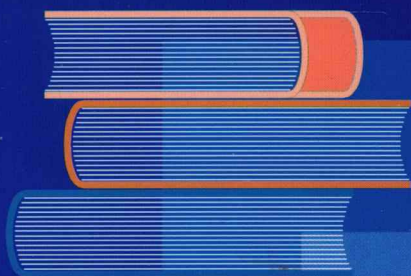


 Steps
& Skills

英语技能提高丛书



■ DeWitt H. Scott (美) 著
■ Michael Krigline (美)

高级实用 英语写作

SUCCESSFUL WRITING

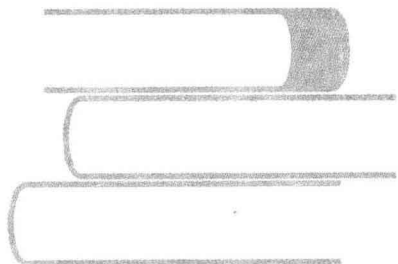
for the Real World

An advanced writing textbook and study guide

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

**Steps
& Skills**

英语技能提高丛书



■ DeWitt H. Scott (美) 著
■ Michael Krigline (美)

高级实用 英语写作

SUCCESSFUL

WRITING

for the Real World

An advanced writing textbook and study guide

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

This book includes *Secrets of Successful Writing* (by DeWitt H. Scott; see the note on page II), copyright © 1989 Novell, Inc. All rights reserved. Used, modified, reprinted, and distributed with permission from Novell, Inc. Permission does not constitute an endorsement of any kind from Novell, Inc.

All other portions of this book (including photos and illustrations) © 2008 Michael Krigline, unless otherwise noted. All rights reserved. No parts of this book may be reproduced in any form or by any means without prior written permission from the copyright holder(s).

An answer section and additional resources for students and teachers can be found in the book's appendices and at www.krigline.com and/or www.krigline.com.cn. These websites will also tell you how to contact Mr. Krigline.

本书包括了 DeWitt H. Scott 的前期作品 *Secrets of Successful Writing*, Novell 公司自 © 1989 年拥有该版权。使用、修订、再版和发行均得到了 Novell 公司的授权,但不构成 Novell 公司的其他认可。

该书其余部分(包括照片与图片)© 2008 由 Michael Krigline 创作,并拥有版权(已有署名的除外)。该书的任何部分在未经版权所有人许可的情况下均不得以任何形式、任何手段复制。

该书的答案部分以及供学生与教师使用的附加资料可在本书的附录里查找,也可以从 www.krigline.com 或 www.krigline.com.cn 网站上获取。

图书在版编目(CIP)数据

高级实用英语写作 = Successful Writing for the Real World: An advanced writing textbook and study guide / (美) 克里格莱恩 (Krigline, M.), (美) 斯科特 (Scott, D.H.) 著. — 北京: 外语教学与研究出版社, 2008.2

ISBN 978-7-5600-7264-7

(英语技能提高丛书)

I. 高… II. ①克… ②斯… III. 英语—写作—高等学校—教材 IV. H315

中国版本图书馆 CIP 数据核字 (2008) 第 019981 号

出 版 人: 于春迟

项目负责: 段长城

责任编辑: 邓付华

封面设计: 刘 冬

版式设计: 付玉梅

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京双青印刷厂

开 本: 787×1092 1/16

印 张: 31

版 次: 2008 年 2 月第 1 版 2008 年 2 月第 1 次印刷

书 号: ISBN 978-7-5600-7264-7

定 价: 43.90 元

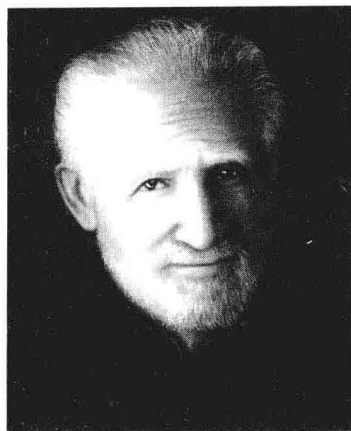
* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

About the Authors



DeWitt Scott was a writer and editor with over 40 years of experience when he wrote *Secrets of Successful Writing*. Mr. Scott started as a copy boy and worked through every newsroom position to the position of executive editor, establishing himself as a leading authority. He also conducted writing seminars for business and professional people, and taught at six universities, including the University of California at Berkeley.

