MODULE 3

万水沟通英语系列丛书

沟通英语—写作技能培训

Workplace Writing

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

COMMUNICATION 2000

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写作技能培训。通过学习，学生将掌握工作场所中实用的写作技能，包括如何起草和修改文件，如何写可行性报告，如何写备忘录，如何收集和组织信息，如何完成指定的写作任务等。

　　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。

凡购买我社图书，如有缺页、倒页、脱页的，本社发行部负责调换

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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。

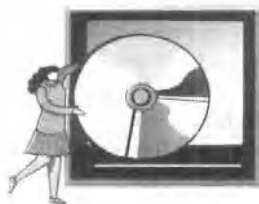· 如果读者需要与本书相配合的录像带（NTSC 制，内容与 VCD 光盘一样），请直接与北京万水电子信息有限公司联系（地址见封底）。

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

Technical Writing 科技写作

- -

A Video Lesson 录像课

Looking Ahead 内容展望

What This Lesson Is About

In this lesson, you will be introduced to the importance of clear and precise writing in a variety of workplace situations.

☑ Whatever occupation you choose, you will probably do some writing on the job. You may be asked to write letters, reports, memos, proposals, descriptions, instructions, or training materials.

☑ Workplace writing (which includes technical writing) helps solve problems by communicating information to people who need it.

☑ If you can construct written messages clearly and effectively, you will improve your chances of success in the workplace.

From memos on company policy to instructions on assembling a barbecue grill, excellent workplace writing expresses information in a way the reader can understand.

Materials
This lesson uses two videodisc or videocassette segments: Chapter 10, **Introduction**, and Chapter 20, **Precisely Write**, from Side 1 of the videodisc *Module 3: Workplace Writing*. You will need to duplicate copies of the "Easy as Apple Pie" **Instructions** form that appears on page 7.

Preview

What This Lesson Is About

This lesson introduces students to workplace writing and to some of the documents that are produced in the workplace.

Upon completing this lesson, students will be able to

- identify the purpose of technical writing.
- list some of the documents that are typically produced in the workplace.
- explain the importance of audience in technical writing.
- write a set of instructions for accomplishing a simple task.

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

Key Ideas

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

Viewing the Video—Introduction

■ Tell students that they are about to see the opening segment of the videodisc or videocassette for this module. The segment introduces the importance of writing skills in today's workplace.

■ Have students read **Viewing the Video— Introduction** and think about the question raised as they watch the video segment.

■ Show the **Introduction** segment (Chapter 10) of the videodisc. (1:44)

Introduction

||||||||||||||||||||||||||||||||

Search 330, Play To 3455

Key Ideas

**free-lancer**—someone who works under contract for one or a number of clients instead of as a regular full- or part-time employee 自由工作者

thermostat—a device that automatically responds to temperature changes and activates temperature-controlling equipment such as furnaces, refrigerators, and air conditioners 自动调温器

Viewing the Video—Introduction

You are going to see the first segment of a videodisc or videocassette about writing in the workplace. As you watch the segment, ask yourself,

"What is the purpose of technical writing?"
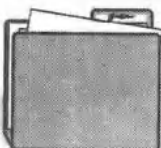
Company Profile

Company Name: Precisely Write

Location: Naperville, Illinois

Mission Statement

To provide quality technical writing to manufacturers, distributors, and other medium- to large-sized companies

Company Products and/or Services

Technical writing, design, editing, and liability review; also subcontracts work to graphic artists, graphic designers, and translators

Clients and Customers:

Precisely Write serves manufacturers of many household products found in homes across North America, including Sterling Plumbing Group, The Thermos Company, Test Rite Products, and First Alert.

Number of Employees:

1

Unique Features:

Mary Lynch writes: "I provide full-service technical publishing assistance. I work directly from the product, assembling it, installing it, and following up with the company to clarify technical accuracy. I use a wide spectrum of graphic artists, typesetters, and designers to produce art that is ready for the printer. I'm very deadline oriented. I do what I have to do to 'make it happen.'"

Post-Viewing Questions

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

1 What is the purpose of technical writing?

2 What examples of technical writing did you see in the video-disc segment?

3 What skills would you need to be a good technical writer?

Be prepared to share your answers with the class.

