

**Citation**

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***Write Paths 1* by Joanne Lee (2010), A Book Review**

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*Write Paths 1* is the first volume of a writing series for young learners. It aims to help young learners to experience different kinds of writing and to guide them to create their own paragraphs step by step. Although the teaching of English to young learners tends to be taught in a way that focuses on the lexical or sentential (Firkins, Forey, & Sengupta, 2007), the textbook provides them with opportunities to write sentences and paragraphs developing their ideas. It will be a great help for teachers who want to teach young learners how to write a paragraph and to build a good foundation in written English.

This textbook combines genre and process approaches towards writing. The genre approach is text-focused, which emphasizes the social nature of writing, while the process approach is a writer-centered process, which emphasizes its cognitive aspects. Through combining different approaches, the strengths of one might complement the weakness of the other (Hyland, 1996).

*Write Paths 1* consists of ten lessons, providing a variety of writing genres from journals to poems. Every lesson includes three sections: *Model Writing*, *Language Activities* and *Writing Process*. The *Model Writing* section starts with reading a sample of writing followed by a comprehension section in the next page, which provides students with opportunities to study the structure and understand the genre. The section is followed by language activities from words to sentences, named *Theme Words*, *Word Study*, *Word Extension*, *Grammar* and *Fluency*. In these sections, students can learn vocabulary, grammar and usage in a fun way. These language activities are followed by three writing process activities: *Planning*, *Drafting* and *Publishing*, in



which the students are encouraged to revise and proofread their own writing and finally publish it as the final step.

The lessons cover a variety of themes. Lesson 1, “Writing a Journal”, demonstrates to students the structure of a journal by introducing them to titles, topic sentences, the body and closing sentences. As the theme is about pets, the language activities provide vocabulary for describing pets and grammar practice using a subject and predicate. Lesson 2, “Writing a Recipe” shows students the recipe genre. The language activities provide vocabulary related to cooking as well as uncountable and countable nouns about food, and grammar on different kinds of sentences and punctuation. Lesson 3, “Writing a Thank You Note”, teaches students the key contents of a thank you letter. The language activities provide vocabulary on toys and games, and exercises practicing the usage of auxiliary verb *will*, with the grammar practice focused on the present progressive. Students will think of someone that they want to send a thank you note to and write their own letter. Lesson 4 is “Writing a Riddle”, in which the model text “Who am I?” shows the students the structure as the title, body for clues that help readers answer the riddle, closing sentence and answer of the riddle. The model text stimulates young learners to write their own riddles. The language activities provide vocabulary about animals’ features and question words, and the grammar section focuses on the simple present tense.

Through lessons 5 to 10, the content increases with difficulty. Lesson 5 is “Writing an Ad”. The students will understand the structure of the ad through its title, introducing sentence, product information and contact information. The language activities focus on vocabulary related to shopping and grammar about simple present questions. Students will write an ad for their imaginary store. Lesson 6, “Writing a Report Story”, shows the structure of a report story. It is followed by the language activities that have students practice conjunctions of *so*, *and*, *but*, and pronouns. Lesson 7, “Writing a List”, teaches vocabulary about places people go during holidays, compound words and proper nouns. The students will think of the place they want to go and the things they need for the place. Lesson 8 is “Writing a Letter”, in which the model text, a letter to grandma, shows the key contents of a letter. Language activities provide vocabulary related to vacation and families and students will learn how to use commas in lists. Lesson 9, “Writing a



Name Poem”, shows students the poem genre. The language activities have students to make alliterations, which refers to repetition of the same beginning sounds. Grammar focuses on subject – verb agreement. The writing process section helps students think of a poem with the letter of their names. Lesson 10 is “Writing a Journal”. The genre is the same as in lesson 1, but the theme is different, focusing on the kinds of weather people like and what can be done during those seasons. The language activities provide vocabulary related to the weather, and grammar focuses helping verb *can*.

Students can acquire confidence in expressing themselves through the activities in *Write Paths 1* and the process because the lessons easily flow from the comprehension of the model text to the publishing stage. With colorful illustrations on every page, young learners will be encouraged to work on each fun activity, which lets them learn to choose a topic, think about the purpose, consider their audience and select the text type. Though the vocabulary and grammar covered in the language activities seem to be limited within the specific theme, the comprehension of model texts in different genres and the process writing steps significantly develop the students’ writing ability.

Although it was written for young learners, *Write Paths 1* may be useful for any students of a beginning proficiency level student to become a successful writer in the future. There are many useful and exciting ideas that help teachers to teach genre and process writing to children as well as basic learners.

### References

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