

## Write Right

**Write Right: Paragraph to Essay** is a three-level writing series for intermediate to high intermediate students. Each unit takes a process writing approach in order to encourage students to independently brainstorm, outline, draft, revise, and edit their own writing. As students move through the series, they will master paragraph writing and various writing skills in order to write short essays by the end.

### Book 3: Essay Writing

Book 3 introduces students to the basic structure of short essay writing. The skills that they learned about paragraph writing will culminate in this book, as they write on topics that require more serious thinking.

#### Features:

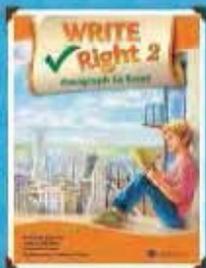
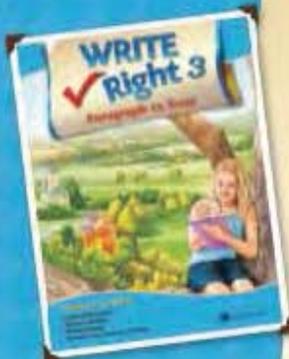
- A process writing approach to encourage independent writing
- Emphasis on paragraph and essay structure
- Writing models that give ideas about the topics and paragraph organization
- Easy to serious topics to introduce various ways to write
- Sentence building exercises that are related to each unit's writing topics
- Graphic organizers to aid in brainstorming and outlining
- Revising and editing guidelines in the workbook

#### Components:

- Student Book / Workbook

Online Resources: [www.ibuildandgrow.com](http://www.ibuildandgrow.com)

- Teachers' Guide / Lesson Plans / Vocabulary Lists / Answer Keys



# WRITE Right 3

## Paragraph to Essay

3

Write Right: Paragraph to Essay

Build & Grow®

### A Guide to Essay Writing

- Various Essay Topics
- Sentence Building
- Writing Analysis
- Brainstorming · Outlining · Drafting

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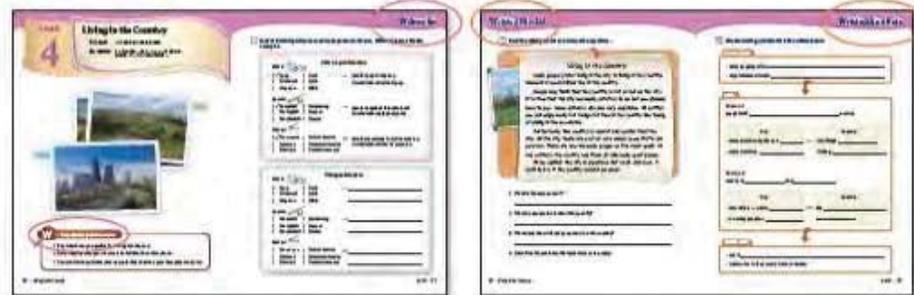
# Unit Components

## Unit 1 Essay Structure



Each unit focuses on each part of an essay: the introduction, the body paragraphs, and the conclusion. Students learn about each part's role in the overall essay and practice how to write each part.

## Units 2-10 Essay Writing



### Step 1

#### Unit Goal & Warm-up

After a brief explanation of the unit's goal, students get a better understanding of the type of writing they will do through a short writing warm-up.

### Step 2

#### Writing Model & Writing Analysis

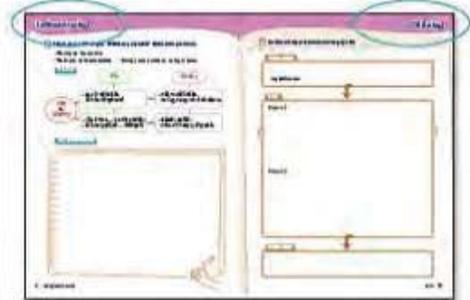
Students get an idea about how to organize their writing and what kind of details to include by reading and analyzing the writing model.



### Step 3

#### Sentence Building

Students practice writing key sentence structures and patterns from the writing model. As the sentences are related to the writing topics, students can begin to gather ideas.

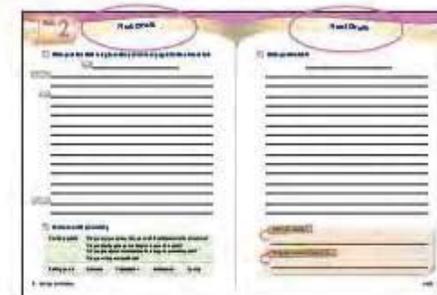


### Step 4

#### Brainstorming & Outlining

With the given brainstorming example from the writing model, students begin to brainstorm and then outline their own writing.

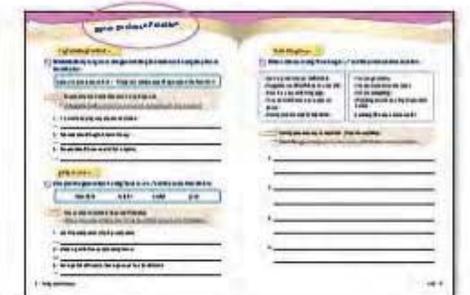
## Workbook



### Step 5

#### First Draft & Final Draft

Guided tps help students self-revise and edit their first draft. After writing their final draft, students can get teacher's comments and write things that will help improve their writing ability.



#### More Sentence Practice

Students review and master the unit's key sentence structures and patterns.

# Contents



Unit	Writing Type	Writing Task	Unit Goal	Key Points
1 Writing an Essay	Essay	Writing why students shouldn't wear school uniforms	Writing an essay	Writing an introduction, body paragraphs, and a conclusion
2 Having a Lot of Money	Agree/Disagree	Agreeing/disagreeing if people who have a lot of money are the happiest	Writing to agree or disagree with a statement	<i>I agree/disagree that - (not) as - as - // Even though -, -</i>
3 Using the Internet	Opinion	Showing the good and bad points, and what you think about the Internet	Writing opinions	<i>- make things - // - make people - On one hand,/On the other hand, // so - that -</i>
4 Living in the Country	Preference	Giving your preference for the city or the country	Writing about preferences	<i>It is true that -, but - // A is -er than B prefer - to - // I would rather -</i>
5 How to Keep Healthy	Advice	Giving advice about how to keep healthy or how to get over a cold	Writing to give advice	<i>instead of -, you should - if you -, - // -ing - (will) make/help you -</i>
6 How to Stay Awake	Problem solving	Giving solutions for when you can't stay awake or when you are lost	Writing solutions to problems	<i>If you are having trouble -ing, there are - You shouldn't - or - // It is best to -</i>
7 Making Our School Better	Suggestions	Suggesting to improve your school, city, or country	Writing to give suggestions	<i>There are ways to make - // It would be - to - For/To -, we can - // -, but so is/are -</i>
8 The Best Class Activity	Persuasive	Saying why your choice for what your class should do is the best	Writing to persuade	<i>- is the -est - // That is why the best - is to - Those who - will/won't -</i>
9 If I Were President	Imaginative	Imagining what you would do as president, a parent, or a superhero	Writing about imaginary situations	<i>If I were -, I would - // -'s job is to - I would - in order to+V // I would - so that+S+V</i>
10 My Valuable Experience	Experience	Saying what you learned or how you changed from a valuable experience	Writing about a past experience	<i>-ing was - experience // I have+p.p+for - I have always+p.p</i>

Unit

1

Writing an Essay

- Unit Goal** Writing an essay
- Key Points** Writing an introduction  
Writing body paragraphs  
Writing a conclusion

Warm-up

Read the paragraph and answer the questions.

Wearing School Uniforms

Students should wear school uniforms. If students wear uniforms, parents can save money. They won't need to buy many different clothes for their kids. Uniforms also help students focus on school. (With uniforms, they won't care so much about their looks and will pay more attention to their studies. Lastly, uniforms make all the students the same. Some students may be rich and some may be poor, but uniforms make everyone equal. As students, wearing uniforms is the best thing to do.



- Circle the topic sentence. What is the paragraph about?  
\_\_\_\_\_
- Write the second main body point. Put ( ) around the supporting detail.  
\_\_\_\_\_
- Underline the closing sentence. What is it saying about the topic?  
\_\_\_\_\_

Features of an essay

- An essay is longer and tells more information than a paragraph.
- It has an introduction, body paragraphs, and a conclusion. Each paragraph is indented.
- It is usually four paragraphs or more.

Read the essay and answer the questions.

Wearing School Uniforms

**introduction** → Many students don't like wearing school uniforms. However, there are many reasons why they should wear uniforms.

**body paragraphs** → Firstly, if students wear uniforms, parents can save money. They won't need to buy many different clothes for their kids. School and lesson fees are already expensive, so it helps to not spend more money on clothes.

→ Secondly, uniforms help students focus on school. If students don't wear uniforms, they might waste time worrying about what they will wear. With uniforms, they won't care so much about their looks and will pay more attention to their studies.

→ Lastly, uniforms make all the students the same. Some students may be rich and some may be poor, but uniforms make everyone equal. Thus, poorer students don't have to feel bad about not having fashionable clothes.

**conclusion** → To conclude, students can pick their own clothes when they are older. As students, wearing uniforms is the best thing to do.

1. Label the introduction, body paragraphs, and conclusion in the correct boxes.
2. Underline what has been added to the essay from the paragraph on page 6.
3. Circle at least five transition words.

## Introduction

The introduction has the **introductory sentence** and the **thesis**.

