

Write after **Input**

**Developing Paragraphs and Compositions
from Listenings and Readings • LOW INTERMEDIATE**

Teacher's Book

with photocopyable evaluation forms, essay topics, and reading quizzes



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About the Book and Course

Write after Input is an intermediate writing skill-development text that focuses on single-paragraph and multi-paragraph essays. The text leads the students inductively to better writing through input from listening activities (an optional CD is available) and grammatical and stylistic exercises. Also included in the text are reading passages and pair and group discussions for practicing the skill of paraphrasing.

In the introduction to the text there is a full explanation of the goals and structure of the text. This information is also available on the internet at www.ProLinguaAssociates.com.

This teacher's book contains three sets of ***photocopyable*** materials: paragraph or essay evaluation forms (page 1), topics for in-class or additional out-of-class essays (page 6), and reading quizzes (page 8).

Evaluation forms are provided on pages 1 through 5 of this manual. In Part 4 of each unit, the students write a final draft of their essay (or paragraph, in Unit 1). Unit 1, Part 4 ends on page 29 of the text. From Unit 2 on, the students finish Part 4 by filling out an Essay Checklist that provides a list of specific criteria to be used in evaluating each essay. These checklists are on pages 76, 115, 164, and 208, and they are to be handed to the teacher with the final draft. The evaluation forms are a convenient way for the teacher to give each students feedback on their final draft, judging it on both content and style.

Essay topics are provided on pages 6 and 7. Starting in Unit 2, they can be used either for in-class essays or for additional out-of-class writing assignments. They will give students more writing practice, but they are given in this teacher's book because they are optional enrichments. At the end of every unit, there is also a supplementary paragraph or essay assignment given in the text, on pages 42, 87, 129, 172, and 214.

Reading quizzes are provided both to focus the students' attention on the readings in Part 5 of each unit and to give practice in taking texts with essay questions. The goal of Part 5 in each unit is to develop writing skills through reading and paraphrasing. As explained on pages 32 and 82, after the readings and working with the discussion questions which follow the readings, the students may be given closed-book quizzes. On page 230, there is a **practice quiz** on the first reading in Unit 1, Part 5: *Brad Pitt Didn't Know What to Do*. This sample introduces the students to closed-book essay tests. The quizzes on pages 8 through 12 would be given after the discussion exercises and in Units 2 through 4, after special exercises on essay-test taking techniques. The suggested time to give the quizzes would be after Unit 1: *Teenage Prisoner* (page 42), Unit 2: *Shyness* (page 87), Unit 3: *Attention Deficit Disorder* (page 129), Unit 4: *Bullies* (page 172), and Unit 5: *Nature and Happiness* (page 214).

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Unit 1 Paragraph Evaluation Form

I. Content (your ideas & organization)

A. Topic sentence

- You had a clear topic statement. Yes 2
No ____

B. Body

- You explained your ideas ____.
- Clearly 4
- Usually clearly ____
- Sometimes confusing ____
- Not very clearly ____
- The details that you wrote were ____.
- Enough 4
- Almost enough ____
- Not enough ____

Content score /10

II. Style (your grammar and sentence style)

A. Subjects / Verbs and Verb Tenses

- It is very good. 9
- You had only a few little mistakes. ____
- You made a good effort, but you had some mistakes. ____
- You had some serious problems. ____
- You had many mistakes. ____

B. Other grammar

- Your grammar was very good. 9
- You had only a few little mistakes. ____
- You made a good effort, but you had some mistakes. ____
- You had some serious problems. ____
- You had many mistakes. ____

C. You used transitional expressions and conjunctions

- Yes 2
- Few ____

Style / Grammar score /20

Grades			
Content:	<u> </u> /10 = <u> </u> %	Typing form:	OK Not OK
Style:	<u> </u> /20 = <u> </u> %		

- Typing Form:
- You should use size 12 font.
 - Your margins should be about 1 inch (2 cm.).
 - You should double space.
 - After a period, you should have 2 spaces.
 - You should have about 18-20 lines on each page.

