

# 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 Tasks	Language Focus
<b>Unit 1</b> Describe Your Family	<ul style="list-style-type: none"> <li>Use <i>be</i> in a conversation.</li> <li>Draw and describe family members.</li> </ul>	<p><i>Hi, my name is Michael.</i></p> <p><i>This is Toby. He is my brother.</i></p>
<b>Unit 2</b> Describe a Country	<ul style="list-style-type: none"> <li>Answer questions about yourself.</li> <li>Write sentences about countries.</li> </ul>	<p><i>No, I'm not a doctor.</i></p> <p><i>Brazil is a large country.</i></p>
<b>Unit 3</b> Describe a Room	<ul style="list-style-type: none"> <li>Finish sentences about a house and an apartment.</li> <li>Write sentences about a room.</li> </ul>	<p><i>There are three bedrooms in my house.</i></p> <p><i>There is a lamp on the table.</i></p>
<b>Unit 4</b> A Short Story	<ul style="list-style-type: none"> <li>Finish sentences about possessions.</li> <li>Write questions with <i>have</i>.</li> <li>Finish sentences in a story.</li> </ul>	<p><i>There is a watch in the purse.</i></p> <p><i>Does Hanna have keys in her purse?</i></p>
<b>Unit 5</b> Daily Schedule	<ul style="list-style-type: none"> <li>Write sentences about a person's schedule.</li> <li>Write sentences about one's own daily routine.</li> </ul>	<p><i>Jillian gets up at 7:30 every morning.</i></p> <p><i>I do homework at 6:30 every evening.</i></p>
<b>Unit 6</b> Museum Tour	<ul style="list-style-type: none"> <li>Answer questions with <i>have to</i>.</li> <li>Finish a paragraph about a tour.</li> </ul>	<p><i>Do you have to arrive before 9:00 am?</i></p> <p><i>No, you don't.</i></p> <p><i>Our tour started at 11:00.</i></p>
<b>Unit 7</b> Showing Contrasts	<ul style="list-style-type: none"> <li>Write sentences about what's happening now.</li> <li>Show contrasts with <i>but</i>.</li> </ul>	<p><i>Right now, people are playing sports outside.</i></p> <p><i>Anita can't swim, but Peter can.</i></p>
<b>Unit 8</b> Likes and Dislikes	<ul style="list-style-type: none"> <li>Write sentences about what people are wearing.</li> <li>Write opinions about clothes and colors.</li> </ul>	<p><i>My brother is wearing brown pants and a white shirt.</i></p> <p><i>I like pink and yellow.</i></p>
<b>Unit 9</b> Restaurant Conversation	<ul style="list-style-type: none"> <li>Answer questions about favorite foods.</li> <li>Use <i>and</i> to connect ideas in a conversation.</li> </ul>	<p><i>I like mangos and strawberries.</i></p> <p><i>Could I have spaghetti and meatballs?</i></p>
<b>Unit 10</b> Letters of Advice	<ul style="list-style-type: none"> <li>Give advice to people with health problems using <i>should</i> and <i>should not</i>.</li> </ul>	<p><i>I have a terrible toothache.</i></p> <p><i>What should I do?</i></p> <p><i>You should see a dentist.</i></p>
<b>Unit 11</b> Letter to a Millionaire	<ul style="list-style-type: none"> <li>Write answers to questions about your plans for the future.</li> <li>Write a letter about your wishes for the future.</li> </ul>	<p><i>I'm going to go shopping tomorrow.</i></p> <p><i>I would like to travel to China.</i></p>
<b>Unit 12</b> Past Timeline	<ul style="list-style-type: none"> <li>Write sentences about past events.</li> </ul>	<p><i>Kayo got her passport in 2004.</i></p>

