Engelse Taalvaardigheid I
English Language Proficiency I

Syllabus
Five components

The course consists of twelve lectures (one per week) and twenty-four group sessions (two per week), and comprises five components:
- grammatical usage
- reading skills
- listening skills
- vocabulary
- writing skills

Grammatical usage is dealt with in the lectures, and in one of the group sessions you get each week. The other series of group sessions focuses on reading & listening skills and writing skills. Vocabulary is a self-study component, which is introduced during one of the first group sessions. Various components are further supported by online exercises made available through the Minerva e-learning platform.

Grammatical usage

10-12 lectures on the following topics:
- Introduction to the course; introduction to the grammatical usage module; introduction to Minerva
- Nouns
- Pronouns & determiners
- Articles
- Adjectives & adverbs
- Verbs and the VP
- The expression of present and past time
- The expression of future time
- Mood & modality
- Constructions with relative clauses
- Conditionals;
  Infinitives and -ing-forms
- Adverbials;
  Special constructions (with there and it)

Vocabulary

Vocabulary is a self-study component. Further information and guidelines for studying the vocabulary in the selected book will be given during the first group session.
Reading & listening skills

Eight group sessions including:

- Introduction to critical reading / listening skills – skimming, scanning, reading and listening for gist and for detail.
- Informative texts: facts, dates, statistics.
- Academic texts: authorship, citation, sources.
- Literary texts: understanding critical discussion of literary style and language.
- Subtexts: recognising irony, exaggeration, understatement.
- Exam technique: dealing with multiple choice.

Writing skills

Four group sessions:

- What constitutes a good essay?
- Structuring your essay
- Mastering the academic writing style
- Proofreading and bibliographies

For whom?

This course is part of the following programmes:

- 1st year Bachelor of Linguistics and Literature
- Postgraduate Studies in Linguistics and Literature

It can also be taken as part of a minor package (Minor English), or as an optional course (keuzevak) in some degrees in other faculties.

The course is geared towards students taking English as part of their degree; therefore, if you consider taking it as an optional course (keuzevak), please don't underestimate the amount of study and the level of language skills that are required.

Past experience has shown that students who do not attend class and do not do the homework invariably perform poorly at the exam.

This course can be taken as part of a diploma contract or a credit contract, but not of an examination contract.

- ✔ diploma contract
- ✔ credit contract
- ✗ exam contract
When

This is a 1st semester course. The lectures take place on Monday morning, from 8.30 to 9.30 am. The group sessions are held at different times (see timetable below). Each group has a first session (Reading/listening or Writing: marked in yellow on the schedule below) on Mon/Tue and a second session (Usage: marked in cyan on the schedule below) on Thu/Fri/Tue afternoon.

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<tr>
<th>Mon</th>
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<tr>
<td>08.30–09.45</td>
<td>Lecture</td>
<td>Group session RLW 5 + 6</td>
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<td>10.00–11.15</td>
<td>Group session RLW 1 + 2</td>
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<td>Group session Usage 3</td>
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<tr>
<td>11.30–12.45</td>
<td>Group session RLW 7 + 8</td>
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<td>Group session Usage 4</td>
<td>Group session Usage 6</td>
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<td>13.00–14.15</td>
<td>Group session RLW 3 + 4</td>
<td>Group session Usage 1</td>
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<td>Group session Usage 5</td>
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<td>14.30–15.45</td>
<td>Group session Usage 2</td>
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<td>16.00–17.15</td>
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You need to sign up on lists for the group sessions on usage.

If you take this course as part of your degree (students of English) or as part of a minor package, you will be assigned to a group automatically for the RLW sessions.

If you are an Erasmus student, or if you take this course as an optional subject (keuzevak), you will be allocated to one of the groups, depending on places available, and the possibility to fit the slot in your timetable. You should come and see us at the beginning of the academic year to discuss this with us (see contact details below).
Where

The lectures are held in Auditorium D in the main building of the Faculty of Arts and Philosophy, Blandijnberg 2.

The group sessions take place in classrooms in the ‘Blandijn’ building or ‘Rozier’ building (Rozier 44).

Most English Department offices, including the secretary’s office, are located on the third floor in Blandijnberg 2. Some offices are located in Muinkkaai 42.
Materials

The materials used for this course are: books (which you have to buy yourself), documents on Minerva (which you have to print – in some cases it is required that you download and print off documents which you have to bring to class), and handouts (which you receive during the lecture or group session).

