

# 3

# THE BEST! WRITING

School Events

Troubles

Holidays

My Wish

My Friend

Sports

Animals

Countries

Write with  
Complex  
Sentences



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 The School Event**

Writing an Essay

a school band

practicing for the school music contest

**Look & Answer**

- What are they?  
They are \_\_\_\_\_.
- What are they doing?  
They are practicing for \_\_\_\_\_.
- What kind of event does your school have?

**WORDS** Listen and read.

field day music contest talent show chorus contest  
relay race sack race tug-of-war bean bag toss

Sort the words into the correct boxes.

School Events	Field Day Activities
field trip _____	three-legged race _____
speech contest _____	egg and spoon race _____

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

There were musical instruments, such as the violin, trumpet, drums, and piano.

- There were field day activities, \_\_\_\_\_ the sack race and bean bag toss.
- There were team sports, \_\_\_\_\_ baseball, soccer, and basketball.

**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** Choose and complete the sentence. 4.10

The field day was held on May 25th.

1 The talent show was held on June 10th.

☒ was ☐ were

2 The music contest was \_\_\_\_\_ on September 3rd.

☐ held ☐ hold

3 The chorus contest \_\_\_\_\_ on March 22nd.

☐ was held ☐ was held

**SENTENCES 2** Unscramble and complete the sentence. 4.10

We came in first place.

1 I came \_\_\_\_\_ in second place.

second / in / place

2 I came \_\_\_\_\_.

place / in / first

3 I came \_\_\_\_\_.

third / place / in

**More to Know: Ordinal Numbers**

first = 1st    second = 2nd    third = 3rd    fourth = 4th    fifth = 5th    sixth = 6th  
seventh = 7th    eighth = 8th    ninth = 9th    tenth = 10th    eleventh = 11th    twelfth = 12th

**SENTENCES 3** Use the words and complete the sentence. 4.10

I practiced dancing for two months.

1 running three weeks

→ I practiced running for three weeks.

2 singing a month

→ I practiced \_\_\_\_\_ for \_\_\_\_\_.

3 playing the guitar six weeks

→ We practiced \_\_\_\_\_ for \_\_\_\_\_.

**SENTENCES 4** Correct the underlined part and rewrite. 4.10

I took part in the relay race.

1 I took part of the sack race.

→ I took part in the sack race.

2 I part took in the singing group.

→ \_\_\_\_\_

3 I took parts in the dancing team.

→ \_\_\_\_\_

**More to Know: Past Tense Verbs**

take part in → took part in    come in → came in  
practice → practiced    wear → wore    stand → stood

**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 Eric's essay. 4.11

**Title** → The Best School Event

**Writer** → By Eric Perry

**Introduction** → The field day was the best school event ever for me. It was held on May 25th. There were activities, such as the sack race, tug-of-war, and relay race.

**Body** → I took part in the relay race. I practiced running for two weeks. My team wore blue and white striped shirts. We stood on the track, running and passing the baton. The school was filled with cheers. We came in first place.

**Conclusion** → It was the most exciting school event of the year. And I can't wait for next year's field day.

**Read and fill in the blanks.**

1 The field day was held on \_\_\_\_\_. Eric took part in the \_\_\_\_\_.

2 Eric's team wore \_\_\_\_\_. They came \_\_\_\_\_.

**MODEL WRITING 2** Read Lily's essay. 4.11

**Title** → The Best School Event

**Writer** → By Lily Jones

**Introduction** → The talent show was the best school event ever for me. It was held on October 7th. There were showcases, such as singing, dancing, and playing musical instruments.

**Body** → I took part in the dancing group. I practiced dancing for two months. My group wore black and pink checked skirts. We stood on the stage, dancing and smiling. The school was filled with cheers. We came in third place.

