

Essay writing

- Persuasive essays
- Argumentative essays

This booklet belongs to

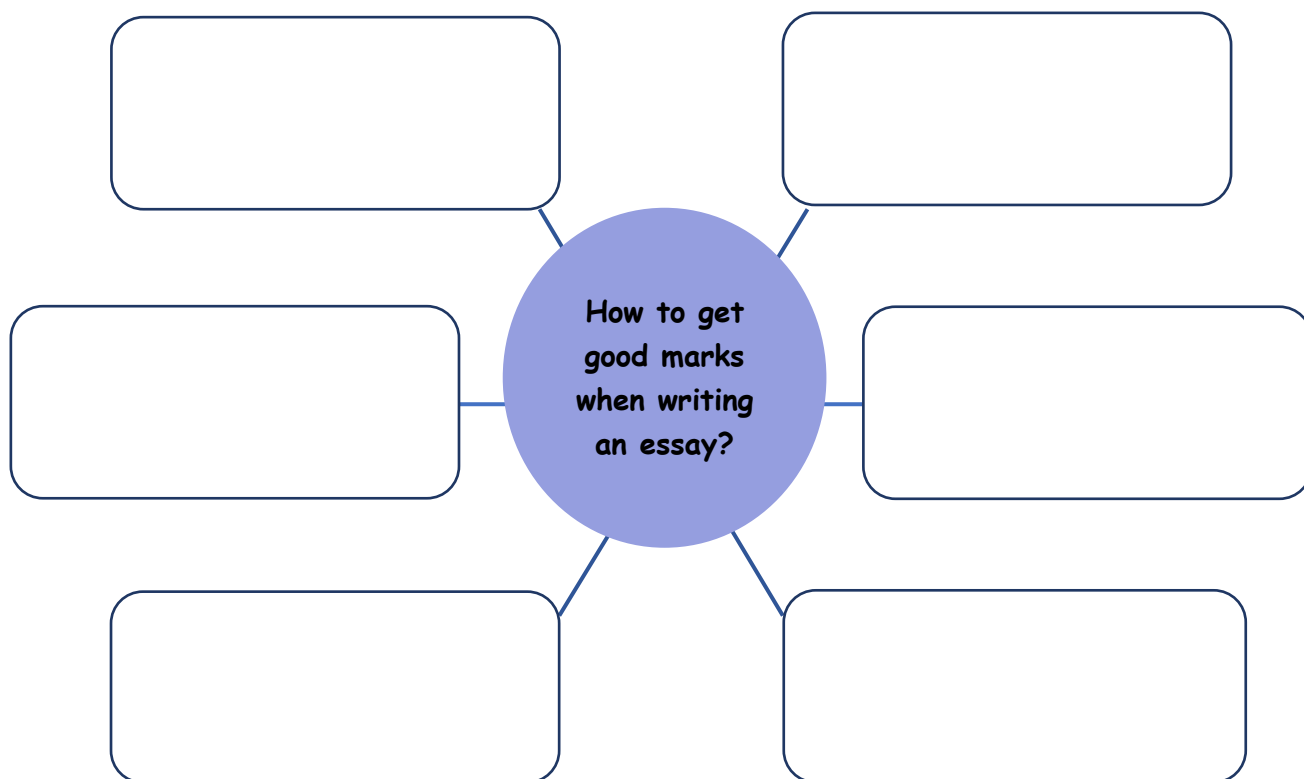
Full name

Class



ELEMENTS WHICH ARE IMPORTANT WHEN WRITING AN ESSAY

Suggest a number of features which have an impact on essay marks?



Discuss your ideas with a partner and decide on their relative importance of the different features by attributing a number to them (1 = most important feature, highest number = least important feature).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Get familiar with the marking grid for writing by doing the task the teacher hands out to you.

MARKING GRID FOR WRITING CEFR LEVEL B2

B2	0	1	2	3	4	5
CONTENT	No relevant content	Irrelevances and misinterpretation may be present. Target reader is minimally informed.	A bit of both ⇕	Irrelevances and misinterpretation may be present. Target reader is minimally informed	A bit of both ⇕	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.
COMMUNICATIVE ACHIEVEMENT		Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.		Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.		Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.
ORGANISATION <i>Punctuation / Paragraphing / Linking</i>		Text is connected and coherent, using basic linking words and a limited number of cohesive devices.		Text is generally well organised and coherent, using a variety of linking words and cohesive devices		Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.
LANGUAGE RESOURCES <i>Control / Range</i>		Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.		Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.		Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.

FEEDBACK FORM

B2	0	1	2	3	4	5	COMMENTS
CONTENT							
COMMUNICATIVE ACHIEVEMENT							
ORGANISATION <i>Punctuation / Paragraphing / Linking</i>							
LANGUAGE RESOURCES <i>Control / Range</i>							
SCORE							

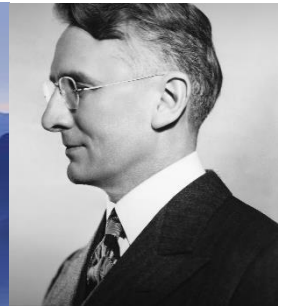
MARKING GRID FOR WRITING ACROSS THE CEFR LEVELS¹

[illegible]

¹ The marking grids for writing and speaking are based on materials published by Cambridge ESOL on www.cambridgeenglish.org.

COMMUNICATIVE ACHIEVEMENT

*Tell the audience what you're going to say,
say it; then tell them what you've said.
- Dale Carnegie -*



The above quote by the American author Dale Carnegie describes to a certain extent what you are supposed to do in a persuasive or argumentative essay.

The essays you will be asked to write from now on typically have the following structure.

Introduction	Introduction consisting of a quote, scenario, question, vivid description which catches the reader's attention (hook). Thesis statement enumerating the three points which will be developed in the body paragraphs as well as specifying the essay writer's position.
Body paragraphs	
Paragraph 1	Topic sentence. Supporting ideas + evidence. Summary sentence paraphrasing the topic sentence.
Paragraph 2	Topic sentence. Supporting ideas + evidence. Summary sentence paraphrasing the topic sentence.
Paragraph 3	Topic sentence. Supporting ideas + evidence. Summary sentence paraphrasing the topic sentence.
Conclusion	Conclusion restating the thesis statement as well as the points that have been made in different words. Closing statement which ties back to the opening hook. No new ideas at this stage!

Use colours to identify the main parts of the following essay.

		Colour
Introduction	Hook	Introductory text to obtain the reader's attention
	Thesis statement	Attitude the essay writer takes with regards to the 'title'
Body paragraph 1	Topic sentence	
	Illustrations	
Body paragraph 1	Topic sentence	
	Illustrations	
Body paragraph 1	Topic sentence	
	Illustrations	
Conclusion		

Dog man's best friend?

"A dog is man's best friend." That common saying may contain some truth, but dogs are not the only animal friend whose companionship people enjoy. For many people, a cat is their best friend. Despite what dog lovers may believe, cats make excellent house pets as they are good companions, they are civilized members of the household, and they are easy to care for.

