

Writing Starter



Teacher's Guide

Kelly Lee • Liana Robinson

2

Writing Starter 2 - Sample Lesson

Lesson Warm-up

Talk about the pictures. Use the sample questions.

T: Who is this man?

S1: He is Orlando Bloom. He's an actor!

1 Read the paragraph and complete . . .

Ask for a volunteer to read the paragraph. Then complete the outline as a class.

T: Who wants to read?

S1: I do.

T: Great! Please read the paragraph.

. . .


T: Excellent! Now, look at the outline.
What goes in this first blank?

Ss: England! He is from England.

T: You're right. Let's all write England in our books.

2 Answer the questions . . .

Get students to write answers in their books. Then, follow up this activity by asking additional comprehension questions.



1 Read the paragraph and complete Orlando's outline.

My name is Orlando Bloom. I am from England. I am an actor. It is a fun job. I enjoy pretending to be different people. I was a pirate in one movie and an elf in a different movie. I also enjoy sports. My favorite sports are snowboarding and surfing. They are exciting. I like watching soccer games, too. My favorite team is Manchester United.

Topic: me (Orlando Bloom)
 From: _____
 Job: _____
 Why: enjoy pretending
 Was: _____
 Enjoy: an elf
 Favorite Sports: surfing
 Are: _____
 Like: _____
 Favorite Team: _____

2 Answer the questions in complete sentences.

A. Where is he from? He is from England.
 B. Why does he like his job? _____
 C. What are his favorite sports? _____



3 Complete the paragraphs. Use the sentences in the boxes.

He liked science and history. It is his favorite sport.
 This is Yao Ming. ✓

Yao Ming

This is Yao Ming. He is from China. He is a professional basketball player. When he was young, he didn't like basketball. _____
 Now, he likes basketball a lot. _____
 He plays for the Houston Rockets. The Rockets are an American team. He lives in America now. It is very different from China, but he likes it.

She even writes her own songs. That's not easy!
 She enjoys singing and playing the guitar.

Avril Lavigne

This is Avril Lavigne. She is from Canada. She is a famous musician. It is a great job. She gets to perform on stage and travel around the world. _____
 She also likes to write. _____
 Avril is very smart.
 When she was a teenager, she taught herself to play the guitar. _____

3 Complete the paragraphs . . .

Have different volunteers read each paragraph. Then, get students to write the complete sentences in their books. Make sure to explain any new vocabulary.

T: Seth, please read the first paragraph. Please skip the blank lines.

. . .

T: Good! Which sentence goes in this first blank?

S1: This is Yao Ming.

T: Yes. Please write the sentence in your books.

. . .

T: Now let's read the whole paragraph. Who will read?

S2: I will!

Next, play a memory game. Have students close their books and tell you what they remember from the first two pages.

T: Close your books. What do you remember?
Who is an actor?

S1: Orlando Bloom is an actor.

T: That's right! Where is Yao Ming from?

S2: He is from China.

4 Look at the picture and read the outline.

Talk about the picture and outline. Ask questions about the details.

T: What is she doing?

S1: She is painting a picture.

Write complete sentences . . .

Show students how the details from the outline can be made into sentences. Then, have students write their own sentences.

T: Look at the outline. What is the topic?

S1: Joana Cruz!

T: Now let's think of a topic sentence. You can look back at pages 6 and 7 if you want to.

S2: This is Joana Cruz.

S3: Her name is Joana Cruz.

T: Very good! Those are both good ideas.

Now write a paragraph.

Have students write their sentences from above into a paragraph. Encourage them to make small changes in their sentences to improve paragraph flow.

Look at the picture and read the outline.

Topic: Joana Cruz
From: Brazil
School Level: 5th grade
Favorite Class: art
+ very fun
+ enjoys drawing and painting
Also likes: science class
+ interesting
+ learning about plants and animals right now

Write complete sentences using the information from the outline.

A. Topic: _____
B. From: _____
C. School Level: _____
D. Favorite Class: _____
E. Why: _____
F. Enjoys: _____
G. Also Likes: _____
H. Why: _____
I. Now Learning: _____

Now write a paragraph.

Joana Cruz

Writing Skill Focus

Go over the writing skill with students. Make sure students understand; give additional examples if necessary.

Writing Skill Activity

Have students close their books and practice the skill with the sample activity.

T: (Write the categories on the board.) Desserts.
Who can use *and* or *or* to make a sentence for this category?

S1: I want apple pie or chocolate pudding for dessert.

5 Find one mistake in each sentence . . .

Have students circle the mistakes and write correct sentences in the blanks. This can be done as a group activity or individually.

6 Combine the sentences into one sentence . . .

Have students write the combined sentences in the blanks. The format of this activity changes for each unit, so make sure that students understand the instructions.

Writing Skill Focus

Two nouns are often connected with *and* or *or*. *And* means in addition to. *Or* is used with choices and in negative sentences.

Dave and I are walking home.
Her two favorite colors are green and orange.
You can have ice cream or cake for dessert.
He doesn't play golf or baseball.

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

A. Kevin and Jenny plays soccer. _____
B. I don't like to clean the bathroom and wash dishes. _____
C. My favorite computer games is Civilization and WarCraft. _____
D. She enjoys both art class or English class. _____

Combine the sentences into one sentence. Use *and* or *or*.

A. They love to sing. They love to dance. _____
B. We don't enjoy math. We don't enjoy history. _____
C. Amy is from Australia. James is from Australia. _____
D. She likes to tell jokes. She likes to do magic tricks. _____
E. He doesn't like to watch TV. He doesn't like to wake up early. _____

7 Complete the outline . . .

Ask students questions about the topic and outline to help them think about what they will write.

T: Look at the outline. What is the topic of your paragraph?

S1: Me!

Next, show students how the outline and questions work together. Students should complete the outline before answering the questions. However, students should read the questions while completing the outline.

T: Look at *from* in the outline. Now look at question B: *Where are you from?* What should you write in the outline?

S2: Japan!

S3: Berlin!

T: Good! You can answer with a city or a country.

Then, have students answer the questions in complete sentences. They should use information from their outline.

Complete the outline and answer the questions with your own information.

Topic: me
From: _____
School Level: _____
Favorite Class: _____
Why: _____
+ _____
Like To: _____
Why: _____
Like To: _____
Why: _____

A. What is your name? _____
B. Where are you from? _____
C. What grade are you in? _____
D. What is your favorite class? _____
E. Why is it your favorite? (2 reasons) _____
F. What do you like to do? Why? _____
G. What else do you like to do? Why? _____

Now write a paragraph about yourself.

■ Now write a paragraph.

Have students write their sentences from above into a paragraph. Encourage them to make changes in their sentences to improve paragraph flow.

Interview a classmate. Use the questions in the box.

What's your name? _____ What's your favorite season? _____
Why is _____ your favorite season? _____
What do you like to do in _____? Why do you like to do that? _____

Complete the outline and answer the questions with your classmate's information.

Topic: _____'s favorite season
Favorite Season: _____
Why: _____
+ _____
Likes To: _____
Why: _____

A. What is his/her name? _____
B. What is his/her favorite season? _____
C. Why is it his/her favorite? (2 reasons) _____
D. What does he/she like to do during that season? (2 things) _____
E. Why does he/she like to do those things? _____

Now write a paragraph about your classmate.

8 Interview a classmate . . .

Get pairs of students to interview each other with the questions in the box. The interviewer should take notes if he/she will not be able to remember the other person's answers.

T: Ask your partner all of the questions in the box. Take notes if you won't remember your partner's answers.

S1: What's your name?

S2: My name is Carlo.

■ Complete the outline . . .

Have students complete the outline about their classmates. Then, have students answer the questions using complete sentences. Encourage them to use the skills learned in the Writing Skill Focus.

■ Now write a paragraph . . .

Have students write their sentences from above into a paragraph. Encourage them to make changes in their sentences to improve paragraph flow.

Writing Starter 2

Kelly Lee • Liana Robinson

Teacher's Guide

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Acquisitions Editor: David Charlton

Development Editor: Garrett Byrne

Cover/Interior Design: Dammora Inc.

<http://www.compasspub.com>

email: info@compasspub.com

The authors of this book would like to acknowledge Joan Quick and Angela Deans for contributing material to this series.

ISBN: 978-1-59966-091-2

10 9 8 7 6 5 4 3 2 1
10 09 08 07

Photo Credits

pp. Cover, 8, 12, 13, 14, 18, 19, 20, 25, 26, 30, 31, 33, 34, 35, 36, 40, 41, 42, 46, 47, 48, 52, 53, 54, 58, 59, 61, 62, 63, 64, 68, 69, 70, 74, 75, 76, 82, 86, 87, 91, 92, 96, 97, 98, 102, 103, 104, 108, 109, 110, 114, 117, 119, 120, 123, 124, 128, 130, 134
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Writing Starter is a three-level children's course in written English. The series progresses from writing sentences within a paragraph to writing independent paragraphs. The books are intended to be used in succession but can be used individually. Though the primary focus of the series is on writing, it will enhance students' command of English as a whole. Reading, speaking, listening, and writing are incorporated when the books are used in the classroom.

The **Writing Starter** series systematically aids students in their ability to present information about themselves—their opinions, feelings, and ideas—clearly and confidently. The series carefully distinguishes between receptive and productive activities. This is based on linguistic research which shows that students can understand more difficult material than they can produce. The books present language in the receptive mode first, and at a slightly higher level than that of the productive activities. This combines students' development, exposure, and practice. The activities in the books progressively move students away from models while still giving guidance for students to express their thoughts. The goal of the **Writing Starter** series is to give students the tools they need for confident and clear writing.

Focus and Approach of *Writing Starter 2*

Writing Starter 2 teaches basic paragraphs. It is a continuation from the first book, where students learned to construct sentences. **Writing Starter 2** encourages students to explore fun and interesting ways of expressing themselves. The process in the book is parallel to how native speakers of English learn to write. First, come up with an idea and what to say about that idea. Then, organize everything into an outline. From there, write the paragraph. This process will help students write in English and also in their native language.

The units in **Writing Starter 2** are carefully designed to enable students to progressively develop into effective writers. The first page of each unit contains a sample paragraph and gives students a chance to deconstruct this paragraph through an outline. The outline is done from the writers' perspective so students can see how the writer organized his/her thoughts. The second page of each unit shows students further examples of paragraphs while drawing their attention to how sentences are related to one another. The next


four pages of each unit explore the writing process. Students will write three guided paragraphs per unit. Students will also focus on their sentence mechanics in order to improve their writing techniques.

A sample paragraph with an outline for students to fill in. The outline is completed from the writer's perspective. This teaches students how the writer organized his/her thoughts.

LESSON


1

Orlando Bloom



My name is Orlando Bloom, I'm from England. I can be seen in the film *The Hobbit*, which is making it be different from any other in the world, and for other different roles. The story goes, The Hobbit is an interesting story. The story is... The Hobbit is an interesting story. The story is...

Read the paragraph and complete Orlando's outline.



Topic: My Orlando Bloom

Intro: _____

Body: _____

Conclusion: _____

Supporting Details: _____

Topic: _____

Intro: _____

Body: _____

Conclusion: _____

Answer the questions in complete sentences.

1. What is he like? (he is from England)

2. What does he like to do?

3. What are his favorite things?

[illegible]

Additional sample paragraphs with sentences to fill in. This shows students how sentences are related to one another within a paragraph.

An outline with guided practice for writing a paragraph. This changes the shortened outline form into complete sentences, and then puts those sentences into a paragraph.

Look at the picture and read the outline.



Items: *Water Gun*
Green Eggs
Big Green Chair (in garden)
Greenhouse (black one)
Water Gun
Green Eggs
Big Green Chair (in garden)
Greenhouse (black one)

Write complete sentences using the information from the outline.

- Topic
- Genre
- Subject/Level
- Available/Class
- Why?
- Reasons
- What/How
- Why?
- Point/ Learning

Now write a paragraph.

Jessica Cruz

Writing in context

Two words are often connected with each other: **most** means **almost** to **be** used with **adjectives** and **negative adjectives**.

almost I am working harder,
the class becomes *almost* as noisy as *before*.
You can *almost* *win* as *well* as the *others*.
He *doesn't* play *quite* as *hard* as *before*.

Read each sentence to each sentence. Circle the mistakes and rewrite the sentences.

- Waste and invent 
- I don't like to make the homework and math-differs.
- We invents amazing games in Civilization and Risk City.
- The ropes both are close or righted alone.

Combine the sentence into one sentence. Use *and* or *or*.

- They love to sing. They love to dance.
- We don't enjoy math. We don't enjoy history.
- Apples are from America. Bananas are from America.
- He likes to read books. He likes to do math, only.
- He doesn't like to watch TV. He doesn't like to make up songs.

10

A writing skill focus with activities. This improves students' sentence structure while focusing on skills that improve paragraph flow.

An outline, questions, and a paragraph for students to fill in about themselves. This provides a guided opportunity for writing an organized paragraph.

★ Complete the outline and answer the questions with your own information.



Topic: _____
 Place: _____
 Destination: _____
 Favorite Dates: _____
 Why: _____
 • _____
 • _____
 Like To: _____
 Why: _____
 Like To: _____
 Why: _____

1. What is your name?
2. Where are you from?
3. What grade are you in?
4. What is your favorite food?
5. Why do you like that food?
6. What do you like to do?
7. What do you like to do?

★ Now write a paragraph about yourself.

★ Interview a classmate, fill the questions in the box.

What's your name?	Why is _____ your favorite animal?	What's your favorite animal?
What do you like to do about _____?	Why do you like to do that?	

★ Complete the outline and answer the questions with your classmate's information.

Topic _____ *Characteristics* _____

Favorite Season _____

Why _____

Like to _____

Why _____

- What is her/his name?
- What is his/her favorite animal?
- Why is it/her/his favorite? *because* _____
- What does he/she like to do about the animal? *to* _____
- Why does he/she like to do that? _____

★ Now write a paragraph about your classmate.

An outline, questions, and a paragraph for students to fill in about another student. This gives students a chance to interact with one another and write an organized paragraph about ideas other than their own.

This book bridges the gap between writing sentences, focused on in **Writing Starter 1**, and writing solid paragraphs, focused on in **Writing Starter 3**. **Writing Starter 2** continues to give students a solid foundation in writing.

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Orlando Bloom

Lesson Warm-up Ask questions about the pictures.

- Who is this man? • What do you know about him?
- Do you remember him from any movies? (*Pirates of the Caribbean* / *Lord of the Rings*)

My name is Orlando Bloom. I am from England. I am an actor. It is a fun job. I enjoy pretending to be different people. I was a pirate in one movie and an elf in a different movie. I also enjoy sports. My favorite sports are snowboarding and surfing. They are exciting. I like watching soccer games, too. My favorite team is Manchester United.

1 Read the paragraph and complete Orlando's outline.



Topic: me (Orlando Bloom)

From: England

Job: actor

Is: fun (job)

Why: enjoy pretending

Was: a pirate

an elf

Enjoy: sports

Favorite Sports: snowboarding

surfing

Are: exciting

Like: watching soccer games

Favorite Team: Manchester United

Comprehension Follow-up

Ask questions about the paragraph.

- Was Orlando a pirate in a television show?

- Why does Orlando like snowboarding and surfing?

2 Answer the questions in complete sentences.

A. Where is he from?

He is from England.

B. Why does he like his job?

(He likes it because) It is fun./He enjoys pretending to be different people.

C. What are his favorite sports?

His favorite sports are snowboarding and surfing.

Activity Warm-up Ask questions about the pictures.

- What is this man/girl doing?
- What is this? (Point to the basketball/microphone.)
- What do you think his/her job is?

3

Complete the paragraphs. Use the sentences in the boxes.

He liked science and history.

It is his favorite sport.

This is Yao Ming. ✓

Yao Ming



This is Yao Ming. He is from China. He is a

professional basketball player. When he was young, he didn't like basketball. He liked science and history.

Now, he likes basketball a lot. It is his favorite sport. He plays for the Houston Rockets. The Rockets are an American team. He lives in America now. It is very different from China, but he likes it.

She even writes her own songs.

That's not easy!

She enjoys singing and playing the guitar.

Avril Lavigne

This is Avril Lavigne. She is from Canada. She is a famous musician. It is a great job. She gets to perform on stage and travel around the world. She enjoys singing and playing the guitar. She also likes to write. She even writes her own songs. Avril is very smart. When she was a teenager, she taught herself to play the guitar. That's not easy!



Activity Follow-up Ask questions about the paragraphs.

- What basketball team does Yao Ming play for?
- Who writes Avril Lavigne's songs?

Activity Warm-up

Ask questions about the picture and outline.

- What is she doing?
- Where is she from?
- What is her favorite class?

4

Look at the picture and read the outline.



Topic: Joana Cruz

From: Brazil

School Level: 9th grade

Favorite Class: art

- very fun
- enjoys drawing and painting

Also Likes: science class

- interesting
- learning about plants and animals right now

*Sample Answers

Write complete sentences using the information from the outline.

- A. Topic: This is Joana Cruz.
- B. From: She is from Brazil.
- C. School Level: She is in the ninth grade.
- D. Favorite Class: Her favorite class is art.
- E. Why: It is very fun.
- F. Enjoys: She enjoys drawing and painting.
- G. Also Likes: She also likes science class.
- H. Why: It is interesting.
- I. Now Learning: She is/They are learning about plants and animals right now.

Now write a paragraph.

Joana Cruz

This is Joana Cruz. She is from Brazil. She is in the ninth grade. Her favorite class is art. She thinks it is very fun. She enjoys drawing and painting. She also likes science class. It is interesting. She is learning about plants and animals right now.

Paragraph Follow-up

Ask questions about the paragraph.

- What classes does Joana like?
- Why does she like art class?



Writing Skill Focus

Two nouns are often connected with **and** or **or**. **And** means **in addition to**. **Or** is used with choices and in negative sentences.

Dave **and** I are walking home.

Her two favorite colors are **green and orange**.

You can have **ice cream or cake** for dessert.

He doesn't play **golf or baseball**.

Writing Skill Activity

Write the following categories on the board. Have students say sentences about themselves for each category using **and/or**.

- desserts • sports • chores
- school subjects • hobbies

Example: I like banana splits and chocolate cake.

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A. Kevin and Jenny plays soccer.

Kevin and Jenny play soccer.

- B. I don't like to clean the bathroom and wash dishes.

I don't like to clean the bathroom or wash dishes.

- C. My favorite computer games is *Civilization* and *WarCraft*.

My favorite computer games are *Civilization* and *WarCraft*.

- D. She enjoys both art class or English class.

She enjoys both art class and English class.

6

Combine the sentences into one sentence. Use **and or **or**.**

- A. They love to sing. They love to dance.

They love to sing and dance.

- B. We don't enjoy math. We don't enjoy history.

We don't enjoy math or history.

- C. Amy is from Australia. James is from Australia.

Amy and James are from Australia.

- D. She likes to tell jokes. She likes to do magic tricks.

She likes to tell jokes and do magic tricks.

- E. He doesn't like to watch TV. He doesn't like to wake up early.

He doesn't like to watch TV or wake up early.

Activity Warm-up Ask questions about the activity.

- What is the topic of your paragraph?
- Which part do you fill in first?

7

Complete the outline and answer the questions with your own information.

*Sample Answers

Topic: me

From: Canada

School Level: 5th grade

Favorite Class: math

Why:

- interesting
- teacher is nice

Like To: read comic books

Why: are funny

Like To: play the piano

Why: music sounds beautiful

A. What is your name?

I am/My name is Sara.

B. Where are you from?

I am from Canada.

C. What grade are you in?

I am in the fifth grade.

D. What is your favorite class?

My favorite class is math.

E. Why is it your favorite? (2 reasons)

It is interesting.

My math teacher is nice.

F. What do you like to do? Why?

I like to read comic books.

They are funny.

G. What else do you like to do? Why?

I also like to play the piano.

Piano music sounds beautiful.

→ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.



Now write a paragraph about yourself.

Sara Olson

My name is Sara. I am from Canada. I am in the fifth grade. My favorite class is math. It is interesting, and my teacher is nice. I like to read comic books. They are funny. I also like to play the piano. Piano music sounds beautiful.

→ Encourage students to share their paragraphs with their peers.



Interview a classmate. Use the questions in the box.

What's your name?	What's your favorite season?
Why is _____ your favorite season?	
What do you like to do in _____?	Why do you like to do that?



Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: Carlo's favorite season

Favorite Season: winter

Why:

- likes cold weather
- likes snow

Likes To:

- ski
- ice skate

Why: fun and exciting

- What is his/her name?
His name is Carlo White.
- What is his/her favorite season?
His favorite season is winter.
- Why is it his/her favorite? (2 reasons)
He likes cold weather.
He likes snow.
- What does he/she like to do during that season? (2 things)
He likes to ski.
He likes to ice skate.
- Why does he/she like to do those things?
They are fun and exciting sports.



Now write a paragraph about your classmate.

Carlo White

My classmate's name is Carlo. His favorite season is winter. He likes
winter because it is cold and snowy. He likes to ski and ice skate in the
winter. They are fun and exciting sports.

The Aquarium

Lesson Warm-up Ask questions about the pictures.

- What is this brown animal?
- What are the animals in the water?
- What are they doing?

Last month, I went to an aquarium with my classmates. It was very fun. The animals performed for us. We saw three dolphins, a sea lion, and a whale. They all did tricks. The dolphins played with hoops. They also jumped high above the water. The sea lion clapped and made noises. The whale was last. It was huge! It splashed us with its big tail. We were all wet!

1

Read the paragraph and complete the student's outline.



Comprehension Follow-up

Ask questions about the paragraph.

- Did all of the animals perform at the same time?
- How are animals in the aquarium different from wild animals?

2

Answer the questions in complete sentences.

- When did the classmates go to the aquarium?
- Which animal made noises?
- Why were the students wet?

Topic: trip to the aquarium

When: last month

Was: very fun

Saw: 3 dolphins

a sea lion

a whale

Did: tricks

Dolphins: played with hoops

jumped high

Sea Lion: clapped

made noises

Whale: last

Size: huge

Splashed With: its tail

We Were: wet

They went to the aquarium last month.

The sea lion made noises.

(They were wet because) The whale splashed them with its big tail.

Activity Warm-up Ask questions about the pictures.

- Where is this boy/girl?
- What do you think he/she did?
- Who is this man? (Point to the man behind the girl.)

3

Complete the paragraphs. Use the sentences in the boxes.

Mike visited his uncle two weeks ago. They went high above the ground.
There were a lot of buttons and controls!

The Airplane

Mike visited his uncle two weeks ago.



Mike's uncle is a pilot. He has a small airplane. Mike learned a few things about airplanes. There were a lot of buttons and controls! It was interesting.

Mike and his uncle flew the airplane. They went high above the ground. It was exciting.

Mike enjoyed flying with his uncle. He wants to visit his uncle again soon.

The trees were beautiful. They ate sandwiches, fruit, and chocolate.
They hiked to the top of a mountain.

Their Hike

Last fall, Jennifer went hiking with her family. They hiked to the top of a mountain. It took them

two hours! They saw a lot of plants and animals. The trees were beautiful. Everyone liked the

different colored leaves. At the top of the mountain, they had a picnic. They ate sandwiches, fruit, and chocolate. Jennifer enjoyed hiking with her family

last fall.



Activity Follow-up Ask questions about the paragraphs.

- What did Mike learn about?
- What did Jennifer's family do at the top of the mountain?

Activity Warm-up

Ask questions about the picture and outline.

- What is the boy holding?
- What is he wearing?
- What is the boy's name?

4

Look at the picture and read the outline.



Topic: Jeff went to a costume party

When: a few months ago

Was: a clown

Wore:

- a wig and a big red nose
- colorful clothes

Party Was: fun

There Was: a costume contest

Jeff Won: the contest

Jeff Had: the best costume

*Sample Answers

Write complete sentences using the information from the outline.

A. Topic + When: A few months ago, Jeff went to a costume party.

B. Was: He was a clown.

C. Wore: He wore a wig and a big red nose.

D. Also Wore: He also wore colorful clothes.

E. Party Was: The party was fun.

F. There Was: There was a costume contest (at the party).

G. Jeff Won: Jeff won the costume contest!

H. Jeff Had: He had the best costume.

Now write a paragraph.

The Costume Party

A few months ago, Jeff went to a costume party. He was a clown. He wore a wig and a big red nose. He also wore colorful clothes. The party was fun. There was a costume contest. Jeff won the contest! He had the best costume.

Paragraph Follow-up

Ask questions about the paragraph.

- What costume did Jeff wear?
- What did Jeff win? Why?

Writing Skill Focus

The past tense describes something that happened in the past. The past form of most verbs ends with **-ed**, but some verbs are irregular.

watch	→	watched	They	watched	a movie yesterday.
smile	→	smiled	He	smiled	at me.
cry	→	cried	The baby	cried.	
shop	→	shopped	She	shopped	for new shoes.
read	→	read	I	read	that book last year.
eat	→	ate	We	ate	cake for dessert.

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A.** Ann plays computer games last night.
Ann played computer games last night.

- B.** I am going to Germany four months ago.
I went to Germany four months ago.

- C.** Yesterday afternoon, he is wearing a cap to the baseball game.
Yesterday afternoon, he wore a cap to the baseball game.

- D.** We see a bird five minutes ago.
We saw a bird five minutes ago.

Writing Skill Activity

Divide students into two teams. Say a verb and give both teams 1 minute to come up with as many past tense sentences as they can with that verb. Each sentence should have a different past tense indicator (yesterday, a few weeks ago...) and subject in order for it to count. Give extra points for creativity.

• sit • taste • carry • hug • laugh
Example: Kyle sat next to Mike on the bus this morning.

6

Change the sentences into the past tense and add the words in parentheses.

- A.** Lucy and her mom make cookies. (last Tuesday)
[Last Tuesday,] Lucy and her mom made cookies [last Tuesday].
- B.** Tom is walking home from school. (yesterday)
[Yesterday,] Tom walked home from school [yesterday].
- C.** I visit my grandparents. (a few months ago)
[A few months ago,] I visited my grandparents [a few months ago].
- D.** That dog does tricks. (a few minutes ago)
[A few minutes ago,] that dog did tricks [a few minutes ago].
- E.** They are splashing each other in the pool. (last summer)
[Last summer,] they splashed each other in the pool [last summer].

Activity Warm-up Ask questions about the activity.

- What are some fun activities?
- What are you going to write about?

7

Complete the outline and answer the questions with your own information.

**Sample Answers*

Topic: a fun activity last year

What: skied

Where: Colorado

Who With: my family

Felt: exciting and scary

What Happened:

- learned about skis
- took lessons
- skied very fast

Do It Again: yes

Why: (was) fun

A. What fun activity did you do last year?

Last year, I skied.

B. Where did you do it?

I did it in Colorado.

C. Who was with you?

I was with my family.

D. How did it feel?

It felt exciting and scary.

E. What happened? (3 things)

I learned about skis.

I took some lessons.

I skied down a hill very fast!

F. Do you want to do it again?

Why/Why not?

Yes, I do. It was really fun.

⇒ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.



Now write a paragraph about your fun activity.

I Skied!

Last year, I skied for the first time. I did it in Colorado. I was with my family. It felt exciting and scary. I learned about skis. I also took some lessons. I skied down a hill very fast! I want to ski again. It was really fun!

⇒ Encourage students to share their paragraphs with their peers.



Interview a classmate. Use the questions in the box.

What is your favorite place to go? When did you go there last?
Who did you go with? What did you do there? Why do you like that place?



Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: Gina's favorite place
Favorite Place: a flower garden
When: last summer
Who With: her grandmother
Did:
• planted flowers
• drew pictures of flowers
Why: pretty and peaceful

- A.** Where is his/her favorite place?
Her favorite place is a flower garden.
- B.** When did he/she go there last?
She went there last summer.
- C.** Who did he/she go with?
She went with her grandmother.
- D.** What did he/she do there? (2 things)
She planted flowers.
She drew pictures of flowers.
- E.** Why does he/she like that place?
It is pretty and peaceful.



Now write a paragraph about your classmate.

Gina's Favorite Place

Gina's favorite place is a flower garden. She went there last summer.
She went with her grandmother. Gina planted flowers and drew pictures of
flowers. She likes the garden a lot. It is pretty and peaceful.

My Daily Routine

Lesson Warm-up Ask questions about the pictures.

- What game is this boy playing?
- What is he holding?
- What will happen next?

I usually do the same things every day. My dad always wakes me up at seven thirty. Then, I get ready and go to school. After school, I go to baseball practice with my friends. We usually walk to practice, but we sometimes ride our bikes. That's my routine, but today was different. I didn't go to baseball practice. Today, I went to a party after school. It was my best friend's birthday. We had a lot of fun!

1

Read the paragraph and complete the boy's outline.



Topic: my daily routine

Morning: my dad wakes me up

Time: 7:30 a.m.

Then: get ready and go to school

After School: goes to baseball practice

Usually: walk

Sometimes: ride our bikes

Today: (was) different

Didn't: go to practice

Went: to a party

Best Friend's: birthday

We Had: (a lot of) fun

Comprehension Follow-up

Ask questions about the paragraph.

2

Answer the questions in complete sentences.

- Does he usually go to parties after school?
- Who had a birthday party?

A. Who always wakes him up?

B. What does he usually do after school?

C. How was today different?

His dad always wakes him up.

After school, he usually goes to baseball practice.

(Today was different because) He went to a party/didn't go (to practice).

Activity Warm-up Ask questions about the pictures.

- Where is he/she?
- What is he/she doing?
- What time of day is it?

3

Complete the paragraphs. Use the sentences in the boxes.

Then, he brushes his teeth and goes to bed. They always walk by City Park.
After dinner, he always does his homework in his bedroom.

John's Evening Routine



John has an evening routine. He often takes his dog for a walk before dinner. They always walk by City Park.
Then, he has dinner with his family. After dinner, he always does his homework in his bedroom. He usually listens to music while he does his homework. Then, he brushes his teeth and goes to bed. Sometimes, he watches TV before he goes to bed.

She usually has cereal or some fruit. She always wakes up at six o'clock.
Sometimes, their coach drives them to school.

Katie's Morning Routine

Katie has a morning routine. She always wakes up at six o'clock. Then, she has a quick breakfast. She usually has cereal or some fruit. After breakfast, her mom drives her to swimming practice. The team always practices for one hour. Then, she takes a shower and gets ready for school. Lastly, she walks to school with her teammates. Sometimes, their coach drives them to school.



Activity Follow-up Ask questions about the paragraphs.

- Where does John do his homework?
- How long does Katie's swim team practice each day?

Activity Warm-up

Ask questions about the picture and outline.

- What are they doing?
- Where do you think they are?
- What day is it?

4

Look at the picture and read the outline.



Topic: Saturday routine

Name: Megan

First: wakes up and makes breakfast for her parents

Usually Makes: bacon and eggs

Then: goes to her voice lesson

- learning how to sing

- always enjoys her lesson

After That: goes to the mall

- meets her friends

Always Has: a good time on Saturdays

*Sample Answers

Write complete sentences using the information from the outline.

- A. Topic + Name:** This is Megan's Saturday routine.
- B. First:** First, she wakes up and makes breakfast for her parents.
- C. Usually Makes:** She usually makes bacon and eggs.
- D. Then:** Then, she goes to her voice lesson.
- E. Learning:** She is learning how to sing.
- F. Enjoys:** She always enjoys her lesson.
- G. After That:** After her voice lesson, Megan goes to the mall.
- H. Meets:** She meets her friends there.
- I. Always Has:** She always has a good time on Saturdays.

Now write a paragraph.

Megan's Routine

Megan has a routine on Saturdays. First, she wakes up and makes breakfast for her parents. She usually makes bacon and eggs. Then, she goes to her voice lesson. She is learning how to sing. She always enjoys her lesson. After her voice lesson, she goes to the mall. She meets her friends. She always has a good time on Saturdays.

Paragraph Follow-up

Ask questions about the paragraph.

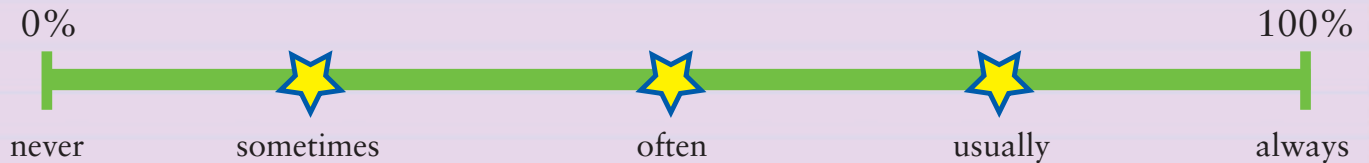
- What is she learning to do?
- Who does she meet at the mall?

Writing Skill Focus

Adverbs of frequency tell how often something happens.

I **always** eat lunch in the afternoon.

I **never** eat lunch at night.



5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

A. I comb my hair before school **always**.
I always comb my hair before school.

B. They practice **usually** on Fridays.
They usually practice on Fridays.

C. **Never** she watches the news.
She never watches the news.

D. We talk **often** on the phone.
We often talk on the phone.

Writing Skill Activity

Ask students questions that prompt answers with adverbs of frequency. Try to ask each student a different question.

- How do you usually get to school?
- What do you usually do after school?
- Where do you often go on the weekends?
- What do you usually eat for breakfast?
- When do you usually go to bed?

6

Put the adverb of frequency into one of the sentences.

A. He hates carrots! He eats them. (**never**)
He hates carrots! He never eats them.

B. Kelly has a pet. She gives it food and water. (**always**)
Kelly has a pet. She always gives it food and water.

C. We play soccer after school. We don't play every day. (**sometimes**)
Sometimes, we/We sometimes play soccer after school. We don't play every day.

D. I like to draw pictures in art class. I draw animals. (**often**)
I like to draw pictures in art class. Often I/I often draw animals.

E. They wear uniforms to school. Their uniforms are blue. (**always**)
They always wear uniforms to school. Their uniforms are blue.

Activity Warm-up Ask questions about the activity.

- What is part of your morning routine?
- What do you do first?

7

Complete the outline and answer the questions with your own information.

**Sample Answers*

Topic: my morning routine

Wake-Up Time: 8:00 a.m.

First: get dressed

After That: eat breakfast

Breakfast: toast and juice

Who Makes: my grandfather

After Breakfast: brush my teeth

To School: ride the bus

- A.** What time do you wake up?
I wake up at eight o'clock.
- B.** What do you do first?
First, I get dressed.
- C.** What do you do after that?
After that, I eat breakfast.
- D.** What do you usually eat for breakfast?
I usually have toast and juice for breakfast.
- E.** Who makes your breakfast?
My grandfather makes my breakfast.
- F.** What do you do after breakfast?
After breakfast, I brush my teeth.
- G.** How do you usually get to school?
I usually ride the bus to school.

→ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.



Now write a paragraph about your morning routine.

My Morning Routine

I have a morning routine. I wake up at eight o'clock every morning. First, I get dressed. After that, I eat breakfast. I usually have toast and juice for breakfast. My grandfather makes my breakfast. After breakfast, I brush my teeth. Then, I go to school. I usually ride the bus to school.

→ Encourage students to share their paragraphs with their peers.



Interview a classmate. Use the questions in the box.

What's your bedtime routine? What do you do first? What do you do after that?
What do you do just before you go to bed? What time do you go to bed?



Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: Billy's bedtime routine

First: brushes his teeth

Next: washes his face

After That: says goodnight

Before Bed: turns off the light

Bedtime: 9:30 p.m.

- A.** What does he/she do first?
He brushes his teeth.
- B.** What does he/she do next?
He washes his face.
- C.** What does he/she do after that?
He says goodnight to his parents.
- D.** What does he/she do just before he/she goes to bed?
He turns off the light.
- E.** What time does he/she go to bed?
He usually goes to bed at nine thirty.



Now write a paragraph about your classmate.

Billy's Bedtime Routine

Billy has a bedtime routine. First, he brushes his teeth. Next, he washes his face. After that, he says goodnight to his parents. Just before he goes to bed, Billy turns off the light. He usually goes to bed at nine thirty every night.

UNIT 4

Writing Skill Focus
Imperative Sentences

How to Make a Milkshake

Lesson Warm-up Ask questions about the pictures.

- What fruit is this? (Point to the bananas.)
- Can you make a milkshake? • Do you like milkshakes? What flavors?

I want to make a banana milkshake. My mom helps me. "Get milk and ice cream," she says. I get milk from the refrigerator and ice cream from the freezer. "Now, chop a banana." I chop a big banana. "Put everything in the blender." I put everything in and turn it on. It is noisy! "Now pour the milkshake into a glass." I pour it carefully. Then, I taste it. My banana milkshake is yummy!



1 Read the paragraph and complete the boy's outline.



Topic: how to make a milkshake

Milkshake Type: banana

Who Helps: my mom

Ingredients: milk

ice cream

a banana

Steps: get milk and ice cream

chop a banana

put everything in the blender

turn the blender on

pour it into a glass

taste it

It Is: yummy

2 Answer the questions in complete sentences.

A. What does the boy want to make?

He wants to make a milkshake.

B. Who helps him?

His mom helps him.

C. What is noisy?

The blender is noisy.

Comprehension Follow-up Ask questions about the paragraph.

- What does a blender do? • Which is colder, a refrigerator or a freezer?

Activity Warm-up Ask questions about the pictures.

- What is the girl/boy doing?
- Which person is athletic?
- What do you think the boy is saying?

3

Complete the paragraphs. Use the sentences in the boxes.

She is always very tired after practice. "Now, throw the ball far!"
"Bounce the ball around the cones."

Sally's Basketball Practice



Sally loves basketball. She goes to practice every Thursday. Her coach always tells her things to do. Every week, her coach says, "Bounce the ball around the cones." Sally can bounce the ball very well. Her coach then says, "Shoot the ball." Sometimes, Sally misses the hoop. Sally's coach also says, "Now, throw the ball far!" Sally can throw the ball very far. She is always very tired after practice.

First, leave your house and turn right. Finally, cross the street.
Shane calls Carl and asks for directions.

Directions to Carl's House

Today, Shane is going to his friend Carl's house. Shane doesn't know where Carl lives. Shane calls Carl and asks for directions. Carl says, "First, leave your house and turn right. Next, walk past the park. Turn left after the middle school. Then, go over the hill. Finally, cross the street. I can meet you there." Shane thinks the directions are difficult. He hopes he doesn't get lost!



Activity Follow-up Ask questions about the paragraphs.

- How does Sally always feel after practice?
- What does Shane think about Carl's directions?

Activity Warm-up Ask questions about the picture and outline.

- What is the dog doing?
- What is the dog's name?
- How does Lucky's owner feel about him?

4

Look at the picture and read the outline.



Topic: Lucky
Does: special tricks
Owner: "Jump through, Lucky."
Lucky: jumps through the ring
Owner: "Lucky, run up and down."
Lucky: runs up and down the ramp
Owner: "Jump over."
Lucky: jumps over the bar
• does the tricks perfectly
Owner: is very proud

***Sample Answers**

Write complete sentences using the information from the outline.

- | | |
|-------------------------|---|
| A. Topic + Does: | Lucky does special tricks. |
| B. Owner Says: | His owner says, "Jump through, Lucky." |
| C. Lucky: | Lucky jumps through the ring. |
| D. Owner Says: | His owner says, "Lucky, run up and down." |
| E. Lucky: | He runs up and down the ramp. |
| F. Owner Says: | His owner also says, "Jump over!" |
| G. Lucky: | Lucky jumps over the bar. |
| H. Lucky: | He does the tricks perfectly. |
| I. Owner: | His owner is very proud! |

Now write a paragraph.

