

Writing Framework for Paragraph Writing
Book 3 Teacher's Guide

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➤ **LESSON GOAL** Students will be able to write about shopping at a market.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for talking about markets and marketplaces. In the warm-up section, students preview and practice vocabulary and answer questions related to their past experience of markets. These patterns are reinforced through exercises such as fill-in-the-blank questions, completing sentences, and the revision of model sentences. In the pre-writing section, students learn how to correctly use *to*-infinitives and *what* exclamations. In the drafting section, students are asked to brainstorm ideas, provide key detail, and complete a descriptive paragraph about their last visit to a market. 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 *to*-infinitives and *what* exclamations.

TEACHING NOTES

This unit instructs students on how to write about their last visit to a market in a structured way. Teachers could ask students to practice writing a shopping list of items, this will help practice and expand their vocabulary. Teachers could assign pairs of students a certain type of market and have them generate a list of 5-10 items which shoppers might buy there.

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

Expository Writing

| | | |
|--------------------------|--------------------------------|---|
| Writing Purpose | | To describe one's last visit to a market |
| Language Features | | <ul style="list-style-type: none"> • <i>To</i>-infinitives • <i>What</i> exclamations |
| Framework | | |
| Structured paragraph | Describing a visit to a market | Which market did you visit? What kind of market is it? Where is it? Who did you go with? What happened when you were there? Did anything memorable happen? How do you feel about your trip to the market? |
| Details | Descriptive writing | Recollection, anecdote, buying and selling, feelings |

WARM-UP (p. 8)

1) Have students open the Student Book to page 8. Read the title and the goal of Unit 1.

WRITING FRAMEWORK FOR PARAGRAPH WRITING 3

- 2) Ask students if they go to a market. Where is it? What is it called? What can you buy there?
- 3) Explain that in this unit students will learn how to talk about shopping at markets.

WRITING GUIDE (p. 8)

- 1) Explain to students that when they write about a market they went to, they should write the type of market, when they went, who they went with, what they did, and what they bought.
- 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 went to a local market last weekend.
2. I bought some fruit and handmade peanut butter.

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.

1. There are lots of beautiful antiques on the table.
2. She found a really cheap shirt. It was a(n) bargain.
3. I bought a postcard as a(n) souvenir.
4. The street is filled with people enjoying the Christmas market.
5. The seller takes the money from the customer.
6. The market near my home only accepts cash.

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

| | |
|------------------|---|
| Main Idea | My friend and I went to a local <u>farmer's market</u> . |
| Detail 1 | We went late in the day to avoid the crowds. There weren't many people there. |
| Detail 2 | I got some fresh strawberries for only \$3. What a <u>bargain</u> ! |
| Detail 3 | I couldn't pay by <u>credit card</u> , but luckily I had some cash. I bought some <u>handmade</u> strawberry jelly to give to my mom. |

READ (p. 10)

- 1) Have students read the paragraph about a market.

The Market

Today, my family and I visited the Chatuchak Market in Bangkok. We went early in the morning to avoid the crowds. The Chatuchak Market is one of the largest outdoor markets in the world. It's filled with antiques, clothes, and local foods. But when you go there, you have to remember to ask for a lower price. I asked the seller to sell a T-shirt for a lower price. I got it for only 100 baht! What a bargain! We bought a lot of stuff, including some scarves and a keychain as a souvenir. Afterward, we ate ice cream. The coconut ice cream there is very famous and very delicious. I want to go back to the market one day to buy more things.

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 visited the Chatuchak Market in Bangkok.
2. The writer asked the seller to sell a T-shirt for a lower price.
3. The writer ate coconut ice cream.

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

| TITLE | The Market |
|------------------------|---|
| DETAIL 1: INTRODUCTION | 1. Today, my <u>friend</u> and I visited <u>a farmer's market</u> in <u>my town</u> . |
| DETAIL 2: BODY | 2. <u>We went early in the morning to avoid the crowds.</u> 3. The <u>farmer's market</u> is the largest <u>markets</u> in the <u>area</u> . 4. It's filled with <u>local fruit, bread, and honey</u> . 5. But when you go there, you have to remember to <u>find something unique</u> . 6. I asked the seller to <u>show me something interesting</u> . 7. I got <u>strawberry honey</u> for only <u>3 dollars</u> ! 8. <u>What a bargain!</u> 9. We bought a lot of stuff, including some <u>cookie tins and glass jars</u> as a souvenir. |

| | |
|-----------------------------|--|
| | 10. Afterward, we ate <u>pizza</u> . 11. The <u>cheese pizza</u> there is very famous and very delicious. |
| DETAIL 3: CONCLUSION | 12. <u>I want to go back to the market one day to buy more things.</u> |

LANGUAGE SKILLS (p. 12-13)

A. TO-INFINITIVES. Find the errors in the sentences and rewrite them.

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|--|---|
| 1) Before studying, go to p. 74. Present the grammar information on the use of <i>to</i> -infinitives. 2) Have students work in pairs to find the errors and rewrite the five sentences. 3) Call on students to read sentences to the class. | 1. I need to buy some souvenirs for my friends. 2. I want to find a beautiful traditional drawing. 3. We asked him to sell the purse at a lower price. 4. Mom allowed us to eat street food at the market. |
|--|---|

B. WHAT EXCLAMATIONS. Add the correct expressions to each picture using what exclamations.

- | | |
|---|---|
| 1) Explain to students that they can use <i>what</i> + <i>a(n)</i> + noun phrase to show surprise about something. 2) Study the first example as a class. 3) Have students add the correct expressions to each picture using <i>what</i> exclamations. 4) Call on students to share their answers. | 1. What a bargain! 2. What beautiful magnets! 3. What fresh fruit! 4. What a delicious dish! |
|---|---|

C. Add the correct expressions to each sentence using what exclamations. Find the errors and rewrite them.

- | | |
|--|---|
| 1) Study the first question as a class together. 2) Have students add what exclamations to each sentence. 3) Have the students find the errors and rewrite the rest of the sentence. 4) Check the answers as a class. | 1. What beautiful shoes! I needed to buy a pair of shoes just like these. 2. What a delicious dish! I want to get another bowl of this curry. 3. What a large crowd! We planned to go earlier to avoid the lines, but woke up late. 4. What a cute keychain! Jin asked me to buy a souvenir, so I will get this one. 5. What a great skirt! Amy said she wanted to buy a traditional skirt. |
|--|---|

D. Rewrite the underlined sentence using a what exclamation. Then find the two incorrect sentences and rewrite them.

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|--|
| 1) Study the paragraph as a class together. 2) Have students rewrite the underlined |
|--|

sentence using a *what* exclamation.

- 3) Have students find two incorrect sentences and rewrite them.
- 4) Check answers as a class.

Visit to Namdaemun Market

Last year, I visited Namdaemun Market in Seoul with my sister. We went in the morning to get the best deals. It was a huge market. They sold all kinds of things, including traditional Korean dresses, seafood, handmade dishes, makeup, and even imported food from my country. We planned having lunch at a famous seafood restaurant in the market, but the line was so long! We decided eating street food instead. It was a great decision since it was really tasty. I can't wait to go back to Seoul again someday.

What exclamation: What a huge market!

1. We planned to have lunch at a famous seafood restaurant in the market, but the line was so long!
2. We decided to eat street food instead.

BRAINSTORM (p. 14)

- 1) Have students brainstorm about their last trip to a market.
- 2) Ask students to write down where it was, what it sells, what happened there, and how they felt.
- 3) Have students use the extra market types and goods at the bottom of the page if needed.

A. Now write an outline of your paragraph.

| | | | |
|--|--|---|---|
| Introduction: Which market did you visit? What kind of market is it? Where is it? Who did you go with? | – last weekend, a local market, with my sister | | |
| Body: What happened when you were there? Did anything memorable happen? | – went early to get fresh fruits – most popular market in my town – filled with fresh fruit, vegetables, and bread | – asked the seller what are the freshest apples – got them for 3 dollars | – bought bread and handmade jam for breakfast – drank fresh orange juice |
| Conclusion: How do you feel about your trip to the market? | I want to go to the market every morning to eat breakfast | | |

A. Now write your own paragraph about your last visit to a market.

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 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]

The Markit

Last year I went to markit. It was called noryangjin. They selled fish. I brought sum fish. It was ₩20,000. I enjoid the fish. What is a fish!

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 (*markit*, *sum*, *enjoid*) and a punctuation error in the form of a missing comma (*Last year I*). There is also a capitalization error (*noryangjin*). There are a grammatical errors (*They selled fish*, *brought*). No attempt has been made to use a *to*-infinitive. A *what* exclamation has been attempted, but the writer has misunderstood the structure and framed it as a question (*What is a fish!*).

[B Grade Answer]

My Trip to the Market

Yesterday we went to portobello road market. It was full of interesting things. I saw a old painting of a bridg. I asked the seller to tell to me the price. He said it was £50. I offered £40 and he excepted. I was really happy because now I have a painting of a bridg on my wal. What a day?

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B because it lacks precise detail about who went to the market and what it sells. There are three spelling errors (*bridg*, *excepted*, *wal*). There is a missing comma (*Yesterday we*) and capitalization errors (*portobello road market*). There is an incorrect article (*a old painting*). The *to*-infinitive has been used correctly, but the *what* exclamation has been incorrectly punctuated (*What a day?*).

My Trip to Tsukiji Market

Today, my family and I visited Tsukiji Market in Tokyo. We went early in the morning to buy the freshest fish. Tsukiji Market is the largest fish market in the world. It's filled with colorful fish and seafood of all kinds. When you go there, you sometimes have to take part in an auction. My dad and lots of other people were trying to buy tuna. He bought a big piece for ¥ 50,000. It sounds expensive, but it will be delicious! He will sell it in his restaurant. Afterwards, we ate some sushi. The sushi there is very famous and very delicious. I want to go back to the market next week to buy more fish. What an amazing place!

Score Explanation: This response satisfies all the requirements of the writing task. It provides a strong title, structure and a clear subject. Correct use of *to*-infinitives and *what* exclamations has been made. There is just one spelling error (*dilicious*).

