

■ 编著 庞继贤

■ 审订 Pauline K L Lee

实用英文写作

- 实用书信
- 出国、求职申请文书
- 学术论文

Practical
English
Writing



高等教育出版社

HIGHER EDUCATION PRESS

- 编著 庞继贤
- 参编 丁展平 叶宁
- 审订 Pauline K L Lee
- 多媒体课件设计 李德高 曾嵘

实用英文写作



高等教育出版社

HIGHER EDUCATION PRESS

内容提要

《实用英文写作》主要包含实用英文写作和英文研究论文写作两大部分。教程的编写汲取了应用语言学的最新研究成果,写作内容可满足我国英语学习者的学习或工作需求。本书中英文样例绝大部分为英美人士撰写的真实交际语言材料,课堂活动和写作任务形式多样,交际性强。本书提供的中文讲解、写作语汇支持和附录中的内容同时可作手册使用。所附的光盘包含上课用的 PowerPoint 幻灯片、学生的写作自主练习题和因特网英文写作资源网址链接。本教程适合大学生、研究生和其他水平相当的英语学习者使用。

图书在版编目 (CIP) 数据

实用英文写作/庞继贤编著. —北京: 高等教育出版社, 2005.2

ISBN 7-04-015057-3

I. 实... II. 庞... III. 英语—写作 IV. H315

中国版本图书馆 CIP 数据核字 (2005) 第 012078 号

策划编辑 杜颖方 责任编辑 杜颖方 封面设计 王 峰 责任绘图 王 辉
版式设计 石志春 责任校对 田素芳 责任印制 陈伟光

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100011
总 机 010-58581000

经 销 北京蓝色畅想图书发行有限公司
印 刷 北京市白帆印务有限公司

购书热线 010-58581118
免费咨询 800-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>

开 本 787×1092 1/16
印 张 20.5
字 数 500 000

版 次 2005 年 2 月第 1 版
印 次 2005 年 2 月第 1 次印刷
定 价 33.00 元 (含光盘)

本书如有缺页、倒页、脱页等质量问题,请在所购图书销售部门联系调换。

版权所有 侵权必究

物料号 15057-00

前言

构想与目的

作为一名英文教师,经常有人请我审订一些具有真实交际用途的材料,如英文的实用书信、通知。改革开放以来,我审订更多的是去国外求学、向跨国公司或合资企业求职所需的各类文书,如英文的简历、附函、自述和推荐信,还有一些是单位的英文简介。我们通常的做法是按中文拟定的稿子翻译。但是,由于汉英两种语言 and 文化的差异,这样做的结果常常是或失之生硬,或失之牵强。何不按照中文用英文直接撰写呢?

近年来,大学本科高年级学生和研究生更需要用英文写论文摘要,直至用英文撰写一篇完整的论文。学生的迫切需求和对英文写作的极大兴趣促使我自2001年起面向全校本科生和研究生开设英文写作课,课程大受学生欢迎;与此同时,我对英文写作从理论到实践有多年的兴趣和积累,所以就开始编写这本《实用英文写作》教程。

本教程由三大部分构成:第一部分,也即第一单元,讲述优秀作文的特点和写作的过程。这一单元旨在提高学生对写作的一些意识,使学生在一开始就对优秀作文的特点和写作的过程有一个明晰的了解。接下来的两大部分是本书的主要内容。第二部分,实用英文写作。这部分包含了从简单的便条写作、电子邮件写作、一个单位的英文简介写作、英文水平考试作文写作到求学、求职所需的各种申请文书的写作。第三部分,英文研究论文写作。这部分以实验为基础的研究论文为原型、以构成论文的五大部分(摘要、引言、研究方法、研究结果和讨论)作为单元进行编写。考虑到学生来自不同的专业系科,英文样例原文选自教育学、应用语言学、心理学、医学、管理科学、计算机科学、材料科学、机械工程和土木工程等学科。教程正文后的附录包含:英文易混淆词语辨析、英文书信格式、英文标点用法、论文引文规范等内容,使教程同时具备手册的特点。

