



# 沟通英语—信息利用技能培训

## Information in the Workplace

[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信息利用技能培训。通过学习,学生将了解信息对于工作的重要性,信息的来源,获取信息的方法,以及如何利用信息,如何为演讲收集和准备信息等。

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 ATT (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

# 简介

## 全书总览及理论基础

### 工作场所的沟通

在日前竞争日益激烈的商业社会中，办公场所变得日益复杂、日益科技化。缺乏沟通技巧的学生将发现自己处于令人绝望的不利地位。本书的编写就是为了帮助学生获得他们急需掌握的英语阅读、英语写作、英语会话、英语听力技能。这些技能对于他们来说不仅仅有益于今后成功的就业，而且对于他们作为优秀的学生、市民、消费者以及终生的学习者身份而言也大有裨益。本套书在设计上的特点是，通过一些与学生现在以及未来生活直接相关的、有趣的且具有启发意义的课程，向学生传授掌握这些技能的积极的态度。因此，对于每个与学校向社会转型过程相关的人来说，包括教师、学生、雇主，本套书为其提供了一种适应未来工作场所的手段。

雇员必须能够管理信息。他们必须懂得如何阅读表格、图表、曲线图、手册以及计算机屏幕。他们必须能够清晰而准确地书写，因为在公司的环境中，书写仍然是基本的沟通手段。雇员每天的大部分时间都花费在倾听或会话上，所以他们必须发展职业的口头沟通技能以应付工作程序和工作中的问题，更好地为客户服务。

缺乏沟通技巧将妨碍雇员有效地履行自己的职责、达到目标以及竞争的能力。这种缺乏可以从低下的生产效率、教高的出错率和造成巨大损失的错误中表现出来。

### 就业教育

在鉴别成功就业所需要的技能的过程中，美国劳工部的《SCANS Report for America 2000》中将沟通的技能（包括阅读、写作、会话、听力）和算术、数学一起列为基本的“基础性技能”。传统上，美国学校花费大量的精力教育学生如何阅读和写作，然而在会话和听力方面提供的正规培训却很少——尽管对于普通人来说，55%的沟通时间是花在倾昕上，23%的时间花在会话上，只有 13.3% 的时间花在阅读上，8.4%的时间花在写作上。本丛书将综合开发所有这些技能。

#### 1. 阅读能力

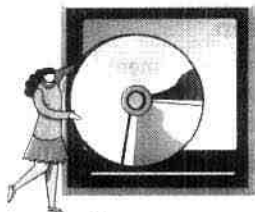
工作中的阅读要求工作者分析并总结阅读信息，并就所阅读的信息记录下自己的理解。为了能够应付这种环境，学生必须学会如何找到信息的位置，如何应用更高级的思考策略来解决问题。

#### 2. 写作能力

写作属于应用科学的一种，它渗透于所有职业。工作场所的写作依赖于对信息的分析、概念化、综合与精华的提取。无论是一个简短的备忘录、一封给顾客的信，还是某个

# Information and Work 信息与工作

## A Video Lesson 录像课



### Looking Ahead 内容展望

#### What This Lesson Is About

In this lesson, you will discover the importance of gathering, organizing, and using information in the workplace.

- ✓ To gather information, you must know what you are looking for and where to find it.
- ✓ To organize information, you must be able to categorize it in a way that will help you and your audience understand and use the information efficiently.
- ✓ To use or communicate information, you must decide *what* to communicate and *how* to communicate it the best way. You must also decide whether graphic materials (charts, tables, diagrams, graphs, or pictures) can help you communicate more effectively.



The UPS central database tracks millions of packages, providing information on flight schedules, pickups, deliveries, and even the weather. More than 99 percent of these packages will get to their destinations on time.



#### Materials

This lesson uses two videodisc or videocassette segments: Chapter 10, **Introduction**, and Chapter 20, **UPS**, from Side 1 of the videodisc *Module 4: Information in the Workplace*.

### Preview

#### What This Lesson Is About

This lesson introduces students to the importance of gathering, organizing, and using information in the workplace.

