

The Bumper Guide to Spelling, Punctuation and Grammar.



This guide contains a useful mix of information and activities for you to use during this course. It will help with many aspects of SPG as well as general reading and writing skills.

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Sentences

Sentences

A simple sentence consists of a single clause.
A clause is a part of a sentence that contains a subject and a verb.

The ballerina danced all night.
Annie watched the television.

 Noun/ Subject  Verb

Compound Sentences

A compound sentence consists of two main clauses joined together by a **CONJUNCTION!**

A main clause is one that makes sense on its own.

Joe likes chocolate and he likes toffee

Peter was late but Chris waited.

I can walk home or I can catch the bus.

Complex Sentences

A complex sentence consists of a **main clause** and a **subordinate clause**.

The main clause makes **complete sense** on its own

The **subordinate clause** will **not** make complete sense **if separated** from the main clause.

Complex Sentences

A subordinate clause gives more information about the main clause.

It begins with a **conjunction** like **when, because, if, or although**.

Sam went for a walk, **although** it was raining.

ACTIVITY: Decide whether each of these sentences is simple, compound, or complex.

Because it was icy, I drove very carefully this morning.

I enjoy watching television and listening to music.

I can walk home or catch the bus.

The dog ran towards the cat.

You won't be chosen for the football team, if you don't behave well in class.

Phrase

In the morning

Simple sentence

I put the bins out/ I get on the bus/ It is time for college

Compound

In the morning, I put the bins out and get on the bus.

Complex

In the morning, I put the bins out and get on the bus because it is time for college.

Joining Sentences (one)

Avoiding 'and'

This work is aimed at improving your writing skills and your marks by helping you to make varied and interesting sentences.

Look at this sentence:

Ben won the race and he was given a medal.

Remember: "and" is boring.

Look at these examples:

Because he won the race, Ben was given a medal.

Having won the race, Ben was given a medal.

Ben, the winner of the race, was given a medal.

After he won the race, Ben was given a medal.

Ben, who won the race, was given a medal.

After winning the race, Ben was given a medal.

Notice anything? None of them use 'and'!

Task Remove 'and' from the following sentences by filling in the blanks. Use the sentences above as examples.

Sentence 1

J.K. Rowling is the author of the "Harry Potter" books and is a millionaire.

J.K. Rowling, the, is

Sentence 2

Sophie finished her homework and went to the cinema.

After finishing, Sophie

Sentence 3

Sam liked History and decided to study it at G.C.S.E.

Because he, Sam

..... G.C.S.E.

Sentence 4

I was listening to the car radio on the way to school and I recognised the voice of a boy in my class.

Listening to school, I recognised
..... class.

Sentence 5

Jo examined the problem closely for at least an hour and realised she needed the teacher's help.

Having examined hour, Jo
..... help.

Sentence 6

Adam left school on Friday and doesn't start his new school in Australia until January next year.

Adam, who, doesn't
..... year.

Sentence 7

I couldn't find Miss Jackson at break to tell her about my Science homework and so I waited for her at lunch.

As I homework, I
..... lunch.

Sentence 8

Emma was looking through the contents of an old suitcase in the loft and suddenly found something that made her gasp.

Looking loft, Emma
..... gasp.

Joining sentences (two) Conjunction rhyme

The most common (and unimpressive) conjunctions are:

and but because

Also badly over-used are:

then so

These are still worse as they're not even real conjunctions. Your sentences will be more varied and interesting, improving your writing skills and your marks if you avoid over-using them by choosing others.

The rhyme below contains seventeen conjunctions.
Learn it and then use them in your writing.

*As, where, until, although,
After, before, since, though,
While, when, whereas, yet, or,
Whether, unless, if, for.*

Four tips for learning the rhyme

- 1) Lines one and two rhyme
- 2) Lines three and four rhyme
- 3) In the four lines, the number of words goes 4-4-5-4.
- 4) The starting letters of the lines are: a-a-w-w.

Joining sentences (three)

Avoiding "but"

Just as overused as "and" is "but."

Very often you can use one of these conjunctions instead:

though although whereas yet

Look at these examples. The word "but" has been replaced with a more interesting conjunction.

- 1) Tom likes running ^{although} ~~but~~ he knows that he isn't very fast.
- 2) Simon is extremely tall ^{whereas} ~~but~~ his brother James is quite short.
- 3) Rachel's mother hates hockey ^{yet} ~~but~~ she always goes to the matches to support her daughter.
- 4) The students started the work in the lesson ^{though} ~~but~~ the teacher knew that they would not finish it.

Task

Remove boring old "but" from the following sentences by replacing it with one of the four conjunctions above. Try to use all four.

- 1) The tennis player knew that he could not win but he was determined to do his best.
- 2) My mother likes cats but my father prefers dogs.
- 3) I liked the poem but I found it difficult to understand.
- 4) Laura volunteered to help at the charity children's party but she already had too many things to do that day.
- 5) Mrs. Barnett always drives to the shops but her fitness-fanatic husband usually chooses to jog.
- 6) Many people would have given up after failing the driving test ten times but David kept at it.

Parts of a sentence

Noun- thing/ person/ place- it can be proper or common:

Proper: name of a person/ place- *Hannah / Gateshead / Davison Solicitors*

Common: name of a person/ place/ thing that can be counted: *classroom/ table/ female*

Abstract: love/ fear/ humour/ wisdom

Collective: team/ flight/ pride/ class

Verb- action OR a being word- it can be in different tenses:

I am/ You are/ He is/ They are/ We are

I was/ You were/ He was/ They were/ We were

I will be/ You will be/ He will be/ They will be/ We will be

I have/ You have/ He has/ They have/ We have

I had/ You had/ He had/ They had/ We had

I will have/ You will have/ He will have/ They will have/ We will have

Adjective- describes a Noun (thing/ person/ place)

large/ friendly/ beautiful

Adverb- describes a Verb

How? *He ran **quickly***

When? *I left **early** for work*

Where? *I was waiting **outside** when you arrived*

Preposition- says where something is, to do with Time/ Direction/ Place

*The jar is **ON** the table/ The train pulled **INTO** the station*

Conjunction- joining word

Subordinating- one part of the sentence is dependent on the other:

I did my reading because I knew it would improve my work

Coordinating- each part of the sentence could stand alone:

*I like Shakespeare **AND** Chaucer*

Pronoun- instead of using names

*Alex goes to college, **HE** likes **IT** there.*

http://www.infobarrel.com/The_Simple_Guide_to_Pronouns

Interjection- a word used to express emotion

Wow!/ Ouch!

Paragraphs

Fiction	Non-Fiction
<ul style="list-style-type: none">• Next stage of a story• Go forward in time• Go backwards in time• Change of place• Change of person• New character	<ul style="list-style-type: none">• Begin writing about a new story• Describe the next stage in a process• Give a detailed example• Make a new point• Compare things• Different viewpoint



A paragraph should always start with a sentence that introduces (summarizes) the new topic.

This is a **'topic sentence'**.

You should then continue with a few **'supporting sentences'**

Finish with a **'closing sentence'** to (sum up).

Students who have developed an autonomous approach to learning are well set up for life-long learning which will continue throughout and beyond their working lives.

Self assessment can also develop skills which make a student more attractive to prospective employers.

Employers value students with skills in self assessment because these types of skills are relevant to a wide range of employment contexts. They want graduates who can accurately assess their own competencies in performing tasks. Students who can do this are well placed to take on responsibilities and adapt readily to roles in work places. The value in developing these types of assessment can be seen to go beyond meeting immediate educational needs.

ACTIVITY 1: Decide where the paragraphs go (page 9).

ACTIVITY 2: Decide in what order the paragraphs go (page 10).