➤ **LESSON GOAL** Students will be able to write about buying things at stores.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about buying things at stores. In the warm-up section, students practice vocabulary and grammar related to shopping trips. These patterns are reinforced through exercises such as fill-in-the-blank questions, completing charts about shopping, the revision of model sentences, and studying a paragraph and answering questions about it. In the pre-writing section, students learn how to use *wh*-question words + *to*-infinitives and *since* clauses. In the drafting section, students are asked to brainstorm ideas, provide key detail, and complete a structured paragraph about buying things at stores. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the use of *wh*-question words + *to*-infinitives and *since* clauses

TEACHING NOTES

This unit instructs students on how to write about their first trip in a structured way. The teacher could also introduce students to useful verb phrases related to shopping: *find a bargain*, *get a good deal*, *look around*, *try on*, *bring back*.

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 shopping at stores |
| Language Features | | <ul style="list-style-type: none"> • Use of <i>wh</i>-question words + <i>to</i>-infinitives • Use <i>since</i> clauses |
| Framework | | |
| Structured paragraph | Describing shopping at stores | What was your most recent and memorable shopping trip? Why did you go? Which store did you go to? What happened while you were there? What are your thoughts and feelings about that experience? |
| Details | Descriptive writing | Reasons for shopping, choices, decision making, logical thinking, buying |

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 a family on an escalator in a shopping mall. Ask students what it says on the man's red bag – what does this mean?
- 3) Explain that in this unit students will learn how to talk about and describe buying things at stores.

WRITING GUIDE (p. 16)

- 1) Explain to students that when they write about stores in their area, they should write which store they went to, why they went there, and what happened.
- 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 visited a department store.
2. I bought some clothes and ate ice cream.

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. Complete the chart. Two words/phrases are not used.

- | | |
|-------------------|----------------------|
| 1. Grocery store | 2. accessories |
| 3. dishes | 4. Convenience store |
| 5. cash registers | 6. Cashiers |

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

| | |
|------------------|---|
| MAIN IDEA | My brother and I went to the grocery store to <u>pick up</u> something for dinner. |
| DETAIL 1 | We didn't know <u>what to eat</u> for dinner. So we looked at a bunch of different things <u>on the shelves</u> . |
| DETAIL 2 | The baked chicken looked good enough, so we picked that. |
| DETAIL 3 | But since I <u>lost my wallet</u> yesterday and had no money, my brother had to pay for it. |

READ (p. 18)

- 1) Have students read the paragraph.

Next weekend is my friend Becky's birthday. I wanted to get her something special, but I didn't know where to buy it. First, I went to the mall. I went to many shops and looked at clothes, accessories, and even books, but nothing seemed good enough. But then, I had an idea. I left the mall and went to the grocery store. I bought a bunch of ingredients. Then, I wrote a recipe on a card and decorated it. I will give her everything she needs to make her favorite dish! Since she doesn't know how to make it, this present will help her. So in the end, I bought Becky's birthday present at the grocery store. I hope she likes it.

UNDERSTAND (pp. 18-19)

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

A. Answer the questions in complete sentences.

1. The writer went shopping because next weekend is the writer's friend Becky's birthday.
2. The writer went to the mall.
3. The writer will give her everything she needs to make her favorite dish.

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

| Title | <i>Shopping for Gifts</i> |
|--------------|---|
| Introduction | <ol style="list-style-type: none"> 1. Next <u>month</u> is my <u>brother Scotty's</u> birthday. 2. I wanted to get <u>him</u> something <u>interesting</u>, but I didn't know <u>what to get</u>. |
| Body | <ol style="list-style-type: none"> 3. First, I went to the <u>toy store</u>. 4. I went to many <u>shelves</u> and looked at <u>action figures, blocks, and even puzzles</u>, but nothing seemed good enough. 5. <u>But then, I had an idea</u>. 6. I left the <u>toy store</u> and went to the <u>bookstore</u>. 7. I bought a bunch of <u>comic books</u>. 8. Then, I <u>drew a picture of his favorite character</u> and decorated it. 9. I will give <u>him</u> a <u>comic-themed birthday gift</u>! 10. Since <u>he</u> doesn't know <u>what he will get</u>, this present will <u>be a big surprise</u>. |
| Conclusion | <ol style="list-style-type: none"> 11. So in the end, I bought <u>Scotty's</u> birthday present at the <u>bookstore</u>. 12. I hope <u>he</u> likes it. |

LANGUAGE SKILLS (p. 20-21)

WRITING FRAMEWORK FOR PARAGRAPH WRITING 3

A. WH-QUESTION WORDS + TO-INFINITIVES. *Change the phrases in bold into the correct wh-question words.*

- 1) Before studying, go to p. 74. Present the grammar information on the use of *wh*-question words.
- 2) Have students work in pairs to change the phrases in bold into the correct *wh*-question words.
- 3) Call on students to read sentences to the class.

1. I am considering where to buy jeans.
2. She didn't say when to go to the mall.
3. Did you decide what to buy Sally for her birthday?
4. Jenny told me how to get to the grocery store.
5. I know who to buy this painting for.

B. SINCE CLAUSES. *Rewrite the sentences using since clauses with commas at the beginning.*

- 1) Explain to students that we use the conjunction *since* to show a reason for something.
- 2) Study the first example as a class.
- 3) Have students work in pairs to rewrite the sentences using *since* clauses with commas at the beginning.
- 4) Call on students to share their answers.

1. Since she likes to play soccer, I will buy her a soccer ball.
2. Since we are out of milk, Sarah will go to the store.
3. Since our old couch is broken, we will visit the furniture store.
4. Since I was free on the weekend, we went shopping on Saturday.
5. Since my favorite author released a book, we rushed to the bookstore.

C. Circle the correct words and rewrite the sentences using since clauses at the beginning.

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

1. Since it was his birthday, he chose where to eat.
2. Since every shirt looks good, I don't know what to choose.
3. Since I don't live around here, I didn't know where to buy this book.
4. Since she knows all the local restaurants, she will decide where to go.
5. Since the trains stopped, we need to choose how to get to the market.

D. Rewrite the underlined sentence using the since clause first. Then find the two incorrect sentences and rewrite them.

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

Since clause: Since he knew us, he paid for our food.

1. Since there were so many options, we didn't know what to eat.
2. We didn't know what to do.

BRAINSTORM (p. 22)

- 1) Have students brainstorm about a recent shopping trip.
- 2) Tell students to plan a conclusion summing up their feelings.
- 3) Have students use the extra stores and actions at the bottom of the page if needed.

A. Now write an outline of your paragraph.

| | | |
|---|---|--|
| Introduction: What was your most recent and memorable shopping trip? Why did you go? | I went shopping because next month is my aunt's wedding. I wanted to get something unique, but I didn't know what to buy. | |
| Body: Which store did you go to? What happened while you were there? | <ul style="list-style-type: none"> – went to the department store – I didn't know what to buy her – looked at perfumes, clothes, and cosmetics | <ul style="list-style-type: none"> – went to the flower shop – bought a beautiful vase made of glass – wrote a letter and attached it on the vase |
| Conclusion: What are your thoughts and feelings about that experience? | I bought my aunt's wedding gift at the flower shop. I hope she loves my gift. | |

FIRST DRAFT (p. 23)

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

[C Grade Answer]

Shopping

My Grandma needs new TV. Since I went to mall with my Dad. We didn't know to look. We found purfect TV for my Grandma. It was ixpensive. She will watch programes all day long.

Score Explanation: This response fulfills few of the requirements of the task and receives a score of C. Although it does make clear the destination and the item required, it is brief and lacking structure. There are spelling errors (*shopping, purfect, ixpensive, programes*). There are also capitalization errors (*Grandma, Dad*) and missing articles (*needs new TV; went to mall; founf purfect TV*). The use of a *since* clause is incorrect (*Since I went to mall with my Dad*). The *wh*-question word + *to*-infinitive is missing a *wh*-question word (*We didn't know to look*). The final sentence is somewhat irrelevant to the shopping trip itself (*She will watch programes all day long.*).

[B Grade Answer]

My Shopping Trip

It is my best freinds birthday next week. I went to the mall to try and find her a present. I also wanted to buy a new dress. Since I know she likes soccar I try to find her a shirt. I didn't know to where I should look. The sports stoar had many shirts. Then I saw one for her favrit team. I hope she loves it.

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 shopping trip and some elements of structure. However, it also contains spelling errors (*friends, soccer, stoar, favrit*). It also contains a tense error (*I try to find her a shirt*). A *since* clause has been included, but is missing a comma (*Since I know she likes soccar I try to find her a shirt*). Similarly, the *wh*-question word + *to*-infinitive has issues with word order and construction (*I didn't know to where I should look*). The writer's quest to find a new dress remains unresolved.

[A Grade Answer]

Shopping for a Gift

Next weekend is my last day at school. I wanted to get my teacher something special to say thank you. First, I went to the mall. I went to lots of shops and looked at chocolates, mugs, scarves, and perfume. But then, I had a great idea. Since my teacher is really into clasical music, I went to the record store. I wanted to find a CD by her favorite composer. I didn't know where to find it, so I asked a sales clerk. He took me to the clasical music department. There were several to choose from. I chose one with a really pretty photograph on the front. I hope when she listens to it, she will know how greatful I am.

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 shopping trip within the correct structure. It makes correct use of *wh*-question words + *to*-infinitives and *since* clauses. There are two spelling errors (*clasical, greatful*).

➤ **LESSON GOAL** Students will be able to write about the similarities between two cities.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing a paragraph about two famous cities. In the warm-up section, students preview and practice vocabulary and answer questions related to cities and their similarities. Students learn how to use vocabulary around cities and their attractions. Students practice their writing skills by answering fill-in-the-blank questions, reading a sample paragraph, and rewriting sentences. In the pre-writing section, students learn how to use comparison connectors and how to round numbers. They practice their writing skills by writing and rewriting sentences. In the drafting section, students brainstorm about two cities and their similarities. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the use of comparison connectors and rounding numbers.

TEACHING NOTES

This unit teaches students how to write about and compare two cities. As a further exercise, teachers could have students write “postcards” from a given city. Students could compare the postcard city with their own.

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 two cities |
| Language Features | | <ul style="list-style-type: none"> • Use of comparison connectors • Rounding numbers |
| Framework | | |
| Structured paragraph | Write about two cities | Which two cities do you want to compare? How are they similar? Write at least two things both have in common. Which two cities did you pick? What are your thoughts or feelings about them? |
| Details | Descriptive writing | Commonality, similarity, comparison, numbers, travel |

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. Ask them what they know about Paris and New York.
- 3) Explain that in this unit students will learn how to talk about the similarities between two cities.

