



高等学校英语专业系列教材
Textbook Series for Tertiary English Majors



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Writing English of International Business Communication

国际商务英语公文写作

欧阳护华 朱永基 编 著

重庆大学出版社

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内 容 提 要

本教材由5个大的主题组成,共18章。其中真实的商业公函样板乃根据真实的当代商业书信而编写;简易的英语原则让您了解二十一世纪之简易商用英语;中英语公函对比分析讲解中国学生容易错借中文写作的习惯;错误公函改正在每章设有改写犯错的书函,可加深学生对写作原则的印象及掌握。本书主要为大学商业英语专业学生课程而设计,教师可自由选取5大主题18章的内容运用教学。同时本书也是一些涉及海外业务的高级白领必备的学习参考书。

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总 序

进入 21 世纪,我国高等教育呈现快速扩展的趋势。为适应社会、经济的快速发展,人才的培养问题已经比我国任何一个历史时期都显得更为重要。当今,人才的能力和素质的衡量越来越多地采用国际标准,人才的外语水平自然地也越来越受到培养单位和用人单位的重视,由此引发了对大学外语教学模式、教材和检测机制的新一轮讨论,掀起了新一轮的大学英语教学改革。作为外语师资队伍和外语专业人才培养的高等学校英语专业,相比之下,在教学改革思路、新教材开发和新教学模式探讨等诸方面均显得滞后。尽管高等学校外语专业教学指导委员会英语组针对当前高校发展的新形式和外语专业人才培养的新规格、新模式和新要求,修订出了新的《高等学校英语专业英语教学大纲》,并结合 21 世纪外语人才培养和需求的新形势,制定了由教育部高等教育司转发的《关于外语专业面向 21 世纪本科教育改革的若干意见》,就英语专业的建设提出了指导性的意见,但在实际工作中这两个文件的精神尚未落实。

为此,重庆大学出版社和外语教学界的专家们就国内高等学校英语专业建设所面临的新形势作了专题讨论。专家们认为,把“大纲”的设计和“若干意见”的思想和理念变为现实的一个最直接的体现方式,就是编写一套全新理念的英语专业系列教材;随着我国教育体制的改革,特别是基础教育课程标准的实施,适合高等学校英语专业教学需要的教材也应作相应的调整,以应对中小学英语教学改革的新要求;高等学校学生入学时英语水平的逐年提高和就业市场对外语人才需求呈多元化趋势的实际,对高等学校英语专业的人才培养、教学模式、课程设置、教材建设等方面也提出了严峻挑战,应对这些挑战,同样可以通过一套新的教材体系来实现。

迄今为止,国内尚无一套完整的、系统的英语专业系列教材;目前已有的教材出自不同的出版社,编写的思路和体例不尽相同;现有的教材因出版时间较早,内容、知识结构、教学方法和手段已经不能适应新的发展要求;传统的教材设计多数基于学科的内在逻辑和系统性,较少考虑学习者的全面发展和社会对人才需求的多元化。

自 2001 年开始,在重庆大学出版社的大力支持下,我们成立了由华中、华南、西南和西北地区的知名专家、学者和教学一线教师组成的《求知高等学校英语专业系列教材》编写组,确定了系列教材编写的指导思想和总体目标,即以《高等学校英语专业英语教学大纲》为依据,将社会的需求与培养外语人才的全面发展紧密结合,注重英语作为一个专业的学科系统性和科学性,注重英语教学和习得的方法与规律,突出特色和系列教材的内在逻辑关系,反映当前教学改革的新理念并具有前瞻性;锤炼精品,建立与英语专业课程配套的新教材体系,推动英语专业的教学改革,培养高素



质人才和创新人才。

系列教材力求在以下方面有所突破和创新:

第一,教材的整体性。系列教材在课程类型上分为专业技能必修课程、专业知识必修课程、专业技能选修课程、专业知识选修课程和相关专业知识课程等多个板块。在考虑每一种教材针对相应课程的特性和特色的同时,又考虑到系列教材间相互的支撑性。