Getting Started 进入正文

Technical Writing

Examples of technical writing are everywhere! The list of nutrition facts on the back of a soda can (Total Fat 0 grams, Sodium 80 grams, etc.), a consumer report on CD players, and the letter admitting you to the community college are all examples of technical writing. Some technical writing just gives you information (the nutritional facts list). Other technical writing tries to persuade you to do something (the consumer report recommending which CD player to buy).

You have probably done some technical writing. Have you ever written out directions on how to get to your home? Have you ever written out the recipe for your chocolate-chip cookies? Have you ever drawn a diagram to show a friend how to play a particular chord on the guitar? These are all examples of technical writing.

You will probably do some technical writing at work. And that's true in almost any occupational area. You may not join the work force as a writer, but in almost any job you will probably need to complete some of these technical writing tasks:

- memos to justify a major expenditure
- instructions for operating a machine
- a narrative to explain graphs and tables
- a report outlining changes in company procedures
- a monthly report of your own activities or accomplishments

Technical writing is designed to inform or persuade. It is written for a particular audience (for example, high school students, people living in large cities, women between 25 and 40, or the employees or management of a specific company). It deals with the technical aspects of a subject, such as installing a VCR or sewing a skirt. Technical writing helps solve problems by giving people the information they need to do something, such as making cookies that are just as good as yours.

Development

Technical Writing

- Ask students to read Technical Writing.
- Have students, as a class, review the main points made in this section, paying special attention to the types of writing tasks described in the last paragraph.

Characteristics of Technical Writing

Purpose—informs and persuades

Audience—addresses specific readers

Need—fulfills specific, identified needs; material and approach adjusted to audience needs

Subject Matter—conveys technical aspects of any field; adjusts the technical content to the audience

Graphics—convey content; aid understanding and decision making

Style—uses clear and direct language without unnecessary complexity

Application

Viewing the Video—Precisely Write

■ Tell students that they are about to see a documentary about Mary Lynch, who is a free-lance technical writer. Clearly, effective writing skills are essential to her success.

■ Have students read **Viewing the Video— Precisely Write** and think about the question raised as they watch the videodisc segment.

■ Show the **Precisely Write** segment (Chapter 20) of the videodisc. (6:42)

Precisely Write

Search 3467, Play To 15536

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**. They appear as still frames at the end of **Precisely Write** on the videodisc.

Precisely Write: Discussion Question 1

Search Frame 15537

Precisely Write: Discussion Question 2

Search Frame 15538

Precisely Write: Discussion Question 3


Search Frame 15539

Students might respond:

Question 2: *Her audience is both the consumer of the product and the manufacturer of the product, who needs to be protected from the possibility of lawsuit.*

Trying It Out 实践演练

Viewing the Video—Precisely Write

In the next segment of the video, you will meet someone who has made a successful career out of technical writing. Mary Lynch is a free-lance technical writer who runs her own company, Precisely Write, in the Chicago area. As you watch the segment, ask yourself,

"What kinds of problems is her writing intended to solve?"
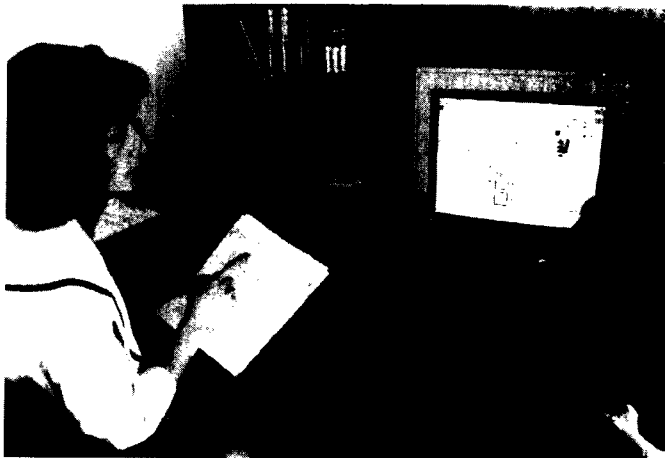
Technical writer Mary Lynch and a graphic artist check the accuracy of a structural diagram for a thermostat.