WRITING GUIDE (p. 24)

- 1) Explain to students that when they compare two or more things, like cities, they should write their similarities, like their famous landmarks, their languages, or their food.
- 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. They both attract many tourists every year.
2. Paris is a European city, and New York is an American city.

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. Complete the chart. Change the verbs if necessary. One word is not used.

- | | |
|-----------------|--------------|
| 1. Similarities | 2. museums |
| 3. modern | 4. landmarks |
| 5. visitors | 6. attract |
| 7. million | |

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

| | |
|------------------|---|
| Main Idea | London and Rome are two cities with many similarities, including <u>well-known</u> museums and landmarks. |
| Detail 1 | London has several museums that <u>draw many tourists</u> each year. These include the National Gallery, The Tate Modern, and the British Museum. |
| Detail 2 | <u>Similar to this</u> , Rome has many museums, such as the Vatican Museums and the Capitoline Museums. |
| Detail 3 | Rome also has many <u>tourist attractions</u> . The Colosseum and the Trevi Fountain are just two of these. |
| Detail 4 | Similar to Rome, London has some famous landmarks, like the Tower of London and Big Ben. |

READ (p. 26)

- 1) Have students read the example paragraph about two cities.

Two Famous Cities

WRITING FRAMEWORK FOR PARAGRAPH WRITING 3

Paris and New York are two cities with many similarities, including well-known landmarks and museums. Paris is a famous European city. It has many famous landmarks, such as the Eiffel Tower. Around 7 million people visit the tower every year. Paris also has the Louvre Museum. This is an important classical art museum. It has over 10 million visitors every year. Similarly, New York is a famous North American city. It also has famous landmarks, like the Statue of Liberty. About 3.5 million people visit the statue every year. Like the Louvre, New York has the MoMA, which is a very famous museum for modern art. Around 2.5 million people visit it yearly. Paris and New York are great cities with a lot in common. You should visit both!

UNDERSTAND (pp. 26-27)

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

A. Answer the questions in complete sentences.

1. Famous landmarks and museums that attract many visitors are the two main similarities.
2. Paris has the Louvre Museum.
3. The MoMA is famous for modern art.

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

| Title | <i>Two Famous Cities</i> |
|--------------|--|
| Introduction | 1. Paris and <u>Amsterdam</u> are two cities with many similarities, including <u>popular</u> landmarks and museums. |
| Body | 2. Paris is <u>the capital of France</u> . 3. It has many famous landmarks, such as <u>Notre-Dame de Paris</u> . 4. Around <u>11</u> million people visit the <u>cathedral</u> every year. 5. Paris also has the <u>Musée d'Orsay</u> . 6. This is an <u>impressionist</u> art museum. 7. It has over <u>3</u> million visitors every year. 8. Similarly, <u>Amsterdam</u> is a famous <u>European</u> city. 9. It also has famous landmarks, like <u>Anne Frank's House</u> . 10. About <u>1.2</u> million people visit the <u>house</u> every year. 11. Like the <u>Musée d'Orsay</u> , <u>Amsterdam</u> has the <u>Van Gough Museum</u> , which is a very famous museum for <u>post-impressionism</u> . 12. Around <u>2.1</u> million people visit it yearly. |
| Conclusion | 13. Paris and <u>Amsterdam</u> are great cities with a lot in common. |

LANGUAGE SKILLS (p. 28-29)

A. COMPARISON CONNECTORS. *Write the sentences using the given words and comparison connectors.*

- | | |
|---|--|
| <ol style="list-style-type: none"> 1) Before studying, go to p. 75. Present the grammar information on the use of comparison connectors. 2) Have students work in pairs to write the sentences using the given words and comparison connectors 3) Call on students to read sentences to the class. | <ol style="list-style-type: none"> 1. Like Mumbai, Tokyo is really crowded. 2. As with New York, Sydney is a multicultural city. 3. Similar to Busan, Lisbon is a beautiful coastal city. 4. Like Bangkok, Singapore attracts many tourists. 5. As with Paris, London has famous museums. |
|---|--|

B. ROUNDING NUMBERS. *Rewrite the sentences using round numbers and given words.*

- | | |
|--|---|
| <ol style="list-style-type: none"> 1) Explain to students that when we talk about large numbers of people, we round them to the nearest 100,000 and write the number in words and numbers (1.2 million, 4.5 million). We also use the words around, about, and over. 2) Study the first example as a class. Explain the correct answer. 3) Have students work in pairs to rewrite the sentences using round numbers and given words. 4) Call on students to share their answers. | <ol style="list-style-type: none"> 1. About 76.2 million passengers used the Charles de Gaulle Airport in 2019. 2. Seoul's population was about 10 million in 2020. 3. Over 10.4 million people visited Hawaii in 2019. 4. There were around 5.9 million visitors to the Tate Modern in 2018. |
|--|---|

C. *Write the sentences using the word "million" and comparison connectors. Remember to round to the nearest 100,000.*

- | | |
|---|---|
| <ol style="list-style-type: none"> 1) Study the first example as a class. Explain the correct answer. 2) Have students work in pairs to rewrite the sentences using the word "million" and comparison connectors. 3) Remind students to round to the nearest 100,000. 3) Call on students to share their answers. | <ol style="list-style-type: none"> 1. The population of Malawi is over 19.1 million. Similarly, the population of Chile is over 19.1 million. 2. The population of New Zealand is about 5 million. Likewise, the population of Ireland is about 5 million. 3. Around 17.5 million tourists visited South Korea. Also, around 17.5 million tourists visited South Africa. 4. About 6 million people went to the British Museum in 2019. Likewise, about 6 million people went to the British Museum in 2017. |
|---|---|

D. *Rewrite the underlined sentence using round numbers. Then rewrite the two sentences using your own connectors.*

- | | |
|--|--|
| <ol style="list-style-type: none"> 1) Study the paragraph as a class together. 2) Have students rewrite the underlined sentence using round numbers. 3) Have students rewrite the two sentences using their own connectors. 4) Check answers as a class. | <p>(Answers will vary.)</p> <p>Number: The city saw many visitors last year: over 26.1 million people.</p> <ol style="list-style-type: none"> 1. Like Dubai, Kuala Lumpur also has a famous skyscraper, the Petronas Twin Towers. 2. As with Kuala Lumpur, Dubai attracted many people: about 8.4 million. |
|--|--|

BRAINSTORM (p. 30)

- 1) Have students brainstorm about two cities.
- 2) Have them use the extra cities and similarities at the bottom of the page if needed.

A. Now write an outline of your paragraph.

| | | |
|---|---|--|
| Introduction: Which two cities do you want to compare? How are they similar? | London and Tokyo — capital city and landmarks | |
| Body: Write at least two things both have in common. | London — European city • Capital city of the UK (9 million people) • Landmarks – London Eye (3 million visitors) | Tokyo — Asian city • Capital city of Japan (38 million people) • Landmarks – Tokyo Skytree (4.2 million visitors) |
| Conclusion: Which two cities did you pick? What are your thoughts or feelings about them? | London and Tokyo are interesting cities with similarities. I want to visit both. | |

FIRST DRAFT (p. 31)

A. Now write your own paragraph about two cities.

[C Grade Answer]

Seoul and Tokio

Seoul and Tokio are citys in asia. Seoul is very big with many people. Tokio is big similarly. Seoul has 9.7. million about of people. Tokio has where as 37.4. million around of people. Both citys has bildings.

Score Explanation: This response receives a score of C because it lacks structure and provides little comparative detail about the two cities. It contains several spelling errors (*Tokio*, *citys*, *bildings*). There is also a capitalization error (*asia*). There is an agreement error (*Both citys has bildings*). Even it were correct, this sentence is vague and does not further the topic. Comparison connectors and adverbs are misplaced (*Seoul has 9.7 million about of people. Tokio has where as 37.4 million around of people.*). Numbers have been successfully rounded, but contain an extra, unnecessary decimal point (*9.7. million*, *37.4. million*). It should also be noted that the writer makes questionable use of *similarly* when comparing the two cities' populations—Tokyo's population is much larger.

[B Grade Answer]

Two Cities

New York and Los Angeles are two big cities in the USA. New York is the biggest city on the east cost. It has a populaton of around 8.3675 millions. Similarly Los Angeles is the biggest city on the west cost. It has a populaton of about 4.3621 millions. Both cities have many sports teams. In New York, there is the Yankees baseball team. Likewize in Los Angeles there is the Dodgers. I would like to go someday.

Score Explanation: This is a passable response to the writing task. It gives a clear and somewhat structured response to the brief. However, it receives a score of B because it contains spelling mistakes (*biggist, cost, populaton, likewize*). Some use had been made of comparison connectors, though not without issue: neither are properly punctuated with commas (*Similarly Los Angeles; likewize in Los Angeles*). The numbers quoted have not been rounded to one decimal place. This makes a nonsense of the adverbs *about* and *around*. The writer has also unnecessarily pluralized *million* (*around 8.3675 millions; about 4.3621 millions*).

[A Grade Answer]

A Tale of Two Cities

London and Paris are two cities with many similarites, including well known landmarks and museums. London is the capital of the UK. It has many famous landmarks. Around 30 million people visit London every year. By comparison, Paris, the capital of France, has around 35 million visitors each year. The Eiffel Tower is a famous landmark in Paris. Since it was built in 1889, it has had around 250 million visitors. That's about 2 million visitors every year. Similarly, the Tower of London attracts around 3 million people each year. London and Paris are great cities with a lot in common. In fact, Paris is just two hours from London by train. Why not visit both?

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 comparison connectors and rounds numbers neatly. There is just one punctuation error: a missing hyphen (*well known*) and one spelling error (*similarites*).

➤ **LESSON GOAL** Students will be able to write about the differences between two countries.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about two different countries. In the warm-up section, students preview and practice vocabulary and answer questions related to two different countries. Students learn vocabulary relating to countries by completing fill-in-the-blank questions and rewriting sentences. In the pre-writing section, students learn how to use contrasting connectors and possessives. Students practice these skills by completing fill-in-the-blank questions, writing, and rewriting sentences. In the drafting section, students brainstorm and write a paragraph contrasting two countries. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the use of contrasting connectors and possessives.

