KEY VOCABULARY/CONCEPT:	PUNCTUATION AND GRAMMAR:	PUNCTUATION AND GRAMMAR CONTINUED:

KEY VOCABULARY/CONCEPT:

REMEMBER TO READ FOR AT LEAST 10 MINS A DAY OR 1 HOUR A WEEK. LOG THE NAME OF THE BOOK, AUTHOR AND TIME SPENT READING IN YOUR STUDY GUIDE.

Authors use many different techniques (including literary devices) to engage the reader. Analysing the writer's use of **language** is key. It is also important to look out for **imagery**, comment on **sentence structure** and pay attention to **description** and **setting**. Writers can also present their ideas using **symbolism** and **structure** is always important.

Some of the upcoming texts, authors and extracts include:

"*The Forbidden Game*" (1994) by **L.J. Smith**

"*The Old Man and the Sea*" (1952) by **Ernest Hemingway**

"*Lady Chatterley's Lover*" by **D.H. Lawrence**.

"*A Boy's Best Friend*" (1975) by **Isaac Asimov**

"*The Restaurant at the End of the Universe*" (1980) by **Douglas Adams**.

USE A VARIETY OF COGNITIVE STRATEGIES TO HELP YOU REMEMBER THESE WRITERS' TECHNIQUES AND HOW TO SPELL THEM:

FIGURATIVE LANGUAGE is language that is used to convey something that is different from the literal meaning.

IMAGERY is when an author uses language to create a picture in the reader's mind, or to describe something more vividly. It can add to the reader's or the audience's understanding of the story.

SIMILES describe something by saying that it's **like** something else.

METAPHORS describe something by saying it **is** something else.

EXTENDED METAPHORS are metaphors introduced and then further developed throughout all or part of a literary work (especially a poem)

PERSONIFICATION describes something (e.g. an animal, object or aspect of nature) as if human.

PATHETIC FALLACY is the attribution of human feelings and responses to inanimate things or animals, especially in art and literature.

SENTENCE STRUCTURE is how writers use sentences and paragraphs to reinforce their points and create different effects (i.e. building tension or excitement) using sentences of different lengths.

SPECIALIST/TECHNICAL VOCABULARY is used intentionally to add authenticity to writing.

ATMOSPHERE is the dominant mood or emotional tone of a work of art, as of a play or novel.

SYMOBOLISM is when words or ideas are used to suggest another meaning (ie. a thunderstorm could be a symbol for destruction).

STRUCTURE is the order that events happen in, how a writer has put a text together and what the effect of this is.

PUNCTUATION AND GRAMMAR:

USE A VARIETY OF COGNITIVE STRATEGIES TO HELP YOU REMEMBER THESE RULES ABOUT COMMAS.

Without commas, lists would be a jumbled mess of words, and your long sentences wouldn't make much sense at all.

1. A list that doesn't contain commas is really hard to understand:

   i.e.: Floods damage houses farms roads and bridges. X

RULE 1: Add a comma after each item to make your list clear. Put 'and' or 'or' between the last two items in the list. Remember, you don't need to use a comma before the final 'and' or 'or'.

i.e.: Floods damage houses**,** farms**,** roads and bridges. √

2. Use commas to separate two adjectives next to each other which could be separated by 'and'.

   i.e.: He was a cruel, ruthless king.

You could put 'and' here, so you need a comma.

> **Handy Tip:** You only need to use commas in lists of three or more items.

However, you couldn't put 'and' here, so you don't need a comma.

 i.e.: It was a light green jumper.

3. A comma combines two points. For example, two sentences can be joined using a connective, and sometimes with a comma as well. The most common short connectives are:

   - And
   - But
   - While
   - So
   - Yet
   - Or

RULE 2: When these words are used to connect two sentences the comma shows where the next point begins:

The sun is lower in the sky**, so** its heat is spread over more of the Earth's surface.

Here, the comma and 'so' join the two sentences.

PUNCTUATION AND GRAMMAR CONTINUED:

RULE 3: Longer linking words, like 'however', 'therefore', and 'nevertheless', are also followed by a comma when they are at the start of a sentence.

i.e.: However, Mrs Johnstone is one of the most likable characters in the play.

Commas can also separate extra information. You should use a pair of commas to separate extra information in the middle of a sentence:

i.e.: The animals**,** led by Snowball**,** planned a revolution.

Here, the commas enclose extra information – *'led by Snowball'*.

> **Handy Tip:** You can check you've used commas correctly if you remove the information inside the pair of commas and the sentences still make sense.

RULE 4: If the extra information is at the beginning or end of a sentence, you still need to use a comma. In this case you only need to use a single comma, rather than a pair.

i.e.: When they had discussed the issues, the leaders signed the agreement.

This is the extra information, so it's followed by a comma.

i.e.: Our leader refused to sign the agreement, which caused a problem.

This time the extra part is at the end of the sentence, so it follows a comma.

"I have trouble with punctuation. I just don't have any comma sense."