The **introductory sentence** can:

- give a **fact, information**, or a **definition**
- give a **general statement** (what many people think or feel)

The **thesis** can:

- say what you **think** or **feel**
- give a **fact** or **information**
- **introduce** what the body paragraphs will say

 Write introductions using the sentences from the box. Make sure the introductory sentences and theses are in the correct order.

- |  |  |
|--|--|
| • However, there are many reasons that they should wear uniforms.    | • When I was ten, I moved to Canada from Brazil.                             |
| • People are vegetarians for several reasons.                        | • Many students don't like wearing uniforms.                                 |
| • Moving to a different country was hard, but I learned many things. | • While Americans don't think age is important, age affects how Koreans act. |
| • Americans and Koreans have different thoughts about age.           | • A vegetarian is a person who doesn't eat meat.                             |

**Example** **Introductory sentence:** *Many students don't like wearing uniforms.*

**Thesis:** *However, there are many reasons that they should wear uniforms.*

1. I: \_\_\_\_\_

T: \_\_\_\_\_

2. I: \_\_\_\_\_

T: \_\_\_\_\_

3. I: \_\_\_\_\_

T: \_\_\_\_\_



From the given body sentences, write the introductory sentences and theses. You can use the words in the parentheses or come up with your own words.

1. (celebrate / different ways)

**Introductory sentence:** Christmas is celebrated all over the world.

**Thesis:** \_\_\_\_\_

**Body:**

- In France, children put their shoes in front of the fireplace for Santa Claus.
- In the Philippines, people start singing Christmas songs as early as September.
- In warmer parts of the U.S., like Florida, people decorate palm trees instead of Christmas trees.

2. (time / money)

**Introductory sentence:** \_\_\_\_\_

**Thesis:** However, having a pet can have many benefits.

**Body:**

- You won't feel lonely with pets.
- Some kinds of pets, like dogs, protect you and your home.
- You can learn how to take care of something else.

3. (twins / personalities)

**Introductory sentence:** \_\_\_\_\_

**Thesis:** \_\_\_\_\_

**Body:**

- Both Jake and Kent have brown eyes, freckles, and big ears.
- Jake likes to talk and doesn't like being alone.
- Kent is quiet and likes to read books by himself.

# Body Paragraphs

## Body Paragraphs

- Body paragraphs talk more about the thesis.
- Body paragraphs can **explain, describe, give reasons, or give examples** for the thesis.
- The first sentence is the **main point** and the following sentences are **supporting details**.

### Example

#### Body

- **main point 1:** *If students wear uniforms, parents can save money.*
  - **supporting detail:** *They won't need to buy many different clothes for their kids.*

 Fill in the outline below using the phrases from the box.

think meat has a lot of fat  
think animals are friends

think animals shouldn't be killed for food  
don't eat meat because of their religion

#### Introduction:

A vegetarian is a person who doesn't eat meat. People are vegetarians for several reasons.

#### Body:

- **main point 1:** \_\_\_\_\_  
- **supporting detail:** Muslim and Jewish people don't eat pork
- **main point 2:** love animals  
- **supporting details:** \_\_\_\_\_  
\_\_\_\_\_
- **main point 3:** want to diet or be healthier  
- **supporting details:** \_\_\_\_\_  
eat more vegetables and fruits

## Transitions

### • Going from point to point

First, Second, Third, Finally, Lastly,  
First of all, In addition, Also, Furthermore,

### • Time order

Then, Next, Later, Last month, ,but ,yet However,  
In spring, At noon, On Monday, In contrast, On the contrary,

### • Examples

For example, For instance,

### • Reasons

because since  
because of due to

### • Differences

,but ,yet However,  
In contrast, On the contrary,

### • Similarities

Similarly, Likewise,

### • Effect

Thus, Therefore, ,so  
Consequently, As a result,

### Example

*Lastly, uniforms makes all the students the same. Some students may be rich and some may be poor, **but** uniforms make everyone equal. **Thus**, poorer students don't have to feel bad about not having fashionable clothes.*

 Complete the body paragraphs using transitions and the outline on page 10. Write in complete sentences.

#### Body:

\_\_\_\_\_ some people \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ They think \_\_\_\_\_  
\_\_\_\_\_ they think \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ They think meat has a lot of fat. \_\_\_\_\_ they choose to eat more vegetables and fruits.

# Conclusion

## Conclusion

The conclusion ends the essay. Concluding sentences can:

- **restate** the thesis
- give a final **thought** or **feeling**
- **suggest** something
- **summarize** the main points
- **share** a hope
- **predict** something

### Example

**(predict + restate):** *Students can pick their own clothes when they are older. As students, wearing uniforms is the best thing to do.*

 **Read the introductions and write conclusions. Use the words in the parentheses to pick which sentences from the boxes go in the conclusions.**

- 1.
- Life would become awesome if I won the lottery.
  - Even though winning is almost impossible, I still hope I get lucky one day.
  - I would be able to travel in my own plane, give my parents a great present, and help others if I won the lottery.

**Introduction:** Many people dream about winning the lottery. If I won the lottery, I would buy an airplane, get a huge house, and give money to the poor.

**Conclusion (restate + hope):**

\_\_\_\_\_

\_\_\_\_\_

- 2.
- Stress causes many health problems.
  - Stress can make students sick, sleep less, and gain weight.
  - Students should talk to adults and do relaxing activities to deal with stress.

**Introduction:** Students often get very stressed because of school and their busy schedules. Stress has many bad effects on a person's health.

**Conclusion (summarize + suggest):**

\_\_\_\_\_

\_\_\_\_\_

## Transitions

*In conclusion,*

*In short,*

*In brief,*

*To conclude,*

 **Read the following paragraph and write a conclusion with a transition from above.**

### Different Thoughts About Age

Americans and Koreans have different thoughts about age. While Americans don't think age is important, age affects how Koreans act.

For example, Americans usually don't ask about each other's age. In contrast, age is usually one of the first things that Koreans ask when they meet someone. It helps them know whether they have to use respectful language or can use friendly language.

Another example is that Americans use first names with older siblings or older friends. However, Koreans think this is rude. Younger people need to call older siblings and older friends by special words.

**Conclusion**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Unit  
2

# Having a Lot of Money

**Unit Goal** Writing to agree or disagree with a statement

**Key Points** I agree/disagree that ~  
(not) as ~ as ~  
Even though ~, ~



## Writing to agree or disagree with a statement

- Tell if you agree or disagree with the given statement.
- Give reasons and examples for your opinion.
- You can say what many people think about the statement and why you agree or disagree with them.

What is your opinion on these statements? Circle "Agree" or "Disagree."



### OPINION POLL

1. Schools don't need summer vacations.
2. Junk food is bad for you.
3. Teachers should wear uniforms.
4. Everyone should speak English.
5. Hamburgers are better than hot dogs.
6. Students should go to school on Saturday.
7. The world would be better without the Internet.
8. School should finish before 3 p.m.
9. Every family should only have one car.
10. Children should start learning English before the age of five.

Agree/Disagree  
Agree/Disagree  
Agree/Disagree  
Agree/Disagree  
Agree/Disagree  
Agree/Disagree  
Agree/Disagree  
Agree/Disagree  
Agree/Disagree  
Agree/Disagree

Now, choose three of your answers above. Write sentences using "I agree/disagree that - because -."

**Example** I agree that junk food is bad for you because it has a lot of fat.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Read the writing model and answer the questions.

### Having a Lot of Money

People need money to eat and live. However, I disagree that people who have a lot of money are the happiest.

First of all, people with a lot of money are often very stressed. Many of them want more money and work too hard. These people don't have happy lives.

Second, some people do bad things to become rich. For example, they might steal from other people or gamble. If people go to jail because of stealing or lose a lot of money because of gambling, they are not happy people.

Finally, being able to buy many things doesn't make someone happy. People can buy fancy cars and clothes with money. However, these things are not as important as love and friendship.

Even though having some money is important, it is not everything. People can be happy with what they already have.

1. Put ( ) around the introduction and < > around the conclusion.

2. Write the three main points that support the writer's thesis.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

3. What example does the writer give to support the second main point?

\_\_\_\_\_

Use the writing model to fill in the outline below.

#### Introduction

- need money to eat and live

- my opinion: \_\_\_\_\_

#### Body

##### Reason 1

people with a lot of money \_\_\_\_\_

- want more money and \_\_\_\_\_

##### Reason 2

some people \_\_\_\_\_

- might \_\_\_\_\_

- go to jail or \_\_\_\_\_ → not happy

##### Reason 3

being able to buy \_\_\_\_\_

- can buy fancy cars and clothes, but they are not \_\_\_\_\_

#### Conclusion

- having money - not everything

- can be \_\_\_\_\_

# Sentence Building

 Tell if you agree or disagree: *I agree/disagree that ~*

 Write whether you agree or disagree with the given statements using the phrases from the box.

Agree: I agree/believe that ~ Disagree: I disagree/don't agree/don't believe that ~

**Example** People who have a lot of money are the happiest.

→ I disagree that people who have a lot of money are the happiest.

1. The most exciting school subject is music.

→ \_\_\_\_\_

2. You can be happy even if you are poor.

→ \_\_\_\_\_

3. Rich people should give money to poor people.

→ \_\_\_\_\_

 Compare two facts: *(not) as ~ as ~*

 Compare the given subjects using "(not) as - as -" and the words from the box.

important      meaningful      fun      difficult      necessary

**Example** fancy cars and clothes / love and friendship

→ Fancy cars and clothes are not as important as love and friendship.

