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GREAT WRITING series



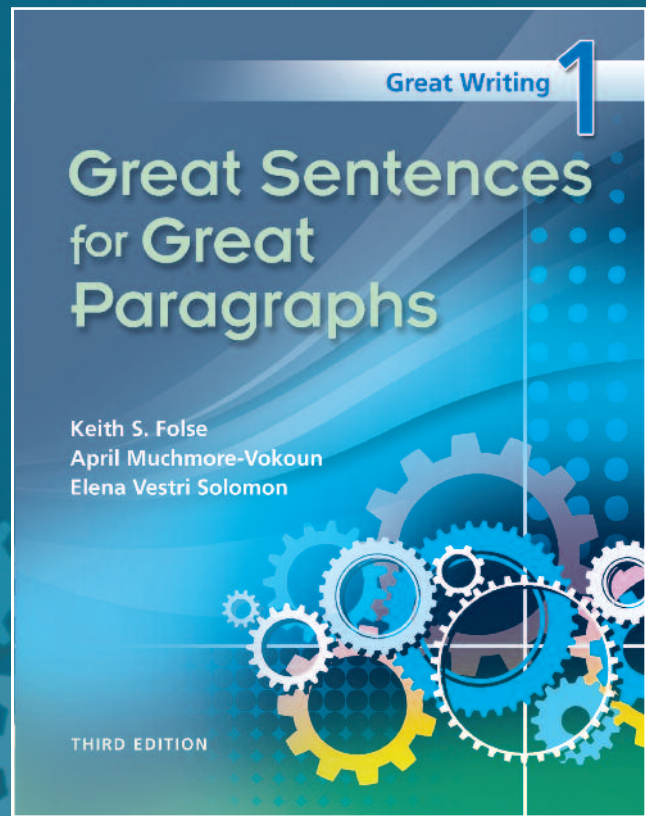
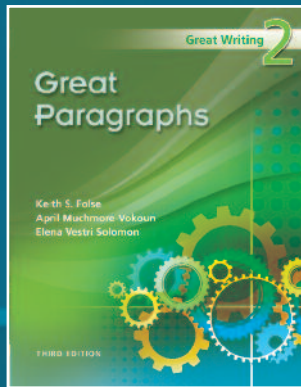
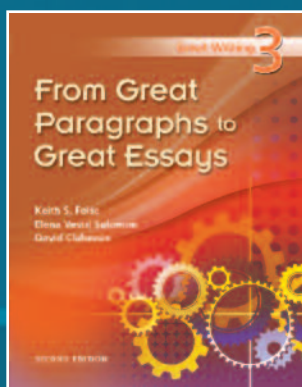
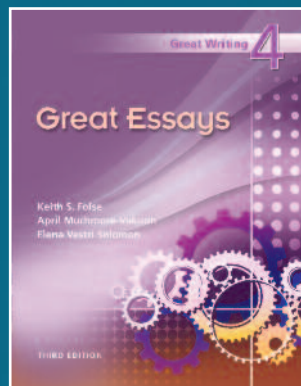
“The Great Writing series bridges the gap from ESL writers to mainstream writers.”

Keith Folse

Why should you use the **NEW** edition of the *Great Writing series*?

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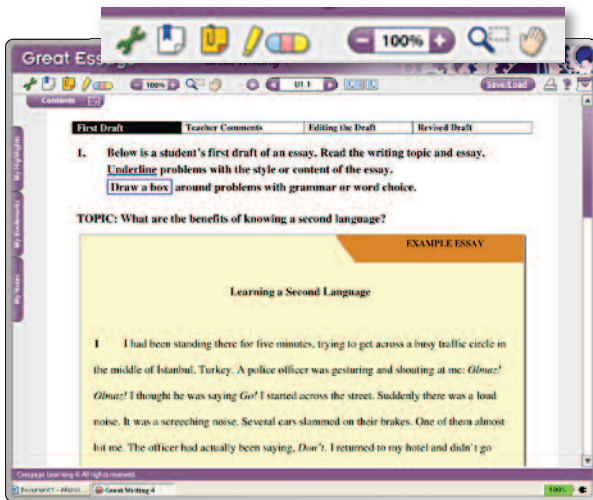
Make teaching easier and learning simpler with...

The Great Writing Classroom Presentation Tool CD-ROM!

