

## 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 1: Paragraph Writing

Book 1 introduces basic paragraph structure and the writing process. Students will practice various types of writing, including descriptive, expository, opinion, narrative, creative, and letter writing.

#### 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



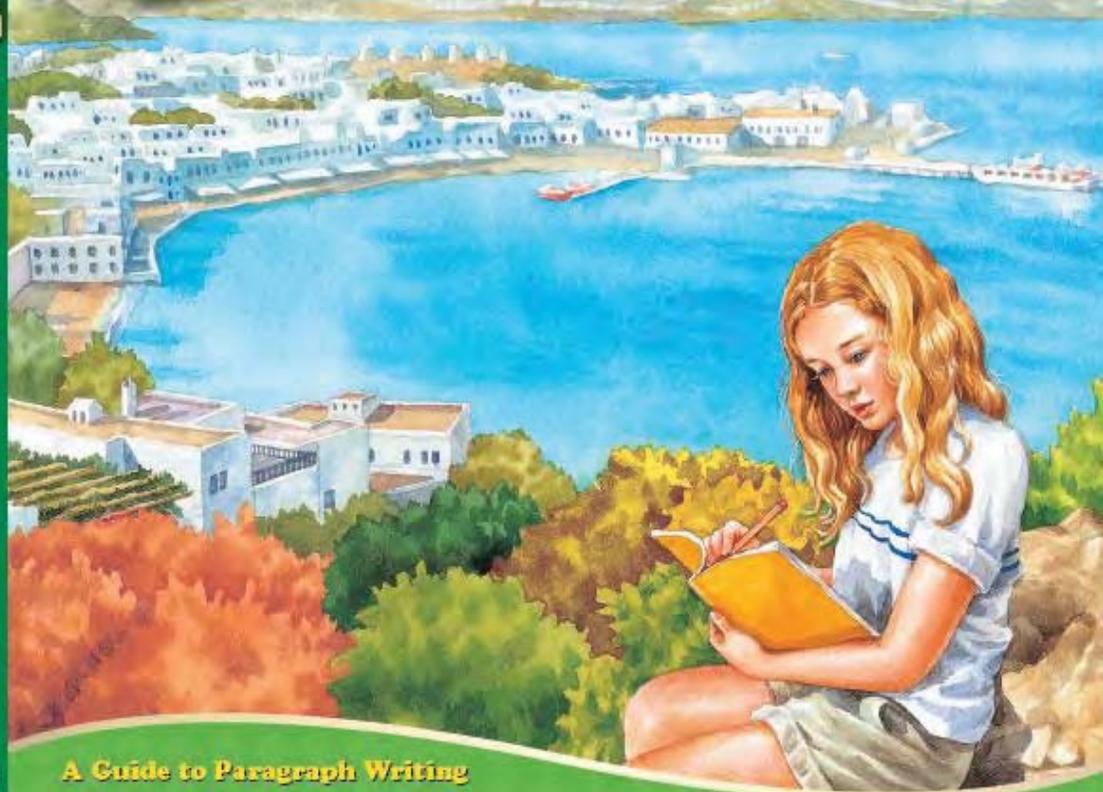
# WRITE Right 1

## Paragraph to Essay

1

Write Right Paragraph to Essay

Build & Grow



### A Guide to Paragraph Writing

- Different Types of Writing
- Sentence Building
- Writing Analysis
- Brainstorming - Outlining - Drafting

# Unit Components

## Unit 1 Writing Process



Students learn about each step of the writing process and practice the brainstorming, outlining, drafting, revising, and editing of their own paragraph.



### Step 3

#### Sentence Building

Students practice writing key sentence structures and patterns from the writing model. As the sentences are related to the writing topic, 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. More words and expressions that the students can use are also provided.

## Units 2-10 Paragraph Writing



### Step 1

#### Unit Goal & Warm-up

After a brief explanation of the unit 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.

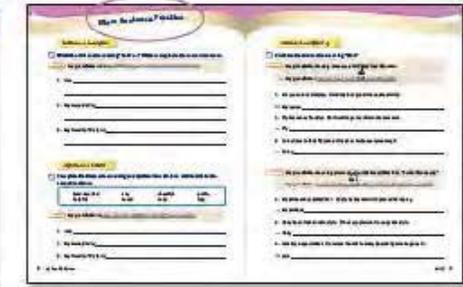
## Workbook



### Step 5

#### First Draft & Final Draft

Guided tips 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

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4 How to Play a Game	Expository	Explaining how to play a sport or game	Explaining how to do an activity	<i>be (not) allowed to // - can be -</i> <i>If -, -</i>	30
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Unit  
1

Writing Process

**Unit Goal** Writing a paragraph using the writing process  
**Key Points** Brainstorming, Outlining, Drafting, Revising, Editing

A paragraph

A paragraph is a group of sentences that talk about one topic. It has a **topic sentence**, **body sentences**, and a **closing sentence**. In a paragraph, you can describe, explain, give your opinion, or tell a story about the topic.

Indent the beginning of a paragraph.

My Favorite Season

Topic sentence

My favorite season is winter. I like the cold

Body sentences

weather and snow. When it is cold, I like wearing the scarf and gloves that my grandma made for me. In the winter, there are lots of fun things to do. On weekends, I like to go ice skating with my friends. When it snows, we make snowmen and have snowball fights. Winter has great holidays, too. My favorites are Christmas and New Year's Day because I get presents. I think winter is

Closing sentence

the best of all the seasons.

Writing Process

When you write about something, you follow several steps. The steps are **Brainstorming**, **Outlining**, **Drafting**, **Revising**, and **Editing**.

Look at what you do in each writing step.

- 1 **Brainstorming**: Write down ideas about the topic.
- 2 **Outlining**: Organize your ideas.
- 3 **Drafting**: Turn your ideas into sentences and paragraphs.
- 4 **Revising**: Change and improve the content of your writing.
- 5 **Editing**: Correct grammar, capitalization, punctuation, and spelling errors.

Write the writing steps underneath each picture.



**Topic:** Bake burgers - my favorite restaurant  
**Body:**  
 1) I like it my friends go there after class.  
 2) very delicious the double-decker burger with pickles makes it fun.  
 3) cheap and buy a whole meal for about five dollars.  
**Closing:** love to go to Bake burgers.

Bake burgers is my favorite restaurant. I often go to there. I like Bake burgers because it is close to my school. The food in Bake burgers is very delicious. I especially like double-decker burger with pickles and the french fries. I want to eat Bake burgers every day. Bake burgers is cheap. I can buy a meal for 5 dollars. My friends and I love to go to Bake burgers. I often go there after my classes end.

Bake burgers is my favorite restaurant. I often go to there. I like Bake burgers because it is close to my school. The food in Bake burgers is very delicious. I especially like double-decker burger with pickles and the french fries. I want to eat Bake burgers every day. Bake burgers is cheap. I can buy a meal for 5 dollars. My friends and I love to go to Bake burgers. I often go there after my classes end.

Bake burgers is my favorite restaurant. I often go to there. I like Bake burgers because it is close to my school. I sometimes go there after my classes end. I especially like the food. Bake burgers is very delicious. I especially like the "half" double-decker burger with pickles. Your french fries are very good too. Lastly, Bake burgers is cheap. I can buy a whole meal for about five dollars. My friends and I love to go to Bake burgers.

My Favorite Restaurant  
 Bake burgers is my favorite restaurant. I often go to there. I like Bake burgers because it is close to my school. I sometimes go there after my classes end. I especially like the food. Bake burgers is very delicious. I especially like the "half" double-decker burger with pickles. Your french fries are very good too. Lastly, Bake burgers is cheap. I can buy a whole meal for about five dollars. My friends and I love to go to Bake burgers.

Final draft

### • Brainstorming Step

- Think about the topic. → Write down any words or ideas that you can think of.  
 → Cross out bad ideas and add details if you need to.

#### Example



#### ✓ Brainstorm about your favorite season.

### • Outlining Step

- Organize your ideas → Decide what goes in the topic, body, and closing sentences.  
 → You don't need to write complete sentences.

