

Prof. Mark McDowell, M.A. – Ibra College of Technology -
Supplementary Writing Notes and Exercises

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Common Mistakes

- 1) Use subject-verb agreement: He likes **movies**. I like movies. You like movies. Mary and John like movies. They like movies. Everyone likes **movies**. Everybody likes **movies**.
- 2) Pluralize when talking about things in general. I read stories. **Not**> I read a story. I like camels. **Not**> I like camel.
- 3) Use determiners before nouns: I like **my** father. I'm going to wash **his** car. I'm going to go to **the** beach. I like **my** dog. I'm going to walk to **the** store. I want to sing **a** song. Please bring me **a** glass of milk. **My** father likes to read **the** newspaper. Pay special attention to a, an, the.
- 4) Don't overuse the article "the." Only country names with "United," "Republic," or end with "s" use "The": **The** United States, **The** United Arab Emirates, **The** Philippines, **The** United Kingdom. Don't put "the" in front of city names. I'm going to Muscat. **Not**> I'm going to the Muscat. Examples of overuse of the article "the": I like to watch the football should be I like to watch football. Saying "I like to watch the TV." You should not say "the" because that would refer to the actual television itself. Just say I like to watch TV. However, saying "I like listening to the radio." is acceptable because listening doesn't require the thing we are listening to, to move.
- 5) Don't use "to" before "home." I'm going to go home. **Not**> I'm going to go to home." We also do not use "to" with "up," "down," "here," or "there."
- 6) Don't use two verbs together. Use gerunds and infinitives. I like running to school. **Not**> I like run to school. I like play soccer, should be I like **to** play soccer or I like **playing** soccer.
- 7) Don't use both infinitive and gerund together. Don't put "to" and "-ing" together. I want to play. **Not**> I want to playing. I like to swimming
- 8) Make plurals agree: I have two cats. **Not**> I have two cat. I have many friends. **Not**> I have many friend.
- 9) Don't say the word "color" after the name of the color. The sky is blue color, should be the sky is blue.
- 10) Don't confuse "b" and "p." Don't say party for the word party, or play or play.
- 11) Don't forget to add the 's (apostrophe s) to show possession: My mother name is Sarah, should be "My mother's name is Sarah."
- 12) Remember to capitalize the first word of a sentence or the first letter of proper nouns.
- 13) Don't repeat the subject as a pronoun directly after the subject: My mother *she* is a housewife, should be ~ My mother is a housewife (no she).

Punctuation Marks

Punctuation Marks Punctuation Mark	Symbol	Definition	Examples
apostrophe	,	An apostrophe is used as a substitute for a missing letter or letters in a word (as in the contraction cannot = can't), to show the possessive case (Jane's room), and in the plural of letters, some numbers and abbreviations. Note: groups of years no longer require an apostrophe (for example, the 1950s or the 90s).	I can't see the cat's tail. Dot your i's and cross your t's. 100's of years.
colon	:	A colon is used before a list or quote. A colon is used to separate hours and minutes. A colon is used to separate elements of a mathematical ratio.	There are many punctuation marks: period, comma, colon, and others. The time is 2:15. The ratio of girls to boys is 3:2.
comma	,	A comma is used to separate phrases or items in a list.	She bought milk, eggs, and bread.
dash	—	A dash is used to separate parts of a sentence.	The dash is also known as an "em dash" because it is the length of a printed letter m — it is longer than a hyphen.
ellipsis	...	An ellipsis (three dots) indicates that part of the text has been left out.	0, 2, 4, ..., 100

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exclamation point	!	An exclamation point is used to show excitement or emphasis.	It is cold!
hyphen	-	A hyphen is used between parts of a compound word or name. It is also used to split a word by syllables to fit on a line of text.	The sixteen-year-old girl is a full-time student.
parentheses	()	Parentheses are curved lines used to separate explanations or qualifying statements within a sentence (each one of the curved lines is called a parenthesis). The part in the parentheses is called a parenthetical remark.	This sentence (like others on this page) contains a parenthetical remark.
period	.	A period is used to note the end of a declarative sentence.	I see the house.
question mark	?	A question mark is used at the end of a question.	When are we going?
quotation mark	" "	Quotation marks are used at the beginning and end of a phrase to show that it is being written exactly as it was originally said or written.	She said, "Let's eat."
semicolon	;	A semicolon separates two independent clauses in a compound sentence. A semicolon is also used to separate items in a series where commas are already in use.	Class was canceled today; Mr. Smith was home sick. Relatives at the reunion included my older brother, Bob; my cousin, Art; and my aunt, Mattie.

Summary of Common Punctuation Marks

Period	.	Colon	:
Question mark	?	Semicolon	;
Exclamation mark	!	Ellipses	...
Comma	,	Hyphen	-
Apostrophe	'	Dash	--
Quotation marks	“ ”	Underline	<hr/>
Single quotation marks	‘ ’	Parenthesis	()

Quiz on Punctuation

Place the correct punctuation mark at the end of the sentence:

. ! ?

1. Hello, how are you
2. I'm very tired
3. I really enjoyed that

Use colons : commas , periods . apostrophes ' below:

4. I've gone to the following countries Japan China and Italy
5. Bring the items listed a pencil a pen and a ruler
6. Study the chart shown below

Put in the proper punctuation:

“ ” _____ ; , -- ... - : () ‘ ’

7. She said I like chocolate but I said I like strawberry
8. The name of the book was Gone With the Wind
9. I liked her and she liked me
10. I like her she likes me
11. There is only one way to stay healthy exercise
12. The numbers 1,2,3 10 are whole numbers.
13. He was an ex convict.
14. She was thirty five years old.
15. The time is now 8 43.
16. The article of the magazine was called Time To Be Great.
17. I like the way children's stories begin: Once upon a time .
18. You like blue red and green but I like yellow orange and blue.
19. The girl over there who happens to be my sister is very mean.
20. The woman likes to gossip and told me, Did you know that John said I
only eat candy bars

Article Usage - a, an, the

What is an article? Basically, an article is an adjective. Like adjectives, articles modify nouns.

English has two articles: **the** and **a/an**. **The** is used to refer to specific or particular nouns; **a/an** is used to modify non-specific or non-particular nouns. We call **the** the *definite* article and **a/an** the *indefinite* article.

the = definite article

a/an = indefinite article

For example, if I say, "Let's read **the** book," I mean a *specific* book. If I say, "Let's read **a** book," I mean *any* book rather than a specific book.

Here's another way to explain it: **The** is used to refer to a *specific* or *particular* member of a group. For example, "I just saw **the** most popular movie of the year." There are many movies, but only one particular movie is the most popular. Therefore, we use **the**.

"A/an" is used to refer to a *non-specific* or *non-particular* member of the group. For example, "I would like to go see **a** movie." Here, we're not talking about a *specific* movie. We're talking about *any* movie. There are many movies, and I want to see *any* movie. I don't have a specific one in mind.

Let's look at each kind of article a little more closely.

Indefinite Articles: a and an

"A" and "an" signal that the noun modified is indefinite, referring to *any* member of a group. For example:

- "My daughter really wants **a** dog for Christmas." This refers to *any* dog. We don't know which dog because we haven't found the dog yet.
- "Somebody call **a** policeman!" This refers to *any* policeman. We don't need a specific policeman; we need any policeman who is available.
- "When I was at the zoo, I saw **an** elephant!" Here, we're talking about a single, non-specific thing, in this case an elephant. There are probably several elephants at the zoo, but there's only *one* we're talking about here.

Remember, using a or an depends on the sound that begins the next word. So...

- **a** + singular noun beginning with a consonant: **a** boy; **a** car; **a** bike; **a** zoo; **a** dog
- **an** + singular noun beginning with a vowel: **an** elephant; **an** egg; **an** apple; **an** idiot; **an** orphan

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- **a** + singular noun beginning with a consonant sound: **a** user (sounds like 'yoo-zer,' i.e. begins with a consonant 'y' sound, so 'a' is used); **a** university; **a** unicycle
- In some cases where "h" is pronounced, such as "historical," use **an**:

An historical event is worth recording.

However, in writing, "a historical event" is more commonly used.

Remember that this rule also applies when you use acronyms:

Introductory Composition at Purdue (ICaP) handles first-year writing at the University.

Therefore, an ICaP memo generally discusses issues concerning English 106 instructors.

Another case where this rule applies is when acronyms start with consonant letters but have vowel sounds:

An MSDS (material safety data sheet) was used to record the data. An SPCC plan (Spill

Prevention Control and Countermeasures plan) will help us prepare for the worst.

If the noun is modified by an adjective, the choice between **a** and **an** depends on the initial sound of the adjective that immediately follows the article:

- **a** broken egg
- **an** unusual problem
- **a** European country (sounds like 'yer-o-pi-an,' i.e. begins with consonant 'y' sound)

Remember, too, that in English, the indefinite articles are used to indicate membership in a group:

- I am **a** teacher. (I am a member of a large group known as teachers.)
- Brian is **an** Irishman. (Brian is a member of the people known as Irish.)
- Seiko is **a** practicing Buddhist. (Seiko is a member of the group of people known as Buddhists.)

Definite Article: the

The definite article is used before singular and plural nouns when the noun is specific or particular. **The** signals that the noun is definite, that it refers to a particular member of a group. For example:

"**The** dog that bit me ran away." Here, we're talking about a *specific* dog, the dog that bit me.

"I was happy to see **the** policeman who saved my cat!" Here, we're talking about a *particular* policeman. Even if we don't know the policeman's name, it's still a particular policeman because it is the one who saved the cat.

"I saw **the** elephant at the zoo." Here, we're talking about a *specific* noun. Probably there is only one elephant at the zoo.

Count and Non-count Nouns

The can be used with non-count nouns, or the article can be omitted entirely.

- "I love to sail over **the** water" (some specific body of water) or "I love to sail over water" (any water).
- "He spilled **the** milk all over the floor" (some specific milk, perhaps the milk you bought earlier that day) or "He spilled milk all over the floor" (any milk).

"A/an" can be used only with count nouns.

- "I need **a** bottle of water."
- "I need **a** new glass of milk."

Most of the time, you can't say, "She wants a water," unless you're implying, say, a bottle of water.

Geographical use of the

There are some specific rules for using **the** with geographical nouns.

Do not use **the** before:

- names of most countries/territories: *Italy, Mexico, Bolivia*; however, *the* Netherlands, *the* Dominican Republic, *the* Philippines, *the* United States
- names of cities, towns, or states: *Seoul, Manitoba, Miami*
- names of streets: *Washington Blvd., Main St.*
- names of lakes and bays: *Lake Titicaca, Lake Erie* except with a group of lakes like *the Great Lakes*

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- names of mountains: *Mount Everest, Mount Fuji* except with ranges of mountains like **the Andes** or **the Rockies** or unusual names like **the Matterhorn**
- names of continents (Asia, Europe)
- names of islands (Easter Island, Maui, Key West) except with island chains like **the Aleutians**, **the Hebrides**, or **the Canary Islands**

Do use **the** before:

- names of rivers, oceans and seas: **the Nile**, **the Pacific**
- points on the globe: **the Equator**, **the North Pole**
- geographical areas: **the Middle East**, **the West**
- deserts, forests, gulfs, and peninsulas: **the Sahara**, **the Persian Gulf**, **the Black Forest**, **the Iberian Peninsula**

Omission of Articles

Some common types of nouns that don't take an article are:

- Names of languages and nationalities: *Chinese, English, Spanish, Russian*
- Names of sports: *volleyball, hockey, baseball*
- Names of academic subjects: *mathematics, biology, history, computer science*

How do you know when to use the indefinite articles?

