

NATIONAL GEOGRAPHIC LEARNING PRESENTS

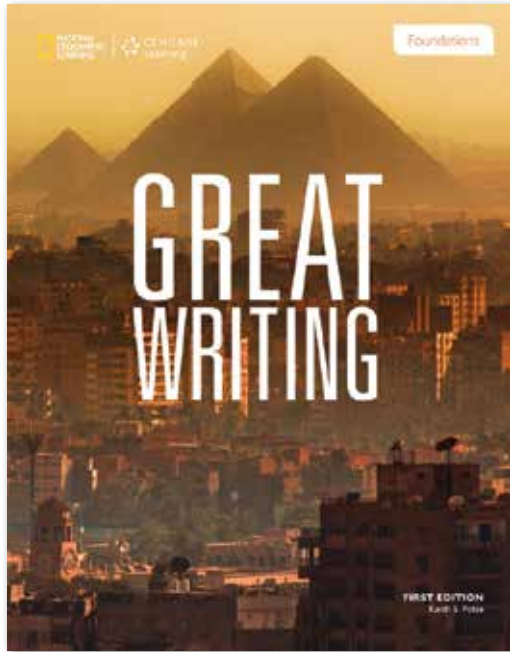
The New Edition of the best-selling

Great Writing series

with Dr. Keith Folse

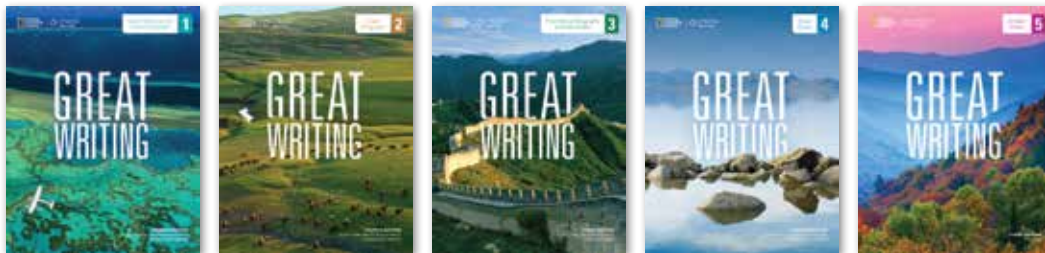


GREAT WRITING



The new edition
of the ***Great Writing*** series
is THE writing solution
for learners at all levels!

NEW FOUNDATIONS LEVEL!



Now with engaging National Geographic images, the new edition of the *Great Writing* series helps students write better sentences, paragraphs, and essays. The new Foundations level meets the needs of low-level learners through practice in basic grammar, vocabulary, and spelling, while all levels feature clear explanations, student writing models, and meaningful practice opportunities.

New to this Edition:

- An **all-new level**, *Great Writing Foundations* introduces students to the basics of writing.
- Impactful **National Geographic** images open every unit and help to stimulate student writing.
- Updated **"Grammar for Writing"** sections help students apply target structures to the writing goals.
- **"Building Better Vocabulary"** activities highlight words from the Academic Word List for use in student writing.
- The new **Online Workbook** provides additional practice to help students improve their writing skills.


Introducing *Great Writing Foundations* for beginning writers!



“My beginning writing students need extensive practice activities that focus on sentence structure (grammar), basic punctuation, vocabulary, and spelling. The exercises in Foundations are clearly guided composition activities that develop those skills. I’ve seen my beginning students of all language backgrounds make tremendous progress in their English proficiency with these exercises.”