TEACHING NOTES

This unit teaches students how to write a paragraph contrasting two countries. The teacher can tell students that when writing about the people, food, or culture (etc.) of a country, we use demonym + noun e.g.: *Chinese Food*. Give them the following examples to illustrate how demonyms are often unpredictable:

Afghanistan – Afghan

China – Chinese

France – French

Korea – Korean

Iran – Iranian

Thailand – Thai

UK – British

US

–

American

Tell students that if in doubt about the correct demonym, they can use the construction *the people of (Thailand)*; *the food of (Iran)*.

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 two different countries |
| Language Features | | <ul style="list-style-type: none"> • Use of contrasting connectors • Use of possessives |
| Framework | | |
| Structured paragraph | Descriptive writing related to two different cities | Which two countries do you want to contrast? How are they different? Write at least three things that are different between them. What are your thoughts or feelings about the countries and their differences? |
| Details | Descriptive writing | Contrasts, differences, cultures, attitudes |

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 the flags of two countries, Brazil and Chile. Ask students what they know about these two countries.
- 3) Explain that in this unit students will learn how to write about the differences between two countries.

WRITING GUIDE (p. 32)

- 1) Explain to students that when they contrast two or more things, like countries, they should write about their differences, like their languages, their geography, or their weather.
- 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. They both are in South America.
2. They have different national languages.

WORDS TO KNOW (p. 33)

- 1) Focus students' attention on the words in the box and the table below. Tell students to fill in the blanks to complete the facts about the two countries.

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

- | | |
|----------------|-------------|
| 1. Differences | 2. National |
| 3. Population | 4. Climate |
| 5. mixed | 6. mild |
| 7. Geography | 8. country |

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

| | |
|------------------|--|
| Main Idea | The UK and the US seem similar, but they are very different. |
| Detail 1 | <u>For example</u> , the UK has a prime minister and a queen, but the US only has a president. |
| Detail 2 | Also, both countries use English, but the accent and vocabulary <u>used in</u> each country are different. |
| Detail 3 | Last, their climates are different. The UK's climate is usually cool and mild <u>all year long</u> . In contrast, the US's climate is very different and <u>depends on</u> the region. |

READ (p. 34)

- 1) Have students read the example paragraph about the differences between two countries.

Two Interesting Countries

Brazil and Chile are two interesting countries in South

America. They are very different in population, language, and climate. Brazil has a huge population. It has over 210 million people, while Chile has about 19 million people. Both countries have Spanish speakers. However, Brazil's national language is Portuguese, and Chile's is Spanish. The climates of Brazil and Chile are also very different. Brazil is warm and tropical. In contrast, Chile has a more varied climate. It is hot in the northern part and mild and warm in the central part. The southern part is very cool. Chile is also home to the world's driest desert, the Atacama Desert. Their differences are part of what makes these two countries very interesting.

UNDERSTAND (pp. 34-35)

A. Answer the questions in complete sentences.

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

1. Population, language, and climate are three differences.
2. Brazil is larger than Chile.
3. Chile's climate can be hot, warm, or cool.

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

| Title | <i>Two Interesting Countries</i> |
|--------------|---|
| Introduction | <ol style="list-style-type: none"> 1. <u>Germany and Sweden</u> are two interesting countries in <u>Europe</u>. 2. They <u>have differences</u> in population, language, and climate. |
| Body | <ol style="list-style-type: none"> 3. <u>Germany</u> has <u>quite</u> a huge population. 4. It has over <u>83</u> million people, while <u>Sweden</u> has about <u>10</u> million people. 5. Both countries have <u>bilingual</u> speakers. 6. However, <u>Germany's</u> national language is <u>German</u>, and <u>Sweden's</u> is <u>Swedish</u>. 7. The climates of <u>Germany</u> and <u>Sweden</u> are also very different. 8. <u>Germany</u> is warm and <u>mild</u>. 9. In contrast, <u>Sweden</u> is <u>cooler</u>. 10. It is <u>cold</u> in the northern part and <u>cool</u> in the central part. 11. The southern part is <u>mild</u>. 12. <u>Sweden</u> is also home to <u>beautiful park</u>, the <u>Abisko National Park</u>. |
| Conclusion | <ol style="list-style-type: none"> 13. <u>Their differences are part of what makes these two countries very interesting.</u> |

LANGUAGE SKILLS (p. 36-37)

A. CONTRASTING CONNECTORS. *Write the sentences using the given words and contrasting connectors.*

- 1) Before studying, go to p. 75. Present the grammar information on the use of contrasting connectors.
 - 2) Have students work in pairs to write the sentences using the given words and contrasting connectors.
 - 3) Call on students to read sentences to the class.
1. Japan has four seasons, but Vietnam has two seasons.
 2. China has deserts, but South Korea has no deserts.
 3. North Australia is dry, while Thailand is humid.
 4. Japan has 110 volcanoes, whereas England has no volcanoes.

B. POSSESSIVES. *Make two sentences into one sentence using possessives.*

- 1) Explain to students that when writing the possessive of countries that end in -s, only add an apostrophe. (The United States', The Philippines')
 - 2) Study the first example as a class. Explain the correct answer.
 - 3) Have students work in pairs to make two sentences into one using possessives.
 - 4) Call on students to share their answers.
1. The Philippines' official languages are Filipino and English.
 2. Greece's Parthenon is an important building in world history.
 3. The United Arab Emirates' Burj Khalifa is the tallest building in the world.
 4. Peru's Machu Picchu attracts many tourists every year.

TIP (p. 36)

Don't forget to include *the* when writing the names of some countries. There are over 20 countries that need *the* when being talked about.

Examples

| | | |
|--------------------------|--------------------|------------------------|
| The United States | The Bahamas | The Philippines |
| The Ivory Coast | The Gambia | The Congo |

C. *Write the sentences using the given words and possessives.*

- 1) Study the first example as a class. Explain the correct answer.
 - 2) Have students work in pairs to write the sentences using the given words and possessives.
 - 3) Call on students to share their answers.
1. Brazil's national language is Portuguese. In contrast, Chile's national language is Spanish.
 2. Laos' climate is tropical and hot. However, Iceland's climate is cold and windy.
 3. The United States' traditional dish is apple pie while China's traditional dish is dumplings.
 4. Monaco's continent is Europe. In contrast, the Philippines' continent is Asia.

D. *Rewrite the underlined sentence using a possessive. Then rewrite the two sentences using your own connectors.*

- 1) Study the paragraph as a class together.
- 2) Have students go through the paragraph
- 3) Have students rewrite the underlined sentence using a possessive.
- 4) Have students rewrite the two sentences using their own connectors.
- 5) Check answers as a class.

Possessive: China's main method of travel is the train while United States' main method of travel is the car.

1. However, American houses usually only have parents and their children.
2. Also, Chinese usually eat rice but Americans usually eat bread.

WRITING FRAMEWORK FOR PARAGRAPH WRITING 3

BRAINSTORM (p. 38)

- 1) Have students brainstorm about the differences between two countries.
- 2) Have them use the languages and food / drink at the bottom of the page if needed.

A. Now write an outline of your paragraph.

| | | | |
|--|--|---|--|
| Introduction: Which two countries do you want to contrast? How are they different? | China and South Korea — population, language, geography | | |
| Body: Write at least three things that are different between them. | <u>Population</u> | <u>Language</u> | <u>Geography</u> |
| | China – 1.4 billion South Korea – 51 million | China – Chinese South Korea – Korean | China – has many deserts South Korea – has a lot of mountains |
| Conclusion: What are your thoughts or feelings about the countries and their differences? | Their differences make both countries more interesting and charming. | | |

FIRST DRAFT (p. 39)

A. Now write your own paragraph, in the form of a diary entry, about two countries.

[C Grade Answer]

Korea and Thiland are two country in asia. They are different in food and looking. Korean food is spicey. Koreans eat many kimchi. Thiland people eat cremy curry with cocernut. Korea is looking like hills with trees whyle Thiland is many jungle and beach.

Score Explanation: This response receives a score of C because it is missing elements of the paragraph structure: it is missing a title and does not give three differences. It also lacks real details and specifics. It contains five spelling errors (*Thiland*, *spicey*, *cremy*, *cocernut*, *whyle*). There is also a capitalization error (*asia*). There are grammatical errors related to a lack of vocabulary (*They are different in food and looking*, *Thiland people*); and agreement errors (*many kimchi*, *Korea is looking like*, *Thiland is many jungle*). The contrasting connector has been misspelt and is unpunctuated (*trees whyle*). No use of possessives has been made.

[B Grade Answer]

Two Countries

Spain and Italy are two nice countries in europe. They are different in shape, langauge, and food. Spain is like a big square, where as Italy is shaped like a big long boot. In Spain the people speak spanish where as in Italy the people speak italian. The food is very different to. In Spain many people eat pie ella where as Italys people eat pasta.

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 strong detail and description. It also contains several spelling errors (*langauge, to, pie ella*), capitalization errors (*europe, spanish, italian*) and missing commas (*In Spain the*). Some attempt has been made to use contrasting connectors, but the writer has broken *whereas* into two words (*where as*). The writer has also failed to include a possessive apostrophe (*Italys*).

[A Grade Answer]

Two Fascinating Countries

Australia and New Zealand are two very interesting countries in Oceania. They are very different in size, landscape, and history. Australia is huge. It is the largest island in the world. In fact, South Korea could fit into Australia 77 times! New Zealand, on the other hand, is fairly small. You could fit New Zealand's two islands into Australia around 30 times. The landscapes of Australia and New Zealand are also very different. Although Australia's coast is green and lush, the center is a massive, dry, red dessert. This is known as the outback. In contrast, New Zealand is mostly green with woods and fields, although on the South Island there are huge mountains. These are called the Southern Alps. Australia and New Zealand were both settled by Europeans over the last 200 years. However native Aboriginal people have lived in Australia for as long as 70,000 years, whereas New Zealand's native Maori people arrived from Polynesia around 700 years ago. If you are ever in this part of the world, make sure you visit both of these amazing countries.

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 makes good use of contrasting connectors and possessives. There is just one spelling error (*dessert*) and one missing comma (*However native*).