#### Example

**Topic** favorite season  
 - winter

**Body** Why favorite season? weather? activities?  
 - like cold weather and snow  
 - like wearing scarf and gloves grandma made for me  
 - go ice skating, make snowmen, have snowball fights  
 - great holidays: Christmas, New Year's Day

**Closing** thoughts or feelings  
 - best of all seasons

#### ✓ Outline what you brainstormed on page 8.

**Topic**

**Body**

**Closing**



## • Editing Step

After revising your writing, correct any grammar, capitalization, punctuation, or spelling errors.

✔ Look at what you correct when editing. Fill in the blanks to edit the sentences.

### Grammar

**subject - verb agreement** : He like to read books → He \_\_\_\_\_ to read books.

**the right tense** : Yesterday, I meet Tom → Yesterday, I \_\_\_\_\_ Tom.

**the right form** : I like to go to swimming. → I like to go \_\_\_\_\_.

### Capitalization

**beginning of a sentence** : we had pizza for dinner. → \_\_\_\_\_ had pizza for dinner.

**proper nouns** : Amanda the United States Cairo

**names of months, days of the week, holidays** : March Wednesday Christmas

### Punctuation

**a period(.), a question mark(?), or an exclamation point(!) at the end of a sentence** :

What can we do → \_\_\_\_\_

What a great day → \_\_\_\_\_

**commas(,) for words in a series and between the day and year** :

I like ice cream, cake, and cookies. November 13, 2015

**apostrophes(') to show possession and in contractions** :

Sally's our friends' can't didn't

### Spelling

**correct spelling** : He is my best freind. → He is my best \_\_\_\_\_.

## Editing marks

- |                            |                    |                               |
|----------------------------|--------------------|-------------------------------|
| ↗ Insert a word or phrase. | ⊙ Insert a period. | ≡ Change to a capital letter. |
| # Insert a space.          | ↘ Take out.        | / Change to a small letter.   |
| ↵ Insert a comma.          | ⊖ Take out space.  | ↔ Switch words or letters.    |
| ↓ Insert an apostrophe.    | ○ Change a word    | ¶ Start a new paragraph.      |

✔ Edit the following paragraph using the editing marks above.

### My Favorite Holiday

My favorite holiday is Childrens Day. Since it is national holiday, my parents don't work and I don't go to school. My parents is always busy, so it is nice to spend time with them. also there are so many things to do and see on Childrens Day. There are parades, and some museums, zoos, and amusement parks are free for kids. The best part about Childrens Day is getting presents. At last year, my parents get me a puppy. I wish it was Childrens Day every day!

✔ On page 10, revise and edit your draft. Write your final draft below.

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Unit

2

My Favorite Person

**Unit Goal** Describing a person

**Key Points** *be like ~ // adjectives  
relative clause (that ~)*



**D**escribing a person

- Talk about the person like you are drawing a picture of him/her.
- Use adjectives to describe the person's looks and personality.
- Use examples and explain with details to describe what the person is like.

Look at the picture of the thief. Write information about him using the words from the boxes.



scar  
freckles  
crooked nose  
thin lips  
short, curly hair

chubby  
cap  
striped shirt  
jacket  
jeans  
sneakers

HAVE YOU SEEN THIS PERSON?



**Face/Hair:**

He has green eyes.

**Body/Clothes:**

He is chubby.

Please call the police immediately if you see this man!  
There will be a reward for information leading to his arrest.

Read the writing model and answer the questions.

**My Favorite Person**

My favorite person is my grandfather. He has gray and white hair on the sides of his head, but not a lot of hair on the top. He has big, blue eyes that look like mine. He also has a big stomach that he calls his "Santa Claus belly." He is old. He has wrinkles and can't walk quickly. He has to wear thick glasses when he wants to read. However, he is like a little boy. He loves sweets and cookies, and he likes to watch cartoons with me. He likes to joke around and laughs really loudly. He is my best friend.

1. What is the paragraph about?  
\_\_\_\_\_
2. Underline the topic sentence and the closing sentence.
3. Put ( ) around the part describing the grandfather's looks.
4. What does the writer's grandfather like to do?  
\_\_\_\_\_  
\_\_\_\_\_

Use the writing model to fill in the outline below.

**Topic**

my favorite person - my grandfather

↓

**Body**

**Looks**

- gray and white hair \_\_\_\_\_, not a lot of hair \_\_\_\_\_
- big, blue eyes that \_\_\_\_\_
- big stomach that \_\_\_\_\_

**Characteristics**

- old: has wrinkles, \_\_\_\_\_,  
has to \_\_\_\_\_ reads
- like a little boy: loves \_\_\_\_\_  
likes to \_\_\_\_\_
- likes to \_\_\_\_\_, laughs loudly

↓

**Closing**

my best friend

Describe and give examples: **be like ~ + examples**

 Write the first sentence using "be like -." Write examples in the second sentence.

**Example** My grandfather is like a little boy. He loves sweets and cookies.

1. My teacher is \_\_\_\_\_  
\_\_\_\_\_
2. My best friend is \_\_\_\_\_  
\_\_\_\_\_
3. My favorite singer is \_\_\_\_\_  
\_\_\_\_\_

Describe and explain: **adjectives + details**

 Complete the first sentence using an adjective from the box. Add details in the second sentence.

young	busy	funny	nice
smart	talented	hard-working	caring

**Example** My grandfather is old. He has wrinkles and can't walk quickly.

1. My teacher is \_\_\_\_\_
2. My best friend is \_\_\_\_\_
3. My favorite singer is \_\_\_\_\_

Give more information in a sentence: **relative clause (that ~)**

 Combine the two sentences using "that."

**Example** My grandfather has big, blue eyes. His eyes look like mine.

↓  
that

→ My grandfather has big, blue eyes that look like mine.

1. My sister wears red glasses. Her glasses make her look smart.  
→ My sister \_\_\_\_\_
2. Kate has small, brown eyes. Her eyes disappear when she smiles.  
→ Kate \_\_\_\_\_
3. Donna has a beautiful voice. Her voice is nice to listen to.  
→ Donna \_\_\_\_\_

**Example** My grandfather has a big stomach. He calls his stomach his "Santa Claus belly."

↑  
that

→ My grandfather has a big stomach that he calls his "Santa Claus belly."

4. My mom has a loud laugh. You can hear her laugh anywhere.  
→ My mom \_\_\_\_\_
5. Angela has many books. I want to borrow her books.  
→ Angela \_\_\_\_\_
6. David has many talents. I envy his talents.  
→ David \_\_\_\_\_

Brainstorm about a person you want to describe.

### Example



### Your Brainstorming

Outline what you brainstormed on page 20.

### Topic

### Body

**Looks**

**Characteristics**

### Closing

### More Words & Expressions

#### Looks

has freckles[dimples]  
 wears glasses[braces/a hat]  
 has curly[straight/spiked/wavy] hair  
 wears hair in a ponytail[a bun/pigtails]

#### Characteristics

is a gentleman[a genius/the oldest]  
 is prettier[taller/bigger] than ...  
 plays the piano[violin/guitar]  
 plays soccer[basketball/baseball]

# Unit 3

## My Favorite Place

**Unit Goal** Describing a place

**Key Points** adjectives to describe the atmosphere  
*see/hear* + object + *-ing*  
 prepositional phrases



### Describing a place

- Think about the place you are describing as a picture.
- Use adjectives to show the atmosphere of the place.
- Tell where things are located with prepositions.

Read about Jason's and Ann's favorite place. Guess the places and write sentences about them.



Jason

- books are everywhere
- lots of desks and chairs
- many places to study
- very quiet
- can read books or watch movies



- lots of stores and places to eat
- can buy clothes, shoes, bags, and more
- can window-shop
- crowded and busy



Ann

What is Jason's favorite place? \_\_\_\_\_

Describe it: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What is Ann's favorite place? \_\_\_\_\_

Describe it: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Read the writing model and answer the questions.