In the first place, people enjoy the companionship of cats. Many cats are affectionate. They will snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? If they're not feeling affectionate, cats are generally quite playful. They love to chase balls and feathers, or just about anything dangling from a string. They especially enjoy playing when their owners are participating in the game. Contrary to popular opinion, cats can be trained. Using rewards and punishments, just like with a dog, a cat can be trained to avoid unwanted behavior or perform tricks. Cats will even fetch!

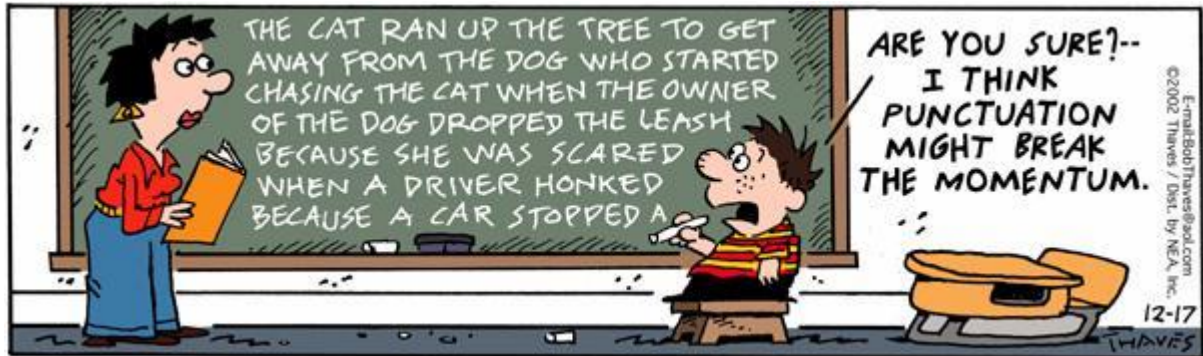
In the second place, cats are civilized members of the household. Unlike dogs, cats do not bark or make other loud noises. Most cats don't even meow very often. They generally lead a quiet existence. Cats also don't often have "accidents." Mother cats train their kittens to use the litter box, and most cats will use it without fail from that time on. Even stray cats usually understand the concept when shown the box and will use it regularly. Cats do have claws, and owners must make provision for this. A tall scratching post in a favorite cat area of the house will often keep the cat content to leave the furniture alone. As a last resort, of course, cats can be declawed.

Lastly, one of the most attractive features of cats as house pets is their ease of care. Cats do not have to be walked. They get plenty of exercise in the house as they play, and they do their business in the litter box. Cleaning a litter box is a quick, painless procedure. Cats also take care of their own grooming. Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are. In addition, cats can be left home alone for a few hours without fear. Unlike some pets, most cats will not destroy the furnishings when left alone. They are content to go about their usual activities until their owners return.

Cats are low maintenance, civilized companions. People who have small living quarters or less time for pet care should appreciate these characteristics of cats. However, many people who have plenty of space and time still opt to have a cat because they love the cat personality. In many ways, cats are the ideal house pet.

ORGANISATION

Punctuation



Punctuation marks

.	full stop	,	comma
:	colon	;	semi-colon
?	question mark	!	exclamation marks
'	apostrophe	()	parentheses (round brackets)
-	hyphen	—	dash
' '	single quotation marks	" "	double quotation marks

Note

In some cases punctuation requires personal judgement as certain aspects, particularly commas and exclamation marks, are to an extent discretionary and depend on the individual writer's intent.

Capital letters or upper case are punctuation.

also considered to be part of



Capital letters

Capital letters are need for

- Sentence beginnings, e.g. My dog is very friendly. He welcomes everyone.
- Proper nouns
 - people's names e.g. Amy Winehouse
 - the names of things e.g. Titanic
 - the names of organisations e.g. World Health Organisation
- Acronyms e.g. WHO
- Names of places and countries e.g. Indian Ocean, Alps, Scandinavia
- Nationalities e.g. German
- Languages e.g. Italian
- Days of the week e.g. Saturday
- Months e.g. January
- And religions e.g. Buddhism

Commas

Commas are used to

- separate items in a list or series.

I enjoy reading, playing squash, skiing and swimming.

Grammatical commas are used to

- Make the meaning of a sentence clear.

Jane said her mother is very busy. (Jane's mother is very busy.)

Jane, said her mother, is very busy. (Jane is very busy.)

- Indicate where a pause is needed in a sentence.
Many years ago, dinosaurs roamed the Earth.

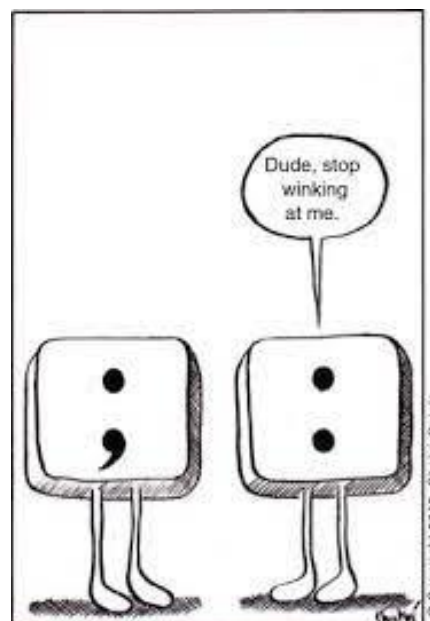


Colons

A colon is a marker of relation and sequence.

Colons are used:

- Before offset lists
You need to take:
warm socks,
robust walking shoes,
a raincoat.
- Between a statement and an explanation
I remember you: we went to the same school.
- With quotations
Malcolm Fraser said: 'Life wasn't meant to be easy'.



Semicolons

A semicolon, despite its name, is not a half colon; it is much stronger than a comma, closer to a full stop. It is generally used where a full stop is possible but using one would separate the sentences too strongly.

It can be used:

- when two sentences are closely connected
The footballers are leaving the field; some are looking very miserable.
- before words and expressions such as, 'therefore', 'for example' and 'however'
There are many animals native to Australia; for example, wallabies, kangaroos and wombats.

Exclamation marks

Exclamation marks are used

- to end exclamations and imperatives (commands) and for emphasis at the end of a statement.
I love it!
Don't touch!
She ate every bit of it!

Apostrophes for possession

- Apostrophes are used to show that something belongs to someone or something.
The boy's shoes (one boy) the boys' shoes (more than one boy)
The lady's hats (one lady) the ladies' hats (more than one lady)
The son's pets (one son) the sons' pets (more than one son)

Apostrophes for grammatical contractions

Grammatical contractions are words that have been made by joining the shortening two words.

An apostrophe is used in the place of the missing letters.

would not	wouldn't	will not	won't
I would	I'd	they are	they'r

Parenthesis (round brackets)

The main use of parentheses is to enclose explanations and asides. Parentheses are used

- To add explanatory words
Usain Bolt (Jamaica) won his race.
- To express the same thing in a different way
He ran 6 km (kilometres).
- To set-off an aside
He won the race in record (yet to be confirmed) time.