第二,学生基本技能和实际应用能力的培养。在课程的设计上充分考虑英语作为一个专业来培养学生的基础和基本技能,也充分考虑到英语专业学生应该具备的专业语言、文学和文化素养。同时,教材的设计兼顾到社会需求中对英语专业学生所强调的实际应用能力的培养,除考虑课程和英语专业的培养目的,课程或课程体系应该呈现的学科基本知识和规范外,充分考虑到教材另一方面的功用,即学生通过教材接触真实的语言环境,了解社会,了解文化背景,丰富学生的实践经验。在教材编写中突出强调“enable”,让学习者在实践中学习语言、文学、文化和其他相关知识,更多地强调学习的过程,强调学生的参与,以此提高学生的实际应用技能。

第三,学生的全面发展。对高等学校英语专业学生而言,英语不仅是一门工具,更重要的是一个培养学生人文素质和跨文化意识的学科专业。系列教材强调合作性学习、探索性学习,培养学生的自主学习性,加强学习策略的指导。通过基础阶段课程的学习,使学生在语言知识、语言技能、文化意识、情感态度和学习策略等方面得到整体发展;在高年级阶段则更多地注重学生的人文精神、专业理论素养、中外文学及文化修养的培养。

第四,教材的开放性。一套好的教材不应该对课堂教学、老师的施教和学生的学习拓展有所制约,应给使用教材的教师和学生留有一定的空间,要让学生感到外语学习是一件愉快的事,通过学习让人思考,给人以自信,引导人走向成功。系列教材的总体设计既考虑严密的学科系统性,也考虑独具特色的开放性。不同地区、不同类型的学校,可以根据自己的生源和培养目标灵活地取舍、选用、组合教材,尤其是结合国内高等学校中正在探讨的学分制,给教与学一个多维度的课程体系。

我们希望通过这套系列教材,来推动高等学校英语专业教学改革,探讨新的教学理念、模式,为英语专业人才的培养探索新的路子,为英语专业的学生拓展求知的空间。

《求知高等学校英语专业系列教材》编委会

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INTRODUCTION

Writing English for International Business Communication (国际商务英语公文写作) will be helpful to anyone who is training to work in an administrative, managerial or secretarial role which demands good communication and business English skills.

This textbook is composed to cater for the needs of English learners and those in workplaces to write good business communication in English.

Authentic materials

There are many textbooks on business English or practical English in the market, all of which claim they could help learners to master the tricks of writing good English at workplaces. Yet too often one finds in these books an overwhelming number of outdated and old English expressions and language usages, which once used, would not only be unhelpful but would invite charges from others as using cliché or jargons, and as appearing too arrogant to make effective business communication.

The present textbook keeps itself updated with the contemporary trend of international business communication and its campaign for using "Plain English", with the objective to reach the communication to as many as possible the prospective clients or customers. This book is a repertoire or bank of rich, typical, and authentic English texts used in real work. With the advantage of the second author who is with over six years of teaching business English in various international companies in Hong Kong, one of the busiest international business centres, huge efforts have been made to collect the illustration materials from all sorts of international companies to make sure the materials are authentic in nature, sufficient in number, relevant to the users of this book, and reliable as well as authoritative. Through examining these selected materials the learner could access a wonderful window into what kind of English is used in real communication at workplaces in international context or by international standard.

Who are you writing to and reader friendliness principle

To learn how to communicate in English in business transitions, it is crucial to know the kind of people you are dealing with and the nature of the communication. Firstly, we have to bear in mind that the readers to our writing in business communication are mostly very busy businessmen or businesswomen. They have to read many different documents and correspondences in a limited time, and thus the method they have to use in processing our writing is mainly speed reading, that is, skimming and scanning. This suggests that if our writing is not good or fit for the speed reading, to have our thesis or purpose statement in the front and key information in highlighted positions, or if our writing is instead arranged in an inductive order (that is, from the specific towards the general) or hide our central purpose somewhere within the main-body or near the ending of the writing, we could lose our readers' attention, and leave an impression to them that we are not qualified in this business communication game. So, try to use deductive order, place topic/purpose in the beginning, highlight the key information, and be economical with space and words as possible.

