Writing Framework **for Paragraph Writing**

Book 1 Teacher's Guide

Written by: Sam Robinson

Unit 1

My Favorite Subject

➢ **LESSON GOAL** Students will be able to write about their favorite school subject.

OVERVIEW

This unit introduces students to vocabulary and conversation patterns used for talking about their favorite school subjects. In the warm-up section, students preview and practice vocabulary and answer questions related to their favorite subject and the reasons why they like it. These patterns are reinforced through exercises such as fill-in-the-blank questions, completing charts about school subjects, and the revision of model sentences. In the pre-writing section, students learn how to use the comparatives *more*, *-r*, *-er*, and *-ier than*. Students also practice using the ordinals *first*, *second*, and *third* to list the reasons why they like particular subjects. In the drafting section, students are asked to brainstorm ideas, provide key detail, and complete a descriptive paragraph about their favorite subject. 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 writing structure. They must clearly name their favorite school subject, give reasons why they like it, compare it to other subjects, and finish with a concluding sentence.

TEACHING NOTES

This unit instructs students on how to write about their favorite subject in a structured way. It also introduces the idea of comparing one subject to another. The teacher can use this unit to introduce/review various subjects and ask the class to give their opinions on them. Here, the teacher can introduce ideas of personal preference. For example, while one student may find math boring, another may enjoy it very much; there are no right or wrong answers. However, the teacher must make sure that students provide enough detail about the reasons *why* they enjoy a particular subject in their expository writing exercise.

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

Expository Writing

Writing Purpose		To describe one's favorite subject
Language Features		• Comparatives (*-r*, *-er*, and *-ier* and *more*) • Ordinals (*first*, *second*, *third*)
Framework		
Structured paragraph	Describing one's favorite subject	What is your favorite subject? Why do you enjoy it? Compare the subject to others. Is the subject harder or easier than others? Is the subject more useful or more fun than others?
Details	Descriptive writing	preference, comparison, difficulty, enjoyment, positive and negative aspects

WARM-UP (p. 8)

1) Have students open the Student Book to page 8. Read the title and the goal of Unit 1.
2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows students learning about shapes, most likely in a math class.
3) Explain that in this unit students will learn how to talk about their favorite subject and compare it to others.

WRITING GUIDE (p. 8)

1) Explain to students that when they write about their favorite subject, they should say what they like about it and why they prefer it to others.
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.

1. Art is my favorite subject.
2. Art is easier and more interesting than other subjects.

WORDS TO KNOW (p. 9)

1) Focus students' attention on the subject names in the top bar.
2) Tell students to match each subject with one of the adjectives and descriptions below.
3) Encourage students to ask questions about vocabulary and content after writing the sentences shown below.

A. Complete the chart.

1. science
2. English
3. math
4. PE
5. music
6. history

B. Fill in the blanks with the correct phrases. Then use the chart to fill out the summary.

Main Idea	Math is my favorite subject.
Detail 1	Math is necessary because we need it to count money.
Detail 2	Math is easy because it always has a right answer.
Detail 3:	People think math is boring, but I think it is a lot of fun.

READ (p. 10)

1) Have students read the paragraph.

My Favorite Subject
My favorite subject is science. There are three reasons why I like science so much. First, it is more exciting than other subjects, like math and English. We do lots of experiments in class. Second, science is more useful than other subjects. I can learn how things work in science class. Third, science is easier than other subjects. Art is harder than science. I'm not very good at drawing. So, science is my favorite subject because it is more exciting, more useful, and easier than other subjects.

UNDERSTAND (pp. 10-11)

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

A. Answer the questions in complete sentences.

1. The writer's favorite subject is science.
2. The writer can learn how things work in science class.
3. The writer likes it because it is more exciting, more useful, and easier than other subjects.

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

TITLE	What's Your Favorite Subject?
DETAIL 1: INTRODUCTION	1-2. My favorite subject is English. There are three reasons why I like English so much.
DETAIL 2: BODY	3. First, it is more useful than other subjects, like math and music. 4. We have lots of conversations in class. 5. Second, English is more exciting than other subjects. 6. I can learn a new language and cultures in English class. 7. Third, English is easier than other subjects. 8. Math is harder than English. 9. I'm not very good at adding and subtracting.
DETAIL 3: CONCLUSION	10. So, English is my favorite subject because it is more useful, more exciting, and easier than other subjects.

LANGUAGE SKILLS (p. 12-13)

A.* COMPARATIVES. *Write the sentences using the given words. Use the correct comparatives.

1) Before studying, go to p. 74. Present the grammar information on the use of *more, -r, -er, and -ier.*
2) Have students work in pairs to write five sentences.
3) Call on students to read sentences to the class.

1. Art is more exciting than English.
2. History is more interesting than science.
3. Music is easier than math.
4. PE is cooler than social studies.
5. Math is more important than other subjects.

TIP (p. 12)

1) Explain to students how and when to use the different comparative forms.
2) On the board or on the screen, show examples of how the comparative form changes in relation to the adjective.

Math is harder than music. / Music is more fun than math.

B.* ORDINALS. *Correct the sentences using commas.

1) Explain to students that an ordinal is a numbering word often used when giving a list of reasons.
2) Study the first example as a class. Explain that *first* is the ordinal in this sentence and that it is followed by a comma.
3) Have students correct the sentences using commas.
4) Call on students to share their answers.

1. First, English class is more exciting than math.
2. Second, history is more boring than PE.
3. Second, I love music because I love to sing.
4. Third, I can make beautiful artwork in art class.
5. First, science is fun because we learn about dinosaurs.

C. Find the errors in the sentences and rewrite them.

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

1. First, art is more interesting and cooler than history.
2. Third, math is more difficult than music.
3. Third, PE is more useful than music.
4. Second, history is more interesting than science.
5. First, social studies is more boring than science.

D. Circle the ordinals. Then find the two incorrect sentences and rewrite them.

1) Study the paragraph as a class together.
2) Have students go through the paragraph circling the ordinals.
3) Have students find two incorrect sentences and rewrite them.
4) Check answers as a class.

Why Math is My Favorite Subject

Math is my favorite subject, and there are three reasons why I like math the most. First, math is usefuller than other subjects because we use math every day at the supermarket and bank. Second, math is easiest than other subjects, like art and music, because it always has a correct answer. Third, my math teacher is nicer than any other teacher. She is always kind and gives out candy when we give the correct answer. For these reasons, math is my favorite subject.

1) First, math is <u>more useful</u> than other subjects because we use math every day at the supermarket and bank.
2) Second, math is <u>easier</u> than other subjects, like art and music, because it always has a correct answer.

BRAINSTORM (p. 14)

1) Have students brainstorm about their favorite subject.
2) Ask students to write down their favorite subject and provide three reasons why it is better than others.
3) Tell students to write a conclusion summing up their reasons.

A. Now write an outline of your paragraph.

Introduction: What is your favorite subject?	History
Body: Why is your favorite subject better than other subjects?	First – More interesting We learn about famous people from the past. Second – More important We can learn about the past so I have a better future. Third – More useful History is related to politics, art, and many other subjects.
Conclusion: What are the three reasons why you like your favorite subject?	More interesting, more important, and more useful

FIRST DRAFT (p. 15)

A. Write your own paragraph about your favorite subject.

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

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

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

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

Writing Rubric

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

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

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

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

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

[C Grade Answer]

english

My favrite suject is english. It is interesting. first english is funner then math. we speaking together. I likes to do english every time.

Score Explanation: This response fulfills some of the requirements of the task by providing the subject's name, a reason for liking it, an example of what happens in class, and a comparison with another class. However, it receives a score of C because it contains spelling (*favrite, suject*) errors, subject-verb agreement (*I likes, we speaking*) errors, capitalization (*english, we, first*), incorrect use of comparatives (*funner then*), incorrect punctuation/use of ordinal (*first*) and little detail about subjects and classes. The response also lacks a structure that clearly guides the reader through the student's ideas.

[B Grade Answer]

Music is My Favorite Subject

My favorite subject is Music. There are three reasons. First, Music is more exiting than science. We get to play piana and sing songs. Second Music is more fun than math. We learn how to play drums. Third Music is more easier than English. English is harder than music. So, music is my favorite subject because it is more exciting, fun, and easy.

Score Explanation: This response fulfills most of the requirements of the task by providing a title, a favorite subject and three reasons for liking it. These are backed up by some use of comparatives and ordinals. However, there are some errors here: capitalization (*Music*), spelling (*exiting, piana*), and punctuation (a lack of commas following some ordinals). There is also one error among the comparatives (*more easier*). In terms of content, the reasons are logical, but lack real detail. Also, the third comparative reason (*English is harder than music*) is just an inversion of the previous idea (that music is easier than English). In terms of structure, the introduction is brief and the conclusion is left unfinished as it does not make full use of comparatives to fully sum up the student's opinions.

[A Grade Answer]

Why Science is a Great Subject

My favorite subject is science. There are three reasons why I like science so much. First, it is more exciting than other subjects, like math and history. We get to do amazing expemirents in class. Second, science is much more interesting than other subjects. I can learn what other planets are like in science class. Third, science is easier than other subjects. Art is much harder than science. I'm not very good at drawing. So, science is my favorite subject because it is more exciting, more interesting, and easier than other subjects.

