

WRITING FRAMEWORK

SAMPLER

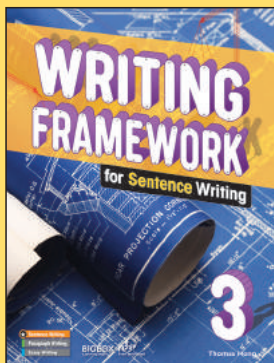
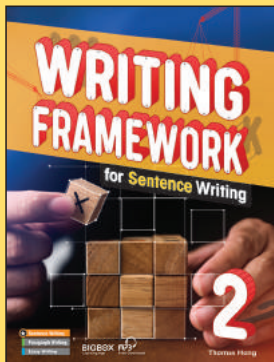
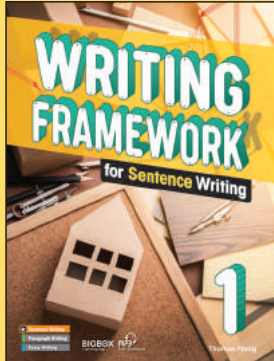
Sentence Writing

Paragraph Writing

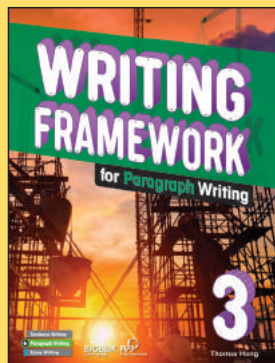
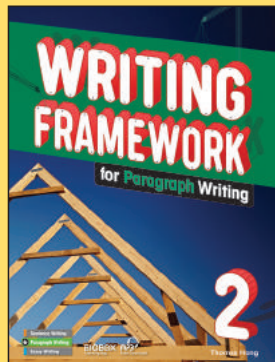
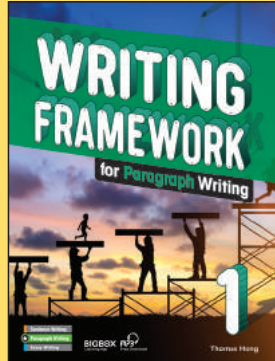
Essay Writing

WRITING FRAMEWORK

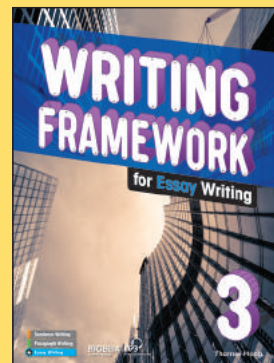
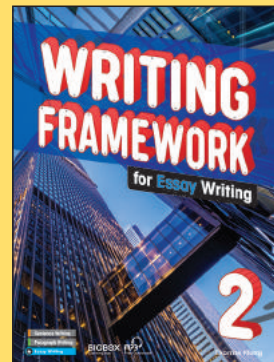
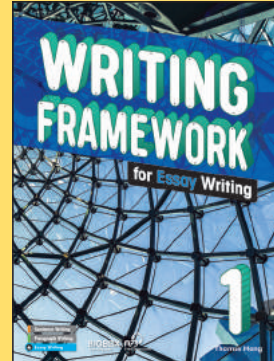
BEGINNER Sentence Writing



INTERMEDIATE Paragraph Writing



ADVANCED Essay Writing



Sentence-level ISBNs

Book 1	978-1-64015-395-0
Book 2	978-1-64015-396-7
Book 3	978-1-64015-397-4

Paragraph-level ISBNs

Book 1	978-1-64015-616-6
Book 2	978-1-64015-617-3
Book 3	978-1-64015-618-0

Essay-level ISBNs

Book 1	978-1-64015-619-7
Book 2	978-1-64015-620-3
Book 3	978-1-64015-621-0

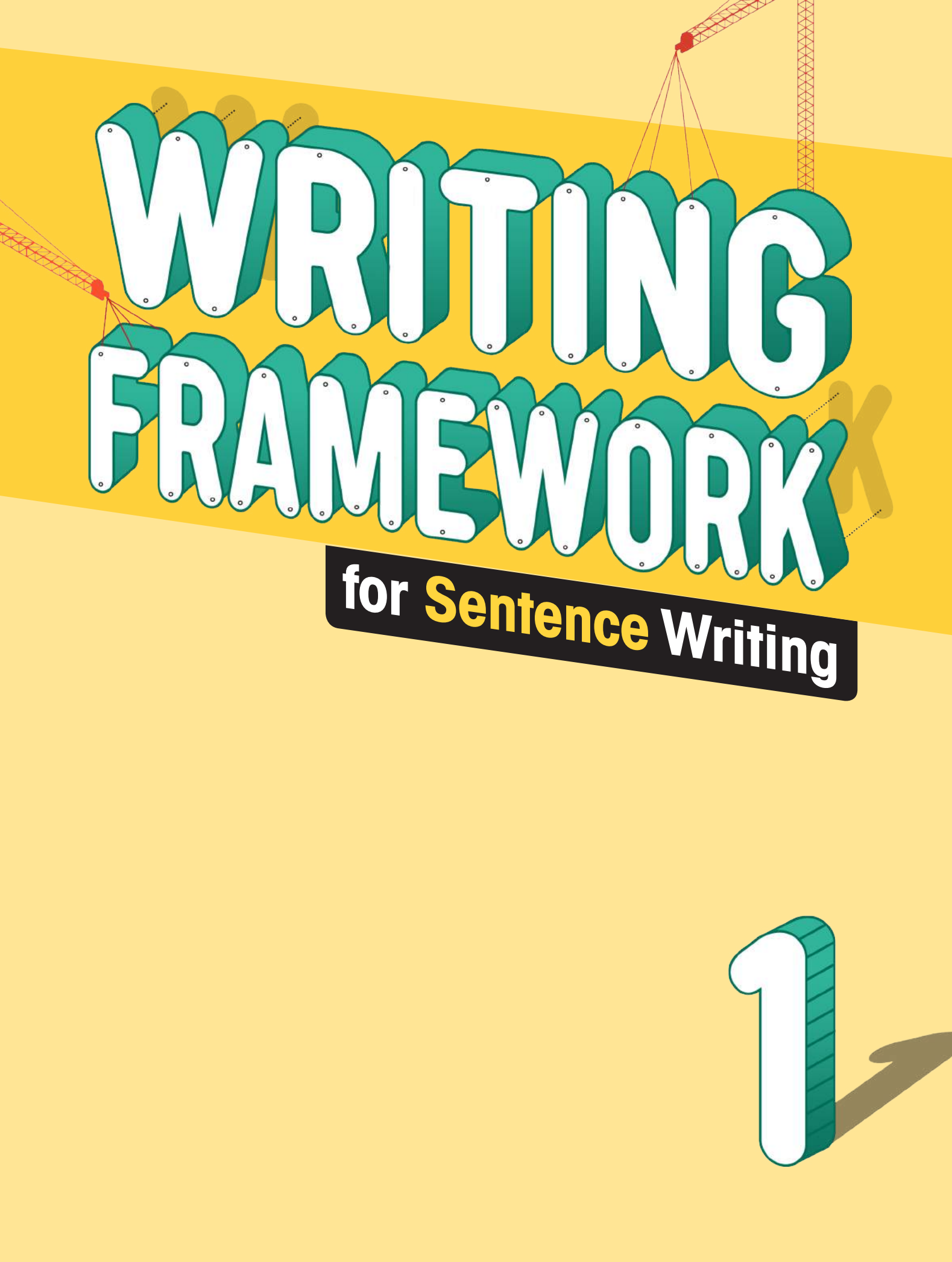
What is Writing Framework?

Writing Framework is a nine-level writing series designed to help build and strengthen students' writing skills, starting with basic sentence construction and ending with complete three-paragraph essays.

- Designed in a scaffolding or “framework” method to teach the fundamentals of English writing
- Teaches writing skills using real-world writing topics
- Helps students develop critical-thinking skills by having students delve deeper into a topic
- Extensive writing-practice activities, from personal (e-mails, journals, letters) to academic (essays, book reports, storytelling) writing
- Includes project-based 21st-century writing tasks to mimic real-life writing applications

Unit Breakdown

STEP 1: WARM-UP (Warm-Up, Writing Guide, Words to Know, Read, Analyze)	Introduces unit topic and vocabulary useful to complete writing assignment
STEP 2: PREWRITING (Language Skills, Writing Skills)	Reviews useful grammar structures and discusses in detail essential essay-writing logic and strategies
STEP 3: DRAFTING (Brainstorm, First Draft)	Guides students in creating an outline and rough draft of their essay
STEP 4: REVISING AND PROOFREADING (Proofreading, Final Draft)	Teaches proofreading tools needed to edit their own essay
EXTENSION (Project)	Interactive activities using speaking, reading, and writing skills that are an extension of units' topics and goals

The background is a bright yellow gradient. At the top, two red construction cranes are shown lifting large, 3D block letters. The letters are white with a teal-colored side and are arranged in two rows. The top row contains the word 'WRITING' and the bottom row contains the word 'FRAMEWORK'.

WRITING FRAMEWORK

for **Sentence** Writing

1

HOW TO USE

STUDENT BOOK

STEP 1: WARM-UP

UNIT 01 **GOALS** **My Sister and I**

WORDS TO KNOW

Look at the pictures. Write the correct words.

1. **WORDS**
sister brother father grandma grandpa mother uncle

2. **LOOK**
[Pictures of a family: father, mother, brother, sister, grandma, grandpa]

3. **COMPLETE**
Complete the chart and sentences about Jacob.

NAME Jacob Davis

AGE 10

LOOKS short

My name is Jacob Davis.
I am 10 years old.
I am short.

WRITE ABOUT YOURSELF.

Name: _____
Age: _____
Looks / Details: _____

HINTS
big
short
strong
tall
fat

Units are divided into four steps to guide students' learning: **WARM-UP**, **PREWRITING**, **DRAFTING**, and **REVISING AND PROOFREADING**.

WARM-UP, **WRITING GUIDE**, and **WORDS TO KNOW** activities introduce the unit's topic and provide the essential tools needed to accomplish each writing task.

READ

Read the story.

My Sister and I

Hi, I am Jonas Clark.
I am 10 years old.
I am tall.
This is Erica Clark.
She is my sister.
She is 8 years old.
She is short.

CHECK IT
What are you writing about?
Is Jonas and Erica? Is Jonas and Jacob?

UNDERSTAND

Complete the chart about Jonas and his sister.

NAME Jonas Clark

AGE 10

LOOKS tall

NAME Erica Clark

AGE 8

LOOKS short

REWRITE

Rewrite the sentences from the story on page 10.

Check for the capital from the story.

- Jonas is Clark.
- He is 10 years old.
- He is tall.
- Erica Clark is Mary Clark.
- Jonas is my brother.
- Jonas is 10 years old.
- Jonas is tall.

INTRODUCTION 1
This is _____
He / I am _____ Clark.

DETAILS
I am _____ years old.
I am _____.

INTRODUCTION 2
This is _____.

DETAILS
She is my _____.
She is _____.
She is _____.

Scan the **QR CODES** to listen to authentic readings of the material.

READ sections model the linguistic goals students will achieve by the end of the unit.

UNDERSTAND sections reinforce reading comprehension skills and develop organizational skills.

STEP 2: PREWRITING

LANGUAGE SKILLS

THE VERB IS Circle the correct verbs.

The verb tells how things happen in the world.

- I (is / am) 10 years old.
- He (am / is) 44 years old.
- She (is / am) 28 years old.
- We (are / is) funny.

CAPITALIZATION Correct the mistakes.

Capitalize the first word of every sentence and people's names.

- my name is sam wilson.
- my brother is 7 years old.
- I AM 9 YEARS OLD.
- he is tall.

WRITING SKILLS

Look and unscramble. (Don't forget to capitalize correctly!)

- 1 / 9 years old / am
- is / Ben / my brother.
- talk / is / she

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

- [my brother / 7 years old]
My brother is _____ years old.
- [he / my dad]

- [she / short]

- [tom / my brother]

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

- Check all the verbs (am / is).
- Now underline the CAPITAL letters.

LANGUAGE SKILLS and **WRITING SKILLS** test essential grammatical structures and provide writing tips and strategies needed to achieve the writing goal of each unit.

STEP 3: DRAFTING

BRAINSTORM is an essential part of the writing process and is needed to promote well-thought-out and organized information.

FIRST DRAFT has students take all the learned skills of the unit and use them to produce authentic writings.

WORKBOOK

STEP 4: REVISING AND PROOFREADING

LET'S PRACTICE gives students an opportunity to test their understanding of the key learning points and to assess their writing via modeling.

FINAL DRAFT allows students to reflect on their work and edit it to produce refined writing.

EXTENSION: PROJECT

PROJECT activities extend students' learning into a wider theme while introducing them to the essential 21st-century skills of: critical thinking, collaboration, creativity, and communication.