### My Favorite Place

My favorite place is the park near my house. Outside my house, I hear cars honking loudly. The sidewalks are crowded with people and the buildings are all close to each other. However, the park is different. It is very peaceful. I can often hear birds singing in the park. There are also open spaces with green grass and colorful flowers. I usually see people napping or chatting there. In the middle of the park, there is a marble fountain and wooden benches. On a nice day, I like to sit on one of the benches and read a good book. It is wonderful to have a relaxing place in a busy and noisy city.



1. Circle the topic sentence. What is the paragraph about?  
\_\_\_\_\_
2. What is in the park?  
\_\_\_\_\_  
\_\_\_\_\_
3. What does the writer like to do in the park?  
\_\_\_\_\_  
\_\_\_\_\_
4. Underline the closing sentence. How does the writer feel about the park?  
\_\_\_\_\_

Use the writing model to fill in the outline below.

**Topic**

my favorite place - the park



**Body**

**Reason why I like the place**

- outside my house: cars \_\_\_\_\_, sidewalks \_\_\_\_\_, buildings close to \_\_\_\_\_
- park is different

**What the place is like**

**Atmosphere of the place:**

- very \_\_\_\_\_

**Sounds/Views:**

- birds \_\_\_\_\_
- open spaces \_\_\_\_\_
- people napping \_\_\_\_\_
- \_\_\_\_\_ fountain, \_\_\_\_\_ benches

**Activities:**

- sit on a bench and \_\_\_\_\_



**Closing**

park - wonderful to have a \_\_\_\_\_

Describe what a place is like:  
adjectives to describe the atmosphere

 Imagine and describe the atmosphere of the following places using two adjectives from the box. You can use the words more than once.

messy	quiet	calm	peaceful	crowded
energetic	dirty	noisy	cheerful	relaxing

**Example** The city is noisy and crowded.

1. My city \_\_\_\_\_
2. My room \_\_\_\_\_
3. The lake \_\_\_\_\_
4. The mall \_\_\_\_\_
5. The ballpark \_\_\_\_\_

Describe what you see or hear: *see/hear* + object + *-ing*

 Write sentences using "see" or "hear" and the given words.

**Example** (cars, honk) → I hear cars honking.

1. (boys, run) → \_\_\_\_\_
2. (birds, sing) → \_\_\_\_\_
3. (people, take pictures) → \_\_\_\_\_
4. (bees, buzz) → \_\_\_\_\_
5. (families, buy groceries) → \_\_\_\_\_

Describe the location of something:  
prepositional phrases (preposition + noun)

 Describe the pictures using the correct prepositions from the box. Write the prepositional phrases at the beginning of the sentences.

in	along	around	next to
in front of	<del>in the middle (of)</del>	in the corner (of)	at the end (of)

**Example**



(park, marble fountain)

→ In the middle of the park, there is a marble fountain.

1.



(museum, old statues and paintings)

→ \_\_\_\_\_

2.



(living room, piano)

→ \_\_\_\_\_

3.



(superstore, parking lot)

→ \_\_\_\_\_

4.



(Ferris wheel, roller coaster)

→ \_\_\_\_\_

5.



(hall, office)

→ \_\_\_\_\_

6.



(lake, tall trees)

→ \_\_\_\_\_

7.



(sidewalk, bright streetlights)

→ \_\_\_\_\_

👉 Brainstorm about a place you want to describe.

**Example**



**Your Brainstorming**

👉 Outline what you brainstormed on page 28.

**Topic**

**Body**

Reason why I like the place

---

What the place is like (atmosphere, sounds/views, activities, etc.)

**Closing**

**More Words & Expressions**

**Atmosphere**

tropical    deserted    unique  
 cozy       comfortable    romantic  
 relaxing    magical       pleasant

**Activities**

play sports    take a walk    hang out  
 go shopping    look around    chat  
 go on rides    ride a bike    relax

Unit

4

# How to Play a Game

**Unit Goal** Explaining how to do an activity

**Key Points** *be (not) allowed to*  
*~ can be ~ // If ~, ~*



## Explaining how to do an activity

- Tell what people need in order to do an activity (materials, tools, equipment).
- Give directions on how to do and complete the activity.
- Explain what people are allowed and not allowed to do.

 Complete the sentences about how to play charades using the phrases in the box.



- your teammate guesses the word correctly
- make motions and act out the word on the paper
- two or more people
- to talk or point at objects
- a pen and paper to write words

Charades is played by \_\_\_\_\_

You need \_\_\_\_\_

You \_\_\_\_\_

You are not allowed \_\_\_\_\_

If \_\_\_\_\_, your team wins.

 Write sentences about how to play soccer using the phrases from the box.



- your team scores the most goals
- to touch the ball with your hands
- kick and shoot the ball into the net
- two teams of eleven people
- a soccer ball and nets

\_\_\_\_\_

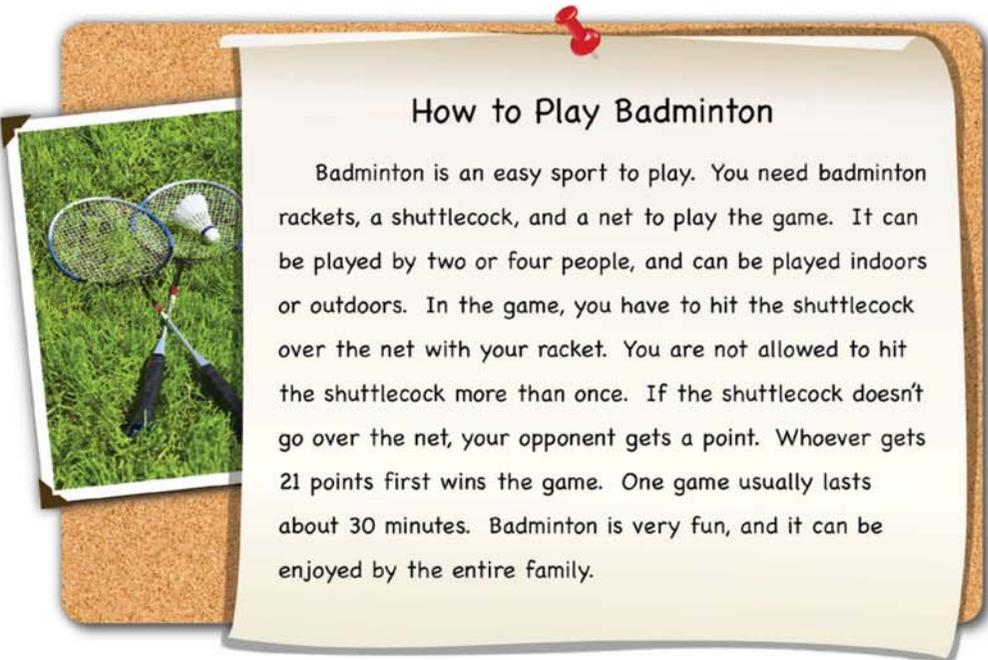
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Read the writing model and answer the questions.



### How to Play Badminton

Badminton is an easy sport to play. You need badminton rackets, a shuttlecock, and a net to play the game. It can be played by two or four people, and can be played indoors or outdoors. In the game, you have to hit the shuttlecock over the net with your racket. You are not allowed to hit the shuttlecock more than once. If the shuttlecock doesn't go over the net, your opponent gets a point. Whoever gets 21 points first wins the game. One game usually lasts about 30 minutes. Badminton is very fun, and it can be enjoyed by the entire family.

1. What is the paragraph about?

\_\_\_\_\_

2. What is not allowed in a badminton game?

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

3. How do you win a badminton game?

\_\_\_\_\_

4. What does the writer think about badminton?

\_\_\_\_\_

Use the writing model to fill in the outline below.

**Topic**

badminton - easy to play



**Body**

**Basic information about badminton**

- **Equipment:** \_\_\_\_\_
- **Number of players:** \_\_\_\_\_
- **Where it is played:** \_\_\_\_\_

**Game rules**

- **Rules:**
  1. have to \_\_\_\_\_
  2. not allowed to \_\_\_\_\_
  3. \_\_\_\_\_  
 → opponent gets a point
- **How to win:** \_\_\_\_\_
- **Playing time:** \_\_\_\_\_



**Closing**

badminton - very \_\_\_\_\_, can be enjoyed by \_\_\_\_\_

Explain what you can or can't do: *be (not) allowed to*

 Change the sentences using "be (not) allowed to."

