

第四版前言

《英语写作手册》第一版于 1984 年出版, 1994 年、2008 年我们先后对全书做了较大程度的修订。承蒙全国高校广大英语专业师生及自学者的厚爱, 本书曾获得“60 年 60 本最具影响力英语教育出版物”及“全国高校第三届优秀教材一等奖”的殊荣, 至今累计印次已达 100 余次。自 2008 年修订后至今又过了 17 年, 其间我们收到许多读者的来信, 对本书提出了十分宝贵的批评与建议。在此, 我们谨向《英语写作手册》的读者朋友们表示衷心的感谢!

本书共分为 10 个部分, 第 1 部分到第 4 部分为句子和段落写作, 包括写作中的技术细节和修辞手法等, 旨在通过英语写作基础知识的讲解帮助学生夯实基础, 有效构建英语篇章写作的基本要素; 第 5 部分到第 7 部分为篇章写作, 包括写作过程分析、摘要和读书报告的撰写、正式和非正式文体语法及词汇的运用, 旨在通过写作策略和技能的传授帮助学生自如地用英语运思行文、表情达意; 第 8 部分和第 9 部分为论文及应用文写作, 包括学术论文写作的方法、步骤、规范和策略以及常用类型的应用文写作技巧, 旨在提高学生用英语交流的能力, 为其毕业论文写作、毕业后求职等活动打下扎实的基础; 第 10 部分为标点符号的应用, 旨在引导学生习得标准、规范的标点用法, 并为日常写作提供查阅借鉴。

本书致力于从以下三个方面提升学生的英语写作能力和综合素养:

1. 知识: 帮助学生掌握英语的书写格式, 掌握英语语句、语段和语篇的结构特点; 掌握英语记叙文、描述文、说明文和议论文的文体特点与写作技巧; 了解英语应用文的特点并进行常用应用文的写作。
2. 能力: 倡导课堂讲授和写作实践相结合的教学方式。强调写作过程, 鼓励学生积极参与, 培养获取和运用知识的能力、分析问题的能力、独立提出见解的能力和思辨创新能力。
3. 素质: 引导学生养成严谨的学习态度和诚实的文风。通过对体现中国文化、中国精神的典型事件与人物的描写, 以及对热点时事与社会现象的评论, 增强文化自信, 提高学生讲述中国故事的能力。

本次修订《英语写作手册》, 我们保持了原书实用、范例多、结合中国读者实际等特点, 同时采纳广大读者的意见, 做了以下主要工作:

1. 全面更新原书内容。词典部分尽可能提供最新版本的信息; 参照美国现代语言协会 2021 年更新的论文格式规范, 全面修订文献格式; 更换过时内容, 与时俱进。

2. 细致通读全书内容，核查、纠正了个别不准确的表述。尽管如此，书中一定还有不尽如人意的地方，敬请读者朋友们不吝赐教。

在本次修订过程中，外语教学与研究出版社的编辑同仁们工作非常认真精细，付出了艰辛的劳动和心血，在此谨向他们表示诚挚的谢意。

自 2008 年本书修订以来，丁往道和吴冰两位先生不幸相继辞世，这是英语界的一大损失，我们谨以这部教材的第四版表达对这两位可亲的长者和可敬的学者的敬意和怀念。我们衷心希望这部两位先生多年来倾注了大量心血和汗水的教材能受到更多读者的欢迎，为提高广大读者的英语写作水平做出更大的贡献。

编者

2025 年 6 月

致教师

近几年来，很多学校的英语专业都开设了写作课，对学生进行系统的写作训练。这无疑是我国英语教学的一大进展，表明对学生的培养趋于全面，应该充分肯定。

我们用自己的语言写一篇文章，已经不容易，更不用说用一种外语来写了。但实际教学经验证明，学生用英语写作的能力完全可以培养，有些学生甚至可以写出内容有趣、语言通顺、可读性很强的文章。关键在于师生双方对写作训练都抱有热情，并准备为此做坚持不懈的努力。外语写作可教，这应该是我们的结论。

写作和其他笔头练习，如造句、填充、选择、改错、单句翻译等等，有根本的区别：写作要求表达清楚而完整的思想，其他笔头练习则着重语言项目的掌握。换言之，写作课的主要目的不是帮助学生熟悉某些语法项目或某些词汇，而是提高学生用英语表达思想的能力。在这个过程中，学生自然不仅复习了旧的而且也学到了新的语法与词汇知识，但这种复习与学习是以有助于表达思想为前提的。写作课不是语法课或词汇课，而是研究如何表达思想的课程，这应该是另一个结论。

