

# GREAT WRITING

Keith S. Folse, April Muchmore-Vokoun,  
and Elena Vestri Solomon  
FOURTH EDITION

# GREAT WRITING 4

## *Great Essays*

FOURTH 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 4: Great Essays* provides introductory instruction and extensive practical exercises and activities in essay writing at the high-intermediate and advanced levels. This book 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 can write good paragraphs and that what they need is instruction in, modeling of, and guidance with essays.

This book is designed for high-intermediate to advanced 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.

## Organization

In *Great Writing 4*, Units 1–6 deal with the elements of a good essay. Unit 1 presents the overall organization of an essay, and offers some specific suggestions for writing the introduction of an essay, including how to write a good hook and a solid thesis statement. Units 2 through 6 teach five different kinds of essays—narrative, comparison, cause-effect, argument, and reaction. While it is not necessary to cover these five essay types 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 Essays**

Because we believe that writing and reading are inextricably related, the 22 example essays model a rhetorical mode and/or provide 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 at the end of 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 4* includes clear charts and 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 fourth edition contains numerous activities, suggestions for additional essay writing assignments, and supplemental activities in *The Brief Writer's Handbook*. 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 (see pages 183–184 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 4* 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 Student 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 instructor 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. Peer editing sheets for each unit can be found at [NGL.Cengage.com/GW4](http://NGL.Cengage.com/GW4) and provide the guidance and structure necessary for students at this level to perform this task successfully. There is also a sample in Appendix 2 on page 208. 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 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 unit addresses additional writing assignments students may encounter, further preparing them for the types of writing tasks they will have in college.
- 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 Presentation Tool allows instructors to use the book in an interactive whiteboard setting and demonstrate the editing process.
- An e-book provides another option to use *Great Writing* in a traditional or blended learning environment.

## Ancillary Components

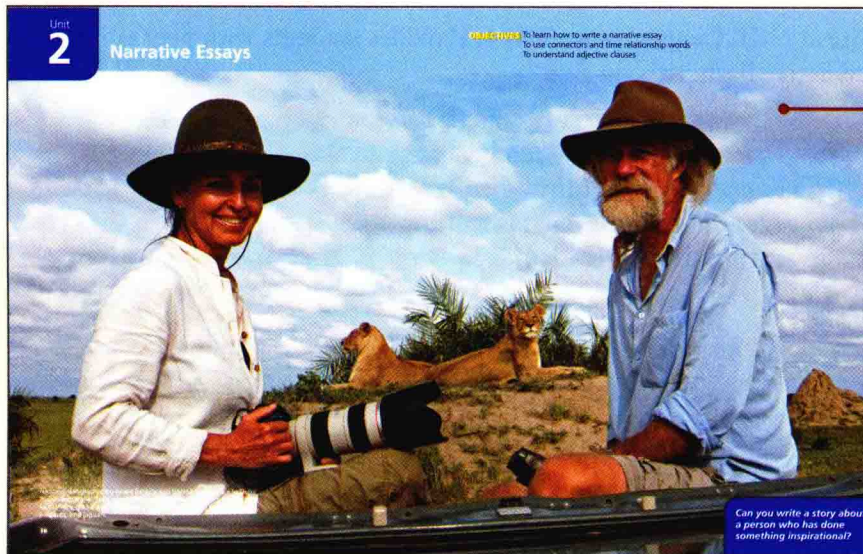
In addition to the *Great Writing 4: Great Essays* Student Book, the following components help both the instructor and the students expand their teaching and learning.

- **Online Workbook:** Includes a wealth of vocabulary, grammar, writing, and editing practice with immediate feedback.
- **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/GW4](http://NGL.Cengage.com/GW4):** Provides teachers with answer keys, peer editing sheets, and teacher's notes.
- **Student Companion Site at [NGL.Cengage.com/GW4](http://NGL.Cengage.com/GW4):** Provides students with peer editing sheets, glossary, and interactive flashcards.
- **eBook:** Offers an interactive option.

