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From Great Paragraphs
to Great Essays

3

GREAT WRITING

THIRD EDITION

Keith S. Folse, Elena Vestri Solomon,
and David Clabeaux

GREAT WRITING 3

*From Great Paragraphs
to Great Essays*

THIRD EDITION

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**Great Writing 3: From Great Paragraphs
to Great Essays**

Third Edition

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Overview

Framed by 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. The new edition of the *Great Writing* series is perfect for beginning to advanced learners, helping them develop and master academic writing skills.

Great Writing: Foundations focuses on basic sentence construction, emphasizing grammar, vocabulary, spelling, and composition.

Great Writing 1 focuses on sentences as they appear in paragraphs.

Great Writing 2 teaches paragraph development.

Great Writing 3 transitions from paragraphs to essays.

Great Writing 4 focuses on essays.

Great Writing 5 practices more advanced essays.

The earliest ESL composition textbooks were merely extensions of ESL grammar classes. The activities in these books did not practice English composition as much as ESL grammar points. Later books, on the other hand, tended to focus too much on the composing process. We feel that this focus ignores the important fact that the real goal for English learners is both to produce a presentable product and to understand the composing process. From our years of ESL and other L2 teaching experience, we believe that the *Great Writing* series allows English learners to achieve this goal.

Great Writing 3: From Great Paragraphs to Great Essays is the fourth book in the six-level *Great Writing* series of composition books. *Great Writing 3* reviews the basic elements of paragraphs, shows the connections between these paragraphs and longer essays, and introduces students to essay writing using various rhetorical patterns. This text contains extensive practical exercises and activities in both paragraph and essay writing at the high-intermediate level. It contains a wide variety of exercises that offer practice in both working with the writing process and developing a final written product. We assume that students understand the basics of paragraph writing and can move on to the creation of original essays.

There are as many ways to write essays as there are writers. Writing reflects a writer's knowledge of essay conventions as much as it reflects the writer's creativity and background knowledge. Thus, writing is both a science and an art. Since no art form can be "taught" precisely, this book offers models of good academic paragraphs and essays. We realize that some students may not go beyond the level of the examples, whereas other students may advance in their essay writing.

This latest edition of *Great Writing 3* includes a wide array of writing activities representing varying approaches to the teaching of writing. Although we realize that few writing teachers are completely satisfied with any writing text, we believe that within this large variety of activities and approaches, most teachers will find what their students need to improve writing skills. The text is also presented in a way that is compatible with how teachers think ESL writing ought to be taught. New to this edition are targeted grammar points to enhance students' accuracy in sentence writing.

This book is designed for high-intermediate students. Depending on the class level and the amount of writing that is done outside of class hours, there is enough material for 60 to 80 classroom hours. Provided that enough writing is done outside of the classroom, the number of hours can be as little as 40.

The best judge of which units and which activities should be covered with any group of students is always the teacher. After you gauge the needs of your students, you can match these needs with the material in this book.

Organization

In *Great Writing 3*, Units 1–3 deal with the elements of a good paragraph. Unit 1 presents the elements of a paragraph and offers some specific suggestions for writing a paragraph, including how to write a good topic sentence, supporting details, and concluding sentences. Unit 2 walks students through the elements of good writing, including cohesion and audience. Unit 3 exposes students to different rhetorical styles of academic writing using paragraphs as the sample elements. Unit 4 takes the student from a paragraph to an essay. Units 5–7 focus on comparison, cause-effect, and classification essays respectively. While it is not necessary to cover these last three units in the given order, the current sequencing will allow for some recycling of grammatical and lexical items. The *Brief Writer's Handbook with Activities* and the *Appendices* contain additional practice material to support both the process and the mechanics of writing.

Contents of a Unit

Although each unit has specific writing objectives (listed at the beginning of the unit), the following features appear in every unit:

Example Paragraphs and/or Essays

Because we believe that writing and reading are inextricably related, *Great Writing 3* offers 33 example paragraphs and 9 model essays. Each presents a rhetorical mode and/or provides editing activities. Many models are preceded by schema-building questions and followed by questions about organization, syntactic structures, or other composition features. New, potentially unfamiliar vocabulary words are glossed next to each paragraph. These words can provide students with a list of vocabulary to add to a separate vocabulary notebook.

Grammar for Writing

Since good writing requires a working knowledge of the mechanics of English, *Great Writing* includes clear charts or detailed instruction that relates directly to the writing assignments. In addition, numerous activities give students the opportunity to practice and refine their grammar and writing knowledge and skills.