Scope and Sequence

HOW TO USE Page 6

UNIT / PAGE	TOPIC	WRITING FORM	VOCABULARY	
1 Page 8	My Sister and I	Families and Friends	Expository Writing	• Family members
2 Page 16	My Friends		Expository Writing	• Adjectives describing a person • Colors
3 Page 24	See My School Things	Your School	Expository Writing	• School things
4 Page 32	My Classroom		Expository Writing	• Classroom things
5 Page 40	Let's Eat Lunch!	Your Favorites	Expository Writing	• Foods
6 Page 48	Take Me to the Toy Store!		Expository Writing	• Toys
7 Page 56	Let's Play!	Describing Things	Expository Writing	• Playground things
8 Page 64	My Colorful Clothes		Expository Writing	• Clothes and colors

GRAMMAR	WRITING BASICS	PROJECT
• The verb <i>be</i>	Capitalization	Make a Family Collage (WB)
• Possessive adjectives: <i>my, your, his, her</i>	Periods	
• Demonstrative pronouns: <i>this, these, that, those</i>	Apostrophes for contractions	Make a Lost-and-found Poster (WB)
• <i>There is / There are</i>	Apostrophes for possession	
• Simple present with <i>like</i> and <i>don't like</i>	Negative forms	Do the Likes and Dislikes Survey (WB)
• Simple present with <i>want</i> and <i>don't want</i>	Apostrophes for negative contractions	
• Basic prepositions of place: <i>in, on, near, at</i>	Question marks and periods	Introduce Your Colorful Clothes (WB)
• <i>This / These</i>	Exclamation points	

Scope and Sequence

HOW TO USE Page 6

UNIT / PAGE	TOPIC	WRITING FORM	VOCABULARY	
1 Page 8	Erica's Day	Daily Activities	Expository Writing	• Daily activity verbs
2 Page 16	What Do You Like to Do?		Expository Writing	• Action verbs
3 Page 24	International School	Your Friends	Expository Writing	• Countries and nationalities
4 Page 32	My Classmates and I		Expository Writing	• Descriptive adjectives
5 Page 40	What's Going on at Home?	Your House	Descriptive Writing	• Rooms in a house
6 Page 48	My Room		Descriptive Writing	• Furniture and accessories
7 Page 56	I'm Excited!	Describing Feelings	Expository Writing	• Feeling adjectives
8 Page 64	Because I'm Happy!		Expository Writing	• Feeling adjectives

GRAMMAR	WRITING BASICS	PROJECT
• Prepositions of time: <i>at, on, in</i>	Periods	Make a Daily Routine (WB)
• <i>Like / Don't like</i>	Commas	
• Simple present <i>be</i> verbs with <i>from</i>	Capitalization for countries and nationalities	Make Friend Picture Cards (WB)
• Simple present with <i>have</i> and <i>has</i>	Antonyms	
• Present continuous	Hyphens	Draw Your Dream Room (WB)
• Prepositions of place: <i>on, above</i>	Commas for items	
• Subject complements	Synonyms	Describe Your Feelings (WB)
• <i>Because</i>	Antonyms	

Scope and Sequence

HOW TO USE Page 6

UNIT / PAGE	TOPIC	WRITING FORM	VOCABULARY
1 Page 8	Food	Expository Writing	• Tastes
2 Page 16		Expository Writing	• Cooking words
3 Page 24	Special Day	Expository Writing	• Nature words
4 Page 32		Expository Writing	• Party words
5 Page 40	Community	Expository Writing	• Words for recycling
6 Page 48		Expository Writing	• Household chores
7 Page 56	Vacation Plans	Expository Writing	• Weather words
8 Page 64		Expository Writing	• Outdoor activities

GRAMMAR	WRITING BASICS	PROJECT
• <i>Taste / Taste like</i>	Antonyms	Write a Delicious Ice Cream Sundae Recipe (WB)
• Imperatives	Fractions of numbers	
• Simple past: regular verbs	Commas	Write a Birthday Invitation (WB)
• Simple past: irregular verbs	Apostrophes	
• <i>Can / Cannot</i>	Apostrophes	Make a Poster to Save the Earth (WB)
• Gerunds	Spelling	
• Simple future	Quotation marks	Make Vacation Plans (WB)
• Simple future: <i>will</i> and <i>be going to</i>	Spelling with <i>-ing</i>	

MY SISTER AND I

WARM-UP

PREWRITING

DRAFTING

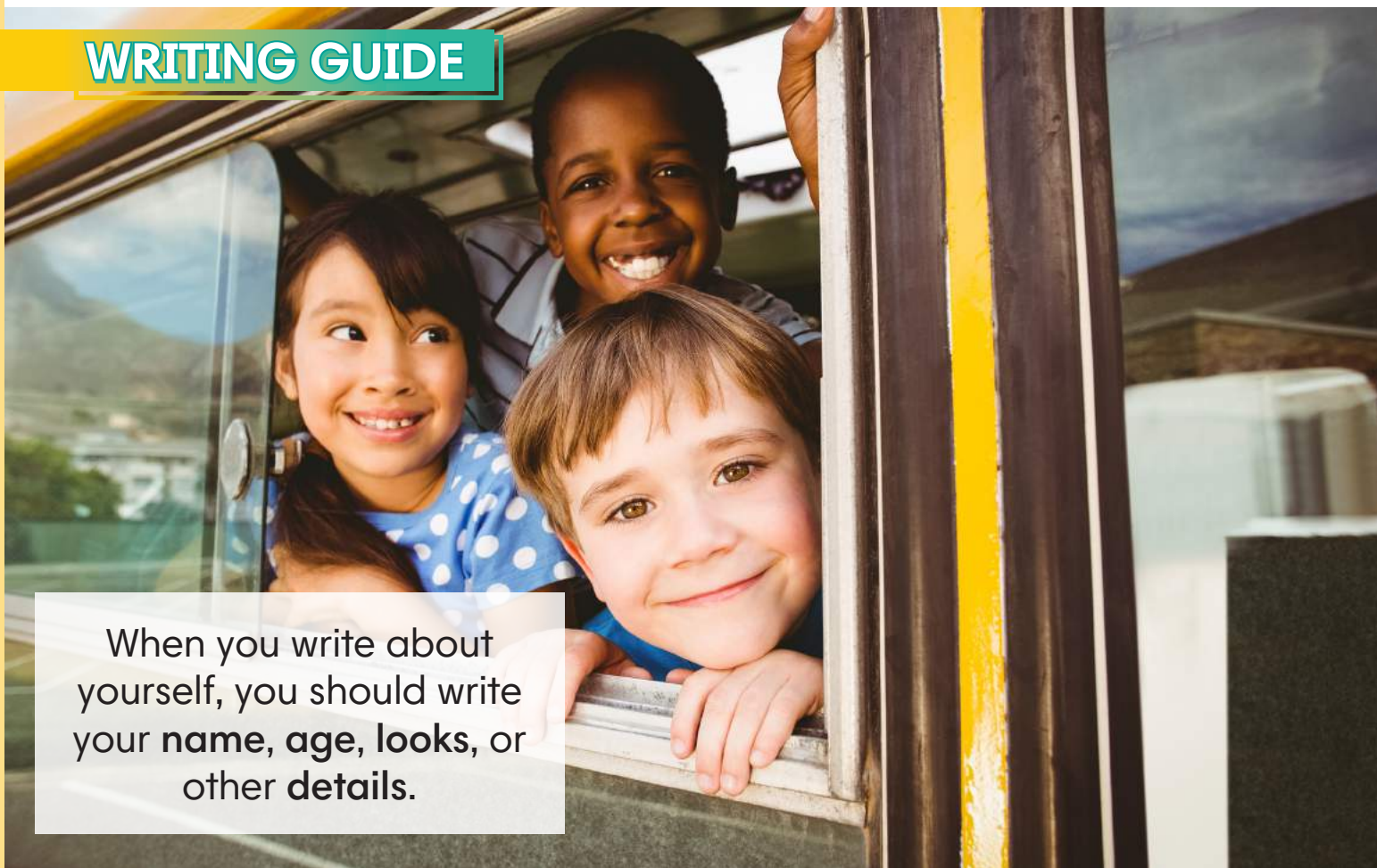
REVISING AND PROOFREADING

WARM-UP



Can you describe yourself and one of your family members?

WRITING GUIDE



When you write about yourself, you should write your name, age, looks, or other details.

Write about yourself.

Name: _____

Age: _____

Looks / Details: _____

HINTS

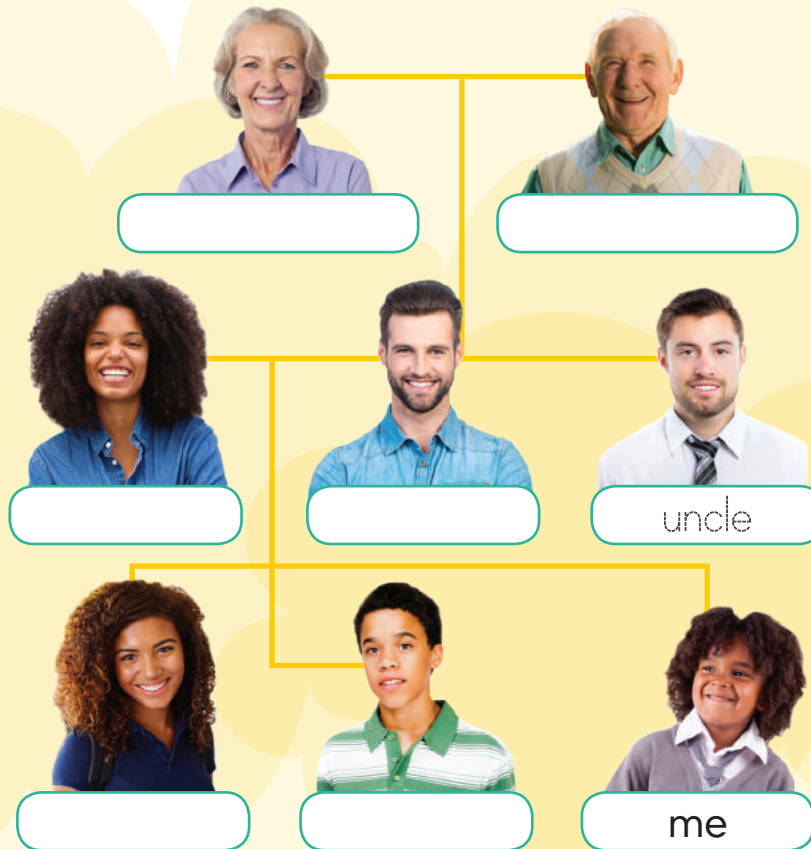
big
short
strong
tall
thin

WORDS TO KNOW

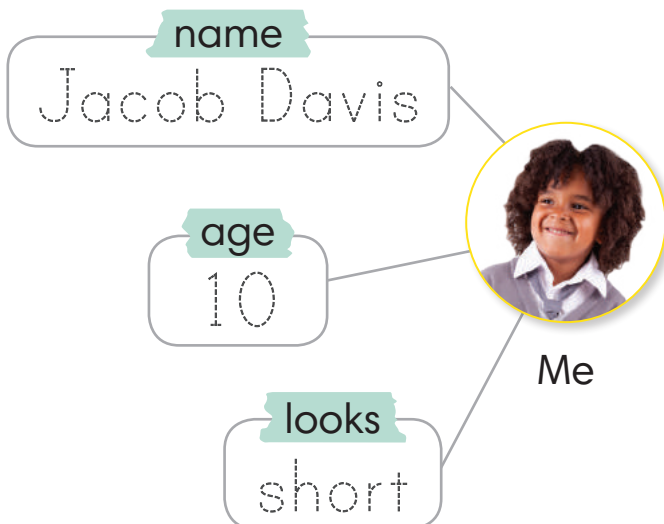
A Look at the pictures. Write the correct words.

WORDS

sister brother father grandma grandpa mother ~~uncle~~



B Complete the chart and sentences about Jacob.



My name is Jacob Davis.

I am _____ years old.

I am _____.

READ

Read the story.



My Sister and I

Hi, I am Jonas Clark.

I am 10 years old.

I am tall.

This is Erica Clark.

She is my sister.

She is 8 years old.

She is short.



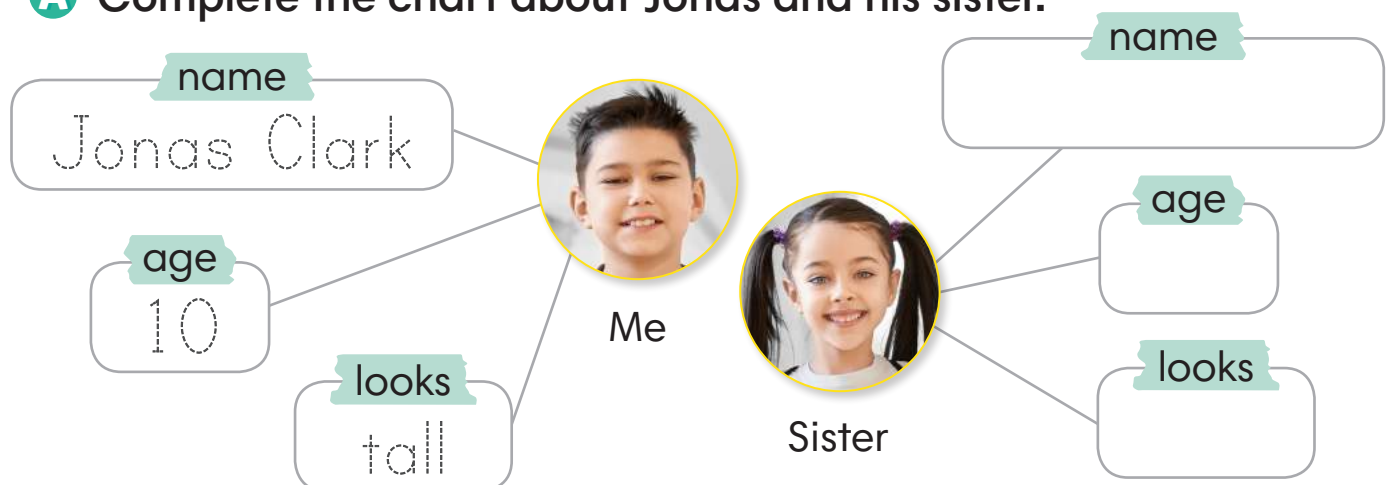
CHECK IT

What is the writing about?

