

高职高专商务英语实践系列教材

Business English Writing

商务英语写作



Business English Writing

总主编：徐小贞

主 编：邹渝刚



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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总主编：徐小贞

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前言

我国改革开放以来国际商贸的发展,尤其是我国加入 WTO 之后外贸业务的日益增长,对国际商贸从业人员的商务书面沟通能力提出了更高的要求。其适用范围涵盖公司之间、公司与客户之间、以及公司内部成员之间的各种场合和层面,其表现形式包括小至一张贺卡,大到一份商务报告的构思和书写,其所用技能涉及语言逻辑、词汇表达等多种书面沟通技巧。《商务英语写作》正是为了探索如何高效便捷地提升学生的商务英语写作综合能力而推出的。

对于在校学生而言,“商务英语写作”一般以“基础英语写作”后续课程的形式出现。“基础英语写作”注重培养学生如何用英文正确、清楚、符合逻辑地表达思想。而“商务英语写作”则在此基础上,强调培养学生如何在国际商贸环境中,以书面形式有效地沟通和解决实际问题。作为面向高职高专学生的教材,《商务英语写作》力图打破学生被动接受讲解和模仿范文的传统写作教学模式,以商务背景下教师指导与学生自主学习相结合的教学方法,设计了由单项训练到综合写作的教学任务,旨在培养学生以需求为动力的自主学习能力和商务背景下的书面沟通能力。

《商务英语写作》的总体设计具有以下特点:

一、情景性

“商务英语写作”课程的教学内容繁杂,而更大的挑战则在于如何调动学生的兴趣。本书的趣味性设计体现在两个主题人物,即某高职院校英语专业即将毕业的刘艳丽同学和虚拟教师 Doctor English。全书所有单元的教学内容均围绕刘艳丽同学的毕业实习和毕业后的商务工作情景而展开。此外,单元内部的综合性写作任务也配有一定的情景内容。

二、针对性

本书的内容设计主要针对高职高专英语专业学生的现有水平,在确保全英文教材准确性的基础上注重语言难度的控制。在选材上,本书参考了各种国际商务英语水平考试和职业资格证书考试对商务写作能力的要求,并结合国际商务一线岗位群调研和毕业生反馈,主要针对国际商务活动中最基本的文体。

三、自主性

本书的教学策略设计首先强调学生在一定的提示下自主探索商务英语文体的特征和写作规律,以趣味性的情景导入激发学生完成写作任务的动力,使其更积极地参与到教学活动之中。



其次，注重写作过程的规范化，以简明扼要的五个分解步骤培养学生独立分析和完成写作任务的能力。

四、易用性

本书的教学操作设计充分考虑到教学双方在有限的时间内完成一定教学任务的可行性，全书总体知识点布局及单元内部教学流程配置均经过长期的实际教学的检验。此外，部分参考答案配有分析讲解，可供学生与教师进一步开展分析讨论。

本书的编写参考了国内外许多优秀的商务英语写作教材。外籍专家 Angel Yuan 等审校了全书。此外，深圳职业技术学院应用外国语学院的老师参与了教材编写的前期准备和教材试用工作，为本书的编写和出版做出了重要贡献，谨在此一并表示感谢！

由于编者水平和经验有限，错误和缺点在所难免，欢迎广大读者批评指正。

编者

2006年9月

编写说明

“商务英语写作”是国际商务从业人员必备的一项重要技能，也是高职高专英语专业学生的一门必修课程。目前国内此类教程或辅导书籍较多，但适合高职层次教学的并不多见，尤其是全英文版教材。《商务英语写作》旨在满足高职高专在校学生的学习需要，同时兼顾其他商务人士提高英语写作水平的目的。为便于使用者更有效地运用本书，特将编写思路及体例做一简要说明。

