

A three-book series providing detailed guided writing practice for beginner students



Focus: Writing

CEFR:A1

Components: Student Book, Workbook

Sample Unit Preview



	Units	Word Count	Pages	ISBN
Level 1	8	20 ~ 40	108	979-11-253-3509-2
Level 2	8	30 ~ 50	108	979-11-253-3510-8
Level 3	8	40 ~ 60	108	979-11-253-3511-5

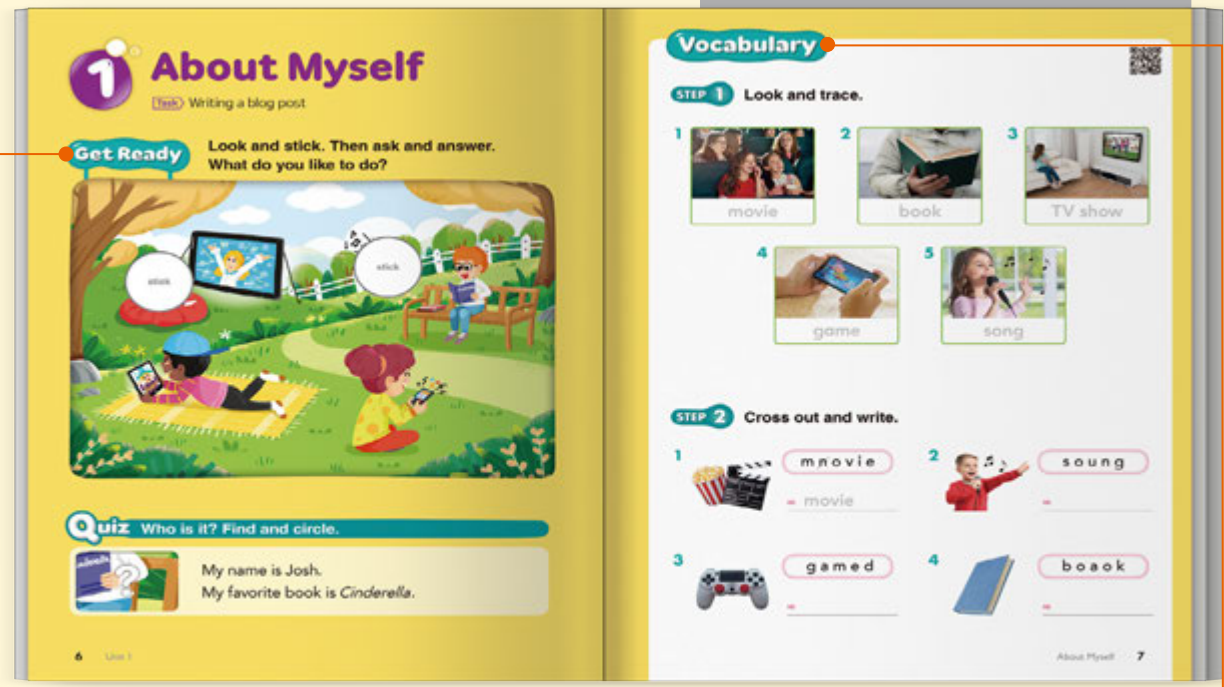
Features

- A step-by-step guided writing approach
- Two model texts in each lesson
- Various writing genres including essays, video scripts, diary entries, blog posts, and more
- Graphic organizers with detailed guidance
- Abundant vocabulary for confident self-expression
- Interesting and engaging topics related to students' real lives
- Fun and colorful images to introduce topics and key expressions

Online Resources

Answer Keys	MP3 Files	Test Sheets	Lesson Plans	Word Lists	Teacher's Guide	Teaching Materials	E-book
•	•	•	•	•	•	-	•

Student Book

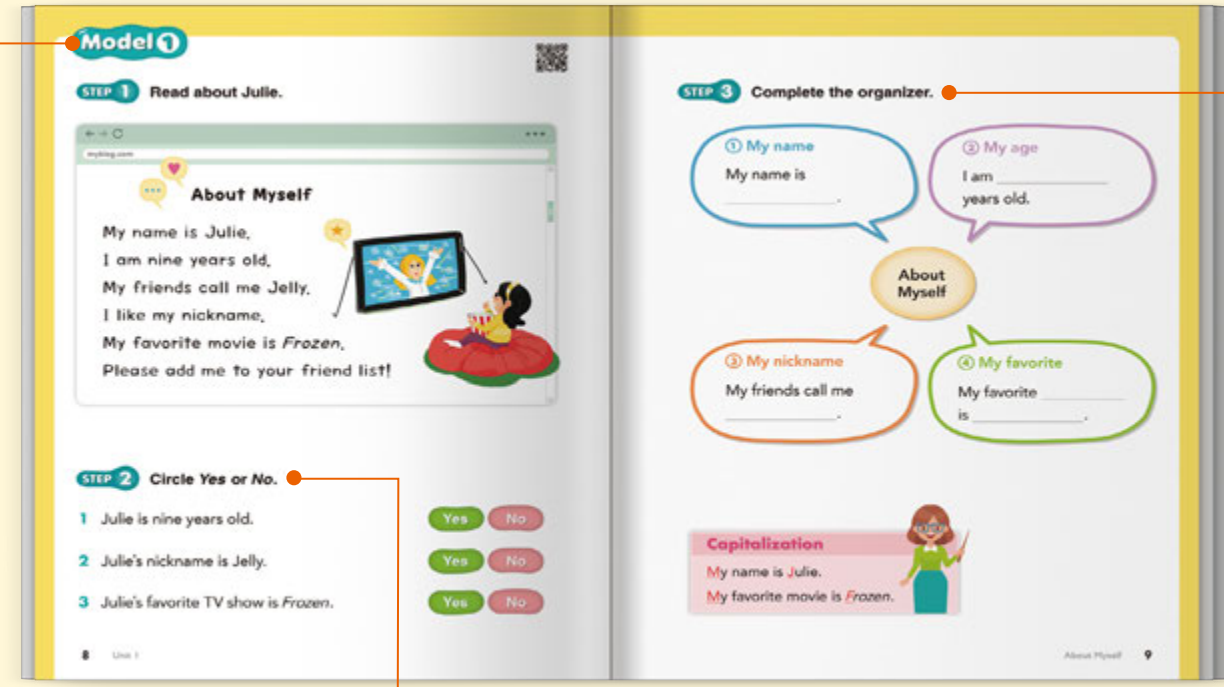


Step 1 Get Ready

A colorful illustration at the beginning of every chapter helps students understand the writing topic in a fun, clear way. Students are immediately introduced to the type of writing and the writer's purpose.

Step 2 Vocabulary

Students learn key vocabulary words with pictures and practice them through various types of exercises.