**Conclusion** → It was the most exciting school event of the year. And I can't wait for next year's talent show.

**Read and complete the organizer.**

The Best Event	the talent show
Date	_____
Activities	singing, _____, and playing musical instruments
Participation	took part in the _____ practiced for _____ came in _____

**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.

The Best School Event	
The Best Event	_____
Date	_____
Activities	_____
Participation	took part in the _____ practiced for _____ came in _____

The sports day was the best school event ever for me. There were sports, such as baseball and badminton. I took part in the baseball team. I practiced for seven weeks. We came in second place.

The \_\_\_\_\_ was the best school event ever for me.

sports day  
music showcase  
talent show  
chorus show

There were \_\_\_\_\_, such as \_\_\_\_\_.

sports  
groups  
showcases  
chorus shows

baseball and badminton  
orchestra and school bands  
singing and dancing  
musical shows and boys' chorus

I practiced for \_\_\_\_\_.

seven weeks  
one month  
three weeks  
two months

**MY WRITING** Complete your essay. 4.12

**Title** → The Best School Event

**Writer** → By \_\_\_\_\_

**Introduction** → The \_\_\_\_\_ was the best school event ever for me. It was held on \_\_\_\_\_. There were \_\_\_\_\_, such as \_\_\_\_\_.

**Body** → I took part in the \_\_\_\_\_.

I practiced \_\_\_\_\_.

We stood \_\_\_\_\_.

The school was filled with cheers. We came in \_\_\_\_\_.

**Conclusion** → It was the most exciting school event of the year. And I can't wait for next year's \_\_\_\_\_.

**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

## My Family Event

Writing an Essay

Listen and read. **11.2**

**Christmas Event**

By Mia White

Every year, my family decorates a huge Christmas tree at our house. It's a big event for us.

Last Christmas, my sister and I had an argument about how to decorate the tree. My parents were upset about it. So, we promised not to fight this year.

To avoid fighting, we decided to split the tree into sections. Each of us will decorate our own part in our own way. I'm looking forward to decorating our Christmas tree. I hope it goes well!



Read Mia's essay and fill in the following conversation.

Mia, what does your family do every year? Every year, my family \_\_\_\_\_.


What happened last Christmas? Last Christmas, my sister and I \_\_\_\_\_.

What will you do to avoid fighting? We decided to \_\_\_\_\_.

**SENTENCES 1** Listen and practice. **11.10**

My sister and I **had an argument** about how to **decorate** the tree.





had a discussion prepare for Mom's birthday party    had a disagreement dress up for Halloween    argued locate the furniture in our room

**SENTENCES 2** Listen and practice. **11.12**

We promised **not to fight** this year.





to get a good grade on this final exam    not to eat sweets this weekend    to get along well at this summer camp

**SENTENCES 3** Listen and practice. **11.13**

To **avoid fighting**, we decided to **split** the tree into sections.





make it better help each other    avoid an argument set a time to use the computer    look nicer wear the same clothes

**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

# SCHOOL EVENT

Name: \_\_\_\_\_

I took part in these school events:

☐ talent show
 ☐ science fair
 ☐ sports day
 ☐ cultural day
 ☐ art exhibition
 ☐ spelling bee
 ☐ field trip
 ☐ chorus contest
 ☐ school concert
 ☐ speech contest

Among them, my favorite school event was the \_\_\_\_\_.

About my favorite school event

1 When it was held:

2 How I prepared for it:

3 What I achieved:

4 How I felt:

# TROUBLE WITH A FRIEND

Name: \_\_\_\_\_

Describe when you made your close friend upset.

When was it?

What mistake did you make?

What did your friend tell you to do?

Did you apologize to your friend?

What would you tell your friend if he/she made the same mistake?

