

INTERNATIONAL STUDENT EDITION

Great Writing

2

# Great Paragraphs

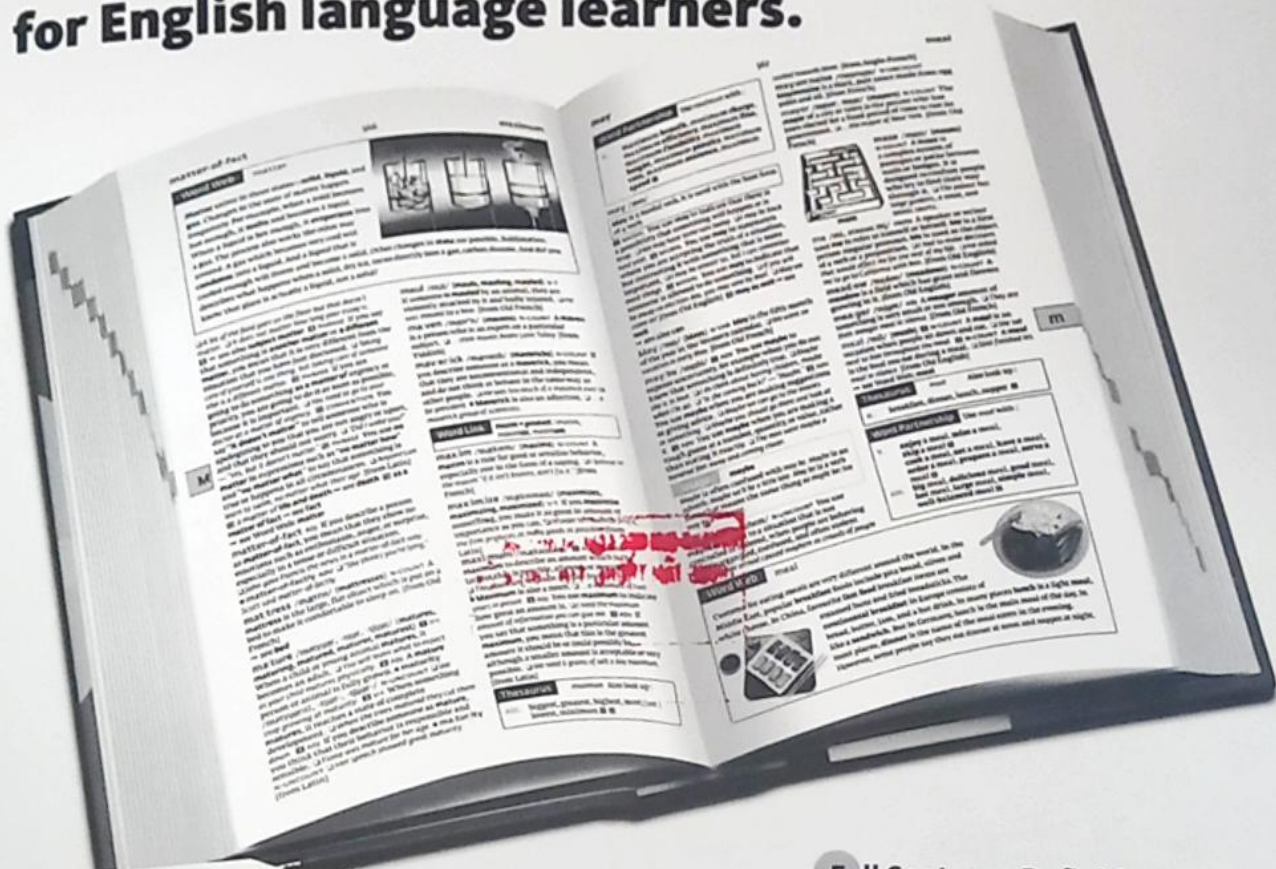
Keith S. Folse  
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THIRD EDITION





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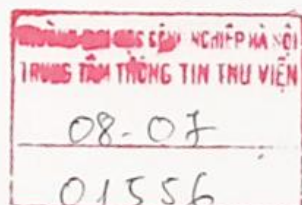
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# Great Writing 2

*Great Paragraphs*





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THIRD EDITION

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# Overview

*Great Writing 2: Great Paragraphs* is the second book in the five-level *Great Writing* series of composition books. *Great Writing 2* offers introductory material on paragraph writing. This material includes a wide variety of exercises that provide serious practice in both learning the writing process and developing a final written product.

