



Writing Framework for Sentence Writing  
Book 2 Teacher's Guide

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➤ **LESSON GOAL** Students will be able to write about daily activities.

### OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for describing daily activities. In the warm-up section, students preview and practice vocabulary and answer questions related to activities done during a typical day. These patterns are reinforced through fill-in-the-blank and scrambled sentence exercises and descriptions of a student's typical day. In the pre-writing section, students learn how to use prepositions and periods in sentences. In the drafting section, students are expected to brainstorm ideas and write a description of activities done during a typical day. In the revising and proofreading section, students are asked to pay particular attention to the correct use of time prepositions, periods, and spelling.

### TEACHING NOTES

This unit instructs students on how to talk about their daily activities. The teacher can present phrases used for describing daily activities, such as *clean my room* or *brush my teeth*. Meanwhile, the teacher must make sure that students use time prepositions and periods for *a.m.* and *p.m.* correctly in their expository writing exercise.

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

<b>Writing Purpose</b>		To describe daily activities
<b>Language Features</b>		<ul style="list-style-type: none"> <li>• Use of time prepositions</li> <li>• Use of periods for time expressions <i>a.m.</i> and <i>p.m.</i></li> </ul>
<b>Framework</b>		
Daily activities	Describing a typical day	What do you do in the morning? What do you do in the afternoon? What do you do in the evening? What do you do in the weekend?
Details	Descriptive writing	Waking up, washing, brush one's teeth, doing homework, watching TV, etc.

### WARM-UP (p. 8)

- 1) Have students open the Student Book to page 8. Read the title and the goal of Unit 1.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows a girl writing in a classroom.
- 3) Explain that in this unit students will learn how to talk about and describe daily activities.

### WRITING GUIDE (p. 8)

- 1) Explain to students that when they write about daily activities they should use time prepositions.
- 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.

- I wake up in the morning.
- I play a game in the afternoon.

## WORDS TO KNOW (p. 9)

- 1) Focus students' attention on the phrases in the table and the pictures below.
- 2) Tell students to match each phrase with the correct picture.
- 3) Encourage students to ask questions about vocabulary and content after writing the sentences shown below.

### A. Look at the pictures. Write the correct words.

1. wake up
2. Watch TV
3. Do my homework
4. go to sleep
5. Brush my teeth
6. Clean my room

### B. Complete the chart and sentences.

1. I **wake up** at 7 a.m.
2. I **brush my teeth** at 8 a.m.
3. I **do my homework** at 4 p.m.
4. I **go to sleep** at 9 p.m.

## READ (p. 10)

- 1) Have students read Erica's and Tom's example daily activities.
- 2) Instruct students to provide details about morning, afternoon, and evenings when talking about their daily activities.

Erica's Day	Tom's Day
It's Friday! I'm so busy. I go to school in the morning. I do my homework in the afternoon. My family eats at 6 p.m. I sleep at 9 p.m. See you on the weekend!	It's Sunday! I wake up at 10 a.m. I watch TV in the afternoon. I go to sleep at night. Good night!

**Check it: What day is Erica writing about?**

**b. Friday**

## UNDERSTAND (pp. 10-11)

- 1) Study the details about Erica's Day together.
- 2) Have students work in pairs to complete the sentences about Erica's Day.
- 3) Check answers as a class.

### A. Complete the chart about Erica.

I **go to school** in the morning.  
I **do my homework** in the afternoon.  
My family **eats** at **6 p.m.**  
I **sleep** at **9 p.m.**

### B. Rewrite the sentences from Erica's Day on page 10.

Title	Erica's Day
Introduction	1. It's <u>Thursday</u> . 2. I'm so <u>tired</u> .
Body	3. I <u>play a game</u> in the morning. 4. I <u>clean my room</u> in the afternoon. 5. My <u>brother</u> eats at 6 p.m. 6. I <u>read</u> at 9 p.m.
End	7. See you on the weekend!

## LANGUAGE SKILLS (p. 12)

### A. PREPOSITIONS. Circle the correct words.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>Before studying, go to p. 74. Present the grammar information on the use of prepositions.</li> <li>Have students work in pairs to circle the correct words.</li> <li>Call on students to read sentences to the class.</li> </ol> | <ol style="list-style-type: none"> <li>on</li> <li>in</li> <li>at</li> <li>on</li> </ol> |
|---|--|

### B. PERIODS. Correct the mistakes using periods.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>Explain to students that periods are used for writing about times of the day (<i>a.m.</i> and <i>p.m.</i>).</li> <li>Study the first example as a class. Explain the correct choice.</li> <li>Have students work in pairs to correct the mistakes.</li> <li>Call on students to share their answers.</li> </ol> | <ol style="list-style-type: none"> <li>I wake up at 7 <b>a.m.</b></li> <li>I get dressed at 8 <b>a.m.</b></li> <li>I do my homework at 4 <b>p.m.</b></li> <li>I brush my teeth at 9 <b>p.m.</b></li> </ol> |
|--|--|

*Go back to page 10, look at the story, and follow steps 1 and 2 below.*

- Circle all prepositions.
- Now underline the a.m. / p.m.

## Example Story

Erica's Day	Tom's Day
It's Friday! I'm so busy. I go to school in the morning. I do my homework in the afternoon. My family eats at 6 p.m. I sleep at 9 p.m. See you on the weekend!	It's Sunday! I wake up at 10 a.m. I watch TV in the afternoon. I go to sleep at night. Good night!

## WRITING SKILLS (p. 13)

- Write a sentence on the board and have students read it out loud.
- Point out the time preposition and periods.
- Have students work in groups to unscramble the sentences in exercises A and B.

### A. Look and unscramble. (Don't forget to use periods correctly.)

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>Study the first question as a class together.</li> <li>Have students unscramble the other sentences.</li> <li>Check the answers as a class. Point out the periods used in <i>a.m.</i> in the last sentence.</li> </ol> | <ol style="list-style-type: none"> <li>She does her homework at 4 p.m.</li> <li>I clean my room on the weekend.</li> <li>I brush my teeth at <b>8 a.m.</b></li> </ol> |
|---|---|

*B. Use the given words to make complete sentences. You will need to add more words. (Don't forget to capitalize and add periods.)*

## WRITING FRAMEWORK FOR SENTENCE WRITING 1

- 1) Study the first sentence as a class together.
  - 2) Have students use the words to make sentences.
  - 3) Check answers as a class.
  - 4) Point out the need to use prepositions of time in each sentence.
1. I get dressed at 8 a.m.
  2. We sleep **at** night.
  3. I go to school **in** the morning.
  4. They study **in the** afternoon.

#### BRAINSTORM (p. 14)

- 1) Have students brainstorm about their daily activities.
- 2) Ask students to write down phrases related to their daily activities.
- 3) Tell students to include the time when they do these activities.
- 4) Have each student ask a classmate about his/her daily activities and write the answers in Exercise B.

#### A. Complete the chart about your day. Answers will vary.

Time	Activity
8 a.m.	wake up wash my face
4 p.m.	study have a snack
6 p.m.	eat dinner watch TV
9 p.m.	brush my teeth listen to music

#### B. With a classmate, talk about your day. Write down what your classmate says. Answers will vary.

In the morning	I take a shower in the morning.
In the afternoon	I eat lunch in the afternoon.
At night	I play computer games at 9 p.m. I go to sleep at 10 p.m.

#### FIRST DRAFT (p. 15)

#### A. Now write about your day.

When grading a written response, evaluate 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.

#### WRITING FRAMEWORK FOR SENTENCE WRITING 1

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 use of capitalization, punctuation, and other grammar rules studied.

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

**A. Now write a recipe for your favorite food. Answers will vary.**

**[C Grade Answer]**

***My Day***

*It's monday.*

*I wake up at 7:30. I go school in the morning.*

*I study in afternoon. I like at coffee shop.*

*My family is five. I go sleep at 11.*

**Score Explanation:** This response fulfills some of the requirements of the task by providing a title and body sentences. However, it receives a score of C because it contains sentences that are off-topic (*I like at coffee shop* and *My family is five*), it has some sentences missing and doesn't use *a.m.* or *p.m.* for the time. The response also has a capitalization error (*monday*), missing prepositions and articles (*go school, go sleep, in afternoon*), and incorrect expressions (*My family is five*).

**[B Grade Answer]**

***My Day***

*It's Saturday.*

*I wake up at 8 am. I eat breakfast at 8:30 am. I don't like cold in the morning.*

*I do homework in the afternoon. I meet my friend at 4 pm.*

*My family eats dinner together at 6 pm. I am tired.*

**Score Explanation:** This response fulfills most of the requirements of the task by providing a title and detailed sentences in the body of the written response. However, the written response receives a score of B because one sentence is not related to the topic (*I don't like cold in the morning*), doesn't use periods correctly for *a.m.* and *p.m.*, and the last sentence is not a proper ending. There is also a spelling error (*breakfeast*).

**[A Grade Answer]**

***My Day***

*It's sunday.*

*I wake up at 7:30 a.m. I eat breakfast at 8 a.m. I walk my dog in the morning.*

*I meet my friends at the English academy in the afternoon. I come back home at 5 p.m.*

*My family eats dinner together at 6 p.m. I watch videos after dinner. I go to bed at 11 p.m.*

**Score Explanation:** This response satisfies all the requirements of the writing task. It provides a title and detailed activities for all parts of the day. There are no parts missing from this writing response. There are no grammatical or punctuation errors. The only error is that *Sunday* is not capitalized.

## What Do You Like To Do?

➤ **LESSON GOAL** Students will be able to write about activities they like or dislike to do.

### OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about hobbies. In the warm-up section, students preview and practice vocabulary and answer questions related to activities they like and dislike to do. Students learn to use the infinitive form of verbs by matching verbs with pictures and writing sentences. In the pre-writing section, students learn how to use commas and *like* and *don't like* with infinitive verbs by completing multiple choice and fill-in-the-blank exercises. Students practice their writing skills by identifying mistakes, rewriting sentences, and by unscrambling sentences. In the drafting section, students brainstorm and write about activities they like and dislike to do. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors and correct usage of the infinitive verb form.

