# how to write a recount

How to Write a Recount: A Step-by-Step Guide to Telling Your Story

how to write a recount is a question many students and writers ask when tasked with sharing a personal experience or event in a clear and engaging way. A recount is essentially a retelling of something that has happened, whether it's a memorable holiday, an exciting day at school, or an event that left a lasting impression. Understanding how to write a recount effectively allows you to capture those moments with clarity and interest, making your readers feel as if they were right there with you.

If you've ever wondered how to organize your thoughts, structure your narrative, or choose the right words to bring your story to life, this guide will walk you through the essential steps. Along the way, you'll also pick up handy tips on using descriptive language, maintaining a logical sequence, and keeping your recount engaging from start to finish.

# What Exactly Is a Recount?

Before diving into the mechanics of how to write a recount, it's important to grasp what a recount really is. In essence, a recount is a type of writing that retells events in the order they happened. Unlike persuasive or imaginative writing, recounts focus on factual details and personal reflections to help readers understand what occurred.

Recounts are commonly used in school assignments, personal diaries, or even professional settings where documenting events is necessary. Their main purpose is to inform or entertain by sharing a sequence of events in a coherent and engaging way.

# The Key Features of a Good Recount

To master how to write a recount, it helps to know the fundamental features that make one successful. Here are some important elements to keep in mind:

- Chronological Order: Events should be presented in the order they occurred, making the story easy to follow.
- Orientation: Setting the scene by introducing who was involved, where, and when the events took place.
- Recount of Events: A detailed and clear description of what happened, often divided into paragraphs for each main event.

- **Personal Comments or Reflection:** Including your thoughts or feelings about the events adds depth and personality to your recount.
- Past Tense: Since recounts describe events that have already happened, past tense verbs are usually used.

Understanding these features will guide your writing and ensure your recount is structured and complete.

# How to Write a Recount: Step-by-Step Process

Knowing the theory is one thing, but putting it into practice is where the real learning happens. Here's a practical method to help you write a recount that flows naturally and captures your experience vividly.

#### 1. Plan Your Recount

Before you start writing, take some time to think about the event you want to recount. Planning helps you organize your thoughts and decide what details are important to include.

- Identify the Event: Choose a specific occasion or experience to write about.
- Gather Details: Note down key facts such as who was there, when and where it happened, and what you did.
- Outline the Sequence: List the events in the order they occurred to maintain a clear timeline.

This preparation stage can make the writing process smoother and more focused.

#### 2. Write the Orientation

The orientation sets the scene for your readers. It answers the basic questions: who, what, when, and where.

For example, you might start with: "Last summer, I went on a camping trip with my family to the Blue Mountains." This helps readers understand the context before diving into the details.

#### 3. Describe the Events in Order

This is the heart of your recount — the part where you tell what happened. Write about each event in chronological order, using clear language and vivid descriptions to paint a picture.

To keep your recount engaging:

- Use action verbs to bring events to life.
- Include sensory details about sights, sounds, smells, or feelings.
- Break your narrative into paragraphs, each focusing on a different part of the event.

For example, instead of saying "We went hiking," try "We trekked up the rocky trail, feeling the crunch of gravel under our boots and hearing the chirping of birds all around us."

## 4. Add Personal Reflections

What made this event special or memorable? Sharing your thoughts or feelings helps connect readers to your story on a deeper level.

You might say, "I felt nervous at first, but as we reached the summit, a sense of achievement washed over me." Such reflections enrich your recount and give it a unique voice.

# 5. Use Appropriate Language and Tense

Since recounts describe past events, use past tense consistently. Words like "walked," "saw," "felt," and "heard" are perfect for narrating what happened.

Also, first-person pronouns such as "I," "we," or "my" make the recount personal and direct.

# 6. Conclude Thoughtfully

While recounts don't always require a formal conclusion, it's nice to wrap up your story naturally. You can summarize how the event ended or share a final thought.

For example, "That day taught me the value of perseverance, and I can't wait for our next adventure."

