



Writing Framework for Sentence Writing
Book 3 Teacher's Guide

Written by: Radu Hotinceanu

➤ **LESSON GOAL** Students will be able to describe food and write about their favorite food.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for describing the composition, appearance, and taste of various types of food. In the warm-up section, students preview and practice vocabulary and answer questions related to the taste and texture of various foods. These patterns are reinforced through conversations in the form of text messages and exercises such as revision of model sentences and fill-in-the-blank questions and answers. In the pre-writing section, students learn how to use the verb *taste* and the verb phrase *taste like* in their intransitive forms. Students also practice finding antonyms for given adjectives and write sentences by completing unscrambling exercises. In the drafting section, students are asked to brainstorm ideas, provide key detail, and complete a descriptive paragraph about their favorite food. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, singular-plural agreement, and the use of vocabulary specific to food taste and ingredients used in foods.

TEACHING NOTES

This unit instructs students on how to talk about their favorite food but also introduces food in its cultural context, namely the country of origin. The teacher can use this unit to introduce/review country names and explain the food names used in their respective languages. For example, the teacher can explain the difference in meaning between *pasta* and *spaghetti* (all *spaghetti* is *pasta*, but not all *pasta* is *spaghetti*). Meanwhile, the teacher must make sure that students provide enough detail about food taste and ingredients used 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

Writing Purpose		To describe food taste and composition
Language Features		<ul style="list-style-type: none"> Descriptive language about food taste and ingredients used Use of the verb <i>taste (like)</i> in its intransitive form
Framework		
Favorite food description	Describing one's favorite food selection	What is your favorite food called? What country is it from? What is it made of? What does it taste like? Why do you like it? What other foods would you like to try?
Details	Descriptive writing	Taste, appearance, ingredients, reasons for liking it

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 Mexican dish.
- 3) Explain that in this unit students will learn how to talk about and describe their favorite food.

WRITING GUIDE (p. 8)

- 1) Explain to students that when they write about food, they should include details such as taste, ingredients used, and the country of origin.
- 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 like Korean rice cakes.
- Do you like Mexican or Chinese food?
- I eat bread and broccoli soup for breakfast.

WORDS TO KNOW (p. 9)

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

A. Match the taste or texture to the food. Write the correct words.

- (Top row): salty pickles; sweet candy; bitter coffee
- (Bottom row): sour lemon; spicy pepper; crispy potato chips

B. Complete the chart and sentences about Gordon.

I like pizza. It is an Italian food.

It's made with cheese, tomatoes, and pepperoni.

It is hot and salty.

READ (p. 10)

- 1) Have students read the example text-message conversations.
- 2) Instruct students to provide details such as the name of the food, country of origin, ingredients used, and taste when talking about their favorite food.

What's Your Favorite Food?

I like kimchi jjigae.
I like churros.

FAVORITE FOOD: What's your favorite food?

It's a Korean soup. It's made with cabbage. They're a Spanish breakfast or snack. They're hot and served with sugar.	DETAIL 1: What's <i>kimchi jjigae</i> ? What are <i>churros</i> ?
It tastes salty and spicy. They taste sweet and sugary.	DETAIL 2: What does it taste like? What do they taste like?

UNDERSTAND (pp. 10-11)

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

A. Complete the chart about Roberto.

Churros

- Ingredient: sugar
- Taste: sweet
- Taste: sugary

B. Rewrite the sentences from the text message about *kimchi jjigae* on page 10.

TITLE	What's Your Least Favorite Food?
QUESTION	1. Hey, <u>Emily</u> . What's your <u>least favorite</u> food?
DETAIL 1: FOOD NAME	2. I don't like <u>kimchi jjigae</u> .
QUESTION	3. <u>What's kimchi jjigae?</u>
DETAIL 2: TYPE OF FOOD/INGREDIENTS	4. <u>It's a Korean soup</u> .
QUESTION	5. It's made with <u>cabbage</u> .
DETAIL 3: TASTE	6. <u>What does it taste like?</u> 7. It tastes salty and spicy.

➤ **OBJECTIVE 1.** Learn to change words according to directions and fill in the missing details. (pp. 10–11)

LANGUAGE SKILLS (p. 12)

A. TASTE and TASTE LIKE. Circle the correct words and write them in the correct form.

- 1) Before studying, go to p. 74. Present the grammar information on the use of *taste* and *taste like*.
 1. tastes
 2. tastes like
 3. taste
 4. tastes like
- 2) Have students work in pairs to write three sentences.
- 3) Call on students to read sentences to the class.

TIP (p. 12)

- 1) Explain to students the importance of singular-plural agreement between subject and verb.
- 2) On the board or on the screen, show examples of how the verb form changes in relation to the subject.
A taco tastes good. / Tacos taste good.

B. ANTONYMS. Circle the correct antonym for each underlined word.

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|--|-------------|
| 1) Explain to students that an antonym is a word opposite in meaning to another. | 1. b. worst |
| 2) Study the first example as a class. Explain the correct choice. | 2. a. hot |
| 3) Have students work in pairs to choose the correct answers. | 3. a. soft |
| 4) Call on students to share their answers. | 4. c. small |

Go back to page 10. Read the conversation. What do churros taste like? Write the answer.

Churros taste sweet and sugary.

➤ **OBJECTIVE 2.** Learn to make complete sentences and preserve the subject-verb agreement. (pp. 12-13)

WRITING SKILLS (p. 13)

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

A. Unscramble the sentences. (Don't forget to capitalize and add periods.)

- | | |
|--|------------------------------------|
| 1) Study the first question as a class together. | 1. It tastes like candy. |
| 2) Have students unscramble the other sentences. | 2. This cotton candy tastes sweet. |
| 3) Check the answers as a class. | 3. They taste like pineapples. |
| | 4. It tastes cold and fruity. |

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

- | | |
|--|--|
| 1) Study the first sentence as a class together. | 1. Strawberries taste soft and fruity. |
| 2) Have students unscramble the other sentences. | 2. Cupcakes taste sweet. |
| 3) Check answers as a class. | 3. This soup tastes like coconut. |
| 4) Point out the need to add <i>like</i> in the last sentence. | |

BRAINSTORM (p. 14)

- 1) Have students brainstorm about their favorite food.
- 2) Ask students to write down a sentence about their favorite food and details related to that food.
- 3) Tell students to include the food's country of origin, the ingredients it contains, and a description of its taste.

- 4) Have each student ask a classmate about his/her favorite food and write the answer in the exercise B chart.

A. Complete the chart about the food you like. Answers will vary.

Food you like:	I like chicken burritos.
Detail 1:	The burrito is a Mexican food.
Detail 2:	Burritos have meat, rice, and vegetables. Everything is wrapped in a soft tortilla.
Detail 3:	Burritos are spicy if you add jalapeno peppers.

***B. With a classmate, talk about the food you like. Then complete the chart about your classmate.
Answers will vary.***

Food your friend likes:	Kimchi fried rice
Where is it from?	Korea
What is it?	Kimchi, rice, ham
What does it taste like?	Spicy and delicious

FIRST DRAFT (p. 15)

A. Now write about your favorite food.

When grading a written response, evaluate the following five important characteristics:

- Content – Does the written response stay focused on the topic?
- Organization – Is the written response organized, including a main idea, specific details, and conclusion, if needed?

- Spelling – Does the written response demonstrate correct spelling?
- Grammar – Does the written response adhere to grammar rules?
- Punctuation and Capitalization – Does the written response use correct punctuation and spelling?

As you evaluate each characteristic, consider the consistency and frequency of errors. A single error in verb form should not be penalized as heavily as consistent errors in the verb form. You may also wish to consider the degree to which these errors interfere with comprehension or increase reader effort.

In addition, take care to emphasize the specific grammar, spelling, and punctuation rules which have been taught in the current and previous units. For example, it is reasonable to expect the correct usage of capitalization, punctuation, and grammar rules that were covered in the unit or in previous units.

Writing Rubric

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

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

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

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

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

Grammar	A	Uses grammar rules correctly and makes 1 mistake
	B	Uses grammar rules mostly correctly and makes 2-4 mistakes
	C	Uses grammar rules incorrectly and makes more than 5 mistakes
Punctuation and Capitalization	A	Rarely makes mistakes
	B	Sometimes makes mistakes
	C	Frequently makes mistakes

[C Grade Answer]

My favrite food is seafood pesta. It is italian food. Seafood pesta is made with nodles. It taste yumy. I wants to eat pesta all the time.

Score Explanation: This response fulfills some of the requirements of the task by providing the food's name, the country of origin, and limited detail about ingredients and taste. However, it receives a score of C because it contains spelling (*favrite, pesta, nodles, yumy*) errors, subject-verb agreement (*It taste; I wants*) errors, capitalization (*italy*), and very little detail about ingredients and taste. The response also lacks a title and a closing that shows the student's willingness to try another food.