1. friends / family

→ \_\_\_\_\_

2. studying science / studying English

→ \_\_\_\_\_

3. having free time / going to school

→ \_\_\_\_\_

 Show contrasting ideas: *Even though ~, ~*

 Write sentences using "Even though ~, -" and the sentences from each box.

• Studying English is necessary.

• ~~Having some money is important.~~

• You can learn many things in a classroom.

• Rich people may look very happy.

• Classes are important.

• You can learn some things better outside of a classroom.

• Students also need more free time.

• It is not the only subject you should learn.

• ~~It is not everything.~~

• They might not be as happy as you think.

**Example** Having some money is important. It is not everything.

→ Even though having some money is important, it is not everything.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

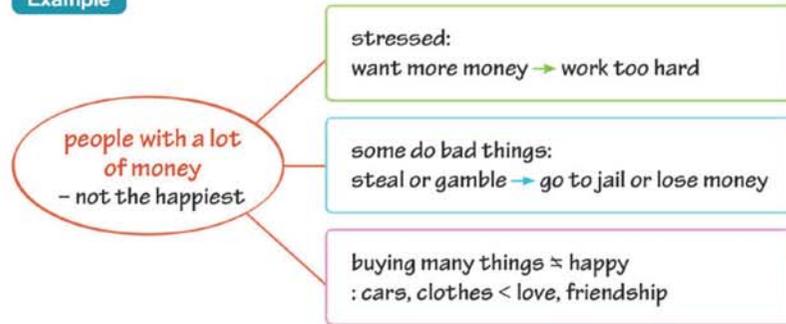
4. \_\_\_\_\_

\_\_\_\_\_

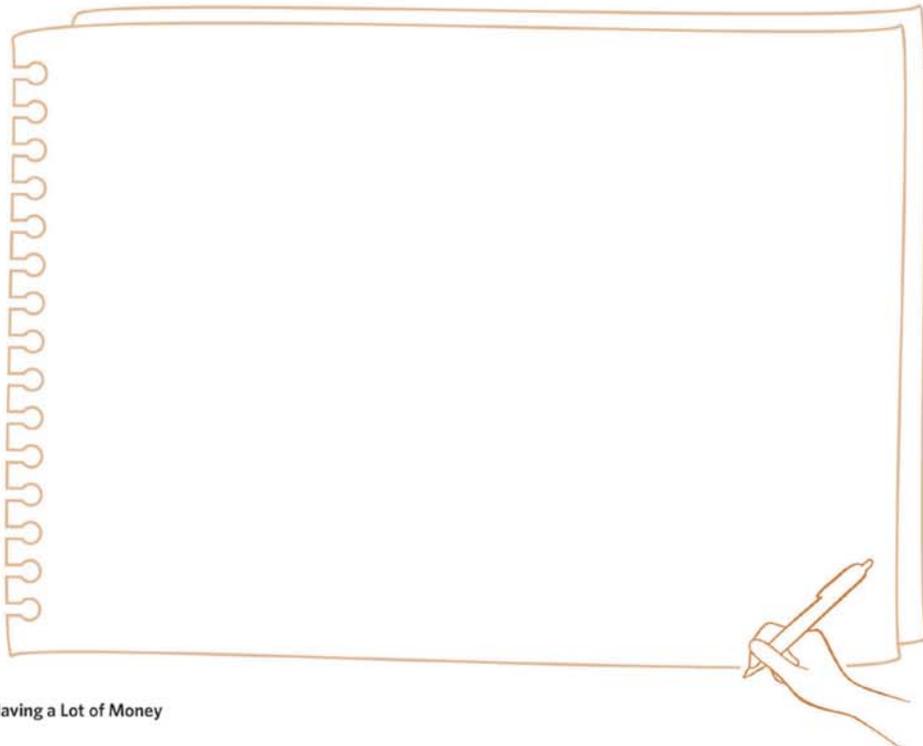
Choose one of the topics. Do you agree or disagree? Brainstorm your ideas.

- People who have a lot of money are the happiest.
- English is the most important school subject.
- School should only be four days a week.

### Example



### Your Brainstorming



Outline what you brainstormed on page 20.

### Introduction

-  
- my opinion:



### Body

Reason 1

Reason 2

Reason 3

### Conclusion

-  
-

Unit

3

# Using the Internet

**Unit Goal** Writing opinions

**Key Points** ~ make things ~ // ~ make people ~  
*On one hand, / On the other hand,  
so ~ that ~*

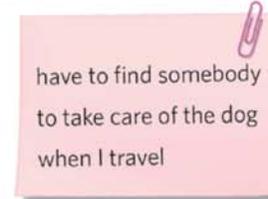
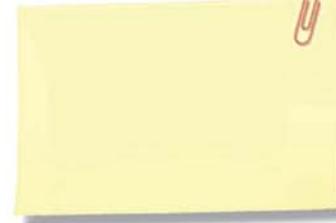


## Writing opinions

- Talk about the topic's good and bad points.
- Give specific examples of the good and bad points.
- Summarize and give a final thought about the topic in the conclusion.



What are the good and bad things about having a pet dog? Write two more good points and one more bad point.



Write sentences using the phrases above.

• Having a pet dog

**Good points** A pet dog will teach me about responsibility.

---

---

**Bad points** I have to find somebody to take care of the dog when I travel.

---

---

Read the writing model and answer the questions.

### Using the Internet

Nowadays, most people use the Internet. I think there are both good and bad things about using it.

On one hand, the Internet makes things easier. There is so much information on the Internet that people don't need to go to the library to do research. People can also use e-mail through the Internet and don't have to mail a letter. With e-mail, they can expect the other person to get their message right away.

On the other hand, the Internet makes people waste time. There are too many interesting things on the Internet. People can download music and movies, read blogs, and play games. Many people spend so much time on the Internet that they don't have time to do their work or sleep.

In short, too much Internet is bad. However, if people don't spend too much time on the Internet, it is a useful thing.



1. What is the essay about?  
\_\_\_\_\_
2. What does the writer say is good about the Internet? Write one example.  
\_\_\_\_\_  
\_\_\_\_\_
3. What does the writer say is bad about the Internet? Write one example.  
\_\_\_\_\_  
\_\_\_\_\_

Use the writing model to fill in the outline below.

#### Introduction

- most people use the Internet  
- \_\_\_\_\_ the Internet



#### Body

##### Good point

the Internet makes \_\_\_\_\_

- **example 1:** so much information ⇒ \_\_\_\_\_
- **example 2:** \_\_\_\_\_  
 ⇒ don't have to mail a letter  
 ⇒ the other person gets message right away

##### Bad point

the Internet makes \_\_\_\_\_

- **example 1:** \_\_\_\_\_  
 ⇒ download music and movies, read blogs, play games
- **example 2:** spend so much time on the Internet  
 ⇒ \_\_\_\_\_



#### Conclusion

- too much Internet is bad  
- don't \_\_\_\_\_ ⇒ useful

# Sentence Building

Show how something changes situations: *~ make things ~*

Write sentences using "- make things -" and the words from the boxes. Make sure to change the adjectives into the comparative.

television      email      ~~the Internet~~  
online shopping malls      cell phones

fast      ~~easy~~      available  
interesting      convenient

Example The Internet makes things easier.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Show how something changes people: *~ make people ~*

Write sentences using "- make people -" and the words from the boxes.

online games      television  
cell phones      ~~the Internet~~  
online shopping malls

stay indoors      read fewer books  
talk too much      ~~waste time~~  
spend money too easily

Example The Internet makes people waste time.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Show contrasting views: *On one hand, / On the other hand,*

Write sentences that show a contrasting view about the topic in the given sentences. Use "On one hand," or "On the other hand,".

Example On one hand, the Internet makes things easier.

→ On the other hand, the Internet makes people waste time.

- On one hand, television gives us a lot of information.  
→ \_\_\_\_\_
- On one hand, online games are very entertaining.  
→ \_\_\_\_\_
- \_\_\_\_\_  
On the other hand, cell phones can interrupt class.
- \_\_\_\_\_  
On the other hand, you have to pay for delivery with online shopping.

Show results of doing too much of something: *so ~ that ~*

Write sentences using "so - that -" and the given phrases.

Example waste much time on the Internet → don't have time to do their work or sleep

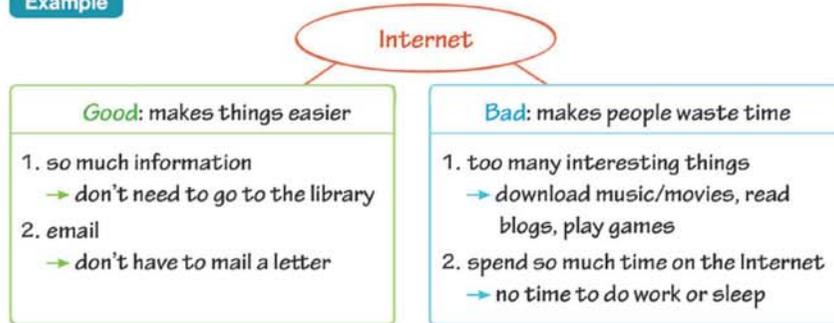
→ Some people waste so much time on the Internet that they don't have time to do their work or sleep.

- spend much time shopping online → don't have time to do anything else  
→ \_\_\_\_\_
- talk much on their cell phones → have very expensive phone bills  
→ \_\_\_\_\_
- play many hours of online games → don't get their homework done  
→ \_\_\_\_\_
- watch much television → spend all day indoors  
→ \_\_\_\_\_

Choose one of the topics. What are good and bad points about it? Brainstorm your ideas.

