

GREAT WRITING

FIFTH EDITION

Keith S. Folse
April Muchmore-Vokoun
Elena Vestri

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Great Writing 1: Great Sentences for Great Paragraphs
Keith S. Folse

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GREAT WRITING MAKES GREAT WRITERS

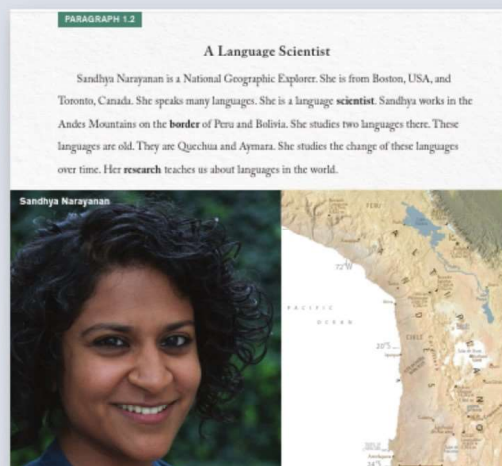
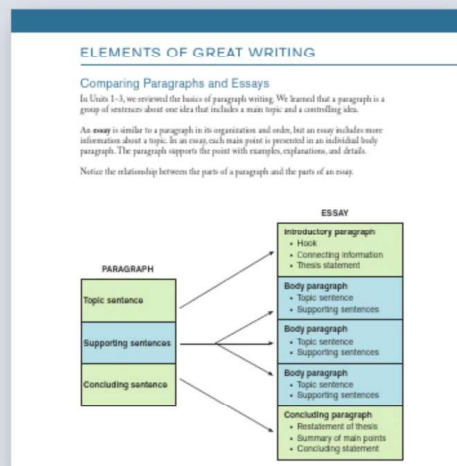
The new edition of *Great Writing* provides clear explanations, academic writing models, and focused practice to help students write great sentences, paragraphs, and essays. Every unit has expanded vocabulary building, sentence development, and more structured final writing tasks.



National Geographic images and content spark students' imaginations and inspire their writing.

Each unit includes:

PART 1: Elements of Great Writing teaches the fundamentals of writing.



Writing Models encourage students to analyze and use the features of great writing in their own work.

Targeted Grammar presents clear explanations and examples that students can immediately apply to their work.

PART 2: Building Better Vocabulary highlights academic words, word associations, collocations, word forms, and vocabulary for writing.

BUILDING BETTER VOCABULARY

WORDS TO KNOW

searched (adj)
effect (n)
secret (adj)
new (n)
available (n)
contact (n)
current (n)
fine (n)

long (adj)
tender (n)
highly (adj)
located (adj)
location (n)
major (adj)
old (adj)
powerful (adj)

published (adj)
promise (n)
quickly (n)
measurement (n)
action (n)
shades (n)
same (adj)
supply (n)

ACTIVITY 17 | Word associations

Circle the word or phrase that is most closely related to the bold word on the left.

1. assistance

food

help

2. ancient

new

old

3. customers

leaves

drivers

4. final

last

last

5. function

litera

work

6. highly

never

very

7. location

where

why

8. odd

unhappy

unusual

9. provide

give

learn

10. shade

no money

no light

ACTIVITY 18 | Collocations

Fill in the blank with the word that most naturally completes the phrase.

What

function

measurement

action

same

1. to _____ a good restaurant

2. to _____ well

3. the children's _____ in a bookstore

4. a website _____ to YouTube

5. to _____ your health

New Words to Know boxes throughout each unit target carefully-leveled words students will frequently use.

WORDS TO KNOW Essay 3.2


consideration: (n) careful and mindful thought

overwhelming: (adj) emotionally or physically overpowering

stimulate: (v) to arouse, excite

persuade: (v) to persuade by using force

purchase: (v) anything that is bought



An ice cave within a glacier in Vatnajökull National Park, Iceland

ESSAY 3.2

Smartphone Choices

1 Some years ago, people were **intimidated** by shopping for a smartphone. For one, smartphone technology was so new that many people were afraid of it. It was also extremely expensive, and many consumers were not sure if these phones would soon be replaced by yet another new technology. History, of course, has shown that smartphones are here to stay.

PART 3: Building Better Sentences focuses students on sentence-level work to ensure more accurate writing.

