

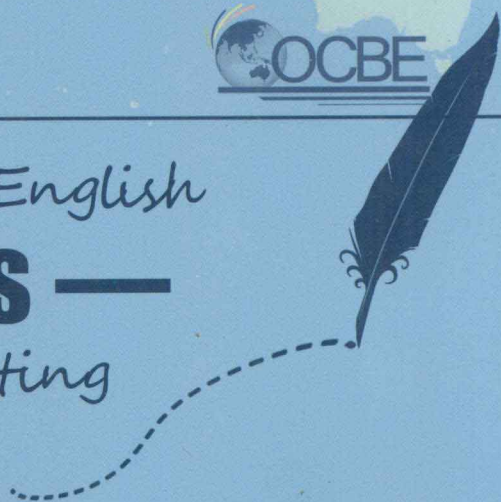
实用英语写作指导手册

— 东方剑桥商务英语(应用英语)系列 —

单胜江 王群 编著



Practical Handbook of English
for ESL Students —
A Guide to English Writing



BUSINESS
ENGLISH



ZHEJIANG UNIVERSITY PRESS

浙江大学出版社

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图书在版编目(CIP)数据

实用英语写作指导手册 / 单胜江, 王群编著. —杭州: 浙江大学出版社, 2011.7

ISBN 978-7-308-09018-6

I. ①实… II. ①单… ②王… III. 英语—写作
IV. ①H315

中国版本图书馆 CIP 数据核字(2011)第 169234 号

东方剑桥商务英语(应用英语)系列

实用英语写作指导手册

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封面设计 墨华文化

出版发行 浙江大学出版社

(杭州市天目山路 148 号 邮政编码 310007)

(网址: <http://www.zjupress.com>)

排 版 杭州中大图文设计有限公司

印 刷 德清县第二印刷厂

开 本 787mm×1092mm 1/16

印 张 9.25

字 数 295 千

版 印 次 2011 年 7 月第 1 版 2011 年 7 月第 1 次印刷

书 号 ISBN 978-7-308-09018-6

定 价 25.00 元

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浙江大学出版社发行部邮购电话 (0571)88925591

P 前言

REFACE

Writing is one of the most important practical English skills. We have realized from years of teaching practice that only systematic writing practice can enable students to obtain a solid foundation of English language and a sound ability of English application. *Practical Handbook for ESL Students* is a very useful guiding book of English writing, composed on the basis of teaching practice. The *Handbook*, according to the actual facts of writing teaching, introduces the basic methods and techniques of English writing in a systematic and specific way, and instructs students to do writing step by step.

As the title suggests, the handbook is mainly concerned with writing in English for university students. The preservation of traditions in teaching of writing is almost kept in this book: containing mechanics of writing, grammar basics, and process of writing. And some small surprises on many pages can be found in the parts discussing the writing of research paper which now seems to be necessary for university students. Business letters writing, as suggested by my fellow teachers, should be added into the handbook, which would help the students who will practise business writing for their future relevant jobs. A handbook, in our opinion, should be concise and easy to understand; therefore it uses simple and clear language to explain the rules and mechanics concerning writing with needed examples to help understand the contents.

This is the first edition of the book, finished with the joint effort of Mr. Shan and Mr. Wang, who also referred to a number of works of different authors in this field. Therefore, we are grateful to the authors of the reference books for the relevant lines and contents used in writing this book. Of course, years of teaching and our attitudes toward writing form the basis of some usefulness and practicality of the book.

The *Handbook* falls into four parts:

Part One reviews those necessary aspects of written English: mechanics, grammar and diction, with the purpose of helping the instructor determine which students have problems with which area and providing the students with a reference to consult when such problems occur after they start writing paragraphs and themes.

Part Two is the main body of the book. A student who can write a thoughtfully-limited, well-organized, well-developed paragraph has all the skills necessary to write a

thorough, informative, and well-focused letter, report, examination, summary, or article. Various methods of organizing the various kinds of evidence demanded by native speakers of English are presented with some examples.

Part Three and Part Four respectively deal with the writing of a research paper and practical writing, which are both important and necessary to university students. Procedures and Format of research paper are included in Part Three, and numerous samples of practical writing are presented in Part Four.

Directly and indirectly, perhaps thousands of teachers and students have given some small hands in making it what it is. Our debts to those helpful advisers are enormous. Our special thanks should go to all the authors of the bibliographies referred to in the composing of the handbook. We are grateful to Pro. Ren Zhichun for the manuscript proofreading.