[B Grade Answer]

Yummy Pasta

My favorite food is meatball pasta. Meatball pasta is made with noodles tomato sauce and beef meatballs. The meatballs looks like a hamburger. The noodles taste soft and yummy. I want to try Mexico food one day.

Score Explanation: This response fulfills most of the requirements of the task by providing a title, the food's name, and detail about ingredients and taste. There are some errors here: capitalization (*Hamburger*), agreement (*meatballs looks*), use of a proper noun as an adjective (*Mexico food*). Also, the country of origin (Italy) of the meatball pasta is not mentioned, and some of the details are not relevant—the appearance of the meatballs is not important; the taste of the meatballs should be mentioned instead (*The meatballs taste like a hamburger.*)

[A Grade Answer]

Yummy Angel Hair

My favorite food is angel hair pasta. It is an Italian food. In Italian, angel hair pasta is called capellini.
Angel hair pasta is made with tomatoes, garlic, and olive oil. It tastes yummy with herbs and permesan cheese.
Angel hair pasta has a healthy taste. It is not sweet or spicy. I want to try Greek food one day.

Score Explanation: This response satisfies all the requirements of the writing task. It provides an interesting title and plenty of detail about ingredients and taste. It even provides the name of the food in Italian, going beyond the requirements of the writing task. There is only one spelling error (*permesan*). There are no grammatical or punctuation errors.

➤ **LESSON GOAL** Students will be able to write a recipe for their favorite food.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing food recipes. In the warm-up section, students preview and practice vocabulary and answer questions related to preparing and cooking food. Students learn to use verbs in the imperative form by matching them with pictures and writing sentences about making ice cream and sorbet. Students also learn how to use fractional numbers to describe quantities in a recipe. In the pre-writing section, students learn how to use the imperative form of verbs and fractions of numbers by completing fill-in-the-blank and matching exercises. Students practice their writing skills by identifying mistakes and rewriting sentences and by unscrambling sentences. In the drafting section, students brainstorm and write the key ingredients for the preparation of a sandwich, popcorn, and the food of their choice, then write the preparation instructions in a numbered sequence. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the imperative verb form, and the use of fractional numbers.

TEACHING NOTES

This unit teaches students how to write instructions for the preparation of their favorite food. The teacher can use this unit to introduce common ingredients used in food preparation as well as verbs associated with the processing of these ingredients. For example, the teacher can tell the students that verbs such as *boil*, *fry*, and *bake* can be used to describe how potatoes can be cooked.

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

Expository Writing

Writing Purpose		To write instructions for cooking a favorite recipe
Language Features		<ul style="list-style-type: none"> • Descriptive language and sequenced instructions • Use of verbs in the imperative form and fractional numbers
Framework		
Cooking instructions	How to make your favorite food	What ingredients do you need? What quantities do you need for each ingredient? What are the steps for preparing the food?
Details	Descriptive process writing	Ingredients, quantities used, and cooking instructions

WARM-UP (p. 16)

- 1) Have students open the Student Book to page 16. Read the title and the goal of Unit 2.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows a Mexican

WRITING FRAMEWORK FOR SENTENCE WRITING 1

dish.

3) Explain that in this unit students will learn how to talk about and describe their favorite food.

WRITING GUIDE (p. 16)

- 1) Explain to students that when they write a recipe, they must list the ingredients and give step-by-step instructions.
- 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.

- Boil the water.
- Add milk and enjoy!
- Chop the vegetables and mix them up.

WORDS TO KNOW (p. 17)

- 1) Focus students' attention on the verbs in the imperative form 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. add | 4. fry |
| 2. chop | 5. bake |
| 3. boil | 6. stir |

B. Fill in the verbs from the box above then write instructions in order.

1. Pour water into a large pot.
2. Boil the water on high heat.
3. Chop the vegetables with a sharp knife.
4. Add the vegetables to the boiling water.
5. Stir the soup with a wooden spoon.

READ (p. 18)

- 1) Have students read the example instructions for making ice cream.
- 2) Instruct students to provide details such as ingredients needed, the quantities of ingredients needed, and precise verbs in the imperative form when writing instructions for a recipe.

I Scream, You Scream

Let's make ice cream! It's easy to do. Here's what you need:

½ cup half-and-half	1 tablespoon sugar	¼ teaspoon vanilla extract
½ cup rock salt	3 cups ice	1 large plastic bag
½ small plastic bag		

1. Fill the big bag with ice. Add salt to it.
2. Put the smaller bag in the bag of ice.
3. Pour the half-and-half into the small bag.
4. Add the sugar and vanilla. Then mix the ingredients.
5. Close the small bag tight.
6. Shake the small bag in the ice.
7. Watch the ice cream chill in the ice water. Then enjoy!

UNDERSTAND (pp. 18-19)

- 1) Study the instructions about making ice cream.
- 2) Have students work in pairs to write the sentences and circle the ingredients.
- 3) Check answers as a class.

A. Complete the chart in order. Then circle the ingredients.

1. Fill the big bag with ice. Add salt to it.
2. Put the smaller bag in the bag of ice.
3. Pour the half-and-half into the small bag.
4. Add the sugar and vanilla. Then mix the ingredients.
5. Close the small bag tight.
6. Shake the small bag in the ice.
7. Watch the ice cream chill in the ice water. Then enjoy!

B. Rewrite the words from the recipe on page 18 to make something new.

Title	<i>My Sorbet</i>
Introduction	1. Let's make <u>sorbet</u> . 2. <u>It's easy to do</u> . 3. <u>Here's what you need</u> .
Ingredients	4. ½ cup <u>orange juice</u> 5. ½ <u>tablespoon sugar</u> 6. ¼ <u>teaspoon lemon juice</u> 7. <u>2/3 cup rock salt</u> 8. <u>3 cups ice</u> 9. <u>1 large plastic bag</u> 10. <u>1 small plastic bag</u>

Instructions	12. Fill the big <u>plastic</u> bag with ice. 13. <u>Add</u> salt to it. 14. Put the smaller <u>plastic</u> bag in the ice. 15. Pour the <u>orange juice</u> into the small bag. 16. Add the sugar and <u>lemon juice</u> . 17. <u>Then</u> mix the ingredients. 18. <u>Close</u> the small bag tight. 19. Shake the small plastic bag in the ice. 20. Watch the <u>sorbet</u> chill in the ice water. 21. Then enjoy!

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

LANGUAGE SKILLS (p. 20)

A. IMPERATIVES. *Circle the correct verb form and fill in the blank.*

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|---|--|
| 1) Before studying, go to p. 74. Present the grammar information on the use of the imperative form of verbs.
2) Have students work in pairs to complete the sentences by choosing the proper verb form.
3) Call on students to read sentences to the class. | 1. <u>Cut</u> the cheese.
2. <u>Chop</u> the tomatoes.
3. <u>Add</u> salt and pepper.
4. <u>Shake</u> the bag of popcorn. |
|---|--|

TIP (p. 12)

- 1) Explain to students that the negative of an imperative sentence is formed by starting with "Don't."
2) On the board or on the screen, show examples of negative sentences by adding "Don't" in front of the Exercise A sentences:
Cut the cheese. → **Don't** cut the cheese.

B. FRACTIONS OF NUMBERS. *Match the number phrases.*

- | | |
|---|---|
| 1) Explain to students that fractions are parts of a number. In recipes, they are used with measurement units, such as cups, teaspoons, or tablespoons.
2) Study the first example as a class. Explain the correct choice.
3) Have students work in pairs to choose the correct answers.
4) Call on students to share their answers. | 1. $\frac{1}{4}$ teaspoon → c. one-quarter teaspoon
2. $\frac{1}{2}$ tablespoon → b. one-half tablespoon
3. $\frac{3}{4}$ cup → d. three-quarters of a cup
4. $\frac{2}{3}$ cup → a. two-thirds of a cup |
|---|---|

Go back to page 18. Look at the recipe. How much salt do you need? Write the answer.

I need $\frac{1}{2}$ cup rock salt.

➤ **OBJECTIVE 2.** Learn how to write instruction sentences using the imperative form of the verb. (pp. 21–22)

WRITING SKILLS (p. 21)

- 1) Write a sentence on the board and have students read it out loud.
- 2) Point out the imperative form of the verb.

WRITING FRAMEWORK FOR SENTENCE WRITING 1

3) Have students work in groups to rewrite and unscramble the sentences in exercises A and B.

A. Underline the mistakes and rewrite them.

- 1) Study the first question as a class together.
- 2) Have students rewrite the other sentences.
- 3) Check the answers as a class.

