



# Smart Writers

Essay Writing

3

Casey Malarcher

## Smart Writers 3

Casey Malarcher

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# Smart Writers



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# How to Use This Book

*Smart Writers* is a three-book series designed to develop the writing skills of English language learners at the low intermediate level of English (CEFR A2). Each unit features two model writing passages with useful vocabulary and helpful sentence patterns which students can use to create their own passages. Throughout the series, students learn how to organize their thoughts, explore a variety of writing topics within each unit's theme, and practice paragraph development. Students who complete this series will develop stronger writing skills and gain confidence in their ability to compose paragraphs and essays related to personal experiences or opinions.

## Warm Up

Each unit's introduction page presents the first of two writing models for the unit's theme. Each model in the unit incorporates the particular organization shown in the **Writing Analysis** activity of the unit. Each writing model also provides samples of the target grammatical structures reviewed in the unit's **Workbook** pages. Two questions follow this first model to focus students on key aspects of the writing.

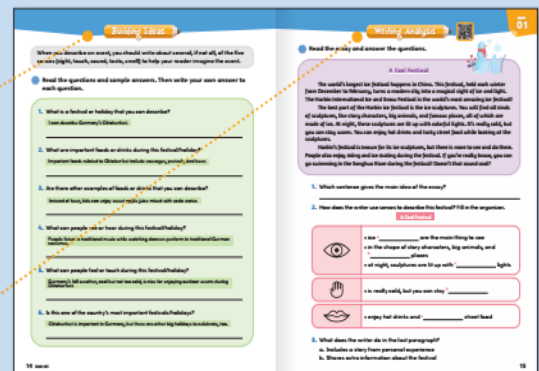


## Getting Ideas

This page suggests a number of topics related to the unit's theme to spark ideas for students to use in their own writing. Vocabulary highlighted on this page is related to specific ideas students might choose to write about. After placing vocabulary items into the context of phrases to facilitate learning, students can select one of the given themes to write guided sentences for possible use in their own writing.

## Building Ideas

This part of the unit guides students through a series of brainstorming questions to prepare them for writing their own essays. After answering these questions, students should be encouraged to share their ideas with classmates in pairs.



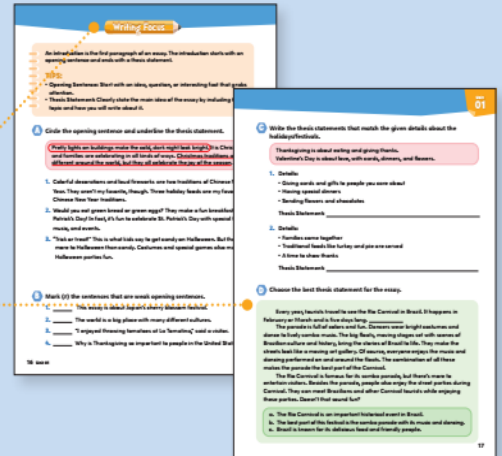
## Writing Analysis

This page introduces the second writing model related to the unit's theme. The model is followed by comprehension questions featuring a graphic organizer to help students visualize a particular writing approach useful for their own writing.

## Writing Focus

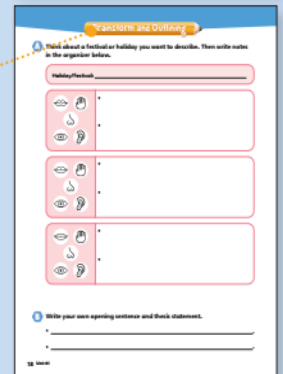
This section provides theme specific writing techniques along with two pages of writing activities. As students practice the tips through these activities, they gain exposure to additional topics and vocabulary they might want to use in their own writing.

The last activity of the **Writing Focus** pages presents a essay for the unit for students to read and analyze.



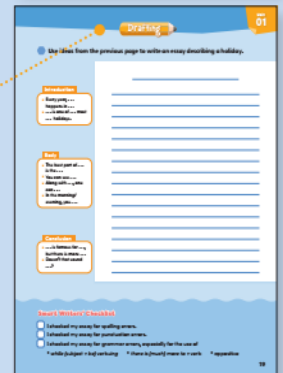
## Brainstorming and Outlining

This page furnishes a blank graphic organizer that allows students to begin noting down their own ideas for their final writing. A guided sentence-writing activity below the organizer transitions students from simply noting ideas to developing some of those ideas into complete sentences.

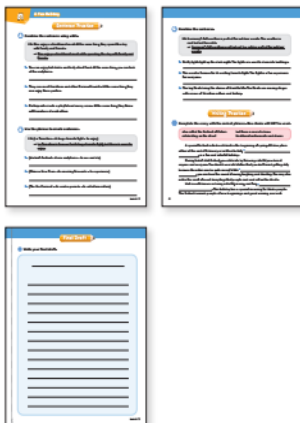


## Drafting

This page leads students through the process of drafting their final writing. Sentence prompts are provided to help students frame their writing. In addition, a writer's checklist is given at the bottom of the page to hone students' editing skills.



