

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 The Paragraph	Write a paragraph with a topic sentence and supporting sentences.
UNIT 2 Compound Sentences	Review compound sentences. Write a paragraph about a memorable event. <i>and, or, but, so</i>
UNIT 3 Punctuation	Use punctuation correctly. <i>I can't believe he did that!</i> <i>Would you like coffee, tea, or milk?</i>
UNIT 4 Transitions	Use transitions to show relationships between ideas. <i>In addition, furthermore, however, on the other hand, therefore, as a result</i>
UNIT 5 Complex Sentences	Use common connecting words and phrases to write complex sentences. <i>Although, even though, despite the fact that, because, since, due to the fact that, if</i>
UNIT 6 Adjective Clauses	Write a descriptive paragraph about an artist using adjective clauses. <i>The van Gogh painting that many people recognize is called Starry Night.</i>
UNIT 7 The Three-Paragraph Text	Write a three-paragraph text giving transportation advice.
UNIT 8 The Introduction	Identify the parts of an introduction. Write an introduction.
UNIT 9 The Body	Identify the parts of a body paragraph. Write a body paragraph.
UNIT 10 The Conclusion	Identify the parts of a conclusion. Write a conclusion.
UNIT 11 Planning a Text	Learn about mapping, freewriting, and outlining.
UNIT 12 The Title	Learn about titles. Write a three-paragraph text about the future.

Unit 1: Where We Live

The Paragraph

A good paragraph has two main parts:

1. a topic sentence that gives the main idea
2. supporting sentences that give details

A Read the paragraph. Underline the topic sentence and take notes on the supporting details. What kind of information do the supporting details provide?

Capital City has had a public library since 1993, but in recent years, fewer people have been using it. Some people drive to nearby Bensonville because the library there has a larger selection of books and periodicals. Others say they are buying more books online these days. Perhaps the most important reason for the decline is the limited number of computers at the Capital City library. There are so few public computers, in fact, that people often have to wait in line if they want to use one of them.

Detail 1: _____

Detail 2: _____

Detail 3: _____

B Read the recent statistics about the city of Martindale. Write a paragraph with a topic sentence and supporting sentences that explains why some people have left Martindale and moved to other places. Use your imagination to give details.

Reasons residents have left Martindale

59 percent: Limited employment opportunities

23 percent: Cold climate

14 percent: Dissatisfaction with recreation in the area

4 percent: Other reasons

Unit 2: The Mind's Eye

Compound Sentences

Compound sentences let writers show relationships between ideas. These sentences have more than one clause. The most common words used to connect these clauses are *and*, *or*, *but*, and *so*.

A Read the sentences. Read Sentence 3 again and circle the word that is used to connect the clauses. Then underline the subject and verb in each clause.

1. I usually remember people's names.
2. I almost never remember phone numbers.
3. I usually remember people's names, but I almost never remember phone numbers.

B Read the information in the chart. Then finish each sentence with a clause.

Connecting word	<i>and</i>	<i>or</i>	<i>but</i>	<i>so</i>
Relationship	addition	choices or possibilities	contrast	cause and effect
Example	Sam went to the doctor's office, <i>and</i> the doctor examined him.	We can walk to the store, <i>or</i> we can take the bus.	I like seafood, <i>but</i> my sister won't eat it.	Raymond lost his job, <i>so</i> he's looking for a new one.

1. Tara cooked dinner last night, and _____.
2. Next summer may be hotter than this one, or _____.
3. Some animals can survive in the city, but _____.
4. The shopping mall will be closed tomorrow, so _____.

C Write a paragraph about an event that you will never forget in your notebook. Include a topic sentence and supporting sentences. Try to write at least three compound sentences.

Writing Tips

1. In most compound sentences, we use a comma before the connecting word.
2. When the clauses in a compound sentence are very short, the comma is sometimes omitted.
The night was cold and the sky was cloudy.
3. Writers sometimes begin a new sentence with a connecting word—usually because a single sentence would be too long.
That evening, we decided to stop by Sheri's house to wish her a happy birthday, so we had to walk a long way. And it was not a nice night for walking.

Unit 3: Changing Planet

Punctuation

A Read the information in the chart. Then punctuate the sentences.

