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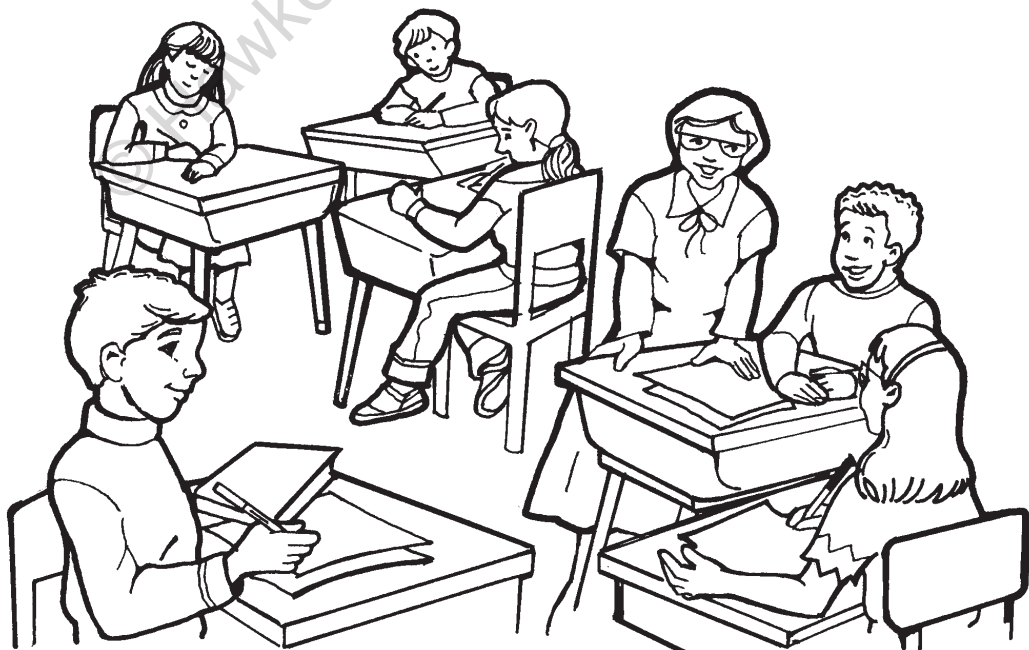
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Introduction to Teachers

Developing ideas for paragraphs and essays is a primary goal of any secondary school English writing curriculum. Even though students are instructed in the writing process, many of them finish primary school with no concrete idea of what it means to write well-structured and well-supported essays. *Expanding the Writing Process with Elaboration* shows the process of expanding and developing ideas. Although the techniques are not new, the approach is novel. The 'elaboration process' takes students beyond writing well-structured paragraphs, referred to as Level One, to writing essays in Level Two. Level Two is a process-oriented approach, formatted in sequential order and reinforced by practice exercises. These exercises are not meant to be random or routine strategies, as past attempts to teach these skills have been. The two levels combined equip students with the necessary skills for expanding and elaborating their ideas, while providing a structure for their essays and a list of techniques they can rely upon for future essays.

Instead of inserting these techniques into convenient spaces in lesson plans, teachers should proceed from the beginning of the book and move forward in a methodical manner. The separation and emphasis of elaboration techniques allows teachers the opportunity for meaningful instruction of the essay writing process found in Level Two, which will propel students' writing to new levels of creativity far beyond the average compositions witnessed today.

After implementing the strategies contained in this workbook, students will own the techniques necessary to expand and develop their ideas. Their writing performance will improve, and their scores on tests will soar they will be on their way to reaching their full potential as writers through *Expanding the Writing Process with Elaboration*.



Elaborate with Strong Verbs

Strong and precise verbs help to paint a vivid picture in the reader's mind.

Directions: Examine the following pairs of sentences. Note that the second sentence in each pair contains a stronger and more precise verb. The sentences with the stronger verbs should serve as models for future writing. Underline the strong verbs in each example. The first one has been done for you.