1. Add the chocolate and vanilla.
2. Chop an onion and put it in the pan.
3. Pour the water into the pot.
4. Mix the vegetables with the sauce.

B. Use the given words to make complete sentences. Change the verb to the imperative form and write the numerals. (Don't forget to capitalize and add periods.)

- 1) Study the first sentence as a class together.
- 2) Have students unscramble the other sentences.
- 3) Check answers as a class.
- 4) Point out the need to use numerals for quantities.

1. Fry $\frac{3}{4}$ cup of vegetables.
2. Chop two tomatoes.
3. Boil 1 cup pasta.

BRAINSTORM (p. 22)

- 1) Have students brainstorm about the ingredients needed to make popcorn, sandwich, and a food of their choice.
- 2) Ask students to write down the ingredients in the table on page 22.
- 3) Tell students to choose one food and write down three instruction sentences on how to cook it.

A. Fill out some ingredients you need when you make (1) popcorn, (2) a sandwich, and (3) your own food choice. Answers will vary.

How to make a perfect ...		
Ingredients 1: popcorn	Ingredients 2: sandwich	Ingredients 3: ramen noodles
- corn	- bread	- ramen noodles
- oil	- ham	- boiled egg
- salt	- lettuce	- slice of cheese
- butter	- tomatoes	- water

B. Choose one food you want to cook and write the first three instructions. Answers will vary.

1. Boil the ramen noodles in water.
2. Add the boiled egg to the noodles.
3. Add the slice of cheese to the noodles.

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

[C Grade Answer]

How to make ham and cheese sandwich

<i>Ingredients</i>	<i>Instructions</i>
bread ham two cheese tomato letuce Mayo	1. Mayo put on bread 2. cuting ham 3. tomatoes cheese ham put on bread 4. eating and watching tv

Score Explanation: This response fulfills the requirements of the task by providing a title, ingredients, and limited detail about ingredients, and sequenced instructions. However, it receives a score of C because it contains spelling (*letuce*, *cuting*, *Mayo*) errors, no use of numerals (*two*) errors, capitalization (*Mayo*; no capitalization at the beginning of instructions), no imperative form of the verbs (*cutting*; *eating*; *put* incorrectly placed), and no detail about ingredients (for example, *slices* for bread, ham, and cheese; or the type of bread, ham, and cheese used, etc.) The first instruction is also out of sequence and two steps are missing (*Cut 2 slices of bread*; *Cut 2 slices of tomato*). The last instruction is not focused on the task.

[B Grade Answer]

How to make ramen noodles with cheese

<i>Ingredients</i>	<i>Instructions</i>
1 pack ramen 1 egg 1 slice cheese 1 egg water	1. Going grocery shopping. 2. Open ramen pak. 3. Boil water. 4. Add noodles and spices. 5. Mix egg. 6. Mix slice cheese. 7. enjoy!

Score Explanation: This response fulfills the requirements of the task by providing a title, ingredients, and limited detail about ingredients, and sequenced instructions. However, it receives a score of B because it contains two spelling (*pak*, *cheeze*) errors, a capitalization (*enjoy*) error, an incorrect use of imperative form of the verb (*Going*), little detail in instructions (for example, *Boil water in a pot*, *Add noodles and spices to boiling water*, Mix egg *with boiling noodles*, etc.) The first instruction is not focused on the task, and the last instruction (*Enjoy*) is vague and lacks detail.

How to make a cheese dog

<i>Ingredients</i>	<i>Instructions</i>
1 hot dog 1 hot dog bun 1 slice of cheese Mustard Mayonaise Sweet pickles	1. Boil water in a pot. 2. Put the hot dog in boiling water. 3. Let the hot dog boil for five minutes. 4. Put the hot dog on the bun. 5. Add the slice of cheese to the hot dog. 6. Add mustard and mayonnaise to the hot dog. 7. Enjoy the hot dog with sweet pickles.

Score Explanation: This response satisfies all the requirements of the writing task. It provides plenty of detail in the instructions and for the ingredients. There is only one capitalization error (*mayonaise*) and one case when a numeral is not used (*five minutes*). There are no grammatical or punctuation errors. The instructions are fully focused on the topic and logically organized.

➤ **LESSON GOAL** Students will be able to write about a special day.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about a special day such as a field trip. In the warm-up section, students preview and practice vocabulary and answer questions related to taking a trip. Students learn how to use sensory language to describe a past experience. In the pre-writing section, students learn how to use the simple past tense form of verbs and commas in numbers. Students practice their writing skills by correcting verb tense and comma mistakes and rewriting sentences. In the drafting section, students brainstorm sensory images and use them to write an email about a special day. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the past tense form of verbs, and the use of commas.

TEACHING NOTES

This unit teaches students how to write about a past experience. The teacher can use this unit to introduce verbs, nouns, and adjectives that describe a sensory experience when paired, such as: *touch the cold water, hear the loud birds, etc.*

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

Expository Writing

Writing Purpose		To write about a past experience
Language Features		<ul style="list-style-type: none"> • Descriptive sensory language • Use of verbs in the simple past tense
Framework		
A field trip	Descriptive writing related to the senses	What did you do? What did you see, hear, smell, touch, and taste? How was the trip?
Details	Sensory language	sight, touch, smell, taste, hearing

WARM-UP (p. 24)

- 1) Have students open the Student Book to page 24. Read the title and the goal of Unit 3.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows a family on a hike.
- 3) Explain that in this unit students will learn how to talk about a past trip.

WRITING GUIDE (p. 24)

- 1) Explain to students that when they write a past trip, they must use verbs in the past 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.

- I went to a park.
- I saw a bear.
- I hiked a mountain.

WORDS TO KNOW (p. 25)

- 1) Focus students' attention on the nouns in the table and the pictures below.
- 2) Tell students to match each noun 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. mountain | 5. wood |
| 2. waterfall | 6. waves |
| 3. sand | 7. rocks |
| 4. river | 8. shell |

B. Use the pictures from the sensory chart to complete the sentences.

- I went to the beach.
I saw a shell.
I smelled the wood.
I touched the sand.
I tasted the salt water.
I heard the waves.

READ (p. 26)

- 1) Have students read the example field trip story.
- 2) Instruct students to use detailed sensory language and simple past tense verbs when writing about a past field trip experience.

Field Trip!

Yesterday was so fun. My class went on a field trip. We went to Yosemite. Yosemite is a park. There is a big tree. It is 2,700 years old. We hiked in the forest. We smelled the fresh air. We saw a waterfall. We touched the water. It was cold. We also saw berries. I ate one. It was sweet. I heard my classmates laughing. Everyone had fun on the trip.

Check it

They went to Yosemite (Park).

UNDERSTAND (pp. 26-27)

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

A. Complete the chart.

Saw <u>a big tree</u>	Smelled <u>the fresh air</u>	Heard <u>the waterfall</u>
Touched <u>the water</u>	Tasted <u>berries</u>	

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

Title	<i>Field Trip</i>
Main Idea	<ol style="list-style-type: none">1. Yesterday was so fun.2. My <u>school</u> went on a field trip.3. We went to <u>Lake Tahoe</u>.4. <u>Lake Tahoe</u> is a <u>lake</u>.
Details	<ol style="list-style-type: none">5. There is a big tree.6. It is <u>1,300</u> years old.7. We hiked in the forest.8. We smelled <u>many trees</u>.9. We saw a waterfall.10. We touched the water.11. It was cold.12. We also saw <u>mushrooms</u>.13. I ate one.14. It was <u>savory</u>.15. I heard <u>everyone</u> laughing.16. Everyone had fun on the trip.

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

LANGUAGE SKILLS (p. 28)

A. SIMPLE PAST. Write the correct form of the simple past tense and complete the sentence.

- 1) Before studying, go to p. 75. Present the grammar information on the use of the simple past tense form of verbs.
 - 2) Have students work in pairs to complete the sentences by changing the verbs to the simple past tense form.
1. Yesterday, I crossed the bridge.
 2. They hiked the mountain.
 3. We walked along the street.
 4. People called them sequoias.

WRITING FRAMEWORK FOR SENTENCE WRITING 1

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

TIP (p. 28)

1) Explain to students that time sequence words that tell about the past (*yesterday, last week, etc.*) require verbs in the simple past form.

2) On the board or on the screen, show examples of time sequence words and verbs in the simple past:

Last night, me and my family went to a restaurant.

B. COMMAS. Correct the sentences using commas.

1) Explain to students that commas are used in numbers of four or more digits. The commas are placed after every three digits.

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. The river is 6,400 kilometers long.