Grammatical usage

Required:

Where? Acco Boekhandel, Sint-Pietersnieuwstraat 105, Gent.

On Minerva:
- all lectures (as pdf)
- online exercises
- extra handouts

Vocabulary

Required:


Advisable:
A good English learner’s dictionary. In our library you’ll find a range of dictionaries. Have a look at the various types before you buy one of your own.

Reading & listening skills

Required:

Where? Topcopy. Sint-Pietersnieuwstraat 113, Gent. More information will be given during the first group session RLW.

On Minerva:
- some additional reading texts and exercises

Writing skills

On Minerva:
- course text
- exercises

Note: You need to print off the materials yourself as otherwise you will have no materials to work with during the sessions.
# Contact information

## Course lecturers

*Geert Bonamie, Joanna Britton, Katrien Deroey*

- For questions regarding the contents or the exercises of the separate components. Please take into account the office hours mentioned announced by the lecturers in the first lecture/group session, or otherwise make an appointment by e-mail.

## Course coordinator

*Miriam Taverniers*

- For general questions about the course;
- if you want to take this course as part of a credit contract;
- for questions regarding your overall final mark for this course.

## Contact person for English

*Katrien Deroey*

- If your name is not on the lists and you want to be allocated to one of the groups for the group sessions (i.e. if you take this topic as part of a credit contract, or as an optional subject (keuzevak)).

Office hours: check website:  

Navigate to “Personeel”, and enter the name of the person you are looking for.

## English linguistics Secretary

*Claudine Muylle*

- When you have to hand in an assignment or a form, you will probably be asked to bring it to the secretary’s office.

Where? Blandijnberg 2, room 3.09

E-mail: claudine.muylle@ugent.be

## Study counselling (Monitoraat)

*An Vierstraete*

- For questions, doubts, problems with studying (method of studying, organization and planning);
- for information regarding exams and exam regulations.

When? Mon-Fri: 9.30 am–12.30 pm, 2.00–4.00 pm

Where? Blandijnberg 2, Room 0.53


<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Office</th>
<th>E-mail</th>
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<tbody>
<tr>
<td>RLW group sessions Mr. Geert Bonamie</td>
<td>Blandijn, 3.14</td>
<td><a href="mailto:geert.bonamie@ugent.be">geert.bonamie@ugent.be</a></td>
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<tr>
<td>RLW group sessions Ms. Joanna Britton</td>
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<td><a href="mailto:joanna.britton@ugent.be">joanna.britton@ugent.be</a></td>
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<tr>
<td>Usage group sessions Ms. Katrien Deroey</td>
<td>Blandijn, 3.14</td>
<td><a href="mailto:katrien.deroey@ugent.be">katrien.deroey@ugent.be</a></td>
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<td>Usage lectures Ms. Katrien Deroey</td>
<td>Blandijn, 3.14</td>
<td><a href="mailto:katrien.deroey@ugent.be">katrien.deroey@ugent.be</a></td>
</tr>
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<td>Course coordinator Prof. Dr. Miriam Taverniers</td>
<td>Blandijn, 3.03</td>
<td><a href="mailto:miriam.taverniers@ugent.be">miriam.taverniers@ugent.be</a></td>
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</table>
**Links**

- **English department**
  www.english.ugent.be

- **Faculty of Arts & Philosophy**
  www.flw.ugent.be

- **Programme in Linguistics & Literature**
  www.tl2t.ugent.be

- **Minerva e-learning platform**
  minerva.ugent.be

- **Athena software platform**
  athena.ugent.be

- **Timetables, teaching rooms, lecture theatres**
  http://www.flw.ugent.be/lesroosters/

- **Academic calendar**
  http://www.ugent.be/nl/onderwijs/administratie/kalender

- **Helpdesk DICT**
  www.helpdesk.ugent.be
  (DICT = Directie Informatie- en Communicatietechnologie)
  For information about using your UGent account, using network drives, making a personal webpage, purchasing a configured notebook at a very reasonable price.

- **Course catalogue**
  www.studiegids.ugent.be
  Here, you find the ECTS information for this and other courses.
ECTS credits: 5

Position of the course

The aim of this introductory course is a refinement of the practical use of English, particularly of the grammar, the vocabulary and the reading and writing skills.

Contents

Overview and application of the most important grammatical rules of Standard British English; expansion of the active and passive vocabulary through independent work and by enhancing reading and writing skills on an academic level.