Hyphens

- Hyphens are short strokes (without a space on either side) used to join words or parts of words
ice-cream
pre-existing

Note:

Refer to a modern dictionary to check for current hyphenation as it changes over time in response to common use.

Dashes

A dash is used to indicate a text break but should not be overused.

Dashes can be used

- To separate a word or group of words within a sentence.

Climbing mountains is fun – if you are young and fit.

- Before a specific list

Do you know the Wilsons – Peter and Jane?

- Between numbers or words to mean 'to' or 'until'.

Read chapters 1 – 4.

- In the place of parentheses (round brackets).
The tsunami – 2004 – caused horrendous damage.

Single or double quotation marks

Single or double quotation marks are both accepted but must be used consistently

Quotation marks are used

- To enclose quoted speech
'You're late again', John's mother complained.
"I'm sorry", John replied.
- To enclose quotes within quotes, one set is used outside and the other inside.
John reported, 'My mother complained, "Late again, John"'.
I read the book 'Animal Farm'.

Rewrite the following passage. Break it up in paragraphs, add punctuation signs and change the small letters into capital letters where necessary.

Rainbows

my heart leaps up

when i behold a rainbow in the sky

wrote william wordsworth the famous poet and most of us

share his feelings when we are lucky enough to see a rainbow there

is an old saying that a pot of gold is buried at the end of the rainbow

but have you ever tried to reach a rainbows end of course its impossible

because a rainbow is really just the result of the raindrops refracting

and reflecting light from ours un there are seven colours in the rainbow

red orange yellow green blue indigo and violet

Paragraphing

If possible, get a digital version of the text below. Organise the text by

- *subdividing it into paragraphs.*
- *adding punctuation marks and capital letters.*

Popular events like the Football World Cup and other international sporting occasions are essential in easing international tension and releasing patriotic emotions in a safe way.

every four years the whole world stops to watch international sporting events such as the olympics and the football world cup in which athletes show their best performance to make their country proud these sporting occasions have proved to be helpful in easing international tension in difficult times when powerful leaders were trying to control the world's economy and other governments were fighting over the land the olympic games are one of the best examples which prove how sporting events can bring nations together at least temporarily from the ancient history when greeks and romans would interrupt battles to participate in the games to the more recent international disputes when athletes from palestine and israel would forget their differences compete peacefully and even embrace each other after an event moreover these popular events have called the world's attention to the terrible consequences of wars thus some leaders have tried to reach agreements to end their disputes and live peacefully similarly international sporting events show benefits in some developing countries which live in a daily internal civil war for example brazil has a high rate of unemployment lack of education hunger crime poverty and corruption which leads to an immense embarrassment of being brazilian and a low self-esteem however when the football world cup starts the brazilian squad which is considered the best team in the world provokes an amazing feeling of pride in their country most people seem to forget all their problems and even the criminal activity decreases they paint roads with the national colors wear the brazilian team shirts and buy national flags moreover the competition brings families and neighbors together and even rival gangs watch the games and celebrate peacefully in conclusion popular sporting events play an important role in decreasing international tensions and liberating patriotic feelings as history has shown.

For more information and exercises on punctuation, go to:

https://owl.purdue.edu/owl_exercises/punctuation_exercises/basic_punctuation/punctuation_exercise.html

https://www.khanacademy.org/search?referer=%2Fhumanities&page_search_query=Punctuation

<https://www.ereadingworksheets.com/languageartworksheets/punctuationworksheets/>

Queen Elizabeth I

If possible, get a digital version of the text below.

Organise the sentences below (a-cc) by dragging and dropping them as follows. There is an example.



Elizabeth I

On the left a portrait of Queen of England, which dates from the 16th century.

It is located in the Pitti Palace in Florence, Italy.

Carlo Bevilacqua—Scala/Art Resource, New York

Introduction

1 paragraph

Paragraph 1 – 3 sentences

Early Life

2 paragraphs

Paragraph 1 – 4 sentences

Paragraph 2 – 5 sentences

Reign

4 paragraphs

Paragraph 1 – 7 sentences

Paragraph 2 – 3 sentences

Paragraph 3 – 4 sentences

Paragraph 4 – 3 sentences

- a. During that time her country became very powerful.
- b. During the 1590s Elizabeth began to suffer from ill health.
- c. During the first 30 years of Elizabeth's reign, England built up its sea power.
- d. Edward became king in 1547 and died in 1553.
- e. Elizabeth had an older half-sister named Mary and a younger half-brother named Edward.
- f. Elizabeth I was queen of England for almost 45 years.
- g. Elizabeth kept her in prison for many years and then had her killed in 1587.
- h. Elizabeth was born in Greenwich, England, on September 7, 1533.
- i. Elizabeth's father was King Henry VIII.
- j. English sea captains raided Spanish ships, and Elizabeth took a share of the treasure they seized.
- k. English ships sailed across the Atlantic Ocean to the West Indies and challenged Spain for control over trade.
- l. Henry had Anne Boleyn put to death when Elizabeth was only 3 years old.
- m. Henry, Edward, and Elizabeth were Protestant, but Mary was Roman Catholic.
- n. Her mother, Anne Boleyn, was the second of Henry's six wives.
- o. Her reign is remembered as the Elizabethan Age.
- p. King Philip II of Spain struck back in 1588.
- q. King Philip II sent a great fleet (here: group of war ships) called the Armada to attack England.
- r. Many men wanted to marry Elizabeth, but she stayed single.
- s. Mary became queen in 1553.
- t. Mary died in 1558, and Elizabeth was crowned queen of England.
- u. Mary Stuart died on March 24, 1603.
- v. Mary made Catholicism the national religion and put Elizabeth in prison for a time.
- w. Mary Stuart, also known as Mary Queen of Scots, was a Catholic.
- x. Mary Stuart's son, James VI of Scotland, became king of England.
- y. Elizabeth had received a good education and was well prepared to rule.
- z. Elizabeth was 25 years old.
- aa. That victory was a high point of Elizabeth's reign.
- bb. The queen's ships defeated the Armada.
- cc. This gave Elizabeth more power, but it also put her cousin Mary Stuart next in line for the throne.

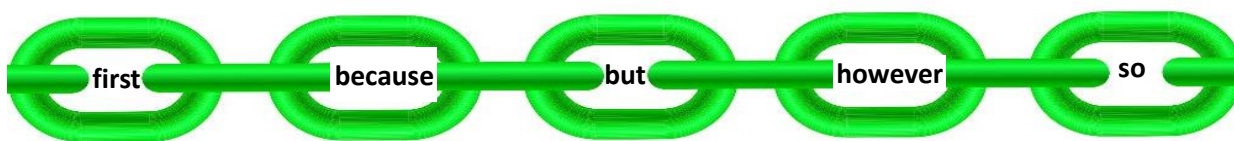
Write your answers here	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	f														

16	17	18	19	20	21	22	23	24	25	26	27	28	29

Go to <https://kids.britannica.com/kids/article/Elizabeth-I/353094>

Read and listen to the text and check your answer.

