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# THE BEST! WRITING

Write with  
Complex  
Sentences

Busy Day

Show Script

Favorite  
Foods

Bad Habits

Sickness

Unlucky Day

Favorite  
Season



A\* List

Written by E2K

# HOW TO USE THIS BOOK

**The Best Writing** is full of well-organized, step-by-step learning activities designed to help young EFL learners achieve their writing goals. It guides students to expand their vocabulary, learn new sentence structures, and complete their own writing.

The Best Writing			
	Book 1	Book 2	Book 3
Word Count	65 - 85	75 - 95	85 - 105
Lexile®	300L - 450L	400L - 550L	450L - 600L

## Student Book

**UNIT 01 My Busy Day**

**Look & Answer**

- What does the boy have to do?  
He has to \_\_\_\_\_ and \_\_\_\_\_.
- Does he look busy?  
☐ Yes, he does. ☐ No, he doesn't.
- What do you have to do today? Name two things.

**WORDS** Listen and read.

take an art lesson, pick up groceries, return a book, go to choir practice, clean the backyard, do the dishes

Sort the words into the correct boxes.

**At Home**  
do the laundry, clean the backyard

**Away from Home**  
meet friends, go for a hike

**WORD STUDY** Learn. Then read and write.

have to + do my homework, need to + run an errand

- I have to do my homework.
- I need to run an errand for Mom.

**Unit Introduction** presents the unit title and the type of writing that students will be working on within the unit. Various types of writing, including essays, diary entries, emails, notes, lists, book reports, etc., are introduced in the units.


**Look & Answer** presents two picture questions to help students brainstorm about the unit's topic. Subsequently, students can reflect on and discuss their own responses using the provided questions. Students can prepare for the unit by practicing the expressions they will learn in advance.

**WORDS** activity features the main keywords of the unit. Students learn these words by listening, reading, and sorting the words into categorized boxes.


**WORD STUDY** activity covers vocabulary changes or grammatical points in a simple and straightforward manner before exploring the main content of the unit.

**SENTENCES 1** Use the words and write the sentence. 40%


I'm sorry, but I **can't** walk Max today.



1. do the dishes  
→ I'm sorry, but I **can't** do the dishes today.



2. go to guitar practice  
→



3. clean the backyard  
→

**SENTENCES 2** Choose and complete the sentence. 40%

I **have to** take a taekwondo lesson after school.

1. I have to take an art lesson after school.  
✓ take      ○ takes


2. I pick up groceries after school.  
○ has to      ○ have to

3. I have to go to choir practice after school.  
○ to go      ○ to going


**More to Know**  
take a piano lesson    take a yoga lesson    go to band practice  
go to football practice    clean up the desk    sweep the front yard

**SENTENCES 3** Read and choose the correct place for the expression. 40%


I **need to stop** by the store to buy a notebook.



1. run  
→ I need to stop by an errand for my grandpa.



2. meet  
→ I need to stop by my friend for.



3. go  
→ I need to stop by the library to return some books.

**SENTENCES 4** Unscramble and write. 40%

I **promise to walk** Max next time.

1. next weekend    promise    the desk    I    to clean up  
→ I promise to clean up the desk next weekend.

2. promise    the book    to return    next Wednesday    I  
→

3. to sweep    I    next week    the floor    promise  
→

**More to Know**  
tomorrow    later    next Monday    next Sunday    next month

**SENTENCES 1-4** introduce target sentence structures by presenting different activities that allow students to apply the keywords from the previous section to the new structures and practice writing them as complete sentences.

**More to Know** provides students with additional words and phrases they may want to learn, enabling them to enhance their writing skills by exploring new vocabulary.

**MODEL WRITING 1** Read Lori's note. 40%

Greeting → Hello Mom,


Note → I'm sorry, Mom, but I can't walk Max today. Here are the reasons why:

1. I have to take a taekwondo lesson after school.
2. I have to do my social studies homework.
3. I have to go to choir practice.
4. I need to stop by the store to buy a notebook.
5. I need to run an errand for Dad.
6. I need to watch my favorite TV show.

I promise to walk Max next time.

Closing → Love,

Signature → Lori



**Read and fill in the blanks.**

1. Lori can't \_\_\_\_\_ today. She promises to walk Max \_\_\_\_\_.

2. Lori needs to \_\_\_\_\_ to buy a notebook. She also needs to \_\_\_\_\_ for her dad.

**MODEL WRITING 2** Read Daniel's note. 40%

Greeting → Hello Dad,

Note → I'm sorry, Dad, but I can't run an errand for you today. Here are the reasons why:

1. I have to take an art lesson.
2. I have to buy a book at the bookstore.
3. I have to go to the library to return a book.
4. I need to meet Mike after school.
5. I need to clean up my desk.
6. I need to clean the backyard for Mom.

I promise to run an errand for you next week.

