

CBS

Colegio Bautista Shalom



English Course

Sixth Grade

First Bimester

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NOTE: As you progress in learning each of the topics developed you will find exercises to solve with the help of your teacher.

PREFIXES AND SUFFIXES

Prefixes and suffixes child letters or groups of letters added to the beginning of a word (prefix) or end of a word (suffix) to change meaning and / or function of the Word. Many prefixes and suffixes have Latin roots. The understanding of the various meanings of prefixes and suffixes can help us determine the meaning of words S. New we are.

PREFIXES

The prefixes are attached to the beginning of a word to change its meaning.

Example:

1. moral → amoral
2. modern → postmodern
3. wrap → unwrap

COMMON PREFIXES

The four most common prefixes are in bold. These four prefixes represent the vast majority of English words prefixed printed.

Most Common Prefixes

Prefix	Meaning	Key Word
anti-	against	antifreeze
de-	opposite	defrost
dis-*	not, opposite of	disagree
en-, em-	cause to	encode, embrace
fore-	before	forecast
in-, im-	in	infield
in-, im-, il-, ir-*	not	injustice, impossible
inter-	between	interact
mid-	middle	midway
mis-	wrongly	misfire
non-	not	nonsense
over-	over	overlook
pre-	before	prefix
re-*	again	return
semi-	half	semicircle
sub-	under	submarine
super-	above	superstar
trans-	across	transport
un-*	not	unfriendly
under-	under	undersea

EXERCISE 01 TO TEST THE PREFIX KNOWLEDGE YOU ALREADY HAVE, USE THE EXAMPLES BELOW EACH PREFIX TO MATCH THE PREFIX TO ITS MEANING.

- | | |
|----------------------------|-----------------------------------|
| 1. Tele- (telescope) | (a) twice or by twos |
| 2. Pre- (preview) | (b) one, same, whole |
| 3. Mis- (misunderstanding) | (c) again, back |
| 4. De- (delete) | (d) under or low |
| 5. Re- (revisit) | (e) not |
| 6. Un- (unimpressed) | (f) remove or reduce |
| 7. Bi- (biweekly) | (g) wrong, bad |
| 8. Uni- (unisex) | (h) many, (usually more than two) |
| 9. Multi- (multiply) | (i) far, distant |
| 10. Sub- (subway) | (j) before |

SUFFIXES

A **suffix** is a group of letters placed at the **end** of a word to make a **new** word. A suffix can make a new word in one of two ways:

- inflectional** (grammatical): for example, changing singular to plural (dog → **dogs**), or changing present tense to past tense (walk → **walked**). In this case, the basic meaning of the word does not change.
- derivational** (the new word has a new meaning, "derived" from the original word): for example, teach → **teacher** or care → **careful**.

INFLECTIONAL SUFFIXES

Inflectional suffixes do not change the **meaning of the original word**. So in "Every day I walk to school" and "Yesterday I walked to school", the words **walk** and **walked** have the same basic meaning. In "I have one car" and "I have two cars", the basic meaning of the words **car** and **cars** is exactly the same. In these cases, the suffix is added simply for grammatical "correctness".

Look at these examples:

		example	
suffix	grammatical change	original word	suffixed word
-s	plural	dog	dogs
-en	plural (irregular)	ox	oxen
-s	3rd person singular present	like	he likes
-ed	past tense past participle	work	he worked he has worked
-en	past participle (irregular)	eat	he has eaten

-ing	continuous/progressive	sleep	he is sleeping
-er	comparative	big	bigger
-est	superlative	big	the biggest

DERIVATIONAL SUFFIXES

With derivational suffixes, the new word has a new **meaning**, and is usually a different **part of speech**. But the new meaning is related to the old meaning - it is "derived" from the old meaning.