BUILDING BETTER SENTENCES

ACTIVITY 19 | Editing from teacher comments

Read the teacher's comments. Then make corrections.

PARGAPH 4.7

Ibn Battuta

Mohammad Ibn Battuta was a famous **moroccan** traveler. He **live** in Morocco in the 14th century. When he **a** young man, he made a trip to Mecca. Ibn Battuta **like** to see new places so much that he continued to travel. This **was** his original plan, but he continued on his journey. He had many adventures during his travels, and he met many interesting people. After he returned home, he **did not forget** about his journey. He wrote a book about his travels, this book now gives us a lot of important information about life in the 14th century. Also, give us more information about this interesting and important man.

PART 4: Writing activities allow students to apply what they have learned by guiding them through the process of writing, editing, and revising.

WRITING

ACTIVITY 23 | Writing a paragraph

Write a paragraph. Follow these guidelines.

1. Complete the chart. Then choose the topic and topic sentence you like best.


2. Indent the first line and write the topic sentence.

3. Write five to twelve related sentences.

4. Write a concluding sentence.

5. Use at least two of the vocabulary words or phrases from Words to Know. Underline them.

TOPIC	TOPIC SENTENCE
Color	<ul style="list-style-type: none">• In different cultures, the meaning of a color can vary a great deal.• Colors can affect the way you feel.
Food	<ul style="list-style-type: none">• There really is no such thing as a free lunch.• The fastest food to prepare is _____.
People	<ul style="list-style-type: none">• _____ (John Deere) has a very difficult job.• If I could meet anyone in history, I would like to meet _____.



Chetouan, Morocco, where they say the color blue represents the sky and heaven; some say it helps keep mosquitoes away.

TEST PREP

You should spend about 25 minutes on this task. Write a paragraph with six to ten sentences about the following topic.

Is being a tour guide a good job? How is it easy or difficult? What kinds of things does a tour guide do every day?

TIP

Take five minutes to plan before you start writing. First, list all the ideas you have about the topic. Then think about which ideas have the best supporting examples or ideas. Identify your main idea. Then write a topic sentence that represents your best ideas.

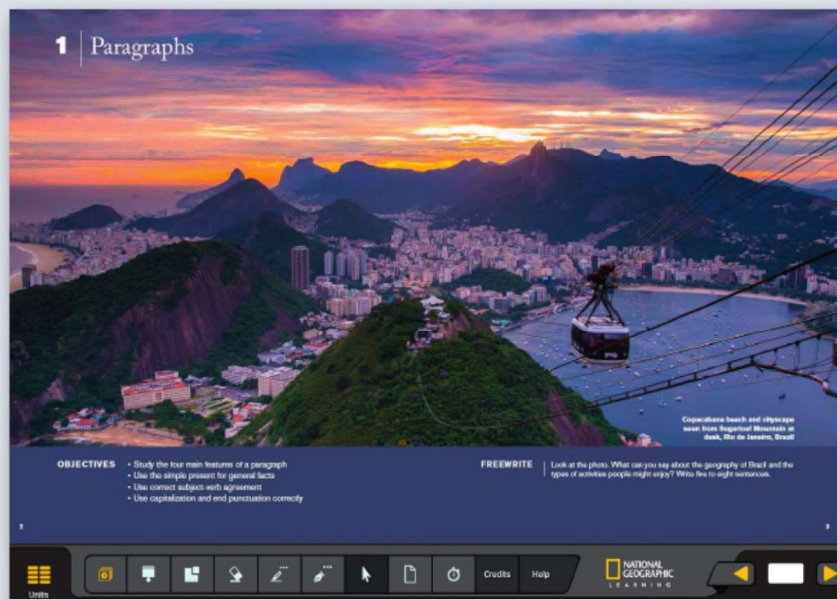
Give reasons for your opinion and include any relevant examples from your knowledge or experience. Remember to use the simple present and check for correct subject-verb agreement. Check for correct capitalization and end punctuation. Write at least 150 words.

