

Writing Framework for Paragraph Writing
Book 2 Teacher's Guide

Written by: Sam Robinson

➤ **LESSON GOAL** Students will be able to write about different modes of transportation.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for talking about the types of transportation they use. In the warm-up section, students preview and practice vocabulary and answer questions related to types of transportation, where they go on them, and the advantages of each. These patterns are reinforced through exercises such as fill-in-the-blank questions, completing charts, and the revision of model sentences. In the pre-writing section, students learn how to correctly order adjectives and use exclamation points. In the drafting section, students are asked to brainstorm ideas, provide key details, and complete a descriptive paragraph about how they travel around the areas they live in. 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 adjective order and exclamation points. They must clearly name three types of transportation, where they go on each, and one advantage of each.

TEACHING NOTES

This unit instructs students on how to write about the transportation they use in a structured way. It also introduces the idea of advantages. Teachers could encourage some students to also consider the disadvantages of some types of transportation: *The subway is fast, but it is also crowded; The tram is quick, but it is uncomfortable.*

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

Expository Writing

Writing Purpose		To describe the types of transportation one uses
Language Features		<ul style="list-style-type: none"> • Order of adjectives • Use of exclamation points
Framework		
Structured paragraph	Describing the types of transportation	What types of transportation do you use? Where do you travel to on them? What are their various advantages?
Details	Descriptive writing	Destinations, adjectives, advantages

WARM-UP (p. 8)

- 1) Have students open the Student Book to page 8. Read the title and the goal of Unit 1.
- 2) Direct students' attention to the photo and ask them to tell you what they see. There is a red London bus and some bicycles.
- 3) Explain that in this unit students will learn how to talk about the various types of transportation they use to travel around town.

WRITING GUIDE (p. 8)

- 1) Explain to students that when they write about how they travel, they should write the method of travel and the good points of using it.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the questions in complete sentences.

1. One way to travel somewhere close to my home is to travel on foot.
2. One way to travel somewhere far from my home is to travel by airplane.

WORDS TO KNOW (p. 9)

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

A. Fill in the blanks with the words from the word box. Two words are not used. Change the verbs if necessary.

1. The subway in my city goes both underground and above ground.
2. The ferry is a bit slow, but I enjoy riding on the water.
3. I ride a bike to go to the mall because it is free to ride.
4. A(n) monorail is a train or a subway that has a single rail above the ground.
5. We ride our scooter all around town because we can ride it on any road.
6. The trolley is faster than the bus because it has its own lane.

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

Main Idea	I am lucky to have at least three different ways to <u>travel around</u> my area.
Detail 1	I can travel <u>by bus</u> around my town. They come often and go everywhere.
Detail 2	I can also travel <u>by bullet train</u> . It goes fast and gets to nearby cities in less than two hours.
Detail 3	I can also travel by trolley in my town. It never gets <u>stuck in traffic</u> , so I take it to school every day.

READ (p. 10)

- 1) Have students read the paragraph about traveling around town.

Traveling Around Town

In my town, there are three ways to get around. The first way is by bus. A long, gray bus takes my family to the mall and the library. It is the easiest way to get there. The second way is by bullet train. A long, fast train takes my family to other small towns and big cities quicker than the bus. The third way is on foot. Two strong feet take me to many different places. It is the cheapest way to get around. I am lucky to have so many ways to get around!

UNDERSTAND (pp. 10-11)

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

A. Answer the questions in complete sentences.

1. The writer is talking about the ways to get around in his town.
2. The writer takes a long, gray bus.
3. The cheapest way to get around is on foot.

B. Rewrite the sentences from the paragraph on page 10.

TITLE	Traveling Around Town
DETAIL 1: INTRODUCTION	1. In my town, there are <u>many</u> ways to <u>travel</u> .
DETAIL 2: BODY	2. <u>The first way is by bus</u> . 3. A long, <u>blue</u> bus takes my family to the <u>bank</u> and the <u>theater</u> . 4. It is the <u>cheapest</u> way to get there. 5. <u>Another</u> way is by bullet train. 6. A <u>fast, gray</u> train takes <u>me</u> to other <u>beautiful</u> towns and big cities quicker than the bus. 7. The <u>last</u> way is <u>by car</u> . 8. <u>Our small car takes</u> me to many different places. 9. It is the <u>most comfortable</u> way to get around.
DETAIL 3: CONCLUSION	10. <u>I am lucky to have so many ways to get around!</u>

A. ORDER OF ADJECTIVES. Rewrite the sentences using the given adjectives.

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| <ol style="list-style-type: none"> 1) Before studying, go to p. 74. Present the grammar information on order of adjectives. 2) Have students work in pairs to rewrite the five sentences. 3) Call on students to read sentences to the class. | <ol style="list-style-type: none"> 1. I can travel around the world on a cool, large ship. 2. I always buy some candies when traveling on the big, red train. 3. The small, old, brown bus takes me to the library. 4. We rode our two, new, black bikes last Sunday. 5. I like to take the shiny, long, green subway and ride around town. |
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B. EXCLAMATION POINTS. Rewrite the sentences using the correct punctuation.

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| <ol style="list-style-type: none"> 1) Explain to students that an exclamation point is used instead of a period when you want to show strong emotion. 2) Study the first example as a class. Point out the importance of the word <i>excited</i>. 3) Have students rewrite the sentences using relevant punctuation. 4) Call on students to share their answers. | <ol style="list-style-type: none"> 1. I'm excited to sleep on the train! 2. How do you get to school in the morning? 3. The bus went really fast and almost crashed! 4. Ryan went to the shopping mall on foot. 5. I was so angry that my train was delayed by two hours! |
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C. Rewrite the sentences using the adjectives from the box. End the sentences with exclamation points.

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| <ol style="list-style-type: none"> 1) Study the first question as a class together. 2) Have students rewrite the other sentences. 3) Check the answers as a class. | <ol style="list-style-type: none"> 1. A big, yellow helicopter is flying over the city! 2. This huge, white plane takes me to my hometown! 3. I don't like riding this dirty, old car when visiting Grandma! 4. People love riding the tall, red buses in London! 5. Look at the many, colorful bikes parked in the bicycle rack! |
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D. Find the two incorrect sentences and rewrite them. Add exclamation points to them as well.

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| <ol style="list-style-type: none"> 1) Study the paragraph as a class together. 2) Have students find two incorrect sentences and rewrite them. 3) Check answers as a class. |
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Visiting Grandma

I love visiting my sweet grandma! I have lots of ways to get to her house. I can ride my new, nice bicycle. I can walk there too, as long as I wear comfortable shoes. I don't like walking at night because it's scary. Also, if it is cold or rainy, I can take the blue, big bus. Hmm, will it rain tomorrow when I go? No matter how I get there, visiting Grandma is always a really fun adventure.

- 1) I can ride my nice, new bicycle!
- 2) Also, if it is cold or rainy, I can take the big, blue bus!

BRAINSTORM (p. 14)

- 1) Have students brainstorm about how they travel around their town or city.
- 2) Ask students to write down three types of transportation, where they travel to on them, and one advantage of each.
- 3) Tell students to write a conclusion summing up their reasons.
- 4) Have students use the extra vehicles and adjectives at the bottom of the page if needed.

A. Now write an outline of your paragraph.

Introduction: How many ways are there to travel around your town or city?	Three ways to get around		
Body: What are the ways to get around your town or city? How do you travel from one place to another?	A yellow school bus – takes me and my friends to our school – the most enjoyable way to get there	A shiny, red car – takes my family to my grandma's house – more comfortable than bus or train	A blue train – takes me to big cities – the fastest way to get around
Conclusion: How do you feel about the methods of travel in your town or city?	I am happy to have a lot of ways to get around!		

FIRST DRAFT (p. 15)

A. Now write your own paragraph about the different ways you travel in your town.

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.

WRITING FRAMEWORK FOR PARAGRAPH WRITING 2

Writing Rubric

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

There are three benchmark descriptors for each written response characteristic (Content, Organization, Spelling, Grammar, Punctuation and Capitalization). Determine which statement best describes the response in each category. For example, if the written response includes 6 spelling errors, the C-level descriptor is the best match. After evaluating all five characteristics individually, then assign an overall score based on the grade descriptor most frequently selected. For example, if you chose three B-grade descriptors and two C-grade descriptors, you will most likely assign an overall grade of B. Assigning a letter grade to a student's written response is at the discretion of the teacher.

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

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

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

[C Grade Answer]

Travel in Town

In my town we have three ways to get places. Theres a bus! The bus is famos. Theres a train. The train go's to my scool. Theres a train staytion

to. I can travle all over my town.

Score Explanation: This response fulfills few of the requirements of the task and receives a grade of C. The paragraph does not follow the required structure and lacks any real detail. There are several spelling errors (*famos, scool, staytion, travle, to*) and several punctuation errors (*In my town we, go's, theres*). The paragraph makes no attempt to use – or therefore to correctly order – adjectives. The single use of an exclamation point is incorrect, and makes it sound as though a bus is approaching (*theres a bus!*). Some information is also odd or irrelevant (*the bus is famos, there is a train staytion to*).

[B Grade Answer]

Traveling in My Town

In my town, there are three ways to get around. First way is by bike. You can renting blue, nice bikes form anywear. It is easy. Second way is by subway. A fast, big subway train goes to the shops. It is cheeper. Third way is by foot. It is cheep. I like riding a bike best!

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B because it lacks some structural elements. It also lacks precise detail about destinations and advantages. There are three spelling errors (*anywear, cheeper, cheep*). There are missing articles (*First way, Second way, Third way*) and an agreement error (*can renting*). Adjectives have been ordered incorrectly on two occasions (*blue, nice; fast, big*).

[A Grade Answer]

Traveling Around My Town

In my city, there are three ways to get around. The first way is by trolley. An old, yellow trolley takes my family to the mall and the cinema. It is the easiest way to get there. The second way is by subway. A long, quick subway train takes my family across the city to visit my aunt, uncle, and cussins. The third way is on foot. My new, white trainers take me anywhere in my part of the city. It is the easiest way to get around. I love walking, but only when the weather is good!

Score Explanation: This response satisfies all the requirements of the writing task. It provides a strong title and a clear introduction. The student names three types of transportation, what they are used for, and gives an advantage of each. Adjectives have been ordered correctly. Correct use of exclamation points has also been made. There is just one spelling mistake in the paragraph (*cussins*).