Step 8 Model 1
Model Text 1

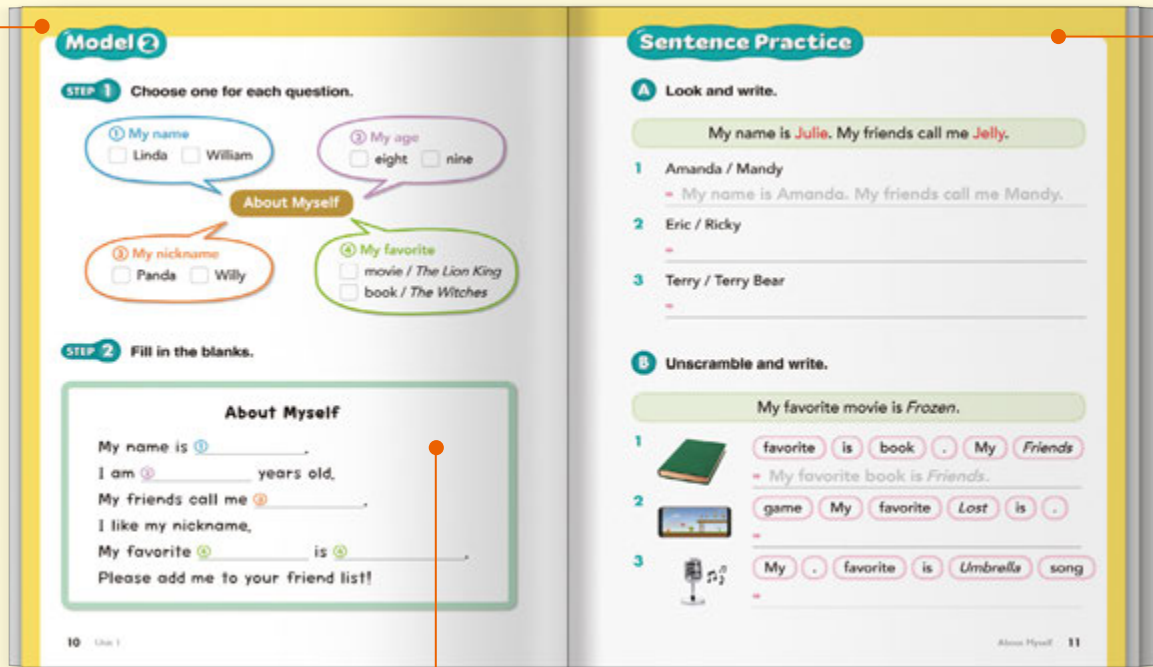
A model text introduces the writing genre of the lesson with examples ranging from short essays and video scripts to diary entries and blog posts.

Comprehension

Students' understanding of the model text is checked through Yes/ No questions.

Graphic Organizer

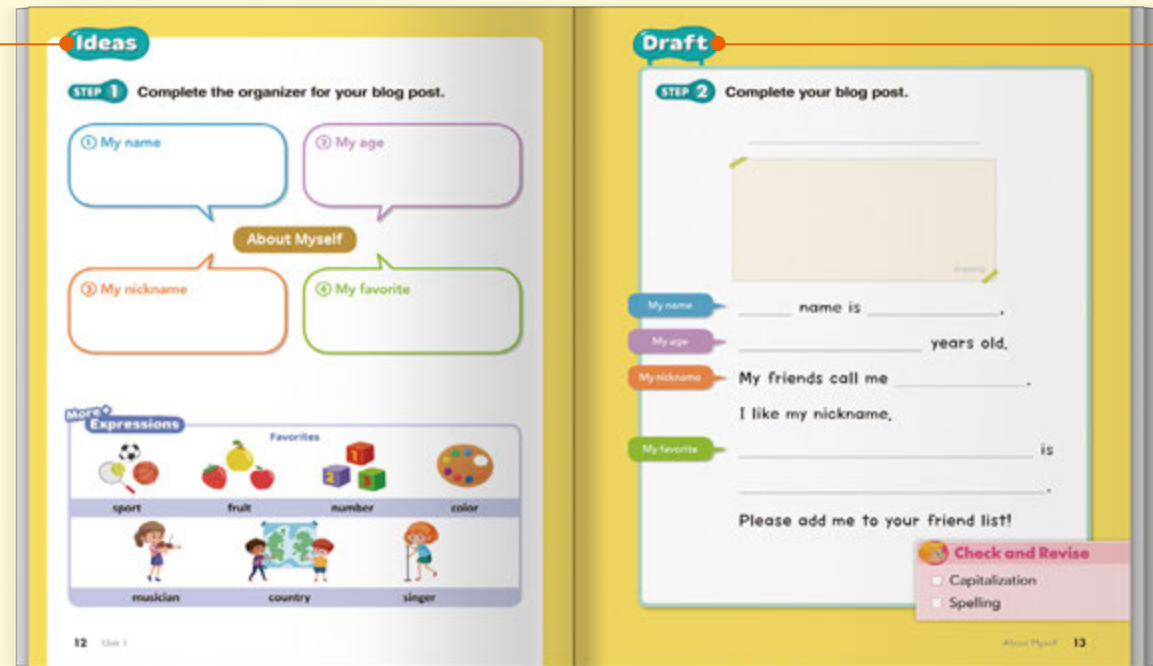
The graphic organizer helps students arrange and order the information provided in the model text.



• **Step 4**
Model 2 Graphic Organizer
Students complete the graphic organizer by choosing from different expressions before rewriting the model text in the following step.

• **Model Text 2**
By completing a modified version of the model text, students are exposed to additional examples and familiarize themselves with grammar naturally.

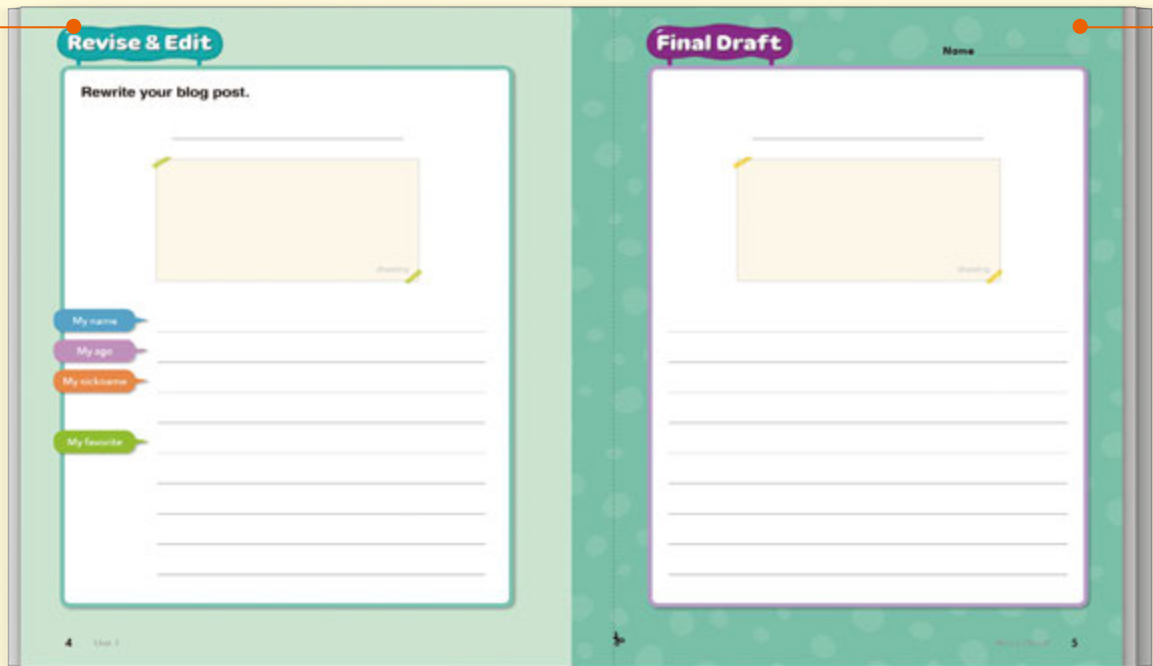
• **Step 5**
Sentence Practice
Students practice the target sentence structures that they will use to write about the given topic.



• **Step 6 Ideas**
Students complete the graphic organizer to develop and organize their own ideas. Additional expressions are provided to help students personalize their writing.

• **Step 7 Draft**
Students complete their first draft by following a paragraph guide based on the structure from the Ideas page.

• **Step 8 Peer Check**
A peer checklist is provided to encourage students to find and correct mistakes in capitalization, punctuation, and spelling in their classmates' writing.



• **Revise & Edit**
Students make changes to improve their writing based on the feedback they receive.

• **Final Draft**
Students neatly write their final drafts and share them with the class.