What is the nature of the business communication and C B S style of writing

Almost all business transitions are and should be conducted in an equal relationship between two parties. The power relationship is designed to be equal between individuals or companies which have freedom as when to start or end the business, negotiate it to what shape of outcome, and express their intent and compromises, and so forth. Nobody is inferior or superior to another in principle, such as in a case of a Chinese student applying for a study seat in a UK university or a scholarship, or in a case of some company offering a job to an applicant. Therefore, the language expression of the business is commonly agreed to be that of mutual respect and self dignity, and hence there is no need for anybody to sound deliberately pathetic or condescending in tone, as ethical appeal is not observed as rule in business communication. Only ritualistic and formal language of the facts and logical appeal should be used. Remember, people in business communication are mainly interested in the prospective businesses that are deemed profitable, not the "politically correct" attitudes. Clear, brief, straightforward expressions of the facts and intents are sufficient. In addition, since it is a fact that most of the English speakers around the world are not native English speakers, it is not particularly

expected that everyone should write perfect English, but English that is plain and clear enough to convey or get the meaning across. In fact, the tendency is to use more and more plain English.

How to use this textbook

This book is designed to be a comprehensive textbook for college and university students. Each self-contained unit consists of 5 parts. They are:

Part 1 THE SCENE

Part I introduces a series of situations in which people have to write a particular type of business correspondence. Simulated business situations stimulate interest in the use of business English.

Part 2 SEEING IS BELIEVING

Part II provides a sample or two that demonstrates how communication is best achieved in context. Students can see how a piece of writing is phrased, structured, tuned into right tone, and able to get across messages accurately, clearly and concisely in response to the needs of a particular situation.

Part 3 GETTING IT DONE

Part 3 introduces practical consideration and essential steps of writing that guide students to write for different objectives.

Part 4 WHAT MAY GO WRONG

Part 4 shows some extracted students' work. It gives students an opportunity to analyze critically in areas of layout, language, formality and tone. Students are required to rewrite the documents more appropriately.

Part 5 CHALLENGES

Part 5 provides a wide range of assignments of different levels of difficulty that are provided to reinforce learning.

Ouyang Huhua & Kevin Chu
Guangzhou & Hong Kong
November 2004

CONTENTS

Chapter 1	INTRODUCING BUSINESS COMMUNICATIONS	(1)
Part 1	INTERNAL & EXTERNAL COMMUNICATION	(1)
Part 2	CHOOSING THE MEANS OF COMMUNICATION	(4)
Part 3	BARRIERS TO BUSINESS COMMUNICATION	(6)
Part 4	PRINCIPLES OF EFFECTIVE COMMUNICATION	(7)
Part 5	CHALLENGES	(7)
Chapter 2	INTRODUCING LETTERS, MEMOS, FAX MESSAGES & ELECTRONIC MAIL	(9)
Part 1	LETTERS	(9)
Part 2	MEMORANDA	(10)
Part 3	FAX MESSAGES	(11)
Part 4	ELECTRONIC MAIL	(11)
Part 5	CHALLENGES	(12)
Chapter 3	PRINTED STATIONERY & LAYOUT	(14)
Part 1	PRINTED STATIONERY	(14)
Part 2	LAYOUT STYLE	(16)
Part 3	LAYOUT OF LETTERS	(17)
Part 4	LAYOUT OF MEMORANDA	(21)
Part 5	LAYOUT OF EMAIL	(23)
Part 6	LAYOUT OF FAX MESSAGES	(24)
Part 7	CHALLENGES	(25)
Chapter 4	MODERN BUSINESS LANGUAGE: SOME PRINCIPLES	(27)
Part 1	SOME PRINCIPLES	(27)
Part 2	ORGANISATION OF INFORMATION	(33)
Part 3	LANGUAGE REVIEW	(36)



