

Writing Program

World English, Third Edition features extended writing instruction and practice across all components. Complete lessons in the Student's Book and printed Workbook contain explicit skill instruction and writing models to give students a chance to reflect on the English they have learned and to develop an indispensable academic skill. Furthermore, the Writing and Communication lesson in the *World English* Online Workbook guides students through the planning, writing, and revising stages of process writing. The following Writing Program is designed for teachers seeking additional practice that is closely aligned with the theme of each unit.

Unit	Writing Task
UNIT 1 Time Expressions	Identify time expressions in sentences. Complete sentences with time expressions. <i>yesterday, always, last month, at the moment, right now, every Friday, etc.</i>
UNIT 2 Brainstorming	List ideas before writing. Complete a paragraph about personal experiences using listed ideas.
UNIT 3 Topic Sentences	Identify the topic sentence in a paragraph. Write an appropriate topic sentence.
UNIT 4 Supporting Details	Identify supporting details in a paragraph. Complete a paragraph with appropriate supporting details.
UNIT 5 Specific Information	Identify specific information in sentences. Write a paragraph about an unusual / challenging experience using specific information.
UNIT 6 Writing Questions	Answer <i>Wh-</i> questions in complete sentences. Write <i>Wh-</i> questions using different verb forms. <i>When did you begin to learn English? In your opinion, what's the perfect age to get a job?</i>
UNIT 7 Sequence Words	Identify sequence words in a paragraph. Write a paragraph that describes a process using sequence words. <i>first, second, next, then, lastly, finally, etc.</i>
UNIT 8 Compound Sentences: <i>And, So</i>	Learn about compound sentences. Write compound sentences using <i>and</i> and <i>so</i> .
UNIT 9 Compound Sentences: <i>But, Or</i>	Write compound sentences using <i>but</i> and <i>or</i> .
UNIT 10 Pros and Cons	Identify pros and cons. Write a paragraph explaining the pros and cons of a topic.
UNIT 11 Descriptive Adjectives	Identify descriptive adjectives in a job description. Write a paragraph about a dream job using descriptive adjectives. <i>interesting, challenging, reliable, energetic, experienced, etc.</i>
UNIT 12 Giving Reasons	Learn about different ways to state reasons. Write a paragraph about an important holiday, providing reasons for statements. <i>because, since, so, to + verb</i>

Unit 1: Food for Life

Time Expressions

A Read the text.

Time expressions tell us when something happens. For example, *right now* tells us that something is happening now; *every day* tells us that something happens daily; and *last night* tells us that something happened late yesterday. Time expressions usually come at the beginning of a sentence or at the end of a sentence. Some time expressions are adverbs (*usually, always, never, etc.*) and come before the main verb.

B Read the sentences and underline the time expressions.

1. Yesterday, Robert made his family's favorite rice dish.
2. Every Saturday, Sofia cooks breakfast for her parents.
3. Sam and Eddie went to an Argentinian restaurant last month.
4. At the moment, they're shopping for shoes.
5. Walter is working in his garden right now.
6. Sometimes, my brother eats popcorn for dinner.
7. My family tried a paleo diet last year.
8. We usually eat lunch in the cafeteria.

C Read the sentences from **B** again. Then write each time expression in the correct column.

Now Time expressions to use with the present continuous	Habits / General Truths Time expressions to use with the simple present	Completed Time expressions to use with the simple past

D Complete the sentences so they are true for you. Then check your sentences. Did you use the correct verb form with each time expression?

1. Yesterday, _____.
2. Right now, _____.
3. I usually _____.
4. _____ last week.
5. _____ every morning.
6. Sometimes, _____.
7. _____ at the moment.
8. I never _____.

Unit 2: Express Yourself

Brainstorming

A Read the paragraph.

My name is Catherine, and I'm 15 years old. I'm a young person, but I've already had a very interesting life. For example, I've learned two languages. My first language is French, and my second language is English. I've never traveled to another country, but I've been to many different cities in this country. I've read many books, and I've taken ballet classes. I've also learned how to change the battery in a car. I think I've done quite a lot for a 15-year-old!

B Read the paragraph again and underline the present perfect verbs. Then list the things Catherine has and hasn't done.

Catherine has . . .

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Catherine hasn't . . .

1. _____

C Brainstorm a list of things you have and haven't done in your life.

I have . . .

