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Handout

By

Dr. Nawal KHELALFA

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Introduction

Writing is crucial for academic success and beyond as it enables clear communication of ideas, fosters critical thinking, demonstrates understanding of material, develops research skills, and prepares the student (you) for future professional endeavors.

As first-year university students of English as a Foreign Language students, mastering the basics of writing is critical. It provides the foundation for academic success by providing essential skills necessary for dealing with all subjects in the upcoming years. Understanding grammar, sentence structure, and paragraph organization not only enhances language proficiency but also promotes confidence in expressing ideas effectively, which is essential for the rest of your journey in academia (as well as in life). Moreover, developing a solid grasp of writing fundamentals early on sets you on the right path towards gradually tackling more complex writing tasks and improvement throughout your academic journey.

This handout aims to enhance your understanding and mastery of the basic elements of English composition. The handout covers language mechanics and composition, beginning with the parts of speech and progressing to the construction of sentences, types of sentences, and common issues encountered in sentence formation. It then covers writing conventions such as capitalization and punctuation, which are also crucial for clarity and coherence in written communication.

Afterwards, the handout addresses strategies for organizing and developing paragraphs, exploring expository, descriptive, and narrative writing, helping you will gain insight into the diverse modes of expression and their respective conventions. Lastly, the handout provides a very brief outline of the foundational structure of essays.

SEMESTER 1

1. Parts of Speech

Parts of speech are the fundamental building blocks of language, each serving a unique role in conveying meaning within sentences. There are eight categories of parts of speech, distinguished by their function, position, significance, and application within language structures. Let's delve into each one:

PART OF SPEECH	DEFINITION	EXAMPLES
NOUNS	Words that denote persons, places, things, ideas, or qualities. They can be further classified as:	
	- **Common Nouns**: General names for people, places, or things.	city, dog, happiness
	- Proper Nouns: Specific names for individual people, places, or things. They are capitalized.	New York, Rover, Coca-Cola
	- Concrete Nouns: Tangible items that can be perceived by the senses.	table, apple, laughter
	- Abstract Nouns: Intangible concepts, emotions, or qualities.	love, democracy, courage
DETERMINERS	Words that precede and modify nouns, providing specific information such as quantity, possession, or definiteness.	A, an, the, this that those, few, many, etc.
PRONOUNS	Words used to replace nouns already mentioned. Pronouns can be classified into:	

	- Personal Pronouns: Refer to specific persons or things.	I, you, he, she, it, they
	- **Demonstrative Pronouns:** Point out specific persons or things.	this, that, these, those
	- **Possessive Pronouns**: Indicate ownership or possession.	mine, yours, his, hers, theirs
	- **Reflexive Pronouns:** Reflect back to the subject of the sentence.	myself, yourself, himself
VERBS	Words that express action, state of being, or existence.	run, think, exist, appear
ADJECTIVES	Words that modify or describe nouns and pronouns.	red, tall, happy, thoughtful
ADVERBS	Words that modify verbs, adjectives, or other adverbs, providing additional information about manner, time, place, or degree.	quickly, very, often, calmly
PREPOSITIONS	Words that establish relationships between nouns or pronouns and other elements in a sentence.	in, on, at, under, between
CONJUNCTIONS	Words that link words, phrases, or clauses within a sentence.	and, but, because, although
INTERJECTIONS	Words used to express emotion or exclamations.	Wow!, Oh!, Alas!, Hey!

- **Nouns**: These are the basic building blocks of sentences, representing people, places, things, ideas, or qualities. Examples:
  - **Proper Nouns:** ***New York*** is a bustling city.
  - **Common Nouns:** The ***dog*** barks loudly at night.

- **Concrete Nouns:** I sat at the wooden ***table***.
- **Abstract Nouns:** Her ***love*** for literature knows no bounds.

- **Pronouns**: These useful words replace nouns to avoid repetition. For instance:
  - **Personal Pronouns:** ***I*** went to the store.
  - **Demonstrative Pronouns:** ***This*** is the book I was talking about.
  - **Possessive Pronouns:** The toy is ***mine***.
  - **Reflexive Pronouns:** She saw ***herself*** in the mirror.

- **Verbs**: They depict actions or states of being. Examples:
  - The cat ***purred*** contentedly.
  - He ***pondered*** the meaning of life.
  - Birds ***fly*** south for the winter.
- **Adjectives**: They add detail and description to nouns or pronouns. Examples:
  - She wore a ***red*** dress to the party.
  - The ***tall*** man greeted us warmly.
  - It's ***necessary*** to arrive on time for the meeting.
  - She seems ***happy*** with her new job.
  - The soup smells ***delicious***.
  - The movie appears ***boring***.
  - His performance was ***excellent***.

- **Adverbs**: They modify verbs, adjectives, or other adverbs, providing additional information about manner, time, place, or degree. Examples:
  - He spoke ***softly*** to avoid waking the baby.
  - She danced ***gracefully*** across the stage.
  - The car moved ***slowly*** through the traffic jam.
  - They arrived ***early*** for the concert.

