

MODULE B



沟通英语—商业与市场营销业沟通技能培训

Communication for Business and Marketing Career

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



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万水沟通英语系列丛书

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M O D U L E B



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Communication for Business and Marketing Careers

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内 容 提 要

《万水沟通英语系列丛书》是一套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的教学节目。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商业与市场营销业中沟通技能的培训。通过学习,读者将掌握商业与市场营销业中实用的沟通策略和技巧,加强听说技能,提高职业道德和职业素质,为客户提供优质的服务,从而获得事业上的成功。

本书适合大学中高年级学生、外企职员、商业与市场营销业人员。

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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）。

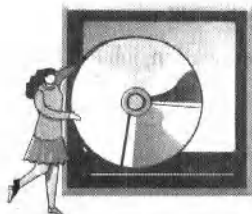
希望读者朋友们能够喜欢这套教材，衷心期待收到你们的意见和建议。

出版者

2000 年 4 月

Introduction 简介

A Video Lesson 录像课



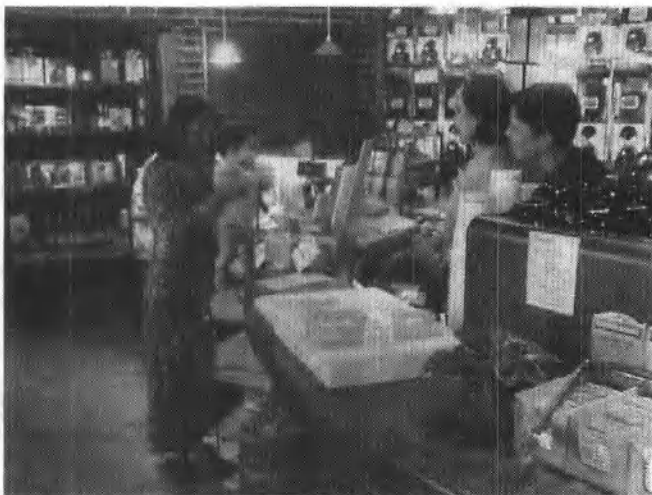
Looking Ahead 内容展望

What This Lesson Is About

In this lesson, you will visit San Francisco Coffee Roasting Company, a coffee house in Atlanta, Georgia. You will see employees from a variety of backgrounds working

together to serve a lunchtime crowd of customers. You will learn about the skills and training they need to get and hold their jobs. Then you will imagine that you are applying for a job at the company and will prepare a résumé and cover letter to introduce yourself.

- To succeed in any career, you need to communicate well.
- Good communication means knowing how to listen, speak, read, and write.
- To qualify for a job, you must have skills—and you must communicate them in your job application.



Slip behind the counter at the San Francisco Coffee Roasting Company, and you'll see that this is a tough job. You make complicated drinks, grind beans, brew coffee, and keep customers happy and the shop clean.

Materials

This lesson uses three videodisc or videocassette segments: Chapter 10, **Introduction**, Chapter 20, **San Francisco Coffee Roasting Company**, and Chapter 30, **Profiles**, of the videodisc for *Communication for Business and Marketing Careers*. You will need to make a copy of the following forms for each student: **How Good a Communicator Am I?** (page 10) and **My Skills Collection** (page 11). This lesson uses the template files **GoodCom** and **Collect**.

Preview

What This Lesson Is About

This lesson features video segments to introduce students to the importance and use of communication skills in the business and marketing field.

Upon completing this lesson, students will be able to

- explain why communication is critical for success in their career area.
 - describe their communication strengths and weaknesses.
 - prepare a résumé and cover letter.
- Ask students to read **What This Lesson Is About**.

Special Needs:

Limited English Proficiency

If students are prepared for the message to be presented, their comprehension will be enhanced. This idea applies to a video as well as to any other medium. As you preview the video for this lesson, consider working up an outline of the story for use in class. Display the outline on the chalkboard or an overhead transparency while the video is showing.