## Workbook



### Sentence Practice

Each unit in the workbook includes two pages of activities that highlight key grammatical structures that appear repeatedly in the unit. One key structure is the focus of each workbook activity A, B, and C.

### Writing Practice

Following the sentence practice, students complete a new model of the unit's writing using the unit's target structures.

### Final Draft

The third page of each **Workbook** unit furnishes a writing page for the student's final writing for the unit.

# Introduction

## What Is an Essay?

An essay is a group of two or more paragraphs that all talk about one topic. It has three parts: an introduction, a body, and a conclusion.

## Essay Format

**A** See what an essay looks like.

1.

2.

### Tips for Enjoying Writing

Writing can be fun if you know how to do it the right way. Many students think writing is difficult, but with some simple tips, it can become an enjoyable way to share your thoughts and creativity.

**Here are some tips to help you enjoy writing.**

**First, write about things you like.** When you write about something you care about, it is easier and more fun. Think about your hobbies, favorite activities, or anything that makes you curious.

**Use your imagination when you write.** Don't be afraid to think of new and fun ideas. Imagine magical worlds, interesting characters, and exciting adventures. This makes writing more fun.

**Lastly, practice writing often.** The more you write, the easier it becomes. Try to write a little bit each day or week. By practicing, you will get better and enjoy writing more.

You will find that writing can be fun by following these simple tips. They are not difficult and can actually be fun! Give them a try and you may discover that you enjoy writing.

3.

4.

5.

**B** Read how an essay is formatted. Label each part in the essay on the previous page.

- **Title:** Write the title in the center. Capitalize the first letter of each major word.
- **Indent:** Make a small space before starting the first sentence to show a new paragraph.
- **Introduction:** This is the first paragraph of the essay. It guides the reader from a general idea to the writer's specific topic of the essay.
- **Body Paragraph:** An essay has one or more body paragraphs, presenting the writer's ideas related to the thesis statement.
- **Conclusion:** This is the last paragraph of the essay. It sums up the essay, often restating the main points and providing final thoughts.

## How to Write an Introduction

The introduction of an essay starts with an **opening sentence** and ends with a **thesis statement**.

Writing can be fun if you know how to do it the right way. Many students think writing is difficult, but with some simple tips, it can become an enjoyable way to share your thoughts and creativity. **Here are some tips to help you enjoy writing.**

- **Opening Sentence:** Introduces an idea or question to make readers start thinking about the topic.
- **Thesis Statement:** Usually at the end of the introduction, tells readers what the essay will talk about.

■ **Label the sentences for the introduction.**

OS = Opening Sentence

TS = Thesis Statement

NT = None of Them

\_\_\_ Have you ever wanted to visit another country? \_\_\_ I was lucky enough to have my first chance to do that last summer. \_\_\_ I took a trip with my parents to Mexico. \_\_\_ Mexico has many great places to visit for a vacation.

## How to Write a Body Paragraph

The body paragraphs of an essay should start with a **topic sentence**, include **supporting details**, and often end with a **conclusion sentence**. These elements work together to develop and explain the main idea of the paragraph.

First, write about things you like. When you write about something you care about, it is easier and more fun. Think about your hobbies, favorite activities, or anything that makes you curious.

Use your imagination when you write. Don't be afraid to think of new and fun ideas. Imagine magical worlds, interesting characters, and exciting adventures. This makes writing more fun.

Lastly, practice writing often. The more you write, the easier it becomes. Try to write a little bit each day or week. By practicing, you will get better and enjoy writing more.

- **Topic Sentence:** Connects with the thesis statement and introduces the main idea of the paragraph.
- **Supporting Details:** Provide facts, examples, or explanations that support the topic sentence.
- **Conclusion Sentence:** Sums up the main idea of the paragraph.

### Label the sentences for the body paragraph.

TS = Topic Sentence

SD = Supporting Details

CS = Conclusion Sentence

\_\_\_ It is simple to care for a pet frog. \_\_\_ Frogs can live happily in a small space. In fact, I keep my frog in a small, square fish tank. \_\_\_ Frogs are also easier and cheaper to feed than dogs or cats. \_\_\_ For example, I feed my frog small bugs that I buy from the pet store. \_\_\_ Overall, taking care of a pet frog is easy and cheap.

You can help readers understand the flow of ideas in a body paragraph by using transitions. Some examples of transition words and phrases include:

Also

For example

However

In addition

In fact

Next

Then

Therefore

## How to Write a Conclusion

The conclusion of an essay should usually aim to do one of the following.

