



# Essay Writing Workbook 4

## Language and Quotations

Belonging to: \_\_\_\_\_

Date started: \_\_\_\_\_

Date completed: \_\_\_\_\_

# What Language, Tone and Style Do I Need For an Essay?

When writing, you must make sure you adopt the correct tone to suit your audience and purpose. When writing an essay, you are usually writing to argue so it is important to argue your points in a clear and concise way that sounds knowledgeable and authoritative.

Therefore, **formal language** ought to be used, with lots of **conjunctions** to structure your points clearly. However, as you are usually asserting your opinions in an essay (based on evidence), it should also be written in the **first person**, which makes it different from a formal report.

## What Is Formal Language?

Formal language is also known as Standard English or the Queen's English.

Formal language is used for more official and serious purposes. The correct grammar should always be used. Slang words and abbreviations should be avoided when writing in a formal style.

It is the language used when you do not have a personal relationship with your audience, for example, you do not know the person you are writing to. It is different to how you would talk to your friends, when you would use an informal language style.

### Activity One - Formal or Informal Conventions?

Sort the following criteria into formal or informal language conventions:

is clear and to the point	use more contractions and abbreviations (e.g. it's or TV)	has a more serious tone
has a more chatty tone	uses the correct grammar and punctuation	uses text-style words (lol)
uses specific vocabulary for the subject	uses clichés (e.g. raining cats and dogs)	often uses complex sentence structures

Formal	Informal

## Activity Two: Formal or Informal Vocabulary?

Some vocabulary is more formal, whereas other vocabulary is more informal in tone. Match these formal and informal words with similar meanings (synonyms).

### Formal

profession

injustice

sufficient

opportunity

sacrifice

immediately

### Informal

now

chance

enough

job

give up

not fair

## Activity Three: Writing Using a Formal Language Style

Rewrite the following informal paragraph in a formal language style.

I got a lucky dip bag yesterday in town. Well, you'll never believe what happened when I opened it! There was a broken toy with loads of bits missing! What a rip-off! I'm hopping mad. I'm gonna write in. They'd better give me a new one, as well as my money back!

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## What Is the First Person?

Any piece of writing can be told from different points of view. It can be written in the first, second or third person.

If writing a story in the first person, you write as though you are a character inside the story, describing how you feel and what you are doing or have done, using the pronoun 'I'.

### For example:

*Last year, I went to Spain with my family. I loved it!*

If writing in the second person, you would talk to the reader directly, using the pronoun 'you'.

### For example:

*Before you begin, make sure that you have all of the tools listed above.*

If you are writing in the third person, you write about other people or characters, using their name or pronouns such as 'he', 'she' and 'they'.

**For example:**

*Michelle sped off at top speed and was soon in first place. **She** couldn't believe that **she** was going to win!*

When writing a formal essay, you are presenting your own thoughts in order to argue your point of view so you will need to write mostly using the first person.

However, you will also need to write in the third person when discussing your evidence or analysing a piece of text written by someone else.

When writing a formal essay, using the second person point of view is generally inappropriate as it is too conversational and personal for a formal piece of academic writing.

## Activity Four: First, Second or Third Person?

Decide if the following sentences have been written in the first, second or third person.

Sophie was going to the cinema to meet her friends.

I couldn't believe what I was seeing - it was incredible!

"Where shall we go now?" wondered Tim and Holly as they sat in their car.

Do you believe in ghosts? Well after reading this story, you will!

As I walked into my new school, my stomach churned and my hands began to shake.

Are you an early bird or are you a night owl?

# What Is a Connective?

Connectives are words or phrases that link sentences (or clauses) together. Connectives can be conjunctions (when, but, because) prepositions or adverbs and we use them constantly in written and spoken English.

Connectives are the often overlooked 'smaller' functional words that help us link our writing together. They are the glue of the literary world. Furthermore, they help our words flow and lead on from one to another without sounding awkward. Essentially, without connectives, we wouldn't be able to speak or write in full sentences.

Connectives can go from the very simple, such as 'and' or 'next' to the more descriptive, such as 'consequently' or 'meanwhile.'

Connectives in English commonly fall into three categories: conjunctions, prepositions and adverbs.

