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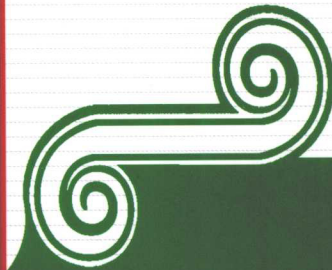
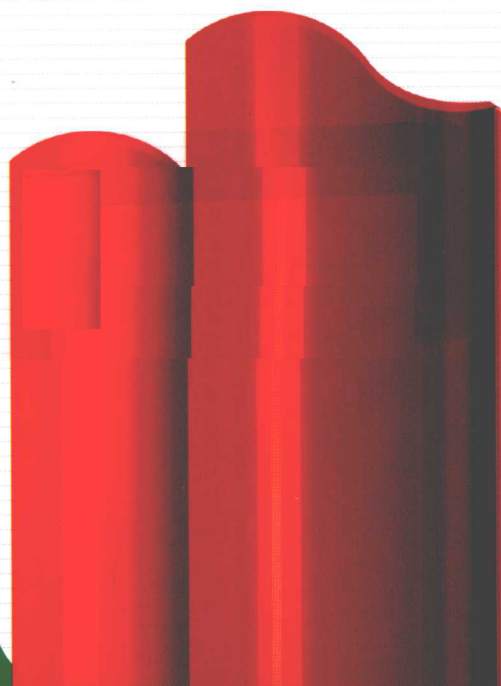
21世纪大学英语
选修课 系列教材

实用英文写作

主 编 陈万庆



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS



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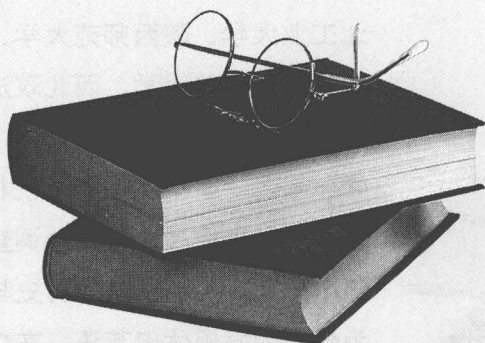
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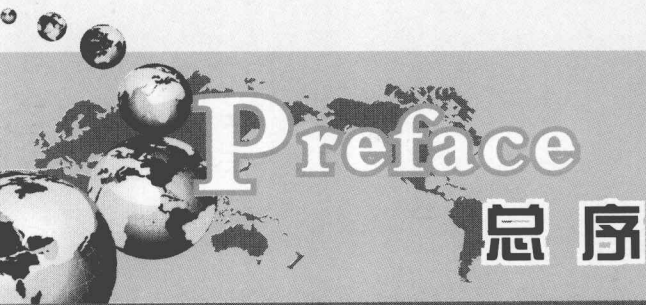
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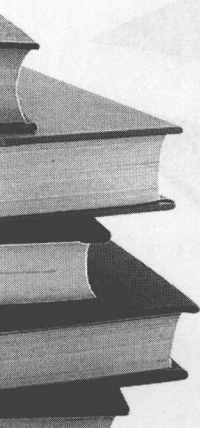


Preface

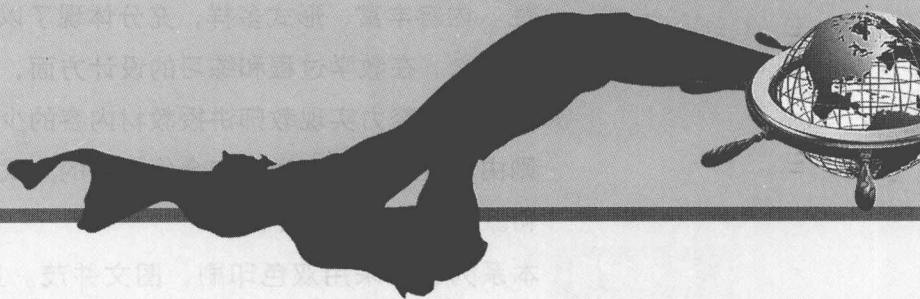
总序

在全球化进程快速推进的大环境下，我国对高等教育质量与人才培养模式提出了更高的要求。在这新的历史转型期，大学英语教育怎样在各个层面与时代的发展接轨，提升广大学生适应国际竞争的能力，发挥英语在文化交流和经济发展中的桥梁作用，从而满足当前我国各项建设的迫切需要，是摆在广大英语教育工作者面前亟待解决的问题。

