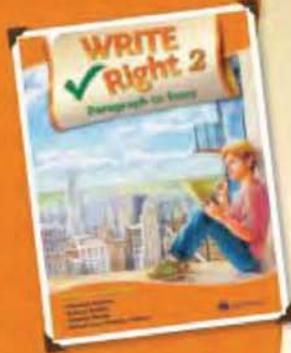


## Write Right

**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 2: Writing Skills

Book 2 places importance on the specifics of paragraph structure and writing skills that are useful for any type of writing. Students will learn the various ways they can write the topic, body, and closing sentences, as well as writing about similarities, differences, reasons, effects, etc.



#### 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



2

Write Right: Paragraph to Essay

Build & Grow®

# WRITE Right 2

## Paragraph to Essay



### A Guide to Writing Skills

- Paragraph Structure
- Sentence Building
- Transition Phrases
- Brainstorming · Outlining · Drafting

 Build & Grow®

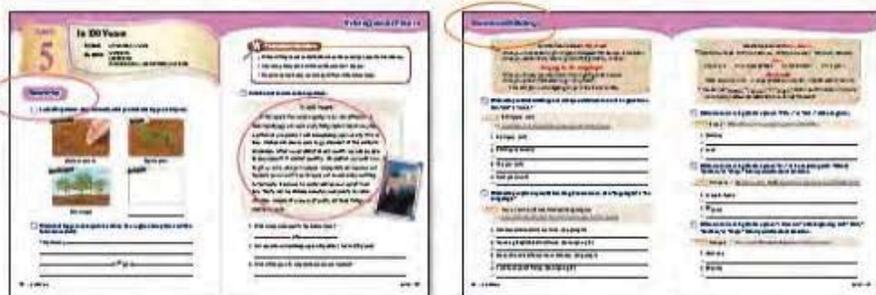
# Unit Components

## Units 1-3 Paragraph Structure



Each unit focuses on each part of a paragraph: the topic sentence, the body sentences, and the closing sentence. Students learn about each part's role in the overall paragraph and practice how to write each part.

## Units 4-10 Writing Skills



### Step 1

#### Warm-up & Model Text

The warm-up and model text are designed to give students an idea about the particular writing skill they will focus on in the unit.

### Step 2

#### Sentence Building

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



### Step 3

#### Grammar Practice & Paragraph Building

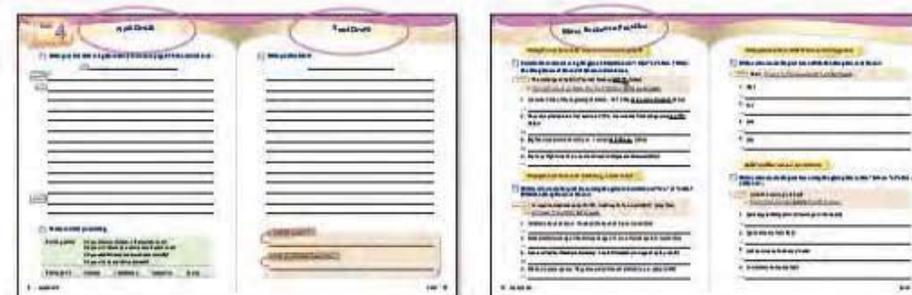
After practicing the unit's grammar component, students draw upon everything they have learned in the unit to complete paragraphs from given information.

### Step 4

#### Brainstorming & Outlining

With the given brainstorming and outlining examples from the model text, students choose a topic and then brainstorm and outline their own writing.

## 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 patterns and transitions.

# Contents



Unit	Writing Type	Writing Task	Unit Goal	Key Points
1 The Topic Sentence	Topic sentence	Writing about a skill you want to learn	Writing a topic sentence	Writing thoughts, feelings, facts, or information Introducing the body
2 The Body Sentences	Body sentences	Writing about what you want to be when you grow up	Writing body sentences	Writing main points and supporting details Using transitions
3 The Closing Sentence	Closing sentence	Writing about a bad(great, fun, etc.) day	Writing a closing sentence	Restating, Summarizing, Giving a thought or feeling, Sharing a hope, Suggesting, Predicting
4 My Dad's Life	Past tense	Writing about your life or the life of someone you know	Writing about events	transitions that show order // time phrases <i>before/after</i> + noun or sentence
5 In 100 Years	Future tense	Writing about what the world will be like in 100 years	Writing about the future	future tense // time phrases <i>when/after/before</i> + present tense, future tense
6 J.K. Rowling's Success	Reasons	Writing about why you admire or like someone	Writing about reasons	<i>- for - reasons // There are - reasons why - because/since // because of/due to</i> + noun
7 My Favorite Teacher	Effects	Writing about the effects of an important person on your life	Writing about effects	<i>have/has - effects on - // There are - effects of - , so / as a result, / therefore, / thus,</i>
8 New York and Seoul	Similarities	Writing about two similar cities, countries, or people	Writing about similarities	<i>both - // like -, - // similarly,(=likewise,) as - as // the same - as</i>
9 Skiing vs. Snowboarding	Differences	Writing about two different people, games, or sports	Writing about differences	<i>-, but/yet - // unlike -, - // the comparative + than - however, / in contrast, / on the contrary,</i>
10 A Fun Day with My Family	Descriptive	Writing about a camping trip, beach trip, or birthday party	Writing descriptively	Using strong adjectives // Using a variety of verbs Writing details



Unit

1

The Topic Sentence

- Unit Goal** Writing a topic sentence
- Key Points** Writing your thoughts or feelings  
Writing facts or information  
Introducing the body

Warm-up

Read the text and answer the questions.

What I Want to Learn

I really want to learn how to swim. To be honest, I am a little afraid of the water. I always feel like I might drown when I go in the water. If I learn to swim, the fear will go away. Also, everyone in my family and all my friends already know how to swim. If I learn to swim, I can have more fun with them at the beach or the pool. Finally, swimming is a great way to exercise. It will make my body strong and healthy. I hope to be a good swimmer someday soon.



1. Underline the topic sentence.
2. What is the paragraph mainly about?
  - a. Why the writer's family and friends like to swim
  - b. Why the writer wants to learn how to swim
  - c. Where the writer goes swimming

A topic sentence

- It usually comes at the beginning of a paragraph.
- It tells the paragraph's topic.
- It gives an idea about what the paragraph will be about.

Write the correct topic sentence from the box above each outline.

- David Beckham is an English soccer player. • Soccer is one of the world's most popular sports.
- People should play sports for many reasons. • Ice hockey is very important to Canada.

Topic sentence:

---



---

Body:

- played in almost every country
- just need a ball, so easy and fun to play
- millions of people watch the World Cup

Topic sentence:

---



---

Body:

- can make friends
- learn about working with other people
- good exercise

Topic sentence:

---



---

Body:

- one of the most well-known soccer players
- played in England, Spain, Italy, and the U.S.
- has been in many advertisements
- wife was a member of the Spice Girls

Topic sentence:

---



---

Body:

- is Canada's national winter sport
- the sport that the most people watch and go to games for
- the sport that Canada has won the most international games in

# Writing Practice

You can write a topic sentence in the following ways.

**Write what you think or how you feel about the topic.**

*My Uncle Joe is the funniest person I know.*

**\* Try to write specific topic sentences.**

(okay) *I like my Uncle Joe.*

(better) *My Uncle Joe is the funniest person I know.*

 **Circle the better topic sentences.**

- a. My dog is my best friend.  
b. My dog is nice.
- a. The *Harry Potter* books are great.  
b. The *Harry Potter* books are fun for everyone.

 **Read the body sentences. Then, write topic sentences by saying what you think or how you feel.**

**Topic sentence:**

---

**Body sentences:**

- My apartment is safe.
- It is very clean.
- The neighbors are friendly.
- It is close to my school.

**Topic sentence:**

---

**Body sentences:**

- Superhero movies are entertaining.
- They teach us how to be good people.
- They have amazing special effects.
- Everyone can enjoy superhero movies.

**Write facts or information about the topic.**

*Michael Jackson was a famous American singer.*

**\* Try to write interesting topic sentences.**

(bad) *Michael Jackson sang and danced.*

(good) *Michael Jackson was a famous American singer.*

 **Circle the better topic sentences.**

- a. *SpongeBob SquarePants* is on TV.  
b. *SpongeBob SquarePants* is a popular children's cartoon.
- a. Harvard University is one of the best colleges in the world.  
b. Everybody knows Harvard University.

 **Read the body sentences. Then, write topic sentences by giving facts or information.**

**Topic sentence:**

---

**Body sentences:**

- Barack Obama was born in Hawaii in 1961.
- His father was from Nigeria, Africa.
- He went to Columbia University and Harvard Law School.
- He was elected U.S. president in 2008.

**Topic sentence:**

---

**Body sentences:**

- Hanbok is very colorful and bright.
- It has two parts, but men wear pants and women wear skirts.
- Long ago, Korean people wore hanbok every day.
- Today, people wear hanbok for special occasions like weddings and holidays.

**Introduce what the body will say.**

*Rules are important for several\* reasons.*

\* You can also use words like “many,” “a lot of,” “a few,” or a number (three, four, etc.).

 Read the body sentences. Then, write topic sentences by introducing what the body will say. Use the words in the parentheses.

Topic sentence: (ways)

---

**Body sentences:**

- You can get good grades to make your parents happy.
- You can clean your room without your parents telling you to.
- You can say “thank you” and “I love you” to your parents.
- You can do nice things for them on Parents’ Day.