Post-Viewing Questions

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

1 What kinds of problems is Mary's document about thermostats intended to solve?

2 Who is the audience for the document she is writing about thermostats? (Be careful. This question is more complicated than it seems.)

3 How does Mary explain her success as a technical writer?

Be prepared to share your answers with the class.

Summing Up 总结归纳

Writing Directions

Think of a piece of equipment that you use frequently. It may be a VCR, a camera, a tape recorder, a stereo system, or a computer or fax machine. Or perhaps you know how to re-wire a table lamp, replace the washer in a dripping faucet, or make a special spaghetti sauce.

Imagine that you are asked to write out the instructions for operating the equipment, making the repair, or preparing a menu item for someone who must perform the task when you are not present. (If you choose a complex task—such as operating a computer—limit your instructions to one phase of the operation: "booting it up" and entering a word-processing program, for example. If you choose the VCR and feel ambitious, develop instructions for programming it.)

The person who must follow your directions has never used the equipment or performed the task, so your instructions must be complete and very clear. Omitting a step that seems obvious to you could cause the whole project to fall apart—like the gas grill in the video.

Use your copy of the **"Easy as Apple Pie" Instructions** to plan your directions. Then, on a separate sheet of paper or on a computer if one is available, prepare a final copy of your instructions.

Conclusion

Writing Directions

■ Distribute copies of the **"Easy as Apple Pie" Instructions** form.

■ Have students read **Writing Directions** and work individually or in pairs to develop the set of instructions, using the **"Easy as Apple Pie" Instructions** form. If equipment is available in the classroom, you may wish to have students actually execute directions related to VCRs, computers, or other devices.

■ Have students respond to the questions that appear at the end of the section.

■ Ask students to volunteer to share their answers with the class.

Choosing Your Words with Care

In any writing, but especially in technical writing, knowing what words mean and using them with care are two of the most important steps you will take. Consider the difference between the following words and phrases that could be used on a warning notice.

DANGER—"Danger" is used to indicate the presence of a hazard that *will* cause *severe* personal injury, death, or substantial property damage if the warning is ignored.

WARNING—"Warning" is used to indicate the presence of a hazard that *can* cause *severe* personal injury, death, or substantial property damage if the warning is ignored.

CAUTION—"Caution" is used to indicate the presence of a hazard that *will* or *can* cause *minor* personal injury or property damage if the warning is ignored.

HAZARD IDENTIFICATION—This is a statement identifying the type of hazard—for example, "Hazardous Voltage" or "Risk of Electric Shock."

RESULT OF IGNORING THE WARNING—The next part of the message informs the reader what will happen if the warning is ignored. Perhaps "severe injury or death" would result.

AVOIDING THE HAZARD—The last part of the marking tells the reader how to avoid the hazard—for instance, "Turn off power before removing cover."

When you have finished, exchange papers with another student and decide whether you would find each other's directions easy to follow.

When you finish, answer the following questions:

1. Would you be able to perform the task, using only the written instructions?

2. What did you learn about technical writing from this activity?

3. What is the most difficult part of writing instructions?

Be prepared to share your answers with the class.

> "It's one thing to wave your hands and get excited, but you've got to be able to put it into words on paper, a slide, or in a chart. People who can do that are a special asset needed in business today."
>
> —Tim Brooks, vice president of research, USA Networks

Keeping Track   教学评估

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

1. What is the purpose of technical writing?

2. What are some examples of technical writing in the workplace?

3. Why is it so important to know your audience when you are writing a technical document?

"Easy as Apple Pie" Instructions

for _____
(Fill in the task to be performed)

Instructions	Cautions/Hints	Graphics
Tools you will need:		
Materials you will need:		
Advance preparations:		
Step 1.		
Step 2.		
Step 3.		
Step 4.		
Step 5.		
Step 6.		
Step 7.		
Step 8.		
To test your results:		

Instructions for using the form:

■ **In the first column,** list the materials and tools needed for the task; then outline the steps needed to accomplish it; finally, describe your plan to test for success at the end.

■ **In the second column,** note any cautions or hints to avoid mistakes. (Examples: "Be sure to insert the tape with the arrow pointing toward the back of the VCR." "Heat only to the boiling point; then remove from heat. Rapid boiling causes curdling.")