作为一本教程,本书注重写作基本功的训练。在每单元的“语言运用聚焦”部分,除了对所涉主题的语言点进行针对性的讲解和练习外,从第二单元开始,系统地讲解措词、句子和段落的写作;在此基础上进一步讲解描述、定义、分类、比较等语言功能的写作。论文写作部分则着重讲解与论文有关的语言运用要点。在教程的正文后及附带的光盘中,附有与写作有关的专项语言练习。写作课的主要目的在于提高学习者运用英语贴切地表达思想的能力,所以这些写作基本功的训练应归结

到提高学生综合运用语言资源来表达思想的能力。

本教程所选的英文样例绝大部分为英美人撰写的真实交际语言材料。有小部分是中国学生写的,这样做是为了增强教学内容与学习者实际和需求的关联性,使教材具有本土化的特色。但是为了保证语言质量,这些材料除本书编著者和审订者进行改写外,还请两位以上以英语为母语的大学教授来审阅或改写。

学习者

本教程的主要对象是已具有中级英语水平(词汇量大致已达到3 000以上)的大学生、研究生以及水平相当的英语自学者。由于本书同时具备教程和手册的特点,对已参加工作的、有英文写作需求的各界人士也适用。

教学单元结构

每个单元由以下六个部分组成:

1. 开始活动:围绕单元主题设计的各类活动可以激发学生的学习欲望和兴趣,使其为以后的学习做好心理上和语言上的准备。
2. 样例阅读:样例采用以英语为母语的人撰写的真实交际语言素材。针对这些阅读材料的练习以启发为主,促使学生思考、领悟真实交际情景下语言运用的特点以及作者采用相关语言形式的因由。
3. 语言运用聚焦:用中文讲解写作的基本技能和与单元主题有关的书面语言的特点,并进行相关的写作练习。
4. 写作任务:提供与中国学习者的学习和生活密切相关的、交际性强的写作任务。
5. 写作要点检查表:总结单元的教学和写作要点,供学习者在写作过程中查阅。
6. 语汇支持:提供与单元主题的写作有关的词汇、句型,供学习者在写作过程中参考。

特点

- 以应用语言学的研究成果,如“语类分析”等理论为指导,注重篇章的宏观结构和在特定情景下语言运用的理据。在教学单元及练习的设计中既注重写作的过程又注重写作的结果。讲解部分用中文,其余部分则用英文。
- 注重提高学习者对书面语言运用的意识。对书中提供的真实语言运用样例要求学生用批评的眼光进行分析、讨论;学生不但要弄懂怎么写,而且还要弄懂为什么这么写。
- 注重教学的互动。课堂活动和练习形式多样,写作任务贴近中国学生的学习和生活实际,学生有话可写,交际性强。

- 注重写作基本功的训练和学生自主学习能力的培养。教程附带的光盘提供了上课用的PowerPoint幻灯片和写作基本功训练,为学生自主学习创造了条件。
- 本书同时具备教程和手册的特点。作为一本教程,有讲解、样例和练习;而书中的中文讲解、写作要点检查表、语汇支持以及附录提供的内容又同时可作手册使用。

致学习者

写作不只涉及写的技能,在写作课中有听、读,还有说。各种语言技能的综合运用才能有效地促进语言习得,同时也为准确的书面表达创造了条件,所以在课堂上或课外要积极、主动地参与各项学习活动。学习写作是一个不断练习、不断修改、逐步提高的过程,学习者应多读英文原文、多读相应的范文,善观察,勤思考,做“有心人”,这样才会不断长进。

致教师

教书并不是教一本书。一本教程的功能之一是为教与学提供一个平台,教师与学生完全可以依据教学实际对书中的内容有所取舍或补充相关材料。我的做法是,对大学生主要教授实用写作部分,对研究生则主要教授研究论文写作部分,各用一个学期(每周2学时,约15—16周)。依据学生的实际,同时进行系统的写作基本功训练。本教程的主要对象是非英语专业的学生,但也完全适合于英语专业的学生。我相信,以培养英语综合运用能力为指向、有较高实用交际价值的这类课程一定会受到学生的欢迎。