Topic sentence: (similarities and differences)

---

**Body sentences:**

- Both glasses and contacts help you see better.
- You have to go to the eye doctor to get glasses or contacts.
- Glasses change how you look, but regular contacts don’t.
- You have to throw away contacts after a certain period, but you don’t have to throw away glasses.



**Don’t say something too obvious in the topic sentence.**

Bad: *Prince William is a person.*

Good: *Prince William is the future King of England.*

**Don’t give too many details in the topic sentence.**

Bad: *My math teacher is so smart that he can do math problems quicker than a calculator.*

Good: *My math teacher is a genius.*

**Don’t start the topic sentence with “This paragraph is about...” or “I will write about...”**

Bad: *This paragraph is about Christmas.*

Good: *Christmas is the best time of year.*

 Write if the given topic sentences are “Good” or “Bad.”

1. ( ) I will never forget my summer vacation in California.
2. ( ) I am going to write about my vacation.
3. ( ) I have cereal, eggs, bacon, and orange juice for breakfast and feel great.
4. ( ) It is important to have a good breakfast.
5. ( ) Seoul is a city.
6. ( ) I think Seoul is the best place to live in South Korea.

 Rewrite these bad topic sentences.

1. **Topic sentence:** Pasta is food. (**Topic:** Pasta)

→ \_\_\_\_\_

2. **Topic sentence:** Yuna Kim is the most famous person in Korea because she won the Olympic gold medal in figure skating. (**Topic:** Yuna Kim)

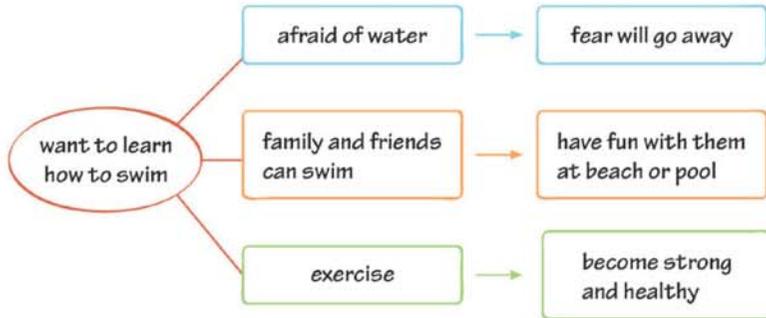
→ \_\_\_\_\_

3. **Topic sentence:** This paragraph is about my best friend. (**Topic:** My best friend)

→ \_\_\_\_\_

Brainstorm about a skill you want to learn and why.

**Example**



**Your Brainstorming**

Outline what you brainstormed on page 12.

**Example**

**Topic** want to learn how to swim

**Body**

- 1) afraid of the water → fear will go away if I learn to swim
- 2) family and friends know how to swim  
→ can have more fun with them at the beach or pool
- 3) swimming is a great way to exercise  
→ will make my body strong and healthy

**Closing** hope to be a good swimmer someday soon

**Your Outlining**

**Topic**

**Body**

**Closing**

Unit  
2

The Body Sentences

- Unit Goal** Writing body sentences  
**Key Points** Writing main points and supporting details  
 Using transitions

Warm-up

Read the text and answer the questions.

My Future Dream

When I grow up, I want to be a doctor. First of all, I think I will really like being a doctor. I am very interested in learning about the human body and treating it. Second, I think I will be good at it. I get straight A's in science. If I keep studying hard and go to a great medical school, I can become a great doctor. Finally, I want to help people. I want to go to a poor country that doesn't have a lot of doctors and treat their sicknesses for free. I hope I become a doctor that many people like and trust.



- Circle the topic sentence.
- Underline and write the reasons why the writer wants to be a doctor.
  - He thinks he will really like being a doctor.
  - \_\_\_\_\_
  - \_\_\_\_\_

Body sentences

- They talk about the topic sentence in more detail.
- They explain, describe, give reasons, or give examples.
- They don't talk about subjects that aren't related to the topic.

Circle which choices would be good body sentences for the given topic sentences. Cross out the bad choices.

1. Topic sentence:

The Internet is useful for many reasons.

Body sentences:

- You can quickly send e-mails to people who live far away.
- People spend too much time on the Internet.
- You don't have to go to the library to look for information.

2. Topic sentence:

Police officers do many things to keep people safe.

Body sentences:

- Police cars have sirens and cameras.
- They help solve crimes.
- They give tickets to people who drive too fast.

3. Topic sentence:

Moving to a different country can be very hard.

Body sentences:

- Learning new languages and customs can be difficult.
- When I am older, I want to move to Canada.
- You might feel homesick.

## Writing Practice

### Write main points & supporting details

**Main points** tell about the main idea of the topic sentence.

**Supporting details** support the main points.

 Underline the three main points in the paragraph below.

### Things to Do in Sydney

There are many things you can do in Sydney. You can spend the day at the Taronga Park Zoo. You can see animals like kangaroos and koalas there. In addition, you can go up Sydney Tower. It is the second tallest building in Australia. When you go to the top, it is really pretty to see all the city lights at night. You can visit the Sydney Opera House, too. It is a cool-looking building and you can enjoy puppet shows and concerts there. Sydney has a lot of fun things to see and do for everyone.

 Use the paragraph above to fill in the outline below.

**Topic sentence:** There are many things you can do in Sydney.

**Body:**

- **main point 1:** spend the day at the Taronga Park Zoo
  - **supporting details:** \_\_\_\_\_
- **main point 2:** \_\_\_\_\_
  - **supporting details:** second tallest building in Australia  
pretty to see lights at night at the top
- **main point 3:** \_\_\_\_\_
  - **supporting details:** \_\_\_\_\_  
puppet shows and concerts

 Read the paragraph and answer the questions.

### The Usefulness of English

Learning English is useful. First, knowing English is helpful for traveling. Many people in the world speak English and most countries have English signs. Second, learning English will help my future. Third, I can make friends from different countries and we can learn about each other's cultures. They can teach me about holidays that Korea doesn't have. I can also teach them about Korean Thanksgiving and Lunar New Year. For all these reasons, I will work hard to improve my English.

1. Underline the three main points in the paragraph above.
2. Where would you put this sentence: "It will help me get into a good university and get a good job."? Draw ^ and write it in the paragraph.

 Use the paragraph above to fill in the outline below.

**Topic sentence:** Learning English is useful.

**Body:**

- **main point 1:** helpful for traveling
  - **supporting details:** \_\_\_\_\_
- **main point 2:** \_\_\_\_\_
  - **supporting details:** help me get into a good university and get a good job
- **main point 3:** make friends from different countries, learn about other cultures
  - **supporting details:** \_\_\_\_\_

 Choose and write which supporting details from the box go in the outline below.

- don't waste water    • use both sides of the paper    • eat all the food on your plate
- ride the bus or walk    • give prizes for recycling    • turn off the lights and computer

**Topic sentence:** There are many ways to help the Earth.

**Body:**

- **main point 1:** save energy  
- **supporting detail:** \_\_\_\_\_
- **main point 2:** drive your car less  
- **supporting detail:** \_\_\_\_\_
- **main point 3:** protect trees  
- **supporting detail:** \_\_\_\_\_

 Write which phrases from the box are the main points and which are the supporting details in the outline below.

- eyes get tired
- bad words on television shows
- images of crime and violence
- shows things kids shouldn't see or hear
- sit still and don't exercise
- not good for the body

**Topic sentence:** Television is not good for kids.

**Body:**

- **main point 1:** \_\_\_\_\_  
- **supporting details:** \_\_\_\_\_
- **main point 2:** \_\_\_\_\_  
- **supporting details:** \_\_\_\_\_

## Using transitions

Use transitions to organize your main points and supporting details.

First, Second, Third,    First of all,    Lastly, Finally,  
Also,\*    In addition,    Moreover,    Furthermore,    Most of all,

\* "Also" can be used within the sentence, too.

 Write proper transitions in the paragraph.

### My Favorite Restaurant

Bob's Burgers is my favorite restaurant. \_\_\_\_\_ I like Bob's Burgers because it is close to my school. I often go there after my classes are over. \_\_\_\_\_ the food at Bob's Burgers is very delicious. I especially like their double-decker burger with pickles. Their French fries are very good, too. \_\_\_\_\_ Bob's Burgers is cheap. I can buy a whole meal for about five dollars. My friends and I love to go to Bob's Burgers.

 Write a paragraph from the outline you made about helping the Earth on page 18. Use transitions.

There are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

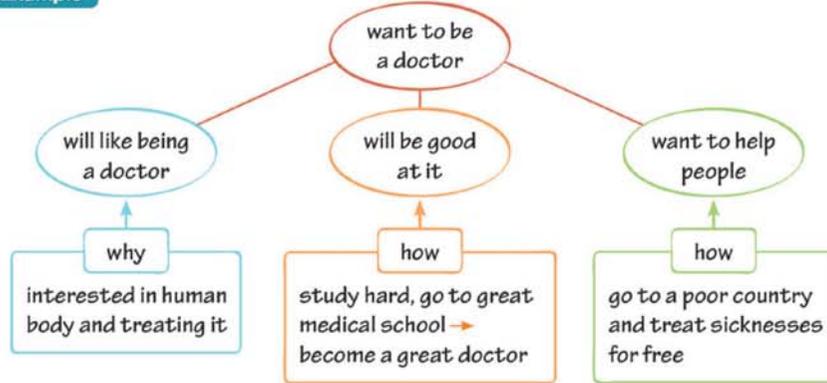
\_\_\_\_\_

\_\_\_\_\_

We all need to do our best to save the Earth.

Brainstorm about what you want to be when you grow up.

**Example**



**Your Brainstorming**

Outline what you brainstormed on page 20.