- the Internet
- television
- kids having cell phones

### Example



### Your Brainstorming

Outline what you brainstormed on page 28.

### Introduction

-

-



### Body

Good point



Bad point



### Conclusion

-

-

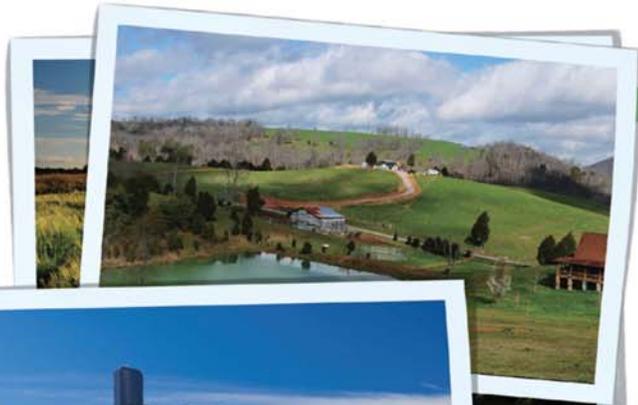
Unit

4

Living in the Country

Unit Goal Writing about preferences

Key Points *It is true that ~, but ~ // A is -er than B  
prefer ~ to ~ // I would rather ~*



Writing about preferences

- Say which one you prefer from the given choices.
- Give reasons why your choice is better than the other choice.
- You can tell about what other people think and why your thoughts are better.

Look at Carrie's preferences and make your own choices. Write sentences like the examples.

Music: 

- pop     rock  
 classical     jazz  
 hip-hop     R&B

Carrie's preferences

→ I prefer pop to hip-hop.  
I would rather listen to pop.

Sports: 

- baseball     swimming  
 volleyball     soccer  
 basketball     tennis

→ I prefer baseball to basketball.  
I would rather play baseball.

Movies: 

- comedies     action movies  
 dramas     animated movies  
 thrillers     romantic movies

→ I prefer comedies to action movies.  
I would rather watch comedies.

Music: 

- pop     rock  
 classical     jazz  
 hip-hop     R&B

Your preferences

→ \_\_\_\_\_  
 \_\_\_\_\_

Sports: 

- baseball     swimming  
 volleyball     soccer  
 basketball     tennis

→ \_\_\_\_\_  
 \_\_\_\_\_

Movies: 

- comedies     action movies  
 dramas     animated movies  
 thrillers     romantic movies

→ \_\_\_\_\_  
 \_\_\_\_\_

Read the writing model and answer the questions.

### Living in the Country



Many people prefer living in the city to living in the country.

However, I would rather live in the country.

People may think that the country is not as fun as the city.

It is true that the city has many activities to do, but you probably have to pay. Some activities are also very expensive. In contrast, you can enjoy many fun things for free in the country, like fishing or hiking in the mountains.

Furthermore, the country is cleaner and quieter than the city. In the city, there are a lot of cars, which cause traffic and pollution. There are also too many people, so it is never quiet. On the contrary, the country has fresh air and many quiet places.

In my opinion, the city is expensive, not clean, and loud. I want to live in the country when I am older.

1. What is the essay about?

\_\_\_\_\_

2. What do people think about the country?

\_\_\_\_\_

3. What does the writer say you can do in the country?

\_\_\_\_\_

4. Underline the sentence that summarizes the essay.

Use the writing model to fill in the outline below.

#### Introduction

- many people prefer \_\_\_\_\_

- my preference: would \_\_\_\_\_



#### Body

##### Reason 1

people think \_\_\_\_\_ - not true



##### Reason 2

country is \_\_\_\_\_ and \_\_\_\_\_



#### Conclusion

- city is \_\_\_\_\_

- want to live in the country when I am older

## Sentence Building

 Tell an opposing opinion: *It is true that ~, but ~*

 Write sentences using "It is true that ~, but ~" and the given sentences.

**Example** The city has many activities to do.

→ It is true that the city has many activities to do, but you have to pay.

1. The country is quiet.

→ \_\_\_\_\_

2. Eating at a restaurant is convenient.

→ \_\_\_\_\_

3. The beach is great when it is sunny.

→ \_\_\_\_\_

 Compare two things: *A is -er than B*

 Compare the given subjects using two adjectives from the box. Make sure to change the adjectives into the comparative.

nice	quiet	convenient	exciting
fun	cheap	comfortable	healthy

**Example** the country / the city

→ The country is cleaner and quieter than the city.

1. a meal at home / a meal at a restaurant

→ \_\_\_\_\_

2. the beach / the mountains

→ \_\_\_\_\_

3. small towns / big cities

→ \_\_\_\_\_

 Describe what people prefer: *prefer ~ to ~*

 Which of the two things do you think people prefer? Write sentences using "prefer ~ to ~."

**Example** live in the city / live in the country

→ Many people prefer living in the city to living in the country.

1. eat at home / eat at a restaurant

→ \_\_\_\_\_

2. go to the beach / go to the mountains

→ \_\_\_\_\_

3. go to the movies / watch a movie at home

→ \_\_\_\_\_

 Describe what you would choose to do: *I would rather ~*

 From the given sentences, write if you are like many people or not. Use "Like many people, I would rather-" or "However, I would rather-."

**Example** Many people prefer living in the city to living in the country.

Me too. → Like many people, I would rather live in the city.

I don't. → However, I would rather live in the country.

1. Many people prefer eating at a restaurant to eating at home.

→ \_\_\_\_\_

2. Many people prefer swimming at the beach to hiking in the mountains.

→ \_\_\_\_\_

3. Many people prefer having fun in the city to relaxing in the country.

→ \_\_\_\_\_

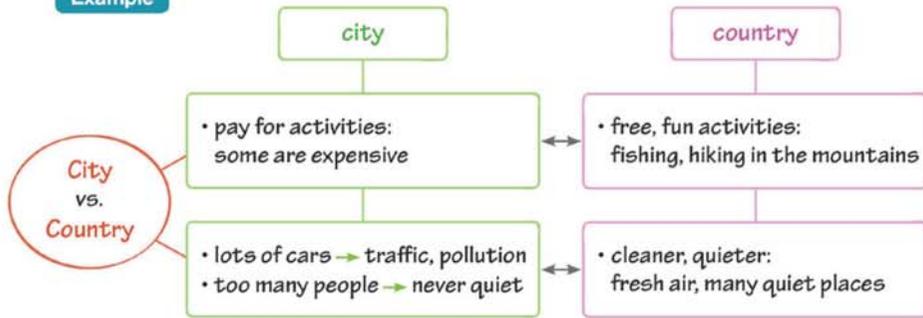
4. Many people prefer traveling with friends to traveling with their family.

→ \_\_\_\_\_

Choose one of the topics. Which do you prefer? Brainstorm your ideas.

- The city vs. the country
- The beach vs. the mountains
- Eating at a restaurant vs. eating at home

### Example



### Your Brainstorming

Outline what you brainstormed on page 36.

### Introduction

-

- my preference:



### Body

Reason 1

Reason 2



### Conclusion

-

-

Unit

5

How to Keep Healthy

**Unit Goal** Writing to give advice

**Key Points** *instead of ~, you should ~*  
*if you ~, ~ (the imperative)*  
*-ing ~ (will) make/help you ~*



**W**riting to give advice

- Suggest what to do in certain situations.
- Give better choices someone can make.
- Talk about what can happen if someone does or doesn't do something (cause & effect).

 Look at Fred's and Ashley's habits and give advice about what they should change to become healthier.

**Name:** Fred

**Age:** 13 years old

**Bedtime:** 2 a.m.

**Daily snack:** an apple and a banana

**Free time activity:** soccer

**TV viewing time:** 4 hours



**Name:** Ashley

**Age:** 15 years old

**Bedtime:** 11 p.m.

**Daily snack:** cookies and chips

**Free time activity:** video games

**TV viewing time:** 30 minutes



My advice to \_\_\_\_\_



**Instead of** playing video games, you **should** go outside and play.

You **can** also eat fruits and vegetables. Too many cookies and chips will make you gain weight.

My advice to \_\_\_\_\_




---



---



---

Read the writing model and answer the questions.



### How to Keep Healthy

Everyone wants to be healthy, but many people think it is too hard or they are too busy. However, there are some easy things you can do.

Instead of drinking soda, you should drink water. Soda tastes good, but it has sugar. Eating too much sugar will make you gain weight or get cavities. If you are eating a snack or meal, drink a cup of water with it.

You can also exercise. Exercising will help you not get sick or feel tired. If you don't have time to play sports or run outside, you can do other things. For example, you can walk up the stairs instead of taking the elevator. If you are watching television or doing homework, get up sometimes and move around.

In brief, you don't have to diet or do hard exercises every day to be healthy. Making small changes will help you be healthier.

1. What is the writer giving advice about?  
\_\_\_\_\_
2. What does the writer suggest not to do?  
\_\_\_\_\_
3. What does the writer suggest to do if you don't have time to exercise?  
\_\_\_\_\_  
\_\_\_\_\_

Use the writing model to fill in the outline below.