- a. Jonas and Erica b. Jonas and Jacob

UNDERSTAND

A Complete the chart about Jonas and his sister.



B Rewrite the sentences from the story on page 10.

Change the words from the story.

1. Jonas to David
2. 10 years old to 11 years old
3. tall to thin
4. Erica Clark to Mary Clark
5. sister to mother
6. 8 years old to 39 years old
7. short to tall

TITLE

My Mother and I

INTRODUCTION 1

¹ Hi, I am David Clark.

DETAILS

² I am 11 years old.

³ I am thin.

INTRODUCTION 2

⁴ This is _____.

DETAILS

⁵ She is my _____.

⁶ She is _____.

⁷ She is _____.

LANGUAGE SKILLS

A THE VERB *BE* Circle the correct verbs.

The verb *be* has three forms in the simple present tense: *am*, *is*, and *are*.

1. I (is / am) 10 years old.
2. He (am / is) 44 years old.
3. She (is / am) 38 years old.
4. We (are / is) funny.

TIP

Capitalize the names of specific people and places.

Sam Jones

Canada

B CAPITALIZATION Correct the mistakes.

Capitalize the first word of every sentence and people's names.

1. my name is sam wilson.
My name is Sam Wilson.

3. I AM 9 YEARS OLD.

2. alex is my Brother.

4. he Is Tall.



Go to the appendix for more on language skills.

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

1. Circle all *be* verbs (*am* / *is*).
2. Now underline the CAPITAL letters.

WRITING SKILLS

A Look and unscramble. (Don't forget to capitalize correctly.)



i / 9 years old. / am

I am _____



is / Ben / my brother.



tall. / is / he

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

1. (my brother / 7 years old)

My brother is 7 years old _____.

2. (he / my dad)

_____.

3. (mike / short)

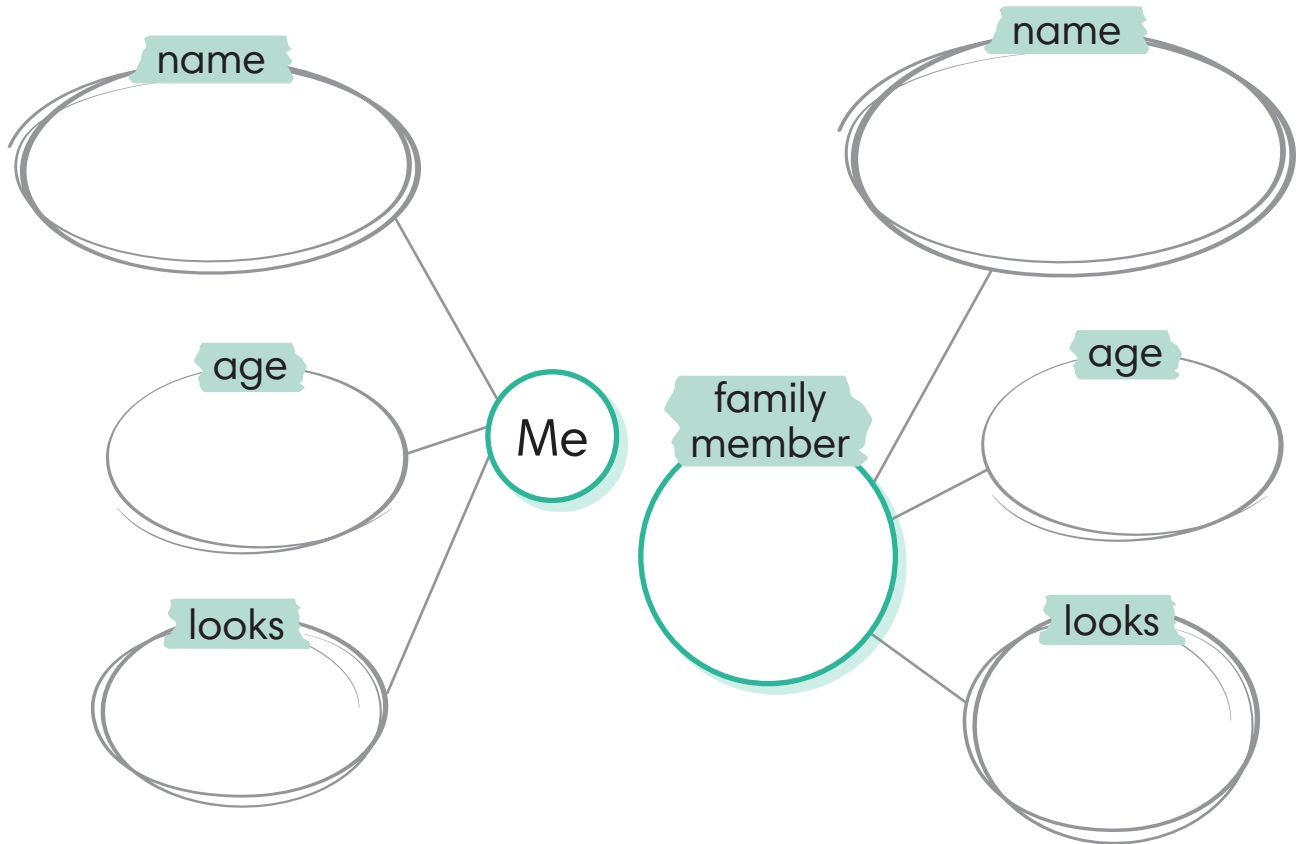
_____.

4. (tom / my brother)

_____.

BRAINSTORM

A Complete the mind map about you and a family member.



B With a classmate, talk about a family member. Write down what your classmate says.

name

_____ is _____.

name

family member

age

_____ is _____ years old.

looks

_____ is _____.

FIRST DRAFT

A Now write about you and one of your family members.

EXAMPLE



My Brother and I

Hi. I am Angela Davis.
I am 10 years old.
I am tall.
This is Alex.
Alex is my brother.
He is 8 years old.
He is short.



CHECKLIST

- Use CAPITAL letters at the beginning of a name and a sentence.
- Correct spelling mistakes.

TITLE: My _____

INTRODUCTION 1

name

Hi, I am _____.

DETAILS

age

I am _____.

looks

I _____.

INTRODUCTION 2

name

This is _____.

DETAILS

family member

_____ is _____.

age

_____ is _____ years old.

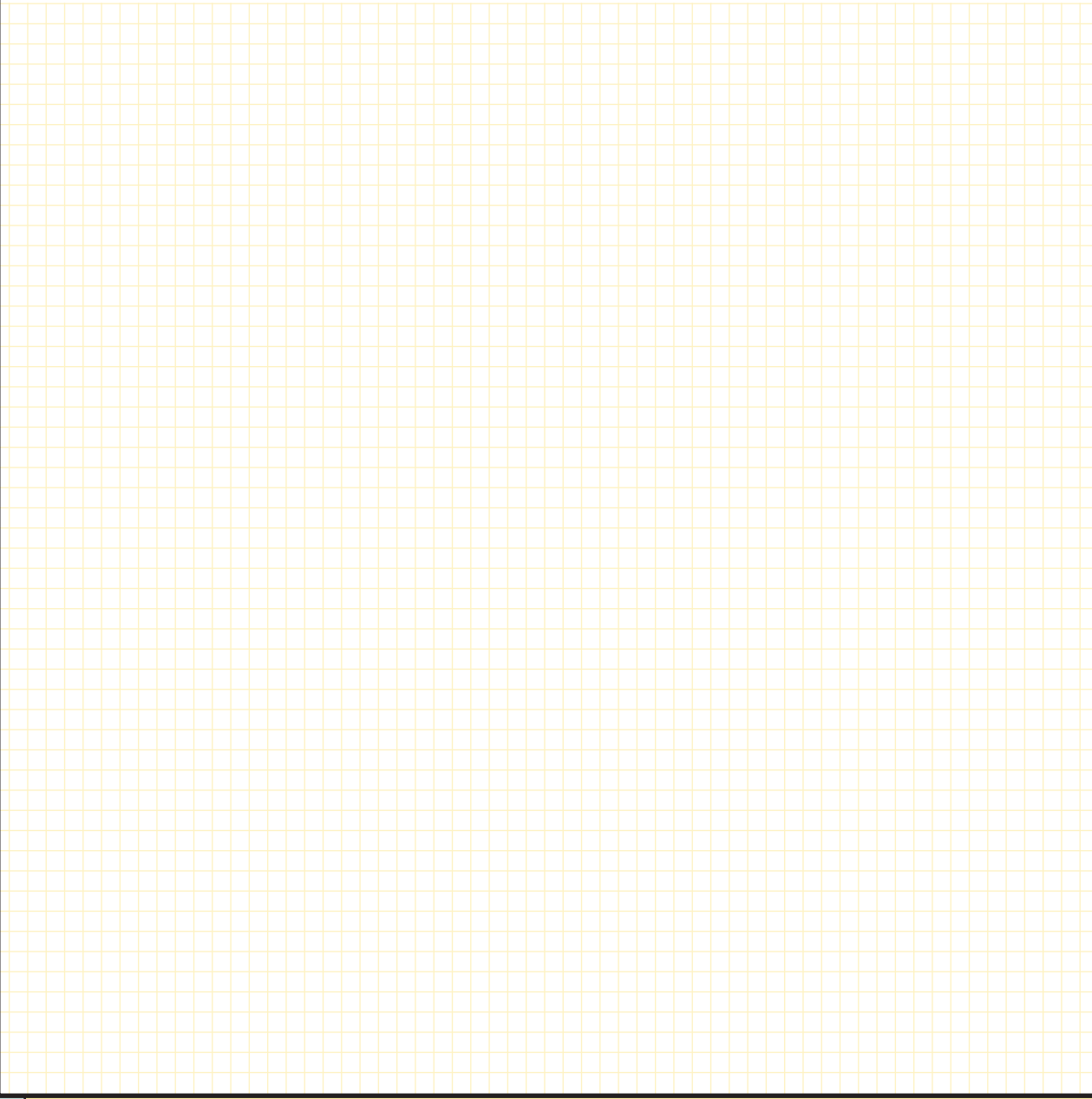
looks

_____ is _____.

APPENDIX

Grammar References

Example Passages



Grammar References

Unit 1

be verb (affirmative)

We use the verb *be* to show what something or someone is doing. You can use the verb *be* to make an affirmative statement.

Personal pronoun	Verb	Example
I	am	I am Jonas Clark.
He / She / It	is	He is my brother.
You / We / They	are	They are kind.

Unit 2

possessives

Possessives show who or what something or someone belongs to—who owns or has something. We use the possessive case to express possession.

To form a possessive noun, add *'s* (if the noun is singular) or just *'* (if the noun is plural).





Subject pronoun	Object pronoun	Possessive adjective
I	me	my
you	you	your
he	him	his
she	her	her
we	us	our
they	them	their

One (singular)	More than one (plural)
my	our
your	your
his / Jameson's	their / my friends'
her / Miss Khalifa's	
its / tomorrow's	

Unit 3

demonstrative pronouns

The demonstrative pronouns are *this*, *that*, *these*, and *those*. We use them to point out people, places, animals, or things without naming them.

Type	Example
One (singular)	This is my backpack. 
	That is my backpack. 
More than one (plural)	These are my pencils. 
	Those are my pencils. 

Unit 4

there is / are

Use the phrases *there is* and *there are* to show the location of objects in a room. Make sure the subject and verb agree.

Example

There is a whiteboard.

There is a pencil sharpener.

There is a trash can.

There are desks.

There are chairs.

There are bookcases.

Example Passages

Look at the example passages.

Unit 1

My Brother and I

Hi. I am Mary Wilson.

I am 11 years old.

I am tall.

This is Scott.

Scott is my brother.

He is 8 years old.

He is short.

Unit 2

My Friend and I

Hi, my name is Jenny.

My hair is blonde.

I am smart.

Flora is my friend.

Her hair is long.

She is kind.

Unit 3

See My School Things

Here are my school things.

This is my backpack.

It's yellow.

This is my notebook.

It's blue.

These are my pencils.

They're orange.

Those are my crayons.

They're red and yellow.

I use them all!

Unit 4

My Classroom

This is my classroom.

There's a blackboard.

There is a teacher's desk.

There are desks.

There are chairs.

There is a pencil sharpener.

I like my classroom.

Unit 5

Let's Eat Lunch!

It's time for lunch!

I like pizza and pasta.

I don't like salad.

This is Mark.

He likes pasta and pizza.

He doesn't like fish.

No fish for him, please.

Unit 6

Take Me to the Toy Store!

We are at the toy store.

I want a doll.

I don't want a board game,
toy bricks, and a model.

This is Jessica.

She wants a model plane.

She doesn't want a doll.

Unit 7

Let's Play!

Let's play at the playground!

Jessica, Sam, and I are on the
swings.

The slide is near the swings.

The swings are near the
merry-go-round.

The merry-go-round is in
the park.

I like the playground!

Unit 8

My Clothes

Hi, I'm Matthew.

My T-shirt is blue.

My sweater is brown and green.

This is my red hat.

These are my gray socks.

They are my colorful clothes!

MY SISTER AND I

WARM-UP

PREWRITING

DRAFTING

REVISING AND PROOFREADING

LET'S PRACTICE

A Circle the correct verbs and rewrite the sentences.

1. I (is / am) 10 years old.

2. She (is / am) my sister.

3. Jeremy (is / am) strong.

4. My teacher (am / is) tall.

5. My dad (am / is) 41 years old.

6. He (is / am) my cousin.

B Correct the underlined words and rewrite the sentences on the lines below.



1 my name is Sarah. I 2 is 8 years old. My sister is 13 years old. She 3 are tall. I am 4 Short.