DeWitt Scott 是一位作家兼编辑，具有超过40年的写作与编辑经验，创作出版了《成功写作的秘密》一书。Scott 先生年轻时一开始从事复印工作，而后从事编辑工作，从低层编辑的职位做到了现在的执行编辑，成为了媒体编辑行业里的领袖与权威。同时，他还参与过商务人士组织的写作研究会，在六所大学任过教，包括位于Berkeley的加利福尼亚大学。



Michael Krigline (www.krigline.com) developed this textbook while teaching at Northwestern Polytechnical University for three years (西北工业大学, Xi'an). Since 2007, he has been teaching at Kunming Medical University (昆明医学院). He holds a Master's Degree from Columbia International University, majoring in Teaching English as a Foreign Language and Intercultural Studies. Before moving to China in 2000, Mr. Krigline taught English in America to international students preparing for college studies. He has also had articles published in magazines and newspapers, has helped edit other textbooks in China, and has served as the editor of several small-business newsletters in the U.S.

Michael Krigline (www.krigline.com.cn) 曾在中国西安西北工业大学从事了3年的英语写作教学工作。Krigline 先生在此期间的教学工作中，积累了很多指导中国学生英语写作的经验与方法。2007年至今，Krigline先生一直在昆明医学院任教。他曾获得哥伦比亚国际大学的硕士学位，专业领域是对外英语教学与文化研究。在他2000年来中国从事教学工作之前，Krigline先生就在美国从事外国留学生的英语辅导教学工作。他曾多次在期刊杂志上发表文章，在中国协助编辑过英语教学课程的教材。在美国，他还曾为多家小型商业报社机构做过编辑工作。

Major portions of this book come from *Secrets of Successful Writing* (by DeWitt H. Scott), copyright ©1989 Novell, Inc. All rights reserved. Used, modified, reprinted, and distributed with permission from Novell, Inc. (More specifically, the following sections contain material ©Novell: 1.1, 3, 5, 7, 9, 10, 12, 14.1, 16, 18.1, 18.2, 21, 23.1, 23.3, 24, 25, 27, 28, and DeWitt's part of the summary lessons.) All other parts of this book, including photos and illustrations, are ©2008 Michael Krigline, unless otherwise noted. When needed to help non-native-speaking English-learners, Mr. Krigline has also changed, updated or added to Mr. Scott's sections (especially lessons 12, 14, 24 & 28). Exercises and new content sections were added by Mr. Krigline. No parts of this book may be reproduced in any form or by any means without prior written permission from both Mr. Krigline and Novell, Inc. (See appendix D for contact information.)

序 言

应 Michael Krigline 先生的多次邀请,为其新作《高级实用英语写作》作序。

回忆起来,我认识 Michael Krigline 先生是在 2001 年至 2002 年之间。我当时急于寻找有教学经验的、负责的外籍教师参与《新视野大学英语》的终审工作,我早年的一位学生向我推荐了 Michael Krigline,他当时在一家外资教学机构(耀华国际教育中心)任教。令人难以忘怀的是,Michael Krigline 是一位极其认真负责的外教,他做的修改远远超过了一般审校的范围。许多修改之处有画龙点睛之妙,令人拍案叫绝。他极为细心地捕捉了原作者的意图,竭力把新修改的内容与教材要求的水平保持一致,与原作融为一体,修改之处若不是另用颜色标出,恐怕难以觉察。正因为如此,在两个多月的时间内,他只完成了读写教程两个单元的审稿任务。我当然希望他能再多审校几个单元,但他是个完美主义者,不做则已,要做就做到完美无瑕。

后来,他在那家外资机构任教期满,尽管该机构出高薪和丰厚的待遇再三挽留他,我也多次想把他聘为《新视野大学英语》的专职审稿外教,他却都一一婉言谢绝,其时他已决意赴条件艰苦的大西北任教。用他的话来说:“西北条件差,大家都不去,谁去?”大有“我不下地狱,谁下地狱”的气概。根据他的愿望,他去了西北工业大学任教。那里的条件各个方面均不能与上海相比,但他毫无怨言。他以爱学校、爱学生的奉献精神,以他的人格魅力和敬业精神,赢得了西北工业大学老师和学生的交口称赞。

