



Writing Framework for Essay Writing

Book 1 Teacher's Guide

Written by: Sam Robinson

A Fight with My Friend

➤ **LESSON GOAL** Students will be able to write about a time they fought with a friend.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about a fight with a friend. In the warm-up section, students preview and practice vocabulary and answer questions related to a fight with a friend in the past. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use direct/indirect objects and the use of *something* + adjective by unscrambling and rewriting sentences. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions about their own and a classmate's past experiences of fights. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use of direct/indirect objects and *something* + adjective.

TEACHING NOTES

This unit instructs students on how to write about a fight with a friend. Teachers can provide students with some alternative nouns which refer to a fight: *argument, disagreement, quarrel, dispute, row, bust-up*.

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 a fight with a friend
Language Features		<ul style="list-style-type: none"> • Direct/indirect objects • <i>Something</i> + adjective
Framework		
Experiences	Describing a fight with a friend	Who did you fight with? When did it happen? Why did you fight? What happened during the fight? What did you say? How did you feel? Describe the fight in detail. How do you feel now? What do you want to do?
Details	Narrative writing	Events, friendships, fights, resolutions

- 1) Have students open the Student Book to page 8. Read the title and the goal of Unit 1.
- 2) Ask students why friends fight. Ask how people act when they are angry.
- 3) Explain that in this unit, students will learn how to write about fighting with friends.

WRITING GUIDE (p. 8)

- 1) Explain to students that when they write about a fight with a friend, they should give a brief background of the story. They should talk about who they fought with, when the fight happened, why they fought, what was the result of the fight, and how they feel now.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the questions in complete sentences.

1. Yes, I fought with my friend last Saturday, when we were in an internet cafe.
2. While playing an internet game, he shot my game character.
3. I was so mad that I also shot his character.

WORDS TO KNOW (p. 9)

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

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

1. She made fun of his new haircut, so he was really hurt.
2. He blamed me for losing the game.
3. He was unhappy I was late, and he said I should have sent him a text message.
4. She apologized to me.
5. I could tell by her face that she was really upset.
6. He seemed really sorry, so I forgave him.

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

My Weekend Plan

On the weekends, my friend Pat and I usually hang out together. Well, we ^{1.} made plans to go to the shopping mall this Saturday. But on Saturday, the weather was very, very nice. So I ^{2.} changed my mind and wanted to go to the beach instead. But when I texted my idea to Pat, she immediately replied to me. She sounded really upset. I texted back and asked her ^{3.} what's wrong. She said she ^{4.} couldn't stand it when someone suddenly changes plans. Then I replied and said she should ^{5.} calm down. I also said it's not a big deal, and that she was acting selfish. I ^{6.} feel/felt bad that we had a fight, so now I'm wondering if I should send her a text message.

READ (p. 10)

WRITING FRAMEWORK FOR ESSAY WRITING 1

- 1) Have students read the passage about a fight between friends.

A Fight with My Friend

Yesterday, I fought with my friend Helen. Let me tell you what happened. Usually, we like to watch music videos together at lunchtime. But yesterday, something horrible happened. I showed Helen the latest video from my favorite singer, and she hated it! We often have different opinions, but she kept making fun of it. The things she said were so mean and made me so angry that I called her a bad name. I immediately felt really bad about what I said, but it was too late. She didn't talk to me in our science class that afternoon. I miss talking to Helen. I regret saying mean things to her. I should apologize to her. Today, I'm going to give Helen something sweet and say sorry. And I found a new video I know she'll love!

ANALYZE (pp. 10-11)

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

A. Answer the questions in complete sentences.

1. Usually, the writer likes to watch music videos with her friend at lunchtime.
2. She made fun of the latest video from the writer's favorite singer.
3. The writer called Helen a bad name.
4. The writer wants to apologize to Helen. OR The writer wants to give Helen her favorite candy bar and say sorry.

B. Fill in the blanks with the writing on page 10.

- 1) Have students work in pairs to complete the sentences from the passage on p. 10
Check answers as a class.

LANGUAGE SKILLS (p. 12-13)

A. DIRECT / INDIRECT OBJECTS. Underline the indirect objects and circle the direct objects in the sentences.

- 1) Study the first example as a class.
 - 2) Explain to students that when verbs are followed by two objects, the first object (the indirect object) is usually the receiver of the action, and the second object (the direct object) is usually the object of the verb.
 - 3) Have students work in pairs to underline the indirect objects and circle the direct objects.
 - 4) Call on students to read sentences to the class.
1. My friend gave me a strange present.
 2. I sent my friend a text message.
 3. He told me a secret.
 4. I called her a bad name.
 5. I wrote a long apology letter to him.

TIP (p. 12)

Verbs with *to* and an indirect object are:
give, lend, promise, send, show, tell

Verbs with *for* and a direct object are:
bring, make

B. ADJECTIVES WITH *SOMETHING*. Unscramble and rewrite the sentences using the something + adjective phrase.

- 1) Study the first example as a class.
- 2) Explain to students that when you want to write about an item or an idea generally, but you know what it is like, you might use the phrase *something* + adjective. This can also be used with comparatives.
- 3) Have students unscramble and rewrite the sentences using the *something* + adjective phrase.
- 4) Call on students to share their answers.

1. He showed me something funny from the internet.
2. She said something terrible about me to our friends.
3. I posted something mean about her online.
4. I said something mean to her but she forgave me.
5. She said something bad about me so we fought.
6. I bought her something sweet from her favorite candy store.

C. Rewrite the sentences to make the direct object first and correct the error.

- 1) Study the first question as a class together.
- 2) Have students rewrite the sentences to make the direct object first and correct the error.
- 3) Check the answers as a class.

1. To say sorry, she bought something shiny for me.
2. I want to show something cool to him.
3. He gave a really dirty look to me, so I said something mean to him.
4. She asked something difficult to me that I couldn't answer.
5. I promised to make something sweet to him, but I broke that promise.

D. Correct the two sentences with the something + adjective phrase. Then rewrite the two sentences where you can switch the order of objects.

- 1) Study the paragraph as a class together.
- 2) Have students correct the two sentences with the something + adjective phrase.
- 3) Have students rewrite the two sentences where you can switch the object order.
- 4) Check answers as a class.

1. I always have something important to do on that day.
 2. So I said something mean to him, but I immediately apologized.
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1. He said I should have sent a text message to him.
 2. But I said I didn't have to send a text message to him because I am always late.

ESSAY FRAMEWORK (p. 14-15)

- 1) Introduce the page titled *What is an Essay?* to students.
- 2) Explain that an essay is a detailed piece of writing on a topic. Tell students that an essay can tell a story, give a message, or make the reader think deeply about something. Tell students that essays can be either formal or informal.
- 3) Tell students that an essay usually has three parts: introduction, body, and conclusion. Read through the table with students explaining what each of the three parts is for (purpose) and the things it should include (how).
- 4) Read through the bottom table with students, telling them that the structure of an essay will depend on its length.
- 5) Then have students read the essay and answer the questions.
- 6) Check answers as a class.

A. Read the following essay and answer the questions.

1.

Introduction

One of my best friends is my classmate, Ariana, but we had a fight yesterday.

Body

Usually, we study together during the week. Well, two days ago, I sent her a text message to invite her to my house to study. But she didn't reply at all. So yesterday at school, I asked her why she didn't reply to my text. She said sorry, but she was studying with someone else. I asked her who, and she said Jane, another classmate. Then I asked her why she didn't invite me too. She said Jane is a more serious student. Then I got very, very upset and hurt. Maybe I was also little jealous that Ariana found a new study partner.

Conclusion

It's too bad that we had this fight because I really, really like Ariana.

2.

(Answers will vary.)

The essay is telling a story.

It tells the event in order of time it happened. Also, it doesn't want the readers to think or change their attitude after reading the essay.

3. A fight with best friend Ariana

4.

① It happened yesterday (when the writer was asking Ariana about not replying to her text message.)

② Ariana said something mean about how the writer doesn't concentrate when they study.

③ The writer got very upset and hurt.

BUILDING THE ESSAY (p. 16)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences.

(Answers may vary.)

When was the last time you fought with a friend?	I fought with a friend last month.
What was the fight about?	We were playing soccer and he tripped me up.
What happened during the fight?	I got really angry and pushed him.
What happened after the fight? Are you still friends?	After a week, he told me he had tripped me by accident. I believed him and said I shouldn't have pushed him. We are now friends again.

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

(Answers may vary.)

A. Now write your own passage about a fight with a friend

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

- Content – Does the written response stay focused on the topic?
- Organization – Is the written response organized, including a main idea, specific details, and conclusion, if needed?
- Spelling – Does the written response demonstrate correct spelling?
- Grammar – Does the written response adhere to grammar rules?
- Punctuation and Capitalization – Does the written response use correct punctuation and spelling?

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

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

Please note that length is important, but longer does not necessarily mean better. An essay should contain all three parts and should fully explain their opinion or the thing they will describe. Writing too little might not give enough information needed to convey their thoughts, while an essay that is too long might give too much unnecessary information. The number of sentences mentioned in the first draft sections is only a guide and does not need to be adhered to strictly. It is a minimum for those who struggle to write longer passages. Encourage students to write more, but make sure each sentence written serves a purpose.

Writing Rubric

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

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

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

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

Rubric	Grade	Details
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]

Introduction Who did you fight with? When did it happen? (2 sentences)	Last week I fought with Zoe. It happen in English class.
Body Why did you fight? What happened during the fight? What did you say? How did you feel? Describe the fight in detail. (6–8 sentences)	She forgot to do her homework. She ask if she could copy mine. I told her no. But she started crying. So, I let her copy. The teacher notice that the work was the same. Zoe told the teacher that Id copyed her. I was so angry I shout at her. She cry again.
Conclusion How do you feel now? What do you want to do? (2 sentences)	I don't want to be freinds with Zoe any more. I want to make new freinds.

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C. The writer has struggled throughout with use of the past tense (*happen, ask, notice, shout*). There are several spelling errors (*homework, copyed, friends, any more*) and some punctuation errors: a missing comma (*Last week I*) and a missing apostrophe (*Id*). Although the sentences are mostly relevant, they are brief and lack detail.

[B Grade Answer]

Introduction Who did you fight with? When did it happen? (2 sentences)	I fought with my best friend Lucy yesterday.
Body Why did you fight? What happened during the fight? What did you say? How did you feel? Describe the fight in detail. (6–8 sentences)	She borrowed my new sneakers. She said she was just going to walk. She went and played soccer. The soccer field was dirty. She stood in something horrible. The new sneakers were ruined. The sneakers were white. Now the sneakers are brown. I told her I weren't happy. She said I was overreacted.
Conclusion How do you feel now? What do you want to do? (2 sentences)	She cleaned the trainers. I forgave her.

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It contains some agreement errors (*sneakers was*, *I weren't*, *was overreacted*). It also contains some punctuation errors in the form of a missing comma (*Now the*). There are also several spelling errors (*dirty*, *ruined*). The passage makes use of the construction *something* + adjective.

[A Grade Answer]

Introduction Who did you fight with? When did it happen? (2 sentences)	Last month, I fought with my classmate, Larry.
Body Why did you fight? What happened during the fight? What did you say? How did you feel? Describe the fight in detail. (6–8 sentences)	We were standing in the lunch queue. Larry pushed in front of me and my friend, Todd. Todd said that Larry was extremely rude. Then, Larry said something mean about Todd's appearance. He also called me a very rude name. I told Larry to go away, but he pushed me. I pushed Larry back and we had a fight. Our teacher came and broke it up very quickly.
Conclusion How do you feel now? What do you want to do? (2 sentences)	I found out that Larry is having a hard time at home. It's not an excuse, but I can understand his bad behavior now. I will try to be kind to him in future.

Score Explanation: This response satisfies all the requirements of the writing task. It gives a clear detailed account of the fight and a resolution. It makes use of *something* + adjective and direct/indirect objects. There is just one spelling error (*appearance*).

➤ **LESSON GOAL** Students will be able to write about the best gift they ever received.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about their best ever gift. In the warm-up section, students preview and practice vocabulary and answer questions related to receiving a great gift. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use dependent clauses and punctuate them correctly. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions about their own and a classmate's best ever gifts. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use of dependent clauses and their punctuation.