**Example** You can hit the shuttlecock only once.

→ You are allowed to hit the shuttlecock only once.

You cannot hit the shuttlecock more than once.

→ You are not allowed to hit the shuttlecock more than once.

1. You can use your feet to pass the ball.

→ \_\_\_\_\_

2. You cannot trip an opposing player.

→ \_\_\_\_\_

3. You can put down more than one card at a time.

→ \_\_\_\_\_

4. You cannot roll the dice more than once.

→ \_\_\_\_\_

Use the passive to explain what is possible: *~ can be ~*

 Rewrite the sentences using "- can be - by -."

**Example** Two or four people can play badminton.

→ Badminton can be played by two or four people.

1. The goalkeeper can touch the ball.

→ \_\_\_\_\_

2. Any player on the field can kick the ball.

→ \_\_\_\_\_

3. Two teams of nine players can play the game.

→ \_\_\_\_\_

4. People of all ages can enjoy the game.

→ \_\_\_\_\_

Explain what happens after certain actions: *If ~, ~*

 Match the sentences from each box to make rules about sports.

The shuttlecock doesn't go over the net.

The other team catches the baseball.

The basketball goes through the hoop.

One team wins three sets.

Two teams are tied at 24 points.

A player takes a step without dribbling.

A runner reaches the base before he is tagged.

- Your team gets two points.
- One team needs to get two more points to win the set.
- They win the whole match.
- Your opponent gets a point.
- The runner is safe.
- The batter is out.
- The other team gets the ball.

 Write sentences using "If" and the answers above.

**Example** The shuttlecock doesn't go over the net. Your opponent gets a point.

→ If the shuttlecock doesn't go over the net, your opponent gets a point.

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

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

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

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

5. \_\_\_\_\_

6. \_\_\_\_\_

Choose one sport or game you want to explain and brainstorm about it.

### Example



### Your Brainstorming

Outline what you brainstormed on page 36.

### Topic

### Body

Basic information (equipment, number of players, etc.)

Game rules

### Closing

### More Words & Expressions

Equipment	Where it is played		Actions	
hockey stick	ice rink	track	pitch	block
goalie mask/pads	soccer field	stadium	defend	dribble
golf club	swimming pool	golf course	serve	miss
baseball bat/glove	tennis/basketball court	baseball diamond	shoot	swing

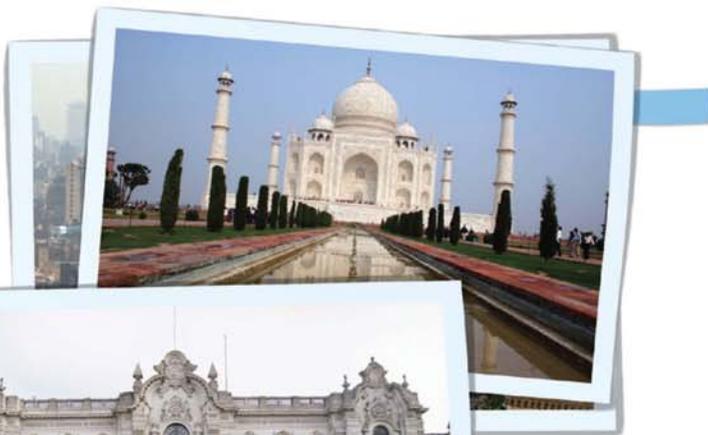
Unit

5

My Country

Unit Goal Giving information

Key Points *Including ~/such as ~  
one of ~  
relative pronouns (which, who)*



Giving information

- Tell facts instead of thoughts or opinions.
- Give specific information about the subject.
- Give examples and names.

What do you know about the following countries? Write three facts about each country using the phrases from the box.

be located in

be famous for

be from

England



1. England is **located in** Europe.
2. England is **famous for** Big Ben and double-decker buses.
3. David Beckham **is from** England.

South Korea



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

The U.S.A.



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

France



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

Read the writing model and answer the questions.

### My Country

I am from England, a country in northwest Europe. The capital of England is London. The city has many famous sites, including Big Ben, Tower Bridge, and Buckingham Palace. One of England's most famous landmarks is Stonehenge, which is located in the south of the country. Stonehenge was built 5,000 years ago. It is one of the oldest man-made monuments in the world. In addition, there are many famous writers and musicians who are English, such as the playwright William Shakespeare and the rock band The Beatles. England is full of culture and history. Come and visit my country!



1. What is the paragraph about?

\_\_\_\_\_

2. Write three facts about England.

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

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

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

3. What does the writer suggest in the closing sentence?

\_\_\_\_\_

Use the writing model to fill in the outline below.

**Topic**

England - \_\_\_\_\_

**Body**

**Capital**

London: many famous sites, including \_\_\_\_\_

\_\_\_\_\_

**Famous places/things**

Stonehenge: located \_\_\_\_\_

- \_\_\_\_\_

- one of \_\_\_\_\_

in the world

**Famous people**

famous writers and musicians: \_\_\_\_\_ William Shakespeare,

\_\_\_\_\_ The Beatles

**Closing**

England - full of \_\_\_\_\_ and \_\_\_\_\_

Come and visit my country!

Give examples in a sentence: *including ~ / such as ~*

 Make the sentences longer using "including ~" or "such as ~."

**Example** London has many famous sites. (including)

→ London has many famous sites, including Big Ben and Tower Bridge.

1. Seoul has many places to visit. (including)

→ \_\_\_\_\_

2. The U.S. has many big cities. (including)

→ \_\_\_\_\_

3. Italy has many delicious kinds of food. (such as)

→ \_\_\_\_\_

4. China is famous for many places. (such as)

→ \_\_\_\_\_

Show that the subject is one example of many: *one of ~*

 Rewrite the sentences using "one of ~." Make sure to use superlative adjectives and plural nouns.

**Example** Stonehenge is an old man-made monument.

→ Stonehenge is one of the oldest man-made monuments in the world.

1. Tokyo is a big city.

→ \_\_\_\_\_

2. The Mona Lisa is a famous painting.

→ \_\_\_\_\_

3. The Amazon River is long.

→ \_\_\_\_\_

4. New York City is expensive.

→ \_\_\_\_\_

Give extra information in a sentence: *which + details*

 Combine the two sentences using "which."

**Example** One of England's most famous landmarks is Stonehenge. It is located in the south of the country.

→ One of England's most famous landmarks is Stonehenge, which is located in the south of the country.

1. Many tourists like to visit the Grand Canyon. It is located in Arizona.

→ \_\_\_\_\_

2. French people like to eat crepes. They are thin pancakes with fruit or sugar filling.

→ \_\_\_\_\_

3. A famous song about New York is "New York, New York." It was written in 1977.

→ \_\_\_\_\_

4. A popular landmark in Taipei is Taipei 101. It is the tallest building in Taiwan.

→ \_\_\_\_\_

Give information about a person or a group: *who + nationality*

 Rewrite the sentences using "There are ~ who are ~."

**Example** Many famous writers and musicians are English.

→ There are many famous writers and musicians who are English.

1. Many famous baseball players and golfers are Korean.

→ \_\_\_\_\_

2. Many great painters and sculptors are African.

→ \_\_\_\_\_

3. Many rich businesspeople and CEOs are Middle Eastern.

→ \_\_\_\_\_

4. Many popular soccer players are European.

→ \_\_\_\_\_



Unit

6

Good Neighbors

Unit Goal Giving opinions  
Key Points A good ~ is ~  
should (not) ~  
when + present tense // when + past tense



Giving opinions

- Give your personal views on the topic.
- Support your opinions with specific explanations.
- Use examples to make your opinions more convincing.

Write phrases about what a good teacher and a good student should and should not do.



