

TEACHING WRITING:

Structure and Style

Seminar Workbook

Handouts

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Teaching Writing: Structure and Style Seminar Workbook Handouts

Second Edition, February 2015

Third Printing version 2, January 2020

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Symbols and Abbreviations

Symbol:	What it stands for:
∅	not
+ or &	and, plus
=	equals, is, are
≠	does not equal, is not, are not
>	greater than, more, larger
<	less than, smaller, fewer than
-	minus
#	number
x	times
→	leads to, produces, results in
/	per, or (e.g. this/that = this/that)
∴	therefore
•	important
? or Q	question
1°	primary
2°	secondary
1 st	first
2 nd	second
3 rd	third
↑	increase, gain
↓	decrease, loss, dead
%	percent, percentage
♀	female, woman, women
♂	male, man, men

Abbreviations

Abbrev:	What it stands for:
w/	with
w/o	without
w/i	within
b/c	because
s/t	something
s/o	someone
b/4, b4	before
G.B.	Great Britain
U.K.	United Kingdom
govt.	government
impt.	important
int'l	international
dept.	department
fx	function

First Letters

Abbrev:	What it stands for:
ea.	each
fr.	from
tho'	though
thro'	through
lang.	language
info	information
ex.	example
incl.	including
excl.	excluding
Q	question
poss.	possible/possibly
prob.	probable/probably
probs.	problems
re:	regarding, with reference to
approx.	approximately
max.	maximum
min.	minimum
est.	estimate
ref.	reference
hist.	history
pol. sci.	political science
pol.	politics
psy.	psychology
educ.	education
bio.	biology, biography
Eng.	English
Brit.	British

No Vowels

Abbrev:	What it stands for:
btwn	between
ltd	limited
bkgd	background
vs	versus, against, as opposed to
qty	quantity

Derived from Latin

Abbrev:	What it stands for:
N.B.	note (fr. Latin "nota bene," <i>mark well</i>)
etc.	and so on (fr. Latin "et cetera," <i>and others</i>)
e.g.	for example (fr. Latin "exempli gratia")
i.e.	that is (fr. Latin "id est")
viz.	namely, that is to say
cf.	compare (fr. Latin "confer")

Units 1 and 2 Key Word Outline

Name: _____

Date: _____

Source Text: _____

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Unit 3 Key Word Outline - Story Sequence Chart

Name: _____

Date: _____

Source Text: _____

**BRAINSTORM STYLE AND
CREATE WORD LISTS**

CHARACTERS/ SETTING

Who?
What - like?
When? } image
Where? } mood

I. _____

1. _____

2. _____

3. _____

4. _____

(5.) _____

CONFLICT/ PROBLEM

What - want?
- need?
- think?
- say?
- do?

II. _____

1. _____

2. _____

3. _____

4. _____

(5.) _____

CLIMAX/ RESOLUTION

How resolved?
What happens?
Message/Moral?

III. _____

1. _____

2. _____

3. _____

4. _____

(5.) _____

Title repeats 1-3 key words from final sentence.

Unit 4 Key Word Outline

Name: _____

Date: _____

Source Text: _____

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

(6.) _____

(7.) _____

Clincher

I Keep Six Honest Serving Men

by Rudyard Kipling

I KEEP six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.

I send them over land and sea,
I send them east and west;
But after they have worked for me,
I give them all a rest.

I let them rest from nine till five,
For I am busy then,
As well as breakfast, lunch, and tea,
For they are hungry men.

But different folk have different views;
I know a person small—
She keeps ten million serving-men,
Who get no rest at all!

She sends 'em abroad on her own affairs,
From the second she opens her eyes—
One million Hows, two million Wheres,
And seven million Whys!

From "The Elephant's Child"

Irregular Verb Forms

Excerpted from *Blended Structure and Style in Composition* by Dr. James B. Webster

