Using *Adventures in Composition*  
A Note to the Teacher

We chose to use short stories in this textbook as a means of engaging students who are learning English because we have seen how much they enjoy reading a story and learning through context. In this textbook, our goal is for students to become better writers through exposure to well-written stories with relevant themes that touch their own lives.

The themes of this book are **Humor, Personal Growth, Making Choices,** and **Surprises.** The stories in each part exemplify the theme. We emphasize four different writing styles—**Narrative, Descriptive, Comparison and Contrast,** and **Expository Writing.** Each story is preceded by pre-reading exercises and is followed by a variety of activities that practice vocabulary, word forms, summarizing, grammar, and writing techniques. Student models of writing are included, and students learn to edit their own and others’ work. The book provides students with many opportunities to improve their writing skills and to exchange ideas with others.

For many ESL or Generation 1.5 students, writing English is the most difficult skill to master. We believe that writing is connected to reading and that reading literature from well-known writers exposes students to ideas and concepts that help students explore their own lives, which can strengthen their writing. We think your students will benefit from our approach to writing.

The textbook includes these activities:

- **Getting Ready to Read** sets the stage for the story. The pre-reading questions involve students and create curiosity about the story.

- **Journal Writing** is a simple assignment that immediately has the student creating a short piece of writing on the topic/theme.

- **Idioms and Expressions** prepare the student for words and phrases they’ll encounter in the story.
• **Meet the Author** provides some biographical information about the author and introduces the Story.

• The **Story** represents various writing styles and features the writing of well-known authors like Shirley Jackson, Katherine Mansfield, W. Somerset Maugham, Guy de Maupassant, and O. Henry.

• **Talking about the Story** allows students to discuss characters, plot, theme, and setting. This is an opportunity for discussion and sharing ideas with a partner or in a small group.

• **Increase Your Vocabulary** and **Word Forms** offer students exercises to increase their word power.

• **Review the Plot** asks students to put sentences in chronological order. Students then produce a Summary in their own words.

• **Writing Basics** is a review of essential grammar that a writer needs. There are ample exercises for each basic, such as compound and complex sentences, prepositions, commas, run-on sentences, and sentence fragments.

• **Writing Techniques** provide guidelines for specific styles of writing. Students then refer to the techniques when writing their own assignments. There are three **Writing Assignments** after each story. Pre-writing activities are included to help students practice brainstorming and generating ideas for their own writing. Attention is given to editing and evaluation after writing as well. Students examine their work and make changes based on the techniques and grammar they have learned. The **Peer Evaluation Form** is a useful tool for evaluating and editing. Students are asked to continually review and save their assignments in a folder that they keep for the whole semester. Noting their progress is a wonderful reinforcement for the lessons they’ve learned and the writing they’ve created.

Three stories appear in each part, and at the end of each part are review-type activities that further explore the theme and type of writing featured in the part.
### Guide to Writing a Good Paragraph

**Topic Sentence**
- States the subject of your paragraph
- Grabs the reader’s interest

**Supporting Sentences**
- Give examples of ideas related to the topic sentence

**Concluding Sentence**
- Restates the topic sentence and reinforces the theme of the paragraph

### Guide to the Topic Sentence

The **topic sentence** expresses the main idea of the paragraph. In each chapter you will see examples of topic sentences in the student models. The topic sentence usually is the first sentence in the paragraph, but it can occur in other parts of the paragraph.

When you write a paragraph, underline your topic sentence. Does it convey your main ideas to the reader? If not, edit your topic sentence and make it communicate your ideas more clearly.