TEACHING NOTES

This unit instructs students on how to write about the best gift they have ever received. Teachers could introduce students to some useful adjectives and explain that they can be used to describe both gifts and their givers: *generous, thoughtful, considerate, kind*.

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

Expository Writing

Writing Purpose		To describe one's best ever gift
Language Features		<ul style="list-style-type: none"> • Dependent clauses • Dependent clauses with commas
Framework		
Experiences	Describing one's best ever gift	What gift did you get? When did you get it? Who gave it to you? Why is it so great? Describe the gift in detail. Restate your feelings about the gift and why you like it so much. Make sure the reasons are written concisely.
Details	Narrative writing	giving, receiving, details, features, kindness, generosity, gratitude

WARM-UP (p. 18)

- 1) Have students open the Student Book to page 18. Read the title and the goal of Unit 2.
- 2) Ask students when people usually give gifts. Ask them what kinds of gifts people usually receive.
- 3) Explain that in this unit students will learn how to write about the best gift they ever received.

WRITING GUIDE (p. 18)

- 1) Explain to students that when they write about the best gift they ever got, they should describe what it is and some of its interesting features. They should also give details, like why they received the gift, who gave it to them, and why it is so special.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the questions in complete sentences.

1. I was amazed when I got a tablet PC.
2. My father gave it to me.
3. It was amazing because it was the latest model that I just saw on the TV commercial.

WORDS TO KNOW (p. 19)

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

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

1. We had a party to celebrate my 13th birthday.
2. For my birthday, I got a cool smartphone with lots of amazing features.
3. But when my sister saw it, she got really jealous and tried to take it from me.
4. My parents promised me a lot of money when I graduate from high school.
5. With the graduation money, I bought a cute shirt with a cute design.
6. I was really grateful to them for giving me the money and supporting me until graduation.

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

My Best Friend, My Kitten

When my pet fish died recently, I was really sad. So my parents gave me a kitten to 1. cheer me up, and it was 2. without a doubt the best gift I've ever received. I love my kitten because it was something I 3. had always wanted. When I was seven, I saw a movie about a cat that helped a family become happier. The movie 4. changed my life, and I really wanted a cat after that. So when I got my kitten, it was like a 5. dream come true. Also, my kitten is like a best friend. We do everything together, and we never have fights. My kitten is truly the best gift ever. When I see him, I remember that movie, and I feel like I always have a friend nearby.

READ (p. 20)

- 1) Have students read the passage about a special gift.

The Birthday Bike

When I was 10, I got a bike for my birthday from my uncle. It was the best gift ever for two main reasons.

First, my bike was the coolest bike ever. It was my favorite color and had a lot of really cool features, like front and back lights, gears, and a horn. All of my friends were jealous of my new bike. Second, I was able to move around easier and faster. I didn't have to walk everywhere, I could just ride my bike. When I got my bike, I rode it everywhere: to my friends' houses, to school, and anywhere around town. When I went to the shopping mall with my friends, I always rode my bike. I was always the first one at the shopping mall.

My bike was really cool-looking and helped me go everywhere around town. For these reasons, it was the best gift ever!

ANALYZE (p. 20-21)

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

A. Answer the questions in complete sentences.

1. The writer received this gift when he was 10.
2. His bike was the coolest bike ever and he was able to move around easier and faster.
3. Some of its features are front and back lights, gears, and a horn.
4. It helped the writer to go everywhere around town.

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

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

LANGUAGE SKILLS (p. 22-23)

A. DEPENDENT CLAUSES. Combine and rewrite the sentences using when clauses.

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| <ol style="list-style-type: none">1) Study the first example as a class.2) Explain to students that a dependent clause is a sentence that adds extra information but needs another sentence to make sense. We often put the conjunction <i>when</i> in front of it to talk about time-related information.3) Have students work in pairs to combine and rewrite the sentences using <i>when</i> | <ol style="list-style-type: none">1. My parents bought me a horse when I turned 16.2. I want to buy my parents something amazing when I get older.3. My best friend gives me nice presents when it is my birthday.4. My brother became really jealous when I got a new baseball glove.5. I was really grateful when I received some money from my grandparents. |
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WRITING FRAMEWORK FOR ESSAY WRITING 1

clauses.

- 4) Call on students to read sentences to the class.

B. COMMAS. Move the underlined dependent clauses to the beginning of the sentences.

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| <ol style="list-style-type: none">1) Study the first example as a class.2) Explain to students that if a dependent clause is before the main sentence, add a comma. If it goes at the end of a sentence, it doesn't need a comma.3) Have students rewrite the sentences with the dependent clauses at the beginning.4) Call on students to share their answers. | <ol style="list-style-type: none">1. When I become successful in the future, I will pay back my parents.2. When I passed my exams, they gave me a new computer.3. When I graduate from high school, my uncle will buy me a smartphone.4. When I got the best grades, he gave me a nice watch.5. When my aunt gave me a pet rabbit, I was so excited. |
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C. Make two sentences into one sentence using when dependent clauses. Write the when clause at the beginning.

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| <ol style="list-style-type: none">1) Study the first question as a class together.2) Have students combine the two sentences into one sentence with a <i>when</i> clause at the beginning.3) Check the answers as a class. | <ol style="list-style-type: none">1. When I look at that amazing gift, I think about that special day.2. When I got my cat, Fluffy, it was a dream come true.3. When my father got me a new skateboard, I couldn't stop smiling.4. When it is her birthday, I want to buy a nice gift for her.5. When my friends took me on a trip for my birthday, I felt extremely happy. |
|--|---|

D. Write three sentences that could be made into a single sentence using when dependent clauses.

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| <ol style="list-style-type: none">1) Study the paragraph as a class together.2) Have students write the three sentences that could be made into single sentences using <i>when</i> dependent clauses.3) Check answers as a class. | <ol style="list-style-type: none">1. When I graduated from elementary school, my mother threw a party to celebrate.2. I had to use my mother's surfboard when I wanted to go surfing before.
OR When I wanted to go surfing before, I had to use my mother's surfboard.3. When I showed the surfboard to my friends, everyone said it was super cool.
OR Everyone said the surfboard was super cool when I showed it to my friends.4. When I look at my surfboard now, I think about how it has changed my life.
OR I think about how my surfboard has changed my life when I look at it now. |
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ESSAY FRAMEWORK (p. 24-25)

- 1) Introduce the page titled *The Introduction* to students. Explain that it will tell them what an introduction is for and what it should include.
- 2) Tell students that the introduction is the most important part of an essay as it will set up the rest of the essay.

- 3) Tell students that the topic sentence gives a clear statement of what the essay is about. Tell them that it is usually the very first sentence of the introduction paragraph.
- 4) Let students know that an introduction paragraph has four parts: what, when, who, and what. Read through the table telling students that the four parts will be different depending on whether it is an informal narrative (story) essay, or an academic (formal) essay.
- 5) Introduce students to the introduction paragraph structure at the bottom of the page. Tell them that there are three elements: hook, building, and focus. Briefly explain what these mean.
- 6) Then have students read the essay and answer the questions.
- 7) Check answers as a class.

A. Read the following essay and answer the questions.

1. ②

2. (Answers will vary.)

Because it includes the topic of the essay and focuses on it, without giving unrelated information.

3. (Answers will vary.)

① First option does not contain the topic of the essay.

② Third option gives too much information that is not closely related to the main idea.

BUILDING THE ESSAY (p. 26)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences.

(Answers may vary.)

What was the best gift you ever received? When did you get it and who gave it to you?	The best gift I got was a skateboard. My parents gave it to me for my birthday.
Why did you like this gift so much?	I really like it because it means I can skate with my friends.
Are there any interesting details or features of this gift?	It has green wheels and a really cool design on the bottom.
What were some feelings you had about this gift and the people who gave it to you?	The gift made me so excited. My parents are so kind.

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

(Answers may vary.)

A. Now write your own paragraph about your best ever gift.

[C Grade Answer]

Introduction What gift did you get? When did you get it? Who gave it to you? (2 sentences)	My best gift was a soccer shirt.
Body Why is it so great? Describe the gift in detail. (6–8 sentences)	The soccer shirt is my favrite team FC seoul. It has black and red strips. It has badge. On the back it has the name of my favrite player and his numbre.
Conclusion Restate your feelings about the gift and why you like it so much. Make sure the reasons are written concisely. (1–2 sentences)	It is the best gift becuse I love my team and I can were it at the soccer match.

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C as it lacks specific details and does not meet the required length. It contains several spelling errors (*shurt, favrite, strips, numbre, were, because*). There is a capitalization error (seoul) and a missing comma (team FC seoul). The writer has made no attempt to use dependent clauses at either the beginning or the end of a sentence.

[B Grade Answer]

Introduction What gift did you get? When did you get it? Who gave it to you? (2 sentences)	My best gift ever was a dolls house. My Grandpa made it for my birthday.
Body Why is it so great? Describe the gift in detail. (6–8 sentences)	My Grandpa is a carpinter. He made the dolls house out of wood. The dolls house has four rooms downstares and four rooms upstares. There are chairs and beds in the rooms. There is even a bath in the bathroom. It has a red roof.
Conclusion Restate your feelings about the gift and why you like it so much. Make sure the reasons are written concisely. (1–2 sentences)	I spend ours playing with the dolls house. When I play with the dolls house I think how kind my Grandpa is.

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It contains some spelling errors (*carpinter, downstares, upstares, ours*). There is a punctuation error in the form of a missing apostrophe (*dolls*). There is also a capitalization error (*Grandpa*). The writer has used a *when* clause, but has failed to punctuate it with a comma (*When I play with the dolls house I*).

[A Grade Answer]

Introduction What gift did you get? When did you get it? Who gave it to you? (2 sentences)	My best gift ever was an electric guitar. My parents gave it to me for my birthday last year.
Body Why is it so great? Describe the gift in detail. (6–8 sentences)	The guitar is so great because it looks great and sounds even better. It is a shiny red color with a dark wooden neck. The guitar was made in the USA by Wilson Guitars. It has four controls for the volume and the tone. It is a really loud guitar. I love playing it in my bedroom. What's more, it came with a really nice strap. This is comfortable and attractive. When I first brought the guitar to band practice, my friends were amazed.
Conclusion Restate your feelings about the gift and why you like it so much. Make sure the reasons are written concisely. (1–2 sentences)	I love my guitar because it suits me perfectly. It is easy and fun to play. I'm so grateful to my parents for buying me the guitar. It has made my life so much fun!

Score Explanation: This response fulfills all the requirements of the task and receives a grade of A. It is clearly written and follows the structure well. The writer has made good use of a *when* clause and it is punctuated correctly. There is just one spelling mistake (*comfortable*).

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

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about their favorite restaurant. In the warm-up section, students preview and practice vocabulary and answer questions related to restaurants and their popularity. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use *that* to combine sentences and how to replace intensifier + adjective with a stronger, more specific adjective. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions about their own and a classmate's favorite restaurant. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use of *that* and strong, specific adjectives.

TEACHING NOTES

This unit instructs students on how to write about their favorite restaurant. Teachers could ask students to go online and find some restaurant reviews. They could then study these circling the adjectives that describe the restaurants and their food. This will give less advanced students a vocabulary resource to draw upon throughout the unit. Stronger students might also suggest how the reviews could be improved upon.

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

Expository Writing

Writing Purpose		To describe one's favorite restaurant
Language Features		<ul style="list-style-type: none"> • Use of <i>that</i> to combine sentences • New adjectives to replace intensifier + basic adjective
Framework		
Food	Restaurants and food	What is your favorite restaurant? Where is it? What are two things you like about it? Why is the restaurant so great? Describe the restaurant in detail. Restate the reasons why you like this restaurant. Make sure the reasons are written concisely. Then give a final thought about this restaurant.
Details	Descriptive writing	preference, location, atmosphere, food, staff, features,

WARM-UP (p. 28)

- 1) Have students open the Student Book to page 28. Read the title and the goal of Unit 3.
- 2) Ask students which restaurants in their town or city are popular. Ask them why.
- 3) Explain that in this unit students will learn how to write about their favorite restaurant.

WRITING GUIDE (p. 28)

- 1) Explain to students that when they write about their favorite restaurant, they should mention what kind of restaurant it is, where it is located, and why they like it. Some other details include the staff, its popularity, the atmosphere, how often they go there, its specialty, or anything else they think is important or interesting.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the following questions.