FINAL DRAFT

Look at page 15 in the student book and complete the final draft.

A Draw a picture of your story.

B Write.



CHECKLIST

- Use CAPITAL letters at the beginning of a name and a sentence.
- Correct spelling mistakes.

TEACHER'S COMMENT

PROJECT A

TASK

Make a family collage.

STEP 1

Make a family collage and write about it.

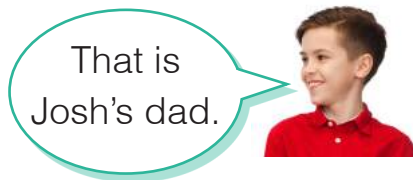
- Find photos or draw pictures.
- Write about them.

Who are they?

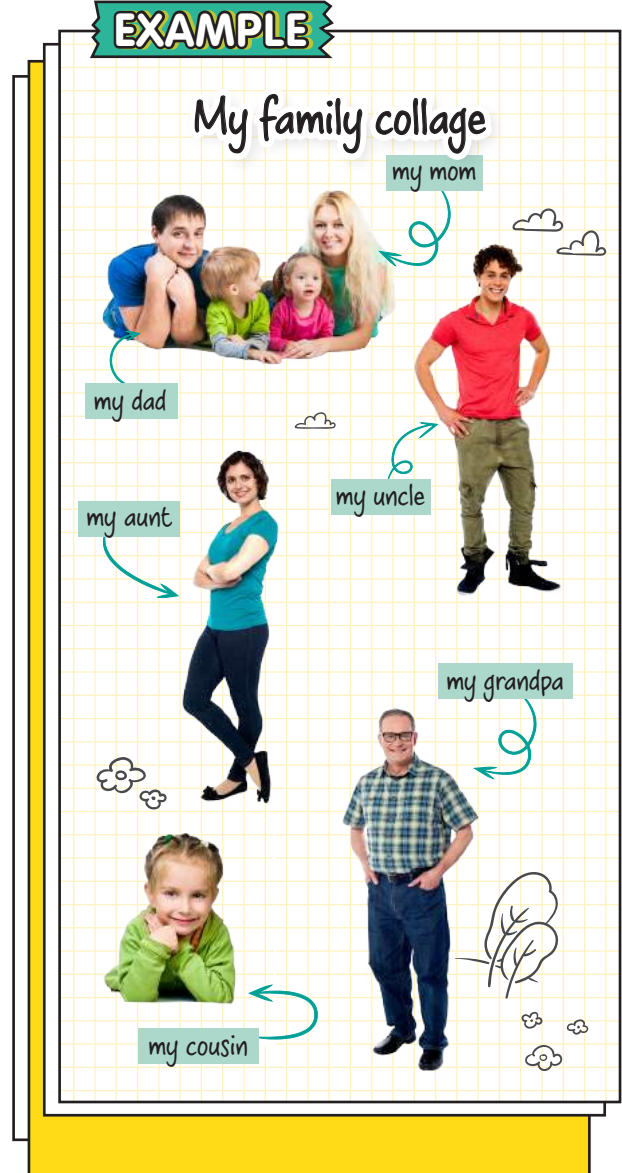
What do you do with them?

STEP 2

Show your collage to the class. Talk about it.



EXAMPLE



STEP 3

Look at all the collages. Talk about them.

EXAMPLE

This is my family. They are my mom and dad. This is my uncle.

He is funny. That is my aunt. Sometimes, I play with my cousin

and grandpa. I love them so much!

TASK

Create your own collage. Then write about it.

Draw here.



This is my family.

They are _____
family members

This _____
a family member

He/She _____
personality

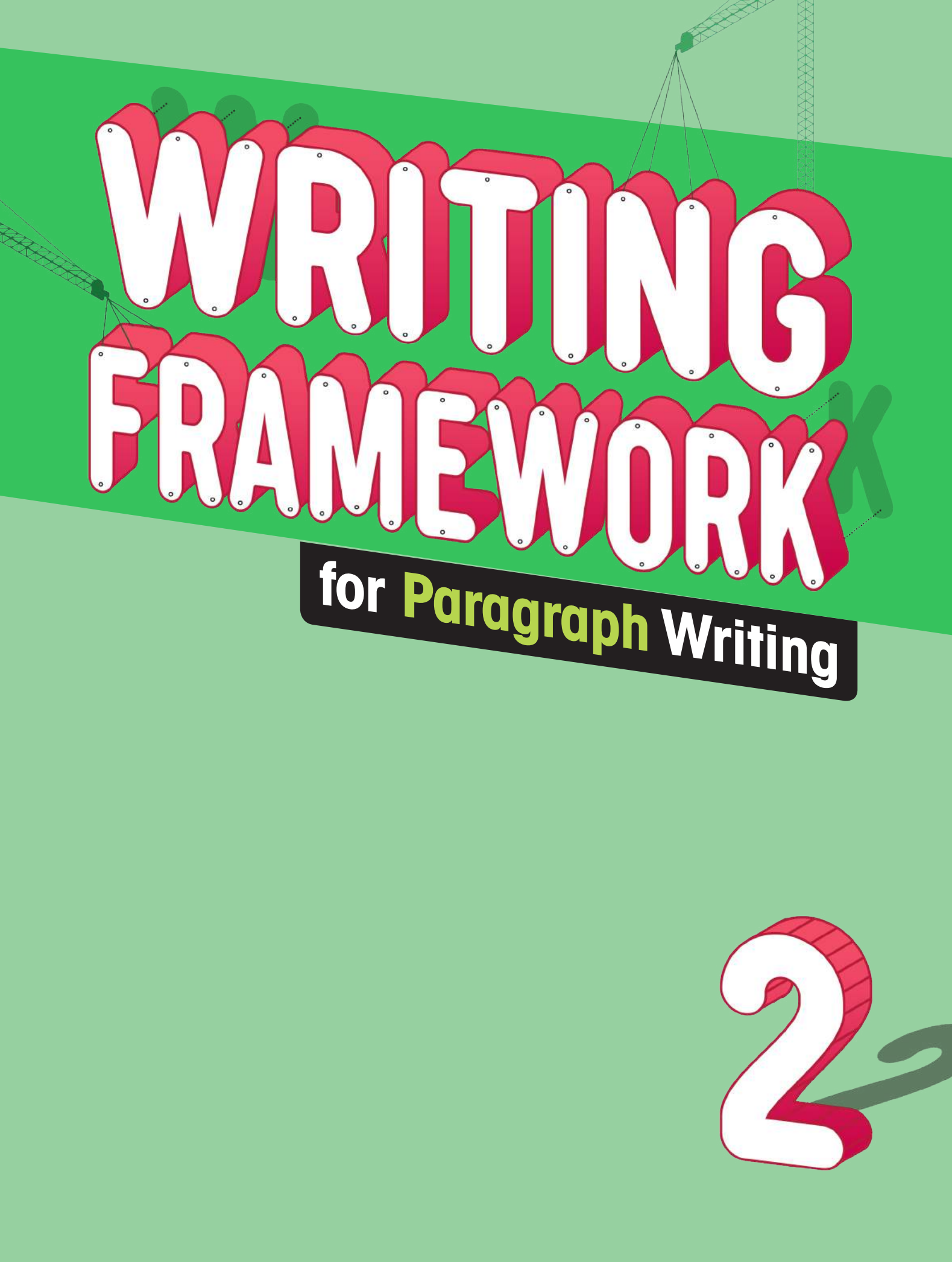
That is _____
a family member

Sometimes, I play with _____
family members

I love them so much!

EXTENSION

Show your collage to the class. Talk about it.



WRITING FRAMEWORK

for **Paragraph** Writing

2

STEP 3: DRAFTING

BRAINSTORM is an essential part of the writing process and is needed to promote well-thought-out and organized information.

FIRST DRAFT has students take all the learned skills of the unit and use them to produce authentic writings.

WORKBOOK

STEP 4: REVISING AND PROOFREADING

PROOFREADING asks students to use their complete grammar and writing knowledge to identify and correct errors in a known passage.

FINAL DRAFT allows students to reflect on their work and edit it to produce refined writing.

EXTENSION: PROJECT

PROJECT activities extend students' learning into a wider theme while introducing them to the essential 21st-century skills of critical thinking, collaboration, creativity, and communication.

Scope and Sequence

HOW TO USE Page 6

UNIT / PAGE		TOPIC	WRITING FORM	VOCABULARY
1 Page 8	My Favorite Subject	Favorites	Expository Writing	• School subjects
2 Page 16	My Favorite Animal		Expository Writing	• Animals • Animal behavior
3 Page 24	When I Was Really Sick	Experiences	Narrative Writing	• Illnesses and symptoms
4 Page 32	A Special Experience		Narrative Writing	• Events • Event activities
5 Page 40	My Favorite Athlete	Describing People	Expository Writing	• Sports
6 Page 48	The Nicest Classmate		Expository Writing	• Helpful actions
7 Page 56	A Place I Will Visit	Places	Expository Writing	• Landmarks • Travel activities
8 Page 64	My Favorite Place in Town		Expository Writing	• Places in town and descriptions

GRAMMAR	WRITING BASICS	PROJECT
• Comparatives: <i>-r, -er, -ier, and more</i>	Ordinals	Make a Poster about Your Class' Three Favorite Animals (WB)
• Superlatives: <i>-st, -est, -iest, and most</i>	Intensifiers	
• Simple past: <i>be / have</i>	Commas after time periods	Make a Diary Entry about the Happiest Day of Your Life (WB)
• Simple past: all verbs	Commas after transition words	
• Combining subjects	Capitalization of proper nouns	Make an Award for a Celebrity (WB)
• Adverbs of frequency	Commas after adverbs of frequency	
• Simple future	<i>So</i> in concluding sentences	Make a Poster Advertising Your Town / City (WB)
• <i>Want to / Would like to</i>	Serial commas	

Scope and Sequence

HOW TO USE Page 6

UNIT / PAGE		TOPIC	WRITING FORM	VOCABULARY
1 Page 8	Traveling around Town	Transportation and Traveling	Expository Writing	• Transportation
2 Page 16	My First Trip		Expository Writing	• Adjectives describing feelings • Traveling
3 Page 24	My Favorite Festival	Festivals and Holidays	Descriptive Writing	• Festivals
4 Page 32	Holiday Traditions		Descriptive Writing	• Holiday activities
5 Page 40	Things in My House	Home	Descriptive Writing	• Adverbs of location • Adjectives describing furniture
6 Page 48	Types of Houses		Descriptive Writing	• Houses and building materials
7 Page 56	Seasonal Sports	Sports	Classification Writing	• Sports • Sports equipment
8 Page 64	Swimming to Win or for Fun		Classification Writing	• Sports

GRAMMAR	WRITING BASICS	PROJECT
• Order of adjectives	Exclamation points	Talk about a New Type of Transportation for Your Town (WB)
• Impersonal pronoun <i>it</i>	Preposition <i>during</i>	
• Relative pronoun <i>which</i>	Capitalization	Make a Poster about Your Favorite Festival / Holiday (WB)
• Emphasizing time	<i>Such</i> clauses	
• <i>There is / There are</i>	Commas after <i>in</i> phrases	Make a Poster about Your Dream House (WB)
• <i>Made of / Made from</i>	Capitalization and commas for letters and emails	
• <i>Types of / Kinds of</i>	<i>Both</i> phrases	Talk about Your Favorite Sport (WB)
• Categorization phrases	Colons	

Scope and Sequence

HOW TO USE Page 6

UNIT / PAGE	TOPIC	WRITING FORM	VOCABULARY
1 Page 8	Markets & Marketplaces	Markets and Shopping	Expository Writing
2 Page 16	Shopping at Stores		Expository Writing
3 Page 24	Two Famous Cities	Cities & Countries	Comparative Writing
4 Page 32	Two Interesting Countries		Comparative Writing
5 Page 40	Playing a Game	Games & Recipes	Instruction Writing
6 Page 48	Cooking & Baking		Instruction Writing
7 Page 56	Problems at School	Everyday Problems	Problem-Solution Writing
8 Page 64	Unhealthy Habits		Cause-Effect Writing

GRAMMAR	WRITING BASICS	PROJECT
• <i>To</i> -infinitives	<i>What</i> exclamations	Describe Your Favorite Store (WB)
• <i>Wh</i> -question word + <i>to</i> -infinitives	<i>Since</i> clauses	
• Comparison connectors	Rounding numbers	Compare Your Town/ City to Another One (WB)
• Contrasting connectors	Possessives	
• Modal verbs	Commas after sequencing words	Write the Rules to a New Game (WB)
• Counters + uncountable nouns	Using <i>of</i> in a recipe	
• Gerund as a subject	Subject-verb agreement	Make a Message Board Posting for a Classmate (WB)
• <i>Make</i> phrases	Order of pronouns	

UNIT
01

GOAL Write about different modes of transportation.

TRAVELING AROUND TOWN

WARM-UP

PREWRITING

DRAFTING

REVISING AND PROOFREADING

WARM-UP



1. How do you go to school every day?
2. When you visit friends or family, how do you get there?

WRITING GUIDE



When you write about how you travel, you should write the **method of travel** and the **good points of using it**.

Answer the questions in complete sentences.

1. What is one way to travel somewhere close to your home?

One way _____

method of travel

2. What is one way to travel somewhere far from your home?

One way _____

method of travel

HINTS

airplane
land
bicycle
helicopter
train

WORDS TO KNOW

A Fill in the blanks with the words from the word box. Two words are not used. Change the verbs if necessary.


