



Writing Framework for **Essay Writing**
Book 3 Teacher's Guide

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Do Celebrities Make Too Much Money?

➤ **LESSON GOAL** Students will be able to write an argumentative essay about the salary of celebrities.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about celebrities' salaries. In the warm-up section, students preview and practice vocabulary and answer questions related to celebrity culture. 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 intensifiers with comparatives and agreement and disagreement phrases 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 celebrities. 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 intensifiers with comparatives and agreement and disagreement phrases.

TEACHING NOTES

This unit instructs students on how to write about celebrities' salaries. Teachers could tell students that this is a *moral* question. They could introduce language and vocabulary to support this idea. As well as phrases of agreement and disagreement, they could teach students the following:

I think it is right / wrong that _____.

I believe it is right / wrong that _____.

In my opinion, it is ok for _____.

I feel it is terrible that _____.

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.

Persuasive Writing

| | | |
|--------------------------|--------------------------|---|
| Writing Purpose | | To write about celebrities' salaries |
| Language Features | | <ul style="list-style-type: none"> • Intensifiers with comparatives • Agreement and disagreement phrases |
| Framework | | |
| Money | Celebrities and athletes | Do you agree or disagree that celebrities make too much money? Why do you think that their salary is too high or the right amount? Give two or three points and write details. Restate how you feel about celebrities' salaries and why. Make sure the reasons are written concisely. |
| Details | Persuasive writing | argument, justification, wealth, celebrity, value, worth |

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 which professional athletes they know. Ask them what they think about celebrities.
- 3) Explain that in this unit, students will learn how to write an essay about how much celebrities earn.

WRITING GUIDE (p. 8)

- 1) Explain to students that when people write about celebrities and professional athletes, a common topic to write about is their salary. When students write about their salary, they should write if they think the celebrity earns too much, too little, or just enough. They should then write the reasons why they think that.
- 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 believe being an athlete is different because it requires lots of preparation to get the job.
2. They get training, give speeches, do charity work.
3. I think all celebrities make lots of money because they are successful and popular, and that means they are paid well for what they do.

WORDS TO KNOW (p. 9)

- 1) Focus students' attention on the sentences and the answers below.
- 2) Tell students to match the word in bold to the answers below.
- 3) Encourage students to ask questions about vocabulary and content after answering the questions shown below.

A. Circle the answer that is closest in meaning to the word in bold.

1. a
2. c
3. b
4. a
5. b

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

Professional Athletes Make Too Much Money

I agree with the idea that professional athletes make too much money. They often make 1. millions of dollars a year. Their salary is 2. even higher than what any regular worker makes. I think athletes spend all of their time working out, going to practice, or playing in a game. This time could be spent helping others or 3. helping out their local community. Although a professional athlete's career may be very short, it is better than that of other people. After they stop playing, people still want to 4. hire them to speak or be a product model because they were famous. 5. Regular workers have a harder time 6. making money than professional athletes. They have to work 7. much longer for less pay. Not only do they work longer, but regular workers must work 8. much harder, often damaging their health while working.

READ (p. 10)

- 1) Have students read the passage.

Professional Athletes Make the Right Amount of Money

It is often said that professional athletes make too much money. I do agree that they make a lot of money. However, I disagree that they make too much money.

First, professional athletes have a very short career length. The average career length of a professional athlete is only three years, or sometimes 10 years if they are lucky. After that, they must retire. This is why over 60 percent of athletes go bankrupt within five years of retirement. However, the average career length of an office worker is about 30 years. This is much longer than any athlete's career.

Playing sports is also very dangerous. An athlete may get hurt during any game they play. The risk is even higher for top-level athletes. And if an athlete is badly injured, they might have to retire early. Yet a regular office worker or store clerk can and often do work while injured. They can also go back to work after an injury. This is not always true for athletes.

Lastly, athletes do more than just play sports. They give speeches, do volunteer work in local communities, and more. And when they are not working, since they are celebrities, they usually take pictures and sign autographs for fans. Celebrities work 24/7 and also give up their privacy. But a regular worker doesn't deal with this kind of attention.

I agree that professional athletes make a lot of money. But their job is often dangerous, their career is short, and they do more than just play sports. So, overall, I disagree that professional athletes make too much money.

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 disagrees that they make too much money. However, the writer agrees that they make a lot of money.
2. Professional athletes have a shorter career than office workers.
3. If an athlete is badly injured, they might have to retire early.
4. They give speeches and do volunteer work in local communities.

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. INTENSIFIERS WITH COMPARATIVES. Circle the correct intensifiers. Rewrite the sentences using the correct intensifiers.

- 1) Study the first example as a class.
- 2) Explain to students that we can use intensifiers with comparatives to increase the degree of comparison between two objects. Intensifiers include *much* and *a little* (uncountable), and *far*, *few*, *a lot*, *many*, and *a bit* (countable/uncountable). They can be matched with words like *more*, *less*, and other comparatives.
- 3) Have students circle the correct intensifiers.
- 4) Then have students rewrite the sentences using the correct intensifiers.
- 5) Call on students to read sentences to the class.

1. A-list actors like Matt Wilson make a far better salary than others.
2. Athletes and many top celebrities are a lot fitter than regular people.
3. I think pro athletes get paid quite a lot more than regular workers.
4. I feel that regular workers do quite a bit more work than athletes.
5. Actors are much more likely to be rich than regular people.

B. AGREEMENT AND DISAGREEMENT. Rewrite the sentences using the opinion given in parentheses.

- 1) Study the first example as a class.
- 2) Explain to students that when we want to show our opinion, we often use certain phrases of agreement, like *I agree (that)...*, *It is reasonable to think (that)...*, and phrases of disagreement, like *I disagree (that)...*, *While it is true that...*, *...*, and *...may...but / however...*. To say the opposite opinion, you can also use the negative of these phrases.
- 3) Have students rewrite the sentences using the opinion given in parentheses.
- 4) Call on students to share their answers.

(Answers will vary.)

1. I disagree that supermodels deserve the fame and fortune they get from modeling.
2. I agree that professional athletes make a lot of money.
3. I disagree that regular office workers have a longer career than film stars.
4. It is reasonable to think that many sports stars waste their fortunes on silly things.

C. Rewrite the sentences to add intensifiers and have the opposite opinion.

- 1) Study the first question as a class together.
- 2) Have students rewrite the sentences by adding intensifiers and changing the opinion of the sentence to its opposite.
- 3) Check the answers as a class.

(Answers will vary.)

1. I agree that celebrities have much less privacy than us.
2. It is reasonable to think that it is unfair for sports stars to get a lot more money than amateur players.
3. I agree that celebrities work quite a lot harder than a mailman or a factory worker.
4. It is reasonable to think that office workers have far more important jobs.
5. I disagree that since pro athletes are celebrities, they get much more attention.

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. However, I disagree that they make too much money.
2. They get people much more excited than a local celebrity.
3. Since their influence is a lot bigger than an unknown TV star, I think they deserve it.

ESSAY FRAMEWORK (p. 14-15)

- 1) Introduce the page titled *What is an Essay? What Makes a Good Essay?* to students.
- 2) Remind students that there are three sections to an essay's structure: introduction, body, and conclusion.
- 3) Remind students that there are five important factors we must keep in mind when writing an essay: purpose, audience, clarity, unity, and coherence.
- 4) Take students through the chart below, reminding them what they learned in *Essay Writing Book 2*.
- 5) Have students read the essay and answer the questions.
- 6) Check answers as a class.

A. Read the following essay and answer the questions.

Athletes Deserve Big Salaries

I disagree that professional athletes deserve the big salaries they get. This is because work is about more than just doing something.

First, playing a game entertains people, but it does not make their lives better. While a professional athlete might make someone happy for a few minutes, they do not cure them of illness. People get sick very often. They do not change people's lives for the better like a doctor or nurse. After the game is over, the person just goes back to their lives.

Second, some athletes do not behave well. They get mad easily. They may say rude things to others or act out in public places. Once some athletes make a lot of money, they think they are better than other kinds of workers. They may look down on regular workers who do quite a lot of hard work but don't get paid much.

Finally, many professional athletes do not spend their money wisely. They do not understand how to manage money. They waste money on expensive cars or big houses. I dislike expensive cars because I think they are very impractical. Instead of saving money, they spend all of it. They don't plan for when they will not be playing the game. After they retire, they can become a burden to others because they did not plan well.

In conclusion, while it is true that many professional athletes earn a lot of money, I don't think they deserve it. They do not make peoples' lives better, they do not behave well, and they don't spend their money wisely.

1. The writer disagrees that celebrities deserve the big salaries they get.

2.

① First, acting in a movie or playing sports entertains people, but it does not make their lives better.

② Second, some celebrities do not behave well. They get mad easily.

③ Finally, many well-known celebrities do not spend their money wisely.

3. They are not related to the topic

"Celebrities/athletes make too much money."

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.)

| | |
|---|---|
| Do you think celebrities make too much money? | I think celebrities definitely make too much money. It's really not fair. |
| Why do you think they make a lot of money? | I think they make a lot of money because our society is set up to idolize individuals who get to the top in their fields. |
| Do you think celebrities help society or contribute to their community? | I think celebrities could help society if they paid a fair amount of tax. However, many of them hire clever accountants to avoid paying a fair amount of tax. |
| How do celebrities compare to an office worker or a postal worker? | I think postal workers are much more essential than celebrities. Some office workers are essential too, but not all of them. We don't really need celebrities at all. |

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 |
|--------|----------|--|
| | A | Stays focused on the topic of the assignment |

| | | |
|---------------------------------------|----------|---|
| Content | | 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 Do you agree or disagree that celebrities make too much money? (1–2 sentences) | I disagree that celebrities don't make too much money. |
| Body Why do you think that their salary is too high or the right amount? Give two or three points and write details. (6–8 sentences) | They are very important. They are the most amazing people in our society. Celebrities need the money to buy nice clothes and handbag. They need to look beautiful. |
| Conclusion Restate how you feel about celebrities' salaries and why. Make sure the reasons are written concisely. (2 sentences) | I love celebrities. I hope they make more money every day. |

Score Explanation: This response fulfills few of the requirements of the task and receives a grade of C. It is brief and lacking in detail and ambition. There are spelling errors (*celebrities*, *society*, *beautiful*). There is a pluralization error (*clothes and handbag*). The introduction is unclear and confusing (*I disagree that celebrities don't make too much money*). The passage makes no use of intensifiers with comparatives or phrases of agreement and disagreement.

[B Grade Answer]

| | |
|---|--|
| Introduction Do you agree or disagree that celebrities make too much money? (1–2 sentences) | I agree that celebrities make too much money. People like athletes and pop stars urn more in one week than some people urn in their lives. |
| Body Why do you think that their salary is too high or the right amount? Give two or three points and write details. (6–8 sentences) | <p>I think their salery is too high because they are not that important. Even if they entertain people, they are not really useful.</p> <p>Also, they have really fun jobs. People who like sport and music would pay to do those jobs.</p> <p>Finally I think that celebrities are not always good people. They can be be greedy and act badly. So, these ones don't deserve to have so much money.</p> |
| Conclusion Restate how you feel about celebrities' salaries and why. Make sure the reasons are written concisely. (2 sentences) | I feel that celebrities' salaries are too high. They do fun jobs and sometimes they are not behaving well. |

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It contains some spelling errors (*urn, deserve, salery, salaries*). There is a missing comma (*Finally I*). The passage makes use of an agreement phrase, but makes no use of intensifiers with comparatives.

[A Grade Answer]

| | |
|---|--|
| Introduction Do you agree or disagree that celebrities make too much money? (1–2 sentences) | In our society, those who contribute most, like nurses and refuse collectors, make the least money. In comparison, I agree that celebrities earn far too much money, but they are not alone. In fact, other people contribute less to society and earn even more. |
| Body Why do you think that their salary is too high or the right amount? Give two or three points and write details. (6–8 sentences) | <p>I think that if you have a problem with how much celebrities make, then you should also have a problem with other people too.</p> <p>In fact, celebrities like athletes are often from quite ordinary backgrounds. They have talent and work hard to get to the top of their sports. Their careers are also short. Compare this to the top ceos of companies. Some might work hard, but they usually come from wealthy backgrounds and had lots of money to go to top universities. Many people who you have never heard of make far too much money.</p> <p>A lot of people in the world enjoy sport. They spend a lot of time watching it, reading about it, and thinking about it. Compare this to banks or big oil companies. They don't bring people so much pleasure, but the people who run</p> |

| | |
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| | them make a lot of money. |
| Conclusion Restate how you feel about celebrities' salaries and why. Make sure the reasons are written concisely. (2 sentences) | I think that if celebrities contribute to culture in a constructive way, they deserve to earn a good amount of money. Of course, the amount they earn now is far too much, but this is not really their fault. If the amount of money <i>everybody</i> made was more equal, things would be a lot better. |

Score Explanation: This response satisfies all the requirements of the writing task. It gives a clear, detailed discussion of the topic and justifies its opinions well. There is just one error of capitalization (*ceos*). The passage makes good use of intensifiers with comparatives and agreement and disagreement phrases.