#### Introduction

- people think being healthy is \_\_\_\_\_
- some \_\_\_\_\_



#### Body

##### Advice 1

- \_\_\_\_\_ instead of soda
- (cause & effect) eating too much sugar → \_\_\_\_\_
- (suggestion) if eating a snack or meal, \_\_\_\_\_

##### Advice 2

- \_\_\_\_\_
- (cause & effect) exercising will \_\_\_\_\_
- (suggestion) \_\_\_\_\_ instead of taking the elevator
- (suggestion) if watching television or doing homework, \_\_\_\_\_  
\_\_\_\_\_



#### Conclusion

- don't have to diet or do hard exercises
- small changes \_\_\_\_\_

## Sentence Building

 Give better choices: *Instead of ~, you should ~*

 Write sentences using "Instead of -, you should ~" and the given phrases.

**Example** drink soda / drink water

→ Instead of drinking soda, you should drink water.

1. take the elevator / walk up the stairs

→ \_\_\_\_\_

2. have cookies for dessert / eat fruit or yogurt

→ \_\_\_\_\_

3. study all night before a test / prepare for tests early

→ \_\_\_\_\_

4. turn in your test as soon as you finish / check for mistakes

→ \_\_\_\_\_

 Suggest what to do in certain situations: *If you ~, ~(the imperative)*

 Write sentences using "If you ~, ~" and the given phrases.

**Example** eat a snack or meal

→ If you are eating a snack or meal, drink a cup of water with it.

1. try to lose weight

→ \_\_\_\_\_

2. feel sick

→ \_\_\_\_\_

3. cough

→ \_\_\_\_\_

4. not get good grades

→ \_\_\_\_\_

 Show cause and effect: *-ing ~ (will) make/help you ~*

 Write sentences using "-ing ~ (will) make you ~" and the given phrases.

**Example** eat too much sugar → get cavities

→ Eating too much sugar will make you get cavities.

1. eat junk food → gain weight

→ \_\_\_\_\_

2. wear thin clothing in winter → catch a cold

→ \_\_\_\_\_

3. not prepare for a test → get a bad grade

→ \_\_\_\_\_

4. speak in your native language all the time → forget English

→ \_\_\_\_\_

 Write sentences using "-ing ~ (will) help you ~" and the given phrases.

**Example** exercise → not feel tired

→ Exercising will help you not feel tired.

1. eat slowly → not eat too much

→ \_\_\_\_\_

2. play sports → lose weight

→ \_\_\_\_\_

3. take medicine → get over a cold

→ \_\_\_\_\_

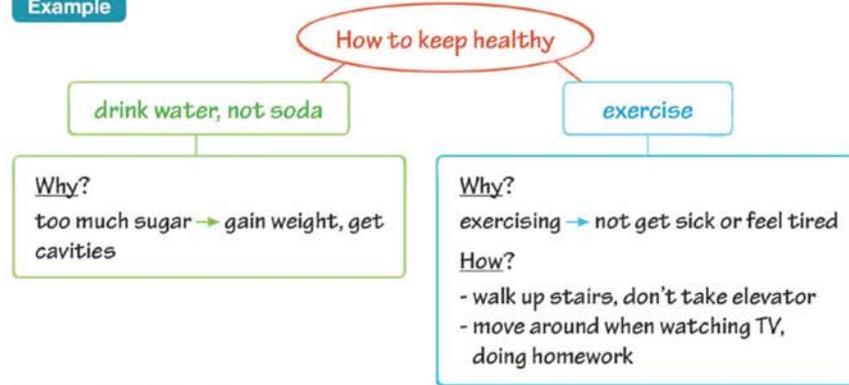
4. read many books → improve your vocabulary

→ \_\_\_\_\_

Choose one of the topics. What is your advice? Brainstorm your ideas.

- How to keep healthy
- How to get over a cold
- How to get better grades

### Example



### Your Brainstorming

Outline what you brainstormed on page 44.

### Introduction

-

-

### Body

#### Advice 1



#### Advice 2

### Conclusion

-

-

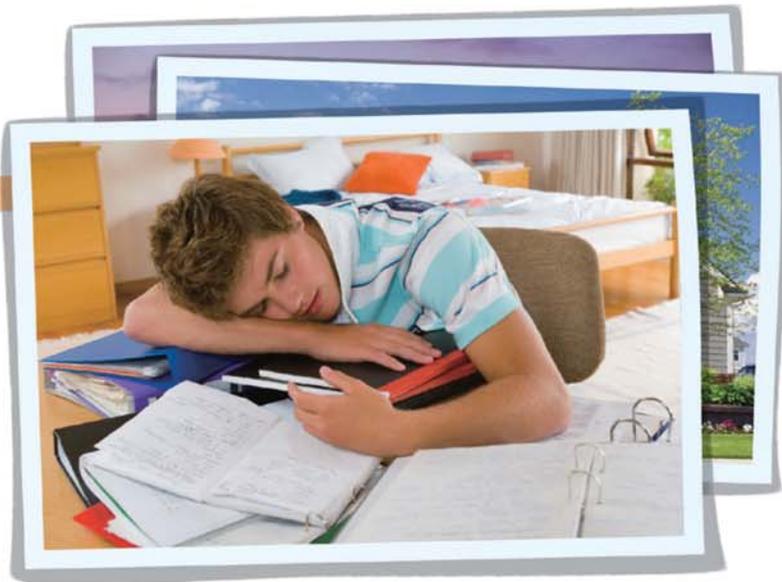
Unit

6

How to Stay Awake

**Unit Goal** Writing solutions to problems

**Key Points** *If you are having trouble -ing, there are ~  
If you (are) still ~, you can ~  
You shouldn't ~ or ~ // It is best to ~*



**W**riting solutions to problems

- Solutions can be what to do and what not to do.
- Try to suggest more than one solution.
- If you are suggesting many solutions, write the easiest solution first.

Read about Shane's and Jenny's problem and write possible solutions.

**Shane's problem: I have trouble making friends.**



**Jenny's problem: I have trouble speaking in English.**



Read the writing model and answer the questions.

### How to Stay Awake

Students often have to stay up late and study, but they get sleepy. If you are having trouble staying awake, there are some steps you can take.

First, you can take a short break. It is best to go outside and get some fresh air. If you can't go outside, you can get up, stretch, and walk around the room.

If you are still sleepy, you can eat a snack. However, a heavy snack can make you more sleepy. A piece of fruit would be a better choice.

If nothing is working, you can take a short nap. However, you shouldn't sleep longer than 20 minutes or you might fall fast asleep. If needed, you can ask your parents to wake you up.

It is best to finish all your work and go to sleep early. However, if you can't, these steps can help you stay awake longer.



1. What is the essay about?  
\_\_\_\_\_
2. What does the writer suggest first to help students stay awake?  
\_\_\_\_\_
3. If a break or a snack doesn't help you stay awake, what can you do?  
\_\_\_\_\_
4. In the conclusion, underline what the writer suggests is the best solution.

Use the writing model to fill in the outline below.

#### Introduction

- **problem:** students have to stay up late and study, \_\_\_\_\_
- **solution:** some \_\_\_\_\_



#### Body

##### Solution 1

- can \_\_\_\_\_
- best to \_\_\_\_\_
- can't go outside → get up, \_\_\_\_\_

still sleepy

##### Solution 2

- can \_\_\_\_\_
- \_\_\_\_\_ makes you sleepy, \_\_\_\_\_ would be better

nothing is working

##### Solution 3

- can \_\_\_\_\_
- shouldn't \_\_\_\_\_
- if needed, \_\_\_\_\_



#### Conclusion

- best to \_\_\_\_\_
- if you can't, these steps can help you

## Sentence Building

**Introduce solutions to a problem:**

*If you are having trouble -ing, there are ~*

 **Write sentences using "If you are having trouble -ing, there are ~" and the given phrases.**

**Example** can't stay awake → some steps you can take

→ If you are having trouble staying awake, there are some steps you can take.

1. can't avoid a bully → some things you can do

→ \_\_\_\_\_

2. can't find your way home → some things you can try

→ \_\_\_\_\_

3. can't find someone to help you → some steps you can take

→ \_\_\_\_\_

**Suggest another solution: *If you (are) still ~, you can ~***

 **Write sentences using "If you (are) still ~, you can ~" and the given phrases. Make sure to use "still" after *be* verbs and before other verbs.**

**Example** be sleepy

→ If you are still sleepy, you can eat a snack.

1. be tired

→ \_\_\_\_\_

2. be worried

→ \_\_\_\_\_

3. get picked on

→ \_\_\_\_\_

4. have a hard time with directions

→ \_\_\_\_\_

**Make suggestions by telling negative results: *You shouldn't ~ or ~***

 **Complete the sentences by writing negative results.**

**Example** You shouldn't sleep longer than 20 minutes or you might fall fast asleep.

1. You shouldn't eat too much for dinner \_\_\_\_\_

2. You shouldn't go to a strange place alone \_\_\_\_\_

3. You shouldn't hide your problem \_\_\_\_\_

4. You shouldn't stay up all night before a test \_\_\_\_\_

**Suggest the best solution: *It is best to ~***

 **Pick the best solutions to the given problems. Then, write sentences using "It is best to ~."**

**Example** **Problem:** being sleepy **Solutions:** drink soda, get some fresh air, watch TV

→ It is best to get some fresh air.