Lucky

Lucky does special tricks. His owner says, "Jump through, Lucky." Lucky jumps through the ring. His owner says, "Lucky, run up and down." He runs up and down the ramp. His owner also says, "Jump over!" Lucky jumps over the bar. He does the tricks perfectly. His owner is very proud!

Paragraph Follow-up Ask questions about the paragraph.

- What does Lucky jump through?
- Does Lucky make any mistakes?

Writing Skill Focus

Imperative sentences are used for commands and directions. The base form of the verb is used, and the subject is not included. Adding **please** makes the sentences more polite.

Sit down.

Please sit down.

Eat your vegetables!

Eat your vegetables, please!

Turn right at the corner.

Please turn right at the corner.

Cross the street at the crosswalk. Cross the street at the crosswalk, please.

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A. Opens the door, please.
Open the door, please.

- B. Reading the story to your classmates.
Read the story to your classmates.

- C. Next, got three eggs, some milk, and a bowl.
Next, get three eggs, some milk, and a bowl.

- D. Turning left after the building with a lot of trees in front of it.
Turn left after the building with a lot of trees in front of it.

Writing Skill Activity

Describe situations to your students and have them come up with imperative sentences.

- Some students are talking loudly in a classroom, but their teacher wants them to be quiet. What does the teacher say?
- A boy's father wants him to take out the trash. What does the father say?
- A girl asks you for directions to the library from your school. What do you say?

6

Write imperative sentences for the situations. There are many possibilities.

- A. A mother and daughter are making dinner. The mom needs salt and pepper.
Mom: "Get the salt and pepper for me, please."

- B. A music teacher wants Emma, his student, to sing louder.
Teacher: "Sing louder, Emma!"

- C. A boy is at the dentist's office. The dentist wants to see the boy's teeth.
Dentist: "Open your mouth, please."

- D. An older sister is angry. She wants her little sister to stay out of her bedroom.
Older sister: "Stay out of my room!"

- E. A baseball coach is telling Aaron to play catch with Mark.
Coach: "Play catch with Mark now, Aaron."

Activity Warm-up Ask questions about the activity.

- How far away from the school do you live?
- How do you get home?

7

Complete the outline and answer the questions with your own information.

*Sample Answers

Topic: directions to my house from school

First: leave school and turn left

Next: walk straight

After That:

- turn right
- walk over the hill

Near My Home: post office

Color: blue and brown

Number: 3714 Carson Street

- A.** What is the first step?
Leave school and turn left.
- B.** What is the next step?
Walk straight to the end of the street.
- C.** What is after that? (2 things)
Turn right at Emmett's Store.
Walk over the hill to Carson Street.
- D.** What is near your home?
There is a post office near my home.
- E.** What color is your house/apartment building?
My house is blue and brown.
- F.** What is your house/apartment number?
My house number is 3714 Carson Street.

→ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.



Now write a paragraph about directions to your house.

Directions to My House

These are directions to my house from school. First, leave school and
turn left. Next, walk straight to the end of the street. After that, turn right
at Emmett's Store. Then, walk over the hill to Carson Street. There is a post
office near my home. My house is blue and brown. My house number is 3714
Carson Street.

→ Encourage students to share their paragraphs with their peers.



Interview a classmate. Use the questions in the box.

What can you make? What is the first step? What is the next step?
What is after that? How much time does it take?



Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: how to make a sandwich

First: get 2 pieces of bread

Next: spread peanut butter

After That:

- spread jelly
- put bread together

Time: 5 minutes

- A.** What can your classmate make?
Billy can make a sandwich.
- B.** What is the first step?
First, get two pieces of bread.
- C.** What is the next step?
Next, spread peanut butter on one piece of bread.
- D.** What is after that? (2 things)
After that, spread jelly on the other piece of bread. Then, put the pieces of bread together.
- E.** How much time does it take?
It takes about five minutes.



Now write a paragraph about how to make that item.

How to Make a Sandwich

This is how to make a peanut butter and jelly sandwich. First, get two
pieces of bread. Next, spread peanut butter on one piece of bread. After
that, spread jelly on the other piece of bread. Then, put the pieces of bread
together. It takes about five minutes.

Unit 1-Unit 4

Lesson Warm-up Ask questions about the pictures.

- What is this? (Point to the pumpkin.)
- What are they doing?
- Do you play volleyball?



Look at the pictures and complete the paragraphs. Use the words in the correct form.

draw	go	buy	see	be	cut
------	----	-----	-----	----	-----

Their Pumpkin

Valerie and Ellen carved a pumpkin last month. They went to a supermarket and looked at a lot of pumpkins. They saw one that was perfect. It was very big. They bought it and brought it home. They cut a hole in the top. Ellen took all the seeds out of the pumpkin. Valerie drew a big face on it. She used a black marker. Then, they carved the pumpkin. It was very cute. Valerie and Ellen were proud.



always	be	win	be	never	play
--------	----	-----	----	-------	------

Volleyball Teammates

Derek and Paul are teammates. They are on a volleyball team. Their team practices every day. They always practice after school. Their team trains hard, but they don't win very often. Last Saturday, their team had a game. Derek and Paul played in the front row. Paul never plays in the front row. He always plays in the back row. Derek and Paul played well together. Their team won the game. Everyone was very happy.



Activity Warm-up Ask questions about the picture and outline.

- Is this building big or small?
- What color is the building?
- What do you think it is? A library?

2

Read the outline and answer the questions.

Topic: directions to Tom's school
First: go under the bridge
Then: turn right

- walk past the art museum
- turn left at the top of the hill

Finally: school is on the corner
Color: tan with a red roof



**Sample Answers*

- A.** Where do the directions go?
The directions go to Tom's school.
- B.** What is the first step?
Go under the bridge.
- C.** What is the next step?
Turn right.
- D.** What do you walk past?
Walk past the art museum.
- E.** Which way do you turn at the top of the hill?
Turn left at the top of the hill.
- F.** What does the school look like?
The school is tan with a red roof.



Now complete the paragraph.

Directions to Tom's School

This is how you get to Tom's school. First, go under the bridge.
Then, turn right. Walk past the art museum. Next, turn left at the top of the
hill. The school is tan with a red roof.



Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

A. April am a good student.

April is a good student.

B. She gets usually A's and B's in school.

She usually gets A's and B's in school.

C. History be her worst subject.

History is her worst subject.

D. She always get a C in history class.

She always gets a C in history class.

E. Last week, she ask her mom for a new camera.

Last week, she asked her mom for a new camera.

F. Her mom say she could have the new camera.

Her mom said she could have the new camera.

G. She can have the new camera after she get an A in history class!

She can have the new camera after she gets an A in history class!

Activity Follow-up Ask questions about the sentences.

- Does April get good grades?
- What is April's worst subject?
- What does April need to do before she gets a camera?



Answer the questions with your own information.

**Sample Answers*

A. Are you a good student? What are your grades?

Yes, I am a good student. I usually get A's.

B. What is your best subject?

My best subject is math.

C. What was your favorite subject two years ago? Is it your favorite now?

Two years ago, my favorite subject was science.

No, now my favorite subject is English.

Activity Warm-up Ask questions about the picture.

- What do you see in the picture?
- What do you think is happening?

5

Look at the picture and imagine a story.

Brian and a Cow



Ideas

licked	ate the camera
kissed	best friends
scared	took a picture
ran away	favorite pet
angry	funny

**Sample Answers*

Make an outline for your story.

Topic: Brian and a cow

First: Brian saw some cows

Next:

- he took pictures
- one cow got close to Brian
- it licked Brian
- Brian ran away, but the cow ran after Brian

End: it was funny

Now write a story about the picture. Use your outline.

Brian and a Cow

One day, Brian saw some cows. He took many pictures of them. One cow got very close to Brian. It licked Brian on the face. Brian was surprised! He ran away from the cow, but the cow ran after Brian. It was very funny.

My Messy Bedroom

Lesson Warm-up Ask questions about the pictures.

- What does she have? • What room is this? • Is the room clean?

I asked my dad for my allowance this morning, but he said no. I had to tidy my bedroom. I had to vacuum the floor and put away my toys. I also had to make my bed. I didn't want to do any of those things, but I did them. I did them because I wanted my allowance. Now, my dad comes into my bedroom. I am finished. My room is clean and tidy. He gives me my allowance. I'm rich!



1 Read the paragraph and complete the girl's outline.



Topic: my messy bedroom
Asked Dad For: my allowance
Dad Said: no
Had To: tidy my bedroom
vacuum the floor
put away my toys
make my bed
Didn't Want To: do those things
Why Did Them: wanted my allowance
Now: my dad comes in my bedroom
I am finished
room is clean and tidy
Dad Gives Me: my allowance
I Am: rich

2 Answer the questions in complete sentences.

- A.** What does the girl want? She wants her allowance.
- B.** How is her room when she is finished? Her room is clean and tidy.
- C.** Why is she rich? She (is rich because she) has her allowance.

Comprehension Follow-up Ask questions about the paragraph.

- Why didn't she get her allowance in the morning? • What did she do with her toys?

Activity Warm-up Ask questions about the pictures.

- How does the boy/girl feel?
- What is he/she doing?
- Where is he/she?

3

Complete the paragraphs. Use the sentences in the boxes.

He doesn't like Mondays because he has to go to math class.
Corey is happy when the school day is finished.
On Mondays, Corey has to eat school lunches.

Corey Has to Go to School



Today is Monday, and Corey has to go to school today. He doesn't like Mondays because he has to go to math class. Then, he has to play tennis in P.E. Corey hates math and tennis. After P.E., it is lunchtime. On Mondays, Corey has to eat school lunches. The cooks in the cafeteria don't make French fries, so Corey has to eat vegetables. He doesn't like vegetables very much. Corey is happy when the school day is finished.

She had to put plates, knives, and forks on the table.
She had to put all the dirty dishes in the sink.
Ally's grandparents came to her house for dinner yesterday evening.

Ally Had to Do Many Things

Ally's grandparents came to her house for dinner yesterday evening. Ally's mom cooked a special meal. Ally had to set the table before the meal. She had to put plates, knives, and forks on the table. She also had to clear the table after the meal. She had to put all the dirty dishes in the sink. Then, she had to help her mom wash and dry the dishes. She had to do many things, but she was happy. She likes to see her grandparents.

Activity Follow-up Ask questions about the paragraphs.

- What does Corey have to eat on Mondays?
- How did Ally feel about doing so many things?



Activity Warm-up

Ask questions about the picture and outline.

- What is she doing?
- What is she thinking about?
- Where does she want to go?

4

Look at the picture and read the outline.



Topic: Jasmine wants to go to the mall
Has To: do her homework first
English: has to write a story
Writes: about a princess
Geography: has to draw a map
Draws: a map of Australia
Music: has to practice the piano
Plays: her favorite pop songs
At Last: finishes her homework
Now: can go to the mall

*Sample Answers

Write complete sentences using the information from the outline.

- A. Topic + Has To:** Jasmine wants to go to the mall, but she has to do her homework first.
(Hint: but)
- B. English:** She has to write a story for English class.
- C. Writes:** She writes about a princess.
- D. Geography:** She has to draw a map for her geography class.
- E. Draws:** She draws a map of Australia.
- F. Music:** She has to practice the piano for her music class.
- G. Plays:** She plays her favorite pop songs.
- H. At Last:** At last, she finishes her homework.
- I. Now:** Now, she can go to the mall.

Now write a paragraph.

Jasmine's Homework

Jasmine wants to go to the mall, but she has to do her homework first. She has to write a story for her English class. She writes about a princess. Then, she has to draw a map for her geography class. She draws a map of Australia. She also has to practice the piano for her music class. She plays her favorite pop songs. At last, she finishes her homework. Now, she can go to the mall.

Paragraph Follow-up

Ask questions about the paragraph.

- What homework did Jasmine have?
- Where does she want to go?



Writing Skill Focus

Have to shows that something must happen, or that something is necessary.

Children **have to** go to school.
She **has to** clean her bedroom.
I **had to** do my homework last night.
He **had to** take that medicine.

Writing Skill Activity

Divide students into two teams. Give a scenario, and have both teams come up with as many have to sentences as they can.

- I am going to go on vacation in another country. What do I have to do before I get to the airport?
- I am a new student. What do I have to do to be a perfect student?

Example: You have to pack your bags. You have to remember your passport...

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A.** I has to comb my hair in the morning.
I have to comb my hair in the morning.
- B.** They have to their homework before they can play computer games.
They have to do their homework before they can play computer games.
- C.** Susan has eat dinner with her family.
Susan has to eat dinner with her family.
- D.** She have to take out the trash yesterday.
She had to take out the trash yesterday.

6

Rewrite the sentences with **have to. Use the correct form.**

- A.** They feed their dog.
They have to feed their dog.
- B.** Yesterday, she studied for a big math test.
Yesterday, she had to study for a big math test.
- C.** I ate my vegetables before I left the table last night.
I had to eat my vegetables before I left the table last night.
- D.** He cleans his bedroom every day.
He has to clean his bedroom every day.
- E.** We wear uniforms to school.
We have to wear uniforms to school.

Activity Warm-up Ask questions about the activity.

- What did you have to do last weekend?
- Why did you have to do that?

7

Complete the outline and answer the questions with your own information.

**Sample Answers*

Topic: what I had to do last weekend

Had to: mow the lawn

Why: grass was tall

When: Saturday

Had to: feed our dog

Why: always have to

How Often: 2 times a day

Enjoy/Don't Enjoy: don't enjoy mowing the lawn; enjoy feeding our dog

Why: I love our dog

- A.** What did you have to do last weekend?
I had to mow the lawn.
- B.** Why did you have to do that?
The grass was very tall.
- C.** When did you do it?
I did it on Saturday.
- D.** What else did you have to do?
I also had to feed our dog.
- E.** Why did you have to do that?
I always have to feed our dog.
- F.** How often do you have to do this?
I have to do this two times a day.
- G.** Do you enjoy doing this? Why?/Why not?
I don't enjoy mowing the lawn, but I enjoy feeding our dog. I love our dog!

→ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.



Now write a paragraph about the things you had to do last weekend.

Last Weekend

Last weekend, I had to mow the lawn. The grass was very tall. I did it on Saturday. I also had to feed our dog. I always have to feed our dog. I have to do this two times a day. I don't enjoy mowing the lawn, but I enjoy feeding our dog. I love our dog!

→ Encourage students to share their paragraphs with their peers.



Interview a classmate. Use the questions in the box.

What do you have to do tonight? Why do you have to do that?
Which classes do you have to do homework for? What are the assignments?
Do you like the things you have to do tonight? Why?/Why not?



Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: what Jesse has to do
Has To: wash the dishes
Why: it is his job
Homework: English and math
Assignments: write a story and do 10 math problems
Like: doesn't like it
Why: it's not fun

- A.** What does he/she have to do tonight?
He has to wash the dishes.
- B.** Why does he/she have to do that?
It is his job.
- C.** Which classes does he/she have to do homework for?
He has to do homework for English class and math class.
- D.** What are the homework assignments?
He has to write a story and do ten math problems.
- E.** Does he/she like homework?
Why/Why not?
No, he doesn't like homework. It's not fun!



Now write a paragraph about your classmate.

Jesse's Night

Jesse has to do many things tonight. First, he has to wash the dishes.
It is his job. Then, he has to do his homework. He has to do homework for
English class and math class. He has to write a story and do ten math
problems. He doesn't like to do homework. It's not fun!

Interesting Animals

Lesson Warm-up Ask questions about the pictures.

- What are the names of these animals?
- What do you know about these animals?
- Do you like these animals? Why or why not?

Learning about animals is exciting and interesting. In school, I learned about the terrifying great white shark. It is a very scary animal because it has nearly 3,000 pointy teeth! It can take enormous bites! I also learned about the beautiful spotted cheetah. I love cats, and the cheetah looks like a really big and cute cat! The cheetah is an amazing animal. It can run over 60 miles per hour! It is the fastest animal on land!

1

Read the paragraph and complete the student's outline.

**Topic:** interesting animals**Learned About:** great white shark**Why Scary:** has nearly 3,000 pointy teeth**Can:** take enormous bites**Learned About:** cheetah**I Love:** cats**Cheetah Looks Like:** a really big and cute cat**Cheetah Is:** amazing**Can:** run over 60 miles per hour**Fastest Animal:** on land**Comprehension Follow-up**

Ask questions about the paragraph.

- How many teeth does the great white shark have?
- Which is the fastest animal on land?

2

Answer the questions in complete sentences.

- A.** How do the teeth of the great white shark look?
- B.** Which animal is big and cute?
- C.** How fast can the cheetah run?

The teeth of the great white shark/They are pointy.

The cheetah is big and cute.

The cheetah can run over 60 miles per hour.

Activity Warm-up Ask questions about the pictures.

- Who is in the first picture?
- What does the second picture look like?
- What do you think these paragraphs are about?

3

Complete the paragraphs. Use the sentences in the boxes.

He was the first man to walk on the moon!
He and the other astronauts were excited and happy.
Armstrong opened the space ship door gently.

The First Man on the Moon



Neil Armstrong is a famous astronaut. He was the first man to walk on the moon! He and two other brave astronauts flew their space ship carefully and landed on the dusty moon. Armstrong opened the space ship door gently. He climbed slowly down the metal ladder and stepped onto the moon! He jumped slowly around and looked at the distant Earth. He and the other astronauts were excited and happy.

Many soldiers hid inside it.
She loves the exciting story of the Trojan horse.
Suddenly, soldiers jumped out of the horse and attacked the people!

The Trojan Horse

Susan loves stories. She loves the exciting story of the Trojan horse. Hundreds of years ago, soldiers attacked people in a city called Troy. They fought for ten years! Then, the creative soldiers built a huge wooden horse called the Trojan horse. Many soldiers hid inside it. The people thought the scary soldiers went home. They were very happy, and they had a big party. Suddenly, soldiers jumped out of the horse and attacked the people! The clever soldiers finally won the fight.



Activity Follow-up Ask questions about the paragraphs.

- Why is Neil Armstrong famous?
- What was the Trojan horse made of?

Activity Warm-up Ask questions about the picture and outline.

- What are the boy and girl doing?
- Who is the boy?
- What color is the boy's hair?

4

Look at the picture and read the outline.



Topic: Tracy's favorite person
Is: her big brother, Alex
Alex: has dark brown hair and brown eyes
Is: very patient and kind
Teaches Tracy: a lot of interesting things
Tracy: thinks he is fun
Loves: playing exciting computer games with him
Alex: usually lets Tracy win
Is: too nice

**Sample Answers*

Write complete sentences using the information from the outline.

- | | |
|-----------------------|---|
| A. Topic + Is: | Tracy's favorite person is her big brother, Alex. |
| B. Alex: | Alex has dark brown hair and brown eyes. |
| C. Is: | He is very patient and kind. |
| D. Teaches: | Alex teaches Tracy a lot of interesting things. |
| E. Tracy: | Tracy thinks he is fun. |
| F. Loves: | She loves playing exciting computer games with him. |
| G. Alex: | Alex usually lets Tracy win. |
| H. Is: | He is too nice! |

Now write a paragraph.

Tracy's Favorite Person

Tracy's favorite person is her big brother, Alex. He has dark brown hair and brown eyes. He is very patient and kind. He teaches Tracy a lot of interesting things. Tracy thinks he is fun. She loves playing exciting computer games with him. Alex usually lets Tracy win. He is too nice!

Paragraph Follow-up Ask questions about the paragraph

- What does Alex teach Tracy?
- Why is Alex too nice?

Writing Skill Focus

Adding descriptive words like **adjectives** and **adverbs** can make stories more interesting.

Adjectives describe nouns.

The **small** girl is riding an **enormous** bike.

That dog looks **clean** and **happy**.

Adverbs describe verbs, adjectives, or other adverbs.

He spoke **loudly** and **clearly**.

My mother is **very** beautiful.

