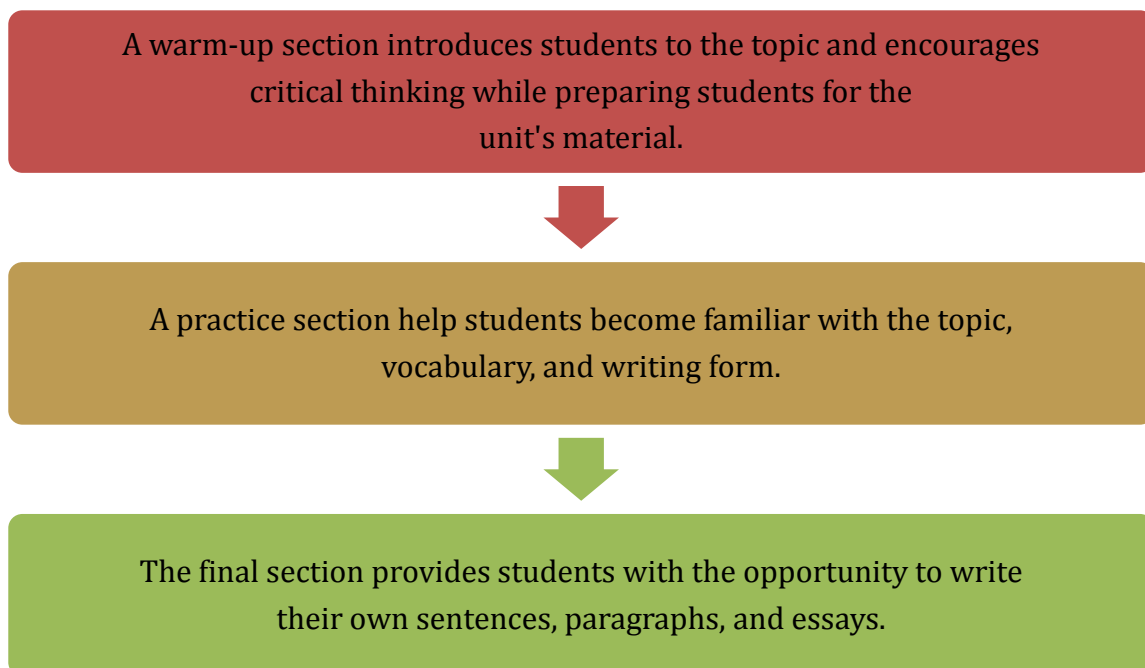


Teacher's Guide

Methodological Approach

The “Three Ps” is a common learning methodology widely accepted and practice in English language schools worldwide. *Presentation* is the introduction to learning language. *Practice* is the opportunity for students to practice, through several activities, the target language. *Production* is the final step of the learning process. By this stage the learner is using the language as opposed to learning the language.

Each unit in *Writing Tutor* covers the “Three Ps.” The flow of each unit ensures that the learner first learns the language, then practices the language, then is finally considered a user of the language.



Why Choose *Writing Tutor*?

Writing Tutor is a six-book series designed to guide upper elementary and middle school students as they improve their writing skills. The content covers a wide range of content-based topics and language materials. There are twelve units per level, spread across two books. ***Writing Tutor*** is designed to enable students to move from producing solid sentences to completing short essays. Model passages help students write their own sentences and essays. Overall, ***Writing Tutor*** is an ideal choice for students who need to improve their writing skills.

Features:

- Full-color illustrations and photographs
- Clear, easy-to-use step-by-step instructions for every task
- Extensive writing-oriented activities on a variety of genres
- Modeled examples provide support in independent writing.
- Downloadable audio recordings, answer keys, and teaching tips

Getting to Know the Book

Introduction to the *Writing Tutor* Student Books

The *Writing Tutor* series prepares students for writing. It also helps students develop vocabulary and background knowledge about a topic. Students incorporate both new background knowledge and new vocabulary into their sentence and paragraph writing. Throughout each unit students learn and practice:

- 1) Writing form → Understanding the writing process and types of writing
- 2) Prewriting → Making an outline with a guide
- 3) Drafting → Completing a first draft with a guide
- 4) Revising and Proofreading → Evaluating a final draft

Student Book Contents:

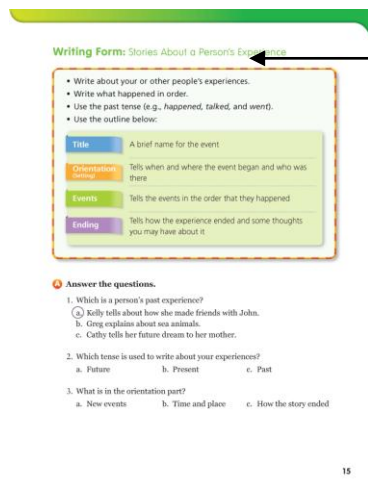


Warm-Up:

- Students have the opportunity to discuss their experiences or knowledge related to the unit topic.

Key Words:

- Key vocabulary is introduced.
- Example sentences with fill in the blanks relate directly to the sample, giving the students the opportunity to practice.



Writing Form:

- This section gives examples of the target paragraph form.
- Questions provide students the opportunity to think critically about the content.
- The sample paragraphs help students to clearly understand the goals of the unit in terms of writing.

Writing Focus 1

A Sentence
 • A sentence is a group of words. It tells about someone or something.
 Example: Kathy teaches English.

A sentence tells:
 1. who or what it is about
 2. what he, she, or it does

Let's look!
 Example: **Kathy**
 Example: **teaches English**

Circle the subject, that is, who/what the sentence is about.

- My friends came down the hall.
- My friends and I looked everywhere.
- It was the best to my house.
- Kevin goes swimming on Fridays.

Choose one part of a sentence in each box and make sentences. You can use your own words, too.

Subject	What the subject does
Paul	My parents went on a picnic
Stephen	My backpack are beautiful
They	was on the bench found the best
The flowers	ate the sandwich liked cats

- Paul ate the sandwich.
- _____
- _____
- _____

Compare your sentences with your friends'.

Write Your Own Outline

Look at the pictures and talk about them with your friends.

Write what you and your friends discussed about the pictures.

- What is the girl's name? _____
- Where is the girl? _____
- What is happening to the girl? _____
- How does the story end? _____
- Write any other information you discussed. _____

Writing Focus:

- Students check their basic understanding of the grammar point.
- Students are encouraged to apply their knowledge to their own writing.

Write Your Own Outline:

- Students prepare for guided writing by starting their own outline.
- Students are heavily guided to ensure they understand the key points of details in writing.

Complete the Sample Draft

Read the sample draft and write the proper linking word or phrase from the box on the green line.

Sample Draft

Then Finally First Next After that

At My School Lunch Time

Last Wednesday was a beautiful day, so I decided to eat lunch outside on the school playground. I usually eat lunch in the school dining room, but we can eat outside if we bring our lunch. I had a sack lunch my mom had prepared for me. In the sack were a sandwich, an apple, and some cookies.

I sat down on a bench and put the sack on the bench beside me. Then, I saw James coming toward me. _____

_____ he came and sat on the bench on the other side of my lunch sack. _____ he took a cookie from my lunch sack and ate it. _____ he took a bite of my sandwich. _____ he hit my apple. _____ he ate my last cookie and went away. _____

4 Revising and Proofreading

Complete Your 1st Draft

Complete your 1st draft. Use the sentences in the boxes. You can write your own sentences, too.

At My School Lunch Time

1. **Orientation: when and where the event began**

- Last Wednesday was a beautiful day, so I decided to eat lunch outside on the school playground.
- It was a beautiful day last Wednesday, so I ate lunch on the school playground.

2. **Events: what happened**

- Then, I saw James coming toward me.
- At that moment, I noticed James walking to my bench.
- First, he came and sat on the bench on the other side of my lunch sack.
- First, he sat on the bench beside my lunch sack.
- Then, he took a cookie from my lunch sack and ate it.
- Then, he ate a cookie from my lunch sack.
- After that, he took a bite of my sandwich.
- After that, he ate a bite of my sandwich.
- Next, he hit into my apple.
- Next, he took a bite of my apple.

3. **Ending: how the story ends**

- Finally, he ate my last cookie and went away.
- Finally, he ate the last cookie from my lunch and left.

Complete the Sample Draft:

- Students complete the sample draft.
- Key prompts help students improve their critical thinking and writing skills.

Complete Your 1st Draft:

- Revision prompts help students revise and improve their writing.
- Students are prompted to re-phrase, paraphrase, etc.
- At this stage students are encouraged to check each other's work.