TYPE OF IRREGULARITY	PRESENT TENSE	PAST TENSE	PAST PARTICIPLE WITH HAVE, HAD, OR HAS
1. Regular verbs both in past and past participle forms	drown look peck race smell	drowned looked pecked raced smelled	drowned looked pecked raced smelled
2. Verbs irregular in the past form but regular in the past participle	bring buy hear stick swing	brought bought heard stuck swung	brought bought heard stuck swung
3. "To have" plus the present forms the past participle	become come run	became came ran	become come run
4. Past participle formed by adding "n" to the present verb form	blow give know see take	blew gave knew saw took	blown given known seen taken
5. Past participle formed by adding "n" to the past verb form	break choose freeze speak steal	broke chose froze spoke stole	broken chosen frozen spoken stolen
6. The "i-a-u" form	sing begin drink ring sink swim	sang began drank rang sank swam	sung begun drunk rung sunk swum
7. Double forms	forget shrink spring	forgot shrank sprang, sprung	forgot, forgotten shrunken, shrunken sprung
8. Mixed irregulars	bite eat fly tear write	bit ate flew tore wrote	bitten eaten flown torn written
9. Extreme irregulars	am, is, are do go	was, were did went	been done gone

Unit 5 Key Word Outline

Name: _____

Date: _____

Source Text: _____

Topic Sentence = Central Fact of Picture

ASK QUESTIONS

who?

what?

where?

how?

why?

when?

doing?

thinking?

feeling?

saying?

before?

after?

outside?

I. Central Fact = _____

1. _____

2. _____

3. _____

4. _____

5. _____

Clincher repeats or reflects 2–3 key words of central fact.

II. Central Fact = _____

1. _____

2. _____

3. _____

4. _____

5. _____

Clincher repeats or reflects 2–3 key words of central fact.

III. Central Fact = _____

1. _____

2. _____

3. _____

4. _____

5. _____

Clincher repeats or reflects 2–3 key words of central fact.

Title repeats 1–3 key words from final sentence.

Unit 6 Key Word Outline

Name: _____

Date: _____

Possible Topics **Unit 6: Source Outlines**

Write the name of the topic you will research on the line below.

_____ Topic: _____

_____ Choose your first source. Write the title on the Source line. Using key words,
_____ write the topic on the Roman numeral line. Complete the source outline by
_____ noting three to five interesting facts about the topic. Repeat the process with
_____ the second source and, if applicable, with the third.

_____ Source A: _____

_____ I. Topic: _____

_____ 1. _____

_____ 2. _____

_____ 3. _____

_____ (4.) _____

_____ (5.) _____

_____ Source B: _____

_____ I. Topic: _____

_____ 1. _____

_____ 2. _____

_____ 3. _____

_____ (4.) _____

_____ (5.) _____

_____ Source C: _____

_____ I. Topic: _____

_____ 1. _____

_____ 2. _____

_____ 3. _____

_____ (4.) _____

_____ (5.) _____

Unit 6: Fused Outline

Source Outline A

I. Topic: _____

1. _____

2. _____

3. _____

(4.) _____

(5.) _____

Source Outline B

I. Topic: _____

1. _____

2. _____

3. _____

(4.) _____

(5.) _____

Source Outline C

I. Topic: _____

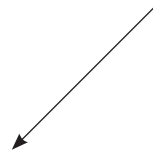
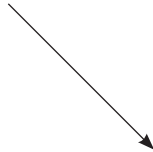
1. _____

2. _____

3. _____

(4.) _____

(5.) _____



Fused Outline

I. Topic: _____

1. _____

2. _____

3. _____

4. _____

5. _____

(6.) _____

(7.) _____

Clincher

Place the topic you are writing about on the topic line. Select five to seven facts from the source outlines to transfer to the fused outline.

I. Topic: _____

1. _____

2. _____

3. _____

4. _____

5. _____

(6.) _____

(7.) _____

Clincher

Sample Personal Letter

Dear Grandmother,

As you might expect, I have been attending school since I received your last letter. Mom handed me your letter just before I left for school. I sneaked a quick reading of it in my English period. Thank you so much for it. Our English teacher this year is a gas. We really have fun. There are three things I must tell you about our class. The first is about the **mad scientist**, the second our **radio program**, and last but certainly not least, the **story** I wrote about you called “My Grama.”

Every once in a while, two students dress like **mad scientists** and come into the classroom. They break in when the teacher is talking. Sometimes they startle us. They carry a clutch of crazy formulae (Did you know that is the plural form?) that look like senior high algebra. The old guy is always forgetting everything, and the young one is a twit. They fiddle around with test tubes doing crazy experiments. The last one wouldn't work. The class roared. The formula they are working on now is $P1=3S(S+C+C)+VSS$. I'll bet you can't figure out how that is supposed to help you write better. Can you believe I am following it right now? I'll interpret it for you next letter. We are supposed to repeat these mixed-up formulae, but I'm usually laughing too much at Dr. Max the **mad scientist**.

