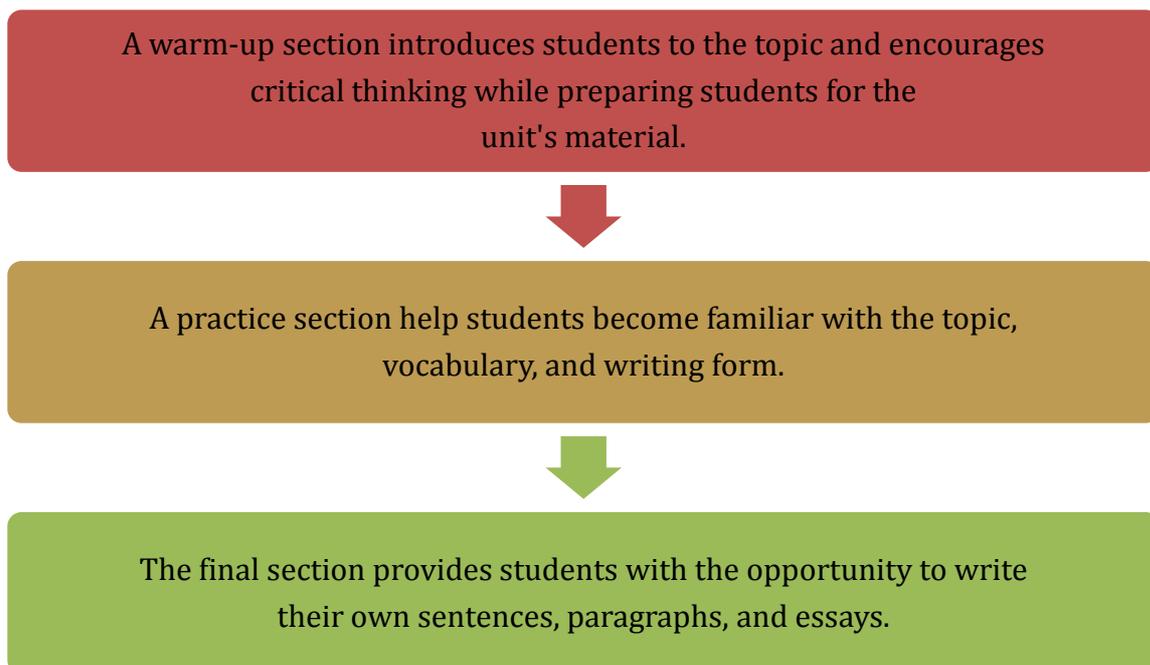


Teacher's Guide

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:

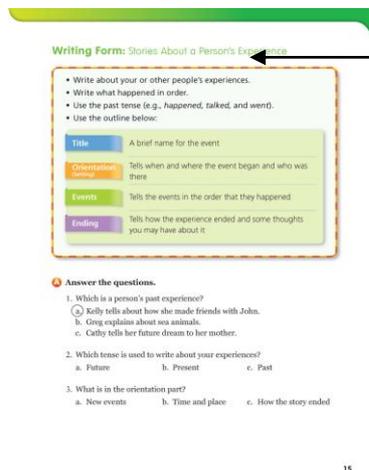


Warm-Up:

- 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

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.

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

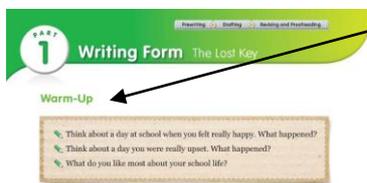
Writing Tutor 1A-1B

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.

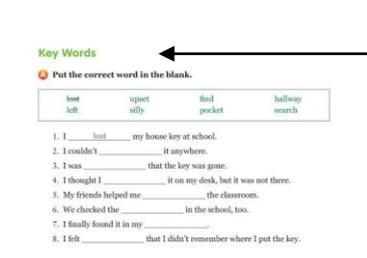
Homework Check:

- The teacher checks that homework has been completed.



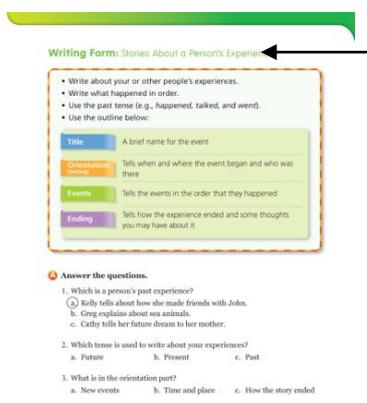
Warm-Up:

- 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.

- My friends came down the hall.
- My friends and I looked everywhere.
- It was the key 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
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

- Dad ate the sandwich.
- _____
- _____
- _____

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.