**Example**

**Topic** want to be a doctor

**Body**

- 1) will really like being a doctor  
- very interested in learning about the human body and treating it
- 2) will be good at it  
- study hard, go to a great medical school → can become a great doctor
- 3) want to help people  
- want to go to a poor country and treat sicknesses for free

**Closing** hope to become a doctor that many people like and trust

**Your Outlining**

**Topic**

**Body**

**Closing**

Unit

3

The Closing Sentence

- Unit Goal** Writing a closing sentence
- Key Points** Restating // Summarizing  
Giving a thought or feeling // Sharing a hope  
Suggesting // Predicting // Writing titles

Warm-up

Read the text and answer the questions.

My Bad Day

Today was one of the worst days I have had this year. I forgot my homework and got in trouble with my teacher. She scolded me in class and everyone heard. It was really embarrassing. Then during recess, I slipped and fell into a mud puddle. My clothes turned brown and smelly. I couldn't go home and change, so I had to spend the rest of the day in dirty clothes. When I came home, I wanted to quietly watch TV, but my little sister's friends were there. They were so loud and kept bothering me to play with them. Today was horrible, so I hope tomorrow will be better.



1. Circle the topic sentence and put ( ) around the body sentences.
2. Underline the closing sentence.
3. How did the writer describe "today" in the topic sentence and closing sentence?

A closing sentence

- It is the last sentence of a paragraph.
- It shows that you have finished writing all your thoughts.

From the given topic sentences, write "B" for sentences that are possible body sentences and "C" for sentences that are possible closing sentences.

1. **Topic sentence:** Seoul is the best place to live in South Korea.

- \_\_\_ Namsan Tower is a fun place to visit.
- \_\_\_ Even though it is a city, Seoul has a lot of places to enjoy nature.
- \_\_\_ You can go anywhere in Seoul even if you don't have a car.
- \_\_\_ I am really happy to live in such a great city.

2. **Topic sentence:** Thomas Edison was a great inventor.

- \_\_\_ He invented the light bulb.
- \_\_\_ The world would be very different without his inventions.
- \_\_\_ He was born on February 11, 1847.
- \_\_\_ He made the world's first movie camera.

3. **Topic sentence:** New York is famous for having excellent pizza.

- \_\_\_ People should visit New York if they love pizza.
- \_\_\_ "New York style" pizza has a thin crust.
- \_\_\_ "Little Italy" in New York is a place with lots of pizza restaurants.
- \_\_\_ There are tours to visit famous pizza restaurants and try their pizza.

4. **Topic sentence:** It is important to have a good breakfast.

- \_\_\_ Breakfast helps you feel less hungry.
- \_\_\_ Eating breakfast will help prepare you for the rest of the day.
- \_\_\_ Breakfast helps you concentrate in school.
- \_\_\_ Eggs, fruit, and yogurt are good foods for breakfast.

# Writing Practice

You can write a closing sentence in the following ways.

## Restate the topic sentence.

Use synonyms, change the word order, or add words.

Topic sentence: *There are many things you can do in Sydney.*

→ Closing sentence: *Sydney has a lot of fun things to see and do for everyone.*

## Summarize the main points of the body.

Topic sentence: *I want to visit France's many museums.*

→ Closing sentence: *I can learn about French art when I go to these places.*



Write closing sentences that restate the topic sentences or summarize the main points.

### Topic sentence:

There are many ways you can use a computer.

### Body:

- type up reports using a word processor
- do research on the Internet
- listen to music and watch movies
- chat with people all over the world

### Closing sentence:

---

### Topic sentence:

I want to visit many historical places in Washington D.C.

### Body:

- climb up the Washington Monument and learn about the first U.S. president
- walk around the Lincoln Memorial and read Abraham Lincoln's speeches
- go to the Vietnam Veterans Memorial and see the names of the U.S. soldiers who died
- visit the Smithsonian Museum and see historical artifacts

### Closing sentence:

---

## Give a thought or feeling about the topic.

Topic sentence: *My favorite season is winter.*

→ Closing sentence: *I think winter is the best of all the seasons.*

## Share a hope about the topic.

Topic sentence: *When I grow up, I want to be a doctor.*

→ Closing sentence: *I hope I become a doctor that many people like and trust.*



Write closing sentences that say what you think or hope about the topics.

### Topic sentence:

New York is one of the most popular cities to visit.

### Body:

- has great buildings and monuments
- is famous for Broadway musicals
- has wonderful restaurants
- people are friendly

### Closing sentence:

---

### Topic sentence:

Last week was a really amazing week.

### Body:

- got the top grade in the class on my math test
- went to my best friend's birthday party
- watched an exciting movie
- went to the zoo and saw cute animals

### Closing sentence:

---

### Suggest something about the topic.

Topic sentence: *Eating fruits and vegetables is very important to be healthy.*  
 → Closing sentence: *People should eat fruits and vegetables every day.*

### Predict something about the topic.

Topic sentence: *Michael Jackson was a famous American singer.*  
 → Closing sentence: *People will remember his music for a long time.*

 Write closing sentences that suggest or predict something about the topics.

#### Topic sentence:

Music class is an important part of school.

#### Body:

- makes students less shy
- lets students get rid of stress
- teaches students a new skill, like playing an instrument

#### Closing sentence:

---

#### Topic sentence:

I am going to take skiing lessons this winter vacation.

#### Body:

- skiing is a very exciting sport
- love the feeling of racing down a mountain slope
- home is close to the mountains
- enjoy being outdoors during the winter

#### Closing sentence:

---

### Writing titles

1. Titles are **not complete sentences**.
2. **Capitalize** all words except articles (*a, an, the*) and prepositions (*in, to, from, etc.*)
3. Do **not use a period (.)** at the end. You may use a question mark (?) or an exclamation point (!).

 Write ✓ next to good titles and X next to bad titles. Write reasons 1-3 from the box above for the bad titles.

- My Strangest Dream \_\_\_\_\_
- I Like to Dance Because It's Fun \_\_\_\_\_
- Caroline and Me \_\_\_\_\_
- my wonderful grandmother \_\_\_\_\_
- Doug's Bad Day. \_\_\_\_\_

### Writing interesting titles

Don't give too many details, but try to write titles that make the reader want to read your writing.

My Dad → (more interesting) My Dad, the Superhero  
 A Great Day → (more interesting) A Day I Will Always Remember

 Write titles for the following topics.

1. about school: \_\_\_\_\_
2. about a friend: \_\_\_\_\_
3. about a day: \_\_\_\_\_
4. about a trip: \_\_\_\_\_

 Brainstorm about a bad(great, fun, etc.) day.

### Example



### Your Brainstorming

 Outline what you brainstormed on page 28.

### Example

**Topic** one of the worst days this year

**Body**

- 1) forgot my homework, got in trouble
  - teacher scolded me in class, really embarrassing
- 2) slipped, fell into a mud puddle during recess
  - clothes turned brown and smelly, couldn't go home and change
- 3) wanted to watch TV at home, but little sister's friends were there
  - loud, kept bothering me to play with them

**Closing** hope tomorrow will be better

### Your Outlining

**Topic**

**Body**

**Closing**

Unit

4

My Dad's Life

**Unit Goal** Writing about events  
**Key Points** transitions that show order  
 time phrases  
*before/after + noun or sentence*

Warm-up

What did Laura do yesterday after school? Number the pictures and write what she did in order.



After Laura came home from school, \_\_\_\_\_

Then, \_\_\_\_\_

Before she went to sleep, she \_\_\_\_\_

Finally, \_\_\_\_\_ at 10:30 p.m.

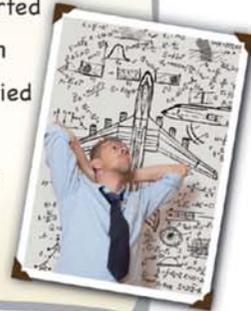
Writing about events

- Organize your writing by the **order** that the events happened.
- Use **transitions** and **time phrases** to go from one event to the next.
- When writing about the past, use the **past tense**.

Read the text and answer the questions.

My Dad's Life

My dad was born on April 29, 1970. He lived in Austin, Texas until he graduated from high school. In high school, his favorite subjects were science and math. He also liked art class and was always sketching and doodling. He wanted to become an inventor when he grew up. After he graduated from high school, he went to college and studied engineering. Four years later, he started to work for an airplane company in Dallas, Texas. He was an airplane designer. In 1995, he met my mom. They got married three years later. Then, my dad's company moved him to Pennsylvania. After one year, they had me. My dad always says that meeting my mom and having me were the best moments of his life.



1. Write at least four time phrases the writer used in the text.

on April 29, 1970  
 \_\_\_\_\_  
 \_\_\_\_\_

2. When did the writer's parents get married?

\_\_\_\_\_

# Sentence Building

## Use transitions to show order:

*First, / Second, / Third, Then, / Next, / Later, Lastly, / Last, / Finally,*

 Imagine that you threw a surprise party for your best friend. Write what you did in the past tense using the phrases from the box. Write transitions at the beginning.

invite friends → plan games → decorate the house  
→ buy a cake → wait for my best friend to arrive

First, I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Use time phrases to show how much time has passed:

*one hour later after four months.*

 Rewrite the sentences using the given information and "- later" or "after -." Write the time phrases at the beginning of the second sentences.

**Example** The test began at 8:00. The test finished at 11:00. (later)

→ The test began at 8:00. Three hours later, the test finished.

