

Essay writing

Lecture one

English sentences

Subject

Noun or pronoun

Ahmed

He

Verb main verb helping verb

She is writing English.

She is a student.

Verb to do(do, does, did, done)

(have,has,had) verb to

be(be,am,are,is,was,were,been)

Object noun pronoun

verb to have

Singular and Plural Nouns

- A noun names a person, place, thing, or idea.

Usually, the first page of a grammar book tells you about nouns. Nouns give names of concrete or abstract things in our lives. As babies learn "mom," "dad," or "milk" as their first word, nouns should be the first topic when you study a foreign language.

For the plural form of most nouns, add s.

- bottle – bottles
- cup – cups
- pencil – pencils
- desk – desks
- sticker – stickers
- window – windows

- For nouns that end in ch, x, s, or s sounds, add es.
- box – boxes
- watch – watches
- moss – mosses
- bus – buses
- For nouns ending in f or fe, change f to v and add es.
- wolf – wolves
- wife – wives
- leaf – leaves
- life – lives

- Some nouns have different plural forms.
- child – children
- woman – women
- man – men
- mouse – mice
- goose – geese
- Nouns ending in vowels like y or o do not have definite rules.
- baby – babies
- toy – toys
- kidney – kidneys
- potato – potatoes
- memo – memos

Count nouns

- Can be counted as one or more.
- pen, computer, bottle, spoon, desk, cup, television, chair, shoe, finger, flower, camera, stick, balloon, book, table, comb, etc.
- Take an s to form the plural.
- pens, computers, bottles, spoons, desks, cups, televisions, chairs, shoes, fingers, flowers, cameras, sticks, balloons, books, tables, combs, etc.

- Work with expressions such as (a few, few, many, some, every, each, these, and the number of).
- a few pens, a few computers, many bottles, some spoons, every desk, each cup, these televisions, the number of chairs, a few shoes, a few fingers, many flowers, some cameras, every stick, each balloon, these books, the number of tables, many combs, etc.

- Work with appropriate articles (a, an, or the).
- a pen, the computer, a bottle, the spoon, a desk, the cup, a television, the chair, a shoe, the finger, a flower, the camera, a stick, the balloon, a book, the table, a comb, etc.
- Do NOT work with *much* (for example, you would never say *much pens* or *much computers*).

○ I entered my room and I found a chair.
That chair was strange. I didn't see it
before. The chair was pink in colure.

○ an apple

○ an orange

○ an insect

○ an uncle

○ an egg

Non-count nouns

- Cannot be counted. They usually express a group or a type.
- water, wood, ice, air, oxygen, English, Spanish, traffic, furniture, milk, wine, sugar, rice, meat, flour, soccer, sunshine, etc.
- Generally cannot be pluralized.

- How much bread have you got?
- How many loaves of bread?

- Work both with and without an article (*a*, *an*, or *the*), depending on the context of the sentence.
- Sugar is sweet.
- The sunshine is beautiful.
- I drink milk.
- He eats rice.
- We watch soccer together.
- The wood is burning.

- Work with expressions such as (some, any, enough, this, that, and much).
- We ate some rice and milk.
- I hope to see some sunshine today.
- This meat is good.
- She does not speak much Spanish.
- Do you see any traffic on the road?
- That wine is very old.
- Do NOT work with expressions such as (these, those, every, each, either, or neither).

[Quiz 1.1]

Choose all of the non-count nouns in the following list:

student, pen, water, wind, milk, computer, furniture, cup, rice, box, watch, potato, wood

- A few nouns have the same singular and plural forms.
- sheep – sheep
- deer – deer
- series – series
- species – species

[Quiz 1.1]

Choose the correct form of the noun in each sentence.

- 1) I have three (child, children).
- 2) There are five (man, men) and one (woman, women).
- 3) (Baby, Babies) play with bottles as toys.
- 4) I put two big (potato, potatoes) in the lunch box.
- 5) A few men wear (watch, watches).
- 6) I put a (memo, memos) on the desk.
- 7) I saw a (mouse, mice) running by.
- 8) There are few (bus, buses) on the road today.

Pronouns

- A pronoun takes the place of a noun.

Example story:

Mary is one of the heads of the Tonja Corporation. Mary works with Mr. James and Mr. James' son Tom. Mr. James and Mr. James' son Tom are experts in biochemistry. Mary, Mr. James, and Tom researched and invented a drug for cancer treatment.

If the story above is written using pronouns:

Mary is one of the heads of the Tonja Corporation. She works with Mr. James and his son Tom. He and his son Tom are experts in biochemistry. They researched and invented a drug for cancer treatment.

○ **Personal Pronouns**

○ Personal pronouns refer to a person:

○ I go to school.

○ You are a student.

○ They are Koreans.

○ He works here.

○ We gave her food.

○ The word 'it' refers to an object:

○ I drank it.

○ It is big.

○ They cut it into halves.

Memorize the personal pronouns:

			Third		
	First	Second	Male	Female	Neutral
Singular Subject	I	you	he	she	It
Singular Object	me	you	him	her	It
Singular Reflexive	myself	yourself	himself	herself	Itself
Plural Subject	we	you	They		
Plural Object	us	you	Them		
Plural Reflexive	ourselves	yourselves	Themselves		

[Quiz 4.1]



Write the correct pronoun in each blank.

- 1) I ate an apple. _____ was delicious.
- 2) You look tired. _____ should rest.
- 3) She is a teacher. I gave _____ a book.
- 4) They are my friends. I like _____ very much.
- 5) He saw the movie. _____ was fun.

Possessive Nouns

- Possessive nouns are used to indicate ownership.

Possessive nouns usually are formed by adding an apostrophe (') and s.

- John's book
- Kerry's car
- Grandma's mirror

- When a noun is plural and ends in s, just add an apostrophe (').
- The kids' toys
- My parents' house
- The teachers' lounge
- If two people own one thing, add the apostrophe and s to the second person only.
- John and Mary's new house
- David and Sue's wedding
- Tom and Doug's car
- If two people own separate things, add the apostrophe and s for each person.
- Susan's and Beth's books
- Jean's and Dan's pants
- Ben's and Jim's offices

- The teacher's book.
- The teachers' book.
- Islam and Selma's book.

[Quiz 3.1]

Which of the following is not correct?

- 1)Dr. Hunts has a new computer.
- 2)Dr. Hunts's new computer is working well.
- 3)Dr. Hunts' computer is new.

'Be' Verbs lecture two

- A verb shows action or a state of being.

I go home. Home is my place to rest.
I like the smell of my house. I feel totally relaxed. Home refreshes me. At home, I get ready for a new day.

"Be" verbs indicate a state of being.

- Verbs must match subjects.
- I am a doctor.
- He is sleepy.
- We are here.
- Negative sentences need 'not' after the verb.
- I am not a doctor.
- He is not sleepy.
- We are not there.

- Present simple

- He verb+s He eats fish. He ate fish.

- She verb+s

- It verb+s

- You verb You are a teacher. You were

- We verb we study English. We studied

- I verb I play football. I played

- They verb

Present perfect

- He has+ v p.p homework.

He **has written** his

- She has+ v p.p

- It has+ v p.p

It has drunk its milk.

- They have +p.p from the wall.

They have jumped

- We have +p.p

- You have +p.p

- I have +p.p

PRESENT PROGRESSIVE

- He is+ v+ing He is speaking English.
- She is+ v+ing She is
- It is+ v+ing
- You are+v+ing You are eating my food.
- They are+v+ing
- We are+v+ing
- I am+v+ing

- You are a teacher. Present simple
- You are eating my food. Present progressive

- Present simple
- Past simple
- Present perfect
- Past perfect
- Present progressive
- Past progressive
- Present future
- Past future
- Present perfect future
- Present perfect progressive

- The verb comes first in interrogative sentences.
- Am I a doctor? Do we eat milk?
- Is he sleepy?
- Are we there?
- "Are not" (is not) can be shortened to "aren't" (isn't). aren't- isn't am not
- He isn't sleepy.
- We aren't there.

