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## Writing Tutor Syllabus – Book 1

Book	Theme	Unit	Topic	Writing Form	Writing Focus (Grammar)	
1A	People	1	School Buddies	• Personal Recount (A Person's Experience)	• Sentence Identification	• Subject • Predicate
		2	Memorable Stories		• Complement • Object	• Direct Object • Indirect Object
		3	Things People Do	• Factual Recount (Series of Facts)	• Adjective & Adverb • Sentence Structure (1 – 5)	
		4	Successful People			
	Activities	5	Popular Sports	• Information Report (Series of Facts)	• Recognizing Sentences	• Joining Sentences
		6	Saving the World		• Joining Sentences	• Types of Sentences
1B	Activities	1	Interesting Hobbies	• Explanation	• A Statement • A Question • A Command • An Explanation	
		2	Festivals Around the World			
	Arts & Crafts	3	Famous Works of Art	• Descriptive Writing	• Combining Sentences	
		4	Famous Architecture			
		5	How to Make Something	• Procedure Writing	• Topic Sentences & Support Sentences	
		6	How to Cook			

## Scope & Sequence (Sentence Writing)

Title of the Paragraph (Writing Tutor)	Title of the Paragraph (e-Tutor)
<ul style="list-style-type: none"> <li>• At My School Lunch Time</li> </ul>	<ul style="list-style-type: none"> <li>• The Most Valuable Treasure</li> <li>• The Lunch Bully</li> </ul>
<ul style="list-style-type: none"> <li>• A Visit to an Amusement Park</li> </ul>	<ul style="list-style-type: none"> <li>• My First Babysitting Job</li> <li>• Garbage Boy</li> </ul>
<ul style="list-style-type: none"> <li>• Emergency Rescue Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Firefighter: A Lifesaving Day</li> <li>• A Day in the Life of a Museum Curator</li> </ul>
<ul style="list-style-type: none"> <li>• Apple Computer's Steve Jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Boy Genius</li> <li>• Andrew Carnegie: A Very Successful Man</li> </ul>
<ul style="list-style-type: none"> <li>• Windsurfing: A Popular New Sport</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Triathlon</li> </ul>
<ul style="list-style-type: none"> <li>• Earthworms Help the Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Our Disappearing Rainforests</li> <li>• Our Dying Coral Reefs</li> </ul>
<ul style="list-style-type: none"> <li>• Raising Tropical Fish</li> </ul>	<ul style="list-style-type: none"> <li>• Kite Flying</li> <li>• Fishing Rocks</li> </ul>
<ul style="list-style-type: none"> <li>• The Cinco de Mayo Festival</li> </ul>	<ul style="list-style-type: none"> <li>• Holi Festival</li> <li>• The National Cherry Blossom Festival</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Starry Night</i> by Vincent van Gogh</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Luncheon at the Boating Party</i></li> <li>• <i>The Trevi Fountain</i></li> </ul>
<ul style="list-style-type: none"> <li>• The Empire State Building</li> </ul>	<ul style="list-style-type: none"> <li>• The Leaning Tower</li> <li>• Taj Mahal</li> </ul>
<ul style="list-style-type: none"> <li>• How to Make a Pine Cone Bird Feeder</li> </ul>	<ul style="list-style-type: none"> <li>• Paper Bag Puppets</li> <li>• Paper Airplane</li> </ul>
<ul style="list-style-type: none"> <li>• How to Cook French Toast</li> </ul>	<ul style="list-style-type: none"> <li>• How to Make Spaghetti</li> <li>• How to Make a Ham and Cheese Omelet</li> </ul>

# Unit 1

## School Buddies




Title: **At My School Lunch Time**

**Writing Form:** A Person's Experience

# Writing Form

## The Lost Key

### Warm-Up

-  Think about a day at school when you felt really happy. What happened?
-  Think about a day you were really upset. What happened?
-  What do you like most about your school life?

### Key Words

**A** Put the correct word in the blank.

lost

upset

find

hallway

left

silly

pocket

search

1. I \_\_\_\_\_ **lost** \_\_\_\_\_ my house key at school.
2. I couldn't \_\_\_\_\_ it anywhere.
3. I was \_\_\_\_\_ that the key was gone.
4. I thought I \_\_\_\_\_ it on my desk, but it was not there.
5. My friends helped me \_\_\_\_\_ the classroom.
6. We checked the \_\_\_\_\_ in the school, too.
7. I finally found it in my \_\_\_\_\_.
8. I felt \_\_\_\_\_ that I didn't remember where I put the key.