NEW Test Prep section prepares students for timed writing on high-stakes tests.

vii

SUPPORT FOR INSTRUCTORS AND STUDENTS

FOR INSTRUCTORS

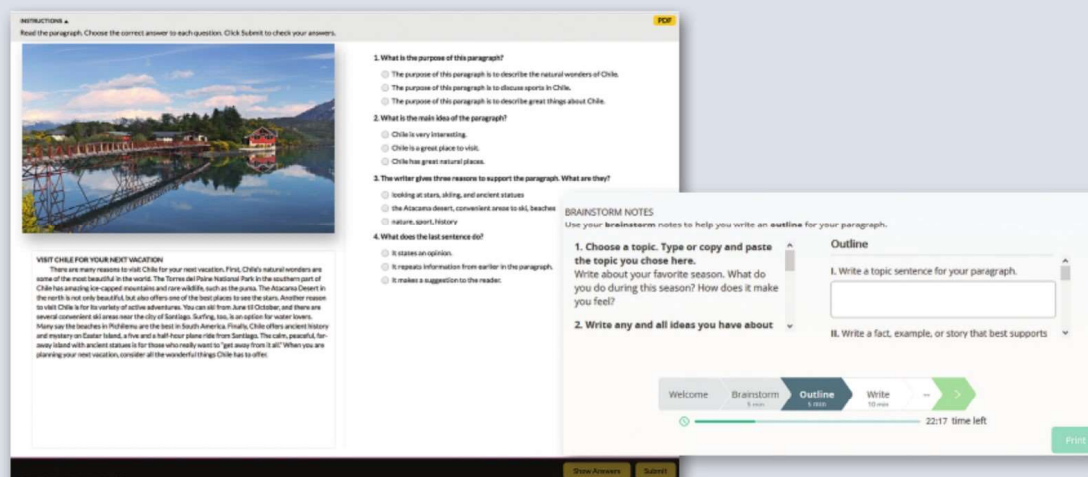


The Classroom Presentation Tool brings the classroom to life by including all Student Book pages, answers, and games to practice vocabulary.

Assessment: ExamView allows instructors to create custom tests and quizzes in minutes.

ExamView and **Ready to Go Tests** are available online at the teacher companion website for ease of use.

FOR STUDENTS



The Online Workbook provides additional practice in vocabulary, grammar, and writing, plus remediation activities for students who have not mastered at-level vocabulary and grammar.

NEW Guided online writing practice reinforces the writing process, helping students become stronger and more independent writers.

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FROM THE AUTHORS

Great Writing began in 1998 when three of us were teaching writing and frequently found ourselves complaining about the lack of materials for English language learners. A lot of books talked about writing but did not ask the students to write until the end of a chapter. In essence, the material seemed to be more of a lecture followed by “Now you write an essay.” Students were reading a lot but writing little. What was missing was useful sequenced instruction for developing ESL writers by getting them to write.

Each of us had folders with our own original tried-and-true activities, so we set out to combine our materials into a coherent book that would help teachers and students alike. The result was *Great Paragraphs* and *Great Essays*, the original books of the *Great Writing* series. Much to our surprise, the books were very successful. Teachers around the world reached out to us and offered encouragement and ideas. Through the past four editions we have listened to those ideas, improved upon the books, and added four more levels.

We are proud to present this 5th edition of the *Great Writing* series with the same tried-and-true focus on writing and grammar, but with an added emphasis on developing accurate sentences and expanding level-appropriate academic vocabulary.

We thank those who have been involved in the development of this series over the years. In particular for the 5th edition, we would like to thank Laura Le Dréan, Executive Editor; the developmental editors for this edition: Lisl Bove, Eve Yu, Yeny Kim, Jennifer Monaghan, and Tom Jefferies. We will be forever grateful to two people who shaped our original books: Susan Maguire and Kathy Sands-Boehmer. Without all of these professionals, our books would most definitely not be the great works they are right now.

As always, we look forward to hearing your feedback and ideas as you use these materials with your students.