October arrived, spreading a damp chill over the grounds and into the castle. Madam Pomfrey, the nurse, was kept busy by a sudden spate of colds among the staff and students. Her Pepperup potion worked instantly, though it left the drinker smoking at the ears for several hours afterward. Ginny Weasley, who had been looking pale, was bullied into taking some by Percy. The steam pouring from under her vivid hair gave the impression that her whole head was on fire. Raindrops the size of bullets thundered on the castle windows for days on end; the lake rose, the flower beds turned into muddy streams, and Hagrid's pumpkins swelled to the size of garden sheds. Oliver Wood's enthusiasm for regular training sessions, however, was not dampened, which was why Harry was to be found, late one stormy Saturday afternoon a few days before Halloween, returning to Gryffindor Tower, drenched to the skin and splattered with mud. Even aside from the rain and wind it hadn't been a happy practice session. Fred and George, who had been spying on the Slytherin team, had seen for themselves the speed of those new Nimbus Two Thousand and Ones. They reported that the Slytherin team was no more than seven greenish blurs, shooting through the air like missiles. As Harry squelched along the deserted corridor he came across somebody who looked just as preoccupied as he was. Nearly Headless Nick, the ghost of Gryffindor Tower, was staring morosely out of a window, muttering under his breath, ". . . don't fulfill their requirements . . . half an inch, if that . . ." "Hello, Nick," said Harry. "Hello, hello," said Nearly Headless Nick, starting and looking round. He wore a dashing, plumed hat on his long curly hair, and a tunic with a ruff, which concealed the fact that his neck was almost completely severed. He was pale as smoke, and Harry could see right through him to the dark sky and torrential rain outside.

Of course, not having all the choice in the world does make you think cleverly about what you can do with what you've got. Even on a rough day when there's no catch, Giovanni will use preserved fish, which he keeps in his larder. Maybe half the problem these days is that we have too much choice and not enough quality. Which got me thinking that I wanted to keep the recipes in this chapter really simple. I've done this by adding some delicate twists to plainly cooked fish. There's nothing in this chapter that I don't think you could achieve, so give them all a go.

So what I'd like to ask you to do is stop putting up with substandard products — be a bit more Italian and have your say on a regular basis. What fish stores and supermarkets alike will have to start doing then is worrying about quality, not quantity. If we all have a go, you'll be surprised at how many shops, restaurants, and businesses will look at what they're doing because they have to listen to their customers. Let's make it happen!

However, before you get down to cooking, there's one thing I'd like you to do for me . . . get to know your local fish store, be it a supermarket or an independent. If their fish smells "fishy" and not of the sea, then have a word and tell them you'd support them if they had less choice and better quality. I'm sorry to say there are too many halfwits selling second-rate fish in Britain and the U.S. these days. It shouldn't have to be like that.

Take a city like London, for example. It's one of the biggest cities in the world, yet there are only a handful of fishmongers that come up to the mark. (In case you're wondering, my favorites are Kensington Place and the Fishworks chain.) Young kids growing up all around our country think fish smells fishy, because that's the reality of the fish on offer to us in most places.

I was quite surprised at the number of seaside restaurants in Italy that don't have a menu, like La Scaletta, run by my friend Giovanni on the island of Marettimo. He literally waits till eight or nine in the morning, when the boats come in, and says, "Whatever God brings me, I will cook!"

If I've learned anything from the Italians about fish, it is definitely that "less is more." Even inland, in regions like Le Marche and in Tuscany, they might get fish coming to the market only once a week, but it's still damn fresh and smells of the sea and is bound to make dinner a bit of an event on that day.

Basic sentence punctuation

A sentence is a group of words that make sense on their own. They start with a capital letter and end with a full stop (.), question mark (?) or exclamation mark (!).

Statements end in a full stop and are used to tell someone something.

E.g. I went to the shops on Thursday.

Questions end in a question mark and are used to ask someone something.

E.g. Can I go to the toilet?

Exclamation marks are used at the end of a sentence to show emotion or feeling.

E.g. Ouch!

ACTIVITY: Add the correct end stops to these sentences

1. Did Vincent Van Gogh paint Sunflowers
2. Was Leonardo da Vinci an Impressionist painter
3. Vincent Van Gogh was the best painter ever
4. Claude Monet was born on November 14th 1840 in Paris
5. Under the painting in the gallery, the sign read "do not touch"

CAPITAL LETTERS

'I'

First letter of a sentence

Names of specific places- countries/ cities/ buildings

Names/ titles of people

Days of the week/ months of the year/ special events

Titles of books/ films/ bands/ songs

Commas

Use to separate items on a list

I went to Asda and bought a sandwich, some crisps, a chocolate bar and a banana.

Use to separate 2 parts (clauses) of a sentence

While I finished my work, my friend made dinner.

Use a pair to separate a less important piece of information (subordinate clause)

My teacher, Mr. Clark, is a great singer!

Insert the commas in the correct places.

- 1) Helen came into school today and her eyes looked red and peculiar.
- 2) Helen didn't even raise her head or try to sound the slightest bit polite.
- 3) Miss Lupey instructed Kitty to gather her belongings and catch up with Helen before she had a nasty accident.
- 4) Helen quickly shoved her pens pencils ruler and rubber into her bag.
- 5) The bat balls and lost property were strewn over the cloakroom cupboard floor.
- 6) The coats Kitty had complained were cold and wet.
- 7) Liz who was the most popular girl in the school was Helen's best friend.
- 8) Kitty her hair tied neatly into two bunches always looked neat and tidy.
- 9) Helen terribly upset at the prospect of a step-father was much happier when she had heard Kitty's story.
- 10) Helen looking like she had had no sleep for a week emerged from the cupboard with a tissue in her hand.
- 11) Kitty had admitted that she had acted stubbornly her reason was that she absolutely detested Gerald.
- 12) Gerald was kind to Jude he bought her chocolates helped her with her homework and played Scrabble with her.
- 13) Kitty's mum asked her if she knew where the scissors her favourite china plate and the telephone directory had disappeared to.
- 14) Jude her eyes heavy asked her mum to read her a story before she went up to bed.
- 15) The demonstration was successful but Rosie was arrested.

Apostrophes (for contractions)

Apostrophes are used for:	Examples	
Showing that one or more letters have been missed out of words which are joined together.	Hasn't It's Can't They're Won't	Has not It is Can not They are Will not

1. Its raining, so youd better take an umbrella. (2)
2. I dont want to go out when its wet. (2)
3. Mary told me youve been to the cinema. You shouldve asked me. Id like to have gone too. (3)
4. Weve seen that film ten times because we think its so good. (2)
5. I cant open this tin because hes taken the can-opener. (2)
6. Pam wont let her children watch television if they havent finished their homework. (2)
7. Her son says it isnt fair as hes tired and needs to rest. (2)
8. Mike says his sisters selfish because she wont let him use her car. (2)
9. Peter doesnt like vegetables unless theyre well cooked. (2)
10. If you havent been to the dentist, youd better go soon, or youll lose all your teeth. (3)
11. You mustnt drive when youre tired because its dangerous and youll have an accident. (4)
12. If youve been shopping and you havent found what youve been looking for, youll need some chocolate and a good cup of tea to cheer yourself up! (4)

Apostrophes (to show belonging) for plurals

Apostrophes (s') are sometimes used:	Examples
To show when one or more things belong to more than one owner. In this case the apostrophe goes after the plural s.	<p>The dog's tail <i>The (one) tail belonging to the (one) dog</i></p> <p>The dogs' tails <i>The (many) tails belonging to the (many) dogs</i></p> <p>The pub's glasses <i>The (many) glasses belonging to the (one) pub</i></p> <p>The pubs' glasses <i>The (many) glasses belonging to the (many) pubs</i></p>