This instructor-led tool can be used with or without an Interactive Whiteboard and features ADDITIONAL interactive student writing models for every unit that bring guided revising and editing strategies to life in the classroom. This allows students the opportunity to receive valuable peer feedback while reducing the time teachers take to correct assignments.

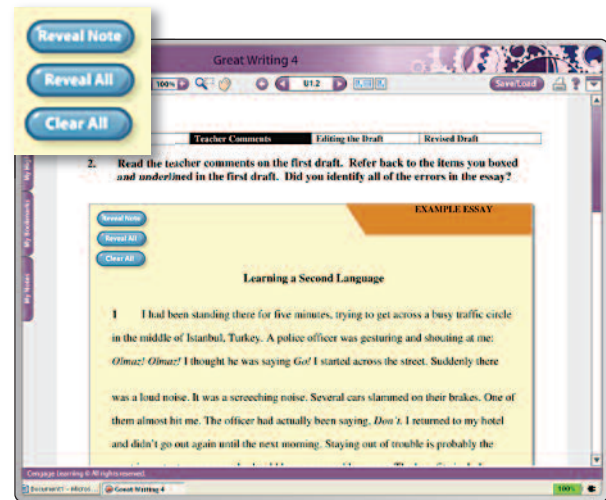
First Draft

Teachers guide the class through a first draft of a student writing model, using the Toolbar to identify and correct specific errors while improving the quality and content of the sample.



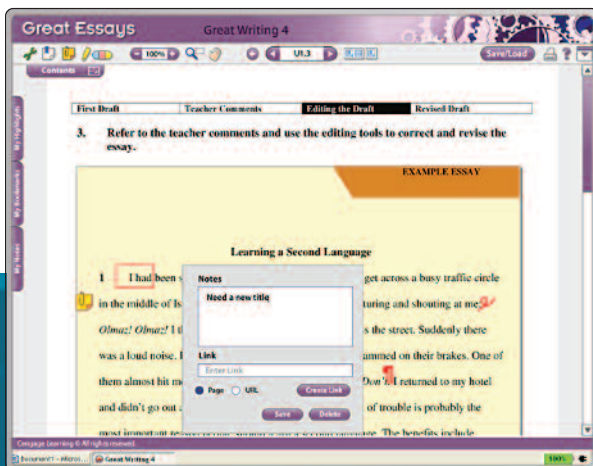
Teacher Comments

The first draft of the writing model is presented again, but with teacher's corrections and comments that can be revealed all at once or one-by-one.



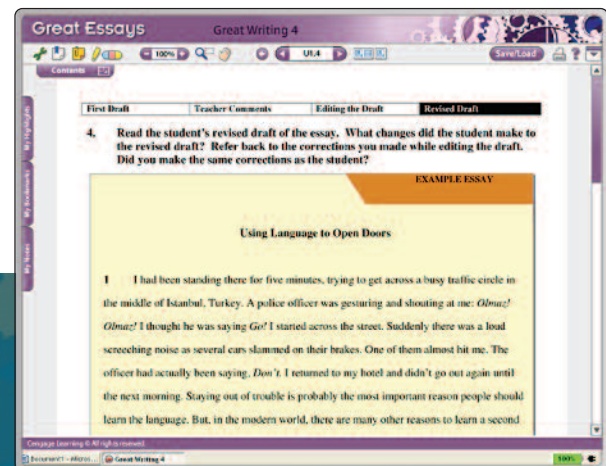
Editing the Draft

Based on the combined class feedback and the comments and corrections from the "Teacher's Comments" on the previous pages, the class has the opportunity to include final edits and comments on a clean draft of the original writing model.



Revised [Final] Draft

The last draft reflects the corrections and comments made on the "Teacher Comments" screen. Students can use this updated draft as a clear model of positive writing techniques and concepts.



Great Authors,
Great Writing Models,
Great Teaching Support...

GREAT WRITING series

New Edition



NEW TO THIS EDITION
A new four-color design allows for engaging, easy-to-follow lessons.

Individual and peer editing opportunities in every unit offer focused guidelines for effective editing practice.

ACTIVITY 11 Guided Peer Editing

A classmate has asked you to proofread her paragraph. She wrote questions in the margin about four things that she is not sure about. Answer the writer's questions and correct the mistakes on her draft. In addition, there are several other mistakes that she could not find. Find these mistakes, too, and correct them on this first draft.