- Tom left for the U.S. in 2010. He came back to South Korea in 2011. (later)  
→ \_\_\_\_\_
- I arrived at the park at 1 p.m. I went home at 5 p.m. (later)  
→ \_\_\_\_\_
- I entered high school in 2009. I graduated from high school in 2012. (after)  
→ \_\_\_\_\_
- Summer vacation started in July. We returned to school in September. (after)  
→ \_\_\_\_\_

## Use time phrases to show how long events lasted:

*for twenty years until 7 o'clock until he graduated high school*

 Write sentences in the past tense using the given information and "for -" or "until -." Write the time phrases at the end.

**Example** I arrived in Australia in April 2011. I left Australia in April 2012. (stay/for)  
→ I stayed in Australia for a year.

- I started studying for my test at 6 p.m. I finished studying at 11 p.m. (study/for)  
→ \_\_\_\_\_
- I started to train for the marathon in March. The marathon was in May. (train/for)  
→ \_\_\_\_\_
- My birthday party started at 6 p.m. The party ended at 9 p.m. (last/until)  
→ \_\_\_\_\_
- My mom was born in Beijing. She moved to Hong Kong when she was 20. (live/until)  
→ \_\_\_\_\_

## Use time phrases to show when events happened:

*yesterday last night last week last summer  
in August in 2011 in (the) spring in the evening  
on Sunday on May 7 on the weekend on New Year's Eve  
at 5:00 at noon at night at Christmas*

 Write sentences in the past tense. Write the time phrases at the beginning.

**Example** (Last) Last week, I went to an amusement park.

- (Last) \_\_\_\_\_
- (In) \_\_\_\_\_
- (On) \_\_\_\_\_
- (At) \_\_\_\_\_

**Before/After + noun or sentence**

- Before dinner, I watched some TV.* (noun)
- Before I had dinner, I watched some TV.* (sentence)
- After school, I went to my grandmother's house.* (noun)
- After I finished school, I went to my grandmother's house.* (sentence)

\* These phrases can also come at the end of the sentence without a comma.

- I watched some TV before dinner (before I had dinner).*
- I went to my piano lesson after school (after I finished school).*

**Write sentences in the past tense using the given phrases. Use "before ~" or "after ~" at the beginning.**

**Example** (go to bed, watch a movie)

→ Before I went to bed, I watched a movie.

1. (school, play with my friends)

→ \_\_\_\_\_

2. (wake up, make my bed)

→ \_\_\_\_\_

3. (the soccer game, stretch my muscles)

→ \_\_\_\_\_

4. (take a shower, dry my hair)

→ \_\_\_\_\_

5. (leave the house, lock the door)

→ \_\_\_\_\_

6. (dinner, do my homework)

→ \_\_\_\_\_

**Complete the paragraph using the given information and the words from the box.**

**Biography of Abraham Lincoln**



- ① February 12, 1809: was born
- ② 1860: became president
- ③ 1861: Civil War began
- ④ 1863: made a law to free the slaves
- ⑤ 1865: Civil War ended, was shot by John Wilkes Booth

- ① on
- ② in
- ③ later
- ④ after
- ⑤ for

Abraham Lincoln was the 16th President of the United States. He was born \_\_\_\_\_. \_\_\_\_\_, he became president. \_\_\_\_\_, the Civil War began. \_\_\_\_\_, he made a law to free the slaves. The war lasted \_\_\_\_\_ years until it ended in 1865. Sadly, he was shot and killed by John Wilkes Booth in the same year.

**Write about Gina's Saturday using the words from the box. Use the past tense.**

10:00 a.m.	noon	1:00 - 4:00 p.m.	7:00 p.m.
piano lesson	lunch with Mom	study at the library	movie with Amanda

- ① at
- ② after
- ③ then / for
- ④ later

Saturday was a busy day. \_\_\_\_\_

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

Brainstorm about one of the topics below or come up with your own topic.

- Your life or the life of someone you know
- What you did on your birthday/last week

### Example

My dad's  
life

Time	Event
April 29, 1970	born
in high school	liked science, math, art
in college	studied engineering
four years later	started to work as airplane designer
in 1995	met my mom
three years later	got married, moved to Pennsylvania
after one year	had me

### Your Brainstorming

Outline what you brainstormed on page 36.

### Example

**Topic** my dad - born on April 29, 1970

**Body**

- 1) lived in Austin, Texas until he graduated from high school  
- liked science, math, art class, wanted to be an inventor when he grew up
- 2) went to college - studied engineering
- 3) four years later - worked for an airplane company in Dallas (airplane designer)
- 4) in 1995 - met my mom
- 5) three years later - got married, moved to Pennsylvania because of job
- 6) after one year - had me

**Closing** best moments of his life - meeting my mom, having me

### Your Outlining

**Topic**

**Body**

**Closing**

Unit

5

In 100 Years

**Unit Goal** Writing about the future  
**Key Points** future tense  
 time phrases  
 when/after/before + present tense, future tense

Warm-up

Look at the pictures. Draw and write what you think will happen in 30 years.



plant orange seeds



begin to grow



have oranges



Write what happens in the pictures above. Use the given time phrases and the future tense (will).

This Saturday, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

In 30 years, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Writing about the future

- When writing about events that have not happened yet, use the **future tense**.
- Use **time phrases** to show when the events will happen.
- **Predictions** and **hopes** can also be written in the future tense.

Read the text and answer the questions.

In 100 Years

In 100 years, the world is going to be very different. I think technology will make everything faster. When we press a button on a machine, it will immediately make us any kind of food. Planes will also be able to go anywhere in the world in 30 minutes. After we eat dinner in one country, we will be able to have dessert in another country. In addition, we won't have to get up early and go to school. Computers will become our teachers, so we won't have to leave our houses every morning. Furthermore, I believe the world will be much safer than now. There will be invisible cameras everywhere to catch criminals. Maybe in a couple of years, all these things will start to happen!



1. What words were used for the future tense?

\_\_\_\_\_, will, \_\_\_\_\_

2. How does the writer think people will get their food in 100 years?

\_\_\_\_\_

3. What will happen if computers become our teachers?

\_\_\_\_\_

# Sentence Building

## Use the future tense: *will* / *won't*

- when you think something will happen: *Computers will become our teachers.*
- when you decide to do something: *I won't fight with my brother.*

## *be going to* / *be not going to*

- when you already planned before: *We are going to see a movie.*
- when you predict from something in the present:  
*There is traffic. I am not going to get to the theater on time.*

 Write what you think will happen or what you will decide to do at the given times. Use "will" or "won't."

**Example** In 100 years (will)

→ A machine will immediately make us any kind of food.

1. In 20 years (will)

→ \_\_\_\_\_

2. In 100 years (won't)

→ \_\_\_\_\_

3. This year (will)

→ \_\_\_\_\_

4. Next year (won't)

→ \_\_\_\_\_

 Write what you plan or predict from the given sentences. Use "be going to" or "be not going to."

**Example** I have a violin recital next weekend (be going to).

→ I am going to practice the violin every day for two hours.

1. Summer vacation starts next week. (be going to)

→ \_\_\_\_\_

2. I have a big English test next week. (be not going to)

→ \_\_\_\_\_

3. My best friend's birthday is next Monday. (be going to)

→ \_\_\_\_\_

4. It is a holiday next Friday. (be not going to)

→ \_\_\_\_\_

## Use time phrases: *this ~ / next ~*

 *this/next week this/next Saturday this/next summer this/next Christmas*

*in ~*  
*in five days in a couple of weeks in a few months in 10 years*

*~ from now*  
*Three days from now A couple of weeks from now A few months from now*

\* You can add "I think," "I believe," or "I hope" before you write about the future.  
*In 100 years, I believe the world will be much safer than now.*

 Write sentences using the time phrases "This -" or "Next -" at the beginning.

**Example** Friday → This Friday, I am going to go on a field trip.

1. Saturday

→ \_\_\_\_\_

2. week

→ \_\_\_\_\_

 Write sentences using the time phrase "In -" at the beginning. Add "I think," "I believe," or "I hope" before you write about the future.

**Example** 100 years → In 100 years, I think technology will make everything faster.

1. a couple of years

→ \_\_\_\_\_

2. 20 years

→ \_\_\_\_\_

 Write sentences using the time phrase "~ from now" at the beginning. Add "I think," "I believe," or "I hope" before you write about the future.

**Example** five years → Five years from now, I hope I will be a model.

1. a few days

→ \_\_\_\_\_

2. 50 years

→ \_\_\_\_\_

**When/After/Before + present tense, future tense**

**When** we *press* a button on a machine, it **will** immediately *make* us any kind of food.

**After** we *eat* dinner in one country, we **will** be able to *have* dessert in another country.

**Before** I *graduate* from college, I **will** study abroad.

**Write sentences in the future tense using the given phrases at the beginning.**

**Example** (when) grow up

→ When I grow up, I will be a scientist.

1. (when) be older

→ \_\_\_\_\_

2. (after) take my last test

→ \_\_\_\_\_

3. (before) travel abroad

→ \_\_\_\_\_

4. (when) become a parent

→ \_\_\_\_\_

5. (after) make a lot of money

→ \_\_\_\_\_

6. (before) become 40 years old

→ \_\_\_\_\_

**Complete the paragraph using the given information and all the time phrases from the box. Use "be going to."**

July 20 (Friday)	July 22 (Sunday)	July 25 (Wednesday)	July 28 (Saturday)	August
Today	celebrate brother's birthday 	- go to the library with friends - visit aunt 	go to swimming lesson 	English camp 

on      In two days      next      after      next month

Today is July 20th. \_\_\_\_\_, my family is going to celebrate my brother's birthday. \_\_\_\_\_ Wednesday, \_\_\_\_\_ I come back from the library, I \_\_\_\_\_. \_\_\_\_\_ Saturday, I am going to go to my swimming lesson. English camp is also going to start \_\_\_\_\_. I am going to have a very busy summer!