1. My favorite restaurant is Taco Queen which sells a variety of tacos and burritos.
2. I like it because their tacos taste amazing.
3. The restaurant is so popular that people must line up and wait about 30 minutes to get in.

WORDS TO KNOW (p. 29)

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

A. Complete the chart.

1. The restaurant has a great variety of vegetarian dishes.
2. I ordered set B, a big meal which made my family really full last time.
3. The service was quick but friendly.
4. The chefs are creative and serve dishes I have never seen before.
5. This place is casual, so you don't need to dress up.
6. It's a tiny but popular restaurant, so you have to wait in line to get in.

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

The Super Fast Food Place

My favorite restaurant is a(n) 1. fast food chain that is located all around the city. It's great because they have the best burgers and fries as well as free WiFi. I love this place because they use fresh ingredients. You can really 2. taste the difference between their burgers and fries and other places' burgers and fries. Also, they offer a great 3. all-you-can-eat deal. For the cost of five burgers, a whole family can eat all the burgers, fries, and salad they want for one hour. That's 4. a great deal! This place also has free WiFi. So 5. it's popular with people that need WiFi for work or study. In fact, I go there several times a week to eat and study. You don't have to 6. make a reservation, but you should go early in the day since it is so popular and seats fill up very quickly. So the great food and free WiFi are why this place is my favorite restaurant.

READ (p. 30)

- 1) Have students read the passage about a Thai restaurant.

A Thai Restaurant

My favorite restaurant is the Thai restaurant that is in Market Square. It has really delicious food and amazing staff.

The restaurant is tiny, so you must make a reservation. It's always busy, but the staff never seem tired. I always get the green curry that is made with coconut milk and basil, and my mom gets the fried fish. When I first went there, I found the food very spicy. But now, I always ask them to add more chili powder! There is a delicious dessert that we get every time.

It's fried bananas with vanilla ice cream. Every time we go there, they give us a large scoop of ice cream. When we went there last time, they gave us an enormous scoop! We were so full afterward that we decided to walk home. It's my favorite restaurant in the whole world. We went there just last week, yet I'm already thinking of my next visit!

ANALYZE (p. 30-31)

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

A. Answer the questions in complete sentences.

1. The writer's favorite restaurant is the Thai restaurant that is in Market Square.
2. It's because the restaurant is tiny.
3. The staff are always busy, but never seem tired.
4. The writer always gets the green curry and the writer's mom gets the fried fish.

B. Fill in the blanks with the writing on page 30.

- 1) Have students work in pairs to complete the sentences from the passage on p. 30
Check answers as a class.

LANGUAGE SKILLS (p. 32-33)

A. RELATIVE PRONOUN *THAT*. Combine the following sentences using the relative pronoun *that*.

- | | |
|--|---|
| <ol style="list-style-type: none">1) Study the first example as a class.2) Explain to students that another way to add extra information is to use the relative pronoun <i>that</i>. It is used to combine two short sentences that talk about the same subject. <i>Which</i> can sometimes replace <i>that</i>.3) Have students work in pairs to combine and rewrite the sentences using <i>that</i>.4) Call on students to read sentences to the class. | <ol style="list-style-type: none">1. There is a great Greek restaurant that is located in a shopping mall.2. My favorite restaurant is a tiny place that serves amazing fried chicken.3. It's a charming Turkish place that has a lot of outdoor tables.4. There is a vegetarian restaurant that is not too far away from my house.5. My favorite is a street food place that has the cheapest but the most delicious food. |
|--|---|

B. INTENSIFIERS. Change the underlined phrases into a word from the word box. One word is not used.

- 1) Study the first example as a class.
- 2) Explain to students that an intensifier (*very, really*) can be put in front of an adjective (*big, small*) to make a statement stronger (*very big, really small*). However, writing one exact adjective is considered better than using an intensifier + adjective.
- 3) Have students rewrite the sentences with the adjectives from the box.
- 4) Call on students to share their answers.

1. This restaurant is a tiny place.
2. Their pizzas are enormous.
3. The chef has excellent cooking skills.
4. The waiter is hilarious.
5. Good cheese is essential for a delicious pizza.

C. Combine the sentences using that. Change the underlined phrases into a word from the word box. One word is not used.

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

1. The restaurant got a lot of positive reviews that made it more popular than before.
2. It's a Russian restaurant that has a gorgeous dining area.
3. It is a genius idea to create a robot restaurant that has only robot waiters.
4. My favorite place to eat out at is a sandwich shop that makes fantastic meatball sandwiches.
5. There is a French restaurant that has horrible service but great food.

D. Combine the underlined sentences using that. Then change the intensifier + adjective into a word from the word box.

- 1) Study the paragraph as a class together.
- 2) Have students combine the underlined sentences using *that* and change the intensifier + adjective into a word from the box.
- 3) Check answers as a class.

The Friendly Noodle Shop

My favorite place to eat at is a noodle shop. It is near my school. I go there because of the very good food and staff. → amazing

Their noodle soups are the best I have ever eaten. The soup has a rich taste.

The soup is not salty. It's served with your choice of Asian noodles. I usually get the noodles topped with a barbecued pork chop. The barbecued pork chop is juicy. I also like the staff in this noodle shop. Everyone is really nice and smiles when I come in. And they always put a very large amount of vegetables in my noodle soup for free. They said they want me to be healthy, which is very good of them. I definitely feel satisfied and healthier eating there. → friendly

This noodle shop is my favorite place because of the great food and staff. So I always leave there with a smile. huge → kind

1. My favorite place to eat at is a noodle shop that is near my school.
2. The soup has a rich taste that is not salty.
3. I usually get the noodles topped with a barbecued pork chop that is juicy.

ESSAY FRAMEWORK (p. 34-35)

- 1) Introduce students to the page titled *The Introduction Paragraph - The Hook*. Tell them that the purpose of a hook is to grab the attention of readers.
- 2) Read through the table with students explaining that there are four main types of hook. Read through each of these, giving the two examples of each from the example column.
- 3) Take students through the chart about what a good hook should do.
- 4) Then have students read the essay and answer the questions.
- 5) Check answers as a class.

A. Read the following essay and answer the questions.

My Secret Pizza Place

In my opinion, the best pizza is not in Italy, but in a restaurant that is right across from my house. It is my favorite restaurant because it has amazing pizza at an amazing price.

My favorite restaurant serves pizza that is not American-style. The chef trained in Italy, so her pizza is traditional Italian-style. I prefer Italian-style because it's thin and tasty. I always get a margherita pizza. It is topped with fresh basil and cherry tomatoes. It looks like a work of art that is colorful and gorgeous. Maybe the most surprising thing is the price. The pizza is amazing quality but reasonable, so I go there at least once a week.

This pizza place is my favorite restaurant because of the quality and price. Maybe I will tell friends about it one day, but for now, I want it to be my secret spot.

2. (Answers will vary.)

It is a good hook because it makes the reader think and become curious about what will come next.

3. (Answers will vary.)

① Where is the best pizza in the world? It's right across from my house.

② Everybody loves pizza. And I bet all pizza lovers would love the restaurant that is right across from my house.

B. Create hooks for the following topics. Write which style of hook you used next to it.

(Answers will vary.)

1. Favorite restaurant (Chinese) – Mystery

There is a small Chinese restaurant in my town that is becoming a town favorite.

2. Best curry restaurant – Question

Where is the best curry restaurant in your country?

3. Favorite restaurant (French) – Strong opinion

I know a French restaurant that attracts all the passers-by to get in.

4. Best sandwich restaurant – Agreement

Teenagers all love sandwiches.

BUILDING THE ESSAY (p. 36)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences.

(Answers may vary.)

What is your favorite restaurant? Where is it?	My favorite restaurant is a Spanish restaurant. It is in a small town nearby.
Why do you like this restaurant so much?	I really like it because it is owned by my grandparents.
What special food do they make?	They serve tapas. This is a selection of small delicious dishes. My favorite is the chorizo cooked in red wine.

What are other special things about this restaurant? (staff, atmosphere, cost, etc.)	The restaurant is small and cozy. The walls are covered in photographs and paintings of my grandparents' hometown, Sevilla, in Spain.
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B. Interview a classmate. Ask them the following questions. Write down their answers in full sentences. (Answers may vary.)

FIRST DRAFT (p. 37)

A. Now write your own passage about your favorite restaurant.

[C Grade Answer]

Introduction What is your favorite restaurant? Where is it? What are two things you like about it? (2 sentences)	My favorite restaraunt is a italian restaraunt. It is in the middle of my town.
Body Why is the restaurant so great? Describe the restaurant in detail. (6–8 sentences)	The restaraunt is so great because it is really really nice. They have amasing Pizzas and delicious Spagetti. They also have dilicios Lasange. The staff are very, very kind.
Conclusion Restate the reasons why you like this restaurant. Make sure the reasons are written concisely. Then give a final thought about this restaurant. (2 sentences)	I love the italian restaraunt because the food is great. The staff are nice. I want to go there every day!

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C as it lacks details and does not meet the required length. It also contains several spelling errors (*restaraunt*, *amasing*, *Spagetti*, *dilicios*, *Lasange*). There are capitalization errors (*italian*, *Pizzas*, *Spagetti*, *Lasange*). There is also one agreement error (*a italian*). Rather than make use of specific adjectives the writer has often used double intensifiers (*really*, *really nice*; *very*, *very kind*).

[B Grade Answer]

Introduction What is your favorite restaurant? Where is it? What are two things you like about it? (2 sentences)	My favorite restaurant is a French restaurant. It is on the town where my parents have a holiday house. I like the food and the location.
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Body Why is the restaurant so great? Describe the restaurant in detail. (6–8 sentences)	The restaurant is on top of a cliff. From there, you can see the ocean. You can sit outside and admire the view. Inside, it is old and pretty. They serve a delicious dish called bouillabaisse. This is a kinda seafood stew. The staff were incredibly friendly.
Conclusion Restate the reasons why you like this restaurant. Make sure the reasons are written concisely. Then give a final thought about this restaurant. (2 sentences)	I love the restaurant because it reminds me of being at holiday. The food is perfect and the view is beautiful.

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It contains some spelling errors (*clif*, *veiw*, *kinda*, *incredubly*). There is a tense shift (*the staff were*) and two preposition errors (*on the town*, *at holiday*). The passage makes use of strong, clear adjectives in place of intensifier + simple adjective. However, it does not use the relative pronoun *that* to combine any sentences.

[A Grade Answer]

Introduction What is your favorite restaurant? Where is it? What are two things you like about it? (2 sentences)	My favorite restaurant is an Indian restaurant that is just five minutes from my house. The restaurant is called A Taste of India. I particularly like this restaurant for its food and its ambience.
Body Why is the restaurant so great? Describe the restaurant in detail. (6–8 sentences)	A Taste of India is run by a very nice family from Delhi. They use traditional cooking methods to make all their food. Inside, the restaurant is quite dark with beautiful Indian paintings on the walls. The menu has many of my favorite dishes. I would recomend everything. However, if I had to choose two dishes, I would have the chicken dansak and the onion bhajis. The dansak is made with lentils, so it is a bit healthier than some curries. The bhajis are not exactly healthy, but they taste too good to resist! The rice is also perfect every time.
Conclusion Restate the reasons why you like this restaurant. Make sure the reasons are written concisely. Then give a final thought about this restaurant. (2 sentences)	I like a Taste of India because there is so much to choose from. Whatever you choose, you can be sure it will be delicious. Give A Taste of India a try. Tell them I sent you and they'll look after you well!

Score Explanation: This response fulfills all the requirements of the task and receives a grade of A. It is clearly written and follows the structure well. The writer has made good use of *that* to combine what could have been two sentences. The passage also makes good use of specific adjectives rather than relying on intensifiers. There is just one spelling mistake (*recomend*).

➤ **LESSON GOAL** Students will be able to write about a traditional dish from their country.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about a traditional dish from their country. In the warm-up section, students preview and practice vocabulary and answer questions related to a traditional dish from their country. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use the simple passive and names in quotes. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions about their own and a classmate's traditional dishes. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use of the simple passive and names in quotes.

TEACHING NOTES

This unit instructs students on how to write about a traditional dish from their country. Teachers could introduce students to some useful adjectives to describe their nation's dish famous alongside or instead of *traditional*: renowned, old-style, typical, well-known, celebrated, characteristic.

