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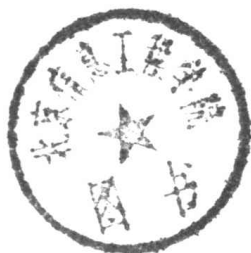
WRITING SMART

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藏书章

YOUR GUIDE TO
GREAT WRITING

原著: (美) Marcia Lerner



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前言

或许你是一名参加考试(四级,六级,雅思,托福)的学生,你需要写一篇最好能得满分的英语作文;

或许你所在的大学实行了双语教学,或者你的老师是一个地地道道的老外,你需要定期交一份用英语写成的研究报告;


或许你正在申请出国留学,你需要能给人留下深刻印象的入学申请和自荐信;

或许你正准备参加一个国际性学术会议,你需要提交一份能完全体现你的学术能力的英语论文;

或许你是一名外企的员工,你需要向你的外国老板提交一份让他满意的企划书;

或许你的客户遍布世界各地,你需要每天回复成堆的商业信函
... ..

满足所有这一切——你需要《兰登书屋英语写作高手》

本书是美国最大的助学、备考、人生策划类图书写作集团  推出的助学参考类图书,是百万畅销书系 Smart 系列图书中的一本。作者 Marcia Lerner 从 1988 年开始为 The Princeton Review 授课和写作。

本书最大的特点就是:

1. 从头开始,到脚为止。

Lerner设计的这套写作教程首先从写作最基础的元素,即词、句、标点符号入手,逐渐扩展至段落、篇章,使读者循序渐进,打下良好的写作基础。教程在教授写作方法和技巧的同时,还介绍了如何对所写的内容进行编辑、修改和评析,使读者能立即将所学的方法应用于

ACE66/04

实践。

本书内容全面丰富,既涉及了命题作文、研究报告、毕业论文等学生经常遇到的文体,又有简历、自荐信、商业信函、商业企划书等应用文的写作,还有实验报告、科研论文等专业文章的撰写方法,涵盖了英语写作的方方面面。

2.生动有趣的情景式教学方式。

作者 Lerner 为了激发读者的阅读兴趣,在书中设计了许多个有趣的人物,他们都有相应的写作任务要完成,如高中毕业生尼克要向哈佛大学提交一份入学申请;漂亮的女生罗斯要写一篇有关NBA球星的评论文章;迪姆是一名营养科学系的大学生,老师要他交一篇相关专业的研究报告;邓肯正在找工作,他要给某公司人事部主管写一封求职信,并附上他的简历等等。在这些情境中,读者只要随着这些人物完成相应的写作任务,写作技能自然而然地就能得到提高,避免了阅读同类书籍的枯燥和乏味。

希望每个读者都能从《兰登书屋英语写作高手》中体会到英语写作的乐趣。

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INTRODUCTION

“Most people won’t realize that writing is a craft. You have to take your apprenticeship in it like anything else.”

—Katherine Ann Porter

The written word is one of the most effective tools available; it can convince, sell, and express emotion more eloquently than many of us can in person. This book is designed to help make your writing capable of all this, and more.

Many people feel uncomfortable writing anything they know will be read by someone else, whether it is a research paper, a letter requesting employment, or a project proposal. Good writers are not only the privileged few who read nothing but Tolstoy and sit on specially designed chairs in front of rolltop desks with pigeon holes and inkwells. Good writing is a product of hard work and organization, both of which are easily accomplished by anyone with a pencil and a piece of paper.

The key components of good writing, the ones to remind yourself of whenever your writing goes off track, are clarity and honesty. Clarity is for your reader. Unless you write clearly and coherently, your reader will wander from sentence to sentence, never fully grasping your point. Hon-

esty is for you. You will write better when you understand what you are writing. If you pretend you know something about a subject of which you are ignorant, you will be exposed. If you pretend you believe something when you don't, your writing will betray you.

This book does not focus extensively on grammar or usage, so most of our comments will address these only indirectly. For excellent grammar advice see *Grammar Smart*; for excellent usage and writing advice read Strunk and White's *The Elements of Style*.

HOW TO USE THIS BOOK

On pages 5—10 you'll find a glossary of useful terms. You should be familiar with these terms, so you don't run across any words that surprise you.

Chapter one is an extremely brief review of basic grammar. This is not intended to provide you with an understanding or knowledge of grammar; it is there to remind you of grammar you may have once known, and to familiarize you with terms that may come up in later chapters.

Chapters two through four cover the building blocks of writing: words and how to put them together well.

