A stack of three smooth, light-colored stones is positioned on the left side of the image. The stones are stacked vertically, with the largest at the bottom and the smallest at the top. They are resting on a bed of sand. In the foreground, several concentric circles are drawn in the sand, creating a ripple effect. The background is a soft, out-of-focus landscape with more sand and some distant vegetation.

# Getting ready for Test 1

The Study and Production of Texts  
semester I – Isabella Martini – Week 8

# Homework for week 8

- Pp. 29–34 – read and do exercises.
- Revise future tenses; grammar U 21–25
- Analyse reading on pp. 33–34 and find coherent and cohesive devices (in one paragraph – paragraph 4); annotate the text.



# Getting ready for Test 1

- 3 questions:
  - **Question 1.** Analyse the purpose, layout, register, style, and audience of the text.
  - **Question 2.** Analyse [structure and cohesive devices of] either paragraph [x] or [x].
  - **Question 3.** Write a paragraph (100 words) to add to this text. Finish the topic sentence and continue the paragraph. [topic sentence provided]



# Question 1

- Layout: title, subtitle, paragraphs
- Structure: types of sentences
- Audience: specific / general, age range
- Register: formal, informal
- Style: language choices (contracted verb forms, lexical choices, etc.)
- Purpose / type: informative, descriptive, persuasive, instructive; fiction / non-fiction; newspaper article...

# Question 2

- **Structure:** types of sentences; topic sentence, claim, evidence, conclusion
- **Cohesive devices:**
  - Lexis (lexical nets: which ones?); Repetition (direct, indirect); Referencing (anaphoric, cataphoric, deixis); Grammatical cohesion; Paragraph structure (inter-par.); Punctuation; Layout; Collocations; Conjunctions

# Question 3

- Write a **paragraph** (100 words) to add to this text. Finish the topic sentence and continue the paragraph. [topic sentence provided]
- The paragraph has to be **coherent** and **cohesive** with the text, and **grammatically correct**, with appropriate language **[register and stylistic]** choices that connect with the rest of the text

Restriction

# Restriction

- Children who learn easily should start school as early as possible.  
[restrictive / defining relative clause]
- Children, who learn easily, should start school as early as possible. [non-restrictive / non-defining relative clause – backgrounding information]
- [Unit 11 Vince]



# Types of sentences

- <https://www.unr.edu/writing-speaking-center/student-resources/writing-speaking-resources/basic-sentence-pattern-in-english>
- <https://www.unr.edu/writing-speaking-center/student-resources/writing-speaking-resources>
- <https://www.unr.edu/writing-speaking-center/student-resources/writing-speaking-resources/sentence-types>
- <https://writingcenter.unc.edu/tips-and-tools/sentence-patterns/>
- <https://writingcenter.unc.edu/tips-and-tools/commas/>
- [https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/sentence\\_variety/sentence\\_types.html](https://owl.purdue.edu/owl/general_writing/academic_writing/sentence_variety/sentence_types.html)
- [Lecture notes Part 4]

Punctuation



# WÆT WE LARDE

na in gear dagum. þeod cýninga  
þrym se frumon huda æþelingas elles  
fre medon. of seýld sceþing sceape  
þreatum monegū mægþum meodo secla  
of teal <sup>sear</sup> esode eorl syddan ærest þe  
fe sceap funden he þæs þrofe seba  
þeox under wolcnum þeopd myndum þah  
od þ him æghwyle þara ymb sitten dpa  
of eorl hron. rade hyran scolde zomban  
zyl dan þæs god cýning. ðæn æftera þæs  
æfter cenned zæng in gear dūm þone god  
sende folce to þrofe fýra ðearfe on  
gear þne ær dūgon aldon <sup>se</sup> lange  
hwile him þæs lif þne puldres þealder  
þowold aþe for gear. beowulf þæs þne  
blæd wde sprang seýldes <sup>se</sup> seade  
landum in. Spascead <sup>se</sup> god  
se þne cæn þromum þeodgum on þeod



# PUNCTUATION

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**AMPERSAND**  
Use to represent the word "and"

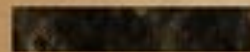


**APOSTROPHE**  
Use to show possession, to construct contractions and to make odd plurals



**COLON**  
Use after a complete statement to introduce a series of items

**COMMA**  
Use mainly to indicate a brief pause



**DASH**  
Use to emphasize words or phrases and to summarize ideas

**ELLIPSIS**  
Use to indicate a pause or a trailing off of thought



**EXCLAMATION MARK**

Use after an interjection or to indicate strong feelings



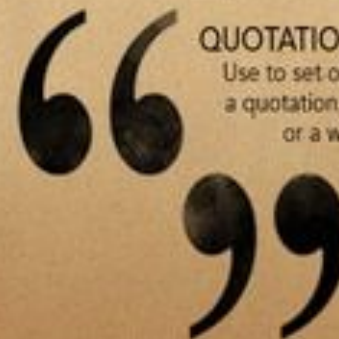
**PERIOD**  
Use at the end of a complete declarative sentence



**PARENTHESIS**  
Use to set off additional information



**QUESTION MARK**  
Use to indicate a direct query



**QUOTATION MARKS**  
Use to set off speech, a quotation, a phrase or a word



**SEMICOLON**  
Use to link two independent clauses that are closely related

## Explanations

### Capital letters

- Capital letters (also called upper-case letters) are used:

to begin a sentence

*This is a beautiful place.*

for names of people

*Jim, Helen*

for addressing people

*Mrs Jones, Uncle Peter, Mum*

for personal pronoun *I*

*I saw Ellen last night.*

for titles of books etc.