一、全书结构

本书共有十四个单元，归为四大部分。第一部分为 Introduction，着重介绍商务英语写作的基本概念和原则 (Units 1—2)。第二部分为 Four Common Types，介绍商务英语写作的四大基本文体 (Units 3—6)，包括商务信函 (Letters)、备忘录 (Memos)、电子邮件 (Emails) 和商务报告 (Reports)，这部分侧重写作格式的学习。第三部分为 Functions and Notions，讲解商务英语写作的主要功能意念 (Units 7—9)，包括正面及日常内容写作的技巧 (Writing About the Pleasant and the Routine)、负面内容写作的技巧 (Writing About the Unpleasant) 和说服力内容写作的技巧 (Writing to Persuade)。这个部分侧重写作技巧的学习，其中每一功能意念也配有具体的应用文体，如咨询函 (Request Letters)、回绝函 (Refusal Letters)、销售函 (Sales Letters)。第四部分为 Other Practical Writings，介绍商务英语写作中的特殊文体 (Units 10—14)，包括简历 (Résumé)、求职信 (Job-Application Cover Letters)、投诉函 (Complaint Letters)、投诉处理函 (Adjustment Letters) 和会议纪要 (Minutes)，在前面三个部分学习的基础上，这部分注重综合应用能力的培养。

二、各单元构成

为了避免写作教材的枯燥乏味，增强趣味性，激发学生自主学习的积极性，本书特别设计了一个主题人物——高职英语专业大三学生刘艳丽，以这个主题人物为核心进行编写，以她在华强进出口公司 (Huaqiang Import & Export Co., Ltd.) 的实习经历，以及后来在鹏城家具公司 (Pengcheng Furniture Co., Ltd.) 的正式工作情景为线索，以系列情景故事的方式导入各单元学习内容。为便于课堂教学操作，每单元分为六个环节，环环相扣，形成一个自主学习流程，体现以学生为中心的教学理念，具体说明如下：

1. Blog It Out (小刘的博客)

自实习开始，刘艳丽经常接触到各种类型的商务英语写作任务。在工作中，她有过无从下笔的烦恼，品尝过失败的苦涩，也初步体会了成功的快乐。她喜欢以博客记录她的工作与体会，

她的博客也见证了她在写作中遇到的困难,以及她逐步走向成熟的经历。作为课堂教学的第一个环节,博客的内容为学习者提供了初步的单元背景介绍,但其含量又大于一般教材的导入部分,学习者可根据自身实际语言水平进行适当的扩展讨论。

2. Listen to Doctor English (博士的点评)

Doctor English 是一位虚拟的英语学习专家,针对小刘的博客内容,他似乎在对博客回帖,又似乎在对本书使用者谈话;他既点评小刘的写作任务,也提示解决问题的方法。该环节与博客联系紧密,可作为扩展讨论中的一种意见,激发更多学习者参与。

3. Try It Yourself (自己动手)

学生在此面临一个可能与小刘博客相关或相似的写作任务。为完成此项任务,学生必须依次经历五个步骤,即:1) 准备素材(Preparing)、2) 确定格式(Formatting)、3) 组织材料(Organizing)、4) 完成初稿(Drafting)、5) 修改完善(Revising)。每一步骤中,学生都要完成一定量的理解性或操作性任务,其中,第二与第三个步骤可能还有附加任务。此外,Doctor English 在各步骤中也不时穿插一些提示。通过上述五个步骤,学生便可实现对本单元商务文体写作规律的自主探索。

4. Read for Reference (参考阅读)

本环节主要提供每单元相关的补充阅读材料,包括该文体的定义、功能、结构、分类以及写作技巧等,供学生参考。其功能类似传统写作教材的理论技巧讲解部分,但在本书教学流程中处于第四的位置,目的是培养学生根据需求自主学习的能力。

5. Check Your Progress (自查进展)

本环节在教学功能上是在自主学习环节之后提供补充练习,内容为传统的阅读理解练习、语言操练、商务文体套写等,具体题型有:多项选择、判断正误、中英文句子翻译、改错、填空、情景写作等。其目的是全面考察学生对本单元所学商务文体写作技巧的掌握情况,并进一步巩固其语言表达能力。

6. Open Your Toolkit (打开工具箱)

本环节可视为学习者自主学习的百宝箱,其内容包括单元所涉文体的范例以及相关表达法。虽不可能穷尽各文体的所有参考资料,但力求地道准确,既有覆盖面,又具代表性。此外,本环节还附有前面练习题的答案以及讲解分析。