Key Words

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

Development

Viewing the Videodisc— Introduction

- Tell students they are about to see the first of three videodisc or videocassette segments for this lesson. The segment introduces students to a workplace with various jobs in the business and marketing field.
- Ask students to read **Viewing the Videodisc—Introduction**. As they watch the video, have them look for ways in which communication skills are used.
- Show the **Introduction** segment (Chapter 10) of the videodisc. (5:45)

Introduction



Search 406, Play To 10748

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 **Introduction** on the videodisc.)

Post-Viewing Questions

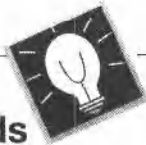


Search Frame 10749

Possible answers are:

1. *In any occupation a lot of time is spent talking and listening to co-workers, customers, and supervisors.*
2. *With all the information that is needed to keep track of developments in an area, reading is essential. People in business are expected to communicate in writing with customers and co-workers.*
3. *Using good communication skills creates an atmosphere in which everyone works together to complete a project—as in the case of the cooks at Scottsdale Plaza Resort. By asking questions and listening carefully, employees can help solve customer problems—as in the case of UPS.*

Key Words



communication—an exchange of information or ideas between one person (the sender) and another (the receiver), using speech, writing, and body language (gestures, actions, and facial expressions); senders and receivers often exchange roles, since communication is a two-way process 沟通; 交流

cover letter—a letter of inquiry or application that accompanies the résumé of a person applying for a job 附信

résumé—a brief summary of an individual's education, job history, skills, and activities 简历

Getting Started 进入正文

Viewing the Videodisc—Introduction

You are about to watch the first of three segments of a videodisc or videocassette about business and marketing careers and the important role that communication plays in this field. As you view the segment, look for ways in which the employees use listening, speaking, reading, and writing skills in the workplace.

Post-Viewing Questions

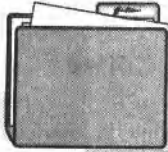
After you have watched the video, answer the following questions:

- 1 Why are good listening and speaking skills important to worker success in your occupational area?
- 2 Why are good reading and writing skills important to worker success?
- 3 How does effective communication contribute to making businesses more efficient and responsive to customer needs?

Be prepared to share your answers with the class.

"Communication is everything," says barista Stephen Kasyanpnko. "Listening to what people are saying, what they want, where they're coming from—that's what it's all about."





Company Profile

Company Name: San Francisco Coffee Roasting Company.

Location: Atlanta, Georgia

Mission Statement:

To roast and serve the freshest, most unique coffee and to provide a real coffeehouse atmosphere.

Company Products and/or Services:

Fresh-roasted coffee by the pound or cup, freshbaked pastries and desserts, quality coffee-related products, and coffee education.

Clients and Customers:

Retail customers include residents of the neighborhood and the greater Atlanta area; wholesale clients include other coffeehouses and restaurants that purchase wholesale coffee beans and machines.

Number of Employees:

12

Unique Features:

We import and roast our own coffee. Other features include our attention to detail and our extraordinary customer service.

Communicating on the Job

Some people think that reading and writing skills are important only in such careers as journalism and advertising. They imagine that speaking skills are a concern only for actors, TV newscasters, and teachers. And they assume that listening skills are essential mainly for counselors and psychotherapists. The fact is that all of these skills are important in all jobs.

Communication is a key to job success. You learn by listening and reading. You share information with others by speaking and writing. Communication is also the most important tool in building relationships with other people and in resolving differences when they arise. In short, you will spend a great deal of your time on the job communicating with co-workers, supervisors, and customers. Experts have found that the average worker spends three-fourths of on-the-job communication time listening and speaking and one-fourth reading and writing.



As president of SFCRC, Doug Bond looks for employees with very good communication skills, to make sure the customers are being heard.

Communicating on the Job

- Ask students to read **Communicating on the Job**.