2. The water moves at a rate of 567,811 liters per second.

3. There are about 4,280 trees in the forest.

4. The mountain is 4,113 meters tall.

Go back to page 26. Look at the story. How old is the big tree? Write the answer.

The big one is 2,700 years old.

➤ **OBJECTIVE 2.** Learn how to write sentences using the simple past tense form of the 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 past tense form of the verb.

3) Have students work in groups to rewrite the sentences in exercises A and B.

A. Rewrite the sentences using the simple past tense.

1) Study the first question as a class together.

2) Have students rewrite the other sentences.

3) Check the answers as a class.

1. My class enjoyed the field trip.

2. We hiked in the forest.

3. We liked the giant trees a lot.

4. We crossed a river.

B. Rewrite the sentences using commas. Use the simple past tense.

1) Study the first sentence as a class together.

2) Have students rewrite the other sentences.

3) Check answers as a class.

1. The forest was over 1,000 acres.

2. Mount Everest was about 8,848 meters.

3. There were over 3,500 leaves in this oak tree.

BRAINSTORM (p. 30)

1) Have students brainstorm about a special day they spent in nature.

2) Ask students to write down sentences with sensory language about their trip.

3) Tell students to write an email to a friend about a special day.

A. Think about a special day you spent in nature. Write a word under each sense to tell about that day.
Answers will vary.

See	Smell	Touch	Taste	Hear
Deer	Flower	Grass	Rain	Thunder

B. Ask a classmate about a special day. Write what your classmate says. Answers will vary.

Main Idea	I went to the mud flats.
Details: What you heard, smelled, touched, tasted, and heard	I saw small crabs. I smelled the ocean. I touched the mud. I tasted the rain. I heard the thunder.

FIRST DRAFT (p. 31)

A. Now write an email to a friend about a special day. Answers will vary.

[C Grade Answer]

Yesterday I play hiking. I saw jenny. I smelled air. I touched tree. I tasted hamberger. I heard bird.
 I want to go agein in future.

Score Explanation: This response receives a score of C because it is missing parts of the email (no *greeting* or *closing*) and does not stay focused on the topic (*saw jenny; tasted hamberger*). The response also contains a capitalization (*jenny*) error, does not use articles (*smelled air, touched tree, tasted hamberger, heard bird, in future*), has a missing comma (*Yesterday*), a verb tense error (*play*), and two spelling errors (*hamberger, agein*). More importantly, the response has a general lack of detail.

[B Grade Answer]

Hi Gina
 Yesterday, I took a trip with my class. We visited a temple. I saw mountains. I smelled the trees. I touch stone pegodas at the temple. I tasted the fresh water of a fountain. I heard birds singing in the forest.
 I wanted to visit the temple again. Please come with me next time!
 Sincerely
 Clara

Score Explanation: This is a complete response to the writing task. However, it receives a score of B because it contains two spelling mistakes (*pagoda*, *fontain*), two verb tense error (*touch*, *wanted*), two missing commas (Gina, *Sincerely*), and lacks detail in some parts (*I saw mountains; I smelled the trees*). There are no organization problems in this email.

[A Grade Answer]

Hi Eric,
Yesterday, I took a trip with my family. We visited a city on the coast. I saw the sea and a white sand beach. I smelled the alge on the beach. I touched the soft sand. I tasted the sea water on my hand. I heard the continuous sound of waves.
I want to walk on that beach with a friend. Please come with me next time!
Sincerely
Jenny

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 spelling error (*alge*) and a missing comma (*Sincerely*).

➤ **LESSON GOAL** Students will be able to write about a party.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about a party. In the warm-up section, students preview and practice vocabulary and answer questions related to parties. Students learn how to describe a party by answering the five W's questions. In the pre-writing section, students learn how to form the simple past tense of irregular verbs and use apostrophes in contractions. Students practice their writing skills by rewriting sentences using the simple past tense and contractions. In the drafting section, students brainstorm and write a diary entry about attending a birthday party. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the past tense form of irregular verbs, and the use of contractions.

TEACHING NOTES

This unit teaches students how to write about a party by answering the five W's questions: *when, where, who, why, and what*. The teacher can write these questions on the board or show them on the projector: *Where was the party?, Who was there?, etc.*

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

Expository Writing

Writing Purpose		To write about a party
Language Features		<ul style="list-style-type: none"> Detailed answers to the five W's questions Use of irregular verbs in the simple past tense
Framework		
A party	Descriptive writing related to a party event	When was the party? Where was the party? Why did the party happen? Who was there? What did you do?
Details	Event details	reason for party, time, location, people, activities, food

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 children at a birthday party.
- 3) Explain that in this unit students will learn how to talk about a party.

WRITING GUIDE (p. 32)

- 1) Explain to students that when they write about a party they attended, they must use verbs in the past 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.

- People can have a party to celebrate a birthday.
- People at a party can play games.
- People might eat cake.

WORDS TO KNOW (p. 33)

- 1) Focus students' attention on the nouns in the table and the pictures below. (Note that *barbecue* is the British spelling and *barbeque* is the American spelling of the word.)
- 2) Tell students to match each noun to the correct picture.
- 3) Encourage students to ask questions about vocabulary and content after filling in the five W's chart and writing sentences.

A. Look at the pictures. Complete the sentences with the correct words.

1. We played soccer.
2. We swam in the pool.
3. We played volleyball.
4. We had a barbecue.
5. We played basketball.

B. Complete the 5 W's chart and sentences.

When did it happen? What happened? Who was there? Where did it happen? Why did it happen?	<u>yesterday</u> <u>swam in the pool</u> <u>my friends</u> <u>at my home</u> <u>to celebrate</u>
It was my birthday <u>yesterday</u> . <u>My friends</u> were there <u>to celebrate</u> at my <u>home</u> . We <u>swam in the pool</u> . It was really fun!	

READ (p. 34)

- 1) Have students read the example reunion party story.
- 2) Instruct students to provide detailed answers to the five W questions and the simple past tense verbs when writing a story about a party they attended.

At the Reunion

September 2nd

We had a family reunion today. Our family likes to meet up every year. It was fun! My uncle's family came from Mexico. The party was at my home. I met my cousins. My cousin Rachel played basketball with me. My cousin Ray told me funny stories. But my aunt didn't come. Mom made burgers. They were delicious. I also cooked. Dad didn't help. He swam in the pool.

Check it

Mom made burgers.

A. Complete the five W's chart.

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

Answers for the 5 W's chart.

When did it happen?	It happened <u>today</u> .
Who was there?	There were <u>my mom, dad, uncle, and cousins</u> .
What happened?	My cousin Rachel <u>played basketball</u> with me. My aunt <u>didn't come</u> . Mom <u>made</u> burgers. Dad <u>swam</u> in the pool.
Where did it happen?	It happened <u>at my home</u> .
Why did it happen?	My family likes <u>to meet up every year</u> .

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

Title	<i>At the Reunion</i>
Introduction	<ol style="list-style-type: none"> 1. We had a family reunion <u>yesterday</u>. 2. Our family likes to meet up every year. 3. It was fun!
Body	<ol style="list-style-type: none"> 4. My uncle family came from <u>Italy</u>. 5. The party was at my home. 6. I met my cousins. 7. My cousin Rachel played <u>soccer</u> with me. 8. My cousin Ray told me funny <u>jokes</u>. 9. But my aunt didn't come. 10. Mom made <u>nachos</u>. 11. They were delicious. 12. I also <u>baked</u>.

Conclusion

13. Dad didn't help.
14. He swam in the pool.

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

LANGUAGE SKILLS (p. 36)**A. SIMPLE PAST.** Circle the correct form of the simple past tense and complete the sentence.

- 1) Before studying, go to p. 75. Present the grammar information on the use of the simple past tense form of irregular verbs.
 - 2) Have students work in pairs to complete the sentences by changing the verbs to the simple past tense form.
 - 3) Call on students to read sentences to the class.
1. I met my uncle yesterday.
 2. I swam in the swimming pool.
 3. My sister told me funny stories.
 4. We had burgers yesterday.

TIP (p. 36)

- 1) Explain to students that helping verbs can be shortened using an apostrophe (').
- 2) On the board or on the screen, show examples of contractions:
was + not = **wasn't**; were + not = **weren't**; did + not = **didn't**; could + not = **couldn't**

B. APOSTROPHES. Rewrite the sentences and add apostrophes where they belong.

- 1) Explain to students that apostrophes are used to shorten negative words.
 - 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. Rachel didn't cook.
 2. We didn't have a family reunion.
 3. My dad didn't play basketball.
 4. Ray didn't make burgers.

Go back to page 34. Look at the story. What did cousin Ray do? Write the answer.

Cousin Ray told me funny stories.