三、 教学建议

本书适合高职高专英语专业二年级在校生,或具有一定基础英语写作能力的学习者使用。

由于全书共 14 个单元,建议于一学期之内(一般为 36 学时)完成教学任务,其间每周 2 学时完成一个单元,每 5 个单元做一次复习或测验。下面是关于每堂课的教学时间分配(以 100 分钟计)的参考方案:

教学环节		时间分配	关键词	学生任务	教师角色
Blog It Out		5	讨论	学生朗读或复述刘艳丽的工作经历,并评价她的作品。	结合博客内容,适当引导学生扩展讨论(如小刘的工作态度、博客中所出现的商务文件的重要性等等)。
Listen to Doctor English		5	纠错	参考博士的点评,师生共同指出并改正刘艳丽的错误。因为学生初次接触文件,可能有各种疑问和误解,需要老师及时解答或纠正。	
Try It Yourself	Preparing	5	自主学习	阅读背景资料,对文件所针对的读者对象、写作的基本特点等进行判断选择。	引导学生得出正确答案。
	Formatting	10		阅读文体模板介绍,回答相关问题,掌握该文体的正确格式。	解释该文体同其他商务文体的不同之处,提醒学生注意细节。
	Organizing	10		阅读背景材料,找出写作要点,讨论逻辑结构。	让学生使用自己的语言表达,鼓励学生通过合理假设弥补背景中的含糊信息。
	Drafting	15		根据提示,以小组为单位完成写作任务。	分配小组(3—4人为宜),注意人员合理搭配。
	Revising	10		评价、修改其他小组的作品。	选一个小组的作品为例,组织同学共同修改。
Read for Reference		10	理解	通过阅读相关文章掌握写作理论知识。	通过提问方式对该文体的定义、功能、结构、分类以及写作技巧进行系统的或有选择的讲解。
Check Your Progress		15	检验	完成老师指定的问题。	选择一两道练习题随堂完成来检验学习效果,并就剩下的内容布置课后作业。
Open Your Toolkit		15	总结	学习更多范文以及相关的表达方式。	选择一两篇范文做重点讲解,侧重文章格式、写作方法和语言特点,并对本课内容做总结。

此外,本书还配有两个表格供使用本教材的师生使用。表一是学生的自测表。老师可以课前复印好这些表格,请学生在下课前填写。此评估表可以作为老师了解学生学习态度和学习效果的参考材料,也可供学生自我总结。表二是评分标准表。该表适于教师对学生完成的写作作业进行评估,并根据各项等级分得出最后的等级成绩。学生也可以参考该表对自己完成的作业进行检查。

总之,本书在编写体例上,力求做到理论讲解深入浅出不枯燥,写作任务贴近现实不教条;在教学思想上,力求将传统的教学流程重心由教师讲解写作技巧,转移至学习者自主探索写作规律,注重学习者的参与和自主学习能力的培养,探索具有高职高专特色的商务英语写作教学内容与教学方法。