# Tips to Make Your Recount More Engaging

Even with a solid structure, a recount can sometimes feel dry if it's too factual or lacks personality. Here are some useful tips to enliven your writing:

- **Use Dialogue:** Including conversations can make the story feel more dynamic. For example, "My brother shouted, 'Look out for that branch!' just before I stumbled."
- Show, Don't Just Tell: Instead of stating "I was scared," describe your reactions: "My heart pounded, and my hands trembled as the storm approached."
- Vary Sentence Lengths: Mix short, punchy sentences with longer descriptive ones to keep the reader's interest.
- **Stay Focused:** Avoid unnecessary details that don't add to the story's flow or meaning.
- Edit and Revise: After writing, read your recount aloud to catch awkward phrasing or errors.

Applying these techniques will enhance the readability and impact of your recount.

# Common Mistakes to Avoid When Writing a Recount

Understanding pitfalls can be just as helpful as knowing what to do. Here are some frequent mistakes to watch out for:

- Mixing Up Tenses: Jumping between past and present tense can confuse readers.
- **Skipping the Orientation:** Failing to set the scene leaves readers unsure about the context.
- Lack of Sequence: Presenting events out of order disrupts the narrative flow.

- Being Too Vague: General statements without details make your recount dull.
- **Ignoring Personal Reflection:** Omitting your feelings or thoughts can make the story feel flat.

Keeping these in mind will help you craft a recount that is both accurate and engaging.

# **Examples of Different Types of Recounts**

Recounts can come in various forms depending on the purpose and audience. Here are a few common types:

#### **Personal Recount**

This type tells a story from your own experience, often informal and reflective. Example: a diary entry about a birthday party.

#### Factual Recount

Used to report events factually, such as a news report or an accident description. It tends to be more formal and objective.

#### **Procedural Recount**

This recount focuses on a process or sequence of actions, like explaining how a competition unfolded or describing a scientific experiment.

Understanding these variations can help you tailor your recount to suit your specific writing task.

- - -

Learning how to write a recount is a valuable skill that allows you to share your experiences in a way that's both clear and captivating. By focusing on structure, language, and personal insight, your recounts will not only inform but also engage your readers, bringing your stories to life on the page. Whether you're writing for school, work, or personal enjoyment, these techniques can help you communicate your experiences with confidence and style.

# Frequently Asked Questions

## What is a recount in writing?

A recount is a type of writing that retells events or experiences in the order they happened, providing details about what occurred.

## What are the key features of a recount?

Key features include a clear orientation (setting the scene), a chronological sequence of events, and a conclusion or personal reflection.

## How do I start writing a recount?

Begin with an orientation that introduces the who, what, where, and when of the event you are recounting.

## What tense should I use when writing a recount?

Recounts are usually written in the past tense since they describe events that have already happened.

## How can I make my recount more engaging?

Use descriptive language, include specific details, and express your feelings or thoughts about the events to make your recount more engaging.

# What structure should I follow when writing a recount?

A typical structure includes an orientation, a series of events in chronological order, and a conclusion or reflection.

## How long should a recount be?

The length of a recount depends on the purpose and audience, but generally it should be concise and focused, providing enough detail to clearly tell the story.

## Can I include dialogue in a recount?

Yes, including dialogue can make your recount more vivid and help readers understand the interactions between people during the events.

## What is the difference between a recount and a

#### narrative?

A recount focuses on retelling events in the order they happened without much elaboration, while a narrative often includes a plot, characters, and a problem to be solved.

## How do I conclude a recount effectively?

End with a personal comment, reflection, or summary of the events to give closure and share what you learned or how you felt.

## **Additional Resources**

How to Write a Recount: An Analytical Guide for Effective Storytelling

how to write a recount is a skill that transcends academic exercises and finds its relevance in various professional and personal contexts. A recount aims to retell events or experiences chronologically, providing readers with a clear and engaging narrative. Whether drafting a school assignment, documenting a project timeline, or crafting a personal memoir, mastering the art of recount writing enhances communication and preserves memories with accuracy and flair.

Understanding the nuances of recount writing involves dissecting its structure, tone, and language features. This article delves into the essentials of how to write a recount, highlighting the critical components, stylistic choices, and practical tips that ensure clarity and engagement. By integrating relevant strategies and language patterns, writers can produce recounts that not only inform but also captivate their audience.