### TEACHING NOTES

This unit teaches students how to write about hobbies. The teacher can tell students about cases where the infinitive *to go* is followed by a gerund (*ing* verb), such as in I like to go shopping, I like to go swimming, 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

<b>Writing Purpose</b>		To write about hobbies
<b>Language Features</b>		<ul style="list-style-type: none"> <li>• Use of the infinitive form of verbs</li> <li>• Use of commas</li> </ul>
<b>Framework</b>		
Hobbies	Things you like or dislike to do	What do you like to do? What don't you like to do?
Details	Descriptive writing	sports, reading, listening to music, etc.

### 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 five children running.
- 3) Explain that in this unit students will learn how to talk about and describe their hobbies.

### WRITING GUIDE (p. 16)

- 1) Explain to students that when they talk about hobbies, they should use the infinitive form of verbs.
- 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. (Answers may vary)**

- I like to read books.
- I don't like to go to a friend's house.

### WRITING FRAMEWORK FOR SENTENCE WRITING 1



## WORDS TO KNOW (p. 17)

- 1) Focus students' attention on the verbs in the table and the pictures below.
- 2) Tell students to match each verb to the correct picture.
- 3) Encourage students to ask questions about vocabulary and content after writing the sentences shown below.

### A. Look at the pictures. Write the correct words.

- |         |         |         |          |
|---------|---------|---------|----------|
| 1. buy  | 2. go   | 3. play | 4. watch |
| 5. swim | 6. shop | 7. chat | 8. paint |

### B. Complete the chart and sentences about Mina.

- |  |   |
|--|---|
| 1. I like to <b>play video games</b> . | 2. I like to <b>watch TV</b> .          |
| 3. I don't like to <b>swim</b> .       | 4. I don't like to <b>go shopping</b> . |

## READ (p. 18)

- 1) Have students read the example introductory phone messages about hobbies.
- 2) Instruct students to use verbs in the infinitive form when writing about things they like or don't like to do.

What Do You Like To Do?	
Hi!  I'm Erica. What's your name? What are your hobbies? I like to read. I also like to watch movies. I don't like to read long books.  Yours truly, Erica	Hi Erica,  Nice to meet you. I'm Soojin. I like to read, too. I like to play video games. I also don't like to read long books.  Sincerely, Soojin

### Check It

What is this writing about?

- a. Erica and Soojin's likes and dislikes

## UNDERSTAND (pp. 18-19)

- 1) Study Erica's and Soojin's text messages.
- 2) Have students work in pairs to complete the chart and rewrite the sentences.
- 3) Check answers as a class.

### A. Complete the chart.

Erica	Both	Soojin
What I like to do		What I like to do
I like <b>to read</b> . I like <b>to watch movies</b> .	We like <b>to read</b> .	I like <b>to read</b> . I like <b>to play video games</b> .
What I don't like to do		What I don't like to do
I don't like <b>to read long books</b> .	We don't like <b>to read long books</b> .	I don't like <b>to read long books</b> .

**B. Rewrite the words from Soojin's message on page 18.**

Title	<i>Soojin's message</i>
Greeting	1. Dear Nancy,
Body	2. Nice to <u>see</u> you. 3. I'm <u>Erica</u> . 4. I like to <u>watch movies</u> , too. 5. I <u>don't like</u> to play video games. 6. I also don't like to <u>play soccer</u> .
Closing	7. Sincerely. 8. <u>Erica</u> .

➤ **OBJECTIVE 1.** Learn to change words according to directions and fill in the missing details. (pp. 20–21)

**LANGUAGE SKILLS** (p. 20)

**A. LIKE and DON'T LIKE.** *Circle the correct words.*

- Before studying, go to p. 74. Present the grammar information on the use of infinitives as objects.
- Have students work in pairs to complete the sentences by choosing the correct words.
- Call on students to read sentences to the class.

- I **like to** read. It's fun.
- They like to chat. I also **like to** chat.
- I **don't like** to swim. It's boring.
- I **don't like** to watch TV. It's not exciting.

**B. COMMAS.** *Correct the mistakes using commas.*

- Explain to students that commas are used after the greeting and closing in a personal letter.
- Study the first example as a class. Explain the correct choice.
- Have students work in pairs to choose the correct answers.
- Call on students to share their answers.

- Dear Sally,
- Hi Erica,  
Nice to meet you.
- Yours truly,
- Sincerely,  
Soojin

**Go back to page 18. Look at the story and follow steps 1 and 2 below.**

- Circle **like to** and **don't like to**.
- Now underline the greetings and closings.

**Example Story**

What Do You Like To Do?	
<p><u>Hi!</u></p> <p>I'm Erica. What's your name? What are your hobbies? I <b>like to</b> read. I also <b>like to</b> watch movies. I <b>don't like to</b> read long books.</p> <p><u>Yours truly,</u> Erica</p>	<p><u>Hi Erica,</u></p> <p>Nice to meet you. I'm Soojin. I <b>like to</b> read, too. I <b>like to</b> play video games. I also <b>don't like to</b> read long books.</p> <p><u>Sincerely,</u> Soojin</p>

### WRITING SKILLS (p. 21)

- 1) Write a sentence on the board and have students read it out loud.
- 2) Point out the infinitive as an object.
- 3) Have students work in groups to rewrite and unscramble the sentences in exercises A and B.

#### **A. Look and unscramble. (Don't forget to capitalize and add periods.)**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1) Study the first question as a class together.</li> <li>2) Have students unscramble the other sentences.</li> <li>3) Check the answers as a class.</li> </ol> | <ol style="list-style-type: none"> <li>1. I like to write a letter.</li> <li>2. I don't like to play at bedtime.</li> <li>3. I like to play video games.</li> </ol> |
|--|---|

#### **B. Use the given words to make complete sentences. You will need to add more words. (Don't forget to add periods.)**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1) Study the first sentence as a class together.</li> <li>2) Have students use the words given to make sentences.</li> <li>3) Check answers as a class.</li> <li>4) Remind them to add the word <i>to</i> to each sentence.</li> </ol> | <ol style="list-style-type: none"> <li>1. Nice to meet you, too.</li> <li>2. I like <b>to</b> swim.</li> <li>3. I don't like <b>to</b> write.</li> <li>4. I like <b>to</b> watch TV.</li> </ol> |
|---|---|

### BRAINSTORM (p. 22)

- 1) Have students brainstorm about the activities they like and don't like to do.
- 2) Ask students to write down their likes and dislikes in the chart on page 22.
- 3) Tell students to write down the likes and dislikes of a classmate.

#### **A. Complete the chart about activities you like and don't like. Answers will vary.**

Me	
What I like to do	What I don't like to do
1. play video games 2. listen to music	1. do homework 2. clean my room

#### **B. With a classmate, talk about what you like and don't like to do. Write down what your classmate says. Answers will vary.**

name	Kim Jihye
like	I like <u>to</u> text my friends. I like <u>to</u> watch YouTube videos.
don't like	I don't like <u>to</u> play sports. I don't like <u>to</u> talk on the phone.

**A. Now write a story about your likes and dislikes. Answers will vary.**

**[C Grade Answer]**

*I'm Sunny*  
*I like to play voleyball*  
*I don't like homework*  
*Sincerly*

**Score Explanation:** This response fulfills some of the requirements of the task by providing the body sentences and part of the introduction and ending. However, it receives a score of C because it has missing parts (greeting and name in the closing), and has only one example sentence for likes (little detail). The response also has no punctuation marks and two spelling errors (*voleyball*, *Sincerly*).

**[B Grade Answer]**

*Hi Mark*  
  
*I'm Julie.*  
*I like to wake up late. I also like to watch tv in night.*  
*I don't like ice creem.*  
*Sincerely*  
*Julie*

**Score Explanation:** This response fulfills the requirements of the task by providing a title, detailed sentences in the body of the written response, and a closing. However, the written response receives a score of B because one of the sentences is not related to the topic (*I don't like ice cream*), and there are several mistakes: missing commas (*Mark*, *Sincerely*), capitalization (*tv*), use of prepositions (*in night*), and spelling (*ice creem*).

**[A Grade Answer]**

*Hi Carrie,*  
  
*I'm Sue.*  
*I like to read fantasy books. I also like to watch fantasy movies like Harry Potter.*  
*I don't like to play computer games.*  
*Sincerely*  
*Sue*

**Score Explanation:** This response satisfies all the requirements of the writing task. It provides a title and both her likes and dislikes in the body. There are no parts missing from this writing response. There are no grammatical or punctuation errors. The only errors are a missing comma (*Sincerely*) and a spelling error (*Poter*).

➤ **LESSON GOAL** Students will be able to write about their international friends.

### OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about international friends and their nationalities. In the warm-up section, students preview and practice vocabulary and answer questions related to countries and nationalities. Students learn how to describe various nationalities according to their country of origin. In the pre-writing section, students learn how to use the simple present tense of *be* verbs and capitalization when describing countries and nationalities. Students practice their writing skills by correcting verb tense and capitalization mistakes and writing sentences. In the drafting section, students brainstorm about the nationalities of their international friends and write a story about them. In the revising and proofreading section, students are asked to pay particular attention to punctuation and capitalization, as well as the present tense form of verbs.

### TEACHING NOTES

This unit teaches students how to write about their international friends at school. The teacher can introduce various country names and pair them up with the respective nationalities, such as: *Thailand* → *Thai*; *Ireland* → *Irish*; *the United States* → *American*, 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

<b>Writing Purpose</b>		To write about international friends at school
<b>Language Features</b>		<ul style="list-style-type: none"> <li>Capitalization for countries and nationalities</li> <li>Use of <i>be</i> verbs in the simple present tense</li> </ul>
<b>Framework</b>		
International School	Descriptive writing related to nationality	Who are your friends? Where is he/she from? Where are you from?
Details	Descriptive language	names, countries, nationalities

### 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 what they see. This photo shows a few students holding a globe.
- 3) Explain that in this unit students will learn how to talk about the nationalities of their international friends.

