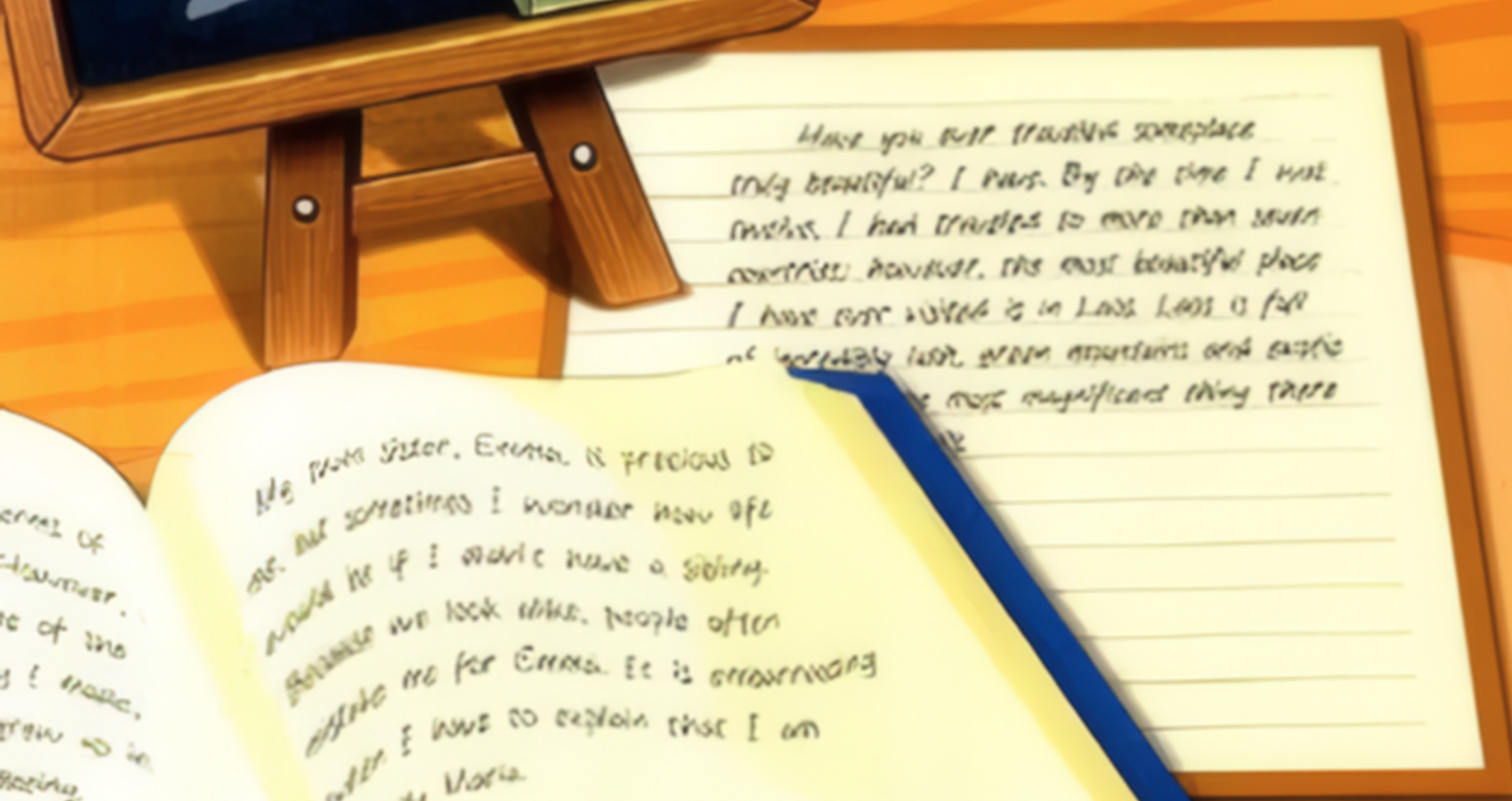


# Write On

3



My twin sister, Emma, is precious to me. But sometimes I wonder how life would be if I didn't have a sibling. Because we look alike, people often mistake me for Emma. It is embarrassing when I have to explain that I am actually Maria.



