

Teacher's Guide

Methodological Approach

The “three Ps” is a common learning methodology accepted and practiced in English language schools worldwide. *Presentation* is the introduction to the target language. *Practice* is the opportunity for students to practice the target language through various activities. *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 Bright* covers the three Ps. The flow of each unit ensures that the learner first learns the language, then practices the language, and finally, is able produce the language.

A modeled paragraph is followed by grammar explanations and language tips to clearly explain the unit's goals.



A practice section provides a variety of activities for the students to become familiar with the unit's target grammar and language.



The final section provides students with the opportunity to write their own paragraphs and demonstrate understanding of new vocabulary.

Why Choose *Writing Bright*?

Writing Bright is a three-book series designed to aid upper-elementary and middle school students in improving their writing skills. Each unit features grammar points in connection with writing activities. Students have the opportunity to develop and improve their writing skills while learning new vocabulary in context. This series provides exposure to a variety of subjects including science, history, and geography. Overall, this series provides a framework for sentence writing and develops paragraph writing skills.

Features:

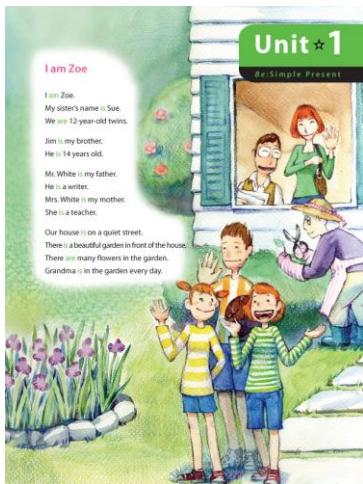
- Theme-based reading passages to introduce each unit
- Clear introductions of grammar concepts
- Tips for writing sentences and paragraphs
- Activities to eliminate common writing errors
- Exercises to further develop grammar and writing skills
- Re-writing lessons to provide additional practice

Getting to Know the Book

Introduction to the *Writing Bright* Student Books

The *Writing Bright* series covers a wide range of theme-based topics. Each unit contains ten pages of linked activities based on a given passage. Each unit helps students build and activate grammar skills, develop and improve sentence and paragraph writing skills, enhance vocabulary, and acquire a wealth of subject-related knowledge.

Student Book Contents:



Model Passage

- Introduces key grammar and vocabulary for each unit's learning goals



Grammar for Writing

- Introduces the unit's key language structures
- Grammar modeled in example sentences
- How and when to use grammar concepts explained in Grammar Tips

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Tips for Better Sentences

Connecting words with and

- She is nice. She is friendly. → She is nice and friendly.
- We can join two adjectives after the verb be using and. This makes two short, choppy sentences into one longer better sentence.

Modifying nouns with adjectives

- He is a teacher. → He is a great teacher.
- There is a tree in the garden. → There is an old tree in the garden.
- We can modify a noun with an adjective and make a sentence more interesting.

Common Mistakes

Subject-verb agreement

- John and Mary is nice people. (S) → John and Mary are nice people. (S')
- Bill and his school friends go to school. (S) → Bill and his school friends go to school. (S')
- There is many trees in the park. (S) → There are many trees in the park. (S')
- The boys in the box is my brother's. (S) → The boys in the box are my brother's. (S')

Short forms

- He is not a student. (S) → He isn't a student. (S')
- It is a pen. (S) → It isn't a pen. (S')

Sentence structure

- It is a puppy on the mat. (S) → There is a puppy on the mat. (S')
- There are puppets on the mat. (S) → There are puppets on the mat. (S')

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Tips for Better Sentences

- Gives students tips to improve their writing
- Language structure usage modeled in example sentences
- Additional language tips to explain when to use certain language structures

Common Mistakes

- Provides common mistakes related to the unit's learning points, with corrections

Writing Basic Sentences

1 Look at the pictures. Then write sentences about each person by answering these questions: "Where are they?" and "Are they happy?"

In the garden In the kitchen In the living room In the street In the garage

Ex: Zoe's Grandma is in the garden. (where?) She is not happy. (puppy?)

1. Zoe's mother _____

2. Zoe's father _____

3. Zoe and Sue _____

4. Jim and his friends _____

2 Look at the simple descriptions of each person. Then write sentences about them.

Mr. White
- a writer
- 41 years old
- tall thin
- Zoe's father
Mr. White is a writer. He is 41 years old. He is tall and thin. He is Zoe's father.

Brian
- a photographer
- 32 years old
- nice friendly
- Zoe's uncle
Brian is a photographer. He is 32 years old. He is nice and friendly. He is Zoe's uncle.

Sara
- a doctor
- 28 years old
- smart beautiful
- Sara's friend
Sara is a doctor. She is 28 years old. She is smart and beautiful. She is Sara's friend.

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Writing Basic Sentences

- A variety of activities for sentence writing practice
- Activities including filling in the blanks, completing prompts, re-writing sentences according to directions, making corrections, and describing pictures
- Helps prepare students for standardized tests

Writing Better Sentences

1 Combine the two sentences by joining the adjectives with **and**.

The princess is tall. The princess is beautiful. → The princess is tall and beautiful.

The frog is short. The frog is ugly. → _____

The princess is sad. The princess is unhappy. → _____

The children are hungry. The children are tired. → _____

The house is nice. The house is warm. → _____

The candies are sweet. The candies are delicious. → _____

2 Rewrite the sentences by modifying the highlighted nouns with the given adjectives.

Ex: There is a ghost in the old house. (scary)
→ There is a scary ghost in the old house.

1. David is a soccer player. (great) → _____

2. Maria is a movie star. (famous) → _____

3. A man is at the door. (strange) → _____

4. Crocodiles are animals. (dangerous) → _____

5. There is a tiger behind the tree. (big) → _____

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Writing Better Sentences

- A variety of activities building on the concepts introduced in the previous activity
- Activities to improve students' writing skills

Writing Sentences with a Subject

Complete the sentences using the words in the box and the expressions: ...*is/are in ...* and *It is/They are in ...*

"Are you familiar with the world map?"



Oceans and Continents

_____ is between Asia and North America.
 _____ is between North America and Europe.
 _____ is between Africa and Oceania.

Continents and Countries

Belgium is in Europe.
 Nigeria and Morocco _____
 Mongolia _____
 Canada _____
 Bolivia and Brazil _____
 New Zealand _____

Countries and Cities

Seoul is a nice city (E. in E. Asia).
 Tokyo and Osaka are big cities _____
 Paris is a beautiful city _____
 Sydney and Melbourne are beautiful cities _____
 New York is an interesting city _____
 New Delhi and Jakarta are interesting cities _____

The Atlantic Ocean
The Indian Ocean
The Pacific Ocean

Asia
Europe
South America
Africa
North America
Oceania

Korea
India
Japan
France
Australia
America

Writing Sentences with a Subject

- Writing activities based on content subject matter
- Content vocabulary introduced in combination with the key language and grammar structures

Building Paragraphs

1 Complete the sentences using the right forms of the verb be.

Hawaii is a popular vacation place.
 It _____ part of the United States.
 But it _____ not in the mainland US. It is in the Pacific Ocean. There _____ hundreds of big and small islands in Hawaii. Oahu _____ the most famous island of all.
 There _____ many interesting things in Oahu.
 The world-famous Waikiki Beach _____ also in Oahu.



2 Read the following paragraph and write one of your own.

My Classroom

My classroom is a nice place. It is big and bright. In the classroom there are new desks and chairs. There is a big clock on the wall. Posters and pictures are on the wall, too. Most of all, there are a wonderful teacher and good friends!



Write about a room you know: your room, your classroom, or a friend's room.

Building Paragraphs

- Activities to improve the students' paragraph writing
- Introduces a second model paragraph and individual paragraph writing
- Activities to develop critical thinking skills

Building Vocabulary

Fill in the blanks with the right words. Change the forms if necessary.

strange (a)
stranger (n)

a. He is not a () person.
 b. He is a () person.
 c. Two () are in the street.

exciting (a)
excited (a)

a. It is an () story.
 b. He is () about the news.
 c. The movie is very ().

friend (n)
friendly (a)

a. She is a () person.
 b. Is he your ()?
 c. Tom is a good ().

happy (a)
happiness (n)

a. My mother is very () today.
 b. How () is my ()?
 c. He is a () child.

Building Vocabulary

- Reviews the theme-based vocabulary from the unit
- Reinforces students' knowledge of vocabulary meanings and forms

Scope and Sequence

Writing Bright 1

Unit	Title	Model Passage	Vocabulary	Subject Content
1	<i>Be</i> : Simple Present	I am Zoe	brother, father, street, twins, writer	Geography: continents, countries, and cities
2	Simple Present	My Grandma	are, cook, feed, invite, love, sit	Science: water on the earth
3	Present Progressive	Saturday Morning	bake, fix, look, prepare, shine, sing	Science: things in space
4	Past Time	Pictures from Africa	met, saw, took, traveled, were	History: events in the 20th century
5	Future Time	Party Coming Soon	birthday, bright, decorate, help, weekend	Science: the life cycle of plants
6	Verbs and Sentence Patterns 1	Brother and Sister	became, felt, laughed, liked, wrote	Science: butterflies
7	Verbs and Sentence Patterns 2	Mother's Day	did, gave, made, showed, told	Language Arts: Heracles
8	Verbs and Sentence Patterns 3	Street Parade	heard, helped, let, saw, town	Social Studies: Martin Luther King, Jr.
9	Sentence Types 1	Camping Trip	cut, follow, get up, keep, rules	Social Studies: fire safety
10	Sentence Types 2	Brave Jim	athlete, fast, headlines, questions, save	History: the <i>Titanic</i>

Suggested Lesson Plan

Writing Bright 1

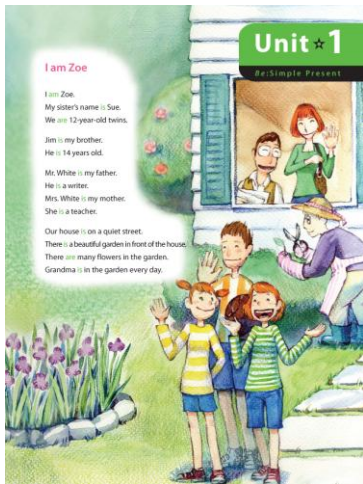
Warm-Up:

- Teacher writes a previously covered grammar skill or language tip on the board, and students take turns saying sentences using that skill.
- Students work in pairs for two minutes to create a dialogue using a grammar skill or language tip from the previous unit. Students then present their dialogues to the class.