### WRITING GUIDE (p. 24)

- 1) Explain to students that when they write about their international friends, they should use *be* verbs in the simple present tense.
- 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.

- He's from France.
- She's from China.

### WRITING FRAMEWORK FOR SENTENCE WRITING 1

## WORDS TO KNOW (p. 25)

- 1) Focus students' attention on the countries/nationalities in the table and the flag pictures below.
- 2) Tell students to match each country and nationality to the correct flag picture.
- 3) Encourage students to ask questions about vocabulary and content after writing the sentences shown below.

### A. Look at the pictures. Write the correct words.

- |                       |             |
|-----------------------|-------------|
| 1. India              | 2. Indian   |
| 3. France             | 4. French   |
| 5. the United Kingdom | 6. British  |
| 7. the United States  | 8. American |

### B. Look at the map. Complete the sentences about Stephen and Mei.

Stephen is American.

He is from the United States.

Mei is Chinese.

She is from China.

## READ (p. 26)

- 1) Have students read the example International School story.
- 2) Instruct students to use simple present tense verbs and capital letters when writing about the nationalities of their international friends.

<i>International School</i>
Welcome to my international school. Come and meet my friends. This is my friend Eunji. She is Korean. She is from South Korea. This is my friend Fraser. He is British. He's from the United Kingdom.  Over there are my friends Francois and Renee. They're French. They're from France. I'm also from France. I'm French, too!

### Check

#### Where are Francois and Renee from?

They're from France.

*it*

## UNDERSTAND (pp. 26-27)

- 1) Study the story about the International School.
- 2) Have students work in pairs to complete the chart with the missing words and rewrite sentences.
- 3) Check answers as a class.

### A. Complete the chart about Eunji and Fraser.

Main Idea: Come and meet my friends	
This is my friend Fraser. He is from the United Kingdom. He is British.	This is my friend Eunji. She is from South Korea.

## WRITING FRAMEWORK FOR SENTENCE WRITING 1

**B. Rewrite the sentences from the story on page 26.**

Title	Field Trip
Introduction	1. Welcome to my international school. 2. Come and meet my friends.
Body	3. This is my friend <u>Jie</u> . 4. She is <u>Chinese</u> . 5. She is from <u>China</u> . 6. This is my friend <u>Mike</u> . 7. He is <u>American</u> . 8. He is from <u>the United States</u> . 9. Over there are my friends <u>Rakesh and Priya</u> . 10. They're <u>Indian</u> . 11. They're from <u>India</u> .
End	12. I'm also from <u>India</u> . 13. I'm <u>Indian</u> , too.

➤ **OBJECTIVE 1.** Learn to correct sentences according to directions and fill in the missing details. (pp. 28–29)

**LANGUAGE SKILLS** (p. 28)

**A. SIMPLE PRESENT.** Fill in the blanks with the correct form of *be* verbs.

- 1) Before studying, go to p. 75. Present the grammar information on the use of the simple present tense of *be* verbs.
- 2) Have students work in pairs to complete the sentences by writing in the missing *be* verbs
- 3) Call on students to read sentences to the class.

1. Clara is French. She is from France.
2. Chen is Chinese. He is from China.
3. John and Amelia are British. They are from the United Kingdom.
4. Minjun is Korean. Jiwon is Korean, too. They are from South Korea.

**TIP** (p. 28)

- 1) Explain to students that when two people share the same information, they can add *too* at the end of the sentence.
- 2) On the board or on the screen, show examples of adding *too* at the end of the sentence:  
Larry is from the United Kingdom, **too**. ; Larry speaks English, **too**.

**B. CAPITALIZATION.** Correct the mistakes.

- 1) Explain to students that capital letters are used when writing the names of countries and the nationalities of people.
- 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. He is British.
2. She is from France.
3. They are Korean.
4. They are from China.

**Go back to page 26, look at the story, and follow steps 1 and 2 below.**

1. Circle all the *be* verbs.
2. Now circle *too*.

**WRITING FRAMEWORK FOR SENTENCE WRITING 1**

## Example Story

### International School

Welcome to my international school. Come and meet my friends.  
This **is** my friend Eunji. She **is** Korean. She **is** from South Korea. This **is** my friend Fraser. He **is** British. He **is** from the United Kingdom.

Over there **are** my friends Francois and Renee. They **re** French. They **re** from France. I **m** also from France. I **m** French, too!

➤ **OBJECTIVE 2.** Learn how to write sentences using the simple present tense of the *be* verb. (pp. 29-30)

### WRITING SKILLS (p. 29)

- 1) Write a sentence on the board and have students read it out loud.
- 2) Point out the simple present tense form of the *be* verb.
- 3) Have students work in groups to find the mistakes and rewrite the sentences in exercises A and B.

#### A. Find the mistakes and rewrite the sentences using the given words.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1) Study the first question as a class together.</li> <li>2) Have students rewrite the other sentences.</li> <li>3) Check the answers as a class.</li> </ol> | <ol style="list-style-type: none"> <li>1. Antonio <b>is Brazilian</b>. He <b>is</b> from <b>Brazil</b>.</li> <li>2. <b>Bradley is British</b>. He <b>is</b> from the <b>United Kingdom</b>.</li> <li>3. <b>Jie is Chinese</b>. She <b>is</b> from <b>China</b>.</li> <li>4. <b>John and Maya are American</b>. They <b>are</b> from the <b>United States</b>.</li> </ol> |
|---|--|

#### TIP (p. 29)

- 1) Explain to students that we don't need to capitalize the article *the* when writing it before the name of a country.
- 2) On the board or on the screen, show examples of writing the article *the* before the name of some countries:  
**the** United States; **the** United Kingdom; **the** Philippines

#### B. Use the given words to make complete sentences. You will need to add words. (Don't forget to add periods.)

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1) Study the first sentence as a class together.</li> <li>2) Have students write the other sentences.</li> <li>3) Check answers as a class.</li> </ol> | <ol style="list-style-type: none"> <li>1. Elise <b>is</b> French. <b>She is from</b> France.</li> <li>2. Miguel <b>is</b> American. <b>He is from</b> the United States.</li> <li>3. Janea and Manmeet <b>are</b> Indian. <b>They are from</b> India.</li> </ol> |
|---|--|

### BRAINSTORM (p. 30)

- 1) Have students brainstorm about the names, nationalities, and countries of some foreign friends.
- 2) Ask students to write down the names, nationalities, and countries in the chart on page 30.
- 3) Tell students to write down the names, nationalities, and counties of international friends of a classmate.

#### A. Think about some friends. Write three countries they come from. Write about yourself, too.

Answers will vary.

Name	Nationality	Country
Jihye	Korean	Korea
Michiko	Japanese	Japan
Marilou	Belgian	Belgium

### WRITING FRAMEWORK FOR SENTENCE WRITING 1



Irina	Russian	Russia
-------	---------	--------

**B. Introduce the friends to a classmate. Ask your classmate to repeat what you have said. Write down what your classmate says. Answers will vary.**

Friend's Name	Nationality	Country
This is my friend <b>Fred</b> .	<b>Fred</b> is <b>Brazilian</b> .	<b>Fred</b> is from <b>Brazil</b> .
This is my friend <b>Nelly</b> .	<b>Nelly</b> is <b>Australian</b> .	<b>Nelly</b> is from <b>Australia</b> .
This is my friend <b>Carlito</b> .	<b>Sasha</b> is <b>Mexican</b> .	<b>Carlito</b> is from <b>Mexico</b> .

#### FIRST DRAFT (p. 31)

**A. Now write a story about international friends at your school. Answers will vary.**

#### [C Grade Answer]

##### **My School**

*Welcome to my school. These are my freind. This is Johnny. He is England. This is Mark. He is Canada.*

**Score Explanation:** This response receives a score of C because it is missing detail (no mention of the third friend and no mention of nationalities). The response has missing prepositions (*is Eangland; is Canada*), spelling errors (*freind, Eangland*), and an agreement error (*are my freind*).

#### [B Grade Answer]

##### **My School**

*Welcome to my school. These are three my friends. This is Bianca. Bianca is Spanish. She is from Spain. This is Tito. He is Colombia. He is from Colombia. Ricard is Frenchian.*

**Score Explanation:** This is a mostly complete response to the writing task. However, it receives a score of B because it fails to mention the third friend's country (France), has a word placement error (*three my friends*) and two nationality errors (*Colombia, Frenchian*).

#### [A Grade Answer]

##### **My School**

*Welcome to my school. These are my friends. This is my best friend Louise. Louise is French. She is from France. Clara is another good friend. She is American. She is from United States. My friend Marco is Italian. He is from Itely.*

**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. There are no grammatical errors, just one missing article (*United States*) and a spelling error (*Itely*).

➤ **LESSON GOAL** Students will be able to write about the appearance of their classmates.

### OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about appearance. In the warm-up section, students preview and practice vocabulary and answer questions related to the appearance of classmates. In the pre-writing section, students learn how to use the *have/has* verbs in the simple present tense and antonyms to describe appearance. Students practice their writing skills by rewriting sentences using *has/have* verbs in the simple present tense and antonyms. In the drafting section, students brainstorm, answer questions, and write a story about their own appearance and that of their classmates. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the simple present tense form of *has/have* verbs, and the use of adjectives.