The book is designed for intermediate students; however, we have controlled the language as much as possible so that dedicated upper beginners and weak advanced students may also benefit from the instruction. Depending on the class level and the amount of writing that is done outside of class, there is enough material for 60 to 80 classroom hours. If a more substantial amount of writing is done outside of class, the number of hours for a faster group can be as little as 40.

Some of the highlights of *Great Writing 2* include the following:

- **Abundance of activities and writing practice** The new third edition contains 209 activities, including 30 suggestions for additional paragraph writing assignments and 31 supplementary activities that focus on sentence combining, capitalization, punctuation, and grammar in the Brief Writer's Handbook with Activities. New to this edition, the Timed Writing feature provides students with an opportunity to practice writing using a writing prompt with a time limit.
- **Step-by-step instruction** Some English learners are already good writers in their native language, and their writing skills may transfer to English when these students are given appropriate practice activities to bring their abilities out. However, other learners need work in the basic steps involved in the process of composing a paragraph. These students in particular will benefit from the step-by-step activities in *Great Writing 2*. Of special interest are Appendix 1, Building Better Sentences, which contains guided activities to improve students' sentence combination skills, and the new Editing Your Writing section of the Brief Writer's Handbook with Activities, which provides a step-by-step introduction to the process of identifying and correcting errors and rewriting drafts based on teacher feedback.
- **Contextualized activities** An important feature of *Great Writing 2* is the inclusion of 100 example paragraphs distributed throughout the units. Teachers and students recognize the importance of grammar in writing; however, we want to stress that while grammar is important, having good grammar is not all that is necessary for being a good writer. In this book, we have tried to avoid lengthy grammar explanations. When we provide grammar practice, it is done in the context of whole paragraphs of related sentences. In addition to providing relevant practice in the particular grammar (or punctuation or capitalization) area, these contextualized activities also provide learners with more input in English composition and paragraph organization and cohesion. We believe that this is a win-win situation for both teachers and learners.
- **Enhanced focus on vocabulary** A piece of writing is often only as good as the writer's ability to use a wide range of appropriate vocabulary. To help our learners achieve this important goal, this third edition includes more emphasis on vocabulary in six key ways:
  1. *More vocabulary items.* We have revised some of the paragraphs to include more focus on words that will help students improve their own writing.
  2. *More glossing.* We have glossed more vocabulary items after the paragraphs.
  3. *More recycling.* We have intentionally recycled vocabulary items from unit to unit. With increased exposure, students will learn not only the basic meanings of words and phrases, but also acquire actual natural usage.



4. *Practice of meaning.* New to this edition, each unit contains a Word Associations activity that allows students to check their understanding of the basic meaning of new vocabulary.
5. *Practice of collocations.* Also new to this third edition, each unit includes an activity on collocations, which are words or groups of words that naturally and frequently co-occur with a target word. Learning collocations will help students build on their bank of commonly used phrases, which is the first step to incorporating those phrases into their writing.
6. *Active use of vocabulary.* While knowing word meanings may allow for passive recognition in reading or listening, knowledge of word meanings alone is often insufficient for using the vocabulary accurately and fluently in writing (or speaking). Students need to practice the vocabulary items and collocations presented in these activities in their writing. To this end, students are instructed to use some of the vocabulary presented in the vocabulary activities as they write their Original Writing Practice assignment for that unit.

The teacher is always the best judge of which units and which activities should be covered with any group of students. We fully recognize that no one knows your students and their writing needs better than you do, so it is up to you to gauge the needs of your students and then match those needs with the material in this book.

## Text Organization

*Great Writing 2* consists of these sections: Units 1–5 deal with the elements of a good paragraph, Units 6–11 feature five different kinds of paragraphs and an introduction to writing essays, and the Brief Writer's Handbook with Activities and the Appendices contain ancillary and additional practice material.

### Units 1–5

Units 1–5 teach, in general terms, how to construct a good paragraph. Some of the material in these units may be redundant for some students. Thus, teachers may want to use only selected material from Units 1–5 while moving more quickly into the specific paragraph practices in Units 6–10. The five units cover (1) what a paragraph looks like, (2) how to brainstorm, (3) how to write a topic sentence, (4) what supporting and concluding sentences do, and (5) how to write a simple paragraph. Students who are already familiar with what a paragraph is may begin with Unit 5, which reviews material presented in Units 1 through 4.

### Units 6–10

Units 6–10 explain five different kinds of paragraphs: *definition, process analysis, descriptive, opinion, and narrative*. While it is not necessary to cover these five paragraph modes in this order, the current sequencing will allow for some recycling of grammatical and lexical items. We do not believe that learning to write by studying rhetorical modes is the only good way to learn ESL composition; however, we believe that rhetorical modes are the easiest, most efficient, and most sensible way to organize an ESL composition course.