Punctuation guide	
Sentence endings: (.) <i>period</i> (?) <i>question mark</i> (!) <i>exclamation point</i>	Most sentences end with a period, so save question marks for questions, and use exclamation marks only occasionally to express strong emotions, such as surprise or anger. <i>I can't believe he did that!</i>
Mid-sentence punctuation: (;) semi-colon (—) dash (,) comma	Use a semi-colon when two sentences are closely related. <i>It wasn't a mouse; it was a huge rat.</i> Use a dash to show an interruption in a sentence or to add extra information. <i>We'll be in New York—at last—in an hour.</i> <i>She got what she had always wanted—a corner office.</i>
Commas can be used: 1. in compound sentences. <i>Their oldest daughter is working, and their youngest is going to school.</i> 2. to separate equivalent elements in a series. <i>Would you like coffee, tea, or milk?</i> 3. to separate an introductory phrase or clause from the rest of a sentence. <i>When the party was over, I walked home.</i> 4. to group large numbers into thousands. <i>There are 1,673,000 people on the list.</i>	

1. Are scientists sure there is water on Mars
2. I don't know if I can help him but I will definitely try
3. They say that the best things in life are free
4. After we eat lunch we're going to work on the chemistry project
5. The test includes reading vocabulary and grammar sections
6. Bruce went running down the street the huge rat was just too much for him

B Correct the punctuation mistakes and add punctuation where necessary.

1. To get to Burlington; you have to drive to the train station take the train and, get a taxi.
2. Do you know where Maggie put the envelopes.
3. We need to print 2000 newsletters this week—even more than last week—
4. Wow.
5. Randy looked at the ground and sighed, it was all he could do.
6. The train leaves in an hour but you need to buy a ticket first!

C Write a letter to a friend in your notebook about a movie you have seen or a book you have read recently. Try to use all the punctuation types from the chart in **A**.

Unit 4: The Good Life

Transitions

A Look at the common transitions in the chart. Then underline the transitions in the paragraph.

Addition	Contrast	Cause and effect
in addition furthermore	however on the other hand	therefore as a result

One very good piece of financial advice is to create a budget. Many people make enough money to live on. However, they spend too much on things they don't need. A budget reveals the exact amount you have for necessities and luxuries. In addition, you can budget a small amount of money to save each month. I created my first household budget last year. As a result, I haven't had to borrow any money from my family or friends lately. Furthermore, I'm less worried about my finances than I used to be. My budget is truly my financial best friend.

B Complete each idea with an appropriate transition.

1. Savings accounts earn interest. _____, your savings increase every month.
2. If you worry less, you'll sleep better. _____, you'll feel happier.
3. Hal makes a lot of money. _____, he needs a financial advisor.
4. I enjoy action movies. _____, Melissa prefers comedies.
5. To save money, I stopped eating at restaurants. _____, I stopped taking taxis.
6. She doesn't visit very often. _____, she does come for important occasions.

C Write two sentences for each topic. Use transitions to show relationships between ideas.

Topic: saving money

Relationship: cause and effect

Hyun spends all the money he earns. Therefore, he has no money in the bank.

1. Topic: money habits

Relationship: contrast

2. Topic: your income

Relationship: addition

3. Topic: good advice

Relationship: cause and effect

4. Topic: food preferences

Relationship: contrast

5. Topic: things you value

Relationship: addition

Unit 5: Survival

Complex Sentences

A Read the sentences. What is the relationship between the two clauses in each one.

1. If we had a first aid kit, we would be able to treat your cut.
2. They're not going rock climbing because they don't have the right equipment.
3. Although the test was difficult, most of the students got a high score.

B Complete each sentence with an appropriate connecting word or phrase.

Contrast	Condition	Cause and effect
although		because
even though	if	since
despite the fact that		due to the fact that

1. I'll help you study tonight _____ you help me set up my website tomorrow.
2. _____ their ecosystem was protected, the fish began to repopulate the area.
3. Simon couldn't attend the meeting _____ he was ill.
4. _____ we had a blanket, we got very cold in the tent.
5. _____ you see Pierre, please tell him the party starts at eight o'clock.
6. I got a low score on the test _____ I studied very hard.

Writing Tips

1. If a connecting word or phrase begins a complex sentence, a comma separates the clauses.
2. No comma is needed if the connecting word or phrase is between the two clauses.
3. The two sentences above are examples of these rules!

C Look at the example. Then write two complex sentences on each topic in your notebook.

Example: Topic: the weather

Due to the fact that it's cold outside, I would rather take a taxi than walk.

I would rather take a taxi than walk due to the fact that it's cold outside.