- **Prepositions**: These words establish relationships between other words in a sentence, usually indicating location, time, or direction. Examples:
  - The keys are ***on*** the table.
  - She walked ***along*** the beach at sunset.
  - He hid ***behind*** the bushes.
- **Conjunctions**: They connect words, phrases, or clauses. Examples:
  - He likes tea ***but*** not coffee.
  - ***Although*** it was raining, they went for a walk.
  - We'll go to the park ***and*** then to the movies.
- **Interjections**: These express emotions or sudden exclamations. Examples:
  - ***Wow!*** That movie was amazing.
  - ***Oh!*** I forgot my keys at home.
  - ***Hey!*** Get out of my way!

Exercises:

1) Identify the part of speech underlined.

1. The <u>happy</u> children played outside.
2. She quickly finished <u>her</u> homework.

3. My cat enjoys sleeping on the warm blanket.
4. The tall building loomed over the city.
5. They danced gracefully across the stage.
6. I have three books on my shelf.
7. The old oak tree stood strong in the storm.
8. The delicious smell of fresh bread filled the air.
9. He carefully placed the fragile vase on the table.
10. The busy bees buzzed around the flowers.

2) Use each of the words provided below to create a sentence. Each word should be used as the part of speech specified between parentheses.

1) house (noun)
2) run (verb)
3) happy (adjective)
4) quickly (adverb)
5) run (noun)
6) content (adjective)
7) content (noun)

2. From Word to Sentence

A **complete sentence** contains two main elements: the subject and the predicate:

- Subject: The subject is the main noun or pronoun that the sentence is about. It typically answers the question "Who" or "What" the sentence is talking about. The subject usually performs the action in the sentence.
  - Example: **John** is reading a book.
- Predicate: The predicate is the part of the sentence that contains the verb and provides information about the action or state of the subject. It tells us what the subject is doing or what is happening to it.
  - Example: John **is reading a book**.
  - Predicate can also contain the verb only (without more information).
  - Example: John **is reading.** Or John **ate**.

2.1.Phrases

A **phrase** is a group of related words within a sentence that functions as a single unit, but it does not have both a subject and a predicate (verb) working together to express a complete thought. Sometimes, however, it may contains one of the two: either a subject or a verb (but never both). Phrases can be as short as two words or as long as 10 or more words, and they come in different types, each with its own function:

- **Noun Phrase**: A group of words that functions as a noun in a sentence. A noun phrase can also function as the subject or the object of the sentence Noun phrases can include a noun and its modifiers.
  - **The big, red apple** is delicious.
  - **My best friend** is coming for dinner.
  - I invited **my best friend** for dinner.
  - **The book on the table** is mine.
  - Bring me **the book on the table**.
  -
- **Verb Phrase**: A group of words that functions as a verb in a sentence. Verb phrases usually include a ***main verb plus an auxiliary or model verb (helping verbs***).

- She **will be studying** for her exam tonight.
- He **has been working** hard all week.
- They **might have gone** to the store already.
-

- **Adjective Phrase**: A group of words that functions as an adjective, describing or modifying a noun.
  - The young girl is **very talented**.
  - The book is **extremely interesting**.
  - The movie was **surprisingly good**.
  - She is **extremely bored** from waiting at the doctor's office.
- **Adverb Phrase:** A group of words that functions as an adverb, describing or modifying a verb, adjective, or other adverb. The turtle was walking **quite slowly**.
  - He ran **very quickly** to catch the bus.
  - She spoke **quite softly** during the meeting.
  - They arrived **just in time** for the party.
- **Prepositional Phrase**: A group of words that starts with a preposition and includes a noun (object of the preposition) and other words. Prepositional phrases often indicate location, time, direction, or other relationships.
  - I fell and broke my ankle **in the park**.
  - She sat **at the table** to eat dinner.
  - The cat jumped **over the fence**.
  - The keys are **under the mat**.

- **Participial Phrase**: A phrase that starts with a participle (a verb form ending in -ing or -ed) and its modifiers. It typically functions as an adjective.
  - **Past participle** phrase example
    - **Fascinated by the story**, the girl started taking notes.
    - The cake, **baked by my mom**, smelled delicious.
    - The letter, **signed by the president**, was official.
  - The car, **parked in the driveway**, belonged to our neighbor
  - **Present participle** phrase example

- **Trying to cross the street**, the girl fell.
- The dog, **barking loudly**, startled the neighbors.
- She sat by the window, **reading her favorite book**.
- The children, **playing in the park**, laughed joyfully.

Gerund Phrase: A phrase that ***starts with the present participle*** (a verb form ending in –ing), but unlike the participle phrase, it ***functions as a noun*** (either the subject or the object of the sentence). To distinguish between them, remove the phrase. If the sentence still makes sense and is complete, then it is a participle phrase. If removing the phrase makes the sentence incomplete, then it is a gerund.

- Subject of the sentence:
  - **Trying to cross the street** is a difficult task.
  - **Running every morning** helps him stay healthy.
  - **Reading books** is one of her favorite pastimes.

- Object of the sentence:
  - He enjoys **swimming in the ocean**.
  - Her hobby is **painting landscapes**.
  - The girl is **trying to cross the street**.