Upon completing this lesson, students will be able to

- identify and describe the three skills involved in managing information.
  - describe some of the purposes that information serves in the workplace.
  - describe the skills that people need to handle information in the workplace.
- Ask students to read **What This Lesson Is About**.

Used by permission of United Parcel Service

## Key Ideas

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

## Key Ideas



**caller queue**—(in the video) calls waiting to be answered in an automated telephone system

待回复电话录音

**categorize**—to sort into groups according to common characteristics 分类：归类

## Viewing the Videodisc—Introduction

- Tell students that they are about to see the opening segment of the videodisc or videocassette for this module. This segment introduces the importance of gathering, organizing, and using information in today's workplace.
- Ask students to read **Viewing the Videodisc—Introduction** and to think about the question raised in this section as they watch the videodisc segment.
- Show the **Introduction** segment (Chapter 10) of the videodisc. (1:48)

Introduction



Search 329, Play To 3600

## 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**. The first three questions appear as still frames at the end of the **Introduction** on the videodisc.
- Have students share their responses as a class.

Introduction: Discussion Question 1



Search Frame 3601

Introduction: Discussion Question 2



Search Frame 3602

Introduction: Discussion Question 3



Search Frame 3603

## Viewing the Videodisc—Introduction

You are going to watch a videodisc or videocassette segment that shows how information is used in the workplace. As you watch, ask yourself what the narrator means when he says,

"If you think of the workplace as a machine, information is the fuel that runs it."

## Post-Viewing Questions

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

- 1 What does the phrase "information is power" mean to you?
- 2 What are some situations in which information is needed to make a decision or to solve a problem?
- 3 How is information used in each case?
- 1 What does the narrator mean when he says, "If you think of the workplace as a machine, information is the fuel that runs it"?

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

*"Can you narrow all this information down to the few things that are important and say it in a way that the other person understands? Because if you can't do that, you don't really have a place in modern American business."*

—Tim Brooks, vice president for research, USA Networks



## Getting Started 进入正文

### Fill 'er Up!

If the gas gauge in your car is registering "Empty," you know that you'd better fill the tank if you want to keep going. So what do you do? You look for a service station, pull up to the pump that contains the kind of gasoline you use, fill the tank, pay the cashier, and get back on the road. Mission accomplished—you solved your problem.

But what if...

...you thought the "E" meant that you needed engine oil—or water for the radiator?

...you knew you needed gas, but you put it in the radiator instead of the gas tank?

...you got the gas and put it in the right place, but there was a hole in the fuel line and the gas never reached the engine?

Making information work for you on the job is a lot like refueling your car:

- You have to know what you need—what information you want.
- You have to put it in the right place—organize it.
- You have to make sure it gets where it's supposed to go—you must transfer (communicate) it to a person or place where it can be used).

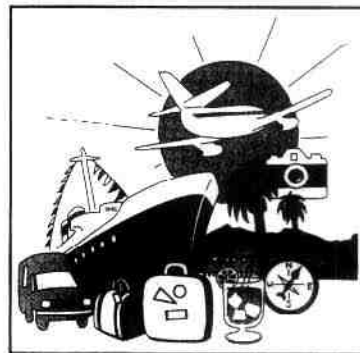
Here's an example of managing information in the workplace:

- You work for a travel agency, and a customer calls to make a reservation. "I want a flight to New York," she says, "—not too early in the morning, but I want to get in before the rush hour so Uncle Harry can pick me up at the airport."
- Before you start gathering flight information, you would be wise to find out more exactly what you need to know. What day does she want to travel? (Some flights aren't scheduled every day of the week.) What airport will be convenient for Uncle Harry? (If he lives in Queens, he would prefer to pick up his niece at LaGuardia Airport rather than Kennedy or Newark.) How long does she plan to stay? (This may affect the price of the ticket.)
- After your client answers your questions and you narrow the search to *flights available to LaGuardia on Saturday, August 31, leaving no earlier than 10 a.m. and arriving no later than 3:30 p.m.*, your first task is to
  - **GATHER the information.** You call up the flight schedule to LaGuardia on your PARS/Worldspan computer system.

## Development

### Fill 'er Up!

- Ask students to read Fill 'er Up! as a class and to review the main points made in this section, with special emphasis on the three skills involved in managing information (gathering, organizing, and using information). Then have the class answer the two questions that appear at the end of the section.