Score Explanation: This response satisfies all the requirements of the writing task. It provides a strong title and a clear introduction. The student gives three clear reasons that the subject is their favorite. These are backed up by examples and comparatives. Clear and correct use of ordinals has also been made. It shows an effort to go beyond the brief by including extra vocabulary, including adjectives and intensifiers (*amazing, much* more). However, this admirable level of ambition has led to the piece's only spelling error (*expemirents*).

Unit 2

My Favorite Animal

➢ **LESSON GOAL** Students will be able to write about their favorite animal

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about their favorite animals and why they like them. In the warm-up section, students practice vocabulary and grammar related to animals' different characteristics. These patterns are reinforced through exercises such as fill-in-the-blank questions, completing charts about animal characteristics, the revision of model sentences, and studying a paragraph and answering questions about it. In the pre-writing section, students learn how to use superlatives and intensifiers by completing fill-in-the-blank and matching exercises. Students practice their writing skills by identifying mistakes and rewriting sentences and by unscrambling sentences. In the drafting section, students are asked to brainstorm ideas, provide key detail, and complete a structured paragraph about their favorite animal. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, and the use of superlatives and intensifiers.

TEACHING NOTES

This unit instructs students on how to write about their favorite animal in a structured way. It also introduces the use of superlatives and intensifiers. The teacher can use this unit to introduce/review various animals and their unique characteristics. They could also use the unit to introduce students to the various classifications of animals and where they are found: *The shark is the scariest fish in the ocean/sea; The falcon is the fastest bird in the sky; The elephant is the most impressive mammal on the land.*

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

Expository Writing

Writing Purpose		To write about one's favorite animal
Language Features		• Descriptive language and structured paragraphs • Use of superlatives and intensifiers
Framework		
Structured paragraph	Describing one's favorite animal	What is your favorite animal? Why is it your favorite? What can it do? Does it look special?
Details	Descriptive writing	animal names, animal characteristics, superlatives, intensifiers

WARM-UP (p. 16)

1) Have students open the Student Book to page 16. Read the title and the goal of Unit 2.
2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows a boy feeding a giraffe.
3) Explain that in this unit students will learn how to talk about and describe their favorite animal.

WRITING GUIDE (p. 16)

1) Explain to students that when they write about their favorite animal, they should describe why they like it by describing some of the animal's characteristics and actions.
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.

1. My favorite animal is the dolphin.
2. The dolphin is my favorite animal because it is intelligent.

WORDS TO KNOW (p. 17)

1) Focus students' attention on the words in the table and the pictures and sentences below.
2) Tell students to match each verb to the correct picture.
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. One word is not used.

1. An octopus is a soft sea animal with eight arms.
2. Owls hunt their prey at night.
3. A chameleon uses a long tongue to catch insects.
4. A dolphin is very intelligent.
5. An elephant uses a tool to scratch its back.

B. Fill in the blanks with the correct phrases. Then use the chart to fill out the summary.

MAIN IDEA	Dolphins are my favorite animal.
DETAIL 1	They are intelligent and can learn tricks.
DETAIL 2	They are cute. They have a long body and a long, round nose.
DETAIL 3	They are helpful. They often help other animals that are in trouble.

READ (p. 18)

1) Have students read the paragraph.

My Favorite Animal
The octopus is my favorite animal for three reasons. First, it is the strangest animal in the ocean. The octopus is so strange because it has blue blood. Second, it is the most intelligent animal in the ocean. I think it is very intelligent because it can use tools to make things. Third, the octopus is the coolest animal in the ocean. It is really cool because it can shoot ink. So again, the octopus is my favorite animal because it is the strangest, most intelligent, and coolest animal in the ocean.

UNDERSTAND (pp. 18-19)

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

A. Answer the questions in complete sentences.

1. The writer's favorite animal is the octopus.
2. 1) It is the strangest animal in the ocean.
   2) It is the most intelligent animal in the ocean.
   3) It is the coolest animal in the ocean.

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

Title	*My Favorite Animal*
Introduction	1. The horse is my favorite animal for three reasons.
Body	2. First, it is the prettiest animal in the world. 3. The horse is so pretty because it has beautiful long hair. 4. Second, it is the most useful animal in the world. 5. I think it is very useful because it can help farmers. 6. Third, the horse is the most exciting animal in the world. 7. It is really exciting because I can ride it.
Conclusion	8. So again, the horse is my favorite animal because it is the prettiest, most useful, and most exciting animal in the world.

LANGUAGE SKILLS (p. 20-21)

A.* SUPERLATIVES. *Find the errors in the sentences and rewrite them.

1) Before studying, go to p. 74. Present the

1. The blue whale is the largest animal in the

grammar information on the use of the superlative form of adjectives.
2) Have students work in pairs to correct the sentences by choosing the superlative form.
3) Call on students to read sentences to the class.

world.
2. The giraffe is the tallest animal in the world.
3. Fish are the easiest animals to keep as pets.
4. The chameleon is the most colorful animal in the world.
5. The mosquito is the most dangerous animal on the planet.

TIP (p. 20)

1) Explain to students that if a word is three or more syllables, we use the word *most* to make superlatives.
2) On the board or on the screen, show example sentences.
beautiful → Parrots are the **most beautiful** birds in the world. (**not** *the beautifulest*)
interesting → Tigers are the **most interesting** animals in the world. (**not** *the interestingest*)

B.* INTENSIFIERS. *Choose intensifiers (so, very, really) to describe the animals in the sentences.

1) Explain to students that if you want to describe something and make the meaning stronger, you can use intensifiers, like *so*, *very*, and *really*.
2) Study the first example as a class.
3) Have students work in pairs to put intensifiers in the correct places when writing the sentences.
4) Call on students to share their answers.

1. Fish are really quiet.
2. Elephants are so strong.
3. Frogs are really loud.
4. Bears are very dangerous.
5. Crows are so intelligent.

C. Make two sentences using an intensifier and a superlative.

1) Study the first example as a class.
2) Have students work in pairs to put intensifiers and superlatives in the correct places.
3) Call on students to share their answers.

1. The dolphin is very smart. It is the smartest animal in the ocean.
2. The elephant is really big. It is the biggest animal on land.
3. The owl is so interesting. It is the most interesting animal on Earth.
4. The snake is very scary. It is the scariest animal in the world.
5. The giraffe is really tall. It is the tallest animal in the world.

D. Circle the intensifiers. Then find the two incorrect sentences and rewrite them.

1) Study the paragraph as a class together.
2) Have students go through the paragraph circling the intensifiers.
3) Have students find two incorrect sentences and rewrite them
4) Check answers as a class.

Why the Elephant Is My Favorite Animal in the Zoo

The elephant is my favorite animal in the zoo for three reasons. First, it is the most strong animal in the zoo. It is very strong because it is so big. Second, it is most interesting animal in the zoo. It is so interesting because it has a really long nose. Third, it is the most cutest animal in the zoo. It is really cute because it has very large ears. So for these reasons, the elephant is my favorite animal.

1) First, it is the strongest animal in the zoo.
2) Third, it is the cutest animal in the zoo.

BRAINSTORM (p. 22)

1) Have students brainstorm about their favorite animal.
2) Ask students to write down their favorite animal and provide reasons why they like it. Have them use the extra vocabulary at the bottom of the page if they need.
3) Tell students to plan a conclusion summing up these reasons.

A. Now write an outline of your paragraph.

Introduction: What is your favorite animal?	Parrot
Body: Why is it your favorite? What can it do? Does it look special?	First – the most beautiful It has really colorful feathers Second – the most intelligent It can speak like a human Third – the funniest It's voice is weird and funny
Conclusion: What are the three reasons why you like your favorite animal?	The most beautiful, the most intelligent, and the funniest animal

FIRST DRAFT (p. 23)

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

[C Grade Answer]

Dog is my favrite animle

My favrite animle is dog. I like dog. first dogs is friendlier animal in the world. we can go to the park together. so, I like dog really a lot.

Score Explanation: This response fulfills the requirements of the task by providing a title, a favorite animal and a reason for liking that animal. However, it receives a score of C because it contains spelling (*favrite, animle, freindly*) errors, punctuation (no comma following the ordinal *first*) and capitalization (*we; so*) errors. The writer makes no use of definite articles (*is dog*); and there are issues with subject verb agreement (*dogs is*). The writer fails to make proper use of superlatives (*friendlier*). Although the writer has attempted to make use of intensifiers, the word order is not correct (*I like dog really a lot*) The introduction, body, and conclusion are not fully formed and the piece lacks any real detail about why the dog is the writer's favorite animal.

[B Grade Answer]

My Favorite Animal

My favorite animal is the lion for three reasons. First, it is the braviest animal in the earth. It is so brave because it can hunt bigger animals. Second, it is the strongest animal in the world. I think it is really strongest because it can jump high and run fast. Third, the lion is the coolest animal. It is real cool because it looks cool. So, the lion is my favorite animal because it is the braviest, strongest, and coolest animal in the earth.

