



WRITING FRAMEWORK

for Essay Writing

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WRITING FRAMEWORK

for Essay Writing



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Scope and Sequence

HOW TO USE Page 6

Grammar References Page 90 Example Passages Page 94

UNIT / PAGE		TOPIC	WRITING FORM	VOCABULARY	GRAMMAR	WRITING BASICS	PROJECT
1 Page 8	A Fight with My Friend	Experiences	Narrative Writing	• Friendship and fights	• Direct / indirect objects	Adjectives with something	Write a Social Media Post about a Fight with a Friend (WB)
2 Page 18	The Best Gift Ever		Narrative Writing	• Feelings • Gifts	• Dependent clauses using when	Commas with dependent clauses	
3 Page 28	My Favorite Restaurant	Food	Descriptive Writing	• Restaurants and food	• Relative pronoun that	Extreme adjectives	Write a Blog Post about a Dish You Recently Enjoyed (WB)
4 Page 38	My Country's Traditional Food		Descriptive Writing	• Food features	• Simple passive	Names in quotes	
5 Page 48	My Favorite Game	Games	Expository Writing	• Game description and playing	• Embedded questions	Italicizing titles	Write a Video Script Introducing a Game (WB)
6 Page 58	How to Play a Video Game		Expository Writing	• Game rules and features	• If / when clauses	Regular / ordinal numbers	
7 Page 68	A Complaint Letter	Writing Letters	Letter Writing	• Complaints	• Present perfect	Complaint letter expressions	Write a Thank You Letter to Someone Who Helped You Recently (WB)
8 Page 78	A Thank You Letter		Letter Writing	• School-life feelings	• Adjectives ending in -ed, -ing	Thank you letter expressions	

HOW TO USE STUDENT BOOK

STEP 1: WARM-UP



Units are divided into four steps to guide students' learning: **WARM-UP**, **PREWRITING**, **DRAFTING**, and **REVISING AND PROOFREADING**.

WARM-UP, **WRITING GUIDE**, and **WORDS TO KNOW** activities introduce the unit's topic and provide the essential tools needed to accomplish each writing task.

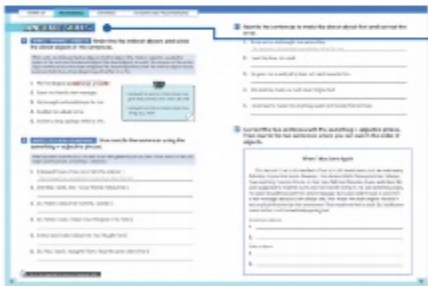


Scan the **QR CODES** to listen to authentic readings of the material.

READ sections model the linguistic goals students will achieve by the end of the unit.

ANALYZE sections reinforce reading comprehension skills and develop organizational skills.

STEP 2: PREWRITING

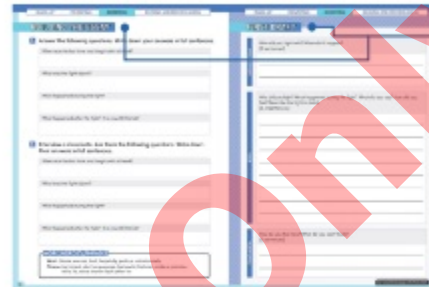


LANGUAGE SKILLS tests essential grammatical structures and provides writing tips and strategies needed to achieve the writing goal of each unit.



ESSAY FRAMEWORK explains in detail the structure of an essay and provides the tools needed to take a good essay and make it great.

STEP 3: DRAFTING



BUILDING THE ESSAY is an essential part of the writing process and is needed to promote well-thought-out and organized information. It also features a collaborative task by asking students to talk out their essay.

FIRST DRAFT has students take all the learned skills of the unit and use them to produce authentic writings.

WORKBOOK

STEP 4: REVISING AND PROOFREADING



PROOFREADING asks students to use their complete grammar and writing knowledge to identify and correct errors in a passage.

FINAL DRAFT allows students to reflect on their work and edit it to produce refined writing.