Homework Check:

- Teacher checks that homework has been completed.

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Model Passage:

- Teacher introduces the model passage.
- Teacher selects students to read the model passage aloud.
- Teacher reviews any unknown vocabulary and then has students identify the key grammar structures in the passage.
- Students then work independently or in pairs to create comprehension questions that they ask the class to check knowledge of the content and grammar tips.

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Grammar for Writing:

- Teacher guides students through the main grammar points.
- Following the introduction of each point, the students write several sentences to reinforce their knowledge of the point.

Tips for Better Sentences

Connecting words with and

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Modifying nouns with adjectives

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Common Mistake

Subject-verb agreement

- John and Mary is nice people. (S) → John and Mary are nice people. (S)
- Bill and his school friends is Bill and I. → Bill and I are school friends.
- There is many trees in the park. (S) → There are many trees in the park.
- The boys in the box is my brother's. (S) → The boys in the box are my brother's.

Short forms

- He is not a student. (S) → He isn't a student. (S)
- It is a pen. (S) → It isn't a pen. (S)

Sentence structure

- It is a puppy on the mat. (S) → There is a puppy on the mat. (S)
- There are puppies on the mat. (S) → There are puppies on the mat. (S)

Tips for Better Sentences:

- Teacher guides students through the tips.
- Teacher then has students create their own sentences using the tips.
- Teacher then has students think of as many additional tips as they can to help them write stronger sentences.

Common Mistakes:

- Teacher introduces this section by asking students to share examples of their common mistakes.
- Teacher then guides students through the section, ensuring that they thoroughly understand the common mistakes and their corrections.
- Teacher implements a game using sentence cards—half with correct sentences, half with common mistakes. Teacher holds up the cards, and students identify which sentences are correct and which are not.

Writing Basic Sentences

1 Look at the pictures. Then write sentences about each person by answering these questions: "Where are they?" and "Are they happy?"

in the garden in the kitchen in the living room in the street in the garage

Ex. Zoe's Grandma is in the garden. (where?) She is not happy. (happy?)

1. Zoe's mother _____

2. Zoe's father _____

3. Zoe and Sue _____

4. Jim and his friends _____

2 Look at the simple descriptions of each person. Then write sentences about them.

Mr. White is a writer. He is 45 years old and tall. He is a tall and thin. He is a tall and thin. He is a tall and thin.

Brian is a photographer. He is 30 years old. He is nice and friendly. He is a nice and friendly. He is a nice and friendly.

Sara is a doctor. She is 30 years old. She is smart and beautiful. She is a smart and beautiful. She is a smart and beautiful.

3 Write sentences using It is or They are.

my father's car / an old car Sarah's camera / a new camera
Sue's magazines / old magazines my mother's shoes / new shoes

Ex. There is a car in the garage. It is my father's car. It is an old car.

1. There are shoes on the shelf.

2. There is a camera in the bag.

3. There are magazines on the table.

4 Read the passage. Then answer the questions by correcting the information.

Jim is a basketball player on the school's basketball team. He is a good player. Mr. Lucas is the basketball coach. He is a nice person. But he is very strict in training. Mr. Lucas is tall and handsome. Jim and Mr. Lucas are on the track.

Ex. Is Jim a basketball player? He is tall. He is a basketball player.

Is Jim a bad player? _____

Is Mr. Lucas a basketball player? _____

Is Mr. Lucas short and ugly? _____

Are they in the school gym? _____

5 This is Sue's dream room. Write sentences using There is or There are.

There is a big bed in the room. _____ on the bed.
_____ on the wall.
_____ in the corner.
_____ on the chair.
_____ on the table.
_____ in the jewelry box.

6 Correct the underlined mistakes.

There is a nice park in our neighborhood. is big and beautiful. (is)

They are many trees in the park. There is also many plants and flowers. (are)

The flowers in the park is very beautiful. Sue and I are at the park. (is)

We are on the bench. Ben is on the grass. is very happy. (is)

7 Find the mistakes and correct them. (Focus on the be verb.)

a. There is some eggs in the refrigerator. There are a bottle of milk, too. (is)

The apples is in the basket. (is)

b. My mother and grandmother is in the garden. My grandmother isn't happy. (is)

All the flowers in the garden is damaged. (is)

Writing Basic Sentences:

- Teacher reviews the activities and then assigns them as in-class work, homework, or an in-class test.
- Activities can be checked as a group, in pairs, or individually.

Writing Better Sentences

1 Combine the two sentences by joining the adjectives with and.

The princess is tall. The princess is beautiful. → The princess is tall and beautiful.

The frog is short. The frog is ugly. → _____

The princess is sad. The princess is unhappy. → _____

The children are hungry. The children are tired. → _____

The house is nice. The house is warm. → _____

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2 Rewrite the sentences by modifying the highlighted nouns with the given adjectives.

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5. There is a tiger behind the tree. (big) → _____

Writing Better Sentences:

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Writing Sentences with a Subject

Complete the sentences using the words in the box and the expressions: ...is/are in ... and It is/They are in ...

"Are you familiar with the world map?"



Oceans and Continents

_____ is between Asia and North America.
 _____ is between North America and Europe.
 _____ is between Africa and Oceania.

Continents and Countries

Belgium is in Europe.
 Nigeria and Morocco _____
 Mongolia _____
 Canada _____
 Bolivia and Brazil _____
 New Zealand _____

Countries and Cities

Seoul is a nice city (S, O, U, L, S, E, O, U, L).
 Tokyo and Osaka are big cities _____
 Paris is a beautiful city _____
 Sydney and Melbourne are beautiful cities _____
 New York is an interesting city _____
 New Delhi and Jakarta are interesting cities _____

Oceans: The Atlantic Ocean, The Indian Ocean, The Pacific Ocean

Continents: Asia, Europe, South America, Africa, North America, Oceania

Cities: Korea, India, Japan, France, Australia, America

Writing Sentences with a Subject:

- Teacher introduces the unit subject by writing several related words on the board. Students brainstorm around the topic and discuss using the key grammar and language points from the unit.

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Building Paragraphs

1 Complete the sentences using the right forms of the verb be.

Hawaii is a popular vacation place.
 It _____ part of the United States.
 But it _____ not in the mainland US. It is in the Pacific Ocean. There _____ hundreds of big and small islands in Hawaii. Oahu _____ the most famous island of all.
 There _____ many interesting things in Oahu.
 The world famous Waikiki Beach _____ also in Oahu.

2 Read the following paragraph and write one of your own.

My Classroom

My classroom is a nice place. It is big and bright. In the classroom there are new desks and chairs. There is a big clock on the wall. Pictures and posters are on the wall, too. Most of all, there are a wonderful teacher and good friends!

Write about a room you know: your room, your classroom, or a friend's room.

Building Paragraphs:

- Teacher can first introduce the model paragraph, then have students complete the other activities, and later have students complete their own paragraphs.
- Students can present their own paragraphs and be graded on the written and spoken components of the task.

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Building Vocabulary

Fill in the blanks with the right words. Change the forms if necessary.

strange (a) a. He is not a () person.
 b. He is a () person.
stranger (n) c. Two () are in the street.

exciting (a) a. It is an () story.
excited (a) b. He is () about the news.
 c. The movie is very () .

friendly (a) a. She is a () person.
friendly (a) b. Is her your () ?
 c. Tom is a good () .

happy (a) a. My mother is very () today.
happiness (n) b. Your () is my () .
 c. He is a () child.

Building Vocabulary:

- Teacher introduces the vocabulary and ensures students understand the meanings correctly.
- Students complete the activities and can practice more by writing sentences or paragraphs using the words in combination with the key grammar and language components from the lesson.

Homework:

- 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:

- Teacher verbally quizzes students on key lesson components.