# What is a Recount and Why Does it Matter?

A recount is a detailed narrative that retells events in the order they occurred. Unlike creative writing that may take liberties with facts, recounts prioritize accuracy and sequence. They are commonly used in educational settings to enhance students' understanding of narrative structures and in professional environments for reporting incidents, meetings, or project developments.

The importance of recount writing lies in its ability to provide a clear, concise, and factual account of past events. This clarity aids in reflection, learning, and record-keeping. In journalism, for instance, recounts help maintain objectivity while delivering comprehensive coverage of incidents. In academic contexts, recounts are foundational exercises that build skills in observation, memory, and chronological organization.

## Key Features of Effective Recount Writing

To master how to write a recount, understanding its defining features is paramount. These include:

- Chronological Order: Events are presented in the sequence they occurred, ensuring logical flow.
- Orientation: Introduction that sets the scene by providing background information such as who, what, when, and where.
- **Series of Events:** Detailed descriptions of the main events, usually organized into paragraphs.
- **Personal Comments or Reflections:** Optional but can add depth by sharing the writer's feelings or thoughts about the events.
- Past Tense Usage: Since recounts narrate past events, past tense verbs are consistently used.

These elements combine to create a narrative that is not only informative but also engaging and easy to follow.

# Step-by-Step Guide on How to Write a Recount

Writing a recount systematically can significantly improve the quality and coherence of the narrative. Below is a detailed breakdown:

#### 1. Plan Your Content

Before writing, gather all necessary information about the event. Consider the following:

- What happened?
- Who was involved?
- When and where did it occur?
- Why is it important to recount this event?

Organize these details chronologically to serve as the backbone of your recount.

#### 2. Craft the Orientation

The orientation sets the context for readers. It should briefly introduce the event, participants, time, and location. A strong orientation answers the basic questions and invites readers into the story.

Example: "Last Saturday, my family and I went hiking in the Blue Mountains, where we experienced an unexpected adventure."

#### 3. Describe the Events in Detail

This is the core of the recount. Each paragraph should focus on a particular event or moment, maintaining chronological order. Use descriptive language to immerse readers but avoid unnecessary embellishments that can detract from factual accuracy.

Effective recounts balance details with clarity—too sparse, and the narrative feels incomplete; too detailed, and it risks losing focus.

## 4. Use Appropriate Language and Tenses

Consistency in verb tense is critical. Since recounts describe past events, the past tense is predominant. Additionally, incorporating time connectives such as "after that," "then," "finally," and "next" helps to link events smoothly.

# 5. Conclude Thoughtfully

While recounts do not always require a formal conclusion, a brief closing statement or personal reflection can provide closure. This might include the significance of the event or the writer's feelings afterward.

Example: "Overall, the hike taught me the importance of preparation and staying calm in unexpected situations."

## Common Challenges and How to Overcome Them

Understanding how to write a recount also means recognizing potential

## Maintaining Objectivity vs. Personal Voice

One challenge is balancing factual reporting with personal insights. While recounts are primarily factual, including personal reflections can enrich the narrative. The key is to clearly differentiate between objective description and subjective opinion.

## **Ensuring Chronological Clarity**

Events can sometimes be complex or overlapping. Writers should carefully sequence events and use time markers to avoid confusing the reader.

# **Engaging the Reader**

Recounts risk becoming dry if they focus solely on facts. Employing vivid verbs, sensory details, and varied sentence structures can maintain reader interest without sacrificing accuracy.

# Recount Writing Compared to Other Narrative Forms

Analyzing recounts alongside similar writing styles clarifies their unique purpose and structure.

- **Recount vs. Narrative:** While both tell stories, narratives often include fictional elements and plot development, whereas recounts focus on factual retelling.
- **Recount vs. Report:** Reports are more formal and objective, often used in professional contexts to present information, while recounts are more personal and descriptive.
- **Recount vs. Diary Entry:** Diary entries are informal and introspective, typically written in the first person, whereas recounts may adopt a more neutral tone and third-person perspective.