We can add more than one suffix, as in this example:

derive (*verb*) + **ation** → derivation (*noun*) + **al** → derivational (*adjective*)

There are several hundred derivational suffixes. Here are some of the more common ones:

suffix	making	example original word	example suffixed word
-ation	nouns	explore	exploration
		hesitate	hesitation
-sion		persuade	persuasion
		divide	division
-er		teach	teacher
-cian		music	musician
-ess		god	goddess
-ness		sad	sadness
-al		arrive	arrival
-ary		diction	dictionary
-ment	treat	treatment	
-y	jealous	jealousy	
	victor	victory	
-al	adjectives	accident	accidental
-ary		imagine	imaginary
-able		tax	taxable
-ly		brother	brotherly

-y		ease	easy
-ful		sorrow forget	sorrowful forgetful
-ly	adverbs	helpful	helpfully
-ize	verbs	terror private	terrorize privatize
-ate		hyphen	hyphenate

EXERCISE 02 SUFFIXES QUIZ

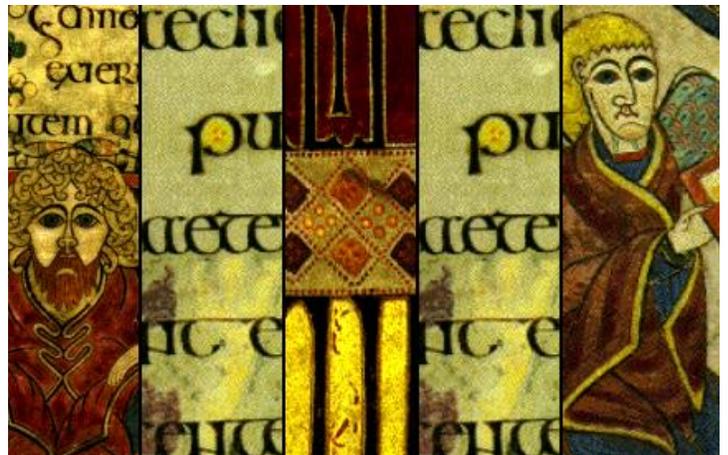
1. We add a suffix to the _____ of a Word.
2. Inflectional suffixes never change the _____ of the original Word.
3. The word "accidental" is _____ from the word "accident".
4. We use the suffix "-ed" to make _____ forms.
5. The Word _____ has an inflectional suffix.
6. The affix _____ is NOT a common derivational suffix.
7. We often make _____ with the suffix "-ly".
8. The suffixed Word _____ is "derived" from the Word.
9. We can add the suffix _____ to the word "brother" to mean "like a brother".
10. We often use the suffix _____ to convert a verb into the person performing the action of the verb.

WRITING

WHAT IS WRITING?

Since the earliest times humans have wanted to communicate their thoughts, ideas, views, opinions, histories and visions. Humans seem to have always had a need or desire to write. Egyptians wrote of battles, business, biographies and love in hieroglyphics 6000 years ago. Writing makes our thoughts or views more permanent. If words are spoken they may be lost. If they are written they can be read at any time by anyone.

Indigenous people in Australia, Africa and the Americas often wrote their histories and stories pictorially. Some peoples however, such as the Celtic Druids, distrusted writing and preferred to use oral traditions. The Bible, Koran, Torah and the writings of Confucius and Buddha are among the earliest writings on spirituality, morality and religion. The Book of Kells, written around the year 800 AD, is one of the most beautifully illuminated manuscripts in the world.



WRITING STYLES

People write in a variety of styles. Think about writing that appears in a newspaper, in a poem or in a novel. The writing differs in many ways. It varies in structure, language and complexity. The following activities require you to think about different writing styles.

Firstly, try to identify the different styles of writing in the following table. Then try the following animation.

"...what we need to ascertain is the viability of supply and the possibility of alternative sources of..."
"...as the mountain lilies danced the flamenco to the standing ovation of the grass..."
"...watching Linford Christie win the 100 metres was amazing. I wish you'd been there too..."
"...Next the flange needs to be carefully placed against the flat section of the upper box..."
"...the Minister for Sport and Recreation stated, "this is the greatest event"..."
"...The moon could be seen glinting through the wet trees as Gwen and Louis crawled toward the safety of their car and away from the..."
"...we suggest that the UK government looks carefully toward the future. Every year, an area of forest the size of Scotland is being destroyed by..."