■ **In the third column,** note any graphics that might be used to clarify your written instructions. You may either sketch them or use a computer drawing program to include them in your final copy.

Module 3, Lesson 1

Extension

Going Further 深入学习

. . . .

■ Choose a card or board game that you know how to play or a simple pencil-and-paper game such as "tic-tac-toe." Imagine that you work for the company that markets the game and . that you are assigned the task of writing the instructions that come in the box. Assume that your audience has never played before. Write the instructions, and include diagrams to illustrate them.

■ Without using a map, write the directions for getting from your school to your home for a classmate who is new to your community and doesn't know the location of streets or landmarks. Assume that the student is traveling by car. Then write a second set of directions for a student who must travel by bus or other public transportation.

■ Develop a poster with instructions for operating the soft drink or candy machine in your school. If you have studied a foreign language or if your native langnage is not English, make the poster bilingual. Create exit instructions for a fire drill, including words and arrows for exits nearest to classrooms.

Be prepared to share your responses with the class.

Different Styles of Writing
不同的写作风格

A Literature Lesson 文学课

Looking Ahead 内容展望

What This Lesson Is About

In this lesson, you will learn about some of the differences between "creative" writing and "technical" writing.

☑ Creative writing and technical writing have different purposes.

☑ Because they have different purposes, creative writing and technical writing use language differently.

☑ In creative writing and technical writing, the reader plays different roles.

Key Ideas

creative writing—fiction (novels and short stories); poetry and song lyrics; dramas for stage, screen, or television; and some forms of non-fiction (autobiographies and personal essays), usually intended to convey a feeling or to entertain the reader 创作性写作

technical writing—business writing (memos, letters, reports, directions) intended to inform the reader and help in problem solving 专门性写作

Sharing Ideas

Think of a task that you do often—for example, making a peanut butter and jelly sandwich, playing a guitar, baby-sitting, driving a car, or using the computer. In your journal, free-write directions for performing that task. Assume that your reader has never done it and needs very specific instructions.

Materials

In this lesson you might want to use the audiocassette version of the literary selections to supplement the reading. You need to make copies of the **Two Views of Basketball** form (page 17) to use with the literary selection.

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

Preview

What This Lesson Is About

This lesson is designed to help students understand some of the differences between creative writing and technical writing.

Upon completion of this lesson, students will be able to

- distinguish between creative and technical writing.
- provide examples of the kinds of language used in creative and technical writing.
- describe the roles that audiences are encouraged to play in creative and technical writing.

■ Have students read **What This Lesson Is About.** You might want to point out that technical writers must also be creative to some degree.

Key Ideas

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

Sharing Ideas

■ Give students 10-15 minutes to write in their journals about the topic described in **Sharing Ideas.**

9

Development

Some Basic Differences

Getting Started 进入正文

Some Basic Differences

The primary purpose of creative writing is to tell a story or convey an idea or a feeling. Most creative writers want their readers to enjoy their works, but some writers also want to broaden their readers' understanding of other people or of certain issues and ideas. Just as an artist uses paint, creative writers use words to create characters and settings that often exist only in their imaginations.

Technical writers, on the other hand, deal with the real world. They are like photographers, recording details with great accuracy. Their goal is to provide their readers with the information they need to perform tasks (such as assembling a piece of furniture) or to solve problems (for instance, setting up a new distribution system for a manufacturer of widgets).

> "Poetry is a rich, full-bodied whistle, cracked ice crunching in pails, the night that numbs the leaf, the duel of two nightingales, the sweet pea that has run wild."
>
> —Boris Pasternak, Russian poet and translator

Because creative writing and technical writing have different purposes, readers respond in different ways. A poem invites the reader to become emotionally involved with the text. A set of directions requires the reader to follow specific steps to complete a task.

The creative writer uses descriptive language—often adjectives or adverbs—to get the reader involved. A mystery writer, for example, might try to capture the reader's interest and set the mood by beginning a story: "Lee stepped out of the chilly theater into the glare of the afternoon. It was even hotter now, if that was possible, and he was already perspiring again. He hated to sweat. He squeezed the cold steel of his revolver as if it were an ice cube that could cool him down."

In contrast, the technical writer uses simple, concrete language to help the reader accomplish a task or solve a problem. The writer of directions for using toothpaste, for example, might say, "For best results, squeeze from bottom."

