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Writing it right!

Activities to improve students' academic
language in speech and writing
(for exams and beyond)

Compiled by Nick Brown and Sarah Chadfield

2015

ACADEMIC ENGLISH COACHING PROJECT

London Borough of Tower Hamlets/LSEF
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Activities to improve students' academic language in speech and writing (for exams and beyond)

This document has been compiled by Nick Brown and Sarah Chadfield with contributions from other colleagues for the LSEF-funded London Borough of Tower Hamlets' Academic English Coaching Project. It has been a working document for the project and has continued to evolve as teachers and coaches on the project added their ideas for activities and strategies. We are grateful to everybody who has contributed to or commented on its content.

As the project comes to an end in December 2015, this will be the final version for the project. The addition of an exclamation mark in the title allows for some latitude in what otherwise would be incorrect grammar. The subtitle reflects the importance of talk in developing writing skills. We have added a section on the different styles of coaching used by the coaches on the project to show the different ways we have worked to enhance the professional competence of teachers endeavouring to develop the academic literacy of their students. We have tried to acknowledge the source of all the material used. If we have not managed to do so for something you have devised please get in touch and we will gladly add the acknowledgement.

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WHAT IS ACADEMIC LITERACY?

Academic language refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and beyond. It includes the language used in lessons, books, tests and assignments. It can be contrasted with every day “social” language.

Academic language refers to more than just vocabulary, grammar and punctuation in reading, writing, listening, and speaking. It also includes an understanding of metaphor, idiomatic expressions and rhetorical conventions in cultural contexts. It demands that students understand different meanings within different systems such as the specialised terms of mathematical or scientific language (e.g. *product* in maths, *production* in economics, *producer* in science).

Academic literacy is an aspect of academic language which also includes a variety of related non-linguistic skills that are essential for successful learning. These skills include, for example, organizing, planning, researching assignments; critical thinking, note taking, summarising and online literacy. Academic literacy proficiency allows students to study and produce texts according to the expectations of each subject discipline. Many intelligent students can struggle in the sixth form if they have not learned how to express themselves in the genres their subject demands.

Both terms are often applied to English language learners who need to develop academic English to succeed in schools where English is the language of instruction. All students, however, need academic literacy competence to thrive in academic settings. For native-English speakers, the development of academic language and literacy builds on conversational skills, but the challenge for EAL learners is to learn both conversational and academic language concurrently.

A number of factors influence the acquisition of academic language and literacy, including the “language modelling” students receive at home and in the community. For example, do parents ever use formal language, explain the meaning of words, use a diverse vocabulary, keep books in the house, or encourage their children to read and discuss texts? Academic language is not often spoken except in academic households so all students will need it to be explicitly modelled in educational settings.

Catharine Driver (October 2015) - Based on text from The Glossary of Education Reform
<http://edglossary.org/academic-language/>

MANIFESTO

(The Principles on which this document is based)

We contend that ...

- **Writing should be talked about explicitly.**

Even if you can't explain a problem in terms of grammar, the more you try, the easier it will be to develop a language with which to discuss writing.

EXAMPLE: If a student points out that a sentence doesn't make sense then spend some time as a class talking about what makes it difficult to understand. Don't worry about knowing the technical names for problems, just talk about what sounds wrong. Then work together as a class to rewrite it.

- **Writing should be modelled on the board.**

Don't be afraid to show the class that writing is difficult and takes a few attempts.

EXAMPLE: If you've been discussing an interesting point, spend a few minutes together trying to articulate it in writing on the board. Don't always use pre-written slides on a powerpoint as it doesn't show students the processes behind good writing.

- **Students should work together.**

Activities often work best when students work in pairs and small groups. When students work together they are more likely to read aloud and so more likely to hear and absorb correct grammar or academic language. After the pair/group work, consolidate learning by asking students to re-write their own work individually.

EXAMPLE: Spend 30 minutes exploring formality in pairs and small groups. As the final activity, ask students to find a paragraph in their own writing to improve. If a student doesn't have problems with formality then pair them with someone who does have lots of problems in that area and ask them to work together quietly.

- **We should try activities ourselves before trying them with students.**

Sometimes teachers expect things that aren't possible.

EXAMPLE: We often observe activities in lessons which are either very difficult or impossible to complete. For example, students might be asked to summarise something from the board which is already very brief, and couldn't be shortened much further.

- **Teachers should write the essays that they set for their students.**

It's often surprising how difficult it is to organise all of the ideas from lessons into a coherent piece of writing. Writing an essay before you set it will not only help you to remember how hard writing can be but it will also help to clarify your ideas about how you want students to structure their work.

- **Subject content and academic writing don't have to be separate.**

Teaching academic writing is not another topic to get through, on top of all the content that has to be covered for the exam. Academic writing can be taught through the content of the subject. Even though time constraints can be very restrictive, teachers should try teaching topics in ways that show students how they would like to see them written about in exams.

The activities in this document are not prescriptive. If you are teaching one of these activities and you don't agree with what we've written then discuss it with the class.

EXAMPLE: If we have labelled a part of a paragraph as 'Analysis' but you feel it is an explanation then highlight this to the class. Ask students what they think it is and why. Explain that it's ok if some people think it is analysis and others explanation. The idea is to get students thinking about their writing and being conscious of the choices they make.

APPROACHES TO TRAINING

Professional development in academic writing

Coaching styles

As the project developed the coaches and management committee of the Academic English Coaching Project realised that different models of coaching were emerging. These could be summarised in three broad approaches: the coach attempting to change pedagogy, the coach only taking responsibility for language (with responsibility for the subject resting with the teacher), and the coach becoming immersed in the subject by studying the demands of the assessment scheme and conducting an intensive analysis of students' work.

Attempting to change pedagogy coaching model - Nick Brown

In this approach the coach takes responsibility for helping to choose the subject knowledge which would be most conducive to developing the students' language skills within the subject. In the process of coaching, the teacher will be engaged and persuaded to use time currently spent covering just content to concurrently teach (subject specific) academic language. The underlying rationale for this approach is to increase student talk using subject specific terminology and vocabulary in genres appropriate to the subject in the assumption that "better" talk leads to "better" reading which in turn leads to a writing style more appropriate to the subject. Because the majority of the students in Tower Hamlets schools are often not exposed to much academic talk outside the school, the main place where this type of talk can occur is at school. The opportunities for student talk, however, have to be carefully planned in order that students are encouraged to use the target language through carefully designed activities. These are resourced by the teacher or the coach (when the teacher doesn't have time in their busy schedule) and the resources can be used again and shared across the department. The coach works with teacher to plan, teach and review a unit of work, tackling language issues identified in an initial lesson observation. The issues are usually a lack of structured oral activities, linked to pressure of time or a teacher's lack of knowledge on how to organise these.

As mentioned above, the approach involves an initial observation of the class and the teacher's style in order that activities suggested are appropriate not only for the group dynamics but also fit with the teacher's style. The initial observation is followed by a planning meeting in which the teacher will decide which topic would be most appropriate for the work or which is the next to be covered, and explains the learning and teaching issues to the coach, using the students' writing where appropriate to exemplify the difficulties the students face. The coach makes suggestions as to what sort of activities might be appropriate to develop the students' academic language in one or more of the four skills – with the ultimate aim of improving their writing skills for essays or extended answers (in Science).

With subjects such as History, Geography, Government and Politics and RE, the challenge for the teachers is sometimes teaching the students how to structure and write (succinctly and economically) answers to questions demanding longer essays. An activity that has worked well in these subjects (where the questions are often of a discursive nature) is "*unpacking the question*", an activity devised by Queen Mary University College's Thinking Writing team. With students working in pairs (so ideas are expressed orally) this activity not

only ensures that they address the question but also helps them organise their thoughts into an appropriate essay structure. A number of teachers used this activity to help them write model answers for the students. These were used to create card sort activities in which the students, again working in pairs, were required to identify the main points in an argument and the corresponding “explanation”, “example”, “development” and “link-back-to-the-question” sentences. This sort of activity worked best when the model essay contained enough sign-posting in the introduction. If the students read the cards aloud to each other this provided oral rehearsal for the language they could use in the essay they were preparing to write.

With subjects such as A and A/S Law and Psychology where discursive writing is not called for in the same way, these activities are less successful. However, the dictogloss activity worked well in both Law and Psychology, just as it has done for almost all subjects where the students are required to write an extended answer. Again it is the oral rehearsal of language as the students work in groups which is important. In Law the main challenge for the students seemed to be the amount of detailed reading required for the case studies, the understanding of the nuance of language in terms of Law, a lack of wider vocabulary (understanding, for example, that the word “fatal” means that a person or people died) and, in writing, getting the sentence structure right so that a concise answer to a question is produced without waffle or unnecessary narration and detail. The work on the students’ writing for this subject seemed to be needed most at sentence and paragraph level often to do with cause and effect. The students are not required to write many longer essays. In order to demonstrate the style of writing required to answer scenario questions, the dictogloss strategy was demonstrated using a model answer the teacher had written. The students responded well to this, listening well and taking notes when required, and they produced some very good recreations of the text.

The dictogloss activity has also worked well with A and A/S Level Biology. In this subject the students need to be shown that an answer to a 5 or 8 mark question is better expressed as connected prose rather than bullet points. The process of writing up a process or an explanation as prose helps the student to synthesise their ideas and link each point coherently to those before or after. Again, teacher written model answers have been invaluable for dictogloss activities.

The most important issue for the A Level Biology teachers was often the students’ ability to respond to the questions demanding longer answers (5-8 mark questions) and to fully understand the command and operator words. Another issue was the students’ ability to read and understand the question paper and longer texts in reference materials. Thirdly, although most of the students had a good understanding of key terms and subject specific vocabulary, they often struggled with the academic vocabulary surrounding the scientific language. One teacher put the problem like this:

“ ‘During mitosis, chromosomes line up at the equator of the cell. Describe what happens to chromosomes after this, until the nuclear envelope reforms.’ This question is clearly about mitosis - the process a cell goes through when dividing. The diligent student learns all the steps off by heart. I have taught the students to obey the command word, and to be wary of misrecognising the question - yes this is your opportunity to regurgitate the steps, but this time not all of them; and my students start and stop where the question asks. However many of them waste time on detail that was not worthy of credit - like naming the stages - because they didn’t notice ‘to

chromosomes after this'. So it's something about comprehension of every bit of the question."

To address this type of issue, an activity was designed for several 8 mark questions which involved providing the students with the bullet points from the mark schemes of two similar questions. Working in pairs, the students were required to select the points needed to answer one of the questions, order them and then write the answer to an 8-mark question. The aim of this activity was to get the students to read the whole of the question carefully and select only the points needed to answer it rather than putting down everything they knew about the topic, much of which would have been irrelevant.

Another issue, which occurred in a number of subjects besides Biology, was when topics required the students to draw on a wider, more general knowledge which, in most cases, (because of not reading widely or not having broader life experiences) they just did not have. An example of an activity designed to broaden their reading and combine reading for notes and selecting points for an essay about controlling the spread of HIV/AIDS is one where the students were working in threes: each student in each group was provided with a text which was a WHO report about a disease. They were required to make notes on their text in one circle of a 3-circle Venn diagram. Then they compared their notes and decided which points were unique to the disease they had researched and which points were common to another disease or to all three. Another example of the need for wider background knowledge was with a topic to do with types of Conservation. The Biology teacher wanted to provide background information on the topic of in-Situ and ex-situ Conservation which the students needed in order to understand the topic. Three activities were planned with the aim of encouraging discussion and broadening the students' general knowledge about conservation. A card sort activity with pictures of various organisms which they were required to sort in different ways including sorting endangered and extinct species and examples of in-situ and ex-situ conservation aimed to encourage the students to discuss and share their prior knowledge as well as familiarise them with unfamiliar flora and fauna. The second activity required the students to choose pictures which illustrated the main idea of each paragraph of a text about in-situ and ex-situ conservation. The reading of the text aloud provided oral rehearsal of the academic language of this topic whilst the discussion about which picture to choose encouraged summary skills and identification of the topics of each paragraph. The final activity of the lesson was a cloze exercise designed to encourage close reading of the text and extension of the students' active vocabulary. Again, the crucial part of these activities is the talk that takes place in order to complete the task. The talk generated around a cloze activity in Science or Geography can help to broaden the students' academic vocabulary (not just their subject specific vocabulary of key terms). The Geography teacher said, "These strategies and others used previously have helped students be more confident in approaching complex texts and using A level geographical terminology in the right places in an extended piece of writing."

Other subjects in which the students' lack of exposure to broader realms of culture included Art and D&T. A D&T teacher felt that the biggest challenge for the students' academic literacy was the portfolio of course work. In particular, she felt they had difficulty in distinguishing between the analysis of a product and writing its specification. Also, she felt they were not well-read enough to understand the cultural context of different design movements. Activities to address these issues were devised to engage the students and to get them using the target language. The first activity was similar to the picture sort in Biology, but using pictures of iconic designs with the aim of activating prior knowledge and

stimulating discussion about era and design. The second activity involved the students working in pairs taking it in turns to read a product design brief or a product analysis on cards out loud to their partner who was required to identify from a number of pictures which product was the subject of the design brief or analysis and, together, they were required to decide whether the text was a design brief or product analysis. The teacher commented: "Getting students to explain choices has improved their work, rather than just saying 'it is this way because it is' they are making more reasoned decisions and giving in depth explanations that are well thought out and relevant."

In A Level Art the teacher said that the main obstacle in student's writing was their lack of subject-specific vocabulary. "Fine art terminology is complex and often very abstract and the way that articles are drafted and written is incredibly formal. Students need support in tackling this rather elite and academic art language." The issue was not the students' artistic ability but the limited range of language they had to talk about their own art and comment on works of art in general. They are expected to produce one piece of extended writing as a study of one or two artists and show how these artists have influenced or inspired their own work. Examples of work with this teacher included a game in which students had to use given phrases to talk about works of art on cards they had upturned and a "rotating pictures" activity to scaffold their talk about pictures in response to questions from the teacher. A dictogloss provided a model text of art critique which the teacher felt was really useful: "this is an excellent strategy I will use again and again". The resources developed for this teacher will be used by the Art Department from Year 12 onwards.

The change in pedagogy required by this coaching model is about giving students more time to talk and rehearse their ideas before they commit them to writing. Activities often work best when students work in pairs and small groups. When students work together they are more likely to read aloud and so more likely to hear and absorb correct grammar or academic language. But it is not just about being less didactic and more student-centred: most of the sixth form teachers I worked with already gave their students time to discuss issues and to work in pairs or in groups. It is more about planning for the type of talk that is to take place; designing activities which will give the students the opportunity to rehearse the type of language we want them to use in their essays and closely focus their talk to this end. This approach is also about modelling the talk and the writing to the students. If they have not heard or seen how the best answer should sound or look, how will they know how to produce one?

Nick Brown, June 2015

The coach focusing mainly on language – Sarah Chadfield

When working with a new member of staff, I will usually meet with them to discuss which class we will focus on and to review some of their written work. Teachers often express frustration with their students' writing but will then admit that they do not teach academic writing explicitly as they expect students to know how to write from GCSE. Part of the initial meeting is to encourage teachers to see that they can improve students' quality of writing if they begin to teach it. I encourage teachers not to see academic writing as 'something else to get through' but rather something they should teach as they cover the content of their courses. I also encourage teachers to break down the problems in their students' writing: it can seem overwhelming but each problem can be isolated and tackled.

I will then model teaching an academic writing activity to their class. In the past, I have found that this modeling speeds up the process of coaching. Otherwise I spend the first month trying to explain to teachers what I would like to see in their lessons.

When I model teaching with a class, I try to let students lead activities as I want them to develop their understanding of a particular issue and learn to identify it themselves. I often structure activities around the Queen Mary Thinking Writing resources. In these activities, students are given different examples of the same paragraph and asked to underline how they change. This means they immediately engage with the texts, even if they are not explicitly identifying 'academic writing' techniques. I then use these examples to discuss the changes and the effects they have. Finally I ask students to come up with rules that they can apply to their own writing and ask them to edit something they have written.

I find producing rules useful as we can then discuss the different rules we have formulated at the beginning of each academic writing task. I also encouraged teachers to create displays of these rules in their classrooms.

While I am teaching, I ask teachers to critically evaluate me so that they begin to think about how they could improve my practice. It also stops teachers from leaving the room, or getting on with other work.

Once I have modelled an activity with a class, I usually work with the teacher to help them to plan an activity around the same academic writing problem to consolidate the activity I taught. Afterwards, if the teacher is confident then I will help them to plan another activity on a new problem and observe them teaching. If they are less confident then I will model a new activity and they will continue to teach consolidation activities on the same problem. Ideally, teachers will begin teaching academic writing within the first few weeks. Otherwise there is the danger that these practices will not be integrated into the teacher's lessons after the coaching cycle.

Case Study

The above cycle worked particularly well in Sports Science. I worked with a teacher to develop an activity to make students reflect on their use of 'I' in written assignments. I identified three different uses of 'I' in students' work and found paragraphs as examples: one used 'I' to state the argument of the piece (e.g. 'In this assignment I will'); another used 'I' to express an opinion (e.g. 'I think the athlete should follow...'); and the final used 'I' in the conclusion (e.g. overall, I think the athlete should work on...). I asked students to discuss the paragraphs but I did not draw any attention to the use of 'I'. I then took feedback from the students.

After this, I gave students two other versions of the paragraph that used 'I' to state the argument of the piece. One had written 'I' out of the paragraph but was still explicitly stating the argument (i.e. 'this assignment will show...') and the other did not explicitly state the argument at all but immediately began discussing the topic (i.e. 'Injured athletes must follow a carefully structured programme to help their recovery'). I asked students to work in pairs to comment on what had changed, and on what they thought was most effective. We discussed the most appropriate time to use 'I' and established that writing sounded most formal when 'I' was used as little as possible. We wrote rules together as a class. Students then edited a piece of work to rewrite the use of 'I'.

For the following lesson, their teacher planned a consolidation activity. He recapped what we had discussed last week and the rules we formulated. The teacher also found a paragraph to discuss and edit. It was an excellent example as the student had written, 'In my opinion massage is an effective way to treat XXX problem.' Students quickly began to discuss whether this was an opinion or a fact. The students worked in small groups and then fed back.

This particular teacher was very good at incorporating activities that we designed into his lessons and quickly learnt the best way to deliver them. We discussed his teaching in a feedback session and chose some targets for his next session. As this teacher was very confident, he quickly began to lead sessions himself. My role was then one of support: answering queries or helping to plan activities.

I felt this was an important exercise because the students all used 'I' in their writing and, although the teacher knew it was not especially formal, he was not sure how to get students to write without it. The students themselves fed back that they found this particularly influential.

Sarah Chadfield,
June 2015

Close engagement with subject area – Ann E. Jones

Focus on Psychology Year 13 (syllabus: Edexcel)

This exploration of a coaching placement shows a range of strategies being used to support the students' literacy within a subject context. The Psychology teacher and her co-teacher were concerned about the lack of clarity in students' writing, which included not addressing the point of the question, and poor punctuation, expression and grammar. An analysis of student scripts brought up issues of levels of formality in writing, writing comparisons, and some evidence of paraphrasing rather than using specialised terminology, in addition to the problems of relevance and accuracy identified by the teacher. A later analysis of exam questions showed that students needed to be able to describe, explain, evaluate and compare, at varying lengths – for example at single paragraph level for a 4 mark question, and at considerably greater length (3 - 6 paragraphs) for a 12 mark or as part of a 18 mark question. The class had 13 students, with varying levels of literacy skills; attendance was also variable.

We began with a focus on relevance, as it was felt that this was highly pertinent (indeed, relevant!) to the approaching exams. This was done through an activity based on adapting part of a high-scoring answer to the question "Is Psychology a Science?" in the Examiner's Report. I changed the original through adding unnecessary information or repetition (as in the Twilight activity). Students were asked first to decide which of the two texts was the stronger, giving reasons; and then to identify the repetitive elements in the weaker text. The activity was found to be effective and motivating; we referred to it in discussion of students' work and through it they became more aware of avoiding repetition in their answers. We followed this up through comparison of two short answers, one of which was sound but included insufficient detail (and gained 2 out of 4 marks), while the other sounded convincing but was in fact full of waffle and repetition (and gained no marks). I prepared these activities, after discussion with the teacher and using resources provided by Edexcel. However, resources for the new linear syllabus to be followed from next year will either be produced by the teacher or both of us.

Accuracy and cohesion were tackled through short starter activities, mainly error-spotting, comparing two texts and noting differences, and adding punctuation. We also looked at using semi-colons. Much of the material was drawn from students' own work. We found that students were generally quite confident in carrying out the activities, but that the transfer to their own writing did not always happen. Punctuation and cohesion work probably needs to happen in small doses over a long period. It might also be productive to have students mark or peer-mark work simply with a punctuation and grammar focus to make it more visible.

The issue of levels of formality in writing was introduced through nominalisation in the context of psychology. Students followed a PowerPoint presentation which gave them the opportunity to transform sentences into nominalised forms, working in pairs and using mini-whiteboards to share their versions. So "how researchers *select* questions for interviews is important" becomes "the *selection* of questions for interviews is important". Students enjoyed the activity, and were able to draw on it in the follow-up where they analysed more written-like and more spoken-like features in two texts. On completing this activity they had a table of such features with examples to refer to for their own writing. As part of the work on formality we also looked at matching paraphrases with specialised terms, e.g. "refusing or forgetting to take prescribed drugs" and "non-compliance". Both The teacher and I felt

that formality was one of the most successful aspects of the work, but that it should have come earlier. The plan for Year 12 is to focus on this first.

Analysis of students' work as well as exam questions showed writing comparisons to be an important area. It was quite common for students to use "whereas" to start a sentence which continued rather than expressed a comparison, such as, "Whereas biological treatments rely on drugs". We looked at comparisons at sentence and text level. One aim was simply to extend the range of connectives which students used to express comparison; another was to show that different connectives are needed at text level. We were successful with the first, and to some extent with the second, although some habits proved hard to change.

Writing an evaluation in Psychology involves making reference to aspects of methodology, such as validity and reliability, and this is what we focused on in the materials. There is a strong link with the work on writing comparisons, as in: "Validity is low because of the unfamiliar setting, whereas reliability is high as the procedure is standardised." However, at one point I also used the terms "strengths" and "weaknesses", which do not appear in the mark scheme, and may not be the best approach for Psychology. This is an area which needs further development, and modelling good evaluation texts is one way forward. Perhaps using Dictogloss would be one way of doing this.

At the end of the placement the teacher and I reviewed the materials and activities to decide how useful they were and what adjustments were needed. We also wanted to see where the gaps were. We both felt that reading skills, with related vocabulary deduction skills and note-taking, would be a useful addition. We have drawn up a language scheme of work to run parallel with the syllabus, and hope to be able to work together on these aspects during the next academic year.

Ann E. Jones
June 2015

Case study in A Level Sociology – Yvonne Kyriakides

Coach's report

The work took place within an individual subject specific coaching framework, in close collaboration with six specialist subject teachers of International Baccalaureate, A-level and GCSE in a variety of subjects across the Humanities, namely, Psychology, Government and Politics, Sociology, Geography and Religious Studies. In addition, some analyses of student texts were undertaken in the development of disciplinary-specific writing programmes through text level, sentence level and word level. This report focuses on the work with the teacher of A Level Sociology.

Firstly, the teacher felt that the students were not closely connecting with the subject and that they lacked general knowledge, and that, for Sociology, they needed a wider understanding of how society works. Secondly, they lacked note-making skills, and they were not finding enough points to include in an essay that involved assessment and argument, and their writing style was weak. Thirdly, they seemed unsure how to extend their paragraphs, how to use modal language and how to approach writing introductions and conclusions. Also both teacher and coach noted that the students' involvement could be improved with the development of oracy. In response to the teacher's requirements, the coach created two lessons and a number of activities that could be used to help address the skills identified by the teacher. The coach attended one observation session and three further lessons. The topic in Sociology chosen for our work was education.

The teacher had already presented a lesson on New Right theory. To address the issue of the lack of general knowledge about the workings of society, the coach sourced four articles which provided different and controversial viewpoints relating to the issue of why the educational system was failing to perform its role. (They were sourced in Guardian, Telegraph, Independent and an extract from George Orwell Lecture, all published between 2013 and 2015. The writers included two academics, a historian and a politician, and it was important that their high level writing skills were employed). This activity was designed to help students read and respond to texts critically, to practice note taking and develop their (academic) oracy skills. The idea was to offer really engaging and stimulating material of direct relevance to the students' own life experience to encourage them both to engage more fully with the subject and to develop a critical response to it. The students, working in groups of three, were each given a different text. After an initial quick reading, they were asked to identify the source, work out whose interests were being represented and what key points were being made. After a second more careful reading, they were asked to make notes on the author's position on the reasons for the failings of the educational system. After comparing notes and sharing information with their group members, they created a list of the main points across the articles, noticing whether there were any similarities. The students were then asked to make a presentation on why the educational system was failing to perform its role. There was a follow up activity which involved either making a comparison of their findings with the position on the subject taken from their textbook or creating a set of written paragraphs on each point they had found, referencing their sources and including some critical commentary or evaluation in each paragraph. The lesson engaged the students (quite passionately at times) and their internalisation of the new

concepts and arguments they encountered allowed them to articulate their points with more sophistication. In addition, they improved their note-taking skills. The coach and the teacher were impressed that a number of students became involved with quite complex theories. Unfortunately, because a whole lesson was not available, the follow up activity could not be undertaken. Nevertheless, the position the students had reached was later usefully developed by the teacher by relating the points raised to sociological theory, and, as indeed, some students themselves had proposed at the time.

For the next lesson, the coach created some activities on unpacking an essay and a dictogloss to improve the students' register, which led to some independent writing. The students managed the dictogloss well, despite its challenging nature, and they reported that the 'unpacking an essay session' proved extremely helpful for them in their understanding of how an argument could be created from an argumentative exam question.

Finally, to address the particular and more technical demands of academic writing, for a third lesson, the coach created some resources which included short activities on writing style and conventions, including a compare and assess activity for introductions and conclusions and modal language, as well as a short model paragraph activity. In addition, using student errors from this class, the coach produced a student error worksheet which mainly focused on the over-wordiness that the coach had identified in their writing. During team teaching, the discussion on introductions and conclusions was enriching, and it could be further improved by more focus on evaluative content and more emphasis on the use of modal language.

Yvonne Kyriakides
June 2015

COMMON BARRIERS TO WRITING GOOD ACADEMIC ENGLISH

At text level:

- Inability to answer the question asked
- Inability to structure writing logically and coherently
- Inability to establish a line of argument
- Inability to select and use evidence appropriately
- Inability to write in paragraphs
- Inability to write introductions and conclusions
- Repetition and waffling
- Unwillingness / inability to check work carefully

At sentence level:

- Use of short, simple sentences
- Use of subordinate clauses and phrases as if they were sentences
- Limited, and often inaccurate, use of connectives
- Lack of, or incorrect use of, punctuation
- Rambling, highly convoluted sentences the meaning of which is difficult to unravel
- Inability to write clear, concise topic sentences
- Inability to write impersonally

At word level:

- Limited vocabulary
- Use of informal language / slang
- Grammatical errors, especially in verb tenses, subject / verb agreement, use of articles, apostrophes
- Lack of awareness of appropriate collocations
- Spelling
- Lack of understanding of use of modal auxiliaries (e.g. could, may, might) to indicate differing degrees of certainty

(Contributed by Sue Henderson-Kabakova)

List of text level challenges	List of language errors
NOTE TAKING AND SUMMARISING <ul style="list-style-type: none"> Note taking Summarising texts 	PUNCTUATION ERRORS: <ul style="list-style-type: none"> Apostrophes used incorrectly or not at all (it's and its/who's and whose) Errors in use of capital letters Missing full stops Incomplete sentences Incorrect use of semi colons and colons Poor understanding of how to use commas Poor understanding of how to use inverted commas
STRUCTURE AND ORGANISATION <ul style="list-style-type: none"> Planning and structuring an essay Writing an introduction Writing clear and concise topic sentences for each paragraph Paragraph structure 	VERB ERRORS: <ul style="list-style-type: none"> Confusing would and will Inaccurate spelling of irregular verbs in the past Incorrect use of tenses Subject verb agreements (was instead of were/ is instead of are)
ARGUMENT <ul style="list-style-type: none"> Establishing a line of argument Selecting or sequencing evidence to support an argument Answering the question/answering the question too narrowly Logical coherence in thinking and writing Using quotations 	OTHER ERRORS: <ul style="list-style-type: none"> Confusion between that, which, who and what Incorrect use of definite and indefinite articles Lack of noun phrases Use of incorrect connectives Use of the double negative Using 'could of' Using incorrect prepositions with verbs Collocation
REGISTER <ul style="list-style-type: none"> Writing impersonally/using the appropriate level of formality Using differing degrees of certainty 	
CULTURAL CAPITAL <ul style="list-style-type: none"> Range of vocabulary Cultural awareness and general knowledge Wider reading Drawing on wider subject knowledge to support taught material 	
QUALITY CONTROL <ul style="list-style-type: none"> Proof reading Repetition and waffling 	

NOTE TAKING AND SUMMARISING

Note taking

ACTIVITY

- This activity helps students to read texts critically and allows them to practice note taking. It can be adapted for most subjects. The example below is from Geography.
- Students work in groups of 3. Each student in the group has a different text on the same topic (in the example below, Text A, Text B, and Text C) to work on.
- They make notes on their texts and then compare their notes with the other members of the group.
- Together they complete the Venn diagram indicating which points are common to all three texts, which appear in two of the texts and which appear in only one text.

This activity was created by Nick Brown using an idea from *Ensuring the attainment of more advanced learners of English as an additional language (EAL)*
Module CPDM 6 Reading as a writer: exploring challenging texts (DCSF 2009)

TEXT A

Global warming impacts in the Arctic and Antarctic

The polar regions of the Earth are where climate change is having the most visible and significant impacts. Sea ice and freshwater glacial ice are melting, the permafrost continues to thaw and release even more greenhouse gases and many species are finding it increasingly hard to adapt to the escalating changes.

The barometers of global climate change

Signs of unprecedented change abound at the Earth's poles. Sea ice in the Arctic has declined drastically in the last 30 years and the Northwest Passage was ice free for the first time in history in 2007. At the Arctic and Antarctic massive ice shelves are disintegrating and breaking away, such as the now famous break away of the Larsen B ice shelf in Antarctica in 2002.

But the signs of change at the poles are more pervasive than the attention grabbing declines of sea ice and collapsing ice shelves — and they affect us all.

A vast expanse of the Arctic is made up of permanently frozen ground, called permafrost. This frozen ground supports roads, pipelines, and buildings. As the temperatures increase the permafrost thaws and the infrastructure becomes twisted and unstable. 'Drunken forests', where the trees fall over as the ground beneath them thaws, has become a more common site.

Beyond the visible impact of thawing ground is the threat posed by the carbon and methane that has been locked in the permafrost and beneath the cold arctic waters (in subsea permafrost) for millions of years. As the temperatures warm, these greenhouse gases are increasingly released into the atmosphere and cause further warming. This warming in turn releases more greenhouse gas, and unless it is stopped it will reach a "tipping point".

Reaching the tipping points

Once a tipping point has been reached a feedback process takes over and it would be near impossible to slow it down. Scientists are concerned that the release of carbon and methane from thawing permafrost in the Arctic could be one of several tipping points.

Another tipping point is the change in albedo (the extent to which a surface can reflect sunlight) from reflective ice and snow to absorbent open water. Snow sitting on top of the sea ice reflects about 90% of the sun's energy whereas open water absorbs about 94%. So as the open water of the ocean absorbs more heat and causes more sea ice to disappear it exposes even more water and another feedback process has begun.

Impact on wildlife

Some species now struggle to survive as polar regions become warmer. Even small changes in the conditions are enough to have serious impacts. In the Arctic a whole ecosystem relies on the presence of sea-ice. From the plankton that live on the bottom on the sea ice and all the way up to harp seals and polar bears.

Walrus are having a harder time as they rely on sea-ice floating close to land on which to haul out. As this sea-ice disappears some walrus pups drown at sea and others are crushed to death during stampedes on crowded beaches.

The **Emperor penguin** colony at Terra Adelie in Antarctica could decline by 95% before the end of the century, if sea-ice continues to decline at the current rate. This would place the population at serious risk of extinction. Other Emperor penguin colonies could face a similar situation.

Climate changes threatens a lot of arctic species, including the arctic fox (*Alopex lagopus*), which continues to lose ground as the red fox moves northward.

Break away of ice shelves

In both the Arctic and Antarctic massive ice shelves have broken away on an unprecedented scale in recent years.

Source: http://www.panda.org/about_our_earth/aboutcc/problems/impacts/polar_melting/

TEXT B

Arctic & Climate Change

The Arctic is warming faster than the rest of the globe and is experiencing some of the most severe climate impacts on Earth. One of the most notable is the rapid decline in the thickness and extent of sea ice.

Some models suggest the Arctic Ocean could be ice-free in summer by 2030 whilst others suggest it could be as early as 2012. Permafrost is thawing, glaciers are melting, and the massive Greenland Ice Sheet is losing ice at record rates.

Sea ice underpins the entire Arctic marine ecosystem, and as it shrinks and thins, there are major repercussions for the Arctic peoples and wildlife.

The increasingly rapid rate of climate change poses new challenges to the resilience of Arctic life.

In addition to the impacts of climate change, many other stresses brought about by human activities are simultaneously affecting life in the Arctic, including air and water contamination, over-fishing, increasing levels of ultraviolet radiation due to ozone depletion, habitat alteration and pollution due to resource extraction.

The sum of these factors threatens to overwhelm the adaptive capacity of some Arctic populations and ecosystems.

"I have seen first-hand the impacts of global warming in the Arctic, when the sea ice retreated so far offshore that a lone polar bear was stranded in open water, swimming for what little ice it could find in search of its ringed seal prey that were hundreds of miles away at the ice edge. That bear was not long for this world, and the image haunts me every time I read another grim report about the plight of polar bears in our warming world." Melanie Duchin, Greenpeace Climate Campaigner

Effect on Arctic peoples' lives and wildlife

Many indigenous peoples are and will be negatively impacted as reduced sea ice causes the animals on which they depend for food to become less accessible and to decline in numbers. Some species are already facing extinction. Coastal erosion caused by rising sea level and a reduction in sea ice are allowing higher waves and storm surges to reach the shore, so that some coastal communities are already being forced to relocate.

Polar bears are completely dependent on sea ice for their entire lifecycle - from hunting seals, their main prey, to raising their cubs. Researchers are reporting an increasing number of polar bears drowning because they have to swim longer distances between ice floes. Others are spending more time on land fasting as they wait for the sea ice to freeze up at the end of summer. Research has also found that for the first time, polar bears are cannibalizing each other due to food related stress, a direct impact of the loss of sea ice caused by climate change.

Many other species such as seals, whales and walrus also depend on the sea ice. Ice-dependent seals, including the ringed seal, ribbon seal, spotted seal and bearded seal, are particularly vulnerable to the observed and projected reductions in Arctic sea ice because they give birth to and nurse their pups on the ice and use it as a resting platform. They also forage near the ice edge and under the ice. It is very unlikely these species could adapt to life on land in the absence of summer sea ice.

Effects on the global climate

The Arctic has been called "the world's refrigerator," and one reason is the role of sea ice in regulating global climate. Sea ice reflects light, whereas the dark Arctic Ocean absorbs light. As sea ice melts, more of the Arctic Ocean is exposed, meaning more sunlight is absorbed. This causes more warming, which in turn causes more sea ice to melt and continues the process. This is an example of a feedback loop, a situation where warming causes yet more warming to occur.

Another feedback loop in the Arctic is melting permafrost. Permafrost is ground that is literally frozen solid, and it can be found throughout the Arctic land environment as well as the seabed below shallow parts of the Arctic Ocean. As temperatures rise, permafrost melts, releasing trapped methane into the atmosphere. Methane is a powerful greenhouse gas, so as the permafrost melts and releases methane into the atmosphere, warming is exacerbated which in turn causes more permafrost to melt.

As sea ice loss and melting permafrost create further global warming, the Arctic meltdown has grave consequences for the entire planet.

Source: <http://www.greenpeace.org/international/en/campaigns/climate-change/arctic-impacts/the-arctic-climate-change/#a0>

TEXT C

1. Why are global warming specialists watching the Arctic so closely?

The Arctic is global warming's canary in the coal mine. It's a highly sensitive region, and it's being profoundly affected by the changing climate. Most scientists view what's happening now in the Arctic as a harbinger of things to come. Since 1979, the size of the summer polar ice cap has shrunk more than 20 percent.

2. What kinds of changes are taking place in the Arctic now?

Average temperatures in the Arctic region are rising twice as fast as they are elsewhere in the world. Arctic ice is getting thinner, melting and rupturing. For example, the largest single block of ice in the Arctic, the Ward Hunt Ice Shelf, had been around for 3,000 years before it started cracking in 2000. Within two years it had split all the way through and is now breaking into pieces. The polar ice cap as a whole is shrinking. Images from NASA satellites show that the area of permanent ice cover is contracting at a rate of 9 percent each decade. If this trend continues, summers in the Arctic could become ice-free by the end of the century.

3. How does this dramatic ice melt affect the Arctic?

The melting of once-permanent ice is already affecting native people, wildlife and plants. When the Ward Hunt Ice Shelf splintered, the rare freshwater lake it enclosed, along with its unique ecosystem, drained into the ocean. Polar bears, whales, walrus and seals are changing their feeding and migration patterns, making it harder for native people to hunt them. And along Arctic coastlines, entire villages will be uprooted because they're in danger of being swamped. The native people of the Arctic view global warming as a threat to their cultural identity and their very survival.

4. Will Arctic ice melt have any effects beyond the polar region?

Yes -- the contraction of the Arctic ice cap is accelerating global warming. Snow and ice usually form a protective, cooling layer over the Arctic. When that covering melts, the earth absorbs more sunlight and gets hotter. And the latest scientific data confirm the far-reaching effects of climbing global temperatures.

Rising temperatures are already affecting Alaska, where the spruce bark beetle is breeding faster in the warmer weather. These pests now sneak in an extra generation each year. From 1993 to 2003, they chewed up 3.4 million acres of Alaskan forest.

Melting glaciers and land-based ice sheets also contribute to rising sea levels, threatening low-lying areas around the globe with beach erosion, coastal flooding, and contamination of freshwater supplies. (Sea level is not affected when floating sea ice melts.) At particular risk are island nations like the Maldives; over half of that nation's populated islands lie less than 6 feet above sea level. Even major cities like Shanghai and Lagos would face similar problems, as they also lie just six feet above present water levels.

Rising seas would severely impact the United States as well. Scientists project as much as a 3-foot sea-level rise by 2100. According to a 2001 U.S. Environmental Protection Agency study, this increase would inundate some 22,400 square miles of land along the Atlantic and Gulf coasts of the United States, primarily in Louisiana, Texas, Florida and North Carolina.

A warmer Arctic will also affect weather patterns and thus food production around the world. Wheat farming in Kansas, for example, would be profoundly affected by the loss of ice cover in the Arctic. According to a NASA Goddard Institute of Space Studies computer model, Kansas would be 4 degrees warmer in the winter without Arctic ice, which normally creates cold air masses that frequently slide southward into the United States. Warmer winters are bad news for wheat farmers, who need freezing temperatures to grow winter wheat. And in summer, warmer days would rob Kansas soil of 10 percent of its moisture, drying out valuable cropland.

5. Can we do anything to stop global warming?

Yes. When we burn fossil fuels -- oil, coal and gas -- to generate electricity and power our vehicles, we produce the heat-trapping gases that cause global warming. The more we burn, the faster churns the engine of global climate change. Thus the most important thing we can do is save energy.

And we *can* do it. Technologies exist today to make cars that run cleaner and burn less gas, generate electricity from wind and sun, modernize power plants, and build refrigerators, air conditioners and whole buildings that use less power. As individuals, each of us can take steps to save energy and fight global warming.

last revised 11/22/2005

Source: <http://www.nrdc.org/globalwarming/qthinice.asp>

INSTRUCTIONS TO GIVE TO STUDENTS

In groups of 3

- Your group will be given 3 different texts about the impact of climate change on the Arctic region.
- Each member of the group should take a different text.

Instructions for reading the text:

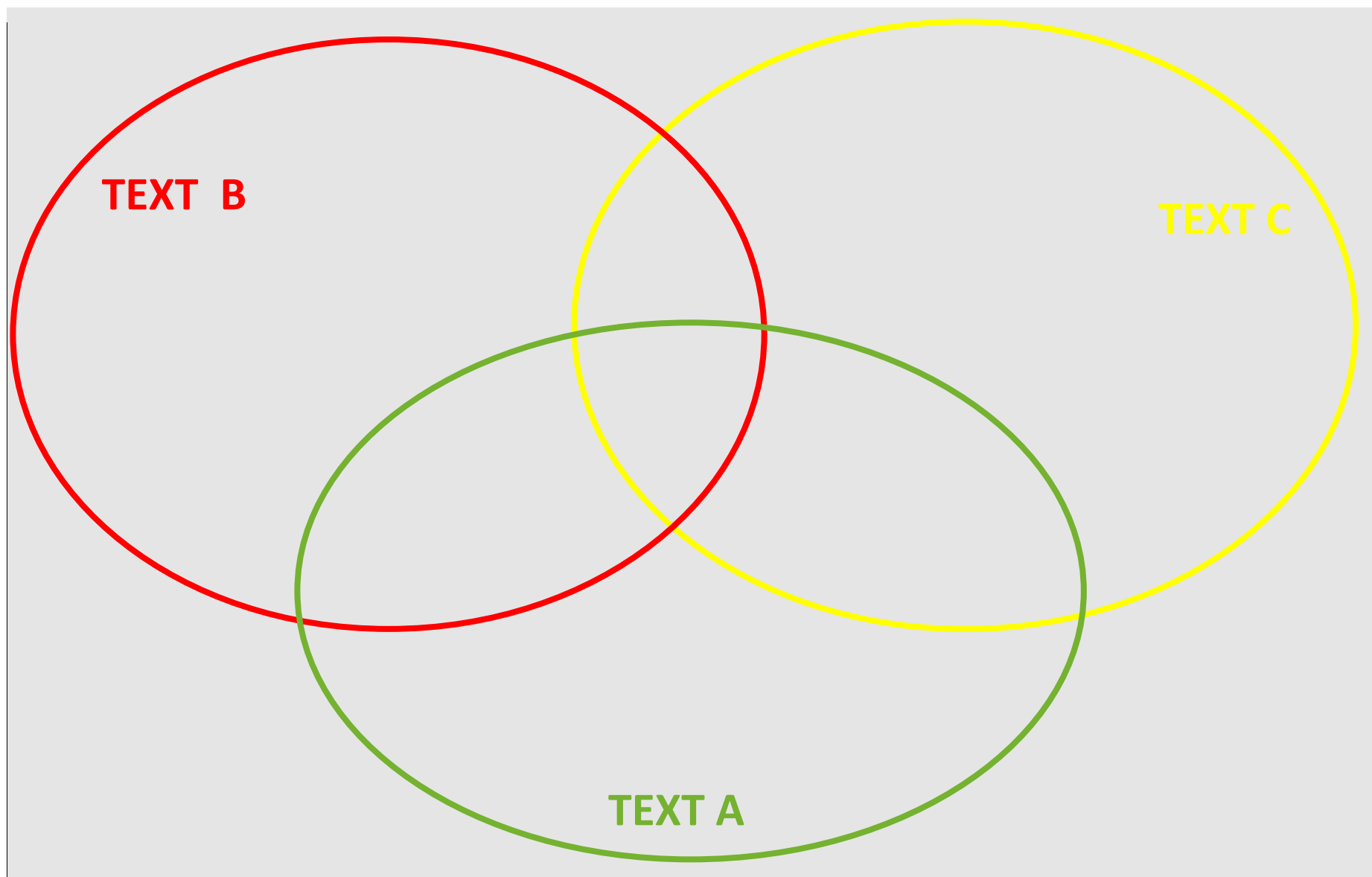
- Read through the article very quickly.
- Identify the source of the article. Whose interests is the article representing?
- What are the key points the article is making?
- Now read the article again more carefully making notes on what it suggests are the main the impacts of climate change on the region.