Viewing the Videodisc—San Francisco Coffee Roasting Company

- Tell students they are about to see the second video segment, which shows how some workers in their field use communication skills in the workplace.
- Ask students to read **Viewing the Videodisc—San Francisco Coffee Roasting Company**. Then, as they watch the video segment, have them think about what skills they would need to be a member of the work team portrayed.
- Show the **San Francisco Coffee Roasting Company** segment (Chapter 20) of the videodisc. (9:51)

San Francisco Coffee Roasting Company



Search 10754, Play To 28498

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**. (These questions appear as still frames at the end of the **San Francisco Coffee Roasting Company** segment on the videodisc.)

Post-Viewing Questions



Search Frame 28499

Possible answers are:

1. *The business depends on satisfying customer needs. Therefore, being able to communicate with customers is critical to the success of the business.*
2. *Answers will vary, but should relate to listening, speaking, and perhaps reading and writing.*
3. *The owners listened to customers who asked for a lunch menu. They worked with their staff and a chef to test which dishes to serve. They met with staff to discuss how to implement the menu.*

Application

Viewing the Videodisc—Profiles

- Tell students they are about to see the third of three video segments for this lesson. The segment shows students something of

Viewing the Videodisc—San Francisco Coffee Roasting Company

You are about to watch the second of three video segments. You will see how communication is used in a typical work setting by people who have the kind of job that you may hold in the future. You will see them working together as a team.

As you view the segment, ask yourself,

“What skills would I need to be a member of this work team?”

Post-Viewing Questions

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

- 1 Why are communication skills important at San Francisco Coffee Roasting Company?
- 2 What skills would you need to be part of the work team at San Francisco Coffee Roasting Company?
- 3 How did good communication skills lead to the offering of a lunch menu at San Francisco Coffee Roasting Company?

Be prepared to share your answers with the class.



Filmmaker and artist Stephanie Shope works as a barista at SFCRC because she loves it. She helps create the shop's ads and brochures, so she needs top-notch reading and writing skills.

Trying It Out 实践演练

Viewing the Videodisc—Profiles

You are about to watch the third video segment. You will learn more about the people you met in the San Francisco Coffee Roasting Company segment: what they do, what they earn, what kinds of skills they need, and how they developed their skills through training and experience.

As you view the segment, imagine that you are planning to apply for a job with this company. Which position would you like to have?

Post-Viewing Questions

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

1. Which of the profiled jobs appeals to you? Why?
2. What formal training, skills, and experience would a person need to apply for that job?
3. How would a person in that job use communication skills?

Be prepared to share your answers with the class.

Put Yourself in the Picture

In the last video segment, you saw brief visual profiles of some employees at San Francisco Coffee Roasting Company—their education, training, experience, skills. Now you will have a chance to profile yourself by creating a résumé. A résumé is a written profile that gives a prospective employer a quick snapshot of you: what you know, what you've done, and what you could do for the company. Look over the sample résumé on page 7.

Many employers use résumés to screen applicants. One classified ad may bring hundreds of responses, and only a few of those who respond are called for interviews. Why? Because the employer has selected only those résumés of persons with the qualifications that most nearly meet the requirements of the job. Applicants who don't communicate clearly on paper may never have the chance to make up for it in an interview.

To prepare your draft résumé, type it neatly or print it by computer. Be sure to include the following information in your résumé.

- **Contact information**—your name, address, and telephone numbers
- **Qualifications**—job-related skills (including communication skills) and personal qualities that you would bring to the job
- **Education**—where and when you attended school, diploma or degrees received, honors
- **Work experience**—where you have worked, when and for how long you worked at each job (starting and ending dates), what tasks you did on the job, and major accomplishments
- **Activities**—work-related and volunteer activities that demonstrate personal interests or qualities such as leadership, collaboration, and career commitment

“Good listening is vital on this job. Customers may not know what kind of coffee they want, or may not know the difference between an espresso and a cappuccino. You have to explain it to them. And you have to listen to their suggestions, even if you don't like what you hear.”