### Unit 11

Unit 11 helps students see how paragraphs and essays are related. Students are given both guided practice opportunities in writing missing paragraphs for an essay and original practice opportunities in the whole process of producing an original essay. (Students who need to master essays should use the third, fourth, and fifth books in the *Great Writing* series: *Great Writing 3: From Great Paragraphs to Great Essays*, *Great Writing 4: Great Essays*, and *Great Writing 5: Greater Essays*.)



## Brief Writer's Handbook with Activities

The Brief Writer's Handbook with Activities offers additional support in both the process and the mechanics of writing.

"Understanding the Writing Process: The Seven Steps" explains the seven steps in the process of writing a paragraph. However, rather than merely listing the seven steps as many books do, this section walks students through the step-by-step process of the assignment in Unit 6, Definition Paragraphs. (We chose definition paragraphs to illustrate this process because definition paragraphs are one of the easiest and most transparent rhetorical modes for learners at this level.) For the final assignment in this unit, a student has written a paragraph in which she defines a type of regional food. Each of the seven steps is explained, followed by the student's writing in that step, whether it be brainstorming, handwritten notes about the process, or a first draft.

New to this edition, the "Editing Your Writing" section guides students through the editing process. Teachers often spend considerable time marking and commenting on student work, but many students have difficulty incorporating teacher feedback as they write their next draft. While many textbooks offer general advice on editing, students often need more specific and explicit advice. This innovative section is meant to provide students with the step-by-step training they need to effectively integrate teacher feedback as they rewrite their drafts. In Editing Your Writing, students analyze three versions of the same student paragraph.

- Version 1 is an uncorrected draft of a student-generated, timed-writing assignment. Students read the assigned writing task and then the original paragraph to compare the task and the product globally. Students then read the paragraph for a closer inspection of the organization, grammar, vocabulary, and writing style.
- Version 2 is the same paragraph with instructor comments. In this version, students can see what the instructor has written. Students will see both positive and negative comments. An important point here is for students to compare their comments after reading Version 1 with the teacher's comments. Which comments are similar? Which areas are different?
- Version 3 is the second draft of the work after the teacher's comments. The writer has accepted some of the teacher's comments but appears to have rejected others, which is a very common occurrence in all composition classes. Through guided questions, students are asked to identify sections that were changed. Were the changes made in response to teacher comments, or were the changes original changes initiated by the student after rereading the writing?

The "Capitalization Activities" and "Punctuation Activities" sections provide a review of capitalization and punctuation rules. The "Additional Grammar Activities" section provides additional practice in some of the most persistent grammatical problems for English learners so that students' ability to express themselves in English is not hindered by their level of English proficiency.

"Citations and Plagiarism" is new to this third edition, but the topic it addresses is not a new concern: citing borrowed information and avoiding plagiarism. In addition to teaching notes within the units, we have included a separate section on citations and plagiarism. For many students, the notion of plagiarism is new. Many English learners find it difficult to paraphrase material because they either do not understand the original material well enough in the first place or they do not have enough vocabulary knowledge to express the same idea in their own words. Whether writers use a paraphrase or an exact quote, they need to learn how to cite this information to avoid plagiarism.

## Appendices

Appendix 1, Building Better Sentences, consists of twenty exercises that help students build better sentences in English through sentence combining. Some students' writing contains many simple sentences that rarely go beyond subject-verb-object or subject-*be*-adjective constructions. While such sentences may be correct, this type of writing lacks variety and appears very simplistic. Instructing students to write longer sentences may help them write more. A real advantage of these twenty activities is that they can be checked as a whole class, thereby reducing teacher grading time.



Appendix 2 consists of peer editing sheets for the final writing activity in each unit. We believe that for the peer editing process to work beneficially for both the reader and the writer, proper guidance is needed. These peer editing sheets provide structure and focused guidance to help readers make useful comments that the writer can benefit from. For those students who are able to go beyond the basics, several of the questions are open-ended and invite additional comments.

## Contents of a Unit

Although each unit has a specific writing goal and language focus (listed at the beginning of the unit), the following features appear in every unit.

### Example Paragraphs

Because we believe that writing and reading are inextricably related, the example paragraphs are often preceded by short schema-building questions for small groups or the whole class. Potentially unfamiliar vocabulary is glossed. Example paragraphs are usually followed by questions about organization, syntactic structures, or other composition features.