It may also be useful to introduce some vocabulary to distinguish other food from this native food: non-native, foreign, imported, global, 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 describe a traditional dish from one's country
Language Features		<ul style="list-style-type: none"> • Simple passive • Names in quotes
Framework		
Food	Describing a traditional dish	What is a traditional dish from your home country? Describe the food in detail, including how it is made and when it is eaten. Restate how the food is important in your home country. Give a final thought about the food.
Details	Descriptive writing	traditions, habits, cuisines, customs, cultures, nationalities

WARM-UP (p. 38)

- 1) Have students open the Student Book to page 38. Read the title and the goal of Unit 4.
- 2) Ask students about some of the most popular dishes in their country. Ask them which of these foods originally came from their country.
- 3) Explain that in this unit students will learn how to write about a traditional dish from their country.

WRITING GUIDE (p. 38)

- 1) Explain to students that when they write about food, they should mention what ingredients it uses and how it tastes. When they talk about traditional food, they should make sure to mention the country it came from, the history of the food (if they know it), and when and how people eat it.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the following questions.

1. South Korea's traditional dish is Japchae.
2. Its ingredients are glass noodles, vegetables, and meat. People should mix boiled glass noodles, stir-fried vegetables and shredded meat.
3. People in my country eat this food during festivals and parties.

WORDS TO KNOW (p. 39)

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

A. Complete the chart.

1. "Tteok", or glutinous rice cake, is very common in most Asian countries.
2. "Tteok" is often served alone, but it is sometimes served with a sweet sauce.
3. Some "tteok" is steamed while others are cooked on a stove.
4. It sometimes has a red bean filling, but it doesn't have to.
5. Some countries like Vietnam eat rice cake that is wrapped in a banana leaf.
6. My family likes to put nuts and beans as toppings on the "tteok."

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

Food that Touches the Heart

Dim sum, also called "yum cha," is a big 1. part of Chinese culture and is loved by people all over the world. Dim sum consists of various small dishes served for breakfast or lunch that fill you up without making you too full. Dim sum 2. was first created in China for travelers who stopped at tea houses. Small portions of food were 3. arranged on a plate and served to visitors of the teahouse. Dim sum is usually 4. served with tea, like oolong tea or flower tea. Nowadays, there are so many different kinds of dim sum, such as spring rolls, meat and seafood dumplings, rice noodles 5. topped with soy sauce, and many more. Due to its popularity, it is now available at many 6. fast food chains in many countries. You can order your dim sum, eat it, and walk out the door again in just 15 minutes!

READ (p. 40)

- 1) Have students read the passage about a traditional dish.

England's Yorkshire Puddings

I'd like to tell you about a traditional food from my country. They're called Yorkshire puddings, and they're delicious!

Yorkshire puddings are a food from England. They are very fluffy and are made from batter, like pancakes, but they're cooked in an oven instead of a frying pan. You need milk, flour, eggs, and a pinch of salt to make them. Since they're called a "pudding," they might sound like a dessert, but they aren't. They are usually served with roasted meat and vegetables. They're traditionally eaten with roast beef, but you can eat them with anything you like! We usually have lots of leftovers, and I love eating them cold for breakfast with strawberry jam on top! I could eat Yorkshire puddings for every meal!

Yorkshire puddings are also called "Yorkshires" or "Yorkies." They're popular all over England. Next time you feel hungry, why don't you try making them?

ANALYZE (p. 40-41)

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

A. Answer the questions in complete sentences.

1. Yorkshire puddings that come from England.
2. Yorkshire are cooked in an oven. The ingredients are milk, flour, eggs and a pinch of salt.
3. People usually eat them with roasted meat and vegetables.
4. The writer loves eating them cold for breakfast with strawberry jam on top.

B. Fill in the blanks with the writing on page 40.

- 1) Have students work in pairs to complete the sentences from the passage on p. 40
Check answers as a class.

LANGUAGE SKILLS (p. 42-43)

A. SIMPLE PASSIVE. Change the sentences into the passive voice.

- | | |
|--|--|
| <ol style="list-style-type: none">1) Study the first example as a class.2) Explain to students that when you want to focus on the object receiving an action, we put the object first and change the verb to the passive voice.3) Have students work in pairs to rewrite the sentences using the passive voice.4) Call on students to read sentences to the | <ol style="list-style-type: none">1. Pho is eaten for breakfast in Vietnam.2. These pizzas are topped with mushrooms or extra cheese.3. This Spanish soup is served cold in the summer.
OR This cold Spanish soup is served in the summer.4. Bugs are eaten as a snack in some countries.5. Hamburgers were first created in the US. |
|--|--|

WRITING FRAMEWORK FOR ESSAY WRITING 1

class.

B. NAMES IN QUOTES. Rewrite the sentences using the words provided.

- | | |
|--|---|
| <ol style="list-style-type: none">1) Study the first example as a class.2) Explain to students that we can introduce a native name for a dish by putting it in quotes.3) Have students write the sentences putting the native names in quotes.4) Call on students to share their answers. | <ol style="list-style-type: none">1. Salad is called "insalata" in Italian.2. Meat is called "gogi" in Korean.3. Chickpeas are called "garbanzos" in Spanish.4. Glutinous rice is called "mochi" in Japanese.5. Cheese is called "fromage" in French. |
|--|---|

C. Combine the sentences by rewriting them in the passive voice and putting the native name in quotes.

- | | |
|--|---|
| <ol style="list-style-type: none">1) Study the first question as a class together.2) Have students rewrite the sentences in the passive voice and with the native names in quotes.3) Check the answers as a class. | <p>(Answers will vary.)</p> <ol style="list-style-type: none">1. A chocolate pie called a "mud pie" is loved in the southern US.2. Cookies called "biscuits" are served with tea in Britain.3. A black egg called a "century egg" is eaten in China.4. French fries called "pomme frites" are served with steak in France.5. Toast with melted cheese called "Welsh rarebit" is eaten in Wales. |
|--|---|

D. Rewrite the underlined sentences as one sentence in the passive voice and with the native name in quotes.

- | | |
|---|---|
| <ol style="list-style-type: none">1) Study the paragraph as a class together.2) Have students rewrite the underlined sentences in the passive voice and with the names in quotes.3) Check answers as a class. | <ol style="list-style-type: none">1. Street food called "antojito" in Spanish is sold all over Mexico.2. Grilled steak, which is called "carne asada" in Mexico, is made all over the country. |
|---|---|

ESSAY FRAMEWORK (p. 44-45)

- 1) Introduce students to the page titled *The Body*. Tell them that this is the second part of an essay and that it follows the introduction.
- 2) Tell students that the body helps the reader understand more, or possibly change their mind about the topic.
- 3) Explain that the body may be made of several paragraphs. Tell students that each of these paragraphs should begin with a topic sentence.
- 4) Next, explain that the topic sentence is followed by supporting sentences. These can be descriptions, examples, facts, explanations, or opinions of the topic.
- 5) Explain that the final part of a body paragraph is a conclusion sentence.
- 6) Read through the tables to explain the structure of a body paragraph.
- 7) Then have students read the essay and answer the questions.
- 8) Check answers as a class.

A. Read the following essay and answer the questions.

Japan's "Happy" Food

A traditional food in my country is also popular around the world. I am talking about sushi, and I love it so much.

Sushi comes from Japan. It is made of rice and usually seafood. Fish is the most common type of seafood used in sushi, and sometimes it's raw. Raw tuna is probably the most popular, but I like raw salmon eggs, called "ikura" more. There are also different types of sushi. The most common type is seafood pressed on rice, which is called "nigirizushi." Another popular type is called "makizushi," which is rice and seafood that is made into a roll wrapped in seaweed. When the different sushi is arranged on a plate, it's like a work of art. There are so many colors, and it's gorgeous.

I like to call sushi a "happy food." The joy from looking at and eating sushi seems to make anyone happy.

2.

① Ingredients of Sushi

② Different types of Sushi

3. (Answers will vary.)

Examples – The most common type is seafood pressed on rice, which is called "nigirizushi."

Opinions – There are so many colors, and it's gorgeous.

4. (Answers will vary.)

Opinions – Due to the variety of ingredients and types of sushi, it's loved all around the world.

BUILDING THE ESSAY (p. 46)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences.

(Answers may vary.)

What is a traditional dish from your home country?	A traditional dish from my home country, Belgium, is waterzooi.
What are its ingredients, and how is it cooked?	It is made with chicken, vegetables, herbs, egg yolks, and cream. It is boiled in a large pot and served with bread.
When and how often do people in your home country eat this food?	People eat this food often, but mostly in restaurants.
What is your opinion of this food?	I think waterzooi is delicious. It is rich and creamy, but also quite light.

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

(Answers may vary.)

A. Now write your own paragraph about your country's traditional food.

[C Grade Answer]

Introduction What is a traditional dish from your home country? (1–2 sentences)	People from my home country is eating jollof rice. I am from nigeria.
Body Describe the food in detail, including how it is made and when it is eaten. (6–8 sentences)	People make jollof rice with rice, oil, tomato, onion, pepper, garlik, ginjer, and chili. You can also add prans. You cook it in big pot. It can be eating with every meal.
Conclusion Restate how the food is important in your home country. Give a final thought about the food. (2 sentences)	In my country, jollof rice is the most important dish. I love my Moms jollof rice most of all.

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C as it does not meet the required length and contains several spelling errors (*garlik*, *ginjer*, *prans*). There are capitalization errors (*nigeria*, *Moms*) and a missing apostrophe (*Moms*). There are also agreement errors (*is eating*, *can be eating*) and a missing article (*in big pot*). The writer has not attempted to use the passive voice or to put a name in quotes.

[B Grade Answer]

Introduction What is a traditional dish from your home country? (1–2 sentences)	Colcannon is dish from my home country Ireland. Everybody loves colcannon.
Body Describe the food in detail, including how it is made and when it is eaten. (6–8 sentences)	Its ingredients are potatos, kale, butter, and cream. First, you boil up the potatos. You boil up the cabbage too. Then, you mash the potatos with the cream and butter until they are really smooove. You add the kale to this and stir it up. People often eats colcannon with suasages or roasted meat.
Conclusion Restate how the food is important in your home country. Give a final thought about the food. (2 sentences)	Colcannon is delieicious! I love to eat it every Sunday lunchtime when my grandmother comes to visit us.

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B because it contains some spelling errors (*potatos*, *Smoove*, *suasages*, *delieicious*). There is a punctuation error in the form of a missing comma (*country Ireland*). There is also an agreement error (*people often eats*). The passive voice has been used well, but no use of quotation marks on the name of the dish has been made. The body of the essay reads more like a recipe than descriptive writing.

[A Grade Answer]

Introduction What is a traditional dish from your home country? (1–2 sentences)	Ackee and saltfish is definitely one of the most traditional dishes in my country, Jamaica. You will find it in homes and restaurants all over the island.
Body Describe the food in detail, including how it is made and when it is eaten. (6–8 sentences)	As you can guess from the name ackee and saltfish has just two main ingredients. Ackee is a kind of fruit. It is smooth and creamy. It is part of the same family as the lychee. It grows all over Jamaica. The saltfish we use is usually cod. This is preserved in salt. These two ingrediants are boiled with onions, tomatoes, and some very spicy Scotch bonnet peppers. We usually eat ackee and salt fish for breakfast. It is often served with rice and a special kind of local bread known as “hardo bread”.
Conclusion Restate how the food is important in your home country. Give a final thought about the food. (2 sentences)	Ackee and saltfish is a real taste of my home country. In fact, it’s our national dish. My mom makes it every weekend. If you ever come to Jamaica, make sure you don’t miss out on this dish. It’s spicy, savory, and totally delicious!

Score Explanation: This response fulfills all the requirements of the task and receives a grade of A. It is clearly written and follows the structure well. The writer has made good use of the passive voice and has included a native food name in quotations. There is just one spelling error (*ingrediants*) and one missing comma (*As you can guess from the name ackee*).

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

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about their favorite game. In the warm-up section, students preview and practice vocabulary and answer questions related to popular and fun games. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use embedded questions and how to italicize titles. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions about their own and a classmate's favorite games. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use of embedded questions and the italicization of titles.

TEACHING NOTES

This unit instructs students on how to write about their favorite game. Teachers could introduce some of the language that accompanies game playing: take turns, roll the dice, move a piece, take a card, choose a character.