### TEACHING NOTES

This unit teaches students how to write about appearance. The teacher can write on the board or show on the projector adjective-noun pairs related to appearance, such as: *brown eyes*, *curly hair*, 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

<b>Writing Purpose</b>		To write about people's appearance
<b>Language Features</b>		<ul style="list-style-type: none"> <li>Adjectives that describe appearance</li> <li>Use of <i>has/have</i> verbs in the simple present tense</li> </ul>
<b>Framework</b>		
My Classmates and I	Descriptive writing related to appearance	What color eyes do you have? What color hair do you have? What hair style do you have?
Details	Appearance details	hair color, hair style, eye color, etc.

### WARM-UP (p. 32)

- 1) Have students open the Student Book to page 32. Read the title and the goal of Unit 4.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows a few classmates huddled in a circle and smiling.
- 3) Explain that in this unit students will learn how to talk about the appearance of their classmates.

### WRITING GUIDE (p. 32)

- 1) Explain to students that when they write about appearance, they must use *has/have* verbs in the simple present tense.
- 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. Answers may vary.**

- I have brown hair.
- I have green eyes.

## WORDS TO KNOW (p. 33)

- 1) Focus students' attention on the adjectives in the table and the pictures below.
- 2) Tell students to match each adjective to the correct picture.
- 3) Encourage students to ask questions about vocabulary and content after filling in the chart and writing sentences.

### A. Look at the pictures. Write the correct words.

- |         |             |          |
|---------|-------------|----------|
| 1. long | 3. straight | 5. short |
| 2. gray | 4. blue     | 6. green |

### B. Complete the chart and sentences about Natalie and Dan.

Natalie	Dan
has <b>red</b> hair has <b>long</b> hair has <b>blue</b> eyes	has <b>brown</b> hair has <b>curly</b> hair has <b>brown</b> eyes
This is Natalie and Dan. Natalie has <b>red</b> hair. She has <b>long</b> hair. She has <b>blue</b> eyes. Dan has <b>brown</b> hair. He has <b>curly</b> hair. He has <b>brown</b> eyes.	

## READ (p. 34)

- 1) Have students read the example story titled *My Classmates and I*.
- 2) Instruct students to use the *has/have* verbs in the simple present tense and adjectives when writing a story about the appearance of classmates.

<i>My Classmates and I</i>
I have lots of classmates. Let's meet them. Susan has blonde hair. Her hair is long. Susan has blue eyes. Oliver has brown hair. His hair is curly. His eyes are gray. Marcus and Maggie are brother and sister. They have black hair. Their hair is short. Their eyes are brown. I have short, red hair. My eyes are green!

### Check it

#### What color is Susan's hair?

- b. She has blonde hair.

## UNDERSTAND (pp. 34-35)

- 1) Study the story *My Classmates and I*.
- 2) Have students work in pairs to complete the chart with the missing details.
- 3) Check answers as a class.

### A. Complete the chart.

Oliver	Susan
hair color: <b>brown</b> hair style: <b>curly</b> eye color: <b>gray</b>	hair color: <b>blonde</b> hair style: <b>long</b> eye color: <b>blue</b>

**B. Rewrite the sentences from the story on page 34.**

Title	<i>My Classmates and I</i>
Introduction	1. I have lots of classmates. 2. Let's meet them.
Body	3. Susan has <u>red</u> hair. 4. Her hair is <u>short</u> . 5. Susan has <u>green</u> eyes. 6. Oliver has brown hair. 7. His hair is <u>straight</u> . 8. His eyes are <u>brown</u> . 9. Marcus and Maggie are brother and sister. 10. They have <u>brown</u> hair. 11. Their hair is <u>long</u> . 12. Their eyes are <u>hazel</u> .
End	13. I have <u>long</u> , brown hair. 14. My eyes are <u>gray</u> .

➤ **OBJECTIVE 1.** Learn to correct sentences according to directions and fill in the missing details. (pp. 36–37)

**LANGUAGE SKILLS** (p. 36)

**A. SIMPLE PRESENT.** *Circle the correct words and complete the sentences.*

- Before studying, go to p. 75. Present the grammar information on the use of the simple present tense with *have/has* verbs.
- Have students work in pairs to complete the sentences by changing the *has/have* form of verbs.
- Call on students to read sentences to the class.

- He has short, curly hair.
- The twins have green eyes.
- Mary has blonde hair.
- I have brown eyes.

**B. ANTONYMS.** *Circle the antonym of the underlined word and rewrite the sentence.*

- Explain to students that an *antonym* is a word that is the opposite of a given word.
- Study the first example as a class. Explain the correct answer.
- Have students work in pairs to write the correct answers.
- Call on students to share their answers.

- He has short curly hair.
- I have light brown hair.
- They have straight hair.
- She has long hair.

**Go back to page 34, look at the story, and follow steps 1 and 2 below.**

- Circle all the **have** verbs.
- Now underline the *antonym* of the word **straight**.

**Example Story**

<i>My Classmates and I</i>
I <u>have</u> lots of classmates. Let's meet them. Susan <u>has</u> blonde hair. Her hair is long. Susan <u>has</u> blue eyes. Oliver <u>has</u> brown hair. His hair is <u>curly</u> . His eyes are gray. Marcus and Maggie are brother and sister. They <u>have</u> black hair. Their hair is short. Their eyes are brown. I <u>have</u> short, red hair. My eyes are green!

➤ **OBJECTIVE 2.** Learn how to write sentences using the simple present tense form of the *has/have* verbs and antonyms. (pp. 37-38)

### WRITING SKILLS (p. 29)

- 1) Write a sentence on the board and have students read it out loud.
- 2) Point out the simple present tense form of the *has/have* verb and the *antonym*.
- 3) Have students work in groups to rewrite the sentences in exercises A and B.

#### A. Circle the correct verb and antonym and rewrite the sentence.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1) Study the first question as a class together.</li> <li>2) Have students rewrite the other sentences.</li> <li>3) Check the answers as a class.</li> </ol> | <ol style="list-style-type: none"> <li>1. Angela <u>has</u> short hair.</li> <li>2. Their hair <u>is</u> dark brown.</li> <li>3. His hair <u>is</u> curly.</li> <li>4. Jamal <u>has</u> light gray hair.</li> </ol> |
|---|---|

### TIP (p. 37)

- 1) Explain to students that when they use two or three adjectives to talk about hair, the order is length → style → color.
- 2) On the board or on the screen, show examples of adjectives in a series:  
Lisa has **long, black** hair. ; Monique has **short, straight, brown** hair.

#### B. Use the given words to make complete sentences. You will need to add more words. (Don't forget to add periods.)

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1) Study the first sentence as a class together.</li> <li>2) Have students write out the sentence using the words given.</li> <li>3) Check answers as a class.</li> <li>4) Remind them of possessives.</li> </ol> | <ol style="list-style-type: none"> <li>1. Tamika <b>has</b> black hair. <b>Her</b> eyes <b>are</b> brown.</li> <li>2. Sara <b>has</b> straight hair. <b>Her</b> eyes <b>are</b> gray.</li> <li>3. Wayne <b>has</b> short hair. <b>His</b> eyes <b>are</b> hazel.</li> </ol> |
|--|---|

### BRAINSTORM (p. 38)

- 1) Have students brainstorm about the appearance of classmates.
- 2) Ask students to write down details about hair color and style and eye color.
- 3) Tell students to write down their partner's description of a classmate.

#### A. Complete the chart describing your classmates. Answers will vary.

	Hair color	Hair style	Eye color
<b>Lisa</b>	red	wavy	green
<b>Sunny</b>	black	straight	brown

#### B. Work with a partner. Listen to how he or she describes a classmate. Write down what he or she says.

*Guess which classmate is being described. Answers will vary.*

He has <b>curly</b> hair. Her hair is <b>brown</b> . She has <b>black</b> eyes. Who is it?	<b>Answer: Mira</b>
<b>She</b> has <b>straight</b> hair. <b>Her</b> hair is <b>black</b> . <b>She</b> has <b>blue</b> eyes. Who is it?	<b>Answer: July</b>

**A. Now write a description of a classmate. Answers will vary.**

[C Grade Answer]

***My classmates and I***

*I have classmates. Let's meet them!*

*This is sunny. Sunny has brown hair. His hair has long. She has brown eyes.*

*Jinny has long hair. Her eyes has black.*

*I have dark hair.*

**Score Explanation:** This response receives a score of C because it is missing details about the hair color or style of the first two classmates, the information about the third classmate, and the information about the student's eye color. The response also contains a possessive pronoun error (*His hair*), two verb errors (*His hair has long; Her eyes has black*), and two capitalization errors (*classmates* in title; *sunny*).

[B Grade Answer]

***My Classmates***

*I have many of class mates. Let's meet them!*

*This is Jiye. She have black wavy hair. Her hair is long. She has brown eyes.*

*Mary has long brown hair. Her eyes are hazle.*

*Paul is Mary's brother. He have straight hair. His eyes are green.*

*I have short brown hair. I like my school!*

**Score Explanation:** This response receives a score of B because it misses part of the title (the "and I" part) and has a sentence unrelated to the topic (*I like my school*). The response also contains a preposition error (*many of*), two verb agreement errors (*She have; He have*), and missing comma errors (*black wavy hair; long brown hair; short brown hair*). There are also a couple of spelling errors (*class mates* spelled as two words; *hazle*).

[A Grade Answer]

***My Classmates and I***

*I have three international classmates. Let's meet them!*

*This is Jennifer. She has light brown hair. Her hair is curly and short. She has hazel eyes.*

*Frederick has short, blonde hair. His eyes are blue.*

*Gina is Frederick sister. She has long, blonde hair. Her eyes are also blue.*

*I have strait, black hair. And I have hazel eyes!*

**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. The response has only a missing possessive (*Frederick sister*) and a spelling error (*strait*).

# What's Going on at Home?

➤ **LESSON GOAL** Students will be able to write about activities done at home.

## OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about the activities done at home. In the warm-up section, students preview and practice vocabulary and answer questions related to the rooms of a house and the activities done inside these rooms. In the pre-writing section, students learn how to use hyphens and use the present continuous verb tense. Students practice their writing skills by rewriting sentences using the present continuous tense and correcting mistakes related to the use of hyphens. In the drafting section, students brainstorm about activities done at home. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the use of the present continuous tense, and the use of hyphens and prepositions.