Sincerely,

Keith Folse

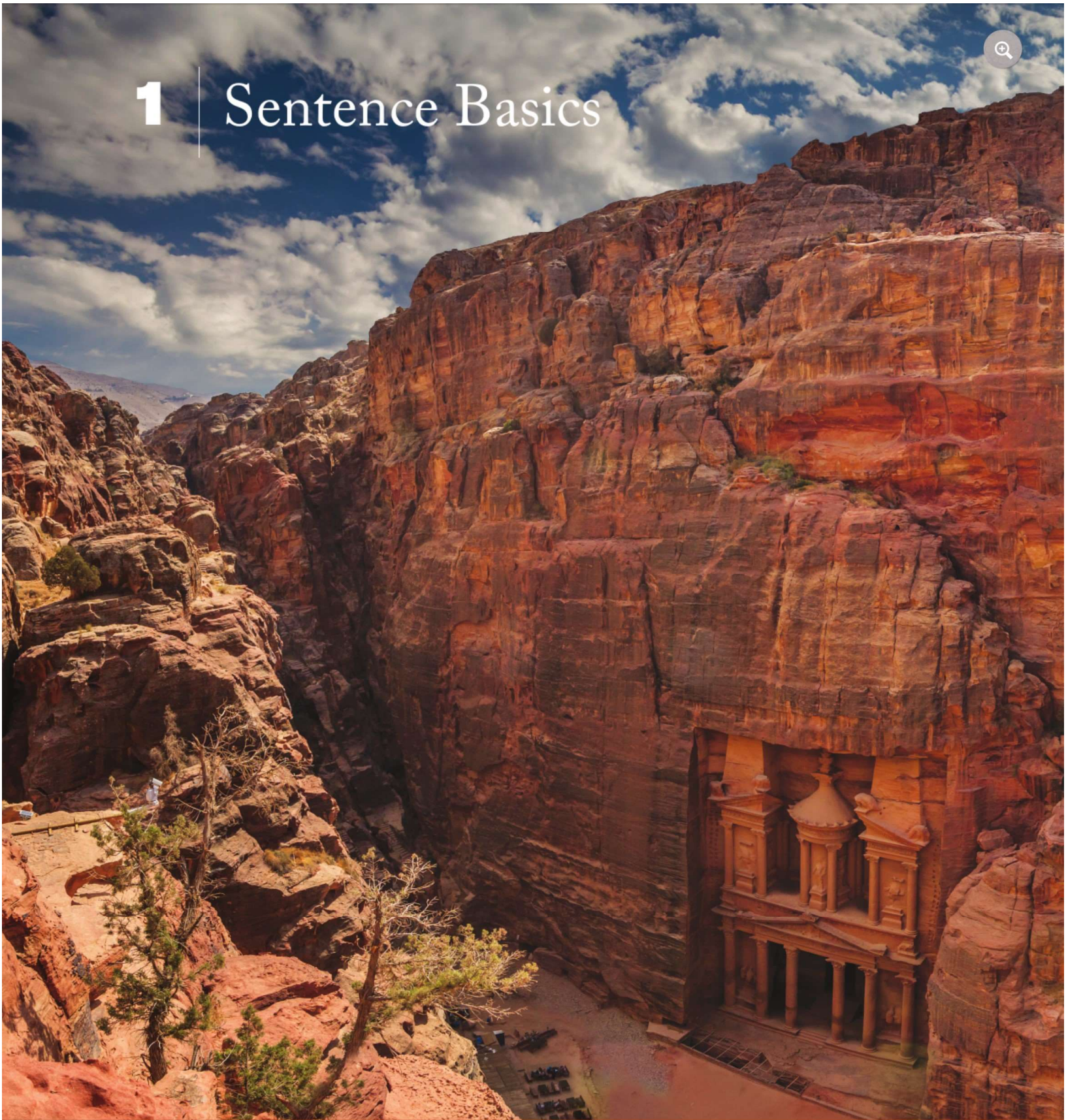
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1 | Sentence Basics



OBJECTIVES

- Use common sentence patterns with the verb *be*
- Write sentences with *there is/there are*
- Use prepositional phrases of place and time
- Use time words and phrases
- Use correct capitalization and punctuation



Al-Khazneh is an ancient building in Petra, Jordan.



FREWRITE

Look at the photo. On a separate piece of paper, write what you know or want to know about this place. Why do people build places like this?

ELEMENTS OF GREAT WRITING

What Is a Sentence?

A **simple sentence** is a group of words that:

- expresses a complete thought
- has a subject and a verb
- has an object and/or other information after the verb

SUBJECT	VERB	OBJECT	OTHER INFORMATION
Maria	sings.		
Maria and her sister	play	the piano.	
They	sing and play	beautiful songs	every day.
Maria's brother	plays	soccer and basketball.	