Activities

The new third edition contains 118 activities, numerous suggestions for additional essay writing assignments, and 28 supplemental activities in *The Brief Writer's Handbook with Activities*. These writing, grammar, and vocabulary activities gradually build the skills students need to write well-crafted essays and provide learners with more input in English composition and paragraph organization and cohesion. To this end, the activities in this book deal with elements that affect the quality of a written product, including grammar, organization, and logic. Although in this text there is information about both process and product in essay writing, it should be noted that the focus is slightly more on the final written product.

Building Better Vocabulary

Each unit includes two vocabulary activities to build schema and collocations. In the first activity, *Word Associations*, the students identify words that best relate to the target vocabulary word. This allows them to build connections to more words and thus grow their vocabulary more quickly. Words from the Academic Word List are starred (pages 224–225 for the complete list). The second

activity, *Using Collocations*, helps students learn specific word combinations, or collocations, which will improve their writing. It is helpful to encourage students to use these new words in their Original Student Writing assignment and to add them to a vocabulary notebook.

Writer's Notes

Great Writing 3 features writing advice that helps writers to better understand use and format.

Building Better Sentences

Periodically in each unit, students are asked to turn to Appendix 1 and work on building better sentences. Each practice is intentionally short and includes only three problems. In each problem, there are three to five short sentences that the students must combine into a single sentence that expresses all the ideas in a logical and grammatically correct manner.

Original Writing

Each unit includes an activity that requires students to do some form of writing. Original Student Writing includes writing prompts and a set of directions to encourage students to follow the writing process and refer back to the lessons taught in the unit.

Additional Writing Topics gives students the opportunity to continue practicing their writing skills. The first topic always links back to the opening photograph and writing prompt. The teacher can decide whether all students will write about the same topic or whether each student is free to choose any of the topics listed.

Peer Editing

At the end of each unit, a peer editing activity offers students the opportunity to provide written comments to one another with the goal of improving their essays. A unique peer editing sheet for each unit can be found online at NGL.Cengage.com/GW3 and each one provides the guidance and structure that are necessary for students at this level to perform this task successfully. We recommend that students spend 15 to 20 minutes reading a classmate's essay and writing comments using the questions on the peer editing sheet.

Timed Writing

One way to improve students' comfort level with the task of writing under a deadline, such as during a testing situation, is to provide them with numerous writing opportunities that are timed. The final activity in each unit features a timed-writing prompt geared toward the grammar and sentence structure presented in that unit. Students are given five minutes to read the prompt and make a quick writing plan, followed by 40 minutes of actual writing. Instructors may use this activity at any time during the lesson.

What's New in This Edition?

- Engaging images from *National Geographic* connect learning to the greater world.
- New and updated paragraphs and essays act as springboards and models for writing.
- Updated Grammar for Writing sections clearly present grammar and help students learn the structures for writing.
- Streamlined instruction and practice activities offer step-by-step guidelines to focus writers on both the writing process and product.
- Words from the Academic Word List are highlighted in vocabulary activities, encouraging students to expand their word knowledge.

- The expanded *Brief Writer's Handbook with Activities* now includes a Useful Vocabulary for Better Writing section to help writers choose appropriate language for the different rhetorical modes.
- An all-new level, *Great Writing: Foundations* introduces students to the basics of grammar, spelling, and vocabulary.
- A new Online Workbook encourages learners to further practice grammar, vocabulary, and editing skills. Students can also write paragraphs or essays, and submit them to the instructor electronically.
- An updated Classroom Presentation Tool allows instructors to use the book in an interactive whiteboard setting and demonstrate the editing process.
- An eBook provides another option to use *Great Writing* in a traditional or blended learning environment.

