

3B

WRITING TUTOR

Essay Writing

Randy Lewis

With Audio CD

Blended
with
e-Tutor
online

Registered Users Only

3B

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<http://www.compasspub.com>

ISBN: 978-1-59966-554-3

10 9 8 7 6 5 4 3 2 1
15 14 13 12 11

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Printed in Korea

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Writing Tutor Syllabus – Book 3

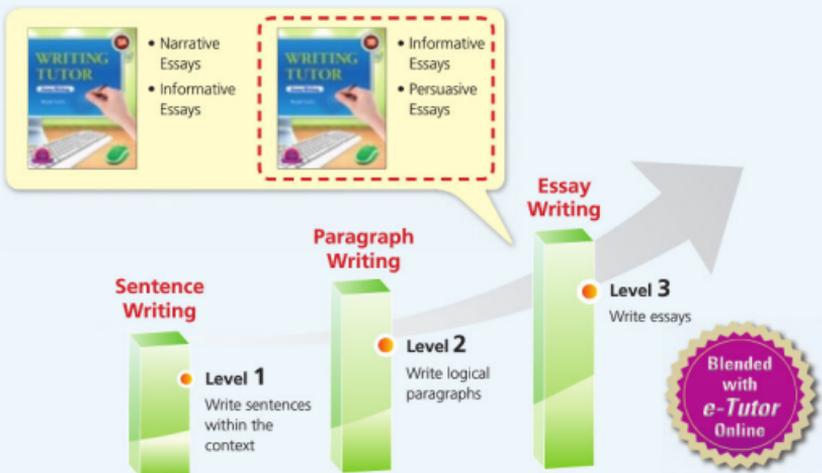
Book	Unit	Topic	Writing Form	Writing Skill (Writing Focus)	Grammar Focus
3A	1	My Favorite Vacation	• Narrative Essay	• Describe Experiences and Thoughts (Writing an Introductory Paragraph)	• Verb Form and Tense
	2	My Favorite Pet			• Present Participle vs. Past Participle
	3	My Favorite Food			• Gerunds 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
3B	1	How Do We Learn About Other Cultures?	• Informative Essay	• Explain the Important Facts (Writing a Body Paragraph)	• Combining Sentences with <i>Who</i> , <i>That</i> , or <i>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)

Title of the Essay (Writing Tutor)	Title of the Essay (e-Tutor)
• A Place I Would Like to Go	• My Favorite Vacation
• A Wild Animal for a Pet	• My Favorite Pet
• A Popular Food in My Country	• My Favorite Food
• My Favorite Book Genre	• My Favorite Book
• Causes of Tsunamis	• Why Earthquakes Occur
• How Paper Is Made	• How Pencils Are Made
• Using the Internet to Learn About Other Cultures	• How Do We Learn About Other Cultures?
• Man-Made Causes of Global Warming	• Why Should We Stop Global Warming?
• Why Children Should Have a Savings Account	• Should We Have a Budget Plan?
• Why School Uniforms Are Good	• Why Do We Have Rules and Laws?
• Students Should Do Volunteer Work	• Should Kids Have Cell Phones?
• Why Comic Books Are Bad	• Are Video Games Good or Bad?

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 3B

Writing Tutor 3B 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 them in their writing.

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

Part 1	Prewriting	<ul style="list-style-type: none">• Learn about the essay form• Gather ideas, listen, and take notes• Practice the key sentence structure
Part 2	Making an Outline	<ul style="list-style-type: none">• Understand the essay topic and brainstorm• Make a guided outline
Part 3	Making a Draft	<ul style="list-style-type: none">• Practice writing the key parts of an essay• Write the 1st draft
Part 4	Revising and Proofreading	<ul style="list-style-type: none">• Revise the sample essay• Revise and proofread the 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 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 they 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 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 Prewriting

Warm-Up

1 Talk about the topic.

1. Have you ever used the Internet to search for information on another subject?

2. What are some good things and bad things about using the Internet to learn about other countries?

3. Is there a culture that you might search for more through the Internet? If so, which culture is it?

Mini-activity Write something that occurs to you on the topic. What do you want to write about?

Why
it's interesting

How

What
funny

Where
here!

Learn About Other Cultures

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Warm-Up

Talk about 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 the 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 essay has one or more body paragraphs that are related to the thesis statement. Each body paragraph has three parts.

The Concluding Sentence
The concluding sentence is the last part of the body paragraph. It summarizes the entire body paragraph and tells the reader that the paragraph is ending.

Body
Supporting ideas
Concluding sentence

2 Choose a sentence concluding sentence for the blank.

1. American food is becoming very popular worldwide. What, if at all, is so very special about them? How is it changing? Why? It is very interesting.

a. Because of these movies, Matt in fact has become so popular.
b. That is not so popular to some other countries.

2. Countries do that not only a games, but one also a unique, beautiful, designed, created, trademark. Its also designed inspires, its most known things, things, use of an animal.

a. Countries do that not only a games, but one also a unique, beautiful, designed, created, trademark.
b. Countries do that not only a games, but one also a unique, beautiful, designed, created, trademark.

3 Read the paragraph to part 1 again. Then, write your own concluding sentence.

1. _____

2. _____

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Listen and Gather Ideas

1. Listen to the lecture and answer the questions.

1. What has making another country, like a person, been about another culture?
2. What are three or four sources of information on another culture?

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

Outline includes:

- What is the main idea of the lecture?
- What are the main points of the lecture?
- What are the key points of the lecture?

Writing the Summary of the Lecture About Other Cultures

What is the main idea of the lecture?

What are the main points of the lecture?

What are the key points of the lecture?

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 are provided on the 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

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 two Grammar Practice sections in a unit.)

This exercise is for checking students' basic understanding of the grammar point. The students will use the grammar point when they proofread their writing. The other grammar exercises in the unit are for applying their grammar knowledge to their writing.

Grammar Practice 1

Adding Sentences with *When*, *While*, or *That*

- A sentence with the word *when*, *while*, or *that* can join the main to another sentence.

Example: I saw a man. That man was running away from a dog.
→ I saw a man while he was running away from a dog.

When the report is a noun → use *when* or *that*.
When the report is a verb or a verb-ing → use *while* or *that*.

Read the two simple sentences. Then, choose the sentence that correctly joins the two simple sentences.

1. I want to learn about some foreign culture. / I have never experienced it.
a. I want to learn about some foreign culture that I have never experienced.
b. I want to learn about some foreign culture when I have never experienced.
2. I thought a patient. / The patient shared the hospital's life.
a. I thought a patient who shared the hospital's life.
b. I thought a patient while I shared the hospital's life.
3. He ran by the road. / The road is empty.
a. He ran by the road that is empty.
b. He ran by the road while it was empty.
4. I read to a woman. / The woman ran wonderful.
a. The woman who I read to was wonderful.
b. The woman that I read to was wonderful.
5. The teacher teaches French. / The teacher is very busy.
a. The teacher who teaches French is very busy.
b. The teacher which teaches French is very busy.

