

# PRACTICAL ENGLISH COMPOSITION WORKBOOK

My Name:

My Student #:

If someone finds this lost, call me at (phone number)

\_\_\_\_\_

or email me at (email address)

\_\_\_\_\_@\_\_\_\_\_

My class meeting times:

My professor's name:

My department:

My university:

- Outline of Contents -

**Module 1: Getting to Know Someone**

Writing about a person you interview

Reading:

Jonathan Harker's Journal (a bit from Bram Stoker's Dracula)

Writing practice:

how to ask questions

how to take notes

writing a paragraph

Focus on editing:

capitalization

the simple present tense

prepositions

singular & plural noun forms

frequency adverbs

**Module 2: Weathering the Storm**

Writing instructions

Reading:

Instructions from the South Korean Emergency Services Management\* <fictional>

Writing practice:

how to give instructions

Editing focus:

imperatives

modals

frequency adverbs

### **Module 3: The Greatest 20th Century Invention**

How to Support an Opinion

Reading:

Part of Umberto Eco's article

Writing practice:

how to create paragraph unity

how to support an opinion

writing proper concluding sentences

Editing focus:

superlative adjectives

gerunds and infinitives

### **Module 4: What I Have Lived For**

Writing an Essay

Reading:

"What I Have Lived For" by Bertrand Russell

Writing practice:

essay organization

writing a thesis statement

Editing focus:

present perfect tense future time clauses

adjective and adverb word forms

noun and verb word forms

## Module 1: Getting to know Someone

### WRITING ABOUT SOMEONE YOU INTERVIEW

In this unit you will practice:

- asking questions
- asking notes
- writing a paragraph

Editing focus:

- capital letters
- simple present tense
- prepositions
- singular and plural nouns
- adverbs of frequency



Fluency Practice: Free-writing

What is your name? Does it have a special meaning? Were you named after someone? If so, do you know that person? Who chose your name? Are you happy with your name? Have you ever had a nickname? If you could name yourself, what name would you choose?

*Write for ten minutes about your name. What does it tell about you? Try to express yourself as well as you can. Don't worry about mistakes. After 10 minutes, you will share your writing with a partner.*

## Reading for Writing

### JONATHAN HARKER'S JOURNAL

I heard a heavy step and the great door opened. There stood an old man dressed in all black.

"Welcome to my house."

His face was strong, very strong. He had a high forehead. His eyebrows were very massive, almost meeting over the nose, with bushy hair. The mouth, as far as I could see under the white mustache, was fixed and cruel with sharp white teeth. His ears were pointed and he was very pale and white. Strange to say, there were hairs in the center of his palm. As he leaned over me, a horrible feeling of nausea came over me. His hands were as cold as ice.

"Enter of your own free will," he said.

"You speak English very well," I said.

"**Alas**," I know your language only through books. I know the grammar and the words, but I yet I don't know how to speak them. You will stay with me a while, so that I may learn English **intonation**." Tell me when I make an error, even the smallest, in my speaking.

What manner of man is this? Or what manner of creature in the shape of a man? I feel the **dread** of this horrible place overcoming me. I am in fear, terrible fear, and there is no escape for me. I am surrounded by terrors that I dare not think of.

"Count Dracula?"

He bowed, "I am Dracula."

From *Dracula* by Bram Stoker.

---

▫*Alas*: unhappily

▫*intonation*: pronunciation

▫*dread*: fear

## General Understanding

*Answer the questions in your own words. Share your answers with a partner.*

What is strange about the Count's appearance?

---

---

What does Count Dracula say he wants from Harker?

---

---

## Words and Ideas

### **Dracula: Yesterday, Today, and Tomorrow**

*Look at these pictures from different film versions of the story of Dracula. Circle the one you like best. Then explain your answer to a partner.*



## Open Discussion

*Discuss these questions in a small group.*

1. Have you seen film versions of the Dracula story? If so, which one did you like best?
2. Why are stories about vampires and witches so popular?
3. Dracula's favorite victims are women. Is this an important element in the story?
4. What is your favorite horror story or movie?
5. Do you think there is any danger in reading these stories or watching these movies? Say why you think so or why you don't.

## Famous People

Match these pictures of famous people with the descriptions below.

A.



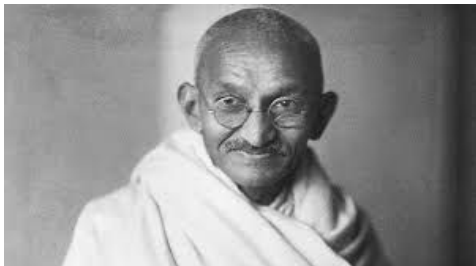
B.



C.



D.



E.



F.



G.



## Descriptions

- \_\_\_ 1. He is a bald man with glasses but no cap. He is wearing glasses and a white robe.
- \_\_\_ 2. He is a middle-aged man with cool style. He has windswept hair and a well-groomed beard. His suit has a long neck-tie.
- \_\_\_ 3. She has soft, short hair. Her eyes look bright. Her teeth are very white and her eyebrows are evenly spaced on her forehead. She has high cheek bones.
- \_\_\_ 4. He is expressing some emotion like surprise or disbelief. His forehead has wrinkles. There is a mole under his left eye and his ears are large.
- \_\_\_ 5. He has some old-fashioned clothing on with an intricate pattern. He is wearing a black hat. He is not smiling. He has both a mustache and a beard.
- \_\_\_ 6. She has toned arms. Her pearl necklace looks very striking against the black dress. She has a wide, classic smile and big, pearly teeth.
- \_\_\_ 7. His jawline is very distinct. He has an attractive smile, but you can't see any teeth. His hair goes high over his forehead. Part of his face is in a shadow.

Who are the people you just described on the previous page?

Ellen Degeneres	Gandhi	Rowan Atkinson (Mr. Bean)	Elvis
Robert Downey, Jr.	Michelle Obama	King Sejong the Great	

Find a partner in the class. Write a description of that person. Share your description with them.

---

---

## Prewriting Activities

### Getting to Know Others

How to ask questions with yes / no

With *be* forms, put verb before subject  
**ARE YOU** SOMETIMES ANGRY?  
(verb) (subject)

With all other verbs, do this:  
auxiliary do - subject - verb base form

**DO YOU LIKE** THAI BEACHES?  
(Do) (subject) (verb base)

*Use the descriptions below. Ask classmates questions about themselves. Write one name per line only. Try to get different people for each question. List continues to next page.*

Find a person who...

- \_\_\_\_\_ is sometimes angry.
- \_\_\_\_\_ likes Thai beaches.
- \_\_\_\_\_ drinks tea daily.
- \_\_\_\_\_ has a boyfriend / girlfriend.
- \_\_\_\_\_ wears contact lenses.
- \_\_\_\_\_ dislikes Italian food.
- \_\_\_\_\_ purchases a soda every day.
- \_\_\_\_\_ often reads Internet magazines.
- \_\_\_\_\_ is always nervous about midterm and final exams.
- \_\_\_\_\_ lives in the dormitories.



- \_\_\_\_\_ uses Kakaotalk or another chat app all the time.
- \_\_\_\_\_ always tells the truth.
- \_\_\_\_\_ misses their parents and family.
- \_\_\_\_\_ listens to Kpop music.
- \_\_\_\_\_ likes to do their homework even if it's challenging.
- \_\_\_\_\_ loves junk food.
- \_\_\_\_\_ is afraid of bus drivers who don't pay attention.

### Forming Adjective Clauses with *Who*

**An adjective clause** is a group of words that acts like an adjective. It tells you more about a person or thing.

Soo Jung is in my class, and he purchases a soda daily.

Soo Jung, **who is in my class**, purchases a soda daily.

*[adjective clause]*

*Choose 5 people from the class. Write a sentence about each of them based on information from the list survey you did above. Here are more samples to help.*

Soraiah, who listens to Kpop music, wishes she could travel to Korea.

Watanabe, who is afraid of bus drivers who don't pay attention, prefers to ride his bike than take a bus.

Tiberius, who drinks tea daily, always says it's good for his health.

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

### Forming *Wh-* Questions: **Who? What? When? Where? Why? How?**

With forms of *be*, put the question word first. Then verb + subject.

**What**                      **is**                      **your name?**  
 (Question word)      (Verb)              (Subject)

With all other verbs, do this:  
question word - auxiliary do - subject - verb base form

**Where**                **do**    **you**                **live?**  
(Question word)    (do)    (Subject)    (Base)

Make these prompts into questions.

when / birthday

---

where / from

---

how many people / family

---

study / where

---

what / dislike / university life

---

why / enjoy / this song or food

---

*Add 2 more of your own original questions.*

---

---

### **Time to Interview Your Partner**

*Ask a partner questions and write down their answers. Keep a good record. You will use this information as content for Assignment 1. You can use questions from above and add more of your own. Chart continues to next page.*

<b>Questions</b>	<b>Your Partner's Answers</b>


**Structured Writing Focus**

Write a paragraph telling the class about your partner.