# UNIT 1 Friends and Family

## Describe Your Family

**A** Read the conversation. Complete the conversation with *is*, *am*, or *are*.

**Michael:** Hi, my name \_\_\_\_\_ Michael.

**Anna:** Hi, Michael. Nice to meet you. I \_\_\_\_\_ Anna.

**Michael:** Nice to meet you, too. \_\_\_\_\_ you in my English class?

**Anna:** Yes, I am. We \_\_\_\_\_ in the same math class, too.

**Michael:** That's great!

**B** Practice the conversation with a partner.

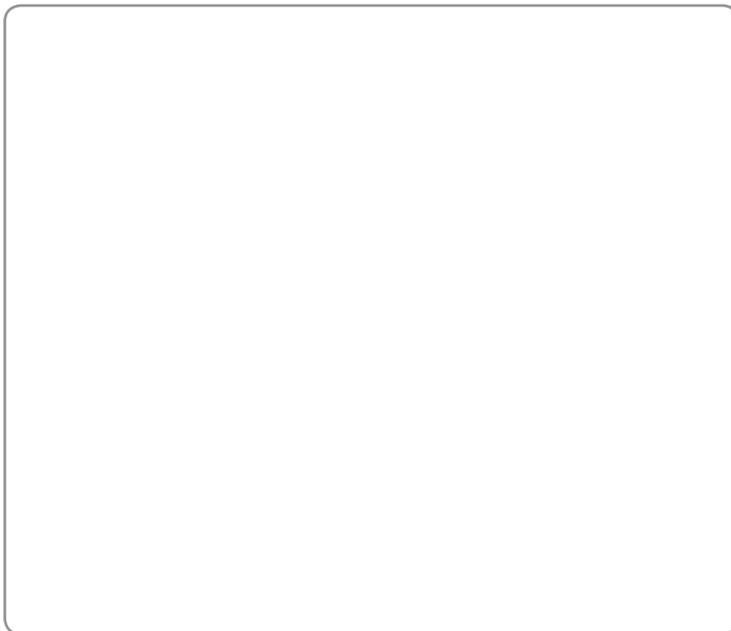
**C** Write about your family members. Draw pictures, then fill in the blanks. Use real names and words from the boxes.

**Example:**

This is Toby. He is my brother.

He is young with straight black hair.

family members	adjectives	hair types
grandmother grandfather sister brother mother father daughter son	tall short handsome pretty old young	curly wavy straight brown red black blond



This is \_\_\_\_\_. He / She is my \_\_\_\_\_.

He / She is \_\_\_\_\_ with \_\_\_\_\_ hair.

This is \_\_\_\_\_. He / She is my \_\_\_\_\_.

He / She is \_\_\_\_\_ with \_\_\_\_\_ hair.

This is \_\_\_\_\_. He / She is my \_\_\_\_\_.

He / She is \_\_\_\_\_ with \_\_\_\_\_ hair.

**D** Show your pictures to a classmate. Say the sentences about your family members.

# UNIT 2 Jobs around the World

## Describe a Country

**A** Write answers that are true for you. Use *I'm* or *I'm not*.

**Example:** Are you a doctor? Yes, I'm a doctor. or No, I'm not a doctor.

Questions	Answers
1. Are you from Brazil?	
2. Are you a student?	
3. Are you an artist?	
4. Are you married?	
5. Are you from a small country?	
6. Are you an interesting person?	

**B** Ask and answer the questions with a partner.

**C** Complete each sentence with an adjective from the box. There may be more than one correct answer.

cold dry hot large small wet

1. Japan is a \_\_\_\_\_ country.
2. The United Kingdom is a \_\_\_\_\_ country.
3. Chile is a \_\_\_\_\_ country.
4. Korea is a \_\_\_\_\_ country.
5. The United States is a \_\_\_\_\_ country.
6. Russia is a \_\_\_\_\_ country.

**D** Read about Brazil. Then write a similar paragraph about Argentina.

Brazil is a large country. It's in South America. Brasília is in Brazil. It's the capital city.

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# UNIT 3 Houses and Apartments

## Describe a Room

**A** Read about a house. Complete the paragraph with words from the box.

are armchair is next to sofas

There (1) \_\_\_\_\_ three bedrooms in my house. There (2) \_\_\_\_\_ a big yard, too.  
There are two (3) \_\_\_\_\_ in the living room, and there is one (4) \_\_\_\_\_. The kitchen  
is (5) \_\_\_\_\_ the living room.

**B** Read about an apartment. Complete the paragraph with words from the box.

is lamps microwave small

I live in a (1) \_\_\_\_\_ apartment. There is a refrigerator and a (2) \_\_\_\_\_ in the  
kitchen. There (3) \_\_\_\_\_ a table next to the bed. There are two (4) \_\_\_\_\_ in the  
apartment.

**C** Draw one room in your house or apartment. Then, write sentences about the room. Use *there is / there are* and some of the words in the boxes.

in next to on under

bed bookcase chair lamp refrigerator sofa stove table TV



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**D** Show your picture to a partner. Say your sentences.