Ancillary Components

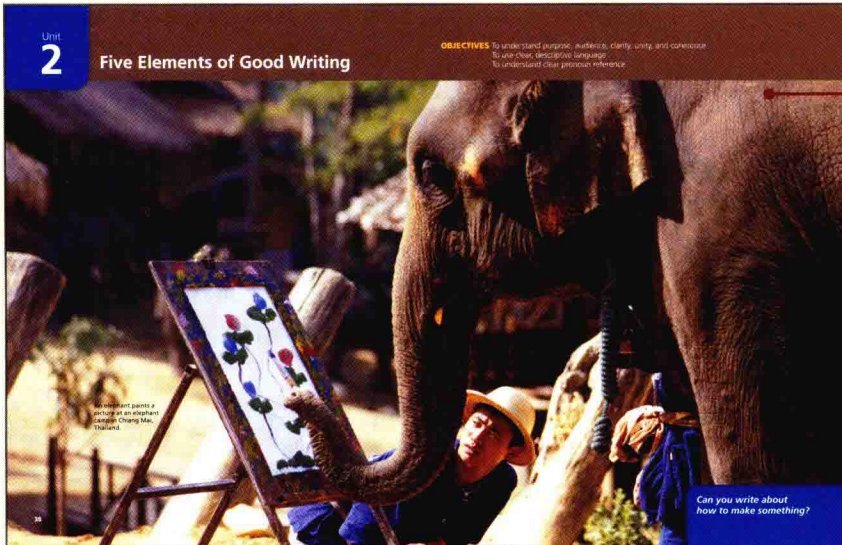
In addition to the *Great Writing 3: From Great Paragraphs to Great Essays* Student Book, the following components help both the instructor and the students expand their learning and teaching.

- **Online Workbook:** Includes a wealth of vocabulary, grammar, writing, and editing practice with immediate feedback.
- **Classroom Presentation Tool CD-ROM:** Offers instructors the ability to lead whole-class presentations and demonstrate the editing process.
- **Assessment CD-ROM with ExamView®:** Allows instructors to create and customize tests.
- **Teacher Companion Site at NGL.Cengage.com/GW3:** Provides teachers with answer keys, peer editing sheets, and teacher's notes.
- **Student Companion Site at NGL.Cengage.com/GW3:** Provides students with peer editing sheets, glossary, and interactive flashcards.
- **eBook:** Allows students to view the Student Book on a tablet, laptop, or smartphone.

Inside a Unit

Great Writing 3: From Great Paragraphs to Great Essays

Framed by 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. The new edition of the *Great Writing* series is perfect for beginning to advanced learners, helping them develop and master academic writing skills.



Impactful **National Geographic** images provide an engaging foundation for student writing.

Sample Writing Models focus on specific writing skills and rhetorical modes.

Vocabulary words are glossed to encourage independent mastery of new terms.

ACTIVITY 18 Analyzing the Features of a Paragraph
Discuss the Preview Questions with a classmate. Then, read the paragraph and answer the questions that follow.

Preview Questions

1. What do you know about professional cycling?
2. Do you know of any recent problems in the sport?

Paragraph 7

The Dark Side of Cycling

The illegal drug use that has **plagued** the world of professional cycling for decades must be stopped. Certain drugs help cyclists ride faster and farther than normal. Some of the drugs work by increasing the number of red blood cells in the body. While the drugs might help the athletes to perform better, there can be terrible side effects. For example, in the year and a half before the 2004 Tour de France, nine professional cyclists died from **overdoses** of illegal drugs. Several professional baseball players in the United States have also been involved in similar drug **controversies**. Despite the danger, more and more cyclists are turning to these drugs to gain an advantage over their competition. It is unfortunate that these athletes value winning more than their lives.

to plague: to cause severe problems.

an overdose: too much medicine or too many drugs.

a controversy: a disagreement about an issue.

Grammar for Writing

Using Clear, Descriptive Language

Using clear, descriptive language improves clarity in a paragraph. It helps the reader see accurately the person or thing the writer is describing. Avoid vague and unclear words, such as good and bad. Instead, choose clear and precise words.

Examples	Explanation
At the 2012 Olympic Games in London, Usain Bolt of Jamaica broke his own Olympic record in the 100-meter dash. He is a good runner.	Poor word choice: good Good is vague. Good does not adequately describe an athlete who has won an Olympic medal.
At the 2012 Olympic Games in London, Usain Bolt of Jamaica broke his own Olympic record in the 100-meter dash. He is an exceptional runner.	Better word choice: exceptional Exceptional tells the reader that Usain Bolt is more than a good runner.
At the 2012 Olympic Games in London, Usain Bolt of Jamaica broke his own Olympic record in the 100-meter dash. He is amazing .	Other clear and descriptive words to fit the sentence: outstanding, phenomenal, premier, unique

Adding adjectives or prepositional phrases can make your sentences more specific and descriptive to improve the clarity of your writing.

Original: The soldiers slowly crossed the river.

More specific: The soldiers slowly crossed the **dangerous** river.

The soldiers slowly crossed the river **in the dark**.

The soldiers slowly crossed the **dangerous** river **in the dark**.