- | | |
|--------------------------------|-----------------------|
| 1. Topic: the environment | 4. Topic: clothing |
| 2. Topic: emergency situations | 5. Topic: the economy |
| 3. Topic: leisure time | 6. Topic: celebrities |

Unit 6: Art Matters

Adjective Clauses

Sentences with adjective clauses are a type of complex sentence. The connecting words for subject adjective clauses are *who*, *that*, and *which*. Adjective clauses modify nouns, for example:

1. Vincent van Gogh, who lived from 1853 to 1890, . . . (information about van Gogh)
2. The van Gogh painting that many people recognize . . . (information about the painting)
3. . . . *Starry Night*, which shows a night-time street scene . . . (information about *Starry Night*)

A Look at the facts about Vincent van Gogh. Then read the paragraph.

Artist's name: Vincent van Gogh

Native country: The Netherlands

Lived: 1853–1890

Art form: painting

Artistic style: expressionistic

Personal style: bold colors and strong brushstrokes

Famous piece: *Starry Night*

Vincent van Gogh, who lived from 1853 to 1890, painted in the expressionistic style, which tried to reveal human emotions through images of people, landscapes, and other scenes. The van Gogh painting that many people recognize is called *Starry Night*, which shows a night-time street scene with bright colors swirling around the streetlights and stars. The bold colors and strong brushstrokes that van Gogh used make his paintings unique and instantly recognizable.

B Look at the quick facts about Lola Álvarez Bravo and then write a descriptive paragraph about her in your notebook. Make sure your paragraph has a topic sentence and supporting sentences. Show relationships between ideas by using compound and complex sentences, including subject adjective clauses.

Artist's name: Lola Álvarez Bravo

Native country: Mexico

Lived: 1907–1993

Art form: black-and-white photography

Famous piece: portrait of the painter Frida Kahlo looking into a mirror

Artistic style: realistic

Personal style: pictures of daily life and people—famous and ordinary—in Mexico

Writing Tips

1. We don't use commas when the information in the adjective clause is needed to identify the noun, for example: *The woman who called me had a very deep voice.* In this case, the adjective clause tells us which woman (out of all the women in the world) called.
2. We do need commas when the information in the adjective clause is not needed to identify the noun, for example: *My English teacher, who studied at Yale, gives very tough writing assignments.* In this case, we know you mean your English teacher and no one else.

Unit 7: Getting Around

The Three-Paragraph Text

A Read the text. Then complete the exercise.

It's easy to imagine. You're standing in line at the airport and waiting to go through security. The line is long, and you're getting nervous because your flight leaves in 20 minutes. Luckily, you make it onto the plane. You're getting settled in your seat when the baby across the aisle from you begins to cry. The crying gets louder when the plane takes off, and it stops only occasionally during the seven-hour flight. But the crying isn't the only thing that prevents you from sleeping. Your throat is dry, and the sweater you're wearing is much too warm for the plane. By now, you're wondering, "Does air travel really have to be so difficult?"

Fortunately, there are several steps you can take to make air travel more pleasant. The first step is to give yourself plenty of time at the airport. Then, even if lines are long, you won't have to worry. Next, since airplanes are noisy, bring ear plugs or a portable stereo onto the plane. That way, you'll be able to sleep or at least relax and enjoy some music during the flight. You should also remember that air travel can be very dehydrating, so bring a bottle of water onboard or ask the flight attendant for drinking water. You'll feel better when you get to your destination if you keep yourself hydrated. Finally, dress in several layers of light clothing. If the plane is cold, you're prepared, but if you get too warm, you'll be able to remove a layer or two.

Air travel can be uncomfortable, but if you take steps to prevent some of the discomfort, you will have a better experience. By arriving at the airport a little earlier, packing a few things to make the flight more enjoyable, and wearing clothes that give you some flexibility, you'll arrive at your destination with a smile on your face.

1. What is the writer's purpose? _____
2. Underline the topic sentence in the second paragraph.
3. How many travel tips does the writer give in the second paragraph? _____
4. In the first paragraph, how does the writer prepare the reader for those travel tips?

5. Underline some of the compound and complex sentences in the article.
6. How does the third paragraph refer to information from the first and second paragraphs?

B Write a three-paragraph text that gives advice about some other form of transportation in your notebook. For example, car travel or taking a bus, train, or taxi.

Writing Tips

1. In the first paragraph, mention some problems with that form of transportation.
2. In the second paragraph, give advice for dealing with those problems.
3. In the third paragraph, remind the reader of the first two paragraphs.

Unit 8: Competition

The Introduction

In a three-paragraph text, the introduction is the first paragraph. The function of the introduction is to prepare the reader to receive the information in the text.

A Read the following introduction from a student's text. Then answer the questions.