Score Explanation: This response fulfills the requirements of the task by providing a title and a clearly defined introduction, body, and conclusion. It gives three clear reasons for liking the animal in question. However, it receives a score of B because it contains a spelling (*braviest*) error, a capitalization (*earth*) error, and incorrect use of a preposition (*in the earth*). Some attempt to use intensifiers is apparent, but has led to slight errors (*really strongest, real cool*). Superlatives are present too, but contain one error (*braviest*). The content is good, but the third reason in particular is underdeveloped (the writer could have gone into more detail about the lion's appearance).

[A Grade Answer]

Why the Giraffe is My Favorite Animal

The giraffe is my favorite animal for three reasons. First, it is the tallest animal on the Earth. The giraffe is so tall because it needs to eat leaves from trees. Second, it is the most bueatiful animal in the world. I think it is very bueatiful because it has a really large and pretty eyes. Third the giraffe is the coolest animal on the land. It is really cool because it has a fantastic pattern all over it's body. So again, the giraffe is my favorite animal because it is the tallest, most beautiful, and coolest animal in the world.

Score Explanation: This response satisfies all the requirements of the writing task. It provides plenty of detail and uses a clear structure. It makes correct use of both superlatives and intensifiers. There is only one spelling (*bueatiful*) error and two punctuation (*it's body; Third*) errors. The reasoning is both thoughtful and logical and the writer has introduced new vocabulary.

Unit 3

When I Was Really Sick

➢ **LESSON GOAL** Students will be able to write about a time they were sick.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing a paragraph about a time they were sick. In the warm-up section, students preview and practice vocabulary and answer questions related to a time in the past when they were sick. Students learn how to use vocabulary around illnesses, symptoms, and treatments, and grammar relating to the past. Students practice their writing skills by answering fill-in-the-blank questions and rewriting sentences. In the pre-writing section, students learn how to use the simple past tense form of verbs and to use commas after time periods. Students practice their writing skills by correcting verb tense and comma mistakes. In the drafting section, students brainstorm illnesses, symptoms, and treatments. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the past tense form of verbs, and the use of commas.

TEACHING NOTES

This unit teaches students how to write about a past experience. The teacher can use this unit to introduce symptom collocations such as: *runny nose, blocked nose, bad back, belly ache, sore head, and bed rest*.

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

Expository Writing

Writing Purpose		To write about a time when you were sick
Language Features		• Descriptive language around sickness • Use of verbs in the simple past tense
Framework		
Structured paragraph	Write about a time you were sick	When were you last sick? What were you sick with? What were your symptoms? What couldn't you do? Who took care of you? What did they do? How did you get better? How long did it take to get better? What could you do once you were better again?
Details	Descriptive writing	Had flu, felt sick, took medicine, felt better

WARM-UP (p. 24)

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

WRITING GUIDE (p. 24)

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

Answer the questions.

1. Last month, I was really sick.
2. I had a headache and a high temperature.

WORDS TO KNOW (p. 25)

1) Focus students' attention on the words in the box and the words and pictures below.
2) Tell students to match each word or phrase to the correct illness or symptoms.
3) Encourage students to ask questions about vocabulary and content after writing the sentences shown below.

A. Complete the chart.

1. stomach flu
2. not hungry
3. coughing
4. tired
5. fever
6. weak

B. Fill in the blanks with the correct phrases.

Main Idea	Last month, I had the stomach flu.
Detail 1	I threw up a lot and felt really tired. I didn't feel very well.
Detail 2	Mom told me not to get out of bed. I also took some medicine.
Conclusion	After a few days, I got better and my sickness went away.

READ (p. 26)

1) Have students read the example sickness paragraph.
2) Instruct students to use detailed symptom description and simple past tense verbs when writing about a past sickness experience.

When I Was Really Sick
Last month, I was really sick. I had the flu. My body felt really weak. I had a high temperature and a headache. I could not go to school. I could not eat much, either. My mother took care of me. She took me to see a doctor. She also cooked hot soup for me. I slept a lot. I took some medicine, too. After five days, I felt much better. Finally, I could leave my house. I could go to school again.

UNDERSTAND (pp. 26-27)

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

A. Answer the questions in complete sentences.

1. The writer was really sick last month.
2. The writer felt really weak, and had a high temperature and a headache.
3. The writer slept a lot and took some medicine.

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

Title	*When I Was Really Sick*
Introduction	1. Last month, I was really sick. 2. I had the stomach flu.
Body	3. My stomach felt really sore. 4. I had a high temperature and was throwing up. 5. I could not go to school. 6. I could not eat anything, either. 7. My father took care of me. 8. He took me to a hospital. 9. He also read stories to me. 10-11. I slept a lot. I took some medicine, too.
Conclusion	12. After two days, I felt a little better. 13. Finally, I could eat something. 14. I could go out again.

LANGUAGE SKILLS (p. 28-29)

A.* SIMPLE PAST. *Find the errors in the sentences and rewrite them.

1) Before studying, go to p. 75. Present the grammar information on the use of the simple past tense form of verbs.
2) Have students work in pairs to correct the errors in the sentences.
3) Call on students to read sentences to the class.

1. She was sick yesterday.
2. He had a cough and headache last month.
3. Last week, I had a terrible stomachache.
4. Yesterday, Jack had a high temperature.
5. We weren't well yesterday because we had flu.

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

1) Explain to students that if a time period is mentioned at the beginning of a sentence, then it is followed by a comma.
2) Study the first example as a class. Explain the correct answer.
3) Have students work in pairs to write the correct answers.
4) Call on students to share their answers.

1. On Sunday, I had a bad cold.
2. Suddenly, I had a stomachache.
3. Later, I will see a doctor.
4. Two years ago, I was really sick.
5. Last month, I caught a cold and sneezed a lot.

C. Write the sentences using simple past tense. Use commas after time periods.

1) Study the first example as a class. Explain the correct answer.
2) Have students work in pairs to rewrite the sentences using simple past tense and commas after time periods.
3) Call on students to share their answers.

1. This morning, I was tired and had a headache.
2. Last night, I was tired and had a stomachache.
3. Two days ago, I was very sick and had a cold.
4. Yesterday, I was itchy and threw up a lot.
5. Last week, I had the flu and felt weak.

D. Circle the commas after time periods. Then find the two incorrect sentences and rewrite them.

1) Study the paragraph as a class together.
2) Have students go through the paragraph circling the commas after time periods.
3) Have students find two incorrect sentences and rewrite them.
4) Check answers as a class.

A Really Bad Cold

Last summer, I had a bad cold. The weather was so warm and sunny, but I couldn't go outside. I felt tired and was a headache. I also had not hungry. I didn't want to eat anything at all. However, my mom made me drink water and eat rice. I coughed and sneezed a lot, and my body felt very weak. Slowly, I got better. After one week, my symptoms went away completely. Finally, I could go outside and play in the sunshine with my friends.

1) I felt tired and had a headache.
2) I also was not hungry.

BRAINSTORM (p. 30)

1) Have students brainstorm about a time they were sick.
2) Have them use the extra symptoms and verbs at the bottom of the page if needed.

A. Now write an outline of your paragraph.

Introduction: When were you last sick? What were you sick with?	Last week – food poisoning		
Body: What were your symptoms? What couldn't you do? Who took care of you? What did they do? How did you get better?	I had a stomachache and threw up a lot. I could not play with my brother. I could not eat anything.	Dad took care of me. He took me to the doctor.	I took medicine. He brought me anything I asked for.

Conclusion: How long did it take to get better? What could you do once you were better again?	I got better in three days I could eat and play with my brother

FIRST DRAFT (p. 31)

A. Now write your own paragraph about a time when you were really sick.

[C Grade Answer]

Last year i am sick. I was having flu. I have a cogh. My mom looking after me. She also coked me some soap. Finally I am better and was going back to my scool.

Score Explanation: This response receives a score of C because it lacks a title and sufficient detail about symptoms and treatments. Neither does it follow the paragraph structure fully. It also contains several spelling (*cogh; coked; soap; scool*) errors and one capitalization (*i*) error. It does not make use of commas following time periods as taught in the unit (*Last year; Finally*). The writer also fails to make proper use of the simple past tense (*Last year I am sick; I was having flu; I have a cogh; My Mom looking after me; was going back to scool.*)

[B Grade Answer]

When I Was Sick

Last month, I was really sick. I had food poisining. I had stomachache. I could not eat something. My sister take care of me. She brings me medecine. She also gave me water. I slept a lot. After two days, I felt much better. Finally I could eat again. I could ride my bike again.

Score Explanation: This is a complete response to the writing task. However, it receives a score of B because it contains two spelling mistakes (*poisining, medecine*), two verb tense (*take, brings*) errors, one missing comma (*Finally*). There is also an agreement (*I could not eat something*) error. There are no major organization problems in this paragraph.

[A Grade Answer]

When I Was Really Sick

Last month, I was really sick. I had a bad cold. My body felt really weak. I had a high temperiture and a runny nose. I could not go to my friends party. My dad took care of me. He gave me some cough sweets. He also cooked chicken soup for me. I took a lot of rest. I took some medicine, too. After one week, I felt much better. Finally, I could go out of bed. I could see my friends again.

