

2A

WRITING TUTOR

Paragraph Writing

Randy Lewis



Blended
with
e-Tutor
online
Registered Users Only

2A

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Writing Tutor Syllabus – Book 2

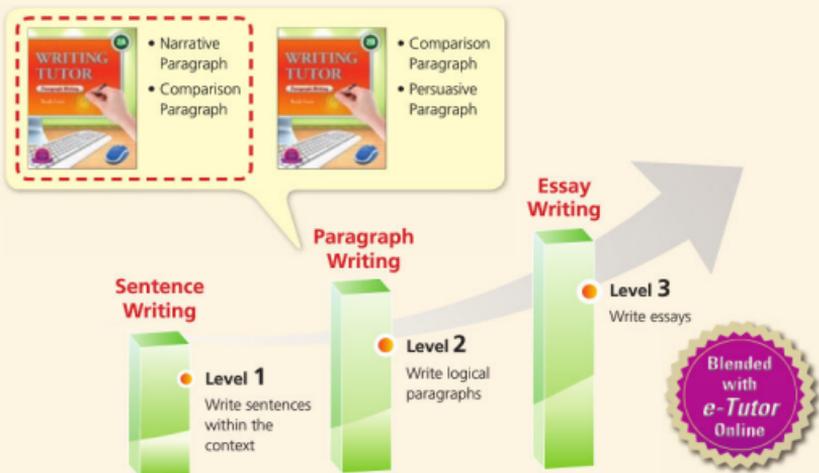
Book	Unit	Topic	Writing Form	Writing Focus (Grammar)
2A	1	The Happiest Moment	• Narrative Paragraph	• Past Tense
	2	Legends Around the World		• Past Tense
	3	Extraordinary Phenomena		• Quantity and Degree Words (ex. <i>all of, almost all of, most of, some of</i>)
	4	Great Inventions		• Modal Verbs (ex. <i>can, could, is/was able to</i>)
	5	Two Kinds of Sports	• Comparison Paragraph	• Comparatives (ex. <i>-er, more, the same as, similar to, different from</i>)
	6	Special Events and Special People		• Superlatives (ex. <i>-est, most, one of the + superlative</i>)
2B	1	Activities in Summer vs. Activities in Winter	• Comparison Paragraph	• Gerund as Subject and Object
	2	At Play		• Gerunds
	3	My Ideal Life	• Persuasive Paragraph	• Gerunds and Infinitives
	4	How to Be a Good Student		• Relative Clauses with <i>Who, Which, or That</i>
	5	Staying Healthy		• Noun Clauses Beginning with <i>Wh-</i> Words
	6	Why Kids Need Money		• Adverb Clauses with <i>Although</i> and <i>Even Though</i>

Scope & Sequence (Paragraph Writing)

Title of the Paragraph (Writing Tutor)	Title of the Paragraph (e-Tutor)
<ul style="list-style-type: none"> • A Visit to Wonderland Park 	<ul style="list-style-type: none"> • My New Friend • Surprise in the Closet
<ul style="list-style-type: none"> • Ulysses and the Sirens 	<ul style="list-style-type: none"> • The Night the Fire Froze • My Mother Was a Bear
<ul style="list-style-type: none"> • John Drew and the UFO 	<ul style="list-style-type: none"> • Sasquatch: Bigfoot • The Ghost in the House
<ul style="list-style-type: none"> • Alfred Nobel's Dynamite 	<ul style="list-style-type: none"> • La Marcus Thompson and the American Roller Coaster • Earle Dickenson and the Marvelous Band-Aid
<ul style="list-style-type: none"> • Racquetball and Squash 	<ul style="list-style-type: none"> • NBA Basketball Versus International Basketball • Two Kinds of Skiing
<ul style="list-style-type: none"> • Coming of Age Day in Japan and Israel 	<ul style="list-style-type: none"> • Why Christmas Is Different • Celebration of Independence
<ul style="list-style-type: none"> • Birdwatching in Summer and Winter 	<ul style="list-style-type: none"> • Biking: Winter and Summer • Hiking in Winter and Summer
<ul style="list-style-type: none"> • Family Activities: Long Ago and Today 	<ul style="list-style-type: none"> • Amusement Parks: Long Ago and Today • Dancing: Long Ago and Today
<ul style="list-style-type: none"> • Playing in the Country vs. Playing in the City 	<ul style="list-style-type: none"> • Living Abroad • Life in the City
<ul style="list-style-type: none"> • Group Study Is Good for Kids 	<ul style="list-style-type: none"> • Do Your Homework • Schools Need New Lunch Menus
<ul style="list-style-type: none"> • We Need to Reduce Sugar in Our Diet 	<ul style="list-style-type: none"> • Stay Healthy: Get Some Fresh Air • Stay Healthy Through Exercise
<ul style="list-style-type: none"> • Kids Need a Regular Allowance 	<ul style="list-style-type: none"> • Kids Need Money to Play • Money Teaches Kids Responsibility

