

ELEMENTARY GROUP
(Instructor's Copy)

Note to the Instructor:

➤ Please do Writing Skills Section in LL PIN-Unit 2 exercises 4, 5 and 6 (p.21); **OMIT exercise 7.**

A. WRITING SKILL INPUT

I. Personal Pronouns/Possessive Determiners:

TASK 1: Read the text, *Frida Kahlo*, on p.16 in LL Pre-Intermediate, and underline the personal pronouns and possessive determiners. Then, complete the table below.

Subject Pronouns	Object Pronouns	Possessive Determiners
I	me	my
You	you	your
<u>He</u>	him	his
She	<u>her</u>	<u>her</u>
It	<u>it</u>	its
<u>We</u>	<u>us</u>	our
You	you	your
They	<u>them</u>	<u>their</u>

Personal pronouns and possessive determiners refer back to key nouns in a text. To avoid unnecessary repetition and to have a fluent piece of writing, you should use these reference words.

Examples:

- * Chimokel Chilapong is a Kenyan housewife and mother of four. **She** beat hundreds of professional athletes and won the Nairobi marathon and \$12,000. This was **her** first marathon race.
- * John Lennon was an inspirational British musician from Liverpool. In 1980, **he** was returning to **his** home when someone shot and killed **him**.
- * Gizem and I studied together, and **we** finished **our** homework early.

TASK 2: Fill in the gaps with the correct pronouns/determiners from the table in TASK 1.

Journalist: Why did you start running?

Chimokel: We are a poor family: **we** have just a few animals and a little land for potatoes. **We** are a hard-working family, but in **our** local area most people earn under a dollar a day. We didn't have money, but we wanted to send **our** boys to school. Then, last year my neighbor told **me/us** about the running races and the prize money. When I heard about the prize money, I decided to start running, and here I am now!

Journalist: How did you train and look after the children at the same time?

Chimokel: **My** husband Benjamin was very helpful. I trained every morning; I ran in the hills and Benjamin made breakfast for the boys. **They** are very young, so it wasn't easy for **my** husband, but **he** didn't get angry; **he** always smiled! Last week, he sold one of **his** sheep and a chicken to pay for **my** ticket to come to Nairobi. **He** helped me very much – he's very kind.

Journalist: Did you win a lot of money yesterday?

Chimokel: Yes, I did. A lot for **me** and **my** family. I won \$12,000. Now we can send **our** children to a good school.

II. LINKING IDEAS II (Showing Time Relationships in the PAST)

TASK 3. Read the following text and find what the underlined words refer to.



Mark Zuckerberg, the founder of *Facebook*, was born on May 14, 1984 in New York. Mark was born into a comfortable, well-educated family. **He** developed an interest in computers at an early age. He used computers and began writing software **before** he entered high school. **When** he was 14, he was taught the *Atari BASIC* Programming language by his father. He used *Atari BASIC* to create a messaging program "Zucknet." **A couple of months later**, the family used **it** to communicate within the house. To keep up with Mark's interest in computers, **his** parents hired a private computer tutor to work with Mark. In 1998, Zuckerberg attended Ardsley High School, **and then** transferred to the Phillips Exeter Academy. **While** he was studying **there**, Zuckerberg took a course in computer programming and wrote a software program. He created an early version of the music software Pandora and he called **it** Synapse. Several companies expressed an interest in buying the software, and hiring the teenager **before** graduation but he declined the offers. **After** he graduated from Exeter in 2002, he enrolled at Harvard University. **During** his education at Harvard, he developed computer programmes. **Later**, three of **his** fellow students came to him to make a social networking site called Harvard Connection. **At first**, Zuckerberg agreed to help with the project, **but then** he dropped the project and decided to work on his own social networking site with three of his friends. The group ran the site out of a dorm room at Harvard **until** June 2004. **After** his second year at Harvard, Zuckerberg left school to concentrate more on the site. The user base of the site has grown to more than 250 million people and made Zuckerberg a billionaire.

1. **He** (line 2): Mark
2. **it** (line 6): the messaging program
3. **his** (line 7): Mark's parents'
4. **there** (line 10): at/in the Phillips Exeter Academy
5. **it** (line 12): an early version of the music software Pandora
6. **his** (line 15): Mark's

TASK 4. Read the biography again and decide whether these time linkers are followed by a NOUN/NOUN PHRASE and/or a SENTENCE and complete the table below.

BEFORE AFTER	 +	<u>sentence</u> <u>noun</u>	* He used computers and began writing software before <i>he entered high school</i> . * Several companies expressed an interest in buying the software, and hiring the teenager before <i>graduation</i> * After <i>he graduated from Exeter in 2002</i> , he enrolled at Harvard University. * After <i>his second year at Harvard</i> , Zuckerberg left school to concentrate more on the site.
WHEN WHILE	 +	<u>sentence</u>	* When <i>he was 14</i> , he was taught the <i>Atari BASIC</i> Programming language by his father. * While <i>he was studying there</i> , Zuckerberg took a course in computer programming and wrote a software program.
UNTIL	 +	<u>sentence</u> <u>noun</u>	* The group ran the site out of a dorm room at Harvard until <i>June 2004</i> .
DURING	 +	<u>noun</u>	* During <i>his education at Harvard</i> , he developed computer programmes.
At first, + <u>sentence</u> ...but/and then ... + <u>sentence</u>			* At first , Zuckerberg agreed to help with the project, but then he dropped the project and ...
Then, Next, Later, Afterwards,	 +	<u>sentence</u>	* Later , three of his fellow students came to him to make a social networking site called Harvard Connection.
a period of time + <i>later</i> , +		<u>sentence</u>	* A couple of months later , the family used it to communicate within the house.