# UNIT 4 Possessions

## A Short Story

**A** Read about Esra's purse. Complete the paragraph with *there is* or *there are*.

- Esra has many things in her purse. (1) \_\_\_\_\_ keys to her apartment.  
(2) \_\_\_\_\_ glasses because Esra doesn't see well.  
(3) \_\_\_\_\_ a watch in the purse, too.

**B** Read about Bill's backpack. Complete the paragraph with *there is* or *there are*.

- Bill has many things in his backpack. (1) \_\_\_\_\_ pens and a notebook for class. (2) \_\_\_\_\_ a book in the backpack, too.  
(3) \_\_\_\_\_ a cell phone in the backpack because Bill likes to call his friends.

**C** Write questions with *have*.

1. Esra / keys? *Does Esra have keys in her purse?* \_\_\_\_\_
2. Esra / cell phone? \_\_\_\_\_
3. Esra / glasses? \_\_\_\_\_
4. Bill / book? \_\_\_\_\_
5. Bill / wallet? \_\_\_\_\_
6. Bill / pens? \_\_\_\_\_

**D** Ask and answer the questions with a partner.

**E** Read the story. Complete the paragraph with words from the box.

are have is keys there wallet we

Bill doesn't remember things. Esra remembers everything. This morning, Bill asked Esra, "Where are my (1) \_\_\_\_\_?" So Esra asked, (2) "\_\_\_\_\_ your keys on the coffee table?" Bill looked on the coffee table, but there were no keys there. Then, Bill asked Esra, "Do you (3) \_\_\_\_\_ my wallet?" And Esra said, "No, I don't. (4) \_\_\_\_\_ your wallet in the bedroom?" But (5) \_\_\_\_\_ was no wallet in the bedroom. Finally, Bill asked Esra, "Do (6) \_\_\_\_\_ have any eggs? I'm hungry!" Bill opened the refrigerator. In the refrigerator, there were some eggs, and some keys, and Bill's (7) \_\_\_\_\_! So, Esra asked Bill, "Why are your keys and your wallet in the refrigerator?" And Bill said, "I don't remember."

# UNIT 5 Daily Activities

## Daily Schedule

**A** Look at Jillian's schedule.

Monday	Tuesday	Wednesday	Thursday	Friday
7:30 get up				
9:00 start work				
12:30 have lunch				
	3:00 finish work		3:00 finish work	
5:00 finish work		5:00 finish work		5:00 finish work
11:00 go to bed				

**B** Use the words below to write sentences about Jillian's schedule.

- get up / every morning Jillian gets up at 7:30 every morning.
- start work / every day \_\_\_\_\_
- have lunch / every day \_\_\_\_\_
- finish work / Tuesdays and Thursdays \_\_\_\_\_
- finish work / Mondays, Wednesdays, and Fridays \_\_\_\_\_
- go to bed / every night \_\_\_\_\_

**C** Compare your sentences with a partner.

**D** What do you do every day? Complete the schedule with your information.

Monday	Tuesday	Wednesday	Thursday	Friday

**E** Write sentences about your schedule.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# UNIT 6 Getting Around

## Museum Tour

**A** Read about a tour.

### Historic Village Tour

- Tours every day from 10:00 am until 4:00 pm
- Tickets: \$14 for adults and \$9 for seniors over 65 years old
- No children under 12 years old
- Bus transportation to the village
- Cameras allowed
- No food inside the homes

**B** Write answers to the questions.

1. Do you have to arrive before 9:00 am? No, you don't.
2. Do you have to arrive before 4:00 pm? \_\_\_\_\_
3. Do you have to pay \$20 for the tour? \_\_\_\_\_
4. Do you have to be 12 years old or older? \_\_\_\_\_
5. Do you have to walk to the village? \_\_\_\_\_
6. Do you have to leave your camera on the bus? \_\_\_\_\_

**C** Ask and answer the questions with a partner.

**D** Read the paragraph. Complete the paragraph with words from the box.

a across afternoon at for to

### My Tour of the Historic Village

Last week, I went on a very interesting tour. Our tour started (1) \_\_\_\_\_ 11:00 in the morning. I'm only 35 years old, so I had to pay \$14 (2) \_\_\_\_\_ my ticket. We took (3) \_\_\_\_\_ bus to a historic village. The buildings were hundreds of years old! I really liked the lawyer's home. It was huge! And it was (4) \_\_\_\_\_ the street from the blacksmith's. The tour ended at 1:30 in the (5) \_\_\_\_\_. There was one bad thing about the tour. You have (6) \_\_\_\_\_ leave your food on the bus when you go inside the buildings, so I was pretty hungry at the end.

