

Writing Framework for **Essay Writing**
Book 2 Teacher's Guide

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➤ **LESSON GOAL** Students will be able to write a movie review for a film they recently watched.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing a movie review. In the warm-up section, students preview and practice vocabulary and answer questions related to a movie review. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use the relative pronoun *who* and commas with appositives by rewriting sentences. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions about movies they and a classmate have seen recently. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use of the relative pronoun *who* and commas with appositives.

TEACHING NOTES

This unit instructs students on how to write a movie review. Teachers can tell students about justifying their opinions. They can make it clear that it is good to have an opinion, but that this must be backed up with reasoning. Encourage students to keep considering how they can use *because* throughout the unit.

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

Expository Writing

| | | |
|--------------------------|---------------------|---|
| Writing Purpose | | To review a movie |
| Language Features | | <ul style="list-style-type: none"> • Relative pronoun <i>who</i> • Commas with appositives |
| Framework | | |
| Movies | Reviewing a movie | Which movie is your review about? When / Where did you see it? What happened in the movie? Who is in the movie? What do you like / dislike about the movie? If it is based on a book, how is the movie similar / different to the book? Who would you recommend this movie to? How would you rate this movie? |
| Details | Descriptive writing | character description, narrative description, similarity, difference, taste, opinion, justification |

WARM-UP (p. 8)

- 1) Have students open the Student Book to page 8. Read the title and the goal of Unit 1.
- 2) Ask students what a review is. Ask them what kinds of things people write in reviews.
- 3) Explain that in this unit, students will learn how to write a movie review.

WRITING GUIDE (p. 8)

- 1) Explain to students that when they write a movie review, they should say what movie they will talk about, what the movie is about, and who is in it. Then they should write in detail several reasons why they like or dislike it.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the following questions.

(Answers will vary.)

1. I watched the movie *Galaxy Heroes: at the End of the World*.
2. I really liked it because I'm a big fan of action and fantasy movies.
3. There were Simon Davis, Kate Clark and a lot more!

WORDS TO KNOW (p. 9)

- 1) Focus students' attention on the words in the box and the pictures and sentences below.
- 2) Tell students to use the words in the box to complete the sentences below.
- 3) Encourage students to ask questions about vocabulary and content after writing the sentences shown below.

A. Fill in the blanks with the words from the word box. Change the verbs if necessary.

1. The movie features three world-famous actors, including Samantha Rondo.
2. The villain of the movie was a big scary man named Eltron.
3. Although the movie is completely fictional, all of the historical events in the movie are true.
4. Even though the movie was a(n) romantic comedy, there were a lot of action scenes.
5. I cried during the last scene of the movie.
6. My favorite scene was when the heroine fights the bad guys.
7. I don't want to spoil the end of the movie for you.
8. The storyline of the movie was so complicated that I didn't understand the movie.

B. Fill in the blanks with the correct phrases. Change the verbs if necessary.

My Movie Review of *Saving Santi*

Last weekend, the new action film *Saving Santi* was released. It was a very popular movie. This resulted in a(n) 1. packed theater with no empty seats. *Saving Santi* is a story about 2. a brave heroine who travels halfway around the world to save her brother. My favorite scene is a(n) 3. action-packed chase through a jungle. The actress Avi Char makes you feel like you are lost and scared in the jungle! She is as amazing as the 4. main character, Joseline. Before it was a movie, it was a(n) 5. best-selling book by 6. my favorite author. Many people already consider it to be a(n) 7. work of art. I would recommend *Saving Santi* to anyone who likes great 8. adventure movies!

READ (p. 10)

- 1) Have students read the movie review.

Movie Review of *Imagining Maria*

Last weekend, the new drama film *Imagining Maria* came out in movie theaters around the country. I watched it with a packed crowd on opening night.

Imagining Maria is a story about eleven-year-old Maria Grace and is based on the popular book of the same name. Crystal Waves, the actress who plays Maria, gives a great performance. But the best part of the movie is the actor

Jerry Grady, who plays the villain. His scenes are really good, and he's very scary.

What I really like about the movie are the changes from the book. I didn't like the book because it was a bit boring. This movie adds lots of action but keeps the original storyline. The turning point of the film, the fight scene in the library, is my favorite scene in the movie, but it isn't in the book. The ending is different as well, but I won't spoil that here!

Imagining Maria is an entertaining movie that I highly recommend. Anyone who wants to see a good, scary film this weekend should check it out.

ANALYZE (pp. 10-11)

- 1) Study the paragraph together.
- 2) Have students work in pairs to complete the sentences about the paragraph.
- 3) Check answers as a class.

A. Answer the questions in complete sentences.

1. The writer is reviewing the new horror film.
2. Crystal Waves is the actress who plays Mary.
3. Jerry Grady plays the villain.
4. The author liked the movie better than the book because of the changes from the book.

B. Fill in the blanks with the writing on page 10.

- 1) Have students work in pairs to complete the sentences from the passage on p. 10
Check answers as a class.

A. RELATIVE PRONOUN *WHO*. Make two sentences into one using the relative pronoun *who*.

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| <ol style="list-style-type: none"> 1) Study the first example as a class. 2) Explain to students that we use the relative pronoun <i>who</i> to make clear which person we are talking about. We also use <i>who</i> to give more information about a person. 3) Have students work in pairs to make two sentences into one using the relative pronoun <i>who</i>. 4) Call on students to read sentences to the class. | <ol style="list-style-type: none"> 1. Amelia Chadwick is a famous film script writer who lives in England. 2. Sam Crusoe is a famous actor who has won several acting awards. 3. I like that star who played the heroine in the recently released action film. 4. Josephine is the actress who starred in the film <i>Blueberry Pies Forever</i> 5. He is a great actor who can show a wide range of emotions. |
|--|---|

B. COMMAS WITH APPOSITIVES. Add the appositive phrases to the sentences.

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| <ol style="list-style-type: none"> 1) Study the first example as a class. 2) Explain to students that an appositive is a noun or noun phrase that gives more information about another noun. It often comes after the noun it defines. An appositive provides additional information about another noun that sits next to the appositive. The phrase doesn't include a relative pronoun. A comma goes at the beginning and at the end of an appositive. 3) Have students add the appositives to the sentences. 4) Call on students to share their answers. | <ol style="list-style-type: none"> 1. <i>Seattle in September</i>, the movie I watched last Saturday, gets five stars from me! 2. Connie Douglas, my favorite actress, is the heroine of the movie. 3. The end of the movie, my favorite scene, made everyone cry. 4. The romantic movie, the country's number one movie, is still playing in the theaters. 5. The movie, the story about a boy searching for his mother, was very touching. |
|--|---|

C. Rewrite the sentences using appositive phrases or the relative pronoun *who*.

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| <ol style="list-style-type: none"> 1) Study the first question as a class together. 2) Have students rewrite the sentences using appositives or the relative pronoun <i>who</i>. 3) Check the answers as a class. | <ol style="list-style-type: none"> 1. Minjun Kim, who plays the hero, adds a lot of fun to the film. 2. The author of the book, who is also the film's script writer, is happy with how the movie turned out. 3. The star of the film, who is an award-winning actress, played my favorite character in the movie. 4. Robert Martin, who directed the movie, wants to create a second film in the series next year. 5. The crowd, who waited in line all night, cheered loudly when the theater finally opened. |
|--|--|

D. Find the three incorrect sentences and rewrite them.

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|--|---|
| <ol style="list-style-type: none"> 1) Study the paragraph as a class together. 2) Have students find the three incorrect sentences and rewrite them. 3) Check answers as a class. | <ol style="list-style-type: none"> 1. Tim DeMarco, who is a famous actor, plays a lawyer suing the bookstore owner. 2. Lucia, the bookstore owner's best friend, made me laugh so loud! 3. I loved it so much that I will see it again with my mother, who hasn't seen it yet. |
|--|---|

ESSAY FRAMEWORK (p. 14-15)

- 1) Introduce the page titled *What is an Essay?* to students.
- 2) Explain that there are three sections to an essay's structure: introduction, body, and conclusion.
- 3) Introduce students to the purpose of each of these sections, what questions they should ask in each section, and what to include in each section.
- 4) Explain that the bottom two charts show how two different types of passages could be constructed. Read through the two types pointing out the differences.
- 5) Then have students match the paragraphs to the photos and number the paragraphs in order.
- 6) Finally, have students write the paragraph numbers where they belong.
- 7) Check answers as a class.

A. Match the paragraphs to the photos. Then write the number of the paragraphs in order in the boxes provided.





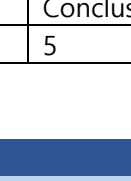
2 *Forgotten in Time* is a story about time travel. It is based on one of my favorite books by a popular author. Dieter Stein, who plays the hero, gives a wonderful performance. But the best part of the movie is his romantic interest, famous actress Olivia Wilson. Her scenes are action-packed, and her character is brilliant.






1 Last Friday, the new science-fiction movie *Forgotten in Time* came out in local theatres. I watched it with a loud and excited audience.

3 But my favorite scene in *Forgotten in Time* is when the storyline reveals that the villain isn't who you think it is. Also, the special effects are amazing! I don't know how they made the explosions look so real!

5 *Forgotten in Time* is a movie that I would give 5 out of 5 stars! Anyone who wants to see a good science-fiction film this weekend should check it out.

4 What I really like about the movie is how it stayed true to the book. In *Forgotten in Time*, the hero is brave and intelligent just like in the book. There's a scene at the beginning of the movie that shows this.

B. Write the paragraph numbers above in the essay sections where they belong.

| Introduction | Body | Conclusion |
|--------------|---------|------------|
| 1 | 2, 3, 4 | 5 |

BUILDING THE ESSAY (p. 16)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences. (Answers may vary.)

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| What movie are you going to review? When / where did you watch it? | I am going to review <i>The Fall of Rome</i> . I watched it at the cinema with my uncle last weekend. |
| What happened in the | The movie is about the last days of the Roman Empire. The main |

WRITING FRAMEWORK FOR ESSAY WRITING 2

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|---|---|
| movie? Who is in the movie? | character is Romulus Augustus. He is played by the famous Italian actor Marco Cannovaro. |
| What do you like / dislike about the movie? | I really liked the way the movie looked. The landscapes were amazing. The movie was around four hours long though, which seemed about an hour too long! |
| Who would you recommend this movie to? How would you rate this movie? | I would recommend this movie to anyone who is interested in history. I would give this movie 8 out of 10. |

B. Interview a classmate. Ask them the following questions. Write down their answers in full sentences. (Answers may vary.)

FIRST DRAFT (p. 17)

A. Now write your own movie review.

When grading a written response, evaluate the following five important characteristics:

- Content – Does the written response stay focused on the topic?
- Organization – Is the written response organized, including a main idea, specific details, and conclusion, if needed?
- Spelling – Does the written response demonstrate correct spelling?
- Grammar – Does the written response adhere to grammar rules?
- Punctuation and Capitalization – Does the written response use correct punctuation and spelling?

As you evaluate each characteristic, consider the consistency and frequency of errors. A single error in verb form should not be penalized as heavily as consistent errors in the verb form. You may also wish to consider the degree to which these errors interfere with comprehension or increase reader effort.

In addition, take care to emphasize the specific grammar, spelling, and punctuation rules which have been taught in the current and previous units. For example, it is reasonable to expect the correct usage of capitalization, punctuation, and grammar rules that were covered in the unit or in previous units.

Please note that length is important, but longer does not necessarily mean better. An essay should contain all three parts and should fully explain their opinion or the thing they will describe. Writing too little might not give enough information needed to convey their thoughts, while an essay that is too long might give too much unnecessary information. The number of sentences mentioned in the first draft sections is only a guide and does not need to be adhered to strictly. It is a minimum for those who struggle to write longer passages. Encourage students to write more, but make sure each sentence written serves a purpose.

Writing Rubric

Use this rubric to guide your analysis of each written response.

There are three benchmark descriptors for each written response characteristic (Content, Organization, Spelling, Grammar, Punctuation and Capitalization). Determine which statement best describes the response in each

category. For example, if the written response includes 6 spelling errors, the C-level descriptor is the best match. After evaluating all five characteristics individually, then assign an overall score based on the grade descriptor most frequently selected. For example, if you chose three B-grade descriptors and two C-grade descriptors, you will most likely assign an overall grade of B. Assigning a letter grade to a student's written response is at the discretion of the teacher.

As you evaluate the written response, be sure to keep in mind:

- the unit goal and objectives
- the Expository Writing table provided in the teacher's guide unit overview

| Rubric | Grade | Details |
|---------------------------------------|----------|---|
| Content | A | Stays focused on the topic of the assignment Fulfills all parts of the task |
| | B | Does not stay focused on the topic Fulfills some or most parts of the task |
| | C | Writes off topic Fulfills little to no parts of the task |
| Organization | A | Provides a main idea, specific details and conclusion, if needed Follows the organizing pattern described in the unit |
| | B | Provides a weak description of the main idea and has few details Follows the organizing pattern taught in the unit, but ideas wander a little, or unnecessary details are included |
| | C | Does not present a main idea or supporting details Lacks thought organization |
| Spelling | A | Makes 0-1 spelling errors |
| | B | Makes 1-2 spelling errors |
| | C | Makes more than 2 spelling errors |
| Grammar | A | Uses grammar rules correctly and makes 1 mistake |
| | B | Uses grammar rules mostly correctly and makes 2-4 mistakes |
| | C | Uses grammar rules incorrectly and makes more than 5 mistakes |
| Punctuation and Capitalization | A | Rarely makes mistakes |
| | B | Sometimes makes mistakes |
| | C | Frequently makes mistakes |

[C Grade Answer]

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| Introduction Which movie is your review about? When / Where did you see it? (1–2 sentences) | I will write about The Life of Ella Roberts. I seen this film last year with my Mom. |
|---|--|

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|--|---|
| Body What happened in the movie? Who is in the movie? What do you like / dislike about the movie? If it is based on a book, how is the movie similar / different to the book? (6–8 sentences) | <p>The movie is about a woman who go on a tripp. She drive across america. She meet many people. In the end she dies.</p> <p>The actor is Emily Gooch. She is very good.</p> <p>I like story of the movie. I don't like ending. The ending is to sad.</p> |
| Conclusion Who would you recommend this movie to? How would you rate this movie? (2 sentences) | <p>I recommend this movie to people who likes to travel. 7/10.</p> |

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C. It is brief and lacking in detail and ambition. There is just one spelling errors (*tripp*). However, there are several grammatical errors of tense (*I seen, a woman who go, she drive, she meet*) and of agreement (*people who likes*). There are also missing definite articles (*I like story, I don't like ending*). These opinions of the film should also have been given in the past tense. There are also some capitalization errors (*Mom, america*). The title of the film has not been italicized (*The Life of Ella Roberts*). No use has been made of either the relative pronoun *who* to combine sentences, or of commas with appositives. The rating is not given as a complete sentence.