NB If the word or words already means more- than- one/ a group, then use 'S	Children's People's Women's Emma and Jane's
---	--

1. My curtains linings have faded with the sun. (1)
2. The old peoples centre offers a wide range of activities. (1)
3. The dinner ladies aprons are a pretty pink colour. (1)
4. Blackbirds songs are very beautiful so they can get their mates attentions. (2)
5. The shops fronts are being designed by an architect. (1)
6. Coins and pottery can be seen in most museums displays. (1)
7. Jane and Jims flat is too small for our meeting. (1)
8. The sisters faces were similar, but their hair was different. (1)

General Apostrophe Practice

1. Peters work wasnt as good as Nicks, but he didnt spend so much time on it. (4)
2. The hospitals staff couldnt cope with the sudden rise in illness and there werent enough beds. (3)
3. Im off to Kates house for the weekend, but Ill phone you on Sunday. (3)
4. The mens team thought theyd have an easy match, but nothing couldve been further from the truth! (3)
5. When Pams mother telephones, youd better let her know that Pams got to work late and wont be home until after seven this evening. (4)
6. If I cant get to the clubs meeting before eight, I wont bother coming. (3)
7. The familys holiday in Florida was ruined because the hotels service was so poor. (2)
8. My best friends wedding takes place on the day when Im going on holiday and Im not sure whats the best thing to do. (4)
9. Theyre supposed to be here by ten, but maybe theyve been delayed at the airport. (2)
10. For the exercise, I want you to take hold of your dogs leads, walk at a brisk pace, but dont run, and then make your dogs sit by the judges tables. (3)

Use it for contractions

Do not: don't/ Were not: weren't/ Is not: isn't

Use it for belongings

The bag belongs to the boy: The boy's bag

Single person: add 's

The assignment belongs to the teachers: The teachers' assignment

Plural people that ends in s: add '

The box belongs to the men: The men's box

Plural people that does not end in s: add 's

Colons

The colon separates a sentence with 2 independent clauses whereby the second clause provides additional meaning to the first:

*Swimming is something my whole family loves: we are all very good swimmers.
I love eating out: Spanish and Italian cuisine are my favourites.*

Use a colon can also be used at the beginning of a list:

Today, I bought: scissors, glue and some card.

ACTIVITY: Add colons into these sentences

1. The compass had four directions north, south, east and west.
2. I speak the following languages French, Italian, Spanish and German.
3. There is one thing you need to know about kebabs they look and taste like slurry.
4. England was playing some of their best players Cole, Rooney and Terry.
5. Suddenly I realised where we were London.
6. Here is my new address The Paddock, Forest Cottages, Scorton, North Yorks.
7. As I got closer, I could read what was on the sign Danger Keep Out!

The **semi-colon** ; joins two sentences more closely than if they were separated by a full stop. This helps the reader see the relationship between the two ideas.

sentence ; sentence

An alternative to using the semi-colon is to combine the sentences with a joining word e.g. and, but, or, so, because, although, while, when, after, however, so that.

I am going home. I intend to stay there.

Two separate sentences

I am going home and I intend to stay there.

Using a joining word

I am going home; I intend to stay there.

Connecting the two sentences closely using a semi-colon

November 2007. To print your own copies of this document visit: <http://www.skillsworkshop.org>



Practice: rewrite these sentences using a **semi-colon**.

1. It rained heavily this afternoon. We managed to have our picnic anyway.

.....

.....

2. They couldn't make it to the summit and back before dark. They decided to camp for the night.

.....

.....

3. The Leaning Tower of Pisa is in danger of falling over. Engineers are trying to stabilise its foundations.

.....

.....

4. The computer can perform millions of operations in a split second. It cannot think for itself.

.....

.....

5. The artist preferred to paint in oils. He did not like watercolours.

.....

.....

Speech marks

Speech first, narrative second

'Your ears are very large,' she said.

- Always a punctuation mark between the speech and the narrative
- The inverted commas go around the speech and the punctuation mark
- A small sentence is always used after the punctuation mark for the narrative part as the sentence is still incomplete

ACTIVITY 1: Punctuate these sentences using the examples above as a guide.

1. have you always been a vegetarian the young reporter asked.
2. how dare you say I'm stupid Shaun's young sister cried.
3. Kate has failed her driving test again whispered Becky discreetly to the waiting friends.

Narrative first, *speech* second

She said, *'Your ears are very large.'*

- There is always a comma between the narrative and the speech
- The inverted commas go around the speech and the punctuation mark
- The first word of the speech begins with a capital letter

ACTIVITY 2: Punctuate these sentences using the examples above as a guide.

1. The teacher said calmly stop writing now
2. Claire smiled at the stray cat and whispered would you like some milk
3. Both parents said together no, you can't go to the fair.

Interrupted speech [one sentence of speech interrupted by narrative]

'I have no intention,' she said firmly, 'of giving you another penny!'

This pattern puts together the two patterns we have already examined but note that *of* begins with a small letter, because the sentence of direct speech has not yet ended.

ACTIVITY 3: Punctuate the following sentences using the example above as a guide. It may help to identify the direct speech before you begin.

1. does anybody want to buy a ticket Alison shouted for the Robbie Williams concert in Birmingham
2. if you haven't got your science overall with you snapped the chemistry teacher then you won't be doing science today



Punctuation

Full Stops

~ end of a sentence

Question Mark

~ Indicates a question /express disbelief:

Exclamation Mark

~ Interjection/surprise/strong emotion

Comma

~ separates lists/phrases/words/ clauses

Semi-Colon

~ Shows balanced & connected thoughts

Colon

~ Introduces a list/dialogue/definition.

Brackets (Parenthesis)

~ Encloses separate information.

The Apostrophe

~ Use for contractions/ belongings.

Speech Marks

~ direct speech- check correct punctuation!

Punctuate the following sentences:

1.	leave the room immediately
2.	roses are red
3.	we have a lot of trees in our garden they provide plenty of shade
4.	they wanted to know when we would visit them again
5.	the team member the one who was injured was taken to the hospital
6.	If you don't stop that Ill
7.	he started to draw his discussion to an end, and then gazed into space
8.	rhythm refers to the beat or the pattern of stresses that occurs in poetry
9.	we turned on the television but there was nothing to watch
10.	i saw the humour in the play the teacher saw the tragedy

Fill in the appropriate apostrophes:

The class didnt go on the schools trip to the zoo because the school hadn't ordered the company buses. However, the next days activities proceeded as planned. At the bus stop, before entering the zoos gates, the teacher said that students shouldn't fool around, but that they must write down the animals habits. He would mark the pupils notebooks. The students attitude was positive. At the days end, the teacher felt that the childrens behaviour and discipline had been excellent.

Noun- plurals

Most words and all names- just add s

boy → boys

rat → rats

Words ending in a **ch, x, s** or

s-like sounds- add **es**

witch → witches

box → boxes

gas → gases

bus → buses

kiss → kisses

**SOUND IT
OUT.
IT HELPS!**



Noun- plurals

Words ending in **y**

If the letter before the y is **a, e, i, o, u**

Just add an **s**

key → keys

tray → trays

If the letter before the y is a consonant

Take off the y and add **ies**

party → parties

fly → flies



Noun- plurals

Most words ending in **o**, just add an **s**

piano → pianos

radio → radios

⚠ EXCEPTIONS ⚠

potatoes tomatoes heroes echoes



Noun- plurals

MOST words ending in **f** or **fe** need

the **f** removing and a **ves** adding on

shelf → shelves

life → lives

leaf → leaves

⚠ EXCEPTIONS ⚠

chiefs, beliefs, proofs, roofs



⚠ WATCH OUT! ⚠

Some words stay the same
in the plural

sheep → sheep

fish → fish

Noun- plurals

Some follow NONE of these rules

goose → geese

person → people

man → men

woman → women

mouse → mice



ACTIVITY: Change each of these singular nouns into plurals:

baby

wolf

sky

lily

pencil

loaf

branch

_____→

_____→

_____→

_____→

_____→

_____→

_____→

15 Grammar Goofs

THAT MAKE YOU LOOK SILLY

Engaging **online writing** is informal, conversational, and fun, but certain goofy mistakes just make you look silly ... **and not in a good way.**

1. YOUR / YOU'RE

Your

"Your" is a possessive pronoun, as in **"your car"** or **"your blog."**



You're

"You're" is a **contraction** of **"you are,"** as in: **"You're** screwing up your writing by using 'your' when you mean **'you are.'**"

2. IT'S / ITS

It's

"It's" is a **contraction** of **"it is"** or **"it has."**



It's an apple!