致谢

我的两位同事丁展平和叶宁参与了实用英文写作和附录部分的编写,我负责全书章节内容的设计、研究论文部分的编写和全书的最后审定。李德高和曾嵘参与了网络课件的制作。香港城市大学 Pauline K L Lee 博士担任全书的审订,她在英文写作等领域著述丰硕,英文、中文功底都很好。她的审订不但保证了本书的质量,而且使教程增色不少。北京首都师范大学英籍专家Cotterall-Debay教授审订了本书的英文前言。金艳和璐璐为本书作了卡通画;刘玉霞和王一星为我编写全书正文后和光盘中的专项练习搜集了有关资料。

在本教程的编写过程中,很多人提供了可贵的帮助。我特别感谢加拿大 Alberta 大学语言学在读博士印辉、美国 Texas A & M University-Commerce 大学吕菽岚博士和英国 Edinburgh 大学教育学在读博士胡玉华,他们为我搜集了本书所需的部分英文

原文，并请他们各自大学的教授审读了有关英文材料。感谢浙江大学王秋野教授对本书的样稿提出的宝贵的改进建议。浙江大学教务部和研究生院的有关领导对我开设的英文写作课和编写这本教程给予了热情的鼓励和多方面的支持，对此我也深表谢意。高等教育出版社陈锡镖博士、杜颖方编辑以他们出色的专业水准为本书的出版付出了大量的时间与精力，我深表感谢。最后，我对参加我开设的英文写作课的浙江大学本科生、研究生和各类培训班学员表示由衷的感谢，他们连续多次试用本教程使我得以发现问题，不断改进；在教学过程中，是他们给了我不少编写此书的动力和灵感。

我热忱欢迎使用本书的读者批评指正书中的不足之处。我的电子邮件信箱是：
pjxwrite@yahoo.com.cn。

庞继贤
浙江大学英文教授
于浙江大学求是园
2005 年 1 月

|Foreword

Vision and purpose

As a teacher of English, I am often asked to proofread English-language materials of a communicative nature, such as messages, letters, or notices. In recent years, however, with the implementation of the country's policy of reform and opening to the outside world, many people can now realize their dreams to further their studies abroad and to work in multi-national corporations or joint ventures. Hence, these materials take the form of writings for the purpose of academic and job applications. In tertiary education, undergraduate students are required to write their graduation thesis abstracts in English; graduate students often have to write up and publish their research in English. Students' needs and their growing enthusiasm for English writing motivated me to offer an English writing course in 2001 to graduate and undergraduate students alike at Zhejiang University, Hangzhou, and the course has since then been very well received. Meanwhile, this teaching experience and my long-cherished personal interest in English writing — both theoretical and pedagogical — emboldened me to start compiling this "Practical English Writing" coursebook.

"Practical English Writing" consists of three major parts. The first part is an introductory unit dealing with features of good writing and the writing process. This unit is awareness-raising in nature, aiming to sensitize learners with preliminaries for becoming a good writer. The second part focuses on practical writing. Topics like the composing of messages and letters for applications are dealt with. The final part is concerned with academic paper writing. Using an experimental research report as a journal paper prototype, this part treats five typical sections of a paper (abstract, introduction, method, results, and discussion) in five separate units. Given students' diverse academic background, I have attempted to represent as many different fields of study as possible in the examples contained in the "Readings" in each unit. Care has been taken to choose these models on the basis of general interest level and accessibility, so learners should not be intimidated if they encounter specialist terminology.

Instruction of relevant writing skills is given in the "Language Focus" part of each unit. There are additional grammar and mechanics exercises in the book and on the attached CD-ROM. The principal objective of a writing course is to enable learners to express

themselves accurately and appropriately in writing in a given context, so the training of writing skills should be targeted at developing learners' holistic capacity to express themselves in a clear, concise and appropriate manner.