[B Grade Answer]

| | |
|--|--|
| Introduction Which movie is your review about? When / Where did you see it? (1–2 sentences) | <p>I will review <i>Time King</i>. I saw this movie two weeks ago at the cinema.</p> |
| Body What happened in the movie? Who is in the movie? What do you like / dislike about the movie? If it is based on a book, how is the movie similar / different to the book? (6–8 sentences) | <p>The movie is about a man what travels in time. He goes back to the year 1675. He have to save the king from being kiled. In the end, he cant save the king, but he can get back to the today times.</p> <p>In the movie is Jon Travis. He is a great actor who has been in many action films. He is strong.</p> <p>I like the movie because I like the idea of time travel. I want to do that one day.</p> <p>This film is base on a grapic novel. It is better than the book because the book is just black and white and this film is in color.</p> |
| Conclusion Who would you recommend this movie to? How would you rate this movie? (2 sentences) | <p>I would recommend this film to people who enjoy action films. I would also recommend it to people who are interested in history.</p> |

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It contains some spelling errors (cinima, killed, grapic). It also contains some grammatical errors: agreement errors (*a man what, He have to, is base*) and a missing apostrophe (*can't*). The passage is clear and logical, however the reasons for liking / disliking the film are somewhat basic. No rating has been given. The writer has made successful use of the relative pronoun *who* to combine what could have been two sentences, but has failed to use commas with appositives.

[A Grade Answer]

| | |
|---|--|
| Introduction Which movie is your review about? When / Where did you see it? (1–2 sentences) | I am going to review <i>Once Upon a Time in Flanders</i> . It is a movie I went to see last week with my friend Terence. |
| Body What happened in the movie? Who is in the movie? What do you like / dislike about the movie? If it is based on a book, how is the movie similar / different to the book? (6–8 sentences) | <p>The movie is set in Europe in 1916, during the first world war. It follows two young soldiers who are old friends from school. They both fight in the war. They both feel very scared, but help each other to survive.</p> <p>The two main characters are played by Emil Nolan and Danny Unwin. They are young actors. However they are so talented that you really believe they are scared.</p> <p>The two actors are the highlight of the movie. The way it is filmed is also great. You feel like you are really part of the action. It is quite frightening. It is hard to think of anything negative to say!</p> <p>The movie is based on a book. I haven't read this, but I think I definitely will soon.</p> |
| Conclusion Who would you recommend this movie to? How would you rate this movie? (2 sentences) | <i>Once Upon a Time in Flanders</i> , which is still in cinemas, is a movie I recommend to anyone who likes intense drama. However, I think some viewers might find it quite horrifying. I give it five stars out of five |

Score Explanation: This response satisfies all the requirements of the writing task. It gives a clear, detailed review of the movie and justifies its opinions well. There is just one error of capitalization (*first world war*) and one missing comma (*However they*). The passage makes good use of *who* to combine what could have been two sentences. It also makes correct use of commas with an appositive.

➤ **LESSON GOAL** Students will be able to write about their favorite movie.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about their favorite movie. In the warm-up section, students preview and practice vocabulary and answer questions related to the movie they like best. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use indefinite pronouns and *a few / few* by rewriting sentences. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions about their own and a classmate's favorite movie. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use of indefinite pronouns and *a few / few*.

TEACHING NOTES

This unit instructs students on how to write about their favorite movie. As an extra assignment, teachers could ask students to write a list of their top 5 films. Students could then deliver a short presentation explaining the reasons they like these films and why one in particular is their favorite.

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

Expository Writing

| | | |
|--------------------------|----------------------------------|---|
| Writing Purpose | | To describe one's favorite movie |
| Language Features | | <ul style="list-style-type: none"> Indefinite pronouns <i>A few / few</i> |
| Framework | | |
| Movies | Describing one's best ever movie | What is your favorite movie? What happens in the movie? Who is in the movie? What do you like about the movie? Do you have a favorite part? How do you feel about the movie? Who would you recommend it to? |
| Details | Descriptive writing | Favorites, preferences, narrative descriptions, elements of narrative, emotional relationships, recommendations |

WARM-UP (p. 18)

- 1) Have students open the Student Book to page 18. Read the title and the goal of Unit 2.
- 2) Ask students to name some different genres of movies. Ask them to name some movies that came out recently.
- 3) Explain that in this unit, students will learn how to write about their favorite movie.

WRITING GUIDE (p. 18)

- 1) Explain to students that when they write about their favorite movie, they should state which movie it is, when it came out, and who is in it. Then, they should mention reasons for liking it so much, such as the soundtrack, the actors' acting skills, or the script (dialogue). It's good to mention a favorite scene if they have one.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the following questions.

(Answers will vary.)

1. The best movie I watched was *Sail Away*.
2. I liked the scene where the main character escapes from the ship.
3. Yes, I have watched it more than five times.

WORDS TO KNOW (p. 19)

- 1) Focus students' attention on the words in the box and the pictures and sentences below.
- 2) Tell students to use the words in the box to complete the sentences below.
- 3) Encourage students to ask questions about vocabulary and content after writing the sentences shown below.

A. Complete the chart.

1. Science fiction movies, which can include outer space or robots.
2. Romantic comedies, which include a hilarious plot between a hero and heroine who fall in love.
2. Thrillers, which include many chase scenes and heart-stopping action.
3. Since all of the characters are animated, we only hear the voices of the actors.
4. Some movie heroes and heroines are based off of a popular children's book series.
5. A lot of the sets for movies are in large studio buildings.
6. You can stream this movie for free on the director's website.

B. Fill in the blanks with the correct phrases. Change the verbs if necessary.

My Favorite Movie

My favorite movie is *A Slice of Life*. Few people know that the TV series was made into a 1. heart-warming film. However, in this essay, I will tell you why everyone should race to their couch and watch it. The movie is about a male and female baker who 2. fall in love with each other and bake each other complicated, 3. over-the-top pies to express their love. Its 4. plot developments will make you laugh, 5. burst into tears, and fall in love with the two main characters. I don't want to 6. spoil the ending, but it made me cry. *A Slice of Life* is a great film. If you missed it in theaters, you should take the time to watch it at home. You'll never look at your kitchen the same again!

READ (p. 20)

- 1) Have students read the passage about the writer's favorite movie.

My Favorite Movie, *Superhero Squad: Final Fight*

I think the best movie ever is *Superhero Squad: Final Fight*. Few people know about this series. But, in this essay, I will tell you why everyone should know about it.

The storyline of this film is exciting. There is a lot of action, endless jokes, unexpected surprises, and a little romance. It is the perfect ratio for the perfect movie. Speaking of jokes, this movie is extremely funny. The main character, Voltage Boy, makes jokes in almost every scene. I couldn't stop laughing throughout the whole movie. This movie is the fourth movie in the series. The others are also really funny, but not as funny as *Final Fight*.

This movie also has the best fight scenes. A few characters are good fighters, so they use cool weapons like long swords or a bow. But the others can't fight at all. Instead, they either make jokes during the fight or help out the person who is fighting. The actors who can fight made me want to take martial arts classes.

Superhero Squad: Final Fight is a great movie and lots of fun for the whole family. If you haven't seen it, you can stream it online. If you have a few free hours, go watch it! I promise you won't regret it!

ANALYZE (p. 20-21)

- 1) Study the passage together.
- 2) Have students work in pairs to complete the sentences about the passage.
Check answers as a class.

A. Answer the questions in complete sentences.

1. The writer said that few people know about this film.
2. The main character makes jokes in almost every scene.
3. The weapons in the movie are long-swords and a bow.
4. You can stream it online.

B. Fill in the blanks with the writing on page 20.

- 1) Have students work in pairs to complete the sentences from the passage on p. 20
Check answers as a class.

LANGUAGE SKILLS (p. 22-23)

A. INDEFINITE PRONOUNS. Add indefinite pronouns in the blanks and rewrite the sentences.

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|--|--|
| <ol style="list-style-type: none">1) Study the first example as a class.2) Explain to students that indefinite pronouns (<i>anybody, somebody, everyone, anyone, nobody</i>) are used to refer to people not mentioned before in the writing or general people. They are often used with the relative pronouns <i>who</i> or <i>that</i>.3) Have students work in pairs to add indefinite pronouns in the blanks and | <ol style="list-style-type: none">1. Everyone should see the laugh-out-loud movie, <i>Diego, the Disco-Dancing Dino</i>.2. Everyone in my class has seen the movie and loves it.3. I couldn't find anyone to see <i>New Star Rising</i> with me, so I went alone.4. Nobody in my family liked the movie but me.5. <i>New Star Rising's</i> soundtrack is loved and sung by somebody I know |
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WRITING FRAMEWORK FOR ESSAY WRITING 2

rewrite the sentences.

- 4) Call on students to read sentences to the class.

B. A FEW / FEW. Circle the correct word(s) for each sentence. Then rewrite the sentences.

- 1) Study the first example as a class.
 - 2) Explain to students that we use *a few* before a plural noun to mean "a couple" or "some." We use the phrase *few* + plural noun to emphasize the small number of something.
 - 3) Have students circle the correct word for each sentence, then rewrite the sentences.
 - 4) Call on students to share their answers.
1. I am in love with a few small towns in France after watching *Leaving Paris*.
 2. Very few people know that this film was based on a popular book series.
 3. Few actors have held my attention like Hiro Seto did in *Attack After Midnight*.
 4. I've already seen the movie a few in theaters, but I'm planning to go again!

C. Circle the correct answers and rewrite the sentences using indefinite pronouns instead of the underlined words.

- 1) Study the first question as a class together.
 - 2) Have students circle the correct answers and rewrite the sentences using indefinite pronouns in place of the underlined words.
 - 3) Check the answers as a class.
- (Answers will vary.)
1. In just a few days, everyone will be talking about this movie.
 2. If you know someone with a few tickets, try to join them!
 3. Everybody who watched the movie loved it, even if it got very few awards.
 4. Anybody that has a few hours should watch the animated film *Strangers on the Moon*.
 5. Very few people were in the theater, but everyone watching it loved it!

D. Underline the sentences that use few / a few. Then rewrite the underlined sentences using indefinite pronouns.

- 1) Study the paragraph as a class together.
- 2) Have students underline the sentences that use *few* / *a few*.
- 3) Then have students rewrite the underlined sentences using indefinite pronouns.
- 4) Check answers as a class.

Shannon O'Brien
12 hours ago



My favorite movie ever is *My Friend B.O.T.* Few people know about this movie. But I will tell you why I think people should go see this great movie in the cinema! The storyline of this film is very creative. The audience and I were on the edge of our seats with a few really crazy plot twists!

By the end of the movie we were also completely in love with the main character. The best parts though are the few, but very exciting action scenes. The special effects team did an amazing job. It made me want to learn about computer design. People who enjoys action-packed science-fiction movies should go watch *My Friend B.O.T.* I promise you'll thank me!

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1. But I will tell you why I think everyone should go see this great movie in the cinema!
2. Anybody who enjoys action-packed science-fiction movies should go watch *My Friend B.O.T.*

ESSAY FRAMEWORK (p. 24-25)

- 1) Introduce the page titled *The Five Elements of a Good Essay*.
- 2) Tell students that a good essay always contains five elements: purpose, audience, clarity, unity, and coherence.
- 3) Read through the chart explaining what each factor means and how students can achieve them. Then, read through the specific examples of each factor on the right of the chart.
- 4) Tell students that the most important of the five factors is the essay's purpose. Tell them that an essay will most likely have one of three purposes: to tell a story, to persuade a reader, or to discuss a topic.
- 5) Then have students read the essay and answer the questions.
- 6) Check answers as a class.

A. Read the following essay and answer the questions.

(Answers will vary.)

1. The purpose of this essay is to tell a story or persuade readers to watch the movie.
2. Hook is used. It attracts attention by says few people haven't seen it yet.
3. Yes, because every point in the body talks about the topic.
4. My favorite movie is *Twice the Tourist Trap*. In this essay, I will tell you why this movie is my favorite.

BUILDING THE ESSAY (p. 26)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences.

(Answers may vary.)

| | |
|---|--|
| What is your favorite movie? | My favorite movie is definitely <i>George and Co</i> . |
| Who is in the movie? What happens in the movie? | The movie stars Harry McSweeney as George Adams. George moves to a small village and sets up a store. The movie tells the story of his store and the villagers who use it. |
| What do you like about the movie? Do you have a favorite part? | The movie is very funny. George is from the city, so he doesn't understand the country people. To begin with, he is not very good at running a store. My favorite part is when George tries to fix the roof of the store! In the end, a woman called Clara helps George and they fall in love. |
| What do you think about the movie? Who would you recommend it to? | I think the movie is heart-warming and funny. It's a film for all the family to enjoy together. |

B. Interview a classmate. Ask them the following questions. Write down their answers in full sentences.

(Answers may vary.)

A. Now write your own essay about your favorite movie.

[C Grade Answer]

| | |
|---|--|
| Introduction What is your favorite movie? (2 sentences) | My favorite movie is <i>Merle Monkey: A Cowboy's Tail</i> . It's a aminated film. |
| Body What happens in the movie? Who is in the movie? What do you like about the movie? Do you have a favorite part? (6–8 sentences) | <p>In the movie a monkey cowboy rides his horse all over the place. He fights bad guys. He stops a bank robbery. He saves a woman from droning.</p> <p>I like the way the movie is aminating. I also like the voice of the actor. He is funny, but also brave and tough.</p> <p>The best part is when Merle dancis on the table.</p> |
| Conclusion How do you feel about the movie? Who would you recommend it to? (2 sentences) | The movie makes me laughing so much. I would recommend it to people who likes to laughing. |

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C as it lacks detail and considered opinion. Its sentences are brief and basic. It also contains several spelling errors (*aminated*, *robbery*, *droning*, *aminating*, *dancis*). In terms of grammar, there are several agreement errors (*is aminating*, *makes me laughing*, *likes to laughing*). There is an article error (*a aminated*). There is also a missing comma (*In the movie a*). The review makes no use of indefinite pronouns or *a few / few*.

