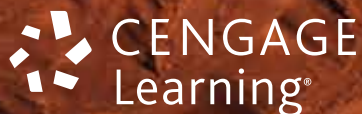


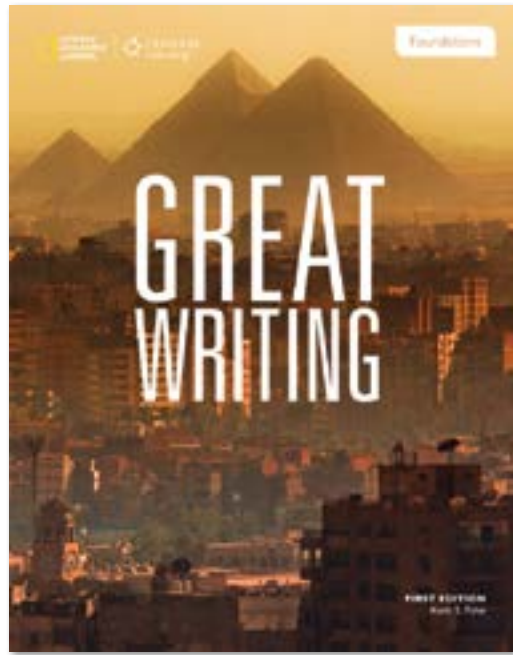
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The New Edition of the best-selling

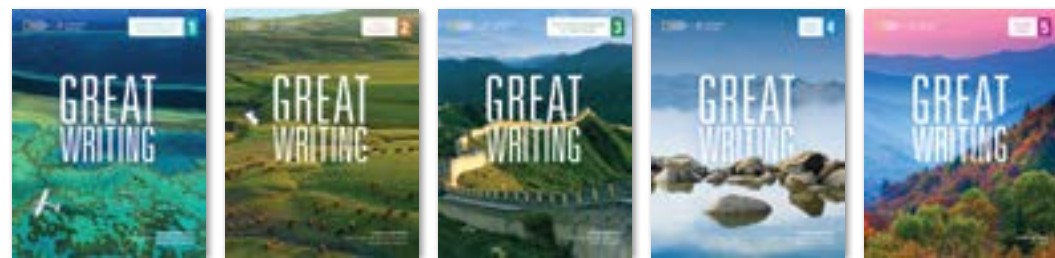
Great Writing series

with Dr. Keith Folse





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



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.

person: a boy, a city, a language

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...
6. My favorite food for dessert is...
7. Chocolate is the best food. (2)
8. I like to eat chocolate after dinner.

Building Vocabulary and Spelling

Learning Words with the Sound of **ed** in **bed***

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

bed, head

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. lei

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

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

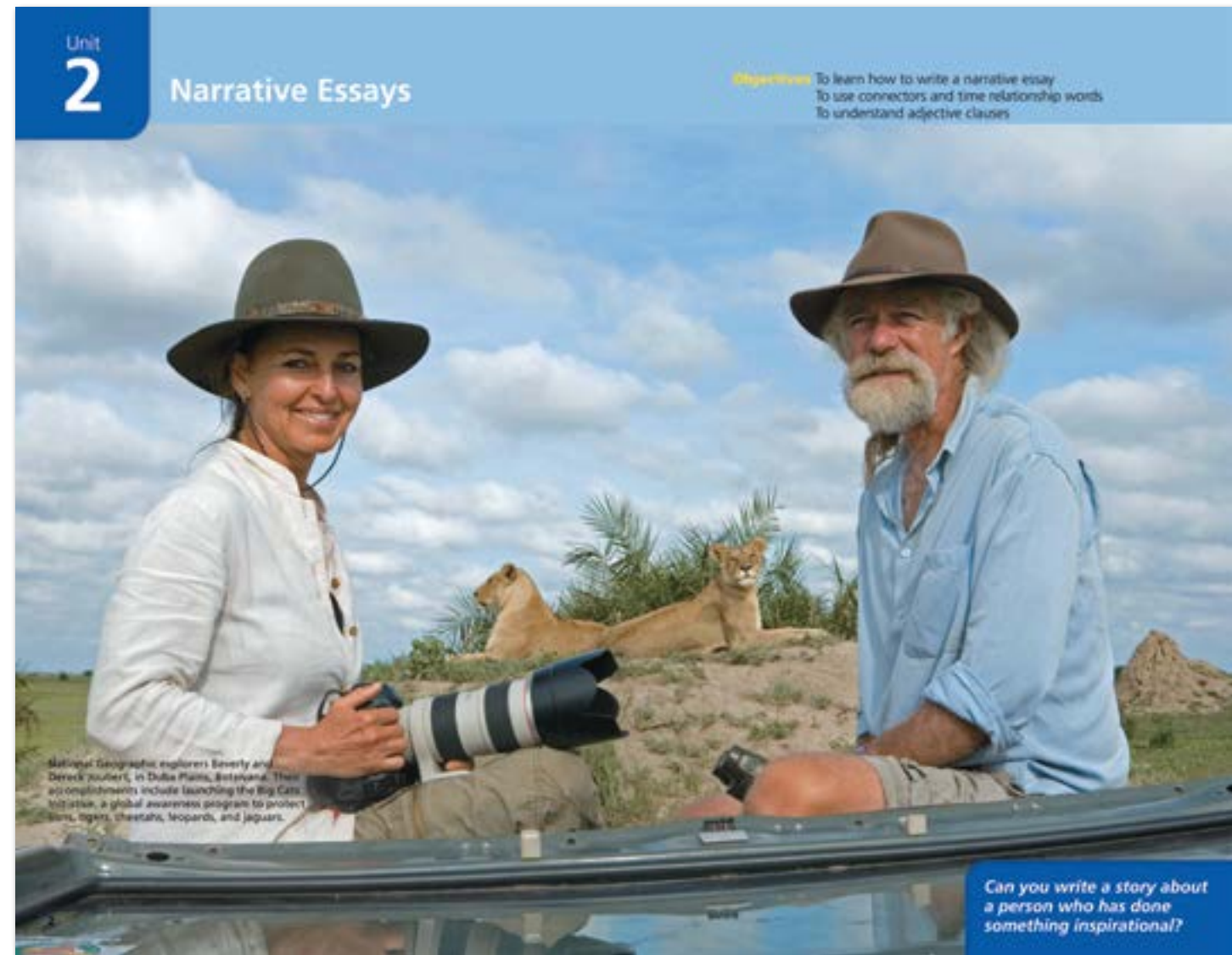
“Building Vocabulary and Spelling” focus on word lists that represent targeted vowel sounds to help beginning learners master spelling, comprehension, and pronunciation.