Brian M. Williams

# Write On

3

Brian M. Williams



# Write On 3

Brian M. Williams

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# How to Use This Book

## 1. Introduction

**Places I've Been** Unit 1

**Objectives**

- To write a description of a place you have visited
- To use the present perfect tense

**Modeling**

A descriptive paragraph provides the reader with information about a topic that allows them to imagine it. A good descriptive paragraph will use lots of adjectives and comparisons to help the reader better understand or imagine what you are describing.

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

Have you ever traveled someplace truly beautiful? I have. By the time I was twelve, I had traveled to more than seven countries; however, the most beautiful place I have ever visited is in Laos. Laos is full of incredibly lush, green mountains and exotic jungles, but the most magnificent thing there is the waterfalls. They are full of stunning aqua-colored water which is so blue it doesn't even look real. I have seen crystal-clear water in the ocean before, but this is different. The Laotian water is a very unique blue. Another truly fantastic thing about these waterfalls is that elephants come and play in the water. In Laos, I saw an elephant trainer let his elephants run wild in the water. I discovered that elephants are very playful and gentle creatures. It was thrilling to watch them while they swam and splashed in the water. There might be a place more beautiful in the world, but I haven't seen it.



- Underline and write the writer's topic sentence.
- Circle and write the writer's concluding sentence.
- How many adjectives does the writer use to describe the waterfalls? Number each adjective.

### ◆ Paragraph Analysis

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

### ◆ 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 introduce useful expressions for the students' own writing.

**Mapping Ideas**

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



**B. Answer the questions.**

- Where has the writer been, and what was the writer's opinion of it?
- What details does the writer give to describe this place?
- Do you think this place sounds like a beautiful place to visit? Why?

### ◆ 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 of the paragraph with a partner or the whole class.

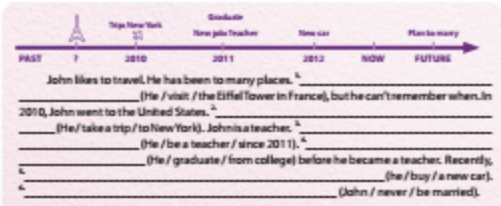
## 2. Language Focus

**Language Focus** Unit 1

**A. Read the sentences. Underline the mistakes. Rewrite the sentences with the correct form of the present perfect tense.**

- Do you see John since last week?  
*Have you seen John since last week?*
- It is the best cake she ever ate.  
*It is the best cake she has ever eaten.*
- I went to Italy many.  
*I have never been to Italy.*
- I already finished my homework.
- Tom doesn't read his new book yet.
- This is the tallest mountain I ever saw.
- Sara is annoyed because the movie already started.
- Do you study English before?
- People traveled to the moon.

**B. Look at the timeline. Use it to complete the paragraph. Use simple past or present perfect as appropriate.**



John likes to travel. He has been to many places. <sup>1</sup> (He / visit / the Eiffel Tower in France), but he can't remember when. In 2010, John went to the United States. <sup>2</sup> (He / take a trip / to New York). John is a teacher. <sup>3</sup> (He / be a teacher / since 2011). <sup>4</sup> (He / graduate / from college) before he became a teacher. Recently, <sup>5</sup> (he / buy / a new car). <sup>6</sup> (John / never / be married).

### ◆ Language Focus

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

### 3. Independent Writing: Brainstorming and Making an Outline

**Brainstorming**

A. Think of a place you have visited. It can be a place you liked or a place that you didn't like. If you can't remember a place you have visited, use your imagination.  
Place: \_\_\_\_\_

B. Think about what you saw and did in this place. What did it look like? Fill in the chart with information about your visit to this place. Use the word box to help you.

trip	exceptional	dangerous	picturesque	disappointing	large
dull	unbelievable	eye-catching	entertaining	inspiring	longest
destination	unimpressive	remarkable	impressive	fantastic	ancient

Place I have been to

Place: \_\_\_\_\_

When: \_\_\_\_\_

Who: \_\_\_\_\_

Why like/dislike it: \_\_\_\_\_

Saw: *Ex. Green mountains and jungles, blue waterfalls.*

Did there: \_\_\_\_\_

#### ◆ 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.

Tip: When writing a descriptive paragraph, you are trying to help the reader draw a mental picture of what you're writing about. It is helpful to use lots of adjectives and to compare the one thing with other things. For example, the water in the ocean is blue, but the water in the lake is a different blue. The London water is a very unique blue.