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

Expository Writing

Writing Purpose		To describe one's favorite game
Language Features		<ul style="list-style-type: none"> • Embedded questions • Italicizing titles
Framework		
Experiences	Describing one's favorite game	What is your favorite game? Why is the game so great? Describe the game in detail. Give your final thoughts about this game. Mention the good points again, who might enjoy it, etc.
Details	Expository writing	games, names, description, preference, enjoyment, participation

WARM-UP (p. 48)

- 1) Have students open the Student Book to page 48. Read the title and the goal of Unit 5.
- 2) Ask students which are the most popular games in their country. Ask them what makes a game fun to play.
- 3) Explain that in this unit students will learn how to write about their favorite game.

WRITING GUIDE (p. 48)

- 1) Explain to students that when they write about games, they should say the type of game (computer, game console, playing cards, or outdoor) and the platform they play it on, what is the goal, and how it looks. They can also mention any important characters, any cool features or parts of the game, and who might like the game.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the following questions.

1. I like to play Jenga.
2. More people might make the game more fun, but for me, four people is the best.
3. It's interesting because it's hard to guess who is winning.

WORDS TO KNOW (p. 49)

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

A. Complete the chart.

1. I like to play mobile games because I only need a smartphone and can play it anywhere.
2. *Epic Heroes* is played online, so you need a strong internet connection.
3. *Epic Heroes* is a fantasy game full of monsters and heroes.
4. In role-playing games like *Epic Heroes*, I can become a different character and do things I can't do in my regular life.
5. You can see all the details of the characters and their costumes.
6. The graphics in *Epic Heroes* are so realistic that I sometimes forget I'm playing a game.

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

A Fun Shopping Game

There's a game called *Supermarket Abroad*, and it's 1. popular with all of my friends. You'll want to play it too after I describe it. *Supermarket Abroad* is a virtual reality game which 2. is set in different countries. First, you select a country, and then you appear in a supermarket in that country. During the game, you walk around and look at different items. It's not a very exciting game, but once I start, I 3. can't stop playing. I'm not sure why I 4. get lost for hours each time I play *Supermarket Abroad*. Maybe it's because the graphics 5. look so real. What's amazing is each item is a real item sold in that country. I'd like to know how the game designers researched and created such realistic-looking supermarkets and items. *Supermarket Abroad* is 6. perfect for people who wonder what people abroad eat. So it's a great way to learn about other cultures.

READ (p. 50)

- 1) Have students read the passage about a favorite game.

My Favorite Game

Do you know *Shade of Shadows*? It's my favorite video game of all time, and you will definitely agree after I tell you about it.

It's a role-playing game which is set in an amazing fantasy world. The graphics are very realistic, the story is beautifully written, and it is very easy to play. I wonder how they made such a great game. The story is about a boy named Darius who must save the planet. The story seems very simple, but it is very complex. And because the game looks so real, I keep forgetting that it's a game. It is like watching a very long movie. At first, I was afraid that this game would be too difficult for me, but it is very easy to play.

Shade of Shadows is a game for everyone. I don't know why it isn't more popular. It has a great story, great graphics, and is easy to play.

ANALYZE (p. 50-51)

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

A. Answer the questions in complete sentences.

1. The game is *Shade of Shadows*, and it's a role-playing game.
2. The graphics are very realistic, the story is beautifully written, and it is very easy to play.
3. The story is about a boy named Darius who must save the planet.
4. The writer says it is a game for everyone.

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

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

LANGUAGE SKILLS (p. 52-53)

A. EMBEDDED QUESTIONS. Embed each question into a statement starting with the phrase in parentheses.

- | | |
|---|--|
| <ol style="list-style-type: none">1) Study the first example as a class.2) Explain to students that we use embedded questions when we want to know something we don't. A direct question might seem aggressive to the reader. We use an embedded question phrase (<i>I wonder, I'd like to know, etc.</i>), then change the order of the subject and the verb. We remove <i>do</i> from the sentence.3) Have students work in pairs to embed each question.4) Call on students to read sentences to the class. | <ol style="list-style-type: none">1. I don't know what the benefit is of playing this game.
OR I don't know what the benefit of playing this game is.2. I'm not sure how we reach the next level.3. It would be interesting to know who was the designer of this game.
OR It would be interesting to know who the designer of this game was.4. I don't understand why so many people like to play <i>The Interview</i>. |
|---|--|

WRITING FRAMEWORK FOR ESSAY WRITING 1

5. I wonder what the most popular game console is.

B. ITALICIZING TITLES. *Underline the game titles. Then rewrite the sentences on the computer, italicizing the titles.*

- 1) Study the first example as a class.
- 2) Explain to students that when we write computer game titles on a computer, we italicize the title of the game. But when we write them by hand, we underline the title instead of italicizing it.
- 3) Have students underline the titles in the sentences.
- 4) Then have students rewrite the sentences on the computer, italicizing the titles.
- 5) Call on students to share their answers.

1. A lot of older people are playing the online game Happy Accident.
2. Guitar Child is a game that teaches children how to play the guitar.
3. I love playing Doctor Cool because it's a role-playing game where I can be doctor.
4. I can spend hours playing Pizza Topping Tower because I don't need to think too much when playing it.
5. Don't Let the Meat Burn is a weird but fun game about cooking your dinner in record time.

[On the computer]

1. A lot of older people are playing the online game *Happy Accident*.
2. *Guitar Child* is a game that teaches children how to play the guitar.
3. I love playing *Doctor Cool* because it's a role-playing game where I can be a doctor.
4. I can spend hours playing *Pizza Topping Tower* because I don't need to think too much when playing it.
5. *Don't Let the Meat Burn* is a weird but fun game about cooking your dinner in record time.

C. Rewrite the questions as embedded questions and then underline the game titles.

- 1) Study the first question as a class together.
- 2) Have students rewrite the questions as embedded questions.
- 3) Then have them underline the game titles.
- 4) Check the answers as a class.

1. I'd like to know how I can defeat the enemy in Bird Battle.
2. I wonder who wrote the story in Watermelon Princess.
3. I don't understand why King Crab Claw became more challenging to play.
4. It would be nice to find out when the new Flying Cups is going to be available.
5. I'm curious how long it takes to design a game like Parking Garage.
6. I'm not sure how I can reach level 10 of The Barista World.

D. Underline all the game titles. Then rewrite the underlined sentences as embedded questions.

- 1) Study the paragraph as a class together.
- 2) Have students underline all the game titles.
- 3) Then have them rewrite the underlined sentences as embedded questions.
- 4) Check answers as a class.

Talking Animals

Many kids are playing the game Talking Animals. I think when you hear about it, you'll also want to play it. Talking Animals is an online fantasy game. So all you need is a computer, an internet connection, and a microphone. First, you choose a place where animals live in nature, like a rainforest or Africa. Then you explore the area. When you see an animal, you can get closer and start talking to it through your microphone. For example, what do animals like to eat? (I want to know) So in the ocean, I can ask a whale, "What is your favorite food?" And the whale will reply. That's unbelievable! How can the animals always understand what you ask? (I don't know) Talking Animals is an amazing experience. So if you love nature and are curious about animals, then give it a try.

1. For example, I want to know what animals like to eat.
2. I don't know how the animals can always understand what you ask.

ESSAY FRAMEWORK (p. 54-55)

- 1) Introduce students to the page titled *The Body Paragraph – Features*. Explain to students that the best way to write an essay's body is to go from the general to the specific.
- 2) Take students through the table explaining body paragraph structure. Show how this differ depending on whether you have one or multiple paragraphs.
- 3) Read the chart at the bottom of the page identifying each part of the body paragraph. Emphasize again the progression from the general to the specific.
- 4) Then have students read the essay and answer the questions.
- 5) Check answers as a class.

A. Read the following essay and answer the questions.

1. The writer is talking about a game that you can train singing and dancing skills.
2. The purpose of this game is to develop the player's singing and dancing skills.

B. Fill in the chart with the details from the body of the essay above.

(Answers will vary.)

[Body topic sentence]

Star Talent is a lot like a real pop star training routine.

[Point 1]

How can the player develop popstar skills?

[Supporting details (Point 1)]

You take lessons from a dance instructor and a voice trainer. You perform on stage in a talent contest, and judges will give you a score.

[Point 2]

How it's better than other games?

[Supporting details (Point 2)]

The game uses the controllers and microphone in the controllers to detect sound and movement. So it is much more realistic and more accurate than other games.

BUILDING THE ESSAY (p. 56)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences.

(Answers may vary.)

What is your favorite game? What kind of game is it?	My favorite game is <i>Money Tree</i> . It is a board game.
What is the story or goal of this game?	The aim of the game is to earn as much money as you can by climbing up the money tree.

Why do you like this game so much?	I enjoy this game because I can play it with my whole family, including my little brother and sister.
Who would enjoy this game?	I think all ages would enjoy this game very much.

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

FIRST DRAFT (p. 57)

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

[C Grade Answer]

Introduction What is your favorite game? (2 sentences)	My favorite game are Picture Partners. I playing it with my famly.
Body Why is the game so great? Describe the game in detail. (6–8 sentences)	Picture Partners is a drawing game. You go into teams. One person picks up a card. On the card is thing. The person have to draw thing. Other person on their team have to gess what it is. There is no talking aloud.
Conclusion Give your final thoughts about this game. Mention the good points again, who might enjoy it, etc. (2 sentences)	Picture Partners is best fun. All the famly can enjoy it.

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C as it lacks detail and does not meet the required length. It contains spelling errors (*famly*, *gess*, *aloud*). It also contains several agreement errors (*game are*, *person have to*, *person on their team have to*). There are also missing articles (*is thing*, *draw thing*, *is best fun*, *Other person*). The title of the game is not italicized (Picture Partners) and there are no embedded questions.

[B Grade Answer]

Introduction What is your favorite game? (2 sentences)	My favorite game ever is <i>The Legend of Zenda (The Crystal Maze)</i> . It is a video game.
Body Why is the game so great? Describe the game in detail. (6–8 sentences)	The game is so good because it take you to another world. This world is very majical. You play as Zenda who is a young prince. He need to find his way to the center of the maze. Along the way he has to fight dragons and save a princess. I love the atmosfear of the game. There are so many different level to explore.

Conclusion Give your final thoughts about this game. Mention the good points again, who might enjoy it, etc. (2 sentences)	In conclusion, <i>The Legend of Zenda</i> is the best game I have ever played. It is majical, fun, and has a great atmosfear.
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Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It contains some spelling errors (*majical, atmosfear*). There are some grammatical issues in the form of agreement errors (*it take you, He need to, different level to explore*). The writer has italicized the game's title, but has not included any embedded questions.

[A Grade Answer]

Introduction What is your favorite game? (2 sentences)	By far my favorite game is <i>World of Witchcraft</i> . It is a role-playing game which makes use of a board, game cards, and figurines.
Body Why is the game so great? Describe the game in detail. (6–8 sentences)	The game is so great because it is completely absorbing. I play it with several of my friends on the weekend. We usually play for around eight hours at a time. The object of the game is to dominait the whole of the world. Apart from just playing the game there are many other aspects that make <i>World of Witchcraft</i> fun. You can visit a shop called Game Station and buy different figurines to use in the game. I recently bought a new troll. I will spend hours painting the small figurine before using it in the game next time. I can't wait.
Conclusion Give your final thoughts about this game. Mention the good points again, who might enjoy it, etc. (2 sentences)	I don't know what I would do without <i>World of Witchcraft</i> . It is more than just a game to me and my friends. It is more like a way of life!

Score Explanation: This response fulfills all the requirements of the task and receives a grade of A. It is clearly written and follows the structure well. The writer has italicized the title and included an embedded question. There is just one spelling mistake (*dominate*) and one missing comma (*Apart from just playing the game there*).

➤ **LESSON GOAL** Students will be able to write about how to play a particular computer or video game.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing about how to play a video game. In the warm-up section, students preview and practice vocabulary and answer questions related to playing video games and kinds of video games. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use *if / when* clauses and regular/ordinal numbers. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions and interview a classmate about how to play a video game. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use of *if / when* clauses and regular/ordinal numbers.

TEACHING NOTES

This unit instructs students on how to write about how to play a particular video game. Teachers could tell students about some useful "tip phrases" which could be used alongside or instead of *if / when* clauses:

Look out for the _____.
 Watch out for the _____.
 Be careful not to _____.
 Don't forget to _____.
 Make sure you _____.