The final six chapters focus on six particular types of writing. Each chapter outlines a step-by-step process, provides you with editing drills, and gives a written example. At the end of each chapter is specific formatting information that you can use for your own writing projects, and a list of recommended reading. These books include examples of the type of writing covered in the chapter, additional information on the subject, or odd writings we thought you might like.

Fiction writing will not be covered in this book, as it is an entirely different ball game (look, our first metaphor!). If you are interested in

writing fiction put this book down and go find *The Art of Fiction* by John Gardner.

Writing means getting words on paper, and good writing means getting words on paper clearly. Understand that, and work hard, and you are on your way to better prose. Working through this book will improve your writing, but your instruction should not end there. The other sure way to improve your writing is to improve your reading. By providing yourself with good role models, your writing can only get better.

And that's it; you're ready to go. Read, write, and enjoy.

Glossary



The following terms appear throughout this book; you should be familiar with all of them. If you find other words in the book that you do not understand, haul out your dictionary and look them up. Using the dictionary and building vocabulary will only improve your writing. Many of the following words have more than one meaning, but the definitions provided refer only to the way they are used in this book, and should allow you to proceed easily.

ADJECTIVE: A word modifying a noun.

“tall tree” or “silly rabbit”

The words in italics are adjectives.

ADVERB: A word modifying a verb or an adjective.

“She ran quickly.”

“The extremely happy clam.”

The words in italics are adverbs.

BIBLIOGRAPHY: A list of reference sources, usually books.

CLAUSE: A group of words that contains a subject and a verb and can act as a modifier or a noun.

“Anyone who likes balloons should stay away from me.”

The words in italics form a clause that is used here as a noun, and the subject of the sentence.

COLLABORATIVE WRITING: Writing done with more than one person, everyone (you hope) working together.

COLON: A punctuation mark used to indicate the amplification of a

point, or a following list.

“These are the important things: food, shelter, and television.”

↑
colon

COMMA: A punctuation mark indicating a pause.

“She walked to the door, but she did not open it.”

↑
comma

DOUBLE SPACE: To place the typed lines of writing an extra space apart.

ENDNOTE: A note at the end of a paper indicating the origin of a



quote or idea, giving the author of the quote or idea and where it was originally published.

ESSAY: A written piece about one topic, usually fairly short.

FOOTNOTE: A note at the bottom of a page (makes sense, right?) indicating the origin of a quote or idea, giving the author of the quote or idea and where it was originally published.

INDENT: To move in the first word of a paragraph, usually five spaces.

INDEPENDENT CLAUSE: A clause that can stand by itself as a sentence.

“Rachel laughed at the landlord, and walked away.”

The words in italics could be a whole separate sentence, they form an independent clause.

MODIFIER: A word or group of words that describes.

“red apple”

“Singing on the stage, Kelly found her true calling.”

The words in italics are modifiers, or modifying phrases.

NOUN: A word that names something.

“Trees are often pleasant.”

The word in italics is a noun.



OUTLINE: An organizational plan for a piece of writing.

See pages 94-95 for an example.

PARAGRAPH: A subsection of a written work, made of one or more sentences, focused on a particular idea.

PARENTHESES: Special punctuation marks used to set a phrase off from the rest of the text.

“Many people believe (more than they really should) that Santa Claus exists.”

↑
parenthesis

↑
parenthesis

PHRASE: A group of words that does not contain both a subject and verb, and acts as a noun or a modifier.

“Flying a kite is torture for some.”

In the preceding sentence, the words in italics are a noun phrase.

PRONOUN: A word that replaces a noun.

“Grace said she is supposed to receive the million dollars.”

The word in italics is a pronoun.

PROSE: Any writing that is not poetry.

REDUNDANCY: Unnecessary repetition of a word or phrase.

“She was completely entirely convinced.”

The words in italics have the same meaning.

RESEARCH PAPER: A paper based on research of a particular subject using a variety of outside sources.

SEMICOLON: A punctuation mark used to separate independent clauses.

“I went to the store; I hated everything there.”



semicolon

SENTENCE: A word or group of words with a subject and a verb.

SINGLE SPACE: To place typed lines of writing without any extra spaces between them.

SUBJECT: The part of a sentence that performs the action.

“Joshua won the lottery.”

“Joshua” is the subject of the sentence.

TONE: The general quality of the atmosphere of writing, much like tone of voice.

Tone can be casual (“I’ going down to the cornerstore”) or formal (“I’ am proceeding to the emporium at the edge of the avenue.”)

TOPIC SENTENCE: A sentence, generally at the beginning of a paragraph, that explains the main point of that paragraph.

VERB: A word expressing action or a state of being.

“Keith plays the electric guitar.”

The word in italics is a verb.