➤ **OBJECTIVE 2.** Learn how to write sentences using the simple past tense form of the verb and contractions (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 past tense form of the verb and the contraction.
- 3) Have students work in groups to rewrite the sentences in exercises A and B.

A. Rewrite the sentences using the simple past tense.

- 1) Study the first question as a class together.
- 2) Have students rewrite the other sentences.
- 3) Check the answers as a class.

1. I met my cousins.
2. We ate burgers and pie.
3. I made cookies with Rachel.
4. My cousins came from Mexico.

B. Rewrite the sentences using a contraction.

- | | |
|--|--|
| 1) Study the first sentence as a class together. | 1. I <u>didn't</u> play soccer. |
| 2) Have students rewrite the other sentences. | 2. This <u>wasn't</u> mom's apple pie. |
| 3) Check answers as a class. | 3. I <u>didn't</u> eat the burger. |

BRAINSTORM (p. 38)

- 1) Have students brainstorm about a party they recently went to or had.
- 2) Ask students to write down sentences providing detailed answers to the 5 W's sentences.
- 3) Tell students to write a diary entry about John's birthday party.

A. Complete the chart about a party you recently went to or had. Answers will vary.

What happened?	I went to a birthday party .
When did it happen?	It happened last Saturday .
Who was there?	My classmates were there.
Where did it happen?	It happened at my classmate's home .
Why did it happen?	Because my classmate invited me.

B. Work with a partner. Both describe the party you were at. Write down what your classmate says. Answers will vary.

Party (what)	I went to a graduation party .		
When	Who	Where	Why
It happened on the last day of classes .	All my middle school friends were there.	It happened at our middle school .	Because all the students wanted a party.

A. Now write a diary entry about John's birthday party. Answers will vary.

[C Grade Answer]

I went to john's birth day party.
It happened today. John's dogs are cute. We eated ice creem cake.
I have fun.

Score Explanation: This response receives a score of C because it is missing parts of the diary entry (no *date*; no answer to *why* and *who*, and *where*) and does not stay focused on the topic (*John's dogs are cute*). The response also contains a capitalization (*john*) error, two verb tense errors (*eated*, *have*), and two spelling errors (*birth day*, *creem*). More importantly, the response has a general lack of detail.

[B Grade Answer]

August 15

I went to John's birthday party.
It happened last sunday. John's classmates are there. The party was at John's house. We ate pizza and browny cake. My friend sent me a text massage.
I had so much fun.

Score Explanation: This response receives a score of B because it misses a parts of the diary entry (no answer to *why*) and does not stay focused on the topic (*My friend sent me a text massage*). The response also contains a capitalization (*sunday*) error, a verb tense error (*are*), and two spelling errors (*browny*, *massage*). There isn't too much detail in this response.

[A Grade Answer]

August 15

I went to John's birthday party.
It happened two days ago. The party was at John's apartment. John's cousins and friends were there. John always invites me to his parties. We ate chinese food and cake. We then played video games and watched movie. John received many gifts. John's parents gave him an electric scooter. I gave him a comic book. He said he really liked my gift.
I had the best time at John's party.

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 a missing article (*watched movie*) and just one spelling error (*alge*) and a capitalization error (*chinese*).

➤ **LESSON GOAL** Students will be able to write about protecting the Earth.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about protecting the Earth. In the warm-up section, students preview and practice vocabulary and answer questions related to recycling. In the pre-writing section, students learn how to use the modal *cannot* and write its contraction correctly. Students practice their writing skills by rewriting sentences using the modal verbs *can* and *cannot* and contractions. In the drafting section, students brainstorm about recycling and write a poster for Earth Day. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the use of the modal verbs *can* and *cannot*, and the use of contractions.

TEACHING NOTES

This unit teaches students how to write about recycling. The teacher can write different types of recycled materials on the board or show them on the projector. These can be paired with a noun object: *plastic cups*, *paper books*, *glass bottles*, etc.

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

Expository Writing

Writing Purpose		To write about recycling
Language Features		<ul style="list-style-type: none"> • Use of modal verbs <i>can</i> and <i>cannot</i> • Use of apostrophes in contractions
Framework		
Earth Day	Descriptive writing related to a recycling poster	What can you recycle? What can you clean? What can you stop using? What else can you do?
Details	Poster details	things to recycle, things not to use, ways to clean

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 Earth held in someone's hands.
- 3) Explain that in this unit students will learn how to talk about recycling to protect the Earth.

WRITING GUIDE (p. 40)

- 1) Explain to students that when they write about recycling, they can use modal verbs such as *can* and *cannot*.
- 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.

- To keep the Earth clean, I put the trash where it belongs.
- I can plant a tree to keep the air clean.
- I can recycle cans and bottles.

WORDS TO KNOW (p. 41)

- 1) Focus students' attention on the pictures and the trash bins below. (Note that in American English the *trash bin* is called *trash can*)
- 2) Tell students to match each picture to the correct bin. Ask them to write in the names of the bins.
- 3) Encourage students to ask questions about vocabulary and content after filling in the chart and sentences about recycling.

A. Draw a line from the picture to the bin where it belongs and complete the words.

1. plastic (bottle)
2. paper (box, bag)
3. food (apple, banana)
4. glass (glass pieces)

B. Complete the chart and sentences.

- I can recycle to protect the Earth.
I can recycle paper.
I can recycle metal.
I can recycle glass.
I can recycle plastic.

READ (p. 42)

- 1) Have students read the example recycling story.
- 2) Instruct students to provide an answer about recycling by writing a main idea, details, and a closing.

You Can Recycle It!

Let's save the Earth together. Everyone can help. It's easy. Let's start by cleaning the house. Mom! Don't throw away that can. You can recycle it. Dad! Don't throw away that box. You can recycle it. Sister! Don't throw away that bottle. You can recycle it! Now the house is clean. We'll make the Earth clean! Good job, everyone!

Check it

Dad throws away that box.

UNDERSTAND (pp. 42-43)

A. Complete the chart.

- 1) Study the story about recycling.
- 2) Have students work in pairs to complete the

WRITING FRAMEWORK FOR SENTENCE WRITING 1

chart with the missing details.
3) Check answers as a class.

Main Idea	You can recycle it!	
Detail 1	Detail 1	Detail 3
Mom can recycle the can .	Dad can recycle the box .	Sister can recycle the bottle .
Closing	We'll make the Earth clean !	

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

Title	<i>You Can Recycle It!</i>
Introduction	1. Let's save the Earth together. 2. <u>Anyone</u> can help. 3. It's <u>simple</u> . 4. Let's start by cleaning the <u>park</u> .
Body	5. <u>Jill</u> ! 6. Don't throw away that can. 7. You can recycle it. 8. <u>Ben</u> ! 9. Don't throw away that box. 10. You can recycle it. 11. <u>Lisa</u> ! 12. Don't throw away that bottle. 13. You can recycle it.
Conclusion	14. Now the <u>park</u> is clean. 15. We'll make the Earth clean! 16. Good job, everyone!

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

LANGUAGE SKILLS (p. 44)

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

A. CAN and CANNOT. Write the word CAN or CANNOT to complete each sentence.

1. Mila cannot recycle her banana peel.
2. I cannot go to school because I'm sick.
3. We cannot go to the beach today because it's raining.
4. Jeremy cannot cook by himself, he can only cook with his mom.

TIP (p. 44)

- 1) Explain to students that the modal verb *cannot* is written as a single word.
- 2) On the board or on the screen, show examples of using the modal verb *cannot*:
cannot swim; cannot run, etc.

B. APOSTROPHES. Rewrite the sentences using the correct contraction for CANNOT.

- 1) Explain to students that apostrophes are used to make a contraction for *cannot*.
 - 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. We can't recycle boxes with food in them.
 2. We can't recycle water easily. We should not waste it!
 3. I can't wait for Earth Day!
 4. They can't wash them at the recycling center.

Go back to page 42. Look at the story. What did he tell his sister to do? Write the answer.

Don't throw away that bottle.

➤ **OBJECTIVE 2.** Learn how to write sentences using the modal verbs *can* and *cannot* and contractions. (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 modal verb and the contraction.
- 3) Have students work in groups to rewrite the sentences in exercises A and B.

A. Rewrite each sentence. Replace CAN with CANNOT, and CANNOT with CAN.

- 1) Study the first question as a class together.
 - 2) Have students rewrite the other sentences.
 - 3) Check the answers as a class.
1. I can recycle plastic.
 2. We can't recycle air. Let's keep the air clean.
 3. We can't recycle water easily. Let's use less water.
 4. We can't recycle the Earth, but we can protect it.

TIP (p. 45)

- 1) Explain to students how to use *let's* to encourage others to take an action.
- 2) On the board or on the screen, show examples of using *let's* as a call to action:
Let's clean the room; Let's pick up the trash, etc.