"A" goes before all words that begin with consonants.

- a cat
- a dog
- a purple onion
- a buffalo
- a big apple

With one exception: Use "**an**" before unsounded h.

- **an** honorable peace
- **an** honest error

"An" goes before all words that begin with vowels:

- **an** apricot
- **an** egg
- **an** Indian
- **an** orbit
- **an** uprising

However, there are two exceptions: When u makes the same sound as the y in you, or o makes the same sound as w in won, then **a** is used.

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- a union
- a united front
- a unicorn
- a used napkin
- a U.S. ship
- a one-legged man

Note: The choice of article is actually based upon the phonetic (sound) quality of the first letter in a word, not on the orthographic (written) representation of the letter. If the first letter makes a vowel-type sound, you use "an"; if the first letter would make a consonant-type sound, you use "a." So, if you consider the rule from a phonetic perspective, there aren't any exceptions. Since the 'h' hasn't any phonetic representation, no audible sound, in the first exception, the sound that follows the article is a vowel; consequently, 'an' is used. In the second exception, the word-initial 'y' sound (unicorn) is actually a glide [j] phonetically, which has consonantal properties; consequently, it is treated as a consonant, requiring 'a'.

A or An

Use A before nouns with consonant sounds

Use An before nouns with vowel sounds

Examples: a cat, a parrot, an animal, an apple

Use an before words that begins with vowel sound. Examples: An hour, an owl.

Fill in the gaps.



cake



ostrich



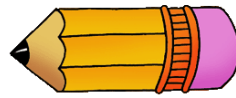
airplane



cat



watch



pencil



alligator



snake



apple



egg



snowman



elephant

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shoe



ice cream



train



sheep



yacht



bird



owl



ant



yarn-bug



car



brush



bear

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Select a or an

<input type="checkbox"/> door	<input type="checkbox"/> finger	<input type="checkbox"/> school
<input type="checkbox"/> knee	<input type="checkbox"/> insect	<input type="checkbox"/> church
<input type="checkbox"/> tractor	<input type="checkbox"/> girl	<input type="checkbox"/> ear
<input type="checkbox"/> dress	<input type="checkbox"/> letter	<input type="checkbox"/> afternoon
<input type="checkbox"/> color	<input type="checkbox"/> flag	<input type="checkbox"/> woman
<input type="checkbox"/> alarm-clock	<input type="checkbox"/> curtain	<input type="checkbox"/> umbrella
<input type="checkbox"/> newspaper	<input type="checkbox"/> rubber	<input type="checkbox"/> record
<input type="checkbox"/> tape	<input type="checkbox"/> easy question	<input type="checkbox"/> flower
<input type="checkbox"/> hour		<input type="checkbox"/> friend
<input type="checkbox"/> angry lion		<input type="checkbox"/> morning

I have got <input type="text"/> big shirt.	What <input type="text"/> old man!
She has got <input type="text"/> orange ribbon.	Give me <input type="text"/> pencil, please.
I'm <input type="text"/> Swedish girl.	I can see <input type="text"/> yellow car.
He is <input type="text"/> English boy.	There is <input type="text"/> cat.

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Write A, An, or X (Nothing)

1. This is Bob. He's _____ doctor.
2. Peter is _____ engineer.
3. That's Oliver. He's _____ travel agent.
4. Leonardo di Caprio is _____ actor.
5. Fred is _____ electrician.
6. Mr. Smith is _____ teacher.
7. This is Gloria. She's _____ homemaker.
8. That's John. He's _____ police officer.
9. I'm _____ student.
10. There were many dogs in the park. One dog was _____ Dalmatian.
11. Pandas and _____ tigers are both endangered animals.
12. She is wearing _____ blue dress with red earrings
13. Hawaii is _____ island in the Pacific Ocean.
14. Christmas comes once _____ year.
15. _____ ant is _____ insect.
16. The Nile is _____ river.
17. I went to the shop to get _____ bread.
18. He broke _____ glass when he was washing dishes.
19. You should take _____ umbrella.
21. Meryl Streep is _____ actress.

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A, An, The or X (nothing)

1. _____ Swedish is a difficult language to learn.
2. _____ general's army attacked the city at night.
3. I like to play _____ basketball.
4. My parents gave me _____ basketball for my birthday.
5. She is _____ prettiest girl in the school.
6. I have _____ idea! Let's go bowling.
7. I have borrowed _____ money from her before.
8. My first apartment was on _____ Orange Street.
9. _____ dress she is wearing is blue.
10. He is _____ real gentleman.

A, An, The or X (Nothing)

1. This is ___ easy question.
2. Please speak ___ little louder.
3. May I have your ___ phone number?
4. I have never seen ___ UFO.
5. May I ask you ___ question?
6. David is ___ best student in our class.
7. What is ___ name of the next station?
8. He has ___ my car today.
9. I went to ___ sea during my summer vacation.
10. Is there ___ public telephone near here?

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A, an, the, or X (nothing)

1. This coat was designed by ___ famous New York artist.
2. Can you tell me how to get to ___ bank from here?
3. ___ city museum is closed today.
4. He is one of ___ smartest people I know.
5. I recommend you eat ___ apple pie at this restaurant.
6. ___ milk is good for you.
7. Would you like to see ___ movie?
8. ___ apple a day keeps ___ doctor away.
9. I can't believe I failed ___ yesterday's test!
10. Do you have ___ dictionary that I can borrow?

The Birthday Gift

A, An, or The

Complete the text below using either **a**, **an** or **the**.

Today is very important day; it's my birthday! I have sent invitations, birthday cake is on table, and I am getting ready. I'll choose dress to wear and then put on my shoes. It's beautiful day, sun is shining, and there's not cloud in sky. I can't wait for everyone to arrive. In less than hour, the party will begin. I'm looking out window and see girl, but she's not one of my friends. Where is everyone? I hope they are all coming. doorbell is ringing, I'm opening door but I only see present wrapped in pink paper with orange bow.

Pre-Intermediate Exercise in Article Usage

Write a, an, the, or X (nothing)

1. I bought _____ pair of pants and a shirt.
2. I saw _____ car crash last week.
3. They are staying _____ downtown.
4. I think _____ man is very unfriendly.
5. I don't like _____ soccer.
6. That is _____ issue between you and the boss.
7. _____ water is dirty. Don't drink it!
8. _____ price of gas keeps rising.
9. John moved to _____ San Francisco.
10. Celine is _____ French.
11. _____ amazing thing happened to me yesterday.
12. My friend doesn't eat _____ red meat.

Intermediate Exercise in Article Usage

Complete the sentences with a suitable article. Write a, an, the, or X (for no article)

1. Albert Einstein was _____ famous scientist.
 2. Einstein was born in _____ Germany in 1879.
 3. Einstein won _____ Nobel Prize in Physics in 1921.
 4. Einstein left his country and lived in _____ States until he died in 1955
 5. Einstein is known for his theory of _____ relativity.
 6. _____ German physicist, who discovered X-rays in 1895, was named Wilhelm Roentgen.
 7. Roentgen won _____ 1901 Nobel Prize.
 8. Mandela was born in _____ South Africa.
 8. Mandela was _____ first President elected in South Africa after Apartheid was revoked.
-

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9. Mandela was imprisoned for _____ nearly 30 years for his anti-apartheid activities.
 10. Mother Teresa was _____ Roman Catholic nun.
 11. Mother Teresa became famous for her hard work with _____ poor.
 12. She was _____ founder of order of nuns called the Missionaries of Charity.
 13. Mother Teresa lived in _____ Calcutta, India.
 14. Mother Teresa received _____ her Nobel Peace Prize in 1979
-

Post-Intermediate Exercise in Article Usage

Complete the sentences with a suitable article. Write a, an, the, or X (nothing)

1. Are you shopping for _____ health club to join so you can get in shape?
 2. Shop wisely! You could end up choosing _____ wrong club and losing more money than pounds.
 3. You may find out too late that _____ health clubs aren't for you.
 4. _____ San Diego fitness experts recommend thoroughly checking out several health clubs before you join one.
 5. First, know what you want and need in _____ fitness facility, and don't pay for what you'll never use.
 6. If you only want exercise classes, _____ exercise studio without weight machines and locker rooms may work for you.
 7. If you're looking for _____ place to only do bodybuilding, you'll be happy in a basic gym.
 8. You may be in _____ market for a full-service health club; then, make sure it offers lots of activities.
 9. Look for a place near your house, and check out _____ exercise instructors and personal trainers.
 10. They should be educated in physical education or certified by _____ organization such as the American Council on exercise.
-

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11. Certified instructors have at least some knowledge of anatomy, exercise physiology, injury prevention and _____ cardiopulmonary resuscitation (CPR).
 12. You should evaluate _____ equipment and make sure fitness machines are modern and in working order.
 13. Try to talk to other members of the club. Find out what they believe are _____ advantages and disadvantages there.
 14. Look in _____ locker room, workout room, and shower--everywhere should be clean.
 15. _____ locker room sanitation is usually a good indication of how clean other areas are.
 16. Finally, before you sign _____ agreement to join, read the contract carefully.
-

Advanced Article Usage Exercise

Instructions: Fill in each blank with a, an, the or X (nothing)

1. _____ Decline and Fall of _____ Roman Empire
2. _____ complexity of _____ problem of _____ decline and fall of the Roman Empire is made evident by _____ wide variety of causes that are emphasized in varying degrees by _____ different authors.
3. Fortunately, _____ concise formulation of Edward Gibbon serves as _____ widely accepted basis for _____ modern discussion of _____ problem.
4. According to Gibbon, _____ empire reached its peak during _____ administration of _____ two Antonines.
5. After that, however, _____ extent of _____ Roman conquest became too great to be managed by _____ Roman government, and _____ decline began.

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6. _____ military government was weakened and finally dissolved as _____ barbarians were allowed to constitute _____ ever-growing percentage of _____ Roman legions.
7. _____ victorious legions began to dominate and corrupt _____ government, weakening it at _____ time when it most needed _____ strength to overcome _____ other problems.

Article Quiz:

Use a, an or the

Last night I went to __ party. I had __ good time. There were __ lot of my friends there. The party lasted until five o'clock. __ friend of mine drove me home. On __ way home I saw __ bird and __ squirrel on __ university campus. They were having __ good time.

I would like to tell you about __ wonderful time I had in Dubai last week. Dubai is __ wonderful modern city with many attractions. There are many skyscrapers, department stores, shopping malls, restaurants, parks, and there is even __ indoor ski resort. A couple of __ most famous building are __ Burj al Arab and __ Burj al Khalifa.