## Writing Form: Stories About a Person's Experience

- Write about your or other people's experiences.
- Write what happened in order.
- Use the past tense (e.g., *happened*, *talked*, and *went*).
- Use the outline below:

<b>Title</b>	A brief name for the event .....
<b>Orientation (Setting)</b>	Tells when and where the event began and who was there .....
<b>Events</b>	Tells the events in the order that they happened .....
<b>Ending</b>	Tells how the experience ended and some thoughts you may have about it

### **A** Answer the questions.

1. Which is a person's past experience?
  - a. Kelly tells about how she made friends with John.
  - b. Greg explains about sea animals.
  - c. Cathy tells her future dream to her mother.
2. Which tense is used to write about your experiences?
  - a. Future
  - b. Present
  - c. Past
3. What is in the orientation part?
  - a. New events
  - b. Time and place
  - c. How the story ended

**B** Read the story and complete the chart.

## The Lost 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 in?

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. Oops! 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  
(Setting)

Last week, at school

Events

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Ending

\_\_\_\_\_

## 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**

We call it **subject**.

Example: **Kathy**

Example: **teaches English**

### A 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.

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

#### Subject

Dad	My parents
Stephen	My backpack
They	The flowers

#### What the subject does

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'.



# Prewriting At My School Lunch Time

## Key Words and Expressions

**A** Match the picture to the correct word or phrase.

1.		•	bite
2.		•	sack lunch
3.		•	classmate
4.		•	playground

**B** Circle ALL the possible words or phrases to complete the sentence.

- He \_\_\_\_\_ my lunch.  
 (a.) ate                      (b.) prepared                      (c.) took
- She \_\_\_\_\_ my apple.  
 a. bit                      b. decided                      c. took a bite of
- He sat \_\_\_\_\_.  
 a. beside my lunch      b. on the other side of my lunch      c. the bench
- She ate \_\_\_\_\_.  
 a. cookie                      b. my last cookie                      c. the last cookie

## Write Your Own Outline

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



**B** Write what you and your friends discussed about the pictures.

1. What is the girl's name?

---

2. Where is the girl?

---

3. What is happening to the girl?

---

4. How does the story end?

---

5. Write any other information you discussed.

---

**C Complete the outline.**



**Title**

**Your Outline**

\_\_\_\_\_

**Orientation  
(Setting)**

Last Wednesday was a beautiful day, so I decided to eat lunch **outside on** the school playground.

**Events**

1. I saw James coming toward me. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Ending**

He ate my last cookie and went away.

**Main Events**

- He bit my apple.
- He came and sat on the bench on the other side of my lunch sack.
- He took a bite of my sandwich.
- He took a cookie from my lunch sack and ate it.
- ~~I saw James coming toward me.~~

## Writing Focus 2

### Sentence Parts

- All sentences have **subjects**. They also have **verbs**.



Example: **Kathy teaches** English.

- The verbs tell:
  1. what a subject **does**: *go, eat, help, study*  
Example: My friends **helped** me.
  2. what a subject **has, is, or feels**: *have, is, were, want, like*  
Example: The building **is** very tall.

### A Circle the verb.

1. His cat ate all the milk in the bowl.
2. Chris was a little late for school.
3. She visited five cities in India.
4. Three cute dogs were playing together.
5. My friend Ted talked about his new phone.

### B Connect the parts to complete the sentence.

- |                                |   |          |                        |
|--------------------------------|---|----------|------------------------|
| 1. Kathy                       | • | live     | • me a Christmas gift. |
| 2. Ally and I                  | • | ran      | • our shopping.        |
| 3. The monkeys<br>and gorillas | • | is       | • in the zoo.          |
| 4. Santa Claus                 | • | finished | • a great teacher.     |
| 5. The bus                     | • | gave     | • every five minutes.  |

# Drafting At My School Lunch Time

## Practice Drafting

**A** Look at the pictures and the sample outline. Then label each part.

Sample Outline

①



②



③



④



⑤



Ending

Events

Orientation

Title

### The Lunch Bully

I like to play in the park. Last week, I played for a few hours. Then, I began to feel hungry. I sat on a park bench and took my sack lunch out of my backpack. That's when I saw someone staring at me. I didn't feel scared.

1. That person came and sat down on the park bench next to me.
2. This person picked up my lunch sack and opened it. This bully pulled out a bag of potato chips and ate them.
3. This bully opened my juice and drank it all.
4. I was sure the bully could see that I was becoming angry. I squeezed my hands into fists.
5. I also remembered my mother telling me I should never hit a girl. What should I do?

When the bully finished my lunch, she stood up. She giggled and kissed me on the cheek.

- B** Read the sample draft. Write the proper linking word or phrase in the blank.

Sample Draft

Then

Finally

First

Next

After that

## The Lunch Bully

I like to play in the park. Last week, I played for a few hours. Then I began to feel hungry. I sat on a park bench and took my sack lunch out of my backpack. That's when I saw someone staring at me. I didn't feel scared.