The **tired** soldiers slowly crossed the **dangerous** river **in the dark**.

ACTIVITY 5 Choosing Clear and Precise Words

Suggest three alternative words that are more descriptive or precise than the adjectives that are given. Use a dictionary or thesaurus to find appropriate adjectives.

1. good	wonderful	incredible	delightful
2. bad	horrible	terrible	awful
3. fun			
4. big			
5. small			
6. old			

New **Grammar for Writing** charts provide clear explanations and examples, giving learners easy access to the structures they will use in their writing.

Guided, structured activities help students practice writing, grammar, and editing skills.

8. in / on	to spill _____ your shirt
9. metal sharp / sharp metal	a _____ edge
10. of / with	I'm aware _____ the situation.
11. leading / presentation	one of the _____ producers
12. decide / face	to _____ the challenges of the future
13. employes / meal	a _____ prospective _____
14. fix / in	can help you _____ several ways
15. slowly / timely	in a _____ fashion

Original Student Writing

ACTIVITY 22 Writing Your Own Paragraph

Choose one of the topic sentences from Activity 1, page 6, and develop it into a paragraph. Follow these guidelines:

- Indent the first sentence of your paragraph.
- Start with a topic sentence.
- Include a controlling idea in your topic sentence.
- Add supporting sentences that relate to the controlling idea in the topic sentence.
- End with a concluding sentence.
- Use at least two of the vocabulary words or phrases presented in Activities 20 and 21. Underline these words and phrases in your paragraph.
- Include the four features of a well-written paragraph from page 28.

If you need ideas for words and phrases, see the Useful Vocabulary for Better Writing on pages 226-228.

Building Better Vocabulary activities highlight words from the Academic Word List and prompt students to apply and expand their vocabulary and knowledge of collocations.

Building Better Vocabulary

ACTIVITY 15 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.

	A	B
1. up to 50	48 or 49	50 or 51
2. mural	in a book	on a wall
3. exceptional	very bad	very good
4. the pace	the quality	the speed
5. a blizzard	summer	winter
6. a genre	an idea	a type
7. impact?	issue	effects
8. outstanding	very good	very bad
9. mild	not extreme	not appropriate
10. even	crooked	parallel

Original Student Writing gives students the chance to combine the grammar, vocabulary, and writing skills together in one writing piece.

Peer Editing activities increase students' awareness of common errors and help them become better writers and editors.

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.

1. Take out a piece of paper.
2. Read the paragraph guidelines and the writing prompt.
3. Brainstorm ideas for five minutes.
4. Write a short paragraph (six to ten sentences).
5. You have 25 minutes to write your paragraph.

Paragraph Guidelines

- Remember to give your paragraph a title.
- Indent your topic sentence.
- Write as legibly as possible (if you are not using a computer).
- Include a topic sentence that consists of the main subject and a controlling idea.
- End your paragraph with a one-sentence conclusion.
- Try to give yourself a five-minute break before the end of the activity to review your work. Check for spelling, verb tense, and subject-verb agreement mistakes.

Describe why you like a particular restaurant.

Timed Writing prepares students for success on standardized and high-stakes writing exams.

The **Brief Writer's Handbook with Activities** includes many resources for the developing writer, including a new **Useful Vocabulary for Writing** section.