A three-level writing series designed to introduce young learners to a step-by-step guided writing approach



Focus: Writing

CEFR: A2

Components: Student Book, Workbook

Sample Unit Preview



	Units	Word Count	Pages	ISBN
Level 1	8	70 ~ 80	128	979-11-253-3224-4
Level 2	8	80 ~ 90	128	979-11-253-3225-1
Level 3	8	90 ~ 100	128	979-11-253-3226-8

Features

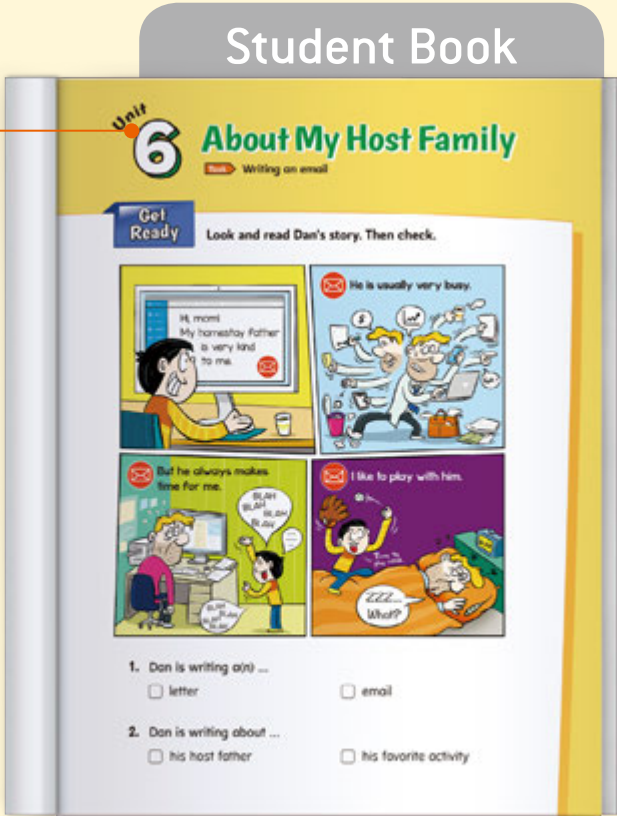
- A step-by-step guided writing approach
- A comic strip in each lesson to introduce the topic, genre, and purpose of the writing
- Two model texts in each lesson to provide extra practice and reinforce comprehension
- Different writing genres that encourage students to express ideas in distinct ways
- Graphic organizers and detailed guidance to help organize the writing
- Sentence-building exercises that cover each unit’s key grammar structures
- Key expressions to help expand students’ vocabulary
- Additional authentic written materials taken from real-life texts

Online Resources

Answer Keys	MP3 Files	Test Sheets	Lesson Plans	Word Lists	Teacher’s Guide	Teaching Materials	E-book
•	•	•	•	•	•	-	•

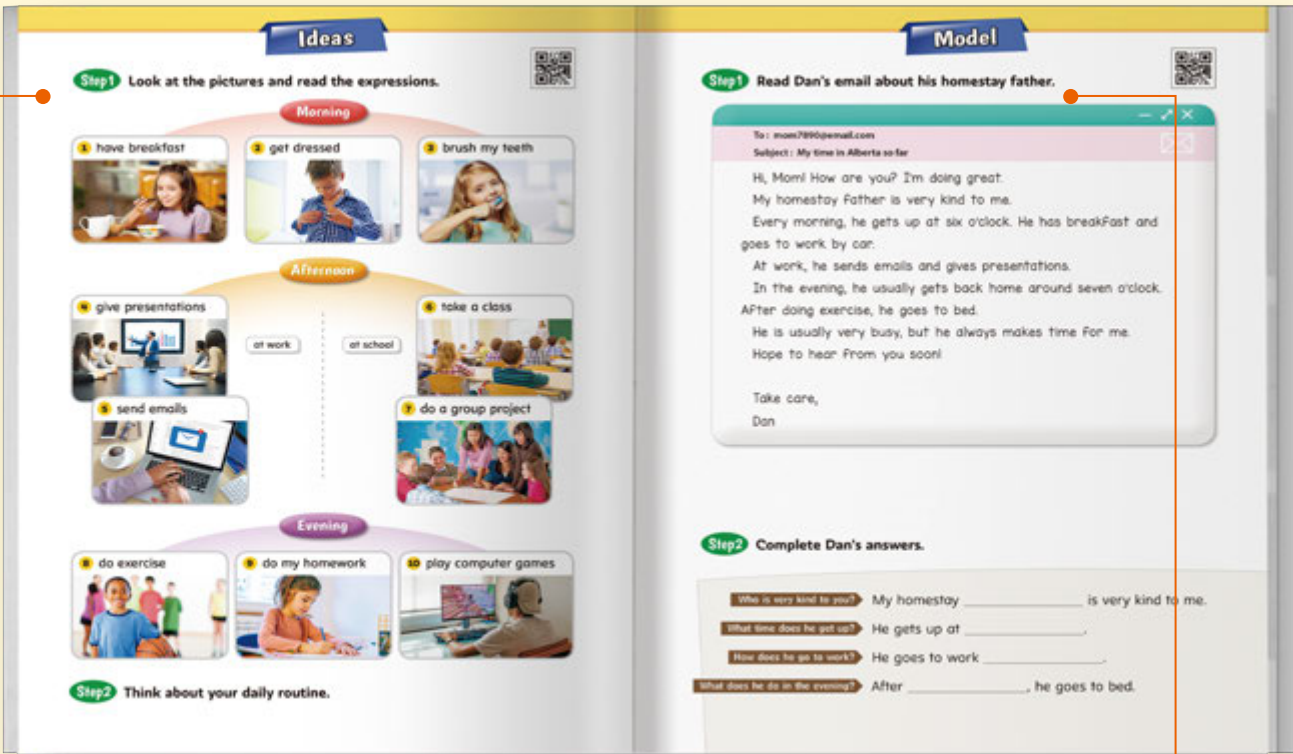
Step 1 Get Ready

A comic strip at the beginning of every chapter helps students understand the writing topic in a fun, clear way. Students are immediately introduced to the type of writing, the writer’s purpose, and the target audience.



Step 2 Ideas

Students learn key vocabulary words and brainstorm additional examples based on the pictures.



Step 3 Model

A model text introduces the writing genre of the lesson with examples ranging from short essays and emails to diary entries and online posts.

Analysis

Step 1 Read Samantha's email about his homestay sister.

To: Iray/1993@gmail.com
Subject: My time in Berlin so far

Hi, Ray! How are you? I'm doing great.
My homestay sister is very kind to me.
Every morning, she gets up at seven thirty. She gets dressed and walks to school.
At school, she takes classes and does group projects.
In the evening, she usually gets back home around six o'clock.
After doing her homework, she goes to bed.
She is usually very busy, but she always makes time for me.
Hope to hear from you soon!

Take care,
Samantha

Step 2 Complete the organizer.

My homestay sister

Morning

- Gets up
- Morning routine
- Gets to school

Afternoon (At school)

- Activity 1
- Activity 2

Evening

- Gets back home
- Before bed

Step 4 Analysis

By reading and examining a modified version of the model text, students are exposed to additional examples and familiarize themselves with grammar naturally.

Model Organizer

The graphic organizer helps students arrange and order their thoughts following the structure of the model text.

Rewriting the Model

By rewriting parts of the model, students practice composing paragraphs using their own ideas.

Organization

Step 1 Imagine you are writing an email about your homestay family member. Complete the organizer for your own writing.

Morning

- Gets up
- Morning routine
- Gets to school/ work

Afternoon

- Activity 1
- Activity 2

Evening

- Gets back home
- Before bed

Step 2 Compose the sentences using the ideas above.

Every morning, he/she _____ at _____.

At _____, he/she _____ and _____.

In the evening, he/she usually _____ around _____.

Draft

Step 1 Complete your email.

Subject _____

Greeting Hi, _____! How are you? I'm doing great.

