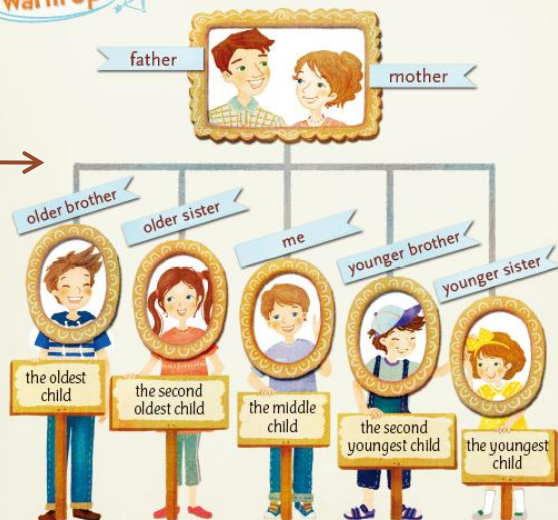


# WRITE ✓ Right 1

## Teacher's Guide

• Writing Task : Write about your family.

## Warm Up



1. Do you have any brothers or sisters?
2. Are you the oldest or the youngest child?

## Brian's Story

## My Family

Let me tell you about my family.

There are four people in my family. I have a father, a mother and an older brother. I am the youngest child in my family.

My father is a salesman and my mother is a homemaker. My brother is a middle school student. He is two years older than I am.

On the weekend, my family often eats out at a restaurant.

I am very close to my family. I love them all.



## Answer the Questions

1. How many people are there in Brian's family?  
There are four people in his family.
2. What does Brian's family often do on the weekend?  
His family often eats out at a restaurant.

1. Tell your students that today's/this week's writing task is to write about their family.

2. Have the students look at the picture on page 6 and think about their family.

3. Teach them the names of the family members.

1. Tell the students to read the model text out loud.

4. Ask the students the warm-up questions in the textbook. You can also ask the following questions.

- How many people are there in your family?
- Do you have any brothers, sisters, or cousins?
- How old are they?

2. Ask the students to write out the answers for the comprehension questions in the textbook. You can also ask the following questions.

- Does Brian have an older brother or a younger brother?
- What do Brian's father and mother do?
- How many years older is Brian's brother than Brian?
- Is Brian very close to his family?

## Writing Basics I

Look at the pictures. Complete the sentences using the phrases in the box.

an older brother      a younger brother  
an older sister      two younger sisters



1. I have a younger brother.



2. I have an older sister.



3. I have an older brother and two younger sisters.

any sisters      any brothers      any brothers or sisters



4. I don't have any brothers.



5. I don't have any sisters.



6. I don't have any brothers or sisters.

8

- Ask the students to look at the pictures and complete the sentences using the phrases in the box.
- Teach them that "any" is often used in negative sentences, and have them practice making their own sentences like "I don't have any pens." or "I don't have any money."
- Remember to mention that if a countable noun is used after "any", the plural form of the noun is usually used.

## Writing Basics II

Look at the pictures. Complete the sentences using the phrases in the box.



the youngest child  
the oldest child  
the second youngest child  
the second oldest child  
the middle child  
an only child

- I am the oldest child.
- I am the second oldest child.
- I am the middle child.
- I am the second youngest child.
- I am the youngest child.
- I am an only child.

Count the number of people and complete the sentences.

(Example)

My family: me, mother, father, one brother

⇒ There are four people in my family.

- My family: me, mother, father  
⇒ There are three people in my family.
- My family: me, mother, father, one sister, one brother  
⇒ There are five people in my family.
- My family: me, mother, father, two sisters, two brothers  
⇒ There are seven people in my family.

Unit 01

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- Ask the students to look at the pictures and complete the sentences using the phrases in the box.
- Teach them to use "the" before "youngest child", "oldest child", "second youngest child", "second oldest child" and "middle child", and "an" before "only child."
- Ask the students to count the number of people in each family and complete the sentences like the example.
- Teach them to use the form, "There are ~ people in my family." to tell how many people are in their family.

## Writing Practice I

How many years younger or older are Tom's siblings? Complete the sentences like the example.



I'm ten years old.

[Example]

Noah is nine years old.  
He is one year younger than I am.  
Sophia is fifteen years old.  
She is five years older than I am.

1. Eva is seven years old. She is three years younger than I am.
2. Ethan is twelve years old. He is two years older than I am.
3. Emily is six years old. She is four years younger than I am.
4. Ryan is eleven years old. He is one year older than I am.

Look at the example. Write the sentences in the same way.

[Example]

My brother middle school student

→ He is a middle school student.

1. My sister kindergarten student  
→ She is a kindergarten student.
2. My brother elementary school student  
→ He is an elementary school student.
3. My cousins high school students  
→ They are high school students.
4. Mona and Eric college students  
→ They are college students.

10

## Writing Practice II

Match the phrases and write the sentences like the example.

On the weekend,  
my family often



eats out  
sees a movie  
watches DVDs  
has a picnic  
goes shopping



at a theater  
at a restaurant  
at a park  
at a mall  
at home.

Write it!

1. On the weekend, my family often eats out at a restaurant.
2. On the weekend, my family often sees a movie at a theater.
3. On the weekend, my family often watches DVDs at home.
4. On the weekend, my family often has a picnic at a park.
5. On the weekend, my family often goes shopping at a mall.

Correct the mistakes and rewrite the sentences.

1. Let I tell you about my family.  
→ Let me tell you about my family.
2. My father is salesman and my mother is homemaker.  
→ My father is a salesman and my mother is a homemaker.
3. My brother is a middle school's student.  
→ My brother is a middle school student.
4. I am very close for my family.  
→ I am very close to my family.

Unit 01

11

1. Ask the students to match the weekend activities with the locations.
2. Have them write the answers in full sentences using the form, "On the weekend, ~."
3. Teach the students not to use "a" or "the" between "at" and "home."

2. Ask the students to complete the sentences like the example, with the pronouns "He", "She" or "They" and the articles "a" or "an."
3. Explain that the order of schooling is: "kindergarten → middle school → high school → college."

3. Ask the students to correct the mistakes in each sentence and rewrite the sentences.
4. Have them practice using phrases like "Let me~." or "I am very close to~."

## Organizing

Look at the example and organize your writing.

**My Family**

How many? four people

**Family members**

(Parents)		(Siblings)
father	mother	older brother
Job salesman	Job homemaker	Type of student middle school student
		Age difference two years older

**My position in the family**  
youngest child

**Family activities**  
eats out at a restaurant

**My Family**

How many? \_\_\_\_\_

**Family members**

(Parents)		(Siblings)
Job	Type of student	Type of student
	Age difference	Age difference

**My position in the family**  
\_\_\_\_\_

**Family activities**  
\_\_\_\_\_

### More Expressions

#### Jobs

businessperson / engineer / professor / accountant / journalist / pharmacist

#### Family activities

ride a bike / go grocery shopping / clean the house / go hiking

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## Drafting

Complete your story. Use your notes from page 12.

**Title** \_\_\_\_\_

**Introduction** Let me tell you about \_\_\_\_\_.

**Body**

(Paragraph 1)  
How many?  
Family members  
There are \_\_\_\_\_ in my family.  
(I have \_\_\_\_\_.)

My position in the family  
I am \_\_\_\_\_ in my family.

(Paragraph 2)  
Parents  
Jobs  
Siblings  
Type of student  
Age differences  
My father is \_\_\_\_\_, and my mother is \_\_\_\_\_. (My \_\_\_\_\_ is \_\_\_\_\_. He/She is \_\_\_\_\_ than I am.)

(Paragraph 3)  
Family activities  
On the weekend, my family \_\_\_\_\_.

**Conclusion**  
I \_\_\_\_\_ my family.  
I \_\_\_\_\_ them all.

### Writing Tip!

#### Writing Process

- **Prewriting**
- **Drafting**
- **Revising & Editing**
- **Publishing**

Choose a topic. Gather and organize ideas about the topic.  
Write your ideas in sentences and paragraphs.  
Improve your writing. Check your grammar, spelling and punctuation.  
Share your final draft with others.

Unit 01

13

1. Ask the students to write their story following the paragraph guide and using the information from their graphic organizer.
2. Tell them that they can change the beginning or ending of the given sentences, and can also add more sentences.

1. Review the graphic organizer together.

2. Have the students fill out their own graphic organizer. Tell them to write information about their family in each of the empty spaces.

3. In the "More Expressions" section, teach your students additional job names and phrases for family activities.

3. In the "Writing Tip!" section, teach your students about the writing process and explain each step from prewriting to publishing.

## Revise &amp; Edit

 Write about your family.

Title	My Family
Introduction	Let me tell you about <u>our</u> family.
Body	There are six people in <u>our</u> family. I have
(Paragraph 1)	<u>a</u> father, <u>a</u> mother, <u>and an</u> older brother. I am the
How many?	youngest in <u>our</u> family. → "my family" is used more often.
Family members	My father goes to a company and my mother
My position in the family	is at home. <u>"works for (company name)" is used more often.</u>
(Paragraph 2)	My brother is the same school
Parents	<u>"takes care of our home" or "is a homemaker" is used more often.</u> <u>"goes to the same school as me" is used more often.</u>
Siblings	student with me. He is 13 years old. He is three
- Type of student	years older than I am.
- Age differences	On the weekend, my family goes to the movies
(Paragraph 3)	or goes <del>to</del> shopping.
Family activities	I am very close to my family. I really love
Conclusion	them all.