Writing Skill Activity

Write some sentences on the board and have students fill in descriptive words. Encourage creativity.

- The ___ tiger moves ___ through the jungle.
- The ___ student talks ___ in the classroom.
- My ___ friend sang ___ in the school concert.
- I saw a(n) ___ girl playing soccer ___.

Example: The strong tiger moves quietly through the jungle.

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A.** My dad is tall very and skinny.

My dad is very tall and skinny.

- B.** I cooked a dinner small for my parents.

I cooked a small dinner for my parents.

- C.** They walked home after slowly basketball practice.

They walked home slowly after basketball practice.

- D.** The dancers graceful moved beautifully.

The graceful dancers moved beautifully.

6

Put the descriptive words into the sentences.

- A.** The students whispered in the back of the classroom. (**quietly**)

The students whispered quietly in the back of the classroom.

- B.** My sister draws pictures. (**beautifully**)

My sister draws pictures beautifully.

- C.** This pencil is sharp. (**very**)

This pencil is very sharp.

- D.** The teacher asked for the answer. (**correct**)

The teacher asked for the correct answer.

- E.** The excited children smiled. (**brightly**)

The excited children smiled brightly.

Activity Warm-up Ask questions about the activity.

- What is your favorite story?
- Why is it your favorite?

7

Complete the outline and answer the questions with your own information.

**Sample Answers*

Topic: my favorite story

Story: Rapunzel

About: a princess

What Happens:

- a prince sees the princess
- he wants to rescue her
- she throws her hair out the window
- he climbs up her hair

End: he rescues her

Why Like It: has a very happy ending

A. What is your favorite story?

My favorite story is Rapunzel.

B. What is the story about?

It is about a beautiful princess in a tall tower.

C. What happens in the story? (4 things)

A handsome prince sees the princess.

The prince wants to rescue the sad princess.

The princess throws her hair out the window.

The prince climbs up her long hair.

D. How does it end?

The prince rescues the princess.

E. Why do you like the story?

I like the story because it has a very happy ending.

→ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.



Now write a paragraph about your favorite story.

My Favorite Story

My favorite story is Rapunzel. It is about a beautiful princess in a tall tower. One day, a handsome prince sees the princess. He wants to rescue the sad princess. She throws her hair out the window, and the prince climbs up her long hair. Then, he rescues her. I like this story because it has a very happy ending!

→ Encourage students to share their paragraphs with their peers.



Interview a classmate. Use the questions in the box.

What is your favorite animal? What does it look like? Where does it live?
What does it do? What does it eat?
Do you want it as a pet? Why?/Why not?



Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: Jane's favorite animal
Animal: elephant
Looks: enormous, gray
Lives: Africa
Does: sleeps and walks around
Eats: plants
Pet: doesn't want it as a pet
Why: too big

- A.** What is his/her favorite animal?
Jane's favorite animal is an elephant.
- B.** What does it look like?
It is an enormous gray animal.
- C.** Where does it live?
It lives in very hot Africa.
- D.** What does it do?
It sleeps a lot and walks around slowly.
- E.** What does it eat?
It eats big green plants.
- F.** Does he/she want it as a pet? Why?
She doesn't want it as a pet. It is too big.



Now write a paragraph about your classmate's favorite animal.

Jane's Favorite Animal

Jane's favorite animal is an elephant. It is an enormous gray animal. It
lives in very hot Africa. It sleeps a lot and walks around slowly. It eats big
green plants. She doesn't want an elephant as a pet. Elephants are too big!

The Fair

Lesson Warm-up Ask questions about the pictures.

- What is this?
- Where are these people?
- What is the girl eating?

This weekend, my mom and I are going to go to the fair. I am going to ask my friend, Ben, to come, too. We will ride the big blue rollercoaster. It goes very fast! It even goes upside down! I hope I don't get sick. We will also go on the bumper cars. I am going to drive very fast! I want to bump into Ben many times. My mom says she will buy cotton candy for us. I am very excited!

1

Read the paragraph and complete the girl's outline.



Topic: going to the fair

When: this weekend

Who: my mom, Ben, and me

Will Ride: the rollercoaster

Does What: goes very fast

goes upside down

Hope: I don't get sick

Will Also: go on the bumper cars

Going To: drive very fast

Want: to bump into Ben (many times)

Buy What: cotton candy

Who: my mom

Feel: excited

2

Answer the questions in complete sentences.

A. What goes upside down?

The rollercoaster goes upside down.

B. What will she do on the bumper cars?

She will drive very fast and bump into Ben (many times).

C. What will her mom buy?

Her mom will buy cotton candy.

Comprehension Follow-up Ask questions about the paragraph.

- What will they eat?
- What do bumper cars do?

Activity Warm-up Ask questions about the pictures.

- What is he doing?
- Where is he?
- How do you think he feels?

3

Complete the paragraphs. Use the sentences in the boxes.

He's going to feed the ducks bread from his sandwich. He hopes it won't rain!
They are going to go to a park.

A Picnic



This weekend, Colin is going to go on a picnic with his family. They are going to go to a park. He's going to help his mother make sandwiches for the picnic. He can't wait! The park has a pond. He will sit and watch ducks swim and play in the pond. He's going to feed the ducks bread from his sandwich. He's very excited for his picnic this weekend. He hopes it won't rain!

Chris and his friend will swim in the ocean.

They are going to go to California.

Chris is going to take many pictures to show his family.

Trip to the Ocean

This summer, Chris is going to go on a trip with his friend's family. They are going to go to California. They will ride a bus for sixteen hours. When they arrive, they are going to go to the beach. Chris and his friend will swim in the ocean. They will also learn to surf. Chris is going to take many pictures to show his family. He is thrilled. It will be the first time he sees the Pacific Ocean!



Activity Follow-up Ask questions about the paragraphs.

- What will the ducks eat?
- What will Chris show his family?

Activity Warm-up Ask questions about the pictures.

- What is this?
- How are they cooking the marshmallows?
- How are these people related?

4

Look at the picture and read the outline.



Topic: camping this weekend
Who: Morgan and her dad
Morgan Will: help put up the tent
Dad Will: build a big campfire
They Are Going To: toast marshmallows by the fire
Morgan Thinks: toasted marshmallows are delicious
Dad Is Going To: tell ghost stories at night
Morgan: likes ghost stories
Thinks: this weekend will be fun

**Sample Answers*

Write complete sentences using the information from the outline.

- | | |
|------------------------|--|
| A. Topic + Who: | <u>This weekend, Morgan is going to go camping with her dad.</u> |
| B. Morgan: | <u>Morgan will help put up the tent.</u> |
| C. Dad: | <u>Her dad will build a big campfire.</u> |
| D. They: | <u>They are going to toast marshmallows by the fire.</u> |
| E. Morgan: | <u>Morgan thinks toasted marshmallows are delicious.</u> |
| F. Dad: | <u>Her dad is going to tell ghost stories at night.</u> |
| G. Morgan: | <u>Morgan likes ghost stories.</u> |
| H. Thinks: | <u>She thinks this weekend will be fun!</u> |

Now write a paragraph.

This Weekend

This weekend, Morgan is going to go camping with her dad. Morgan will help put up the tent. Her dad will build a big campfire. They are going to toast marshmallows by the fire. She thinks toasted marshmallows are delicious. Her dad is going to tell ghost stories at night. Morgan likes ghost stories. She thinks this weekend will be fun!

Paragraph Follow-up Ask questions about the paragraph.

- Where will they sleep?
- What kind of stories will her dad tell?

Writing Skill Focus

Will and **be going to** are used for things that will happen in the future. **Will** is used for facts in the future, instant decisions, and predictions without evidence. **Be going to** is used for future plans and predictions with evidence.

- She **will** turn 14 years old next Saturday. (facts in the future)
A: "I'm thirsty." B: "I **will** get you some water." (instant decision)
You **will** meet an alien one day. (prediction without evidence)
We **are going to** see a play next Friday. (future plans)
A: "Look at those clouds!" B: "Yes, I think it **is going to** rain." (prediction with evidence: clouds)

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A.** He is going to eating dinner at six o'clock.

He is going to eat dinner at six o'clock.

- B.** We will make a cake yesterday.

We will make a cake tomorrow.

- C.** She thinks her team will winning the game.

She thinks her team will win the game.

- D.** I is going to take a nap soon.

I am going to take a nap soon.

Writing Skill Activity

Divide students into pairs. Say the examples below, and have the pairs write down why **will** or **be going to** was used in each sentence. Then, go over the answers as a class.

- Someday, I will fly.
- I think dinner is going to be delicious because Grandma is a great cook.
- The plane will arrive in two hours.
- We are going to buy gifts for Mother's Day.
- You look cold. I'll get you a blanket.

Example: prediction without evidence, prediction with evidence: Grandma is a great cook, fact in the future, future plans, instant decision

6

Complete the sentences with will or be going to.

- A.** A: "Oh, my! It's cold in here." B: "I will shut the window."
B. Grace is going to go to Canada next month. She already has a plane ticket.
C. They will have a geography test on Thursday.
D. A: "The soups for today are cream of mushroom and tomato."
B: "I will have tomato soup, please."
E. I think people will live on the moon one day.
F. A: "This plastic bag isn't very strong." B: "I think it is going to break."

Reasons: A-instant decision, B-future plan, C-fact in the future, D-instant decision, E-prediction without evidence, F-prediction with evidence: bag isn't strong

Activity Warm-up Ask questions about the activity.

- What will the world be like 200 years from now?
- How will things be different?

7

Complete the outline and answer the questions with your own information.

**Sample Answers*

Topic: people in 200 years

How Live: differently

Where: on other planets

Houses: spaceships

Food: candy

Transportation: space cars

Life Better/Worse: better

Why: more interesting

A. How do you think people will live in 200 years?

They will live differently from now.

B. Where will they live?

They will live on other planets.

C. What will their houses be like?

Their houses will be spaceships.

D. What will they eat?

They will eat candy.

E. Will they use cars? How will they go from place to place?

They will fly in space cars.

F. Will life be better or worse than now? Why?

Life will be better. It will be more interesting.

→ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.



Now write a paragraph about people in 200 years.

The Future

I think people will live differently in 200 years. They will live on other planets. Their houses will be spaceships. They will eat candy all of the time. They will fly in space cars. I think life will be better. It will be more interesting.

→ Encourage students to share their paragraphs with their peers.



Interview a classmate. Use the questions in the box.

How will your life be different in 50 years? Where will you live?
What will your job be? Will you have children? How many?
Will you be happy?



Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: Caroline's life in 50 years

Life Different:

- be rich
- be famous
- speak 3 languages

Live Where: New Zealand

Job: a television reporter

Children: 2

Happy: yes

A. How will his/her life be different? (3 things)

She will be rich.

She will be famous.

She will speak three languages.

B. Where will he/she live?

She will live in New Zealand.

C. What will his/her job be?

She will be a television reporter.

D. Will he/she have children? How many?

She will have two children.

E. Will he/she be happy?

She will be very happy.



Now write a paragraph about your classmate.

Caroline's Future

Caroline's life will be very different in fifty years. She will be rich and famous. She will speak three languages. Caroline will live in New Zealand. She will be a television reporter. She will have two children. She will be very happy in fifty years!

Going Out to Eat

Lesson Warm-up Ask questions about the pictures.

- What do you see?
- Where do you like to go out to eat?
- What is your favorite meal?

Tonight, I will go out to eat with my family. We are going to go to my favorite restaurant. I like the food and the music there, but sometimes the music is too loud. I think I'll have a cheeseburger and French fries, or maybe I'll have pizza. If I'm still hungry, I'll have dessert, but I'm usually too full. I might try an ice cream sundae or a slice of apple pie. I am going to enjoy dinner tonight!

1

Read the paragraph and complete the boy's outline.

**Comprehension Follow-up**

Ask questions about the paragraph.

- What kind of restaurant do you think they are going to?
- What comes with the cheeseburger?

Topic: going out to eat**When:** tonight**Where:** my favorite restaurant**Like:** food and music there**Sometimes:** music is too loud**Might Eat:** a cheeseburger and French fries**Or:** pizza**Might Eat:** dessert**Usually:** too full**Might Try:** an ice cream sundae**Or:** a slice of apple pie**Going To:** enjoy dinner

2

Answer the questions in complete sentences.

A. What is special about tonight?

The family is going to go out to eat
(at the boy's favorite restaurant).

B. What is sometimes wrong with the restaurant?

Sometimes, the music (at the
restaurant) is too loud.

C. Why doesn't he usually have dessert?

He is usually too full (to eat dessert).

Activity Warm-up Ask questions about the pictures.

- What is the girl thinking about?
- What pet do you think she likes?
- What is the boy going to do?

3

Complete the paragraphs. Use the sentences in the boxes.

Rosa's cousin has a dog, and Rosa likes to play with it.

She is going to get a pet.

Cats are soft and cute, but dogs are fun and friendly.

Choosing a Pet



Rosa is very excited. She is going to get a pet.

Her best friend has a cat, and Rosa likes the cat very much.

She likes to hold it. Rosa's cousin has a dog, and Rosa likes to play with it.

She likes to run with the dog. Rosa can't decide. Cats are soft and cute, but dogs are fun and friendly.

Rosa is going to go to the pet store tomorrow. She's not sure, but she thinks she will choose a dog or a cat.

Baseball is his favorite sport, but football and soccer are fun, too.

He doesn't know what to do!

Steve loves sports.

The Athlete

Steve loves sports. He plays soccer, baseball, and football. Baseball is his favorite sport, but football and soccer are fun, too.

At the moment, he is on a football team and a soccer team. Next week, his soccer team and his football team have games at the same time. His soccer coach wants him to play in the soccer game, and his football coach wants him to play in the football game.

He doesn't know what to do!



Activity Follow-up Ask questions about the paragraphs.

- What pet will Rosa choose tomorrow?
- What is Steve's problem?

Activity Warm-up Ask questions about the picture and outline.

- What is this?
- Who usually lives in a castle?
- How long will the school trip be?

4

Look at the picture and read the outline.



Topic: a school trip

Who: Bryce's history class

When: next month

Trip Will Be: 3 days long

Going to Go: to an old castle

Students: are going to pretend they live in the castle

- even going to sleep in the castle

Boys: going to sleep in one room

Girls: going to sleep in a different room

- are very excited about the trip

**Sample Answers*

Write complete sentences using the information from the outline.

- A. Who + Topic + When:** Bryce's history class is going to go on a school trip next month.
- B. Trip:** The trip will be three days long.
- C. Going:** His class is going to go to an old castle.
- D. Students:** They are going to pretend they live in the castle.
- E. Sleep:** They are even going to sleep in the castle!
- F. Boys + Girls:** The boys are going to sleep in one room, and the girls are going to sleep in a different room.
(Hint: and)
- G. Students:** All the students are very excited about the trip!

Now write a paragraph.

The School Trip

Bryce's history class is going to go on a school trip next month. The trip will be three days long. His class is going to go to an old castle. They are going to pretend they live in the castle. They are even going to sleep in the castle! The boys are going to sleep in one room, and the girls are going to sleep in a different room. All the students are very excited about the trip!

Paragraph Follow-up Ask questions about the paragraph.

- Why is history class going to be more interesting than usual?
- What are they going to pretend to do?



Writing Skill Activity

Have students create original sentences using **and**, **but**, and **or**. Then, have them share their sentences with one another.

Writing Skill Focus

And, **but**, and **or** can join words or phrases within a sentence.

I love my mother **and** father.

Kate went to bed **but** couldn't sleep.

He wants cake **or** ice cream.

And, **but**, and **or** can also join two complete sentences.

They heard a loud noise, **and** a girl screamed. (They heard a loud noise. A girl screamed.)

She stepped on my foot, **but** it didn't hurt. (She stepped on my foot. It didn't hurt.)

We might eat at home, **or** we might eat at a restaurant. (We might eat at home. We might eat at a restaurant.)

5

Find one mistake in each conversation. Circle the mistakes and rewrite the conversation.

A. A: "What sports do you like?" B: "I like volleyball, **or** I like karate."

A: "What sports do you like?" B: "I like volleyball, and I like karate."

B. A: "Are you from Spain?" B: "No, I am from America, **or** I live in Spain now."

A: "Are you from Spain?" B: "No, I am from America, but/and I live in Spain now."

C. A: "What happened to your shirt?" B: "I washed it, **But** it didn't get clean."

A: "What happened to your shirt?" B: "I washed it, but it didn't get clean."

D. A: "Do you want Chinese food **but** Italian food?" B: "I want Italian food."

A: "Do you want Chinese food or Italian food?" B: "I want Italian food."

6

Combine the sentences into one sentence. Use the words in parentheses.

A. Eric's best subject is math. My best subject is science. (**but**)

Eric's best subject is math, but my best subject is science.

B. Is your dad short? Is your dad tall? (**or**)

Is your dad short or tall/is he tall?

C. Kelly told an interesting story. Her friends listened carefully. (**and**)

Kelly told an interesting story, and her friends listened carefully.

D. You can have a snack now. We can go to a restaurant in a few minutes. (**or**)

You can have a snack now, or we can go to a restaurant in a few minutes.

E. Lions and giraffes live in Africa. Tigers and pandas live in Asia. (**but**)

Lions and giraffes live in Africa, but tigers and pandas live in Asia.

Activity Warm-up Ask questions about the activity.

- What is something that you always wanted but couldn't have?
- Why did you want it?

7

Complete the outline and answer the questions with your own information.

**Sample Answers*

Topic: something I want

What: a horse

Like:

- beautiful
- smart

Can:

- ride it
- teach it tricks

Why Want: my friends
don't have horses

Parents: won't let me have it

Why: expensive

A. Pretend you can have one big gift. What do you want?

I want a horse.

B. What do you like about this thing? (2 things)

They are beautiful.

They are smart.

C. What can you do with it? (2 things)

I can ride a horse.

I can teach it tricks.

D. Why do you want it?

My friends don't have horses.

E. Will your parents let you have it?

Why/Why not?

My parents won't let me have one.

Horses are expensive.

→ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.



Now write a paragraph about something you want.

A Horse

I want a horse. Horses are beautiful, and they are also smart. I can ride
a horse. I can also teach it tricks. I want a horse because my friends don't
have horses. My parents won't let me have one. Horses are expensive, and we
live in an apartment!

→ Encourage students to share their paragraphs with their peers.



Interview a classmate. Use the questions in the box.

Think about a big choice that you made. What did you choose between?
What did you choose? Why did you choose ____?
When was it? Was it a good choice?



Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: Paul's past choice

Chose Between:

- guitar lessons
- piano lessons

Chose: guitar lessons

Why: likes guitar music

When: 1 year ago

Good Choice: yes

Why: likes teacher and the guitar

A. What did he/she choose between? (2 things)

He chose between guitar lessons and piano lessons.

B. What did he/she choose?

He chose guitar lessons.

C. Why did he/she choose that?

He likes guitar music.

D. When was it?

It was one year ago.

E. Was it a good choice? Why/Why not?

Yes, he likes his guitar teacher, and he enjoys playing the guitar.



Now write a paragraph about your classmate.

Paul's Choice

Paul chose between guitar lessons and piano lessons. He chose guitar lessons. He likes guitar music better than piano music. It was one year ago. He thinks it was a good choice. He really likes his guitar teacher, and he enjoys playing the guitar.

Unit 5-Unit 8

Lesson Warm-up

Ask questions about the pictures.

- What is he doing?
- Where do you think he is?
- What is he wearing?



Look at the pictures and complete the paragraphs.

but

are going to

or

and

is going to

will

A Baseball Game

Cody and his dad are going to go to a baseball game this afternoon. Cody is getting ready. His mother tells him to put a bottle of water in his backpack, or he will be thirsty at the game. He needs to take his raincoat, too. There are a lot of clouds in the sky, and it looks like it is going to rain.