Introduction My _____ is very _____ to me.

Body

Morning

- Gets up
- Morning routine
- Gets to school/work

Afternoon

- Activity 1
- Activity 2

Evening

- Gets back home
- Before bed

Conclusion He/She is usually very busy, but he/she always makes time for me.
Hope to hear from you soon!

Closing Take care.

Signature _____

Step 6 Organization

Students complete the graphic organizer to develop and organize their own ideas. Additional expressions are provided to help students personalize their writing.

Step 7 Draft

Students complete their first draft by following a paragraph guide based on the structure from the Organization page.

Sentence Practice

A Complete the sentences using the words in the box.

at ten o'clock at seven o'clock
around six thirty around nine thirty

1. He gets up _____ around six thirty.

2. He gets back home _____.

3. She _____.

4. She _____.

B Complete the sentences like the example.

He goes to school by car / school / car.

1. He goes to _____ school / bus.

2. He goes to _____ school / bicycle.

3. She goes to _____ work / car.

4. She goes to _____ work / subway.

C Match the phrases and write the sentences.

1. _____ at work _____ takes a class

2. _____ at work _____ sends emails

3. _____ at school _____ has meetings

4. _____ at school _____ does science projects

① At work, she sends emails.

② _____

③ _____

④ _____

D Complete the sentences like the example.

1. do exercise After doing exercise, he goes to bed.

2. do her homework After _____, he goes to bed.

3. take a bath After _____, she goes to bed.

4. walk her dog After _____, she goes to bed.

Step 5 Sentence Practice

Students practice the target sentence structures that they will use to write about the given topic. Different activities allow students to practice using the sentence structures from the model text on their own.

REAL-LIFE WRITING

Writing Form: Magazine article
Writing Purpose: Inform and explain

Look and read the magazine article.

The Morning Routines of Successful and Famous People

Meditator Oprah Winfrey, TV Hostess
For Oprah Winfrey, meditation is the key to a great day. In fact, Oprah meditates twice a day every day. She usually starts her morning with 10 minutes of transcendental meditation. If she is in a hurry, she will do 10 to 15 minutes. According to Oprah, meditation makes her feel peaceful and gives her a deep sense of satisfaction.

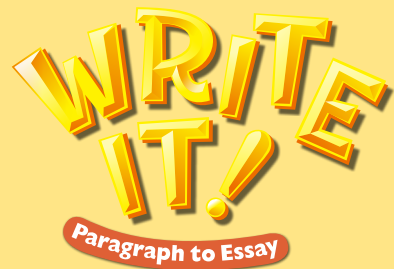
Do Not Drink Coffee Barack Obama, Former American President
The first thing Obama does every morning is exercise. He does cardio exercises, like running on a treadmill. He also lifts weights. Imagine doing this at 6:45 a.m. every day!
After exercising, Obama prepares for breakfast. A good hearty breakfast gives him the energy he needs to work long, hard days.
Surprisingly, Obama does not drink coffee. Instead, he drinks green tea, orange juice, and a lot of water.

Limit Your Choices Mark Zuckerberg, Co-founder of Facebook
Mark Zuckerberg is one of the richest men on the planet. So what is his secret to success? Wearing the same clothes every day.
Zuckerberg usually wakes up at around 8 a.m. He walks to his dresser and picks a T-shirt. Interestingly, all of his shirts look the same. They are all grey and have the same design.

Step 8 Real-life Writing

This section exposes students to authentic written materials. With examples from real-life situations, such as camp leaflets and other advertisements, students maintain their interest and motivation in writing.

A three-level writing series to help students develop their ideas into well-organized paragraphs and essays



NEW

Focus: Writing

CEFR: B2

Components: Student Book, Workbook

Sample Unit Preview



	Units	Pages	ISBN
Level 1	10	132	979-11-253-3512-2
Level 2	10	132	979-11-253-3513-9
Level 3	10	132	979-11-253-3514-6

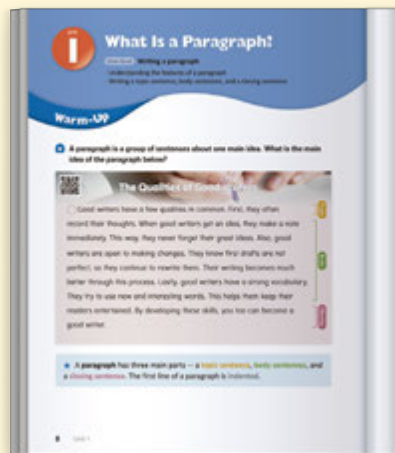
Features

- A process writing approach to encourage independent writing
- Two writing models for each paragraph and essay structure
- Essential writing skills practice for different writing types
- Easy-to-understand descriptions of organizational patterns
- Step-by-step guided writing tasks
- Graphic organizers for all writing to help in outlining
- Various topics related to students' interests

Online Resources

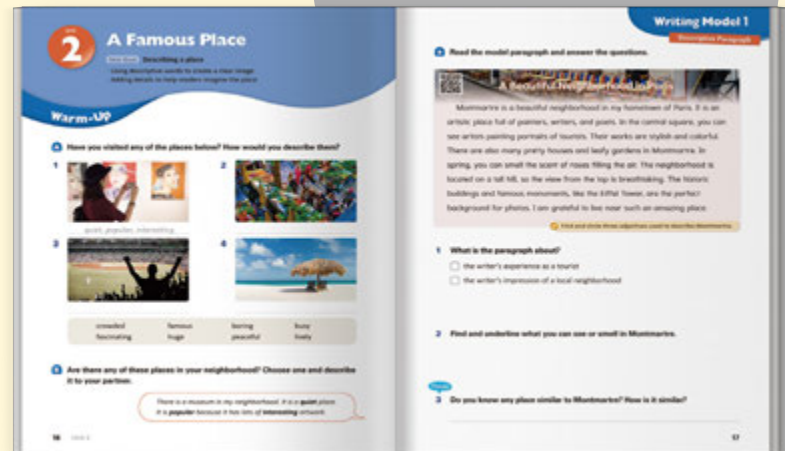
Answer Keys	MP3 Files	Test Sheets	Lesson Plans	Word Lists	Teacher's Guide	Teaching Materials	E-book
●	●	●	●	—	●	—	●