The **subject**:

- is the person or thing that does the action
- can be a noun or a pronoun

The **verb**:

- shows the action or state of the subject
- is sometimes an action word, such as *go*, *speak*, *write*, *swim*, or *watch*
- is sometimes a non-action word, such as *be*, *like*, *want*, or *need*

The **object**:

- receives the action of the verb
- can be a noun or a pronoun



ACTIVITY 1 | Identifying subjects, verbs, and objects

Underline the subject in each sentence. Circle the verb(s). Double underline any objects.

1. My friend and I play tennis.
2. Eun and Hae-Won skate.
3. The university has business and education classes.
4. Abdullah and Salem take and share pictures.
5. The science class studies climate change.

6. The history professors give long lectures.
7. Eva reads newspapers, magazines, and books.
8. The performer sings, acts, and dances.



ACTIVITY 2 | Using subjects, verbs, and objects

Fill in each blank with the correct subject, verb, or object. Use words from the word box.

Amazon Go	Caroline	enjoys	She	wakes up
arrives	classes	her job	takes	works

WORDS TO KNOW Paragraph 1.1

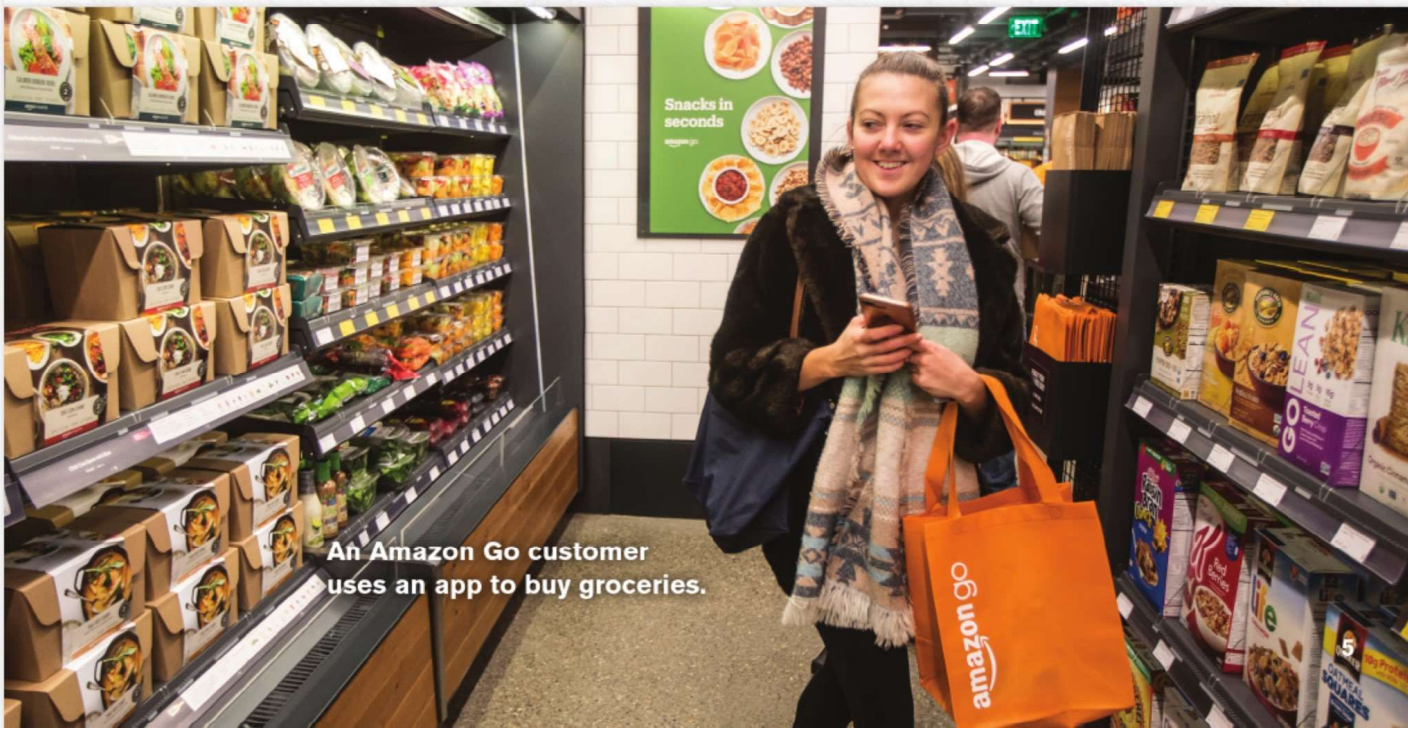
attend: (v) to go to a meeting, class, and so on