Test Overview

Writing Bright Tests:

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

- Midterm tests should be assigned after students have completed units 1-5.
- Final tests should be assigned after students have completed units 6-10.
- Teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding them.
- If students are struggling with a 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 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 Bright 1 Midterm Test (Units 1-5)

1. Complete the sentence using the given word + *be*.
My aunt _____ an _____. (actress)
2. Complete the sentence using the given word + *be*.
The teachers _____. (tired)
3. Complete the sentence using the given word + *be*.
Her brothers _____. (firefighters)
4. Complete the sentence using the correct pronoun + *be*.
That man is my friend. _____ a farmer.
5. Complete the sentence using *there* or *it* + *be*.
_____ a lot of people in line.
6. Complete the sentence using *there* or *it* + *be*.
_____ cold outside.
7. Complete the sentence with the given word in the present simple.
They _____ TV after dinner. (watch)
8. Complete the sentence with the given word in the present simple.
He _____ chocolate ice cream. (love)
9. Complete the sentence with the given word in the present simple.
Kimmy and I _____ the house. (clean)
10. Complete the sentence using the given word in the present simple negative.
Caroline _____ math class. (like)
11. Complete the sentence using the given word in the present simple negative.
I _____ pizza for dinner. (want)
12. Complete the question using the given word in the present simple.
_____ you _____ a computer at home? (have)
13. Complete the sentence using the given word in the present progressive.
Mike and I _____ the baseball team. (join)
14. Complete the sentence using the given word in the present progressive.
I _____ to the store. (go)
15. Complete the sentence using the given word in the present progressive.
They _____ their brother with his homework. (help)

16. Complete the sentence using the given word in the present progressive.
His brother _____ that comic book. (read)
17. Complete the sentence using the given word in the present progressive.
Zack and Mina _____ dinner tonight. (cook)
18. Complete the sentence using the given word using the present progressive negative.
We _____ for a new apartment. (look)
19. Complete the sentence using the given word in the simple past.
She _____ my sister a red dress. (sell)
20. Rewrite the sentence by adding the given phrase.
My family went to France. (three weeks ago).
→ _____.
21. Complete the sentence using the given word in the simple past negative.
Zack _____ the party yesterday. (go)
22. Complete the sentence to make a question using the simple past.
_____ they _____ the movie? (like)
23. Complete the sentence using the given word in the past progressive.
We _____ about the book in class. (talk)
24. Complete each sentence using the future tense of the given word.
I _____ this project tomorrow. (finish)
25. Complete each sentence using the future tense of the given word.
We _____ to the airport at 5 p.m. (go)
26. Complete each sentence using the negative future tense of the given word.
They _____ the talent show tonight. (come)
27. Complete the sentence using *be going to* and the given word.
You and I _____ at the park after school. (meet)
28. Complete the sentence using the given word in the future present progressive.
My grandpa _____ to our house this weekend. (come)
29. Complete the sentence using the given word in the future present progressive.
The girls _____ for new shoes at the mall. (shop)
30. Complete the sentence using the given word in the future present progressive.
His sister _____ at home. (paint)
31. Complete the sentence using the given word in the future present progressive.
We _____ in the back yard this weekend. (sleep)

Writing Bright 1 Midterm Test (Units 1-5) Answer Key

1. is / actress
2. are tired
3. are firefighters
4. He is
5. There are
6. It is
7. watch
8. loves
9. clean
10. doesn't like
11. don't want
12. Do / have
13. are joining
14. am going
15. are helping
16. is reading
17. are cooking
18. aren't looking
19. sold
20. Three weeks ago, my family went to France./My family went to France three weeks ago.
21. didn't go
22. Did/like
23. were talking
24. will finish
25. will go
26. won't come
27. are going to meet
28. will be coming
29. will be shopping
30. will be painting
31. will be sleeping

Writing Bright 1 Final Test (Units 6-10)

1. Find the mistake and rewrite the sentence.

They feel like tired. → _____

2. Find the mistake and rewrite the sentence.

He look like a police officer. → _____

3. Find the mistake and rewrite the sentence.

The food taste good. → _____

4. Find the mistake and rewrite the sentence.

Her brother laughed her. → _____

5. Find the mistake and rewrite the sentence.

That house looks like nice. → _____

6. Find the mistake and rewrite the sentence.

The car turned a giant robot. → _____

7. Correct the underlined mistakes and rewrite the sentences.

He sent a letter for his friend. He also sent any pictures.

→ _____

8. Correct the underlined mistakes and rewrite the sentences.

They painted paintings to art class. Their paintings made for their teacher happy.

→ _____

9. Rewrite the sentence with the indirect object first and the direct object second.

We made a pie for our father. → _____

10. Rewrite the sentence with the indirect object first and the direct object second.

I sent a text message to my sister. → _____

11. Rewrite the sentence with the direct object first and the indirect object second.

Jim's uncle bought him a computer. → _____

12. Rewrite the sentence with the direct object first and the indirect object second.

The lady sold Linda a dress. → _____

13. Put the words in order to make complete sentences.

(smelled / kitchen / the cookies / in / We / the)

→ _____

14. Put the words in order to make complete sentences.

(loud / heard / outside / dog / I / the)

→ _____

15. Put the words in order to make complete sentences.
(us / write / our / teacher / papers / helped / The)

→ _____

16. Find the mistake and rewrite the sentence.

I felt the water to get warm. → _____

17. Find the mistake and rewrite the sentence.

I heard the girls sings. → _____

18. Find the mistake and rewrite the sentence.

She made him cleans our bedrooms. → _____

19. Rewrite the statement as an exclamation.

It is a very cold winter. → _____

20. Rewrite the statement as an exclamation.

He is a fast runner. → _____

21. Correct the underlined mistake and rewrite the sentence.

How a beautiful day it is. → _____

22. Correct the underlined mistakes and rewrite the sentence.

Not use your cell phones in class. → _____

23. Combine the sentences using either *and* or *or*.

Get good grades. I'll give you a prize.

→ _____

24. Combine the sentences using either *and* or *or*.

Eat better food. You will get fat.

→ _____

25. Answer the question using the given information.

Where does Heather live? → _____ (London)

26. Answer the question using the given information.

Do they have a little brother? Yes, _____

27. Correct the mistake in the question and rewrite it.

Where you going after school?

→ _____

28. Correct the mistake in the question and rewrite it.

Where do they go yesterday?

→ _____

29. Correct the mistake in the question and rewrite it.
How she make this salad?

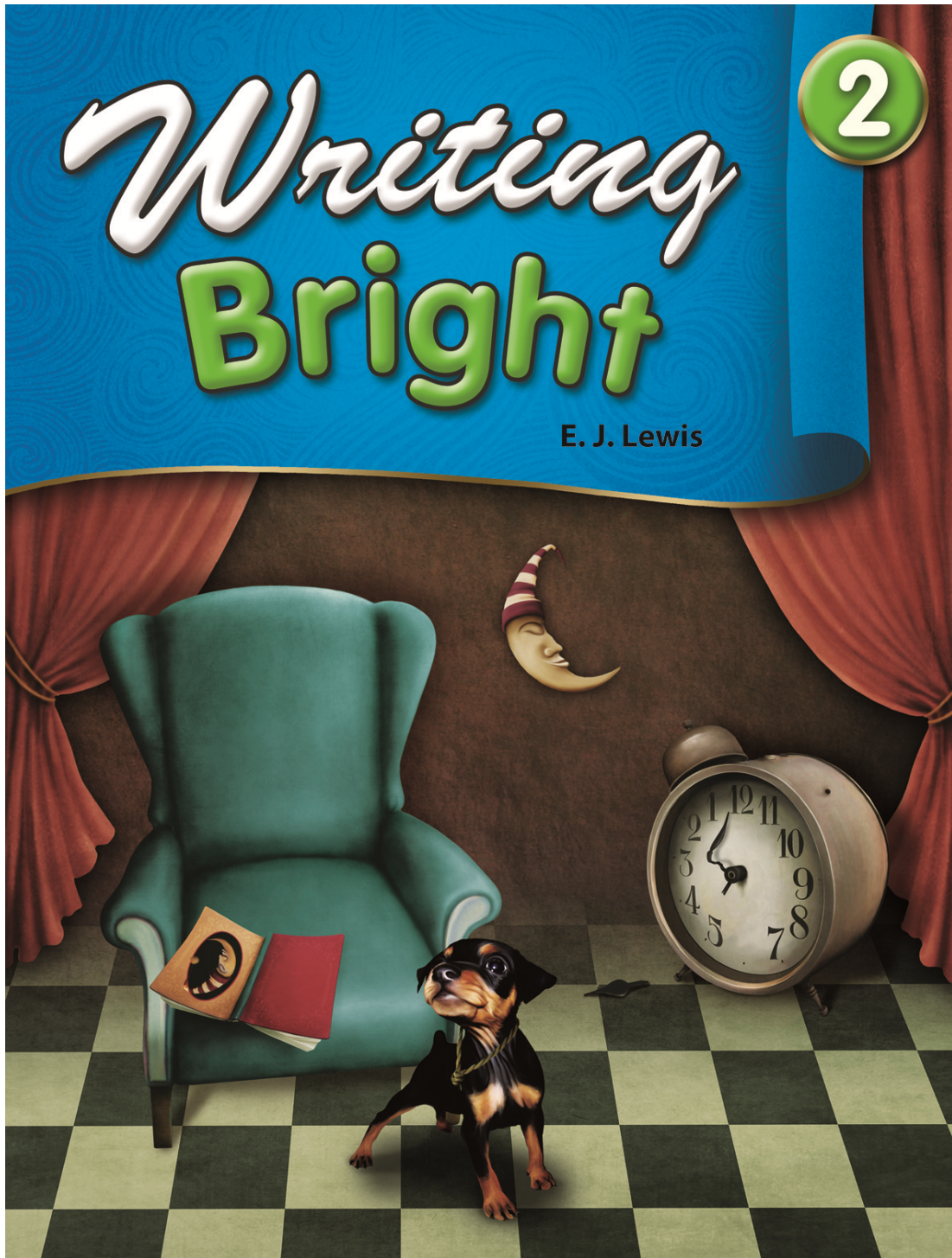
→ _____

30. Correct the mistake in the question and rewrite it.
When is your brother get here?

→ _____

Writing Bright 1 Final Test (Units 6-10) Answer Key

1. They feel **tired**.
2. He **looks** like a police officer.
3. The food **tastes** good.
4. Her brother **laughed at** her.
5. The house **looks** nice.
6. The car **turned into** a giant robot.
7. He sent a letter **to his** friend. He also sent **some** pictures.
8. They painted paintings **in/for art** class. Their paintings made **their teacher** happy.
9. We made our father a pie.
10. I sent my sister a text message.
11. Jim's uncle bought a computer for him.
12. The lady sold a dress to Linda.
13. We smelled the cookies in the kitchen.
14. I heard the loud dog outside.
15. The teacher helped us write our papers.
16. I felt the water **get** warm.
17. I heard the girls **sing**.
18. She made him **clean** our bedrooms.
19. What a cold winter! / How cold this winter is!
20. What a fast runner he is! / How fast he is!
21. What a beautiful day it is! / How beautiful it is!
22. Don't use your cell phones in class.
23. Get good grades and I'll give you a prize.
24. Eat better food or you will get fat.
25. Heather lives in London.
26. Yes, they have a little brother. / Yes, they do.
27. Where **are you** going after school?
28. Where **did they** go yesterday?
29. How **did she** make this salad?
30. When **does your** brother get here? / When **will your** brother get here?