外研社即将出版的这部 Michael Krigline 与 DeWitt Scott 合著的《高级实用英语写作》,浓缩了 Michael Krigline 先生孜孜以求、追求完美的敬业精神和对学习英语的中国学生的殷殷关切之情。对于中国学习者来讲,英文语言的习惯、语法与中文不同,中西思维方式也存在一定的差异,这些都增加了英文写作的难度。而各种文体的英文写作在现实生活和日益国际化的工作中随处可见,针对不同的场合和用途,写出贴切、流畅、地道的英文,是英语学习者所渴望的。本教材便是专门为了帮助中国英语学习者实现这个目的而编写的。

本教材的主要特色如下:

1) 从以英语为母语、具有丰富的英文写作经验和编辑经验者的角度出发,讲述了英语写作的原则。这些原则在写作过程的各个阶段可以给英语学习者提供很大帮助。

2) 从外籍英语教师的角度出发,根据其在中国高校的英语写作教学实践,系统归纳了英语写作学习指导,对中国学生英语写作中的一些普遍性错误进行分析和指导。这是目前许多写作教材中一个较薄弱的环节,也是国内英语教师和学习者急需了解的内容。

3) 强调写作的交际本质,将交际的成功与否作为写作成功的标准,并据此设计该书的内容和结构,介绍了八种常用文体的写作,包括学术论文、产品宣传短文、新闻报道等。这一点对推动目前英语教学应试倾向的改变具有重要意义。同时,每课都针对具体的教学目的配有相应的练习和讨论题。通过这些训练,学习者可以更有效地理解和掌握所讲授的内容,从而提高实际写作水平。

初次翻开本书的读者可能会感觉结构有点复杂,难以把握。时而讲写作技巧,时而讲写作文体,有时又会出现一个 Better Writing Study Guide。文体和技巧的讲授顺序也同我们的习惯不太一致。但是在通读过全书,或者使用过一段时间后就会发现,这种结构编排完全是从课堂教学的实践出发,符合中、高水平英语学习者的课堂学习需求的。

例如,第一至四课主要是针对英语专业学习者完成毕业论文的实际需要,讲解学术论文的写作。

第一课 Type of Writing 部分讲解学术论文的基础——学术文章段落的写作。

第二和第三课的 Writing Skills 介绍了学术文章写作的基本原则,然后帮助学习者认识写作的准备阶段。

第四课 Type of Writing 则详细讲解如何建构学术论文的框架和做参考文献。

书中各课的内容都有内在联系,根据目的有机地贯穿在一起。书中穿插的 Better Writing Study Guide 则是对学习者在学习前面所讲文体写作中可能会出现的问题进行的归纳、分析和解决。这种源于教学实践的结构安排看似复杂,实则有序,相信会逐渐为一线教师和学习者所接受和欢迎。

书后作者提供了多个附录,包括单独整理的 Better Writing Study Guide,教师指南、补充阅读材料、词汇注释表和索引表等,便于教师和学习者参考使用。

《高级实用英语写作》是难得的专门为中国英语学习者编写的一部实用的写作教程,编写过程先后历时数年,其间几易其稿,Michael Krigline 先生甚至有一段时间停薪停教,专注于本书的写作。付梓之前,又曾反复试用、修正。全书处处体现了他殷切的期望,希望学习英语的中国学生能从中受益。

这部教材适合作为高级英语写作课的教材,同时也可作为工作中常用到英语的上班族的自学教材。如细心研读并做相应的训练,会对提高实用英语文体的写作技能有很大帮助。

郑树棠

上海交通大学外国语学院博士生导师

Foreword

Successful Writing for the Real World was written for advanced English-learners who want to improve their written English, and who want to use genuine English in order to communicate with people in the real world.

The English and Chinese languages have many dissimilar grammar structures, language habits and patterns of thought. This reality makes English writing very difficult for Chinese students. However, various types of English writing are common in our daily lives and work, and Chinese students want to produce influential and genuine English that is appropriate in different circumstances (at school, in international correspondence, posted on the Internet, and so forth). Beginners study writing in order to please a teacher or to pass a test; this book will teach you the next step so you can write for the *real world* outside campus walls, using simple English that is free from the errors that naturally come with complicated or translated sentences.

Three of the main features of the book are:

(1) Key principles of English writing are presented by a pair of authors who are native English speakers, experienced as teachers, writers and editors. This textbook includes *Secrets of Successful Writing*, an excellent guidebook into which the late DeWitt Scott poured his forty years of writing experience. These principles will help advanced English learners master the steps of writing.