Closing → Love,

Signature → Daniel

**Read and complete the organizer.**

Conclusion	Reasons
Dad, I can't _____ for you today.	1. I have to _____
	2. I have to _____ at the bookstore.
	3. I have to go to the library to _____
	4. I need to _____ after school.
	5. I need to _____
	6. I need to _____ for Mom.

**MODEL WRITING 1&2** feature two model writing passages within the unit. These model writings cover the same topic and writing format but address different subjects, enabling students to read diverse texts and, ultimately, motivating them to write their own compositions.

**Model Writing Exercises** guide students in extracting and summarizing key sentences from the model passages as they read. Students can complete sentences by filling in the blanks or use a graphic organizer to visually organize the text for better comprehension.

**MY IDEA** Complete your idea chart and talk about it.

My Busy Day	
Conclusion	I'm sorry, _____, but I can't _____ today.
Reasons	1. I have to _____
	2. I have to _____
	3. I have to _____
	4. I need to _____
	5. I need to _____
	6. I need to _____

I'm sorry, Mom, but I can't do the dishes today. I have to do my math homework. I need to meet my friends after school.

I'm sorry, \_\_\_\_\_, but I can't \_\_\_\_\_ today.

Mom: do the dishes  
Dad: run an errand for you  
Grandma: vacuum the house  
Grandpa: walk the dog

I have / need to \_\_\_\_\_

do my math homework  
take a swimming lesson  
go to choir practice  
go to the library to return a book  
meet my friends after school  
stop by the store to buy a notebook  
watch my favorite TV show

**MY WRITING** Write your note.

Greeting → Hello \_\_\_\_\_,


Note → I'm sorry, \_\_\_\_\_, but I can't \_\_\_\_\_ today. Here are the reasons why:

1. I have to \_\_\_\_\_
2. I \_\_\_\_\_
3. I \_\_\_\_\_
4. I need to \_\_\_\_\_
5. I \_\_\_\_\_
6. I \_\_\_\_\_

I promise to \_\_\_\_\_ next time.

Closing → \_\_\_\_\_

Signature → \_\_\_\_\_



**MY IDEA** presents a pre-writing exercise for students to reflect on the topic they have learned and the main sentences they have read. They complete an idea chart while verbally contemplating their thoughts.

**MY WRITING** presents a section that allows students to write their own piece of writing. Students can make use of the words, expressions, sentence structures, and the model writings from previous sections in the unit to complete their writing.

REVIEW 01

Special Invention

Writing an Instruction

Listen and read.

**Making a Special Alarm Clock**

Is waking up early difficult for you? Let's make a unique alarm clock just for you!

To make this special alarm clock, you'll need a small clock, some colorful buttons, and a tiny speaker.

First, attach the colorful buttons to the clock.

Next, set the time you want to wake up.

Lastly, record your voice saying, "Wake up, it's time for school!"

When it's time to wake up, the clock will play your recorded voice. With this special alarm clock, you'll never have any problem.

Read Justin's instruction and fill in the following conversation.

Justin, what are we going to make?

Let's make just for you!

How do we make this?

First, attach the colorful buttons. Next, set the time. Lastly, "Wake up, it's time for school!"

What is special about the clock?

When it's time, the clock will play your recorded voice.

SENTENCES 1 Listen and practice.

Is waking up early difficult for you?

1

2

3

eating less hard

not biting your nails difficult

sitting up straight hard

SENTENCES 2 Listen and practice.

Record your voice saying, "Wake up, it's time for school!"

1

2

3

sentence Don't forget your homework!

message Piano lesson, at 3 o'clock!

words Stop eating too much!

SENTENCES 3 Listen and practice.

When it's time to wake up, the clock will play your recorded voice.

1

2

3

to eat message

to exercise words

to go to school song

**Review Unit** reviews some topics, target sentence structures, and words that students learned in the previous four units. Through question-and-answer activities, students can acquire new phrases. These sections are designed to help students review and practice the structures, ultimately enabling them to successfully complete a new writing passage.

## Extra Materials

Writing Assignment Worksheets

BUSY SCHEDULE

Name:

What do you and your friends do after school? Write and check.

	Me	My friend	My friend
do English homework			
run an errand			
walk the dog			
stop by the store			

Now, write about what you do after school.

I have to \_\_\_\_\_ after school.

I also need to \_\_\_\_\_.

My friend \_\_\_\_\_ has to \_\_\_\_\_.

He/She needs to \_\_\_\_\_.

My friend \_\_\_\_\_.

MY SHOW

Name:

You are a future content creator. Share your plans!

Question 1: What will be your channel about?

☐ making something
 ☐ cooking or baking
 ☐ singing or playing

Question 2: Who will be your target audience?

☐ children
 ☐ teenagers
 ☐ adults

Question 3: What will be the name of your channel?

will be "\_\_\_\_\_".

Question 4: What will you show in your first video?

will show people how to \_\_\_\_\_.

Question 5: What will make your channel unique?

\_\_\_\_\_.

Question 6: Who will help you shoot the video?