In some situations, especially in unfamiliar situations, it is best to take the advice you get. When I went to Thailand to visit my grandmother, I had never been there before, so I was in a very unfamiliar situation. One thing I needed to do almost every day was to walk alone to the store to buy food and bottled water. My grandmother lived near a very busy highway. A canal filled with dark, smelly water ran alongside the highway, so I had two choices: walk very close to cars, motorcycles, and buses, all racing to get downtown, or walk along the other side of the canal between the neighbors' fences and low walls and that dirty water. My grandmother's advice was to walk near the highway because of "the madman." But when I had to choose between the frenzy of the highway and the relative quiet of the canal, I decided to take my chances with the madman.

1. Does the introduction begin with a general statement or a specific statement? _____
2. In this case, what was unfamiliar and what was the advice? _____
3. Why does the author write about the physical arrangement of the highway and the canal? _____
4. When you read about "the madman," did it make you curious to read more? _____

B Read the information about what a good introduction usually has. Then find examples of the information in the text in **A**.

A beginning	This tells readers about the topic of the text. It could be a general statement, a question, or even a famous proverb or quotation related to the topic.
Background information	This is anything readers need to know before they can understand the text.
A focus	This is usually at the end of the introduction. It gives readers a good idea of what is coming next in the text.

C Think of a topic you would like to write about. Then plan what will be in the second paragraph of the text. (You need to know this before you begin to write.) Write a good introduction for your text in your notebook.

Unit 9: Danger

The Body

In a three-paragraph text, the second paragraph is the body paragraph.

A Read the following body paragraph from a student's text and then answer the questions below.

The man my grandmother had warned me about appeared to be homeless. He was thin and looked like he needed a bath. He was usually sitting quietly somewhere along the route between my grandmother's house and the store, and I understood the problem—if he was, in fact, a madman, there was no way to get very far from him; the fences and walls on one side and the canal on the other formed only a narrow walkway. The highway, however, seemed more dangerous to me, so I walked by the man without making eye contact. A few days before I left Thailand, I decided to look at the man. He smiled and nodded, so I smiled and nodded back. The next day, I said, “good morning,” as I walked by. He said, “good morning,” back. On my last day in Thailand, I brought “the madman” a gift. It was a colorful cloth that Thai men use in several ways—as a towel, as a kind of skirt, and maybe even as a pillow if they sleep outside. He gave me a smile and said, “thank you.” He continued sitting, like the holy men in the Thai monasteries, and I continued on my way, never once attacked by any madmen.

1. What is the topic of the first sentence in the body paragraph? _____
2. What details does the writer give about the man, the place, and the events? _____

3. Does the last sentence in the body paragraph seem like the end of the story? _____
4. What do you think the next paragraph will be about? Talk with a partner about what might be in the third paragraph of this text.

B Read the information about what a body paragraph usually contains. Then find examples of the information in the text in **A**.

A topic sentence	This reminds readers about the topic or main idea of the text.
Supporting details	These details are the important information in the text.
An ending	A body paragraph often ends with a mini-conclusion, which makes the paragraph seem finished and complete.

C Look again at the introduction you wrote for Unit 8. Write a body paragraph for your text in your notebook.

Unit 10: Mysteries

The Conclusion

A Read the following conclusion from a student's text and then answer the questions.

I was happy that the homeless man liked the gift I gave him, but the experience was valuable to me, too. I had trusted my instincts and ignored the advice of my grandmother, and at least this time, everything turned out fine. Since then, I have taken advice from many people. But I have learned that prejudice happens everywhere, and everyone is guilty of it—at least occasionally—so while it's good to listen to others, it's also good to think for yourself.

1. How does the writer shift the topic from the homeless man to herself in the conclusion? _____

2. Does the writer recommend that everyone ignore advice from older people? _____

3. What did the writer learn from this experience? _____

B Read the information about what a good conclusion does. Then find examples of the information in the text in **A**.