Connectors and linking words



Fill the gaps with the correct connectors and linking words from the box

as a result of as well as both despite	due to even if furthermore however	including instead otherwise so that	unless when(ever) whereas while
---	---	--	--

- _____ having lost only one match this season, we didn't win the championship.
- Sea levels will probably rise in the next few decades _____ of global warming.
- Your essay was badly written. _____, it was too short.
- My mother's dishes are delicious, _____ mine are absolutely disgusting.
- All flights to and from Luxembourg airport have been cancelled _____ black ice.
- I like travelling by car, _____ the motorways get pretty crowded during rush hours.
- In Luxembourg flight attendants must be able to speak _____ English and French.
- Suzuki manufacture cars _____ motorcycles.
- You won't pass the exam _____ you work harder.
- _____ we were driving through Luxembourg, we saw many picturesque castles.
- She was an absolute failure in law school, so she decided to try medical school _____.
- The scientist studied various viruses, _____ the ones causing AIDS and COVID-19.
- _____ I get home from school, I have to lie down on the sofa because I am really tired.
- You'd better wear a helmet when you go cycling. _____, you could get hurt.
- This is Paul's new scooter. He locks it up carefully _____ nobody can steal it.
- In March of 1999, more than 130 nations signed a United Nations Treaty banning land mines;
16. _____, the United States, Russia and China did not sign.

Connectors and linking words B2

Fill the gaps with the correct connectors and linking words from the box

although as as well as as long as	but even if first however	in case in other words moreover nonetheless	(on the one hand...) on the other hand... then therefore whereas
--	------------------------------------	--	--

- _____ we need to find solutions for the environmental problems, but _____ we need more and more energy.
- I would like to learn Japanese, _____ I don't know anyone who can teach me.
- Hassan and Mohammed are our friends _____ our classmates.
- _____ Samantha was tired, she watched TV until well after midnight.
- First, peel the apples, _____ place them on the pastry.
- Alcohol can delay your reaction times; _____, you should never drink and drive.
- I have brought my umbrella with me _____ it rains.
- You should go to university as it gives you the chance to get important qualifications and get a better job.
8. _____, it gives you a chance to meet so many new people.
- My mother works in a large office with numerous colleagues _____ my father works on his own at home.
- _____ flights are cheaper in the winter, we decided to travel January.
- The rock concert will be good _____ you don't mind loud music.
- The disadvantages of living in a city include noise and pollution. _____, the majority of people still choose to live in urban areas.
- _____ the film was a little boring, we still had a nice evening out.
- _____, I would like to welcome you all to the conference today.
- We had a wonderful time in Paris. _____, transport workers were on strike so we couldn't use the metro.
- The candidate didn't quite meet the necessary requirements. _____, he failed.

Connectors and linking words B2

Fill the gaps with the correct connectors and linking words from the box

although as as a result despite	either ... or ... equally however in fact	in conclusion in spite of like moreover	nevertheless so so as to while
--	--	--	---

1. The restaurant has a good reputation. _____, the food was disgusting.
2. _____ the restaurant's good reputation, the food was disgusting.
3. _____ the restaurant has a good reputation, the food was disgusting.
4. You can have _____ Coke _____ Sprite. What would you like?
5. She has been living in the city her whole life. _____, she has decided she wants a change and plans on moving to the countryside.
6. _____ it was really cold, I put on my gloves and my hat.
7. I was able to walk slowly _____ the pain in my leg.
8. James gets up early in the morning _____ arrive on time at school.
9. Reading is an excellent way to increase your vocabulary. _____, it can also help you improve your grammar.
10. The shops were closed, and _____
11. _____ men still make up the largest proportion of students on science courses, the number of women is steadily increasing.
12. Studying languages face-to-face has a positive impact on learning. _____, online learning can allow students to progress quickly.
13. _____ the advantages of tourism outweigh the disadvantages.
14. Just _____ the ancient Egyptians, these Indians preserved the bodies of their dead.
15. Jane suffered from a bad pain in the back yesterday, _____ she couldn't come to the fitness class.
16. Never doubt that a small group of thoughtful, committed citizens can change the world. _____, it's the only thing that ever has.

Connectors and linking words B2

Fill the gaps with the correct connectors and linking words from the box

despite due to even though for instance	in addition in case in spite of moreover	neither ... nor ... on the contrary on the other hand on the whole	such as therefore unless yet
--	---	---	---------------------------------------

1. We couldn't make it on time. _____ heavy traffic.
2. Our prime minister is an incompetent leader. _____, his government is financially irresponsible.
3. The economy collapsed, _____ the government had to resign.
4. What is more, the economy will not improve this year. _____, all projections show that it will get worse.
5. The weather is ideal in spring. It's _____ too hot _____ too cold.
6. _____ the high risk involved, many people chase tornadoes so they can study them more closely.
7. _____ to the six air bags, the car also has a built-in security system.
8. _____ my grandmother loves to read plays, she rarely goes to the theatre.
9. Please take some warm clothes with you, just _____ it gets cold at night.
10. There are different number systems. Computers, _____, use the binary system.
11. Tourism can have a positive effect on the wealth of a country. _____, it can also have a negative impact on the environment.
12. _____ the long winter nights, Scandinavia is worth visiting.
13. The penalties for breaking the law are high, _____ some people continue to commit crimes.
14. _____ most students prefer informal tutorial groups to large group lectures.
15. I love strong flavours _____ garlic or curry.
16. You are not entitled to subsidized entrance tickets for cultural events _____ you are a full-time student.

Connectors and linking words B2

Fill the gaps with the correct connectors and linking words from the box

although as if because despite	due to during hence in case	in contrast nevertheless on the whole otherwise	such as that is why therefore thus
---	--------------------------------------	--	---

- 1 She likes all kinds of ball sports, _____ volleyball, handball and basketball.
- 2 I already knew a lot about AI. _____, the lecture was quite interesting.
- 3 _____ we have talked about the dangers of smoking to the students before, the information bears being repeated.
- 4 I started learning Chinese _____ my stay in the Far East.
- 5 I hope he drives carefully, _____ he may have problems on such a slippery road.
- 6 I arrived late for the performance _____ a traffic jam on the motorway.
- 7 I can't come to the party _____ I have a lot of work to do and the deadline is tomorrow.
8. Bring an umbrella with you _____ it rains tomorrow.
9. The prime minister is not a very popular leader. _____, his resignation did not come as a surprise.
10. Wine will spoil if exposed to light; _____, wine bottles are usually green or yellow.
11. _____ his being an outstanding composer, few youngsters know Hans Zimmer.
12. Working from home can save time and money. _____, commuting long distances to work every day can be time-consuming and expensive.
13. She felt _____ all her worries had gone.
14. The prince was attending the meeting, _____ all the extra security.
15. They planned to reduce staff and _____ to cut costs
So here are both advantages and disadvantages of the new system for organising the timetable.
16. _____, I would say it would be better to stick with the current system.