1. _____
2. _____
3. _____
4. _____
5. _____

I haven't . . .

1. _____

D Write a paragraph about yourself using your ideas from **C**. Use Catherine's paragraph as a model.

My name is _____, and I'm _____ years old. I believe I've already had a very interesting life. For example, _____

I've never _____,

but I've _____

I think I've done quite a lot in my life so far, and I hope to do a lot more in the future!

Unit 3: Cities

Topic Sentences

- A** Read the paragraph. Underline the first sentence. The first sentence in a paragraph is often the topic sentence. It states the main idea and the controlling idea of the paragraph.

My neighborhood is changing fast. Last year, people had to walk very far to catch the bus. Now, the bus goes right down the main street. I only have to walk one block to catch it. With the new bus service, my neighborhood looks more attractive to new people. There are a lot of new restaurants and stores nearby. Many people are building houses here. Next year, this neighborhood will be more crowded.

- B** Read the other sentences in the paragraph again. List three ways that the writer's neighborhood is changing.

1. _____
2. _____
3. _____

- C** Read the paragraph and choose the best topic sentence.

Residents of large cities need a place to relax and breathe fresh air. City parks have trees and birds, so residents can rest and connect with the natural world. In addition, city parks are places for family fun. Parents and their children can run or do other exercises in a park. People can also participate in organized sports, such as soccer or baseball, in some parks.

1. Parks are good places for city residents to get some exercise.
2. Parks are important places for people who live in cities.
3. Parks are a natural habitat for wild animals.

- D** Read the following paragraph. Then write a good topic sentence.

_____ . For example, rural areas are usually quiet, so people who live there can sleep well at night. Rural areas are also clean. They are much less polluted than big cities, which is better for residents' health. Another advantage of rural life is the opportunity to see plants and animals every day. In rural areas, people don't have to go to the zoo or to a park to see the natural world.

WORD FOCUS

A **rural** area is in the country and is not close to a large city.

Unit 4: The Body

Supporting Details

- A** Read the paragraph and underline the topic sentence. Remember, the topic sentence says the main idea of the paragraph.

There are many things you can do to help a bad cold. Last week, I had a sore throat, a cough, and a stuffy nose. My mom gave me some warm tea with honey. I also took some cough medicine. In addition, I went to bed early and drank a lot of water. After four days, my cold was finally gone.

- B** A good paragraph contains a topic sentence and supporting details. Supporting details provide more information to back up the idea in the topic sentence. Write the supporting details from the paragraph in the correct columns.

The Symptoms	The Mother's Actions	The Writer's Actions	How long was the illness?

- C** Read the paragraph. Then cross out the sentence that does NOT have a good supporting detail. Remember, supporting details should always be about the topic sentence.

I do several things every day to stay healthy. For example, I always get some exercise. On some days, I run or play tennis, and on other days, I just go for a long walk. Another thing I do to stay healthy is to watch my diet. I avoid sweets, and I eat as many vegetables as possible. My dad is the best cook in the family. Finally, I get enough sleep at night. That way, I feel good in the morning, and I have the energy to exercise.

- D** Write two more sentences with supporting details for this paragraph.

My brother Paul has an unhealthy lifestyle. He works too hard, and he never takes any time to relax.
In addition, _____
_____. He also _____
_____.

I worry about my brother because of these unhealthy habits.

Unit 5: Challenges

Specific Information

A Number the sentences (1–7) to put them in the correct order.

- _____ After I got on the bus, I heard some strange sounds.
- _____ Fortunately, nobody was hurt, but we were all very scared!
- _____ Every time the bus slowed down, there was a loud squealing sound, and then a low “clunk” when the bus stopped.
- _____ I had a very frightening experience last Sunday.
- _____ I wanted to go shopping downtown, so I took the number 52 bus.
- _____ After a few minutes, the bus driver tried to stop to pick up some passengers, but the bus kept going!
- _____ It didn’t stop until the driver went into an area on the side of the road with grass and some small trees.

B Using specific information makes your writing more interesting and helps the reader understand your ideas. This information can include dates, times, locations, adjectives, and step-by-step actions. Read the sentences from **A** again and underline the specific information.

C Think of something unusual or challenging that happened to you. Complete the chart with details about it.

Dates / Times	Locations	Adjectives	Step-by-Step Actions

D Now write your own paragraph using specific information.