(2) As an experienced foreign expert, teaching in China, I created the *Better Writing Study Guide* with dozens of explanations that will guide Chinese students in overcoming the mistakes I see time and again in student work. Using the guide's Detailed Table of Contents at the back of this book, you can find timely assistance when you struggle with these common writing problems.

(3) Both Mr. Scott and I emphasize that the true nature of writing is *communication*, so this should be the standard for determining if writing succeeds or fails. This point is very meaningful in China, where leading educators are trying to change the focus from simply being skilled at passing English tests. A focus on communication is also behind the book's unique framework and content. Communication is affected by context, so students will study eight common types of writing, including the standard academic essay, material to help you sell products or attract customers, and basic journalism for a newspaper or corporate newsletter. In addition to appropriate exercises, throughout the book you will find sample essays and articles to correct—things written by other English-learners instead of native speakers. By learning from the common mistakes other students have made, learners can understand and master the content effectively, and improve their ability to communicate in written English.

When you first open the book you may feel that the organizational structure is a bit complicated and hard to follow. It is organized for classroom use, resulting in interesting and varied lessons with content introduced at strategic times throughout an academic year. From lesson to lesson, the focus shifts between writing skills, practical types of writing, and the *Better Writing Study Guide*.

This organization is different from the way Chinese books are normally structured, but when the book was tested at Chinese universities, students and teachers found this format refreshing and appropriate for middle to advanced English learners.¹

For example, the book begins by helping English majors with the thesis required for graduation by building on concepts taught in a basic writing course. Lesson 1 presents the basic academic paragraph. Lessons 2 and 3 introduce fundamental principles of English academic writing, including important pre-writing steps. Lesson 4 presents how to create an academic paper, from outline to finished product, as well as how to document such multi-paragraph essays. Lesson 5 teaches another writing skill, before introducing a new type of writing (product descriptions) in lesson 6. The book's lessons are linked together in a holistic way to achieve the goal of effective communication, whether you are writing to influence customers, inform clients, correspond with business partners, or simply to pass an English test.

To equip you to communicate better, I have also added exercises, discussion questions, a glossary for new vocabulary terms, an index to help you find assistance quickly, a teachers' guide, and several useful appendices. Links and additional help are also available at www.krigline.com.cn. These resources will give you the tools to improve your writing.

Successful Writing for the Real World is a practical writing course for Chinese English-learners, but it can also be used as a self-study course for those who already use English at work. If you read carefully and do the exercises, **then these pages will give you practical tools to improve your writing skills, helping you use genuine English in the real world.**

Michael Krigline, M.A.

Also see the **Introduction for Students** and **Introduction for Teachers** on the following pages.

¹ This book was created with learners above the TEM-4 level in mind, but those above the CET-4 level will also find this textbook very helpful if they are willing to put in lots of hard work.

Introduction for Students

American students often say: “Life really begins after college when I enter the *real world*. In the real world, my boss will be far more demanding than my teachers.”

In college, good English earns an “A” and bad English earns an “F.” But if you use English at work, good English helps you keep your job in a growing company, while bad English can hurt your company or even make you lose your job. The purpose of this book is to prepare you for success in the real world.

The only way to improve your writing is to write! This textbook will guide you to overcome common mistakes made by English-learners in China (as well as by people who use English worldwide). In fact, most of these lessons were originally published as *Secrets of Successful Writing*, written to help native speakers (not English-learners) improve their writing skills.

To revise *Successful Writing* as a textbook, I have added examples, exercises and extra lessons that will teach you to create English that will work in the real world. Each lesson ends with a suggested writing assignment—or a *revision* assignment because revision is a key to successful writing.

If you are using this book without the benefit of a teacher (i.e., for self-improvement), you will find “rewriting practice” exercises particularly helpful. These drafts were written by English-learners just like you, and I’ve provided comments to help you rewrite them, as well as a sample revision (in the answer key).

As I indicated in the Foreword, this book is almost like three books, put in one place: **Writing Skills** (mostly adapted from *Successful Writing*), **Types of Writing** (to take you beyond “classroom” English), and the **Better Writing Study Guide** (which provides guidance in overcoming common English mistakes). Lessons are arranged to help your teacher present all three content areas over one school year. To help you remember which “book” you are studying, page headings say “Writing Skills,” “Type of Writing” or “Better Writing Study Guide,” and lesson headings are color coded.