Connectors and linking words B2

Fill the gaps with the correct connectors and linking words from the box

although as soon as because before	in spite of just in case so that	until unless when
---	--	-------------------------

1.	He decided to go on holiday _____	having lost his job the previous month.
2.	He didn't come home until past midnight _____	he had promised that he would be in by 9pm.
3.	He was so tired _____	he had stayed up late to watch the basketball match.
4.	"I'll take some money with me just _____	I see something I want to buy."
5.	I set the alarm for 6.30 in the morning _____	I wouldn't miss the plane.
6.	Ann promised to look after Harriet's canary _____	she was on holiday.
7.	Promise me that you will phone _____	you arrive at your destination.
8.	We waved goodbye to our friends _____	the train had disappeared into the distance.
9.	You mustn't forget to lock the door _____	leaving the house in the morning.
10.	_____ you stop eating so many sweets, you won't be able to fit into your bikini!	

Choose the right linking word and make sure that the sentence makes sense.

1.	After / afterwards having a swim, we lay in the sun and watched the boats in the distance.
2.	Despite / however hard he tried, he just couldn't understand the text.
3.	He could beat his father at chess <i>although / however</i> he was only 8.
4.	He took a ride on the roller coaster and five minutes <i>after / later</i> he came off it looking very pale.
5.	I have to get this assignment in <i>by / until</i> the end of the week.
6.	I like holidays in the countryside <i>because / whereas</i> my sister prefers to visit to cities.
7.	I quite like fish, <i>because / but</i> I really love prawns.
8.	She's getting quite tall, <i>at / by</i> the time she is 14 he will be taller than her mother!
9.	She stayed at school <i>as far as / until</i> she was 18 and then went to university.
10.	We decided to have a barbeque <i>although / despite</i> the weather forecast saying there was rain coming.

Use the word(s) in brackets to combine the sentences below. You must make various changes.

Example:

0. It was raining. We played golf. (even though)

⇒ *Even though it was raining, we played golf.*

1. He had symptoms of Covid-19. He went to work. (although)

2. He left early. He wanted to arrive on time. (so that)

3. I don't earn a lot of money. But if I did, I wouldn't buy a car. (even if)

4. She wasn't very rich. Christina gave money to the beggar. (although)

5. Sue likes hip hop. Joe prefers hard rock. (whereas)

6. Take a sandwich. There might be no restaurant. (in case)

7. The weather was bad. They enjoyed the trip. (even though)

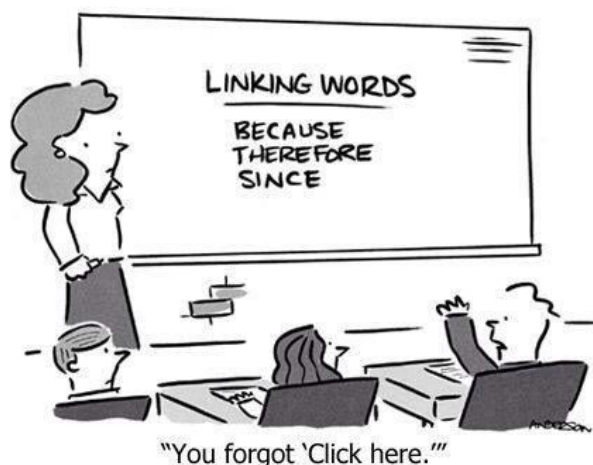
8. There was a lot of noise. Jane managed sleep. (despite)

9. You have to put the alarm on. If not, it won't work. (unless)

10. You can go out tonight. You must tell us where you are going. (provided)

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Read the essay below. Fill the gaps (1-9) with the correct connector or linking word (a, b, c or d).

Schools should educate students about the environment. Do you agree?

A lot of people are not concerned with protecting the environment. **(1)** _____ they do not think about the harmful effects of their behaviour. [I believe that] education in schools may help change attitudes and behaviours.

(2) _____, education could encourage recycling. Compared to other countries, we only recycle a small percentage of our waste. **(3)** _____, a lot of energy, resources and money are wasted needlessly.

(4) _____, schools can raise awareness of the importance of water as a resource. Water is still seen as an inexpensive and unlimited resource. **(5)** _____, people waste water on unnecessary things like washing cars, watering lawns, and filling private swimming pools.

(6) _____, people could be made aware of the consequences of dropping litter. Many people drop litter in the countryside and in the forests or throw it out of the car window. **(7)** _____, our fields and the roadsides are full of rubbish.

(8) _____, [I believe that] education can make young people aware of how they cause damage to the environment and the consequences of this. **(9)** _____, their attitudes might change, and environmentally harmful activities may become less acceptable.

(190 words)

- | | | | |
|------------------|-------------------|---------------------|---------------------|
| 1. a although | b despite | c in most cases | d to sum up |
| 2. a above all | b due to this | c first | d whereas |
| 3. a also | b finally | c for this reason | d on the other hand |
| 4. a in short | b if | c next | d therefore |
| 5. a however | b in the same way | c on the other hand | d thus |
| 6. a alternately | b although | c furthermore | d while |
| 7. a due to this | b for example | c in case | d in conclusion |
| 8. a besides | b finally | c however | d to conclude |
| 9. a as a result | b in the same way | c nevertheless | d without a doubt |

Read the essay below. Fill the gaps (1-9) with the correct connector or linking word (a, b, c or d).

The Government should encourage people to save water. Do you agree?

A lot of people do not seem to be sufficiently aware of the importance of water. (1) _____ millions of litres are wasted every year. [In my opinion,] there should be government campaigns to help to prevent water wastage.

Water is a very important resource for various reasons. (2) _____, we need to drink clean water to survive. (3) _____ we need to make sure everyone has safe drinking water.

(4) _____, without clean fresh water we cannot grow crops or raise animals for food. People should be made aware of this.

The human population is growing, and the climate is changing. (5) _____ water is a scarce resource in many parts of the world, and there may not be enough water for everyone in the future. We should encourage people to change wasteful habits now before it's too late.

(6) _____ water treatment processes cost a lot and use a large amount of electricity. (7) _____, reduced water consumption would save energy and cut greenhouse gas emissions.

(8) _____, [I think that] the government should encourage people to use water wisely. It would help to conserve this important resource for the future. (9) _____, it would reduce the money and energy that is spent on water treatment each year. (210 words)

- | | | | | | | | |
|------|--------------|---|--------------|---|---------------|---|--------------|
| 1. a | because | b | consequently | c | despite | d | even if |
| 2. a | absolutely | b | firstly | c | however | d | similarly |
| 3. a | due to | b | even if | c | finally | d | therefore |
| 4. a | for instance | b | likewise | c | second | d | while |
| 5. a | although | b | as a result | c | nevertheless | d | to sum up |
| 6. a | finally | b | indeed | c | in conclusion | d | so |
| 7. a | also | b | consequently | c | for example | d | similarly |
| 8. a | even so | b | however | c | in conclusion | d | moreover |
| 9. a | consequently | b | in summary | c | moreover | d | surprisingly |

Note

Luxembourg teachers tend to disapprove of the use 'I' in essays whereas it is acceptable in English speaking countries.