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

Inside a Unit

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

From *Great Essays*, Level 4:



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 comes first is the introduction, and the events that follow are in the main 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 in the list below. These are connectors that you can use to organize writing.

Chronological Order	Transitions	Time Words That Begin Clauses
First (or second, third, etc.)	Afterward	After
Next	After that	As soon as
Finally	By the time (that)	Before
Later	During (the afternoon)	Until
Then	From then on	When
Then (one of several)	Until (one of several)	Whenever
		Whenever

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

Sentence Variety with Prepositions of Time Plus Key Nouns for Better Cohesion

Essays that are written using only one or two sentence patterns can be dull to read. Good writers try to include variety in their sentences. Here are two ways to add variety with time words.

- Follow the time word *after* with a noun.
 - Change:** Maria studied engineering at the University of Charleston. She graduated in 2008. Then she got a job with Johnson and Howe, a local engineering firm.
 - After:** Maria studied engineering at the University of Charleston. **After her graduation in 2008**, she got a job with Johnson and Howe, a local engineering firm.
- Use *until* to show the end of an action.
 - Change:** I worked up the stairs to the stage. I was so frightened to begin my speech that I could actually hear my breathing. Concentrated by deep breathing exercises, I held my breath until I had finished my speech.
 - After:** I worked up the stairs to the stage. **Until I had finished my speech**, I could actually hear my breath chattering. **After my deep breathing exercises**, I held my breath until I had finished my speech.

2. Follow *after*, *before*, *while*, and *when* with a general (or -ing verb form used as a noun).

- Change:** I was jittery like anyone was not doing by words. It had been going for more than three months now.
- After:** **After getting** for more than three months now, I was jittery like anyone was not doing by words.

Change: Maria's career cut her major. She promised to leave property taxes.

- While waiting** for major, Maria's career promised to leave property taxes.

*A general is a verb form that ends in -ing and is used as a noun, such as walking 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

ACTIVITY 7 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 crowd	a happy face	an angry face
2. a proclamation	good luck	misfortune
3. to shelve	eyes	feet
4. to gaze	eyes	mouth
5. knowledge	a bit of information	almost no information
6. to bid	celebrity	violence
7. number	series	understanding

Building Better Sentences: For further practice, go to Practice X on page 100 in Appendix 1.

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

ACTIVITY 8 Adjective Clause Review

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

Narrative Essay 11

Learning to Drive

- I could not believe it. Driving here in Croatia allowed us to get close to the Big Cats. I had never before approached. I learned with excitement and anticipation. What I did not know at the time was that the driving license I learned on my old sedan would stay with me for the rest of my life.
- My father, who shared 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 details of the car. I was particularly impressed by the gear shift, which was sticking out of the dashboard. However, on that particular occasion, he did not tell me about the turn signals, and, my favorite, the car horn.
- For the next lesson, I sat in the driver's seat. At that time, it felt more like *I drove* than anything else. My father sat in the passenger seat and there he guided me in reverse. As I let up on the clutch and pressed the gas, I felt the car starting to move forward. I was controlling the vehicle slowly and carefully. I looked at all the directions and saw the road ahead. After a few minutes of confusion, I had the car opening forward in front of me.