1. **Problem:** being bullied **Solutions:** avoid the bully, tell a parent, tell a teacher

→ \_\_\_\_\_

2. **Problem:** being lost **Solutions:** call somebody, look at a map, ask for directions

→ \_\_\_\_\_

3. **Problem:** can't concentrate while studying  
**Solutions:** go to the library, take a break, call a friend

→ \_\_\_\_\_

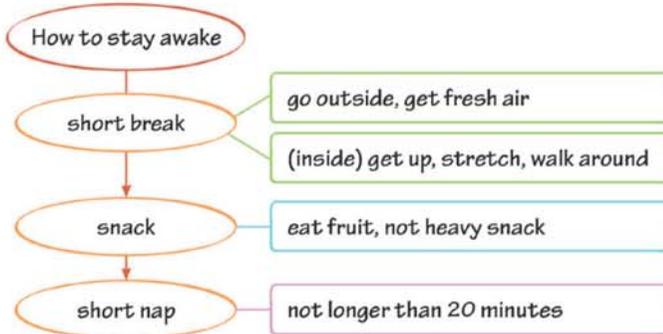
4. **Problem:** failed a test  
**Solutions:** ask for a retest, study harder for the next test, get a tutor

→ \_\_\_\_\_

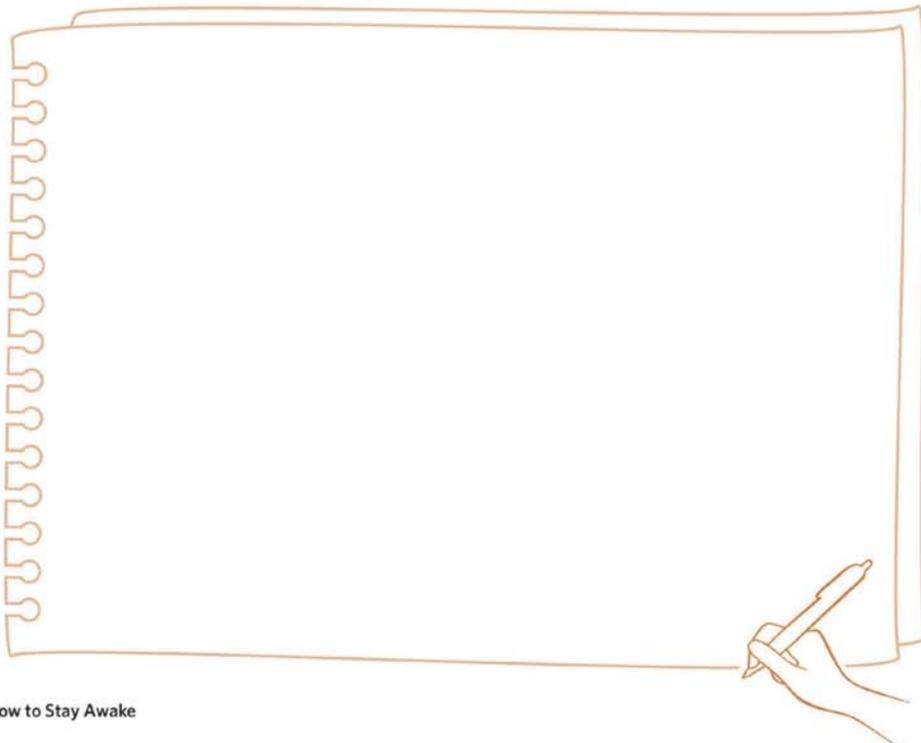
Choose one of the topics. What are your solutions? Brainstorm your ideas.

- What to do when you can't stay awake
- What to do when you are lost
- What to do when a bully is picking on you

### Example



### Your Brainstorming



Outline what you brainstormed on page 52.

### Introduction

- problem:
- solution:

### Body

Solution 1

Solution 2

Solution 3

### Conclusion

- 
-

Unit

7

# Making Our School Better

**Unit Goal** Writing to give suggestions

**Key Points** *There are ways to make ~ // It would be ~ to ~  
For/To ~, we can ~ // ~, but so is/are ~*



**W**riting to give suggestions

- Give suggestions in order to improve or change something.
- Give reasons why it is a good idea to make the improvements or changes.
- Give specific ideas and examples about how to make the improvements or changes.

Look at the following ways to improve the town. Write your own ideas.



We have to improve our town!

Read the writing model and answer the questions.

### Making Our School Better

Our school is a wonderful school. However, I believe there are ways to make it even better.

One way is to improve our gym and get better sports equipment. We have good classrooms and new computers, but our gym and sports equipment are old. In my opinion, gym class and recess are just as important as regular classes. Thus, it would be nice to have more balls and equipment to play with.

Another way is to learn more things outside of the classroom. For science lessons, we can go to the mountains or the zoo and learn about plants and animals. To learn history, we can go to museums and historical sites close to our school. We can also listen to English speakers in our auditorium.

To conclude, learning in the classroom is important, but so are exercising and going outside to learn. With these changes, school can become more fun.

1. What is the essay about?  
\_\_\_\_\_
2. Why does the writer suggest that the school improve its gym and sports equipment?  
\_\_\_\_\_
3. What is the writer's second suggestion?  
\_\_\_\_\_
4. Underline the sentence that summarizes the writer's essay.

Use the writing model to fill in the outline below.

#### Introduction

- a wonderful school
- ways to \_\_\_\_\_

#### Body

##### Suggestion 1

- \_\_\_\_\_
- Why - \_\_\_\_\_ are old
  - \_\_\_\_\_ are also important
- would be nice to \_\_\_\_\_

##### Suggestion 2

- \_\_\_\_\_
- How - science → go to the mountains or the zoo
  - history → \_\_\_\_\_
  - English → \_\_\_\_\_

#### Conclusion

- exercising and \_\_\_\_\_ are important
- more fun school with these changes

# Sentence Building

Introduce how to improve something: *There are ways to make ~*

Write sentences using "There are ways to make -" and the words from the boxes. Make sure to change the adjectives into the comparative.

our city                  our club  
~~our school~~              our country  
 our neighborhood

~~good~~                      nice  
 clean                      famous  
 amazing

**Example** There are ways to make our school better.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Suggest something politely: *It would be ~ to ~*

Rewrite the sentences using "It would be - to -" and the words from the box.

~~nice~~                  great                  good                  fantastic                  awesome

**Example** We need more balls and equipment to play with.

→ It would be nice to have more balls and equipment to play with.

1. We need more stores and parks to go to.  
→ \_\_\_\_\_
2. We need more classes to choose from.  
→ \_\_\_\_\_
3. We need more activities to take part in.  
→ \_\_\_\_\_

Make specific suggestions: *For + noun / To + verb, we can ~*

Write sentences using "For/To -, we can -" and the given words.

**Example** learn history

→ To learn history, we can go to museums and historical sites.

1. fresh air  
→ \_\_\_\_\_
2. fun  
→ \_\_\_\_\_
3. learn English conversation  
→ \_\_\_\_\_
4. help poor people  
→ \_\_\_\_\_

Show a different point of view: *~, but so is/are ~*

Complete the sentences using "but so is/are -" and the phrases from the box. Make sure to use the correct form of the *be* verb.

relaxing and playing with friends                  knowing about current events  
 improving our subway system                  building libraries and making parks

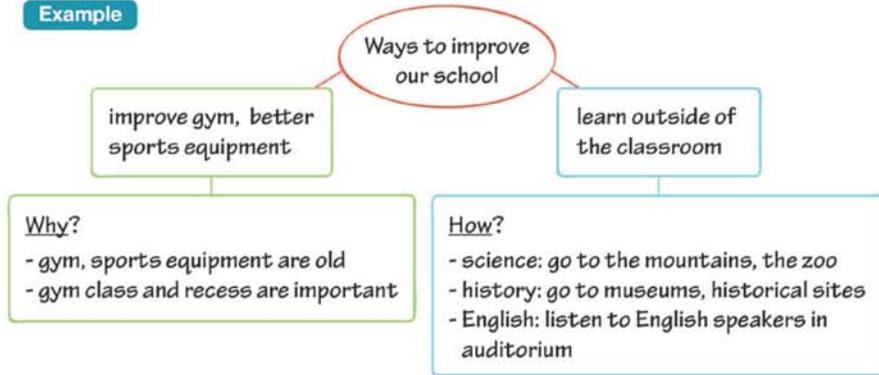
**Example** Learning in the classroom is important, but so are exercising and going outside to learn.

1. Learning history is important, \_\_\_\_\_
2. Having lessons after school is useful, \_\_\_\_\_
3. Fixing our streets is a good idea, \_\_\_\_\_
4. Building apartments is important, \_\_\_\_\_

Choose one of the topics. What are your suggestions? Brainstorm your ideas.

- How to improve my school / town or city / country

### Example



### Your Brainstorming

Outline what you brainstormed on page 60.

### Introduction

-

-

### Body

#### Suggestion 1

#### Suggestion 2

### Conclusion

-

-

Unit

8

The Best Class Activity

Unit Goal Writing to persuade

Key Points ~ is the -est ~  
That is why the best ~ is to ~  
Those who ~ will/won't ~



Writing to persuade

- When persuading, try to make other people believe your opinion is right.
- Give strong reasons why your opinion is the best.
- Explain why the other opinions are not the best.

Where would you like to go on your class field trip? Choose which are the best and worst choices and explain why in complete sentences.



Camping in the mountains

- learn about nature
- play outdoor games
- can be dangerous
- need to bring equipment and food



The amusement park

- a lot of fun
- can eat junk food
- won't learn anything
- expensive tickets



The museum

- see things from history and other countries
- don't need a lot of money
- some students think it is boring
- can't take pictures



The zoo

- cute animals
- learn many things
- some students might be allergic to animals
- far from our school



• Best choice: \_\_\_\_\_

Reasons: \_\_\_\_\_

\_\_\_\_\_

• Worst choice: \_\_\_\_\_

Reasons: \_\_\_\_\_

\_\_\_\_\_

Read the writing model and answer the questions.

