

3A

# WRITING TUTOR

Essay Writing

Randy Lewis

Audio CD Included

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

3A

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## Writing Tutor Syllabus – Book 3

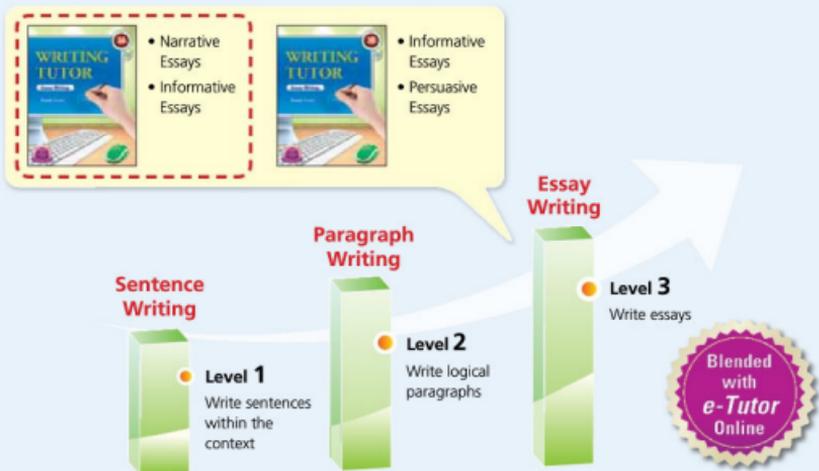
Book	Unit	Topic	Writing Form	Writing Skill (Writing Focus)	Grammar Focus
<b>3A</b>	1	My Favorite Vacation	• Narrative Essay	• Describe Experiences and Thoughts (Writing an Introductory Paragraph)	• Verb Form and Tense
	2	My Favorite Pet			• Present Participle vs. Past Participle
	3	My Favorite Food			• Gerunds and Infinitives
	4	My Favorite Book			• Gerunds and Infinitives as Noun Phrases
	5	Why Do Earthquakes and Tsunamis Occur?	• Informative Essay	• Explain the Important Facts (Writing a Body Paragraph)	• Simple and Compound Sentences
	6	How Are Products Made?			• Compound and Complex Sentences
<b>3B</b>	1	How Do We Learn About Other Cultures?	• Informative Essay	• Explain the Important Facts (Writing a Body Paragraph)	• Combining Sentences with <i>Who, That, Which</i> (Adjective Clauses)
	2	Why Should We Stop Global Warming?			• Combining Sentences (Noun Clauses)
	3	Should We Have a Budget Plan?	• Persuasive Essay	• Agree or Disagree and Defend an Opinion (Writing a Conclusion Paragraph)	• Combining Sentences (Adverb Clauses)
	4	Why Do We Have Rules and Laws?			• Subordinating Conjunctions
	5	Should Kids Have Cell Phones?			• Complex Sentences with Time Clauses
	6	Are Video Games Good or Bad?			• Future Time in Time Clauses

## Scope & Sequence (Essay Writing)

<b>Title of the Essay</b> (Writing Tutor)	<b>Title of the Essay</b> (e-Tutor)
<ul style="list-style-type: none"><li>• A Place I Would Like to Go</li></ul>	<ul style="list-style-type: none"><li>• My Favorite Vacation</li></ul>
<ul style="list-style-type: none"><li>• A Wild Animal for a Pet</li></ul>	<ul style="list-style-type: none"><li>• My Favorite Pet</li></ul>
<ul style="list-style-type: none"><li>• A Popular Food in My Country</li></ul>	<ul style="list-style-type: none"><li>• My Favorite Food</li></ul>
<ul style="list-style-type: none"><li>• My Favorite Book Genre</li></ul>	<ul style="list-style-type: none"><li>• My Favorite Book</li></ul>
<ul style="list-style-type: none"><li>• Causes of Tsunamis</li></ul>	<ul style="list-style-type: none"><li>• Why Earthquakes Occur</li></ul>
<ul style="list-style-type: none"><li>• How Paper Is Made</li></ul>	<ul style="list-style-type: none"><li>• How Pencils Are Made</li></ul>
<ul style="list-style-type: none"><li>• Using the Internet to Learn About Other Cultures</li></ul>	<ul style="list-style-type: none"><li>• How Do We Learn About Other Cultures?</li></ul>
<ul style="list-style-type: none"><li>• Man-Made Causes of Global Warming</li></ul>	<ul style="list-style-type: none"><li>• Why Should We Stop Global Warming?</li></ul>
<ul style="list-style-type: none"><li>• Why Children Should Have a Savings Account</li></ul>	<ul style="list-style-type: none"><li>• Should We Have a Budget Plan?</li></ul>
<ul style="list-style-type: none"><li>• Why School Uniforms Are Good</li></ul>	<ul style="list-style-type: none"><li>• Why Do We Have Rules and Laws?</li></ul>
<ul style="list-style-type: none"><li>• Students Should Do Volunteer Work</li></ul>	<ul style="list-style-type: none"><li>• Should Kids Have Cell Phones?</li></ul>
<ul style="list-style-type: none"><li>• Why Comic Books Are Bad</li></ul>	<ul style="list-style-type: none"><li>• Are Video Games Good or Bad?</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 3A

*Writing Tutor 3A* aims at developing students' skills for essay writing. In this book, students can understand different forms of essays 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.