A good teacher...

should prepare for class

should \_\_\_\_\_

should not yell at students

should not \_\_\_\_\_



should review what he or she learned that day

should \_\_\_\_\_

should not cheat on tests

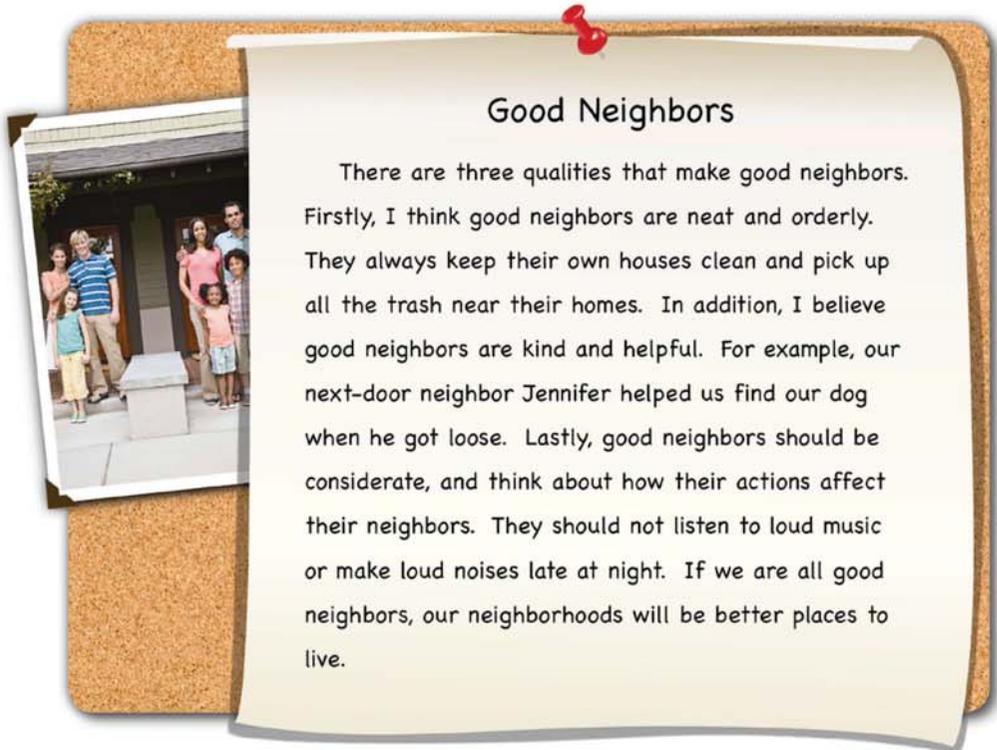
should not \_\_\_\_\_



A good student...



Read the writing model and answer the questions.



### Good Neighbors

There are three qualities that make good neighbors. Firstly, I think good neighbors are neat and orderly. They always keep their own houses clean and pick up all the trash near their homes. In addition, I believe good neighbors are kind and helpful. For example, our next-door neighbor Jennifer helped us find our dog when he got loose. Lastly, good neighbors should be considerate, and think about how their actions affect their neighbors. They should not listen to loud music or make loud noises late at night. If we are all good neighbors, our neighborhoods will be better places to live.

1. What is the paragraph about?  
\_\_\_\_\_
2. Write the three qualities of good neighbors.
  - 1) \_\_\_\_\_
  - 2) \_\_\_\_\_
  - 3) \_\_\_\_\_
3. What example does the writer give to support the second quality?  
\_\_\_\_\_

Use the writing model to fill in the outline below.

**Topic**

good neighbors - three qualities

**Body**

<p><b>First quality</b></p> <p>neat and _____</p>	<p><b>Explanation</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Second quality</b></p> <p>kind and _____</p>	<p><b>Example</b></p> <p>• Jennifer helped _____</p> <p>_____</p>
<p><b>Third quality</b></p> <p>• should be _____,</p> <p>_____</p> <p>_____</p>	<p><b>Explanation</b></p> <p>• should not listen to loud music or _____</p> <p>_____</p> <p>_____</p>

**Closing**

good neighbors → neighborhoods will be \_\_\_\_\_

Give an opinion about a type of person: *A good ~ is ~*

 Change the sentences using "A good ~ is ~."

**Example** Steve is a neat and orderly neighbor.

→ A good neighbor is neat and orderly.

1. Mr. Lewis is a friendly and generous teacher.

→ \_\_\_\_\_

2. Mary is a helpful and sincere friend.

→ \_\_\_\_\_

3. Tony is a loving and caring father.

→ \_\_\_\_\_

4. Sam is a punctual and hard-working employee.

→ \_\_\_\_\_

Make your opinion more convincing: *should (not) ~*

 Complete the first sentence using an adjective from the box. Add explanations in the second sentence.

kind   wise   neat   tidy   thoughtful   helpful   hard-working

**Example** Good neighbors should be considerate. They should not listen to loud music late at night.

1. Good friends should be \_\_\_\_\_

2. Good brothers should be \_\_\_\_\_

3. Good students should be \_\_\_\_\_

4. Good parents should be \_\_\_\_\_

Describe habits or facts: *when + present tense*

 Complete the sentences using "when + present tense."

**Example** When I have a problem, my friend listens to me.

1. \_\_\_\_\_, my mother cooks for me.

2. \_\_\_\_\_, my sister plays games with me.

3. \_\_\_\_\_, my classmate studies with me.

4. \_\_\_\_\_, my grandparents buy me a present.

Describe when something happened in the past:  
*when + past tense*

 Make the sentences longer using "when + past tense" and the given words.

**Example** Our neighbor helped us find our dog. (loose)

→ Our neighbor helped us find our dog when he got loose.

1. My tutor helped me study. (test)

→ \_\_\_\_\_

2. My friends came to visit me. (hospital)

→ \_\_\_\_\_

3. Our coach cheered us up. (soccer game)

→ \_\_\_\_\_

4. My uncle came to pick me up. (school)

→ \_\_\_\_\_

Choose one of the following topics and brainstorm about it.

- What makes a good neighbor/teacher/student/friend?

### Example



### Your Brainstorming

Outline what you brainstormed on page 52.

### Topic

three qualities of a good \_\_\_\_\_

### Body

First quality

Second quality

Third quality

### Closing

### More Words & Expressions

#### Good/bad qualities

generous	tolerant	warm-hearted	understanding	sympathetic
cheerful	polite	courteous	well-mannered	mild-tempered
talkative	grumpy	critical	selfish	bad-tempered

# Unit 7

## Being a Kid

**Unit Goal** Giving opinions by comparing

**Key Points** *don't have to // While ~, ~  
Being ~ is ~ than being ~  
It is ~ to ~ than to ~*



### Giving opinions by comparing

- Write about both sides of the topic you are comparing.
- Write why you support one of the two sides.
- Give positive reasons for your side and negative reasons for the other side.

**Mark the sentences as (G) for advantages and (B) for disadvantages of having a brother/sister and being an only child.**



#### Having a brother/sister

- have someone to play with (G)
- have fights ( )
- don't have your own bedroom ( )
- can share clothes ( )
- get less presents ( )
- have someone to talk about problems with ( )

#### Being an only child

- don't have any fights (G)
- have all your parents' attention ( )
- don't have anyone to play with ( )
- have to go to school alone ( )
- don't have someone to talk about problems with ( )
- have more privacy ( )

**Write two good and bad points for each side.**

#### • Having a brother/sister

**Good** You \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Bad** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### • Being an only child

**Good** You \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Bad** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Read the writing model and answer the questions.

### Being a Kid

Being a kid is better than being an adult for many reasons. First of all, it is more fun to be a kid than to be an adult. Adults have to work until late in the evening. They don't have enough time to have fun. However, kids finish school in the afternoon and can play. Kids also have two long school vacations every year. Secondly, kids don't have to make money. Unlike adults, they don't have to worry about paying the bills or buying food. Lastly, while adults have to solve problems by themselves, kids can get help from adults. For these reasons, I think it is better to be a kid.



1. What is the paragraph about?  
\_\_\_\_\_
2. Why can kids have more fun than adults?  
\_\_\_\_\_  
\_\_\_\_\_
3. What do adults have to do? Write at least two things.  
\_\_\_\_\_  
\_\_\_\_\_

Use the writing model to fill in the outline below.