Its

"Its" is a **possessive pronoun**, as in: **"This infographic has got its groove on."** Say your sentence out loud using **"it is"** instead. If that sounds goofy, **"its"** is likely correct.



3. THERE / THEIR / THEY'RE

There / Their

Always do the **"That's ours!" test**: Are you **talking about more than one person and something they possess?** If so, **"their"** will get you there.



They're

"They're" is a contraction of **"they are,"** so talk it out to be sure.

They're ...



4. AFFECT / EFFECT

Affect

"Affect" is a verb, as in: "Your ability to communicate clearly will **affect** your income."



Effect

"Effect" is most often a noun, as in: "The **effect** of poor grammar on a person's income is well documented."



5. THEN / THAN

Then

The word "**then**" can have a variety of meanings, including "**at a point in time**" or "**in addition to**." As a rule, use the word "**than**" when comparing and "**then**" in all other instances.

Than

The word "**than**" is used to compare two different things: "This is bigger **than** that."



6. LOOSE / LOSE

Please don't mess this up. If your pants are **too loose**, you might **lose your pants**.

Be careful!



7. ME, MYSELF, AND I

Me/I

Choose between "**me**" and "**I**" by removing the other person from the sentence and using what doesn't sound silly.



Myself

"Myself" is only proper two ways, both used here:

"Many despise asparagus, but I myself tolerate it. I thought to **myself**, 'Why?'"

?



8.

IMPROPER USE OF THE APOSTROPHE

You need an apostrophe in two cases:

For contractions ("don't" for "do not forget the apostrophe") **and to show possession** ("Frank's apostrophe means the apostrophe belongs to Frank").



9. COULD OF, WOULD OF, SHOULD OF

"Could've," "would've," and "should've" are legitimate verb contractions, but when spoken, they sound like they end in "of" (wrong) instead of "have" (correct). "Could of," "would of," and "should of" all make you look silly.

Could of...

Wrong! Fool!

10. COMPLEMENT / COMPLIMENT

Complement

"Complement" is something that **adds to** or supplements something else, or the act of doing so.



Compliment

"Compliment" is something **nice** someone says about you.

Thanks!

You're pretty.



11. FEWER / LESS

Fewer

If you **can count it**, use "fewer."

> "Robert has written **fewer** poems since he got a real job."



Less

If you **can't**, use "less."

> "Sonia has **less** incentive to do what I say."



12. HISTORIC / HISTORICAL

Historic

Silly alert!

"Historic" means an important event.



Historical

"Historical" means **something that happened in the past.**



13. PRINCIPAL / PRINCIPLE

Principal

As a noun, "principal" means the **highest in rank** or the main participant; as an adjective, it means the most important of a set.



Principle

"Principle" is a noun meaning a **fundamental truth, law, or standard.**



14. LITERALLY

"I'm literally dying of shame." Bet not.

"Literally" means that exactly what you say is true – no metaphors or analogies. Everything else is figurative.

OK!



15. THE DANGLING PARTICIPLE

A dangling participle occurs when you order a sentence in a confusing way.

For example:

"After rotting in the cellar for weeks, my brother brought up some oranges."

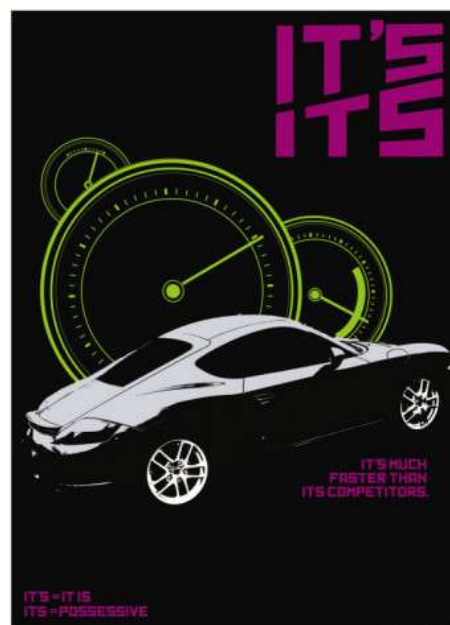
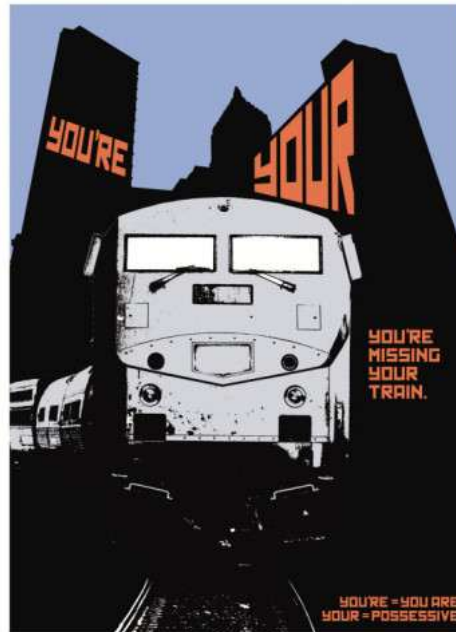


This means your brother is a zombie who delivers fruit.

Try instead:

"My brother brought up some oranges that had been rotting in the cellar for weeks."





Present simple	Present perfect	Present continuous
<p>The action takes place now. <i>I want you to help me now.</i></p> <p>The action is something that happens regularly. <i>I walk the dog every day.</i></p> <p>You are describing things that are generally true.</p>	<p>General statements without specific times or details</p> <p>Experience <i>I have been to France</i></p> <p>Change over time <i>You have grown</i></p> <p>Accomplishments <i>Doctors have cured diseases</i></p>	<p>The action is not a single action; it is an action that carries on. It is good for describing what people are doing at a particular moment.</p> <p><i>I am kicking the ball. He is walking the dog.</i></p> <p>The present continuous is made using to be (AM/ ARE/IS) + verb + ING.</p>
Past simple	Past continuous	Past perfect
<p>The action only happened once and is finished. <i>I invented a new car.</i></p>	<p>The action happened in the past and went on for a time. <i>It was raining for the whole journey</i></p> <p>The rain continued to happen.</p> <p>The past continuous is made using to be (WAS/WERE) + verb + ING.</p>	<p>The action happened in the past but ended/ finished recently <i>I have lost my mind.</i></p> <p><i>She has loved him for years.</i></p> <p>The past perfect is made using to have (HAVE/ HAS) + verb in the past.</p>
Future 'will'	Future continuous	Future 'going to'
<p>An action that has been planned or something you intend to do. <i>I will work late tomorrow. The kitchen will close at 5pm today.</i></p>	<p>An action that is being planned. <i>I am going out on Saturday. I am getting a new car next week.</i></p> <p>The future continuous is made using to be (AM/ ARE/ IS) + verb + ING.</p>	<p>An action that has been planned or something you intend to do. <i>I am going to watch a film on TV.</i></p> <p>It can also be used to make a prediction. <i>I think it is going to rain.</i></p>

Subject- Verb agreement

If the subject is singular (meaning one), the verb must end in **–s**.

