



# Very Easy Writing

2



# Contents

Scope & Sequence ..... 4

General Unit Guide ..... 6

Meet the Characters ..... 7

Get Ready ..... 8

## Unit 1 ..... 14



### Me

Introducing Myself

## Unit 2 ..... 20



### People

Family and Friends

## Unit 3 ..... 26



### Home

At Home

## Unit 4 ..... 32



### Animals

Pets

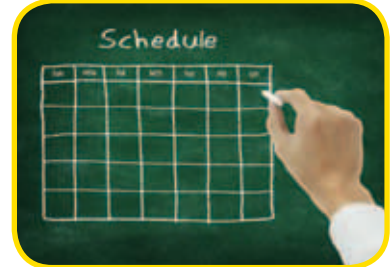
## Unit 5 ..... 42



### Food

My Lunch Box

## Unit 6 ..... 48



### School

My Timetable

+ Review 1

Unit 7 ..... 54



### Hobbies

Free-Time Activities

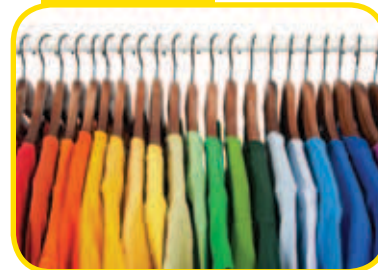
Unit 8 ..... 60



### My Room

My Bedroom

Unit 9 ..... 70



### The Body

My Closet

+ Review 2

Unit 10 ..... 76



### Vacation

Weather

Unit 11 ..... 82



### Time Machine

Little Me

Unit 12 ..... 88



### The Future

Calendar Plans

+ Review 3

## Appendix

- \* The Alphabet ..... 98
- \* My Dictionary ..... 99
- \* Grammar Notes ..... 102

# Scope & Sequence

Unit	Topic & Target	Key Words	Structure Builder
Get Ready—An overview of classroom instructions, letters and sounds, and basic spelling			
1	<b>Me</b> <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 <b>am</b> a student. It <b>is not</b> a student.
2	<b>People</b> <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 <b>and</b> sister, etc.
3	<b>Home</b> <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 <b>two</b> bathrooms. There is <b>one</b> towel.
4	<b>Animals</b> <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 <b>have</b> two cats.
Review 1			
5	<b>Food</b> <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 <b>an</b> apple.
6	<b>School</b> <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 <b>at one o'clock</b> . Break is <b>one hour</b> .

Unit	Topic & Target	Key Words	Structure Builder
7	<b>Hobbies</b> <i>Free-Time Activities</i> 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 <b>can</b> ride a bike. He <b>cannot</b> ride a bike. She <b>can't</b> ride a bike.
8	<b>My Room</b> <i>My Bedroom</i> 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> <b>This</b> is a doll. <b>Those</b> are dolls.
Review 2			
9	<b>The Body</b> <i>My Closet</i> 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 <b>bright red</b> gloves.
10	<b>Vacation</b> <i>Weather</i> Expressing likes and dislikes about weather	cloudy, cool, snowy, sunny, warm, windy	likes and dislikes I <b>like</b> snowy weather. My sister <b>does not like</b> the beach. She <b>doesn't like</b> the beach.
11	<b>Time Machine</b> <i>Little Me</i> 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 <b>I talked.</b> <b>I won.</b> <b>I cried.</b>
12	<b>The Future</b> <i>Calendar Plans</i> Expressing future plans with <i>want + to</i>	(months of the year)	<i>want + to</i> In January, I <b>want to</b> ski.



# Me Introducing Myself

Unit **1**

Target

Using the *be* verb  
in basic personal  
statements

Listen and answer  
the questions.



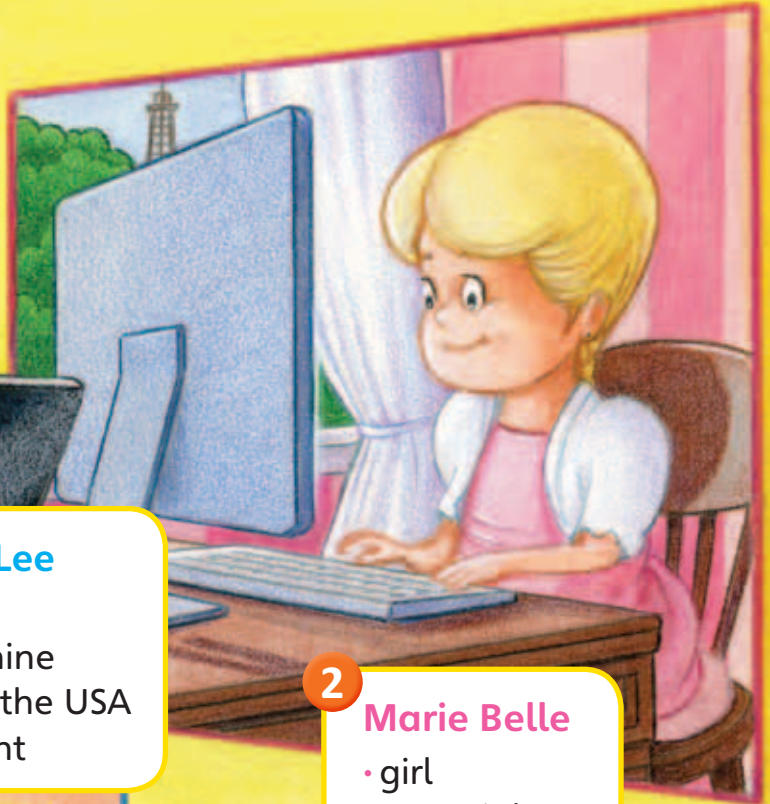
Log in and meet some new friends.