Present	Negative	Interrogative
I am	I am not	Am I?
You are	You are not (aren't)	Are you?
He is	He is not (isn't)	Is he?
She is	She is not (isn't)	Is she?
It is	It is not (isn't)	Isn't it?
We are	We are not (aren't)	Are we?
You are	You are not (aren't)	Are you?
They are	They are not (aren't)	Are they?

[Quiz 5.1]

Which of the following sentences are written correctly?

- 1) I am thirsty.
- 2) You are kind.
- 3) He am not sad.
- 4) She are not tall.
- 5) It is not moving.
- 6) We aren't tired.
- 7) Is they running?

Check the answer

- Which of the following sentences are written correctly?

1) I am thirsty. (correct)

2) You are kind. (correct)

3) He am not sad.

4) She are not tall.

5) It is not moving. (correct)

6) We aren't tired. (correct)

7) Is they running?

Action Verbs

- Action verbs express action and are the most common verbs.

Action verbs need s at the end with third-person, singular subjects.

- He eats bread.
- She walks to the station.
- It floats on the sea.

- Negative sentences need do not, does not, or did not.
- I do not eat bread.
- He does not eat bread.
- You did not walk to the station.
- It does not float on the sea.

- He eats fish.
- He does not (doesn't) eat fish.
- Does he eat fish?
- They eat fish.
- They do not eat fish.
- He ate fish.
- He did not (didn't) eat fish.
- Did he eat fish?

- Interrogative sentences begin with do, does, or did.
- Do you eat bread?
- Does he eat bread?
- Does she walk to the station?
- Did they finish it? They finished it.
- Do not can be shortened to don't, does not to doesn't, and did not to didn't.
- I don't eat bread.
- She doesn't walk to the station.
- It doesn't float on the sea.
- They didn't finish it. They are finished writing their homework. The homework finished by them.

Affirmative Sentence	Negative Sentence	Interrogative Sentence
I sing a song.	I do not (don't) sing a song.	Do I sing a song?
You sing a song.	You do not (don't) sing a song.	Do you sing a song?
He (she) sings a song.	He (she) does not (doesn't) sing a song.	Does he (she) sing a song?
We sing a song.	We do not (don't) sing a song.	Do we sing a song?
They sang a song.	They did not (didn't) sing a song.	Did they sing a song?

[Quiz 6.1]

- Correct the verb errors in the sentences below. Some sentences may be correct as is.
 - 1) I runs a marathon.
 - 2) You look sleepy.
 - 3) She do not dance.
 - 4) Does you leave today?
 - 5) We don't stay here.
 - 6) it come with rice.

Check the answers

- Correct the verb errors in the sentences below. Some sentences may be correct as is.
 - 1) I **runs** a marathon. (run)
 - 2) You look sleepy.
 - 3) She **do** not dance. (does)
 - 4) **Does** you leave today? (Do)
 - 5) We don't stay here.
 - 6) it **come** with rice. (comes)

Adjectives

- Adjectives describe or modify nouns.

I like fairy tales. A fairy tale is an imaginary story that has unrealistic characters in a fantastic background. It makes me forget about the real world and refreshes my tired mind.

Adjectives generally appear immediately before the noun.

- A pretty girl
- Red flowers
- A long stick
- Heavy boxes
- Warm weather

- Commonly, adjectives of opposite meaning are formed by adding a prefix such as *un*, *in*, or *dis*.
- clear – unclear, important – unimportant, predictable – unpredictable, believable – unbelievable, common – uncommon, aware – unaware, ambiguous – unambiguous, conventional – unconventional, certain – uncertain
- definite – indefinite, correct – incorrect, comparable – incomparable, complete – incomplete, evitable – inevitable, expensive – inexpensive
- able – disable, assemble – disassemble, content – discontent, similar – dissimilar

- When using a string of adjectives, they should appear in a set order: size/shape + age + color + origin + material.
- A big brown house
- A small old English desk
- A beautiful black Italian leather purse
- Delicious Chinese food
- *The* + adjective describes a class or group of people and acts as a noun.
- the old, the young, the poor, the rich, the oppressed, the homeless, etc.
- This popular TV show is loved by **the old**.

[Quiz 7.1]

Write opposite adjectives using the appropriate prefix.

- 1) Clear _____
- 2) Definite _____
- 3) Correct _____
- 4) Expensive _____
- 5) Complete _____

Check the answers

- Write opposite adjectives using the appropriate prefix.

1) Clear un clear

3) Correct in correct

4) Expensive in expensive

5) Complete in complete

[Quiz 7.2]

Underline all adjectives in the following sentences.

In the spring, red roses blossom in my cute small garden. The beautiful birds also sing in the big oak tree.

Check the answers

- Underline all adjectives in the following sentences.

In the spring, **red** roses blossom in my **cute small** garden. The **beautiful** birds also sing in the **big** oak tree.

Comparative and Superlative Adjectives (lecture 3)

- Comparative adjectives compare two things. Superlative adjectives compare more than two things

Commonly, adjectives that contain only one syllable or end in 'y' use 'er' to form comparatives and 'est' to form superlatives. For adjectives ending in y, change the 'y' to 'i' before adding the 'er' or 'est'.

- old – older – oldest
- young – younger – youngest
- pretty – prettier – prettiest
- long – longer – longest
- short – shorter – shortest
- bright – brighter – brightest
- close – closer – closest
- happy – happier - happiest

- Ahmed is tall Mohammed is taller than Ahmed Khalid is the tallest.
- Ahmed is tall but Mohammed is taller.
- Radio is small but Mobile is smaller.
- Mobile is smaller than Radio.

- Adjectives with two or more syllables do not change but instead add *more* to form comparatives and *most* to form superlatives.
- respectable – more respectable – most respectable
- beautiful – more beautiful – most beautiful
- preferable – more preferable – most preferable
- hardworking – more hardworking – most hardworking

- Some adjectives have different forms of comparatives and superlatives.
- good – better – best
- bad – worse – worst
- little – less – least
- much (many) – more – most
- far – further - furthest
- The word *than* typically appears in comparative sentences.
- Amy is smarter than Betty.
- Chad is stronger than Dan.
- Dan is strong but Chad is stronger.

- Greg is more diligent than his brother.
- Greg's brother is diligent but Greg is more diligent.
- I have more apples than he.
- He has apples but I have more than him.
- She likes him more than me.
- I like him but she likes him more than.
- Superlatives are typically accompanied by the word *the*.
- Tom is the oldest man in town.
- Paul is the tallest boy in the neighborhood.
- That shade of blue is the most beautiful color.
- This is the longest song that I have ever heard.

[Quiz 8.1] ◉

Write the appropriate comparative or superlative form of the word cold in each blank.

Yesterday was a cold day. Today is _____ than yesterday.
Tomorrow will be the _____ day yet.

[Quiz 8.2]

Which of the following sentences is incorrect?

- 1) Mary is shorter than Jane.
- 2) The moon is more closer to the earth than the sun.
- 3) I have the best score on the exam.

Check the answers

- **[Quiz 8.1]**

Write the appropriate comparative or superlative form of the word cold in each blank.

Yesterday was a cold day. Today is colder than yesterday.
Tomorrow will be the coldest day yet.

- **[Quiz 8.2]**

Which of the following sentences is incorrect?