➤ **LESSON GOAL** Students will be able to write rules and instructions for a game.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing instructions to a game. In the warm-up section, students preview and practice vocabulary and answer questions related to a game, its equipment, and rules. Students learn vocabulary relating to games by completing fill-in-the-blank questions and rewriting sentences. In the pre-writing section, students learn how to use modal verbs and commas after sequencing words. Students practice these skills by rewriting and combining sentences. In the drafting section, students brainstorm and write instructions for a game. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, use of modal verbs, and commas following sequencing words.

TEACHING NOTES

This unit teaches students how to write instructions for a game. Teachers can introduce constructions often used in instructions: If one player... If no player... Should any player... Both players must... All players must... Once players have... The winner is the player who...

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 instructions for a game |
| Language Features | | <ul style="list-style-type: none"> • Use of <i>there is / there are</i> • Use of <i>in</i> phrases |
| Framework | | |
| Game instructions | Step-by-step Instructions | What equipment or items do you need for the game? How many people do you need? What should players or teams do first before starting? How do you play this game? How does a player or team win the game? |
| Details | Rules and equipment | Rules, equipment, participants, consequences, winning, losing |

WARM-UP (p. 40)

- 1) Have students open the Student Book to page 40. Read the title and the goal of Unit 5.
- 2) Asks students which games they know. Ask them what equipment they would need for these games.
- 3) Explain that in this unit students will learn how to talk about playing games.

WRITING GUIDE (p. 40)

- 1) Explain to students that when they write instructions for a game, they should give a list of equipment, rules, and directions. They should explain how to set up the game, how it will start and end, and how to play 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.

WRITING FRAMEWORK FOR PARAGRAPH WRITING 3

- 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 have to run when playing tag.
2. I can play chess and Jenga inside.

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.

A. Complete the chart.

1. Tom always loses because his sister is a good chess player.
2. In Jenga, you take turns removing one block and putting it on top.
3. Try not to fall while jumping on each number.
4. The leader sits in front of the other members and gives orders.
5. Stand two arm lengths apart in two lines and throw rings onto a cone.
6. Students make a line by holding the shoulder of

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

| | |
|---|--|
| Setup/Equipment - two or more teams of at least 4 people How to Start - Each team <u>stands in a line.</u> | Instructions - The first person in the line hears a phrase. They must listen carefully to the phrase. - Then, they <u>turn around</u> and whisper it to the next teammate. They can only say it once. - Repeat this down the line. - When the last person hears the sentence, they must say the phrase <u>out loud.</u> How It Ends - The game <u>is over</u> when the last person in line says the correct starting phrase. |
|---|--|

READ (p. 42)

- 1) Have students read the instructions.

Egg Toss Game

Setup / Equipment

Two or more teams
One hard-boiled egg for each team
A large outside space

How to Start

Each team has two people in it.
First, each team must stand two feet apart.

Instructions

One person in each team holds an egg.
Then, they must throw it to their teammate.
Their teammate must catch the egg.
The egg can hit the ground, but it can't break.
Pick up the egg if it falls and isn't broken.
After everyone has thrown the egg, everyone takes one step back.
Then, throw the egg again.
Continue like this every turn.
You have to leave the game if the egg breaks.

How It Ends

Finally, the winner is the team that does not break their egg.

UNDERSTAND (pp. 42-43)

A. Answer the questions in complete sentences.

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

1. The team stands two feet apart.
2. Each team needs one hard-boiled egg.
3. The team that does not break their egg wins the game.

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

| Title | <i>Potato Pass Game</i> |
|--------------------------|--|
| Setup / Equipment | <ol style="list-style-type: none">1. Two or more <u>teams</u> One <u>potato</u> for each team A large <u>inside</u> space |
| | <ol style="list-style-type: none">2. Each team has <u>two or more</u> people in it.3. First, each <u>person</u> must <u>sit next to each other</u>.4. One person in each team holds <u>a potato</u>. |

WRITING FRAMEWORK FOR PARAGRAPH WRITING 3

| | |
|------------------------------------|---|
| How to start / Instructions | 5. Then they must <u>pass</u> it to <u>the person next to them</u> . 6. <u>That person</u> must <u>pass</u> the potato to the next person. 7. The <u>potato</u> can hit the ground, but it <u>must be picked up again</u> . 8. Pick up the <u>potato</u> if it falls and <u>the teacher doesn't say stop</u> . 9. After <u>the teacher says stop</u> , <u>the person with the potato is out</u> . 10. Then <u>pass</u> the potato again. 11. Continue like this <u>until one person is left</u> . 12. You have to leave the game if <u>the teacher says stop and you have the potato</u> . |
| How it ends | 13. Finally, the winner is the <u>last person</u> . |

LANGUAGE SKILLS (p. 44)

A. MODAL VERBS. Rewrite the sentences using the correct modal verbs.

- 1) Before studying, go to p. 76. Present the grammar information on the use of modal verbs.
- 2) Have students work in pairs to write the sentences using the correct modal verbs.
- 3) Call on students to read sentences to the class.

1. You must play this game with four to six people.
2. Each team member has to pick a leader.
3. You can show your card to your partner if you like.
4. You must choose a number between one to ten.
5. You may ask for the directions to be repeated.

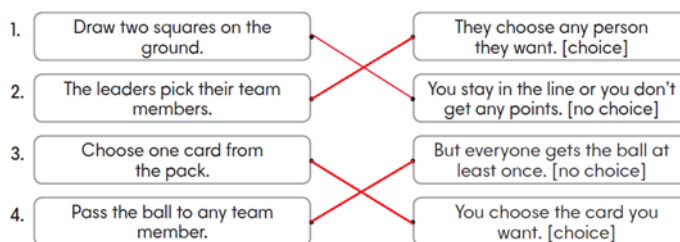
B. COMMAS. Find the errors in the sentences and rewrite them. If the sentence is correct, write OK.

- 1) Explain to students that we put a comma right after sequencing words (*first, then, after that, finally*) at the beginning of a sentence.
- 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. First, pick a team leader.
2. After that, draw your favorite animal on the paper.
3. OK
4. Finally, the team which finishes the rally first wins the game.
5. OK

C. Match the sentences. Then combine sentences using the correct modal verbs and your own sequencing words.

- 1) Study the first example as a class. Explain the correct answer.
- 2) Have students work in pairs to match the sentence parts and then combine them using their own sequencing words.
- 3) Call on students to share their answers.



(Answers will vary.)

1. Then, draw two squares on the ground. You have to stay inside the square or you don't get any points.
2. First, the leaders pick their team members. They may choose any person they want.
3. Next, choose one card from the pack. You can choose the card you want.
4. Then, pass the ball to any team member. But everyone must get the ball at least once.

D. Put commas after the sequencing phrases. Then find the two incorrect sentences and rewrite them.

- 1) Study the paragraph as a class together.
- 2) Have students go through the instructions and put commas after the sequencing words.
- 3) Have students find two incorrect sentences and rewrite them.
- 4) Check answers as a class.

Musical Chairs

1. First, put seven chairs in a circle. Everyone must stand around the chairs.
2. Then, the teacher plays music. Everyone must walk around the chairs.
3. Once the music stops, you can run to sit on a seat.
4. You may push people to get a seat. You cannot sit on other people.
5. If you cannot sit on a seat, you may leave the game.
6. After that, the teacher will remove one seat.
7. Then, the teacher will start the music again. You must start walking again.
8. Finally, the game is over when one person is sitting on the last seat.

1. Once the music stops, you have to run to sit on a seat.
2. If you cannot sit on a seat, you must leave the game.

BRAINSTORM (p. 46)

- 1) Have students brainstorm about their game instructions.
- 2) Have them use the extra verbs at the bottom of the page if needed.

A. Now write an outline for your instructions.

| Set up / Equipment | What equipment or items do you need for the game? How many people do you need? |
|--|--|
| 3+ people, a potato sack for each person, whistle and cone, large outdoor space | |
| How to start | What should players or teams do first before starting? |
| <ul style="list-style-type: none">– draw a starting line– put the cone 10 meters apart the starting line | |
| Instructions | How do you play this game? |
| <ul style="list-style-type: none">– people stand in front of the line putting on the sacks– teacher blows a whistle– participants start to run toward the cone– can continue race even if fall– turn around and go back to the starting line when reach the cone | |
| How it ends | How does a player or team win the game? |
| the person who first comes back to the starting line wins | |

FIRST DRAFT (p. 47)

A. Now write the rules and instructions for a game.

[C Grade Answer]

| Tag |
|---|
| Setup / Equipment Three or more people A large outside space like a playground |
| How to Start Each people goes to different sides of playground One place is the base One people having to deffending the base |
| Instructions |

Peple has to try and get to the base without being caught by deffender

How It Ends

Finally the winner is first peple to make it to the base with out being caught.

s

Score Explanation: This response contains little content or relevant detail and receives a score of C. It contains spelling errors (*peple, playground, deffending, deffender, with out*). There is consistent failure to use the singular noun *person* (*Each peple, one peple*). There are missing commas including after sequencing words (*space like, Finally the*). There is some attempt to use modal verbs, but with agreement errors (*One peple having to; People has to*).

[B Grade Answer]

Hide and Seek

Setup / Equipment

Two or more people

A large indore or outdore space

How to Start

First choose one person who will be the seeker.

Instructions

The seeker must close there eyes and count to 100.

The hidere must all go and hide in different places.

The seeker should now go and find the hidere.

When they are find, they are "out".

How It Ends

Finally the winner is person who is found last.

Score Explanation: This response covers some of the required themes and follows the required structure. However, it receives a score of B because it contains spelling errors (*indore, outdore, there*). There is one verb tense error (*when they are find*). The instructions make good use of modal verbs, but sequencing words are not properly punctuated with commas (*First; Finally*).

[A Grade Answer]

Limbo

Setup / Equipment

Four or more people

One long stick

A large space

How to Start

Two people hold the stick at either end.

First, hold the stick just below head height

The other people form a line

Instructions

Each person takes it in turns to try and get under the stick by leaning over backwards and shuffling forwards

Contestents must not touch the ground with their knees or their hands.

If they touch the ground, or cannot get under the stick by leaning backwards, they are "out" and should stand aside.

Keep lowering the stick after each round.

Remember to swap the stick holders so everyone can take a turn.

How It Ends

Finally, the winner is the person who successfully makes it under the stick at its lowest.

Score Explanation: This response receives a score of A because it satisfies all the requirements of the writing task. It gives clear instructions on how to play a game. It makes good use of modal verbs and commas after sequencing words. There is just one spelling mistake (*contestents*).