Even more fun is our mock **radio broadcast**. Last week I was chosen to speak. My topic was “The Vicious Allosaurus.” There is an announcer, a DJ, music, and weird commercial breaks. It sounds like a real broadcast. Last week was the first time the program was taped, and we could listen to how we performed. Gee, Grama, I had no idea I said “and” so much. I'm on next week's broadcast, and my specific assignment is to cut out the “ands.” The teacher says that if we get good enough, we'll put on a show for parents' night. Do you think you could come to visit in February? I'd love for you to hear me on our **radio program**.

I just finished a story on “**My Grama**” in our English class. The teacher has selected it for our Magnum Opus, which is entitled *Relatives: Crazy and Otherwise*. I'll send you a copy when I have rewritten it on the fancy paper. The teacher said she would give me extra fancy pages, so I can do two copies, one for the opus and one for you. Actually I'm hoping she'll let me photocopy. If we wish, we can have a picture with our story. I wanted to use that picture of you clowning it up at Christmas, the one with your mouth wide open while sitting on Uncle Jack's knee. Mom refused, saying it was not dignified enough. May I use it, Grama? The teacher said we had to choose three main characteristics of our relative. One of my paragraphs begins “My Grama is a clown.” That picture is perfect. Please, Grama! I can put in a dignified one too. When you come for parents' night, you will see the story on “**My Grama**” complete with pictures in volume five of our Magnum Opus.

I must close, or this letter will be overweight. When you come in February, you will see the **mad scientist**, our **radio broadcast**, and my **story**. Most importantly, of course, you will be able to read the Magnum Opus and determine whether “My Grama” isn't the best, most exciting and unusual story about any **grandmother** in the class.

Love and kisses from your ever-loving granddaughter,
Karen

(reprinted from Webster text, p.181)

Unit 7 Key Word Outline

Name: _____

Date: _____

Subject: _____

Possible Topics

Unit 7: Body Paragraphs

I. Introduction: attention getter, background, state topics

II. Topic A: _____

1. _____

2. _____

3. _____

4. _____

5. _____

(6.) _____

(7.) _____

Clincher

III. Topic B: _____

1. _____

2. _____

3. _____

4. _____

5. _____

(6.) _____

(7.) _____

Clincher

IV. Topic C: _____

1. _____

2. _____

3. _____

4. _____

5. _____

(6.) _____

(7.) _____

Clincher

V. Conclusion: restate topics, most significant/why, last sentence → title

ASK QUESTIONS

who?

what?

when?

where?

why?

how?

problems?

solutions?

best?

worst?

value?

significance?

meaning?

Unit 7: Introduction

I. Attention getter _____

Background _____

Topic A: _____

Topic B: _____

Topic C: _____

Unit 7: Conclusion

V. Topic A: _____

Topic B: _____

Topic C: _____

Most significant _____

Why? _____

Title repeats 1–3 key words from final sentence.

Unit 8 Key Word Outline

Name: _____

Date: _____

Subject: _____

Unit 8: Body Paragraphs

I. Introduction: attention getter, background, state topics

II. Topic A: _____

1. _____

2. _____

3. _____

4. _____

5. _____

(6.) _____

(7.) _____

Clincher

III. Topic B: _____

1. _____

2. _____

3. _____

4. _____

5. _____

(6.) _____

(7.) _____

Clincher

IV. Topic C: _____

1. _____

2. _____

3. _____

4. _____

5. _____

(6.) _____

(7.) _____

Clincher

V. Conclusion: restate topics, most significant/why, last sentence → title

Basic Essay Model

Introduction
Topic A
Topic B
Topic C
Conclusion

Form body paragraphs using the research report process taught in Units 4 and 6.

Unit 8: Introduction

I. Attention getter _____

Background _____

Topic A: _____

Topic B: _____

Topic C: _____

Unit 8: Conclusion

V. Topic A: _____

Topic B: _____

Topic C: _____

Most significant _____

Why? _____

Title repeats 1–3 key words from final sentence.