Understanding these distinctions helps writers choose the appropriate style for their purpose.

# Practical Applications of Recount Writing

The skill of recount writing is valuable across multiple domains:

#### In Education

Recounts help students develop narrative skills, improve vocabulary, and understand temporal sequencing. They serve as foundational exercises in language arts curricula worldwide.

# **In Professional Settings**

Employees often need to recount meetings, incidents, or project milestones. Clear and accurate recounts facilitate communication, accountability, and decision-making.

#### In Personal Life

Journaling or sharing experiences with friends and family often involves recount writing. This practice aids memory retention and emotional processing.

Exploring how to write a recount thus reveals its versatility and significance across contexts.

The craft of recount writing demands meticulous attention to detail, chronological clarity, and an engaging narrative style. By embracing these principles, writers can produce recounts that inform, reflect, and resonate with diverse audiences.

## **How To Write A Recount**

Find other PDF articles:

 $\underline{https://lxc.avoiceformen.com/archive-top3-29/files?ID=NVY38-0883\&title=the-peacemaker-ken-sand}\\ \underline{e-pdf.pdf}$ 

**how to write a recount: Targeting Text** John Barwick, 1998 Series contains structured teaching units for nine most commonly studied text types.

how to write a recount: Targeting Writing Across the Curriculum Merryn Whitfield, 2001

Targeting across the curriculum: book 3, upper primary.

how to write a recount: Teaching Informational Text in K-3 Classrooms Mariam Jean Dreher, Sharon Benge Kletzien, 2015-09-19 Specifically designed for K-3 teachers, this accessible guide describes ways to use informational text creatively and effectively in both reading and writing instruction. The book presents lessons, read-alouds, and activities that motivate students to engage with a wide variety of exemplary texts. Links to the Common Core State Standards (CCSS) are explained throughout. Key topics include how to build academic vocabulary, balance fiction and nonfiction, and address the needs of English language learners. Examples from diverse classrooms and end-of-chapter discussion questions and engagement activities enhance the book's utility as a professional development resource. Reproducible handouts and other tools can be downloaded and printed in a convenient 8 1/2 x 11 size.

how to write a recount: Stimulating Non-Fiction Writing! Emma Hughes-Evans, Simon Brownhill, 2019-01-25 Stimulating Non-Fiction Writing! Inspiring Children Aged 7-11 offers innovative and exciting ways to engage children in non-fiction writing, giving professionals the confidence and practical advice that they need to support children in producing quality non-fiction texts in the classroom. Packed full of interesting ideas, resource suggestions and practical activities, the book explores the various ways professionals can purposefully encourage 'child authors' to develop their non-fiction writing skills. Tried-and-tested resources, 'Gold star!' tips and practical suggestions are underpinned by research-informed teaching strategies and academic information to strengthen professional practice associated with the teaching of non-fiction writing. By taking a stimulating approach to each text type and linking activities to known texts and stimuli, the book offers differentiated advice for working with children in Lower and Upper Key stage 2. Chapters consider text types that include: Instructions Persuasive texts Non-chronological reports

Correspondence texts Discussion texts This new text is the perfect guide for inspiring children aged 7-11 in the classroom and will energise and enrich classroom provision and practice by being an essential resource for teachers and students on teacher training courses.

how to write a recount: How to Teach Non-Fiction Writing at Key Stage 3 Paul Evans, 2013-01-11 How to Teach Non-Fiction Writing at Key Stage 3 is a practical manual to help teachers of 11-14 year-olds to focus on key aspects of developing their pupil's non-fiction writing. The book presents a clear teaching sequence that emphasizes the link between reading and writing, and can raise pupil's attainment levels in both areas. Practical writing workshops focus on the six main types of non-fiction as defined in the NLS Framework for Year 7: information, recount, explanation, instruction, persuasion and discussion texts. Each workshop includes photocopiable sample texts, instructions for teachers, and tasks for pupils to complete. With advice on how to make best use of a writing journal, and how to progress in sentence construction - how to make sentences more flexible and better adapted to purpose - the book is a practical and immediately useful resource for KS3 teachers.