Summary of Articles

Most nouns require an article or some other determiner -- "The" is definite, while "a/an" is indefinite.	
<u>a</u>	<u>the</u>
<p>"a, an" ~ just one (countable noun) of many</p> <p>"Hand me a paper clip." "I'd like to eat an apple." "Could you tell me where a doctor is?" "We need to find a store."</p> <p><i>(Pronounce "an" like the "an" in "and" -- not "un")</i></p> <p><i>When speaking quickly "an" can be minimize to sound somewhat like un or en.</i></p> <p>When to use "an"</p> <p>Use "an" when the following word has the <u>sound</u> of: a, e, i, o, u. Note: The sound is what is important.</p> <p style="padding-left: 40px;">An FBI man.</p> <p style="padding-left: 40px;">A University</p> <p style="padding-left: 40px;">An hour</p> <p style="padding-left: 40px;">An MP3 player.</p> <p>"a" and "an" are usually used with countable nouns, but there are some exceptions:</p> <p>degree or amount ~ "Come a little closer." "... a great deal of work." "... a great fortune." "Just give me a little bit."</p> <p>"a" can also be used to distinguish particular kinds of things that we don't usually count: "... a vivid imagination." "...a dynamic personality." "... a great meal." "I had a great time."</p>	<p>The ~ specific singulars, plurals, or uncountables.</p> <p>Everyone knows which one or ones being spoken of: "Please hand me the book," (the one you are pointing at or looking at). "Please pass the sugar."</p> <p>The ~ Second time spoken of</p> <p>"Please get me <u>a</u> glass of water, and put <u>the</u> glass on this table."</p> <p>The ~ Uniqueness</p> <p>the moon / the sun / the sky / the Earth.</p> <p>The ~ The only one nearby</p> <p>"I'm going to the zoo." "I'm going to the beach." "I'm going to the library." "I'm going to go fishing at the pond."</p> <p>The ~ Generic (The name is symbolic of all of them.)</p> <p>"I love to see the ocean." "I love the beach."</p> <p>Could also include such things as: doctor or dentist; or public services such as police station, fire station, or even library.</p> <p>The ~ The one we always use</p> <p>"I'm going to the store / the doctor / the dentist / the library / the market / the shoe store."</p> <p>The ~ Superlatives</p> <p>The most ..., the tallest, the prettiest, etc.</p> <p>The ~ Expressions using "of"</p> <p>"I had the time of my life." "He was the life of the party."</p> <p>The ~ Part of a system "Let's take the subway / the bus." (Bus could also be "a bus" depending on the situation. "Taxi" would usually be "a taxi," but could be "the taxi" if it's setting right there in front of you.</p>

Using “the” with proper nouns.

Most proper nouns do not use “the,” but many businesses do as well as a few countries, and some geological features. Native speakers develop a “feeling” when to use “the” with proper nouns. It is difficult to come up with definite rules for all situations, but the following should cover most situations:

Cities ~ Do not use “the” ~ I’m going to Seoul, not the Seoul. **No city name** has “the” in front of it.

Countries ~ Only countries that have a plural sound such as those that end in “s” or use the word “united” in their name use “the”: *the* United States, *the* Philippians, *the* United Kingdom, *the* United Arab Emirate. “The Congo” is an exception, but “the” is sometimes not used with Congo anymore. We **don’t** say the Korea, or the Japan, etc.

Plurals in general ~ All plural proper nouns are preceded by “the,” even people’s names: the Joneses, the Smiths.

Stores ~ If the name sounds like something tangible (something that can be seen or touched) then use “the.”: “I’m going to **the** Galleria / **the** Broadway.” If the name is just contrived or named after a person, then do not use “the”: “I’m going to Lotte / Say / Costco / Carrefour / E-Mart / Sears / Macy’s / JC Penney / Woolworth.” Naturally if the name is followed by “store” or “department store” then you add the “the”: “The Sears Department Store.”

Hotels ~ With hotels a person’s name is usually preceded with “the” as well as names that sound like a physical thing: “Let’s stay at the Ritz / the Hilton / the Star / the Flamingo” But, names like Star 66 / Circus Circus / Ballys,” have no “the.”

Rivers and Beaches ~ Rivers use “the,” but beaches do not: The Han River vs. Hyundai Beach.

Islands ~ Do not use “the” for islands unless they are plural: the Hawaiian islands.

Other issues ~ **If the proper noun is used like an adjective, there is no “the”** ~ Carnegie Hall or Rockefeller Center. However, in the following the use of an actual adjective with the proper noun, such as “opera” or “cultural,” requires the use of “the”: The Sydney Opera House or The Saejeong Cultural Center.

Mountains ~ Use “the” for mountain ranges, but not for single mountains: the Rocky Mountains vs. Mt. St. Helens.

Planets ~ **“The”** is only used with Earth. Note: “Earth” is capitalized only when spoken of as one of the nine planets.

VERBS

There are action verbs, stative verbs, linking verbs, modal verbs, and helping verbs.

Verbs of Existence: The verb "To Be"

The verb To Be is the most commonly used verb in the English language.

There are eight forms of the verb to be:

am, are, is, was, were, be, being, been

The chart below illustrates the tenses of the verb to be:

Present tense	Past Tense	Future Tense	Present Perfect Tense	Past Perfect Tense	Future Perfect Tense
<i>I am</i>	<i>I was</i>	<i>I will be</i>	<i>I have been</i>	<i>I had been</i>	<i>I will have been</i>
<i>you are</i>	<i>you were</i>	<i>you will be</i>	<i>you have been</i>	<i>you had been</i>	<i>you will have been</i>
<i>he/she/it is</i>	<i>he/she/it was</i>	<i>he/she/it will be</i>	<i>he/she/it has been</i>	<i>he/she/it had been</i>	<i>he/she/it will have been</i>
<i>we are</i>	<i>we were</i>	<i>we will be</i>	<i>we have been</i>	<i>we had been</i>	<i>we will have been</i>
<i>they are</i>	<i>they were</i>	<i>they will be</i>	<i>they have been</i>	<i>they had been</i>	<i>they will have been</i>

Linking Verbs

Do not show action

Here is a list of commonly used LINKING VERBS:

am, is, are, was, were, be, being, been, has been, have been, had been, shall be, will be, should have been, would have been.

AND:

act, appear, be, feel, lie, look, remain, seem, smell, sound, stay, taste, become, get, grow, fall, prove, run, turn

Linking Verbs

Do not show action

Here is a list of commonly used LINKING VERBS:

The Be verbs:

am, is, are, was, were, be, being, been,

More Linking Verbs

has been, have been, had been, shall be, will be, should have been, would have been.

AND Still More Linking Verbs:

act, appear, be, feel, lie, look, remain, seem, smell, sound, stay, taste, become, get, grow, fall, prove, run, turn

Helping Verbs

Helping verbs help main verbs express tenses.

Here is a list of helping verbs:

am, are, is, was, were, be, being, been

do, does, did

Modal Verbs:

shall, will

may, must, might

have, has, had

can, could, would, should

As shown below, a main verb can have up to three helping verbs.

I am learning Spanish Grammar.

I should have known the answer to that question.

Marsha will have been studying English for more than a year by the time she leaves for the United States.

Grammar Quiz

Present Continuous

Write in the missing words:

- 1) _____ they coming over for dinner?
- 2) John _____ not sleeping well.
- 3) My mother-in-law is _____ (stay) at our house.
- 4) I _____ (eat) my dinner right now.
- 5) My sister _____ (learn) Spanish.
- 6) I _____ (work) at the barber shop until September.
- 7) We _____ (eat) at a fancy restaurant this evening.
- 8) When _____ you _____ (start) your new art class?
- 9) They _____ (open) a new record shop downtown?
- 10) Melissa is _____ (lie) down on her bed.

Past Continuous

Write in the missing words:

- 1) My brother and sister _____ playing tennis at 11am yesterday.
- 2) _____ you still working at 7pm last night?
- 3) We _____ sleeping at 11pm.
- 4) Why _____ he having lunch at 4pm?
- 5) When I met my friend yesterday he _____ (shop).
- 6) My mother _____ (wait) for me yesterday when I arrived.
- 7) He _____ (take) a shower yesterday when I called.

Comprehensive Rules for Pluralizing Nouns

Rule #1: Add -s

Most nouns can be pluralized simply by adding an -s at the end of the word. For example:

- edge/edges
- girl/girls
- song/songs
- bag/bags
- cat/cats
- boy/boys
- day/days

Rule #2: Add -es to nouns ending in s, z, ch, sh, and x

Nouns which end in the letters *s*, *z*, *ch*, *sh*, and *x*-es at the end. For example:

- glass/glasses
- horse/horses
- buzz/buzzes
- dish/dishes
- box/boxes
- bush/bushes
- witch/witches
- switch/switches

Rule #3: Nouns ending in o

For words ending in the letter *o*, sometimes they are pluralized by adding *s*, while other words must be pluralized by adding *es*. These words must be memorized, because there is no simple rule to explain the differences.²

Examples (*es*):

- echo/echoes
- embargo/embargoes
- hero/heroes
- potato/potatoes
- veto/vetoes
- tomato/tomatoes
- torpedo/torpedoes
- hero/heroes
- veto/vetoes

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Examples (s):

Most nouns ending in o preceded by a vowel are pluralized by simply adding s³. Some other o nouns do this, too:

- auto/autos
- folio/folios
- cameo/cameos
- portfolio/portfolios
- kilo/kilos
- photo/photos
- zoo/zoos
- memo/memos
- solo/solos
- soprano/sopranos
- studio/studios
- pimento/pimentos
- tattoo/tattoos
- video/videos
- piano/pianos
- pro/pros
- kangaroo/kangaroos

Rule #4: Nouns Ending in a consonant Y

For nouns ending in the letter y, replace the ending y with ies. For example:

- baby/babies
- story/stories
- poppy/poppies
- baby/babies
- daisy/daisies
- spy/spies
- lady/ladies

Note that for words ending in y preceded by a vowel (a complex vowel sound), an s is simply added, as usual. For example:

- day/days
- toy/toys
- essay/essays
- turkey/turkeys
- chimney/chimneys
- play/plays
- joy/joys
- valley/valleys
- alley/alleys
- volley/volleys

(Irregular) Some nouns Ending in -F or -FE

For some nouns ending in f or fe, replace the ending f or fe with ves:

- calf/calves
- elf/elves
- half/halves
- hoof/hooves
- leaf/leaves
- life/lives
- loaf/loaves
- scarf/scarves
- self/selves
- sheaf/sheaves
- wolf/wolves
- shelf/shelves
- thief/thieves
- knife/knives
- wife/wives

(Irregular) Some nouns change the vowel sound in becoming plural:

- fireman/firemen
- foot/feet
- goose/geese
- louse/lice
- man/men
- mouse/mice
- tooth/teeth
- woman/women

(Irregular) Some Old English plurals are still in use:

- child/children
- ox/oxen

Nouns adopted from other languages⁴

Singular ends in -IS

For nouns in which the singular form ends in is, the plural form will end in es. For example:

- hypothesis/hypotheses
- diagnosis/diagnoses
- ellipsis/ellipses
- analysis/analyses

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- basis/bases
- crisis/crises
- thesis/theses
- oasis/oases
- synthesis/syntheses
- synopsis/synopses
- emphasis/emphases
- neurosis/neuroses
- paralysis/paralyses
- parenthesis/parentheses

Singular ends in -UM

Plural ends in a:

- bacterium/bacteria
- datum/data
- curriculum/curricula
- medium/media
- memorandum/memoranda
- ovum/ova
- symposium/symposia
- erratum/errata
- addendum/addenda
- stratum/strata