Starting to Write

**Organizing Your Notes**

*Review at the notes from the interview with your partner. Choose the most important / interesting things to write about your partner. Important to include:*

- A brief physical description
- Facts about the person
- The person’s feelings and opinions

---

---

---

---

---




---



---



---



---

—

Preparing the 1st draft

**How to Write a Paragraph**

A paragraph is a group of sentences about the same topic. In academic writing, a paragraph usually consists of five to seven sentences. The first sentence gives the general idea of the whole paragraph.

**Presentation**

*Read the following two versions of the student’s writing. Which one is an acceptable academic one? How many differences can you find in the two copies?*

<p>My amazing partner</p> <p>My partner is a gorgeous woman. She is small and delicate with a gentle smile. When I saw her for the first time, I thought she was just cute and silent , but I realize that she has charm She is an artistic character. Her name is yoko, she has parents and a younger sister in Tokyo. she sometimes misses her family, friends, and especially her cat, Nuri . Yoko, who majors in biology, likes to take picnics all the time I hope we will have a good time together in class.</p>	<p>My Amazing Partner</p> <p>My partner is a gorgeous woman. She is small and delicate with a gentle smile. When I saw her for the first time, I thought she was just cute and silent, but I realize she has charm. She is an artistic character. Her name is Yoko, she has parents and a younger sister in Tokyo. She sometimes misses her family, friends, and especially her cat, Nuri. Yoko, who majors in biology, likes to take picnics all the time. I hope we will have a good time together in class.</p>
---	--

*Review your notes and write **your first draft** of the paragraph about your partner. Use complete sentences.*

## Revising the First Draft

*Read your paragraph to the person you interviewed.*

### QUESTIONS TO ASK THE INTERVIEWEE

1. DID I GET ALL THE FACTS RIGHT ABOUT YOU?
2. ARE ALL THE NAMES AND PLACES, ETC. SPELLED RIGHT?
3. ARE THERE MORE EXAMPLES, FACTS, OR OTHER THINGS TO ADD?
4. DID I WRITE ANYTHING TO HURT YOUR FEELINGS BY MISTAKE? SHOULD I CHANGE IT?

*After talking with your partner, think about your paragraph. Write a **second draft** that includes all additions or changes. You must choose a good title and interesting first sentence as an attention getter.*

## Editing the Second Draft

*After you have written your second draft, you need to proofread your work to find any errors and correct them. These guidelines and exercises will help you.*

### Adverbs & Expressions of Frequency

*Study these sentences:*

The professor is **always** kind. Mike does his homework **every day**.  
Do Hoon **always** comes to class on time. **Every day**, Mike does his homework.

#### ADVERBS OF FREQUENCY

always  
never  
often  
sometimes

#### EXPRESSIONS OF FREQUENCY

once a month  
twice a day  
every morning

1. With verb *be*, adverb of frequency goes **after** verb.
2. With all other verbs, adverb of frequency goes **before** verb.
3. Expressions of frequency can go **at the beginning** or **at the end** of a sentence.

*Unscramble the following sentences and compare your answers with a class member's. (Continues to next page.)*

every cooks dinner Shelly evening

---

always speaking anxious is Kwon Hoon about English

---

Zoila Korean food eats never

---

week volleyball Byron twice plays a

---

bored Kai Tuesday afternoons often is on

---

tells Domenica lies sometimes the

---

### **Proofreading Practice**

*Find the six errors in this paragraph and correct them.*

My partner is from the Dominican republic. His name is Wilson  
, and he have a wife and a little daughter. He arrived here on september and worked  
for six month.

### GENERAL REMINDERS

#### **Capital Letters**

Names of people, countries, organizations, nationalities, months, and days of the week. Also, the first and all important words in titles.

#### **Prepositions of Place and Date**

He lives **on** Maple Avenue.

She arrived **in** April.

He lives **at** 43 Maple Street.

She arrived **on** April 2, 2001.

#### **Simple Present Tense**

I have      We have

You have    They have

\*He has

\*She has

\*The third person singular present tense usually has an -s.

## **Singular and Plural Nouns**

book ~ books	Add -s.
berry ~ berries	Change the -y to -i and add -es.
boss ~ bosses	For endings with -ch, s, sh, x, or z, add -es.
wife ~ wives	Drop the -f or -fe and add -ves.
hero ~ heroes	For endings with -o, sometimes add -oes and sometimes add
piano ~ pianos	-os. Use a dictionary if you need help.

*Find the ten errors in this paragraph and correct them.*

I would like you to meet Steven. Steven is an English name, but he is chinese. His real name is Zhaomeng. He is 32 year old and has visited many countrys. He has two sister and one brother. He work at a financial company at 42nd Street, and he also studies english. He like to play golf, exercise, and sing. He came here in may 1999, and he thought people didn't look friendly. However, three day later, he felt better when he met his cousin. Now he has a good career and life in general.

## **PREPARING THE FINAL DRAFT - REMINDERS FOR PRESENTATION**

- Center the title.
- Begin the first word and each important word in the title with a capital letter.
- Indent to begin a paragraph.
- Begin each sentence with a capital letter.
- Don't use a new line for each sentence. Write one sentence after the other.
- Never begin a new line with a comma or period.
- Skip a line (or double-space) so that teachers can make corrections easily.

*Reread your second draft and correct any errors in presentation or grammar. Put a ✓ (check) in each space as you edit for the points below. Then write your corrected version which will be submitted as homework Assignment 1 (10 points).*

## CHECKLIST FOR EDITING MY SECOND DRAFT

- \_\_\_ presentation: title and paragraph
- \_\_\_ capital letters
- \_\_\_ simple present tense
- \_\_\_ prepositions of time and date
- \_\_\_ singular and plural nouns
- \_\_\_ adverbs and expressions of frequency
- \_\_\_ typed and printed from computer, not handwritten

**An example below of what final submitted paragraph draft should look like**

**<PARAGRAPH - not a whole essay!>**

Alexis Cuperus Manning  
Practical English Composition  
M/W 006  
Assignment 1

### My Classmate Steven

I would like you meet Steven. Steven is an English name, but he is Chinese. His real name is Zhaomeng. He is 32 years old and has visited many countries. He has two sisters and one brother. He works at a financial company on 42nd Street, and he 69 studies English. He likes to play golf, exercise, and sing. He came here in May 1999, and he thought people didn't look friendly. However, three days later, he felt better when he met his cousin. Now he has a good career and life in general.

## Holistic Rubric for Targeted Writing Feedback

- \_\_\_ presentation: title and paragraph (indent, double spaced, sentences one line after another, words not split up between 2 lines)
- \_\_\_ capital letters properly used
- \_\_\_ simple present tense demonstrated correctly
- \_\_\_ prepositions of time and date accurately written
- \_\_\_ singular and plural nouns appropriately correct
- \_\_\_ adverbs and expressions of frequency correctly shown
- \_\_\_ typed and printed from computer, not handwritten



Errors will be assessed as total from above checklist:

<b>Points awarded</b>	<b>Combined Writing errors</b>
10	4 or less
8	From 5 to 8
6	From 9 to 11
4	12 or more

My score for Assignment 1: \_\_\_\_ / 10

Next time, I should pay more attention to:

My point goal for next assignment is:

## Module 2: Weathering the Storm

### Writing Instructions

#### In this module, you will practice:

- giving instructions

#### Editing focus:

- imperatives
- modals
- adverbs of frequency



### FLUENCY PRACTICE: LISTING

“I just lost my job and had to move to a less expensive neighborhood, but I am weathering the storm, doing the best I can.”

*Discuss with a partner what you think the idiom weathering the storm means.*

*Imagine that a terrible hurricane is coming to your town. You are in danger, and you must leave your house to go to the nearest public shelter for safety. List five things you would take with you in such an emergency. After having time for brainstorming the list, you will also discuss your list with a partner or group.*

## READING FOR WRITING

A hurricane is a tropical storm in the Atlantic Ocean or Caribbean Sea with winds of more than 74 miles an hour, rough seas, and high water levels. Today there are scientific instruments to follow the progress of a hurricane so that people can prepare for it.

### South Korean Emergency Services Management



*Instructions from the South Korean Emergency Services Management Agency*

Hurricane <b>Watch</b> ( <i>the storm is 36 to 24 hours away</i> ).	Hurricane <b>WARNING</b> ( <i>the storm is expected to arrive within 24 hours</i> ).
<ul style="list-style-type: none"><li>● Turn on a battery powered radio.</li><li>● Check emergency supplies.</li><li>● Put gas in the car.</li><li>● Bring in outdoor furniture.</li><li>● Tie down furniture you can't bring inside.</li><li>● Tape your windows crisscross.</li><li>● Nail wooden boards across the taped windows.</li><li>● Turn the refrigerator temperature to coldest setting.</li><li>● Store clean water in the bathtub or in bottles.</li></ul>	<ul style="list-style-type: none"><li>● Listen to the radio for instructions.</li><li>● Store valuables in waterproof containers in the highest place in the house.</li><li>● Avoid elevators.</li><li>● Stay away from the windows.</li><li>● Keep a supply of flashlights and batteries.</li><li>● If electricity is lost, turn off all appliances.</li></ul>

### EVACUATION ORDER

*For severe storms, evacuate the area. Your life is nothing to play with. The police will show you the way to safe buildings inland, away from the storm.*

When you hear the evacuation order:

- Unplug all appliances.
- Shut off the electricity.
- Turn off the main water valve.
- If possible, tell someone outside the storm area where you are going.
- Take your emergency supplies and warm clothing.
- Lock up your home and leave.