Teacher's Guide

Scope and Sequence

Writing Bright 2

Unit	Title	Model Passage	Vocabulary	Subject Content
1	Modals 1	Strange Dream	dream, forest, move, strange, understand	Science: animals can/can't
2	Modals 2	Field Trip to the Museum	ask, field trip, listen, take, touch	Science: environmental problems
3	Nouns & Articles	Beach Fun	beach, castle, hat, sand, sunglasses	Science & Geography: the rainforest
4	Nouns & Pronouns	My Favorite Neighbors	engineer, favorite, machines, meals, neighbors	Geography: countries & industries
5	Adjectives	New Neighbors?	blonde, familiar, famous, friendly, tall	Language Arts: characters in literature
6	Adjectives & Adverbs	Summer Night Adventure	exciting, experience, scary, stairs, vacation	Language Arts: the Trojan Horse
7	Comparisons	Our Dog, Ben	beautiful, clever, faster, helpful, most, slower	Science: the solar system
8	Prepositions	Painting of a Little Girl	at, into, near, next to, on, under	History: the Berlin Wall
9	Verbs & Prepositions	Mom and Dad	listen to, look at, talk to, wait for, worry about	Science: elephants & penguins
10	Adjectives & Prepositions	School Play	famous for, interested in, ready for, similar to, surprised at	Language Arts: Pandora's box

Suggested Lesson Plan

Writing Bright 2

Warm-Up:

- Teacher writes a previously covered grammar skill or language tip on the board, and students take turns saying sentences using that skill.
- Students work in pairs for two minutes to create a dialogue using a grammar skill or language tip from the previous unit. Students then present their dialogues to the class.

Homework Check:

- Teacher checks that homework has been completed.

Page 1)



Model Passage:

- Teacher introduces the model passage.
- Teacher selects students to read the model passage aloud.
- Teacher reviews any unknown vocabulary and then has students identify the key grammar structures in the passage.
- Students then work independently or in pairs to create comprehension questions that they ask the class to check knowledge of the content and grammar tips.

Page 2)



Grammar for Writing:

- Teacher guides students through the main grammar points.
- Following the introduction of each point, the students write several sentences to reinforce their knowledge of the point.

Page 3)

Tips for Better Sentences

Using was/were able to properly

- I was able to persuade the stubborn old man.
- We were able to find the secret place.
- We use was/were able to instead of could for something that happened on a particular occasion and only once before. It usually has the meaning of managed to.

Common Mistakes

Main verb error after modals

- She can does it herself. (X) → She can do it herself. (✓)
- My dream may comes true. (X) → My dream may come true. (✓)
- His car can't starts. (X) → His car can't start. (✓)
- She might comes alone. (X) → She might come alone. (✓)
- He might brings his computer. (X) → He might bring his computer. (✓)
- I could finished it on time. (X) → I could finish it on time. (✓)
- We could caught the train. (X) → We could catch the train. (✓)

Tips for Better Sentences:

- Teacher guides students through the tips.
- Teacher then has students create their own sentences using the tips.
- Teacher then has students think of as many additional tips as they can to help them write stronger sentences.

Common Mistakes:

- Teacher introduces this section by asking students to share examples of their common mistakes.
- Teacher then guides students through the section, ensuring that they thoroughly understand the common mistakes and their corrections.
- Teacher implements a game using sentence cards—half with correct sentences, half with common mistakes. Teacher holds up the cards, and students identify which sentences are correct and which are not.

Pages 4-6)

Writing Basic Sentences

1 Complete the sentences with can or can't.

Zoe remembers her dream. In her dream animals could sing, dance, and talk. She is trying to have her pets do things like that.

1. Zoe is trying to teach Blonkie singing, counting, and dancing. But he can't sing (sing) a song.
 Ben can catch (catch) a ring.
 But he can't count (count) numbers.
 Ben can't sing (sing) songs.
 But he can dance (dance).

2. Zoe is trying to teach Blonkie reading, yoga, and playing the piano.
 Blonkie can't read (read) a book.
 But she can stretch (stretch) her body.
 Blonkie can't do (do) yoga.
 Blonkie can't play (play) the piano.
 Everything is very disappointing. Her real life is very different from her dream!

2 Complete the sentences using can or can't.

Ex. Please don't shout! I can hear what you are saying.

- Jack broke his leg in yesterday's game. He can't play (play) today.
- I can't find (find) my glasses. Have you seen them?
- She is very talented. She can speak (speak) five languages fluently.
- Can't swim (swim), but I can't dive.
- Please help me. I can't finish (finish) it without your help.
- Don't worry about him. I'm sure he can do (do) it himself.

3 Complete the sentences using could or could not.

- Ex. We couldn't (could) sleep. (think) His report last night. He is worried about it.
- We couldn't (hear) the TV better after Dad turned up the volume.
 - He spoke very fast, and I couldn't (understand) what he said.
 - We had a race with a nice view. We couldn't (see) the whole city.
 - I was too busy yesterday. I couldn't (help) Jerry.
 - Richard couldn't (play) the guitar and the piano when he was young, but not anymore.
 - Ben couldn't (attend) his friend's birthday party. He was sad about it.
 - They couldn't (find) the treasure. They were disappointed about it.
 - Jenny couldn't (find) a nice hotel near downtown because it was tourist season.
 - They couldn't (walk) fast because they were very young children.
 - I couldn't (take) an early flight because I woke up late.
 - Because she had a good job, Laura couldn't (buy) nice clothes and furniture.
 - The players did their best, but they couldn't (win) the game.

4 Complete the sentences using might or might not.

- Ex. It might (could) be this afternoon, but her phone might not be (be) turned off.
- Let's ask her help from the people over there. They might (help) us.
 - I don't feel well. I might (go) to work tomorrow.
 - Too much exercise might (be) bad for your health.
 - He looks very suspicious. He might (be) a dangerous person.
 - He might (come) to the meeting tomorrow. He is very busy.
 - He has good experience in that area. He might (give) you some advice.
 - I'll visit him this afternoon, but he might (be) at home.
 - He might (answer) all your questions, but he will help you a lot.
 - Your parents might (help) your idea, but they will still support you.
 - Traveling alone might (be) dangerous, but it will be a special experience.

5 Complete the sentences using will be able to or won't be able to.

- Ex. They are trying hard to find evidence. They will be able to (find) some soon. His meeting will continue (continue) until six. He won't be able to (leave) anytime until then.
- I am almost finished with my work. I will be able to (help) you soon.
 - It is already 3:00 and the traffic is very bad. We won't be able to (catch) the train at 3:05.
 - It's not a long way. We will be able to (get) there within 30 minutes.
 - I have a map. I will be able to (find) the place easily.
 - Melika says, "I will be able to (live) on the moon by the year 2020." This will be a new experience!
 - This is one of the largest museums in the world. Unfortunately, you won't be able to (see) all of the collections in one day.

6 Correct the underlined mistakes.

Zoe and Sue went to see a famous musical. The tickets were expensive. They were able to (were able to) buy the tickets, but they couldn't (couldn't) get good seats for their money. They couldn't (couldn't) see the stage very well. But they were still happy. It was a great musical. Zoe can remember (can remember) the lines and Sue can draw (can draw) the scenes of the musical very well!

7 Find the mistakes and correct them. (Focus on modals and main verbs.)

- Jenny can't meet you today. She might calls you in the afternoon.
- We couldn't found a hotel on the island. But we were able to stayed in a nice small house.

Writing Basic Sentences:

- Teacher reviews the activities and then assigns them as in-class work, homework, or an in-class test.
- Activities can be checked as a group, in pairs, or individually.

Page 7)

Writing Better Sentences

Rewrite the sentences using was/were able to.

Ex. He finished the work on time.

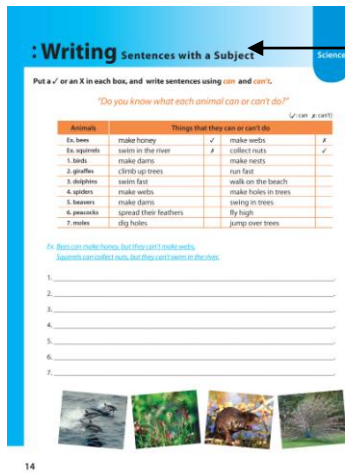
He was able to finish (was able to) the work on time. The police arrested the entire gang. The police were able to arrest (were able to) the entire gang.