The technical writer, more so than the creative writer, must be aware of the reader's prior knowledge. The technical writer must be sure that the reader will be able to understand the terms used and to follow the directions. In assembling a gym set, the uninformed reader will be lost if the directions omit an "obvious" step or use words that are too hard to understand.

10

## "Foul Shot" by Edwin Hoey and "The Free Throw" by Larry Bird with John Bischoff

The differences between language used to entertain and language used to inform or explain become very clear in the two selections you will read in this lesson: "Foul Shot" by Edwin Hoey and "The Free Throw" by Larry Bird with John Bischoff.

As you read the following selections about basketball, think about these questions:

1 What is the writer's purpose in creating each piece?

2 How does the purpose affect what you learn or take away from each text?

**3** What role are you invited to play in each selection?
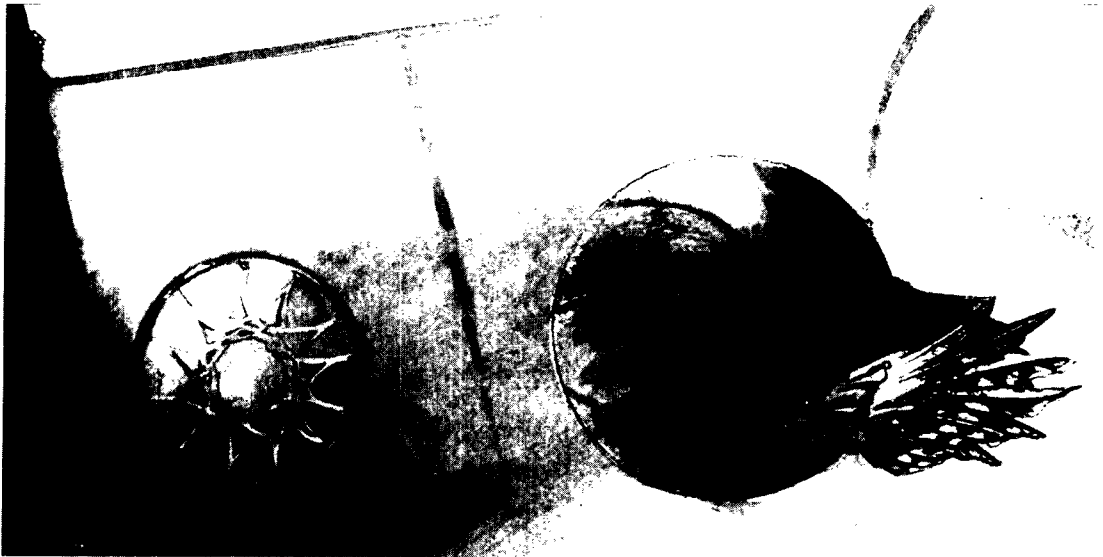
Meet Edwin Hoey

Edwin Hoey grew up in Chillicothe, a small town in Ohio.

His poem "Foul Shot" grew out of experiences he had in the eighth grade. He and his friends liked to go to high school basketball games and sit in the balcony behind one of the backboards. Whenever one of their hometown Cavaliers had a foul shot, the boys would start chanting, "Concentrate hummmm...concentrate hummmm..."

Unlike many of today's fans, Hoey and his friends did not try to distract foul shooters on the other team. "The idea was to encourage *our* shooter," he says. "However, the fact that we attracted the attention of assorted eighth-grade girls in the vicinity was not exactly incidental to all the noise we made."

Many years later, as editor of *Read* magazine, he wanted to write a poem about basketball. His memory of chanting over the Cavalier at the foul line led him to write about a player faced with a crucial shot.
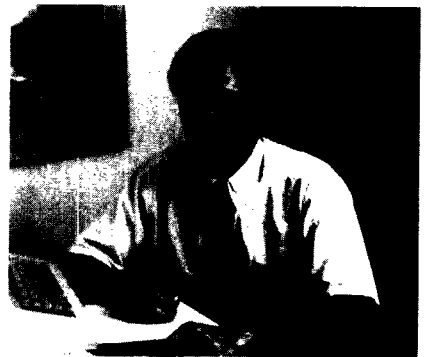
Foul Shot

