

Writing Monster



Mobile Web



Level

3

About Writing Monster

Writing Monster is designed for EFL learners ranging from pre-elementary school through elementary school. It guides students to expand their vocabulary and sentence knowledge and make them to write their own with the words and sentences.

Level	Key Words	Production
Writing Monster 1	6 (+ 4 extra words)	8 sentences writing
Writing Monster 2	8 (+ 4 extra words)	10 sentences writing
Writing Monster 3	8 (+ 4 extra words)	10 sentences writing

• Unit Introduction & STEP 1 Word Practice

Introduces the type of writing, key words, and key sentence structure(s) of the unit.

Students get familiarized with the key words through various types of exercises.

Introduces the topic of the unit through Picture Reading.

The screenshot shows the 'Strange House' unit interface. At the top, it says 'UNIT 1 Strange House' and 'LEVEL 3 2050'. A 'TYPE WORDS SENTENCE' box contains the text: 'Short Story Place Around the House I see a T-shirt in the bedroom.' Below this is a large illustration of a house with various rooms. To the right, 'STEP 1' is shown with a progress bar. Under 'STEP 1', there are two main sections: '2 Correct the words.' and 'MONSTER TIME'. 'Correct the words' includes eight numbered items, each with a small house icon and a word to be corrected: 1. attic (corrected to attic), 2. kitchen (corrected to kitchen), 3. gerage (corrected to garage), 4. badroom (corrected to bedroom), 5. vaseament (corrected to basement), 6. batheroom (corrected to bathroom), 7. riving room (corrected to living room), 8. gardon (corrected to garden). 'MONSTER TIME' features a monster character and a prompt: 'Check the words you know. Tell me the meanings.' Below this are four buttons: porch, dining room, doghouse, and study. At the bottom left, there is a 'Word Practice' section with the instruction '1 Look and learn.' and eight small images of rooms: bedroom, living room, kitchen, bathroom, garden, garage, attic, and basement. The page number '10' is visible at the bottom left and '11' at the bottom right.

Introduces the key words with pictures. Audio files are provided online and via mobile application.

Students are exposed to additional words through fun activities. They can share the words they know other than the ones introduced in the unit.

• STEP 2 Sentence Practice

Sentence Practice

I see a T-shirt in the bedroom.

1 Look and learn.

- I see a piano in the living room.
- I see tomatoes in the kitchen.
- I see a water gun in the bathroom.
- I see bushes in the garden.
- I see a skateboard in the garage.
- I see a doll in the attic.
- I see bikes in the basement.

2 Look and write.

- I see a cap in the living room.
- shoes
- flowers
- a sandwich

3 Cross out and write.

- I see gloves in the attic. → I see gloves in the attic.
- I not see bugs in the bathroom. →
- I see socks in the garage. →
- I He see a ring in the basement. →

Introduces the key sentence structure(s) with illustrations.

Introduces the sentences that apply the key words in STEP 1. Simple grammar tips are provided.

Students practice the key sentence structure(s) through various types of exercises.

• STEP 3 Writing Practice

Writing Practice

1 Look and number.

- I see a piano in the attic.
- I see a shark in the bathroom.

I see Moo's house.

I see onions in the kitchen.

I see a doll in the bedroom.

Aaahh!!!

2 Read and complete.

Strange House
by Plop

I see Moo's house.

I see onions in the kitchen.

I see

What a strange house!

Students complete a sample writing based on the cartoon.

Students are exposed to a fun and silly cartoon about the monster characters that includes the key sentence structure(s). They are required to place the correct stickers or find the correct sentences for the empty conversation bubbles.

• STEP 4 Writing Project

Students prepare to write their own piece of writing based on the materials in STEP 1 to 3. They are allowed to engage in a variety of activities, such as coloring or drawing pictures as they brainstorm in order to reduce the pressure of having to complete a brainstorming activity.

1 You are in a strange house. In which room do you see these things?

a robot	hot dogs
Where?	Where?
whales	a necklace
Where?	Where?
trees	scissors
Where?	Where?
bugs	an elephant
Where?	Where?

dining room study doghouse porch

2 Write on your own.

Strange House

by _____

I see a strange house.

What a strange house!

Students write a rough draft of their writing. Students can experience various types of writing, such as journals, letters, posters, etc.

• PROJECT 1 & 2

The Project section is provided at the end of every five units. Students apply the key words and key sentence structure(s) in a new topic.

PROJECT 1 Dear Mr. Insect Killer

STEP 1 Think about the topic.
Insects in My House

STEP 2 Circle the insects you see in your house, and sort them out.

worms	spiders	butterflies
dragonflies	caterpillars	ants
bees	crickets	beetles
ladybugs		

I am scared of _____

I am not scared of _____

STEP 3 Make your sentences.

I see _____ in my house. I am scared of _____.

I see _____ in my house. I am not scared of _____.

STEP 4 Write.

Dear Mr. Insect Killer,

There are a lot of insects in my house.

I see _____

I am scared of _____

Please visit my house.

From _____

STEP 5 Read your writing. How is it?

★ Not bad. ★★ Good! ★★★ Great! ★★★★ Perfect!

• Portfolio Book

A Portfolio Book is included at the back of the Student Book for students to rewrite a final copy of their writing. The Portfolio Book is perforated so that each page can be easily detached for display.



• Free Mobile Web & Application

Scan the QR code on the cover of the Student Book with your smartphone to access the audio files. Search “writing monster” from the Google Play Store to download the free application.





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About the Monsters



My name is Volt.
I'm five hundred years old.
I play the drums.
I like to jump.

e **Volt**



e **Turly**

My name is Turly.
I'm an elementary school student.
My best friend is Volt.
My birthday is December 12.



My name is Plop.
I'm in the third grade.
My best friend is Moo.
My birthday is July 7.

e **Plop**

My name is Moo.
I'm four hundred years old.
I play the piano.
I like to hide.



e **Moo**

About the Writer

My name is _____.

name

I'm _____

years old.

seven / eight / nine / ten

I'm _____.

a kindergartener / an elementary school student

I'm in the _____

grade.

first / second / third

I play the _____.

musical instrument

I like to _____.

hobby

My best friend is _____.

best friend's name

My birthday is _____.

birthday

This is my book.

signature