Finally, important vocabulary terms are printed in **bold** type throughout the book. Words that deserve extra emphasis are in *italics*, BIG LETTERS or ***bold italics***. Vocabulary definitions (注释词表) and an answer key are available at the back of the book and/or on line at www.krigline.com or www.krigline.com.cn (just follow the “Real World” link on my home page). On line, you can also find a number of other useful resources, including links to many helpful websites, sample essays, and a condensed on-line version of my “Better Writing Study Guide” (presented here in greater detail as lessons 8, 13 and 19, and appendix C).

Wishing you writing success,
Michael Krigline

Introduction for Teachers

First, thanks for choosing this book. Colleagues and I poured almost three years into making it a useful textbook. Whether you have been teaching for many years or have *never* taught advanced writing before, you should find this resource both valuable and teacher-friendly.

Each lesson can fill a two-hour class, though you may have to be selective in which parts to present for the longer lessons. In general, my classes run like this: (1) return papers and then address common problems I saw while marking them, (2) allow a few students to present sentences with the vocabulary that they previewed for homework, (3) present the material in a lesson, including discussion sections, (4) do some of the exercises if time permits, and (5) use the remaining time to individually answer student questions (about old or new assignments or about the new material presented). Several times each semester I also start class with a 10-item vocabulary quiz.² I supplement textbook material with cartoons, quotes, movie clips, extra discussion questions, my own stories, and various other things to keep the students interested.

Teachers need to understand from the start that (1) this book was organized for classroom use, not as a step-by-step writing manual, and (2) that it contains three content areas that are presented over the course of an academic year. The main headings of these three content areas are color-coded as follows: **Writing Skills** headings are **blue** (most of these sections are from DeWitt Scott's book, *Secrets of Successful Writing*); **Types of Writing** are **white with blue background**; and the **Better Writing Study Guide** headings are **white with black background** (this guide provides guidance in overcoming common English mistakes). Alternating between these content areas from week to week makes class more interesting and allows me to introduce new types of writing at intervals throughout the year. I've also strategically placed some lessons for pedagogical reasons (such as to present the material before an exam).

For example, I have two pedagogical goals for my first class: introducing the course and assigning the first essay. Therefore, lesson 1 starts with a short introduction to the **Writing Skills** content, but I've kept this short so that I can also introduce myself and my expectations. Secondly, I want students to write their first essay after the first class, so we also introduce the first **Types of Writing** in lesson 1 (it is really a review of the "academic paragraph" they learned to write in a basic writing class, but the summer vacation makes many students forget a lot!). This first paper helps me see each student's writing level, and helps students see that I take writing seriously right from the first class. Lesson 1 is the only lesson with part of two content areas.

Pedagogical needs also affect the order of the lessons. Lesson 2 (plagiarism) is before lesson 3 (getting started) because I've found that many students don't clearly understand the concept of plagiarism (cheating), and this gets them into trouble very early with strict writing teachers. In addition to emphasizing the serious consequences for turning in someone else's work, lesson 2 also presents an

² I explain the value of these quizzes in appendix D.

alternative by showing how to paraphrase and use quotations. These basic skills and concepts need to be taught before students write their second essay because the pedagogical need to keep students from copying something from the Internet (and thus failing the course before it has barely begun) takes precedence over the “pre-writing process” covered in lesson 3.

Furthermore, the book is organized around an academic calendar, not based on a step-by-step writing process. For example, although *editing* is a final step in the writing process, it is introduced in lesson seven; this lets teachers test understanding of this concept on the first midterm exam (given after lesson 7) and lets students use this crucial information when writing almost all of their papers, not just the final essay of the year. Similarly, punctuation is presented in lesson 14 so that I can test this on the mid-year final exam. I also present broad structural concepts in the first semester (e.g., “the simple sentence” and “people writing”) to help students construct *complete* essays properly, even though this means pushing more specific problems (such as misused adverbs or misspelled terms) to the second semester.

The **Better Writing** sections were created to help me (and you!) mark essays more efficiently (as explained in appendix D). When a student makes a “common mistake” I point him/her to extra help in these sections. On one hand, investing class time to go over these complicated “grammar” explanations will help most students, but on the other hand “grammar” is boring so I have put several weeks between these important lessons. Lesson 28 (misused words) is similar: when you see these words misused on a student’s paper you can point the writer to an explanation (but it helps everyone to study this list right before you give your final exam).