Initial competences

- To master the basic concepts of pedagogical grammars of English used in Flanders at secondary level.

Final competences

- To master the English vocabulary actively and passively on an advanced level.
- To have both theoretical and practical insight into the grammar of Standard British English.
- To have reading skills in English on an academic level.
- To be able to evaluate a piece of academic writing (essay) in terms of its linguistic, stylistic and structural characteristics.

Teaching methods

- Lectures
- Independent work; self-study
- Seminars
- CALL: exercises in an electronic learning environment.

Evaluation methods

Periodical (100%)

Examination methods

Written exam with open questions and multiple choice questions; assignment.

ECTS information

Checklist

3 IMPORTANT THINGS TO DO IN THE FIRST WEEK

- Minerva
  Enroll for the course on the Minerva e-learning platform.
  It is essential to enroll in the first week in order to have access to the online exercises module.

- Timetable
  Check in which group you have been placed, and check when your group sessions have been scheduled. If your name is not listed automatically (i.e. if you take this course as an optional course), you should contact Ms. K. Deroey.

- Books
  Get the books required for this course.
Engelse Taalvaardigheid I
English Language Proficiency I

Sample material
1 Referential vs. non-referential use and definite vs. indefinite reference

A noun can be used to denote to one or more individual elements from a class (referential use, specific reference), or to a whole class or a species (non-referential use) or. Some examples of noun phrases used non-referentially:

- Kangaroos carry their young in a pouch.
- The kangaroo carries its young in a pouch.
- A kangaroo carries its young in a pouch.
- It is said that the Japanese are an industrious people.

In the following examples the nouns have specific reference, i.e. are used referentially:

- Where have you put the brandy?
- Do you want some lemon squash?
- I saw a funny film last night.
- The Johnson’s are going to sell their house.

If a noun is used referentially, the distinction between definite and indefinite is crucial. There is indeed a clear difference between

- I bought the vase at the jumble sale. (definite)
- I bought a vase at the jumble sale. (indefinite)

Definite specific reference means that the noun phrase refers to something which is for one reason or another identifiable in the context. Indefinite specific reference means that the noun phrase refers to something not identifiable in the context.

In the discussion of article usage the following variables are important:

- use: referential vs. non-referential use
- type or reference: definite vs. indefinite reference
- type of noun: common vs. proper noun
- countable vs. non-countable noun
- number: singular vs. plural
2 Use of the definite article

2.1. Referential use of the definite article

1) Anaphoric reference
   Anaphoric reference means that the definite article refers backwards to a previously mentioned noun phrase.
   - I’ve just bought a dish-washer, a refrigerator and a washing-machine. The fridge was a real bargain!

2) Cataphoric reference
   Cataphoric reference means that the definite article refers forward, i.e. the noun phrase is made ‘definite’ or identifiable by what follows. This is typically the case with postmodification.
   - I’m afraid I mislaid the letter you sent me last October.

3) Situational reference
   Situational reference means that the noun phrase referent is identifiable in the immediate or wider situation. This includes noun phrases which can have only one referent, such as: the world, the earth, the sky, the moon, etc.
   Some examples:
   - You look terrible. Have you called the doctor?
   - A: “Where’s my blue suit?”
     B: “In the wardrobe, dear!”

   In both these sentences the implication is that it is obvious in the situation which doctor and which wardrobe are being referred to.

4) Institutions
   The definite article is also used with certain names of institutions such as: the radio, the press, the Church, etc.
   - I heard it on the radio last night.
   - How real is the freedom of the press in our western society?
   - The Church suffered persecution in the Russia of Stalin.

5) Body parts
   - They patted me on the back.
   - The bullet hit him in the stomach.
   - He kissed her on the forehead.
   - His opponent was injured in the arm.
In these sentences the ‘possessor’ is the Direct Object of an active clause or the Subject of a passive clause.

For the uses of possessive determiners with body parts, see §22.2.

6) Certain proper nouns

a) Plural names in general
   - the Wilsons, the Netherlands, the Shetlands, the Hebrides, the Alps, etc.

b) Names of seas, oceans, rivers and canals
   - the Mediterranean, the Atlantic, the Thames, the Suez Canal, etc.

c) Names of public institutions, facilities, etc. (hotels, restaurants, museums, theatres, …)
   - the Savoy, the Globe, the British Museum, the Tate (Gallery), etc.