[B Grade Answer]

| | |
|---|--|
| Introduction What is your favorite movie? (2 sentences) | My favorite ever movie is <i>High-Power High</i> . This is an absoulutely brilliant movie. |
| Body What happens in the movie? Who is in the movie? What do you like about the movie? Do you have a favorite part? (6–8 sentences) | <p>The movie is about a school for kids who wont to become superheros. There are many people in the movie. The main characters are The Frog and Typhoon. They are played by Tim Cruz and Ellie Ink.</p> <p>What I like best about the movie is that all the kids in the school has some power. However they don't knew how to use it yet. This means that many amusing things happen.</p> <p>I think my favorite part of the movie are when Typhoon accidentally floods the school. Luckily, The Frog is able to swim down and open a door. The water all comes bursting out. That bit's cool.</p> |

| | |
|---|---|
| Conclusion How do you feel about the movie? Who would you recommend it to? (2 sentences) | <i>High-Power High</i> is one of the greatest movies of all time. I think most people would enjoy it. I wouldn't recommend to very young children as there are a few scary parts. |
|---|---|

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It contains some spelling errors (*absolutely, wont, superheros, luckly*). There is a punctuation error in the form of a missing comma (*However they*). There are also some agreement errors (*all the kids in the school has some power, favorite part of the movie are when*). The writer makes use of *few*, but does not include any indefinite pronouns. Some sentences are a little vague (*There are many people in the movie.*), or rather informal (*That bit's cool*).

[A Grade Answer]

| | |
|---|--|
| Introduction What is your favorite movie? (2 sentences) | Without doubt, my favorite movie of all time is <i>Eve of The Wiccan</i> . It was made by the famous British director Sir Leonard Avery. Although it is twenty years old, it still feels fresh and exciting. |
| Body What happens in the movie? Who is in the movie? What do you like about the movie? Do you have a favorite part? (6–8 sentences) | <p>The movie tells the story of Eve and her younger brother Ian. They move with their family to a lighthouse on a remote and rocky part of the English coast. After a few days, mysterious things start happening. It turns out that the area they have moved to was once home to a Witch.</p> <p>Eve and Ian are played by real-life brother and sister Peter and Molly Mitchell. They are such incredible young actors. But, the best thing about the movie is its overall atmosfeer of suspense.</p> <p>I think my favorite part of the movie is when Eve and Ian discover a cave. Deep inside, they find an old wooden box. When they open the box, they find... Well, you'll just have to watch it to find out!</p> |
| Conclusion How do you feel about the movie? Who would you recommend it to? (2 sentences) | There are few more exciting films than <i>Eve of the Wiccan</i> . From the moment it begins, you'll be gripped. I recommend it to anyone looking for adventure—and just a little fear! |

Score Explanation: This response fulfills all the requirements of the task and receives a grade of A. It is clearly written and follows the structure well. The writer has made good use of *few* and an indefinite pronoun. There is just one spelling error (*atmosfeer*) and once instance of unnecessary capitalization (*Witch*).

➤ **LESSON GOAL** Students will be able to write a review about a special book that touched them.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about a book that touched them. In the warm-up section, students preview and practice vocabulary and answer questions related to a special book. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use similes and adverbial clauses by completing and rewriting sentences. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions about their own and a classmate's most affecting book. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use of similes and adverbial clauses.

TEACHING NOTES

This unit instructs students on how to write about a special book that touched them. Teachers could introduce students to further vocabulary relating to emotional responses to literature or wider culture: *moving, charming, enchanting, captivating, gripping, frightening, horrifying*.

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

Expository Writing

| | | |
|--------------------------|---------------------|--|
| Writing Purpose | | To describe a very special book |
| Language Features | | <ul style="list-style-type: none"> • Using a simile • Adverbial clauses |
| Framework | | |
| Books | Book elements | Which book did you find most touching? What kind of book is it? What is the book about? How was this book touching? What scene touched you most? Did a character do something moving? What do you think about this book? Who would you recommend this book to? |
| Details | Descriptive writing | preference, subject-matter, emotional responses, feelings, reactions, recommendations |

WARM-UP (p. 28)

- 1) Have students open the Student Book to page 28. Read the title and the goal of Unit 3.
- 2) Ask students which books are popular with their friends. Ask why their friends like these books.
- 3) Explain that in this unit, students will learn how to write about a book that touched them.

WRITING GUIDE (p. 28)

- 1) Explain to students that when they write about a book that is special to them, they should tell the reader why it is special. They should include details about how the book touched them, how they connected with the author or the characters in the book, and how they felt after reading it.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the following questions.

(Answers will vary.)

1. I enjoyed reading the book *Wuthering Heights*.
2. *A Rose under the Sunshine* made me think about the lives of women in the past.
3. I feel sympathy and sorrow when the book is touching.

WORDS TO KNOW (p. 29)

- 1) Focus students' attention on the words in the box and the pictures and sentences below.
- 2) Tell students to use the words in the box to complete the sentences below.
- 3) Encourage students to ask questions about vocabulary and content after writing the sentences shown below.

A. Fill in the blanks with the words from the word box. Change the verbs if necessary.

1. I discovered this book during my last trip to the library.
2. The science-fiction novel sold out in two hours after its release.
3. This is a(n) autobiography of the famous historical general, George Custer.
4. The book was so touching that I cried at the end of the book.
5. This book is several genres in one fantasy, romance, and action!
6. The descriptions of the characters were so detailed, everything felt so realistic.
7. I recommend this book to anyone who likes books about time travel.
8. I found this book very entertaining, but my brother thought it was very boring.

B. Fill in the blanks with the correct phrases. Change the verbs if necessary.

A Very Special Book

I love reading, and since I live close to a library, I read a lot! Usually, my

1. favorite genre is the contemporary novel. However, the most touching story I've ever read is Dean Lyon's 2. novel, *Bringing Up Birdie*.

The relationship between two elderly sisters is powerful and very touching. Readers will catch themselves 3. in tears, several times - I know I did! The

4. main character, six-year-old Birdie, is as creative as she is curious. This leads her into many funny situations. Watching her try to get out of one in particular just about melted my heart! Because of this character, I now want to learn how to do magic tricks! Reading this book will 5. touch your heart and make you laugh out loud with its surprisingly entertaining moments. I

6. highly recommend it to anyone looking for their next great read!

READ (p. 30)

- 1) Have students read the passage about the writer's favorite book.

My Favorite Book: *Frying High*

I love reading, and I read as many as two books a week. I've read classic and modern books in all genres, but no book has touched me as much as Yolanda Fry's autobiography *Frying High*.

There are many reasons why I find this book so touching. What I found most touching was the relationship between Yolanda and her mother. Most of my friends know Yolanda from her popular online videos where she sings really loud, using her hair dryer as a microphone. She always appears alone in her videos. I didn't realize that her mother is the one holding the camera! They have a very close relationship since her mother helps her with every episode. I could tell that they love each other very much.

I was also touched by how Yolanda talked about her fans. She said that, due to her fans' support, she is able to do what she loves. Because of reading this book, I became a bigger fan of Yolanda. She seems like a really nice person.

Reading this book will make you see one of the internet's rising stars differently. I highly recommend it for anyone looking for a new book to read.

ANALYZE (p. 30-31)

- 1) Study the passage together.
- 2) Have students work in pairs to complete the sentences about the passage.
Check answers as a class.

A. Answer the questions in complete sentences.

1. It's an autobiography.
2. The relationship between Yolanda and her mother is very close. OR How Yolanda talked about her fans is touching.
3. The writer becomes a bigger fan of Yolanda.
4. The writer thinks reading this book will make you see one of the internet's rising stars differently.

B. Fill in the blanks with the writing on page 30.

- 1) Have students work in pairs to complete the sentences from the passage on p. 30
Check answers as a class.

LANGUAGE SKILLS (p. 32-33)

A. USING A SIMILE. Complete the sentences using the similes.

- | | |
|--|--|
| <ol style="list-style-type: none">1) Study the first example as a class.2) Explain to students that we can compare two nouns by using the phrase "as + adjective/adverb + as." These comparisons are a type of simile, and they give a more exact description of an adjective or adverb by saying it is equal to a noun or situation. | <ol style="list-style-type: none">1. The main character in this novel fights as bravely as a knight.2. Readers of the book will be as busy as a bee trying to finish the book.3. This story creates a world as real as the one around me.4. The father of the main character is as cold as ice, and |
|--|--|

Some similes are set expressions/idioms, such as *as free as a bird*.

- 3) Have students work in pairs to complete the sentences using similes.
- 4) Call on students to share their answers.

very mean.

5. Historical fiction is a genre that can be as exciting as a ny action movie.

B. ADVERBIAL CLAUSES. Complete the sentences with the correct linking words: because of, due to, and since.

- 1) Study the first example as a class.
- 2) Explain to students that we use linking words like *because of, due to, and since* to introduce the reason/cause of an action. *Because of* and *due to* are used with a noun (phrase) and *since* is used with a whole sentence. *Because of* gives the reason of an action, and *due to* gives the reason of a noun.
- 3) Have students complete the sentences with the correct linking words.
- 4) Call on students to share their answers.

1. Because of the character's funny personality, I laughed while reading it.
2. Because of this novel, my opinion of the author's writing changed.
3. Since Kay Jones is my role model, I read her autobiography in one day.
4. I was moved to tears due to the relationship between the two characters.

C. Complete the sentences with the similes. Add the appropriate adverbial clauses at the beginning.

- 1) Study the first question as a class together.
- 2) Have students rewrite the sentences by adding the similes and adding the appropriate adverbial clauses at the beginning.
- 3) Check the answers as a class.

1. Due to the book's popularity, it is as hard to find as a needle in a haystack.
2. Since the main character grew up on a farm, he is as strong as an ox.
3. Due to the exciting adventures in the book, it was as enjoyable as an action movie.
4. Since I want to be as successful as Jimmy Michael, I enjoyed his autobiography so much.
5. Because of an accident during his childhood, the character learns to fight as bravely as a knight.

D. Find the three incorrect sentences and rewrite them.

- 1) Study the paragraph as a class together.
- 2) Have students find the three incorrect sentences and rewrite them
- 3) Check answers as a class.

1. Reading is my favorite hobby, and I read as frequently as three times a week.
2. Because of several surprisingly entertaining events, her opinion begins to change.
3. What happens next is as beautiful as it is heartbreaking.

ESSAY FRAMEWORK (p. 34-35)

- 1) Introduce the page titled *Audience*. Explain that audience is the second of the five elements of a good essay.
- 2) Explain to students that it is very important to consider who will read the essay. Explain that the audience of your essay will decide the style of it. Talk students through the differences between simple writing and a more descriptive style.
- 3) Tell students that an informal essay might often be written in the first person (using *I*), whereas a more formal essay will use the third person (not including *I*). Give students specific examples from the right of the

bottom chart.

- 4) Then have students read the essay and answer the questions.
- 5) Check answers as a class.

A. Read the following essay and answer the questions.

(Answers will vary.)

1. First person

I love reading, and I read as much as I possibly can!

2.

① He was as brave as a soldier, and he moved me to tears several times.

② I found myself laughing as loudly as thunder more than once!

3. I found this modern novel very touching for many reasons.

4. Because of his great love for his parents, he goes on a journey as dangerous as the hidden forests to find his parents and brother.

BUILDING THE ESSAY (p. 36)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences.

(Answers may vary.)

| | |
|--|---|
| What book moved you the most emotionally? | I was very moved by <i>Me and Mrs. Harris</i> . It's a story about a boy and his teacher. |
| What emotions did you feel while reading the book? | I felt happy, sad, and nostalgic because of the characters and the plot. |
| Which part did you think was most touching? | I thought the most touching part of the book was when Mrs. Harris taught the boy to read. |
| Who would you recommend this book to? | I would recommend this book to teachers, but also to anyone who ever had a great teacher! |

B. Interview a classmate. Ask them the following questions. Write down their answers in full sentences.

(Answers may vary.)

A. Now write your own passage about a special book.

[C Grade Answer]

| | |
|---|---|
| Introduction Which book did you find most touching? What kind of book is it? (2 sentences) | I found the wild river the most touching book. It is a autobiography. |
| Body What is the book about? How was this book touching? What scene touched you most? Did a character do something moving? (6–8 sentences) | <p>The book is about a boy grewing up. He lives with his family. They living in canada.</p> <p>The boy's father is fishing in the river. The boy wanted to go, but he is too young. He keeps asking his father. So the boy is sad and loney.</p> <p>The most moving part is when the Dad finally takes the boy fishing.</p> |
| Conclusion What do you think about this book? Who would you recommend this book to? (2 sentences) | I think this book is really good. I will recomend it to my mom. |

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C as it lacks details and does not meet the required length. The title is not properly capitalized or italicized. It also contains several spelling errors (*autobography*, *grewing*, *loney*, *recomend*). There is also an article agreement error (*a autobiography*). There are capitalization errors (*canada*, *Dad*). There is also a missing *be* verb (*They living*). The third paragraph contains several tense shifts (*is fishing*, *wanted to*, *keeps asking*). The writer has perhaps slightly misunderstood the idea of a recommendation by being too specific (*I will recomend it to my mom*). They have made no use of similes or adverbial clauses.

[B Grade Answer]

| | |
|---|---|
| Introduction Which book did you find most touching? What kind of book is it? (2 sentences) | I found <i>Return to Apple Tree Farm</i> very moveable. |
| Body What is the book about? How was this book touching? What scene touched you most? Did a character do something moving? (6–8 sentences) | <p>The book is about a farm in the country. He is a farmer. He has no money and has to leave the farm. Because of this, he move to the city and gets another jobs. He saves up his money so that he can get the farm back.</p> <p>It was very touching when he had to leave the farm. I felt very sorry for him. He didn't want to live in the city.</p> <p>The most touching scene was when he come back and cried. He went and found all the animals and brought them home to the farm.</p> |

| | |
|---|---|
| Conclusion What do you think about this book? Who would you recommend this book to? (2 sentences) | I think this book is very sweet. It also told us about the countryside. I did recommend it to anyone who likes sweet stories. |
|---|---|

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. Although it is mostly clear, there are some ambiguous elements. The writer begins using a personal pronoun before having introduced a character by using a proper noun (*He is a farmer*). There are some agreement errors (*He move, another jobs, he come back*). There is an adjective vocabulary error (*moveable*). There are also some tense inconsistencies (*It also told us, I did recommend it*). The writer makes use of an adverbial clause, but does not use any similes.