The time expressions in the table show the sequence of events or signal time relationships. Here, you will study how they are used to show time relationships IN THE PAST. The punctuation of these expressions is different.

TASK 5. Analyze the punctuation of the time expressions in the example sentences in the table and complete the rules by underlining the correct option.

Punctuation of Time Expressions:

When you use the time clauses (**after, before, until, when, while**) to show time order

- *at the beginning of a sentence, you NEED / DON'T NEED a comma after the time clause*
- *in the middle of a sentence, you NEED / DON'T NEED a comma.*

When you use a time order transitional signal (**at first, then, later, afterwards**)

- you NEED / DON'T NEED a comma right after the marker.

BEFORE / AFTER

'Before' and 'After' show the sequence of events.

Examples:

- * **Before** Mark entered high school, he used computers and began writing software.
- * **After** Mark graduated from Exeter in 2002, he enrolled at Harvard University.
- * Mark used computers and began writing software **before** he entered high school.
- * Mark enrolled at Harvard University **after** he graduated from Exeter in 2002.

'Before' and 'After' can also be used as a preposition. Then, they are followed by a NOUN. The punctuation is the same.

- * **Before** high school, Mark used computers and began writing software.
- * **After** his graduation from Exeter in 2002, Mark enrolled at Harvard University.
- * Mark used computers and began writing software **before** high school.
- * Mark enrolled at Harvard University **after** his graduation from Exeter in 2002.

UNTIL

'Until' means 'to that time and then no longer'.

- * **Until** June 2004, the group ran the site out of a dorm room at Harvard.
The group ran the site out of a dorm room at Harvard **until** June 2004.

'Until' can be used as a preposition. It is, then, followed by a NOUN. The punctuation is the same.

- * **Until** graduation, Mark didn't accept any offers from computer companies.

WHEN

In PHO 1, you studied 'When' to introduce a time clause. It has several meanings. It is used to show two actions that follow each other.

- * **When** Mark created the music software Pandora, several companies wanted to buy it.
Several companies wanted to buy the software **when** Mark created the music software Pandora.

'When' can also be used to show two actions that happen at the same time.

- * **When** he was 14, he was taught the *Atari BASIC* Programming language by his father.

WHILE / DURING

'While' is used to show two actions happening at the same time in the past. The preposition *during* means "from the beginning till the end of a period", so it means *while something was happening*. The punctuation of 'while' and 'during' is the same as 'before/after'.

Study the difference between the following sentences:

- * **While** Mark was studying at Harvard, he developed computer programmes.
- * **During** his education at Harvard, he developed computer programmes.

TASK 6. Rewrite the following sentences using the clues in brackets. Be careful to use the correct punctuation.

NOTE TO THE INSTRUCTOR: Please draw your students' attention to the use of pronouns while joining two clauses with adverbials.

1. Frida Kahlo met the famous painter Diego Rivera. Then, she started painting.
After Kahlo met the famous painter Diego Rivera, she started painting.
Kahlo started painting after she met the famous painter Diego Rivera.
(after)
2. Kahlo appeared on the front cover of *Vogue* magazine during her stay in Paris.
While Kahlo was staying in Paris, she appeared on the front cover of *Vogue* magazine.
Kahlo appeared on the front cover of *Vogue* magazine while she was staying in Paris.
(while)
3. Kahlo produced a lot of paintings in Mexico. Afterwards, she visited the United States and France to meet important artists.
Before Kahlo visited the United States and France to meet important artists, she produced a lot of paintings in Mexico.
Kahlo produced a lot of paintings in Mexico before she visited the United States and France to meet important artists.
(before)
4. A great earthquake destroyed Tanizaki's home and he decided to move to Osaka.
When a great earthquake destroyed Tanizaki's home, he decided to move to Osaka.
Tanizaki decided to move to Osaka when a great earthquake destroyed his home.
(when)

TASK 7. Read the text about Lady Ada Lovelace, the world's first woman in computers, and choose the best linking words.

Lady Ada Lovelace – the world's first woman in computers

Ada Byron was born in 1815 in Piccadilly, London. Her parents (the poet Lord Byron and Anne Milbanke) separated immediately 1) *then* / *later* / **after** her birth. Four months 2) *during* / *before* / **later**, Lord Byron left England forever. In 1828, at the age of 13, Ada produced a design for a flying machine. 3) *During* / *Before* / **Then**, in 1833, she met the mathematician and inventor Charles Babbage. Two years 4) *afterwards* / *during* / **later**, she married William King (later Lord Lovelace), and they had three children. 5) **After** / *During* / *Next* the birth of her third child, she began to work with Charles Babbage. She developed the idea of using binary numbers (0, 1) and understood many ideas that we use in computer programming today. She died in 1852.