A conjunction is a type of connective that is used to link ideas between paragraphs. Paragraphs are structured well when they are joined together effectively. This is called paragraph cohesion.

Conjunctions and adverbials are used to link paragraphs, or sentences within paragraphs, together. They help to organise ideas and provide a structure to a body of text. Using conjunctions helps your writing to flow and adds more authority to the presentation of opinions by making the language and tone more formal. Such words and phrases are a typical feature of written essays and the reader will expect to see them when reading a written argument. They are also sometimes called transitional words and phrases.

Connectives can sometimes be more than one word. Phrases like 'as well as' and 'in addition to' can connect different phrases or sentences together in much the same way as single words like 'and'.

Conjunctions are sometimes used at the start of a sentence rather than in the middle and because of this, are sometimes also called 'sentence starters.'

Other examples of connective phrases include:

for instance

such as

on the other hand

moreover

## Activity Five: Spot the Connecting Adverb

Read the following text and highlight the connecting adverbs/connective words and phrases.

### 1. Wearing Uniform

Many schools have a rule that children wear school uniform. Some children and parents are quite happy to follow these rules but others disagree. On one side, wearing school uniform means that nobody looks smarter or more fashionable than anybody else. Also, having to wear a school uniform prevents children from asking for expensive fashionable clothes. Children, however, cannot show that they are individuals if they are all dressed alike. Furthermore, children grow quickly, so wearing a uniform means that they don't get the wear out their ordinary clothes. In conclusion, there are many reasons both for and against wearing school uniform. It is important, whatever is decided, that every child feels comfortable with what they are wearing.

### 2. Spiders

Many people are scared of spiders. These animals, however, benefit humans in several ways and very few in Britain can do any harm. Firstly, spiders get rid of house flies so don't worry if you find spider webs in your house; spiders catch insects. Secondly, spiders also keep gardens free of insects that might damage plants. It is a well-known fact that spiders (even the large ones) are delicate and easily injured, so be kind and do your best not to hurt them. Besides, even the biggest British spiders cannot seriously harm you as they only bite in self-defence. Therefore, if you leave them alone, they will leave you alone too. There is no need for anyone to be terrified of spiders. In fact, spiders are more frightened of humans than we are of them! They are very intelligent creatures. They know how to spin complicated webs without having to learn.

# Useful Connective Words and Phrases for Essay Writing

Opposition	Reinforcing/in addition	Explaining/listing
<ul style="list-style-type: none"> <li>» however</li> <li>» nevertheless</li> <li>» on the other hand</li> <li>» but</li> <li>» instead</li> <li>» in contrast</li> <li>» looking at it another way</li> <li>» although</li> <li>» the main reasons against</li> <li>» some people do not believe</li> <li>» for instance</li> <li>» the evidence for this</li> <li>» suggests</li> <li>» disagree</li> <li>» whereas</li> <li>» as long as</li> </ul>	<ul style="list-style-type: none"> <li>» besides</li> <li>» anyway</li> <li>» after all</li> <li>» many people believe</li> <li>» this is an important issue because</li> <li>» one reason is</li> <li>» furthermore</li> <li>» also</li> <li>» moreover</li> <li>» in addition</li> <li>» a further point</li> <li>» claim that...</li> </ul>	<ul style="list-style-type: none"> <li>» for example</li> <li>» in other words</li> <li>» for instance</li> <li>» first of all</li> <li>» finally</li> <li>» in conclusion</li> <li>» after much thought</li> <li>» the main reason for this</li> <li>» in the end we decided</li> <li>» I believe that</li> </ul>
<b>but...</b>	<b>and...</b>	<b>so...</b>



Cause and effect	Time	
<ul style="list-style-type: none"> <li>» therefore</li> <li>» consequently</li> <li>» as a result</li> <li>» thanks to this</li> <li>» because of this</li> <li>» this causes</li> <li>» so</li> <li>» the reason that</li> <li>» this results in</li> <li>» when</li> </ul>	<p>Prior (at the beginning)</p> <ul style="list-style-type: none"> <li>» at first</li> <li>» before</li> <li>» in the beginning</li> <li>» until then</li> <li>» up to that time</li> <li>» firstly</li> </ul>	<p>Parallel (at the same time)</p> <ul style="list-style-type: none"> <li>» in the meantime</li> <li>» simultaneously</li> <li>» concurrently</li> <li>» meanwhile</li> </ul>
	<p>Following (afterwards)</p> <ul style="list-style-type: none"> <li>» just then</li> <li>» next</li> <li>» in due course</li> <li>» in the end</li> <li>» after that</li> <li>» later</li> <li>» finally</li> <li>» eventually</li> <li>» a month later</li> </ul>	
<b>because...</b>		<b>then...</b>