—Dr. Keith Folse, Author of the *Great Writing* series

Foundations is a low-level solution for beginning writers:



Grammar for Writing

person: Sam
place: Mexico
thing: a lemon

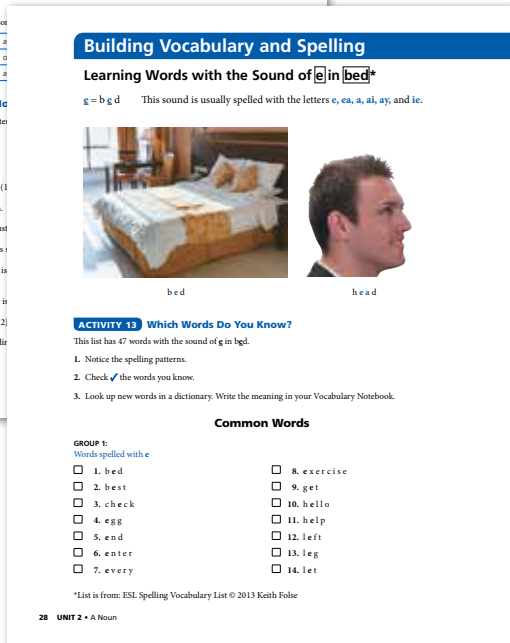
What is a Noun?
A noun is the name of a person, place, or thing.

ACTIVITY 1 Finding Nouns
Circle the 21 nouns in these sentences.

1. What is your favorite food? (1)
2. This is an excellent question.
3. My favorite food for breakfast is...
4. My favorite food for lunch is...
5. My favorite food for dinner is red peppers. (5)
6. My favorite food for dessert is...
7. Chocolate is the best food. (2)
8. I like to eat chocolate after dinner.

20 UNIT 2 • A Noun

“Grammar for Writing” helps beginning writers build better sentences.



Building Vocabulary and Spelling

Learning Words with the Sound of e in bed*

g = b g d This sound is usually spelled with the letters o, ea, a, ai, ay, and ie.

ACTIVITY 13 Which Words Do You Know?
This list has 47 words with the sound of g in bed.

1. Notice the spelling patterns.
2. Check the words you know.
3. Look up new words in a dictionary. Write the meaning in your Vocabulary Notebook.

Common Words

GROUP 1:
Words spelled with e

<input type="checkbox"/> 1. bed	<input type="checkbox"/> 8. exercise
<input type="checkbox"/> 2. best	<input type="checkbox"/> 9. get
<input type="checkbox"/> 3. check	<input type="checkbox"/> 10. hello
<input type="checkbox"/> 4. egg	<input type="checkbox"/> 11. help
<input type="checkbox"/> 5. end	<input type="checkbox"/> 12. left
<input type="checkbox"/> 6. enter	<input type="checkbox"/> 13. leg
<input type="checkbox"/> 7. every	<input type="checkbox"/> 14. let

*List is from: ESL Spelling Vocabulary List © 2013 Keith Folse

28 UNIT 2 • A Noun

“Building Vocabulary and Spelling” focus on word lists that represent targeted vowel sounds to help beginning learners master spelling, comprehension, and pronunciation.

For a guided tour visit NGL.Cengage.com/GW.

GREAT WRITING


Inside a Unit

in the New Edition of the *Great Writing* series!

From *Great Essays*, Level 4:

Unit
2 Narrative Essays

Objectives To learn how to write a narrative essay
To use connectors and time relationship words
To understand adjective clauses



National Geographic explorers Beverly and Derek Joubert, in Dube Plains, Botswana. Their accomplishments include launching the Big Cats Initiative, a global awareness program to protect lions, tigers, cheetahs, leopards, and jaguars.

Can you write a story about a person who has done something inspirational?

A stunning **National Geographic** photograph provides a springboard for student writing.

Grammar for Writing

Connectors and Time Relationship Words

The most common way to organize events in a narrative essay is in chronological order. The event that occurs first is in the introduction, and the events that follow are in the next paragraphs (the body) and continue to the end (the conclusion).

To make sure that readers understand time relationships, effective writers use connecting words and phrases to show how events progress. Look at the time words on the chart below. These are connectors that you can use in narrative writing.