Check Point ✓

☐ Grammar ☐ Spelling ☐ Capitalization ☐ Punctuation
Teacher's Comment 

Good job! Please remember to use "my" when describing your family and "a" or "an" before the names of family members.

## Editing Marks

## Symbols

## Meaning

^	Insert a word, letter or phrase
e	Delete
≡	Capitalize
/	Change to lower case
⊙	Insert period
^,	Insert comma
#	Insert space
)	Close up space
~	Switch words or letters
Ⓢp	Check spelling
¶	Start a new paragraph
]	Move right
[	Move left

• Writing Task : Write about your room.

## Warm Up



1. Do you have your own room?
2. What is in your room?

14

1. Tell your students that today's/this week's writing task is to write about their room.

2. Have the students look at the picture on page 14 and think about their room.

3. Teach them the names of the objects in the room .

4. Ask the students the warm-up questions in the textbook. You can also ask the following questions.

- What is your favorite thing in your room?
- What would you like to have in your room?
- What's next to your room?

## Michelle's Story

## My Room

I'd like to tell you about my room.

I have my own room. I don't share it with my sister. My room is between my sister's room and my parents' room.

In one corner of my room, there is a bed. My desk is to the right of the bed. There is a poster of my favorite TV star on the wall. I also have a closet for my clothes.

My room is a bit small, but I like it.



1. Tell the students to read the model text out loud.

## Answer the Questions

1. Where is Michelle's room?  
Her room is **between** her **sister's room** and her **parents' room**.
2. Where is Michelle's desk?  
Her desk is **to the right of** the bed.

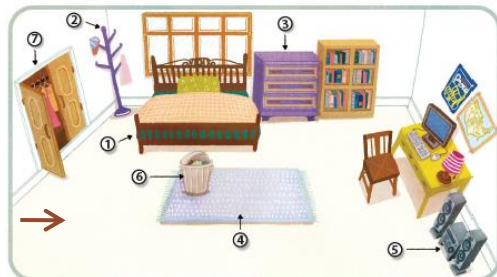
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2. Ask the students to write out the answers for the comprehension questions in the textbook. You can also ask the following questions.

- Does Michelle have her own room?
- Whose poster does Michelle have on the wall?
- Is Michelle's room big?

## Writing Basics I

Look at the picture. Complete the sentences using the words in the box.



bed rug dresser trash can closet stereo coat rack

1. There is a bed in front of the window.
2. There is a coat rack in the corner of the room.
3. There is a dresser between the bed and the bookshelf.
4. There is a rug in the center of the room.
5. There is a stereo next to the desk.
6. There is a trash can on the rug.
7. There is a closet next to the coat rack.

16

1. Teach the students to use "There is ~ + prepositional phrases" to describe the locations of objects.
2. Ask them look at the picture and complete the sentences using the words in the box and the form, "There is a ~."

## Writing Basics II

Look at the pictures. Complete the sentences using the phrases in the box.

above  
under

to the right of  
to the left of

in the corner of  
in front of



[Example]

The computer is to the right of the lamp.



1. The shoes are under the bed.



2. The posters are above the bed.



3. The chair is in front of the desk.



4. The coat rack is in the corner of the room.



5. The trash can is to the left of the stereo.

Look at the picture. Complete the sentences using the phrases in the box.



across from  
next to  
between  
at the end of

1. My room is between the bathroom and my sister's room.
2. My parents' room is across from my sister's room.
3. My sister's room is at the end of the hallway.
4. The kitchen is next to my parents' room.

Unit 02

17

5. Review what location the words and phrases in the box describe.
6. Ask the students to complete the sentences using the phrases in the box.
7. Have the students read all of the sentences out loud.

1. Review what position the words and phrases in the box describe.
2. Ask the students to look at the pictures and complete the sentences using the words and phrases in the box.
3. Have the students read all of the sentences out loud.
4. Teach them more phrases, such as "on~" and "in the center of~" using sentences like "The pen is on the desk." and "The table is in the center of the room."

## Writing Practice I

Look at the example. Write the sentences in the same way.



[Example]

(my own room, not share with my brother)

⇒ I have my own room.

I don't share it with my brother.

1. (my own desk, not share with my brother)

⇒ I have my own desk.

I don't share it with my brother.

2. (my own bicycle, not share with my family)

⇒ I have my own bicycle.

I don't share it with my family.



[Example]

(not my own toy train, share with my brother)

⇒ I don't have my own toy train.

I share it with my brother.

3. (not my own room, share with my sister)

⇒ I don't have my own room.

I share it with my sister.

4. (not my own computer, share with my parents)

⇒ I don't have my own computer.

I share it with my parents.

18

## Writing Practice II

Look at the example. Write the sentences in the same way.

[Example]

closet clothes

⇒ I have a closet for my clothes.

1. bookshelf books

⇒ I have a bookshelf for my books.

2. desk drawer pencils

⇒ I have a desk drawer for my pencils.

3. chest toys

⇒ I have a chest for my toys.

4. box computer games

⇒ I have a box for my computer games.

5. table trophies

⇒ I have a table for my trophies.

Unscramble the sentences.

1. like to / tell / my / I'd / you / about / room / .

⇒ I'd like to tell you about my room.

2. there / a bed / In one corner of / is / my room, / .

⇒ In one corner of my room, there is a bed.

3. a poster / There / favorite TV star / is / of my / on the wall / .

⇒ There is a poster of my favorite TV star on the wall.

4. room / a / My / is / small / bit / .

⇒ My room is a bit small.

Unit 02 • 19

1. Ask the students to look at the example. Teach them to use "own" to emphasize that a possession belongs to them.
2. Teach the students that when they use something with other people, they "share" it, and that when they use something by themselves, they "don't share" it.
3. Practice describing the first picture using the phrases in the example. Ask the students to write sentences 1 and 2 like the example.
4. Practice describing the second picture using the phrases in the example. Ask the students to write sentences 3 and 4 like the example.

4. Ask the students to unscramble the sentences.
5. Remind them that a sentence begins with a capital letter and ends with a period.

1. Ask the students the question, "Where do you keep your clothes?"
2. Teach them the structure, "I have a closet for my clothes."
3. Ask the students to write sentences using the highlighted words and the form, "I have a ~ for my ~."

## Organizing

Look at the example and organize your writing.



## Share with anyone?

Yes, ☒ No  
my own room

## Location in the house

between my sister's room  
and my parents' room

## Things in the room

## Objects

bed  
desk  
poster  
closet

## Location

in one corner of my room  
to the right of the bed  
on the wall

## Share with anyone?

## Location in the house

## Things in the room

## Objects

## Location

## More Expressions

a mirror  
a video game player  
an air conditioner

a toy chest  
a dartboard  
a swivel chair

a globe  
curtains  
blinds

## Drafting

Complete your story. Use your notes from page 20.

## Title

## Introduction

I'd like to tell you about \_\_\_\_\_.

## Body

(Paragraph 1)

Share with anyone?

Location in the house

(Paragraph 2)

Things in the room

I \_\_\_\_\_.

I \_\_\_\_\_ with \_\_\_\_\_.

\_\_\_\_\_. My room is \_\_\_\_\_.

\_\_\_\_\_, there

My desk is \_\_\_\_\_.

There is \_\_\_\_\_.

on the wall. I also have \_\_\_\_\_.

## Conclusion

My room is \_\_\_\_\_.

## Writing Tip!

## Writing a Sentence

A sentence is a group of words that tells a complete idea.

It begins with a **capital letter** and ends with a **punctuation mark**, such as a **period(.)**, a **question mark(?)** or an **exclamation point(!)**.

Let me tell you about my room.


1. Ask the students to write their story following the paragraph guide and using the information from their graphic organizer.
2. Tell them that they can change the beginning or ending of the given sentences, and can also add more sentences.

3. In the "More Expressions" section, teach the students additional names of room objects.

3. In the "Writing Tip!" section, teach the students about sentences and how they should be written.

## Revise &amp; Edit

 Write about your room.

Title	My Room
Introduction	I'd like to tell you about my room.
Body	I have my own room. I don't <u>share</u> with my brother. My room is near the <u>door</u> .
(Paragraph 1) Share with anyone?	"share" needs an object, "it" or "my room".
Location in the house	for houses, "front hall" is usually used.
(Paragraph 2) Things in the room	In the corner of my room there is a desk. My desk is small. I want a new desk. There is a <u>watch</u> on the wall. I also have a picture on the wall. I <del>draw</del> the picture this year.
	"a watch" is what you wear around your wrist. You hang "a clock" on the wall.
	 drew
Conclusion	My room is not big. But I like my room.

Check Point ✓

☐ Grammar ☐ Spelling ☐ Capitalization ☐ Punctuation
Teacher's Comment 

Well done! Please remember to use the past tense of verbs, such as "drew", for activities you have already done.

