**Expository Reading and Writing Text-Based Grammar:**

**An Introduction**

**Familiarizing yourself with Grammar for Expository Reading and Writing**

**Chapter 1: Sentence Fundamentals for Expressing Ideas**

* What is the purpose of the **“Guided Composition”** exercise? What is the teacher going to do with the student writing?
* What is the purpose of the “Noticing Language” exercise?
* Who is the audience for the explanations such as **1.2 Finding Subjects of Sentences**? What is the purpose of the information in parentheses?
* Find **Chart 1.2**. How could teachers use the chart such as this one to help students become independent editors of their own writing?
* Read **Exercise 6**. How is it different from a typical grammar exercise?
* What is the function of the **Tip for Writers**?

* Read **Exercise 10**. Why use student writing for this activity instead of one of the professional texts in the Fast Food module?
* Read the directions for **Exercise 12 in student book**. Why are students not simply directed to edit their essay for all their grammatical and mechanical errors?
* How would you characterize the sequencing of exercises in **Chapter 1**?
* What assumptions about language learning underlie **Chapter 1**?

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* What is the purpose of the **“Guided Composition”** exercise? What is the teacher going to do with the student writing?
	+ *The purpose of the Guided Composition is to have students create a sample of writing that includes the target structures. One purpose is diagnostic. The teacher can quickly read what the students write and get a sense of what they know and what they are going to need to learn during the chapter. Another purpose is to create a short piece of student writing. At the end of the chapter, this text is a piece of writing that students can use to practice editing. It is writing that they generated, but it is based on someone else’s words and ideas so it will be easier for them to identify and correct their errors.*
	+ *The teacher should keep the Guided Compositions to hand back at the end of teaching the chapter. Using a sample Guided Composition, the teacher compares it with the original and models the editing process. Students then edit their own Guided Compositions after which they compare their versions to the original. Finally, the teacher helps them articulate what they have learned about the target structure in a “debriefing” process.*
* What is the purpose of the “Noticing Language” exercise?

*The “Noticing Language” exercise is designed to help students articulate what they already know about the target feature before they receive any instruction or learn any metalanguage about it. Again, this will help inform the teacher about what the students already know. In addition, research in applied linguistics tells us that students need to notice grammatical features in order to learn them; the noticing activity gives them their first chance to focus on the particular feature that they will be studying in the chapter.*

* Who is the audience for the explanations such as **1.2 Finding Subjects of Sentences**? What is the purpose of the information in parentheses?
	+ *The audience is the students. The information in parentheses explains the grammatical reasoning behind the examples.*
	+ *The teacher can opt to teach the grammatical concepts in a discussion format and initially not give students the print version. In that case, the information in parentheses can guide the teacher in the kinds of questions to ask. For example, the class can discuss the sample sentences: “****Restaurants*** *use marketing to increase their profits.* ***They*** *compete to make their food appeal to customers.” The teacher can ask, “What is the subject of the first sentence? What is the subject of the second sentence? Why don’t we need to repeat the word “restaurants?” What do we call words like “they” that replace nouns?*
* Find **Chart 1.2**. How could teachers use the chart such as this one to help students become independent editors of their own writing?
	+ *Teachers can encourage students to use the charts as grammatical reference guides. Once they are familiar with them, they should always have them handy to refer to when they are editing their essays. Some teachers like to duplicate the charts separately to make it easier for students to refer to them.*
* Read **Exercise 6**. How is it different from a typical grammar exercise?
	+ *It is based on the real language of a real article, “If You Pitch It, They Will Eat.” The vocabulary is authentic and comes out of the context of the Fast Food unit. Usually grammar exercises don’t have any context and the language sounds like it was made up for the purpose of teaching grammar. You wouldn’t normally see a grammar exercise that talked about the “pouring rights” of soft drink companies or the way the characters in TV shows promote products. Also, the sentences themselves fit together to form a paragraph; they aren’t disconnected.*
* What is the function of the **Tip for Writers**?
	+ *The tips are designed to highlight the aspects of grammar that are necessary for writers to know about. The grammar of spoken English is different from the grammar of written English and the grammar of expository writing is different from narrative. The tips are designed to help students understand the particular features of grammar that they will need to read and write expository texts. They also are meant to make the connection between grammatical structures and rhetorical purpose clearer so students understand why they need to learn to control grammar.*

* Read **Exercise 10**. Why use student writing for this activity instead of one of the professional texts in the Fast Food module?
	+ *Student writing is used throughout Grammar for Expository Reading and Writing to form a bridge for students between the professional writing that they read in the modules and their own writing. Students are more likely to transfer what they learn about grammar in the exercises if they can practice applying what they’ve learned to writing that looks like their own, i.e. writing produced by students. At the same time, the student writing is chosen from exemplary essays produced by high school students so it serves also as a model for students in terms of good writing.*
* Read the directions for **Exercise 12 in student book**. Why are students not simply directed to edit their essay for all their grammatical and mechanical errors?
	+ *Students who are directed to correct all their grammatical and mechanical errors are overwhelmed by the task and have trouble finding any of them. If students simply focus on the specific category of errors in which they have just received instruction and practice identifying errors and correcting them, they will be much more successful. Students, however, ultimately will have the tools to correct a variety of errors and once they have received instruction should be held responsible for them.*
	+ *Focusing on patterns of error rather than on all errors has a benefit for teachers as well. It speeds up the marking of papers for editing because they too only need to mark the errors in grammatical patterns that have been taught. See Appendix for more suggestions about responding to student errors.*
* How would you characterize the sequencing of exercises in **Chapter 1**?
	+ *The organization of Chapter 1 and all subsequent chapters is the same. It begins with the Guided Composition to generate a text that serves both for diagnosis and as a future text for editing. The Noticing Activity gives students a chance to observe the particular feature that will be the focus of instruction before they begin studying it. The central part of each chapter provides explanations for the feature(s) and offers a series of exercises based on the readings in an ERWC module. Initially students learn to identify the feature and then apply what they have learned. Each chapter concludes with a sequence of activities based on student writing—a selection from a student essay, their own Guided Composition, and finally their own essay.*
* What assumptions about language learning underlie **Chapter 1**?
	+ *Grammar for Expository Reading and Writing reflects the research that shows that successful instruction at the sentence level is based on*
* *Materials that are contextualized and text based;*
* *Topics that are based on student needs;*
* *Classroom activities that are interactive and engaging (using group and pair work, not homework);*
* *Practice that is spaced and repeated (not drills);*
* *An approach that is directed toward making student independent editors of their own writing (and that is designed to facilitate transfer of learning)*