If the subject is plural (meaning more than one), the verb should not end in **–s**.

ACTIVITY 1: Circle the verb that correctly completes each sentence:

1. A black cat (bring, brings) bad luck, according to an old superstition.
 2. Young children often (protest, protests) when bedtime (roll, rolls) around.
 3. My thoughts often (become, becomes) confused when I sit down to write an essay.
 4. When it is hot and humid, my clothes (stick, sticks) to me.
 5. A person (need, needs) to set goals if he or she wants to succeed.
 6. The damages (were, was) not serious, but the cost of repairs was over a thousand dollars.
 7. My head (feel, feels) as if it is about to burst.
 8. Joseph (have, has) two sisters, one brother, and several pets.
 9. When a tree (fall, falls) in a forest and no one is present, does it make a sound?
 10. The food containers (is, are) stacked in the lower cabinet.
-

In the sentences in ACTIVITY 1, the subjects were immediately followed by the verbs. Often, however, you will find that a word or phrase that describes the subject comes between the subject and the verb. These words do not change the subject-verb relationship.

Examples:

1. Many **readers** of Shakespeare **believe** that *King Lear* is his best play.
2. The **character** who tells the stories in *The Arabian Nights* **is** a woman who is trying to save her life by entertaining the king.

ACTIVITY 2: Circle the verb that agrees with its subject:

1. Marvin's excuses for not having completed his research paper (bore, bores) me.
2. Speeding in restricted zones, especially those near schools, (endanger, endangers) lives.
3. One computer for two or three students (seem, seems) inadequate.
4. The popularity of violent movies (reflect, reflects) the values of our society.
5. Honeydews, one of the favorite melons of consumers, (taste, tastes) clean and sweet.
6. Coaches who are disciplined and who demand discipline from their players usually (have, has) winning teams.
7. The annual sales of video games in the United States probably (exceed, exceeds) a billion dollars.
8. Small amounts of tar and nicotine (damage, damages) the health of smokers.
9. Fiberglass, often used as an insulating material in homes, (cause, causes) allergic reactions in some people.
10. The women riding in the back seat of the car (was, were) not injured in the accident.

PROOFREADING CHECKLIST

Spelling

Check all the words you are unsure of.

Check subject-specific words (more technical language)

Use your brain, not just the spell chucker!

Have you used the correct homophone? e.g. *there/their* or *they're*

Check online strategies

Punctuation

Make sure you have used capital letters for proper nouns

Have you used apostrophes correctly? (It is- it's/ Sam's feelings)

Check online punctuation information

Sentences

Check each sentence includes a verb.

Does each verb agree with its subject? e.g. packetsu of data are sent.

Check your sentences aren't too long- reading aloud can help

Paragraphs

Is your work separated into well-linked paragraphs? Start a new paragraph for each new point, but sequence the paragraphs logically.

Use online connectives information

Meaning

Does your writing make sense?

Could you rephrase anything to ensure it is easier to understand?

Spot the mistakes!

How do you rate your grammatical prowess? See if you can spot the grammar, punctuation and spelling mistakes in the following extract from a change consultant's report to management.

Management wants to introduce new measures to combat the noticable increase in sick leave. The average annual number of sick days has risen from five to 10 which is seen as a considerable embarassment to the new HR director. But I wonder if the responsibility should lay solely with her? And even if management does agree who's responsibility the problem is they also have a seperate - and justified concern that any action taken should be carefully-considered.

Meanwhile, although the employees are hoping for a decent pay rise its likely that their going to be disappointed. The CEOs arguement is that they got one last year and there's been no corresponding improvement in performance so he's not prepared to consider another rise. He said "The pay rise has had the opposite affect. People have become more lethargic, since we started paying them more." However other board directors might feel that higher pay will accelarate performance, although it will take time.

Whatever happens with regards to pay rises, the principle point here is that it's time the Board announced it's decision. The uncertainty is effecting staff morale, less people than expected are supporting company events, as theres a general feeling that the responsibility for making these events a success is not their's.

Memo: Proofreading

You're kidding me, right? I can't publish this! Come on now, your research and ideas are fantastic and this would be such a great read ... but it is unreadable! You need to go through this and make it make sense. Check for spelling mistakes, punctuation errors, paragraphing and word order. When you've improved it, we can use it.

Editor.

Teh futre of mobil fones: a remote control for your lif

In the near future, your mobile fone will be so powerful itll guide you through your hole life, says William Webb

Monday, 14 May 2007

it is 2025, 2046, 3010, and/or 2078? Your mobile is now much more then just a communication device - more like a remote, control for your life. You still call it an 'mobile' from habit, but it is a organisur entertainment device payment device and security centre all developed and manufactured by engines On typical day it start work even before wake. because it nose your travel schedule it can check fir problems on the roads or with the trains and ajust the time it wakes you accordingly up. giving you the best route into work. It can control youre home, reprogramm- ing the central heating if you need to get up earlier and provide remote alerts if the home security system is triggeredit is payment system - just by placing the phone near a sensor on a barrier, like the oyster card readers in use on

London transport, you can pay for tickets for journeys or buy items in shops. With understanding an of location, the mobile can also directions provide, or even alert the user two friends or family in the vicinity.It is your: entertainment centre when a way from home. As well as holding all you'r music files, as some phones today are able to do, it will work with your home entertainment system while you sleep to find programmes what will interest you and download them as a podcast to watch on fe train or in over spare moments. It will intelgently work out wot to do wiv incoming fone calls and messages. it Because knows your diary it will also no, for e.g, to direct voice calls to voicemail when you are in a meating, perhaps providing a discrete text summary of the caller and the n8ure of they're call.

The original extract (minus the errors) is from the *Independent on Sunday*. It is reproduced here with kind permission from William Webb and *The Independent* newspaper.

The house wasn't nearly large enough for so many people, and life was extremely uncomfortable for them all. There were only two rooms in the place altogether, and there was only one bed. The bed was given to the four old grandparents because they were so old and tired. They were so tired, they never got out of it.

Mr Bucket was the only person in the family with a job. He worked in a toothpaste factory, where he sat all day long at a bench and screwed the little caps onto the tops of the tubes of toothpaste after the tubes had been filled. But a toothpaste cap screwdriver is never paid very much money, and poor Mr Bucket, however hard he worked, and however fast he screwed on the caps, was never able to make enough money to buy one half of the things that so large a family needed. There wasn't even enough money to buy proper food for them all. The only meals they could afford were bread and margarine for breakfast, boiled potatoes and cabbage for lunch, and cabbage soup for supper. Sundays were a bit better. They all looked forward to Sundays because then, although they had exactly the same, everyone was allowed a second helping.

SpiceWorld

NOT GOSSIP FROM INSIDE BOLLYWOOD

Aamir Khan launched the music for his upcoming movie 3 Idiots online this week. Check it out at 3idiotsacademy.com. Meanwhile, Slumdog's Danny Boyle has been talking to Aamir for a role in his new film, Maximum City. "I don't think Aamir is definite but he is perfect," he said.

British actress Katrina Kaif's latest hit Ajab Prem Ki Ghazab Kahani has won praise from the Big B himself. Amitabh Bachchan blogged: 'Katrina is a modern day marvel.' For someone from a non-Hindi speaking background, he said, she had 'grown to become one of the most desired actresses in our fraternity'.

Shahrukh Khan's My Name is Khan, in which he plays an American with Asperger's Syndrome accused of terrorism, will release on Valentine's Day in 40 countries simultaneously.