➤ **LESSON GOAL** Students will be able to write about their first trip on a plane, train, or boat.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about their first trip, how they traveled, and how they felt. In the warm-up section, students practice vocabulary and grammar related to various modes of longer-distance travel. These patterns are reinforced through exercises such as fill-in-the-blank questions, completing charts about their first trip, the revision of model sentences, and studying a paragraph and answering questions about it. In the pre-writing section, students learn how to use the impersonal pronoun *it* and the preposition *during* by completing rewriting exercises. In the drafting section, students are asked to brainstorm ideas, provide key detail, and complete a structured paragraph about their first trip. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the use of the impersonal pronoun *it*, and the preposition *during*.

TEACHING NOTES

This unit instructs students on how to write about their first trip in a structured way. The teacher could also introduce extra vocabulary related to the various modes of transportation: air: *airport, terminal, runway*; sea: *port, cabin, deck*; and rail: *station, track, carriage*, etc.

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

Expository Writing

Writing Purpose		To write about one's first trip
Language Features		<ul style="list-style-type: none"> • Use of the preposition <i>during</i> • Use of the impersonal pronoun <i>it</i>
Framework		
Structured paragraph	Describing one's first trip	Where did you go on your first plane / train / boat ride? What happened on the trip? Where did you go? How did it make you feel?
Details	Descriptive writing	Transportation vocabulary, first experiences, memory, events, emotions, destinations

WARM-UP (p. 16)

- 1) Have students open the Student Book to page 16. Read the title and the goal of Unit 2.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows two children in an airport looking at an airplane.
- 3) Explain that in this unit students will learn how to talk about and describe their first trip.

WRITING GUIDE (p. 16)

- 1) Explain to students that when they write about their first big trip, you should write what method of travel they took, who they went with, where they went, and what happened on the trip. They should end the writing with a comment about how they felt about the trip.
- 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 questions in complete sentences.

1. The first time I took a train was last November.
2. I felt really happy and excited.

WORDS TO KNOW (p. 17)

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

A. Fill in the blanks with the words from the word box. Two words are not used. Change the verbs if necessary.

1. I felt afraid because it was my first flight.
2. The cabin crew served orange juice.
3. It is my first time to ride the train alone.
4. I sat across from my grandpa during the train ride.
5. The view from my window was amazing.
6. The car bounces up and down several times on the rough road.

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

MAIN IDEA	I took a bus to my aunt's house, and it was a really amazing trip.
DETAIL 1	The bus driver said I could <u>take a seat</u> anywhere on the bus, so I sat by a window.
DETAIL 2	During the trip, we stopped <u>at a rest stop</u> . We <u>ordered food</u> and ate it, then got on the bus again.
DETAIL 3	The <u>view from the bus</u> was beautiful. I never knew the countryside was so beautiful.

READ (p. 18)

- 1) Have students read the paragraph.

My First Trip

My first trip on a plane was last summer. My family and I flew to Canada to visit my grandma. I felt very afraid because it was my first time flying. But it was so much fun! There was so much to do, like watch a movie, listen to music, and order food. Also, the cabin crew were very nice. They brought me anything I wanted. During a movie, I started crying. They brought me some tissues and water. It was sweet of them to do that. It was the best trip ever!

UNDERSTAND (pp. 18-19)

- 1) Study the paragraph about the writer's first trip.
- 2) Have students work in pairs to complete the sentences about the writer's first trip.
- 3) Check answers as a class.

A. Answer the questions in complete sentences.

1. The writer took a plane for the first time.
2. The writer started crying during the movie.
3. The writer said it was the best trip ever.

B. Rewrite the sentences from the paragraph on page 18.

Title	<i>My First Trip</i>
Introduction	1. My first trip on a plane was last <u>fall</u> .
Body	2. My <u>brothers</u> and I flew to <u>New Zealand</u> to visit my <u>uncle</u> . 3. I felt very <u>scared</u> because it was my first time flying. 4. But it was so <u>wonderful</u> ! 5. There was so much to do, like <u>listen to music</u> , <u>play a game</u> , and <u>look out the window</u> . 6. Also, the cabin crew were very <u>sweet</u> . 7. They brought me <u>free drinks and snacks</u> . 8. During <u>dinner</u> , I <u>spilled my drink</u> . 9. <u>They brought me some tissues and water</u> . 10. It was <u>nice</u> of them to do that.
Conclusion	11. It was the <u>most exciting</u> trip <u>in my life</u> !

LANGUAGE SKILLS (p. 20-21)**WRITING FRAMEWORK FOR PARAGRAPH WRITING 2**

A. IMPERSONAL PRONOUN *IT*. Rewrite the sentences using the impersonal pronoun *it*.

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| <ol style="list-style-type: none">1) Before studying, go to p. 74. Present the grammar information on the use of the impersonal pronoun <i>it</i>.2) Have students work in pairs to correct the sentences by rewriting the sentences using the impersonal pronoun <i>it</i>.3) Call on students to read sentences to the class. | <ol style="list-style-type: none">1. It was great to ride a plane.2. It was exciting to sit in the window seat.3. It was nice to finally meet Grandma.4. It was really cool to order snacks on the train.5. It was a lot of fun to have a party on the ship. |
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B. PREPOSITION *DURING*. Rewrite the sentences using *during* phrases at the beginning with commas.

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| <ol style="list-style-type: none">1) Explain to students that you can use the preposition <i>during</i> to show that something happened while another thing is happening.2) Study the first example as a class.3) Have students work in pairs to rewrite the sentences using <i>during</i>.4) Call on students to share their answers. | <ol style="list-style-type: none">1. During the trip, I lost my backpack and passport.2. During the trip, the cabin crew gave me some peanuts.3. During the bus ride, I made a new friend.4. During the train ride, I fell asleep.5. During the rest stop break, we bought some snacks. |
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C. Rewrite the sentences using *during* at the beginning and the impersonal pronoun *it*.

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| <ol style="list-style-type: none">1) Study the first example as a class.2) Have students work in pairs to put <i>it</i> and <i>during</i> in the correct places.3) Call on students to share their answers. | <ol style="list-style-type: none">1. During the boat ride, I lost my wallet. It was really stressful to lose it.2. During the trip, we stopped at a rest stop. It was fun to eat burgers in our car!3. During the flight, we watched some movies. It was interesting to watch them on the plane.4. During the train ride, I ate a sandwich. It was great to have a meal there.5. During the trip, I met my cousin for the first time. It was an unforgettable experience to meet him. |
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D. Find the two incorrect sentences and rewrite them.

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| <ol style="list-style-type: none">1) Study the paragraph as a class together.2) Have students find two incorrect sentences and rewrite them3) Check answers as a class. |
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My First Boat Trip

In May, I went on my first boat ride. I traveled with my mom and sister to Macao for a day trip. We traveled on a big, red ferry. It was only a 1-hour ride to Macao, but I won't forget it. It were a cloudy day. The sea was very rough. During the trip our boat bounced up and down many times. I started to cry, but mom said it was okay. I was so happy when we arrived in Macao. Luckily, the trip back home was calm and less bumpy. I will never ride that boat again.

- 1) It was a cloudy day.
- 2) During the trip, our boat bounced up and down many times.

BRAINSTORM (p. 22)

- 1) Have students brainstorm about their first trip.
- 2) Ask students to write down the first time they went on a plane / train / boat ride, what happened, where they went, and how they felt.
- 3) Tell students to plan a conclusion summing up their feelings.
- 4) Have students use the extra adjectives at the bottom of the page if needed.

A. Now write an outline of your paragraph.

Introduction: When did you go on your first plane / train / boat ride?	Last spring — on a cruise ship		
Body: What happened on the trip? What did you do? Who did you meet? Where did you go? Why did you go?	<ul style="list-style-type: none">– went on it with my mom, dad and two sisters– it was so exciting – luxury cruise	<ul style="list-style-type: none">– swim in the pool, watch movies, play mini-golf– ship crew were cool– they wore nice uniforms and they were kind	<ul style="list-style-type: none">– Dinner – got lost on the ship– they kindly helped me find my family and family
Conclusion: How did you feel during the trip? How do you feel now about the trip?	It was the most exciting trip of my life!		

FIRST DRAFT (p. 23)

A. Now write your own paragraph about the first time you went on a trip.

[C Grade Answer]

My Trip

My first trip on a ship last year. My famly went to hong kong. The see was large. We eat some lunch there. When we arived we were in hong kong. I felt very hapy to be in hong kong.

Score Explanation: This response fulfills few of the requirements of the task and receives a score of C. Although it does make clear the means of transportation and the destination, it is brief and lacking structure. The limited details are either irrelevant (*the see was large*), vague (*we eat some lunch there*), or tautologous (*When we arived we were in hong kong*). It contains four spelling errors (*famly, see, arived, hapy*). It also contains some grammatical errors: a missing *be* verb (*My first trip on a ship last year*) and a tense error (*we eat some lunch there*). There is also a consistent capitalization error (*hong kong*). No attempt has been made to use the preposition *during* or the impersonal pronoun *it*.

[B Grade Answer]

My First Trip

My first trip on a plain was last year. My family fly to singapore to visit my Sister. I felt very scared, but it was lots of fun! During, I watch TV, listen to music, and eat food. I felt tired and fell asleep. When I woke up, I felt hungry. A lady brought me some food. I felt happy. It was a grate trip.

Score Explanation: This response fulfills some of the requirements of the task and receives a score of B. It contains some clear descriptions of the writer's first trip and some elements of structure. However, it also contains several spelling errors (*plain, asleep, grate*) and fails to make consistent use of the simple past tense (*I watch TV, listen to music, and eat food*). There are two capitalization errors (*singapore, Sister*). In terms of the unit's grammar elements, the writer fails to make proper use of the preposition *during* (*During, I watch*). However, the impersonal pronoun *it* has been used correctly.

[A Grade Answer]

My First Trip

My first trip on a train was last summer. My whole family went to Scotland to visit my grandma. I felt very excited because it was my first time on a train. It was amazing! During the journey, we played a board game and read books. My mom also brought sandwiches, snacks, and drinks from home. I loved looking out of the window at the landscaip. It was beautiful. My dad told me about all the places we passed. I felt

exciting to see more of my country. It was the best trip ever!

Score Explanation: This response satisfies all the requirements of the writing task and therefore receives an A. It contains a clear and logical description of the writer's first trip within the correct structure. It makes correct use of the impersonal pronoun *it* and the preposition *during*. There is just one spelling error (*landscaip*) and one grammatical error (*I felt exciting*).

