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## My Day

32

**Objective** Listing routines for parts of the day

**Writing Tip** I go to bed **at** 10:30.



## Practice, Practice

38

**Objective** Describing a hobby that one practices

**Writing Tip** I **always** practice with my dad.



## Time to Shop

44

**Objective** Listing and describing purchases

**Writing Tip** We buy **a can of** soda.



## A Great Job

50

**Objective** Writing about a future dream job

**Writing Tip** I **want to be** a teacher.

# How to Use This Book

*Writing Time* is a fun, kid-friendly, three-book beginner series for elementary school students. It emphasizes a guided, model-writing approach to build the writing skills of English language learners. Each unit features writing questions with sample answers that present useful vocabulary and helpful sentence patterns for students to copy to create their own paragraphs. Students learn how to organize their thoughts, put sentences together, and edit their writing. Students who complete this series will develop stronger writing skills and gain confidence in their ability to communicate through writing.

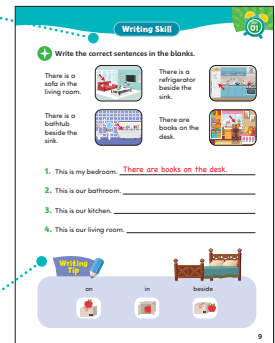
## New Words

The first part of the page introduces useful vocabulary. Key words related to the unit's topic should be matched with pictures that provide context for vocabulary learning. Students should complete this activity on their own and then check their answers with a partner.



## Writing Skill

This page gives a simple pattern-practice activity for students to review a grammar structure useful for completing the final writing task of the unit. The easy substitution of target vocabulary can suggest creative personalization for the target pattern.



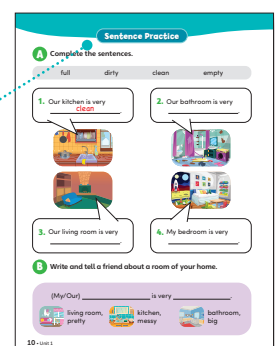
## Writing Tip

A helpful tip at the bottom of the page to reinforces student understanding of proper usage of the fundamental grammar point.



## Sentence Practice

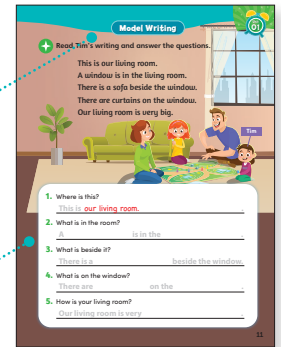
This page provides additional vocabulary items that can be used in the unit's target sentence structures. Here students practice grammar and writing as well as speaking. The goal of this page is for students to genuinely start generating their own ideas. If time permits, allow students to talk in small groups and create their own sentences.



## Model Writing

Here students read a model passage about the unit's topic. Encourage students to read the passage aloud.

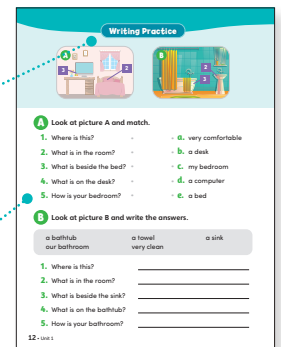
After reading, students review the passage while studying the structure of the passage. They match guiding questions with sentences from the passage and write answers using words from the passage. This activity helps learners gain confidence and fluency in writing.



## Writing Practice

This page provides students alternative samples of ideas for writing passages. Here students get additional practice with the unit's vocabulary and sentence patterns.

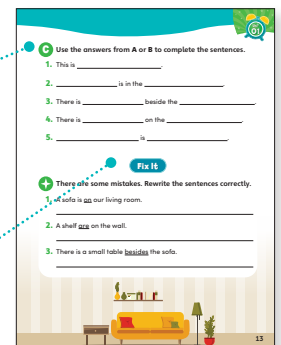
Activity A provides the same guiding questions from **Model Writing** that should be matched with the correct answers presented as only words or phrases. For Activity B, students write the given words or phrases that correctly answer each of the guiding questions.



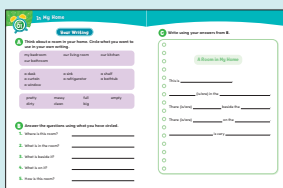
On the last page of the unit, Activity C wraps up **Writing Practice** by having students choose content from Activity A or B to complete sentence prompts that create a passage.

## Fix It

The last activity in the unit practices students' editing skills. Throughout the series, these activities train students to watch out for careless mistakes of spelling, capitalization, punctuation, word choice, and grammar.



## Workbook



## Your Writing

In Activity A, students choose words and phrases related to the unit's topic to use in their own writing. Activity B then guides students to use their choices from Activity A in writing sentences. Then in Activity C, students refer to Activity B to complete sentence prompts to write about their own experiences or opinions.





# In My Home

## New Words



Write two words under the correct pictures.

curtain desk window bathroom living kitchen sink shelf

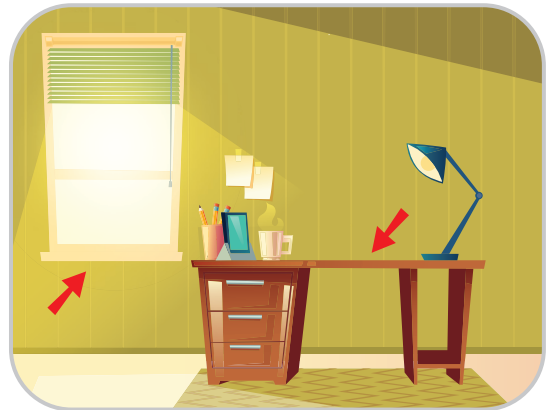
1.



curtain

bathroom

2.