## General Understanding

*Mark the states of hurricane preparation in order.*

\_\_\_ evacuation

\_\_\_ watch

\_\_\_ warning

*With a partner, read the instructions and put a ✓ (check) in the appropriate column. You may put a check in more than 1 column.*

Instructions	Hurricane Watch	Hurricane Warning	Hurricane Evacuation
<ol style="list-style-type: none"><li>1. Stay away from the windows.</li><li>2. Prepare the car.</li><li>3. Take emergency supplies.</li><li>4. Listen to the radio.</li><li>5. Board up windows.</li><li>6. Store water.</li><li>7. Get out.</li><li>8. Put valuable things away.</li><li>9. Turn off electricity and water.</li><li>10. Clear the yard.</li></ol>			

Words and Ideas

### Letter to an insurance company

Use these words to fill in the blanks in the letter. Compare your answers with a partner's.

appliances  
store

evacuate  
unplug

flooded  
waterproof

shelter

**Downstate Mutual Insurance Company**

**414 Main Street**

**Miami, Florida 33000**

**Dear Sirs,**

**We are writing to give you the information you need to settle the insurance claim on our house and its contents after the recent hurricane (policy number 43555Z).**

**When the hurricane finally hit our area, conditions became very bad in a matter of hours. We had to \_\_\_\_\_ 1 \_\_\_\_\_ immediately. We went to an emergency \_\_\_\_\_ 2 \_\_\_\_\_ after doing what we could to protect our home. We had time to \_\_\_\_\_ 3 \_\_\_\_\_ our family papers in \_\_\_\_\_ 4 \_\_\_\_\_ containers before we left. When we came back, we found a lot of damage. The ground floor was completely \_\_\_\_\_ 5 \_\_\_\_\_. Although we were careful to \_\_\_\_\_ 6 \_\_\_\_\_ all the electrical \_\_\_\_\_ 7 \_\_\_\_\_, it took a long time to get the electricity back because the wires were wet. There was a lot of damage to our freezer and furniture.**

**We enclose here pictures of our house and receipts for the furniture and the food. We look forward to hearing from you soon.**

**Sincerely,**

**Mary Weather**

Note: In formal or business letters, you can use either a colon (:) or a comma (,) in the salutation. For formal letters, commas are normally used.

## PREWRITING ACTIVITIES

### Giving and Explaining Instructions

#### Direct Commands

Use the imperative (base form of the verb):

**Store** water in the bathtub.  
(base form)

#### Advice and Obligation

Use the modal *should* + base form of the verb:

You **should** **store** water in the bathtub.  
(SHOULD) (base form)

*Write instructions and explanations to answer these questions. You can use the reading to help you. After, share your answers with a partner or group.*

How can you save water?

“Store water in the bathtub.”

Why?

“You should store water in the bathtub for drinking and washing because the water system may break down.”

How do you protect yourself from broken glass?

---

Why?

---

---

What do you do with your furniture?

---

Why?

---

---

How do you prepare your car for evacuation?

---

Why?

---

---

How do you find out about an evacuation order?

---

Why?

---

---

## OPEN DISCUSSION

*You will discuss these questions in a small group. First, you will have time to make your own notes.*

1. Do you live in a place where natural disasters happen? Are there hurricanes? snowstorms? earthquakes? floods? tornadoes? volcanoes?
2. Have you ever experienced an emergency situation? Where were you and what happened? Was it a natural or man-made disaster? Were you alone or afraid? How did you fight your fear and get to safety?
3. When you see television news programs or movies about disasters, what do you think? How do you feel?



## Giving Instructions or Advice

From list to paragraph

*Read this list of instructions.*

### GOING HOME AFTER A HURRICANE

- Be careful when you enter the house.
- Open all windows and doors.
- Check for gas leaks, electrical system damage, and water damage.
- Take pictures of the damage to the house and its contents.
- Start cleaning your house.

To turn the list into a paragraph, you need to add some **TRANSITION WORDS** which are words that connect one sentence to another.

**first then next also in addition finally**

*Read this paragraph. Circle all the transition words. Then underline the reasons and explanations. Put a ✓ (check) in front of the \*topic sentence and the \*concluding sentence.*

*\*topic sentence - **sentence** which summarizes the main idea of that paragraph (usually first sentence of paragraph).*

*\*concluding sentence - usually at end of paragraph, it should restate the topic **sentence** (controlling idea) and summarize all of the examples the writer has included in the paragraph.*

### GOING HOME AFTER A HURRICANE

When the storm is over, it is natural to want to go home as soon as possible. When it is safe to return, you should take the following steps: First, be careful when you enter your house. There may be snakes or other animals that the flood washed in. Then, open all the windows and doors. You should let the fresh air dry the house. Next, check for gas leaks, electrical system damage, and water damage. Any of the problems can be very dangerous. If you find anything wrong, you should turn off the power and call the gas company, the electric company, or the water company for help. In addition, take pictures of the damage to the house and its contents. You will need this proof for the insurance company. Finally, start cleaning your house. This is the hardest job because you must pick up the pieces of your life and put it back together. When you return to your house after a hurricane, be patient. It takes a long time to return to normal.



## ☆ Structured Writing Focus

### ☆Your task:

Write a list of instructions for a topic of your choice. For example, write about how to create a Website on the Internet or how to find a part time job. Then put the instructions in paragraph form with an explanation for each instruction.

### ☆ALTERNATIVE task:

Give advice on being a good friend (or boyfriend/girlfriend). List your ideas. Then put them in paragraph form with an explanation for each piece of advice.

Starting to Write

### Brainstorming

*Before you write your list of instructions or advice, think about these questions:*

How to: \_\_\_\_\_ ← your topic

- Why is it important to know how to do this?
- What are the steps in the process?
- What dangers are there if you don't do it right?
- Can anyone do this? Is it easy or difficult to do it?

*Now make some notes. You don't have to write complete sentences or care / worry about grammar at this stage.*

### General ideas (for the task you chose)

---

---

---

---

---

---

---

---

---

---

---

---

**Organizing Your Notes**

*You can start organizing your first draft at this point. At first, you can use your notes to write your list of instructions on the left side of the chart. At the right side, write an explanation of each instruction in note form. Sentences and correct grammar are still not the main issue. Just write what you think!*

How to _____	Why?


**Preparing the 1st draft**

*Look back at your notes. Write a first draft of your paragraph. This time write complete sentences. Try to use some of the structures and vocabulary you have practiced in this module. (Like - transition words, topic and concluding sentences - verb forms, etc.)*

**TOPIC SENTENCE** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**BODY**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CONCLUDING** \_\_\_\_\_

**SENTENCE** \_\_\_\_\_

\_\_\_\_\_

## Revising the 1st Draft

*Read your paragraph to a partner.*

### CHECKLIST FOR REVISING FIRST DRAFT

When you listen to a partner's paragraph and think about your own, keep the following in mind: ✓

1. Is the first sentence a good introduction to the topic? \_\_\_\_\_
2. Are the instructions and advice organized logically? \_\_\_\_\_
3. Are the explanations clear? \_\_\_\_\_
4. Is the last sentence an interesting concluding sentence? \_\_\_\_\_

*Now it's time to write a **second draft** that includes all the additions and changes.*

## Editing the Second Draft

*After you have written a second draft, proofread your work to find any errors and correct them. These guidelines and exercises may help.*

## Review of Imperatives and Modals

### Imperatives

base form of the verb

**Take** blankets.

Don't **forget** to turn off the electricity.

### Modals

modal + base form of the verb

	FORMS		MEANING
I	<b>must close</b>	all the windows.	necessity
You	<b>mustn't wait</b>	too long to leave.	
He	<b>should listen</b>	to the radio.	advice, obligation
She	<b>shouldn't forget</b>	to warn neighbors.	
They	<b>can't see</b>	in the dark.	ability, possibility
They	<b>can take</b>	their pets.	

\**Ought to* has the same meaning as *should*.  
For example: They ought to study English hard.  
*Ought to* rarely used in negative form.

*Make any corrections that are necessary in the following instructions. Check your answers with a partner or small group.*

## INSTRUCTIONS FOR THE WASHING MACHINE

Before loading the washing machine, you **must taken** these steps:

1. You **should studied** all care labels in the clothes.
2. You **should to empty** all pockets.
3. You **shouldn't mixed** dark colors with light colors.
4. You **must pouring** a capful of detergent in the washer.
5. You **can to use** fabric softener if you choose.
6. **Not to overload** the machine!