Book 1 Paragraph Writing



Unit 1: Paragraph Structure

Main Focus

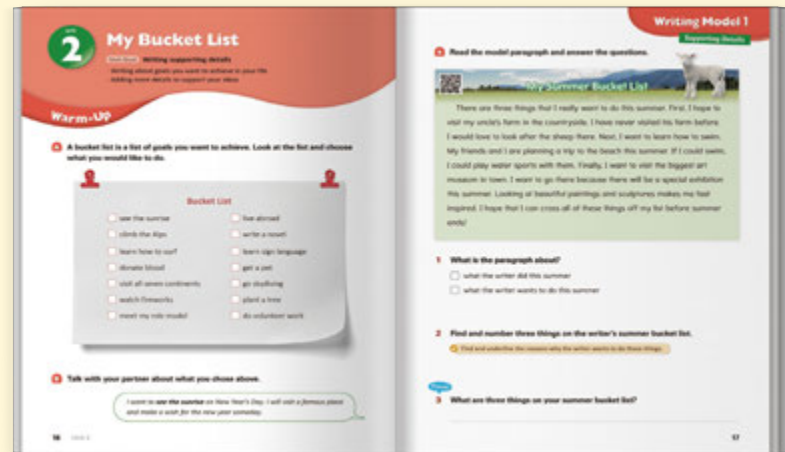


Unit 2-10: Paragraph Writing

Book 2 Organization Patterns

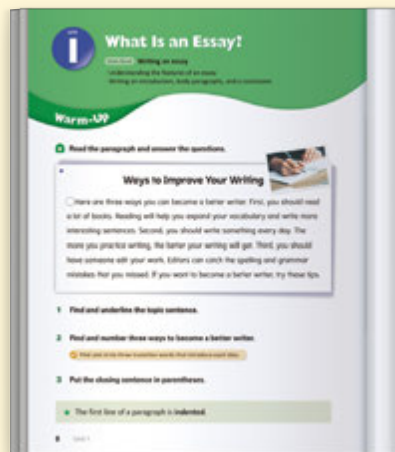


Unit 1: Patterns of Organization

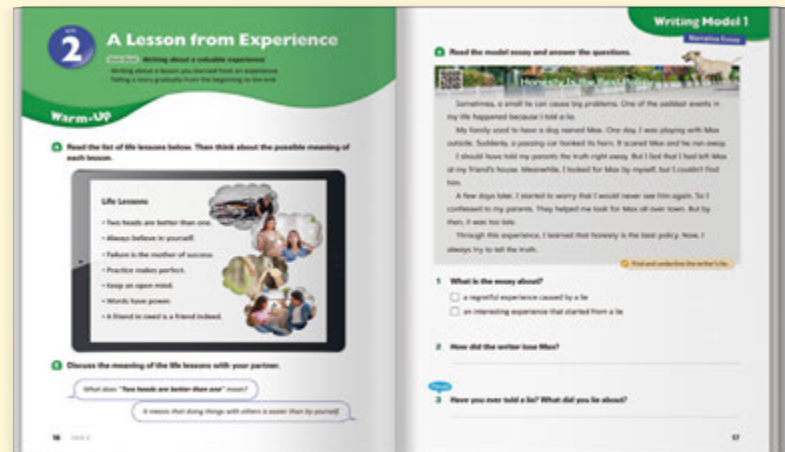


Unit 2-10: Paragraph Writing

Book 3 Essay Writing



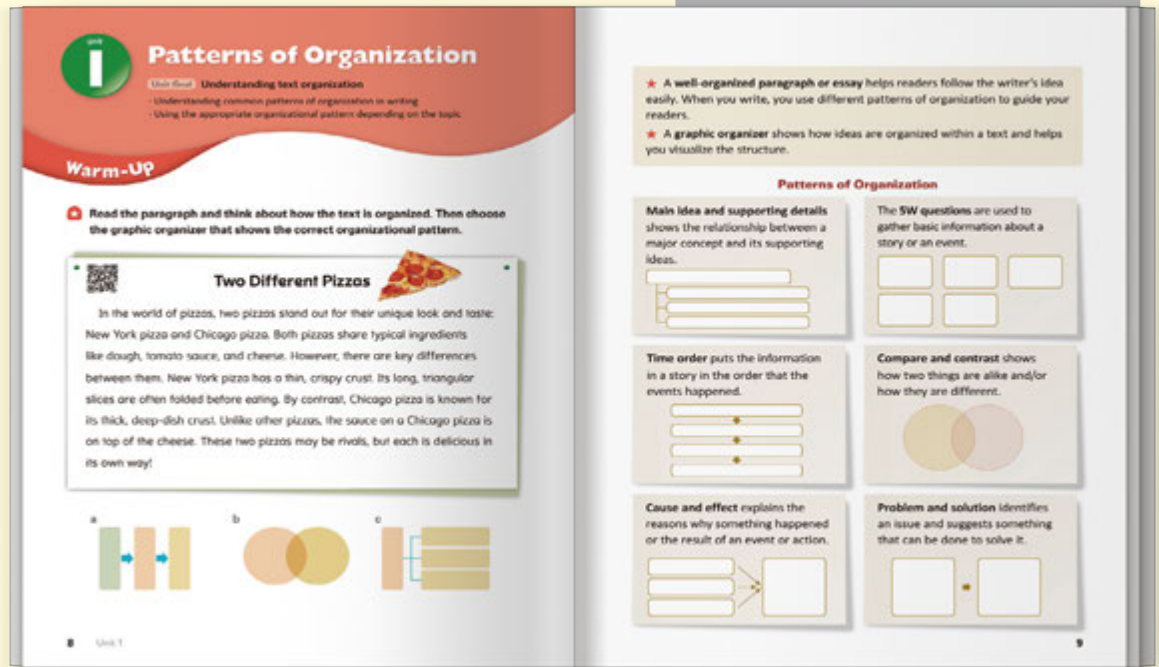
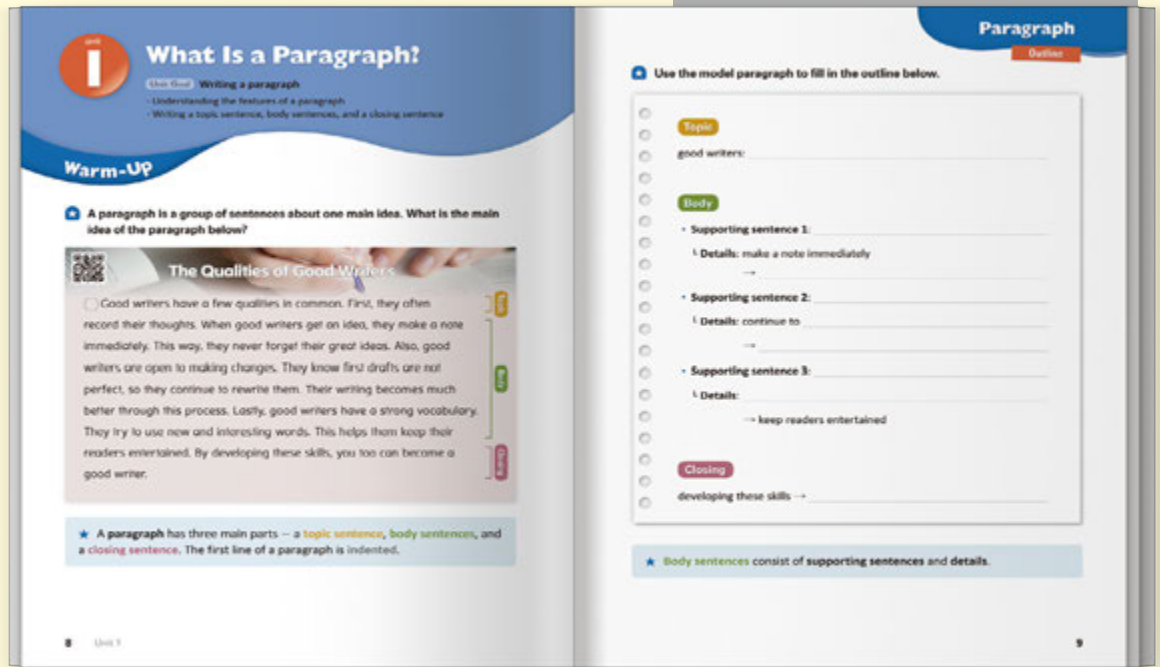
Unit 1: Essay Structure