Comparing notes:

- When you have finished, compare your notes with the other members of your group. In consultation, number your points (making sure that points which are the same in each article have the same number).
- Now write on the Venn diagram you have been given where you think each numbered point should go. If the point is made by all three articles place it in the centre of the Venn diagram where all three circles intersect. If it is made by only two of the articles, place the number in the area where those circles intersect. If the point is made by only one of the articles place it in that part of the circle which does not intersect with any other circle.

Compare the articles with the text book

- Now read **Text D** taken from your text book.
- Make notes of the extract.
- What points are made in the text book which are not made in any of the articles? Make a list of these.
- What points are made by the articles which do not appear in the textbook? Make a list of these



Summarising texts

ACTIVITY

- This activity aims to show how the focus of a text can be changed through editing choices. The goal is to encourage students to identify and eliminate certain information in this passage (and ultimately in their own writing) and to be able to recognise why particular information might be (un)necessary. It has been designed by taking an original text in a genre with which the students are familiar (in this case a blurb to a popular novel) and adding additional and arguably unnecessary information.
- It can be used to help students practice this particular skill, or it can be used as part of a wider activity (i.e. to help students to refocus their own writing, or to help them to sum up in a conclusion).
- Below is the blurb to the novel *Twilight*. It is not the original blurb, however, but an adapted version that is 205 words long.
- Ask students to delete words, phrases and sentences so that the blurb is only 85 – 100 words long.
- To adapt it for your subject, choose a relevant text and add in extra detail that is plausible but possibly unnecessary for that particular text type or that subject focus
- It is important to emphasise that while version 3 is the original, it is not the only or necessarily the best option – students may have chosen to delete and keep different parts of the blurb for good reasons. Stress that what a writer keeps or deletes will change depending on the aspects of the writing that they want to highlight, be that style, elements of an argument, the focus of a story, etc.
- This activity was designed and created by the Queen Mary Thinking Writing programme. This resource, and others, can be found at their website: <http://www.thinkingwriting.qmul.ac.uk>

TWILIGHT BLURB LENGTHENED

When Isabella Swan moves to the gloomy town of Forks, a small overcast town with constantly rainy weather situated in the far North West of the United States of America and meets the mysterious, alluring Edward Cullen, her life takes a thrilling and terrifying turn. As a small town Forks doesn't usually have much excitement but when Isabella gets there, her life becomes very exciting indeed. With his porcelain pale white skin, golden sunshine yellow eyes, mesmerizing voice that you can't take your attention away from, and supernatural gifts, Edward is both irresistible and impenetrable. Up until now, he has managed to keep his real true identity hidden, and almost nobody in the small town of Forks knows who he really is, but Bella is determined to uncover his dark secret. She is desperate find out what he is hiding.

What Bella doesn't realize is that the closer she gets to him, the more time they spend together in class and out of class, and the more she feels for him, the more she is putting herself and those around her at risk. All of their lives are becoming more dangerous every day for a variety of reasons. And it might be too late to turn back...

(205 words)

OPTIONS FOR SHORTENED VERSIONS

OPTION 1

The gloomy town of Forks, a small overcast town situated in the far North West of the United States of America doesn't usually have much excitement, but life becomes very exciting indeed. With his supernatural gifts, Edward has managed to keep his real true identity hidden; almost nobody in the small town of Forks knows who he really is. All of their lives are becoming more dangerous every day for a variety of reasons. And it might be too late to turn back...

(85 words)

OPTION 2

When Isabella Swan moves to the gloomy town of Forks, her life takes a thrilling and terrifying turn. When Isabella gets there, her life becomes Edward: irresistible and impenetrable. Almost nobody in the small town of Forks knows who he really is, but Bella is determined to uncover his dark secret. What Bella doesn't realize is that the closer she gets, the more time they spend together, the more she is putting herself at risk. And it might be too late to turn back...

(85 words)

OPTION 3

When Isabella Swan moves to the gloomy town of Forks and meets the mysterious, alluring Edward Cullen, her life takes a thrilling and terrifying turn. With his porcelain skin, golden eyes, mesmerizing voice, and supernatural gifts, Edward is both irresistible and impenetrable. Up until now, he has managed to keep his true identity hidden, but Bella is determined to uncover his dark secret.

What Bella doesn't realize is that the closer she gets to him, the more she is putting herself and those around her at risk. And it might be too late to turn back...

(95 words)

ANSWER GUIDE

OPTION 1

When Isabella Swan moves to the gloomy town of Forks, a small overcast town with constantly rainy weather situated in the far North West of the United States of America and meets the mysterious, alluring Edward Cullen, her life takes a thrilling and terrifying turn. As a small town Forks doesn't usually have much excitement but when Isabella gets there, her life becomes very exciting indeed. With his porcelain pale white skin, golden sunshine yellow eyes, mesmerizing voice that you can't take your attention away from, and supernatural gifts, Edward is both irresistible and impenetrable. Up until now, he has managed to keep his real true identity hidden; and almost nobody in the small town of Forks knows who he really is, but Bella is determined to uncover his dark secret. She is desperate find out what he is hiding.

What Bella doesn't realize is that the closer she gets to him, the more time they spend together in class and out of class, and the more she feels for him, the more she is putting herself and those around her at risk. All of their lives are becoming more dangerous every day for a variety of reasons. And it might be too late to turn back...

OPTION 2

When Isabella Swan moves to the gloomy town of Forks, a small overcast town with constantly rainy weather situated in the far North West of the United States of America and meets the mysterious, alluring Edward Cullen, her life takes a thrilling and terrifying turn. As a small town Forks doesn't usually have much excitement but when Isabella gets there, her life becomes very exciting indeed. With his porcelain pale white skin, golden sunshine yellow eyes, mesmerizing voice that you can't take your attention away from, and supernatural gifts, Edward is both irresistible and impenetrable. Up until now, he has managed to keep his real true identity hidden, and almost nobody in the small town of Forks knows who he really is, but Bella is determined to uncover his dark secret. She is desperate find out what he is hiding.

What Bella doesn't realize is that the closer she gets to him, the more time they spend together in class and out of class, and the more she feels for him, the more she is putting herself and those around her at risk. All of their lives are becoming more dangerous every day for a variety of reasons. And it might be too late to turn back...

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When Isabella Swan moves to the gloomy town of Forks, a small overcast town with constantly rainy weather situated in the far North West of the United States of America and meets the mysterious, alluring Edward Cullen, her life takes a thrilling and terrifying turn. As a small town Forks doesn't usually have much excitement but when Isabella gets there, her life becomes very exciting indeed. With his porcelain pale white skin, golden sunshine yellow eyes, mesmerizing voice that you can't take your attention away from, and supernatural gifts, Edward is both irresistible and impenetrable. Up until now, he has managed to keep his real true identity hidden, and almost nobody in the small town of Forks knows who he really is, but Bella is determined to uncover his dark secret. She is desperate find out what he is hiding.

What Bella doesn't realize is that the closer she gets to him, the more time they spend together in class and out of class, and the more she feels for him, the more she is putting herself and those around her at risk. All of their lives are becoming more dangerous every day for a variety of reasons. And it might be too late to turn back...

STRUCTURE AND ORGANISATION

Planning and structuring an essay

ACTIVITY A

- The aim of this activity is to introduce students to a way of thinking about what an assignment might be asking them to do; it aims to help them develop a sense of what possible evaluative statements or 'claims' they might make in a piece of writing.
- Students are given an essay question and write a series of position statements. The goal is to model the critical thinking and questioning involved in developing a statement so that students can attempt it for themselves. In many ways, the start of this activity is very intense and needs and calls for intensive talk-through and discussion rather than giving out the examples; without this, it is difficult for the students to apply it to their own work.
- Students then decide which statement they agree with and use it as a basis for planning the rest of the points they will make in the essay.
- We have found that the most difficult part of this activity is helping students to make interesting and relevant claims/statements that they feel they actually believe in; if students get stuck, asking them to make a firm statement about what they believe about the topic is a good starting point. It is also worth noting that this activity takes quite a bit of time and needs practice and plenty of discussion, but can be extremely effective in developing critical thinking. In step 4 there is mention of an essay plan – this is not an essay plan in the sense of 'introduction – 3-6 paragraphs – conclusion' but rather a series of points/arguments that make up a convincing case.
- This activity was designed and created by the Queen Mary Thinking Writing programme. This resource, and others, can be found at their website: <http://www.thinkingwriting.qmul.ac.uk>

UNPACKING AN ESSAY TOPIC

STEP 0 Write down your title or question:

STEP 1 Make your question into a statement (this can be a claim, a position, an assertion):

STEP 2 Reverse or negate the statement:

STEP 3 Explore variations on the statement by making it stronger or weaker, more or less certain, more or less specific. Write at least two variations of your statement here:

STOP AND THINK: What do you believe? Which claim do you want to make?

STEP 4 In order to make this claim, what other points or claims do you need to make?

- Make a list of these.
- Now order them as you might order paragraphs in a piece of writing.
- Does this make an essay plan? If not, what do you need to add?

Example A

STEP ZERO: Write down your topic or question

To what extent has feminism contributed to society?

STEP ONE: Make your question into a statement/claim

Feminism has contributed to society.

STEP TWO: Reverse or negate the statement/claim:

Feminism has not contributed to society.

STEP THREE: Explore variations on the statement by making it stronger or weaker, more or less certain, more or less specific.

Feminism has contributed to society to a great extent

Feminism has contributed to society only to a very small extent.

Feminism has contributed in some ways to some aspects of society but it has not contributed in other ways....

Example B

STEP ZERO: Write down your topic or question

Describe and evaluate 1-2 theories of formation and maintenance of interpersonal relationships.

STEP ONE: Make your question into a statement/claim

Descriptive Claims:

- **Theory 1 describes the formation and maintenance of interpersonal relationships.**
- **Theory 2 describes the formation and maintenance of interpersonal relationships.**
- **There is a difference between the ways theory 1 and theory 2 describe the formation and maintenance of interpersonal relationships.**

Evaluative statements:

- **Theory 1 is good at describing the formation and maintenance of interpersonal relationships.**
- **Theory 2 is good at describing the formation and maintenance of interpersonal relationships.**

STEP TWO: Reverse or modify the statement/claim:

- **Theory 1 is not good at describing the formation and maintenance of interpersonal relationships.**
- **Theory 2 is not good at describing the formation and maintenance of interpersonal relationships**

STEP THREE: Explore variations on the statement by making it stronger or weaker, more or less certain, more or less specific.

- **Theory 1 is good at describing *some aspects of* the formation and maintenance of interpersonal relationships, but not good at describing others.**
- **Theory 1 is good at describing the formation of interpersonal relationships but not good at describing their maintenance.**
- **Theory 2 is better at describing some aspects of the formation and maintenance of interpersonal relationships than Theory 1....**

Example C

STEP ZERO: Write down your topic or question

- **“Prisons are full of bad people” Discuss the link with prison violence.**

STEP ONE: Make your question into a statement/claim

(first part of question)

- **Prisons are full of bad people**

(second part of question)

- **Prisons (as defined above) are linked with prison violence.**
- **There is violence in prisons.**

STEP TWO (working on first part of question): Reverse:

- **Prisons are not full of bad people**

STEP THREE: Explore assumption:

- **It is possible to define ‘bad people’**

STEP THREE: Modify and question:

- **Not all people who go to prison are bad**
- **It depends what is meant by badness**
- **Prisons (as defined above) are linked with prison violence.**
- **There is violence in prisons.**

STEP ONE (Merge the two parts of the question into a single statement) Statement:

- **The reason there is violence in prisons is because there are bad people there.**

STEP TWO: Reverse

- **The reason there is violence in prisons is not because there are bad people there. There is some other reason....**

STEP THREE: Modify:

- **Part of the reason there is violence in prison is because there are ‘bad’ people there but there are other reasons as well....**

Using a model answer to understand the structure of an essay

ACTIVITY

- The aim of this activity is not just to present students with a model answer, but to get them to engage with it, to read it closely and to understand how each paragraph and the essay as a whole have been structured.
- It requires the teacher to write a model answer to an exam question, ideally one which is not much longer than a side of typed A4 text. It is best that the students are given a near perfect model to work from because part of the strategy involves them reading the text aloud and the better the model the more effective the oral rehearsal is likely to be. Most exam boards provide sample answers but these have been written by candidates and although they may score an “A” grade they may not necessarily provide the best language model or the perfect structure.
- Students work in pairs. They are given the model essay with each sentence on a separate card. Their task is to sort the cards into logical paragraphs and the sentences into a logical order within each paragraph.
- To help them, the sentences of the Introduction and the Conclusion can be printed in different colours. The first sentence of each paragraph (usually the topic sentence) can be printed in bold. If the introduction contains an outline of the points to be covered in the essay (i.e. is a sufficient sign post for the rest of the text) the students will be able to sort out the right order for the paragraphs and then the sentences within each paragraph.
- If the students are encouraged to read out the sentences aloud as they sort them they will be “orally rehearsing” the style of academic language we would like them to use when writing their own essays.
- Once the cards have been sorted, a discussion can take place about the structure of the essay and a graphic organiser* can be used to discuss the function of each sentence within each paragraph (such as Point, Evidence, Explain, Development of point, Link back to question etc.).

* A **graphic organizer**, also known as knowledge map, concept map, story map, cognitive **organizer**, advance **organizer**, or concept diagram, is a communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them. You can find examples and often interactive tools at the following websites:

- <http://www.eduplace.com/graphicorganizer/>
- http://www.edhelper.com/teachers/General_graphic_organizers.htm
- <http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension>

Examples of graphic organisers are given after the Activity Example.

Example

In this model essay for sorting, the teacher has added a paragraph detractor i.e. sentences that the students need to discard (highlighted)

a) Kant's approach to ethics is cold and unattractive. Explain why many accept this assessment of Kant. (25 marks)

Kant's theory of the Categorical Imperative is often regarded as cold and unattractive. This is due to firstly his insistence on removing emotion from a moral action, secondly due to the fact that the removal of emotion is almost impossible for a human and thirdly due to the absolutism of the idea of universalisation in his three maxims. This essay will look at all three of these examples to demonstrate why Kant's theory is often seen as cold and unattractive but will also explain that ultimately this may be part of the success of Kant's theory too.

Immanuel Kant was an Enlightenment philosopher who had been born in Prussia in 1724 and died in 1804. He worked hard all his life but never really left the town of Königsberg. He was well respected and his ideas on moral philosophy have had a large impact on much European thought. He believed that humans were rational beings and that they could use reason rather than emotion to work out what was right and wrong.

The first reason Kant's theory may be seen as 'cold' is due to Kant's desire to remove emotion from a person's judgment in order to achieve a pure moral action. Kant believed in the Categorical Imperative, a pure moral action should be carried out without desire for an outcome but simply for the sake of itself. For example a person helps another as they are in need, not because the helper wants reward. Kant believed that a moral action depends on duty and goodwill. Duty is the requirement to do an act, and goodwill is the right intention to accompany it. To do an action with a desired outcome was the Hypothetical Imperative and this for Kant no longer counted as a pure moral action. Kant believed involving emotion in moral action was regarded as dubious intention and therefore would lead to a selfish outcome. For example to do voluntary work with the hope of being praised is no longer a moral action. Therefore Kant's theory may be seen as cold because he demanded the people must remove their emotion in order to achieve pure morality.

Secondly Kant's removal of emotion may be seen as unattractive for many as it is arguable that for a human to do an action without emotion is impossible. Humans are driven by emotion, for example they help someone because they feel care or love towards that person. Consequently Kant's ultimate goal, the *summum bonum*, is arguably impossible for any person to realize as humans are unable to detach themselves from emotion to do duty entirely for duty's sake. Therefore Kant's theory may seem unattractive to many as it could be argued to be unattainable.

Thirdly Kant's theory seems 'cold' as it is absolutist and deontological and therefore the rules must always be applied regardless of the needs of an individual situation. Kant's categorical imperative requires the following of three maxims. These maxims may be regarded as cold due to their reliance on universalisation and treating all people the same whatever the requirements of a situation. The three maxims are 'universalisation', 'treating humans as ends and not means' and finally 'legislating as if you are in the Kingdom of Ends'. Universalisation could be seen as cold as it demands that all people should be prepared to do the same in a situation otherwise it is not morally acceptable. For example, if all women aborted their baby that would be illogical, therefore abortion cannot be allowed according to universalisation. This does not take into account a situation where a woman feels unable to look after a child herself or where the circumstances may be difficult such as severe disability. This absolute and deontological approach makes Kant's theory inflexible and therefore Kant's theory seems unattractive when looking at the subjective needs of individual moral cases.

However, being a 'cold' theory does not necessarily make Kant's theory unattractive to all as for some, the coldness is what makes it successful. Removing emotion, although very difficult, can lead to a purer moral intention as it means people's actions are not steered by their desires and preferences. This means that people can show a more universal compassion to a greater number of people whether or not they 'like' the person involved. It also leads to a society driven by duty rather than self-gain which although perhaps cold can result in a purer form of morality.

In conclusion, many accept Kant's theory as being 'cold and unattractive' essentially due to the removal of emotion required by the Categorical Imperative and the fact it is an absolutist, deontological theory that prioritizes universalization rather than the needs of an individual in a subjective position. However the fact the Categorical Imperative is 'cold' can also be seen as a benefit as it separates people's moral acts from their selfish intentions.

<p>Kant's theory of the Categorical Imperative is often regarded as cold and unattractive.</p>	<p>This is due to firstly his insistence on removing emotion from a moral action, secondly due to the fact that the removal of emotion is almost impossible for a human and thirdly due to the absolutism of the idea of universalisation in his three maxims.</p>	<p>This essay will look at all three of these examples to demonstrate why Kant's theory is often seen as cold and unattractive but will also explain that ultimately this may be part of the success of Kant's theory too.</p>
<p>The first reason Kant's theory may be seen as 'cold' is due to Kant's desire to remove emotion from a person's judgment in order to achieve a pure moral action.</p> <p>Kant believed that a moral action depends on duty and goodwill. Duty is the requirement to do an act, and goodwill is the right intention to accompany it.</p> <p>For example to do voluntary work with the hope of being praised is no longer a moral action.</p> <p>Humans are driven by emotion, for example they help someone because they feel care or love towards that person.</p>	<p>Kant believed in the Categorical Imperative, a pure moral action should be carried out without desire for an outcome but simply for the sake of itself.</p> <p>To do an action with a desired outcome was the Hypothetical Imperative and this for Kant no longer counted as a pure moral action.</p> <p>Therefore Kant's theory may be seen as cold because he demanded the people must remove their emotion in order to achieve pure morality.</p> <p>Consequently Kant's ultimate goal, the <i>summum bonum</i>, is arguably impossible for any person to realize as humans are unable to detach themselves from emotion to do duty entirely for duty's sake.</p>	<p>For example a person helps another as they are in need, not because the helper wants reward.</p> <p>Kant believed involving emotion in moral action was regarded as dubious intention and therefore would lead to a selfish outcome.</p> <p>Secondly Kant's removal of emotion may be seen as unattractive for many as it is arguable that for a human to do an action without emotion is impossible.</p> <p>Therefore Kant's theory may seem unattractive to many as it could be argued to be unattainable.</p>
<p>Thirdly Kant's theory seems 'cold' as it is absolutist and deontological and therefore the rules must always be applied regardless of the needs of an individual situation.</p>	<p>Kant's categorical imperative requires the following of three maxims.</p>	<p>These maxims may be regarded as cold due to their reliance on universalisation and treating all people the same whatever the requirements of a situation.</p>
<p>The three maxims are 'universalisation', 'treating humans as ends and not means' and finally 'legislating as if you are in the Kingdom of Ends'.</p> <p>This does not take into account a situation where a woman feels unable to look after a child herself or where the circumstances may be difficult such as severe disability.</p>	<p>Universalisation could be seen as cold as it demands that all people should be prepared to do the same in a situation otherwise it is not morally acceptable.</p> <p>This absolute and deontological approach makes Kant's theory inflexible and therefore Kant's theory seems unattractive when looking at the subjective needs of individual moral cases.</p>	<p>For example, if all women aborted their baby that would be illogical, therefore abortion cannot be allowed according to universalisation.</p> <p>However, being a 'cold' theory does not necessarily make Kant's theory unattractive to all as for some, the coldness is what makes it successful.</p>
<p>Removing emotion, although very difficult, can lead to a purer moral intention as it means people's actions are not steered by their desires and preferences.</p> <p>In conclusion, many accept Kant's theory as being 'cold and unattractive' essentially due to the removal of emotion required by the Categorical Imperative and the fact it is an absolutist, deontological theory that prioritizes universalization rather than an the needs of an individual in a subjective position.</p>	<p>This means that people can show a more universal compassion to a greater number of people whether or not they 'like' the person involved.</p> <p>However the fact the Categorical Imperative is 'cold' can also be seen as a benefit as it separates people's moral acts from their selfish intentions.</p>	<p>It also leads to a society driven by duty rather than self-gain which although perhaps cold can result in a purer form of morality.</p>

Distractor cards:

Immanuel Kant was an Enlightenment philosopher who had been born in Prussia in 1724 and died in 1804.	He worked hard all his life but never really left the town of Konigsberg.	He was well respected and his ideas on moral philosophy have had a large impact on much European thought.
He believed that humans were rational beings and that they could use reason rather than emotion to work out what was right and wrong.		

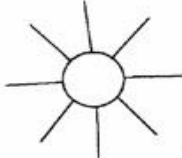
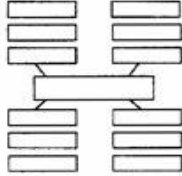
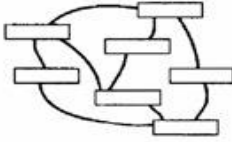
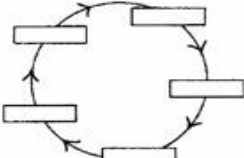




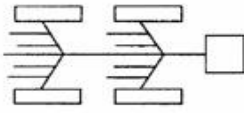
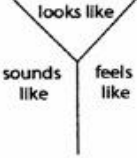

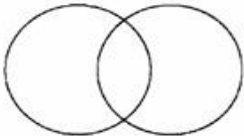
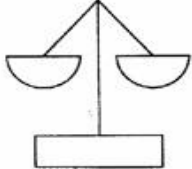
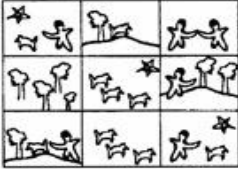

ANSWER GUIDE to GRAPIC ORGANISER FOR KANT ESSAY

Suggested layout for GRAPHIC ORGANISER for

a) Kant's approach to ethics is cold and unattractive. Explain why many accept this assessment of Kant. (25 marks) Suggested layout



Examples of graphic organisers:**Making Thinking Visual with Graphic Organisers**

KEY PURPOSE OF THE ORGANISER	SAMPLE GRAPHIC ORGANISERS		
Recalling, grouping, classifying, summarising ideas	 <p>Spider diagram</p>	 <p>Affinity/cluster web</p>	 <p>Concept map</p>
Sequencing events, ordering ideas	 <p>Cycle circle</p>	 <p>Flow chart</p>	 <p>Twister</p>
Showing causal links (cause and effect)	 <p>Futures wheel</p>	 <p>Bridge</p>	 <p>Fishbone</p>
Deeper analysis—dissecting an idea into specific components and exploring different attributes	 <p>Y chart</p>	 <p>T chart</p>	 <p>Venn diagram</p>
Planning and decision making or reviewing	 <p>Scales</p>	 <p>Comic strip</p>	 <p>ECG graph</p>

Paragraph Structure (1)

Analysing paragraphs in Psychology (Year 12)

Submitted by Ann Elisabeth Jones

Guidelines for carrying out activity

Focus on PARAGRAPH WRITING in PSYCHOLOGY Year 12

The topic: an evaluation of the Multi Store Model (MSM) of Memory

- 1) First of all, students read and compare the two versions.
 - What do you notice? Which one is stronger? Why?
- 2) Paragraph structure in Psychology
 How would you expect a paragraph in Psychology to be structured? (talk partners and write any feedback on whiteboard)
 P = point (sometimes referred to as a **topic sentence** in other subjects)
 E = explanation
 A = analysis / application
- 3) Students: analyse a paragraph from the stronger version (E). Use different colours, highlighter or underline to show what sentences are doing.
 Recommend paragraph 3 but students can choose a different one.
 Analyse the same paragraph from Version L. What differences are there?
- 4) Analysis of Paragraph 3 from both versions
 Sentence 1 gives the point (can also be called topic sentence)
 - Cunitz and Glanzer provided evidence for the primacy and recency effect.
 Sentence 2 – gives an explanation
 - They found that participants who recalled the list immediately remembered the first and last few words best, participants that recalled the list after a delay only remembered the first few words, and both groups of participants had difficulty recalling words from the middle of the list.
 Sentence 3 – continues the explanation with more supporting evidence
 - The researchers concluded that words from the beginning of the list were remembered because they had entered long term memory (they called this the primacy effect), and words at the end of the list were remembered well in the immediate recall condition because they were still in short term memory (called the recency effect).
 Sentence 4 – the application to the theory of memory
 - The primacy effect and recency effect can be taken together to provide evidence that human memory has separate short and long term stores.
 When we analyse the corresponding paragraph in version L we find that:
 - The point (sentence 1) remains the same
 - The explanation is shorter (only one sentence)
 - The application is missing

This is typical of work which only scores half the available marks for the question in an exam.

Last paragraph

If the same activity is carried out for the last paragraph, we find that the point or topic sentence is missing from Version L, as well as some of the explanation.

Version L**Evaluation of the Multi Store Model (MSM) of Memory**

The MSM appears to explain how information passes through memory and is either stored or forgotten. For example, we do rehearse information that we need to remember in an auditory format in our short term memory, for example with a shopping list.

Empirical evidence provides support for the MSM in demonstrating that there are 3 separate memory stores, the SSTM, the STM and the LTM. Miller and Jacobs have shown through their digit span tests that the STM has a capacity for 7+2 chunks.

Cunitz and Glanzer provided evidence for the primacy and recency effect. They found that participants who recalled the list immediately remembered the first and last few words best, participants that recalled the list after a delay only remembered the first few words, and both groups of participants had difficulty recalling words from the middle of the list.

Valid data supporting the MSM can be found in the form of case studies from patients who have suffered brain damage leading to anterograde amnesia. The most famous amnesia cases here are HM (Milner, 1966) and Clive Wearing. Both patients had severe damage to the areas of their brains that contain the hippocampi. After suffering their brain damage, both HM and Clive Wearing lost the ability to form new long term memories. Both had normally functioning short term memories, but as STM only has a duration of up to 30 seconds anything that happened to them was completely forgotten.

Although there is much evidence to support the MSM, the issue is validity. The majority of this research was conducted in a laboratory where tasks measuring memory lack mundane realism and are conducted within an artificial environment, thus lacking ecological validity.

Case studies such as HM have revealed the reductionist nature of the MSM. The MSM ignores the nature and importance of biological factors (i.e. the hippocampus) and oversimplifies the nature of memory. For example, it suggests that LTM is a passive store for long term memories that once rehearsed are dumped and await retrieval. HM's case illustrated that LTM is more complex than this. While he was no longer able to create new episodic long term memories, he was able to learn new procedural memories – his performance on memory tasks improved over time.

KF suffered brain damage in a motorcycle accident. Unlike HM and Clive Wearing, KF's long term memory was normal, but his short term memory was damaged to the extent that he could only remember 2 items or chunks. This causes a problem for the model as it states that information must be retained and rehearsed in short term memory before it can be passed to long term memory. KF's long term memory was not affected and so the model must be flawed.

Version E

Evaluation of the Multi Store Model (MSM) of Memory

The MSM appears to be a plausible explanation of how information passes through memory and is either stored or forgotten. It is supported by anecdotal evidence; for example, we do rehearse information that we need to remember in an auditory format in our short term memory, for example with a shopping list.

Empirical evidence provides support for the MSM in demonstrating that there are 3 separate memory stores, the SSTM, the STM and the LTM. Miller and Jacobs have shown through their digit span tests that the STM has a capacity for 7+2 chunks whereas Sperling showed that the capacity of the SSTM is approximately 4.3 pieces of information for visual stimulus. Peterson and Peterson illustrated that the duration of STM is approximately no longer than 30 seconds, while the LTM has been shown to be much longer in duration (Bahrick et al).

Cunitz and Glanzer provided evidence for the primacy and recency effect. They found that participants who recalled the list immediately remembered the first and last few words best, participants who recalled the list after a delay only remembered the first few words, and both groups of participants had difficulty recalling words from the middle of the list. The researchers concluded that words from the beginning of the list were remembered because they had entered long term memory (they called this the primacy effect), while words at the end of the list were remembered well in the immediate recall condition because they were still in short term memory (called the recency effect). The primacy effect and recency effect can be taken together to provide evidence that human memory has separate short and long term stores.

Although there is much evidence to support the MSM, the issue here is validity. The majority of this research was conducted in a laboratory where tasks measuring memory lack mundane realism and are conducted within an artificial environment, thus lacking ecological validity.

On the other hand, valid data supporting the MSM can be found in the form of case studies from patients who have suffered brain damage leading to anterograde amnesia. The most famous amnesia cases are HM (Milner, 1966) and Clive Wearing. Both patients had severe damage to the areas of their brains that contain the hippocampi; HM's brain was damaged during surgery to reduce epileptic fits, and Clive Wearing had a severe form of herpes that caused brain damage. Afterwards, both HM and Clive Wearing lost the ability to form new long term memories. Both had normally functioning short term memories, but as STM only has a duration of up to 30 seconds anything that happened to them was completely forgotten. They could remember things from their past prior to their brain damage. This severely debilitating condition provides strong neuropsychological evidence that short term and long term memory are completely separate entities in the human brain, and again supports the multi store model of memory. However, these are case studies, about unique individuals and so caution must be shown when generalising from such results.

Furthermore, case studies such as HM have revealed the reductionist nature of the MSM. The MSM ignores the nature and importance of biological factors (i.e. the hippocampus) and oversimplifies the nature of memory. For example, it suggests that LTM is a passive store for long term memories that once rehearsed are dumped and await retrieval. HM's case illustrates that LTM is more complex than this. While he was no longer able to create new episodic long term memories, he was able to learn new procedural memories – illustrated by the way his performance on memory tasks improved over time despite not being able to remember having ever done the tasks before.

The case of KF also demonstrates a weakness of the model. KF suffered brain damage in a motorcycle accident. Unlike HM and Clive Wearing, KF's long term memory was normal, but his short term memory was damaged to the extent that he could only remember 2 items or chunks instead of the usual 7 + or - 2. This is a problem for the model as it states that information must be retained and rehearsed in short term memory before it can be passed to long term memory – and if KF's short term capacity was reduced, according to the model, his ability to pass information to long term memory would also be reduced. However, it was not and so the model must be flawed.

Analysis of Paragraph 3 from both versions

Sentence 1 - gives the point (can also be called topic sentence)

- Cunitz and Glanzer provided evidence for the primacy and recency effect.

Sentence 2 – gives an explanation

- They found that participants who recalled the list immediately remembered the first and last few words best, participants that recalled the list after a delay only remembered the first few words, and both groups of participants had difficulty recalling words from the middle of the list.

Sentence 3 – continues the explanation with more supporting evidence

- The researchers concluded that words from the beginning of the list were remembered because they had entered long term memory (they called this the primacy effect), and words at the end of the list were remembered well in the immediate recall condition because they were still in short term memory (called the recency effect).

Sentence 4 – the application to the theory of memory

- The primacy effect and recency effect can be taken together to provide evidence that human memory has separate short and long term stores.

When we analyse the corresponding paragraph in version L we find that:

- The point (sentence 1) remains the same
- The explanation is shorter (only one sentence)
- The application is missing

This is typical of work which only scores half the available marks for the question in an exam.

Last paragraph

If the same activity is carried out for the last paragraph, we find that the point or topic sentence is missing from Version L, as well as some of the explanation.

Writing an introduction

ACTIVITY A

- Students can work in pairs or small groups for this activity.
- This activity is useful after a practice essay so students can revisit their work at the end (final bullet point).
- In this activity, students are given 3 introductions (these can be taken from students' work) and asked to decide which is best and why. Even the best of the three might need a lot of reworking; this is just to get students discussing introductions.
- Teachers then lead a class discussion to establish what should go in an introduction (this will vary depending on the subject)
- After discussing what should go in an introduction, the teacher establishes a checklist for the class
- Students then complete a card sort with a model introduction
- Finally, students return to their own writing to annotate the introduction they originally wrote. Students then reorganise/rewrite their first attempt

Example

'WITH REFERENCE TO ONE OR MORE LOCATED EXAMPLES, EXAMINE THE SOCIAL AND ECONOMIC OPPORTUNITIES CREATED BY THE EXPLOITATION OF ENERGY RESOURCES.'

INTRODUCTIONS FOR STUDENTS TO DISCUSS**INTRO 1**

Exploitation of energy resources can provide many opportunities for economic development. This is due to the many potential jobs created for the population but also profits that could be made. Alongside this, oil exploitation will allow key growth in the industrial sector of a country, allowing vast growth in terms of the economy, which could then be used to develop both environmental and social factors within a country.

INTRO 2

The exploitation of energy resources includes the extraction and transportation of the natural substances. There are various different opportunities created by this, the majority of which are either social or economic opportunities. Social opportunities are those which benefit the welfare of the people and their happiness. Economic opportunities are those which benefit the finance of the people or even the economy on the whole.

INTRO 3

The exploitation of energy sources can provide many opportunities for economic development in many ways. Norway is one prime example of where the exploitation of resources can lead to economic development. Norway is currently the biggest energy exploiter, exploiting things such as oil, gas and so on. Obviously, energy exploitation is not always a good thing as sooner or later the resources will eventually run out, or a country could become highly dependent on it.

GOOD INTRODUCTION CHECKLIST (for this particular subject)

- a definition of the key terms;
- it should directly address the question;
- it should identify (but not explain) relevant exemplification.

(Adapted from Hafizur Rahman's lesson plan for Geography AS Level)

MODEL INTRODUCTION CARD SORT

Norway's example shows the benefits of properly managed energy exploitation.

Countries that exploit their energy resources can benefit from improved economic output and social opportunities on a range of scales from individuals, to communities, to nationally.

The exploitation of energy includes extracting resources from the source point, the production of energy, and its transportation.

This has and continues to be seen in Norway, where exploiting energy resources has brought clear economic opportunities such as reduced rates of unemployment, and increased export revenues. The exploitation of energy resources has also brought social benefits such as improved transport and communication networks, greater equity of healthcare and education, and a strong welfare system.

ANSWER GUIDE TO MODEL INTRODUCTION CARD SORT

The exploitation of energy includes extracting resources from the source point, the production of energy, and its transportation. Countries that exploit their energy resources can benefit from improved economic output and social opportunities on a range of scales from individuals, to communities, to nationally. This has and continues to be seen in Norway, where exploiting energy resources has brought clear economic opportunities such as reduced rates of unemployment, and increased export revenues. The exploitation of energy resources has also brought social benefits such as improved transport and communication networks, greater equity of healthcare and education, and a strong welfare system. Norway's example shows the benefits of properly managed energy exploitation.

Writing clear and concise topic sentences for each paragraph

ACTIVITY A

- Once students have worked on writing clear introductions, their introductions can be used to structure the rest of their essay.
- Each point in the introduction is the basis for 1 (or if it's an important, complex point then perhaps 2, 3, 4....) topic sentence(s).
- Ask students to identify the points in their introduction and write the corresponding topic sentences.

Example

'WITH REFERENCE TO ONE OR MORE LOCATED EXAMPLES, EXAMINE THE SOCIAL AND ECONOMIC OPPORTUNITIES CREATED BY THE EXPLOITATION OF ENERGY RESOURCES.'

MODEL INTRODUCTION

The exploitation of energy includes extracting resources from the source point, the production of energy, and its transportation. Countries that exploit their energy resources can benefit from improved economic output and social opportunities on a range of scales from individuals, to communities, to nationally. This has and continues to be seen in Norway (1), where exploiting energy resources has brought clear economic opportunities such as reduced rates of unemployment (2), and increased export revenues (3). The exploitation of energy resources has also brought social benefits such as improved transport and communication networks (4), greater equity of healthcare and education (5), and a strong welfare system (6). Norway's example shows the benefits of properly managed energy exploitation (7).

TOPIC SENTENCES FOR EACH POINT FROM THE INTRODUCTION

1. Norway has exploited energy resources since (general history and types of exploitation)
2. This exploitation of energy resources has led to economic benefits such as reduced rates of unemployment.
3. Furthermore, exploiting energy resources has led to an increase in Norway's export revenues.
4. Exploiting energy has not only produced economic but also a range of social benefits. One such benefit is improved transport and communication.
5. As well as transport and communication, Norway has been able to invest in healthcare and education as a result of energy exploitation.
6. Finally, Norway's energy exploitation has enabled the country to create a strong welfare system, and has improved overall standards of living.
7. One of the key factors in Norway benefitting socio-economically has been careful management. The case of Nigeria illustrates the potential dangers of mismanaged energy exploitation.

NOTE

This particular example uses 1 topic sentence for each point. Emphasise that important or complex points might need 2 or 3 topic sentences (and corresponding paragraphs) to fully explore them.

ACTIVITY B

- Using examples from students' essays, copy a selection of 'topic sentences' (i.e. the first sentence in a paragraph – the first time this activity is completed, these sentences will not look like topic sentences)
- Discuss what makes a good topic sentence and what they do in an essay: a good topic sentence should outline, in brief, what the paragraph is going to explore. When read together, good topic sentences will help guide the reader through the points in the essay.
- In pairs, students must decide if the sentence is a good topic sentence or not. If they decide it isn't effective, they must rewrite it to improve it.
- To help them, students can ask themselves these questions: Does this sentence give me a clear idea of what will follow in the paragraph? Is it a brief summary rather than a detailed description? Can subsequent sentences easily start exploring the thesis of the topic sentence?
- Feedback as a class to discuss what is effective. Students can now return to a piece of their own work and rewrite their topic sentences. If they find they cannot, it is probably because the paragraph covers too many different points. Students should then break the paragraph up, write a topic sentence for each part and develop the ideas into a full paragraph.

Example A

'WITH REFERENCE TO ONE OR MORE LOCATED EXAMPLES, EXAMINE THE SOCIAL AND ECONOMIC OPPORTUNITIES CREATED BY THE EXPLOITATION OF ENERGY RESOURCES.'

Are these good topic sentences or not? If not, can you change/re-write them to make them more effective?

99% of Norway's electricity is supplied via hydro-electricity (HEP) which, in comparison to other energy sources, is a cheap alternative.

There were also many social benefits for example a greater satisfaction of the population with services provided to them.

Norway has benefitted, first and foremost, economically through exploiting energy resources.

Norway is a country that has experienced a lot of social and economic growth; this is because of the discovery of oil and gas that was exploited in the 1960s, that provided the push needed for Norway to become a sustainable country.

Nigeria is another located example where eco/socio opportunities arise from the exploitation of energy resources.

This is currently the case in Nigeria.

In reference to Norway the exploitation of energy resources, mainly hydro-electric power, has created economic development as it has a secure and semi-sustainable energy programme, meaning that it doesn't have to import any energy and even exports most of its fossil fuels, making it one of the few nations with a positive budget deficit.

ANSWER GUIDE

'WITH REFERENCE TO ONE OR MORE LOCATED EXAMPLES, EXAMINE THE SOCIAL AND ECONOMIC OPPORTUNITIES CREATED BY THE EXPLOITATION OF ENERGY RESOURCES.'

- Are these good topic sentences or not? If not, can you change/re-write them to make them more effective?

99% of Norway's electricity is supplied via hydro-electricity (HEP) which, in comparison to other energy sources, is a cheap alternative.

This isn't a good topic sentence because it is too detailed. It would be more appropriate as an example later in a paragraph

REWORKED TOPIC SENTENCE: Norway relies on exploiting energy resources for its energy needs.

There were also many social benefits for example a greater satisfaction of the population with services provided to them.

This isn't a good topic sentence; again, it's too detailed as it specifically names one example. At the same time, it is also too vague: social benefits to what? A topic sentence should be complete in itself with all the information present.

REWORKED TOPIC SENTENCE: Exploiting energy resources has provided Norway with many social benefits.

Norway has benefitted, first and foremost, economically through exploiting energy resources.

This is a good topic sentence. It is general enough for the candidate to develop in the paragraph.

Norway is a country that has experienced a lot of social and economic growth; this is because of the discovery of oil and gas that was exploited in the 1960s, that provided the push needed for Norway to become a sustainable country.

This begins well but goes into too much detail. The first part would make a good topic sentence.

REWORKED TOPIC SENTENCE: Norway is a country that has experienced a lot of social and economic growth.

Nigeria is another located example where eco/socio opportunities arise from the exploitation of energy resources.

I think this works well as a topic sentence.

This is currently the case in Nigeria.

This isn't a good topic sentence as the reader can only follow it if they have read the preceding paragraph. Students should avoid beginning sentences with 'this', 'it' or 'they'.

REWORKED TOPIC SENTENCE: The poor management of Nigeria's energy exploitation means the country has seen few benefits.

In reference to Norway the exploitation of energy resources, mainly hydro-electric power, has created economic development as it has a secure and semi-sustainable energy programme, meaning that it doesn't have to import any energy and even exports most of its fossil fuels, making it one of the few nations with a positive budget deficit.

This is far too long to be an effective topic sentence.

REWORKED TOPIC SENTENCE: The exploitation of energy resources in Norway has created economic development.

Example B**HOW FAR DO YOU AGREE WITH ONE READER'S VIEW THAT "THE MEN IN TENNYSON'S POEMS ARE WHINING, SELFISH AND ARROGANT, WITH LITTLE TO RECOMMEND THEM"?**

- Are these good topic sentences or not? If not, can you change/re-write them to make them more effective?

A key Tennyson poem to consider when arguing this case is 'Ulysses'

Tennyson presents Ulysses as a selfish man who only thinks about himself, all he wants to do is go on adventures, he doesn't want to be burdened with responsibilities.

On the other hand, Ulysses is not arrogant because he makes the wise decision of passing down his kingdom to his son so that when he does go travelling, there will be someone responsible and in charge of Ithaca.

Certainly, Ulysses can be regarded as a male figure in Tennyson's poems who does whine, and possibly to some extent, is also arrogant.

His cries of 'Alas!' and 'Ay me! Ay me!' can be seen as petulant and mirror that of a child.

However, one can argue that Tithonus' whiny behaviour is justifiable on account of his plight.

ANSWER GUIDE

HOW FAR DO YOU AGREE WITH ONE READER'S VIEW THAT "THE MEN IN TENNYSON'S POEMS ARE WHINING, SELFISH AND ARROGANT, WITH LITTLE TO RECOMMEND THEM"?

- Are these good topic sentences or not? If not, can you change/re-write them to make them more effective?

A key Tennyson poem to consider when arguing this case is 'Ulysses'

This isn't a good topic sentence as the reader doesn't know what 'this case' is. For clarity, it is always good to restate information at the start of a paragraph.

REWRITTEN TOPIC SENTENCE: A key poem to consider when arguing that the men in Tennyson's poems are 'selfish' is 'Ulysses'.

Tennyson presents Ulysses as a selfish man who only thinks about himself, all he wants to do is go on adventures, he doesn't want to be burdened with responsibilities.

This is a bit too detailed for a topic sentence. The first bit would be better. Then the students can develop exactly how Ulysses is selfish in the rest of the paragraph.

REWRITTEN TOPIC SENTENCE: Tennyson presents Ulysses as a selfish man who only thinks about himself.

On the other hand, Ulysses is not arrogant because he makes the wise decision of passing down his kingdom to his son so that when he does go travelling, there will be someone responsible and in charge of Ithaca.

This isn't a good topic sentence because it is too detailed.

REWRITTEN TOPIC SENTENCE: Despite sometimes behaving in a selfish manner, Ulysses is not always presented in this way.

Certainly, Ulysses can be regarded as a male figure in Tennyson's poems who does whine, and possibly to some extent, is also arrogant.

This works well as a topic sentence.

