



Very Easy Writing

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3



For teachers' inspection ONLY

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Scope & Sequence

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Unit	Topic & Target	Key Words	Structure Builder
Get Ready—An overview of classroom instructions, punctuation, and basic spelling			
1	Me My Profile Writing basic personal statements	hi, speak, live	An overview of sentence parts
2	People People Around Town 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 My Town 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 Life on the Farm 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 A Restaurant Meal 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 Classroom Objects 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!

General Unit Guide

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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 target language relevant to themselves. They are encouraged to present their sentences to the class.

Meet the Characters

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Nogard

The Dragon Teacher



Afet Sari



Yuri Popov



Carla Nett



You

Get Ready

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Instructions

A Can you follow these instructions?

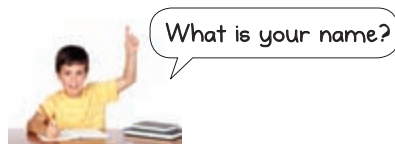
This book has many instructions.



listen



ask



answer



write



connect



A ----- a

correct



doge → dog

complete
the sentence



I like cats.

unscramble



cta → cat

read





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. downstairs upstairs

9. It _____
for breakfast.

10.



Spelling Practice

Listen and spell.



Check your answers
with the recording.



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Can you spell these words?

1.



st

2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



Grammar and Punctuation

punk-chew-ay-shun!



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A Look at the list.

1.> a period
2. **A** a> a **capital** letter
3. ,> a comma
4. '> an apostrophe
5. ?> a question mark
6. !> an exclamation mark
7. a table> a noun
8. tables> a plural noun
9. hello> a word
10. It's nice to meet you.> a sentence
11. I **go** shopping.> a **verb**
12. I **went** shopping.> a past **verb**

B Where do you add punctuation?

1. I am a student
2. Wow, I feel so happy
3. Can you ride a bike
4. I cant dance.
5. She doesnt like snow.

C Are the sentences correct?

1. I not am a dragon.
2. There are three door.
3. I have a apple.
4. Science class is in one o'clock.
5. Those is fans.
6. I have a blue hat bright.
7. Yesterday I swim.

Can you help me, please?



Who can you ask for help?



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Me My Profile

Target

Writing basic personal statements

Unit 1

Listen and answer the questions.



Log in and meet some new friends.



Hi. My name is Afet Sari.
I am ten years old.
I live in Turkey.
I speak Turkish.
I like swimming.



Hello. I am Carla Nett.
I am nine years old.
I live in Berlin, Germany.
I speak German.
I like drawing.

3



Hi! My name's Yuri Popov.
I am ten years old.
I am from Russia.
I speak Russian.
I like reading.

Warm-Up

A Make some notes.



Me

My name is _____.

I am _____ years old.

I speak _____.

I like _____.



Tips

- * *I am from Canada. = I am Canadian.*
- * Your nationality is different from your language.
(Find out your nationality on page 98.)

B Ask a friend.

1. Where are you from? (See page 98.)	
2. How old are you?	
3. What language(s) do you speak?	
4. What do you like doing?	



Structure Builder

Parts of a Sentence



A Listen to the information.



Tip

* Names, countries, languages, days of the week, and months of the year start with a capital letter.
(See page 98.)

My name is Afet.

1. Start with a CAPITAL letter.

2. A SPACE is between words.

3. This is a VERB. (the *be* verb)

4. End with a PERIOD.

B Check your understanding.

1. Circle the period:

I like swimming.

2. Circle the spaces:

My name's Yuri Popov.

3. Circle the capital letters:

I live in Berlin, Germany.

4. Circle the verb:

I am ten years old.

C Connect the sentence parts.

- | | | |
|--------------|---|---------------------|
| 1. Hi. My | • | English. |
| 2. I am from | • | years old. |
| 3. I am nine | • | South Africa. |
| 4. I speak | • | name is Lara Jones. |
| 5. I like | • | playing sports. |

D Write the sentences from C.

1. _____
2. _____
3. _____
4. _____
5. _____





Put It Together

A Unscramble the sentences about the picture.

Sara / two / brothers / has

1. Sara

father's / Her / name / Ali / is

2. _____

She / Arabic / speaks

3. _____

B Complete the sentences.

1. Her name _____.
2. _____ old.
3. _____ Canada.
4. _____ English.
5. _____ riding a bike.



My Writing Project

A Read the information.



1. They are from Australia.
2. They speak English.
3. They are eight years old.
4. They like taking photos.



Tip

- * Before you write sentences, make a list of words you want to use. This is called **brainstorming**.

B Use the information from A. Write about yourself.

FROM:	SPEAK:
AGE:	HOBBIES:

1. _____
2. _____
3. _____
4. _____