1

**Brian Lee**

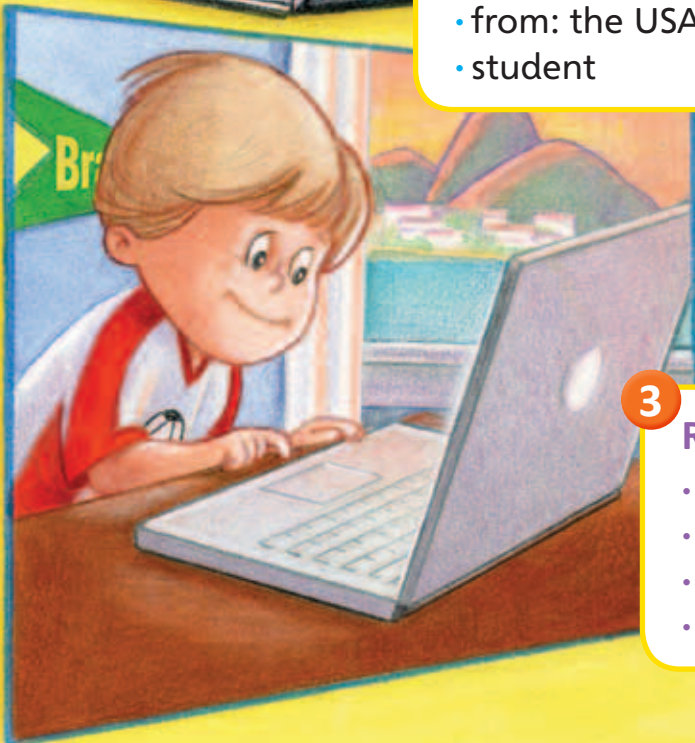
- boy
- age: nine
- from: the USA
- student



2

**Marie Belle**

- girl
- age: eight
- from: France
- student



3

**Roberto Silva**

- boy
- age: seven
- from: Brazil
- student





# Structure Builder

The Be Verb



**A** Listen to the information.

I **am** a student.

You **are** a student.

He **is** a student.

She **is** a student.

It **is not** a student.

We **are** students.

They **are** students.

You **are** students.



## Tip

\* More practice with *not* is in the workbook.

**B** Write the correct form of *be*.

1. I \_\_\_\_\_ a boy.

2. You \_\_\_\_\_ a girl.

3. He \_\_\_\_\_ a boy.

4. She \_\_\_\_\_ a girl.

5. It \_\_\_\_\_ not a boy.

6. We \_\_\_\_\_ boys.

7. They \_\_\_\_\_ boys.

8. You \_\_\_\_\_ girls.



**C** Write the correct form of *be*.

1. Hello.

He \_\_\_\_\_ Brian. He \_\_\_\_\_ from the USA.

2. Hi.

I \_\_\_\_\_ a girl. I \_\_\_\_\_ eight.

3. Dear Roberto,

They \_\_\_\_\_ my friends.

They \_\_\_\_\_ students.

**D** Complete the sentences.

1. My \_\_\_\_\_ is Brian.

2. I \_\_\_\_\_ a boy.

3. \_\_\_\_\_ am a student.

4. I am \_\_\_\_\_ the USA.





# Put It Together

**A** Label the picture.

1. \_\_\_\_\_

2. girl

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

America      Italy      ~~girl~~      boy      name      eight  
 eighty      teacher      student      bag      two hands

**B** Connect the word partners. Then write them out.

1. he      •      girl      \_\_\_\_\_ and \_\_\_\_\_

2. boy      •      she      \_\_\_\_\_ and \_\_\_\_\_

3. one      •      ten      \_\_\_\_\_ and \_\_\_\_\_

4. you      •      I      \_\_\_\_\_ and \_\_\_\_\_

## My Writing Project

**A** Draw a picture of yourself and label it.

1. _____ ----- _____	Me	2. _____ ----- _____
3. _____ ----- _____		4. _____ ----- _____
5. _____ ----- _____		6. _____ ----- _____

**B** Write about yourself.

- I am \_\_\_\_\_  
-----  
\_\_\_\_\_.
- I am \_\_\_\_\_  
-----  
\_\_\_\_\_.
- I \_\_\_\_\_  
-----  
\_\_\_\_\_.

**C** Write about your friend.

- He/She is \_\_\_\_\_  
-----  
\_\_\_\_\_.
- He/She is \_\_\_\_\_  
-----  
\_\_\_\_\_.
- He/She \_\_\_\_\_  
-----  
\_\_\_\_\_.