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 2A

Writing Tutor 2A aims at developing students' skills for paragraph writing. In this book, students can understand different forms of paragraphs and learn to write them. 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.

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

* 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.

• 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 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 their 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 Paragraphs

Warm-Up

Talk about the pictures with your classmates.

What is the boy doing in the first picture?
What happened in the last?
When is the call?

Write your own title and topic sentence.

Paragraphs

Read about a paragraph and fill in the blanks.

A text sentence **topic** **A paragraph** **A title**

A **text sentence** is a group of sentences that tell about one main idea.
A **topic** is a subject for a paragraph.
A **paragraph** is a short sentence that tells the main idea of the paragraph.
A **title** is a sentence that explains the main idea and helps us understand it better.

Warm-Up

The students look at the key pictures of a writing sample they are going to read in Part 1 and guess the story. They can use the questions in the box as a prompt. Ask them to come up with a title and a topic sentence individually, or in groups, to get them interested in what they will read.

Paragraphs

The students read the explanation about the basic parts of a paragraph and fill in the blanks with the given terms. Show sample paragraphs, either in the book or completely new ones.

Key Words and Expressions

The students fill in the blanks of the meanings of the words in the sample paragraph. The meanings sometimes include synonyms. Ask the students to make a short sentence with a few target words, or their synonyms, for reinforcement. The words are from the sample writing in Part 1.

The example sentences in this exercise are similar to those 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 the words later.

Key Words and Expressions

Complete the meaning of the word.

allow	riding	start	help	leave	continue	return
-------	--------	-------	------	-------	----------	--------

- expressions to say _____.
- allow is _____.
- start is _____.
- leave is _____ for leaving things or vehicles.
- help can be _____.
- continue is _____.
- returning is _____.

Complete the sentence with the correct word from the box.

start	allow	leave	return	help		
allow	through	give	start	about	last	was

- The dog I met today was the _____ dog I met the last day of the trip.
- After that, we _____ the park.
- I thought I _____ my cat today, but I found her under the bench.
- When I had something to buy, I was _____ supplier than before.
- The first thing we did was to play _____.
- I was very sad and _____.
- _____ from my job, I was happy to see _____.
- One day, I only saw _____ as I began to look for him.

Write Your Own Outline

Write Your Own Outline

1 Talk about the pictures. Then, write an outline of the paragraph.

2 Write your title.

3 Write your main topic sentence.

4 Write your details.

5 Check your draft. Use the checklist.

6

After practicing outlining on the previous page, the students write their own outlines with the given information.

Talk about the pictures and have the students think about the main events. Remind them of the key parts of a paragraph. Then, ask them to come up with a good title and a topic sentence that grabs the reader's attention. Finally, talk about a good concluding sentence.

The students fill in the outline using the information given in the box. Sample sentence parts are given in the box for the students to use, but they are encouraged to write their own sentences.

Complete Your 1st Draft

The students complete the first draft. Have the students look at the outlines they made earlier and write drafts. Encourage them to think about how to get ideas connected to one another so that the reader can see the relationship between them. Suggest some transitional expressions such as *first*, *after that*, etc.

The students check their first drafts using the checklist. It is important to routinize this process so that the students internalize the whole process of writing to improve their writing skills.

Complete Your 1st Draft

1 Write your 1st draft.

2 Check your draft. Use the checklist.

3

- Have the title told enough about the topic of the paragraph?
- Does the topic sentence tell your reader about it?
- Do the details help the reader understand your paragraph better?
- Is the paragraph written in the correct order?

4