**Topic**

being a kid - \_\_\_\_\_



**Body**

**First of all**

more fun \_\_\_\_\_  
 - adults: work \_\_\_\_\_, not enough \_\_\_\_\_  
 ↔ kids: \_\_\_\_\_  
 have \_\_\_\_\_

**Secondly**

kids don't have to \_\_\_\_\_  
 - don't have to pay the bills or \_\_\_\_\_

**Lastly**

kids can \_\_\_\_\_ about problems  
 ↔ adults: \_\_\_\_\_



**Closing**

better \_\_\_\_\_

Describe differences in responsibilities: *don't have to*

 Write sentences about the given subjects using "unlike" and "don't have to."

**Example** adults / kids

→ Unlike adults, kids don't have to worry about paying the bills.

1. adults / kids

→ \_\_\_\_\_

2. kids / parents

→ \_\_\_\_\_

3. teachers / students

→ \_\_\_\_\_

4. women / men

→ \_\_\_\_\_

Describe different sides of two subjects: *While ~, ~*

 Complete the sentences using "while."

**Example** Adults have to solve problems by themselves, but kids ...

→ While adults have to solve problems by themselves, kids can get help from adults.

1. Young people have a lot of energy, but old people ...

→ \_\_\_\_\_

2. Many kids have curfews, but adults ...

→ \_\_\_\_\_

3. Students have to take tests, but teachers ...

→ \_\_\_\_\_

4. Most parents are strict, but grandparents ...

→ \_\_\_\_\_

Compare two different subjects:  
*Being ~ is ~ than being ~ / It is ~ to ~ than to ~*

 Write sentences using "Being - is - than being -" and "It is - to - than to -" and the given words. Make sure to change the adjectives into the comparative.

**Example** kid vs. adult (fun)

→ Being a kid is more fun than being an adult.

→ It is more fun to be a kid than to be an adult.

1. scientist vs. businessperson (difficult)

→ \_\_\_\_\_

→ \_\_\_\_\_

2. singer vs. actor (enjoyable)

→ \_\_\_\_\_

→ \_\_\_\_\_

3. pilot vs. race car driver (exciting)

→ \_\_\_\_\_

→ \_\_\_\_\_

4. mother vs. father (good)

→ \_\_\_\_\_

→ \_\_\_\_\_

5. police officer vs. firefighter (dangerous)

→ \_\_\_\_\_

→ \_\_\_\_\_

Choose one of the following topics and brainstorm about which is better.

- a kid or an adult
- a student or a teacher
- a man or a woman

### Example

Kids	Adults
<ul style="list-style-type: none"> <li>• more fun:                             <ul style="list-style-type: none"> <li>- finish school in the afternoon and play</li> <li>- two long vacations every year</li> </ul> </li> <li>• don't have to make money:                             <ul style="list-style-type: none"> <li>- don't have to pay the bills, buy food</li> </ul> </li> <li>• can get help from adults about problems</li> </ul>	<ul style="list-style-type: none"> <li>• less fun:                             <ul style="list-style-type: none"> <li>- work until late in the evening</li> <li>- not enough time to have fun</li> </ul> </li> <li>• have to make money</li> <li>• have to solve problems by themselves</li> </ul>

better

### Your Brainstorming

Outline what you brainstormed on page 60.

### Topic

### Body

First of all

Secondly

Lastly

### Closing

### More Words & Expressions

(not) worry about ...

have to ...

weight	health	cook	grade tests
appearance/looks	career/employment	do chores	plan lessons
grades/exams	boss/co-workers	shave	pick up their kids

Unit

8

# My Scariest Experience

**Unit Goal** Writing about an experience

**Key Points** *The -est moment in my life was when ~  
It happened ~ when ~  
While ~, ~ // After ~, ~*



## Writing about an experience

- Tell about something that happened in the past.
- Describe when, where, and how something happened.
- Write the events in order.

Write what happened in the pictures and how the people felt. Use the past tense and the words from the boxes.

**EVENTS**

- have a car accident
- lose his pet
- win first place
- go to the amusement park

**FEELINGS**

- |            |         |          |
|------------|---------|----------|
| shocked    | scared  | sad      |
| excited    | happy   | thrilled |
| frustrated | proud   | upset    |
| nervous    | worried | angry    |




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Read the writing model and answer the questions.



### My Scariest Experience

The scariest moment in my life was when I got lost in the woods. It happened two years ago when I was ten. My family and I went camping in the woods. While my parents were setting up the tent, I decided to go hiking by myself. After walking for about 30 minutes, I suddenly realized I was lost. Pretty soon, it began to get very dark. I was so scared that I almost cried. About an hour later, I finally found our campsite. When I got back, my parents were angry, but glad that I was safe. I learned my lesson and never went hiking alone in a new place again.

1. What is the paragraph about?

\_\_\_\_\_

2. When and where did this event take place?

\_\_\_\_\_

3. When did the writer realize she was lost?

\_\_\_\_\_

4. How did the writer's parents feel when the writer got back?

\_\_\_\_\_

Use the writing model to fill in the outline below.

**Topic**

the scariest moment - when \_\_\_\_\_



**Body**

**When**

two years ago \_\_\_\_\_

**Where**

in the woods

**What happened**

**When**

• while \_\_\_\_\_  
\_\_\_\_\_

• after \_\_\_\_\_  
\_\_\_\_\_

• pretty \_\_\_\_\_

• about an hour \_\_\_\_\_

• when \_\_\_\_\_

**What happened**

• decided to \_\_\_\_\_

• suddenly realized \_\_\_\_\_

• it began to \_\_\_\_\_

• finally found our campsite

• my parents were angry, but \_\_\_\_\_  
\_\_\_\_\_



**Closing**

never \_\_\_\_\_

Tell about when you experienced something special:

*The -est moment in my life was when ~*

-  Choose superlative adjectives from the box and write sentences using "The -est moment in my life was when ~" about the given phrases. Use the past tense.

scariest    saddest    happiest    greatest    worst    most exciting

**Example** get lost in the woods

→ The scariest moment in my life was when I got lost in the woods.

1. win the lottery

→ \_\_\_\_\_

2. ride the world's tallest rollercoaster

→ \_\_\_\_\_

3. have my tooth pulled out

→ \_\_\_\_\_

4. fight with my best friend

→ \_\_\_\_\_

Tell when your experience happened: *It happened ~ when ~*

-  Write sentences using "It happened ~ when ~" and the given phrases.

**Example** two years ago: I was ten

→ It happened two years ago when I was ten.

1. a year ago: I was twelve years old

→ \_\_\_\_\_

2. three days ago: I went to the mall

→ \_\_\_\_\_

3. last summer: I was in fifth grade

→ \_\_\_\_\_

4. in 2010: I went on a trip

→ \_\_\_\_\_

Tell what happened when another action was happening:

*While ~, ~*

-  Combine the two sentences using "while." Make sure to change the verb into the past progressive after "while."

**Example** My parents set up the tent. I decided to go hiking.

→ While my parents were setting up the tent, I decided to go hiking.

1. I watched television. I heard a loud noise.

→ \_\_\_\_\_

2. I slept on the couch. My cat jumped on me.

→ \_\_\_\_\_

3. I played on the computer. The power went out.

→ \_\_\_\_\_

4. I played soccer. I tripped and twisted my ankle.

→ \_\_\_\_\_

Tell what happened after another action happened: *After ~, ~*

-  Combine the two sentences using "after." Make sure to change the verb to -ing after "after."

**Example** I walked for about 30 minutes. I suddenly realized I was lost.

→ After walking for about 30 minutes, I suddenly realized I was lost.

1. I studied for five hours straight. I took a break.

→ \_\_\_\_\_

2. I played all afternoon. I took a nap.

→ \_\_\_\_\_

3. I walked in the rain without an umbrella. I caught a cold.

→ \_\_\_\_\_

4. I talked on my cell phone for three hours. I needed to recharge the battery.

→ \_\_\_\_\_

 Brainstorm about your scariest(happiest, saddest, etc.) experience.