WORDS


ferry
scooter


monorail
trolley


subway
train


ride a bike
on foot


- 

The _____ in my city goes both underground and above ground.
- 

The _____ is a bit slow, but I enjoy riding on the water.
- 

I _____ to go to the mall because it is free to ride.
- 

A(n) _____ is a train that has a single rail above the ground.
- 

We ride our _____ all around town because we can ride it on any road.
- 

The _____ is faster than the bus because it has its own lane.

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

travel around

by bullet train

by bus

stuck in traffic

Main Idea: I am lucky to have at least three different ways to _____ my area.

Detail 1: I can travel _____ around my town. It comes often and goes everywhere.

Detail 2: I can also travel _____. It goes fast and gets to nearby cities in less than two hours.

Detail 3: I can also travel by trolley in my town. It never gets _____, so I take it to school every day.

READ

Read the story.



Traveling around Town

In my town, there are three ways to get around. The first way is by bus. A long, gray bus takes my family to the mall and the library. It is the easiest way to get there. The second way is by bullet train. A long, fast train takes my family to other small towns and big cities quicker than the bus. The third way is on foot. Two strong feet take me to many different places. It is the cheapest way to get around. I am lucky to have so many ways to get around!



UNDERSTAND

A Answer the questions in complete sentences.

1. What is the writer talking about?

The writer is talking about _____.

2. How does the writer go to the mall and the library?

The writer _____.

3. What is the cheapest way to get around?

The cheapest way _____.

B Rewrite the sentences from the paragraph on page 10.

Follow the directions.

1. Change **three** to **many**. Change **get around** to **travel**.
2. **Copy** the sentence.
3. Change **gray** to **blue**. Change **mall** to **bank**. Change **library** to **theater**.
4. Change **easiest** to **cheapest**.
5. Change **The second** to **Another**.
6. Change **long, fast** to **fast, gray**. Change **my family** to **me**. Change **small** to **beautiful**.
7. Change **third** to **last**. Change **on foot** to **by car**.
8. Change **Two strong feet take** to **Our small car takes**.
9. Change **cheapest** to **most comfortable**.
10. **Copy** the sentence.

TITLE

Traveling around Town

1. INTRODUCTION

¹ In my town, there are _____ ways to _____.

2. BODY

² _____ ³ A long, _____ bus takes my family to the _____ and the _____. ⁴ It is the _____ way to get there. ⁵ _____ way is by bullet train. ⁶ A _____ train takes _____ to other _____ towns and big cities quicker than the bus. ⁷ The _____ way is _____ . ⁸ _____ me to many different places. ⁹ It is the _____ way to get around.

3. CONCLUSION

¹⁰ _____

LANGUAGE SKILLS

A ORDER OF ADJECTIVES Rewrite the sentences using the given adjectives.

Follow the order of adjectives when using two or more adjectives in one sentence. The order is determiner (*many, two...*), opinion (*good, pretty...*), size (*big, small...*), age (*new, old...*), and color (*gray, red...*).

1. I can travel around the world on a ship. [cool / large]

I can travel around the world on a cool, large ship.

2. I always buy some candies when traveling on the train. [red / big]

3. The bus takes me to the library. [brown / old / small]

4. We rode our bikes last Sunday. [black / new / two]

5. I like to take the subway and ride around town. [shiny / green / long]

B EXCLAMATION POINTS Rewrite the sentences using the correct punctuation.

An exclamation point (!) is used instead of a period (.) when you want to share a strong feeling. This often includes when you are very angry, excited, or afraid.

1. I'm excited to sleep on the train [(!) / . / ?]

I'm excited to sleep on the train!

2. How do you get to school in the morning [! / . / ?]

3. The bus went really fast and almost crashed [! / . / ?]

4. Ryan went to the shopping mall on foot [! / . / ?]

5. I was so angry that my train was delayed by two hours [! / . / ?]



Go to the appendix for more on language skills.

C Rewrite the sentences using the adjectives from the box. End the sentences with exclamation points.

dirty	many	yellow	huge	red
-------	------	-------------------	------	-----



A big helicopter is flying over the city.

A big, yellow helicopter is flying over the city!



This white plane takes me to my hometown.



I don't like riding this old car when visiting Grandma.



People love riding the tall buses in London.



Look at the colorful bikes parked in the bicycle rack.

D Find the two incorrect sentences and rewrite them. Add exclamation points to them as well.

Visiting Grandma

I love visiting my sweet grandma! I have lots of ways to get to her house. I can ride my new, nice bicycle. I can walk there too, as long as I wear comfortable shoes. I don't like walking at night because it's scary. Also, if it is cold or rainy, I can take the blue, big bus. Hmm, will it rain tomorrow when I go? No matter how I get there, visiting Grandma is always a really fun adventure.

1. _____

2. _____

BRAINSTORM

A Now write an outline of your paragraph.

INTRODUCTION	<i>How many ways are there to travel around your town or city?</i>	
Three ways to get around		
BODY	<i>What are the ways to get around your town or city? How do you travel from one place to another?</i>	
<ul style="list-style-type: none"> • A long, gray bus <ul style="list-style-type: none"> - takes my family to the mall and library - the easiest way to get there 	<ul style="list-style-type: none"> • A long, fast train <ul style="list-style-type: none"> - takes my family to small towns and big cities - quicker than a bus 	<ul style="list-style-type: none"> • Foot <ul style="list-style-type: none"> - two strong feet take me to many different places - the cheapest way to get around
CONCLUSION	<i>How do you feel about the methods of travel in your town or city?</i>	
I am lucky to have so many ways to get around!		

INTRODUCTION	<i>How many ways are there to travel around your town or city?</i>	
BODY	<i>What are the ways to get around your town or city? How do you travel from one place to another?</i>	
CONCLUSION	<i>How do you feel about the methods of travel in your town or city?</i>	

MORE WORDS

Vehicle: school bus, skateboard, streetcar, taxi, truck

Adjective: bright, busy, cozy, crowded, empty, fancy, noisy, tiny

FIRST DRAFT

A Now write your own paragraph about the different ways you travel in your town.

TITLE _____

INTRODUCTION

In my town, there are _____ ways to

_____.

BODY

The first way _____.

_____.

_____.

The second way _____.

_____.

_____.

The third way _____.

_____.

_____.

CONCLUSION

I am _____

WRITING SKILLS

- The most important thing when you write is paragraph organization.
- One way to organize a paragraph is to **list** information.
- Write an idea and then write multiple details about this point.
- List at least three or four things about the main idea.

CHECKLIST

- Use adjectives before nouns in the correct order.
- Use exclamation points to show strong feelings.
- Organize paragraphs by lists with details.

APPENDIX

Grammar References

Example Passages

A large grid of graph paper, consisting of a 30x30 grid of small squares, intended for writing or drawing. The grid is white with light green lines and is positioned in the lower two-thirds of the page.

Grammar References

Unit 1

order of adjectives

Adjectives often go in front of the noun that they describe. When you use two or more adjectives to modify one noun, you need to follow the order of adjectives. Commas go in between the 2nd-5th type of adjectives (not determiners).

Order of adjectives	
1st — determiner	a, an, many, some, this, my, your, both, one, two, three, etc.
2nd — opinion / observation	good, bad, beautiful, pretty, nice, ugly, boring, awful, dirty, etc.
3rd — size	tiny, small, little, big, large, huge, enormous, long, tall, etc.
4th — age	young, youthful, new, four-year-old, teenage, junior, grown-up, etc.
5th — color	gray, pink, purple, yellow, red, blue, green, orange, gold, etc.

There are two cool, long, blue buses in town.

The small, old, black car takes me to school every morning.

I ride the large, white ferry every day.

Unit 2

impersonal pronoun *it*

Use the impersonal pronoun *it* when the subject of your sentence is an infinitive (verb preceded by *to*) or there is no subject. If an infinitive is the subject, use *it* as a new subject and put the infinitive at the end of the phrase.

Impersonal pronoun <i>it</i>	
Infinitive subject	<p>To see the sky view was exciting. → It was exciting to see the sky view.</p> <p>To stay one night on the train was memorable. → It was memorable to stay one night on the train.</p>
No subject sentence	<p>It rained on Saturday.</p>

Unit 3

relative pronoun *which*

If there is a thing or person that is the same in two sentences, we can combine the two sentences using a relative clause. Delete the second noun and use a relative pronoun to add more information. The pronoun *which* is used for animals and things (never humans).

Which can be used as a defining relative clause or a non-defining relative clause. The information in the defining relative clause is essential so you can't delete the clause. The information in the non-defining relative clause is optional so you can delete the clause. Add a comma before *which* in a non-defining clause.

Defining (without comma)	Non-defining (with comma)
Last summer, I went to a festival which was a jazz music festival.	Last summer, I went to a festival, which was a jazz music festival.
→ The writer could go to several festivals last summer, and one of them was a jazz music festival.	→ The writer went to only one festival last summer, and that festival was a jazz music festival.

Unit 4

emphasizing time

When talking about special events, we use time phrases to indicate when it happened or will happen. If the sentences use the *be* verb as the main verb, change the order of subject phrases and time phrases to emphasize the time.

Emphasizing time

New Year's Eve was yesterday and New Year's day is today!

→ **Yesterday** was New Year's Eve and **today** is New Year's day!

April Fool's Day was last week, the most fun holiday in the country.

→ **Last week** was April Fool's Day, the most fun holiday in the country.

Thanksgiving is next week, and I will go to my grandmother's house.

→ **Next week** is Thanksgiving, and I will go to my grandmother's house.

PROOFREADING

A Proofread the following passage. Find 5 mistakes in the passage.

Traveling around Town

In my town, there are three ways to get around. The first way is by bus. A long, gray bus takes my family to the mall and the library. It is easiest way to get there. The second way is bye bullet train. A long, fast train takes my family to other small towns and big cities quicker than the bus. The third way is on foot. Strong two feet take me to many different places. It is the cheapest way to get around I am lucky to have so many ways get around!

Errors to Be Found

- Add a period
- Change the order of words
- Delete a letter
- Insert a missing word

Proofreading Marks

Symbol	Explanation of the Symbol
≡	Capitalize a lowercase letter
/	Use a lowercase letter
Λ or V	Insert a missing word or letter
kat	Correct a spelling error
e	Delete a word, letter, or a period
∩	Change the order of letters or words
⊙	Add a period
↗	Add a comma
↘	Add an apostrophe

B Now look at page 15 in the student book and proofread your first draft. Use the checklist below.

SELF (OR PEER) REVIEW CHECKLIST

Content	Grammar / Style
<p>Your text contains...</p> <ul style="list-style-type: none"> <input type="checkbox"/> a clear topic sentence. <input type="checkbox"/> details about the topic. <input type="checkbox"/> a clear conclusion. 	<p>You checked...</p> <ul style="list-style-type: none"> <input type="checkbox"/> capitalization / lowercase. <input type="checkbox"/> spelling. <input type="checkbox"/> punctuation. <input type="checkbox"/> grammar.

Example Passages

Look at the example passages.

Unit 1

Getting around My Town

In my town, there are three ways for me to get around. The first way is to take a bus. I take it sometimes. It only goes to the big city near my town. And, it doesn't come very often. The second way I travel around my town is the River Line. It is a small train that travels on the streets. It goes faster than a car, so I can get to many places quickly with this train. The third way I can travel around town is by car. Cars are very convenient for traveling around. I can go somewhere easily and quickly if I have a car. I am lucky that I have so many ways to travel around!

Unit 2

My First Plane Trip

My first trip on a plane was two years ago. I traveled with my family to Mexico City. I felt excited because it was my first time being so high in the sky! But I was a bit afraid, too. I met another kid on the plane. It was his first time flying too. We talked for hours. I also played a video game with my sister. During the flight, I slept and watched a lot of movies, too. We traveled a long way because my grandmother was sick, and we wanted to see her. I enjoyed traveling on a plane for the first time. It was a great experience!

Unit 3

My Favorite Festival

The Mummers Parade is my favorite festival. It happens every year in Philadelphia on New Year's Day. First, people dress up in big fancy costumes. These people are called Mummers. The costumes are all different colors. It looks like the Carnival of Venice. This is fun because everyone wears bright costumes. Then, there is a giant parade. Groups of many different nationalities come together to put on a show. I like this because you hear modern songs on traditional instruments. Next, there is a competition. A winner is selected from each group and wins prize money. The whole day is very fun. I can't wait to see next year's Mummers Parade!

Unit 4

My Favorite Family Tradition on Independence Day

Dear Diary,

Last week was Independence Day. It is held every year on July 4th. It is a very fun holiday. There are parties on this day. This is one of my favorite traditions. The best part is when we light fireworks in our backyard. The fireworks are so beautiful to watch. Some are very big and loud, and others are small and quiet. My neighbors light fireworks too, and it looks like a fireworks show. Then, we have a big party with my whole family. All of my cousins, aunts, and uncles come over to my house. We play for hours while my dad cooks hamburgers and hotdogs. Also, we sometimes play a game with our parents. It is kids against adults. It is so much fun. I really love the party we have on Independence Day!

Unit 5

My Bedroom Is Nice

I live in a new house, and I have a big bedroom. It has a big wooden bed. There is a desk by the window, which is also made of wood. My metal lamp stands on my desk. My bed is next to my desk and sits under the giant window. On the right, I can see my big white dresser. It's made of plastic. In my dresser, there are lots of clothes! It is very heavy. My bedroom door is across from the window. It is made of wood and makes a loud sound when it closes. The best thing about my room is that it is very big. There is a lot of space in the middle. I like to turn on music and dance to it. When I am tired, I can jump into my soft bed and sleep. Isn't my bedroom cool? Come and visit some day!