Cody is ready to go, but now his dad is looking for the tickets. Cody hopes he will find them soon!



loudly

beautiful

happily

first

patiently

handsome

A Concert

Tina went to a concert with her grandmother last Saturday. It was her first visit to the new concert hall. She felt very excited. Many women at the concert wore beautiful clothes. Tina and her grandmother found their seats and waited patiently for the concert to begin. A handsome man walked onto the stage and everyone cheered loudly. Then, he sat down at the piano and began to play. Tina and her grandmother looked at each other happily.



Activity Warm-up

Ask questions about the picture and outline.

- What does he have?
- Is he a professional baker? Why/Why not?
- Why did he make a cake?

2

Read the outline and answer the questions.

Topic: a birthday party for Lisa's mom
When: last Saturday

Party Planned By: Lisa and her brother

Lisa Had To: buy food and drinks for the party

Lisa Didn't Have To: clean the house or make a cake

- her brother cleaned the house
- her dad made a cake

Lisa's Mom: was surprised and happy



*Sample Answers

A. When was the party?

The party was last Saturday.

B. What did Lisa have to do?

Lisa had to buy food and drinks for the party.

C. What did her brother have to do?

Her brother had to clean the house.

D. Did Lisa and her brother have to make a cake?

No, they didn't.

E. Who made a cake?

Their dad made a cake.

F. How did her mom feel?

Lisa's mom was surprised and happy.



Now complete the paragraph.

A Birthday Party

Lisa and her brother planned a birthday party for their mom. The party was last Saturday. Lisa had to buy food and drinks for the party. Her brother had to clean the house. They didn't have to make a cake. Their dad made it. Lisa's mom was surprised and happy about the party.



Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

A. Billy is go to have a busy weekend.

Billy is going to have a busy weekend.

B. This Saturday afternoon, he have to stay home and do his homework.

This Saturday afternoon, he has to stay home and do his homework.

C. Billy has a lot of homework, or he thinks he can finish it.

Billy has a lot of homework, but he thinks he can finish it.

D. Saturday evening, he is go to go to a restaurant with his family.

Saturday evening, he is going to go to a restaurant with his family.

E. He hopes it will to be sunny on Sunday.

He hopes it will be sunny on Sunday.

F. He wants to go to the beach, his sister wants to go to the zoo.

He wants to go to the beach, and/but his sister wants to go to the zoo.

G. Billy thinks the beach fun is and exciting.

Billy thinks the beach is fun and exciting.

Activity Follow-up Ask questions about the sentences.

- What does Billy have to do on Saturday afternoon?
- What is Billy going to do Saturday evening?
- What does his sister want to do on Sunday?



Answer the questions with your own information.

**Sample Answers*

A. What are you going to do this weekend? (2 things)

I am going to watch TV at home and go to the library.

B. Do you have to do homework? Which classes do you have homework for?

Yes, I have homework for math class and history class.

C. What do you think the weather will be like this weekend?

I think it will be rainy.

Activity Warm-up Ask questions about the picture.

- What is funny about this picture?
- What is going to happen?

5

Look at the picture and imagine a story.

Henry and a Giant



Ideas

scary	enormous
brave	met his hero
coach	scored a basket
ran between his legs	
professional basketball player	

**Sample Answers*

Make an outline for your story.

Topic: Henry played basketball with a giant

What Happened:

- the giant scored many baskets
- Henry got an idea
- Henry took the ball
- he ran between the giant's legs
- the giant couldn't catch Henry

End: Henry won

Now write a story about the picture. Use your outline.

Henry Beat the Giant

One day, Henry played basketball with a giant. The giant was scary, but Henry was very brave. The giant scored many baskets. Henry almost lost the game, but then he got an idea. Henry took the ball and ran between the giant's legs. He was very quick. The giant couldn't catch Henry. Henry won the game!

→ Encourage students to share their paragraphs with their peers.

My Brother

Lesson Warm-up Ask questions about the pictures.

- What is everyone doing?
- Which picture is of a race?
- Can you run fast? How fast?

I have an amazing brother. His name is Jeremy. He is only eight years old. He is younger and smaller than I am, but he runs very fast. He never walks. He always runs. I am eleven years old, but he can run as fast as I can! In April, our school had a sports day, and Jeremy was in a race. The race began, and I cheered for Jeremy. He ran faster and faster! He won the race! I was very proud of my little brother!



1

Read the paragraph and complete the girl's outline.



Topic: my brother

Brother's Name: Jeremy

Age: 8 years old

Is: younger and smaller than I am

Runs: very fast

Never: walks

Always: runs

Can: run as fast as I can

April Event: sports day

Jeremy Was: in a race

I Cheered For: Jeremy

Jeremy Ran: faster and faster

Won: the race

I Felt: proud

2

Answer the questions in complete sentences.

A. Who is younger, Jeremy

or his sister?

Jeremy is younger than his sister.

B. What can Jeremy do?

Jeremy can run very fast.

C. When was the sports day?

The sports day was in April.

Comprehension Follow-up Ask questions about the paragraph.

- Why does the girl think her brother is amazing?
- Why was she proud of him?

Activity Warm-up Ask questions about the pictures.

- What is this girl playing?
- What is she/are they doing?
- Where do you think she is/they are?

3

Complete the paragraphs. Use the sentences in the boxes.

She played her guitar louder and louder. Ethan thought she was the best, too.
Her band is as good as bands on the radio!

The Guitar Player



Ethan has a talented sister. Her name is Judy. She is fourteen years old. She is a high school student. In her free time, she plays the guitar. She plays in a band. Her band is as good as bands on the radio! In June, Judy's band had a concert. The band played Judy's favorite song. She played her guitar louder and louder. Many people heard the music. Everybody said she was the best musician in the band! Ethan thought she was the best, too.

Sarah says Monica's pizza is as good as her pizza!
She made the pizza thicker and thicker! She often makes pizza.

The Cooks

Sarah is Monica's cousin. She is a few months older than Monica. On Sundays, Sarah usually cooks dinner for her family. She often makes pizza. No one's pizza is as delicious as Sarah's pizza. Last month, Sarah taught Monica how to make pizza. She put a lot of delicious things on the pizza. She made the pizza thicker and thicker! Monica had a piece of the pizza. It was great! Now, Monica sometimes makes pizza. Sarah says Monica's pizza is as good as her pizza!



Activity Follow-up Ask questions about the paragraphs.

- Why is Judy talented?
- What does Sarah think of Monica's pizza?

Activity Warm-up Ask questions about the picture and outline.

- What are they doing?
- How are they related?
- Whose favorite team is Real Madrid?

4

Look at the picture and read the outline.



Topic: Jack and his grandfather
Grandfather: is fun
Enjoys: watching soccer games
Favorite Team: Real Madrid
Always: watches them on TV
Jack: doesn't like soccer
Last Summer: went to a Real Madrid game with his grandfather
Jack: was surprised
• enjoyed the game
• cheered as loudly as his grandfather

***Sample Answers**

Write complete sentences using the information from the outline.

- | | |
|--|---|
| A. Grandfather: | Jack's grandfather is fun. |
| B. Enjoys: | He enjoys watching soccer games. |
| C. Favorite Team: | His favorite team is Real Madrid. |
| D. Always: | He always watches them on TV. |
| E. Jack + Last Summer:
(Hint: but) | Jack doesn't like soccer, but last summer he went to a Real Madrid game with his grandfather. |
| F. Jack: | He was surprised. |
| G. Enjoyed: | He enjoyed the game. |
| H. Cheered: | He cheered as loudly as his grandfather. |

Now write a paragraph.

The Soccer Fans

Jack's grandfather is fun. He enjoys watching soccer games. His favorite team is Real Madrid. He always watches them on TV. Jack doesn't like soccer, but last summer he went to a Real Madrid game with his grandfather. Jack was surprised. He enjoyed the game. He cheered as loudly as his grandfather did!

Paragraph Follow-up Ask questions about the paragraph.

- How did Jack's opinion change?
- Why did it change?

Writing Skill Focus

Making comparisons with **as ... as** shows that two things are equal.

John is **as** fast **as** Mary. (Mary is fast. John is equally fast.)

The negative form, **not as ... as**, shows that two things are not equal.

John is **not as** fast **as** Sue. (John is fast. Sue is faster.)

Repeating a comparative shows that something is changing in intensity or size.

The girl ran **faster and faster**. (The girl ran fast. Then, she ran faster.)

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A.** My brother is as tall my cousin.
My brother is as tall as my cousin.

- B.** Jason was not as louder as Sandy.
Jason was not as loud as Sandy.

- C.** The bird flew high and higher.
The bird flew higher and higher.

- D.** My cat is so beautiful as my friend's cat.
My cat is as beautiful as my friend's cat.

Writing Skill Activity

Divide students into pairs. Have each pair make comparative sentences for each category. Have them look around the classroom for ideas.

• size • shape • weight • color • temperature

Example: John's hands are not the same size as my hands.

6

Combine the sentences into one sentence. Use the words in parentheses.

- A.** My sister is 14 years old. My cousin is also 14 years old. (**as ... as**)
My sister is as old as my cousin.

- B.** Ted is tall. Mark is taller. (**not as ... as**)
Ted is not as tall as Mark.

- C.** The boy practiced hard. The boy practiced harder. (**-er and -er**)
The boy practiced harder and harder.

- D.** My dad is funny. My uncle is equally funny. (**as ... as**)
My uncle is as funny as my dad.

- E.** The baby is getting big. The baby is getting bigger. (**-er and -er**)
The baby is getting bigger and bigger.

Activity Warm-up Ask questions about the activity.

- Do you have a big family?
- Who is the oldest person in your family?

7

Complete the outline and answer the questions with your own information.

**Sample Answers*

Topic: oldest person in my family

Who: my grandmother

Age: 68 years old

Lives: New York

See Often: yes

Enjoys:

- reading
- listening to music

Same As Me: laughs as often

Different From Me: doesn't tell as many jokes

A. Who is the oldest person in your family?

My grandmother is the oldest person in my family.

B. How old is he/she?

She is sixty-eight years old.

C. Where does he/she live?

She lives in New York.

D. Do you see him/her often?

Yes, I do.

E. What does he/she enjoy? (2 things)

She enjoys reading and listening to music.

F. How is he/she the same as you?

She laughs as much as I do.

G. How is he/she different from you?

She doesn't tell as many jokes as I do.

→ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.



Now write a paragraph about the oldest person in your family.

My Grandmother

My grandmother is the oldest person in my family. She is sixty-eight years old. She lives in New York. I see her often. She enjoys reading and listening to music. She laughs as much as I do, but she doesn't tell as many jokes as I do.

→ Encourage students to share their paragraphs with their peers.

8

Interview a classmate. Use the questions in the box.

Who is an interesting person in your family? Why is he/she interesting?
 What can he/she do? How is he/she different from you?
 What did he/she teach you?

Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: interesting person in
Michelle's family

Person: uncle (Jacob)

Why: travels to many countries

Can: speak Russian and French

Different: doesn't like English
 as much as Michelle

Taught: some French words

- A.** Who is an interesting person in your classmate's family?
Michelle's uncle is an interesting person.
- B.** Why is this family member interesting?
He travels to many countries.
- C.** What can this family member do?
He can speak Russian and French.
- D.** How is this family member different from your classmate?
He doesn't like English as much as Michelle does.
- E.** What did this family member teach your classmate?
He taught her some French words.

Now write a paragraph about this person.

Michelle's Uncle

Michelle's uncle, Jacob, is an interesting person in her family. He travels
to many countries around the world. He can speak Russian and French. He does
not like English as much as Michelle does. Michelle's uncle taught her some
French words last year. It was fun.

Great Places

Lesson Warm-up Ask questions about the pictures.

- What do you see in the pictures?
- Where do you think these pictures were taken?
- Can you find places like these in your city?

I think that the art museum is a great place. In my opinion, there are many beautiful paintings. I think that there are many nice sculptures, too. In my opinion, another good place to go is the flower garden. There are thousands of colorful flowers. There are plants from all over the world. In my opinion, the art museum and the flower garden are similar. They both have many amazing things to look at.

1

Read the paragraph and complete the student's outline.



Topic: great places

Great Place: art museum

Opinion: many beautiful paintings

Think: many nice sculptures

Another Good Place: flower garden

What: thousands of flowers

From: all over the world

Opinion: art museum and flower garden are similar

Why: many amazing things to look at

Comprehension Follow-up Ask questions about the paragraph.

- How many colorful flowers can you see in the flower garden?
- Where are the flowers from?

2

Answer the questions in complete sentences.

A. What are two great places?

Two great places are the art museum and the flower garden.

B. What is inside the art museum?

There are many paintings and sculptures inside the art museum.

C. How are the two places similar?

They both have many amazing things to look at.

Activity Warm-up Ask questions about the pictures.

- What is she/are they doing?
- Where is she/are they?
- Is she/Are they having a good time?

3

Complete the paragraphs. Use the sentences in the boxes.

She thinks that they are peaceful.

She hikes up the mountains often.

Ann loves the tall mountains near her house.

Tall Mountains



Ann loves the tall mountains near her house.

She likes them for many reasons. She thinks that they are peaceful. She also thinks that the views from the tops of them is amazing. In her opinion, the mountain tops are special. She hikes up the mountains often. She thinks that the air is fresher and cleaner there.

Debbie thinks that having a lot of homework is good.

It doesn't help him learn. She also thinks that doing homework is fun.

Debbie and Kevin

Debbie and Kevin have different opinions. Debbie thinks that having a lot of homework is good.

It helps her learn. She also thinks that doing homework is fun.

She likes to study. Her friend, Kevin, thinks that getting a lot of homework is bad. It doesn't help him learn.

If he tries to learn too many things, he can't remember everything. Kevin also thinks that doing homework is fun, but only a little homework!



Activity Follow-up Ask questions about the paragraphs.

- What does Ann think about the air in the mountains?
- How are Debbie and Kevin's opinions similar?

Activity Warm-up Ask questions about the picture and outline.

- What is the girl doing?
- Does she want to watch TV?
- What does she think about many TV shows?

4

Look at the picture and read the outline.



Topic: she loves reading

Name: Paige

Opinion: reading is better than watching TV

- TV shows are only 30 minutes or 1 hour

- books last much longer

Also Thinks: books are more interesting

- can imagine a story in a book
- doesn't have to imagine anything on TV

Opinion: many TV shows are boring

**Sample Answers*

Write complete sentences using the information from the outline.

A. Topic + Name: Paige loves reading.

B. Opinion: In her opinion, reading is better than watching TV.

C. TV Shows + Books: TV shows are only thirty minutes or an hour, but books last much longer.
(Hint: but)

D. Also Thinks: She also thinks that books are more interesting.

E. Can + Doesn't: She can imagine a story in a book, but she doesn't have to imagine anything on TV.
(Hint: but)

F. Opinion: In her opinion, many TV shows are boring.

Now write a paragraph.

Paige's Opinion

Paige loves reading. In her opinion, reading is better than watching TV. Television shows are only thirty minutes or an hour, but books last much longer. She also thinks that books are more interesting. She can imagine a story in a book, but she doesn't have to imagine anything on TV. In her opinion, many TV shows are boring.

Paragraph Follow-up Ask questions about the paragraph.

- In Paige's opinion, why are books more interesting than TV shows?
- Does it take more time to watch a TV show or read a book?

Writing Skill Focus

Opinions describe personal thoughts. The thoughts do not have to be facts.

I think (that) cats are better than dogs.

She thinks (that) this song is good.

We thought (that) the movie was interesting.

In my opinion, chopsticks are better than forks.

In his opinion, snakes are perfect pets.

In her opinion, apples are delicious.

A comma (,) is used after **in ... opinion**.

Writing Skill Activity

Have students give their opinions on which is better and why.

- pets / wild animals
- movies / TV shows
- bubble gum / candy
- cities / towns
- rock music / classical music

Example: In my opinion, wild animals are better than pets. They are freer and happier.

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A. Her opinion, coffee tastes awful.

In her opinion, coffee tastes awful.

- B. He think that the beach is better than the mountains.

He thinks that the beach is better than the mountains.

- C. In my opinion chocolate tastes disgusting.

In my opinion, chocolate tastes disgusting.

- D. Yesterday, they think that the restaurant was nice.

Yesterday, they thought that the restaurant was nice.

6

Write opinion sentences with the words. Use your own opinion.

Example:

computer games / boring

(opinion)

In my opinion, computer games are (not) boring.

(think)

I think that computer games are (not) boring.

- A. spiders / scary

(opinion)

In my opinion, spiders are not scary.

(think)

I think that spiders are not scary.

- B. ice cream / delicious

(opinion)

In my opinion, ice cream is delicious.

(think)

I think that ice cream is delicious.

- C. Mom / funnier than Dad

(opinion)

In my opinion, Mom is funnier than Dad.

(think)

I think that Mom is funnier than Dad.

- D. English / fun

(opinion)

In my opinion, English is fun.

(think)

I think that English is fun.

*Sample Answers

Activity Warm-up Ask questions about the activity.

- Which school subject is the most useful?
- Why do you think that?

7

Complete the outline and answer the questions with your own information.

*Sample Answers

Topic: the best subject to study

What: English

How Often: almost every day

Where: at school and at home

Who Helps: my mom

Why Best: important for my future

Why Need:

- for college
- for work

A. In your opinion, what is the best subject to study?

In my opinion, the best subject to study is English.

B. How often do you study this subject?

I study English almost every day.

C. Where do you study it?

I study it at school and at home.

D. Does anyone help you study it? Who?

My mom helps me study English.

E. Why is it the best subject to study?

It is important for my future.

F. Why do you think you need it? (2 reasons)

I will need English for college.

I will need English for work.

⇒ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.



Now write a paragraph about the best subject to study.

The Best Subject to Study

In my opinion, English is the best subject to study. I study English almost every day. I study it at school and at home. My mom helps me study. English is important for my future. I think that I will need English for college. I also think that I will need English for work.

⇒ Encourage students to share their paragraphs with their peers.



Interview a classmate. Use the questions in the box.

In your opinion, where is the best place to go on vacation?
What country is it in? Why do you like this place?
What do you think is fun to do there? When did you go there?



Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: the best place to go on vacation

Where: Jeju Island

Country: Korea

Why:

- loves the summer weather
- the sky is beautiful

Fun: climbing Mount Halla

When: went there two years ago

- A.** In his/her opinion, where is the best place to go on vacation?
Jeju Island is the best place to go on vacation.
- B.** What country is it in?
It is in Korea.
- C.** Why does he/she like it? (2 reasons)
She loves the summer weather.
She also thinks that the sky is beautiful.
- D.** What does he/she think is fun to do there?
She thinks that climbing Mount Halla is fun.
- E.** When did he/she go there?
She went there two years ago.



Now write a paragraph about your classmate.

Jeju Island

In Nancy's opinion, Jeju Island is the best place to go on vacation. It is
in Korea. She loves the warm summer weather. Nancy also thinks that the blue
skies are beautiful. She thinks that climbing Mount Halla is fun. She went to
Jeju Island two years ago.

Puzzles Are Easy

Lesson Warm-up Ask questions about the pictures.

- What are they doing?
- Do you do puzzles?
- What are these puzzle pieces a picture of?

My sister and I like to do puzzles. We think they're easy.

However, some people think puzzles are difficult. We have a system for putting puzzles together. First, we put all the edge pieces together. After that, we put all the pieces of one color together. Next, we put all the pieces of one picture together. For example, we put all the pieces of an animal or a person together. Then, we can see which pieces are missing. After that, it's easy to finish the puzzle.

1

Read the paragraph and complete the boy's outline.



Comprehension Follow-up

Ask questions about the paragraph.

- Do you think they do puzzles often? Why?
- Do you think their system is good? Why?

2

Answer the questions in complete sentences.

A. Who does puzzles with the boy?

His sister does puzzles with him.

B. How do some people disagree with them?

Some people think it's difficult to do puzzles.

C. What do they do first?

They put all the edge pieces together.