Score Explanation: This response satisfies all the requirements of the writing task. It provides plenty of detail in each sentence and every detail is relevant to the topic. There is one preposition error (*go out of bed*), one spelling error (*temperiture*) and a missing apostrophe (*friends*).

Unit 4

A Special Experience

➢ **LESSON GOAL** Students will be able to write about a special experience.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about a special or memorable experience. In the warm-up section, students preview and practice vocabulary and answer questions related to special experiences. Students learn vocabulary relating to sports events, musicals and concerts by completing fill in the blank questions and rewriting sentences. In the pre-writing section, students learn how to form the simple past tense of regular and irregular verbs and how to use commas after transition words. Students practice these skills by completing fill-in-the-blank questions and correcting sentences. In the drafting section, students brainstorm and write a paragraph about a special experience they have had. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the past tense form of regular and irregular verbs, and the use of transition words.

TEACHING NOTES

This unit teaches students how to write about a special experience by using past tense verbs. The teacher can ask students to call out events and write them on the board. This will create a communal resource to allow students to recall events they may have attended.

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

Expository Writing

Writing Purpose		To write about a special experience
Language Features		• Using the past tense to describe a special experience • Use transition words to create flow.
Framework		
Structured paragraph	Descriptive writing related to a special experience	What was a really special or memorable experience you had? When and where was it? Who did you go with? What happened? What did you see? What made it memorable? What were your final thoughts and feelings about the experience?
Details	Descriptive writing	time, location, people, activities, feelings, emotions, memories

WARM-UP (p. 32)

1) Have students open the Student Book to page 32. Read the title and the goal of Unit 4.
2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows a family on a beach holiday.
3) Explain that in this unit students will learn how to talk about a special experience.

WRITING GUIDE (p. 32)

1) Explain to students that when they write about a special experience, they must use verbs in the past tense.
2) It is helpful to use the ***WRITING GUIDE*** in order to activate the students' curiosity about the upcoming topic.
3) Gauge how much English vocabulary students already know about the topic.
4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the questions in complete sentences.

1. Last weekend, I went to a soccer match.
2. It was exciting because the crowd was loud.

WORDS TO KNOW (p. 33)

1) Focus students' attention on the words in the box and the events and activities in the table below. Tell students to match the words to the correct event to complete the activities.

A. Complete the chart.

1. Cheer for my favorite team
2. Score 48 points in the game
3. Clap for my favorite actor
4. Meet the performers
5. Have front row seats
6. Go backstage and meet the band

B. Fill in the blanks with the correct phrases.

Main Idea	Last Sunday, I saw an amazing concert with my dad.
Detail 1	There were a lot of people in the concert hall. However, we had front row seats.
Detail 2	The audience sang along to every song.
Detail 3:	I even went backstage and met the main singer from the band.
Conclusion	I had a great time at the concert and can't wait for their next album.

READ (p. 34)

1) Have students read the example paragraph about a special experience.

A Special Experience
Last weekend, I saw a really exciting basketball game. I went with my father and we saw our favorite team, the Tigers. The Tigers were so amazing. They played really well, and the game was very exciting. Also, I could see my favorite player, Ron Simmons. He scored 48 points in the game. He also got the MVP award. There were so many fans at the stadium. It was a lot of fun because we all sang and cheered for our favorite team. In the end, my team won the game and I was so happy. I want to go again.

UNDERSTAND (pp. 34-35)

A. Answer the questions in complete sentences.

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

1. The writer saw a really exciting basketball game.
2. Their favorite team is the Tigers.
3. After the game, the writer was so happy because their team won the game.

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

Title	*A Special Experience*
Introduction	1. Last Saturday, I saw a really exciting musical. 2. I went with my sister and we saw "New World Adventures".
Body	3. It was so amazing. 4. The actors performed really well, and the paragraph was very exciting. 5. Also, I could see my favorite actor, Harry Brown. 6. He acted the whole time. 7. He also sang the main song. 8. There were so many fans at the theater. 9. It was fantastic because we all focused only on the musical.
Conclusion	10. In the end, I took a picture with the main actor and I was so happy. 11. I want to go again.

LANGUAGE SKILLS (p. 36-37)

A.* SIMPLE PAST. *Rewrite the sentences in the past tense.

1) Before studying, go to p. 75. Present the grammar information on the use of the simple past tense form of irregular verbs.
2) Have students work in pairs to correct the Sentences.
3) Call on students to read sentences to the class.

1. He shot the ball really well.
2. He scored 48 points in the game.
3. We swam in the ocean with fish.
4. I saw an exciting concert by a rock band.
5. Many people cheered for the cast.

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

1) Explain to students that when a transition word is used at the beginning of a sentence it is followed by a comma
2) Study the first example as a class. Explain the correct answer.
3) Have students work in pairs to write the correct answers.
4) Call on students to share their answers.

1. However, the concert was canceled.
2. Also, I took a photo with him.
3. Then, we went to a nice restaurant.
4. In conclusion, it was the best trip ever.
5. As a result, we missed the entire concert.

C. Underline the errors and rewrite the sentences using the commas.

1) Study the first example as a class. Explain the correct answer.
2) Have students work in pairs to rewrite the sentences using simple past tense and commas after time periods.
3) Call on students to share their answers.

1. However, our team won the big game.
2. Finally, she scored 29 points in the game last night.
3. Moreover, I met my favorite band after the concert.
4. Also, we saw a dance show last weekend.
5. In addition, I played tennis with my sister this morning.

D. Circle the commas after transition words. Then find the two incorrect sentences and rewrite them.

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

A Really Amazing Musical

I goed to an amazing musical with my parents five days ago. The musical is called *Amy Travels South*. It only just came out. However, there were many fans there to see the famous actress Tina Harris. We had orchestra seats, so we could see everything! When the musical was over, I stood up and clapped. Then, after the show, we meeting the actors at the back door of the theater. I even took a picture with Tina!

1) I went to an amazing musical with my parents five days ago.
2) Then, after the show, we met the actors at the back door of the theater.

BRAINSTORM (p. 38)

1) Have students brainstorm about a special or memorable experience they have had.
2) Have them use the events and adjectives at the bottom of the page if needed.

A. Now write an outline of your paragraph.

Introduction: What was a really special or memorable experience you had? When and where was it? Who did you go with?	Last Sunday — concert with my friend, Jade		
Body: What happened? What did you see? What made it memorable?	My favorite band, Jungle, had an amazing performance.	I saw the lead vocalist, Aaron Black for the first time. - He played the guitar. - He sang songs at the same time.	The concert hall was full of big fans. All the fans sang the last song together.
Conclusion: What were your final thoughts and feelings about the experience?	It was the best experience of my life.		

FIRST DRAFT (p. 39)

A. Now write your own paragraph about a special experience.

[C Grade Answer]

I went to car race with my Dad. The car's go realy fast. It is lowd. The winner is very happy. He picks up the tropy. I would like to go to car race again.

Score Explanation: This response receives a score of C because it is missing elements of the paragraph structure (a title, the time, and location of the event). It contains spelling errors (*realy, lowd, tropy*), punctuation errors (*car's*), and one capitalization error (Dad). The writer has also dropped an article on two occasions (*to car*

race). Significantly, the writer has also failed, other than in the first sentence, to make of the past simple tense (*go, is, picks*). It also makes no use of the transition words taught in the unit.

[B Grade Answer]

My Special Day

Last year I went to an amazing exibition at the city museum. I went with my dad and the exibition was full of dinosaur skelitons. Also there were models of dinosaurs that move and make noises. There was so many people there. It was interesting because dinosaurs are not alive anymore. In the end my dad buyed me a dinosaur cap. I want to go to another exibition.

Score Explanation: This paragraph follows the required structure and contains detailed information. However, it receives a score of B because it contains spelling errors (*exibition, skelitons*). Notably, the writer does make use of time periods and transition words, but fails to punctuate them with commas (*Last year, Also, In the end*). The writer fails to make correct use of the past simple tense on four occasions (*move, make, was, buyed*).

[A Grade Answer]

My Most Memorable Day

Last weekend, I went to really big soccer match. I went with my brother and we saw our favorite team, london FC. The players were so skillful. They played really well, and the game was very exciting. Also, I could see my favorite player, Matt Noble. He scored two goals in the game. He was also given the 'man of the match' award. There were so many colorful fans in the stadium. It was so impresive because we all sang and cheered together. In conclusion, my team won the match and I was so pleased. I want to go again.

Score Explanation: This response satisfies all the requirements of the writing task. It provides plenty of detail in each sentence and every detail is relevant to the topic. There is a missing article (*to really big football match*), one spelling error (*impresive*) and a capitalization error (*london*).

Unit 5

My Favorite Athlete

➢ **LESSON GOAL** Students will be able to write about protecting their favorite athlete.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about their favorite athlete. In the warm-up section, students preview and practice vocabulary and answer questions related to their favorite athletes. Students learn vocabulary relating to sports, skills, and attributes by completing fill in the blank questions and rewriting sentences. In the pre-writing section, students learn how to combine sentences using *and* and *but*. They also learn to capitalize proper nouns. Students practice these skills by completing fill-in-the-blank questions and correcting sentences. In the drafting section, students brainstorm and write a paragraph about their favorite athlete. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, the combining words and the capitalization of proper nouns.