1. I want a chocolate bar.
I crave a chocolate bar.
2. The children said, 'We saw a spider on the wall.'
The children screamed, 'We saw a spider on the wall!'
3. Jane got the book from me.
Jane grabbed the book from me.
4. Jack went to the neighbours for help.
Jack raced to the neighbours for help.
5. The policeman saw blood on the suspect's hand.
The policeman detected blood on the suspect's hand.
6. The Red Cross got every person who volunteered to collect toys.
The Red Cross inspired every person who volunteered to collect toys.
7. The nurse went to the ailing patient.
The nurse hurried to the ailing patient.
8. The architect made the plans for the new hospital.
The architect designed the plans for the new hospital.
9. The dog found the bone he had buried.
The dog uncovered the bone he had buried.
10. The boy went down the hill on his skateboard.
The boy sped down the hill on his skateboard.



Support Your Topic Sentence with Examples

Directions: Write three examples supporting the underlined topic sentences listed below. The first one has been done for you.

1. Tourists should visit Queensland.

- a. *It offers many sandy and beautiful beaches.*
- b. *It has many amusement parks.*
- c. *It has several thrilling and exciting water parks.*

2. Most Australian teenagers experience peer pressure.

- a. _____
- b. _____
- c. _____

3. Amusement parks provide fun for the entire family.

- a. _____
- b. _____
- c. _____

4. My best friend is a very trustworthy person.

- a. _____
- b. _____
- c. _____

5. Successful students possess exceptional qualities.

- a. _____
- b. _____
- c. _____

6. Australian citizens enjoy many freedoms.

- a. _____
- b. _____
- c. _____

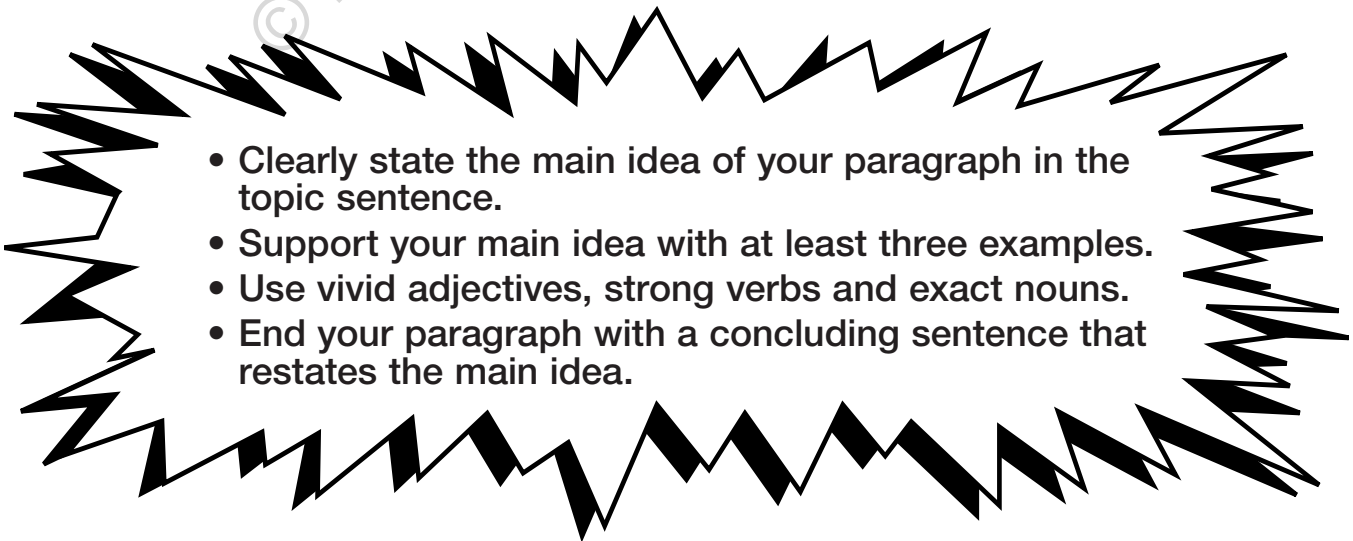
Write an Elaborated Paragraph

Directions: On the lines below write an elaborated paragraph on one of the topic sentences on page 30. Refer to the guidelines at the bottom of this page. Remember to elaborate with vivid adjectives, strong verbs and specific nouns. Study the example below.

Example:

Tourists from all over the world should visit Queensland.

