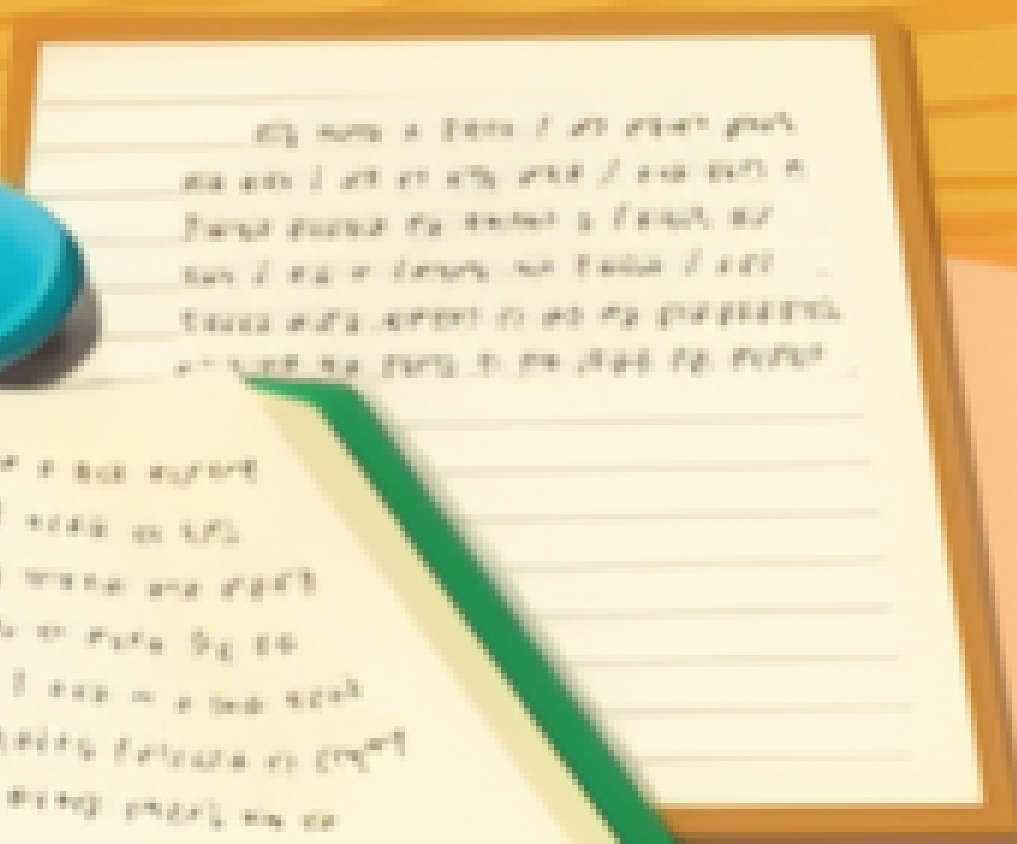


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Write On



Laura Robinson
Brian M. Williams

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Liana Robinson
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Liana Robinson · Brian M. Williams

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How to Use This Book

1. Introduction

All About Me Unit 1

Objectives

- To write a descriptive paragraph introducing oneself
- To use the simple present tense

Modeling A self-introduction is a way for you to introduce yourself. You should include basic facts and interesting information about yourself.

A. Read the example paragraph and answer the questions that follow.

My name is Simon. I am eleven years old and I am an only child. I was born in France because my mother is French, but now I live in Canada, not France. I visit France every summer to see my grandparents, who still live there, in the house my mother grew up in. I like visiting my grandparents because we speak French together. In France, I often play soccer with my cousins. It's my favorite sport. I have a lot of cousins, so we can make teams to play against each other. I also like visiting my grandparents because they live near the ocean. There's a lot of fun stuff to do there. We swim, snorkel, and play in the sand. I think my life is pretty good, and I feel very fortunate.

1. Underline and write the writer's topic sentence about himself.

2. Circle and write the writer's concluding sentence about himself.

3. How many details about himself does the writer include? Number each detail.

◆ Modeling

This gives a brief explanation of the kind of paragraph the students will read and write in the unit.

◆ Model Paragraph

Model paragraphs introduce a variety of fiction and non-fiction topics. They introduce the grammar target of the unit and useful expressions for the students' own writing.

◆ Paragraph Analysis

Questions give students practice in identifying introductory and concluding sentences and other details included in the paragraph.

Mapping Ideas

A. Look again at the paragraph on the previous page. Fill in the cluster with details from the paragraph.

Simon

- 1. Name: Simon
- 2. Age: 11 years old
- 3. Birthplace: France
- 4. Current Residence: Canada
- 5. Favorite Sport: Soccer
- 6. Family: Only child
- 7. Grandparents: Live there
- 8. Hobbies: Visits grandparents, plays soccer, swims, snorkels, plays in the sand
- 9. Location: Near the ocean
- 10. Language: Speaks French
- 11. Family Members: Cousins
- 12. Activities: Can make teams to play against each other

B. Answer the questions.

1. What is the writer's opinion about his life?

2. What does the writer do during his visits to France? What details does the writer give?

◆ Mapping Ideas

Students fill in a cluster with details from the paragraph on the Modeling page. This is a practical way of identifying main ideas and supporting details within a paragraph.