*"Every weeknight at the UPS hub in Atlanta, more than a million letters and packages arrive by plane. They'll be unloaded, sorted, reloaded, and flown out again, all in less than four hours."*

## Application

### Viewing the Videodisc—UPS

- Tell students that they are about to see a documentary about UPS—United Parcel Service—and about how the company uses information to serve its customers.
- Ask students to read **Viewing the Videodisc—UPS** and to think about the question raised in this section as they watch the videodisc segment.
- Show UPS (Chapter 20) of the videodisc. (3:45)

UPS



Search 3611, Play To 10356

There's a long list of flights, beginning at 6:30 a.m. and ending at 11 p.m. That's much more information than your customer needs or wants, so you

- **ORGANIZE the information.** Moving through the list (or entering a search command), you pull out the flights that meet the customer's requirements. Three flights do not operate on Saturday, so you eliminate them. Then you eliminate all the flights that leave before 10 a.m. and those that arrive after 3:30 p.m., reducing your list to four flights. Now you are ready to
- **COMMUNICATE or USE the information.** You give the customer the departure and arrival times and the fares of the four flights that meet her needs. She chooses the 1:15 USAir flight because that departure time will allow her son to take her to the airport during his lunch hour. You confirm the reservation with the airline through the computer, charge it to the customer's credit card, and tell her to have a good time in New York.

In the travel agency scenario, you used a computer to gather and organize information. What if the computer system had been "down" when the customer called. How else could you have found the information you needed to make her reservation?

In managing information, why is it important

- to ask the right questions?
- to organize the information you find?
- to communicate it clearly to other people?

## Trying It Out 实践演练

### Viewing the Videodisc—UPS

More than a million letters and packages arrive every weeknight at the Atlanta hub of United Parcel Service (UPS), and most of them have to be delivered the next day somewhere in the United States. The amazing thing is that 99 percent of them get to their destinations on time. Even more amazing is the fact that a UPS customer-service representative can track your package at any point in its travels and let you know where it is and when it will be delivered.

**Information is power at UPS.** The UPS system works because of complex computer equipment that manages incredible amounts of information. The computer sorts this information and lets users retrieve it. But even this powerful equipment could not do the job if the people who provide the information—the dispatchers and the drivers—didn't make sure that the information

that goes into the computer is accurate and complete. Moreover, a customer-service representative could not help you by locating your parcel if she or he did not know what questions to ask the computer and how to communicate its answers to you. That's why *people* need to know how to handle information, even if—and especially if—they are using automated high-tech equipment.

In this videodisc segment, you will meet several UPS employees and will learn how important the task of information handling is in their jobs. As you watch the segment, ask yourself,

“Where does the information come from and how is it used by the people in this video?”

### Post-Viewing Questions

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

- 1 What kinds of information are used at the UPS Customer Service Center?
- 2 How is the information used? Give examples.
- 3 Why is gathering, organizing, and using information critical to the success of UPS?

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

### 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**. They appear as still frames at the end of UPS on the videodisc.

UPS: Discussion Question 1



Search Frame 10357

UPS: Discussion Question 2



Search Frame 10358

UPS: Discussion Question 3



Search Frame 10359

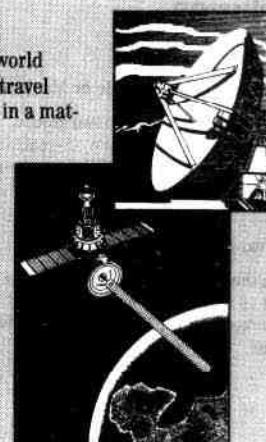
### The Global Village

You've probably heard the expressions “the world is getting smaller” and “the world keeps shrinking.” They generally refer to the fact that it doesn't take long to travel from one place to another. With jet planes zipping people anywhere in the world in a matter of hours, faraway places don't seem as far away as they once did.

Communication satellites have shrunk the world even more. Today, by bouncing microwave signals off satellites in space, communication companies can instantly send TV, radio, and telephone signals halfway around the world. We can sit in our living rooms and watch live events take place thousands of miles away.