Names of universities take the definite article when the place-name follows the word university. When it precedes, the article is dropped. Compare: *at the University of Reading, at Reading University*.

c) Names of newspapers and periodicals
   - The Times, The Guardian, The Independent, the Daily Telegraph, the Daily Mail, The Economist, etc.

7) Proper nouns followed by Postmodifiers

   - the England of Queen Victoria
   - the Michael Berry that I know

NOTES

a) *Mont Blanc* and *Mount Everest* take no definite article. (But: *the Everest* !)

b) Some names of periodicals take no article:
   - Life, Time, Woman’s Own, etc.

c) The article is dropped before names of newspapers and periodicals when another Determiner is present:
   - today’s Guardian, his Daily Telegraph, a Times

d) *The* is used before comparatives to express a parallel increase/decrease:
   - The more, the merrier.
   - The larger the house, the more expensive it will be.
The is, however, not a definite article here, but an adverb.

e) The is pronounced /ðiː/ when it means ‘the best’, ‘the best-known’, ‘the most important’, etc.:
   – In that small village, the mayor’s wedding was the event of the year.

2.2. Non-referential use of the definite article

1) Generic interpretation of nouns used to refer to a whole class of entities:

   a) Singular common countable nouns
      – The kangaroo is a marsupial.
      – The computer has revolutionized our lives.
      – Alexander Bell invented the telephone in 1876.

   b) Adjectives used as nouns with a plural meaning
      The definite article is used before adjectives used as nouns which have a plural meaning: the dead, the living, the old, the poor, the rich, the sick, the young, etc.

   c) Adjectives used as abstract nouns
      There is only a limited number of adjectives which are used in this way. Some examples are: the beautiful, the exotic, the supernatural, the unexpected, the unknown.

   d) Plural nationality nouns
      – the Belgians, the Europeans, the Russians, etc.
      – the Chinese, the Japanese, the Portuguese, etc.
      – the English, the Dutch, the French, the Flemish, the Welsh, etc.

2) Special uses in more or less fixed expressions or frames are the following [however, see also the use of the zero article in similar or comparable fixed expressions, in §4.2 below]:

   a) means of transport, when there is no reference to a particular vehicle:
      – to take/to catch the bus, the train, the tram, the boat, the plane, etc.

   b) times, especially after the preposition in:

   c) musical instruments:
      – to play the piano, the guitar, the flute, the violin, etc.
Complete the sentences by filling in the, a (n), or zero for the zero article.

1. Sometimes they sat together and worked, or Jeanne would play ____ violin whilst Modigliani painted.
2. Waste paper is no longer generated by ____ ton and almost every home has one in the form of a television set—imagine the popularity of home computers if Teletypes were still used!
3. When asked to name the highest mountain in Europe most people, I imagine, would nominate ____ Mont Blanc.
4. The size of the claims, and the fact that the defendants cannot recover their costs if they are found innocent, persuade many firms to settle out of ____ court.
5. Of course at ____ school they always tell you that you should do a secretarial course, which was absolutely dreadful, and they put you off the idea of a career in ____ theatre just as much as they can.
6. He did not appear to be the type which could be persuaded to turn ____ traitor.
7. There is a popular misconception in academic circles that the works of Agatha Christie are simply popular jeux d’esprit which have no connection with the mainstream of ____ English literature.
8. Last year, ____ Russians spent 1.3bn roubles on space research for science and economics, but made 2bn roubles in profits.
9. Food shortages and the lack of heating or lighting in towns, and the time-consuming difficulties of finding ways round them for city-dwellers, meant that for the first time in a century, if not longer, ____ life in the country was not to be despised.
10. Now according to a report in today’s ____ Guardian, the company is considering going a step further by setting up a manufacturing plant in Russia.
11. My twin sister is ____ nurse and I suppose all the blood and thunder of things took me a different way.
12. Presently Wendy wrote a note for Ken suggesting he came on down when he’d had breakfast, walked fifteen minutes to ____ hospital and admitted herself.
13. The suggestion is often made that a couple should not be treated as if they were living as ____ husband and wife unless the man is actually giving the woman financial support.
14. The kinds of stages which we have found in the work of Marx and Engels seem now to most anthropologists much too moulded to ____ European history, even taking into account the modifications which, as we saw, were gradually incorporated in their work to handle their growing knowledge of non-European societies.
15. Publishing and the media still play a very important role in ____ travel industry.
16. An opposition MP had tabled a question in ____ parliament.
17. He decided to have ____ flu.
18. Assuming that you decide that you wish to take ____ things seriously and intend to acquire suitable equipment, you should look for a helicopter radio which has two idle-up systems, plus a throttle hold switch, with separate collective pitch adjustments on each.
19. Nonconformist ministers had become part of ____ Victorian England as famous preachers, writers, controversialists, politicians and local leaders.
THE SAURUS