Scope and Sequence

Writing Tutor 1A

Unit / Part	Theme/Title	Vocabulary	Writing Form and Writing Focus
Unit 1 Part 1	People/School Buddies	find, hallway, left, pocket, sill, search, upset	Personal Recount (A Person's Experience) Sentence Identification, Subject, Predicate
Unit 1 Part 2		bite, classmate, cookie, playground, sack lunch	
Unit 1 Part 3		bully, hours, park, person, scared	
Unit 1 Part 4		decided, noticed, took, toward, Wednesday	
Unit 2 Part 1	People/Memorable Stories	award, beautiful, camp, excited, male, project, spend	Personal Recount (A Person's Experience) Complement, Object, Direct Object, Indirect Object
Unit 2 Part 2		amusement park, elected, parks, rides, roller coaster, wake up	
Unit 2 Part 3		asleep, babysitting, couch, crib, found	
Unit 2 Part 4		bought, Mumbai, scary, vacation, water ride	
Unit 3 Part 1	People/Things People Do	control, device, engine, flyer, gliders, improve,	Factual Recount (Series of Facts) Adjective and Adverb Sentence Structure (1-5)
Unit 3 Part 2		accident, breather, emergency, rescue, showed, vehicle	
Unit 3 Part 3		children, curator, history, important, item, museum	
Unit 3 Part 4		brave, pulled, safely, soon, team	
Unit 4 Part 1	People/Successful People	company, graduated, lawyer, manually, successful, talented	Factual Recount (Series of Facts) Adjective and Adverb Sentence Structure (1-5)
Unit 4 Part 2		borrowed, business, college, connect, device	
Unit 4 Part 3		famous, finished, most, normal, taught	
Unit 4 Part 4		industry, knew, mouse, paid, strange	
Unit 5 Part 1	Activities/Popular Sports	clothing, equipment, lifestyle, lighter, materials, wave, wetsuit	Information Report Recognizing Sentences, Joining Sentences
Unit 5 Part 2		beach, popular, sailing, surfboards, windsurfing	
Unit 5 Part 3		competitors, difficult, keep, prize, triathlon	
Unit 5 Part 4		built, move, reason, thought, windsurfer	
Unit 6 Part 1	Activities/Saving the World	floods, journey, migrate, polluted, protect, reptile, valuable	Information Report Joining Sentences, Types of Sentences

Writing Tutor 1B

Unit / Part	Theme/Title	Vocabulary	Writing Form and Writing Focus
Unit 1 Part 1	Activities/Interesting Hobbies	damage, neighbors, pests, pick, ripe, soil, weeds	Explanation Statement, Question, Command, Explanation
Unit 1 Part 2		aquarium, hobby, raise, tropical, wrong	
Unit 1 Part 3		collecting, fishing, flat, rocks, treasure	
Unit 1 Part 4		companion, enjoy, expensive, kill, tank	
Unit 2 Part 1	Activities/Festivals Around the World	city center, gather, religious, spray, throw, tons, tradition	Explanation Statement, Question, Command, Explanation
Unit 2 Part 2		army, battle, costume, show, spicy	
Unit 2 Part 3		celebration, colorful, country, festivals, remember	
Unit 2 Part 4		French, greater, held, popularity, victory	
Unit 3 Part 1	Arts & Crafts/Famous Works of Art	close, composition, curvy, filled, landscape, pointy	Descriptive Writing Combining Sentences
Unit 3 Part 2		crescent, hill, minister, put up, swirl	
Unit 3 Part 3		beards, brilliant, feeling, group, instead	
Unit 3 Part 4		background, front, hands, peaceful, sweeping	
Unit 4 Part 1	Arts & Crafts/Famous Architecture	concrete, connect, spectacular, tides, wires, withstands	Descriptive Writing Combining Sentences
Unit 4 Part 2		architecture, catch, height, higher, pyramid	
Unit 4 Part 3		dazzling, jewel, palace, royal, temple	
Unit 4 Part 4		attention, furthermore, perhaps, several, special	
Unit 5 Part 1	Arts & Crafts/How to Make Something	decorate, flat, label, petals, prepare, protects, scrapbook	Procedure Topic Sentence and Support
Unit 5 Part 2		bird feeder, hang, pine cones, spread, string	
Unit 5 Part 3		airplane, below, follow, nose, pieces, wings	
Unit 5 Part 4		mix, pine cone, rolling, string, window	
Unit 6 Part 1	Arts & Crafts/How to Cook	add, jar, mess, ready, scoop, slices, spread	Procedure Topic Sentence and Support
Unit 6 Part 2		blend, bowl, stir, syrup, throw away	
Unit 6 Part 3		bowl, cubes, minute, omelet, stove	

Suggested Lesson Plan

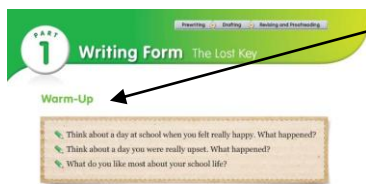
Writing Tutor 1A-1B

Before Opening the Books:

- The teacher writes a previously covered grammar skill or language tip on the board and students take turns saying sentences using that skill.
- Students take turns over the course of a semester presenting their homework from the previous day.

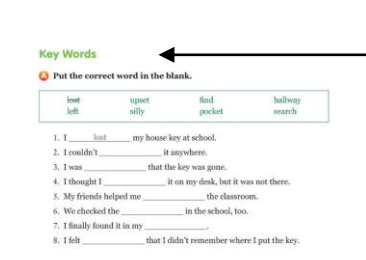
Homework Check:

- The teacher checks that homework has been completed.



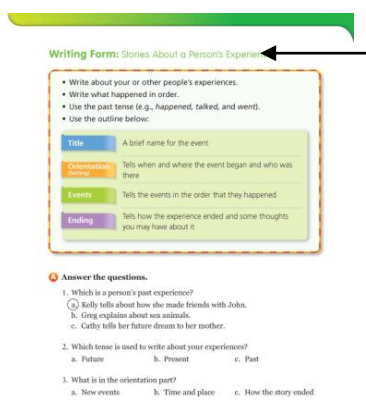
Warm-Up:

- The teacher first asks students the warm-up questions with their books closed.
- The teacher encourages students to answer in full questions.
- The teacher also asks follow-up questions to the students



Key Words:

- The teacher writes the words from the box on the board and walks around the room asking students for their own definitions of the words to ensure that they clearly understand the meaning.
- Students fill in the blanks.
- The teacher extends the activity by having students identify how the sentences are formed and then having them write their own sentences in such a way that if the sentences were put together they would be a paragraph with a clear beginning, middle, and end.



Writing Form:

- Identifies the target paragraph form with examples
- Questions provide students with the opportunity to think critically about the content
- The sample paragraphs help students to clearly understand the goals of the unit in terms of writing.

Read the story and complete the chart.

The Last Key

Last week at school, I couldn't find my key. It was the key to my house, so I was really worried. How could I get it?

First, I looked for the key everywhere. I looked in my bag, under my desk, behind the teacher's desk, and near a window. Then I thought maybe it was under something on my desk. So, I picked all my papers up and looked under them. However, I couldn't find my key anywhere! I was the last student left in the class. Even the teacher was gone. At that moment, my friends came down the hall. They saw that I was upset, so they helped me search. Then, I thought I left it out in the hallway, but it wasn't there. I was worried I lost it down the toilet! How could I ever get it back if it was down the toilet? My friends and I looked everywhere, but we couldn't find the key.

Then, one of my friends told me to check in my pockets again. Oh! To my surprise, I finally found my key in my pocket! It was there all along, but I didn't feel it when I first searched my pocket. I felt very silly.

Title	
Orientation	Last week, at school
Events	1. _____ 2. _____ 3. _____
Ending	

Model Passage:

- The teacher introduces the model passage.
- The teacher selects students to read the model passage aloud.
- The teacher reviews any unknown vocabulary and then has students identify the key points in the passage.
- Students then work independently or in pairs to create comprehension questions that they ask to the class to check knowledge of the content and grammar tips.
- Students then fill in the chart to demonstrate their overall understanding of the passage.

Writing Focus 1

A Sentence

- A sentence is a group of words; it tells about someone or something. Example: *Kathy teaches English.*
- A sentence tells:
 1. who or what it is about
 2. what he, she, or it does

Write a sentence

Example: *Kathy teaches English.*

Circle the subject, that is, who/what the sentence is about.

1. My friends came down the hall.
2. My friends and I looked everywhere.
3. It was the key to my house.
4. Kevin goes swimming on Fridays.

Choose one part of a sentence in each box and make sentences. You can use your own words, too.

Subject	What the subject does
Dad	My parents
Stephan	My backpack
They	The flowers
went on a picnic	are beautiful
was on the bench	found the bird
ate the sandwich	liked cats

1. Dad ate the sandwich.
2. _____
3. _____
4. _____

Compare your sentences with your friends'.

Writing Focus 1:

- The teacher guides students through the main language points and asks for examples to further check their understanding of the concepts.
- Following the introduction of each activity, the students complete the activities. The teacher reviews any needed corrections.
 - **This page is also an ideal homework page.

Homework:

- The teacher assigns homework from the book and/or independent sentence or paragraph writing. Homework at this level should cover all of the lesson components → grammar, language, and vocabulary. Students should present their own paragraphs regularly to reinforce speaking and presentation skills.

Wrap-Up:

- The teacher verbally quizzes students on key lesson components.
- The teacher asks comprehension questions based on the reading passage.

Test Overview

Writing Tutor Tests:

Tests assess students' understanding of the material covered in the book.

- Mid-term tests should be assigned after students have completed units 1-3.
- Final tests should be assigned after students have completed units 4-6.
- The teacher assigns tests and walks around the room as the students are taking the tests to see how easy or difficult the students are finding it.
- If students are struggling with the test, the teacher should consider providing additional scoring options such as a speaking test or a separate written test.
- For individual students who are struggling extra homework can be assigned.
- The teacher should keep accurate records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

Writing Tutor 1A Test

A. Put the correct word in the blank.

spend	valuable	pocket	earlier	loud	control
	talented	smart	materials	silly	

1. The teacher is in _____ of the class.
2. My little brother is always doing _____ things.
3. This old painting is very _____.
4. Her keys aren't in my _____.
5. I ate breakfast _____ today.
6. What _____ do we need for this project?
7. The doctor is very _____.
8. They _____ all their money on comic books.
9. Jackie's car is really _____.
10. There are many _____ players on the team.

