高等学校英语专业系列教材

英语写作手册

A HANDBOOK OF WRITING

北京外国语大学

丁往道　吴　冰　钟美荪　郭棲庆　编著

英文版

第三版

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
北京　BEIJING

图书在版编目(CIP)数据

英语写作手册：英文版／丁往道等编著．— 3 版．—北京：外语教学与研究出版社，2009.7
（高等学校英语专业系列教材）
ISBN 978－7－5600－8786－3

Ⅰ．英… Ⅱ．丁… Ⅲ．英语—写作—高等学校—教材 Ⅳ．H315

中国版本图书馆 CIP 数据核字（2009）第 112786 号

出 版 人：于春迟
项目负责：孙雪晶
责任编辑：张 蘅 马 旭
封面设计：刘 冬
版式设计：崔丹丹
出版发行：外语教学与研究出版社
社 址：北京市西三环北路 19 号（100089）
网 址：http://www.fltrp.com
印 刷：北京国防印刷厂
开 本：787×1092 1/16
印 张：24.25
版 次：2009 年 7 月第 1 版 2009 年 7 月第 1 次印刷
书 号：ISBN 978－7－5600－8786－3
定 价：36.90 元

* * *

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物料号：187860001

第三版前言

《英语写作手册》第一版于1984年出版，1994年我们曾对全书做了较大程度的修订，承高校英语专业师生及自学者喜爱，发行量超过100余万册。自上次修订后至今又过了14年，其间我们收到许多师生的来信，对本书提出了十分宝贵的批评与建议，同时，不断有读者要求我们为练习提供答案。

这次修订的《英语写作手册》，我们一方面保持了原书**实用、范例多、结合中国读者实际**等特点，同时采纳了广大师生的意见，做了以下补充、修改：

一、对原书内容全面更新，如词典部分尽可能提供最新版本的信息，论文部分采用国外英语论文通用的格式，实用英语部分增加了写电子邮件的内容，段落和作文部分的范文增加了分析等。

二、经过修订，《英语写作手册》的篇幅增加不少，其中主要的是新增的大量练习和部分参考答案。练习分 Tasks 和 Assignments 两种，前者供课上使用，后者为课后作业。写作课是实践课，要想写得好，只有多练。为了便于自学，我们提供了部分答案。需要特别指出的是答案仅供“参考”，读者的答案和书中的不同，往往并非有错。我们希望学习者细心体会的是，句式和选词不同，表达的意思也会有差别。比较好的学习方法或许是和老师、同学相互切磋，共同提高。

三、我们在书后除原有的“批改/校对符号”外，增加了“写作错误统计表”；前者是为了教师批改作业更规范化，后者有助于学生了解自己的问题，以便有针对性地逐一解决。错误表格分三档：第一档的错误属**技术性**问题，学生只要细心些、多查词典就可克服；第二档属于**基本功**问题，这类错误应该注意尽快消灭；第三档的问题是需要长期关注逐步提高的。学生应该从第一档开始，力争做到只剩下第三档的问题。

编者

2008年10月

致教师

近几年来，很多学校的英语专业都开设了写作课，对学生进行系统的写作训练。这无疑是我国英语教学的一大进展，表明对学生的培养趋于全面，应该充分肯定。

我们用自己的语言写一篇文章，已经不容易，更不用说用一种外语来写了。但实际教学经验证明，学生用英语写作的能力完全可以培养，有些学生甚至可以写出内容有趣、语言通顺、可读性很强的文章。关键在于师生双方对写作训练都抱有热情，并准备为此做坚持不懈的努力。外语写作可教，这应该是我们的结论。

写作和其他笔头练习，如造句、填充、选择、改错、单句翻译等等，有根本的区别：写作要求表达清楚而完整的思想，其他笔头练习则着重语言项目的掌握。换言之，写作课的主要目的不是帮助学生熟悉某些语法项目或某些词汇，而是提高学生用英语表达思想的能力。在这个过程中，学生自然不仅复习了旧的而且也学到了新的语法与词汇知识，但这种复习与学习是以有助于表达思想为前提的。写作课不是语法课或词汇课，而是研究如何表达思想的课程，这应该是另一个结论。

写作涉及的问题很多，除了语言各方面的问题外，还有思想内容和所用材料、组织条理、书写格式等等，都需要仔细考虑，认真对待。在语言方面，教师应注意帮助学生在已有的基础上，不断提高表达思想的准确性与鲜明性，逐渐使他们感觉到英语的极强的表达力，从而喜欢琢磨如何写好文章。在内容方面，应要求言之有物，观点正确，条理清楚。在书写格式上，也应有严格的要求。所以写作训练是全面的训练，不仅有助于提高语言水平，还有助于提高观察分析、逻辑思考的能力，有助于培养严谨的工作作风。不少学生认为写作课是对他们最有帮助，也是他们最喜欢的课程之一。写作课很有益、很重要，这也是应该得到的一个结论。