2. A lot: giant, mammoth, gargantuan, plethora, bags of, spate of, thick and fast, in droves
3. A little: dwarf, wee, teeny-weeny, teensy-weensy, infinitesimal, miserly, exiguous, a pittance, a mere
   pittance, an absolute pittance, a smattering of, a drop in the ocean
4. Growing and Decreasing: build-up, go through the roof, spiral, snowball, hike, subside, wane, ebb,
   taper off, noshedive, erode, whittle away

FURTHER EXPLORATION

RT 26: Quantity
RT 32: Greatness
RT 33: Smallness
RT 36: Increase
RT 37: Decrease

EXERCISES

Exercise 1: Choose the best alternative(s).

1. With a ................................ of blood coming from the corner of his mouth, the boxer continued the
   fight.
   a. drop  b. trace  c. trickle  d. bit
2. The dress is lovely but just a ................................ bit small for me.
   a. very  b. tiny  c. slightly  d. little
3. One critical commentator argued that the Scotsman was a ................................ overrated player.
   a. copiously  b. innumerable  c. amply  d. vastly
4. There wasn’t the slightest ................................ of fear in Smilla, despite the gun pointed at her head.
   a. ba  b. trace  c. smattering  d. hint
5. The water in the sieve contained ................................ particles of gold dust.
   a. negligible  b. paltry  c. nominal  d. minute
6. Although he spends most of his time on his research, he has a
   .............................................................. interests.
   a. bunch of  b. wide range of  c. raft of  d. lot of
7. The foreign students sat in front making ................................ notes.
   a. voluminous  b. innumerable  c. copious  d. countless
8. His movies has brought joy to .......................................... millions.
   a. numerous  b. copious  c. countless  d. innumerable
9. The new Yamaha sampler has a whole ................................ of exciting new features.
   a. host  b. raft  c. trace  d. amount
Wasted energy!
The following account of first year students at Harvard University illustrates a phenomenon common to many new students who carry with them the assumption that when reading one begins at the beginning and ends at the end, and goes through the text in a workmanlike fashion (i.e. taking every word, sentence and paragraph in its turn).

As an experiment, Dr. Perry (psychologist), Director of the Harvard Reading-Study Center gave 1500 first year students a thirty-page chapter from a history book to read, with the explanation that in about twenty minutes they would be stopped and asked to identify the important details and to write an essay on what they had read.

The class scored well on a multiple-choice test on detail, but only fifteen students of 1500 were able to write a short statement on what the chapter was all about in terms of its basic theme. Only fifteen of 1500 top first year college students had thought of reading the paragraph marked "Summary", or of skimming down the descriptive flags in the margin.

This demonstration of "obedient purposelessness" is evidence of "an enormous amount of wasted effort" in the study skills of first year students. Some regard it almost as cheating to look ahead or skip around. To most students, the way they study expresses "their relationship to the pressures and conventional rituals of safe passage to the next grade".

Students must be jarred out of this approach. The exercise of judgment in reading requires self-confidence, even courage, on the part of the student who must decide for himself what to read or skip. Dr. Perry suggested that students ask themselves what it is they want to get out of a reading assignment, then look around for those points. Instructors can help them see the major forms in which expository material is cast. Students should also "talk to themselves" while reading, asking "is this the point I'm looking for?"

2. The active rather than the passive reader
The confidence mentioned in the article above is a characteristic of a reader who takes matters into his/her own hands so to speak and reads actively rather than passively. Think about the way in which you would usually tackle an academic text (an essay, book chapter, an article on the internet) and compare your thoughts to the following points. The active reader:
Session 1: what constitutes a good academic essay?

- To acquaint you with the criteria markers use in scoring essays
- To help you avoid common pitfalls of essay writing
- To help you write essays effectively and efficiently

**Examples of content**

1. What is an essay?

An essay is a *well-researched* and *logically structured* answer to a *specific question*. In other words,

- it is a point of view formulated by critically assessing the information and ideas relevant to the essay topic;
- it is presented in the form of a series of main points which support your answer to the question;
- each of these points is addressed in a separate paragraph and is supported with evidence, explanations and/or examples; and
- the text is coherent and cohesive: ideas are connected across the text, and connections between sentences are clear.