- Have each student proofread his or her typed résumé, get feedback from another student, then revise and improve it.

Writing the Cover Letter

- Ask students to read **Writing the Cover Letter**.
- Have students follow the instructions to prepare and revise a cover letter for submission with the résumé. Remind them to examine the sample cover letter (page 8) before they start.
- Have students keep their résumés and cover letters in their portfolios.

Minding Your Manners and Making Your Mark

Including a cover letter with your résumé shows a prospective employer that you have good business manners. It can give you an immediate advantage over other job candidates. If you are called in for an interview, you have a second opportunity to “mind your manners” and make your mark.

Immediately after the interview, send a follow-up letter to your interviewer that thanks him or her for the interview, repeats how the employer could benefit if you were hired, and expresses your continuing interest in the job. The follow-up letter keeps your name in front of the employer and may lead to a job offer.

When you are satisfied that your profile is complete, prepare a neatly typed copy of it, using a computer if you have access to one. Proofread it carefully to be sure that you have no spelling or typing errors. Ask another student to review your résumé and to offer suggestions for improvement. Then make any changes that you believe will improve it.

You will revise your résumé many times during your career as you add new information to it or adapt it to a new career field. Nevertheless, the basic format remains essentially the same.

Writing the Cover Letter

Always send a cover letter with your résumé. The letter provides an opportunity for you to demonstrate your writing skills and to highlight the most relevant points in your résumé. The cover letter also describes how this job fits into your career plans. And using a cover letter to send a résumé is common courtesy.

In preparing your cover letter, follow the standard business-letter format. A sample cover letter appears on page 8. Type your letter neatly or print it by computer. Make it brief and to the point, no more than three or four short paragraphs. In general, the letter should

- express your interest in a specific position or, if you are making an exploratory inquiry, in the company or field.
- highlight the specific skills (including communication skills) that you would bring to the job or company.
- state that you are available for an interview and give a telephone number or numbers where you can be reached.

Choose one of the jobs profiled in the San Francisco Coffee Roasting Company video segment or another position that might be available in the company. Then,

- imagine that you are applying for that position.
- read the sample cover letter reproduced on page 8.
- with the requirements of the position in mind, compose a similar cover letter to accompany your résumé.
- prepare the letter on a computer or typewriter.

Address your letter to San Francisco Coffee Roasting Company, 2933 Peachtree Ct., Atlanta, GA 98002 (the address is fictitious). Be sure that the letter contains no errors, and ask for feedback from a classmate. Revise it as necessary, based on the feedback you receive.

Keep your résumé and cover letter in your portfolio. If you prepared them on a computer, also keep a disk containing the files in your portfolio.

Sample Résumé

Tracy L. Robinson

406 West End Avenue/Apt. 1
Pittsburgh, PA 15221-6754; [412] 555-0249; e-mail: rob2@aol.com

QUALIFICATIONS

- Strong skills in direct sales and marketing
- Broad knowledge of restaurant operation and international cuisines
- Experienced in Internet use

EDUCATION

Bloomsburg Business School, Pittsburgh, PA
Associate Degree: Retail Sales and Marketing, 1996

Culinary Institute, Pittsburgh, PA: Master Chef Program, 1994

Taylor Allderdice High School, Pittsburgh, PA: 1992 graduate

EMPLOYMENT HISTORY

Research & Marketing, Inc., Pittsburgh
Sales Representative

1994–present

In marketing promotional discount coupons for restaurants, I was responsible for outreach to potential participating restaurants and for marketing the coupons to customers. Contacts were generated from referrals and through cold-calling. Assisted in the development of promotional materials. In the top three for sales and production every week; No. 1 overall sales rep during 11 of 16 months with the company.

Red Bull Inn, Pittsburgh
Night Manager

1992–1993

Supervised kitchen and wait staff; closed out cash register and made deposits. Trained new employees.