面对这一时代性课题，我们需要对大学英语课程的设置进行多方位的思考。我们发现传统的主体课程由于种种限制，造成一些学科点的缺失，难以使学生在人文精神的塑造和英语知识的应用两方面获得平衡，而这两点的平衡对于培养时代所需要的综合性语言人才具有重要的意义。因此，在这样的背景下，编写一套符合国情和学生实际的选修课教材，以此弥补当前英语教学的不足就显得尤为必要。



为了深入了解广大学生在英语学习中的切实需求，陕西高等学校大学外语教学研究会联合西安交通大学出版社首先在省内众多高校进行了一系列的联合调研。调查范围涉及了西安交通大学、西安电子科技大学、西北工业大学、陕西师范大学、西北大学、西安建筑科技大学、西安理工大学、西安科技大学、西北政法大學、西安郵電學院、西安石油大學、西安工程大学、西安工业大学、西北农林科技大学、延安大学、陕西科技大学、陕西中医学院等17所院校。通过对各个高校现有的选修课进行统计，以及在学生中展开的问卷调查进行分析，结果显示学生的兴趣主要集中在三个方面：英语国家的历史与文化、实用的英语写译技能和以歌曲、电影为代表的娱乐休闲英语。在广泛听取多方意见的基础上，由陕西省外语界



知名专家组成的编委会确定了本套教材的编写书目。由于在传统概念中，英语选修课主要针对英语专业的学生，因此，这套专门为公共外语教学编写的选修课教材，无疑在外语教材出版方面具有重大意义，也给编写人员带来了一定的挑战。

在“开拓视野、增强能力、提高素养”的方针指导下，“以英美文化的学习为宗旨，以应用能力的提高为目的”的编写理念贯穿始终。所包含的11部教材涵盖面广、内容丰富、功能多样。不仅涉及到英语世界的思想、历史、文明等诸多方面，同时突出了读、写、译、说等实际能力的培养，很好地体现了语言应用与文化熏陶并重的概念。整体看来，具有以下几个鲜明特点：

1. 选材严谨

本系列教材以教育部颁发的《大学英语课程教学要求》为指导，针对各高校开设的选修课的教学需要编写教材，选材适当、内容新颖、贴近实际、语言难度低于英语专业的同类教材，对于学生而言难度适宜。

2. 编排合理

整套教材在编写的过程中，语言类教材注重理论与实践的结合，有实例、有分析、有练习；文化类教材注重传统经典的弘扬，将人文思想、文学知识有机地结合起来，既增强了学生的跨文化交际能力，拓宽了知识面，同时也帮助他们树立正确的人生观和价值观。

3. 可教性强

编写人员在选材过程中，将实用性放在首位，兼顾趣味性。内容丰富，形式多样，充分体现了以学生为主导的教学理念。在教学过程和练习的设计方面，均强调了教与学的互动，努力实现教师讲授教材内容的少部分，更多内容则由学生通过自主学习和合作学习的方式来消化吸收，使得教学更具有开放性。

4. 多元时尚

本系列教材采用双色印刷，图文并茂。虽以纸质形式发行，但力图充分利用多媒体进行多元教学，根据教材内容，配以合适的教学光盘，利用声音图像等电子元素对教学内容进行强化和扩展，体现“寓教于乐”的思想。