Canadian writer Marshall McLuhan (1911–80) said electronic methods of communication have turned the world into a “global village.” News travels so fast that people on opposite sides of the planet become closely involved with one another. It's as if we all live in the same little village, where everybody knows what everyone else is doing.

McLuhan, whose views were somewhat controversial, claimed that each major period of history is characterized by the medium of communication most in use at the time. The period from 1700 to the mid-1900s was the “age of print,” because printing was the dominant technology that people used to exchange information. According to McLuhan, the electronic age has replaced the age of print, with television now the dominant means of communication.





## Company Profile: United Parcel Service



**Company Name:** United Parcel Service

**Location:** Atlanta, Georgia

**Mission Statement:** Serve the ongoing package-distribution needs of our customers worldwide and provide other services that enhance customer relationships and complement our position as the foremost provider of package-distribution services . . . Be a well-regarded employer that is mindful of the well-being of our people, allowing them to develop their individual capabilities in an impartial, challenging, rewarding, and cooperative environment and offering them the opportunity for career advancement.

**Company Products and/or Services:** Ground delivery service reaching all urban and rural areas in 48 contiguous states; second-day air service to all 50 states and Puerto Rico; next-day air service to more than 70 percent of U.S. population; ground and air service to and from Canada; international air service available to more than 180 countries and territories

**Clients and Customers:** More than 1.2 million regular shippers who receive automatic daily pickup services

**Number of Employees:** 251,750 U.S.; 32,250 international

**Unique Features:** UPS is a manager-owned company.

## Conclusion

### People or Machines

- Have students read *People or Machines*.
- Then divide the class into two groups. Have one group support the pro-machine argument, the other group the pro-people position.
- Have the groups follow the directions outlined in this section.
- When the debate is over, give students about 10 minutes to complete the writing assignment that appears at the end of the section.

## Summing Up 总结归纳

### People or Machines

Which is more important to the UPS operation—the technology or the people who operate it?

Form two groups, one made up of students who will argue that technology is more important and the other comprised of students who will argue that people are more important. In your group, make a list of the arguments that support your position. Then organize your points as they relate to the skills of (a) gathering, (b) organizing, and (c) communicating or using information. Have each member of your group prepare a one-minute presentation of one of the arguments. When the presentations are ready, conduct a debate as a class. Use your three information-management skills to structure the debate.

When the informal debate is over, summarize in your journal the key points made by both sides. Add your personal conclusion on whether people or machines are more important to such companies as UPS—or whether both are equally important and why.

## Keeping Track 教学评估

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

- 1 What are the three main skills of information management?
- 2 For what purposes is information used in the workplace?
- 3 What skills do people need to handle information effectively?



*"I love to talk, as you can tell. The customers want to hear a friendly voice, and they want to have confidence in UPS."*

— Jacquenette Cottrell,  
customer-service representative

## Assessment/Reteaching

- Have students work individually to answer the questions in **Keeping Track**.
- Review student work for basic understanding of lesson ideas.
- Students who require additional instruction should again watch the two videodisc segments used in this lesson and create an accompanying viewer's guide that highlights the important points made.
- Encourage students to keep their answers to the **Keeping Track** questions in their portfolios.

### \$100 and a Will to Succeed

In 1907, 19-year-old James E. Casey and a handful of other teenagers started the company that would become United Parcel Service when they borrowed \$100 from a friend and set up the American Messenger Company in Seattle, Washington. Their infant business had a philosophy of never promising what it could not do and of always keeping every promise.

When the company extended its operations to Oakland, California, in 1918, it adopted the name United Parcel Service. By 1930, UPS had started service in the New York City area, and over the next 15 years it opened service in cities throughout the East and Midwest. By the 1950s, UPS made the critical decision to compete directly with the United States Postal Service.

In 1987, UPS became the first package delivery company in history to provide service to every address in the United States.

— "Behind the Shield," United Parcel Service



Cofounder of the American Messenger Company, Jim Casey would call in drivers on one phone and receive pickup information on another.

Used by permission of United Parcel Service



## Extension

- As a homework or out-of-class assignment, ask students to complete one of the activities outlined in **Going Further**.
- Have students discuss their results with the class and keep copies of their work in their portfolios.