## TEACHING NOTES

This unit teaches students how to write about activities done at home. The teacher can write or show on the projector the various rooms inside a house. These can be paired with an activity typically done in that particular room: ***sleeping** in the bedroom*, ***eating** in the dining room*, 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.

## Descriptive Writing

<b>Writing Purpose</b>		To write about things done at home
<b>Language Features</b>		<ul style="list-style-type: none"> <li>• Use of the present continuous tense</li> <li>• Use of hyphens</li> </ul>
<b>Framework</b>		
What's Going on at Home?	Descriptive writing related to activities done at home	Where do you cook? Where do you eat? Which room is for watching TV? Which room is for reading?
Details	Room activities	watching TV, eating, playing, studying, etc.

## WARM-UP (p. 40)

- 1) Have students open the Student Book to page 40. Read the title and the goal of Unit 5.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows the interior of a house.
- 3) Explain that in this unit students will learn how to talk about the activities they do at home.

## WRITING GUIDE (p. 40)

- 1) Explain to students that when they write about doing activities at home, they can use verbs in the present continuous tense.
- 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.

- Dad is cooking in the kitchen.
- Mom is working in the office.

## WRITING FRAMEWORK FOR SENTENCE WRITING 1



## WORDS TO KNOW (p. 41)

- 1) Focus students' attention on the picture of the different rooms in a house and the matching word boxes.
- 2) Tell students to match each picture to the correct word box. Ask them to write in the names of the rooms.
- 3) Encourage students to ask questions about vocabulary and content after filling in the chart and sentences about their home.

### A. Look at the picture. Write the correct words.

1. office
2. bathroom
3. bedroom
4. living room
5. dining room
6. kitchen

### B. Complete the chart and sentences about the house.

<b>Main Idea</b>	<b><i>My family is at home.</i></b>
<b>Details</b>	1. Dad – <b>kitchen</b> 2. Mom – <b>bedroom</b> 3. My brother – <b>bathroom</b>
	My family is at home. Dad is cooking in the <b>kitchen</b> . Mom is sleeping in the <b>bedroom</b> . My brother is washing in the <b>bathroom</b> .

## READ (p. 42)

- 1) Have students read the example story titled *What's Going on at Home?*
- 2) Instruct students to provide an answer about what Freya is doing.

<b><i>What's Going on at Home?</i></b>
It's the weekend! My family is at home. Mom is cleaning in the kitchen. Dad is working in the yard. My brother and sister are playing hide-and-seek. My sister Freya is hiding upstairs. My brother Brandon is hiding downstairs. I don't want to play hide-and-seek. I'm in the living room. I'm watching TV.

### Check it

#### What is Freya doing?

- c. She's hiding upstairs.

## UNDERSTAND (pp. 42-43)

- 1) Study the story titled *What's Going on at Home?*
- 2) Have students work in pairs to complete the chart with the missing details.
- 3) Check answers as a class.

### A. Complete the chart.

<b>Main Idea</b>	My family is at home.
<b>Detail 1</b>	My mom is <b>cleaning</b> in the <b>kitchen</b> .
<b>Detail 2</b>	My dad is <b>working</b> in the <b>yard</b> .
<b>Detail 3</b>	My sister is <b>hiding upstairs</b> .
<b>Detail 4</b>	My brother is <b>hiding downstairs</b> .

**B. Rewrite the sentences from the story on page 42.**

Title	<i>My Family at Home</i>
Introduction	1. It's the <u>holidays</u> ! 2. My family is at home.
Body	3. Mom is <u>cooking</u> in the kitchen. 4. Dad is working in the <u>garage</u> . 5. My brother and sister are playing hide-and-seek. 6. My sister Freya is hiding <u>downstairs</u> . 7. My brother Brandon is hiding <u>upstairs</u> .
End	8. I don't want to play hide-and-seek. 9. I'm in the <u>kitchen</u> . 10. I'm <u>helping my mom</u> .

➤ **OBJECTIVE 1** Learn to correct sentences according to directions and fill in the missing details. (pp. 44–45)

**LANGUAGE SKILLS** (p. 44)

**A. PRESENT CONTINUOUS. Rewrite the sentences using the present continuous tense.**

- |  |  |
|--|--|
| <p>1) Before studying, go to p. 76. Present the grammar information on the use of the present continuous.</p> <p>2) Have students work in pairs to complete the sentences by choosing the correct verb.</p> <p>3) Call on students to read sentences to the class.</p> | <p>1. My sister <b>is reading</b> a book on her bed.</p> <p>2. My dad <b>is taking</b> a nap in the living room.</p> <p>3. Jared <b>is swimming</b> in the swimming pool.</p> <p>4. Grandma <b>is baking</b> a pie in the kitchen.</p> |
|--|--|

**B. HYPHENS. Correct the mistakes using hyphens.**

- |  |   |
|--|---|
| <p>1) Explain to students that hyphens are used when joining together compound nouns.</p> <p>2) Study the first example as a class. Explain the correct answer.</p> <p>3) Have students work in pairs to write the correct answers.</p> <p>4) Call on students to share their answers.</p> | <p>1. The merry-go-round is fun and colorful.</p> <p>2. My brother <b>is playing</b> hide-and-seek.</p> <p>3. I get a check-up every year.</p> <p>4. The doctor <b>is checking</b> the X-ray.</p> |
|--|---|

**Go back to page 42, look at the story, and follow steps 1 and 2 below.**

1. Circle all the *-ing* verbs (shown above in bold font).
2. Now circle all the *hyphens* (shown above in yellow highlighting).

**Example Story**

<i>What's Going on at Home?</i>
It's the weekend! My family is at home. Mom is cleaning in the kitchen. Dad is working in the yard. My brother and sister are playing hide-and-seek. My sister Freya is hiding upstairs. My brother Brandon is hiding downstairs. I don't want to play hide-and-seek. I'm in the living room. I'm watching TV.

- **OBJECTIVE 2.** Learn how to write sentences using the present continuous verb tense and the possessive apostrophe. (pp. 45-46)

### WRITING SKILLS (p. 45)

- 1) Write a sentence on the board and have students read it out loud.
- 2) Point out the present continuous verb tense and the possessive apostrophe.
- 3) Have students work in groups to rewrite the sentences in exercises A and B.

#### **A. Unscramble. (Don't forget to capitalize and add periods.)**

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1) Study the first question as a class together.</li><li>2) Have students rewrite the other sentences.</li><li>3) Check the answers as a class.</li></ol> | <ol style="list-style-type: none"><li>1. My mom is watching TV upstairs.</li><li>2. My sister is brushing her teeth in the bathroom.</li><li>3. Emma is reading a book in the basement.</li><li>4. My dad's car is in the garage.</li></ol> |
|---|---|

#### **TIP (p. 45)**

- 1) Explain to students how to use the possessive apostrophe to show who a room belongs to.
- 2) On the board or on the screen, show examples of using possessive apostrophes:  
***my sister's toys; my brother's bed, etc.***

#### **B. Use the given words to make a sentence. You will need to add more words. (Don't forget to capitalize and add periods.)**

- |  |  |
|--|--|
| <ol style="list-style-type: none"><li>1) Study the first sentence as a class together.</li><li>2) Have students work in pairs to write the other sentences using the words given.</li><li>3) Check answers as a class.</li></ol> | <ol style="list-style-type: none"><li>1. Lucy is cooking pasta in the kitchen.</li><li>2. Eric is texting <u>in</u> his bedroom.</li><li>3. Mom and dad are watching TV <u>in</u> our living room.</li></ol> |
|--|--|

### BRAINSTORM (p. 46)

- 1) Have students brainstorm about activities that can be done in each room of their house.
- 2) Ask students to write down these activities in the chart.
- 3) Tell students to write what their family is doing at home.

#### **A. Look at the picture. List something you might do in each room. Answers will vary.**

Room	Activity
bedroom	sleeping
bathroom	taking a shower
living room	watching TV
kitchen	cooking
dining room	eating

#### **B. Complete the chart about what your family is doing at home. Answers will vary.**

Main idea	My family is at home.
Detail 1	My mother is taking a bath in the bathroom.
Detail 2	My dad is watching TV in the living room.
Detail 3	My sister is sleeping in her bedroom.
Detail 4	I'm washing dishes in the kitchen.

**A. Now write an email to your friend about what's happening in your house. Answers will vary.**

**[C Grade Answer]**

*Hi,*

*Im home. My dad is sleeps. My mom is in bathroom. My favrite room is my room. I play in my room.*

**Score Explanation:** This response receives a score of C because it is missing some parts: greeting (*Hi,*) closing, and lacks detail. The response also has a missing article (*in bathroom*), a spelling error (*favrite*), a missing possessive apostrophe (*Im home*), and a verb tense error (*is sleeps*).

**[B Grade Answer]**

*Hi, Tony!*

*I'm spending at home. I'm playing ping pong in the bassment. My mom is cooking spaghetti in the kitchen. My brother is doing homework in his room. I think my sister is in the bathroom. My favorite room in the house is the atic. I use it for listen to music.*

*I hope to meet you some day.*

**Score Explanation:** This response receives a score of B because the main idea is vague and the closing is incomplete (missing the name) and incorrect (it sounds like they don't know each other). The response also has a missing noun error (*I'm spending at home*), a hyphen error (*ping pong*), two spelling errors (*bassment*, *atic*), and a gerund error (*for listen*).

**[A Grade Answer]**

*Hi, Alley!*

*I'm spending the whole day with my family at home. I'm helping my mother cook lunch. My dad is fixing the car in the garaje. My brother is upstairs reading a book in dads office. My sister is taking a shower in the bathroom. My favorite room in the house is the basement. I use it for aerobics.*

*I'll invite you to my house one day!*

*Josey*

**Score Explanation:** This response satisfies all the requirements of the writing task. The email has all the required parts. It provides plenty of detail in each sentence and every detail is relevant to the topic. There are very few errors: a missing article possessive apostrophe (*dads office*) and a spelling error (*garaje*).