- 1) Mary is shorter than Jane.
- 2) The moon is more closer to the earth than the sun. (closer)
- 3) I have the best score on the exam.

[Quiz 8.3]

Fill in the blanks.

1) My friend has a pretty purse, but I have a _____ one.

2) The _____ weather is yet to come!

3) Today's sunshine is _____ beautiful than yesterday's.

Check the answers

- Fill in the blanks.
 - 1) My friend has a pretty purse, but I have a prettier one.
 - 2) The coldest weather is yet to come!
 - 3) Today's sunshine is more beautiful than yesterday's.

- Adverbs
- Adverbs modify a verb, an adjective, or another adverb.

An adverb tells more about a verb in the sentence.

- The fire engine runs fast.
- Listen to his speech carefully.
- I browse the web frequently.
- It rained hard.

- He ran fast.
- He ran very fast. (adv)
- She is very smart. (adjective)

- Adverb verb
- another adverb
- adjective

- An adverb describes more about an adjective in the sentence.
- The news is very (adv) surprising! (adj)
- The coffee is extremely (adv)hot (adj), so be careful.(adv)
- Nature is really (adv) amazing! (adj)
- An adverb modifies another adverb in the sentence.
- It rains very(adv) hard. (adv)
- Computers run much(adv) faster (adv) these days.
- I clean my room less (adv)frequently(adv) because I am busy. (adj)

- This place is busy. (adj)
- He speaks in a busy way. (adv)

- Commonly, adjectives can be changed to adverbs by adding 'ly'.
- slow – slowly
- quick – quickly
- comfortable – comfortably
- loud – loudly
- clear – clearly
- To change adjectives ending in 'y' into adverbs, change the 'y' to 'i' and add 'ly'.
- happy – happily
- easy – easily

[Quiz 9.1]

Choose the correct word form in the following sentences. ○

1) I spoke to you (careful, carefully) last time.

2) We talked about it (clear, clearly).

3) I sat on the (comfortable, comfortably) sofa.

4) My dog runs very (fast, faster).

5) Let's install the new program (quick, quickly).

Check the answers

- Choose the correct word form in the following sentences.

1) I spoke to you (careful, **carefully**) last time.

2) We talked about it (clear, **clearly**).

3) I sat on the (**comfortable**, comfortably) sofa.

4) My dog runs very (**fast**, faster).

5) Let's install the new program (quick, **quickly**).

Irregular Verbs

Regular verbs form their past and past participle by adding *ed* (d).

Base Verb	Past	Past Participle
grow	Grew	Grown
know	Knew	Known
begin	Began	begun
draw	Drew	drawn
drive	Drove	driven
fly	Flew	flown
give	Gave	given

[Quiz 13.1] home work

- Find the past and past participle forms of the following verbs using your dictionary:

bring

drink

think

tell

eat

make

beat

Gerunds lecture 4

- A gerund (verb + ing) acts like a noun in a sentence.
- Seeing is believing.
- Running a marathon is not an easy thing to do.
- Watching TV is sometimes harmful.
- Eating is always fun.
- My hobby is painting.
- She loves babysitting her sister.
- I like listening to music.
- I wasted all my afternoon by taking a nap.
- I am afraid of singing a song on a stage.
- Often, a possessive noun or pronoun comes before a gerund.
- I hope that you don't mind my using your pen.
- Don't be mad about my leaving early.
- I don't want you misunderstanding.
- You will be amazed by my writing.

[Quiz 14.1]

Fill in the blanks. ●

1) I enjoy _____ (draw) as a hobby.

2) She likes _____ (buy) clothes.

3) Children are fond of _____ (play) with water.

4) _____ (dance) is my favorite thing to do.

5) I am upset at his _____ (break) the rule.

Infinitive part one

- An infinitive is a verb combined with the word to. Most often, an infinitive acts as a noun in the sentence. Less frequently, it acts as an adjective or an adverb.
- I want to go home early today.
- I hope to be chosen as a member.
- I prefer to go there earlier.
- You need to consider various rules in writing sentences.
- You have to explain your reasoning in detail.
- You might wish to act as a teacher.
- To leave for a vacation is my only wish at this time.

- A common mistake in a relationship is not to trust the other person.
- Help me to save the trees!
- To be mentally healthy, you must read books.
- Do you want me to fill out this form?
- Here is our to-do list.
- It was nice to meet you.
- It is time to move on.
- I am young enough to change my habits.
- Don't forget not to make grammar mistakes.
- You are required to leave all your belongings here.
- I came to see a doctor today.
- You have to work harder to succeed.
- I need to take three more classes to finish my graduate study.
- I got closer to the speaker to listen clearly.
- Be sure to check if you have tickets.
- I am going to buy the new computer.

- Generally, it is not common to split to and the verb except for when you
- want to emphasize the verb.
- I want you to immediately stop doing that.
- You have to seriously work hard to succeed.
- You need to definitely explain your reasoning in detail.

Quiz 15.1

Fill in the blanks. ●

1) I am going _____ (learn) English.

2) It is common _____ (make) a grammar mistake.

3) Did you come _____ (clean) my house?

Infinitive part 2

- Commonly, an infinitive is used with the subject it. The sentence structure is "It is _____ + infinitive...." It refers to the infinitive. This expression is used in many ways.
- It is time to do math.
- It is common to think that way.
- It is appropriate to keep a low profile.
- It was nice to see you.
- It was my pleasure to meet you.
- It was my honor to have dinner with you.
- It is good to see you.
- It was great to go on a trip with them.

Both gerunds and infinitive phrases can function as nouns, in a variety of ways. Gerunds and infinitives can follow certain verbs but not others. You need to remember which verbs can be followed by only a gerund or only an infinitive.

- **Verbs that can precede only gerunds**

- consider, suggest, enjoy, deny, avoid, miss, mind, practice, postpone, resist, finish, quit, give up, put off

- **Verbs that can precede only infinitives:**

offer, decide, hope, attempt, promise, agree, afford, deserve, refuse, undertake, learn, fail, seem, appear, tend, pretend, choose, demand, desire, guarantee, claim, manage, determine, expect, want, wish

- **Verbs that can precede either gerunds or infinitives without changing meanings:**

continue, like, love, begin, start, propose, neglect, stand, hate

Verbs that can precede either gerunds or infinitives but change meanings:

forget, remember, stop, try

- I stopped watching the movie. (I no longer watched the movie.)
- I stopped to watch the movie. (I stopped what I was doing to watch the movie.)

Quiz 16.1

- Fill in the blanks.

- 1) I decided _____ (leave) the job.
- 2) She pretended _____ (know) me.
- 3) He desires _____ (be) a professor.
- 4) The company considered _____ (sell) its main building.
- 5) I expect _____ (win) at this game.
- 6) Do you enjoy _____ (take) care of your pet?
- 7) She hopes _____ (go) on a vacation.
- 8) Did you fail _____ (pass) the exam?
- 9) They want me _____ (take) this position.
- 10) It is great _____ (hear) that they agreed _____ (share) the land.

Active & passive voice

- Verbs are either active or passive in voice. In the active voice, the subject and verb relationship is straightforward: the subject is a do-er. In the passive voice, the subject of the sentence is not a do-er. It is shown with by + do-er or is not shown in the sentence. Passive voice is used when the action is the focus, not the subject. It is not important (or not known) who does the action.
- The window is broken. (It is not known who broke the window, or it is not important to know who broke the window.)
- The class has been canceled. (The focus is on the class being canceled. It is not important to know who canceled it.)
- The passive voice is often used. (The focus is on the passive voice. It is not important to explain who the writer is.)
- Passive voice should be avoided when you want more clarity in writing. However, in some cases, you need to use passive voice to stress the action, not the actor. Also, passive voice can be considered more polite, as it sounds less aggressive or dramatic.