5. 设计系统

所包含的11部教材可视为有机的整体。内容互为补充，相辅相成，既可单独使用，又可互相借鉴。

在本系列教材的编写过程中，陕西省高等学校大学外语教学研究会和西安交通大学出版社对每个环节都进行了周密的策划，在十余所高校内组织了一批资深教师承担了教材的编写任务。从确定体例、讨论样张到最终定稿，编者们对每个阶段都展开了认真的讨论。这套教材的如期面世，是集体智慧的结晶，也是陕西省众多院校在协作交流基础上的一次成果展示。我们相信本系列教材的出版，不仅将拓宽大学英语教育的知识层面，也将对广大学子人文素养和语言能力的提升产生积极作用。我们也希望以这套系列教材为媒介，与国内关心外语教学的同仁进一步探讨大学外语教学的模式，开创大学外语教学的新局面。

教育部大学外语教学指导委员会委员
陕西高等学校大学外语研究会会长

杨跃

2010年8月



Foreword

前言

随着全球化程度的加深,对我国非英语专业学生的英语技能的要求也日益提高。英语写作也不再局限于以往的应试作文,与学习、工作、生活息息相关的各种实用文体的写作也变得日益重要。《实用英文写作》就是一本提高学生实用文体写作技能的书。

全书分15单元,包括了大学生生活中常用的应用文体:私人书信、商业信函、备忘录、传真、电子邮件、社交信函、卡片、证书、演讲致辞、便条、通知、海报、小广告、标题、摘要、致谢、总结、大纲、报告、申请、说明、广告、合同、日记、日志以及标点使用等。

本书集讲解、范例和操练于一体,旨在通过本书的学习与练习,使读者能迅速掌握常见英语应用文体的写作格式、常见句型和表达方式,从而进一步提高学生的实用英语文体的写作水平。本书在编写中有如下特色:

1. 行文力戒平铺直叙,将具体的问题、案例、任务穿插其中,使读者在读中思,思后学,学后练。

2. 清楚地范例中表示出各种实用文体在内容和格式上的特点,醒目了然。

3. 列出各种文体常用的表达方式和结构,便于记忆运用。建议读者在阅读本书过程中,遇到任务时,先思考,然后再阅读参考答案。学中思,思后学,效果会好些。

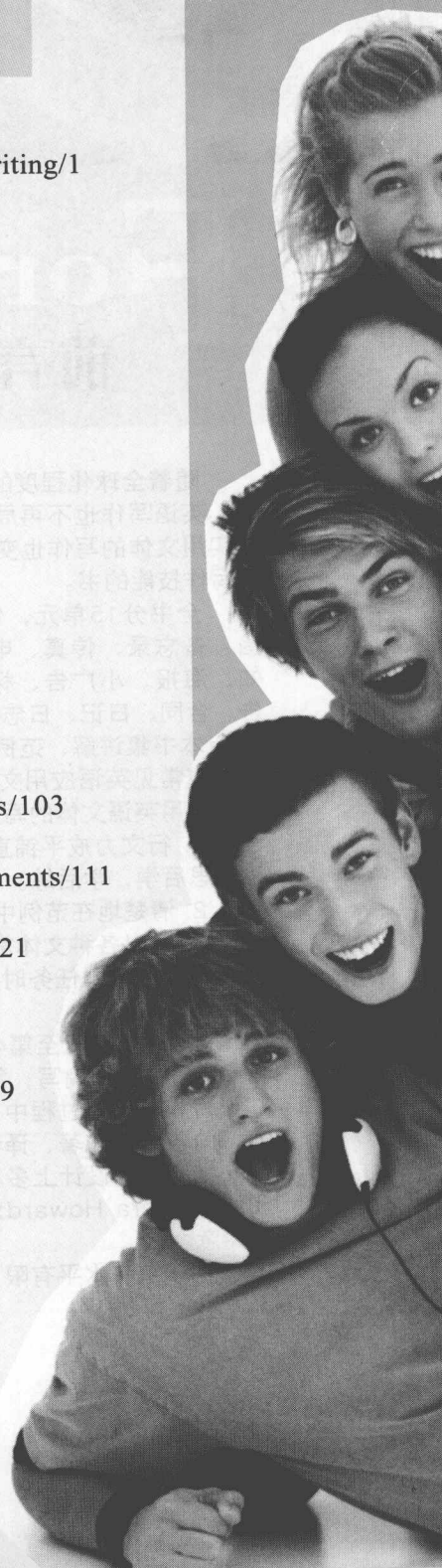
本书第1单元至第4单元由陈万庆编写,第5、6单元由李旸编写,第7单元至第9单元由常田编写,第10单元至第12单元由王俊编写,第13至第15单元由廉虹编写。在编写过程中,编者参阅了国内外大量的书籍、杂志、网络等资料,在此,向各位编、著、译者一并致谢。同时,杜瑞清教授、杨跃教授等在全书的内容安排和体例设计上多次给予细致的指导,并提出宝贵修改意见。聂文信副教授和外教Debra Howard对全书语言做了仔细认真审阅。在此向这些专家致以诚挚的谢意。

