

Write On

2



Do you want to get healthier and help the environment? It's easy to accomplish both by changing your diet. Plant-based diets are beneficial to your health and the environment. After learning this, I decided to try it.

Did you know plant-based diets are full of fiber, minerals, and nutrients, which are good for your overall well-being? Some people think that a meat diet is better because it has a lot of protein. In fact, there is plenty of protein in grains, nuts, beans, and vegetables, too.



Liana Robinson

Write On

2

Liana Robinson



Write On 2

Liana Robinson

© 2013 Compass Publishing

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the publisher.

Acquisitions Editor: Anne Taylor
Project Coordinator: Lamona Yu
Copy Editor: Daniel Deacon
Designer: Andy Roh

Email: info@compasspub.com
<http://www.compasspub.com>

ISBN: 978-1-59966-290-9

16 15 14 13 12 11 10 9 8 7
24 23 22 21 20

Photo Credits

All photos and images © Shutterstock, Inc.

Printed in Korea

 This is made with nontoxic materials.

Table of Contents

How to Use This Book	4
Unit 1 Friendships	7
Unit 2 A Special Day	13
Unit 3 Life in Another Time	19
Unit 4 Bullying	25
Unit 5 A Useful Subject	31
Unit 6 What to Buy?	37
Unit 7 Dirty Jobs	43
Unit 8 An Interesting Event	49
Unit 9 This One or That One	55
Unit 10 Believe It or Not?	61
Unit 11 How to Save Money	67
Unit 12 A Lesson from Bethany Hamilton's Life	73
Writing Assignments	79

How to Use This Book

1. Introduction

Friendships Unit 1

Objectives

- To write a descriptive paragraph about someone you know
- To use transitional expressions

Modeling A descriptive paragraph uses details to describe how someone or something is, looks, or feels. When we introduce someone in writing, we describe what that person is like.

A. Read the example paragraph and answer the questions that follow.

My best friend is a girl named Megan. Megan is smart, kind, and funny, so everyone likes her. For one thing, she always tells hilariously funny stories. We go to the same school but are in different grades. Although she is older than me, she treats me as her equal. After school, we meet up and study together. Because she is older than me, Megan helps me when I don't understand my homework—especially biology. Megan is also a talented musician and a wonderful singer. After finishing our homework, we like to play music together. Most of the time, I play the guitar and she sings, but sometimes we switch. One day, we'll start our own band. Because we live in a city named San Francisco, we plan to call our band the San Frans. Megan and I will be best friends forever.

1. Underline and write the writer's topic sentence about her friend.

2. Circle and write the writer's concluding sentence about her friend.

3. How many transitional expressions does the writer use? Number each one.

7

◆ Paragraph Analysis

Questions give students practice in identifying introductory and concluding sentences and other details included in the paragraph.

◆ Modeling

This gives a brief explanation of the kind of paragraph the students will read and write in the unit.

◆ Model Paragraph

Model paragraphs introduce a variety of fiction and non-fiction topics. They introduce the grammar target of the unit and introduce useful expressions for the students' own writing.

Mapping Ideas

A. Look again at the paragraph on the previous page. Fill in the cluster with details from the paragraph.

B. Answer the questions.

1. What is the writer's opinion about Megan?

2. What details does she give to support this opinion?

3. Do you think Megan is a talented person? Why?

8

◆ Mapping Ideas

Students fill in a cluster with details from the paragraph on the Modeling page. This is a practical way of identifying main ideas and supporting details within a paragraph.

◆ Questions

Students answer questions about the details included in the paragraph and discuss certain aspects with a partner or the whole class.

2. Language Focus

Language Focus Unit 1

A. Write sentences using the given information. Add details to make your sentences interesting.

1. before school / my sister / take a shower / eat breakfast
Before school, my sister takes a long shower and eats a healthy breakfast.

2. most of the time / my best friend and I / play soccer / watch TV
Most of the time, my best friend and I play soccer in the park or watch TV together.

3. instead of taking a vacation in Italy / buy a car / visit grandparents
Instead of taking a vacation in Italy, we are buying a new car and visiting our sick grandparents.

4. after the party / we / go home / walk our dog

5. one day / Tom / learn how to make ice cream

6. in addition to math / she / tutor me in science / history

7. even though he doesn't like to sing / take singing lessons / sing well

8. although they lost the game / try hard / coach / be proud of them

9. instead of eating pizza / last night / they make hamburgers / at home

10. although it was raining / go for a long walk / in the park

B. Read the following short passages. Use the given transitional expressions to write a sentence that corresponds to the theme.

