

1A

# WRITING TUTOR

Sentence Writing

Randy Lewis



Blended  
with  
**e-Tutor**  
online  
Registered Users Only

1A

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## Writing Tutor Syllabus – Book 1

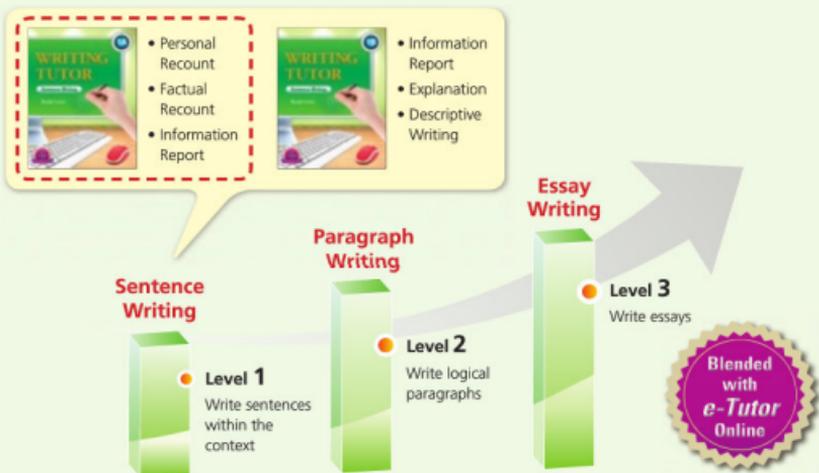
Book	Theme	Unit	Topic	Writing Form	Writing Focus (Grammar)		
<b>1A</b>	<b>People</b>	1	School Buddies	• Personal Recount (A Person's Experience)	• Sentence Identification	• Subject • Predicate	
		2	Memorable Stories		• Complement • Object	• Direct Object • Indirect Object	
		3	Things People Do	• Factual Recount (Series of Facts)	• Adjective & Adverb • Sentence Structure (1 – 5)		
		4	Successful People				
	<b>Activities</b>	5	Popular Sports	• Information Report (Series of Facts)	• Recognizing Sentences	• Joining Sentences	
		6	Saving the World		• Joining Sentences	• Types of Sentences	
<b>1B</b>	<b>Activities</b>	1	Interesting Hobbies	• Explanation	• A Statement • A Question • A Command • An Explanation		
		2	Festivals Around the World				
	<b>Arts &amp; Crafts</b>	3	Famous Works of Art	• Descriptive Writing	• Combining Sentences		
		4	Famous Architecture				
		5	How to Make Something	• Procedure Writing	• Topic Sentences & Support Sentences		
		6	How to Cook				

## Scope & Sequence (Sentence Writing)

Title of the Paragraph (Writing Tutor)	Title of the Paragraph (e-Tutor)
<ul style="list-style-type: none"> <li>• At My School Lunch Time</li> </ul>	<ul style="list-style-type: none"> <li>• The Most Valuable Treasure</li> <li>• The Lunch Bully</li> </ul>
<ul style="list-style-type: none"> <li>• A Visit to an Amusement Park</li> </ul>	<ul style="list-style-type: none"> <li>• My First Babysitting Job</li> <li>• Garbage Boy</li> </ul>
<ul style="list-style-type: none"> <li>• Emergency Rescue Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Firefighter: A Lifesaving Day</li> <li>• A Day in the Life of a Museum Curator</li> </ul>
<ul style="list-style-type: none"> <li>• Apple Computer's Steve Jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Boy Genius</li> <li>• Andrew Carnegie: A Very Successful Man</li> </ul>
<ul style="list-style-type: none"> <li>• Windsurfing: A Popular New Sport</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Triathlon</li> </ul>
<ul style="list-style-type: none"> <li>• Earthworms Help the Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Our Disappearing Rainforests</li> <li>• Our Dying Coral Reefs</li> </ul>
<ul style="list-style-type: none"> <li>• Raising Tropical Fish</li> </ul>	<ul style="list-style-type: none"> <li>• Kite Flying</li> <li>• Fishing Rocks</li> </ul>
<ul style="list-style-type: none"> <li>• The Cinco de Mayo Festival</li> </ul>	<ul style="list-style-type: none"> <li>• Holi Festival</li> <li>• The National Cherry Blossom Festival</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Starry Night</i> by Vincent van Gogh</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Luncheon at the Boating Party</i></li> <li>• <i>The Trevi Fountain</i></li> </ul>
<ul style="list-style-type: none"> <li>• The Empire State Building</li> </ul>	<ul style="list-style-type: none"> <li>• The Leaning Tower</li> <li>• Taj Mahal</li> </ul>
<ul style="list-style-type: none"> <li>• How to Make a Pine Cone Bird Feeder</li> </ul>	<ul style="list-style-type: none"> <li>• Paper Bag Puppets</li> <li>• Paper Airplane</li> </ul>
<ul style="list-style-type: none"> <li>• How to Cook French Toast</li> </ul>	<ul style="list-style-type: none"> <li>• How to Make Spaghetti</li> <li>• How to Make a Ham and Cheese Omelet</li> </ul>

## How the Writing Tutor Series Develops Writing Skills

*Writing Tutor* is a three-level series designed for developing students' academic writing skills. The series provides extensive lessons from sentence writing to essay writing. It can be used independently as an individual textbook. However, it will be best used in combination with the *e-Tutor* online writing program.