Critique Thesaurus

Introduction

Story tale, saga, narrative, epic, legend, mystery, tragedy, comedy, romance, novel, yarn, anecdote, myth

Type sad, nature, science fiction, love, adventure, historical, horror, folk, fairy, animal, moral, space, descriptive

Characters players, actors, heroes, personae, participants, figures, villain, victim, protagonist, antagonist, foil

Role main, central, leading, major, minor, subordinate, lesser, supporting, shadowy, background, secondary, foil

Types adventurous, tragic, comic, bumbling, retiring, extroverted, pliant, scheming, sordid, acquisitive, inquisitive, impulsive, sinister

Analysis well- or poorly-drawn, convincing, fully or underdeveloped, consistent, lifeless, too perfect, overly evil, idyllic, static, dynamic, flat, round

Setting

Time long ago, ancient or biblical times, Middle Ages or medieval, modern, contemporary, futuristic, mythical

Place rural, urban, small town, frontier, pioneer, war, space, slums, ghetto, exotic

Mood mysterious, foreboding, tragic, bland, comic, violent, suspenseful, compelling, sad, supernatural, emotional

Conflict

Stages initiated, promoted, continued, expanded, resolved

Intensity exacerbated, heightened, lessened

Analysis over- or under-played, realistic or unrealistic, convincing, contrived, stretched, sketchy

Plot plan, conspiracy, scheme, intrigue, subplot, sequence of events, action, narrative, episode, unfolds

Climax turning point, most exciting moment, dramatic event, high point, crisis, anticlimactic, inevitable conclusion

Theme message, moral, lesson, topic, sub-theme, matter, subject

Literary Techniques foreshadowing, symbolism, quality of language, short sentences, repetition, revelation of subplot to the narrative, suspense

Unit 9 Key Word Outline

Name: _____

Date: _____

Source Text: _____

Unit 9: Body Paragraphs

I. Introduction: attention getter, background

II. _____

CHARACTERS/ SETTING

Who?
What - like?
When? } image
Where? } mood

1. _____

2. _____

3. _____

4. _____

(5.) _____

CONFLICT/ PROBLEM

What - want?
- need?
- think?
- say?
- do?

III. _____

1. _____

2. _____

3. _____

4. _____

(5.) _____

CLIMAX/ RESOLUTION

How resolved?
What happens?
Message/Moral?

IV. _____

1. _____

2. _____

3. _____

4. _____

(5.) _____

V. Conclusion: your opinion/why, message/moral, last sentence → title

Unit 9: Introduction

I. Attention getter _____

Background _____

Unit 9: Conclusion

V. Your opinion _____

Why? _____

Message/moral _____

Title repeats 1–3 key words from final sentence.

Response to Literature Word Lists

Universal Themes

Alienation
 Ambition
 Authority
 Betrayal
 Compromise
 Coming of Age
 Disillusionment
 Family Relationships
 Fear
 Generosity of
 Human Nature
 Good versus Evil
 Honor
 Human Frailty
 Human Integrity
 Innocence
 Innocence versus
 Experience
 Loyalty
 Materialism
 versus Idealism
 Prejudice
 Pride and
 Humility
 Struggles with
 the Conscience
 Survival
 The Nature
 of Faith
 The Nature
 of God
 Wisdom
 of Age
 Youth versus
 Age

Character Qualities

Choose from these words to create a character qualities topic for your essay.

alertness	disorderliness	indulgence	punctuality
attentiveness	dullness	ingratitude	rashness
benevolence	endurance	initiative	resourcefulness
boldness/fear	enthusiasm	insensitivity	responsibility
cautiousness	faith	joyfulness	sadness
compassion	flexibility	justice	self-control
contentment	forgiveness	laziness	sensitivity
creativity	generosity	loyalty	sincerity
deference	gentleness	maliciousness	thoroughness
dependability	gratitude	meekness	thriftiness
determination	harshness	obedience	tolerance
diligence	honor	obnoxiousness	truthfulness
discernment	hospitality	orderliness	unfairness
discontentment	humility	patience	untruthfulness
discretion	impatience	persuasiveness	virtue

Analysis Words

Use these analysis words as you write your essay.

action	demonstration	horror	mysterious	shadowy
adventure	descriptive	humorous	mystery	sinister
adventurous	dialog	idiom	myth	sketchy
ancient	emotional	idyllic	mythical	sordid
anecdote	epic	impulsive	narrative	subplot
antagonist	episode	incident	nature	supernatural
anticlimactic	epitome	inevitable	novel	suspenseful
background	exacerbated	initiated	plan	symbolism
bland	exotic	inquisitive	poorly	tale
central	extroverted	intrigue	developed	theme
comic	fable	irony	protagonist	tragedy
compelling	fairytale	legend	realistic/	tragic
consistent	folk	lesser	unrealistic	turning point
conspiracy	foreign	lifeless	repetition	vernacular
contemporary	foreshadowing	major/minor	resolved	vivid
contradiction	frontier	memoir	romance	well-developed
contrived	futuristic	message	rural	yarn
convincing/ unconvincing	heightened	modern	saga	
crisis	hero	moral	scheme	
	high point	motive	scheming	

Response to Literature Key Word Outline

Name: _____

Date: _____

Source Text: _____

For Stage 1:

Omit Conclusion.

