



全国高等院校规划教材

新编实用英语写作

New Practical English Writing

蒋磊 李群英 主编



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《新编实用英语写作》前言

随着经济全球化进程的加快和科学技术突飞猛进的发展,各国之间的商务交往、学术交流和往来日趋频繁,培养具有国际竞争能力,全面发展的高素质人才成为时代的需求。英语作为国际间人们相互交流沟通的工具,显示了越来越重要的作用,其中书面沟通在各种对外交流活动中扮演着极其重要的角色。在“听、说、读、写”四项基本技能中,英语写作也是应用性最强,综合知识面最宽,训练难度最大的项目之一。《新编实用英语写作》强调英语写作的实用性和可操作性,针对英语学习者学习英语写作的实际需要,对英语写作的基本理论,写作原则和技巧进行了翔实的论述,不仅系统地阐述了英语写作中的主题确定,结构布局,语言运用,逻辑论证,思维与表达方式等基础理论知识问题,而且对句子的结构与类型、段落的组织与扩展、篇章的写作技巧等实际问题都作了具体讲解;还对社交信函:邀请信、感谢信、祝贺信、道歉信;商务信函:求职申请、简历、通知、启事、投诉信、备忘录、电子邮件等实用文体的撰写要求及写作套路进行了分析介绍。这些都充分体现了该书实用性、综合性、针对性强之特点。

本书中所选用的例句、范文、样信等素材大都源自最新出版的书籍和刊物,体例新颖、涉猎面广、样例丰富、评述详尽、重点突出。配合课文讲解并辅以大量练习,力图使本书的编写贴近实际、通俗易懂、方便自学。

“授人以渔”胜过“授人以鱼”。本书作者愿为那些在实际学习和工作中亟待提高英语写作能力的人助一臂之力,力求使不同层次,不同水平的学习者从中受益。编者希望本书的出版能使初学者从中领悟基本写作方法,增强信心,敢于动笔;有一定写作基础的读者掌握了书中阐述的写作技巧,能进一步提高现有的写作水平,沉着应对考试,发挥更加出色。本书不仅可供高等院校英语专业、复合型英语专业的学生作为教材使用,亦可供国际贸易、国际营销、工商管理、国际商务、企业管理、国际金融等专业本、专科生、非英语专业硕士研究生等专业方向的学生选用,该教材对从事对外经贸进出口的从业人员具有一定的借鉴价值。本书是多年从事英语写作教学一线教师长期教学实践的结晶。一门英语写作的课程如能对读者提高英语写作能力有所裨益,就算达到了目的,作者将深感欣慰。

本教材由蒋磊教授任主编,总体设计并负责全书的统稿审定工作。具体编写分工如下:

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薄锐利 蔡季愚 第4、5、8章 庞丽娟 于志明 第9、10、11章

本书的出版得到了北京出版社的鼎力支持和热情帮助,在此我们表示衷心的感谢。

在本书编写过程中,我们参考并借鉴了国内外出版的大量相关写作的书籍和期刊, www.iccwbo.org, www.unctad.org, www.wto.org 等网站的资料,在此一并感谢。

由于编者水平有限,不足之处恐所难免,敬请国内外专家、学者和广大读者不吝赐教。

编者

2007年6月8日

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Unit 1

*Comparison Between English & Chinese Writing***Learning Goals**

After learning this chapter, you will be able to:

- ☞ know the different organizational patterns between Chinese and English writing;
- ☞ have a good command of different sentence formation;
- ☞ learn about the hypotactic & paratactic methods.

We often consider writing as a process by which one records his thoughts and ideas into a written message that can be shared with others. That is to say, the writer encodes information in words, which is then decoded by the reader. As writing is thought the writing of different cultures will reflect the differences in thought patterns used by those cultures. However, many Chinese students believe that writing an essay in English is the same as writing an essay in Chinese, so they write their essays in Chinese and translate them into English, and then they always wonder why their teacher gives them low marks. The fact is that writing in English is quite different from writing in Chinese. Many of the differences are rooted in the differences between the two cultures. In order to be able to write well in English, it is very important for Chinese students to be aware of these differences. In this unit we will discuss some differences between English and Chinese writing.