<b>Part 1</b>	<b>Prewriting</b>	<ul style="list-style-type: none"><li>• Learn about the essay form</li><li>• Gather ideas, listen, and take notes</li><li>• Practice the key sentence structure</li></ul>
<b>Part 2</b>	<b>Making an Outline</b>	<ul style="list-style-type: none"><li>• Understand the essay topic and brainstorm</li><li>• Make a guided outline</li></ul>
<b>Part 3</b>	<b>Making a Draft</b>	<ul style="list-style-type: none"><li>• Practice writing the key part of an essay</li><li>• Write the 1<sup>st</sup> draft</li></ul>
<b>Part 4</b>	<b>Revising &amp; Proofreading</b>	<ul style="list-style-type: none"><li>• Revise the essay sample</li><li>• Revise and proofread the 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 an essay 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 essay and talk about the questions and the brainstorming map. Guide the students to take notes on information from the listening materials and use the information for their writing.
- 2) Guide the students to understand the organization of the essay. Also, make sure the students understand the essay question correctly in order to write a relevant response.
- 3) Use the grammar parts in each unit to get the students to utilize the grammar knowledge they already have in their actual writing.
- 4) Provide enough time to brainstorm on the topic since many students have difficulty gathering ideas and organizing them.
- 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 Prewriting**

**Warm-Up**

**Talk about the topic.**

- What kind of place do you like going to on vacation?
- What is a good place to go on vacation?
- What do you want to do in the place?

**Write about:** Write something that seems to you on the topic. What do you want to write about?

**Mind Map:** A central bubble labeled "Vacation" is connected to four surrounding bubbles: "Beach", "Hotel", "Sun/Golf", and "City".

### Warm-Up

Talk about the students' 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.

The students exchange ideas on the topic freely. They can then use the ideas later when they write on their own, as well as when they write the given essay in the book. It is important for the students to think actively to be a good writer.

### Learn About Essay Writing

Have the students read the explanation about parts of an essay. Help them understand and give a few examples.

Talk about the sample essay parts and answer the questions. Ask the students in pairs or groups to come up with some examples of the essay parts on any topic. Have them present their writing to their classmates and get feedback.

The students write their own answers individually and exchange feedback with their partners. The question types vary throughout the book.

**Learn About Essay Writing 1**

**1** An introduction is the very beginning of the essay. It has three parts.

Attention Grabber	Introduction
It is a few lines part of the introduction.	Attention grabber
It captures the reader's interest.	General statement
It sets the topic.	Thesis statement
It is a question that makes the reader think.	
It is an interesting fact that can get the reader's attention.	
It is a generalization a group of words or sentences that someone said.	

**2** Match the attention grabber with the right sentence.

1. <b>Attention</b> -	Over 70 million people will travel away from their homes.
2. <b>Fact</b> -	"She walked a long distance or something" according to the famous American writer Helen Keller. She had never seen the sun before.
3. <b>Question</b> -	Have you ever considered a well-meaning distribution for your teacher? Although most people think of it as a place for teachers, please the students after every single experience.

**3** Write an attention grabber on your topic. Then, have a classmate guess what your essay will be about.

attention grabber: \_\_\_\_\_

**Listen and Gather Ideas** 🎧

🔊 Listen to the lecture and answer the questions.

- Which places does the teacher talk about for a vacation?
- What are you likely to see on a nature vacation?

📄 Fill in the outline with the key points of the lecture.

**Location**

beaches  
- swimming  
- sunbathing  
- sunbathing

mountains  
- skiing  
- hiking  
- hiking

great people  
- visiting friends

**Activities**

relaxation  
- sunbathing  
- swimming  
- hiking  
- hiking

mountains  
- skiing  
- hiking  
- hiking

great people  
- visiting friends

**Places**

beaches  
- swimming  
- sunbathing  
- sunbathing

mountains  
- skiing  
- hiking  
- hiking

great people  
- visiting friends

## Listen and Gather Ideas

The students listen to a lecture and talk about it in general: what it is about, what happened, how it ended. Then, they can find the key information to answer the questions and fill in the graphic organizer. The audio file and the transcript of the lecture is provided on Compass Publishing website (<http://www.compasspub.com>).

Have the students fill in the chart with the information they have taken notes on. Discuss what information may be helpful when they write their own essay on the same topic.

## Grammar Practice 1

Most grammar points in the book are what most students at this level 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 three 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. The other exercises in the unit are for applying their grammar knowledge to their writing.

**Grammar Practice 1**

**Verb Form and Use**

Verb Form	Use	Verb Form	Use
Present	action happening now	Present Perfect	action completed in the past
Past	action completed in the past	Future	action to happen in the future

2. The subject is who/what that does the action.  
Example: They people walk to the mall.  
The subject is who/what that receives the action.  
Example: The car is driven by many people each year.

3. Choose the correct form of the verb to complete the sentences.

- You will \_\_\_\_\_ her beautiful house truly.  
a. seeing      b. see      c. use
- I \_\_\_\_\_ to finish three years ago.  
a. went      b. go      c. will go
- Heard I'll change \_\_\_\_\_ with her/with/with.  
a. riding      b. use third      c. to third
- There \_\_\_\_\_ a blue coffee shop I visited the town.  
a. is      b. use      c. will be
- What time \_\_\_\_\_ that road back.  
a. use return      b. return      c. setting