## Activity Six: Paragraph Cohesion Using Connectives

Read the extract below. Decide what the theme of the connection is. Choose an appropriate transitional word or phrase from the ones suggested after the text. The word will need to fill the blank spaces so that it makes sense. You may find you have a better choice of word than those given, in which case you can use that word instead.

### Down the Rabbit Hole Alice's Adventures in Wonderland

by Lewis Carroll

Alice was beginning to get very tired of sitting by her sister on the bank and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, "and what is the use of a book," thought Alice, "without pictures or conversations?"

1. \_\_\_\_\_ she was considering, in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

Nevertheless, So, Likewise, On the other hand, Needless to say, Importantly, Obviously

2. \_\_\_\_\_ there was nothing so very remarkable in that; nor did Alice think it so very much out of the way to hear the Rabbit say to itself, "Oh dear! Oh dear! I shall be too late!" (when she thought it over afterwards it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural).

However, Instead of this, Conversely, Despite this, Not surprisingly

3. \_\_\_\_\_ when the Rabbit actually took a watch out of its waistcoat-pocket, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and was just in time to see it pop down a large rabbit-hole under the hedge.

Regardless, Secondly, At the same time, Soon after this, Nevertheless, To reiterate

4. \_\_\_\_\_, down went Alice after it, never once considering how in the world she was to get out again. The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down.

In another moment, For instance, Next, Thirdly, Needless to say, An example of this is

5. \_\_\_\_\_ Alice had not a moment to think about stopping herself before she found herself falling down what seemed to be a very deep well.

Next, Suddenly, Despite this, Moments later, Following on from this, Subsequently

6. \_\_\_\_\_ the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her, and to wonder what was going to happen next.

So, Notwithstanding, One moment later, Soon after this, Either,  
Similarly, After a while, Interestingly

7. \_\_\_\_\_ she tried to look down and make out what she was coming to, but it was too dark to see anything: then she looked at the sides of the well, and noticed that they were filled with cupboards and book-shelves: here and there she saw maps and pictures hung upon pegs. She took down a jar from one of the shelves as she passed: it was labelled "ORANGE MARMALADE" but to her great disappointment it was empty: she did not like to drop the jar, for fear of killing somebody underneath, so managed to put it into one of the cupboards as she fell past it.

Secondly, First, Rather more, In spite of this, However,  
It is obvious to state that, One more thing to mention

# Using Quotations

While the purpose of an essay is to present your own thoughts and opinions, in order to be authoritative, you need to demonstrate objectivity by presenting evidence to support your points. One typical way to evidence your views in an essay is to use quotations, either from a text you have been asked to analyse/discuss or by citing experts you have come across while undertaking independent research.

It is important that you know how to use quotations correctly so that you cannot be accused of plagiarism - presenting someone else's words as if they are your own.

Quotations should be brief. You should do most of the work to explain an idea in your own words and use the quotation simply to support what you've said.

If you are studying literature, then you may need to quote words or phrases from the poem or passage you are analysing or discussing. Whatever your reason for using quotations, there are various rules that you must follow.

- » You must quote exactly, including any punctuation marks or spelling errors - copy the quotation exactly as it is, without trying to correct any mistakes.
- » Use single quotation marks '....' around the quoted words if you only wish to quote a single word or phrase. Double quotation marks - also known as speech marks or inverted commas "...." - are used to punctuate quotations that are longer than a short sentence. If the quote is longer than about three lines, it should be put in its own paragraph and set in (indented) from the margin.
- » If you add a word of your own in the middle of a quotation to explain the meaning of a particular word or to make the sentence make sense, then put square brackets [ ] around it.
- » If you leave out a word or phrase from a quotation to shorten it/ include only the relevant words, then show this by including an ellipsis ... where the word or phrase was.
- » It is common practice to introduce a quotation with either a comma or a colon.