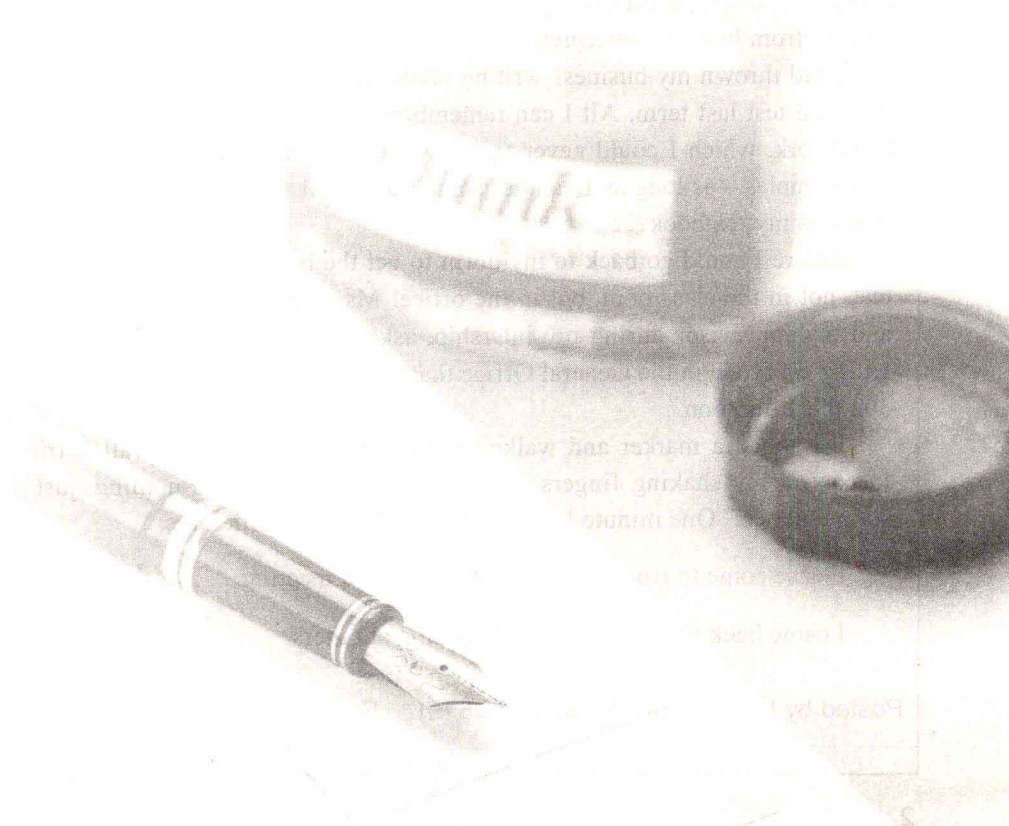
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PART I


Introduction

商务写作基础知识



UNIT 1 Basic Concepts

Blog It Out



Yanli's Blog

It's All About Business Writing

So, this is what my first job will be—after all these years of study, all the homework assignments and one test after another!?

To be exact, it's not my real job yet. It's just what I'm supposed to do for the two-month internship before graduation. Still, I felt somewhat strange when I was told that my work will be something about business writing, besides all the office chores, of course!

I had thought I would have chances to use my spoken English in this foreign trade company. But WRITING, and BUSINESS writing, instead of everything else!!! What can I get from writing? Not the fun, to be sure, that I can get from business interpreting!


I had thrown my business writing textbook somewhere in my dorm after the final test last term. All I can remember about this course is just endless homework, which I could never finish without the samples in the textbook. Yes, samples—as long as I can get some samples, I think I can manage. But where is my textbook???

Before I could go back to my dorm to get the books, I had to face a real test, not in the classroom, but in the office! Ms. Shawn, the office secretary and my supervisor during my intership, asked me to write a notice for her telling everyone in the General Office that there is a meeting at 2:00 in Room 302 this afternoon.

I grabbed a marker and walked to the white board on the wall. I tried to control my shaking fingers and kept telling myself, "It's nothing, just a simple notice." One minute later, I scribbled something like this:

Please come to Room 302 at 2:00. There is a meeting.

I came back to my seat without looking at others.



About Me

Name: Liu Yanli
Location:
Shenzhen, China

Email

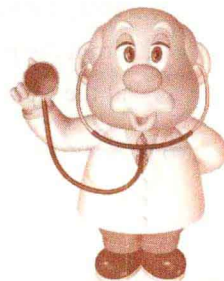
Photo Album

Links

Posted by Liu Yanli on March 1, 2006 | [Permalink](#) | [TrackBack \(10\)](#)

Listen to Doctor English

It seems that everyone can make a writer nowadays, at least online. Ms. Liu puts in her blogs some details about her life, as keeping a diary. But unlike a diary, a blog is online for other people to read and respond. In this sense, it is one of the healthy ways of communication in the age of information. We do need to communicate with each other, don't we?



I feel sorry that Ms. Liu seems a little unhappy about her work assignment as an office aide. It may be true for some students that typing on a lifeless computer or writing on stationery is never as enjoyable as talking in a foreign trade negotiation. You don't easily get noticed by people, at least not noticed face to face, so to speak. But the importance of business writing for a company can never be underestimated. In fact, a professionally written business letter, for example, can be just as essential to a business deal as, if not more important than, a good business talk.