## Some Adverbs of Frequency with Imperatives and Modals

### Imperatives

adverb + base form of the verb

**Always take** money with you.  
**Never wait** too long.

adverb at the end

Check the gas **often**.  
**sometimes**.  
**frequently**.  
**every two hours**.

### Modals

modal + adverb + base form of verb

You **should always board up** the windows.  
You **should often check** with your neighbors.  
You **must never forget** to turn off the water.  
You **can sometimes take** your valuables with you.

*With a partner, make any corrections that are necessary in the following sentences. Some sentences are correct as is and don't actually need correcting.*

### **HOW TO BE A GOOD HUSBAND**

**X**                      ↓(**always**)

1. Every couple ~~always~~ should experience an unselfish feeling of love.
2. Love always the woman you marry at least as much as you love yourself.
3. Always be her best friend.
4. You should share frequently your feelings with each other.
5. Be never afraid to open up to each other.
6. Never be dishonest about money.
7. Disagreements about money can often destroy a marriage.
8. Finally, criticize her mother never!

### **Preparing the Final Draft**

*Reread your second draft and correct any errors you find. Put a ✓ (check) in each space as you edit for the points below. Then write your corrected final version which will be due as homework Assignment 2 (10 points).*

### **CHECKLIST FOR EDITING MY SECOND DRAFT / Preparing Final Draft**

- |  |
|--|
| <input type="checkbox"/> presentation: title and paragraph                 |
| <input type="checkbox"/> capital letters                                   |
| <input type="checkbox"/> imperatives                                       |
| <input type="checkbox"/> modals  |
| <input type="checkbox"/> adverbs of frequency with imperatives and modals  |
| <input type="checkbox"/> transition words are used                         |
| <input type="checkbox"/> there is a topic sentence and concluding sentence |
| <input type="checkbox"/> typed and printed from computer, not handwritten  |

**An example below of what final submitted paragraph draft should look like**

**<PARAGRAPH - not a whole essay!>**

Alexis Cuperus Manning  
Practical English Composition  
W/F 007  
Assignment 2

### Going Home After a Hurricane

When the storm is over, it is natural to want to go home as soon as possible. When it is safe to return, you should take the following steps: First, be careful when you enter your house. There may be snakes or other animals that the flood washed in. Then, open all the windows and doors. You should let the fresh air dry the house. Next, check for gas leaks, electrical system damage, and water damage. Any of the problems can be very dangerous. If you find anything wrong, you should turn off the power and call the gas company, the electric company, or the water company for help. In addition, take pictures of the damage to the house and its contents. You will need this proof for the insurance company. Finally, start cleaning your house. This is the hardest job because you must pick up the pieces of your life and put it back together. When you return to your house after a hurricane, be patient. It takes a long time to return to normal.

### **Holistic Rubric for Targeted Writing Feedback**

\_\_\_ presentation: title and paragraph (indent, double spaced, sentences one line after another, words not split up between 2 lines)

\_\_\_ capital letters properly used

\_\_\_ imperatives demonstrated correctly

\_\_\_ modals accurately written

- \_\_\_ adverbs of frequency with imperatives and modals appropriately correct
- \_\_\_ transition words are used
- \_\_\_ there is a topic and concluding sentence
- \_\_\_ typed and printed from computer, not handwritten

Errors will be assessed as total from above checklist:

Points awarded	Combined Writing errors
10	4 or less
8	From 5 to 8
6	From 9 to 11
4	12 or more

My score for Assignment 2: \_\_\_\_ / 10

Next time, I should pay more attention to:

My point goal for next assignment is:



## Module 3: The Greatest 20th Century Invention

### SUPPORTING AN OPINION



#### In this module you will practice:

- creating unity in a paragraph
- supporting an opinion
- writing a concluding sentence

#### Editing focus:

- superlative adjectives
- gerunds and infinitives

### FLUENCY PRACTICE: LISTING REASONS

Why do you think people live longer today than they did in the past?

*List as many reasons as you can to explain this fact. Write for 5-8 minutes without stopping. Share your list with a partner after. Which reason do you think is most important? Does your partner agree?*

## Reading for Writing

Umberto Eco is a professor at the University of Bologna in Italy. He is also the author of *The Name of the Rose*, a very popular mystery novel set in 14th century Europe. The following reading is a part of an article Eco wrote for *The New York Times Magazine*.

In 1918, at the age of 40, my maternal grandfather was stricken by a form of influenza popularly known as the Spanish flu, which was decimating much of Europe. Within a week, despite the best efforts of three physicians, he died. In 1972, at the age of 40, I was stricken by a serious illness that seemed similar to la spagnola (the word for Spanish flu). Thanks to penicillin, after a week, I was up and about.



So it is easy to understand why, forgetting about atomic energy, space travel, and the computer, I persist in thinking the most important invention of our time is penicillin (and, more generally, all those drugs that allow people today to reach the age of 80, while in the past they might have died at 50 or 60).

### General Understanding

Fill in the chart with information from the reading.

Date	Person	Illness	End Result
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

With a partner, mark these statements true (T) or false (F) based on information in the reading.

- \_\_\_ 1. Umberto Eco's grandfather received no medical treatment.
- \_\_\_ 2. The author is 40 years old.
- \_\_\_ 3. Eco was cured in a week.
- \_\_\_ 4. According to the author, antibiotics are more important than walking on the moon.

Words and ideas

## **OPEN DISCUSSION**

*Talk about / discuss these questions in a small group. You can have some time to make notes in advance so you can use the notes to discuss.*

1. Do you think that antibiotics are more important than walking on the moon? Why or why not?
2. If you were an inventor, what inventions would you come up with to help people enjoy a better quality of life?
3. People can live longer today. Is this a good thing for our society? Does this cause any problems?
4. At what age do you think people get 'old'?
5. What kind of life do you plan to live when you get old?

## The Discovery of Penicillin

Match the words on the left with a synonym (a word with a similar meaning) on the right.

- |                          |                          |
|--------------------------|--------------------------|
| _____ 1. despite         | a. taking a certain time |
| _____ 2. instead of      | b. therefore             |
| _____ 3. so              | c. due to                |
| _____ 4. thanks to       | d. in spite of           |
| _____ 5. although        | e. while                 |
| _____ 6. within (a time) | f. rather than           |

Use these words to fill in the blanks in the story.

**despite    instead of    so    thanks to    although    within**

Some of the greatest discoveries happen by accident, but it takes a brilliant person to be able to understand the meaning of the accident. Millions of lives have been saved \_\_\_\_\_1\_\_\_\_\_ penicillin. This miracle drug was discovered in 1928 by a Scottish researcher named Alexander Fleming.

Fleming was a poor boy and needed a scholarship to be able to go to medical school. Luckily, he got one. \_\_\_\_\_2\_\_\_\_\_ a few years, he became the best student in the school and decided to do research.

One day he was looking at an experiment with bacteria. He had left the cover off by mistake and saw that a mold, or fungus, was growing. \_\_\_\_\_3\_\_\_\_\_ throwing it away, he looked at it carefully. In the area around the mold, all the bacteria were gone. \_\_\_\_\_4\_\_\_\_\_ this little mold killed bacteria, it left human tissue alive!

However, penicillin still couldn't be useful. \_\_\_\_\_5\_\_\_\_\_ the great discovery in

1928, no one knew how to manufacture large quantities of mold. English and American researchers finally found a way to do it, \_\_\_\_\_6\_\_\_\_\_ penicillin could be mass-produced for everyone after World War II. Fleming won the Nobel Prize in medicine in 1947. It takes a lifetime of preparation to see the miracle in the moment.

### **Prewriting Activities**

#### Inventions

*What do all these inventions have in common?*

cars	skyscrapers	subways	typewriters
movies	refrigerators	elevators	sewing machines
telephones	electric lights	the telegraph	washing machines
the radio	photographs		

*Which of the inventions, if any, are essential in your life, and why? Spend some time thinking / making notes and then discuss with a partner or small group.*

---

Choose one of the following 20th-century inventions that you think is the most important. Explain your choice in a small group. You can have some time to make notes about justifying your selection.

atomic energy	computers	genetic engineering
the Internet	jet planes	space travel
space travel	television	

## STRUCTURED WRITING FOCUS

You are going to write a paragraph about what you think is the **world's greatest invention**.

Alternatively, you could write about what you think is **the best or worst thing about living 80 years or more?**

When you write your paragraph, you must include:

- a good topic sentence to start
- at least three reasons for your choice or opinion
- an interesting concluding sentence

Starting to Write

### Brainstorming

*Write notes for your paragraph.*

What invention did you choose? \_\_\_\_\_

OR...

What is the best / worst thing about living for a long time? \_\_\_\_\_

\_\_\_\_\_

Topic sentence: \_\_\_\_\_

\_\_\_\_\_

Some reasons to support the main idea: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A possible concluding sentence: \_\_\_\_\_

\_\_\_\_\_

## PREPARING THE FIRST DRAFT

Support and Concluding Sentences: Creating **Unity** in a Paragraph

Before you write, you need to organize your thoughts and notes.