☐ my family
 ☐ my friend(s)
 ☐ \_\_\_\_\_

Write your message for your future subscribers.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

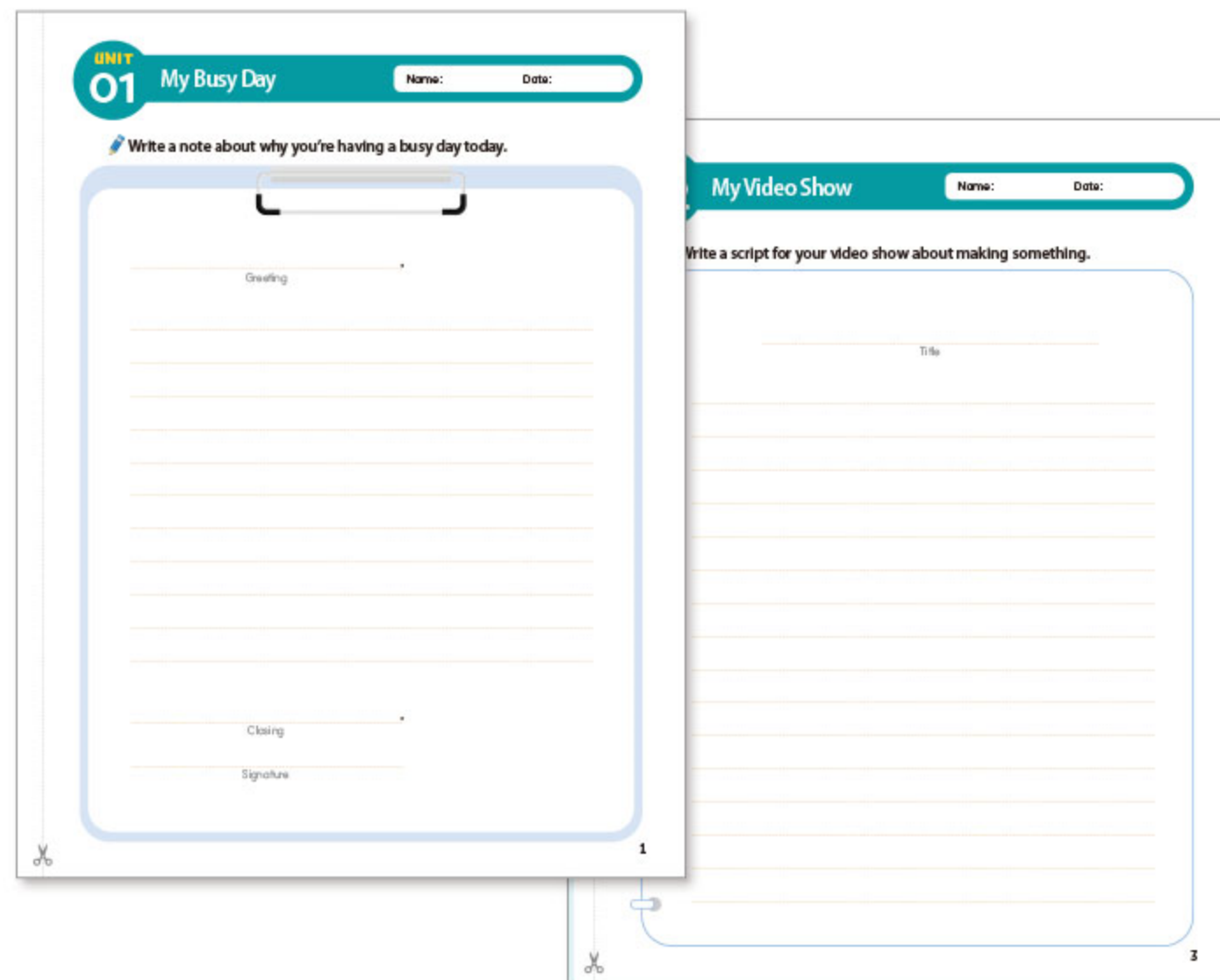
**Writing Assignment Worksheets** feature a variety of writing activities to further engage students. The worksheets present simple and fun writing activities that are all related to the topics students learned in the Student Book. Each page can be easily detached for presentation and display.





**Writing Assignment Cards** feature additional writing assignment topics for students to explore. The front side of the card presents a simple question to think about, and the backside provides a short answer prompt that students can refer to when composing their responses.

## Portfolio Book



**Portfolio Book** provides blank sheets at the back of the Student Book for students to rewrite the final copy of their writing.



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**Extra  
Materials**

Sentence List · Word List

Writing Assignment Worksheets & Cards

# UNIT 01

## My Busy Day

take a taekwondo lesson

vacuum the house

walk the dog



### Look & Answer

1 What does the boy have to do?

He has to \_\_\_\_\_, \_\_\_\_\_,  
and \_\_\_\_\_.

2 Does he look busy?

☐ Yes, he does. ☐ No, he doesn't.



What do you have to do today? Name two things.