The Bachchan family production Paa

will be promoted using themes inspired by Aishwarya Rai Bachchan. 'She has created some thematic events which will add to the excitement,' said director Amitabh. 'We will be holding those events nearer to the release of the film.'

Priyanka Chopra and Shahid Kapoor have won Teachers Achievement Awards for inspiring young people. 'Whenever I get a prize, I think this would not have been possible without the constant support of my parents,' said Priyanka.

Slumdog's British star Dev Patel and Freida Pinto both looked very much in love at the Bafta Britannia Awards in LA. Freida wore an LBD and Dev looked smart in a steel-grey suit.

Bolly Spice
www.bollyspice.com

Charlie & the Chocolate Factory

How do you know the family is poor? Why was Mr Bucket's job so boring? What meals were the family able to eat? Who slept in the bed?

Dannii Minogue says Simon Cowell's controversial decision to help keep Jedward in the X Factor was the right one – and it will actually benefit Lucie Jones, her act who got booted out as a result.

Speaking exclusively to Guilty Pleasures at the Cosmopolitan Ultimate Women of the Year awards, she said: 'Looking back at last Sunday, Simon was actually right in making the decision he made.'

'He did it in the moment. I know that because I was looking right in his face and it was a split decision. But ultimately the public put both acts in the bottom two.'

And she reckons things are only going to get better for Welsh singer Lucie, 18: 'I didn't get it right with

her for weeks and then I thought we'd nailed it the week she went. 'She works so hard and I don't stop working with them when they leave the show. There is so much more to do with her.'

'I love her to bits and I keep in touch with all my acts. She's actually been the big story of the show so she can seize on that and build on it.'

The 38-year-old also said she would continue to stick up for her acts and tell it how it is – even if that means putting her own job on the line.

'I'm not scared of being fired by Simon because of last week,' she said. 'It's his show so he can make those decisions at any given time.'

'All I can do is turn up to work and do what I do and say what I think.'



Alex snubs Peter

Peter Andre's 'hopes' of wooing Alexandra Burke with a home cooked meal have gone up in smoke. The 36-year-old singer will not be getting a house call from the 21-year-old, according to her agent. Dismissing rumours of a romance after the pair met on a TV chat show, he said: 'Alexandra has no plans to go

Other articles

Who launched the music for his upcoming movie online this week?

How old is Peter Andre?

Who did Dannii Minogue speak exclusively to?

Who would not have achieved an award without the constant support of their parents?

LIZ JONES'S DIARY

IN WHICH THE TAXWOMAN PAYS A VISIT

Oh dear. Things are going from bad to worse. Having a sort of date on the horizon is the least of my problems. I have badly overstretched myself, and not through doing an extreme form of pilates. I am in deep s***, this on top of the sea of mud that is currently engulfing my farm here in deepest Somerset.

The other day, as I was heading up the M5 at 8am on my way to London, Nicola called me. 'Um, hi Liz. I don't want to alarm you while you're driving and on your way to work, but a woman just turned up – she's still here, actually – and she says she is from the tax office. She says she wants to know where you are, and who I am.' Oh God, and there was me breathing a sigh of relief all winter that I was snowed in so that no nasty officials or local craftsmen who all seem to charge London prices could pay me a visit. Now everything has thawed there is no stopping them, it seems.

I get to London, and nervously call this woman back. She tells me that she is entitled to make me bankrupt in a day. 'Oh really, is that absolutely necessary?' Then, today, my building society called me. 'Mrs Jones?' 'Miss!' I hiss. 'Miss Jones, it seems you are £15,000 in arrears with your mortgage, and so we are taking steps to evict you.' Crumbs. She has arranged for a mortgage arrears lady to come and see me. We are due to meet in the Little Chef just before you get to the M5. A Mr Davies keeps calling me on behalf of American Express. 'Miss Jones,' he says, almost kindly, and almost daily. 'Can you not pay something, anything at all?'

I don't know what to do. It is as though I am constantly chasing my tail, trying to keep up. No sooner am I paid then it all whizzes straight out of my bank account again. I spend nothing on myself. I no longer buy clothes, shoes, bags, make-up, or conditioner. I have even started borrowing the dog's shampoo when I (occasionally, given the price of oil; I've spent £2,500 on oil since November) wash my poor, now badly home-dyed hair. For the first time, I have been looking at the price of things before I buy them. The other day, in a bar in London after work, asked for a glass of Cava (I know, I know; one problem at a time). 'That will be £9.50,' the barman said. 'But the glass is tiny!' I exclaimed. 'You must be joking!'

While I'm shocked at London prices, everything here in the country costs a fortune: £36 for a grass seed; £95 to have the punctures on two wheelbarrow wheels repaired. I mean, honestly, I used to be able to spend £95 and have something lovely and probably scented to show for it, and now all my hard-earned cash goes on wheelbarrow wheels!

Having no money is embarrassing, depressing, isolating. During London Fashion Week I met my best friend Kerry for a drink in the lobby of One Aldwych, the sort of place I used to inhabit as casually as an old favourite cardie. I gave the woman my NatWest card to pay, and it was declined. Kerry tried to laugh it off as she gave the woman her card, but I could tell she was worried about me, especially when I burst into tears in front of her.

I have been racking my brains about what to do. I can't go on like this. And so I have come up with the idea of buying a very small cottage, or even a caravan, with lots of land and a few outbuildings: great for all the animals, while I don't need a big house. I only live in two horrible, cold damp rooms as it is (my collection of *Vogues*, every issue from September 1975, has gone mouldy – it's a sign, I'm sure of it. I can't go on with the fear and panic, to be honest. No one likes me here in Somerset, so they will be glad to be shot of me – 'shot' being the operative word.

It's all doom! Doom!

Liz Jones

Comprehension

Answer each question in full sentences. One or two word answers are not acceptable.

1. Read the article first and then examine it carefully; list all of the punctuation that is used in this article and write the name of it.
2. After you have read the first paragraph what are your thoughts?
3. What happened to Liz in the second paragraph?
4. What other financial problems come to light in paragraph three?
5. How do you think Liz feels about being called *Mrs Jones* and why?
6. What does the expression 'chasing my tail' mean in paragraph four?
7. What items does Liz no longer buy?
8. How many dogs does Liz have? How do you know this?
9. Which products has Liz being using on her hair?
10. How much has Liz spent on oil since November? Write the answer in words.
11. How would Liz rather have spent the £95 on repairs to her wheelbarrow?
12. How does Liz describe having no money?
13. Think of some other words for declined.
14. Why was Kerry worried about Liz?
15. How does Liz think she might solve some of her problems?
16. How does Liz describe her current home?
17. What has happened to her collection of *Vogue* Magazines?
18. How does Liz describe how other people in Somerset feel about her?
19. Why do you think Liz spells the word doom incorrectly in the last sentence?
20. List all the proper nouns used in the article.

Critical Reading

Identify fact, opinion, bias and implicit meaning in a text.

A news article will usually be a mix of fact AND opinion.

Fact informs the reader and can be proved by observation or reference to a reliable source.

Opinion is a subjective view and cannot be proved.

Bias is how a person selects and presents facts. It can be very subtle and well hidden. Bias is usually stronger than opinion and is a deeply rooted feeling for or against something. It can be used to prejudice a reader.

For example:

Fox hunting promotes a sense of community.

This implies that the writer supports fox hunting.

The meaning of a newspaper article is often IMPLIED through the headline. If a word is put in inverted commas, the reader will immediately infer that there is some doubt or difference of opinion.

For example:

Terror alert leak an 'accident'

The reader infers that the leak was not really an accident.