1. Be sure you have enough reasons to support your opinion or choice.
2. Make sure your reasons all relate to the main idea.
3. Plan your concluding sentence so the reader will understand what you are trying to prove.

If you organize properly with the above tips, as well as using connecting words that we practiced previously, your paragraph will have better **unity**.

*Read this paragraph and cross out the sentences that do not relate to the main idea. After, discuss your ideas with a partner.*

### The Greatest Invention in My Life

Movies may seem to be just amusement and entertainment, but to me, they are the best answer to loneliness and boredom in my life. In movies, I meet wonderful people and see places I would never be able to see. Books are good, too, but I'm often too tired to read. I have been transported all over the world and learned about people with different customs and lifestyles. Movies are also a time machine, taking us back into the past or even giving a glimpse of the future. From ancient Egypt to *Star Wars*, movies are great, but some of my friends don't agree. Another reason I like movies is that for a few hours in the dark, I can feel that everyone in the audience is on my side. They may be strangers, but we laugh and cry together. The worst thing is when people sit down right in front of me. Movies can be thrilling and scary or joyous and funny. They take us away from our sadness and problems. I cannot imagine my life without movies.

*Discuss these questions with a partner.*

1. How many reasons are given to support the idea that movies are the greatest invention in the author's life?
2. What are those reasons?
3. How does the concluding sentence relate to the main idea of the paragraph?

## PARAGRAPH UNITY

Sentences that don't relate to the main idea:	Why?
"Books are good, too, but I'm often too tired to read."	The paragraph is concerned with movies, and this sentence is about books. This sentence doesn't belong.
"I think the <i>Star Wars</i> movies are great, but some of my friends don't agree."	This sentence is about what other people think about particular movies. This sentence is too specific.
"The worst thing is when people sit right down in front of me."	This sentence is about sitting in a movie theater. It is not about movies as the greatest invention.

## A CONCLUDING SENTENCE

- is the last sentence in a paragraph
- reminds the reader of the main idea the writer is trying to prove
- is a general statement, not another detail or reason
- should fit with the main idea expressed in the topic sentence

### Topic sentence

"Movies may seem to be just amusement and entertainment, but to me, they are the best answer to loneliness and boredom of my life."

### Concluding Sentence

"I cannot imagine my life without movies."

*With a partner, put a check ✓ (check) next to the sentences that belong in a paragraph about the advantages of old age, and put an "X" next to the sentences that don't. Then write your own concluding sentence.*

## THE ADVANTAGES OF OLD AGE

- \_\_\_ a. I hope I live a long time because living to a very old age can bring so many joys.
- \_\_\_ b. Who would want to live to get weak and ugly?
- \_\_\_ c. Grandchildren are the best part of growing old. That's what I am most looking forward to. I can't imagine what they'll look like.
- \_\_\_ d. Helping out my children is another reason I want to stay around because I would be sad to leave them all alone.
- \_\_\_ e. I also enjoy seeing what each day brings. The news from the world and from my neighborhood is always interesting to me.



- \_\_\_ f. But living to an old age is only good if you have some money. I would rather die younger than have to take money from my children.
- \_\_\_ g. It's true that there are bad things about growing old, such as getting hurt or weak. But I think I would still want to live even if that happens.
- \_\_\_ h. I think it's ridiculous that people are allowed to drive when they are past 80. They are a danger to everyone.
- \_\_\_ i. Finally, I certainly want to outlive the people I dislike, especially my mean and jealous brother-in-law.

Concluding Sentence:

---

---

*Look back at your brainstorming notes. Decide which of the ideas will help you reach your conclusion. Write a first draft of your paragraph. This time write complete sentences. You must use some of the expressions as connection words and other structures we used and practiced in this module.*

Revising the First Draft

*After you wrote the first draft, read your paragraph to a partner.*

Checklist for Revising the First Draft

When you check a partner's, or they check yours, think about these things:

1. Do all your sentences belong in the paragraph (unity)?
2. Are there any sentences you should delete?
3. Can you think of some sentences to add in order to make your ideas clearer?
4. Does the concluding sentence fit with the main idea you are trying to prove?

*Now write a **second draft** that includes all the additions and changes.*

## Editing the Second Draft

*After you have written your second draft, proofread your work to find any errors. Then correct them. These guidelines and exercises will help.*

### Superlative and Adjective Form

Use the superlative form of an adjective when you want to compare more than 2 things and say that 1 of these things is *the most* or *the least* or *the best* or *the worst* of them all.

a. one-syllable adjectives ending in two vowels + consonant

*the* + adjective + *est*

For Eco, penicillin was **the greatest** invention.

b. one-syllable adjectives ending in a single vowel + consonant

*the* + double the final consonant + *est*

Penicillin was **the hottest** thing on the market.

---

two-syllable adjectives ending in -y

*the* + adjective (change *y* to *i*) + *est*

For Eco, **the loveliest** thing about science is helping people.

---

most two-syllable adjectives; all adjectives; all adjectives of 3 syllables or more

*the* + *most* + adjective

For Eco, penicillin was **the most important** discovery.

---

irregular superlative forms

good → *the best*

bad → *the worst*

For Eco, a computer was a good invention, but penicillin was the best invention of all.

---

possessive forms with the superlative

possessive + superlative adjective

When you use a possessive form with the superlative, the possessive form replaces *the*.

**Fleming's greatest** discovery was penicillin.

**His greatest** discovery was penicillin.

---

*one of* the best (things)

*one of* + superlative + plural noun

**One of the best** things about old age is having more free time.

Read this composition about paper and printing. If the superlative forms in **bold print** are correct, put a ✓ (check) above them. If not correct, cross them out and write the forms that are correct. There are five more errors beyond the one done for you as an example. You will compare answers with a partner when done.

### Paper and Printing

Before the invention of books, people wrote on stone and clay, on rolls of papyrus made from plants in Egypt, or on dried animal skins in the Middle ages. However, to make a book, a real book as we know today, you need paper and printing.

~~the greatest tool~~ ↓

Paper was perhaps ~~greatest tool~~ for communication until the computer was invented. The most good evidence indicates that paper was invented by the Chinese between the years 250 B.C.E. and 105 C.E. Historians studying Asia have found the most convincing proof that paper was soon used to print money. Paper money is one of the most useful inventions in history, and it greatly helped the development of trade and commerce in China.

People make biggest mistake when they think that printing is entirely a Western discovery. In fact, the first ideas about printing also came to us from China. The Chinese made the most large contribution to the printing press. It is said that in 11th-century China, a blacksmith named Pi Sheng invented the bestest system for printing with blocks. Did this discovery travel to the West? Did a European make the discovery again by himself? Historians are not sure of the answer. However, we do know that Johannes Gutenberg , a goldsmith from the city of Strasbourg, created the first European printing press with movable type in Europe around the year 1450. Without these contributions to paper and printing, it would not have been possible to invent the book, one of the highest achievement in the last millennium.

## Gerunds and Infinitives

*Study the following sentences.*

I        want            to understand        how penicillin works.  
verb    +            infinitive

We     enjoy            living                longer because of penicillin.  
verb    +            gerund

Some verbs are followed by infinitives. Others by gerunds. There is no general rule that can tell you when to use them. The below chart has verbs according to forms they go with and the patterns (not rule) they follow.

### **Verb + infinitive**

decide	learn
need	plan
promise	remember
want	would like

I would like to learn more about penicillin.

### **Verb + Object + Infinitive**

encourage	help
teach	tell
want	

Eco wants us to understand the importance of penicillin.

### **Verb + Gerund**

enjoy	finish
imagine	stop
have (no) trouble	
have (no) difficulty	

Fleming had trouble making penicillin for the market.

## Expression + Preposition + Gerund

be afraid of    be interested in  
be responsible for  
be worried about  
persist in  
succeed in

Researchers have succeeded in saving many lives.

## Verbs can go with either gerund or infinitive

begin            like  
hate            start

I like learning about science.  
I like to learn about science.

---

## Can you Imagine?

*Read the imaginary interview with Guglielmo Marconi, the Italian Nobel Prize winner who invented the radio. With a partner, choose the correct form of the verb from the choices in parentheses.*



**Interviewer:** Thanks to you and your invention of the wireless telegraph, people today enjoy \_\_\_\_\_ (to listen, listening) to the radio and \_\_\_\_\_ (to watch, watching) television. We have no difficulty \_\_\_\_\_ (receiving, to receive) messages and pictures from satellites orbiting in outer space. Did you ever imagine (to become, becoming) such a great inventor?

**Marconi:** I always wanted \_\_\_\_\_ (to do, doing) something special, and I guess I did. I invented the telegraph when I was only 20-years old.