## Introduction to Writing Tutor 1A

*Writing Tutor 1A* aims at developing students' skills for sentence writing. The book will help students understand how a paragraph is organized and how to write some sentences to complete a given paragraph. They can also develop their vocabulary and background knowledge on each topic, and incorporate it in their writing.

Students will study four parts pertaining to one topic every unit.

<b>Part 1</b>	<b>Writing Form</b>	<ul style="list-style-type: none"><li>• Practice the key words and the sentence structure in the sample writing</li><li>• Understand the writing process and types of writing</li></ul>
<b>Part 2</b>	<b>Prewriting</b>	<ul style="list-style-type: none"><li>• Practice the key words and the sentence structure in the student's writing</li><li>• Make an outline with a guide</li></ul>
<b>Part 3</b>	<b>Drafting</b>	<ul style="list-style-type: none"><li>• Practice using linking words to connect ideas</li><li>• Complete the 1<sup>st</sup> draft with a guide</li></ul>
<b>Part 4</b>	<b>Revising &amp; Proofreading</b>	<ul style="list-style-type: none"><li>• Revise and proofread the draft</li><li>• Evaluate the final draft</li></ul>

\* Each part is designed for the class of 45–60 minutes.

## Possible Ways of Using the Book

### **Option 1** Independently from *e-Tutor* online lesson

#### • **General suggestions**

It is important to understand the writing process and how a paragraph is organized. As each unit consists of four parts based on the writing process, the students should complete their final draft after they go through all the parts. Encourage the students to give feedback to their peers at each stage.

### • Classroom learning guide

- 1) Introduce the topic of the sample writing and talk about it with the students. Go through the vocabulary of the sample.
- 2) Have the students look at the sample and talk about the writing form. Guide the students to notice the organization of the sample by asking them questions about it.
- 3) Practice the grammar parts in the unit.
- 4) Introduce the topic of the paragraph in Part 2 of the unit and talk about it. As the lesson continues, guide the students to complete each stage of the writing from brainstorming to writing the final draft.
- 5) Encourage the students to give peer evaluation or self-evaluation using the checklist in the book.

### Option 2 Together with *e-Tutor* online lesson

#### • General suggestions

If students do the *e-Tutor* online lesson first, and then do the book afterward, they can complete each lesson on their own. However, it can also be possible and effective to do the book first and *e-Tutor* afterward, depending on the level of the students, school curriculum, or students' motivation.

#### • Classroom learning guide

- 1) Do a general review of the *e-Tutor* online lesson or lessons which the students have completed.
- 2) Review the writing form with the sample writing. The sample is in the book as well as in the *e-Tutor* online lesson.
- 3) Talk about the parts the students have difficulty with, such as the grammar. Guide the students to complete the parts they can do on their own and check the answers.
- 4) Use the quiz and the exercises in the book to review and reinforce what the students have practiced online.

# About the Book

**1** Writing Form The Lost Key

**Warm-Up**

Think about a day at school when you felt really happy. What happened?

Think about a day you were really upset. What happened?

What do you like most about your school?

**Key Words**

Use the context word in the blank.

hot	went	had	without
left	ally	pocket	search

1. I \_\_\_\_\_ hot \_\_\_\_\_ my broken key at school.

2. I couldn't \_\_\_\_\_ it anywhere.

3. I was \_\_\_\_\_ that the key was gone.

4. I thought \_\_\_\_\_ about the key, but I missed them.

5. My friends helped me \_\_\_\_\_ the classroom.

6. We searched the \_\_\_\_\_ in the school, too.

7. I finally found it in my \_\_\_\_\_.

8. I still \_\_\_\_\_ that I don't remember where I put the key.

## Warm-Up

The students talk about their experiences or information in relation to the topic. They can use the questions in the box as a prompt. It is important to get the students interested in and to want to write about the topic.

## Key Words

The words are from the sample writing in Part 1, and the example sentences are similar to those in the sample. They are also arranged in an order similar to how they appear in the sample. The

students can talk about what the sample writing will be about. Reading these example sentences will help students to understand and use them later.

## Writing Form

Have the students look at the heading and identify the kind of paragraph form to be practiced in this unit. Explain the form and give a few examples. Encourage the students come up with example writing topics of this kind.