Unit 2 Essay Evaluation Form

I. Content (your ideas & organization)

A. Introduction

- Your first sentence was interesting. Yes 2
No _____
- Your introduction had more than 2 sentences. Yes 2
No _____
- You had a clear thesis statement. Yes 2
No _____

B. Body

- You explained your ideas _____. Clearly 6
Usually clearly _____
Sometimes confusing _____
Not very clearly _____
- The details/examples that you wrote were _____. Enough 6
Almost enough _____
Not enough _____

C. Conclusion

- Your conclusion was _____. Clear 2
Not clear _____
- Content score /20**

II. Style (your grammar and sentence style)

Style and Grammar

- Your grammar was very good. 20
 - You had only a few little mistakes. _____
 - You made a good effort, but you had some mistakes. _____
 - You had some serious problems. _____
 - You had many mistakes. _____
- Style / Grammar score /20**

Grades			
Content:	<u> </u> /20 = <u> </u> %	Typing form:	OK Not OK
Style:	<u> </u> /20 = <u> </u> %		

- Typing Form:
- You should use size 12 font.
 - Your margins should be about 1 inch (2 cm.).
 - You should double space.
 - After a period, you should have 2 spaces.
 - You should have about 18-20 lines on each page.

Unit 3 Essay Evaluation Form

I. Content (your ideas & organization)

A. Introduction

- Your first sentence was interesting. Yes 2
No _____
- You had a clear thesis statement. Yes 2
No _____

B. Body

- You explained your ideas _____. clearly 7
usually clearly _____
sometimes confusing _____
- The details/examples that you wrote were _____. not very clearly _____
enough 7
almost enough _____
not enough _____

C. Conclusion

- Your conclusion was _____. clear 2
not clear _____
- Content score /20**

II. Style (your grammar and sentence style)

Style and Grammar

- Your grammar was very good. 20
 - You had only a few little mistakes. _____
 - You made a good effort, but you had some mistakes. _____
 - You had some serious problems. _____
 - You had many mistakes. _____
- Style / Grammar score /20**

Grades			
Content:	<u> </u> /20 = <u> </u> %	Typing form:	OK Not OK
Style:	<u> </u> /20 = <u> </u> %		

- Typing Form:
- You should use size 12 font.
 - Your margins should be about 1 inch (2 cm.).
 - You should double space.
 - After a period, you should have 2 spaces.
 - You should have about 18-20 lines on each page.

Unit 4 Essay Evaluation Form

I. Content (your ideas & organization)

A. Introduction

- | | | |
|--|-----|-----|
| • Your first sentence was interesting. | Yes | 2 |
| | No | ___ |
| • You had a clear thesis statement. | Yes | 2 |
| | No | ___ |

B. Body

- | | | |
|---|---------------------|-----|
| • You explained your ideas ____. | Clearly | 5 |
| | Usually clearly | ___ |
| | Sometimes confusing | ___ |
| | Not very clearly | ___ |
| • The details that you wrote were ____. | Enough | 5 |
| | Almost enough | ___ |
| | Not enough | ___ |
| • As a detail, you used at least one of these: an example, a story, a description of someone. | Yes | 4 |
| | No | ___ |

C. Conclusion

- | | | |
|-----------------------------|----------------------|------------|
| • Your conclusion was ____. | Clear | 2 |
| | Not clear | ___ |
| | Content score | /20 |

II. Style (your grammar and sentence style)

Style and Grammar

- | | |
|--|------------|
| Your grammar was very good. | 20 |
| You had only a few little mistakes. | ___ |
| You made a good effort, but you had some mistakes. | ___ |
| You had some serious problems. | ___ |
| You had many mistakes. | ___ |
| Style / Grammar score | /20 |

Grades			
Content:	<u> </u> /20 = <u> </u> %	Typing form:	OK Not OK
Style:	<u> </u> /20 = <u> </u> %		

- Typing Form:
- | | |
|---|--|
| • You should use size 12 font. | • Your margins should be about 1 inch (2 cm.). |
| • You should double space. | • After a period, you should have 2 spaces. |
| • You should have about 18-20 lines on each page. | |

Unit 5 Essay Evaluation Form

I. Content (your ideas & organization)

A. Introduction

- Your first sentence was interesting. Yes 2
No _____
- You had a clear thesis statement. Yes 2
No _____

B. Body

- You explained your ideas _____. Clearly 5
Usually clearly _____
Sometimes confusing _____
Not very clearly _____
- The details/examples that you wrote were _____. Enough 5
Almost enough _____
Not enough _____
- Your ideas were _____. Unique 3
Sometimes unique _____
Average _____

C. Conclusion

- Your conclusion was _____. Clear 3
Not clear _____
- Content score /20**

II. Style (your grammar and sentence style)

Style and Grammar

- Your grammar was very good. 20
 - You had only a few little mistakes. _____
 - You made a good effort, but you had some mistakes. _____
 - You had some serious problems. _____
 - You had many mistakes. _____
- Style / Grammar score /20**

Grades			
Content:	<u> </u> /20 = <u> </u> %	Typing form:	OK Not OK
Style:	<u> </u> /20 = <u> </u> %		

- Typing Form:
- You should use size 12 font.
 - Your margins should be about 1 inch (2 cm.).
 - You should double space.
 - After a period, you should have 2 spaces.
 - You should have about 18-20 lines on each page.