[A Grade Answer]

| | |
|--|--|
| Introduction Which book did you find most touching? What kind of book is it? (2 sentences) | I found <i>The World of Mary Collins</i> a very moving book. In fact, it is the most touching book I have ever read. |
| Body What is the book about? How was this book touching? What scene touched you most? Did a character do something moving? (6–8 sentences) | <p>It is about a girl, Mary Collins, who is growing up in Ireland with her grandmother. One day she and her friends are playing in the woods when, as quick as a flash, one of them, Edie, falls down a deep hole.</p> <p>Mary's friends tell her not to climb into the hole, but she does. Inside, there is no sign of Edie. But Mary discovers a strange and wonderful world. In this world, there are magical creatures including a mouse knight called Sir Nibbalot and a glowing butterfly.</p> <p>These creatures try to help Mary try to find Edie and they have many adventures together. Finally, they find Edie and have to return to our world.</p> <p>Mary is very sad to leave her new friends. However, the most moving scene is when Mary and her grandmother are reunited.</p> |
| Conclusion What do you think about this book? Who would you recommend this book to? (2 sentences) | Because it is about friendship, I found this book extremely touching. Since most of us have very close friends, I would recommend it to everyone. |

Score Explanation: This response fulfills all the requirements of the task and receives a grade of A. It is clearly written and follows the structure well. The writer has made good use of a simile and adverbial clauses. There is just one spelling error (*butterfly*) and one missing comma (*One day she*).

My Favorite and Least Favorite Characters

➤ **LESSON GOAL** Students will be able to compare two characters from a book.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for comparing two book characters. In the warm-up section, students preview and practice vocabulary and answer questions related to characters from a book. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use subordinating conjunctions and phrases of contrast by rewriting and completing sentences. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions about their own and a classmate's favorite and least favorite book characters. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use of subordinating conjunctions and phrases of contrast.

TEACHING NOTES

This unit teaches students how to compare two characters from a book. Teachers could encourage students to use *less than*, *more than*, *equally*, and *but* to compare two characters:

Steve is more confident than Ella.

Ella is less aggressive than Steve.

Steve and Ella are equally funny.

Steve is more intelligent than Ella, but Ella is more creative.

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

Expository Writing

| | | |
|--------------------------|---------------------|---|
| Writing Purpose | | To compare two book characters |
| Language Features | | <ul style="list-style-type: none"> • Subordinating conjunctions • Phrases of contrast |
| Framework | | |
| Books | Character traits | What book will you discuss? Which characters will you compare? Who was your favorite character? Why did you like them so much? Who was your least favorite character? Why did you dislike them so much? Compare the two. What are your overall thoughts and feelings about the book and the characters? |
| Details | Comparative writing | characters, relationships, comparisons, favorites, least favorites |

WARM-UP (p. 38)

- 1) Have students open the Student Book to page 38. Read the title and the goal of Unit 4.
- 2) Ask students what kind of characters they like. Ask them why some readers prefer some characters to others.
- 3) Explain that in this unit, students will learn how to write about characters from a book.

WRITING GUIDE (p. 38)

- 1) Explain to students that when they compare two characters, they should analyze, or look closely at, their personalities, attitudes, and actions throughout the story. Specifically, students should look at how they are different from one another. This will help to determine why they like one character more than another.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the following questions.

(Answers will vary.)

1. I like characters of caring and cheerful personality.
2. A villain usually does bad things to ruin main character's goal.
3. No. Characters change to bad or good when they face particular events.

WORDS TO KNOW (p. 39)

- 1) Focus students' attention on the words in the box and the pictures and sentences below.
- 2) Tell students to use the words in the box to complete the sentences below.
- 3) Encourage students to ask questions about vocabulary and content after writing the sentences shown below.

A. Fill in the blanks with the words from the word box. Change the verbs if necessary.

1. I didn't think Paula was essential to the story. She didn't have an effect on the storyline at all.
2. The plot of the story was very confusing, so I couldn't follow it.
3. I liked Maxwell's personality the most because he was always calm and helpful.
4. I felt a strong connection to the main character since he was similar to me.
5. The movie and the book were not alike at all. They were completely different!
6. The way that Thomas died was so sad and cruel. I cried after reading it.
7. Jina made the biggest impression on me. I never thought of spending my whole life helping others like her.
8. The scene where Mia pretends to hate Joseph made me cry a lot.

B. Fill in the blanks with the correct phrases. Change the verbs if necessary.

My Favorite and Least Favorite Characters

Not long ago, I read *The Man Next Door* by first-time author Sawyer Salsbury. My favorite and least favorite characters really 1. stood out.

The main character, Nina, was my favorite because of her

2. warm personality. I really admired how she helped those around her, even her unfriendly neighbor Dave. In real life, I would 3. look up to

somebody like her. On the other hand, Dave was my least favorite character.

Although he only played a 4. supporting role in the book, he was still a key character in the 5. extraordinary story. Nevertheless, I never warmed up to him.

I really enjoyed following Nina through her failures and successes. I can't wait to see if the author writes another book with the same 6. main character!

READ (p. 40)

- 1) Have students read the passage about favorite and least favorite characters.

My Favorite and Least Favorite Characters: A Book Review

Recently, I read *The Many Lives of Henry Swab*, the latest science-fiction novel from author Gerald Grant. Even though there were lots of characters, I had a clear favorite and least favorite character.

My favorite character was definitely Catherine Kelly, the genius scientist and inventor of a time machine. I really liked her personality. She was so calm and smart. She always knew the right answer and refused to argue with anyone, including Henry Swab. Although she only played a supporting role, she made the biggest impression on me.

In contrast, my least favorite character was the main character, Henry Swab. Compared to Catherine, he was a mean and cruel person. He said mean things about others, refused to help his friends when they were in danger, and pretended to be nice to get something he wanted. I wondered why Catherine frequently helped him.

Overall, I enjoyed the book a lot. Although the main character of the book was my least favorite, I enjoyed reading about my favorite character. I can't wait to read the next book in the series, *The Golden Palace*.

ANALYZE (p. 40-41)

- 1) Study the passage together.
- 2) Have students work in pairs to complete the sentences about the passage.
Check answers as a class.

A. Answer the questions in complete sentences.

1. The writer reviews *The Many Lives of Henry Swab*, the latest science fiction novel from author Gerald Grant.
2. Because of her personality. She was so calm and smart.
3. The writer's least favorite character was mean and cruel.
4. Because the main character was mean and cruel.

B. Fill in the blanks with the writing on page 40.

- 1) Have students work in pairs to complete the sentences from the passage on p. 40
Check answers as a class.

LANGUAGE SKILLS (p. 42-43)

A. SUBORDINATING CONJUNCTIONS. Circle the correct word in parentheses and rewrite the sentences.

- | | |
|---|--|
| <ol style="list-style-type: none">1) Study the first example as a class.2) Explain to students that subordinating conjunctions are words that introduce a dependent clause in a sentence. They give extra information about the independent clause.3) Have students work in pairs to circle the | <ol style="list-style-type: none">1. I fell in love with Jocelyn when she stood up to the mean teacher.2. Because of her extreme curiosity, I began to hate Kate's best friend Stephanie.3. Since she is very outgoing, she is someone whom I admire greatly.4. As the story progressed, I became more angry at the |
|---|--|

correct word within parentheses and rewrite the sentences.

- 4) Call on students to read sentences to the class.

main character.

5. I read the book 10 times because I loved the quotes by Selene.

B. PHRASES OF CONTRAST. *Complete the sentences using the contrast phrases at the beginning with commas.*

- 1) Study the first example as a class.
- 2) Explain to students that most contrast phrases are also subordinating conjunctions. Some common phrases include *whereas*, *even though*, *unlike*, and *while*. These phrases are followed by a comma.
- 3) Have students complete the sentences using the contrast phrases at the beginning with commas.
- 4) Call on students to share their answers.

1. Although I found the main character talented, she was selfish.
2. Unlike my favorite character, her younger sister was annoying.
3. Even though the heroine was my least favorite, I made a connection with her.
4. The villain was scary and cruel. Whereas, the prince was kind and warm.

C. Complete the sentences using the correct subordinating conjunctions and contrast phrases at the beginning.

- 1) Study the first question as a class together.
- 2) Have students complete the sentences using the correct subordinating clauses and contrast phrases at the beginning.
- 3) Check the answers as a class.

1. Compared to the villain, the main character was not very attractive.
2. Although the main character told lies, I understand why she did it.
3. Even though the character is really complicated, I really liked him.
4. As the hero seemed too unrealistic, I couldn't like him.
5. I felt a connection to the main character since he is also from New York.

D. Find the three incorrect sentences and rewrite them.

- 1) Study the paragraph as a class together.
- 2) Have students find the three incorrect sentences and rewrite them.
- 3) Check answers as a class.

1. Because the characters' personalities were so well written, I loved them all, even my least favorite character.
2. Even though they had a rocky start, they soon fell for each other and had many sweet moments together.
3. Unlike Peter, his father was unfriendly and unhappy all the time.

ESSAY FRAMEWORK (p. 44-45)

- 1) Introduce the essay framework page titled *How to Write a Good Essay: Unity, Cohesion, and Flow*.
- 2) Explain that after students have considered purpose and audience, they should consider unity, cohesion, and flow.
- 3) Explain what each of these words means by reading through the top three paragraphs.
- 4) Read through the "good example," pointing out how it is good in terms of unity, cohesion, and flow.
- 5) Read through the "bad example". Then point out the cohesion, unity, and flow problems beneath.
- 6) Then have students read the essay and answer the questions.
- 7) Check answers as a class.

A. Read the following essay and answer the questions.

1. ① This sentence does not talk about the character's personality, but another idea.
 2. ④ The previous and following sentence talks about the character's personality while this sentence talks about her jewelry store.
 3. $A \rightarrow D \rightarrow C \rightarrow B$
- In A, the writer explains the basic information of the book. In D, the writer shows the favorite character and then C, the least favorite character. Because the writer is contrasting least favorite

BUILDING THE ESSAY (p. 46)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences.

(Answers may vary.)

| | |
|---|---|
| What book would you like to review? | I would like to review <i>The Last Winter</i> . |
| Who was your favorite character in the novel? Why did you like them so much? | Ella Middleton was my favorite character in this book. She was incredibly brave when there was a fire in her town. |
| Who was your least favorite character in the novel? Why did you dislike them so much? | My least favorite character in the book was Gordon Platt. I disliked him because he was very mean to Ella. |
| What are your overall thoughts and feelings about this book and its characters? | I loved this book. The more I read about Ella, the more I admired her. She was kinder, braver, and more honest than Gordon Platt. |

B. Interview a classmate. Ask them the following questions. Write down their answers in full sentences.

(Answers may vary.)

A. Now write your own essay about your favorite / least favorite characters.

[C Grade Answer]

| | |
|---|---|
| Introduction What book will you discuss? Which characters will you compare? (1–2 sentences) | I will discuss <i>Short Change</i> . I will compare the two mane caracters, Bella and Bill Short. |
| Body Who was your favorite character? Why did you like them so much? Who was your least favorite character? Why did you dislike them so much? Compare the two. (6–8 sentences) | My favorite caracter in book was Bella Short. I liked her so much because she were clever. When her family moved house, Bella didnt worry. My least favorite caracter was Bill Short. He thought he was so funny, but he werent. |
| Conclusion What are your overall thoughts and feelings about the book and the characters? (2 sentences) | The book is so good. It made me feel happy and confidunt. I liked Bella so much. I didn't like Bill. |

Score Explanation: This response fulfills few of the requirements of the task, and receives a grade of C. It is brief and somewhat cursory in both its descriptions and its reasoning. It contains several spelling errors (*mane*, *caracters*, *worry*, *confidunt*). There is a missing article (*in book*). There are also missing apostrophes (*didn't*, *werent*) and agreement errors (*she were*, *he werent*). The writer has not attempted to use subordinating conjunctions or phrases of contrast.

[B Grade Answer]

| | |
|---|---|
| Introduction What book will you discuss? Which characters will you compare? (1–2 sentences) | I will discuss <i>Life in Slow Motion</i> . I would like to compare the characters Eric Rodriguez and Kevin Boyle. |
| Body Who was your favorite character? Why did you like them so much? Who was your least favorite character? Why did you dislike them so much? Compare the two. (6–8 sentences) | My favorite character was Eric Rodriguez. I liked him so much because he was brilliant at soccer playing. He was fast, talented, and skillfull. He got his team to the final of the cup. My least favorite character was Kevin Boyle. Kevin Boyle was always trying to kick other players. He was not skillfull like Eric. He was not as cleaver as Eric either. |
| Conclusion What are your overall thoughts and feelings about the book and the characters? (2 sentences) | I enjoyed this book. I really liked it when Eric's team beat Kevin's team because Eric was my favorite character. |

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It contains some spelling errors (*talanted, skillfull, cleaver*). There are punctuation errors in the form of missing apostrophes (*Eric's, Kevin's*). There is also a verb word order issue (*brilliant at soccer playing*). The writer has made use of a subordinating conjunction, but has not used any phrases of contrast.

[A Grade Answer]

| | |
|--|---|
| <p>Introduction What book will you discuss? Which characters will you compare? (1–2 sentences)</p> | <p>This essay is a review of <i>The Rooftops of Kathmandu</i>. I would like to compare Amir and Mr. Karki. These are two very different characters.</p> |
| <p>Body Who was your favorite character? Why did you like them so much? Who was your least favorite character? Why did you dislike them so much? Compare the two. (6–8 sentences)</p> | <p>My favorite character in the novel was definitely Amir. He is a really bright, funny, and playful boy. I liked him so much because he secretly makes paintings on the rooftops of the city. Everybody loves them, but nobody knows who is doing it. Amir keeps it a secret even though he could become famous.</p> <p>My least favorite character in the novel was Mr. Karki. He is the principal at Amir's school. He suspects Amir is the artist after he sees some of his work in school. He follows Amir and sees him making a painting. Mr. Karki threatens Amir. He is very cruel to Amir. I think this is because he is jealous of him.</p> <p>Mr. Karki thinks he knows best, but he is foolish. Unlike Mr. Karki, Amir is very open-minded about the world.</p> |
| <p>Conclusion What are your overall thoughts and feelings about the book and the characters? (2 sentences)</p> | <p>This is a brilliant novel. I think it makes many interesting points about people's personalities. Amir and Mr. Karki both have very different views of the world.</p> |

Score Explanation: This response fulfills all the requirements of the task and receives a grade of A. It is clearly written and follows the structure well. It makes a cogent comparison of two distinct characters. The passage makes good use of both subordinating conjunctions and phrases of contrast. There is just one spelling error (*personalities*).