英语专业的写作课，以从第三学期开始为宜，因为这时学生大体上已掌握了基本语法，并初步会使用3000个左右最常见的词汇。有了这个基础，便可以开始系统的写作训练了。如果学生早一点或晚一点达到这个水平，写作课可以相应地提早或推迟。

由于教学内容很多，写作能力的提高也只能慢慢来，所以写作课要连续地开设到第七或第八学期。这本教材基本上能够满足本科阶段写作教学要求，我们建议作如下的时间分配：

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学期	教学内容
3，4	文稿格式 造句 段落 标点符号
5，6	选词 作文 摘要和读书报告 实用写作
7，8	实用写作（续） 正式和非正式文体 研究论文

各年级的教学内容有些重复或交叉是有益的。例如在二年级也可以写作文，在三年级也可以再讲讲造句法和标点符号的用法。我们的设想是二年级以段落为重点，三年级以作文为重点，四年级的重点则是学术论文。

课堂工作主要有两项：一是讲解教材，包括做练习；一是学生作业讲评。两项工作所用时间尽可能要大致相等。如学生隔周做一次作业，则两项工作隔周轮换进行。

作业讲评，如能抓住重点，对学生会有很大的帮助。所谓要点，就是恰当地表达思想，而不是从表面上看句子结构或用词是否正确。在学生作业中会发现一些句子，本身并没有错，但表达思想不准确、不生动或没有突出重点，或与上下句联系不紧密。在课上讨论这样的句子比简单地指出语法错误或用词错误更有启发性，更能促使学生研究写作方法。当然语法与用词问题也需要提出来。还有全篇的组织、重点，以及格式、体例等问题，都可以讨论。至于观点问题，有时比较复杂，在课后和学生个别谈谈可能效果更好。

学生各方面的长处和不足之处，从语言掌握到知识面，从工作作风到观察分析能力，都可能在他们的笔头作业中反映出来。因此写作课的教师往往对学生有较多的了解。这也就向教师提出了一个责无旁贷的义务：全面地关心学生，热情地帮助学生。

编　者

致学习者

我们学习用英语写作，有什么好处，有什么帮助呢?

对这个问题的答复应该是：好处很多，帮助很大。

写作能帮助我们提高使用英语的准确性。只要写一个句子，更不用说一段、一篇，就得力求句法、用词、拼法、大写、标点等等完全正确，而且与上下文联系紧密，语气连贯。写和说不同，写好后可以检查修改，而一次修改就是一次提高。写得越多，语言就会越准确。

写作能扩大所用语言的范围。口语所用的语言一般是比较简单常用的，复杂的或文雅的语言很少用，也不宜用。而写作所用的语言则是多种多样的，从极简单的到极复杂的都用得上，所用的词汇和句型比口语中常用的要多，这当然对掌握英语极有好处。

写作训练帮助我们提高逻辑思考及分析问题的能力。写一篇作文，不论长短，都需要妥善地组织材料，得出结论，做到重点突出，条理清楚。这样，在锻炼写作能力的同时，也锻炼了分析与处理实际问题的能力。

写作要求认真细致，一丝不苟。从一词一句到全篇结构，都必须仔细琢磨，反复推敲。还要抄写工整，格式正确。所以在写作练习中可以培养严谨的工作作风。

写作对阅读、听力、口语有促进的作用。自己知道写作的甘苦，对别人的写法就会敏感一些。分析问题的能力提高了，听别人说话就会善于抓住要点。语言质量提高了，口语也会准确一些。

写作还有许多实际用途，诸如写信、撰写论文、起草报告及讲稿等等。同时写与译也密切相关，想做好翻译，必须提高写作水平。

现在再谈谈怎样才能学好写作。

扎实的语言基本功是首先要具备的条件。这包括对语法（句法和词法）及基本词汇用法的掌握。如有不太清楚的地方，应通过阅读语法书和查词典来逐步解决。

多读书是极为重要的。既要读英文书，也要读中文书；既要读文艺作品，也要读知识性著作。通过读书来了解社会与人生，扩大知识面，丰富思想与感情，增强观察与分析的能力。在读书时应注意和研究书的内容，同时也应适当注意作者的写作方法，吸取有用的语言。

在日常生活中，也应养成观察与分析的习惯，遇事问个“为什么”。如果经常这样做，就会使自己的思路敏捷，思想有深度。

多读书加上多观察、多分析，在写作文时便不会苦于找不到材料，无话可说。

写的时候应该首先考虑内容问题，问问自己“写什么”，其次考虑如何组织材料或观点，从何处开始，到何处结束，也就是问问自己“怎样写”。

在语言的使用上应记住的一个原则是：能恰当表达思想的语言就是好的语言，也就是应该用的语言。所以不必总是追求某一类型的语言，如文雅的、艰深的、浅易的，或俚俗的。不过对学习者来说，应先学会使用英语的核心部分，即最常用的语言。