Brief Writer's Handbook with Activities

Understanding the Writing Process: The Seven Steps 191

The Assignment 191

Essay 23: "Better Living as a Vegetarian" 191

Steps in the Writing Process 192

Step 1: Choose a Topic 192

Step 2: Brainstorm 192

Writer's Note: Doing Research 194

Step 3: Outline 194

Step 4: Write the First Draft 195

Step 5: Get Feedback from a Peer 198

Step 6: Revise the First Draft 198

Step 7: Proofread the Final Draft 198

Writer's Note: Proofreading 198

Editing Your Writing 199

Capitalization Activities 204

Basic Capitalization Rules 204

Capitalization Activities 205

Punctuation Activities 207

End Punctuation 207

Commas 208

Apostrophes 210

Quotation Marks 210

Semicolons 211

Editing for Errors 212

Sentence Types 213

Additional Grammar Activities 216

Connectors 220

Citations and Plagiarism 222

Academic Word List 224

Useful Vocabulary for Better Writing 226

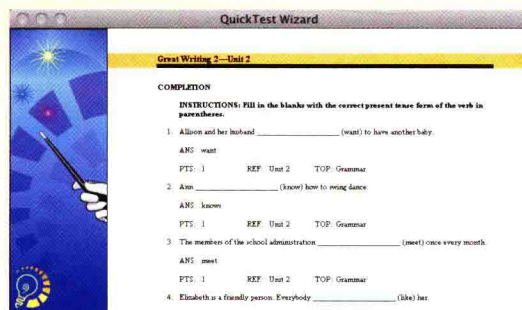
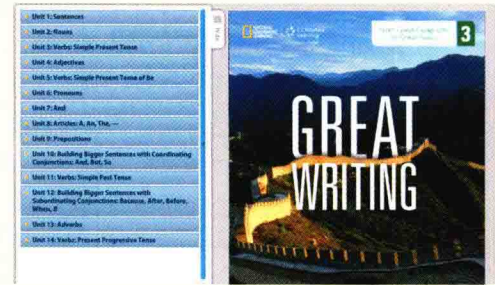
Technology

Great Writing 3: From Great Paragraphs to Great Essays

For Instructors:

The NEW Presentation Tool CD-ROM contains time-saving, interactive activities from the student book, a set of whiteboard tools, and additional content to help the instructor guide learners through the editing process.

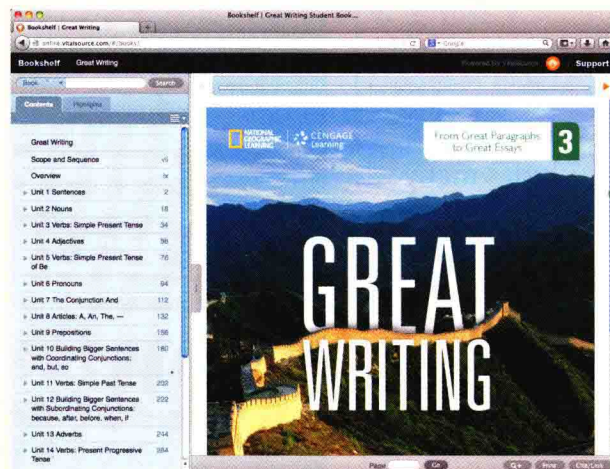
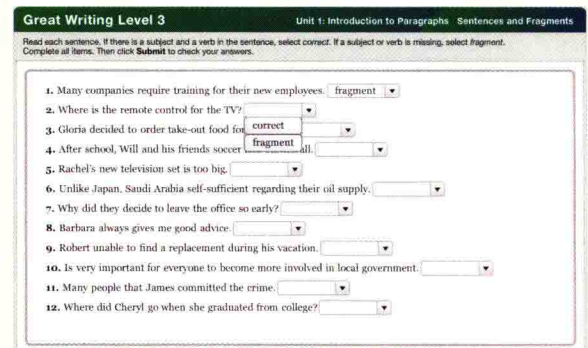
Teacher's Notes available on the *Great Writing* website include teaching suggestions, Peer Editing sheets, and answer key for activities in the Student Book.



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

For Students:

The Online Workbook: Each level features additional independent practice in vocabulary, grammar, writing, and editing.



Great Writing eBooks are available at all levels and are compatible with tablets, laptops, and smartphones.

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Keith S. Folse
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Contents