One of the most common questions about using inverted commas (or quote marks) is whether the end-sentence punctuation goes inside or outside the quotes. In almost all circumstances, punctuation should go inside the quote marks.

# Activity Seven: Prove It! Text Evidence Response

## Visiting Boston

Read the short story and write a response with text evidence.

Last summer, my family and I visited Boston. The flight was long and my little sister kept poking me the whole time! When we arrived, I was very relieved. Boston is a beautiful city filled with history. I had a wonderful time walking down the Freedom Trail and being able to go aboard the U.S.S. Constitution. The ship was huge and I got to see the massive steering wheel used to guide it through the water. We then ate dinner in the North End, which serves my favourite type of food - Italian. I ate a big bowl of spaghetti and tried oysters for the first time. With full bellies, we went to the Boston Commons and sat under a tree, talking about all the fun we had encountered that day.

1. What did the boy eat for dinner? Support your answer with evidence from the text.

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2. Did the boy enjoy his visit to Boston? Support your answer with evidence from the text.

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3. Does the family live close to Boston? Support your answer with evidence from the text.

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4. What did the family do after dinner? Support your answer with evidence from the text.

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## Harvard Referencing

If you are composing a longer piece of academic writing that involves independent research, you must include a bibliography and specific references for the quotations you use or texts you discuss.

Referencing is when you credit the sources of information you use in your writing. If you do not reference your sources, you are plagiarising. There are different types of plagiarism. Direct plagiarism is copying someone else's work word for word or changing a couple of words. Mosaic plagiarism is cutting and pasting different texts together. There are online sites that assessors use to check assignments for plagiarism. If you are caught plagiarising, it is considered a form of cheating.

You must provide a reference whenever you quote, paraphrase or summarise someone else's ideas, theories or data. Some of the sources you need to reference include:

- » Books or chapters in a book
- » Journal, magazine or newspaper articles
- » Websites

# What Is a Bibliography?

A bibliography is a list of resources that you have used in your assignment. When you include information from either books, magazines, newspapers, videos, journals or the Internet, you need to list them at the end of your assignment in alphabetical order. There are many different ways of setting out a bibliography; however, most schools and universities use the Harvard Style (author-date).

Each direct quotation in the text must have a reference in brackets immediately afterwards, naming the original source and the date of the publication.

For example, "Ignorance more frequently begets confidence than does knowledge" (Charles Darwin, 1871).

You then need to include more detailed information about the source in the bibliography, for example, the details about a book would be listed in the bibliography as follows:

Author's name (surname, first initial) - **Darwin, C.**

Year of publication of the edition you are using - **1871**

Title of the resource in italics - ***The Descent of Man***

Publisher - **John Murray**

City of publication - **London**

Darwin, C. (1871) *The Descent of Man*, John Murray, London

When listing either a magazine or journal, the details need to be set out in a similar specific order:

Author's name (surname, first initial)

Year of publication of the edition you are using

Title of the article

Title of the journal/magazine in italics

Issue

Page(s)

Janssen, E. (2018). The Life Cycle of Butterflies. *Insect Weekly*, 50 (2), pp. 49-52.

When listing information from a website, the details you include depend on whether there is a named author.

Author's name (surname, first initial)

Year published

Page title

Website name

The complete web address with the date it was accessed.

Britain, A. (2018). Technical Fun-day Sunday! [online] Twinkl. Available at: <https://www.twinkl.co.uk/blog/technical-fun-day-sunday> [Accessed 8 Aug. 2018]

If there is no named author, you need to lay out the information in a slightly different way:

Website Name

Year published

Page title

The complete web address with the date it was accessed

Twinkl, (2018). Twinkl Top 40: Summer Edition. [online] Available at: <https://www.twinkl.co.uk/blog/twinkl-top-40-summer-edition> [Accessed 8 Aug. 2018]

## Activity Eight - Writing a Bibliography

Select five of your favourite books from a bookshelf. Practise writing a bibliography for them using the Harvard Referencing Style, i.e.