For exercises on connectors and lining words, go to

<https://agendaweb.org/grammar/conjunctions.html>

<https://englishgrammarhere.com/linking-words-conjunctions-pdf-notes-documents-and-exercises-with-answers/>

https://www.english-grammar.at/online_exercises/connectives/connectives-index.htm

<https://ieltsassistance.co.uk/ielts-writing-test/task-2/linker-practice-exercises/>

https://avi.cuaed.unam.mx/repositorio/moodle/pluginfile.php/3622/mod_resource/content/14/Contenido/index.html

LIST OF CONNECTORS AND LINKING WORDS

Addition	Comparison	Concession
and also apart from as well as besides furthermore in addition, / additionally moreover not only ... but also too	similarly, / similar to equally likewise just as just like in the same way in comparison with compared to / with whereas	admittedly all the same up to a point even so in spite of although / even though even if however
Condition	Contrast	Emphasis
if in that case in case provided that unless	however nevertheless nonetheless although / even though / though despite / in spite of in contrast (to) whereas while unlike on the other hand alternatively even so differing from	always / never absolutely certainly clearly definitely generally importantly in any case in fact indeed obviously particularly / in particular positively surprisingly undeniably undoubtedly unquestionably
Generalisation	Illustration (giving an example)	Order /Sequence
as a rule in general / generally in conclusion to summarise on the whole overall in most cases altogether in short to sum up in summary to conclude	for example for instance to illustrate to exemplify that is such as namely	first / firstly second / secondly third / thirdly next / then last / finally last but not least subsequently above all
Reason	Result	Summary
owing to due to because (of) since for the same reason as in order to in fact evidently for the same reason	as a result (of) as a consequence (of) / consequently therefore thus hence for this reason	in summary / to summarise in conclusion / to conclude overall finally to sum up as I have shown thus consequently on the whole

GRAMMAR AND VOCABULARY

Accuracy



Accuracy refers to how correct learners' use of the language system is, including their use of grammar and vocabulary. A learner might be fluent (make their meaning clear) but not accurate (make a lot of mistakes).

Learners of English can develop accuracy by studying and applying grammar and spelling rules and by learning to proofread systematically.

Spelling

Word + s

Nouns ending in – ch, - sh, -s, -x

a church	two churches
a watch	five watches
a crash	two crashes
a dish	different dishes
a dress	ten dresses
a kiss	lots of kisses
a box	several boxes
a suffix	two suffixes

Nouns ending in – y

a lady	three ladies
a party	most parties

But

a day	seven days
a boy	eleven boys

Nouns ending in – o

a potato	two potatoes
a tomato	four tomatoes

But

a piano	two pianos
---------	------------

Verbs ending in – ch, - sh, -s, -x

to catch	he catches
to wash	she washes
to aggress	he aggresses
to fix	she fixes

Verbs ending in – y

to study	he studies
to play	she plays

Verbs ending in – o

to do	he does
to go	she goes

VERB + ing	VERB + ed
Verbs ending in - y to study studying to hurry hurrying Verbs ending in - e to give giving to write writing But However, the final 'e' is retained in verbs ending in a double e to agree agreeing to flee fleeing Also remember to lie lying	Verbs ending in - y to study studied to stay stayed Verbs ending in - e to live lived Note to agree agreed
Monosyllabic words +ing	Monosyllabic words + ed
Verbs ending in 1 short vowel + 1 consonant to sit sitting to stop stopping But to lead leading (2 vowels / long vowel) to land landing (2 consonants)	Verbs ending in 1 short vowel + 1 consonant to plan planned to shop shopped But to land landed (2 consonants)
Words with more than one syllable + ing	Words with more than one syllable + ed
If the final syllable is stressed To admit admitting To prefer preferring To upset upsetting If another syllable is stressed To visit visiting	If the final syllable is stressed To refer referred To transfer transferred To transmit transmitted If another syllable is stressed To enter entered

Homophones and near homophones

Many English words have identical or similar pronunciations but different spellings. Learners of English should be aware of homophones, near-homophones, and other easily confusable words and check these types of commonly misspelled words carefully during their proofreading.

cite/site/sight cymbal/symbol desert/dessert it's/its for/four/fore hear/here	lead/led lose/ loose of/off right/write sea/see there/their/they're	threw/through to/too/two where/we're whose/who's your/you're
--	---	--

Register

Would you wear hot pants with cowboy boots to go to someone's wedding? Would you wear an evening dress to go to a picnic? The hot pants and the evening dress are both outfits that are appropriate in certain circumstances and inappropriate in others.

The same is true for language. In linguistics, the way a person uses language differently in different circumstances, is referred to as register. Register is determined by such factors as

- social occasion
- context (e.g. chat in a pub, formal dinner party)
- purpose (e.g. interview for a job)
- audience (e.g. friends, superior, elderly person of respect)



One commonly distinguishes

- informal register (language used amongst people who know each other well such as friends, family members, etc.)
- neutral register (non-emotional language used in articles, reviews, technical writings, etc.)
- formal register (language used in academic writings).

You should adopt a neutral and formal register when writing essays for school.

FORMAL LANGUAGE REGISTER

If you follow the instructions below, your style will become more formal.

- Write **numbers** under one hundred.
- Do not use **contractions**.
Use *cannot* instead of *can't*, *have not* instead of *haven't*, *will not* instead of *won't*, *could not* instead of *couldn't*, *is not* instead of *isn't*, etc.
- Avoid **acronyms** and **abbreviations**.
When using acronyms, write the entire name out the first time, followed by the acronym. From then on, you can use the acronym by itself.
The National Aeronautics and Space Administration (NASA) is America's civil space program and the global leader in space exploration.
As for abbreviations, write the complete word the first time, then use the abbreviation.
influenza => flu, United States of America => U.S.A or USA, etc.
Do not use slang abbreviations or symbols that you would use in friendly emails and texts, such as *asap* (as soon as possible), *LOL* (laugh out loud), *&*, *b/c* (because), *w/* (with).
- Avoid using first pronouns such as *'I'*, *'you'*, *'we'*, *'us'* adopt **third-person point of view**.
You can purchase a car for under €10,000.
A car can be purchased for under €10,000.
(not: *I can purchase a car for under €10,000.*)
There is little doubt that the issue of global warming will be the primary concern at the meeting.

It is clear that the issue of global warming will be the primary concern at the meeting.

(not: I think/believe that the issue of global warming will be the primary concern at the meeting.)

- Always write in **complete sentences**.
- Write **complex sentences**, but do not write run-on sentences.

The bridge was completed in 2001, which resulted in a positive political move that united two countries.

(not: In 2001, the bridge was built. This was good politically. Two countries united.)