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

### OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about their room. In the warm-up section, students preview and practice vocabulary and answer questions related to the furniture and accessories in their room. In the pre-writing section, students learn how to use commas and prepositions of place correctly. Students practice their writing skills by rewriting sentences using prepositions of place and the *be* verb in the correct place. In the drafting section, students brainstorm about the furniture they have in their room and then write a description of their room. In the revising and proofreading section, students are asked to pay particular attention to the correct placement of prepositions and of the *be* verb, as well as spelling and punctuation.

### TEACHING NOTES

This unit teaches students how to write about their room. The teacher can write on the board or show on the projector different types of accessories and furniture and pair them with an activity, such as: *sleep in my bed, write at my desk*, 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.

### Descriptive Writing

<b>Writing Purpose</b>		To write about your room
<b>Language Features</b>		<ul style="list-style-type: none"> <li>• Use of prepositions of place</li> <li>• Location of the <i>be</i> verb</li> </ul>
<b>Framework</b>		
My Room	Descriptive writing related to your room	What is in your room? Where is the bed? Where is your desk? Where is your bookshelf?
Details	Furniture	bed, desk, bookshelf, etc.

### 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 the interior of a living room.
- 3) Explain that in this unit students will learn how to talk about their room.

### WRITING GUIDE (p. 48)

- 1) Explain to students that when they write about their room, they must use prepositions of place and the *be* form of verbs.
- 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.

- A lamp is on the table.
- A couch is in the living room.

## WORDS TO KNOW (p. 49)

- 1) Focus students' attention on the picture of the house and the furniture words in the boxes.
- 2) Tell students to match the numbers in the picture with the correct words.
- 3) Encourage students to ask questions about vocabulary and content after filling in the chart and writing the sentences about their room.

### A. Look at the pictures. Write the correct words.

- |          |              |
|----------|--------------|
| 1. bed   | 5. lamp      |
| 2. clock | 6. bookshelf |
| 3. couch | 7. wall      |
| 4. table | 8. closet    |

### B. Look at the picture and complete the sentences.

Main Idea	This is my room. It has all my office furniture.
Details	
1. bookshelf	1. A <b>bookshelf</b> is above the <b>desk</b> .
2. lamp	2. A <b>lamp</b> is on the desk.
3. chair	3. A <b>chair</b> is under the desk.

## READ (p. 50)

- 1) Have students read the example story titled *My Room*.
- 2) Instruct students to provide an answer about the location of the desk in the story.

<i>My Room</i>
This is my room. There's a lot of furniture in my room. There is a bed, desk, bookshelf, toy box, and window. The bookshelf is above my bed. I put my books there. The toy box is under the window. I put my toys there. My desk is next to my bed. I do my homework there.

### Check it

#### Where is the desk?

- c. It's next to the bed.

## UNDERSTAND (pp. 50-51)

- 1) Study the story about the furniture in a room.
- 2) Have students work in pairs to complete the chart with the missing details.
- 3) Check answers as a class.

### A. Complete the chart.

Main Idea	This is my room. There's a lot of furniture in my room.
Detail 1	The <b>bookshelf</b> is above my bed. I put my <b>books</b> there.
Detail 2	The <b>toy box</b> is under the window. I put my <b>toys</b> there.
Detail 3	My <b>desk</b> is next to my bed. I do my <b>homework</b> there.

**B. Rewrite the sentences from the story on page 50.**

Title	<i>My Room</i>
<b>Introduction</b>	1. This is my room. 2. There's a lot of furniture in my room. 3. There is a bed, desk, <u>closet</u> , toy box, and window.
<b>Body</b>	4. The <u>closet</u> is <u>next to</u> my bed. 5. I put my <u>clothes</u> there. 6. The toy box is under the window. 7. I put my <u>dolls</u> there. 8. The desk is <u>near</u> my bed. 9. I <u>play computer games</u> there.

➤ **OBJECTIVE 1** Learn to correct sentences according to directions and fill in the missing details. (pp. 52–53)

**LANGUAGE SKILLS** (p. 52)

**A. PREPOSITIONS. Circle and fill in the blanks with the correct words.**

- Before studying, go to p. 76. Present the grammar information on the use of prepositions.
- Have students work in pairs to complete the sentences by choosing the correct preposition.
- Call on students to read sentences to the class.

- The computer is on the desk.
- The lamp is next to the computer.
- The bookshelf is above the desk.
- The books are on the bookshelf.

**TIP** (p. 52)

- Explain to students that *be* verbs (*is/are*) are used with prepositions of place in the simple present tense when talking about the location of things.
- On the board or on the screen, show examples of using prepositions of place with *be* verbs:  
***is on the bed; are under the table, etc.***

**B. COMMAS. Add commas in the correct places.**

- Explain to students that commas must be added between items and before and at the end of a list of items.
- Study the first example as a class. Explain the correct answer.
- Have students work in pairs to write the correct answers.
- Call on students to share their answers.

- There is a lamp, a couch, and a TV.
- There is a door, a chair, and a desk.
- There is a closet, a lamp, and a toy box.
- There is a table, a bookshelf, and a window.

**Go back to page 50, look at the story, and follow steps 1 and 2 below.**

- Circle all the *prepositions*.
- Now circle all the *commas*.

**Example Story**

<i>My Room</i>
This is my room. There's a lot of furniture <u>in</u> my room. There is a bed, desk, bookshelf, toy box, and window. The bookshelf is <u>above</u> my bed. I put my books there. The toy box is <u>under</u> the window. I put my toys there. My desk is <u>next to</u> my bed. I do my homework there.

**WRITING FRAMEWORK FOR SENTENCE WRITING 1**

➤ **OBJECTIVE 2.** Learn how to write sentences using *be* verbs and prepositions of place. (p. 53)

### WRITING SKILLS (p. 53)

- 1) Write a sentence on the board and have students read it aloud.
- 2) Point out the *be* verb form and the preposition(s) of place.
- 3) Have students work in groups to rewrite the sentences in exercises A and B.

#### A. Write the correct form of the *be* verb and add commas where necessary.

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1) Study the first question as a class together.</li><li>2) Have students rewrite the other sentences.</li><li>3) Check the answers as a class.</li></ol> | <ol style="list-style-type: none"><li>1. There <u>is</u> a <u>bed</u>, a <u>desk</u>, a <u>closet</u>, and a toy box.</li><li>2. There <u>is</u> a <u>couch</u>, a <u>lamp</u>, a <u>TV</u>, and a bookshelf.</li><li>3. The bookshelf <u>is</u> above the desk.</li><li>4. The chairs <u>are</u> next to the window.</li></ol> |
|---|---|

### TIP (p. 52)

- 1) Explain to students that the *be* verb goes right next to the prepositions of place.
- 2) On the board or on the screen, show examples of using prepositions of place with *be* verbs:  
*My book **is on** the bed; My shoes **are under** the table, etc.*

#### B. Use the given words to make complete sentences. You will need to add more words. (Don't forget to capitalize and add periods.)

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1) Study the first sentence as a class together.</li><li>2) Have students use the words given to create the other sentences.</li><li>3) Check answers as a class.</li></ol> | <ol style="list-style-type: none"><li>1. The bed <u>is</u> next to <u>the</u> desk.</li><li>2. The clothes <u>are</u> inside <u>the</u> closet.</li><li>3. The lamp <u>is</u> on <u>the</u> bookshelf.</li></ol> |
|---|--|

### BRAINSTORM (p. 54)

- 1) Have students brainstorm about furniture in their room.
- 2) Ask students to write down the furniture words in the chart.
- 3) Tell students to use the correct prepositions of place with the furniture words.

#### A. Write about your furniture on the chart. Add more lines if necessary. Answers will vary.

bed	desk	lamp
My bedroom		
painting	closet	chair

#### B. Fill out the chart describing where the furniture is in your room. Use correct prepositions. Answers will vary.

The <b>bed</b> is <b>next to</b> the closet.
The <b>closet</b> is <b>next to</b> the bed.
The <b>chair</b> is <b>under</b> the desk.
The <b>lamp</b> is <b>on</b> the desk.
The <b>painting</b> is <b>on</b> the wall <b>above</b> the desk.



**A. Now describe the furniture in your room. Answers will vary.**

[C Grade Answer]

**My room**

*This is my room. There's me. There's a bed a desk and a chair. The desk is next to bed. I do homework there. The chair is next to desk. I sit there. I play computer too.*

**Score Explanation:** This response receives a score of C because it lacks a main idea and a third item. The response also contains a number of errors: missing commas in a series of items (*a bed a desk and a chair*), missing definite (*the*) articles (*next to bed; next to desk; play computer*), a missing comma before *too*, a capitalization error (*My room*), and a spelling error (*computer to*).

[B Grade Answer]

**My Room**

*This is my room. There's so much fun in my room. There's a bed, a desk, a painting and a closet. The desk is under the painting. I do homework there. The bed is next to the desk. I sleep there. The closet is next to the door. The close is red.*

**Score Explanation:** This response receives a score of B because it contains an irrelevant topic sentence (*There's so much fun in my room*) and some irrelevant detail in the conclusion (*The closet is red*). The response also has a missing comma (*a painting and a closet*), an idiomatic error (*There's so much fun in*), and a spelling error (*The close is*).

[A Grade Answer]

**My Room**

*This is my room. There's a lot of furniture in my room. There's a bed, a computer desk, a swivle chair, a bookshelf, and a closet. The computer desk is next to the closet. I play computer games and homework there. The swivle chair is in front of my desk. I sit on it. The bookshelf is above the computer desk. I keep all my books there. There are books on my computer desk too!*

**Score Explanation:** This response satisfies all the requirements of the writing task. The story has a title and a complete main idea sentence. It also provides plenty of detail in each sentence, and every detail is relevant to the topic. There is only a missing verb in the description (*and [do] homework*), a spelling error (*swivle*), and a missing comma (*desk too*).