EXERCISE 03

LOOK AT THE RECIPE AND DO THE EXERCISES TO IMPROVE YOUR WRITING SKILLS

My favourite dish Pasta with bacon and tomato sauce

Ingredients

- 1 red onion
- 2 red peppers
- 120 g bacon
- 1 can (450 g) tomatoes
- 1 cup water
- olive oil
- garlic
- oregano
- 50 g pasta per person



Method

- 1 Cut the onion, red peppers and bacon into small pieces.
- 2 Heat some olive oil in a pan and fry the onion, red peppers and bacon.

3 Add oregano, garlic, tomatoes and water and cook for 20 minutes.

4 Cook the pasta in a big pot of boiling water.

5 Serve the pasta with the sauce, and enjoy!

Top Tips for writing

1. When writing a recipe or instructions, use numbers to indicate the stages and use the base form of the verb (imperative) to give instructions.

2. Use commas between things in a list. Use 'and' between the last two things.

A RECIPE

EXERCISE 04 ARE THE SENTENCES TRUE OR FALSE?

- | | | |
|--|-------|------|
| 1. You need two red onions to make this dish. | False | True |
| 2. You need about 450 g of tomatoes to make the sauce. | False | True |
| 3. 450 g of pasta is enough for only one person. | False | True |
| 4. You should cut the onions, peppers and bacon before you fry them. | False | True |
| 5. You should add the oregano and garlic before you fry the ingredients. | False | True |
| 6. You need to fry the pasta in a big pan. | False | True |

EXERCISE 05 REWRITE THE SENTENCE WITH COMMAS.

- To make this dish you'll need spaghetti tomatoes meat and some cheese.
To make this dish you'll need _____ some cheese.
- Noriko can speak Japanese English Chinese French and a little Arabic.
Noriko can speak _____ a little Arabic.
- On Monday we study science maths and English.
On Monday we study _____ English.
- On Tuesday we have sports all day and on Wednesday we have English music and history.
On Tuesday we have sports all day and on Wednesday we have _____ history.
- I love playing team sports like football basketball cricket baseball or even rugby.
I love playing team sports like _____ even rugby.
- I don't like individual sports like golf tennis or badminton but I love running.
I don't like individual sports like _____ but I love running.

EXERCISE 06 CHOOSE THE CORRECT VERBS TO COMPLETE THE SENTENCES

_____ the carrots and onions into small pieces, then _____ them to the salad.

Cut, added Cutting, adding Cut, add

Cut, addedCutting, addingCut, add

Cut, add

ENGLISH COMPOSITIONS

Composition helps the student to express his views on what is happening in the world around him, besides expressing personal thoughts, feelings and experiences.

THE AUTOBIOGRAPHY OF A PUPPY

I am a white puppy with sparkling eyes and a short tail. I belong to a little boy who loves me very much and who takes great care of me.

I was found by this boy while wandering near his house and he brought me back and fed me with milk and bones. Before that, I had been roaming the neighbourhood as I had lost my way during a flood. I sometimes wonder if my mother misses me. There were so many of us -- twelve puppies altogether!

Everyday I play with my young master in the garden and he takes me out for a walk in the evening. Then I am given a delicious dinner and a drink of milk at night. He has given me a special box with a soft cushion for me to sleep on and I am very comfortable. He calls me 'Snowy' as my fur is snow white.

wander To move about without a definite destination or purpose

roam To move about without purpose or plan



EXERCISE 07 A CONTINUATION DRAFT A COMPOSING, YOU CAN GUIDE THE EXAMPLE ALREADY SEEN BEFORE, YOU CAN USE ANY THEME WHICH INSPIRES YOU.

- Separate two independent clauses that are connected by a conjunction such as 'but'.

Examples:

They wanted to purchase a new car, but their financial situation would not allow it.
I'd really enjoy seeing a film this evening, and I'd like to go out for a drink.

- Introduce a direct quote (as opposed to indirect speech i.e. He said he wanted to come...).

Examples:

The boy said, "My father is often away during the week on business trips."
His doctor replied, "If you don't stop smoking, you run the risk of a heart attack."

- Separate appositives (a noun, or noun phrase) or non-defining relative clauses.

Examples:

Bill Gates, the richest man in the world, comes from Seattle.
My only sister, who is a fantastic tennis player, is in great shape.

QUESTION MARK

The question mark is used at the end of a question.