His cries of 'Alas!' and 'Ay me! Ay me!' can be seen as petulant and mirror that of a child.

This is far too detailed to be a topic sentence. Generally speaking, a topic sentence should never include quotations as it is outlining a point in your argument, not providing evidence for it.

REWRITTEN TOPIC SENTENCE: Tithonus often appears as petulant and childish.

However, one can argue that Tithonus' whiny behaviour is justifiable on account of his plight.

This works well as a topic sentence. It could possibly be a bit more general and introduce the 'plight' in the rest of the paragraph.

Paragraph Structure (2)

ACTIVITY

- In this activity, students begin by choosing the verbs (see list) that they feel comfortable using in their writing.
- As a class, split the words students have chosen into words that explain (e.g. informs, shows, depicts, argues) and words that analyse (e.g. suggests, implies, symbolises, represents). Some might be between the two categories or need another category all together. Don't worry if the verbs don't fit neatly into a category, the point is to get students thinking about word choice. This list will be used later in the activity.
- Explain to students that PEA paragraphs (point, evidence, analysis) aren't complicated enough for most sixth form essays but that the same structure is still loosely applicable to many paragraphs.
- Give students a good model paragraph and ask them to work in pairs to identify which of the sentences are **P**, which are **E**, and which are **A**. Emphasise that some sentences might be both point and evidence, or they might not fit neatly into a category at all: this isn't about working in a prescriptive way, but rather getting students thinking about what sentences are doing in a paragraph. The example below is from a closed-text exam and so the examples are descriptions rather than quotes.
- Try to explain the way the model paragraph is structured for your subject. The example below is P+E+A+P1+E+A+Link back to the question. However, the paragraph you choose might be very different.
- Identify the verbs being used in the 'analysing' section of the model paragraph. The below example uses 'represent' and 'symbolically'. Both of these are analytical verbs – they are not just explaining.
- Students now look at a second paragraph and again identify what each sentence is doing.
- Ask students: are there any analytical parts? Are the analytical parts actually analysing or just explaining, or narrating? Are any of the analytical verbs being used?
- In pairs students should rewrite the paragraph, reorganising the points and developing the ideas.
- Before feedback, ask students to look at the paragraphs they have just reworked to see whether their analytical parts are actually analysing. Have they used the analytical verbs?
- Feedback the paragraphs students have rewritten.
- Individually, students now look at their own essays. What do they think of their own paragraphs? Students rewrite one so that it is more organised and fully explores the points being made.

Example**VERB LIST – explain and analyse**

Advises	Foreshadows
Affects	Foretells
Alludes to	Highlights
Argues	Hints
Builds	Illustrates
Clarifies	Impacts
Confirms	Implies
Connotes	Indicates
Constructs	Informs
Criticises	Introduces
Conveys	Manifests
Denotes	Narrates
Depicts	Persuades
Describes	Portrays
Determines	Presents
Demonstrates	Refers
Displays	Relates
Encourages	Remarks
Emphasises	Represents
Establishes	Reveals
Examines	Shows
Exemplifies	Signifies
Expands	Symbolises
Explains	Suggests
Explores	Supports
Exposes	Typifies

MODEL PARAGRAPH FOR STUDENTS TO IDENTIFY P, E, A

The kite at the end of the novel becomes a symbol of resolution. In the final pages of *The Kite Runner*, Amir is in a park in San Francisco, and begins to rebuild a relationship with Hassan's son as they share the experience of flying kites. Kites represent both the freedom Amir enjoyed in his childhood in Afghanistan and the end of that innocence after Hassan's rape. This moment in the park with Hassan's son therefore indicates that Amir has repaid Hassan for failing to come to his aid in his time of need and so Amir can now return to his former state of innocent freedom. As well as being a symbol of redemption, the kite also functions as a metaphor for the supposed golden age of Afghanistan, before the Taliban took over and banned the popular tradition of kite flying. The banning of kites came to represent that the last hope for the country had been extinguished. By Amir flying a kite in the final scene of the novel, he symbolically re-ignites hope for the country he fled. Hosseini uses the image of the kite at the end of *The Kite Runner* to resolve two elements of the plot: firstly to emphasise that Amir has atoned and secondly to suggest new hope for Afghanistan

ANSWER GUIDE

Point

Example

Analysis

Link back to the question

The kite at the end of the novel becomes a symbol of resolution. In the final pages of *The Kite Runner*, Amir is in a park in San Francisco, and begins to rebuild a relationship with Hassan's son as they share the experience of flying kites. Kites represent both the freedom Amir enjoyed in his childhood in Afghanistan and the end of that innocence after Hassan's rape. This moment in the park with Hassan's son therefore indicates that Amir has repaid Hassan for failing to come to his aid in his time of need and so Amir can now return to his former state of innocent freedom. As well as being a symbol of redemption, the kite also functions as a metaphor for the supposed golden age of Afghanistan, before the Taliban took over and banned the popular tradition of kite flying. The banning of kites came to represent that the last hope for the country had been extinguished. By Amir flying a kite in the final scene of the novel, he symbolically re-ignites hope for the country he fled. Hosseini uses the image of the kite at the end of *The Kite Runner* to resolve two elements of the plot: firstly to emphasise that Amir has atoned and secondly to suggest new hope for Afghanistan.

Example

PARAGRAPH FOR STUDENTS TO REWRITE

The Ancient Mariner also satisfies the reader's expectations as Coleridge builds up to a resolution. The mariner tells the story which has a resolved ending, although the mariner's distress means that the ending is not entirely happy. The readers would feel sympathy towards the mariner however they know the reason behind the Mariner's distress which allows them to understand and feel as though the situation is justified. The Mariner is repenting by telling his story again and again.

Going beyond PEE

(This example is from KS3 version but the activity can easily be adapted for KS5)

Ask the students to compare these three paragraphs and identify the sentences that make a point, explain and give evidence.

Example

Version 1

In the first chapter of the book, Mr Hyde inspires hatred in other people. The narrator states, "I never saw a circle of such hateful faces," which indicates that there was a very big crowd who all hated Mr Hyde. Furthermore, "Sawbones turn white with the desire to kill him." This suggests that even the doctor desires to kill Mr. Hyde.

Version 2

In the first chapter of the book, Mr Hyde inspires hatred in other people. The narrator describes a crowd by saying, "I never saw a circle of such hateful faces." This indicates that there was a very big crowd who all hated Mr Hyde. Furthermore, the narrator says he "saw, "Sawbones turn white with the desire to kill him." This suggests that even the doctor desires to kill Mr. Hyde.

Version 3

In the first chapter of the book, Mr Hyde inspires hatred in other people. At this point in the novel, Hyde is surrounded by an angry crowd. The narrator describes them by saying, "I never saw a circle of such hateful faces." This indicates that the crowd immediately hated Mr Hyde and were perhaps trying to intimidate him. Furthermore, the narrator says he "saw Sawbones turn white with the desire to kill him." Sawbones is a doctor who has been called to the scene to help the little girl who Hyde 'trampled'. This suggests that even the doctor desires to kill Mr. Hyde. It seems that everyone who encounters Hyde feels intense hatred towards him.

Writing a good conclusion

General principles for writing a good conclusion:

- Re-state your argument or thesis
- produce a summing-up of key points
- but – don't give new information

ACTIVITY

- Ask the students to read three possible conclusions to an essay.
- For each one, they should consider its strengths and weaknesses.
- To do this they can use the table below:

	Includes the thesis or main argument	Refers back to key points	Includes all points, including drawbacks	New information?
Conclusion 1				
Conclusion 2				
Conclusion 3				

- Then they can be asked to consider which is the strongest conclusion and why.
- Further points to consider:
 - are all these conclusions written in an appropriately formal style?
 - can they find examples of nominalisation? Which one has most nominalisation?

(Contributed by Ann Pierce-Jones)

Example

Essay question – based on Sociology A Level

To what extent is using questionnaires an effective method for investigating the role of parents in education?

Overview of essay

Introduction

Argument/thesis: questionnaires are to a large extent a very effective method

Preview of arguments:

- reliability, due to use of standardised questions
- less bias than unstructured interviews
- ease of distribution and collection

Counter-arguments:

- parents may modify answers to suit researcher
- can be inflexible for following up answers

Para 1: main advantage - reliability

Para 2: second advantage: less bias

Para 3: additional advantage: ease of use and distribution

Para 4: drawback :modification of answers

Para 5: further drawback: following up

The concluding paragraphs and activity are on the next page.

Conclusion 1

I would recommend questionnaires as the best method for investigating the role of parents in education. Compared to other methods, such as unstructured interviews, questionnaires are not especially biased. Furthermore, questionnaires have a high level of reliability, making it possible to replicate the standardised questions. Positivists therefore favour the questionnaire method.

Conclusion 2

Questionnaires are therefore overall a good choice as a method for investigating the role of parents in education. This is despite having certain disadvantages, such as parents changing their answers in line with what the researchers are looking for. As well as reliability, ease of use and distribution, and less bias than other types of methodology, questionnaires have the added advantage that most parents will be familiar with the format. They are thus more likely to participate in the research.

Conclusion 3

In conclusion, questionnaires offer a very effective method for investigating the role of parents in education, although they do have some drawbacks. Reliability is a major advantage, linked to the use of standardised questions. In comparison with unstructured interviews, questionnaires have a relative lack of bias, which is a further advantage. Finally, ease of distribution and collection make questionnaires a good choice. Even when possible drawbacks, such as modification of responses by parents, are taken into consideration, questionnaires are a strong option overall.

	Includes the thesis or main argument	Refers back to key points	Includes all points, including drawbacks	New information?
Conclusion 1				
Conclusion 2				
Conclusion 3				

- Which one is the strongest conclusion and why?

Further points to consider: are all these conclusions written in an appropriately formal style?

Can you find examples of nominalisation? Which one has most nominalisation?

FROM DESCRIPTION TO ANALYSIS

This activity was submitted by Stella Smyth (LBTH academic writing tutor)
stella49ksmyth@hotmail.co.uk

- This writing task focuses on moving from describing the law, to reporting on opinions about it, to analysing these views. It embodies critical thinking and elements of style that can be applied to other A Level essays, in subjects such as Politics, Sociology, Law.

Ask the students, working individually or in pairs to do the following:

STEP 1

- Write a paragraph describing a law in your country.



STEP 2

- Write another paragraph reporting on a positive and a negative opinion about the law you described in your first paragraph.



STEP 3

- Write a third paragraph so that it includes an analysis and evaluation of the different points of view on the law that you chose for your first paragraph.

Before beginning this writing task, ask the students to look at the example of the three steps on the next page and to respond to the questions which follow. Here is an example of the 3 steps:

STUDENT WRITING TASK

Now write 3 paragraphs about a law or a controversial issue, following the 3 step model above. Think of an area of your RE syllabus that you could link this exercise to for practising evaluation and analysis in your writing.

Example:**STEP 1 DESCRIPTION**

The Abortion Act 1967, legalising abortion, came into effect in Northern Ireland. However, it has not been applied to the Republic of Ireland, which is an independent nation. Abortion is a crime in the 26 counties which constitute the jurisdiction of the Republic of Ireland. It is banned in situations where the woman may have been raped; secondly, where the pregnancy occurred accidentally, and thirdly in the case of child or young teenage pregnancies.

STEP 2 EVALUATION

In the Republic of Ireland, public opinion about abortion is very divided. There have been strong arguments put forward to legalise it on the grounds that the mother's rights are superior to the unborn child's, and that at the very least the courts should respect some of the mitigating circumstances in which the demand for abortion arises. Advocates of abortion also point to the fact that since Ireland is now a multi-cultural national state, the section pertaining to 'The Family' in the Constitution should be amended so that it represents the diversity of beliefs in the growing population. Conversely, those against abortion claim that introducing an Abortion Act into Ireland could lead to an increase in unplanned pregnancies, and that such abortions would place more demands on the public health system and be funded by the tax payer. Many in this group believe that abortion is also a kind of murder.

STEP 3 EVALUATION AND ANALYSIS

The argument in favour of abortion can be seen as gender biased, in the sense that it puts the natural mother's right to choose motherhood before the father's right to choose fatherhood. On the other hand, the opinions against abortion can be largely attributed to the strong influence of the Roman Catholic Church and its values. Much of the written constitution of the Republic of Ireland (1933) is strongly influenced by Catholic teaching. It must therefore be questioned whether this provides the best rational basis for the anti-abortion argument. Also, the suggestion that making abortion legally available is likely to increase the number of abortions is slightly implausible, because we cannot compare data on abortion rates before and after the legalisation of abortion. Additionally, research on abortion trends in England has not revealed an incremental rise in abortions since 1968, especially since contraceptives have become more sophisticated and accessible, and minors are not restricted from acquiring them. Similarly, in Ireland contraceptives are widely available. It can thus be assumed that contraception would continue to be a more preferable choice for people than abortion, even if abortion were to be decriminalised by the Irish State.

EVALUATION OF PARAGRAPHS 2 AND 3

- (i) With regard to the third paragraph, where has the writer evaluated the arguments for and against abortion?
- (ii) What do you notice about the language used to evaluate the different points of view on abortion?
- (iii) As the reader, what do I think about the arguments put forward in paragraph 2?

ANALYSIS OF PARAGRAPH 3

- (i) Why is the writer linking one view in favour of abortion to women's rights or feminist thinking?
- (ii) Why has the writer chosen to provide these particular examples?
- (iii) With regard to the third paragraph, what language has the writer used to evaluate the arguments for and against legalising abortion in Ireland?

ARGUMENT

Establishing a line of argument

- The Queen Mary Thinking Writing Activity 'Unpacking an Essay Topic' (in Structure And Organisation -Planning and structuring an essay) is a useful activity to help students to establish a line of argument in their writing.

Selecting or sequencing evidence to support an argument

ACTIVITY

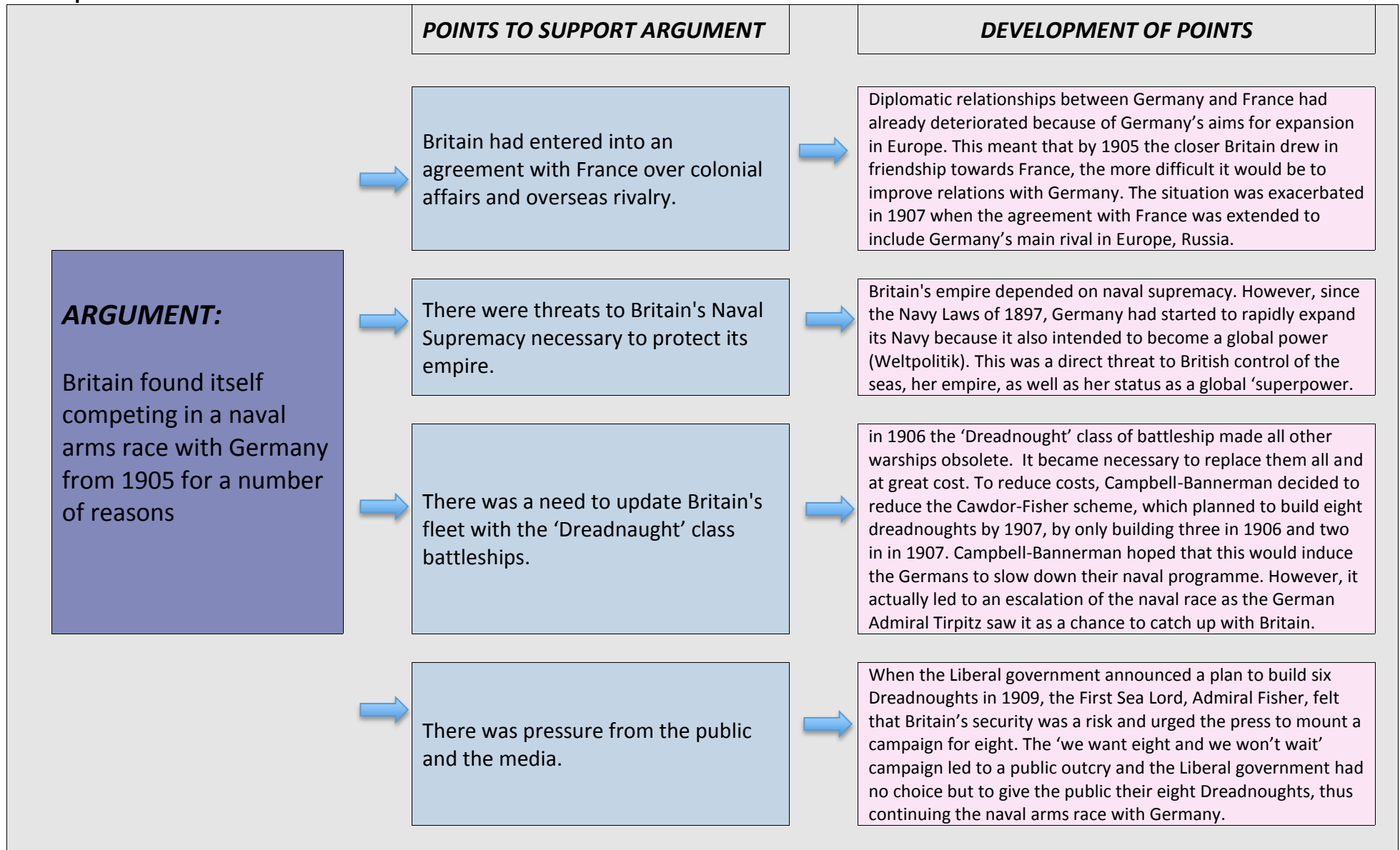
- In this activity, students are given the answer to an essay question in brief bullet points. Students should be given more bullet points than they need for the particular essay.
- Students must work in pairs or small groups to select the points they need for the essay.
- Once students have selected the points, they should decide on a logical order.
- Students now write the essay in full using the bullet points they have selected and ordered. This final task should be written in full sentences as a final essay.

Answering the question/answering the question too narrowly

ACTIVITY

- This graphic organiser is designed to help students to develop points in their essay so that they do not answer the question too narrowly. At each section, the student must expand their points to fill in the next column.
- Students could work on this activity in pairs or small groups.

Example



Using quotations

ACTIVITY

- After a practice essay, take examples of quotations from pupils' work. Choose both good and bad examples.
- Create a handout with the quotations on it and ask pupils to divide them into two groups: correct usage and incorrect usage. Students should decide what in particular needs changing in the quotations that have been used incorrectly.
- Ask students to make a list of dos and don'ts. Share these as a class and come up with a definitive list.
- Ask students to look at their own work and pick out the things they do well (with examples) and the things they need to improve (with examples). They should rewrite some of the sentences that need reworking.

Example**HOW FAR DO YOU AGREE WITH ONE READER'S VIEW THAT "THE MEN IN TENNYSON'S POEMS ARE WHINING, SELFISH AND ARROGANT, WITH LITTLE TO RECOMMEND THEM."**

- A There are also several instances of contrasting imagery. For example, the poem begins with references to death 'the woods decay, the woods decay and fall' and 'I wither slowly in thine arms.' This could perhaps suggest that Tithonus wishes to die now.
- B Another man who is 'selfish and arrogant' is the Earl from Godiva. He is introduced as 'that grim Earl' implying that his character is disliked. He is seen teasing Godiva, 'fillip'd at the diamond in her ear' when she was addressing a serious topic.
- C Tithonus was given the "gift" of immortality which he himself asked for, "Give me immortality" but he refers to this gift as "me only cruel immortality". He no longer wants the gift, "take back thy gift", immortality was not all he wanted, he wanted immortal youth.'
- D Tithonus moans, "beat me down and marr'd and wasted me", "they could not end me, left me maim'd/ To dwell in presence of immortal youth." Tithonus begs for death but it falls on deaf ears.
- E The lady of Shallot was allowed to see "the helmet and the plume" with her own eyes and not through 'a mirror clear'.
- F Tennyson uses imagery of decay: "the woods decay and fall", simultaneously providing the reader with a natural cycle of life in nature.
- G They enter an island and then in their drug induced state and quote, "why should we toil alone".
- H Throughout the poem, he expresses his nostalgic memories of his own youth and beauty. "So glorious in his beauty.

ANSWER GUIDE

A	There are also several instances of contrasting imagery. For example, the poem begins with references to death 'the woods decay, the woods decay and fall' and 'I wither slowly in thine arms.' This could perhaps suggest that Tithonus wishes to die now.	<p>INCORRECT</p> <p>In this instance, the quotation needs to be introduced with either a comma or a colon.</p> <p>For example, the poem begins with references to death: 'the woods decay, the woods decay and fall' and 'I wither slowly in thine arms.' This could perhaps suggest that Tithonus wishes to die now.</p>
B	Another man who is 'selfish and arrogant' is the Earl from Godiva. He is introduced as 'that grim Earl', implying that his character is disliked. He is seen teasing Godiva, 'fillip'd at the diamond in her ear' when she was addressing a serious topic.	<p>INCORRECT</p> <p>The first sentence is fine. In the second sentence, the quotation flows continuously if an 'and' is added before.</p> <p>He is seen teasing Godiva and 'fillip'd at the diamond in her ear' when she was addressing a serious topic.</p>
C	Tithonus was given the "gift" of immortality which he himself asked for, "Give me immortality" but he refers to this gift as "me only cruel immortality". He no longer wants the gift, "take back thy gift", immortality was not all he wanted, he wanted immortal youth.	<p>INCORRECT</p> <p>The quotations serve no function here, other than repeating what the student has already written.</p> <p>Tithonus was given the "gift" of immortality, which he asked for, but he refers to this gift as "cruel" as he really desired eternal youth.</p>
D	Tithonus moans, "beat me down and marr'd and wasted me", "they could not end me, left me maim'd/ To dwell in presence of immortal youth." Tithonus begs for death but it falls on deaf ears.	<p>INCORRECT</p> <p>The student has tried to embed the quotations but they do not make sense in this form. The quotations need editing to flow in the sentence.</p> <p>Tithonus moans that he has been "marr'd and wasted" and left "maimed". Tithonus begs for death but it falls on deaf ears.</p>
E	The lady of Shallot was allowed to see "the helmet and the plume" with her own eyes and not through 'a mirror clear'.	CORRECT
F	Tennyson uses imagery of decay: "the woods decay and fall", simultaneously providing the reader with a natural cycle of life in nature.	<p>CORRECT</p> <p>The use of quotations is correct, although the sentence is quite repetitive towards the end.</p>
G	They enter an island and then in their drug induced state and quote, "why should we toil alone".	<p>INCORRECT</p> <p>Students often write 'quote' as well as using quotation marks. Writing 'quote' does not make sense as it implies that the character is quoting someone within the world of the text.</p>
H	Throughout the poem, he expresses his nostalgic memories of his own youth and beauty. "So glorious in his beauty."	<p>INCORRECT</p> <p>A quotation should never begin a new sentence. A colon would be more appropriate.</p> <p>Throughout the poem, he expresses his nostalgic memories of his own youth and beauty: "So glorious in his beauty."</p>

ACHIEVING CLARITY

Developing language – coherence and cohesion

Building Stronger Paragraphs

(Example from A-level Sociology)

From: www.thinkingwriting.qmul.ac.uk

(NB Each of the versions and their accompanying questions should be printed on a separate page and presented to the students separately.)

- a. What do you think of this paragraph?
- b. What do you like about it? What problems does it have?

Note: this is the second paragraph of an essay that answers the question: What explanations have sociologists offered for the variations in health and illness between different sections of the population?

Version 1

An important factor concerning this is class. As in Black's materialist explanation, it leads to ill health. They are the ones who are likely to be ill and suffer more health problems rather than the majority of the middle and upper classes. These are due to inequalities, the social class of a person. While everyone presumes that it is increasing it does not for the working class. According to Townsend it has deteriorated compared to the general improvements for the rest of the population.

- c. Underline the words/phrases that have now been added; what do these words/phrases do?
- d. How does this change the paragraph?

Version 2

An important factor concerning health is class. As in Black's materialist explanation, poverty leads to ill health. Poor people are the ones who are likely to be ill and suffer more health problems rather than the majority of the middle and upper classes. The variations in health are due to inequalities, the social class of a person. While everyone presumes that health care is increasing it does not for the working class. According to Townsend health care provision for working class people has deteriorated compared to the general improvements for the rest of the population.

b. Extension activity to focus on use of phrases that can add cohesion to a paragraph; if using as an extension move up to page above; if using alone copy previous paragraph here)

e. Underline the words/phrases that have now been added.

f. How does this change the paragraph even further?

Version 3

An important factor concerning health is class. In very simple terms, as in Black's materialist explanation, poverty leads to ill health. Poor people are the ones who are likely to be ill and suffer more health problems rather than the majority of the middle and upper classes. The variations in health are due to inequalities, in this case the social class of a person. While everyone presumes that health care is increasing it does not for the working class. According to Townsend health care provision for working class people has in fact deteriorated compared to the general improvements for the rest of the population.

Building stronger paragraphs (answer key)**Version 1**

An important factor concerning this is class. As in Black's materialist explanation, it leads to ill health. They are the ones who are likely to be ill and suffer more health problems rather than the majority of the middle and upper classes. These are due to inequalities, the social class of a person. While everyone presumes that it is increasing it does not for the working class. According to Townsend it has deteriorated compared to the general improvements for the rest of the population.

Version 2

An important factor concerning health is class. As in Black's materialist explanation, poverty leads to ill health. Poor people are the ones who are likely to be ill and suffer more health problems rather than the majority of the middle and upper classes. The variations in health are due to inequalities, the social class of a person. While everyone presumes that health care is increasing it does not for the working class. According to Townsend health care provision for working class people has deteriorated compared to the general improvements for the rest of the population.

Version 3

An important factor concerning health is class. In very simple terms, as in Black's materialist explanation, poverty leads to ill health. Poor people are the ones who are likely to be ill and suffer more health problems rather than the majority of the middle and upper classes. The variations in health are due to inequalities, in this case the social class of a person. While everyone presumes that health care is increasing it does not for the working class. According to Townsend health care provision for working class people has in fact deteriorated compared to the general improvements for the rest of the population.

Guidelines for use and adaptation - building stronger paragraphs (Variations in health and illness)

(Please contact Thinking Writing thinkingwriting@qmul.ac.uk with any feedback/comments if you do use or adapt these materials)

Outline and aims

The goal of this activity is to encourage students to recognise (a) vagueness or lack of clarity in a text and (b) absence of clear relationships between the points, and to offer strategies to address both of these issues

It has been designed by taking an original text in a genre with which the students are familiar (in this case a paragraph in an essay), deleting necessary information, and replacing it with empty indicators like 'this' and 'it'. Students work through each version of the paragraph using the questions as a guide.

How to run this activity in class:

Follow the questions on the worksheet, and in addition get students to do the following:

- In version 1, underline all uses of *this*, *it*, *they*; Discuss – what is the effect of all of the uses of *this*, *it*, *they*?; What, if anything, would you substitute for each *this*, *it*, or *they*?
- In version 2, underline the words/phrases that have now been added; what do these words/phrases do? How does this change the paragraph?

How to reproduce this activity in your subject:

1. Choose a good example of a text type that you want students to focus on (a sentence, a paragraph, a description, a conclusion, a point in an argument, etc.).
2. a. Go through the text and replace many of the significant nouns/noun phrases with 'this', 'these', 'it', 'they' etc., so that the text is unclear.
b. Delete all the connectives and/or phrases that show relationship.
3. Give students the edited text, ask for general impressions, and then use the questions in the original activity to guide the activity

Alternatively, choose an genuine example that is already vague, unclear, or repetitive in its use of connectors, and ask students to edit it for greater clarity; then compare and discuss resulting versions.

Important to note

It is often necessary to point out that some uses of *this*/*it*/*etc.* are perfectly acceptable and that students need to use their judgement rather than applying a blanket elimination of these types of words. The extension activity can be used on its own and is also useful to help student who tend to overuse the same connectives, as it shows that there are other ways to indicate the relationships between ideas/sentences.

Over to you activities

Encourage students to go through a section of their own writing to identify use of 'this', 'these', 'it', 'they' etc., and/or to identify how and where they show the relationship between sentences/ideas (possibly by using connectives, possibly in other ways). This can act as the starting point for a discussion of their writing and editing or rewriting.

Here is a similar activity taken from Business Studies:

Example

Drawing on your pre-examination research, explain to Sheena the sources of finance available to help find her start-up business. Make a justified recommendation as to which source of finance is best suited for her business (10 marks)

TEXT 1

Another source available to Sheena is owner's capital. Sheena can use her own money from her job as a helicopter pilot where she earns £50,000 a year. This can help with the start-up costs of the new business. As this is her own money, she does not need to worry about paying it back. This is because if it came from a loan it would need to be repaid but as it is Sheena's there is no need to take this into consideration. This seems like the best option.

TEXT 2

Another source available to Sheena is owner's capital. Sheena can use her own money from her job as a helicopter pilot where she earns £50,000 a year. Her earnings can help with the start-up costs of the new business. As this is her own money, she does not need to worry about paying it back. If the capital came from a loan then it would need to be repaid but as the money is Sheena's there is no need to take repayment into consideration. Using Sheena's earnings seems like the best option.

TEXT 3

Another source available to Sheena is owner's capital. Sheena can use her own money from her job as a helicopter pilot where she earns £50,000 a year. Her earnings can help with the start-up costs of the new business. As this is her own money, she does not need to worry about paying it back. If the capital came from a loan then it would need to be repaid but as the money is Sheena's there is no need to take repayment into consideration. Overall, using Sheena's earnings seems like the best option.

Working with Connectives

These contributions from Sue Henderson will be useful for helping students choose the right connective for their purpose. The table of examples and the graphic list of examples are followed by several activities for practice. They are presented as examples which can be adapted by teachers.

Examples of connectives

Type of connective	Function of connective	
	Joining sentences	Linking ideas between sentences or paragraphs
Additive	and or	Moreover, In addition, Alternatively, In other words,
Comparative	but whereas like as as if except that	Likewise, Similarly, In contrast, Instead, On the other hand, However,
Temporal (time)	while when as as long as after since then once	At the same time, Finally, At first, Firstly, Secondly, Meanwhile, Previously,
Consequential / conditional	so so that in case if even if unless because as since therefore when	In conclusion, Otherwise, Therefore, Nevertheless, In this way,
Relative (referring back to a person, thing or idea already mentioned)	who whose where which that	That This These

Connectives

Emphasis

- above all
- in particular
- notably
- specifically
- more importantly

Contrast and Balance

- however
- nevertheless
- alternatively
- despite this
- on the contrary
- yet
- whereas
- rather

Comparison

- equally
- similarly
- in comparison
- likewise
- by way of contrast
- alternatively
- despite this

Addition

- and
- also
- in addition
- further
- furthermore
- as well as
- and then
- indeed

Persuasion

- of course
- clearly
- evidently
- surely
- certainly
- decidedly
- indeed
- undoubtedly

Connectives



Time

- initially
- then
- next
- afterwards
- finally
- subsequently
- eventually
- previously

Restriction

- only if
- unless
- except (for)

Opinion and Interpretation

- it would seem
- it appears
- obviously
- possibly
- it seems likely
- presumably
- one might consider

Illustration

- for example
- for instance
- in other words
- such as
- and instance is/would be
- as revealed by
- to show that

Summary

- in brief
- on the whole
- summarising
- overall
- to sum up
- to recapitulate
- evidently

Example**Identifying connectives**

In the sentences below, underline any connectives you can find and identify their type and function.

1. He comes from Zagreb, which is the capital of Croatia.
2. You could drive to Birmingham on the M1. Alternatively, you could go by train.
3. He rarely attended school, so he failed his exams.
4. As Japan has become a major industrial country, farming too has undergone a rapid change.
5. Once the Turks were driven off Gallipoli the naval operation could restart.
6. The size of the opening is controlled by the pairs of guard cells that surround each stoma.
7. When $x = 5$, find the value of y in the following equation.
8. First, food is chewed in the mouth and then passes into the oesophagus, which is a long cylindrical tube. Next, the food is pushed into the stomach where it stays for about three to four hours.
9. If there were no logging of rainforests, there would not be sufficient timber for building. However, people who live in the rainforests are unable to remain because there are no trees to sustain their way of life. In other words, many rainforest cultures are being wiped out as we destroy their homes to build our own.
10. There are a number of reasons for the Nazis' rise to power in 1933. Firstly, the German economy was in depression. Secondly, Hitler was a strong and cunning leader. In addition, he offered the Germans the chance to regain their national pride after the punishing reparations imposed upon them by the treaty of Versailles.
In conclusion, many factors led to the Nazis gaining control of Germany in 1933.....

Example**Using connectives**

Use suitable connectives to join or link the sentences below. NB. You do not necessarily have to make them into one sentence. You may also have to make a few other changes, e.g., deleting some words, for the sentences to sound right.

1. My sister bought a ticket for a pop concert. She lost the ticket. She couldn't go.
2. I decided to go to Paris for the weekend. My friend Paul was working there. He was a doctor in a large hospital.
3. Gita got a letter from her mother in India. Her mother was ill. She went to the bank. She took out £1000. She drove to the airport. She bought a ticket to Delhi. She caught the next plane home.
4. De-oxygenated blood enters the right atrium of the heart. It passes into the right ventricle. It is pumped from the right ventricle to the lungs. In the lungs it is oxygenated. It flows into the left atrium. It goes into the left ventricle. It is pumped round the body. It loses its oxygen. It goes back to the right atrium.
5. During the 1990s, scientists in Belgium were working on a new kind of fertiliser. This fertiliser would be more environmentally friendly than existing types. During the 1990s, Russians were also experimenting with fertilisers. They wanted to make them more ecologically sound. The Belgians heard about the Russians' work. They contacted them. They visited their laboratories. They had lengthy discussions with them. They did not agree about everything. They decided to work together. They set up a joint research project.

Using Connectives

ACTIVITY

- Find an appropriate text from the subject area.
- Remove the connectives replacing them with punctuation marks.
- The students work in pairs to choose appropriate connectives to put into the text and reword/re-punctuate as appropriate.

In the following three activities, texts from different subject areas have been used. The connectives from the original texts have been removed and students are required to insert them where they think it is appropriate.

Examples

Using connectives – Biology

Rewrite the passages below, inserting connectives where appropriate to make the text flow more smoothly.

Action potentials stop arriving at the muscle fibre. The sarcolemma and T-tubules are no longer polarised. The calcium channels of the sarcoplasmic reticulum close. Calcium ions can no longer move out of the cisternae. The transporter proteins in the membranes of the sarcoplasmic reticulum rapidly begin to push them back in again. The calcium ions bound to the troponin are released. The tropomyosin moves back into its normal position, covering the myosin binding sites on the actin filaments. The myosin heads can no longer bind. The muscle is relaxed.

The force generated during muscle contraction

The force generated by one myosin molecule acting on one actin filament is not very big. There are millions of myosin molecules binding to and pulling on millions of actin molecules. You can imagine that the overall force they produce can be large.

By far the largest part of the human brain is the cerebrum. It is divided into left and right cerebral hemispheres. They are linked by an area of tissue. This is called the corpus callosum. The cerebral hemispheres of humans are very large. They have come to lie over much of the rest of the brain. The surface of each cerebral hemisphere is covered by a highly folded layer of tissue. This is called the cerebral cortex. The details of all the small folds do vary between individuals. Some of the larger ones are always in the same position. The parts of the cerebral cortex between these folds have been given different names.

Example**Using Connectives – Economics**

- Rewrite the passage below, inserting connectives where appropriate to make the text flow more smoothly.

INFLATION**Does falling inflation mean no more Dear Chancellor letters?**

Every three months since the 2010 general election Sir Mervyn King has penned a missive to George Osborne. Nine letters have been sent from Threadneedle Street to the Treasury. Each one has explained why, throughout that period, the annual [inflation](#) rate has been more than one percentage point above the government's 2% target.

The governor is hoping that the letter he wrote in February will be the last in the current series. If all goes well he should not be disappointed. Inflation is well off its peak in the autumn of 2011. [Last](#) month was its lowest for 15 months. Prices rose strongly in April last year. The weather was warm. The Royal Wedding prompted a bit of a consumer spending spree. Assuming there is a more modest monthly increase this April there is a good chance that the annual inflation rate will dip below 3%.

There has been slack in the economy. It is unlikely that there will be a repetition of the hikes in domestic energy bills seen in the summer of 2011. This means that the trend should continue for the rest of the year. The Bank is keeping its fingers crossed that inflation will be back to target in the second half of the year.

This is Britain where things rarely go exactly to plan. It is worth sketching out what could happen over the coming months to make a mess of Sir Mervyn's predictions.

The first thing to note is that the latest fall in inflation was smaller than expected in the City. Analysts noted that prices in the UK tend to be a bit "sticky". Demand is weak and unemployment rising. The cost of living remains surprisingly high. The consensus among economists was for the annual inflation rate to fall to 3.3% last month: some experts had pencilled in even lower figures.

The second cause for concern is that the months ahead may see higher food and oil prices. There have already been warnings about a summer drought. If the UK were to see a rerun of 1976 – or anything like it – the result would be a marked increase in the cost of the weekly grocery bill. The stand-off between the West and Iran has already led to a \$15 a barrel hike in the cost of crude. There have been knock-on consequences on petrol prices.

There are signs that UK manufacturers are planning to raise their prices in the months ahead. They will be responding to higher fuel costs. That suggests inflation will continue to be "sticky" in the months ahead. This will put fresh downward pressure on real incomes. Even were inflation to come down more slowly than the Bank is anticipating, an increase in bank rate still looks a long way off. Further bouts of quantitative easing to boost activity would become less likely.

Adapted from: [Larry Elliott](#)
[guardian.co.uk](#), Tuesday 20 March 2012 13.46 GMT

Example**Using Connectives – Psychology****The theories of Freud: a General Survey**

- *Rewrite the passage below, inserting connectives where appropriate to make the text flow more smoothly.*

Sigmund Freud was born in 1856 in a small town in Moravia. This town is now in Czechoslovakia. Then it was a part of the Austro-Hungarian Empire. He studied medicine in Vienna. This became his home until 1938. The Nazi annexation of Austria sent him into exile in London. He died there in 1939. Freud was primarily interested in the physiology of the nervous system (he was co-discoverer with Karl Koller of the local anaesthetic effects of cocaine). He went to Paris in 1885 to study under Charcot. Charcot was experimenting with the use of hypnosis in cases of hysteria. On his return to Vienna he began himself to make use of this method. It was only occasionally successful. Not all patients could be hypnotized. Even when they were, relief by no means always followed. One of his colleagues, Dr. Josef Breuer, had also been using hypnosis. Instead of making a direct attack on the symptoms Breuer encouraged patients to discuss their emotional problems. They did this in the hypnotic state. This process was described as catharsis or purging. It seemed to work by relieving the patient of pent-up emotions. *Studies in Hysteria* by Freud and Breuer was published in 1893. Shortly afterwards Breuer ceased to collaborate. This left Freud to carry on his studies alone. For the reasons already mentioned, he soon gave up the practice of hypnosis. He began to use another technique. This technique was to become fundamental to the psychoanalytical approach. It was called free association. Patients were asked to relax on a couch. They were asked to say whatever came into their minds. It did not matter if these things appeared absurd, unpleasant, or obscene by everyday standards. When this was done it appeared that powerful emotional drives swept the uncontrolled thoughts in the direction of the psychic conflict. They were like logs floating on the surface of a great river whirled about by currents beneath the surface of the water.

Adapted from: *Freud and the Post-Freudians* by J.A.C. Brown (Chapter 2)

Original texts**Biology**

When action potentials stop arriving at the muscle fibre, the sarcolemma and T-tubules are no longer polarised, and the calcium channels of the sarcoplasmic reticulum close. Calcium ions can no longer move out of the cisternae and, indeed, the transporter proteins in the membranes of the sarcoplasmic reticulum rapidly begin to push them back in again. So the calcium ions bound to the troponin are released, the tropomyosin moves back into its normal position, covering the myosin binding sites on the actin filaments, and the myosin heads can no longer bind. The muscle is relaxed.

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By far the largest part of the human brain is the cerebrum, which is divided into left and right cerebral hemispheres. They are linked by an area of tissue called the corpus callosum. The cerebral hemispheres of humans are so large that they have come to lie over much of the rest of the brain. The surface of each cerebral hemisphere is covered by a highly folded layer of tissue called the cerebral cortex. Although the details of all the small folds do vary between individuals, some of the larger ones are always in the same position, and the parts of the cerebral cortex between these folds have been given different names.

Economics - Inflation**Does falling inflation mean no more Dear Chancellor letters?**

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The governor is hoping that the letter he wrote in February will be the last in the current series, and if all goes well he should not be disappointed. Inflation is well off its peak in the autumn of 2011 and last month came down to 3.4%, its lowest for 15 months. Prices rose strongly in April last year, when the weather was warm and the Royal Wedding prompted a bit of a consumer spending spree, so assuming there is a more modest monthly increase this April there is a good chance that the annual inflation rate will dip below 3%.

What's more, the slack in the economy and the unlikelihood of a repetition of the hikes in domestic energy bills seen in the summer of 2011 means that the trend should continue for the rest of the year. The Bank is keeping its fingers crossed that inflation will be back to target in the second half of the year.

This, though, is Britain where things rarely go exactly to plan so it is worth sketching out what could happen over the coming months to make a mess of Sir Mervyn's predictions.

The first thing to note is that the latest fall in inflation was smaller than expected in the City. Analysts

noted that prices in the UK tend to be a bit "sticky", by which they mean that even when demand is weak and unemployment rising (as now) the cost of living remains surprisingly high. The consensus among economists was for the annual inflation rate to fall to 3.3% last month: some experts had pencilled in even lower figures.

The second cause for concern is that the months ahead may see higher food and oil prices. There have already been warnings about a summer drought, and if the UK were to see a rerun of 1976 – or anything like it – the result would be a marked increase in the cost of the weekly grocery bill. Meanwhile, the stand-off between the West and Iran has already led to a \$15 a barrel hike in the cost of crude, with knock-on consequences on petrol prices.

Finally, there are signs that UK manufacturers are planning to raise their prices in the months ahead in response to higher fuel costs. That suggests inflation will continue to be "sticky" in the months ahead, putting fresh downward pressure on real incomes. Even were inflation to come down more slowly than the Bank is anticipating, an increase in bank rate still looks a long way off. But further bouts of quantitative easing to boost activity would become less likely.

From: [Larry Elliott](#)

guardian.co.uk, Tuesday 20 March 2012 13.46 GMT

Psychology - The theories of Freud: a General Survey

Sigmund Freud was born in 1856 in a small town in Moravia, now Czechoslovakia, but then a part of the Austro-Hungarian Empire. He studied medicine in Vienna, which became his home until 1938 when the Nazi annexation of Austria sent him into exile in London, where he died in 1939. Primarily interested in the physiology of the nervous system (he was co-discoverer with Karl Koller of the local anaesthetic effects of cocaine), Freud went to Paris in 1885 to study under Charcot, who was experimenting with the use of hypnosis in cases of hysteria, and on his return to Vienna began himself to make use of this method. It was, however, only occasionally successful, since not all patients could be hypnotized and, even when they were, relief by no means always followed. One of his colleagues, Dr. Josef Breuer, had also been using hypnosis, but instead of making a direct attack on the symptoms Breuer encouraged patients to discuss their emotional problems while in the hypnotic state – a process which was described as catharsis or purging, since it seemed to work by relieving the patient of pent-up emotions. *Studies in Hysteria* by Freud and Breuer was published in 1893, but shortly afterwards Breuer ceased to collaborate, leaving Freud to carry on his studies alone. For the reasons already mentioned, he soon gave up the practice of hypnosis and began to use another technique which was to become fundamental to the psychoanalytical approach, that of free association. Patients were asked to relax on a couch and say whatever came into their minds, however absurd, unpleasant, or obscene it might appear by everyday standards. When this was done it appeared that powerful emotional drives swept the uncontrolled thoughts in the direction of the psychic conflict as logs floating on the surface of a great river are whirled about by currents beneath the surface of the water.