Unit 2-10: Essay Writing

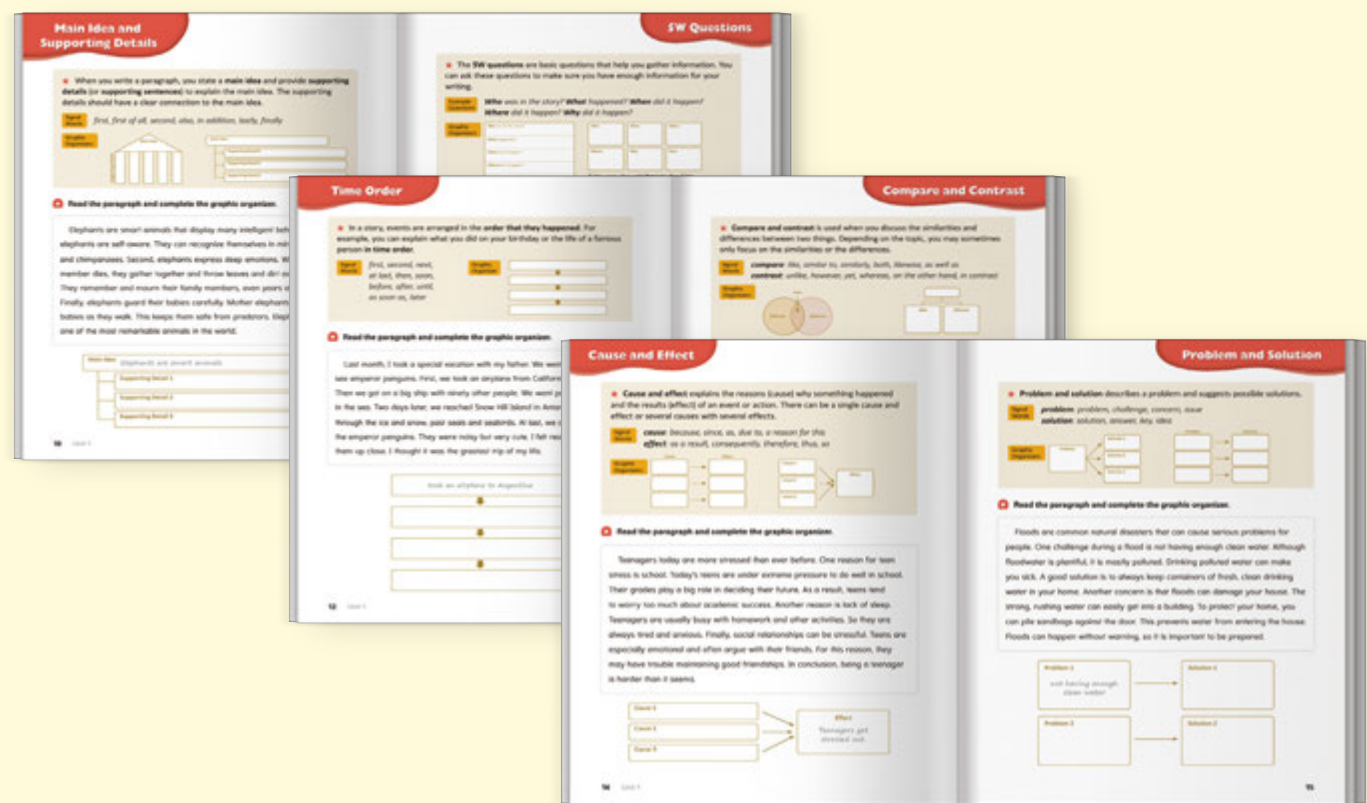
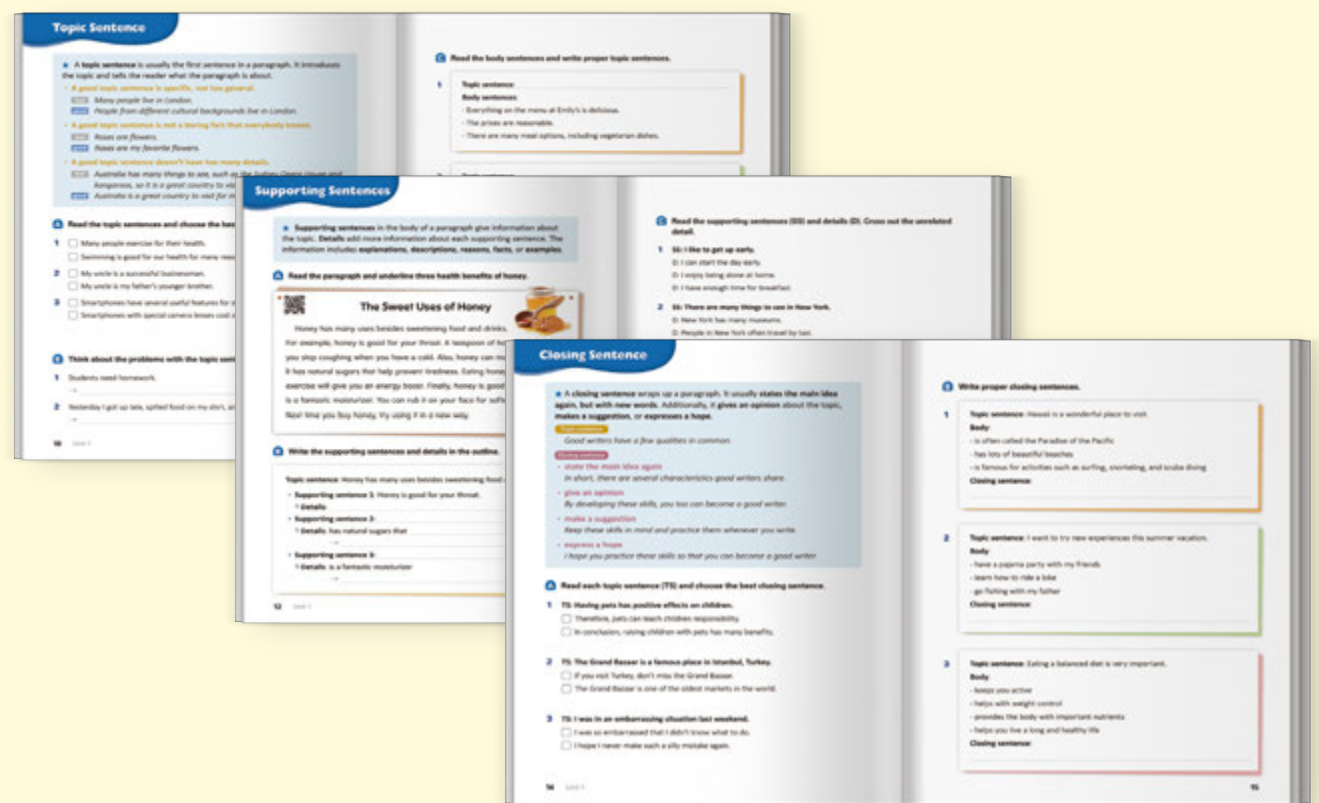
Student Book 1