For Stage 3:

Write two Analysis Topic paragraphs.

For Stage 4:

Omit Story Summary paragraph. Write three Analysis Topic paragraphs.

STAGE 2

I. Introduction: attention getter, background, state topic

Story Summary

II. Characters/ _____
Setting _____

Conflict/ _____
Problem _____

Climax/ _____
Resolution _____

Topic Analysis

III. Topic _____

Restriction _____

Illustration _____

Analysis _____

Clincher _____

V. Conclusion: state topic, personal feelings/significance, most important/why

TRIAC PARAGRAPH

Topic

Restriction: Make a statement or claim about the topic, focusing the paragraph.

Illustration: Give an example illustrating the statement or claim.

Analysis: Explain the illustration.

Clincher

Response to Literature: Introduction

I. Attention getter _____

Background _____

Topic: _____

Response to Literature: Conclusion

IV. Topic: _____

Personal feelings/
significance _____

Most important _____

Why? _____

Title repeats 1–3 key words from final sentence.

-ly Adverb Word List

abundantly	crisply	freely	lawfully	presumably	sternly
abruptly	crossly	frenetically	lightly	professionally	stingily
absently	curiously	frightfully	likely	properly	strictly
absentmindedly	daintily	fully	longingly	proudly	stubbornly
accusingly	dangerously	furiously	loudly	quaveringly	successfully
actually	darkly	furtively	magnanimously	quietly	superstitiously
adversely	deceivingly	generally	maliciously	quintessentially	surprisingly
affectionately	delicately	generously	meaningfully	rapidly	suspiciously
angrily	delightfully	gently	mechanically	rapturously	sympathetically
anxiously	desperately	genuinely	meekly	rashly	tenderly
apparently	determinedly	gleefully	mentally	ravenously	thankfully
arrogantly	deviously	gratefully	messily	readily	thoroughly
bashfully	diligently	greedily	mindfully	reassuringly	thoughtfully
boldly	disgustingly	grumpily	miserably	recognizably	tightly
bravely	distinctly	guiltily	mockingly	regretfully	triumphantly
breathlessly	doggedly	harshly	mournfully	reluctantly	truthfully
brightly	dreamily	hastily	mysteriously	reproachfully	understandably
briskly	emptily	hatefully	naturally	restfully	unfairly
broadly	energetically	heartily	nearly	righteously	unfortunately
calmly	enormously	heavily	neatly	rightfully	unwillingly
carefully	enticingly	helpfully	negatively	rigidly	urgently
carelessly	entirely	helplessly	nervously	routinely	usually
casually	enviously	hopelessly	notoriously	rudely	utterly
certainly	especially	immediately	occasionally	safely	vastly
cheaply	evenly	importantly	oddly	scarcely	venomously
cheerfully	exactly	impulsively	openly	searchingly	viciously
cleanly	excitedly	inadvertently	outwardly	sedately	violently
clearly	exclusively	inconveniently	partially	seemingly	warily
cleverly	expertly	increasingly	passionately	selfishly	warmly
closely	faithfully	incredibly	patiently	separately	wearily
clumsily	famously	innocently	perfectly	seriously	wholly
coaxingly	fearlessly	instantly	perpetually	sharply	wildly
commonly	ferociously	intensely	playfully	sheepishly	willfully
compassionately	fervently	intently	pleasantly	sleepily	wisely
conspicuously	finally	inwardly	pleasingly	slowly	wistfully
continually	foolishly	irately	politely	slyly	wonderingly
conveniently	fortunately	ironically	positively	softly	wordlessly
coolly	frankly	jokingly	potentially	solidly	worriedly
correctly	frantically	knowingly	powerfully	speedily	