- That building was built in 1990.
- The car was invented about a hundred years ago.
- I was told that Mary moved to a different country.
- Your business is appreciated.
- She was elected to city council.
- It was rumored that the company would lay off a few people soon.

- It is recommended that the billing process be shortened.
- You can easily rewrite an active sentence to a passive sentence. The object in the active sentence becomes a subject in the passive sentence. The verb is changed to a “be” verb + past participle. The subject of the active sentence follows by or is omitted.
- Sam wrote a letter to Jamie.
- A letter was written to Jamie by Sam.
- The government built a new bridge.
- A new bridge was built by the government.
- I recommend that you apply for this position.
- It is recommended that you apply for this position.

Quiz 17.1

- Rewrite the following sentence in passive voice.

John gave me a bunch of flowers on my birthday.

Quiz 17.2

Choose the sentences written incorrectly in the passive voice. 

- 1) I was eaten an ice cream.
- 2) The song was sung by a singer.
- 3) I was deceived by the TV program.
- 4) The concert was finished at 12 p.m.
- 5) He was written a novel.
- 6) The tennis match was aired on TV.
- 7) He was treated kindly.
- 8) I have been managed a company since 2004.

Auxiliary Verbs "Be," "Do," "Have"

- An auxiliary verb helps the main (full) verb and is also called a "helping verb." With auxiliary verbs, you can write sentences in different tenses, moods, or voices. Auxiliary verbs are: *be, do, have, will, shall, would, should, can, could, may, might, must, ought, etc.*
- I think I should study harder to master English.
- I am having a cup of coffee.
- You have been practicing hard.
- It was written by a petitioner.
- You may choose what you like.

- The verb forms of *be*, *do*, and *have* can be used either as a main (full) verb or an auxiliary verb. The following examples show these verbs used as auxiliary verbs.

1. "Be" as an auxiliary verb

a. Used in progressive sentences:

- I am taking a bath.
- She is preparing dinner for us.

- They have been studying all night.
- b.Used in passive sentences:
- I was given a free meal.
- He was seen by fans at the airport.
- This song has been sung by all nations.
- 2."Do" as an auxiliary verb

- a. Used in negative sentences:
 - I do not know the truth.
 - She doesn't agree with me.
 - They didn't arrive here yet.
- b. Used in questions:
 - Do you want to have another one?
 - Did he finish his homework?
 - Do we need to keep going straight?
- 3. "Have" as an auxiliary verb
 - a. Used in perfect sentences:
 - I have been following you for a mile.
 - We have done a lot so far.
 - She had been queen of the town.

Quiz 19.1

- Identify all auxiliary verbs in the following paragraph.

I have just heard that you didn't attend the meeting yesterday. Did you have a conflict with that time? I must ask that you explain the reason.

Quiz 19.2

Which of the following sentences does not show any auxiliary verbs?

- 1) I didn't have any reason to go there.
- 2) Have we practiced this song enough?
- 3) Three seats have been reserved for us.
- 4) I am a professor in the economics department.

Auxiliary Verbs "Will/Would" and "Shall/Should"

- The verbs *will*, *would*, *shall*, *should*, *can*, *could*, *may*, *might*, and *must* cannot be the main (full) verbs alone. They are used as auxiliary verbs only and always need a main verb to follow.
- **Will**
- Used to express desire, preference, choice, or consent:
 - I will take this duty.
 - Will you stop talking like that?
- Used to express the future:
 - It will rain tomorrow.
 - The news will spread soon.
- Used to express capacity or capability:
 - This bucket will hold two gallons of water.
 - This airplane will take 200 passengers.
- Used to express determination, insistence, or persistence:
 - I will do it as you say.

- **Would (past form of will)**

- Often used in auxiliary functions with rather to express preference:

- I would rather go shopping today.

- We'd rather say something than stay quiet.

- Used to express a wish or desire:

- I would like to have one more pencil.

- Used to express contingency or possibility:

- If I were you, I would be so happy.

- Used to express routine or habitual things:

- Normally, we would work until 6 p.m.

● **Shall**

- Mainly used in American English to ask questions politely (it has more usages in British English). For the future tense, will is more frequently used in American English than shall.
- Shall we dance?
- Shall I go now?
- Let's drink, shall we?
- Often used in formal settings to deliver obligation or requirement:
 - You shall abide by the law.
 - There shall be no trespassing on this property.
 - Students shall not enter this room.

- **Should (past form of shall)**

- Often used in auxiliary functions to express an opinion, suggestion, preference, or idea:
- You should rest at home today.
- I should take a bus this time.
- He should be more thoughtful in the decision-making process.
- Used to express that you wish something had happened but it didn't or couldn't (should + have + past participle):

- You should have seen it. It was really beautiful.
- I should have completed it earlier to meet the deadline.
- We should have visited the place on the way.
- Used to ask for someone's opinion:
- What should we do now?
- Should we continue our meeting?
- Should we go this way?
- Where should we go this summer?
- Used to say something expected or correct:
- There should be an old city hall building here.
- Everybody should arrive by 6 p.m.
- We should be there this evening.

Quiz 20.1

- Fill in the blanks using an appropriate auxiliary verb.

1) I _____ leave now. It is too late.

2) You _____ have seen him. His dance was amazing.

3) _____ we have lunch together?

4) I _____ like a cup of tea, please.

5) _____ we read the email?

Auxiliary Verbs "Can/Could" and "May/Might/Must"

- **Can**

- Used to express ability (to be able to do something):
 - I can make jewelry.
 - He can't speak French.
 - Can you open this jar?
- Used to ask for permission:
 - Can I use your bathroom?
 - Can I leave now?
 - Can I raise the volume?

- Used to make requests or suggestions:
- Can I have more napkins?
- Can I have the bill?
- You can take this spot if you like.
- You can do whatever you want.
- **Could (past form of can)**
- Describes an ability that someone had in the past:
- I could swim when I was young.
- You could see the boat sinking.
- They could tell he was nervous.

- Often used in auxiliary functions to express permission politely:
- Could I take this jacket with me?
- You could borrow my umbrella.
- Could you please let me pass you?
- Could I get you more water?
- Used to express possibility:
- All of them could ride in the van.
- You could always stay at our house.
- Could it be true?
- This plan could really work out.

○ **May**

- Used to ask for formal permission:
- May I come in?
- May I say something now?
- May I ask one question?
- Used to suggest something that is possible:
- She may agree with this plan.
- They may not be happy about what happened.
- It may shower tonight.

- **Might (past form of may)**

- Used to suggest a smaller possibility than may does (actually, might is more common than may in American English):
- He might have finished it.
- I might go see a doctor.
- I might not come this time.
- It might be right.
- You might have lost it.
- The store might have been closed today.

○ **Must**

- Used to express something formally required or necessary:
- I must complete the project by this week.
- The government must provide health care for everybody.
- Everyone must save the natural resources of the earth.
- The building must have a fire alarm.
- You must answer my question right now.
- Used to show that something is very likely:
- He must be a genius.
- You must be joking!
- There must be an accident.
- She must be very tired.

Quiz 21.1

- Choose the right word for each blank.

1) She _____ (can, could, may, might, must) have practiced a lot. Her performance was amazing.

2) I can't find my watch anywhere. I _____ (can, could, may, might, must) have lost it.

3) Professor, _____ (can, could, may, might, must) I ask a question?

4) _____ (can, could, may, might, must) you please lower your voice?

5) You _____ (can, could, may, might, must) be kidding! How is that possible?

6) I _____ (can, could, may, might, must) speak both English and Chinese fluently.

Prepositions "On," "At," and "In"

- A preposition is a word that links a noun, pronoun, or noun phrase to some other part of the sentence.