B. Write the word from the word bank next to its correct definition.

wake up	reptile	hungry	brave	award
improve	graduate	device	equipment	leave

11. _____: a prize or reward that is given to someone for doing something good
12. _____: not afraid or frightened
13. _____: to make something better
14. _____: to finish their studies in high school or college
15. _____: to stop sleeping; to become awake
16. _____: an animal with no fur that is also cold blooded like a snake or a lizard
17. _____: a machine or equipment that does a particular thing
18. _____: the tools and machines needed to perform a particular task
19. _____: to go away from a place; to put something in a place and forget to take it with you
20. _____: feeling that you want to eat

C. Unscramble the sentence.

21. present / gave me / my / a birthday / parents

22. good / in English / her / got a / friend / grade

23. quickly / student / the / jumped up

24. boring / slowly / I / the / read / book

25. dinner / many plates / we / do / how / need / for

D. Join the sentences using the correct joining words from the box. Some joining words are used more than once.

but or so and because

26. I'm hungry. There is nothing to eat.

27. I go to school at 8. I go to soccer practice at 3.

28. You studied hard. You got a good grade.

29. Bobby got a dog. It was Bobby's birthday.

30. Kim has to finish her project. Kim will not be in trouble.

E. Answer the questions.

31. Which option shows the right order for writing a story?
- Publishing, revising, prewriting, proofreading, drafting
 - Prewriting, drafting, revising, proofreading, publishing
 - Proofreading, prewriting, drafting, publishing, revising
32. In what stage of the writing process do you check for grammar and spelling mistakes?
- Proofreading
 - Drafting
 - Publishing
33. What is a noun?
- An action word
 - A description word
 - A person, place, or thing
34. Which sentence is a fact?
- The sky is blue.
 - It is very pretty.
 - I like the sky.
35. Which of the following options explains what you do in the drafting phase of writing?
- Put your ideas on paper or on the computer.
 - Get your final story out and give it to the reader.
 - Check whether you have enough ideas, if the ideas are clear, and if they are in order.
36. Which sentence explains how the writer feels about art class?
- I have art class at 9 a.m.
 - My class is in room 301.
 - Art class is the best class.

F. Look at the picture and answer the questions.



37. How many children are in this picture? What are they doing?

38. Do you think their parent's like what they are doing? Why?

39. Will the children have to clean this up? Why?

40. What would you be doing if you were there?

G. Put a check (✓) if the sentence is correct. If the sentence is incorrect rewrite it and fix the mistake.

41. Jack brought lunch Kelly. _____

→ _____

42. Where is the game at. _____

→ _____

43. I'm really excited about the party tonight! _____

→ _____

44. I was late so of the traffic. _____

→ _____

45. Firstly, take the cake out of the oven and you're done. _____

→ _____

Writing Tutor 1A Test Answer Key**Exercise A**

1. control
2. silly
3. valuable
4. pocket
5. earlier
6. materials
7. smart
8. spend
9. loud
10. talented

Exercise B

11. award
12. brave
13. improve
14. graduate
15. wake up
16. reptile
17. device
18. equipment
19. leave
20. hungry

Exercise C

21. My parents gave me a birthday present.
22. Her friend got a good grade in English.
23. The student jumped up quickly.
24. I slowly read the boring book.
25. How many plates do we need for dinner?

Exercise D (*Answers will vary*)

26. I'm hungry but/because there is nothing to eat.
27. I go to school at 8 and I go to soccer practice at 3.
28. You studied hard, so you got a good grade.
29. Bobby got a dog because it was his birthday.
30. Kim has to finish her project or she will be in trouble.

Exercise E

31. b
32. a
33. c
34. a
35. a
36. c

Exercise F (*Answers will vary*)

37. There are four children in this picture. They are making a mess.
38. I do not think their parents will like what they are doing. They are painting on the walls!
39. Yes, they will have to clean up. The wall is covered in paint.
40. If I was there I would be painting on the wall, too.

Exercise G (*Answers will vary*)

41. Jack brought Kelly lunch.
42. Where is the game at?
43. (v) No correction
44. I was late because of the traffic.
45. Lastly, take the cake out of the oven and you're done.

Writing Tutor 1B Test**A. Put the correct word in the blank.**

filled	soil	spectacular	sprayed	tide
religious	curvy	connected	decorate	scoops

- The concert last night was _____.
- We can't swim right now because the _____ is out.
- We _____ the car with water before we washed it.
- He is very _____ and goes to church often.
- The road over the mountain is very _____, so be careful!
- The Internet isn't working because the cable isn't _____ to the computer.
- Barry _____ the bathtub with water to give his dog a bath.
- The plants won't grow because the _____ here is bad.
- I'm going to have two _____ of ice cream.
- Come over at eight to help me _____ the house for the party.

B. Write the word from the word bank next to its correct definition.

flat	spread	height	stir	army
gather	aquarium	lazy	spicy	landscape

- _____ : how tall someone or something is
- _____ : not willing to work; spending a lot of time relaxing
- _____ : to mix or move something around with a stick or spoon
- _____ : to cover the surface of something with a thin layer of something else
- _____ : a plastic or glass container that holds fish and water
- _____ : large number of soldiers who are trained to fight wars
- _____ : smooth surfaces, no lumps, or slopes
- _____ : an area of land that is beautiful to look at
- _____ : when people come together
- _____ : food that has a hot flavor

C. Unscramble the sentence.

21. to school / I / the fire / saw / walking / was / when I

22. tonight / where / going / are we / to dinner

23. cannot / come / school / they / over / after

24. the game / weren't you / last night / why /at

25. tired, / I / so / was / a nap / I took

D. Complete the sentence with the correct ending. Use phrases in the box. You can write your own phrases, too.

so we decided to go out to eat	but it started raining
but it was really funny to see	or a tent for the camping trip
and then I can go play	

26. Sam shouldn't have laughed when her friend tripped, _____

27. I need to finish my homework, _____

28. She was going to go to the store, _____

29. I burned the food I was cooking, _____

30. They didn't bring rain coats _____

E. Answer the questions.

31. Which topic is best for explaining how to do something?
- The fastest man on Earth
 - The best way to bake a delicious cake
 - Four ingredients
32. Which sentence is an opinion?
- There is no evidence of life on Mars.
 - I think aliens used to live on Mars.
 - Scientists are looking for life on Mars.
33. What kind of information should be included in a series of facts?
- Dates, people, locations
 - Descriptions, preferences, dislikes
 - Opinions, beliefs, advice
34. Which sentence explains how the writer feels?
- I have lived in the same town for fifteen years.
 - I am moving to a new town next month.
 - I'm not excited about moving.
35. What should a person look for while proofreading?
- How many words are used
 - Grammar and punctuation mistakes
 - Opinions they disagree with
36. Which joining word is used to show what might happen?
- If
 - When
 - Because

F. Look at the picture and answer the questions.



37. Where are these children? What are they doing?

38. What is the weather like?

39. Do you think the children are having fun? Why?

40. If you were there, what would you be doing?

G. Put a check (✓) if the sentence is correct. If the sentence is incorrect rewrite it and fix the mistake.

41. We will find a new pet you. _____

→ _____

42. What time are the Browns coming over for dinner tonight? _____

→ _____

43. When is the city of London on this map? _____

→ _____

44. In conclusion, I think this was a very good book. _____

→ _____

45. I can't decide if I want to go see a movie but stay home. _____

→ _____

Writing Tutor 1B Final Test Answer Key**Exercise A**

1. spectacular
2. tide
3. sprayed
4. religious
5. curvy
6. connected
7. filled
8. soil
9. scoops
10. decorate

Exercise B

11. height
12. lazy
13. stick
14. spread
15. aquarium
16. army
17. flat
18. landscape
19. gather
20. spicy

Exercise C

21. I was walking to school when I saw the fire.
22. Where are we going to dinner tonight?
23. They cannot come over after school.
24. Why weren't you at the game last night?
25. I was tired, so I took a nap.

Exercise D (*Answers will vary.*)

26. but it was really funny to see
27. and then I can go play
28. but it started raining
29. so we decided to go out to eat
30. or a tent for the camping trip