写作涉及的问题很多，除了语言各方面的问题外，还有思想内容和所用材料、组织条理、书写格式等等，都需要仔细考虑，认真对待。在语言方面，教师应注意帮助学生在已有的基础上，不断提高表达思想的准确性与鲜明性，逐渐使他们感觉到英语的极强的表达力，从而喜欢琢磨如何写好文章。在内容方面，应要求言之有物，观点正确，条理清楚。在书写格式上，也应有严格的要求。所以写作训练是全面的训练，不仅有助于提高语言水平，还有助于提高观察分析、逻辑思考的能力，有助于培养严谨的工作作风。不少学生认为写作课是对他们最有帮助，也是他们最喜欢的课程之一。写作课很有益、很重要，这也是应该得到的一个结论。

从全国大多数院校的实际情况看，我们认为英语专业的写作课从第三学期开始为宜，因为这时学生已大体上掌握了基本语法，并初步会使用 3000 个左右最常见的词汇。有了这个基础，便可以开始进行系统的写作训练了。如果学生早一点或晚一点达到这个水平，写作课可以相应地提早或推迟。

由于教学内容很多，写作能力的提高也只能慢慢来，所以写作课要连续地开设到第七或第八学期。这本教材基本上能够满足本科阶段写作教学要求，我们建议作如下的时间分配：

学期	教学内容
3, 4	文稿格式 造句 段落 标点符号
5, 6	选词 作文 摘要和读书报告 实用写作
7, 8	实用写作（续） 正式和非正式文体 研究论文

各年级的教学内容有些重复或交叉是有益的。例如在二年级也可以写作文，在三年级也可以再讲讲造句法和标点符号的用法。我们的设想是二年级以段落为重点，三年级以作文为重点，四年级的重点则是学术论文。

课堂工作主要有两项：一是讲解教材，包括做练习；一是学生作业讲评。两项工作所用时间要尽可能大致相等。如学生隔周做一次作业，则两项工作隔周轮换进行。

作业讲评如能抓住要点，对学生会有很大的帮助。所谓要点，就是恰当地表达思想，而不是从表面上看句子结构或用词是否正确。在学生作业中会发现一些句子，本身并没有错，但表达思想不准确、不生动或没有突出重点，或与上下句联系不紧密。在课上讨论这样的句子比简单地指出语法错误或用词错误更有启发性，更能促使学生研究写作方法。当然语法与用词问题也需要提出来。还有全篇的组织、重点，以及格式、体例等问题，都可以讨论。至于观点问题，有时比较复杂，在课后和学生个别谈话可能效果更好。

学生各方面的长处和不足之处，从语言掌握到知识面，从工作作风到观察分析能力，都可能在他们的笔头作业中反映出来。因此写作课的教师往往对学生有较多的了解。这也就向教师提出了一个责无旁贷的义务：全面地关心学生，热情地帮助学生。

编者

致学习者

我们学习用英语写作，有什么好处，有什么帮助呢？对这个问题的答复应该是：好处很多，帮助很大。

写作能帮助我们提高使用英语的准确性。只要写一个句子，更不用说一段、一篇，就力求句法、用词、拼法、大写、标点等等完全正确，而且与上下文联系紧密，语气连贯。写和说不同，写好后可以检查修改，而一次修改就是一次提高。写得越多，语言就会越准确。

写作能扩大所用语言的范围。口语所用的语言一般是比较简单常用的，复杂的或文雅的语言很少用，也不宜用。而写作所用的语言则是多种多样的，从极简单的到极复杂的都得上，所用的词汇和句型比口语中常用的要多，这当然对掌握英语极有好处。

写作训练帮助我们提高逻辑思考及分析问题的能力。写一篇作文，不论长短，都需要妥善地组织材料，得出结论，做到重点突出，条理清楚。这样，在锻炼写作能力的同时，也锻炼了分析与处理实际问题的能力。

写作要求认真细致，一丝不苟。从一词一句到全篇结构，都必须仔细琢磨，反复推敲。还要书写工整，格式正确。所以在写作练习中可以培养严谨的工作作风。

写作对阅读、听力、口语有促进的作用。自己知道写作的甘苦，对别人的写法就会敏感一些。分析问题的能力提高了，听别人说话就会善于抓住要点。语言质量提高了，口语也会准确一些。