Prepositions can be tricky for English learners. There is no definite rule or formula for choosing a preposition. In the beginning stage of learning the language, you should try to identify a preposition when reading or listening in English and recognize its usage.

- to the office
- at the desk
- on the table
- in an hour
- about myself
- A preposition is used to show direction, location, or time, or to introduce an object.

Here are a few common prepositions and examples.

- **On**

- Used to express a surface of something:

- I put an egg on the kitchen table.

- The paper is on my desk.

- Used to specify days and dates:

- The garbage truck comes on Wednesdays.

- I was born on the 14th day of June in 1988.

- Used to indicate a device or machine, such as a phone or computer:

- He is on the phone right now.

- She has been on the computer since this morning.

- My favorite movie will be on TV tonight.

- Used to indicate a part of the body:

- The stick hit me on my shoulder.

- He kissed me on my cheek.

- I wear a ring on my finger.

- Used to indicate the state of something:

- Everything in this store is on sale.

- The building is on fire.

- **At**

- Used to point out specific time:

- I will meet you at 12 p.m.

- The bus will stop here at 5:45 p.m.

- Used to indicate a place:

- There is a party at the club house.

- There were hundreds of people at the park.

- We saw a baseball game at the stadium.

- Used to indicate an email address:

- Please email me at abc@defg.com.

- Used to indicate an activity:

- He laughed at my acting.

- I am good at drawing a portrait.

- .

- **In**

- Used for unspecific times during a day, month, season, year:
 - She always reads newspapers in the morning.
 - In the summer, we have a rainy season for three weeks.
 - The new semester will start in March.
- Used to indicate a location or place:
 - She looked me directly in the eyes.
 - I am currently staying in a hotel.
 - My hometown is Los Angeles, which is in California.
- Used to indicate a shape, color, or size:
 - This painting is mostly in blue.
 - The students stood in a circle.
 - This jacket comes in four different sizes.
- Used to express while doing something:
 - In preparing for the final report, we revised the tone three times.
 - A catch phrase needs to be impressive in marketing a product.
- Used to indicate a belief, opinion, interest, or feeling:
 - I believe in the next life.
 - We are not interested in gambling

o **[Quiz 22.1]**

Identify all prepositions in the following sentences.

After flying for many hours, we finally got off the airplane. We walked out the exit and went to the baggage claim area. There were hundreds of different bags on the conveyer belt. I almost picked up the wrong one because it looked like mine.

[Quiz 22.2]

Choose a correct preposition in the sentence.

- 1) I want to lose 5 kilogram _____ (on, at, **in**) one month.
- 2) Could you get me this pants _____ (on, at, **in**) a larger size?
- 3) She seems to be interested _____ (on, at, **in**) Psychology.
- 4) I will come to pick you up _____ (on, **at**, in) 2 pm tomorrow.
- 5) This class will be held _____ (**on**, at, in) Mondays.

paragraph writing

- Step 1: Decide the Topic of Your Paragraph Before you can begin writing, you need to know what you are writing about. First, look at the writing prompt or assignment topic. As you look at the prompt, note any key terms or repeated phrases because you will want to use those words in your response. Then ask yourself: •

- On what topic am I supposed to be writing? • What do I know about this topic already? • If I don't know how to respond to this assignment, where can I go to find some answers? • What does this assignment mean to me? How do I relate to it? After looking at the prompt and doing some additional reading and research, you should better understand your topic and what you need to discuss.

- Step 2: Develop a Topic Sentence Before writing a paragraph, it is important to think first about the topic and then what you want to say about the topic. Most often, the topic is easy, but the question then turns to what you want to say about the topic. This concept is sometimes called the controlling idea. Strong paragraphs are typically about one main idea or topic, which is often explicitly stated in a topic sentence. Good topic sentences should always contain both (1) a topic and (2) a controlling idea

- . The topic – The main subject matter or idea covered in the paragraph. The controlling idea – This idea focuses the topic by providing direction to the composition. Read the following topic sentences. They all contain a topic (in orange) and a controlling idea (in purple).

- When your paragraphs contain a clearly stated topic sentence such as one of the following, your reader will know what to expect and, therefore, understand your ideas better. Examples of topic sentences:
 - People can avoid plagiarizing by taking certain precautions. •

- There are several advantages to online education. • Effective leadership requires specific qualities that anyone can develop. Step 3: Demonstrate Your Point
After stating your topic sentence, you need to provide information to prove, illustrate, clarify, and/or exemplify your point.

- Ask yourself: • What examples can I use to support my point? • What information can I provide to help clarify my thoughts? • How can I support my point with specific data, experiences, or other factual material? • What information does the reader need to know in order to see my point.

- Facts, details, reasons, examples • Information from the readings or class discussions • Paraphrases or short quotations • Statistics, polls, percentages, data from research studies • Personal experience, stories, anecdotes, examples from your life Sometimes, adding transitional or introductory phrases like:

- for example, for instance, first, second, or last can help guide the reader. Also, make sure you are citing your sources appropriately.
- Step 4: Give Your Paragraph Meaning After you have given the reader enough information to see and understand your point, you need to explain why this information is relevant, meaningful, or interesting. Ask yourself:
- What does the provided information mean?
 - How does it relate to your overall point, argument, or thesis?

- Why is this information important/significant/meaningful?
 - How does this information relate to the assignment or course I am taking?
- Step 5: Conclude After illustrating your point with relevant information, add a concluding sentence. Concluding sentences link one paragraph to the next and provide another device for helping you ensure your paragraph is unified.

- While not all paragraphs include a concluding sentence, you should always consider whether one is appropriate. Concluding sentences have two crucial roles in paragraph writing: First, they draw together the information you have presented to elaborate your controlling idea by:
 - Summarizing the point(s) you have made.
 - Repeating words or phrases from the topic sentence.
 - Using linking words that indicate that conclusions are being drawn (e.g., therefore, thus, resulting).

- Second, they often link the current paragraph to the following paragraph. They may anticipate the topic sentence of the next paragraph by:
 - Introducing a word/phrase or new concept which will then be picked up in the topic sentence of the next paragraph.
 - Using words or phrases that point ahead (e.g., the following, another, other).

- Step 6: Look Over and Proofread The last step in good paragraph writing is proofreading and revision. Before you submit your writing, look over your work at least one more time. Try reading your paragraph out loud to make sure it makes sense. Also, ask yourself these questions: • Does my paragraph answer the prompt and support my thesis? • Does it make sense? Does it use the appropriate academic voice?

Prepositions "Of," "To," and "For"

- **Of**
- Used for belonging to, relating to, or connected with:
 - The secret of this game is that you can't ever win.
 - The highlight of the show is at the end.
 - The first page of the book describes the author's profile.
 - Don't touch it. That's the bag of my friend's sister.
 - I always dreamed of being rich and famous.
- Used to indicate reference:
 - I got married in the summer of 2000.
 - This is a picture of my family.
 - I got a discount of 10 percent on the purchase.
- Used to indicate an amount or number:
 - I drank three cups of milk.
 - A large number of people gathered to protest.
 - I had only four hours of sleep during the last two days.
 - He got a perfect score of 5 on his writing assignment.

- **To**

- Used to indicate the place, person, or thing that someone or something moves toward, or the direction of something:
- I am heading to the entrance of the building.
- The package was mailed to Mr. Kim yesterday.
- All of us went to the movie theater.
- Please send it back to me.
- Used to indicate a limit or an ending point:
- The snow was piled up to the roof.
- The stock prices rose up to 100 dollars.
- Used to indicate relationship:
- This letter is very important to your admission.
- My answer to your question is in this envelop.
- Do not respond to every little thing in your life.
- Used to indicate a time or a period:
- I work nine to six, Monday to Friday.
- It is now 10 to five. (In other words, it is 4:50.)
- .