In-Class Essay Topics

There are no in-class essay topics for Unit 1

Unit 2 In-class Essay Topics

Choose one of these. Explain:

- ways to find a part-time job
- ways to enjoy a weekend / vacation
- ways to become more beautiful, handsome, or attractive
- ways to become more popular
- ways to get a good grade in a course

Unit 3 In-class Essay Topics

Use your imagination for this essay. Choose one of these topics:

- Imagine a very good teacher or very bad one. Describe them. (You can give them a name if you want to.)
- Imagine the perfect person for you to marry. Describe them. (You can give them a name if you want to.)
- Imagine a great roommate or a terrible roommate. Describe them. (You can give them a name if you want to.)
- Imagine a very good boss or very bad one. Describe them. (You can give them a name if you want to.)

Unit 4 In-class Essay Topics

Choose one of these. Explain:

- the types of programs that we can see on TV (Do not tell the title of the TV program in your topic sentences. You should tell the type of program in your topic sentences. You can use the titles of programs as examples in your paragraphs.)
- the types of jobs that you might want to have in the future
- the types of things that you do on the weekend in my country
- the types of towns in your country (Do not tell the name of a city in your topic sentences. You should tell the type of city in your topic sentences. You can use the name of cities as examples in your paragraphs.)

Unit 5 In-class Essay Topics

- Explain why you like children.
- Explain why you don't like children.
- Explain the reasons why you like your home or apartment.
- Explain the reasons why you don't like your home or apartment.
- Explain the reasons why you like (someone) .
(for example, your best friend / an actor / a relative / famous person)
- Explain the reasons why you don't like (someone) .
(for example, an actor / a relative / a famous person)
- Explain the reasons why you like (a type of movie) .
(for example, action movies / horror movies / comedies / romances / musicals)
- Explain the reasons why you like (a type of movie) .
(for example, action movies / horror movies / comedies / romances / musicals)

Grades

Correct answers _____/20 = _____%

Grammar _____%

Answered with complete sentences _____%

Unit 1: Teenage Prisoner Quiz (closed-book)

Directions: In this quiz, you will paraphrase information from the article.

- Do not use a dictionary.
- Answer the questions with complete sentences.
- Try to explain with enough details to show that you understood the article.
- Write your answers on a separate piece of paper.

Part 1: Short answers about *Teenage Prisoner* (4 points)

1. What does “deal drugs” mean? (1 pt.)
2. What does it mean: “he did not mean to kill anyone”? (1 pt.)
3. What does “hit the ground” mean? (1 pt.)
4. Explain this information from the passage: “He was sentenced to 33 years in prison.” (1 pt.)

Part 2: Summary questions about *Teenage Prisoner*. For each answer, write a paragraph with complete sentences. (16 points)

(You can use words from the box below if you want to.)

5. What is surprising about Brian’s background? (3 pts.)
6. What do we know about Brian’s gang? (3 pts.)
7. Explain how Brian killed Melissa (Tell the details of the events.) (10 pts.)

• pool	• hang out	• suburbs	• deal drugs	• territory
• polite	• tough guys	• expressway	• Diablos	• BSP
• bullet	• 17-year-old girl in the BSP car	• high school	• backpack	
• police were coming	• laughing at them	• front passenger seat	• “hello”	

Grades

Correct answers _____/15 = _____%

Grammar _____%

Answered with complete sentences _____%

Unit 2: *Shyness* Quiz (closed-book)

Directions: In this quiz, you will paraphrase information from the article.

- Do not use a dictionary.
- Answer the questions with complete sentences.
- Try to explain with enough details to show that you understood the article.
- Write your answers on a separate piece of paper.

Part 1: Short answers about *Shyness* (8 points)

1. What does the expression “avoiding eye contact” mean? (2 pts.)
2. In the article, it said, “They rarely complain if they get poor service, for example, at a restaurant.” Give an example of this. (2 pts.)
3. Give an example of a parent criticizing a child’s appearance. (2 pts.)
4. What symptoms do some people have when they feel shy? Tell at least 4. (2 pts.)