Unit 6

My Cool Brick Home

Dear Sam,
I hope you are doing well. Let me tell you about my new house. My house is in a really old building. The building is made of pretty red bricks. It reminds me of a mansion. Many other families live in the building, and they are all really friendly. I play with the children in the huge grass field in the yard. The building that is next to us is a tall, metal apartment building. It looks really cool. But I'm happy with our house. It's bigger than my old house, and I even have my own bathroom! I feel very lucky. Right now, my mom and my grandma are cooking dinner. It smells like pasta, which is my favorite! I have to go and eat dinner now. I hope you can visit me soon. We can play soccer in the yard.
Your friend,
Kayla

Unit 7

Two Kinds of Sports

People love playing volleyball in summer. There are two kinds of volleyball: team volleyball and beach volleyball. Both are Olympic sports. All that people need to play is a ball, a net, and some friends. They don't need special equipment to protect the body. Team volleyball is played indoors. There are six players on each team. Because it is played indoors, team volleyball can be played all year round. Beach volleyball is played outside, on the beach! It only needs two players on each team. People love to play this sport when they go to the beach on vacation. It is very popular in the summer. I'm crazy about volleyball and can't wait to play with my friends next week!

Unit 8

Team Sports and Individual Sports

Sports can be classified into two categories: team sports and individual sports. The first type of sport is team sports. You need to play with several other teammates. Everyone wears the same uniform and plays together. Everyone plays a different position. The second type of sport is individual sports. You need to play alone. You can also wear any clothing you want. But there are some similarities between both of them. Both of these sports need athletes who are very skilled. They may also need special equipment to play. These sports also both have rules that everyone must follow. So, there are differences and similarities between team sports and individual sports.

PROJECT A

TASK

Write about your town's new way of traveling.

STEP 1

Think about the ways of travel you have used.



STEP 2

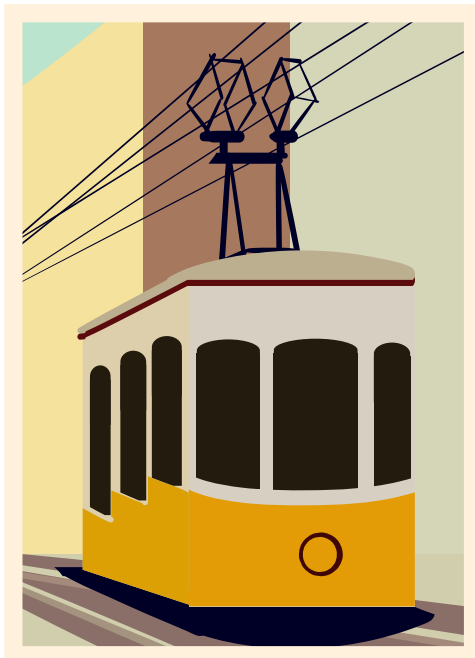
Ask your classmates about interesting ways of travel they have seen. Ask them to describe them.

Type	Feature

STEP 3

Write about new transportation you would like to see in your town and show the class. Talk about it.

EXAMPLE



I want our town to get a trolley. The trolley is the coolest vehicle in the world. When I traveled around Lisbon, Portugal, I rode an old trolley throughout the city. It was my first time to ride on one, and it was really exciting. Because there is a special lane for trolleys, there was no traffic jam. And, I loved the color of it. My favorite color is yellow, and the trolley I rode on was yellow, too! Also, it went down narrow paths and uphill very easily. I want a yellow trolley in my town!

TASK

Now draw the new method of transportation you would like in your town and write about it.



Draw here.



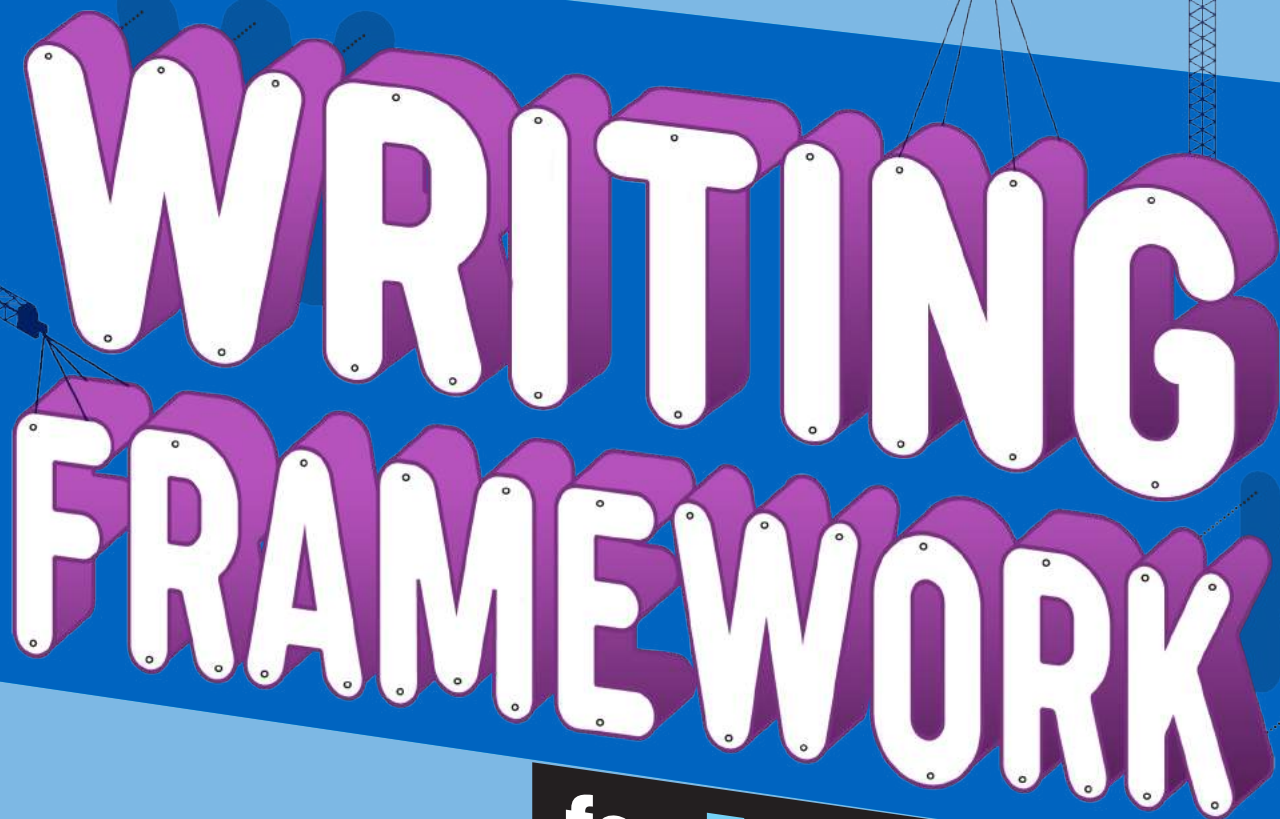
I want our town to get a _____ . _____ is the coolest vehicle in the world. When _____ . It _____ . Because _____ . And, I loved _____ . My favorite _____ . Also, _____ . I hope there is _____ in _____ !

MORE WORDS

awesome, booster, electric, flying car, great, hovercraft, huge, machine, shiny, spacecraft, speedy

EXTENSION

Show your drawing and description to the class. Talk about them.

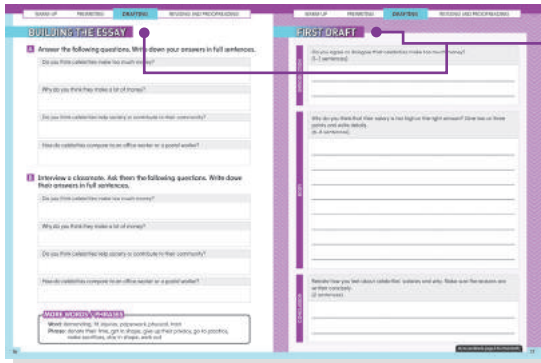


WRITING FRAMEWORK

for **Essay** Writing

3

STEP 3: DRAFTING



BUILDING THE ESSAY is an essential part of the writing process and is needed to promote well-thought-out and organized information. It also features a collaborative task by asking students to talk out their essay.

FIRST DRAFT has students take all the learned skills of the unit and use them to produce authentic writings.

WORKBOOK

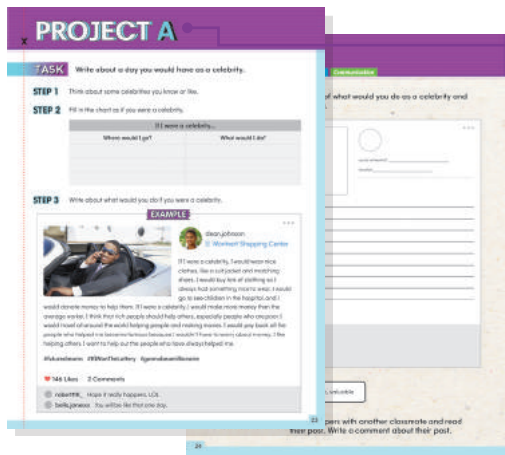
STEP 4: REVISING AND PROOFREADING



PROOFREADING asks students to use their complete grammar and writing knowledge to identify and correct errors in a passage.

FINAL DRAFT allows students to reflect on their work and edit it to produce refined writing.

EXTENSION: PROJECT



PROJECT activities extend students' learning into a wider theme while introducing them to the essential 21st-century skills of critical thinking, collaboration, creativity, and communication.

Scope and Sequence

HOW TO USE Page 6

UNIT / PAGE		TOPIC	WRITING FORM	VOCABULARY
1 Page 8	A Fight with My Friend	Experiences	Narrative Writing	• Friendship and fights
2 Page 18	The Best Gift Ever		Narrative Writing	• Feelings • Gifts
3 Page 28	My Favorite Restaurant	Food	Descriptive Writing	• Restaurants and food
4 Page 38	My Country's Traditional Food		Descriptive Writing	• Food features
5 Page 48	My Favorite Game	Games	Expository Writing	• Game description and playing
6 Page 58	How to Play a Video Game		Expository Writing	• Game rules and features
7 Page 68	A Complaint Letter	Writing Letters	Letter Writing	• Complaints
8 Page 78	A Thank You Letter		Letter Writing	• School-life feelings

GRAMMAR	WRITING BASICS	PROJECT
• Direct / indirect objects	Adjectives with <i>something</i>	Write a Social Media Post about a Fight with a Friend (WB)
• Dependent clauses using <i>when</i>	Commas with dependent clauses	
• Relative pronoun <i>that</i>	Extreme adjectives	Write a Blog Post about a Dish You Recently Enjoyed (WB)
• Simple passive	Names in quotes	
• Embedded questions	Italicizing titles	Write a Video Script Introducing a Game (WB)
• <i>If / when</i> clauses	Regular / ordinal numbers	
• Present perfect	Complaint letter expressions	Write a Thank You Letter to Someone Who Helped You Recently (WB)
• Adjectives ending in <i>-ed, -ing</i>	Thank you letter expressions	

Scope and Sequence

HOW TO USE Page 6

UNIT / PAGE	TOPIC	WRITING FORM	VOCABULARY	
1 Page 8	A Movie Review	Movies	Descriptive Writing	• Movie elements
2 Page 18	The Best Movie		Descriptive Writing	• Movie features • Movie genres
3 Page 28	A Very Special Book	Books	Descriptive Writing	• Book elements
4 Page 38	My Favorite & Least Favorite Characters		Comparative Writing	• Character traits
5 Page 48	A Good Friend	Friends	Descriptive Writing	• Personality traits
6 Page 58	Friends as Family		Argumentative Writing	• Activities with friends and family
7 Page 68	Volunteer Work around Town	Helping Others	Narrative Writing	• Volunteer work
8 Page 78	Getting Others to Recycle		Persuasive Writing	• Recycling

GRAMMAR	WRITING BASICS	PROJECT
• Relative pronoun <i>who</i>	Commas with appositives	Write a Review on a Website about a Movie You Didn't Like (WB)
• Indefinite pronouns	<i>A few / few</i>	
• Using a simile	Linking words	Write a Social Media Post about a Favorite Book (WB)
• Subordinating conjunctions	Contrast phrases	
• Modal <i>should</i>	Commas after sentence-starting expressions	Write a Blog Post about a Special Memory with Your Best Friend (WB)
• Verbs with gerund (<i>-ing</i>)	Comparative connectors	
• Correlative conjunctions	Order transitions	Write a Social Media Post about a Time When You Volunteered (WB)
• Gerunds after prepositions	Advice / suggestion phrases	

Scope and Sequence

HOW TO USE Page 6

UNIT / PAGE	TOPIC	WRITING FORM	VOCABULARY	
1 Page 8	Do Celebrities Make Too Much Money?	Money	Persuasive Writing	<ul style="list-style-type: none"> • Celebrities • Athlete activities
2 Page 18	If I Won the Lottery...		Narrative Writing	<ul style="list-style-type: none"> • Lottery • Shopping
3 Page 28	Should We Wear Uniforms?	School and Learning	Persuasive Writing	<ul style="list-style-type: none"> • Uniform • School life
4 Page 38	Are E-books or Paper Books Better?		Comparative Writing	<ul style="list-style-type: none"> • Book features • Device features
5 Page 48	A Healthy Body Image	Physical and Mental Health	Problem-solution Writing	<ul style="list-style-type: none"> • Body and health
6 Page 58	What Causes Student Burnout?		Cause-effect Writing	<ul style="list-style-type: none"> • Schooling and studying
7 Page 68	Should Students Have Cell Phones?	Technology	Argumentative Writing	<ul style="list-style-type: none"> • Cell phone activities
8 Page 78	How Has Technology Changed Us?		Classification Writing	<ul style="list-style-type: none"> • Technology

GRAMMAR	WRITING BASICS	PROJECT
• Intensifiers with comparatives	Agreement and disagreement phrases	Write a Social Media Post about a Day as a Celebrity (WB)
• Second conditional	Open / closed compound words	
• Modals of persuasion	Hyphenated compound words	Write about an Issue at School on a School Website (WB)
• Expressing preference	<i>Do</i> for emphasis	
• Reflexive pronouns	Quotation marks	Write a Social Media Post about a Person You Admire (WB)
• <i>Too</i> + adjective + <i>to</i> -infinitive	<i>The more / the less</i>	
• Position of adverbs	Addition phrases	Write a Blog Entry about the Best Technology (WB)
• Present perfect passive	Abbreviations	

DO CELEBRITIES MAKE TOO MUCH MONEY?