Shan Shengjiang
Wang Qun

P 前言

REFACE

写和说都是语言的输出，但写不同于说：写要求更高的精准度，只要写一个句子、一段话或一篇文章，都必须做到句法正确、用词恰当、拼写无误、标点使用规范，且要文意逻辑紧密，语气连贯；写还可以通过反复检查和修改来提高表达的质量和水平，修改越多，表达就越准确；写作能提高使用英语准确性；写作所用的语言从简单到复杂，较之以口语，具有多样性，能扩大语言使用的范围；在写作过程中，通过对材料的组织加工、逻辑分析、观点论证和结论推理等思维训练，能提高运用英语进行逻辑思考和分析问题的能力；此外，写作还能够培养严谨的工作作风，还有助于促进其他语言技能的提高和发展。写作是英语应用最重要的技能之一。

多年的教学实践使我们认识到，写作能力是可以培养的，是靠训练得来的，也是可教的。只有经过系统的写作指导与训练，才能使学生扎实基础，提高写作能力。《实用英语写作指导手册》就是在教学实践的基础上编写的一本非常实用的英语写作指导用书。从英语写作教学的实际和特点出发，比较系统而具体地介绍英语写作的基本方法和技巧，有步骤地进行写作训练和指导。

写作涉及的问题很多，语言表达、思想内容、所用材料、条理与层次、文章布局和书写格式等，都需要认真对待，仔细揣摩。在语言上，要在已有的基础上不断提高表达的准确性和鲜明性；在内容上，要言之有物，观点正确，条理清楚，层次分明；在格式上，要严格按照规范。本书本着“实用”原则和“必要”原则，精心安排内容。全书分为四个部分：

第一部分，介绍了基本的词法、句法基础知识和必要的写作基本理论；

第二部分，介绍了写作的基本方法和过程；

第三部分，介绍了研究论文的格式及写作的基本要求；

第四部分，介绍了包括商业书信、电子邮件及其他应用文的写作。

本书全英文编写，既有一定的理论梳理，条理清晰，又有一定的实例说明，论述简要明晰，选例实用多样，适合教师、学生和其他英语爱好者使用。

本书所列文献均是编者学习和教学时所常用的教材及参考资料，是编者获得知识的源泉，也是本书的编写基础。一切与文献相同或相似的观点或内容皆属引用或借鉴。在此我们对这些文献的作者表示衷心的感谢。




编 者

2011 年 5 月


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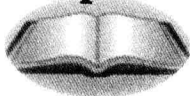


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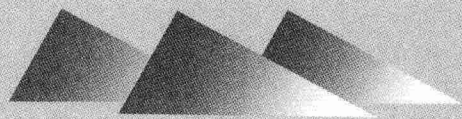
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Getting Started

*P*art
One

Chapter 1 Mechanics



This chapter is a review of mechanics—writing rules that make it easier for a reader to follow what is said: the use of abbreviations and numerals, the use of capital letters, the use of end-of-line punctuation and syllable structure, the use of italics, and the use of punctuations.



I Abbreviations and Numerals

In formal writing, most abbreviations should be avoided, but the following abbreviations are acceptable in any context.

1. Used in a few titles.

Mr. Black, Mrs. Jones, Ms. Jacob, Dr. Wang, and St. John

Other titles should be written out.

Professor Li, not Prof. Li, and Senator Smith, not Sen. Smith

2. Used in degrees and family designations preceded by names.

Howard Rubin, M.D., Janet Sugihara, Ph.D., Robert Nissle, D.D.S., Henry Ford, Jr.

Note: “Junior (Jr.)” is used to specify the son of a family in which both the father and son have the same name. If a third generation carries the same name, Roman numerals are used: John Jones, III, is the grandson of the John Jones and the son of John Jones, Jr.

3. Used in initial letters of words in phrases naming organizations, places, and long technical terms.

UNESCO, NATO, the U.S.A., and CAT scanner

Unless the abbreviation is generally known and used, write the word or phrase in its complete form the first time, followed by the abbreviation in parentheses.

The National Organization of Women (NOW) supports the Equal Rights Amendment (ERA).

The chemical elements and most compounds should not be abbreviated by the designations they have in the chemistry laboratory. You can talk about your “chem lab”, but don’t write this in a formal paper. In a composition, it should be “oxygen”, not “O”, and “water”, not “H₂O”. Your chemistry laboratory professor may not require formal writing in your laboratory reports, but your composition professor (please, not “comp prof”) expects it in your themes.