Student Book 2



Unit 1: Paragraph Structure

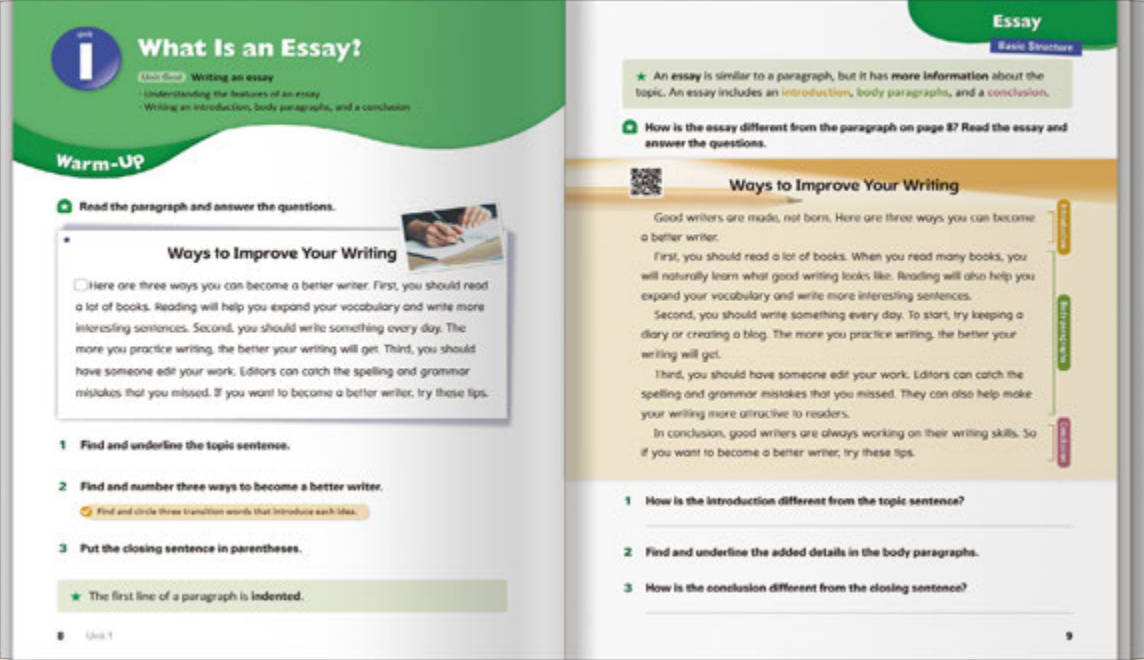
Unit 1: Patterns of Organization



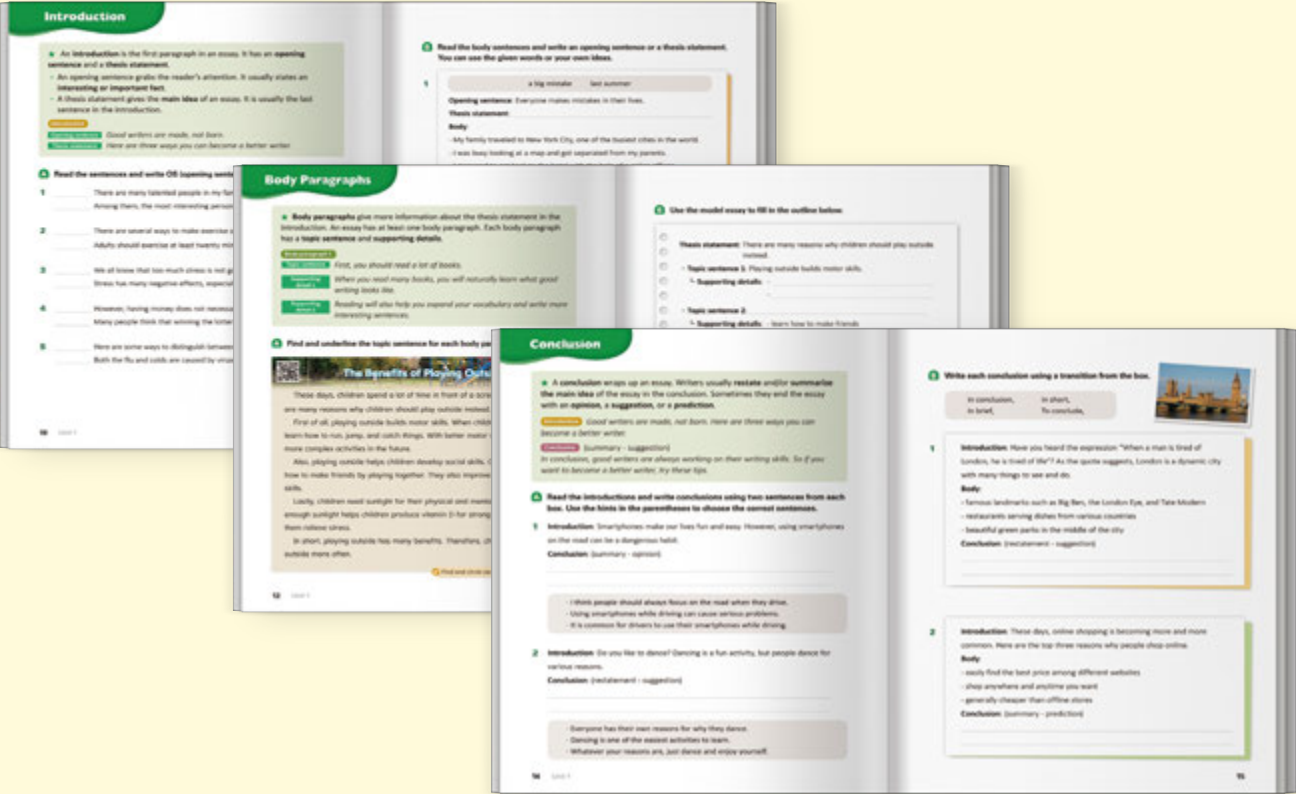
This special unit introduces the different parts of a paragraph: the topic sentence, supporting sentences, and the closing sentence. The unit teaches students the basic structure of a paragraph and how to write each part.

This special unit focuses on different organizational patterns in writing: main idea and supporting details, 5W questions, time order, compare and contrast, cause and effect, and problem and solution. Each section teaches a different pattern of organization and how to visualize the text structure.

Student Book 3



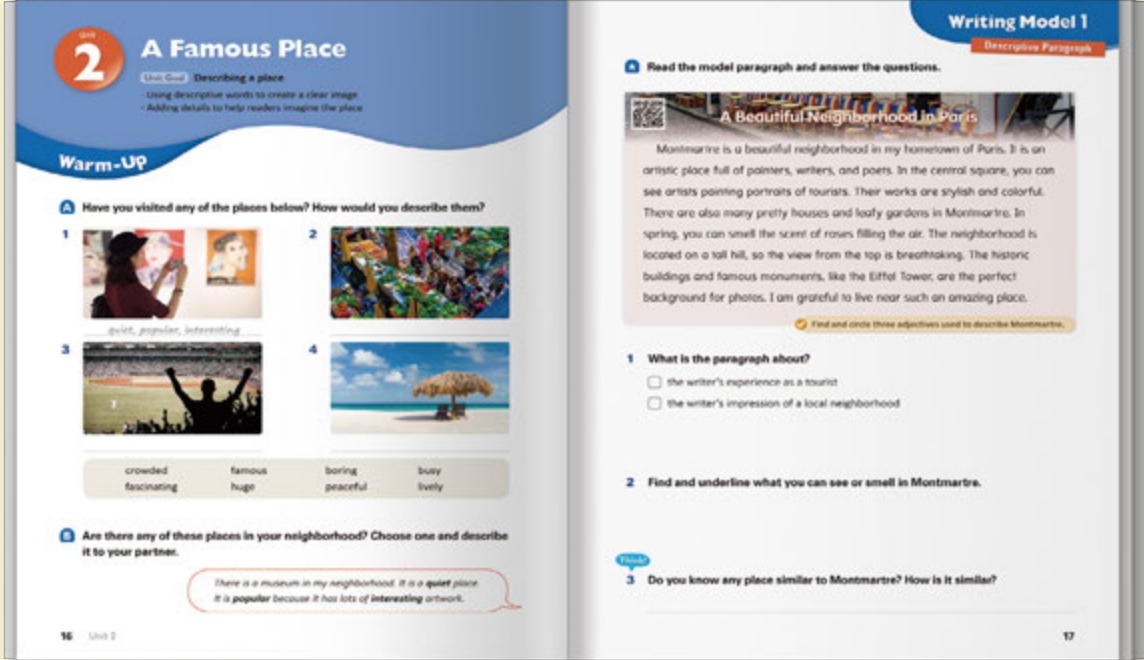
Unit 1: Essay Structure



This special unit focuses on the different parts of an essay: the introduction, the body paragraphs, and the conclusion. The unit teaches students the basic structure of an essay and how to write each part.