how to write a recount: Targeting Text Katrina Wood, Sue Stubbs, 2000 how to write a recount: Countdown to Non-Fiction Writing Steve Bowkett, 2009-12-04 Countdown to Non-Fiction Writing saves valuable planning time and gives you all the flexibility you need in helping pupils to prepare for, understand, and write non-fiction.

how to write a recount: Ninja Text Types and Modelled Writes Andrew Jennings, 2025-01-30 Ninja Text Types and Modelled Writes provides an outstanding library of photocopiable high-quality modelled texts and scaffolded teaching sequences to build writing confidence for all learners. With a focus on learning to write for a range of different purposes and audiences in line with the National Curriculum, each text type unit guides teachers and pupils through a series of easy-to-follow, well-planned and scaffolded writing outcomes. Including comprehensive teaching plans, modelled writing samples, structure strips and supporting vocabulary, this book is the time-saving key to guiding your learners to become confident and independent writers in a range of different text types. For more must-have Ninja books, check out the Vocabulary Ninja, Arithmetic Ninja, Comprehension Ninja and Like A Ninja classroom and home learning resources.

**how to write a recount:** Models for Writing Chris Buckton, 2000 The Models for Writing books provide a complete programme to teach the writing process through shared, guided and extended work. Based on the National Literacy Strategy requirements, the books feature sentence-level focus, lively activities, and an easy-to-use solution for differentiation.

how to write a recount: Proceedings of the 3rd Annual International Conference on Natural and Social Science Education (ICNSSE 2023) Elizabeth Edwards, Mochammad Tanzil Multazam, William Guéraiche, Siska Siska, Suswandari Suswandari, Khoerul Umam, 2024-06-04 This is an open access book. his conference was held online by Research Development Institute, Universitas Muhammadiyah Prof. DR. HAMKA on June 21th-22th, 2023 with a theme of Celebrating research and innovation: Visions and impact. The aim of the conference is to provide a platform for the researchers, experts, and practitioners from academia, governments, NGOs, research institutes, and industries to discuss and share cutting-edge progress in the fields of public health, pharmacy, psychology, nutrition, and medical science. We are looking forward to seeing you virtually on June 21th-22th, 2023.

how to write a recount: Spanish/English primary integrated curriculum. Language and literacy Arellano Espitia, Mónica, Bradshaw Borge, Carmen Cecilia, Heather, Denise, Kinsella, Lisa, Orive, Andere, Smith Hanot, Madeleine, Vega Manjón, Mª Teresa, 2015

how to write a recount: Congressional Record, 1884

**how to write a recount:** Focus on Writing Composition Ray Barker, Louis Fidge, 1999 The supporting Teacher Resource Books offer practical advice on organising and using the course and privide a comprehensive range of further teaching ideas that cover all links with the NLS.

how to write a recount: Planning to Teach Writing Emma Caulfield, 2016-03-02 Written by an experienced teacher and literacy consultant, Planning to Teach Writing offers an easy-to-use, tried-and-tested framework that will reduce teachers' planning time while raising standards in writing. Using the circles planning approach, it provides fresh inspiration for teachers who want to engage and enthuse their pupils, with exciting and varied hooks into writing, including picture books, short stories, novels and films. Exploring effective assessment practice, each chapter puts the needs and interests of pupils at the forefront of planning, and models how to design units of work that will lead to high-quality writing outcomes in any primary school classroom. The book uses a simple formula for success: 1 Find the gaps in learning for your students. 2 Choose a hook that you know will engage your students. 3 Select a unit plan that you know will support you to get the best writing out of your students. 4 Tailor it. 5 Teach it! With a fantastic range of hooks to inspire teaching and learning, Planning to Teach Writing ensures successful planning that will maximise engagement, enjoyment and achievement. This book is an accessible and necessary resource for any teacher planning to teach writing in their classroom.

how to write a recount: Step by Step Book 3 Teacher's Guide Gill Matthews, 2018-03-26 All you need to encourage a love and enthusiasm for reading and writing from a young age. Benefit from the experience of key educators across the Caribbean regions who have carefully designed this resource to give your students exactly the right introduction to the Language Arts curriculum. -Ensure a steady transition from Creole to Standard English with an introductory section on language acquisition in the Teacher Guides called Language Strategy. -Cover technicality of grammar, vocabulary and syntax using picture cues and writing as well as reading and reading comprehension. -Offer exposure to many different forms of text with a variety of different text types and genres. -Connect reading and writing with templates, to make sure that students don't fall behind and progress evenly with both. This book accompanies the Step by Step Student's Book 3, 9781510414174.