From: *Freud and the Post-Freudians* by J.A.C. Brown (Chapter 2)

Editing a paragraph

- This activity is designed to get students to think more about the coherence of a paragraph as a whole.
- Below is a student's answer to a 12 mark question: Describe and evaluate a theory of obedience
- I have taken the student's answer and split it into the separate sentences. Read the paragraph as a class. Then give students the split version and ask them: Does each sentence work in this answer? Is there any repetition? Are they in an order that makes sense? Do you need to edit any of them to improve clarity? Ask them to edit the sentences in groups.
- Although this isn't a revolutionary activity, it helps students to think about the individual sentences that make up their paragraphs, and to consider how those sentences must build on one another.
- I have attached an edited version at the end, although I would encourage teachers to construct an improved version with the class rather than presenting them with a ready-made model answer.

Student's Answer

Describe and evaluate a theory of obedience. (12 marks)

A key theory of obedience that was created by Milgram was the agentic theory of obedience. The theory mentions that we can be in an autonomous or agentic state which may cause someone else moral strain and discomfort. In social situations, we become the agent of someone's will and follow their orders. Therefore in such circumstances we will do things that we normally would not choose to do. This can create moral strain and discomfort in the individual who is obeying the order. In the autonomous state we are freeing thinking and able make our own decision. There is no moral strain in this state. The theory believes we are socialized into an agentic state from a young age, for example as children we learn to obey our parents and teachers and act as agents following social rules.

Student's answer in separate sentences:

Describe and evaluate a theory of obedience (12 marks)

A key theory of obedience that was created by Milgram was the agentic theory of obedience.

The theory mentions that we can be in an autonomous or agentic state which may cause someone else moral strain and discomfort.

In social situations, we become the agent of someone's will and follow their orders.

Therefore in such circumstances we will do things that we normally would not choose to do.

This can create moral strain and discomfort in the individual who is obeying the order.

In the autonomous state we are freeing thinking and able make our own decision.

There is no moral strain in this state.

The theory believes we are socialized into an agentic state from a young age, for example as children we learn to obey our parents and teachers and act as agents following social rules.

Edited version of the paragraph:**Describe and evaluate a theory of obedience (12 marks)**

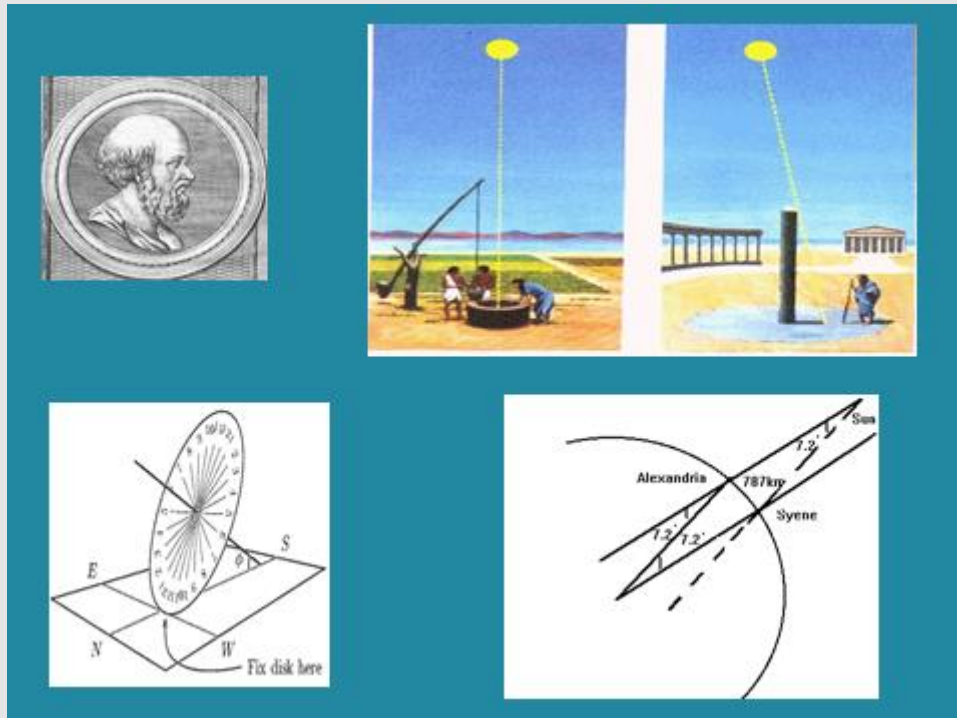
A key theory of obedience is Milgram's agentic theory. In this theory a person can be in either an agentic or autonomous state. According to Milgram, in social situations, people are often agentic: they become the agent of someone else's will and follow their orders. In such circumstances people will act in uncharacteristic ways and do things they would not normally. This can lead to moral strain in the individual who is obeying the order because they are behaving in ways that they would not if they were in the autonomous state. In the autonomous state people are freeing thinking and able make their own decisions. Milgram's theory argues that individuals are socialized into an agentic state from a young age, for example when children learn to obey their parents and teachers and act as agents following social rules.

REGISTER

Using dictogloss to set the tone of an essay

ACTIVITY

- Dictogloss can be used to model writing style, tone, register and text organisation. It is also a way of giving students practice at note taking. Students hear formal language used repeatedly in context and work collaboratively to construct a similar text. This enables the students to adopt the 'voice' of the writer.
- The purpose of Dictogloss is for students to hear a text relevant to the topic being covered, but to concentrate on the language used to construct the text as well as its meaning.
- The students should be in teams – experience has shown that the best size of a group is 3 students.
- There are five or six stages to the Dictogloss technique:
 1. The teacher prepares the students for listening by showing pictures that introduce the topic or introduces words from the text with which the students may not be familiar.
 2. The teacher reads the text aloud at normal speed and the students listen without taking notes.
 3. The teacher reads the text aloud a second time and the students make notes. This stage could be scaffolded by asking students to concentrate on certain aspects, for example key words and phrases.
 4. (optional) The teacher reads the text for the third time and students again make notes. If using scaffolding, the teacher might ask the students to concentrate on paragraphs, grouping of ideas/topics and further detail.
 5. The students now spend 10–15 minutes in their teams (they could work in pairs or small groups) constructing a meaningful text. The purpose is not to replicate the original, but to create a meaningful, cohesive text that might contain a number of features of the original.
 6. The teacher leads a discussion based on the text written by one of the groups. This discussion might focus on meaning, cohesion, text type, register, key phrases, technical vocabulary or any combination of those.
- **Notes:**
 - Depending upon the length of the text, the number of readings could be reduced to two.
 - The text should be no shorter than five sentences, but not so long that the students lose interest.

Example**Eratosthenes - The Earth Measurer****Measuring the Earth**

Eratosthenes determined the circumference of the earth by using an extremely simple and ingenious method. His procedure involved two locations: Syene, an Egyptian city on the Nile, and Alexandria, about 500 miles north. These two cities were thought to be on the same meridian. An imaginary line drawn through the north and south poles would pass through both cities.

At noon on the first day of summer, people in Syene had noticed that the sun cast no shadows. Eratosthenes confirmed this by observing water in deep wells; the bottom of these wells was completely illuminated by the sun's rays. There were no shadows on the water's surface from the sides of the well.

So Eratosthenes chose the first day of summer to put his plan into action. He identified a pillar in Alexandria and measured the angle of the pillar's shadow at high noon. He knew from geometry that if lines through the pillar in Alexandria and through a well in Syene could be extended to meet at the centre of the Earth, the two lines would form an angle equal to that of the pillar's shadow. The geometric theorem states: "Parallel lines cut by a transversal form congruent alternate angles."

Voice in essay writing

- This activity is designed to help students think about when they use 'I' in an essay.
- First, give students paragraphs L, X and U. Ask students to comment on them and to pick out things that they think work well. Take feedback and credit good ideas.
- Next, give students Version 2 of paragraph L. Ask students to underline what has changed and what effect the changes have had. Repeat with Version 3. Ask some general questions: which is your writing most like? Which is most appropriate for a sixth form essay? How do you get from Version 1 to Versions 2? And from Version 2 to Version 3?
- Decide on what works best in your subject and make some rules as a class about using 'I'. Some rules might include: only use 'I' when stating your opinion, and when your opinion is different from what other people think; do not use 'I' to explain what you intend to do in the essay, etc. etc. Different subjects might have different approaches. For example, in English Literature I would prefer students not to use 'I', except perhaps in the conclusion. In Sports Science, the teacher I worked with found 'I' helped students to structure their work and thought Paragraph L Version 2 worked best. Also let students talk about what they find most useful. They might choose an approach that is a mixture of Version 2 and Version 3. Focus particularly on how they would write each version.
- To consolidate the activity, put students into groups and ask them to edit the use of 'I' in a student's essay. I have attached an example from Sports Science.
- The following week, another consolidation activity can be used. The one included in this activity was great because it got students to think about what is a fact and what is an opinion.

Example

Read the three paragraphs below. Any comments? What do you like? What don't you like?

TEXT L

In this assignment I will be describing and explaining the physiological and psychological responses to sports injuries.

The first area I will be examining is damaged tissue. Damaged tissue is the infliction of muscles, ligaments and tendons throughout the body. Common tissue damage injuries occur from a sprain, a strain, a one-off blow resulting in a swelling, or overuse of a particular muscle of the body. The swelling occurs whenever the organs, skin or other parts of the body enlarge. It is typically the result of inflammation or a build-up of fluid. The pain and swelling can keep the athlete from using the injured part, serving it to protect from injury. There are two general phases to inflammation: early stages enlist the immune system to protect the body from an injury and to control infection; later stages work to re-grow damaged tissue and start the wound healing process.

TEXT X

I would recommend that an athlete who has recently suffered an injury, and had an operation, should attend regular massage therapy sessions. For example, if a football player had a calf operation, he/she would need to attend massage therapy sessions for a deep tissue massage, which would smoothen and lengthen the muscle-fibres in their skin. This is necessary because scar tissue is not flexible, making it hard for a full range of movements at the affected area.

TEXT U

In conclusion, I would suggest that the injured player speak to a player who had also experienced injuries in the past. This contact would be important because the recently injured player could get advice about their recovery. To avoid any further frustration or anger the injured player could still be part of the team, helping out in training sessions, and running individual coaching.

In each of these versions of Text L, underline what has changed. What is the effect of these changes? Which is most appropriate for a sixth form essay? Which is most like your writing?

TEXT L: Version 1

In this assignment I will be describing and explaining the physiological and psychological responses to sports injuries.

The first area I will be examining is damaged tissue. Damaged tissue is the infliction of muscles, ligaments and tendons throughout the body. Common tissue damage injuries occur from a sprain, a strain, a one-off blow resulting in a swelling, or overuse of a particular muscle of the body. The swelling occurs whenever the organs, skin or other parts of the body enlarge. It is typically the result of inflammation or a build-up of fluid. The pain and swelling can keep the athlete from using the injured part, serving it to protect from injury. There are two general phases to inflammation: early stages enlist the immune system to protect the body from an injury and to control infection; later stages work to re-grow damaged tissue and start the wound healing process.

TEXT L: VERSION 2

This assignment will describe and explain the physiological and psychological responses to sports injuries.

The first area for examination is damaged tissue. Damaged tissue is the infliction of muscles, ligaments and tendons throughout the body. Common tissue damage injuries occur from a sprain, a strain, a one-off blow resulting in a swelling, or overuse of a particular muscle of the body. The swelling occurs whenever the organs, skin or other parts of the body enlarge. It is typically the result of inflammation or a build-up of fluid. The pain and swelling can keep the athlete from using the injured part, serving it to protect from injury. There are two general phases to inflammation: early stages enlist the immune system to protect the body from an injury and to control infection; later stages work to re-grow damaged tissue and start the wound healing process.

TEXT L: VERSION 3

Sport injuries result in various physiological and psychological problems for athletes.

Firstly, damaged tissue is a common physiological consequence of an injury. Damaged tissue is the infliction of muscles, ligaments and tendons throughout the body. Common tissue damage injuries occur from a sprain, a strain, a one-off blow resulting in a swelling, or overuse of a particular muscle of the body. The swelling occurs whenever the organs, skin or other parts of the body enlarge. It is typically the result of inflammation or a build-up of fluid. The pain and swelling can keep the athlete from using the injured part, serving it to protect from injury. There are two general phases to inflammation: early stages enlist the immune system to protect the body from an injury and to control infection; later stages work to re-grow damaged tissue and start the wound healing process.

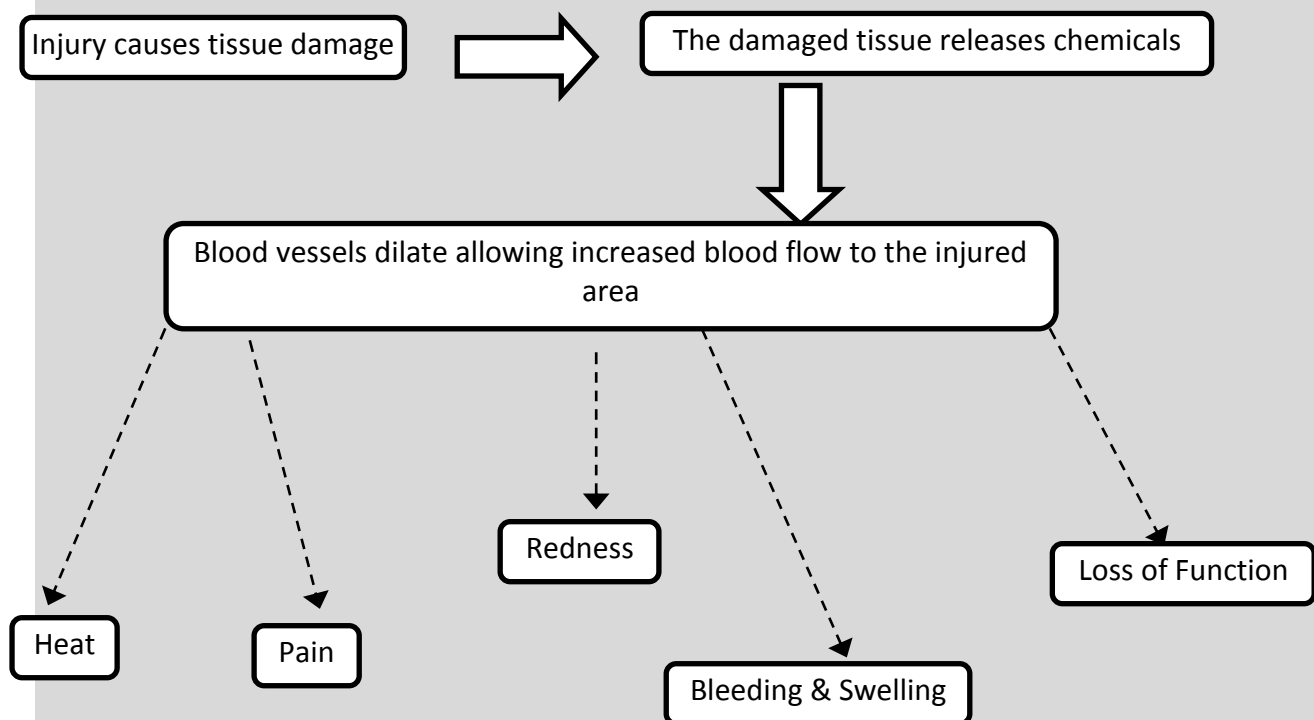
Consolidation activity

Select passages from this assignment and edit this student's use of 'I'

In this assignment I will be explaining the physiological and psychological responses to sporting injuries. Furthermore I will be analysing the three responses in further detail.

*The first area I would like to examine is **damaged tissue**. Damaged tissue is when the muscles, tendons and ligaments are injured in the body. One of the most common soft tissue injuries is strains and sprains. The first physiological response is primary damage response. This is the first response which the body has towards the injury. For example inflammation is a protective attempt by the body which removes harm and will initiate the healing process. This will occur within a few minutes to hours of injury. This has five key characteristics which are; pain, redness, swelling, heat and loss of function. A prime example of this is when a footballers roll their ankle. This may be down to a myriad of reasons, for example an uneven pitch.*

In many instances, no matter how small the injury, tissues will have either been stretched or an impact received causing blood vessels to be torn or damaged. The extent of bleeding will depend on the vascularity of the tissues involved and may also be increased if injured during exercise. Blood will flow out until the vessels are restricted (vasoconstriction), so preventing further blood leaking into the tissues. It is important to stop bleeding into tissues as the blood will act as an irritant, increase inflammation, and must be cleared from the tissues before the healing process can properly commence. (www.brainmac.co.uk)



*The next area which I will like to examine is **the importance of scar tissue control in the remodelling process**. The most common soft tissue injury comes from muscles, ligaments, tendons and strains and sprains. These types of tissue injuries occur on and off the field. There are a certain amount of sports which can lead to an over stretched or over exertion of soft tissue structures. There are many ways such as a warm up, flexibility levels and a lack of conditioning which contribute to the soft tissue injuries. After the injury has occurred scar tissue will play a vital role in the healing and recovery process. Therefore without scar tissue our injuries will not heal, however too much scar tissue or an unstable foundation of scar tissue can lead to the injury occurring again and will be a longer recovery.*

A scar is a result of the body's repair mechanism after injury on many tissues. Scar tissue replaces normal tissue after it is damaged. Scar tissue is the formation and laying down of a protein called "collagen". This is a fibrous tissue that replaces the tissue that has been damaged. It is not as elastic and pliable as skin and muscular tissue which makes it a lower quality tissue and less effective and efficient at doing its job. (www.oxfordunited-yc.co.uk)

*The last area which I would like to examine is **specific to injury**. This is injuries such as strains and sprains. A strain is a stretching or tearing of muscle/tendon. Strains are overstretching or tearing of tissue. Strains involve tissue and strains involve muscular tissue. Strains involve pain and discomfort, deformity, swelling, bruising, impaired movement and loss of function. There are many ways to prevent strains, these include wearing the correct footwear for different activities, warming up properly before exercise, cool down after exercise and ensuring that you do regular strengthening and flexibility exercises. A prime example of a strain is when footballers run for the ball and then they will strain their hamstring (pulling their muscle). When we have pain after the strain this is the body signaling not to use it. This is important because if you do carry on you will make the injury worse. Depending on what grade the strain is you must treat it according to the strain table. There are many ways to heal a muscle strain but the most common way is the RICE technique.*

There are three types of grade boundaries which ligaments sprains fit into as well as muscle strains. These are:

Degree / Severity	Fibre Damage	Signs and Symptoms
Grade I (mild)	few fibres	Minimal discomfort swelling / tenderness movement slightly impaired / functional.
Grade II (moderate)	many fibres	Significant pain / discomfort / noticeable swelling / tenderness / impaired movement / function impaired.
Grade III (severe)	total rupture	Pain / significant swelling / bruising / tenderness / impaired movement / joint unstable / loss of function.

*The first psychological area I would like to examine is response to injury. The first example I will like to examine is **anxiety**. This is when someone is worried about a certain issue. A key example is if a footballer suffers from an injury from a bad tackle they will then feel anxious as they have got*

into a bad tackle and are anxious about what the circumstances will be. This will then result in the athlete being distressed as they will know how bad the injury could be. I personally think that many sports athletes suffer from anxiety. This could be for a variety of reasons, such as injury, losing their first team place and they might not recover in time for a tournament. A prime example of this is England winger Theo Walcott. Walcott missed the 2014 World Cup due to an ACL injury therefore he was not picked for the England squad.

*Moreover I will be examining the **response to treatment and rehabilitation**. I will be using the most common example which is **frustration**. The athlete may feel frustrated because they could have avoided injury. For example if a footballer goes into a tackle less than 100% then they will be the person who is most likely to get injured. This will then lead to injury and will cause the footballer frustration because they will be annoyed as they will need to wait to get back on the pitch as well thinking that the injury could affect his/hers performance. Therefore footballers must ensure that they go into tackles 100% because if not it will lead to injury as well as frustration.*

Response	Conclusion/Recommendations	Otherwise
Tissue Damage	Personally I would recommend that the athlete gets help from a sports physiotherapist which will enable them to make a swift recovery. This then makes the athlete feel in safe hands as they will be put through a recovery plan however the intensity will vary due to the injury.	If the athlete does not follow this procedure they will be back without being fully recovered. This is bad as this can lead to the injury becoming worse. This could result in the athlete being out of their career for 12-18 months.
Scar Tissue	I personally would recommend that the athlete stops using the specific muscle for about a week this is because this will enable him rest his muscle. After this I will ensure that the athlete follows the RICE technique. This is because this will start the rehabilitation process. This should last about 2-3 weeks or longer depending on how long the scar tissue takes to improve. After this I will advise the athlete to take part in light exercises in therapy. As this will provide the muscle to be prepared when it is required. A prime example of this would be Theo Walcott. He suffered from an ACL injury, and required surgery. His surgeon said "When somebody tears his ACL then undergoes surgery we know 10%-20% of patients continue to have some form of instability," www.skysports.com After this surgery the athlete will be allowed to take part in light physical activity as their muscles will need to adapt again to their needs.	If the athlete does not follow this routine which is placed for him/her they will increase the chance of the injury becoming worse. Also if they don't follow this they will not know how long they will be out for. For example a simple 1 month injury could take up to 4-5 months, also this will mean that the specific muscle will not be the same this is called muscle atrophy.

Strain	<p>I would advise athletes to use the RICE technique. This is because this is one of the best and effective techniques. This is because this technique breaks down the rehabilitation process. After this I will advise them to have an MRI Scan. An MRI scan is a medical imaging technique used in radiology to investigate the anatomy and physiology of the body in both health and disease. MRI scanners use strong magnetic fields and radio waves to form images of the body. The technique is widely used in hospitals for medical diagnosis. www.wikipedia.org. After this the athlete will be able to take up light exercise. Then the athlete will be able to start jogging and will be back into the same routine in about 2 months' time.</p>	<p>If the athlete does not follow this the strain will become worse therefore athletes need to follow the rehabilitation process. A grade 1 strain injury which would last about 2-4 weeks of RICE before returning back to training could become a grade 2 or 3 injury if the athlete continues playing with the injured muscle and could turn into an injury that last up to 4 months. www.brainmac.co.uk This will then take longer for the athlete to recover if they do not follow the rehabilitation process.</p>
Response To Injury (Anxiety)	<p>I think that athletes should talk to other athletes who have suffered from anxiety. This is because this will help them as they won't be anxious because that they now know that others have been through the same process.</p>	<p>Personally I think that if the athlete does not do this they will feel angrier. This is because it could lead to the athlete thinking that they can improve their injury quicker however this will result in the injury becoming worse hence why they will feel more angry.</p>
Response To Treatment (Frustration)	<p>Personally I think that the athlete should refer to sports psychologists. This is because this will help them to explain what they are frustrated about e.g. injuries. This will be the start of the rehabilitation which will help them on the road to recover. This will also help them achieve certain goals as they will want to recover as soon as possible and get back into their preferred sport.</p>	<p>I think that if the athlete does not do this there is a high chance that they will think that they are ready to play in their preferred sport. This will make the injury worse and the athlete will become even more frustrated.</p>

Consolidation activity 2**Rules for voice: please write down the rules we agreed last week for when we use 'I'**

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Text 1

- Underline the problematic sentences/phrases

For the main session, my client did a few upper-body exercises and lower-body exercises. I chose these exercises because my client suggested he wanted to increase muscle hypertrophy/increase upper-body session. My client also did an interval cardiovascular session. At times my client was running at challenging speeds to help him develop endurance. This is important because I made the training specific to his sport, which is football.

Text 2

- Underline the problematic sentences/phrases
- Individually, edit or re-write these sentences/phrases.
- Does every instance of 'I' need to be changed or do you want to keep some? If so, why?

In this assignment I am a personal trainer and I have a client who is trying to improve in several areas to help them in their sport. Before the first session I had to deliver a health-screening questionnaire (consultation) so I know how fit my client is and what they want to achieve. The day of the session, I started off by giving a brief introduction. This included a talk on health and safety.

Writing impersonally/using the appropriate level of formality

ACTIVITY

- This activity has been designed by taking a paragraph from an AS level essay in Health and Social Care that was written in an extremely unplanned, informal style, and rewriting that paragraph to eliminate these unplanned features and to incorporate features that are more appropriate for A level essay writing. This has been done in three stages.
- The goal of the activity is to encourage students to think about the tone and style of a piece of writing and how that is connected to the audience and context. The order that we have used to consider these paragraphs is N-E-S-B, moving from least to most 'academic' as that was a goal (and the context) for the original assignment.
- Once the students have organised the paragraphs from 1 – 4, elicit their orders and reasons from them, and have a class/group discussion using the following questions as a guide:
 1. Which paragraph do you like the most?
 2. Which one is closest to your writing style?
 3. Which one is most suitable for A level (or your context) writing?
 4. Do the paragraphs change as they go from 1 – 4? In what ways?
- Adapt this activity for your class by choosing a particularly strong or weak example of writing (a sentence or a paragraph, usually) in your subject. Identify the features of tone and style that make this writing particularly (in)appropriate for your subject and for your purpose and list them on the table provided. Using these features, rewrite the sentence or the paragraph 2-3 times with varying levels of appropriateness. Give students the paragraphs to order and then discuss, following the activity as above.
- There are multiple ways of organising the paragraphs and there is no definitive right answer, although the students may want and expect one – the important element is whether the organising principle (for example length of text, readers' preference, subjective/objective tone, etc.) is reasonable and consistently applied. It is crucial to note and discuss that the most 'formal' of these paragraphs may not be the most suitable for the students' purposes, and might actually be inappropriate for much of the writing they do. It is also important to note that each subject area and each purpose will have its own conventions of formality and that our example may not translate across all subjects. Formality doesn't always equal suitability.
- This activity was designed and created by the Queen Mary Thinking Writing programme. This resource, and others, can be found at their website: <http://www.thinkingwriting.qmul.ac.uk>
- Two examples follow. We suggest you adapt the activity using texts from your own subject.

Example A

These paragraphs about self-concept can be placed on the formality-informality continuum. The paragraphs need to be copied onto card and cut up and students asked to place them on the formality continuum on the next page.

Paragraph B

'Self-concept' refers to how individuals describe and judge themselves and also how they perceive themselves to be described and judged by others. Adolescence is a key period in the development of an individual's self-concept.

Paragraph S

Self-concept is an idea of how an individual sees and evaluates themselves and how other people see and evaluate them too. Adolescence is the key time in developing self-concept because it is the time when individuals identify who they are and try to understand themselves as people.

Paragraph E

Self-concept is an idea about yourself: it is how you describe yourself and also how others see or describe you. It is evaluating yourself as a person, and seeing how you are as well as what others think of you. Adolescence is the key time in your life; this is when you are developing your self-concept, identifying and trying to understand how you are as a person.

Paragraph N

Self-concept is an idea about yourself and it's how you describe yourself and also how others see you or describe you. It's evaluating yourself as a person and seeing how you are and also what others think of you. Adolescence is the key time in your life, this is when you are developing your self-concept, so you are now identifying and trying to understand how you are as a person.

Example B (from Music technology)**Paragraph B**

Analogue synthesisers come in many form factors but the two most common are: modular/semi-modular systems or integrated all-in-one systems such as the Roland SH-09. Both integrated and modular synthesisers use the same electronic signal processing technology, but modular synthesisers are expandable - more modules can be added. Modular synthesisers are composed of many different electronic units that have inputs and outputs for each section. The modules are connected by patch leads and the output signal of one module is fed into the input of another module, which alters the electronic signal. An integrated synthesiser is not expandable and most often does not require patch cables to route the electronic signals to the different internal module.

Paragraph S

Analogue synthesisers come in a number of different types. The two people buy most often are: modular/semi-modular systems or integrated all-in-one systems such as the Roland SH-09. The integrated and modular synthesisers are made with the same kind of technology using electronic signals, but the modular synthesisers can be expanded by adding more modules. Modular synthesisers are made of a huge number of different electronic units and have inputs and outputs for each section. The modules are joined together by patch leads and the output signal of one module is put into the input of another module, and this changes the electronic signal. It is not possible to expand an integrated synthesiser and it doesn't usually need patch cables to send the electronic signals to the different internal module.

Paragraph E

There are many different kinds of analogue synthesisers. The two you find around most often are: modular/semi-modular systems or integrated all-in-one systems e.g. the Roland SH-09. The integrated and modular synthesisers are made with the same kind of technology using electronic signals, but you can make the modular synthesisers bigger if you put in more modules. Modular synthesisers have a huge number of different electronic parts and they've got inputs and outputs for each bit. You can join the modules together with patch leads and you can take the output signal of one module and put it into the input of another module, and if you do this it changes the electronic signal. But you can't make an integrated synthesiser bigger and you don't usually need patch cables to send the electronic signals to the different internal module.

Paragraph N

There are lots of different kinds of analogue synthesisers. The two you get most often are: modular/semi-modular systems or integrated all-in-one systems like the Roland SH-09. The integrated and modular synthesisers are made in the same way with electronic signals, but you can make the modular synthesisers bigger and you can put in more modules. Modular synthesisers have loads of different electronic parts and they've got inputs for each bit and outputs for each bit. You can stick the modules together with patch leads and you can take the output signal of one module and you can put it into the input of another module, and if you do this it changes the electronic signal. But you can't make an integrated synthesiser bigger and you don't usually need patch cables if you want to send the electronic signals to the different internal module.

Formality Continuum



Writing it right!

What makes writing more or less formal?

Less formal writing:	More formal writing:
Uses many contractions	Uses few / no contractions
Uses 1 st and 2 nd person pronouns (e.g. I, you, we)	Uses 3 rd person pronouns (e.g. he, she, it, one, they) Uses neutral nouns Uses passive constructions Uses impersonal constructions
Uses little specialised vocabulary	Uses key specialised vocabulary
Uses informal non-specialised vocabulary	Uses more formal non-specialised vocabulary
Uses 'and' a lot	Uses a variety of connectives and linking techniques
Uses a lot of repetition	Uses little repetition
Uses very little nominalisation	Uses nominalisation where appropriate

(Contributed by Sue Henderson-Kabakova)

Writing it right!

How can I make my writing sound more formal?

As we have seen when looking at the formality continuum, there are a number of techniques that can be used to move your writing from the less formal to the more formal.

informal ←————→ formal

Less formal	More formal	Examples of how to move along the continuum
Uses many contractions	Uses few / no contractions	<p>Their real motive isn't to help them win the war ... → Their real motive is not to help them win the war ...</p> <p>There's a coil (inductor) attached to the speaker cone ... → There is a coil (inductor) attached to the speaker cone ...</p>
Uses 1 st and 2 nd person pronouns (e.g. I, you, we)	Uses 3 rd person pronouns (e.g. he, she, it, one, they) Uses neutral nouns Uses passive constructions Uses impersonal constructions	<p>We are individuals and we should be considered as ... → People are individuals and they should be considered as ...</p> <p>I feel captivated by ... → The viewer is captivated by ...</p> <p>The props in Act 1 are important as they give us an impression ... → The props in Act 1 are important as they give the audience an impression ...</p> <p>When you press 'Play', ... → When 'Play' is pressed, ...</p> <p>We should not take time for granted ... → Time should not be taken for granted ...</p> <p>This photograph reminds me of ... → This photograph is reminiscent of ...</p> <p>I can tell from her movements that she is happy. → It is evident from her movements that she is happy.</p>
Uses little specialised vocabulary	Uses key specialised vocabulary	<p>One of the causes of heart attacks is the number of fatty substances ... → One of the causes of coronary heart disease is the number of lipids ...</p>
Uses informal non-specialised vocabulary	Uses more formal non-specialised vocabulary	<p>One of the biggest forms of malnutrition today... → One of the most prevalent types of malnutrition today ...</p> <p>Collectivisation in Russia involved taking the land from the peasants and giving it all to the state. → Collectivisation in Russia involved expropriating land from the peasants and transferring ownership to the state.</p> <p>The seizure of grain by violent officials that followed ... → the subsequent seizure of grain by violent officials...</p>
Uses 'and' a lot	Uses a variety of connectives and linking techniques	<p>Parsons is a Functionalist and so is Murdock and they both believe that the family is very important and that is why ... → Parsons and Murdock, both Functionalists, believe that the family is very important, which is why ...</p>
Uses a lot of repetition	Uses little repetition	<p>There are <u>many</u> specialist input devices for disabled users. One of the specialist input devices is the foot mouse. The foot mouse ... → There are many specialist input devices for disabled users; one of these is the foot mouse, which ...</p>
Uses very little nominalisation	Uses nominalisation where appropriate	<p>Mrs. Thatcher refers to ... → Mrs. Thatcher's reference to ...</p> <p>This could represent the author realising that he is able to ... → This could represent the author's realisation of his ability to ...</p>

Nominalisation

Nominalisation and formality

Nominalisation is the process of turning verbs (actions) into nouns (concepts). For example:

- The public opposes nuclear power plants. [This sentence uses the verb 'opposes']
- There is public opposition to nuclear power plants. [This sentence uses 'opposition' - the nominalised form of the verb 'opposes']

Formal written English uses nouns more than verbs. For example, "judgement" rather than "judge", "development" rather than "develop", "admiration" rather than "admire".

Instead of:

This information enables us to formulate precise questions.

We would write:

This information enables the formulation of precise questions.

More examples are:

There appeared to be evidence of differential treatment of children.

This is reflected in our admiration for people who have made something of their lives, sometimes against great odds, and in our somewhat disappointed judgment of those who merely drift through life.

All airfields in the country would be nationalised, and the government would continue with the development of new aircraft as recommended by the Brabazon Committee.

Associated with nominalisation is the occurrence of prepositional phrases, introduced by *of*: judgment of those; treatment of children; development of new aircraft

- *-tion* is the most common suffix used in this way. For example: *alteration, resignation*.

However others are:

- *-ity* ability, similarity, complexity;
- *-ness* blindness, darkness, preparedness;
- *-ment* development, encouragement;
- *-ship* friendship; *-age* mileage;
- *-ery* robbery, bribery;
- *-al* arrival;
- *-ance* assistance, resemblance.

(Taken from <http://www.uefap.com/writing/feature/complex.htm>)

Although nominalisation can make your writing more formal and help to link recurrent ideas, if it is used excessively, it can make your writing unclear:

A need exists for greater candidate selection efficiency. [Dense use of nominalization]

You can clarify the above sentence by reducing the nominalised forms as follows:

- We need to select candidates more efficiently.

(Williams, *Ten Lessons*, 3rd edition 1994, p84)

(Taken from <http://services.unimelb.edu.au/asu/language/style>)

So don't overdo it!

The **taking** of evasive measures resulting in the **avoidance** of predatory **actions** by the offending party was a result of the **meeting** of the previously mentioned little pigs and their **awareness** of the **premeditation** of the wolf in terms of harmful **deceptions** and his **cleverness** in the **execution** of his criminal **intentions**.

This a very long winded way of saying "The little pigs evaded the attempt of the sneaky wolf to kill them because they had met before and knew that he planned to deceive and to kill them."

(Taken from English Support at CSU website)

Examples of nominalisation

1. Henry VIII broke with Rome. Very few people in England opposed this.

There was very little opposition in England to Henry VIII's break with Rome.

2. When Jerusalem had been captured, most of the Crusaders decided to return home and the Pope approved of this.

After the capture of Jerusalem, the Crusaders' decision to return home received the Pope's approval.

3. The group sang beautifully so the class cheered wildly and applauded enthusiastically.

The group's beautiful singing drew wild cheers and enthusiastic applause from the class.

4. Carbon dioxide is absorbed by plants and converted into starch. This process is called photosynthesis.

Photosynthesis is the absorption of carbon dioxide by plants and its conversion into starch.

5. Marie Curie discovered two radio-active elements, but she did not realise how harmful the experiments were.

Marie Curie did not realise the harm caused by the experiments which led to her discovery of two radio-active elements.

6. There was a dispute between firemen and their employers in London. Firemen wanted to get paid £30,000 (they were paid £20,000), but they didn't want to change anything.

The reason for the London firemen's dispute was their demand for a pay increase from £20,000 to £30,000 without any change in working conditions.

7. On the day Tybalt died and Romeo was banished from Verona, Friar Laurence gave Juliet a potion to make her sleep.

On the day of Tybalt's death and Romeo's banishment from Verona, Friar Laurence gave Juliet a potion to make her sleep.

Nominalisation from adjectives and verbs

Adjectives and verbs can be turned into nouns by adding a suffix (ending) to the word. Here are some of the common ways this is done.

ACTIVITY A

Turning adjectives into nouns

Use the suffixes to form nouns from the adjectives below. Be careful! Sometimes the spelling changes slightly.

Using the suffix...	Adjective	Noun
...ence	absent	
	adolescent	
	confident	
	patient	
...ity	able	
	capable	
	respectable	
	equal	
	original	
	familiar	
	generous	
...th	strong	
	wide	
	broad	
	long	
...dom	wise	
	bored	

Some adjectives do not fit the above patterns. Can you write the nouns that go with them?

Adjective	Noun
honest	
fluent	
hungry	
angry	
thirsty	
guilty	
high	
enthusiastic	

ACTIVITY B**Turning verbs into nouns**

Use the suffixes to form nouns from the verbs below. Be careful! Sometimes the spelling changes slightly.

Using the suffix.....	Verb	Noun
...ion	depress	
	victimise	
	suspect	
	persuade	
	include	
	receive	
	deceive	
	satisfy	
	qualify	
...ment	disappoint	
	embarrass	
	amuse	
	encourage	
	judge	
	announce	
	develop	
	require	
...al	refuse	
	approve	
	propose	
	survive	
...ance	perform	
	resist	
	appear	
	disappear	
	assist	

Some verbs do not fit the above patterns. Can you write the nouns that go with them?

Verb	Noun
complain	
apologise	
prove	
praise	
sleep	
heat	
blame	
experience	
forgive	
lose	

Understanding the effect of nominalisation

ACTIVITY

TASK

- Photocopy sentences onto card.
- Cut out
- Sequence from most speech- like to most formal written form

It rained heavily so the rivers flooded.

Intense rainfall in the nearby mountains caused widespread flooding in the low lying Cumbrian valleys.

It rained heavily. The rivers flooded.

Heavy rainfall caused widespread flooding.

The rivers flooded because of heavy rainfall.

Heavy rainfall in the nearby mountains caused widespread flooding in the valleys of Cumbria.

(Contributed by Catharine Driver)

UNDERSTANDING NOMINALISATION TASK ANSWER GUIDE

It **rained** heavily.



The rivers **flooded**



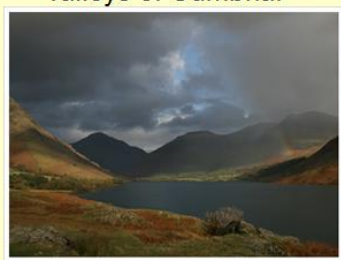
It rained heavily **so** the rivers flooded.



Heavy **rainfall** caused widespread **flooding**.



Heavy **rainfall** in the nearby mountains caused widespread **flooding** in the valleys of Cumbria.



Formality sequence

- It rained heavily. The rivers flooded.
- It rained heavily so the rivers flooded.
- The river flooded because of heavy rainfall.
- Heavy rainfall caused widespread flooding.
- Heavy rainfall in the nearby mountains caused widespread flooding in the valleys of Cumbria.
- Intense rainfall in the nearby mountains caused widespread flooding in the low lying Cumbrian valleys.

Using differing degrees of certainty

ACTIVITY A

- Students begin by ranking statements according to how certain they are. Teachers should stress that there are no “right” answers and that the current list is random.
- Afterwards, students decide where they would place the statement “It is”. This part of the activity has been adapted from an activity designed by Sue Henderson-Kabakova.
- Students then work in pairs to explore other ways to suggest degrees of certainty. Teachers might need to direct students towards using modal verbs. For example, rather than 'be', 'It might be' could suggest a more abstract relationship between the parts in the sentence. Other examples: it might suggest; it might imply; it might connote; it might be read as; it could be interpreted as... etc. etc.
- Students should now look at the example paragraph and highlight in different colours which sentences are stating facts about the film, and which sentences are expressing the student's interpretation.
- Students should now edit the sentences which express the student's interpretation to indicate different degrees of certainty.

Example**STATEMENTS TO BE RANKED**

It is generally
It could be
It might be
It may be
It is likely
It is probably
It is certainly
It is definitely
It is possibly
It is undeniable
It is perhaps
It can be
It is indeed
It is invariably
It is usually
It is always
It is often

EXAMPLE PARAGRAPH

In *Harry Brown*, unemployment is presented in a hyper-realistic way. Unemployment is seen as an issue that primarily affects young people, who are stereotypical 'youths' in the film. The problem of unemployment is seen from Harry's perspective when he looks down from his window at those who are not working. The camera angles reinforce Harry's negative attitudes towards the unemployed. For example, there is an eye line match sequence with high angle shots that depicts the unemployed as animals. People out of work are dehumanised in Harry's eyes. The audience is aligned with Harry and so the spectator is sympathetic towards him because he is in a minority. The social issue of unemployment is represented very negatively in *Harry Brown*.

ANSWER GUIDE: FACT & OPINION IN EXAMPLE PARAGRAPH

In *Harry Brown*, unemployment is presented in a hyper-realistic way. Unemployment is seen as an issue that primarily affects young people, who are stereotypical 'youths' in the film. The problem of unemployment is seen from Harry's perspective when he looks down from his window at those who are not working. The camera angles reinforce Harry's negative attitudes towards the unemployed. For example, there is an eye line match sequence with high angle shots that depicts the unemployed as animals. People out of work are dehumanised in Harry's eyes. The audience is aligned with Harry and so the spectator is sympathetic towards him because he is in a minority. The social issue of unemployment is represented very negatively in *Harry Brown*.

ANSWER GUIDE: EXAMPLE PARAGRAPH REWRITTEN TO INCLUDE DIFFERING LEVELS OF CERTAINTY

In *Harry Brown*, unemployment is **often** presented in a hyper-realistic way. Unemployment is seen as an issue that primarily affects young people, who are stereotypical 'youths' in the film. The problem of unemployment is seen from Harry's perspective when he looks down from his window at those who are not working. The camera angles **might serve to** reinforce Harry's negative attitudes towards the unemployed. For example, there is an eye line match sequence with high angle shots that depicts the unemployed **almost as though they were** as animals. **The camera angle could suggest that** people out of work are dehumanised in Harry's eyes. The audience is aligned with Harry and so the spectator is **often** sympathetic towards him because he is in a minority. The social issue of unemployment is represented very negatively in *Harry Brown*.

NOTE

There are many other ways of altering the above paragraph. This is just an example to illustrate some possible changes.

ACTIVITY B

- The goal of this activity is to make students think about how the language they use (particularly the verbs and modifiers) can make their writing more or less convincing and credible.
- It has been designed by changing the verbs and modifiers in a piece of original student writing to make them more or less convincing, and comparing these with the original version.
- Close to the start of the activity you will need to review what a verb is and what it looks like so that students are able to identify all the verb forms in the text definite; later in the activity it is useful to review/introduce the terms 'modality' and 'modify' / 'modifiers' and give examples.
- Work through the activity using the questions and instructions, taking plenty of time for discussion and questions you include. We recommend that, if possible, this T/F questions are removed from the worksheet and presented to the class as a whole on the whiteboard for discussion. This also an option for the questions that follow later in the worksheet.
- Give students the rewritten paragraph to consider and discuss questions of how persuasive they find it and why
- Consider the changes between the rewritten and original paragraphs, looking at how the verbs and modifiers are more or less likely to persuade the reader.
- There is no 'rule' for this activity as each subject and each topic will have its own conventions for explanation and persuasion; the key point to highlight here is that using different verbs and modifiers makes a different point to the reader, and that the students can be aware of how they do this in their own writing. The examples provided in this activity are not perfect and students should be encouraged to critique and improve them if time allows
- To reproduce this activity in your subject: Choose an example of writing (a paragraph or possibly a sentence) in your subject which persuades or convinces in part by using a range of verbs (might do, definitely does, etc.) OR choose an example which fails to so because it is too tentative (too many mights, coulds, perhaps's) or too definite. Rewrite the sentence or the paragraph either by making it entirely definite or entirely tentative, limiting the range of verbs and modifiers you include . Give students the rewritten paragraph to consider and discuss questions of how persuasive they find it and why. Consider the changes between the rewritten and original paragraphs, looking at how the verbs and modifiers are more or less likely to persuade the reader.
- This activity was designed and created by the Queen Mary Thinking Writing programme. This resource, and others, can be found at their website: <http://www.thinkingwriting.qmul.ac.uk>

Example**Using modifiers and tentative language**

1. Here is a short case study from Health and Social Care. Read though it and answer the T/F questions. Discuss your answers with your group or partner.