➤ **LESSON GOAL** Students will be able to write about what makes a good friend.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about a good friend. In the warm-up section, students preview and practice vocabulary and answer questions related to qualities in a friend. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use the modal *should* and commas by rewriting sentences. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions about their own and a classmate's good friends. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use of the modal *should* and the use of commas.

TEACHING NOTES

This unit instructs students on how to write about what makes a good friend. Teachers could write a list of friend quality adjectives on the board and have students call out to assign them to either the *good* or *bad* side of a chart. Finally, it could look something like this:

| Good Friend | Bad Friend |
|-------------|---------------|
| Honest | Dishonest |
| Encouraging | Neglectful |
| Supportive | Resentful |
| Amusing | Disrespectful |
| Inspiring | Mean |
| Helpful | Thoughtless |

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

Expository Writing

| | | |
|--------------------------|---------------------|--|
| Writing Purpose | | To write about what makes a good friend. |
| Language Features | | <ul style="list-style-type: none"> • Modal <i>should</i> • Commas |
| Framework | | |
| Friends | Personality traits | What is a good friend? What are good friends like? What are the qualities of a good friend? What are the qualities of a bad friend? Give examples of someone demonstrating these qualities. Write your main point again. What qualities should a good friend have? |
| Details | Descriptive writing | Friends, personality traits, personal qualities, good and bad qualities, examples of actions |

WARM-UP (p. 48)

- 1) Have students open the Student Book to page 48. Read the title and the goal of Unit 5.
- 2) Ask students what it means to be a good friend. Ask them what a bad friend might do.
- 3) Explain that in this unit, students will learn how to write about what makes a good friend.

WRITING GUIDE (p. 48)

- 1) Explain to students that when you write about good friends, you should write about what a good friend is and the qualities that you think are important in a friendship. It is also good to mention examples of a bad friend to help the reader understand what you mean.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the following questions.

(Answers will vary.)

1. My best friend is Sophia.
2. Because we both love watching movies.
3. We watch movies and do homework together.

WORDS TO KNOW (p. 49)

- 1) Focus students' attention on the words in the box and the pictures and sentences below.
- 2) Tell students to use the words in the box to complete the sentences below.
- 3) Encourage students to ask questions about vocabulary and content after writing the sentences shown below.

A. Complete the chart. Change the verbs if necessary.

- | | |
|--------------|---------------|
| 1. support | 2. friendship |
| 3. honest | 4. reliable |
| 5. judge | 6. unfriendly |
| 7. interests | 8. Plans |

B. Fill in the blanks with the correct phrases. Change the verbs if necessary.

The Ingredients of a Good Friend

Everybody deserves to be friends with somebody. But how do you know what you need for a 1. true friendship with someone? In my opinion, making a friend is like making a cake. With the best ingredients, you will get the 2. best results!

First, good friends should 3. show respect. For example, someone who respects a person's feelings and ideas is a good friend. However, if he or she 4. puts you down for what you value and believe, then that person is not a good friend.

Additionally, good friends should 5. get to know what hobbies and activities you like to do. They may not like all of the same fun things as you, but they should know what kind of things you like. Finally, friends should stay in touch when you are 6. far apart. It can 7. break your heart if you feel forgotten.

In summary, a good friend is someone who shows respect, learns about what

you like to do, and 8. keeps in touch if you are separated. If you find a friend like that, you will be very happy!

READ (p. 50)

- 1) Have students read the passage about what makes a good friend.

Who Is a Good Friend

Everybody needs a friend. But what makes a good friend? In my opinion, there are a number of things to look for.

First, good friends should be good listeners. For example, someone who will listen to you talk about your day, even if it's really boring, is a good friend. If they don't listen or show an interest in your day, they are not a good friend.

Additionally, good friends should be reliable. That is, you should be able to ask a friend for help or tell them your secrets. If your friend refuses to help or can't keep that secret to themselves, they are not a good friend.

Finally, friends should have the same interests as you. But even if they don't, they should at least make an effort to enjoy what you like. My best friend Matt, for instance, doesn't like video games. However, he doesn't mind watching me play *Soul Scorchers*.

In summary, a good friend is someone who listens to you, who is reliable, and who cares about your interests. If you have a friend like that, you are very lucky! If you don't, it might be time to look for a new friend.

ANALYZE (p. 50-51)

- 1) Study the passage together.
- 2) Have students work in pairs to complete the sentences about the passage.
- 3) Check answers as a class.

A. Answer the questions in complete sentences.

1. Someone who will listen to you talk about your day, even if it's really boring.
2. Good friends should be reliable.
OR Good friends should be good listeners.
OR Friends should have the same interests as you.
3. If your friend refuses to help or can't keep that secret to themselves, they are not a good friend.
OR If they don't listen or show an interest in your day, they are not a good friend.
4. They should at least make an effort to enjoy what you like.

B. Fill in the blanks with the writing on page 50.

- 1) Have students work in pairs to complete the sentences from the passage on p. 50
Check answers as a class.

A. MODAL *SHOULD*. Replace need to or must with should in the sentences below.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1) Study the first example as a class. 2) Explain to students that modals have different degrees of aggressiveness. When we want to give general advice or state something that is an unofficial fact, we use <i>should</i> instead of <i>need to</i> or <i>must</i>. 3) Have students work in pairs to rewrite the sentences using <i>should</i>. 4) Call on students to read sentences to the class. | <ol style="list-style-type: none"> 1. A good friend should always help you. 2. You should support your best friend's hopes and dreams. 3. You should find someone who you can rely on to help you. 4. A good friend should value a true friendship with one person. 5. A good friend should not tell a lie and must be honest all the time. |
|---|--|

B. COMMAS. Rewrite the sentences using the expressions and commas.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1) Study the first example as a class. 2) Explain to students that we put a comma after sentence-starting expressions, such as <i>for instance, additionally, finally, on the other hand, in addition, furthermore, alternatively, therefore, etc.</i> 3) Have students rewrite the sentences using the given phrases and commas. 4) Call on students to share their answers. | <ol style="list-style-type: none"> 1. That is, you should keep your friends' secret by all means. 2. On the other hand, a bad friend often forgets plans and doesn't care. 3. For instance, Dean understands that I sometimes want to have my time to myself. 4. In addition, it's good to be friends with someone who has the same hobby as you. 5. Finally, a good friend will be with you when you are having a tough time. |
|--|---|

C. Rewrite the sentences using should and your own sentence-starting expressions.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1) Study the first question as a class together. 2) Have students rewrite the sentences using <i>should</i> and their own sentence-starting expression. 3) Remind students to make proper use of commas. 4) Check the answers as a class. | <p>(Answers will vary.)</p> <ol style="list-style-type: none"> 1. Most importantly, good friends should help you when you are in need. 2. First of all, a good friend should not judge people by how they look. 3. That is, you should make time and put in the effort to be a great friend. 4. In addition, you should always be honest, since trust is the key to friendship. 5. Most importantly, if you want to be a good friend to others, you should keep your promises. |
|--|---|

D. Circle the sentence-starting expressions. Then replace the sentences using need to or must with should.

- 1) Study the paragraph as a class together.
- 2) Have students circle the sentence-starting expressions.
- 3) Then have them rewrite sentences using *need to* or *must*, replacing these modals with the modal *should*.
- 4) Check answers as a class.

Build a Strong and Lasting Friendship

Everybody enjoys making a friend. But what should we look for in someone? As I see it, building a friendship is just like planning a house. To build the best relationship we need the best materials!

First of all, good friends must be interested in your hobbies. If they don't like doing the same activities as you, they should get to know more about them to support your excitement. If they are the kind of person to put down somebody for liking something they think is silly, then they are not a good friend.

In addition, a person who wants to be friends with somebody in a true friendship must show respect to their family. For example, if they are unfriendly to your parents, then they are not good friends.

Finally, good friends need to always be honest with their feelings. Lying is one of the easiest ways to break somebody's heart.

In conclusion, a good friend is someone who takes an interest in your favorite activities, shows respect to your family, and is always honest. If you find a friend like this, you are very lucky. Work hard to build a strong and lasting friendship with them.

1. First of all, good friends should be interested in your hobbies.
2. In addition, a person who wants to be friends with somebody in a true friendship should show respect to their family.
3. Finally, good friends should always be honest with their feelings.

ESSAY FRAMEWORK (p. 54-55)

- 1) Introduce students to the page titled *Coherence*. Explain that *coherence* means that everything flows together well in terms of both ideas and style.
- 2) Explain that transitional words and phrases can help this to happen. Let students know that they usually go at the beginning of a sentence.
- 3) Give students examples of transitional words and phrases from the charts. Inform them that different words and phrases suit certain parts of an essay.
- 4) Then have students read the essay and answer the questions.
- 5) Check answers as a class.

A. Read the following essay and answer the questions.

1. ① Introduction – State the main idea or topic of the essay.
- ② Body - Give details.
- ③ Body - Give facts and opinions that support the topic.
- ④ Body - Give facts and opinions that support the topic.
- ⑤ Conclusion – Summarize the topic.

2. (Answers will vary.)

- ① In my opinion, anyone interested in making a friend needs to make a list and check it twice!
- ② For instance, someone who says nice things about your talents and abilities is a good friend.
- ③ Second, a good friend should stand up to others in support of you.
- ④ Third, a good friend should get to know what you like to do for fun.
- ⑤ In summary, a good friend is someone who makes you feel good about yourself, defends you to others, and takes an interest in what you like to do for fun.

BUILDING THE ESSAY (p. 56)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences.

(Answers may vary.)

| | |
|---|---|
| What are the qualities of a good friend? | Loyalty and honesty are important qualities in a good friend. |
| Do you have a friend who has these qualities? | My friend Emily is very loyal and honest. |
| How have they helped you when you needed it? | Emily helped me when I was being bullied in school. |

| | |
|---------------------------------|---|
| How can you be a better friend? | I could be more honest and loyal, like Emily. |
|---------------------------------|---|

B. Interview a classmate. Ask them the following questions. Write down their answers in full sentences. (Answers may vary.)

FIRST DRAFT (p. 57)

A. Now write your own paragraph about good friends.

[C Grade Answer]

| | |
|---|--|
| Introduction What is a good friend? What are good friends like? (2–3 sentences) | A good friend someone who always agree with you. Good friends never arguing. |
| Body What are the qualities of a good friend? What are the qualities of a bad friend? Give examples of someone demonstrating these qualities. (6–8 sentences) | I think a good friend qualities being nice. A good friend qualities looking after you and helping you. A bad friend qualities being mean and unkind. My friend Chris qualities all these good things. He does not quality any of these bad things. I love my best friend Chris. |
| Conclusion Write your main point again. What qualities should a good friend have? (2–3 sentences) | A good friend is always kind and funny. A good friend never lies. |

Score Explanation: This response fulfills few of the requirements of the task, and receives a grade of C. It lacks detail and does not meet the required length. It contains a spelling error (*always*). It also contains several agreement errors (*good friends never arguing*). There is a missing be verb (*a good friend someone*). Throughout, the writer has misused *quality*, mistaking it for a verb (*a good friend qualities, a bad friend qualities, Chris qualities, he does not quality*). Some of the reasoning is also questionable (*A good friend someone who always agree with you*). The conclusion does not restate earlier points, but introduces new ones. The writer makes no use of the modal *should* or commas after sentence-starting expressions.

[B Grade Answer]

| | |
|---|---|
| Introduction What is a good friend? What are good friends like? (2–3 sentences) | A good friend is a person who is always there when you need them. |
|---|---|

| | |
|--|---|
| <p>Body</p> <p>What are the qualities of a good friend? What are the qualities of a bad friend?</p> <p>Give examples of someone demonstrating these qualities.</p> <p>(6–8 sentences)</p> | <p>A good friend is caring, supportive, and appreciative. A bad friend is mean, uncaring, and unreliable.</p> <p>My friend Danny have all the qualities of a good friend. He lives with his mom, his dad, and two sisters. Their house is big and beautiful. Danny is the kindest person I know.</p> <p>Billy is not such a good friend. He is not reliable. I don't think Billy is a bad person, but he is sometimes quite careless.</p> |
| <p>Conclusion</p> <p>Write your main point again. What qualities should a good friend have?</p> <p>(2–3 sentences)</p> | <p>A good friend should be caring, supportive, and appreciative. My friend Danny is all these things and more.</p> |

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It is somewhat brief and occasionally confused. It contains some spelling errors (*supportive, apprecative, relyable*). Much of the third paragraph is entirely irrelevant to the topic (*He lives with his mom, his dad, and two sisters. Their house is big and beautiful*). The writer has made use of the modal *should*, but has not included a comma with a sentence-starting expression.

[A Grade Answer]

| | |
|--|---|
| <p>Introduction</p> <p>What is a good friend? What are good friends like?</p> <p>(2–3 sentences)</p> | <p>In my opinion, a good friend is someone we feel close to. We can tell them anything and know that they won't judge us.</p> |
| <p>Body</p> <p>What are the qualities of a good friend? What are the qualities of a bad friend?</p> <p>Give examples of someone demonstrating these qualities.</p> <p>(6–8 sentences)</p> | <p>I think the most important qualities of a good friend are thoughtfulness, kindness, and loyalty. These are much more important than whether the person is popular, good-looking, or funny. Furthermore, these kinds of good qualities will last throughout the years and mean that you have a good friend for life.</p> <p>My friend Steph has all these qualities. We have been friends for ten years. She is always there when I need her. I try to be there for her too. I don't think we will ever lose touch with each other.</p> <p>I'm not really sure what a "bad" friend is. I suppose if someone was a bad friend, they would not be a friend at all. However, I think we should accept people for who they are and should not try to change them. Just because someone has some bad qualities, it doesn't mean they are a bad person. Nobody's perfect!</p> |

| | |
|--|---|
| <p>Conclusion</p> <p>Write your main point again. What qualities should a good friend have? (2–3 sentences)</p> | <p>In conclusion, I think a good friend is thoughtful, kind, and loyal. I am very lucky that my friend Steph has all these amazing qualities.</p> |
|--|---|

Score Explanation: This response fulfills all the requirements of the task and receives a grade of A. It is clearly written and follows the structure well. There is one spelling error (*thoughtfullness*) and one missing oxford comma (*good looking or funny*). The writer has made good use of the modal *should* and commas following sentence starting expressions.