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

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing a paragraph about their favorite festival. In the warm-up section, students preview and practice vocabulary and answer questions related to special events in their country. Students learn how to use vocabulary around festivals and the events that take place at them. Students practice their writing skills by answering fill-in-the-blank questions and rewriting sentences. In the pre-writing section, students learn how to use the relative pronoun *which* and learn rules around the capitalization of proper nouns. Students practice their writing skills by combining sentences using *which* and correcting capitalization errors. In the drafting section, students brainstorm about their favorite festival and what takes place during it. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the use of *which*, and capitalization.

TEACHING NOTES

This unit teaches students how to write about their favorite festival. If uncertain, teachers can ask students to brainstorm festivals from their country and fill in details about what occurs there. This will leave the teacher well placed to assess their paragraphs. In mixed-nationality classes, it will also educate students about each other's cultures.

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

Expository Writing

Writing Purpose		To write about a favorite festival
Language Features		<ul style="list-style-type: none"> • Use of relative pronoun <i>which</i>. • Capitalization of proper nouns.
Framework		
Structured paragraph	Write about your favorite festival	Which festival would you like to talk about? What happens at the beginning of the event? What happens in the middle and the end of the event? What are your thoughts and feelings about the festival?
Details	Descriptive writing	Festival names, visual description, order of events, thoughts and feelings.

WARM-UP (p. 24)

- 1) Have students open the Student Book to page 24. Read the title and the goal of Unit 3.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows a festival taking place. Ask students where they think the festival is taking place. Tell them that it is most likely in India, and that it is Holi, the spring festival of colors.
- 3) Explain that in this unit students will learn how to talk about their favorite festival.

WRITING GUIDE (p. 24)

- 1) Explain to students that when they write about a festival, they should write what it is called and what happens during it. They should write what happens in order from beginning to end.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 2) Gauge how much English vocabulary students already know about the topic.
- 3) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the questions in complete sentences.

1. My favorite festival to go to is the World Traditional Dance Festival.
2. People wear traditional costumes and show their traditional dance.

WORDS TO KNOW (p. 25)

- 1) Focus students' attention on the words in the box and the sentences and pictures below.
- 2) Tell students to use the words in the box to fill in the blanks and complete the sentences.
- 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. Two words are not used. Change the verbs if necessary.

1. The Lantern Festival is held in February every year.
2. I love the New Year's Eve fireworks show.
3. The Catalan Festival takes place in Barcelona every summer.
4. People wear traditional costumes during the festival.
5. People line the streets and wait for the parade to start.
6. People celebrate the Carnival of Venice by wearing masks.

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

Main Idea	Mardi Gras is my favorite festival.
Detail 1	First, you can enjoy delicious food at the markets and <u>food stalls</u> .
Detail 2	Next, people <u>dress up</u> in brightly colored costumes and masks, ready to enjoy the parade.
Detail 3	Later, there is a <u>street parade</u> with lots of interesting floats. They <u>hand out</u> necklaces and other things to the audience.

READ (p. 26)

- 1) Have students read the example festival paragraph.

My Favorite Festival

The Catalan Festival is one of my favorite festivals. First, there is a parade, where everyone dresses up. Everyone wears giant costumes which are made of paper and look like giant people. After the parade, the people of Barcelona make teams for the human tower competition. Adults and children climb on top of each other to make towers which are over 11 meters tall! When that's done, it's time for stories. Actors and dancers tell exciting stories on a big stage. Many people come to watch the performance. I get excited for the Catalan Festival every July!

UNDERSTAND (pp. 26-27)

- 1) Study the paragraph about the writer's favorite festival.
- 2) Have students work in pairs to complete the sentences about the writer's past sickness.
- 3) Check answers as a class.

A. Answer the questions in complete sentences.

1. One of the writer's favorite festivals is the Catalan Festival.
2. People wear giant costumes which are made of paper and look like giant people.
3. Teams of adults and children build human towers.

B. Rewrite the sentences from the paragraph on page 26.

Title	<i>My Favorite Festival</i>
Introduction	1. <u>The Catalan Festival is one of my favorite festivals.</u>
Body	2. <u>At the start of the festival</u> , there is a parade, where everyone dresses up. 3. Everyone wears <u>special</u> costumes which are made of paper and <u>resemble</u> giant people. 4. After the parade, the people of Barcelona <u>form</u> teams for the human tower competition. 5. Adults and children climb <u>up</u> each other to <u>build</u> towers which are over 11 meters <u>high</u> ! 6. <u>Next</u> , it's time for <u>music</u> . 7. <u>Singers</u> and dancers <u>perform famous songs</u> on a <u>special</u> stage. 8. <u>Lots of</u> people come to watch the <u>shows</u> .
Conclusion	9. <u>I get excited for the Catalan Festival every July!</u>

LANGUAGE SKILLS (p. 28-29)

WRITING FRAMEWORK FOR PARAGRAPH WRITING 2

A. RELATIVE PRONOUN *WHICH*. Combine the following sentences using relative pronoun *which*.

- 1) Before studying, go to p. 75. Present the grammar information on the use of relative pronoun *which*.
 - 2) Have students work in pairs to combine the sentences using *which*.
 - 3) Call on students to read sentences to the class.
1. The Lantern Festival is a big celebration which happens every February.
 2. My mom bakes Koshari which we eat at the Abu Simbel Sun Festival.
 3. We built a human tower which was 13 meters tall.
 4. Japan has many festivals which are often held in the spring.
 5. The mooncakes which I made yesterday were delicious.

B. CAPITALIZATION. Correct the sentences using capital letters.

- 1) Explain to students that proper nouns such as the names of festivals and month / day names should be capitalized.
 - 2) Study the first example as a class. Explain the correct answer.
 - 3) Have students work in pairs to correct the sentences.
 - 4) Call on students to share their answers.
1. We celebrate the Catalan Festival every Saturday of summer.
 2. You can enjoy various Fireworks during Hogmanay on December 31st.
 3. This November, I will go to the Seoul Lantern Festival to see beautiful lanterns.
 4. The largest music festival is Donauinsselfest, which is held in Austria.
 5. I will go to Brazil in February because I want to see the Rio Carnival.

C. Match the sentences. Then combine sentences using *which* and capital letters.

- 1) Explain to students that the boxes on the left and right need to be connected by drawing a line between them.
- 2) Study the first example as a class. Explain the correct answer.
- 3) Have students work in pairs to connect the boxes and then rewrite the sentences.
- 4) Call on students to share their answers.



1. The mooncakes which are sold during Lunar New Years are delicious.
2. Tickets for the Jazz Festival which is held in Seoul are already sold out.
3. The EDM Music Festival which started on Friday is now canceled.
4. The lantern which I made for the Pingxi Lantern Festival floats down a river.
5. I will go to the Mud Festival which is held in Boryeong again.

D. Underline the *which* clauses. Then find the two incorrect sentences and rewrite them.

- 1) Study the paragraph as a class together.
- 2) Have students go through the paragraph underlining the *which* clauses.
- 3) Have students find two incorrect sentences and rewrite them.
- 4) Check answers as a class.

Human Tower Competition at Catalan Festival

The Catalan Festival is taking place in barcelona this saturday! The human tower competition is my favorite part of the day. First, people make a circle which is called the "pinecone." Then, more adults climb on them. This layer will have up to ten levels of people. Next, four children climb to the top. They will make the part which is the hardest to make. The team who does the best and doesn't fall, wins! I love attending the Catalan festival every july.

- 1) The Catalan Festival is taking place in Barcelona this Saturday!
- 2) I love attending Catalan Festival every July.

BRAINSTORM (p. 30)

- 1) Have students brainstorm about their favorite festival.
- 2) Have them use the extra festivals and events at the bottom of the page if needed.

A. Now write an outline of your paragraph.

Introduction: Which festival would you like to talk about?	The Carnival of Venice		
Body: What happens at the beginning of the event? What happens in the middle and the end of the event?	First — a masked ball – everyone wears fancy dresses and masks – dance a waltz	After — mask competition – competitors bring their own masks and dresses – fashion designers pick the winner	Later — a big ball – musical, play, dance performances – a crowd gathers and dances together
Conclusion: What are your thoughts and feelings about the festival?	I always wait for the Carnival of Venice every February!		

FIRST DRAFT (p. 31)

A. Now write your own paragraph about your favorite festival.

[C Grade Answer]

My Favrit Festivle

My favrit festivle is la tomatina. People is throwing tomoatoes at each other. The tomoatoes are skwashed. After that we wash in a pool. The town isnt big. I am exited for la tomatina evry august.

Score Explanation: This response receives a score of C because it lacks real detail about the writer's favorite festival. Neither does it follow the required paragraph structure. It also contains several spelling errors (*favrit, festivle, tomoatoes, skwashed, exited, evry*). There is one missing comma (*After that*) and one missing apostrophe (*isnt*). There is also an agreement error (*People is*). The writer has failed to capitalize in two cases (*la tomatina, august*). No use has been made of the relative pronoun *which*. Some detail is entirely irrelevant to the festival itself (*The town isn't big*).

[B Grade Answer]

My Favorite Festifal

Holi is one of my favorite festifals. First we throw pickment at each other which are colored. After throwing the color, we dance and have a big party. When that's done, we eat. We eat delecacys like gujiya and dahi vada. I look forward to holi every spring.

Score Explanation: This is a passable response to the writing task. It gives clear and somewhat structured response to the brief. However, it receives a score of B because it contains three spelling mistakes (*festifal, pickment, delecacys*) and one missing comma (*First*). Some use had been made of the relative pronoun *which*, but it is followed by an agreement error (*which are colored*). The writer has also failed to properly capitalize on one occasion (*holi*).

[A Grade Answer]

My Favorite Festival

Bonfire Night is one of my favorite festivals. First, we build a huge bonfire which has a 'Guy' on it. This is the figure of a man. It is made out of old clothes and straw. Everyone gathers around to watch it burning on the fire. After the bonfire, we set off loads of fireworks. Children hold sparklers and write their names in the night sky. When that's done, it's time for food. Usually, people each bring one dish which makes a huge buffet. I like to eat suasages most all! I get excited for Bonfire Night every November.

Score Explanation: This response satisfies all the requirements of the writing task. It provides plenty of detail in each sentence and every detail is relevant to the topic. It makes good use of the relative pronoun *which*. The festival name has been capitalized. There is just one spelling error (*suasages*).

➤ **LESSON GOAL** Students will be able to write about special family tradition during a holiday.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about a holiday tradition. In the warm-up section, students preview and practice vocabulary and answer questions related to holiday traditions. Students learn vocabulary relating to holiday traditions by completing fill-in-the-blank questions and rewriting sentences. In the pre-writing section, students learn how to use *such* clauses and time phrases. Students practice these skills by completing fill-in-the-blank questions and correcting sentences. In the drafting section, students brainstorm and write a paragraph about a favorite holiday tradition. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the use of *such* clauses and time phrases.