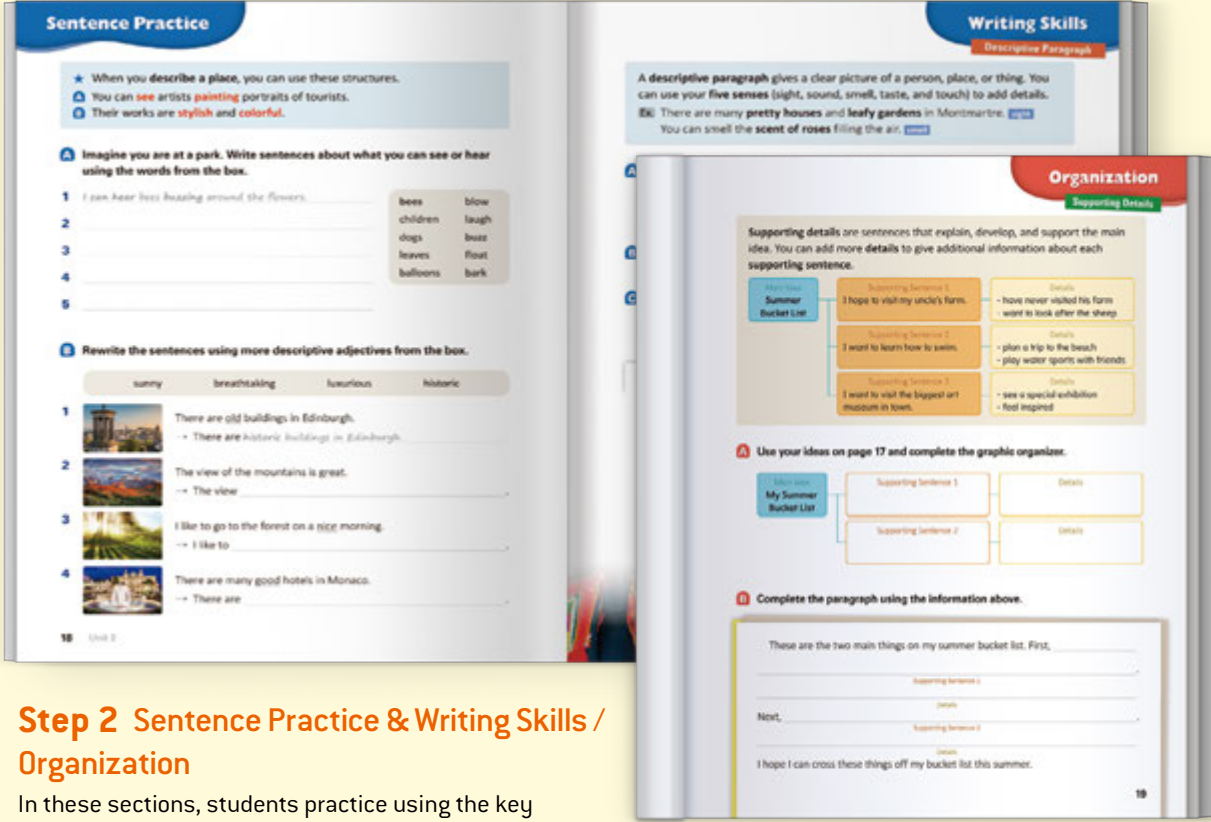
Unit 2-10: Paragraph / Essay Writing

Student Book



Step 1 Warm-Up & Writing Model 1

These sections help students become more familiar with the topic and introduce useful expressions and features of the type of writing that students will learn about in the unit.



Step 2 Sentence Practice & Writing Skills / Organization

In these sections, students practice using the key sentence structures from the writing model. They also learn more about the necessary writing skills for each type of writing and organizational pattern.

Writing Model 2

Read the model paragraph and answer the questions.

Sunny South Beach

South Beach is a famous beach in my hometown of Miami. It is a beautiful beach filled with palm trees, parasols, and shining neon signs. On South Beach, you can see people sunbathing and splashing in the waves. Comfortable beach chairs and bright towels cover the sand. There are many delicious restaurants on South Beach. When you walk by, you can often smell juicy steaks sizzling on the grill. The lively music from the restaurants makes you move your feet. At sunset, you can sit by the beach and see the sun going down. It is great to have such a wonderful place close to home.

1 Find the topic sentence and underline it.

2 How does the writer describe South Beach?

South Beach

sights

smells and sounds

things you can do

3 What does the writer say about South Beach in the closing sentence?

20 Unit 2

Use the model paragraph to fill in the outline below.

Topic

South Beach:

Body

What kind of place it is

a beautiful beach

and

What the place is like in detail

sights:

people

many delicious restaurants

smells: juicy

sounds: from the restaurants

things you can do:

sit by the beach and

Closing

great to have

21

Step 3 Writing Model 2

In Writing Model 2, students analyze the model text using the graphic organizer and outline. The activities help students develop a better understanding of what details to include in their writing and how to organize them.

2 A Famous Place

More Sentence Practice

Complete the sentences using the given phrases.

have a wonderful place close to home

→ It is great to have such a wonderful place close to home

1 have an amazing park in my neighborhood

→ It is awesome

2 have a pleasant ice cream shop near my house

→ It is fantastic

3 have a charming market in my hometown

→ It is delightful

4 have a nice stationary store by my school

→ It is wonderful

Complete the sentences using the phrases from the box.

tourists, great food, and live music

flowers, tall trees, and wild animals

sculptures, paintings, and other treasures

food vendors, fresh fruits, and handicrafts

It is a beautiful beach filled with palm trees, parasols, and shining neon signs.

1 It is a lovely park

2 It is a lively market

3 It is a popular restaurant

4 It is an ancient building

6 Unit 2

Write sentences using the given phrases.

(the lively music, move your feet)

→ The lively music makes you move your feet.

1 (the dessert's sweet taste, want to have more)

→

2 (the beautiful sunset, dream of your next vacation)

→

3 (the funny performance, laugh and smile)

→

4 (the sound of the waves, feel peaceful)

→

More Writing Practice

Complete the sentences using the words from the box.

historic leafy breathtaking tall

There are also many pretty houses and gardens in Montmartre. In spring, you can smell the scent of roses filling the air. The neighborhood is located on a hill, so the view from the top is . The buildings and famous monuments, like the Eiffel Tower, are the perfect background for photos.

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Step 5 More Sentence Practice & More Writing Practice

Students practice additional key sentence structures and other useful writing activities to reinforce the unit's key words or phrases and improve their writing.

Writing Task

Descriptive Paragraph

Imagine you are introducing a famous place in your hometown. Describe the place.

Brainstorming Ideas & Vocabulary

Choose your own answer for each question.

1 What interesting place is there in your hometown?

a a park b a market c a sports stadium d a beach

2 How would you describe the place?

a peaceful b lively c crowded d fascinating

3 What can you see there?

a people walking their dogs b shop owners arranging their products

c people cheering for their team d people doing water sports

4 What else can you experience there?

a smell the fresh scent of trees b taste juicy oranges

c hear loud fight songs d touch the soft sand

Organizing Ideas

Complete the organizer for your paragraph.

A place in my hometown

sights

sounds, smells, etc.

things you can do

22 Unit 2

Writing an Outline

Complete the outline with the information from the organizer.

Topic

Body

What kind of place it is

What the place is like in detail (e.g., sights, sounds, smells, things you can do)

Closing

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Step 4 Writing Task

The Writing Task section consists of a step-by-step guide through the writing process, from brainstorming to outlining. Guided questions help students come up with ideas for their writing, while organizers and outlines help students structure their paragraphs/essays before they begin writing their first draft.

2 First Draft

Write your first draft using the outline on page 23 in the student book.

Title

Topic

Body

Closing

Editor's Checklist

1 I described a famous place in my hometown in detail.

2 I wrote about the atmosphere of the place and my feelings toward it.

3 I used vivid adjectives to describe the place and its features.

4 I used sense words to help the reader imagine the place.

Grammar Spelling Capitalization Punctuation

8 Unit 2

Final Draft

Write your final draft.

Teacher's Comments

What I Did Well

Idea Organization Grammar Word Choice

9

Step 6 First Draft & Final Draft

Students write their first draft and revise their writing following the Editor's Checklist. The Teacher's Comments and What I Did Well sections encourage students to review their work and help instill greater confidence in their writing.

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