Audience

"Practical English Writing" is designed for intermediate learners of English with a vocabulary of about 3,000 words. The target audience is both undergraduate and graduate students in universities. The book can be used both as a coursebook and a handbook, so it is also useful to those who have a need for writing in English in their jobs or profession.

Unit structure

Each unit is constructed upon a clear learning format.

1. Starter Activities: Prepares learners by arousing their interest in learning the unit.
2. Readings: Provides real-life samples of written English for communication.
3. Language Focus: Describes and discusses basic writing skills and the use of language involved in the given topic.
4. Writing Tasks: Provides communicative tasks for after-class writing practice.
5. Checklist: Summarizes the key learning points dealt with in the unit.
6. Vocabulary and Structure Support: Summarizes useful vocabulary and structures for writing a given type of text, and provides assistance for learners' writing practice.

Features

- With insights from recent research findings in applied linguistics such as the "genre analysis" approach proposed by Swales (1990), the book lays particular emphasis on the macro-structure of text types and the rationale the writer adopts in making linguistic choices for a communicative purpose. In the treatment of learners' writing practice, the book pays attention to both the process and the product of writing.
- The book contains many activities which aim to raise the learners' awareness in writing clearly and appropriately. In other words, learners are expected not only to know how to compose a certain text type but also to understand why a given text is composed the way it is.
- There are a variety of classroom activities and after-class exercises. Writing tasks are designed to reflect what learners may realistically be expected to write in English in their studies and in their future work.

- Due attention has been paid to the practice of basic writing skills and the cultivation of learner autonomy. Grammar and mechanics exercises contained in the book and on the CD-ROM are designed for that purpose.
- The book can be used both as a coursebook and as a reference or handbook.

To the student

Learning to write involves more than the skill of writing. In a classroom setting, you are often required to think, reflect, listen, read and speak when composing. This integrated use of skills enhances second language acquisition, and helps to create a condition for accurate written expression. Learners are strongly advised to participate actively in all classroom activities and to perform after-class assignments in earnest. Learning will take place most effectively if you work actively. The CD-ROM that comes with the book contains Basic Grammar exercises, and Advanced Grammar / Mechanics exercises. Learners are advised to do these exercises on their own, and they will certainly benefit from this practice.

To the teacher

“Practical English Writing” can be used as a main textbook for both undergraduate and graduate students. I use the practical writing part for a one-semester writing course for undergraduate students, and the research paper writing part for graduate students. (A semester-long course is assumed to be a 2-credit course, which meets two hours per week and lasts about 15 — 16 weeks.) You should be flexible, though, in choosing what to cover in the course according to the learner’s needs as well as your own preferences.

The CD-ROM that comes with the book contains the PowerPoint lecture slides, in addition to an autonomous learning pack consisting of grammar and mechanics exercises.

Acknowledgements

Like many book projects, “Practical English Writing” is a product of enjoyable yet intense collaborative efforts. Two of my colleagues, Ding Zhanping and Ye Ning, have joined this project, and they are responsible for the practical writing part and the appendices. I am in charge of the research paper writing part, the design of the book and the finalization of all the manuscripts. Li Degao and Zeng Rong were involved in the design of the computer courseware. Dr Pauline K L Lee from the City University of Hong Kong proofread all the manuscripts. She is well versed in both English and Chinese, and her meticulous work has clearly enhanced the quality of the book. Dan Cotterall-Debay from Beijing Capital Univer-

sity proofread this foreword. Jin Yan and Rongrong provided the cartoons. Liu Yuxia and Wang Yixing helped me by collecting relevant materials for the grammar and mechanics exercises.