TEACHING NOTES

This unit teaches students how to write about their favorite athlete fluently by combining subjects. The teacher can tell students about the difference between team and individual sports. They could also introduce nouns used to define the players of specific sports: *player, driver, cyclist, golfer, skater, skier, archer, bowler* etc.

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

Expository Writing

Writing Purpose		To write about one's favorite athlete
Language Features		• Use of combining words • Capitalization of proper nouns
Framework		
Favorite Athlete	Descriptive paragraph related to an athlete	Who is your favorite athlete? What sport does he/she play? Does he/she play on a team? What team do they play for? What skills does this athlete have? How do they play? What great things have they done? Have they won any awards? What are your thoughts and feelings about this athlete?
Details	Athlete details	Team, role, skills, attributes, awards

WARM-UP (p. 40)

1) Have students open the Student Book to page 40. Read the title and the goal of Unit 5.
2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows a female golfer having just hit a ball.
3) Explain that in this unit students will learn how to talk about their favorite athlete.

WRITING GUIDE (p. 40)

1) Explain to students that when they write about an athlete, they can use a variety of adjectives and use *and* combine two sentences into one.
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) My favorite athlete is Toni Martinez.
2) He is great because he is smart and strong.

WORDS TO KNOW (p. 41)

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

A. Fill in the blanks with the words from the word box. One word is not used.

1. Catherine Williams is an excellent athlete.
2. Our school had a basketball tournament yesterday.
3. My favorite team won the league championship this year.
4. Liam Brown is a very successful athlete because he has three gold medals.
5. I got George Robinson's autograph after the game.

B. Fill in the blanks with the correct phrases.

Main Idea	My favorite athlete is Olivia Miller.
Detail 1	She is successful and has won many tournaments.
Detail 2	She is very generous and likes to donate money to charity.
Detail 3:	When I met her, I got her autograph and she even shook my hand.
Conclusion	Olivia Miller is my favorite athlete, and I want to be just like her when I grow up.

READ (p. 42)

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

My Favorite Athlete
My favorite athlete is Mike Whale. He plays baseball for the Los Angeles Eagles in the US. He is my favorite athlete for three reasons. He is my favorite because he is the best player in the league. He always catches the ball and scores many runs. Also, he is very generous. He donates a lot of money to charity and likes to help others. He is also my favorite athlete because he is very successful. He is young and makes a lot of money. So for these reasons, Mike Whale is my favorite athlete, and I want to see him play baseball one day.

UNDERSTAND (pp. 42-43)

A. Answer the questions in complete sentences.

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

1. The writer's favorite athlete is Mike Whale.
2. He plays for the Los Angeles Eagles in the US.
3. He is the best player in the league, he is very generous, and he is very successful.

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

Title	***My Favorite Athlete***
Introduction	1. My favorite athlete is Paul Bolero. 2. He plays soccer for Manchester Hills FC in England.
Body	3. He is my favorite athlete for three reasons. 4. He is my favorite because he is the greatest player in the league. 5. He always defends the goal and steals the ball. 6. Also, he is very kind. 7. He donates a lot of money on his birthday and asks others to do the same. 8. He is also my favorite athlete because he is very successful. 9. He is popular and has a lot of fans.
Conclusion	10. So for these reasons, Paul Bolero is my favorite athlete, and I want to see him play soccer next season.

LANGUAGE SKILLS (p. 44)

1) Before studying, go to p. 76. Present the grammar information on the use of *and* or *but* to combine subjects.
2) Have students work in pairs to combine the sentences by using *and* or *but*.
3) Call on students to read sentences to the class.

A.* COMBINING SUBJECTS. *Make two sentences into one sentence using AND or BUT.

1. She defended the most goal attempts and got the MVP award.
2. Liam gave me his autograph and took a picture with me.
3. He is the best athlete but is not the team captain.
4. Mia does volunteer work and donates money regularly.
5. Sammy is the shortest player on his team but scores easily.

B.* CAPITALIZATION. *Correct the sentences using capital letters.

1) Explain to students that proper nouns, such as people's names, cities, countries, companies, and sport teams should be capitalized.
2) Study the first example as a class. Explain the correct answer.
3) Have students work in pairs to write the correct answers.
4) Call on students to share their answers.

1. My favorite team won the match at a football stadium in New Jersey.
2. The two baseball teams that played were the Yankees and the Mets.
3. I want to see the final match of the season for Real Madrid.
4. Michael Fields from the United States has 23 Olympic gold medals.
5. Harry Karl plays soccer for Tottenham Flares FC in England.

C. Match the sentences and rewrite them using the conjunction AND. Capitalize any proper nouns.

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

1. James is the best goalkeeper and stopped every goal this game.
2. Harry scored two goals and won the game for the Spanish team.
3. Min makes a lot of money and donates to many charities.
4. Adam plays for the French team but he was on the German team last year.

D. Underline the two combined sentences. Then find the two incorrect sentences and rewrite them.

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

My Favorite Athlete
Mohamed Sabet is my favorite soccer player. He plays for liverpool football club in the uk. <u>First, he is great because he is a really good athlete and scores lots of goals</u>. <u>He is one of the best players in the English soccer league and is loved by thousands of fans</u>. Second, he is generous and kind. He does lots of charity work back home in egypt. He always gives autographs to fans, too. So for these reasons, he is my favorite player. 1) He plays for <u>Liverpool Football Club</u> in the <u>UK</u>. 2) He does lots of charity work back home in <u>Egypt</u>.

BRAINSTORM (p. 46)

1) Have students brainstorm about their favorite athlete
2) Have them use the sports and adjectives at the bottom of the page if needed.

A. Now write an outline of your paragraph.

Introduction: Who is your favorite athlete? What sport does he/she play? Does he/she play on a team? What team do they play for?	Mark Dawson — ice hockey player in Canada		
Body: What skills does this athlete have? How do they play? What great things have they done? Have they won any awards?	He is the fastest player in the league He always attacks the other team and scores goals	He is so kind When I met him, he gave me his autograph I took a picture with him	He is very popular He is tall and handsome There are many fans waiting for him every match
Conclusion: What are your thoughts and feelings about this athlete?	I want to see him play in the championship match		

FIRST DRAFT (p. 47)

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

[C Grade Answer]

My Athlete

My favorite athleet is John Parker. he play soccer for roma. he is my favorite because he is fasd. he score many goal. he is genirous. he give money to peopel. I want to see him plays.

Score Explanation: This response contains some relevant content; however, it receives a score of C because also it contains four spelling errors (*athleet, fasd, genirous, people*). It also contains capitalization errors (he, roma). There are three agreement errors (*he play, score many goals, give money, see him plays*). The paragraph makes no use of *and* or *but* to combine sentences. Its title is incomplete and it is generally brief and lacking in detail.

[B Grade Answer]

My Favorite Athlete

My favorite athlete is Suzi Lee. She play vollyball for the tigers in korea. She is my favorite athlete for three reason. She is my favorite because she is best player in league. She jumps very high and scores many point. Also, she is genirous. She helps charities. She is also my favorite athlete because she is powerfull. So for these reason Suzi Lee is my favorite athlete, and I want to see her play vollyball one day.

Score Explanation: This response covers many of the required themes and follows the required structure quite well. However, it receives a score of B because it contains spelling errors (*vollyball, genirous, powerfull*), capitalization errors (tigers, korea). There are some grammatical errors (*three reason, scores many point*). There is one punctuation error where a comma is missing (*So for these reason*) Although some use of and has been made to combine sentences, the writer has missed one clear opportunity to do so, instead using two very short sentences (*Also she is genirous. She helps charities*)

[A Grade Answer]

My Favorite Athlete

My favorite athlete is Steven Hammond. He plays basketball for the Philadelphia pilots in the US. He is my favorite athlete for three reasons. He is my favorite because he is the fastest player in the league. He always catches the ball first and scores many points. Also, he is very generous. spends a lot of time helping people less fourtunite than him. He is also my favorite athlete because he is very funny and makes the game very entertaining. So for these reasons, Steven Hammond is my favorite athlete, and I want to see him play basketball one day.

Score Explanation: This response receives a score of A because it satisfies all the requirements of the writing task. It contains three clear and logical reasons for choosing the given athlete and follows the paragraph structure throughout. It makes good use of *and* to combine sentences. It contains just one spelling error (*fourtunite*) and one capitalization error (*pilots*).

Unit 6

The Nicest Classmate

➢ **LESSON GOAL** Students will be able to write about their nicest classmate.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about the nicest person in their class. In the warm-up section, students preview and practice vocabulary and answer questions related to their classmate's positive actions and characteristics. Students learn vocabulary relating to the topic by completing fill-in-the-blank questions and rewriting sentences. In the pre-writing section, students learn how to use adverbs and phrases of frequency. They also learn to punctuate these properly. Students practice these skills by completing fill-in-the-blank questions and correcting sentences. In the drafting section, students brainstorm and write a paragraph about the nicest person in their class. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, adverbs and phrases of frequency and their punctuation.