- **For**

- Used to indicate the use of something:
- This place is for exhibitions and shows.
- I baked a cake for your birthday.
- I put a note on the door for privacy.
- She has been studying hard for the final exam.
- Used to mean because of:
- I am so happy for you.
- We feel deeply sorry for your loss.
- For this reason, I've decided to quit this job.
- Used to indicate time or duration:
- He's been famous for many decades.
- I attended the university for one year only.
- This is all I have for today

o [Quiz 23.1]

Choose the correct preposition in each sentence.

1) I slept _____ (of, to, **for**) only two hours last night.

2) It was my first trip _____ (of, **to**, for) Hawaii.

3) Turn off the TV and go straight _____ (of, **to**, for) bed.

4) This book was written _____ (of, to, **for**) the people who want to learn how to play a guitar.

5) I was late _____ (of, to, **for**) school.

6) Spencer is one _____ (**of**, to, for) my best friends.

Prepositions "With," "Over," and "By"

- **With**
- Used to indicate being together or being involved:
- I ordered a sandwich with a drink.
- He was with his friend when he saw me.
- She has been working with her sister at the nail shop.
- The manager will be with you shortly.
- Used to indicate "having":
- I met a guy with green eyes.
- Were you the one talking with an accent?
- People with a lot of money are not always happy.
- Used to indicate "using":
- I wrote a letter with the pen you gave me.
- This is the soup that I made with rice and barley.
- He cut my hair with his gold scissors.
- Used to indicate feeling:
- I am emailing you with my sincere apology.
- He came to the front stage with confidence.
- Used to indicate agreement or understanding:
- Are you with me?
- Yes, I am completely with you.
- She agrees with me.

- **Over**

- Used to indicate movement from one place to another:
 - Come over to my house for dinner sometime.
 - Could you roll over?
 - They sent over a gift for his promotion.
- Used to indicate movement downward:
 - The big tree fell over on the road.
 - Can you bend over and get the dish for me?
 - He pushed it over the edge.
- Used to indicate more than an expected number or amount:
 - This amount is over our prediction.
 - Kids twelve and over can watch this movie.
 - The phone rang for over a minute.
- Used to indicate a period of time:
 - I worked there over a year.
 - She did not sleep there over this past month.

- **By**
- Used to indicate proximity:
- Can I sit by you?
- He was standing by me.
- The post office is by the bank.
- Used to indicate the person that does something in a passive voice sentence:
- The microwave was fixed by the mechanic.
- The flowers were delivered by a postman.
- The branch office was closed by the head office.
- Used to indicate an action with a particular purpose:
- You can pass the exam by preparing for it.
- I expressed my feeling toward her by writing a letter.
- She finally broke the record by pure effort.
- Used to indicate a mean or method:
- Please send this package to Russia by airmail.
- I came here by subway.

○ [Quiz 24.1]

Choose the correct preposition in each sentence.

1) If she left at 4 p.m., she should be here _____ (with, over, **by**) now.

2) Go _____ (with, **over**, by) there and catch my ball.

3) _____ (**With**, Over, By) your determination, you will be able to achieve your dream.

4) I just found it! It was _____ (with, over, **by**) the radio on my desk.

5) I knocked him _____ (with, **over**, by) accidentally.

6) She was _____ (**with**, over, by) me when the accident occurred.

Coordinating Conjunctions and Correlative Conjunctions

- A conjunction joins words or groups of words in a sentence.
- I ate lunch with Kate and Derma.
- Because it is rainy today, the trip is canceled.
- She didn't press the bell, but I did.
- There are three types of conjunctions:
 - 1.Coordinating Conjunctions
 - a. Connect words, phrases, or clauses that are independent or equal
 - b. and, but, or, so, for, yet, and not
 - 2.Correlative Conjunctions
 - a. Used in pairs
 - b. both/and, either/or, neither/nor, not only//but also
 - 3.Subordinating Conjunctions
 - a. Used at the beginning of subordinate clauses
 - b. although, after, before, because, how, if, once, since, so that, until, unless, when, while, where, whether, etc.
- **Coordinating Conjunctions**
 - 1.And—means "in addition to":
 - We are going to a zoo and an aquarium on the same day.

- 2. But—connects two different things that are not in agreement:
 - I am a night owl, but she is an early bird.
- 3. Or—indicates a choice between two things:
 - Do you want a red one or a blue one?
- 4. So—illustrates a result of the first thing:
 - This song has been very popular, so I downloaded it.

- 5.For—means "because":
- I want to go there again, for it was a wonderful trip.
- 6.Yet—indicates contrast with something:
- He performed very well, yet he didn't make the final cut.
- **Correlative Conjunctions**
- 1.Both/and
- She won gold medals from both the single and group races.
- Both TV and television are correct words.
- 2.Either/or
- I am fine with either Monday or Wednesday.
- You can have either apples or pears.
- 3.Neither/nor
- He enjoys neither drinking nor gambling.
- Neither you nor I will get off early today.
- 4.Not only/but also
- Not only red but also green looks good on you.
- She got the perfect score in not only English but also math.

○ [Quiz 25.1]

Write the correct conjunction in each sentence.

1) both my friend and I are taking the geography class.

2) Do you want to go swimming or golfing?

3) I studied grammar for a long time, yet I still make mistakes.

4) both wood or bricks can be used as homebuilding materials.

5) I wasn't feeling well this morning, but I had to go to work.

Conjunctive Adverbs

- Conjunctive adverbs are words that join independent clauses into one sentence. A conjunctive adverb helps you create a shorter sentence.

When you use a conjunctive adverb, put a semicolon (;) before it and a comma (,) after it.

- We have many different sizes of this shirt; however, it comes in only one color.
- Some examples of conjunctive adverbs are: *accordingly, also, besides, consequently, finally, however, indeed, instead, likewise, meanwhile, moreover, nevertheless, next, otherwise, still, therefore, then, etc.*
- The due date for the final paper has passed; therefore, I could not submit mine on time.
- There are many history books; however, none of them may be accurate.
- It rained hard; moreover, lightening flashed and thunder boomed.
- The baby fell asleep; then, the doorbell rang.
- The law does not permit drinking and driving anytime; otherwise, there would be many more accidents.

- Conjunctive adverbs look like coordinating conjunctions (and, but, or, so, for, yet, nor); however, they are not as strong as coordinating conjunctions and they are punctuated differently.

A conjunctive adverb is also used in a single main clause. In this case, a comma (,) is used to separate the conjunctive adverb from the sentence.

- I woke up very late this morning. Nevertheless, I wasn't late to school.
- She didn't take a bus to work today. Instead, she drove her car.
- Jack wants a toy car for his birthday. Meanwhile, Jill wants a dollhouse for her birthday.
- They returned home. Likewise, I went home.

[Quiz 27.1]

Choose the right conjunctive adverb for the sentence. ●

1) Hurry up; otherwise, you will be late for the train.

2) I studied hard for the exam; Nevertheless, I failed.

3) Tom is a sportsman; likewise, his brother Tom is athletic.

4) He didn't go to college. instead, he started his own business.

5) He is not good-looking. however, he is popular among girls.

Subordinating Conjunctions

- 1. Although—means "in spite of the fact that":
 - Although it was raining, I ran home.
 - She showed up, although she felt sick.
 - Although my mom told me to come home early, I stayed out late.
- 2. After—indicates "subsequently to the time when":
 - Please text me after you arrive at the shopping mall.
 - We were forced to stop watching TV after the electricity went out.
 - I always tell my daughter that she can have dessert after she eats her dinner.