① \_\_\_\_\_ First \_\_\_\_\_, that person came and sat down on the park bench next to me. My sack lunch was lying on the bench between us. My mother had prepared it for me. ② \_\_\_\_\_, this person picked up my lunch sack and opened it. This bully pulled out a bag of potato chips and ate them. ③ \_\_\_\_\_, this bully opened my juice and drank it all. ④ \_\_\_\_\_, the bully finished eating my cheese stick. I was very surprised. My lunch had disappeared right before my eyes! I was sure the bully could see that I was becoming angry. I remembered my father telling me to always defend myself. I squeezed my hands into fists. I also remembered my mother telling me I should never hit a girl. What should I do?

⑤ \_\_\_\_\_, when the bully finished my lunch, she stood up. She giggled and kissed me on the cheek. I hope I never meet a bully like that again.

- C** Compare the sample draft with the outline. Which sentences are new? Underline those sentences.

## Complete the Sample Draft

- A** 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.

① I sat down on a bench and put the sack on the bench beside me. Then, I saw James coming toward me. ② \_\_\_\_\_

③ \_\_\_\_\_

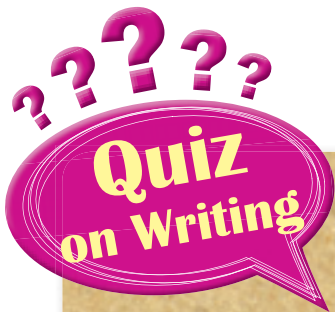
\_\_\_\_\_ First \_\_\_\_\_, he came and sat on the bench on the other side of my lunch sack. \_\_\_\_\_, he took a cookie from my lunch sack and ate it. \_\_\_\_\_, he took a bite of my sandwich. \_\_\_\_\_, he bit my apple.

\_\_\_\_\_, he ate my last cookie and went away. ④ \_\_\_\_\_

⑤ \_\_\_\_\_

**B** Add the other details in the blanks. Write each answer in the blank. You can write your own sentences, too.

- A. I was so upset and hungry.
- B. I didn't like him.
- C. How could this happen?
- D. ~~I sat down on a bench and put the sack on the bench beside me.~~
- E. He is not so kind to his classmates.



Read about the stages you go through when you write a story. What is the right order? Write the number next to each step.

- Prewriting**  
You prepare your ideas for your story before you begin to write.
- Proofreading**  
You check the grammar, spelling, and others such as periods, commas, and capital letters.
- Revising**  
You check your ideas: whether you have enough ideas, the ideas are clear, and they are in order.
- Drafting**  
You put your ideas on paper or on the computer.
- Publishing**  
You have your final story. You can now give it to the reader.



# Revising and Proofreading

## Complete Your 1<sup>st</sup> Draft

- A** Complete your 1<sup>st</sup> 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 bit 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.

\_\_\_\_\_

It was a beautiful day last Wednesday, so I ate lunch 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. \_\_\_\_\_

I didn't like him. He is not so kind to his classmates. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ How could this happen? I was so upset and hungry.

**B** **Revise your 1<sup>st</sup> draft. Use the checklist to help you revise.**



<b>Title</b>	Do you want to change the title? .....
<b>Orientation</b> (Setting)	Did you inform who? When? Where? Why? .....
<b>Events</b>	Are the events in order? Did you use the past tense? Are the sentences complete? Did you use linking words properly? .....
<b>Ending</b>	Did you mention how the experience ended?

## Writing Focus Review

### Complete Sentences

- A complete sentence must have a **subject** and a **verb**. If the subject or the verb is missing, the sentence is not complete.

Examples:

He called John. **And gave John a book.** (no subject)

We met a boy. **His name Kevin.** (no verb)

We talked about it. **After lunch time.** (no subject, no verb)

- A** Put a check (✓) if the sentence is complete, and a cross (X) if it is not a complete sentence.

1. I hiked along a forest trail.
2. He didn't find the key.
3. My brother lazy.
4. We didn't know it.
5. And opened my lunch box.

- B** Add a subject or a verb to make a complete sentence. Use the words in the box.

he                      are                      ran                      sat                      sang a song

1. She next to me. She sat next to me.
2. Found a wallet on the street. \_\_\_\_\_
3. We during music class at school. \_\_\_\_\_
4. Sherry faster than me. \_\_\_\_\_
5. Fallen leaves on the ground. \_\_\_\_\_

- C** Check whether the sentences in your draft are all complete sentences.

# Complete the Final Draft

Title: \_\_\_\_\_

**Orientation (Setting):**

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---

**Events:**

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---

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**Ending:**

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 **Proofread your writing using the checklist.** (See the last page of the book.)