



**WRITE  
IT!**

**1**

NE-Build & Grow

**Teacher's Guide**

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Unit **1** To the Future Me  
Task Writing a letter

**Get Ready** Read Jeremy's story. Then check.

**PRESENT**

Dear Future Jeremy,  
Hi! This is  
11-year-old  
Jeremy.

My best friend is Jane.

**FUTURE**

I am 110-year-old  
Jeremy.

My best friend  
is Jane, too.

CHICAGO

CHICAGO

Jane

1. Jeremy is writing a ...  
 letter  diary entry

2. He is writing to ...  
 Jane  future Jeremy

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## Get Ready

- 1) Tell the students that today's writing task is to write a letter.
- 2) Have the students read the comic strip.
- 3) Ask the questions to help the students understand the writing topic, the type of writing, the writer's purpose, and the target audience.

### Sample questions

- Who can you see in the comic strip?
  - What is the comic about?
  - What is he doing? What is he writing?
  - What is the letter about?
  - Why is he writing it?
  - Whom is he writing to?
- 4) Have the students look at the statements at the bottom of page 7 and check the correct answers.
  - 5) Check the answers as a class.

### Answers

1. letter    2. future Jeremy

## Ideas

Step 1 Look at the pictures and read the expressions.



Interest



1 cooking



3 soccer



5 drawing



7 math

Dream Job



2 chef



4 soccer player



6 artist



8 math teacher

Step 2 Think about your interests and dream job.

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## Model

Step 1 Read Jeremy's letter to his future self.



Dear Future Jeremy,

Hi! This is 11-year-old Jeremy.

I am in fifth grade in elementary school.

I live in Chicago. Do you still live here?

My best friend is Jane.

My favorite thing to do at school is to read books.

Right now, my favorite book is *The Jungle*.

I am interested in soccer. I want to be a soccer player in 10 years.

Good luck, Future Jeremy!

Love,  
Jeremy

Step 2 Fill in Jeremy's answers.

What grade are you in? I am in fifth grade in elementary school.

Who is your best friend? My best friend is Jane.

What are you interested in? I am interested in soccer.

What do you want to be? I want to be a soccer player.

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## Ideas

Step 1

- 1) Tell the students to look at the pictures on page 8. Introduce the vocabulary.
- 2) Have the students listen to the mp3 file. Then ask them to repeat each vocabulary word while looking at the pictures.

Step 2

- 1) Encourage the students to think and talk about their interests and dream job.
- 2) Pair up the students and tell them to ask and answer questions with their partner. You may provide the students with questions if they are struggling to come up with their own.

### Sample questions

- *What are you interested in?*
- *What do you want to be in the future?*

## Model

Step 1

- 1) Tell the students that they're going to read Jeremy's letter on page 9.
- 2) Have the students read the letter while listening to the mp3 file carefully.
- 3) Tell the students to read the letter together aloud.
- 4) Call out the key vocabulary words (soccer, soccer player) from the text and have the students circle them.
- 5) Ask questions about Jeremy's letter.

### Sample questions

- *What is Jeremy writing?*
  - *Whom is Jeremy writing to?*
  - *What is Jeremy's letter about?*
  - *What grade is Jeremy in?*
  - *Who is Jeremy's best friend?*
  - *What is Jeremy interested in?*
  - *What does Jeremy want to be?*
- 6) Have the students underline the words or phrases they used to answer the questions.
  - 7) Have the students read the underlined parts again.

Step 2

- 1) Have the students answer the questions at the bottom of page 9.
- 2) Tell the students to refer to the passage to find the answers.
- 3) Check the answers as a class.

|                |               |
|----------------|---------------|
| <b>Answers</b> | fifth         |
|                | Jane          |
|                | soccer        |
|                | soccer player |

- 4) Have the students read the answer sentences aloud.



## Analysis

### Step 1 Read Laura's letter to her future self.

Dear Future Laura,  
 Hi! This is 12-year-old Laura.  
 I am in sixth grade in elementary school.  
 I live in Rome. Do you still live here?  
 My best friend is Mario.  
 My favorite thing to do at home is to watch TV.  
 Right now, my favorite TV show is *Teens*.  
 I am interested in cooking. I want to be a chef in 20 years.  
 Good luck, future Laura!  
 Love,  
 Laura

### Step 2 Complete the organizer.

**Laura**

Basic information  
 • Age: 12 -year-old • Grade: sixth grade • City: Rome

Favorite things  
 • Best friend: Mario  
 • Activity: (Where) at home  
 (What) watch TV  
 • Type—Name: TV show — *Teens*

Interest & future dream  
 • Interest: cooking  
 • Dream job: a chef

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### Step 3 Complete and rewrite Laura's letter.

Dear future Laura,

Hi! This is ① 12 -year-old Laura.  
 I am in ② sixth grade in elementary school.  
 I live in ③ Rome . Do you still live here?  
 My best friend is ④ Mario .  
 My favorite thing to do at ⑤ home is to  
 watch TV .  
 Right now, my favorite ⑥ TV show is  
*Teens* .  
 I am interested in ⑦ cooking . I want to be  
 ⑧ a chef in 20 years.  
 Good luck, future Laura!

Love,  
 Laura

Greeting

Body

Basic information  
 ① Age  
 ② Grade  
 ③ City

Favorite things  
 ④ Best friend  
 ⑤ Activity  
 (Where — What)  
 ⑥ Type — Name

Interest & future dream  
 ⑦ Interest  
 ⑧ Dream job

Closing

Signature

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## Analysis

### Step 1

- 1) Tell the students that they're going to read Laura's letter on page 10.
- 2) Have the students read the letter while listening to the mp3 file carefully.
- 3) Tell the students to read the letter together aloud.
- 4) Call out the key vocabulary words (cooking, chef) from the text and have the students circle them.
- 5) Ask questions about Laura's letter.

### Sample questions

- How old is Laura?
  - What grade is Laura in?
  - What city does Laura live in?
  - Who is Laura's best friend?
  - What is Laura's favorite thing to do at home?
  - What is Laura's favorite TV show?
  - What is Laura interested in?
  - What does Laura want to be?
- 6) Have the students underline the words or phrases they used to answer the questions.
  - 7) Have the students read the underlined parts again.

### Step 2

- 1) Have the students complete the graphic organizer on page 10 using the underlined parts as a guide.
- 2) Check the answers as a class.

### Answers

(Basic information) 12, sixth, Rome  
 (Favorite things) Mario, home, watch, *Teens*  
 (Interest & future dream) cooking, chef

### Step 3

- 1) Introduce the different parts of the letter and explain to the students how to organize their writing.
- 2) Tell the students that they're going to complete Laura's letter on page 11 using the graphic organizer on page 10.
- 3) Encourage the students not to just copy Laura's letter on page 10.
- 4) Inform the students that they can follow the paragraph guide with the numbered sections. The number of the prompt and the number of the blank should correspond to each other.
- 5) After completing the letter, have the students work in pairs and take turns reading it aloud. Each student should read one sentence at a time.

### Answers

① 12 ② sixth ③ Rome ④ Mario ⑤ home, watch TV  
 ⑥ TV show, *Teens* ⑦ cooking ⑧ chef

### Homework

- 1) Ask the students to write down the vocabulary words and phrases from the online vocabulary list three times each in their notebooks.

## Sentence Practice

**A** Choose a word from the box and complete the sentences.

twelve eleven ten thirteen



1. This is 12-year-old Emma.



2. This is 10-year-old Andrew.



3. This is 13-year-old Olivia.



4. This is 11-year-old Mario.

**B** Look at the example and complete the sentences.



1. home / watch TV

► My favorite thing to do at home is to watch TV.



2. school / read books

► My favorite thing to do at school is to read books.



3. school / study science

► My favorite thing to do at school is to study science.



4. home / play games

► My favorite thing to do at home is to play games.

**C** Circle one option and write the sentences. [Sample answers]



Example: TV show: Teens / Friends / Matilda  
► My favorite TV show is Teens.



1. book: The Jungle / Arthur / The Little Prince  
► My favorite book is The Little Prince.



2. game: Tetris / Battleship / Candy Crush  
► My favorite game is Battleship.



3. movie: Wall-E / Frozen / Heroes  
► My favorite movie is Wall-E.

**D** Match the phrases and write the sentences.

- cooking
- soccer
- drawing
- math

- a soccer player
- a chef
- a math teacher
- an artist

① I am interested in cooking. I want to be a chef.

② I am interested in soccer. I want to be a soccer player.

③ I am interested in drawing. I want to be an artist.

④ I am interested in math. I want to be a math teacher.

## Sentence Practice

**A**

- Ask the students to read the words in the box.
- Have them look at the example and read it aloud.
- Remind them to change the written ages into its number form.
- Teach them to use the singular form when the words are hyphenated.
- Have the students complete the sentences.
- Check the answers.

**Answers**

- This is 10-year-old
- This is 13-year-old
- This is 11-year-old

- Pair the students up and tell them to practice using the sentence structure to describe themselves.

**B**

- Ask the students to look at the example and read it aloud.
- Teach them that "at" is used to describe the locations such as "home" and "school."
- Teach the students any unfamiliar vocabulary, such as "study science" and "play games", and have them practice reading the phrases.
- Have the students complete the sentences.

- Check the answers as a class.

- Encourage the students to think more about their favorite things to do at home or school.

**Answers**

- at school is to read books.
- at school is to study science.
- at home is to play games.

**C**

- Ask the students to look at the example and circle the option that they like the best. Tell them to explain their choice.
- Have the students read the example sentence together.
- Teach them to use the form "My favorite ... is ..."
- Have them write the sentences with their own choice.
- Check the answers as a class.
- If there's time, have the students read some of their sentences out loud and share their favorite things with the class.

**Sample answers**

- My favorite book is *The Little Prince*.
- My favorite game is *Battleship*.
- My favorite movie is *Wall-E*.

**D**

- Ask the students to look at the example and explain that they should match each interest with the correct dream job.
- Have the students read the example sentence together.
- Have them write the answers in full sentences using the form "I am interested in ..." and "I want to be ..."
- Remind them to use "a" or "an" before the names of the jobs.
- Check the answers as a class.

**Answers**

- I am interested in soccer. I want to be a soccer player.
- I am interested in drawing. I want to be an artist.
- I am interested in math. I want to be a math teacher.

- Encourage the students to say what they are interested in and what they want to be in the future using the grammar forms.

### Organization

**Step 1** Imagine you are writing a letter to your future self. Complete the organizer for your own writing.  
[Sample answers]

My Name  
Joey

---

**Basic information**

|                  |                        |                      |
|------------------|------------------------|----------------------|
| Age<br><u>10</u> | Grade<br><u>fourth</u> | City<br><u>Seoul</u> |
|------------------|------------------------|----------------------|

**Favorite things**

Best friend  
Alex

Activity (Where – What)  
school – study science

Type – Name  
movie – Heroes

game – Tetris, movie – Heroes

**Interest & future dream**

Interest  
math

drawing, math

Dream job  
a math teacher

an artist, a math teacher

**Step 2** Complete the sentences using your ideas from above.  
[Sample answers]

This is 10-year-old Joey.

My favorite thing to do at school is to study science.

I am interested in math. I want to be a(n) math teacher.

### Draft

**Step 1** Complete your letter.

[Sample answers]

Greeting  
Dear future Joey,

Body  
Hi! This is 10-year-old Joey.  
I am in fourth grade in elementary school.  
I live in Seoul. Do you still live here?  
My best friend is Alex.  
My favorite thing to do at school is to study science.  
Right now, my favorite movie is Heroes.  
I am interested in math. I want to be a math teacher in 15 years.  
Good luck, future Joey!

Closing  
Love,

Signature  
Joey

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## Organization

### Step 1

- 1) Have the students complete their own graphic organizer on page 14.
- 2) Tell them to write information about themselves in each of the empty spaces.
- 3) Inform the students that they can use the example words in each box or go to the “Ideas” or “Sentence Practice” sections for more words or phrases. The students may refer to the model graphic organizer on page 88 if they are struggling to complete their own.

### Step 2

- 1) Tell the students that they’re going to prepare their own writing on page 15.
- 2) Have the students complete the sentences using the information from the organizer above.
- 3) Go over their answers and correct any incorrect words or spellings if necessary.

## Draft

- 1) Have the students go back to page 10 and read Laura’s letter again. Review the key vocabulary and sentence structures.
- 2) Remind the students of the different parts of a letter and how to write it.
- 3) Tell the students that they’re going to write a draft on page 15.
- 4) Inform the students that they can follow the paragraph guide and use the information from their graphic organizer on page 14.
- 5) Tell them that they can change the beginning or ending of the given sentences and can also add more sentences to the letter.

## Workbook

### Unit 1 To the Future Me

When you peer edit, call the COPS!

**C**

**Capitalization**

- Beginning of sentences
- I, names, titles
- Months, days of the week

**O**

**Overall Look**

- Letter spacing
- Neat handwriting
- Complete sentences

**P**

**Punctuation**

- End of sentences: . ? !
- Commas: ,

**S**

**Spelling**

- Sound it out
- Use a dictionary

### Revise & Edit

Write a letter by using your first draft.

Greeting  
\_\_\_\_\_

Body  
\_\_\_\_\_

Closing  
\_\_\_\_\_

Signature  
\_\_\_\_\_

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## Peer Check

- 1) Have the students look at the checklist on page 3 in the workbook together.
- 2) Pair the students up and have them share their writing with their partner.
- 3) Tell them to check their partner’s writing for capitalization, overall look, punctuation, and spelling and to check each box accordingly.
- 4) After peer checking, have the students make changes to improve their writing according to the feedback they received.

### Homework

- 1) Ask the students to complete page 4 in the workbook for homework.
- 2) When the students submit their revised drafts, provide feedback and have them go to page 5 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.

**REAL-LIFE WRITING**Format: Scrapbook page  
Purpose: Describe and explain

Read the scrapbook page.

**Real-Life Writing**

- 1) Tell the students to look at the scrapbook page on page 16. Introduce the format and purpose of the writing.
- 2) Have the students take turns reading the scrapbook page and talk about the story as a class.
- 3) Have the students circle the key vocabulary or expressions that they learned in the unit.
- 4) Encourage the students to think about what they would like to write if they made their own scrapbook about themselves.
- 5) You may play the video file using QR code for more information.

**Unit 2 On Weekends****Unit 2 On Weekends**  
Task Writing a short essay**Get Ready**

Read Chan's story. Then check.

1. Chan is talking about his favorite ...  
 weekend activity       school subject
2. He likes going to the ...  
 mall       movies

**Get Ready**

- 1) Introduce today's writing task. Tell the students that they will write a short essay.
- 2) Have the students read the comic strip.
- 3) Ask questions to help the students understand the writing topic, the type of writing, the writer's purpose, and the target audience.

**Sample questions**

- Who can you see in the comic strip?
- What is the comic about?
- Where are they going?
- What does he like about going there?
- What happens at the end?

- 4) Have the students look at the statements at the bottom of page 17 and check the correct answers.
- 5) Check the answers as a class.

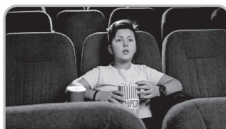
**Answers**

1. weekend activity      2. movies



## Ideas

Step 1 Look at the pictures and read the expressions.



- 1 go to the movies  
- big seats  
- watch a movie



- 2 go to the park  
- green scenery  
- do outdoor activities



- 3 stay at home  
- quiet space  
- read books



- 4 play sports  
- new playground  
- get exercise



- 5 go shopping  
- many stores  
- buy new things



- 6 visit my grandparents  
- small garden  
- water the plants

Step 2 Think about your favorite weekend activity.

## Model

Step 1 Read Chan's essay about his favorite weekend activity.

### Going to the Movies

On weekends, I like going to the movies.  
First of all, I love the big seats in the theater. They are very comfortable.  
Second, I can watch a movie on the big screen.  
Third, I get to spend time with my friends. We like to talk about the best scenes together.  
Lastly, I like having popcorn at the theater.  
For these reasons, going to the movies is my favorite weekend activity.