ACTIVITIES

World Wide Web Users Group (West Pittsburgh chapter)
Coach, West End Little League softball team (1990–present)
Counselor, Camp Wapahani (1987–1990)

References available upon request

Sample Cover Letter

Tracy L. Robinson
406 West End Avenue/Apt. 1
Pittsburgh, PA 15221-6754 [412] 555-0249

October 14, 1999

Mr. Ralph Collins
General Sales Manager
Quick-Fix Foods
6934 Ross Street
Pittsburgh, PA 15219

Dear Mr. Collins:

To follow up on our telephone conversation, I am submitting my résumé for your consideration in filling the position regional sales manager with Quick-Fix Foods.

I believe that my experience and training in sales, food service, and food preparation provide an excellent background for marketing your gourmet entrees to the upscale restaurant market. In my course work at the Culinary Institute, I became familiar with a wide range of international cuisines and prepared a number of the dishes you are now offering. At the same time, because I understand the pressures of the restaurant business and the techniques of effective sales, I believe that I can help you increase your market share in Western Pennsylvania.

I am particularly interested in your idea of designing an interactive Web page to enhance your marketing efforts. I have become an avid "surfer" on the Web, and I'm sure that we could develop a first-class page at relatively modest cost.

If you want to discuss the possibilities further, please call me at your convenience at 555-0249 after 6 p.m. or page me during the day at 880-1188, and I'll return your call immediately.

Thank you for your consideration.

Sincerely,

Tracy L. Robinson

Enc.: Résumé

Summing Up 总结归纳

How Good Are YOU?

Are you an effective communicator? Use your copy of the form **How Good a Communicator Am I?** to test your skills. Check the box that represents your answer to each question: *Always*, *Often*, *Occasionally*, or *Never*. Be honest and objective.

When you have answered all the questions, add up your score (*Always* = 4; *Often* = 3; *Occasionally* = 2; *Never* = 1). If your total is between 65 and 80, you probably have excellent communication skills. If your total is between 40 and 64, your skills are good, but you can improve them somewhat. If you scored 40 or below, you need to improve your communication skills in many ways. It will be worth the effort!

Going Further 1 深入学习 1

Be a Skills Collector

In **Summing Up**, you took inventory of your “collection” of communication skills. In this activity, you will use that inventory to determine which skills you need to upgrade and to develop some ideas for improving them.

On your copy of the form **My Skills Collection**, you will see that each statement from the **How Good a Communicator Am I?** form has been summarized in a few words. For example, the first statement (“When someone tells me something I don’t understand, I ask that person to clarify the meaning”) has been boiled down to “Clarify when confused.” The numbers listed on the two forms are the same, so you can refer to the **How Good a Communicator Am I?** form if you are not certain what the shorter version means.

On the **My Skills Collection** form, copy your ratings from the **How Good a Communicator Am I?** form. Use the first column (*Strengths*) to check those skills on which you scored 3 or 4; use the second column (*Need Improvement*) to check those skills on which you scored 1 or 2. Then focus on the skills that have checks in the second column and think of ways you can improve them and make them into strengths. Use the third column to record these ideas. For example, if you have a 1 (*Never*) or 2 (*Occasionally*) for the first statement, you might write in the third column: “Ask questions when I don’t understand.”

When you have finished, look again at the scores in the first (*Strengths*) column. Are there some, particularly those with ratings of 3, that you could improve? Use the third column to note ideas for these areas, too.

Keep both forms in your portfolio for future reference.

**“Everyone must row
with the oars he has.”**

— English proverb

**“Skill and confidence
are an unconquered
army.”**

— George Herbert,
English clergyman and poet

How Good a Communicator Am I?

Your Name _____

Always Often Occasionally Never
4 3 2 1

Listening

1. When someone tells me something I don't understand, I ask that person to clarify the meaning.				
2. I let others know that I understand the emotions they are feeling when they are speaking to me.				
3. I don't simply hear what people say; I also think about what they say to me.				
4. When people speak to me, I notice their facial expressions, their gestures, and their tone of voice.				
5. I look at people when they speak to me so that they know I am listening.				
6. When someone explains something to me, I remember most of the details.				
7. Even when I disagree with what someone is saying, I listen to all that person has to say.				