*'War and Peace' is a great book.*

for names of places

*France, Hungary*

for calendar information

*Wednesday, March, New Year's Day*

- In book and film titles, small words like *and*, *a/the* and prepositions do not usually have capitals, unless they are at the beginning.

*'Four Weddings and a Funeral' is a funny film.*

- Some words can be written with capitals, or in lower-case. These are:

names of the seasons

*in Spring, in spring*

decades

*the Fifties, the fifties*

jobs

*Sanderson was a good president.* (general use)

*Paul met President Brunswick.* (job title)

compass points

*I live in the north of Scotland.* (description)

*Sally works in the Far East.* (place name)



## Full stop (.)

- Full stops are used at the end of a sentence. They are also used in abbreviations to show that letters in a word are missing.

*e.g. etc.*

Full stops are often left out after the abbreviations Mr and Mrs.

## Comma (,)

- A comma in writing represents a brief pause in speech. It is also used in lists, except for the last two items where we use *and*.

*I bought some bananas, some oranges and some potatoes.*

If the last two items of the list are long then we do use a comma.

*All day we cleaned the floors, washed the walls, and tidied the house.*

- Linking words at the beginning of a sentence are followed by commas.

*First of all, this can be dangerous.*

Linking words in the middle of a sentence have commas before and after.

*Ann, on the other hand, did not agree.*

- Commas are used with non-defining relative clauses.

*Tony, who is usually late, turned up at 10.30.*

- Commas are used in direct speech.

*Jim said, 'I'll be late.'*

But they are not used after reporting verbs in reported speech.

*Jim said he would be late.*

- Commas cannot be used to join sentences directly, without any other changes. Look at this example.

*Two men were walking down the street. They were carrying a box.*

These two sentences cannot be joined simply by changing the full stop to a comma.

~~*Two men were walking down the street, they were carrying a box.*~~

But there are other ways to combine the sentences. For example:

*Two men were walking down the street, carrying a box.*

*Two men carrying a box were walking down the street.*

#### Semi-colon (;)

- We can join two sentences with related meanings using a semi-colon.

*Road users annoy pedestrians; pedestrians annoy road users.*

A semi-colon is also used to separate long items in a list.

*Students are asked not to leave bicycles by the entrance; not to leave bags in the sitting room; and not to leave coats in the dining room.*

#### Colon (:)

- A colon introduces items in a list.

*There are two rules: one, don't do it; two, don't get caught.*

It can also introduce an explanation of the previous part of the sentence.

*Finally, we had to stop: we were tired and it was dark.*

Speech marks ( ' ' )  
( " " )

- Speech marks (also called quotation marks) are used with direct speech. Punctuation goes inside. They can be single or double.

*'It might rain later,' I explained.*

*"Why are we leaving so early?" Helen asked.*

- Titles of books, films, plays etc. are put inside single quotation marks. Punctuation is put outside in this case.

*We went to a performance of Ibsen's 'Ghosts'.*

However, in printed text, the titles of books, films, plays etc. are usually put in italics.

Question mark (?)  
and exclamation  
mark (!)

- Question marks only occur after the question.

*What's the time?*

- Exclamation marks are used in informal writing, but are not considered appropriate in formal writing.

*You'll never guess what! I've just got engaged!*

### 3 Rewrite each group of words so that it contains the punctuation listed.

a) First of all who is going to carry the suitcase asked Emilie

(one full stop, one comma, one question mark, speech marks)

*'First of all, who is going to carry the suitcase?' asked Emilie*

b) Kate said she'd be on time but I didn't believe her

(one full stop, one comma)

.....  
.....

c) James said that he'd missed the train got lost and been arrested

(one full stop, two commas)

.....  
.....

d) When the bell rang our teacher stood up and said Stop writing please

(one full stop, three commas, speech marks)

.....  
.....

e) On the other hand we could go to the cinema couldn't we said David  
(one full stop, two commas, one question mark, speech marks)

.....  
.....

f) Good morning Alan said Tina how do you feel today  
(one full stop, one comma, one question mark, speech marks, one capital letter)

.....  
.....

g) If I were you I'd ask for some help or perhaps start again  
(one full stop, two commas)

.....  
.....

h) The old stadium was eventually demolished very few people went there and  
it was becoming dangerous  
(one full stop, one comma, one colon)

.....  
.....



# Homework for week 9

- Lecture notes part 4 – “English Sentence Variety”, “Academic writing: sentence level”, & “Teaching of Focus Structures in English”
- Study and exercises “Chapter 9”
- Add one 100-word paragraph after paragraph 4 in the Guardian article <https://www.theguardian.com/world/2023/dec/15/cop28-agreement-electric-aviation-renewable-energy> .
- Analyse the text as if it were the article chosen for Test 1.