Step 2 Fill in Chan's answers.

What activity do you like? I like going to the \_\_\_\_\_ movies \_\_\_\_\_.

What do you love about it? I love the big \_\_\_\_\_ seats \_\_\_\_\_ in the theater.

Who do you get to spend time with? I get to spend time with my \_\_\_\_\_ friends \_\_\_\_\_.

What do you like to have there? I like having \_\_\_\_\_ popcorn \_\_\_\_\_.

## Ideas

### Step 1

- 1) Tell the students to look at the pictures on page 18. Introduce the vocabulary.
- 2) Have the students listen to the mp3 file. Then ask them to repeat each vocabulary word while looking at the pictures.

### Step 2

- 1) Encourage the students to think and talk about their favorite weekend activity.
- 2) Pair the students up and tell them to ask and answer questions with their partner. You may provide the students with questions if they are struggling to come up with their own.

#### Sample questions

- What is your favorite weekend activity?
- Where do you like to do it?
- Why do you like it?

## Model

### Step 1

- 1) Tell the students that they're going to read Chan's essay about his favorite weekend activity on page 19.
- 2) Have the students read the essay while listening to the mp3 file carefully.
- 3) Tell the students to read the essay together aloud.
- 4) Call out the key vocabulary words (going to the movies, big seats, watch a movie) from the text and have the students circle them.
- 5) Ask questions about Chan's essay.

#### Sample questions

- What is Chan writing?
  - What is the essay about?
  - What does Chan love about the theater? Why?
  - Where can Chan watch on the big screen?
  - Who does Chan get to spend time with?
  - What do they like to talk about?
- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
  - 7) Have the students read the underlined parts again.

### Step 2

- 1) Have the students answer the questions at the bottom of page 19.
- 2) Tell the students to refer to the passage to find the answers.
- 3) Check the answers as a class.

|                |         |
|----------------|---------|
| <b>Answers</b> | movies  |
|                | seats   |
|                | friends |
|                | popcorn |

- 4) Have the students read the answer sentences aloud.



## Analysis

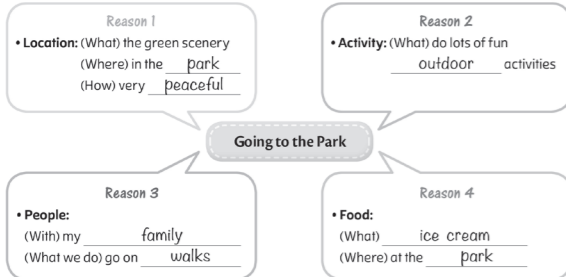
### Step 1 Read Emily's essay about her favorite weekend activity.



#### Going to the Park

On weekends, I like going to the park.  
 First of all, I love the green scenery in the park. It is very peaceful.  
 Second, I can do lots of fun outdoor activities.  
 Third, I get to spend time with my family. We like to go on walks together.  
 Lastly, I like having ice cream at the park.  
 For these reasons, going to the park is my favorite weekend activity.

### Step 2 Complete the organizer.



### Step 3 Complete and rewrite Emily's essay.



Going to the Park **Title**

On weekends, I like going to the park. **Introduction**  
 ① Weekend activity

First of all, I love the green scenery  
 in the park. It is very peaceful. **Body**  
 Reason 1: Location  
 ① What  
 ② Where  
 ③ How

Second, I can do lots of fun outdoor  
activities. **Reason 2: Activity**  
 ① What

Third, I get to spend time with my family. **Reason 3: People**  
 ① With  
 ② What we do

We like to go on walks together. **Reason 4: Food**  
 ① What  
 ② Where

Lastly, I like having ice cream at  
the park. **Conclusion**

For these reasons, going to the park is my favorite  
 weekend activity.

## Analysis

### Step 1

- 1) Tell the students that they're going to read Emily's essay on page 20.
- 2) Have the students read the essay while listening to the mp3 file carefully.
- 3) Tell the students to read the essay together aloud.
- 4) Call out the key vocabulary words (going to the park, green scenery, do outdoor activities) from the text and have the students circle them.
- 5) Ask questions about Emily's essay.

#### Sample questions

- Where does Emily like to go on weekends?
  - What does she love about the park? Why?
  - Who does Emily get to spend time with?
  - What do they do together?
  - What does Emily like having at the park?
- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
  - 7) Have the students read the underlined parts again.

### Step 2

- 1) Have the students complete the graphic organizer on page 20 using the underlined parts as a guide.
- 2) Check the answers as a class.

#### Answers

(Reason 1) park, peaceful  
 (Reason 2) outdoor  
 (Reason 3) family, walks  
 (Reason 4) ice cream, park

### Step 3

- 1) Introduce the different parts of the essay and explain to the students how to organize their writing.
- 2) Tell the students that they're going to complete Emily's essay on page 21 using the graphic organizer on page 20.
- 3) Encourage the students not to just copy Emily's essay on page 20, but to refer to the graphic organizer that they completed themselves.
- 4) Inform the students that they can follow the paragraph guide with the numbered sections. The number of the prompt and the number of the blank should correspond to each other.
- 5) After completing the essay, have the students work in pairs and take turns reading it aloud. Each student should read one sentence at a time.

#### Answers

① park ② scenery ③ park ④ peaceful ⑤ outdoor activities  
 ⑥ my family ⑦ go on walks ⑧ ice cream ⑨ park

### Homework

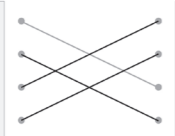
- 1) Ask the students to write down the vocabulary words and phrases from the online vocabulary list three times each in their notebooks.

## Sentence Practice

### A Look at the example and complete the sentences.

-  1. go to the park  
▶ I like going to the park.
-  2. play sports  
▶ I like playing sports.
-  3. go shopping  
▶ I like going shopping.
-  4. stay at home  
▶ I like staying at home.




### B Match the phrases and complete the sentences.

- the big seats
  - the new playground
  - the many stores
  - the small garden
- 
- the shopping mall
  - their backyard
  - the theater
  - my neighborhood
- ① I love the big seats in the theater.  
 ② I love the new playground in my neighborhood.  
 ③ I love the many stores in the shopping mall.  
 ④ I love the small garden in their backyard.

### C Complete the sentences using the words in the box.

- family-    sister    friends    grandparents
-  1. I get to spend time with my family.
  -  2. I get to spend time with my friends.
  -  3. I get to spend time with my sister.
  -  4. I get to spend time with my grandparents.

### D Look at the example and write the sentences.

- Example: popcorn / at / theater  
▶ I like having popcorn at the theater.
-  1. pizza / at / food court  
▶ I like having pizza at the food court.
  -  2. potato chips / on / couch  
▶ I like having potato chips on the couch.
  -  3. grandma's pasta / in / dining room  
▶ I like having grandma's pasta in the dining room.

## Sentence Practice

### A

- Ask the students to read the words in the box.
- Have them look at the example and read it aloud.
- Teach them to use the gerund form when the verb comes after "like."
- Have the students complete the sentences.
- Check the answers as a class.

**Answers** 2. playing sports. 3. going shopping. 4. staying at home.

- Pair the students up and tell them to practice using the sentence structure to talk about what they like doing.

### B

- Ask the students to look at the example and read it aloud.
- Teach them that "in" is used to describe locations such as "theater" and "shopping mall".
- Have the students match the phrases and complete the sentences.
- Check the answers as a class.

**Answers**  
2. the new playground in my neighborhood.  
3. the many stores in the shopping mall.  
4. the small garden in their backyard.

- Encourage the students to think more about where they love to go and what they love about it.

### C

- Ask the students to look at the example and read it together aloud.
- Have the students look at the pictures and identify the relationships shown.
- Teach them to use the form "I get to spend time with ..."
- Have them complete the remaining sentences using the correct words from the box.
- Check the answers as a class.

#### Answers

- spend time with my friends.
- spend time with my sister.
- spend time with my grandparents.

- If there's time, ask the students where they like to go and who they get to spend time with.

### D

- Ask the students to look at the example and explain that they should write the sentences using the given words.
- Have the students read the example sentence together.
- Tell them to write their answers in full sentences using the form "I like having ... in/on/at the ..."
- Remind them to use "the" before the location.
- Check the answers as a class.

#### Answers

- I like having pizza at the food court.
- I like having potato chips on the couch.
- I like having grandma's pasta in the dining room.

- Encourage the students to say what they like having and where they like to have it using following the example sentence structure.

### Organization

**Step 1** Imagine you are writing an essay about your favorite weekend activity. Complete the organizer for your own writing.

[Sample answers]

Reason 1

Location (What / Where — How)

the stores / the shopping mall — cool

Example: the stores / the shopping mall — cool, the garden / their backyard — pretty

Reason 2

Activity (What)

buy new things

Example: buy new things, water the plants

Weekend Activity

Going Shopping

going shopping, visiting my grandparents

Reason 3

People (With — What we do)

my friends — hang out

Example: my friends — hang out, my grandparents — make lunch

Reason 4

Food (What — Where)

pizza — the food court

Example: pizza — the food court, grandma's pasta — the dining room

**Step 2** Complete the sentences using your ideas from above.

[Sample answers]

First of all, I love the \_\_\_\_\_ stores \_\_\_\_\_ in \_\_\_\_\_ the shopping mall \_\_\_\_\_.

Second, I can \_\_\_\_\_ buy new things \_\_\_\_\_.

Lastly, I like having \_\_\_\_\_ pizza \_\_\_\_\_ at/in the \_\_\_\_\_ the food court \_\_\_\_\_.