➤ **LESSON GOAL** Students will be able to write about the hypothetical situation of winning the lottery.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about winning the lottery. In the warm-up section, students preview and practice vocabulary and answer questions related to finding sudden wealth. 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 second conditional and open/closed compound words by rewriting sentences and completing fill-in-the-blank questions. 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 plans and dreams. 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 second conditional and open/closed compound words.

TEACHING NOTES

This unit instructs students on how to write about the hypothetical situation of winning the lottery. Teachers could help to clarify the idea of what hypothetical means by introducing other hypothetical situations:

If you had a superpower, what would it be?

If you were going to be stuck on a desert island, which movie, song, or book would you choose to take?

If you had to eat the same thing every day, what would you eat?

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.

Narrative Writing

| | | |
|--------------------------|---|---|
| Writing Purpose | | To describe what one would do if one won the lottery |
| Language Features | | <ul style="list-style-type: none"> • Second conditional • Open/closed compound words |
| Framework | | |
| Money | Describing what one would do if one won the lottery | What would you do if you won the lottery? Give a general idea of your plan. What would you do with the money? Write your plans in detail. Restate what you would do with the money and why. |
| Details | Narrative writing | hypothetical, plans, dreams, money, finances, charity |

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 if they know anyone who has won the lottery. Ask them what they would do if they didn't have to worry about money.
- 3) Explain that in this unit, students will learn how to write about the hypothetical situation of winning the lottery.

WRITING GUIDE (p. 18)

- 1) Explain to students that a situation that might never happen is called a hypothetical situation. When students write about hypothetical situations, they should state what they would do in that situation and why they would do that. The most common hypothetical situation is winning the lottery.
- 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 don't think there is a perfect amount money for someone to have.
2. People spend money on clothes, cars, or houses.
3. I believe it's because it's hard to make a large amount of money just by working.

WORDS TO KNOW (p. 19)

- 1) Focus students' attention on the words in the box and the 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 completing the sentences shown below.

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

1. I would purchase a new car for my mother.
2. The lottery jackpot is now up to \$1,000,000.
3. She sold the tickets for \$3, and they cost \$2. She made a \$1 profit on each ticket.
4. My brother would donate all of his winnings to charity.
5. My sister wants to invest her money in stocks.
6. I want to pay back all the people who helped me.
7. I think that saving my money until I am older is a good investment.
8. I would buy only valuable jewelry for my grandmother.

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

Winning Big for Everyone

If I 1. won the lottery, I would do so many things that I can't do right now. I want to help my family and make the world a better place.

I would 2. give back to those who helped me first. My grandparents had to 3. work very hard to take care of me. They have never taken a vacation in their whole lives. I would take them on a trip 4. around the world.

If I won the jackpot, I would invest in stocks. This way, the money would grow.

I would not 5. run out of money quickly if I invested it. Also, I would be able to 6. help out many people. I could get money from my investment every year. After some years, I would give the money to 7. children in need. Then I would 8. give the rest to organizations that will clean the planet.

READ (p. 20)

- 1) Have students read the passage about the writer's plans for when they win the lottery.

If I Won the Lottery

Many people play the lottery each day, hoping to win a large jackpot that will change their life. If I won the lottery, I would do so many things that I couldn't do before. One of those things is pay back those who've helped me.

If I won the lottery, the first thing I would do is go on a trip around the world with my family. My family doesn't have a lot of money, so we've never been on a big vacation together. I would take them all around the world to see famous landmarks and enjoy local food. I want to take them shopping in every country!

After that, if I still had money left after our big trip, I would buy houses for my parents and family members. They would have swimming pools, an outdoor basketball court, and a room just for playing video games and watching movies while eating popcorn! We live in a small apartment now, and my parents work very hard for my sisters and me. They deserve to have their dream house.

I would then give the rest of the money to charity. I want to help children in need in my community, so I would donate the money to several children's hospitals, middle and high schools, and youth groups.

If I won the jackpot, I would treat my family to a trip around the world and buy houses for my parents and family. I would then give money to charity. I think it's important that people give back to those that help them, so that is what I would do.

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 essay is about what the writer will do if they win the lottery.
2. Because the writer's family has never been on a big vacation together, due to lack of money.
3. Because the writer's family lives in a small apartment. And the writer believes that their parents deserve to have their dream house.
4. The writer would donate the money to several children's hospitals, middle and high schools, and youth groups.

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

(Answers may vary.)

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

A. SECOND CONDITIONAL. Rewrite the sentences with the correct form of the verbs. Use the zero, first, or second conditional.

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| <ol style="list-style-type: none"> 1) Study the first example as a class. 2) Explain to students that when we talk about situations that will definitely happen, we use the zero conditional, and for situations that might happen, we use the first conditional. But when we talk about situations that we don't think will happen (or are imaginary), we use the second conditional. This structure uses the form <i>if</i> + simple past tense verb, ...<i>would</i> + infinitive. 3) Have students work in pairs to rewrite the sentences using the correct form of the verbs and the zero, first, or second conditional. 4) Call on students to read sentences to the class. | <ol style="list-style-type: none"> 1. If I had enough money, I would take flying lessons. 2. When I win prizes, give some of the prize money to my parents. 3. If they are at the store, I will give them a ride. 4. If I won the lottery, I would buy all the delicious food in the world. |
|---|---|

B. OPEN / CLOSED COMPOUND WORDS. Rewrite the sentences with the other half of the open or closed compound words.

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| <ol style="list-style-type: none"> 1) Study the first example as a class. 2) Explain to students that compound words are two words put together to make one word. Compound words can be one word, or closed (<i>bookmark</i>), two words with a space, or open (<i>school bus</i>), or two words with a hyphen, or hyphenated (<i>runner-up</i>). 3) Have students rewrite the sentences with the other half of the open or closed compound words. 4) Call on students to share their answers. | <ol style="list-style-type: none"> 1. I want to give money to the youth group in my town. 2. If I won the lottery, I would visit every famous landmark in every country. 3. I would buy a dozen race cars, one in every color. 4. If I won the lottery, I would buy my family all the seafood they want. 5. I would buy my dream house and decorate it however I want. |
|--|---|

C. Fill in the blanks with the proper compound words. Rewrite the two sentences as one using the first or second conditional.

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|--|--|
| <ol style="list-style-type: none"> 1) Study the first question as a class together. 2) Have students fill in the blanks with the proper compound words. 3) Then have them rewrite the two sentences as one using the first or second conditional. 4) Check the answers as a class. | <ol style="list-style-type: none"> 1. tennis court / If Mary won the lottery, she would buy a house with a tennis court. 2. video games / If I buy a lot of video games, I will play every day with my friends. 3. baseball / If I was rich, I would watch every baseball game in the US. 4. backyard / If I bought my dream house, I would plant beautiful flowers in the backyard. 5. swimming pool / If we go to a house with a swimming pool, we will have fun. |
|--|--|

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. If I won the lottery, I would help all of my friends.
2. She always wanted a big yard with lots of cherry trees.
3. If I won the jackpot, I would adopt a kitten.

ESSAY FRAMEWORK (p. 24-25)

- 1) Introduce the page titled *Essay Types*.
- 2) Tell students that there are four main essay types: narrative essays, descriptive essays, expository essays, and persuasive essays. Tell students that each of these has a different goal.
- 3) Read through the chart explaining what each type of essay does, the main features of that essay type, and the point of view it normally uses.
- 4) Tell students that today, you will focus on the first of these essay types: narrative essays.
- 5) Let them know that a narrative essay retells a story and that it allows the writer to be quite creative. Take students through what the introduction, body, and conclusion of a narrative essay do.
- 6) Read through the chart explaining what each of the three parts of a narrative essay should contain.
- 7) Then have students read the essay and answer the questions.
- 8) Check answers as a class.

A. Read the following essay and answer the questions.

1. First person

The first thing I would do is buy my dream house.

2. If I won a lot of money, I would like to do things differently.

3.

What If I Won the Lottery

Many people want to win the lottery, and I do, too. However, most people want to travel or donate their money. If I won a lot of money, I would like to do things differently.

The first thing I would do is buy my dream house. It would be a large mansion in the woods with lots of rooms. I would have a room for all of my friends and family. I would have a large swimming pool in the backyard and a basketball court for us to play basketball whenever we want. If I had a house this big, I would never leave!

The second thing I would do is buy myself the latest technology. I always wanted a cool smartphone and a new laptop, but my parents couldn't get one for me. But if I won the lottery, I would buy myself the best ones in the world! I would also try to buy smart glasses and a smart watch. I want all the latest technology in my house.

After that, I would buy myself all the clothes and shoes I want. I would have the best clothes in my class, including the latest model of the Jordan Sneakers! I asked my mother last year to buy the new those shoes, but she said it is too expensive. So I would buy it instead of her. Maybe I would buy an entire store and wear new clothes every day to school.

If I won the lottery, I would buy my dream house, the latest gadgets, and tons of clothes and shoes. I will finally be able to buy everything that I ever wanted. I can't wait for all of my friends to be jealous!

4. Final thought

I can't wait for all of my friends to be jealous!

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 would you do if you won the lottery? | If I won the lottery, I would move to Paris. I would also eat dinner in a really nice restaurant every night. |
| What would you like to buy yourself if you won the lottery? | I would buy a really nice apartment. I would also buy a nice car to drive around the city. |
| Would you spend your money on others? Why or why not? | I would spend some money on my parents. I would buy them a new kitchen and a new bathroom. |
| Would you save the money or spend it all at once? Why? | I would save some of the money, but I would also spend some of it. I think it's important to be sensible, but also to have some fun in life! |

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

(Answers may vary.)

FIRST DRAFT (p. 27)

A. Now write your own essay about what you would do if you won the lottery.

[C Grade Answer]

| | |
|--|---|
| Introduction What would you do if you won the lottery? Give a general idea of your plan. (1–2 sentences) | If I win the lottery I would travel all around the world. |
| Body What would you do with the money? Write your plans in detail. (6–8 sentences) | I would buy myself expensive clothes. I would go to places. I would buy a diamond-ring. I would get my parents a new apartment. I would buy a big TV. |
| Conclusion Restate what you would do with the money and why. (2 sentences) | I would travel around and buy things with the money. |

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C as it lacks detail and does not meet the required length. Its sentences are brief and basic. It also contains several spelling errors (*expensif, cloths, dimond, apartmunt*). There is an incorrect past tense verb (*wind*). The writer has used the second conditional, but has not punctuated it (*If I wind the lottery I*). They have also attempted to make compound words with hyphens, but entirely incorrectly (*dimond-ring, new-apartmunt*).

[B Grade Answer]

| | |
|--|--|
| Introduction What would you do if you won the lottery? Give a general idea of your plan. (1–2 sentences) | If I won the lottery, I would open a coffee shop in the middel of the city. |
| Body What would you do with the money? Write your plans in detail. (6–8 sentences) | <p>First, I would look around and try to find a really nice building. Then, I would buy lots of decoretions to make it look beautiful.</p> <p>I would buy nice chairs and tables and have art on the walls. In the back of the coffee shop there would be a small potery book-store.</p> <p>I would make my own mufins. We would sell coffee from all around the world. My mom would work there too.</p> |
| Conclusion Restate what you would do with the money and why. (2 sentences) | If I won the lottery, I would open a lovely coffee shop and work there with my mom. |

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It is somewhat brief and basic and contains some spelling errors (*middel, decoretions, potery, mufins*). There is an adjective order error (*old, nice building*). The writer has correctly identified a compound word, but has unnecessarily added a hyphen (*book-store*). The passage makes successful use of the second conditional.