B. Unscramble. Use the correct contraction. (Don't forget to capitalize and add periods.)

- 1) Study the first sentence as a class together.
 - 2) Have students rewrite the other sentences.
 - 3) Check answers as a class.
1. I can't recycle this trash.
 2. We can't fit more recycling in the bin.
 3. Sea turtles can't survive in the dirty ocean.

BRAINSTORM (p. 46)

- 1) Have students brainstorm about things that can be recycled.
- 2) Ask students to write down the things that can be recycled in the chart.
- 3) Tell students to write a poster about recycling for Earth Day.

A. Look at the picture. Circle and list four things that can be recycled. Draw an X on the things that can't be recycled. Answers will vary.

Can be recycled	paper	plastic bag	can	box
Can't be recycled	pepper	bones	egg shells	mouse

B. Fill out the chart about recycling. Answers will vary.

Main idea	You can recycle it!		
Detail 1	Detail 2	Detail 3	
I can recycle a phone .	I can recycle a bicycle .	I cannot recycle salad .	
Detail 1	Detail 2	Detail 3	
I can recycle a cup .	I can recycle a shirt .	I cannot recycle bread .	

FIRST DRAFT (p. 47)

A. Now write a poster about recycling for Earth Day. Answers will vary.

[C Grade Answer]

Happy Earth Day!

*Today we can have fun. Please come
We can recycle botles and cans. We can remove garbage. We can plan a tree
Let's helps together*

Score Explanation: This response receives a score of C because it is missing the main idea, parts are irrelevant (*Today we have fun; Please come*) and lacks detail. The response also contains an agreement error (*helps*), two spelling errors (*botles, plan*), and three punctuation errors (missing periods after *come* and *tree*; missing exclamation mark in the last line).

[B Grade Answer]

Happy Earth Day

Today we celebrate Earth Day. Please help.

We can recicle plastic, boxes, bottles, and cans. We can pick up gabage from parks and streets. We can plant a trees.

Lets all help

Score Explanation: This response receives a score of B because the main idea is vague (*Please help*) and does not provide any detail about the things that should not be done. The response also contains an apostrophe (*Lets*) error, an agreement error (*plant a trees*), two spelling errors (*recicle*, *gabage*), and two punctuation errors (missing exclamation marks in the title and last line).

[A Grade Answer]

Happy Earth Day!

Today we celebrate Earth day. Please, let's take good care of our planet together.

We can recycle plastic, boxes, bottles, cans, and clothes. We can pick up garbage from parks and streets. And we can stop buying things we don't need. We can all plant tree.

And we can stop using paper cups.

Let's take care of nature! Let's save the Earth! We can all help!

Score Explanation: This response satisfies all the requirements of the writing task. The poster has a complete main idea sentence. It provides plenty of detail in each sentence and every detail is relevant to the topic. The conclusion also has call-to-action sentences. There is a missing article (*plant tree*) and a capitalization error (*day*).

➤ **LESSON GOAL** Students will be able to write about doing house chores.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about doing house chores. In the warm-up section, students preview and practice vocabulary and answer questions related to house chores. In the pre-writing section, students learn how to use gerunds and plural nouns correctly. Students practice their writing skills by rewriting sentences using gerunds and plural nouns. In the drafting section, students brainstorm about chores they like and don't like to do at home and write about them. In the revising and proofreading section, students are asked to pay particular attention to the gerund form of verbs, the plural form of nouns, and spelling.

TEACHING NOTES

This unit teaches students how to write about house chores. The teacher can write different types of house chores on the board or show them on the projector, such as: *cleaning the room*, *doing the laundry*, etc.

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

Expository Writing

Writing Purpose		To write about house chores
Language Features		<ul style="list-style-type: none"> • Use of gerunds • Use of plural nouns
Framework		
Do the Chores	Descriptive writing related to house chores	What chores must be done? Which chores do you like doing? Which chores do you hate doing?
Details	House chores	things to clean, things to organize, 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 a boy washing dishes.
- 3) Explain that in this unit students will learn how to talk about doing house chores.

WRITING GUIDE (p. 48)

- 1) Explain to students that when they write about house chores, they can use the gerund form of verbs and plural nouns.
- 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 can do the dishes.
- I can wipe the floor.
- I can mop the floor.

WORDS TO KNOW (p. 49)

- 1) Focus students' attention on the pictures and the house chores written in the boxes.
- 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 doing house chores.

A. Look at the pictures. Draw a line to match each picture.

cook	(4 th picture)	mop	(6 th picture)
wash clothes	(1 st picture)	wash dishes	(5 th picture)
vacuum	(3 rd picture)	clean	(8 th picture)
iron	(2 nd picture)	water a plant	(7 th picture)

B. Complete the chart and sentences. Answers may vary.

Main Idea	Let's do the chores!
Detail: I like	Detail: I don't like
cooking	vacuuming
mopping	cleaning
Let's do the chores!	
I like cooking	I don't like vacuuming.
I like cleaning.	I don't like mopping.

READ (p. 50)

- 1) Have students read the example house chores story.
- 2) Instruct students to provide an answer about home chores by writing a main idea, details, and a conclusion.

Let's Do the Chores!

My family is cleaning the house. Everyone has a chore to do. My brother dusts the house. I don't like dusting the house. My dad takes out the trash. I don't like taking out the trash. My mom does the dishes. I don't like doing the dishes. I like cleaning the yard. I like raking the leaves.

Check it

They are doing chores.

UNDERSTAND (pp. 50-51)

- 1) Study the story about house chores.
- 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	My family is cleaning the house.
Detail: I like	Detail: I don't like
cleaning the yard	dusting the house
raking the leaves	taking out the trash
	doing the dishes

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

Title	<i>Let's Do the Chores!</i>
Introduction	1. My family is cleaning the house. 2. Everyone has a <u>job</u> to do.
Body	3. My brother <u>vacuums</u> the house. 4. I don't like <u>vacuuming</u> the house. 5. My dad <u>collects</u> the trash. 6. I don't like <u>collecting</u> the trash. 7. My mom <u>washes</u> the dishes. 8. I don't like <u>washing</u> the dishes.
Conclusion	9. I like cleaning the yard. 10. I like <u>mowing the lawn</u> .

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

LANGUAGE SKILLS (p. 52)

A. GERUNDS. Circle the correct words and complete the sentences.

- 1) Before studying, go to p. 76. Present the grammar information on the use of gerunds.
 - 2) Have students work in pairs to complete the sentences by choosing the correct form of the gerund.
 - 3) Call on students to read sentences to the class.
1. I don't like vacuuming.
 2. I don't mind washing dad's car.
 3. I love feeding our family pets.
 4. I hate dusting the furniture.

B. SPELLING. Circle the correct words.

- 1) Explain to students how the plural of nouns is formed.
- 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. I washed one dish. Mom washed many dishes.
2. I cleaned the knife. Mom cleaned many knives.
3. Dad cleaned up the leaves.
4. We threw away the rotten tomatoes.

Go back to page 50. Look at the story. What do you like doing? Write the answer.

I like cleaning the yard. I like raking the leaves.

➤ **OBJECTIVE 2.** Learn how to write sentences using the gerund form of verbs. (p. 53)

WRITING SKILLS (p. 53)

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

A. Circle the correct words and rewrite the sentences.

- 1) Study the first question as a class together.
- 2) Have students rewrite the other sentences.
- 3) Check the answers as a class.

1. We don't like washing the clothes.
2. Jenny and Jacob don't mind raking the leaves into a big pile.
3. Surprisingly, Brian loves cleaning the sink and the tub.
4. Mom doesn't enjoy washing the dishes, but she does it anyway.

B. Use the given words to make complete sentences with gerunds. (Don't forget to capitalize and add periods.)

- 1) Study the first sentence as a class together.
- 2) Have students rewrite the other sentences.
- 3) Check answers as a class.

1. Mom likes vacuuming and the kids like putting away the toys.
2. The boy loves washing the dishes.
3. The boy enjoys raking the leaves.

BRAINSTORM (p. 54)

- 1) Have students brainstorm about house chores.
- 2) Ask students to write down the house chores they like and don't like in the chart.
- 3) Tell students to write about doing house chores.

