

## Lesson Plan for Writing Framework for Essay Writing 3

**Class Time:** 50 mins (X2)  
**Unit:** Unit 1 A Do Celebrities Make Too Much Money?  
**Topic:** Money  
**New Words:** fortune, well paid, retire, privacy, sponsor, regular workers, millions of dollars, much longer, hire them, help out, much harder, even higher, making money

### Class 1

Lesson Section	Activities	Page	Time
Warm-Up	<b>Warm-up</b> - Read the question aloud and have students respond; write a few responses on the board. <b>Writing Guide</b> - Read the information - Ask students to address the prompt.	p.8	10 mins
	<b>Words to Know</b> - Explain the directions and have students work individually or in pairs to complete the activities; check that students completed the activities accurately.	p. 9	10 min
	<b>Read</b> - Listen to the audio track for the passage; have students track the words of the passage as they are spoken. - Listen again and pause the audio track after each sentence; have students repeat after the speaker for pronunciation practice. - Close the book and ask students to explain what they can remember; students may explain in their first language as long as the teacher is able to understand. <b>Analyze</b> - Have students answers the comprehension questions below the passage and check the answers out loud. - Ask students to look at the outline on page 10 and discuss what they need to do. - Have Students copy the passage over to the second page (for more advanced students, paraphrasing is encouraged). - When done, ask for a volunteer to read the new story outline to the class.	pp. 10-11	15 mins
Prewriting	<b>Language Skills</b> - Read the grammar and Stylistic Writing points and provide extra explanation if necessary. (See Grammar References section for visual guides) - Have students mark their answers and then check the activity together as a class.	p. 12-13	15 mins

## Class 2

Lesson Section	Activities	Page	Time
<b>Review</b>	<ul style="list-style-type: none"> <li>- Review the topic and material that was covered in the last class.</li> <li>- Go over any homework that may have been assigned.</li> </ul>	-	5 mins
<b>Prewriting</b>	<b>Essay Framework</b> <ul style="list-style-type: none"> <li>- Have students read the text silently by themselves.</li> <li>- Give additional explanations to ensure students understand the writing point.</li> <li>- Ask students to read the passage on p. 14 and answers the questions.</li> </ul>	p. 14-15	15 mins
<b>Drafting</b>	<b>Brainstorm</b> <ul style="list-style-type: none"> <li>- Ask students to complete the graphic organizer by themselves.</li> <li>- Then give students time to share and talk with a classmate; ask them to record their partner's information and then share with the class.</li> </ul>	p.16	15 mins
	<b>First Draft</b> <ul style="list-style-type: none"> <li>- Have students fill in the graphic organizer to complete the sentences with their own information.</li> <li>- Give students the opportunity to share their drafts with a classmate.</li> <li>- Instruct students to review each other's work kindly. Encourage them to use proofreading marks.</li> </ul>	p. 17	20 mins
<b>Closure</b>	<b>Homework</b> <ul style="list-style-type: none"> <li>- Assign homework from the workbook.</li> </ul>	-	5 mins