A great many people have helped in the process of writing this book. I owe a special debt of gratitude to two doctoral candidates, Yin Hui from the University of Alberta, Canada, and Hu Yuhua from the University of Edinburgh, Great Britain. I am also grateful to Dr Lu Shulan from Texas A & M University-Commerce, USA. They provided some of the authentic writing samples for the book and were always willing to ask native English-speaking professors in their respective universities to proofread texts. I am grateful to Professor Wang Qiuye from Zhejiang University, China, for her constructive suggestions on a sample unit of the book. I am also indebted to the Dean's Office and the Graduate School at Zhejiang Univeristy for their warm encouragement and unflagging support both for the writing course I am offering and for this book. Dr Chen Xibiao and Ms Du Yingfang from Higher Education Press, China, supported me with their warm professionalism throughout the writing of the book, and I am particularly grateful to them for their time and effort. Finally, I want to thank all the students who have taken my writing class. They have helped me to identify problems and make improvements, and from them I have gained a deeper understanding of the writing process, as well as the motivation and inspiration to bring this book into being.

Please share your comments and recommendations with me at: pjxwrite@yahoo.com.cn

Pang Jixian

Professor of English

School of International Studies

Zhejiang Univeristy, Hangzhou

P. R. China

January, 2005

Table of Contents

1

Part One Tuning In

- Unit 1 Features of Good Writing / 2
- 1.1 Characteristics of Good Writing / 2
 - 1.2 Key Features of the Writing Process / 4
 - 1.3 Writing Tasks / 5
-

2

Part Two Practical Writing

- Unit 2 Short Messages, and Notices / 8
- 2.1 Starter Activities / 9
 - 2.2 Readings / 10
 - 2.3 Language Focus: Diction, and E-mail Messages / 15
 - 2.4 Writing Tasks / 21
 - 2.5 Checklist for Unit 2 / 22
 - 2.6 Vocabulary and Structure Support / 22
- Unit 3 Letters (1): Invitations, Acceptances and Refusals, and Thank-you Letters / 24
- 3.1 Starter Activities / 25
 - 3.2 Readings / 25
 - 3.3 Language Focus: Effective Sentences / 32
 - 3.4 Writing Tasks / 40
 - 3.5 Checklist for Unit 3 / 41
 - 3.6 Vocabulary and Structure Support / 42
- Unit 4 Letters (2): Requests, Congratulations, Commiserations, and Complaints / 45
- 4.1 Starter Activities / 46
 - 4.2 Readings / 46
 - 4.3 Language Focus: Effective Paragraphs / 53
 - 4.4 Writing Tasks / 59
 - 4.5 Checklist for Unit 4 / 60

Table of Contents

	4.6	Vocabulary and Structure Support / 60
Unit 5		Organization Descriptions / 63
	5.1	Starter Activities / 63
	5.2	Readings / 66
	5.3	Language Focus: Definition, Classification, and Description / 71
	5.4	Writing Tasks / 77
	5.5	Checklist for Unit 5 / 78
	5.6	Vocabulary and Structure Support / 78
Unit 6		Writing for Application (1): CVs, Cover Letters, and Letters of Recommendation / 80
	6.1	Starter Activities / 82
	6.2	Readings / 83
	6.3	Language Focus: Exemplification, Cause and Effect, and Gapped Phrases in CVs / 93
	6.4	Writing Tasks / 99
	6.5	Checklist for Unit 6 / 101
	6.6	Vocabulary and Structure Support / 101
Unit 7		Writing for Application (2): Personal Statements / 104
	7.1	Starter Activities / 106
	7.2	Readings / 106
	7.3	Language Focus: Comparison and Contrast / 111
	7.4	Writing Tasks / 117
	7.5	Checklist for Unit 7 / 119
	7.6	Vocabulary and Structure Support / 119
Unit 8		Writing for Examinations / 123
	8.1	Starter Activities / 125
	8.2	Readings / 127
	8.3	Language Focus: Discussion, and Conclusion / 136
	8.4	Writing Tasks / 141
	8.5	Checklist for Unit 8 / 142
	8.6	Vocabulary and Structure Support / 143