**how to write a recount:** The Phenomena In The Today Society (The Compilation of the Stories in the Linguistics View) Dr. Rebecca Evelyn Laiya, MRE dkk, 2024-04-19 The purpose of this book is to give the motivation and inspiration for the students of Indonesia to write more, writing is very important for the students. Hopefully this book will be a great book.

**how to write a recount:** Authentic Assessment Katherine Luongo-Orlando, 2003 Authentic

Assessment combines performance tasks that are relevant to students' lives with the need for accountability. The book explores common mandated language arts expectations and shows teachers how to choose meaningful activities that will guide students toward achieving important learning outcomes. This practical approach to task design includes suggestions for planning through evaluating and generating a mark, as well as sensible ways to use assessment results to improve instructional practice. The book presents: a thorough, constructive background for authentic assessment of student work; clear definitions of terms related to assessment and evaluation; a step-by-step process for developing performance-based tasks; strategies for relating tasks to goals and expectations; numerous activities that can be used as is or adapted for specific needs. Designed for the busy teacher, the book includes ready-to-copy and use planning sheets, rubrics, and student surveys. Excellent samples of student work based on performance tasks complement this timely book.

how to write a recount: Herausforderung Bildungssprache - und wie man sie meistert Ingrid Gogolin, Imke Lange, Ute Michel, Hans H. Reich, 2013 ?Bildungssprache? und ?Durchgängige Sprachbildung? sind Begriffsprägungen, die als Leitbegriffe vielfach aufgegriffen wurden - in Forschung, Bildungspolitik, didaktischen Vorschlägen und pädagogischer Praxis. Lanciert wurden sie durch das Modellversuchsprogramm FörMig (?Förderung von Kindern und Jugendlichen mit Migrationshintergrund?). Die in diesem Band versammelten Beiträge sind im Kontext von FörMig entstanden. Sie zeigen, dass die Idee einer ?Durchgängigen Sprachbildung?, die bildungssprachliche Fähigkeiten fördert, nicht in der Luft hängt, sondern Anhaltspunkte in Theorie und Empirie ebenso wie in der Praxis hat. Der Band liefert nicht nur Definitionen und theoretische Fundierungen, sondern auch illustrative Beispiele für die Realisierung der Idee in der Praxis. Die Beiträge richten sich an Interessierte in Wissenschaft und Forschung ebenso wie in der pädagogischen Praxis, und nicht zuletzt an Studierende der Erziehungs- und Sprachwissenschaft sowie des Lehramts.

how to write a recount: Jumpstart! Talk for Learning Lyn Dawes, John Foster, 2015-11-19 Jumpstart! Talk for Learning presents a collection of multi-sensory games and activities that will jumpstart children's use of effective talk in the classroom. This book offers practical and engaging ideas ranging from brief games to extended lesson suggestions. It offers a basis for creating your own spoken language activities to match topics you are teaching and individual needs of your class. Specifically written to help teachers with the direct teaching of talk skills required by the National Curriculum, activities in the book encourage children to: • participate in group and class discussions • use exploratory talk and share a range of points of view • use talk imaginatively to develop understanding • develop individual presentational talk • take part in active drama sessions Jumpstart! Talk for Learning includes a range of classroom activities that can be used in literacy lessons and integrated across the curriculum. This essential resource will help teachers develop children's use of talk to understand one another and get things done together.

how to write a recount: Write to Read Larry Swartz, 2022-09-19 This practical book is full of quick and easy-to-use lessons that promote meaningful writing practice. Teachers will find strategies organized alphabetically and in a consistent format that will inspire students to plan, develop, and share their writing. The lessons allow teachers to choose what they need to meet the diverse needs of students in grades one through eight. Each independent lesson guides students through the writing process with information about a writing form, along with suggested literature sources. Tips throughout the book will help students successfully write to narrate, to inform, to entertain, to persuade, to respond, and to enjoy.