TEACHING NOTES

This unit teaches students how to write about the nicest person in their class. The teacher can expand the unit's potential by introducing other superlatives to describe their classmates: *funniest, smartest, kindest, sweetest, most intelligent, most generous,* etc. This will also allow students to revise the superlative construction they learnt in unit 2.

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

Expository Writing

Writing Purpose		To write about one's nicest classmate
Language Features		• Use of adjectives and phrases of frequency • Punctuation of adverbs and phrases of frequency
Framework		
Structured paragraph	Descriptive paragraph related to a classmate	Who is the nicest/coolest person in your class? What do you and people in your class think of him/her? What are three things he/she has done that are nice/cool? What are your thoughts and feelings about this student?
Details	Descriptive writing	Helpful, kind, generous, examples to back up these characteristics

WARM-UP (p. 48)

1) Have students open the Student Book to page 48. Read the title and the goal of Unit 6.
2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows two friends studying together.
3) Explain that in this unit students will learn how to talk about their nicest classmate.

WRITING GUIDE (p. 48)

1) Explain to students that when they write about their nicest classmate, they can use adverbs and phrases of frequency to describe how often or when their classmates do certain things.
2) It is helpful to use the ***WRITING GUIDE*** in order to activate the students' curiosity about the upcoming topic.
3) Gauge how much English vocabulary students already know about the topic.
4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

Answer the questions in complete sentences.

1. The nicest student is Mark Edwards.
2. He often shares his snacks.

WORDS TO KNOW (p. 49)

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

A. Fill in the blanks with the words from the word box. One word is not used.

1. Dave can cheer up his friend when he feels sad.
2. Donna often looks after new students when they're afraid.
3. Charlie sometimes shares her lunch with me when I forget mine.
4. Ian always helps to clean up after class.
5. Robbie is so polite. He always says "please" and "thank you."

B. Fill in the blanks with the correct phrases.

Main Idea	Dirk Stein is the kindest student and a good friend.
Detail 1	He is always polite to the teacher when he asks a question.
Detail 2	He often looks after students who are feeling sad or stressed.
Detail 3:	He is friendly and always makes us laugh.
Conclusion	Dirk Stein is the kindest student in class and a good friend. I'm glad that I know him.

READ (p. 50)

1) Have students read the example classmate paragraph.

The Nicest Classmate
The nicest student in my class is Sophia Lopez. First of all, she is really polite. Every day, she asks the teachers how they are feeling. This makes the teachers really happy! Also, she is great at cheering people up. When someone feels sad or mad, she always looks after them. She says nice things to make them feel better. And lastly, she often shares her things with others. Sometimes, a classmate forgets their lunch and Sophia gives them some of hers. For these reasons, I think Sophia is the nicest student in our class, so I want to do something nice for her one day.

UNDERSTAND (pp. 50-51)

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

A. Answer the questions in complete sentences.

1. Sophia Lopez is the nicest student in the writer's class.
2. She always asks the teachers how they are feeling.
3. She says nice things to make them feel better.

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

Title	***The Nicest Classmate***
Introduction	1. The nicest student in my class is Ed Miller.
Body	2. First of all, he is really kind. 3. Every day, he tidies up after class. 4. This makes the teachers really happy! 5. Also, he is great at looking after people. 6. When someone feels sad or stressed, he always cheers them up. 7. He says nice things to make them feel better. 8. And lastly, he often shares his things with his friends. 9. Sometimes, a classmate forgets their lunch money and Ed gives them some of his.
Conclusion	10. For these reasons, I think Ed is the nicest student in our class, so I want to do something nice for him this week.

LANGUAGE SKILLS (p. 52)

A.* ADVERBS OF FREQUENCY. *Circle the correct adverb of frequency and rewrite the sentences.

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

1. Ava is polite because she always says "thank you."
2. Jason is calm. He never gets angry about anything.
3. Adrian is usually serious, but he sometimes makes jokes.
4. Jessie is honest. She never cheats on tests.
5. Mike is so cool. He always wears fashionable clothes.

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

1) Explain to students how, if an adverb of frequency or an expression of frequency is at the beginning of a sentence, use a comma after it.
2) Study the first example as a class. Explain the correct answer.
3) Have students work in pairs to correct the sentences.
4) Call on students to share their answers.

1. Often**,** he gets the highest score in class.
2. Sometimes**,** we talk after school.
3. Every weekend**,** my friends and I have lunch together.
4. Usually**,** we study together at a café.
5. Every day**,** Mark tells funny jokes to the class.

C. Rewrite the sentences using the adverbs/expressions of frequency at the beginning.

1) Study the first example as a class. Explain the correct answer.
2) Have students work in pairs to rewrite the sentences using adverbs of frequency and commas.
3) Call on students to share their answers.

1. Sometimes, she forgets to bring her homework.
2. Every day, Greg recycles his trash every day.
3. Often, Uma often lends me her notes before class.
4. Every Friday, Helen brings homemade cookies to school.
5. Every semester, Jamie is first in our class.

D. Circle the commas after adverbs/expressions of frequency. Then find the two incorrect sentences and rewrite them.

1) Study the paragraph as a class together.
2) Have students go through the paragraph circling the commas after adverbs and expressions of frequency
3) Have students find two incorrect sentences and rewrite them
4) Check answers as a class.

The Coolest Student in My Class
The coolest student in my class is Jenny Lee. She is cool because she is kind and helpful. Often, she bakes cookies and brings them to class to cheer everyone up after a big test. She never shares them with the teachers, too. It makes all the classmates and teachers happy. One more cool thing is that she cares about the environment. After every class, she picks up trash and cleans up the classroom. She always complains about it. She always has a smile on her face when she cleans. For these reasons, Jenny is the coolest student in my class. 1) She sometimes [or always] shares them with the teachers, too. 2) She never complains about it.

BRAINSTORM (p. 54)

1) Have students brainstorm about the nicest/coolest person in their class.
2) Ask students to write down three nice things this person has done and how they feel about this person.
3) Have students use the extra abilities and characteristics at the bottom of the page if needed.

A. Now write an outline of your paragraph.

Introduction: Who is the nicest/coolest person in your class?	Mia Kim — coolest student in our class		
Body: What do you and people in your class think of him/her? What are three things he/she has done that are nice/cool?	She is a good singer - She is the lead singer in the school band - She sings really well	She is great a studying math - She always gets good grades - When classmates ask something, she explains answers well	She speaks three languages - Her father is German - She speaks Korean, English, and German
Conclusion: What are your thoughts and feelings about this student?	Mia is the coolest student in our class I want to be her best friend.		

FIRST DRAFT (p. 55)

A. Now write your own paragraph about one of your classmates.

[C Grade Answer]

Nice person

The nice person in my class is leonard boggins. He is alweys kind to me. He lets me sometimes play games on his fone. When I am sad leonard makes me feel hapy. I will buy him some swetes.

Score Explanation: Although this response shows some understanding of the topic, it receives a score of C because it contains several spelling errors (*alweys, fone, hapy, swetes*). It also contains several capitalization errors (*person* (in title), *leonard, boggins*). There is also a comma missing (*When I am sad he*). The paragraph fails to make use of superlatives (*the nice person*). The writer has attempted to make use of an adverb of frequency, but has not placed it correctly (*He lets me sometimes*).

[B Grade Answer]

The Coolest Person in My Class

The coolest student in my class is Lucy Potter. First of all, she is kind so much. Every Thursday she brings cakes for the techers. This makes the techers really happy! Also, she is very clether. When someone cant do their work, Lucy helps them. And lastly, she is generous. She lets me come to her house. Her mom likes to work in the garden. For these reasons, I think Lucy is the coolest student in our class. She will come to my house soon.

Score Explanation: This response follows the structure fairly well and contains mostly relevant information. However, it receives a score of B because it contains some spelling errors (*techers, clether*). There is an apostrophe missing (*cant*) and a missing comma after an adverb of frequency (*Every Thursday she*). There is also an error of word order when using an intensifier (she is kind so much). The third example also contains some irrelevant information (*Her mom likes to work in the garden*).

[A Grade Answer]

The Nicest Student in My Class

The nicest student in my class is Amy Choi. First of all, she is really sweet. Every year, she makes her friends a gift at for their birthday. This makes everyone really happy! Often, she helps people with their problems. When my friend Penny lost her perse, Amy gave her some

money. Then, Amy found the perse! Finally, she is very funny. Sometimes she makes the whole class laugh out loud. For these reasons, I think Sophia is the nicest student in our class, so I want to bake a cake for her next week.

Score Explanation: This response satisfies all the requirements of the writing task. The paragraph follows the structure well to give a full and logical response to the brief. It makes good use of adverbs of frequency and punctuates them properly. It contains just a single spelling error (perse).

Unit 7

A Place I Will Visit

➢ **LESSON GOAL** Students will be able to write about a place they plan to visit

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about the next place they will visit. In the warm-up section, students preview and practice vocabulary and answer questions related to their next trip. Students learn vocabulary relating to the topic by completing fill-in-the-blank questions and rewriting sentences. In the pre-writing section, students learn how to use *so* and commas to form conclusion sentences. Students practice these skills by completing fill-in-the-blank questions and correcting sentences. In the drafting section, students brainstorm and write a structured paragraph about the next place they will visit. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors and *so* conclusions.