# Inside a Unit

## Great Writing 4: 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.

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

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

**Essay 14**

### Parenting 101

1 The film previews are finished, and the movie theater is quiet as everyone waits for the feature film to appear. (1. However / On the other hand), the **stillness** is suddenly broken by a noise. The audience hears a snuffle. The snuffle soon turns to a cry, then a wail. There is an uncomfortable, or perhaps unhappy, toddler sitting in the movie theater. People start shuffling uncomfortably in their seats as they wait for what will happen next. Will the child be taken out of the theater, or will the parent pretend that everything is ok? **Scenarios** like these happen regularly. **Bystanders** wonder what the parent or caretaker will do. The action, of course, often depends on the type of parenting styles that adults use with their children. The two **extremes** are the **lenient (laissez-faire)** parent and the strict disciplinarian parent.

2 Lenient parents often focus on their child's having fun and enjoying "being a kid." If a child does something careless like break a glass, lenient parents will not become angry or scream. They know that the child is probably experimenting and meant no harm. (2. Likewise / Otherwise), they may even explain to the child that it was an accident and the child should not be upset or cry. (3. In contrast / In addition), lenient parents may not be too concerned about time-based activities and schedules. They will allow their children to stay up late and experience new things. The motto "You're only a kid once!" rings very true to these free spirits. This

**a stillness:** silence; tranquility  
**a scenario:** situation  
**a bystander:** people who witness something but are not involved  
**an extreme:** boundaries, opposites  
**lenient:** easy-going, relaxed  
**laissez-faire:** (French) "let it be" or "leave it alone"



4 \_\_\_\_\_ I heard him call my name. I ran to the room we shared, sat down on the bed, and watched Claudio close his suitcase. He turned to me and nodded. "It's time, brother," he said. I thought he was referring to his time to leave the house. Actually, he went on to explain all of the important responsibilities that I would have after he was gone. Claudio meant that it was time for me to **take** on a bigger role in the family. \_\_\_\_\_ that point, I understood everything.

5 \_\_\_\_\_ then on, I took my **role** as the "man of the house" very seriously. With Claudio away, I would need to be available for Mom whenever she needed me. What have I learned from my brother? I have learned about family, love, and responsibility.

**to take on:** undertake, face

**a role:** job, function

**Building Better Sentences:** For further practice, go to Practice 10 on page 197 in Appendix 1.

### Grammar for Writing

#### Adjective Clauses

Adjective clauses are one of the most powerful ways to combine two ideas (simple sentences) into one complex sentence. Study the following rules and examples:

- Adjective clauses must contain a subject and a verb.
- The subject of an adjective clause can be *who* (people), *which* (things), or *that* (people or things).

Samir studies at a university. The university is well known for its technology programs.

**adjective clause**

Samir studies at a university that is well known for its technology programs.

- If the information in the adjective clause is necessary to clarify the person or thing you are writing about, do not use a comma to separate the ideas. However, if the information in the adjective clause is not necessary to understand the meaning of the sentence, use a comma, or pair of commas, to separate the adjective clause from the rest of the sentence. In other words, commas indicate the information is extra. Study the examples below.

Necessary Information	Unnecessary Information
The city <b>that we will visit last on our trip</b> is located in central Florida.	Orlando, <b>which we will visit last on our trip</b> , is located in central Florida.
<b>NOTE:</b> When the writer says <i>the city</i> , it is not clear which city the writer is talking about. The adjective clause ( <i>that we will visit last on our trip</i> ) is important information for readers because it tells them which city in central Florida the writer is referring to.	<b>NOTE:</b> When the writer says <i>Orlando</i> , the readers know which city the writer is talking about. The information about when the writer will visit this city does not affect our ability to know that the writer is referring to Orlando.

### Grammar for Writing

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

### Building Better Vocabulary

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

### Building Better Vocabulary

**ACTIVITY 5 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. diversity*	difference	distance
2. customs	shirts	traditions
3. a concept*	an idea	a traditional song
4. remarkable	amazing	repetitive

### Original Student Writing: Argument Essay

#### Brainstorming

**Brainstorming** will help you get started with your argument essay. In this section, you will choose any method of brainstorming that works for you and develop supporting information.

**ACTIVITY 11 Choosing a Topic**

Follow the steps below to develop ideas for an argument essay.

- First, choose a thesis statement from the statements that you wrote in Activity 4 on pages 122–123 or choose any other topic and thesis statement that you want to write about. Remember that the topic must have more than one point of view to qualify as an argument.

Essay topic: \_\_\_\_\_

Thesis statement: \_\_\_\_\_

### Original Student Writing

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

**Peer Editing** activities increase awareness of common errors and help students 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.