1. Introduction (Topic sentence)

2. Body

Supporting Idea *Ex. Laos is full of incredibly high green mountains and exotic jungles, but the most magnificent thing there is the waterfalls.*

Detail *Ex. They are full of stunning aqua-colored water which is so blue it doesn't look real.*

Supporting Idea \_\_\_\_\_

Detail 1 \_\_\_\_\_

Detail 2 \_\_\_\_\_

Supporting Idea \_\_\_\_\_

Detail 1 \_\_\_\_\_

Detail 2 \_\_\_\_\_

Supporting Idea \_\_\_\_\_

Detail 1 \_\_\_\_\_

Detail 2 \_\_\_\_\_

3. Conclusion (Concluding sentence)

#### ◆ Topic Sentence Ideas

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

#### ◆ 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

- The most beautiful place I have ever visited was in Laos.
- Another really fun place I visited was the beach.
- I have never seen anything like it before.

C. Check your writing.

1. Did you give the name of the place you are describing? Y/N
2. Did you explain why you are writing about it? Y/N
3. Did you use adjectives to describe this place? Y/N
4. Did you use the present perfect tense in your paragraph? 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.



# Places I've Been

## Unit 1

### Objectives

- To write a description of a place you have visited
- To use the present perfect tense



### Modeling

A **descriptive paragraph** provides the reader with information about a topic that allows them imagine it. A good descriptive paragraph will use lots of adjectives and comparisons to help the reader better understand or imagine what you are describing.

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

Have you ever traveled someplace truly beautiful? I have. By the time I was twelve, I had traveled to more than seven countries; however, **the most beautiful place I have ever visited** is in Laos. Laos is full of incredibly lush, green mountains and exotic jungles, but the most magnificent thing there is the waterfalls. They are full of stunning aqua-colored water which is so blue it doesn't even look real. I have seen crystal-clear water in the ocean before, but this is different. The Laotian water is a very unique blue. **Another truly fantastic thing about** these waterfalls is that elephants come and play in the water. In Laos, I saw an elephant trainer let his elephants run wild in the water. I discovered that elephants are very playful and gentle creatures. It was enthralling to watch them while they swam and splashed in the water. There might be a place more beautiful in the world, but I haven't seen it.



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

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

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3. How many adjectives does the writer use to describe the waterfalls? Number each adjective.

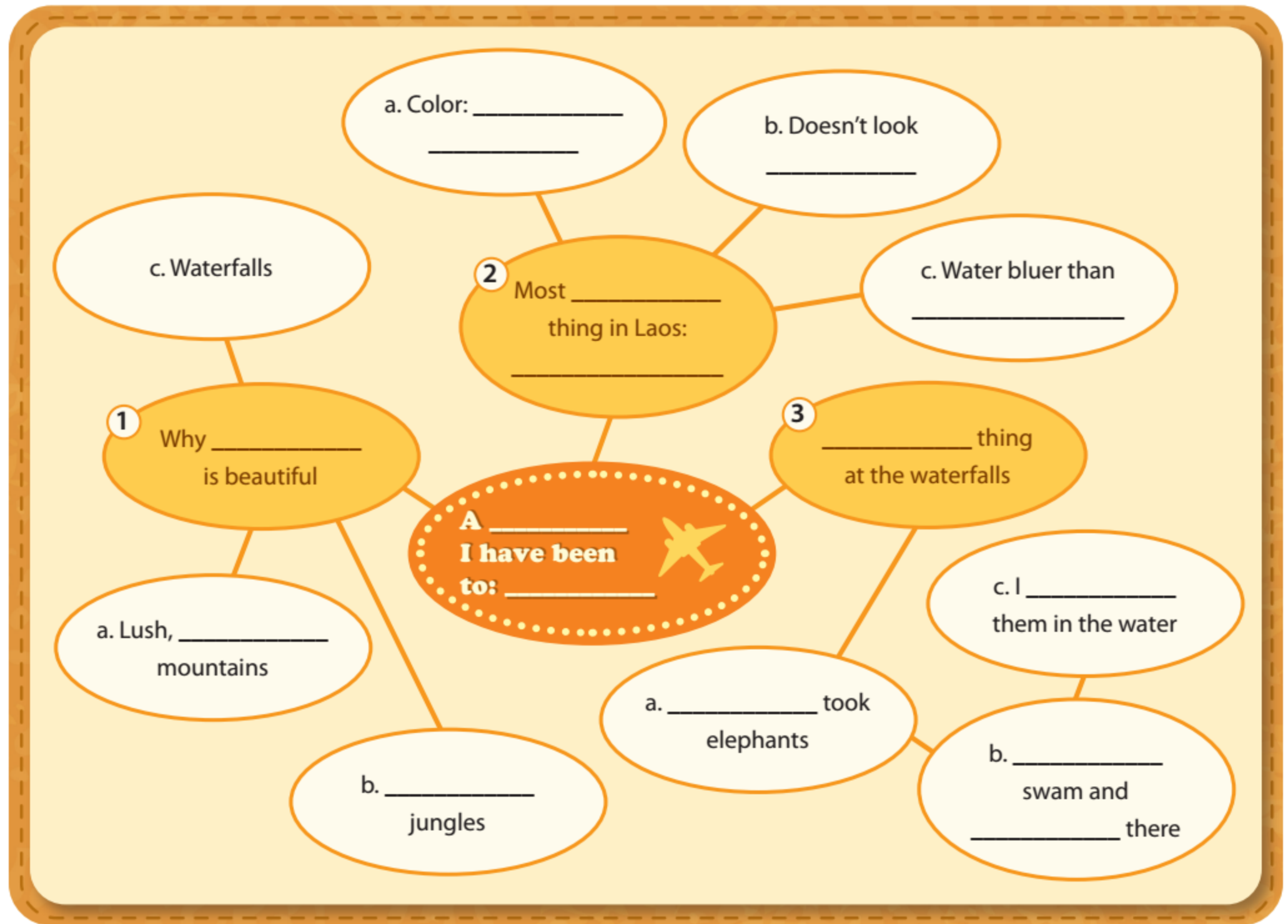
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## Mapping Ideas