Topic: puzzles are easy
We Like: to do puzzles
We Think: they're easy
Some People Think: they're difficult
First Step: put all the edge pieces together
After That: put all the pieces of one color together
Next: put all the pieces of one picture together
Example: put an animal or a person together
Then: can see which pieces are missing
After That: easy to finish

Activity Warm-up Ask questions about the pictures.

- What is the boy doing?
- Do you think he is having a good time?
- Does the food look good? What is it?

3

Complete the paragraphs. Use the sentences in the boxes.

However, sometimes he doesn't share his story with his friends.

He reads his first draft and makes changes.

For example, he thinks about an elephant that is a genius.

Writing Stories



Owen likes to write stories. First, he thinks of an interesting idea. For example, he thinks about an elephant that is a genius. Then, he thinks about the story.

He writes down some of his ideas and organizes them into an outline. Next, he writes his first draft of the story. He reads his first draft and makes changes.

Then, he shares the story with his friends. However, sometimes he doesn't share his story with his friends.

Sometimes he only shares the story with his parents.

However, it's easy to make!

For example, you can pour chocolate syrup over everything. After that, you put the strawberries on the whipped cream.

Strawberry Shortcake

Strawberry shortcake looks fancy. However, it's easy to make! All you do is cut up some strawberries and add some sugar to them. Then, you put some whipped cream on a biscuit. After that, you put the strawberries on the whipped cream.

Finally, you put more whipped cream and another biscuit on top. You can also do something extra to make it special. For example, you can pour chocolate syrup over everything.



Activity Follow-up Ask questions about the paragraphs.

- Does Owen always share his stories with his friends?
- Can you think of different ways to make strawberry shortcake special?

Activity Warm-up Ask questions about the picture and outline.

- What is the girl doing?
- How do you think she feels?
- Was learning this sport easy for Jill?

4

Look at the picture and read the outline.



Topic: Jill skied for the first time
When: today

Didn't Know: how to ski

However: learned very quickly

Took: a lesson

Learned: many things

Example: learned to stop and turn properly

Practiced: all day

Felt: happy and proud

***Sample Answers**

Write complete sentences using the information from the outline.

A. Topic + When: Jill skied for the first time today.

B. Didn't Know: She didn't know how to ski.

C. However: However, she learned very quickly.

D. Took: She took a lesson.

E. Learned: She learned many things.

F. Example: For example, she learned to stop and turn properly.

G. Practiced: She practiced all day.

H. Felt: She felt happy and proud.

Now write a paragraph.

She Skied!

Jill skied for the first time today. She didn't know how to ski. However, she learned very quickly. She took a lesson. She learned many things. For example, she learned to stop and turn properly. She practiced all day. At the end of the day, she felt happy and proud!

Paragraph Follow-up Ask questions about the paragraph.

- What did Jill learn in her lesson?
- Do you think Jill will ski again? Why?

Writing Skill Activity Have students talk about the following topic with **for example** and **however**. • There are many interesting things we can do in our free time.
Example: For example, we can play computer games. However, our parents don't want us to spend much time playing computer games.

Writing Skill Focus

However and **for example** are transition words. **However** shows contrasting (different) ideas. **For example** gives details.

Some people thought making pizza was difficult. **However**, I thought it was easy.
That dog is very small. **However**, it is very noisy.

You can do exciting things at the beach. **For example**, you can go swimming, surfing, or waterskiing.

My cousin is very kind. **For example**, he always helps me with my homework.

A comma (,) is used after **however** and **for example**.

5

Find one mistake in each example. Circle the mistakes and rewrite the sentences.

- A.** It's very late. For example, I am not tired.
It's very late. However, I am not tired.
- B.** My brother lived in many places. However he lived in Paris, Tokyo, and New York.
My brother lived in many places. For example, he lived in Paris, Tokyo, and New York.
- C.** We usually have cold weather this month. However today is nice and warm.
We usually have cold weather this month. However, today is nice and warm.
- D.** You can try many kinds of Italian food. As example, you can try spaghetti or pizza.
You can try many kinds of Italian food. For example, you can try spaghetti or pizza.

6

Put however or for example into one of the sentences.

- A.** There are many shops nearby. There is a bookstore, a flower shop, and a bakery.
There are many shops nearby. For example, there is a bookstore, a flower shop, and a bakery.
- B.** John loves soccer. His sister loves tennis.
John loves soccer. However, his sister loves tennis.
- C.** I am not tall. I am a good basketball player.
I am not tall. However, I am a good basketball player.
- D.** The zoo has many interesting animals. There are pandas, giraffes, and tigers.
The zoo has many interesting animals. For example, there are pandas, giraffes, and tigers.
- E.** It was sunny in the morning. It was rainy in the afternoon.
It was sunny in the morning. However, it was rainy in the afternoon.

Activity Warm-up Ask questions about the activity.

- What are some hobbies?
- What do you like about your hobbies?



Complete the outline and answer the questions with your own information.

**Sample Answers*

Topic: my hobby

What: taking photographs

I think: it is easy

However: it is difficult

How: find something to photograph

- choose the right settings

Learn: yes

Example: to look at things carefully

A. What is your hobby?

My hobby is taking photographs.

B. What do you think about this hobby?

Fun? Exciting? Interesting?

I think my hobby is easy.

C. How do some people disagree with you?

Some people think it is difficult.

D. How do you do this activity? (2 things)

I find something I want to photograph.

I choose the right settings and take the picture.

E. Did you learn anything from this hobby?

If yes, give an example.

I learned many things from this hobby.

For example, I learned to look at things carefully.

→ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.



Now write a paragraph about your hobby.

Photographs

My hobby is taking photographs. I think my hobby is easy. However,
some people think it is difficult. First, I find something I want to photograph.
Then, I choose the right settings on my camera and take the picture. I learned
many things from this hobby. For example, I learned to look at things carefully.

→ Encourage students to share their paragraphs with their peers.

8

Interview a classmate. Use the questions in the box.

What did you learn to do recently? What do you think about this?
 How do some people disagree with you? Where did you learn to do it?
 How long did it take to learn? How do you do this activity?

Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: something Jim
 learned to do recently

What: to swim

Thinks: it is the best exercise

However: jogging is better

Where: at a pool near his house

How:

- pull with his arms
- kick with his legs

How Long: 2 months

- A.** What did he/she learn to do recently?
Recently, Jim learned to swim.
- B.** What does he/she think about this?
He thinks it is the best exercise.
- C.** How do some people disagree with him/her?
However, some people think jogging is better.
- D.** Where did he/she learn to do this?
He learned to swim at a pool near his house.
- E.** How does he/she do this activity? (2 things)
He pulls himself through the water with his arms. He also kicks his legs very quickly.
- F.** How long did it take to learn?
It took two months to learn.

Now write a paragraph about your classmate.

Learning to Swim!

Recently, Jim learned to swim. He thinks it is the best exercise.
However, some people think jogging is better. He learned to swim at a pool
near his house. He pulls himself through the water with his arms. He also kicks
his legs very quickly. It took two months to learn.

UNIT 12

Writing Skill Focus

Because

My Hero

Lesson Warm-up

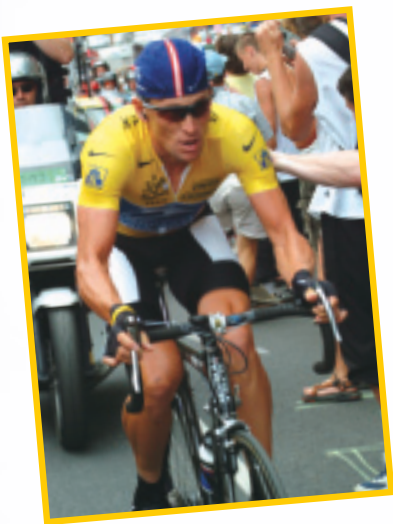
Ask questions about the pictures.

- What are the people doing?
- Can you ride a bike?
- Who is your favorite athlete?

My hero is Lance Armstrong. He is my hero because he won the *Tour de France*. The *Tour de France* is a difficult bicycle race. I think he is amazing because he won the race seven times in a row! Lance is also my hero because he won after he beat cancer. He almost died, but he worked very hard to get better. I admire him because he is a strong person. I want to be a strong person like Lance Armstrong.

1

Read the paragraph and complete the student's outline.



Topic: my hero

Who: Lance Armstrong

Why: won the Tour de France

Type of Race: bicycle race

Think He Is: amazing

Why: won seven times in a row

Won After: he beat cancer

Almost: died

Worked Hard: to get better

Why Admire: (is a) strong person

Want to Be: strong like Lance

Comprehension Follow-up

Ask questions about the paragraph.

- What is amazing about Lance Armstrong?
- What other words can you think of to describe Lance Armstrong?

2

Answer the questions in complete sentences.

A. What did Lance win?

He won the Tour de France.

B. How did he almost die?

He had cancer.

C. How does the student want to be like Lance?

The student wants to be strong like Lance.

Activity Warm-up Ask questions about the pictures.

- Who do you think this man is?
- What is this?
- Does this plane look old or new?

3

Complete the paragraphs. Use the sentences in the boxes.

He was a true hero! They were mean to him, and they threatened him.
He is her hero because he wanted all people to be treated the same.

Eva's Hero



Eva's hero is Martin Luther King, Junior. He is her hero because he wanted all people to be treated the same.

He didn't want people to be treated differently because of the color of their skin. It wasn't fair. A lot of white people in America were angry with him because of this. They were mean to him, and they threatened him. Eva thinks he was very brave because he never stopped fighting. He was a true hero!

It only flew for fifteen seconds, but it did fly!
Ryan's heroes are the Wright brothers.
The Wright brothers studied birds because they wanted to fly.

Ryan's Heroes

Ryan's heroes are the Wright brothers.

They are his heroes because they were the first people to fly! The Wright brothers studied birds because they wanted to fly. Many people laughed at the Wright brothers because they thought people couldn't fly! However, in 1903 they flew a plane! It only flew for fifteen seconds, but it did fly! Ryan loves the Wright brothers because he wants to be a pilot.



Activity Follow-up Ask questions about the paragraphs.

- Why does Eva think that Martin Luther King, Junior was so brave?
- Why did people laugh at the Wright brothers?

Activity Warm-up Ask questions about the picture and outline.

- Who are the people in the picture?
- Do they have a dangerous job? Why or why not?
- How does Tyler feel about his father?

4

Look at the picture and read the outline.



Topic: Tyler's hero
Who: his dad
Dad's Job: firefighter
Dad Is: very brave every day
Why Brave: he rescues people from fires
One Time: he saved a boy from a very dangerous fire
Boy: couldn't see
Why: there was a lot of smoke
Tyler's Dad: ran through the smoke and fire to save the boy
Tyler Is: very proud of his father

*Sample Answers

Write complete sentences using the information from the outline.

- A. Topic + Who: Tyler's hero is his dad.
- B. Dad's Job: His dad is a firefighter.
- C. Dad Is: His dad is very brave every day.
- D. Why Brave: Tyler thinks his dad is brave because he rescues people from fires.
- E. One Time: One time, he saved a boy from a very dangerous fire.
- F. Boy + Why: The boy couldn't see because there was a lot of smoke.
- G. Tyler's Dad: Tyler's dad ran through the smoke and fire to save the boy.
- H. Tyler Is: Tyler is very proud of his father.

Now write a paragraph.

Tyler's Hero

Tyler's hero is his dad. His dad is a firefighter. His dad is very brave every day. Tyler thinks his dad is brave because he rescues people from fires. One time, Tyler's dad saved a boy from a very dangerous fire. The boy couldn't see because there was a lot of smoke. Tyler's dad ran through the smoke and fire to save the boy. Tyler is very proud of his father.

Paragraph Follow-up Ask questions about the paragraph.

- Why is Tyler's dad brave?
- How do you think the boy in the fire felt about Tyler's dad?

Writing Skill Focus

Because gives a reason for something.

He ate his dinner **because** he was hungry.

(Why did he eat dinner? → He was hungry.)

I exercise **because** I want to be healthy.

(Why do you exercise? → I want to be healthy.)

She wears pink **because** it is her favorite color.

(Why does she wear pink? → It is her favorite color.)

Writing Skill Activity

Ask students questions that prompt answers with because. Try to ask each student a question.

- What would you like to be when you get older? Why?
- Who is your favorite movie star? Why?
- Where would you like to go some day? Why?
- What kind of music do you like? Why?

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A. He went to bed because he tired.

He went to bed because he was tired.

- B. The dog ran quickly the boy threw a stick.

The dog ran quickly because the boy threw a stick.

- C. He drank water, because he was thirsty.

He drank water because he was thirsty.

- D. The woman laughed the joke was funny.

The woman laughed because the joke was funny.

6

Combine the sentences into one sentence. Use **because. Be careful of the sentence order!**

- A. The boys love candy. It tastes sweet.

The boys love candy because it tastes sweet.

- B. She was hungry. She ate an apple.

She ate an apple because she was hungry.

- C. The weather was bad. The game was canceled.

The game was canceled because the weather was bad.

- D. Jenny went to the doctor. She was sick.

Jenny went to the doctor because she was sick.

- E. The girl screamed. She was scared.

The girl screamed because she was scared.

Activity Warm-up Ask questions about the activity.

- Who is an important person in your life?
- Why is this person important to you?

Complete the outline and answer the questions with your own information.

**Sample Answers*

Topic: my hero (that I see often)

Hero: Mrs. Webb

How Know: my math teacher

Why Hero: makes math fun

- takes care of children who don't have parents

What: teaches and takes care of children all the time

Why: because she loves children and thinks they are special

Be Like Him/Her: yes

Why: want to help people, too

- A.** Who is your hero? (Choose a family member or someone that you see often.)
My hero is Mrs. Webb.
- B.** How do you know him/her?
She is my math teacher.
- C.** Why is he/she your hero? (2 reasons)
She makes math fun. She takes care of children who don't have parents.
- D.** What does he/she do that is special?
She teaches my friends and me. Then, she goes home and takes care of more children.
- E.** Why does he/she do this?
She does this because she loves children and thinks they are special.
- F.** Do you want to be like him/her?
Why/Why not?
I want to be like her because I want to help people, too.

→ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.

Now write a paragraph about your hero.

My Hero

My hero is Mrs. Webb. She is my math teacher. She is my hero because she makes math fun. She is also my hero because she takes care of children who don't have parents. All day, she teaches my friends and me. Then she goes home and takes care of more children. Mrs. Webb does this because she loves children and thinks they are special. I want to be like Mrs. Webb because I want to help people, too.

→ Encourage students to share their paragraphs with their peers.



Interview a classmate. Use the questions in the box.

Who is your hero? (Choose a famous person.)
How is this person famous? A singer? An actor? What does/did he/she do?
Why is he/she your hero? Do you want to be like him/her? Why?

Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: Julie's famous hero

Hero: Kelly Clarkson

How Famous: famous singer

What: won the very first American Idol (an American TV contest)

Why Hero: is an excellent singer

Be Like Him/Her: yes

Why: wants to be a famous singer, too

A. Who is your classmate's hero? (A famous person)

Julie's hero is Kelly Clarkson.

B. How is this person famous?

Kelly Clarkson is a famous singer.

C. What does/did this famous person do?

She won the very first American Idol.

D. Why is he/she your classmate's hero?

She is an excellent singer.

E. Does your classmate want to be like this person? Why/Why not?

Julie wants to be like Kelly because she wants to be a famous singer, too.



Now write a paragraph about your classmate's hero.

Julie's Hero

Julie's hero is Kelly Clarkson. Kelly Clarkson is a famous singer. She is famous because she won the very first American Idol. Kelly is Julie's hero because she is an excellent singer. Julie wants to be like Kelly because she wants to work very hard and become a famous singer, too.

Unit 9-Unit 12

Lesson Warm-up Ask questions about the pictures.

- How do you think these boys are related?
- What do you think they are doing?
- Where do you think they are?



Look at the pictures and complete the paragraphs.

example

because

opinion

however

funny

as

My Family

I love my family because they are a lot of fun. I play with my brothers often. In my opinion, they are more exciting than my friends! We always play sports together. For example, every Saturday we play soccer. I always win! My dad always makes me laugh because his jokes are very funny. My mom is not as funny as my dad. However, she takes me to fun places like the mall.



brother

bravest

however

think

next

because

My Amazing Dog

My dog, Rex, is my hero because he saved my little brother's life! One night, there was a fire in our house. My little brother was asleep upstairs. My dad ran to get my brother. However, he couldn't get upstairs. Rex ran upstairs through the fire.

Next, he woke my brother up. Then, they jumped out of the bedroom window. They were safe. I think that Rex is the bravest dog in the world!



Activity Warm-up Ask questions about the picture and outline.

- What is this?
- What is the boy doing?
- What city is the boy in?

2

Read the outline and answer the questions.

Topic: Justin's vacation to Paris

Stayed: in a fancy hotel

Hotel Bathroom: was as big as his bedroom at home

Thought: Paris was wonderful

Why: many beautiful things to see

First: went to the Eiffel Tower

Next: went to the Louvre

Is: an art museum

Loved: Paris



A. Where did Justin stay?

He stayed in a fancy hotel.

B. How big was the bathroom in his hotel?

The bathroom was as big as his bedroom at home!

C. What did he think of Paris? Why?

He thought that Paris was wonderful because there were many beautiful things to see.

D. Where did he go first?

First, he went to the Eiffel Tower.

E. Where did he go next?

Next, he went to the Louvre.

F. What is the Louvre?

It is an art museum.



Now complete the paragraph.

Justin's Vacation

Justin went to Paris during summer vacation. He stayed in a fancy hotel. The bathroom was as big as his bedroom at home! He thought that Paris was wonderful because there were many beautiful things to see. First, he went to the Eiffel Tower. Next, he went to the Louvre. It is an art museum. He loved Paris!



Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A.** Diane think that her friend, Tom, is very handsome.
Diane thinks that her friend, Tom, is very handsome.
- B.** In her opinion he is as handsome as Brad Pitt.
In her opinion, he is as handsome as Brad Pitt.
- C.** Diane only sees Tom in summer he lives in the United States.
Diane only sees Tom in summer because he lives in the United States.
- D.** She goes to the United States every summer her aunt lives in Seattle.
She goes to the United States every summer because her aunt lives in Seattle.
- E.** She knows Tom he lives next door to her aunt.
She knows Tom because he lives next door to her aunt.
- F.** Diane thinks that the city she lives in is not as beautiful Seattle.
Diane thinks that the city she lives in is not as beautiful as Seattle.
- G.** She think that Seattle is the best city in the world!
She thinks that Seattle is the best city in the world!

Activity Follow-up Ask questions about the sentences.

- Why does Diane go to the United States every summer?
- How does Diane know Tom?
- Do you think that Diane wants to live in Seattle? Why?



Answer the questions with your own information.

**Sample Answers*

- A.** Do you have any friends from other countries? Which countries?
Yes, I do. I have two friends from Canada and one friend from England.
- B.** What do you think is the best city in the world?
I think New York is the best city in the world.
- C.** Where did you go on vacation last? How was it?
I went to my grandparents house in the country. It was fun.

Activity Warm-up

Ask questions about the picture.

- What season is it?
- Why do you think they are making funny faces?
- Where do you think they are?

5

Look at the picture and imagine a story.

A Winter Day



Ideas

- | | |
|----------------|---------------------|
| cold | made funny faces |
| colorful | family |
| mountain | went sledding |
| won a race | crashed into a tree |
| took a picture | made a snowman |

*Sample Answers

Make an outline for your story.

Topic: A Winter Day

What Happened:

- they put on lots of warm clothes
- they climbed to the top of a hill
- they raced down the hill on their sleds
- the mom won
- the little boy fell off his sled and crashed into a tree

End: he looked like a snowman

Now write a story about the picture. Use your outline.

A Winter Day

One winter day, a family went sledding. First, they put on lots of warm clothes because it was cold outside. Then, they climbed to the top of a hill. Next, they raced down the hill on their sleds. The mom won! The little boy fell off his sled and crashed into a tree. He was covered in snow and looked as silly as a snowman.