EXAMPLE PARAGRAPH 39

The Florida Everglades

The Everglades region consists of a gigantic freshwater marsh that can be found only in southern Florida. Water is vital to this unique environment This region was formed by hundreds of years of flooding from lake Okeechobee after heavy rains. These floods always provided the marsh with new water to support its wide variety of plants and animals. Unfortunately people and nature are now taking water away from the Everglades. For example the Miami, Little and New rivers all drain water away from the Everglades. Even worse, man-made dams and canals prevents annual flooding, without this flooding or other source of fresh water, the everglades will eventually die. Only time will tell whether this unique area will be lost to future generations forever.

Should I capitalize "lake"?

Do I need a comma after "Unfortunately"?

Do I need to put commas in this list of river names?

Is the verb "prevents" okay with this subject?

vital: very important, necessary
flooding: increased water in an area
a marsh: an area of land that is usually very wet
support: to provide food, money, or some other necessity
drain: to pass or move out

a dam: a structure that holds back water, usually near a river
annual: happening every year
eventually: happening after a long time
a generation: all of the people born in one time period

ma splices
paragraph. In this unit, you will

Student writing skills and structures.

Paragraph Review

GOAL: To review paragraph skills introduced in Units 1–4

* **Language Focus:** Articles

Paragraph Review

In the past four units, you have learned about the paragraph. Let's take a look at what you have learned.

Features of a Paragraph

These are the four main features of a paragraph:

- 1. A paragraph has a topic sentence with controlling ideas.
- 2. All of the sentences in the paragraph relate to the main topic.
- 3. The first line of a paragraph is indented.
- 4. The concluding sentence brings the paragraph to a logical ending.

Language Focus Review

You have practiced these elements of grammar and punctuation:

Unit 5

“Writing Goals” at the beginning of every unit provide a clear roadmap for the instruction that follows.

Guided, structured activities make it easy for students to quickly master writing tasks.

ACTIVITY 2 Error Correction in a Paragraph

The following paragraph contains errors in indentation, capitalization, and punctuation. Read the paragraph and make corrections. There are 10 mistakes.

EXAMPLE PARAGRAPH 33

There is a lot to know about the sport of hockey. Hockey is popular in many countries, including canada and the United states. the game is played on Ice, and the players wear skates to move around A hockey player can score a point if he hits a special disk called a Puck into the goal. However, this is not as easy as it seems because each goal is guarded by a special player called a Goalie The goalie's job is to keep the puck away from the goal The next time you see a hockey game on television, perhaps you will be able to follow the action better because you have this information.



ACTIVITY 3 Copying an Edited Paragraph

After you have made the corrections in Activity 2, write the paragraph here. Think of a title and write it on the line above the paragraph.

Building Better Sentences

Correct and varied sentence structure is essential to the quality of your writing. For further practice with the sentences and paragraphs in this part of the unit, go to Practice 10 on page 257 in Appendix 1.

Language Focus

Articles

The articles *a*, *an*, and *the* are three small words, but they cause many problems for non-native speakers. It is often difficult to know which article is correct in a sentence. Here are a few guidelines to help you.

1. Always use an article with singular count nouns (SCN).

Incorrect: My mother is ~~teacher~~.
SCN

Correct: My mother is a teacher.

Incorrect: Many people believe 13 is unlucky ~~number~~.
SCN

Correct: Many people believe 13 is an unlucky number.

2. When you mean the thing in general, do not use *the* with noncount nouns (NCN).

Incorrect: All good chefs know that ~~the~~ salt and ~~the~~ pepper can make food taste better.
NCN NCN

Correct: All good chefs know that salt and pepper can make food taste better.

3. When you mean the thing in general, avoid using *the* + singular count noun. It is more common to use a plural count noun (PCN) without *the*. Notice that the verb also changes from singular to plural.

Incorrect: The ~~television~~ is found in many American homes.
SNC

Correct: Televisions are found in many American homes.
PCN

4. Use *the* when you refer to a word a second or subsequent time.

Incorrect: Dinner consisted of steak, potatoes, and carrots. Steak was great, but I didn't like potatoes or carrots.

Correct: Dinner consisted of steak, potatoes, and carrots. **The** steak was great, but I didn't like **the** potatoes or **the** carrots.

