

ELEMENTARY GROUP
(Student's Copy)

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
_____	him	his
She	_____	_____
It	_____	its
_____	_____	our
You	you	your
They	_____	_____

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: (1)_____ have just a few animals and a little land for potatoes. (2)_____ are a hard-working family, but in (3)_____ local area most people earn under a dollar a day. We didn't have money, but we wanted to send (4)_____ boys to school. Then, last year my neighbor told (5)_____ 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?

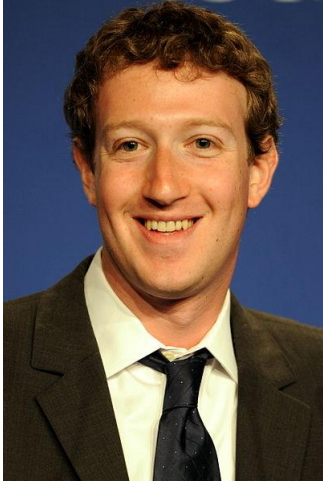
Chimokel: (6)_____ husband Benjamin was very helpful. I trained every morning; I ran in the hills and Benjamin made breakfast for the boys. (7)_____ are very young, so it wasn't easy for (8)_____ husband, but (9)_____ didn't get angry; (10)_____ always smiled! Last week, he sold one of (11)_____ sheep and a chicken to pay for (12) _____ ticket to come to Nairobi. (13)_____ helped me very much – he's very kind.

Journalist: Did you win a lot of money yesterday?

Chimokel: Yes, I did. A lot for (14)_____ and (15)_____ family. I won \$12,000. Now we can send (16)_____ 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): _____
2. **it** (line 6): _____
3. **his** (line 7): _____
4. **there** (line 10): _____
5. **it** (line 12): _____
6. **his** (line 15): _____

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	+ _____	* 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	+ _____	* 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	+ _____	* The group ran the site out of a dorm room at Harvard until <i>June 2004</i> .
DURING	+ _____	* During <i>his education at Harvard</i> , he developed computer programmes.
At first, + _____...but/and then ... + _____		* At first , Zuckerberg agreed to help with the project, but then he dropped the project and ...
Then, Next, Later, Afterwards,	+ _____	* 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> , + _____		* 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** Mark graduated, 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** Mark graduated.

'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.

1. Frida Kahlo met the famous painter Diego Rivera. Then, she started painting.

_____.

(after)

2. Kahlo appeared on the front cover of *Vogue* magazine during her stay 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)

4. A great earthquake destroyed Tanizaki's home and he decided to move to Osaka.

_____.

(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.

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/> <hr/>	<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/> <hr/> <hr/> <p>If no, <i>why</i>?</p> <hr/> <hr/> <hr/>	<p><u>ONE</u> thing that you need to <i>work on</i> and <i>improve</i>:</p> <hr/> <hr/> <hr/>	<p>Did you notice any improvements in your writing?</p> <p>If yes, <i>what</i>?</p> <hr/> <hr/> <hr/> <p>If no, <i>why</i>?</p> <hr/> <hr/> <hr/>

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.