**Write a paragraph using the given information and all the time phrases from the box. Use "will."**

2012	2013	2019	2023	2026
Now 	graduate from elementary school	start college	go to graduate school	become a teacher

seven years from now      next year      in 2026      a few years later

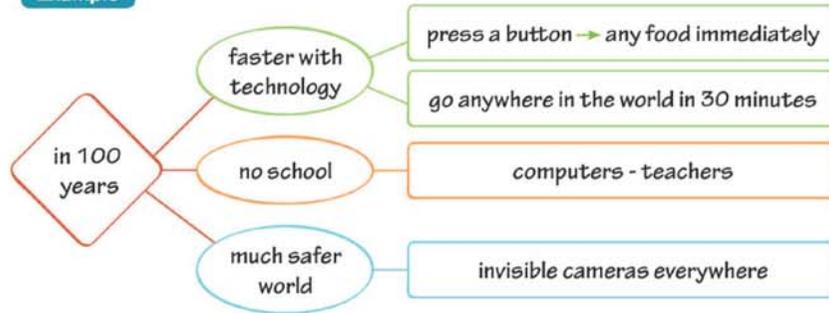
I am in elementary school now. \_\_\_\_\_

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

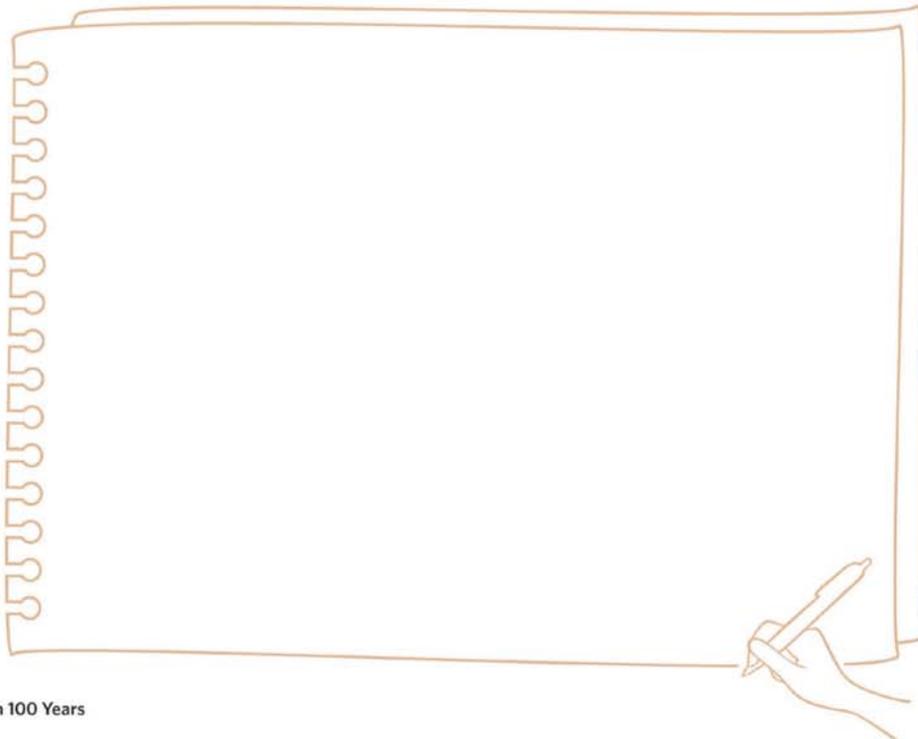
✎ Brainstorm about one of the topics below or come up with your own topic.

- What the world will be like in 100 years
- What your life will be like in 20 years
- Your plan for this weekend or next week

### Example



### Your Brainstorming



✎ Outline what you brainstormed on page 44.

### Example

**Topic** in 100 years - very different world  
**Body** 1) technology will make everything faster  
- press a button → machine will immediately make any kind of food  
- planes will go anywhere in the world in 30 minutes  
2) won't have to go to school  
- computers will become teachers → won't have to leave the house  
3) will be safer than now  
- invisible cameras everywhere to catch criminals  
**Closing** in a couple of years, all things may start to happen

### Your Outlining

**Topic**  
  
**Body**  
  
  
  
  
  
  
  
  
  
**Closing**

Unit

6

J.K. Rowling's Success

**Unit Goal** Writing about reasons  
**Key Points** ~ for ~ reasons // There are ~ reasons why ~  
 because/since  
 because of/due to + noun

Warm-up

Look at the pictures. Describe the situations and write possible reasons why they happened. You can use the words from the box.



lottery                      be successful  
 millionaire                rich parents

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in a cast                      get into a fight  
 fall down                    have an accident

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Writing about reasons

- When writing about reasons, explain **why you think** something about the topic or **why something happened**.
- You can write a topic sentence like the following:  
 - for several reasons. *There are many reasons why -.*

Read the text and answer the questions.

J.K. Rowling's Success

J.K. Rowling, the author of the *Harry Potter* series, is successful for two main reasons. One reason is that she overcame hard times. Due to her mom's death and her divorce, Rowling was sad and lonely. She was also very poor and had to live in a place with mice and no heat. Moreover, when she finished her first book, many publishing companies didn't want it. However, she never gave up. Another reason is that she had a great idea. Kids love the characters and wizard world she created. Adults also like her books because they are imaginative and exciting stories. Since she worked hard, J.K. Rowling became one of the richest and most successful writers in the world.



1. Write the two main reasons why the writer thinks J.K. Rowling is successful.

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2. What are the reasons for the following?

- Rowling was sad and lonely.

Reason

- Adults also like her books.

Reason

# Sentence Building

Introduce what you will write about in the topic sentence:

~ *for* ~ *reasons*.

J.K. Rowling is successful *for* two main\* *reasons*:

*There are* ~ *reasons why* ~.

*There are* many\* *reasons why* I admire my grandfather.

\* You can also use "a lot of," "several," "a few," or an exact number.

 Write sentences using the given topics and "- for - reasons."

**Example topic:** going to a new school is difficult

→ Going to a new school is difficult for a lot of reasons.

1. **topic:** students get stressed

→ \_\_\_\_\_

2. **topic:** Bill Gates is a successful businessman

→ \_\_\_\_\_

3. **topic:** people like to go to amusement parks

→ \_\_\_\_\_

 Write sentences using the given topics and "There are ~ reasons why ~."

**Example topic:** who I look up to - my older brother

→ There are three reasons why I look up to my older brother.

1. **topic:** the best place to go for a vacation - \_\_\_\_\_

→ \_\_\_\_\_

2. **topic:** my favorite celebrity - \_\_\_\_\_

→ \_\_\_\_\_

3. **topic:** where I like to go with my friends - \_\_\_\_\_

→ \_\_\_\_\_

Show reasons: *because/since*

Adults also like her books *because*(=*since*) they are imaginative and exciting stories.  
*Since*(=*Because*) she worked hard, J.K. Rowling became one of the richest and most successful writers in the world.

 Combine the two sentences using "because." Make sure the two sentences are in the right order and to use correct pronouns ("she," "he," "it").

**Example** Yuna Kim accomplished her dreams. I admire Yuna Kim.

→ I admire Yuna Kim because she accomplished her dreams.

1. I have three tests tomorrow. I feel stressed.

→ \_\_\_\_\_

2. My favorite singer is Beyoncé. Beyoncé sings and dances very well.

→ \_\_\_\_\_

3. Burger King is close to my school. I like to go to Burger King.

→ \_\_\_\_\_

 Combine the two sentences using "since" at the beginning. Make sure the two sentences are in the right order, and to use a comma and correct pronouns.

**Example** Caroline studies very hard. Caroline always gets good grades.

→ Since Caroline studies very hard, she always gets good grades.

1. I have a hard time making friends. I am shy.

→ \_\_\_\_\_

2. Jackie Chan knows martial arts. Jackie Chan does most of the stunts in his movies.

→ \_\_\_\_\_

3. The department store is a popular place to go shopping. The department store sells everything.

→ \_\_\_\_\_

**because of/due to + noun**  
*Because of (=Due to) her mom's death and her divorce, Rowling was sad and lonely. Rowling became successful because of (=due to) hard work.*

**Write sentences using the given noun phrases and "because of" or "due to." Write the reasons at the end.**

**Example** her good grades → got into a good university (because of)  
 → She got into a good university because of her good grades.

- the cold weather → got sick (due to)  
→ \_\_\_\_\_
- his fun personality → is very popular (because of)  
→ \_\_\_\_\_
- the school bully → is scared to go to school (due to)  
→ \_\_\_\_\_

**Write sentences using the given phrases from the boxes. Write the reasons at the beginning with a comma.**

Because of	its cheap prices	my parents got angry
Due to	her talent	the store is popular with students
	my bad report card	<del>he lost his job and home</del>
	<del>bad decisions</del>	the actress won a lot of awards

**Example** Because of bad decisions, he lost his job and home.

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

**Complete the paragraph using the words and phrases from the boxes. Write your own topic and closing sentences.**

because	since	because of	due to
germs are on everything they touch		lack of sleep and vitamins	
the wind and freezing temperatures		they touch their noses or mouths	

**Why People Catch Colds**

**Topic sentence** \_\_\_\_\_

\_\_\_\_\_ First, people don't wash their hands. \_\_\_\_\_

\_\_\_\_\_ people need to wash their hands often. People can catch colds \_\_\_\_\_

\_\_\_\_\_ with their dirty hands. Second, people don't dress in warm clothes when it is cold. People can get sick \_\_\_\_\_

\_\_\_\_\_ Finally, people sometimes don't do healthy things. \_\_\_\_\_

\_\_\_\_\_ people can get sick more easily.