“Jayne is a “looked after child”. She has been in residential care since she was three years old. Jayne finds it difficult to make friends as she doesn’t always feel confident. She often feels that she is less important than other children who live at home with their parents” (extract from a case study)

True or False

- | | |
|--|-----|
| 1. Jayne has no friends. | T/F |
| 2. Jayne never feels confident. | T/F |
| 3. Being a ‘looked after child’ is the main reason for Jayne’s lack of | T/F |
| 4. Jayne knows that she is less important than other children. | T/F |
| 5. Jayne has been in care for most of her life. | T/F |

2. Here is a one student’s response to the question about the case study:

Question: Investigate the development in self-concept, the influence of personal development and relationships of children.

Version 1

Jayne is a looked after child which means she will get positive comments from the residential home people. This will lead her to having a positive self-concept. When Jayne is at school she will compare herself with other children who all have parents and think negatively because they’ve got their parents to turn to when things go wrong as she hasn’t got anyone to talk to or turn to. Finding it difficult to make friends will have a negative effect on her self-concept because she might think that everyone else can make friends and also have a family. Due to this her self-image is negative because she might blame herself for the life she has. This will lead to her having a low self-esteem because she hasn’t got any friends, as she feels less confident this will have a negative effect on her self-concept because she cannot talk to her peers as she hasn’t got any.

b. How true do you think this paragraph is? Is it an accurate analysis of Jayne’s situation?

Now look at versions 2 and 3: how has the paragraph changed? What is the difference between version 2 and version 3? Which do you think is more convincing? Is either of these an accurate analysis of Jayne’s situation?

Version 2

Jayne is a looked after child which means she **might** get positive comments from the residential home people. This **might** lead her to having a positive self-concept. When Jayne is at school she **might compare** herself with other children who all have parents and **might think** negatively because they've got their parents to turn to when things go wrong as she hasn't got anyone to talk to or turn to. Finding it difficult to make friends **might have** a negative effect on her self-concept because she **might think** that everyone else can make friends and also have a family. Due to this her self-image **might be** negative because she **might blame** herself for the life she has. This **might lead** to her having a low self-esteem because she hasn't got any friends, as she feels less confident this **might have** a negative effect on her self-concept because she cannot talk to her peers as she hasn't got any.

Version 3

Jayne is a looked after child which means she **is likely to** get positive comments from the residential home people. This **will probably lead** her to having a positive self-concept. *However,* when Jayne is at school she **might compare** herself with other children who all have parents and **might think** negatively because they've got their parents to turn to when things go wrong as she hasn't got **many** people to talk to or turn to. Finding it difficult to make friends **might have** a negative effect on her self-concept because **it is probable that she thinks** that everyone else can make friends and also have a family. Due to this her self-image **is likely to be** negative because she **possibly blames** herself for the life she has. This **might lead** to her having a low self-esteem because she hasn't got many friends, as she feels less confident this **might have** a negative effect on her self-concept because she cannot talk much to her peers as she hasn't got **many**.

ACTIVITY C

- The goal of this activity is to make students think about how the language they use (particularly the verbs and modifiers) can make their writing more or less convincing and credible.
- It has been designed by changing the verbs and modifiers in a piece of original student writing to make them more or less convincing, and comparing these with the original version.
- Close to the start of the activity you will need to review what a verb is and what it looks like so that students are able to identify all the verb forms in the text definite; later in the activity it is useful to review/introduce the terms 'modality' and 'modify' / 'modifiers' and give examples.
- Work through the activity using the questions and instructions, taking plenty of time for discussion and questions you include.
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- To reproduce this activity in your subject: Choose an example of writing (a paragraph or possibly a sentence) in your subject which persuades or convinces in part by using a range of verbs (might do, definitely does, etc.) OR choose an example which fails to so because it is too tentative (too many mights, coulds, perhaps's) or too definite. Rewrite the sentence or the paragraph either by making it entirely definite or entirely tentative, limiting the range of verbs and modifiers you include. Give students the rewritten paragraph to consider and discuss questions of how persuasive they find it and why. Consider the changes between the rewritten and original paragraphs, looking at how the verbs and modifiers are more or less likely to persuade the reader.
- This activity was designed and created by the Queen Mary Thinking Writing programme. This resource, and others, can be found at their website: <http://www.thinkingwriting.qmul.ac.uk>

Example

Read the paragraph below and consider the following questions:

- Which sentences are presented as fact and which as opinion? Is there any difference between them?
- On a scale of 1 – 100% to what extent are you convinced by the writer? To what extent do you agree with the writer? Why? What makes you believe/agree or not?

Version A

The effect of current advertising methods is that the "body is turned into a thing, an object, a package" (Kilbourne). In ads, bodies are separated into individual parts: legs, breasts, thighs, waists; the result is that the body is separated from the woman. It then is acceptable for the woman's body to be scrutinized. Women's bodies receive large amounts of attention and comment and are a "vehicle for the expression of a wide range of statements" (Orbach 13). Judgements are made and opinions are formed about a woman by her appearance. A woman who is judged as overweight is thought of as a woman with little self-control, and from this premise further assumptions are made. This type of generalization occurs on a daily basis, by both men and women, and it affects the way we behave towards one another.

Paragraph from *In Pursuit of Thinness*
(© Susan Chisholm, the University of Victoria)

Underline all the verbs in the paragraph – what do you notice about them?
What effect do they have on the reader?

Now look at Version B and underline the verbs again.

- How have the verbs changed?
- What other changes have been made?
- What is the effect of all of these changes? Are you any more convinced by the points the writer is trying to make?

Version B

The effect of many current advertising methods is that the "body is turned into a thing, an object, a package" (Kilbourne). In many ads, bodies are separated into individual parts: legs, breasts, thighs, waists; the result is that the body becomes separated from the woman. It then becomes acceptable for the woman's body to be scrutinized. Women's bodies receive large amounts of attention and comment and are a "vehicle for the expression of a wide range of statements" (Orbach 13). Judgements may be made and opinions may be formed about a woman by her appearance alone. A woman who is judged as overweight is often thought of as a woman with little self-control, and from this premise further assumptions may be made. This type of generalization occurs on a daily basis, by both men and women, and it affects the way we behave towards one another.

Paragraph from *In Pursuit of Thinness*
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ANSWER GUIDE

Read the paragraph below and consider the following questions:

Which sentences are presented as fact and which as opinion? Is there any difference between them?

On a scale of 1 – 100% to what extent are you convinced by the writer? To what extent do you agree with the writer? Why? What makes you believe/agree or not?

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Paragraph from *In Pursuit of Thinness*
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Underline all the verbs in the paragraph – what do you notice about them?
What effect do they have on the reader?

Now look at Version B and underline the verbs again - how have the verbs changed?
What other changes have been made?
What is the effect of all of these changes? Are you any more convinced by the points the writer is trying to make?

Version B

The effect of many current advertising methods is that the "body is turned into a thing, an object, a package" (Kilbourne). In **many** ads, bodies are separated into individual parts: legs, breasts, thighs, waists; the result is that the body **becomes** separated from the woman. It then **becomes** acceptable for the woman's body to be scrutinized. Women's bodies receive large amounts of attention and comment and are a "vehicle for the expression of a wide range of statements" (Orbach 13). Judgements **may be made** and opinions **may be formed** about a woman by her appearance alone. A woman who is judged as overweight is often thought of as a woman with little self-control, and from this premise further assumptions **may be made**. This type of generalization occurs on a daily basis, by both men and women, and it affects the way we behave towards one another.

Paragraph from *In Pursuit of Thinness*
(© Susan Chisholm, the University of Victoria)

CULTURAL CAPITAL

Academic vocabulary

<http://www.nottingham.ac.uk/alzsh3/acvocab/index.htm>

Teaching Academic Vocabulary

The AWL Highlighter and the AWL Gap maker are useful tools for developing teaching materials which focus on academic vocabulary, especially for mixed-discipline classes, since the words on the Academic Word List are valuable for all students preparing for academic study, no matter what their subject area.

One suggested procedure:

1. Select a suitable text and use it in class with your regular reading skills activities. Once students are familiar with the text, re-present it to your students, this time with all the words from the Academic Word List highlighted in bold, via the [AWL Highlighter](#).

This simple step fosters noticing of the highlighted words as useful language items, whilst also providing an example of the target words in use. Students can use this highlighted version as a guide to which words are most useful for them, and so which words they should make an effort to learn. They can also be taught to look carefully, to see how a particular word is being used. For example, which preposition follows **symbol**? Is the verb **commission** used in an active or passive structure? Which adjective is used with the noun **factor**? Dictionary study and analysis of concordance lines can extend this by providing further examples of the word in context, allowing students to determine how a word is used typically, rather than in just the one instance. To reinforce their vocabulary study, students can be encouraged to generate their own sentences using the target words.

2. Several days later, review some of the academic words by means of a gap fill exercise, created with the [AWL Gap maker](#), based on the text previously studied. This could be in the form of a section of the text or a summary of the text.

This kind of exercise requires retrieval of the words learnt earlier, which reinforces memory, strengthening learning.

This procedure is based on the ideas of Nation as presented in his book *Learning Vocabulary in Another Language* (2001, CUP). He claims that three processes are necessary for successful vocabulary learning: noticing, retrieving and generating.

Practicalities

[The AWL Highlighter](#)

Once a text has been processed, it can be named and saved to your files as a web document. If you then open it in Word you will be able to adapt it as you wish, e.g. add title, instructions, etc.

[The AWL Gapmaker](#)

Fairly subtle grading of gap fill exercises is possible. For weaker classes you can select sublist 1 and 2 only and opt for a list of extracted words to be added. For stronger classes, you can use all sublists, which will result in more gaps, and remove the criblist, thus making a more challenging exercise from the same original text. Save and adapt as above.

© [Sandra Haywood](#), University of Nottingham

ACTIVITY

Use the Academic Word List (AWL) Gap maker to create a cloze exercise on a piece of text which you would like your students to read in detail which contains a lot of vocabulary which may be on the edge of their understanding or in their receptive vocabulary. Sometimes the words taken out for this activity might just be words which you know might present difficulties for students which may not be on the academic word list. Usually it is helpful if there are synonyms for each word. It is important that the procedure is not used to test subject specific vocabulary or subject knowledge.

Procedure:

- Choose a suitable text.
- Create gaps, taking out academic words. Do not remove subject specific words or words that test subject knowledge.
- Number the gaps.
- Create a table on which students can write their answers – two columns – as in the example on the next pages.
- The students work in pairs to fill in the gaps with their own suggestions which are grammatically correct and which make sense in the context. It needs to be stressed to them that there aren't a "correct" answer apart from the rule that the words they suggest must be grammatically correct and make sense in the context.
- Once the students have completed the gap filling, they are then presented with the actual words that were taken out on cards. Their next task is to match the words they have been given with the words they have suggested – these may be the same word or synonyms. The rationale here is that students' active vocabulary can be expanded by being presented with synonyms or alternative words for those they have suggested.

This is an example of a suitable text:

“We noted above that Kant had more than these two formulations of his categorical imperative. In another of these formulations, Kant relies on his views about nature as a system of everything that we experience as it is organized according to laws. Thus, he says that we ought always to ask whether some action we are contemplating could become a universal law of nature. The effect of this version is to stress the universality and rationality of morality, for nature necessarily operates according to coherent laws. Other formulations of the categorical imperative stress autonomy. We are to ask whether we could consider ourselves as the author of the moral practice that we are about to accept. We are both subject to the moral law and its author because it flows from our own nature as a rational being. Another formulation amplifies what we have here called the second form of the categorical imperative. This formulation points out that we are all alike as persons and together form a community of persons. He calls the community of rational persons a "kingdom of ends," that is, a kingdom in which all persons are authors as well as subjects of the moral law. Thus, we ask whether the action we are contemplating would be fitting for and further or promote such a community. These formal actions of the categorical imperative involve other interesting elements of Kant's philosophy, but they also involve more than we can explore further here.

There is much that is appealing in Kant's moral philosophy, particularly its central aspects -fairness, consistency, and treating persons as autonomous and morally equal beings. They are also key elements of a particular tradition in morality, one that is quite different than that exemplified by utilitarianism with its emphasis on the maximization of happiness and the production of good consequences.”

Barbara Mackinnon, 2012, Ethics – Theory and Contemporary Issues, Clark Baxter

This is what was produced when the text was put through the AWL highlighter at Level 10. The words in **bold** appear on the academic word list.

“We noted above that Kant had more than these two **formulations** of his categorical imperative. In another of these **formulations** Kant **relies** on his views about nature as a system of everything that we experience as it is organized according to laws. Thus he says that we ought always to ask whether some action we are contemplating could become a universal law of nature. The effect of this **version** is to **stress** the universality and **rationality** of morality for nature necessarily operates according to **coherent** laws. Other **formulations** of the categorical imperative **stress** autonomy. We are to ask whether we could consider ourselves as the **author** of the moral practice that we are about to accept. We are both subject to the moral law and its **author** because it flows from our own nature as a **rational** being. Another **formulation** amplifies what we have here called the second form of the categorical imperative. This **formulation** points out that we are all alike as persons and together form a **community** of persons. He calls the **community** of **rational** persons a "kingdom of ends " that is a kingdom in which all persons are **authors** as well as subjects of the moral law. Thus we ask whether the action we are contemplating would be fitting for and further or **promote** such a **community**. These formal actions of the categorical imperative **involve** other interesting **elements** of Kant's **philosophy** but they also **involve** more than we can explore further here.

There is much that is appealing in Kant's moral **philosophy** particularly its central **aspects** – fairness **Consistency** and treating persons as autonomous and morally equal beings. They are also key **elements** of a particular **tradition** in morality one that is quite different than that exemplified by utilitarianism with its **emphasis** on the **maximization** of happiness and the production of good **consequences**.

Example

This example uses the same Kant text as above.

Kant - the universality and rationality of morality

We noted above that Kant had more than these two ----- (1) ----- of his categorical imperative. In another of these formulations, Kant ----- (2) ----- on his views about nature as a system of everything that we experience as it is organized according to laws. Thus, he says that we ought always to ask whether some action we are ----- (3) ----- could become a universal law of nature. The effect of this ----- (4) ----- is to stress the universality and rationality of morality, for nature necessarily operates according to coherent laws. Other formulations of the categorical imperative ----- (5) ----- autonomy. We are to ask whether we could ----- (6) ----- ourselves as the author of the moral practice that we are about to accept. We are both subject to the moral law and its author because it flows from our own nature as a rational being. Another formulation ----- (7) ----- what we have here called the second form of the categorical imperative. This formulation points out that we are all alike as persons and together form a community of persons. He calls the community of rational persons a "kingdom of ends," that is, a kingdom in which all persons are authors as well as ----- (8) ----- of the moral law. Thus, we ask whether the action we are contemplating would be fitting for and further or promote such a community. These formal actions of the categorical imperative ----- (9) ----- other interesting elements of Kant's philosophy, but they also involve more than we can explore further here.

There is much that is appealing in Kant's moral philosophy, particularly its central aspects - fairness, consistency, and treating persons as autonomous and morally equal beings. They are also key elements of a particular tradition in morality, one that is quite different than that exemplified by utilitarianism with its ----- (10) ----- on the maximization of happiness and the production of good consequences.

Instructions

Print on card, laminate and cut.

answers	
(1)	formulations
(2)	relies
(3)	contemplating
(4)	version
(5)	stress
(6)	consider
(7)	amplifies
(8)	subjects
(9)	involve
(10)	emphasis

Instructions

Print onto card and cut up words onto separate cards.

amplifies
Consider
contemplating
Emphasis
formulations
Involve
Relies
Stress
Subjects
version

ANSWER SHEET		
	Your word	Do not write in this column
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		

**CLOZE ANSWER SHEET *TEMPLATE – please adapt for your own use.***

	Your word	Do not write in this column
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		

Distinctive Features of Scientific English

By Catharine Driver

(based on 'Some grammatical problems in Scientific English, Halliday 1989)

Science has created a language that describes its world. It is hard to simplify because the structures of the language actually express the structures of scientific thought.

Therefore EAL students (and their teachers) need to know how and why it is written as it is and where the complications are.

"The difficulty lies more with the grammar than the vocabularythe problems with the technical terminology usually arise not from the terms themselves, but from the complex relationships they have with each other. "

Halliday, 1993

These are the main issues:

1) Interlocking definitions

a is defined as **x**;

or **x** is called **a** or **a** is defined as an **x** which has a feature **y** which is called **b**.

2) Technical taxonomies

a is a type of **x**; **b** is part of **y**;

x and **y** are properties of **b**

In text books these are often expressed without diagrams (which would make it easier to understand)

3) Special expressions

Mathematics and science often use very long, dense nominal groups for precise definitions. It also 'stretches the grammar'

For example, 'your completed table should tell you what happens to the risk of getting lung cancer.'

Of course tables do not really 'tell' nor do they talk about risk!

4) Lexical density

That is calculated by adding content words (nouns, adjectives and verbs) and dividing by the number of clauses in any given passage.

In speech lexical density is about 2.

In more formal written texts it's between 4 and 6 Scientific writing can be up to 10 -13.

Usually all the lexical items are in 1 or 2 noun groups. E.g. "the increasing lung cancer death rate..." Here one clause contains 6 content words.

5) Syntactic ambiguity

a. Scientific writing often uses ambiguous verbs. They are called modals and they allow writers 'to hedge' their conclusions.

'may be reflected in are associated with..... could relate to ...' .

b. It also includes many complex noun phrases (nominal groups) such as, 'lung cancer death rate'

This could mean many different things according to context:

- how many people die of lung cancer
- what proportion of people die of lung cancer
- how quickly people die of lung cancer

6) Grammatical metaphor

A nominalisation is a type of grammatical metaphor. It is when a single noun, or noun phrase comes to stand for a process or sequence of events. For example,

"whenever the engine fails" = engine failure.

The vocabulary does not change, only the grammatical form changes.

This type of grammatical metaphor started in ancient Greek and moved to Latin and thence into the language of science (via Newton et al). The 17th century scientists and those after them were creating a new variety of English for a new kind of knowledge. They proceeded from "*the known*," taken for granted knowledge, to "*the new*", unknown knowledge. All the known, the given, is expressed as a noun.

These metaphorical expressions present a different view of the world. Students have to reconstruct their mental view of the world so that it becomes a world of things, rather than a world of events. Children and young people learn to speak in clauses, they speak about events and use lots of verb and concrete nouns. *They only learn to turn actions and events into abstract nouns when they can read and write with ease.*

7) Semantic Discontinuity

Paragraphs may be linked with logical connectors (connectives) then a third piece of information, new information, is added *without a connector* to make the causal link, thus leaving the reader baffled by a leap to a sudden conclusion.

Also, many of those who write in the language of science often do it badly:

- They leave things implicit.
- They use grammatical metaphor

- They assume reader understands 'the known' or 'given' information and can make links back to what has gone before.
- They use clever, convoluted language in a ritualistic way to establish claim as an expert scientist.
- Create a distance between the reader and writer.

Discontinuity between types of reading and types of writing

In secondary school science the text types most common in **reading** (text books and information books) are:

- Descriptive classification
- Taxonomy
- Decomposition (parts, functions, properties etc.)
- Explanations (causal and temporal sequences) Yet the KS4/5 **writing requirements** include:
 - Using source materials (from wider reading)
 - Writing explanations : linking ideas and evidence in causal relationships
 - Comparing views
 - Evaluating evidence
 - Drawing conclusions/analysis
 - Discursive argument (for and against)
 - Organising reports coherently
 - Using appropriate technical vocabulary

Most text books concentrate on developing literacy via genre, purpose and form, rather than introducing

- How to recognise and write clear definitions (using nominal groups)
- How to read and write casual explanations (using nominalisation and cohesion)
- How texts are made cohesive in different ways (pronoun reference and lexical)
- Discourse and sentence patterns (writing as a scientist)

Teachers need to be able to:

- unpack reading- at text and sentence level - with active reading strategies.
- model how to write notes and use content from the reading, but change the forms
- model how to organise and write analytical reports using evidence from reading.

Cultural awareness and general knowledge

Wider reading

Drawing on wider subject knowledge to support taught material

There is no set activity to tackle these issues. Some of the following may be helpful:

- Photocopy relevant articles for students to read. Activities from the 'Note taking and Summarising' section might help students to process the texts.
- Some schools will get their students subscriptions to relevant publications (such as *The Economist* for Government and Politics students). If this is beyond the budget of a school, the library could get a subscription so that students can still access the publications. Articles from publications such as *The Economist* might be used in the Cloze exercise above (Cultural capital> Range of vocabulary> Activity A).
- Ask students to research what books there are on a particular topic. Students can use COPAC (a database which lists holdings at most libraries in the UK: <http://copac.ac.uk>) to get a general sense of the scholarship around a topic. If a book seems particularly relevant, they could go to the British Library to read it. Even searching Amazon will give students a good idea of the books published on a particular topic.
- Some schools already subscribe to online databases such as LION (Literature Online) and JStor. These databases only offer books and articles from a selection of publishers (unlike COPAC, which includes everything) but they can be accessed immediately online in PDF form.
- There are many amazing websites that are appearing which offer open access to scholarly articles such as <http://filmstudiesforfree.blogspot.co.uk>
- The BBC has a wealth of recordings that students can listen to for free. Melvyn Bragg's regular programme *In Our Time* covers a variety of topics, across disciplines: <http://www.bbc.co.uk/radio4/features/in-our-time/archive/a/all>

Rehearsing language to extend vocabulary and expression

The activity below was developed in response to an A Level Art teacher's request. She said that the main obstacle in student's writing was their lack of subject-specific vocabulary. "Fine art terminology is complex and often very abstract and the way that articles are drafted and written is incredibly formal. Students need support in tackling this rather elite and academic art language." The issue was not the students' artistic ability but the limited range of language they had to talk about their own art and comment on works of art in general. This game was produced in which students had to use given phrases to talk about works of art on cards they had upturned.

ACTIVITY

Preparation:

- Collect a bank of phrases that you want the students to use in your subject area (in this case A Level Art; the phrases came from the website **WORDS TO USE** <http://www.words-to-use.com/words/art/>). Put these on separate pieces of card. Between 20 and 40 should be sufficient.
- Then collect about 20 pictures (of art work in this case) that you would like the students to talk about (using a google image search is a good way of finding pictures but take note of copyright restrictions) and put these on separate cards. Laminating the cards helps to prolong their life and make them more appealing to the students.

Procedure:

- Students can be in groups of 4-6.
- Each player is dealt out a number of cards which have the phrases on them.
- The (art) pictures are placed face down in the centre of the table.
- The players take it in turns to turn over one of the pictures from the picture pile.
- They then have 30 seconds to choose one of their phrase cards in their pack to use to describe the picture, making it into a full sentence.
- If the sentence is not challenged by any of the other players, they have successfully discarded the card and gain a point.
 - For the art activity - If they can name the artist they gain an additional point and a third point if they can name the painting. If they can't, the player to the left can have the chance to use their phrase card or name the picture or artist.
- The game ends with the first player to successfully discard all their cards (for which they get 10 bonus points). The winner is the player with the most points.

















In the example given on the following pages, the cards would need to be enlarged to a reasonable size so that they can be handled easily (to the size of playing cards would be ideal).

Incidentally, the WORD TO USE website (<http://www.words-to-use.com/>) has vocabulary and phrases to use in the following areas:

Animals, Apparel & Accessories, Arts & Entertainment, Body Care, Business, Colours, Food & Beverages, Global Good, Greeting Cards, Love & Emotions, Occasions, People & Appearance, Plants & Flowers, Real Estate, Seasons, Vehicles.

Example

..... and fill the mysterious world of the artist	a bold expression of at its finest	a dedication to inspires his pieces
a marriage of form and material	a multidimensional space where a variety of thoughts and ideas coexist	a master of light/shadow/atmosphere/colour/movement	a pictorial symphony
a profusion of references	an attempt to reconcile a love for and	a traditional adherence to	an awareness of the beauty of the everyday
an intricate weaving of elements	breaks down the boundaries of	art that elevates the room	capturing his subject matter with ease and
combines and in a single work of art	combining movement, form, and colour	creating movement and depth	deeply infused with
developed a style all her own	does not follow previous models in the canon	evokes an emotional response	exemplifying the medium's expressive potential
he can move effortless between mediums of and	he combines themes of and seamlessly	he illustrates his perspective through a mastery of	he is primarily known for his work depicting
her address the relationship between man and	her are admired worldwide	her are full of meaning and emotion	her are physically and imaginatively idiosyncratic
her depict blown-up to fantastic proportions	her brushwork is smooth and studied	her designs are provocative and	her drawing is impressively executed
her photography reveals	her work is an enigmatic narrative of	his are a balance between and	his are well-thought out and executed



WRITING CHECKLIST *TEMPLATE – please adapt for your own use.*

WRITING CHECKLIST

In the left-hand column in the grid below, write down the specific areas on which you and your tutor have agreed you need to focus. Each time you complete a piece of written work, read it through carefully and use this list to indicate that you have checked each of the writing features indicated. Write the date and subject at the top of each column and tick the appropriate columns on the right when you have checked.

[illegible]

Proof reading

ACTIVITY A

- Teachers should select an example of a poorly proof read paragraph and project it on the board at the beginning of each lesson.
- Students work in pairs on a photocopy of the paragraph and then correct it together as a class. Don't worry if you don't know the technical name for a problem, the point is to begin talking about issues in writing.
- This is a short starter activity. When repeated regularly, students will become more familiar with the processes of proof reading.

Example**PARAGRAPH FOR PROOF READING EXERCISE**

‘The welfare state has increasingly been subjected to ‘market forces’ and privatisation since 1997. Discuss’

When New Labour came into power in 1997, they continue the process of privatisation which had been started by Margaret Thatcher. Market forces were introduced to some to the welfare state. Market forces refer to the use of market forces and principles within the public sector. In particular Under New Labour, league tables in education was introduced which may have led to some schools turning into academies. This move towards privatisation has been accelerated by the coalition government who have also introduced privatisation into health, benefits, employment pensions, free schools. Privatisation refers to the transfer of ownership of property, services, and businesses from a government to a privately owned company. This essay will assess how the welfare state has been either subjected to market force or privatisation.

ACTIVITY B

- Students will naturally correct written mistakes when they read work out.
- In this activity, students are put into pairs and each given a copy of a poorly proof read paragraph. They take it in turns to read a sentence to each other and then work on changing the written version so that it matches what they said.
- Another similar activity is for the teacher to record themselves reading a poorly proof read paragraph. Students will often laugh when they hear a recording of someone else reading their work with the mistakes because they sound so obvious.

Repetition and waffling

ACTIVITY

- In this activity, students separate a block of text into 4 paragraphs and edit out unnecessary repetition. It is designed to help students to recognize similar errors in their own writing.
- This activity was designed and created by the Queen Mary Thinking Writing programme. This resource, and others, can be found at their website:
<http://www.thinkingwriting.qmul.ac.uk>

Example**VERSION 1 – BREAK THIS INTO 4 PARAGRAPHS, AND EDIT OUT ANYTHING YOU FEEL IS UNNECESSARY OR OVERLY REPETITIVE.****Folk Music in Wales**

According to the International Folk Music Council of the year 1955 folk music is defined as the product of a musical tradition that has been evolved through the process of oral transmission and the three elements which everyone agrees shape the tradition are continuity and variation and selection by the community which it is an important thing to notice for example that the term which has just been defined does not include composed popular music and in the country of Wales there are four main kinds of folk music so we can say that there is the set-song group such as the ballad Ballads cover a wide variety of different kinds of songs including songs about work song about humour and tricks and feats and seasonal festivals this means things like Christmas carols and news items and there is vocal and instrumental music a good example of which is penillion singing penillion means verses in the Welsh language this kind of music involves a harp and a voice performing together but independently competitions are often held in penillion singing with the basic rules that the singer and harpist must never play the same note and they must finish together at the same time and a third kind of folk music in addition to the other two is chanting two forms of this kind of music are pwnc chanting which is used as a memory aid for passages from the Bible using between 2 and 5 notes and the hwyl which is used by a Welsh minister during a sermon in order to project his voice while he is speaking and finally there is instrumental music which uses the voice to produce not words of language but melodies of music as if it were just the same as a musical instrument from these four examples which have been mentioned above it can be seen how varied folk music is in the country of Wales and it is not just a matter of singing songs.

(Source: <http://elcos.bangor.ac.uk/acadwrit.htm>)

Version 2, with punctuation, paragraphs and deletions

According to the International Folk Music Council of ~~the year~~ 1955, folk music is defined as "the product of a musical tradition that has been evolved through the process of oral transmission". The three elements which ~~everyone agrees~~ shape the tradition are continuity, variation and selection by the community. It is an important thing to notice ~~for example,~~ that the term ~~which has just been defined~~ does not include composed popular music.

In ~~the country of~~ Wales there are four main kinds of folk music. Firstly, ~~we can say that~~ there is the set-song group, such as the ballad. Ballads cover a wide variety of ~~different kinds of~~ songs, including songs about work, humour, tricks and feats, seasonal festivals (~~this means things like~~ Christmas carols) and news items. Secondly, there is vocal and instrumental music, a good example of which is penillion singing (penillion means 'verses' in ~~the Welsh language~~): this ~~kind of music~~ involves a harp and a voice performing together but independently. Competitions are often held in penillion singing, with the basic rules that the singer and harpist must never play the same note and they must finish together ~~at the same time~~.

A third kind ~~of folk music in addition to the other two~~ is chanting: ~~two forms of this kind of music are~~ pwnc chanting, which is used as a memory aid for passages from the Bible, using between 2 and 5 notes, and the hwyl, ~~which is used by a Welsh minister during a sermon in order to project his voice while he is speaking~~. Finally, there is instrumental music which uses the voice to produce not words of language but melodies of music, as if it were just the same as a musical instrument.

From these four examples ~~which have been mentioned above~~, it can be seen how varied folk music is in the country of Wales; it is not just a matter of singing songs.

Version 2, clean text

According to the International Folk Music Council of 1955, folk music is defined as "the product of a musical tradition that has been evolved through the process of oral transmission". The three elements which shape the tradition are continuity, variation and selection by the community. It is an important thing to notice that the term does not include composed popular music.

In Wales there are four main kinds of folk music. Firstly, there is the set-song group, such as the ballad. Ballads cover a wide variety of songs, including songs about work, humour, tricks and feats, seasonal festivals (like Christmas carols) and news items. Secondly, there is vocal and instrumental music, a good example of which is penillion singing (penillion means 'verses' in Welsh): this involves a harp and a voice performing together but independently. Competitions are often held in penillion singing, with the basic rules that the singer and harpist must never play the same note and they must finish together.

A third kind is chanting: pwnc chanting, used as a memory aid for passages from the Bible, using between 2 and 5 notes, and the hwyl, used by a minister during a sermon to project his voice. Finally, there is instrumental music which uses the voice to produce not words of language but melodies of music, as if it were just the same as a musical instrument.

From these four examples, it can be seen how varied folk music is in the country of Wales; it is not just a matter of singing songs.

COMMON TERMINOLOGY

There has been much discussion over the length of our project re how much meta- language is useful for teachers/tutors to use with students. This is the resulting list, which aims to aid discussion about language with students in order to develop their understanding of the features of good academic writing.

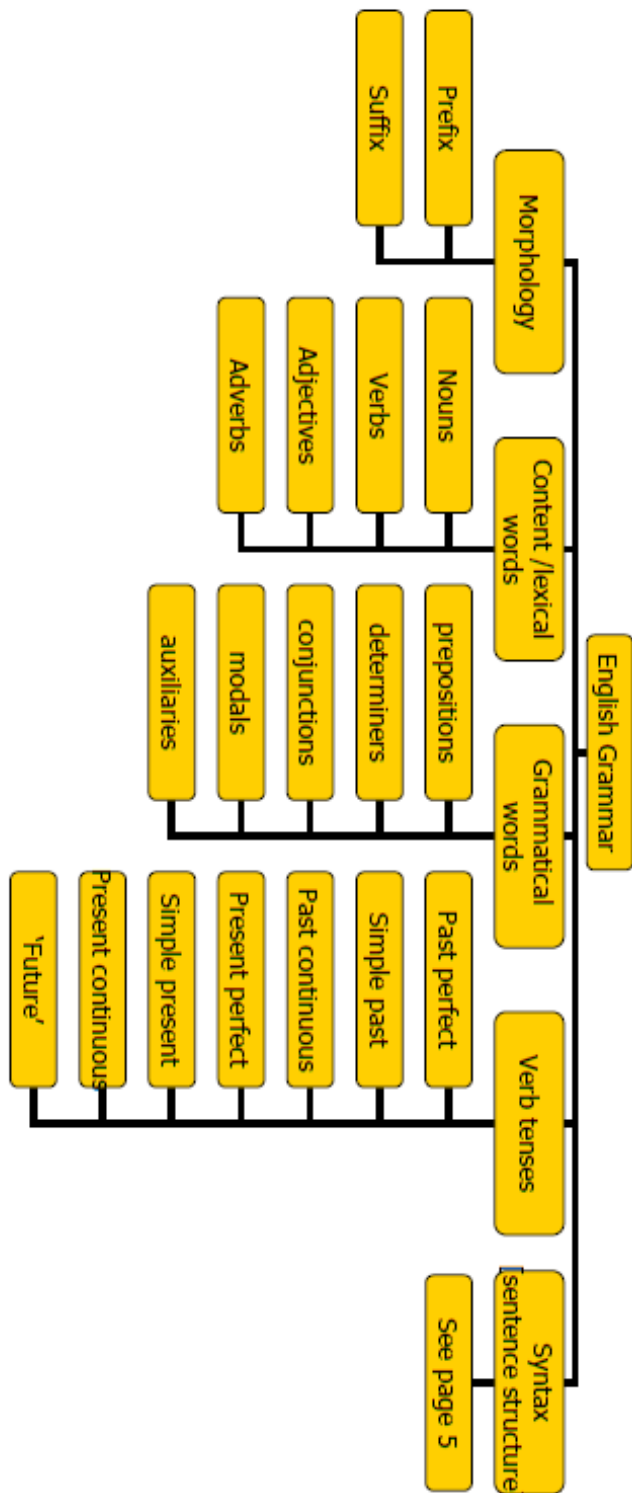
Although the terms have been grouped according to whether they refer mainly to text level, sentence level or word level, many terms (for example those marked with an asterisk) may be needed when discussing writing at two or three of these levels.

Text level	Sentence level	Word level
Argue	Accuracy*	Adjective
Audience	Clause	Adverb
Discourse markers	Cohesion*	Collocation*
Draft	Conjunction	Context*
Ellipsis	Main clause/relative clause	Formal/informal*
Explain	Modifier	Homonym
Fiction/non-fiction	Noun phrase	Homophone
Genre	Object phrase	Inflection
Opinion	Punctuation	Morphology
Paragraph	Sentence	Plural/singular
Purpose	Subject/object	Possessive
Register*	Subordinate	Prefix/suffix
Sequence	<i>Verbs / tenses:</i>	Preposition
Structure	Active/passive voice	Pronoun*
Stanza	Auxiliary verb	Root word
Summarise	Finite verb	Syllable
Tone*	Infinitive	Synonym
	Modal verb	Vocabulary
	Participle	Vowel/consonant
	Verb tenses: Present/future/past/perfect/ pluperfect/conditional/imperfect/Continuous present/future perfect	Word class
	Transitive/intransitive verb	

Spoken English	Reading skills	General
Accent	Skim	Appropriate language
Dialect	Scan	Bilingual/monolingual
Intonation		Literacy
Received pronunciation		Mother tongue
Stress		Standard/non-standard language

English Grammar Chart

Contributed by Catharine Driver



English Grammar Chart

DEALING WITH LANGUAGE ERRORS

We have included the articles below in order to explain what lies behind the errors that students make in writing and to help teachers decide which approach to adopt in order to help their students correct them. The majority of students in Tower Hamlets schools are what has been described as “advanced EAL learners” – their use of English is as competent as their English mother tongue (E1L) peers but will exhibit certain errors due to the fact that they may have grown up in a household where English may not be the first language. Not all EAL students make the same mistakes and that there are issues with English in Tower Hamlets that are not fully described by the articles but they should get us thinking about why students make the errors they do and what their teachers can do to help them identify and rectify them.

For a fuller discussion of the differences between the writing of EAL and E1L students, read the reports produced by Dr Lynne Cameron:

- **Writing in English as an additional language at Key Stage 4 and post-16**
<http://www.naldic.org.uk/research-and-information/research+summaries/cameron>
- **Writing in EAL at Key Stage 2 (DfES, RR 586/2004)**
<http://www.naldic.org.uk/research-and-information/eal-research-topics/literacy>

A summary of the Cameron’s report on Writing at Key Stage 4 and post-16 follows these two articles which attempt to explain why EAL students make the errors that they do.

Advanced EAL learners – Thinking about errors

Contributed by Catherine Driver

Advanced speakers of a second language continue to make errors in the written language long after they appear to be fluent in other respects. This is not simply because written academic English has a different vocabulary and more complex sentence structures. There is a broadly consistent 'natural order' of learning particular structures in English that may not be complete. So that some irregular past tenses are learned before the regular past – *ed* ending rule is secured. Similarly, learners who have acquired their language naturally (e.g. in mainstream classrooms) without specialist language teachers paying attention to formal structures, tend to be weaker in grammatical accuracy.

Over the last 50 years, linguists have understood second language errors in different ways:

- a) **Contrastive analysis.** In the 1960's it was common to consider all errors as being caused by the transfer of structures from the learners' first language. For example, English speakers often make errors with pronouns as objects in French because the word order is different.
- b) **Error analysis.** This approach to errors involves making a detailed description and analysis of the types of errors made, perhaps using a diagnostic writing tool (see p 143) to find out what learners already know and can do and then using the results to plan more intensive teaching
- c) **Interlanguage.** This term describes the developing second language which has characteristics of other previously learned languages. The omission of grammatical morphemes is common in all interlanguages. For example, leaving letter 's' off the 3rd person singular. In the UK, some EAL learners, particularly those who have been immersed in English classrooms all their life, may get stuck with a 'fossilized interlanguage' when they have not had enough instruction and feedback to recognise the differences between their way of speaking and standard written English.

Spelling errors are not unique or any more common with second language learners so are not covered here. Punctuation errors can have many causes: either not knowing the formal rules, such as those for direct speech; or not understanding the grammar of a complex sentence with a subordinate clause. Not all languages punctuate in the same way. Use of the comma and semi colon may be more difficult for EAL learners to learn.

Some grammar mistakes are developmental, part of the interlanguage and are thus common to almost all EAL learners:

- 1) Subject-verb agreements
- 2) Verb use, especially past tenses and modal verbs
- 3) Comparative phrases
- 4) Pronoun reference
- 5) Use of articles and determiners
- 6) Choice of prepositions
- 7) Noun modification
- 8) Subordination in complex sentences

Here are some examples of grammar errors in English specific to particular users of languages:

Grammar Feature	Languages	Sample errors
No Articles	Russian, Chinese, Japanese, Farsi, Urdu, Swahili	Sun is hot. I bought book.
No progressive forms	French, German, Russian, Greek	They still discuss the problem. When I walked in, she slept.
No tense inflections	Chinese, Thai, Vietnamese	He have a good time yesterday. When I was little, I always walk to school.
Different tense boundaries from English	Arabic, Farsi, Chinese, Haitian Creole, French	I study here for a year. He has left yesterday.
Verb last	Korean, Japanese, Turkish, German (in dependent clause), Bengali, Hindi	...(when) the teacher the money collected.
Coordination favoured over subordination	Arabic	Frequent use of 'and' and 'so'
Personal pronouns restate subject	Arabic, Spanish, Gujarati	My father he lives in California.
No human/nonhuman distinction for relative pronoun (who/which)	Arabic, Farsi, French, Russian, Spanish, Thai	Here is the student which you met her last week. The people which arrived...
No distinction between he/she, his/her	Farsi, Thai, Bengali, Gujarati	My sister dropped his purse.

For further reading on this subject

Lightbown, P and Spada, N. (2006) How languages are learned, Oxford

Diagnostic Writing Tool

From “Ensuring the attainment of more advanced learners of English as an additional language (EAL)” CPDM 2 Analysing writing: assessing the needs of more advanced learners, National Strategies 2009.

Text level – Key features		APP	Evidence – well done	Evidence – not well done	No evidence
T1	Engages the reader	AF2			
T2	Text type (explanation, instruction, analysis...) and register appropriate (e.g. use of Standard English, if appropriate) to purpose	AF2			
T3	Appropriate length	AF2			
T4	Number and range of ideas	AF3			
T5	Ideas used appropriately from source text	AF3			
T6	Presentation and layout	AF3			
T7	Appropriate opening and closing	AF3			
T8	Organisation (paragraphs, by topic, appropriate sequence...)	AF3			
T9	Development of theme(s) and ideas	AF1			
T10	Relevant subject knowledge shown				
Sentence level – Key features					
S1	Cohesion – linking ideas within and between paragraphs	AF4			
S2	Use of simple and compound sentences (e.g. using and, then, next)	AF5			
S3	Use of complex sentences (e.g. using connectives such as: when, because, or at a higher level: if...then, although, in spite of the fact that...)	AF5			
S4	Variation within sentences (e.g. change of word order, subject or length; use of phrases, clauses and connectives)	AF5			
S5	Accurate use of prepositions, especially with verbs (e.g. goes to, stay at, get over, get through...)	AF6			
S6	Accurate use of collocation (words that occur together in set phrases, such as high probability, perform an operation, audible range, cliff face, tectonic plate)	AF6			
S7	Accurate use of idiom (set expressions such as jump to the wrong conclusion, window of opportunity, the last straw)	AF6			

S8	Tenses used accurately (e.g. irregular past tenses such as buy/bought, shake/shook)	AF6			
S9	More complex tense forms used accurately (e.g. past perfect – they had sent a message before they left)	AF6			
S10	Nominalisation used appropriately, e.g. Macbeth is a play about betrayal , witchcraft and justice .	AF2 AF5			
S11	Passive voice used accurately and appropriately (e.g. I heated the liquid in the beaker (active)/The liquid was heated in the beaker (passive))	AF2A F6			
S12	Accurate use of modal verbs (e.g. would, can, could, should, must, must have, ought)	AF6			
S13	Accurate use of comparatives (more/less + adjective, adjective + -er ending) and superlatives (most/least + adjective, adjective + -est ending)	AF6			
S14	Articles (a, an, the) used accurately	AF6			
S15	Pronouns (it, this, they...) used so that it is clear what the pronoun refers to	AF6			
S16	Agreements used accurately (e.g. subject/verb – I take, it takes)	AF6			
S17	Accurate use of plural form (e.g. geese, children, women)	AF6			
S18	Accurate punctuation: full stops/capital letters	AF6			
	commas to separate phrases/clauses				
	direct speech				
	questions/exclamations				
	more complex, such as colons and semi-colons				
Word level – Key features					
W1	Wide choice of vocabulary	AF7			
W2	Accurate use of vocabulary – specialist, technical, concrete and abstract	AF7			
W3a	Delexical verbs (e.g. make, do, get, put) used appropriately, but not overused (e.g. She put out the fire)	AF7			
W3b	Ambitious use of a variety of verbs (e.g. She extinguished the fire), not always apt	AF7			
W4	Spelling generally accurate	AF8			

The Diagnostic Writing Tool – Glossary

Handout 2

Text level:

Text type: the kind of writing appropriate for the subject matter – explanation, analysis, discursive, narrative, report, information text...

Register: this describes the relative formality of the language and will depend upon audience and purpose. In a story about teenagers or a tabloid news article, a very informal register is appropriate. However, for many forms of examination writing, formal or Standard English would be expected.

Organisation: this will depend upon the text type or form. A discursive essay should be set out in paragraphs with an introduction and a conclusion. An information text would usually be set out in chronological or thematic order. An analytical text would often have ideas organised in order of importance.

Sentence level:

Simple sentence: has only one clause, e.g. 'I made a cup of tea'.

Compound sentence: contains two or more main clauses and is linked by a connective such as: *or, but, nor, for, so, yet or and*, for example 'I made a cup of tea *and* I sat down'. In this sentence neither clause depends on the other and either could stand alone.