Singular ends in -ON

Plural ends in -a

- criterion/criteria
- phenomenon/phenomena
- automaton/automata

Singular ends in -A

Plural ends in -ae

- alga/algae
- amoeba/amoebae
- larva/larvae
- formula/formulae
- antenna/antennae
- nebula/nebulae
- vertebra/vertebrae
- vita/vitae

Singular ends in -ex or -ix

Plural ends in -ices:

- appendix/appendices
- index/indices
- matrix/matrices
- vertex/vertices
- vortex/vortices
- apex/apices
- cervix/cervices
- axis/axes

Singular ends in -us

Plural ends in -i:

- alumnus/alumni
- bacillus/bacilli
- cactus/cacti
- focus/foci
- stimulus/stimuli
- focus/foci
- octopus/octopi
- radius/radii
- stimulus/stimuli
- terminus/termini

Singular ends in -us:

Plural ends in -a:

- corpus/corpora
- genus/genera

Singular ends in -eau

Plural ends in -eaux:

- bureau/bureaux
- beau/beaux
- portmanteau/portmanteaux
- tableau/tableaux

Other irregular plurals, retained from different languages:

Italian

- libretto/libretti
- tempo/tempi
- virtuoso/virtuosi

Hebrew

- cherub/cherubim
- seraph/seraphim

Greek

- schema/schemata

Other Irregular Plurals

- man/men
- woman/women
- fungus/fungi
- species/species
- medium/media
- person/people
- foot/feet
- tooth/teeth
- goose/geese
- mouse/mice
- louse/lice
- child/children
- penny/pence
- ox/oxen

Possessive Plurals

For plural nouns ending in the letter s, add only the apostrophe. For example:

- The Johnsons' farm
- Singers' voices
- The thieves' guild

For plural nouns not ending in the letter s, add an apostrophe and s. For example:

- Women's soccer
- Children's books

Words Which are Always Plural or Always Singular

Some nouns are always plural or always singular. Some other nouns have the same form for singular and plural.⁵

Some nouns are always plural (things that come in pairs):

- pants
- clothes
- binoculars
- jeans
- forceps
- trousers
- tongs
- shorts
- tweezers
- people
- pajamas
- police
- shorts
- glasses
- scissors
- mathematics

Aggregate Nouns

Some nouns end in -s but have no singular (these are called aggregate nouns). These are traditionally plural, but are also used for singular forms:

- accommodations
- bread
- amends
- tea
- archives
- cheese
- bowels
- jam
- communications
- soup
- congratulations
- soap
- contents
- snow
- stairs
- cotton
- wood
- thanks
- water
- goods
- information

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- advice
- knowledge
- furniture
- news
- means
- series
- species
- barracks
- crossroads
- gallows
- headquarters

Nouns with the same form

Some nouns have the same form for singular and plural, such as fish and animals. (Note that not all fish have the irregular plural form, though--e.g., one shark becomes two sharks)

- salmon
- trout
- deer
- sheep
- swine
- offspring

Essential rules for spelling plural nouns.

Nouns	Plural	Examples
Most nouns	add <i>s</i>	book, books; cup, cups; sprout, sprouts
Most nouns that end in <i>ch, sh, s, x, or z</i>	add <i>es</i>	box, boxes; bus, buses; prize, prizes
Most nouns that end in a vowel and <i>y</i>	add <i>s</i>	boy, boys; day, days; key, keys
Most nouns that end in a consonant and <i>y</i>	<i>y</i> becomes <i>ies</i>	baby, babies; country, countries; spy, spies
Most nouns that end in <i>f</i> or <i>fe</i>	<i>f</i> or <i>fe</i> becomes <i>ves</i>	elf, elves; loaf, loaves; thief, thieves
Most nouns that end in <i>o</i>	add <i>s</i>	kangaroo, kangaroos; piano, pianos; video, videos
Certain nouns that end in a consonant and <i>o</i>	add <i>es</i>	hero, heroes; potato, potatoes; volcano, volcanoes
Most nouns that end in <i>us</i>	<i>us</i> becomes <i>i</i>	bacillus, bacilli; cactus, cacti

Some Exceptions

Certain English nouns change a vowel sound when they become plural. These include *goose, geese; man, men; mouse, mice; and tooth, teeth.*

Some nouns don't change at all when they become plural. These include *deer, fish, sheep, and species.*

A few nouns have plural forms that are left from Old English. These include *child, children* and *ox, oxen.*

Form the plural of each of the following words

Write the pluralizing rules:

- 1) Most nouns _____ .
- 2) Nouns that end in s, ss, x, z, sh, and ch _____ .
- 3) Nouns that end in a consonant + y _____ .
- 4) Nouns that end in "o" _____ .
- 5) Nouns that end in "f" or "fe" _____ .
- 6) Nouns that end in "us." _____ .
- 7) Some nouns are irregular and the spelling changes or there is not change at all.

banana		class		berry	
cup		tax		wish	
tooth		shirt		lunch	
glass		family		class	
shoe		mango		tomato	
volcano		knife		woman	
half		life		girl	
boy		cucumber		child	
mouse		man		snack	
roof		foot		person	
radio		fish		potato	
pencil		zoo		wife	
book		goose		snake	
shelf		sheep		loaf	
fungus		beach		cactus	

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Answers

banana	bananas	class	classes	berry	berries
cup	cups	tax	taxes	wish	wishes
tooth	teeth	shirt	shirts	lunch	lunches
glass	glasses	family	families	class	classes
shoe	shoes	mango	mangos	tomato	tomatoes
volcano	volcanoes	knife	knives	woman	women
half	halves	life	lives	girl	girls
boy	boys	cucumber	cucumbers	child	children
mouse	mice	man	men	snack	snacks
roof	rooves	foot	foot	person	people
radio	radios	fish	fish	potato	potatoes
pencil	pencils	zoo	zoos	wife	wives
book	books	goose	geese	snake	snakes
shelf	shelves	sheep	sheep	loaf	loaves
fungus	fungi	beach	beaches	cactus	cacti

Subject-Verb Exercise *Write in the correct verb form for each subject*

	go	went *	walk	eat	see	sing	dance	run	drive
He									
She									
It									
They									
You									
John									
John and Mary									
My father									
We									
I									
My camel									
The boys									
The children									
The people									

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The person									
John and his friend									
My friend									
The crowd									
The fish (singular)									
The fish (plural)									

* What is different about a past-tense verb? _____

Scrambled Sentences Focusing on Questions

Unscramble the following sentences and ask your partner the questions~

do Where live you?

have any you hobbies Do?

from you are Where?

play piano to know how the Do you?

to know Do how you cook?

for you work Who do?

from Are Oman you?

you have What lunch do time?

do you Evening What the usually do in?

is it Do time you know what?

Where you do live?

the Where bar nearest is?

Billiards Do the to you know how play?

last for What dinner you night have did?

like TV to you Do watch?

the Did you that Mark guitar can play know electric?

it now Is raining?

this Would have evening like me lunch you with to?

Gerunds Infinites and Participles

I like run.

The sentence above is a bad sentence because it has two complete verbs next to each other. We need to change the second verb into a noun.

We do this one of two ways: We can use an infinitive (use “to” in front of the verb), or we can use a gerund (add –ing).

- **The first verb determines if an infinitive or gerund is used:**

Infinitive:

Gerund:

I like to run. OR I like running. (both are correct)

I want to run. (correct)

I want running. (incorrect)

I enjoy to run. (incorrect)

I enjoy running. (correct)

A few main verbs can produce another verb later in the sentence, most deal with the senses:

Example: He made me eat a hamburger. She saw him go home.

This is possible when the object does something, so it has its own verb.

Some verbs that have –ing may look like a gerund, but they are not; they are present participles.

A participle is just part of a verb and needs a helping verb to complete its meaning.

Example: I am waiting for the train.

A participle is part of the verb of the sentence, while a gerund is not.

A present participle needs a “be” verb: is, are, was, were.

Example: She was waiting for the train.

Some need a combination of helping verbs, depending on the tense:

Example: I will be watching T.V. tomorrow at noon.

Verbs that take infinitives:

agree (I agree to work for you), ask (He asked to mow my lawn.), beg, claim, decide, expect, have, hope, manage, mean, offer, plan, pretend, promise, refuse, say, wait, want, wish, assent

Verbs that take gerunds:

admit (I admit stealing your purse), adore (I adore listening to classical music.), appreciate, avoid, consider, deny, detest, discuss, dislike, enjoy, escape, finish, imagine, keep, mind, miss, postpone, practice, put off, quit, recall, recollect, resent, resist, risk, suggest, tolerate, understand

Verbs that take both gerunds and infinitives:

begin, can't bear, can't stand, continue, hate, hesitate, intend, like, love, prefer, pretend, and start. *Note: Gerunds sound slightly more casual than infinitives.*

Verbs that take both gerunds and infinitives, but result in a change of meaning?

stop, remember, forget, try (not always a meaning change)

He stopped to eat. He stopped eating; He remembered to eat. He remembered eating;

I forgot to eat, I forgot eating; I tried eating the fish (I did it), I tried to eat the fish (, but couldn't).

Assignment:

Write sentences using infinitives here:

Write sentences using gerunds here:

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Write sentences using present participles here, for the present:

Write sentences using present participles here, but for the past:

Quiz on Modal Verbs - Choose the correct answer.

Q1 - They ____ be on vacation, but I'm not sure.

- can
- may

Q2 - You ____ be right, but I'd still like to check.

- can
- could

Q3 - ____ you turn it down a bit please?

- Can
- May

Q4 - It's OK- you ____ go when you've finished.

- may
- might

Q5 - Ask any questions now as you ____ not talk during the test.

- may
- could

Q6 - You ____ smoke in the cinema.

- can't
- might not

Q7 - From the way he speaks, he ____ be from London.

- can
- could

Q8 - It's impossible- they ____ have finished it already!

- can't
- mustn't

Q9 - The weather ____ be better tomorrow.

- can
- may

Q10 - ____ you speak Japanese?

- Can
- May

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Complete the following sentences with one of the following words :

can | could | may | might | should | ought to | shall | will

(Some sentences offer two possibilities.)

- | | |
|----|--|
| 1. | The article stated that he _____ read at the age of three. |
| 2. | You _____ take a sweater in case it gets cold. |
| 3. | It's going to rain all afternoon. _____ we go to the cinema? |
| 4. | Scott _____ be 21 at the end of the month. |
| 5. | Julie said they traffic was heavy, so she _____ be late for the meeting. |
| 6. | You look a bit confused. _____ I help you? |
| 7. | You stole a CD from a friend? You _____ be ashamed of yourself! |
| 8. | I don't know the meaning of this word. _____ I borrow your dictionary? |

Grammar Exam ~

Exam 1 (Introduction) SCORE _____

- 1 Write one adjective _____.
- 2 Write the definite article _____.
- 3 Write the two indefinite articles ____ _
- 4 Write a countable noun. _____ .
- 5 Write an uncountable noun _____.
- 6 Write a regular pronoun _____.
- 7 Write a possessive pronoun _____.
- 8 Write a possessive adjective _____.
- 9 Write a main verb _____.
- 10 Write a modal verb _____.
- 11 Write a proper noun _____.
- 12 Write a conjunction _____.
- 13 Write a preposition _____.
- 14 Write a "Be verb" _____.
- 15 Write an auxiliary verb _____.

Write in the correct question word:

- 7 _____ kind of food do you like?
- 8 _____ did you go to school?
- 9 _____ you an American?
- 10 _____ your wife from Oman?

