



Very Easy Writing

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2





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Scope & Sequence

Unit	Topic & Target	Key Words	Structure Builder
Get Ready—An overview of classroom instructions, letters and sounds, and basic spelling			
1	Me <i>Introducing Myself</i> Using the <i>be</i> verb in basic personal statements	boy, from, girl, her, his, I, my, student	the <i>be</i> verb I am a student. It is not a student.
2	People <i>Family and Friends</i> Using <i>and</i> in simple sentences	aunt, baby, cousin, daughter, grandfather, grandmother, son, uncle	<i>and</i> family pairs: brother and sister, etc.
3	Home <i>At Home</i> Using singular and plural noun forms	bathroom, bedroom, chair, downstairs, inside, kitchen, living room, table, towel, outside, upstairs	singular and plural There are two bathrooms. There is one towel.
4	Animals <i>Pets</i> Using the <i>have</i> verb in simple sentences	bird, kitten, mouse, pet, puppy, rabbit, snake, turtle	the <i>have</i> verb I have two cats.
Review 1			
5	Food <i>My Lunch Box</i> Understanding the use of <i>a/an/the/some</i>	apple, candy, cookie, fruit, grapes, juice, sandwich, sweet	<i>a/an/the/some</i> I have an apple.
6	School <i>My Timetable</i> Associating school subjects with times of the day	art, break, class, hour, lunchtime, math, music, o'clock, science, time	clock times, duration Art class is at one o'clock. Break is one hour.

Unit	Topic & Target	Key Words	Structure Builder
7	Hobbies Free-Time Activities Constructing positive and negative sentences with the <i>can</i> verb	bicycle, bike, book, draw, kick, paint, read, ride, sing, swim, throw	ability: <i>can</i> I can ride a bike. He cannot ride a bike. She can't ride a bike.
8	My Room My Bedroom Appreciating the difference between <i>this/that/these/those</i>	brush, computer, doll, fan, floor, key, mirror, picture, socks	<i>this/that/these/those</i> This is a doll. Those are dolls.
Review 2			
9	The Body My Closet Describing clothing with adjective(s) + noun	boots, bright, cap, dress, gloves, long, pants, pretty, ring, short, skirt, square, tie (colors)	adjective(s) + noun I have bright red gloves .
10	Vacation Weather Expressing likes and dislikes about weather	cloudy, cool, snowy, sunny, warm, windy	likes and dislikes I like snowy weather. My sister does not like the beach. She doesn't like the beach.
11	Time Machine Little Me Using regular and irregular simple past verbs to describe earlier life	begin, cry, do, go, learn, live, talk, walk, win	simple past—regular and irregular I talked . I won . I cried .
12	The Future Calendar Plans Expressing future plans with <i>want + to</i>	(months of the year)	<i>want + to</i> In January, I want to ski.
Review 3			

General Unit Guide

Book 2 emphasizes correct spelling skills and the placement of words within a sentence. For more details on how to approach teaching individual units, refer to the separate Teacher's Guide. *Get Ready* provides a foundation unit, easing students into the new course material.

Page 1

The first page of each unit provides prompts to elicit students' existing language and interest in the given topic. This helps students generate ideas for the writing tasks ahead. Students can be asked questions about the picture(s) before or after listening to and answering the questions on the audio CD.

Page 2

Warm-Up

Section A:

Students commence applying writing knowledge with a simple note-taking task. This starts to direct students' attention toward the target words, which will become more apparent on the next page. Students can be encouraged to come to the front of the class to present their work.

Section B:

Students are given questions that they can ask a partner. They should write their partner's answers. Students can be asked to present these answers to the rest of the class and should be encouraged to start converting these first-person answers into the third person.

Page 3

Structure Builder

Section A:

The language presented on this page contains target structures that students will be expected to recall how to use in the longer term. The language introduces students to the most fundamental English grammar patterns that they will need to write sentences at the next level. Students listen to the audio pronunciation of the expressions. They can repeat what they hear.

Section B:

Students can apply their new language knowledge to filling in the sentence blanks.

Page 4

Section C:

Students have a further opportunity to apply their knowledge to filling in sentence blanks of a more challenging pattern.

Section D:

Students consolidate their knowledge gained in the unit so far by applying words to a simple paragraph-like context. Students can start to express ideas which are relevant to themselves and the world around them.

Page 5

Put It Together

Section A:

This section provides a more challenging application of the target writing language. Students should label a picture with relevant words, having more visual distance between supporting prompts and the spaces in which they need to independently copy the words. This increases the need to recollect spelling and writing patterns more independently. Students also start to filter language, as they need to discard words that do not apply to the picture.

Section B:

Students learn to identify word groups and pairing concepts through a matching exercise.

Page 6

My Writing Project

Section A:

Students should draw and label a picture based on the model they completed on the previous page.

Section B:

Then students should complete the sentences using target words relevant to themselves.

Section C:

Finally, the unit closes with another interview activity, this time with a greater appreciation of the sentence parts.

Meet the Characters



Get Ready

Instructions

A Can you follow these instructions?

listen



ask



write



label the picture



connect



A ----- a

draw



correct



~~d~~oge → dog

complete
the sentence



I like cats.

unscramble



cta → cat

This book has many instructions.





Listen and follow the instructions.

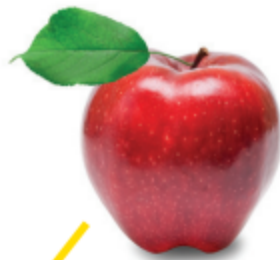


1.

2.



3.



4.



5. Today is

_____.

6. hot

cold

7.

black

8.