Talk about the parts of a paragraph in the chart. Ask the students to come up with an example title and then add examples of the other parts.

The students answer the questions individually or in pairs.

**Writing Form: Stories About a Person's Experiences**

- Write about your or other people's experiences.
- Write what happened in order.
- Use the past tense (e.g., happened, looked, and went) in the writing below.

**Title** Write a title for the story.

**Characters** Write who and where the event began and who was there.

**Events** Write the events in the order that they happened.

**Endings** Write how the experience ended and write thoughts you may have about it.

**Answer the questions.**

1. What is a person's past experience?

- Write what about your or other people's experiences.
- Write what happened in order.
- Use the past tense (e.g., happened, looked, and went) in the writing below.

2. What lesson is used to write about your experience?

- Failure
- Success
- Fear

3. What is the main lesson part?

- Struggle
- Theme and plot
- How the story ended

Read the story and complete the chart.

**The Lost Key**

Last week at school, I couldn't find my key. It was the key to my house, so I was really worried. How could I get her?

First, I looked for the key everywhere. I looked in my bag, under my desk, behind the teacher's desk, and even in a cabinet. Then I thought maybe it was under something on my desk. So, I picked all my papers up and looked under them. However, I couldn't find it. Then I remembered I saw the lost object left in the class. One day the teacher was gone. All that evening, my friends searched the walls. They were that I saw a key on the table behind me. Then, I thought I'd go to the class. Last week's theme, I was worried I'd find it there. The table behind me could I see get to look for the table? My friends and I looked everywhere, but we couldn't find the key.

Then, one of my friends told me to look in my pencil case. I tried it. To my surprise, I finally found my key in my pencil case. How does it always, but I didn't find it when I had searched everywhere. I can't explain it.

This	_____
Setting	Last week, at school
Plot	1. _____
	2. _____
	3. _____
Ending	_____

The students read the sample paragraph and talk about it in general: what it is about, what happened, how it ended. Then, they can find the key information to fill in the chart.

Have the students underline the key parts in the paragraph first, and then fill in the chart with the underlined information. The students can read the paragraph again and change one of the four parts in the chart on their own. This can be helpful when they write their own paragraphs.

## Writing Focus

Most grammar points in the book are what students at this level may already know well, so it is important not to explain the grammar points in detail. The teacher can start by showing some example sentences and talk about whether the sentence is correct or not. Discuss what the students should be careful about when they use the grammar in their writing. (There are three Writing Focus sections in a unit.)

This exercise is for checking the basic understanding of the grammar point.

This exercise is to encourage the students to apply their knowledge to their writing. The students will use the grammar points when they proofread their writing. It is important to focus on one grammar point at a time at this level so that the students can think more about the content and stress less about the accuracy.

**Writing Focus 1**

**A. Sentences**

A sentence is a group of words that talk about someone or something.  
Example: Today we have English.

**B. Sentence parts**

1. Who or what is the subject. Example: My dog barks.  
2. What he, she, or it does. Example: My dog barks.

**C. Write the subject, that is, who or what the sentence is about.**

1. Who or what is the subject.  
2. My friend and I looked everywhere.  
3. I tried the key to my house.  
4. None were underneath my desk.

**D. Choose one part of a sentence for each text and make sentences. You can use your own words, too.**

<b>Subject</b>	<b>What the subject does</b>
Key	My parents
My friend	My husband
The house	The teacher

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

**E. Compare your sentences with your friend's.**

**Write Your Own Outline**

1. Look at the pictures and talk about them with your friends.



2. Write what you and your friends discussed about the pictures.

a. What is the gift's name? \_\_\_\_\_

b. Where is the gift? \_\_\_\_\_

c. What is happening to the gift? \_\_\_\_\_

d. How does the story end? \_\_\_\_\_

e. Write any other information you discussed. \_\_\_\_\_

## Write Your Own Outline

The students get ready to do a guided writing and start making a brief outline. First, they look at the key pictures of the writing and talk about what they are going to write. The pictures show the main events of the paragraph.

The students write their own answers even though they are going to do a guided writing later. If the students want to write their own paragraphs later, they can use these answers.

The students fill in the outline using the pictures on the previous page and the information given in the box. Remind them of the key parts of a paragraph. Some parts are already given, and the focus is to write the main events. If the students write their own paragraphs, they can change some parts.

**Complete the outline.**

**Title** \_\_\_\_\_

**Topic** \_\_\_\_\_

**Lead** (Write one or two sentences that lead to the subject of the paragraph.)

**Main**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**Ending**

Write one or two sentences that end the paragraph.

**Main Events**

- The gift was \_\_\_\_\_.
- The person who gave the gift \_\_\_\_\_ on the other side of my front yard.
- The gift was \_\_\_\_\_.
- The gift was \_\_\_\_\_ from my front yard and later it \_\_\_\_\_.
- I \_\_\_\_\_.