



Monthly Training Webinar

Sailing through Style

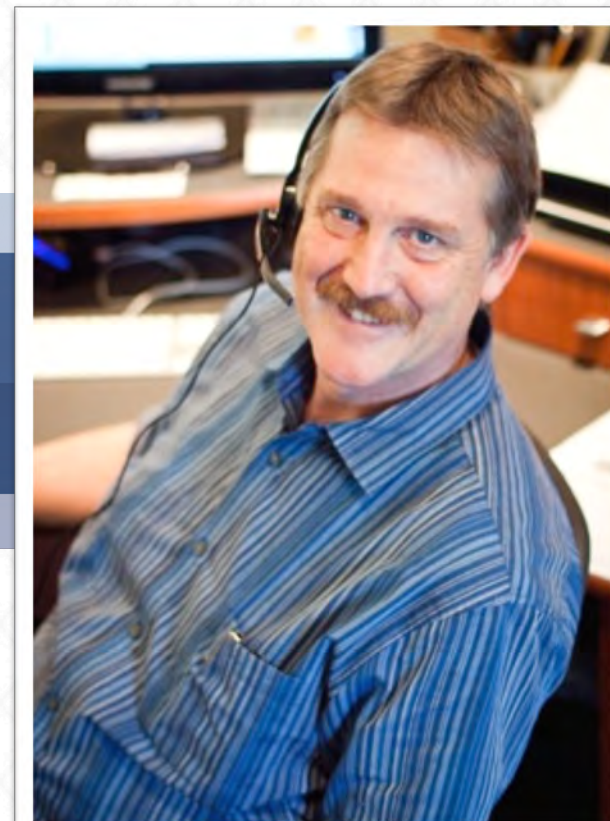
Andrew Pudewa

Founder & Director, Institute for Excellence in Writing



**Institute for
Excellence in
Writing**

Listen. Speak. Read. Write. Think!



Welcome!

A few instructions for those new to an IEW webinar

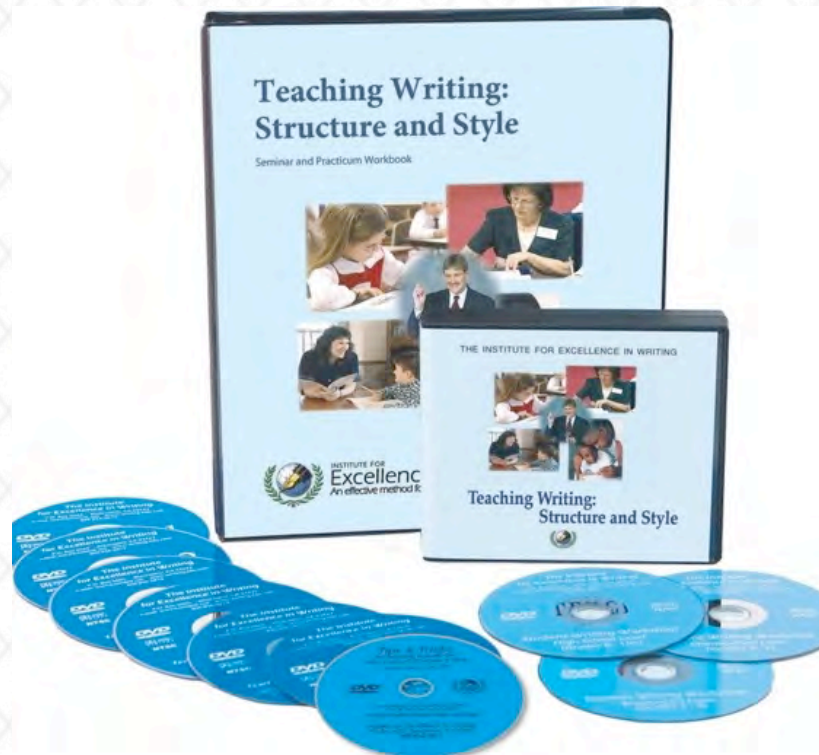
- Q&A box:
 - ▣ Only I and a few staff members will see what you type.
 - ▣ I'll answer as I'm able.
- Chat box:
 - ▣ All participants can see your comments.
 - ▣ Use this area to "pass notes in class."
 - ▣ I'll pretty much ignore this area, but our staff will monitor and repost to me as necessary.
- Links on the slides and in the chatbox are "live."
- If you can't hear, try exiting and returning.
- Don't worry, we can't hear or see you.
- Yes, this webinar will be recorded, and you will receive an email with information in how to access this recording.