WARM-UP

PREWRITING

DRAFTING

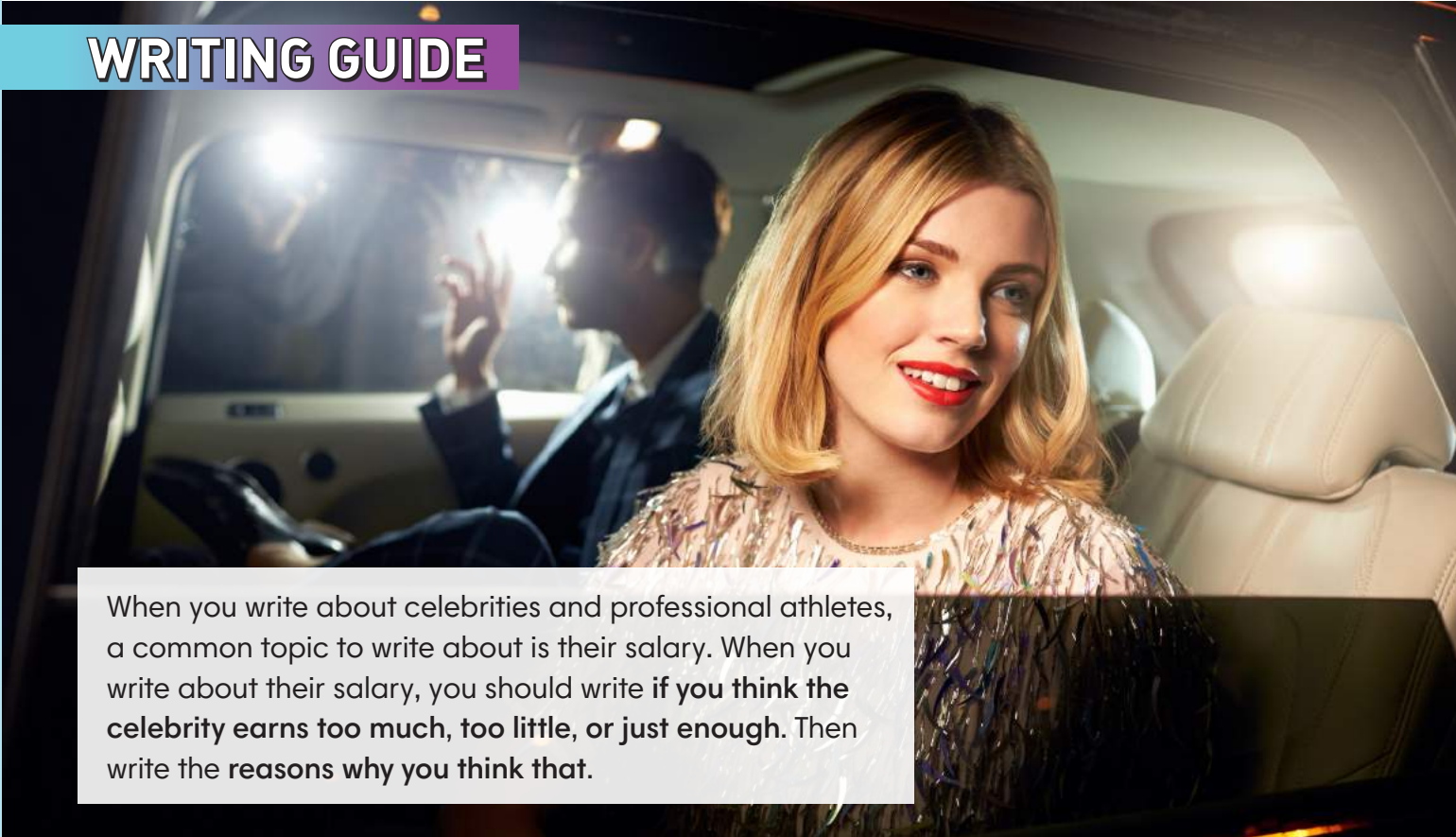
REVISING AND PROOFREADING

WARM-UP



1. Do you know any professional athletes?
2. What do you think about celebrities?

WRITING GUIDE



When you write about celebrities and professional athletes, a common topic to write about is their salary. When you write about their salary, you should write **if you think the celebrity earns too much, too little, or just enough**. Then write the reasons why you think that.

Answer the following questions.

1. Is being an athlete different than other jobs? How?

2. What things do celebrities do other than act, perform, or play sports?

3. Do you think all celebrities make a lot of money?

WORDS TO KNOW

A Circle the answer that is closest in meaning to the word in bold.

- Top actors can make a **fortune** from filming movies.
 - a lot of money
 - very little money
 - a discovery
- Professional athletes are often **well paid**, making more money than doctors.
 - better than before
 - poor
 - getting big salaries
- Most athletes must **retire** early due to health issues or injuries.
 - get a bonus
 - quit
 - join again
- Celebrities have no **privacy** because everyone knows who they are.
 - a state of not being bothered
 - popular
 - the condition of being friendly
- That company is the **sponsor** of the professional soccer team, the Hawks.
 - someone who chooses players
 - someone who gives money to the team
 - a star player

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

regular workers	millions of dollars	much longer	hire them
help out	much harder	even higher	making money

Professional Athletes Make Too Much Money

I agree with the idea that professional athletes make too much money. They often make ^{1.} _____ a year. Their salary is ^{2.} _____ than what any regular worker makes. I think athletes spend all of their time working out, going to practice, or playing in a game. This time could be spent helping others or ^{3.} _____ their local community. Although a professional athlete's career may be very short, it is better than that of other people's. After they stop playing, people still want to ^{4.} _____ to speak or be a product model because they were famous. ^{5.} _____ have a harder time ^{6.} _____ than professional athletes. They have to work ^{7.} _____ for less pay. Not only do they work longer, but regular workers must work ^{8.} _____, often damaging their health while working.

READ

Read the passage.



Professional Athletes Make the Right Amount of Money

It is often said that professional athletes make too much money. I do agree that they make a lot of money. However, I disagree that they make too much money.

First, professional athletes have a very short career length. The average career length of a professional athlete is only three years, or sometimes 10 years if they are lucky. After that, they must retire. This is why over 60 percent of athletes go bankrupt within five years of retirement. However, the average career length of an office worker is about 30 years. This is much longer than any athlete's career.

Playing sports is also very dangerous. An athlete may get hurt during any game they play. The risk is even higher for top-level athletes. And if an athlete is badly injured, they might have to retire early. Yet a regular office worker or store clerk can and often do work while injured. They can also go back to work after an injury. This is not always true for athletes.

Lastly, athletes do more than just play sports. They give speeches, do volunteer work in local communities, and more. And when they are not working, since they are celebrities, they usually take pictures and sign autographs for fans. Celebrities work 24/7 and also give up their privacy. But a regular worker doesn't deal with this kind of attention.

I agree that professional athletes make a lot of money. But their job is often dangerous, their career is short, and they do more than just play sports. So, overall, I disagree that professional athletes make too much money.

ANALYZE

A Answer the questions in complete sentences.

1. Does the writer think professional athletes earn too much money?

2. Are professional athletes' careers longer or shorter than office workers?

3. What happens when an athlete gets seriously injured?

4. What things do professional athletes do other than compete?

B Fill in the blanks with details from the essay on page 10.

1. INTRODUCTION

- It is often said _____

- However, I disagree that _____

2. BODY / DETAILS

Why you think that way: (Reason 1)

- Professional athletes _____

- Their career length _____

- An office worker's career length _____

Why you think that way: (Reason 2)

- Playing sports _____

- If badly injured, _____

- A regular office worker can _____

Why you think that way: (Reason 3)

- Athletes do _____

- They also _____

- Normal workers don't _____

3. CONCLUSION

- I agree that _____

- But overall, _____

LANGUAGE SKILLS

A INTENSIFIERS WITH COMPARATIVES Circle the correct intensifiers. Rewrite the sentences using the correct intensifiers.

We can use intensifiers with comparatives to increase the degree of comparison between two objects. Intensifiers include *much* and *a little* (uncountable), and *far*, *few*, *a lot*, *many*, and *a bit* (countable / uncountable). They can be matched with words like *more*, *less*, and other comparatives.

- A-list actors like Matt Wilson make a [far / some] better salary than others.
 A-list actors like Matt Wilson make a far better salary than others.
- Athletes and many top celebrities are [pretty / a lot] fitter than regular people.

- I think pro athletes get paid [quite a lot / many] more than regular workers.

- I feel that regular workers do [quite a bit / pretty] more work than athletes.

- Actors are [much / many] more likely to be rich than regular people.

B AGREEMENT AND DISAGREEMENT Rewrite the sentences using the opinion given in parentheses.

When you want to show your opinion, we often use certain phrases of agreement, like *I agree (that)...*, *It is reasonable to think (that)...*, and phrases of disagreement, like *I disagree (that)...*, *While it is true that...*, *...*, and *...may...but / however...*. To say the opposite opinion, you can also use the negative of these phrases.

- Supermodels deserve the fame and fortune they get from modeling. (disagree)
 I disagree that supermodels deserve the fame and fortune they get from modeling.
- Professional athletes make a lot of money. (agree)

- Regular office workers have a longer career than film stars. (disagree)

- Many sports stars waste their fortunes on silly things. (agree)



Go to the appendix for more on language skills.

C Rewrite the sentences to add intensifiers and have the opposite opinion.

1. While it is true that celebrities have less privacy than us, it is part of their job.
I agree that celebrities have much less privacy than us.
2. I disagree that it is unfair for sports stars to get more money than amateur players.

3. I disagree that celebrities work harder than a mailman or a factory worker.

4. Office workers may have more important jobs, but actors are more important globally.

5. It is reasonable to think that since pro athletes are celebrities, they get more attention.

D Find the three incorrect sentences and rewrite them.

Actors' Big Checks Are Deserved

People often say some world-famous actors get paid too much. However, I agree that they make too much money.

I think the reason why they earn a lot is because actors not only act in films, but they entertain people as well. Their movies are large-scale, multi-million-dollar movies that the entire world runs to see. These actors deserve a high salary because they influence the whole world. They get people more much excited than a local celebrity. Moreover, when there is a special movie event, many industries like tourism grow because of the event.

I agree that successful actors earn a lot of money. But they affect whole societies and economies. Since their influence is a lot big than an unknown TV star, I think they deserve it.

1. _____
2. _____
3. _____

ESSAY FRAMEWORK

What Is an Essay? What Makes a Good Essay?

When we write an essay, whether it is three paragraphs or five, we must always have three parts: an introduction, a body, and a conclusion. Each part has an important role in an essay.

The first part is the **introduction**. This is the focus of the essay. The topic sentence or thesis must give a clear reason for the essay and the path you will take to show this. The next part is the **body**. Here you will give several points and details about your main idea. And lastly, you will end the essay with a **conclusion**. You may summarize the points outlined and/or you may just give a final thought about the main idea. But either way, you will show the readers that the essay is finished.

But not every essay that has these three parts is good. There are five important factors we must also keep in mind when writing an essay: **purpose**, **audience**, **clarity**, **unity**, and **coherence**. When you have remembered all five factors and have the three main parts, your essay will be much better.

Aspects of a Good Essay	What Is It?	How to Achieve This?
Purpose	<ul style="list-style-type: none"> Reason for essay 	<ul style="list-style-type: none"> Have a purpose statement or thesis Have a topic sentence Have a hook
	e.g.) Topic: <i>Are celebrities paid too much?</i> Purpose statement: The purpose of this essay is to discuss whether celebrities make too much money.	
Audience	<ul style="list-style-type: none"> Point of view Formal or informal writing 	<ul style="list-style-type: none"> Use proper pronouns based on the essay type Formal essays = Third person Informal essays = First & second person (I, me, you)
	e.g.) First: <i>I think athletes make way too much money.</i> Second: <i>If you have time, you should go see the movie!</i> Third: <i>Athletes deserve the money they get.</i>	
Clarity	<ul style="list-style-type: none"> Detailed and clear descriptions Clear references 	<ul style="list-style-type: none"> Use clear and concise descriptions (avoid unnecessary intensifiers)
	e.g.) <i>The director won an award.</i> (less detailed) <i>Janet Harlough, a talented movie director, won the award for best director.</i> (detailed)	
Unity	<ul style="list-style-type: none"> Sentences and points relate to topic / main idea 	<ul style="list-style-type: none"> Each point in the body refers to the main idea Conclusion summarizes the points or events and refers back to the topic
	e.g.) <i>Pumpkin pie is a traditional dish in my country.</i> <i>We bake the pie for holidays. It is made with pumpkins, sugar, and other spices.</i>	
Coherence	<ul style="list-style-type: none"> Flow and organization of an essay 	<ul style="list-style-type: none"> Use logical order Write in order of sequence or importance Repeat key words Use transitional words and phrases
	e.g.) First, <i>I think uniforms save families a lot of money.</i> Second, <i>uniforms are a great way to create equality.</i>	

A Read the following essay and answer the questions.

