

Introduction

Write after Input is an intermediate writing skill-development text that focuses on single-paragraph and multi-paragraph essays. The text leads the students inductively to better writing through input from listening activities (an optional CD is available) and grammatical and stylistic exercises. Also included in the text are reading passages and pair and group discussions for practicing the skill of paraphrasing.

Text Goals

Among the five units, only Unit 1 focuses on the writing of a single paragraph. In the subsequent four units, the students move from three-paragraph essays to the final unit, where they write a five-paragraph essay.

- **Text Goal 1: Lead students rapidly from the writing of a single paragraph to multi-paragraph essays.**

Because single-paragraph essays limit the thinking and expression of mature adults, work on multi-paragraph essays begins right after the first unit.

- **Text Goal 2: Cover but not limit students to specific techniques for developing essays.**

Students work with the basic organization of an expository essay and practice supporting and clarifying their ideas with a variety of techniques.

- **Text Goal 3: Give teachers more time to work individually with students.**

The exercises are designed to lead students inductively to better writing. This enables them to work through much of the lesson with little or no teacher explanation or intervention. As a result, teachers can consult individually with students while others in the class are busy working on their own assignments.

Content of the Units

Each unit includes five parts.

Part 1. First Draft: Working with a model and starting to write

Part 2. Content: Developing ideas for the essay

Part 3. Style and Grammar: Improving sentences

Part 4. Final Draft: Perfecting the content and style

Part 5. Read and Write: Developing writing skills through reading and paraphrasing

Goals for the Five Parts of each Unit

Part 1. First Draft

- **Goal 1: Get students to focus in a meaningful way on model essays.**

This will help them to internalize the features of an organized piece of writing.

- **Goal 2: Provide students with the opportunity to produce writing.**

At this stage of the writing process, the teacher is not burdened with an excessive amount of paperwork.

Part 2. Content

- **Goal 1: Show students how to organize their ideas and add details.**

This helps them clarify their content and make their essays more interesting.

- **Goal 2: Help students improve the content of their essays.**

This is done without time-consuming teacher talk or extensive teacher-student conferences.

Part 3. Style and Grammar

- **Goal 1: Help students gain greater control of the grammar in their essays.**

Although they may have studied grammar for years, many students still cannot apply their knowledge of the grammar to original writing. In this text, students approach grammar concepts inductively by progressing from *awareness* of specific grammatical structures to the *skill* of incorporating the structures in their own original work.

- **Goal 2: Incorporate more group work into the writing class.**

Group work can be an invigorating change of pace from the intensity of writing. Each unit includes a jigsaw grammar discussion as a way of reviewing a grammar point.

Part 4. Final Draft

- **Goal 1: Help students understand the value of writing more than one draft.**

By the time students have progressed through Parts 2 and 3 of a unit, they view writing another draft as an opportunity to improve their essays rather than a tedious revision exercise.

- **Goal 2: Create peer-editing experiences that are useful and positive.**

These activities are designed to ask students to perform only tasks that are within the range of their ability as intermediate-level ESL writers. As a result, students tend to find their peer-editing experiences to be engaging and productive rather than stressful.

Part 5. Read and Write

- **Goal 1: Encourage students to read more and internalize the input from what they have read.**

Each unit includes a passage whose content has been adapted from original sources. The passage was chosen so that it would be new information to the students and, at the same time, challenging but not overwhelming.

- **Goal 2: Activate the lexical and grammatical input the students have gotten from reading the passages.**

The study guides, jigsaw reading discussions, and quizzes all provide students with opportunities to activate input.

- **Goal 3: Create situations for students to practice the technique of paraphrasing.**

Participating in the jigsaw reading discussion groups gives students the opportunity to internalize and paraphrase the content, a skill that they can draw on when they later take the quizzes on the passages.

- **Goal 4: Show students specific techniques that they can use when answering questions on academic tests.**

On tests in many academic courses, students are required to answer questions in paragraph form about a reading passage. Often this type of test question is referred to as an “essay test question.” There are specific techniques students can use to write good “essay answers.”

Teacher’s Scripts *(pages 215-229)*

Scripts of the Listening Essays and other listening activities are in this section.

The optional CD may be used, or the teacher can read the script to the students.

Each unit opens with a listening activity, and in addition, in each unit, some style and grammar exercises are listening activities.

Teacher’s Manual and Answer Key

The teacher’s manual contains photocopyable essay evaluation forms, reading quizzes, and topics for in-class or additional out-of-class essays. The printed version of the teacher’s manual also includes a photocopyable answer key. The teacher’s manual and answer key may be purchased; they are also available free to be printed separately from the website, www.ProLinguaAssociates.com.

Course Format

A typical class might follow this sequence of events:

1. The students in groups of two, three, or four begin the class by checking their answers to previous assignments that have obviously right or wrong answers.
2. The students hand in the exercises that do not have clear-cut, right or wrong answers — ones in which the students generated original sentences or paragraphs.
3. The teacher briefly explains the directions for the assignments that students will be working on during class time.
4. If the day's lesson includes a listening activity and/or group activity, it is best to start with those. As the students finish, they can then begin to work individually on the other assignments for that day.
5. While the students are working individually, the teacher can return previous assignments and, if necessary, talk to the students individually. Also during this time, the teacher can work with individuals as they do the assignments of the day, or confer with students on any aspect of their writing that needs attention.
6. Those students who have not finished the assignments by the end of class do them as homework.