TEACHING NOTES

This unit teaches students how to write about a special experience by using past tense verbs. The teacher can give students extra adjectives that may help to describe either traditional foods or visual elements of holidays: *tempting, delicious, mouth-watering, impressive, spectacular*.

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

Expository Writing

Writing Purpose		To write about a holiday tradition
Language Features		<ul style="list-style-type: none"> Using <i>such</i> clauses emphasize adjectives and adverbs Use of time phrases to emphasize time
Framework		
Structured paragraph	Descriptive writing related to a holiday tradition	What special day will you talk about? When is it? What is the most important part of the holiday? What is the next most important part? What are your thoughts and feelings about the holiday?
Details	Descriptive writing	Traditions, timings, regularly occurring events, family roles

WARM-UP (p. 32)

- 1) Have students open the Student Book to page 32. Read the title and the goal of Unit 4.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows a family eating a special meal on a holiday. The older man is carving a turkey. This holiday is most likely to be either Thanksgiving or Christmas.
- 3) Explain that in this unit students will learn how to talk about a holiday tradition.

WRITING GUIDE (p. 32)

- 1) Explain to students that when they write about a special day, they should write which holiday it is and what happens. They should write what happens in the order of importance.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 2) Gauge how much English vocabulary students already know about the topic.
- 3) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the questions in complete sentences.

1. The most important holiday is Lunar New Year's Day.
2. One tradition is children bow to adults and get money.

WORDS TO KNOW (p. 33)

- 1) Focus students' attention on the words in the box and the preparations and events in the table below. Tell students to fill in the blanks to complete the preparations and activities.

A. Complete the chart. Two words are not used. Change the verbs if necessary.

- | | |
|----------------|------------------|
| 1. symbol | 2. Decorate |
| 3. hide a coin | 4. has good luck |
| 5. traditional | 6. gathers |

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

Main Idea	My country has a special tradition for the Diwali holiday.
Detail 1	We tidy up our entire house and make sure it is spotless. Then, we <u>put out</u> lanterns all around the house.
Detail 2	My sister and brother <u>light fireworks</u> outside by the river.
Detail 3:	We can also <u>stay up</u> late and <u>wear</u> special clothes.

READ (p. 34)

- 1) Have students read the example paragraph about a holiday tradition.

Holiday Traditions

Dear Diary,

A few days ago was New Year's Eve. New Year's Eve is such a fun holiday and it is also my favorite. The best part is the Vasilopita, or traditional lucky cake. My mom bakes it and hides a coin inside. The person who finds the coin in their piece of cake will have good luck all year. Then, we have to wait until midnight for my dad to cut the cake. I usually go to bed early, but for this reason, I can stay up really late on New Year's Eve. It also makes New Year's Eve so much fun. Oh, I found the coin this year! I hope lots of good things happen to me this year.

UNDERSTAND (pp. 34-35)**A. Answer the questions in complete sentences.**

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

1. The writer thinks the Vasilopita, traditional lucky cake, is the best.
2. I can find a coin in the lucky cake.
3. He cuts it at midnight.

B. Rewrite the sentences from the paragraph on page 34.

Title	<i>Holiday Traditions</i>
Introduction	<ol style="list-style-type: none"> 1. <u>Yesterday</u> was New Year's Eve. 2. New Year's Eve is such <u>an enjoyable</u> holiday and it is also my favorite.
Body	<ol style="list-style-type: none"> 3. The best part is the Vasilopita, or <u>special</u> lucky cake. 4. My <u>dad</u> bakes it and <u>puts</u> a coin inside. 5. The person who finds the coin in their piece of cake will <u>be lucky</u> all year. 6. Then, we have to wait until <u>twelve at night</u> for my <u>grandpa</u> to <u>slice</u> the cake. 7. I <u>always</u> go to bed <u>before 10 p.m.</u>, but for this reason I <u>am allowed to</u> stay up really late on <u>this day</u>. 8. It also makes New Year's Eve <u>really exciting</u>.

Conclusion

9. Oh, I found the coin this year!
10. I hope lots of happy events happen to me this year.

LANGUAGE SKILLS (p. 36-37)**A. EMPHASIZING TIME. *Put the time phrases at the beginning of the sentences.***

- 1) Before studying, go to p. 75. Present the grammar information on the use of time phrases.
 - 2) Have students work in pairs to rewrite the sentences, adding time phrases.
 - 3) Call on students to read sentences to the class.
1. Last week was my mom's birthday.
 2. 10 o'clock is my usual bedtime.
 3. A few days ago was Thanksgiving, and I visited my grandma.
 4. Yesterday was New Year's Day, and my big family gathered together.

B. CLAUSES. *Rewrite the sentences using such clauses in the blank.*

- 1) Explain to students that *such* clauses emphasize or intensify adjective or adverb.
 - 2) Study the first example as a class. Explain the correct answer.
 - 3) Have students work in pairs to rewrite the sentences using a *such* clause in the blank.
 - 4) Call on students to share their answers.
1. My grandma baked such a delicious pie.
 2. I flew such a colorful kite at Chuseok.
 3. We celebrated New Years with such amazing fireworks.
 4. I got such an expensive gift from my uncle.

C. *Find the errors in the sentences and put the time phrases at the beginning of the sentences.*

- 1) Study the first example as a class. Explain the correct answer.
 - 2) Have students work in pairs to find the errors and rewrite the sentences with a time phrase at the beginning.
 - 3) Call on students to share their answers.
1. Yesterday was New Year's Day. My cousin wore such a lovely dress.
 2. Last Sunday was Parents' Day. We went to such a fancy restaurant.
 3. Today is Independence Day. There will be such an amazing parade.
 4. Two days ago was Thanksgiving. I ate such a delicious meal at home.
 5. This Saturday is Dongzhi. I will hear such interesting folk tales.

D. *Rewrite the first sentence to emphasize the time phrase. Then find the two incorrect sentences and rewrite them.*

- 1) Study the paragraph as a class together.
- 2) Have students rewrite the first sentence to emphasize the time phrase.
- 3) Have students find two incorrect sentences and rewrite them.
- 4) Check answers as a class.

My Favorite Holiday

Dear Diary,

New Year's Eve is next week, and my whole family is very excited. It is such a fun holiday. Every year, we put 12 kinds of round fruit in a bowl and put it on the kitchen table. This is very important. The fruit is a symbol. It means money. We also put coins in our pockets to mean lots of money in the new year. My brothers and I jump as high as we can. I jumped the highest last year! This means I will grow taller. My mother also makes us wear polka dots on that day too. As you can see, circles are such an important part of the New Year's holiday.

First sentence: Next week is New Year's Eve, and my whole family is very excited.

1) It is such a fun holiday.

2) As you can see, circles are such an important part of the New Year's holiday.

BRAINSTORM (p. 38)

1) Have students brainstorm about a special holiday tradition.

2) Have them use the holidays and events at the bottom of the page if needed.

A. Now write an outline of your paragraph.

Introduction: What special day will you talk about? When is it?	Lunar New Year's Day — yesterday		
Body: What is the most important part of the holiday? What is the next most important part?	<ul style="list-style-type: none"> - New Year's bow - Everyone wears clean, new clothes - kids wear hanbok, Korean traditional clothes 	<ul style="list-style-type: none"> - younger people bow to adults - adults say nice things to kids and wish good luck to them 	<ul style="list-style-type: none"> - children get money in pretty bags from adults
Conclusion: What are your thoughts and feelings about the holiday?	<p>It is the most unique part of Lunar New Year's Day.</p> <p>I want to visit my grandparents and do the New Year's bow to get money.</p>		

A. Now write your own paragraph, in the form of a diary entry, about a special family tradition during a holiday.

[C Grade Answer]

New year has come. The best part of new year is firwerks. Firwerks fly high in the sky. They expload in pritty colors. They also make lowd noisis. We wait to see them. Then they are there. I like new year because of firwerks.

Score Explanation: This response receives a score of C because it is missing elements of the paragraph structure: it does not follow the diary style and is missing a title. It also lacks real details and specifics. It contains five spelling errors (*firwerks*, *expload*, *pritty*, *lowd*, *noisis*). There is also a capitalization error (*New year*, *new year*). Some sentences are vague or redundant (*Then they are there*). It makes no use of either a *such* clause or time phrases.

[B Grade Answer]

Holiday Traditions

Dear Diary,
Thanksgiving was last week. Thanksgiving is my best time of year. The best part is the Turkey. We eat many Turkey. My mom cooks the Turkey. My dad cuts up the Turkey. We are all such waiting to try the Turkey. We are always full of Turkey.

Score Explanation: This paragraph follows some of the required structure and contains some clear information. However, it receives a score of B because it is brief and lacks real details or specifics. There is one spelling error (*always*). There are four capitalization errors (*thanksgiving*, *Turkey*). There is an agreement error (*We eat many Turkey*). It does not use the *such* clause correctly (*such waiting*). The writer makes use of a time phrase, but does not emphasize it by placing it at the beginning of the sentence (*Thanksgiving was last week*).

[A Grade Answer]

Our Holiday Tradition

Dear Diary,
A few days ago was Chuseok. Chuseok is such a brilliant holiday. The best part is the japchae, or fried glass noodles. My family only eats this food at Chuseok and New Year. My grandma makes such delicious japchae. Two days before Chuseok, we go to her house to help her. We stay over at her house. I usually watch films with my grandma the night before Chuseok. In the morning, we wake up early, finish making the japchae and eat it. I love Chuseok because we eat japchae and stay at Grandma's house.

Score Explanation: This response satisfies all the requirements of the writing task and receives a grade of A. It provides plenty of detail in each sentence and every detail is relevant to the topic. It emphasizes time and uses *such* clauses. It follows the structure well. There is one spelling error (*ansestors*), and one missing comma (*Then*).

➤ **LESSON GOAL** Students will be able to write about things in their home.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about their favorite room and the things in it. In the warm-up section, students preview and practice vocabulary and answer questions related to their favorite room and its contents. Students learn vocabulary relating to rooms and items of furniture by completing fill-in-the-blank questions and rewriting sentences. In the pre-writing section, students learn how to state location and quantity using *there is / there are*. They also learn to use *in* phrases at the beginning of sentences. Students practice these skills by rewriting sentences. In the drafting section, students brainstorm and write a paragraph about their favorite room, its contents, and their relative locations. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, use of *there is / there are*, and *in* phrases.