5. Use *the* if there is only one of that thing (unique existence).

Incorrect: Sun is 93,000,000 miles from our planet.

Correct: **The** Sun is 93,000,000 miles from our planet.

“Additional provide the expressive, of writing.”

ing models help us on specific writing Multiple rhetorical

Integrated grammar lessons teach and practice the grammar necessary to accomplish the writing goals of the unit.

Building Better Vocabulary

ACTIVITY 13 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. narrow	not covered	not wide
2. to ache	bad feeling	good feeling
3. to scream	loud voice	soft voice
4. a dam	across a highway	across a river
5. vital	you need it	you do not need it
6. decayed	very new	very old
7. to rush	fast	slow
8. a contest	a generation	a winner
9. fur	on an animal	on a bicycle
10. a flood	too much money	too much water
11. to stir	your lawn	your coffee
12. to hide something	you cannot buy it	you cannot see it
13. to pour	a liquid	a solid
14. to attempt	to do	to try to do

NEW TO THIS EDITION
“Building Better Vocabulary” activities enhance the vocabulary knowledge necessary for great writing.

Writer’s Note

Checking Your Supporting Sentences

Once you have written a paragraph, reread it to make sure that all the supporting sentences relate to the topic sentence. Circle the controlling ideas in the topic sentence to see what each supporting sentence should relate to. For additional help, ask someone to read your paragraph and check the supporting sentences. Another reader may see a weakness that you missed.

“Writer’s Note” sections provide relevant writing-skill instruction that supports the unit’s writing goals.

Additional Topics for Writing

Here are some ideas for paragraphs. Select one of these topics and write an original paragraph. Remember what you have learned in Units 1 through 5. If you need further help, review the writing process in the Brief Writer’s Handbook with Activities, pages 218–224.

- TOPIC 1:** Write about the worst (or best) day of your life. What happened? When did this happen? Why did this happen? What was the result?
- TOPIC 2:** What do you think will be the highest-paying occupation fifty years from now? Give reasons to support your opinion.
- TOPIC 3:** What is the definition of a perfect parent? What are the characteristics of such a person?
- TOPIC 4:** Choose a mechanical device, such as a television, a car engine, a fax machine, or an MP3 player. How does it work? Explain the process step-by-step.
- TOPIC 5:** The United Nations was formed in 1945 to promote world peace. However, some people think that the United Nations is useless. Do you think the United Nations is doing a good job? Should the United Nations continue to exist? Why or why not?

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.

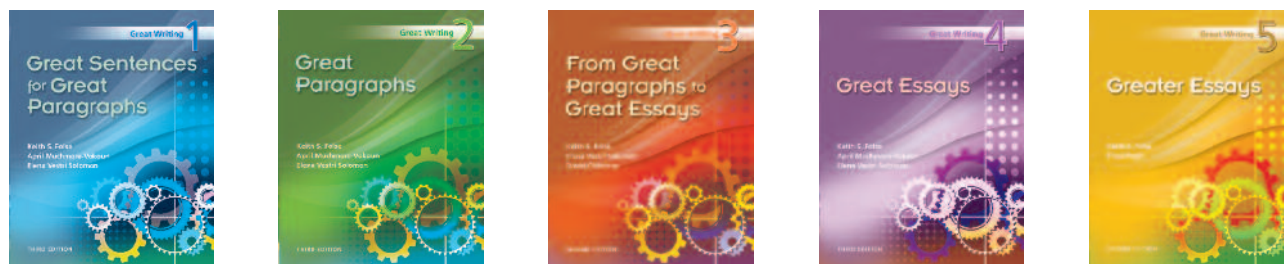
Take out a piece of paper. Then read the writing prompt below this paragraph. Your teacher will give you 5 minutes to brainstorm ideas about this topic. You must then write a short paragraph (perhaps 6 to 10 sentences) about it. You will have 25 minutes to write your paragraph. At the end of the 25 minutes, your teacher will collect your work and return it to you later.

What are the best snack foods? Be sure to include a topic sentence, one or two strong supporting reasons for each of your choices, and a solid concluding sentence.

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“Timed Writing” activities prepare students for success on standardized tests like the TOEFL®.

“Topics for Writing” provides an opportunity for more opinion-driven pieces

New edition of a *GREAT WRITING series*



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