#### Related to how to write a recount

| <b>write</b>   <b>Weblio</b>  |
|---|
|   |
| <b>Writ</b>   <b>Weblio</b> a   |
| [cheque] [ [ [ [ [ [ (cf. WRITE out [ [ [ [ (2) )                                       |
| nnn <b>wrote</b> nnnnnnnnn <b>I Weblio</b> nnnn nwrotennnnnnnn - write nnnnWeblionnnnnn |

```
write to _____ | Weblio ___ write to ____ _ _ _ _ _ _ _ - _487_____ - _487______
____writing_____ | Weblio____ 23 ___ __ a writer 24 ___ __ to write something 25 __ __ __ __
\square a written message that has been jotted down briefly 26 \square \square \square
000with00000000 | Weblio0000 C 1 [00 0 00 0 000] 000000. write with a pencil 00 0 0
□□□mention□□□□□□□□□ | Weblio□□□□ Nothing was mentioned about the price. How much is it? □
000design000000000 | Weblio0000 0design
[cheque] \square\square \square\square (cf. WRITE out \square\square\square (2))
___wrote____ | Weblio____ | wrote_____ - write ____Weblio____
write to _____ | Weblio ___ write to ____ _ _ _ _ _ _ _ - _487_____ - _487______
____writing_____ | Weblio____ 23 ___ __ a writer 24 ___ __ to write something 25 __ __ __ __
\square a written message that has been jotted down briefly 26 \square \square \square
000with00000000 | Weblio0000 C 1 [00 0 00 0 000] 00000. write with a pencil 00 0 0
____composition_____ | Weblio____ b ____ (__ __) ___ . write a composition __ ___
□□□mention□□□□□□□□□ | Weblio□□□□ Nothing was mentioned about the price. How much is it? □
[cheque] \square\square \square\square (cf. WRITE out \square\square\square (2))
___wrote____ - write _____ | Weblio____ | wrote
write to _____ | Weblio ___ write to ____ _ _ _ _ _ _ _ - _487_____ - _487______
____writing_____ | Weblio____ 23 ___ __ a writer 24 ___ __ __ to write something 25 ___ __ __ __
\square a written message that has been jotted down briefly 26 \square \square \square
000with00000000 | Weblio0000 C 1 [00 0 00 0 000] 00000. write with a pencil 00 0 0
____composition_____ | Weblio____ b ____ (__ __) ___ . write a composition __ ___
□□□mention□□□□□□□□□ | Weblio□□□□ Nothing was mentioned about the price. How much is it? □
000Writ00000000 | Weblio0000 a 000 0 000 0 0 0 000 00; 00 00 00. write a check
[cheque] \square\square \square (cf. WRITE out \square\square\square (2))
___wrote_____ | Weblio____ | wrote_____ - write ____ Weblio_____
```

| <b>write to</b>   <b>Weblio</b> write to487487   |
|--|
|  |
| <b>writing</b>   <b>Weblio</b> 23  |
| $\square$ a written message that has been jotted down briefly 26 $\square$ $\square$ $\square$             |
| write on [ [ [ Weblio [ ] ] ] write on [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [                               |
| topic) - 048700000000000000000000000000000000000   |
| <b>with</b>   <b>Weblio</b> C 1 [ write with a pencil  |
| Composition  |
| □□□ <b>mention</b> □□□□□□□□□   <b>Weblio</b> □□□□ Nothing was mentioned about the price. How much is it? □ |
| □ □□ □□□□□ □□ □□□ □□□ □□□ □□? I think I forgot to mention the time. □□ □□ □□ □□□□□ □□                      |
| 000 <b>design</b> 000000000   <b>Weblio</b> 0000   |
| nnnnnnnn (n)nnnnWeblionnnnn  |

Back to Home:  $\underline{https://lxc.avoiceformen.com}$