Examples:

Where do you live?
How long have they been studying?

EXCLAMATION POINT

The exclamation point is used at the end of a sentence to indicate great surprise. It is also used for emphasis when making a point. Be careful not to use an exclamation point too often.

Examples:

That ride was fantastic!
I can't believe he is going to marry her!

SEMICOLON

There are two uses for a semicolon:

- To separate two independent clauses. One or both of the clauses are short and the ideas expressed are usually very similar.

Examples:

He loves studying; He can't get enough of school.
What an incredible situation; it must make you nervous.

- To separate groups of words that are themselves separated by commas.

Examples:

I took a holiday and played golf, which I love; read a lot, which I needed to do; and slept late, which I hadn't done for quite a while.
They plan to study German, for their travels; chemistry, for their work; and literature, for their own enjoyment.

COLON

A colon can be used for two purposes:

- To provide additional details and explanation.

Examples:

He had many reasons for joining the club: to get in shape, to make new friends, to lose some weight, and to get out of the house.

She gave notice for the following reasons: bad pay, horrible hours, poor relations with colleagues, and her boss.

- To introduce a direct quote (a comma can also be used in this situation).

Examples:

He announced to his friends: "I'm getting married!"

She cried out: "I never want to see you again!"

EXERCISE 08 PUNCTUATION MARKS EXERCISE

This exercise will test your understanding of all kinds of different punctuation marks, particularly commas, colons, semi-colons and apostrophes.

Select the correctly punctuated sentence.

1.

- a) Spain is a beautiful country; the beache's are warm, sandy and spotlessly clean.
- b) Spain is a beautiful country: the beaches are warm, sandy and spotlessly clean.
- c) Spain is a beautiful country, the beaches are warm, sandy and spotlessly clean.
- d) Spain is a beautiful country; the beaches are warm, sandy and spotlessly clean.

2.

- a) The children's books were all left in the following places: Mrs Smith's room, Mr Powell's office and the caretaker's cupboard.
- b) The children's books were all left in the following places; Mrs Smith's room, Mr Powell's office and the caretaker's cupboard.
- c) The childrens books were all left in the following places: Mrs Smiths room, Mr Powells office and the caretakers cupboard.
- d) The children's books were all left in the following places, Mrs Smith's room, Mr Powell's office and the caretaker's cupboard

3.

- a) She always enjoyed sweets, chocolate, marshmallows and toffee apples.
- b) She always enjoyed sweets chocolate marshmallows and toffee apples.
- c) She always enjoyed: sweets, chocolate, marshmallows and toffee apples.

d) She always enjoyed sweet's, chocolate, marshmallow's and toffee apple's.

4.

a) Sarah's uncle's car was found without its wheels in that old derelict warehouse.

b) Sarah's uncle's car was found without its wheels in that old, derelict warehouse.

c) Sarahs uncles car was found without its wheels in that old, derelict warehouse.

d) Sarah's uncle's car was found without it's wheels in that old, derelict warehouse.

5.

a) I can't see Tim's car, there must have been an accident.

b) I cant see Tim's car; there must have been an accident.

c) I can't see Tim's car there must have been an accident.

d) I can't see Tim's car; there must have been an accident.

REPORTED SPEECH

WHAT IS REPORTED SPEECH?

Reported speech is when you tell somebody else what you or a person said before. Distinction must be made between direct speech and reported speech.

DIRECT SPEECH VS REPORTED SPEECH

Direct speech	Reported speech
She says: "I like tuna fish."	She says that she likes tuna fish.
She said: "I'm visiting Paris next weekend"	She said that she was visiting Paris the following weekend.

DIFFERENT TYPES OF SENTENCES

When you use reported speech, you either report:

- statements
- questions
- requests / commands
- other types

A. Reporting Statements

When transforming statements, check whether you have to change:

- pronouns
- tense
- place and time expression

1- Pronouns

In reported speech, you often have to change the pronoun depending on who says what.

Example:

She says, "My dad likes roast chicken." – She says that her dad likes roast chicken.

2- Tenses

- If the sentence starts in the present, there is **no backshift** of tenses in reported speech.
- If the sentence starts in the past, there is often **backshift** of tenses in reported speech.