### Draft

**Step 1** Complete your essay.

[Sample answers]

~~~~~ Going Shopping ~~~~~

On weekends, I like \_\_\_\_\_ going shopping \_\_\_\_\_.

First of all, I love \_\_\_\_\_ the stores \_\_\_\_\_ in \_\_\_\_\_ the shopping mall \_\_\_\_\_. It is/They are very \_\_\_\_\_ cool \_\_\_\_\_.

Second, I can \_\_\_\_\_ buy new things \_\_\_\_\_.

Third, I get to spend time with \_\_\_\_\_ my friends \_\_\_\_\_ . We like to \_\_\_\_\_ hang out \_\_\_\_\_ together.

Lastly, I like having \_\_\_\_\_ pizza \_\_\_\_\_ at/in \_\_\_\_\_ the food court \_\_\_\_\_.

For these reasons, \_\_\_\_\_ going shopping \_\_\_\_\_ is my favorite \_\_\_\_\_ weekend activity \_\_\_\_\_.

24 • Unit 2 • On Weekends

25

## Organization

### Step 1

- 1) Have the students complete their own graphic organizer on page 24.
- 2) Tell them to write information about themselves in each of the empty spaces.
- 3) Inform the students that they can use the example words in each box or go to the “Ideas” or “Sentence Practice” sections for more words or phrases. The students may refer to the model graphic organizer on page 88 if they are struggling to complete their own.

### Step 2

- 1) Tell the students that they’re going to complete the sentences using their own ideas from the organizer above.
- 2) Have the students complete the sentences.
- 3) Go over their answers and correct any incorrect usage or spelling mistakes if necessary.

## Draft

- 1) Have the students go back to page 20 and read Emily’s essay again. Review the key vocabulary and sentence structures.
- 2) Remind the students of the different parts of an essay and how to write it.
- 3) Tell the students that they’re going to write a draft on page 25.
- 4) Inform the students that they can follow the paragraph guide and use the information from their graphic organizer on page 24.
- 5) Tell them that they can change the beginning or ending of the given sentences and can also add more sentences to the essay.

## Workbook

### Unit 2 On Weekends

When you peer edit, call the COPS!

C

Capitalization

- Beginning of sentences
- I, names, titles
- Months, days of the week

O

Overall Look

- Letter spacing
- Neat handwriting
- Complete sentences

P

Punctuation

- End of sentences: . ? !
- Commas: ,

S

Spelling

- Sound it out
- Use a dictionary

PATROL! ★ ★ ★ WRITING PATROL! ★

### Revise & Edit

Write an essay by using your first draft.

Title

Introduction

• Weekend activity

Body

Reason 1: Location

• What

• Where

• How

Reason 2: Activity

• What

Reason 3: People

• With

• What we do

Reason 4: Food

• What

• Where

Conclusion

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

7

8 • Unit 2 • On Weekends

## Peer Check

- 1) Have the students look at the checklist on page 7 in the workbook together.
- 2) Pair the students up and have them share their writing with their partner.
- 3) Tell them to check their partner’s writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have the students make changes to improve their writing according to the feedback they received.

### Homework

- 1) Ask the students to complete page 8 in the workbook for homework.
- 2) When the students submit their revised drafts, provide feedback and have them go to page 9 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.

**REAL-LIFE WRITING**Format: Leaflet  
Purpose: Inform and explain

Read the weekend camp leaflet.

**Wilderness Camp**  
250 Godwin Ave.  
Midland Park, NJ 07432

**This fall:**  
• September 13-15  
• October 11-13  
• November 8-10

**You can enjoy:**  
• tree climbing  
• sitting by the campfire  
• horseback riding  
• kayaking  
• games, hikes, and more!  
\* Campers ages 10-15 are welcome!

Join us year round at Youth Camp. We offer a variety of safe and exciting programs for kids and teens. Fill your weekends with fun, friends, and tons of activities!

**BOOK NOW AT**  
www.kntcamping.com

**FOR MORE INFORMATION CONTACT US AT**  
05388219731  
@kntcamping

**\$50 per day**

**Real-Life Writing**

- 1) Tell the students to look at the leaflet on page 26. Introduce the format and purpose of the writing.
- 2) Have the students take turns reading the leaflet and talk about the information contained in it as a class.
- 3) Have the students circle the key vocabulary or expressions that they learned in the unit.
- 4) Encourage the students to think about what they would like to write if they made their own leaflet.
- 5) For additional material, you may play the video file using the QR code.

**Unit 3 A Trip to the Zoo****Unit 3 A Trip to the Zoo**  
Task: Writing a field trip report**Get Ready**

Read Giraffy's story. Then check.

I went on a field trip to the zoo today.

I saw an animal with a long neck.

The animal eats plants.

Mr. Johnson, here is my field trip report.

1. Giraffy went on a ...  
 field trip       family trip
2. He wrote a ...  
 postcard       field trip report

**Get Ready**

- 1) Introduce today's writing task. Tell the students that they will write a field trip report.
- 2) Have the students read the comic strip.
- 3) Ask questions to help the students understand the writing topic, the type of writing, the writer's purpose, and the target audience.

**Sample questions**

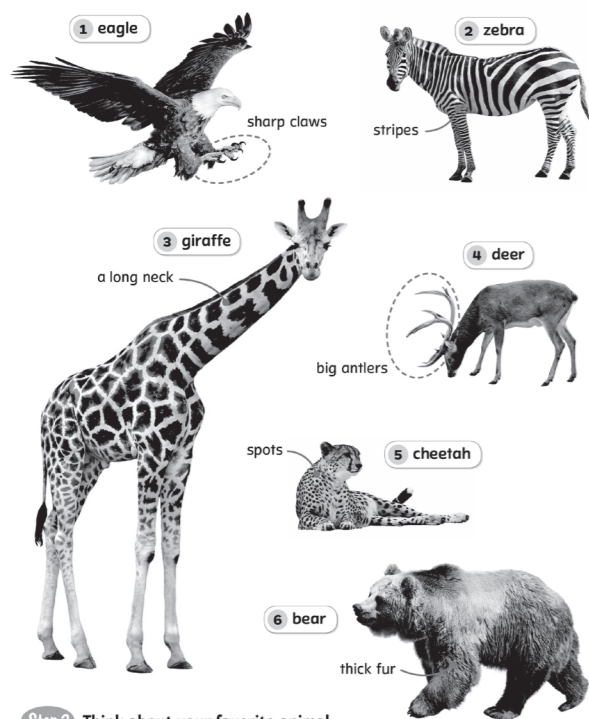
- Who can you see in the comic strip?
  - What is the comic about?
  - Where did Giraffy go?
  - What did he see there?
  - What kind of animal was it?
- 4) Have the students look at the statements at the bottom of page 27 and check the correct answers.
  - 5) Check the answers as a class.

|                |               |                      |
|----------------|---------------|----------------------|
| <b>Answers</b> | 1. field trip | 2. field trip report |
|----------------|---------------|----------------------|



## Ideas

Step 1 Look at the pictures and read the expressions.



Step 2 Think about your favorite animal.

## Model

Step 1 Read Sam's field trip report about his favorite animal.

**Field Trip Report**

Name: Sam Roberts      Date of Field Trip: July 28, 2022  
 Location: Animal Kingdom Zoo

**My Favorite Animal:**  
 Today our class went on a field trip to the zoo. I learned about giraffes there.  
 Giraffes are tall. They walk on four legs. They eat plants. They don't hunt other animals.  
 Giraffes have long powerful necks. Their necks help them eat leaves on tall trees.  
 I think giraffes are charming. I want to play with them.  
 I hope I can see the giraffes again soon!

Step 2 Fill in Sam's answers.

How do giraffes move? They walk on four legs.

What do they eat? They eat plants.

What is special about them? They have long powerful necks.

What do you think about them? I think giraffes are charming.

## Ideas

### Step 1

- 1) Tell the students to look at the pictures on page 28. Introduce the vocabulary.
- 2) Have the students listen to the mp3 file. Then ask them to repeat each vocabulary word while looking at the pictures.

### Step 2

- 1) Encourage the students to think and talk about their favorite animal.
- 2) Pair the students up and tell them to ask and answer questions with their partner. You may provide the students with questions if they are struggling to come up with their own.

#### Sample questions

- What is your favorite animal?
- What does it look like?

## Model

### Step 1

- 1) Tell the students that they're going to read Sam's field trip report about his favorite animal on page 29.
- 2) Have the students read the report while listening to the mp3 file carefully.
- 3) Tell the students to read the report together aloud.
- 4) Call out the key vocabulary words (giraffe, a long neck) from the text and have the students circle them.
- 5) Ask questions about Sam's report.

#### Sample questions

- What is Sam writing?
  - What is the report about?
  - What animal did Sam learn about there?
  - What are some features of giraffes?
  - What is special about giraffes?
  - How do their necks help them?
  - What does Sam think about giraffes?
  - What does Sam want to do with giraffes?
  - What does Sam hope to do again soon?
- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
  - 7) Have the students read the underlined parts again.

### Step 2

- 1) Have the students answer the questions at the bottom of page 29.
- 2) Tell the students to refer to the passage to find the answers.
- 3) Check the answers as a class.

|                |           |
|----------------|-----------|
| <b>Answers</b> | four legs |
|                | plants    |
|                | necks     |
|                | charming  |

- 4) Have the students read the answer sentences aloud.



## Analysis

### Step 1 Read Julie's field trip report about her favorite animal.



#### Field Trip Report

Name: Julie Nelson Date of Field Trip: May 11, 2021  
Location: Grand National Zoo

#### My Favorite Animal:

Today our class went on a field trip to the zoo. I learned about eagles there.

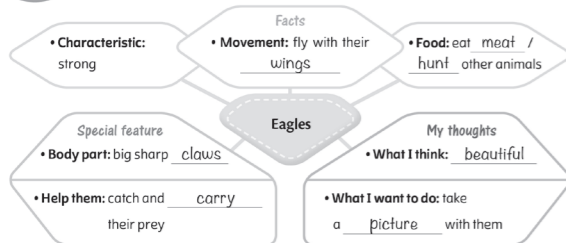
Eagles are strong. They fly with their wings. They eat meat. They hunt other animals.

Eagles have big sharp claws. Their claws help them catch and carry their prey.

I think eagles are beautiful. I want to take a picture with them.

I hope I can see the eagles again soon!

### Step 2 Complete the organizer.



### Step 3 Complete and rewrite Julie's report.



#### Field Trip Report

Name: Julie Nelson Date of Field Trip: May 11, 2021  
Location: Grand National Zoo

#### My Favorite Animal:

Today our class went on a field trip to the zoo. I learned about 1 eagles 2 there.

Eagles are 3 strong 4. They 5 fly with

their 6 wings 7. They eat 8 meat 9.

They 10 hunt 11 other animals.

Eagles have 12 big sharp claws 13. Their claws

help them 14 catch 15 and carry

their prey.

I think eagles are 16 beautiful 17. I want to

18 take a picture 19 with them.

I hope I can see the eagles again soon!

Title

Background Information

Introduction

1 My favorite animal

Body

Facts

2 Characteristic

3 Movement

4 Food

Special feature

5 Body part

6 Help them

My thoughts

7 What I think

8 What I want to do

Conclusion

## Analysis

### Step 1

- 1) Tell the students that they're going to read Julie's field trip report on page 30.
- 2) Have the students read the report while listening to the mp3 file carefully.
- 3) Tell the students to read the report together aloud.
- 4) Call out the key vocabulary words (eagles, sharp claws) from the text and have the students circle them.
- 5) Ask questions about Julie's report.

#### Sample questions

- Where did Julie's class go?
  - What animal did she learn about there?
  - What are some features of eagles?
  - How do eagles move? What do they eat?
  - What is special about eagles?
  - How do their claws help them?
  - What does Julie think about eagles?
  - What does she want to do with them?
  - What does she hope to do again soon?
- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
  - 7) Have the students read the underlined parts again.

### Step 2

- 1) Have the students complete the graphic organizer on page 30 using the underlined parts as a guide.
- 2) Check the answers as a class.

#### Answers

(Facts) wings, meat, hunt  
(Special feature) claws, carry  
(My thoughts) beautiful, picture

### Step 3

- 1) Introduce the different parts of the report and explain to the students how to organize their writing.
- 2) Tell the students that they're going to complete Julie's report on page 31 using the graphic organizer on page 30.
- 3) Encourage the students not to just copy Julie's report on page 30, but to refer to the graphic organizer that they completed themselves.
- 4) Inform the students that they can follow the paragraph guide with the numbered sections. The number of the prompt and the number of the blank should correspond to each other.
- 5) After completing the report, have the students work in pairs and take turns reading it aloud. Each student should read one sentence at a time.

#### Answers

1 eagles 2 strong 3 fly, wings 4 meat, hunt  
5 sharp claws 6 catch, carry 7 beautiful 8 take, picture

### Homework

- 1) Ask the students to write down the vocabulary words and phrases from the online vocabulary list three times each in their notebooks.

## Sentence Practice

**A** Choose a word from each box and write the sentences. [Sample answers]

|           |          |           |       |
|-----------|----------|-----------|-------|
| -giraffes | zebras   | huge      | -tall |
| bears     | cheetahs | beautiful | slim  |

- Giraffes are tall.
- Zebras are beautiful.
- Bears are huge.
- Cheetahs are slim.

**B** Complete the sentences using the phrases in the box.

|                      |                          |
|----------------------|--------------------------|
| fly with their wings | swim with their flippers |
| crawl on the ground  | walk on four legs        |



1. Eagles fly with their wings.



2. Giraffes walk on four legs.



3. Dolphins swim with their flippers.



4. Snakes crawl on the ground.

**C** Look at the example and complete the sentences.



1. big sharp claws  
▶ Eagles have big sharp claws.



2. long powerful necks  
▶ Giraffes have long powerful necks.



3. black and white stripes  
▶ Zebras have black and white stripes.



4. big antlers  
▶ Deer have big antlers.

**D** Look at the example and complete the sentences.



Example: claws / catch and carry their prey  
▶ Their claws help them catch and carry their prey.



1. necks / eat leaves on tall trees  
▶ Their necks help them eat leaves on tall trees.



2. spots / hide from lions  
▶ Their spots help them hide from lions.



3. fur / stay warm in winter  
▶ Their fur helps them stay warm in winter.

## Sentence Practice

**A**

- Ask the students to read the words in the box.
- Have them look at the example and read it aloud.
- Teach them to use the plural form of "be" after plural nouns.
- Have the students complete the sentences with the appropriate words from each box.
- Check the answers as a class.

**Sample answers**

- Zebras are beautiful.
- Bears are huge.
- Cheetahs are slim.

- Pair the students up and tell them to practice using the sentence structure to talk about what different animals are like.

**B**

- Ask the students to look at the example and read it aloud.
- Teach them that "with" and "on" are used to describe the way animals move.
- Have the students identify the correct movement for each animal and complete the sentences.
- Check the answers as a class.

**Answers**

- walk on four legs.
- swim with their flippers.
- crawl on the ground.

- Encourage the students to think more about how different animals move.

**C**

- Ask the students to look at the example and read it together aloud.
- Have the students look at the pictures and read the animal features for each one.
- Teach them to use the form "... have ..." with plural nouns.
- Have them complete the remaining sentences using the phrases from the boxes.
- Check the answers as a class.

**Answers**

- have long powerful necks.
- have black and white stripes.
- have big antlers.

- If there's time, ask the students to name other animals and their features using the plural noun and "have."

**D**

- Ask the students to look at the example and explain that they should complete the sentences using the given words and phrases.
- Have the students read the example sentence together.
- Explain the use of the possessive pronoun "their" and the object pronoun "them" to the students. To clarify the function of possessive pronouns, you can ask the students questions such as "Whose claws help them catch and carry their prey?"
- Tell the students to write their answers using the form "Their... help them ..."
- Check the answers as a class.

**Answers**

- Their necks / them eat leaves on tall trees.
- Their spots / them hide from lions.
- Their fur / them stay warm in winter.

- Encourage the students to identify features of other animals and how those features help the animals.

### Organization

**Step 1** Imagine you are writing a field trip report about your favorite animal. Complete the organizer for your own writing.  
[Sample answers]

**Step 2** Complete the sentences using your ideas from above.  
[Sample answers]

I learned about bears there.

Their fur help(s) them stay warm in winter.

I think bears are playful.

### Draft

**Step 1** Complete your field trip report.  
[Sample answers]

Title: Field Trip Report

Name: Daniel Craig

Date of Field Trip: August 19, 2021

Location: San Diego Zoo

My Favorite Animal:  
Today our class went on a field trip to the zoo.

I learned about bears there.

Bears are huge. They walk on four legs. They eat salmon and berries. They hunt other animals.

Bears have thick fur. Their fur help(s) them stay warm in winter.

I think bears are playful. I want to play hide-and-seek with them.

I hope I can see the bears again soon!

## Organization

### Step 1

- 1) Have the students complete their own graphic organizer on page 34.
- 2) Tell them to write information about an animal of their choice in each of the empty spaces.
- 3) Inform the students that they can use the example words in each box or go to the "Ideas" or "Sentence Practice" sections for more words or phrases. The students may refer to the model graphic organizer on page 89 if they are struggling to complete their own.

### Step 2

- 1) Tell the students that they're going to complete the sentences using their own ideas from the organizer above.
- 2) Have the students complete the sentences.
- 3) Go over their answers and correct any incorrect usage or spelling mistakes if necessary.

## Draft

- 1) Have the students go back to page 30 and read Julie's field trip report again. Review the key vocabulary and sentence structures.
- 2) Remind the students of the different parts of a report and how to write it.
- 3) Tell the students that they're going to write a draft on page 35.
- 4) Inform the students that they can follow the paragraph guide and use the information from their graphic organizer on page 34.
- 5) Tell them that they can change the beginning or ending of the given sentences and can also add more sentences to the report.

## Workbook

### Unit 3 A Trip to the Zoo

When you peer edit, call the COPS!