Reading

8. I read for pleasure.				
9. I read to learn about new things.				
10. I read to get the information I need to solve problems and get things done.				
11. When I start to read, I know what information I hope to find.				
12. Before I read a book or magazine article, I inspect it to get a sense for whether or not it contains the information I need.				

Speaking and Writing

13. When I write or speak, I think about why I am writing or speaking and about my audience.				
14. Before I write or speak, I plan.				
15. Before I leave a message on an answering machine, voice mail, or e-mail, I plan what I am going to say.				
16. I am careful not to use words that might offend or hurt people.				
17. When I speak with someone from another culture, I remember that body language varies from culture to culture.				
18. After I write something, I carefully read it back to myself to make sure I said what I meant to say and that the writing is clear.				
19. After I write something, I ask someone else to read it and to suggest ways I can improve it.				
20. After I write and get feedback, I rewrite.				

My Skills Collection

Your Name _____	Scores 3, 4 Strengths	Scores 1, 2 Need Improvement	What I Will Do to Strengthen Weakness
Listening			
1. Clarify when confused			
2. Empathize; respond			
3. Think while listening			
4. Read body language			
5. Maintain eye contact			
6. Retain information			
7. Hear people out			
Reading			
8. Read for pleasure			
9. Read to learn			
10. Read to do			
11. Plan before reading			
12. Skim and scan for content			
Speaking and Writing			
13. Know purpose and audience			
14. Plan before speaking			
15. Plan messages			
16. Choose words carefully			
17. Be culturally sensitive			
18. Review and proofread			
19. Ask for feedback			
20. Revise and rewrite			



Going Further 2 深入学习 2

What Kind of Job Do You Really Want?

When you wrote your cover letter to apply for a job at the San Francisco Coffee Roasting Company, you may have thought, "This really isn't the kind of job I want." If you could design a job to fit your skills and interests, what would it be?

Occupations with the Largest Increase in Employment, 1994–2005, by Level of Education and Training

Up to one month of on-the-job experience

- Cashiers
- Retail salespersons

Work experience

- Marketing and sales-worker supervisors
- Clerical supervisors and managers

Vocational training

- Secretaries
- Legal secretaries
- Medical secretaries

Bachelor's degree plus work experience

- Financial managers
- Marketing, advertising, and public relations managers

Master's degree

- Management analysis
- Operations research analysts

—"Tomorrow's Jobs,"

Occupational Outlook Handbook (1996–97 ed.)

You can get some ideas from a publication of the U.S. Department of Labor called *Occupational Outlook Handbook*. This reference book describes in detail more than 250 occupations that account for 110 million, or 87 percent, of the nation's jobs. It also includes brief descriptions of 79 additional jobs representing 5 percent of the workforce. The handbook is revised every two years using current labor market information.

To explore an occupation that interests you, consult the *Occupational Outlook Handbook*. Your teacher may have a copy in the classroom; if not, your school or public library will have a copy. You can also access it through the Internet at <http://stats.bls.gov/ocohome.htm>.

You will find that the detailed listings include the following sections for each occupation:

- **Nature of the Work**—what workers do on the job and how technology is changing what they do and how they do it
- **Working Conditions**—typical hours worked, the workplace environment, extent of physical activity and travel required
- **Employment**—the number and geographic distribution of jobs that the occupation provided and key industries employing workers in the occupation
- **Training, Other Qualifications, and Advancement**—sources and length of required training, education, skills, and experience and paths for advancement
- **Job Outlook**—rate of increase in jobs due to growth or replacement as a result of turnover; factors that may affect growth or decline
- **Earnings**—typical earnings and benefits of workers at various levels in the occupation