TEACHING NOTES

This unit teaches students how to write about their favorite room, its contents, and their relative locations. The teacher could give further adverbs of location to the class: *close to*, *up against*, *right next to*, *behind*. Teachers could stretch more advanced students by asking them to describe the relative sizes of rooms in their homes: *the kitchen is bigger than the dining room*; *my bedroom is smaller than my parents' room*.

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

Expository Writing

Writing Purpose		To write about one's favorite room and its contents
Language Features		<ul style="list-style-type: none"> • Use of <i>there is / there are</i> • Use of <i>in</i> phrases
Framework		
Favorite room	Descriptive paragraph related to a room and its contents	What does your house look like? Which room is your favorite? Why? What is that room like? Which pieces of furniture are in that room? Where is each piece of furniture? Summarize the paragraph. Give your overall opinion and feelings about the room.
Details	Room details	Contents, descriptions, relative locations, feelings about the room

WARM-UP (p. 40)

- 1) Have students open the Student Book to page 40. Read the title and the goal of Unit 5.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows a bedroom. Ask students to name some of the items in the bedroom.
- 3) Explain that in this unit students will learn how to talk about things in their homes.

WRITING GUIDE (p. 40)

- 1) Explain to students that when they write about a room, they should write where things are in the room in the order they appear.
- 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 questions in complete sentences.

1. There is a lamp, bed, closet, and desk.
2. It is under the window.

WORDS TO KNOW (p. 41)

- 1) Focus students' attention on the words in the box and the pictures and sentences below.
- 2) Tell students to fill in the gaps with the correct words.
- 3) Encourage students to ask questions about vocabulary and content after completing the sentences about the room.

A. Complete the chart.

- | | |
|----------------------|---------------------|
| 1. cozy | 2. under the window |
| 3. on the right side | 4. bright |
| 5. striped | 6. messy |
| 7. on the bed | 8. beside |

B. Fill in the blanks with the correct phrases.

Main Idea	My favorite room is <u>my bedroom</u> . There is a desk, a bookshelf, and a blackboard.
Detail 1	On my desk, there are notebooks and pencils. It's messy, but I know <u>where things are</u> .
Detail 2	Above the desk, there is the blackboard <u>decorated with</u> colorful stickers.
Detail 3	<u>Left side of</u> the blackboard, there is my bookshelf.

READ (p. 42)

- 1) Have students read the example paragraph about the writer's favorite room.

My Favorite Athlete

Let me tell you about my house and my favorite room. I live in a small, white house. There are many rooms in the house, but my favorite room is my bedroom. I like my bedroom because it is so cozy. In my bedroom, there is a bed, a dresser, and a chair. On my bed, there are lots of pillows and blankets. Above my bed is a picture of a cute bunny. To the left of my bed, there is my dresser. I decorated it with lots of pretty stickers of stars and rainbows. Beside my dresser, there is my chair. There is a blanket on my chair. Overall, I think my bedroom is really cozy. That's why it is my favorite room.

UNDERSTAND (pp. 42-43)**A. Answer the questions in complete sentences.**

- 1) Study the paragraph about the writer's favorite room.
- 2) Have students work in pairs to answer the questions.
- 3) Check answers as a class.

- 1) The writer is talking about their house and favorite room.
- 2) There is a bed, a dresser, and a chair in the bedroom.
- 3) There are lots of pillows and blankets on the bed.

B. Rewrite the sentences from the paragraph on page 42.

Title	<i>My Favorite Room</i>
Introduction	<ol style="list-style-type: none"> 1. Let me tell you about my <u>home</u> and my favorite <u>spot</u>. 2. I live in a <u>big, blue</u> house. 3. There are many rooms in the house, but my favorite room is <u>the living room</u>. 4. I like <u>the living room</u> because it is so <u>fun</u>.
Body	<ol style="list-style-type: none"> 5. There is a <u>couch, a table, and a toy box</u> in <u>the living room</u>. 6. On <u>the couch</u>, there are lots of pillows and blankets. 7. Above <u>the couch</u> is a picture of a <u>pretty flower</u>. 8. To the left of <u>the couch</u>, there is <u>my toy box</u>. 9. I decorated it with lots of pretty stickers of <u>hearts</u> and <u>animals</u>. 10. Beside <u>the toy box</u>, there is <u>a table</u>. 11. There <u>are cups and dishes</u> on <u>the table</u>.

Conclusion

12. Overall, I think the living room is really fun.
13. That's why it is my favorite room.

LANGUAGE SKILLS (p. 44)

A. THERE IS / THERE ARE. Write the sentences using there is / there are.

- 1) Before studying, go to p. 76. Present the grammar information on the use of *there is* and *there are*.
- 2) Have students work in pairs to write the sentences using *there is* or *there are*.
- 3) Call on students to read sentences to the class.

1. There is a white bathtub and a rug on the floor.
2. There are two lamps and a big bed.
3. There is a sink and four cupboards in the kitchen.
4. There are gray pillows and a blanket on the bed.
5. There is an outside kitchen and a table with chairs.

TIP (p. 44)

- 1) Explain to students that we use *there is* before singular nouns and *there are* before plural nouns, regardless of the number of items in the whole sentence.
- 2) On the board or on the screen, show examples of the rules around using *there is* and *there are*.

There is a chair and a desk in the room.

There are four chairs and a table in the room.

B. COMMAS. Rewrite the sentences using in phrases at the beginning with commas.

- 1) Explain to students that we use the preposition *in* when describing the location of something in a room. Explain also that if it is at the beginning of a sentence, it is followed by a comma.
- 2) Study the first example as a class. Explain the correct answer.
- 3) Have students work in pairs to write the correct answers.
- 4) Call on students to share their answers.

1. In the dining room, you can see a round table.
2. In the garage, there is a desk and two chairs.
3. In the bathroom, there is a big bathtub against the right wall.
4. In my younger sister's bedroom, you can find my old toys.
5. In the living room, there is a big television and a couch.

C. Circle the correct words and put the in phrases at the beginning of the sentences.

- 1) Study the first example as a class. Explain the correct answer.
- 2) Have students work in pairs to circle the correct words and rewrite the sentences using *in* phrases at the beginning.
- 3) Call on students to share their answers.

1. In the laundry room, there are jeans and shirts.
2. In the bathroom, there is a bathtub and towels.
3. In the bedroom, there are pencils and a note on the desk.
4. In my bedroom, there is a desk and a chair beside the bed.
5. In the dressing room, there are two pink dressers and a big cabinet.

D. Circle the correct form of the verb be. Then find the two incorrect sentences and rewrite them.

- 1) Study the paragraph as a class together.
- 2) Have students go through the paragraph circle the correct *be* verbs.
- 3) Have students find two incorrect sentences and rewrite them.
- 4) Check answers as a class.

My Home is the Best

My home is cozy and comfortable. The yard behind my house has many trees. There (is / are) also a place to play soccer. My sister and I share a bedroom. There (is / are) a big desk and two chairs near our beds. In our bedroom there (is / are) also a large bookshelf and books. In the dining room there (is / (are)) four chairs and a table. Also, there (is / (are)) lamps on the table and beside it. The chairs are next to the table. I love my sweet but small home!

- 1) In our bedroom, there is also a large bookshelf and books.
- 2) In the dining room, there are four chairs and a table.

BRAINSTORM (p. 46)

- 1) Have students brainstorm about their favorite room.
- 2) Have them use the extra things and adverbs of location at the bottom of the page if needed.

A. Now write an outline of your paragraph.

Introduction: What does your house look like? Which room is your favorite? Why?	<ul style="list-style-type: none"> – a small, green house – my favorite room = my bedroom – it is filled with my stuff 		
Body: What is that room like? Which pieces of furniture are in that room? Where is each piece of furniture?	bed – on the bed, there is a black blanket and a gray pillow – above my bed is a clock that I got for my birthday	closet: in front of the bed – I put some pictures of my family and friends on it	desk: beside the closet – there are my school books and a pencil case
Conclusion: Summarize the paragraph. Give your overall opinion and feelings	Overall, I think my bedroom is the coolest. That's why it is my favorite room.		

FIRST DRAFT (p. 47)

A. Now write your own paragraph about your favorite room.

[C Grade Answer]

My Room

My favorite room is bathroom. We only has one bathroom. In the bathroom there is toilit. There is bath. There is sink. I like bathroom best beacause I can relaks in the bath.

Score Explanation: This response contains little content or relevant detail, neither does it follow the required paragraph structure, therefore it receives a score of C. It contains spelling errors (*toilit*, *relaks*, *beacause*). There is an agreement error (*We only has one bathroom*). Although the writer has made use of *there is*, there are consistent errors throughout around dropping articles (*is bathroom*, *is toilit*, *is bath*, *is sink*, *I like bathroom*). The paragraph does contain an *in* phrase at the beginning of a sentence, but it is not followed by a comma (*In the bathroom there is toilit*).

[B Grade Answer]

My Favorite Room

My favorite room is the kitchun. There are lots of rooms in the house, but the kitchun is my favorite. I like my kitchun becuse it is full of nice food. In my kitchun there is a fridge, a oven, and a cuboard. To the right of the fridge there is a oven. My mom cooks food in their. That's why it is my favorite room.

Score Explanation: This response covers some of the required themes and partly follows the required structure. However, it receives a score of B because it contains spelling errors (*kitchun*, *becuse*, *cuboard*, *their*). There is one article error (*a oven*). The writer has made use of *there is / there are*. They have also used an *in* phrase at the beginning of a sentence, however this has not been backed up by use of a comma (*In my kitchun*). Similarly, a locating clause is missing a comma (*To the right of the fridge*).

[A Grade Answer]

My Favorite Room

I'd like to tell you about my house and my favorite room. I live in a small, brick house. There are lots of rooms in the house, but my favorite room is my bedroom. I like my bedroom because it is so pretty. In my bedroom, there is a bed, a wardrobe, a desk, and a chair. On my bed, there are lots of cushions and soft toys. Above my bed, there is a poster of my favorite pop group. To the right of my bed, there is my wardrobe. My dad painted it my favorite color: bright blue. Beside my wardrobe, there is my desk. The desk has a chair in front of it. Overall, I think my bedroom is really fun. That's why it is my favorite room.

Score Explanation: This response receives a score of A because it satisfies all the requirements of the writing task. It contains three clear items that are in the bedroom and good descriptions of each. The locations of all the items have been made clear in relation to one another. The writer has made good use of *there is / there are* and the preposition *in*. There is just one spelling error (*cushons*).