- Take out a piece of paper.
- Read the essay guidelines and the writing prompt.
- Write a basic outline, including the thesis and your three main points.
- Write a five-paragraph essay.
- You have 40 minutes to write your essay.

**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).
- Select an appropriate principle of organization for your topic.
- 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.

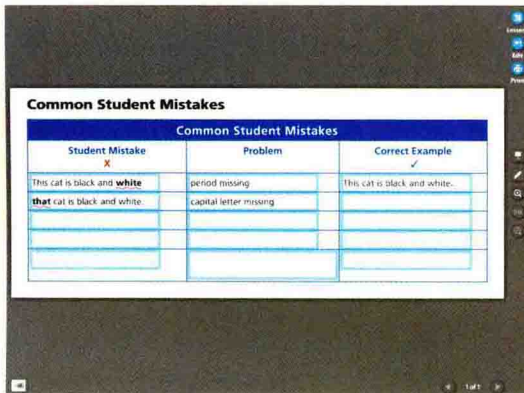
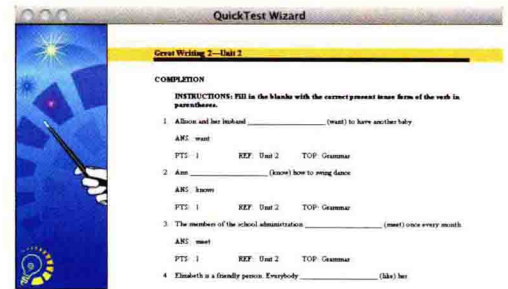
**Narrate a story about a disagreement you had with a friend (or family member) and how the disagreement was resolved.**

For more practice with the grammar, vocabulary, and writing found in this unit, go to [NGL.Cengage.com/GWA](http://NGL.Cengage.com/GWA).

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

### For Instructors:

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

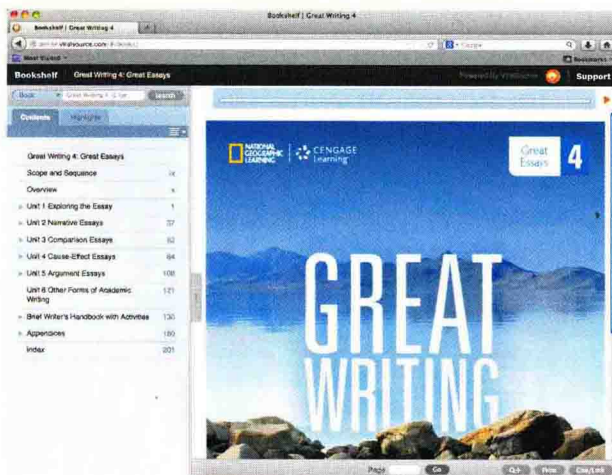
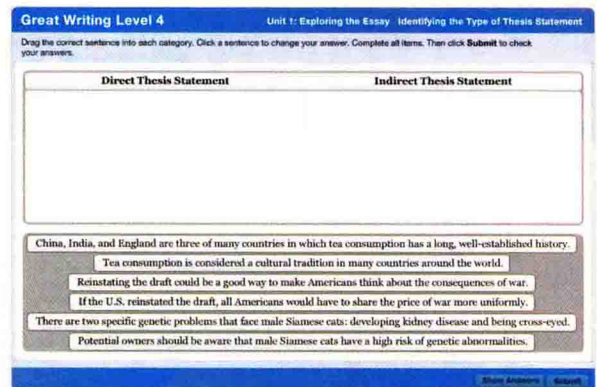


**The Presentation Tool CD-ROM** contains time-saving, interactive activities from the student book, a set of whiteboard tools, and additional content to help the instructor guide learners through the editing process.

**Teacher's Notes, Answer Keys, and Peer Editing Sheets** are available online for instructors.

### For Students:

**Online Workbook:** Powered by MyELT, this independent student resource features instructor-led and self-study options and includes additional vocabulary, grammar, writing, and editing practice with immediate feedback.