UNIT 13

Writing Skill Focus When Clauses

Found



Lesson Warm-up Ask questions about the pictures.

- What does the boy have? • What do you think he will do with it? • What do you think is in the bag?

I will always remember the day I found some money. I found it on a street near my house. It was two years ago. I was on my bike. When I stopped at a traffic light, I saw a blue bag on the ground. I picked it up. When I looked inside, I saw a lot of money. Then, I rode my bike to the police station. I gave it to a police officer. She thanked me and told me that she would find the owner.

1 Read the paragraph and complete the boy's outline.



Comprehension Follow-up

Ask questions about the paragraph.

- Did the boy do the right thing? What would you have done?
- How do you think the boy's parents felt when they heard the boy's story?

Topic: when I found money
Always Remember: the day I found it
Where: on a street near my house
When: two years ago
I Was: on my bike
What Happened: stopped at a traffic light
saw a bag on the ground
picked it up
looked inside
saw a lot of money
rode my bike to the police station
gave it to a police officer
thanked me
told me she would find the owner

2 Answer the questions in complete sentences.

- A.** What did he see when he stopped at the traffic light? He saw a blue bag on the ground.
- B.** When did he see the money? He saw the money when he looked inside the bag.
- C.** What did he do with the money? He gave the money to the police officer at the police station.

Activity Warm-up Ask questions about the pictures.

- What is this animal?
- How do you feel about this animal?
- How do you think this boy feels?

3

Complete the paragraphs. Use the sentences in the boxes.

When more people arrived, the bear heard the noise.
Grace will always remember the day she saw a bear.
It was big and brown.

When Grace Saw a Bear

Grace will always remember the day she saw a bear.



It was last summer. She was hiking with her family. When they stopped beside a river, they saw a bear. It was big and brown. The bear was far away, and it didn't see them. They watched the bear for a few minutes. When more people arrived, the bear heard the noise.

Then, it walked into the forest. Grace's friends were excited when they heard about the bear.

When Gary turned around, he saw Hilary Duff!
Gary's friends were amazed when they heard his story.
He wanted to buy Hilary's newest CD.

When Gary Saw a Star

Gary will always remember the day he saw Hilary Duff. She is his favorite singer. He was in a music store last month. He wanted to buy Hilary's newest CD.

When he picked up the CD, he heard a girl's voice behind him. The girl had a beautiful voice. When Gary turned around, he saw Hilary Duff!

He was so surprised! After he bought her CD, Hilary signed it for him. Gary's friends were amazed when they heard his story.



Activity Follow-up Ask questions about the paragraphs.

- Why do you think Grace remembers seeing a bear?
- How was Hilary nice to Gary?

Activity Warm-up Ask questions about the picture and outline.

- What are the girls doing?
- Are they having a good time?
- Why does Bonnie remember this game?

4

Look at the picture and read the outline.



Topic: Bonnie scored a goal

Remembers: that day

When: last Thursday

Score Was: 4 to 4

What Happened:

- Bonnie got the ball
- she ran towards the goal
- she kicked the ball very hard
- goalie tried to stop the ball
- goalie couldn't stop the ball
- ball went into the goal
- everyone cheered
- Bonnie's team won

**Sample Answers*

Write complete sentences using the information from the outline.

- A. Topic + Remember:** Bonnie will always remember the day she scored a goal.
- B. When:** It was last Thursday.
- C. Score:** The score was four to four.
- D. Ball + Ran:** When Bonnie got the ball, she ran towards the goal.
(Hint: when)
- E. Kicked:** She kicked the ball very hard.
- F. Goalie + Goalie:** The goalie tried to stop the ball, but the goalie couldn't.
(Hint: but)
- G. Ball + Everyone:** When the ball went into the goal, everyone cheered.
(Hint: when)
- H. Bonnie's Team:** Bonnie's team won the game!

Now write a paragraph.

Goal!

Bonnie will always remember the day she scored a goal in her soccer game. It was last Thursday. The score was four to four. When Bonnie got the ball, she ran towards the goal. She kicked the ball very hard. The goalie tried to stop the ball, but she couldn't! When the ball went in the goal, everyone cheered. Bonnie's team won the game!

Paragraph Follow-up Ask questions about the paragraph.

- Why will Bonnie always remember this game?
- What happened when the goalie couldn't stop the ball?

Writing Skill Focus

When can mean **at the time that** something happened. It shows a relationship between two things.

When I saw the monkey, I took a picture. (I saw the monkey. I took a picture.)

I took a picture **when** I saw the monkey.

When the phone rang, he answered it.

(The phone rang. He answered it.)

He answered the phone **when** it rang.

A comma (,) is used if **when** begins a sentence.

Writing Skill Activity

Divide students into two teams. Act out or draw the following scenarios. The teams should try to guess the sentences.

- When I saw a tiger, I ran very fast.
- I jumped when she slammed the door.
- He screamed when he saw the spider.
- When the dog saw the thief, it barked.
- Her phone broke when she dropped it.

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A.** When I opened the door I saw my grandmother.

When I opened the door, I saw my grandmother.

- B.** The boy sat down at his desk, when the teacher walked into the class.

The boy sat down at his desk when the teacher walked into the class.

- C.** When the girl woke up, when she got a glass of water.

When the girl woke up, she got a glass of water.

- D.** The children got on the bus. When the bus arrived.

The children got on the bus when the bus arrived.

6

Combine the sentences into one sentence. Use when.

- A.** She used her umbrella. It started to rain.

She used her umbrella when it started to rain./When it started to rain, she used her umbrella.

- B.** The TV show ended. The man turned off the TV.

When the TV show ended, the man turned off the TV./The man turned off

- C.** My brother tasted the cake. He felt happy.

When my brother tasted the cake, he felt happy./My brother felt happy

- D.** My mother dropped her cup. She saw a mouse.

My mother dropped her cup when she saw a mouse./When she saw a mouse,

- E.** I jumped in the water. I felt cold.

When I jumped in the water, I felt cold./I felt cold when I jumped in the water.

Activity Warm-up Ask questions about the activity.

- Who is someone you will always remember meeting?
- What do you remember about meeting this person?

7

Complete the outline and answer the questions with your own information.

**Sample Answers*

Topic: someone I will always remember meeting

Who: my baseball coach

When: 3 years ago

Where: at my first day of practice

I Felt: nervous

Why: was bad at sports

What Happened: he threw a ball to me

- I couldn't catch it
- he explained it to me
- he threw the ball again
- I caught it

I Feel: my coach is amazing

A. Who will you always remember meeting? A teacher? A coach?

I will always remember meeting my baseball coach.

B. When and where did you meet?

It was three years ago at my first day of practice.

C. How did you feel? Why?

I felt nervous because I was bad at sports.

D. What happened? (4-5 things)

He threw a ball to me.

I couldn't catch it.

He explained it to me.

He threw the ball again.

I caught it!

E. How do you feel about this person?

My coach is amazing.

→ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.

Now write a paragraph about yourself.

My Baseball Coach

I will always remember meeting my baseball coach. It was three years ago at my first day of practice. I was nervous because I was bad at sports. When he threw me the ball, I couldn't catch it. Then, he explained it to me. When he threw the ball again, I caught it! My coach is amazing! I'm glad I met him.

→ Encourage students to share their paragraphs with their peers.



Interview a classmate. Use the questions in the box.

What will you always remember seeing? Why was it special?
When did you see this? What happened? How did you feel about seeing this?



Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: something Kevin will
always remember seeing

What: an Olympic ice hockey game

Why Special: his favorite sport

When: a year ago

What Happened: saw Canada
and Russia play

- Russia scored the first goal
- Kevin cheered loudly
- Russia won 2 to 0

Felt: glad he got to see the game

A. What will he/she always remember
seeing? An animal? A game?

Kevin will always remember seeing an
Olympic ice hockey game.

B. Why was it special?

Ice hockey is Kevin's favorite sport.

C. When did he/she see this?

He saw it a year ago.

D. What happened? (4 things)

He saw Canada and Russia play.

When Russia scored the first goal,
Kevin cheered loudly.

Russia won two to zero.

E. How did he/she feel about seeing this?

Kevin was glad that he got to see the game.



Now write a paragraph about your classmate.

An Ice Hockey Game

Kevin will always remember seeing an Olympic ice hockey game.

Ice hockey is Kevin's favorite sport. He saw it a year ago. He saw Canada
and Russia play. When Russia scored the first goal, Kevin cheered loudly.

The game was exciting. Russia won two to zero. Kevin was glad that he got to
see the game.

The Lake

Lesson Warm-up Ask questions about the pictures.

- What are they doing?
- Who do you think is learning?
- What is pulling them?

There is a beautiful lake near my city. I would like to go to the lake during my summer vacation. Everybody in my family likes to swim in the lake. It's wonderful to relax in the cool water. This year, I would like to go on our boat. I would like to learn how to water ski! My mom can water ski very well. I hope I can go to the lake with my family. There are so many exciting things to do!



1

Read the paragraph and complete the girl's outline.



Topic: the lake

Where: near my city

When: (during my) summer vacation

Family Likes To: swim in the lake

Wonderful To: relax in the water

Would Like: to go on our boat
to learn how to water ski

Mom Can: water ski very well

I Hope: we can go to the lake

Why: many exciting things to do

Comprehension Follow-up

Ask questions about the paragraph.

- Do you think her family would like to go to the lake? Why?
- Who would probably teach her to water ski?

2

Answer the questions in complete sentences.

A. When does the girl want to go to the lake?

She wants to go to the lake during her summer vacation.

B. Who likes to swim in her family?

Everybody in her family likes to swim.

C. What would she like to learn?

She would like to learn to water ski.

Activity Warm-up Ask questions about the pictures.

- What is he using?
- What do you think he is doing?
- Do you think these women are related? Why?

3

Complete the paragraphs. Use the sentences in the boxes.

His friend, Suzy, can design games.
Mark would like to go to computer camp during his winter vacation.
He would like to work on his website.

Computer Camp



Mark would like to go to computer camp during his winter vacation. There are many interesting things he can do at the camp! He would like to work on his website. Mark started his website a few months ago. He is always looking for new ideas. As well, he would like to learn how to design video games! His friend, Suzy, can design games. She says it's fun. There is a computer camp at his cousin's school this winter. He hopes he can go!

She likes red roses the most.
Rachel would also like to buy her mother some flowers.
She would like to take her mother to her favorite restaurant.

Mother's Day

Rachel would like to go into the city with her mom on Mother's Day. There are a lot of special things they can do there. She would like to take her mother to her favorite restaurant. Rachel and her mom think the food is delicious. Rachel would also like to buy her mother some flowers. Sometimes Rachel's father buys roses for her mom. She likes red roses the most. The city is far from their house in the country. She hopes her mother will want to go.



Activity Follow-up Ask questions about the paragraphs.

- What does Mark want to learn how to do?
- Why does Rachel want to do special things for her mom?

Activity Warm-up

Ask questions about the picture and outline.

- What are these?
- What holiday is it?
- Do you think she is at a party?

4

Look at the picture and read the outline.



Topic: Kayla's New Year's Eve party
Who: Lisa would like to go
Why: will be a lot of fun things to do
Would Like To: play games with Kayla's family
• play fun board games
Would Like To: see the fireworks at midnight
Kayla's family: watches them from a park
• every year
Kayla Says: they are beautiful
Lisa Hopes: she can go to the party

*Sample Answers

Write complete sentences using the information from the outline.

- A. Who + Topic:** Lisa would like to go to Kayla's New Year's Eve party.
- B. Why:** There will be a lot of fun things to do.
- C. Would Like To:** She would like to play games with Kayla's family.
- D. Board Games:** They play fun board games.
- E. Would Like To:** She would also like to see the fireworks at midnight.
- F. Family + When:** Kayla's family watches them from a park every year.
- G. Kayla Says:** Kayla says they are beautiful.
- H. Lisa Hopes:** Lisa hopes she can go to the party!

Now write a paragraph.

New Year's Eve

Lisa would like to go to Kayla's New Year's Eve party. There will be a lot of fun things to do. Lisa would like to play games with Kayla's family. They play fun board games. Lisa would also like to see the fireworks at midnight. Every year, Kayla's family watches them from a park. Kayla says they are beautiful! Lisa hopes she can go to the party!

Paragraph Follow-up

Ask questions about the paragraph.

- Does Kayla's family go to bed early on New Year's Eve?
- What are some examples of board games?

Writing Skill Focus

Would like shows that a person wants to do something now or in the future. It is often followed by a verb in the infinitive form.

Writing Skill Focus

Divide students into pairs. Write the following verbs on the board and have students take turns interviewing each other. One student asks a question using **would like** + a verb from the board, and the other student answers the question using **would like**.

• be • do • have • meet • learn

Example: A: "What would you like to be when you get older?" B: "I would like to be a doctor."

I **would like to go** to Paris next year.

He **would like to buy** that computer game.

They **would like to listen** to some rock music.

We **would like to have** a picnic at the park.

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

A. She would likes to eat at that restaurant.

She would like to eat at that restaurant.

B. His cousin would like to going to university next year.

His cousin would like to go to university next year.

C. My family will like to see a movie tonight.

My family would like to see a movie tonight.

D. He would like meet my best friend.

He would like to meet my best friend.

6

Rewrite the sentences with **would like.**

A. I want to ride my bike this afternoon.

I would like to ride my bike this afternoon.

B. The man wants to learn to play the violin.

The man would like to learn to play the violin.

C. Her little brother wants to take a nap.

Her little brother would like to take a nap.

D. Our teacher wants to show us a movie tomorrow.

Our teacher would like to show us a movie tomorrow.

E. The basketball players want to win the game.

The basketball players would like to win the game.

Activity Warm-up Ask questions about the activity.

- Where would you like to go this summer?
- Why would you like to go there?



Complete the outline and answer the questions with your own information.

**Sample Answers*

Topic: my summer vacation

Where: Paris

Far Away: yes, France

Who: my family

Why: Paris is exciting

Would Like To:

- go shopping
- walk along the Seine River
- go to the Eiffel Tower

Hope: I can go to Paris

A. Where would you like to go on your summer vacation?

I would like to go to Paris.

B. Is it far away from your home?

Yes, it is in France.

C. Who would you like to go with?

I would like to go there with my family.

D. Why would you like to go there?

Paris is an exciting city.

E. What would you like to do there?

(3 things)

I would like to go shopping.

I would like to walk along the Seine River.

I would also like to go to the Eiffel Tower.

F. What do you hope about your summer vacation?

I hope I can go to Paris!

→ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.



Now write a paragraph about your summer vacation.

My Summer Vacation

I would like to go to Paris on my summer vacation. It is in France, and it is very far from my home. I would like to go there with my family. I would like to go there because Paris is an exciting city. I would like to go shopping and walk along the Seine River. I would also like to go to the top of the Eiffel Tower. I hope I can go to Paris during my summer vacation!

→ Encourage students to share their paragraphs with their peers.

8

Interview a classmate. Use the questions in the box.

Where would you like to go on your next birthday?
 Why would you like to go there? What would you like to do there?
 Where is this place? Who do you hope will come?

Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: Henry's next birthday

Where: Funland

Why: loves it

Would Like To:

- ride every ride
- eat cake and ice cream

Location: city center

Hopes: all of his soccer teammates

- A.** Where would he/she like to go on his/her next birthday?
Henry would like to go to Funland.
- B.** Why would he/she like to go there?
He loves Funland!
- C.** What would he/she like to do there?
 (2 things)
He would like to ride every ride.
He would like to eat cake and ice cream.
- D.** Where is this place?
Funland is in the city center.
- E.** Who does he/she hope will come?
He hopes all of his soccer teammates will come.

Now write a paragraph about your classmate.

Funland

Henry would like to go to Funland on his next birthday. Funland is an amusement park. He would like to go there because he loves it. He would like to ride every ride, and he would like to eat cake and ice cream there. Funland is in the city center. It isn't far from Henry's house. He hopes all of his soccer teammates will come to his birthday party.

UNIT 15

Writing Skill Focus

Should

Water is Important!

Lesson Warm-up

Ask questions about the pictures.

- What is he doing?
- How often do you brush your teeth?
- What is this?



Water is very important to our world. I think everybody should use less water at home. I can save water by doing a few simple things. I usually take long baths, but I should take short showers. I always use a lot of water when I brush my teeth. However, I should remember to turn off the water when I am not using it. It is easy to save water! I believe we should all try to save water!

1

Read the paragraph and complete the boy's outline.



Comprehension Follow-up

Ask questions about the paragraph.

- How else can we save water?
- Do you agree with the boy? Why?

Topic: water is important

Everybody Should: use less water

Where: at home

I Can: save water

I Usually: take long baths

I Should: take short showers

I Always: use a lot of water

When: I brush my teeth

I Should: turn off the water

When: I'm not using it

Saving Water: is easy

We Should: all try to save water

2

Answer the questions in complete sentences.

A. Where should we use less water?

We should use less water at home.

B. When does he use a lot of water?

Short showers use less water.

C. What should he remember to do?

He should remember to turn off the water when he's not using it.

Activity Warm-up Ask questions about the pictures.

- Where is he?
- What is this person doing?
- Do you think this is a tree?

3

Complete the paragraphs. Use the sentences in the boxes.

His mom says he should not use paper bags. They always bring dishes from home.
She thinks everybody should try to make less garbage.

A Clean World



A clean world is important to Seth's mom. She thinks everybody should try to make less garbage. She says it's easy to do. For example, Seth's family often goes on picnics. His mom says they should not use paper plates or cups. They always bring dishes from home. As well, Seth takes his lunch to school. His mom says he should not use paper bags. He always uses his lunch box. Seth's mom thinks everyone should help to keep the world clean.

Mr. Lee believes everybody should learn to take care of plants and trees.
Trees and plants are important to Mr. Lee.
Mr. Lee thinks that his students should learn more about trees and plants.

Trees and Plants

Trees and plants are important to Mr. Lee.
He is a science teacher. Mr. Lee thinks that his students should learn more about trees and plants. Mr. Lee wants a school garden. He wants science students to be able to put plants in this garden. He also thinks that every science class should plant a tree. That way, students can watch their trees grow. Mr. Lee believes everybody should learn to take care of plants and trees.



Activity Follow-up Ask questions about the paragraphs.

- Why are paper plates, cups, and bags not good for the world?
- Why does Mr. Lee want a school garden?

Activity Warm-up Ask questions about the picture and outline.

- What is she going to do?
- What is important to her?
- How does she think kids should get to school?

4

Look at the picture and read the outline.



Topic: clean air is important

Name: Kim

Thinks: everyone should try to keep the air clean

Example: kids should walk or ride the bus to school

Kids Shouldn't: get rides to school from their parents

People Should: ride their bikes more often

Thinks: everyone should work to keep the air clean

**Sample Answers*

Write complete sentences using the information from the outline.

- A. Topic + Name:** Clean air is important to Kim.
- B. Thinks:** Kim thinks that everyone should try to keep the air clean.
- C. Example:** For example, Kim thinks that kids should walk or ride the bus to school.
- D. Kids:** They shouldn't get rides to school from their parents.
- E. People:** People should ride their bikes more often.
- F. Thinks:** Kim thinks that everyone should work to keep the air clean.

Now write a paragraph.

Clean Air

Clean air is important to Kim. Kim thinks that everyone should try to keep the air clean. For example, Kim thinks that kids should walk or ride the bus to school. They shouldn't get rides to school from their parents. As well, Kim thinks that people should ride their bikes more often. Kim thinks that everyone should work to keep the air clean.

Paragraph Follow-up Ask questions about the paragraph.

- Which is the best for clean air, cars, bikes, or buses?
- Why do you think clean air is important?

Writing Skill Focus

Should shows that something is the best thing or right thing to do. The base form of a verb follows **should**.

We **should** **help** her carry those heavy boxes.

You **should** **study** for your test.

He **should** **not** **watch** TV late at night. He **should** **rest**.

Think is often used with **should** to give suggestions.