break: (n) a pause or stop in work or activity

PARAGRAPH 1.1

A Great Place to Work

¹ _____ has a great job at Amazon Go. ² _____ works there on Mondays, Tuesdays, and Thursdays. She does not work there on Wednesdays because she **attends** ³ _____ at Jefferson Community College. On her workdays, Caroline ⁴ _____ at 6 a.m. She ⁵ _____ at the store at 8 a.m. She ⁶ _____ from 8 a.m. to 5 p.m. She ⁷ _____ her **break** from 12:30 p.m. to 1:30 p.m. Caroline likes ⁸ _____ very much. She ⁹ _____ her coworkers, too. For Caroline, ¹⁰ _____ is a great place to work.



An Amazon Go customer uses an app to buy groceries.

Avoiding Fragments

A **fragment** is an incomplete sentence. It:

- is missing a subject or a verb
 - does not have a complete idea
- ✓ John is my brother. **He** works at Ames Bank.
✗ John is my brother. Works at Ames Bank.
- ✓ Many people **have** white cars.
✗ Many people white cars.

Check your work to avoid writing fragments.

WRITER'S NOTE Using *It* as a Subject

Use *It* as the subject to talk about weather and time. Without the *It* subject, you have a fragment.

- ✓ **It** snows a lot this time of year.
✗ Snows a lot this time of year.
- ✓ **It** is five o'clock now.
✗ Is five o'clock now.



ACTIVITY 3 | Identifying fragments

Write F for *fragment* and S for *complete sentence*. Then correct the fragments.

1. S Hans lives in a big apartment.
2. F My mother ^{makes} breakfast every morning.
3. _____ Is sunny today.
4. _____ Abdul has a car.
5. _____ They my cousins from Miami.
6. _____ It twelve o'clock.
7. _____ Michael likes football.
8. _____ Nicole and Jean best friends.
9. _____ Colombia is in South America.
10. _____ Has a subject and a verb.

Sentences with the Verb *Be*

Be is a very common verb in English. It has three forms in the simple present: *am*, *is*, *are*. *Be* is never followed by an object. Here are three common sentence patterns of *be*.

Subject + *Be* + Adjective(s)

SUBJECT	BE	ADJECTIVE(S)
I	am	happy.
You/We/They	are	young.
He/She/It	is	fun and interesting.

Subject + *Be* + Noun(s)/Noun Phrase

SUBJECT	BE	NOUN(S)/NOUN PHRASE
I	am	a mother and a doctor.
The players	are	a team.
Ceviche	is	a seafood dish.

Subject + *Be* + Prepositional Phrase

SUBJECT	BE	PREPOSITIONAL PHRASE
I	am	at school.
My keys	are	on the table.
The test	is	in the morning.

You can use more than one pattern at a time in a sentence:

adj prep phr
I **am** happy at work.

n phr prep phr
She **is** a top chef in Asia.



Chef Chen Lansu at her restaurant, Le MouÛt, in Taiwan



ACTIVITY 4 | Identifying sentence patterns of *be*

Read the paragraph. Then follow the directions below.

1. Circle the sentence(s) with the pattern *be* + adjective(s).
2. Underline the sentence(s) with the pattern *be* + noun(s)/noun phrase.
3. Double underline the sentence(s) with the pattern *be* + prepositional phrase.

WORDS TO KNOW Paragraph 1.2

border: (n) the line that divides two countries

scientist: (n) someone who works in science

research: (n) the study of information

PARAGRAPH 1.2

A Language Scientist

Sandhya Narayanan is a National Geographic Explorer. She is from Boston, USA, and Toronto, Canada. She speaks many languages. She is a language **scientist**. Sandhya works in the Andes Mountains on the **border** of Peru and Bolivia. She studies two languages there. These languages are old. They are Quechua and Aymara. She studies the change of these languages over time. Her **research** teaches us about languages in the world.

Sandhya Narayanan