➤ **LESSON GOAL** Students will be able to write a recipe for a dish.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing a recipe. In the warm-up section, students preview and practice vocabulary and answer questions related to recipes. 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 counters + uncountable nouns and *of* in the context of a recipe. Students practice these skills by answering questions and rewriting sentences. In the drafting section, students brainstorm and write a recipe. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, use of counters + uncountable nouns and *of* in a recipe.

TEACHING NOTES

This unit teaches students how to write a recipe. Teachers can provide students with some longer-form instructions and have them delete the unnecessary words:

~~First~~, turn on ~~the~~ oven to 180

~~Next~~, pour ~~your~~ ingredients into a bowl

Mix ~~the~~ eggs, ~~the~~ flour, and ~~the~~ butter ~~together~~

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 a recipe |
| Language Features | | <ul style="list-style-type: none"> • Use of counters + uncountable nouns • Using <i>of</i> in a recipe |
| Framework | | |
| Structured paragraph | Recipe | What is the name of your recipe? What ingredients and equipment do you need? How do you make it? |
| Details | Instructive writing | Instructions, weights and measures, abbreviations |

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 cupcakes. Ask students if they have ever made cupcakes. If not, what have they made?
- 3) Explain that in this unit students will learn how to write recipes.

WRITING GUIDE (p. 48)

WRITING FRAMEWORK FOR PARAGRAPH WRITING 3

- 1) Explain to students that when they write a recipe, they should give a list of ingredients and equipment first and then write the order of how to cook the dish. They should not forget to include details such as cooking times and ingredient amounts.
- 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. Eggs, sugar, and milk are needed to make a cupcake.
2. Put it in the oven.

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. Change the verbs if necessary.

- | | |
|---------------|------------------|
| 1. Recipe | 2. Ingredients |
| 3. 1 cup | 4. measuring cup |
| 5. Cut | 6. a teaspoon of |
| 7. a pinch of | 8. Mix together |

B. Fill in the blanks with the correct phrases. Change the verbs if necessary. Then rewrite each sentence next to the picture it matches.

- | | |
|------------|--------------|
| 1. Heat up | 2. drop of |
| 3. Pour | 4. a dash of |
- a. Pour the milk into the bowl.
 - b. Add a dash of salt to the recipe for taste.
 - c. The recipe asks for a drop olive oil.
 - d. Heat up the mix in the oven.

READ (p. 50)

- 1) Have students read the example recipe.

*Chocolate Cupcakes***Ingredients**

2 eggs
 2 cups flour
 ½ cup chocolate powder
 1 cup milk
 1 cup butter
 1 cup white sugar
 ½ teaspoon baking powder

Equipment

A large bowl
 A mixing spoon
 A measuring cup
 12 baking cups

Directions

- First, heat the oven to 175 degrees Celsius.
- In a large bowl, mix the dry ingredients, such as baking powder, sugar, flour, and chocolate powder together.
- In another bowl, mix the wet ingredients, such as butter and milk.
- Then, add the eggs to the butter and milk mixture slowly.
- After that, combine the wet and dry ingredients.
- Mix well until everything is light and soft.
- Then, use a spoon to put the mix into the baking cups. Check they are about half full.
- Finally, put the cupcakes in the oven for about 20 minutes.
- Take the cupcakes out and cool for 30 minutes.
- When cool, cover with chocolate, cream, fruit, or sweets.

UNDERSTAND (pp. 50-51)

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

A. Answer the questions in complete sentences.

1. They should heat the oven to 175 degrees.
2. They should add the eggs to the butter and milk mixture.
3. They should bake it for about 20 minutes.

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

| Title | <i>Matcha Cupcakes</i> |
|--------------------|---|
| Ingredients | 1. 2 eggs 2 cups flour ½ cup <u>matcha</u> powder 1 cup milk 1 cup butter 1 cup <u>brown</u> sugar ½ teaspoon baking powder |

| | |
|-------------------|---|
| Equipment | 2. <u>Several large glass bowls</u> A mixing spoon A measuring cup <u>A large baking pan</u> |
| Directions | 3. First, <u>turn on</u> the oven to 175 degrees. 4. In a <u>glass</u> bowl, mix the dry ingredients, such as baking powder, sugar, flour, and <u>matcha</u> powder together. 5. In another bowl, mix the wet ingredients, <u>like</u> butter and milk. 6. Then, add the eggs to the butter and milk mixture <u>one at a time</u> . 7. <u>Afterward</u> , combine the wet and dry ingredients. 8. Mix well until everything is <u>completely combined</u> . 9. Then, use a spoon to put the mix into the baking pan. <u>Fill until it is</u> about half full. 10. Finally, put the <u>pan</u> in the oven for about 20 minutes. 11. <u>Take the cupcakes out and cool for 30 minutes</u> . 12. When cool, cover with chocolate, cream, <u>or matcha powder</u> . |

LANGUAGE SKILLS (p. 52)

A. COUNTERS + UNCOUNTABLE NOUNS *Find the errors in the sentences and rewrite them.*

- | | |
|---|---|
| 1) Before studying, go to p. 76. Present the grammar information on the use of counters + uncountable nouns. 2) Have students work in pairs to find the errors and rewrite the sentences. 3) Call on students to read sentences to the class. | 1. Add a stick of butter to 2 cups of flour. 2. Pour 3 drops of olive oil in the pan. 3. Mix 2 teaspoons of sugar with ½ cup of coffee. 4. Add 2 tablespoons of butter to milk. 5. Mix ½ stick of butter and a cup of flour together. |
|---|---|

TIP (p. 52)

Units of measurement are often abbreviated (shortened) when written. Pay attention to the periods and capital letters.

Examples

teaspoon = tsb.

tablespoon = Tbsp. / tbsp.

milliliter = mL / ml

ounce = oz.

pound = lb.

B. USING OF IN A RECIPE. *Find the errors in the sentences and rewrite them. If the sentence is correct, write OK.*

- | | |
|--|---|
| 1) Explain to students that when writing the ingredients, we do not put <i>of</i> after a counter (1 cup milk). However, when writing the directions, we | 1. Boil 2 cups of water in a large pot. 2. 1 gallon milk, 1 cup chopped lettuce 3. OK |
|--|---|

WRITING FRAMEWORK FOR PARAGRAPH WRITING 3

- put *of* after a counter (Add a cup of milk.).
- 2) Study the first example as a class. Explain the correct answer.
- 3) Have students work in pairs to find the errors and rewrite the sentences.
- 4) Call on students to share their answers.

4. Mix 40 grams of chocolate powder with the whipped cream.

C. Find the two incorrect sentences and rewrite them.

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

- 1. First, mix 2 cups of flour, a pinch of salt, 1 cup of butter, and 4 eggs together.
- 2. Next, mix 2 eggs, milk, broccoli, and salmon together.

D. Edit the ingredients list with the correct use of of. Then find the two incorrect sentences and rewrite them.

- 1) Study the recipe as a class together.
- 2) Have students edit the ingredients list with the correct use of *of*.
- 3) Have students find the two incorrect sentences and rewrite them.
- 4) Check answers as a class.

Ingredients

- 2 cups flour
- 2 eggs

- 1 cup ~~of~~ butter
- 1 cup milk

- 1 cup ~~of~~ brown sugar
- 1½ teaspoons ~~of~~ baking powder

- 1. Second, mix 2 cups of flour with 1 cup of milk in a large bowl.
- 2. Next, put in 1½ teaspoons of baking powder and the other ingredients.

BRAINSTORM (p. 54)

- 1) Have students brainstorm about their recipes.
- 2) Have students use the verbs and counters at the bottom of the page if needed.

A. Now write an outline of your paragraph.

| | | |
|--|--|--|
| RECIPE NAME | What is the name of your recipe? | |
| White Chocolate Cake | | |
| INGREDIENTS & EQUIPMENT | What ingredients and equipment do you need? | |
| <u>Ingredients</u> 3 eggs 3 cups flour 2 cups white chocolate 2 cup milk 1 cup butter ½ cup brown sugar 1 teaspoon baking powder | <u>Equipment</u> Two glass bowls A mixing spoon A measuring cup A large cake pan | |
| DIRECTIONS | How do you make it? | |
| – turn on oven to 180 – chop 1 cup of white chocolate – mix flour, sugar, baking powder, and chopped chocolate in a bowl – mix butter, eggs, and milk in another bowl – combine two bowls together – put mix into the cake pan (¾ full) – bake for 25 minutes – melt a cup of chocolate – cover the cake with melted chocolate | | |

FIRST DRAFT (p. 55)

A. Now write your own recipe.

[C Grade Answer]

| Cubcakes | |
|---|--|
| <u>Ingredients</u> 1 cups flower ½ cups suga ¾ cups buter 1 cups icing suga 3 tsbspb milk | <u>Equipment</u> Bowl Sppon Paper things for cubcakes |
| <u>Directions</u> - heat oven to 180 - mix up everything - put it in the paper things - cooke it all up - put icing all on there - eat the cubcakes | |

Score Explanation: Although this recipe shows some basic understanding of the topic, it is brief, simplistic, and vague. It therefore receives a score of C. It contains several spelling errors (*cubcakes*, *flower*, *suga*, *buter*, *sppon*, *cooke*). Within the ingredients, *cup* has been unnecessarily pluralized (*cups*) and there is an error in a quantity abbreviation (*tsbspb*). The equipment is not listed in any detail and a lack of research is revealed in terminology (*paper things*). The directions lack detail and would be very difficult to follow.

[B Grade Answer]

Borcolli, Mushroom and Ham Quich

Ingredients

readymade pastry
4 eggs
 $\frac{1}{2}$ a cup of gratid cheese
 $\frac{1}{2}$ a cup of milk
1 cup of fresh borccoli
 $\frac{1}{3}$ a cup of mushrooms, chopped
5 slices of cured ham
pinch of salt and pepper

Equipment

large bowl
mixing spoon
measuring cup
baking pan

Directions

- heat oven to 175
- line baking pan with the pastry
- put it in frezer
- mix together the eggs, cheese, milk, salt, and pepper in bowl
- add the broccoli, mushroom, and ham
- pour onto the pastry base
- bake for 50 minutes

Score Explanation: This response follows the recipe structure quite well. However, it receives a grade of B. There are some spelling errors (*Borcolli, Quich, gratid frezer*). In the ingredients there are unnecessary articles and prepositions (*$\frac{1}{2}$ a cup of gratid cheese; $\frac{1}{2}$ a cup of milk; 1 cup of fresh broccoli; $\frac{1}{3}$ a cup of mushrooms; 5 slices of cured ham*). In the directions, there are also some missing articles (*line baking pan; put it in frezer*).