Chronological Order	Prepositions	Time Words That Begin Clauses
first (second, third, etc.)	after (to recover)	after
next	at (2:00 a.m.)	as soon as
finally	by (bedtime, then)	before
later	during (the afternoon)	until
now	from (then on)	when
then	until (five weeks)	whenever
		while

*When time clauses occur at the beginning of a sentence, they MUST be followed by a comma.

Sentence Variety with Prepositions of Time Key Words for Better Cohesion

Imagine that an writer using only one or two sentence patterns can't do it well. Good writers try to include variety in their sentences. Here are two ways to add variety with time words.

1. Follow the time word **after** with a comma.

Change: Maria studied engineering at the University of Charleston. She graduated in 2006. Then she got a job with Johnson and Rowe, a local engineering firm.

to: Maria studied engineering at the University of Charleston. **After her graduation in 2006**, she got a job with Johnson and Rowe, a local engineering firm.
2. Follow the time word **when** with a comma.

Change: I looked at the clock in the stage. I was so frightened to begin my speech that I could actually hear my teeth chattering. I remembered my class breathing exercise, looked confidently at my audience, and began to speak.

to: I looked at the clock in the stage. **When I was so frightened to begin my speech that I could actually hear my teeth chattering**, I remembered my class breathing exercise. I looked confidently at my audience and began to speak.
3. Follow **after**, **before**, **while**, and **when** with a prepositional phrase (an *ing* verb form used as a noun).

Change: I was given a job as a driver when I was 16 years old. I had been driving for more than three hundred years.

to: **After getting** for more than three hundred years, a rare golden Sika spruce was down by accident.

Change: Maria Carter was far from happy. She wanted to leave properly soon.

to: **While waiting** for Maria Carter to leave properly soon,

*A prepositional phrase that ends in *ing* and is used as a noun, such as *waiting and studying*.

There is a list of connectors on page 90 in the Brief Writer's Handbook with Activities.

“Grammar for Writing” provides clear explanations of target structures and offers opportunities for students to apply the grammar meaningfully to writing tasks.

Building Better Vocabulary

Word Associations

Circle the word or phrase that is most closely related to the word or phrase on the left. If necessary, use a dictionary to check the meaning of words you do not know.

1. a word	a happy face	an empty face
2. a preachment	good back	tondole
3. to shuffle	ears	fert
4. to gaze	eyes	months
5. knowledge	a lot of information	about no information
6. mild	adultery	violence
7. smother	retreat	understanding

“Building Better Vocabulary” highlights words from the Academic Word List and helps students to apply and expand their vocabulary and knowledge of important collocations.

Learning to Drive

Read the following narrative essay. Find the six adjective clauses in the essay. Hint: Adjective clauses tend to begin with *who*, *that*, or *which*.

ACTIVITY 4 Adjective Clause Review

Narrative Essay 11

Learning to Drive

1. I could not believe it. Driving lessons in Ontario allowed teenagers to get their licenses at the age of sixteen! As my parents had both approached, I buzzed with excitement and anticipation. What I did not know at the time was this: The driving lesson that I learned in our old suburban would stay with me for the rest of my life.

2. My father, who advised driving, was the obvious choice to be my driving instructor. The first lesson took place in the driveway. While I sat in the passenger seat, he explained the device in the car. I was particularly frightened by the gear shift, which was ending one of the dashboard. However, my father patiently lectured on the different foot pedals, the turn signals, and, my favorite, the car horn.

3. For the next lesson, I sat in the driver's seat. At that time, it felt more like *hell* than anything else. My father asked me to turn on the car, and then he pushed me into reverse. As I lit up on the clutch and pressed the gas, I felt the car starting to move backward. I was controlling the wheel like *fluffy* and carefully. I backed out of the driveway and onto the residential street. After a few moments of confusion, I had the car starting forward in first gear.

driving: an act of driving a vehicle
advice: a recommendation or suggestion
excitement: a feeling of happy surprise
anticipation: a special state of mind
instructed: to teach or show someone how to do something
pedals: a part of a machine that you press or push to control it



Writing Models provide clear examples to help students produce original writing.

