

IEW Classes - Teaching Mixed Abilities

When introducing the following concepts to new students, show the returning students who have mastered the basic concepts the advanced dress-ups and decorations as listed below. All can be found in *Teaching Writing: Structure & Style*.

NEW STUDENTS	EXPERIENCED STUDENTS
Dress-ups	Advanced Dress-ups
strong verbs	<ul style="list-style-type: none"> • dual verbs, repeating verbs (consecutive or spaced)
quality adjectives	<ul style="list-style-type: none"> • dual adjectives • triples, teeter totters
who/which	<ul style="list-style-type: none"> • “invisible” who/which
-ly	<ul style="list-style-type: none"> • triples, teeter totters
adverbial clause (www.asia)	<ul style="list-style-type: none"> • adverbial and adjectival “teeter totters” • noun clause (Noun clauses follow a verb [or verbal] and answer the question “what?” after the verb. You can tell a noun clause from a “which” clause by trying to substitute “which” for “that.” If it still sounds okay, it is an adjective clause. Adjective clause example: <i>The horse that we chose was a Palomino.</i> => <i>The horse which we chose was a Palomino.</i> Noun clause example: <i>Samantha argued that it could never snow in April.</i> => <i>Samantha argued which it could never snow in April.</i>)
Sentence Openers	Advanced Concepts with Openers
#3 -ly opener	<ul style="list-style-type: none"> • Triple -ly
#4 -ing openers	<ul style="list-style-type: none"> • “invisible” -ing openers with dual adjectives (e.g., “Being” is invisible: <i>[Being]Spiteful and hateful, the wicked witch gave her the poisoned apple.</i>) • triple “-ings” • “-ed” opener
#6 VSS	<ul style="list-style-type: none"> • 3 sss decoration
Decorations	Advanced Decorations
question alliteration conversation	<ul style="list-style-type: none"> • dramatic opening-closing • 3 sss • word repetition
simile	<ul style="list-style-type: none"> • metaphor