写完初稿后还要再三斟酌，反复修改，一直改到自己感到满意时为止。在抄好或打好后，仔细检查是不可缺少的一步，以求不漏掉任何一个自己可以改正的错误。

正如前面所说，这样认真地写，既锤炼了自己的语言，又培养了好的作风。

“功夫不负苦心人。”只要肯下功夫，必然取得进步。

编 者

高等学校英语专业系列教材

"高等学校英语专业系列教材"是一套为英语专业高年级本科生和研究生编写的教材，包括高级英语语言技能、英语专业知识和相关专业知识三个方面。本系列教材为开放式，涵盖面广，设计科学，注重时代性、知识性与实用性，有助于学习者在掌握英语技能的基础上进一步扩充知识领域，培养应用能力，提高综合素养。

《英语写作手册》由北京外国语大学资深专家学者根据多年的教学和研究经验精心编写而成，自1984年推出以来，深受读者欢迎，多次重印，如今印数已超过百万册，并分别于1994年和1997年推出了修订版和中文版。《英语写作手册》（第三版）由原作者倾力修订，保留原书经典内容，并根据时代特点进行适度更新；新增了练习和参考答案，进一步强化学练并重的教学要求，是高校英语专业和非英语专业写作课程的首选教材。

- ⊙ 系统全面：从文稿格式、选词、造句到篇章、论文、应用文，循序渐进、面面俱到，引导学生在系统学习中融会贯通
- ⊙ 内容丰富：讲解深入浅出，范例典型实用，练习针对性强，附有学生范文，方便比较学习
- ⊙ 讲练结合：理论与实践并重，课上练习、课下作业、参考答案紧密结合、环环相扣，帮助学生在实际运用中稳步提升

《英语写作手册》（修订本）曾获全国高校第三届优秀教材一等奖

项目负责：孙雪晶
责任编辑：张　蘅　马　旭
封面设计：刘　冬
版式设计：崔丹丹

高等英语教育出版分社宗旨：
推动科研·服务教学·坚持创新
外研社·高等英语教育出版分社
FLTRP Higher English Education Publishing
电话：010-88819595
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网址：http://www.fltrp.cn
《教育网》http://edu.fltrp.cn

·个学术性教育性
出版机构
网址：http://www.fltrp.com

ISBN 978-7-5600-8786-3
9 787560 087863 >
定价：36.90元

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Part One
Manuscript Form

As you are learning to write, you should have a clear idea of what is good manuscript form. You should do everything—writing the **title**, leaving **margins**, **indenting**, **capitalizing**, and **dividing words**—according to generally accepted rules. Whenever you write something, work carefully, write neatly and clearly, and try to make as few mistakes as possible. Before handing in your essay or exercise, proofread it once or twice, because you may need to make some final corrections and changes. If you always work in this way, you are sure to make progress.

I. Arrangement

Either lined exercise books or regular office paper (size 19 × 27 centimeters) may be used. To make your handwriting easy to read and provide room for corrections, you had better write on every other line, and write on only one side of the paper if it is thin.

Leave a margin on each side of the paper—about two centimeters at the top and a centimeter and a half at the left, the right and the bottom. In an exercise book the top and bottom margins are already there, so you need only to draw a vertical line to mark the left margin.

You cannot make the right margin very straight, but you must not write to the edge of the paper. When there is not enough space left for a word, write it on the next line if it cannot be divided. In other words, there must be some blank space on the right side of the paper.

Write the **title** in the middle of the first line. **Capitalize the first and last words** of the title and **all other words** (including words following hyphens in compound words) **except articles**, **coordinating conjunctions** (*and*, *or*, *but*, *nor*, *for*), **prepositions**, and the ***to* in infinitives**:

My First Visit to the Palace Museum
The People without a Country
Rules to Abide By
Dickens and *David Copperfield*
What Can the Artist Do in the World of Today?
What Reform Means to China
The Myth of a "Negro Literature"
The English-Speaking People in Quebec

No period is used at the end of a title. Use a question mark if the title is a direct question, but do not use one if it is an indirect question. Use quotation marks with quotes or titles of articles; and underline (or italicize if you use a computer) names of books.

Task 1 Capitalize the following titles:

1. where i lived, and what i lived for
2. are transgenic crops safe
3. well-known dramatists of the ming dynasty
4. a day to remember
5. approaches to teaching english as a foreign language
6. criticisms on the ending of mark twain's *adventures of huckleberry finn*

Indent the first line of every paragraph, leaving a space of about **four or five letters.**

For paging use Arabic numerals without parentheses or periods in the upper right-hand corner of all pages. The first page need not be marked.