You will find that writing can be fun by following these simple tips. They are not difficult and can actually be fun! Give them a try and you may discover that you enjoy writing.

- **Summarize the main ideas:** Briefly restate the essay's key point, or list key ideas especially for long essays
- **Give the writer's opinion:** State the writer's opinion of the main idea of the essay
- **Predict a future result:** Explain what is likely to happen due to the points mentioned in the essay
- **Suggest an action to the reader:** Say what readers should do now that they know the information provided in the essay

### ■ Read the conclusions and choose the correct purpose.

1.

**Thesis Statement:** Both subways and buses are excellent ways to get around in the city.

**Conclusion:** Whether a person chooses to travel by subway or bus will depend on many things. I usually want to go places easily and cheaply. For this reason, I choose to use buses more often than the subway.

- a. Summarize    b. Give an opinion    c. Predict the future    d. Suggest an action

2.

**Thesis Statement:** Fishing is a hobby that requires skill and intelligence.

**Conclusion:** Fishing requires more than just patience and luck. If you want to do well when you go fishing, you need to learn good techniques and understand about fish. In my case, I learned these things from my grandpa.

- a. Summarize    b. Give an opinion    c. Predict the future    d. Suggest an action

1. Creating an introduction
2. Describing a festival or holiday

## A Fun Holiday

Think

1. What is a festival or holiday that you enjoy?
2. What do people see, hear, eat, or do for this festival or holiday?

### Warm Up

Read the essay and answer the questions.



### A Great Tomato Fight!

A big food festival, held in the heart of Spain, draws an international crowd every August. The best part of this event is its exciting tomato fight, an amazingly fun experience for everyone. La Tomatina is one of Spain's most unique festivals.

The tomato fight is a lot of fun. Participants create a playful and messy scene while throwing soft tomatoes at each other. Along with tomatoes, the sounds of happy laughing and shouting fill the air. After the fight, the streets turn red with tomatoes. It looks like tomato soup has spilled everywhere. The town is quickly cleaned up after the tomato fight. Then festival guests can go out and enjoy a traditional meal. This city is known for its tasty dishes that include rice, beans, and sausage.

La Tomatina is famous for its huge tomato fight, but there is more to do. People also enjoy the festival parties held before and after the fight. These parties provide a lively place to dance and meet people from all over the world. Doesn't that sound exciting?

1. Which sentence tells readers which festival will be described in the essay?

2. Which icons best match the information that the writer presents in the second paragraph?



# Getting Ideas

**A** Read the question. Then fill in the blanks.

What can you experience during this holiday/festival?

- |             |           |            |              |
|-------------|-----------|------------|--------------|
| combination | dumplings | galleries  | participants |
| pretzels    | samba     | sculptures | traditional  |

**1. Chinese New Year**



- watching and hearing the fireworks at night
- tasting \_\_\_\_\_ that are made

**2. Valentine's Day**



- the variety of gifts and chocolates sold in stores
- visiting museums or art \_\_\_\_\_ as a date

**3. Carnival**



- hearing and seeing people dancing the \_\_\_\_\_
- dressing up in costumes like \_\_\_\_\_ in the parades

**4. Oktoberfest**



- tasting traditional foods like \_\_\_\_\_ and sausages
- the beautiful weather in Germany

**5. Halloween**



- going door to door collecting candy
- seeing \_\_\_\_\_ of scary monsters around people's houses

**6. Christmas**



- smelling cookies made with a \_\_\_\_\_ of cinnamon and spices
- listening to \_\_\_\_\_ songs like "White Christmas"

**B** Use the examples to write about experiences during different holidays/festivals.

- The best part of **Carnival** is **hearing and seeing people dancing the samba.**
- People also enjoy **dressing up in costumes like participants in the parades** during this festival.

1. The best part of \_\_\_\_\_ is \_\_\_\_\_.
2. People also enjoy \_\_\_\_\_ during the festival/holiday.

## Building Ideas

When you describe an event, you should write about **several, if not all, of the five senses (sight, touch, sound, taste, smell)** to help your reader imagine the event.

Read the questions and sample answers. Then write your own answer to each question.

1. What is a festival or holiday that you can describe?

I can describe Germany's Oktoberfest.

---

2. What are important foods or drinks during this festival/holiday?

Important foods related to Oktoberfest include sausages, pretzels, and beer.

---

3. Are there other examples of foods or drinks that you can describe?

Instead of beer, kids can enjoy sweet apple juice mixed with soda water.

---

4. What can people see or hear during this festival/holiday?

People listen to traditional music while watching dancers perform in traditional German costumes.

---

5. What can people feel or touch during this festival/holiday?

Germany's fall weather, cool but not too cold, is nice for enjoying outdoor events during Oktoberfest.

---

6. Is this one of the country's most important festivals/holidays?

Oktoberfest is important in Germany, but there are other big holidays to celebrate, too.

---