## Editing Marks

## Symbols

## Meaning

^	Insert a word, letter or phrase
e	Delete
≡	Capitalize
/	Change to lower case
⦿	Insert period
^,	Insert comma
#	Insert space
⌋	Close up space
↺↻	Switch words or letters
Ⓢp	Check spelling
¶	Start a new paragraph
⌋	Move right
⌈	Move left

1. Tell your students that today's/this week's writing task is to write about their favorite sport.

2. Have the students look at the pictures on page 22 and think about their favorite sport.

3. Teach them the names of the sports.

Unit 03 Basketball Is Fun

• Writing Task : Write about your favorite sport.

Warm Up

22

- Are you good at sports?
- What sports do you like?

4. Ask the students the warm-up questions in the textbook. You can also ask the following questions.

- Do you play any sports?
- When and where do you play sports?
- What is your favorite sport?
- What are you good at?

### Tom's Story

#### My Favorite Sport

I like many sports, but I like basketball the most.

I play basketball with my friends every Sunday morning. We play it on the basketball court at my school. I am good at dribbling and shooting the ball. After school, I practice with my own basketball.

I also enjoy watching basketball games on TV. My favorite basketball team is the Los Angeles Lakers.

I love everything about basketball!



1. Tell the students to read the model text out loud.

#### Answer the Questions

1. What sport does Tom like the most?

He likes basketball the most.

2. Where does Tom play basketball?

He plays it on the basketball court at his school.

2. Ask the students to write out the answers for the comprehension questions in the textbook. You can also ask the following questions.

- Who does Tom play basketball with?
- What is Tom good at?
- What is Tom's favorite basketball team?

## Writing Basics I

Look at the pictures. Complete the sentences using the words in the box.

baseball badminton basketball tennis volleyball soccer



1. I play basketball.



2. I play baseball.



3. I play soccer.



4. I play badminton.



5. I play tennis.



6. I play volleyball.

Complete the sentences using the phrases in the box.

on the tennis court   on the basketball court   on the ice rink  
on the baseball field   on the soccer field   in the swimming pool

1. I play basketball on the basketball court.

2. I play baseball on the baseball field.

3. I play tennis on the tennis court.

4. I play soccer on the soccer field.

5. I swim in the swimming pool.

6. I skate on the ice rink.

- Ask the students to complete the sentences by writing down the place where each sport is played.
- Teach them to use "on" before "the tennis court", "the baseball field" and "the ice rink", but to use "in" before "the swimming pool."

## Writing Basics II

Complete the sentences with the correct names of the sports equipment.



basketball



bat



ice skates



shuttlecock



racket



glove



baseball



soccer ball



swimsuit

1. I practice basketball with my basketball.

2. I practice soccer with my soccer ball.

3. I practice badminton with my racket and shuttlecock.

4. I practice baseball with my bat, baseball and glove.

5. I practice skating in my ice skates.

6. I practice swimming in my swimsuit.

- Ask the students to complete the sentences using the words in the box.
- Teach them to use "with" before "my basketball" or "my racket", but to use "in" before "my ice skates" or "my swimsuit."
- Remind them that "ice stakes" is two words with a space between each word, but "swimsuit" is one word without any spaces between the words.

1. Review the names of the different sports using the pictures.
2. Ask the students to match the phrases to make correct sentences.
3. Teach them to use the "-ing" verb form after the phrase "is good at."
4. Have the students read all of the sentences out loud.

## Writing Practice I

Match the phrases to make correct sentences.



- |                                   |                          |
|-----------------------------------|--------------------------|
| 1. A basketball player is good at | kicking the ball.        |
| 2. A baseball player is good at   | hitting the shuttlecock. |
| 3. A soccer player is good at     | dribbling the ball.      |
| 4. A badminton player is good at  | throwing the ball.       |
| 5. A tennis player is good at     | jumping and landing.     |
| 6. A figure skater is good at     | serving the ball.        |

Look at the answers above. Write the sentences like the example.

1. I play basketball. I am good at dribbling the ball.
2. I play baseball. I am good at throwing the ball.
3. I play soccer. I am good at kicking the ball.
4. I play badminton. I am good at hitting the shuttlecock.
5. I play tennis. I am good at serving the ball.

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5. Ask the students to write the sentences using the answers from the first activity.
6. Encourage the students to say what they are good at doing, using the form, "I am good at -ing."

## Writing Practice II

Look at the pictures. Write the sentences using the words in the box.

- |        |            |           |              |
|--------|------------|-----------|--------------|
| soccer | enjoy (x2) | badminton | playing (x2) |
|--------|------------|-----------|--------------|
1. I enjoy playing tennis.
  2. I enjoy playing badminton.
  3. I enjoy playing soccer.

- |                                  |                     |                                 |
|----------------------------------|---------------------|---------------------------------|
| soccer games<br>at the ball park | enjoy (x2)<br>on TV | baseball games<br>watching (x2) |
|----------------------------------|---------------------|---------------------------------|
4. I enjoy watching basketball games at the park.
  5. I enjoy watching baseball games at the ball park.
  6. I enjoy watching soccer games on TV.

Correct the mistakes and rewrite the sentences.

1. I like many sports, but I like basketball the more.  
→ I like many sports, but I like basketball the most.
2. I play basketball with my friends every Sunday at morning.  
→ I play basketball with my friends every Sunday morning.
3. I am good at dribble and shoot the ball.  
→ I am good at dribbling and shooting the ball.
4. I love everythings about basketball!  
→ I love everything about basketball!

Unit 03 • 27

4. Ask the students to correct the mistakes in each sentence and rewrite the sentences.
5. Have them practice using phrases like "every Sunday morning" and "every Wednesday evening".
6. Teach them that "everything" is always singular.

1. Ask the students to write sentences about the pictures using the words in the box.
2. Tell them that "enjoy" and "playing" should be used for sentences 2 and 3, while "enjoy" and "watching" should be used for sentences 5 and 6.
3. Remind them to use the "-ing" verb form after "enjoy."

## Organizing

Look at the example and organize your writing.

**My Favorite Sport**

Playing: basketball

Watching: on TV

With whom? my friends

When? every Sunday morning

Where? on the basketball court at my school

Good at? dribbling the ball, shooting the ball

Practice with? my own basketball

Favorite team? Los Angeles Lakers

Where?

**My Favorite Sport**

Playing:

Watching:

With whom?

When?

Where?

Good at?

Practice with?

Favorite team or player?

Where?

## More Expressions

## Sports — Actions

play kickball	— kick the ball / catch the ball
play dodge ball	— throw the ball / avoid the ball
play table tennis	— serve the ball / return the serve
swim	— swim freestyle / swim the backstroke

28

## Drafting

Complete your story. Use your notes from page 28.

**Title** \_\_\_\_\_

**Introduction** I like many sports, but I like \_\_\_\_\_.

**Body**

(Paragraph 1)

I play \_\_\_\_\_ with \_\_\_\_\_.

Where? We play it \_\_\_\_\_.

Good at? I am good at \_\_\_\_\_.

Practice when/with? \_\_\_\_\_, I practice with \_\_\_\_\_.

(Paragraph 2)

I also enjoy \_\_\_\_\_.

My favorite \_\_\_\_\_.

**Conclusion** I love everything about \_\_\_\_\_.

## Writing Tip!

## Writing a Paragraph

A paragraph is a group of sentences about one main idea. The first line of a paragraph is **indented**. This means the first word is moved a little to the right.

☐ I play basketball with my friends every Sunday morning. We play it on the basketball court at my school. I am good at...

Unit 03

29

1. Ask the students to write their story following the paragraph guide and using the information from their graphic organizer.
2. Tell them that they can change the beginning or ending of the given sentences, and can also add more sentences.

1. Review the graphic organizer together.

2. Have the students fill out their own graphic organizer. Tell them to write information about their favorite sport in each of the empty spaces.

3. In the "More Expressions" section, teach the students how to describe additional sports and their actions.

3. In the "Writing Tip!" section, teach the students about paragraphs and explain that the first line of a paragraph should be indented.

## Revise &amp; Edit



Write about your favorite sport.

Title	My Favorite Sport
Introduction	I like many sports, but I like soccer
Body	the most.
(Paragraph 1) With whom /When?	I play soccer with <sup>my</sup> friend <sup>^</sup> Min-Soo
Where?	<sup>every</sup> Saturday morning or Sunday morning.
Good at?	We play it <sup>in</sup> the playground of our
Practice when/ with?	school. I am good at kicking <del>the ball</del> and
(Paragraph 2) Also enjoy?	blocking the ball. Sometimes after
	school, I practice soccer alone.
	I also enjoy watching soccer games.
Favorite team or player	My favorite soccer team is Arsenal
	<del>team.</del>
Conclusion	I love everything about soccer.

## Editing Marks

## Symbols

## Meaning

^	Insert a word, letter or phrase
e	Delete
≡	Capitalize
/	Change to lower case
⊙	Insert period
^,	Insert comma
#	Insert space
)	Close up space
~	Switch words or letters
ⓈⓅ	Check spelling
¶	Start a new paragraph
]	Move right
[	Move left

## Check Point ✓

☐ Grammar
 ☐ Spelling
 ☐ Capitalization
 ☐ Punctuation

## Teacher's Comment

I also love soccer! Please remember to use "on" when talking about things that you do or play on the playground. Keep up the good work!

• Writing Task : Write about your Sunday.

Warm Up

Sunday



1. Do you do any of these things on Sunday?
2. What are your favorite things to do on Sunday?

## Rachel's Story

## My Sunday

I love Sundays!