➤ **LESSON GOAL** Students will be able to write about how friends can be as close as family.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about the closeness of friends. In the warm-up section, students preview and practice vocabulary and answer questions related to close relationships with friends. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use verbs with the gerund (*-ing*) and comparative connectors by rewriting and completing sentences. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions and interview a classmate about close friends. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use verbs with the gerund (*-ing*) and comparative connectors.

TEACHING NOTES

This unit instructs students on how to write about the closeness of friends and family. Teachers could tell students about how we express subjectivity and opinion. This will be useful throughout a unit, which could lead to some differences of opinion. Write the following sentence-starting expressions on the board for them to refer to:

I think that _____.

In my opinion, _____.

For me, _____.

As I see it, _____.

Point out the use of commas as taught in the previous unit.

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

Expository Writing

| | | |
|--------------------------|-----------------------|--|
| Writing Purpose | | To describe how friends can be as close as family. |
| Language Features | | <ul style="list-style-type: none"> Verbs with gerund (<i>-ing</i>) Comparative connectors |
| Framework | | |
| Friends | Close Relationships | Do you think friends can be as close as family? Why can / can't friends be as close as family? Give examples or situations to prove your point. Restate your opinion. How do you feel about friends? |
| Details | Argumentative writing | Activities with friends, family, proximity, closeness, similarities and differences |

WARM-UP (p. 58)

- 1) Have students open the Student Book to page 58. Read the title and the goal of Unit 6.
- 2) Ask students how often they see their friends. Ask students what they think the expression "friends are chosen family" means.
- 3) Explain that in this unit students will learn how to write about close friendships.

WRITING GUIDE (p. 58)

- 1) Explain to students that when they write about the relationship between friends and family, they should mention if they think friends can be just as close or closer than family. They should mention the similarities between the two and highlight the differences between them.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the following questions.

(Answers will vary.)

1. Family is genetically connected while a friend is emotionally connected.
2. Yes, I have. When I share my biggest secrets to my friends, I feel as close to a friend as a family member.
3. Because sometimes friends know more than family does.

WORDS TO KNOW (p. 59)

- 1) Focus students' attention on the words in the box and the pictures and sentences below.
- 2) Tell students to use the words in the box to complete the sentences below.
- 3) Encourage students to ask questions about vocabulary and content after writing the sentences shown below.

A. Fill in the blanks with the words from the word box. Change the verbs if necessary.

1. I met most of my dearest friends in my childhood.
2. Friends and family expect different things from me, which can be very stressful.
3. I prefer to hang out with my friends than my family.
4. Even though we have different tastes, my friend is very accepting.
5. Mike and I are so close that people often think of us as siblings.
6. My friend always gives me love and support in everything I do.
7. All of my friends and I are like one big, close-knit family.
8. Whenever you encounter hard times, your true friends will be there with you.

B. Fill in the blanks with the correct phrases. Change the verbs if necessary.

Sisters of the Heart

Have you ever heard of the expression "sisters of the heart"? This means that we can 1. make a connection just as strong as our family with our friends. But I believe that we will never be closer to our friends than our family. Just like our friends at school, we spend most of our 2. everyday life with our family. Also, when things 3. go wrong or we are going through 4. tough times, we only want our family around. Moms and dads can be a great 5. shoulder to cry on and listener. There is something comforting about seeing their 6. friendly faces after a tough day at school. We may also 7. rely on a sibling to not tell anyone our secrets. I prefer to share my 8. deepest secrets with my sister because she understands me better than anyone else in the world.

Although I have many good friends, no one will be as close to me as my family.

READ (p. 60)

- 1) Have students read the passage about close friends.

Family-like Friends

Some people say that friends can be as close as family. But I believe that friends can actually be closer than family.

Similar to family, we spend a lot of time with friends. In fact, we often spend more time with our friends than our family. Since we have experienced many things together in everyday life, like difficult exams or funny things in class, we prefer spending time with our friends than with our families. Families don't know what problems we encounter each day, but friends do.

In addition, my friend and I are closer because we enjoy doing the same activities. We become closer by learning things about a hobby and making a connection. Unfortunately, I don't have many things in common with my parents or siblings. In fact, my family and I like very different things. We don't have the same connection as I do with my friends.

In conclusion, we often spend more time with friends than with family, experience more things together, and enjoy doing the same activities. Due to all this, friends can be closer than families.

ANALYZE (p. 60-61)

- 1) Study the passage together.
- 2) Have students work in pairs to complete the sentences about the passage.
Check answers as a class.

A. Answer the questions in complete sentences.

1. The writer believes that friends can actually be closer than family.
2. Friends experience many things together in everyday life, like difficult exams or funny things in class.
3. People can make a connection by doing the same activities or learning things about each other's hobby.
4. The writer doesn't have many things in common with his siblings. He and his family like very different things.

B. Fill in the blanks with the writing on page 60.

- 1) Have students work in pairs to complete the sentences from the passage on p. 60
- 2) Check answers as a class.

A. VERBS WITH GERUND (-ING). Rewrite the sentences by adding the verb in parentheses in the gerund form.

- 1) Study the first example as a class.
- 2) Explain to students that some common verbs, like *avoid*, *enjoy*, *keep*, *like*, *love*, and *prefer*, require the verb that follows it to be in the gerund form (-ing).
- 3) Have students work in pairs to rewrite the sentences by adding the verb in parentheses in gerund form.
- 4) Call on students to read sentences to the class.

1. Many friends prefer lending each other a helping hand when they are in need.
2. My friend and I like sharing our deep secrets with each other.
3. I avoid going to my family for help because I feel embarrassed.
4. My friends and I keep telling each other our worries in school lives.
5. Similarly, people enjoy seeing a friend's friendly face when they are sad.

B. COMPARATIVE CONNECTORS. Fill in the sentences with comparative connectors from the boxes below. Answers may vary.

- 1) Study the first example as a class.
- 2) Explain to students that when we want to compare things that are almost the same or very similar, we use phrases called comparative connectors. Some common connectors include *additionally*, *also*, *equally*, *likewise*, *in addition*, *in the same way*, *similarly*, and more.
- 3) Have students fill in the blanks with the comparative connectors in the box and then write the complete sentences below.
- 4) Call on students to share their answers.

(Answers will vary.)

1. Just like family, we spend a lot of our day with our friends.
2. Similarly, my close friends and I choose to lean on each other in tough times.
3. In addition, many friends rely on each other when they are in trouble.
4. Likewise, family-like friends have often known each other for a very long time.

C. Rewrite the sentences using the gerund (-ing) and comparative connectors.

- 1) Study the first question as a class together.
- 2) Have students rewrite the sentences using the gerund and comparative connectors
- 3) Check the answers as a class.

1. Additionally, close friends like encouraging each other to go after their dreams.
2. Moreover, close friends like spending key moments in life together.
3. Likewise, we are so close because we enjoy giving advice to each other.
4. Similarly, friends prefer accepting a shoulder to cry on from each other.
5. In addition, some friends prefer sharing their true feelings with each other.

D. Find the three incorrect sentences and rewrite them.

- 1) Study the paragraph as a class together.
- 2) Have students find the three incorrect sentences and rewrite them.
- 3) Check answers as a class.

1. Just like family, we spend a lot of our everyday lives with our close friends.
2. However, we tend to enjoy listening to our friends more.
3. In conclusion, we often prefer talking and listening to our friends.

ESSAY FRAMEWORK (p. 64-65)

- 1) Introduce students to the page titled *Clarity*. Explain that if an essay has clarity, then it is simple and clear.
- 2) Explain to students that there are three main ways they can make sure their essay has clarity: clear subjects and pronouns, precise wording, and voice.
- 3) Explain that it is best to use the name of the noun when you first mention it, but that afterward, you should use pronouns instead. Tell students to be careful if they have multiple characters or things they are talking about. They may need to use the noun again to be clear.
- 4) Tell students that precise wording will also increase clarity. They should try to use single, specific adjectives and to be as descriptive as possible.
- 5) Let students know that a consistent voice will improve an essay's clarity. Explain that the best way to maintain clarity is to use the active voice.
- 6) Read through the "bad example" at the bottom of the page. Point out where clarity has been lost.
- 7) Now read the good example. Show where the features above have been used to maintain clarity.
- 8) Then have students read the essay and answer the questions.
- 9) Check answers as a class.

A. Read the following essay and answer the questions.

- 1.
- 2.

The Ties that Bind Us Together

Some people say "blood is thicker than water." This means that our relationships with families are most important. While some people think friends can be like family, I disagree and think that no one can mean just as much to me as my family.

While I love my friends, I often turn to my family for a helping hand first. In life-changing moments, we rely on them for support as much as, if not more than friends. ① This is because we believe that they will understand and help us no matter what we need.

Equally important, family enjoys encouraging us to be our best and explore our dreams. ② They like helping each other develop their interests and talents. Together, we solve problems both at school and at home. We also plan our futures together. ③ During these everyday moments, these relationships become the most important ones in our lives.

In short, the tears, laughter, and dreams we share with our family are the most important ones we will ever have. The bonds that tie us together are unbreakable, and no one can replace my family. That is why I cherish them more than anyone else in the world.

3. (Answers will vary.)

① This is because we strongly believe that they will always be understandable and helpful to us no matter what we need.

② They like to be as helpful as a guide map to each other develop their interests and talents.

③ During these everyday moments, these relationships become as precious as gold in our lives.

4. (Answers will vary.)

We spend most of our life with our family. Especially when we are young, our whole world is own family, and from that time we build a strong bond.

5. family

BUILDING THE ESSAY (p. 66)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences.
(Answers may vary.)

| | |
|--|---|
| Do you have any friends you consider family? Who? | I think of my best friend Alice as a part of my family. She comes on holiday with us. |
| If you had a problem, who would you talk to about it? Why? | If I had a personal problem, I would talk to Alice first. I would also talk to my mom, but I would go to Alice first. Sometimes my mom can overreact. |
| How can we become closer with our friends? | I think we become close to our friends by telling them how we feel. |
| Do you do any activities with friends that you don't do with family? | I listen to music and dance with Alice. I would never do that with my mom and dad! |

B. Interview a classmate. Ask them the following questions. Write down their answers in full sentences.
(Answers may vary.)

FIRST DRAFT (p. 67)

A. Now write your own passage about the closeness of friends.

[C Grade Answer]

| | |
|---|--|
| Introduction Do you think friends can be as close as family? (1–2 sentences) | Yes, I think so. I think they can. |
| Body Why can / can't friends be as close as family? Give examples or situations to prove your point. (6–8 sentences) | Friends can be as close as family becuse we spending more time of friends. We go to school with our friends. My friend Kelly is my best friend. I tell her my secruts. I don't tell my secruts too my Mom |
| Conclusion Restate your opinion. How do you feel about friends? (2–3 sentences) | Friends can be close as family. I love my friends very much. |

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C as it lacks detail and is not of sufficient length. The introduction does not use full, independent sentences. The passage contains several spelling errors (*becuse*, *secruts*, *too*). There is a preposition error (*time of friends*), an agreement error (*we spending*), and a capitalization error (*Mom*). The writer makes no use of verbs with the gerund or comparative connectors.

[B Grade Answer]

| | |
|--|---|
| Introduction Do you think friends can be as close as family? (1–2 sentences) | I think friends is often closer than family. That is my experience in life. |
| Body Why can / can't friends be as close as family? Give examples or situations to prove your point. (6–8 sentences) | <p>We cannot chose our family. Friends are the family you chose. This doesn't mean that I don't like my family. They are very nice. But it is a different relationships.</p> <p>Your family keep helping you out when you are young. But when you are older, your family might be far away. That is why friends is important.</p> <p>Also friends are also needing you. So you help each other.</p> |
| Conclusion Restate your opinion. How do you feel about friends? (2–3 sentences) | I think friends are maybe more important than family because we usually see them more often. That is my experience in life. |

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It contains a spelling error (*usualy*). There are several grammatical errors: a tense agreement error (*We cannot chose*) and an article agreement error (*a different relationships*). The passage makes use of a verb with the gerund. It also attempts to make use of a comparative connector, but does not punctuate it with a comma (*Also friends*). The repetition of *also* in this sentence is not good style.

[A Grade Answer]

| | |
|--|---|
| Introduction Do you think friends can be as close as family? (1–2 sentences) | I think the relationships we have with friends and family are different. Comparing the two is not necessarily easy, or indeed useful. |
| Body Why can / can't friends be as close as family? Give examples or situations to prove your point. (6–8 sentences) | <p>It is hard to say that we can be as close to friends as we can to family. Afterall, our families bring us into the world. They help us grow and, at least for a while, we depend on them for everything. This forms a very close bond.</p> <p>However, as we grow up, our personalities develop away from our families. We become independent and there are things our families do not know about us. Soon, it is likely that our friends understand us a little better than our families. In addition, we often prefer telling them our deepest thoughts.</p> <p>When we get married or have a long relationship, this is a combination of friendship and family. This means these are probably the most important relationships we can have.</p> |
| Conclusion Restate your opinion. How do you feel about friends? (2–3 sentences) | Friends and family are different. So, they give us different things. If we are lucky, together they can give us all the different things we need to have a pleasent life. |

Score Explanation: This response fulfills all the requirements of the task and receives a grade of A. It is clearly written and follows the structure well. The writer has made good use of a verb with the gerund and comparative connectors. There is just one spelling mistake (*pleasent*).

➤ **LESSON GOAL** Students will be able to write about volunteer activity in town.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about volunteer work. In the warm-up section, students preview and practice vocabulary and answer questions related to volunteer work in the community. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use correlative conjunctions and order transitions by rewriting sentences. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions and interview a classmate about volunteer work in town. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use of correlative conjunctions and order transitions.

TEACHING NOTES

This unit instructs students on how to write about volunteer activity in town. Teachers could begin by establishing what volunteering actually means. They could then ask students what kinds of activities people tend to volunteer for. Finally, they could then ask *why* people volunteer. These answers could form a shared list on the board. This will provide a resource for students through the unit.