# UNIT 7 Free Time

## Showing Contrasts

**A** What's happening right now? Make a check ✓ next to those things.

<input type="checkbox"/> It's raining.	<input type="checkbox"/> People are playing sports outside.
<input type="checkbox"/> I'm doing a worksheet.	<input type="checkbox"/> I'm sitting in a chair.
<input type="checkbox"/> The sun is shining.	<input type="checkbox"/> Someone is cooking.
<input type="checkbox"/> I'm listening to music.	<input type="checkbox"/> I'm talking on the telephone.
<input type="checkbox"/> My teacher is working.	<input type="checkbox"/> I'm studying English.

**B** Write sentences about what is happening or what is not happening.

- |   |   |
|---|---|
| 1. <u>Right now, I'm doing a worksheet.</u> | 2. <u>It's not raining at the moment.</u> |
| 3. _____                                    | 4. _____                                  |
| 5. _____                                    | 6. _____                                  |
| 7. _____                                    | 8. _____                                  |

**C** You can connect two short sentences with *but*. Writers do this to show a contrast.

**Example:** *Right now, people are playing sports outside, but I'm sitting in a chair.*

These people have different abilities. There is a check ✓ next to things each person can do.

Lin		Fernando	
✓ draw	✓ play the guitar	draw	play the guitar
✓ play golf	cook	play golf	✓ cook
ski	swim	✓ ski	✓ swim

Write sentences with *but*.

**Examples:** *Lin can play the guitar, but Fernando can't. Lin can't swim, but Fernando can.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# UNIT 8 Clothes

## Likes and Dislikes

**A** What are you wearing? What are other people wearing? Write sentences with words from the boxes.

blouse shirt coat shoes dress skirt hat socks jacket sweater jeans tie pants T-shirt scarf

beige orange black pink blue purple brown red gray white green yellow

1. My brother is wearing brown pants and a white shirt.
2. I am wearing...
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**B** Say your sentences to a partner.

**C** What do you like to wear? Write words for clothes in the columns.

clothes I love	clothes I like	clothes I dislike	clothes I hate

Now complete the paragraph below. Use the plural form (*dresses*, *shoes*, etc.).

I have some strong opinions about clothes. For example, I like (1) \_\_\_\_\_ and (2) \_\_\_\_\_. And I really love (3) \_\_\_\_\_. On the other hand, I dislike (4) \_\_\_\_\_ and (5) \_\_\_\_\_. And I really hate (6) \_\_\_\_\_. They're the worst!

**D** Which colors do you like and dislike? Write sentences about your opinions.

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# UNIT 9 Food

## Restaurant Conversation

**A** What are your favorites? Complete with answers that are true for you.

1. What are your favorite fruits?	1. I like _____ and _____.
2. What are your favorite vegetables?	2. I like _____ and _____.
3. What are your favorite drinks?	3. I like _____ and _____.
4. What are your favorite breakfast foods?	4. I like _____ and _____.
5. What are your favorite desserts?	5. I like _____ and _____.

**B** Ask and answer the questions with a partner.

**C** Read the sentences below. Notice how writers use the word *and* to connect two or more ideas. Notice the commas in the sentences.

**Two ideas:** My favorite fruits are mangos and strawberries.

**Three ideas:** Could I have soup, salad, and fish?

**Four ideas:** We need to buy pasta, soda, ice cream, and cake.

**D** Complete the sentences in the conversation. Use your own ideas.

**Larry:** This looks like a nice restaurant.

**Paula:** It is nice. The food is good, too.

**Larry:** What should I have?

**Paula:** Well, the (2 ideas) \_\_\_\_\_ are both very good.

**Waiter:** Are you ready to order?

**Paula:** Yes, could I have (3 ideas) \_\_\_\_\_?

**Waiter:** No problem. And for you, sir?

**Larry:** Could I have (2 ideas) \_\_\_\_\_?

**Waiter:** Very good. Anything else?

**Larry:** Well, I'll probably want dessert later. Do you have any desserts?

**Waiter:** Yes, we have (4 ideas) \_\_\_\_\_.

**Larry:** Those sound good. I'll decide after I eat.

**Waiter:** Very good. Thank you.

**Larry &** Thank you.

**Paula:**

# UNIT 10 Health

## Letters of Advice

**A** Read about Chelsea's health problems.

Dear Dr. Millham,  
My name is Chelsea. I have a terrible toothache. My mouth is very red inside, and I might have a fever, too. What should I do?