She **thinks** that we **should** buy Tom a basketball for his birthday.

They **think** that I **should** read a book this afternoon.

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A.** He should practices the piano more often.

He should practice the piano more often.

- B.** I should watch not that scary movie.

I should not watch that scary movie.

- C.** He think that we should go home soon.

He thinks that we should go home soon.

- D.** They should are careful late at night.

They should be careful late at night.

Writing Skill Activity

Divide students into two teams. Say a question from below and have both teams come up with as many **should** sentences as they can.

- What **should** we do every day?
- What **should** we do if we see a car accident?
- What **should** we wear to stay warm in winter?
- What **should** we do to be fit?

Example: We **should** brush our teeth every day.

6

Rewrite the sentences with the words in parentheses.

- A.** He draws pictures carefully. (**should**)

He should draw pictures carefully.

- B.** You eat that big bowl of ice cream. (**should not**)

You should not eat that big bowl of ice cream.

- C.** I think that she eats a lot of vegetables. (**should**)

I think that she should eat a lot of vegetables.

- D.** We are on time for class every day. (**should**)

We should be on time for class every day.

- E.** I go to the shopping mall after school. (**should not**)

I should not go to the shopping mall after school.

Activity Warm-up Ask questions about the activity.

- What should we do to keep the world clean?
- What shouldn't we do?



Complete the outline and answer the questions with your own information.

***Sample Answers**

Topic: a clean world

Important: recycling

Why:

- keeps the world clean
- helps us reuse things

Everyone Should:

- have recycle bins
- try to make less garbage

People Shouldn't: throw pop cans away

Why: can be recycled

Who: everyone

- A.** Think about a clean world. What is important to you?
Recycling is important to me.
- B.** Why is that important to you? (2 reasons)
It keeps the world clean.
It helps us reuse things.
- C.** What should everyone do? (2 things)
Everyone should have recycle bins.
Everyone should try to make less garbage.
- D.** What do some people do that is bad?
Some people throw pop cans in the garbage.
- E.** Why shouldn't they do that?
Pop cans can be recycled.
- F.** Who should help keep the world clean?
Everyone should help keep the world clean.

→ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.



Now write a paragraph about your idea.

Recycling Is Important

Recycling is important to me. It is important because it keeps the world clean. It is also important because it helps us reuse things. Everyone should have recycle bins in their home. Everyone should try to make less garbage. Some people throw pop cans in the garbage. They shouldn't do this. Pop cans can be recycled. We should all do our part to keep the world clean!

→ Encourage students to share their paragraphs with their peers.



Interview a classmate. Use the questions in the box.

What is something that students should do? Why should they do this?
What are three more things that students should do?
Do you do all of these things? Why/Why not?



Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: what students should do

Students Should: listen

Why: teachers work very hard

Students Should:

- do their homework
- study hard
- help each other

Classmate: yes

Why: he likes his teachers

- A.** What does your classmate think that students should do?
Students should listen to their teachers.
- B.** Why should students do this?
Teachers work very hard.
- C.** What else should students do? (3 things)
Students should do their homework.
Students should study hard.
Students should help each other.
- D.** Does your classmate do all of these things? Why/Why not?
Yes, he likes his teachers.



Now write a paragraph about your classmate.

Good Students

Ian thinks that students should listen to their teachers. They should listen because teachers work very hard. He also thinks that students should do their homework. As well, students should study hard and help each other with problems. Ian does all of these things. He is a good student, and he likes his teachers.

My Favorite Place

Lesson Warm-up Ask questions about the pictures.

- What is this?
- What do you think it looks like?
- What do you think she is thinking about?

I have a favorite place near my house. It's a park with a playground and big trees. The trees look like friendly giants! I like to sit under the trees and imagine things about these giants. When I look carefully, I can see them moving with the wind. They dance like ballerinas. When I listen carefully, I can hear all of their secrets. They whisper to each other like school children. I enjoy sitting under the trees and imagining stories about my friendly giants.

1

Read the paragraph and complete the girl's outline.



Comprehension Follow-up

Ask questions about the paragraph.

- What do the trees sound like?
- What does she imagine stories about?

Topic: my favorite place

Favorite Place: park

Has: a playground and big trees

Trees Look Like: friendly giants

Imagine: things about them

Can See: them moving (with the wind)Dance Like: ballerinasCan Hear: all of their secretsWhisper Like: school children

Enjoy Sitting: under the trees

Enjoy Imagining: stories about them

2

Answer the questions in complete sentences.

A. Where is her favorite place?

It is near her house.

B. What size are the trees in the park?

They are (very) big.

C. How does she describe the trees moving in the wind?

The trees dance like ballerinas.

Activity Warm-up Ask questions about the pictures.

- Where is he?
- What is he wearing?
- What is this?

3

Complete the paragraphs. Use the sentences in the boxes.

These days, Greg is teaching his sister to swim. It makes her look like a turtle!
He is like a fish in the water!

Like a Fish in Water!



Greg is a good swimmer. He is like a fish in the water! He often goes to the beach with his family. He stays in the water all day. These days, Greg is teaching his sister to swim. She uses a lifejacket, but she won't need it for much longer. The lifejacket is very big. It makes her look like a turtle! Some day, she hopes to be as good at swimming as Greg is.

It is slow like a snail!

It is blue like the sky.

It is not as big as a car.

Dawn's Scooter

Dawn has a cute scooter. She likes the color. It is blue like the sky. She rides her scooter everywhere. She loves it! It is not as big as a car. However, her scooter is as fast as a car. Dawn also has a bicycle, but she doesn't ride it very often. She doesn't like her bicycle because it is old and very slow. It is slow like a snail! She loves her scooter because



it is pretty and fast. **Activity Follow-up** Ask questions about the paragraphs.

- Why does Greg's sister wear a lifejacket?
- Is Dawn's scooter fast?

Activity Warm-up Ask questions about the picture and outline.

- Do you think this is an adult cat? Why?
- Where is the kitten now?
- What is the kitten's name?

4

Look at the picture and read the outline.



Topic: my friend's kitten

Kitten's Name: Cookie

- is very interesting

Inside the House: is like a princess

- sleeps on a pillow for hours

Outside the House: is like a wild animal

- is like a tiger in the jungle
- runs on the grass and climbs trees
- sometimes chases birds
- has a lot of energy outside

***Sample Answers**

Write complete sentences with the information from the outline.

A. Topic + Name: My friend has a kitten named Cookie.

B. Cookie: Cookie is very interesting.

C. Inside: Inside the house, Cookie is like a princess.

D. Sleeps: She sleeps on a pillow for hours.

E. Outside: Outside the house, Cookie is like a wild animal.

F. Tiger: She is like a tiger in the jungle.

G. Runs: She runs on the grass and climbs trees.

H. Chases: Sometimes, Cookie chases birds.

I. Has: Cookie has a lot of energy outside!

Now write a paragraph.

Cookie

My friend has a kitten named Cookie. Cookie is very interesting. Inside the house, Cookie is like a princess. She sleeps on a pillow for hours. However, outside the house, the kitten is like a wild animal. Cookie is like a tiger in the jungle. She runs on the grass and climbs trees. Sometimes, Cookie chases birds. Cookie has a lot of energy outside!

Paragraph Follow-up Ask questions about the paragraph.

- Why is Cookie like a princess?
- Why is Cookie like a wild animal?

Writing Skill Focus

Similes use **like** or **as** to compare two things that are different.

The girl is (as) pretty as a flower.
His hair is (as) white as snow.
This room is (as) cold as ice.

The girl is pretty like a flower.
His hair is white like snow.
This room is cold like ice.

5

Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A.** My little brother as playful as a puppy.

My little brother is as playful as a puppy.

- B.** The angry man's face is red likes a tomato.

The angry man's face is red like a tomato.

- C.** That cookie is as bigger as my head!

That cookie is as big as my head!

- D.** Those scissors are sharp a like knife.

Those scissors are sharp like a knife.

Writing Skill Activity

Have students look out a window of the classroom and describe what they see with similes.

- What is that cloud like?
- What is that woman like?
- What do you see that looks like something else?

Example: That cloud is as fluffy as a rabbit.

6

Write a simile for each set of words.

- A.** my uncle - a clown - funny - as...as

My uncle is as funny as a clown.

- B.** Bobby - a frog - jumping - like

Bobby is jumping like a frog.

- C.** her eyes - the ocean - blue - as...as

Her eyes are as blue as the ocean.

- D.** my father - an angry lion - roared - like

My father roared like an angry lion.

- E.** that bed - a rock - hard - as...as

That bed is as hard as a rock.

Activity Warm-up Ask questions about the activity.

- What do you have that is interesting?
- Why is it interesting?

7

Complete the outline and answer the questions with your own information.

***Sample Answers**

Topic: an interesting object

What: a box

Use: put my coins inside

Size: small

Color: dark brown

Looks Like: a tree trunk

Where: on my desk

Why: has a secret drawer
only I can open

A. Think of an interesting thing that you have. What is it?

I have an interesting box.

B. What do you use it for?

I put my coins in it.

C. What size is it?

It is small.

D. What color is it?

It is dark brown.

E. What does it look like? (Use a simile.)

It looks like a tree trunk.

F. Where is it?

It is on my desk.

G. Why is it interesting/special?

It has a secret drawer only I can open.

→ Students should be able to write their paragraph using data from the outline and questions above. Encourage students to use skills from the Writing Skills Focus to improve paragraph flow.



Now write a paragraph about your object.

My Box

I have an interesting box. I put my coins in it. It is small and dark brown. It looks like a tree trunk. My box is on my desk in my bedroom. It is interesting because it has a secret drawer. I am the only person that knows how to open the secret drawer.

→ Encourage students to share their paragraphs with their peers.



Interview a classmate. Use the questions in the box.

Imagine a new kind of animal. Where do they live? What are they called?
What color are they? How big are they? (Use a simile.)
What do they look/sound like? (Use a simile.) What can they do?



Complete the outline and answer the questions with your classmate's information.

**Sample Answers*

Topic: Rob's imaginary animal

Live: in the ocean

Name: snortles

Color: white and silver

Size: as small as shrimp

Look/Sound Like: look like baby turtles

Can:

- swim very fast
- fastest animals in the ocean

A. Where do your classmate's imaginary animals live?

They live in the ocean.

B. What are they called?

They are called snortles.

C. What color are they?

They are white and silver.

D. How big are they? (Use a simile.)

They are as small as shrimp.

E. What do they look/sound like?

(Use a simile.)

They look like baby turtles.

F. What can they do? (2 things)

They can swim very fast. They are the fastest animals in the ocean!



Now write a paragraph about your classmate's imaginary animal.

Rob's Imaginary Animal

Rob's imaginary animal lives in the ocean. They are called snortles.

Snortles are white and silver. They are as small as shrimp. They look like baby turtles. They can swim very fast. They are the fastest animals in the ocean!

Unit 13-Unit 16

Lesson Warm-up Ask questions about the pictures.

- Is this a kite? What is it?
- What does the girl have?
- What goes inside the piggy bank?



Look at the pictures and complete the paragraphs.

as

should

when

ghost

favorite

would

Parachute Jump

Devon's favorite day was when he did a parachute jump. A teacher showed him what to do. Then, they jumped together. When Devon jumped out of the airplane, he was terrified! His mom said that he was as white as a ghost. Devon said that it was wonderful, and he thinks everyone should do a parachute jump! Next time, he would like to jump by himself!



when

would

would

should

animals

like

Ashley's Coins

Ashley gave her coins to a charity for animals and nature. When she gave her money, she was very happy. Ashley loves all animals, but she loves dolphins the most. Ashley is a very good swimmer. Her dad says that she swims like a dolphin! Ashley would like to work with animals when she grows up. She would like to save dolphins and all animals from bad people. She thinks that everyone should help take care of animals.



Activity Warm-up

Ask questions about the picture and outline.

- What is happening?
- How does this woman feel?
- What did she do when she saw the mouse?

2

Read the outline and answer the questions.

Topic: everyone's afraid
Emily's Mom: afraid of mice
One Day: Emily's mom screamed
• a mouse in the house
Emily: laughed
Said: it's okay Mom
• I'm as brave as a lion
Got: a box to put the mouse in
Put: the mouse in the box
• screamed
• a spider in the box



*Sample Answers

- A.** What did Emily's mom do one day?

One day, Emily's mom screamed.

- B.** What was in the house?

There was a mouse in the house.

- C.** What did Emily say?

She said, "It's okay Mom. I'm as brave as a lion."

- D.** What did Emily get?

Emily got a box to put the mouse in.

- E.** What did she do when she put the mouse in the box? (Hint: when)

When she put the mouse in the box, she screamed.

- F.** What was in the box?

There was a spider in the box!



Now complete the paragraph.

Scary Things

Emily's mom is afraid of mice. One day, Emily's mom screamed. There was a mouse in the house! Emily laughed and said, "It's okay Mom. I'm as brave as a lion!" Emily got a box to put the mouse in. When she put the mouse in the box, she screamed. There was a spider in the box!



Find one mistake in each sentence. Circle the mistakes and rewrite the sentences.

- A.** Ryan would likes to be an English teacher when he grows up.

Ryan would like to be an English teacher when he grows up.

- B.** His mom says that he should like work hard a beaver.

His mom says that he should work hard like a beaver.

- C.** Ryan think that everyone should work hard.

Ryan thinks that everyone should work hard.

- D.** Everyone do should something important.

Everyone should do something important.

- E.** Ryan would likes to teach children in Africa.

Ryan would like to teach children in Africa.

- F.** When he visited Africa last year he liked the children.

When he visited Africa last year, he liked the children.

- G.** He very excited to be a teacher.

He is very excited to be a teacher.

Activity Follow-up Ask questions about the sentences.

- What does Ryan want to be when he grows up?
- Where did Ryan go last year?
- Why does Ryan want to go to Africa?



Answer the questions with your own information.

**Sample Answers*

- A.** What do you think everyone should do?

I think that everyone should help each other.

- B.** What important thing would you like to do?

I would like to cook food for hungry people.

- C.** Would you like to be a teacher? Why/Why not?

No, I would not like to be a teacher because I don't like to talk a lot.

Activity Warm-up

Ask questions about the picture.

- What are they doing?
- What song do you think they are singing?

5

Look at the picture and imagine a story.

Cindy and Jamie



Ideas

karaoke	sing together
sisters	competition
pretend	famous
dream	talented
sounds like	dance routine

*Sample Answers

Make an outline for your story.

Topic: Cindy and Jamie

First: would like to be famous

Next: entered a singing competition

- sang and danced on stage
- best in the competition
- everyone cheered
- Christina Aguilera came on stage

End: Christina asked the girls to sing with her

Now write a story about the picture. Use your outline.

Cindy and Jamie

Cindy and Jamie love to sing and dance. They would like to be famous. One day, they entered a singing competition. They sang and danced on stage. They were the best singers in the competition. When they finished singing, everyone cheered. Then, Christina Aguilera came on stage. She asked the girls to sing with her.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

Peter Reed



IDEAS

likes art
makes vases
good at drawing
12 years old
good friend

paint
America
friendly
pen pal
talented

★ Make an outline for your story.

● **Topic:**

● **First:**

● **Next:**

● .

● .

● .

● .

● **End:**

★ Now write a story about the picture. Use your outline.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

Alex and Eric



IDEAS

went sledding
fell down
snowball fight
snowsuit
snow boots

cold
ice
mittens
slide
crash

★ Make an outline for your story.

● **Topic:**

● **First:**

● **Next:**

● .

● .

● .

● .

● **End:**

★ Now write a story about the picture. Use your outline.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

Bathroom Line



IDEAS

take turns
morning routine
important day
put on make-up
fix her hair

hurry
time
family
sister
princess

★ Make an outline for your story.

○ **Topic:**

○ **First:**

○ **Next:**

○ •

○ •

○ •

○ •

○ **End:**

★ Now write a story about the picture. Use your outline.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

Baking Cookies



IDEAS

kitchen	sugar
first time	flour
rolling pin	butter
delicious	surprise
chocolate chip cookies	

★ Make an outline for your story.

○ Topic:

○ First:

○ Next:

○ .

○ .

○ .

○ .

○ End:

★ Now write a story about the picture. Use your outline.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

Nick's Chore



IDEAS

wash the car	soap
splash	rinse
allowance	dirty
clean	messy
hot summer day	

★ Make an outline for your story.

○ **Topic:**

○ **First:**

○ **Next:**

○ •

○ •

○ •

○ •

○ **End:**

★ Now write a story about the picture. Use your outline.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

Super Dog



IDEAS

super hero	run faster
fly higher	amazing
exciting	cute
brave	small
helps kids in trouble	

★ Make an outline for your story.

● **Topic:**

● **First:**

● **Next:**

● .

● .

● .

● .

● **End:**

★ Now write a story about the picture. Use your outline.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

The Future



IDEAS

animals
be able to talk
no more people
business suit
aliens

bear
job
pet
funny
forest

★ Make an outline for your story.

○ **Topic:**

○ **First:**

○ **Next:**

○ .

○ .

○ .

○ .

○ **End:**

★ Now write a story about the picture. Use your outline.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

Funny Friends



IDEAS

movie theater	hair
popcorn	pour
fell asleep	laugh
make a mess	surprised
snore loudly	dream

★ Make an outline for your story.

● **Topic:**

● **First:**

● **Next:**

●

●

●

●

● **End:**

★ Now write a story about the picture. Use your outline.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

Alice and Her Parents



IDEAS

tighter and tighter	hug
as happy as	squeeze
as strong as	special
love	tall
not as curly as	hair

★ Make an outline for your story.

● Topic:

● First:

● Next:

●

●

●

●

● End:

★ Now write a story about the picture. Use your outline.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

Aaron's Breakfast



IDEAS

not tasty	gross
needs sugar	thinks
bad/sour milk	taste
fly in his cereal	trick
salt instead of sugar	

★ Make an outline for your story.

● Topic:

● First:

● Next:

● .

● .

● .

● .

● End:

★ Now write a story about the picture. Use your outline.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

Gina and Adam



IDEAS

enjoys reading	a lot
likes homework	a few
however	heavy
school library	light
different	popular

★ Make an outline for your story.

● Topic:

● First:

● Next:

●

●

●

●

● End:

★ Now write a story about the picture. Use your outline.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

Kristine's Hero



IDEAS

police officer
 saved her life
 helped her
 car accident
 burning building

think
 dad
 uncle
 rescue
 brave

★ Make an outline for your story.

☐ Topic:

☐ First:

☐ Next:

☐ •

☐ •

☐ •

☐ •

☐ End:

★ Now write a story about the picture. Use your outline.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

The Ferris Wheel



IDEAS

amusement park	ride
afraid of heights	clown
broken ride	alone
first time	scary
rock back and forth	

★ Make an outline for your story.

☐ **Topic:**

☐ **First:**

☐ **Next:**

☐ •

☐ •

☐ •

☐ •

☐ **End:**

★ Now write a story about the picture. Use your outline.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

Elizabeth and Rita



IDEAS

would like
future
help sick people
study a lot
medical school

doctors
pretend
hospital
university
nurses

★ Make an outline for your story.

○ Topic:

○ First:

○ Next:

○ •

○ •

○ •

○ •

○ End:

★ Now write a story about the picture. Use your outline.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

A Thief



IDEAS

shouldn't steal
get caught
call the police
bad man
should go to jail

painting
expensive
museum
witness

★ Make an outline for your story.

● Topic:

● First:

● Next:

●

●

●

●

● End:

★ Now write a story about the picture. Use your outline.

Writing Assignment

NAME: _____

★ Look at the picture and imagine a story.

A Cool Kitty



IDEAS

sunglasses	bicycle
like a tiger	funny
like a person	comfortable
like a movie star	famous
as cute as a teddy bear	

★ Make an outline for your story.

○ **Topic:**

○ **First:**

○ **Next:**

○ •

○ •

○ •

○ •

○ **End:**

★ Now write a story about the picture. Use your outline.