I had a(n) _____ experience _____.

adjective

time / date

E Check the verbs in your paragraph. Did you use the simple past to describe things that happened?

Unit 6: Transitions

Writing Questions

A Read the questionnaire. Answer the questions in complete sentences.

Questionnaire

1. What's your name? _____
2. How old are you? _____
3. How long have you lived at your current address?

4. How many times have you moved?

5. When did you complete elementary school?

6. When did you begin to learn English?

7. Where did you go the last time you traveled?

8. Who has helped you during a difficult stage of your life?

9. In your opinion, what's the perfect age to learn to drive?

10. In your opinion, what's the perfect age to get a job?

B Write a short questionnaire with four *Wh-* questions. Use the simple past for at least one question and the present perfect for at least one question.

Mini-Questionnaire

1. _____
2. _____
3. _____
4. _____

Unit 7: Things That Matter

Sequence Words

A Sequence words are often used to show the order of the steps in a process (how something is done). Read the list of sequence words.

Sequence Words

first second next after later lastly finally

B Read the paragraph and underline the sequence words.

Some of the most expensive clothing in the world is made from cashmere, a very soft, warm fabric. But how is this luxury fabric made? It all starts with special goats. First, the long, soft hair is cut from the animals or is removed with combs. Next, the hair is washed to remove any dirt or oils. After the hair is clean and dry, it is made into yarn or thread—very long, thin strings of cashmere that can be woven into fabric for coats or knitted into scarves and sweaters. Finally, the finished cashmere product is sold, usually for a very high price.

C Read the paragraph again and circle the verbs in the passive voice.

D Read the recipe for cheese and potato soup. Then write a paragraph describing the process. Remember to start with a topic sentence and use sequence words.

Step 1: Cook onions, carrots, and celery in a pot with a small amount of oil.

Step 2: Stir in a teaspoon of flour.

Step 3: Add four cups of water or chicken stock to the pot.

Step 4: Put one pound of chopped potatoes into the pot and cook for 20 minutes.

Step 5: Add half a cup of milk and half a pound of cheddar cheese to the pot and stir until the soup is smooth and creamy.

Unit 8: Conservation

Compound Sentences: *And, So*

A Match the causes to their effects.

Causes

- _____ 1. temperatures below 32°F
- _____ 2. getting older
- _____ 3. too much time in the sun
- _____ 4. too little sleep
- _____ 5. loss of habitat

Effects

- a. sunburn
- b. gray hair
- c. extinction
- d. water freezes
- e. falling asleep in class

B Read the sentences and underline the words *and* and *so*. What do these words do in the sentences? What kind of punctuation mark comes before these words?

1. Plastic straws can hurt sea turtles, so some restaurants have stopped using them.
2. Many fishing boats are catching too many fish, and they are using dangerous methods.
3. The animal rescue center wants to teach people about conservation, so they are building a visitor center.
4. Some conservation organizations hold events to raise money, and famous people attend.
5. I'm very interested in helping endangered species, so I started volunteering for a conservation organization.

C Read the text.

Compound sentences have two or more clauses. Each clause has a subject and a verb, and the clauses are connected with a word such as *and* or *so*. *And* is used to add information, and *so* is used to show the result of something.

Clause: The electricity went out.

Clause: We couldn't watch television.

Compound Sentence: The electricity went out, so we couldn't watch television.

D Write compound sentences using the clauses below and *and* or *so*.

1. I like to make cookies. I like to share them with my coworkers.

2. She makes her own bread. She doesn't need to go to the bakery.

3. Kevin has a terrible job. He's looking for a better one.

4. We'll visit my grandmother. We'll celebrate her birthday.

5. Mrs. Carter is an excellent teacher. You'll enjoy her class.

Unit 9: Life Now and in the Past

Compound Sentences: *But, Or*

A Read the activities and label them *past* or *present*. Then add one more activity from the past and one from the present.

- _____ 1. cooking food on an outdoor fire
- _____ 2. using horses for farmwork
- _____ 3. texting your friends several times a day
- _____ 4. using large machines for farmwork
- _____ 5. cooking on an electric stove
- _____ 6. _____
- _____ 7. _____

B Read the sentences. Underline the words *but* and *or*. What do these words do in the sentences? What kind of punctuation mark comes before these words?