Ms. Liu has certainly made her point about samples. But business writing is never just about samples. She may manage her work for a while with the help of samples. For better work in the long run, I strongly suggest that she recover her textbook and review it by asking herself, in the first place, the following questions:

1. Do I remember what business writing is all about?
2. Do I know all the common types of business writing without checking with the samples?

As for writing a notice, it does seem like an easy job, at least in this case, telling everyone to go to a meeting in a short sentence. However, a notice sometimes requires more specific information, and it deserves more than just a line to give details. For example, a notice written to inform customers or the general public about an updated return (退货) policy requires more than one sentence to explain the changes. Apparently, the length of a note varies according to the purpose of writing.

Try It Yourself

Situation

You work at Yanjing International Hotel (2 Longtan Road, Chongwen District, Beijing). The manager is Mr. David Brown. You suggest to him that it would be a good idea to stress some aspects of security in a notice to be put in all hotel rooms. He reads your notes and asks you to write a notice in his name.

Here are your notes:

1. Lock your rooms when you go out for we cannot take full responsibility for thefts or items lost/damaged.

2. If you have anything valuable or important, leave it at reception. We will lock them away for you in our safe.
3. Front doors are locked at 11 o'clock at night. If you forget your key, please ring the bell at the right of the front door.

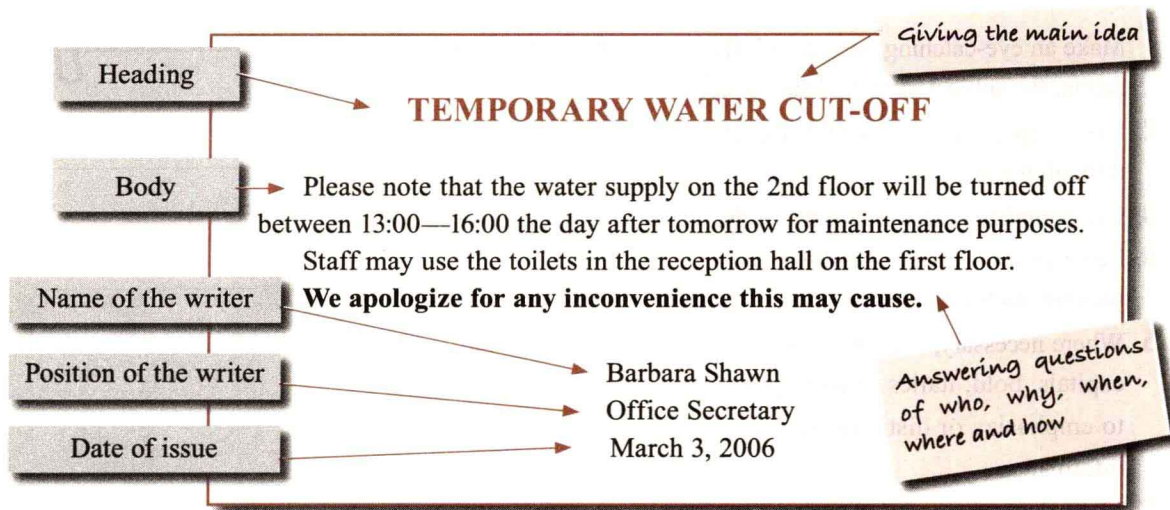
Step 1: Preparing

Directions: Choose the best option(s) to complete the statement(s) and answer the question(s).

1. What questions will you ask yourself before actually writing a business document?
 - A. What reference books do I have?
 - B. Who will read my writing?
 - C. What are the requirements by the boss?
 - D. Do I have a computer?
2. Mr. David Brown asked you to write this notice in order to _____.
 - A. publicize a social event
 - B. inform staff of instructions
 - C. inform changes of a plan
 - D. remind customers of security
3. Who will read this notice?
 - A. The public.
 - B. The staff of the hotel.
 - C. The clients of the hotel.
 - D. The security guards of the hotel.
4. The tone of this notice should be _____.
 - A. serious
 - B. courteous
 - C. businesslike
 - D. personal

Step 2: Formatting

Directions: Read the following sample and answer the questions.