Do not begin a line with a comma, a period, a semicolon, a colon, a question mark or an exclamation mark. Do not end a line with the first half of a pair of brackets, parentheses, or quotation marks. The hyphen that indicates a divided word is put at the end, not at the beginning, of a line.

II. Capitalization

Capitals are used mainly at three places: the first words of sentences, key words in titles, and proper names.

Not only a complete sentence, but a sentence fragment treated as a sentence, should begin with a capital letter.

The first word of quoted speech (words put between quotation marks) is capitalized. If a quoted sentence is broken into two parts and put in two pairs of quotation marks, the second part does not begin with a capital letter unless the first word is a proper noun or an adjective derived from a proper noun:

He said, "My trip to Mount Tai was interesting but tiring."
"My trip to Mount Tai," he said, "was interesting but tiring."
I asked, "When do you usually go home?"
She answered, "At weekends."

Common nouns that are parts of proper names are capitalized:

Common Nouns	Proper Names
a famous university	Peking University
a broad street	Chang'an Street
a large lake	Lake Erie

the president of the university	President Brown
middle, age	the Middle Ages
labor, day	Labor Day
people, republic	the People's Republic of China

Words derived from proper names are usually capitalized:

Marxist	Darwinism	Hegelian
Confucian	Latinize	Vietnamize

But proper names or their derivatives may become common nouns, verbs or adjectives:

mackintosh (after Charles Mackintosh, a Scottish chemist)
chauvinistic (derived from Nicolas Chauvin, a devoted adherent of Napoleon)
quixotic (after Don Quixote, hero of the novel of the same name)
anglicize (from the Latin word *Anglicus*, meaning English)

III. Word Division

When you write near the edge of the paper, take a look at the space left. If it is not enough for the word you are going to write, you have to decide whether to divide the word or to write it on the next line. Never squeeze a word into the margin.

The general principle is to divide a word according to its syllables and never put the hyphen at the beginning of a line. Pay attention to the following:

One-syllable words like *through*, *march*, *brain* and *pushed* cannot be divided.

Do not write one letter of a word at the end or at the beginning of a line, even if that one letter makes up a syllable, such as ***a*** • *lone*, *trick* • ***y***.

Do not put a two-letter syllable at the beginning of a line, like *hat* • ***ed***, *cab* • ***in***.

Avoid separating proper names of people or places, like *Chi* • *na*, *Aus* • *ten*.

Divide hyphenated words only at the hyphen: *father-in-law*, *empty-handed*.

Do not divide words in a way that may mislead the reader: *pea* • *cock*, *re* • *ally*.

Do not divide the last word on a page. Instead, write the whole word on the next page.

Divide words with prefixes or suffixes between the prefix or suffix and the base part of the word: *re* • *state* • *ment*, *un* • *relent* • *ing*.

Divide two-syllable words with double consonants between the two consonants: *strug* • *gle*, *shat* • *ter*.

Dividing words is not always easy. When in doubt, consult a dictionary (see Part Two, VI).

Task 2 Divide the following words according to general rules:

alive	setting	sister-in-law
handy	correctness	gratitude
bonus	permission	sociable
thought	dictatorship	far-reaching

IV. Punctuation

How to use different punctuation marks will be discussed in detail in Part Ten. The following are a few basic rules which all students learning to write should remember:

Use a period (full stop) at the end of a complete sentence, however short it is.

Do not use a comma to join two coordinate clauses; use a comma and a conjunction, or a semicolon.

Make your commas different from your periods. A comma has a little tail (,); a period is a dot (.), not a tiny circle (。), which is used in written Chinese.

Use a question mark at the end of a direct question; do not use one at the end of an indirect question:

"Have you done your exercises?" the teacher asked.
The teacher asked whether we had done our exercises.

Use the exclamation mark only after an emphatic interjection or words that express very strong emotion. Do not overuse it.

Put direct speech between quotation marks. The subject and verb that introduce a quotation may be put before, after, or in the middle of the quotation:

She said, "We have decided to take the examination."
"We have decided to take the examination," **she said**.
"We have decided," **she said**, "to take the examination."

Pay attention to the way the three sentences are punctuated. In the first sentence, "She said" is followed by a comma; in the second, the quotation closes with a comma and "she" is in small letters; in the third, "decided" and "she said" are followed by commas, and the second half of the quotation begins with a small letter. In short, the quotation and "she said" are treated as one sentence; only the first word of the quotation has to be capitalized.

Task 3 Punctuate the following passage and use capitals where necessary:

we entered the room jane looked around and asked where is the cat

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