[A Grade Answer]

| | |
|--|--|
| Introduction What would you do if you won the lottery? Give a general idea of your plan. (1–2 sentences) | If I won the lottery, I would use the money to change my life and the life of my family and friends. I would also give some of the money to charity. |
| Body What would you do with the money? Write your plans in detail. (6–8 sentences) | <p>I would invest some of the money in property. This is a good thing to do because property will increase in value. If I won enough money, I would buy five apartments: one for me, one for my parents, one for my brother, and two for renting out. This would mean my parents could retire from work. They could relax and enjoy themselves.</p> <p>I would use the money I got from the rent to have an enjoyable life. I wouldn't have to work. This would mean I would have lots of free time. In this time, I would like to learn many languages and travel all over the world. I would particularly like to visit south America, especially Chile.</p> |

| | |
|---|---|
| | I would also give some of the money to charity. There are many people in the world who do not have enough clean water to drink. Some charities help them to clean their water, or to build wells in their villages. I would give as much as I could to one of these charities. With my free time, I could even go and visit some of these places to see how the money has helped. That would be very rewarding! |
| Conclusion Restate what you would do with the money and why. (2 sentences) | In conclusion, I would invest in property to make my own and my family's life easier. We would have more time to enjoy ourselves. I would also give some money to a charity that helps people find clean water to drink. |

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 the second conditional and open/closed compound words. There is just one capitalization error (south America).

➤ **LESSON GOAL** Students will be able to write a persuasive essay about wearing school uniforms.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about wearing school uniforms. In the warm-up section, students preview and practice vocabulary and answer questions related to clothing at school. 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 modals of persuasion and hyphenated compound words by completing fill-in-the-blank questions 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 opinions about uniforms. 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 modals of persuasion and hyphenated compound words.

TEACHING NOTES

This unit instructs students on how to write about wearing school uniforms. Teachers could ask them to vote on whether they think they should have to wear uniforms or not. Teachers could write the results on the board – and work them out as a percentage. Students could then include these figures in their essay as a supporting detail (as discussed on p. 34).

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.

Persuasive Writing

| | | |
|--------------------------|--------------------|---|
| Writing Purpose | | To discuss the wearing of uniforms in schools |
| Language Features | | <ul style="list-style-type: none"> • Modals of persuasion • Hyphenated compound words |
| Framework | | |
| School and Learning | School life | Do you think students should wear uniforms? What are some good and bad things about wearing uniforms at school? Give reasons for each. Restate what you think about wearing uniforms in school. |
| Details | Persuasive writing | uniforms, school, opinions, fashion, style, individuality |

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 whether they think fashion is important at school. Ask if they wear a uniform to school.
- 3) Explain that in this unit, students will learn how to write about wearing school uniforms.

WRITING GUIDE (p. 28)

- 1) Explain to students that when they write about school topics, one topic that is very popular is school uniforms. When they write about uniforms, they should talk about if they think students should wear uniforms or not. They should talk about the positives and negatives of wearing 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. I wear a school uniform to school.
2. I think uniforms are good because I don't have to waste time picking out what to wear.
3. The good thing is that students don't need to spend time on choosing what to wear. But the bad thing is uniforms can be uncomfortable.

WORDS TO KNOW (p. 29)

- 1) Focus students' attention on the words and phrases on the left and the definitions on the right.
- 2) Tell students to match the words or phrases with their definitions.
- 3) Encourage students to ask questions about vocabulary and content after matching the words or phrases with their definitions.

A. Match the words or phrases with their definitions.

- | | |
|------|------|
| 1. c | 2. f |
| 3. g | 4. e |
| 5. d | 6. h |
| 7. b | 8. a |

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

Uniforms Are a Good Choice

Some people find school uniforms a waste, but I think they save time and money and 1. promote equality at school.

First, students don't have to think about what to wear to school. Students are often 2. stressed out by trying to find an outfit in the morning.

Also, they might 3. feel pressured to ask their parents to buy them expensive clothing so they can 4. look cool and hip. But if everyone wears the same outfit, then students do not have to worry about 5. showing off.

Next, uniforms help students look good and 6. behave better.

Studies show that uniforms make people act better in class. Even

7. crime rates can decrease when students put on uniforms. This just goes to show that the benefits of a uniform 8. outweigh the drawbacks.

READ (p. 30)

- 1) Have students read the passage about school uniforms.

School Uniforms Are Beneficial

There are arguments for and against making children wear school uniforms. Overall, I think they are a good idea for a number of reasons.

When I was in elementary school, we had to wear a uniform. The best thing about school uniforms is that you don't need to think about what to wear every day. At my middle school, we don't have to wear uniforms, so we are free to wear whatever we like. This can be stressful, as students always want to look cool. If you wear a T-shirt that someone doesn't like, or that is out of fashion, people might make fun of you.

School uniforms also mean that people are more equal. Whether you are from a wealthy or poor family, everyone wears the same thing. No one can walk around in world-famous designer brands or make poorer students feel bad about their clothes. Everyone dresses the same and is treated the same way. Of course, this doesn't mean that bullying doesn't happen, but students can't judge others on their clothing.

However, there are negatives. People say parents save money on clothing through buying uniforms, but this isn't true. Parents must now buy regular clothing and uniforms. This means more money spent on clothing. It might be cheaper just to let children wear their own clothes. In addition, some people believe that school uniforms limit a student's self-expression and also make them less creative.

School uniforms have a number of potential benefits that, in my opinion, outweigh the few downsides. In my opinion, all schools should have uniforms.

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. The writer thinks wearing a school uniform has advantages but also disadvantages at the same time.
2. The writer says wearing your own clothes to school might be stressful, as students always want to look cool.
3. Because whether the student is from a wealthy or poor family, everyone wears the same thing.
4. Parents have to buy both regular clothing and uniforms and more money is spent on clothing.

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.
- 2) Check answers as a class.

LANGUAGE SKILLS (p. 32-33)

A. MODALS OF PERSUASION. Fill in the blanks with the correct words and rewrite the sentences.

WRITING FRAMEWORK FOR ESSAY WRITING 3

- 1) Study the first example as a class.
- 2) Explain to students that we use modals like *should*, *have to*, and *might* to persuade someone or stress an opinion. The verb following the modal should be in the infinitive.
- 3) Have students work in pairs to fill in the blanks and rewrite the sentences.
- 4) Call on students to share their answers.

1. All students have to wear a uniform because it is the rule here.
2. I should be able to wear jewelry or a watch if I want.
3. Students should be able to express their creativity.
4. Teachers might be happier if students wore uniforms.
5. You should let students be free to be themselves.

B. HYPHENATED COMPOUND WORDS. Use the correct words with hyphens to complete the compound words. Rewrite the sentences.

- 1) Study the first example as a class.
- 2) Explain to students that we put hyphens between words when the words make a single idea or concept. Compound words with hyphens, or hyphenated words, are not always nouns, but can also be adjectives.
- 3) Have students complete the sentences with the correct compound words.
- 4) Call on students to share their answers.

1. If all five-hundred students wear the same uniform, it's hard to tell them apart.
2. We should wear our own clothes because they are a form of self-expression.
3. Some students want to be fashion-forward, so they buy the latest shoes.
4. If there is no uniform, students might waste time searching for good-looking clothes.
5. Students ask their parents to buy high-priced clothes to show off to friends.

C. Rewrite the sentences using the modals should, might, or have to. Use the appropriate compound words.

- 1) Study the first question as a class together.
- 2) Have students complete the sentences using the modals *should*, *might*, or *have to*.
- 3) Have them also use the appropriate compound words.
- 4) Check the answers as a class.

1. Low-income families might struggle to pay for expensive clothes.
2. Twenty-five students all wearing different clothes might be distracting.
3. If students don't wear clothes from well-known brands, they might be bullied.
4. Bullying might have a long-lasting impact on children.
5. Schools should offer low-priced uniforms to make it affordable for everyone.

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. Children from low-income families will only be able to buy one uniform.
2. Wealthier students will wear accessories from well-known designers.
3. Students might feel like they are the same as everyone else.

ESSAY FRAMEWORK (p. 34-35)

- 1) Introduce the page titled *Argumentative Essays vs. Persuasive Essays*.
- 2) Explain that both types of essay tell readers about the writer's feelings and point of view, but that they do this in different ways.
- 3) Tell students that an argumentative essay uses a lot of facts and examples to explain why a view is correct. It does not contain many feelings or emotions.
- 4) Let students know that a persuasive essay does not rely on facts and examples but uses feelings and emotions to persuade the reader that a view is correct.

- 5) Use the chart to explain in greater detail the similarities and differences between argumentative and persuasive essays. Read the examples out to give students a clear idea of what these are.
- 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. This is a persuasive essay.

2. *(Answers will vary.)*

Children come from many different backgrounds, and they might feel left out if they are not fashionable, athletic, or popular.

3. The writer thinks that the benefits of wearing uniforms outweigh their downsides.

4. Yes, the writer says that uniforms can be very uncomfortable and ugly, and they limit self-expression.

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.)

| | |
|---|---|
| Do you think students should wear uniforms? | I think students should all have to wear uniforms. |
| What are some good things about wearing uniforms at school? | Uniforms give students a sense of discipline. They also stop students feeling left out if they cannot afford the latest fashions. |
| What are some bad things about wearing uniforms at school? | Uniforms can stop people feeling like individuals. |

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

(Answers may vary.)

FIRST DRAFT (p. 37)

A. Now write your own essay about school uniforms.

[C Grade Answer]

| | |
|--|--|
| Introduction Do you think students should wear uniforms? (1–2 sentences) | I think students should wear uniforms all. That is important. |
| Body What are some good and bad things about wearing uniforms at school? Give reasons for each. (6–8 sentences) | Uniforms are good because they make students all the same. They make students good. Uniforms are bad because students cannot choose what they want to wear. Uniforms are what we wear at school. |

| | |
|--|---|
| Conclusion Restate what you think about wearing uniforms in school. (2 sentences) | So, I think students should wear uniforms all. That is important. |
|--|---|

Score Explanation: This response fulfills few of the requirements of the task and receives a grade of C. It lacks details and does not meet the required length. There are word order issues (*I think students should wear uniforms all*; *So, I think students should wear uniforms all*). Some sentences are ambiguous (*They make students good*), vague (*Uniforms are what we wear at school*). The essay contradicts itself (*Uniforms are good because they make students all the same*; *Uniforms are bad because students cannot choose what they want to wear*). The essay makes no use of modals of persuasion or hyphenated compound words.

[B Grade Answer]

| | |
|--|---|
| Introduction Do you think students should wear uniforms? (1–2 sentences) | I don't think students should have to wear uniforms. |
| Body What are some good and bad things about wearing uniforms at school? Give reasons for each. (6–8 sentences) | <p>I think it is more important that they should listen and behaving well. You don't need a uniform for this.</p> <p>Also, I think students must be able to express their own style. It is important that people feel like free individual. Being in school should not be like being in army.</p> <p>Some people thinks uniform is good, but I don't agree.</p> |
| Conclusion Restate what you think about wearing uniforms in school. (2 sentences) | I think students should be free to dress how they want. I hope one day, all schools will stop having uniform. |

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. The argument is clear. However, there are verb agreement errors (*they should listen and behaving well*, *some people thinks*). There is a missing article (*being in army*). There are also a pluralization errors (*like free individual*, *will stop having uniform*). The writer has included several modals of persuasion but has not included any hyphenated compound words.

[A Grade Answer]

| | |
|---|--|
| Introduction Do you think students should wear uniforms? (1–2 sentences) | I do not believe that wearing uniforms is necessary for a school to function well. It is perhaps a rather old-fashioned idea that we should begin to reconsider. |
| Body What are some good and bad things about wearing uniforms at school? Give reasons for each. | Uniforms do not necessarily promote good behavior. In fact, studies have shown that when people feel like part of an anonymous mass, they are less likely to be responsible for their own actions. They feel protected and feel like they can hide among everyone else. So, wearing one's own clothes promotes responsibility and self-discipline. |

| | |
|---|---|
| <p>(6–8 sentences)</p> | <p>Choosing one's own clothes is an important way to define who you are and what you are interested in. This means we can relax and get to know each other well. Today, most workplaces allow employees to wear their own clothes. So, we should prepare students for this world.</p> <p>It is often said that if we let students wear their own clothes, then school will become like a fashion show. People say that less wealthy students will feel left out and might be bullied for their clothes. But uniforms are not free! Also, uniforms can quickly become old, or too small. Because of this, less wealthy students might be even more conspicuous. So, uniforms can lead to bullying too. With uniforms, less-wealthy parents are forced to buy more clothes: those for school <i>and</i> those for home.</p> <p>If a school has problems with bullying, they should not blame it on clothes. They have a duty to deal with bullying whatever students are wearing!</p> |
| <p>Conclusion Restate what you think about wearing uniforms in school. (2 sentences)</p> | <p>I do not believe that uniforms have many advantages. They do not guarantee good behavior or discipline. Neither do they stop bullying. We need to move on from the culture of uniforms!</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 clear logical argument. There are just two spelling errors (*anonymous*, *conspicuos*). The writer has made good use of modals of persuasion and hyphenated compound words.