With two 60s stuck on the scoreboard
And two seconds hanging on the clock,
The solemn boy in the center of eyes,
Squeezed by silence,
Seeks out the line with his feet,
Soothes his hands along his uniform,
Gently drums the ball against the floor,
Then measures the waiting net,
Raises the ball on his right hand,
Balances it with his left,
Calms it with fingertips,
Breathes,
Crouches,
Waits,
And then through a stretching of stillness,
Nudges it upward.
The ball
Slides up and out,
Lands,
Leans,
Wobbles,
Wavers,
Hesitates,
Exasperates,
Plays it coy

Until every face keeps with corresponding screams
And then

And then

And then,
Right before ROAR-UP,
Dives down and through.

exasperate—to irritate or annoy; to
cause extreme aggravation 激怒；使恼怒

The Free Throw

A free throw is just what the name implies. It's a free shot from fifteen feet that is awarded to you because a foul or other rule infraction has been committed by your opponent. You have ten seconds to shoot the ball. All other players line up along either side of the free throw lane in front of your position on the free throw line.

Between twenty and thirty percent of all points a team scores in a basketball game are made from the free throw line. Many games are decided by hit or missed free throws, so you should work for perfection here. Each time you're awarded a free throw you should:

1. **Get Ready**—Be relaxed and confident when you go to the line. It will, of course, be much easier to feel that way if you have spent many hours practicing your free throws. But whatever your preparation, establish a routine. Every time you go to the line go through the same steps. First, step up to the line, set your feet, and get in a comfortable position. Relax, then to get the feel of the ball, dribble it a couple of times before you bring the ball up into shooting position. Whatever your routine is, go through it before each free throw. Be patient. Relax. You have ten seconds to shoot.

2. **Get Set**—You should be balanced, and stand as you would for any one-hand shot. The foot on your shooting hand side should be up close to the free throw line and pointed directly at the basket. All the other elements: your elbow, arm and wrist, should line up with the foot so you sight down your forearm at the basket.

3. **Aim**—Cock your head slightly to one side and use your nose as a sight to line up your forearm with the basket. Concentrate on your target.

4. **Fire**—Relax, then "break" your wrists and knees at the same time. As you unhinge your

infraction—a violation of a rule, such as a foul committed by one player against another 违规；违法
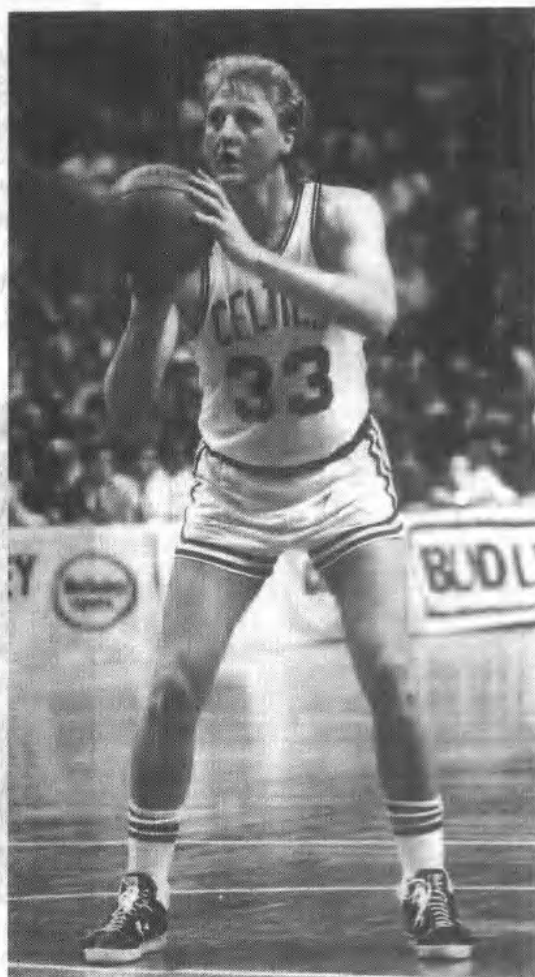
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unhinge—opening up or coming apart like the hinge of a door
张开或像门上的枢纽一样分开

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Module 3, Lesson 2