**Capitalization**

- Beginning of sentences
- I, names, titles
- Months, days of the week

**Overall Look**

- Letter spacing
- Neat handwriting
- Complete sentences

**Punctuation**

- End of sentences: . ? !
- Commas: ,

**Spelling**

- Sound it out
- Use a dictionary

PATROL! ★ ★ ★ WRITING PATROL! ★

### Revise & Edit

Write a field trip report by using your first draft.

Title: \_\_\_\_\_

Name: \_\_\_\_\_

Date of Field Trip: \_\_\_\_\_

Location: \_\_\_\_\_

My Favorite Animal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Peer Check

- 1) Have the students look at the checklist on page 11 in the workbook together.
- 2) Pair the students up and have them share their writing with their partner.
- 3) Tell them to check their partner's writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have the students make changes to improve their writing according to the feedback they received.

### Homework

- 1) Ask the students to complete page 12 in the workbook for homework.
- 2) When the students submit their revised drafts, provide feedback and have them go to page 13 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.

**REAL-LIFE WRITING**Format: Field trip permission slip  
Purpose: Inform and explain

Read the field trip permission slip.

**WESTWOOD ELEMENTARY SCHOOL**  
FIELD TRIP PERMISSION SLIP

Dear Parents,  
Our class is planning a field trip to the Creek Mill Zoo on October 11. We will meet in the classroom at 8:30 a.m. and take the school bus to the zoo.  
At the zoo, students will go on a guided tour. Then they will take a quiz about different animals.  
Students should bring \$10 for the price of admission and their own lunches. Please complete and sign the slip below and send it back to school by Monday, September 30.

Mr. Giarrusso  
Westwood Elementary School

| Details        |                             |      |              |
|----------------|-----------------------------|------|--------------|
| Location       | Creek Mill Zoo              | Date | October 11   |
| Transportation | school bus                  | Time | 8:30 - 12:30 |
| What to bring  | \$10, lunch, snacks, drinks |      |              |

..... Cut Here .....

I give my permission for \_\_\_\_\_ to join the field trip.  
Emergency contact information: \_\_\_\_\_  
Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Real-Life Writing

- 1) Tell the students to look at the field trip permission slip on page 36. Introduce the format and purpose of the writing.
- 2) Have the students take turns reading the permission slip and talk about the information contained in it as a class.
- 3) Have the students circle the key vocabulary or expressions that they learned in the unit.
- 4) Encourage the students to think about where they would like to go on a field trip and what they would need to bring.
- 5) For additional material, you may play the video file using the QR code.

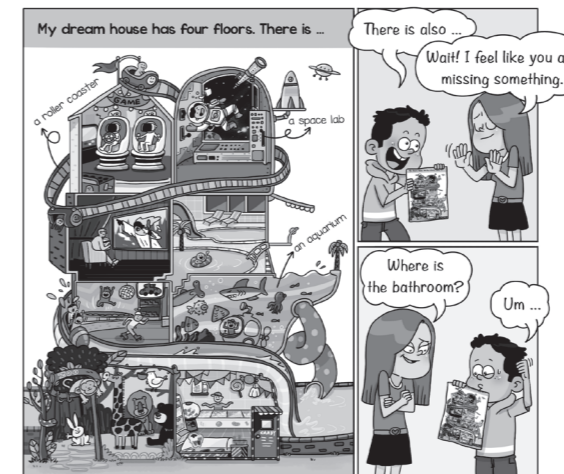
# 4 The Perfect House

## 4 The Perfect House

Task Writing a short essay

**Get Ready**

Read Harry's story. Then check.



1. Harry is talking about his ...  
 old house       dream house
2. The house doesn't have a(n) ...  
 bathroom       aquarium

## Get Ready

- 1) Introduce today's writing task. Tell the students that they will write a short essay about their dream house.
- 2) Have the students read the comic strip.
- 3) Ask questions to help the students understand the writing topic, the type of writing, the writer's purpose, and the target audience.

**Sample questions**

- Who can you see in the comic strip?
- What is the comic about?
- How many floors does Harry's dream house have?
- What rooms does it have?
- What room is missing?

- 4) Have the students look at the statements at the bottom of page 37 and check the correct answers.
- 5) Check the answers as a class.

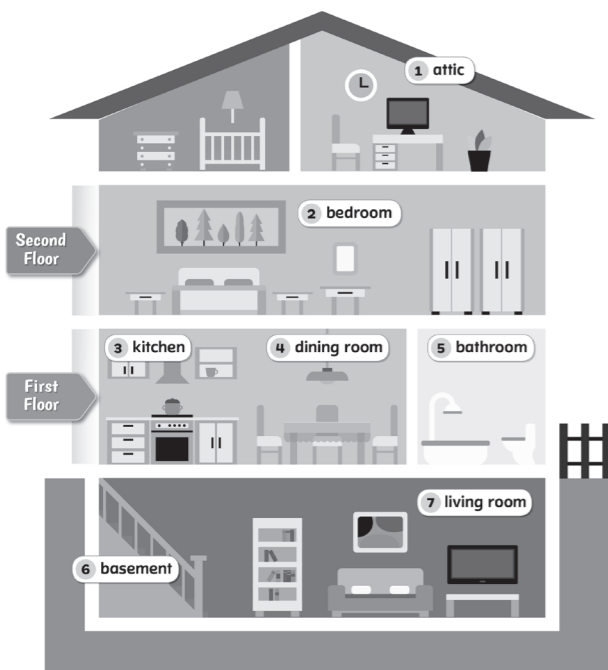
**Answers**

1. dream house      2. bathroom



## Ideas

Step 1 Look at the picture and read the expressions.



Step 2 Think about the rooms and things in your house.

## Model

Step 1 Read Harry's essay about his dream house.

### My Dream House

My dream house is a cottage. It has two floors and an attic.

On the first floor, there is a living room and a kitchen. On the second floor, there is a library, a bedroom, and a bathroom.

The best part of the house is the attic. In the center of the attic, there is a colorful carpet. There is also a computer, an armchair, and some pillows, too.

Come meet me at my dream house!

Step 2 Fill in Harry's answers.

What is your dream house? My dream house is a cottage.

What is there on the first floor? There is a living room and a kitchen.

What is there on the second floor? There is a library, a bedroom, and a bathroom.

What is the best part of the house? The best part of the house is the attic.

## Ideas

### Step 1

- 1) Tell the students to look at the pictures on page 38. Introduce the vocabulary.
- 2) Have the students listen to the mp3 file. Then ask them to repeat each vocabulary word while looking at the pictures.

### Step 2

- 1) Encourage the students to think and talk about rooms and things in their own houses.
- 2) Pair the students up and tell them to ask and answer questions with their partner. You may provide the students with questions if they are struggling to come up with their own.

#### Sample questions

- How many floors does your house have?
- What rooms are there in your house?
- Which room is your favorite? Why?
- What's in the room?

## Model

### Step 1

- 1) Tell the students that they're going to read Harry's essay about his dream house on page 39.
- 2) Have the students read the essay while listening to the mp3 file carefully.
- 3) Tell the students to read the essay together aloud.
- 4) Call out the key vocabulary words (first floor, second floor, living room, kitchen, bedroom, bathroom, attic) from the text and have the students circle them.
- 5) Ask questions about Harry's essay.

#### Sample questions

- What is Harry writing?
  - What is the essay about?
  - What is Harry's dream house?
  - How many floors does it have?
  - What is there on the first floor? What about the second floor?
  - What is the best part of the house?
  - What's in the attic? Where in the attic is it?
  - What else is there in the attic?
- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
  - 7) Have the students read the underlined parts again.

### Step 2

- 1) Have the students answer the questions at the bottom of page 39.
- 2) Tell the students to refer to the passage to find the answers.
- 3) Check the answers as a class.

|                |                   |
|----------------|-------------------|
| <b>Answers</b> | cottage           |
|                | kitchen           |
|                | bedroom, bathroom |
|                | attic             |

- 4) Have the students read the answer sentences aloud.



## Analysis

### Step 1 Read Jennie's essay about her dream house.

#### My Dream House

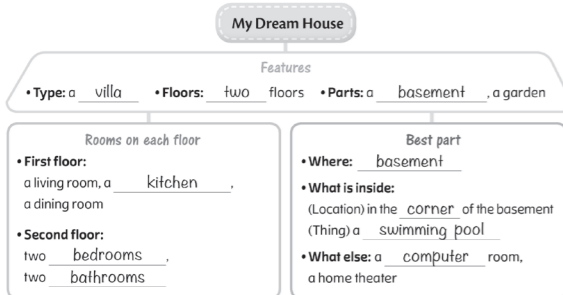
My dream house is a villa. It has two floors, a basement, and a garden.

On the first floor, there is a living room, a kitchen, and a dining room. On the second floor, there are two bedrooms and two bathrooms.

The best part of the house is the basement. In the corner of the basement, there is a swimming pool. There is also a computer room and a home theater, too.

Come meet me at my dream house!

### Step 2 Complete the organizer.



### Step 3 Complete and rewrite Jennie's essay.

#### My Dream House

My dream house is a villa. It has two floors, a basement and a garden.

On the first floor, there is a living room, a kitchen, and a dining room. On the second floor, there are two bedrooms and two bathrooms.

The best part of the house is the basement. In the corner of the basement, there is a swimming pool. There is also a computer room and a home theater, too.

Come meet me at my dream house!

#### Title

#### Introduction

Features  
 ① Type  
 ② Floors  
 ③ Parts

#### Body

Rooms on each floor  
 ④ First floor  
 ⑤ Second floor

#### Best part

⑥ Where  
 ⑦ What is inside (Location)  
 ⑧ What is inside (Thing)  
 ⑨ What else

#### Conclusion

## Analysis

### Step 1

- 1) Tell the students that they're going to read Jennie's essay on page 40.
- 2) Have the students read the essay while listening to the mp3 file carefully.
- 3) Tell the students to read the essay together aloud.
- 4) Call out the key vocabulary words (first floor, second floor, basement, living room, kitchen, bedroom, bathroom) from the text and have the students circle them.
- 5) Ask questions about Jennie's essay.

#### Sample questions

- What is Jennie's dream house?
  - How many floors does it have?
  - What is there on the first floor? What about the second floor?
  - What is the best part of the house?
  - What's in the basement? Where in the basement is it?
  - What else is there in the basement?
- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
  - 7) Have the students read the underlined parts again.

### Step 2

- 1) Have the students complete the graphic organizer on page 40 using the underlined parts as a guide.
- 2) Check the answers as a class.

#### Answers

(Features) villa, two, basement  
 (Rooms on each floor) kitchen, bedrooms, bathrooms  
 (Best part) basement, corner, swimming pool, computer

### Step 3

- 1) Introduce the different parts of the essay and explain to the students how to organize their writing.
- 2) Tell the students that they're going to complete Jennie's essay on page 41 using the graphic organizer on page 40.
- 3) Encourage the students not to just copy Jennie's essay on page 40, but to refer to the graphic organizer that they completed themselves.
- 4) Inform the students that they can follow the paragraph guide with the numbered sections. The number of the prompt and the number of the blank should correspond to each other.
- 5) After completing the report, have the students work in pairs and take turns reading it aloud. Each student should read one sentence at a time.

#### Answers

① villa ② two ③ basement, garden ④ living room  
 ⑤ bedrooms, bathrooms ⑥ basement ⑦ corner, basement  
 ⑧ swimming pool ⑨ computer room

### Homework

- 1) Ask the students to write down the vocabulary words and phrases from the online vocabulary list three times each in their notebooks.

## Sentence Practice

**A** Write the sentences using the words in the box.

a cottage   a villa   a castle   a farmhouse



1. My dream house is a cottage.



2. My dream house is a farmhouse.



3. My dream house is a castle.



4. My dream house is a villa.

**B** Look at the example and write the sentences.



**Example** two floors / a basement / a garden  
▶ It has two floors, a basement, and a garden.



1. three floors / an attic / a balcony  
▶ It has three floors, an attic, and a balcony.



2. two floors / a yard / a swimming pool  
▶ It has two floors, a yard, and a swimming pool.



3. one floor / a garage / a driveway  
▶ It has one floor, a garage, and a driveway.

**C** Choose two words in the box and complete the sentences.

[Sample answers]



a living room



a kitchen



a bedroom



a bathroom



a laundry room



a garage



an office



a dining room

- On the first floor, there is a living room and a kitchen.
- On the first floor, there is a garage and a bathroom.
- On the second floor, there is an office and a bedroom.
- On the second floor, there is a laundry room and a dining room.

**D** Match the phrases and complete the sentences.

- |                    |   |                      |
|--------------------|---|----------------------|
| 1. the basement    | → | a colorful carpet    |
| 2. the attic       | → | a beautiful painting |
| 3. the yard        | → | a vegetable garden   |
| 4. the dining room | → | a swimming pool      |

- In the corner of the basement, there is a swimming pool.
- In the center of the attic, there is a colorful carpet.
- On one side of the yard, there is a vegetable garden.
- On the wall of the dining room, there is a beautiful painting.

## Sentence Practice

**A**

- Ask the students to read the words in the box and identify the corresponding pictures below.
- Have them look at the example and read it aloud.
- Have the students complete the sentences with the appropriate words from the box.
- Check the answers as a class.

**Answers**

- My dream house is a farmhouse.
- My dream house is a castle.
- My dream house is a villa.

- Pair the students up and tell them to practice using the sentence structure to talk about what kind of house their dream house is.

**B**

- Ask the students to look at the example and explain that they should complete the sentences using the given words and phrases.
- Teach them that the verb "have" becomes "has" when used with the pronoun "It." In addition, teach them where to put commas and the word and when listing things in a sentence.
- Have the students write their answers in full sentences.
- Check the answers as a class.

**Answers**

- It has three floors, an attic, and a balcony.
- It has two floors, a yard, and a swimming pool.
- It has one floor, a garage, and a driveway.

- Encourage the students to think more about different types of houses and the number of floors and types of rooms in them.

**C**

- Ask the students to look at the pictures and read the words in the box.
- Have the students read the example together aloud.
- Remind them to put "and" between the two items.
- Have them complete the remaining sentences using the words of their choice.
- Check the answers as a class.

**Sample answers**

- a garage and a bathroom.
- an office and a bedroom.
- a laundry room and a dining room.

- If there's time, ask the students to name other rooms in a house.

**D**

- Ask the students to look at the example and explain that they should complete the sentences using words and phrases from the boxes.
- Have the students read the example sentence together.
- Explain the use of "there is." You can use examples of items in the classroom to clarify usage.  
Ex. "In the corner of the classroom, there is a telephone."
- Tell the students to match the phrases and complete the sentences.
- Check the answers as a class.

**Answers**

- the attic, there is a colorful carpet.
- the yard, there is a vegetable garden.
- the dining room, there is a beautiful painting.

- Encourage the students to describe objects in their own houses and where they are located.

## Organization

**Step 1** Imagine you are writing an essay about your dream house. Complete the organizer for your own writing. [Sample answers]

My Dream House

| Features                                       |                               |                                            |
|------------------------------------------------|-------------------------------|--------------------------------------------|
| Type                                           | Floors                        | Parts                                      |
| a castle                                       | five                          | a yard                                     |
| <small>Examples: a castle, a farmhouse</small> | <small>one, two, five</small> | <small>a balcony, a garage, a yard</small> |

| Rooms on each floor                                                               | Best part                                                                                                  |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| first floor<br>a dining room, a kitchen                                           | Where the yard<br>the yard, the living room                                                                |
| fourth floor<br>a bathroom, a bedroom, a laundry room                             | What is inside (Location—Thing)<br>on one side — a vegetable garden,<br>on the wall — a beautiful painting |
| a living room, a kitchen, a bathroom,<br>a bedroom, a dining room, a laundry room | What else<br>a lemon tree, a piano                                                                         |

**Step 2** Complete the sentences using your ideas from above.

[Sample answers]  
 My dream house is a castle.  
 It has five floor(s) and a yard.  
 On the first floor, there is/are a dining room and a kitchen.

## Draft

**Step 1** Complete your essay.

[Sample answers]

My Dream House

My dream house is a castle. It has five floor(s) and a yard.

On the first floor, there is/are a dining room and a kitchen.

(On the fourth floor, there is/are a bathroom, a bed room, and a laundry room.)

The best part of the house is the yard.

In/On one side of the yard, there is/are a vegetable garden.

There is/are also a lemon tree, too.

Come meet me at my dream house!

**Title**

**Introduction**

**Features**  
 • Type  
 • Floors  
 • Parts

**Body**

Rooms on each floor  
 • first floor  
 • fourth floor

**Best part**  
 • Where  
 • What is inside (Location—Thing)  
 • What else

**Conclusion**

## Organization

### Step 1

- 1) Have the students complete their own graphic organizer on page 44.
- 2) Tell them to write information about their dream house in each of the empty spaces.
- 3) Inform the students that they can use the example words in each box or go to the “Ideas” or “Sentence Practice” sections for more words or phrases. The students may refer to the model graphic organizer on page 89 if they are struggling to complete their own.

### Step 2

- 1) Tell the students that they’re going to complete the sentences using their own ideas from the organizer above.
- 2) Have the students complete the sentences.
- 3) Go over their answers and correct any incorrect usage or spelling mistakes if necessary.

## Draft

- 1) Have the students go back to page 40 and read Jennie’s essay again. Review the key vocabulary and sentence structures.
- 2) Remind the students of the different parts of an essay and how to write it.
- 3) Tell the students that they’re going to write a draft on page 45.
- 4) Inform the students that they can follow the paragraph guide and use the information from their graphic organizer on page 44.
