

Scope and Sequence

Unit	Writing	Grammar for Writing	Building Better Vocabulary	Original Student Writing
1 p. 2 EXPLORING THE ESSAY	• What is an Essay? • Example Essays • Writing the Introduction • Writing the Body • Writing the Conclusion		• Word Associations • Using Collocations	Original Student Writing: Write an Essay Photo Topic: Describe a festival or celebration in your culture. Timed Writing Topic: What are the benefits of knowing a second language?
2 p. 38 NARRATIVE ESSAYS	• What is a Narrative Essay? • Example Narrative Essays • Developing a Narrative Essay	• Connectors and Time Relationship Words • Sentence Variety with Prepositions of Time Plus Key Nouns for Better Cohesion • Adjective Clauses	• Word Associations • Using Collocations	Original Student Writing: Write a Narrative Essay Photo Topic: Write a story about a person who inspires you. Timed Writing Topic: Narrate a story about a disagreement you had with a friend (or family member) and how the disagreement was resolved.
3 p. 64 COMPARISON ESSAYS	• What is a Comparison Essay? • Example Comparison Essays • Developing a Comparison Essay • Developing Ideas for Writing	• Sentence Structure of Connectors (for Comparison Essays) • Connectors That Show Comparison Between Sentences of Paragraphs • Connectors That Show Contrast Between Sentences of Paragraphs • Using Adverb Clauses	• Word Associations • Using Collocations	Original Student Writing: Write a Comparison Essay Photo Topic: Compare or contrast two places on Earth. Timed Writing Topic: Compare two popular vacation destinations

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4 p. 88 CAUSE-EFFECT ESSAYS	• What Is a Cause-Effect Essay? • Example Cause Effect Essays • Developing a Cause-Effect Essay • Choosing Words Carefully • Developing Ideas for Writing	• Connectors for Cause-Effect Essays • Connectors That Show Cause • Connectors That Show Effect • Noun Clauses	• Word Associations • Using Collocations	Original Student Writing: Write a Cause-Effect Essay Photo Topic: Write about some effects of extreme weather. Timed Writing Topic: Why do people keep pets?
5 p. 112 ARGUMENT ESSAYS	• What Is an Argument Essay? • Example Argument Essay • Developing an Argument Essay	• Controlling Tone With Modals • Using the <i>if</i> clause	• Word Associations • Using Collocations	Original Student Writing: Write an Argument Essay Photo Topic: Write an argument essay about industry vs. nature. Timed Writing Topic: What should happen to students who are caught cheating on an exam? Why?
6 p. 136 OTHER FORMS OF ACADEMIC WRITING	• Part I: What is a Reaction/Response Essay? • Example Reaction Essay • Part II: Understanding Written Exam or Essay Questions	• Understanding Sentence Types	• Word Associations • Using Collocations	Original Student Writing: Write a Reaction/Response Essay Photo Topic: Write a response essay that describes your emotion and reaction to a photograph. Timed Writing Topics: Question 1: Summarize the main points of this textbook. Question 2: Evaluate Your Own Academic Writing Skills

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.