- 1. People used to write letters, but now everyone sends emails.
- 2. You can send emails quickly, but they're not as personal as letters.
- 3. People used to visit family members on holidays, or they used to stay home when they couldn't afford to travel.
- 4. My family didn't use to be very big, but my cousins have a lot of children now.
- 5. As a child, I liked to play games with my friends, or sometimes I stayed in the house and read books.

C Remember, compound sentences have two or more clauses. The clauses can be connected with words like *but* and *or*. *But* is used to show a contrast, and *or* is used to talk about two options or possibilities. Make compound sentences using the clauses below and *but* or *or*.

- 1. I used to play volleyball. Now I prefer baseball.

- 2. My grandmother used to walk to work. She used to take the bus in bad weather.

- 3. It's very hard work. You'll be happy when you finish it.

- 4. I've always done my homework on time. I've gotten permission from the teacher to hand it in late.

- 5. She liked to talk on the phone. She didn't like to pay the phone bill.

Unit 10: Travel

Pros and Cons

A There are good things and bad things about traveling. Write each phrase in the appropriate column.

delayed flights
paying for everything

getting vaccinated
seeing beautiful scenery

learning something new
trying new foods

Pros	Cons

B Read the paragraph. Circle the pros and underline the cons.

Traveling lets you experience new places and meet new people, but it can be stressful. Delayed flights and time changes can make travel very tiring. It can be expensive, too, but it's good to take a break from work and school. My favorite thing to do when I travel is to try new foods. I really enjoy discovering a delicious dish that I've never eaten before. In my opinion, there are more pros than cons of traveling, and I try to take at least one trip a year.

C Choose a topic you want to write about. List some pros and cons about the topic. Then write a new paragraph with a topic sentence and supporting details.

My topic:

Pros	Cons

Unit 11: Careers

Descriptive Adjectives

A Imagine that your company needs a new employee. Check the qualities the new employee should have. Use a dictionary to look up any new vocabulary.

- _____ hardworking
- _____ experienced
- _____ lazy
- _____ friendly

- _____ reliable
- _____ energetic
- _____ imaginative
- _____ unmotivated

WRITING NOTE

Descriptive adjectives can make a piece of writing clearer and more interesting.

B Read the job description and underline the descriptive adjectives. Does the description make you want to apply for the job?

Part-Time Carpenter

Opportunity in a new and exciting furniture company! Work in a clean, well-lit building. We are looking for employees who are energetic and reliable. Hours are early morning to mid-afternoon, so late sleepers shouldn't apply for the job. If you would like to create beautiful handmade furniture in a friendly workplace, we are looking for you!

C Write a paragraph to describe your dream job, including workplace, schedule, boss / coworkers, and job duties. Use some of the descriptive adjectives from the box, or other adjectives.

- | | | | | |
|-----------|-------------|-------------|------------|----------|
| beautiful | challenging | creative | enormous | exciting |
| flexible | friendly | interesting | motivating | secure |

When I have my dream job, I will work _____

Unit 12: Celebrations

Giving Reasons

A Match the celebrations to the reasons people celebrate them.

- | | |
|---------------------------|---|
| _____ 1. a birthday | a. to begin the new year in a good way |
| _____ 2. New Year's Day | b. to honor the women who raise children |
| _____ 3. an anniversary | c. to remember a country's independence |
| _____ 4. Independence Day | d. to recognize the day someone was born |
| _____ 5. Mother's Day | e. to honor a couple's marriage / relationship |

B Read the text.

Writers often need to give reasons to explain and support their topic sentences. Below are some common words and phrases that can be used to describe reasons:

- *because*
*I ran to school **because** I got up late.*
- *since*
*I'll call her tomorrow **since** it's her birthday.*
- *so*
*It's a special day, **so** everyone eats cake.*
- infinitive of purpose (*to + verb*)
*We light candles **to honor** family members who have died.*

C Read the following paragraph and underline the reasons the writer gives.

Chuseok is a meaningful holiday for me because it's a time when Korean people honor their families. The exact date of Chuseok changes from year to year since it depends on the lunar calendar. Some families visit the cemetery, bringing food or flowers to honor their ancestors. Most importantly, Korean people want to be with their families at Chuseok time, so it's a very popular time to travel.

D Write your own paragraph about a holiday that is important to you. Give reasons using *because*, *since*, *so*, or infinitives of purpose.