Essays are used as assessment tools to evaluate

- your ability to research a topic;
- your ability to construct an argument; and
- your understanding of subject content.

2.2 Beating writer’s block

Avoid getting stuck and losing time by trying the following.

- Write what you can write already, but make sure you are fairly clear about the point you want to make or you could end up having to do substantial rewriting.
- Do not be a perfectionist too soon. In the first draft you should keep writing without checking for language and structure much. If you have made a good essay plan, structural and linguistic changes can wait until later versions.
Try to take a break when you are on a roll rather than when you are really stuck. This helps avoid situations where you postpone getting back to writing because you do not know how to proceed.

Set up a ‘bin’ file. When you are not sure whether or not to keep something in your text, cut it and paste it into the ‘bin’ file. These bits can always be restored, so you will spend less time thinking about what you should keep in. Organise the bin so you know where everything came from in your essay and so you do not commit inadvertent plagiarism.

Session 2: essay structure

- To enable you to construct a well-structured essay at the text and paragraph level
- To establish what makes a good essay introduction and conclusion
- To raise awareness of the need for cohesion and the devices that can be used for establishing cohesion

**Example of content**

2. The introduction

Most markers form an opinion of the writer’s ability very early on. One of the best ways to create a good first impression is to show that you are engaging immediately and critically with the specific question asked. From the marker’s point of view, good introductions demonstrate

- a clear understanding of the scope of the question and what is required;
- the ability to ‘signpost’ the shape of the essay’s argument clearly and concisely; and
- a basic ability to define key terms.

Introductions are often funnel shaped, starting out more generally but quickly becoming more specific in content. They normally include a thesis statement which often occurs at the end. This statement

- formulates the central concern, or ‘thesis’, of the essay and is clearly worthy of discussion;
- defines the scope of the text;
- makes a commitment to the readers, creating expectations which they expect to be fulfilled; and
- points all the way forward to the conclusion that you will draw at the end of your text.

Session 3: academic style and citation

- To show you how you can achieve a more academic writing style
- To show you how plagiarism can be avoided
- To familiarise you with the basics of citation patterns
Example of content

1.1 Formality

Academic style involves a degree of formality that does not extend into pomposity or technical difficulty.

- Do not use
  - contractions (e.g. isn’t, they’re, can’t),
  - exclamation marks,
  - jokey or emotional remarks,
  - sub-headings, numbering and bullet points, and
  - three dots (…) to mark incompleteness.

- Also avoid
  - colloquial vocabulary and idioms (e.g. stuff, sort of, kick the bucket),
  - spoken language (e.g. let’s find out), and
  - questions.

- Note also:
  - Phrasal verbs are less common than their one-word equivalents (e.g. find out→discover; look into→investigate).

Session 4: revising and proofreading

- To help you improve the content, structure and language of your essay in the later stages of writing

Example of content

2.4 Grammar

2.4.1 Sentence structure

- Use complete sentences only in essays.
  - *An overview of what happened during those three trials, accompanied by some necessary essentials and a short epilogue.

- The grammatical status of your linking device affects the grammaticality of your sentence and the use of punctuation.
  - *Although, evidence for this claim is scant.
  - ✓ However, evidence for this claim is scant.

- Ensure words, phrases and clauses are correctly ordered within sentences.
Both of these elements combined make it therefore understandable that Stoker turned Dracula into a vampire.

This implies that there occurs a structural break.

If Shakespeare had not written his plays, believe the Stratfordians, this hoax would have been exposed in his time.

- Avoid interruptive elements, especially between grammatical units.

A primary goal of participation is to ensure that, provided they want to, all partners have at least the opportunity to influence decision making.

**Example of exercise (from session 2)**

1) Read the title.
   a) What type of essay do you expect this to be in terms of structure?
2) Read the introduction.
   a) Identify the thesis statement.
   b) Does the thesis statement correspond to the question as indicated in the title?
3) At first glance, what can you say about the division into paragraphs?
4) Read the body of the essay. Do the paragraphs occur in a good order?
5) Select three adjoining paragraphs.
   a) Does each paragraph have a topic sentence?
   b) Does each paragraph contribute to answering the essay question?
   c) Do the paragraphs contain transition sentences?
   d) Are these paragraphs logically structured?
6) Evaluate the conclusion.