- 5) Tell them that they can change the beginning or ending of the given sentences and can also add more sentences to the essay.

## Workbook

### Unit 4 The Perfect House

When you peer edit, call the COPS!

**C** Capitalization

- Beginning of sentences
- I, names, titles
- Months, days of the week

**O** Overall Look

- Letter spacing
- Neat handwriting
- Complete sentences

**P** Punctuation

- End of sentences: . ? !
- Commas: ,

**S** Spelling

- Sound it out
- Use a dictionary

**WRITING PATROL!**

## Revise & Edit

Write an essay by using your first draft.

**Title**

**Introduction**

**Features**  
 • Type  
 • Floors  
 • Parts

**Body**

Rooms on each floor  
 • first floor  
 • fourth floor

**Best part**  
 • Where  
 • What is inside (Location—Thing)  
 • What else

**Conclusion**

## Peer Check

- 1) Have the students look at the checklist on page 15 in the workbook together.
- 2) Pair the students up and have them share their writing with their partner.
- 3) Tell them to check their partner’s writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have the students make changes to improve their writing according to the feedback they received.

### Homework

- 1) Ask the students to complete page 16 in the workbook for homework.
- 2) When the students submit their revised drafts, provide feedback and have them go to page 17 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.



**REAL-LIFE WRITING**

Format: Advertisement  
Purpose: Inform and persuade

Read the real estate advertisement.

**HOMES FOR SALE**

**READY TO STOP RENTING?**  
Contact us today!

|                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>CITY TOWN HOUSE</b></p> <p><b>• FEATURES</b></p> <ul style="list-style-type: none"> <li>- 2 bedrooms &amp; 1 bathroom</li> <li>- modern interior</li> <li>- shared garden</li> </ul> <p><b>• NEIGHBORHOOD</b></p> <ul style="list-style-type: none"> <li>- close to the city center</li> <li>- great school district</li> </ul> <p><b>\$700,000</b></p> | <p><b>SUBURBAN HOME</b></p> <p><b>• FEATURES</b></p> <ul style="list-style-type: none"> <li>- 3 bedrooms &amp; 2 bathrooms</li> <li>- cozy interior</li> <li>- fireplace, garage, attic</li> </ul> <p><b>• NEIGHBORHOOD</b></p> <ul style="list-style-type: none"> <li>- lovely community</li> <li>- quiet forest area</li> </ul> <p><b>\$500,000</b></p> | <p><b>HOLIDAY VILLA</b></p> <p><b>• FEATURES</b></p> <ul style="list-style-type: none"> <li>- 6 bedrooms &amp; 3 bathrooms</li> <li>- spacious interior</li> <li>- swimming pool, balcony</li> </ul> <p><b>• NEIGHBORHOOD</b></p> <ul style="list-style-type: none"> <li>- beautiful seaside area</li> <li>- various tourist attractions</li> </ul> <p><b>\$13,200,000</b></p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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Homes Central Real Estate  
176 Central Ave, Albany, NY 12206  
www.homescentral.com



### Real-Life Writing

- 1) Tell the students to look at the real estate advertisement on page 46. Introduce the format and purpose of the writing.
- 2) Have the students take turns reading the advertisement and talk about the information contained in it as a class.
- 3) Have the students circle the key vocabulary or expressions that they learned in the unit.
- 4) Encourage the students to think about which of the houses they would like to buy and why.
- 5) For additional material, you may play the video file using the QR code.

# 5 All About My Teacher

## 5 All About My Teacher

Task Writing a short essay

**Get Ready**

Read Tom's story. Then check.

Mrs. Sherwood is my favorite teacher.

She never shouts.

She is always smiling.

She said not to run, didn't she?

1. Mrs. Sherwood is a ...  
 student       teacher
2. Mrs. Sherwood is always ...  
 smiling       shouting

### Get Ready

- 1) Introduce today's writing task. Tell the students that they will write a short essay about their favorite teacher.
- 2) Have the students read the comic strip.
- 3) Ask questions to help the students understand the writing topic, the type of writing, the writer's purpose, and the target audience.

**Sample questions**

- Who can you see in the comic strip?
  - What is the comic about?
  - Who is the students' favorite teacher?
  - What does she never do?
  - What is she always doing?
  - What does she do at the end of the school day?
- 4) Have the students look at the statements at the bottom of page 47 and check the correct answers.
  - 5) Check the answers as a class.

|                |            |            |
|----------------|------------|------------|
| <b>Answers</b> | 1. teacher | 2. smiling |
|----------------|------------|------------|

## Ideas

Step 1 Look at the pictures and read the expressions.



1 Math teacher  
- curly brown hair  
- cheerful



2 English teacher  
- brown eyes  
- funny



3 Science teacher  
- short blond hair  
- helpful



4 Art teacher  
- long straight hair  
- friendly



5 Social studies teacher  
- red straight hair  
- supportive



6 Music teacher  
- gray eyes  
- thoughtful

Step 2 Think of words to describe your favorite teacher.

## Model

Step 1 Read Tom's essay about his favorite teacher.

### My Favorite Teacher

My favorite teacher is Mrs. Sherwood. Let me tell you about her.

Mrs. Sherwood teaches us math. She has curly brown hair and blue eyes. She usually wears a yellow blouse and red shoes.

I like Mrs. Sherwood because she is always cheerful. She is also very kind. Whenever we ask questions, she is patient with us. She never shouts.

Mrs. Sherwood is a wonderful teacher. I want to be like her when I grow up.

Step 2 Fill in Tom's answers.

What subject does Mrs. Sherwood teach? She teaches us math.

What does she look like? She has curly brown hair and blue eyes.

Why do you like her? I like her because she is always cheerful.

What do you think of her? Mrs. Sherwood is a wonderful teacher.

## Ideas

### Step 1

- 1) Tell the students to look at the pictures on page 48. Introduce the vocabulary.
- 2) Have the students listen to the mp3 file. Then ask them to repeat each vocabulary word while looking at the pictures.

### Step 2

- 1) Encourage the students to think and talk about their favorite teacher.
- 2) Pair the students up and tell them to ask and answer questions with their partner. You may provide the students with questions if they are struggling to come up with their own.

#### Sample questions

- Who is your favorite teacher?
- What subject does he or she teach?
- What color is his/her hair? Is it long or short?
- What color are his/her eyes?
- What do you like about him/her?

## Model

### Step 1

- 1) Tell the students that they're going to read Tom's essay about his favorite teacher on page 49.
- 2) Have the students read the essay while listening to the mp3 file carefully.
- 3) Tell the students to read the essay together aloud.
- 4) Call out the key vocabulary words (math, curly brown hair, blue eyes, cheerful) from the text and have the students circle them.
- 5) Ask questions about Tom's essay.

#### Sample questions

- What is Tom writing?
  - What is the essay about?
  - Who is Tom's favorite teacher?
  - What subject does she teach?
  - What does she look like?
  - What does she usually wear?
  - Why does Tom like her?
  - What does she never do?
- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
  - 7) Have the students read the underlined parts again.

### Step 2

- 1) Have the students answer the questions at the bottom of page 49.
- 2) Tell the students to refer to the passage to find the answers.
- 3) Check the answers as a class.

|                |             |
|----------------|-------------|
| <b>Answers</b> | math        |
|                | curly, blue |
|                | cheerful    |
|                | wonderful   |

- 4) Have the students read the answer sentences aloud.



## Analysis

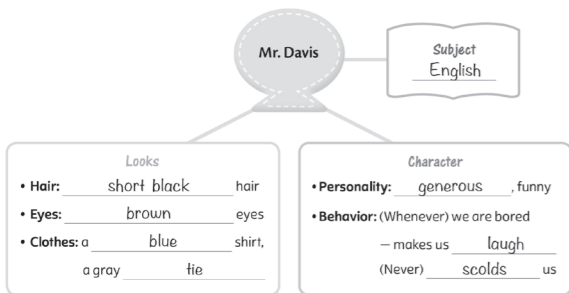
### Step 1 Read Claire's essay about her favorite teacher.



#### My Favorite Teacher

My favorite teacher is Mr. Davis. Let me tell you about him. Mr. Davis teaches us English. He has short black hair and brown eyes. He usually wears a blue shirt and a gray tie. I like Mr. Davis because he is always generous. He is also very funny. Whenever we are bored, he makes us laugh. He never scolds us. Mr. Davis is a wonderful teacher. I want to be like him when I grow up.

### Step 2 Complete the organizer.



### Step 3 Complete and rewrite Claire's essay.



**Title**  
My Favorite Teacher

**Introduction**  
① My favorite teacher

My favorite teacher is ① Mr. Davis. Let me tell you about him.

**Body**  
② Subject

Mr. Davis teaches us ② English. He has ③ short black hair and ④ brown eyes. He usually wears ⑤ a blue shirt and a ⑥ gray tie.

I like Mr. Davis because he is always ⑦ generous. He is also very ⑧ funny. Whenever we are bored, he ⑨ makes us laugh. He never ⑩ scolds us.

**Conclusion**

Mr. Davis is a wonderful teacher. I want to be like him when I grow up.

## Analysis

### Step 1

- 1) Tell the students that they're going to read Claire's essay on page 50.
- 2) Have the students read the essay while listening to the mp3 file carefully.
- 3) Tell the students to read the essay together aloud.
- 4) Call out the key vocabulary words (English, short black hair, brown eyes, generous) from the text and have the students circle them.
- 5) Ask questions about Claire's essay.

#### Sample questions

- Who is Claire's favorite teacher?
  - What subject does he teach?
  - What does he look like?
  - What does he usually wear?
  - Why does Claire like him?
  - What does he never do?
- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
  - 7) Have the students read the underlined parts again.

### Step 2

- 1) Have the students complete the graphic organizer on page 50 using the underlined parts as a guide.
- 2) Check the answers as a class.

#### Answers

(Subject) English  
(Looks) short black, brown, blue, tie  
(Character) generous, laugh, scolds

### Step 3

- 1) Introduce the different parts of the essay and explain to the students how to organize their writing.
- 2) Tell the students that they're going to complete Claire's essay on page 51 using the graphic organizer on page 50.
- 3) Encourage the students not to just copy Claire's essay on page 50, but to refer to the graphic organizer that they completed themselves.
- 4) Inform the students that they can follow the paragraph guide with the numbered sections. The number of the prompt and the number of the blank should correspond to each other.
- 5) After completing the essay, have the students work in pairs and take turns reading it aloud. Each student should read one sentence at a time.

#### Answers

① Davis ② English ③ short black ④ brown ⑤ blue shirt, gray tie  
⑥ generous ⑦ funny ⑧ makes, laugh ⑨ scolds

### Homework

- 1) Ask the students to write down the vocabulary words and phrases from the online vocabulary list three times each in their notebooks.

## Sentence Practice

**A** Complete the sentences using the words in the box.

English science art math



1. Mr. Smith teaches us English. 2. Mrs. Miller teaches us math.



3. Ms. Perkins teaches us science. 4. Mr. Hall teaches us art.

**B** Choose two words in the box and complete the sentences.

[Sample answers]



a blue shirt

a yellow blouse

a black skirt

green sneakers



a pink tie

red shoes

blue jeans

a brown jacket

1. He usually wears a blue shirt and a pink tie.  
 2. He usually wears a brown jacket and blue jeans.  
 3. She usually wears a black skirt and green sneakers.  
 4. She usually wears a yellow blouse and red shoes.

**C** Look at the example and write the sentences.



1. Mr. Hanks / generous

▶ I like Mr. Hanks because he is always generous.



2. Mrs. Patel / cheerful

▶ I like Mrs. Patel because she is always cheerful.



3. Ms. Wilson / friendly

▶ I like Ms. Wilson because she is always friendly.

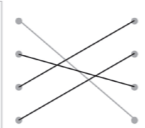


4. Mr. Greenwell / supportive

▶ I like Mr. Greenwell because he is always supportive.

**D** Match the phrases and complete the sentences.

- we are bored
- we ask questions
- we are tired
- we have a problem



- he gives us a break
- she gives us advice
- she is patient with us
- he makes us laugh

- Whenever we are bored, he makes us laugh.
- Whenever we ask questions, she is patient with us.
- Whenever we are tired, he gives us a break.
- Whenever we have a problem, she gives us advice.

## Sentence Practice

**A**

- Ask the students to read the words in the box.
- Have them look at the example and read it aloud.
- Teach the students that “teach” becomes “teaches” after a third person singular noun. Additionally, explain to them how object pronouns are used.
- Have the students look at the pictures and complete the sentences using the words in the box.
- Check the answers as a class.

**Answers**

- teaches us math.
- teaches us science.
- teaches us art.

- Pair the students up and tell them to practice using the sentence structure to talk about their own teachers.

**B**

- Ask the students to look at the pictures and read the words in the box.
- Teach them to conjugate “wear” in the third person singular.
- Have the students choose items from the box to complete the sentences.
- Check the answers as a class.

**Sample answers**

- wears a brown jacket and blue jeans.
- wears a black skirt and green sneakers.
- wears a yellow blouse and red shoes.

- Encourage the students to think more about the clothing that their teachers wear.

**C**

- Ask the students to look at the example and read it together aloud.
- Teach them to use the form “I like ... because he/she is always ...”
- Have them complete the remaining sentences using the given words.
- Check the answers as a class.

**Answers**

- I like Mrs. Patel because she is always cheerful.
- I like Ms. Wilson because she is always friendly.
- I like Mr. Greenwell because he is always supportive.

- If there’s time, ask the students to describe their own teachers.

**D**

- Have the students read the example sentence together.
- Explain to the students that they should write sentences by combining the phrases in the boxes.
- Ask the students to match the phrases and tell them to write their answers in full sentences.
- Remind them to place a comma between the two phrases.
- Check the answers as a class.

**Answers**

- we ask questions, she is patient with us.
- we are tired, he gives us a break.
- we have a problem, she gives us advice.

- Encourage the students to say what their favorite teacher does and when he or she does it.

### Organization

**Step 1** Imagine you are writing an essay about your favorite teacher. Complete the organizer for your own writing.  
[Sample answers]

My Favorite Teacher

Mr. Jenkins

Subject

science

science, art

Looks

Hair

short brown

Examples short brown, long straight

Eyes

gray

gray, green

Clothes

blue jeans, green sneakers

blue jeans, a black skirt, red shoes, green sneakers

Character

Personality

helpful, friendly

helpful, friendly, supportive

Behavior (Whenever)

are tired – gives us a break

are tired – gives us a break, have a problem – gives us advice

Behavior (Never)

blames us

blames us, ignores us

**Step 2** Complete the sentences using your ideas from above.  
[Sample answers]

My favorite teacher is Mr. Jenkins.

He/She usually wears blue jeans and green sneakers.

I like Mr. Jenkins because he/she is always helpful.

### Draft

**Step 1** Complete your essay.  
[Sample answers]

Title My Favorite Teacher

Introduction  
• My favorite teacher

My favorite teacher is Mr. Jenkins. Let me tell you about him/her.

Mr. Jenkins teaches us science.

He/She has short brown hair and gray eyes. He/She usually wears blue jeans and green sneakers.

I like Mr. Jenkins because he/she is always helpful. He/She is also very friendly.

Whenever we are tired, he/she gives us a break. He/She never blames us.

Mr. Jenkins is a wonderful teacher.

I want to be like him/her when I grow up.

Body  
Subject

Looks  
• Hair  
• Eyes  
• Clothes

Character  
• Personality  
• Behavior (Whenever)  
• Behavior (Never)

Conclusion

## Organization

### Step 1

- 1) Have the students complete their own graphic organizer on page 54.
- 2) Tell them to write information about their favorite teacher in each of the empty spaces.
- 3) Inform the students that they can use the example words in each box or go to the “Ideas” or “Sentence Practice” sections for more words or phrases. The students may refer to the model graphic organizer on page 90 if they are struggling to complete their own.

### Step 2

- 1) Tell the students that they’re going to complete the sentences using their own ideas from the organizer above.
- 2) Have the students complete the sentences.
- 3) Go over their answers and correct any incorrect usage or spelling mistakes if necessary.

## Draft

- 1) Have the students go back to page 50 and read Claire’s essay again. Review the key vocabulary and sentence structures.
- 2) Remind the students of the different parts of an essay and how to write it.
- 3) Tell the students that they’re going to write a draft on page 55.
- 4) Inform the students that they can follow the paragraph guide and use the information from their graphic organizer on page 54.
- 5) Tell them that they can change the beginning or ending of the given sentences and can also add more sentences to the essay.

## Workbook

### Unit 5 All About My Teacher

When you peer edit, call the COPS!

C

**Capitalization**

- Beginning of sentences
- I, names, titles
- Months, days of the week

O

**Overall Look**

- Letter spacing
- Neat handwriting
- Complete sentences

P

**Punctuation**

- End of sentences: . ? !
- Commas: ,

S

**Spelling**

- Sound it out
- Use a dictionary

WRITING PATROL!

### Revise & Edit

Write an essay by using your first draft.

Title

Introduction  
• My favorite teacher

Body  
Subject

Looks  
• Hair  
• Eyes  
• Clothes

Character  
• Personality  
• Behavior (Whenever)  
• Behavior (Never)

Conclusion

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

## Peer Check

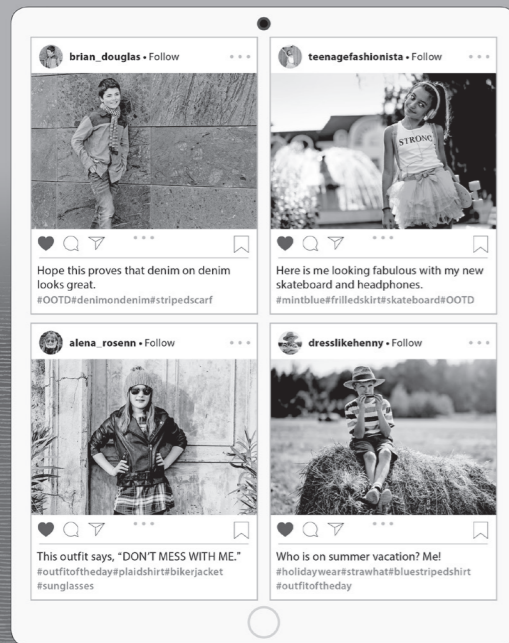
- 1) Have the students look at the checklist on page 19 in the workbook together.