Exam 3 (module 2 - Simple Past) SCORE _____

Exam 2 (Module 1 – Question Forms)

Question forms~ SCORE _____

- 1 first time / this / is / here in Paris / your / ?

- 2 your / husband / with / here / is / you / ?

- 3 enjoy / wife / does / ping-pong / your / ?

- 4 you / worried / the girl / are / about / ?

- 5 you / do / have / for young athletes / any advice / ?

- 6 me / any / do / have / you / questions / for ?

11 _____ you like pizza?

12 _____ your children in school now?

13 _____ you see me tomorrow?

14 _____ you come to my hometown?

15 _____ your cat a male or a female?

Exam 4 (module 3 – Modal Verbs) SCORE _____

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Write “did, was, wasn’t or were)

1 So how _____ your evening with your friend?

2 It _____ good.

3 Mm, Where _____ you go?

To see a new movie.

4 _____ it good?

5 Well, it _____ really the kind of movie I like. I didn’t like it much.

6 _____ there many people there?

Answer this question using “ago.”

When did you first start attending this school?

7 I started attending _____ .

Use “in” “at” or “on”:

8 My father was born _____ 1950.

9 I will meet you _____ 3 pm.

10 Please come to visit me _____ Tuesday.

11 My birthday is _____ June.

12 We will have the party _____ school.

13 I dropped the paper _____ the street.

14 My cat sleeps on my bed _____ night.

15 Bob moved to Oman _____ the 1970’s

Write the correct modal verb {should / shouldn’t / can / can’t / have to / has to / don’t have to / might / will / could / couldn’t / must / may }

1 _____ I borrow your comb?

2 I _____ study hard.

3 Everyone _____ obey the law.

4 I _____ get a hair cut.

5 You _____ bite you finger nails.

6 Darn! I _____ get the lid off this jar.

7 I _____ sing very well; I’m terrible.

8 He _____ fix his car.

9 It _____ rain tomorrow, for sure.

10 There was no time. I _____ study for the exam.

11 She spoke too softly. I _____ hear her

.

13 There _____ be an easier way to do this.

14 _____ you come here?

15 I _____ go to the party, but I’m not sure.

Student Mistakes

Correct the following mistakes:

I likes to travel.

Sheself

They doesn't

Heself

I like to read a story

My friend name is Mary.

I like to reading.

She is 18 year old.

I like to sing a song.

She live in Jalan.

My mother's name Marsha.

She like to play.

Mrs. Smith is nice; he is kind.

My sister name is ...

I am want to read a book.

She is 23 year old.

He is a single.

Blay Station

He works at bank.

I am from a United States.

He like play football.

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I like to play a Play Station

I dislike to study.

My partner name is John.

Let's have a barty.

I am liking you

I have my father is very interesting.

He like eat fish and rice.

He is work as a driver.

He likes also play football.

He like to read Holy Quran.

He have five sisters and brothers.

He is 44 old years.

He live in Muscat.

There are names: John, Mary ..

He like play handball.

He dislikes to watch TV.

He likes to play football and write a letter.

He help us in a homework

He comes to here.

He has thirty-five years old.

He speak's Arabic.

He has two car.

I'm going to go to home.

Correct these paragraphs:

I have my father is very interesting. My father's name is

John. He is 45 years old. He is working as a driver. He has 8

children. He likes to read Holy Quran, write stories, travel,

learn children's things, read newspaper, sleep, shopping, visit my

family, tourists, help at home and fisherman. He dislikes

watching TV, listening to music, movies, heavy movies, cartoons,

watching football, tennis, flowers, animals. And traditional

souq. I love my father and see you near time.

I am going to writ about my Father. My Fathers name is

John. He is 44 old years. He lives in Ibra. He is a married.

He is has 5 children. He is Kind, hand some and loyal. He

is taller than my mother. He has three brother. Ther are

name: Bill, Fred, and Joseph. Ther are 12,23, 29. My

Fathers jobs a teacher. He likes playing fatbul. He dislikes

watch T.V. I love my Father very much.

Correct the following student essay:

Jalan

Do you know any thing about my hometown Jalan? Do you ever visited Jalan? I want to tell you about Jalan and I will describe it. There are two things I would like to tell you about Jalan. It is peaceful and modern. That makes it a beautiful place.

Jalan is a peaceful place. Crime rate is zero and the police men are every where. So there are no thifes in my hometown. The people in my village are very friendly and kind, so they help each other. Also there are no bad drivers and they are friendly too, so there are less accidents.

Also Jalan is a modern city. It has a lot of facilities. There are a lot of schools. There are many pharmacies. That sells a modern medicines. There are a lot of big centers. That sells many fashionable things. There are many restaurants and coffeshops. They have a lot of services and make a delicious and clean food.

Jalan has a historian building. That built before thousands years.

I like my hometown because it is peaceful and modern. They have a lot of services like schools, pharmacies, shopping malls, and hotels. I feel safe in my in my hometown. Finally, I advice you to visit Jalan and you will see what I mean ...

Tense Worksheet

First write a sentence for each tense form given using "leaf" and "grow," then use your own subject and verb.

Tense or modal form	Use: subject=leaf, verb=grow	Write a practical sentence
Present		
Past		
Future		
Present continuous		
Past continuous		
Future continuous		
Present perfect		
Past perfect		
Future perfect		
Present perfect continuous		
Past perfect continuous		
Future perfect continuous		
If		
Should (have)		
Must (have)		

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Might (have)		
Can		
Could (have)		

How to write a paragraph.

- ✓ Indent the first line.
- ✓ Use a period, or other punctuation after each sentence.
- ✓ Capitalize the first word at the beginning of each sentence, and any proper nouns.
- ✓ Continue sentences on the same line as the previous if there is room.
- ✓ Use both simple and compound sentence.
- ✓ Make sure all the information relates back to the topic.

The three parts of a paragraph are the topic sentence (introduction), the body, and the conclusion.

- 1) Topic sentence: Introduce what you are going to talk about.
- 2) Give both supporting sentences and detail sentences about your topic.
- 3) Give a concluding remark, or use a transition sentence to connect to the next paragraph.

General Pattern:

Topic Sentence (State your topic)

Supporting sentences

Detail sentence. (Sometimes you want to add more detail about a supporting sentence, but you don't always need to.)

Supporting sentence

Detail sentence

Supporting sentence

Detail sentence.

Conclusion. (Mention your topic again and give a concluding remark)

Example paragraph about a family member:

I would like to tell you about my brother (topic sentence). His name is John (supporting sentence). He is 55 years old and lives near San Francisco, California (supporting sentence). He has been married for several years and has three children (supporting sentence). *His children's names are Evan, Elizabeth, and Mark* (This is a detail sentence). My brother really likes sports (supporting sentence). *He likes to water ski and surf* (This is a detail sentence). Now you know about my brother; I really miss him and hope to see him again soon (conclusion)

More Advanced

Use an attention getter:

1 ask a question

2 quote someone

3 state a fact

4 state a statistic

6 write a short anecdote.

Then write your topic sentence (introduction)

Then alternate between supporting sentences and detail sentences. Detail sentences give more information about a supporting sentence. For example: "My sister likes blue. **All of her clothes are blue.**"

End with a conclusion or a transition sentence that leads to the next paragraph.

Remember to use both short and long sentences and simple and compound sentences. Use compound subjects and compound predicates (compound verbs) as well.

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Sample Paragraph	Your Paragraph
<p>Attention Getter:</p> <p>Is there anyone amazing in your family?</p>	<p>Attention Getter:</p> <hr/>
<p>Topic Sentence:</p> <p>I'd like to tell you about my dad.</p>	<p>Topic Sentence:</p> <hr/>
<p>Supporting sentence:</p> <p>My dad is a really hard worker.</p>	<p>Supporting sentence:</p> <hr/>
<p>Detail sentence:</p> <p>He works 10 hours a day at the local bakery.</p>	<p>Detail sentence:</p> <hr/>
<p>Another detail sentence:</p> <p>He spends most of his time making bread for the people here in town.</p>	<p>Another detail sentence:</p> <hr/>
<p>Supporting Sentence:</p> <p>After work, he comes home and helps my mother with the housework.</p>	<p>Supporting sentence:</p> <hr/>
<p>Detail sentence:</p> <p>He'll mop the floors and even help with washing the dishes.</p>	<p>Detail sentence:</p> <hr/>
<p>Supporting sentence:</p> <p>In the evening, he likes to play with his children and help us with our homework.</p>	<p>Supporting sentence:</p> <hr/>
<p>Conclusion:</p> <p>My dad is a really amazing person, and we all really love him.</p>	<p>Conclusion:</p> <hr/>

Transitional Words

Transitional words make you paragraph have more cohesion.

- **Time or place:** *above, across from, adjacent to, afterward, before, behind, below, beyond, earlier, elsewhere, farther on, here, in the distance, near by, next to, opposite to, to the left, to the right*
- **Example:** *for example, for instance, specifically, to be specific*
- **Contrast:** *but, however, nevertheless, on the contrary, on the other hand*
- **Similarity:** *similarly, in the same way, equally important*
- **Consequence:** *accordingly, as a result, consequently, therefore*
- **Emphasis:** *indeed, in fact, of course*
- **Amplification:** *and, again, also, further, furthermore, in addition, moreover, too*
- **Restatement:** *in other words, more simply stated, that is, to clarify*
- **Summary and conclusion:** *altogether, finally, in conclusion, in short, to summarize*

Give focus and coherence to your paragraph. Don't just give a list of facts, but instead focus on just a few ideas and have a central reason for writing your paragraph. Try to give some order to the sequence of your comments: time order, order of importance, etc. Use transitional words to make it all flow along. Put many idea on your brainstorming chart, but limit the actual writing to just a couple of things. Organize your paragraph in the supporting ideas section. Don't use a lot of short choppy sentences; use compound sentences most of the time, and use short sentences just sometimes. Use new words from your reading.

My Father

There is a very special person in my family I'd like to talk about. His name is Mohammad. We all love him because is so wonderful to us. Though he's not such a large fellow, only five-foot four inches, he's big in our eyes. He spends most of his time working to support us. He works very hard as a policeman, but never complains about the long hours. He just wants to do his best for his family. After a hard day's work catching criminals, he comes home and likes to relax for awhile. After relaxing, he never forgets to help his wife with some of the chores around the house, and even sometimes helps prepare dinner. He's always very concerned about his five children too! He helps us with our schoolwork and always encourages us to do our best, not only in school, but in everything we do. In the evening, he often likes to sing a little and we all join in and have a nice time before going to bed. Finally, he always gives us a little kiss before going to bed. It's great to have a father like that. He is indeed a wonderful man, and we are proud to have him as our father.