TEACHING NOTES

This unit teaches students how to write about the next place they will visit. The teacher should be aware that, for various reasons, not all students will be planning a trip away somewhere. Teachers can make it clear from the start that students can imagine a future trip they would like to take. Some students may also struggle to know details about foreign cities. These can be researched online as a group.

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

Expository Writing

Writing Purpose		To write about a place to visit
Language Features		• Use of simple future tense • Use of *so* conclusions and commas to punctuate them
Framework		
Structured paragraph	An upcoming trip	Which country or city are you going to visit? When are you going? What are three reasons you will go there? What are your thoughts and feelings about going there?
Details	Descriptive writing	Tourist attractions, activities, imagining the future, anticipation

WARM-UP (p. 56)

1) Have students open the Student Book to page 56. Read the title and the goal of Unit 7.
2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows some people on an open top bus tour of New York City.
3) Explain that in this unit students will learn how to talk about a place they plan to visit in the future.

WRITING GUIDE (p. 56)

1) Explain to students that when they form conclusion sentences, they can use *so* conclusions and commas.
2) It is helpful to use the ***WRITING GUIDE*** in order to activate the students' curiosity about the upcoming topic.
3) Gauge how much English vocabulary students already know about the topic.
4) Encourage students to ask questions about vocabulary and content after answering the pre-writing questions below.

A. Answer the questions in complete sentences.

1. I will visit Europe on my next vacation.
2. I will visit museums and galleries.

WORDS TO KNOW (p. 57)

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

A. Fill in the blanks with the words from the word box. One word is not used.

1. The best way to see the islands of Thailand is to go on a tour.
2. Hamburg has a large harbor with many ships in its port.
3. Bangkok has many famous temples, including Wat Arun.
4. I saved money by buying my new clothes at the shopping center in LA.
5. I bought a new camera to take pictures of Berlin's sculptures.

B. Fill in the blanks with the correct phrases.

Main Idea	Next month, I am going to visit Berlin.
Detail 1	I am going to look at the unique statues around the city.
Detail 2	I will also visit its famous tower. I will pick up some gifts at the shopping center.
Detail 3:	I am going on a boat tour too.
Conclusion	I am going to visit Berlin next month and admire its beautiful architecture.

READ (p. 58)

1) Have students read the example destination paragraph.

A Place I Will Visit
This summer, I am going to visit Rotterdam because it has many interesting things to see. For example, it has Europe's largest port. So, I will go on a boat tour of the harbor. Also, Rotterdam has a lot of modern architecture. The Blaak Train Station looks like a giant spaceship. I want to take a picture of myself in front of it. Also, Rotterdam has a lot of interesting artwork. It has the largest painting in the world in an indoor shopping center! I will go shopping there and look at the artwork. So in the end, I am really looking forward to seeing Rotterdam.

UNDERSTAND (pp. 58-59)

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

A. Answer the questions in complete sentences.

1. The writer is going to visit Rotterdam.
2. The writer mentions Rotterdam's port, the Blaak Train Station, and an indoor shopping center.
3. The writer will go on a boat tour of the harbor, take a picture in front of the station, and go shopping at the shopping center and look at artwork.

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

Title	***A Place I Will Visit***
Introduction	1. This August, I am going to visit Los Angeles because it has many beautiful things to see.
Body	2. For example, it has great beaches. 3. So, I will enjoy its beaches. 4. Also, Los Angeles has a lot of interesting architecture. 5. The movie theaters downtown are really cool. 6. I want to take a picture of myself in front of the theater. 7. Also, Los Angeles has a lot of places for shopping. 8. It has the coolest shopping mall in the US! 9. I will buy some gifts.
Conclusion	10. So in the end, I am really looking forward to visiting Los Angeles.

LANGUAGE SKILLS (p. 60)

A.* SIMPLE FUTURE. *Circle the correct words and rewrite the sentences.

1) Before studying, go to p. 77. Present the grammar information on the use of simple future.
2) Have students work in pairs to circle the correct words and rewrite the sentences.
3) Call on students to read sentences to the class.

1. I am going to visit museums in the city tomorrow.
2. She is going to go to Seoul to see a concert on Thursday.
3. My friends and I will travel to Canada one day.
4. He will either take a walk on the beach or take a nap.
5. I am going to go on a cruise to Alaska in April.

B. SO* CONCLUDING PHRASES. *Add SO and commas in the right place.

1) Explain to students how to use *so* and a comma in concluding phrases.
2) Study the first example as a class. Explain the correct answer.
3) Have students work in pairs to write the correct answers.
4) Call on students to share their answers.

1. So in the end, I want to travel to Nepal and go hiking.
2. So for these reasons, Hawaii is the best place to go in winter.
3. So in conclusion, I think Capetown is a great place to visit.
4. So again, I hope to see the northern lights once in my life.
5. So again, the best place to go in Italy is Rome.

C. Complete the sentences using given phrases.

1) Study the first example as a class. Explain the correct answer.
2) Have students work in pairs to rewrite the sentences using *so* conclusions and commas.
3) Call on students to share their answers.

1. So in conclusion, I am going to go to Jeju Island.
2. So in short, I will visit Grandpa in the countryside.
3. So for these reasons, I am going to take a trip around the world.
4. So in the end, I am going to visit the Middle East.
5. So in short, I will go island hopping in Hawaii next summer.

D. Add SO and a concluding phrase in the last sentence. Then find the two incorrect sentences and rewrite them.

1) Study the paragraph as a class together.
2) Have students add a *so* and a concluding sentence to the last sentence.
3) Have students find two incorrect sentences and rewrite them.
4) Check answers as a class.

My Next Trip

I traveled to Thailand with my family on my next vacation. My sister and I will do a lot of shopping and we are going to visit a temple. I already started researching its history! But we are the most excited about the food. I looked online and found so many amazing restaurants. We will going to eat at as many restaurants as possible. So in conclusion, I think we will have the best time ever in Thailand!

1) I am going to travel Thailand with my family on my next vacation.
[I will travel to Thailand with my family on my next vacation.]
2) We will go to eat at as many restaurants as possible.

BRAINSTORM (p. 62)

1) Have students brainstorm about their next trip.
2) Ask students to write down three reasons they want to go there and the feelings they have about the trip.
3) Have students use the places and attractions at the bottom of the page if needed.

A. Now write an outline of your paragraph.

Introduction: Which country or city are you going to visit? When are you going?	Canada – next fall		
Body: What are three reasons you will go there?	There are many things to see - It has many lakes and rivers - I will go fishing	It has lots of wildlife - Moose are really interesting - I want to see a	It has lots of cool cities - Toronto has many sports teams

		bear and take a photograph	- I will go and watch the Maple Leafs play ice hockey
Conclusion: What are your thoughts and feelings about going there?	I'm really looking forward to visiting Paris.		

FIRST DRAFT (p. 63)

A. Now write your own paragraph about a place you are going to visit.

[C Grade Answer]

My Trip

Next year I go to japan. I go to japan becase it is buetiful. I want to see tokyo. I want to see musium. I will also go shopping. I will go on a plane. So I want to go to Japan.

Score Explanation: This response receives a score of C because it lacks the given structure. It is brief and there is very little detail overall in the response. Of the detail that there is, some is irrelevant (*I will go on a plane*). There are several spelling errors (*becase, buetiful, musium*) and capitalization errors (*japan, tokyo*). There are errors on the use of future tense (*I go to japan*). There is an article missing (*to see museum*). Some effort has been made to use a *so* conclusion, but it is missing a comma.

[B Grade Answer]

My Next Trip

This summer, I am going to visit Roam because it has so much history. For example there is the coliseum. So I will visit it and look around. Also, Roam has many other old buildings. The forum is very large and impresive. I want to take a picture of it. Also, Roam has a lot of interesting art. It has paintings in the churches I will go there and look. So at the end, I am really looking forward to seeing Roam.

Score Explanation: This response uses some of the required structure and covers relevant ground. However, it receives a score of B because it contains several spelling errors (*Roam, coliseum, impresive*). It also contains some capitalization errors (*coliseum, forum*). Some of the content is vague (*So I will visit it and look around; I will go there and look*). There is a comma missing (*For example there*). There are also two errors related to *so* conclusions: a missing comma (So I will visit it) and a preposition error (*So at the end,*)

[A Grade Answer]

My Trip to New Zealand

This summer, I am going to visit New Zealand because it has many things to see. For example it has the set of Lord of the Rings. So, I will go on a tour of the Hobbit village. Also, New Zealand has a lot of amazing scenary. The Southern Alps are a huge range of mountains. I want to try and climb some of them. Also, Wellington has a lot of interesting museums. Te Papa has many items from the past! I will go there and spend many hours looking around. So in the end, I am really looking forward to seeing New Zealand.

Score Explanation: This response satisfies all the requirements of the writing task. The paragraph has a complete structure and gives a clear and logical response to the brief. There is just one spelling error (*scenary*) and one punctuation error; a missing comma (*For example*).

Unit 8

My Favorite Place in Town

➢ **LESSON GOAL** Students will be able to write about their favorite place in their town or city.