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 how to play a game
Language Features		<ul style="list-style-type: none"> • <i>If / when</i> clauses • Regular / ordinal numbers
Framework		
Experiences	Describing how to play a video game	What computer or video game do you think is interesting? What kind of game is it? Who might enjoy playing it? What are the goals, rules, and levels (rounds, stages, etc.) of this game? Summarize your points.
Details	Expository writing	order, pattern, cause and effect, difficulty

WARM-UP (p. 58)

- 1) Have students open the Student Book to page 58. Read the title and the goal of Unit 6.
- 2) Ask students if they play computer or video games. Ask what kind of games they play.
- 3) Explain that in this unit, students will learn how to write about how to play a video game.

WRITING GUIDE (p. 58)

- 1) Explain to students that when they write about how to play a computer game, they should describe the goal of the game and the rules. They should also give details on the earlier and later levels/rounds, such as their level of difficulty and how the game might change as players move up the levels.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the following questions.

1. Blooming Onions is an interesting computer game.
2. You have to try and grow crops to sell and become a millionaire.
3. If your farm sells the most items, you win.

WORDS TO KNOW (p. 59)

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

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

1. The game becomes more complicated in each new level because of the many different enemies that appear.
2. The early rounds are kind of easy, but the later rounds are challenging.
3. If you make it to the final round, you have to fight a big, ugly frog.
4. The goal of the game is to unlock the front door with one of the keys you find and escape from the building.
5. The value of each monster you beat is 10 points.
6. If you can guess the correct image, you will win an extra life.

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

Expert Detective

If you're a fan of crime dramas, then Expert Detective is for you. It's a role-playing game that 1. requires you to be intelligent, and you will definitely feel the 2. level of difficulty increase as you progress.

In Expert Detective, you become a detective at different crime scenes.

3. Your job is to solve the crimes. Round 1 is usually a simple crime, so you might be in an apartment that was robbed. You will interview five people, and one is the criminal. When you think you've solved the crime, you arrest one of the people. If you're correct, you can 4. move on to round 2. It seems the higher the round, the harder the game gets. If you 5. make it to the 14th or 15th round, the crimes are 6. almost impossible to solve.

If you play Expert Detective, you'll feel like a real detective. So it's better than watching crime dramas.

READ (p. 60)

- 1) Have students read the passage about how to play a video game.

Building Paradise

If you're looking for an easy game to play, you should try *Building Paradise*. It's a fun, online simulation game that you can play with friends.

Players start on a desert island. The point of the game is to build the most popular hotel on this island. In level 1, you can only build a small hotel with a couple of features. But at level 6, you can build bigger and better things. If your hotel becomes popular, celebrities may visit it. When your hotel makes enough money, you can move on to the next level. There are 12 main levels, and if you complete them all, you'll unlock a secret 13th level. I wonder what the 13th level is like.

This game is a lot of fun. If you're looking for a game that is not too challenging but a lot of fun, *Building Paradise* is the perfect choice.

ANALYZE (p. 60-61)

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

A. Answer the questions in complete sentences.

1. The name of the game is *Building Paradise*.
2. Players begin the game on a desert island.
3. If your hotel becomes popular, celebrities may visit it.
4. The writer says the game isn't very challenging.

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

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

LANGUAGE SKILLS (p. 62-63)

A. IF / WHEN CLAUSES. Combine the sentences using if / when clauses at the beginning.

- | | |
|--|--|
| <ol style="list-style-type: none">1) Study the first example as a class.2) Explain to students that we use <i>if / when</i> clauses to talk about the definite or possible effects and reactions of something. These are called conditionals. If the <i>if / when</i> clause is at the beginning of the sentence, add a comma at the end of the clause.3) Have students work in pairs to combine and rewrite the sentences using <i>if / when</i> clauses. | <ol style="list-style-type: none">1. When players reach a new level, they will have new superpowers.2. If you enjoy sports, you have to play <i>Super Tennis</i>.3. When the game begins, players need to choose a character to role-play.4. If you get this game, you won't be able to stop playing.5. If you defeat the monster within one minute, you get extra points. |
|--|--|

WRITING FRAMEWORK FOR ESSAY WRITING 1

- 4) Call on students to read sentences to the class.

B. REGULAR / ORDINAL NUMBERS. *Change ordinals to regular numbers and regular numbers to ordinals. Rewrite the sentences.*

- 1) Study the first example as a class.
 - 2) Explain to students that a numeral is used to describe a particular round, level, or stage in a game. If the numeral is after the noun, write it as a regular number (*level 2, stage 15*). If the numeral is before the noun, use the and ordinals (*the 2nd level, the 15th stage*).
 - 3) Have students rewrite the sentences by switching the regular and ordinal numbers.
 - 4) Call on students to share their answers.
1. The 10th level is the hardest.
 2. I haven't made it past the 12th round.
 3. After stage 5, the game becomes more interesting.
 4. Level 20 is the final level.
 5. The 1st to 10th rounds are not too difficult to beat.

C. Combine the sentences using if / when clauses. Then change the ordinals to regular numbers and regular numbers to ordinals.

- 1) Study the first question as a class together.
 - 2) Have students combine the two sentences into one sentence using *if / when* clauses and switching regular and ordinal numbers.
 - 3) Check the answers as a class.
1. If players pass the 7th level, they will face more powerful enemies.
 2. When you restart the game, you have to select whether to start at the 1st level or the 5th level.
 3. When players complete stage 18, they get a special prize.
 4. If you like to be challenged, you will really enjoy the game from the 12th round.
 5. When you see the wall you have to climb in level 15, you will be shocked.

D. Underline the if / when clauses. Rewrite the underlined sentences using regular numbers.

- 1) Study the paragraph as a class together.
- 2) Have students underline the *if / when* clauses.
- 3) Then have students rewrite the underlined sentences using regular numbers.
- 4) Check answers as a class.

Future Pilot

If you think flying an airplane would be cool, try *Future Pilot*. It's a flight-simulation game that's almost like flying a real airplane.

You start in the 1st level as the pilot of a small plane. But when you reach higher levels, the planes are larger and more complicated to control. When you reach the 5th level, you fly one of those large airplanes you see at the airport. And when you reach the 15th level, there are some emergencies you have to handle. For example, if there's a sick passenger, you have to decide whether to turn the plane back or continue to your destination. At the end of a flight, you get judged on how smooth your take off, flying, and landing were.

Future Pilot is fun but challenging. If you are thinking of becoming a pilot in the future, you have to give it a try.

1. You start in level 1 as the pilot of a small plane.
2. When you reach level 5, you fly one of those large airplanes you see at the airport.
3. And when you reach level 15, there are some emergencies you have to handle.

ESSAY FRAMEWORK (p. 64-65)

- 1) Introduce students to the page titled *The Conclusion*. Explain to students that the conclusion paragraph tells readers that the essay is ending.
- 2) Explain that the conclusion paragraph can do three main things: **restate** the topic and your position, **summarize** the body, and give a **final thought** on the topic. These are known as ending signals.
- 3) Take students through how to give each of these signals by reading through the second paragraph.
- 4) Read through the chart to give students examples of the three types of signals.
- 5) Explain the three conclusion tips at the bottom of the page.
- 6) Then have students read the essay and answer the questions.
- 7) Check answers as a class.

A. Read the following essay and answer the questions.

1. 1 & 3
2. cooking fans
3. improve your cooking skills
4. easy and difficult ingredients
5. *Young Chef* is a game that has you work in a restaurant kitchen to cook a lot of dishes that you may or may not be familiar with. If you are looking to learn new recipes and challenge your cooking skills, this game is for you.

BUILDING THE ESSAY (p. 66)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences.

(Answers may vary.)

What is a computer or video game that you want to talk about?	I would like to talk about <i>Stack the Hippos</i> .
What is the purpose or the goal of the game? How do you play?	The purpose of the game is to try and build the highest possible tower of hippos. You do this by moving the hippos left and right so that they land on top of each other. You can play it on your phone.
How do you win the game?	You win the game by getting more points than everyone else playing. If you win, you get a golden hippo.
What do you think about this game?	This game is so addictive and fun!

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

A. Now write your own passage about how to play a computer game.

[C Grade Answer]

Introduction What computer or video game do you think is interesting? What kind of game is it? Who might enjoy playing it? (2 sentences)	I like the game World War 4. It is a war game. Everyone can enjoy World War 4.
Body What are the goals, rules, and levels (rounds, stages, etc.) of this game? (6–8 sentences)	The goal of World War 4 is to win the war. You can chose which countrie you want to be. Then you needs to move your troupes around and defending your countrie. There is ten levels.
Conclusion Summarize your points. (2 sentences)	World War 4 is the best because it is great. I love to play this game every day.

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C as it lacks instructive detail and does not meet the required length. Many sentences are cursory. It contains several spelling errors (*chose, countrie, troupes*). There are several agreement errors (*you needs, and defending your countrie, is ten levels*). The title of the game has not been italicized (*World War 4*). Some sentences are vague and tautologous (*World War 4 is the best because it is great*). There are no *if / when* clauses and no ordinal numbers.

[B Grade Answer]

Introduction What computer or video game do you think is interesting? What kind of game is it? Who might enjoy playing it? (2 sentences)	I love the game <i>Car Chase City</i> . It is a racing game, but there is so much more to it than that! I think everybody who likes racing games or role playing games will enjoy it.
Body What are the goals, rules, and levels (rounds, stages, etc.) of this game? (6–8 sentences)	In the 1 st level, you start the game with a old, slow car. You have to make it across the city quickly by learning a secret root. If you do this you win a new, faster car. In the 2 nd level you need to save some people from a robbery. As you go through the levels, you get better cars. Finally, you can get a helicopter and fly around the city helping people and earning prise money.
Conclusion Summarize your points. (2 sentences)	This game has something for everyone. It is full of action and drarma.

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It contains some spelling errors (*root, robbery, prise, drarma*). There is also a punctuation error in the form of a missing hyphen (*role playing*). There is an agreement error (a old). The passage includes ordinal numbers, but no

regular numbers. The writer has made use of an *if / when* clause but has not punctuated it with a comma (*If you do this you win a*).

[A Grade Answer]

Introduction What computer or video game do you think is interesting? What kind of game is it? Who might enjoy playing it? (2 sentences)	I think <i>Soccer Manager 6</i> is a very interesting game. As you may have guessed, it is a game where you take the role of a soccer manager. I know that many of my friends are quite addicted to the game. So, I think anyone our age or older would love it!
Body What are the goals, rules, and levels (rounds, stages, etc.) of this game? (6–8 sentences)	In stage one, you can choose a club team or an international team. However, you can only choose a smaller club, like Blackburn, or a less successful country, like Bolivia. You need to train your team or try to buy some better players. In the 2 nd stage the competition will begin. This will be a league, or a world cup. As the season goes on, you will find players become injured, or want to leave. When this happens, you need to try and solve these problems. The game is really complecated.
Conclusion Summarize your points. (2 sentences)	<i>Soccer Manager 6</i> is the most detaled version of the game so far. It is complecated, challenging, and exciting. If you have friends who play, then you can compete against them.

Score Explanation: This response fulfills all the requirements of the task and receives a grade of A. It is clearly written and follows the structure well. The writer has made good use of *if / when* clauses and regular / ordinal numbers. There are just two spelling mistakes (*complecated, detaled*).

➤ **LESSON GOAL** Students will be able to write a complaint letter about their school.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing a complaint letter. In the warm-up section, students preview and practice vocabulary and answer questions related to complaint letters. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use the present perfect and how to use complaint letter expressions. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions and interview a classmate about problems in their school. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use of the present perfect and complaint letter expressions.

TEACHING NOTES

This unit instructs students on how to write a complaint letter. Teachers could tell students that complaint letters are often most effective when they are polite rather than angry. This requires them to use a certain tone including consistent use of *please* and *thank you*. Other useful phrases are: *would be grateful*, *would be thankful*, *would appreciate*.