- 2) Pair the students up and have them share their writing with their partner.
- 3) Tell them to check their partner’s writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have the students make changes to improve their writing according to the feedback they received.

### Homework

- 1) Ask the students to complete page 20 in the workbook for homework.
- 2) When the students submit their revised drafts, provide feedback and have them go to page 21 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.

**REAL-LIFE WRITING**Format: Social media post  
Purpose: Describe and explain

Read the social media posts.



56 • Unit 5 • All About My Teacher

**Real-Life Writing**

- 1) Tell the students to look at the social media post on page 56. Introduce the format and purpose of the writing.
- 2) Have the students take turns reading the post and talk about the information contained in it as a class.
- 3) Have the students circle the key vocabulary or expressions that they learned in the unit.
- 4) Encourage the students to think about what they would like to wear if they uploaded their own social media post.
- 5) For additional material, you may play the video file using the QR code.

# Unit 6 A Busy Family

## Unit 6 A Busy Family

Task Writing an email

**Get Ready**

Read Dan's story. Then check.



1. Dan is writing a(n) ...  
 letter       email
2. Dan is writing about his ...  
 homestay father       favorite activity

57

**Get Ready**

- 1) Introduce today's writing task. Tell the students that they will write an email to a family member.
- 2) Have the students read the comic strip.
- 3) Ask questions to help the students understand the writing topic, the type of writing, the writer's purpose, and the target audience.

**Sample questions**

- Who can you see in the comic strip?
- What is the comic about?
- Who is the boy writing an email to?
- What is the email about?
- What is the boy's homestay father like?
- What does the boy like to do with his homestay father?

- 4) Have the students look at the statements at the bottom of page 57 and check the correct answers.
- 5) Check the answers as a class.

**Answers**

1. email    2. homestay father



## Ideas

Step 1 Look at the pictures and read the expressions.

Step 2 Think about the daily routine of one of your family members.

## Model

Step 1 Read Dan's email about his homestay father.

Step 2 Fill in Dan's answers.

Who is very kind to you? My homestay father is very kind to me.

What time does he get up? He gets up at six o'clock.

How does he go to work? He goes to work by car.

What does he do in the evening? After doing exercise, he goes to bed.

## Ideas

### Step 1

- 1) Tell the students to look at the pictures on page 58. Introduce the vocabulary.
- 2) Have the students listen to the mp3 file. Then ask them to repeat each vocabulary word while looking at the pictures.

### Step 2

- 1) Encourage the students to think and talk about the daily routines of their family members.
- 2) Pair the students up and tell them to ask and answer questions with their partner. You may provide the students with questions if they are struggling to come up with their own.

#### Sample questions

- What does your mother usually do in the morning?
- What does your father do at work?
- What does your sister usually do in the evening?

## Model

### Step 1

- 1) Tell the students that they're going to read Dan's email about his homestay father on page 59.
- 2) Have the students read the email while listening to the mp3 file carefully.
- 3) Tell the students to read the email together aloud.
- 4) Call out the key vocabulary words (have breakfast, send emails, give presentations, do exercise) from the text and have the students circle them.
- 5) Ask questions about Dan's email.

#### Sample questions

- What is Dan writing?
  - What is the email about?
  - What is Dan's homestay father like?
  - What time does he get up every morning?
  - How does he get to work?
  - What does he do at work?
  - What time does he get back in the evening?
  - When does he go to bed?
  - What does he always do?
- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
  - 7) Have the students read the underlined parts again.

### Step 2

- 1) Have the students answer the questions at the bottom of page 59.
- 2) Tell the students to refer to the passage to find the answers.
- 3) Check the answers as a class.

|                |                                          |
|----------------|------------------------------------------|
| <b>Answers</b> | father<br>six o'clock<br>car<br>exercise |
|----------------|------------------------------------------|

- 4) Have the students read the answer sentences aloud.

## Analysis

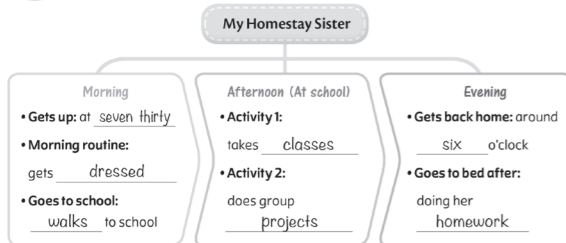
### Step 1 Read Samantha's email about her homestay sister.

To: roy@email.com  
Subject: About My Homestay Sister

Hi, Roy! How are you? I am doing great here.  
My homestay sister is very kind to me.  
Every morning, she gets up at seven thirty. She gets dressed and walks to school.  
At school, she takes classes and does group projects.  
In the evening, she usually gets back home around six o'clock.  
After doing her homework, she goes to bed.  
She is usually very busy, but she always makes time for me.  
Hope to hear from you soon!

Take care,  
Samantha

### Step 2 Complete the organizer.



### Step 3 Complete and rewrite Samantha's email.

**About My Homestay Sister**

Subject  
① My homestay sister

Greeting  
Introduction  
① My homestay sister

Body  
Morning  
① Gets up  
② Morning routine  
③ Goes to school

Afternoon (At school)  
④ Activity 1  
⑤ Activity 2

Evening  
⑥ Gets back home  
⑦ Goes to bed after

Closing  
Signature

① Hi, Roy! How are you? I am doing great here.  
② My homestay sister is very kind to me.

③ Every morning, she gets up at ④ seven thirty. She  
⑤ gets dressed and ⑥ walks to school.  
⑦ At school, she ⑧ takes classes and  
⑨ does group projects.

⑩ In the evening, she usually gets back home around  
⑪ six o'clock. After ⑫ doing  
⑬ her homework, she goes to bed.

⑭ She is usually very busy, but she always makes time for me.  
⑮ Hope to hear from you soon!

⑯ Take care,  
⑰ Samantha

## Analysis

### Step 1

- 1) Tell the students that they're going to read Samantha's email on page 60.
- 2) Have the students read the email while listening to the mp3 file carefully.
- 3) Tell the students to read the email together aloud.
- 4) Call out the key vocabulary words (get dressed, take classes, do group projects, do homework) from the text and have the students circle them.
- 5) Ask questions about Samantha's email.

#### Sample questions

- What is Samantha's homestay sister like?
  - What time does she get up every morning?
  - How does she get to school?
  - What does she do at school?
  - What time does she get back in the evening?
  - When does she go to bed?
- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
  - 7) Have the students read the underlined parts again.

### Step 2

- 1) Have the students complete the graphic organizer on page 60 using the underlined parts as a guide.
- 2) Check the answers as a class.

#### Answers

(Morning) seven thirty, dressed, walks  
(Afternoon (At school)) classes, projects  
(Evening) six, homework

### Step 3

- 1) Introduce the different parts of the email and explain to the students how to organize their writing.
- 2) Tell the students that they're going to complete Samantha's email on page 61 using the graphic organizer on page 60.
- 3) Encourage the students not to just copy Samantha's email on page 60, but to refer to the graphic organizer that they completed themselves.
- 4) Inform the students that they can follow the paragraph guide with the numbered sections. The number of the prompt and the number of the blank should correspond to each other.
- 5) After completing the email, have the students work in pairs and take turns reading it aloud. Each student should read one sentence at a time.

#### Answers

① sister ② seven thirty ③ gets dressed ④ walks ⑤ takes classes  
⑥ does group projects ⑦ six o'clock ⑧ doing, homework

### Homework

- 1) Ask the students to write down the vocabulary words and phrases from the online vocabulary list three times each in their notebooks.

## Sentence Practice

**A** Complete the sentences using the phrases in the box.

around six thirty      at ten o'clock  
at seven o'clock      around nine thirty



1. He gets up around six thirty.



2. He gets back home at seven o'clock.



3. She gets up around nine thirty.



4. She gets back home at ten o'clock.

**B** Look at the example and complete the sentences.



Example: school / bus

▶ He goes to school by bus.



1. school / bicycle

▶ He goes to school by bicycle.



2. work / taxi

▶ She goes to work by taxi.



3. work / subway

▶ She goes to work by subway.

**C** Choose a phrase from each box and write the sentences.

work  
school

-sends emails  
takes classes

has meetings  
does science projects



1. At work, she sends emails.



2. At work, he has meetings.



3. At school, he takes classes.



4. At school, she does science projects.

**D** Look at the example and complete the sentences.

1. **do exercise**

▶ After doing exercise, he goes to bed.

2. **do his homework**

▶ After doing his homework, he goes to bed.

3. **take a bath**

▶ After taking a bath, she goes to bed.

4. **walk her dog**

▶ After walking her dog, she goes to bed.

### Answers

1. school by bicycle.
2. work by taxi.
3. work by subway.

5) Encourage the students to think more about how their family members get to school or work.

**C**

- 1) Ask the students to look at the example and read it together aloud.
- 2) Teach them to use the form "At ... he/she ..."
- 3) Have them look at the pictures and complete the remaining sentences using the words and phrases in the boxes.
- 4) Check the answers as a class.

### Answers

2. At work, he has meetings.
3. At school, he takes classes.
4. At school, she does science projects.

5) If there's time, ask the students to talk about what their family members do at work or school.

**D**

- 1) Have the students read the example sentence together.
- 2) Teach the students how to change verbs into gerunds after prepositions.
- 3) Ask the students to complete the sentences using the given phrases.
- 4) Remind them to put a comma at the end of the introductory clause.
- 5) Check the answers as a class.

### Answers

2. After doing his homework,
3. After taking a bath,
4. After walking her dog,

6) Encourage the students to say what their family members do before going to bed.

## Sentence Practice

**A**

- 1) Ask the students to read the phrases in the box.
- 2) Have them look at the example and read it aloud.
- 3) Go over how to read the time on a clock with the class.
- 4) Have the students look at the pictures and complete the sentences using the phrases in the box.
- 5) Check the answers as a class.

### Answers

2. at seven o'clock.
3. gets up around nine thirty.
4. gets back home at ten o'clock.

6) Pair the students up and tell them to practice using the sentence structure to talk about their own family members.

**B**

- 1) Ask the students to look at the picture and read the example.
- 2) Teach them that "by" is used when describing the mode of transportation someone takes to go somewhere.
- 3) Have the students complete the sentences using the given words.
- 4) Check the answers as a class.

### Organization

**Step 1** Imagine you are writing an email about one of your homestay family members. Complete the organizer for your own writing.

[Sample answers] My Homestay Mother

| Morning                                                                    |                                                                                                                                              |                                                         |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Gets up<br>eight ten<br><small>Example<br/>seven twenty, eight ten</small> | Morning routine<br>brushes her teeth<br><small>has breakfast,<br/>brushes his/her teeth</small>                                              | Goes to school/work<br>taxi<br><small>bus, taxi</small> |
| Afternoon                                                                  |                                                                                                                                              |                                                         |
| Activity 1<br>sends emails                                                 | Activity 2<br>has meetings<br><small>At school: does science projects, joins club activities<br/>At work: sends emails, has meetings</small> |                                                         |
| Evening                                                                    |                                                                                                                                              |                                                         |
| Gets back home<br>nine forty<br><small>five o'clock, nine forty</small>    | Goes to bed after<br>walking her dog<br><small>taking a bath, walking his/her dog</small>                                                    |                                                         |

**Step 2** Complete the sentences using your ideas from above.

[Sample answers]  
Every morning, he/she gets up at eight ten.  
At work, he/she sends emails and has meetings.  
In the evening, he/she usually gets back home around nine forty.

### Draft

**Step 1** Complete your email.

[Sample answers]

Subject About My Homestay Mother

Greeting  
Hi, Dad! How are you? I am doing great here.

Introduction  
My homestay mother is very kind to me.

Body  
Every morning, he/she gets up at eight ten. He/She brushes her teeth and goes to work by taxi.  
At work, he/she sends emails and has meetings.  
In the evening, he/she usually gets back home around nine forty. After walking her dog, he/she goes to bed.  
He/She is usually very busy, but he/she always makes time for me.  
Hope to hear from you soon!

Closing  
Take care,

Signature  
Amanda

## Organization

### Step 1

- 1) Have the students complete their own graphic organizer on page 64.
- 2) Tell them to write information about their chosen family member in each of the empty spaces.
- 3) Inform the students that they can use the example words in each box or go to the "Ideas" or "Sentence Practice" sections for more words or phrases. The students may refer to the model graphic organizer on page 90 if they are struggling to complete their own.

### Step 2

- 1) Tell the students that they're going to complete the sentences using their own ideas from the organizer above.
- 2) Have the students complete the sentences.
- 3) Go over their answers and correct any mistakes you find.

## Draft

- 1) Have the students go back to page 60 and read Samantha's email again. Review the key vocabulary and sentence structures.
- 2) Remind the students of the different parts of an email and how to write it.
- 3) Tell the students that they're going to write a draft on page 65.
- 4) Inform the students that they can follow the paragraph guide and use the information from their graphic organizer on page 64.
- 5) Tell them that they can change the beginning or ending of the given sentences and can also add more sentences to the email.

## Workbook

### Unit 6 A Busy Family

When you peer edit, call the COPS!

C

**Capitalization**

- Beginning of sentences
- I, names, titles
- Months, days of the week

O

**Overall Look**

- Letter spacing
- Neat handwriting
- Complete sentences

P

**Punctuation**

- End of sentences: . ? !
- Commas: ,

S

**Spelling**

- Sound it out
- Use a dictionary

**WRITING PATROL!** ★ ★ ★

### Revise & Edit

Write an email by using your first draft.

Subject \_\_\_\_\_

Greeting \_\_\_\_\_

Introduction \_\_\_\_\_

Body \_\_\_\_\_

Morning  
• Gets up  
• Morning routine  
• Goes to school/work

Afternoon  
• Activity 1  
• Activity 2

Evening  
• Gets back home  
• Goes to bed after

Closing \_\_\_\_\_

Signature \_\_\_\_\_

## Peer Check

- 1) Have the students look at the checklist on page 23 in the workbook together.
- 2) Pair the students up and have them share their writing with their partner.
- 3) Tell them to check their partner's writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have the students make changes to improve their writing according to the feedback they received.

### Homework

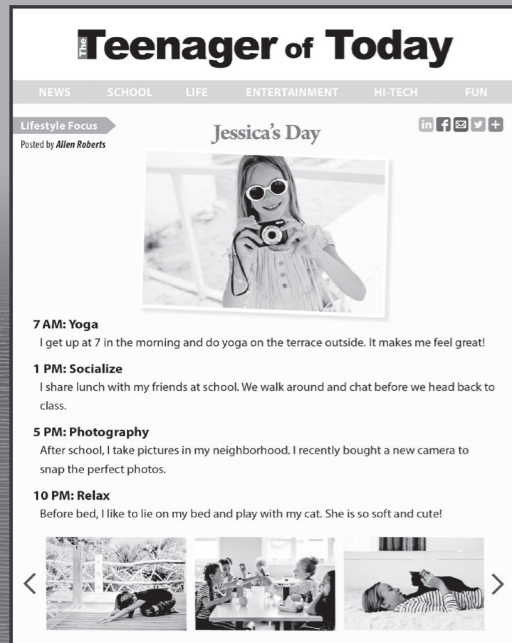
- 1) Ask the students to complete page 24 in the workbook for homework.
- 2) When the students submit their revised drafts, provide feedback and have them go to page 25 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.



**REAL-LIFE WRITING**

Format: Online magazine article  
Purpose: Describe and explain

Read the online magazine article.



## Real-Life Writing

- 1) Tell the students to look at the online magazine article on page 66. Introduce the format and purpose of the writing.
- 2) Have the students take turns reading the article and talk about the information contained in it as a class.
- 3) Have the students circle the key vocabulary or expressions that they learned in the unit.
- 4) Encourage the students to think about their typical daily routine.
- 5) For additional material, you may play the video file using the QR code.

### Get Ready

Read Matt's story. Then check.



1. Matt is writing his ...  
 essay       resolution
2. This year, he wants to get ...  
 healthy       smart

## Get Ready

- 1) Introduce today's writing task. Tell the students that they will write a New Year's resolution.
- 2) Have the students read the comic strip.
- 3) Ask questions to help the students understand the writing topic, the type of writing, the writer's purpose, and the target audience.

### Sample questions

- Who can you see in the comic strip?
- What is the comic about?
- What does the boy want to do this year?
- What will he eat more of?
- What will he do more of?
- Will he really do those things? Why not?

- 4) Have the students look at the statements at the bottom of page 67 and check the correct answers.