由于编者水平有限,错误、疏漏在所难免,恳请各位同仁和读者不吝指正。

编者
2010年5月

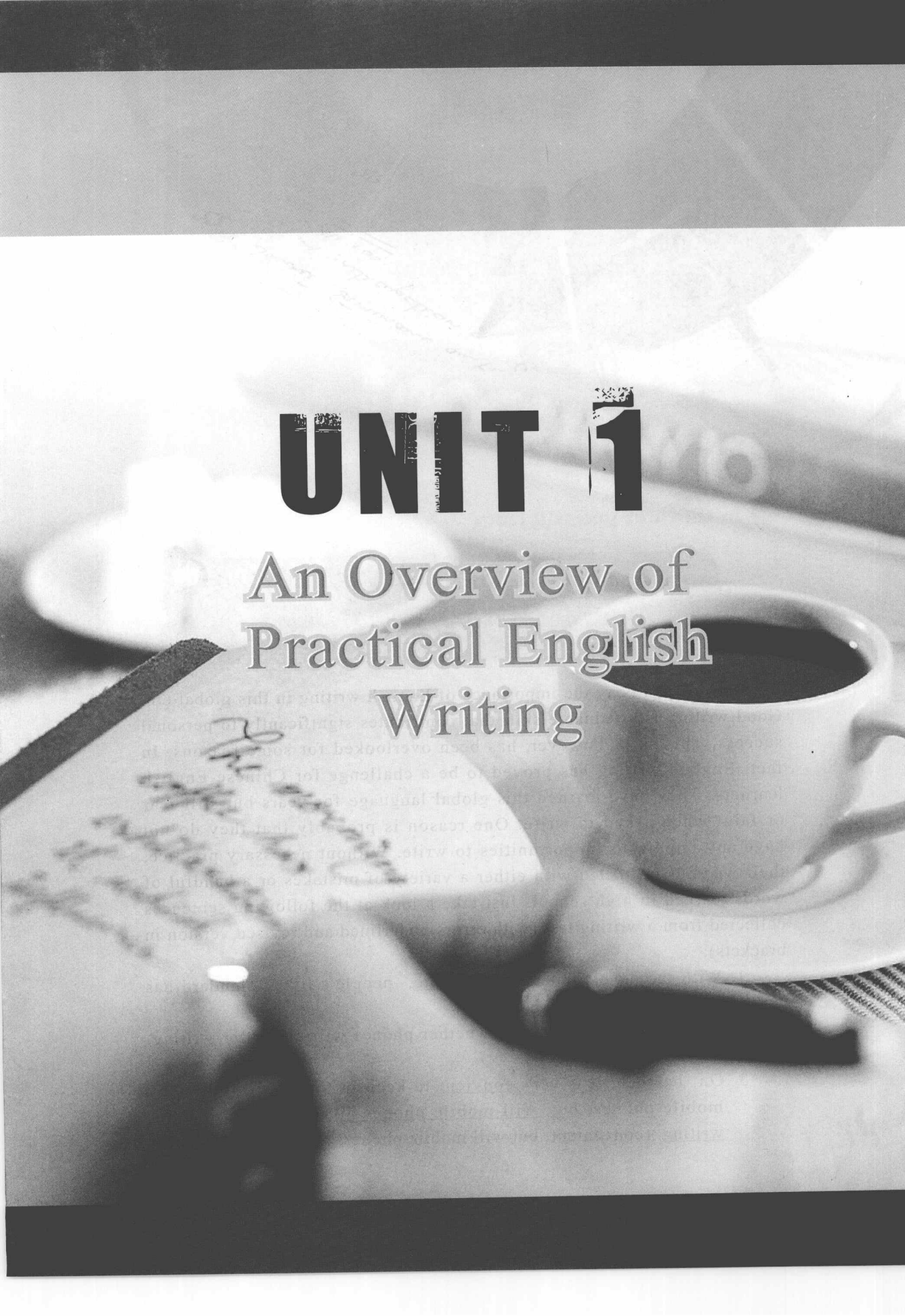
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UNIT 1