1. Tom loves to go fishing. His father takes him every Saturday morning. They wake up before the sun is up. (Although they wake up very early)

2. Sarah and Charlotte are best friends. They spend a lot of time together. They like to do the same things. (Most of the time)

3. Our mom works at a bakery. She makes bread and cakes. She also decorates the cakes. Sometimes, she makes birthday cakes and wedding cakes. (Last month)

9

◆ Language Focus

A variety of writing tasks allow students to develop their confidence in using the target language in sentences.

3. Independent Writing: Brainstorming and Making an Outline

Brainstorming

A. Choose a good friend to write about.
Friend: _____

B. Think of important details about your friend and fill in the brainstorming chart. Give examples of things that you like to do together. Use the word box to help you.

funny go to the mall outgoing nice interesting
 play sports watch movies study computer listens to me
 athletic talk on the phone helps me ride bikes study together

Likes:

Lives in:

My friend:

Description:

Age:

Together we:

Good friends because:

◆ Brainstorming

Students choose a subject related to the unit's theme, then brainstorm ideas related to this subject.

◆ Word Box

A word box is provided to help stimulate ideas as the students fill in the chart provided.

Making an Outline

Create an outline using your ideas from the brainstorming section. Add more ideas if you want.

Topic Sentence Ideas
 • I like and I have been good friends for many years.
 • I have been the best friend I have ever had.
 • I have been a good friend.
 • I have a lot of friends, but I like my best friend.

1. Introduction (Topic sentence)

2. Body

Ex. He likes to play basketball.
 He is the best basketball player on his team.
 He likes to play basketball in the park.

Fact _____
 Detail _____
 Fact _____
 Detail _____
 Fact _____
 Detail _____

3. Conclusion (Concluding sentence)

TIP: Remember to use transitional expressions in order to improve the flow of your writing. Check that you have spelled everything correctly.

◆ Topic Sentence Ideas

Sample topic sentences are provided for students who find formulating a topic sentence a challenge.

◆ Making an Outline

Students put ideas from their brainstorming chart into an Introduction, Body, and Conclusion. This practices organizing main ideas with supporting details, sequential events, or summaries. Students learn to organize their own information and ideas in a logical order.

4. Independent Writing: Writing a Paragraph

My Own Writing

A. Think of a title for your paragraph.
Title: _____

B. Write a paragraph on the lines below.

Useful Expressions
 • In addition to being a singer, she can play the drums.
 • When we meet each other, we meet up and study.
 • When we finish our homework, we play music together.
 • One of the things I like to do is play the guitar and sing.

C. Check your writing.

1. Is it clear who you are writing about?
 2. Did you describe that person well?
 3. Did you tell why he/she is a good friend?
 4. Did you include at least three transitional expressions?

Y/N
 Y/N
 Y/N
 Y/N

◆ My Own Writing

This is the culmination of the previous two pages and provides a meaningful opportunity for students to write their own personal paragraph.

After writing, students are provided with a checklist to edit their own work for mistakes—an essential stage in the writing process.

Friendships

Unit 1

Objectives

- To write a descriptive paragraph about someone you know
- To use transitional expressions



Modeling

A **descriptive paragraph** uses details to describe how someone or something is, looks, or feels. When we introduce someone in writing, we describe what that person is like.

A. Read the example paragraph and answer the questions that follow.

My best friend is a girl named Megan. Megan is smart, kind, and funny, so everyone likes her. For one thing, she always tells hilariously funny stories. We go to the same school but are in different grades. Although she is older than me, she treats me as her equal. After school, we meet up and study together. Because she is older than me, Megan helps me when I don't understand my homework—especially biology. Megan is also a talented musician and a wonderful singer. After finishing our homework, we like to play music together. **Most of the time**, I play the guitar and she sings, but sometimes we switch. **One day**, we'll start our own band. Because we live in a city named San Francisco, we plan to call our band the San Frans. Megan and I will be best friends forever.