B. WRITING TASK

In about 8-12 sentences, write the biography of Madam CJ Walker, the first African-American woman millionaire using the information given below. While writing, remember to use the simple past tense and join your sentences with time linkers.

I. PREWRITING

You are going to write the biography of Madam CJ Walker. First, you may want to plan your writing. Decide which *time linkers* and *linkers* you will use to join which events.

TIME LINKERS AND/OR LINKERS	EVENTS
e.g. _____ - _____	1867 – born in Louisiana, USA
_____ <i>when</i> _____	1874 – parents die / go to work in cotton fields
_____	1881 – marry Moses McWilliam
_____	1885 – only daughter Lelia born
_____	1887 – husband die / get a job washing clothes
_____	1890s – lose some of her hair
_____	1905 – develop new hair care products / change her name to Madam CJ Walker
_____ <i>3 years later</i> _____	1908 – open a training college in Pittsburgh
_____	1910 – build a factory in Indianapolis
_____	1916 – start to give money to help African-Americans
_____	1919 – die in New York State / richest African-American woman

II. FIRST DRAFT

Expected sentences:

Madame CJ Walker, who is the first African-American woman millionaire, *was born in Louisiana in 1867. In 1874, her parents died, and Sarah went to work in the cotton fields. (OR When her parents died in 1874, Sarah went to work in the cotton fields.) Seven years later, she married Moses McWilliam, and in 1885 they had a daughter, Lelia. In 1887, her husband died, and she got a job washing clothes. During the 1890s, she lost some of her hair, so in 1905 she developed some new hair care products and changed her name to Madam CJ Walker. Three years later, Walker opened a training college in Pittsburgh, and two years later she built a factory in Indianapolis. In 1916, she started to give money to help African-Americans. Three years later, she died in New York State. She was the richest African-American woman. (When she died in New York State in 1919, she was the richest African-American woman.)*

III. SELF CHECKLIST

Before you write the second draft, use the checklist below to go over your work. Put a tick (✓) in the relevant box. Then, write your second draft and hand it in to your instructor.

WRITING OUTPUT:	
<input type="checkbox"/>	I have written the biography of Madam CJ Walker.
Mechanics:	
<input type="checkbox"/>	All the words are spelled correctly .
<input type="checkbox"/>	All the sentences are punctuated correctly .
<input type="checkbox"/>	There are no capitalization mistakes .
<input type="checkbox"/>	All the sentences have a subject and a verb .
<input type="checkbox"/>	There are no fragments or run-on sentences .
Grammar and Vocabulary:	
<input type="checkbox"/>	I have used the simple past tense correctly.
<input type="checkbox"/>	I have used pronouns correctly.
<input type="checkbox"/>	I have used the following vocabulary items from the handout and LL Pre-Int. UNIT 2 (personality adjectives and time expressions) correctly. _____ _____ _____ _____ _____ _____
Organization:	
<input type="checkbox"/>	I have made use of the pre-writing activities.
<input type="checkbox"/>	The paragraph is within the sentence limit. (8-12 sentences)
<input type="checkbox"/>	I have used reference words where necessary.
<input type="checkbox"/>	I have used the following <i>time linkers</i> (e.g. <i>when, after, before, etc.</i>) correctly: _____ _____ _____
<input type="checkbox"/>	I have used the following <i>linkers</i> correctly: _____ _____

IV. SECOND DRAFT

Correct your work according to the checklist. Then, re-write and hand it in to your instructor. Your instructor will provide feedback on the content of your work.

V. NOTES FOR SELF-REFLECTION ASSIGNMENT

Look at the checklist and take notes in the table so that you can recognize your strengths and weaknesses to improve your writing and help you reflect on your performance.

YOUR WORK & EFFORT	THE HANDOUT & ITS CONTENT	OVERALL EVALUATION
<p>Did you allocate sufficient time and energy for the tasks?</p>	<p><u>ONE</u> thing that you believe you <i>learned</i> and <i>put into practice well</i>:</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<p>Are you satisfied with your writing outcome?</p>
<p>Did you make use of the self-checklist?</p> <p>If yes, <i>how</i>?</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p>If no, <i>why</i>?</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<p><u>ONE</u> thing that you need to <i>work on</i> and <i>improve</i>:</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<p>Did you notice any improvements in your writing?</p> <p>If yes, <i>what</i>?</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p>If no, <i>why</i>?</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>

VI. FINAL DRAFT

Write your final draft and put it in your portfolio.

* The example sentences in the handout are taken or adapted from *LL Pre-Intermediate, Unit 1*.

References:

- *DBE Materials Achieve, METU*
- Hogue, L. (2008). *First Steps in Academic Writing*. Pearson Education, Inc: NY.
- Butler, L. (2007). *Fundamentals of Academic Writing*. Pearson Education, Inc: NY.