An Overview of Practical English Writing



In this unit you will learn

- an overview of practical English writing;
- four questions to answer before writing.

No one can deny the importance of English writing in this global era. Good writing is a valuable skill that contributes significantly to personal success. This skill, however, has been overlooked for some reasons. In fact, English writing has proved to be a challenge for Chinese English learners. They have learned this global language for years but still fear or faint when asked to write. One reason is probably that they do not have any impulse or opportunities to write. Without necessary practice, their writings are filled with either a variety of mistakes or a handful of words learned in high school. Just take a look at the following sentences collected from a writing test (with errors underlined and revised version in brackets):

1. With the development of economic, people's living standard has been improving. (economy)
2. There is a discussion that whether phones will kill letter writing. (over)
3. On balance, it is very convient to keep in touch with others by mobile phones, but, will mobile phones take the place of letter writing. (convenient; but will mobile phones... letter writing?)



4. With time passed by, telephone has already become an important part of our modern life. (passing)
5. The price of mobile phones is dropping quickly; its functions are becoming more and more. (diversifying)

Practice makes perfect. This old saying is easier said than done. First, we should write more often than just for test writing. Actually, opportunities to use English at school are plentiful: sending an email, keeping a diary, preparing a speech, summarizing an article, drafting a thesis, writing an application letter. At work, English writing skills may find use in a business letter, fax, memorandum, instruction, advertisement, and contract. If you enjoy using English or making it serve you, the list could go on and on. This book, *Practical English Writing*, just as its name suggests, offers plenty of opportunities to write for practical purposes.

Part I



Four Questions to Answer before Writing

Since practical English writing serves practical purposes, you need to ask the questions below before taking up a pen:

1. To whom am I writing?
2. Why am I writing?
3. What do I want the reader to know and do?
4. What is the established style of this writing in English?

Answering the four questions above makes your writing more effective. If you are clear about the purpose of the writing, be it informative, instructive, or persuasive, the reader will know it immediately. If you are concerned about the audience, you will provide just the information they request, no more, no less. If you know the topic, you will stick to the point, not including anything irrelevant. If you are familiar with style, your writing will be readily accepted. Practical English writing has its own characteristics.

If you find the third question above hard to answer, forget about what you have to say. Instead, think about your reader: What does your reader want to know? What are your reader's questions? Then try to answer these questions.

Task Think about the four questions listed above if you are to write a notice about an English writing seminar held by English Department.



1. All English teachers.
2. Inform them of the seminar.
3. Why hold the seminar? When is it? Where? What's the agenda? Who will be there? Is preparation needed?
4. Write in the form of a notice.

Part II



Characteristics of Practical English Writing

Practical writing differs from literature writing in that it is used in your daily life: You apply for a job, inform someone of something, advertise a product or service, draft an agreement, etc. A well-written message also brings about results: You get the job, put across the message, promote sales, reach an agreement, etc.

Sound fantastic? Language is more than a medium: It also gets something done. Yes, to get something done, this type of writing must adhere to certain principles:

- Clear;
- Correct;
- Simple;
- It follows established forms and contents.

From Unit 2, this book will help you learn how to write for various practical purposes.