Three Research Paper Writing

- Unit 9** Overview of Paper Organization / 146
- 9.1 Starter Activities / 147
 - 9.2 Typical Sections of a Research Paper / 147
 - 9.3 Key Features of a Research Paper / 151
- Unit 10** Introduction / 153
- 10.1 Starter Activities / 155
 - 10.2 Readings / 157
 - 10.3 Language Focus: Generic and Specific Noun Phrases, and Verb Tense for Literature Review / 161
 - 10.4 Writing Tasks / 169
 - 10.5 Checklist for Unit 10 / 170
 - 10.6 Vocabulary and Structure Support / 171
- Unit 11** Method / 175
- 11.1 Starter Activities / 177
 - 11.2 Readings / 177
 - 11.3 Language Focus: Verb Tense and Voice in Describing Procedures and Materials / 182
 - 11.4 Writing Tasks / 187
 - 11.5 Checklist for Unit 11 / 190
 - 11.6 Vocabulary and Structure Support / 190
- Unit 12** Results / 192
- 12.1 Starter Activities / 195
 - 12.2 Readings / 196
 - 12.3 Language Focus: Verb Tense for Results and Ways of Presenting Findings / 201
 - 12.4 Writing Tasks / 206
 - 12.5 Checklist for Unit 12 / 206
 - 12.6 Vocabulary and Structure Support / 207

Table of Contents

Unit 13 Discussion / 209

- 13.1 Starter Activities / 212
- 13.2 Readings / 212
- 13.3 Language Focus: Verb Tense and Sentence Construction in Discussion Statements / 215
- 13.4 Writing Tasks / 220
- 13.5 Checklist for Unit 13 / 221
- 13.6 Vocabulary and Structure Support / 221

Unit 14 Abstract / 224

- 14.1 Starter Activities / 226
 - 14.2 Readings / 227
 - 14.3 Language Focus: Verb Tense for Abstracts, and Reduced Abstracts / 230
 - 14.4 Writing Tasks / 234
 - 14.5 Checklist for Unit 14 / 236
 - 14.6 Vocabulary and Structure Support / 237
-

Appendices

- 1. Confusing Words / 240
- 2. Patterns of English Correspondence / 247
- 3. Punctuation Guide / 251
- 4. Capitalization and Number Style / 255
- 5. Referencing: Footnotes, Quotations, and References / 257
- 6. Recommended Web Resources for Writing / 262
- 7. Advanced Grammar/Mechanics Exercises / 263
- 8. Answers / 270

Bibliography / 310

Credits / 310

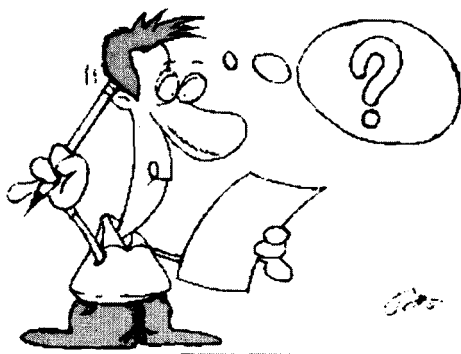
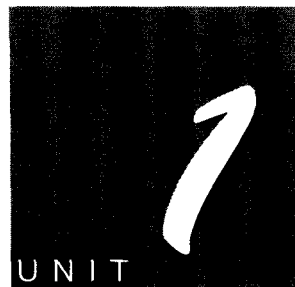
Part **One**

Tuning In



Unit 1 Features of Good Writing

Features of Good Writing



The pen is mightier than the sword.
(English proverb)

英文中有句谚语：笔的力量大于剑。作为人类的交际手段之一，书面语超越时空限制，具有许多口语所不具备的功能。写作不仅仅是一种人际交流的手段，它能培养我们对世界万物的认知力、感受力和表达力。因此，学会写作，学好写作对于社会发展乃至个人的发展至关重要，写作是一个健全人的基本能力。学习写作，我们首先得懂得一篇优秀文章所应有的特点以及作文时谋篇布局的过程，这种意识对指导我们的写作，提高我们的写作能力是很有帮助的。

1.1 Characteristics of Good Writing

1. *Make a list of things you use English writing for and compare your list with a partner's.*

Personal	
Professional	

2. *The following quotations are what some people say about writing. Discuss the questions below with a partner with reference to these quotations.*