Use good transition and linking words and phrases for formal writing such as

additionally, although, as a result, consequently, however, in addition, moreover, nevertheless, therefore, etc.

Do not start sentences with words like and, so, but, also.

- Do not overuse **passive voice**.

Examples:

The students completed the research in 2009.

In 2009, the students completed the research.

(rather than: The research was completed by the students in 2009.)

- Use **indirect questions**.
- Choose your **vocabulary** carefully.

Avoid using **colloquialisms** (language which is common to spoken English), **slang**, **clichés** and above all **vulgar language**.

Slang is common in informal writing and spoken English. Slang is particular to a certain region or area.

Examples of slang: ain't, wanna, gonna, kid, awesome/cool, okay/ok, check it out, in a nutshell, etc.

A cliché is a phrase that is overused.

Examples of common clichés: moment of truth, time is money, don't push your luck.

Examples of vulgar language: f***, sh*t.

- Avoid using too many **phrasal verbs**

Phrasal verbs

And their formal equivalents

Make up –	Invent
Hold up –	Delay
Turn down –	Reject
Turn up –	Arrive
Put off –	Postpone
Cut down on –	Reduce
Deal with –	Manage
Give up –	Give up
Look into –	Investigate
Hand out –	Distribute



British and American English

Learners of English should be aware of the differences between British or American English and remain consistent in their choices throughout a single document. They should not, for instance, combine both –ize and –ise forms in the same document.

BRITISH ENGLISH SPELLING	AMERICAN ENGLISH SPELLING
ence	ense
defence	defense
ise	ize
criticise	criticize
organise	organize
specialise	specialize
isation	ization
globalisation	globalization
ogue	og
catalogue	catalog
dialogue	dialog
monologue	monolog
our	or
behaviour	behavior
colour	color
favourite	favorite
flavour	flavor
humour	humor
neighbour	neighbor
re	er
centre	center
metre	meter
theatre	theater

'doubled' consonants	single consonants
counsellor	counselor
jewellery	jewelry
travelling	traveling
travelled	traveled

BRITISH ENGLISH	AMERICAN ENGLISH
aeroplane	airplane
autumn	fall
biscuit	cookie
chemist's	drugstore

chips	(french) fries
crisps	chips
flat	apartment
football	soccer
holiday	vacation
jumper	sweater
labour	labor
lift	elevator
motorway	highway
programme	program
sweets	candy
trainers	sneakers
trousers	pants
university	college

Proofreading systematically – becoming aware of one’s own mistakes

Moreover, they should become aware of the mistakes they commonly make. They should look for the words they routinely misspell when proofreading and thus eliminate numerous spelling mistakes. They could even use a list of their most frequent mistakes to stop making them (e.g. ‘i’ instead of ‘I’, forgetting third person ‘s’ for he, she, it in the present simple).

Using the computer spellchecker intelligently

Learners of English can use the spellchecker as a learning tool rather than just a proofreading tool if they disable the automatic correction. Manually correcting mistakes allows them to become actively engaged in the spelling process. and writing accurately.

Even if a spellchecker does not catch all the mistakes – it may not know new words and expressions; it may not be able to distinguish all the homonyms or near homonyms (e.g. ‘desert’ and ‘dessert’), it will identify a good number mistakes. Learners of English should revise the words pointed out by the spellchecker. This will make them less likely to make the same mistake again and again.

Over-relying on spell-checkers in combination with automatic correction, however, might be detrimental. It makes learners of English less conscious of spelling as they write and revise. This in turn can become a serious problem in exams or tests, when they do not have access to electronic aids.

The question mark

The question mark is an important part of punctuation. It would be difficult to recognize questions in a piece of writing without them. But how did the symbol '?' come to be used

Long ago people who wrote in Latin, the language of ancient Rome had to write the word 'questio' (question) at the end of each question in a piece of text. But this was clumsy and took up a lot of room on the page. So 'questio' began to be shortened and abbreviated to 'QO'. However this created a new problem – 'QO' could be confused or mistaken for part of a word.

The next development was for writers to write the 'Q' on top of the 'O'. Over time the 'Q' turned into a curly scribble that doesn't have any meaning and the O became a dot. And that's how the humble question mark was born and came to be. Will you think about this the next time you see one

Punctuation

Fill in the 4 missing commas, 2 question marks, 5 quotation marks and 1 apostrophe for a quotation.

Grammar

Prepositions are positional words placed before nouns and pronouns to indicate their relation to other words; for example, He swam between the flags.

Fill the gaps with the missing prepositions from the text.

- i. room _____ the page
- ii. questions _____ a piece of writing
- iii. the language _____ ancient Rome
- iv. think _____ this
- v. turned _____ a curly scribble

Spelling

Write the 14 misspelt words in the space at the end of the line.

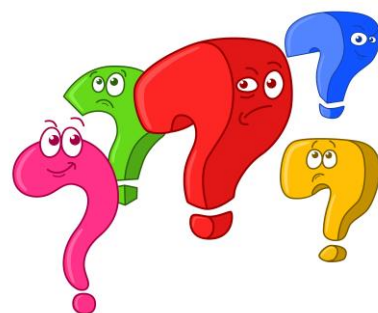
Writing

A double negative statement incorrectly uses two negative words; for example, 'I haven't got no more,' should be 'I haven't got any more.' / 'I don't have any more'. or 'I have no more'.

Underline the words in the text containing a double negative. Write them correctly.

A tautology is the unnecessary repetition of an idea in a phrase or sentence; for example, 'descend down', 'repeat again'.

Underline 3 examples of tautology in the text. Choose one word to replace each of the phrases. It may be one of the words used in the phrase. Write it in the space at the end of the line.





How to be successful at note taking

Follow these steps when reading difficult text.

1. *As you are reading the text ask yourself questions such as*

- *Can I read all the words?*
- *Do I know the meaning of all the words*
- *Do I understand the facts?*

Use a dictionary or ask a classmate or teacher to help you understand the text.

2. *Now read the text again this time more slowly Underline or highlight the keywords phrases and facts. (remember keywords are the most important words.)*

3. *Use the keywords phrases and facts to make notes. Remember:*

- *Notes do not need to be full sentences – they can be part of sentences or words.*
- *notes can be written in point form*
- *Although your writing does not have to be perfect when note taking, you need to*
 - *Be able to read it easily,*
 - *Make sure the spelling of names and places is correct,*
 - *Make sure if you use abbreviations that you remember what they mean; for example, the water seeps u.g. (u.g. underground).*

4. *Read your notes and then stop and think. Do you understand them do you need to check any meanings to make sure you understand*

5. *now you can use your notes to summarise what you know about a topic. To make sure you are writing in your own words, read your notes and then look away from them when you are writing your summary*

Punctuation

Fill in the 4 missing commas, 3 question marks, 4 capital letters and 3 full stops.

A colon is used to break a sentence when the second half of the sentence explains what is in the first half. It is also used to introduce an offset list.

Grammar

Circle 2 adverbs ending in 'ly'.

Choose a suitable adverb to describe these verbs.