I Linear Pattern and Cyclical Pattern

It is generally accepted that Chinese thought pattern is circular. The idea is introduced as it is developed or the conversation proceeds. In contrast, English thought pattern is linear. An English writer is unlikely to spend much time in setting up a background for the main point. He comes to the point immediately and develops his idea along a straight line. He often expresses his thesis or central idea at the beginning of the article.

So it is difficult for Chinese writers to be direct to express the point of view in the thesis statement at the beginning of the writing.

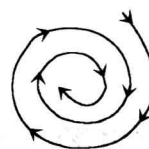
We usually indicate the different thinking patterns of writing by the following picture.

English



(straight line)

Oriental (Chinese)



(spiral/ circular/ approach)

Dear Teacher:

How are you?

Now I am a college student. College life is quite different from that of middle school. It is new for me. I am trying to adjust myself to the new life.

Dear teacher, when I was at middle school you not only taught me a lot of knowledge, but influenced me in various ways. I am very grateful. You were very kind to me just as kind as a father might be. I still remember once you lent your umbrella to me where as you were caught in the heavy rain as I learnt later. You were generous to me, too. Once you invited me over for dinner, I'll never forget what you have done for me, and I will keep grateful for what you have done for me.

Dear teacher, I'm busy with my study. But I am in need of an English-Chinese dictionary. I remember you have one. Would you like to let me have it? If you would, I will be very thankful.

Best wishes to you!

Yours sincerely,

Yang Lin

Dear Mr. Jones,

As you know, I am now a student here at Zhengzhou University. I am enjoying my English classes very much, but I have a problem and I was wondering if you could help me. I am in need of an English-Chinese dictionary and I remember that you have one that you don't use. Would you be willing to lend it to me? I would really appreciate it.

College life is very different from that in high school, but I am having a great time. I've already made some good friends and I feel quite at home here.

Thank you very much for your help!

Yours sincerely,

Jimmy

Questions for Discussion:

1. What do you think of the writer? Or who writes the first letter?
2. How does the Chinese writer develop his letter?
3. Which is the real purpose for his letter?

II One Single Topic & Multiple Topics

The second area of different thinking pattern between Chinese and English writing is a single central idea. Generally speaking, an English article may consist of one or more than one paragraph. Each one discusses only one thing. That's to say, one paragraph just only supports the main idea of the article from one aspect. The single idea is the central thought of the paragraph. In this way a paragraph can develop its subject more clearly and fully. And the idea is often summarized in one sentence called the topic sentence. Other sentences of the paragraph provide supporting details which are all relevant to the central idea. Anything that fails to support the statement made in the topic sentence is not suitable for the paragraph. In other words, a paragraph can't have two or more central ideas.

Even at a prestigious educational institution like Harvard University, anti-intellectualism is widespread. ① *Many students are ashamed to admit, even to their friends, how much they study.* ② *Although most students try to keep up their grades, there is but a small group of undergraduates for whom pursuing knowledge is the most important thing during their years at Harvard University.* ③ *Nerds are looked down upon while athletes are made heroes of.* ④

This paragraph is taken from an article written by a professor from Harvard University which exposes a phenomenon of anti-intellectualism. The first sentence is the topic sentence. Sentence ② and Sentence ③ are supporting sentences developing the main idea further and Sentence ④, the last sentence, is a closing sentence which lays the emphasis on the thesis stated in the topic sentence. All the sentences focus on the single idea.

On the contrary, a Chinese paragraph can have more than one central idea. It has no obvious topic sentence, and not only deals with one idea but also several ideas. Now look at the following passage.

伟大的精神方能造就伟大的人。古往今来,凡成就一番事业者,无不有着巨大的精神力量做后盾。伟大的精神造就伟大的事业。对一个人是这样,对一个社会也是如此。不可想象,一个没有精神追求的人可以成就一番事业。精神有着神奇的作用。它一旦被人民群众所掌握就会变成巨大的物质力量。同时它也有着不可小视的销蚀作用。这些年,在社会政治生活中出现的忽视精神文明建设的倾向,在忽视精神的正效应的同时,无形中也助长了精神的负效应。目前社会现实中一些人政治信念的淡漠,道德支柱的倾斜,价值追求的扭曲,精神世界的苍白,行为方式的变态,日常生活中种种不文明、不道德的行为,社会

上屡禁不止的腐败现象,我们已经尝够了苦果。

薛保勤《精神的力量》

In this Chinese paragraph the first sentence is the topic sentence, but only the second sentence supports its idea. The third sentence changes into a new idea, and the fourth sentence makes mention of the new idea of Sentence three from two aspects: individual and society. So the following sentences—5,6,7 should discuss the idea from the above two points. However, they deal with it only from individual point. Then from the eighth sentence another new idea begins. The whole paragraph consists of four ideas. In English they should be discussed respectively in different paragraphs.