On Sunday, I don't go to school. So, I usually get up late in the morning.

In the afternoon, I often go out with my family. We usually go to a park or go shopping. Every other Sunday, I visit my grandparents. When I visit them, my grandmother cooks me a delicious meal.

In the evening, I watch TV or play computer games.

Sunday is fun and relaxing!



## Answer the Questions

1. Why does Rachel get up late on Sunday?  
She gets up late because she doesn't go to school.
2. When does Rachel visit her grandparents?  
She visits her grandparents every other Sunday.

1. Tell your students that today's/this week's writing task is to write about their typical Sunday.

2. Have the students look at the pictures on page 30 and think about their typical Sunday.

3. Teach them expressions about Sunday activities.

1. Tell the students to read the model text out loud.

4. Ask the students the warm-up questions in the textbook. You can also ask the following questions.

- What do you usually do on Sundays?
- What time do you get up on Sundays?
- What don't you do on Sundays?
- What do you want to do this Sunday?

2. Ask the students to write out the answers for the comprehension questions in the textbook. You can also ask the following questions.

- What does Rachel do on Sunday afternoon?
- Where does Rachel's family go on Sunday afternoon?
- What does Rachel do on Sunday evening?
- What does Rachel think of Sunday?

## Writing Basics I

Look at the pictures. Complete the sentences using the phrases in the box.

go to a park  
go to the movies  
go shopping  
walk the dog

eat out  
get up late  
visit my grandparents  
play computer games



1. I go to a park.



2. I go shopping.



3. I visit my grandparents.



4. I get up late.



5. I play computer games.



6. I go to the movies.



7. I eat out.

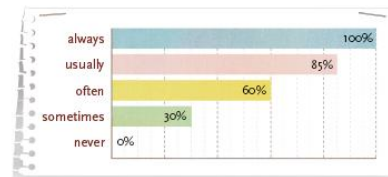


8. I walk the dog.

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## Writing Basics II

How often do you do these activities? Answer the questions using the adverbs in the chart.



[Example] How often do you get up late in the morning?

⇒ I always get up late in the morning.

1. How often do you brush your teeth in the morning?

⇒ I always brush my teeth in the morning.

2. How often do you take the bus to school?

⇒ I usually take the bus to school.

3. How often do you walk to school?

⇒ I sometimes walk to school.

4. How often do you eat noodles for dinner?

⇒ I often eat noodles for dinner.

5. How often are you kind to your friends?

⇒ I am usually kind to my friends.

6. How often are you late for school?

⇒ I am never late for school.

Unit 04 • 33

1. Ask your students to look at the pictures and complete the sentences using the phrases in the box.
2. Review the weekend activities phrases and have the students practice saying them. Remind them to use the "-ing" verb form with "go shopping."

1. Teach the students adverbs of frequency using the chart on page 33.
2. Remind them that adverbs of frequency are used before most verbs, but after "be" verbs.
3. Practice using examples like "I always get up late in the morning." and "I am always happy in my English class." Encourage the students to share their own sentences with the class.
4. Ask the students to answer the questions on page 33 with their own answers.

1. Review the words and phrases in the "Actions" and "Things" boxes on page 34.
2. Ask the students to complete the sentences like the example, using the word order of "an action + me + a thing."
3. Remind the students to use "-s" after each verb because the subject is 3<sup>rd</sup> person singular.

## Writing Practice I

Choose an action and a thing. Complete the sentences like the example.

## ACTIONS

cook  
give  
buy

## THINGS

clothes  
books  
a delicious meal  
Bulgogi  
a hug  
a present

[Example]

My grandmother cooks me a delicious meal.

1. My grandmother cooks me Bulgogi. [ Possible Answers ]
2. My grandfather gives me a present.
3. My mother buys me clothes.
4. My father gives me a hug.
5. My uncle buys me books.

Choose a word from each box. Write the sentences like the example.

Friday  
Sunday  
Saturday  
Weekdays  
Schooldays

is  
are

fun.  
busy.  
exciting.  
boring.  
tiring.  
relaxing.

1. Sunday is fun.
2. Saturday is exciting. [ Possible Answers ]
3. Schooldays are tiring.
4. Weekdays are busy.
5. Friday is relaxing.

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4. Ask the students to choose one word from each box and use them to make their own sentences.
5. Remind the students to use "are" after plural nouns such as "Weekdays" and "Schooldays."
6. If there's time, have the students read some of their sentences out loud and share their reasons for matching the adjectives and days of the week.

## Writing Practice II

Look at each person's Sunday schedule. Complete the sentences like the example.

	Rachel	Tom	Cathy	Jason	Laura
1 <sup>st</sup> Sunday	grandparents	dog	computer games	shopping	movies
2 <sup>nd</sup> Sunday		dog		shopping	
3 <sup>rd</sup> Sunday	grandparents	dog	computer games	shopping	movies
4 <sup>th</sup> Sunday		dog		shopping	

Every Sunday

Every other Sunday

1. Rachel: Every other Sunday, I visit my grandparents.
2. Tom: Every Sunday, I walk the dog.
3. Cathy: Every other Sunday, I play computer games.
4. Jason: Every Sunday, I go shopping.
5. Laura: Every other Sunday, I go to the movies.

Unscramble the sentences.

1. don't / Sunday, / school / go / On / to / I / .

➤ On Sunday, I don't go to school.

2. usually / up / morning / I / late / get / in the / .

➤ I usually get up late in the morning.

3. my / I often / out / family / go / with / .

➤ I often go out with my family.

4. TV / computer games / watch / or play / I / .

➤ I watch TV or play computer games.

Unit 04 • 35

3. Ask the students to unscramble the sentences.
4. Remind them that a sentence begins with a capital letter and ends with a period.

1. Have the students look at the "Sunday Schedule" and describe what each person does.
2. Ask the students to complete the sentences by creating phrases with the given words, for example use "dog" to make "walk the dog."

## Organizing

Look at the example and organize your writing.

**My Sunday**

Morning	Afternoon	Evening
no school (usually) get up late	(often) go out (usually) go to a park (usually) go shopping (every other Sunday) visit my grandparents	watch TV play computer games

**My Sunday**

Morning	Afternoon	Evening

## More Expressions

## Time

before breakfast/lunch/dinner  
after breakfast/lunch/dinner  
in the early morning/afternoon/evening  
late at night

## Sunday Activities

go on a picnic  
go to a museum  
ride a bike  
take a walk with my family

## Drafting

Complete your story. Use your notes from page 36.

<b>Title</b>	_____
<b>Introduction</b>	I love _____.
<b>Body</b>	
(Paragraph 1) Morning	On Sunday, I _____. _____ in the morning.
(Paragraph 2) Afternoon	In the afternoon, _____. Every (other) Sunday, _____.
(Paragraph 3) Evening	In the evening, _____.
<b>Conclusion</b>	Sunday is _____.

## Writing Tip!

## Writing an Introduction

An essay has three parts: an introduction, a body and a conclusion. The **introduction** comes at the beginning of the essay. It introduces the main idea of the essay or explains what the essay will be about.

1. Ask the students to write their story following the paragraph guide and using the information from their graphic organizer.
2. Tell them that they can change the beginning or ending of the given sentences, and can also add more sentences.

1. Review the graphic organizer together.

2. Have the students fill out their own graphic organizer. Tell them to write information about their typical Sunday in each of the empty spaces.

3. In the "More Expressions" section, teach the students additional time phrases and activities to do on a Sunday.

3. In the "Writing Tip!" section, teach the students about the introduction portion of an essay and explain what information an introduction usually contains.

## Revise &amp; Edit

Write about your Sunday.

Title

My Sunday

Introduction

I love Sunday!

On Sunday, I don't go to school. I don't  
 go to any academy, too. I get up about 10  
 in the morning.

In the afternoon, I play with my  
 friends. Or I go shopping with my mother.

Every Sunday, I go to the church.  
 Sometimes, I don't go to the church  
 because I get up too late.

In the evening, I stay in home usually.

Sunday is fun. I like every day is  
 Sunday.

Conclusion

It's also possible to use "I don't have any other lessons either."

You can use "Sunday", but "Sundays" sounds more natural.

ies → either → around

the

^

the

^

friends, or

^

the

^

the

^

at

^

wish

^

was

^

When you hope for something impossible, you use "wish" and the past tense.

## Editing Marks

Symbols

Meaning

^

Insert a word, letter or phrase

e

Delete

≡

Capitalize

/

Change to lower case

.

Insert period

,

Insert comma

#

Insert space

)

Close up space

~

Switch words or letters

sp

Check spelling

¶

Start a new paragraph

]

Move right

[

Move left

Check Point ✓

☐ Grammar☐ Spelling☐ Capitalization☐ Punctuation

Teacher's Comment

Sundays are great! Please remember to use "at" when describing something you do at your house. I am happy with the work you are doing.

• Writing Task : Write about your school.

Warm Up



1. Which areas in the picture does your school have?
2. What floor is your classroom on?

38

1. Tell your students that today's/this week's writing task is to write about their school.

2. Have the students look at the picture on page 38 and think about their school.

3. Teach them the names of the school areas.

4. Ask the students the warm-up questions in the textbook. You can also ask the following questions.

- Where is your school?
- What is the name of your school?
- Is your school big or small?

## Jimmy's Story

## My School

I'd like to tell you about my school.