[A Grade Answer]

Lemon Baked Cheesecake

Ingredients

1 cup butter
2 cups mascarpone
3 cups soft cheese
4 tbsp. plain flour
1 cup white sugar
10 cookies
zest of 3 lemons, juice of 1

For the topping:

1 cup sour cream
3 tbsp. lemon curd
handful of raspberries

Equipment

food procesor
large bowl
mixing spoon
measuring cup
cake tin

Directions

- heat oven to 180
- line a cake tin with greaseproof paper
- melt the butter in a pan
- blend the melted butter and biscuits in food processor
- press into bottom of the cake tin
- whisk all other ingredients in a large bowl
- pour onto the biscuits
- bake for 35-40 minutes
- remove from oven and allow to cool
- add the topping and enjoy!

Score Explanation: This response satisfies all the requirements of the writing task and receives a score of A. The recipe is clear and easy to follow. The writer makes good use of counters + uncountable nouns and uses *of* in the recipe. There is just one spelling error (*food procesor*).

➤ **LESSON GOAL** Students will be able to write a problem-solution paragraph about school problems.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about problems at school. In the warm-up section, students preview and practice vocabulary and answer questions related to problems at school and how they are solved. 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 the gerund as a subject and learn about subject-verb agreement. Students practice these skills by rewriting sentences. In the drafting section, students brainstorm and write a structured paragraph about problems at school. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the gerund as a subject and subject-verb agreement.

TEACHING NOTES

This unit teaches students how to write about problems at school. Teachers could provide students with extra adjectives relating to negative emotions: *worried, uncomfortable, upset, disappointed, jealous, lonely*, and to their resolutions: *relieved, reassured, comforted, calmed, pleased*.

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 problems at school |
| Language Features | | <ul style="list-style-type: none"> • Use of the gerund as a subject • Subject-verb agreement |
| Framework | | |
| Structured paragraph | Problems at school | What kind of problem did you have at school? When was it? What are some details about this problem? How was it solved? What were your thoughts and feelings after it? |
| Details | Descriptive writing | Problems, solutions, relationships, events, feelings |

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 three happy friends. Ask students to identify problems that might occur at school. Ask what would stop them feeling happy.
- 3) Explain that in this unit students will learn how to talk about problems at school.

WRITING GUIDE (p. 56)

- 1) Explain to students that when they write about a problem at school, they should write what the problem was, when it happened, how it was solved, and what their feelings about it were.
- 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 had a problem with the math test.
2. I studied 30 more minutes every day after school.

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 sentences about school problems.

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

1. She doesn't like to be the center of attention.
2. The students laugh at [laughed at] my new glasses.
3. They made a small volcano for a school science project.
4. When you feel stressed, take a deep breath to calm down.
5. He didn't get good grades on his tests.
6. Mary had a fight at school last week.

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

| | |
|------------------|---|
| Main Idea | My friend and I fought at school. We <u>stopped</u> talking to each other for a week, but then we made up. |
| Detail 1 | My friend Sasha and I <u>had a huge fight</u> about using a notebook. It was my turn to use it, but she used it instead. |
| Detail 2 | We didn't speak to each other for a week. But not <u>speaking to her</u> was hard. I missed her very much. |
| Detail 3 | On Friday, she came to me. She said using the notebook was wrong. She was sorry, so I <u>forgave her</u> . Now, we are friends again! |

READ (p. 58)

- 1) Have students read the example paragraph about a school problem.

WRITING FRAMEWORK FOR PARAGRAPH WRITING 3

A Scary Performance

The last time I had a problem at school was last week. We had to sing in front of the whole class. The teacher gave me a solo. I don't like being the center of attention. I was really nervous! I asked my mom for advice. She told me that imagining people in clown costumes is a great way to calm down, so I decided to try it. It was time to sing in front of my class. When I got nervous, I remembered what my mom said. I imagined my classmates were clowns. It really helped! I didn't forget any words to the song. I was really anxious about performing the solo. But pretending everyone was wearing clown costumes made it a lot easier, and a lot funnier!

UNDERSTAND (pp. 58-59)

- 1) Study the paragraph about a school problem.
- 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 had to sing in front of the whole class.
2. She told the writer that imagining people in clown costumes is a great way to calm down.
3. The writer thought it was really hard but imagining people in clown costumes made it easier and funnier.

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

| Title | <i>A Scary Performance</i> |
|---------------------|---|
| Introduction | <ol style="list-style-type: none"> 1. The last time I had a problem at school was last <u>month</u>. 2. We had to <u>dance</u> in front of the whole class. |
| Body | <ol style="list-style-type: none"> 3. <u>The teacher gave me a solo.</u> 4. I <u>hate</u> being the center of attention. 5. I was really <u>afraid</u>! 6. I asked my mom for <u>help</u>. 7. She told me that <u>thinking of a happy memory</u> is a great way to <u>relax</u>, so I decided to try it. 8. It was time to <u>dance</u> in front of my class. 9. When I got <u>anxious</u>, I remembered what my mom said. 10. I <u>thought of a happy memory</u>. 11. <u>It really helped!</u> 12. I didn't forget <u>the moves</u> to the <u>dance</u>. |
| Conclusion | <ol style="list-style-type: none"> 13. I was really <u>nervous</u> about performing the solo. 14. But <u>thinking of a happy memory</u> made it a lot easier, and |

a lot more pleasant!

LANGUAGE SKILLS (p. 60)

A. GERUND AS A SUBJECT. *Rewrite the sentences using the gerund as a subject.*

- 1) Before studying, go to p. 77. Present the grammar information on the use of the gerund as subject.
 - 2) Have students work in pairs to rewrite the sentences using the gerund as a subject
 - 3) Call on students to read sentences to the class.
1. Speaking in front of the English teacher is really scary.
 2. Eating lunch alone is very lonesome.
 3. Doing the science project is fun but difficult.
 4. Running a race with my sister is helpful to me.
 5. Leaving homework at home is embarrassing.

TIP (p. 60)

Don't forget to double the consonant at the end of some verbs and remove the vowels from others when adding *-ing*.

Examples

run → **running**

begin → **beginning**

win → **winning**

come → **coming**

practice → **practicing**

live → **living**

B. SUBJECT-VERB AGREEMENT. *Find the errors in the sentences and rewrite them.*

- 1) Explain to students that when the gerund is used as the subject of a sentence, the following verb will always be singular.
 - 2) Study the first example as a class. Explain the correct answer.
 - 3) Have students work in pairs to find the errors and rewrite the sentences.
 - 4) Call on students to share their answers.
1. Making new friends is always very hard.
 2. Getting bad grades was my biggest mistake.
 3. Telling a lie to the teacher doesn't help your situation.
 4. Fighting with my best friends means I have to eat lunch alone.
 5. Being the center of attention is embarrassing.

C. *Rewrite the sentences using the gerunds as subjects.*

- 1) Study the first example as a class. Explain the correct answer.
 - 2) Have students work in pairs to rewrite the sentences using gerunds as subjects.
 - 3) Call on students to share their answers.
1. Having a hobby makes me feel more confident.
 2. Asking for advice from parents is a good way to solve a problem.
 3. Performing a play in front of the whole school was really stressful.
 4. Preparing for the French spelling test was the hardest thing ever.
 5. Studying with Mike helps me get better grades on my tests.
 6. Thinking of happy memories helps me calm down.

D. Find the three incorrect sentences and rewrite them.

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

1. Studying alone after school wasn't working.
2. Having a classmate help me was very helpful.
3. Doing my homework wasn't hard anymore.

BRAINSTORM (p. 62)

- 1) Have students brainstorm about a school problem.
- 2) Ask students to write down a problem and a conclusion.
- 3) Have students use the problems and solutions at the bottom of the page if needed.

A. Now write an outline of your paragraph.

| | | |
|--|--|--|
| Introduction: What kind of problem did you have at school? When was it? | Last month, had a spelling test in English class | |
| Body: What are some details about this problem? How was it solved? | <u>Problem</u> – not good at spelling – everyone knows I got the worst score last time | <u>Solution</u> – ask my friend Mina for advice – reading one short book every day – when found new words, wrote them down in my notebook |
| Conclusion: What were your thoughts and feelings after it? | Reading one book every day was hard. I want to get the best score this month. | |

FIRST DRAFT (p. 63)

A. Now write your own paragraph about a problem and its solution.

[C Grade Answer]

Hard Time for Leg

Yestreday was a bad day. I fall down in the play ground. I hurt my leg. This mean I could not playing football. Now I is resting at home. Everyone else are playing football. What a bad days!

WRITING FRAMEWORK FOR PARAGRAPH WRITING 3

Score Explanation: This response receives a score of C because it lacks the given structure, is brief, contains very little detail. The title is oddly phrased and there are several spelling errors (*Yestreday, doun, play ground*). There are tense errors (*I fall doun; This mean I could not playing football*) and agreement errors (*Now I is resting; Everyone else are playing football*). The writer has unnecessarily pluralized a noun in the final sentence (*What a bad days!*) and has made no use of the gerund as subject.

[B Grade Answer]

A Bad Week

Last week I had a really bad time at school. I did not finish my science projekt and my teacher were cross and sent a letter to my mom. My mom were angry and told me that I couldn't go to the cinema. Finishing the project is not easy. I will have to stay at home every night to get it done. I hope next week will be better!

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 (*school, science, projekt, cinema*). There is also a missing comma (*Last week !*). There are two agreement errors (*my teacher were cross, My mom were angry*). Successful use of the gerund as subject has been made.

[A Grade Answer]

An Argument with My Friend

The last time I had a problem at school was last month. I had a big argument with my best friend, Tina. Tina and I have been best friends for five years. It all started because her new bag went missing. I had brought the bag out to the playground for her. I thought she had forgotten it and that she was in the playground. I didn't know that Tina was looking around inside for the bag. I put the bag on a bench and looked around for her. I only turned around for a moment and then the bag was gone. When she came outside, I told her what had happened and she shouted at me. That made me very upset. We didn't speak for a week. But then we realized we missed each other too much. Eventually the bag was found. Arguing with a good friend is a terrible experience. We won't let it happen again.

