

Practical English Writing

28-9-2009, Kaohsiung

Brevity is the soul of wit

- Shakespeare

Recap (from last class)

- Narrative paragraphs (story telling)
- Compound sentences
- Capitalisation
- Commas

Before we start

- Homework 1:

basic problems:

- prepositions (for, about, of, to...)
 - use of verbs
 - plurals
 - articles (a, the)
 - compound sentences. (more later)
- Waiting for homework 2

Compound sentence: an example

- What do you want from the writing class?
- Writing skills (*improve*)
- Critical thinking (*train*)
- A complete article (*learn to write*)



Compound sentence: an example

- “I want to improve my grammar, writing, and write a good paragraph. “

Compound sentence: an example

- *I want to improve my grammar, writing, and write a good paragraph.*
- The underlined are not parallel (平行)!

Compound sentence: an example

- *I want to improve my grammar, writing, **and** write a good paragraph.*
- The underlined are not parallel (平行)!



I want to improve my grammar and writing skills **and** learn to write a good paragraph.

Compound sentence: another example

- What do you want from the writing class?
- Writing skills (*improve*)
- Critical thinking (*train*)
- A complete article (*learn to write*)



I want to *improve* my writing skills, *train* my critical thinking, and *learn to write* a complete article.

Prepositions

- “*I want to learn more skills about writing **and** how to express my opinion.*”
- → writing skills
- Opinions
- → I want to learn more writing skills **and** methods to express my opinions.
- I want to improve my writing skills to help me express my opinions.

Articles

- *“When I write a paragraph, I do not know how to start. I always have no ideas. Sometimes I can not understand teacher’s meaning in the class. So I hope teacher could speak slowly. If I have questions, I will ask classmates who can help and give me the answers.”*

Articles

- *“When I write a paragraph, I always(→USUALLY) have no idea HOW TO START. Sometimes I CANNOT understand THE teacher’s meaning in the class. So I hope THE teacher could speak slowly. If I have questions, I will ask classmates FOR the answers. “*

Today

- Chapter 2:
- Compound sentences
- Free writing (like brainstorming)
- Reviewing what you wrote

Today

- Exercise: What did you do today?
(NARRATIVE WRITING)
- Write down your name and student number and switch your work with your neighbour
- Please check:
 - tenses, subject-verb agreements, sentence structures, prepositions,...

Today

- Exercise: What did you do today?
- I woke up at 6:30pm, came to school early but found that the English department office was closed, so I went to Family Mart for breakfast....

- I got up at 10 o'clock this morning. I washed my face and brush my teeth, and then I had breakfast.
- Then I exercised in the park and I enjoyed the sceneries. At 12 o'clock, I had lunch.
- (I exercised in the parking, enjoying the sceneries.)

Free writing

- I am tired. I woke up at 5 in the morning and worked all day. I wanted to have some rest but the teacher is making me work so hard that I want to throw up. My head hurts. I don't want to do this any more. I cannot wait until the class ends and I can go home, have a shower and go to bed. **DON'T JUST LOOK. START WRITING, PLEASE!!!!!!!!!!!!!!!!!!!!!!!!!!!!**

- I went to India....
- I forgot to feed my pet this morning.
- The weather is becoming cool.

Infinitive

- I went to the tea shop to buy some drinks.
- Vincent didn't do his homework for this class and he didn't do (the one for/that of) last week also/either/as well.

homework

- New York Times article
- Read the syllabus
- Prepare for the next class
- P.31-32 (compound sentences)

- **BREAK**
- **(-9:15PM)**