Celebrities Don't Deserve Big Salaries

I disagree that celebrities deserve the big salaries they get. This is because they don't improve people's lives, they behave badly, and usually waste their money.

First, acting in a movie or playing sports entertains people, but it does not make their lives better. While a celebrity might make someone happy for a few minutes, they do not cure them of illness or solve their problems. People get sick very often. They do not change people's lives for the better like a doctor or nurse. Once the film or game is over, everyone goes back to their lives.

Second, some celebrities do not behave well. They get mad easily. They say rude things to others or act out in public places. Once some celebrities make a lot of money, they think they are better than others. They may look down on factory workers, cleaners, or service workers who do quite a lot of hard work but don't get paid very much.

Finally, many well-known celebrities do not spend their money wisely. They do not know how to manage their money. They waste money on expensive cars or big houses. I dislike expensive cars because I think they are very impractical. Instead of using their money wisely, they often spend all of it. They do not plan for when they will not be performing or playing. After they retire, they can become a burden to others because they did not plan well.

In conclusion, while it is true that many world-famous celebrities earn a lot of money, I do not think they deserve it. They do not make people's lives better, they do not behave well, and they don't spend their money wisely.

1. What is the writer's opinion in this essay?

2. What are the reasons that the writer gives for their point of view?

①

②

③

3. Find the two sentences that are irrelevant to the essay and underline them. Write reasons for why they are irrelevant.

BUILDING THE ESSAY

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

Do you think celebrities make too much money?

Why do you think they make a lot of money?

Do you think celebrities help society or contribute to their community?

How do celebrities compare to an office worker or a postal worker?

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

Do you think celebrities make too much money?

Why do you think they make a lot of money?

Do you think celebrities help society or contribute to their community?

How do celebrities compare to an office worker or a postal worker?

MORE WORDS / PHRASES

Word: demanding, fit, injuries, paperwork, physical, train

Phrase: donate their time, get in shape, give up their privacy, go to practice, make sacrifices, stay in shape, work out

FIRST DRAFT

INTRODUCTION

Do you agree or disagree that celebrities make too much money?
(1-2 sentences)

BODY

Why do you think that their salary is too high or the right amount? Give two or three reasons and write details.
(6-8 sentences)

CONCLUSION

Restate how you feel about celebrities' salaries and why. Make sure the reasons are written concisely.
(2 sentences)

APPENDIX

Grammar References

Example Passages

A large grid of graph paper, consisting of a 30x30 grid of small squares, intended for writing example passages.

Grammar References

Unit 1

intensifiers with comparatives

An intensifier is a word that makes a descriptive word (adjective) stronger than it usually is. We use intensifiers to emphasize an idea.

<i>much larger</i>	Mary had a large breakfast, but Peter had a much larger breakfast.
<i>even higher</i>	I can jump almost three inches into the air, but a professional athlete can jump even higher .
<i>still more</i>	The teacher graded many papers, but there were still more papers in a big pile on her desk.
<i>a bit older</i>	The teenager was a bit older than the boy on the bus.
<i>much smaller</i>	This assignment is one question. It is much smaller than the assignment with ten questions.

Unit 2

second conditional

We use the second conditional to talk about things that will likely never happen to us. These are things like winning the lottery, flying to Mars, or marrying a member of a royal family. The *if* clause uses the simple past tense and the other clause uses *would* + infinitive. You should use a comma when the *if* part of the second conditional comes first.

Examples	
<u>If he won the lottery</u> , he would have enough money to buy a house.	He would have enough money to buy a house <u>if he won the lottery</u> .
<u>If I went to Mars</u> , I would see many different things.	I would see many different things <u>if I went to Mars</u> .
<u>If I married a rich prince</u> , I would live in a palace.	I would live in a palace <u>if I married a rich prince</u> .

Unit 3

modals of persuasion

We use modals (*should*, *might*, and *have to*) to help another verb in the sentence. These helping verbs always come before the main verb of the sentence. They are followed by the infinitive form of a verb without *to*. They help to show that there is the possibility or ability that something will happen. They also help to show permission or an obligation to do something.

<i>have to</i>	need to do something <ul style="list-style-type: none">• Students have to wear the same outfit, no matter who they are.• You have to buy certain clothes according to the school's rules.
<i>might</i>	there is a possibility of something happening <ul style="list-style-type: none">• She might get a new skirt if she goes shopping.• I might not like the uniform or feel uncomfortable wearing it.
<i>should / shouldn't</i>	saying what is right or correct <ul style="list-style-type: none">• Students shouldn't chew gum in class.• We should consider asking our school to introduce a uniform policy.

Unit 4

expressing preference

We use the phrases *prefer A to B*, *prefer A over B*, *prefer to A than to B*, or *would rather A than B* to show a preference for A over B. You can use *prefer* with nouns and *would rather* or *prefer to* with verbs. The things being compared should be of the same kind and the verbs should match.

Preference phrases

I **would rather** read a book **than** watch TV.

George **prefers** non-fiction novels **to** fiction ones.

We **prefer to** use e-books **than** to use real books.

Example Passages

Look at the example passages.

Unit 1

Athletes Deserve Their High Income

I disagree that professional athletes are paid too much money for what they do. I think they are getting exactly what they deserve.

First, professional athletes often need to make sacrifices long before they make it to the big leagues. Their parents need to pay for lessons, equipment, and travel. When they go to college, they have to practice quite a lot while still maintaining good grades. They give up most of their free time for a chance to play professionally.

Second, companies make a lot of money from athletes. These athletes deserve some of that money. Companies sell T-shirts with the athlete's jersey number. They also sell other items, like tickets to games. Even after the athlete stops playing, people still buy these kinds of items. The athlete should be able to get money for someone using their name or image.

Finally, when athletes retire, they often help others. Many professional athletes become coaches so other athletes have a chance to play. They give talks to schools. They also serve as role models for children. Some athletes even set up charities that help students learn to play the game.

I disagree that professional athletes are paid too much. I think that they make much greater sacrifices than others do, companies make money from them, and they help others when they retire.

Unit 2

If I Won the Lottery

What would you do if you won the lottery? I've thought about this question very hard, and if I won the lottery, I would do a lot of things that I would never be able to do.

If I won the lottery, the first thing I would do is hire a chef. I would ask the chef to make whatever dish I wanted. I would never have the same meal two days in a row. I can't stand leftovers! I will definitely ask the chef to make me pizza at least twice a week since it's my favorite.

The second thing I would do is construct a massive amusement park near my home. I'd spend most of my time there. I'd ask my friends

to come over and hang out. With the whole park to ourselves, we'll never have to wait in hours-long lines ever again. I could ride my favorite ride, the Cobra, 10 or 20 times a day!

After that, if I had any money left, I would pay for a trip into space. I've always wanted to be an astronaut, but I doubt I'll make the cut. There is a company that can take you into space for a little while. I would take my best friend with me because she loves learning about astronomy.

If I won the jackpot, I would treat myself to a personal chef, an amusement park, and a trip into space. This sounds like the perfect way to spend the money.

Unit 3

Disadvantages of School Uniforms

Should students wear uniforms to school? Many people think that uniforms are beneficial. However, I think students should not wear uniforms.

Wearing a uniform might stop you from showing who you are. When children are very small, their parents dress them. When they get older, they choose what to wear by themselves. This clothing helps them to express themselves. It makes them feel better about who they are. It might also help them identify with a special group of people. A uniform would take away the chance to show others who you are.

Uniforms can be expensive. Parents have to buy uniforms as well as regular clothes for their children. This won't be a problem for families with more money because they have the money to afford the uniform. However, low-income families will struggle with it. And you don't only buy one uniform. You usually need to buy several in case one gets dirty. Schools often change the uniforms, too, so parents have to pay extra money for clothing that is only worn to school.

Some people would say that there are many benefits to wearing uniforms. For example, they say that children can concentrate on school and not on clothing. However, a piece of cloth cannot help your grades. Studying is up to the student, not to the uniform. Uniforms also do not promote equality. Rich students can still wear high-priced accessories like jewelry or world-famous watches.

School uniforms are not a good idea. In my opinion, children should be allowed to wear their own clothing to school.

Unit 4

Which Do You Prefer, Paper or E-books?

People have always liked to read, and nowadays they have more choices than ever. However, the way that people read books has changed. They can read paper books or e-books. They both have advantages and disadvantages.

Paper books are popular for many reasons. Many people would rather have a paper book because once you buy it, it is yours. You can loan it or read it as many times as you want. You can even resell it. Many readers believe that paper books are better than e-books because they can flip through the pages quickly. They can skim the pages or underline text that is meaningful. Paper books do have lots of positives, but they can be heavy to carry or difficult to store. They can also be expensive, since publishing a book is costly.

People who prefer e-books believe that they offer more freedom. One e-book reader can hold hundreds of books. There is no need to store these books on a bookshelf or worry about them taking up space in your attic. E-books do save space and money, yet one problem is that books can be erased easily. And some companies only let you borrow the book, not keep it.

There are good and bad things about e-books and traditional books. E-books offer readers more choices and lower costs, but paper books are easier to share and write in. Readers may want to choose paper books for school or work and e-books for a day at the beach.

Unit 5

Unhappy with Myself

Have you ever felt unhappy about how you look? Many people have a negative image of themselves. They think, "Why can't I be that slim?" or, "I wish I had muscles like that!" It's not healthy to have so many negative thoughts about yourself. How can we build a healthy body image?

Society tells us that we need to look a certain way. Magazines have pictures of slim women

and muscular men. They are all very attractive. But it's not just magazines that promote these images. The internet is full of pictures or videos of people who are good-looking. These pictures are sometimes posted with information about how they got that body or look. The idea is that everyone should look attractive like these people. However, seeing these images often makes others feel bad about how they look.

The first way to avoid negative thoughts is to change how we think. Everyone's body is unique. That means we don't have to look like that person in that magazine because that person is unique, too. We should think about the positive things we like about ourselves, like "I am very friendly!"

Next, we need to do something. We should take care of our bodies by eating right and exercising. We should come up with a plan to keep ourselves at a healthy weight. We should also write little reminders to ourselves that we deserve good, healthy food.

While society has created the problem of negative body image, we can do something about it. We can use positive thoughts to help ourselves and do things that make us feel healthier.

Unit 6

The Reasons for Student Burnout

Student burnout can show itself in many ways, from being tired all the time to not feeling like doing anything. What causes student burnout?

Overscheduling can lead to burnout. Students today are too stressed about their grades to enjoy their childhood. It doesn't help that colleges often want more than just good grades. They also want to see students who do volunteer work and play sports. After school, students are sent to soccer practice or ballet. The more they run around to different activities, the less time they have to themselves.

Learning problems can also cause student burnout. Students who suffer from learning problems get extra help at school through tutors and extra classes. However, these students quickly become too anxious about their schoolwork to do well. This is because they still go to regular classes. In those classes, they have to keep asking for help. The more the students need

PROOFREADING

A Read the passage containing several errors. Choose the correct words in parentheses according to the context.

Athletes Deserve Their High Income

① I agree that professional athletes are paid too many money for what they do. I think they are getting exactly what they deserve.

First, professional athletes often need to make **(A)** (strength / sacrifices) long before they make it to the big leagues. ② Their parents need to play for lessons, equipment, and travel. When they go to college, they have to practice quite a lot while still maintaining good grades. ③ They give up most of their free time for a chance to play professionally.

Second, companies make a lot of money from athletes. These athletes deserve some of that money. Companies sell T-shirts with the athlete’s jersey number. They also sell other items, like tickets to games. Even after the athlete stops playing, people still buy these kinds of items. ④ The athlete should be able to get money for someone using their name or image.

Finally, when athletes retire, they often help others. ⑤ Many professional athletes become (B) (coaches / principals) so other athletes have a chance to play. They give talks to schools. They also serve as role models for children. Some athletes even set up charities that help students learn to play the game.

I disagree that professional athletes are paid too much. ⑥ I think that they make many greater sacrifices than others do, companies make money from them, and they help others during they retire.

B Find three incorrect sentences among the underlined sentences and rewrite them.

1. _____
2. _____
3. _____

PROJECT A

TASK

Write about a day you would have as a celebrity.

STEP 1

Think about some celebrities you know or like.

STEP 2

Fill in the chart as if you were a celebrity.

If I were a celebrity...	
Where would I go?	What would I do?

STEP 3

Write about what you would do if you were a celebrity.

EXAMPLE



dean.johnson

📍 Montvert Shopping Center

If I were a celebrity, I would wear nice clothes, like a suit jacket and matching shoes. I would buy lots of clothing so I always had something nice to wear. I would go to see children in the hospital, and I

would donate money to help them. If I were a celebrity, I would make more money than the average worker. I think that rich people should help others, especially people who are poor. I would travel all around the world helping people and making movies. I would pay back all the people who helped me become famous because I wouldn't have to worry about money. I like helping others. I want to help out the people who have always helped me.

#futuredreams #IfIWonTheLottery #gonnabeamillionaire

❤️ 146 Likes 2 Comments

roberttttK_ Hope it really happens. LOL

bella.jonesxx That'll be you one day.



TASK

Now find a picture of what would you do as a celebrity and write about the day.

Paste a picture.

social network ID _____

location _____

.....

If I were _____

♥ ____ Likes ____ Comments

Leave a comment.

MORE WORDS

at least, average, fortune, pay back, valuable

EXTENSION

Switch papers with another classmate and read their post. Write a comment about their post.

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