There are a few exceptions:

“DDT” is preferable to “dichlorodiphenyltrichloroethane”; everyone knows what DDT is, although many people do not know what words the three letters abbreviate.

4. Used in time designations, when used with specific numbers.

349 B.C., A.D. 1066, 6:00 a.m., 6:00 p.m. (but not “yesterday p.m.”)

5. Used in dollars and cents together, or dollars alone, but not cents alone.

\$32.67, \$30.00, seventy-four cents

6. Used in numbers longer than two words.

127, 1980, one hundred

Avoid beginning a sentence with an Arabic numeral; either spell the number out or put it elsewhere.

Two hundred and thirty-seven people were there.

There were 237 people there.

7. Used in address-related words which appear in addresses on envelopes or letter headings.

Dr. A.N. Chandler

1234 Main St. N.W.

Any Town, Yorks, G.B.

8. Used in footnotes and bibliographic entries.

P.B. Newman, “Indian Creek,” *Kansas Quarterly*, VII (Fall, 1975), p.66.

Jensen, A. 1969. “How much can we boost I.Q. and scholastic achievement.”

Harvard Ed. Review 39 (1):1-123.



II Capital Letters

Capital letters mainly function in the following.

1. Used to mark the beginning of a sentence.

A foreign guest will give us a talk on English learning tomorrow.

Two plus two is four.

2. Used to mark the major words in titles of themes, articles, essays, and art works (including books, plays, paintings, musical compositions, etc.).

Across the River and into the Trees

After Apple-Picking

The Man Against the Sky

Determiners, prepositions, and conjunctions of less than five letters are not capitalized unless they begin their titles.

3. Use to mark the first person pronoun, “I,” and the interjection “O” (but not the common exclamation “oh!”).

How, O ye gods, can I control this joy?

4. Proper nouns and adjectives derived from them.

Words like “street”, “avenue”, “university”, “doctor”, and “professor”, are capitalized only if they are used as part of a proper noun.

P.R.C. (the People’s Republic of China)

President Reagan

Colorado State University



III End-of-Line Punctuation and Syllable Structure

Only three marks of punctuation may begin a line of writing: an open quotation mark at the beginning of a quotation, an open *parenthesis* at the beginning of a parenthetical expression, and a dash.

...He said, “Everyone wishes to be praised.”

...Spelling is troublesome in English because many words are not spelled as they sound (laughter, slaughter); ...

...They apply religious beliefs, scientific statements, psychological or philosophical systems, governmental regulations or laws—any kind of rule or principle—to a new situation.

None of the others may begin a line; their proper place is in the middle or at the end of a line. An inch-wide margin on the right-hand side ensures room for punctuation marks.

A hyphen (a short dash) is used at the end of a line to indicate that the word is incomplete and that the missing portion appears at the beginning of the next line. There is a restriction on splitting a word at the end of a line: the split can occur only between syllables.

The word “education” could be written with “ed-”, “edu-”, or “educa-”, at the end of a line,

because it contains the syllables “ed”, “u”, “ca”, and “tion”.

The word “*pairs*” cannot be split, because it contains only one syllable.



IV Italics

Italics are slanted alphabets *that looks like this*. They are used for three reasons:

1. Used to mark titles of books, long poems, newspapers, magazines, and journals.

Have you read *A Tale of Two Cities*?

Tennyson's *In Memoriam* was written to honor a friend.

China Daily is a highly respected newspaper.

2. Used to mark a word being defined, named, or used in a special way.

Phonology is the study of speech sounds.

Smog was formed by merging parts of two words, “smoke” and “fog”.

The *therefore* is used incorrectly in that sentence.

3. Used to mark a word or phrase from another language which does not have a widespread use in English.

The *piece de resistance* of the meal was the desert.

Jules suffered from an attack of *mal de mer* (seasickness).



V Punctuations

In speech, there are signals that inform a listener when the speaker has finished expressing one idea and is about to start another: pauses, lowering the voice, raising the voice, stressing a word, and so on. Punctuation serves the same purpose in written communication. It helps the reader follow the author's ideas without becoming confused, or misinterpreting what the author is saying.

1. The comma (,).

The comma is chiefly used to separate equal elements, such as independent clauses and items in a series, and to set off modifiers or parenthetical words, phrases, and clauses.

That tall, dark, elegantly dressed man is the ambassador.

Rose went to class, lost his book, broke his glasses, and wished he had stayed home.

No, Carlos has not registered yet.