### The Best Class Activity

Our class activity should be enjoyable and convenient for everyone. That is why the best choice is to have all-day activities at school.

At school, we can have different activities. People can choose what they want to do, like playing sports or board games, and watching movies. If we go on a trip, everyone has to do the same thing, but not everyone might like it. For example, those who hate swimming won't like the beach. Those who don't like hiking won't like the mountains.

Also, our school is the most convenient location. We don't need buses and won't waste time in traffic. If the weather is bad, we can move to the gym or auditorium. For lunch, we can have a barbeque and not spend money at a restaurant.

In conclusion, everyone wants a fun and relaxing day to hang out with friends. Thus, we should have all-day activities at school.

1. What does the writer think the class should do for its class activity?  
\_\_\_\_\_
2. Write why the writer thinks having all-day activities at school is the best idea.
  - 1) \_\_\_\_\_
  - 2) \_\_\_\_\_
3. Write why going to the beach is not the best idea.  
\_\_\_\_\_

Use the writing model to fill in the outline below.

#### Introduction

- class activity should be \_\_\_\_\_
- best choice is \_\_\_\_\_



#### Body

##### Reason 1

- can have \_\_\_\_\_
- can choose \_\_\_\_\_
  - example** playing sports / board games, \_\_\_\_\_
  - **Why the other choice isn't the best:**
  - a trip → everyone \_\_\_\_\_, not everyone might like it
  - example** those who hate swimming → \_\_\_\_\_
  - \_\_\_\_\_ → won't like the mountains

##### Reason 2

- the most convenient location
- don't \_\_\_\_\_, won't \_\_\_\_\_
  - bad weather → \_\_\_\_\_
  - \_\_\_\_\_ for lunch



#### Conclusion

- everyone wants \_\_\_\_\_ day
- should have all-day activities at school

# Sentence Building

 Say that your opinion is the best: *~ is the -est ~*

 Choose one of the given choices and write sentences using “- is the -est -.” Make sure to change the adjectives in the parentheses into the superlative.

**Example** the beach / the mountains / our school (convenient location)

→ Our school is the most convenient location.

1. the beach / the zoo / the amusement park (exciting place)

→ \_\_\_\_\_

2. bus / car / plane (cheap transportation)

→ \_\_\_\_\_

3. watching a movie / going shopping / playing card games (good idea)

→ \_\_\_\_\_

 Summarize why your opinion is the best:  
*That is why the best ~ is to ~*

 Write sentences using “That is why the best ~ is to ~” and the phrases from the box.

go camping

go skiing

go to a bakery

go to the beach

stay at home

go to a spa

**Example** Our class activity should be enjoyable and convenient for everyone. (choice)

→ That is why the best choice is to have all-day activities at school.

1. Everyone wants to go somewhere to relax. (choice)

→ \_\_\_\_\_

2. Everyone wants to get out of the city. (solution)

→ \_\_\_\_\_

3. My friends and I want to just hang out and talk. (option)

→ \_\_\_\_\_

 Explain people’s preferences: *Those who ~ will/won’t ~*

 Write sentences using “Those who - will -” and the given phrases.

**Example** like hiking

→ Those who like hiking will go to the mountains.

1. enjoy nature

→ \_\_\_\_\_

2. like movies

→ \_\_\_\_\_

3. want to relax

→ \_\_\_\_\_

4. want to go somewhere new

→ \_\_\_\_\_

 Write sentences using “Those who - won’t -” and the given phrases.

**Example** hate swimming

→ Those who hate swimming won’t like the beach.

1. get sunburned easily

→ \_\_\_\_\_

2. have a fear of flying

→ \_\_\_\_\_

3. don’t like crowds

→ \_\_\_\_\_

4. don’t want to spend a lot of money

→ \_\_\_\_\_

Choose one of the topics. Which of the given choices is the best one?

Brainstorm your ideas.

- What should our class do: go to the beach / go to the mountains / do something else
- What should I do with friends tonight: go to the mall / watch a movie / do something else

### Example

**Best class activity:**  
all-day activities at school

### Why?

1) different activities for everyone

- sports, board games, movies



go on a trip

- everyone has to do the same thing

2) most convenient location

- don't need buses, no traffic
- bad weather
- move to gym or auditorium
- have a barbeque for lunch

### Your Brainstorming

Outline what you brainstormed on page 68.

### Introduction

- 
- 



### Body

Reason 1

Reason 2

### Conclusion

- 
- 



Unit

9

If I Were President

Unit Goal Writing about imaginary situations

Key Points If I were ~, I would ~ // ~'s job is to ~  
I would ~ in order to + V  
I would ~ so that + S + V



Writing about imaginary situations

- Talk about what you would do if you were in an imaginary situation.
- Use your imagination to write creatively.
- Use conditional sentences.

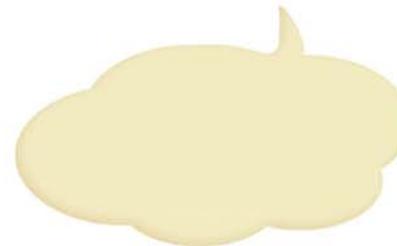
Write what you would do if you were invisible.



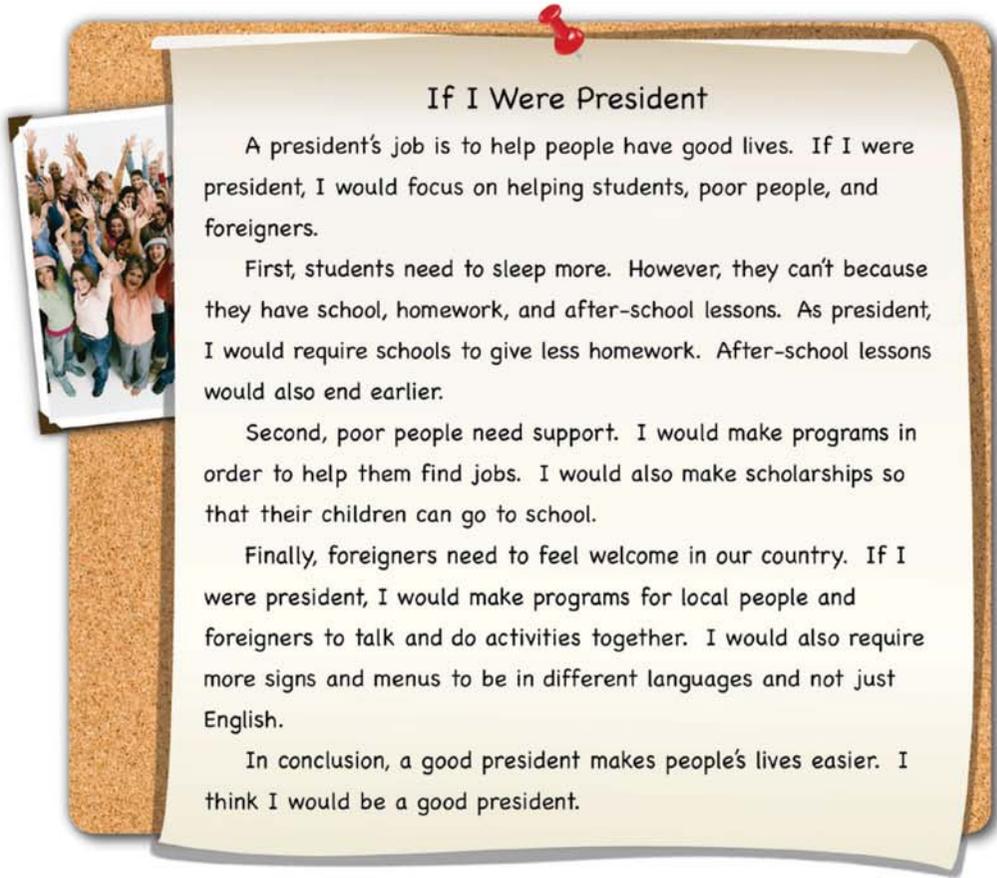
I would sneak up behind my friends and scare them.

I would secretly listen to my parents talking.

I would follow around my favorite singer.



 Read the writing model and answer the questions.



### If I Were President

A president's job is to help people have good lives. If I were president, I would focus on helping students, poor people, and foreigners.

First, students need to sleep more. However, they can't because they have school, homework, and after-school lessons. As president, I would require schools to give less homework. After-school lessons would also end earlier.

Second, poor people need support. I would make programs in order to help them find jobs. I would also make scholarships so that their children can go to school.

Finally, foreigners need to feel welcome in our country. If I were president, I would make programs for local people and foreigners to talk and do activities together. I would also require more signs and menus to be in different languages and not just English.

In conclusion, a good president makes people's lives easier. I think I would be a good president.

1. What is the essay about?

\_\_\_\_\_

2. Write what each group needs:

students: \_\_\_\_\_

poor people: \_\_\_\_\_

foreigners: \_\_\_\_\_

 Use the writing model to fill in the outline below.

**Introduction**

- a president's job: \_\_\_\_\_

- I would \_\_\_\_\_



**Body**

**Plan 1**

students \_\_\_\_\_

- they can't because of \_\_\_\_\_

- would \_\_\_\_\_

- after-school lessons would end earlier

**Plan 2**

poor people \_\_\_\_\_

- would help them find jobs

- would \_\_\_\_\_ for their children

**Plan 3**

foreigners \_\_\_\_\_

- would \_\_\_\_\_

\_\_\_\_\_

- would require more signs and menus to be in different languages



**Conclusion**

- a good president \_\_\_\_\_

- I would be a good president

# Sentence Building

 Tell what you would do if you were someone: *If I were ~, I would ~*

 Write sentences using "If I were -, I would -" and the given words.

