

2

Bricks Writing

150

Paragraph
Writing



E-BOOK



MP3

Bricks

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150

2

Paragraph Writing



Introduction

Bricks Writing 150 is for high-beginner to intermediate learners familiar with using diverse sentence structures. The series focuses on guiding learners to produce well-structured paragraphs. Each unit features a model text and related writing skills, gradually advancing from basic paragraph comprehension to crafting more advanced sentences. These skills enhance learners' language abilities and allow them to write polished paragraphs. Engaging topics, ranging from personal narratives to non-fiction materials, captivate learners and encourage their immersion in the writing process.

Organization

Step 1 Look & Write Ahead

Using the images, questions, and exercises at the beginning of each unit, learners are able to understand the writing task and become familiar with the core expressions and sentence structures.

1 My Routine

Info I will...
• write about my daily schedule.
• use expressions to write about time.

Look What is the girl doing?
What time do you think it is?

Write AHEAD
These pictures show what people do daily. Look and describe.

1 They _____ at 8:45 a.m.
2 She _____ after school.
3 He _____ before dinner.

Listen to music Listen and let class get on a school bus.

Write What do you do after you wake up in the morning?

UNIT 1

MAP IT OUT

Look at Susie's daily schedule. Add your own ideas.

My Schedule

at 7:00 a.m.	wake up
at 8:45 a.m.	go to school
after school	take a ballet lesson
around 5 p.m.	come home
before dinner	watch TV
at 6:00 p.m.	have dinner
after dinner	do homework
around 9 p.m.	take a shower
around 10 p.m.	go to bed

What is your daily schedule like?
I go to school at 8:45 a.m.
I take a ballet lesson after school.

Writing MODEL

Read the model and answer the questions.

My Daily Routine

Introduction My daily routine is simple.
I wake up at 7:00 a.m.
I go to school at 8:45 a.m.
My school ends at 3 p.m., and I take a ballet lesson right after school.
I come home around 5 p.m.
I watch TV before dinner.
I have dinner at 6:30 p.m.
I go to bed around 10 p.m.
This routine keeps me going!

1 What is the writing about?
2 What does the writer do every afternoon?
3 What is the writer's example schedule?
4 What does the writer do just before dinner?

Focus on Language
Use the **time** and **go to** after numbers to write the exact time. The time before noon is a.m., and the time from noon to midnight is p.m.
• Jolie practices the verbs from 11:30 a.m. to 1 p.m.

UNIT 1

Step 2 Map It Out & Writing Model

Learners acquire key expressions and sentences for the writing task with a graphic organizer. The writing model and accompanying questions enable learners to deepen their understanding of the content and paragraph organization.

Step 3

Build It Up & Writing Skill

Along with gaining ample practice in creating various sentences, learners obtain a wide range of writing skills, from paragraph organization to English language mechanics.

BUILD UP

1 Look at Lizzy's schedule and complete the sentences.

Lizzy's After-School Schedule	
before dinner	play badminton
at 6:30 p.m.	have dinner
after dinner	walk her dog
around 10 p.m.	go to bed

1 Lizzy plays badminton _____.

2 She has dinner _____.

3 She _____ after dinner.

4 She _____ around 10 p.m.

Writing SKILL

Writing about Time

Write using prepositions of time to show when events happen.

1 Complete the sentences with the correct prepositions.

1 I play guitar _____ 3 p.m.

2 I have dinner with my family _____ 6:30 p.m.

3 I spend time with my dad _____ 8 p.m.

2 Look at Alan's morning schedule and complete the sentences.

Alan's Morning Schedule	
7 a.m.	wake up
7:30 a.m.	brush his teeth
8:00 a.m.	go to school
8:30 a.m.	have breakfast
9 a.m.	go to school

1 Alan _____ before 8:00 a.m.

2 Alan _____ around 7:30 a.m.

3 Alan _____ at 7 a.m.

PLAN IT OUT

Plan to write about your daily schedule.

My Everyday Life

I follow the same schedule every day.

Time	What I Do
at _____ a.m.	go to school
after school	_____
before dinner	_____
_____ p.m.	have dinner
after dinner	_____
around _____	go to bed

I love my daily routine!