### Example



### Your Brainstorming

 Outline what you brainstormed on page 68.

### Topic

### Body

When

Where

What happened



### Closing

### More Words & Expressions

#### Feelings (I was ...)

lonely	bored	moved
thrilled	frightened	horrified
relaxed	pleased	nervous

#### Experiences (It was ...)

terrific	fantastic	amazing
memorable	awesome	thrilling
terrible	awful	weird

Unit

9

Cinderella Story

Unit Goal Writing a story

Key Points fairy tale beginnings  
relative clause (*who*)  
reported speech



Writing a story

- Introduce the characters, and when and where they lived in the beginning.
- Tell about a problem or a situation that the main character experienced in the middle.
- Tell if the problem was solved or how the main character changed in the end.

Number the pictures in order to make the story.



Rudolph's red nose helped Santa deliver all the presents.



1

Rudolph, who had a glowing red nose, was born in Santa's village.



One Christmas Eve, it was hard to see because it was dark and foggy.



The other reindeers made fun of him because of his nose.



Everyone cheered for Rudolph and his red nose.



Santa asked Rudolph to light the way with his nose.

Now, write the full story using the sentences above.

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Read the writing model and answer the questions.

### Cinderella

Once upon a time, there was a beautiful young woman named Cinderella. She lived with her evil stepmother and stepsisters, who treated her like a maid. One day, the prince, who wanted to get married, invited all the young ladies to a ball. Cinderella's fairy godmother gave her a dress and carriage for the ball, but she told Cinderella to return home before midnight. Cinderella went to the ball, and when the prince saw her, he fell in love. When Cinderella left at midnight, she accidentally left one of her glass slippers behind. The next day, the prince used the glass slipper to find Cinderella. The two married and lived happily ever after.



1. Who is the main character of the story?

\_\_\_\_\_

2. Who are the other characters in the story?

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

3. What happened at the ball?

\_\_\_\_\_

4. Why is the glass slipper important in the story?

\_\_\_\_\_

Use the writing model to fill in the outline below.

#### Beginning

**When:** once upon a time

**Who:** a beautiful young woman \_\_\_\_\_



#### Middle

##### What happened

##### Character

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- Cinderella
- the prince
- Cinderella
- \_\_\_\_\_

##### Event

- treated Cinderella like a maid
- ↓
- invited young ladies to a ball
- ↓
- helped Cinderella go to the ball, but told her to \_\_\_\_\_
- ↓
- \_\_\_\_\_
- ↓
- \_\_\_\_\_
- ↓
- \_\_\_\_\_
- ↓
- used the glass slipper to find Cinderella



#### End

the two married and lived \_\_\_\_\_

 Begin fairy tales: *Once upon a time, there was/were ~*

 Write sentences using "there" and the given words.

**Example** (once upon a time, a beautiful young woman named Cinderella)

→ Once upon a time, there was a beautiful young woman named Cinderella.

1. (a long time ago, a family of three bears)

→ \_\_\_\_\_

2. (in a land far away, a village of magical elves)

→ \_\_\_\_\_

3. (once upon a time, two ogres in the forest)

→ \_\_\_\_\_

4. (long, long ago, three kingdoms ruled by three sisters)

→ \_\_\_\_\_

 Give more information about the subject in the same sentence:  
*~, who ~, ~*

 Combine the two sentences using "who."

**Example** The prince wanted to get married. He invited all the young ladies to a ball.

→ The prince, <sup>who</sup> wanted to get married, invited all the young ladies to a ball.

1. The knight was very brave. He fought the monster.

→ \_\_\_\_\_

2. The servant was actually a prince. He became the young woman's friend.

→ \_\_\_\_\_

3. The old lady was really a witch. She gave the apple to Snow White.

→ \_\_\_\_\_

4. The old man wanted to become young again. He drank the magic potion.

→ \_\_\_\_\_

 Report what the characters say: *reported speech*

 Change what is being said into reported speech.

**Example** "Return home before midnight," the fairy godmother told Cinderella.

→ The fairy godmother told Cinderella to return home before midnight.

1. "Come back home before the morning," the woman told her grandson.

→ \_\_\_\_\_

2. "Make three wishes," the genie told Aladdin.

→ \_\_\_\_\_

3. "Open the book after sunset," the elf told the girl.

→ \_\_\_\_\_

4. "Slay the dragon," the queen ordered the knight.

→ \_\_\_\_\_

**Example** "Do not open the box," Pandora's husband warned Pandora.

→ Pandora's husband warned Pandora not to open the box.

1. "Do not say the evil wizard's name," the mother told her son.

→ \_\_\_\_\_

2. "Do not enter the West Wing," the Beast ordered Belle.

→ \_\_\_\_\_

3. "Do not let the vampire inside the house," the vampire hunter told his family.

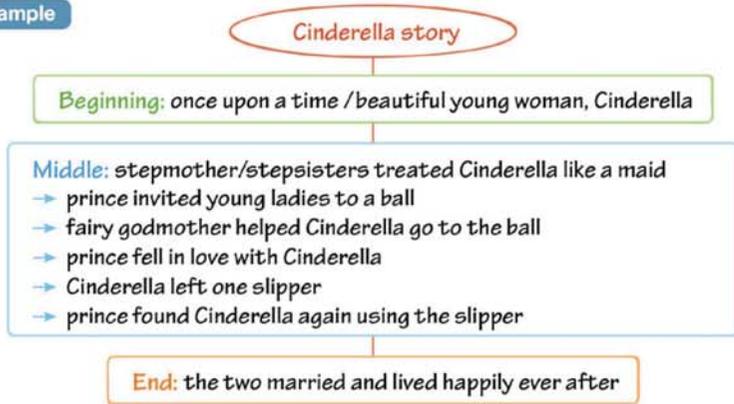
→ \_\_\_\_\_

4. "Do not look at Medusa," the wise man warned the warrior.

→ \_\_\_\_\_

Decide what story you want to write and brainstorm about it.

**Example**



**Your Brainstorming**

Outline what you brainstormed on page 76.

**Beginning**

When/Where:  
Who:

**Middle**

What happened

**End**

**More Words & Expressions**

**Who**

fairy	giant	sultan
dwarf	goblin	mermaid
elf	dragon	alien

**Where**

cave	cottage
(enchanted) forest	palace/castle
dungeon	outer space

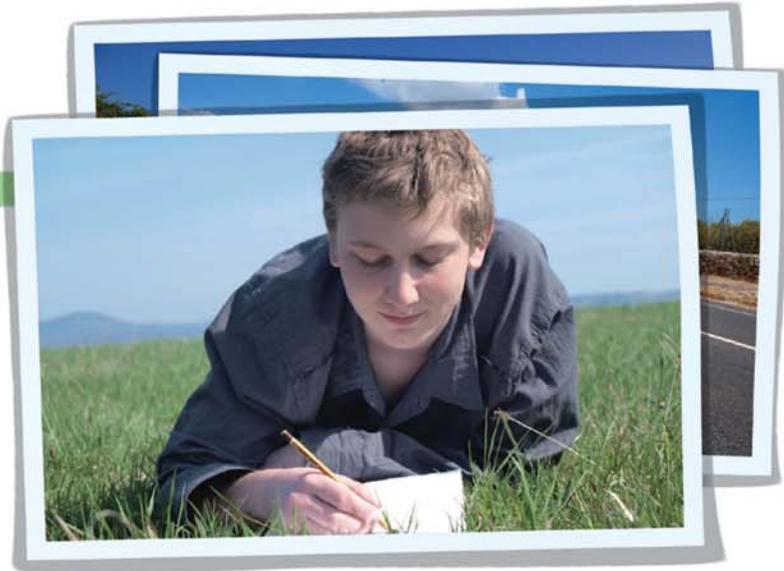
## Unit

## 10

## Thank-you Letter

**Unit Goal** Writing a polite letter

**Key Points** *It has been ~ since ~ // I hope ~  
I am writing to ~  
I really appreciated you -ing*



### Writing a polite letter

- Write a polite letter to someone you respect or don't know very well.
- Write a formal greeting and closing.
- Use polite language and no slang.

