

2B

WRITING TUTOR

Paragraph Writing

Randy Lewis

Blended
with
e-Tutor
online
Registered Users Only

2B

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Writing Tutor Syllabus – Book 2

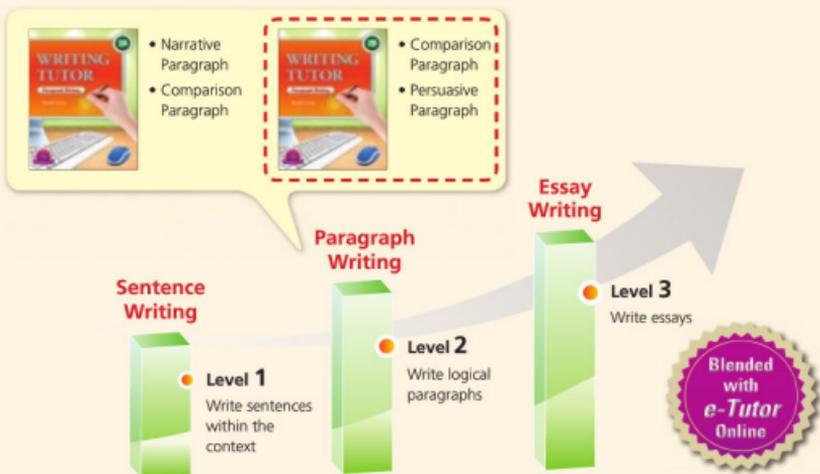
Book	Unit	Topic	Writing Form	Writing Focus (Grammar)
2A	1	The Happiest Moment	• Narrative Paragraph	• Past Tense
	2	Legends Around the World		• Past Tense
	3	Extraordinary Phenomena		• Quantity and Degree Words (ex. <i>all of, almost all of, most of, some of</i>)
	4	Great Inventions		• Modal Verbs (ex. <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 vs. 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 2B

Writing Tutor 2B 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 and Proofreading	<ul style="list-style-type: none">• Revise and proofread the draft• Evaluate the final draft

* Each part is designed for a 45–60 minute class.

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

C Talk about the pictures with your classmates.

Write your own title and topic sentence.

Paragraphs

C Fill in the blanks with the correct signal word or phrase from the box.

signal word	signal word	signal word	signal word
• different than	• on the other hand	• either/or	• so
• in fact	• in conclusion	• in contrast	• compared with
• although	• in addition	• also	• in fact
• moreover	• in other words	• as well as	• similarly
• besides	• for example	• besides	
• in fact	• in addition		
• moreover			

Use a good transition word to connect the two sentences.
The hotel is located near the center of the city, so it has many rooms.

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 from the book or completely new ones.

Key Words and Expressions

The students fill in the blanks to complete the meanings of the words in the sample paragraphs. 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 paragraphs in the unit.

The example sentences in this exercise are similar to those in the sample paragraphs. The students can talk about what the samples will be about. Reading these example sentences will help students to understand and use the words later.

Key Words and Expressions

C Complete the meaning of the word or phrase.

obscure	staring	hacks	real	obvious	final	final
---------	---------	-------	------	---------	-------	-------

1. equipment _____
2. fishing gear is long, thin _____ that is used to catch fish
3. fishing lines are long _____ that is used to catch fish
4. fish _____ that you put on a hook to catch fish
5. weather _____
6. nearly a _____

C Complete the sentence with the correct word or phrase from the box.

believe	in fact	in addition	in contrast
---------	---------	-------------	-------------

1. Both types of fishing need a fishing pole, a fishing line, _____ and some bait.
2. They fish for fish _____ of salmon, to catch fish to sell.
3. _____ for fishing in the winter is much the same as in the summer.
4. The best thing you need is _____ fishing.
5. In the winter, you need _____ from the cold.
6. The best thing you need is a _____ to wear you get lost.

Writing Form: Comparison Paragraph

Read the paragraph and complete the chart.

Fishing: Water and Summer

Summer fishing is a fun activity for a lot of people. They like to go to the lake, the river, or the ocean. They like to catch different types of fish. They like to go with their family, friends, or a group of people. They like to go to the lake, the river, or the ocean. They like to go with their family, friends, or a group of people. They like to go to the lake, the river, or the ocean. They like to go with their family, friends, or a group of people.

1. What is the topic? Fishing: Water and Summer

2. What is the main idea? _____

3. What are the details? _____

4. What is the difference? _____

Writing Form

Have the students look at the heading and guess the kind of form the sample paragraph is written in.

Read the sample paragraph and talk about the key information: what it is about, what happened, and how it ended. Ask the students what they notice in terms of the organization. The colors of the texts indicate the organization. Encourage the students to come up with example writing topics of this kind.

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.

Grammar Practice

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 sentences are correct or not. Discuss what the students should be careful about when they use the grammar in their writing. (There are two Grammar Practice sections in a unit.)

This exercise is for checking the basic understanding of the grammar point. The students will use the grammar points when they proofread their writing.

This exercise is to encourage the students to apply their knowledge to their writing. The exercises in this section vary throughout the book.

Grammar Practice 1

Write a sentence as a noun.

- The dog barked at a man and he used as a noun.
- Write a sentence that uses the dog barked as the subject of a sentence. Example: The dog barked together with the man.
- Write a sentence that uses the dog barked as the object of a sentence. Example: The dog barked at the man.
- Write a sentence that uses the dog barked as the subject of a sentence. Example: The dog barked at the man.

Write the correct verb form.

- The dog barked at the man and he used as a noun.
- The dog barked at the man and he used as a noun.
- The dog barked at the man and he used as a noun.
- The dog barked at the man and he used as a noun.
- The dog barked at the man and he used as a noun.

Complete the sentence about yourself or people you know with the appropriate verb form. Use the verb in parentheses.

Example: I love to go fishing. (love)

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 one topic sentence.

4 Write the details.

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 boxes. Sample sentence parts are given 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

Write your 1st draft.

Check your draft. Use the checklist.

- 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 format?