Have handy your *Teaching Writing: Structure and Style Seminar Workbook*.

First Edition: pages 15–23, page 22 in TIPS, Appendix pages 4–5, and 38.

Second Edition: Pages 169–188



[Tips & Tricks](#)



[Click here](#) for more details about the new edition.

How to Teach with Structure & Style

Structural Models: Cyclical

Material is covered more than once, enabling it to be treated at different levels of complexity. Basics may be introduced on the first cycle, with later cycles providing revision and coverage of more difficult points.

- Teach every unit every year following a one-a-month schedule.
- Go slower for level A, faster for level C.

Stylistic Techniques: Linear

Linear or mastery-learning approach is organized into ordered steps. In order to move to the next step, students have to master the prerequisite step.

- Techniques should be “dripped” in as they become *easy*.
- Require every technique learned in every paragraph, following the minimum rules.



EZ+1

Teaching Writing: **Structure** and Style

An Overview of IEW's Nine Structural Models



Teaching Writing: Structure and Style

Stylistic Techniques Pacing

- Techniques should be “dripped” in as they become EASY.

- Example:



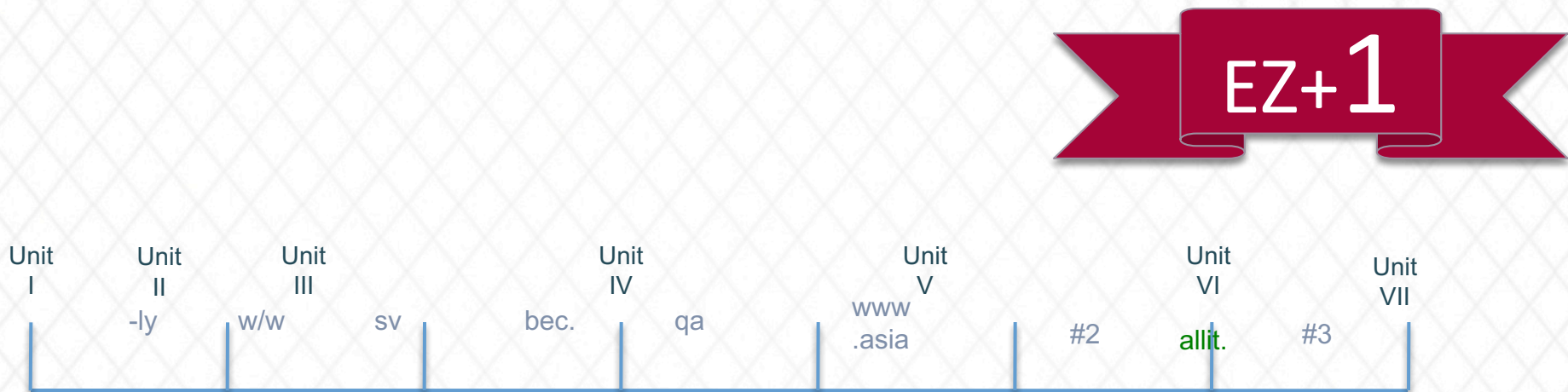
Easy = You can do it

- without much help and
- it doesn't sound too goofy most of the time.

Odd numbered units often lend themselves more easily to new “style” instruction.

Stylistic Techniques Pacing, cont.

