

# Good Writers



Anne Taylor



## Good Writers 1

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# Good Writers



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	<b>My Day</b>	Paragraph	Write about your day
	<b>What Are You Into?</b>	Email	Write about something you are interested in
	<b>City Life for Me!</b>	Paragraph	Write about why you like a place, object, or activity
	<b>Why I Need a Phone</b>	Letter	Explain why you need something
	<b>Thank You!</b>	Letter	Write a thank-you letter
	<b>Let's Volunteer!</b>	Advertisement	Write an advertisement for a volunteer event
	<b>My Favorite Band</b>	Paragraph	Write about a band that you like
	<b>Then and Now</b>	Report	Write a report comparing the past and the present



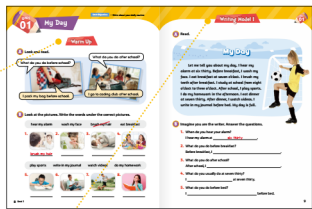
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<ul style="list-style-type: none"><li>• Why I Like Cities</li><li>• Why I Like the Country</li></ul>	<ul style="list-style-type: none"><li>• <i>It is (not) easy/difficult/stressful/fun to</i></li></ul>	24
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# How to Use This Book

*Good Writers* is a three-book writing series for students who have around four years' experience of studying English. Each unit features two model writing passages with useful vocabulary and helpful sentence patterns that students can use to create their own passage. As the series progresses, students learn how to organize their thoughts, put sentences together, and choose suitable topic sentences and concluding sentences. The series also encourages students to edit their writing—an important part of the writing process. Students who complete this series will develop stronger writing skills and gain confidence in their ability to communicate through the written word.

## Warm Up

In Part A of **Warm Up**, the unit's topic is introduced with photos and mini dialogs. Take a moment to ask students about what they see on the page and encourage them to ask any questions they may have about the topic. Part B gives students their first exposure to important vocabulary and expressions that they will see and use throughout the unit. Students should complete this activity on their own and then check their answers with a partner.

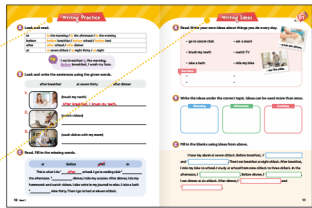


## Writing Model 1

**Writing Model 1** incorporates some of the vocabulary and expressions from the first page within a model paragraph. The questions below Model 1 ask students to think about the content of the passage and get them thinking about how the words and expressions are used. Students may answer these questions alone or with a partner.

## Writing Practice

**Writing Practice** features a simple grammar point for students to review and practice. Units also include a tip to help students understand usage of the grammar point. Students can complete this page on their own or in groups.

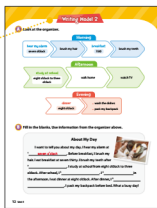


## Writing Ideas

**Writing Ideas** provides additional vocabulary items that can be used in the unit's target sentence structures. Here students practice grammar and writing as well as speaking. The goal of this page is for students to start generating their own ideas. If time permits, allow students to share the sentences they have created on their own or in small groups.

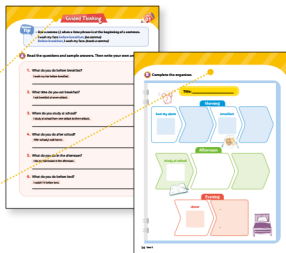
## Writing Model 2

A second model passage is presented in **Writing Model 2**. However, on this page, students use a writing outline and a passage with blanks to piece together a complete model passage for themselves. This approach encourages them to think about the process of writing and how a paragraph should be structured, and prepares them for when they write their own paragraphs.



## Guided Thinking

**Guided Thinking** begins with a helpful writing tip related to the unit. In Part A, students read questions and answers based on the structure and content of the model passages. Students provide their own answers to these questions, which enables them to think about the information they will include in their own passage. In Part B, they organize this information within a graphic organizer. This page helps learners gain confidence, understand how to organize a paragraph, and develop writing fluency.



## Guided Writing

On the last page of the unit, students will write the first draft of their own passages in **Guided Writing**. Students choose from sample introductory and concluding sentences. Then they complete guided drafts with the information they have recorded in the unit up to this point. Students then edit their work. They can also share their writing with peers for a round of peer editing.



## Workbook

The workbook provides students additional editing practice. In Part A of **Writing Skills**, students find and correct errors in the sentences. In Part B, students get the opportunity to make their own sentences using vocabulary and structures from the unit. In the **Final Writing** section, students complete a final draft of their own writing based on their first draft in the Student Book. Students should refer to the **Student Checklist** in the related unit of the student book. Using this checklist, students should check and correct their writing as needed.

## Warm Up

## A Look and read.

What do you do before school?




I pack my bag before school.

What do you do after school?



I go to coding club after school.

B Look at the pictures. Write the words under the correct pictures. 

hear my alarm

wash my face

~~brush my hair~~

eat breakfast

1.



brush my hair

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

play sports

write in my journal

watch videos

do my homework

5.



\_\_\_\_\_

6.



\_\_\_\_\_

7.



\_\_\_\_\_

8.



\_\_\_\_\_

A Read. 


## My Day

Let me tell you about my day. I hear my alarm at six thirty. Before breakfast, I wash my face. I eat breakfast at seven o'clock. I brush my teeth after breakfast. I study at school from eight o'clock to three o'clock. After school, I play sports. I do my homework in the afternoon. I eat dinner at seven thirty. After dinner, I watch videos. I write in my journal before bed. My day is full.


B Imagine you are the writer. Answer the questions. 

1. When do you hear your alarm?

I hear my alarm at six thirty.

 2. What do you do before breakfast?


Before breakfast, I \_\_\_\_\_.

 3. What do you do after school?

After school, I \_\_\_\_\_.

 4. What do you usually do at seven thirty?

I \_\_\_\_\_ at seven thirty.

 5. What do you do before bed?

I \_\_\_\_\_ before bed.