Are E-books or Paper Books Better?

➤ **LESSON GOAL** Students will be able to write a comparison essay about paper books vs. e-books.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for comparing e-books and paper books. In the warm-up section, students preview and practice vocabulary and answer questions related to the two types of media. 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 expressive preference and *do* for emphasis 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 feelings about e-books and paper books. 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 expressive preference and *do* for emphasis.

TEACHING NOTES

This unit teaches students how to compare e-books and paper books. Teachers could introduce students to various alternative means of saying advantage/disadvantage:

pro / con
 strength / weakness
 positive / negative
 benefit / drawback
 plus / minus
 upside / downside
 good point / bad point

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.

Comparative Writing

| | | |
|--------------------------|-----------------------------------|--|
| Writing Purpose | | To compare e-books and paper books |
| Language Features | | <ul style="list-style-type: none"> Expressive preference <i>Do</i> for emphasis |
| Framework | | |
| School and Learning | Book features and device features | Write an introduction about comparing paper books and e-books. Try to include a hook. What are the benefits and drawbacks to paper books? What are the benefits and drawbacks to e-books? Restate briefly a comparison between paper books and e-books. Give a prediction about the future of books. |
| Details | Comparative writing | media, technology, progress, tradition, advantages, disadvantages |

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 about the last book they read. Ask them if reading on paper or on a computer screen is more comfortable.
- 3) Explain that in this unit, students will learn how to compare e-books and paper books.

WRITING GUIDE (p. 38)

- 1) Explain to students that when they compare two things, like e-books and papers books, they should talk about the features of both things and mention their similarities and differences. They should talk about the advantages and disadvantages of both e-book readers and paper books equally. They should make sure to mention the same points when comparing.
- 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 a PC tablet for reading e-books.
2. The weight of paper books are all different, but the weight of e-books are the same.
3. I think someday e-books will completely replace paper books because as technology keeps developing, more people will use it.

WORDS TO KNOW (p. 39)

- 1) Focus students' attention on the sentences with underlined words and phrases on the left and the definitions on the right.
- 2) Tell students to match the underlined words or phrases to the definitions on the right.
- 3) Encourage students to ask questions about vocabulary and content after matching the elements below.

A. Match the underlined words or phrases with their definitions.

- | | |
|------|------|
| 1. f | 2. a |
| 3. g | 4. b |
| 5. c | 6. e |
| 7. d | |

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

A Good Book No Matter the Format

Paper books and E-books both have their fans. There are advantages and disadvantages of both.

Paper books are often prized for their texture and appearance. People

1. take a look at them and admire their charm. A lot of people

2. give away books as prizes or gifts. Although it seems old-fashioned, getting a paper book as a gift can

3. really touch you because it means the person thought about what you like. So, on one hand, paper books seem like a good thing. But 4. on the other hand, they can be bad for the world. You need to cut down a lot of trees to make paper for a book.

With an e-book, this isn't a problem. You only have to 5. cut down

one e-book reader instead of several books. You can 6. shop for hundreds of books on one e-book reader. Don't know a word? You can easily

7. look up any word on an e-book reader. They all have a(n) 8. built-in dictionary.

READ (p. 40)

- 1) Have students read the passage comparing paper books and e-books.

Which Do You Prefer: Paper Books or E-books?

Everyone has their favorite way of reading a book. Some people prefer traditional paper books to e-books. Others don't. Let's take a look at both of them.

Those who say they would rather read a paper book do enjoy the experience. They like the smell and the feel of a book. They can easily write little notes on the side of the page, and they can bookmark a page by folding the corner a bit. But, there are drawbacks to paper books. Pages can be easily ripped or torn out. They can also be very heavy and hard to carry around. Most people don't carry more than one or two books.

As for e-books, the most common reason people say they would rather have an e-book than a paper book is that e-books are much more convenient. You can read a book anytime, anywhere. And it is easy to carry with you, as whether you have 50 or 500 books on your e-reader, it won't get heavier! However, not all of it is good. You can lose all of your books if you get some water on the device. They also always need to be charged, so if your device runs out of power, you are out of luck.

There are plenty of differences between paper books and e-books. Even though e-books are convenient, paper books do provide a special experience. Yet the best thing is that you don't have to choose one or the other. You can read paper books one day, and e-books another. Happy reading!

ANALYZE (p. 40-41)

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

A. Answer the questions in complete sentences.

1. Those people enjoy the experience by smelling and feeling the book.
2. Pages can be easily ripped or torn out.
3. You can lose all of your books if you get some water on the device. They also always need to be charged.
4. The best thing is that you don't have to choose one or the other. You can read paper books one day, and e-books another.

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.

A. EXPRESSING PREFERENCE. Rewrite the sentences using the preference phrases.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1) Study the first example as a class. 2) Explain to students that we use the phrases <i>prefer A to/over B</i>, <i>prefer to A than to B</i>, or <i>would rather A than B</i> to show a preference for A over B. You can use <i>prefer</i> with nouns and <i>would rather</i> or <i>prefer to</i> with infinitive verbs. 3) Have students work in pairs to rewrite the sentences using the preference phrases. 4) Call on students to read sentences to the class. | <ol style="list-style-type: none"> 1. I prefer e-books to paper books. 2. My friend Percy would rather read fiction than read non-fiction. 3. They prefer collecting paper books over having an e-book device. 4. I would rather save trees than cut down trees to make books. 5. He prefers to invest in an e-book reader than to buy a lot of books. |
|--|---|

B. DO FOR EMPHASIS. Place do in front of the verbs and rewrite the sentences.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1) Study the first example as a class. 2) Explain to students that we put the words <i>do</i> and <i>does (did)</i> in front of a verb (except the <i>be</i> verb) to emphasize the meaning of that verb. This is often used in front of a sentence beginning with <i>but</i> that contrasts the first sentence. The verb <i>do</i> is usually in the simple present or simple past tense. 3) Have students place <i>do</i> in front of the verbs and rewrite the sentences. 4) Call on students to share their answers. | <ol style="list-style-type: none"> 1. I do buy paper books, but only when there is a sale. 2. We did like the e-book reader, but the screen was too small. 3. E-books do seem more convenient, but I still prefer paper books. 4. My mother does enjoy giving books as a gift to my family. 5. They did love e-books, but they had to use paper books at school. |
|---|---|

C. Complete the sentences using the preference phrases. Put do for emphasis in the second sentences.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1) Study the first question as a class together. 2) Have students complete the sentences using the preference phrases. 3) Have them also use <i>do</i> for emphasis in the second sentences. 4) Check the answers as a class. | <ol style="list-style-type: none"> 1. Most people prefer paper books over e-books. They do enjoy the feel of them. 2. I would rather read e-books than buy heavy paper books. I do have a bad back. 3. Young people prefer e-books to paper books. They do like their devices. 4. Henry would rather read books than play sports. He does enjoy being alone. 5. She prefers saving money to buying paper books. But she does buy books sometimes. |
|--|--|

D. Find the three incorrect sentences and rewrite them.

- | | |
|--|---|
| <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. While I do love to read paper books, I have no room to store them. 2. I would rather have e-books than paper books! 3. I prefer donating my old books over throwing them all away. |
|--|---|

ESSAY FRAMEWORK (p. 44-45)

- 1) Introduce the essay framework page titled *Comparative Essays*.
- 2) Explain that a comparative essay talks about how two things are alike and different. Tell students that it could also explain the advantages and disadvantages of two things.
- 3) Explain that a comparative essay can be done in two different ways: block format or point-by-point format.
- 4) Tell students that with a block format comparative essay, the focus is on the subject.
- 5) On the other hand, with a point-by-point format, the focus is on the similarities and differences.
- 6) Read through the chart describing the structure of the two types of comparative essay.
- 7) Finally, take students through the useful vocabulary at the bottom of the page.
- 8) Then have students read the essay, answer the questions, and fill out the chart.
- 9) Check answers as a class.

A. Read the following essay and answer the questions.

1. A
- 2.

| | |
|-------------|--|
| Paper books | (+) People like how paper books feel in their hands. (+) They are easier on their eyes. (+) A traditional book doesn't require the use of a battery, so if there is no power, you can still enjoy it. (+) It can also be loaned to your friends or re-sold when you are finished reading it. (+) It is easier to read and write in a paper book. (-) Paper books do create a lot of waste. (-) They have to cut down many trees to make paper books. |
| E-books | (+) You can get an e-book right away by simply downloading it. (+) If you need to look up a word in the book, there is a built-in dictionary that helps you. (+) E-books do not require cutting down any trees. (+) You can put hundreds of books on a single device. (-) It won't work unless the device is charged. (-) If you lose your device, you lose all of your e-books at the same time. |

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.)

| | |
|---|---|
| Which do you think is more popular: paper books or e-books? | I think paper books are still more popular than e-books. |
| What are the good things and bad things about paper books? | Paper books feel like they connect us to history. However, they can be torn and damaged quite easily. |
| What are the good things and bad things | It is easier to search in e-books. However, looking at a |

| | |
|---|---|
| about e-books? | screen can hurt your eyes. |
| What do you think the future of books will be like? | I think in future, people will realize that e-books are not a good or safe way to record our culture. |

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

FIRST DRAFT (p. 47)

A. Now write your own essay comparing e-books and paper books.

[C Grade Answer]

| | |
|--|--|
| Introduction Write an introduction about comparing papers books and e-books. Try to include a hook. (1–2 sentences) | Do you know about e-books and paper books? E-books and paper books are the same but different. |
| Body What are the benefits and drawbacks to paper books? What are the benefits and drawbacks to e-books? (6–8 sentences) | Paper books are nice. They feel nice. They look better. They can go on your shelf. E-books are easy and clean. You can carry them on the train. You can keep them in your computer. |
| Conclusion Restate briefly a comparison between paper books and e-books. Give a prediction about the future of books. (2 sentences) | Paper books are nicer. e-books are easier. |

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C. Although its reasoning is clear, it is brief, unambitious, and somewhat basic in its argument. It contains a spelling error (*different*) and a grammatical noun error (*shelf*). There is also a capitalization error (*e-books*). The introduction attempts to include a hook, but it is rather redundant (*Do you know about e-books and paper books?*) and vague (*E-books and paper books are the same but different*). The conclusion is clear, but particularly cursory. The passage does not express preference or use *do* for emphasis.

[B Grade Answer]

| | |
|--|--|
| Introduction Write an introduction about comparing papers books and e-books. Try to include a hook. (1–2 sentences) | Today, we are at cross roads. E-books are populer, but there are still paper books. Personally I prefer paper books. |
|--|--|

| | |
|--|--|
| Body What are the benefits and drawbacks to paper books? What are the benefits and drawbacks to e-books? (6–8 sentences) | <p>Paper books are still popular because they are very comfortable to use. Afterall they have been produced for thousands of years. This also means that a lot of history is contained in paper books. There are some disadvantages. Paper books do take up a lot of room and can eventually fall apart.</p> <p>E-books are very convinient. They take up much less space. It is also easy to find information in an e-book. However, e-books need computers, which are expensive and can going wrong.</p> |
| Conclusion Restate briefly a comparison between paper books and e-books. Give a prediction about the future of books. (2 sentences) | <p>In conclusion, I think paper books are better because they have a long history and can't go wrong. In the future we will still rely on paper books.</p> |

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It is ambitious, but contains some spelling errors (*populer, comfortable, convinient*) and a failure to recognize a compound word (*cross roads*). There are punctuation errors in the form of missing commas (*Personally I; Afterall they; In the future we*). There is also a verb agreement error (*can going wrong*). The writer has expressed preference and used *do* for emphasis.

[A Grade Answer]

| | |
|---|--|
| Introduction Write an introduction about comparing papers books and e-books. Try to include a hook. (1–2 sentences) | <p>What kinds of books do you think we will be reading 100 years from now? E-books still feel like a new development, but they may only be one step in a much longer journey. They aren't yet sophisticated enough to completely replace paper books. I am glad about this because I prefer paper books.</p> |
| Body What are the benefits and drawbacks to paper books? What are the benefits and drawbacks to e-books? (6–8 sentences) | <p>For me, paper books still have a very important role to play in our culture. The internet and e-books don't have the authority of printed books. This is because we have a publishing industry which ensures the quality and the accuracy of the books it produces. Anyone can make an e-book or put something online.</p> <p>Also the technology e-books use is expensive. It is not universal or permanent either. There are many different types of software and hardware. Technology moves quickly and makes things obsolete almost overnight. If we only publish e-books, 100 years from now, we may not have the right equipment to read them at all. Compare this to paper books. Our national libraries are full of books published in the exact same way over thousands of years. We don't need any special equipment to use them.</p> <p>Of course, e-books do have their advantages. They are very easy to search. This is a big advantage, especially for academic books. They take up little space, but arguably this is because they do not really exist. For novels and poetry, I think paper books are essential. We need to physically preserve these parts of our cultures.</p> |

| | |
|--|--|
| <p>Conclusion</p> <p>Restate briefly a comparison between paper books and e-books. Give a prediction about the future of books. (2 sentences)</p> | <p>We still need paper books because e-books are not reliable enough. Paper books are still an important way to share information and to record our cultures for future generations.</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 compelling comparison of the two forms of media. The passage expresses preference and uses *do* for emphasis. There is just one missing comma (*Also the technology*).