- 3.Before—indicates "earlier than the time that":
 - He had written a living will before he died.
 - Before he contacted me, I was going to call him.
 - I need to finish the dishes before my wife gets home.
- 4.Because—means "for the reason that":
 - Because he was smart and worked hard, he was able to make a lot of money.
 - They stopped building the house because it was pouring.
 - I love dogs because they are so cute.

- 5.How—means "the way in which":
- I wonder how you did it.
- He explained how he completed it in a few days.
- Can you show me how you fixed the computer?

- 6.If—means "in the event that":
- If it is sunny tomorrow, we can go to the beach.
- If I receive a promotion, you will be the first to know.
- You can watch TV if you finish your homework.

- 7.Once—indicates "at the moment when":
 - Once you see him, you will recognize him.
 - Once the light came on, we all shouted with joy.
 - Call me once you start having contractions.
- 8.Since—means "from the time when":
 - I've been a singer since I was young.
 - Since he graduated, he has been doing nothing.
 - This building has been remodeled three times since I lived here.

- 9. So that—means "in order to":
- So that she could keep her position, she didn't complain at all.
- He finished his work as fast as possible so that he could leave early.
- He worked harder for a raise so he could buy a nice car.

- 10.Until—means "up to the time that":
 - Don't go anywhere until I come back.
 - She didn't realize her talent in painting until her teacher mentioned it.
 - They won't allow us to sit until everyone arrives.
- 11.Unless—means "except, on the condition":
 - You will not pass the exam unless you get a score of 80 or higher.
 - I will not tell you anything unless you tell me what you know first.
 - Unless you ask her, you will never know.

- 12. When—means "at that time":
- When I came in the room, everyone looked at me.
- I woke up when my baby was crying.
- I started looking for a gas station when my gas light went on.
- 13. While—means "during the time":
- Someone called you while you were at the meeting.
- We met while we were working at the University.
- My dog started barking while I was talking on the phone.

- 14. Where—indicates "in the place":
 - This is where I came from.
 - Please tell me where you are going.
 - I need to know where John hid the present.
- 15. Whether—means "if it is true or not":
 - We will have a picnic whether it rains or not.
 - It is time to decide whether we should take action.
 - You need to decide whether or not you are hungry.

○ [Quiz 26.1]

Fill in the blanks with an appropriate conjunction.

- 1) Could you email me when you receive the offer?
- 2) I want to buy it whether it is expensive or not.
- 3) Don't do that until I allow it.
- 4) if you are confident with it, you should go for it.
- 5) I didn't enroll this semester so that I could go backpacking in Europe.
- 6) My neighbor's cat has been missing since last Friday.
- 7) because I own a house, I am required to pay property taxes.

Capitalization

- Capitalization means using a capital letter (for example, A instead of a). The use of capital letters helps readers read your writing without confusion.

Always capitalize the following:

The first word in a sentence.

- I grew up in India.
- She left a message on my phone.

- The pronoun I.
- This country is where I dreamed of.
- The first letter of a proper noun (specific name).
- David wants to play soccer with us.
- This letter is from Chang.
- .

- I graduated from the University of New York.
- I like Coca-Cola.
- She likes Godiva chocolates.
- The first letter of months, days, and holidays (but not seasons).
- Today is June 8, 2011.
- Susie's birthday is this Thursday.
- The shops are closed on Easter.
- This summer is going to be very hot.

- The first letter of nationalities, religions, races of people, and languages.
- We often eat Italian food.
- I want to master many languages, such as Spanish, Korean, Chinese, and Russian.
- There is one Christian church in my town.
- The first letter in a person's title.

- This is Dr. Simon.
- I got it from Mr. Tom.
- Geographic areas: cities, states, countries, mountains, oceans, rivers, etc.
- My destination is Paris, France.
- Hawaii is in the middle of the Pacific Ocean.
- Historical periods.
- The Renaissance began in the 14th century.
- The Qing Dynasty is the last dynasty in China.
- The first letter of each major word in the title of a book, movie, article, etc.
- Tolstoy's War and Pease is my favorite novel.
- I found the article "How to Write a Good Cover Letter" in this magazine

o **[Quiz 30.1]**

Correctly write each sentence using proper capitalization.

1) i was born in shanghai, china, but grew up in the united states.

2) mrs. ohana gave me the bible.

3) if you walk two more blocks, you will be able to see mt. rocky.

4) my family will have a summer vacation in hawaii.

5) I didn't want to cook tonight, so I just ordered thai food for dinner.

- There are 14 punctuation marks that are commonly used in English grammar. They are the period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis. Following their correct usage will make your writing easier to read and more appealing.
- Sentence Endings

- Three of the fourteen punctuation marks are appropriate for use as sentence endings. They are the period, question mark, and exclamation point.
- The **period** (.) is placed at the end of declarative sentences, statements thought to be complete and after many abbreviations.
- As a sentence ender: *Jane and Jack went to the market.*
- After an abbreviation: *Her son, John Jones Jr., was born on Dec. 6, 2008.*

- Use a **question mark** (?) to indicate a direct question when placed at the end of a sentence.
- *When did Jane leave for the market?*
- The **exclamation point** (!) is used when a person wants to express a sudden outcry or add emphasis.
- Within dialogue: *"Holy cow!" screamed Jane.*
- To emphasize a point: *My mother-in-law's rants make me furious!*
- Comma, Semicolon and Colon
- The comma, semicolon and colon are often misused because they all can indicate a pause in a series.
- The comma is used to show a separation of ideas or elements within the structure of a sentence. Additionally, it is used in numbers, dates and letter writing after the salutation and closing.
- Direct address: *Thanks for all your help, John.*

- Separation of two complete sentences: *We went to the movies, and then we went out to lunch.*
- Separating lists or elements within sentences: *Suzi wanted the black, green, and blue dress.*
- Whether to add a final comma before the conjunction in a list is a matter of debate. This final comma, known as an Oxford or serial comma, is useful in a complex series of elements or phrases but is often considered unnecessary in a simple series such as in the example above. It usually comes down to a style choice by the writer.
- The **semicolon** (;) is used to connect independent clauses. It shows a closer relationship between the clauses than a period would show.
- *John was hurt; he knew she only said it to upset him.*
- A **colon** (:) has three main uses. The first is after a word introducing a quotation, an explanation, an example, or a series.

- *He was planning to study four subjects: politics, philosophy, sociology and economics.*
- The second is between independent clauses, when the second explains the first, similar to a semicolon:
- *I didn't have time to get changed: I was already late.*
- The third use of a colon is for emphasis:
- *There was one thing she loved more than any other: her dog.*

- A colon also has non-grammatical uses in time, ratio, business correspondence and references.
- Dash and the Hyphen
- Two other common punctuation marks are the dash and hyphen. These marks are often confused with each other due to their appearance but they are very different.
- A **dash** is used to separate words into statements. There are two common types of dashes: en dash and em dash.

- En dash: Slightly wider than a hyphen, the en dash is a symbol (-) that is used in writing or printing to indicate a range or connections and differentiations, such as 1880-1945 or Princeton-New York trains.
- Em dash: Twice as long as the en dash, the em dash can be used in place of a comma, parenthesis, or colon to enhance readability or emphasize the conclusion of a sentence. For example, *She gave him her answer - No!* Whether you put spaces around the em dash or not is a style choice. Just be consistent.
- A **hyphen** is used to join two or more words together into a compound term and is not separated by spaces. For example, part-time, back-to-back, well-known.
- Brackets, Braces and Parentheses
- **Brackets**, braces and parentheses are symbols used to contain words that are a further explanation or are considered a group.
- **Brackets** are the squared off notations ([]) used for technical explanations or to clarify meaning. If you remove the information in the brackets, the sentence will still make sense.