## Going Further 深入学习

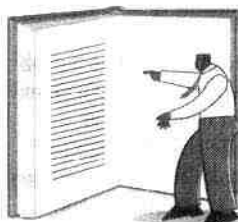
- Think of a time when you needed to know more about a particular subject. Perhaps you were planning to buy a new stereo system and wanted to know what your options were. Or maybe you were working on a term paper or looking for a summer job. How did you go about gathering the information you needed? How did you organize it? How did you communicate or use it? Describe your experience in a one- or two-page paper, and turn it in to your teacher.
- You are on the planning committee for the senior prom, which can be held in one of two places: the Wellington Hotel or Appleby's Banquet Hall. Your committee is responsible for choosing the location, and you must talk with the managers of both places to get the information the committee needs to make its decision. Make a list of the questions you would ask. Next decide if there is anything you need to know that you cannot learn from the manager? Where would you go for this information? Add the additional questions to your list, and be prepared to turn in the list to your teacher.

*"In the company's story one can find at work many of the same forces that shaped 20th century American life and commerce: the development of a vast highway system, the increasing desire for convenience, population shifts from city to suburbs, modern merchandising techniques, new ways of shopping, and ever-changing lifestyles."*

—United Parcel Service

# An Information Problem 一个信息问题

## A Literature Lesson 文学课



### Looking Ahead 内容展望

#### What This Lesson Is About

In this lesson, you will read an excerpt from an article that describes the way “medical detectives”—physicians and public health officers—

gather, organize, and communicate or use information to diagnose illness and to prevent the spread of contagious diseases.

- ✓ Finding the answer to a problem sometimes involves putting together a collection of facts to arrive at a solution.
- ✓ At other times, information is used to eliminate possible solutions. In other words, you find the right answer by getting rid of all the wrong answers.
- ✓ What you know about a situation can help you analyze the facts; sometimes, however, knowing too much about a subject can blind you to the possibilities.

#### Key Ideas



**diagnosis**—the act of identifying a disease by examination and analysis of its symptoms 诊断

**epidemic**—an outbreak of a contagious disease that spreads rapidly among many people in a community

流行性传染疾病: 时疫

**pandemic**—an epidemic throughout a wide geographical area 大流行病

**plague**—a highly infectious, epidemic disease that is often fatal. Bubonic plague is characterized by the formation of buboes, swelling of lymph glands. 瘟疫



#### Materials

You will need to make copies of the **Solving a Medical Mystery** form (a completed version of this form appears on page 17 in this guide; for copying, use the blank version in the *Learner's Guide*).

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

### Preview

#### What This Lesson Is About

This lesson is designed to expose students to a real situation in which information is gathered, organized, and used to solve a problem.

Upon completion of the lesson, students will be able to

- explain how information-management skills can be used to solve a problem.
- describe how different problem-solving approaches work.
- analyze the information-gathering skills used to solve a problem.

- Have students read **What This Lesson Is About**.

#### Key Ideas

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

## Making Decisions

- Give students about 10 minutes to write in their journals on the topic described in Making Decisions.
- Ask for volunteers to share their journal entries with the class.

### Special Needs: Limited English Proficiency

If LEP students are prepared for the message to be presented in a reading assignment, their comprehension will be enhanced. Consider using a structured overview as a pre-reading activity in association with the literature selection in this lesson. The purpose of the structured overview is to combine students' existing knowledge with the information to be read. Key vocabulary words or concepts are identified in the reading material. Unknown or relatively new terms are organized into either a flowchart or a branching diagram. Terms or concepts already known to students can be listed and incorporated at appropriate positions within the structure. The visual nature of the activity provides structure for students whose listening skills are poor.

## Development

### "A Small, Apprehensive Child" by Berton Roueché

- Ask students to read the introductory paragraphs to the literature selection and to consider the question posed at the end of this section as they read the article about plague.
- Have students read the text. Alternatively, you may wish to read the selection to them or assign it as homework.
- Remind students that the first and third sections of the text are summaries of the beginning and end of the selection. Only the middle section is an actual part of the original account. It is enclosed within quotation marks, which also appear in the original.
- Words that might be unfamiliar to your students are defined in the margins.