Part 2: Summary question about *Shyness*: Write a paragraph with complete sentences. (7 points)
(You can use words from the box below if you want to.)

5. Explain three things that psychologists say that shy people can do to overcome their condition. (7 pts)

• practice	• questions	• complaints	• medical problems
• mirror	• face-to-face	• your strong points	• tape recorder
• things that you feel you did poorly	• speaking volume	• observe other people	• laugh at themselves
• how much you have improved			

Grades

Correct answers _____/20 = _____%

Grammar _____%

Answered with complete sentences _____%

Unit 3: ADD Quiz (closed-book)

Directions: In this quiz, you will paraphrase information from the article.

- Do not use a dictionary.
- Answer the questions with complete sentences.
- Try to explain with enough details to show that you understood the article.
- Write your answers on a separate piece of paper.

Part 1: Short answers about *ADD*

(5 points)

Directions: Explain these words (1 pt. each)

1. switching schools
2. academic success
3. excessively
4. pre-schooler
5. side-effect

Part 2: Summary questions about *ADD*: Write a paragraph with complete sentences for each question.

(15 points)

(You can use words from the box below if you want to.)

1. Why did Tommy's teacher become upset at him? (3 pts.)
2. What are three characteristics of children with ADD? (3 pts.)
3. How does Ritalin help children with ADD? (3 pts.)
4. Why do some parents want their children to be diagnosed with ADD? (3 pts.)
5. Why is it bad to misdiagnose a child with ADD? (Give two reasons) (3 pts.)

- | | | |
|---|--|----------------------|
| • rocket | • bump | • day-dreaming |
| • wiggling | • wrong page | • waiting their turn |
| • talk non-stop | • radio, TV, and stereo all at the same time | |
| • hard to handle | • problems with school work | |
| • quick fix | • easier to give a pill | |
| • not the parents' fault | • side-effects | |
| • one of the causes of the bad behavior | | |

Grades

Correct answers _____/10 = _____%

Grammar _____%

Answered with complete sentences _____%

Unit 4: Bullies Quiz (closed-book)

Directions: In this quiz, you will paraphrase information from the article.

- Do not use a dictionary.
- Answer the questions with complete sentences.
- Try to explain with enough details to show that you understood the article.
- Write your answers on a separate piece of paper.

Summary questions about *Bullies*: Write a paragraph with complete sentences for each question.
(You can use words from the box below if you want to.) **(10 points)**

1. What do we know about bullies? (4 pts.)
2. What are techniques that victims can use to handle bullies? (3 pts.)
3. Explain why parents should not prevent all play-fighting. (3 pts.)

• bow	• 80%	• spit	• teacher’s pet
• pick on	• perform poorly in school	• guns to school	• older brother or a father
• age of eight	• prison	• ignore	• confident
• “stop it”	• make a joke	• alone	• hang around
• teasing	• play-fighting	• more mature manner	
• Jimmy and Peter	• over-react		

Grades

Correct answers _____/15 = ____%

Grammar ____%

Answered with complete sentences ____%

Unit 5: *Nature and Happiness* Quiz (closed-book)

Directions: In this quiz, you will paraphrase information from the article.

- Do not use a dictionary.
- Answer the questions with complete sentences.
- Try to explain with enough details to show that you understood the article.
- Write your answers on a separate piece of paper.

Part 1: Short answers about *Nature and Happiness* **(3 points)**

1. What does “a positive response” mean? (1 pt.)
2. What are painkillers? (1 pt.)
3. What is an aquarium? (1 pt.)

Part 2: Summary questions about *Nature and Happiness*: Choose three of the experiments from the list below and describe them. Tell about who the subjects were, what happened during the experiment, and the results. You should write a paragraph for each experiment. (4 pts. each)
(*You can use the words in the box below if you want to.*) **(12 points)**

1. Children with learning problems
2. Patients with heart disease
3. Hospital rooms
4. Dentist office
5. Japanese
6. Drivers
7. Prisoners

- | | | | | |
|---------------|-----------------------|------------------|-----------------|------------------|
| • dogs | • paid more attention | • pets | • exercise | • view |
| • painkillers | • aquarium | • blood pressure | • brain waves | • concrete fence |
| • flower pot | • strip malls | • stress | • prison doctor | • frustrated |