**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.

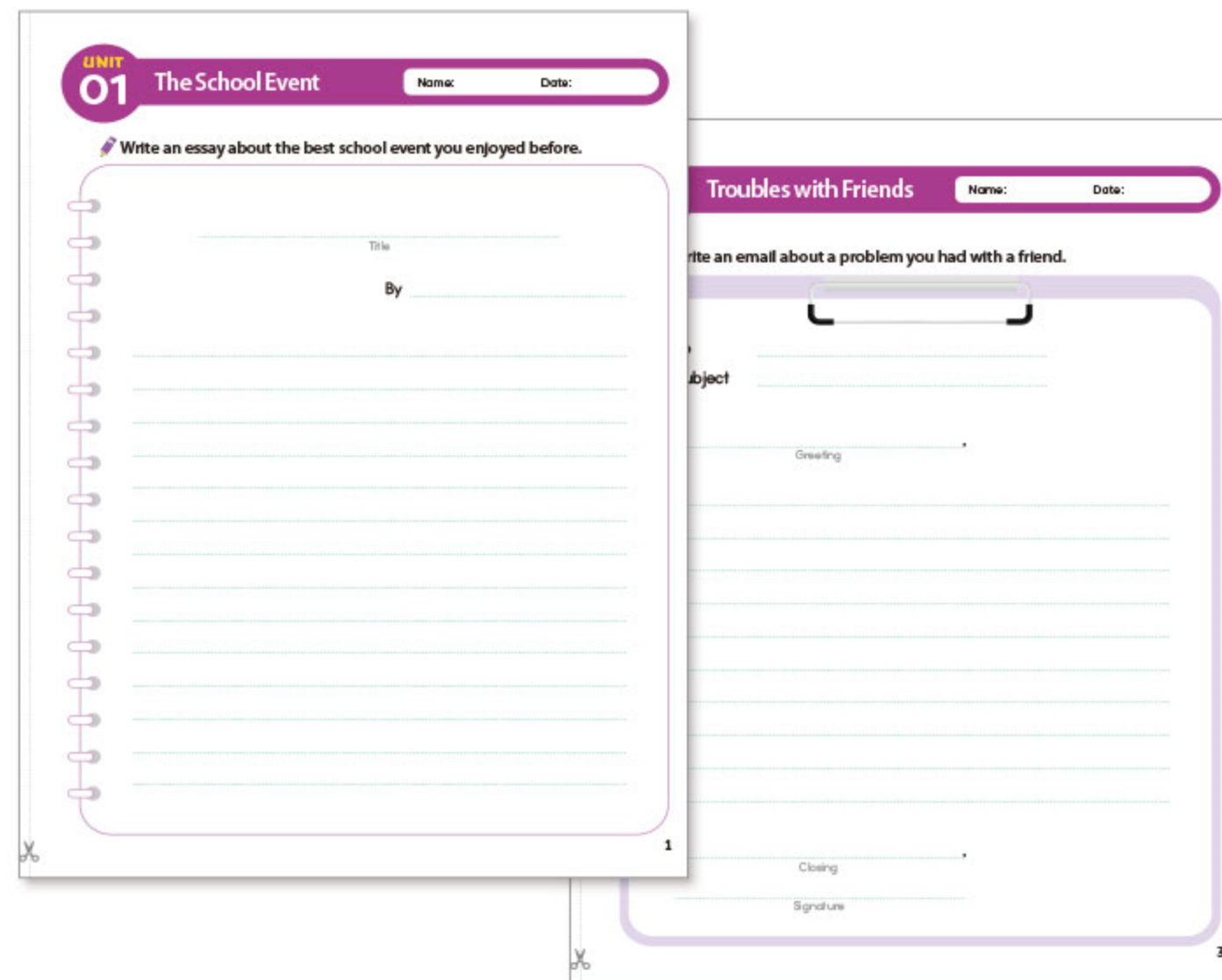






**Writing Assignment Cards** feature additional writing assignment topics for students to explore. The front side of the card presents a simple question to think about, and the backside provides a short answer prompt that students can refer to when composing their responses.

## 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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**UNIT**  
**01**

# The School Event

a school band



practicing for the school music contest

## Look & Answer

1 What are they?

They are \_\_\_\_\_.

2 What are they doing?

They are practicing for \_\_\_\_\_.



What kind of event does your school have?