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



**B.** Answer the questions.

1. Where has the writer been, and what was the writer's opinion of it?

\_\_\_\_\_

2. What details does the writer give to describe this place?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Do you think this place sounds like a beautiful place to visit? Why?

\_\_\_\_\_



**A. Read the sentences. Underline the mistakes. Rewrite the sentences with the correct form of the *present perfect tense*.**

1. Do you see John since last week?

*Have you seen John since last week?*

2. It is the best cake she ever ate.

*It is the best cake she has ever eaten.*

3. I went to Italy never.

*I have never been to Italy.*

4. I already finished my homework.

5. Tom doesn't read his new book yet.

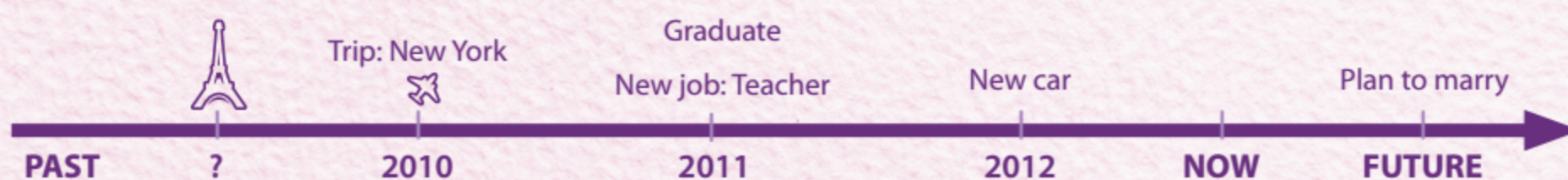
6. This is the tallest mountain I ever saw.

7. Sara is annoyed because the movie already started.

8. Do you study English before?

9. People traveled to the moon.

**B. Look at the timeline. Use it to complete the paragraph. Use *simple past* or *present perfect* as appropriate.**



John likes to travel. He has been to many places. <sup>1.</sup> \_\_\_\_\_  
(He / visit / the Eiffel Tower in France), but he can't remember when. In  
2010, John went to the United States. <sup>2.</sup> \_\_\_\_\_  
(He / take a trip / to New York). John is a teacher. <sup>3.</sup> \_\_\_\_\_  
(He / be a teacher / since 2011). <sup>4.</sup> \_\_\_\_\_  
(He / graduate / from college) before he became a teacher. Recently,  
<sup>5.</sup> \_\_\_\_\_ (he / buy / a new car).  
<sup>6.</sup> \_\_\_\_\_ (John / never / be married).