



Think & Write 2

Plan and Compose Successful Writing!

Jason Wilburn

Think & Write 2

CONTENTS

• Introduction	2
Unit 1 Food I Eat	6
Unit 2 Aspirations	10
Unit 3 The Best Performance Ever	14
Unit 4 Ideas about Recycling	18
Unit 5 Being Close	22
Unit 6 Lovely Animals	26
Unit 7 Favorite Scents	30
Unit 8 Sports and Activities	34

Overview	
Objectives	This unit encourages students to think about and reflect on the foods they eat. Delicious food is often fun to eat, but usually isn't healthy. Discussing and sharing thoughts on the food we eat will help students to make informed choices regarding their diet.
Vocabulary	find out, heart attack, earn, vegetarian, processed food, food ingredients
Expressions	usually like, to cook, should have eaten, they now have, will try, so that, too many
Homework	Photocopiable Worksheet (p.70)

• Warm-Up Discussion

- 1 Talk with students about the topic of this unit.
- 2 Divide students into pairs, and have them ask and answer the questions in pairs.
- 3 When the pair work is done, go over the questions again as a group. You can start by providing your own answers and opinions, and then encourage students to give their answers.

1. Topic Reading

- 1 Have students read the title together.
- 2 Allow students to look at the picture and say what they see in the picture. Ask students if they have any ideas of what this reading will be about.
- 3 Have students read the passage silently. (Do not deal with vocabulary questions at this point.)
- 4 Encourage students to freely share what they have read.
- 5 Ask the following questions. Students should answer in a complete sentence.

Q1 : What type of food did Burt Baskin eat a lot of?

Q2 : When did Burt Baskin eat ice cream?

Q3 : What happened to Burt Baskin?

Q4 : What did John Robbins do after he found out how his uncle died?

Q5 : What does John Robbins do now?

A Reading Comprehension

» Circle the best words.

- 1 Allow students an opportunity to work through the exercise at their own pace.
- 2 Review the material and verify the correct answers.

Answers

- 1 not eating bad food
- 2 as a main meal
- 3 fat and oil

B Vocabulary Practice

» Match the words with the right definitions.

- 1 Allow students an opportunity to work through the exercise at their own pace.
- 2 Encourage students to look back to the reading to check their answers.
- 3 Discuss the answers and ensure that students have the correct definition.

Answers

- | | |
|-----|-----|
| 1 e | 4 a |
| 2 f | 5 b |
| 3 c | 6 d |

» Complete the sentences with the words above. Change the form if necessary.

- 1 Allow students an opportunity to work through the exercise at their own pace.
- 2 Encourage students to use the definitions from the exercise above to choose their response.
- 3 Review the material and verify the correct answers.

Answers

- | | |
|------------------|--------------------|
| 1 processed food | 4 food ingredients |
| 2 vegetarian | 5 found out |
| 3 heart attack | 6 earn |

C Summary

» Use the words below to complete the summary.

- 1 Allow students an opportunity to work through the exercise at their own pace.
- 2 Review the material and verify the correct answers.

Answers

- | | | |
|-----------|-------------|---------------|
| ice cream | junk | diseases |
| find out | ingredients | fats and oils |

3. Practice Writing

A Personal Focus Questions

» Answer the questions with your own ideas.

Write in complete sentences.

Some sample responses have been provided here, however, each student's work should be individual.

Sample Answers

- 1 I usually eat cookies for a snack.
- 2 I usually eat snacks when I come home from school.
- 3 I like strawberry ice cream.
- 4 Potato chips, pizza, chocolate bars, and candies are different junk foods.
- 5 I don't like potato chips because they are too oily.
- 6 I dislike spinach because it tastes bitter.
- 7 Sometimes I read the ingredients. I often see the names of chemicals I can't pronounce.

B Writing Starter

» Let's plan our writing for "Food I Eat."

Some sample responses have been provided here, however, each student's work should be individual.

B Writing Starter
» Let's plan our writing for "Food I Eat."

What are some good foods that you eat?
I like to eat fruits and vegetables. Nuts are good too.

What are some bad foods that you eat?
Sometimes I like to eat candy and donuts, and drink cola.

When was a time you felt sick from eating?
Once I ate a lot of pizza at the carnival and got sick on the rollercoaster.

When do you usually eat junk food?
I usually eat junk food when I'm spending time with friends.

What food will you try in the future?
I would like to try new fruits from other countries.

12 Unit 1

C My Writing

- 1 Allow students an opportunity to work through the exercise at their own pace.
- 2 Divide students into pairs, and have them exchange drafts with their partner.

- 3 Allow students a chance to read over their partner's draft copy.
- 4 Encourage students to provide corrections and constructive comments for their partner.
- 5 Return drafts, and allow students an opportunity to write a revised copy of their writing.
- 6 Collect this copy and provide feedback; either quickly in the box provided, or with more detail using a photocopy of the rubric on page 86.

• Homework

- 1 Teachers can photocopy the included worksheets, and then use them as an in-class activity or a homework assignment.
- 2 These worksheets allow more practice for the vocabulary and expression exercises.

Answers

A Vocabulary Practice

Across	Down
1 find out	1 food ingredients
3 processed food	2 vegetarian
4 heart attack	
5 earn	

B Expression Check

- 1 Yes
- 2 No / to cook
- 3 No / usually like
- 4 No / will try
- 5 Yes
- 6 No / so that