A. Look at the picture. Match each word to a picture of something you do as a chore.

- | | |
|--|---|
| a. raking the leaves (6 th picture) | d. vacuuming (5 th picture) |
| b. sweeping (3 rd picture) | e. washing dishes (4 th picture) |
| c. mopping (1 st picture) | f. taking out the trash (2 nd picture) |

B. Fill out the chart describing chores you like and do't like. Answers will vary.

Main idea:	Doing Chores
Details: I like	Details: I don't like.
folding the clean clothes	cleaning the room
mopping the floor	taking out the trash

FIRST DRAFT (p. 55)

A. Now write a story about doing house chores. Answers will vary.

[C Grade Answer]

*we are doing chors today.
Jinny take out the trash. mom mops the floor. dad cleans the yard. I do landry. I also like clean my room.*

Score Explanation: This response receives a score of C because it lacks a title and conclusion, verbs are used incorrectly in the simple present tense, it does not provide any detail about chores that are disliked and very little detail about chores that are liked. The response also contains a gerund errors (*like clean*), two spelling errors (*chors*, *landry*), and capitalization errors (*we*, *mom*, *dad*).

[B Grade Answer]

House Chores

*We are doing chores today. We are happy on the weekend.
My sister Ann likes take out the trash. Mom is cleaning the kichen. Dad is cleaning the living room. I like cleaning my room. I also like mow the laun.*

Score Explanation: This response receives a score of B because some details are irrelevant (*We are happy on the weekend*) and does not provide any detail about chores that are disliked and it provides no conclusion. The response also contains two gerund errors (*likes take*; *like mow*) and two spelling errors (*kichen*, *laun*).

[A Grade Answer]

Family Chores Day

*We are doing our family chores today. We are all cleaning our house together.
My brother Joey likes sweeping and mopping the floor. I don't like cleaning the floor. Mom is doing the laundry. I don't like doing the laundry. Dad is cleaning the garage. I don't like cleaning the garage. I like cleaning my room. I also like dusting the furniture.
After we clean we go hiking together. But we must finish cleaning first.*

Score Explanation: This response satisfies all the requirements of the writing task. The story has a complete main idea sentence. It provides plenty of detail in each sentence and every detail is relevant to the topic. The story also has a conclusion. There is only a missing comma in this story (*After we clean*).

➤ **LESSON GOAL** Students will be able to write about the weather.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about the weather. In the warm-up section, students preview and practice vocabulary and answer questions related to weather conditions. In the pre-writing section, students learn how to use the simple future tense and quotation marks. Students practice their writing skills by rewriting sentences using the simple future tense and quotation marks. In the drafting section, students brainstorm about recent weather conditions and write a diary entry about weather conditions in the place where they live. In the revising and proofreading section, students are asked to pay particular attention to the simple future form of verbs, the use of quotation marks, and spelling.

TEACHING NOTES

This unit teaches students how to write about weather conditions. The teacher can write different adjectives that describe weather conditions on the board or show them on the projector, such as *cloudy, snowy, hot, cold*, etc. These can be paired with nouns such as: *skies, weather, day*, etc.

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

Expository Writing

Writing Purpose		To write about the weather
Language Features		<ul style="list-style-type: none"> • Use of simple future tense • Use of quotation marks
Framework		
What's the Weather Like	Descriptive writing related to weather conditions	How was the weather yesterday? How is the weather right now? How will the weather be tomorrow?
Details	Weather conditions	temperature, wind conditions, sky conditions, 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 a girl holding an umbrella.
- 3) Explain that in this unit students will learn how to talk about the weather.

WRITING GUIDE (p. 56)

- 1) Explain to students that when they write about the weather, they can use the simple future form of verbs and quotation marks.
- 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.

- It was cloudy.
- It is sunny.
- I will be cold.

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 weather conditions.

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

- | | |
|-----------|----------|
| 1. cloudy | 5. cold |
| 2. rainy | 6. hot |
| 3. sunny | 7. windy |
| 4. snowy | 8. humid |

B. Complete the chart and sentences.

Yesterday was humid and hot.

Today is rainy and cold.

Tomorrow will be windy and cold.

READ (p. 58)

- 1) Have students read the example weather story.
- 2) Instruct students to provide an answer about weather conditions by writing a main idea, details, and a conclusion.

What's the Weather Like?

I'm on vacation! My family is in California. The weather here is strange. It keeps changing! It was windy yesterday. It was foggy this morning. It was warm in the day. Now it's cold at night. What will the weather be like tomorrow? Let's listen to the radio.

"It will be rainy tomorrow."

Rain? The weather here is so strange. I hope it will be sunny later this week. I want to watch a soccer match.

Check it

It will be rainy.

UNDERSTAND (pp. 58-59)

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

WRITING FRAMEWORK FOR SENTENCE WRITING 1

A. Complete the chart and the sentences.

The weather here is strange.

It was windy yesterday.

It was foggy this morning.

It was warm in the day.

It's cold at night.

It will be rainy tomorrow.

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

Title	<i>What's the Weather Like?</i>
Introduction	1. I'm on vacation! 2. My family is in <u>New York</u> . 3. The weather here is <u>great</u> .
Body	4. It keeps changing! 5. It was <u>sunny</u> yesterday. 6. It was <u>windy</u> this morning. 7. It was warm in the day. 8. Now it's <u>very</u> cold at night. 9. What will the weather be like tomorrow? 10. Let's listen to the radio. 11. "It will be <u>snowy</u> tomorrow." 12. <u>Snow</u> ? 13. The weather here is <u>very</u> strange.
Conclusion	14. I hope it will be sunny <u>again</u> later this week. 15. I want to watch a soccer match.

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

LANGUAGE SKILLS (p. 60)

A. SIMPLE FUTURE. Underline the mistakes and correct them.

1) Before studying, go to p. 77. Present the grammar information on the use of simple future and empty *it*.

2) Have students work in pairs to underline the mistakes and correct them.

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

1. will is → will be

2. will are → will be

3. will being → will be

4. will was → will be

TIP (p. 60)

1) Explain to students that time words should be used to give more information about what will happen.

2) On the board or on the screen, show examples of time words:

tomorrow, next Friday, in two days, etc.

B. QUOTATION MARKS. Add the quotation marks in the correct place.

- | | |
|--|---|
| <ol style="list-style-type: none">1) Explain to students how to use quotation marks.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. | <ol style="list-style-type: none">1. "It will be windy tomorrow," the radio announcer said.2. "It was rainy in Hanoi this morning," my friend reported in an email.3. "It is very cold now," I said to my grandfather on the phone.4. "It will be a wet summer," the weather forecast announced. |
|--|---|

Go back to page 58. Look at the story. Write the weather forecast for tomorrow.

It will be rainy tomorrow.

➤ **OBJECTIVE 2.** Learn how to write sentences using the correct form of 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 correct form of the verb.
- 3) Have students work in groups to rewrite the sentences in exercises A and B.

A. Circle the correct form of the verb and add quotation marks where necessary.

- | | |
|---|--|
| <ol style="list-style-type: none">1) Study the first question as a class together.2) Have students rewrite the other sentences.3) Check the answers as a class. | <ol style="list-style-type: none">1. "It was snowy last week," said Maria.2. The forecast says that Sunday <u>will be</u> windy.3. It <u>will be</u> stormy tomorrow morning.4. "<u>You can't go outside because it is rainy right now</u>," my mom said. |
|---|--|

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

- | | |
|---|---|
| <ol style="list-style-type: none">1) Study the first sentence as a class together.2) Have students rewrite the other sentences.3) Check answers as a class. | <ol style="list-style-type: none">1. "It will be cold and snowy," said Hasan.2. Yesterday was cloudy all day.3. "It will not be humid tomorrow," said Elaida. |
|---|---|

BRAINSTORM (p. 62)

- 1) Have students brainstorm about weather conditions.
- 2) Ask students to write down the weather conditions for yesterday, today, and tomorrow.
- 3) Tell students to write sentences about the weather.

A. Complete the chart. Answers will vary.

Yesterday	Today	Tomorrow
Weather	Weather	Weather
snowy	rainy	sunny
Temperature	Temperature	Temperature
freezing	cold	warm

WRITING FRAMEWORK FOR SENTENCE WRITING 1

B. Write sentences describing the weather. Tell your partner. Write down what your partner says. Answers will vary.

Yesterday was snowy and freezing.

Today is rainy and cold.

Tomorrow will be sunny and warm.

FIRST DRAFT (p. 63)

A. Now write a diary entry about the weather. Answers will vary.

[C Grade Answer]

Dear Diary,

The weather is nice

It was cold yesterday. This morning is cold

"It will be cold tomorrow

Score Explanation: This response receives a score of C because it lacks a conclusion and most of the opening. There is very little detail overall in the response, and some detail is contradictory (*nice weather* vs. *cold weather*). There are also quotation marks and periods missing (*nice; cold; tomorrow*) and two spelling errors (*tomorrow, yesterday*).

[B Grade Answer]

Dear Diary,

My family moved to Sidney.

It was sunny yesterday. This morning is sunny again. It was sunny in the day. Now it's sunny again. What will the weather be like tomorrow? Let's check the forecast.