**Interviewer:** We know you didn't go to school until you were 12 years old. You started \_\_\_\_\_ (to study, studying) at home with a tutor. Do you think your homeschooling helped you \_\_\_\_\_ (to become, becoming) an inventor?

**Marconi:** Well, yes, in a way. I learned \_\_\_\_\_ ( *to work, working*) by myself and \_\_\_\_\_ ( *to trust, trusting*) my own judgment. I enjoyed \_\_\_\_\_ ( *studying, to study*) one-on-one with my tutor. He encouraged me \_\_\_\_\_ ( *questioning, to question*) him all the time. He taught me never to be afraid of \_\_\_\_\_ ( *making, to make*) a mistake.

**Interviewer:** When did you first start \_\_\_\_\_ ( *work, to working*) on your invention of the wireless telegraph?

**Marconi:** In the late 1800s. The telegraph had already made long-distance communication possible as long as there were wires connecting the points. I became very interested in \_\_\_\_\_ ( *to communicate, communicating*) without wires in 1884, when I read an article about Heinrich Hertz's work on electromagnetic waves.

**Interviewer:** How long did it take you to succeed in \_\_\_\_\_ ( *to do, doing*) what you planned \_\_\_\_\_ ( *to do, doing*)?

**Marconi:** I spent at least two years \_\_\_\_\_ ( *working, to work*) on the project before I showed it to anyone. I needed \_\_\_\_\_ ( *getting, to get*) financial assistance. But my countrymen had difficulty \_\_\_\_\_ ( *understanding, to understand*) the importance of my research. So in 1895, I went to Great Britain, my mother's native country, to get financial help. The British promised \_\_\_\_\_ ( *giving, to give*) me the money because they, too, were involved in the same kind of research. In 1896, when I was able to send a message in Morse code over 9 miles, I succeeded in \_\_\_\_\_ ( *to prove, proving*) to the world that wireless telegraphy had a future.

**Interviewer:** Do you have any advice for the unknown inventors of tomorrow?

**Marconi:** Never stop \_\_\_\_\_ ( *dreaming, to dream*)!

## Preparing the Final Draft

Reread your second draft and correct any errors. Put a ✓ (check) in each space as you edit for the points below. Then write your final corrected version as homework (Assignment 3 - 10 points).

### CHECKLIST FOR EDITING MY FINAL DRAFT

- presentation: title and paragraph
- capital letters
- superlative forms of adjectives
- correct use of gerunds
- correct use of infinitives
- topic and concluding sentences
- typed and printed from computer, not handwritten

An example below of what final submitted paragraph draft should look like

<PARAGRAPH - not a whole essay! Also just example for formatting>

Alexis Cuperus Manning  
Practical English Composition  
M/W 006  
Assignment 1

#### My Classmate Steven

I would like you meet Steven. Steven is an English name, but he is Chinese. His real name is Zhaomeng. He is 32 years old and has visited many countries. He has two sisters and one brother. He works at a financial company on 42nd Street, and he 69 studies English. He likes to play golf, exercise, and sing. He came here in May 1999, and he thought people didn't look friendly. However, three days later, he felt better when he met his cousin. Now he has a good career and life in general.

### Holistic Rubric for Targeted Writing Feedback

- \_\_\_ presentation: title and paragraph (indent, double spaced, sentences one line after another, words not split up between 2 lines)
- \_\_\_ capital letters properly used
- \_\_\_ presentation: title and paragraph
- \_\_\_ superlative forms of adjectives
- \_\_\_ correct use of gerunds
- \_\_\_ correct use of infinitives
- \_\_\_ topic and concluding sentences
- \_\_\_ typed and printed from computer, not handwritten

Errors will be assessed as total from above checklist:

Points awarded	Combined Writing errors
10	4 or less
8	From 5 to 8
6	From 9 to 11
4	12 or more

My score for Assignment 3: \_\_\_\_ / 10

Next time, I should pay more attention to:

My point goal for next assignment is:



## Module 4: What I Have Lived For



### WRITING AN ESSAY

#### **In this module, you will practice:**

- organizing an essay
- writing a thesis statement

#### **Editing focus:**

- present perfect tense
- future time clauses
- adjective and adverb word forms
- noun and verb word forms

### **FLUENCY PRACTICE: Free-writing**

The Roman emperor Marcus Aurelius wrote, “Remember this, that very little is needed to have a happy life.”

Do you think this statement is true? In your opinion, what does a person need in order to have a happy life? Can a poor person be as happy as a rich person?

*In your notebook or on a piece of paper, write for ten minutes to explain your opinion. Try to express yourself as well as you can, but don't worry about mistakes or grammar. Just write freely. After, you will share with a partner.*

## Reading for Writing

This essay was written by Bertrand Russell, one of the great mathematicians, philosophers, and writers of the 20th century. He was born in 1872 into a rich and noble British family. He wrote *Principia Mathematica*, *A History of Western Philosophy*, and many other works. Russell won the Nobel Prize in literature in 1950. In 1958 Lord Russell began the first of his many campaigns for nuclear disarmament of both the United States and the former Soviet Union. He died at the age of 98.

### What I Have Lived For

Three passions, simple but overwhelmingly strong (1), have governed my life: the longing for love, the search for knowledge, and unbearable (2) pity for the suffering of mankind.

I have sought (3) love, first, because it brings ecstasy - ecstasy so great that I would often have sacrificed the rest of life for a few hours of this joy. I have sought it, next, because it relieves loneliness. I have sought it, finally, because in the union of love, I have seen the vision of the heaven that saints and poets have imagined. This is what I have sought, and though it may seem too good for human life, this is what - at last - I have found.

With equal passion, I have sought knowledge. I have wished to understand the hearts of men. I have wished to know why the stars shine. And I have tried to understand the Pythagorean power (4) by which numbers hold sway above the flux. A little of this, but not much, I have achieved.

Love and knowledge, so far as they were possible, led upward toward the heavens. But always pity brought me back to earth. Echoes of cries of pain reverberate (5) in my heart. Children in famine (6), victims tortured by oppressors, helpless old people a hated burden to their sons, and the whole world of loneliness, poverty, and pain make a mockery of what human life should be. I love to alleviate (7) the evil, but I cannot, and I too suffer.

This has been my life. I have found it worth living, and would gladly live it again if the chance were offered me.

---

(1) overwhelmingly strong - very strong, almost out of control

(2) unbearable - so painful or unpleasant that a person can't handle it

(3) sought - past tense of *seek*, to look for

(4) Pythagorean power - the power of numbers, Pythagoras was an ancient Greek who developed Geometry, one of the first serious studies in math. To understand its power, it's how mathematics can provide key to nature's law

(5) reverberate - echo

(6) famine - extreme hunger, starvation

(7) alleviate - to relieve or cure suffering

## General Understanding

*Mark these statements true (T) or false (F).*

- 1. Bertrand Russell felt that romantic love could give him an idea of heaven.
- 2. Russell said that his search for love was successful.
- 3. Russell found all the knowledge he was looking for.
- 4. Bertrand Russell felt sympathy for people who suffered.
- 5. Russell was pleased with his life.

## Words and Ideas

*Write your answers to these questions. Share your answers with a partner after. It's okay to have slightly different answers.*

1. Bertrand Russell says that "love and knowledge led upward toward the heavens." What does he mean?
2. What does Russell mean when he says, "always pity brought me back to earth,"?
3. Why do you think Bertrand Russell wanted "to understand the hearts of men"?
4. Why can't Russell cure all the evils he sees in society?
5. What aspects of life does Russell not talk about? What kinds of things are not part of his three passions?

<Space for your answers below>

## Summarizing

For each paragraph (¶) of Russell's essay, write a one-sentence summary in your own words. Share your summaries with the class or small group / partner.

¶ 1 The three most important things in Bertrand Russell's life were love, knowledge, and pity.

¶ 2 Love gave him joy and protection against loneliness, and it helped him understand heaven.

¶ 3 \_\_\_\_\_

¶ 4 \_\_\_\_\_

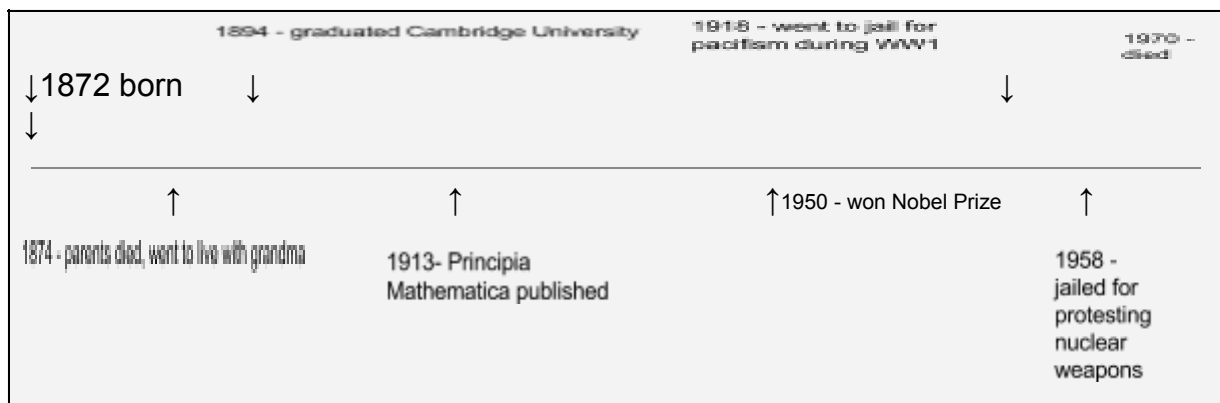
¶ 5 \_\_\_\_\_

## Prewriting Activities

### Time Lines

1. Bertrand Russell's Life (timeline not to scale)

*This is a timeline of some of the most important events in Bertrand Russell's Life.*



## Your Life

On this timeline, write the most important or most interesting events in your life so far. Share them with a partner.