- **LESSON GOAL** Students will be able to write a problem-solution essay about building a healthy body image.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about body image. In the warm-up section, students preview and practice vocabulary and answer questions related to problems and solutions around body image. 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 reflexive pronouns and quotation marks 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 thoughts about body image. 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 reflexive pronouns and quotation marks.

TEACHING NOTES

This unit instructs students on how to write about a healthy body image. Teachers could tell students about stative verbs used to describe appearance. They could tell students how these differ from *be* verbs in that they do not imply an objective reality or truth: seem, appear, look like.

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.

Problem-Solution Writing

| | | |
|----------------------------|--------------------------|--|
| Writing Purpose | | To write about body image |
| Language Features | | <ul style="list-style-type: none"> • Reflexive pronouns • Quotation marks |
| Framework | | |
| Physical and Mental Health | Body and health | What is an important problem with body image? Why do people think they are not fine the way they are? What are some things people can change to have a positive body image? Restate the problem and how to fix it. |
| Details | Problem-solution writing | self-image, society, pressure, fashion, exercise |

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 healthy. Ask them what a healthy body image is.
- 3) Explain that in this unit, students will learn how to write about body image.

WRITING GUIDE (p. 48)

- 1) Explain to students that when they write about a healthy body image, they should write about what it is, what problems are associated with having an unhealthy body image, and how to change this. They should talk about how the media (news, TV, etc.) or society (social media, friends, etc.) often shows us images or gives us advice that is not healthy.
- 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 worry about it often.
2. I like my eyes color the most. I think the color is very pretty.
3. We can improve our health and appearance by eating healthy food and working out regularly.

WORDS TO KNOW (p. 49)

- 1) Focus students' attention on the words in the box and the 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. A researcher did a(n) case study about healthy body image.
2. Models with perfect bodies make people think their body is unsatisfactory.
3. Most people want to look attractive to others so they like them.
4. People diet because they want to be slimmer than they are now.
5. If you exercise, you can transform your body from an unhealthy one to a healthy one.
6. People have different body types, and no one's body is just like anyone else's.
7. People who lift weights often have muscular arms.
8. If you have a(n) realistic idea of how to stay healthy, you will look and feel good.

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

Social Media Affects Body Image

Social media users often talk about being skinny or having large muscles. Unfortunately, social media has given many people the 1. wrong idea about what we should look like. Now, most people 2. think negatively about themselves, and think that they are in bad shape because they don't look like the model in the advertisement. These impossible 3. beauty standards make people become unhealthy. People should not worry about being skinny or muscular. They should simply want to be 4. in good shape. Being in good shape means they are at 5. a healthy weight. To get in shape, people can eat healthily and 6. build muscle by lifting weights. The media should try to promote 7. a healthy lifestyle for everyone. But until they do, it might be best to 8. stay off the internet and work on being healthy in your own way.

READ (p. 50)

- 1) Have students read the passage about how to build a positive body image.

Changing to Be Healthy

When you look at yourself in the mirror, what do you think? "Hmm, I could lose a pound or two," or "I wish I looked like my friend John." More often than not, most people think negatively of themselves. So how can we build healthy body images for ourselves?

If you go on any website or watch any TV show, you may think, "Wow! That actress is so beautiful!" The models and actors are slim or muscular, but most importantly, they are all attractive. When we see people like that, we start to compare ourselves to them. This might make us feel bad about ourselves. People say that looking at images of skinny people in magazines makes them feel unattractive. These people also say that they don't see people on TV who look like them.

What can we do about this? First, we can change the way we think. We need to realize that the photos have been changed. People don't really look like that. We must also realize that we don't have to look like the people on TV or in magazines. We should be happy with who we are.

The second thing we can do is to tell companies how we feel. We can use social media to ask them to show more body types on TV. We can tell them it's wrong to promote unhealthy lifestyles.

Building a healthy body image must come from ourselves. We sometimes need to tell ourselves, "I am just as beautiful as they are." But we can also try to make sure that we see more realistic beauty standards on TV or in magazines.

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. Most people think negatively of themselves.
2. They think the actors or actresses are beautiful and might compare to themselves, which makes them feel bad.
3. We can change the way we think
OR We can tell companies it's wrong to promote unhealthy lifestyles.
We can use social media to ask them to show more body types on TV.

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

(Answers may vary.)

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

LANGUAGE SKILLS (p. 52-53)

A. REFLEXIVE PRONOUNS. Fill in the blanks with the correct reflexive pronouns.

- | | |
|--|---|
| <ol style="list-style-type: none">1) Study the first example as a class.2) Explain to students that we use a reflexive pronoun when the subject and the object refer to the same person or thing. We can also use it both right after the subject and in the object position to emphasize the noun. | <ol style="list-style-type: none">1. I need to consider how I think of my body and myself.2. You should try some healthy habits yourself.3. Mike thought to himself about how he could become healthier.4. We have to ask ourselves how have we judged others by their appearance.5. The students wrote to companies themselves and |
|--|---|

- 3) Have students work in pairs to fill in the blanks with the reflexive pronouns in the box.
 - 4) Call on students to read sentences to the class.
- without their teacher's help.

B. QUOTATION MARKS. Find the errors in the sentences and rewrite them.

- 1) Study the first example as a class.
 - 2) Explain to students that direct quotation styles differ by region. In American English, double quotes (") are used, and commas and periods go inside the closing the quotation mark. Question and exclamation marks go outside unless it is part of the original quoted material. The first word of a full sentence is always capitalized, and the word that comes before the quote gets a comma.
 - 3) Take students through the tip below.
 - 4) Have students find the errors in the sentences and rewrite them.
 - 5) Call on students to share their answers.
1. They think, "I wish I could look like a model in a magazine."
 2. Some people say, "I can't do it."
 3. My parents say, "You shouldn't focus so much on your looks."
 4. Have you ever thought, "I want to be muscular?"
 5. My sister always tells me, "I wish I could look just like that person on TV."

TIP (p. 52)

In British English, direct quotation uses single quotes (') and all punctuation goes outside the quotation marks, unless it is part of the original quoted material.

Mark said, 'I wish I had a bit more muscle'.

C. Find the errors in the sentences and rewrite them.

- 1) Study the first question as a class together.
 - 2) Have students find the errors in the sentences and rewrite them.
 - 3) Check the answers as a class.
1. We need to tell ourselves, "I am just as attractive as they are."
 2. We told ourselves we would never say, "I wish I looked like her."
 3. I need to tell myself often, "I will eat healthy and exercise."
 4. Annie would always say to herself, "I should lose some weight."
 5. Some say to themselves, "Everyone is unique," but I don't want to be different.
 6. My sister often thinks to herself "I wish I looked like Jessica."

D. Find the three incorrect sentences and rewrite them. Use American-style quotations.

- 1) Study the paragraph as a class together.
 - 2) Have students find the three incorrect sentences and rewrite them using
1. One day, I thought, "Hmm, why do I feel unsatisfied with myself?"
 2. My mother told me "The things people put on the

American-style quotations.

3) Check answers as a class.

internet might not be true."

3. A lot of people even use software to fix themselves so they look better.

ESSAY FRAMEWORK (p. 54-55)

- 1) Introduce students to the page titled *Problem-Solution Essays*. Explain that in a problem-solution essay, we usually describe the problem first.
- 2) Tell students that they should describe the problem in detail. They can give the background of the problem and say why it is happening. The problem paragraph(s) usually contain(s) two or three ideas.
- 3) Explain to students that the next part of the essay should include the solution. The solution paragraph(s) should describe two or three ways to fix the problem.
- 4) Take students through the table to detail the introduction, body, and conclusion of a problem-solution essay.
- 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.

① The problem with body image is that we see so many pictures of "perfect" people.

② Those around us, too, contribute to the problem with our self-esteem.

2.

① We must stop saying, "I need to look like that!" or, "I'm not good-looking," and remember that everyone is beautiful in their own way.

② Think about all the things that your body can do.

3. (Answers will vary.)

We must respect our physical appearance as it is. Try not to think negatively about not being thin.

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.)

| | |
|---|---|
| How do many people view their appearance, especially their bodies? | A lot of people don't like the way their bodies look. |
| Why do some people think they are not okay the way they are? | Some people focus on the parts of their appearance that they dislike. |
| What are some things people can change to have a positive body image? | People can try to see themselves more objectively. Everyone has things about them that they do not like, but other people don't see them in the same way. |
| What do you wish people would say to themselves | I wish people would tell themselves: "everyone is attractive in different |

WRITING FRAMEWORK FOR ESSAY WRITING 3

| | |
|----------|--|
| instead? | ways". Physical appearance is just one aspect of what makes us who we are. |
|----------|--|

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 body image.

[C Grade Answer]

| | |
|--|--|
| Introduction What is an important problem with body image? (1–2 sentences) | One important problem with the body image is bad body image. People think they look ugly when they dont. |
| Body Why do people think they are not fine the way they are? What are some things people can change to have a positive body image? (6–8 sentences) | People see the pictures of modles in the magazines. The modles are more beautiful. This makes people feel bad. People can stop reading the magazines. They can wear the cloths that suit them, not just the fashionable ones. |
| Conclusion Restate the problem and how to fix it. (2 sentences) | The problem is people are trying to be like someone else. They need to be happy with themsselves. |

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 spelling errors (*ugly*, *modles*, *cloths*, *fashionable*, *themsselves*) and a missing apostrophe (*dont*). The writer uses the definite article unnecessarily (*the body image*, *the magazines*, *the cloths*, *the fashionable ones*). The first sentence is vague and confused. The writer has attempted to make use of a reflexive pronoun, but not without issue (*themsselves*). They have made no attempt to use quotation marks.

[B Grade Answer]

| | |
|---|--|
| Introduction What is an important problem with body image? (1–2 sentences) | An important problem with body image is that it makes people unwell. Some people see themselves in the wrong way and do not eat properly. |
| Body Why do people think they are not fine the way they are? What are some things people can change to have a positive body image? (6–8 sentences) | <p>Some people have a condition where they don't know how they really look. When they look in the mirror, their brain exaggerates some things and they can only see the bad things. They think they are fat when they aren't.</p> <p>This means that they don't eat enough. They damage their bodies. These people need to get help from a doctor or a psychiatrist. They will help them to get better. Doctors work in hospitals or in offices.</p> |
| Conclusion Restate the problem and how to fix it. (2 sentences) | People with this problem need help. Doctors will tell them: 'you have a problem with your brain and not your body'. |

Score Explanation: This response fulfills some of the requirements of the task and receives a grade of B. It contains some spelling errors (*condition*, *exaggerates*) and a missing apostrophe (*aren't*). Some information is not relevant (*Doctors work in hospitals or in offices*). The writer has attempted to make use of quotation marks, but has punctuated incorrectly before them (*them.*) and used inverted commas instead. The passage does make successful use of a reflexive pronoun.

[A Grade Answer]

| | |
|---|---|
| Introduction What is an important problem with body image? (1–2 sentences) | We all see ourselves differently. Some people like the way they look, many people do not. While most of us would like to change a few things, the main thing to worry about is our physical and mental health. |
| Body Why do people think they are not fine the way they are? What are some things people can change to have a positive body image? (6–8 sentences) | <p>Mass media has an important role to play in the way we see ourselves. Since the early twentieth century, advertising has not only tried to sell us products, it has tried to make us feel bad about ourselves. It does this by telling us that certain people are beautiful and others are not. Advertisers know that when we feel inadequate, we tend to spend money on things we don't really need. In fact, this often makes us even less happy and the cycle continues.</p> <p>Of course, there is nothing wrong with being happy with the way we look. In fact, feeling good about how we look is good for our mental health. But looking "good" can mean a lot of different things. If we spend too much time trying to conform to someone else's invented standard, it can make us unwell.</p> <p>As with most things in life, we need to find a balance. We can work on ourselves by reading books, not just by dieting and going to the gym. It's all part of a package!</p> <p>The important thing is that if we try to change ourselves, then it is for us and not for other people. There are some things we simply cannot change. The</p> |

| | |
|--|--|
| | important thing is to accept that and embrace our uniqueness. We need to say to ourselves, "everyone is different, but equal". |
| Conclusion Restate the problem and how to fix it. (2 sentences) | Body image is a complex issue which affects us all differently. If we do want to change ourselves in any way, it should be to make us happier, not because we worry what other people think. |

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 (*inadquate*). The writer has made successful use of both reflexive pronouns and quotation marks.