Exercise E

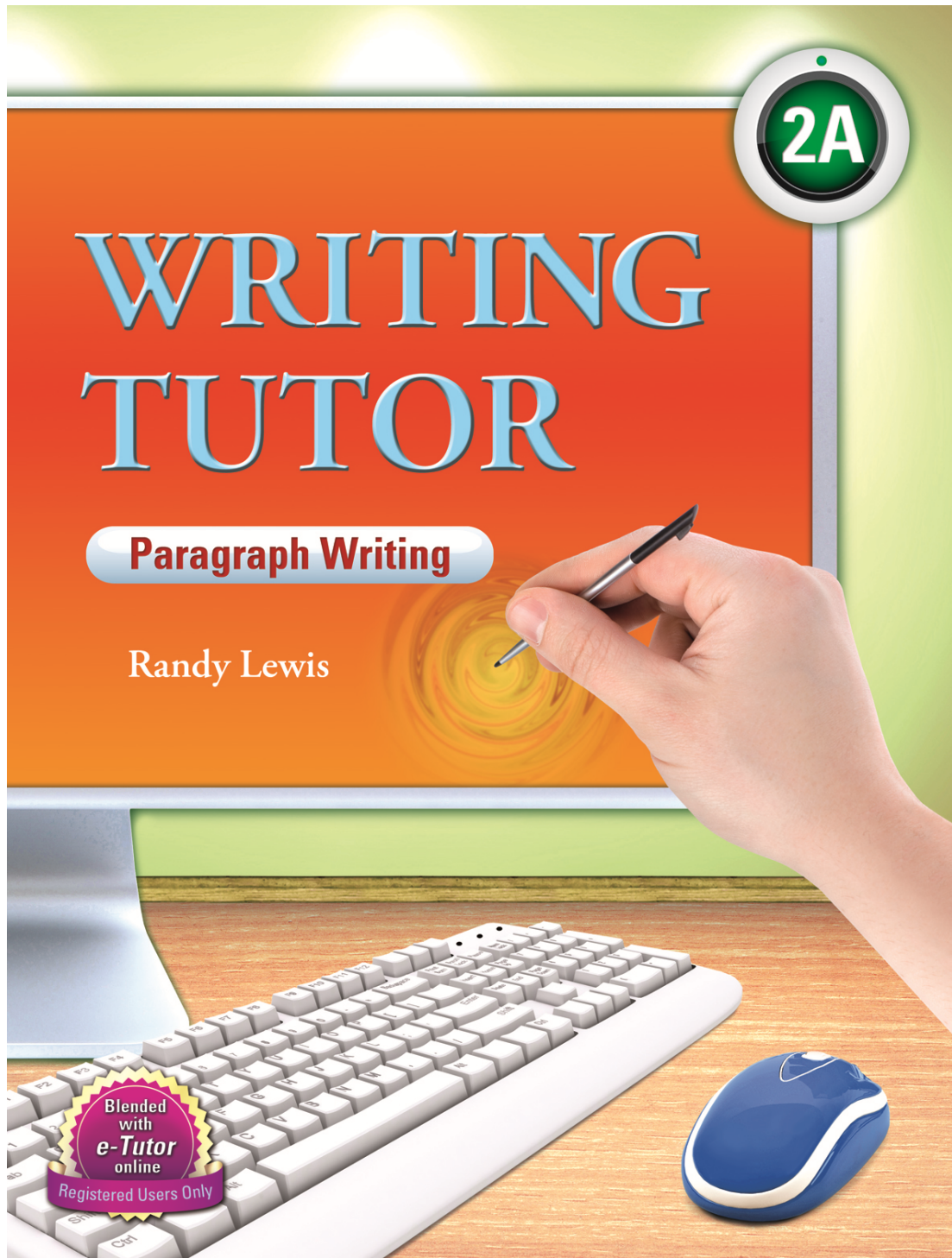
31. b
32. b
33. a
34. c
35. b
36. a

Exercise F (*Answers will vary.*)

37. These children are outside. They are playing on a skateboard.
38. The weather is nice and sunny.
39. Yes, I know the children are having fun because they are smiling.
40. If I was there, I would be riding the skate board and getting pushed.

Exercise G (*Answers will vary.*)

41. We will find you a new pet.
42. (v) No correction
43. Where is the city of London on this map?
44. (v) No correction
45. I can't decide if I want to go see a movie or stay home.



Teacher's Guide

Scope and Sequence

Writing Tutor 2A

Unit / Part	Title	Vocabulary	Writing Form and Focus
Unit 1 Part 1	The Happiest Moment	container, entrance, explain, kitten, main	Narrative Paragraph
Unit 1 Part 2		bright, delicious, meal, parade, trampoline	
Unit 1 Part 3		closet, folded, fridge, note, snack	Past Tense
Unit 1 Part 4		annual, chased, fine, hurt, thought	
Unit 2 Part 1	Legends Around the World	dead, opening, pressed, steel, usual	Narrative Paragraph
Unit 2 Part 2		destroyed, escape, lost, resist, return, tie	
Unit 2 Part 3		bear, cave, human, prayed, scratch	Past Tense
Unit 2 Part 4		drew, elves, giant, grant, rat, shoemaker	
Unit 3 Part 1	Extraordinary Phenomena	circular, complete, metal, plant, visible	Narrative Paragraph
Unit 3 Part 2		believe, hurried, movement, shiny, stood	
Unit 3 Part 3		bright, except, frightened, ghosts, quickly,	Quality and Degree Words (All, of almost all of, most of, some of
Unit 3 Part 4		exciting, field, footsteps, heavy, screamed	
Unit 4 Part 1	Great Inventions	bandage, convenient, fasten, grow, impact, injury	Narrative Paragraph
Unit 4 Part 2		blow, chemicals, dangerous, skill, solid	
Unit 4 Part 3		apply, attached, changed, gauze, wounds	Modal Verbs (can, could, is/was, able to)
Unit 4 Part 4		chemist, explosive, leather, separate, zipper	
Unit 5 Part 1	Two Kinds of Sports	ability, scored, steady, strength, tackled	Comparison Paragraph
Unit 5 Part 2		energy, indoors, racquetball, require, wide	
Unit 5 Part 3		balance, common, different, shape, similar	Comparatives
Unit 5 Part 4		cheetah, energy, hunting, leopards, squash	
Unit 6 Part 1	Special Events and Special People	bonfires, celebration, distance, free, once	Comparison Paragraph
Unit 6 Part 2		ceremony, event, Israel, law, local	
Unit 6 Part 3		different, honest, independence, shooting, sincere	Superlatives
Unit 6 Part 4		adult, child, large, laws, obey, oldest	

Writing Tutor 2B

Unit / Part	Title	Vocabulary	Writing Form and Writing Focus
Unit 1 Part 1	Activities in Summer vs. Activities in Winter	climate, final, proper, rod, string	Comparison Paragraph Gerund as a Subject and Object
Unit 1 Part 2		either, field, insect, places, protect	
Unit 1 Part 3		first-aid kit, hiking, homework, preparation, thirsty	
Unit 1 Part 4		dangerous, equipment, scuba diving, underwater, wetsuit	
Unit 2 Part 1	At Play	concrete, far, glasses, skilled, wooden	Comparison Paragraph Gerunds
Unit 2 Part 2		addition, forms, nowadays, through, water parks	
Unit 2 Part 3		activity, are, flashy, floor, formal, more	
Unit 2 Part 4		bands, rollerblading, slowly, snow, trip	
Unit 3 Part 1	My Ideal Life	Earth, homegrown, latest, museum, plant, waste	Persuasive Paragraph Gerunds and Infinitives
Unit 3 Part 2		almost, polluted, safer, space, worry	
Unit 3 Part 3		boring, movie theater, terribly, tools, weekend	
Unit 3 Part 4		abroad, fresh, great, scary, young	
Unit 4 Part 1	How to Be a Good Student	focus, mark, nervous, receive, serve	Persuasive Paragraph Relative Clauses
Unit 4 Part 2		competition, encourage, knowledge, perform, sharing	
Unit 4 Part 3		attention, concentrate, poorly, sugar, trouble	
Unit 4 Part 4		enough, exercising, help, kids, regular	
Unit 5 Part 1	Staying Healthy	choosing, illness, miss, particular, unhealthy	Persuasive Paragraph Noun Clauses
Unit 5 Part 2		decay, dentist, heal, modern, slimmer	
Unit 5 Part 3		elevator, simple, suggestions, sweat, transportation	
Unit 5 Part 4		broccoli, cancer, prevent, vitamin, weak	
Unit 6 Part 1	Why Kids Need Money	busy, cheap, cost, duty, mall	Persuasive Paragraph Adverb Clauses
Unit 6 Part 2		allowance, another, bother, save, value	
Unit 6 Part 3		free, grumpy, money, mostly, tired	
Unit 6 Part 4		learn, patient, presents, responsibility, spoiled	

Suggested Lesson Plan

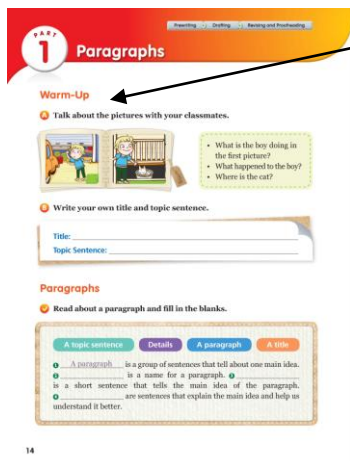
Writing Tutor 2A-2B

Before Opening the Books:

- Teacher writes a previously covered grammar skill or language tip on the board and students take turns saying sentences using that skill.
- Students take turns over the course of a semester presenting their homework from the previous day.

Homework Check:

- Teacher checks that homework has been completed.



Warm-Up:

- Teacher first asks students the warm-up questions with their books closed.
- Teacher encourages students to answer in full questions.
- Teacher also asks follow up questions to the students



Key Words:

- Teacher writes the words from the box on the board and circulates around the room asking students for their own definitions of the words to ensure that they clearly understand the meaning.
- Students fill in the blanks.
- Teacher extends the activity by having students identify how sentences are formed and then having them write their own sentences in such a way that if the sentences were put together they would be a paragraph with a clear beginning, middle, and end.

Writing Form: Narrative Paragraphs

Read the paragraph and complete the chart.

The Lost Kitten

The day I lost Lucky was the worst and the best day of my life. I could not find Lucky anywhere. I was sad because my kitten was gone, but soon I had my happiest moment. First, I looked under the car. He was not there. After that, I looked in the barn, but there was no Lucky. Finally, I looked under the front porch. There, in a glass jar, was my sleeping kitten. Although I was upset at first, I was soon happy because I found my best friend. When I find something that was lost, I am even happier than before I lost it.

1. What is the title?	The Lost Kitten
2. What is the topic sentence?	_____
3. What are the details (the events) in order?	1. _____
	2. _____
	3. _____
	4. _____

Writing Form:

- The teacher introduces the points at the top of the box one a time.
Ex. "Write about your or other people's experiences." The teacher can ask, "What is an experience? What is an important experience you have had in the last month? Etc."
- The teacher then asks questions related to each point.
- Teacher writes key words on the board to help students understand key points.
- Teacher and students then answer the questions together. Teacher has students explain why the correct answers are correct to reinforce the students' understanding.

Grammar Practice 1

The Past Form of Verbs

When you write a story about what happened in the past, you need to use the past form of verbs and helping verbs (can).

Examples: I **was** very tired.
My **not pleased** with the toy.
John **could** read the book.

It is important to keep the same verb tense in a sentence.
Example: After I **finished** it, I **went** to bed.

Write the past form of the verb.

1. Ted learned to ride a bike when he was seven. (learn)
2. So many people watching the parade. (be)
3. I was happy that my parents me to the park. (take)
4. He his friends at the theater. (meet)
5. He me a question, but I didn't know the answer. (ask)

Complete the sentences about yourself. Use the expressions in the box. You can use your own expressions, too.

had my picture taken	started to talk	cried a lot
got a nice present	heard about an interesting video game	

1. I cried a lot when I was one year old.
2. I when I was two years old.
3. I on my first day of elementary school.
4. I on my last birthday.
5. I in the news.

