

Peer Correction: Writing

Aufgabe:

Sichtet das Korrektur-Sheet „*Proofreading: Argumentative Essay*“ sowie ggf. das zugehörige „*Grammar Correctness*“-Sheet vom Landesbildungsserver Baden-Württemberg mit Blick auf folgende Fragen:

1. In welchen Lerngruppen lässt sich das Material als solches einsetzen?
2. Wie lässt sich das Material ggf. für den Einsatz in anderen Lerngruppen vereinfachen?

Proofreading: [Argumentative Essay](#)

Pass your pieces of homework round clockwise and focus each on just one or two aspects. Use different colours in your annotations. If something strikes you as unclear, misleading or incorrect, politely pencil in changes.

- 1) **[Grammatical correctness A.](#)** (Use our [sheet](#).) (mark in violet)
 - Are definite and indefinite articles put correctly? (*school = lessons, the school = the building*)
 - Are quantifiers for countable and uncountable nouns used properly?
- 2) **[Grammatical correctness B.](#)** (Use our [sheet](#).) (mark in orange)
 - Are the tenses correct? (With essays, it is often the present tense.)
 - Are adverbs used where needed and are they in their right positions?
- 3) **Content** (mark in red)
 - Are there at least three paragraphs for introduction (tell them, what you are going to tell them), main body (tell them) and conclusion (tell them what you have told them)?
 - Are there at least three arguments in the main part and are there examples to back them up?
 - Is the text type correct, i. e. the difference between “comment on” (“steigernde Erörterung”) and “discuss” (“dialektische Erörterung”)?
- 4) **Powers of expression** (mark in green)
 - Is this the text type that you expect? Does the syntax help to get the speaker’s message across?
 - Are there linking phrases that make clear who did what, how, where, when and why? *Underline linking phrases that are used to good effect and put an exclamation mark on the margin.*

While working, you will observe silence. If anything needs to be said at all, whisper.

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	GRAMMATICAL CORRECTNESS						
tenses	present perfect They <i>have known for</i> days / <i>since</i> Easter / <i>so far</i> / <i>up to now</i> / <i>yet</i> / <i>never</i> / <i>ever</i> ⚡						
	past tense We <i>met</i> / <i>yesterday</i> / <i>last month</i> / <i>then</i> / minutes <i>ago</i> , <i>when</i> I was thirteen ⚡						
aspect	simple (for what happens again and again)			every day / sometimes / always / never / often / usually		I go to school <i>every day</i> .	
	progressive (for what is going on for a time)			now / at the moment (with a limited period of time)		They are sleeping <i>now</i> .	
auxiliaries		must	needn't	can	may	mustn't ⚡	
	substitutes)	to have to	do not have to	to be able to	to be allowed to	not to be allowed to	
adjective / adverb	This is an <i>easy</i> task.		She is a <i>good</i> speaker.		But: This / looks / sounds / tastes <i>good</i> . ⚡		
	We can do it <i>easily</i> .		She speaks <i>well</i> .				
word order	Usually SVO (subject – verb – object), e.g.: <i>I read a book</i> .						
position of adverb	Victory was <i>easy</i> . They won <i>easily</i> . / They could <i>easily</i> win. / They would <i>easily</i> have won. (⇐ adverb after the first auxiliary)						
	Adverbs of		(front ⇐)	subject	(⇐ middle ⇒)	verb (+ direct object)	(⇒ end)
	1	manner	Jane	quickly, carefully		shot (the ball)	well, beautifully
	2	indefinite time		always, often, never, usually			
		definite time		today, yesterday			tomorrow, three times
	3	place		here, there			
quantifiers	for uncountable nouns (e.g. water)		⇐ for both ⇒		for countable nouns		
	(too) <i>little</i> , not <i>much</i> , very <i>much</i> (water)		a lot of / <i>some</i> / <i>any</i>		not <i>many</i> , how <i>many</i> , (too) <i>few</i> , <i>a few</i> (books)		
singular / plural	singular only			plural only			
	<i>news, vocabulary, information</i> (No <i>news is good news</i> .) ⚡			<i>clothes, glasses, trousers, police</i> (The <i>police</i> have arrived.) ⚡			
gerund	after verbs like: <i>stop</i> smoking, (not) <i>mind</i> starting / I <i>suggest going</i> out / <i>avoid</i> falling / <i>imagine</i> flying, we <i>finish</i> working after prepositions: They <i>succeed in</i> winning. / She is good <i>at</i> leading. / He looks forward <i>to</i> coming here.						
conditional	probable		improbable		impossible		
	<i>If she fights, she will win.</i>		<i>If she fought, she would win.</i>		<i>If she had fought, she would have won.</i>		
prepositions	nouns, verbs and adjectives take different prepositions verbs can mean different things with different prepositions			spend money <i>on</i> / be interested <i>in</i> / go <i>down</i> to take <i>up</i> / to take <i>over</i> / to take <i>in</i> / take <i>off</i>			
articles	(indefinite) (definite)	<i>a</i> house <i>the</i> house	We live in <i>a</i> house This is <i>the</i> house that we live in.				
reported speech	<i>He says he feels sick.</i>		<i>He said he felt sick.</i>		<i>I wonder if I will be lucky.</i> ⇐		
	<i>I told him: "Buzz off."</i>		<i>I told him to buzz off.</i>		<i>He asked her: "Can you help me?"</i>		
rel. pronoun	(for people) This is the man <i>who</i> / <i>that</i> sells the food.			(for things ⇒) We need a tool <i>which</i> / <i>that</i> bores holes in the wall.			