The Sunshine State, as Queensland is called, offers many beautiful and sandy beaches. It also has several amusement parks with exciting rides and games for the whole family. If you like water parks, you should know that Queensland is the home to Seaworld and Wet 'n' Wild. You're sure to have a memorable holiday if you visit this state.

- 
- Clearly state the main idea of your paragraph in the topic sentence.
 - Support your main idea with at least three examples.
 - Use vivid adjectives, strong verbs and exact nouns.
 - End your paragraph with a concluding sentence that restates the main idea.

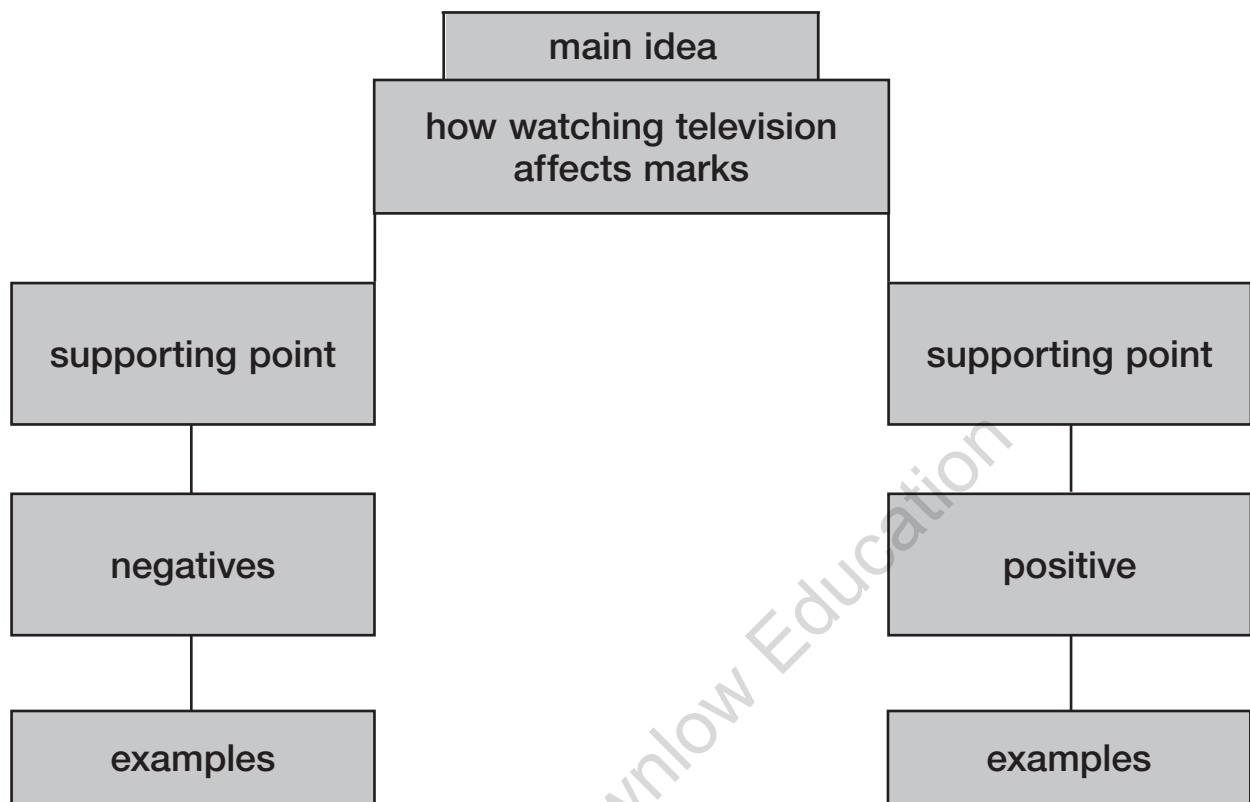
Elaborate with Examples and an Anecdote *(cont.)*

Directions: Now, think about a positive trait you admire in someone else. You may refer back to the previous page for ideas. Write an elaborated paragraph on the space below. Refer to the guidelines at the bottom of this page.

- Clearly state the main idea of your paragraph in the topic sentence.
- Support your main idea with at least three examples.
- Include a strongly supportive anecdote that has a beginning, middle and end.
- End your paragraph with a concluding sentence that restates the main idea.

