

A Note about the Organization of the Text

Most writing books for intermediate ESL students include a large number of different tasks for the entire writing process: the generation of ideas, techniques for rewriting, explanations of coherence and cohesion, introduction to rhetorical styles, and so on. These texts also very often include many written models to showcase the outcome of the writing process. This sometimes leaves a limited amount of space for grammatical explanations such that they are usually short and only briefly touch on essentials such as transitions, coordinating conjunctions, and the like.

With so many pages dedicated to the writing process, a teacher may have to pick and choose from the text to avoid having students spend too much time learning about *how* to write rather than actually writing. Even then, one of the most glaring of student needs is obvious at the first glance at a composition: **grammar**.

Knowing how much experience teachers have with the teaching of the writing process, I wrote *Grammar-Writing Connections* to allow students to take what the teacher can provide with regard to process and to put it into action with both the grammatical structures that native writers commonly use to express themselves idiomatically and with vocabulary that has very wide application in writing.

To make the text correspond to the typical curriculum, the chapters in *Grammar-Writing Connections* are matched to rhetorical style. Chapters 1 and 2, for example, focus mainly on description. The tools that parallel the task of description include count and non-count nouns and the conventions of listing adjectives in pairs or strings of three or more before and after nouns. Also introduced is new vocabulary in the way of words such as *particularly* to go before adjectives and *a great deal of* and *a great number of* to replace the much more basic and less sophisticated-sounding *a lot of*. Later chapters offer grammar and vocabulary that complement narration, opinion, exemplification, compare/contrast, and cause/effect.

Each chapter includes writing projects, but because of the text's grammatical emphasis, teachers will find ample practice with the tools the students need. For example, in explaining how adjectives are listed before nouns, Chapter 2 includes a Parlor Game exercise and a practical chart. Students can use the chart at any time to construct properly punctuated, natural-sounding phrases. Similarly, Chapter 5's treatment of the passive voice includes a section on how adverbs can be used to produce meaningful writing with passive constructions like *slowly aged*, *shabbily constructed*, and *wonderfully performed*.

Thus, in addition to matching a rhetorical style with its corresponding grammar, each chapter in *Grammar-Writing Connections* provides grammatical structures and vocabulary designed to give a literate and authentic flavor to the student's writing. These, along with the book's ongoing sections on grammar review, have been put together with the goal of making student writing quickly become more expressive, idiomatic, and **grammatical**.