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

Expository Writing

| | | |
|--------------------------|-------------------|---|
| Writing Purpose | | To write about volunteer activity in town |
| Language Features | | <ul style="list-style-type: none"> • Correlative conjunctions • Order transitions |
| Framework | | |
| Helping Others | Volunteer Work | What kind of event will you talk about? When will it happen? What do you suggest the readers to do? What happens before, during, and after the event? What should volunteers do? Encourage people to sign up as volunteers for the event. |
| Details | Narrative Writing | events, helping, concern, activities, suggestions, encouragement |

WARM-UP (p. 68)

- 1) Have students open the Student Book to page 68. Read the title and the goal of Unit 7.
- 2) Ask students what volunteer work is popular in their community. Ask which volunteer activities people do.
- 3) Explain that in this unit, students will learn how to write about volunteer activities

WRITING GUIDE (p. 68)

- 1) Explain to students that when they write about a volunteer activity, they should write where and what time the event will be held. They should organize the schedule in order of sequence (the order in which events happen).
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the following questions.

(Answers will vary.)

1. Yes, I have done volunteer work at a public institution.
2. People do volunteer work because they want to feel accomplished.
3. Yes, it was tiring but worthwhile.

WORDS TO KNOW (p. 69)

- 1) Focus students' attention on the words in the box and the pictures and sentences below.
- 2) Tell students to use the words in the box to complete the sentences below.
- 3) Encourage students to ask questions about vocabulary and content after writing the sentences shown below.

A. Complete the chart. Change the verbs if necessary.

- | | |
|-------------------|------------------|
| 1. Itinerary | 2. stalls |
| 3. participate | 4. direct |
| 5. cleanup | 6. festivities |
| 7. volunteer (v.) | 8. participation |

B. Fill in the blanks with the correct phrases. Change the verbs if necessary.

Volunteers Needed for Bergen Soup Kitchen

We are 1. looking for volunteers to work at the food kitchen for the month of July. We are looking for as many people as possible to 2. help out in the kitchen. Volunteers will be assisting our staff in cooking and serving food to local residents in need. You can either email us or call us to 3. sign up. There's no need to stay all day. Volunteers can help out for just one meal's prep and service. If you 4. are willing to work both lunch and dinner, please mention that while signing up. There will also be a simple orientation before you 5. start your shift, so come early. If you are interested and want to sign up, please call us at 555-2093 or email us at bsoup@bcounty.com. We ask that volunteers sign up 6. ahead of time. We won't accept people who come without notice. We will give out free 7. water bottles to anyone who helps out. 8. Feel free to call us anytime with questions about volunteering. Thank you for your attention. Respectfully yours,

READ (p. 70)

- 1) Have students read the passage about volunteering around town.

Volunteer Work Around Town

This Sunday is Earth Day, and Whistleton needs volunteers around town. Why not consider being a volunteer for the day?

Before the Earth Day event starts at 9:00 a.m., volunteers are needed to set up stalls in both the Town Square and Feldmann Park. If you are able to help, please meet at either the Town Hall or the Central Library at 7:30 a.m. During the event, there are a number of ways you can help. Volunteers are always needed to direct cars in the parking lot. Of course, after the event finishes, there will be a lot of work to do! If you are willing to help with the cleanup, you won't even miss the event itself. Just come along after the Earth Day festivities finish at 6:00 p.m. to volunteer in this way. A local restaurant will supply both food and drink to volunteers who help out.

If you come to the Earth Day celebrations, you will help to save the planet. But if you volunteer, you will help the town as well.

ANALYZE (p. 70-71)

- 1) Study the passage together.
- 2) Have students work in pairs to complete the sentences about the passage.
Check answers as a class

A. Answer the questions in complete sentences.

1. The purpose of this passage is to invite volunteers at Whistleton.
2. Volunteers preparing stalls should come at 7:30 a.m.
3. The Earth Day event starts at 9:00 a.m. and finish at 6:00 p.m.
4. Both food and drink are provided to volunteers.

B. Fill in the blanks with the writing on page 70.

- 1) Have students work in pairs to complete the sentences from the passage on p. 70
Check answers as a class.

A. CORRELATIVE CONJUNCTIONS. *Write the sentences using phrases and correlative conjunctions.*

- | | |
|--|---|
| <ol style="list-style-type: none">1) Study the first example as a class.2) Explain to students that we use correlative conjunctions to connect two equal clauses, phrases, or words. Both parts being compared must be equal in grammar and in length. Some common conjunctions include <i>both A and B</i>, <i>not only A but (also) B</i>, <i>either A or B</i>, <i>neither A nor B</i>, <i>the A, the B</i>, and more.3) Have students work in pairs to write the sentences using phrases and correlative conjunctions.4) Call on students to read sentences to the class. | <ol style="list-style-type: none">1. Volunteers should set up stalls in both the part and town square.2. You can volunteer either in the morning or in the afternoon.3. We provide not only a T-shirt but also an eco-bag to volunteers.4. Unfortunately, neither Monday nor Tuesday has enough volunteers for the event.5. You can either plant trees or make Earth Day posters. |
|--|---|

B. ORDER TRANSITIONS. *Rewrite the sentences using the correct order transitions.*

- | | |
|---|--|
| <ol style="list-style-type: none">1) Study the first example as a class.2) Explain to students that when talking about the order of an event, we use the adverbs <i>before</i>, <i>during</i>, and <i>after</i> to show when an action happened. Add a comma after the transition word and clause.3) Have students rewrite the sentences using the correct order transitions.4) Call on students to share their answers. | <ol style="list-style-type: none">1. Before tree planting, you can make an eco-bag.2. Before the event, you can enjoy the flea market.3. Before the event starts, volunteers should gather at 8:00 a.m.4. After the event ends, we need to clean up in the park.5. During tree planting, volunteers must help out with the planting. |
|---|--|

C. Rewrite the sentences using the correlative conjunctions and your own order transition adverbs. (Answers will vary.)

- | | |
|--|--|
| <ol style="list-style-type: none">1) Study the first question as a class together.2) Have students rewrite the sentences using the correlative conjunctions and their own order transition adverbs (<i>before</i>, <i>during</i>, and <i>after</i>).3) Check the answers as a class. | <ol style="list-style-type: none">1. After lunch, you can either prepare for the concert or direct people to the hall.2. Before the event starts, both food and souvenir stalls should be prepared.3. During the festival, you can not only volunteer for the community but also save the planet.4. After the event ends, volunteers can either help clean up or go home.5. During tree planting, you need to both prepare the supplies and help participants. |
|--|--|

D. Circle the order transitions. Then find the three incorrect sentences and rewrite them.

- 1) Study the paragraph as a class together.
- 2) Have students circle the order transitions.
- 3) Then have students find the three incorrect sentences and rewrite them.
- 4) Check answers as a class.

Earth Day Event – Volunteers Needed!

Are you ready to save the earth? This Saturday is the Jonesville School Earth Day event, and they are looking for volunteers.

The event will start promptly at 9:00 a.m. on Saturday. Before the event starts, we will provide a small breakfast buffet for volunteers. Then we will get straight to work. During the event, there is a lot to do! We need volunteers to give out either water bottles and eco-bags to guests. We will also both be running craft stalls or direct cars. After 5:00 p.m., we will hold a small concert. The performers include only local music groups but also the rapper Hopper. Since we are expecting many people to come to this, we will need volunteers to help control the crowd. You will get to see a world-famous musician while also helping the community.

If you are interested in being a volunteer, visit the public library to sign up. We are looking forward to everyone's support and help to make this year's Earth Day event as successful as last year.

1. We need volunteers to give out either water bottles or eco-bags to guests.
OR We need volunteers to give out both water bottles and eco-bags to guests.
2. We will also both be running craft stalls and direct cars.
OR We will either both be running craft stalls or direct cars.
3. The performers include not only local music groups but also the rapper Hopper.

ESSAY FRAMEWORK (p. 74-75)

- 1) Introduce students to the page titled *Order of Sequence*. Explain that it will tell them about writing an essay in the order events happened.
- 2) Read through the chart explaining how the introduction is used to say which event they are going to talk about. Then tell them that the body of the essay describes the order of sequence (events in the order in which they happened).
- 3) Tell students that the conclusion can be used to restate the main idea and describe how they feel about the event now.
- 4) Go through the chart titled *Passage of Time*. This contains useful transition words. Explain how they are used in sequence to guide the reader through the passage of time.
- 5) Then have students read the essay and answer the questions.
- 6) Check answers as a class.

A. Read the following essay and answer the questions.

1. The writer is asking readers to join Hollybrook's annual Community Clean-up Day on March 24th
2.
 - ① Before the event starts at 10:30 a.m., volunteers should meet at the entrance of Kilmer Park by 9:00 a.m.
 - ② Hollybrook City mayor, Andrew Rodriguez, will give a short talk about the community and future projects.
 - ③ After the talk is over, we will begin cleaning up both the park and Main Street.
 - ④ Later, volunteers can either work at the learning stalls or help with clean-up.

3. (*Answers will vary.*)

Prior to the event, volunteers should meet at the entrance of Kilmer Park by 9:00 a.m.

When the event starts at 10:30 a.m., Hollybrook City mayor, Andrew Rodriguez, will give a short talk about the community and future projects.

After a while, we will begin cleaning up both the park and Main Street.

After cleaning, volunteers can either work at the learning stalls or help with clean-up.

BUILDING THE ESSAY (p. 76)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences.

| | |
|---|--|
| What kind of events needs volunteers? Give specific examples. | One event that needs volunteers is a charity fun run. This goes through our city. |
| What do you do before, during, and after the event? | Before the event, volunteers put out cones to mark the path of the race. During the race, they make sure no one gets lost. After the race they give the runners water. |
| What things can the volunteers get from the event? How can you make people want to sign up? | Volunteers get a free T shirt. More importantly, they can make great friends and have a feeling of satisfaction. |

B. Interview a classmate. Ask them the following questions. Write down their answers in full sentences.

| | |
|---|---|
| What kind of events needs volunteers? Give specific examples. | The big concert in the park needs many volunteers every summer. |
| What do you do before, during, and after the event? | Before the event, volunteers help to build the stage and put out the food and drinks stalls. During the event, volunteers help concert-goers to find where the toilets are. After the event, they pick up all the litter that has been left behind. |
| What things can the volunteers get from the event? How can you make people want to sign up? | Volunteers get to see the concert for free. They also get a free lunch! |

A. Now write your own essay about volunteering around town.

[C Grade Answer]

| | |
|--|--|
| Introduction What kind of event will you talk about? When will it happen? What do you suggest the readers do? (2–3 sentences) | I will talk about cleaning up the city park. It will happen at next Tuesday. You have to go there and do it. |
| Body What happens before, during, and after the event? What should volunteers do? (6–8 sentences) | Before the event people meet up and get a stik. They use it to jab the litter. During the event they jab the litter and put it into a bag. After the event they has a cup of coffee. |
| Conclusion Encourage people to sign up as volunteers for the event. (1–2 sentences) | You have to sign up to clean up the park. Do it today or you will rigret it. |

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C as it lacks required elements and does not meet the required length. It contains spelling errors (*stik*, *rigret*). There is an agreement error (*they has*) and a preposition error (*at next Tuesday*). The passage's tone is often more aggressive than persuasive (*You have to go there and do it; You have to sign up to clean up the park.*), occasionally it could even read as rather threatening (*Do it today or you will rigret it.*). The passage includes order transitions, but they are not properly punctuated with commas (*Before the event people; During the event they; After the event they*). The writer has not used any correlative conjunctions.

[B Grade Answer]

| | |
|--|---|
| Introduction What kind of event will you talk about? When will it happen? What do you suggest the readers do? (2–3 sentences) | Today, I will talk about the beach festival. This will be happen next weekend. As you know the beach festival is the biggist event in out town every year. So, we need many people to volunteers. |
| Body What happens before, during, and after the event? What should volunteers do? (6–8 sentences) | Before the festival, we need people to set up the stage and the stals. This will take one day. During the festival, we need people to sell food and drinks and look after the entertainors. This will be a fun job. After the festival we need people to clean up the beach. This is maybe the most important jobs. |

| | |
|--|--|
| Conclusion Encourage people to sign up as volunteers for the event. (1–2 sentences) | Come to the community center tomorrow to sign up. Lets make it the best festival ever! |
|--|--|

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It contains some spelling errors (*biggist, stals, entertainors*). There is also a punctuation error in the form of a missing apostrophe (*Lets*) and a missing comma (*After the festival we*). There is also an agreement error (*This is maybe the most important jobs*). The writer has correctly used and punctuated order transitions. However, the passage does not include any correlative conjunctions.

[A Grade Answer]

| | |
|--|---|
| Introduction What kind of event will you talk about? When will it happen? What do you suggest the readers do? (2–3 sentences) | I am writing to ask you to volunteer for the senior's lunch at the civic center. It will take place this Wednesday between 12:00 and 2:00 p.m.. If you are free this Wednesday, please consider signing up. |
| Body What happens before, during, and after the event? What should volunteers do? (6–8 sentences) | <p>Before the event, we need volunteers to help the chefs prepare both the food and the hall itself. You don't need to be an experienced cook. You will mostly be chopping vegetables. This phase of the operation will begin at 9am. We will also need volunteers to set the tables.</p> <p>During the lunch, we need volunteers to serve our guests with food and drinks. We will need about 10 servers for this part of the day. It is important that you dress smartly.</p> <p>When the lunch is finished, we need volunteers to help with the washing up. This may not sound like much fun, but it is very important. This should be finished by 3:00 p.m.. Volunteers for this part of the day will be given tea and coffee at the end.</p> |
| Conclusion Encourage people to sign up as volunteers for the event. (1–2 sentences) | This is a chance to help some of the oldest members of our community. I think you will find it both rewarding and fun. If you are interested please Email me. |

Score Explanation: This response fulfills all the requirements of the task and receives a grade of A. It is clearly written and follows the structure well. The writer has made good use correlative conjunctions and order transitions. The writer has made one slight capitalization error (*Email*).

➤ **LESSON GOAL** Students will be able to write about getting others to do good deeds.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for persuading people to recycle and do other good deeds. In the warm-up section, students preview and practice vocabulary and answer questions related to recycling. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use gerunds after prepositions and phrases of advice/suggestion by rewriting sentences. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions and interview a classmate about recycling. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use of gerunds after prepositions and phrases of advice/suggestion.