EXTENSION: PROJECT



PROJECT activities extend students' learning into a wider theme while introducing them to the essential 21st-century skills of critical thinking, collaboration, creativity, and communication.

A FIGHT WITH MY FRIEND

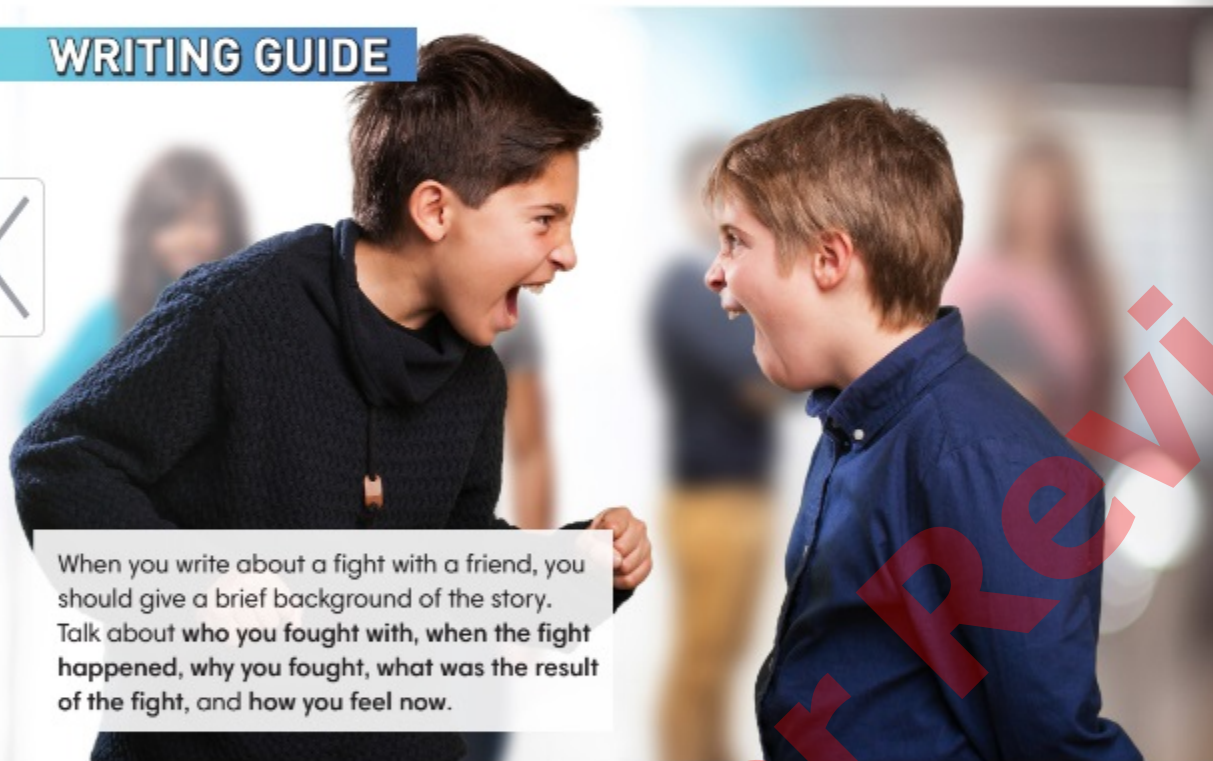
WARM-UP PREWRITING DRAFTING REVISING AND PROOFREADING

WARM-UP



1. Why do friends fight?
2. How do people act when they are angry?

WRITING GUIDE



When you write about a fight with a friend, you should give a brief background of the story. Talk about who you fought with, when the fight happened, why you fought, what was the result of the fight, and how you feel now.

Answer the following questions.

1. Have you ever had a fight with a friend?

2. Why did you have this fight?

3. What happened during the fight?

WORDS TO KNOW

A Fill in the blanks with the words from the word box. Change the verbs if necessary.