What Causes Student Burnout?

➤ **LESSON GOAL** Students will be able to write a cause-effect essay about student burnout.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about the causes of student burnout. In the warm-up section, students preview and practice vocabulary and answer questions related to stress caused by education. 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 *too* + adjective + *to*-infinitive and *the more / the less* 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 student burnout. 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 *too* + adjective + *to*-infinitive and *the more / the less*.

TEACHING NOTES

This unit instructs students on how to write about the risk of student burnout. Teachers could tell students that within school education, there are many differences between American and British English. Take them through the table below:

| American English | British English |
|------------------|-----------------|
| principal | headteacher |
| semester | term |
| schoolyard | playground |
| grade | mark |
| grade | year |
| graduate | leave |

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.

Cause-effect Writing

| | | |
|----------------------------|----------------------|--|
| Writing Purpose | | To describe what causes student burnout |
| Language Features | | <ul style="list-style-type: none"> <i>too</i> + adjective + <i>to</i>-infinitive <i>the more / the less</i> |
| Framework | | |
| Physical and Mental Health | School and studying | What is student burnout? What causes student burnout? How does this cause it? What happens when students feel burned out? How can we prevent burnout? Restate what causes student burnout and why. Suggest a solution. |
| Details | Cause-effect writing | education, ethics, workload, stress, development |

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 if they often find themselves under stress. Ask them how they usually cope with stress.
- 3) Explain that in this unit, students will learn how to write about student burnout.

WRITING FRAMEWORK FOR ESSAY WRITING 3

WRITING GUIDE (p. 58)

- 1) Explain to students that when they write about student burnout, they should write about what it is, what the causes could be, and why they could be a cause. They should then talk about how this affects students and their grades in school.
- 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. It means there is no energy left to concentrate on school or work.
2. The person may feel more tired and be gloomy.
3. Too many assignments cause people to be burned out.

WORDS TO KNOW (p. 59)

- 1) Focus students' attention on the words in the box and the 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. One word is not used. Change the verbs if necessary.

1. Burnout happens when a student pushes themselves too hard and can't work anymore.
2. Children often feel peer pressure when their friends tell them they have to do something.
3. Students feel overwhelmed by the pressure to get good grades.
4. Parents encourage their children to do volunteer work or extracurricular activities.
5. If students spend five hours a night on homework, their workload is too heavy.
6. The ideal student studies until 9 p.m. but also excels in other areas, such as sport or music.
7. Many researchers believe 80 hours is a(n) excessive amount of studying per week.

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

Causes of Student Burnout

Student burnout rates are on the rise, but what causes so many children to become 1. burned out?

One of the biggest causes of burnout is 2. over-assigning work. Many teachers think that giving more homework is better than no homework. Teachers say they 3. push themselves hard to make them better. However, students 4. struggle with finishing all the work in time for class. So much homework all the time only makes students tired quicker.

Student burnout is also caused by feeling pressured. Some students talk so much about good grades and college. It makes others feel 5. worse and worse about school when they don't do well. Students who are constantly pressured by peers find it hard to 6. carry on this lifestyle. They don't know how to 7. cope with the stress and pressure. So they sometimes get very sad and cry a lot. Other times, they 8. blow up and shout at people.

READ (p. 60)

- 1) Have students read the passage about student burnout.

Student Burnout Has Many Causes

These days, it feels like students are burning out more frequently than before. But why is this?

For one, excessive studying can cause burnout. In order to get the best grades in class, students spend all of their time studying. They not only study in class, but they also study in their free time and on the weekends. Students are too stressed about their grades to relax. But the more they study, the less time they give their brains to rest.

Also, too little sleep can cause burnout. Students are already very stressed about their grades and any upcoming tests. When it is time to go to sleep, they lie awake all night and worry. The more they worry, the harder it is for them to sleep. This is extremely harmful to their health. Students need at least eight hours of sleep a night, yet many only sleep for three or four hours.

Parents can cause burnout as well. All parents want their children to get good grades. So when they see their child studying excessively or not sleeping enough, they are too afraid to say anything because they want their child to succeed. They don't realize that rest is just as important as studying, and their child needs to do both.

After looking at the facts, it is clear that excessive studying, lack of rest, and parents are three major causes of student burnout. If parents encourage students to rest more, it might help relieve stress, improve student grades, and reduce the risk of burnout.

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. Excessive studying is studying in all time. It's to study not only in class, but also in free time and on the weekends.
2. Students will have less time to rest their brains.
3. Too little sleep can cause burnout.
4. Because they want their child to succeed.

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

(Answers may vary.)

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

LANGUAGE SKILLS (p. 62-63)

A. TOO + ADJECTIVE + TO-INFINITIVE. *Make two sentences into one using too + adjective + to-infinitive phrases.*

- 1) Study the first example as a class.
 - 2) Explain to students that we use the phrase *too + adjective + to-infinitive* when something is unable to happen because of something else. This is usually used in negative situations where the subject is prevented from doing something.
 - 3) Have students work in pairs to make two sentences into one using *too + adjective + to-infinitive*.
 - 4) Call on students to read sentences to the class.
1. Students are too stressed about their classes to relax.
 2. Teachers are too overwhelmed right now to help every student.
 3. Parents are too worried about their children's grades to stop them from staying up late.
 4. Schools are too busy to stop and help struggling students.
 5. Mary is too concerned about her grades to (have time to) relax.

B. THE MORE / THE LESS. *Rewrite the sentences using the appropriate phrases.*

- 1) Study the first example as a class.
 - 2) Explain to students that we use the phrase *the more / less..., the more / less...* to show how two things affect each other in equal or opposing ways. It can be applied with nouns, adjectives, adverbs, phrases, and sentences. Adjectives of two or less syllables use *-er* or *-ier* instead of *more* or *less*. Remember that both sides must be equal in grammar level, tense, and order. Make sure to put a comma between the phrases.
 - 3) Have students rewrite the sentences using the appropriate phrases.
 - 4) Call on students to share their answers.
1. The more difficult a test is, the more students study.
 2. The later you stay up, the less time you have for sleep.
 3. The more you worry, the worse you do on the test.
 4. The more homework teachers give, the less time students have to play.

C. Rewrite the sentences using *too + adjective + to-infinitive* or *the more / less..., the more / less...* phrases.

- 1) Study the first question as a class together.
 - 2) Have students rewrite the sentences using *too + adjective + to-infinitive* or the *more / less..., the more / less...* phrases.
 - 3) Check the answers as a class.
1. The more exhausted they are, the worse they will do on the tests.
 2. The more Mary focuses on grades, the more she studies at night.
 3. Parents are too concerned about their kids' grades to care about their health.
 4. The less they slept at night, the less they could concentrate in classes.
 5. Students are too stressed about school to enjoy weekends and holidays.
- OR The more students are stressed about school, the less they enjoy weekends and holidays.

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. Real students are too stressed to think that TV students are just part of a show.
 2. The more students see these, the less likely they feel like they are studying enough.

3. Students are too busy doing extra work to take a break.

ESSAY FRAMEWORK (p. 64-65)

- 1) Introduce students to the page titled *Cause-Effect Essays*. Explain that this type of essay focuses on a problem and the things that cause it.
- 2) Explain to students that there are two main methods for writing a cause-effect essay.
- 3) Explain that in *Method 1*, we put the cause and the effect in the same paragraph. This is useful for essays where there are more than one cause and more than one effect. Take students through the table to explain *Method 1* in more detail.
- 4) Tell students that in *Method 2* is most useful when there is just one cause and several effects. This method is usually used in a single or three-paragraph essay. Take students through the table to explain *Method 2* in more detail.
- 5) Finally, explain to students that the most important thing about a cause-effect essay is that the causes and effects must be related to each other.
- 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. But what causes student burnout?
2. B
- 3.

| Causes | Effects |
|------------------------------|-----------------|
| Over-assigned work at school | Student burnout |
| Peer pressure | |
| Societal pressure | |

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.)

| | |
|--|---|
| What is student burnout? | Student burnout is when students become exhausted and cannot focus anymore. |
| How do students feel when they are burned out? | When students have burnout, they feel tired and are unable to concentrate anymore. |
| What are some causes of student burnout? | Caring too much about school grades causes burnout. Also, competing with close friends causes it. |

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 student burnout.**[C Grade Answer]**

| | |
|--|--|
| Introduction What is your essay about? What is student burnout? (1–2 sentences) | This essay is about Student Burnout. Student burnout is when student's get really tired out and cant work anymore. |
| Body What causes student burnout? How does this cause it? What happens when students feel burned out? How can we prevent burnout? (6–8 sentences) | Student burnout is caused by too much work. Student's get given too much homework. They cant get enough rest. When student's feel burnout, they cant learn anymore. Their brains are broken. We can prevent student burnout by giving less homework. |
| Conclusion Restate what causes student burnout and why. Suggest a solution. (2 sentences) | Student burnout is caused by too much homework. When they have too much work, students dont sleep. |

Score Explanation: This response fulfills few of the requirements of the task, and receives a grade of C. It lacks detailed or nuanced causes and is not of sufficient length. The passage contains punctuation errors in the form of missing apostrophes (*cant*, *dont*) and unnecessary apostrophes (*student's*). The introduction also contains unnecessary capitalization and italicization (*Student Burnout*). The writer makes no use of *too* + adjective + *to*-infinitive or *the more / the less*.

[B Grade Answer]

| | |
|--|--|
| Introduction What is your essay about? What is student burnout? (1–2 sentences) | This essay will consider student burnout. Student burnout is a condition that makes students feel very exhaustion and frustration. |
| Body What causes student burnout? How does this cause it? What happens when students feel burned out? How can we prevent burnout? (6–8 sentences) | Student burnout is caused by too much school work. It is also caused by too much work at academies. When students have too much work, they don't get enough rest. This means they become exhausting. When they are exhausting, they cannot concentrating and could also become depressing. We can pervent student burnout by giving students more time to rest and recover. Teacher and parents can put less pressure on students. |
| Conclusion Restate what causes student burnout and why. Suggest a solution. (2 sentences) | Student burnout happens when students are too tires to think. Students should be limited to less hours or work pear week. |

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It contains spelling errors (*acadamies, prevent, pear*). Although the vocabulary shows clear ambition, there are several grammatical errors, most notably caused by uncertainty over noun and adjective forms (*students feel very exhaustion and frustration; they cannot concentrating and could also become depressing; This means they become exhausting.*) The writer makes use of *too* + adjective + *to*-infinitive but does not use *the more / the less*.

[A Grade Answer]

| | |
|--|--|
| Introduction What is your essay about? What is student burnout? (1–2 sentences) | This essay will consider the wide spread problem of student burnout and its causes. Student burnout is a condition that leads to poor standards of education, but it can also lead to depression and anxiety. |
| Body What causes student burnout? How does this cause it? What happens when students feel burned out? How can we prevent burnout? (6–8 sentences) | <p>In many countries, students are under greater pressure than ever before. From a young age, education systems are viewed as places of competition rather than personal growth. Students are expected to work long hours at school and often attend academies after school. This combined work load is too great. After spending all night studying, students are often too tired to concentrate at school.</p> <p>But how have we come to find ourselves in this situation. In my opinion, the main causes are not from the world of education itself, but from the world of employment.</p> <p>First, parents are working longer and longer hours. This means they cannot spend time with their children. So, from a young age, parents send children to after-school academies. This might be useful to some extent, but students can only learn so much. Too much extra work can actually have a negative effect on a student's development.</p> <p>Second, the world of work is more and more competitive. Parents and students worry that they won't be able to get a good job when they finish school or university. This leads to a frantic and stressful rush to become more and more educated, often with harmful results.</p> <p>As in the world of work, there is a misconception that more hours working means more productivity. Studies have proven this to be untrue.</p> |
| Conclusion Restate what causes student burnout and why. Suggest a solution. (2 sentences) | <p>Like adults, students work and learn best when they are well-rested, well-fed, and feeling relaxed. As societies, we need to make sure that the culture of employment, which also needs to change, does not affect our children.</p> <p>Children need time to rest and relax. A limit of 35 hours study-time a week would greatly benefit both their health and their education.</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 are two occasions where the writer has failed to form a compound word (*wide spread, work load*). The writer has failed to punctuate a rhetorical question with a question mark (*But how have we come to find ourselves in this situation.*). The passage makes good use of *too* + adjective + *to*-infinitive and *the more / the less*.