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

### OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for describing how they feel. In the warm-up section, students preview and practice vocabulary and answer questions related to the way they feel. In the pre-writing section, students learn how to use linking verbs and sensory (feeling) adjectives. Students practice their writing skills by rewriting sentences using linking verbs and synonyms. In the drafting section, students brainstorm about how they feel in different situations and write an email about an event and their feelings about it. In the revising and proofreading section, students are asked to pay particular attention to linking verbs, sensory (feeling) adjectives, spelling, and capitalization.

### TEACHING NOTES

This unit teaches students how to write about their feelings. The teacher can write on the board or show on the projector sensory (feeling) adjectives such as *happy, sad, bored, tired*, etc. These can be paired with linking verbs such as: *am, feel, look*, etc. The teacher can write whole sentences such as: *I feel tired, I am bored*, 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

<b>Writing Purpose</b>		To write about feelings
<b>Language Features</b>		<ul style="list-style-type: none"> <li>• Use of linking verbs</li> <li>• Use sensory adjectives</li> </ul>
<b>Framework</b>		
I'm Excited!	Descriptive writing related to feelings about a situation	How do you feel today? How do you feel when you must take a test? How do you feel when something good/bad happens?
Details	Feelings	happy, sad, excited, bored, tired, energetic, etc.

### WARM-UP (p. 56)

- 1) Have students open the Student Book to page 56. Read the title and the goal of Unit 7.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows four people holding signs that show different emotions.
- 3) Ask students which emotion they think each sign is displaying.
- 3) Explain that in this unit students will learn how to talk about their feelings.

### WRITING GUIDE (p. 56)

- 1) Explain to students that when they write about their feelings, they can use linking verbs and sensory adjectives.
- 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.

- I feel happy when I win a prize.
- I feel sad when something bad happens.

### WRITING FRAMEWORK FOR SENTENCE WRITING 1

## WORDS TO KNOW (p. 57)

- 1) Focus students' attention on the pictures and the words written in the box.
- 2) Tell students to match each picture to the correct words.
- 3) Encourage students to ask questions about vocabulary and content after filling in the chart and writing the sentences about feelings.

### A. Look at the pictures. Write the correct words.

- |            |              |
|------------|--------------|
| 1. worried | 4. bored     |
| 2. happy   | 5. surprised |
| 3. shy     | 6. angry     |

### B. Complete the sentences about why people feel this way.

Cause	Effect
Kate has a big test tomorrow.	She feels <u>worried</u> .
Mark's favorite team wins the game.	He is really <u>happy</u> .

## READ (p. 58)

- 1) Have students read the example story titled *I'm Excited!*
- 2) Instruct students to provide an answer about the reason Jessie feels angry about the test.

<i>I'm Excited!</i>
I have a test today. It's in my math class. I'm excited. I like math. Jessie is angry. She didn't study. Eunji is surprised. She didn't know about the test. Jon is worried. He doesn't do well in math. Flora is bored. She is smart. She does well on all the tests. Here comes the teacher. Wish me luck!

### Check it

#### Why does Jessie feel angry about the test?

- b. She didn't study for the test.

## UNDERSTAND (pp. 58-59)

- 1) Study the story titled *I'm Excited!*
- 2) Have students work in pairs to complete the chart with the missing details.
- 3) Check answers as a class.

### A. Complete the chart.

Cause	Effect
1. I like math.	I feel <u>excited</u> .
2. Jessie didn't study.	She feels <u>angry</u> .
3. Eunji didn't know about the test.	She feels <u>surprised</u> .
4. Jon doesn't do well in math.	He feels <u>worried</u> .

**B. Rewrite the sentences from the story on page 58.**

Title	<i>Our Big English Test</i>
<b>Introduction</b>	1. I have a test <u>tomorrow</u> . 2. It's in my <u>English</u> class. 3. I'm <u>happy</u> . 4. I like <u>English</u> .
<b>Body</b>	5. Jessie is <u>worried</u> . 6. She didn't study. 7. <u>Flora</u> is surprised. 8. She didn't know about the test. 9. Jon is <u>scared</u> . 10. He doesn't do well in <u>English</u> . 11. <u>Eunji</u> is bored. 12. She is smart. 13. She does well on all the tests.
<b>End</b>	14. Here comes the teacher. 15. Wish me luck!

➤ **OBJECTIVE 1.** Learn to correct sentences according to directions and fill in the missing details. (pp. 60–61)

**LANGUAGE SKILLS** (p. 60)

**A. SUBJECT COMPLEMENTS. Choose the two sentences that have a linking verb. Underline the linking verbs.**

- Before studying, go to p. 77. Present the grammar information on subject complements.
- Have students work in pairs to underline the linking verbs.
- Call on students to read sentences to the class.

- Matt and I are bored. V
- I have a test today.
- Bobby feels worried. V
- Paul doesn't do well in history.

**TIP** (p. 60)

- Explain to students that a linking verb is used to link a subject to a new description.
- On the board or on the screen, show examples of linking verbs:  
*I became tired, I feel sad, etc.*

**B. SYNONYMS. Choose the correct synonym and rewrite the sentence.**

- Explain to students that synonyms are different words that have the same meaning.
- Study the first example as a class. Explain the correct answer.
- Have students work in pairs to write the correct answers.
- Call on students to share their answers.

- The movie made Erica feel **afraid**.
- I was **surprised** when I won first prize.
- I sometimes feel **worried** about flying on a plane.
- I feel very **tired** after school.

Go back to page 58. Look at the story, and follow steps 1 and 2 below.

1. Circle all *sensory (feeling) adjectives*.
2. Now underline the synonym of the word *anxious*.

### Example Story

#### *I'm Excited!*

I have a test today. It's in my math class. I'm excited. I like math. Jessie angry. She didn't study. Eunji is surprised. She didn't know about the test. Jon is worried. He doesn't do well in math. Flora is bored. She is smart. She does well on all the tests. Here comes the teacher. Wish me luck!

➤ **OBJECTIVE 2.** Learn how to write sentences using linking verbs. (p. 61)

### WRITING SKILLS (p. 61)

- 1) Write a sentence on the board and have students read it out loud.
- 2) Point out the linking verb and sensory adjective.
- 3) Have students work in groups to rewrite the sentences in exercises A and B.

#### **A. Unscramble. (Don't forget to capitalize and add periods.)**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1) Study the first question as a class together.</li> <li>2) Have students rewrite the other sentences.</li> <li>3) Check the answers as a class.</li> </ol> | <ol style="list-style-type: none"> <li>1. I feel happy at the beach.</li> <li>2. Max and Val are both angry.</li> <li>3. She is worried about the test.</li> <li>4. Jon feels shy at school.</li> </ol> |
|---|---|

#### **B. Use the given words to make complete sentences. You will need to add more words. (Don't forget to add periods.)**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1) Study the first sentence as a class together.</li> <li>2) Have students use the given words to write the other sentences.</li> <li>3) Check answers as a class.</li> </ol> | <ol style="list-style-type: none"> <li>1. Billy <b>is</b> excited about the big soccer match.</li> <li>2. Lee and Nina <b>are</b> angry with each other.</li> <li>3. I <b>am</b> surprised at the news.</li> </ol> |
|--|--|

### BRAINSTORM (p. 62)

- 1) Have students brainstorm about how they feel in different situations.
- 2) Ask students to write down their feelings according to each situation.
- 3) Tell students to write sentences about their feelings.

#### **A. Look at the pictures. Write what you feel in each situation. Answers will vary.**

I got lots of presents. I feel <u>happy</u> .	I had a long day at school. I feel <u>tired</u> .
I have a big test tomorrow. I feel <u>worried</u> .	I am going on vacation. I feel <u>excited</u> .

**B. Complete the chart describing your feelings. Answers will vary.**

Situation	Feelings	
I have a big test.	I feel <u>tired</u> and <u>worried</u> .	I don't feel <u>happy</u> .
I am going on vacation.	I feel <u>excited</u> .	I don't feel <u>sad</u> .
Cause	Effect 1	Effect 2

**FIRST DRAFT** (p. 63)

**A. Now write an email about your day. Answers will vary.**

[C Grade Answer]

**Hi June**

*I have test today. It's in my math. I'm worried about. Mirim is happy. She like math.  
I realy hope I OK.*

*Best*

**Score Explanation:** This response receives a score of C because the body of the email lacks detail, there is no name in the closing, and there are mistakes in every sentence: missing articles (*have test*), nouns (*my math*), verbs (*hope I OK*), commas (*Hi June*), as well as agreement errors (*She like*) and spelling errors (*worried; realy*).

[B Grade Answer]

**Hi Anne**

*I have a test today. It's in my Sports class. I'm worried about it. I'm not good at Sports.  
And Sports is not big subject for school. Gina hates Sports too. She likes English more.  
All my frinds like English.  
I really hope there is no test. Wish me luck!*

*Best,*

*Julia*

**Score Explanation:** This response receives a score of B because it has a lot of detail that is unrelated to the topic (*Sports is not big subject for school; She likes English more; All my frinds like English; I really hope there is no test*). The response also has capitalization errors (*Sports x3*), missing commas (*Hi Anne; Sports too*), and imprecise wording (*big test*).

[A Grade Answer]

**Hi Bonnie,**

*I have an important test today. It's in my French class. I'm not worried about it. Mikela is  
worried. She doesn't like French. Jules is excited. She's really good at French. Sam is  
feeling happy, too. He does well in all tests. And he never studies hard.  
I really hope I do great. Wish me luck!*

*Best Jeff*

**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. There is only a slight error in the end (*it is cloudy*) where the comma is missing after the closing (*Best Jeff*).