- The firefighters saved most of the houses on the street.
- I fixed my broken computer with the help of my brother.
- They found a good solution to their problem.
- Two children solved the puzzle successfully.
- The reporter interviewed the famous singer.
- Only a few passengers survived the plane crash.
- Many Jews escaped from Europe before the Holocaust.
- He created a nice website through long, hard work.
- The soldiers rescued hundreds of people.
- The two boys communicated by using body language.

Writing Better Sentences:

- Teacher reviews the activities and then assigns them as in-class work, homework, or an in-class test.
- Activities can be checked as a group, in pairs, or individually.

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Writing Sentences with a Subject:

- Teacher introduces the unit subject by writing several related words on the board. Students brainstorm around the topic and discuss using the key grammar and language points from the unit.

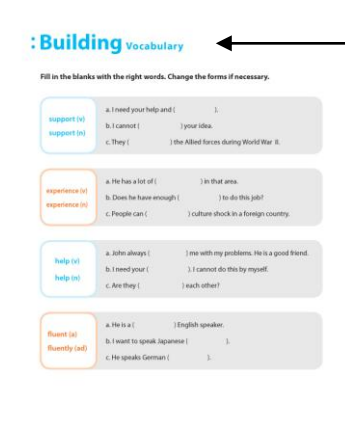
Page 9)



Building Paragraphs:

- Teacher can first introduce the model paragraph, then have students complete the other activities, and later have students complete their own paragraphs.
- Students can present their own paragraphs and be graded on the written and spoken components of the task.

Page 10)



Building Vocabulary:

- Teacher introduces the vocabulary and ensures students understand the meanings correctly.
- Students complete the activities and can practice more by writing sentences or paragraphs using the words in combination with the key grammar and language components from the lesson.

Homework:

- 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:

- Teacher verbally quizzes students on key lesson components.

Test Overview

Writing Bright Tests:

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

- Midterm tests should be assigned after students have completed units 1-5.
- Final tests should be assigned after students have completed units 6-10.
- Teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding them.
- If students are struggling with a 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 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 Bright 2 Midterm Test (Units 1-5)

1. Correct the mistake and rewrite the sentence.

She can brings paper plates to the party tonight.

→ _____

2. Correct the mistake and rewrite the sentence.

They couldn't went to the movies after dinner.

→ _____

3. Complete the sentence using *can* or *cannot* and the given word.

People _____ on the sun. (walk)

4. Complete the sentence using *can* or *cannot*.

I _____ my name in English. (say)

5. Rewrite the sentence using *was/were able to*.

The firemen put out the huge fire.

→ _____

6. Rewrite the sentence using *was/were able to*.

I got all my reading done before dinner.

→ _____

7. Complete the sentence using *have to* or *don't have to* and the given word.

It's raining. I _____ an umbrella. (use)

8. Complete the sentence using *have to* or *don't have to* and the given word.

She hurt her leg. She _____ (miss) the next race.

9. Complete the sentence using *should have* or *shouldn't have* and the given word.

I didn't practice enough. I _____ more.

10. Complete the sentence using *should have* or *shouldn't have* and the given word.

She is really tired. She _____ up so late last night. (stay)

11. Correct the mistake and rewrite the sentence.

She must be the best grades in the class.

→ _____

12. Correct the mistake and rewrite the sentence.

They must have here at 9 a.m. for the field trip.

→ _____

13. Combine the sentences.

I'll come get you at 6 p.m. I'll get you at school.

→ _____

14. Combine the sentences.

The meeting is on Friday. The meeting is in my office.

→ _____

15. Find the mistake and rewrite the sentence.

The concert starts on ten minutes.

→ _____

16. Find the mistake and rewrite the sentence.

She is coming to visit at Thursday.

→ _____

17. Find the mistake and rewrite the sentence.

This message is until my mother.

→ _____

18. Find the mistake and rewrite the sentence.

I never pay attention for class.

→ _____

19. Find the mistake and rewrite the sentence.

She waited in him at the mall.

→ _____

20. Find the mistake and rewrite the sentence.

This dog belongs for my neighbor.

→ _____

21. Find the mistake and rewrite the sentence.

My brother came in home from college.

→ _____

22. Find the mistake and rewrite the sentence.

Our teacher talked the history of Rome.

→ _____

23. Find the mistake and rewrite the sentence.

The bus turned on left on First Street.

→ _____

24. Find the mistake and rewrite the sentence.

She's good at taking care her plants.

→ _____

25. Add the missing preposition and rewrite the sentence.

Doug is very angry what happened.

→ _____

26. Add the missing preposition and rewrite the sentence.
This restaurant is famous its cold soup.

→ _____

27. Add the missing preposition and rewrite the sentence.
They are interested learning to cook.

→ _____

28. Find the mistake and rewrite the sentence.
They are worried from the exam tomorrow.

→ _____

29. Find the mistake and rewrite the sentence.
That yellow balloon is full in water.

→ _____

30. Find the mistake and rewrite the sentence.
Her soccer team isn't ready to the game next week.

→ _____

Writing Bright 2 Midterm Test (Units 1-5) Answer Key

1. She can **bring** paper plates to the party tonight.
2. They could **go** to the movies after dinner.
3. People **cannot walk** on the sun.
4. I **can say** my name in English.
5. The firemen were able to put out the huge fire.
6. I was able to get all my reading done before dinner.
7. have to use
8. has to miss
9. should have practiced
10. shouldn't have stayed
11. She must **have** the best grades in the class.
12. They must **be** here at 9 a.m. for the field trip.
13. I'll pick you up at 6 p.m. at school.
14. The meeting is on Friday in my office.
15. The concert starts **in** ten minutes.
16. She is coming to visit **on** Thursday.
17. The message is **for/from** my mother.
18. I never pay attention **in/during** class.
19. She waited **for** him at the mall.
20. This dog belongs **to** my neighbor.
21. My brother **came home** from college.
22. Our teacher **talked about** the history of Rome.
23. The bus **turned left** on First Street.
24. She's good at taking **care of** her plants.
25. Doug is very angry **about** what happened.
26. This restaurant is very famous **for** its cold soup.
27. They are interested **in** learning to cook.
28. They are worried **about** the exam tomorrow.
29. The yellow balloon is full **of** water.
30. Her soccer team isn't ready **for** the game next week.

Writing Bright 2 Final Test (Units 6-10)

1. Rewrite the sentence using the given word as an adverb.

You sang that song. (beautiful)

→ _____

2. Rewrite the sentence using the given word as an adverb.

My brother ate his pizza. (quick)

→ _____

3. Find the mistake and rewrite the sentence.

I became cheerfully.

→ _____

4. Find the mistake and rewrite the sentence.

The students looked tiredly.

→ _____

5. Find the mistake and rewrite the sentence.

He loud yelled for his dog.

→ _____

6. Find the mistake and rewrite the sentence.

We don't never go to the river at night.

→ _____

7. Rewrite the sentence using the proper comparative.

She is more fast than her sister.

→ _____

8. Rewrite the sentence using the proper comparative.

Their team is more good than our team.

→ _____

9. Find the mistake and rewrite the sentence.

Michelle is nicer of Lisa.

→ _____

10. Find the mistake and rewrite the sentence.

We are smartest class in school.

→ _____

11. Combine the sentences using *one of the* and a superlative.

It is a very long road. It is in America.

→ _____

12. Combine the sentences using *one of the* and a superlative.
She is a very good actress. She is on TV.

→ _____

13. Find the mistake and rewrite the sentence.
They came over the meeting late and sat down.

→ _____

14. Find the mistake and rewrite the sentence.
We flew into New York at 12:00 at Friday.

→ _____

15. Complete each sentence by writing the missing part of the prepositional phrase.
She is holding a glove _____ her right hand.

16. Complete each sentence by writing the missing part of the prepositional phrase.
The glass fell _____ the floor and broke.