WORDS

make fun of upset apologize forgive blame text message

1. She _____ his new haircut, so he was really hurt.
2. He _____ me for losing the game.
3. He was unhappy that I was late, and he said I should have sent him a _____.
4. She _____ to me.
5. I could tell by her face that she was really _____.
6. He seemed really sorry, so I _____ him.

B Fill in the blanks with the correct phrases. Change the verbs if necessary.

feel bad that	change my mind	couldn't stand it
what is wrong	make plans to	calm down

My Weekend Plan

On the weekends, my friend Pat and I usually hang out together. Well, we
 1. _____ go to the shopping mall this Saturday. But on Saturday,
 the weather was very nice. So I 2. _____ and wanted to go to
 the beach instead. But when I texted my idea to Pat, she immediately replied to me.
 She sounded really upset. I texted back and asked her 3. _____.
 She said she 4. _____ when someone suddenly changes plans.
 Then I replied and said she should 5. _____. I also said it wasn't
 a big deal, and that she was acting selfish.
 I 6. _____ we had a fight, so now I'm wondering if I should
 send her a text message.

READ

Read the passage.



A Fight with My Friend

0:00 / 1:32

Yesterday, I fought with my friend Helen. Let me tell you what happened.

Usually, we like to watch music videos together at lunchtime. But yesterday, something horrible happened. I showed Helen the latest video from my favorite singer, and she hated it! We often have different opinions, but she kept making fun of it. The things she said were so mean and made me so angry that I called her a bad name. I immediately felt really bad about what I said, but it was too late. She didn't talk to me in our science class that afternoon.

I miss talking to Helen. I regret saying mean things to her. I should apologize to her. Today, I'm going to give Helen something sweet and say sorry. And I found a new video I know she'll love!

ANALYZE

A Answer the questions in complete sentences.

1. What does the writer often do with her friend?

2. What did Helen do that made the writer angry?

3. What did the writer do that made Helen angry?

4. What does the writer want to do now?

B Fill in the blanks with the writing on page 10.

1. INTRODUCTION

- Yesterday, I _____

- Let me _____

2. BODY / DETAILS

What do you usually do with your friend:

- Usually, we _____

What happened:

- But yesterday, _____

- I showed _____

- We often _____

- The things she _____

- I immediately felt _____

- She didn't _____

3. CONCLUSION

- I miss _____

- I regret _____

- I should _____

- Today, I'm _____

- And I _____

LANGUAGE SKILLS

A DIRECT / INDIRECT OBJECTS Underline the indirect objects and circle the direct objects in the sentences.

When verbs are followed by two objects, the first object (the indirect object) is usually the object of the verb and the second object (the direct object) is usually the receiver of the action. If you want to reverse the order and place the direct object first, then the indirect object has to be converted into a phrase beginning with either *to* or *for*.

1. My friend gave me a strange present.
2. I sent my friend a text message.
3. He brought a chocolate pie for me.
4. I called her a bad name.
5. I wrote a long apology letter to him.

TIP

• Verbs with *to* and an indirect object are:
give, lend, promise, send, show, tell, write

• Verbs with *for* and an indirect object are:
bring, buy, make

B ADJECTIVES WITH SOMETHING Unscramble the sentences using the *something* + adjective phrase.

When you want to write about an item or an idea generally but you don't know what it is like, you might use the phrase *something* + adjective.

1. [showed / funny / he / me / from the internet]
He showed me something funny from the internet.
2. [terrible / said / she / to our friends / about me]

3. [I / mean / about her / online / posted]

4. [I / to her / said / mean / but / forgave / me / she]

5. [she / bad / said / about me / so / fought / we]

6. [I / her / sweet / bought / from / favorite candy store / her]



Go to the appendix for more on language skills.

C Rewrite the sentences to make the direct object first and correct the error.

1. To say sorry, she bought me some shiny.
To say sorry, she bought something shiny for me.
2. I want to show him cool.

3. He gave me a really dirty look, so I said mean to him.

4. She said me mean, so I will never forgive her!

5. I promised to make him anything sweet, but I broke that promise.

D Correct the two sentences with the *something* + adjective phrase. Then rewrite the two sentences where you can switch the order of objects.