Now read the doctor's letter to Chelsea.

Dear Chelsea,  
You should take an aspirin. That will help the toothache and the fever. Then, you should see a dentist. You shouldn't wait. See a dentist today.

**B** Write a similar letter to each person below.

Dear Dr. Millham,  
My name is Ryan. I think I have a cold. I'm coughing and coughing, and I also have a fever. What should I do?

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Dear Dr. Millham,  
My name is Lucinda. Everything hurts today! I have a bad headache. I have a backache, too. What should I do?

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Dear Dr. Millham,  
My name is Mi Young. I don't feel very well. Nothing hurts, but I'm very tired. What should I do?

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# UNIT 11 Making Plans

## Letter to a Millionaire

**A** Write answers to the questions. What are your plans?

- |   |                               |
|---|-------------------------------|
| 1. What are you going to do tomorrow?   | 1. <i>I'm going to</i> _____. |
| 2. What are you going to do next week?  | 2. _____.                     |
| 3. What are you going to do next month? | 3. _____.                     |
| 4. What are you going to do next year?  | 4. _____.                     |

**B** Ask and answer the questions with a partner.

**C** Read the letter. Why does the writer use *would like*?

Dear Mom and Dad,

Can you believe it? My birthday party is going to be next weekend! Thank you for having a party for me. If you don't mind, I would like to bring my friend Ayumi to the party. She's really nice, and I think you're going to like her. I would also like Mom to make her special lemon cake. (Would you do that, Mom?) It's my favorite!

See you soon,

Maria

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**D** What are your wishes for your future? On the back of this paper, write several things you would like to do in your life:

**Example:** *I would like to travel to Asia.*

Imagine this: There is a very rich person. This person wants to make someone's wishes come true! Write a letter to him or her about things you would like to do. (If you're lucky, the millionaire might decide to pay for everything!)

Dear Millionaire,

There are several things I would like to do in my life. First, I would like to \_\_\_\_\_

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\_\_\_\_\_ Thank you, for reading my letter.

Sincerely,

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# UNIT 12 On the Move

## Past Timeline

**A** Look at the dates and events on the timeline.

### Kayo's Years in Australia

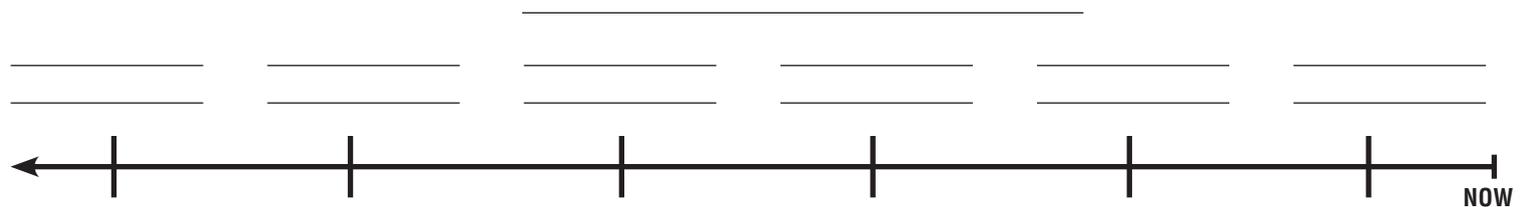


Fill in each blank with the simple past form of the verb. Then circle **T** for *True* or **F** for *False*.

- |  |          |          |
|--|----------|----------|
| 1. Kayo _____ (get) her passport in 2004.      | <b>T</b> | <b>F</b> |
| 2. Kayo _____ (go) to visit Australia in 2007. | <b>T</b> | <b>F</b> |
| 3. Kayo _____ (move) to Melbourne in 2007.     | <b>T</b> | <b>F</b> |
| 4. In 2009, Kayo _____ (buy) a house.          | <b>T</b> | <b>F</b> |
| 5. In 2012, Kayo _____ (sell) her house.       | <b>T</b> | <b>F</b> |
| 6. In 2014, Kayo _____ (return) to Japan.      | <b>T</b> | <b>F</b> |

**B** Practice saying the sentences with a partner.

**C** Make a new timeline about events in the past. Use your own information or imagine the information.



**D** Write sentences about your timeline. Use the simple past.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_