I go to Wild Lake Elementary School in Chicago. My school is not far from my house. I usually walk to school.

My school has four floors. My classroom is on the second floor. There is a computer lab, a library and a music room in my school. My favorite place is the schoolyard. I like to play soccer there.

I really like my school!



1. Tell the students to read the model text out loud.

## Answer the Questions

1. How many floors are there in Jimmy's school?  
There are four floors in his school.
2. Where is Jimmy's favorite place?  
His favorite place is the schoolyard.

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2. Ask the students to write out the answers for the comprehension questions in the textbook. You can also ask the following questions.

- How does Jimmy go to school?
- What floor is Jimmy's classroom on?
- What does Jimmy like to do in the schoolyard?

## Writing Basics I

Look at the picture. Complete the sentences like the example.



[Example] (second floor)

⇒ The classroom is on the second floor.

1. (first floor)  
⇒ The cafeteria is on the first floor.
2. (first floor)  
⇒ The computer lab is on the first floor.
3. (second floor)  
⇒ The nurse's office is on the second floor.
4. (third floor)  
⇒ The music room is on the third floor.
5. (third floor)  
⇒ The library is on the third floor.
6. (fourth floor)  
⇒ The principal's office is on the fourth floor.
7. (fourth floor)  
⇒ The teacher's lounge is on the fourth floor.

40

## Writing Basics II

Look at the example. Write the sentences in the same way.



[Example] a cafeteria my school

⇒ There is a cafeteria in my school.

1. an art room my school  
⇒ There is an art room in my school.
2. a whiteboard my classroom  
⇒ There is a whiteboard in my classroom.
3. a jungle gym the schoolyard  
⇒ There is a jungle gym in the schoolyard.



[Example] curtains the auditorium

⇒ There are curtains in the auditorium.

4. water fountains the hallway  
⇒ There are water fountains in the hallway.
5. lockers my classroom  
⇒ There are lockers in my classroom.
6. swings the schoolyard  
⇒ There are swings in the schoolyard.

Unit 05

41

1. Ask the students to look at the picture and complete the sentences using the names of the rooms along with the floors they are located on.
2. Teach the students to use "on" when talking about the different floors of a building.
3. Have the students read all of the sentences out loud.

1. Ask the students to write the sentences using the given words and the form, "There is a ~ in ~." and "There are ~ in ~."
2. Remind them to use "is" with singular objects and "are" for plural objects.
3. Teach the students that "in" is used to describe the locations of rooms or areas.
4. Explain any new vocabulary, such as "the auditorium" and "water fountains", and have the students practice reading the words.

1. Teach the students the words and phrases in the "Distance" and "Places" boxes.
2. Ask the students to complete the sentences like the example.
3. Remind them to use "from" after "far" and "to" after "close".

## Writing Practice I

What is around your school? Choose a distance and a place. Complete the sentences like the example.

## DISTANCE

far from  
a little far from  
not far from  
close to

## PLACES

my house  
the bus stop  
the subway station  
my friend's house

[Example]

My school is far from my house.

- [ Possible Answers ]
1. My school is far from the subway station.
  2. My school is not far from the bus stop.
  3. My school is a little far from my friend's house.
  4. My school is close to my house.

How do you go to school? Look at the pictures and unscramble the sentences.



[Example] to / walk / school / I / .  
⇒ I walk to school.



1. take / to / I / school / bus / a / .  
⇒ I take a bus to school.



2. the / I / school / subway / to / take / .  
⇒ I take the subway to school.



3. me / drives / dad / to / My / school / .  
⇒ My dad drives me to school.

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4. Ask the students to unscramble the sentences.
5. Remind them that a sentence begins with a capital letter and ends with a period.
6. Have the students practice using the phrases "I take a/the ~" and "~ drives me." Tell them "the" is usually used before "subway".
7. Encourage them to think of other forms of transportation they can "take" (a train, a plane, a street car, etc.)

## Writing Practice II

Match the phrases and write the sentences like the example.

I like to

read books

in

the cafeteria.

play baseball

the computer lab.

drink soda

the library.

use the computer

the schoolyard.

play instruments

the music room.



Write it!

1. I like to read books in the library.
2. I like to play baseball in the schoolyard.
3. I like to drink soda in the cafeteria.
4. I like to use the computer in the computer lab.
5. I like to play instruments in the music room.

Correct the mistakes and rewrite the sentences.

1. I'd like to tell you my school.  
⇒ I'd like to tell you about my school.
2. My school has four floor.  
⇒ My school has four floors.
3. My favorite place is schoolyard.  
⇒ My favorite place is the schoolyard.
4. I like play soccer there.  
⇒ I like to play soccer there.

Unit 05 •

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1. Ask the students to match the activities with the school locations.
2. Have them write the answers in full sentences using the form, "I like to ~".

2. Ask the students to correct the mistakes in each sentence and rewrite the sentences.
3. Have them practice saying where their favorite place at school is, and what they like to do there.

## Organizing

Look at the example and organize your writing.

<b>Name of school</b> Wild Lake Elementary school	<b>Location</b> in Chicago
<b>Distance</b> not far from my house	<b>How I get there</b> walk
<b>Floors</b> four floors	<b>My classroom</b> on the second floor
<b>Places in school</b> computer lab library music room	<b>Favorite place/Activity</b> schoolyard / play soccer

1. Review the graphic organizer together.

2. Have the students fill out their own graphic organizer. Tell them to write information about their school in each of the empty spaces.

<b>Name of school</b>	<b>Location</b>
<b>Distance</b>	<b>How I get there</b>
<b>Floors</b>	<b>My classroom</b>
<b>Places in school</b>	<b>Favorite place/Activity</b>

## More Expressions

## Places in school — Activities

gym	— play basketball
science lab	— do an experiment
swimming pool	— take swimming lessons
auditorium	— watch a performance

44

## Drafting

Complete your story. Use your notes from page 44.

<b>Title</b>	_____
<b>Introduction</b>	I'd like to tell you about _____.
<b>Body</b> (Paragraph 1) Name of school /Location	I go to _____ in _____. My school is _____.
Distance	_____. I _____.
How I get there	_____.
(Paragraph 2) Floors	My school has _____ floors.
My classroom	My classroom is _____ floor.
Places in school	There is _____ _____ in my school. My favorite place is _____.
Favorite place /Activities	I like _____ there.
<b>Conclusion</b>	I _____ my school.

1. Ask the students to write their story following the paragraph guide and using the information from their graphic organizer.
2. Tell them that they can change the beginning or ending of the given sentences, and can also add more sentences.

## Writing Tip!

## Writing Body Paragraphs

An essay has three parts: an introduction, a body and a conclusion.

The **body paragraphs** make up the main body of the essay. They come between the introduction and the conclusion, and develop the main idea with facts, details and examples.

Unit 05

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3. In the "More Expressions" section, teach the students additional school areas and activities.

3. In the "Writing Tip!" section, teach the students about the body portion of an essay and explain what information the body of an essay usually contains.

## Revise &amp; Edit

 Write about your school.

Title	My School
Introduction	I'd like to tell you about my school.
Body	I go to <u>m</u> ia <u>e</u> lementary <u>s</u> chool in
(Paragraph 1)	Seoul. My school is not far from <del>our</del> <sup>to</sup> my
Name of school / Location	house. I live next <sup>to</sup> my school. I walk
Distance	to school.
How I get there	
(Paragraph 2)	<u>M</u> y school has five floors. My
Floors	classroom is on the second floor.
My classroom	
Places in school	There is <sup>a</sup> playground, <sup>an</sup> auditorium,
	<sup>and a</sup> nurse's office in my school. My
Favorite place / Activities	favorite place is <sup>the</sup> playground. I like <sup>to</sup>
	play with my friends there.
Conclusion	I like my school.

## Check Point ✓

☐ Grammar ☐ Spelling ☐ Capitalization ☐ Punctuation

Teacher's Comment 

You're making good progress! Please remember to use capital letters for the names of places and be careful with articles.

## Editing Marks

## Symbols

## Meaning

^	Insert a word, letter or phrase
e	Delete
≡	Capitalize
/	Change to lower case
⦿	Insert period
^,	Insert comma
#	Insert space
)	Close up space
~	Switch words or letters
Ⓢp	Check spelling
¶	Start a new paragraph
]	Move right
[	Move left

1. Tell your students that today's/this week's writing task is to write about their best friend.

2. Have the students look at the pictures on page 46 and think about their best friend.

3. Teach them the appearance, personality and interests words.

**Unit 06 This Is My Best Friend**

• Writing Task : Write about your best friend.

**Warm Up**

**Jenny**

- outgoing
- likes to play sports
- wants to be a journalist

**Sarah**

- funny
- likes to dance to music
- wants to be a dancer

**Tom**

- smart
- likes to read books
- wants to be a scientist

46

- Who is your best friend?
- What shape is your best friend's face?

4. Ask the students the warm-up questions in the textbook. You can also ask the following questions.

- Is your best friend a girl or a boy?
- How old is your best friend?
- What is your best friend like?
- Why do you like your best friend?

### Amy's Story

#### My Best Friend

Let me introduce you to my best friend.

My best friend's name is Sarah. She has long wavy hair and blue eyes. She has a round face. Sarah is very funny. She tells many jokes and makes me laugh. She also likes to dance to music. She wants to be a dancer in the future.