How to Write an Essay

Essay in Outline form

Title: _____

Introduction

Attention getter: a question, a quote, a fact, or an anecdote (story)

Lead-in, General information

Thesis

1st Paragraph

Topic Sentence

Supporting Sentence

Detail sentence

Concluding sentence or connecting sentence

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2nd Paragraph

Topic Sentence

Supporting Sentence

Detail sentence

Concluding sentence or connecting sentence

3rd Paragraph

Topic Sentence

Supporting Sentence

Detail sentence

Concluding sentence

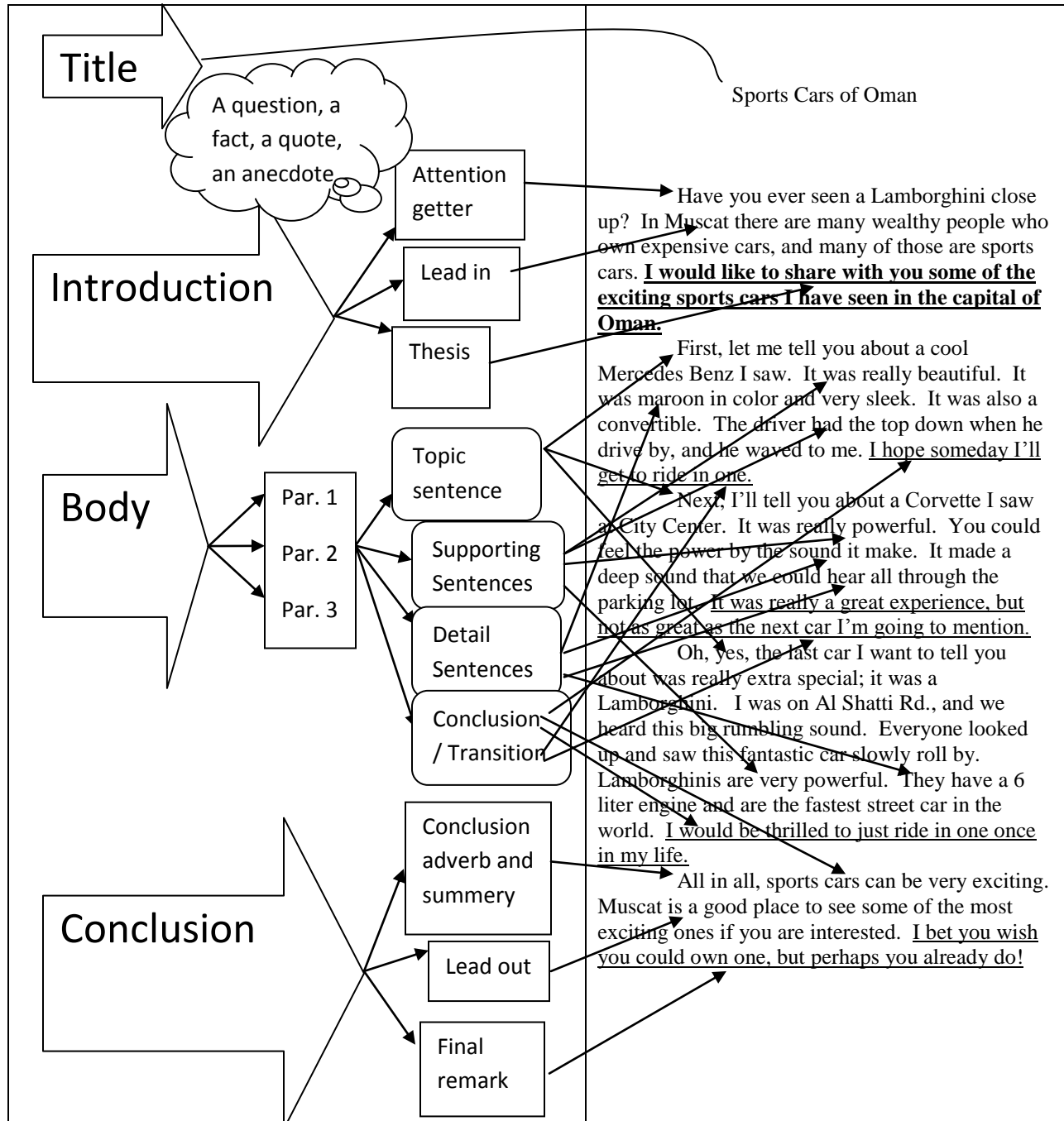
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Conclusion:

Concluding adverb: ***In conclusion, As you can see, All in all***, ...; summarize and restate the ideas of the introduction (the lead-out)

The “clincher” -- make a closing statement to end nicely

Layout of an Essay



Narrative Essays

Answer the following questions about writing a narrative.

1) What is a narrative? _____

2) What might be a good reason to write a narrative?

a. to tell how to fix a car b. to teach a lesson c. to describe someone

3) Narratives use time order. Write three signal words that are used in time organized narratives.

4) What is a good topic to write about for a narrative essay?

5) When you tell a story, what tense will you use the most? _____

6) What are the three main parts of any essay?

7) What is the name of the sentence that tells what you are going to write about in a paragraph? _____

8) What do you do at the beginning of every paragraph? _____

9) What are the sentences called that give information about the topic sentence?

10) We should always **avoid** what kind of sentence?

a. relevant b. irrelevant c. descriptive

Descriptive Essays

Shakira

Who is the most beautiful woman in the world? For me the answer is easy. It's Shakira! She is the famous Latin-American singer from Colombia, who has had many recent hit songs. She is famous for her dance style and her great voice. I would like to tell you more about her looks, personality and talent.

First, she is certainly very beautiful. She is about 33 years old now, but is still a knock-out. She's petite, being approximately 5'2" tall, with a slender, but shapely body. She has a lovely face. Her eyes are brown with an almond shape. Her mouth looks like a lovely pink ribbon. Her skin is light and creamy looking. Her most distinguishing feature though is her hair. It's long, wavy, and blonde. She dyes her hair however; it's a lovely brown naturally. Because her hair is so thick, it gets everyone's attention. She really is a beautiful woman.

Now I'll tell you about her personality and her amazing talent. She seems to be very friendly because she is always smiling. When she performs, she often goes right out into the audience and shakes her fans' hands. She was a belly dancer at first, and then started using her singing talents too. She is now famous for both the unique way she dances and her singing. Her first hit song was "Hips Don't Lie," and her most recent song is "This Time for Africa." I'm sure she will have many more hit songs in the future.

In conclusion, there is no doubt that Shakira is both beautiful and talented. I think that she will be famous for a long time because she has so many fans and gets so much attention. I just hope that I can see her perform in person someday. Wouldn't that be Great?



A Day at the Beach (275 words)

On a hot summer day, the only good place to be is at the beach. At the beach you can enjoy the water, the sun, and the activities that are happening. I want to tell you more about a wonderful time I had at the beach recently.

At the beach I noticed many distinctive smells. There was the hickory smell of a campfire where people were toasting marshmallows. I love toasted marshmallows; they are so creamy and delicious. I will also never forget the sweet smell of coconut sun tanning lotion that people put on themselves. And of course, the salty smell of the ocean air was so refreshing.

The beach has many sounds that help a person relax. You can lie on the beach and listen to the delicate breeze, the soft crash of the waves on the shore, and the squawk of the sea gulls flying overhead. There is also the laughter and excitement of children as they get involved in fun beach activities. You'll probably want to get involved in some activities yourself.

If you want, you can go swimming. Perhaps you will feel the slimy scales of a fish go past your leg. The water is often a mixture of warm and cold that winds around your body. It's fun to feel the grains of sand squeeze between your toes. The most fun is when a big wave catches you and pushes you back towards the beach.

Overall, the beach is a lot of fun and a nice place to go if you want to get away from the busy, smelly city full of car pollution. If there is a beach nearby be sure to go often.

Which word in the first paragraph is similar in meaning to:

actions / movements / motions / goings-on / _____

Which word in the second paragraph is similar in meaning to:

characteristic / distinguishing / individual / unique _____

Which word in the second paragraph is similar in meaning to:

grilling / browning / crisping / heating / cooking / _____

Which word in the third paragraph is similar in meaning to:

subtle / faint / slight / gentle / mild / _____

Which word in the third paragraph is similar in meaning to:

screech / squeal / shriek / call / _____

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Unscramble the following sentences:

distinctive many noticed I beach the At smells

swimming go can you , want you If

of is go nice fun a the place and lot beach to a.

to listen and beach the on lie can You breeze wistful the

smell forget will tanning of the also lotion coconut sweet never I sun

Examine some of the sentences, then write similar sentences:

On a hot summer day, / the only good place to be / is / at the beach.

Adverb phrase / noun phrase as subject / verb / prepositional phrase
as an adverb of place.

You write: _____

At the beach / you / can enjoy / the water, the sun, and the activities

Adverb of place / subject / modal verb, verb / compound object

that are happening.

Adj. clause

You write: _____

I / want / to tell you more about a wonderful time

Subject / verb / object

(that) I had at the beach / recently.

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Adjective clause, and adverb of time.

You write: _____

At the beach / I / noticed / many distinctive smells.

Adverb of place / subject / verb / object (adj., adj., noun)

You write a similar sentence: _____

The beach / is / the perfect place to relax.

Subject / linking verb / subject complement (adj., adj., noun, infinitive as an adj.)

You write: _____

If you want, / you / can go / swimming

Adverb clause / subject / modal verb, verb / gerund as object

You write: _____ .

Adjectives to describe a place:

scenic, amazing, beautiful, bright, calm, colorful, drab, creepy, crowded, deserted, different, dry, enchanted, fresh, hot, incredible, interesting, magnificent, modern, mysterious, natural, noisy, perfect, pleasant, quiet, remarkable, shiny, silent, stormy, strange, terrific, ugly, unique, unusual, warm, wild, windy, tranquil, peaceful, traditional, tropical, harmonious, fresh, sensational, romantic, magical, fairytale like, mystical, calming, snowy, mountainous, sandy, breezy, fun, rugged.

Synonyms for beautiful

comely, fair, exquisite, fine-looking, good-looking, better-looking, handsome, glorious, resplendent, splendid, gorgeous, lovely, picturesque, pretty, stunning. Also See: attractive#1; graceful#1; pleasing#1

Antonyms of beautiful

Ugly, evil-looking, grotesque, monstrous, hideous, repulsive, unsightly

Comparison Essays

Transition words

First,

Next,

In addition,

Also,

Furthermore,

Comparisons phrases

Ibra **is as** small as Safala.

Ibra **is** a small town and safala **is too**.

Ibra **is** a small town and **so is** Safala.

Ibra **has** a bank and Safala **does too**.

Ibra **has** a bank and **so does** Safala.

Both Ibra and Safala are small.

Ibra **doesn't have** many car accidents, and **neither** does Safala.

Neither Ibra or Safala **have** a park.

Neither Ibra or Safala are large cities.

Comparison Phrase Exercises:

_____ is _____ and _____ is too.

Mark is a teacher and Caroline is too.

You write: _____.

_____ is _____ and so is _____.

Mark is a teacher and so is Caroline.

You write: _____.

=====

_____ (verb) _____ and _____ does too.

Oman exports oil and Saudi Arabia does too.

You write: _____.

_____ (verb) _____ and so does _____.

Oman exports oil and so does Saudi Arabia.

You write: _____.

=====

The / my / your _____ isn't _____ and the / my / your _____ /yours isn't either.

My car isn't expensive and your car isn't either. My car isn't expensive and **yours** isn't either.

You write: _____.

The / my / your _____ isn't _____ and neither is the / my / your _____ /yours.

My car isn't expensive and neither is your car. My car isn't expensive and neither is **yours**.

You write: _____.

=====

_____ don't _____ and _____ don't either.

Cats don't like spaghetti and dogs don't either.

You write: _____.

_____ don't _____ and neither do _____.

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Cats don't like spaghetti and neither do dogs.