	Direct speech	Reported speech
(no backshift)	"I write poems."	He says that he writes poems.
(backshift)	"I write poems."	He said that he wrote poems.

No backshift

Do not change the tense if the introductory clause is in a present tense (e. g. *He says*). Note, however, that you might have to change the form of the present tense verb (3rd person singular).

Example:

He says, "I write poems." – He says that he writes English.

Backshift

You must change the tense if the introductory clause is in a past tense (e. g. *He said*).

Example:

He said, "I am happy." – He said that he was happy.

Examples of the main changes in tense:

Direct Speech	Reported Speech
Simple Present He said: "I am happy"	Simple Past He said that he was happy
Present Progressive He said: "I'm looking for my keys"	Past Progressive He said that he was looking for his keys
Simple Past He said: "I visited New York last year"	Past Perfect Simple He said that he had visited New York the previous year.
Present Perfect He said: "I've lived here for a long time "	Past Perfect He said that he had lived there for a long time
Past Perfect He said: "They had finished the work when I arrived "	Past Perfect He said that they had finished the work when he had arrived "
Past Progressive He said: "I was playing football when the accident occurred "	Past Perfect Progressive He said that he had been playing football when the accident had occurred

Present Perfect Progressive He said: "I have been playing football for two hours."	Past Perfect Progressive He said that he had been playing football for two hours
Past Perfect Progressive He said: "I had been reading a newspaper when the light went off "	Past Perfect Progressive He said that he had been reading a newspaper when the light had gone off
Future Simple (will+verb) He said: "I will open the door."	Conditional (would+verb) He said that he would open the door.
Conditional (would+verb) He said: "I would buy Mercedes if I were rich"	Conditional (would+verb) He said that he would buy Mercedes if he had been rich"

The modal verbs *could, should, would, might, needn't, ought to, used to* do not normally change.

Example:

He said, "She might be right." – He said that she might be right.

Other modal verbs may change:

Modal	Direct speech	Reported speech
can	"I can do it."	He said he could do it.
may	" May I go out?"	He wanted to know if he might go out.
must	"She must apply for the job."	He said that she must/had to apply for the job.
will	"They will call you."	He told her that they would call her.

3- Place, demonstratives and time expressions

Place, demonstratives and time expressions change if the context of the reported statement (i.e. the location and/or the period of time) is different from that of the direct speech.

In the following table, you will find the different changes of place; demonstratives and time expressions.

Direct Speech	Reported Speech
Time Expressions	
today	that day
now	then
yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year
tomorrow	the next day / the following day
Place	
here	there
Demonstratives	
this	that
these	those

B. Reporting Questions

When transforming questions, check whether you have to change:

- pronouns
- place and time expressions
- tenses (backshift)

Also note that you have to:

- transform the question into an indirect question
- use *the question word* (where, when, what, how) or if / whether

Types of questions	Direct speech	Reported speech
With question word (what, why, where, how...)	"Why" don't you speak English?"	He asked me why I didn't speak English.
Without question word (yes or no questions)	"Do you speak English?"	He asked me whether / if I spoke English.

C. Reporting requests / commands

When transforming requests and commands, check whether you have to change:

- pronouns
- place and time expressions

Direct speech	Reported speech
"Nancy, do the exercise."	He told Nancy to do the exercise.
"Nancy, give me your pen, please."	He asked Nancy to give him her pen.

Tenses are not relevant for requests - simply use *to* / *not to* + verb (infinitive without "to")

Example:

She said, "Sit down." - She asked me to sit down.
 She said, "don't be lazy" - She asked me not to be lazy

For affirmative use *to* + infinitive (without to)
 For negative requests, use *not to* + infinitive (without to).

D. Other transformations

- Expressions of advice with **must**, **should** and **ought** are usually reported using *advise* / *urge*.

Example:

"You must read this book."
 He advised / urged me to read that book.

- The expression **let's** is usually reported using *suggest*. In this case, there are two possibilities for reported speech: gerund or statement with *should*.

Example:

"Let's go to the cinema."

- He suggested going to the cinema.
- He suggested that we should go to the cinema.