Sarah and I are in the same class. Every morning, we go to school together.

I hope we are best friends forever!



1. Tell the students to read the model text out loud.

#### Answer the Questions

- What kind of hair does Sarah have?  
She has long wavy hair.
- What does Sarah like to do?  
She likes to dance to music.

2. Ask the students to write out the answers for the comprehension questions in the textbook. You can also ask the following questions.

- What color eyes does Sarah have?
- What does Sarah want to be when she grows up?
- What do Amy and Sarah do together in the morning?

1. Ask the students to look at the pictures and complete the sentences using the words in the boxes.
2. Teach the students to use "has" when describing a single person.
3. Remind the students not to use "a" or "the" when describing hair, and to use the plural form when describing eyes.
4. If there's time, have the students describe themselves for the class.

## Writing Basics I

Describe each person using the words in the box.

## HAIR

long curly hair  
long straight hair  
short wavy hair  
short straight hair

## EYES

blue eyes  
green eyes  
grey eyes  
dark brown eyes

## FACE

a round face  
a thin face  
an oval face  
a square face

Anna has long straight hair.Anna has blue eyes.Anna has a round face.Kate has short wavy hair.Kate has dark brown eyes.Kate has an oval face.Sam has short straight hair.Sam has green eyes.Sam has a thin face.

Draw and describe your best friend.

[ Possible Answers ]

Nari has long curly hair.Nari has grey eyes.Nari has a square face.

5. Have the students draw a picture of their best friend. Ask them to write about their best friend using the words in the boxes above.
6. Tell them to use "He" or "She" at the beginning of the sentences if they do not know the English spelling of their friend's name.

## Writing Basics II

Complete the sentences using the words in the box.

quiet

smart

kind

funny

outgoing

1. Sarah is funny.

She makes me laugh.

2. John is quiet.

He doesn't talk very much.

3. Jenny is outgoing.

She likes to meet other people.

4. Tom is smart.

He gets good grades.

5. Marie is kind.

She likes to help people.

Look at the pictures. Complete the sentences using the answers above.

1. Brian is funny. He makes me laugh.2. Laura is smart. She gets good grades.3. Sam is kind. He likes to help people.4. Susan is quiet. She doesn't talk much.5. Ted is outgoing. He likes to meet other people.

1. Ask the students to look at the pictures and complete the sentences using the answers above.
2. Practice making similar sentences together as a class using the students' names.

1. Ask the students to complete the sentences using the words in the box.
2. Remind them to use "is+adjective" when describing a person's personality.
3. Have the students read all of the sentences out loud.

1. Ask the students to look at the pictures and complete the sentences using the phrases in the box.
2. Remind them to replace the verb "be" with "is" or "are" depending on whether the subject is singular or plural.
3. Teach the students any new vocabulary, such as "apartment building" and "neighborhood", and have them practice reading the words and phrases.

## Writing Practice I

Look at the pictures. Complete the sentences using the phrases in the box.

be in the same class      live in the same apartment building  
be in the same club      live in the same neighborhood  
go to the same school



1. My best friend and I are in the same class.
2. Kate and I go to the same school.
3. Brian and I live in the same apartment building.
4. My best friend and I live in the same neighborhood.
5. My brother and I are in the same club.

Match the phrases and write the sentences like the example.

- |                            |    |              |           |
|----------------------------|----|--------------|-----------|
| 1. Every morning,          | we | go home      | together. |
| 2. Every day at noon,      |    | go to school |           |
| 3. Every day after school, |    | go to church |           |
| 4. Every Sunday,           |    | eat lunch    |           |

Write it!

1. Every morning, we go to school together.
2. Every day at noon, we eat lunch together.
3. Every day after school, we go home together.
4. Every Sunday, we go to church together.

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4. Ask the students to match the times of the day with the activities.
5. Have them write the answers in full sentences.

## Writing Practice II

Look at the pictures. Complete the sentences like the example.



1. She wants to be a dancer in the future.



2. He wants to be a scientist in the future.



3. She wants to be a TV star in the future.



4. He wants to be a professor in the future.



5. She wants to be a journalist in the future.

Unscramble the sentences.

1. best / introduce you / Let / friend / to my / me / .

➤ Let me introduce you to my best friend.

2. Sarah / best / My / is / name / friend's / .

➤ My best friend's name is Sarah.

3. tells / jokes and / laugh / She / makes me / many / .

➤ She tells many jokes and makes me laugh.

4. forever / we / best / hope / I / friends / are / !

➤ I hope we are best friends forever!

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3. Ask the students to unscramble the sentences.
4. Remind them that a sentence begins with a capital letter and ends with a period

1. Ask the students to look at the pictures and complete the sentences like the example, using the form, " ~ wants to be ~ in the future."
2. Remind them to add "-s" to the end of the verb "want" when using "he" or "she."

## Organizing

Look at the example and organize your writing.



## More Expressions

## Personality

friendly – be nice to people  
polite – have good manners  
diligent – study very hard

## Likes

to draw  
to read comic books  
to play sports

## Drafting

Complete your story. Use your notes from page 52.

**Title** \_\_\_\_\_

**Introduction** Let me introduce you to \_\_\_\_\_.

**Body**

(Paragraph 1)  
Name \_\_\_\_\_  
Looks \_\_\_\_\_  
He/She has \_\_\_\_\_ hair and \_\_\_\_\_ eyes. He/She has \_\_\_\_\_ face.  
Personality \_\_\_\_\_ is \_\_\_\_\_, He/She \_\_\_\_\_.

(Paragraph 2)  
Likes \_\_\_\_\_  
Future dream \_\_\_\_\_  
He/She also likes to \_\_\_\_\_.

(Paragraph 3)  
Common thing \_\_\_\_\_  
Common activity \_\_\_\_\_  
He/She wants to \_\_\_\_\_ and I \_\_\_\_\_.  
\_\_\_\_\_, we \_\_\_\_\_.

**Conclusion** I hope we are \_\_\_\_\_.

## Writing Tip!

## Writing a Conclusion

An essay has three parts: an introduction, a body and a conclusion. The **conclusion** comes at the end of the essay. It summarizes or repeats the main idea of the essay.

1. Ask the students to write their story following the paragraph guide and using the information from their graphic organizer.
2. Tell them that they can change the beginning or ending of the given sentences, and can also add more sentences.

3. In the "More Expressions" section, teach the students additional words to describe personalities and interests that people may have.

3. In the "Writing Tip" section, teach the students about the conclusion portion of an essay and explain what information the conclusion of an essay usually contains.

## Revise &amp; Edit

 Write about your best friend.

Title	My Best Friend
Introduction	Let me introduce you to my best friend.
Body	<p>(Paragraph 1)</p> <p>Name: My best friend's name is <del>San</del> Sujin.  <i>In English, it's common to introduce people with only their first name.</i></p> <p>Looks: She has black hair and dark brown eyes <del>S</del>.  <i>Repeated phrases can be taken out.</i></p> <p>Personality: She has <sup>a</sup> round face. Sujin is very nice.          She likes to help me and <del>she likes to</del> <sup>e</sup> play with me.  <i>Repeated phrases can be taken out.</i></p> <p>(Paragraph 2)</p> <p>Likes: She also likes to swim. She wants to be <sup>a</sup> teacher.</p> <p>(Paragraph 3)</p> <p>Common thing: Sujin and I go to <sup>the</sup> same academy. In the evening, we come <sup>e</sup> to home together.</p> <p>Common activity: I hope we are <del>a friend</del> <sup>friends</sup> for a long time.</p>
Conclusion	

## Check Point ✓

☐ Grammar ☐ Spelling ☐ Capitalization ☐ Punctuation

Teacher's Comment 

Good effort! Please remember to use "eyes" when describing what someone looks like and use "the" before "same".

## Editing Marks

## Symbols

## Meaning

^	Insert a word, letter or phrase
e	Delete
≡	Capitalize
/	Change to lower case
⦿	Insert period
^,	Insert comma
#	Insert space
)	Close up space
~	Switch words or letters
Ⓢp	Check spelling
¶	Start a new paragraph
]	Move right
[	Move left

1. Tell your students that today's/this week's writing task is to write about their favorite season.

2. Have the students look at the pictures on page 54 and think about their favorite season.

3. Teach them the season, weather and action words.

Unit 07 I Like Winter

• Writing Task : Write about your favorite season.

Warm Up

1. What is your favorite season?

2. What is the weather like in that season?

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4. Ask the students the warm-up questions in the textbook. You can also ask the following questions.

- Do you like hot weather or cold weather?
- What do you like to do/wear in the spring?
- What do you like to do/wear in the summer?
- What do you like to do/wear in the fall?
- What do you like to do/wear in the winter?

### Jason's Story

#### My Favorite Season

I think winter is the best season.

In the winter, it is usually cold. Sometimes, it is freezing. However, I like winter because it snows. When it snows, I go skiing with my family.

I also enjoy eating roasted sweet potatoes in the winter. They taste really good.

Best of all, winter has Christmas. At Christmas, I get many presents from my parents and friends.

For these reasons, winter is my favorite season!



1. Tell the students to read the model text out loud.

#### Answer the Questions

1. What does Jason enjoy eating in the winter?  
He enjoys eating roasted sweet potatoes in the winter.
2. What does Jason get at Christmas?  
He gets many presents at Christmas.