## Making Decisions

If you have ever watched a police show on television, you know that detectives sometimes solve a case by putting clues together: a fingerprint, a strand of hair, and testimony from a witness eventually point to the criminal, and an arrest is made. Or they may round up various suspects for questioning and eliminate most of them, one by one, by checking out their alibis and verifying that they were nowhere near the crime scene. The ones without alibis then become prime suspects. Sometimes police use both methods of investigation at the same time.

You do the same thing when you make a decision or solve a problem. For instance, you might choose to take history at 10 o'clock because you're interested in the subject and because your friends are in that class. In this case, specific reasons lead to your decision. Or maybe you don't want to take the other courses (algebra and chemistry) that are offered at that time. By the process of elimination, you are left with history.

Think of a time when you used information to make a decision or solve a problem. Did you do it by using several different pieces of information? Or did you consider various alternatives, rejecting the undesirable ones and settling for the one that was left?

In your journal, describe your experience and the process you used to make your decision or solve your problem.

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

## Getting Started 进入正文

### "A Small, Apprehensive Child" by Berton Roueché

When doctors make a diagnosis, they act as detectives. To determine what disease a patient has, they first consider the patient's symptoms. These symptoms are like pieces of evidence that lead them in a certain direction. The doctors compare the symptoms with what they know about various diseases, and they order certain lab tests that will reveal things they can't see, such as the presence of infectious bacteria or a change in the blood count. In this way, they reduce the possibilities to one or two diseases. But when the symptoms and test results do not add up to a familiar disease or condition, the real detective work begins.

This story shows how physicians and public health officials used their skills in gathering, organizing, and communicating information to diagnose a rare disease in a small child and to protect a city from an epidemic. As you read the article, ask yourself,

"How was information used to solve the problem that the doctors faced?"



## Meet Berton Roueché

Berton Roueché (pronounced Roo-shay) knows how to combine the excitement of a mystery story with the real life-and-death drama of the medical profession. His non-fiction books include *The Medical Detectives* and *The Orange Man and Other Narratives of Medical Detection*. He has also published several novels, among them *The Last Enemy* and *Fago*.

Born in 1911 in Kansas City, Missouri, he received a journalism degree from the University of Missouri and worked as a reporter for the *Kansas City Star*, the *St. Louis Globe-Democrat*, and the *St. Louis Post-Dispatch* before joining the staff of *The New Yorker* magazine.

His skill as a medical journalist has been recognized by awards from many groups, including the American Medical Association and the Lasker Foundation. His writing on religious subjects has been honored as well.



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Literature Selection

## A Small, Apprehensive Child

*Note: The opening and closing parts of the following selection are summaries of the beginning and end of the article. Only the middle section is an actual excerpt. It is enclosed within quotation marks, which also appear in the original text.*

Around eight o'clock on the night of Sunday, June 9, 1968, a little girl named Barbara Logan began to show signs of being very sick. First she developed a fever and began to vomit. This went on all night and continued the next day and night. On Tuesday morning the six-year-old girl complained of a sore throat and a painfully tender lump about the size of a golf ball under her arm.

Barbara's mother took her from their home in the City Park section of Denver to Children's Hospital. An intern described her as "a small, apprehensive child with a painful, swollen left axilla." The hospital staff was unable to diagnose her illness. During the next four weeks, her fever went up and down. Occasionally she felt nearly well, and at one point she was discharged from the hospital. But the lump under her arm grew larger and more sensitive, and she was readmitted two days later. This time doctors incised and drained the swelling, but they continued to delay treatment because they were waiting for the outcome of tests.

Routine blood tests taken during the second week of Barbara's illness had revealed Gram-negative rods. A Gram-negative rod indicates the presence of bacteria that cause diseases such as influenza, typhoid fever, whooping cough,

**apprehensive**—fearful; worried;  
anxious 恐惧的; 焦虑的

**axilla**—armpit 腋下; 腋窝

**incised**—cut into (past tense of  
"incise") 切开的

"A Small, Apprehensive Child," reprinted by permission of Harold Ober Associates, Inc. ©1984 by Berton Roueché.