TEACHING NOTES

This unit instructs students on how to write about getting others to recycle. Teachers could teach students some useful verb phrases related to the recycling process: divided into, gathered up, melted down, turned into. Use example sentences to do so:

The recycling is **divided into** paper and plastic.

The plastic bottles are **gathered up**.

Then, the bottles are **melted down**.

Finally, the bottles are **turned into** benches for people to sit on.

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

Expository Writing

| | | |
|---------------------------------|--------------------|--|
| Writing Purpose | | To write about getting others to do good deeds |
| Language Features | | <ul style="list-style-type: none"> • Gerunds after prepositions • Phrases of advice/suggestion |
| Framework | | |
| Getting others to do good deeds | Recycling | What are you asking the readers to do? How can we recycle things? If something can't be recycled, what should we do? Restate what you want readers to do and how they can do it. |
| Details | Persuasive writing | reasons, persuasion, processes, adaptation, alternatives. |

WARM-UP (p. 78)

- 1) Have students open the Student Book to page 78. Read the title and the goal of Unit 8.
- 2) Ask students if their families recycle. Ask them to name some things which can be recycled.
- 3) Explain that in this unit, students will learn how to write about the importance of recycling.

WRITING GUIDE (p. 78)

- 1) Explain to students that when they write about recycling, they should mention the different ways to recycle. They should also talk about how these actions help the environment. When they write, they might also try to encourage or persuade the reader to do these actions as well.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the following questions.

(Answers will vary.)

1. Yes, my school has a recycling program.
2. On a particular date, all students walk around the town to collect the garbage and recycle them.
3. We can use reusable bags instead of plastic bags. We can also glass plates instead of paper plates.

WORDS TO KNOW (p. 79)

- 1) Focus students' attention on the words in the box and the pictures and sentences below.
- 2) Tell students to use the words in the box to complete the sentences below.
- 3) Encourage students to ask questions about vocabulary and content after writing the sentences shown below.

A. Complete the chart. Change the verbs if necessary.

- | | |
|-------------|---------------|
| 1. Donate | 2. unused |
| 3. landfill | 4. recyclable |
| 5. refill | 6. bin |
| 7. Reuse | 8. Avoid |

B. Fill in the blanks with the correct phrases. Change the verbs if necessary.

Let's Recycle!

Our family has decided to start recycling. Although most of what we buy can be recycled, some of it can't be, so it will 1. end up in a landfill. To avoid this, we are trying to 2. change our habits. The biggest change is how we 3. throw things away. At school, we just throw everything into a single bin, whereas when recycling at home, we have to 4. sort our trash. There are now 5. recycling bins for every type of material: plastics, cans, glass, paper, and cardboard. We have also changed the way we shop. Instead of going to the supermarket nearby, we travel a bit farther. They allow us to use our own containers. They offer 6. refillable containers that help us reduce the amount of plastic we buy. The most important thing we do is try to buy things for the house that are made of 7. natural materials. This might seem extreme for some people, but I think it is necessary to 8. help the earth.

READ (p. 80)

- 1) Have students read the passage about a school recycling campaign.

High School Recycling Campaign

Are you good at recycling? Peach Hills High wants all our students to join the "100% Recycling" campaign. Here's what you can do:

The most important thing is to think before throwing anything away. Before throwing something away, see if you can recycle it. If you are not sure, check the bottom of the packaging and look for any of the multiple recycling symbols. Another important thing is to recycle using the correct bin.

There are ways to reduce the amount of non-recyclable items you throw away as well. When you're in a store, check the labels before you buy something. Instead of buying something that isn't recyclable, you should look for something that is. Or, before throwing it away, think about how you can reuse that item in your home. Every time we buy something that is recyclable, we help the earth.

These are just a couple of ways you can help out in the new "100% Recycling" campaign. All of us have a part to play. So next time you want to throw something away, stop and think before you put it in the trash.

ANALYZE (p. 80-81)

- 1) Study the passage together.
- 2) Have students work in pairs to complete the sentences about the passage.
Check answers as a class.

A. Answer the questions in complete sentences.

1. The writer is asking students to join the "100% Recycling" campaign.
2. Readers will find the multiple recycling symbols.
3. When you're in a store, check the labels before you buy something. Instead of buying something that isn't recyclable, you should look for something that is.
4. Every time we buy something that is recyclable, we help the Earth.

B. Fill in the blanks with the writing on page 80.

- 1) Have students work in pairs to complete the sentences from the passage on p. 80
Check answers as a class.

LANGUAGE SKILLS (p. 82-83)

A. GERUNDS AFTER PREPOSITIONS. Rewrite the sentences in the correct form.

- | | |
|---|--|
| <ol style="list-style-type: none">1) Study the first example as a class.2) Explain to students that after certain prepositions, such as <i>before</i>, <i>after</i>, <i>despite</i>, and <i>instead of</i>, use the gerund form (-ing) of a verb.3) Have students work in pairs to rewrite the sentences in the correct form.4) Call on students to read sentences to the class. | <ol style="list-style-type: none">1. Before buying a product, check the label to see if it can be recycled.2. After using the item, put it in the proper recycling bin.3. Despite always trying to use a reusable shopping bag, I sometimes forget it at home.4. I look for refill options before buying any cosmetic or cleaning product.5. I prefer to use a reusable shopping bag instead of getting a plastic bag. |
|---|--|

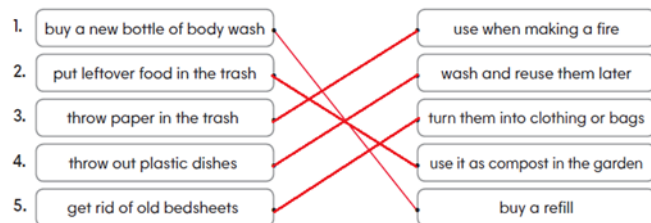
B. PHRASES OF ADVICE / SUGGESTION. Rewrite the sentences using the phrases. Change the verbs if necessary.

- 1) Study the first example as a class.
- 2) Explain to students that when you give advice or suggestions, use phrases like *Instead of...*, *You should...*, *There are ways to...*, *It would be best that you...*, *You might want to try...*, *Have you thought about...?* and *how / what about...?* More formal written expressions include, *I strongly advise you to...* and *I recommend (that you)...* You must use the gerund form (-ing) after some phrases.
- 3) Have students rewrite the sentences using given phrases.
- 4) Call on students to share their answers.

1. You should buy things that have a refill pack.
2. Instead of throwing out your old books, donate them to libraries or schools.
3. How about giving your old clothing to friends and family?
4. Instead of throwing out your shampoo bottle, you could refill it.
5. There are ways to check if the things in your house are recyclable.

C. Match the actions and rewrite the sentences using gerunds after prepositions. Use phrases of advice or suggestion.

- 1) Study the first question as a class together.
- 2) Have students connect the left and right boxes to match the actions.
- 3) Then have them write the matched actions as sentences using phrases of advice or suggestion.
- 4) Check the answers as a class.



(Answers will vary.)

1. Instead of buying a new bottle of body wash, you should buy a refill.
2. Instead of putting leftover food in the trash, how about using it as compost in the garden?
3. Instead of throwing paper in the trash, I recommend that you use it when making a fire.
4. Instead of throwing out plastic dishes, you should wash and reuse them later.
5. Instead of getting rid of old bedsheets, there are ways to turn them into clothing or bags.

D. Find the three incorrect sentences and rewrite them.

- 1) Study the paragraph as a class together.
- 2) Then have students find the three incorrect sentences and rewrite them.
- 3) Check answers as a class.

1. Instead of throwing away your old clothing or bedsheets, give them to me
2. After giving them to me, I will donate the food to a local food kitchen.
3. You should check out my *Nowgram* for updates on the dishes I make and how many trips I take to the recycling center.

ESSAY FRAMEWORK (p. 84-85)

- 1) Introduce students to the page titled *Order of Importance*. Tell them that it will teach them how to prioritize the various points in their essays.
- 2) Let them know that this is a different method from the sequential order covered in the last unit. Instead of following the order in which events happened, they should mention things in their order of importance.
- 3) Let them know that they can write in either direction most -> least important, or least -> most important. The chart will help to make this clear.
- 4) Read through the bottom chart on the page. Tell them how transitional phrases can be used to support an essay written in order of importance.

- 5) Then have students read the essay and answer the questions.
- 6) Check answers as a class.

A. Read the following paragraphs and complete the outline information below.

(Answers will vary.)

1.

| | |
|---|--|
| 3 | Another thing you can do, as a guest, is only take what you can eat. Sometimes our eyes are bigger than our stomachs, and we put more on our plate than we can eat. Rather than doing that, take less. You can always have seconds! |
| 1 | When we have a party, we are often guilty of creating a lot of trash. If you want to reduce the amount of trash made, these tips are for you. |
| 4 | Don't forget, you can also reduce the amount of food you make. As a host, you might think you need to make a lot. But this often means an enormous pile of leftovers. They often go straight into the trash two days later, too. Instead of that, consider cooking less than you had intended. |
| 5 | These are just a few ways you and your friends can recycle at a social gathering. Try to come up with a few more ways to limit the amount of waste. |
| 2 | One thing you can do is not use paper plates and plastic cutlery. Instead of those, use reusable dishes that are made from ceramics. If you are worried about your expensive plates and cups breaking, buy some cheap ones from the dollar store. |

2. The paragraph starts with 'Don't forget,' so it looks the most important.

One thing you can do is not use paper plates and plastic cutlery. Instead of those, use reusable dishes that are made from ceramics. If you are worried about your expensive plates and cups breaking, buy some cheap ones from the dollar store.

The paragraph starts with 'One thing,' so it looks the most important.

3.

Don't forget, you can also reduce the amount of food you make. As a host, you might think you need to make a lot. But this often means an enormous pile of leftovers. They often go straight into the trash two days later, too. Instead of that, consider cooking less than you had intended.

Other tips are given as way, but the writer says 'don't forget' to it, so it looks the least important.

4. ① First, make decorations out of recyclable and repurposed materials.

② Second, set recycling and food scrap bins next to trash cans.

③ Third, make a plan to divert food scraps. There might be someone who will take the food scraps as animal feed.

BUILDING THE ESSAY (p. 86)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences.

(Answers may vary.)

| | |
|--------------------------------------|---|
| Do you recycle at home or at school? | I recycle at home. I think the school recycles our paper and our food containers. |
|--------------------------------------|---|

| | |
|--|--|
| How do you recycle? What should we do? | I recycle by putting all our plastic and cans into a box. Then my dad takes the box outside of our apartment and puts it into a big bag. |
| What shouldn't we do when it comes to recycling? | When we recycle, we shouldn't mix up the paper, plastic, and metal. |
| How can we make our community a better place? | We can make our community a better place by making sure we don't drop litter and recycle everything we can. |

B. Interview a classmate. Ask them the following questions. Write down their answers in full sentences. (Answers may vary.)

FIRST DRAFT (p. 87)

A. Now write your own passage about recycling.

[C Grade Answer]

| | |
|---|--|
| Introduction What are you asking the readers to do? (2–3 sentences) | I am asking the readers to recycle there food. If you don't eat it, you can put it. |
| Body How can we recycle things? If something can't be recycled, what should we do? (6–8 sentences) | We can recycle the food by putting it in a bin outside are apatments. The bins smell quiet bad. Then it can be used to make energy. This is good. We should not waste nothing. |
| Conclusion Restate what you want readers to do and how they can do it. (2–3 sentences) | I want readers to recycle there food. |

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C as it lacks details, specific features, and does not meet the required length. It contains spelling errors (*there, are, apatments, quiet*). There is also a double negative (*We should not waste nothing*). Some sentences are vague (*If you don't eat it, you can put it; This is good*). While other sentences are irrelevant (*The bins smell quiet bad*). The writer has made no use of the gerund after prepositions. There are no clear phrases of advice / suggestion.

[B Grade Answer]

| | |
|--|---|
| Introduction What are you asking the readers to do? (2–3 sentences) | I am writing to ask you to be careful when you recycling. I strongly advice you to follow my advise. |
| Body How can we recycle things? If something can't be recycled, what should we do? (6–8 sentences) | <p>Before recycling, check the lable. This will tell you were to put the item. Some items can be confusing.</p> <p>The first example is orange juice cartons. These are not paper or plastic. They are a special materiel called a "tetra pak." Also, make sure you wash the carton out.</p> <p>The second example is batteries. Did you know you can recycle these. You can find a special box for them. You can also recycle light bolbs.</p> |
| Conclusion Restate what you want readers to do and how they can do it. (2–3 sentences) | Think about how to recycle and what you can recycle. Put things in the right box. Wash things up well before you put them outside. |

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. Although it contains some clear and useful information, it is somewhat jumbled in structure. It contains some spelling errors (*lable*, *materiel*, *bolbs*). The writer has confused a verb and a noun (*I strongly advice you to follow my advise*). There is a punctuation error in the form of a missing question mark (Did you know you can recycle these.) There is also a capitalization error (*tetra pak*). There are some phrases of advice / suggestion, but they are not fault free. However, the writer has made successful use of a gerund after a preposition.

[A Grade Answer]

| | |
|--|--|
| Introduction What are you asking the readers to do? (2–3 sentences) | I am writing this essay to tell readers about the importance of reusing plastic. Did you know that we only recycle about 9% of the plastic we use? I find this shocking. |
| Body How can we recycle things? If something can't be recycled, what should we do? (6–8 sentences) | <p>Of course, we all know about putting our plastic bottles outside. Then they are collected and taken away. They can be turned into lots of different things, including more plastic bottles!</p> <p>Recycling can help a little, but it is not enough. Some bottles are being buried. These bottles stay in the ground forever. Others are being burnt. This causes terrible air pollution. Some bottles end up in the sea where they injure innocent creatures like whales and dolphins.</p> <p>Recycling is not the answer to these problems because we can never do enough. If we keep buying bottles, companies will keep making more new ones. We need to start bringing our own containers everywhere we go!</p> |

Conclusion

Restate what you want readers to do and how they can do it.
(2–3 sentences)

Ask your school to stop using plastic. Instead of buying soda in a plastic bottle, bring your own juice in a flask. Tell your parents not to buy plastic water bottles. Together we can stop big companies making so many plastic bottles!

Score Explanation: This response fulfills all the requirements of the task and receives a grade of A. It is clearly written and follows the structure well. The writer has made good use of gerunds after prepositions and phrases of advice/suggestion. There are no spelling or grammatical errors.