When I Was Late Again

Charles and I are both members of our school's tennis team, and we meet every Saturday to practice tennis. However, I am always late to these practices. I always have something important to do on that day. Well, last Saturday, I was really late. We were supposed to meet at 2 p.m., but I arrived at 3:30 p.m. He was extremely angry. He said I should have sent him a text message. But I said I didn't have to send him a text message because I am always late. That made him even angrier. He said it was my fault that we lost the tournament. That made me feel so bad. So I said some mean to him, but I immediately apologized.

Something + adjective:

1. _____
2. _____

Order of objects:

1. _____
2. _____

ESSAY FRAMEWORK

What Is an Essay?

An **essay** is a piece of writing on a topic that has a lot of details. It can tell a story, give a message, or make the reader think deeply about something. Essays can be either formal or informal.

An essay usually has three parts: the introduction, the body, and the conclusion. An essay can be a few or several paragraphs long. Each paragraph focuses on one idea related to the topic, and every sentence in that paragraph supports that idea with details.

Essay Structure		
	Purpose	How
Introduction	- Introduces the topic - States what the essay will be about - Creates interest	- Gives information, such as: - What are you writing about? - Why are you writing this?
Body	- Introduces ideas related to the topic - Gives details supporting those ideas	- Topic sentence(s) introducing the idea - Supporting sentences giving details on the idea
Conclusion	- Tells the reader the essay is ending - For essays with a purpose, restates the points of the essay	- Conclusion sentence(s), such as: - Summary of main ideas in the essay - Final thought (what you will do, what should be done, etc.)

Short essay

Introduction
(1–2 sentences)

Body
(3+ sentences)

Conclusion
(1–2 sentences)

Long essay

Introduction
(2–3 sentences)

Body 1
(3+ sentences)

Body 2
(3+ sentences)

Body 3, 4, 5...
(3+ sentences)

Conclusion
(2–3 sentences)

A Read the following essay and answer the questions.

One of my best friends is my classmate Ariana, but we fought about something serious yesterday.

Usually, we study something important for school together during the week. Well, two days ago, I sent her a text message to invite her to my house to study. But she didn't reply at all. So yesterday at school, I asked her why she didn't reply to my text. She said she was sleeping, but I found out she had been studying with someone else. I asked her who she had been studying with, and she said Jane, another classmate. Then I asked her why she didn't invite me too. She said something mean about how I don't concentrate when we study. Then I got very upset and hurt. I yelled at her and stopped talking to her. Maybe I was also a little jealous that Ariana found a new study partner.

It's too bad that we had this fight because I really like Ariana.

- Label the introduction, body, and conclusion.
- Is this essay telling a story, giving a message, or making the reader think deeply about something? Why do you think so?

- Write the topic of this essay.

- Write the supporting details that support the topic by answering the questions below.
 - When did this event happen? _____
 - How did it start? _____
 - What happened during the fight? _____

BUILDING THE ESSAY

A Answer the following questions. Write down your answers in full sentences.

When was the last time you fought with a friend?

What was the fight about?

What happened during the fight?

What happened after the fight? Are you still friends?

B Interview a classmate. Ask them the following questions. Write down their answers in full sentences.

When was the last time you fought with a friend?

What was the fight about?

What happened during the fight?

What happened after the fight? Are you still friends?

MORE WORDS / PHRASES

Word: blame, excuse, fault, hopefully, jealous, unfortunately

Phrase: be honest, do it on purpose, feel awful, first met, make a promise, tell a lie, we've known each other for

FIRST DRAFT



INTRODUCTION

Who did you fight with? When did it happen?
(2 sentences)



BODY

Why did you fight? What happened during the fight? What did you say? How did you feel? Describe the fight in detail.
(6-8 sentences)



CONCLUSION

How do you feel now? What do you want to do?
(2 sentences)