- 1)伟大的精神造就伟大的人。
- 2)伟大的精神造就伟大的事业。
- 3)精神有着神奇的力量。
- 4)同时精神也有着不可小视的销蚀作用。

Just because of the influence of the Chinese thinking pattern, students always write an English essay with one more ideas and irrelevant things in one paragraph.

Sample 1

With the changes in their social role, women's position in the family has been improved as well. ① Husband and wife are now equal in the family. ② They cope with problems of daily life together and share the responsibility of doing household chores and taking care of children. ③ But in some families, you can still find that wives are being busy with dinners, while husbands are comfortably sitting in armchairs reading newspapers or watching football games on TV. ④

Comment on the Sample:

The first sentence is the topic sentence which is developed by Sentence ② and ③, but Sentence ④ is in conflict with the main point. We may change the last sentence into:

Today, you can hardly find wives are being busy with dinners, while husbands are comfortably sitting in armchairs reading newspapers or watching football games on TV.

Sample 2

There are some advantages in taking a part-time job as a college student. ① As college students, we have much to learn. Maybe everything around us seems alien to us. ② If we want to be successful and achieve our goal, we must make efforts. ③ And taking part-time jobs can offer us opportunities to contact with society. ④ It can teach us how to deal with practical problems and how to get along with people. ⑤ Besides through work we can earn a little money. ⑥ With it we can buy what we like and depend less on our parents. ⑦

Comment on sample:

Sentence ① is the topic sentence. Sentence ②③④, having nothing to do with the topic, should be omitted. Sentence ⑤ supports the main point. This is a typical spiral paragraph. We can also change the sentences into the following:

In a sense, we college students live in an isolated, academic world. Things in the real world seem alien to us. If we want to be useful when we enter society upon graduation, learning should not be confined to the classroom. Taking a part-time job is another kind of learning.

III Hypotactic and Paratactic

The so-called hypotaxis means the connection of clauses and phrases by some cohesive ties, which stand for the grammatical meaning or logical relation between them. And Parataxis refers to the semantic coherence of clauses implied without formal cohesion.

Many scholars say that English is a hypotactic language, while Chinese is a paratactic one, which means the connection of words in an English sentence mainly depends on functional words (structural words), and with the help of the formal cohesion, we can know clearly the grammatical meaning and the logical relation between sentence parts. Chinese is characterized by parataxis, which means that the arranging of words, phrases and clauses one after the other does not use connectives, but by semantic association, words can freely connect with no obvious form symbols. Now compare the following Chinese paragraph and its English version.

燕子去了,有再来的时候;杨柳枯了,有再青的时;桃花谢了,有再开的时候。但是聪明的你,告诉我,我们的日子为什么一去不复返呢?

Swallows may have gone, but there's a time of return; willow trees may have died back, but there's a time of regrinding; peach blossoms may have fallen, but they will bloom again. Now, you, the wise tell me, why should our days leave us, never to return?

From above example, we see clearly that the relation between Chinese sentence parts is often loose, and the semantic association of sentences is often covert (隐性连接). And relatively English sentences usually have obvious form symbols which make sentence parts overt cohesion (显性连接).

Let us analyze carefully the possible logical relations of the following Chinese sentence and each of its English versions.

他不去,我去。

❖ (如果)他不去,我去。

If he won't go there, I'll go. (Condition)

❖ (即使)他不去,我(也)去。

Even if he won't go there, I'll go. (Concession)

❖ (因为)他不去,我去。

Because he won't go there, I'll go. (Cause)

❖ 他不去,(但是)我去。

He won't go there, but I'll go. (Coordinating)

The above illustration shows clearly that the very simple Chinese sentence can imply several logical relations. Without certain context, it may have different equivalents in English.