Brief Writer's Handbook

Writing the English Alphabet 285
 Using Capitalization in Your Writing 285
 Punctuation for Writing: Periods, Question Marks, and Commas 285
 Parts of Speech for Writing 286
 Useful Verb Tenses for Writing 286
 Useful Irregular Simple Past Tense Verbs for Writing 288
 Useful Connectors for Writing 289

Appendices

1. Keeping a Vocabulary Notebook 291
 2. Additional Topics for Writing 292
 3. Unit 1 Peer Editing Sheet Sample 297
 4. The Parts of a Paragraph 299

The Brief Writer's Handbook includes important resources for the developing writer, including a new “Useful Vocabulary for Writing” section to support both the process and the mechanics of writing.

Original Student Writing: Narrative Essay

ACTIVITY 5 Developing Narrative Ideas

Follow the steps below to develop ideas for a narrative essay.

1. Choose a topic that is suitable for a narrative essay. You may want to look at your notes from Activity 10 to help you. Remember that in a narrative essay you tell a story. Work with other students to see if your topic is appropriate.
2. After you have a suitable topic, brainstorm some ideas about your topic. Use a separate piece of paper.
 - a. Now it is time to begin organizing your ideas. Remember that it is not necessary to tell every detail of the story. Include only the most important actions or events that move the story forward. Introduction (beginning of the story), theme, setting, and characters.

What is the basic idea of the story? Where does the story take place? When does the story take place? Who is in the story?

 - b. Body (middle of the story): mood and plot

What feeling or atmosphere do you want to create in your story? What will happen in the story?

 - c. Conclusion (end of the story): end of the action, moral, prediction, or resolution

What will happen last in your story? How will you wrap up the action of the story? Will your narrative essay have a moral, make a prediction, or provide a resolution?

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on page 300.
3. **ACTIVITY 6 Planning with an Outline**

Use the outline below as a guide to help you make a more detailed plan for your narrative essay. You may want to use other notes or essay notes under each heading. Include your ideas from Activity 11. Where possible, write in complete sentences.

Topic: _____

1. Introduction (Paragraph 1)

A. Hook: _____

B. Connecting information: _____

“Original Student Writing” brings the grammar, vocabulary, and writing skills together from the unit into one writing piece.

“Peer Editing” activities increase student awareness of commonly made errors to improve writing and editing skills.

Timed Writing

How quickly can you write in English? There are many times when you must write quickly, such as on a test. It is important to feel comfortable during those times. Timed writing practice can make you feel better about writing quickly in English.

First, read the essay guidelines below. Read the writing prompt below the guidelines. As quickly as you can, brainstorm some ideas about this essay topic. You should spend **at least** five minutes on brainstorming.

You will then have 40 minutes to write a five-paragraph narrative essay about your topic. At the end of the 40 minutes, your teacher will collect your work and return it to you at a later date.

Narrative Essay Guidelines

- Remember to give your essay a title.
- Double-space your essay.
- Write as lightly as possible (if you are not using a computer).
- Include a short introduction that serves as background information, three body paragraphs that tell the narrative, and an appropriate conclusion.
- Try to give yourself a few minutes before the end of the activity to review your work. Check for spelling, verb tense, and subject-verb agreement mistakes.

Narrate a story about a disagreement you had with a friend (or family member) and how the disagreement was resolved.

For more practice with the grammar, vocabulary, and writing found in this unit, go to NGL.Cengage.com/CWB.

“Timed Writing” prepares students for success on standardized and high-stakes exams like the TOEFL®.

GREAT WRITING

New Technology

for *Great Writing* makes teaching easier and learning more effective.