A fact is a statement of something that is measurable or provable. It is based on direct evidence, actual experience or observation.

For example:

"The sky is blue"

This can be proved through observation.

Can the fact be measured or observed?

Is the source of the statement mentioned? Is it from a reliable authority?

Has the fact come from a study or research evidence? Have you heard of other, contrary evidence or studies?

Has anything been left out, such as unfavourable or negative points?

An opinion is a statement of belief or feeling.

It shows your feelings about a subject. Many opinions are based on facts but are actually showing someone's views on a subject.

For example:

"It is very easy to drive a car"

This is a statement many people would agree with, but it cannot be proved or measured.

Does the author use emotive or persuasive language, such as:

pretty/ ugly/ safe/ dangerous/ evil/ attractive/ good?

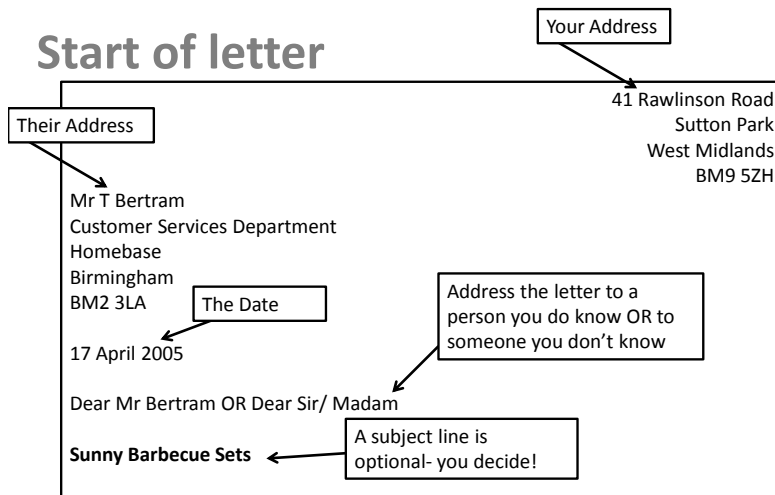
Are there words that indicate a statement of opinion, such as:

Probably/ perhaps/ usually/ often/ sometimes/ on occasion/ I believe/ in my opinion/ I feel/ I suggest?

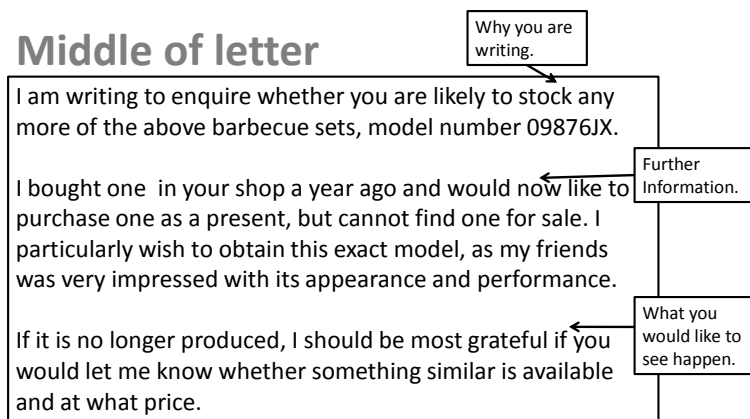
Can you disagree or can you identify different opinions?

ACTIVITY: Look through a newspaper and try to find examples of each.

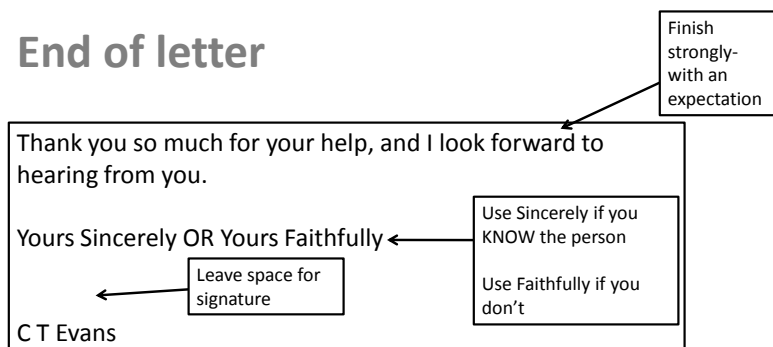
Start of letter



Middle of letter



End of letter



Informal	Formal
<p>Informal writing is when you are writing to someone you know personally or when you are writing subjectively to express your own private feelings and thoughts.</p> <p>Informal writing may include: notes or letters to friends or family/ a personal diary/ free creative writing</p> <p>Newspapers/ magazines and advertising now use more informal language to create a more personal feel.</p> <p>Informal writing may include:</p> <ul style="list-style-type: none"> a personal style, using the first and second person and the active voice a subjective style, expressing opinions and feelings short simple sentences contractions spontaneous expressions within the text personal vocabulary and jargon humour 	<p>Formal writing is when you are writing to someone you do not know well or when you are writing in an official or business capacity. Formal writing may include:</p> <ul style="list-style-type: none"> a standard format or structure, such as: a business letter/ a memo/ an agenda/minutes of a meeting/ a contract/ a report/ a news analysis in a broadsheet newspaper an impersonal style, using the third person and often the passive voice an objective style, using facts and references to support an argument complex and compound sentences to express complex points planned and drafted paragraphs and text development precise business and technical vocabulary precise grammar and spelling little, if any, humour

Persuasive Techniques

1. Rhetorical question

Can we really expect everyone to give up smoking?

2. Emotive language

I hate cruelty to animals; these dogs are starving, homeless, and need our help.

3. Anecdote

Give a real life example of the annoying topic

4. The 'rule of three'

I ask you, is this fair, is it right, is it just?

5. Repetition- can be boring if used incorrectly!

Some people say that animal testing is an effective way of finding cures but I ask you, is it right to test cures on animals if they are harmed in the process. Is it right to keep animals in captivity for testing?

6. Hyperbole/ Exaggeration

This has a devastating and life-changing impact on everybody's life

7. Writing with conviction and 8. Writing with urgency

It is undeniable that we must tackle this issue immediately

9. Use of evidence

Anecdote- see previous example and/ or factual information such as statistics and/ or opinions from people in authority

10. Humour

I am so worn out I probably could not throw anything heavier than a fit.

11. Personal Pronouns

I/ you/ we

Descriptive Techniques

Alliteration	Where consonants are repeated. It's often used in poetry to give a nice pattern to a phrase. <i>E.g. Sally's slipper slipped on a slimy slug.</i>
Assonance	When words share the same vowel sound, but the consonants are different. <i>E.g. Lisa had a piece of cheese before she went to sleep, to help her dream.</i>
Contrast	When two things are described in a way which emphasises how different they are. <i>E.g. Two garbagemen in red plastic blazers/ The man in a hip three-piece linen suit</i>
Empathy	When someone feels like they understand what someone else is experiencing and how they feel about it. <i>E.g. As the day wore on at work, I felt a cramp beginning to form at the nape of my neck, my eyes began to feel droopy, and the computer screen in front of me began blurring.</i>
Imagery	Language that creates a picture in your mind, bringing the text to life. <i>E.g. Though I was on the sheer face of a mountain, the feeling of swinging through the air was euphoric, almost like flying without wings.</i>
Metaphor	A way of describing something that it is something else, to create a vivid image. <i>E.g. His eyes were deep, black, oily pools.</i>
Personification	A special kind of metaphor where you write about something as if it's a person with thoughts and feelings. <i>E.g. The sea growled hungrily.</i>
Repetition	Where a word/ phrase is repeated to emphasise a point or idea. <i>E.g. We want freedom by any means necessary. We want justice by any means necessary. We want equality by any means necessary.</i>
Simile	A way of describing something by comparing it to something else, usually by using the words like/ as. <i>E.g. He was as pale as the moon/ Her hair was like a bird's nest</i>
Stereotype	An inaccurate, generalised view of a particular group of people. <i>E.g. a stereotype of football fans might be that they're all hooligans</i>
Symbolism	When an object stands for something else. <i>E.g. a candle might be a symbol of hope/ a dying flower might be the end of a relationship</i>

Using Quotes in Essays

Incorporate shorter quotes into your sentences. Longer quotes need to be set apart as the examples below indicate:

Today, I am really looking forward to the weekend, 'I'm so excited and I just can't hide it!' I have some old school friends coming to stay.