Exercises

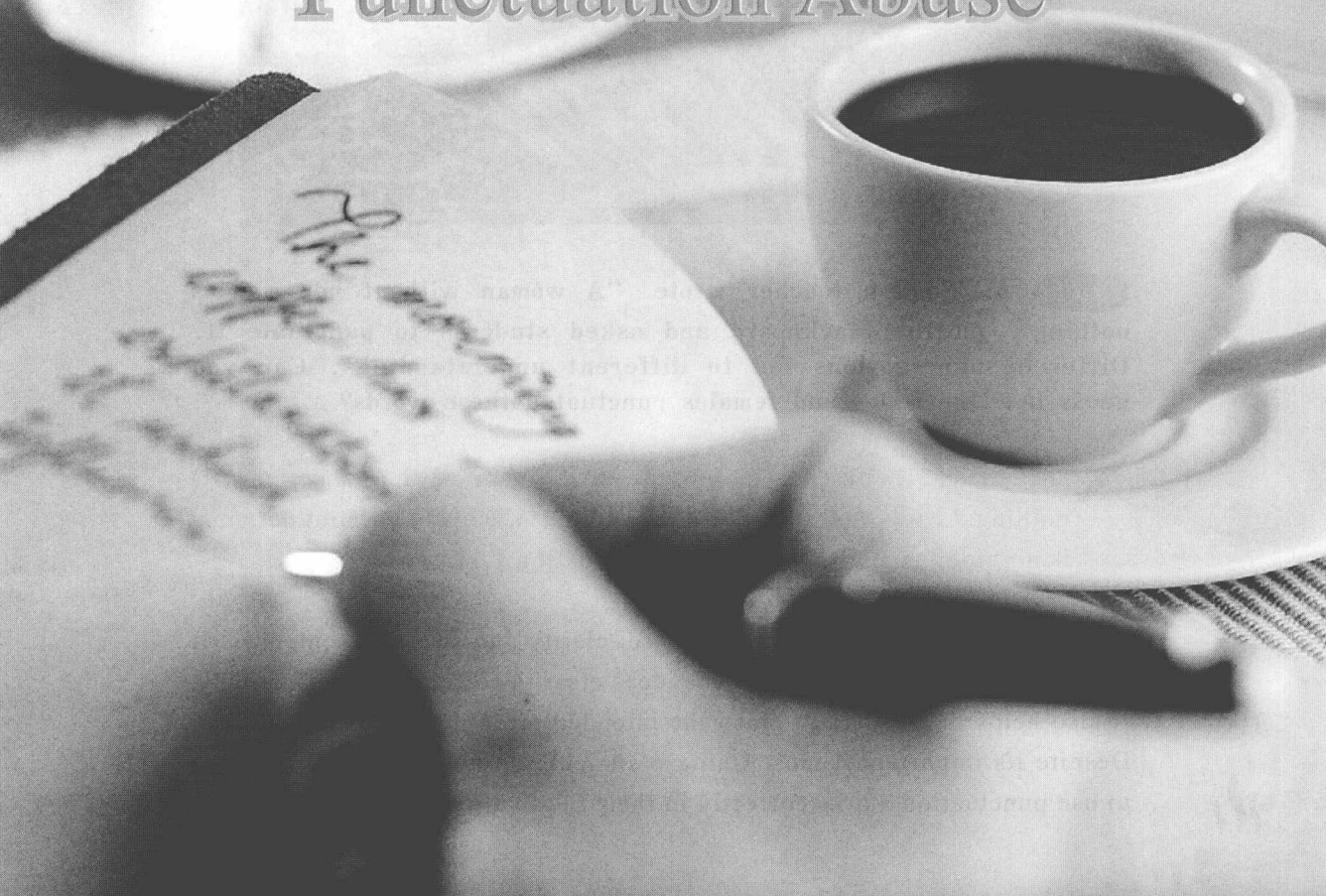
Review questions

1. Before writing for a practical purpose, what questions should we ask?
2. What are the characteristics of practical English writing?