**Closing sentence** \_\_\_\_\_

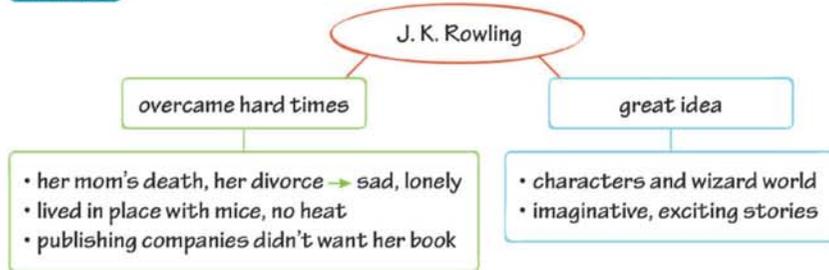
\_\_\_\_\_



 **Brainstorm about one of the topics below or come up with your own topic.**

- Who do you admire or like? Why?
- Where do you like to go for fun? Why?
- What are some reasons for stress?

### Example



### Your Brainstorming

 **Outline what you brainstormed on page 52.**

### Example

**Topic** J. K. Rowling - successful person

**Body**

- 1) overcame hard times
  - her mom's death and her divorce
  - lived in a place with mice and no heat
  - many publishing companies didn't want her first book
- 2) had a great idea
  - kids love her characters and wizard world
  - adults like her imaginative, exciting stories

**Closing** one of the richest and most successful writers

### Your Outlining

**Topic**

**Body**

**Closing**

Unit

7

My Favorite Teacher

Unit Goal Writing about effects

Key Points *have/has ~ effects on ~ // There are ~ effects of ~ , so/as a result, / therefore,/thus, have + past participle*

Warm-up

Look at the pictures. Describe the situations and write possible results of them.




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Writing about effects

- When writing about effects, explain what happened **because of** someone or something.
- You can write about the **good or bad effects** of someone or something.
- You can write a topic sentence like the following:  
*- have/has a lot of effects on -. There are many good effects of -.*

Read the text and answer the questions.

My Favorite Teacher

Ms. Harper, my English teacher, has had many positive effects on me. First of all, she helped me be more confident. I was really shy and quiet, so I didn't talk a lot in class. Ms. Harper always gave me a friendly smile and encouraged me to talk more. As a result, I tried to participate more and began to feel more comfortable in class. Ms. Harper also helped me like English. English is hard, but she explains things clearly and does fun activities. Therefore, English became my favorite subject. Lastly, Ms. Harper made me want to become a teacher, too. Ms. Harper cares about her students and always listens to their problems. I want to do the same for my students one day. I hope she will be my English teacher again next year.



- Write the three main effects Ms. Harper has had on the writer.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- What is the effect of the following?
  - Ms. Harper always gave the writer a friendly smile and encouraged her to talk more.

Effect \_\_\_\_\_

# Sentence Building

Introduce what you will write about in the topic sentence:

~ *have/has* ~ effects on ~

Stress **has** many\* negative\*\* effects on your health.

There are ~ effects of ~

There are many negative effects of stress.

\* You can also use "a lot of," "several," "a few," or an exact number.

\*\* You can also use "positive," "good," "bad," or "important."

 Write sentences using the given words and "- have/has ~ effects on -."

**Example** parents / their children

→ Parents have a lot of important effects on their children.

1. siblings / your life

→ \_\_\_\_\_

2. fast food / your health

→ \_\_\_\_\_

3. doing well in school / your future

→ \_\_\_\_\_

 Write sentences using the given words and "There are ~ effects of -."

**Example** regular exercise

→ There are many positive effects of regular exercise.

1. bad study habits

→ \_\_\_\_\_

2. healthy eating

→ \_\_\_\_\_

3. a good night's sleep

→ \_\_\_\_\_

Tell about the effect of the first part of the sentence: ~, so ~

I was really shy and quiet, **so** I didn't talk a lot in class.

 Write the effects of the given sentences using "-, so -."

**Example** My uncle bought a car.

→ My uncle bought a car, so he took me for a ride.

1. Jeff never exercises.

→ \_\_\_\_\_

2. My sister is good at memorizing words.

→ \_\_\_\_\_

3. I studied hard for my final exams.

→ \_\_\_\_\_

Tell about the effect of the previous sentence:

**As a result, /Therefore, /Thus,**

Ms. Harper encouraged me to talk more. **As a result,** I tried to participate more.

She explains things clearly. **Therefore,** English became my favorite subject.

Ms. Harper cares about her students. **Thus,** she is a popular teacher.

 Write the effects of the given sentences using the words in the parentheses.

**Example** Heather always does her best in school. (Thus)

→ Thus, her teachers always give her good comments on her report card.

1. I practiced my English speech every day. (As a result)

→ \_\_\_\_\_

2. Mona got a C in math. (Therefore)

→ \_\_\_\_\_

3. My favorite soccer player was poor, but never gave up on his dreams. (Thus)

→ \_\_\_\_\_

**Talk about past effects that continue in the present:**  
**have + past participle**  
*Ms. Harper **has had** many positive effects on me.*  
*There **have been** a lot of negative effects of pollution.*

**Write sentences using the given words and "- have/has had - effects on -."**

**Example** my best friend / me  
 → My best friend has had many good effects on me.

- studying abroad / my life  
→ \_\_\_\_\_
- my coach / me  
→ \_\_\_\_\_
- reading an English book every day / my English ability  
→ \_\_\_\_\_

**Write sentences using the given words and "There have been - effects of -."**

**Example** space research  
 → There have been several important effects of space research.

- the Internet  
→ \_\_\_\_\_
- the Earth getting warmer  
→ \_\_\_\_\_
- high-speed trains  
→ \_\_\_\_\_

**Write a topic sentence for the paragraph below. Then, complete the body and closing using the words from the boxes.**

therefore                      so                      as a result                      thus

can gain weight                      teeth can become rotten  
 eat healthier foods                      it won't help us grow taller

**The Effects of Junk Food**

**Topic sentence** \_\_\_\_\_

\_\_\_\_\_ First, foods like candy, cookies, and soda have a lot of sugar. \_\_\_\_\_ if we eat too much junk food. In addition, junk food has a lot of fat. \_\_\_\_\_ Too much extra weight might cause heart problems. Lastly, these kinds of foods have little nutrients. Junk food doesn't have nutrients like vitamins and minerals, \_\_\_\_\_. Without these nutrients, we also have less energy and feel more tired.

**Closing sentence** \_\_\_\_\_

\_\_\_\_\_



 Brainstorm about one of the topics below or come up with your own topic.

- The effects of an important person on your life
- The effects of (not) working hard in school
- The effects of good habits or bad habits

### Example



### Your Brainstorming

 Outline what you brainstormed on page 60.

### Example

**Topic** Ms. Harper, my English teacher → positive effects on me

**Body**

- 1) helped me be more confident:
  - Ms. Harper gave me friendly smile, encouraged me to talk more
  - tried to participate more, began to feel comfortable in class
- 2) helped me like English:
  - Ms. Harper explains things clearly, does fun activities
  - English became my favorite subject
- 3) made me want to become a teacher:
  - Ms. Harper cares about students, listens to their problems
  - want to do the same for my students

**Closing** hope she will be my English teacher next year

### Your Outlining

**Topic**

**Body**

**Closing**

Unit

8

New York and Seoul

**Unit Goal** Writing about similarities

**Key Points** both ~ // like ~, ~  
similarly, likewise,  
as ~ as // the same ~ as

Warm-up

Look at the pictures and write how they are similar.



dog



cat

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Writing about similarities

When writing about the similarities between two people or things, you can write a topic sentence like the following:

- A and B are similar in many ways.
- A and B have three similarities.
- A is similar to B in several ways.
- A and B have a few things in common.
- There are a lot of similarities between A and B.

Read the text and answer the questions.

New York and Seoul

New York and Seoul are similar in many ways. First, both cities are very crowded. New York has the most people in the United States. Similarly, Seoul has the most people in South Korea. In the mornings, New York subway trains are as full as Seoul subway trains. Second, they both get many visitors. People from all over the world visit New York for its famous stores and restaurants. Like New York, people from many countries come to Seoul for inexpensive shopping and food. Lastly, they are both the most important cities for business and fashion in their countries. For this reason, many big and famous companies are in these cities. In addition, people always want to copy New York and Seoul fashion. I think both cities are amazing.



1. Circle the topic sentence. Write the topic sentence in another way.

2. Write three similarities between New York and Seoul.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

## Sentence Building

Say how two things are the same: **both** ~

**Both** New York and Seoul are very crowded. **Both** cities are very crowded.  
They **both** are (=They are **both**) the most important cities for business and fashion.  
They **both** get many visitors.(O) They get **both** many visitors.(X)

 Combine the sentences using "both" and the given words. Make sure to use plural verbs and if needed, plural nouns.

**Example** My dad is a teacher. My uncle is a teacher.

→ Both my dad and my uncle are teachers. / They are both teachers.

1. Mexicans speak Spanish. Peruvians speak Spanish.

→ \_\_\_\_\_ and \_\_\_\_\_

→ They \_\_\_\_\_

2. My sister likes to read romance novels. I like to read romance novels.

→ \_\_\_\_\_ and \_\_\_\_\_

→ We \_\_\_\_\_

3. Madagascar is an island. Australia is an island.

→ \_\_\_\_\_ and \_\_\_\_\_

→ They \_\_\_\_\_

Say how two things are similar: **Like** ~, ~

**Like** New York, people from many countries come to Seoul.

 Combine the sentences using "Like ~, ~."