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

Expository Writing

Writing Purpose		To write a complaint letter
Language Features		<ul style="list-style-type: none"> • Present perfect tense • Complaint letter expressions
Framework		
Experiences	Writing a complaint letter	Present your complaint. State how urgent it is. Describe the problem: the cause, the people involved, etc. Suggest a solution. Signal that the essay is ending. Give a final thought.
Details	Letter writing	problems, issues, solutions, complaints, structure, tone

WARM-UP (p. 68)

- 1) Have students open the Student Book to page 68. Read the title and the goal of Unit 7.
- 2) Ask students what they like or dislike about their classroom. Ask how they think it could be fixed.
- 3) Explain that in this unit, students will learn how to write a complaint letter.

WRITING GUIDE (p. 68)

- 1) Explain to students that when they write a complaint letter, they should state what the problem is and that the problem should be solved quickly. They should then give details about the problem, such as who / what is involved, the effect of the problem, and why it is important. Students should also suggest a possible solution to the problem.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the following questions.

1. I don't like the basketball court in the school playground.
2. The court is so old, and the goalposts are all broken.
3. The school needs to paint the court again and repair the goalposts.

WORDS TO KNOW (p. 69)

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

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

1. Because screens were not installed on the classroom windows, many students suffered from mosquito bites.
2. It is a(n) urgent matter that requires immediate action.
3. This issue is causing a lot of stress for students and parents.
4. The school should provide more computers to the students so they can do online research.
5. To solve this problem of class size, one suggestion is to hire more teachers.
6. I would like to request that we have better food options for lunch.

B. Fill in the blanks with the correct phrases.

Dear Principal Cooper,

I'm Taylor Simpson, and I'm a 4th grade student. I'm writing regarding 1. an issue with our school clubs.

It's kind of a recent issue that requires 2. immediate attention. 3. I've noticed that the number of clubs has decreased over that past few years. Now, there are only about 10 clubs, and in my opinion, that's not enough. Students have different interests. Therefore,

4. there should be more clubs to help these students develop their interests.

For example, I love dancing, but there are no clubs to practice dancing. Some students have decided to not join any clubs because of 5. the limited choices. Also, I've read about other schools that have 30 or 40 clubs. And I've heard that many students have transferred to these schools to join their clubs. Some of the best education students get is in their clubs, so 6. it's important that the number of club choices be increased.

Thank you for your attention.
Respectfully yours,

Taylor Simpson

READ (p. 70)

- 1) Have students read the complaint letter.

Dear Ms. Harris,

My name is Emma Sinclair, and I'm a 6th year student. I am writing to tell you about a problem in the cafeteria. I'm hoping you can fix this.

These days, the quality of the cafeteria food has gone down. At the beginning of the school year, the food was really good. But over the last few months, the quality has dropped. There are few healthy options to eat these days, and the vegetables which are sometimes served aren't very fresh. Also, the meat smells weird. Someone has even found a piece of plastic on some cheese in their sandwich! Nowadays, many students go to convenience stores before school to buy food for lunch. But their meals aren't very healthy either. I would be grateful if you could provide something fresh and healthy.

I know you're busy, but please consider my complaint. I look forward to seeing changes to the lunch menu hopefully soon.

Thank you for listening.

Yours sincerely,
Emma Sinclair

ANALYZE (p. 70-71)

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

A. Answer the questions in complete sentences.

1. The writer's complaint is about the quality of the cafeteria food.
2. There are few healthy options, and the vegetables aren't very fresh.
3. Many students go to convenience stores to buy food for lunch, which is unhealthy, too.
4. The writer wants Ms. Harris to change the lunch menu soon.

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

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

A. PRESENT PERFECT. Write the sentences using the present perfect tense.

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| <ol style="list-style-type: none"> 1) Study the first example as a class. 2) Explain to students that we use the present perfect tense to describe something that happened and is related to a problem now. We can make it by changing the verb <i>to have / has</i> + past participle. 3) Have students work in pairs to write the sentences using the present perfect tense. 4) Call on students to read sentences to the class. | <ol style="list-style-type: none"> 1. The restroom has become disgusting. 2. Our soccer team has lost a really good head coach. 3. The school has stopped offering music classes. 4. Many students have moved to the city. |
|--|--|

B. COMPLAINT LETTER EXPRESSIONS. Complete the chart with the expressions below.

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| <ol style="list-style-type: none"> 1) Study the first example as a class. 2) Explain to students that in a complaint letter, we use certain phrases when presenting a problem, urgency, and a solution. 3) Have students complete the chart using the expressions. 4) Call on students to share their answers. | <p>(Answers will vary.)</p> <ol style="list-style-type: none"> 1.
I'm writing about a matter regarding the vending machine.
I hope you can fix it.
It's important that the school put more fruit juice in the machine. 2.
I'm writing to let you know about an issue with the restroom.
I'm hoping you can help with this.
I would be grateful if you put soap in the restroom. 3.
I'm writing to inform you about a situation with our white uniforms.
I'm hoping you consider it.
It would be best if the school switches to a darker uniform. |
|--|---|

C. Write three sentences using the expressions in Exercise B.

- | | |
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| <ol style="list-style-type: none"> 1) Study the first question as a class together. 2) Have students write three sentences using the expressions in exercise B. 3) Check the answers as a class. | <p>(Answers will vary. – except ②)</p> <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> ① I'm writing because I am concerned about riding bicycles to school. ② The school has stopped allowing riding bicycles to school. ③ I'd like to ask you to please allow students to ride their bicycles to school. 2. <ol style="list-style-type: none"> ① I'm writing about a matter regarding the gym. ② The number of mice has increased in the gym. ③ It would be best if you get a cat for the school. 3. <ol style="list-style-type: none"> ① I'm writing to inform you about a situation with the school's internet connection. ② The school's internet connection has slowed down. ③ It's important to get better internet for the school. |
|---|--|

D. Underline the complaint letter expressions. Then find the three incorrect sentences and rewrite them.

- 1) Study the paragraph as a class together.
- 2) Have students underline the complaint letter expressions.
- 3) Then have students find the three incorrect sentences and rewrite them.
- 4) Check answers as a class.

Dear Mrs. Birchwood,

I'm writing about a matter regarding the classrooms. This is a serious problem and I'm hoping you consider it immediately.

Recently, the number of students in each class has get larger. My class has reached 45 students, which in my opinion is too many. That's because the teachers' jobs have become more difficult. It seems they spend more time trying to control the class than actually teaching. As a result, I feel like I haven't learned much in classes this year. Also, larger classes had led to a noisier classroom. For example, during English class, I have had to shout during speaking practice. Otherwise, my partner couldn't hear me. Therefore, I would be grateful if you would reduce our class sizes to half the size now.

I hope my request is reasonable and this problem can be solved soon. It would be best if the school provided a comfortable learning environment, so smaller classes are necessary.

1. Recently, the number of students in each class has got[gotten] larger.
2. That's because the teachers' jobs have become more difficult.
3. Also, larger classes have led to a noisier classroom.

ESSAY FRAMEWORK (p. 74-75)

- 1) Introduce students to the page titled *The Conclusion Paragraph – Final Thoughts*. Explain that final thoughts in a conclusion paragraph should be memorable and make the reader think.
- 2) Explain to students there are three ways to give final thoughts. They could make a prediction about the future. Alternatively, they could restate the problem (from the body), or restate the solution (also from the body). Let students know that they could do all three.
- 3) Take students through the top chart explaining the things they **should** do when writing final thoughts.
- 4) Then take students through the bottom chart highlighting the things they **should not** do.
- 5) Then have students read the letter and answer the questions.
- 6) Check answers as a class.

A. Read the following letter and answer the questions.

1. ③

2. ②

Reason: It gives a new idea to solve the problem that is not mentioned in the body paragraph.

3.

(Answers will vary.)

Technique: Make a prediction

We would get better results if we are provided with better environments.

BUILDING THE ESSAY (p. 76)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences.

What is a complaint you have about your school?	There are never any free computers in the computer lab.
What is the cause of this problem?	The problem is caused because the lab doesn't have enough computers.
Who is affected by this problem? What is the effect	All students are affected by the lack of computers. The worst affected

on them?	students are those studying for exams.
What solution do you suggest?	If the school cannot afford more computers, I suggest making a schedule so that all students get an equal amount of time on the computers.

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

FIRST DRAFT (p. 77)

A. Now write your own complaint letter.

[C Grade Answer]

Introduction Present your complaint. State how urgent it is. (2 sentences)	Dear Mr Jones, I writing to complain about the soccer nets in the school feild.
Body Describe the problem: the cause, the people involved, etc. Suggest a solution. (6–8 sentences)	The nets have been torn by people falling in their and getting tanged up. Now the ball is flying strait through. This means we has to go and get it. The game is not so good anymore. We has a game next week. Can you fix it?
Conclusion Signal that the essay is ending. Give a final thought. (2 sentences)	Thank you for reading my letter. Simon Parker

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C as it lacks required elements and does not meet the required length. It contains several spelling errors (*field*, *their*, *tanged*, *strait*). There are several agreement errors (*we has to*, *we has a*), a missing be verb (*I writing*), a missing period (*Mr*), and a missing comma (*Now the*). The letter does not make clear use of the present perfect. Neither does it include any properly used complaint letter expressions. This means it reads as rather blunt and also ends abruptly.

[B Grade Answer]

Introduction Present your complaint. State how urgent it is. (2 sentences)	Dear Mrs. Jennings, I am writing about the schools swimming pool.
Body Describe the problem: the cause, the people involved, etc. Suggest a solution. (6–8 sentences)	Since last year severel students have become ill after going in the pool. This might be a coincidinse. But the pool sometimes looks dirty. Also I saw a band-aid floting in there. I am captain of the schools swimming team. So, I think it is my job to write to you. I think the pool need to be cleaned more often. Maybe we need to find a new cleaner.

Conclusion Signal that the essay is ending. Give a final thought. (2 sentences)	I'm hoping you can help with this. I would be grateful if you can let me know soon. Stephanie Toomey
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Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It contains some spelling errors (*severel, coincidence, floting, grateful*). There is also a punctuation error in the form of a missing apostrophe (*schools*) and a missing comma (*Also I*). There is an agreement error (*the pool need*). The writer has used the present perfect and some neat complaint letter expressions. However, the letter does not include a clear sign-off before her name.

[A Grade Answer]

Introduction Present your complaint. State how urgent it is. (2 sentences)	Dear Mr. Williams, I am writing to you to inform you that the amount of poetry books in the school library has become very low. I am hoping that you that you can do something about this.
Body Describe the problem: the cause, the people involved, etc. Suggest a solution. (6–8 sentences)	Last year, a large amount of poetry books were removed from the library. They had become old and were falling apart. I understand this. However, they have not been replaced. I asked the librarian about it and she said that there was no money. Maybe the school could try to rase some money by having a poetry evening, or a poetry competition. If this isn't possible, maybe we could just get some second hand books. Students need to have a bigger selecion of poetry books. If they cannot see great poetry, they won't be able to write good poetry either.
Conclusion Signal that the essay is ending. Give a final thought. (2 sentences)	I'm hoping you can help with this serious issue. Please let me know what you think. Sincerely and with best wishes, Monty Lullingstone

Score Explanation: This response fulfills all the requirements of the task and receives a grade of A. It is clearly written and follows the structure well. The writer has made good use of the present perfect and complaint letter expressions. There are just two spelling errors (*rase, selecion*) and one missing hyphen (*second hand*).

➤ **LESSON GOAL** Students will be able to write a thank you letter to a teacher.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for writing a thank you letter. In the warm-up section, students preview and practice vocabulary and answer questions related to writing a thank you letter. These patterns are reinforced through exercises such as fill-in-the-blank questions and answering questions in complete sentences. In the pre-writing section, students learn how to correctly use adjectives ending in *-ed*, *-ing* and thank you letter expressions. Students also read and answer questions about a model passage. In the drafting section, students are asked to answer questions and interview a classmate about their best ever teacher. Students then use these to build a first draft. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors. They are also asked to pay attention to the use of adjectives ending in *-ed*, *-ing* and thank you letter expressions.

TEACHING NOTES

This unit instructs students on how to write a thank you letter. Teachers could tell students about the other structural elements of formal letter writing including where to put the address of the recipient, the sender's address, and the date. They could also explain that the sender will often include their contact information below their name at the bottom of the page.