UNIT 2

Punctuation Abuse




实用英文 写作

In this unit you will learn

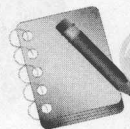
- use of comma;
- use of colon;
- use of semicolon;
- use of period;
- use of quotation mark;
- use of dash.

Task 1 An English teacher wrote “A woman without her man is nothing” on the blackboard and asked students to punctuate it. Different punctuations led to different understandings. Can you guess how the males and females punctuated these words?

 All the males in the class wrote “A woman, without her man, is nothing.” However, all the females wrote “A woman: without her, man is nothing.” See? How powerful punctuation is!

Punctuation is used to create sense, clarity and stress in sentences. It helps the writer to communicate his ideas clearly, correctly and effectively. It also helps the readers to grasp the intended meaning easily and quickly. Despite its importance, most Chinese students do not seem to know how to use punctuation marks correctly in their English writing. In this section,





we will learn to identify the common punctuation errors and to correct them.

Part I



Comma Abuse (,)

Task 2 Read the following sentences to see if they are correctly punctuated. Tick (✓) or cross (×).

- () 1. There was no wind, the tree behind the house was standing absolutely still.
- () 2. The meal consisted of soup, fish, chicken, dessert, coffee.
- () 3. "Tell me whom you love." Houssaye wrote, "And I will tell you who you are".
- () 4. The pyramids one of the wonders of the ancient world lie just outside Cairo.
- () 5. When Ed began to eat rats ran across the carpet.



1. × 2. × 3. × 4. × 5. ×

- 1. There was no wind; the tree behind the house was standing absolutely still.
- 2. The meal consisted of soup, fish, chicken, dessert and coffee.
- 3. "Tell me whom you love," Houssaye wrote, "and I will tell you who you are."
- 4. The pyramids, one of the wonders of the ancient world, lie just outside Cairo.
- 5. When Ed began to eat, rats ran across the carpet.



Tips

◆ Use a comma before coordinating conjunctions (并列连词) such as for, and, nor, but, or, yet or so in compound sentences.

- He hated his neighbors, so he never invited them round.
- She has a lovely slim figure, but her face is unattractively long.

If two independent clauses in a compound sentence are joined only by a comma, without the use of any coordinating conjunctions, it is often considered to be an error, called Comma Splice(逗号粘连).

- ◆ Use a comma to separate the elements in a list of three or more items.
 - His favorite sports include tennis, golf, swimming and jogging.
 - On his birthday Sam went to the cinema, ate dinner in a restaurant, and went dancing.

Note A comma may or may not be used before the final conjunctions (and, or). However, if used in such a position, it can avoid ambiguity.

- ◆ Use a comma to separate the direct speech(直接引语) from the words that tell who is speaking.
 - “I’m in no hurry,” I told him. “Go ahead and finish your letter.”
- ◆ Use a comma after an introductory adverbial(副词的) phrase or clause.
 - Given the appalling weather conditions, Michael was lucky to survive the storm.
 - Sadly, the whole building was beginning to crumble.
- ◆ Use a comma to set off a non-restrictive(非限定) phrase or clause.
 - The book, which is the simplest, is often the most profound.
- ◆ Use a comma to set off an appositive(同位语).
 - China, one of the most powerful nations on Earth, has a huge population.

Note A comma is needed before and after an appositive if it is placed in the middle of the sentence.

- ◆ Use a comma to set off parenthetical(插入的) expressions.
 - The old man, as a general rule, takes a morning walk.
 - Your plan will take further from, rather than closer to, your destination.
- ◆ Use a comma after a conjunctive adverb(连接副词).
 - We are, therefore, very confident that the work will be completed on time.
 - Incidentally, we noticed one end of carpet is slightly narrower than the other.
- ◆ Use a comma to separate elements in a sentence that express contrast.
 - She was first attracted by his look, not his talent.
 - Mary is intelligent, not pretty.
- ◆ Use a comma to separate several adjectives.
 - That rather dull-looking, badly-dressed, clumsy man turned out to be a university professor.
- ◆ Use a comma between dates and years or between the name of a town or