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



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# Scope and Sequence

Unit	Writing	Grammar for Writing	Building Better Vocabulary	Original Student Writing
<b>1</b> p. 2 <b>EXPLORING THE ESSAY</b>	<ul style="list-style-type: none"> <li>• What is an Essay?</li> <li>• Example Essays</li> <li>• Writing the Introduction</li> <li>• Writing the Body</li> <li>• Writing the Conclusion</li> </ul>		<ul style="list-style-type: none"> <li>• Word Associations</li> <li>• Using Collocations</li> </ul>	<p><b>Original Student Writing:</b> Write an Essay</p> <p><b>Photo Topic:</b> Describe a festival or celebration in your culture.</p> <p><b>Timed Writing Topic:</b> What are the benefits of knowing a second language?</p>
<b>2</b> p. 38 <b>NARRATIVE ESSAYS</b>	<ul style="list-style-type: none"> <li>• What is a Narrative Essay?</li> <li>• Example Narrative Essays</li> <li>• Developing a Narrative Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Connectors and Time Relationship Words</li> <li>• Sentence Variety with Prepositions of Time Plus Key Nouns for Better Cohesion</li> <li>• Adjective Clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Word Associations</li> <li>• Using Collocations</li> </ul>	<p><b>Original Student Writing:</b> Write a Narrative Essay</p> <p><b>Photo Topic:</b> Write a story about a person who inspires you.</p> <p><b>Timed Writing Topic:</b> Narrate a story about a disagreement you had with a friend (or family member) and how the disagreement was resolved.</p>
<b>3</b> p. 64 <b>COMPARISON ESSAYS</b>	<ul style="list-style-type: none"> <li>• What is a Comparison Essay?</li> <li>• Example Comparison Essays</li> <li>• Developing a Comparison Essay</li> <li>• Developing Ideas for Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence Structure of Connectors (for Comparison Essays)</li> <li>• Connectors That Show Comparison Between Sentences of Paragraphs</li> <li>• Connectors That Show Contrast Between Sentences of Paragraphs</li> <li>• Using Adverb Clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Word Associations</li> <li>• Using Collocations</li> </ul>	<p><b>Original Student Writing:</b> Write a Comparison Essay</p> <p><b>Photo Topic:</b> Compare or contrast two places on Earth.</p> <p><b>Timed Writing Topic:</b> Compare two popular vacation destinations</p>



Unit	Writing	Grammar for Writing	Building Better Vocabulary	Original Student Writing
<b>4</b> p. 88 <b>CAUSE-EFFECT ESSAYS</b>	<ul style="list-style-type: none"> <li>• What Is a Cause-Effect Essay?</li> <li>• Example Cause-Effect Essays</li> <li>• Developing a Cause-Effect Essay</li> <li>• Choosing Words Carefully</li> <li>• Developing Ideas for Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Connectors for Cause-Effect Essays</li> <li>• Connectors That Show Cause</li> <li>• Connectors That Show Effect</li> <li>• Noun Clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Word Associations</li> <li>• Using Collocations</li> </ul>	<p><b>Original Student Writing:</b> Write a Cause-Effect Essay</p> <p><b>Photo Topic:</b> Write about some effects of extreme weather.</p> <p><b>Timed Writing Topic:</b> Why do people keep pets?</p>
<b>5</b> p. 112 <b>ARGUMENT ESSAYS</b>	<ul style="list-style-type: none"> <li>• What Is an Argument Essay?</li> <li>• Example Argument Essay</li> <li>• Developing an Argument Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Controlling Tone with Modals</li> <li>• Using the <i>if</i> clause</li> </ul>	<ul style="list-style-type: none"> <li>• Word Associations</li> <li>• Using Collocations</li> </ul>	<p><b>Original Student Writing:</b> Write an Argument Essay</p> <p><b>Photo Topic:</b> Write an argument essay about industry vs. nature.</p> <p><b>Timed Writing Topic:</b> What should happen to students who are caught cheating on an exam? Why?</p>
<b>6</b> p. 136 <b>OTHER FORMS OF ACADEMIC WRITING</b>	<ul style="list-style-type: none"> <li>• Part I: What is a Reaction/Response Essay?</li> <li>• Example Reaction Essay</li> <li>• Part II: Understanding Written Exam or Essay Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Sentence Types</li> </ul>	<ul style="list-style-type: none"> <li>• Word Associations</li> <li>• Using Collocations</li> </ul>	<p><b>Original Student Writing:</b> Write a Reaction/Response Essay</p> <p><b>Photo Topic:</b> Write a response essay that describes your emotion and reaction to a photograph.</p> <p><b>Timed Writing Topics:</b>  Question 1: Summarize the main points of this textbook.  Question 2: Evaluate your own academic writing skills.</p>

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# Exploring the Essay



Traditional Castellers build a human castle during La Merce Festival in Barcelona, Spain.