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

Expository Writing

Writing Purpose		To write a thank you letter to a teacher
Language Features		<ul style="list-style-type: none"> • Adjectives ending <i>-ed</i>, <i>-ing</i> • Thank you letter expressions
Framework		
Experiences	Writing a thank you letter	Thank the teacher and give the reason for writing this letter. Describe why you are thanking this person: how you felt before, what the teacher did, what you remember in particular, how you changed. Signal that the essay is ending. Give a final thought.
Details	Letter writing	skills, gratitude, kindness, appreciation, memories

WARM-UP (p. 78)

- 1) Have students open the Student Book to page 78. Read the title and the goal of Unit 8.
- 2) Ask students about their favorite teacher. Ask what subject they teach.
- 3) Explain that in this unit, students will learn how to write a thank you letter to someone.

WRITING GUIDE (p. 78)

- 1) Explain to students that when they write a thank you letter, they should state the reason why they are writing, which is to say "thank you." Then they should describe why they are thanking this person, such as what this person did that was so special or helpful, and how this person changed them. They might finish by stating what the person means to them or how they will remember this person.
- 2) It is helpful to use the **WRITING GUIDE** in order to activate the students' curiosity about the upcoming topic.
- 3) Gauge how much English vocabulary students already know about the topic.
- 4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the following questions.

1. Last year's history teacher was the best teacher.
2. He was kind and always encouraged students to get better results.
3. I didn't have an interest in history, but I started to study it hard because of the teacher.

WORDS TO KNOW (p. 79)

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

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

1. I was frustrated because I couldn't say in English what I was thinking.
2. My teacher gave me valuable advice that helped me pass the class.
3. I feel much more confident now in English thanks to my teacher.
4. Before, I thought PE class was a waste of time because I already play sports outside of school.
5. She always took the time to show me what I was doing wrong and how to get better.
6. I really appreciate her showing me that I was wrong and that I can always improve.

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

Dear Mr. Stanley,

I'm writing to thank you for teaching such wonderful English classes.

Before, I was uninterested in English and didn't know why it was required. However, I've 1. changed my attitude because of your class. I was able to have so many interesting conversations in English with you during class.

2. Now I realize it's a valuable tool for communicating with people around the world. Also, 3. I used to think speaking English was scary.

I 4. was too worried about making mistakes. But you convinced me that making mistakes was okay, and nobody expects my English to be perfect. So now I'm more confident and not scared to make mistakes. I 5. feel so lucky that you were my English teacher this year. In fact, my dream now is to live in a foreign country one day, and this dream is 6. thanks to you.

Warm wishes,
Tina Lewis

READ (p. 80)

- 1) Have students read the thank you letter.

Dear Mrs. Webster,

I'm writing to you to say thank you for being such a great teacher.

Before I took your class, I didn't like math at all. I found it too challenging, and I was frustrated with my lack of progress. I also found it very boring. Your classes, however, helped me understand numbers better and taught me that math can be fun! I sincerely appreciate your help. You took the extra time to sit with me and explain things which didn't make sense. I also appreciate your patience. You didn't get frustrated with me when I didn't understand something. And I'll always remember my times tables thanks to your funny song!

Thank you so much for everything which you have done for me and for our whole class. I will miss your class a lot next year. I hope my next math teacher is as nice as you.

Yours sincerely,
Michael Tracey

ANALYZE (p. 80-81)

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

A. Answer the questions in complete sentences.

1. The writer's teacher teaches math.
2. The writer felt it was too challenging and very boring.
3. The writer understood numbers better and knew that math can be fun.
4. The writer will never forget the times tables.

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

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

A. ADJECTIVES ENDING IN -ED, -ING. Rewrite the sentences with the correct form of the underlined word.

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| <ol style="list-style-type: none"> 1) Study the first example as a class. 2) Explain to students that an adjective ending in <i>-ed</i> describes how someone feels. (<i>I was bored.</i>) An adjective ending in <i>-ing</i> describes how someone feels about something. (<i>The class was boring.</i>) 3) Have students work in pairs to rewrite the sentences with the correct form of the underlined word. 4) Call on students to read sentences to the class. | <ol style="list-style-type: none"> 1. Trying to remember so much vocabulary was exhausting. 2. Your tests were always challenging. 3. I was always excited for your history classes. 4. I felt depressed because my grades were always the lowest in the class. |
|---|---|

B. THANK YOU LETTER EXPRESSIONS. Complete the chart with the expressions below.

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| <ol style="list-style-type: none"> 1) Study the first example as a class. 2) Explain to students that in a thank you letter, we use certain phrases showing why we are thankful, how the person was helpful, and a special memory we have. 3) Have students complete the chart with the expressions. 4) Call on students to share their answers. | <p>(Answers will vary.)</p> <ol style="list-style-type: none"> 1.
I'd like you to know how much I appreciate you for your great and amusing classes.
You made great efforts to keep the classes active.
I'll never forget all of your funny jokes. 2.
I'm writing to say thank you for being the best teacher I ever had.
You tried very hard to explain things in a simple way.
I especially loved your cute drawings for explanation. 3.
I just wanted to take a moment to thank you for teaching us this year.
You went out of your way to make social studies easy to understand.
I'll always remember how you never got upset at us. |
|--|--|

C. Write three sentences using the expressions in Exercise B. Change the underlined words with the correct adjective forms.

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|---|--|
| <ol style="list-style-type: none"> 1) Study the first question as a class together. 2) Have students write three sentences using the expressions in exercise B. Have them change the underlined words with the correct adjective forms. 3) Check the answers as a class. | <p>(Answers will vary.)</p> <ol style="list-style-type: none"> 1.
I'm writing to say thank you for teaching such amazing classes this year.
You tried very hard to keep us interested in the lessons.
I especially loved your entertaining stories about life in the US. 2.
I just wanted to take a moment to thank you for all of your interesting classes.
You went out of your way to help us not be frightened of giving presentations.
What I appreciate most is your tips on how to make the presentations exciting. |
|---|--|

3.

I'd like you to know how much I appreciate you for being a challenging but fair teacher to us.

You made great efforts to not let us give up, even in frustrating situations.

I'll always remember how you took the class outside when we looked tired.

D. Underline the thank you letter expressions. Then find the three incorrect sentences and rewrite them.

- 1) Study the paragraph as a class together.
- 2) Have students underline the thank you letter expressions.
- 3) Then have students find the three incorrect sentences and rewrite them.
- 4) Check answers as a class.

Dear Ms. Adams,

I'm writing to say thank you for being our art teacher.

I used to be one of those students who thought studying art was a waste of time. I couldn't really see why we had to draw things. I mean, we draw in our other classes anyway when we're boring. But you tried very hard to make your classes exciting. You made great efforts to explain art like the *Mona Lisa* or Picasso's paintings. And I was exciting every time to hear your explanations. Also, I will always remember when you painted that forest scene in class. It was so entertained and an experience I will treasure for the rest of my life.

Thank you for giving 100 percent every time. I can't say I'll ever be an artist, but I can say you deserve a prize for being the best teacher ever.

Sincerely,
Chuck Potter

1. I mean, we draw in our other classes anyway when we're bored.
2. And I was excited every time to hear your explanations.
3. It was so entertaining and an experience I will treasure for the rest of my life.

ESSAY FRAMEWORK (p. 84-85)

- 1) Introduce students to the page titled *Essay Outlines*. Explain that it will tell them about how to plan an essay.
- 2) Explain to students that when we write an essay outline or plan, we usually do so in brief, note form.
- 3) Take students through the top chart reminding them about an essay's structure.
- 4) Show students the examples of outlines below. Tell students that they are outlines of two essays in the book.
- 5) Tell students to turn to p.10 (Unit 1) in the student book to show how the left-hand outline contains all the main information in essay, but in note form.
- 6) Repeat this with the right-hand example and the essay on p.50 (Unit 5).
- 7) Then have students read the letter and complete the outline information below.
- 8) Check answers as a class.

A. Read the following letter and complete the outline information below.

(Answers will vary.)

I. Introduction

A. Introduce the topic

- appreciate Mr. Johnson's classes this year

II. Body

A. Basic information

- Until you became our teacher, I was pretty bored in history.

- However, your lessons changed my thinking.

B. Supporting details

- You took time to explain why the events happened.

- You showed the effects of the historical events on today's society.

- I was interested in how invention of the printing press affects the books.

III. Conclusion

A. Feeling

- I'm so grateful for everything you taught us.

BUILDING THE ESSAY (p. 86)

- 1) Have students answer the questions in full sentences.
- 2) Then have them interview a classmate and record their answers in full sentences.
- 3) Have them use the extra words and phrases at the bottom of the page if needed.
- 4) Have students read out their answers to the class.

A. Answer the following questions. Write down your answers in full sentences.

Who is the best teacher you ever had?	My best ever teacher was Mr. Parkes. He taught me English.
What did this teacher do that was so good?	He was so good because he made the lessons fun. He was always funny, but also taught us so clearly.
What is one especially memorable experience you had with this teacher?	We went on a great field trip to see a play by Shakespeare. It would have been a bit hard to understand, but before we saw it, Mr. Parkes explained the whole thing to us. I enjoyed it very much.
How did this teacher change you?	Mr. Parkes taught me that theater can be really fun.

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

FIRST DRAFT (p. 87)

A. Now write your own thank you letter.

[C Grade Answer]

Introduction Thank the teacher and give the reason for writing this letter. (1 sentence)	Dear mrs Stevens, I am write to thank you.
Body Describe why you are thanking this person: how you felt before, what the teacher did, what you remember in particular, how you changed. (7–9 sentences)	You were such a great sceince teacher this year. Before you was my teacher I couldn't understanding anything about sceince. Now I know all about forces and chemicles. I think I can passing my exams.
Conclusion Signal that the essay is ending. Give a final thought. (2 sentences)	I will remembring you all the time. Harry Ponting

Score Explanation: This response fulfills some of the requirements of the task, but receives a grade of C as it lacks specific features and does not meet the required length. It contains spelling errors (*sceince, chemicles remembring*). The teacher's honorific contains a capitalization error and is missing a period (*mrs*). There are also several grammatical issues in the form of agreement errors (*am write, you was, couldn't understanding, can passing, will remembring*). The letter does not use adjectives ending *-ed, -ing* and does not successfully use thank you letter expressions. There is also no proper sign-off.

[B Grade Answer]

Introduction Thank the teacher and give the reason for writing this letter. (1 sentence)	Dear Mr. Lambert, I am writing to say thank you very much.
Body Describe why you are thanking this person: how you felt before, what the teacher did, what you remember in particular, how you changed. (7–9 sentences)	I want to thank you becuase you are the best art teacher I have ever have. When I first started school I was worried about art. I found it very chalenging. You showed me how to draw and how to paint. My paintings look much better thanks to you. I want to going to art school in the furture.
Conclusion Signal that the essay is ending. Give a final thought. (2 sentences)	I will always remember the day you showed me how to draw a tree. Yours sincerely, Barry Biggin

Score Explanation: This response fulfills some of the requirements of the task but receives a grade of B. It is not quite of the required length and does not include some required elements. It contains some spelling errors (*becuase, chalenging, furture*). There is also a punctuation error in the form of a missing comma following a *when* clause (*When I first started school I*). There are some grammatical agreement errors (*I have ever have, want to going*). The writer has attempted to use adjectives ending *-ed, -ing* and has successfully used thank you letter expressions.

[A Grade Answer]

Introduction Thank the teacher and give the reason for writing this letter. (1 sentence)	Dear Mrs. Patel, I am writing to thank you for being such a fantastic home ecanomics teacher.
Body Describe why you are thanking this person: how you felt before, what the teacher did,	I just wanted to take a moment to thank you for all your help over the past year. When I first began taking your classes I had no idea about cooking. I was very concerned about using the hot cookers! You made it all seem so simple. I remember the first cake I made. It was not very good, but you showed me how

what you remember in particular, how you changed. (7–9 sentences)	to improve it. The next one was much better. My mom was so impressed.
Conclusion Signal that the essay is ending. Give a final thought. (2 sentences)	<p>I hope that you will come back and teach us again next year. You've given me the confidence to try some much more complicated dishes.</p> <p>Thank you again for all your kindness.</p> <p>Sincerely,</p> <p>Lindsay Ingram</p>

Score Explanation: This response fulfills all the requirements of the task and receives a grade of A. It is clearly written and follows the structure well. The writer has made good use of adjectives ending *-ed*, *-ing* and thank you letter expressions. There is one spelling error (economics) and one missing comma after a when clause (*When I first began taking your classes I*).