 Complete the two letters Bob wrote using the sentences below.

I just wanted to thank you for all you did during summer camp.

How have you been? It has been a while since our camp ended.

Write back soon!

Regards,  
Bob Smith

I hope we stay friends forever.

I'm so sad summer vacation is almost over, aren't you?

#### Friendly letter to friend, Steve

September 1, 2012

Hi Steve!

How are you? I can't believe it's been two months since our summer camp! \_\_\_\_\_

Anyway, it was great getting to know you at camp. \_\_\_\_\_



Your pal,  
Bob

#### Polite letter to camp counselor, Morgan



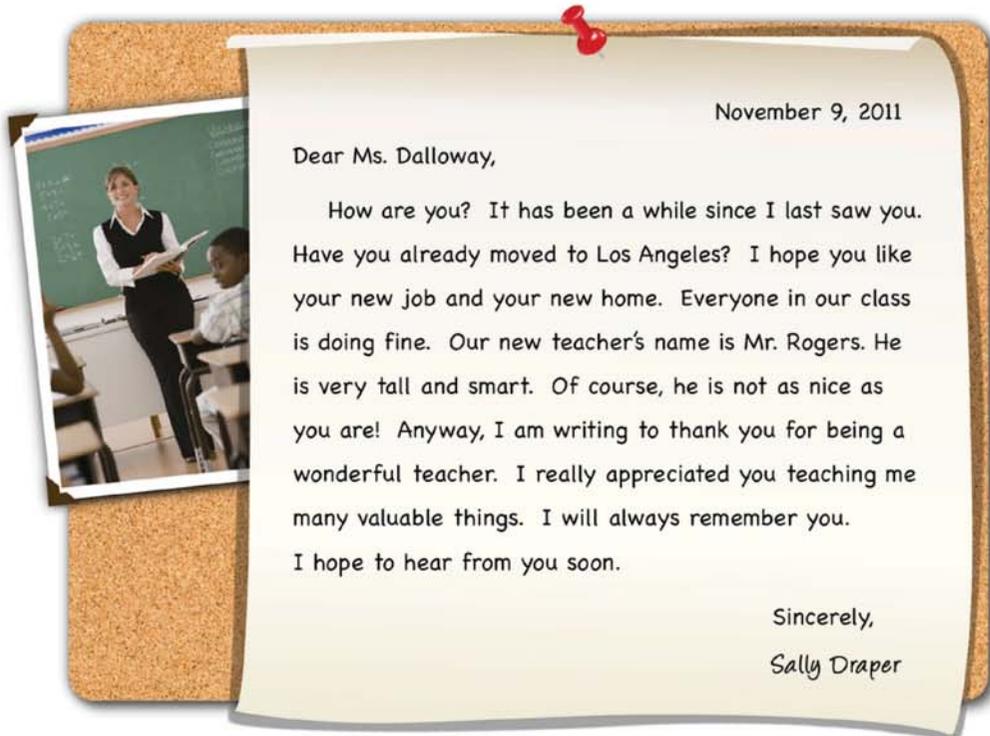
September 1, 2012

Dear Morgan,

My vacation is almost over and I am going back to school in two weeks.

I really appreciated it. I hope we can keep in touch. Please write back when you can.

Read the writing model and answer the questions.



November 9, 2011

Dear Ms. Dalloway,

How are you? It has been a while since I last saw you. Have you already moved to Los Angeles? I hope you like your new job and your new home. Everyone in our class is doing fine. Our new teacher's name is Mr. Rogers. He is very tall and smart. Of course, he is not as nice as you are! Anyway, I am writing to thank you for being a wonderful teacher. I really appreciated you teaching me many valuable things. I will always remember you. I hope to hear from you soon.

Sincerely,  
Sally Draper

1. Who is Ms. Dalloway?

\_\_\_\_\_

2. Why is Sally writing to Ms. Dalloway?

\_\_\_\_\_

3. What did Sally write as a closing before her signature?

\_\_\_\_\_

Use the writing model to fill in the outline below.

**Heading**

November 9, 2011

**Greeting**

\_\_\_\_\_ Ms. Dalloway,



**Body**

**Asking about the person**

- How are you?
- has been a while \_\_\_\_\_
- moved to Los Angeles?
- hope you like new job and \_\_\_\_\_

**Talking about yourself**

- our class is \_\_\_\_\_
- new teacher: Mr. Rogers, tall and \_\_\_\_\_, not \_\_\_\_\_

**Saying thank you**

- thank you for \_\_\_\_\_
- appreciated \_\_\_\_\_ many valuable things
- will always remember you

**Last words**

- hope \_\_\_\_\_



**Closing**

\_\_\_\_\_

**Signature**

Sally Draper

Say how much time has passed after you last did something:

*It has been ~ since ~*

 Write sentences using "It has been ~ since ~" and the given words.

**Example** a while / I last saw you

→ It has been a while since I last saw you.

1. a long time / I last wrote to you

→ \_\_\_\_\_

2. months / we last heard from you

→ \_\_\_\_\_

3. too long / we last saw each other

→ \_\_\_\_\_

4. years / we last talked to each other

→ \_\_\_\_\_

Say what you hope for the other person: *I hope ~*

 Change the sentences using "I hope."

**Example** Do you like your new job?

→ I hope you like your new job.

1. Do you like your new school?

→ \_\_\_\_\_

2. Do you like your present?

→ \_\_\_\_\_

3. Are you doing well in school?

→ \_\_\_\_\_

4. Are you enjoying your vacation?

→ \_\_\_\_\_

Tell the reason why you are writing a letter:

*I am writing to ~*

 Change the sentences using "I am writing to thank you for -ing."

**Example** You were a wonderful teacher.

→ I am writing to thank you for being a wonderful teacher.

1. You were an amazing coach.

→ \_\_\_\_\_

2. You were an excellent tutor.

→ \_\_\_\_\_

3. You gave me helpful advice.

→ \_\_\_\_\_

4. You showed me around the city.

→ \_\_\_\_\_

Thank the other person: *I really appreciated you -ing*

 Change the sentences using "I really appreciated you -ing."

**Example** You taught me many valuable things.

→ I really appreciated you teaching me many valuable things.

1. You taught me English.

→ \_\_\_\_\_

2. You helped me with my homework.

→ \_\_\_\_\_

3. You cared so much about us.

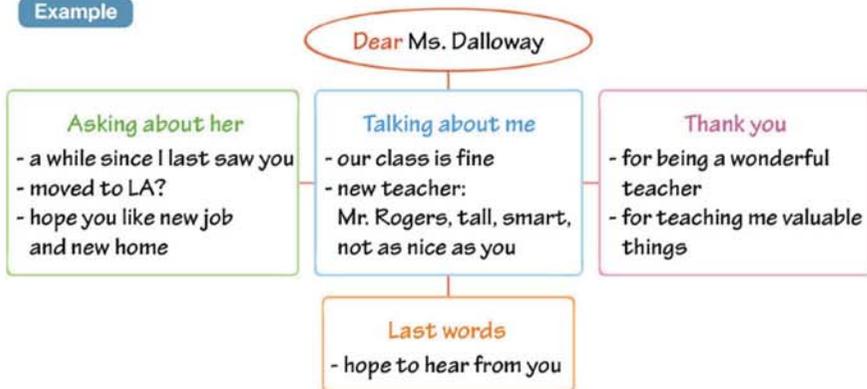
→ \_\_\_\_\_

4. You worked so hard as our teacher.

→ \_\_\_\_\_

Decide whom you want to write a thank-you letter to and brainstorm about it.

### Example



### Your Brainstorming

Outline what you brainstormed on page 84.

### Heading

### Greeting

### Body

Asking about the person

Talking about yourself

Saying thank you

Last words

### Closing

### Signature

### More Words & Expressions

#### Closing

Sincerely,  
Sincerely yours,  
Respectfully yours,

Regards,  
Best regards,  
Kindest regards,

#### Polite sentences

I look forward to hearing from you.  
I am sorry for my late reply.  
I apologize for not writing to you sooner.