Grammar Practice:

- The teacher introduces the grammar point and discusses with the students how it can be used when writing, and what the key points are.
- Students then apply their knowledge to complete the exercises. The teacher and students check the activity together.

****This can also be used as a homework activity.**

Write Your Own Outline

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

STEP 1: Write your title.

A Visit to Washington Park

STEP 2: Write your own topic sentence.

Getting the amusement park / was the happiest day of my life / because I had so much fun

STEP 3: Write the details.

1. _____

I woke up early / to the morning / to get ready to go.

2. _____

I went on / more than ten rides / including / the merry-go-round / and the roller coaster.

Write Your Own Outline:

- The teacher directs students to write their own outlines, following the example from the previous page.
- Talk about the pictures with the students so they have a clear idea of the main events. Remind students about the key parts of a paragraph and ask them to think of a catchy title, too!
- As students write, the teacher walks around helping the students come up with ideas and works with them to ensure that their grammar is clear and correct.
- The teacher then chooses students to present their outlines to the class.

Homework:

- The teacher assigns homework from the book and/or independent sentence or paragraph writing. Homework at this level should cover all of the lesson components → grammar, language, and vocabulary. Students should present their own paragraphs regularly to reinforce speaking and presentation skills.

Wrap-Up:

- The teacher verbally quizzes students on key lesson components.
- The teacher asks comprehension questions based on the reading passage.

Test Overview

Writing Tutor Tests:

Tests assess students' understanding of the material covered in the book.

- Mid-term tests should be assigned after students have completed units 1-3
- Final tests should be assigned after students have completed units 4-6.
- Teacher assigns tests and circulates the room as the students are taking the tests to see how easy or difficult the students are finding the tests.
- If students are struggling with the test, teacher should consider providing additional scoring options such as a speaking test or a separate written test.
- For individual students who are struggling extra homework can be assigned.
- Teacher should keep solid records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

Writing Tutor 2A Test

A. Put the correct word or expression from the box in the blank.

container	steady	bandage	usually	circular	same as
	escaped	metal	none of	couldn't	

1. They _____ from jail at night.
2. _____ of the students failed the exam.
3. Nancy put a _____ on her cut.
4. Her shirt is the _____ my shirt.
5. Plates have a _____ shape.
6. This sword is made of _____.
7. I _____ find my school book after class.
8. Are you OK? You _____ talk a lot more.
9. The big boat was very _____ in the ocean.
10. Put the food you don't want to eat in the plastic _____.

B. Write the word from the word bank next to its correct definition.

parade	grab	visible	join	similar to
meal	indoors	destroy	most of	crash

11. _____: to become a member of a group or club
12. _____: to use your hands to take hold of something, usually in a rude way
13. _____: to damage something so badly it no longer exists or works
14. _____: nearly all, more than half
15. _____: not outside; in a house or building
16. _____: a public celebration in which a large group of people move through an area
17. _____: a time when people eat like breakfast, lunch, or dinner
18. _____: able to be seen; clear, obvious, or noticeable
19. _____: when something like a plane falls from the sky; when something like a car hits something
20. _____: when two things are alike; when two things have a lot in common

C. Unscramble the sentence.

21. hear / the teacher / couldn't / them / they / calling

22. new bag / this bag / different / my / than / is

23. half / cake / ate / someone / of / the

24. same / as / has / she / the / shoes / me

25. finish / tonight / reading / book / this / can / I

D. Write the past form of the given verb.

26. What _____ you go last night? (do)

27. I _____ him leave the school. (see)

28. They _____ to the store to get milk. (go)

29. Steven _____ over to see me. (come)

30. We _____ late for school again today. (be)

E. Answer the questions.

31. What is a paragraph?

- a. It is a sentence that that explain the main point of a paragraph.
- b. It explains or gives more details about a topic.
- c. It is a collection of sentences related to one topic.

32. Which sentence is a detail sentence?

- a. I will always remember to first time I went to baseball game.
- b. Baseball is my favorite sports and is played all over the world.
- c. Have you ever seen a baseball game or played baseball?

33. What kind of information can be found in detail sentences?

- a. Information about the topic sentence
- b. Facts about the paragraph's topic
- c. Opinions the writer has about the topic

34. What does a comparison paragraph do?

- a. It explains how two things are alike.
- b. It is similar to a topic sentence.
- c. It only talks about one main topic.

35. Which of the following could be a title?

- a. France is a country in Europe
- b. I have traveled to France last year.
- c. My Holiday in France

36. Which sentence shows how two things are the same?

- a. Jerry and Lisa are both very tall.
- b. Jerry really likes Lisa a lot.
- c. Lisa and Jerry get along very well.

F. Look at the pictures and answer the questions.



37. What is going on in the picture?

38. How much pizza is in the box?

39. Write a title for this picture.

40. Write a topic sentence about this picture.

G. Put a check(v) if the sentence is correct. If the sentence is incorrect, rewrite it and fix the mistake.

41. They all had a sandwich for lunch. _____

→ _____

42. Question 12 was the difficult problem on the test. _____

→ _____

43. She is the bad student in the class. _____

→ _____

44. Ben see that movie yesterday night. _____

→ _____

45. I am the slower person on the team. _____

→ _____

Writing Tutor 2A Test Answer Key**Exercise A**

1. escaped
2. None of
3. bandage
4. same as
5. circular
6. metal
7. couldn't
8. usually
9. steady
10. container

Exercise B

11. join
12. grab
13. destroy
14. most of
15. indoors
16. parade
17. meal
18. visible
19. crash
20. similar to

Exercise C

21. They couldn't hear the teacher calling them.
22. This bag is different than my new bag.
23. Someone ate half of the cake.
24. She has the same shoes as me.
25. I can finish reading this book tonight.

Exercise D (*Answers will vary.*)

26. did
27. saw
28. went
29. came
30. were

Exercise E

31. c
32. b
33. a, b and c
34. a
35. c
36. a

Exercise F (*Answers will vary.*)

37. They are having a pizza party.
38. Half of the pizza is in the box.
39. The Pizza Party!
40. My friends had a pizza party yesterday.

Exercise G (*Answers will vary.*)

41. (v) No correction
42. Question 12 was the most difficult problem on the test.
43. She is the worst student in class.
44. Ben saw that movie yesterday night.
45. I am the slowest person on the team.

Writing Tutor 2B Test**A. Put the correct word in the blank.**

heal	as well as	protect	skilled	helpful
wasted	spend	careful	encourages	nowadays

1. The painting was made by a very _____ artist.
2. I am going to _____ all the money I've saved.
3. The police _____ everyone in the city.
4. It takes about six weeks for a broken bone to _____.
5. Our teacher _____ us to work hard.
6. Jenny _____ Sarah made the swim team.
7. This book is very _____ for learning Korean.
8. _____, no one listens to the radio.
9. She _____ the ice cream by leaving it out of the fridge.
10. Children must be _____ when they cross the street.

B. Write the word from the word bank next to its correct definition.

dangerous	climate	inside	pastime	either
distance	attraction	worry	knowledge	illness

11. _____: to feel nervous or upset about a problem
12. _____: within the inner part or area of something; enclosed in a container or space
13. _____: one or the other of two people or two things
14. _____: the type of weather that a country or region has
15. _____: likely to hurt or kill someone; not safe
16. _____: the state of feeling or being sick or having a disease
17. _____: something that you do regularly for fun in the your free time
18. _____: the amount of space between two things
19. _____: all the facts and information someone knows about a subject
20. _____: the feeling of liking someone; a force that keeps two things together

C. Unscramble the sentence.

21. mom / story / that / the / read me / funny / was / my

22. homework / finished / yesterday / I / which / my / was assigned

23. find / this / who / man / is / helped / me / store / the

24. teacher / our / she / knows / early / why / left / today

25. next door / my age / who / have / the people / a kid / are moving in

D. Write the correct verb form.

26. _____ is a good way to improve your English. (read)

27. He is _____ hard on his science project. (work)

28. We are _____ food to my uncle's house. (take)

29. Carol loves _____ to her new school. (go)

30. Let's go _____ at the mall. (shop)

E. Answer the questions.

31. Which signal word or phrase is used to show contrast?

- a. Same as
- b. likewise
- c. although

32. When a paragraph explains a writer's opinion, it is

- a. narrative
- b. persuasive
- c. comparison

33. In persuasive writing, it is important for a writer to

- a. take a position for or against an issue
- b. talk about themselves and how they are feeling
- c. try to explain what things look like with descriptive words

34. What does a comparison paragraph do?

- a. It explains how two things are alike.
- b. It is similar to a topic sentence.
- c. It only talks about one main topic.

35. Opinions are

- a. what someone thinks about a subject
- b. important facts that are true about a subject
- c. information that shows how a subject is different

- 36. What does a good detail sentence in a persuasive paragraph do?
 - a. It states clearly and directly what the writer's opinion is.
 - b. It gives specific information that explains what the writer believes.
 - c. It uses facts and examples to show what the writer's opinion on subject is.

F. Look at the pictures and answer the questions.



37. How are these two pictures different?

38. Which picture do you like more? Why?

39. What is a good title for these pictures?

40. Write a topic sentence for the pictures.

G. Using the given word or phrase, write your own sentence.

41. going out

→ _____

42. can't do

→ _____

43. was upset

→ _____

44. alike

→ _____

45. I first met

→ _____

Writing Tutor 2B Test Answer Key**Exercise A**

1. skilled
2. spend
3. protect
4. heal
5. encourages
6. as well as
7. helpful
8. Nowadays
9. wasted
10. careful

Exercise B

11. worry
12. inside
13. either
14. climate
15. dangerous
16. illness
17. pastime
18. distance
19. knowledge
20. attraction

Exercise C

21. The story that my mom read me was funny.
22. I finished my homework which was assigned yesterday.
23. This is the man who helped me find the store.
24. She knows why our teacher left early today.
25. The people who are moving in next door have a kid my age.