2. Ask the students to write out the answers for the comprehension questions in the textbook. You can also ask the following questions.

- What does Jason think the best season is?
- Why does Jason like winter?
- When it snows, what does Jason do?
- How do roasted sweet potatoes taste?
- Who does Jason get Christmas presents from?

## Writing Basics I

Look at the pictures. Write the sentences using the words in the box.

hot sunny rainy dry windy snowy humid cold warm



1. It is sunny.



2. It is rainy.



3. It is snowy.



4. It is warm.



5. It is hot.



6. It is cold.



7. It is windy.



8. It is dry.



9. It is humid.

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1. Ask the students to look at the pictures and write the sentences using the words in the box.
2. Review the weather words and remind them to use "It is ~" when describing the weather.
3. Explain that for "rain" and "snow", "It is raining" and "It is snowing" can also be used.
4. Have the students read all of the sentences out loud.

## Writing Basics II

Look at the pictures. Put the words in the right order.



1. It is warm. It is hot. It is scorching.

hot  
warm  
scorching



2. It is chilly. It is cold. It is freezing.

cold  
freezing  
chilly

Look at the pictures. Complete the sentences using the words in the box.

watermelons ice cream strawberries  
roasted sweet potatoes chestnuts



[Example]

I enjoy eating ice cream in the summer.



1. I enjoy eating strawberries in the spring.



2. I enjoy eating watermelons in the summer.



3. I enjoy eating chestnuts in the fall.



4. I enjoy eating roasted sweet potatoes in the winter.

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3. Ask the students to look at the pictures and complete the sentences like the example using the words in the box.
4. Have the students say what foods they like eating during different seasons using the form, "I enjoying eating ~ in the ~."

1. Ask the students to look at the pictures and put the words in the right order from the least hot/cold to the most hot/cold.
2. Teach them to use "scorching" when the weather is extremely hot and "freezing" when it is extremely cold.

1. Ask the students to write down the season, fruit, restaurant and TV show they like the best and to complete the sentences like the example.

2. Have them say what they think is the best using the form, "I think ~ is the best ~."

## Writing Practice I

What do you think is the best? Complete the sentences like the example.

[Example] (best season: winter)

⇒ I think winter is the best season.

1. (best season: spring) [Possible Answers]

⇒ I think spring is the best season.

2. (best fruit: an apple)

⇒ I think an apple is the best fruit.

3. (best restaurant: TGIF)

⇒ I think TGIF is the best restaurant.

4. (best TV show: American Idol)

⇒ I think American Idol is the best TV show.

Write the sentences using the phrases in the box.

go hiking   go skiing   go fishing   go swimming



1. When it snows, I go skiing.



2. When it is warm, I go hiking.



3. When it is hot, I go swimming.



4. When it is cool, I go fishing.

Write it!

1. When it snows, I go skiing.

2. When it is warm, I go hiking.

3. When it is hot, I go swimming.

4. When it is cool, I go fishing.

3. Ask the students to look at the pictures and complete the sentences using the phrases in the box.

4. Remind them to use "-ing" after "go", and review the spelling of "skiing" and "swimming".

5. Have them write the answers in full sentences.

## Writing Practice II

Match the phrases and write the sentences like the example.

- |                            |  |                                |
|----------------------------|--|--------------------------------|
| 1. During spring break,    |  | I go to summer camp.           |
| 2. During summer vacation, |  | I get many Christmas presents. |
| 3. At Christmas,           |  | I go on a trip with my family. |
| 4. On New Year's Day,      |  | I have a birthday party.       |
| 5. On my birthday,         |  | I meet my relatives.           |

Write it!

- During spring break, I go on a trip with my family.
- During summer vacation, I go to summer camp.
- At Christmas, I get many Christmas presents.
- On New Year's Day, I meet my relatives.
- On my birthday, I have a birthday party.

Correct the mistakes and rewrite the sentences.

- In the winter, it usually is cold.  
⇒ In the winter, it is usually cold.
- However, I like winter because it is snows.  
⇒ However, I like winter because it snows.
- Best at all, winter has Christmas.  
⇒ Best of all, winter has Christmas.
- For these reasons, winter is the my favorite season!  
⇒ For these reasons, winter is my favorite season!

1. Ask the students to match the special days and holidays with the activities.

2. Have them write the answers in full sentences.

3. If there's time, encourage the students to create more sentences using the special days and holidays with the activities they usually do on them.

4. Ask the students to correct the mistakes in each sentence and rewrite the sentences.

5. Have them practice explaining why they like things using the phrase "best of all."

## Organizing

Look at the example and organize your writing.

**My Favorite Season**  
winter

**REASON 1**

- Weather: cold / freezing / snowy
- Activity: go skiing

**REASON 2**

- Food: Roasted sweet potatoes
- Taste: really good

**REASON 3**

- Event: Christmas
- Activity: get many presents

**My Favorite Season**

**REASON 1**

• Weather: \_\_\_\_\_

• Activity: \_\_\_\_\_

**REASON 2**

- Food: \_\_\_\_\_
- Taste: \_\_\_\_\_

**REASON 3**

- Event: \_\_\_\_\_
- Activity: \_\_\_\_\_

## More Expressions

Day/Event	Activities
field trip	— learn about nature
new semester	— make new friends
Halloween	— have a Halloween party
Thanksgiving	— eat turkey and mashed potatoes

## Drafting

Complete your story. Use your notes from page 60.

**Title** \_\_\_\_\_

**Introduction** I think \_\_\_\_\_ is the best season.

**Body**

(Paragraph 1)  
Reason 1: Weather  
In the \_\_\_\_\_, it is \_\_\_\_\_.  
\_\_\_\_\_. (However,) I like \_\_\_\_\_ because \_\_\_\_\_. When it \_\_\_\_\_, I \_\_\_\_\_.  
(Paragraph 2)  
Reason 2: Food  
I also enjoy \_\_\_\_\_ in the \_\_\_\_\_.  
taste(s) \_\_\_\_\_.  
(Paragraph 3)  
Reason 3: Event  
Best of all, \_\_\_\_\_ has \_\_\_\_\_.  
\_\_\_\_\_, I \_\_\_\_\_.  
\_\_\_\_\_.

**Conclusion** For these reasons, \_\_\_\_\_ is my favorite season!

## Writing Tip!

## Using Capital Letters

- 1) For the first word in a sentence : *In the winter, it is usually cold.*
- 2) For the word "I" : *However, I like winter because it snows.*
- 3) For names of people and places : *Jason / Chicago*
- 4) For days, months and holidays : *Monday / July / Christmas*

1. Ask the students to write their story following the paragraph guide and using the information from their graphic organizer.
2. Tell them that they can change the beginning or ending of the given sentences, and can also add more sentences.

1. Review the graphic organizer together.

2. Have the students fill out their own graphic organizer. Tell them to write information about their favorite season in each of the empty spaces.

3. In the "More Expressions" section, teach the students additional days and events and the activities people often do on them.

3. In the "Writing Tip" section, teach the students about capital letters. Explain that capital letters are used at the beginning of sentences, for the word "I" and for proper nouns.

## Revise &amp; Edit



Write about your favorite season.

Title	My Favorite Season
Introduction	I think spring is the best season.
Body	In the spring, it is very warm. So I can play outside very much. I like spring because new semester begins. When new semester begins, I meet new teacher and new friends.
(Paragraph 1) (When saying how much time you spend doing something, use "a lot".)	also the a lot the
(Paragraph 2) Reason 2: Food	I also enjoy eating strawberries in the spring. Strawberries taste very sweet and delicious.
(Paragraph 3) Reason 3: Event	Best of all, spring has valentine's day and white day. During valentine's day and white day, I can eat many chocolate.
	On a lot of (Chocolate is an uncountable noun.)
Conclusion	For these reasons, spring is my favorite season!

## Check Point ✓

☐ Grammar
 ☐ Spelling
 ☐ Capitalization
 ☐ Punctuation

## Teacher's Comment

Your writing is improving! Please remember to start the names of holidays with capital letters.

## Editing Marks

## Symbols

## Meaning

^	Insert a word, letter or phrase
e	Delete
≡	Capitalize
/	Change to lower case
⊙	Insert period
^,	Insert comma
#	Insert space
)	Close up space
~	Switch words or letters
sp	Check spelling
¶	Start a new paragraph
]	Move right
[	Move left

1. Tell your students that today's/this week's writing task is to write an invitation card.

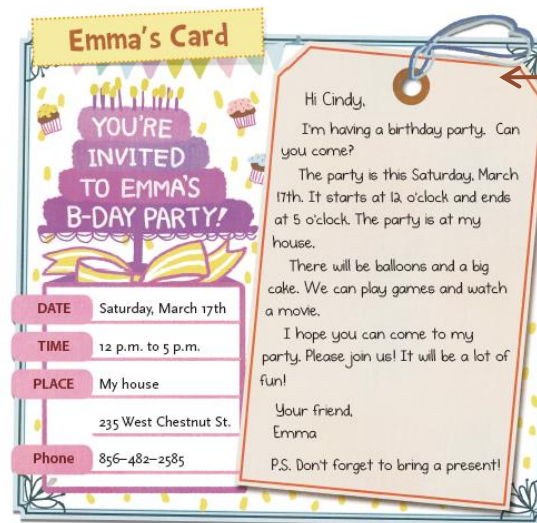
2. Have the students look at the picture on page 62 and think about parties.