IMPOSTERS

chilly	ghostly	knightly	orderly	silly	unruly
friendly	holy	lonely	prickly	surly	worldly
ghastly	kingly	lovely	queeny	ugly	wrinkly

-ly Adverb Word List for Essays

When writing reports and essays, use these -ly adverbs to show

IMPORTANCE	HOW LIKELY	HOW OFTEN	EMOTION
absolutely	assuredly	abruptly	carefully
distinctly	clearly	constantly	confidently
essentially	evidently	continuously	eagerly
fundamentally	normally	directly	hopefully
notably	obviously	frequently	in/conveniently
positively	possibly	generally	mournfully
primarily	predictably	gradually	proudly
relatively	presumably	hastily	sadly
seriously	probably	immediately	stubbornly
significantly	strictly	in/frequently	tragically
substantially	surely	increasingly	un/fortunately
typically	tentatively	normally	un/happily
utterly	undeniably	occasionally	willfully
	willingly	regularly	wistfully
		repeatedly	
		slowly	
		steadily	
		suddenly	
		usually	

COMMONLY USED	TO SHOW SEQUENCE		
	Instead of using	Use	
dramatically	firstly	consequently	eventually
easily	secondly	formerly	finally
foolishly	thirdly	presently	immediately
marvelously		previously	initially
naturally		progressively	originally
silently		sequentially	recently
simply		concurrently	simultaneously
suddenly		currently	subsequently
virtually		effectively	ultimately

Banned Adjectives and Alternatives

GOOD

splendid
scrupulous
superior
magnificent
cherished
gifted
benevolent
noble
hardworking
marvelous
exemplary
superb
outstanding
glorious
unbelievable
delightful
understanding
brilliant
delicious
industrious
praiseworthy
impressive
spectacular
accomplished
expert
proficient
laudable
commendable
admirable
well-mannered

BAD

evil
horrifying
unendurable
painful
rotten
inclement
decayed
foul
nasty
putrid
spoiled
miserable
dreadful
dangerous
gross
disgusting
severe
mischievous

PRETTY

magnificent
striking
gorgeous
comely
attractive
exquisite
graceful
elegant
adorable
angelic
charming
pleasing
stunning
pictorial
artistic
picturesque
harmonious
handsome
alluring
glamorous

HAPPY

jovial
jubilant
thrilled
(content(ed)
merry
jolly
elated
exuberant
delighted
cheerful
joyful
ecstatic
pleased
blissful
exultant

BIG

colossal
sizable
bulky
hefty
immense
monumental
capacious
gargantuan
mammoth
massive
gigantic
leviathan
monstrous
towering
spacious
broad
vast
expansive
prodigious

SAD

downcast
depressed
dejected
woeful
gloomy
miserable
sorrowful
unhappy
forlorn
melancholy
crestfallen
mournful
grieving
sullen
glum
cheerless
heartbroken
distressed

LITTLE/ SMALL

teeny
diminutive
compact
microscopic
petite
wee
tiny
miniscule
miniature
slight
minute
modest
puny
runty
stunted
shrunken
slender
skimpy
meager
wanting

FUN

enjoyable
thrilling
fascinating
exciting
challenging
satisfying
exhilarating
stimulating
electrifying
entertaining
amusing
energizing
interesting
captivating
delightful
glorious
rewarding
stirring
relaxing
regenerating
refreshing
enthraling
agreeable
pleasurable
joyful
blissful
pleasant
pleasing
comfortable
suitable

NICE

gracious
gentle
charismatic
affectionate
companionable
lovely
pleasant
charming
delightful
likable
-good
natured
agreeable
decorous
refined
amiable
neighborly
benevolent
thoughtful
considerate
cooperative
congenial
courteous
warm
cordial
humane
sympathetic
personable
friendly
sweet
genial
enchanting
cheerful
sociable
decent
dainty

DO NOT BAN ALL BANNED WORDS AT ONCE.

Build word lists as alternatives.