Nursing homes are in a dire condition according to David Cameron:

'Our elderly should be a priority but they are not. Everyone is entitled to a certain quality of care; they deserve it more than anyone.'

This essay will consider how this can be achieved.

PEE can be used to structure paragraphs

You should make a **point**

You should then find appropriate **evidence** or an example

You should then add further **explanation**

Here are some examples:

Make a **point**

Shakespeare uses language to emphasise the theme of honesty in the play.

Give **evidence** or an **example**

The word 'honesty' is used frequently in Act 3 Scene 1 in order to create dramatic irony for the audience as the antagonist is consistently referred to as 'honest Iago'.

Give a further **explanation**

Julian Abernethy viewed Shakespeare's use of the word an irritant yet the word does seem crucial in highlighting Iago's evil actions and Othello's lack of knowledge. An audience at the time, looking for entertainment, would have delighted in the irony of its usage in the closing scenes of the play as they awaited the conclusion.

Make a **point**

Steinbeck uses contrasts of light and dark to set the tone throughout the book.

Give **evidence** or an **example**

At the start of each section when Steinbeck describes setting; these contrasts are most relevant. In section 3 Steinbeck uses dark and light to create a suitable scene which foreshadows the action to come: 'Although there was evening brightness showing through the windows of the bunk house, inside it was dusk.' (p. 43)

Give a further **explanation**

The encroaching darkness, just as in a horror movie, creates great tension of the reader as they anticipate future events. In section 3 it is this atmosphere Steinbeck creates that foreshadows the incidents that ultimately result in the breakdown of relationships and the shattering of dreams indicating it is the climax of the book.

Quoting

Round brackets: separates additional information.

Square brackets: can be used in quotes to add in your own words; making sense of a quote:

'He [Othello] is all consumed by jealousy which proves fatal.' (Tyreman, 2011)

Ellipsis (omission marks): can be used to indicate you have omitted something from a quote

'Othello has an all-consuming jealousy... that is the ultimate cause of his downfall.'

Commonly Misspelt words

acceptable	library
accidentally	lightning
accommodate	maintenance
acquire	manoeuvre
acquit	memento
a lot	millennium
amateur	miniature
apparent	mischievous
argument	noticeable
atheist	occasion
believe	occasionally
calendar	occur / occurred
category	occurrence
cemetery	official
changeable	parallel
collectible	parliament
committed	pastime
conscience	pigeon
conscientious	possession
conscious	preferable
definite(ly)	principal / principle
disappear	privilege
discipline	questionnaire
drunkenness	receive
embarrass	recommendreferred
equipment	reference
exhilarate	relevant
exceed	religious
existence	restaurant
experience	ridiculous
fiery	rhythm
foreign	sandal
fourth	schedule
gauge	scissors
generally	sensible
grammar	separate
grateful	special
guarantee	success
harass	to / too / two
height	tomorrow
hierarchy	their / they're / there
ignorance	twelfth
immediate	tyranny
independent	until
indispensable	vacuum
intelligence	vicious
its / it's	weather
judgement	weird
knowledge	you're / your
leisure	

1

Understand the Question

Do you know what the question means?

What type of essay do you need to write?

Compare and Contrast?

Descriptive?

Persuasive?

Argumentative?

Opinion?

Discussion?

2

Break the Question Down

Turn the question into a number of smaller questions that need to be answered before the main question is answered.

3

Do your Research
You need to become an expert on the essay topic.

Read the text

Is there any information you need to find out?

Write down quotations- and where they come from

4

Plan your Answer

Decide how many paragraphs you need to answer the questions from step 2

Decide on the points you need to include in each paragraph

7

Conclusion

Recap your main ideas

Give your opinion

NO new ideas

An interesting thought

A powerful image

A provoking quotation

8

Proofread

Read it backwards as well as forwards- flow and structure

Get someone else to read it but not rewrite it for you

Polish your language using a thesaurus- use synonyms!

5

Introduction

An interesting fact

An important piece of info

A quotation

A definition or explanation of word(s) in the question

A rhetorical question

Get to the point & be specific

Let the reader know what your essay is about

6

P.E.E

Each paragraph must include:

Point

Make a brief point which answers one of your questions from step 2
This will tell the reader what the topic of the paragraph is

Evidence

Select one or more quotations that back up your point

This is where you prove that your point is fact and not opinion

Put in brackets after the quotation where you found it

Explain

Now explain what your quotation means and how it backs up your point

Make a clear transition between each paragraph, using connectives

How to Improve your First Draft

Audience, Purpose, Form

- ☆ Who is my audience? (intended reader)
Is my language appropriate for the reader?
Most of the time it should be formal
- ☆ What is my purpose (reason for writing) and have I made my purpose clear?
Think points made in each paragraph

Punctuation

- ☆ Do all of the sentences start with a capital letter and end with a full stop, question mark or exclamation mark?
- ☆ Have I read my work out loud to check that I have put in full stops (not commas) where needed?
- ☆ Use Proofreading Checklist and peer checking



Paragraphs- Get Organised!

- ☆ Have I organised my writing into paragraphs?
Look back at you plan
- ☆ Do the paragraphs flow from one to the next?
Look at Connectives
- ☆ Are there some unnecessary parts, I could cut?
Are you developing points or just repeating them?
- ☆ Do I need to add more details so that my readers can see and believe what I am writing about?
Evidence/ quotes/ examples

Spellcheck

- ☆ Have I underlined and checked spelling that I'm not sure about?
- ☆ Can I change some dull words for more accurate and adventurous ones?
- ☆ Have I quietly read my writing out loud to make sure that my readers will understand ideas?
- ☆ Have I asked a peer to read my work and make suggestions for improvements?

<u>Examples</u>	<u>Listing Points</u>	<u>Comparison</u>	<u>Changing Topic</u>	<u>Contrasting</u>
For example For instance Such as ...as shown by ...as is shown by Take the case of... This can be proven by...	firstly, secondly, finally In the first place To begin with On top of this In addition to this More importantly ...also ...as well Furthermore Another Not only...but also Before	Compared with... ...in comparison with... Similarly... In the same way... Likewise... Equally... As with... Are similar in that...	Turning to... As regards... With regard to... Concerning... As far as...is concerned Moving on to... Now to consider... By contrast...	However On the other hand... ...although... Despite this... On the contrary... Instead... As for... ...whereas... ...while...

Connectives

- ☆ Use these words to improve the quality of your extended writing/ sentences
- ☆ Using connectives helps you develop the points that you make and effectively lead into your evidence.

<u>Emphasising</u>	<u>Cause and Effect</u>	<u>Re-phrasing</u>	<u>Concession</u>	<u>Summing up</u>
Mainly Mostly Usually Unfortunately Most often	...so... As a result of... ...because... This means that... Due to the fact that... ...due to... ...therefore... ...caused... This caused...	In other words... That is... To put it more simply...	Although... While it is true that... Despite the fact that... In spite of... Despite this... However...yet... Still... Nevertheless...	In conclusion... In summary... To sum up... Overall... On the whole... In short... In brief... To conclude... So, to round off...