- i. struggled _____
- ii. ate _____
- iii. wrote _____

Pronouns are words that replace nouns; for example, 'he', 'him'.

Highlight the pronouns in the text.

Spelling

Write the correct spelling of the 5 misspelt words above the words in the text.

School vending machine

I think it's a good idea that our school has decided to (by, buy, bye) a food vending machine for the pupil to use it will raise money for the school (which, witch) will directly benefit the pupils. also there isn't no canteen or tuckshop² at the school (sew, so) pupils cant buy food from anywhere else this means that parents must prepare sandwich or other food for (their, there) children every day. In addition the school board has promised that the vending machine will contain only hellthy food. Therefore I cant understand why (some, sum) parents dont want the vending machine I hop it arrives soon.

Punctuation

Supply the missing capital letters, fill in the missing full stops, 4 commas and 4 apostrophes.

Grammar

Conjunctions can join single words or groups of words.

Write the words joined by the conjunction 'or' in the text.

Spelling

Choose the correct spelling from the of words in brackets. Write your choice in the space at the end of the line.

Write the correct spelling for the 5 misspelt words in the space at the end of the line.

You can add 's' or 'es' to most singular nouns to turn them into plurals..

There are 3 singular nouns in the text which need 's' or 'es' added to them to make them plurals.

Circle each of them and write its correct plural form in the space at the end of the line.

Writing

A double negative statement incorrectly uses two negative words; for example, 'I haven't got no more,' should be 'I haven't got any more'. / 'I don't have any more'. or 'I have no more'.

Underline the words in the text containing a double negative. Write them correctly.

A tautology is the unnecessary repletion of an idea in a phrase or sentence; for example, 'descend down', 'repeat again'.

Underline 3 examples of tautology in the text. Choose one word to replace each of the phrases. It may be one of the words used in the phrase. Write it in the space at the end of the line.

² tuckshop = a small shop in or near a school that sells food to school students, traditionally sweets and soft drinks

What is an 'urban myth'?

An urban myth is one of those stories we all hear about that seems fantastic but true. You know the sort usually told by someone whose 'brothers best friends girlfriends mother' told them about it, so 'it must be true'. Or perhaps its one of the meny email urban myths that circulate around the electronic world. However closer investigation nearly always shows the story to be just that a story made up by someone with a fabulous imagination.

One urban myth which has bean around for nearly 40 years now concirns the man who strapped a solid fuel rock engine to his car just to see what it would do. He accelerated down a road in the dessert and then fired off the rocket. The car blasted up to almost 480 km/h But when he tried to stop, the cars brakes melted and the tyres blew out. Unable to take a bend in the road the car became airborne flying for more than a kilometer, before slamming into the side of a mountain. Great story, huh What a shame it never happened.

There is entire websites devoted to exposing urban myths. A search engine will point you in the write direction.

Punctuation

Fill in the 5 missing commas, 4 missing apostrophes for possessions and 1 for contraction, 1 missing question marks, 1 exclamation mark and 2 dashes. In the space at the end of each line where punctuation is missing, write the name of the type of punctuation which you had to include.

Grammar

Find the sentence which has a verb which does not agree with its subject.

Circle the verb and write the correct verb in the space at the end of the line.

Find 3 personal pronouns in the text.

Find the adjectives from the text for the nouns given.

- i. _____ rocket
- ii. _____ story
- iii. _____ investigation
- iv. _____ world
- v. _____ imagination
- vi. _____ direction

Spelling

Circle the 6 misspelt words and write the correct spelling in the space at the end of the line.

Range

**The world would be a much poorer place without colour.
To what extent would you agree or disagree.**

Colours make our daily lives better. **Colour** is important. Our lives are more **interesting** with **colour** and it makes us **happy**. Without **colour** our lives would be **boring** and **sad**.

A black and white world would be **boring**. **Colour** makes our lives **interesting** by giving us ideas. Without **colours**, artists would make **boring** art. Nature would be **boring**. For example, the sea and sky would be grey not blue and nice things like rainbows would be **boring**. **Colour** is good and makes our lives **interesting** not **boring**.

A **colourless** world would be **sad**. **Colours** make us feel **happy** or **sad**. People think about being **happy** or **sad** when they choose clothes or paint their houses. The majority of people choose **colours** which make them feel **happy**. Grey and black are not good **colours** for interior design as they make us feel **sad**. A black and white world would be a **sad** place to live.

Colour stops our lives from being **boring** and **sad**. **Colour** plays an important role in our lives. It improves our lives and makes it better and more **interesting**.

(183 words)

A number of words have been highlighted. What is the problem?

Which word is used most often in the essay? Find alternatives for this word.

Repeated word	Alternatives

Find 4 frequently used adjectives in the essay? Which alternatives are there for these adjectives?

Adjective	Alternatives

Task 3: Find 10 sentences which contain the verbs 'be' and 'make'. Paraphrase these sentences using different verbs.

Sentence from the essay	Alternative
0. Colours make our daily lives better.	Colours add to the quality of our daily lives.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



Read the essay below and fill the gaps with words from the box.

cease create creative depressing	depressing design design displaying	diverse diversity dominated enhancing	majority phenomena potential role
---	--	--	--

**The world would be a much poorer place
without colour.**

To what extent would you agree or disagree.

Colour enriches our daily lives. Our lives and choices are (1) _____ by nature's kaleidoscope, which adds interest to our lives and lifts our spirits. If nature did not have this variety of hues and shades, our lives would be dull and (2) _____.

A black and white world would be dreary and monotonous. Colouration adds interest to our lives by providing (3) _____ inspiration. If there were no colours artists would struggle to (4) _____ interesting works of art. The natural world would lose its appeal, as everything would look the same. For example, the sea and sky would be shades of grey instead of (5) _____ a myriad of (6) _____ hues, and beautiful (7) _____ such as rainbows would (8) _____ to be anything extraordinary. Colour brings vibrancy and (9) _____ to our lives and a world devoid of colour would be one devoid of interest.

A colourless world would be (10) _____. Colours have a profound effect on our moods. People choose clothes and interior (11) _____ with their moods and emotions in mind. The (12) _____ of people select colours which lift their spirits. Grey and black are not popular colours for interior (13) _____, as they tend to dampen our spirits rather than lift them. A monochrome world would be a gloomy and dispiriting place to live.

The existence of colour prevents our lives from becoming dreary and melancholic. Colour plays an important (14) _____ in our lives by (15) _____ our existence and making life more enjoyable and (16) _____.
(240 words)

Find alternative terms and expressions for:

- colour

- absence of colour

- interesting

- to make interesting

- boring

- to make boring

- happy

- to make happy

- sad

- to make unhappy

Compare the two previous essays. Evaluate them with the help of the marking grid for writing?

Note:

A **thesaurus** or synonym dictionary such as <https://www.wordhippo.com/> will provide further alternative expressions.

Also note:

Lexical and grammatical range can be practiced via key word transformations.

There are key word transformations in 'Improving one's Sentence Structures'.