Part 4	CHALLENGES	(38)
Chapter 5	MEMORANDA	(41)
Part 1	THE SCENE	(41)
Part 2	SEEING IS BELIEVING	(42)
Part 3	GETTING IT DONE	(44)
Part 4	WHAT MAY GO WRONG	(46)
Part 5	CHALLENGES	(48)
Chapter 6	CIRCULARS & NOTICES	(50)
Part 1	THE SCENE	(50)
Part 2	SEEING IS BELIEVING	(51)
Part 3	GETTING IT DONE	(54)
Part 4	WHAT MAY GO WRONG	(55)
Part 5	CHALLENGES	(56)
Chapter 7	REPORTS	(58)
Part 1	THE SCENE	(58)
Part 2	SEEING IS BELIEVING	(58)
Part 3	GETTING IT DONE	(61)
Part 4	WHAT MAY GO WRONG	(62)
Part 5	CHALLENGES	(63)
Chapter 8	AGENDAS & MINUTES	(66)
Part 1	THE SCENE	(66)
Part 2	SEEING IS BELIEVING	(67)
Part 3	GETTING IT DONE	(71)
Part 4	WHAT MAY GO WRONG	(77)
Part 5	CHALLENGES	(77)
Chapter 9	ENQUIRIES & REPLIES	(80)
Part 1	THE SCENE	(80)
Part 2	SEEING IS BELIEVING	(81)
Part 3	GETTING IT DONE	(82)

Part 4	WHAT MAY GO WRONG	(86)
Part 5	CHALLENGES	(90)
Chapter 10	QUOTATIONS, ORDERS & INVOICES	(94)
Part 1	THE SCENE	(94)
Part 2	SEEING IS BELIEVING	(95)
Part 3	GETTING IT DONE	(99)
Part 4	WHAT MAY GO WRONG	(103)
Part 5	CHALLENGES	(105)
Chapter 11	CONFIRMATION & ACKNOWLEDGEMENT	(107)
Part 1	THE SCENE	(107)
Part 2	SEEING IS BELIEVING	(108)
Part 3	GETTING IT DONE	(112)
Part 4	WHAT MAY GO WRONG	(114)
Part 5	CHALLENGES	(115)
Chapter 12	INVITATIONS & REPLIES	(117)
Part 1	THE SCENE	(117)
Part 2	SEEING IS BELIEVING	(118)
Part 3	GETTING IT DONE	(121)
Part 4	WHAT MAY GO WRONG	(122)
Part 5	CHALLENGES	(122)
Chapter 13	COLLECTION & PAYMENT	(124)
Part 1	THE SCENE	(124)
Part 2	SEEING IS BELIEVING	(125)
Part 3	GETTING IT DONE	(128)
Part 4	WHAT MAY GO WRONG	(132)
Part 5	CHALLENGES	(134)
Chapter 14	SALES	(136)
Part 1	THE SCENE	(136)
Part 2	SEEING IS BELIEVING	(137)

Part 3	GETTING IT DONE	(141)
Part 4	WHAT MAY GO WRONG	(146)
Part 5	CHALLENGES	(147)
Chapter 15	COMPLAINTS & ADJUSTMENT	(149)
Part 1	THE SCENE	(149)
Part 2	SEEING IS BELIEVING	(150)
Part 3	GETTING IT DONE	(153)
Part 4	WHAT MAY GO WRONG	(162)
Part 5	CHALLENGES	(164)
Chapter 16	PRESS RELEASES	(167)
Part 1	THE SCENE	(167)
Part 2	SEEING IS BELIEVING	(168)
Part 3	GETTING IT DONE	(171)
Part 4	WHAT MAY GO WRONG	(173)
Part 5	CHALLENGES	(174)
Chapter 17	APPLICATION & RESUME	(177)
Part 1	THE SCENE	(177)
Part 2	SEEING IS BELIEVING	(178)
Part 3	GETTING IT DONE	(180)
Part 4	WHAT MAY GO WRONG	(185)
Part 5	CHALLENGES	(187)
Chapter 18	OFFER OF EMPLOYMENT, ACCEPTANCE & RESIGNATION	(188)
Part 1	THE SCENE	(188)
Part 2	SEEING IS BELIEVING	(188)
Part 3	GETTING IT DONE	(192)
Part 4	WHAT MAY GO WRONG	(194)
Part 5	CHALLENGES	(195)

Chapter 1



INTRODUCING BUSINESS COMMUNICATIONS

INTRODUCTION

Communication can be defined as giving, receiving or exchanging information, opinions or ideas by writing, speech or visuals, so that the message is completely understood by everyone concerned.