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

Brief Writer's Handbook

- Writing the English Alphabet 255
- Using Capitalization in Your Writing 255
- Punctuation for Writing: Periods, Question Marks, and Commas 255
- Parts of Speech for Writing 256
- Useful Verb Tenses for Writing 256
- Useful Irregular Simple Past Tense Verbs for Writing 256
- Useful Connectors for Writing 256

Appendices

- Keeping a Vocabulary Notebook 257
- Additional Topics for Writing 257
- Unit 1 Peer Editing Sheet Sample 257
- The Parts of a Paragraph 259

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 11 Developing Narrative Ideas

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

- 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. Think with other students and see if your topic is appropriate.
- After you have a suitable topic, brainstorm some ideas about your topic. Use a separate piece of paper.
 - 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 do you think about the story? When does the story take place? When does the story take place? Who is in the story?

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?

Conclusion (end of the story) end of the action, mood, 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 conclusion?

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on page 100.

ACTIVITY 12 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 need to use either more or fewer points under each heading. Include your ideas from Activity 11. Where possible, write in complete sentences.

Topic:

- Introduction (Paragraph 1)
 - A. Hook _____
- 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 legibly 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/CWE.

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

New Technology

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

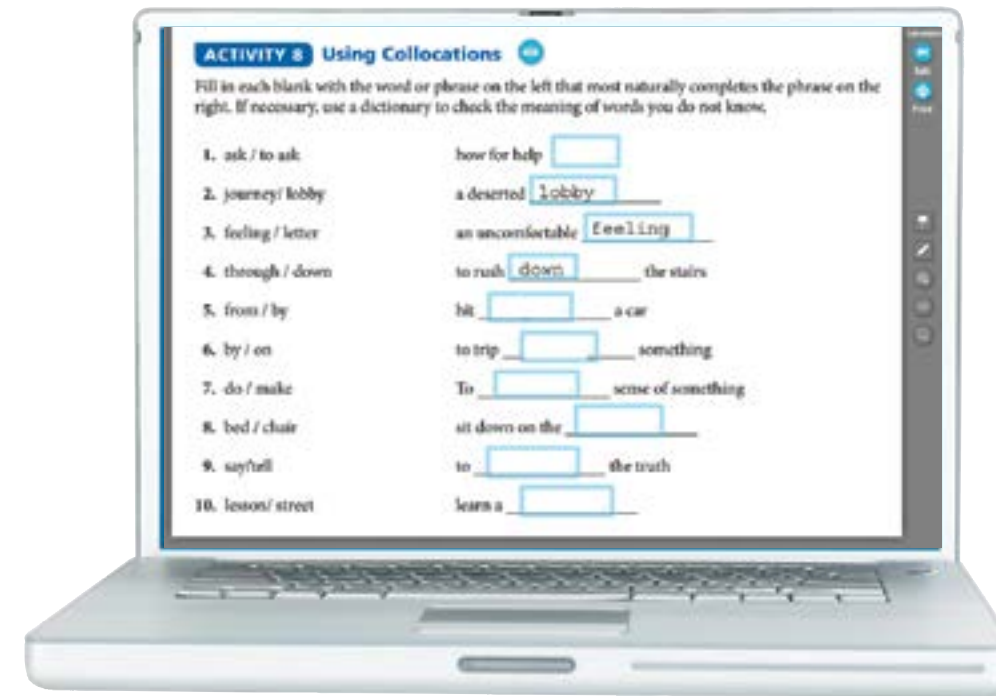
For Students:

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.



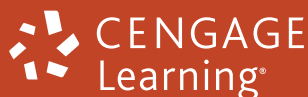
The **Audio CD** for *Great Writing Foundations* contains dictation and spelling activities from the Student Book.

GREAT WRITING

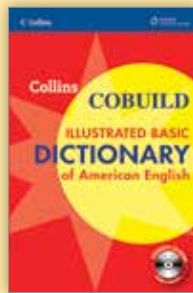
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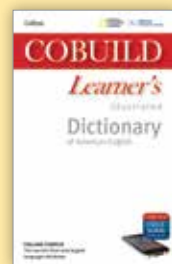


Vocabulary Support



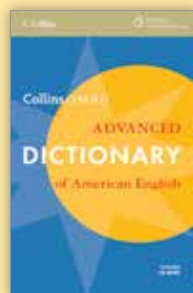
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