, you would probably investigate the buyer's past pur-

chases. You would check to see what jeans you have in stock that she might accept as a substitute. You might do some brainstorming or consult your colleagues for their suggestions about how to retain this order. Then, you would organize your information most effectively. Equipped with a plan, you're ready to compose the first draft of the letter.

The third phase of the process (revising) involves revising, proofreading, and evaluating your letter. After writing the first draft, you'll revise the message for clarity, conciseness, tone, and readability. You'll proofread carefully to ensure correct spelling, grammar, punctuation, and format. Finally, you'll evaluate the message to see whether it accomplishes your goal.

Although our diagram of the writing process shows the three phases equally, the time you spend on each varies. One expert gives these rough estimates for scheduling a project: 25 percent worrying and planning (Phase 1), 25 percent writing (Phase 2), 45 percent revising, and 5 percent proofreading (Phase 3). These are rough guides, yet you can see that good writers spend most of their time revising. Much depends, of course, on your project, its importance, and your familiarity with it. What's critical to remember, though, is that revising is a major component of the writing process.

2. The Prewriting Phase of Composition

Whether you're writing with a team, composing by yourself, or preparing an oral presentation, the product of your efforts can be improved by following steps described in the 3- \times -3 writing process. Not only are you more likely to get your message across, but you'll feel less anxious and your writing will progress more quickly. The remainder of this chapter concentrates on the prewriting phase of composition: analyzing, anticipating, and adapting.

2.1 Analyzing the Task

In analyzing the composition task, you'll first need to identify the purpose of the message and select the best channel or form in which to deliver it.

Identifying Your Purpose. As you begin to compose a message, ask yourself two important questions: (1) Why am I sending this message? And (2) What do I hope to achieve? Your responses will determine how you organize and present your information.

Most business communication has both primary purpose and secondary purposes. The primary purposes for sending business messages are typically to inform and to persuade. A secondary purpose is to promote goodwill; you and your organization want to look good in the eyes of your audience.

Most business messages do nothing more than *inform*. They explain procedures, announce meetings, answer questions, and transmit findings. Some business messages, however, are

meant to *persuade*. These messages sell products, convince managers, motivate employees, and win over customers. Informative messages are developed differently than persuasive messages.

Selecting the Best Channel. After identifying the purpose of your message, you need to select the most appropriate communication channel. Some information is most efficiently and effectively delivered orally. Other messages should be written, and still others are best delivered electronically. Whether to set up a message, send a message by e-mail, or write a report depends on some of the following factors:

- Importance of the message
- Amount and speed of feedback required
- Necessity of a permanent record
- Cost of the channel
- Degree of formality desired

2.2 Anticipating the Audience

A good writer anticipates the audience for a message: What is the reader like? How will that reader react to the message? Although you can't always know exactly who the reader is, you can imagine some characteristics of the reader. By profiling your audience and shaping a message to respond to that profile, you are more likely to achieve your communication goals.

Profiling the Audience. Visualizing your audience is a pivotal step in the writing process. The questions in Figure 1.3 will help you profile your audience. How much time you devote to answering these questions depends greatly on your message and its context. An analytical report that you compose for management or an oral presentation before a big group would, of course, demand considerable audience anticipation. On the other hand, a letter to a familiar supplier might require only a few moments of planning. No matter how short your message, though, spend some time thinking about the audience so that you can tailor your words to your readers.

FIGURE 1.2 Asking the Right Questions to Profile Your Audience

<p>PRIMARY AUDIENCE</p> <p>Who is my primary reader?</p> <p>What is my personal professional relationship with that person?</p> <p>What position does the individual hold in the organization?</p> <p>How much does that person know about the subject?</p> <p>What do I know about that person's education, beliefs, culture?</p> <p>Should I expect a neutral, positive, or negative response?</p> <p style="text-align: center;">SECONDARY AUDIENCE</p> <p>Who might see this message after the primary audience?</p> <p>How do these people differ from the primary audience?</p>