◆ Questions

Students answer questions about the details included in the paragraph and discuss certain aspects with a partner or the whole class.

2. Language Focus

Language Focus Unit 1

A. Complete the sentences with the correct form of the simple present tense.

- My brother / have / a girlfriend.
My brother has a girlfriend.
- Brian and his brothers / be / at baseball practice.
Brian and his brothers are at baseball practice.
- The idea of school on Saturdays / be / horrible.
The idea of school on Saturdays is horrible.
- One of my friends / be / very tall.
- Sarah / not / know the answer.
- We / have / a pet cat / but Sam and Mary / not / have / a cat.
- Many boys / hope / to become professional athletes.
- Either your shoes or your bag / be / always in the living room.
- I / want / to win the championship this year.

B. Read the following paragraph. Write the missing sentences using the words in parentheses. Use the correct form of the simple present.

My friends and I want to see a movie, but we can't decide which one to see. ¹_____. (Mark / want / to see Batman). Nina and I want to see the new James Bond movie, and Holly doesn't know what she wants to see. ²_____. (Each movie, including the previews, / be / about two hours long). The time is perfect because we're meeting some other friends for dinner in about two and a half hours. ³_____. (We all / plan / to eat hamburgers and french fries). I love to watch movies. ⁴_____.
⁵_____ / be glad / that I have so many great friends.

◆ Language Focus

Various writing tasks allow students to develop their confidence in using the target language in sentences.

3. Independent Writing: Brainstorming and Making an Outline

Brainstorming

A. Choose something about yourself that you think is interesting.
Interesting fact: _____

B. Think of other information about yourself. Complete the chart below. Use the word box to help you.

tennis	pets	badminton	good at science
sing well	love history	have a rabbit	can speak three languages
chess	can rap	like country music	able to walk on my hands
jump rope	basketball	from Germany	have a twin brother

My Name: _____
(The Telling Word)

Interesting fact: _____
(The Telling Word)

Interesting fact: _____
(The Telling Word)

Number of brothers and sisters: _____

Age: _____

Favorite sport or school subject: _____

◆ Brainstorming

Students choose a subject related to the unit's theme and brainstorm ideas related to this subject.

◆ Word Box

A word box is provided to help stimulate ideas as the students fill in the chart provided.

Making an Outline

Create an outline using your ideas from the brainstorming section. Add more ideas if you want.

Topic Sentence Ideas:

- My name is Joseph Smith, and I am twelve years old.
- My name is Joseph Smith, and my friends call me Jo.
- Do you know any interesting facts about me?
- My first name is Joseph, and I have a brother.

1. Introduction (Topic sentence)

2. Body

Ex. I can swim very fast!
I love to swim, and I'm very fast.
I'm on the swim team at my school.

Fact: I live _____
Detail: _____

Fact: I like _____
Detail: _____

Fact: _____
Detail: _____

3. Conclusion (Concluding sentence)

◆ Topic Sentence Ideas

Sample topic sentences are provided for students who find formulating a topic sentence a challenge.

◆ Making an Outline

Students put ideas from their brainstorming chart into an Introduction, Body, and Conclusion. This practices organizing main ideas with supporting details, sequential events, or summaries. Students learn to organize their own information and ideas in a logical order.

4. Independent Writing: Writing a Paragraph

My Own Writing

A. Think of a title for your paragraph.
Title: _____

B. Write a paragraph on the lines below.

Useful Expressions:

- Look! Joseph Smith is French, but he's not in Canada.
- Look! meeting my grandparents because we speak French together.
- My favorite sport.

To do:

- Underline the sentence that tells how old you are.
- Circle the interesting facts about yourself.
- Draw boxes around all the verbs in the simple present tense.

C. Check your writing.

1. Are the facts about you clear to the reader?	Y/N
2. Did you give at least two interesting facts about yourself?	Y/N
3. Did you explain the interesting facts?	Y/N
4. Did you use the simple present tense?	Y/N

◆ My Own Writing

This is the culmination of the previous two pages and provides a meaningful opportunity for students to write their own personal paragraph.

After writing, students are provided with a checklist to edit their own work for mistakes—an essential stage in the writing process.

All About Me

Unit 1

Objectives

- To write a descriptive paragraph introducing oneself
- To use the simple present tense



Modeling

A **self-introduction** is a way for you to introduce yourself. You should include basic facts and interesting information about yourself.

