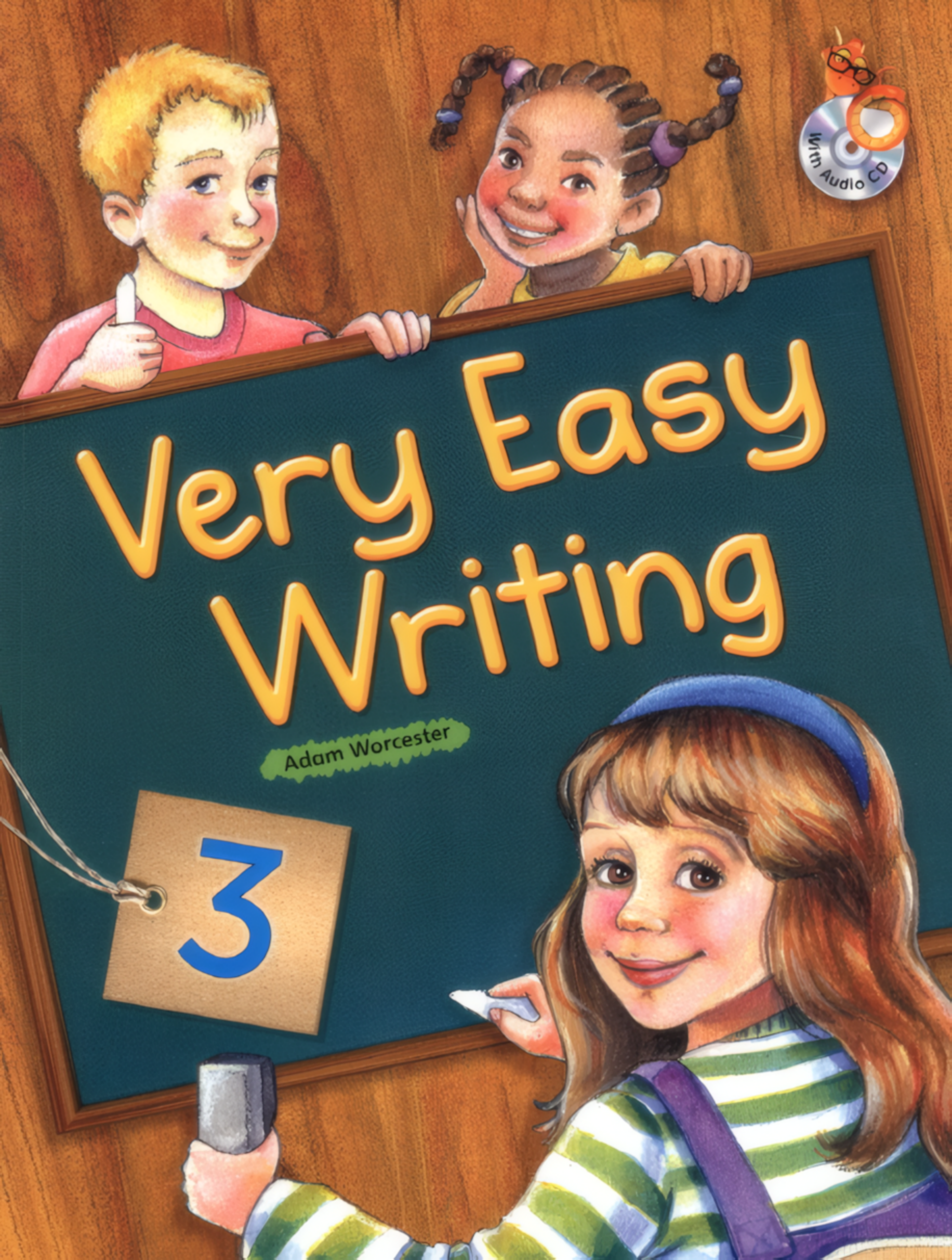




Very Easy Writing

Adam Worcester

3







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Scope & Sequence

| Unit | Topic & Target | Key Words | Structure Builder |
|--|--|---|---|
| Get Ready—An overview of classroom instructions, punctuation, and basic spelling | | | |
| 1 | Me <i>My Profile</i> Writing basic personal statements | hi, speak, live | An overview of sentence parts |
| 2 | People <i>People Around Town</i> Writing about jobs with emphasis on third-person verb forms | dentist, doctor, Dr., firefighter, help, hospital, job, Miss, Mr., Mrs., office, police officer, work, teacher, teach, uniform | Subject-verb agreement He is a doctor. They work in an office. Students do not work. (negatives also covered in Unit 6) |
| 3 | Home <i>My Town</i> Giving directions | bank, bridge, front, hill, lake, left, library, museum, near, park, river, road, right, station, street, subway, theater, wood | Preposition + object Imperatives The park is near the river. Go straight. |
| 4 | Animals <i>Life on the Farm</i> Writing sentences with <i>be</i> verb contractions and the present continuous | ant, bee, cow, deer, duck, farm, fly, fox, frog, goat, hen, hold, horse, lamb, noise, pick, pig, run, sheep, sit, smile, strawberry | Contractions and present continuous I am (not) picking strawberries. I'm (not) picking strawberries. |
| Review 1 | | | |
| 5 | Food <i>A Restaurant Meal</i> Understanding <i>Wh-</i> and <i>Do-</i> questions and their answer forms | carrot, choose, corn, delicious, dish, fork, knife, meat, plate, restaurant, rice, smell, spoon, vegetables | <i>Wh-</i> and <i>Do-</i> question What do you want? Does she like vegetables? |
| 6 | School <i>Classroom Objects</i> Learning classroom objects with positive and negative sentence constructions | any, board, chalk, chair, class, classroom, clock, corner, desk, eraser, glue, pencil, ruler, scissors, some, tape | <i>Is-Isn't / Are-Aren't / Some-Any</i> (Positive and negative sentence constructions) Are there any chairs? There are some chairs. There aren't any chairs. |