- 5) Check the answers as a class.

### Answers

1. resolution      2. healthy

## Ideas

Step 1 Look at the pictures and read the expressions.



Problem



1 eat too many sweets



3 bite nails



5 skip breakfast



7 use cell phone too long

Solution



2 eat more vegetables



4 cut nails often



6 make myself a sandwich



8 get more exercise

Step 2 Think about the bad habits you want to break.

68 • Unit 7 • New Year's Resolution

## Model

Step 1 Read Matt's resolution.



### My New Year's Health Resolution

This year, I want to get healthy. I am going to break my bad habits!

First, I will not eat too many sweets anymore. It is bad for my teeth.

Instead of eating too many sweets, I will eat more fruit and vegetables.

Second, I will not bite my nails anymore. It makes me feel sick.

Instead of biting my nails, I will cut my nails often. I am going to be healthy from now on!

Step 2 Fill in Matt's answers.

What is your new year's resolution? This year, I want to get healthy.

What will you do differently? I will not eat too many sweets anymore.

How is it bad for you? It is bad for my teeth.

What will you do instead? I will eat more fruit and vegetables.

69

## Ideas

Step 1

- 1) Tell the students to look at the pictures on page 68. Introduce the vocabulary.
- 2) Have the students listen to the mp3 file. Then ask them to repeat each vocabulary word while looking at the pictures.

Step 2

- 1) Encourage the students to think and talk about the bad habits they want to break.
- 2) Pair the students up and tell them to ask and answer questions with their partner. You may provide the students with questions if they are struggling to come up with their own.

### Sample questions

- What bad habit do you want to break?
- What should you do to break it?

## Model

Step 1

- 1) Tell the students that they're going to read Matt's resolution on page 69.
- 2) Have the students read the resolution while listening to the mp3 file carefully.
- 3) Tell the students to read the resolution together aloud.
- 4) Call out the key vocabulary words (eat too many sweets, eat more vegetables, bite nails, cut nails often) from the text and have the students circle them.
- 5) Ask questions about Matt's resolution.

### Sample questions

- What is Dan writing?
- What is the resolution about?
- What is Matt's first bad habit?
- Why is it bad?
- What will he do instead?
- What is Matt's second bad habit?
- Why is it bad?
- What will he do instead?

- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
- 7) Have the students read the underlined parts again.

Step 2

- 1) Have the students answer the questions at the bottom of page 69.
- 2) Tell the students to refer to the passage to find the answers.
- 3) Check the answers as a class.

|                |                   |
|----------------|-------------------|
| <b>Answers</b> | healthy           |
|                | sweets            |
|                | teeth             |
|                | fruit, vegetables |

- 4) Have the students read the answer sentences aloud.

## Analysis

### Step 1 Read Grace's resolution.



#### My New Year's Health Resolution

This year, I want to get healthy. I am going to break my bad habits!

First, I will not skip breakfast anymore. It is bad for my stomach.

Instead of skipping breakfast, I will make myself a sandwich.

Second, I will not use my cell phone too long anymore. It makes me feel lazy.

Instead of using my cell phone too long, I will get more exercise.

I am going to be healthy from now on!

### Step 2 Complete the organizer.

#### My Health Resolution

| Problem 1                               | Problem 2                                   |
|-----------------------------------------|---------------------------------------------|
| • <b>Bad habit:</b> skip breakfast      | • <b>Bad habit:</b> use cell phone too long |
| • <b>Bad for:</b> my stomach            | • <b>Makes me:</b> feel lazy                |
| <b>Solution 1</b>                       | <b>Solution 2</b>                           |
| • <b>I will:</b> make myself a sandwich | • <b>I will:</b> get more exercise          |

### Step 3 Complete and rewrite Grace's resolution.



| My New Year's Health Resolution                                                                                                                                      |                                                                                         | Title        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------|
| This year, I want to get <u>healthy</u> . I am going to break my bad habits!                                                                                         |                                                                                         | Introduction |
| <p>First, I will not ① skip breakfast anymore.</p> <p>It is bad for my ② stomach.</p> <p>Instead of skipping breakfast, I will ③ make myself a sandwich.</p>         | <p>Problem 1</p> <p>① Bad habit</p> <p>② Bad for</p> <p>Solution 1</p> <p>③ I will</p>  | Body         |
| <p>Second, I will not ④ use my cell phone too long anymore. It makes me ⑤ feel lazy.</p> <p>Instead of using my cell phone too long, I will ⑥ get more exercise.</p> | <p>Problem 2</p> <p>④ Bad habit</p> <p>⑤ Makes me</p> <p>Solution 2</p> <p>⑥ I will</p> | Body         |
| I am going to be healthy from now on!                                                                                                                                |                                                                                         | Conclusion   |

## Analysis

### Step 1

- 1) Tell the students that they're going to read Grace's resolution on page 70.
- 2) Have the students read the resolution while listening to the mp3 file carefully.
- 3) Tell the students to read the resolution together aloud.
- 4) Call out the key vocabulary words (skip breakfast, make a sandwich, use cell phone too long, get more exercise) from the text and have the students circle them.
- 5) Ask questions about Grace's resolution.

#### Sample questions

- What is Grace's first bad habit?
  - Why is it bad?
  - What will she do instead?
  - What is Grace's second bad habit?
  - Why is it bad?
  - What will she do instead?
- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
  - 7) Have the students read the underlined parts again.

### Step 2

- 1) Have the students complete the graphic organizer on page 70 using the underlined parts as a guide.
- 2) Check the answers as a class.

#### Answers

(Problem 1) skip, stomach  
(Solution 1) sandwich  
(Problem 2) too long, lazy  
(Solution 2) exercise

### Step 3

- 1) Introduce the different parts of the resolution and explain to the students how to organize their writing.
- 2) Tell the students that they're going to complete Grace's resolution on page 71 using the graphic organizer on page 70.
- 3) Encourage the students not to just copy Grace's resolution on page 70, but to refer to the graphic organizer that they completed themselves.
- 4) Inform the students that they can follow the paragraph guide with the numbered sections. The number of the prompt and the number of the blank should correspond to each other.
- 5) After completing the essay, have the students work in pairs and take turns reading it aloud. Each student should read one sentence at a time.

#### Answers





healthy ① skip breakfast ② stomach ③ make, sandwich  
④ use my cell phone ⑤ feel lazy ⑥ get more exercise

### Homework


- 1) Ask the students to write down the vocabulary words and phrases from the online vocabulary list three times each in their notebooks.

## Sentence Practice

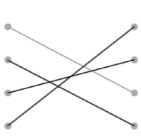
### A Look at the example and complete the sentences.

-  1. eat too many sweets  
I will not eat too many sweets anymore.
-  2. listen to loud music  
I will not listen to loud music anymore.
-  3. get up late  
I will not get up late anymore.
-  4. look at my cell phone in the car  
I will not look at my cell phone in the car anymore.



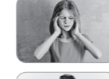

### B Circle the correct words and complete the sentences.

-  1. It is bad for my stomach.  
(skin / stomach)
-  2. It is bad for my ears.  
(teeth / ears)
-  3. It is bad for my eyes.  
(eyes / back)
-  4. It is bad for my neck.  
(hair / neck)

### C Match the phrases and complete the sentences.

- skip breakfast
  - get up late
  - bite my nails
  - sit all day long
- 
- stretch every hour
  - cut my nails often
  - make myself a sandwich
  - wake up early
- ⓐ Instead of skipping breakfast, I will make myself a sandwich.  
 ⓑ Instead of getting up late, I will wake up early.  
 ⓒ Instead of biting my nails, I will cut my nails often.  
 ⓓ Instead of sitting all day long, I will stretch every hour.

### D Look at the example and write the sentences.

-  **Example:** make / feel lazy  
It makes me feel lazy.
-  1. make / feel tired  
It makes me feel tired.
  -  2. make / feel dizzy  
It makes me feel dizzy.
  -  3. make / feel sick  
It makes me feel sick.

## Sentence Practice

### A

- Have the students look at the picture and read the example.
- Teach them the meaning of "anymore" and where to put it in a sentence.
- Have the students look at the pictures and complete the sentences using the given phrases.
- Check the answers as a class.

#### Answers

- listen to loud music anymore.
- get up late anymore.
- look at my cell phone in the car anymore.

- Pair the students up and tell them to practice using the sentence structure to talk about the bad habits they will not engage in anymore.

### B

- Ask the students to look at the picture and read the example.
- Teach them the meaning of "bad for my ..." and how to use it in a sentence. Confirm the meaning of the sentence by asking the students to give examples of what "It" might refer to in each sentence.  
Ex. It is bad for my stomach. "It" = Eating too many sweets.
- Have the students circle the correct word and complete the sentences.

- Check the answers as a class.

#### Answers

- bad for my ears.
- bad for my eyes.
- bad for my neck.

- Encourage the students to think more about which parts of their body are affected by their bad habits.

### C

- Ask the students to look at the example and read it together aloud.
- Teach them to use the form "Instead of ..., I will ..."
- Have them match the phrases in the boxes and complete the sentences using matching phrase pairs.
- Check the answers as a class.

#### Answers

- getting up late, / wake up early.
- biting my nails, / cut my nails often.
- sitting all day long, / stretch every hour.

- If there's time, ask the students to talk about their bad habits and what they will do instead.

### D

- Have the students look at the picture and read the example sentence together.
- Teach the students the meaning of "It makes me ..."
- Ask the students to complete the sentences using the given phrases.
- Remind them to conjugate the verb.
- Check the answers as a class.

#### Answers

- It makes me feel tired.
- It makes me feel dizzy.
- It makes me feel sick.

- Encourage the students to describe how their bad habits make them feel.



### Organization

**Step 1** Imagine you are writing your health resolution. Complete the organizer for your own writing.  
[Sample answers]

My New Year's Health Resolution

**Problem 1**

Bad habit  
sit all day long

*Examples*  
sit all day long,  
listen to loud music

Bad for  
back

*Examples*  
back, ears

**Solution 1**

I will  
stretch every hour

*Examples*  
stretch every hour, turn down the volume

---

**Problem 2**

Bad habit  
get up late

*Examples*  
get up late,  
look at my cell phone in the car

Makes me  
feel tired

*Examples*  
feel tired, feel dizzy

**Solution 2**

I will  
wake up early

*Examples*  
wake up early, enjoy the view outside

**Step 2** Complete the sentences using your ideas from above.  
[Sample answers]

I will not get up late anymore.

It makes me feel tired.

Instead of getting up late, I will wake up early.

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### Draft

**Step 1** Complete your health resolution.  
[Sample answers]

My New Year's Health Resolution

**Title**

**Introduction**

This year, I want to get healthy. I am going to break my bad habits!

**Body**

**Problem 1**  
- Bad habit  
- Bad for

**Solution 1**  
- I will

First, I will not sit all day long anymore. It is bad for my back.

Instead of sitting all day long, I will stretch every hour.

**Problem 2**  
- Bad habit  
- Makes me

**Solution 2**  
- I will

Second, I will not get up late anymore. It makes me feel tired.

Instead of getting up late, I will wake up early.

**Conclusion**

I am going to be healthy from now on!

75

## Organization

### Step 1

- 1) Have the students complete their own graphic organizer on page 74.
- 2) Tell them to write information about two bad habits they'd like to change in each of the empty spaces.
- 3) Inform the students that they can use the example words in each box or go to the "Ideas" or "Sentence Practice" sections for more words or phrases. The students may refer to the model graphic organizer on page 91 if they are struggling to complete their own.

### Step 2

- 1) Tell the students that they're going to complete the sentences using their own ideas from the organizer above.
- 2) Have the students complete the sentences.
- 3) Go over their answers and correct any mistakes you find.

## Draft

- 1) Have the students go back to page 70 and read Grace's resolution again. Review the key vocabulary and sentence structures.
- 2) Remind the students of the different parts of a resolution and how to write it.
- 3) Tell the students that they're going to write a draft on page 75.
- 4) Inform the students that they can follow the paragraph guide and use the information from their graphic organizer on page 74.
- 5) Tell them that they can change the beginning or ending of the given sentences and can also add more sentences to the resolution.

## Workbook

### Unit 7 New Year's Resolution

When you peer edit, call the COPS!

**C** Capitalization

- Beginning of sentences
- I, names, titles
- Months, days of the week

**O** Overall Look

- Letter spacing
- Neat handwriting
- Complete sentences

**P** Punctuation

- End of sentences: . ? !
- Commas: ,

**S** Spelling

- Sound it out
- Use a dictionary

**WRITING PATROL!**

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### Revise & Edit

Write a resolution by using your first draft.

**Title**

**Introduction**

**Body**

**Problem 1**  
- Bad habit  
- Bad for

**Solution 1**  
- I will

**Problem 2**  
- Bad habit  
- Makes me

**Solution 2**  
- I will

**Conclusion**

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## Peer Check

- 1) Have the students look at the checklist on page 27 in the workbook together.
- 2) Pair the students up and have them share their writing with their partner.
- 3) Tell them to check their partner's writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have the students make changes to improve their writing according to the feedback they received.

### Homework

- 1) Ask the students to complete page 28 in the workbook for homework.
- 2) When the students submit their revised drafts, provide feedback and have them go to page 29 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.

**REAL-LIFE WRITING**Format: Survey form  
Purpose: Inquire and inform

Read the survey form.

**HEALTHY HABITS SURVEY**  
Please take your time to answer the questions below.

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

**FOOD & NUTRITION**

|                                                             |                          |                          |
|-------------------------------------------------------------|--------------------------|--------------------------|
| 1 Do you eat breakfast more than 5 times a week?            | Yes                      | No                       |
| 2 Do you eat fast food less than 3 times a week?            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Do you drink at least 7 cups of water a day?              | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Do you eat at least 3 different kinds of fruit each week? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Do you eat at least 3 servings of vegetables a day?       | <input type="checkbox"/> | <input type="checkbox"/> |

**SCREEN TIME**

|                                                                 |                          |                          |
|-----------------------------------------------------------------|--------------------------|--------------------------|
| 6 Do you sit in front of a screen less than 2 hours a day?      | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Do you sleep in a room without a TV or computer?              | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Do you stop using your cell phone at least 1 hour before bed? | <input type="checkbox"/> | <input type="checkbox"/> |


**PHYSICAL ACTIVITY**

|                                                          |                          |                          |
|----------------------------------------------------------|--------------------------|--------------------------|
| 9 Do you exercise at least an hour a day?                | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Do you take regular breaks and stretch when studying? | <input type="checkbox"/> | <input type="checkbox"/> |

Once you are finished, count the number of boxes you checked "Yes" to.

**HEALTHY HABITS SCORE**

|      |                                                  |
|------|--------------------------------------------------|
| 8-10 | You have healthy habits. Keep it up!             |
| 3-7  | You can do better. Make a change!                |
| 0-2  | Your health is in danger. Take care of yourself! |



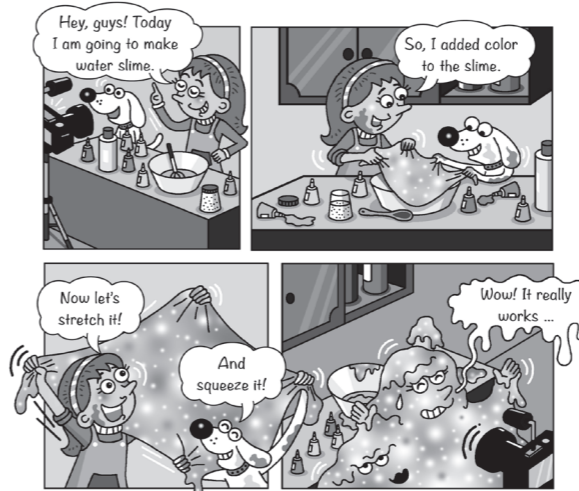

## Real-Life Writing

- 1) Tell the students to look at the survey on page 76. Introduce the format and purpose of the writing.
- 2) Have the students take turns reading the survey and talk about the information contained in it as a class.