写作还有许多实际用途，诸如写信、撰写论文、起草报告及讲稿等等。同时写与译也密切相关，想做好翻译，必须提高写作水平。

现在再谈谈怎样才能学好写作。

扎实的语言基本功是首先要具备的条件。这包括对语法（句法和词法）及基本词汇用法的掌握。如有不太清楚的地方，应通过阅读语法书和查词典来逐步解决。

多读书是极为重要的。既要读英文书，也要读中文书；既要读文艺作品，也要读知识性著作。通过读书来了解社会与人生，扩大知识面，丰富思想与感情，增强观察与分析的能力。在读书时应注意和研究书的内容，同时也应适当注意作者的写作方法，吸取有用的语言。

在日常生活中，也应养成观察与分析的习惯，遇事问个“为什么”。如果经常这样做，就会使自己的思路敏捷，思想有深度。

多读书加上多观察、多分析，在写作文时便不会苦于找不到材料，无话可说。

写的时候应该首先考虑内容问题，问问自己“写什么”，其次考虑如何组织材料或观点，从何处开始，到何处结束，也就是问问自己“怎样写”。

在语言的使用上应记住的一个原则是：能恰当表达思想的语言就是好的语言，也就是应该用的语言。所以不必总是追求某一类型的语言，如文雅的、艰深的、浅易的，或俚俗的。不过对学习者来说，应先学会使用英语的核心部分，即最常用的语言。

写完初稿后还要再三斟酌，反复修改，一直改到自己感到满意时为止。在抄好或打好后，仔细检查是不可缺少的一步，以求不漏掉任何一个自己可以改正的错误。

正如前面所说，这样认真地写，既锤炼了自己的语言，又培养了好的作风。“功夫不负苦心人。”只要肯下功夫，必然取得进步。

编者

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Part 1

Manuscript Form

As you are learning to write, you should have a clear idea of what is good manuscript form. You should do everything—writing the **title**, leaving **margins**, **indenting**, **capitalizing**, and **dividing words**—according to generally accepted rules. Whenever you write something, work carefully, write neatly and clearly, and try to make as few mistakes as possible. Before handing in your essay or exercise, proofread it once or twice, because you may need to make some final corrections and changes. If you always work in this way, you are sure to make progress.

I. Arrangement

Either lined exercise books or regular office paper may be used. To make your handwriting easy to read and provide room for corrections, you had better write on every other line, and write on only one side of the paper if it is thin.

Leave a margin on each side of the paper—about two centimeters at the top and a centimeter and a half at the left, the right and the bottom. In an exercise book, the top and bottom margins are already there, so you need only to draw a vertical line to mark the left margin.

You cannot make the right margin very straight, but you must not write to the edge of the paper. When there is not enough space left for a word, write it on the next line if it cannot be divided. In other words, there must be some blank space on the right side of the paper.

Write the **title** in the middle of the first line. **Capitalize the first and last words** of the title and **all other words** (including words following hyphens in compound words) **except articles, coordinating conjunctions** (*and, or, but, nor, for*), **prepositions**, and the **to in infinitives**:

My First Visit to the Palace Museum
The People without a Country
Rules to Abide By
Dickens and *David Copperfield*
What Can the Artist Do in the World of Today?
What Reform Means to China
The Myth of a "Negro Literature"
The English-Speaking People in Quebec

No period is used at the end of a title. Use a question mark if the title is a direct question, but do not use one if it is an indirect question. Use quotation marks with quotes or titles of articles, and underline (or italicize if you use a computer) titles of books.

Task 1

Capitalize the following titles and add punctuation marks where necessary.

1. where i lived, and what i lived for
2. are transgenic crops safe
3. well-known dramatists of the ming dynasty
4. a day to remember
5. approaches to teaching english as a foreign language
6. criticisms on the ending of mark twain's *adventures of huckleberry finn*

Indent the first line of every paragraph, leaving a space of about **four or five letters**.

For paging, use Arabic numerals without parentheses or periods in the upper right-hand corner of all pages. The first page need not be marked.

Do not begin a line with a comma, a period, a semicolon, a colon, a question mark or an exclamation mark. Do not end a line with the first half of a pair of square brackets, parentheses, or quotation marks. The hyphen that indicates a divided word is put at the end, not at the beginning, of a line.