17. Combine the sentences.
I saw her at the zoo. I saw her near the mall.

→ _____

18. Combine the sentences.
My flight leaves at 5 p.m. My flight leaves on Tuesday.

→ _____

19. Add the missing part of the prepositional phrase.
She asked a cup of juice.

→ _____

20. Add the missing part of the prepositional phrase.
You put your coat and left.

→ _____

21. Find the mistake and rewrite the sentence.
My dad is thinking dinner.

→ _____

22. Find the mistake and rewrite the sentence.
The doctor left from his office at 5 p.m.

→ _____

23. Find the mistake and rewrite the sentence.
They are looking in the keys.

→ _____

24. Find the mistake and rewrite the sentence.
My team consists in three girls and two boys.

→ _____

25. Add the missing preposition.
The scientist is curious space.

→ _____

26. Add the missing preposition.
My skinny friend is very good running.

→ _____

27. Find the mistake and rewrite the sentence.
This village is famous its coffee beans.

→ _____

28. Find the mistake and rewrite the sentence.
They were satisfied the chocolate cake.

→ _____

29. Find the mistake and rewrite the sentence.
That box is full about clothes.

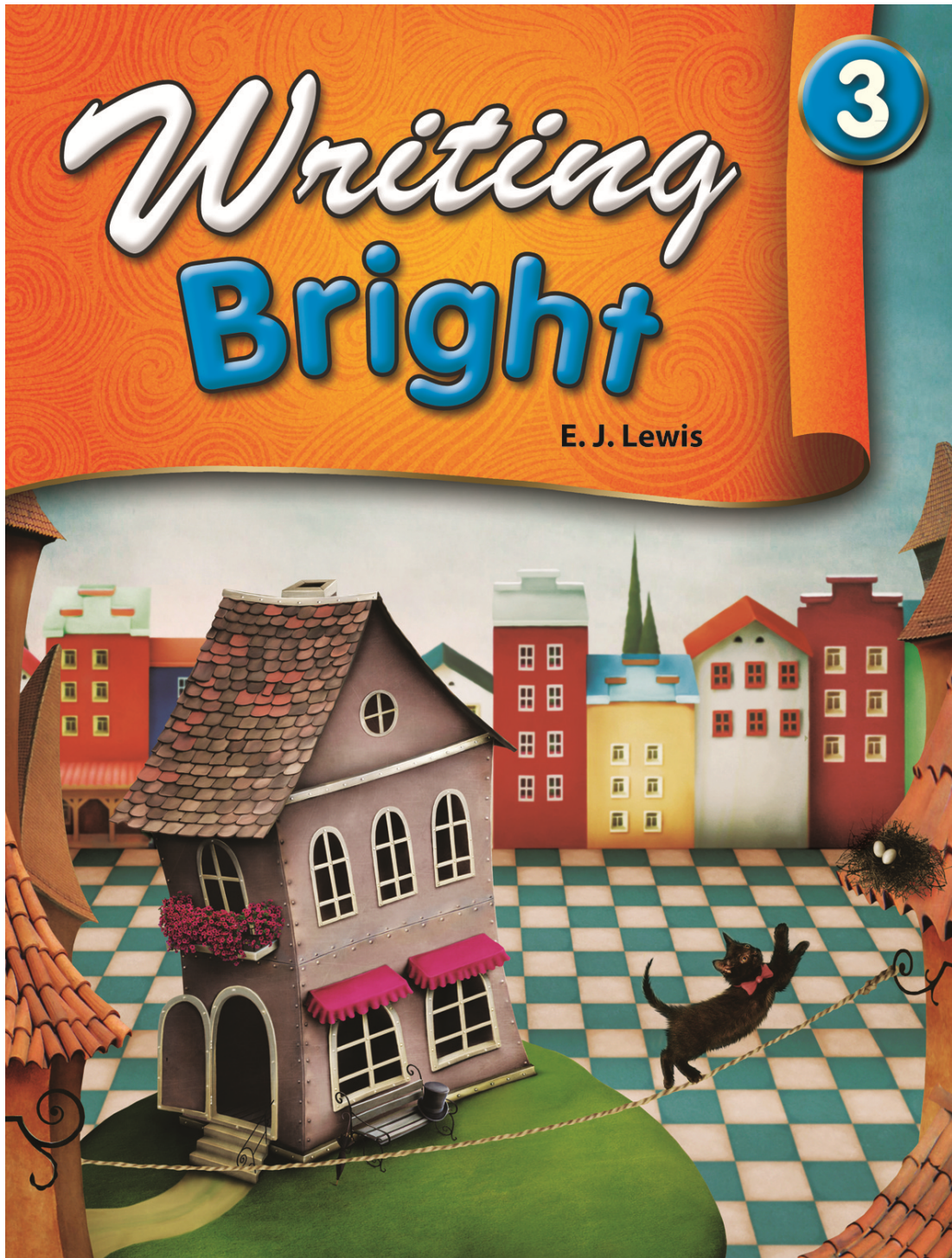
→ _____

30. Find the mistake and rewrite the sentence.
This house is similar that house.

→ _____

Writing Bright 2 Final Test (Units 6-10) Answer Key

1. You sang that song beautifully.
2. My brother quickly ate his pizza./My brother ate his pizza quickly.
3. I became **cheerful**.
4. The students looked **tired**.
5. He **loudly** yelled for his dog.
6. We **don't go** to the river at night./We **never go** to the river at night.
7. She is **faster** than her sister.
8. Their team is better than our team.
9. Michelle is nicer **than** Lisa.
10. We are **the smartest** class in school.
11. It is one of the longest roads in America.
12. She is one of the best actresses on TV.
13. They came **to/into** the meeting late and sat down.
14. We flew into New York at 12:00 **on** Friday.
15. in
16. on
17. I saw her at the zoo near the mall.
18. My flight leaves at 5 p.m. on Tuesday.
19. She asked **for** a cup of juice.
20. You put **on** your coat and left.
21. My dad is thinking **about** dinner.
22. The doctor **left** his office at 5 p.m.
23. They are looking **for** the keys.
24. My team consists **of** three girls and two boys.
25. The scientist is curious **about** space.
26. My skinny friend is very good **at** running.
27. This village is famous for its coffee beans.
28. They were satisfied **with** the chocolate cake.
29. The box is full **of** clothes.
30. This house is similar **to** that house.



Teacher's Guide

Scope and Sequence

Writing Bright 3

Unit	Title	Model Passage	Vocabulary	Subject Content
1	Passives	Visiting an Old Castle	built, located, occupied, owned, restored	History & Science: history of invention
2	Present Perfect	Neighbor to Neighbor	better, discuss, place, playground, streetlights	Social Studies: UNICEF & UNESCO
3	Infinitives & Gerunds 1	Watching Fireworks	brilliant, finally, fireworks, outside, promise	History: the French Revolution
4	Infinitives & Gerunds 2	My Future Dream	characters, create, fun, hobby, story, think	Social Studies: Helen Keller
5	More on Infinitives	Little Brother in Africa	Africa, enough, medicine, picture, sponsor	History: expedition to the South Pole
6	Conjunctions	Grandma in Bed	feel, lap, sick, soup, unhappy, water	History: the Silk Road
7	Adverb Clauses	Surprise Party	arrive, finish, plan, publish, step	Art: making pottery
8	Adjective Clauses	Uncle Brian in Egypt	amazing, crowded, Egypt, museum, pyramids	History: ancient Egyptian pyramids
9	Noun Clauses	Lost and Found Alex	bookstore, disappeared, quickly, shocked, shopping	Science: global warming
10	Participles & Participial Phrases	Ice Skating	avoid, chatting, freezing, pond, shouting	History & Geography: Easter Island

Suggested Lesson Plan

Writing Bright 3

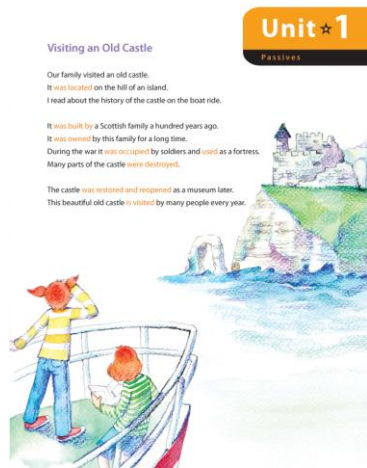
Warm-Up:

- Teacher writes a previously covered grammar skill or language tip on the board, and students take turns saying sentences using that skill.
- Students work in pairs for two minutes to create a dialogue using a grammar skill or language tip from the previous unit. Students then present their dialogues to the class.

Homework Check:

- Teacher checks that homework has been completed.

Page 1)



Model Passage:

- Teacher introduces the model passage.
- Teacher selects students to read the model passage aloud.
- Teacher reviews any unknown vocabulary and then has students identify the key grammar structures in the passage.
- Students then work independently or in pairs to create comprehension questions that they ask the class to check knowledge of the content and grammar tips.

Page 2)



Grammar for Writing:

- Teacher guides students through the main grammar points.
- Following the introduction of each point, the students write several sentences to reinforce their knowledge of the point.

Page 3)

1

Stative Passive

- His room is filled with flowers.
- I am satisfied with the result.
- The children are scared of the tiger.
- I get not interested about the weather.

be afraid of be fascinated be interested about be bored be satisfied with

② The stative passive is used to describe a state (rather than an action) which is not usually changed (with regular prepositions).

Tips for Better Sentences

Using passive or active effectively

- Leonardo da Vinci painted the Mona Lisa. (Who painted it more the focus.)
- The Mona Lisa was painted by Leonardo Da Vinci. (What was painted is more the focus.)
- Good writing uses the passive or active appropriately, depending on the context or the writer's purpose.

Common Mistake

Be verb missing in passive

- This house built years ago. (X) → This house was built years ago. (✓)
- Penicillin discovered by accident. (X) → Penicillin was discovered by accident. (✓)

Misused passive

- The leaves were turned yellow. (X) → The leaves turned yellow. (✓)
- He was grown up in a small town. (X) → He grew up in a small town. (✓)
- It was covered yesterday. (X) → It covered yesterday. (✓)
- The accident was happened. (X) → The accident happened. (✓)
- He was become a firefighter. (X) → He became a firefighter. (✓)
- This house is consisted of three floors. (X) → This house consists of three floors. (✓)

Wrong preposition in stative passive

- She was satisfied in the result. (X) → She was satisfied with the result. (✓)
- He was scared from the snake. (X) → He was scared of the snake. (✓)

9

Tips for Better Sentences:

- Teacher guides students through the tips.
- Teacher then has students create their own sentences using the tips.
- Teacher then has students think of as many additional tips as they can to help them write stronger sentences.

Common Mistakes:

- Teacher introduces this section by asking students to share examples of their common mistakes.
- Teacher then guides students through the section, ensuring that they thoroughly understand the common mistakes and their corrections.
- Teacher implements a game using sentence cards—half with correct sentences, half with common mistakes. Teacher holds up the cards, and students identify which sentences are correct and which are not.

Pages 4-6)

Writing Basic Sentences

1 Put the words in order to make complete sentences.

The rooms (filled, beautiful, were, old furniture, with).