## What's most important?

*Circle the five things that are most important to you in life. Then number them from 1 to 5 with 1 being most important. Compare your answers with a partner's. Do you think choices change as we get older?*

\_\_\_\_\_ happiness

\_\_\_\_\_ helping the poor

\_\_\_\_\_ money

\_\_\_\_\_ fighting injustice

\_\_\_\_\_ husband / wife

\_\_\_\_\_ managing responsibilities

\_\_\_\_\_ lover

\_\_\_\_\_ vacations

\_\_\_\_\_ raising children

\_\_\_\_\_ owning your house

\_\_\_\_\_ helping others

\_\_\_\_\_ travel

\_\_\_\_\_ intellectual achievement

\_\_\_\_\_ good job

\_\_\_\_\_ peace of mind

\_\_\_\_\_ moral behavior

Add your own choices if you want below

_____	_____
_____	_____
_____	_____

# Structured Writing Focus

Write an essay of at least three paragraphs **about what you live for**. What is important to you? What are your hopes for the future? What have you accomplished so far in life?

**Alternative task:** Write the essay about someone you know well. What does that person live for? What are his / her hopes and dreams? What has that person accomplished?

Starting to Write

Brainstorming

*Use the work you have done in this module to help start thinking about your essay. You can use your timeline, etc. You do not have to write full sentences or care about grammar in this stage. Write freely.*

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---


---

## Preparing the First Draft

### Essay Structure

*Read Bertrand Russell's essay again. Study the structure so you can write one yourself. Use the information as a guide. Then answer the questions after it with a partner.*

**What I Have Lived For**

Introduction 

Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for knowledge, and unbearable pity for the suffering of mankind.

I have sought love, first, because it brings ecstasy - ecstasy so great that I would often have sacrificed the rest of life for a few hours of this joy. I have sought it, next, because it relieves loneliness. I have sought it, finally, because in the union of love, I have seen the vision of the heaven that saints and poets have imagined. This is what I have sought, and though it may seem too good for human life, this is what - at last - I have found.

With equal passion, I have sought knowledge. I have wished to understand the hearts of men. I have wished to know why the stars shine. And I have tried to understand the Pythagorean power by which numbers hold sway above the flux. A little of this, but not much, I have achieved.

Love and knowledge, so far as they were possible, led upward toward the heavens. But always pity brought me back to earth. Echoes of cries of pain reverberate in my heart. Children in famine, victims tortured by oppressors, helpless old people a hated burden to their sons, and the whole world of loneliness, poverty, and pain make a mockery of what human life should be. I love to alleviate the evil, but I cannot, and I too suffer.

This has been my life. I have found it worth living, and would gladly live it again if the chance were offered me.

## Study the structure

The arrow above shows you where the introduction is. Use the key codes below to mark the rest.

1- Thesis statement

(★) Star - Body Paragraphs 1, 2, and 3

2 - Conclusion paragraph (in this essay, it's one sentence, in other essays could be more than 1 sentence)

△ (triangle) for supporting details in each body paragraph

3 - topic sentences in each body paragraph

4- concluding sentence in each body paragraph

Answer these questions with a partner.

1. How does the first paragraph show that the three topics of the body of this essay will be love, knowledge, and pity?
2. Why does this essay have 5 paragraphs?
3. Underline the topic sentence in paragraph 3.
4. Compare the tone of the first two sentences in paragraph 4. (Tone is how the sentence makes you feel when you read it).
5. Write the supports support and concluding sentence where they belong for paragraphs 3 and 4.

## Thesis statement

Why is the thesis statement important?

- The thesis statement communicates the **main idea** of an essay and tells the reader what the other is going to show or prove.
- The thesis statement tells the **topic of each paragraph** in the body of the essay.



“Three passions, simple but overwhelmingly strong, have governed my life: the longing for **love**, the search for *knowledge*, and unbearable pity for the suffering of mankind.”

PARAGRAPH 2 - **LOVE**

PARAGRAPH 3 - *KNOWLEDGE*

PARAGRAPH 4- PITY

*With a partner, read the following thesis statements. What should the topics of the body paragraphs be? How many paragraphs should each essay have?*

**Without a doubt, his key to a happy life was having a challenging job and good friends to enjoy his leisure time with.**

*Number of paragraphs in the essay:*

4 (introduction, 2 body paragraphs, conclusion)

*Topic(s) of the body paragraph(s)*

job, friends

**His father’s philosophy focused on the joys of family life, the importance of being self-confident, and the benefits of a good education.**

*Number of paragraphs in this essay:*

*Topic(s) of the body paragraph(s):*

**My goal in life is to become the best possible parent to my children by giving them unconditional love.**

*Number of paragraphs in this essay:*

*Topic(s) of the body paragraph(s):*

## **WRITING YOUR OWN THESIS STATEMENT AND ORGANIZING YOUR IDEAS**

*Review the notes that you were writing in the brainstorming section. You are to organize your notes in the following section.*

Title \_\_\_\_\_

**Introduction**

**Thesis statement** \_\_\_\_\_

**Body**

How many paragraphs will you need to explain the thesis? \_\_\_\_\_  
Divide your notes into the number of paragraphs you need.

**Conclusion**

*Write a **first draft** of your essay. Write complete sentences. Try to use some of the vocabulary and structures you have seen in this module (essay structure, etc.). Make sure your thesis statement is as clear as possible.*

## REVISING YOUR FIRST DRAFT

*Read your essay to a partner.*

**Checklist for Revising the First Draft (don't forget to stay organized - keep all your notes close by)**

**When you read a partner's essay and discuss yours, keep these points close at hand:**

- 1. Does the essay give an interesting picture of the writer's life, hopes, dreams or achievements?**
- 2. Is the thesis statement clear?**
- 3. Does each paragraph develop a part of the thesis?**
- 4. Does each body paragraph have good examples and support?**
- 5. Is there a concluding paragraph for the essay?**

After you have discussed your essay with your partner, you may want to improve your thesis or add more ideas to body paragraphs. Some reorganization may be necessary. Don't worry! It's still the draft stage. Reread your essay aloud to yourself.

*Now write a **second draft** that includes all additions and changes.*

## EDITING THE SECOND DRAFT

*After you have written a second draft, proofread your work to find any errors. Correct them. These guidelines and exercises will assist you.*

### The Present Perfect Tense

*With a partner, study these sentences and answer the questions that follow.*

I **sought** knowledge.

I **seek** knowledge.

I **have sought** knowledge.

1. Which sentence tells us about an action that is taking place now?
2. Which one tells us about an action in the past?
3. Which sentence tells us about an action that started in the past, still taking place in the present?

The **present tense** refers to an action that is taking place now.

- I seek knowledge.

The **simple past tense** refers to an action that took place in the past.

- I sought knowledge.

The **present perfect tense** refers to an action that started in the past and continues to the present.

- I have sought knowledge.

This sentence means:

1. I began to seek knowledge at some time awhile ago.
2. I still seek it today.

Words and expressions like all my life, since I was a child, since January, for ten years, and recently are used with present perfect tense.

To form the present perfect tense, follow this pattern:

auxiliary **have** + the past participle of the verb

HAVE  
have

SOUGHT  
past participle

I **have** always **sought** knowledge.  
have adverb past participle

*Fill in the blanks in these sentences with the correct forms of the present perfect tense. Compare with a partner when done, or if you like, work together.*

1. I \_\_\_\_\_ (*understand*) the nature of loneliness since the death of my father on April 18, 1999.
2. Since he died, expressions of sympathy from my family and friends \_\_\_\_\_ (*help*) to alleviate the pain.
3. My mother herself \_\_\_\_\_ (*suffer*) a great deal during this period of mourning.
4. Both she and I \_\_\_\_\_ (*find*) some relief in our grief.
5. In the past year, we \_\_\_\_\_ (*become*) closer to each other.

Alone or with a partner, complete the paragraph with the correct forms of the present tense, the simple past tense, or the present perfect tense form of the verb.