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 the gerund as subject and subject-verb agreement was made correctly. There is just one spelling error (*experince*). There is also a missing comma following an adverb (*Eventually*).

➤ **LESSON GOAL** Students will be able to write a cause-effect paragraph about unhealthy habits.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about unhealthy habits and their effects. In the warm-up section, students preview and practice vocabulary and answer questions related to unhealthy habits such as eating poorly and the effects that this might have. 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 *make* phrases and how to correctly order pronouns. Students practice these skills by writing and rewriting sentences. In the drafting section, students brainstorm and write a structured paragraph about unhealthy habits, their effects, and ways to overcome them. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, use of *make* phrases, and the order of pronouns.

TEACHING NOTES

This unit teaches students how to write about unhealthy habits and their effects. Teachers could establish the meaning of *cause and effect* by using examples from wider contexts: *it rains -> the grass gets wet; the sun comes out -> the grass dries* 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 unhealthy habits |
| Language Features | | <ul style="list-style-type: none"> • Use of <i>make</i> phrases • Order of pronouns |
| Framework | | |
| Structured paragraph | Unhealthy habits | How did the event begin? What is the background? What are the details about this event? What happened? What was the result? What happened after that? How do you feel about the whole event? |
| Details | Descriptive writing | Cause and effect, healthy/unhealthy, habits, resolution |

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 girl taking a cookie from a plate. Ask students if they think this food is healthy or unhealthy. Ask what might happen to the girl if she eats too many cookies.
- 3) Explain that in this unit students will learn how to talk about unhealthy habits.

WRITING GUIDE (p. 64)

- 1) Explain to students that when they write about a health problem, they should write what caused the problem, the effect of it, and how they solved 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.

WRITING FRAMEWORK FOR PARAGRAPH WRITING 3

- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the questions in complete sentences.

1. We gain weight and become lazy.
2. We become healthier and more energetic.

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 causes, effects, and solutions.
- 3) Encourage students to ask questions about vocabulary and content after filling in the chart.

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

- | | |
|--------------------|-------------------------|
| 1. opened [opens] | 2. soda |
| 3. gain weight | 4. concentrate |
| 5. got [get] worse | 6. realized [realize] |
| 7. unhealthy | 8. exercised [exercise] |

B. Fill in the blanks with the correct phrases.

| | |
|------------------|--|
| Main Idea | Playing on the computer too much made me happy but caused many problems. |
| Detail 1 | I played on the computer for four hours every day. It <u>made me happy</u> . But it was actually bad for my health. |
| Detail 2 | As a result, it <u>made me lazy</u> . I often forgot to do chores at home. It also hurt my eyes and made me <u>feel really tired</u> . I wanted to sleep all day long. |
| Detail 3 | I don't play as much anymore. I also try to <u>exercise a little</u> every day. I know I need to be healthier. |

READ (p. 66)

- 1) Have students read the example paragraph.

Too Much Sugar

A few weeks ago, a new shop opened near us. My brother and I started going there and buying lots of soda and candy. Eating them made us so happy because they were all so delicious. However, as a result, it made my brother and me fat. It also made us slow, lazy, and tired all the time. It was difficult to concentrate in class. Being lazy and tired made us get bad grades. Soon, we realized that sugar is bad for our health. Now we are trying to eat less sugar and exercise

WRITING FRAMEWORK FOR PARAGRAPH WRITING 3

more. It is really hard since the shop is so close and the snacks are so delicious. But we need to eat less so we can be healthier.

UNDERSTAND (pp. 66-67)

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

A. Answer the questions in complete sentences.

1. A new shop opened near the writer's home.
2. Because, they ate too much sugar and it made them slow, lazy, and tired all the time.
3. They are trying to eat less sugar and exercise more.

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

| Title | <i>Playing Video Games</i> |
|--------------|---|
| Introduction | 1) A few <u>months</u> ago, a new <u>store</u> opened near us. |
| Body | 2) My <u>sister</u> and I started going there and <u>playing</u> lots of <u>video games</u> . 3) <u>Playing</u> them made us so happy because they were all so <u>fun</u> . 4) However, as a result, it made my <u>sister</u> and me <u>lazy</u> . 5) It also made us <u>annoyed and angry</u> all the time. 6) <u>It was difficult to concentrate in class.</u> 7) <u>Playing games so often</u> made us get bad grades. 8) Soon, we realized that <u>playing games a lot</u> is bad for our health. 9) Now we are trying to <u>play games less</u> and <u>read books</u> more. |
| Conclusion | 10) It is really hard since the <u>store</u> is so close and the <u>games</u> are so <u>fun</u> . 11) But we need to <u>go less frequently</u> so we can be healthier. |

LANGUAGE SKILLS (p. 68)

A. MAKE PHRASES. Write the sentences using the make phrases.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1) Before studying, go to p. 77. Present the grammar information on the use of <i>make</i> phrases. 2) Have students work in pairs to write the sentences using <i>make</i> phrases. 3) Call on students to read sentences to the class. | <ol style="list-style-type: none"> 1. The cupcakes my mom baked made me happy. 2. My comments about Sally made[make] her sad. 3. Telling a lie to Mike made[makes] him angry. 4. The difficult math homework made[makes] us tired and annoyed. 5. Playing computer games all day long made[makes] him sleepy. |
|--|--|

B. ORDER OF PRONOUNS. Find the errors in the sentences and rewrite them.

- | | |
|--|--|
| <ol style="list-style-type: none">1) Explain to students that when they list more than one pronoun in a phrase, the pronoun for oneself (I, me, my, or mine) should be last.2) Study the first example as a class. Explain the correct answer.3) Have students work in pairs to find the errors and rewrite the sentences.4) Call on students to share their answers. | <ol style="list-style-type: none">1. My brother and I eat ice cream on the way home every day.2. The worst scores in the class were Felix's and mine.3. Mom, Dad, my younger sister, and I eat pizza every week.4. The teacher gave Justin and me a lot of homework to do.5. Mom was mad at my sister and me because we were rude. |
|--|--|

C. Make sentences using the make phrases in the correct pronoun order.

- | | |
|---|---|
| <ol style="list-style-type: none">1) Study the first example as a class. Explain the correct answer.2) Have students work in pairs to rewrite the sentences using <i>make</i> phrases and the correct pronoun order.3) Call on students to share their answers. | <ol style="list-style-type: none">1. The new teacher made my friend and me confused.2. Going to bed late made[makes] my brother and me tired at school.3. Playing games all day made[makes] David and me slow and lazy.4. Fast food made[makes] Mom, Dad, and me fat.5. Math class made[makes] Jamie, Andrew, and me bored. |
|---|---|

D. Underline the sentences using the make phrases. Then find the two incorrect sentences and rewrite them.

- 1) Study the paragraph as a class together.
- 2) Have students underline the sentences which use *make* phrases.
- 3) Then have them find the two incorrect sentences and rewrite them.
- 4) Check answers as a class.

Eating Fried Chicken

A few months ago, a new restaurant opened in town. I and my dad thought the fried chicken smelled really good. We bought it for dinner and our whole family loved it, so we bought it every week. After a few weeks, we realized that we were gaining a lot of weight. Gaining the weight made going upstairs or moving around hard for us. Eating so much fried chicken made us fat. We stopped buying it. Now, my family exercise every day after school. We also started making healthy meals at home. Exercising and eating healthy made me and my family feel a lot better.

1. My dad and I thought the fried chicken smelled really good.
2. Exercising and eating healthy made my family and me feel a lot better.

BRAINSTORM (p. 70)

- 1) Have students brainstorm about an unhealthy habit.
- 2) Have students use the extra causes and effects at the bottom of the page if needed.

A. Now write an outline of your paragraph

| | | |
|---|---|---|
| Introduction: How did the event begin? What is the background? | A few days ago, a new mobile game was released. | |
| Body: What are the details about this event? What happened? What was the result? What happened after that? | <u>Cause</u> – downloaded and played the game with my friend, Dean – made us so excited (graphics were amazing) | <u>Effect</u> – made us tired and sleepy all the time – difficult to concentrate in class and fell asleep – realized we were playing too much – try to find other hobby and delete the game |
| Conclusion: How do you feel about the whole event? | It is hard but we need to focus more on school and study. | |

FIRST DRAFT (p. 71)

A. Now write your own paragraph about a problem and the effects of it.

[C Grade Answer]

Too Menny Swetes

I have been eaten too many swetes. I had a pane in my mouth. I went to the dentist. He says I have wholes in my teeth. He will fix the wholes. But now I have to stop eaten so many swetes.

Score Explanation: This response receives a score of C because it lacks details in all parts of the paragraph. Although there is evidence of some understanding of cause and effect, it does not properly follow the required structure. There are multiple spelling errors (*menny, swetes, pane, wholes*). There are also several tense errors (*have been eaten; have to stop eaten*). There is no use of *make* phrases or ordering of pronouns.

WRITING FRAMEWORK FOR PARAGRAPH WRITING 3

[B Grade Answer]

Game Habit

I got a new computer for my birth day. My aunt gave me a game. It is called soccer manager 3. I started playing the game the day after my birth day. After that I could not stop. I would play four about eight hours every day. I would stay up late and it made me too tired for school. My mom didnt know. One day she found out and made me stop. Now I just play in weekends. I feel better.

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 (*birth day*, *eight*) and punctuation errors: missing commas (*After that I*; *One day she*), and a missing apostrophe (*didnt*). It contains a capitalization error (*soccer manager*) and a preposition error (*in weekends*). The paragraph includes a make phrase, but does not contain pronouns listed in any order.

[A Grade Answer]

The New Bakery

Last year, a new bakery opened near my house. My mom and I started going there and buying lots of cakes and bread. Eating them made my family really happy because they were all so delicious. However, as a result, we all started to put on weight. It meant that I couldn't run fast anymore and my favorite shirt didn't fit me. My mom said we would have to stop buying things from the bakery so often. We felt sad about that. However, we soon realized we had lost weight. We all felt livelier and could enjoy life more. We still go to the bakery as a treat, but only about once a month. Choosing which cake to buy is even more exciting when you only do it occasionally!

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 uses *make* phrases and orders pronouns correctly. There is one missing comma (*However as*) and one spelling error (*treet*).