Complex sentence: contains one main clause and one or more dependent clause linked by a connective such as *after, although, because, as, when, where, until...* In a complex sentence one idea is more important than the others: 'I made a cup of tea' is the main action whereas 'because I was thirsty' gives you the reason for the main action. However, shifting the position of the dependent clause gives a different emphasis: 'Because I was thirsty, I made a cup of tea'.

Phrase: a group of words without a subject or main verb, for example *in the kitchen or using Earl Grey teabags* in the sentence: 'I made a cup of tea in the kitchen, using Earl Grey teabags'.

Clause: a group of words containing a subject and a main verb: 'I made a cup of tea' or 'I brewed up'. A sentence must have one or more clauses.

Connectives: these link clauses and show the relationship between them, for example *and, because, therefore, and also, hence, although, until...*

Preposition: these normally go before a noun or a phrase to show where, when, how or why: for example *in, on, under, between*: 'I made a cup of tea *during* the advert break'.

Phrasal verb: these are verbs with a second part, often a preposition, for example *go to, stay at, get over, get through, drop off*. They cause particular difficulties for bilingual learners because the meanings can often bear no relation to the meaning of the preposition, or the verb can have more than one meaning: 'I dropped the parcel off at the office' (meaning: stop and give); 'while he was driving, he dropped off and had an accident' (meaning: fall asleep); 'he started the race well, but his speed gradually dropped off' (meaning: decline).

Collocation: words that occur together in set phrases, such as *high probability, perform an operation, crystal clear*. Collocations are unusual in that you cannot substitute similar words as you can in other phrases; you can say she was red in the face (embarrassed) or she was blue in the face (angry), but not yellow in the face.

Idiom: set expressions such as: 'she jumped to the wrong conclusion', 'he dragged his feet', 'she kicked the bucket', where the meaning of the expression cannot necessarily be deduced from the literal meaning of each word.

Nominalisation: when a verb is nominalised it becomes a concept rather than an action and as a consequence the tone of writing will become more abstract and more formal. Compare 'Because only a few people have most of the money and power in this country, I conclude that it is not an equal society' with 'The inequitable distribution of wealth is yet another indicator of lack of equality'.

Passive: this is used where you do not or cannot stress who or what carried out an action, so the object of the action comes first: 'the boiling tube was filled by the gas from the reaction', 'hundreds were injured in the attack'. The passive uses the verb 'to be' (*is, was, were, are*, etc.) and will often include the word 'by' to indicate who or what carried out the action. Using the passive removes the person (I, me) and enables the writer to deal with abstraction and generalisations.

Modal verbs: the meaning of these verbs is usually connected with doubt, certainty, possibility, probability, obligation or permission: *can, could, shall, should, will, would, ought to, may, might, must*. These are also difficult for bilingual learners and potentially a problem as they help to convey the strength of a request, for example the difference between 'You must clean that table' and 'Would you clean that table?'

Degrees of comparison: in general, the rule is that you use -er or -est where the adjective is one syllable long: 'Ali is bright, but Farida is brighter'. *More* or *most* are used when the adjective is three syllables or longer: 'He is the most intelligent child I have met'.

Comparative: *more / -er*, for example: Lemon is more acidic than... /This is the weaker solution.

Superlative: *most / -est*, for example: ... is the most alkaline solution/Acid is the strongest

Articles: definite article = *the*; indefinite article = *a, an, some, any*. Particular issues here include not using an article at all, using *a* instead of *the* and vice versa, not remembering that *any* replaces *some* after a negative: 'I want *some* coffee', 'I don't want *any* coffee'.

Articles come in the category of determiners, which also includes words such as: *which, this, that, these, those*.

Pronouns: such as *it, he, she, they, them*. In the following sentence, it is not clear who 'he' refers to in the second sentence, for example 'Kuldip met Ajay as he was walking along the road. He was tall, with a gold stud in his ear.' Another common issue for bilingual learners is repeating the noun rather than using a pronoun.

Topic sentence: a sentence which introduces what the paragraph will be about.

Word level:

Specialist vocabulary: vocabulary with a specific meaning in a subject, for example cell has a particular meaning in science, but a different meaning in everyday language (e.g. prison cell).

Technical vocabulary: vocabulary specific to a subject, for example *DNA, tectonic plate*.

Delexical verbs: verbs that can be used in many situations – examiners, especially in English, look for more precise meanings. Examples: *make, do, get, put, have*. Consider: 'We did the experiment/We carried out the experiment' and 'She got a new computer/She received a new computer'.

Understanding mistakes in written language

This edited article comes from the ***A guide to learning English*** website produced by the Frankfurt International School (FIS),

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Learning a language involves becoming proficient in the four skills of speaking, listening, reading and writing. Mistakes are an inevitable part of this process and neither the teacher nor the student should become fixated on them. It is useful for both, however, to have an understanding of the variety of typical errors in written English, since these are the most amenable to correction. Written errors can be categorized as errors of *mechanics*, *grammar* and *usage*.

Mechanical mistakes are those of orthography (spelling and capitalization) and punctuation. Everyone who writes in English makes such mistakes, whether native speaker or ESL¹ student. In many cases mechanical errors are the consequence of quick writing where the focus is on the content rather than the form. Although English spelling is difficult, it is possible with diligent use of a dictionary and/or computer spellcheck for every writer to eradicate all or almost all of the spelling mistakes in a piece of writing.

As far as punctuation is concerned, there are a very few occasions when a non-native speaker is more prone to make a mistake than a native speaker (for example, the German student who puts a comma before the subordinate clause in reported speech.*²) The most common punctuation mistakes, however, arise when the student does not correctly end a sentence (producing either a fragment or a run-on.) These are typical of immature writers who do not understand the concept of a sentence, and are neither more nor less likely to be found in an ESL student's work.

Mechanical errors seldom interfere with comprehension, but can reflect negatively on the writer, particularly in formal/academic settings. Mainstream teachers can be sure that ESL teachers will have identified students who make a large number of mechanical errors and will be working with those students to rectify the problem. Mainstream teachers are probably best advised not to make a big issue of general mechanical errors but it is not unreasonable for them to insist on the correct spelling of the key subject-specific words that are currently being learned by the whole class - *photosynthesis*, *deforestation*, *hypothesis*, etc. These words will no doubt have been written on the board and will appear in class and homework worksheets.

Grammar mistakes rarely occur in native speakers' writing but very commonly do in the work of less proficient ESL students, whose mother-tongue "interferes" with the production

¹ The abbreviation ESL (English as a Second Language) is used in this article in place of the UK terms EAL (English as an Additional Language) or ESOL (English for Speakers of Other Languages).

² * "Reagan said, that the USSR was an evil empire."

of correct English³. ESL students make numerous mistakes in the use of verbs (for example, incorrect tense choice, incorrect tense form), the articles (*a/an, the* - particularly Asian students in whose languages these words do not exist), and word order.

Grammar mistakes in writing occasionally disrupt comprehension, but usually they do not. The student who writes "*I putted beaker on tripod*", for example, will have conveyed his meaning perfectly intelligibly. Since there is no clear evidence that ESL students benefit from correction of grammar mistakes, even in contexts where the explicit focus of the teaching is grammar, the mainstream teacher is advised not to make a big fuss about such mistakes in pieces of science or history homework, etc. Such mistakes will disappear as the learner's interlanguage (implicit grammar system) begins to approximate the intuitive grammatical knowledge of a native speaker.

On the other hand, there is no reason why it could not be made clear to ESL students who are writing an account of a historical event, for example, that they are expected to write verbs in the past simple tense, and mistakes in this aspect of their homework will be identified.

Usage mistakes A usage mistake is a word or a string of words in a sentence that is grammatically possible⁴, but not usual in standard English. Hence native speakers rarely make usage mistakes, but ESL students very often do. Such mistakes frequently occur in ESL students' work when they look up a word in their own language and select the wrong English equivalent for the meaning they wish to express. Conversely, failure to use the dictionary can result in the *false friends* usage mistake. For example, *kontrollieren* in German means *to check (over)*, so the following problem in the German student's writing is not surprising: "*It is important to control (i.e. check) the results carefully.*"

Faulty usage in larger passages of writing is often the consequence of the attempt to render word-for-word into English the mental or written *version* that the ESL student has in the native tongue. It is such mistakes in an ESL student's work that can make it difficult to understand what meaning is being conveyed.

Usage mistakes, like grammar mistakes, are not particularly susceptible to eradication by direct correction. And like grammar mistakes they will eventually disappear, particularly if the student reads extensively in English. However, the mainstream teacher is advised to alert an ESL student to usage mistakes in the way he or she conveys a meaning that is common or integral to the subject. For example: "*The dictator was thrown over (overthrown) in a people's revolt*".

³ A typical interference mistake of many ESL learners of English is: "*I am here since 2 weeks*" instead of "*I have been here for two weeks*". A further example is: "*I tell you tomorrow*" instead of "*I'll tell you tomorrow*".

⁴ There is a grey area where usage shades into grammar, such as in the choice of prepositions. For example: "*I'm good at chess*." is standard English, so is "*I'm good in chess*." a grammar error or a usage error?

Of course, a student may turn in a piece of written work that contains no mistakes of mechanics, grammar or usage, but is a long way from meriting a good grade. This is usually because the student has not understood or complied with the writing task, has given no thought to organization and structure, has made no effort to string sentences together in a coherent way, has plagiarized, and so on.

Most mistakes of mechanics, grammar and usage will disappear automatically as the ESL student becomes more proficient in English, so mainstream teachers need not focus too much attention on them. However, it is a primary task of the mainstream teacher to help ESL students (indeed all students) to improve in the more fundamental aspects of writing well, as listed in the previous paragraph. This applies particularly to subject-specific genres such as lab reports, persuasive essays, critical assessments of historical figures, etc.

The article can be found at:

<http://esl.fis.edu/teachers/support/mistakes.htm>

Writing in EAL at Key Stage 4 and post-16 – Lynne Cameron

<http://www.naldic.org.uk/research-and-information/research+summaries/cameron>

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On 16 March 2003, OFSTED published two reports on EAL at Key Stage 4, an inspection report and a research study. The reports resulted from concern that these students, who had spent many years in the education system, might still be under-achieving in English language skills. The inspection report is titled “More Advanced Learners of English as an Additional Language in Secondary Schools and Colleges” and surveys practice in a range of contexts. It gives an excellent picture of the experiences of more advanced learners and examples of best practice. The research study, “Writing in EAL at Key Stage 4 and post-16”, was linked to this survey and was carried out at the University of Leeds.

As a result of sharing the findings of the research study with consultants preparing KS3 Literacy materials, the grammar analysis that we developed has been incorporated into KS3 materials. NALDIC members may have already seen these as they have been in use for a couple of months already. The OFSTED report includes an explanation of the grammatical framework and the method used to analyse pupils’ writing, with sample scripts and analyses. It also contains a set of guidelines for evaluating writing in EAL at secondary level, designed for teachers to use and covering a fuller range of aspects of writing that the project showed to be problematic for lower-achieving EAL pupils.

In the remainder of this article, I summarise the research project and its findings, drawing heavily on a summary prepared for OFSTED for inclusion in the inspection report.

The Research Project

The project investigated the writing skills of a particular group of students in schools and colleges – those who use English as an additional language and who, although at an advanced stage of formal education, may be under-achieving in English. Over three hundred pieces of writing, from English language and other subject areas, were provided by schools and colleges across England, and analysed to find features of writing that cause particular difficulties for this group.

Writing is a key skill for both formal education and for life beyond school, and without good levels of writing skills in English, bilingual learners are likely to be at a disadvantage. While, at one level, successful writing requires knowledge and application of the conventions of written texts, it also is a complex skill in which thoughts and ideas become concrete written words, sentences and paragraphs, and are organised into a text that is accessible for the intended readers. Furthermore, a written text is not only an encoding on paper or screen, but also represents the writer to others as a socially, culturally and historically-situated person with his or her own experiences, affiliations and opinions. For students of 15 or 16 years of age, issues of identity and stance cannot be ignored.

The focus group of school pupils were between 15 and 16 years of age, in key stage 4, used English as an additional language, and had been in UK education for at least 5 years. Major home languages were Gujarati, Bengali and Punjabi, with small numbers of a range of other languages. Their writing, at the GCSE C/D borderline, was compared with higher grade EAL writing and EMT (English as mother tongue) students' writing at the GCSE C/D borderline.

Mock GCSE scripts in English and a Humanities subject were analysed for each pupil. The analysis considered the quality of the whole text – use of genre, ideas, paragraphing – and the use of English in developing ideas at sentence, clause and word level. We also looked at accuracy in articles, word endings, spelling and punctuation.

The scripts of a similar, but smaller, group of college students (16-19 year olds) were also analysed, with largely similar findings.

Differences and similarities found between the groups

- ♦ At whole text level, less successful EAL and EMT writing both lacked content, and did not use paragraphing well to organise content. The less successful EAL group had more difficulties in finding and using ideas in writing.
- ♦ Some less successful EAL writers seemed to have ideas but did not express them clearly.
- ♦ Within the text, the writing of both less successful EAL and EMT groups tended to lack detail, and used simple sentence and phrase grammar to express connections.
- ♦ The strongest differences between the less successful EAL writing and EMT writing were found within texts, at the level of words and phrases, particularly in the use of 'small' words such as prepositions, delexical verbs (e.g. *do, make, put*) and in aspects of word grammar such as agreements and endings.
- ♦ EAL and EMT writing at the C/D borderline showed similar patterns of problems with punctuation – quite severe and including problems with capitals and full stops – and spelling, where a few pupils produced the majority of errors.
- ♦ High EAL writing was characterised by having more content and developing content to a more detailed level, although there was room for more effective use of paragraphing and of supplementary materials in English exams.
- ♦ As well as being more accurate, High EAL writing made greater use of grammar resources, with more variety of clause and sentences types.
- ♦ A small number of within text language features remained somewhat problematic in some High EAL writing: prepositions, articles and Subject-Verb agreements.

Writing as a cross-curricular issue

The scripts show that problematic features of writing occur in all subject areas. While English requires the longest texts, the problems of generating and organising content are not restricted to English. For example, pupils who cannot develop topics into detail and use sentence grammar to explain the connections are likely to under-achieve in Geography and History, as well as in English. Similarly, the use of modal verbs to show hypothetical or conditional meanings is central to writing and thinking in science, as well as in the humanities.

Improving writing would have an impact across the curriculum. English departments could take the lead in schemes to improve writing but ideas would need to be accepted and adopted consistently in all subject areas. Furthermore, the close relationship of writing with thinking and with reading suggests that all three need to be addressed in an integrated way in any scheme for improvement.

Writing at length

- ♦ Very few of the C/D borderline texts were of the length required by the English Language exam.
- ♦ It is highly likely that writing fast and at length to produce 'extended texts' is a distinct skill that needs to be practised – i.e. it is not the same as writing several short texts.
- ♦ We were led to question how far the writing tasks and genres set in English examinations realistically require extended texts.
- ♦ The use of paragraphs links to the writing of extended texts. The organisation of texts through indicating main and supplementary topics or ideas, and use of paragraphs to display this organisation, is clearly one where teachers could help all students.
- ♦ Pupils should be taught techniques to expand and develop the content of their writing, taking what comes to mind and making it more useful for writing at length, particularly in English Language. Useful work would help students with strategies to generate ideas for given topics and to access ideas from source materials, e.g.:
 - brainstorming and mind-mapping around key words
 - using personal experience to add to content
 - developing topics by making links, breaking topics down to more specific sub-topics
 - extracting key words from sources, and using them to generate content, even if some of the text is inaccessible
 - organising ideas into a logical linear sequence.

Writing in a range of genres

- ♦ The requirement to write in very specific genres in the English Language tasks led to a need for pupils to adopt and use multiple layers of voices which caused great confusion for all groups. Apart from formulaic openings and closings that seemed to have been learnt by rote, pupils seemed unclear about their purpose in their role as writer, about who exactly was their audience, and how to address them.
- ♦ It may be that pupils can be helped to think themselves into their roles on such tasks as part of the writing process, although a stronger view might urge that students be given less complex tasks that require more straightforward genres and that allow them to write as themselves.
- ♦ Ideas from source materials have to be found and understood, and changes made to genre and register. Students need to be taught how to do this.

- ◆ Explicit discussion of the stance that a writer needs to take in different genres, and examples of how stance is shown in written language, might help pupils make more effective use of their knowledge of Islam in RE writing

Use of language resources

- ◆ Less successful writing is likely to remain at a general level, or at a specific level. Students can be helped to use a wider range of vocabulary in the development of ideas.
- ◆ The organisation of texts through indicating main and supplementary topics or ideas, and use of paragraphs to display this organisation, is clearly one where teachers could help students.
- ◆ All writers, but particularly the Focus and EMT groups, could be helped to write more complex clauses and sentences, by
 - using longer noun phrases
 - using more Adverbial phrases to add detail about *when, where, why* and *how*
 - expanding phrases into clauses
 - using more advanced sub-ordinators (e.g. *although, until*) to connect ideas
 - making more use of participial non-finite clauses (e.g. *by riding bikes...*)
- ◆ Individual, explicit corrective feedback on the use of modals (e.g. *may, would*) to express conditionality or hypothesis may be appropriate at key stage 2 onwards.
- ◆ Punctuation should be taught alongside how to use sub-ordination. For example, non-finite clauses are usually separated from the rest of the sentence with a comma; use of the comma would be part of learning about non-finite clauses.
- ◆ As regards the finding that prepositions (e.g. *with, of, in*) and delexical verbs (e.g. *make, do*) caused particular problems for EAL writers, it may be that unimportant inaccuracies in their spoken English become more noticeable and problematic in writing, and that these types of lexical errors reflect the process of learning English through mainstream participation, where meaning can be understood without noticing small details at word level. It may also be that some strategies used by teachers to support the meaning of EAL in subject classes, such as highlighting key words, may contribute to this phenomenon.

Learning to write offers opportunities to notice these small features of English that might pass unnoticed in talk. Encouragement of accuracy and corrective feedback on these features in formal spoken language tasks and in writing from key stage 1 onwards may be helpful.

- ◆ Errors resulting from over-generalisation are 'positive errors' in that they show pupils' internal grammar development. Explicit feedback on errors on an individual basis may be helpful in highlighting exceptions to rules and over-generalisations. Group or class language awareness work that explicitly elicits, displays and discusses patterns, such as word class and meaning links, could be done when writing errors suggest it is appropriate.

- ♦ Errors in articles, agreements and endings may sometimes benefit from explicit group or class teaching, but are more likely to respond to corrective feedback on an individual basis so that pupils can see how the correct form is needed to express their meaning precisely.

Planning for long term writing skills development

Some of the problems identified in the report may respond to direct instruction, for example, comparative forms and how to qualify them, and expressing conditionality. Others aspects of writing would seem to need long-term development, i.e. from key stage 1 or 2 onwards:

- writing regularly at length, with support e.g. guided writing
- extensive reading to become familiar with styles and genres.
- noticing how writers use subordination and other resources to present ideas
- encouragement and support to try more ambitious phrases, sentences and texts.
- development of signposting phrases and linking terms e.g. *another point; While some people think x, others disagree.*
- drawing attention to correct use of prepositions and delexical verbs.

<http://www.naldic.org.uk/research-and-information/research+summaries/cameron>

Copies of the two reports are available from Ofsted Publications Centre

Tel: 07002 637833.

E-mail: freepublications@ofsted.gov.uk

Web site: www.ofsted.gov.uk

Language errors students make

A lot of language errors are idiosyncratic to particular students although some mistakes are common enough to address in groups or with the whole class. The two most common areas of misunderstanding apparent in the writing of 6th form students in Tower Hamlets⁵ are errors connected with punctuation and errors connected with verbs.

PUNCTUATION ERRORS:

- Apostrophes used incorrectly or not at all (it's and its/who's and whose)
- Errors in use of capital letters
- Missing full stops
- Incomplete sentences
- Incorrect use of semi colons and colons
- Poor understanding of how to use commas
- Poor understanding of how to use inverted commas

VERB ERRORS:

- Confusing would and will
- Inaccurate spelling of irregular verbs in the past
- Incorrect use of tenses
- Subject verb agreements (was instead of were/ is instead of are)

OTHER ERRORS:

- Confusion between that, which, who and what
- Incorrect use of definite and indefinite articles
- Lack of noun phrases
- Use of incorrect connectives
- Use of the double negative
- Using 'could of'
- Using incorrect prepositions with verbs
- Collocation

On the next page are some generic activities which can be adapted for a particular type of error.

5 A list compiled from suggestions sent in by LBTH 1-1 Tutors in KS5, 2014

Language activities to adapt for different errors

Language activity 1 – a paragraph to correct

Students, working in pairs, are given a paragraph of subject related text with a given number of errors in it. Their task is to rewrite the text correcting the errors. This works best if the errors are of the same type so they concentrate on one type of grammatical error at a time. The text can be presented on the whiteboard (less paper used) or photocopied with one copy for each pair. Depending on the level of the students' knowledge of grammar, the errors can be underlined or highlighted, or the students can be asked to find errors having been given the type of error they are looking for. The text can be taken from a student's piece of writing or can be generated specifically for the error type.

Language activity 2 – card sort into grammatically right and wrong

Students, working in pairs, are given a pack of cards each containing one sentence. The students are required to sort the cards into correct and incorrect sentences. The sentences could be taken from students' essays or adapted from texts from their subject area. The activity can be made into a game if the students take turns in picking up the cards from a pile face down, reading the text on the card aloud and deciding whether the sentence is grammatically correct or not. They get a point for each incorrect sentence which they are able to correct.

Language activity 3 – sort of snap

As in Activity 2, students working in pairs, are given a pack of cards placed face down between them. They take turns in revealing the cards – the first to say “snap” at spotting an error takes the card and suggests a correction. The partner can challenge the correction if they think it is not correct.

Language activity 4a – the odd one out

The students, working in teams of 2 or 3, are confronted with a multiple choice of 3 or 4 sentences. They have to choose which sentence is correct, they record their answers and the team with the highest number of correct answers wins. When the answers are given, the teacher should take the chance to elicit what is wrong with the incorrect sentences and draw out the grammatical point to be learned.

Language activity 4b – the odd one out team game

Students work in 2 teams of 3 or 4. Each team is given a number of sets of 3 or 4 cards, depending on the size of the team. The first team each read out the sentence on their card. Only one sentence in the set is correct (or the other way round – one is incorrect). The opposing team have to decide which player read the correct sentence (or the incorrect sentence) – in the manner of “Would I lie to you?”. The set of sentences could be the same sentence written in different ways or they may be unrelated in subject matter but contain similar types of mistakes except, of course, the odd one out.

Language activity 5a – spot the difference

Students work in pairs. They are given two subject related texts, one containing a number of errors (most usefully of the same type) and the other being the same text with the errors corrected (they could be an extract from a student's essay, one uncorrected and one rewritten correctly). The task is to identify where the mistakes are and correct them.

Language activity 5b – spot the difference

A variation of the above is to have errors in both the texts (but not the same errors) and the task for students, working in pairs, is to not only spot the differences between the texts but decide which one is the correct version.

Editing for grammar mistakes

- This activity is designed to be used after students have worked on individual grammatical problems. When working on individual grammatical problems, it is best to edit out all other problems besides the one you wish to focus on.
- This paragraph (which is from a student's essay) has a selection of problems. The first time you use an activity like this, it might be a good idea to list the problems (as I have done below) and then ask students to work on them in groups, with each group taking a different problem.
- When students become familiar with this type of activity then you might ask students to begin by creating a list of problems themselves.

Student's Paragraph

Injury: ACL (Anterior Cruciate Ligament) Injury. This is the first time it occurred, it happened from a dangerous tackle in football. Running with the ball and the opposition player came into with full contact with metal studs near enough to the knee and caused this type of injury.

The athlete can't continue with playing in the activity with this injury. As it is important not causing further damage. The knee is a joint that connects the femur and tibia together, the kneecap is called the patella. It keeps the leg stable and the kneecap sits in front to provide some protection. Immediate response is needed when injury occurs. This is a long term injury and needs to be treated properly by a doctor, and then you might be referred to a physiotherapist for a programme of rehabilitation.

Diagnosis: if the anterior cruciate ligament has been strained or ruptured a lot of pain may be caused. The knee is unstable so swelling will occur and it is really hard to keep your leg straight. This must be followed by a doctor making a diagnosis from a someone that is professional at this to examine the area and things like MRI scan may be needed to make sure it is treated correctly.

Stage of injury: Firstly treating the injury with the rice procedure, then immobilizing the knee and lastly getting operation that may be needed.

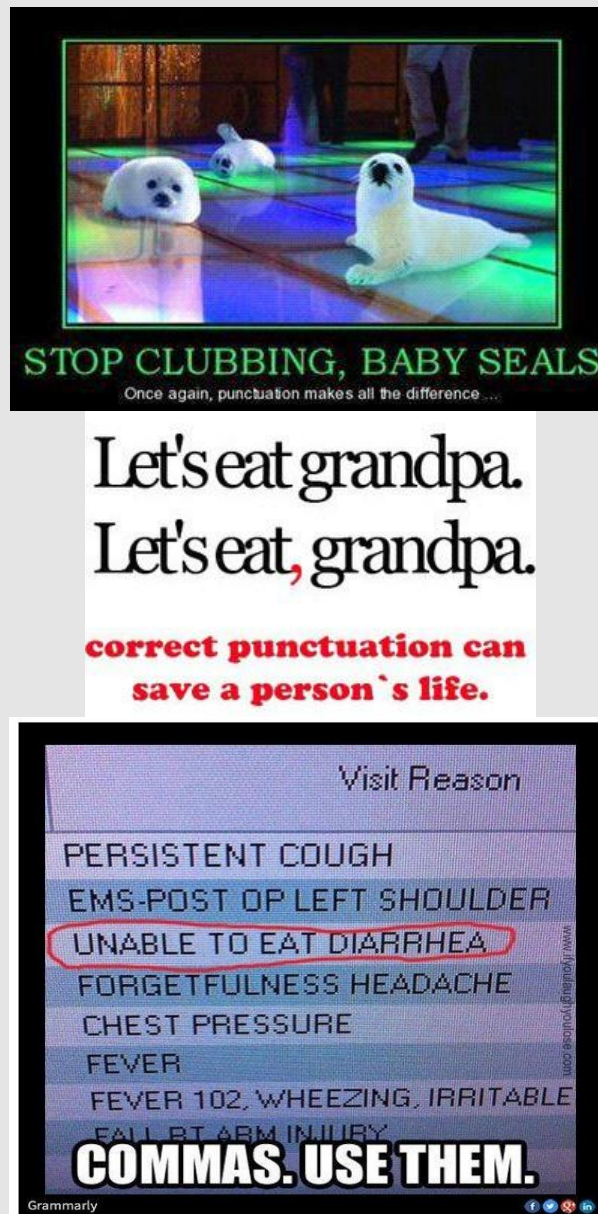
Problems:

- Incomplete sentences
- Full stops in the wrong places
- Using commas as full stops
- Formality: use of contractions. and a little bit of informal phrasing
- Using it/this/they inappropriately
- Not capitalising acronyms

What other problems did you find?

A look at the way punctuation can change meaning

Sometimes showing students how punctuation can completely change the intended meaning of a piece of text helps them understand the importance of punctuation to meaning. Here are some light-hearted examples:



From Cybertext Newsletter

<http://cybertext.wordpress.com/2012/11/22/a-light-hearted-look-at-how-punctuation-can-change-meaning/>

And two versions of a letter you may have seen before:

Dear John,

I want a man who knows what love is all about.
You are generous, kind, thoughtful. People who are
not like you admit to being useless and inferior.
You have ruined me for other men. I yearn for you.
I have no feelings whatsoever when we're apart.
I can be forever happy. Will you let me be yours?
Gloria

Dear John:

I want a man who knows what love is. All about you
are generous, kind, thoughtful people, who are not
like you. Admit to being useless and inferior. You
have ruined me. For other men, I yearn. For you, I
have no feelings whatsoever. When we're apart, I
can be forever happy. Will you let me be?
Yours,
Gloria

STUDENT ERRORS

In this section we have collected examples of some of the errors made by students undertaking 6th Form courses in Tower Hamlets who were receiving one-to-one tuition to help them improve their essay writing and exam skills, and which were identified by the 1-1 tutors.

The examples are followed by activities related to particular types of error. We should point out that work on the grammatical errors should be done in the context of the subject and where ever possible the texts should be taken from subject related material. As with most of the activities suggested in this resource pack, the activities are usually best done in pairs or small groups because the students are more likely to hear the correct model as they speak. It also helps if there is a fun element to the activities. They are probably best used as lesson starters. The activities included are just examples which we have found on the internet and their inclusion in this document does not necessarily endorse them or suggest that this is the only or even the best way to address the errors. They are meant only as suggestions for the type of activity teachers can adapt using material from their own subject.

Below is a list of websites that we have consulted in connection with these errors and activities (inclusion in this list in no way implies an endorsement of the sites):

BBC Skillswise:

<http://www.bbc.co.uk/skillswise/0/>

University of Bristol, Faculty of Arts, Improve Your Writing:

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial

English Grammar:

<http://www.englishgrammar.org/grammar-exercise-12/>

English Club:

<https://www.englishclub.com/vocabulary/collocations.htm>

GrammarBook.com:

<http://www.grammarbook.com/grammar/subjectVerbAgree.asp>

British Council, Learn English:

<https://learnenglish.britishcouncil.org/en/grammar-and-vocabulary>

GrammarMonster.com:

<http://www.grammar-monster.com/>

Ginger:

<http://www.gingersoftware.com/content/grammar-rules/verbs/irregular-verbs/>

National External Diploma Program Council:

<http://www.nedpc.net/resources.html>

Ninja creative – Correct English grammar:

<http://www.ninja-creative.com/correct-english-grammar-could-of-or-could-have/>

University of Sussex, Department of Informatics:

<http://www.sussex.ac.uk/informatics/punctuation/capsandabbr>

Towson University:

<http://www.towson.edu/ows/tenseconsistency.htm>

Using English for Academic Purposes:

<http://www.uefap.com/writing>

University of New England:

<http://www.une.edu.au/current-students/resources/academic-skills/fact-sheets>

Your Dictionary:

<http://grammar.yourdictionary.com/grammar-rules-and-tips/>

Exercises to help students understand and correct their errors can be found in good grammar textbooks for EFL/ESL students. We have consulted the following:

- Teaching English Grammar (What to Teach and How to Teach it), Jim Scrivener (2010), Macmillan Education
- English Grammar in Use, Raymond Murphy (2012), Cambridge University Press
- Rediscover Grammar, David Crystal (2004), Pearson Education
- Making Sense of Grammar, David Crystal (2004), Pearson Education

Punctuation Errors

Apostrophes used incorrectly or not at all (it's and its/who's and whose)

Students' examples:

- *Tithonus attitude shows he is selfish and arrogant.*
- *One policy of the 'Health and Social Care Bill' is to remove all SHA's and PCT's, ...*

Quick Rules

Apostrophes are used:

- To show possession (e.g., one dog's kennel ✓, two dogs' kennel ✓)
- In time expressions (e.g., a day's pay ✓, two weeks' holiday ✓)
- In contractions (e.g., can't ✓, isn't ✓, don't ✓)

Apostrophes are not used:

- To show plurals (e.g., three cat's ✗, two video's ✗)
- Randomly before the letter s (e.g., He like's pies. ✗)

http://www.grammar-monster.com/punctuation/using_apostrophes.htm

If you notice that a student is using apostrophes incorrectly, you could give them practice exercises like the one on the next page from Grammar-Monster.Com

Example**A quick test, courtesy of Grammar Monster.com**

- Select the correct version

- 1 She carefully bandaged the **dog's / dogs'** leg.
- 2 The European **gardener's / gardeners'** conference. . .
- 3 There is nobody in the **women's / womens'** team.
- 4 Keep the **wing's / wings** in line with the barrier.
- 5 Consider **Charle's / Charles'** defence.
- 6 Each month accrues an extra **day's / days'** leave.
- 7 Ten **day's / days'** training is insufficient.
- 8 **It's / Its** not worth it for just two minutes' pleasure.
- 9 The boy mowed an old **ladys' / lady's** lawn.
- 10 The **tests / tests'** were very difficult.
- 11 **Thats / That's** not going to happen.
- 12 I have two **dress's / dresses** to choose from.
- 13 **It's / Its** about time it was sunny in England.
- 14 The **womans' / woman's** smile was infectious.
- 15 It is **you're / your** turn to wash the dishes.
- 16 **We're / Were** going to a surprise party.
- 17 My daughter **hasn't / has'nt** taken her driving test yet.
- 18 The yacht was making **it's / its** maiden voyage.
- 19 **You're / Your** as daft as a brush.
- 20 As a minister, she should **of / have** known better.

ANSWERS

(1) dog's (2) gardeners' (3) women's (4) wings (5) Charles' (6) day's (7) days'
 (8) It's (9) lady's (10) tests (11) That's (12) dresses (13) It's (14) woman's
 (15) your (16) We're (17) hasn't (18) its (19) You're (20) have

Errors in use of capital letters

Student example:

In Harry brown and London to brighton the female characters react differently to crimes happening whereas the male characters remain calm and resilient.

The most common reason we have come across for students making errors in capitalisation is not knowing that the word in question is a proper noun or carelessness. This list of when capital letters should be used is taken from the University of Sussex website, *guide to Punctuation*: <http://www.sussex.ac.uk/informatics/punctuation/capsandabbr/caps> where you can find a more detailed explanation of the rules.

Summary of rules for Capital Letters:

Capitalize

- the first word of a sentence or fragment
- the name of a day or a month
- the name of a language
- a word expressing a connection with a place
- the name of a nationality or an ethnic group
- a proper name
- the name of a historical period
- the name of a holiday
- a significant religious term
- the first word, and each significant word, of a title
- the first word of a [direct quotation](#) which is a sentence
- a brand name
- a Roman numeral
- the pronoun *I*

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Further explanations of rules governing capital letters and guidance on punctuation and grammar can be found on the University of New England's website page *Writing Correctly*:

<http://www.une.edu.au/current-students/resources/academic-skills/fact-sheets>

Here is a sample activity aimed at correcting errors of capitalisation from the BBC's SkillsWise website⁶.

<http://www.bbc.co.uk/skillswise/worksheet/en29punc-e3-w-adding-capital-letters>


Example

Ws/E3.3 

Adding capital letters

Copy these sentences and add capital letters where they are needed.

1. the dog ran up to anne. she picked up the ball and gave it to the owner.
2. what day is it today? it's sunday.
3. we went to york yesterday. the rain never stopped all day.
4. he wanted to watch eastenders, so i turned over to bbc 1.
5. last year we went to france for our holidays. it was very warm.
6. easter is sometimes in march, but this year it is in april.
7. have you seen born free? it's a film about lions in africa.
8. alex wanted to fly planes, so he joined the raf.
9. when i moved to london i had to pay more rent.
10. after speaking to jim, i went home. it was a long day.

bbc.co.uk/skillswise© BBC 2011 

⁶ The BBC's SkillsWise website is aims to provide practical Literacy and Numeracy skills to adults:
<http://www.bbc.co.uk/skillswise/0/>

Missing full stops

Student Examples:

This is because he was being selfish when he asked for eternal life alternatively, some may say that he asked for this to stay with the love of his life.

This continues Thatcher's idea of 'the internal market', however many of the proposals have been heavily diluted as a response to huge public and political criticism.

For example a study in 1970s by Stuart Hall of mugging found moral panic had been a factor which had caused several crimes within society, once the event had happened, they were reported in newspapers describing what the offender had looked like, which had created perceptions and so this perception fell into reality of what a potential mugger looked like targeting innocent individuals who fell into that character image.

A useful explanation of the problems associated with full stops can be found on the University of Sussex website:

<http://www.sussex.ac.uk/informatics/punctuation/capsandabbr/caps>

Summary of full stops:

- **Put a full stop at the end of a complete statement.**
- **Do not connect two statements with a comma.**

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The exercise such as [ADDING PUNCTUATION](#) in this booklet might prove useful in helping students to correct this type of error. Alternatively, an exercise such as the one on the next page could be used. It comes from the UeFAP (Using English for Academic Purposes website) <http://www.uefap.com/writing/exercise/punc/puncex1.htm> where it can be done on line.

Example**Exercise - Sentence and full-stop**

<http://www.uefap.com/writing/exercise/punc/puncex1.htm>

- Divide the following paragraphs into sentences. Put a capital letter at the beginning and a full-stop at the end.

a. the strategic nuclear forces of the United States incorporate both active offensive elements and passive defensive measures in the late 1980s the US Navy fleet of 36 nuclear-powered ballistic missile submarines carried 640 improved Poseidon and Trident SLBMs the longer range of these submarines gives them more room to manoeuvre these vessels included an increasing number of the larger Ohio-class submarines each one carries 24 Trident missiles

b. the Caspian Sea has a mean depth of about 170 m and is deepest in the south its level varies from year to year but averages about 28 m below sea level in the 1960s and 1970s the level fell substantially this was partly because water was withdrawn from tributary rivers for irrigation and other purposes

c. other hereditary blood-group systems have subsequently been discovered the hereditary blood constituent called Rh factor is of great importance in obstetrics and blood transfusions because it creates reactions that can threaten the life of new-born infants blood types M and N have importance in legal cases involving proof of paternity

d. firearms are identified through microscopic imperfections that are produced inadvertently in gun barrels during manufacture subsequent use and wear contribute further to a weapon's individuality a bullet fired from a pistol or rifle has impressed on its surface the individual characteristics of the barrel through which it was fired other parts of the gun also possess individual characteristics

e. toxicology may be defined as the science of poisons special methods of analytical chemistry have been developed for use in toxicological examinations the problem of separating poisons from other materials and of identifying them recurs constantly in a crime laboratory the specimens ordinarily examined in cases of suspected poisoning are tissue and the suspected poison itself

f. there are numerous theories about why crime occurs the oldest theory is that criminals are perverse persons who deliberately commit crimes or who do so at the instigation of the devil or other evil spirits this view persists among some people and provides a rationale for the harsh punishments still meted out to criminals in many parts of the world

g. the treatment and rehabilitation of criminals has improved in many areas the emotional problems of convicts have been studied and efforts have been made to help such offenders parole boards have engaged persons trained in psychology and social work to help convicts on parole or probation adjust to society various states have agencies with programs of reform and rehabilitation for both adult and juvenile offenders

h. the planet 55 Cancri B is about three-quarters as massive as Jupiter and orbits 55 Cancri at an average distance of 16 million km this is about 50 times closer than Jupiter's orbit around the sun the planet 55 Cancri C is about five times as massive as Jupiter and orbits the star at an average distance of about 600 million km both planets follow slightly elliptical orbits around the star the time it takes for 55 Cancri B to circle 55 Cancri is 15 Earth days 55 Cancri C's year is about 8 Earth years long

Full stops - answers to exercise

<http://www.uefap.com/writing/exercise/punc/puncex1.htm>

- a. The strategic nuclear forces of the United States incorporate both active offensive elements and passive defensive measures. In the late 1980s the US Navy fleet of 36 nuclear-powered ballistic missile submarines carried 640 improved Poseidon and Trident SLBMs. The longer range of these submarines gives them more room to manoeuvre. These vessels included an increasing number of the larger Ohio-class submarines. Each one carries 24 Trident missiles.
- b. The Caspian Sea has a mean depth of about 170 m and is deepest in the south. Its level varies from year to year but averages about 28 m below sea level. In the 1960s and 1970s the level fell substantially. This was partly because water was withdrawn from tributary rivers for irrigation and other purposes.
- c. Other hereditary blood-group systems have subsequently been discovered. The hereditary blood constituent called Rh factor is of great importance in obstetrics and blood transfusions because it creates reactions that can threaten the life of new-born infants. Blood types M and N have importance in legal cases involving proof of paternity.
- d. Firearms are identified through microscopic imperfections that are produced inadvertently in gun barrels during manufacture. Subsequent use and wear contribute further to a weapon's individuality. A bullet fired from a pistol or rifle has impressed on its surface the individual characteristics of the barrel through which it was fired. Other parts of the gun also possess individual characteristics.
- e. Toxicology may be defined as the science of poisons. Special methods of analytical chemistry have been developed for use in toxicological examinations. The problem of separating poisons from other materials and of identifying them recurs constantly in a crime laboratory. The specimens ordinarily examined in cases of suspected poisoning are tissue and the suspected poison itself.
- f. There are numerous theories about why crime occurs. The oldest theory is that criminals are perverse persons who deliberately commit crimes or who do so at the instigation of the devil or other evil spirits. This view persists among some people and provides a rationale for the harsh punishments still meted out to criminals in many parts of the world.
- g. The treatment and rehabilitation of criminals has improved in many areas. The emotional problems of convicts have been studied and efforts have been made to help such offenders. Parole boards have engaged persons trained in psychology and social work to help convicts on parole or probation adjust to society. Various states have agencies with programs of reform and rehabilitation for both adult and juvenile offenders.
- h. The planet 55 Cancri B is about three-quarters as massive as Jupiter and orbits 55 Cancri at an average distance of 16 million km. This is about 50 times closer than Jupiter's orbit around the sun. The planet 55 Cancri C is about five times as massive as Jupiter and orbits the star at an average distance of about 600 million km. Both planets follow slightly elliptical orbits around the star. The time it takes for 55 Cancri B to circle 55 Cancri is 15 Earth days. 55 Cancri C's year is about 8 Earth years long.

Incomplete sentences

Student example:

Moving onto another poem Ulysses. Ulysses is a king who left his kingdom for the sake of his people. To fight in a war.

A useful fact sheet about sentence problems can be found at the University of New England's website at <http://www.une.edu.au/current-students/resources/academic-skills/fact-sheets>

An exercise, such as the one on the next page, to help students with this type of error can be found on the **NEDPC Learning Resources website**:
<http://www.nedpc.net/resources.html>

Sentences and Incomplete Sentences

<http://www.nedpc.net/resources.htm>

A sentence is a group of words that says a complete thought. It has a subject and a verb.

An incomplete sentence does not express a complete thought. A subject or a verb is missing.

INCOMPLETE: The mail in the box (needs a verb)

COMPLETE: The mail in the box is for you.

INCOMPLETE: Visited Costa Rico during vacation. (needs a subject)

COMPLETE: Mr. Brown visited Costa Rico during vacation.

INCOMPLETE: After we finish our work (needs a complete thought)

COMPLETE: We'll go to a movie after we finish our work.

Example 1**Recognizing Sentences and Incomplete Sentences (Sentence Fragments)**

<http://www.nedpc.net/resources.htm>

- Read each group of words carefully. If the words form a complete sentence, write **S** on the blank line. If the words form an incomplete sentence, write **IS** on the blank line.

1. After school on Friday_____
2. The noise in the library_____
3. We put food in the cat's dish_____
4. From the post office to the mall_____
5. Everyone worked hard on the project_____
6. We always order pizza on Saturday night_____
7. A commercial on TV_____
8. Whose bicycle is in the driveway_____
9. Due to the heavy rain and flooding_____
10. Why is everyone so late_____

Example 2**Practice Writing Complete Sentences**

- Write S on the line if the group of words is a sentence. If it is not a sentence, add whatever is needed to make it complete.

Example: I watched TV last night. The Cosby show. I watched the Cosby show last night.

1. The parents' club has its monthly meeting tonight.

2. All of the parents.

3. A slide show about fire drills will be shown.

4. Following the slide show.

5. The parents will take information home.

Example 3

- Look at the following sentences and sentence fragments. Decide which are incomplete and rewrite the paragraph with complete sentences.

Sarah ran to the car. She was in a big hurry. All of a sudden. Sarah stared at the car. She couldn't believe her eyes. Three of the tires. Were completely flat. Sarah had no idea what caused the flats. Up the driveway toward the house. An open box of nails

ANSWER KEY**Recognizing Sentences and Incomplete Sentences (Sentence Fragments)**

Read each group of words carefully. If the words form a complete sentence, write **S** on the blank line. If the words form an incomplete sentence, write **I S** on the blank line.