I became (*become*) a teacher in September 1998. At the very beginning, I \_\_\_\_\_ (*learn*) that teaching is not a simple job. But I also \_\_\_\_\_ (*know*), even then, that doing something worthwhile is never easy. Through the years, my students \_\_\_\_\_ (*teach*) me that my efforts \_\_\_\_\_ (*guide*) many of them on the road to success. In fact, when I meet some of my former students today, I \_\_\_\_\_ (*see*) my own success as a teacher in their successful careers. I am glad that, over the years, I \_\_\_\_\_ (*always try*) to do my best.

## Future Time Clauses

With a partner, read these sentences and answer the questions that follow.

**Before** I retired, I **will study** the needs of my community.

**When** I retire, I **will do** volunteer work.

I **will work** with the elderly in my community **after** I retire.\*

(\*when the clauses are in reverse order, there is no comma separating the two parts of the sentence)

1. When will the writer study the needs of the community?
2. What will he do after he retires?

## Future Time Clauses

The sentences above look from the past to future. They all tell what will happen (future tense) when, after, or before something else happens (present tense).

when

after + present tense future tense

before

Fill in the correct tenses of the verbs in these sentences. Compare with a partner.

1. I hope I will meet (*meet*) my true love before I get too unhappy.
2. After I \_\_\_\_\_ (*find*) love, I \_\_\_\_\_ (*be*) ecstatic.
3. When this \_\_\_\_\_ (*happen*), all my feelings of loneliness \_\_\_\_\_ (*disappear*).
4. In addition, I \_\_\_\_\_ (*feel*) happier when I \_\_\_\_\_ (*be*) brave enough to declare my love for another person.

Complete each of these sentences with at least four different endings. Share what you write with classmates.

I will be happy after \_\_\_\_\_

---

---

---

---

The world will be a better place when \_\_\_\_\_

---

---

---

---

## WORD FORMS

Adjectives and Adverbs

Adverbs describe or modify verbs. They show how an action is done.

The man **answered** the question **joyfully**.

adjective	+	-ly	= adverb
joyful	+	-ly	= joyfully
horrible	+	-ly	= horribly

Write the correct form of each adverb next to each of the following adjectives.

### ADJECTIVES

### ADVERBS

glad	_____
helpless	_____
overwhelming	_____
terrible	_____
unbearable	_____

### VERBS AND NOUNS

verb	+	-ing	=noun
suffer	+	-ing	=suffering
understand	+	-ing	=understanding

verb	+	-ment	=noun
govern	+	-ment	=government

---

Take away verb ending	Add noun ending
--------------------------	--------------------

relieve	+	-f	=relief
alleviate	+	-ation	=alleviation

---

noun	+	-ize	=verb
victim	+	-ize	=victimize



*Study these verbs and nouns*

**VERBS**

**NOUNS**

understand

understanding

alleviate

alleviation

relieve

relief

victimize

victim

govern

government

suffer

suffering

*Use the correct forms of the nouns, verbs, adjectives, and adverbs listed in this module to fill in the blanks of these paragraphs that follow.*

In history, people who have criticized their **g**\_\_\_\_\_ have often **s**\_\_\_\_\_ a great deal. Bertrand Russell experienced a little of this **t**\_\_\_\_\_ fate when he criticized both Britain and Britain's enemies' participation in World War 1 (1914-1918). He became a **v**\_\_\_\_\_ of the laws against pacifists: He was forced to pay a fine, he went to jail, and he lost his job at Cambridge University. However, despite the often **un**\_\_\_\_\_ conditions in prison, Russell did a lot of work. He wrote a book in jail called Introduction to Mathematical Philosophy, which received an **o**\_\_\_\_\_ positive response at the university.

After Russell let prison, he traveled around the world. He continued to seek **r**\_\_\_\_\_ for all people who were **v**\_\_\_\_\_ by injustice. He tried to **a**\_\_\_\_\_ the pain of human **s**\_\_\_\_\_ through his books and actions. The fact that he **gl**\_\_\_\_\_ sacrificed his comforts in order to do the right thing was obvious even when he was very old. At 89, he went to jail again for participating in an antinuclear demonstration with people young enough to be his great-grand children.

## PREPARING THE FINAL DRAFT

*Reread your second draft and correct any errors you find. Put a ✓ (check) in each space as you edit for the points below. Then write your final version.*

### Checklist for Editing the Second Draft

- \_\_\_\_\_ present perfect tense
- \_\_\_\_\_ future time clauses
- \_\_\_\_\_ correct word forms and vocabulary

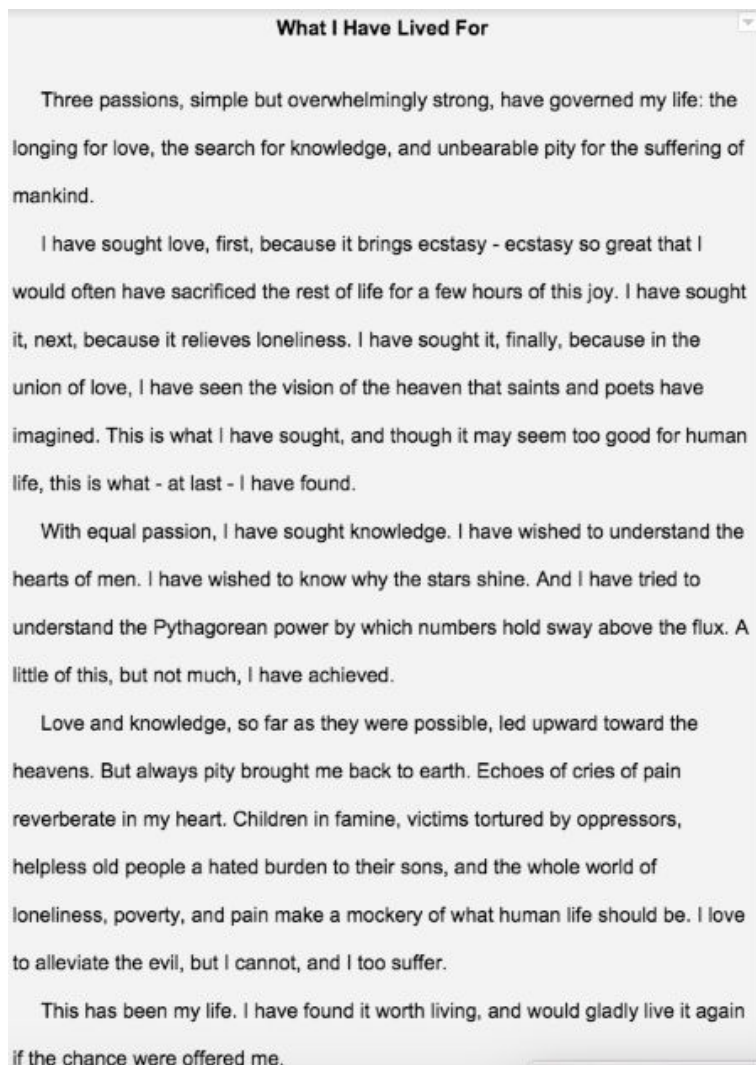
### Holistic Rubric for Targeted Writing Feedback

- \_\_\_ presentation: title and paragraph (indent, double spaced, sentences one line after another, words not split up between 2 lines)
- \_\_\_ capital letters properly used
- \_\_\_ presentation: title and paragraph
- \_\_\_ present perfect tense
- \_\_\_ future time clauses
- \_\_\_ correct word forms and vocabulary
- \_\_\_ topic and concluding sentences
- \_\_\_ thesis statement guides properly
- \_\_\_ typed and printed from computer, not handwritten

Errors will be assessed as total from above checklist:

Points awarded	Combined Writing errors
10	4 or less
8	From 5 to 8
6	From 9 to 11
4	12 or more

Your final draft is due as indicated. Your final draft should look like as below including your name, class time, class title, and "Assignment 4" written in the top right corner as we did for Assignments 1-3. This is worth 10 points.



Points awarded: \_\_\_\_\_

Points possible: 10

<See below for sample of how your final submitted essay will appear on A4 paper>

### What I Have Lived For

Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for knowledge, and unbearable pity for the suffering of mankind.

I have sought love, first, because it brings ecstasy - ecstasy so great that I would often have sacrificed all the rest of life for a few hours of this joy. I have sought it, next, because it relieves loneliness. I have sought it, finally, because in the union of love, I have seen the vision of the heaven that saints and poets have imagined. That is what I have sought, and though it may seem too good for humans.

With equal passion, I have sought knowledge. I have wished to understand the hearts of men. I have wished to know why the stars shine. And I have tried to understand the Pythagorean power by which numbers hold sway above the flux. A little of this, but not much, I have achieved.

Love and knowledge, so far as they were possible, led upward toward the heavens. But always pity brought me back to earth. Echoes of cries of pain reverberate in my heart. Children in famine, victims tortured by oppressors, helpless old people a hated burden to their sons, and the whole world of loneliness, poverty, and pain make a mockery of what human life should be. I long to alleviate the evil, but I cannot, and I too suffer.

This has been my life. I have found it worth living, and would gladly live it again if the chance were offered me.