➤ **LESSON GOAL** Students will be able to write about different types of houses.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about different types of houses. This is done in the context of a letter or email. In the warm-up section, students preview and practice vocabulary and answer questions related to house types and materials. Students learn vocabulary relating to the topic by completing fill-in-the-blank questions and rewriting sentences. In the pre-writing section, students learn how to use *made of / made from* and how to properly open and close a letter or email. Students practice these skills by completing fill-in-the-blank questions and correcting sentences. In the drafting section, students brainstorm and write a paragraph about the home they live in. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, use of *made of / made from*, and greetings and closings.

TEACHING NOTES

This unit teaches students how to write about their homes in the context of a letter or email. Teachers can inform students that *Dear* is almost always appropriate for the opening of a letter or email (as long as you know the recipient's name), but that closings have widely different meanings and uses. Give students some examples of formal closings: *Sincerely, Kind regards, With best wishes*. Then give them some less formal examples: *Speak soon, Lots of love, Cheers*. Tell students when each might be appropriate.

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

Expository Writing

Writing Purpose		To write about different types of homes
Language Features		<ul style="list-style-type: none"> • Use of <i>made of / made from</i> • Greetings and closings for emails and letters
Framework		
Structured paragraph	Descriptive paragraph in email or letter form	Write some small talk, such as asking about health or talking about something new that happened. What kind of house do you live in? What is your house made of? Does it have any special features? What are your thoughts and feelings?
Details	Descriptive writing	Correspondence, events, house materials, size, special features, location, thoughts and feelings

WARM-UP (p. 48)

- 1) Have students open the Student Book to page 48. Read the title and the goal of Unit 6.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows a village. Ask students what they think the houses are made of. Tell them they are made of mud.
- 3) Explain that in this unit students will learn how to talk about different types of houses.

WRITING GUIDE (p. 48)

- 1) Explain to students that when they write about your house, they should write what style of house they live in and what it is made of. They should also write what it looks like, what it smells like, and how they feel about it.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the questions in complete sentences.

1. I live in an apartment.
2. It is made of cement.

WORDS TO KNOW (p. 49)

- 1) Focus students' attention on the words in the box and the chart below.
- 2) Tell students to fill in the blanks.

A. Complete the chart.

- | | |
|---------------------|------------------|
| 1. straw | 2. on the water |
| 3. wood | 4. in a forest |
| 5. igloo | 6. in the Arctic |
| 7. in hot countries | 8. brick |

B. Fill in the blanks with the correct phrases.

Main Idea	My family moved house last month.
Detail 1	It is a red brick house <u>in the countryside</u> .
Detail 2	My new house is small, but it's <u>warm and cozy</u> . It's <u>made of</u> wood and bricks.
Detail 3	Near my house, there is a big forest and there are <u>log cabins</u> which are made of wood.

READ (p. 50)

- 1) Have students read the example paragraph about a new home.

My New Home

Dear Yun,

I hope you are doing well. Today, we moved into our new home! Homes are very different here. We live in a townhouse. My house here is made of wood and bricks. It smells woody and seems bigger than our old house. I love my new house. I hope you can come visit sometime and play. In the countryside, there are some houses which are made of stones, mud, or sand. They are called rondavel. They are small, round, and very pretty. They remind me of igloos, the houses made of ice. I'll send you pictures of my house later. Talk to you soon!

Your friend,
Angel

UNDERSTAND (pp. 50-51)

- 1) Study the paragraph about the writer's new home.
- 2) Have students work in pairs to complete the sentences.
- 3) Check answers as a class.

A. Answer the questions in complete sentences.

1. The email is about the new house the writer moved into.
2. The writer lives in a townhouse.
3. The houses are made of stones, mud, or sand, and called rondavels.

B. Rewrite the sentences from the paragraph on page 50.

Title	<i>My New Home</i>
Introduction	1. I hope you are doing <u>okay</u> .
Body	2. Today, we moved into our new <u>place</u> ! 3. <u>Homes</u> are very different here. 4. We live in a <u>log cabin</u> . 5. My house here is made of <u>logs of wood</u> . 6. It smells <u>like flowers</u> and seems <u>smaller</u> than our old house. 7. <u>I love my new house</u> . 8. I hope you can <u>sleep over</u> sometime and play. 9. In the <u>city</u> , there are some houses which are made of <u>cement and wood</u> . 10. They are called <u>townhouses</u> . 11. They are <u>clean</u> , <u>compact</u> , and very pretty.

WRITING FRAMEWORK FOR PARAGRAPH WRITING 2

	12. They remind me of <u>apartments</u> , the houses made of <u>bricks</u> .
	13. I'll send you a video of my house later.
Conclusion	14. <u>Talk to you soon!</u>

LANGUAGE SKILLS (p. 52)

A. MADE OF / MADE FROM. Circle the correct words and rewrite the sentences.

- 1) Before studying, go to p. 76. Present the grammar information on the use of *made of* / *made from*.
- 2) Have students work in pairs to rewrite the sentences using *made of* / *made from*.
- 3) Call on students to read sentences to the class.

1. Igloos in the Arctic are made of ice and snow.
2. The glass in the apartment windows is made from sand.
3. I want to live in the countryside in a house made of red bricks.
4. My grandfather lives in a log cabin made of wood.
5. A houseboat is made out of plastic, which is made from oil.

B. CAPITALIZATION AND COMMA. Choose the correct greeting / closing for a letter or email.

- 1) Explain to students how we begin and end letters or emails.
- 2) Study the first example as a class. Explain the correct answer.
- 3) Have students work in pairs to circle the correct words and rewrite the sentences.
- 4) Call on students to share their answers.

1. From,
2. Dear Sam,
3. Sincerely,
4. With love,
5. Yours,

C. Correct the greeting and closing for the email. Then find the two incorrect sentences and rewrite them.

- 1) Study the paragraph as a class together.
- 2) Have students correct the greeting and closing for the email.
- 3) Have students find two incorrect sentences and rewrite them
- 4) Check answers as a class.

~~Dear-peter~~ Dear Peter,

Here is a picture of my house! I live in a small cottage. This cottage is made from wood and stone. In the backyard, there are 10 hens. They give us fresh eggs every morning. We make lots of food with their eggs. The mayonnaise made of the fresh eggs tastes really good! Please send me pictures of your house, too. I want to see what a log cabin made of wood looks like.

~~yours,~~ Yours,
Darius

- 1) This cottage is made of wood and stone.
- 2) The mayonnaise made from the fresh eggs tastes really good!

D. Correct the greeting and closing for the email. Then rewrite the sentences using made of or made from.

- 1) Study the paragraph as a class together.
- 2) Have students rewrite the opening and closing for the email.
- 3) Then have students rewrite the sentences using *made of* or *made from*.
- 4) Check answers as a class.

~~dear malaya,~~ Dear Malaya,

How are you? I found some fun things to do when we travel around Mongolia. I want to see their traditional houses. They are called a Ger. It is a traditional Mongolian house, which is made _____ wood and cloth. Isn't a house made _____ cloth interesting? Also, the people living here raise sheep and goats near their house. Sometimes, they eat goat cheese made _____ goat milk. I want to try some of this cheese. I can't wait to travel to Mongolia this summer!

~~Best Wishes~~ Best wishes,
Aiko

- 1) It is a traditional Mongolian house, which is made of wood and cloth.
- 2) Isn't a house made of cloth interesting?
- 3) Sometimes, they eat goat cheese made from goat milk.

BRAINSTORM (p. 54)

- 1) Have students brainstorm about their homes.
- 2) Have students describe the materials, locations, and features of their homes.
- 2) Have students use the extra house types and materials at the bottom of the page if needed.

A. Now write an outline of your paragraph.

Introduction: Write some small talk, such as asking about health or talking about something new that happened.	I hope all is well. Yesterday, we moved into our new home!	
Body: What kind of house do you live in? What is your house made of? Does it have any special features?	<ul style="list-style-type: none"> – live in a brick house – made of cement and bricks – smells fresh and clean – cozier than our old house – I hope you can come play with me 	In the countryside <ul style="list-style-type: none"> – houses made of wood – they are called log cabins – big and warm inside – reminds me of cottages (house made of stone and wood)
Conclusion: What are your thoughts and feelings?	I love my new house	

A. Now write your own letter to your friend about your home.

[C Grade Answer]

New Home

dear bill.

We move into are new home today. Are new home is a cottidge. It is make from briks. It is small and very pritty. I want you to visit soon. It is in the countryside. We can play in the gardin.

goodbye
Molly

Score Explanation: Although this response shows some basic understanding of the topic, it is brief and simplistic and receives a score of C. The writer does not open with an enquiry about the recipient's well-being. The letter contains several spelling errors (*are, cottidge, briks, pritty, gardin*) and there is an agreement error (*It is make from*). The opening and closing are not capitalized or punctuated properly (*dear bill, goodbye*). Also, the closing (*goodbye*) is not appropriate for the written form.

[B Grade Answer]

My New Home

Dear Florence

I hope you are well. Today we moved into our new house! We live at a new apartmunt. It is bigger than our old apartmunt. It is made of concreet and metle. The flore is made from wood. I hope you can come visit me soon. The apartment is in the city. The city is full of apartmunts that are the same as ours.

all the best,
Mo

Score Explanation: This response follows the structure to some extent and contains mostly relevant information. However, it receives a score of B because it contains some spelling errors (*apartmunt, concreet, metle, flore*). The writer attempts to make use of *made of / made from* but does not use them correctly (*made of concrete and metal; made from wood*). The letter does have a clear greeting and closing, but the greeting is missing a comma (*Dear Florence*) and the closing is not capitalized (*all the best*).

Our New Home

Dear Steve,

I hope you are well and enjoying the summer. Today, we moved into our new house! Homes are very different here. We live in a very old house. My house here is made of wood and plaster. It smells very old and is really dark. It has some quite spookey rooms. It is like something from a book. I hope you can come visit sometime. In the town, there are some even older houses. They are small and very pretty, but they look quite wonky. My dad says this is because they are over 600 years old! I'll send you pictures of my house later. Talk to you soon!

Your best friend,
Mo

Score Explanation: This response satisfies all the requirements of the writing task and receives a score of A. The paragraph follows the structure well to give a full and logical response to the brief. It makes good use of *made of / made from* and uses greetings and closings correctly. There is just one spelling error (*spookey*).

➤ **LESSON GOAL** Students will be able to write about sports they play at certain times of year.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about seasonal sports. In the warm-up section, students preview and practice vocabulary and answer questions related to sports played at certain times of year. Students learn vocabulary relating to the topic by completing fill-in-the-blank questions and rewriting sentences. In the pre-writing section, students learn how to use *so* and commas to form conclusion sentences. Students practice these skills by completing, connecting, and correcting sentences. In the drafting section, students brainstorm and write a structured paragraph about seasonal sports. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, *kind / type of*, and *both* phrases.