Should Students Have Cell Phones?

➤ **LESSON GOAL** Students will be able to write an argumentative essay about students having cell phones.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about students having cell phones. In the warm-up section, students preview and practice vocabulary and answer questions related to cell phones and the problems they might cause. 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 about the position of adverbs and how to use addition phrases 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 cell phones. 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 position of adverbs and the use of addition phrases.

TEACHING NOTES

This unit instructs students on how to write about cell phone use and ownership. Teachers could begin by establishing the relationship between rights and responsibilities. They could use the chart below to give examples of this:

| Right | Responsibility |
|----------------------|------------------------------|
| To drive a car | To drive it sensibly |
| To own a dog | To feed it and look after it |
| To open a restaurant | To keep it clean |
| To be treated well | To treat other people well |

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.

Argumentative Writing

| | | |
|--------------------------|-----------------------|--|
| Writing Purpose | | To write about cell phone use and ownership |
| Language Features | | <ul style="list-style-type: none"> Position of adverbs Addition phrases |
| Framework | | |
| Technology | Cell phone activities | What is your opinion about students having cell phones? Give two reasons to support your opinion and one counterargument. Give a way to solve the counterargument. Restate your opinion on students and cell phones. |
| Details | Argumentative Writing | rights, responsibilities, technology, communication, school life, argument / counter-argument |

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 is the right age to have a cell phone. Ask them if they know anyone who does not have a cell phone.
- 3) Explain that in this unit, students will learn how to write an essay about whether students should have cell phones.

WRITING FRAMEWORK FOR ESSAY WRITING 3

WRITING GUIDE (p. 68)

- 1) Explain to students that when they talk about having a cell phone and if someone should have it, they should talk about how big of a responsibility having it is, and who is responsible enough to have one. They should use phrases like "being mature," "needing it," or "using it wisely." They should mention the good and bad things about having a cell phone.
- 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 got my cell phone on my 10th birthday.
2. I use it for social media and chatting with my friends.
3. They say kids should own their phones for safety.

WORDS TO KNOW (p. 69)

- 1) Focus students' attention on the words in the box and the 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. We should not watch videos while doing homework because it will distract us.
2. It can be challenging to stop students from using their cell phones in class.
3. Trying to keep kids from having cell phones is a very outdated way of thinking.
4. In case of a(n) emergency, students can contact the police or their parents.
5. Cell phones cause students to ignore their schoolwork and family.
6. Students use messaging apps during class instead of studying.
7. My friends and I use our phones to contact our parents when classes are done.
8. Some students use their phone to hurt others and cyberbully them.

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

Student Cell Phones

The controversy over students having cell phones continues. Should children have phones so they can 1. stay connected and safe? Or do students only

2. waste time playing video games and watching shows?

Some people think that students should have cell phones. They point out the fact that kids can easily 3. look up information about school. It is easy for them to contact their parents when their after-school activities are canceled.

But others believe that students should not have phones. This is because they feel it 4. affects their grades. They say that students spend too much time on the phone and it encourages 5. bad behavior. They also say that students

6. care about the phone more than people. Students spend hours

a day 7. glued to their phones that they forget about their family and their responsibilities at home. These people believe that students should get a

phone 8. later in life.

READ (p. 70)

- 1) Have students read the passage about students and cell phones.

Should Students Have Cell Phones?

Cell phones have become essential to our everyday lives. But do students really need them at school? People have strong feelings on this topic, and their opinions are divided.

Some people think that students should be allowed to have cell phones. One reason is in case of an emergency. If an emergency happens, students with a cell phone are able to contact their parents to let them know they are safe. In addition to that, they feel there is no problem with students using their phones during break times. What is more, some say cell phones should be allowed in the classroom as well. They could be used as calculators in math class, or students could use coding apps in computer class.

Other people argue that cell phones shouldn't be allowed in schools at all. They claim that they are a distraction. Not only that, but students could use them to cheat. They could use the internet secretly on their phone to find the answers to questions in a test. Not to mention the fact that cell phones can encourage cyberbullying. Students could send mean messages to other students in the class without the teacher knowing.

Cell phones in schools are a controversial topic. They can sometimes be used to contact parents or to help with studying. But they can also be used to cheat on tests or bully students. It is up to each school to decide what to do regarding cell phones.

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. Should students have cell phones at school or not?
2. If an emergency happens, students with a cell phone are able to contact their parents.
3. Students can use cell phones as calculators or as coding apps.
4. It can be used to cheat or cyberbully.

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

(Answers may vary.)

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

A. POSITION OF ADVERBS. Rewrite the sentences with the adverbs in the correct positions.

- 1) Study the first example as a class.
- 2) Explain to students that adverbs can appear throughout a sentence, but their position is not random. Adverbs in sentences can be put at the beginning, in the middle (between the subject and the main verb), or at the end of the sentence. Adverbs of frequency, manner, and time can go in any position. However, adverbs of place, certainty, and degree cannot. Adverbs of place can't go in the middle, certainty can't go at the end, and degree can only go in the middle.
- 3) Have students work in pairs to rewrite the sentences with the adverbs in the correct positions.
- 4) Call on students to read sentences to the class.

(Answers will vary.)

1. Students often play on their phones in class.
2. Kids will definitely use their phones while they do their homework.
3. Students can use their phones anywhere.
4. Students often become completely obsessed with phones and can't stop.
5. Parents should perhaps teach their children how to use a phone.

B. ADDITION PHRASES. Rewrite the sentences using the phrases.

- 1) Study the first example as a class.
- 2) Explain to students that, to add more ideas to something you have said, you can use phrases like *what is more*, *in addition (to)*, and *besides (that)*. Add a comma after the phrase.
- 3) Have students rewrite the sentences using the correct order transitions.
- 4) Call on students to share their answers.

1. What is more, most children use their cell phones to play games.
2. In addition to math homework, we also have science homework.
3. Besides that, students need to put their cell phones away while in class, too.
4. In addition to safety, cell phones provide students with entertainment as well.
5. Besides being expensive, cell phones are also bulky.

C. Unscramble the sentences and add addition phrases at the beginning.

- 1) Study the first question as a class together.
- 2) Have students unscramble the sentences and add addition phrases at the beginning.
- 3) Check the answers as a class.

(Answers will vary.)

1. What is more, cell phones can help students to solve homework problems easily.
2. Besides, students don't need to always use their phones at school.
3. In addition, sometimes, some students use their phones to cyberbully others.
4. What is more, students often become addicted to phones and rely on them to solve their homework.
5. In addition, there are many available educational resources on a smartphone.

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. In addition, students with cell phones can contact their parents easily.
2. What is more, students can use their phone to cheat on exams.
3. So, we should definitely figure out a way to use them wisely.

ESSAY FRAMEWORK (p. 74-75)

- 1) Introduce students to the page titled *Persuasive Essays – Convincing the Reader*. Explain that persuasive essays try to convince the reader that a certain view is correct.
- 2) Tell students that there are three things a writer can do to help a persuasive essay convince the reader: use facts, use modals, and use counterarguments.
- 3) First, let students know that using facts makes your essay hard to argue with.
- 4) Second, let them know that modals allow us to write clearly. They can help to soften the language. Take students through the table, reading the modals and the example sentences.
- 5) Third, tell students that it is important to include a counterargument. This is the other side of the argument from their own. They should say what it is and why it is wrong. Take students through the table, showing how the solutions answer the counterargument and show it to be wrong.
- 6) Read the essay and answer the questions.
- 7) Check answers as a class.

A. Read the following essay and answer the questions.

1. I think this essay is persuasive because it gives an opinion with general statements rather than specific facts.

2. **Students and Cell Phones**

There are different opinions about whether students should have cell phones. Some people think they are a useful tool. Others think they are a problem.

Cell phones can be helpful for students. Many students need to work in groups these days. They also are in a rush or might miss the instructions for an assignment. They can use their cell phone to get help from other students. Cell phones also help students stay connected with friends and family. Students usually have to go somewhere after school, but sometimes, these activities are canceled. They can just call their parents to let them know something has changed. In addition to that, cell phones are important to student safety. A student can call for help if someone is bothering them or if they are lost.

Cell phones can also be a problem. They are very expensive, so if a student loses it, the family has to pay a lot of money to replace it. However, providing students with cheaper cell phone options solves the problem of money. They don't need a top-of-the-line phone just yet. Besides cost, many students ignore others when using their phones. This is a problem of parents not teaching their students how to use the phone. Once limits are set, this problem is easily fixed.

Students and cell phones are a challenging mix. Cell phones can be useful tools that ensure students get help, can connect to their parents, and be safe. On the other hand, they can be expensive and encourage bad behavior. But if students are taught how to use a cell phone appropriately, they will have no problem.

3.
 - ① Students can use their cell phone to get help from other students when they are doing assignments.
 - ② Cell phones help students stay connected with friends and family.
4. Cell phones are expensive. Many students ignore others when using their phones.

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.

(Answers may vary.)

| | |
|--|---|
| Are cell phones a big problem for students and parents? | I think cell phones are a major problem for students and parents. |
| What are some good reasons for students to have cell phones? | Students can use cell phones in many positive ways. They can help to educate us. They have many useful apps. They can use them to make friends. |
| What are some bad reasons for students to have cell phones? | Students get distracted by cell phones. They don't listen to their teachers, so they don't learn properly. They also use them to bully each other and make each other feel sad or left out. |
| Do you think every child should have a cell phone? | I don't think students should have cell phones at school at all. They can leave them at the front desk of the school. |

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

(Answers may vary.)

FIRST DRAFT (p. 77)

A. Now write your own essay about cell phones in schools.

[C Grade Answer]

| | |
|--|---|
| Introduction What is your opinion about students having cell phones? State your opinion. (1–2 sentences) | I think all students should has cell phones. They needs them all the time. |
| Body Give two reasons to support your opinion and one counterargument. Give a way to solve the counterargument. (6–8 sentences) | Students needs cell phones to find infamation. This helps them learn. They can find how to spell words. Students needs cell phones to keep in touch. They can send each other messages about school work. Some people say cell phones are diestracted students. This is not true. |
| Conclusion Restate your opinion on students and cell phones. (2 sentences) | All students needs cell phones. They help to edjucate us. |

Score Explanation: This response fulfills few of the requirements of the task and receives a grade of C. It lacks required elements and is brief and basic. It contains spelling errors (*infamation, edjucate, diestracted*). There are also several subject / verb agreement errors (*should has, They needs, students needs, cell phones are distracted students*). The writer's response to the counterargument is not justified (*This is not true.*) The passage makes no use of either adverbs or addition phrases.

[B Grade Answer]

| | |
|--|--|
| Introduction What is your opinion about students having cell phones? State your opinion. (1–2 sentences) | I think students should only have cell phones in thier free time. They should have to hand them to the teacher during class. |
| Body Give two reasons to support your opinion and one counterargument. Give a way to solve the counterargument. (6–8 sentences) | <p>Cell phones distract student and mean they don't listen. Often the teacher will be trying to talk and the students are not listening. This is rude.</p> <p>In addition students sometimes use cell phones to treat eachother badly. They send hurtful messages or spread romours about other students. This causes unhappiness.</p> <p>Some people think that cell phones are useful in education and social life. But people survived without cell phones in the past.</p> |
| Conclusion Restate your opinion on students and cell phones. (2 sentences) | Students don't need cell phones in school. They can survive without them until school are finished. |

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It contains some spelling errors (*their, eachother, romours*). There is also one agreement error (*school are finished*). There are also missing commas following adverbs (*Often the teacher*) and addition phrases (*In addition students*). This means that although the writer has attempted to fulfil the unit's specific language skills, they have not done so without issue.