➤ **LESSON GOAL** Students will be able to write about feelings and what causes them.

### OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about feelings and their causes. In the warm-up section, students preview and practice vocabulary used in expressing feelings. In the pre-writing section, students learn how to use antonyms and combine sentences using *because*. Students practice their writing skills by rewriting sentences using *because* and finding antonyms. In the drafting section, students brainstorm about the reasons for feeling the way they do and write an email about their feelings. In the revising and proofreading section, students are asked to pay particular attention to the use of *because* in connecting sentences, as well as punctuation and capitalization.

### TEACHING NOTES

This unit teaches students how to write about their feelings and the cause of their feelings. The teacher can write on the board or show on the projector different feelings and pair them up with causes using *because*: *tired because of cleaning my room*; *sad because of my low score*, 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

<b>Writing Purpose</b>		To write about feelings and their causes
<b>Language Features</b>		<ul style="list-style-type: none"> <li>• Use of <i>because</i> to connect sentences</li> <li>• Use of antonyms</li> </ul>
<b>Framework</b>		
Because I'm Happy!	Descriptive writing related to one's feelings and the reason for those feelings	How do you feel when you meet friends? How do you feel when your parents are angry at you? When do you feel happy/sad?
Details	Feelings	sad, happy, stressed, disappointed, nervous, etc.

### 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. This photo shows a boy writing in a notebook.
- 3) Explain that in this unit students will learn how to talk about their feelings and the reason for their feelings.

### WRITING GUIDE (p. 56)

- 1) Explain to students that, when they write about feelings, they can use *because* to give the reason why.
- 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.**

- I feel upset.
- I feel thirsty.

**WORDS TO KNOW** (p. 65)

- 1) Focus students' attention on the pictures and the words written in the box.
- 2) Tell students to match each picture to the correct words.
- 3) Encourage students to ask questions about vocabulary and content after filling in the chart and writing the sentences about their feelings.

**A. Look at the pictures. Write the correct words.**

- |             |            |
|-------------|------------|
| 1. stressed | 4. tired   |
| 2. hungry   | 5. nervous |
| 3. scared   | 6. thirsty |

**B. Complete the chart and sentences about Nick.**

Nick feels stressed because he had a bad day.  
He needs a drink now because he is thirsty.

**READ** (p. 66)

- 1) Have students read the example story titled *Because I'm Happy!*
- 2) Instruct students to provide an answer about the reason for feeling happy.

***Because I'm Happy!***

I'm happy because we have pizza. I'm excited because this pizza is my favorite. Cheese pizza! I want a slice! Oh, no! What is this? Onions? Now, I'm sad because there are onions on my pizza. I hate onions! But, I'm so hungry. Let's have one slice. Hey! It's not bad. I'm happy now because I'm not hungry.

**Check it**

**Why am I happy?**

- a. Because pizza is my favorite

**UNDERSTAND** (pp. 66-67)

- 1) Study the story titled *Because I'm Happy!*
- 2) Have students work in pairs to complete the chart with the missing details.
- 3) Check answers as a class.

**A. Complete the chart.**

Effect	Why	Cause
1. I'm <u>happy</u>	→ <b>because</b>	we <u>have pizza</u> .
2. I'm <u>excited</u>	→ <b>because</b>	<u>this pizza is my favorite</u> .

**WRITING FRAMEWORK FOR SENTENCE WRITING 1**



3. I'm <u>sad</u>	→ <b>because</b>	<u>there are onions on my pizza.</u>
4. I'm <u>happy now</u>	→ <b>because</b>	<u>I'm not hungry.</u>

**B. Rewrite the sentences from the story on page 66.**

Title	<i>Because I'm Excited!</i>
Topic sentence	1. I'm <u>excited</u> because we have pizza.
Details	2. I'm <u>happy</u> because this pizza is my favorite. 3. <u>Pepperoni</u> pizza! 4. I want a slice! 5. Oh, no! 6. What is this? 7. <u>Broccoli</u> ? 8. Now I'm sad because there <u>is broccoli</u> on my pizza. 9. I hate <u>broccoli</u> ! 10. But, I'm so hungry. 11. Let's have one slice. 12. Hey! 13. It's <u>good</u> .
End	14. I'm happy now because I'm <u>full</u> .

➤ **OBJECTIVE 1.** Learn to correct sentences according to directions and fill in the missing details. (pp. 68–69)

**LANGUAGE SKILLS** (p. 68)

**A. BECAUSE.** *Combine the two sentences using because.*

- 1) Before studying, go to p. 77. Present the grammar information on the use of *because*.
- 2) Have students work in pairs to connect the sentences with *because* and then rewrite them.
- 3) Call on students to read the sentences to the class.

1. I'm happy now because I'm not hungry.
2. Max is lonely because he has no friends.
3. I'm nervous because I'm flying on a plane.
4. Bob is stressed because he has a lot of work to do.

**B. ANTONYMS.** *Circle the antonym of the underlined word and rewrite the sentence.*

- 1) Explain to students that an antonym is a word that has the opposite meaning to another word.
- 2) Study the first example as a class. Explain the correct answer.
- 3) Have students work in pairs to find the correct answer and write the sentences.
- 4) Call on students to share their answers.

1. Eric is so bored.
2. My brother is very happy today.
3. I was very hungry last night.
4. I feel stressed at soccer practice.

*Go back to page 66, look at the story, and follow steps 1 and 2 below.*

1. Circle all **because**.
2. Now underline the antonyms of the word *bored*.

**Example Story**

***Because I'm Happy!***

I'm happy because we have pizza. I'm excited because this pizza is my favorite. Cheese pizza! I want a slice! Oh, no! What is this? Onions? Now, I'm sad because there are onions on my pizza. I hate onions! But, I'm so hungry. Let's have one slice. Hey! It's not bad. I'm happy now because I'm not hungry.

➤ **OBJECTIVE 2.** Learn how to write and connect sentences using *because*. (p. 69)

**WRITING SKILLS** (p. 69)

- 1) Write a sentence on the board and have students read it out loud.
- 2) Point out the role of *because* to connect sentences.
- 3) Have students work in groups to write and combine the sentences in exercises A and B.

**A. Unscramble. (Don't forget to add periods.)**

- 1) Study the first question as a class together.
  - 2) Have students unscramble the other sentences.
  - 3) Check the answers as a class.
1. I feel so thirsty because I didn't drink today.
  2. Lisa feels stressed because she is late.
  3. Arnold is upset because he doesn't like pasta.
  4. I am lonely because I don't have any friends here.

**TIP** (p. 69)

- 1) Explain to students that *because* often goes between the adjective and the personal pronoun.
- 2) On the board or on the screen, show examples of *because* between the adjective and personal pronoun:  
*Lina is **tired** because **she** ran a lot, etc.*

**B. Change the underlined word to its antonym. Then combine the sentences using because.**

- 1) Study the first sentence as a class together.
  - 2) Have students combine the other sentences.
  - 3) Check answers as a class.
1. Helen is excited because she is studying math.
  2. Billy and Cheryl are sad because it is the weekend.
  3. Nolan is hungry because he had a sandwich.

**BRAINSTORM** (p. 70)

- 1) Have students brainstorm about their feelings and the reasons that cause them.
- 2) Ask students to write down these activities in the chart.
- 3) Tell students to also write sentences about the feelings of their classmates.

**A. List some reasons you might feel the way you do. Answers will vary.**

Effect	Why	Cause
1. I'm <u>stressed</u>	→ <b>because</b>	<u>I have a big test today.</u>
2. I'm <u>excited</u>	→ <b>because</b>	<u>I'm going to a soccer match.</u>
3. I'm <u>sad</u>	→ <b>because</b>	<u>because my puppy is sick.</u>
4. I'm <u>happy</u>	→ <b>because</b>	<u>because it's my birthday.</u>

**B. Tell a classmate about your feelings, and listen to your classmate. Write down what your classmate says.**

**WRITING FRAMEWORK FOR SENTENCE WRITING 1**

Answers will vary.

Effect	Why	Cause
1. I'm <u>tired</u>	→ <b>because</b>	<u>I studied all night.</u>
2. I'm <u>scared</u>	→ <b>because</b>	<u>I'm at the dentist.</u>
3. I'm <u>hungry</u>	→ <b>because</b>	<u>I didn't eat breakfast.</u>
4. I'm <u>thirsty</u>	→ <b>because</b>	<u>I didn't drink today.</u>

#### FIRST DRAFT (p. 71)

A. Now write an email about your feelings. Answers will vary.

[C Grade Answer]

*Hi Soo,*

*Today I'm tired because soccer. Because I want to sleep. I like to play soccer.*

*Best,*

*Jin*

**Score Explanation:** This response receives a score of C because it has very little detail in the body of the email. Also, there is a missing verb (*because soccer*), and *because* is used incorrectly (does not connect sentences).

[B Grade Answer]

*Hi Joanna*

*Today I'm happy because school is over. The weekend starts Friday. I'm excited because I'm going shopping with mom. I'm unhappy because dad is not home. Dad likes to watch soccer. I hungry now because I didn't eat lunch. I can't wait to have lunch!*

*Best*

*Kyra*

**Score Explanation:** This response receives a score of B because some detail is not relevant (*The weekend starts on Friday; Dad likes to watch soccer*). The response also has two missing commas (*Hi Joanna; Best Kyra*), two spelling errors (*shopping; soccer*), two capitalization errors (*with mom; because dad*), and a missing *be* verb (*I hungry now*).

[A Grade Answer]

*Hi John,*

*Today I'm excited because it is snowing. I'm happy because I can build a snowman. I want to go to the park and play in the snow. But I am unhappy because I must finish my homework first. My friend Bill is also happy because we will play together at the park. I want to play with him, too! We meet at the park soon!*

*Best,*

*Robert*

**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. There is only a verb tense error (*We meet at the park soon*).