SCOPE AND SEQUENCE IV

OVERVIEW VI

UNIT 1 INTRODUCTION TO PARAGRAPHS 2

UNIT 2 FIVE ELEMENTS OF GOOD WRITING 38

UNIT 3 TYPES OF PARAGRAPHS 64

UNIT 4 DESCRIPTIVE ESSAYS: MOVING FROM PARAGRAPH TO ESSAY 90

UNIT 5 COMPARISON ESSAYS 114

UNIT 6 CAUSE-EFFECT ESSAYS 138

UNIT 7 CLASSIFICATION ESSAYS 164

BRIEF WRITER'S HANDBOOK WITH ACTIVITIES 190

Understanding the Writing Process: The Seven Steps 191

Editing Your Writing 199

Capitalization Activities 204

Punctuation Activities 207

Sentence Types 213

Additional Grammar Activities 216

Connectors 220

Citations and Plagiarism 222

Academic Word List 224

Useful Vocabulary for Better Writing 226

APPENDICES 231

Appendix 1: Building Better Sentences 232

Appendix 2: Peer Editing Sheet Sample 246

INDEX 247

Scope and Sequence

Unit	Writing	Grammar for Writing	Building Better Vocabulary	Original Student Writing
1 p. 2 INTRODUCTION TO PARAGRAPHS	<ul style="list-style-type: none"> • What Is a Paragraph? • Topic Sentences • Supporting Sentences • Concluding Sentences • Four Features of a Well-Written Paragraph 	<ul style="list-style-type: none"> • Checking for Verbs and Fragments • Nouns and Noun Forms 	<ul style="list-style-type: none"> • Word Associations • Using Collocations 	<p>Original Student Writing: Writing Your Own Paragraph</p> <p>Photo Topic: Write about a very happy time in your life.</p> <p>Timed Writing Topic: Describe why you like a particular restaurant.</p>
2 p. 38 FIVE ELEMENTS OF GOOD WRITING	<ul style="list-style-type: none"> • What Makes a Good Paragraph? • Five Elements of Good Writing • Writing Purpose Statements 	<ul style="list-style-type: none"> • Using Clear, Descriptive Language • Clear Pronoun Reference 	<ul style="list-style-type: none"> • Word Associations • Using Collocations 	<p>Original Student Writing: Writing Your Own Paragraph</p> <p>Photo Topic: Write a paragraph describing how to build or create something.</p> <p>Timed Writing Topic: Describe your favorite type of movie.</p>
3 p. 64 TYPES OF PARAGRAPHS	<ul style="list-style-type: none"> • Types of Paragraphs • Descriptive Paragraphs • Comparison Paragraphs • Cause-Effect Paragraphs • Classification Paragraphs 	<ul style="list-style-type: none"> • Subject-Verb Agreement • Word Forms 	<ul style="list-style-type: none"> • Word Associations • Using Collocations 	<p>Original Student Writing: Writing Your Own Paragraph</p> <p>Photo Topic: Write about learning something new outside of the classroom.</p> <p>Timed Writing Topic: Classify the four different types of paragraphs that are explained in this unit.</p>

Unit	Writing	Grammar for Writing	Building Better Vocabulary	Original Student Writing
4 p. 90 DESCRIPTIVE ESSAYS: MOVING FROM PARAGRAPH TO ESSAY	<ul style="list-style-type: none"> Reviewing Paragraph Basics Descriptive Paragraphs and Essays Understanding the Writing Process: The Seven Steps 	<ul style="list-style-type: none"> Describing with the Five Senses Using Prepositions of Location to Describe 	<ul style="list-style-type: none"> Word Associations Using Collocations 	<p>Original Student Writing: Write a descriptive essay.</p> <p>Photo Topic: Describe the perfect place to relax.</p> <p>Timed Writing Topic: Write a description of the perfect place to study.</p>
5 p. 114 COMPARISON ESSAYS	<ul style="list-style-type: none"> Organization of a Comparison Essay Example Comparison Essay Outline of a Comparison Essay 	<ul style="list-style-type: none"> Recognizing Word Forms and Common Suffixes Forming the Comparative and Superlative of Adjectives and Adverbs Parallel Structure 	<ul style="list-style-type: none"> Word Associations Using Collocations 	<p>Original Student Writing: Write a comparison essay.</p> <p>Photo Topic: Compare a place before and after a major event.</p> <p>Timed Writing Topic: Compare two stressful jobs.</p>
6 p. 138 CAUSE-EFFECT ESSAYS	<ul style="list-style-type: none"> Organization of a Cause-Effect Essay Example Cause-Effect Essay Outline of a Cause-Effect Essay Working with Language in a Cause-Effect Essay 	<ul style="list-style-type: none"> Common Cause-Effect Structures Ways of Expressing Past Actions Preposition Combinations with Nouns 	<ul style="list-style-type: none"> Word Associations Using Collocations 	<p>Original Student Writing: Write a cause-effect essay.</p> <p>Photo Topic: Write about the effects of an environmental phenomenon.</p> <p>Timed Writing Topic: Why do some people avoid getting involved in politics?</p>
7 p. 164 CLASSIFICATION ESSAYS	<ul style="list-style-type: none"> Organization of a Classification Essay Example Cause-Effect Essay Outline of a Classification Essay 	<ul style="list-style-type: none"> Connectors and Transitions The Passive Voice Using Adjective Clauses 	<ul style="list-style-type: none"> Word Associations Using Collocations 	<p>Original Student Writing: Write a classification essay.</p> <p>Photo Topic: Write a classification essay about things found in nature.</p> <p>Timed Writing Topic: Classify types of television programs.</p>

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Unit 1

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Unit

1

Introduction to Paragraphs



A mountain biker peers over the Colorado River in Utah.