Exercise D (*Answers will vary.*)

26. Reading
27. working
28. taking
29. going
30. shopping

Exercise E

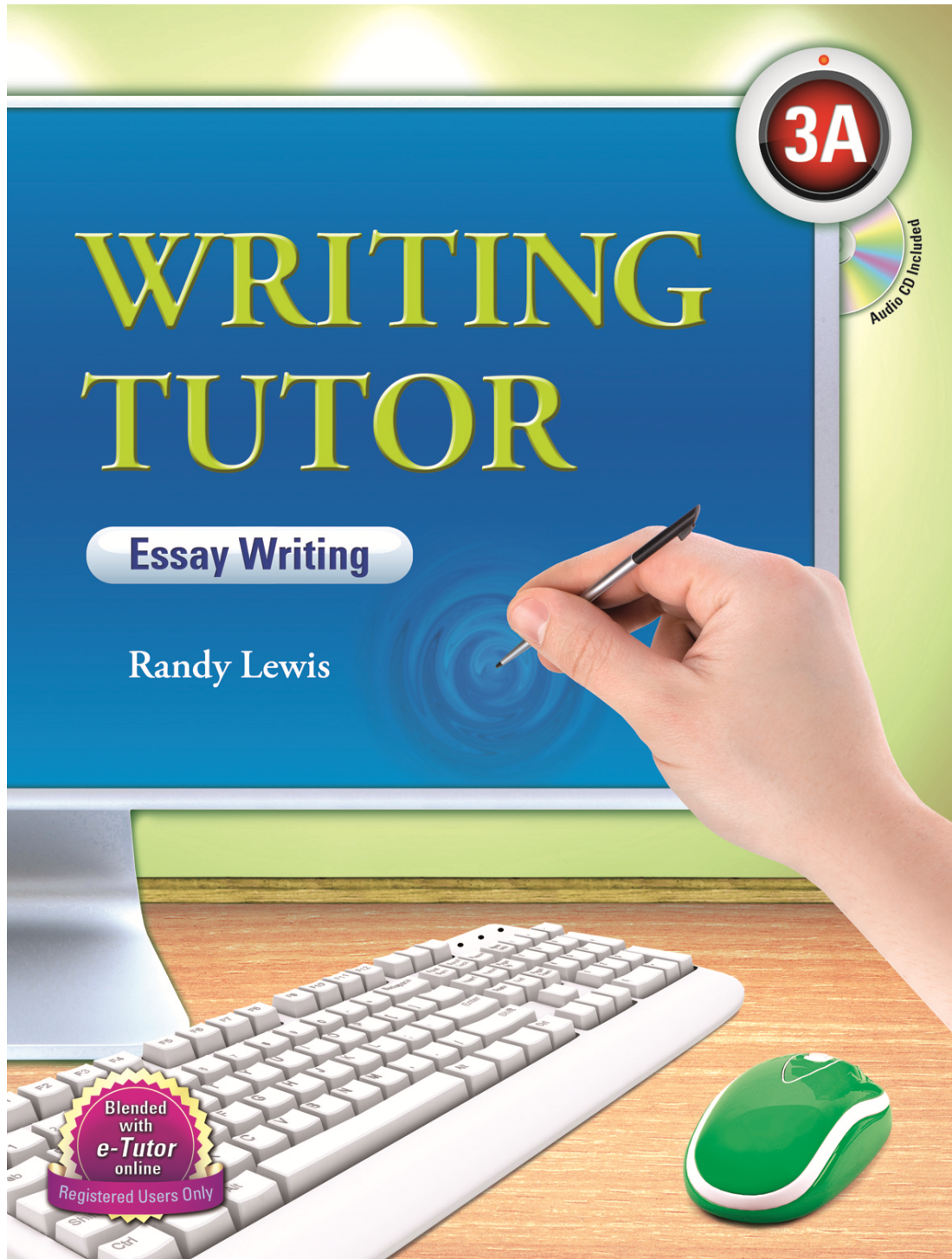
31. c
32. b
33. a
34. a
35. a
36. b

Exercise F (*Answers will vary.*)

37. The first picture is different from the second picture because the teens don't have books.
38. I like the first picture more because it seems like they are listening to music.
39. The Different Kinds of Things Teens Do
40. Teenagers like to have fun, but also have to go to school.

Exercise G (*Answers will vary.*)

41. I'm going out with my friends tonight.
42. I can't do the dishes because I don't have soap.
43. Lilly was upset that I didn't say hi.
44. I think Jenna and her sister look alike.
45. I first met my best friend when I was five.



Teacher's Guide

Scope and Sequence

Writing Tutor 3A

Unit / Part	Title	Vocabulary	Writing Form and Focus
Unit 1 Part 1	My Favorite Vacation	adventure, daring, million, popular, visit	Describe Experiences and Thoughts
Unit 1 Part 2		collection, culture, famous, historic, performances	
Unit 1 Part 3		destination, fantastic, proverb, return, scenery	Verb Form and Tense
Unit 1 Part 4		attractions, chocolate, outdoor, refresh, relax	
Unit 2 Part 1	My Favorite Pet	ancient, benefits, description, pet, wild	Describe Experiences and Thoughts
Unit 2 Part 2		extremely, fierce, graceful, protect, smelly	
Unit 2 Part 3		break, interesting, right, safe, tails	Present Participle vs. Past Participle
Unit 2 Part 4		alone, company, suggest, widely, wherever	
Unit 3 Part 1	My Favorite Food	business, flexible, passport, president, spend	Describe Experiences and Thoughts
Unit 3 Part 2		add, fillings, flavor, spicy, taste	
Unit 3 Part 3		bug, certain, content, nutritious, sweet	Gerunds and Infinitives
Unit 3 Part 4		barbecued, homemade, memories, pork, tender	
Unit 4 Part 1	My Favorite Book	encourage, exciting, experience, imagine, wish	Describe Experiences and Thoughts
Unit 4 Part 2		biography, especially, genre, learning, travel	
Unit 4 Part 3		actually, detective, intelligent, mystery, novels	Gerunds and Infinitives as Noun Phrases
Unit 4 Part 4		boring, enjoyable, intelligent, mystery, understand	
Unit 5 Part 1	Why Do Earthquakes and Tsunamis Occur?	erase, improve, messy, mistake, vocabulary	Explain Important Facts
Unit 5 Part 2		float, occur, rub, rushing, tsunami	
Unit 5 Part 3		detect, device, earthquakes, sensors, unfortunately	Simple and Compound Sentences
Unit 5 Part 4		constantly, deep, directions, happens, shake	
Unit 6 Part 1	How Are Products Made?	loyal, master, pine tree, replace, strong	Explain Important Facts
Unit 6 Part 2		fibers, liquid, screen, separate, thinner	
Unit 6 Part 3		blueberries, cotton, fresher, materials, vegetables	Compound and Complex Sentences
Unit 6 Part 4		affordable, finally, fingers, ground, hold	

Writing Tutor 3B

Unit / Part	Title	Vocabulary	Writing Form and Focus
Unit 1 Part 1	How Do We Learn About Other ?	Asian, cook, everywhere, Mexican, painter	Informative Essay Combining Sentences
Unit 1 Part 2		customs, foreign, information, practice, tourism	
Unit 1 Part 3		climate, Ireland, recipes, source, traditional	
Unit 1 Part 4		consulate, downtown, language, library, research	
Unit 2 Part 1	Why Should We Stop Global ?	frightening, grizzly, scary, speed, stand	Informative Essay Combining Sentences
Unit 2 Part 2		global, greenhouse, melting, produce, temperatures	
Unit 2 Part 3		coral reefs, damage, danger, souvenirs, suitable	
Unit 2 Part 4		daily, extinct, rapidly, suffer, vanishing	
Unit 3 Part 1	Should We Have a Budget Plan?	active, leisure, P.E. classes, plenty, prefer	Persuasive Essay Combining Sentences
Unit 3 Part 2		allow, carefully, future, savings account, wisely	
Unit 3 Part 3		childhood, expect, goal, little, responsibilities	
Unit 3 Part 4		budget, income, monthly, reach, rich	
Unit 4 Part 1	Why Do We Have Rules?	concerns, creative, develop, serious, traffic	Persuasive Essay Subordinating Conjunctions
Unit 4 Part 2		agree, cheap, choose, require, uniform	
Unit 4 Part 3		effect, fighting, opportunity, physical, positive	
Unit 4 Part 4		awful, hate, rules, society, trash	
Unit 5 Part 1	Should Kids Have Cell Phones?	citizens, emotions, graduate, sacrifice, volunteer	Persuasive Essay Complex Sentences with Time Clauses
Unit 5 Part 2		hard, harmony, promote, self-control, value	
Unit 5 Part 3		bring, complete, course, generation, prize	
Unit 5 Part 4		addicted, cell phone, send, trouble, unnecessary	
Unit 6 Part 1	Are Video Games Good or Bad?	boring, different, identity, own, relationships	Persuasive Essay Future Time in Time Clauses
Unit 6 Part 2		aggressive, comic books, continue, influence, violence	
Unit 6 Part 3		ability, combination, critical, violence, waste	
Unit 6 Part 4		addictive, bowl, pool, soccer practice, video games	

Suggested Lesson Plan

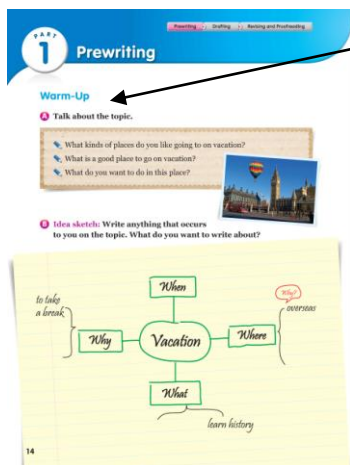
Writing Tutor 3A-3B

Before Opening the Books:

- The teacher writes a previously covered grammar skill or language tip on the board and students take turns saying sentences using that skill.
- Students take turns over the course of a semester presenting their homework from the previous day.