**Example** My grandmother cooks very well. My mom cooks very well.

→ Like my grandmother, my mom cooks very well.

1. Beijing is a capital city. Tokyo is a capital city.

→ \_\_\_\_\_

2. Belgium has a king. Sweden has a king.

→ \_\_\_\_\_

3. Maria has blue eyes. Her sister has blue eyes.

→ \_\_\_\_\_

Say similarities in a new sentence: **Similarly**, / **Likewise**,

New York has the most people in the United States. **Similarly**, Seoul has the most people in South Korea.

It doesn't rain a lot in San Diego. **Likewise**, it doesn't rain often in Phoenix.

 Write the two sentences again using "Similarly," at the beginning of the second sentence.

**Example** Italy is a peninsula in Europe. Korea is a peninsula in Asia.

→ Italy is a peninsula in Europe. Similarly, Korea is a peninsula in Asia.

1. My hometown has 500,000 people. Bob's hometown has 505,000 people.

→ \_\_\_\_\_

2. My grandpa grew up on a farm in Kansas. My grandma grew up in the countryside in Nebraska.

→ \_\_\_\_\_

3. My dad was the captain of his college baseball team. My mom was the captain of her college softball team.

→ \_\_\_\_\_

→ \_\_\_\_\_

 Write sentences after the given sentences using "Likewise,".

**Example** I like music and play the piano.

→ Likewise, my brother likes music and plays the guitar.

1. My brother goes to bed after midnight.

→ \_\_\_\_\_

2. Chinese students learn English in school.

→ \_\_\_\_\_

3. Brazil is the largest country in South America.

→ \_\_\_\_\_

Compare two things that are similar or the same:

**as + adjective + as**

*New York subway trains are **as full as** Seoul subway trains.*

**the same + noun + as**

*Brazilian people speak **the same language as** Portuguese people.*

**Write one sentence from the two given sentences using "as + adjective + as" and the words in the parentheses.**

**Example** My brother is 180 cm. My dad is 180 cm. (tall)

→ My brother is as tall as my dad.

1. Dan always makes me laugh. Sean always makes me laugh. (funny)

→ \_\_\_\_\_

2. Everybody knows Angelina Jolie. Everybody knows Brad Pitt. (famous)

→ \_\_\_\_\_

3. It is -10°C in Moscow in winter. It is -10°C in Ottawa in winter. (cold)

→ \_\_\_\_\_

**Write one sentence from the two given sentences using "the same + noun + as" and the words in the parentheses.**

**Example** Donald's IQ is 130. Megan's IQ is 130. (have / IQ)

→ Donald has the same IQ as Megan.

1. My aunt is a nurse. My cousin is a nurse. (have / job)

→ \_\_\_\_\_

2. China is about 9.6 million km<sup>2</sup>. The U.S. is about 9.6 million km<sup>2</sup>. (be / size)

→ \_\_\_\_\_

3. Jonathan was born in 1989. Gary was born in 1989. (be / age)

→ \_\_\_\_\_

**Complete the paragraph using the given information and the words from the box.**

**Mother Teresa**

- helped poor and sick people in India
- won the Nobel Peace Prize in 1979
- passed away September 5, 1997



**Princess Diana**

- worked with charities for the poor and people with AIDS
- won the Nobel Peace Prize in 1997
- passed away August 31, 1997



similarly

similarities

both

like

Mother Teresa and Princess Diana were good friends who had many \_\_\_\_\_  
 Mother Teresa helped poor and sick people in India. \_\_\_\_\_ Mother Teresa, Princess  
 Diana cared about the poor and sick. She \_\_\_\_\_  
 \_\_\_\_\_ Mother Teresa won the Noble Peace Prize  
 in 1979. \_\_\_\_\_ Princess Diana \_\_\_\_\_  
 \_\_\_\_\_ Sadly, \_\_\_\_\_ women passed away in \_\_\_\_\_. People will never forget  
 these caring and warm-hearted women.

**Write a topic sentence for the paragraph below. Then, complete the body and closing using the words from the boxes.**

**Wolfgang Amadeus Mozart**

- born and lived in Austria
- father taught him how to play the piano
- composer Joseph Hyden was a friend



**Ludwig van Beethoven**

- born in Germany and lived in Austria
- father was his first piano teacher
- composer Joseph Hyden was his teacher



as ~ as

likewise

like

both

\_\_\_\_\_ They \_\_\_\_\_ Mozart's father taught him how to play  
 the piano. \_\_\_\_\_ Beethoven's father \_\_\_\_\_  
 \_\_\_\_\_ Mozart, Beethoven had a close relationship with composer Joseph Hyden.  
 Hyden was Mozart's \_\_\_\_\_ and also Beethoven's \_\_\_\_\_. Many people believe  
 Beethoven was \_\_\_\_\_ Mozart.

Brainstorm about one of the topics below or come up with your own topic.

- Two similar cities or countries
- Two similar people you know

### Example

New York

Seoul

- very crowded:
  - the most people in the U.S., S. Korea
  - subway trains full in the mornings
- many visitors
  - NY: for famous stores/restaurants
  - Seoul: for inexpensive shopping/food
- important cities for business/fashion
  - big companies, people copy the fashion

### Your Brainstorming

Outline what you brainstormed on page 68.

### Example

- Topic** similarities between New York and Seoul
- Body**
- 1) both are very crowded
    - NY - the most people in the U.S., Seoul - the most people in South Korea
    - subway trains full in the mornings
  - 2) both get many visitors
    - NY - people come for famous stores and restaurants
    - Seoul - people come for inexpensive shopping and food
  - 3) both are important cities for business and fashion
    - big and famous companies in these cities
    - people copy New York and Seoul fashion
- Closing** both are amazing cities

### Your Outlining

- Topic**
- Body**
- Closing**

Unit

9

Skiing vs. Snowboarding

**Unit Goal** Writing about differences  
**Key Points** ~, but/yet ~ // unlike ~, ~ however,/in contrast,/on the contrary, the comparative + than ~

Warm-up

Look at the pictures and write how they are different.



car



bicycle

Blank lines for writing differences between the car and the bicycle.

Writing about differences

When writing about differences between two people or things, you can write a topic sentence like the following:

- A and B are different in many ways.
- A is different from B in several ways.
- A and B have a lot of differences.
- There are four differences between A and B.

Read the text and answer the questions.

Skiing vs. Snowboarding

There are a lot of differences between skiing and snowboarding. First of all, skiing uses two boards. However, snowboarding uses one board. Therefore, skiers put one foot on each board, but snowboarders put both feet on one board. In addition, skiers' feet are straight, yet snowboarders' feet are sideways. Thus, it is easier for skiers to separate from their boards. Finally, skiing uses poles. Skiers can use their poles to stand still and go faster. In contrast, snowboarders don't have poles. They have to sit down if they don't want to move. Unlike skiers, they can only use their bodies to move and go faster. Because of these differences, some people think snowboarding is harder than skiing.



1. Circle the topic sentence. Write the topic sentence in another way.
2. How are skiing and snowboarding different?

Skiing	Snowboarding
-	one board - both feet on one board
feet are straight	
	snowboarders use their bodies

## Sentence Building

Say differences in a sentence: *~, but/yet ~*

Skiers put one foot on each board, **but** snowboarders put both feet on one board.  
Skiers' feet are straight, **yet** snowboarders' feet are sideways.

 Complete the sentences using "but" or "yet."

**Example** Most of my friends like American food, but(=yet) I like Korean food.

1. My brother is good at swimming, \_\_\_\_\_
2. My dad wakes up late on Sunday, \_\_\_\_\_
3. Many women wear makeup, \_\_\_\_\_
4. A basketball team has five players, \_\_\_\_\_

Say how two things are different: *Unlike ~, ~*

**Unlike** skiers, snowboarders can only use their bodies to move and go faster.

\* After "**Unlike**," use "**me/him/her/them**" instead of "**I/he/she/they**."

**Unlike** me, my sister is popular in school.

 Complete the sentences using "Unlike."

**Example** Unlike my English teacher, my science teacher is very strict.

1. \_\_\_\_\_, my grandfather dislikes the city.
2. \_\_\_\_\_, I am allergic to cats.
3. \_\_\_\_\_, ice hockey goalkeepers wear a mask.
4. \_\_\_\_\_, golf fans have to be quiet.

Say a different fact in a new sentence:

*However, / In contrast, / On the contrary,*

Skiing uses two boards. **However**, snowboarding uses one board.  
Skiers can use their poles to go faster. **In contrast**, snowboarders don't have poles.  
Earth can support life. **On the contrary**, the other planets can't support life.

\* "**However**" can also be used to say a different thought.

There are more boys than girls in my class. **However**, I think my class is the best.

 Write sentences after the given sentences using "However," "In contrast," or "On the contrary,".

**Example** My favorite food is chocolate. (However)

→ However, my brother hates chocolate.

1. My friend Sarah is very quiet. (However)  
→ \_\_\_\_\_
2. Ice hockey is usually played inside. (In contrast)  
→ \_\_\_\_\_
3. Adults can drive a car. (On the contrary)  
→ \_\_\_\_\_
4. Boys don't wear skirts or dresses. (However)  
→ \_\_\_\_\_
5. People enjoy skiing when it is cold. (In contrast)  
→ \_\_\_\_\_
6. Soccer players use their feet to pass the ball. (On the contrary)  
→ \_\_\_\_\_

**Compare two different things: the comparative + *than* ~**

*Some people think snowboarding is **harder than** skiing.  
My mom is a **better** cook **than** my dad.  
Baseball has **more** rules **than** soccer.*

**Make the two sentences into one sentence using "be" and comparative adjectives.**

**Example** A baseball weighs about 142 grams. A softball weighs about 178 grams.  
→ A baseball is lighter than a softball.