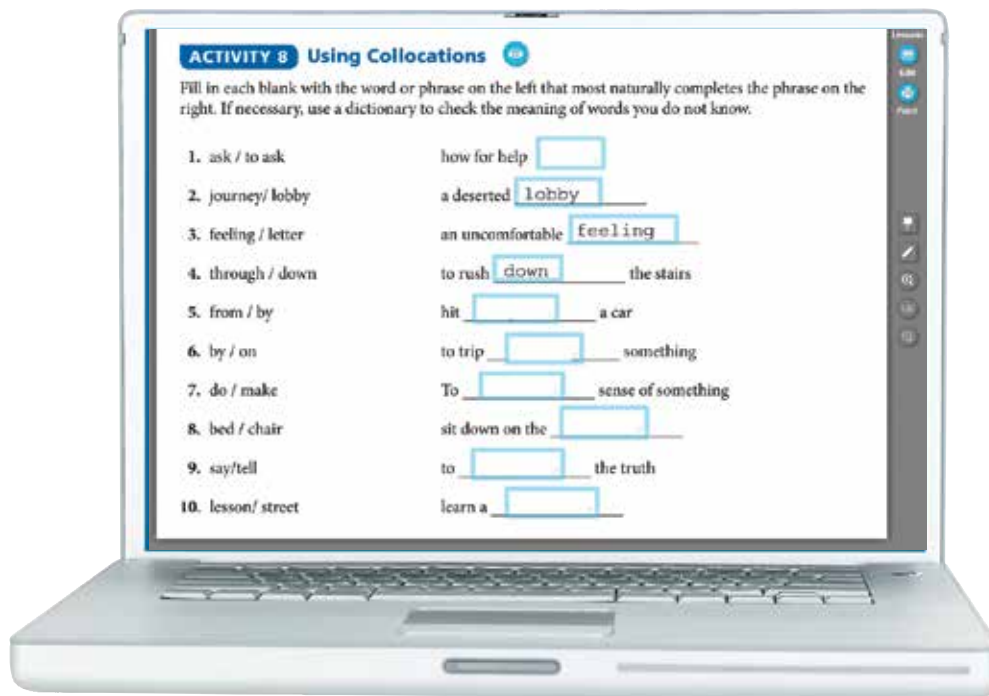
For Students:

Powered by MyELT, the **Online Workbook** is an independent student resource that supports the lessons taught in the Student Book. It includes additional vocabulary, grammar, spelling, writing, and editing practice with automatic grading for immediate feedback.



Each level of *Great Writing* is available as an **eBook** for an interactive, online experience. Your eBook account follows you to multiple devices, from your iPad, to your PC, to your smartphone, for seamless access—anywhere, anytime!

For Instructors:



The **Classroom Presentation Tool** for each level contains interactive activities from the Student Book. Available on CD-ROM, it makes instruction clearer and learning easier through editing activities, sentence-building activities, and grammar presentations!



The **Assessment CD-ROM** with ExamView® allows instructors to create and customize tests and quizzes quickly and easily.



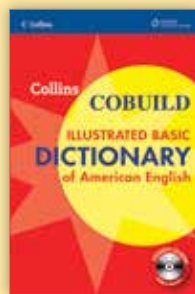
The **Audio CD** for *Great Writing Foundations* contains dictation and spelling activities from the Student Book.

GREAT WRITING

The Great Writing Series	ISBN
Great Writing Foundations	
Student Text with Online Access Code	978-12857-50767
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Classroom Presentation Tool CD-ROM	978-12857-50392
Assessment CD-ROM with ExamView®	978-12851-94936
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Great Writing 5: From Great Essays to Research 3/e	
Student Text with Online Access Code	978-12857-50750
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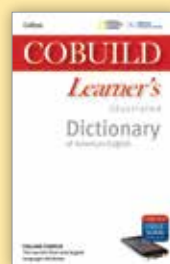
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Vocabulary Support



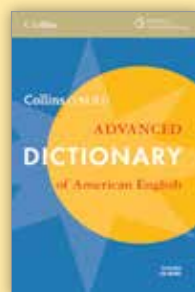
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