The **Types of Writing** lessons are also scattered throughout the year for pedagogical reasons. As shown in the sample teaching plan (in appendix D), my students write a new essay almost every other week, with revisions in between. This makes the work load easier on both students and teachers, since it takes more time to write and to correct drafts than revisions. Thus I have placed **Types of Writing** lessons at intervals so I can teach a new type of writing and assign a draft using that style during the same lesson; the following week or two we can go over the problems students had with the new type of writing before trying to write in a different style. Furthermore, journalistic writing is very different from academic writing, so those three lessons (17, 20, 22) all fall in the second term. I also want to give students the chance to write and rewrite several journalistic pieces before they turn in the newsletter project (explained in appendix E).

To put it another way, lessons are organized to balance the logic of a step-by-step writing process with the teacher’s needs. Students can’t learn to write without writing, so I want them to write their first essay after the first lesson, NOT after they understand the writing process! Through the academic year, we build skills and develop a clearer understanding of the process, while also introducing eight distinct types of writing. The **Writing Skills** lessons are arranged this way: (1) introduction; (2) pre-writing (i.e., clear thinking that comes before you write): plagiarism, know your readers, pre-writing steps, and talk to your readers; (3) rewriting and editing (mainly put here so it comes before the first mid-term exam, and to help students see the value of rewriting early in the year); (4) aspects of good writing: the simple sentence; being specific, precise and brief; focus on people; using transitions; punctuation (an important review before the mid-year exam); active writing (vs. passive); using adverbs and adjectives; avoiding loaded words, clichés and show-offs; fighting clutter; using metaphors; and finally, avoiding

common problems: little slips and misused words.

I designed this textbook to fill one academic year (two semesters). Lessons 1-15 are for the first term. I put my midterm exam between lessons 8 and 9, and I also like to show the class a movie near the end of the term (unless we need a day to catch-up). Lessons 16-29 are for the second term. I put the midterm between lessons 23 and 24, and use one class day for the group project outlined in appendix E. I've also made lessons 15 & 29 short to allow you time for your own review. With each lesson I have included exercises and/or a suggested essay assignment. Altogether, there are 14 essays and a group project for students to write, and because revision is an *essential* part of the writing process, students must rewrite most of the assignments after you have marked their initial draft. (My sample assignment schedule is part of the term planning chart in appendix D.)

Additional help is available in the footnotes and appendices.

- 🕒 Appendix A (a key to efficient grading)
- 🕒 Appendix D (answers to teachers' questions, lesson-specific teaching suggestions, a sample class calendar and an essay assignment summary)
- 🕒 The Answer Key
- 🕒 Glossary (definitions, in alphabetical order, for all of the vocabulary terms; definitions are presented by lesson on my website)
- 🕒 Index to Key Concepts (take a look—you'll find this helpful when marking essays)
- 🕒 Detailed Table of Contents & Better Writing Index (especially helpful when trying to point students to specific help to overcome common writing mistakes)

Of course, your students have access to these resources too, so encourage them to look up words in the glossary and check homework answers. By the time they reach college age, we should be able to trust most of them to do the work before they check the answers!

You and your students can also find other helpful resources at www.krigline.com or www.krigline.com.cn. Just follow the links on the home page to "resources" or "real world." My website contains links to language-learning websites, samples of student work, and continually changing articles, study guides, and more.

Your colleague,
Michael Krigline, M.A.

Table of Contents³

About the Authors	I
序言	III
Foreword	V
Introduction for Students	VII
Introduction for Teachers	IX
Table of Contents	XIII
Lesson 1	1
Writing Skills—The Basics	1
1.1. Introduction	1
Type of Writing—Academic Paragraphs	2
1.2. Writing Your First Essay	2
Lesson 2	13
Writing Skills—Don't Copy: Learn to Paraphrase	13
2.1. Plagiarism	13
2.2. Paraphrasing, Using Quotations, and Using Idioms	14
Lesson 3	23
Writing Skills—Before You Get Started	23
3.1. Know Your Readers	23
3.2. How to Begin	24
Lesson 4	33
Type of Writing—Documented Academic Essays	33
4.1. Constructing an Academic Essay in English	33
4.2. Documenting Your Essay	40
Lesson 5	51
Writing Skills—How to “Talk” to Them	51
Lesson 6	57
Type of Writing—Product Descriptions	57
6.1. The Basics: Introduction, Body and Conclusion	57
6.2. Keep Product Descriptions Simple and Clear	60
Lesson 7	69
Writing Skills—Successful Writing Is a Process	69
7.1. Rewriting and Editing	69
7.2. Use Every Advantage	71

³ A detailed “Table of Contents” is at the back of the book.