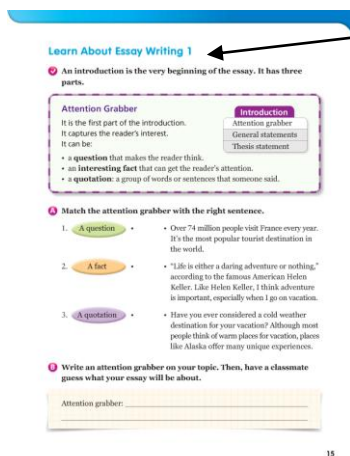
Homework Check:

- Teacher checks that homework has been completed.



Warm-Up:

- The teacher first asks students the warm-up questions with their books closed.
- The teacher encourages students to answer in full questions.
- The teacher also asks follow up questions to the students.



Learn About Essay Writing:

- Read the explanation about essay writing with the students. Ask open-ended questions to gauge student understanding.
- Students then work in pairs or groups to brainstorm examples of essay part on any topic. They present their ideas for feedback.
- Students then write their own answers, and share their ideas with a partner.
- This section promotes teamwork and giving and receiving feedback from others.

Grammar Practice 1

Verb Form and Use

last week two years ago	every day at 7:00 a.m.	tomorrow next week
Past	Facts/Routine	Future
- visited	- visits	- will go
- was	- visits	- will visit

2. The subject is **who/what** that does the action.
Example: Many people visit the US each year.
The subject is **who/what** that receives the action.
Example: The US is visited by many people each year.

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

- You will _____ how beautiful Mount Hall is.
a. seeing b. saw c. see
- I _____ to France three years ago.
a. went b. go c. will go
- Mount Kilimanjaro _____ with beautiful nature.
a. filling b. was filled c. is filled
- There _____ a nice coffee shop when I visited the town.
a. is b. was c. will be
- Brad Jones _____ that travel book.
a. was written b. wrote c. writing

Grammar Practice:

- The teacher introduces the grammar point and discusses with the students how it can be used when writing, and what the key points are.
- Students then apply their knowledge to complete the exercises. The teacher and students check the activity together.

****This can also be used as a homework activity.**

Sample Essay

Read the sample essay.

Using the Internet to Learn About Other Cultures

Introduction
Every day, I travel to a foreign land. I experience the interesting way of life that the people there have. I tour the land and learn about the customs that the people practice. And I do it all without leaving my room. You, too, can experience the cultures of the world just by logging on to the Internet.

Body 1
The first place you can go to learn about another culture is the tourism website for the country. There, you can often find pictures of the people who live in the culture. Also, you can learn about the land and the customs, and tourism websites often have information about the foods the people eat.

Body 2
Another place you can go on the Internet to learn about a culture is an online travel magazine. If you read what other foreigners have experienced in a culture, you can get a feel for the culture. These people can give you information about the taste of the local foods. Furthermore, online travel magazines can tell you what it's like to meet the local people in person.

Conclusion
To summarize, anybody can experience another culture right from the comfort of home. All you have to do is get online and visit websites that can help you get a feel for a foreign land.

Sample Essay:

- The teacher reads the sample essay aloud for the students or chooses students to read aloud. The teacher asks questions focusing on the parts of the paragraph so students will have clear ideas to write about.
- The teacher then gets students to think about how their essay will compare to the sample.
- The teacher encourages students to refer to the sample during the next part of the lesson.

3 Making a Draft

Complete the 1st Draft

Write your 1st draft. Use the sample when you write the draft.

Attention Grabber: _____

General Statement: _____

Thesis Statement: _____

Body 1

Topic Sentence 1: _____

The first place you need to go to learn about another culture is the local tourism website.

Details 1: _____

The details you use are pictures of the people from that culture. You can also learn about the environment there and the customs that the people practice. Tourism websites also often have information about the kinds of foods that the people eat.

Complete the 1st Draft

- Students write their first drafts.
- The teacher walks around the room, giving students ideas and asking them questions to help them think of more ideas.
- The teacher guides students to work in groups so they can ask questions and get more ideas.

Homework:

- The teacher assigns homework from the book and/or independent sentence or paragraph writing. Homework at this level should cover all of the lesson components → grammar, language, and vocabulary. Students should present their own paragraphs regularly to reinforce speaking and presentation skills.

Wrap-Up:

- The teacher verbally quizzes students on key lesson components.
- The teacher asks comprehension questions based on the reading passage.

Writing Tutor 3A Test**A. Choose the correct form of the verb to complete the sentence and write it in the blank.**

1. They _____ performing in the gym on Club Day.
a. will be b. was c. to be
2. I like _____ extra cheese on my pizza.
a. will put b. is put c. to put
3. My mom and dad are _____ out to dinner tonight.
a. to go b. going c. went
4. You and Jim _____ to clean up the house.
a. needing b. to need c. need
5. Kim _____ to watch the scary movie.
a. wanted b. to want c. wanting
6. We _____ three new Italian words.
a. learn b. leaning c. learned
7. _____ that basket allowed my team to win the game.
a. Make b. Makes c. Making

B. Write the correct form of the given verb to complete the sentence.

8. We will _____ to the park this afternoon. (go)
9. I _____ at the party by 9 o'clock. (be)
10. Bill is _____ a book. (read)
11. I _____ practice as soon as it ended. (leave)
12. Kim and Steve _____ the science fair at school last week. (win)
13. They _____ the town on the map before they left. (find)
14. You have _____ your dinner before you can leave the table. (finish)
15. Our sister will _____ college in the fall. (start)

C. Write a sentence about the topic "toys." Use the given verb forms.

16. Toys are ... (-ing)

→ _____

17. This doll.... (to + verb)

→ _____

18. I have... (to + verb)

→ _____

19. The toy car has ... (to + verb)

→ _____

20. I need...(to+verb)

→ _____

21. ...for his birthday. (-ing)

→ _____

22. Susan needs... (to + verb)

→ _____

23. My little brother ... (to+verb)

→ _____

24. This toy... (-ing)

→ _____

25. Jamal likes... (to + verb)

→ _____

D. Look at the sentences below. Put them in order from 1 to 4 to make an introductory paragraph.

_____ a. Although they were invented in England, they are now popular around the world.

_____ b. Named for the Earl of Sandwich, a royal family member who invented it in England hundreds of years ago, sandwiches are a very popular food item.

_____ c. There are two reasons they are normally eaten at this time: first, they can be made quickly and second, they are easy to eat.

_____ d. They are consumed most often during lunch when people are in a hurry.

E. Answer the questions.

30. What is the first part of an essay called?

- a. Introduction
- b. Attention grabber
- c. General statement

31. What kind of attention grabber is the following sentence?

Each year more than 5 million people are injured in car accidents.

- a. A quotation
- b. A fact
- c. A question

32. Which of the following is an example of a thesis statement?

- a. There are three things you must do if you go to South America.
- b. South America is home to several Spanish speaking countries.
- c. I went to South America in 2010 with my family and a friend.

33. What do topic sentences usually do?

- a. They usually start a paragraph by stating the main point to come.
- b. They usually conclude a paragraph by stating the writer's opinion.
- c. They usually provide facts and examples that support the main idea.

34. Read the supporting idea and pick the proper topic sentence to go with it.

Girls have to wear skirts and boys have to wear dress pants.

- a. I don't think we should have to wear uniforms.
- b. My school has a very strict dress code.
- c. Both boys and girls have to wear dress shirts.

35. Read the topic sentence and then choose the supporting idea that goes with it.

Soccer is a good way to exercise.

- a. An athlete in good shape can run a mile in less than ten minutes.
- b. Eating healthy is a good way to lose weight.
- c. The average player runs about six miles per game.

F. Make complete sentences using the given words.

36. (if) it keeps snowing / we won't have school tomorrow

37. (although) I am hungry / I am not going to eat anything

38. (so) Hailey was thirsty / she drank a lot of water

39. (and) I have a little brother / Susan has an older brother

40. (who) He is the man / He found my lost cat

41. (when) I was eleven / I went to China to see my grandmother

42. (because) I didn't go to the concert / I didn't have any money

43. (but) Jeff wants to play the guitar / He doesn't practice very much

44. (because) She went to bed early last night / She feels well rested today

45. (that) This is the computer / We saw in the magazine

Writing Tutor 3A Test Answer Key

Exercise A

1. a
2. c
3. b
4. c
5. a
6. c
7. c

Exercise B

8. go
9. will be
10. reading
11. left
12. won
13. found
14. to finish
15. start

Exercise C (*Answers will vary.*)

16. Toys are interesting.
17. The doll needed to have her hair brushed.
18. I have to buy a new toy.
19. The toy car has to be cleaned.
20. I need to buy a car.
21. I'm buying Steve a robot for his birthday.
22. Susan needs to clean up her toys.
23. My little brother likes to play with his dog.
24. This toy is going to break soon.
25. Jamal likes to take his toy boat to the creek.

Exercise D

26. 2
27. 1
28. 4
29. 3

Exercise E

30. a
31. b
32. a
33. a
34. b
35. c

Exercise F

36. If it keeps snowing, we won't have school tomorrow.
37. Although I am hungry, I am not going to eat anything.
38. Hailey was thirsty, so she drank a lot of water.
39. I have a little brother and Susan has an older brother.
40. He is the man who found my lost cat.
41. When I was eleven, I went to China to see my grandmother.
42. I didn't go to the concert because I didn't have any money.
43. Jeff wants to play the guitar, but he doesn't practice very much.
44. Because she went to bed early last night, she feels well rested today.
45. This is the computer that we saw in the magazine.