| Unit | Topic & Target | Key Words | Structure Builder |
|----------|--|---|---|
| 7 | Hobbies Talents Writing about degrees of ability | able, badly, clearly, cook, enough, just, photo, practice, quite, really, very, well | Able-Unable Giving examples How well can you cook? I can cook very well. For example, I can cook rice. I can't cook very well. |
| 8 | My Room A View From the Window Recognizing nouns in sentences | flower, garden, gate, grass, grow, leaf, many, moon, out, plant, roof, sky, some, star, stone, tree, window | Nouns as subjects and objects There is a star in the sky. There are many flowers in the garden. |
| Review 2 | | | |
| 9 | The Body Illness and Injury Learning expressions for sickness/discomfort and modal verbs of advice | careful, cheek, chest, chin, cut, health, ear, eye, face, finger, foot, feet, head, hurt, ill, knee, leg, lip, matter, arm, mouth, neck, nose, (take a) rest, shoulder, sick, stomach, toe, tired, tooth, teeth, wash | <i>Should / Must / Have to</i> (Modal verbs for giving advice) You should be careful. You must take a rest. You have to wash your face. |
| 10 | Special Days A Birthday Party Using superlatives and comparatives | balloons, best, better, birthday, bring, come, from, get, give, lucky, more, most, surprise, than, present, welcome | Comparing—Comparatives and superlatives -er the most |
| 11 | The Past A Lost Phone Sequencing with the simple past tense | call, drop, fix, foolish, funny, glad, laugh, lose, phone, problem, sad, toilet, washroom, worry | Sequencing <i>First, Next, Then, Last</i> + simple past |
| 12 | The Future Meeting the President Learning the use of <i>will</i> and <i>going to</i> | maybe, meet, ready, shake hands, (can't) wait, wear | <i>Will</i> and <i>Be Going To</i> I will look forward to summer! |
| Review 3 | | | |

General Unit Guide

Book 3 develops sentence writing skills, with a greater awareness of English grammar patterns. For more details on how to approach teaching individual units, refer to the separate Teacher's Guide.

Page 1

The first page of each unit provides situations that prompt 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. Attention should also be drawn to the Key Words vocabulary. This is vocabulary which students should be able to reproduce independently in the long term through their repeated use of the words throughout the unit.

Page 2

Warm-Up

Section A:

Students start to apply writing knowledge with a simple note-taking task. This directs students' attention toward the target words that will become more apparent on the next page. Students can be encouraged to come to the front of the class to present their work or work one-on-one with the teacher or classmates.

Section B:

Students ask a partner the given questions and write their partner's responses. Students can present their answers to the rest of the class and be encouraged to start converting their first-person answers into the third person.

Page 3

Structure Builder

Section A:

The language presented on this page contains target structures that students can use in the longer term. The language introduces students to fundamental English grammar patterns. Students listen to the audio pronunciation of the expressions and repeat what they hear as they listen.

Section B:

Students check their understanding of the information presented in Section A by indicating where they can see the information in the example sentences.

Page 4

Section C:

Students have an additional opportunity to apply their knowledge to a controlled exercise.

Section D:

Students write complete sentences using the information they have from Section C. This will be their first task of piecing together complete sentences related to one topic. Students will apply grammar rules and correct punctuation to their sentences, which prepares them for paragraph writing beyond Book 3.

Page 5

Put It Together

Section A:

This section provides a more challenging application of the written target language that further develops understanding of writing at the sentence level. Students are always fully supported with pictures and word prompts to complete the task.

Section B:

Students complete sentences based on picture or word prompts.

Page 6

My Writing Project

Section A:

This section prepares students for brainstorming about a topic before they begin to write by themselves. They read the information either individually, in pairs, or as a whole class. Sample sentences are provided to reinforce understanding of written language forms, such as verbs, punctuation, *wh*-questions, and so on.

Section B:

Finally, students brainstorm and complete the sentences using relevant target language. They are encouraged to present their sentences to the class.

Meet the Characters



Get Ready

Instructions

A Can you follow these instructions?

This book has many instructions.



listen



ask



answer



write



connect



A ----- a

correct



~~d~~oge → dog

complete
the sentence



I like cats.

unscramble



cta → cat

read



B Listen and follow the instructions.



1.



2.

3.

4.



5.

u s e m o

6.

Nogard is a dragon.
He is 110 years old.
He likes writing.
He eats watermelon
for breakfast.

7.

8. downstars ubstairs

9. It _____
for breakfast.

10.