The walls (decorated, old, with, paintings, were).

The floors (covered, marble stone, with, were).

The castle (gardens, surrounded, by, was).

The gardens (white walls, protected, by, were, long).

The walls (made, were, brick and stone, of).

2 Complete the sentences using the simple present passive.

Ex. The Olympic Games are held every four years.

- Spanish _____ in most countries in South America.
- The newspaper _____ early in the morning.
- My wife _____ on the first floor.
- Breakfast _____ from 6:00 to 1:00 in the hotel cafeteria.

hold speak serve leave deliver

3 Complete the sentences using the simple past passive.

Ex. Many people were injured in the accident.

- This book _____ 100 years ago.
- These pictures _____ by a famous photographer.
- The backpack _____ yesterday.
- The black car _____ down the highway by a police car.

ignore repair write chase take

10

1

4 Complete the sentences using the past or future passive.

Ex. Our flight was cancelled (cancel). We had to spend a week in Beijing.
This movie will be shown (show) every summer.

- We were not able to get the tickets. They _____ left out.
- The meeting _____ (interrupt) by a loud noise from outside.
The movie turned out to be a car accident.
- There is a big parade tomorrow. This street _____ (block) for the parade.
- The winning prize _____ (accept) by Henry. He became a professional singer.
- The pizza _____ (deliver) to the wrong address. We have to deliver it again.
- His bike _____ (steal) last night.
- We have a special guest today. He _____ (introduce) in a minute.
- He _____ (hit) by a car. Fortunately, he was not killed.
- The bank robber _____ (arrest) on the spot. People were so glad.
- Please wait in line. You _____ (help) soon.

5 Complete the sentences by changing the active models to passive models. The by phrase can be left out.

Ex. You can find flowers everywhere in this town.
Flowers can be found everywhere in this town.

- We cannot control the weather.
- You must keep this food in the refrigerator.
- Someone should wash these dirty dishes soon.
- You can order this item on the Internet.
- You should reserve your seat.
- We should reconsider the flight.
- Someone must take him to the hospital immediately.

11

6 Rewrite the sentences into the passive using the given prepositions.

Ex. The bear scared the children.
The children were scared of the bear. (of)

- The result satisfied her. _____ (with)
- His black mark scared them. _____ (off)
- The white snow covered the mountains. _____ (with)
- Teenagers filled the concert hall. _____ (with)

7 Correct the underlined mistakes.

Sam was grown up in a small fishing village. His house located near the harbor.
One day a strange man came to this village. He was stayed in Smith house for a few days.
One night, this man was disappeared. A big bag left behind.
A very interesting map found in the bag. It was a treasure map.
Sam was become a pirate many years later.

8 Find the mistakes and correct them. (Focus on the passive or active form of the verb.)

- A car accident was happened last night. Many people injured.
- It was rained yesterday. The weather was become very cold.

12

Writing Basic Sentences:

- Teacher reviews the activities and then assigns them as in-class work, homework, or an in-class test.
- Activities can be checked in a group, in pairs, or individually.

Page 7)

Writing Better Sentences

1 Rewrite the sentences into the passive. The by phrase is needed.

Ex. Many people use this program.
This program is used by many people.

- Millions of people visit the Sydney Opera House every year.
- Pablo Picasso painted Guernica in 1937.
- Victor Hugo wrote the novel Les Misérables.
- Columbus discovered America in 1492.
- Gutenberg invented the first printing press.
- Steven Spielberg directed Jurassic Park in 1993.

2 Rewrite the sentences in the passive. The by phrase is not needed.

Ex. We should develop alternative energy.
Alternative energy should be developed.

- They clean the street every day.
- They will introduce a new model soon.
- They will restore the old building.
- They chose the best album last week.
- People tore down the Berlin Wall in 1990.
- They will announce a new plan next week.

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Writing Better Sentences:

- Teacher reviews the activities and then assigns them as in-class work, homework, or an in-class test.
- Activities can be checked as a group, in pairs, or individually.

Page 8)

Writing Sentences with a Subject

Complete the sentences, changing the words into passive or active in the simple past tense.

"Are you familiar with the history of invention?"

Electric Lightbulb

The first electric lightbulb _____ (invent) by Thomas Edison. Thomas Edison was a curious boy and was always asking questions. But he was not very successful at school. He _____ (go) to school for only three months in his whole life. After that, he _____ (teach) at home by his mother.

Many great inventions _____ (make) by Edison. The lightbulb was just one of them. Over 1,500 materials _____ (test) by Edison until he made a long-lasting lightbulb.

In 1882, eighty-five houses in New York City had electric lights for the first time! This historic invention _____ (change) people's way of life dramatically.

Aircraft

The world's first successful aircraft _____ (build) by the Wright brothers. One day when they were eleven and saw a toy helicopter. This toy sparked their interest in flying, and this interest _____ (last) throughout their lives.

Many glides _____ (make) and tested by the two brothers. The completed glides _____ (move) to a place with strong, steady wind and tested there.

In 1903 their first successful flight _____ (last) for fifty-nine seconds in the air, and it _____ (cover) 300 to 400 feet.

This great invention _____ (change) the world into a much smaller place.

Writing Sentences with a Subject:

- Teacher introduces the unit subject by writing several related words on the board. Students brainstorm around the topic and discuss using the key grammar and language points from the unit.

Page 9)

Building Paragraphs

1 Circle the right words.

Scientists in history, the same kind of research, development, or discovery (make, is made) at the same time by different people. For example, the electric lightbulb (developed, was developed) by two different people at the same time. But the first practical lightbulb (made, was made) by Edison, and the credit (give, was given) to him. The invention of aircraft had a similar history. Many people (made, was made) to reach the same goal of building an aircraft. But the task (completed, was completed) by the Wright brothers first, so they (recorded, were recorded) as the inventors of the first aircraft.

2 Read the following paragraph and write one of your own.

Dolls in my Room

There is something interesting in my room. It is a set of dolls with five different sizes. The smaller one can be placed into the bigger one. They are made of wood and painted in bright colors. They are called Matryoshka, a female Russian name. They were purchased in Russia by my father.

Look around your room and choose something interesting in it. Then try to describe it using different passive forms.

Building Paragraphs:

- Teacher can first introduce the model paragraph, then have students complete the other activities, and later have students complete their own paragraphs.
- Students can present their own paragraphs and be graded on the written and spoken components of the task.

Page 10)

Building Vocabulary

Fill in the blanks with the right words. Change the forms if necessary.

scary (adj)
scared (adj)

a. The boy is () of spiders.
b. I don't like () movies. They make me nervous.
c. Are you really () of the roller coaster?

impressive (adj)
impressed (adj)

a. I am very () with your work.
b. She made a very () presentation at the meeting.
c. They must be () with your skill.

invent (vt)
invention (n)
inventor (n)

a. The Internet was () in the late 1960s.
b. Who () television first?
c. Did you see his latest ()?
d. He is one of the greatest () in history.

deliver (vt)
delivery (n)

a. Their () service is fast and convenient.
b. Your tickets will be () to your address within 48 hours.
c. His parcel was () to the wrong house. He was upset.

Building Vocabulary:

- Teacher introduces the vocabulary and ensures students understand the meanings correctly.
- Students complete the activities and can practice more by writing sentences or paragraphs using the words in combination with the key grammar and language components from the lesson.

Homework:

- 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:

- Teacher verbally quizzes students on key lesson components.

Test Overview

Writing Bright Tests:

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

- Midterm tests should be assigned after students have completed units 1-5.
- Final tests should be assigned after students have completed units 6-10.
- Teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding them.
- If students are struggling with a 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 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 Bright 3 Midterm Test (Units 1-5)

1. Complete the passive voice sentence by using *be* and the given word.

The paper _____ in tomorrow. (turn)

2. Complete the passive voice sentence by using *be* and the given word.

Lunch _____ late yesterday. (serve)

3. Find the mistake and rewrite the sentence.

This book written ten years ago.

→ _____

4. Find the mistake and rewrite the sentence.

They was become teachers after college.

→ _____

5. Find the mistake and rewrite the sentence.

Gina was happy from all her presents.

→ _____

6. Find the mistake and rewrite the sentence.

My dog found by our neighbor.

→ _____

7. Complete the sentence using *have* and the given word to make it present perfect.

You _____ her since she was born. (know)

8. Complete the sentence using *have* and the given word to make it present perfect.

I _____ the movie yet. (see)

9. Change the sentence to present perfect by adding *have*.

They traveled to America.

→ _____

10. Change the sentence to present perfect by adding *have*.

The plane left already.

→ _____

11. Find the mistake and rewrite the sentence.

She has saw the play before.

→ _____

12. Find the mistake and rewrite the sentence.

I haven't heard this song for last year.