- 3) Have the students circle the key vocabulary or expressions that they learned in the unit.
- 4) Encourage the students to take the survey and check their healthy habits score.
- 5) For additional material, you may play the video file using the QR code.

# 8 My Super Cool Video

**Get Ready**

Read Penny's story. Then check.



1. Penny is shooting a ...  
 video  picture
2. She is making ...  
 glue  slime

## Get Ready

- 1) Introduce today's writing task. Tell the students that they will write a video description.
- 2) Have the students read the comic strip.
- 3) Ask questions to help the students understand the writing topic, the type of writing, the writer's purpose, and the target audience.

**Sample questions**

- Who can you see in the comic strip?
  - What is the comic about?
  - What is the girl going to make?
  - What did she add to the slime?
  - What does she do to the slime after adding color to it?
  - What happened to the slime at the end?
- 4) Have the students look at the statements at the bottom of page 77 and check the correct answers.
  - 5) Check the answers as a class.

**Answers**

1. video    2. slime

## Ideas

Step 1 Look at the pictures and read the expressions.



1 DIY Slime  
- make water slime



2 Toy Unboxing  
- unbox a LEGO Set



3 School Jokes  
- teach some jokes



4 Home Baking  
- bake some cookies



5 Live Interview  
- talk to a police officer



6 Music Review  
- review new music

Step 2 Think about a topic for your own video.

## Model

Step 1 Read Penny's video description about DIY slime.

DIY Slime  
9,048,657 views

Hey, guys! Welcome back. Today I am going to make water slime.

Are you ready to make it with me?

In this video, I will use shampoo, water, and salt. I will also add different colors to the slime. Watch till the end to find out which color looks best!

Don't forget—I upload a video every week. So there is always something new.

Please check out my other videos for more fun projects! Okay now, let's get started!

Step 2 Fill in Penny's answers.

What are you going to do? I am going to make water slime.

What will you use to make it? I will use shampoo, water, and salt.

What else will you do? I will also add different colors to the slime.

How often do you upload videos? I upload a video every week.

## Ideas

Step 1

- 1) Tell the students to look at the pictures on page 78. Introduce the vocabulary.
- 2) Have the students listen to the mp3 file. Then ask them to repeat each vocabulary word while looking at the pictures.

Step 2

- 1) Encourage the students to think and talk about topics for their own online video.
- 2) Pair the students up and tell them to ask and answer questions with their partner. You may provide the students with questions if they are struggling to come up with their own.

### Sample questions

- What kind of video do you want to make?
- What will you show your viewers?

## Model

Step 1

- 1) Tell the students that they're going to read Penny's video description about DIY slime on page 79.
- 2) Have the students read the video description while listening to the mp3 file carefully.
- 3) Tell the students to read the video description together aloud.
- 4) Call out the key vocabulary words (make water slime) from the text and have the students circle them.
- 5) Ask questions about Penny's video description.

### Sample questions

- What is Penny writing?
  - What is the video description about?
  - What will she use to make the water slime?
  - What will she add to the slime?
  - Why should viewers watch till the end?
  - How often does Penny upload videos?
- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
  - 7) Have the students read the underlined parts again.

Step 2

- 1) Have the students answer the questions at the bottom of page 79.
- 2) Tell the students to refer to the passage to find the answers.
- 3) Check the answers as a class.

|                |             |
|----------------|-------------|
| <b>Answers</b> | water slime |
|                | water, salt |
|                | colors      |
|                | every       |

- 4) Have the students read the answer sentences aloud.

**Analysis**

**Step 1** Read Ron's video description about toy unboxing.

**Toy Unboxing**

Uploaded by LEGO Builder 696,958 views

Hey, guys! Welcome back. Today I am going to unbox a LEGO Creator Set.

Are you ready to unbox it with me?

In this video, I will open the LEGO set and build it.

I will also give you some building tips.

Watch till the end to find out what it looks like!

Don't forget—I upload two videos each week. So there is always something new.

Please check out my other videos for more LEGO ideas!

Okay now, let's get started!

**Step 2** Complete the organizer.

What to do unbox a LEGO Creator Set

**Topics to cover**

- **Detail 1:** open the LEGO set and build it
- **Detail 2:** give some building tips
- **Find out:** what it looks like

**Channel content**

- **Upload:** (How often) two videos each week
- **More ideas:** LEGO ideas

**Toy Unboxing**

**Step 3** Complete and rewrite Ron's video description.

Toy Unboxing

Uploaded by LEGO Builder 696,958 views

Hey, guys! Welcome back. Today I am going to 1 unbox a LEGO Creator Set.

Are you ready to unbox it with me?

In this video, I will 2 open the LEGO set and 3 build it.

I will also 4 give you some building tips.

Watch till the end to find out 4 what it looks like !

Don't forget—I upload 5 two videos each week .

So there is always something new.

Please check out my other videos for more 6 LEGO ideas !

Okay now, let's get started!

## Analysis

### Step 1

- 1) Tell the students that they're going to read Ron's video description on page 80.
- 2) Have the students read the video description while listening to the mp3 file carefully.
- 3) Tell the students to read the video description together aloud.
- 4) Call out the key vocabulary words (unbox a LEGO set) from the text and have the students circle them.
- 5) Ask questions about Ron's video description.

#### Sample questions

- What is Ron going to do in his video?
  - What will he give the viewers?
  - Why should viewers watch the video till the end?
  - How many videos does Ron upload each week?
  - What are Ron's other videos about?
- 6) Have the students underline the words or phrases in the text that they used to answer the questions.
  - 7) Have the students read the underlined parts again.

### Step 2

- 1) Have the students complete the graphic organizer on page 80 using the underlined parts as a guide.
- 2) Check the answers as a class.

#### Answers

(What to do) unbox  
 (Topics to cover) open, build, some building  
 (Channel content) each week, LEGO

### Step 3

- 1) Introduce the different parts of the video description and explain to the students how to organize their writing.
- 2) Tell the students that they're going to complete Ron's video description on page 81 using the graphic organizer on page 80.
- 3) Encourage the students not to just copy Ron's description on page 80, but to refer to the graphic organizer that they completed themselves.
- 4) Inform the students that they can follow the paragraph guide with the numbered sections. The number of the prompt and the number of the blank should correspond to each other.
- 5) After completing the essay, have the students work in pairs and take turns reading it aloud. Each student should read one sentence at a time.

#### Answers

① unbox ② open the LEGO set, build ③ give, building tips  
 ④ looks like ⑤ two videos, week ⑥ LEGO ideas





### Homework

- 1) Ask the students to write down the vocabulary words and phrases from the online vocabulary list three times each in their notebooks.







## Sentence Practice

**A** Look at the example and complete the sentences.





-  1. unbox a LEGO Set  
▶ Today, I am going to unbox a LEGO Set.
-  2. make water slime  
▶ Today, I am going to make water slime.
-  3. talk to a police officer  
▶ Today, I am going to talk to a police officer.
-  4. review new music  
▶ Today, I am going to review new music.

**B** Match the phrases and complete the sentences.

- |                     |                                                                                   |                           |
|---------------------|-----------------------------------------------------------------------------------|---------------------------|
| 1. I will open      |  | almond cookies            |
| 2. I will make      |  | the LEGO set and build it |
| 3. I will interview |  | jokes about school life   |
| 4. I will tell      |  | my neighbor               |

- ⓐ In this video, I will open the LEGO set and build it.  
 ⓑ In this video, I will make almond cookies.  
 ⓒ In this video, I will interview my neighbor.  
 ⓓ In this video, I will tell jokes about school life.

**C** Look at the example and write the sentences.

-  **Example** give / you / some building tips  
▶ I will also give you some building tips.
-  1. teach / you / my secret recipe  
▶ I will teach you my secret recipe.
  -  2. do / funny voices  
▶ I will do funny voices.
  -  3. introduce / a new band  
▶ I will introduce a new band.

**D** Choose a phrase from each box and write the sentences.

- [Sample answers]
- |              |                |
|--------------|----------------|
| -two videos- | every Saturday |
| a video      | -each week-    |
| a new video  | every week     |
| new videos   | every month    |

- I upload two videos each week.
- I upload new videos every week.
- I upload a video every Saturday.
- I upload a new video every month.

## Sentence Practice

**A**

- Have the students look at the picture and read the example.
- Teach them to use the form "Today, I am going to ..."
- Have the students look at the pictures and complete the sentences using the given phrases.
- Check the answers as a class.

**Answers**

- I am going to make water slime.
- I am going to talk to a police officer.
- I am going to review new music.

- Pair the students up and tell them to practice using the sentence structure to talk about what they would like their own video to be about.

**B**

- Ask the students to look at the example and read it together aloud.
- Review the meaning of "I will ..."
- Have the students match the phrases and complete the sentences.
- Check the answers as a class.

**Answers**

- I will make almond cookies.
- I will interview my neighbor.
- I will tell jokes about school life.

- Encourage the students to think more about what they will do in their videos.

**C**

- Ask the students to look at the picture and read the example together aloud.
- Teach them to use the form "I will also..."
- Have them complete the sentences using the given words and phrases.
- Check the answers as a class.

**Answers**

- I will teach you my secret recipe.
- I will do funny voices.
- I will introduce a new band.

- If there's time, ask the students to talk about some other things they would like to do in their videos.

**D**

- Have the students look at the words and phrases in the boxes.
- Ask them to read the example together aloud.
- Teach the students the meaning of "I upload ..."
- Ask the students to complete the sentences using the phrases in the boxes.
- Check the answers as a class.

**Sample answers**

- I upload new videos every week.
- I upload a video every Saturday.
- I upload a new video every month.

- Encourage the students to talk about how often they would upload their videos.

### Organization

**Step 1** Imagine you are writing a video description. Complete the organizer for your own writing.  
[Sample answers]

What to do  
review new music  
review new music, bake some cookies

| Topics to cover                                                                                                                                                                                                                                                                                            | Channel content                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Detail 1<br/>focus on foreign music</p> <p><i>Example</i><br/>focus on foreign music, make almond cookies</p> <p>Detail 2<br/>introduce a new band</p> <p>introduce a new band, teach you my secret recipe</p> <p>Find out<br/>about their new songs</p> <p>about their new songs, how I learned it</p> | <p>Upload (How often)<br/>new videos every month</p> <p>new videos every month, a video every Saturday</p> <p>More Ideas<br/>music news</p> <p>music news, dessert recipes</p> |

**Step 2** Complete the sentences using your ideas from above.  
[Sample answers]

Today, I am going to \_\_\_\_\_ review new music \_\_\_\_\_.

In this video, I will \_\_\_\_\_ focus on foreign music \_\_\_\_\_.

Watch till the end to find out \_\_\_\_\_ about their new songs \_\_\_\_\_.

### Draft

**Step 1** Complete your video description.  
[Sample answers]

Title  
Music Review

Information  
Uploaded by I Love Music  
6,688,138 views

Description  
What to do  
Hey, guys! Welcome back. Today I am going to \_\_\_\_\_  
review new music \_\_\_\_\_.

Are you ready to \_\_\_\_\_ enjoy music \_\_\_\_\_ with me?

In this video, I will \_\_\_\_\_ focus on foreign music \_\_\_\_\_.

I will also \_\_\_\_\_ introduce a new band \_\_\_\_\_.

Watch till the end to find out \_\_\_\_\_ about their new songs \_\_\_\_\_.

Don't forget—I upload \_\_\_\_\_ new videos every month \_\_\_\_\_.

So there is always something new.

Please check out my other videos for \_\_\_\_\_ more music news \_\_\_\_\_!

Okay now, let's get started!

Topics to cover  
• Detail 1  
• Detail 2  
• Find out

Channel content  
• Upload (How often)  
• More ideas

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85

## Organization

### Step 1

- 1) Have the students complete their own graphic organizer on page 84.
- 2) Tell them to write details for their own video idea in the empty spaces.
- 3) Inform the students that they can use the example words in each box or go to the "Ideas" or "Sentence Practice" sections for more words or phrases. The students may refer to the model graphic organizer on page 91 if they are struggling to complete their own.

### Step 2

- 1) Tell the students that they're going to complete the sentences using their own ideas from the organizer above.
- 2) Have the students complete the sentences.
- 3) Go over their answers and correct any mistakes you find.

## Draft

- 1) Have the students go back to page 80 and read Ron's video description again. Review the key vocabulary and sentence structures.
- 2) Remind the students of the different parts of a video description and how to write it.
- 3) Tell the students that they're going to write a video description on page 85.
- 4) Inform the students that they can follow the paragraph guide and use the information from their graphic organizer on page 84.
- 5) Tell them that they can change the beginning or ending of the given sentences and can also add more sentences to the description.

## Workbook

### Unit 8 My Super Cool Video

When you peer edit, call the COPS!

C  
O  
P  
S

**Capitalization**

- Beginning of sentences
- I, names, titles
- Months, days of the week

**Overall Look**

- Letter spacing
- Neat handwriting
- Complete sentences

**Punctuation**

- End of sentences: . ? !
- Commas: ,

**Spelling**

- Sound it out
- Use a dictionary

PATROL! ★ ★ ★ WRITING PATROL! ★

### Revise & Edit

Write a video description by using your first draft.

Title  
\_\_\_\_\_

Information  
\_\_\_\_\_

Description  
What to do  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topics to cover  
• Detail 1  
• Detail 2  
• Find out

Channel content  
• Upload (How often)  
• More ideas

31
32 • Unit 8 • My Super Cool Video

## Peer Check

- 1) Have the students look at the checklist on page 31 in the workbook together.
- 2) Pair the students up and have them share their writing with their partner.
- 3) Tell them to check their partner's writing for capitalization, overall look, punctuation, and spelling, and to check each box accordingly.
- 4) After peer checking, have the students make changes to improve their writing according to the feedback they received.

### Homework

- 1) Ask the students to complete page 32 in the workbook for homework.
- 2) When the students submit their revised drafts, provide feedback and have them go to page 33 in the workbook to write the final draft.
- 3) When students successfully complete their final drafts, make sure to give praise and encouraging comments. Have them share their final drafts with the class. You may cut out the pages from their books and display them in the classroom.

## REAL-LIFE WRITING

Format: Online comments  
Purpose: Express an opinion

Read the comments for each video.

**HOW TO MAKE SLIME WITHOUT GLUE!**  
Uploaded by DI'Slime SUBSCRIBE 15,408 views  
Welcome back! In this video, I will show you how to make SLIME. Keep your glue in the drawer! You will not need it! Show more

Comments • 1,260 Add a comment

- Macey\_Sheen** OMG this is soooo awesome! Definitely trying this!
- CoolZack** Good luck! Just don't use all of your shampoo.
- Jessie Bloom** Please share your glitter slime recipes too!! Thanks.
- SlimeGeek** I didn't like my first one. But the second was a success!

**SUN TANNING DOG**  
Uploaded by FunnyDogs SUBSCRIBE 309,201 views  
Just a dog enjoying the sun on the beach. Show more

Comments • 20,795 Add a comment

- FetchWilly** That is one HOT DOG! 🐕🐕🐕
- LuvPups** My two dogs love lying in the sun, too!
- Erik Linford** So does mine. He absolutely loves the beach!
- RobRobot** HAHA! It fell asleep. You can even hear it snoring!



## Real-Life Writing

- 1) Tell the students to look at the online comments on page 86. Introduce the format and purpose of the writing.
- 2) Have the students take turns reading the comments and talk about the users' opinions.
- 3) Have the students circle the key vocabulary or expressions that they learned in the unit.
- 4) Encourage the students to think about what their reactions to the videos would be. Ask them to write their own comment under each video.
- 5) For additional material, you may play the video file using the QR code.