1. After school on Friday _____ **IS**
2. The noise in the library _____ **IS**
3. We put food in the cat's dish. _____ **S**
4. From the post office to the mall _____ **IS**
5. Everyone worked hard on the project. _____ **S**
6. We always order pizza on Saturday night. _____ **S**
7. A commercial on TV _____ **IS**
8. Whose bicycle is in the driveway? _____ **S**
9. Due to the heavy rain and flooding _____ **IS**
10. Why is everyone so late? _____ **S**

Practice Writing Complete Sentences

1. The parents' club has its monthly meeting tonight.

_____ **S**

2. All of the parents.

All of the parents will be there. (other answers are possible)

3. A slide show about fire drills will be shown.

_____ **S**

4. Following the slide show.

There will be a reception following the slide show. (other answers are possible)

5. The parents will take information home.

_____ **S**

ANSWER KEY (continued)

- Look at the following sentences and sentence fragments. Decide which are incomplete and rewrite the paragraph with complete sentences.

Sarah ran to the car. She was in a big hurry. All of a sudden. Sarah stared at the car. She couldn't believe her eyes. Three of the tires. Were completely flat. Sarah had no idea what caused the flats. Up the driveway toward the house. An open box of nails

Sarah ran to the car she was in a big hurry. All of the sudden, Sarah stared at the car. She couldn't believe her eyes. Three of the tires were completely flat. Sarah had no idea what caused the flats. Then up the driveway toward the house she noticed an open box of nails. (other answers are possible).

Incorrect use of semi colons and colons

Student example:

Yet; increasingly Norway have managed to minimize environmental impacts.

The University of Sussex website again provides an explanation of the problems associated with semi colons and colons:

<http://www.sussex.ac.uk/informatics/punctuation/colonandsemi>

The rules are summarised thus:

Summary of colons and semicolons:

- Use a colon to separate a general statement from following specifics.
- Use a semicolon to connect two complete sentences not joined by *and*, *or*, *but*, *yet* or *while*.

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The University of New England's website also has a comprehensive fact sheet about the use of colons and semi-colons at

<http://www.une.edu.au/current-students/resources/academic-skills/fact-sheets>

The exercise below on the use of colons comes from Andy Gillet's website *Using English for Academic Purposes - A Guide for Students in Higher Education*:

<http://www.uefap.com/writing/writfram.htm>

(This site is well worth a visit for lots ideas and information on using English for Academic Purposes. <http://www.uefap.com/index.htm>)

Example

Exercise on use of the colon

<http://www.uefap.com/writing/exercise/punc/puncex7.htm>

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- Add colons to the following texts and explain their use:

It was conceived of by all those who participated in it not as a coalition government as generally understood, but as a temporary, emergency government, formed for a single limited purpose to balance the budget through drastic economies and increases in taxation.

The National Government was a genuine coalition in the sense in which that term is used on the continent a government comprising independent yet conflicting elements allied together.

This third National Government was the type of coalition government with which British history is much more familiar a coalition between one major party and a fragment from another which has broken off because it disagrees with one of its parent party's central tenets.

The Labour government found itself under pressure from three directions from the left wing, from the TUC, and from Sir Oswald Mosley and his supporters.

Finlay had recommended four alternatives: full internationalization, a European plus dependencies system, an Empire only system, or international regulation.

Only the United States had no state airline, and believed that airways should be open to free market capitalism "In general, the Chicago conference can be described as an attempt by the United States to capitalise on its overwhelmingly strong bargaining position in international aviation by securing for itself a near monopoly of long-haul air transport."

Berle also was not impressed with Swinton, who always pleaded that he was bound by instructions from London "Swinton is ill-prepared and he also tends to be arrogant and inflexible."

Colon - answers to exercise

The first three are explanations.

It was conceived of by all those who participated in it not as a coalition government as generally understood, but as a temporary, emergency government, formed for a single limited purpose: to balance the budget through drastic economies and increases in taxation.

The National Government was a genuine coalition in the sense in which that term is used on the continent: a government comprising independent yet conflicting elements allied together.

This third National Government was the type of coalition government with which British history is much more familiar: a coalition between one major party and a fragment from another which has broken off because it disagrees with one of its parent party's central tenets.

The next two are lists.

The Labour government found itself under pressure from three directions: from the left wing, from the TUC, and from Sir Oswald Mosley and his supporters.

Finlay had recommended four alternatives: full internationalization, a European plus dependencies system, an Empire only system, or international regulation.

The last two are quotations.

Only the United States had no state airline, and believed that airways should be open to free market capitalism: "In general, the Chicago conference can be described as an attempt by the United States to capitalise on its overwhelmingly strong bargaining position in international aviation by securing for itself a near monopoly of long-haul air transport."

Berle also was not impressed with Swinton, who always pleaded that he was bound by instructions from London: "Swinton is ill-prepared and he also tends to be arrogant and inflexible."

<http://www.uefap.com/writing/exercise/punc/colonan.htm>

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This exercise on the correct use of the semi-colon comes from the University of Bristol's Faculty of Arts website *Improve Your Writing*. It can be completed on line at http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_44.htm#semicex

Example

Using the semi-colon.

In this exercise you will have to decide which pairs of clauses can be connected with a semi-colon.

1 Which can/should be connected with a semi-colon?

- ☐ a) I hate rice pudding _____ dairy products don't agree with me.
- ☐ b) Spain is lovely _____ hot weather and friendly people.
- ☐ c) Spain _____ lovely beaches, endless blue sea and great weather.
- ☐ d) Spain is a lovely country _____ the beaches are endless and the weather is always good.

2 Which can/should be connected with a semi-colon?

- ☐ a) Paris is a beautiful city _____ wide streets and sunshine.
- ☐ b) Havana is a lovely city _____ rice pudding is one of my favourite foods.
- ☐ c) I would love to go to France _____ Paris is a lovely city.
- ☐ d) I would love to go to Greece _____ I love ancient history.

3 Which can/should be connected with a semi-colon?

- ☐ a) Gran hates going to bed early _____ there is too much on the telly.
- ☐ b) Gran hates doing DIY _____ too much like hard work.
- ☐ c) Gran hates going to bed early _____ the wallpaper in her house is peeling.
- ☐ d) Gran hates doing DIY _____ the wallpaper in her house is peeling.

4 Which can/should be connected with a semi-colon?

- ☐ a) Understanding grammar is very important _____ despite its complexity.
- ☐ b) Understanding grammar is very important _____ clear communication is an essential skill.
- ☐ c) Understanding grammar is very important _____ most high level jobs require good writing skills.
- ☐ d) Understanding grammar is very important _____ although it is not always the most fascinating subject on the planet.

5 Which can/should be connected with a semi-colon?

- ☐ a) The stock exchange fell sharply _____ investor confidence is very low.
- ☐ b) The stock exchange fell sharply _____ many investors decided to sell their shares.
- ☐ c) The stock exchange fell sharply _____ a difficult day for everybody.
- ☐ d) The stock exchange fell sharply _____ I would wait before selling your shares.

6

- ☐ a) I'm not going on holiday this year _____ I am very short of money.
- ☐ b) I'm not going on holiday this year _____ no time!!
- ☐ c) I'm not going on holiday this year _____ too expensive!
- ☐ d) I'm not going on holiday this year _____ hot weather doesn't agree with me.

7

- ☐ a) Clare is a lovely girl _____ gentle and kind.
- ☐ b) Clare is a lovely girl _____ a smashing cook and a thoughtful parent.
- ☐ c) Clare is a lovely girl _____ she knows just what to say in a crisis.
- ☐ d) Clare is a lovely girl _____ I think I will have to marry her.

8

- ☐ a) Tim recently took up the guitar _____ he finds it very relaxing.
- ☐ b) Tim recently took up the guitar _____ a relaxing hobby.
- ☐ c) Tim recently took up the guitar _____ I pity his neighbours.
- ☐ d) Tim recently took up the guitar _____ although he has no musical talent.

9

- ☐ a) Tim is emigrating to New Zealand _____ he is fed up with life in the UK.
- ☐ b) Tim is emigrating to New Zealand _____ he loves the outdoor life.
- ☐ c) Tim is emigrating to New Zealand _____ a beautiful country.
- ☐ d) Tim is emigrating to New Zealand _____ he longs for a better life.

10

- ☐ a) DIY is becoming increasingly popular _____ sales of household paint have doubled in the last three years.
- ☐ b) DIY is becoming increasingly popular _____ and a good thing too.
- ☐ c) DIY is becoming increasingly popular _____ many people are improving their home rather than moving.
- ☐ d) DIY is becoming increasingly popular _____ but mainly in the South East.

Using the semi-colon - answers

- 1
 - a) Think again. The two clauses can stand alone and are closely connected.
 - b) Wonderful. The two clauses are not independent, they can not stand alone.
 - c) Wonderful. The two clauses are not independent, they can not stand alone.
 - d) Think again. The two clauses can stand alone and are closely connected.
- 2
 - a) Fantastic!! The second clause cannot stand alone.
 - b) Fantastic!! The two clauses are independent, but not related.
 - c) Wrong. The two clauses are independent and related.
 - d) Wrong. The two clauses are independent and related.
- 3
 - a) Think again. The two clauses are independent and related.
 - b) Well done!! The second clause cannot stand alone.
 - c) Well done!! The two clauses are independent, but not related.
 - d) Think again. The two clauses are independent and related.
- 4
 - a) Well done!! The second clause is not independent.
 - b) Have another think. The two clauses are independent and related.
 - c) Have another think. The two clauses are independent and related.
 - d) Well done!! The second clause is not independent.
- 5
 - a) Think again. The two clauses are independent and related.
 - b) Think again. The two clauses are independent and related.
 - c) Excellent!!! The second clause cannot stand alone.
 - d) Think again. The two clauses are independent and related.
- 6
 - a) You can use a semicolon to separate these two independent clauses.
 - b) Correct. The second clause is not independent and so a semicolon cannot be used here.
 - c) Correct. The second clause is not independent and so a semicolon cannot be used here.
 - d) You can use a semicolon to separate these two independent clauses.
- 7
 - a) Correct. The second clause cannot stand alone and so a semicolon cannot be used here.
 - b) Correct. The second clause cannot stand alone and so a semicolon cannot be used here.
 - c) The two clauses are independent and can be joined with a semicolon.
 - d) The two clauses are independent and can be joined with a semicolon.
- 8
 - a) The two clauses are independent and so a semicolon can be used here.
 - b) Correct. The second clause is not independent and so a semicolon cannot be used here.
 - c) The two clauses are independent and so a semicolon can be used here.
 - d) Correct. The second clause is not independent and so a semicolon cannot be used here.
- 9
 - a) The two clauses are independent and so a semicolon works well here.
 - b) The two clauses are independent and so a semicolon works well here.
 - c) Correct. The second clause is not independent and so a semicolon cannot be used.
 - d) The two clauses are independent and so a semicolon works well here.
- 10
 - a) Both clauses are independent and related so a semicolon can be used here.
 - b) Well done. The second clause cannot stand on its own. You cannot use a semicolon.
 - c) Both clauses are independent and related so a semicolon can be used here.
 - d) Well done. The second clause cannot stand on its own. You cannot use a semicolon.

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_44.htm#semicex

Poor understanding of how to use commas

Student example:

Over the years Norway has developed very advanced energy industries, enabling it to produce more efficient energy, thereby energy is much cheaper in Norway where people are able to use more energy, and this increases the standard of living as more people are able to afford using more high order goods, and families being able to send their children to higher education, this continuous cycle will help the economy, as more people will be educated which means more skilled workers.

The University of Sussex web page Guide to Punctuation has a very full explanation of commas and their use (<http://www.sussex.ac.uk/informatics/punctuation/comma>):

The Comma

The **comma** (,) is very frequently used and very frequently used wrongly. In fact, the rules for using commas are really rather simple, though complicated by the fact that the comma has four distinct uses. To begin with, **forget** anything you've ever been told about using a comma "wherever you would pause", or anything of the sort; this well-meaning advice is hopelessly misleading. In this document, the four uses of the comma are called the **listing comma**, the **joining comma**, the **gapping comma** and **bracketing commas**. Each use has its own rules, but note that a comma is never preceded by a white space and always followed by a white space.

A **listing comma** can always be replaced by the word *and* or *or*:

Vanessa seems to live on eggs, pasta and aubergines.

Vanessa seems to live on eggs and pasta and aubergines.

Choose an article from the *Guardian*, the *Independent* or the *Times*.

Choose an article from the *Guardian* or the *Independent* or the *Times*.

Stanley was an energetic, determined and even ruthless figure.

Stanley was an energetic and determined and even ruthless figure.

A **joining comma** must be followed by one of the connecting words *and*, *or*, *but*, *yet* or *while*:

The report was due last week, but it hasn't appeared yet.

The motorways in France and Spain are toll roads, while those in Britain are free.

A **gapping comma** indicates that you have decided not to repeat some words which have already occurred in the sentence:

Jupiter is the largest planet and Pluto, the smallest.

Bracketing commas always come in pairs, unless one of them would come at the beginning or the end of the sentence, and they always set off a weak interruption which could in principle be removed from the sentence:

My father, who hated cricket, always refused to watch me play.

We have a slight problem, to put it mildly.

If you're not sure about your commas, you can check them by using these rules. Ask yourself these questions:

1. Can the comma be replaced by *and* or *or*?

2. Is it followed by one of the connecting words *and*, *or*, *but*, *yet* or *while*?
3. Does it represent the absence of repetition?
4. Does it form one of a pair of commas setting off an interruption which could be removed from the sentence?

If the answer to all these questions is 'no', you have done something wrong. Try these questions on the following example:

The publication of *The Hobbit* in 1937, marked the beginning of Tolkien's career as a fantasy writer.

Can that comma be replaced by *and* or *or*? No — the result would make no sense. Is it followed by a suitable connecting word? No — obviously not. Have some repeated words been left out? No — certainly not. Is it one of a pair? Not obviously, but maybe the interruption comes at the beginning or the end. Can the words before the comma be safely removed? No — what's left is not a sentence. Can the words after the comma be removed? No — the result would still not be a sentence.

We get the answer 'no' in every case, and therefore that comma shouldn't be there. Get rid of it:

The publication of *The Hobbit* in 1937 marked the beginning of Tolkien's career as a fantasy writer.

<http://www.sussex.ac.uk/informatics/punctuation/comma>

The rules can be summarised thus:

Summary of Commas

- Use a **listing comma** in a list where *and* or *or* would be possible instead.
 - Use a listing comma in a list wherever you could conceivably use the word *and* (or *or*) instead. Do not use a listing comma anywhere else.
 - Put a listing comma before *and* or *or* only if this is necessary to make your meaning clear.
- Use a **joining comma** before *and*, *or*, *but*, *yet* or *while* followed by a complete sentence.
 - Use a joining comma to join two complete sentences with one of the words *and*, *or*, *but*, *yet* or *while*. Do not use a joining comma in any other way.
- Use a **gapping comma** to show that words have been omitted instead of repeated.
- Use a pair of **bracketing commas** to set off a weak interruption.
 - Use a pair of bracketing commas to set off a weak interruption which could be removed from the sentence without destroying it.
 - If the interruption comes at the beginning or the end of the sentence, use only one bracketing comma.
 - Make sure the words set off are really an interruption.

Finally, commas are used in writing [numbers and dates](#).

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<http://www.sussex.ac.uk/informatics/punctuation/comma>

The exercise for use of commas comes from Andy Gillet's website *Using English for Academic Purposes - A Guide for Students in Higher Education*:
<http://www.uefap.com/writing/writfram.htm>

Example

Commas

The comma is the most important punctuation mark after the full stop. Its main use is for separating parts of sentences. Commas function in five main ways:

1. Before or after adverbial clauses and groups.
2. Before various connectives to join two independent clauses.
3. To separate some non-defining phrases from the rest of the sentence.
4. To separate words, groups and clauses in a series.
5. To separate adjectives that separately modify the same noun.

- Add commas wherever necessary. Name the function of each comma.

Advertising

1. Advertising is the collective term for public announcements designed to promote the sale of specific commodities or services.
2. Advertising is a form of mass selling and it is employed when the use of direct person-to-person selling is impractical impossible or simply inefficient.
3. It is to be distinguished from other activities intended to persuade the public such as propaganda publicity and public relations.
4. Advertising techniques range in complexity from the publishing of straightforward notices in the classified-advertising columns of newspapers to the concerted use of newspapers magazines television radio direct mail and other communications media in the course of a single advertising campaign.
5. From its unsophisticated beginnings in ancient times advertising has burgeoned into a worldwide industry.
6. In the U.S. alone in the late 1980s approximately \$120 billion was spent in a single year on advertising to influence the purchase of commodities and services.
7. American advertising leads the world not only in volume of business but in the complexity of its organization and of its procedures.

8. For these reasons this article deals primarily with advertising in the U.S.
9. Modern advertising is an integral segment of urban industrial civilization mirroring contemporary life in its best and worst aspects.
10. Having proven its force in the movement of economic goods and services advertising since the early 1960s has been directed in increasing quantity toward matters of social concern.
11. The continuing cancer and antidrug abuse campaigns are only two examples of the use of the advertising industry as a means to promote public welfare.
12. Advertising falls into two main categories: consumer advertising directed to the ultimate purchaser and trade advertising in which the appeal is made to dealers through trade journals and other media.
13. Both consumer and trade advertising employ many specialized types of commercial persuasion.
14. A relatively minor but important form of advertising is institutional advertising which is designed solely to build prestige and public respect for particular business concerns as important American institutions.
15. Each year millions of dollars are spent on institutional advertising which usually mentions products or services for sale only incidentally.
16. Another minor but increasingly popular form of advertising is cooperative advertising in which the manufacturer shares the expense of local radio or newspaper advertising with the retailer who signs the advertisement.
17. National advertisers occasionally share the same space in magazine advertising.
18. For example makers of pancake flour of syrup and of sausages sometimes jointly advertise this combination as an ideal cold-weather breakfast.
19. Advertising may be local national or international in scope and so the rates charged for the three different levels of advertising vary sharply particularly in newspapers.
20. Varying rates are set also by newspapers for amusement legal political financial religious and charitable advertisements.

<http://www.uefap.com/writing/exercise/punc/puncex2.htm>

The comma - answers to exercise**(The numbers refer to the 5 functions of the comma)****Advertising**

1. Advertising is the collective term for public announcements designed to promote the sale of specific commodities or services.
2. Advertising is a form of mass selling, and it is employed (2) when the use of direct, person-to-person, selling is (5) impractical, impossible, or simply inefficient. (4)
3. It is to be distinguished from other activities intended to persuade the public, such as (1) propaganda, publicity, and public relations. (4)
4. Advertising techniques range in complexity from the publishing of straightforward notices in the classified-advertising columns of newspapers to the concerted use of newspapers, magazines, television, radio, direct mail, and other communications media in the course of a single advertising campaign. (4)
5. From its unsophisticated beginnings in ancient times, advertising has burgeoned into a worldwide industry. (1)
6. In the U.S. alone in the late 1980s, approximately \$120 billion was spent in a single year on advertising to influence the purchase of commodities and services. (1)
7. American advertising leads the world not only in volume of business but in the complexity of its organization and of its procedures.
8. For these reasons, this article deals primarily with advertising in the U.S. (1)
9. Modern advertising is an integral segment of urban industrial civilization, mirroring contemporary life in its best and worst aspects. (1)
10. Having proven its force in the movement of economic goods and services, advertising since the early 1960s has been directed in increasing quantity toward matters of social concern. (1)
11. The continuing cancer and antidrug abuse campaigns are only two examples of the use of the advertising industry as a means to promote public welfare.
12. Advertising falls into two main categories: consumer advertising, directed to the ultimate purchaser, and trade advertising, in which the appeal is made to dealers through trade journals and other media. (3)
13. Both consumer and trade advertising employ many specialized types of commercial persuasion.
14. A relatively minor, but important, form of advertising is institutional advertising, which is designed solely to build prestige and public respect for particular business concerns as important American institutions. (3)
15. Each year millions of dollars are spent on institutional advertising, which usually mentions products or services for sale only incidentally.
16. Another minor, but increasingly popular, form of advertising is cooperative advertising, in which the manufacturer shares the expense of local radio or newspaper advertising with the retailer who signs the advertisement. (3)
17. National advertisers occasionally share the same space in magazine advertising.
18. For example, makers of (1) pancake flour, of syrup, and of sausages sometimes jointly advertise this combination as an ideal cold-weather breakfast. (4)
19. Advertising may be local, national, or international in (4) scope, and so the rates charged for the three different levels of (2) advertising vary sharply, particularly in newspapers. (3)
20. Varying rates are set also by newspapers for amusement, legal, political, financial, religious, and charitable advertisements. (4)

<http://www.uefap.com/writing/exercise/punc/commaan.htm>

Poor understanding of how to use inverted commas and quotation marks

There is good advice on the University of Sussex website about using quotation marks. Four instances of their use are described:

- Quotation Marks and Direct Quotations
- Scare Quotes
- Quotation Marks in Titles
- Talking About Words

A summary of the rules for quotation marks:

- Put quotation marks (single or double) around the exact words of a direct quotation.
- Inside a quotation, use a suspension to mark omitted material and [square brackets](#) to mark inserted material.
- Use quotation marks to distance yourself from a word or phrase or to show that you are using it ironically.
- Place single quotation marks around a word or phrase which you are talking about.

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Maintained by the [Department of Informatics](#), University of Sussex

<http://www.sussex.ac.uk/informatics/punctuation/quotes/about>

The exercise for using quotation marks comes from Andy Gillet's website *Using English for Academic Purposes - A Guide for Students in Higher Education*:
<http://www.uefap.com/writing/writfram.htm>

Example

Exercise - Quotation marks

- Add punctuation marks to the following texts.
- The words that should be quoted are highlighted:

Attitudes are here taken in the meaning advocated by Sarnoff (1970) a disposition to react favourably or unfavourably to a class of objects (p. 179).

In a recent survey, Berwick & Ross (1989) found that the overall intensity of motivation of the students was low (p. 206).

Shaw (1983, p. 24) had similar results, leading him to say the students are not learning English so they can change themselves and become like native speakers.

Morrow (1987, p. 58) has taken the view that the development of the reading skill in English may well be the most urgent need of the majority of Japanese learners. He continues

On the other hand, with the spread of English as an international language, there is an increasing number of Japanese businessmen, scientists and scholars from many disciplines who need to use English not only to communicate with English speakers, but also to communicate with other non-native English speakers who use English for international communication. For this group, the acquisition of speaking and listening skills is vital. (p. 58)

<http://www.uefap.com/writing/exercise/punc/puncex6.htm>

Quotation - answers to exercise

Attitudes are here taken in the meaning advocated by Sarnoff (1970): "a disposition to react favourably or unfavourably to a class of objects" (p. 179).

In a recent survey, Berwick & Ross (1989) found that "the overall intensity of motivation of the students was low" (p. 206).

Shaw (1983, p. 24) had similar results, leading him to say, "the students are not learning English so they can change themselves and become like native speakers".

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Adding Punctuation

This is an exercise to help students to think about punctuation and how punctuation helps to make meaning. If the students work in pairs, reading the passage aloud to each other, they are more likely to “hear” where there is a need for punctuation and use the correct punctuation mark. This sort of exercise can be used to address most of the punctuation errors above.

This example was used with KS3 Science students. It is a good idea to put the line spacing at 1.5 or double so that the punctuation marks can more easily be seen.

Example

- **Add in the punctuation and divide this passage into paragraphs**

Stem cells are unspecialised cells all the cells in an early embryo are stem cells these embryonic stem cells can grow into any type of cell in the human body stem cells can be taken from embryos that are a few days old researchers use human embryos that are left over from fertility treatment adults have stem cells in many tissues for example in their bone marrow brain and heart these unspecialised cells can develop into many but not all types of cells bone marrow stem cells are already used in transplants to treat patients with leukaemia scientists want to grow stem cells to make new cells to treat patients with some diseases for example new brain cells could be made for patients with Parkinson's disease but these new cells would need to have the same genes as the person getting them as a treatment when someone else's cells are used in a transplant they are rejected

Answer

Stem cells are unspecialised cells. All the cells in an early embryo are stem cells. These embryonic stem cells can grow into any type of cell in the human body. Stem cells can be taken from embryos that are a few days old. Researchers use human embryos that are left over from fertility treatment.

Adults have stem cells in many tissues, for example, in their bone marrow, brain, and heart. These unspecialised cells can develop into many, but not all, types of cells. Bone marrow stem cells are already used in transplants to treat patients with leukaemia.

Scientists want to grow stem cells to make new cells to treat patients with some diseases. For example, new brain cells could be made for patients with Parkinson's disease. But these new cells would need to have the same genes as the person getting them as a treatment. When someone else's cells are used in a transplant they are rejected.

Verb errors

Confusing would and will

Student example:

The Conservatives introduced the idea that someone earning £25,000 would pay £30 a month and Lord Brown said only the top 40% of earners will pay back close to the full amount.

An explanation of the uses:

Will & Would - Confusing Words In English

Will is used to state:

- state facts
- Promises & Offers -
 - The repair man told me he **will** come early in the morning to fix the washing machine.
 - We **will** not promise you that we can help you.
 - The girls **will** help you move to your new apartment.
 - Will you buy my house?
- Facts & Predictions-
 - The water will boil at 100 degrees Celsius.
 - It is **will** rain soon.
 - The dog **will** like the bones that you bought her.
- Instant Decisions
- Will you come with me to the store?
- The girls will go to school tomorrow.

Would

Would is:

- the past tense of will
- used to talk about the past
- used for the future for things that are not certain

Examples:

- She would not come with me to the store yesterday.
- I think the girls would help you.

Would - is the past tense of will

- used to talk about the past
- used for the future for things that are not certain
 - She would not come with me to the store yesterday.
 - I think the girls would help you.

Will & Would

will & would are both used:

to offer something or to make an offer

- Will you call her today?
- Would you call her today?

- See more at: http://english-the-easy-way.com/Confusing_English/Will_Would.html#sthash.6QEeOQeJ.dpuf

Example**Verbs - will or would?**

Read the sentences and decide whether the gap should be filled with 'will' or 'would'; or 'won't' or 'wouldn't'

1. _____ you mind closing the door ?
2. Maybe I _____ speak to her.
3. We _____ see what happens tomorrow.
4. What _____ you like to eat?
5. If I see her I _____ let her know.
6. She _____ speak to me, she was so upset.
7. I promise I _____ tell anyone.
8. She thought she _____ be late, so she took a taxi.
9. When I was in the army, we _____ get up at 5.30 a.m.
10. Come on. You _____ need much, just a change of clothes.

From the British Council website "Learn English". It could be done on line at:

<https://learnenglish.britishcouncil.org/en/english-grammar/verbs/modal-verbs/will-or-would>

Answers

1. Would; 2. will; 3. will; 4. would; 5. will; 6. wouldn't; 7. won't; 8. would;
9. would 10. won't

Inaccurate spelling of irregular verbs in the past

Student example:

... *all previous governments have seeked to keep the NHS a public body, ...*

This type of error is usually made because the student is unfamiliar with the past form of irregular verbs. If a student consistently makes such errors, they could be given such exercises as the one below, but using verb forms they have got wrong in their own writing. They could also be given a table of the irregular verb forms to learn by heart.

Example

Irregular Verb Exercises

Fill the blank spaces with the appropriate irregular verb.

1. My dog jumped out of the swimming pool and _____ himself, causing water to spray everywhere. (shake, shook, shaken)
2. You should have _____ Trish's face when she got her surprise. (saw, had seen, seen)
3. We _____ the whole day lounging on the beach. (spend, spent, had spend)
4. Let's _____ a hike on Saturday. (take, took, taken)
5. My brother Mike _____ his stinky socks on the coffee table. (leave, left, leaving)
6. This is the ninth time that pitcher has _____ a foul ball (throw, threw, thrown)
7. The water balloon _____ when it hit its target. (burst, busted, broken)
8. Jesse intentionally _____ gum in Jeff's hair. (stick, stuck, sticky)

From: the Ginger website - <http://www.gingersoftware.com/content/grammar-rules/verbs/irregular-verbs/>

Answers: 1 – **shook**, 2 – **seen**, 3 – **spent**, 4 – **take**, 5 – **left**, 6 – **thrown**, 7- **burst**, 8 – **stuck**

Incorrect use of tenses

Student examples:

*He is introduced as 'that grim Earl' implying that his character **was** disliked.*

*However from labour's point of view this **has** many disadvantages as this would create competition between universities (marketization) and raise standards which **results** doing well academically.*

*However, the Conservatives defended their plans as 'progressive' and that they **will** help make universities more affordable.*

*This caused conflict because 20 Liberal Democrat MPs voted against the bill and argued the costs **may** deter students from certain backgrounds.*

*The Consortia could choose to refer their patient to have surgery at a private hospital, for example, if they **believe** this **is** better than the public options.*

*This does represent a huge change in the funding of the NHS - which has almost always increased year-on-year, and **increased** hugely during the New Labour government - as well as **representing** a radical change within the labour force ...*

Most of these errors are verb tense consistency errors. A useful explanation can be found on the Towson University website: <http://www.towson.edu/ows/tenseconsistency.htm>

And the University of Bristol website provides these notes:

Consistency of Tense.

A common mistake is to change tense in the middle of a sentence or paragraph.

I **was** quite surprised how well I **feel**. (Past tense becomes present.)

She fully **intended** to do her homework but she **forgets** and **goes** out with her mates. (Past tense becomes present.)

Tim **wants** to get a job but he **didn't** know what to do about it. (Present tense becomes past.)

When you are recounting the plot of a play or other literary work, you should use the **present** tense.

At this point Japhy and Ray **decide** to climb a mountain in the High Sierras. They **spend** a night under the stars, and Japhy **cooks** a fantastic chocolate pudding, which **cools** in the snow.

Be careful not to slip into the past tense.

At this point Japhy and Ray **decide** to climb a mountain in the High Sierras. They **spend** a night under the stars, and Japhy **cooked** a fantastic chocolate pudding, which **cooled** in the snow.

It might be necessary to use the past tense (perfect tense) when a chronological sequence of events is involved.

Once Japhy and Ray have packed the car, they are able to set off for the mountains.

Example

Consistency of tense.

- In the following exercise, you will be presented with sentences, some of which contain inconsistency of tense. You need to tick the sentences that contain tense inconsistencies.

- | | | |
|--|--|--------------------------|
| 1 | a) Jim wanted to visit his grandma but cannot find the money for a train ticket. | <input type="checkbox"/> |
| | b) We were able to travel to Athens but could not find a hotel. | <input type="checkbox"/> |
| | c) They left the house around eight, walked to town and end up in their favourite pub. | <input type="checkbox"/> |
| | d) If I had seen the car earlier, I would have been able to avoid the accident. | <input type="checkbox"/> |
| 2 | a) I couldn't come out with you because I don't have enough money. | <input type="checkbox"/> |
| | b) You will never be a professional athlete because you didn't eat the right diet. | <input type="checkbox"/> |
| | c) She wants to visit India but she had not got enough money. | <input type="checkbox"/> |
| | d) It is awful here; we could not see a thing. | <input type="checkbox"/> |
| 3 | a) I get on well with all my friends as they were all really nice people. | <input type="checkbox"/> |
| | b) Sam cooked a fantastic meal and then had to do all the washing up. | <input type="checkbox"/> |
| | c) I got this souvenir when I was on holiday in India. | <input type="checkbox"/> |
| | d) The building towers above the others and dominated the skyline. | <input type="checkbox"/> |
| 4 | a) The test match was abandoned because it is raining so hard. | <input type="checkbox"/> |
| | b) The football match will be abandoned as it was raining so hard. | <input type="checkbox"/> |
| | c) She arrived on Sunday and leaves again next Monday. | <input type="checkbox"/> |
| | d) The football match will be abandoned as it is raining so hard. | <input type="checkbox"/> |
| 5 | a) After they had seen the thief, Tim and Paul set off for the police station. | <input type="checkbox"/> |
| | b) The train leaves at seven o'clock and did not arrive until very late at night. | <input type="checkbox"/> |
| | c) I will never work for you even if you pay me thousands of pounds an hour. | <input type="checkbox"/> |
| | d) We are walking along the river bank when the accident happened. | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • In this next section, you will need to indicate which sentence is correct. | | |
| 6 | a) I want to travel to India with my friends, but I couldn't find enough money. | <input type="checkbox"/> |
| | b) I wanted to travel to India with my friends, but I will not be able to find enough money. | <input type="checkbox"/> |
| | c) I wanted to travel to India with my friends, but I couldn't find enough money. | <input type="checkbox"/> |
| 7 | a) France is a lovely country. It has some beautiful beaches. | <input type="checkbox"/> |
| | b) France is a lovely country. It had some beautiful beaches. | <input type="checkbox"/> |
| | c) France was a lovely country. It has some beautiful beaches. | <input type="checkbox"/> |
| 8 | a) She hated playing the piano, but can sing beautifully. | <input type="checkbox"/> |
| | b) She hates playing the piano, but could sing beautifully. | <input type="checkbox"/> |
| | c) She hates playing the piano, but can sing beautifully. | <input type="checkbox"/> |
| 9 | a) We left home first thing in the morning and arrive late at night. | <input type="checkbox"/> |
| | b) We left home first thing in the morning and arrived late at night. | <input type="checkbox"/> |
| | c) We leave home first thing in the morning and arrived late at night. | <input type="checkbox"/> |
| 10 | a) We sneaked into the kitchen and raid the fridge. | <input type="checkbox"/> |
| | b) We sneak into the kitchen and raided the fridge. | <input type="checkbox"/> |
| | c) We sneaked into the kitchen and raided the fridge. | <input type="checkbox"/> |

This exercise can be completed on line at:

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_75.htm#tenseex

Subject verb agreements (was instead of were/ is instead of are)

Student example:

Online streaming compared to the cinema offers numerous blockbuster films. Examples of this is Skyfall, Gravity, Fast and Furious.

Rules on subject-verb agreement can be found on the **GrammarBook.com** website at:

<http://www.grammarbook.com/grammar/subjectVerbAgree.asp>

and at the **Towson University** Website:

<http://www.towson.edu/ows/moduleSVAGR.htm>

ACTIVITY TO ADDRESS THIS TYPE OF ERROR

- In this activity students are given a short paragraph in which some cases of the subject/verb agreement are wrong.
- Students work in pairs to decide which are wrong and feedback.
- The texts are taken at random from novels and are quite challenging. It is useful to use texts with complex sentences because that is often when problems occur in students' work. Repeated regularly, this activity can help students to recognise these mistakes in their own work.

Example

The Magic Mountain, Thomas Mann

It was charming in the restaurant, elegantly appointed and well lighted. The room lay to the right of the hall, opposite the salons, and were, Joachim explained; used chiefly by new arrivals, and by guests eating out of the usual meal hours or entertaining company. But it also served for birthday feasts, farewell parties, even to celebrate a favourable report after a general examination. There was lively times here in the restaurant on occasion, Joachim said, and champagne flowed freely. Now, no one was here but a solitary lady of some thirty years, reading a book and humming; she kept tapping the tablecloth lightly with the middle finger of her left hand.

Savage Coast, Muriel Rukeyser

The English couple, with their easy walk, was crossing the little square beside the station. The woman with them were shorter than they, who drooped over her slightly. Her dark hair was clawed with grey and fitted to her head, her eyes were deep in shadow. As she spoke, her mouth, russet-coloured and startling, moved distinct and separate, drawing attention to itself so that it took a small additional effort to listen to her.

The Night Manager, John le Carré

And this mildness of manner within a fighter's frame gave him a troubling intensity. You would never during your stay in the hotel confuse him with anyone else: not with Herr Strippli, the creamy haired front-of-house manager, not with one of Herr Meister's superior young Germans who strode through the place like gods on their way to stardom somewhere else. As a hotelier, Jonathan was complete. You did not wonder who his parents was or whether he listened to music or kept a wife and children or a dog. His gaze as he watched the door were steady as a marksman's. He wore a carnation. At night he always did.

Sister Carrie, Theodore Dreiser

When Hurstwood came in upon Carrie she was still with Drouet. His feelings for her was most exuberant, he was almost swept away by the strength and feeling she exhibited. His desire was to pour forth his praise with the unbounded feelings of a lover, but here was Drouet, whose affection was also rapidly reviving. The latter were more fascinated, if anything, than Hurstwood. At least in the nature of things, it took a more ruddy form.

Other errors

Confusion between *that*, *which*, *who* and *what*

A quick explanation from Grammar-Monster.com:

Which, That and Who

The words *which*, *who*, and *that* are grammar villains — they are often the cause of grammar errors. Most commonly, this stems from confusion over whether to use a comma before *which* or *who*.

- Use *which* for things and *who* for people. Use *that* for things and, informally, for people.
- When do you need a comma before *which* and *who*?
- If the *who* or *which* clause is just additional information (i.e., you would be happy to put it in brackets), then you should offset it with commas.

More detail and on-line exercises at:

- Which, who and that
(A lesson providing an overview of *which*, *that*, and *who*)
http://www.grammar-monster.com/lessons/which_that_who.htm
- Commas before *which* and *who*
(A lesson focusing on when to use commas with *which* and *who*)
http://www.grammar-monster.com/lessons/which_that_who_comma_or_not.htm
- No commas before *which* and *who*
(A lesson focusing on when not to use commas with *which* and *who*)
http://www.grammar-monster.com/lessons/which_that_who_comma_or_not.htm

And further information and exercises can be found at the British Council website:

<http://learnenglish.britishcouncil.org/en/english-grammar/pronouns/relative-pronouns>

The relative pronouns are:

Subject	Object	Possessive
who	who(m)	whose
which	which	whose
that	that	

We use **who** and **whom** for people, and **which** for things.
Or we can use **that** for people or things.

- See more at: <http://learnenglish.britishcouncil.org/en/english-grammar/pronouns/relative-pronouns#sthash.JANcN8Z5.dpuf>

Example**Relative pronouns**

Choose the correct relative pronoun(s) to complete each sentence.

1. He's the artist paintings sell for millions.
a. 'which' (but not 'that') b. 'which' or 'that' c. 'who' or 'that'
d. 'whom' e. 'whose'
2. That's a song reminds me of my youth.
a. 'which' (but not 'that') b. 'which' or 'that' c. 'who' or 'that'
d. 'whom' e. 'whose'
3. She's the only person really understands me.
a. 'which' (but not 'that') b. 'which' or 'that' c. 'who' or 'that'
d. 'whom' e. 'whose'
4. He tore up the photograph, upset me.
a. 'which' (but not 'that') b. 'which' or 'that' c. 'who' or 'that'
d. 'whom' e. 'whose'
5. They had four children, all of went to university.
a. 'which' (but not 'that') b. 'which' or 'that' c. 'who' or 'that'
d. 'whom' e. 'whose'
6. She wrote a best-selling book, the name of I've completely forgotten.
a. 'which' (but not 'that') b. 'which' or 'that' c. 'who' or 'that'
d. 'whom' e. 'whose'
7. Isn't that the man brother was a famous pianist?
a. 'which' (but not 'that') b. 'which' or 'that' c. 'who' or 'that'
d. 'whom' e. 'whose'
8. Where's the girl is selling the ice-cream?
a. 'which' (but not 'that') b. 'which' or 'that' c. 'who' or 'that'
d. 'whom' e. 'whose'

This exercise can be found (and done on line) at:

<http://learnenglish.britishcouncil.org/en/english-grammar/pronouns/relative-pronouns>

Incorrect use of definite and indefinite articles

A useful explanation of the use of definite and indefinite articles can be found at the BBC's Learning English Website Grammar Challenge (which has been archived):

http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1647_gramchallenge23/index.shtml

ARTICLES

There are two types of articles. They are known as the **definite** and **indefinite** articles. The words '**a**' and '**an**' are the indefinite articles and '**the**' is the definite article. Articles are used at the beginning of noun phrases.

a or an?

If the noun begins with a vowel sound then the indefinite article to use is '**an**', e.g. **an** apple. However if the noun begins with a consonant sound, then the indefinite article to use is '**a**', e.g. **a** cat.

The zero article

In some cases nouns such as plural and uncountable nouns do not have articles before them. This lack of an article is sometimes known as the **zero article**, e.g. I've got two cats.

There are quite a few rules connected with the use of articles. Here is a basic one to start with:

- We use the **indefinite article** – '**a**' and '**an**' to refer to something or someone for the first time in a conversation:
 She's has two children – **a** boy and **a** girl.
 I hear you've just bought **a** new car.
 She bought **a** lovely bag yesterday.
- We use the **definite article** – '**the**' to refer to something or someone both speakers in a conversation know about or has been referred to before:
 The boy is 7 and **the** girl 4.
 I'm going to use **the** new one for driving my family around and I'm keeping my old one just for myself.
 The bag was red leather and really lovely.

The BBC website offers two exercises on this grammatical point which we reproduce on the next two pages.

Example**Articles****Exercise 1) Match the beginnings of the sentences to the correct endings.**

1.	She only ate
2.	Has your office got
3.	They've got two kids.
4.	I had a coffee and a sandwich for lunch.
5.	Waiter! I ordered some drinks ages ago.
6.	They've got two houses,
7.	Her house has
8.	They've got two TVs. They use

a.	a lovely garden.
b.	a flat in the city and a cottage in the country.
c.	a canteen in it?
d.	The boy is nice but the girl is quite rude sometimes.
e.	When will the coffees be ready please?
f.	the big one in the sitting room and the small one in their bedroom.
g.	an apple for breakfast.
h.	The coffee was fine but the sandwich was stale.

http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1647_gramchallenge23/page2.shtml

Example**Articles**

Exercise 2) Choose the best answer from the options below to complete the sentences.

My girl-friend and I saw two films last week. (1)_____ first one was (2) _____ thriller and (3)_____ second one was (4) _____ romantic comedy.

When we came out of (5)_____ cinema after watching (6)_____ romcom, we saw (7)_____ really romantic scene right in front of our very eyes.

There was (8)_____ man running after this woman with (9) _____ bunch of flowers in his hand. When he caught up with (10)_____ woman, he got down on one knee and shouted so everyone could hear "Will you marry me?", then he kissed her and gave her (11)_____ flowers.

We went for (12)_____ cup of coffee after that, but it seemed very dull after what we'd seen.

Options

- (1) The / A / An
- (2) the / a / an
- (3) the / a / an
- (4) the / a / an
- (5) the / a / an
- (6) the / a / an
- (7) the / a / an
- (8) the / a / an
- (9) the / a / an
- (10) the / a / an
- (11) the / a / an
- (12) the / a / an

http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1647_gramchallenge23/page2.shtml

Lack of noun phrases

Student example:

One of the ways in which the film industry is changing the way audiences can experience films is by online streaming. From Item 7 of the source material it states that 'the internet will account for 57% of movie consumption this year.' It shows how highly demanded online streaming is. It also states that '25% of cell internet users have streamed film in 2013'. This is very significant, as internet is worldwide and audiences can watch the films wherever they want by ubiquitous technology such as iphones and ipads. They can stream on the go, rather than actually going to the cinema. They can also stream from the comfort of their own home.

ACTIVITY TO ADDRESS THIS TYPE OF ERROR

- In this activity students are given a paragraph in which the noun phrases have been removed and replaced with it/this/that/they (Version 1). Do not tell students what they are looking for, simply give them the paragraph and ask them to answer: what do you think of this paragraph? What do you like about it? What problems does it have?
- Students are then given Version 2 of the same paragraph. In Version 2, many of the noun phrases have been replaced. Ask students to underline the words/phrases that have now been added and to decide what these words/phrases do? Ask students to consider how these change the paragraph.
- Finally, hand out Version 3 of the paragraph. Once again, ask students to underline the words/phrases that have now been added. Ask students to consider how these change the paragraph even further.

Example**Version 1**

The effect of this is that the "body is turned into a thing, an object, a package" (Kilbourne). They are separated into individual parts: legs, breasts, thighs, waists. It is separated from the woman. It is acceptable for the woman's body to be scrutinized. They receive large amounts of attention and comment and are a "vehicle for the expression of a wide range of statements" (Orbach 13). Judgements are made and opinions are formed about a woman by her appearance. A woman who is judged as overweight is thought of as a woman with little self-control, and further assumptions are made. This occurs on a daily basis, by both men and women, and it affects the way we behave towards one another.