3. Teach them the names of the party objects.

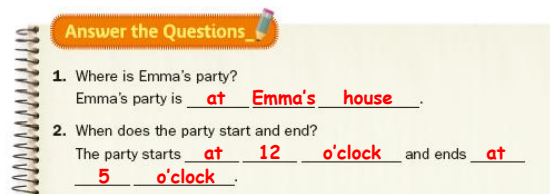


4. Ask the students the warm-up questions in the textbook. You can also ask the following questions.

- When is the last time you went to a party?
- What do you like to eat at parties?
- What do you want to get for your birthday present?
- Do you like big parties or small parties?



1. Tell the students to read the model text out loud.



2. Ask the students to write out the answers for the comprehension questions in the textbook. You can also ask the following questions.
- Who is the invitation for?
  - Who is having a birthday party?
  - What will there be at the party?
  - What is Emma's telephone number?

3. Teach the students about writing an invitation. Explain what information is included in the greeting, body, closing, and postscript of an invitation. Remind them to sign their name at the end.

## Writing Basics I

Look at the example card. Complete the other cards in the same way.

Example

<p>The party is <u>this Saturday, March 17th</u>. It starts <u>at 12 o'clock</u> and ends <u>at 5 o'clock</u>. The party is <u>at my house</u>.</p>	<p>Date: <u>This Saturday, March 17th</u>. Time: <u>12 p.m. to 5 p.m.</u> Place: <u>My house</u></p>
---	--

<p>The party is <u>next Friday, May 23rd</u>. It starts <u>at 3 o'clock</u> and ends <u>at 6 o'clock</u>. The party is <u>at Jimmy's pizza</u>.</p>	<p>Date: <u>Next Friday, May 23rd</u>. Time: <u>3 p.m. to 6 p.m.</u> Place: <u>Jimmy's Pizza</u></p>
---	--

<p>The party is <u>this Sunday, July 2nd</u>. It starts at 2 o'clock and ends at 7 o'clock. The party is at <u>Star Movie Theater</u>.</p>	<p>Date: <u>This Sunday, July 2nd</u>. Time: <u>2 p.m. to 7 p.m.</u> Place: <u>Star Movie Theater</u></p>
--	---

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## Writing Basics II

<p>The party is <u>next weekend, April 20th</u>. It starts <u>at 11 o'clock</u> and ends <u>at 8 o'clock</u>. The party is <u>at Summerville Shopping Mall</u>.</p>	<p>Date: <u>Next weekend, April 20th</u>. Time: <u>11 a.m. to 8 p.m.</u> Place: <u>Summerville Shopping Mall</u></p>
---	--

<p>The party is <u>next month, December 1st</u>. It starts at 6 o'clock and ends at 10 o'clock. The party is at <u>Pedro's Bowling Alley</u>.</p>	<p>Date: <u>Next month, December 1st</u>. Time: <u>6 p.m. to 10 p.m.</u> Place: <u>Pedro's Bowling Alley</u></p>
---	--

<p>The party is <u>next Sunday, July 12th</u>. It <u>starts at 8 o'clock</u> and ends at 7 o'clock. The party <u>is at Great Falls Water Park</u>.</p>	<p>Date: <u>Next Sunday, July 12th</u>. Time: <u>8 a.m. to 7 p.m.</u> Place: <u>Great Falls Water Park</u></p>
--	--

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1. Ask the students to look at the example card and complete the other cards using the words on the invitations.
2. Teach them that when writing full sentences, "at" is used before times and locations.
3. Remind them to use an apostrophe for "o'clock" and periods for "p.m."
4. Have the students choose which party they would like to go to.

1. Ask the students to look at the pictures and complete the sentences using the words in the box.

2. Remind them to use "a" for singular objects and "-s" for plural objects.

## Writing Practice I

Look at the pictures. Write the sentences using the words in the box.

a big cake  
refreshments

balloons  
a clown

party hats  
a magician



1. There will be balloons.



2. There will be a big cake.



3. There will be refreshments.



4. There will be party hats.



5. There will be a magician.



6. There will be a clown.

Look at the pictures. Use the phrases in the box to write the sentences.

play games

sing songs

open presents

watch a movie



1. We can play games.



2. We can watch a movie.



3. We can sing songs.



4. We can open presents.

3. Ask the students to look at the pictures and complete the sentences using the phrases in the box.

4. Have the students choose an activity to do with their friends at their party using the form, "We can ~."

## Writing Practice II

Look at the example. Write the sentences in the same way.

[Example] (birthday, this Saturday)

⇒ The birthday party is this Saturday.

1. (farewell, this Sunday)

⇒ The farewell party is this Sunday.

2. (graduation, next Friday)

⇒ The graduation party is next Friday.

3. (Christmas, next weekend)

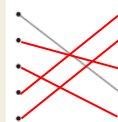
⇒ The Christmas party is next weekend.

4. (New Year's Eve, in two weeks)

⇒ The New Year's Eve party is in two weeks.

Match the phrases and write the sentences like the example.

- I'm having
- I'd like to invite
- Please come
- I hope you
- Can you come



can come to my New Year's party.  
to my Thanksgiving party?  
you to my farewell party.  
a birthday party.  
to my Christmas party.

Write it!

- I'm having a birthday party.
- I'd like to invite you to my farewell party.
- Please come to my Christmas party.
- I hope you can come to my New Year's party.
- Can you come to my Thanksgiving party?

3. Ask the students to match the two parts of the invitations together.

4. Have them write the answers in full sentences.

## Organizing

Look at the example and organize your writing.

To whom Cindy

Party type birthday party



Date this Saturday

Time 12 p.m. ~ 5 p.m.

Place my house

What there will be balloons, a big cake

What we can do play games, watch a movie

Date

Time

Place

What there will be

What we can do

## More Expressions

There will be

board games  
contests and prizes  
pizza and hamburgers  
singing and dancing

The party is at

my apartment  
a park  
a swimming pool  
a baseball stadium

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## Drafting

Complete your card. Use your notes from page 68.

Greeting

Hi \_\_\_\_\_.

Body

I'm having \_\_\_\_\_.

(Paragraph 1)

Party type

Can you come?

(Paragraph 2)

The party is \_\_\_\_\_.

Date

It starts \_\_\_\_\_.

Time

Place

What there will be

What we can do

We can \_\_\_\_\_ and \_\_\_\_\_.

(Paragraph 3)

Inviting again

I hope you \_\_\_\_\_.

Please \_\_\_\_\_.

It will be \_\_\_\_\_.

Closing

\_\_\_\_\_.

Signature

\_\_\_\_\_.

Postscript

P.S. \_\_\_\_\_.

## Writing Tip!

Using Punctuation

1) Period (.) : at the end of a telling sentence

2) Question mark (?) : after a question

3) Exclamation point (!) : after a word or sentence that shows strong feeling

4) Comma (,) : ① between words in a series ② between the day and the year

③ after the greeting and closing in a letter ④ when joining two sentences

Unit 08

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1. Ask the students to write their invitation following the paragraph guide and using the information from their graphic organizer.
2. Tell them that they can change the beginning or ending of the given sentences, and can also add more sentences.
3. Review the different parts of an invitation and remind the students what information is included in the greeting, body, closing, and postscript.
4. Teach them some different closing phrases such as "See you soon," etc.

1. Review the graphic organizer together.

2. Have the students fill out their own graphic organizer. Tell them to write information about their party in each of the empty spaces.

3. In the "More Expressions" section, teach the students additional party objects and locations.

5. In the "Writing Tip" section, teach the students about punctuation. Explain to them where they should place periods, question marks, exclamation marks, and commas in their sentences.

## Revise &amp; Edit

Write an invitation card.

Greeting	Hi Rachel,
Body	I'm having <sup>a</sup> big farewell party for Sujin. Can you come to <sup>the</sup> party?
(Paragraph 1)	
Party type	
(Paragraph 2)	
Date	The party is <sup>this</sup> Saturday. It starts at 12 o'clock
Time	and ends at 3 o'clock. The party is <sup>at</sup> our
Place	classroom. <sup>in</sup>
What there will be	There will be delicious food and drinks. We can
What we can do	eat a lot of snacks and play games.
	I hope you can come to the party. Please join
(Paragraph 3)	
Inviting again	us. It will be very very <sup>fun</sup> .
Closing	Your friend <sup>to</sup>
Signature	Sarah
Postscript	P.S. Don't forget <sup>to</sup> bring many good presents!

The word "in" is used for specific rooms.

The word "fun" is better to use when you have a good time. "funny" is usually used when something like comedy makes you laugh.

## Editing Marks

## Symbols

## Meaning

^	Insert a word, letter or phrase
e	Delete
≡	Capitalize
/	Change to lower case
⦿	Insert period
^,	Insert comma
#	Insert space
)	Close up space
~	Switch words or letters
Ⓢp	Check spelling
¶	Start a new paragraph
]	Move right
[	Move left

## Check Point ✓

☐ Grammar ☐ Spelling ☐ Capitalization ☐ Punctuation

## Teacher's Comment

Please remember to use "-s" when writing about many "drinks" or "snacks". I'm proud of all your hard work!