Models of a Web List *(cont.)*

Web List Diagram



1. keeps you up late
2. incomplete homework
3. insufficient study time;
failed maths test due to
insufficient preparation
the night before

1. relieves stress
2. learn new things
3. keep up with current
affairs

Anecdote: _____

Guidelines and Models for Writing Introductions

The introduction of your essay should be as attractive as a front cover of a book or the front door of a house. It should invite readers in by grabbing their attention immediately. An effective introduction sets the tone for information to follow. There are several ways you can grab your reader's attention.

Below is a list of techniques for introductory paragraphs.

- Begin with an interesting quote, fact or statistic.
- Begin with a thought-provoking question.
- Briefly describe an incident or conversation.
- Use humour – tell a joke or riddle.

Your introduction must include the following:

- A clear statement of the main idea of the essay; this is called a thesis statement.
- Two or three supporting points or reasons.
- One of the techniques listed above.

Directions: Read the two introductions. The first one is weak; it does not clearly state the main idea and its two supporting points. It also does not include one of the introductory techniques listed. The second revised introduction is stronger and more effective. It begins with an inviting quote and clearly states the main idea and supporting points.

I believe that I should be picked because I am a hard worker and I am dependable. If you ask me, I will do something. That's why I think that I should be picked because I will do what you want.

Mr Principal, look no further. I'm the man for the job. I am confident in asking you to select me as one of your assistants because I was an office assistant for three years at my primary school and because I am a dependable person. Experience and dependability make me an excellent choice for principal's assistant.

Models of Elaborated Essays *(cont.)*

Topic: During the school year, most students have a favourite class. What is or was your favourite class? Write an elaborated essay about your favourite class.

My Favourite Class

Out of all of my classes, Spanish is my favourite. I admit that it isn't the usual academic maths, science or social studies class because it is an elective. But for me, there is a joy in learning Spanish that I just don't experience in my other classes. Maybe it's my interest in the Spanish culture, or maybe it is the Spanish teacher herself who makes this class 'numero uno'.

As I walk into the potpourri-scented classroom decorated with daisy-coloured curtains and pictures of Spain, I am overcome by my curiosity to learn more about the culture. Sometimes I feel like a sponge, absorbing everything my teacher has to offer. For example, I learned that the elders of Spain are deeply respected and counted upon for their endless wisdom. Small children are included in adult activities such as weddings, parties and religious celebrations. Taking an afternoon break, a siesta and eating dinner around 9.00 p.m. are some other cultural traditions enjoyed by the Spanish.

My Spanish class has seen many videos of this beautiful country, and we have even watched Spanish soap operas. It was so much fun trying to figure out what the plot was and what the characters were saying. Learning the language and learning about the Spanish culture have been exciting.

'Buenos dias, clase. Como estan ustedes?' ('Good day, class. How are you today?') This is how our teacher Mrs Santiago greets us every day. She is a great teacher, one with a terrific sense of humour. She likes to act out roles in order to get her point across. We students sit in class, dazzled by her amazing stories and her amateur, but entertaining, performances. What a unique way she has of teaching a foreign language! Actually, we never know when she's going to pull something new on us. Last week, while teaching about Spanish folklore and folkdances, Mrs Santiago turned on some Latin music and started dancing around the room. We all joined in and had a great time. Can't you just picture this 60-year-old lady 'letting her hair down' in front of a bunch of teenagers? Awesome!

No other class can compare to my Spanish class. All of my other classes seem boring and colourless by comparison. The kind of excitement that Mrs Santiago stirs up in her students and the 'hands-on' learning she provides us with make this an A+ course. *Muchas gracias, Señora Santiago.*

Models of Elaborated Essays (cont.)

Score	Characteristics of an elaborated essay
5	Clearly stated main idea in the introduction
5	Introduction, body paragraphs, conclusion
5	Two or three clearly stated supporting points or reasons
5	Vivid examples/details/sensory images
5	One elaborated paragraph with anecdote
5	Smooth transition from paragraph to paragraph
5	Satisfactory grammar, spelling and punctuation
5	Varied sentence structure
5	Age-appropriate vocabulary
5	No sentences off-topic
50	Total score
5	Final score (total divided by 10)