You write: _____.

Gap-Fill for Writing Comparisons

Fill in the blanks (You can change the other words a little if you need to):

_____ and _____ are very similar _____.

First of all, they have many _____ in common. For example, both _____ have _____. In addition, both of these _____ have _____, and both are _____.

They also have the same _____ and they usually have the same _____. Another similarity between the two _____ is their _____; _____ is very _____, and so is the _____. Finally, both _____ are _____.

My ___da da da___ is as ___da da da___ as your ___da da da___.

Now, you write a similar sentence:

_____.

My _____s are as _____ as your _____.

My sister's _____ is as _____ as mine.

My _____ is the same as _____.

Be sure to use parallel construction: They like to drive a car. (What's wrong?)

A cat and dogs are very similar. (What's wrong?)

Most people like to read books, watch movies, and listening to music. (What's wrong?)

My sister likes swimming, but I prefer to play tennis. (What's wrong?)

A bird likes to fly, a fish likes to swim, and kangaroos like to hop. (What's wrong?)

Sample of comparison of two places

Safala and Alaya

Some towns in Oman are very similar. Safala and Alaya are two of those towns. They are both located in the same general area and are small in size. I would like to tell you more about these two interesting places.

Safala and Alaya are quite similar. First of all, they have many shops and stores in common. For example, they both have lots of coffee shops, barber shops, and laundries. In addition, both of these places have one large supermarket. Safala has Al Najah, and Alaya has Touba. They also each have one place to buy gasoline for your car. In Safal there is the Mobil Oil station, and in Alaya there is Oman Oil. Another thing is that both towns have one central round-about. In both towns you can see people shopping every evening at all the shops and stores. Furthermore, neither town has a park. Finally both towns have about the same number of people living there. Since the towns are small, people get to know each other, and when walking down the street people are always saying "hi" to one another.

All in all, these two towns are very similar. It can be interesting to visit such small towns in Oman, or any country, to see how many regular people live. I hope that you have enjoyed learning about these two interesting places in Oman.

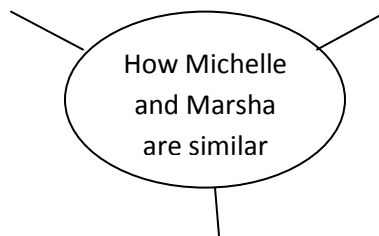
Word count = 227

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Practice for comparison essay of two people

Birds of a feather flock together! This is an expression that means people who are similar tend to like each other and hangout together. I know of two people, Michelle and Marsha, who are friends and similar in many ways. I'd like to tell you about how they are similar in their appearance, spending habits, and what they like to do for fun.

Now make a cluster for the body paragraphs:



Body Par. 1

Body Par. 2

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Body Par. 3

Conclusion:

So as you can see, Michelle and Marsha are very similar. _____

Contrast Essays

Sample contrast essays:

(Point by Point Arrangement - Here each point to be compared is given its own paragraph.)

Is it Better to Eat Fresh Foods or Canned Foods?

Eating is an activity that we as humans enjoy doing. We live in a world where there are many kinds of food, and we have to decide what we eat. We must consider what we eat and how it will affect our bodies. The purpose of this essay is to contrast **flavor, health benefits, and cost** between eating fresh foods and eating canned foods.

The biggest difference between these two kinds of foods is their **flavor**. Fresh foods have great flavor and taste, but canned foods do not. This is because of chemicals that are added to canned foods; on the other hand, fresh foods are meant to be eaten soon, so there is no need for chemicals that change their flavor. Canned foods are prepared long before, however you prepare fresh foods yourself after you buy them, so they taste better. It is only reasonable that fresh foods taste better than canned foods.

Next there is the **health factor** to consider. Canned foods lose some of their vitamins and minerals while in the can, while fresh foods will always have all their original nutrients. Canned foods have chemical preservatives added to prolong their shelf life, but of course fresh food do not. While canning food and adding certain chemicals may help the food stay fresh longer, the chemicals can become toxic if consumed too often.

Yet another difference between these two types of foods is the **cost**. Canned foods are much more expensive than fresh foods. This is because canned foods have already been prepared, while fresh foods have not. Canned foods are easy to use because all you have to do is open the can and serve, on the other hand you must prepare fresh foods yourself.

So, there are the three main differences between eating fresh foods and eating canned foods. As we can see, it comes down to a personal choice based on the time each person has, the money and the importance he/she gives to his/her nutrition and health. Therefore, it is important that you consider your possibilities and choose the best type of food for your convenience and lifestyle. (356)

(Block Arrangement - Here each subject is given its own paragraph.)

Should We Visit the Mountains or the Beach?

People always look forward to their vacations. There are many options when choosing where to go. I think that the two most common places people choose for taking a vacation are the beaches and the mountains. The mountain and the beach are totally different. The beach offers activities that the mountain cannot offer and vice versa. The purpose of this essay is to contrast the climate, and types of activities that can be enjoyed in **mountains** and on **beaches**.

I'm going to discuss **mountains** first. Climate is always important in order to enjoy vacations. If a person dislikes cold weather, he or she might not enjoy the mountains. However the cold climate in the mountains determines what types of activities can be done there. For example snow boarding, mountain climbing, mountain biking, hiking, and skiing are some activities people can enjoy when going to the mountains.

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I'm going to discuss the **beach** next. Warm climate is one of the most important features that the beach has. Sun and fun are two words that describe the beach. The temperature in those places is always hot. The sea and the warm climate determine the activities that are available at the beach. People can swim, play volleyball, play soccer, and ride water bikes. In most coastal sites, there are discos and restaurants where people can dance or party throughout the night.

In conclusion, people often choose one of these two options to spend their vacations. Depending on what activities the person likes is what he or she will choose. I like the beach better than the mountains, but sometimes it is better to try a different place to enjoy. (280)

Answer the following questions about the two essays:

What is the attention getter in essay 1? _____

What is the attention getter in essay 2? _____

What is the thesis statement in essay 1? _____

What is the thesis statement in essay 2? _____

What is the topic sentence of body par. 1 in essay 1? _____

What is the topic sentence of body par. 1 in essay 2? _____

What is the topic sentence of body par. 2 in essay 1? _____

What is the topic sentence of body par. 2 in essay 2? _____

What is the topic sentence of body par. 3 in essay 1? _____

What is the topic sentence of body par. 3 in essay 2? _____

What is the closing remark to essay 1? _____

What is the closing remark to essay 2? _____

In what type of arrangement would we use what we have studied in class for showing contrast: *but, however, on the other hand, although, yet*? _____

Spelling (Write each word in the spaces below)

Family

married	single	husband	wife	brother	sister	cousin
daughter	son	uncle	aunt	grandfather	grandmother	

Professions

doctor	nurse	engineer	farmer	policeman	teacher

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People

people	foreigner	neighbor				

Descriptions

hair	straight	curly	wavy	blonde (females)	blond (males)	auburn
beautiful	lovely	ugly	plump	slender	short	tall

Descriptions

moustache	beard	bald	dark-skinned	unattractive	complexion
eyes	hazel	thin	skinny	height	weight

Personality

shy	quiet	loud	outgoing	messy	neat

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helpful	nervous	responsible	irresponsible	annoying	friendly

Food

fish	meat	apples	sauce	eat	ate
alcohol	barbeque	spaghetti	French fries	hamburgers	carrots

Hobbies

hobbies	fisherman	fishing	photographer	photography

Sports

tennis	football	soccer	basketball	baseball	swimming
goal	score	coaches	players		

Miscellaneous

implement	favorite	capital	capitol	principle	principal
dessert	desert	beach	to	too	two
general	success	threw	benefit	tell	tall

Miscellaneous

knowledge	vocabulary	finally	must	speaking	this
games	should	their			

Sound-alikes

caught	bought	fought	got	taught	thought	sought

Confused words:

Meet – meat

I will meet you at 7:00 p.m. I like to eat meat.

To – two – too

Let's go **to** the store

I have **two** umbrellas.

I want a car **too!** That's **too** much candy.

Desert - dessert

It is hot in the desert.

Ice-cream is my favorite dessert.

Types of Clauses

You can make interesting and long sentences by using clauses.

A clause has a subject and a verb, but dependent clauses are not sentences. They can be used in sentences (independent clauses) to make them more interesting, or developed.

There are three kinds of dependent clauses: Adverb clauses, Noun clauses, and Adjective clauses. Each type of clause begins with its own special marker, as shown in the chart:

Adverb Clauses		Noun Clauses	Adjective Clauses
after	once	that,	who,
although	only if	if,	whom,
as	since	whether,	whose,
as soon as	since	how,	that,
because	the first time	what,	which
before	though	when,	when,
by the time	unless	where,	where,
even if	until	which,	why
even though	when	who,	
every time	whenever	whom,	
if	whereas	whose,	
in case	whether or not	why	
in the event that	while		
just in case			
now that			

Examples:

Adverb Clauses

(answers why, how, when, where, under what conditions, and to what extent)

- 1- We went to the party though we didn't have any money. (why)
- 2- I will come to see you as soon as I can. (when)
- 3- My parents love me because I'm a good student. (why)

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- 4- Please go to the store before you eat dinner. (when)
- 5- We won't go if it rains. (under what condition)
- 6- Break the glass in case of emergency. (under what condition)
- 7- I will go home after I do my homework. (when)
- 8- I will go only if you pay me. (under what condition)
- 9- I fell asleep while you were watching T.V. (when)
- 10- We won't watch the movie unless you watch it too. (under what condition)

Noun Clauses

- 1- I feel that she will do well on the test.
-
-
- 2- I don't care whose book this is.
-
- 3- You are lucky that you won the lottery.
-
- 4- What I did was terrible.
-
-
- 5- I doubt if she will come today.
-
-
- 6- I can't imagine why he hit me.
-
-
- 7- I don't know when she will come.
-
-
- 8- I regret that she failed the test.

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9- I know who the person is.

10- I can't guess why there is thunder.

Adjective clauses

1- Pizza, which most people love, is not very healthy.

2- The people whose names are on the list will go to camp.

3- Grandpa remembers the old days when there was no television.

4- Fruit that is grown organically is expensive.

5- Students who are intelligent get good grades.

6- I know someone whose father served in World War II.

7- I enjoy telling people about Janet Evanovich whose latest book was fantastic.

8- Making noise when he eats is the main reason why Sue does not like to eat with her brother. (This has both an adverb clause and an adjective clause)

9- Those who do not complain are never pitied.

10- Never go to a doctor whose office plants have died.

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Practice:

Always (you) / take / a vacation / at a place /
Adverb of frequency / verb / object / prepositional phrase as adverb of place / **that you will enjoy.**
adjective clause

Last summer, / I / went / to a beautiful island /
Adverb of time, / sub. / verb / prepositional phrase as the object /

that is part of Oman.
adjective clause.

I / had / a wonderful time / swimming, snorkeling, and skiing.
Sub / verb / object / gerund, gerund, gerund.

Types of Sentences

Part 1 ~ The Six Sentences Patterns

A sentence expresses a complete thought. A sentence has a subject and a verb. Someone or something is either doing something or is described in some way. Sentences in English use one of these basic six patterns:

1. No Object (only subject and verb)

Example: John teaches. I run. I ran. She sings. She sang.