MAIN CLAUSES CONNECTED WITH AND/BUT

If two complete main clauses are connected with *,and* or *,but*, put *,that* after the conjunction.

Example:

He said, "I saw her **but** she didn't see me." - He said that he had seen her **but** that she hadn't seen him."

If the subject is dropped in the second main clause (the conjunction is followed by a verb), do not use *,that*'.

Example:

She said, "I am a nurse **and** work in a hospital." - He said that she was a nurse **and** worked in a hospital."

EXERCISE 09 DO THE EXERCISE BELOW ON REPORTED

COMPLETE THE SENTENCES IN REPORTED SPEECH

- John said, "I love this town." John said_____.

2. "Do you like soccer?" He asked me. He asked me_____.
3. "I can't drive a lorry," he said. He said _____.
4. "Be nice to your brother," he said. He asked me_____.
5. "Don't be nasty," he said. He urged me_____.
6. "Don't waste your money" she said. She told the boys_____.
7. "What have you decided to do?" she asked him. She asked him_____.
8. "I always wake up early," he said. He said_____.
9. "You should revise your lessons," he said. He advised the students_____.
10. "Where have you been?" he asked me. He wanted to know_____.

SPELLING

Here's a list of common spelling errors to check for:

i before e except after c

- unless used as a, as in neighbor or weigh...
- except, of course, for the exceptions (seize, either, weird, height, foreign, leisure, conscience, counterfeit, forfeit, neither, science, species, sufficient)

Missing silente

- Quit – quite
- Bit – bite
- Cut – cute

y to i before a suffix

- Family – families
- Dry – driest
- Fry – fried
- Happy – happily

Double consonants

- Dropped
- Blessed
- Flagging
- Dessert

Plurals: s or es, or no change

- Potato – potatoes
- Splash – splashes
- Bus – buses
- Fish – fish

Homophones and commonly confused words

- Two, to, too
- Their, there, they're
- Affect, effect
- Its, it's

A lot

This is always written as two words.

British/American spelling

Make sure you haven't switched between British and American spelling practices; use one or the other.

- Favourite – favorite
- Colour – color
- Organise – organize
- Aluminium – aluminum

EXERCISE 10 DIFFICULT SPELLINGS

These words are some of the most difficult to spell in English so we sometimes use memory tricks to help with the spelling.

1. Which one is correct?
Necessary
Necessary
Necessary
2. Which one is correct?
Acomodation
Accammadation
Accommodation
3. Which one is correct?
Bussiness
Buseness
business
4. Which is used for pens, papers, envelopes etc?
Stationery
Stationary
stationerry
5. Which is correct?
Asistant
Assistant
Assisstant

CAPITALISATION

Below are the most important rules for capitalising words in English.

EASY RULES

Do not capitalise common nouns.

A common noun is the name for the people, places and things around us, such as woman, cat, tree, table, church, air, river, room, etc. Common nouns can also name non-visible 'things' such as idea, luck, happiness, memory, justice, etc.

These words are not capitalised in English (although they are in German).

Capitalise the first person pronoun.

Mary and **I** are no longer friends.

Capitalise the first word of a sentence

The grammar test was very easy.

Where did you buy your iPad?

CAPITALISE PROPER NOUNS

A proper noun is a name that identifies a particular person, place or thing.

The names of people: The new student is called **Sadako Ishii**.

The names of countries and continents: Everyone knows that **China** is the largest country in **Asia**.

The names of pet animals: I have a dog called **Spot**.

The names of towns and cities: My grandparents live in **London**.

The names of planets: The **Earth** is much smaller than **Jupiter**.

The names of rivers: The longest river is the **Nile**.

The names of lakes: Is there a monster in **Loch Ness**?

The names of streets: I live in **Oak Road**.

The names of buildings: Have you ever visited the **Sears Tower**?

The names of mountains: The highest mountain is **Mount Everest**.

The names of businesses: I think **Apple** computers are best.

The names of organisations: My mother works for the **United Nations**.

The names of sports teams: Do you like the **Lakers**?

The names of days/months: I was born on 2 **April** 1999, a **Monday**.

Note: Seasons are not capitalised. E.g., My favourite season is spring.

The names of holidays / festivals: Which is your favourite holiday: **Christmas** or **Easter**?