→ _____

13. Complete the sentence using the correct form of the given word.

They want _____ to the park this weekend. (go)

14. Complete the sentence using the correct form of the given word.
I enjoy _____ to you play the guitar. (listen)

15. Complete the sentence using the correct form of the given word.
Rodger should start _____ harder in school. (work)

16. Find the mistake and rewrite the sentence.
I need ask my teacher a question.
→ _____

17. Find the mistake and rewrite the sentence.
She wanted going to the concert.
→ _____

18. Find the mistake and rewrite the sentence.
We kept to laughing all night.
→ _____

19. Rewrite the sentence by replacing the infinitive subject with *it*.
To go to Europe is expensive.
→ _____

20. Rewrite the sentence by replacing the infinitive subject with *it*.
Talking in public is scary.
→ _____

21. Rewrite the sentence by replacing the infinitive subject with *it*.
To get a scholarship to college is great.
→ _____

22. Rewrite the sentence by replacing the infinitive subject with *it*.
Running for 30 minutes is good exercise.
→ _____

23. Rewrite the sentence as a negative by adding *not*.
My mom told me to go the store.
→ _____

24. Rewrite the sentence as a negative by adding *not*.
I told the waiter to put ice in my water.
→ _____

25. Rewrite the sentence by adding the *to* infinitive form of the given word.
This food is hard. (eat)
→ _____

26. Rewrite the sentence by adding the *to* infinitive form of the given word.
We decided by volunteering. (help)

→ _____

27. Rewrite the sentence by adding the *to* infinitive form of the given word.
The movie is too long tonight. (watch)

→ _____

28. Find the mistake and rewrite the sentence.
I need a coat to put in.

→ _____

29. Find the mistake and rewrite the sentence.
We have a lot to talk.

→ _____

30. Find the mistake and rewrite the sentence.
This soup is to hot to eat right now.

→ _____

Writing Bright 3 Midterm Test (Units 1-5) Answer Key

1. will be turned
2. was served
3. This book **was written** ten years ago.
4. They **became** teachers after college.
5. Gina was happy **with** all her presents.
6. My dog **was found** by our neighbor.
7. have known
8. haven't seen
9. They have traveled to America.
10. The plane has left already.
11. She has **seen** the play before.
12. I haven't heard this song **since** last year.
13. to go
14. listening
15. working
16. I **need to** ask my teacher a question.
17. She wanted **to go** to the concert.
18. We kept **laughing** all night.
19. It is expensive to go to Europe.
20. It is scary to talk/talking in public.
21. It is great to get a scholarship to college.
22. It is good exercise to run/running for 30 minutes.
23. My mom told me not to go to the store.
24. I told the waiter not to put ice in my water.
25. This food is hard to eat.
26. We decided to help by volunteering.
27. The movie is too long to watch tonight
28. I need a coat to put **on**.
29. We have a lot to talk **about**.
30. The soup is **too** hot to eat right now.

Writing Bright 3 Final Test (Units 6-10)

1. Find the mistakes and rewrite the sentence. Focus on conjunctions and commas.

He hated the food but he didn't, eat much.

→ _____

2. Find the mistakes and rewrite the sentence. Focus on conjunctions and commas.

They got in trouble so, they didn't do their homework.

→ _____

3. Find the mistakes and rewrite the sentence. Focus on conjunctions and commas.

Because it was raining he didn't, bring a raincoat.

→ _____

4. Rewrite the incorrect sentence by adding commas and conjunctions.

We ate there it had a good review.

→ _____

5. Rewrite the incorrect sentence by using commas and conjunctions.

Veronica might be young she is smart.

→ _____

6. Rewrite the incorrect sentence by using commas and conjunctions.

He is overweight he is going on a diet.

→ _____

7. Complete the sentence by adding the given conjunction in the correct place.

We were walking down the street we saw Ben. (when)

→ _____

8. Complete the sentence by adding the given conjunction in the correct place.

I'm moving out I turn 18. (as soon as)

→ _____

9. Complete the sentence by adding the given conjunction in the correct place.

Jackie played well she was tired. (even though)

→ _____

10. Find the mistake and rewrite the sentence.

I'll call her before I will go to her house.

→ _____

11. Find the mistake and rewrite the sentence.

I will buy a coat if I will see a nice one.

→ _____

12. Find the mistake and rewrite the sentence.

I won't go to sleep while he gets home.

→ _____

13. Find the mistake and rewrite the sentence.

The teacher which taught me math was kind.

→ _____

14. Find the mistake and rewrite the sentence.

My friends who was at the mall saw the famous singer.

→ _____

15. Find the mistake and rewrite the sentence.

The car who crashed was red.

→ _____

16. Combine the sentences using the relative pronoun *where*.

They want to eat at the restaurant. There are good breadsticks.

→ _____

17. Combine the sentences using the relative pronoun *where*.

Spain is a nice country. People take naps in the afternoon.

→ _____

18. Combine the sentences using a non-defining relative clause and *who*.

Timmy goes to my school. Timmy is from Ireland.

→ _____

19. Find the mistake and rewrite the sentence.

I know when does the TV show comes on.

→ _____

20. Find the mistake and rewrite the sentence.

Do you know why won't she come?

→ _____

21. Find the mistake and rewrite the sentence.

He wondered where everyone had goes.

→ _____

22. Find the mistake and rewrite the sentence.

I don't know how did they finish on time.

→ _____

23. Complete the sentence by changing the question to a noun clause.

Did you find your phone? → I want to know _____

24. Complete the sentence by changing the question to a noun clause.

Are they coming to dinner? → Do you know _____

25. Complete the sentence by using the given word as a participle.

It was a _____ hot cup of tea. (boil)

26. Complete the sentence by using the given word as a participle.

The movie made me _____. (excite)

27. Find the mistake and rewrite the sentence.

The speaker gave a very inspire speech.

→ _____

28. Find the mistake and rewrite the sentence.

The large meal made me filled.

→ _____

29. Combine the two sentences by changing the first sentence into a participle phrase.

Sally sits in her room. She watches her favorite TV show.

→ _____

30. Combine the two sentences by changing the first sentence into a participle phrase.

I was speaking on the phone. I heard someone knocking on my door.

→ _____

Writing Bright 3 Final Test (Units 6-10) Answer Key

1. He hated the food, **so** he **didn't** eat much.
2. They got in trouble **because** they didn't do their homework.
3. **Although** it was raining, he didn't bring a raincoat.
4. We ate there **because** it had a good review.
5. Veronica might be young, **but** she is smart.
6. He is overweight, **so** he is going on a diet.
7. We were walking down the street when we saw Ben.
8. I'm moving out as soon as I turn 18.
9. Jackie played well even though she was tired.
10. I'll call her before I **go** to her house.
11. I will buy a coat if I **see** a nice one.
12. I won't go to sleep **until/before** he gets home.
13. The teacher **who** taught me math was kind.
14. My friends who **were** at the mall saw the famous singer.
15. The car **that** crashed was red.
16. They want to eat at the restaurant where there are good breadsticks.
17. Spain is a nice country where people take naps in the afternoon.
18. Timmy, who is from Ireland, goes to my school.
19. I know when the TV show comes on.
20. Do you know why **she won't** come?
21. He wondered where everyone had **gone**.
22. I don't know how **they finished** on time.
23. if you found your phone
24. if they are coming to dinner
25. boiling
26. excited
27. The speaker gave a very **inspiring** speech.
28. The large meal made me **full**.
29. Sitting in her room, Sally watches her favorite TV show.
30. Speaking on the phone, I heard someone knocking on my door.

Optional Activities

Grammar:

- Teacher writes a grammar point or points on the board. Students work in pairs or teams to create a creative story using the grammar point(s) in their writing. Extend by having students create a role-play using the grammar point(s).
- Students create a storyboard by folding white paper into pieces and create a storyline using key grammar points.
- Teacher shows a news clip, such as weather or a weird story of the day, and has students identify the grammar points being used in the clip.

Writing:

- Teacher shows students a picture and identifies a grammar point. Students are then given a set period of time to write about the picture.
- Teacher provides students with a series of pictures. Students have to put the pictures in order and write about them using a set grammar point.
- Teacher reads a short story and then gives it to the students with some of the text missing. Students either a) fill in the blanks with their own ideas or b) fill in the blanks with the details that were read aloud.
- Teacher provides prompts and a grammar point, and students complete the prompts.
- Teacher provides filled-in graphic organizers and has students write stories using the ideas from them.
- Students work together to create story chains.
- Have a class where all communication is done only in writing; teacher gives directions in writing and students respond in writing!

Pacing Suggestion

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

Week	Class 1	Class 2
1	Unit 1, pages 7-8	Unit 1, pages 9-10
2	Unit 1, pages 11-12	Unit 1, pages 13-14
3	Unit 1, pages 15-16	Unit 2, pages 17-18
4	Unit 2, pages 19-20	Unit 2, pages 21-22
5	Unit 2, pages 23-24	
6	Unit 3, pages 27-28	Unit 3, pages 29-30
7	Unit 3, pages 31-32	Unit 3, pages 33-34
8	Unit 3, pages 35-36	Unit 4, pages 37-38
9	Unit 4, pages 39-40	Unit 4, pages 41-42
10	Unit 4, pages 43-44	
11	Unit 4, page 107	Unit 5, pages 47-48
12	Unit 5, pages 49-50	Unit 5, pages 51-52
13	Unit 5, pages 53-54	
14	Midterm test	Midterm test review and practice
15	Unit 6, pages 57-58	Unit 6, pages 59-60
16	Unit 6, pages 61-62	Unit 6, pages 63-64
17	Unit 6, pages 65-66	Unit 7, pages 67-68
18	Unit 7, pages 69-70	
19	Unit 7, pages 73-74	Unit 7, pages 75-76
20	Unit 8, pages 77-78	Unit 8, pages 79-80
21	Unit 8, pages 81-82	Unit 8, pages 83-84
22	Unit 8, pages 85-86	Unit 9, pages 87-88
23	Unit 9, pages 89-90	
24	Unit 9, pages 93-94	Unit 9, pages 95, 96
25	Unit 10, pages 97-98	Unit 10, pages 99, 100
26	Unit 10, pages 101-102	
27	Unit 10, pages 105-106	
28	Final test	Final test review and wrap-up