More Examples:

Prepositions of Time	connect, at, after, before	check, in, healthy, work
Everyday Life Activities	take morning breaks, clean my room	write in my diary

Step 3: Write more sentences!

Write it OUT

Write a first draft using your plan from the previous page.

Time _____

_____ at _____

_____ after school.

_____ have dinner.

_____ after dinner.

Writing Checklist

- Write about your daily schedule with prepositions of time.
- Use a.m. and p.m. correctly to show time.
- Check organization, punctuation, and spelling.

Step 4: 10

Step 4

Plan It Out & Write It Out

The graphic organizer helps learners organize and outline their ideas for the writing task. This writing plan prepares students to complete an initial draft, after which they can self-edit with the use of the writing checklist.

Step 5

Final Writing

Learners complete their final draft in the workbook, producing a written work as the culmination of everything they have learned throughout the unit.

FINAL Writing

Write the final draft.

Time _____

_____ at _____

_____ after school.

_____ have dinner.

_____ after dinner.

FINAL Writing

Write the final draft.

Time _____

_____ at _____

_____ after school.

_____ have dinner.

_____ after dinner.

Scope & Sequence

	Unit	Writing Goals
1	My Routine p. 6	<ul style="list-style-type: none">• Write about my daily schedule.• Use prepositions to write about time.
2	Camping p. 14	<ul style="list-style-type: none">• Write about camping.• Stay on one topic when writing a paragraph.
3	Directions p. 22	<ul style="list-style-type: none">• Write about going to places.• Use directional words to give directions.
4	Places p. 30	<ul style="list-style-type: none">• Write to persuade.• Use <i>should</i>.
	Writing Project 1 p. 38	
5	Animal Facts p. 40	<ul style="list-style-type: none">• Write about animals.• Use more specific verbs.
6	Growing Plants p. 48	<ul style="list-style-type: none">• Write instructions.• Use the base form of verbs.
7	My Review p. 56	<ul style="list-style-type: none">• Write a review of a restaurant.• Use <i>quite</i>.
8	What's Different? p. 64	<ul style="list-style-type: none">• Write about two similar animals.• Compare and contrast two animals.
	Writing Project 2 p. 72	
	Appendix : More Examples p. 74	

	Text Type	Writing Skill	Language Skill
	Narrative Writing	Writing about Time	Using <i>a.m.</i> and <i>p.m.</i> to write the exact time
	Narrative Writing	Staying on One Topic	Preposition <i>around</i>
	Expository Writing	Writing about Directions	Adverb <i>just</i>
	Persuasive Writing	Writing to Persuade	Modal verb <i>should</i>
	Expository Writing	Writing with More Specific Verbs	Possessive pronoun <i>its</i> and contraction <i>it's</i>
	Expository Writing	Writing Instructions	Usage of the base form of verbs
	Descriptive Writing	Writing a Review	Adverb <i>quite</i>
	Expository Writing	Compare and Contrast	Usage of <i>both</i> and <i>while</i>

1

My Routine

Unit GOALS

I will ...

- write about my daily schedule.
- use prepositions to write about time.

Look!

What is the girl doing?
What time do you think it is?

Write AHEAD

These pictures show what people do daily.
Look and describe.



1 They _____
at 8:45 a.m.

2 She _____ after school.

3 He _____ before dinner.

listens to music takes an art class
get on a school bus

**And
You?**

What do you do after you wake up in
the morning?



Look at Susie's daily schedule. Add your own ideas.

My Schedule

<i>at 7:20 a.m.</i>	<i>wake up</i>
<i>at 8:45 a.m.</i>	<i>go to school</i>
<i>after school</i>	<i>take a ballet lesson</i>
<i>around 5 p.m.</i>	<i>come home</i>
<i>before dinner</i>	<i>watch TV, _____</i>
<i>at 6:30 p.m.</i>	<i>have dinner</i>
<i>after dinner</i>	<i>do homework, _____</i>
<i>around 9 p.m.</i>	<i>take a shower</i>
<i>around 10 p.m.</i>	<i>go to bed</i>



What is your daily schedule like?

I go to school at 8:45 a.m.
I take a ballet lesson after school.