### Writer's Notes

Rather than large boxed areas of teaching overflowing with information, *Great Writing 2* features small chunks of writing advice under this heading. The content of these notes varies from brainstorming techniques, to peer editing guidelines, to citing original sources, to using adjectives for better descriptions, to plagiarism.

### Language Focus

This section directs students' attention to a grammar issue that is related to the kind of writing being practiced in that unit. Those students who need additional practice should work through any additional exercises in the "Additional Grammar Activities" section of the Brief Writer's Handbook with Activities.

### 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.

### Proofreading and Editing

Many of the units contain different kinds of proofreading exercises. A writer's ability to locate and repair problems in his or her own writing is key to successful independent writing.

### Sequencing

Even in the early units, students are asked to read sentences and put them in the best sequence. Where appropriate, students are asked to analyze the connecting or transition words and phrases. One of the main goals of *Great Writing 2* is to teach writing devices, such as transition words, so that students will be better equipped to use them in their own writing. In addition, other activities focus on sequencing by asking the student to complete partial outlines of the material in a given paragraph.

### Copying

In the early units, students are asked to put sentences in sequence or to supply the correct verb form of a given verb within a sentence. Students are then asked to copy these sentences in a paragraph format and



add an original title. This exercise provides practice in what a paragraph looks like and the kinds of related information it contains. Some teachers may wish to skip these activities altogether depending on students' needs and proficiency level.

## Analyzing a Paragraph

Students are frequently asked to read a paragraph and answer a series of questions about various aspects of writing at the intermediate level, for example, recognizing the topic sentence, identifying the use of examples as support, or discovering the writer's purpose for including a given piece of information.

## Building Better Vocabulary

Before the Original Writing Practice in every unit, students will complete two vocabulary-building activities. In these activities, which are new to this edition, vocabulary words have been taken from each unit's writing, and special attention is paid to building schema and collocations. In the first activity, Word Associations, the student identifies 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. The second activity, Using Collocations, helps students learn specific word combinations, or collocations, which will help their original writing sound more advanced.

## Original Writing

The end of each unit includes at least one activity that requires students to do some form of original writing. In Units 1–5, students are often asked to write a paragraph of no specified rhetorical style. The purpose here is to practice developing a good paragraph from a solid topic sentence with good controlling ideas. In Units 6–10, students are expected to maintain the same standards while producing a different kind of paragraph in each unit. Unit 11 asks students to write certain paragraphs to complete an essay.

In Units 5–10, students are provided with a list of five additional writing ideas or assignments for a total of 30 additional original writing assignments. It is up to the teacher to decide whether all students will write about the same topic or whether each student is free to choose any of the five topics listed. It is our experience that having students discuss their ideas in groups of no more than five or six students results in maximum discussion in English, maximum exchange of ideas, and maximum participation from each individual.

## 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 paragraphs. Appendix 2 offers a unique peer editing sheet for each unit that provides the guidance and structure that is necessary for students at this level to successfully perform this task. We recommend that students spend 15 to 20 minutes reading a classmate's paragraph and writing comments using the questions on the peer editing sheet. Since a certain amount of trust and cooperation is involved in peer editing, it is important to make sure that students work with peers that they feel compatible with.

## 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. As a result, in this third edition, the final activity in each unit features a timed-writing prompt that is 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 25 minutes of actual writing.

Although we have placed this Timed Writing as a final task within a unit, some teachers may prefer to assign this topic as the first task of the unit. In this case, these teachers usually collect students' work and then have them rewrite it at the end of the unit. In this way, students have two opportunities to practice composition while teachers only read and mark papers once.

## About the Activities and Practices

Teachers have long noticed that although students do well with grammar in discrete sentences, they have problems with the same grammar when it occurs in a paragraph. Because of this difficulty, most of the activities and practices in *Great Writing 2* work with complete paragraphs. Thus, instead of five unrelated sentences for practice with past tense, we offer a paragraph of five sentences. Our hope is that by practicing the grammatical problem in the target medium, students will produce more accurate writing sooner. The large number of such paragraphs (100) allows a great deal of freedom on the teacher's part in planning this course.

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 they did 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 *Great Writing 2* allows English learners to achieve this goal.



For the answer key, additional exercises, and other instructor resources, visit the *Great Writing 2* instructor Web site at [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)

Additional exercises for each unit are available to students on the *Great Writing 2* student Web site at [elt.heinle.com/greatwriting](http://elt.heinle.com/greatwriting)