It is sunny tomorrow.

Great!

Score Explanation: This response receives a score of B because it has an incomplete opening and conclusion. The response also contains no quotation marks for the forecast, has a verb tense error (*it is sunny tomorrow*), and two spelling errors (*Sidney, forecast*).

[A Grade Answer]

Dear Diary,

My family moved from Seoul to Manila. The weather here always changes.

It was sunny yesterday. But this morning it is cloudy. It was rainy in the day. Now it's sunny again. What will the weather be like tomorrow? Let's check the forecast.

"It will be cloudy and sunny tomorrow."

Oh no! Rain and sun again. I have to get used to this weather.

Score Explanation: This response satisfies all the requirements of the writing task. The story has a complete main idea sentence. It provides plenty of detail in each sentence and every detail is relevant to the topic. The story also has a conclusion. There is only a verb tense error (*it is cloudy*) and spelling error in this story (*tommorrow x 2*).

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

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about a family vacation. In the warm-up section, students preview and practice vocabulary about things to do during a trip. In the pre-writing section, students learn how to use the simple future tense and the *be going to* form of verbs. Students practice their writing skills by rewriting sentences using the simple future tense and the correct *ing* form of verbs. In the drafting section, students brainstorm about their next family vacation and write a plan about it. In the revising and proofreading section, students are asked to pay particular attention to the simple future form of verbs, the use of the *ing* form of verbs, and spelling.

TEACHING NOTES

This unit teaches students how to write about a family vacation. The teacher can write on the board or show on the projector different activities that can be done while on vacation. These can be *fishing, hiking, etc.*, and can be paired with nouns and prepositions: *fishing on a lake, hiking in a forest, etc.*

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

Expository Writing

Writing Purpose		To write about a family vacation
Language Features		<ul style="list-style-type: none"> • Use of simple future tense • Use of the <i>ing</i> form of verbs
Framework		
My Family Vacation	Descriptive writing related to a family trip	Where will you go? What will you do there? When will you go on vacation?
Details	Activities, places	swimming, snorkeling, hiking; the beach, a forest, 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 family leaving on a trip.
- 3) Explain that in this unit students will learn how to talk about a family vacation.

WRITING GUIDE (p. 56)

- 1) Explain to students that when they write about a family vacation, they can use the simple future form of verbs and the *be going to* 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.

- I go to the beach.
- I swim.
- I will go in summer.

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 planning a vacation.

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

- | | |
|---------------|--------------|
| 1. eating | 6. coking |
| 2. planting | 7. fishing |
| 3. snorkeling | 8. raking |
| 4. camping | 9. swimming |
| 5. skating | 10. canoeing |

B. Complete the chart and sentences.

My family is planning a vacation.
We will go to a beach. We will go surfing.
We will build a sandcastle. We will go swimming.

READ (p. 66)

- 1) Have students read the example vacation stories.
- 2) Instruct students to provide an answer about planning a vacation by writing a main idea, details, and a conclusion.

Vacation Plans	
<p>Ben</p> <p>My family is planning a summer vacation. We will go to Hawaii. We will go to the beach. My sister will go surfing. My dad will make a sandcastle. My mom will go swimming. I'm going to go snorkeling.</p>	<p>Elisabeth</p> <p>That's great! My family is planning a spring vacation. We will go camping. We also have many plans. My brother will build a fire. My mother will cook pancakes. My father will build a tent. I'm going to go canoeing!</p>

Check it

She is traveling in the spring.

UNDERSTAND (pp. 66-67)

- 1) Study the stories about Ben's vacation plans.
- 2) Have students work in pairs to complete the chart with the missing details.
- 3) Check answers as a class.

A. Complete the chart about Ben.

Main Idea	My family is planning a summer vacation.		
Detail 1	Detail 2	Detail 3	Detail 4
We will go to Hawaii .	We will go to the beach .	My dad will make a sandcastle .	I will go swimming and snorkeling .

B. Rewrite the sentences from Elisabeth's message on page 66.

Title	<i>Vacation Plans</i>
Introduction	1. That's <u>really</u> great! 2. My family is planning a <u>summer</u> vacation. 3. We will go camping.
Body	4. We also have many <u>fun</u> plans. 5. My brother will <u>go for a walk</u> . 6. My mother will cook <u>kebabs</u> . 7. My father will build a tent.
Conclusion	8. I'm going to go fishing.

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

LANGUAGE SKILLS (p. 68)

A. SIMPLE FUTURE *Circle the correct words.*

- 1) Before studying, go to p. 77. Present the grammar information on the use of simple future and *be going to*.
 - 2) Have students work in pairs to underline the mistakes and correct them.
 - 3) Call on students to read sentences to the class.
1. Kate is going to cook dinner in the kitchen.
 2. I am going to eat ice cream.
 3. My sister will make a snowman.
 4. David and I will go sledding.

B. SPELLING WITH ING Add -ing at the end of the given words.

- | | |
|---|--|
| <ol style="list-style-type: none">1) Explain to students how to spell by adding <i>ing</i>.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. | <ol style="list-style-type: none">1. My brother will go <u>canoeing</u>.2. <u>Surfing</u> is my favorite sport.3. My father will go <u>snorkeling</u>.4. <u>Camping</u> is fun. |
|---|--|

Go back to page 66. Look at the messages. What will Ben's dad make?

He will make a sandcastle.

➤ **OBJECTIVE 2.** Learn how to write sentences using the correct form of verbs. (p. 69)

WRITING SKILLS (p. 69)

- 1) Write a sentence on the board and have students read it out loud.
- 2) Point out the correct form of the verb.
- 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">1) Study the first question as a class together.2) Have students unscramble the other sentences.3) Check the answers as a class. | <ol style="list-style-type: none">1. He will go on vacation.2. My mother and sister are going to pick apples from the tree.3. I will plant flowers in the garden.4. My dad and I will rake leaves into a bag. |
|--|--|

B. Use the given words to make complete sentences with -ing. (Don't forget to capitalize and add quotation marks and periods.)

- | | |
|--|---|
| <ol style="list-style-type: none">1) Study the first sentence as a class together.2) Have students unscramble the other sentences.3) Check answers as a class. | <ol style="list-style-type: none">1. Jack will <u>go swimming</u>.2. Lisa <u>likes skating</u>.3. Sam and Ted will <u>go camping</u>. |
|--|---|

BRAINSTORM (p. 70)

- 1) Have students brainstorm about activities they can do during a family vacation.
- 2) Ask students to write down these activities in the chart.
- 3) Tell students to also write sentences about the main idea and the location of the vacation.

A. List some activities you can do when you and your family travel on vacation. Answers will vary.

go swimming	go hiking
go snorkeling	go camping
go canoeing	go fishing
go sailing	go paragliding
go scuba diving	go climbing

B. Fill out the chart describing your next family vacation. Answers will vary.

Main Idea	My family is planning a winter vacation.		
Place	We will go to the Yellowstone National Park.		
Detail 1	Detail 2	Detail 3	Detail 4
My brother will go hiking.	My mother will go climbing.	My father will go paragliding.	I will go fishing.

FIRST DRAFT (p. 71)

A. Now write a story entry about your next family vacation. Answers will vary.

[C Grade Answer]

My Family Vacation

My family plans a vacation.

We will go tomorrow.

My brother will go mountain. My Dad will go lake. My Mom will go shopping. I will go swim.

I'm happy.

I hope I go

Score Explanation: This response receives a score of C because it lacks many details in all parts of the story. Some detail is irrelevant (*We will go tomorrow; I'm happy*). Also, there are multiple errors throughout this story (verb tense, capitalization, punctuation).

[B Grade Answer]

My Family Vacation

My family is planning a vacation.

We will go together.

My brother will go hiking. My Dad will go skiing. My Mom will go sledding. I will go fishing.

I'm will tell all my friends about it.

I hope it is lots of fun!

Score Explanation: This response receives a score of B because the details are missing from the main idea (time and place of the vacation) and from the activity sentences. The second to last sentence is also irrelevant. The response also contains two verb tense errors (*I'm will tell; I hope it is*) and two capitalization errors (*Dad, Mom*).

My Family Vacation

My family is planning a winter vacation.

We will go to a ski resort in the mountains.

My brother and I will go snowboarding. My dad will go skiing. My sister and Mom will go sledding. All of us will have a pizza party in the evening.

I'm going to bringing a camera and take many pictures.

I hope it will be lots of fun

Score Explanation: This response satisfies all the requirements of the writing task. The story has a complete main idea sentence. It provides plenty of detail in each sentence and every detail is relevant to the topic. The story also has a conclusion. There is only a verb tense error (*going to bringing*) and a punctuation error (*lots of fun*) in this story.