You write: (present tense) _____

You write: (past tense) _____

2. Direct Object (something receives the action)

Example: John teaches *students*. I play *football*. He watches *TV*.

You write: _____

You write: _____

3. Direct and Indirect Objects (something receives the object)

Examples: (Note: A true indirect object can always be written to proceed the direct object, and can only be rewritten to take the prepositions “**to**” or “**for**.”)

She gave me a cake. (or) She gave a cake **to** me.

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She made me a cake. (or) She made a cake **for** me.

Write two different sentences using both methods:

You write: _____

You write (**to**): _____

You write: _____

You write (**for**) _____

4. Predicate Nominative or Predicate Noun (renames the subject)

Examples: John became an engineer. My father is a teacher.

You write: _____

You write: _____

You write: _____

You write: _____

5. Predicate Adjective (an adjective after the verb describing the subject)

Examples: John is famous. She is kind. We became tired.

You write: _____

You write: _____

You write: _____

You write: _____

6. Object Complement (an adjective after the verb describing the object)

Example: My sister made me angry. The work made me tired.

You write: _____

You write: _____

You write: _____

You write: _____

Part 2 ~ Subject-Verb Agreement

The subject of a sentence determines how the verb is written.

- If the subject of a sentence is singular, and the verb is present tense, the verb has an “s” or “es” added to the end:

Mary singss. He playss football. John goeses to school.

- If the subject is plural, the verb is just written normally:

John and Mary *sing*. The boys *play* football. They *go* to school.

- The subject words “You” and “I” use the verb with no “s”:

I go. **You** play.

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

Part 3 ~ Additional Examples of Basic Sentence Constructions

Understood subject (for commands, directives) The subject “you” is not written.
Study! Come here. Sit down! Go away. Be quite!

You write: _____

Interjection

Examples: Ouch that hurt!

You write: _____

Compound subject (A sentence may have two or more subjects.)
Marsha and Julie worked hard.

You write: _____

Compound predicate (A sentence may have two or more verbs.)

The student *sang and danced*.

You write: _____

Compound subject and predicate
Mark and John walked and ran.

You write: _____

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Compound direct objects

William sent emails and letters.

You write: _____

You write: _____

Compound predicate (two verbs) with direct objects

Susan wrote a poem and read it.

You write: _____

You write: _____

Compound predicate with one direct object (*two verbs* with one object)

Jonathan *writes* then *proofreads* his letters.

You write: _____

You write: _____

Compound indirect objects

The teacher gave Jessica and Matthew quizzes.

You write: _____

You write: _____

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Compound adjectives

The cute and playful kitten played with the ball.

You write: _____

You write: _____

Compound predicate adjectives (two or more adjective after the verb that describe the subject)

The lesson was accurate and detailed.

You write: _____

You write: _____

Comparative Adjective (a comparative adjective uses –er or more ...)

I am **older** than my brother. She is **more** talkative than me.

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

Part 4 ~ Passive Voice (the object becomes the subject)

A sentence in the passive voice speaks of the object as if it is the subject. It must use the *past-participle* of the verb, use “was” or “were” and use “by” if the true subject is mentioned. Use passive only if the object is more important than the subject or if the subject is unknown.

Present	Past	Past Participle
see	saw	was/were seen
read	read	was/were read
drive	drove	was/were driven
rob	robbed	was/were robbed
replace	replaced	was/were replaced
write	wrote	was/were written

The accident was seen by everyone nearby.

The article was read by everyone.

The car was driven by my father.

The house was robbed. (unknown subject)

The Sultan of Oman was replaced by his son.

The book was written by Hemingway.

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

Part 5 ~ The Four Sentence Types

Now we will discuss the four English sentence types:

1. Assertive or declarative sentence (a statement)
2. Imperative sentence (a command)
3. Interrogative sentence (a question)
4. Exclamatory sentence (an exclamation)

1. An assertive sentence is a sentence that states a fact.

Jan is a student. She lives in a big city.

You write: _____

You write: _____

2. Imperative sentence is a sentence which gives a command, makes a request, or express a wish.

Examples:

Go to your room. (an order)

Please lend me your book. (a request)

Have a good time at the picnic. (a wish)

You write: (an order) _____

You write: (a request) _____

You write: (a wish) _____

3. Exclamatory sentence is a sentence that expresses sudden and strong feelings, such as surprise, wonder, pity, sympathy, happiness, or gratitude.

Example:

What a shame!

Boy, am I tired!

You write: _____

You write: _____

You write: _____

You write: _____

4. Interrogative sentence: A sentence that asks a question is called an interrogative sentence.

Examples:

What is your name?

Where do you live?

Questions words are: Do, When, Where, Why, Who, What, Can, Will

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

Part 6 ~ The Five Sentence Constructions

1. The Simple Sentence is a single sentence that cannot be broken into other sentences.

I like to study in the morning.

You write: _____

2. The Compound Sentence is when two sentences are combined. They use a coordination conjunction: *for, and, nor, but, or, yet, so*

Examples:

I like to watch TV, and I sometimes go to see a movie.

You write: _____

You write: _____

You write: _____

3. The Complex Sentence A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as *because, since, after, although, or when* or a relative pronoun such as *that, who, or which*.

Example:

I'm studying because I have a test tomorrow.

After they finished exercising, they went to see a movie.

You write: _____

You write: _____

4. The Compound–Complex Sentence: A sentence with two or more independent clauses and at least one dependent clause.

Example: We thought the movie was too boring, but our friend thought it was interesting since her favorite actor was in it.

You write: _____

You write: _____

You write: _____

Part 7 ~ Adding more things

We make sentences more complex by adding more parts of speech, such as preposition, adjectives, and adverbs. Prepositions are often easy, but many times they must be learned for each situation.

Adding prepositions:

Example:

The book is *under* the table. I live on Elm street.

The pillow is *on* the bed.

The pencil is *in* the pencil case.

The dog is *in* the corner.

The latter is *in* the garage.

You write: _____

You write: _____

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Practice writing more sentences using various prepositions:

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

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Adding adverbs:

There are many types of adverbs as shown in the table below. Learning where to place them in a sentence can be difficult and must be learned for each type:

Comment	Indefinite frequency	Negative indefinite frequency	Definite frequency	Time
Presumably, Unfortunately, Incidentally, Typically,	Sometimes, Normally, Occasionally, Usually	Not once, Never, rarely, (subject must follow an auxiliary verb)	daily, hourly, monthly, weekly, etc	in October, finally, now, recently, soon, yesterday, tomorrow recently, finally, already, still,

Connecting	Focus	Degree	Manner	Place
As a result, Similarly, As you can see, Furthermore, Nevertheless, Consequently,	just, even, only	very, completely, totally, quite, rather, really, slightly	sweetly, well, badly, beautifully, slowly, quickly, meekly,	on the table. in the kitchen, in the car, here, there, outside, inside, etc

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Without looking at the previous chart, write each of the following adverbs into the correct category (only one per box):

usually, furthermore, outdoors, never, slowly, unfortunately, today, only, really, every day

Comment	Indefinite frequency	Negative indefinite frequency	Definite frequency	Time

Connecting	Focus	Degree	Manner	Place

Types of adverbs and their placement in a sentence

<u>Beginning</u>		<u>Sub- ject</u>		<u>**Verb/ object</u>		<u>End</u>			
<i>Indefinite Frequency</i>	Sometimes, Normally, Occasionally, Usually	S U B J E C T	<i>*Indefinite Frequency</i>	sometimes normally, usually, occasionally, often, regularly, always, never, rarely, seldom, hardly ever,	V E R B (or) O B J	<i>Indefinite Frequency</i>	sometimes, normally, usually, occasionally, often, regularly, briefly, again		
<i>Negative Indefinite Frequency</i>	Not once, Never, rarely, (subject must follow an auxiliary verb)		<i>Focus</i>	just, even, only		<i>Manner</i> (There are many more)	sweetly, well, badly, beautifully, slowly, quickly, meekly,	<i>Definite Frequency</i>	daily, hourly, monthly, weekly, etc
<i>Connecting</i>	As a result, Similarly, As you can see, Furthermore, Nevertheless, Consequently,		<i>Degree</i>	very, completely, totally, quite, rather, really, slightly		<i>Degree adverbs when followed by a manner adverb</i>	very, quite, fairly, rather, slightly, too, very, so	<i>Place</i> These are sometimes placed at the beginning.	on the table. in the kitchen. in the car. here, there, outside, inside, etc
<i>Comment</i>	Presumably, Unfortunately, Incidentally, Typically,		<i>Time</i>	recently, finally, already, still,				<i>Time</i>	in October, finally, now, recently, soon, yesterday, tomorrow

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<i>Viewpoint</i>	Scientifically, Logically, As far as I'm concerned,		<i>Negative</i>	didn't, not (usually precedes another adverb or follows did, does or will)	E C T	
<i>Question adverbs</i>	When, Where,					

*Adverbs of frequency and others in this column go between the auxiliary verb and the main verb, or after a “be” verb.

“I *would* often go fishing when I was a child.”

“He *is* usually on time.”

**When there is an object, adverbs of manner follow the object, not the verb.

“She sang to *me* softly, every night.”

Example sentences:

As a matter of fact, I usually go to the one down-town, every evening.

There is a *really* beautiful house *up on the hill*.

As for me, I'd really rather just eat here.

Examples: Yesterday I went to school, but today I stayed home. (Yesterday and today are adverbs saying when you did the activity.)

You write: _____

Adverb of manner (describes the action)

Shirley works quickly.

You write: _____

Adverbs can be used to describe other adverbs

My dog wags its tail **quite** *often*.

You write: _____

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Compound adverbs

The teacher waited **patiently and quietly** for the answer.

You write: _____

Write more sentences, placing adverbs in the correct places:

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

Part 7 ~ Syntax (word order)

“The fence over the dog jumped” might be understood, but the words are not in the order that native speakers of English would use. It should be “The dog jumped over the fence.”

Generally word order goes:

Subject –Verb – Object

Not all sentences have an object, as in the above sentence where “over the fence” is not an object at all, but instead an adverb of place, so it is more proper to say:

Subject – Verb – Complement

The complement completes the meaning of the sentence. Below is a table to help with syntax.

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Word Order Table

Subject Area		Verb Area				Complement Area		
<p>Adverb:</p> <p>Comment</p> <p>Opinion</p> <p>Con- necting,</p> <p>etc.</p>	<p>(adj+) Noun or Pronoun</p>	<p>Helping Verbs</p> <p>Modal Verbs</p> <p>“Be” verbs</p>	<p>Adverb of:</p> <p>Indefinite frequency</p> <p>Focus</p> <p>Degree, etc.</p>	<p>Main Verb</p>	<p>Adverb of:</p> <p>Manner</p> <p>Indefinite frequency</p>	<p>(adv+) (adj+)</p> <p>Noun</p> <p>Pronoun or Just Adjective</p>	<p>Adverb of place</p>	<p>Adverb of Time Definite Freq.</p>
Fortunately,	I	would	always	do		my home-work	at school	every day.
	He		often	yells	loudly			
As for me,	I			am	always	On time		
	She	has	often	gone		to that store	in Muscat	
	I	am	usually	sleeping				when you call.
Luckily,	my father			is		a very brave man		

* The “Be” verbs are: be, am, is, are, was, were, been, being.

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Write more examples of sentences using proper syntax:

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____

You write: _____