1. English Hypotactic Methods

English is characterized by hypotaxis. An English sentence can be compared to a huge tree with branches, sub-branches and mini-branches, that's to say each of sentence elements may have its own modifiers and each modifier may also have its own modifiers. In expressing the same idea English sentence tends to be long and complicated, while its Chinese version often becomes several short or minor simple sentences(断句或零句). For example:

- ◆ The isolation of the rural world because of distance and the lack of transport facilities is compounded by the paucity of the information media.

因为距离远,又缺乏交通工具,农村社会是与外界隔绝的。这种隔绝状态,由于通讯工具不足,就变得更加严重了。(化整为零)

- ◆ Translation is first a science, which entails the knowledge and verification of the facts and the language that describes them—here, what is wrong, mistakes of truth, can be identified.

首先,翻译是一门科学,它需要知识,需要核对事实的能力,需要懂得描述这些事实的语言。翻译中,错误的内容,错误的事实,应该加以鉴别。(化整为零)

- ◆ The image of a sudden wall of dark water carrying the man and his car away in an instant is still imprinted on my mind.

顷刻之间,滚滚的浊水像堵墙一样压了下来,一古脑儿连人带车都给冲走了。这情景,直到现在还印在我的脑海里。(化整为零)

With cohesive ties showing the relation between clauses or phrases, English sentences have obvious form symbols, which make sentences overt cohesion. So a good command of the English hypotactic ways would be of great help. There are four forms of cohesive ties:

1) Inflected Forms

The so-called inflected form refers to the changes of a word form or shape including affixation, subjective case, objective case and possessive case of pronoun, singular number and plural number of nouns, tenses, voices and moods of verbs. English has strict rules in changes of word forms. As the center of a sentence, the predicate verb always agrees in person and number with its grammatical subject. By changing its forms and with the help of link, auxiliary, modal verbs, it can indicate a series of tenses, different voices and moods, while in Chinese most of them are implied in sentences or contexts with no form changes of the verbs.

I once gave him a book.

我曾送给他一本书。

He has given me three books.

他已送给我三本书。

His mother often gives him books.

他妈妈经常送给他书。

Apparently, the Chinese corresponding words of “I, me, he, him, his, book, books, gives, gave, has given” have no these form changes. The personal pronouns “我、他” can denote the subjective case, objective case and possessive case. The noun “书” may stand for both the singular number and the plural number. The verb “给” is used to show the present tense, past tense and the present perfect tense without any form changes. More examples:

- ◆ They told me that by the end of the year they would have been working together for thirty years.

他们告诉我,到(那年)年底,他们在一起工作就有30年了。

- ◆ New factories are being built all over the country.

全国到处都在兴建新工厂。

- ◆ Thus encouraged, they made a still bolder plan for the next year.

(由于)受到了这样的鼓励,他们为第二年制订了一个更大胆的计划。

- ◆ I regret not having taken her advice.

我后悔没有听她的劝告。

- ◆ The book is said to have been translated into many languages.

据说此书已译成多种语言

2) Connectives (relative words and conjunctive words)

In English, there are a lot of functional words, also called structural words, which can be used as formal cohesion. According to their functions, connectives are classified into relative pronouns, relative adverbs, conjunctive pronouns, conjunctive adverbs (who, whom, whose, that, what, which, when, where, why, how) coordinating conjunctions [or, and, but, yet, so, however, as well as, (n)either...(n)or..., not only...but also...], subordinating conjunctions (when, while, as, since, until, so...that, unless, lest). They make the logical relation between sentences clear and obvious.

☞ relative pronouns and relative adverbs (attributive clause)

☞ conjunctive pronouns and conjunctive adverbs (nominal clause)

☞ coordinating conjunctions and subordinating conjunctions (compound sentence, adverbial clause)

- ◆ All was cleared up some time later **when** news came from a distant place **that** an earthquake was felt the very day the little copper ball fell.

过了一些时候,从远方传来了消息:在小铜球坠落的当天,确实发生了地震。这一切终于得到了澄清。

- ◆ **When** I try to understand **what** it is that prevents so many Americans from being as happy as one might expect, it seems to me **that** there are two causes, of **which** one goes