- Steve is 180 cm. Larry is 170 cm.  
→ \_\_\_\_\_
- A soccer game is usually 90 minutes. A basketball game is usually 40 to 48 minutes.  
→ \_\_\_\_\_

**Make the two sentences into one sentence using "be" and "better."**

**Example** Dwight plays as a starter for his basketball team. Ben is a backup player.  
→ Dwight is a better basketball player than Ben.

- Brandon won first place in swimming. Harry came in last place.  
→ \_\_\_\_\_
- Sunny has been dancing for 10 years. Erica just began dancing.  
→ \_\_\_\_\_

**Make the two sentences into one sentence using "have" and "more."**

**Example** Rachel has two pets, one dog and a cat. Jessica has one pet dog.  
→ Rachel has more pets than Jessica.

- Our soccer stadium has 65,000 seats. Our baseball stadium has 30,000 seats.  
→ \_\_\_\_\_
- Lisa has five family members. Tiffany has three family members.  
→ \_\_\_\_\_

**Complete the paragraph using the given information and the words from the box.**

<p><b>American meals</b></p> <ul style="list-style-type: none"> <li>- use forks</li> <li>- usually don't share their food</li> <li>- oily</li> </ul>		<p><b>Korean meals</b></p> <ul style="list-style-type: none"> <li>- use chopsticks</li> <li>- share side dishes, have their own rice</li> <li>- spicy</li> </ul>	
--	---	--	---

unlike      differences      on the contrary      however      but

American meals and Korean meals have many \_\_\_\_\_ Americans use forks to eat. \_\_\_\_\_ Koreans \_\_\_\_\_ Koreans, Americans usually don't share their food. Koreans \_\_\_\_\_, \_\_\_\_\_ have their own rice. Many American meals are oily. \_\_\_\_\_ many Korean meals are spicy. I like Korean food more than American food.

**Write a paragraph contrasting cell phones and home phones. Use the given information and the words from the box. Write your own topic sentence.**

<p><b>Cell phones</b></p> <ul style="list-style-type: none"> <li>- more modern</li> <li>- light</li> <li>- can carry them anywhere</li> <li>- can watch videos or listen to music on them</li> </ul>		<p><b>Home phones</b></p> <ul style="list-style-type: none"> <li>- heavy</li> <li>- can only use them in your home</li> <li>- can only make calls with them</li> </ul>	
--	---	--	---

comparative adjective + than      but      unlike      in contrast

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cell phones are so much better than home phones.

Brainstorm about one of the topics below or come up with your own topic.

- Two different people (Mom and Dad, men and women, etc.)
- Two different games or sports

### Example

Skiing	Snowboarding
<ul style="list-style-type: none"> <li>• two boards</li> <li>• one foot on each board</li> <li>• feet are straight</li> <li>• use poles to stand still</li> <li>• use poles to go faster</li> </ul>	<ul style="list-style-type: none"> <li>• one board</li> <li>• both feet on one board</li> <li>• feet are sideways</li> <li>• sit down when not moving</li> <li>• use body to go faster</li> </ul>

### Your Brainstorming

Outline what you brainstormed on page 76.

### Example

<b>Topic</b>	differences between skiing and snowboarding
<b>Body</b>	<ol style="list-style-type: none"> <li>1) skiing - two boards, one foot on each board snowboarding - one board, both feet on one board</li> <li>2) skiing - feet are straight, easier for skiers to separate from their boards snowboarding - feet are sideways</li> <li>3) skiing - use poles to stand still and go faster snowboarding - sit down when not moving, use body to move and go faster</li> </ol>
<b>Closing</b>	snowboarding is harder

### Your Outlining

Topic

Body

Closing

Unit

10

A Fun Day with My Family

Unit Goal Writing descriptively

Key Points Using strong adjectives  
Using a variety of verbs  
Writing details

Warm-up

Look at the picture and describe what is going on. Include as many adjectives, verbs, and details as you can.



At the beach, there is a boy. He \_\_\_\_\_

His mom is sitting next to him. She \_\_\_\_\_

In the water, \_\_\_\_\_

Writing descriptively

- When writing descriptively, write as if you are showing the reader a picture.
- Use **specific adjectives**, **a variety of verbs**, and **details**.
- Don't keep using the same words over and over.

Read the text and answer the questions.

A Fun Day with My Family

My family and I had a fun time at Adventure World today. The weather was perfect. It was sunny and warm, and the sky was clear and blue. My older brother Andy and I rode the roller coasters, water rides, swings, and bumper cars. My favorite ride was the shaky, wooden roller coaster. We also went in the haunted house. Andy loved it, but I hurried through it because it was too scary. My dad played a basketball game for me. He had to play five times, but he finally won a giant, pink teddy bear. We then had a delicious dinner at an Italian restaurant. We ate pizza, pasta, and gelato, which is Italian ice cream. I want to have another fun day like today soon!



1. Write all the adjectives the writer used to describe the following:

• weather: \_\_\_\_\_

• roller coaster: \_\_\_\_\_

2. Write the sentence that the writer wrote in the paragraph instead of the sentence below. Circle the words that the writer changed or added:

• He had to play a lot, but he finally got a teddy bear.

→ \_\_\_\_\_

# Sentence Building

Describe with more **specific adjectives** than “good,” “great,” or “bad.” Try to use **more than one adjective**.

*The weather was good. → The weather was sunny and warm.*

*I ate great chicken wings. → I ate crispy, delicious chicken wings.*

 Describe the given topics using two adjectives from the box. Be careful about the use of “and” or a comma between the adjectives.

delicious	rocky	hot	wild	powerful	loud	sweet
steep	excited	calm	bright	crackling	soft	cheerful

**Example** the water at the beach

→ The water was cool and deep. / I swam in the cool, deep water.

1. the mountain where you went camping

→ \_\_\_\_\_

→ \_\_\_\_\_

2. the cake at your birthday party

→ \_\_\_\_\_

→ \_\_\_\_\_

3. the singer’s voice at the concert you went to

→ \_\_\_\_\_

→ \_\_\_\_\_

4. the crowd at a sports game you went to

→ \_\_\_\_\_

→ \_\_\_\_\_

5. the fire at the campsite

→ \_\_\_\_\_

→ \_\_\_\_\_

Use a **variety of verbs**. Try to use verbs other than “get” or “go.”

*My dad got me a teddy bear. → My dad won me a teddy bear.*

\* For “go,” you can describe how you went.

*I went through the haunted house → I hurried through the haunted house.*

 Rewrite the sentences by changing the underlined verbs with words from the box. Change the form if needed.

fly	receive	run	buy	catch	visit
-----	---------	-----	-----	-------	-------

**Example** I went fishing and got three fishes.

→ I went fishing and caught three fishes.

1. I got a bicycle for my birthday.

→ \_\_\_\_\_

2. I got Sarah a purse for her birthday.

→ \_\_\_\_\_

3. The first baseman got the ball.

→ \_\_\_\_\_

4. I went to the concert quickly because I was very late.

→ \_\_\_\_\_

5. I went to Canada last summer.

→ \_\_\_\_\_

6. I went to many restaurants when I went to New York.

→ \_\_\_\_\_

**Write details** to make your writing more interesting.  
*We ate good food. → We ate pizza, pasta, and gelato, which is Italian ice cream.*

**From the given pictures and sentences, write sentences that show more details.**

**Example**  I felt sick.  
 → I had a high fever. I felt chilly and coughed a lot.

1.  It was a hot day.

2.  I got a lot of stuff.

3.  The beach was dirty.

4.  He played well.

5.  The concert was great.

**Look at the picture and complete the paragraph below. Use the given words or your own adjectives, verbs, and details. Write your own topic and closing sentences.**



**Adjectives**  
 warm cloudy furry cute  
 tasty fluffy blue chocolate

**Verbs**  
 take a nap play squawk  
 climb a tree hang off a branch

**My Day at the Zoo**

\_\_\_\_\_ ← topic sentence

\_\_\_\_\_ ← weather

We saw many animals. There were \_\_\_\_\_, one big ← lions  
 lioness and \_\_\_\_\_. Both of them were \_\_\_\_\_

\_\_\_\_\_ Nearby, there were \_\_\_\_\_ ← monkeys

\_\_\_\_\_

My favorite animal was the talking parrot. It \_\_\_\_\_ ← parrot

\_\_\_\_\_ We also bought some snacks. My friend ate \_\_\_\_\_ ← snacks  
 cotton candy and I had \_\_\_\_\_ ice cream. It was sweet and \_\_\_\_\_

\_\_\_\_\_ ← closing sentence

 Brainstorm about one of the topics below or come up with your own topic.

- A camping or beach trip
- A birthday party
- A sporting event or concert

### Example



### Your Brainstorming

 Outline what you brainstormed on page 84.

### Example

**Topic** fun day with my family at Adventure World  
**Body** 1) weather: sunny and warm, clear, blue sky  
 2) what we did:  
 - rides: roller coasters, water rides, swings, bumper cars  
 - haunted house: hurried through it, scary  
 - basketball game: dad played five times, won a giant, pink teddy bear  
 3) what we ate:  
 - Italian restaurant: pizza, pasta, gelato  
**Closing** want another fun day soon

### Your Outlining

**Topic**

**Body**

**Closing**