OVERVIEW

This unit introduces students to vocabulary and grammar patterns used for writing about a favorite place in their town or city. In the warm-up section, students preview and practice vocabulary and answer questions related to their favorite place. Students learn vocabulary relating to the topic by completing fill-in-the-blank questions and rewriting sentences. In the pre-writing section, students learn how to use *want to* and *would like to* in order to express future wishes. They also learn to make proper use of serial commas. Students practice these skills by completing fill-in-the-blank questions and correcting sentences. In the drafting section, students brainstorm and write a structured paragraph about a favorite place in their town. In the revising and proofreading section, students are asked to pay particular attention to punctuation and spelling errors, *want to* and *would like to* and serial commas.

TEACHING NOTES

This unit teaches students how to write about a favorite place in their town or city. Teachers can help students find alternative adjectives to describe the atmosphere of a place: *calm, noisy, exciting, busy, crazy, entertaining, serene*. Also, teachers can make it clear to students that they may sometimes see the serial comma referred to as the *Oxford comma*.

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

Expository Writing

Writing Purpose		To write about a favorite place in a town
Language Features		• Use of *want to* and *would like to* • Use of serial commas
Framework		
Structured paragraph	A favorite place in your town	What is your favorite place in town? Where is it? How often do you go there? What is your favorite thing about this place? What do you usually do there or see there? What are your thoughts and feelings about this place?
Details	Descriptive writing	Stating preferences, describing atmospheres, expressing future wishes

WARM-UP (p. 64)

1) Have students open the Student Book to page 64. Read the title and the goal of Unit 8.
2) Direct students' attention to the photo and ask them to tell you what they see. Where do students think this place is? What do they think people would do there?
3) Explain that in this unit students will learn how to talk about a favorite place in their town, city, or country.

WRITING GUIDE (p. 64)

1) Explain to students that when they write about a favorite place, they can use *want to* / *would like to* and serial commas.
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. My favorite place in town is the park.
2. It is the perfect place to relax.

WORDS TO KNOW (p. 65)

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.
3) Encourage students to ask questions about vocabulary and content after filling in the chart and writing the sentences about a favorite place.

A. Fill in the blanks with the words from the word box. One word is not used.

1. I like to spend hours reading books at the library.
2. The shopping center is always full of people. It's too crowded.
3. My sister finds it relaxing to take a walk in the park.
4. Kids are on a ride in an amusement park.
5. The coffee shop has a really relaxing atmosphere.

B. Fill in the blanks with the correct phrases.

Main Idea	My favorite place in my city is Central Park.
Detail 1	Central Park is very relaxing. I usually rent a bike and take a ride around the park.
Detail 2	It has a zoo with lots of exotic animals.
Detail 3:	Finally, it's a great place for exercising. You can walk alone, or you can walk your dog!
Conclusion	Central Park is my favorite place in my city because it is very relaxing, it has a zoo, and you can walk your dog.

READ (p. 66)

1) Have students read the example paragraph.

My Favorite Place in Town
My favorite place in my town is the library. I go there often. The best thing about the library is the atmosphere. It is very quiet and relaxing. It's the perfect place to study for school. So, I go there almost every weekend. I want to go there with my parents someday. I also like the programs there. The library offers shows, craft classes, and computer classes. I learn many useful things there. Next month, I would like to learn how to knit. So because of the atmosphere and the programs, I love this library. I would like to go there every day.

UNDERSTAND (pp. 66-67)

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

A. Answer the questions in complete sentences.

1. The writer's favorite place is the library.
2. The writer likes the atmosphere and the programs.
3. The writer wants to learn how to knit.

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

Title	*Vacation Plans*
Introduction	1. My favorite place in my town is the amusement park.
Body	2. I go there on a special day. 3. The best thing about the amusement park is the atmosphere. 4. It is very crowded but exciting. 5. It's the perfect place to hang out with friends. 6. So, I go there almost every month. 7. I want to go there with my cousins someday. 8. I also like the rides there. 9. There is a merry-go-round, a Ferris wheel, and roller coasters. 10. I ride many exciting things there. 11. Next month, I would like to ride the drop tower.
Conclusion	12. So because of the atmosphere and the rides, I love this amusement park. 13. I would like to go there every week.

LANGUAGE SKILLS (p. 68)

A.* WANT TO / WOULD LIKE TO *Find the errors in the sentences and rewrite them.

1) Before studying, go to p. 77. Present the grammar information on the use of *want to* and *would like to*.
2) Have students work in pairs to find the errors and rewrite the sentences.
3) Call on students to read sentences to the class.

1. I would like to take a cooking class at the culture center.
2. I want to visit the park every day after school.
3. My sister would like to take swimming classes there.
4. He would like to learn how to swim.
5. My parents want me to go there less frequently.

B.* SERIAL COMMAS *Correct the sentences using commas.

1) Explain to students how to use serial commas before *and* in a list of three or more things
2) Study the first example as a class. Explain the correct answer.
3) Have students work in pairs to write the correct answers.
4) Call on students to share their answers.

1. I can borrow books, magazines, and DVDs from the library.
2. The park has shows at 2:30, 5:00, and 8:00.
3. You can learn English, Spanish, French, and Korean in the library.
4. You can get chocolate, strawberry, or green tea ice cream.
5. In the aquarium, there are sharks, penguins, and turtles.

C. Rewrite the sentences using want to / would like to and commas to list things.

1) Study the first example as a class. Explain the correct answer.
2) Have students work in pairs to rewrite the sentences using *want to / would like to* and commas.
3) Call on students to share their answers.

1. I want to watch an action, a romance, or a scary movie there.
2. We would like to take drawing, painting, and pottery classes.
3. He wants to orders hamburgers, sandwiches, and hot dogs.
4. I would like to play on the swing set, slide, and monkey bars.
5. She wants to eat breakfast, drink coffee, and study at the café.

D. Find the two incorrect sentences and rewrite them.

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

My Favorite Place in Town
My favorite place in my town is the beach. I can walk to this beach, so I go almost every day. The best thing about this beach is the waves. The waves are high, so it is the perfect place to go surfing. I really want to be a pro surfer in the future. Also, there are many healthy cool and friendly people at this beach. Everyone there is a surfer, so it is a great place to meet other surfers. I sometimes tell my parents that I would liked to moved closer to the beach, but they do not want to. So because of the waves and the people, I love this beach. 1) Also, there are many healthy, cool, and friendly people at this beach. 2) I sometimes tell my parents that I would like to move closer to the beach, but they do not want to.

BRAINSTORM (p. 70)

1) Have students brainstorm about their favorite place in their town or city.
2) Have students us the extra places and things to do at the bottom of the page if needed.

A. Now write an outline of your paragraph

Introduction: What is your favorite place in town? Where is it? How often do you go there?	Park - near my house	
Body: What is your favorite thing about this place? What do you usually do there or see there?	The lake - It is very big and very quiet - Best place to relax - I would like to have a picnic there with my friends - I go there after school with friends to enjoy the sunshine	The concerts - I go there on the weekends and watch shows - I want to see my favorite band, Purple Orchid there - They will perform next month
Conclusion: What are your thoughts and feelings about this place?	I would like to go there every day	

FIRST DRAFT (p. 71)

A. Now write your own paragraph about a favorite place in your town..

[C Grade Answer]

My Place

My favorite place is the cinima. It is great place to hanging out. I like the films they showing there. Next to it is a rivver. It has nice foods to. I like the popcorn. So I like the cinima.

Score Explanation: This response receives a score of C because it lacks many details in all parts of the paragraph and does not properly follow the required structure. Some detail is irrelevant (*next to it is a rivver*). There are spelling errors (*cinema, rivver, to*) and a missing comma (*So I like the cinima*). There are also verb tense errors (*to hanging out, they showing there*). The paragraph makes no use of *want to / would like to* or serial commas.

[B Grade Answer]

My Favorite Place

My favorite place is the swiming pool. I go there every week. The best thing about the swiming pool is that it is fun. All my friends are there. I wants to go there with my granparents soon. I also like the class there. They have diving, scuba and polo class there. So because of class, I love this pool. I would likes to go there all the time.

Score Explanation: This response covers some of the required ground and uses some of the paragraph structure. However, it receives a score of B. First, the writer does not tell us that the pool is in their town or describe it in detail. The paragraph contains some spelling errors (*swiming, granparents*). The writer attempts to make use of *want to / would like to,* but does so incorrectly (*I wants to, I would likes to*). The response also fails to make use of a serial comma (*They have diving, scuba and polo class there.*)

[A Grade Answer]

My Family Vacation

My favorite place in my town is the art gallery. I go there often. The best thing about the gallery is the atmosphere. It is very calm and relaxing. It's the perfect place to see paintings. So, I go there almost every weekend. I want to go there with my friends someday. I also like the café there. The café sells deliecious sandwiches, cakes, and drinks. You

can also read books there. Next time, I want to read about scuptures. So, because of the atmosphere and the cafe, I love the gallery. I would like to go there every day.

Score Explanation: This response satisfies all the requirements of the writing task. It contains clear, relevant detail and makes full use of the paragraph structure. It also makes use of *want to / would like to* and serial commas. There are just two spelling errors (*deliecious, scuptures*).