- An example of pacing for slower, younger, or less experienced students:

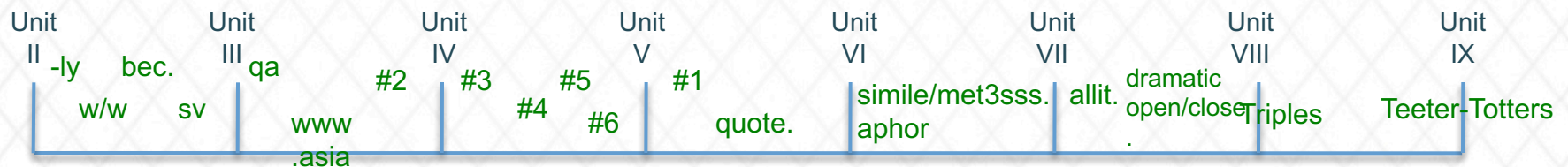


Easy = You can do it

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- it doesn't sound too goofy most of the time.

Stylistic Techniques Pacing

- An example of pacing for faster, older, more experienced students:



Easy = You can do it

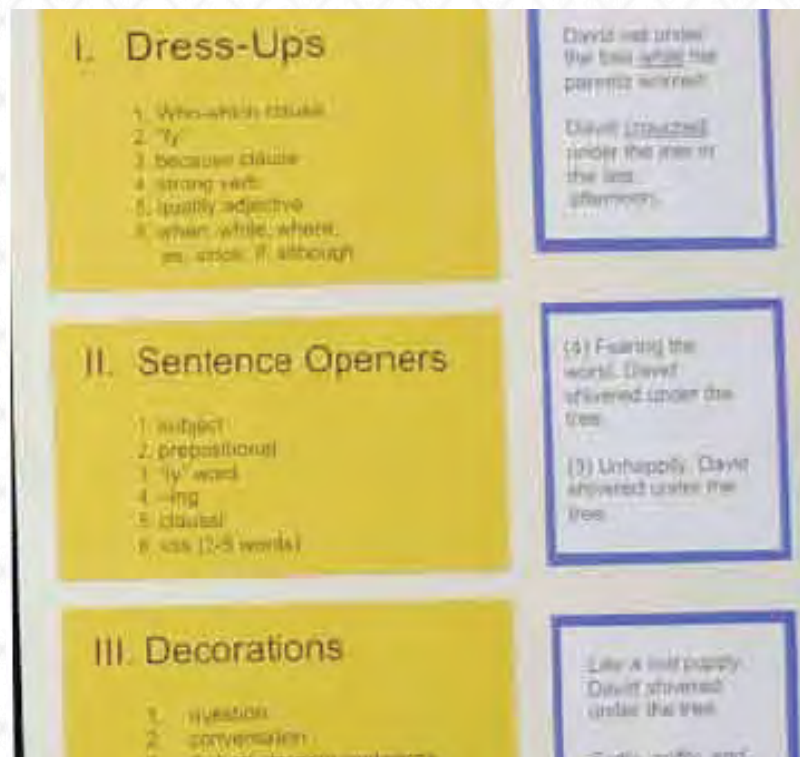
- without much help and
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A reminder before we go any further: Use your walls!

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Make your own:



Let us make them for you:

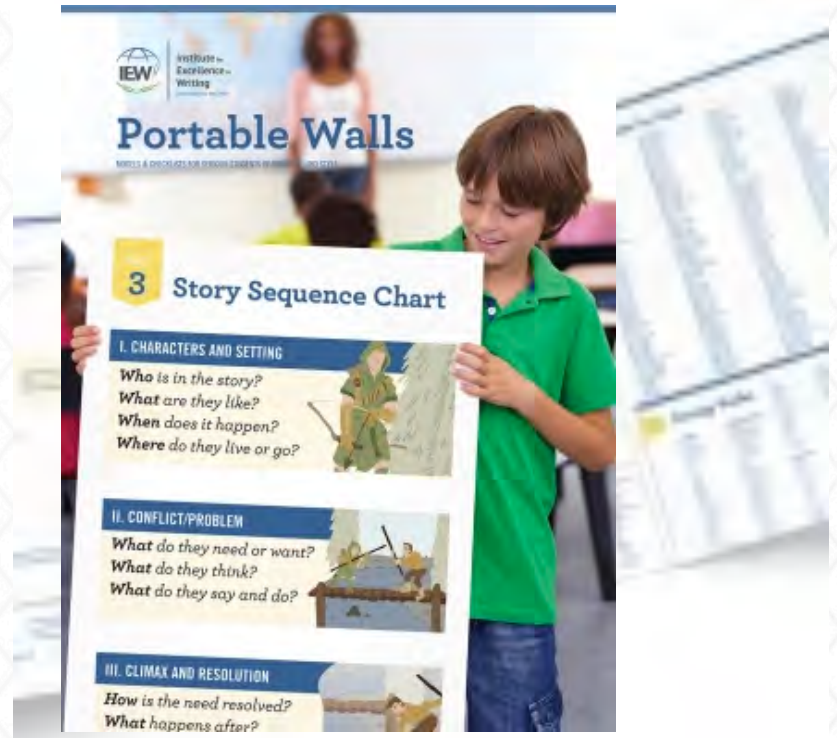


Portable Walls

Make your own:

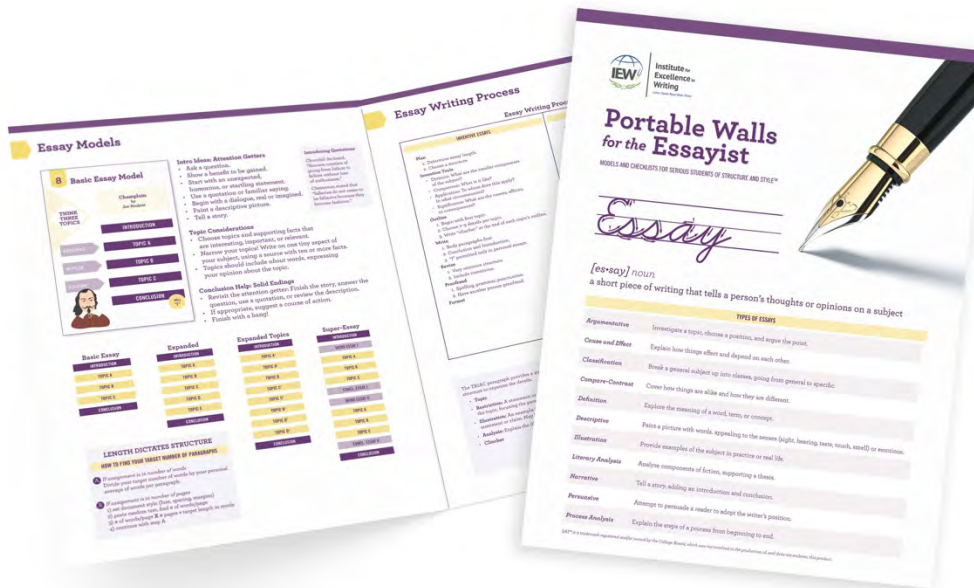


Let us make them for you



IEW.com/PW

New for 2017



Portable Walls for the Essayist

Focusing attention on Unit 8: Formal Essay Models

- models and tips for writing many types of essays
- word lists & style techniques,
- introductory and concluding paragraph pointers.
- And more!

IEW Writing Tools App

Our smartphone apps *
are ready for our
iPhone, Android, and
Kindle Fire users to
download and enjoy!

*Free and Expanded
versions available

IEW.com/mobile-app



Dress-Ups

1. -ly adverb
2. *who-which* clause
3. strong verb
4. because clause*
5. quality adjectives
6. clausal: when, while, where, as, since, if, although www.asia

* This is eventually dropped.



Dress-Up Review

For best results

Introduce them in this order:

1. -ly adverb
2. *who-which* clause
3. strong verb
4. because clause*
5. quality adjectives
6. clausal: when, while, where, as, since, if, although www.asia

□ Minimum Rule

Each one in every paragraph

□ Indicator

Underline one of each in every paragraph



Another Reminder: If you teach it, require it.

If your students are complaining, you are likely introducing the dress-ups too fast.

EZ+1

Easy = You can do it

- without much help and
- it doesn't sound too goofy most of the time.



Parts of Speech Test

- We have a “non-inflected” language
- Verb Test:
 - ▣ Yesterday he _____ .
 - ▣ Today he _____ .
 - ▣ Tomorrow he will _____ .
- Adjective Test:
 - ▣ The _____ pen
 - ▣ If the word fits, you have an adjective.
- If they don't fit in either place, you likely have a noun.
- A note about a verbals: Playing, running: Don't be legalistic.)