[A Grade Answer]

| | |
|--|---|
| Introduction What is your opinion about students having cell phones? State your opinion. (1–2 sentences) | Today, some young people seem to think of having a cell phone as a human right. I think we need to teach them that although they are increasingly vital, they are still a luxury that can be taken away. |
| Body Give two reasons to support your opinion and one counterargument. Give a way to solve the counterargument. (6–8 sentences) | <p>Many students today are addicted to their cell phones. This is not really their fault. Like most addictions, it is hard, but not impossible, to cure. I think schools need to work hard to try and break the addiction by making students keep them turned off and inside their bags. If these rules are broken, the phone should be taken away for the day.</p> <p>This will help students concentrate and interract more healthily. Often, I think students do not realize how rude they are being. This is because they have grown up in a world where cell phones are as natural as breathing.</p> |

| | |
|---|---|
| | <p>Furthermore, when students leave school or university, they will find that in offices and workplaces, it is not considered acceptable to be on your phone all the time. For this reason, I think schools and parents have a duty to teach young people to use cell phones in a polite and considerate way.</p> <p>Often, people suggest that students should have cell phones for their personal safety. However, this does not apply in school, where teachers are responsible for students' safety. Besides which, people seem to forget that basic cell phones are still available. These could keep children safe on the way to or from school without being as distracting as a top of the line smartphone.</p> |
| Conclusion Restate your opinion on students and cell phones. (2 sentences) | <p>Cell phones are an unavoidable part of our lives today. In fact, they are now almost vital. But students will always find plenty of time to use them outside of school. Denying students their phones during the day would promote both independence and responsibility.</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 just two spelling errors (*interract*, *indipendence*) and a failure to hyphenate a compound adjective (*top of the line*). The writer has made good use of both adverbs and addition phrases.

➤ **LESSON GOAL** Students will be able to write a classification essay about technology in our life.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about technology. In the warm-up section, students preview and practice vocabulary and answer questions related to technological advances. 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 present perfect passive and abbreviations 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 technology. 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 present perfect passive and abbreviations.

TEACHING NOTES

This unit instructs students on how to write about how technology has changed our lives. Teachers could ask students to research the history of the technologies below. This will give them some background before beginning the unit and act as joint research for their classification essays.

Television

Radio

Internet

Cell phone

Games Console

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.

Classification Writing

| | | |
|--------------------------|------------------------|---|
| Writing Purpose | | To write about how technology has changed us |
| Language Features | | <ul style="list-style-type: none"> • Present perfect passive • Abbreviations |
| Framework | | |
| Technology | Technology | What are two or three kinds of technology that have changed our lives? Why are these technologies important? How have they changed life? What is their history? Describe each technology separately. Restate the kinds of technology you chose. |
| Details | Classification writing | Technology, history, advantages, progress, change |

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 what technology was not around 100 years ago. Ask them what technology they use in their daily lives.
- 3) Explain that in this unit, students will learn how to write about how technology has changed our lives and changed us as humans.

WRITING GUIDE (p. 78)

- 1) Explain to students that when they write about technology and change, they should talk about what pieces of technology they have and how they have changed their lives. They should write how people have adapted to use the technology in their lives. They should also explain how things were a long time ago and what they are like now.
- 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 do. I can't imagine life without computers or cell phones.
2. The television and the smartphone made my life better because they show me interesting things every day.
3. I use the same cell phones and tablets as my friends, but my grandparents don't use smartphones like mine.

WORDS TO KNOW (p. 79)

- 1) Focus students' attention on the sentences and the answers below.
- 2) Tell students to match the word in bold to the answers below.
- 3) Encourage students to ask questions about vocabulary and content after answering the questions shown below.

A. Circle the answer that is closest in meaning to the word in bold.

- | | |
|------|------|
| 1. a | 2. c |
| 3. b | 4. c |
| 5. a | 6. c |
| 7. b | |

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

The Most Cutting-edge Technology

The world is moving faster than 1. ever before. This is because technology is 2. shaping our world in new and different ways. One technology that has really 3. made a difference in our lives is artificial intelligence (AI). AI did not really become possible until 4. machine learning came about. AI has helped in the creation of robots. Robots in factories 5. collect data and use the data to do their work better. Regular people sometimes have robot 6. vacuum cleaners in their homes. These devices clean the house and collect information to help the robot 7. perform better. So again, AI is a 8. cutting-edge technology that has changed the way we learn and understand data.

READ (p. 80)

- 1) Have students read the passage about how technology has changed our lives.

Has Technology Changed Our Lives?

Technology is changing and improving our lives in many ways. Three types of technology that have changed our everyday lives are the internet, digital cameras, and smartphones.

The internet has been around for over thirty years. It was first invented by Tim Berners-Lee in 1989, but it wasn't used by many people. Nowadays, the internet is used by almost everyone, including young people, old people, business people, students, etc. Without the internet, we wouldn't have email, instant messages, etc. These days, online shopping is more popular than shopping in physical stores.

The first digital camera was sold in 1975. It wasn't very popular then. However, these days, digital cameras can be found wherever you look. They allow you to take photos wherever you like. People who like taking photos probably have a digital camera. Old-fashioned film cameras are not used very much anymore, and have been replaced by digital ones.

These days, most cell phones that are sold are smartphones, i.e., phones that are connected to the internet and have a digital camera. Combining both technologies lets users make video calls with people in other countries. In addition, people can post photos or videos on social media and connect with new people. Smartphones can also be used to pay for things. They even have GPS that lets you find your way wherever you are.

The internet, digital cameras, and smartphones are three technologies that have changed our lives. They have quickly become part of everyday life in the 21st century, and it is difficult to imagine life without any of them.

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 internet, digital cameras, and smartphones are discussed.
2. We wouldn't have email, instant messages, etc.
3. It was first sold in 1975.
4. Smartphones can be used to pay for things.

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

(Answers may vary.)

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

A. PRESENT PERFECT PASSIVE. Rewrite the sentences using the present perfect passive tense.

- 1) Study the first example as a class.
- 2) Explain to students that we use the present perfect passive to talk about a past action that affects the present and emphasize the object rather than the subject. To make this tense, use *have / has + been + past participle*.
- 3) Have students work in pairs to rewrite the sentences using the present perfect passive.
- 4) Call on students to read sentences to the class.

1. The traditional phone has been replaced by the cell phone.
2. The internet has been used for decades.
3. Robots have been utilized in factories only in the last few years.
4. All electronics we use daily have been put into tablets.
5. Thousands of pictures have been posted on social media using smartphones.

B. ABBREVIATIONS. Add the correct abbreviations to the blanks and rewrite the sentences.

- 1) Study the first example as a class.
- 2) Explain to students that we often use abbreviations to shorten our writing, especially when there are many things to list or write. The most common ones in writing are *i.e.*, *e.g.*, and *etc.* These abbreviations are taken from Latin words. The sometimes-seen abbreviation *ex.* that is used like *e.g.* is incorrect and shouldn't be used to introduce an example in formal writing. Remember to add periods in the correct spots.
- 3) Have students add the correct abbreviations to the blanks and rewrite the sentences.
- 4) Call on students to share their answers.

1. e.g.
Wireless telecommunication, e.g. the radio, changed the way we get information.
2. i.e.
It has GPS, i.e., a system that shows the location of something or someone.
3. etc.
You can find AI technology in smartphones, computers, refrigerators, etc.
4. e.g.
People use many new technologies, e.g., smartphones and AI.

C. Find the errors and rewrite the sentences.

- 1) Study the first question as a class together.
- 2) Have students find the errors of tense and abbreviations and rewrite the sentences.
- 3) Check the answers as a class.

1. The internet has been used by the young, the old, office workers, etc.
2. Photo technology, e.g. the digital camera, has been used in smartphones for years.
3. Cameras have been replaced by other devices, e.g., smartphones and tablets.
4. GPS has been put into many devices, including the smartphone, smart watch, etc.
5. AI, i.e., artificial intelligence, has been used in new technologies over the past 20 years.

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. Our world has been changed thanks to new kinds of technology.
2. GPS has even been used to help find missing people.
3. Many homes and businesses in the US, the UK, etc., have solar panels to get energy.

ESSAY FRAMEWORK (p. 84-85)

- 1) Introduce students to the page titled *Classification Essays*. Tell them in a classification essay, we put items, ideas, or characters into certain categories.
- 2) Let them know that the first thing to do when writing a classification essay is to think about how you will organize these things.
- 3) Tell students that the introduction of a classification essay tells the reader what category they will write about. The body includes details about three examples of a single category, or three different categories that relate to a single idea (the topic).
- 4) Explain to students that a classification essay will usually require some research.
- 5) Take students through the table to explain in detail the structure of a classification essay.
- 6) Take students through the words and phrases at the bottom of the page, explaining that these are especially useful when writing a classification essay.
- 7) Then have students read the essay and answer the questions.
- 8) Check answers as a class.

A. Read the following essay and answer the questions.

(Answers will vary.)

1. Two items, computers and GPS, are talked about in the essay.
2. The first technology is, Similar to
3. (Answers will vary.)

As with computers, GPS was first thought up in the 1960s, but it really took off in the 1970s.

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.)

| | |
|---|---|
| What are two or three kinds of useful technologies you use in your everyday life? | I watch my large flat-screen TV every evening. I also enjoy playing on my games console. |
| Why are these technologies useful? | These technologies are useful because they stop me being bored. They entertain my family and me. |
| What came before these technologies? Is there an older version of them? | Before TV, people listened to the radio. Before the radio, I think they just read books. People used to play board games instead of computer games. |
| How do you feel about these technologies? | I don't know what I'd do without my TV and my games console. I'd be bored every evening! |

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 technology.**[C Grade Answer]**

| | |
|--|---|
| Introduction What are two or three kinds of technology that have changed our lives? (1–2 sentences) | Two types of technology that have changed our lives are smartphone and laptop. |
| Body Why are these technologies important? How have they changed life? What is their history? Describe each technology separately. (6–8 sentences) | Technology has changed our life. Smartphones has made us all more smart. Laptop has made us all work better. We can play games and watch movie on both of these. They are both new, but their history is old. |
| Conclusion Restate the kinds of technology you chose. (2 sentences) | Smartphones and laptops has changed our lives. Thank you to them! |

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 contain a spelling errors (*techmology*). There is also subject-verb agreement errors (*are smartphone and laptop*, *Smartphones has*, *smartphones and laptops has*, *watch movie*). The writer has failed to use a comparative adjective (*more smart*). The logic is at times specious (*Cell phone has made us all more smart.*). Some sentences are vague (*They are both new, but their history is old.*) or out of context in an essay (*Thank you to them!*). The writer makes no fault-free use of the present perfect passive. There are no abbreviations in the passage.

[B Grade Answer]

| | |
|--|---|
| Introduction What are two or three kinds of technology that have changed our lives? (1–2 sentences) | Two types of technology that have changed our lifes are tablets and games concoles. |
| Body Why are these technologies important? How have they changed life? What is their history? Describe each technology separately. (6–8 sentences) | These technologies are important e.g. because they have changed the way we work and play. Tablets mean we can carry our work wherever we go. We can work on the train. If we go on holiday, we can still work. They are light and small. Tablets have replacing laptops. Games concoles are all conected now. I can meet up with my friends and play even if we are not together. |
| Conclusion Restate the kinds of technology you chose. (2 sentences) | Tablets and games concoles have changed the way we work and play. |

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It contains some spelling errors (*concoles, conected*). The passage attempts to make use of the present perfect passive, but has used the gerund instead of the past participle (*Tablets have replacing laptops*); this statement is also questionable. The writer has also attempted to use an abbreviation, but has misplaced it (*These technologies are important e.g. because they have changed the way we work and play*).

[A Grade Answer]

| | |
|--|--|
| Introduction What are two or three kinds of technology that have changed our lives? (1–2 sentences) | Some technologies have had a huge impact on our lives. Without doubt the biggest impact has been made by the internet. In turn, this has changed how we watch television and listen to music. |
| Body Why are these technologies important? How have they changed life? What is their history? Describe each technology separately. (6–8 sentences) | <p>The internet has completely changed the world and affected all of our lives. To begin with, it just meant we could communicate quickly. In the past we had to send letters by mail, or call someone on a landline. Physical mail was replaced by email. Thanks to the internet, we could also find any information we needed. Easily accessible websites replaced shelves full of encyclopedias.</p> <p>Today though, the internet has also changed other technologies like television and music. In the past, we had a limited number of television channels. People had to watch whatever the television companies decided. People would schedule their evenings around the TV. Now, they can watch what they want, when they want by streaming, downloading, or watching “on demand” etc. Online viewing has replaced traditional TV schedules.</p> <p>The way we listen to music has also been turned on its head. Previously, people bought records, then tapes, and finally CDs. They went to stores, chose an album, bought it, and took it home. Then, they used a stereo or “Hi-Fi” to listen to it. Today, this system has been replaced by downloading music, or more commonly, subscribing to a music streaming service. This gives listeners instant access to millions of songs, usually through a tiny cell phone.</p> |
| Conclusion Restate the kinds of technology you chose. (2 sentences) | The internet has not only changed the way we communicate or find information, it has revolutionized the way we consume culture. It seems likely that the internet will continue to impact every other technology in the world making new separate technologies as it does so. |

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 are just two spelling errors (*encyclapedias, revolutionized*). The writer has made good use of the present perfect passive and an abbreviation.