Every day we are communicating, whether it is talking to people on the telephone or in person, asking for or showing people directions, having meetings, negotiating, writing letters and other correspondence. So if we communicate all the time, why do we really need to study this subject? The reason for this is because the process of getting across a message right in a business setting is not as easy as talking with a close friend or writing a personal letter. A minor misunderstanding might lead to a great loss in business. The importance of developing good communication skills for business, therefore, cannot be over-emphasised.

Part 1

INTERNAL & EXTERNAL COMMUNICATION

There are two basic types of business communication: internal and external communication.

INTERNAL BUSINESS COMMUNICATION is meant for only employees of the company or organization, and often includes such items as memos, meetings, employee





manuals, and conference calls.

Memorandums, or memos for short, are used in businesses as a means of documentation or reminders.

EXAMPLES

A Vice President notices that employees have become lax in following the dress code policy. He or she might put out a memo reminding employees of the policy and the actions that will be taken if employees continue to disregard the policy.

Employee manuals clearly explain all the practices and regulations of the company in a matter that is easily understood. For example, the section on sick time will most likely include an overview of sick time benefits as applying to various types of employees in the company.

Internal communications can be sent to employees using a variety of activities, including email, printed documents or in a meeting. In terms of the language media, the internal communication of common practice could be divided as (more details will be seen in the chapters that follow):

ORAL

- Intercom
- Telephone
- Face-to-face Discussion
- Meeting/Conference
- Presentation

WRITTEN

- Memo
- Report
- Graphs/Charts
- Email
- Minutes
- Fax



- Form/questionnaire
- Notice
- Circular

EXTERNAL BUSINESS COMMUNICATION is intended for audiences outside a business firm, or between companies, and usually includes letters, press releases, annual reports or newsletters. The tone used in external communications may differ from those used in internal communications, and will vary depending on the types of business (e.g., non-profit or for-profit) and purposes of the communication.

EXAMPLES

Press releases are used by businesses to report a certain company's significant accomplishments or important advisories to the public. A college might submit a press release to a newspaper explaining how several professors received a national award. Usually, the release will contain basic information that newspapers will research further to use in putting together a complete story.

A non-profit organization that organizes walkathons might send out an open letters to call for participants, put up notices in their centres to inform the public about products or services they might want to take advantage of.

External communication also envelops the art of speaking with customers, through email, over the phone, or in person. The way employees present themselves reflects the company, and for this reason, many companies monitor their employees' performance regarding customer service.

In terms of the language media, the external communication of common practice could be divided as (more details will be seen in the chapters that follow):

ORAL

- Conversation
- Telephone
- Conference/Seminar
- Meeting



WRITTEN

- Letter
- Fax
- Email
- Report
- Notice
- Advertisement
- Customer Newsletter
- Press Release
- Forms/Questionnaires
- Invitation
- Leaflet/Brochures

Part 2

CHOOSING THE MEANS OF COMMUNICATION

Advancements in the technology industry have led to increases in the type and amount of communication employees have with each other and with customers. Various means of dispersing business communication may be used, including the telephone, email, online chat programs, and on-paper.

Organizations use the principles of business communication every single day, as employees talk to each other and the general public. The study of business communication involves how information is passed from one person to another in a corporate environment.

What then do we consider when we choose a particular means of communication?

The following questions can serve to develop our competence in choosing the right means of communication on different occasions:

COST

How much will the means cost? Is it worth?

Can it be handwritten? Is a printed copy important? Why?





Is email justified? Or fax? What about the postal service?

CONFIDENTIALITY

Is the email account only read by the person you intend to write to?

Could the fax received at the other end be scanned or filtered by some other people who should not access it?

Could the telephone call be overheard?

Does the memo need to be enclosed in a thick envelop ?

SAFETY & SECURITY

Should a special postal service be used, e.g. registered delivery?

Would a courier service be justified?

URGENCY

Which means will lead to the desired results in the time available?

DISTANCE

Is the communication within the building, in the same city, or across the ocean?

TIME OF DAY

What time is it in the country where your email or fax is to be sent?

RESOURCES

Are the equipment and staff concerned available?

WRITTEN RECORD

Should the communication be recorded in writing or electronic form?

Can this record be made more authoritative?

Can this record serve as proof for future reference?

CULTURE

Is personal contact more appropriate than writing or telephoning?