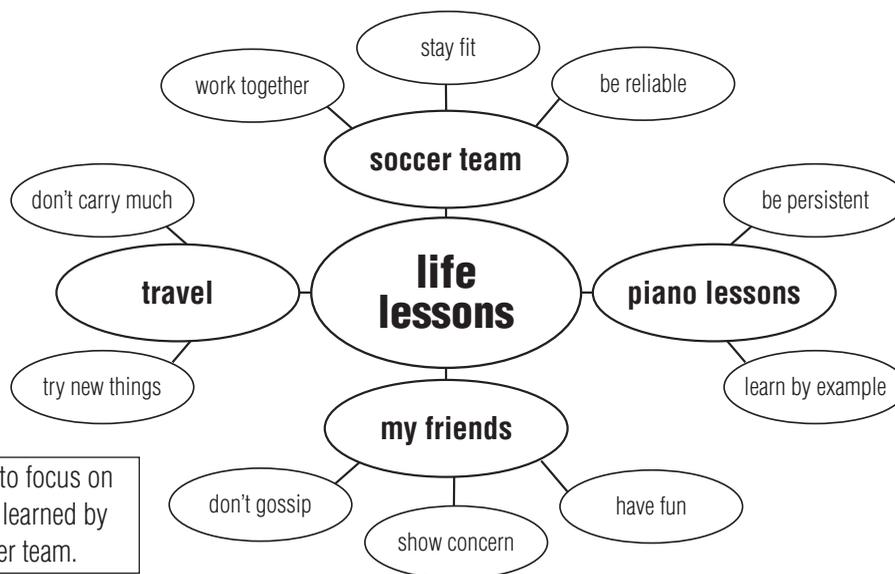
Significance	Shows why the topic of the text was important enough to write about.
Completion	Leaves the reader with the feeling that the text is finished.

C Look again at the introduction and body paragraph you wrote for Units 8 and 9. Write a conclusion for your text in your notebook.

Unit 11: Learning

Planning a Text

A One way to get ideas for a text is mapping—making a diagram to show relationships between ideas. Start with a general idea such as “life lessons,” then draw smaller circles connected by lines to the first circle. Keep going until you have many ideas to choose from.



This writer decided to focus on life lessons he had learned by being on a soccer team.

B Another way to get ideas for a text is called freewriting, which involves writing freely for five or ten minutes. Don't stop to make corrections. When you're finished, you can read what you wrote and circle good ideas.

I'm going to write a text about life lessons life lessons what hve I learned in my life? It's a good question cuz I haven't done many things but there are some things. I could write about my piano lessons because I didn't like them at first no fun but I got better I didn't give up. I lerned to be persistent! OK I have to keep writing keep my hand moving oh! Another life lesson was from my soccer team. One time I didn't show up for a game and didn't call anyone and it was a big problem-won't do that again will be more reliable in the future. And I always want to be in good shape physically fit because it's helpful in soccer and important in life. OK that's good.

C Once you have some ideas for your text, you need a plan for organizing them.

- I. Introduction
- II. Body Paragraph
 - A. Staying physically fit
 - 1. helps you play soccer better
 - 2. keeps you healthy for daily life
 - B. Being a reliable person
 - 1. learned this lesson by missing a game
 - C. Working together with others
 - 1. on a team, every player is important
 - 2. helping a team member is more important than being a star
 - 3. sharing success after winning is the best feeling
- III. Conclusion

Unit 12: Innovation

The Title

A good title catches your readers' attention and gives them a good idea of what they're going to read about in your text. There are a few rules for writing a good title in English:

1. The title should be brief, interesting, and a good preview of the text.
2. The title should be written in the same font as the rest of the text.
3. The first and last words and all other words in the title should be capitalized except:
 - articles (*a, an, the*)
 - short prepositions (*of, to, for, etc.*)
 - coordinating conjunctions (*and, but, or, so, etc.*)
 - the *to* in infinitives (*to live, etc.*)

A Evaluate the following titles and correct any capitalization mistakes.

1. the Importance of Proper Pet Care
2. *The Story of My Life*
3. Choosing the right cellular telephone for your lifestyle
4. Homework
5. Mistakes Some People Make When Caring for Their Elderly Parents with Health Problems in the Home or Nursing Facility
6. Having it All: Weight Loss Diets and Good Nutrition
7. Is There Life on Mars?
8. Learning About Life While Playing the Piano

B Write titles for the following:

- the text about air travel in Unit 7
- the text about the homeless man in Units 8–10
- your text about life lessons in Unit 11

Writing Tip

Many people choose to write the title last, after they have finished the rest of the text.

C Choose Topic A or B and write a three-paragraph text.

1. First, review Unit 11 and make a plan for your text.
2. Next, Review units 8–10 and write an introduction, body paragraph, and conclusion.
3. Review the rest of the units and then read your text carefully. Make sure you have used correct punctuation, compound and complex sentences to show relationships between ideas, and transitions so that your sentences flow smoothly.
4. Finally, write a title.

Topic A: Explain what you are doing now to prepare for your future.

Topic B: Compare your present life with the life you imagine for yourself in the future.