TEACHING NOTES

This unit teaches students how to write about seasonal sports. The teacher can ask students as a group to list sports and divide them into categories of winter, summer, or both. This will provide a useful resource later in the unit. Teachers can then go through this list asking students why the sports need to be played at these times of year: *too hot*, *too cold*, *no snow*, *no ice*.

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

Expository Writing

Writing Purpose		To write about seasonal sports
Language Features		<ul style="list-style-type: none"> • Use of <i>kind / type of</i> • Use of <i>both</i> phrases
Framework		
Structured paragraph	Seasonal sports	What kind of sports will you talk about? What are two examples of that kind of sport? What are the similarities between these sports? What are your thoughts and feelings about the sports?
Details	Descriptive writing	Seasons, sports, similarities, differences, categories

WARM-UP (p. 56)

- 1) Have students open the Student Book to page 56. Read the title and the goal of Unit 7.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows somebody skiing down a snowy mountain.
- 3) Explain that in this unit students will learn how to talk about seasonal sports.

WRITING GUIDE (p. 56)

- 1) Explain to students that When they write about seasonal sports, they should write which season we play the sport in and compare it with other sports done in same season. They should also write details about each sport while giving the same talking points.
- 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.

A. Answer the questions in complete sentences.

1. I do swimming and soccer in warmer months.
2. I do skiing and ice skating in colder months.

WORDS TO KNOW (p. 57)

- 1) Focus students' attention on words in the box and the chart below.
- 2) Tell students to fill in the blanks with the words in the box.
- 3) Encourage students to ask questions about vocabulary and content after completing the chart about seasonal sports.

A. Complete the chart.

- | | |
|-------------------|---------------------|
| 1. Seasonal | 2. on a grass field |
| 3. goalposts | 4. Ice hockey |
| 5. on an ice rink | 6. sticks |
| 7. Snowboarding | 8. goggles |

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

Main Idea	There are several kinds of sports that are played in summer.
Detail 1	Soccer is one sport which people <u>play in</u> the summer. It is played on a large grass field.
Detail 2	Another sport is track and field. Athletes run on <u>a lined track</u> . They also run and <u>jump into</u> a sand area.
Detail 3	Also, baseball is <u>another type of</u> summer sport. It is played on a dirt and grass field.

READ (p. 58)

- 1) Have students read the example paragraph about seasonal sports.

Winter Sports

People love to play sports, no matter the weather or season. So even when it is cold in winter, people play sports. There

WRITING FRAMEWORK FOR PARAGRAPH WRITING 2

are several kinds of winter sports. There is figure skating, ice hockey, skiing, and more. The two major types of winter sports are those played on ice and those played on snow. Figure skating is a kind of winter sport which is played on ice. People skate around on an ice rink, dancing and doing tricks. Skiing is a type of winter sport which is played on snow. People wear skis with long poles and slide down a mountain. Both sports are very popular worldwide and both of them are big Olympic sports. I'm a big fan of winter sports and want to learn more!

UNDERSTAND (pp. 58-59)

- 1) Study the paragraph about winter sports.
- 2) Have students work in pairs to answer the questions.
- 3) Check answers as a class.

A. Answer the questions in complete sentences.

1. The writer is talking about winter sports.
2. They are those played on ice and those played on snow.
3. People wear skis with long poles and slide down a mountain.

B. Rewrite the sentences from the paragraph on page 58.

Title	<i>Summer Sports</i>
Introduction	<ol style="list-style-type: none"> 1. <u>People love to play sports, no matter the weather or season.</u> 2. <u>So even when it is hot in summer, people play sports.</u> 3. <u>There are several kinds of summer sports.</u> 4. <u>There is basketball, soccer, rowing, and more.</u>
Body	<ol style="list-style-type: none"> 5. <u>The two major types of summer sports are those played in water and those played on the ground.</u> 6. <u>Rowing is a kind of summer sport which is played in water.</u> 7. <u>People push against water with an oar while in a boat.</u> 8. <u>Soccer is a type of summer sport which is played on the ground.</u> 9. <u>People run and kick a ball to get the ball into a net.</u> 10. <u>Both sports are very popular worldwide and both of them are big Olympic sports.</u>
Conclusion	<ol style="list-style-type: none"> 11. <u>I'm a big fan of summer sports and want to learn more!</u>

A. TYPES OF / KINDS OF. Complete the sentences using the given phrases.

- 1) Before studying, go to p. 77. Present the grammar information on the use of *types of / kinds of*.
- 2) Have students work in pairs to complete the sentences using the given phrases.
- 3) Call on students to read sentences to the class.

1. There are two types of ice sports. They are skiing and ice skating.
2. There are three kinds of skiing. They are uphill, downhill, and freestyle.
3. There are two kinds of winter sports. They are indoor sports and outdoor sports.
4. There are two types of board sports. They are skateboarding, and snowboarding.
5. There are three types of martial arts. They are taekwondo, karate, and hapkido.

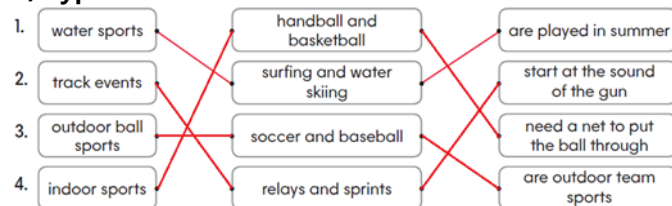
B. BOTH PHRASES. Rewrite the sentences using both phrases.

- 1) Explain to students that they can combine two previously mentioned subjects by using a *both* phrase.
- 2) Study the first example as a class. Explain the correct answer.
- 3) Have students work in pairs to rewrite the sentences.
- 4) Call on students to share their answers.

1. They both are played on a grass field.
2. Both use special balls and rackets.
3. They both use sleds when racing on the track.
4. Both of them are the most popular sports these days.
5. Both need items to protect the body.

C. Match the three parts using the phrases kinds / types of and both.

- 1) Study the first example as a class. Explain the correct answer.
- 2) Have students work in pairs to rewrite the sentences using the phrases *kinds / types of* and *both*.
- 3) Call on students to share their answers.



1. There are two types of water sports. They are surfing and water skiing. Both are played in summer.
2. There are two types of track events. They are relays and sprints. Both of them start at the sound of the gun.
3. There are two kinds of outdoor ball sports. They are soccer and baseball. They both are outdoor team sports.
4. There are two kinds of indoor sports. They are handball and basketball. Both need a net to put the ball through.

D. Circle the kinds / types of phrases. Then rewrite the underlined sentences using both phrases.

- 1) Study the paragraph as a class together.
- 2) Have students circle the kinds / types of phrases.
- 3) Have students rewrite the underlined sentences using *both* phrases.
- 4) Check answers as a class.

Sports All Year Round

Some sports, like baseball and skiing, can only be played during a certain season. But there are some sports that can be played all year round. There are net sports, water sports, and more. Two types of net sports are badminton and volleyball. Badminton and volleyball need players to pass a ball over a net. Two types of water sports are diving and swimming. Diving and swimming are done in a large indoor pool. In fact, all of these sports are done indoors. So, most all year round sports are indoor sports.

- 1) They both need players to pass a ball over a net.
- 2) Both of them are done in a large indoor pool.

BRAINSTORM (p. 62)

- 1) Have students brainstorm about seasonal sports.
- 2) Ask students to write down two sports and compare them.
- 3) Have students use the sports at the bottom of the page if needed.

A. Now write an outline of your paragraph.

Introduction: What kind of sports will you talk about?	Winter sports	
Body: What are two examples of that kind of sport? What are the similarities between these sports?	Indoor sport: Speed skating – race on an ice track – the fastest one wins	Outdoor sport: Snowboarding – ride on a snowboard down a mountain and do tricks
	– both are popular Winter Olympics sports – they both need special equipment to protect body from the cold	
Conclusion: What are your thoughts and feelings about the sports?	I'm a big fan of both sports and want to see the match soon!	

FIRST DRAFT (p. 63)

A. Now write your own paragraph about seasonal sports.

[C Grade Answer]

Summer Sports

In Summer people plays sports. One type Summer sport is swiming. People is swiming in the see. One type Summer sport of is runnig. People is runnig on the land. I like to swim in the see.

Score Explanation: This response receives a score of C because it lacks the given structure, is brief, and contains very little comparative detail. There are several spelling errors (*swiming, running, see*) and a capitalization error (*Summer*). There are also several agreement errors (*people plays sports; people is swiming; People is running*). *Type of* has been used, but incorrectly (*One type summer sport of*). No attempt has been made to use *kind of* or a *both* phrase. The description lacks detail and specifics. (*People is running on the land*.)

[B Grade Answer]

Winter Sports

People love to play sports, even in winter. There are many winter sports. Two types of winter sports are those played outdores and those played indores. Sking is a kind winter sport which is played outdores. I saw some sking on TV. Ice hocky is a kind winter sport which is played indores. Both sports are nice. I want to play ice hocky one day.

Score Explanation: This response uses some of the required structure and covers relevant ground. However, it receives a score of B because it contains several spelling errors (*outdores, indores, sking, hocky*). The writer has made correct use of *type of*, but has failed to make proper use of *kind of* (*Sking is a kind Winter sport; Ice hocky is a kind Winter sport*). The paragraph contains a *both* phrase, but the sentence is rather simplistic and vague (*Both sports are nice*.) Some content is also irrelevant (*I saw some sking on TV*).

[A Grade Answer]

Summer Sports

People love to play sports, especialy in summer. There are lots of different summer sports. Two major types of summer sports are those played on grass and those played on water. Baseball is a kind of summer sport which is played on grass. People hit the ball and then run around four bases to score a run. Surfing is a sport which is done on water. People balance on a large board and ride along on the sea's waves. Both sports are very energetic and both of them are popular in the US. I'm a big fan of summer sports and want to learn more!

Score Explanation: This response satisfies all the requirements of the writing task. The paragraph has a complete structure and gives a clear and logical response to the brief. The writer makes good use of *kinds / types of* and *both* phrases. There is just one spelling error (*especialy*).

➤ **LESSON GOAL** Students will be able to write about different types or categories of one sport.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about different categories of one sport. In the warm-up section, students preview and practice vocabulary and answer questions related to sports they like and different types or styles of these. Students learn vocabulary relating to the topic by completing fill-in-the-blank questions and rewriting sentences. In the pre-writing section, students learn how to use categorization phrases and colons. Students practice these skills by rewriting sentences. In the drafting section, students brainstorm and write a structured paragraph about the different types of one sport. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, categorization phrases, and colons.