Sentence Opener Review

- ① subject
- ② prepositional
- ③ -ly adverb
- ④ -ing, (-ed)
- ⑤ clausal, (www.asia.b)
- ⑥ vss (2–5 words)

Advanced:

Q Question

T Transition

F Fragment



Sentence Opener Review

Minimum Rule

- Each one in every paragraph as possible
- No more than two of the same in a row

Indicator

- Number in brackets before the sentence or in margin.
- When all are introduced, mark *every* sentence opener.

Introduce after Dress-Ups and in the order presented.



Decorations Review

- ❑ alliteration
- ❑ question
- ❑ conversation
- ❑ quotation
- ❑ 3sss
- ❑ simile or metaphor
- ❑ dramatic opening-closing

Question:

What is the difference between a simile and a metaphor?



Decorations Review

Minimum Rule

One different decoration per paragraph.

Indicator

Italics or “dec” in margin (SW2*)

Dotted underline (SW)

Introduce as the opportunity allows

You don't need to wait until all the Dress-Ups or Sentence Openers are addressed.

*Seminar Workbook, Second Edition



Triples Review

- repeating words (same word)
- repeating clausals or prepositions
- repeating -ings words, consecutive or spaced
- repeating -ly adverbs, consecutive or spaced
- repeating adjectives or nouns
- repeating verbs, consecutive or spaced

Grammar Question:
What is the difference between
a phrase and a clause?



Triples Review

Minimum Rule

One different style per paragraph

Indicator

Italics or “trip” in margin



ADVANCED DRESS-UPS

- dual adverbs, verbs, and adjectives
- invisible who-which
- adverb or adjective teeter-totters
- noun clause

Note: replaces corresponding dress-up



ADVANCED DRESS-UPS

Minimum Rule

Each one in every paragraph

Note: Replaces “normal dress-up”

Indicators

underline the pair in duals

underline words around invisible w-w

italicize teeter-totters

underline *that* in noun clauses



Grammar Lessons in Style

Why grammar workbooks
generally don't work



[Episode 26: The Great Grammar Give-and-Take, Part 1](#)

Grammar Lessons in Style

If you need a grammar resource, this is what we recommend instead:

[Fix It! Grammar](#)

See IEW.com/FIX to

- Download the placement test
- Watch the *Fix It! Grammar* webinar
- View Andrew's video introduction to *Fix-It! Grammar*
- And more



The Left Behind List

Not to be confused with...



When to Graduate from the Checklist?

When the student becomes so skilled at doing everything on the check list and it's pretty easy, they've accomplished the goal. They can graduate from the check list.

“Now go and use or not use appropriately all of these techniques you've learned.”

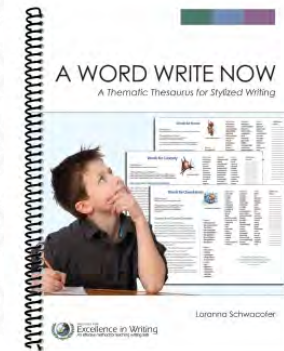
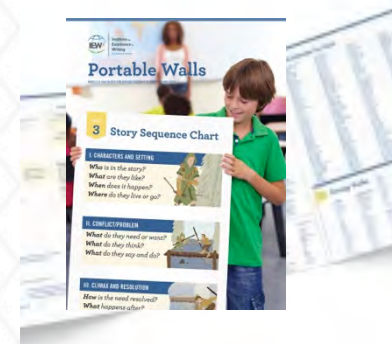
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- without much help and
- it doesn't sound too goofy most of the time.



A few helpful resources

- ❑ A Word Write Now
- ❑ Dress-Ups, Decorations, and Delightful Diversions e-book
- ❑ Portable Walls
- ❑ IEW Writing Tools App
- ❑ IEW's Forum
- ❑ Magnum Opus Magazine



Any questions?



A Few Announcements



- Have you heard about our TWSS2 [Update](#) and [Upgrade Program?](#)
- Check out our Weekly Podcast! IEW.com/Podcast
- Subscribe to our monthly email newsletter [here](#).
- Sign up for the [Magnum Opus Magazine!](#)

