

To the Teacher

Grammar-Writing Connections is an intermediate-level writing book that teaches a number of higher-level grammar items and structures that can give a more literate and natural sound to student writing. This book, in part, was written to address a very practical concern in the ESL writing classroom: while students may be taught the important concepts of the writing process—brainstorming, topic sentence support, and so on—this knowledge does them little good if they lack the tools to do an effective job on the actual writing. Also, most textbooks provide little in the way of specific tips for expanding upon the tools students have to make their writing come alive. Teachers are often quite skilled at communicating to students the process and organization of writing, yet too often the same teachers find themselves correcting work that is rife with basic errors—most often grammatical ones.

Grammar-Writing Connections was written to improve student writing not only by providing some basic grammar review, but also by introducing more advanced vocabulary and structures that intermediate students can master. The items addressed in the book fall into four basic categories: **grammar review**, **common writing mistakes**, **grammar and writing-related vocabulary**, and **grammar and writing-related structures**.

The basic grammar review often sets the stage for more advanced material. For example, simple question formation is reviewed before Explanation 32, in which students learn to write a question form when beginning a clause with a negative adverb such as *not only* or *never*: *Not only does it rain in my home town, but it also snows* and *Never have I seen such a good movie*.

In this text, common mistakes are anticipated and addressed in other explanations. *Almost people* or *especially I like chocolate*, for example, are corrected to read *almost all people* (or *most people*) and *I especially like chocolate*.

Grammar-writing structures range from the order of adjectives before nouns as in Explanation 10 (*It was a big, powerful, destructive winter storm*) to introducing a sentence with the passive to express beliefs or facts about people or things as in Explanation 39 (*It is said that Napoleon was a remarkable military leader* or *Napoleon is said to have been a remarkable military leader*).

Rather than introducing collocations with limited application such as *a lazy river* or *a mighty ocean*, this text presents vocabulary that can be put to use more often. Examples are *densely/sparsely populated* and adverbs such as *somewhat*, *remarkably*, and *exceedingly*, which when used before adjectives often result in language that is both familiar-sounding and expressive, as in *somewhat strict*, *remarkably knowledgeable*, or *exceedingly difficult*.

Grammar-Writing Connections will help you to improve your students' writing by providing them with the basic grammatical tools they need and the new vocabulary and structures necessary to take their writing to a higher and more fluent level.