- *He [Mr. Jones] was the last person seen at the house.*
- **Braces** ({}) are used to contain two or more lines of text or listed items to show that they are considered as a unit. They are not commonplace in most writing, but can be seen in computer programming to show what should be contained within the same lines. They can also be used in mathematical expressions. For example, $2\{1+[23-3]\}=x$.

- **Parentheses** () are curved notations used to contain further thoughts or qualifying remarks. However, parentheses can be replaced by commas without changing the meaning in most cases.
- *John and Jane (who were actually half brother and sister) both have red hair.*
- Apostrophe, Quotation Marks and Ellipsis
- The final three punctuation forms in English grammar are the apostrophe, quotation marks and ellipsis. Unlike previously mentioned grammatical marks, they are not related to one another in any form.

- An **apostrophe** (') is used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of lowercase letters. Examples of the apostrophe in use include:
 - Omission of letters from a word: *I've seen that movie several times. She wasn't the only one who knew the answer.*
 - Possessive case: *Sara's dog bit the neighbor.*
 - Plural for lowercase letters: *Six people were told to mind their p's and q's.*
 - It should be noted that, according to Purdue University, some teachers and editors enlarge the scope of the use of apostrophe, and prefer their use on symbols (&'s), numbers (7's) and capitalized letters (Q&A's), even though they are not necessary.

- **Quotations marks** (" ") are a pair of punctuation marks used primarily to mark the beginning and end of a passage attributed to another and repeated word for word. They are also used to indicate meanings and to indicate the unusual or dubious status of a word.
- *"Don't go outside," she said.*
- Single quotation marks (' ') are used most frequently for quotes within quotes.
- *Marie told the teacher, "I saw Marc at the playground, and he said to me 'Bill started the fight,' and I believed him."*

- The **ellipsis** is most commonly represented by three periods (. . .) although it is occasionally demonstrated with three asterisks (***) . The ellipsis is used in writing or printing to indicate an omission, especially of letters or words. Ellipses are frequently used within quotations to jump from one phrase to another, omitting unnecessary words that do not interfere with the meaning. Students writing research papers or newspapers quoting parts of speeches will often employ ellipsis to avoid copying lengthy text that is not needed.
- Omission of words: *She began to count, "One, two, three, four..." until she got to 10, then went to find him.*
- Within a quotation: *When Newton stated, "An object at rest stays at rest and an object in motion stays in motion..." he developed the law of motion.*

- **2. spelling rules**
- **Here are the first spelling rules that students should know.**
- Every word has at least one vowel.
- Every syllable has one vowel.
- C can say /k/ or /s/. C says /s/ before an e, i, or y (*cent, city, cycle*). It says /k/ before everything else (*cat, clip*).
- G can say /g/ or /j/. G may say /j/ before an e, i, or y (*gem, giant, gym*). It says /g/ before everything else (*garden, glad*).
- Q is always followed by a u (*queen*).
- Double the consonants f, l, and s at the end of a one-syllable word that has just one vowel (*stiff, spell, pass*).
- To spell the sound of /k/ at the end of a word, we use ck or k. Use ck after a short vowel (*sick*). After everything else, use a k (*milk*).
- Capitalize names.

4. essay writing

- essays are a short piece of writing representing one's side of the argument or one's experiences, stories etc. Essays are very personalized. So let us learn about types of essays, format, and tips for essay-writing.
- It is often considered synonymous with a story or a paper or an article. Essays can be both formal as well as informal. Formal essays are generally academic in nature and tackle serious topics. We will be focusing on informal essays which are more personal and often have humorous elements.

Types of Essays

- The type of an essay will depend on what the writer wants to convey to his reader. There are broadly four types of essays. Let us see.
- ***Narrative Essays:*** This is when the writer is narrating an incident or story through the essay. So these are in the first person. The aim when writing narrative essays is to involve the reader in them as if they were right there when it was happening. SO make them as vivid and real as possible. One way to make this possible is to follow the principle of 'show, don't tell'. So you must involve the reader in the story.

- ***Descriptive Essays:*** Here the writer will describe a place, an object, an event or maybe even a memory. But it is not just plainly describing things. The writer must paint a picture through his words. One clever way to do that is to evoke the senses of the reader. Do not only rely on sight but also involve the other senses of smell, touch, sound etc. A descriptive essay when done well will make the reader feel the emotions the writer was feeling at the moment.

- **Expository Essays:** In such an essay a writer presents a balanced study of a topic. To write such an essay, the writer must have real and extensive knowledge about the subject. There is no scope for the writer's feelings or emotions in an expository essay. It is completely based on facts, statistics, examples etc. There are sub-types here like contrast essays, cause and effect essays etc.
- **Persuasive Essays:** Here the purpose of the essay is to get the reader to your side of the argument. A persuasive essay is not just a presentation of facts but an attempt to convince the reader of the writer's point of view. Both sides of the argument have to be presented in these essays. But the ultimate aim is to persuade the readers that the writer's argument carries more weight.

Format of an Essay

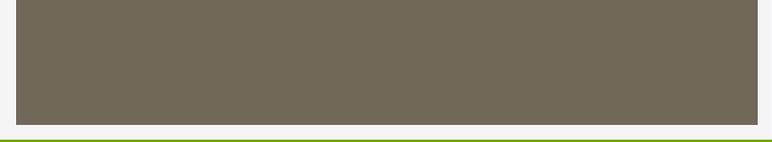
- Now there is no rigid format of an essay. It is a creative process so it should not be confined within boundaries. However, there is a basic structure that is generally followed while writing essays. So let us take a look at the general structure of an essay.

○ **Introduction**

- This is the first paragraph of your essay. This is where the writer introduces his topic for the very first time. You can give a very brief synopsis of your essay in the introductory paragraph. Generally, it is not very long, about 4-6 lines.
- There is plenty of scopes to get creative in the introduction of essays. This will ensure that you hook the reader, i.e. draw and keep his attention. So to do so you can start with a quote or a proverb. Sometimes you can even start with a definition. Another interesting strategy to engage with your reader is to start with a question.

- **Body**

- This is the main crux of your essays. The body is the meat of your essay sandwiched between the introduction and the conclusion. So the most vital and important content of the essay will be here. This need not be confined to one paragraph. It can extend to two or more paragraphs according to the content.
- Usually, we have a lot of information to provide in the body. And the mistakes writers generally make is to go about it in a haphazard manner which leaves the reader confused. So it is important to organize your thoughts and content. Write the information in a systematic flow so that the reader can comprehend. So, for example, you were narrating an incident. The best manner to do this would be to go in a chronological order.



- **Conclusion**

- This is the last paragraph of the essay. Sometimes a conclusion will just mirror the introductory paragraph but make sure the words and syntax are different. A conclusion is also a great place to sum up a story or an argument. You can round up your essay by providing some moral or wrapping up a story. Make sure you complete your essays with the conclusion, leave no hanging threads.

Tips for Essay Writing

- Give your essays an interesting and appropriate title. It will help draw the attention of the reader and pique their curiosity
- Keep it between 300-500 words. This is the ideal length, you can take creative license to increase or decrease it
- Keep your language simple and crisp. Unnecessary complicated and difficult words break the flow of the sentence.
- Do not make grammar mistakes, use correct punctuation and spellings. If this is not done it will distract the reader from the content
- Before beginning the essay organize your thought and plot a rough draft. This way you can ensure the story will flow and not be an unorganized mess.
- **Solved Question for You**
- Q: What is a thesis statement of essays?
- Ans: The thesis statement is a clear, one-sentence explanation of your position that leaves no doubt in the readers' mind about which side you are on from the beginning of your essay.

Practice