TEACHING NOTES

This unit teaches students how to write about different types or categories of one sport. Teachers can introduce extra vocabulary which could be helpful when describing differences: *whereas, unlike, instead*, and similarities: *like, as with, in the same way*. Teachers can also offer extra adjectives which describe various levels of commitment to a sport: *serious, expert, casual, recreational*.

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

Expository Writing

Writing Purpose		To write about different types of a sport
Language Features		<ul style="list-style-type: none"> • Use of categorization phrases • Use of colons
Framework		
Structured paragraph	Different types of a sport	Which sport(s) will you talk about? How can it / they be categorized? What are the differences between the categories? What are the similarities? Which sport did you choose and how did you categorize it?
Details	Descriptive writing	Dividing and sub-dividing, categories, similarities, differences

WARM-UP (p. 64)

- 1) Have students open the Student Book to page 64. Read the title and the goal of Unit 8.
- 2) Direct students' attention to the photo and ask them to tell you what they see. The photograph shows a young boy swimming underwater. Ask students what special equipment he has. He is wearing goggles and a wetsuit.
- 3) Explain that in this unit students will learn how to talk about different types of one sport.

WRITING GUIDE (p. 64)

- 1) Explain to students that when you write about different types or styles of one sport, they should write how to categorize them and then talk about the similarities and differences between them.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the questions in complete sentences.

1. I prefer non-competitive swimming.
2. Both need a swimsuit to swim well.

WORDS TO KNOW (p. 65)

- 1) Focus students' attention on the words in the box and the chart below.
- 2) Tell students to use the words in the box to complete the types of sport and their features.
- 3) Encourage students to ask questions about vocabulary and content after filling in the chart and writing the sentences about types of sports.

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

1. outdoor
2. personal
3. work together
4. competitive
5. win a race
6. for fun
7. hobby

B. Fill in the blanks with the correct phrases.

Main Idea	Climbing can be <u>separated into</u> two categories: indoor climbing and outdoor climbing.
Detail 1	You can do indoor climbing <u>no matter</u> the weather. But if the weather is bad, you can't do outdoor climbing.
Detail 2	Indoor climbing is safer to do because there is a mat <u>on the floor</u> and safety equipment. But outdoor climbing doesn't have a mat and has very little safety equipment.
Detail 3	Both require some <u>equipment</u> , like a climbing rope, a helmet, shoes, chalk, etc.

READ (p. 66)

- 1) Have students read the example paragraph.

Swimming to Win or for Fun

Swimming can be separated into two categories: competitive and non-competitive swimming. Competitive swimming means you swim to win a race. Non-competitive swimming means you swim for fun. For competitive swimming, you need special equipment, like goggles, a cap, and a timer. But for non-competitive swimming, you don't need special equipment. Competitive swimming is usually done in an indoor swimming pool. Non-competitive swimming is usually done in an outdoor swimming pool or the ocean. But there are some similarities between them. Both require a swimsuit since regular clothes make it harder to swim. Also, both

WRITING FRAMEWORK FOR PARAGRAPH WRITING 2

usually need a lifeguard to watch you so you don't get hurt. So, there are similarities and differences between the two types of swimming.

UNDERSTAND (pp. 66-67)

- 1) Study the paragraph about the different categories of swimming.
- 2) Have students work in pairs to answer the questions.
- 3) Check answers as a class.

A. Answer the questions in complete sentences.

1. There is competitive and non-competitive swimming.
2. It is swimming to win a race.
3. Both require a swimsuit and need a lifeguard.

B. Rewrite the sentences from the paragraph on page 66.

Title	<i>Running to Win or for Fun</i>
Introduction	1. <u>Running</u> can be put into two categories: competitive and non-competitive <u>running</u> .
Body	2. Competitive <u>running</u> means you <u>run</u> to win a race. 3. Non-competitive <u>running</u> means you <u>run</u> for fun. 4. For competitive <u>running</u> , you need special equipment, like <u>sneakers, a watch and a track</u> . 5. But for non-competitive <u>running</u> , you don't need special equipment. 6. Competitive <u>running</u> is usually done <u>on a special course</u> . 7. Non-competitive <u>running</u> is usually done <u>anywhere you want</u> . 8. <u>But there are some similarities between them</u> . 9. Both require <u>special running clothes</u> since regular clothes make it harder to <u>run</u> . 10. Also, both usually need a <u>water bottle</u> so you don't get <u>too thirsty or sick</u> .
Conclusion	11. So, there are similarities and differences between the two types of <u>running</u> .

LANGUAGE SKILLS (p. 68)

A. CATEGORIZATION PHRASES. Write the sentences using categorization phrases.

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| <ol style="list-style-type: none"> 1) Before studying, go to p. 77. Present the grammar information on the use of categorization phrases. 2) Have students work in pairs to write the sentences | <ol style="list-style-type: none"> 1. Climbing can be divided into indoor climbing and outdoor climbing. 2. Fishing can be divided into professional fishing and |
|---|--|

WRITING FRAMEWORK FOR PARAGRAPH WRITING 2

using categorization phrases.

3) Call on students to read sentences to the class.

amateur fishing.

3. Skating can be separated into roller skating and ice skating.

4. Surfing can be separated into kitesurfing and windsurfing.

5. Ice skating can be divided into speed skating and short track speed skating.

B. COLONS. Rewrite the sentences using colons.

1) Explain to students that colons are used to list items, usually for giving a list of examples of the main topic.

2) Study the first example as a class. Explain the correct answer.

3) Have students work in pairs to rewrite the sentences using colons.

4) Call on students to share their answers.

1. Bowling is divided into two types: professional and amateur bowling.

2. People enjoy different track events: relay, hurdles, and sprints.

3. There are two types of volleyball: indoor volleyball and beach volleyball.

4. Fencing has three weapons: épée, foil, and sabre.

5. You need three things to swim: goggles, a swim cap, and a swimsuit.

C. Rewrite the sentences using categorization phrases and colons.

1) Study the first example as a class. Explain the correct answer.

2) Have students work in pairs to rewrite the sentences using categorization phrases and colons.

3) Call on students to share their answers.

1. Badminton can be divided into two categories: badminton singles and badminton doubles.

2. Bikes can be separated into three different categories: road bikes, mountain bikes, and cross bikes.

3. Jogging can be separated into two different types: indoor jogging and outdoor jogging.

4. Swimming can be divided into two different kinds: competitive swimming and non-competitive swimming.

D. Circle the categorization phrases. Then find two sentences that can be rewritten using colons to list things.

1) Study the paragraph as a class together.

2) Have students circle the categorization phrases.

3) Have students find two sentences that can be rewritten using colons and rewrite them.

4) Check answers as a class.

Types of Track and Field

Track and field can be separated into two categories, which are team events and individual events. There are a few different kinds of team events. The most popular is the relay race. Runners run and then pass a baton on to the next runner. Also, individual events are divided into some kinds. The biggest events are the dashes, which are the 100-meter, 200-meter, and 400-meter dash. Runners run a short distance to see who is the fastest. So again, there are two categories of track and field.

- 1) Track and field can be put into two categories: team events and individual events.
- 2) The biggest events are the dashes: the 100-meter, 200-meter, and 400-meter dash.

BRAINSTORM (p. 70)

- 1) Have students brainstorm about a sport that can be divided into different categories or types.
- 2) Have students use the extra equipment and sports at the bottom of the page if needed.

A. Now write an outline of your paragraph

Introduction: Which sport(s) will you talk about? How can it / they be categorized?	Hockey — <u>ice hockey</u> and <u>field hockey</u>	
Body: What are the differences between the categories? What are the similarities?	<u>Ice hockey</u> — play on the ice – shoes: skates – place: an ice rink or sometimes frozen lake	<u>Field hockey</u> — play on a grass field – shoes: sneakers – place: a field
	– both need equipment to protect body – both are Olympic sports	
Conclusion: Which sport did you choose and how did you categorize it?	So, there are similarities and differences between the two types of hockey.	

FIRST DRAFT (p. 71)

A. Now write your own paragraph about the categories of one sport.

[C Grade Answer]

Types of Basket Ball

Basket ball can be two categoris. Ther is teme basket ball and one on one basket ball. Teme basket ball needs menny players. One on one needs two players. Ther are similarity both: use ball and houp. Michel Jordin is my favorit player.

Score Explanation: This response receives a score of C because it lacks details in all parts of the paragraph and does not properly follow the required structure. There are multiple spelling errors (*basket ball*, *categoris*, *Ther*, *teme*, *menny*, *houp*, *Michel Jordin*, *favorit*) and missing hyphens (*one on one*). There is also an agreement error (*Ther are similarity*). Use of a categorization phrase has been attempted, but is incorrect (*Basket ball can be two categoris*). Similarly, whilst a colon has been used, it has been misplaced (*There are similarity both.*) Some detail is also irrelevant (*Michel Jordin is my favorit player*).

[B Grade Answer]

Golf

Golf can be put to two catigories: competitive golf and practice golf. Competitive golf is plaid outside on a golf coarse. Practice golf is plaid at the Driving Range. Competitive golf costs a lot of money to play. But practice golf is quite cheep. There is some similarities: both type of golf need clups and balls.

Score Explanation: This response covers some of the required ground and uses some of the paragraph structure. However, it receives a score of B. The paragraph contains some spelling errors (*catigories*, *plaid*, *coarse*, *cheep*, *clups*). There is also a capitalization error (*Driving Range*). There is an agreement error (*There is some similarities*) and a failure to pluralize (*both type of golf*). The writer also makes a grammatical error in the opening categorization phrase (*Golf can be put to two catigories*). However, the paragraph does make proper use of colons.

[A Grade Answer]

The Two Types of Cricket

Cricket can be put into two categories: test cricket and one-day cricket. A game of test cricket lasts five days. One-day cricket lasts between three and eight hours. For test cricket, players wear white clothes and use a red ball. But for one day cricket, players wear colorful uniforms and use a white ball. Test cricket is played competitively, and only by proffesional players. One-day cricket is often played just for fun. But there are some similarities between the two types of cricket. Both require a bat and ball which players use to score runs. Also, both usually need special gloves, leg pads and a helmet so you don't get hurt. So, there are similaraties and differences between the two types of cricket.

Score Explanation: This response satisfies all the requirements of the writing task. It contains clear, relevant detail and makes full use of the paragraph structure. It also makes use of categorization phrases and colons. There are just two spelling errors (*proffesional*, *similaraties*).