**Example** president

→ If I were president, I would focus on helping students, poor people, and foreigners.

1. president

→ \_\_\_\_\_

2. a parent

→ \_\_\_\_\_

3. a teacher

→ \_\_\_\_\_

4. a superhero

→ \_\_\_\_\_

 Tell what a person's responsibility is: *~'s job is to ~*

 Write sentences using "-'s - is to -" and the words from each box.

parent  
president  
teacher  
student

job  
role  
duty  
work

do their best in school  
protect their children  
give students the best education  
keep the country safe

**Example** A president's job is to help people have good lives.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

 Tell the purpose of your actions:  
*I would ~ in order to + V / I would ~ so that + S + V*

 Complete the sentences using "in order to -."

**Example** As president, I would make programs in order to help poor people find jobs.

1. As president, I would build many big buildings \_\_\_\_\_

\_\_\_\_\_

2. As a parent, I would make a lot of money \_\_\_\_\_

\_\_\_\_\_

3. As a teacher, I would talk a lot with my students \_\_\_\_\_

\_\_\_\_\_

4. As a superhero, I would meet police officers \_\_\_\_\_

\_\_\_\_\_

 Complete the sentences using "so that -."

**Example** As president, I would make scholarships so that poor children can go to school.

1. As president, I would visit small towns \_\_\_\_\_

\_\_\_\_\_

2. As a parent, I would read to my kids every night \_\_\_\_\_

\_\_\_\_\_

3. As a teacher, I would find exciting ways to teach things \_\_\_\_\_

\_\_\_\_\_

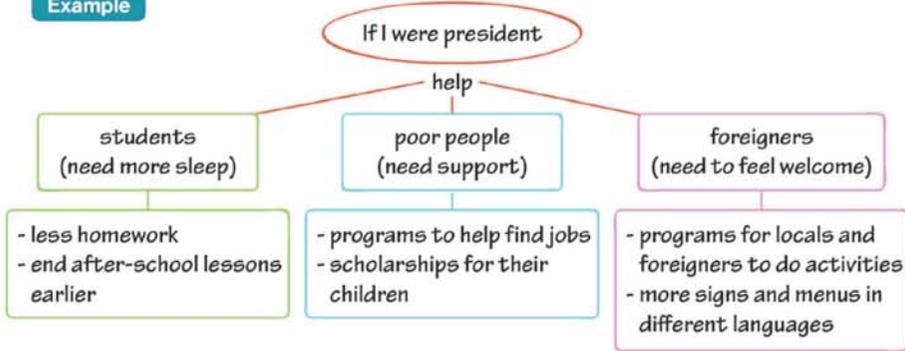
4. As a superhero, I would stop crime \_\_\_\_\_

\_\_\_\_\_

Choose one of the topics. What would you do if you were this person? Brainstorm your ideas.

- If I were president / a parent / a superhero

### Example



### Your Brainstorming

Outline what you brainstormed on page 76.

### Introduction

-

-

### Body

#### Plan 1

#### Plan 2

#### Plan 3

### Conclusion

-

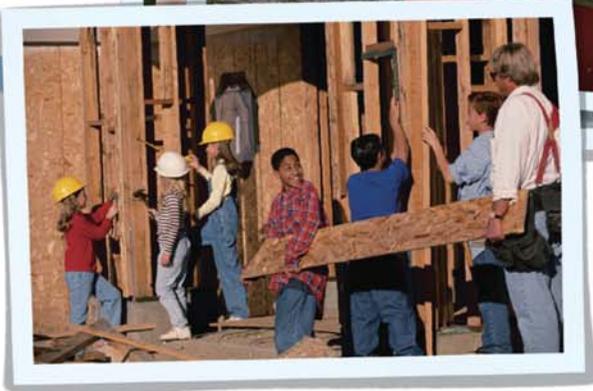
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# Unit 10

## My Valuable Experience

**Unit Goal** Writing about a past experience

**Key Points** *-ing was ~ experience*  
*I have + past participle + for ~*  
*I have always + past participle*



### Writing about a past experience

- Talk about what you experienced, and how or when it happened.
- Talk about what you learned or how you changed from that experience.
- Use the present perfect tense to talk about experiences that continue from the past until the present.

**Have you ever experienced any of these things? Check(✓) the ones you have experienced.**

**Have you ever... ✓**

- ( ) lost a pet?
- ( ) embarrassed yourself in front of your classmates?
- ( ) had a big fight with a friend?
- ( ) won an award or first place in a competition?
- ( ) failed a big test?
- ( ) been separated from your family for a long time?
- ( ) moved to a different city or school?
- ( ) lost something expensive or valuable?
- ( ) \_\_\_\_\_ (write your own)

**Write three experiences and tell how these experiences affected or changed you.**

**Example** I have failed a big test before. I worked harder and never failed a test again because of this experience.

1. \_\_\_\_\_  
\_\_\_\_\_ because of this experience.
2. \_\_\_\_\_  
\_\_\_\_\_ because of this experience.
3. \_\_\_\_\_  
\_\_\_\_\_ because of this experience.

Read the writing model and answer the questions.

### My Valuable Experience

I have played on my school's soccer team for the past two years. Joining the team was a valuable experience because it helped me be healthier, make great friends, and have confidence.

Playing soccer improved my health. Before I started playing soccer, I got tired easily and was chubby. Now, I can run around for hours and am thin and fit.

I also met my great coach and teammates because of soccer. My coach gives helpful advice about soccer and life. My teammates are also my best friends. We hang out even when we don't have practices or games.

Lastly, I became more confident. I have always been a little shy and scared to try new things. Trying out for soccer was hard, but I am glad I did it. I am the team captain this year!

I changed a lot because of soccer. I am now a happier, healthier person.



1. What is the essay about?

\_\_\_\_\_

2. Why does the writer think joining the team was a valuable experience?

\_\_\_\_\_  
\_\_\_\_\_

3. How does the writer say she changed because of soccer in the conclusion?

\_\_\_\_\_

Use the writing model to fill in the outline below.

#### Introduction

- **experience:** played \_\_\_\_\_

- helped me \_\_\_\_\_

\_\_\_\_\_



#### Body

##### Reason 1

playing soccer \_\_\_\_\_

**Before**

**After**

got tired easily, chubby → \_\_\_\_\_

##### Reason 2

met great coach and teammates

- coach: \_\_\_\_\_

- teammates: \_\_\_\_\_

##### Reason 3

became \_\_\_\_\_

**Before**

**After**

\_\_\_\_\_ → team captain this year

\_\_\_\_\_



#### Conclusion

- changed a lot because of soccer

- now \_\_\_\_\_

## Sentence Building

Describe what the experience was like: *-ing was ~ experience*

 Write sentences using “-ing was ~ experience” and the words from the box.

great    ~~valuable~~    amazing    unforgettable    difficult    embarrassing

**Example** I joined the team.

→ Joining the team was a valuable experience.

1. I lived abroad.

→ \_\_\_\_\_

2. I moved to a new school.

→ \_\_\_\_\_

3. I traveled to Australia.

→ \_\_\_\_\_

4. I forgot my lines during the school play.

→ \_\_\_\_\_

Show change from the past to now: *Before ~, ~. Now, ~.*

 Write sentences after the given sentences using “Now, ~.”

**Example** Before I started playing soccer, I got tired easily and was chubby.

Now, I can run around for hours and am thin and fit.

1. Before I became school president, I didn't know about problems at my school.

→ \_\_\_\_\_

2. Before I joined the drama club, I was very shy and quiet.

→ \_\_\_\_\_

3. Before I went abroad, I was afraid to talk to people I didn't know.

→ \_\_\_\_\_

4. Before I took piano lessons, I didn't like music.

→ \_\_\_\_\_

Describe experiences that continue from the past until the present:  
*I have + past participle + for ~*

 Write sentences using “I have + past participle + for ~” and the given phrases. Make sure to use the correct present perfect form.

**Example** play on my school's soccer team / the past two years

→ I have played on my school's soccer team for the past two years.

1. play the guitar / two years and four months

→ \_\_\_\_\_

2. live in the United States / a year and a half

→ \_\_\_\_\_

3. be a boy scout / the past year

→ \_\_\_\_\_

4. go to this school / the past six months

→ \_\_\_\_\_

Describe attitudes that continue from the past until the present:  
*I have always + past participle*

 Rewrite the sentences using “I have always + past participle.” Make sure to use the correct present perfect form.

**Example** I am a little shy and scared to try new things.

→ I have always been a little shy and scared to try new things.

1. I enjoy meeting new people.

→ \_\_\_\_\_

2. I like to make people laugh.

→ \_\_\_\_\_

3. I am a bit afraid of new experiences.

→ \_\_\_\_\_

4. I am nervous when I have to talk in front of the class.

→ \_\_\_\_\_

Choose one of the topics. What did you learn or how did you change from that experience? Brainstorm your ideas.

- A valuable experience
- A funny or embarrassing experience
- A bad or hard experience

### Example



### Your Brainstorming

A large, empty rectangular area with a spiral binding on the left side, intended for the student's brainstorming. A hand holding a pen is shown at the bottom right corner, as if about to write.

Outline what you brainstormed on page 84.

### Introduction

- experience:  
-



### Body

Reason 1

Reason 2

Reason 3



### Conclusion

-  
-