3.



4.

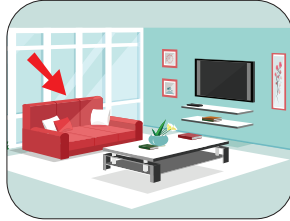


room



Write the correct sentences in the blanks.

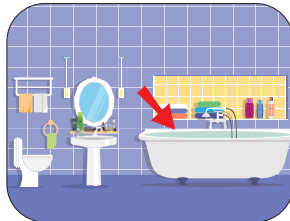
There is a sofa in the living room.



There is a refrigerator beside the sink.



There is a bathtub beside the sink.



There are books on the desk.



1. This is my bedroom. There are books on the desk.
2. This is our bathroom. \_\_\_\_\_
3. This is our kitchen. \_\_\_\_\_
4. This is our living room. \_\_\_\_\_

Writing  
Tip



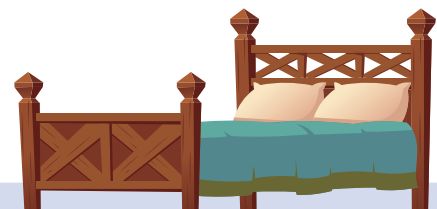
on



in



beside



## Sentence Practice

**A** Complete the sentences.

full

dirty

clean

empty

1. Our kitchen is very **clean**.



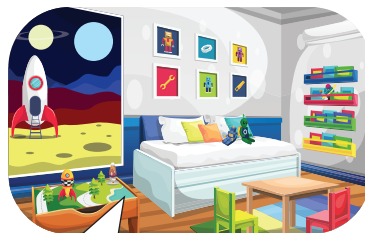
2. Our bathroom is very \_\_\_\_\_.



3. Our living room is very \_\_\_\_\_.



4. My bedroom is very \_\_\_\_\_.



**B** Write and tell a friend about a room of your home.

(My/Our) \_\_\_\_\_ is very \_\_\_\_\_.



living room,  
pretty



kitchen,  
messy



bathroom,  
big

## Model Writing

Unit  
01



Read Tim's writing and answer the questions.

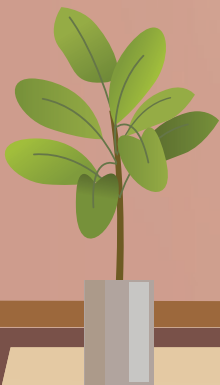
This is our living room.

A window is in the living room.

There is a sofa beside the window.

There are curtains on the window.

Our living room is very big.



Tim



1. Where is this?

This is **our living room**.

2. What is in the room?

A \_\_\_\_\_ is in the \_\_\_\_\_.

3. What is beside it?

There is a \_\_\_\_\_ beside the window.

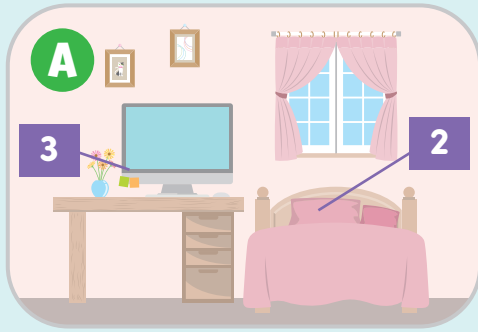
4. What is on the window?

There are \_\_\_\_\_ on the \_\_\_\_\_.

5. How is your living room?

Our living room is very \_\_\_\_\_.

## Writing Practice



### A Look at picture A and match.

- |                            |   |                       |
|----------------------------|---|-----------------------|
| 1. Where is this?          | • | • a. very comfortable |
| 2. What is in the room?    | • | • b. a desk           |
| 3. What is beside the bed? | • | • c. my bedroom       |
| 4. What is on the desk?    | • | • d. a computer       |
| 5. How is your bedroom?    | • | • e. a bed            |

### B Look at picture B and write the answers.

a bathtub  
our bathroom

a towel  
very clean

a sink

- |                             |       |
|-----------------------------|-------|
| 1. Where is this?           | _____ |
| 2. What is in the room?     | _____ |
| 3. What is beside the sink? | _____ |
| 4. What is on the bathtub?  | _____ |
| 5. How is your bathroom?    | _____ |

**C** Use the answers from **A** or **B** to complete the sentences.

1. This is \_\_\_\_\_.
2. \_\_\_\_\_ is in the \_\_\_\_\_.
3. There is \_\_\_\_\_ beside the \_\_\_\_\_.
4. There is \_\_\_\_\_ on the \_\_\_\_\_.
5. \_\_\_\_\_ is \_\_\_\_\_.

### Fix It

**★** There are some mistakes. Rewrite the sentences correctly.

1. A sofa is on our living room.  
\_\_\_\_\_
2. A shelf are on the wall.  
\_\_\_\_\_
3. There is a small table besides the sofa.  
\_\_\_\_\_