Author's name (surname, first initial)

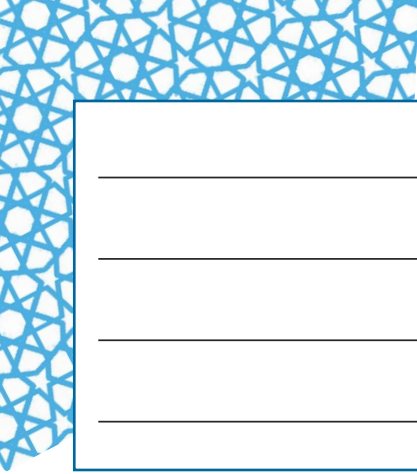
Year of publication of the edition you are using

Title of the text in italics

Publisher

City of publication





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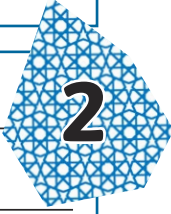
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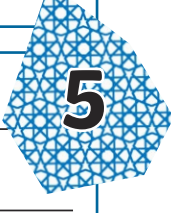
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## Extension Activity

Select your favourite quotation from a book. Write a paragraph that includes the quotation, explaining why you like it/what its significance is to you. Don't forget to include a reference.

# Essay Writing Workbook 4: Language and Quotations Answers

## Activity One: Formal or Informal Conventions?

### formal

uses specific vocabulary for the subject

uses the correct grammar and punctuation

has a more serious tone

often uses complex sentence structures

is clear and to the point

### informal

use more contractions and abbreviations (e.g. it's or TV)

has a more chatty tone

uses clichés (e.g. raining cats and dogs)

uses text-style words (lol)

## Activity Two: Formal or Informal Vocabulary?

### formal

profession

injustice

sufficient

opportunity

sacrifice

immediately

### informal

now

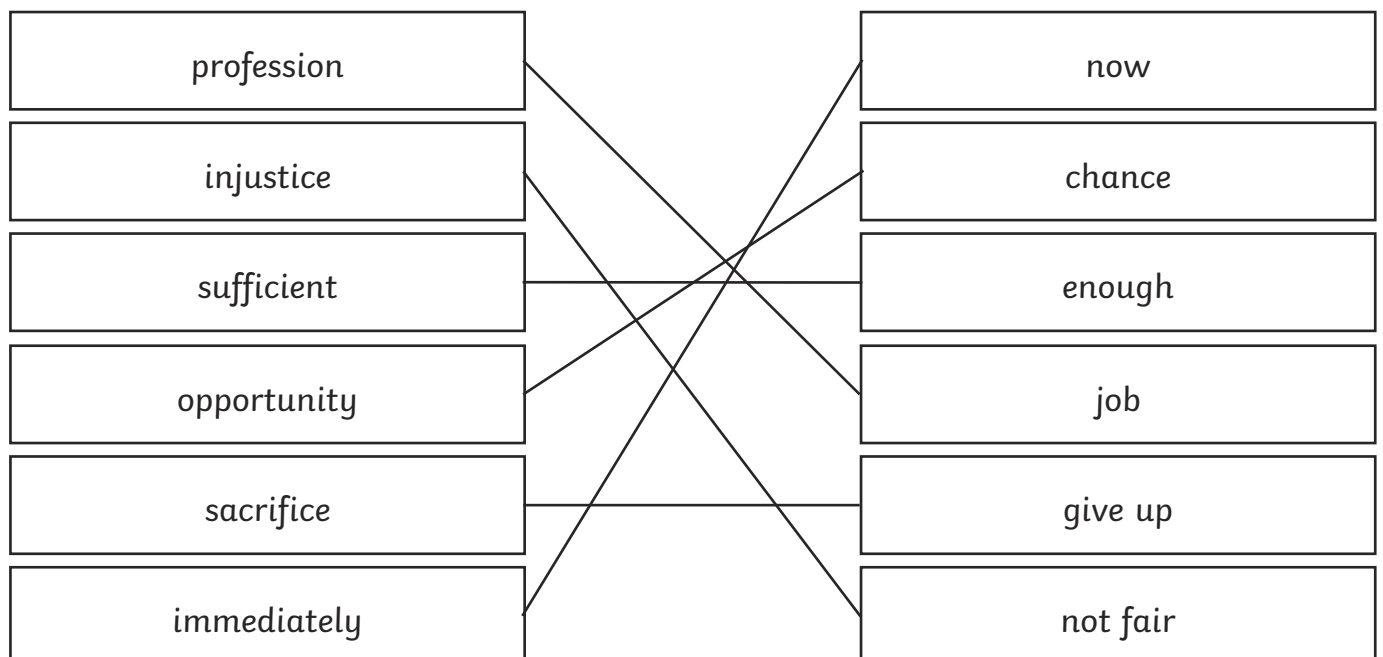
chance

enough

job

give up

not fair



### Activity Three: Writing Using a Formal Language Style

Answers will vary, but formal vocabulary should be used and contractions, slang, colloquialisms, exclamation marks and overly emotive language should be avoided.