1. Underline and write the writer's topic sentence about her friend.

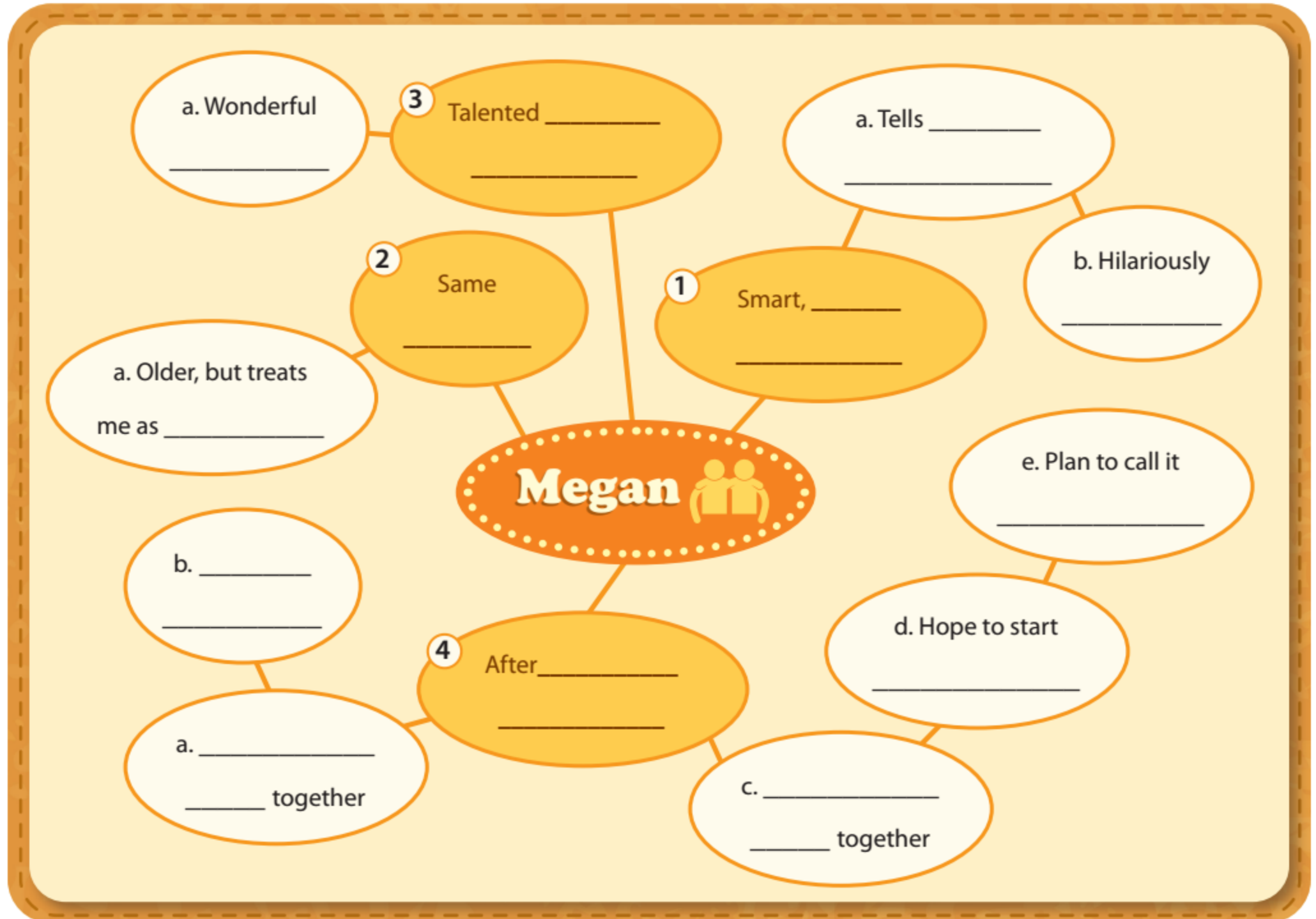
2. Circle and write the writer's concluding sentence about her friend.

3. How many transitional expressions does the writer use? Number each one.



Mapping Ideas

A. Look again at the paragraph on the previous page. Fill in the cluster with details from the paragraph.



B. Answer the questions.

1. What is the writer's opinion about Megan?

2. What details does she give to support this opinion?

3. Do you think Megan is a talented person? Why?



A. Write sentences using the given information. Add details to make your sentences interesting.

1. before school / my sister / take a shower / eat breakfast

Before school, my sister takes a long shower and eats a healthy breakfast.

2. most of the time / my best friend and I / play soccer / watch TV

Most of the time, my best friend and I play soccer in the park or watch TV together.

3. instead of taking a vacation in Italy / buy a car / visit grandparents

Instead of taking a vacation in Italy, we are buying a new car and visiting our sick grandparents.

4. after the party / we / go home / walk our dog

5. one day / Tom / learn how to make ice cream

6. in addition to math / she / tutor me in science / history

7. even though he doesn't like to sing / take singing lessons / sing well

8. although they lost the game / try hard / coach / be proud of them

9. instead of eating pizza / last night / they make hamburgers / at home

10. although it was raining / go for a long walk / in the park

B. Read the following short passages. Use the given *transitional expressions* to write a sentence that corresponds to the theme.

1. Tom loves to go fishing. His father takes him every Saturday morning. They wake up before the sun is up. (Although they wake up very early)

2. Sarah and Charlotte are best friends. They spend a lot of time together. They like to do the same things. (Most of the time)

3. Our mom works at a bakery. She makes bread and cakes. She also decorates the cakes. Sometimes, she makes birthday cakes and wedding cakes. (Last month)