The names of periods of time: Life was hard and short in the **Middle Ages**.

The names of religions: The most common religion in India is **Hinduism**.

The names of languages / nationalities: Can you speak **Russian**?

Note: Languages and nationalities are always capitalised, both when used as nouns and when used as adjectives. (The **French** are a proud people. - I love **French** wine.)

CAPITALISE THE FIRST WORD OF DIRECT SPEECH

My mother asked, "**W**here have you been?"

HARDER RULES

Capitalise titles that come before names:

I saw **P**resident Obama in **M**acdonalds yesterday.

Have you met **D**octor Spock?

.. otherwise do not capitalise them:

Barack Obama is the first black president of the **USA**.

Spock is a doctor at **UCLA**.

Capitalise compass points if they are regions:

Do you like living in the **S**outh?

There are many car factories in the **N**ortheast

.. but do not capitalise them if they are directions:

I saw a flock of birds heading south.

Capitalise family words when they are titles or substitutes for a person's name:

Just then **M**other called me on my iPhone.

The man at the edge of the photo is **U**ncle Pete.

.. but do not capitalise them if they are preceded by a possessive:

Have you met my mother?

The man at the edge of the photo is my uncle Pete.

Capitalise building words when they are part of a specific building:

I was born in St Martins **H**ospital.

.. otherwise do not capitalise them:

My brother's in hospital after an accident.

Capitalise brand names:

Our next car will be a **M**ercedes.

but do not capitalise the nouns that follow them:

I got an **A**cer notebook for my birthday.

Capitalise geographical features when they refer to a specific feature:

The Pacific **O**cean is the largest body of water on Earth.

.. otherwise do not capitalise them:

Which is the largest ocean?

Capitalise the first word in a piece of direct speech - if the direct speech is a new sentence:

"If you listen, you will learn," the teacher said. "**A**nd you will not get a detention."

.. otherwise do not capitalise it:

"If you listen," the teacher said, "you will learn."

MORE INFORMATION ABOUT CAPITALIZATION

In the two sections above (Easy rules / Harder rules), it is correct to use the word *rule*. For example, you must capitalise the first word of a sentence, proper nouns and common nouns when they are part of names. You must not capitalise other common nouns or other internal words within the sentence.

But there are many other situations where it is not correct to speak of *rules*: the writer can decide for herself which words to capitalise - or needs to follow a style guide determined by the organisation for which she works. (Students need to follow the "rules" given by their teachers.)

Below are a few examples of words that may or may be capitalised, depending on personal preference (or an organisational style guide, or teacher requirement).

The words within headings and book or film titles

- More information about capitalisation
- More **I**nformation about **C**apitalisation
- More **I**nformation **A**bout **C**apitalisation

Sections or divisions of organisations

- I work in the upper school of FIS.
- I work in the **U**pper **S**chool of FIS.

Professional titles

- They have an appointment to see the prime minister.

- They have an appointment to see the **Prime Minister**.

Concepts, ideas, philosophies

- We are studying post-modernism next semester.
- We are studying **Post-Modernism** next semester.

Places or geographical features

- Have you ever visited **Sydney** opera house?
- Have you ever visited **Sydney Opera House**?

Times of day

- Your appointment is at 8.30 a.m. next Monday.
- Your appointment is at 8.30 **A.M.** next Monday.

After a colon

- Remember: clarity is more important than spelling.
- Remember: **Clarity** is more important than spelling.

EXERCISE 11 CORRECT THE CAPITALISATION MISTAKES, IF ANY, IN THE FOLLOWING SENTENCES

1. When must i hand in the homework?

2. the test was very easy.

3. The new student's name is sadako ishii.

4. Not everyone knows that senegal is in africa.

5. I have a dog called spot and a snake called spit.

6. The school has a Library, a Cafeteria and an Auditorium.

7. Let's meet in the cafeteria after school today.

8. My favourite season is winter.

9. Have you ever been to london?

10. The earth is the

11. My mother works in a Bank.

12. The Nile enters the sea in egypt.

13. The largest of the great lakes in north america is lake superior.

14. I live on beech avenue.

15. Have you ever seen the eiffel tower?