Lesson 8	75
Better Writing Study Guide (Part 2; G8-G12).....	75
G8. Connectives	76
G9. Agreement	79
G10. Providing Examples (<i>For Example, Such As, and More</i>).....	83
G11. Using <i>Many, Much, Any</i> and <i>A Lot</i>	84
G12. Miscellaneous Points (<i>Numbers, Italics, Fluff & Overgeneralizations</i>)	89
Lesson 9	97
Writing Skills—The Simple Sentence.....	97
Lesson 10	103
Writing Skills—Be Specific, Precise and Brief.....	103
Lesson 11	109
Type of Writing—Reviews.....	109
Lesson 12	117
Writing Skills—People Like Stories About People.....	117
12.1. Stay in Touch with People.....	117
12.2. Transitions—Move Your Reader Along.....	119
Lesson 13	123
Better Writing Study Guide (Part 3; G13-G15).....	123
G13. More About Connectives and Transitions	123
G14. Verb Agreement with Names and Collective Nouns.....	126
G15. Articles: <i>The, A, & An</i>	130
Lesson 14	143
Writing Skills—Punctuation.....	143
14.1. Basic Punctuation.....	143
14.2. Punctuation When Explaining and Typing.....	148
Lesson 15	157
Looking Back: Midterm Review	157
Lesson 16	161
Writing Skills—Recharge Your “IONS” (Active Writing).....	161
Lesson 17	167
Type of Writing—the News.....	167
17.1. Introduction to Journalistic Writing	167
17.2. Writing News Articles	169
Lesson 18	179
Writing Skills—Adverbs and Adjectives.....	179
18.1. Adverbs	179
18.2. Adjectives.....	182
18.3. Sources of Confusion over Adverbs and Adjectives	182

Lesson 19	193
Better Writing Study Guide (Part 4; G16-G20).....	193
G16. Choosing <i>Since</i> , <i>Because</i> , <i>As</i> or <i>Like</i>	193
G17. Expressing How We Feel	199
G18. Problems with Countable and Uncountable Words.....	201
G19. Common Chinglish Mistakes	203
G20. Related Terms That Are Commonly Confused	208
Lesson 20	215
Type of Writing—Editorials	215
20.1. Writing Editorials	215
20.2. Writing Letters to the Editor	220
Lesson 21	225
Writing Skills—Loaded Words	225
Lesson 22	235
Type of Writing—Feature Articles	235
22.1. Writing Feature Articles	235
22.2. Chart: Journalistic Writing (Comparison Summary)	241
Lesson 23	247
Writing Skills—Clichés and Show-offs	247
23.1. Avoid Clichés	247
23.2. The Changing Nature of Words.....	249
23.3. Show-offs	251
Lesson 24	257
Writing Skills—Fighting Clutter	257
Lesson 25	265
Writing Skills—Metaphors.....	265
Lesson 26	269
Type of Writing—Business Correspondence	269
Lesson 27	285
Writing Skills—Little Slips	285
Lesson 28	291
Writing Skills—Misused Words	291
28.1. Misused, Confused and Misspelled Words (in Alphabetical Order).....	291
Lesson 29	309
Summary.....	309
29.1. DeWitt Scott’s Successful Writing Guidelines.....	309
Lesson 30	313
Writing Skills—Creating Questions (Bonus Lesson).....	313

Appendix A—Marking Key for Sample Essays	323
Appendix B—Important Collocations (Life & Travel)	325
Appendix C—Better Writing Study Guide (Part 1; G1-G7).....	331
G1. Prepositions and Prepositional Phrases	331
G2. The Past and Future (<i>Can, Could, Later, May, Will, & Recent</i>)	336
G3. Using <i>Learn, Study, Understand & Know</i>	339
G4. Common Sources of Confusion	343
G5. Showing Comparison or Contrast	346
G6. Making a Verb Negative.....	349
G7. Paragraphs, Capitalization, and Titles	349
Appendix D—More Help for Teachers.....	353
Appendix E—Journalistic Group Project Info.....	369
Answer Key	371
Glossary	431
Index to Key Concepts.....	457
Detailed Table of Contents & Better Writing Index	465
Further Readings.....	475
Acknowledgements.....	477