

Second Edition

Writing from Within 1

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Plan of the book

Unit	Writing Assignment
1 Who am I?	An e-mail introducing yourself
2 An important place	One paragraph about an important place and what happened there
3 An ideal partner	One paragraph about your ideal partner
4 My favorite photo	One paragraph about your favorite photo
5 My seal	One paragraph about your seal
6 Party time	One party announcement and one paragraph about a class party
7 Thank-you note	A one-paragraph thank-you note
8 Movie review	A two-paragraph movie review
9 Friendship	Two paragraphs about a friend
10 Superhero powers	Two paragraphs about a superhero power
11 Advertisements	A two-paragraph advertisement
12 Lessons learned	Two paragraphs about an action you regret

Organizational focus	Editing focus	Just for fun assignment
Organizing an e-mail about yourself Adding more information	Connecting sentences	Writing addresses and signatures
Setting the scene Ending a personal story	Using prepositions	Making a guidebook
Listing points Adding reasons	Combining sentences	Playing a matchmaking game
Giving background information Writing a concluding sentence	Mixing past and present tense	Making a photo time line
Organizing information by location Topic sentences	Commas with <i>because</i>	Making a group flag
Plans and instructions	<i>So that</i> and <i>to</i>	Designing a poster for a party
Giving reasons Time markers	<i>Before, while, and after</i>	Writing a thank-you card
Movie summary Movie opinion	Pronouns	Producing a movie
Supporting sentences	Combining sentences with <i>so</i>	Writing an article
Adding examples to a wish	Writing about wishes	Creating a comic book story
Attention getters Testimonials	Using persuasive language	Having a class market
Writing an explanation Conclusions	Word choice	Making a card

To the teacher

For a student who has never written more than a single sentence at a time, drafting a whole paragraph, even a short one, is a daunting challenge. Yet by writing even short texts, a whole new avenue for communication opens up. There are things students will write that they would never say, and writing offers them the potential to go deeply into their inner worlds. We, as authors, believe that all language learners, even low-level learners, possess a need to express themselves and share what is meaningful to them.

This book was written for such learners, especially those we call “3Ls”: those low in ability, low in confidence, and low in motivation. Our goal was to create activities that not only allow them to succeed at writing English, but also allow them to express personal, meaningful, and sometimes fanciful facets of their lives. We have tried to create activities that *pull* our learners into writing rather than *push* them.

Writing from Within 1 covers a spectrum of educational objectives. Students are taught how to write sentences, generate and organize content, structure and sequence this content into paragraphs, review and edit what they have written, and finally, how to respond to what others have written. We see writing as a balanced combination of language, expository, and self-revelation skills.

As in *Writing from Within 2*, the focus of each unit is a writing assignment. Some assignments are introspective: For example, learners are asked to reflect on something they are thankful for. Others are more conventional but task-based: Learners are asked to write movie reviews and advertisements. In this way, humanistic writing assignments are balanced with task-based writing assignments to provide a broad range of writing experiences. In addition, each unit ends with an optional expansion activity that gives learners the opportunity to apply their new skills to a different task.

The main task of each unit is the writing assignment. The first six parts of each unit are prewriting activities that have learners generate and organize information, learn basic language structures, and improve their expository skills, such as how to write topic and supporting sentences. Then comes the writing assignment. Following the writing assignment are an editing lesson that helps learners enrich their writing by making stylistic choices, and a feedback lesson, that gives learners the opportunity to respond to their classmates' writing. Each unit takes 3–5 hours of class time to complete, and although the syllabus is developmental, it is not necessary to do each unit in order.

The chart on the following page shows the unit structure.

Prewriting	Part 1 Brainstorming	<i>The topic is introduced and writing ideas are generated.</i>
	Part 2 Analyzing a paragraph	<i>Students analyze model sentences in the context of a paragraph.</i>
	Parts 3–5 Learning about organization, Working on content	<i>Students learn organizational skills and generate content for their paragraphs.</i>
	Part 6 Analyzing a model	<i>Students analyze model paragraphs like the ones they will create.</i>
Writing	Part 7 Write!	<i>Students receive instructions for writing their paragraphs.</i>
Postwriting	Part 8 Editing	<i>Students take a closer look at language and structures and edit their writing.</i>
	Part 9 Giving feedback	<i>Students exchange paragraphs with other students for review and feedback.</i>
	Just for Fun	<i>Students do an optional writing activity that helps them transfer their newly gained skills to a communicative writing task.</i>

Writing is a skill. We tell our students that learning to write is like learning to play a musical instrument; the more they practice, the better they will be. *Writing from Within 1* is designed to demonstrate to learners that they have the knowledge and ability within to develop this skill. We hope they will enjoy this text, and we look forward to hearing your comments.

Curtis Kelly Arlen Gargagliano

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