A. Read the example paragraph and answer the questions that follow.

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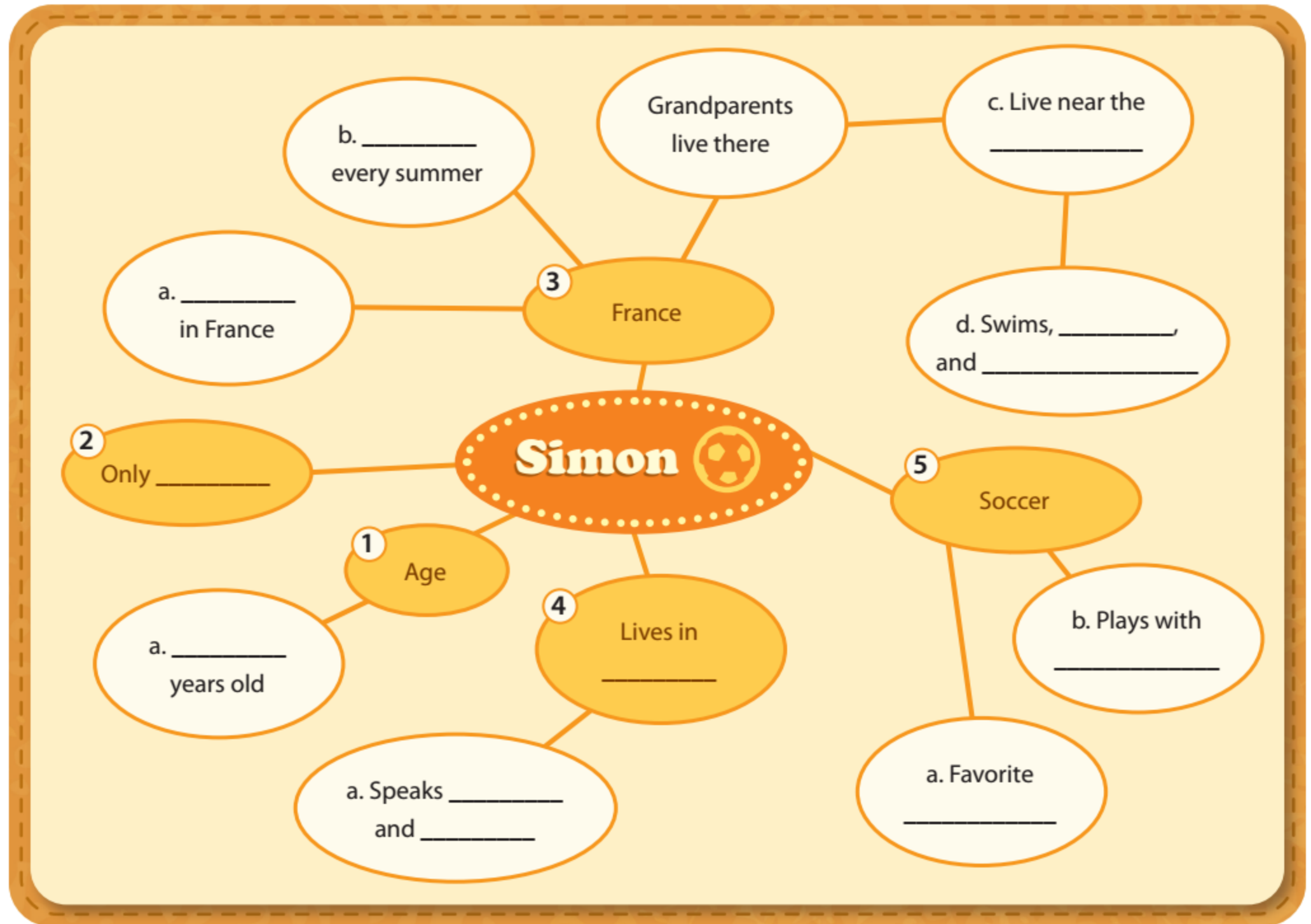
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B. Answer the questions.

1. What is the writer's opinion about his life?

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A. Complete the sentences with the correct form of the *simple present tense*.

1. My brother / have / a girlfriend

My brother has a girlfriend.

2. Brian and his brothers / be / at baseball practice

Brian and his brothers are at baseball practice.

3. The idea of school on Saturdays / be / horrible

The idea of school on Saturdays is horrible.

4. One of my friends / be / very tall

5. Sarah / not / know the answer

6. We / have / a pet cat / but Sam and Mary / not / have / a cat

7. Many boys / hope / to become professional athletes

8. Either your shoes or your bag / be / always in the living room

9. I / want / to win the championship this year

B. Read the following paragraph. Write the missing sentences using the words in parentheses. Use the correct form of the *simple present*.

My friends and I want to see a movie, but we can't decide which one to see. ^{1.} _____
_____ (Mark / want / to see *Batman*). Nina and I want to
see the new James Bond movie, and Holly doesn't know what she wants to see. ^{2.} _____
_____ (Each movie,
including the previews, / be / about two hours long). The time is perfect because we're
meeting some other friends for dinner in about two and a half hours. ^{3.} _____
_____ (We all / plan / to eat hamburgers and French
fries). I love to watch movies. ^{4.} _____
_____ (I / be glad / that I have so many great friends).