For example:

Yesterday, I purchased a lucky dip bag from a shop in my local high street. Unfortunately, the item inside was faulty. It did not function correctly and various pieces of it were missing. This is unacceptable and I intend to write a formal complaint to the company. I expect to be fully compensated for the distress and inconvenience this experience has caused me and hope that they send a replacement promptly.

### Activity Four: First, Second or Third Person?

Sophie was going to the cinema to meet her friends.	Third person
I couldn't believe what I was seeing - it was incredible!	First person
"Where shall we go now?" wondered Tim and Holly as they sat in their car.	Third person
Do you believe in ghosts? Well after reading this story, you will!	Second person
As I walked into my new school, my stomach churned and my hands began to shake.	First person
Are you an early bird or are you a night owl?	Second person

### Activity Five: Spot the Connecting Adverb

#### 1. Wearing Uniform

Many schools have a rule that children wear school uniform. Some children and parents are quite happy to follow these rules but others disagree. On one side, wearing school uniform means that nobody looks smarter or more fashionable than anybody else. Also, having to wear a school uniform prevents children from asking for expensive fashionable clothes. Children, however, cannot show that they are individuals if they are all dressed alike. Furthermore, children grow quickly, so wearing a uniform means that they don't get the wear out their ordinary clothes. In conclusion, there are many reasons both for and against wearing school uniform. It is important, whatever is decided, that every child feels comfortable with what they are wearing.

## 2. Spiders

Many people are scared of spiders. These animals, **however**, benefit humans in several ways and very few in Britain can do any harm. **Firstly**, spiders get rid of house flies so don't worry if you find spider webs in your house; spiders catch insects. **Secondly**, spiders also keep gardens free of insects that might damage plants. It is a well-known fact that spiders (even the large ones) are delicate and easily injured, so be kind and do your best not to hurt them. **Besides**, even the biggest British spiders cannot seriously harm you as they only bite in self-defence. **Therefore**, if you leave them alone, they will leave you alone too. There is no need for anyone to be terrified of spiders. **In fact**, spiders are more frightened of humans than we are of them! They are very intelligent creatures. They know how to spin complicated webs without having to learn.

### Activity Six: Paragraph Cohesion

Answers will vary. However, answers could include the following (or similar alternatives that also make sense):

Words selected from the lists that make sense or connectives of their own choice. Occasionally, commas may need adding after the chosen word.

### Activity Seven: Prove It! Text Evidence Response

1. What did the boy eat for dinner? Support your answer with evidence from the text.  
**The boy ate a big bowl of spaghetti and tried oysters for the first time. I know this because in the text it says, "I ate a big bowl of spaghetti and tried oysters for the first time." It also says that Italian food is his favourite.**
2. Did the boy enjoy his visit to Boston? Support your answer with evidence from the text.  
**I think the boy enjoyed his visit to Boston because in the text it says he had "a wonderful time" walking around. At the end of the text it also says that the family talked about the fun they had had.**
3. Does the family live close to Boston? Support your answer with evidence from the text.  
**The family doesn't live close to Boston because in the text it says that their "flight was long." If they lived closer to the city, they might have driven there but instead they took a plane, suggesting they had a longer distance to travel.**
4. What did the family do after dinner? Support your answer with evidence from the text.  
**After dinner, the family went to Boston Commons. The text says that they "sat under a tree talking" and shared their memories of the fun they had had.**

**Activity Eight: Writing a Bibliography**

Answers will vary, however responses should follow the Harvard Referencing format, for example,

Author's name (surname, first initial)

Year of publication of the edition you are using

Title of the text in italics

Publisher

City of publication