1. Who is the expected reader of the notice?
2. What is the purpose of the notice?
3. What are the details of the event (place, date and time)?

Step 3: Organizing

Directions: Read the following notice and make improvements.

BE CAREFUL WITH YOUR GOODS

Please lock your rooms when you go out. Anything valuable or important put it in the safe at Reception. We think you should be happy to stay at Yanjing International Hotel. We don't want you worried about things being stolen, lost or damaged.

We lock up at 11 at night. Take your key with you. If you don't, ring the bell. We will let you in.

Yanjing International Hotel

A notepad with a paperclip at the top right corner. It has several horizontal lines for writing.



Step 4: Drafting

Directions: Write a notice according to the situation given at the beginning of **Try It Yourself**. Refer to the following tips if necessary.

1. Make an eye-catching heading briefly stating the subject matter of the notice.
2. Use simple and concise words all through the notice.
3. Use complete sentences for the body.
4. Leave spaces between headings and separate parts consistently.
5. Where necessary, use styles such as capitals, bold, italics or underlining to emphasize or distinguish some information.
6. Make the notice as brief as possible.
7. If a notice is to be put in bulletin board, it should be presented in fully-blocked display; besides, the writer's signature is required.



Step 5: Revising

Directions: Check the following boxes according to what you have finished above.

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. Have I completed the task? |
| <input type="checkbox"/> | 2. Is the layout correct? |
| <input type="checkbox"/> | 3. Is the heading brief and clear? |
| <input type="checkbox"/> | 4. Is the body presented in complete sentences and short paragraphs? |
| <input type="checkbox"/> | 5. Have I remembered to add Mr. David Brown's name and position? |
| <input type="checkbox"/> | 6. Have I included the date? |
| <input type="checkbox"/> | 7. Is all the required information included in the notice? |
| <input type="checkbox"/> | 8. Is the tone courteous? |
| <input type="checkbox"/> | 9. Are all spellings, grammars, punctuations and paragraphing correct? |

Read for Reference

What Is Business Writing?

Before we could find an answer to this question, we may sometimes ask ourselves: what is writing, in the first place?

Human beings communicate in verbal (语言的) and nonverbal (非语言的) ways. The former refers to those involving the use of words, either written or spoken. The latter involves the use of facial expressions, gestures, or postures, known as body language in general. Writing happens to be one of the two ways of verbal communication, the other being speaking. Compared with speaking, or other nonverbal means, writing lacks immediate and face-to-face responses. But it has obvious advantages, too. It usually allows people more time to think logically. And it is easier to keep a permanent record of all human activities with a pen before the invention of multimedia. It is, therefore, at least equal to if not better than, speaking in its communicative power.

The classification of writing is always an issue in question. In the development of writing studies, a variety of modifiers have been added to the word “writing”, which results in a long list of different and sometimes overlapping subordinate concepts, for example, **creative writing, expository writing, academic writing, professional writing, workplace writing, technical writing, etc.**, and in our case, business writing, all being familiar course names on college curriculums.

The reason for this is the difference in standards of classification. In other words, people look at writing from different points of view. For

example, “creative writing” emphasizes on the unique expressions of human imagination and feelings, which often refers to literary compositions such as novels and poems. In contrast, “expository writing” focuses on logic and facts.

Another effort is made to distinguish “**writing for general purposes**” from “**writing for specific purposes**”. The former usually discusses basic writing skills from the choice of words and sentence patterns, through the development of paragraphs, to the completion of four discourses, namely, narrative, description, exposition and argumentation. The latter is a large family in which business writing is one solid member. Other members include writing for scientific purposes such as a lab report by a scientist after an experiment, writing for technical purposes such as a field trip report by an engineer after a field inspection, or writing for academic purposes such as a graduate thesis by a student.

Put in simple words, business writing is writing for business purposes. In the long history of human beings, writing has been serving different purposes in business. Just take a look at the simple signs in ancient times and the complex contracts in modern days! As purposes differ, so do the written documents for achieving the purposes. Thus we often hear business people talking about emails, memos, minutes, letters, reports, proposals, etc. Among these, **letters, memos, emails and reports** are generally considered as the most fundamental types of business documents based on their frequency and characteristics in business practices.