Banned Verbs and Alternatives

GO/WENT, COME/CAME

advance	dive	lope	scamper	take off
amble	dribble	lumber	scroll	teeter
arise	drift	lurch	scuttle	thump
ascend	drive	maneuver	shuffle	tiptoe
billow	droop	meander	sink	topple
blunder	drop	mosey	slither	tour
bob	drudge	mount	sneak	trail
bolt	exit	parade	soar	trample
bounce	flee	pelt	sojourn	travel
bound	float	pirouette	somersault	trek
burst	flock	pivot	spill	trip
careen	flop	plod	spiral	trot
cartwheel	flounder	plow	spring up	trudge
cascade	flow	plummet	sprint	tumble
charge	flutter	plunge	sprout	twirl
climb	fly	plunk	spurt	twist
coast	follow	pour	stagger	veer
coil	forge	prance	stoop	waltz
continue	furl	press on	storm	wander
crawl	gallop	proceed	stream	wave
creep	glide	progress	stride	whirl
cross	gush	race	stroll	whisk
crusade	hurry	retreat	strut	whiz
dance	hustle	ripple	stumble	whoosh
dart	jolt	rocket	surge	worm
dash	journey	rush	sweep	zigzag
depart	lag	sail	swerve	zoom
descend	leap	sashay	swirl	
dip	loop	saunter	swoop	

LIKE

admire	hold dear
adore	idolize
appreciate	indulge in
approve	prefer
cherish	prize
delight in	rejoice in
dote on	relish
enjoy	revel in
esteem	savor
fancy	treasure

GET/GOT

acquire	grab	gather
capture	snatch	glean
earn	purchase	entrap
seize	steal	fetch
receive	collect	obtain
realize	gain	
attain	achieve	
pocket	reach	
reap	profit	
procure	secure	

THINK/THOUGHT

assume	foresee
comprehend	gather
conceive	guess
conclude	hold
consider	imagine
credit	judge
deem	presume
determine	project
envisage	realize
envision	reckon
esteem	regard
estimate	sense
expect	suppose
fancy	suspect
feel	

SEE/SAW

be aware of	notice
behold	observe
check out	peek
detect	peep
discover	peer
examine	scrutinize
explore	search
eye	spot
find	spy
gape	stare
gawk	study
gaze	survey
glance	take note of
glare	view
glimpse	watch
inspect	witness
monitor	

DO NOT BAN ALL BANNED WORDS AT ONCE.

Build word lists as alternatives.

Banned Verbs and Alternatives

SAY/SAID

acknowledged	decreed	inquired	questioned	supplicated
acquiesced	delivered	insinuated	quibbled	supposed
added	demanded	insisted	quipped	swore
addressed	denied	interjected	quoted	talked
adjudged	described	interrogated	quoth	tattled
adjusted	dictated	intimated	ranted	taught
admitted	directed	jested	reasoned	taunted
admonished	disclosed	lamented	rebutted	teased
advised	disrupted	laughed	recited	testified
advocated	divulged	lectured	recounted	thanked
affirmed	dogmatized	lied	refuted	threatened
agreed	drawled	maintained	regretted	thundered
alleged	droned	mentioned	reiterated	told
announced	elaborated	mimicked	rejoined	twitted
answered	enjoined	moaned	related	urged
argued	entreated	mumbled	remarked	uttered
articulated	enunciated	muttered	reminded	verbalized
asked	equivocated	nagged	repeated	vocalized
assented	exclaimed	narrated	replied	voiced
asserted	exhorted	noted	reported	vowed
asseverated	explained	objected	reprimanded	wailed
assured	expostulated	observed	requested	warbled
attested	faltered	opined	responded	warned
averred	fumed	orated	resumed	went on
avouched	giggled	ordered	retorted	wept
avowed	granted	owned	revealed	wheezed
babbled	grinned	peeped	ruled	whimpered
barked	groaned	petitioned	scoffed	whined
begged	growled	pleaded	scolded	whispered
boasted	grumbled	pointed out	shouted	whistled
bragged	haggled	pontificated	snapped	whooped
contradicted	hesitated	prayed	sneered	wished
counseled	hinted	preached	sputtered	wondered
countered	imparted	proclaimed	stammered	wondered aloud
craved	implied	pronounced	stated	wrangled
cried	imposed	proposed	stipulated	yapped
decided	indicated	protested	stormed	yawned
declaimed	inferred	proved	stuttered	yelled
declared	informed	queried	suggested	yelped

Preposition List

aboard	below	instead of	through
about	beneath	into	throughout
above	beside	like	to
according to	besides	minus	toward
across	between	near	under
after	beyond	of	underneath
against	by	off	unlike
along	concerning	on	until
amid	despite	onto	unto
among	down	opposite	up
around	during	out	upon
as	except	outside	with
at	for	over	within
because of	from	past	without
before	in	regarding	
behind	inside	since	