(All paragraphs in this activity are adapted from *In Pursuit of Thinness* © Susan Chisholm, The University of Victoria)

Version 2

The effect of current advertising methods is that the "body is turned into a thing, an object, a package" (Kilbourne). Bodies are separated into individual parts: legs, breasts, thighs, waists; the body is separated from the woman. It is acceptable for the woman's body to be scrutinized. Women's bodies receive large amounts of attention and comment and are a "vehicle for the expression of a wide range of statements" (Orbach 13). Judgements are made and opinions are formed about a woman by her appearance. A woman who is judged as overweight is thought of as a woman with little self-control, and further assumptions are made. This type of generalization occurs on a daily basis, by both men and women, and it affects the way we behave towards one another.

Version 3

The effect of current advertising methods is that the "body is turned into a thing, an object, a package" (Kilbourne). In ads, bodies are separated into individual parts: legs, breasts, thighs, waists; the result is that the body is separated from the woman. It then is acceptable for the woman's body to be scrutinized. Women's bodies receive large amounts of attention and comment and are a "vehicle for the expression of a wide range of statements" (Orbach 13). Judgements are made and opinions are formed about a woman by her appearance. A woman who is judged as overweight is thought of as a woman with little self-control, and from this premise further assumptions are made. This type of generalization occurs on a daily basis, by both men and women, and it affects the way we behave towards one another.

Use of incorrect connectives

Student example:

Contrastingly, Nigeria is another example where eco/socio opportunities arise from the exploitation of energy resources.

This has been hugely unpopular, despite the government claiming it as 'necessary'.

For exercises to help students understand how to choose appropriate connectives see the exercises on pages 73-77.

On-line activities are available on the BBC Skillswise website:

<http://www.bbc.co.uk/skillswise/game/en28conn-game-make-a-compound-sentence>

Use of the double negative

Double negatives are two negative words used in the same sentence. Using two negatives turns the thought or sentence into a positive one. Double negatives are not encouraged in English because they are poor grammar and they can be confusing; but, they are sometimes used in song lyrics and informal speech.

<http://examples.yourdictionary.com/examples-of-double-negatives.html>

Examples of double negatives:

- *That won't do you no good.*
- *I ain't got no time for supper.*
- *Nobody with any sense isn't going.*
- *I can't find my keys nowhere.*
- *She never goes with nobody.*
- *John says he has not seen neither Alice or Susan all day.*
- *You can't see no one in this crowd.*
- *There aren't no presents left to open.*
- *The secret cave did not have none of the treasures they wanted.*
- *All the witnesses claimed that didn't see nothing.*

Double Negatives in Song Lyrics

- I can't get no satisfaction - The Rolling Stones
- I wasn't looking for nobody when you looked my way - Rihanna
- We don't need no education - Pink Floyd
- I can't get no sleep - Faithless
- Got nothing to hide no more - Backstreet Boys
- There ain't no rest for the wicked - Cage the Elephant
- And there ain't nothin' in this world for free - Cage the Elephant
- My forbidden lover, I don't want no other - Chic
- Ain't no mountain high enough - Marvin Gaye
- Never wanted nothing more - Kenny Chesney

Read more at <http://examples.yourdictionary.com/examples-of-double-negatives.html>

Example**Double Negative Exercise**

In order to ensure you don't ever use double negatives in your speech, look at the double negative list below to identify where double negatives are used in the sentences. Every sentence will contain one or more double negatives, so see if you can identify them all.

1. I don't got no friends.
2. I couldn't hardly wait to get to the party.
3. I did not barely understand what you were saying.
4. I hardly never heard the bells ring.
5. Neither fish nor chicken weren't at the party.
6. It never doesn't rain in Florida.
7. I couldn't not cry at the sad movie.
8. I didn't not want to go to the mall.

Read more at <http://grammar.yourdictionary.com/grammar-rules-and-tips/double-negative-trouble>

Answers

1. I don't have no friends. In this sentence, **don't** and **no** are both negatives. This double negative sentence suggests that you are quite popular indeed because you don't have no friends so you must have some.

2. I couldn't hardly wait to get to the party. **Couldn't**, although a conjunction, is still a negative (**not**). **Hardly** is also a negative, so once again you have a double negative construction.

3. I did not barely understand what you were saying. Like question two, **did not** is a negative and **barely** is also a negative. This double negative makes it sound as though you were quite well understood.

4. I hardly never heard the bells ring. **Hardly** and **never** are both negatives and it is pretty hard to understand exactly what is being said here.

5. Neither fish nor chicken weren't at the party. **Neither...nor** is a negative construction, so when combined with **weren't**, another negative, it again becomes quite confusing. We're left wondering what exactly this person ate and whether chicken and fish were on that menu!

6. It never doesn't rain in Florida. **Never** and **doesn't** are two negatives, leaving you to question whether the author thinks Florida is sunny or whether you'd better bring an umbrella.

7. I couldn't not cry at the sad movie.

Again, **couldn't** is a conjunction for could not. Thus, this sentence literally reads I **could not not cry**.... Presumably that means you were in tears???

8. I didn't not want to go to the mall. So did you want to go to the mall then? **Didn't** and **not** are both negatives, so it would seem as though you do.

Using 'of' in place of 'have'

Student example:

Ulysses could of been more considerate but instead he only thinks about himself.

So to conclude if I was Alan Sugar, I wouldn't of become Chairman of Tottenham Hotspur I feel he shouldn't of done that because it would of enabled him to focus more on his business and not of been side tracked and he then could of changed areas of the business that was struggling

Correct English Grammar: Could Of or Could Have?

By [Sam Applegate](#)

In [Grammar](#)

<http://www.ninja-creative.com/correct-english-grammar-could-of-or-could-have/>

There is no such phrase as "could of" so why do so many people say and write it? The problem lies when you shorten 'could have' to 'could've'.

Try saying it. It sounds like 'could of' doesn't it? Those unfamiliar with the English language or even those who have just grown up saying it this way, can therefore be forgiven for thinking that 'could of' is correct.

Now this would be a very short lecture if I simply stated that there was no such phrase as 'could of' and therefore no-one should use it. Obviously those people who do get confused thought they were using it in its right context, so let's explain a little further about this common grammar mistake.

Definition of 'Could Have'

'Could' is plainly the past tense of the modal verb 'can'. A modal verb is something that expresses necessity or possibility. So according to the Oxford Dictionary, 'can' means: "be able to".

"I can run fast"

"he can speak Italian"

"you can move the clock if you want to"

"Can I have a drink please?"

All of the above examples illustrate permission, a request or an ability to do something.

So if the word can represents the ability to do; 'could' represents past versions, of having done something, gained permission or made a request.

"I could run fast"

"He could have moved the clocks if he wanted to"

"She told him he could have a drink"

So the past word of 'could' is correctly paired in these instances with the past word of 'have'.

Yet many people replace 'have' with 'of'. If it makes you feel any better, the error was

apparently recorded as early as 1837 and is still being used frequently today!

Have vs Of

Of is used when expressing a relationship between two items, whether that be in mathematics or elsewhere.

Have is used to project ownership, such as that of an item, an experience, a skill, etc.

Both words have completely different meanings which will help you to put your phrase in context and understand why there could never be a correct usage for 'could of'. Imagine saying "I of, she of, it of, he of" – it doesn't make sense does it? "I have, she has, it has, he has" does make sense.

Let's look at some of the common blunders:

"I could of told you that!"

"She could of had the pie herself"

Replace 'could of' with 'could've' and it makes much more sense!

Memory Trick for 'Could've' Versus 'Could Of'

Simply remember this, could is a helping verb and needs to be with another verb of which 'have' is. Does the word of look like a verb to you?

Now picture the words 'could' and 'have' as two fat ladies walking side by side, matching each other perfectly and then picture of as a skinny lady trying to push in.

<http://www.ninja-creative.com/correct-english-grammar-could-of-or-could-have>

Using incorrect prepositions with verbs

Student examples:

*By protecting an area from erosion, homeowners are able to remain there as their houses are at a lower risk from being lost **by** erosional processes.*

Also Netflix has various of different films in offer from British films.

*This is a huge, radical change **on** the Bevanite principle*

An explanation of the common errors made with prepositions can be found at the English Grammar Website: <http://www.englishgrammar.org/grammar-exercise-12/>

Common mistakes in the use of prepositions

Although prepositions are small words, they are very important ones. In this lesson, we will explain some common mistakes in the use of prepositions.

Incorrect: Although he is clever, he lacks of experience.

Correct: Although he is clever, he **lacks experience**.

Incorrect: The train is now approaching to Boston.

Correct: The train is now **approaching Boston**.

Incorrect: We were not allowed to enter into the house.

Correct: We were not allowed to **enter the house**.

Explanation

The verbs **lack**, **approach** and **enter** are directly followed by objects without prepositions. Other verbs that do not normally take prepositions are: **discuss**, **marry** and **resemble**.

Incorrect: See you on next Friday.

Correct: See you **next Friday**.

Incorrect: I will never forget meeting her on that afternoon. Correct: I will never forget meeting her **that afternoon**.

Explanation

Prepositions are not used before a number of common time expressions beginning **next**, **last**, **this**, **one** etc.

Incorrect: Of what color are her eyes?

Correct: **What color** are her eyes?

Incorrect: He is of just the right height to be a good soldier.

Correct: He is **just the right height** to be a good soldier. **Explanation**

Expressions containing words like **height**, **weight**, **length**, **size**, **color**, **age** etc., are usually connected to the subject by the verb **be** without a preposition.

Incorrect: I am going to home.

Correct: I am **going home**.

Explanation

We do not use **to** before home.

Incorrect: To where shall I send it?

Correct: **Where** shall I send it **to**? **Explanation**

The structures **where ...to?**, **what...like?** and **what...for?** have a fixed word order. It is not possible to move the preposition to the beginning of the clause.

Example**Prepositions**

Complete the sentences with an appropriate preposition.

I don't really feel qualified that job. I won't apply for it.

We're very satisfied your son's progress this term.

Who is responsible this mess?

I'm not very keen the blue one. Is there another colour?

I'm really bad expressing myself clearly.

This activity can be completed on line at:

<http://learnenglish.britishcouncil.org/en/quick-grammar/adjectives-prepositions>

Collocation

Student Examples:

Film industry offer different types of experience for the audiences

Film industry have changed

*This represents a radical reform **on** the structure of the NHS, as well as devolving power from Whitehall to private bodies, however it seems unlikely to have any impact on the Bevanite principles of the NHS.*

An explanation of collocations and examples can be found on the English Club's website at:
<https://www.englishclub.com/vocabulary/collocations.htm>

What is a collocation?

A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". Look at these examples:

natural English...

the fast train

fast food

a quick shower

a quick meal

unnatural English...

the ~~quick~~ train

~~quick~~ food

a ~~fast~~ shower

a ~~fast~~ meal

Types of collocation

There are several different types of collocation made from combinations of verb, noun, adjective etc. Some of the most common types are:

- **adverb + adjective:** completely satisfied (NOT ~~downright~~ satisfied)
- **adjective + noun:** excruciating pain (NOT excruciating ~~joy~~)
- **noun + noun:** a surge of anger (NOT a ~~rush~~ of anger)
- **noun + verb:** lions roar (NOT lions ~~shout~~)
- **verb + noun:** commit suicide (NOT ~~undertake~~ suicide)
- **verb + expression with preposition:** burst into tears (NOT ~~blow up in~~ tears)
- **verb + adverb:** wave frantically (NOT wave ~~feverishly~~)

<https://www.englishclub.com/vocabulary/collocations.htm>

Sample Collocations

There are several different types of collocation. Collocations can be adjective + adverb, noun + noun, verb + noun and so on. Below you can see seven main types of collocation in sample sentences.

1. adverb + adjective

- Invading that country was an **utterly stupid** thing to do.
- We entered a **richly decorated** room.
- Are you **fully aware** of the implications of your action?

2. adjective + noun

- The doctor ordered him to take **regular exercise**.
- The Titanic sank on its **maiden voyage**.
- He was writhing on the ground in **excruciating pain**.

3. noun + noun

- Let's give Mr Jones a **round of applause**.
- The **ceasefire agreement** came into effect at 11am.
- I'd like to buy two **bars of soap** please.

4. noun + verb

- The **lion** started **to roar** when it heard the **dog barking**.
- **Snow was falling** as our **plane took off**.
- The **bomb went off** when he started the car engine.

5. verb + noun

- The prisoner was hanged for **committing murder**.
- I always try to **do my homework** in the morning, after **making my bed**.
- He has been asked to **give a presentation** about his work.

6. verb + expression with preposition

- We had to return home because we **had run out of money**.
- At first her eyes **filled with horror**, and then she **burst into tears**.
- Their behaviour was enough to **drive anybody to crime**.

7. verb + adverb

- She **placed** her keys **gently** on the table and sat down.
- Mary **whispered softly** in John's ear.
- I **vaguely remember** that it was growing dark when we left.

Example:***do/make* Collocations Quiz**

Insert the correct form of “do” or “make” in the gaps.

1. What do you _____ for a living?
2. Have you _____ your homework yet.
3. Have you _____ a decision yet?
4. Amber _____ badly in her geography exam.
5. The children _____ a mess in the kitchen.
6. We are having guests tonight, so please _____ your bed.
7. I only _____ one mistake in my English test.
8. I'd like to ask you to _____ me a favour.
9. My husband _____ the grocery shopping.
10. Please excuse me while I _____ a phone call.

This activity can be done on line at:

<https://www.englishclub.com/vocabulary/collocations-quiz-do-make.htm>

MODEL ESSAYS

A selection of exemplar answers to examination questions from different subjects

Economics A/S Level

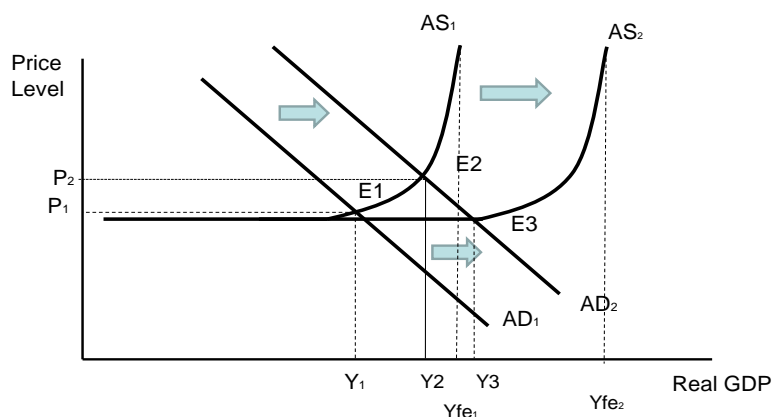
“Discuss the effectiveness of lowering the rate of interest rates to stimulate Economic Growth” (18 Marks)

Under ‘normal’ economic conditions, a reduction in the rate of interest will increase economic growth. In the UK, with interest rates currently at 0.5% (a record low), we are arguably not in ‘normal’ circumstance and thus the effectiveness of lowering interest rates may be limited. Economic growth is, in the short run, an increase in real GDP and, in the long-run, an increase in the productive potential of the economy.

Economic Growth can be measured by considering the expenditure in an economy, represented by Aggregate Demand which equals consumer expenditure (C), investment (I), government spending (G) and net exports (X-M).

$$AD = C + I + G + (X-M)$$

A fall in interest rates can affect all components but the most common mechanism is through boosting consumer expenditure and investment. This leads to a shift to the right in the AD ($AD_1 - AD_2$) curve as shown in the diagram below. Economic Growth is increased, represented by an increase in real GDP ($Y_1 - Y_2$). In the longer run, higher investment can also boost Aggregate Supply (the productive potential of the economy), represented by a shift to the right in AS ($AS_1 - AS_2$).



I will consider in more detail how interest rates affect consumer spending and investment respectively. As Interest rates fall, discretionary income for households will increase. Discretionary income is income after tax and mortgage interest repayments, therefore with falls in the rate of interest, mortgage repayments will fall over time. If this income increases, households have more to spend on goods and services each month and this will increase C. As many households have fixed interest terms on their mortgages, this affect may take some time to filter through, however, those on variable rate mortgages, will feel the affect rapidly.

Similarly, with the cost of borrowing falling, households will be encouraged to borrow more for larger items such as white goods, cars or furniture as the opportunity cost of borrowing falls. This again would increase C, boosting economic growth.

Therefore with a cut in interest rates, C is likely to rise. However, under some circumstances, the reaction of consumers may be slow, creating a significant time-lag between the cut in rates and an increase in C. If consumers are concerned about the future, in periods of low confidence, despite the fall in savings rate, households may not spend the extra discretionary income as they worry about job security. In this case, C may not rise as expected. The multiplier in such circumstances would be low.

Firms are likely to react to a drop in interest rates in a similar way to Households. As the cost of borrowing falls, repayments on existing borrowing will fall and again the opportunity cost of borrowing to invest will also fall. Therefore it is likely that firms have more profit to invest and will be more inclined to borrow to invest. Higher investment will boost economic growth.

They also react directly to consumer expenditure. As Households spend more, firms react by producing more and will therefore need to invest more. This may not be the case in a recession when firms are currently operating at well below capacity as they will simply increase output on existing machines, however it is likely that they will start to recruit more workers, thus boosting spending in the economy anyway. Generally though, if the fall in interest rate generates more C, then firms will respond with an increase in I.

Finally, it is worth considering the starting level of interest rates and the size of the reduction in rates. With interest rates already at a record low of 0.5% in the UK, there is little scope for the Bank of England to reduce rates further. A 0.25% cut in rates (to 0.25%) would have little impact on consumer spending or investment through the mechanisms described above. In contrast a cut in interest rate of 5% (eg from 7%-2%) would have a much greater impact.

In conclusion, the extent to which a fall in interest rates stimulates economic growth is somewhat uncertain. Ceteris Paribus, in the short run, a fall in interest rates will lead to an increase in C and I (except in times of very low confidence) although the starting point of the economy and time lags need to be taken into account. In the longer run, the extent to which the productive potential of the economy is boosted is the key point.

English GCSE

Discuss the way in which Steinbeck presents the theme of loneliness in 'Of Mice and Men.'

'Of Mice and Men', written by John Steinbeck in the U.S.A during the 1930's, tells the story of two migrant workers, George and Lennie, and explores themes of friendship, power, loneliness and the American dream. At this time, America was suffering from the Great Depression as a result of the Wall Street Crash and the collapse of the banks. During the same period there were severe droughts across the country which led to dustbowls where no crops could grow and agriculture was left ruined. The people, many of whom were left with no jobs, no money and no means of growing their own produce, had no welfare state they could rely on to support them. This meant that men often travelled alone to get any job they could in order to survive. This essay will show how Steinbeck uses language and structure in the novella to represent loneliness, with a particular focus on the characters of Crooks and Curley's wife.

Of all the characters in the novella, it could be argued that Crooks is the loneliest. We see this when he says to Lennie: "'I tell ya" he cried 'I tell ya a guy gets too lonely an' he gets sick.'" The repetition of the "I tell ya" with the word "I" and "ya" separated and kept apart, emphasises the distance between Lennie and Crooks making him seem even more lonely. Likewise, the repetition creates a sense of real assertion and insistence from Crooks, making him seem even more forceful and sure of what he is saying. This certainty and confidence makes it seem as if Crooks has been alone for so long he is an expert on how it feels.

The idea of loneliness making a person "sick" suggests that loneliness is actually like a disease that can damage someone so much they get physical side effects. This heightens our sense of pity for Crooks. He is isolated because of his skin colour. As the only black man on the ranch, he is not allowed into the bunkhouse with the others, and he does not associate with them. Racism was commonplace in 1930's America and black people were segregated from white people and often cruelly mistreated. With such a powerful comparison to disease, Steinbeck emphasises the effect of loneliness on Crooks and increases the reader's sympathy and sadness for him. Thus, in creating such sympathy, Steinbeck challenges the values of his own context through the presentation of Crooks.

Equally, it could be argued that Curley's wife is as lonely as Crooks. Since she is the only woman on the ranch, she is set apart from the others. Curley, her own husband, ignores her. He does not regard his wife as a person needing love and companionship, but rather as an object which can be put aside and pushed around. Steinbeck makes her seem more friendless and remote by never giving her a name. She is lonely because the men are scared to talk to her, and partly because of the sexist values which were commonplace at the time.

Steinbeck highlights this loneliness throughout the novella, particularly when she says to Lennie "How'd you like to not to talk to anybody?" Here, through the use of a question, Steinbeck invites the reader to consider how things are for Curley's wife. The rhetorical question encourages us to put ourselves in her situation, thus increasing our empathy for her. In saying she has nobody even to talk to, we are given a very extreme example of how lonely she really is. As she realises that she can talk to Lennie, she confides that she only married Curley to get away from home. The dream world that she lives in, the belief that she could

have been a film star only isolates her further. Her real world is lonely and miserable whilst her dream is unattainable.

Despite the need for companionship, Steinbeck emphasizes how loneliness is sustained through the barriers established from acting inhumanely towards one another. The loneliness of Curley's wife is upheld by Curley's jealousy, which causes all the ranch hands to avoid her. Crooks's barrier results from being barred from the bunkhouse by restraining him to the [stable](#). When he does allow himself to be drawn into the dream of working on George and Lennie's dream farm, he is immediately shut out by George's anger.

Government and Politics A/S Level

‘The advantages of a codified constitution now outweigh its disadvantages’

Discuss.

The UK is one of only three countries to have an uncoded constitution. Many political commentators argue that the UK constitution needs modernising and that it is time for the UK to have a codified constitution. They argue that codification would prevent further drift towards excessive executive power, clarify the relationship between the devolved assemblies, Westminster and the EU, and strengthen the protection of human rights in the UK. Each of these arguments will be examined in turn before the arguments against a codified constitution are discussed. These include the benefits of a flexible, uncoded constitution that has stood the test of time, the danger that such a constitution would give too much power to unelected judges, and the fact that it would weaken the authority of parliament.

Supporters of a codified constitution argue that the present system gives too much power to the executive leading to an ‘elected dictatorship’. Although in theory sovereignty lies with parliament a majority government such as the Labour government under Tony Blair, faces very little opposition and is able to make vast, sweeping reforms. Government can amend the constitution too easily by passing statute laws such as the Human Rights Act. A codified constitution would limit the power of the executive by creating a two tier legal system giving constitutional law a higher status than statute law making it much more difficult for government to amend the constitution when it suits them.

A second argument in favour of a codified constitution is that recent constitutional reforms such as devolution, the Human Rights Act and the EU Lisbon Treaty have created confusion about the relationship between different elected bodies in the UK. A codified constitution is needed to clarify the reformed roles and responsibilities of each institution and the relationship between them. At present the constitution is too ambiguous and open to interpretation leading to disagreement between judges, government and different political parties about where sovereignty lies, and the rights of UK citizens.

A third argument for a codified constitution is that it could strengthen human rights protection by including an entrenched Bill of Rights that parliament cannot amend. Critics of the Human Rights Act point to the fact that the last government was able to pass anti-terror legislation to override the Supreme Court’s ruling that keeping terror suspects for longer than 24 hours in custody without trial was a breach of their human rights. This kind of action would be impossible with a codified constitution as constitutional law would be higher than statute law, and a supreme court would keep a check on the government.

On the other hand, whilst supporters of a codified constitution feel that the UK constitution is out of date and not fit for purpose, it can be argued that the very fact that the UK’s constitution is uncoded makes it flexible enough to respond to the changing needs of a modern democracy. The period since 1997 has seen unprecedented constitutional reform, beginning with devolution, the Human Rights Act and reform of the House of Lords. The coalition government has also departed from convention by moving to fixed term periods of office. These reforms are evidence of the uncoded constitution’s ability to respond to the times as well as the ability for parliament to pass legislation which strengthens checks and balances on the executive. Gordon Brown’s government also introduced new conventions and a Constitution Act which restricted the Royal Prerogative, a further example of why a codified constitution is not needed to tackle excessive executive power.

A codified constitution would create a two tier legal system replacing parliamentary sovereignty with constitutional law subject to the scrutiny of unelected, socially unrepresentative judges. The present system allows judges in the Supreme Court to scrutinise constitutional changes and advise government of their legality, but political sovereignty lies with Parliament. How can giving far reaching constitutional power to unelected judges be more democratic?

A final point against a codified constitution is that whilst supporters of such argue that it is necessary to restrict the power of the executive, a powerful executive can often be a good thing because strong executives are able to take decisive action at times of crisis and push forward much needed social and political reform. If their concern is that governments are elected without the majority of voters' support, efforts should be focused on increasing voter turnout, rather than creating a codified constitution.

The arguments for and against a codified constitution having been reviewed, the advantages do not outweigh the disadvantages. The UK's constitution has managed to survive and respond to the changing needs of the UK democracy for hundreds of years, and whilst the need for checks and balances on executive power and greater protection of human rights is understood, a codified constitution overseen by unelected judges is not the best way to achieve this. Recent constitutional reforms have shown that the current system is capable of responding to the need to limit the increasing power of the executive, and further reform such as introducing proportional representation and strengthening the House of Lords could ensure that appropriate checks and balances are in place without subjecting the UK to the dangers of an inflexible, entrenched written constitution.

Geography GCSE

Explain three types of plate boundary.

The three types of plate boundary explained in this answer are Constructive Plate Boundaries, Destructive Plate Boundaries and Collision Plate Boundaries.

A constructive plate boundary is when new basaltic material rises to the surface forcing plates apart. Rising convection currents in the mantle cool and spread outwards as they near the surface. This pulls the crust apart and creates fissures and fault (cracks) through which the magma can reach the surface. The molten rock cools to form new crust. The vast majority of new rock formation takes place in the oceans forming a ridge and underwater volcanoes for example the mid-Atlantic ridge. But sometimes as in Iceland these volcanoes reach the surface of the ocean and form islands.

Destructive plate boundaries are found where two continental plates move towards each other and oceanic plate is destroyed. Destructive boundaries are associated with frequent earthquakes and volcanoes. When the two plates collide the denser basaltic plate (oceanic) is dragged down beneath the lighter granitic continental plate. This process is known as subduction. This creates an ocean trench. AS the oceanic crust is dragged deeper beneath the continental crust it melts to create magma. This magma forces its way up through the continental crust and forms volcanoes on the surface. This is what has happened along the boundary of the Nazca and South American plates.

At a collision plate boundary two plates move towards each other. Neither is destroyed, but folding takes place. Earthquakes are very common at a collision plate boundary, but because there is no subduction no volcanoes are formed. An example would be the boundary between the Indo-Australian plate and the Eurasian plate. This has resulted in the creation of the world's highest mountain range, the Himalayas and earthquakes such as the one that hit Kashmir in 2005.

Geography A Level

Suggest how the photographs show possible conflicts between groups over the development of this coast (10 marks)

Figure 2 Photographs taken around Weymouth, Dorset: a growing settlement on the south coast of England.



Photograph A

Tall modern exclusive apartments squeezed between traditional older properties to ensure a sea view.



Photograph B

Visitors to Bowleaze Cove, showing tourist car park and facilities in the distance.



Photograph C

Graffiti on a wall next to the promenade along the seafront – a local youth's comment.

The 3 photographs show a range of issues all relating to development of the coastal area. I would say the main issues that are displayed are overcrowding, overdevelopment, environmental degradation, crime and loss of property values. I will discuss these issues under the broad categories of social, economic and environmental conflicts.

Photograph A highlights the social issue of overcrowding and it's negative effects on quality of life along coastal areas. Coastal areas are highly desirable areas to live for a variety of reasons. Aesthetically pleasing, good for leisure activities and strong property values are some of those reasons. This can lead to developers packing buildings into areas in an effort to maximise profits. Overcrowding can cause social issues for local residents. Conflicts over use of space, specific land uses and proprietary rights can cause conflicts ranging from small quarrels to full blown legal disputes. Crime can be a knock on effect of this, as can be seen in photograph C. Large numbers of people squeezed into small spaces can create tension and lead to outbursts. Overcrowding can also reduce the amount of space for leisure activities that can leave youths at a loose end and lead to anti-social behaviour as an outlet.

Photograph B shows a large number of tourists visiting Weymouth. A common conflict that can arise is tourists vs. local residents. Unfortunately the common uses of the areas vary greatly for these 2 groups. Tourist uses tend to be more boisterous, for examples consumption of alcohol, loud music and large groups of people together making noise. Locals can conflict with this as they often prefer to live quieter lives than a tourist. Tourists can also create social conflicts without meaning to. Simply clogging up local amenities (beaches, swimming, pubs and restaurants) that locals would like to use can create tension and an animosity towards tourists.

All coastal areas inherently suffer conflicts between economic and environmental land uses. All 3 photographs exhibit this struggle. The most obvious is photograph B which shows large scale tourist infrastructure built into the coastal zone. Coastal zones are celebrated biodiversity hotspots and often notable geological zones (examples the Great Barrier Reef in Australia and The Jurassic Coast which surrounds Weymouth). These natural features can be easily and irreparably damaged by development of permanent structures. Photographs A and C also show large scale development of housing. Coasts are sought-after housing locations and so developers can over exploit these areas in pursuit of profits. Some examples of this are Brighton, Bournemouth and the Devon coastline which is home to the vast majority of Devon residents. Where development happens social housing often follows. Again this development can have very negative repercussions such as interruption of animal habitats. Seabirds nest along the coast due to its plentiful supply of food. Their nests and migration patterns can be severely disturbed by human development. Spits and salt marshes in particular are optimal locations for these birds but also seem to attract development on a large scale (e.g. Hurst castle spit in Dorset and Poole Harbour Spit).

History A/S Level

‘Britain formed ententes in order to protect itself from the challenge of Germany.’

Explain why agree or disagree with this view.

(24 marks)

Britain did form ententes to protect itself from the threat of Germany. However, there were also other reasons why Britain formed ententes, such as to solve international disputes with nations other than Germany. It is important to understand that the formation of ententes did, to an extent, actually increase the challenge from Germany.

From the 1890s relations between Britain and Germany were deteriorating for a number of reasons. From 1890 Germany underwent a period of massive industrial investment and as a result had become one of Britain's main economic rivals, with the USA, by 1900. This coincided with the Kaiser's commitment to 'Weltpolitik' whereby the Germans aimed to become a global superpower through expansion in Europe and around the world which was interpreted as a threat to the British Empire. The formation of ententes was seen as a method by which the British would be able to check German aggression as well as preserve the balance of power in Europe.

Another reason why Britain formed ententes to protect itself was because it was believed the threat of German aggression was a real and present danger as shown by the fact that Germany had become a key player in the development of naval military expansion. Since the Navy Laws of 1897 Germany had carried out a programme of naval building under the leadership of Admiral Tirpitz. In 1906 the Royal Navy had developed the Dreadnought class battleship which had made all other types of vessel obsolete. Germany wasted no time in developing her own Dreadnoughts. This was seen to be a direct challenge to Britain's dominance upon the seas – if Germany expanded her army it was seen to be a direct threat to France or Russia, but if Germany expanded her navy it was obvious that she was directly challenging Britain. This meant that Britain could no longer afford to remain in 'splendid isolation' and needed ententes to counter the challenge from the rearmament of the German Navy. For instance part of the 1904 'Entente Cordiale' covered joint co-operation between the British and French navies. The French navy would protect both countries interests in the Mediterranean whereas the Royal Navy would play the same role in the North Sea – where the German Navy was present.

However, the ententes were never intended to build up an anti-German bloc as they were not military alliances and their main aims were to help protect British economic and imperial interests through avoiding international conflict. This explains why Britain actually formed ententes with their two main international rivals of the late 19th Century, France and Russia. The 1904 Entente Cordiale with France was specifically designed to help both countries avoid conflict over Egypt as well as run their Empires more cheaply. The Entente Cordiale also helped to avoid Britain and France being drawn into the Russo-Japanese war – both Russia and Japan had alliances with France and Britain respectively. The British agreement with Russia in 1907 was formed to settle any outstanding differences in the near east as Britain had been concerned about Russian designs for 'the jewel in the Crown' of the British Empire – India.

Throughout the 1890s Joseph Chamberlain had argued that Britain should develop an alliance with Germany. However, this was not a workable option as Britain and Germany had too many conflicting aims in terms of trade as both nations were trying to open up the

same markets abroad. Even when Britain and Germany did co-operate over the Boxer Rebellion in China in 1900 there were disagreements about what trading rights each nation would gain. As the German plans for expansion within Europe were not compatible with Britain's aim of maintaining the European balance of power it made any alliance or treaty unworkable. This meant that the move towards to ententes with France and Russia did not occur as a direct response to German aggression, rather the ententes developed because there was a realisation within the foreign office that any kind of alliance with Germany would just not be work.

In conclusion, there was an element of protection against possible German aggression through the ententes due to Britain co-operating more openly with Germany's main two rivals, France and Russia. However, this protection was not evident through the details of the agreements which focused much more upon Britain avoiding possible future conflict with her new allies. As a result of these ententes it meant that any future reconciliation with Germany became less likely as Britain drew closer to their rivals. This then meant that Britain was actually now more likely to face a 'challenge' from Germany as a consequence of the ententes rather than the threat of German aggression being the main cause for the formation of ententes.

Religious Education A/S Level

Kant's approach to ethics is cold and unattractive. Explain why many accept this assessment of Kant. (25 marks)

Kant's theory of the Categorical Imperative is often regarded as cold and unattractive. This is due to firstly his insistence on removing emotion from a moral action, secondly due to the fact that the removal of emotion is almost impossible for a human and thirdly due to the absolutism of the idea of universalisation in his three maxims. This essay will look at all three of these examples to demonstrate why Kant's theory is often seen as cold and unattractive but will also explain that ultimately this may be part of the success of Kant's theory too.

The first reason Kant's theory may be seen as 'cold' is due to Kant's desire to remove emotion from a person's judgment in order to achieve a pure moral action. Kant believed in the Categorical Imperative, a pure moral action should be carried out without desire for an outcome but simply for the sake of itself. For example a person helps another as they are in need, not because the helper wants reward. Kant believed that a moral action depends on duty and goodwill. Duty is the requirement to do an act, and goodwill is the right intention to accompany it. To do an action with a desired outcome was the Hypothetical Imperative and this for Kant no longer counted as a pure moral action. Kant believed involving emotion in moral action was regarded as dubious intention and therefore would lead to a selfish outcome. For example to do voluntary work with the hope of being praised is no longer a moral action. Therefore Kant's theory may be seen as cold because he demanded the people must remove their emotion in order to achieve pure morality.

Secondly Kant's removal of emotion may be seen as unattractive for many as it is arguable that for a human to do an action without emotion is impossible. Humans are driven by emotion, for example they help someone because they feel care or love towards that person. Consequently Kant's ultimate goal, the summum bonum, is arguably impossible for any person to realize as humans are unable to detach themselves from emotion to do duty entirely for duty's sake. Therefore Kant's theory may seem unattractive to many as it could be argued to be unattainable.

Thirdly Kant's theory seems 'cold' as it is absolutist and deontological and therefore the rules must always be applied regardless of the needs of an individual situation. Kant's categorical imperative requires the following of three maxims. These maxims may be regarded as cold due to their reliance on universalisation and treating all people the same whatever the requirements of a situation. The three maxims are 'universalisation', 'treating humans as ends and not means' and finally 'legislating as if you are in the Kingdom of Ends'. Universalisation could be seen as cold as it demands that all people should be prepared to do the same in a situation otherwise it is not morally acceptable. For example, if all women aborted their baby that would be illogical, therefore abortion cannot be allowed according to universalisation. This does not take into account a situation where a woman feels unable to look after a child herself or where the circumstances may be difficult such as severe disability. This absolute and deontological approach makes Kant's theory inflexible and therefore Kant's theory seems unattractive when looking at the subjective needs of individual moral cases.

However, being a 'cold' theory does not necessarily make Kant's theory unattractive to all as for some, the coldness is what makes it successful. Removing emotion, although very difficult, can lead to a purer moral intention as it means people's actions are not steered by their desires and preferences. This means that people can show a more universal compassion to a greater number of people whether or not they 'like' the person involved. It also leads to a society driven by duty rather than self gain which although perhaps cold can result in a purer form of morality.

In conclusion, many accept Kant's theory as being 'cold and unattractive' essentially due to the removal of emotion required by the Categorical Imperative and the fact it is an absolutist, deontological theory that prioritizes universalization rather than the needs of an individual in a subjective position. However the fact the Categorical Imperative is 'cold' can also be seen as a benefit as it separates people's moral acts from their selfish intentions.

Sciences - 6 mark questions at GCSE and 6-8 mark questions at A/AS Level**Biology – A/S Level**

In this question, one mark is available for the quality of spelling, punctuation and grammar.

Explain why it is difficult to prevent the spread of HIV/AIDS **and** explain why the increase in the number of cases is so much higher in some parts of the world than in others.

[7]

Quality of Written Communication [1]

[Total 8 marks]

The prevention of HIV/AIDS is difficult because of the modes of transmission. These include unprotected sexual contact and blood to blood contamination usually caused by the reuse of needles, and use of unscreened blood products. Although Vaccines against HIV are being developed and they are in various stages of clinical trial, at present none have proven effective in the prevention of the transmission of HIV/AIDS and there is no cure if it is contracted. When people contract HIV they are symptomless and there is a long incubation period. Moreover, many people are reluctant to be tested for the virus.

There is a higher rate of increase in the transmission HIV/AIDS in less economically developed countries for a number of reasons: because large areas in these countries are often in poverty, government budgets for health care are limited and there is less money for medical facilities and therefore there is less testing for HIV. Poverty often comes hand in hand with more cases of rape, intravenous drug use and sharing of needles. Furthermore, there may be less education about the transmission of the disease; sexual attitudes amongst at risk communities often lead to promiscuity; some religious and cultural beliefs and superstitions encourage unsafe practices; there is also often a lower availability of condoms.

Chemistry A/S Level

1) The table below compares the differences in three properties of nylon-6,6 and POM.

property	POM
water absorption	much less than nylon-6,6
T_m	lower than nylon-6,6
flexibility	much more rigid than nylon-6,6

Explain each of these differences in properties. Use ideas of intermolecular bonding between polymer chains in your answer.

In your answer, you should clearly link the property of **water absorption** to the type of intermolecular bonding.

Properties of nylon-6,6 and POM

Water absorption is greater in nylon than in POM because it can form hydrogen bonds with water and it has both $-NH$ and $C=O$ groups whereas POM has only an $-O-$ group. The greater propensity to absorb water could also be explained by the fact that nylon has more electronegative atoms (and suitable Hs) to form hydrogen bonds and it can form more hydrogen bonds with water than POM.

POM has a lower melting point than nylon because there are weaker intermolecular bonds/forces between polymer chains/molecules and less energy needed to separate chains/molecules/IMBs. It is more rigid because its polymer chains/molecules cannot move/slide over each other as easily as those in nylon and its chains are aligned more closely thus make its crystallinity greater.

2) Some people lack an effective enzyme to convert compound **A** to compound **B** in the body. This results in more severe ‘hangovers’. The enzyme is less effective as a result of damaged DNA. One way that DNA can be damaged is by an alteration in the sequence of bases.

Describe and explain how this damage could result in enzymes becoming less effective for a particular reaction.

In your answer you should indicate the importance of the structure of an enzyme to its effectiveness with a particular substrate.

Describe and explain how this damage could result in enzymes becoming less effective for a particular reaction.

The damage caused by an alteration in the sequence of bases could result in enzymes becoming less effective for a particular reaction. Enzymes are proteins or polypeptides with a specific sequence of amino acids. If the DNA is damaged the primary structure of the protein of the amino acids in the enzyme will be altered so the tertiary structure of the chains of the

enzyme will also change. The active site is part of the tertiary structure and is where the reaction with the substrate takes place. An altered active site will not have the correct shape and interact with the substrate by forming the correct intermolecular bonds so the enzyme does not work.

Sociology A/S Level

To what extent is the increase in divorce only due to changes in divorce legislation?

There has been a considerable increase in the incidence of divorce over the past 40 years- that is, the dissolution of marriage. 45% of new marriages are likely to end in divorce. In this essay I will argue that whilst the Divorce Reform Act has played a role in encouraging this increase, other factors are of greater importance, the law reflecting rather than changing attitudes towards divorce. It is broader social changes that have been the primary influence on the increase in divorce.

The Divorce Reform Act 1969 was the crucial piece of legislation in terms of liberalising divorce, making the process a far simpler one. The Divorce Reform Act enabled 'no fault divorce': irretrievable breakdown of the marriage became legitimate grounds for a divorce, and it was no longer the case that either the husband or wife had to be guilty of wrongdoing. Whilst the liberalisation of divorce via legislation has certainly contributed to rising divorce rates, legislation tends to follow the social zeitgeist- society's predominant social norms and values have shifted, and new legislation is a reflection of that shift. Legislation relating to the liberalisation of divorce may have provided greater opportunity for divorce, but this is not sufficient to explain its increase.

Of central significance to the question of the increase in divorce is secularisation- the process whereby a society becomes less religiously observant. The UK has undergone a process of secularisation, and, with the exception of some minority ethnic communities, far fewer people participate in organised religion than in the past. To varying degrees, religion tends to be hostile towards divorce, generally regarding marriage as a sacred practice. Secularisation has thus decreased the stigma associated with divorce, and made it a more acceptable option for unhappy couples. Divorce is far less common amongst groups in the UK likely to be practicing a religion, for example among South Asians.

Another important factor in terms of the increase in divorce is the changing position of women in society; women's liberation. Women's increased economic and social freedoms mean that women are far less prone to stay in an unhappy marriage, as they are able to support themselves financially, and there is less shame attached to being without a husband. With women's increased independence, their priorities may have shifted towards their education and careers. This may have resulted in higher expectations of marriage, and women being unprepared to stay in an unsatisfactory union. Indeed, most divorce petitions are filed by women, suggesting that women's increased independence has been hugely influential in terms of the rise in divorce rate.

Psychology A/S Level

Evaluate media campaigns as a method of promoting health (15 Marks)

A media campaign is one method of promoting health. Television adverts, posters and leaflets are all common means of getting health messages across to the general public. Many television campaigns not only influence people's attitude but can also lead to behavioural changes. Cowpe's research on chip-pan fire prevention shows that TV adverts can be effective but there are limitations as well as strengths not only to this method of health promotion but also to a study such as Cowpe's and the theories it draws on to explain behaviour change: whilst being holistic they can also be seen as reductionist and relying too much on deterministic theory and situational explanation and not taking enough account of extraneous variables and factors such as demand characteristics and social desirability making the results of his study less valid.

Cowpe's research into the effectiveness of an advertising campaign on preventing chip-pan fires demonstrates that media campaigns can be useful and effective, especially during the times these campaigns are on screen. They can be useful in helping people adopt healthy behaviours and they can be cost effective: evidence such as Cowpe's suggests that they are effective in health promotion. But media campaigns may not succeed with everybody: there are cognitive factors that influence health behaviour which are not acknowledged by this study. Furthermore, in a media campaign, the target audience are less likely to be influenced by the campaign if overexposed to it, as Cowpe found in his study.

Since cognitive, behavioural and social approaches underpin the method used by media campaigns and the methodology of the research to evaluate them, it can be seen as quite a holistic method. However, it can also be seen as reductionist as it does not provide a detailed account of cognitive, behavioural and social factors that can lead people to adopt healthy behaviours. The study by Cowpe does not help us understand people's health behaviours. This method clearly emphasises the nurture side of the debate (or surroundings, media campaigns) but does not pay as much attention to biological factors which might also explain changes in people's behaviour.

Cowpe's research relies mainly upon the situational explanation, suggesting that exposure to media campaigns can change behaviour. But people's individual perceptions, their ability to have control and take responsibility also need to be taken into account. This also makes the theory quite deterministic, suggesting that media campaigns will lead to changes in people's attitude and behaviour to be healthier. We are not solely governed by situational factors; we can have high levels of internal locus of control which makes us feel we are in control and are responsible for our own health.

The methodology employed by studies such as Cowpe's to test the effectiveness of an advertising campaign are field experiments (or quasi-experiments), which means high levels of ecological validity. However, field experiments can suffer from the influence of extraneous variables and this could have made it difficult to establish cause and effect in Cowpe's study. For example, during the TV campaigns it could be that people were observing and imitating what others were doing just so that they are not 'different', rather than TV adverts themselves having the 'real' impact. Less control over variables in field experiments certainly makes the results less valid.