Writing Tutor 3B Test**A. Choose the correct wh -word to join the sentence and write it in the blank.**

1. She is explaining _____ World War II happened.
a. what b. where c. why
2. Do you know _____ is in the building?
a. if b. that c. who
3. My teacher showed us _____ to solve the math problem.
a. why b. how c. what
4. My teacher gets really mad _____ we don't listen to her.
a. where b. why c. when
5. Over there is _____ we last saw the goat.
a. where b. how c. what
6. I want to know _____ to make cake.
a. when b. where c. how
7. Martin cannot hear _____ the speaker is saying.
a. what b. where c. who

B. Choose the correct word or phrase from the word bank to complete each sentence.

although because if before while since when unless
--

8. He is very rich _____ his family owns a bank.
9. I have not seen John _____ last summer.
10. _____ the food looks really good, it isn't.
11. _____ my brother cleans his room, he can't come with us.
12. They can't come in to see the play _____ they don't have a ticket.
13. I need to call my mom _____ I go to bed.
14. _____ the alarm went off, I was still very tired.
15. _____ her husband was cooking, she was watching TV.

C. Join the simple sentences and phrases using the given words.

16. (that) She learned about a subject. / She didn't know anything about it.

17. (they will find) I believe / A solution to global warming

18. (which) I watched a TV show. / The TV show explained how to build a house.

19. (since) Lisa has an important meeting tomorrow / She will go to bed early tonight.

20. (if) Did you know / They win the game all the fans get a T-shirt.

21. (although) I did not make the mess. / I will help clean it up.

22. (why) The reason / we were late is that we stopped to eat.

23. (unless) It stops raining soon / It will flood in my town.

24. (where) They can't decide / they want to go for dinner

25. (we will have) Everyone knows / a lot of homework this weekend.

D. Match the writing topic with a suitable summary sentence.

- a. Since the first time man looked up and saw the moon and stars people have been curious about them.
- b. The invention of the automobile changed the world and changed the way human civilization works.
- c. There are many impressive and beautiful things to see while traveling around the world.
- d. I think taking a long trip in a car is one of the best ways to see lots of beautiful sights, especially in a place like Big Sky Country in Montana.

_____ 26. I highly recommend using a car to go sightseeing.

_____ 27. Cars have changed everything.

_____ 28. Man has always wanted to know more about space.

_____ 29. The world is a very interesting place.

E. Answer the questions.

30. What do body paragraphs need to be related to?
- The thesis statement
 - The conclusion of the essay
 - The title of the essay it's in
31. What do body paragraphs do?
- They use linking words that prove the correctness of the writer's point.
 - They have three parts: the topic sentence, the supporting ideas and the conclusion
 - They explain or give reasons and examples to support the main point of the essay.
32. What should not be included in a conclusion?
- A restatement of the thesis statement
 - A new supporting fact or detail
 - A summary of the essay
33. Which of the following expressions is not used to share opinions?
- I am
 - I think
 - I feel that
34. Which of the following sentences is an example of a concluding sentence?
- Lastly, the first people to arrive in America were the Native Americans.
 - This is why I believe everyone should study music and art in school.
 - It has been shown that the more a person reads the better they become at writing.
35. An informative essay provides the reader with...
- the details of a story
 - specific facts about a topic
 - the opinions of the writer

F. Complete the sentence on the topic “playing video games.”

36. Because playing video games too much is bad for you,

→ _____

37. Now that video games can be played on our phones,

→ _____

38. Even if each game costs \$100 dollars,

→ _____

39. Before people had video games to play,

→ _____

40. Although some studies show that gaming can be addictive,

→ _____

41. After the newest games came out,

→ _____

42. As the number of girls playing video games keeps going up,

→ _____

43. Until games are completely 3D,

→ _____

44. While I, personally, love to play

→ _____

45. Since a recent study showed some games can help people learn,

→ _____

Writing Tutor 3B Test Answer Key**Exercise A**

1. c
2. c
3. b
4. c
5. a
6. c
7. a

Exercise B

8. because
9. since
10. Although
11. Unless
12. if
13. before
14. when
15. while

Exercise C

16. She learned about a subject that she didn't know anything about.
17. I believe they will find a solution to global warming.
18. I watched a TV show which explained how to build a house.
19. Since Lisa has an important meeting tonight, she will go to bed early tonight.
20. Did you know if they win the game tonight, all the fans get a T-shirt?
21. Although I did not make the mess, I will help clean it up.
22. The reason why we were late is that we stopped to eat.
23. Unless it stops raining soon, it will flood in my town.
24. They can't decide where they want to go for dinner.
25. Everyone knows we will have a lot of homework this weekend.

Exercise D

26. d
27. b
28. a
29. c

Exercise E

30. a
31. c
32. b
33. a
34. b
35. b

Exercise F (*Answers will vary.*)

36. I think parents should limit how much time their children play them to just one hour
37. people are playing them all the time and not talking to their friends
38. I still think children will want to buy them and play them all the time
39. they talked to their friends more and played outside more and were physically healthier
40. I do not believe this because I play games all the time but can also stop whenever I want
41. people started spending even more time playing them and spent more money to get them
42. game makers are creating more and more games that are made specifically for them
43. people will continue to just sit on their couches and be in active while playing them
44. video games, I also love to play sports and go outside and run around
45. I think more games should be made for this purpose so that people can get smarter while they are having fun

Optional Activities

Games and activities can be used to reinforce any of the topics and/or language skills introduced in *Writing Tutor*.

Acting Adverbs:

- 1) Divide the board into two, and write the headings Verbs and Adverbs.
- 2) Brainstorm as many verbs as you can with the students in a short time period, and then repeat with adverbs. This stage can also be used to teach how adjectives can 'turn into' adverbs by writing down happy, angry and adding the 'ily'.
- 3) Divide the class into two teams.
- 4) Then get one team to choose a verb and adverb combination and the other team has to act it out, then form a sentence.
Ex. The students talk crazily!

Blankety Blank:

Need "newspaper headlines" such as:

Ex.) The _____ Game, _____ Rain Storm,
A _____ Day

- 1) Assign students to work in groups of 2-4.
- 2) The teacher will show a headline and gives groups up to 40 seconds to fill in the blank on a separate piece of paper. The teacher counts down, and students show their words.
- 3) The teacher then asks several groups to explain their newspaper headline.
- 4) Students then choose one headline and build their own paragraph or essay around it.

Reader's Theater:

- 1) The teacher explains that the students will work in groups to prepare and present a reader's theater, or role play, based on a modeled passage from the book.
- 2) The teacher reviews the characters, setting, and sequence of events in the story.
- 3) The teacher then assigns students to work in groups and circulates through the room to help each group get started.

**This activity can be repeated over multiple classes and can be extended by having students create props and put on performances of their plays.

Reading Passage

- 1) The teacher introduces the main reading passage by reading the passage aloud or having students listen to an audio recording.
- 2) The teacher assigns students to work in groups of 2, to read the passage one word at a time. Ex. S1 – Later, S2 – a, S1 – funny, S2 – thing ...

The teacher then merges groups of 2 into groups of 4 to read the passage one word at a time. The groups can then be merged to create groups of 6.

Lost in the Jungle

- 1) The teacher introduces the concept of jungle by having students brainstorm what they might see in a jungle. **This setting can be replaced with any other setting.
- 2) The Teacher prepares a list of 20 items and writes the list on the board or gives copies to groups. This is a list of things that people may need if they're lost in the jungle and things that they may not need.

For example:

- A pack of canned food
- Sneakers
- Knife
- Flashlight
- Tent
- Cellular phone
- 2 bottles of water
- Blankets
- Candles
- Matches
- Towel
- Swimsuit
- A pot
- A hat
- Cellular phone charger
- Cash
- Canoe
- Newspaper
- Soap
- Hairbrush

- 3) Then, the students in groups decide on 5 items on the list which seem essential to all of them and why. They then write a paragraph or essay explaining why they made those choices and present to the rest of the class.

Pacing Suggestion

The following is a pacing suggestion for a 28 week program:

Week	Class 1	Class 2
1	Unit 1, pages 14, 15	Unit 1, pages 16, 17
2	Unit 1, pages 18, 19	Unit 1, pages 20, 21
3	Unit 1, pages 22, 23	Unit 1, pages 24, 25
4	Unit 1, pages 26, 27	Unit 1, pages 28, 29
5	Unit 2, pages 32, 33	
6	Unit 2, pages 36, 37	Unit 2, pages 38, 39
7	Unit 2, pages 40, 41	Unit 2, pages 42, 43
8	Unit 2, pages 44, 45	Unit 2, pages 46, 47
9	Unit 3, pages 50, 51	Unit 3, pages 52, 53
10	Unit 3, pages 54, 55	
11	Unit 3, pages 58, 59	Unit 3, pages 60, 61
12	Unit 3, pages 62, 63	Unit 3, pages 64, 65
13	Review (Units 1-3)	
14	Midterm Test	Midterm Test review and related practice
15	Unit 4, pages 68, 69	Unit 4, pages 70, 71
16	Unit 4, pages 72, 73	Unit 4, pages 74, 75
17	Unit 4, pages 76, 77	Unit 4, pages 78, 79
18	Unit 4, pages 80, 81	
19	Unit 5, pages 86, 87	Unit 5, pages 88, 89
20	Unit 5, pages 90, 91	Unit 5, pages 92, 93
21	Unit 5, pages 94, 95	Unit 5, pages 96, 97
22	Unit 5, pages 98, 99	Unit 5, pages 100, 101
23	Unit 6, pages 104, 105	
24	Unit 6, pages 108, 109	Unit 6, pages 110, 111
25	Unit 6, pages 112, 113	Unit 6, pages 114, 115
26	Unit 6, pages 116, 117	
27	Review (Units 4-6)	
28	Final Test	Final test review and wrap up.