II. Capitalization

Capitals are used mainly at three places: the first words of sentences, key words in titles, and proper names.

Not only a complete sentence, but a sentence fragment treated as a sentence, should begin with a capital letter.

The first word of quoted speech (words put between quotation marks) is capitalized. If a quoted sentence is broken into two parts and put in two pairs of quotation marks, the second part does not begin with a capital letter unless the first word is a proper noun or a word derived from a proper noun:

He said, "My trip to Mount Tai was interesting but tiring."

"My trip to Mount Tai," he said, "was interesting but tiring."

I asked, "When do you usually go home?"

She answered, "At weekends."

Common nouns that are parts of proper names are capitalized:

Common nouns	Proper names
a famous university	Peking University
a broad street	Chang'an Street
a large lake	Lake Erie
the president of the university	President Brown
middle, age	the Middle Ages
labor, day	Labor Day
people, republic	the People's Republic of China

Words derived from proper names are usually capitalized:

Marxist	Darwinism	Hegelian
Confucian	Latinize	Vietnamize

But proper names or their derivatives may become common nouns, verbs, or adjectives:

mackintosh (after Charles Mackintosh, a Scottish chemist)
 chauvinistic (derived from Nicolas Chauvin, a devoted adherent of Napoleon)
 quixotic (after Don Quixote, protagonist of the novel of the same name)
 anglicize (from the Latin word *Anglicus*, meaning English)

III. Word Division

When you write near the edge of the paper, take a look at the space left. If it is not enough for the word you are going to write, you have to decide whether to divide the word or to write it on the next line. Never squeeze a word into the margin.

The general principle is to divide a word according to its syllables and never put the hyphen at the beginning of a line. Pay attention to the following:

One-syllable words like *through*, *march*, *brain* and *pushed* cannot be divided.

Do not write one letter of a word at the end or at the beginning of a line, even if that one letter makes up a syllable, such as *a • lone*, *trick • y*.

Do not put a two-letter syllable at the beginning of a line, like *hat • ed*, *cab • in*. Avoid separating proper names of people or places, like *Chi • na*, *Aus • ten*.

Divide hyphenated words only at the hyphen: *father-in-law*, *empty-handed*.

Do not divide words in a way that may mislead the reader: *pea • cock*, *re • ally*.

Do not divide the last word on a page. Instead, write the whole word on the next page.

Divide words with prefixes or suffixes between the prefix or suffix and the base part of

the word: *re • state • ment, un • relent • ing.*

Divide two-syllable words with double consonants between the two consonants: *strug • gle, shat • ter.*

Dividing words is not always easy. When in doubt, consult a dictionary (see Part 2, VI).

Task 2

Divide the following words according to general rules.

alive	setting	sister-in-law
handy	correctness	gratitude
bonus	permission	sociable
thought	dictatorship	far-reaching

IV. Punctuation

How to use different punctuation marks will be discussed in detail in Part 10. The following are a few basic rules which all students learning to write should remember:

Use a period (full stop) at the end of a complete sentence, however short it is.

Do not use a comma to join two coordinate clauses; use a comma and a conjunction, or a semicolon.

Make your commas different from your periods. A comma has a little tail (,); a period is a dot (.), not a tiny circle (◦), which is used in written Chinese.

Use a question mark at the end of a direct question; do not use one at the end of an indirect question:

"Have you done your exercises?" the teacher asked.

The teacher asked whether we had done our exercises.

Use an exclamation mark only after an emphatic interjection or words that express very strong emotion. Do not overuse it.

Put direct speech between quotation marks. The subject and verb that introduce a quotation may be put before, after, or in the middle of the quotation:

She said, "We have decided to take the examination."

"We have decided to take the examination," she said.

"We have decided," she said, "to take the examination."

Pay attention to the way the three sentences are punctuated. In the first sentence, "She said" is followed by a comma; in the second, the quotation closes with a comma and "she" is

in small letters; in the third, “decided” and “she said” are followed by commas, and the second half of the quotation begins with a small letter. In short, the quotation and “she said” are treated as one sentence; only the first word of the quotation has to be capitalized.

Task 3

Punctuate the following passage and use capitals where necessary.

we entered the room jane looked around and asked where is the cat
she must have run away i answered she doesn't like to stay at home
we must go and find her jane said let's go
at this moment the cat walked out from under the chair