2.2.Clauses

A **clause** is a group of words that contains **a subject and a predicate** (a verb or verb phrase). Clauses are the building blocks of sentences. There are two main types of clauses:

- **Independent Clause (main clause)**: An independent clause, also known as a main clause, is a group of words that can stand alone as a complete sentence. It expresses a complete thought and does not depend on any other part of the sentence to make sense. An independent clause can also be a complete sentence.
  - **I took my umbrella.**
- **Dependent Clause (Subordinate Clause):** A dependent clause is a group of words that contains both a subject and a predicate but cannot stand alone as a complete sentence. It

depends on an independent clause to give it meaning and context. Dependent clauses are used to add additional information to a sentence.

- **because it was raining**.

Consider the following sentences, which contain both independent and dependent clauses.

1. **Although it was raining**, they decided to go for a walk.
   - **Dependent Clause**: *Although it was raining* is a dependent clause because it cannot stand alone as a complete sentence. It depends on the independent clause to complete its meaning.
   - **Independent Clause**: *They decided to go for a walk* is an independent clause because it can stand alone as a complete sentence and expresses a complete thought. It does not depend on any other clause to make sense.
   -
2. **When the sun sets**, the stars come out.
   - **Dependent Clause**: *When the sun sets* is a dependent clause because it relies on the independent clause to complete its meaning. It cannot stand alone as a complete sentence.
   - **Independent Clause**: *The stars come out* is an independent clause because it can stand alone as a complete sentence and expresses a complete thought. It does not depend on any other clause to make sense.

- **I took my umbrella** (independent) **because it was raining** (dependent).
- **After she finished her chores** (dependent), **she went to the store** (independent).

Combining Clauses to Form a Sentence

Dependent clauses often start with subordinating conjunctions like "because," "although," "if," "when," "while," and many others. These subordinating conjunctions indicate the relationship between the dependent clause and the independent clause in the sentence. Here is a list of examples of subordinating conjunctions:

List of subordinating conjunctions

after	although	as
as if	as long as	as soon as
as though	because	before
even if	even though	if
if only	in case	in order that
inasmuch as	lest	now that
once	provided	provided that
rather than	since	so
so that	supposing	than
that	till	unless
until	when	whenever
where	whereas	wherever
while	whoever	whomever

You can **combine an independent and a dependent clause using subordinating** conjunctions. When the dependent clause comes before the independent clause, they are separated by a comma. When the dependent clause comes after the independent clause, they are not separated by a comma.

- **After she finished her chores** (dependent clause**),** she went to the store.
- She went to the store (independent clause) **after she finished her chores**.
- I was washing the dishes **while my child was asleep**.
- **While my child was asleep**, I was washing the dishes.

You can **combine two independent** clauses **using coordinating conjunctions, conjunctive adverbs, or a semicolon.**

- **Combining Two Independent Clauses with Coordinating Conjunctions**: The most common coordinating conjunctions are "for," "and," "nor," "but," "or," "yet," and "so" (remember the acronym **FANBOYS**). **A comma should come after the coordinating conjunction**.

- "I went to the store**, and** I bought some groceries."

In this sentence, "I went to the store" is an independent clause, and "I bought some groceries" is another independent clause. The coordinating conjunction "and" joins them.

- "She wanted to go to the party**, but** she had too much work."

- **Combining Two Independent Clauses with Conjunctive Adverbs**: Conjunctive adverbs are transitional words or phrases that connect two independent clauses, showing a logical connection between them. **When using conjunctive adverbs, include a semicolon before and a comma after the adverb**. Examples of conjunctive adverbs:

Accordingly	Meanwhile	Thus
Also	Moreover	Additionally
Besides	Nevertheless	In contrast
Consequently	Nonetheless	In fact
Furthermore	On the other hand	In addition
Hence	Otherwise	As a result
However	Similarly	Consequently
Indeed	Still	In conclusion
Instead	Subsequently	Conversely
Likewise	Therefore	Specifically

- She wanted to go to the party**; however,** she had too much work

In this sentence, *She wanted to go to the party* is an independent clause, and *she had too much work* is another independent clause. The conjunctive adverb "however" is used to connect them and indicate a contrast between the two clauses.

- I studied for the exam**; consequently,** I did well.

Here, "I studied for the exam" and "I aced it" are independent clauses. The conjunctive adverb "consequently" shows a cause-and-effect relationship between the clauses.

- **Combining Two Independent Clauses with a Semicolon**: You can also join two independent clauses using a semicolon without a coordinating conjunction or conjunctive

adverb. This is often done when the two clauses are closely related in meaning or the second clause is a continuation or support of the first one. Example:

- He is an excellent musician**;** his performances are always impressive.

In this sentence, the semicolon is used to connect two independent clauses. The absence of a coordinating conjunction or conjunctive adverb indicates a strong connection or similarity between the two clauses.

Exercises

3) In each sentence, identify the subject and predicate. Also identify the main verb in the predicate.

1. Tom took his exam.
2. Everyone thinks the exam was easy.
3. Bob and Sarah went on vacation.
4. The ball was thrown by the girl.
5. Every single day, my mother wakes up at 6.
6. While I was at the park, I played with my sister.
7. The little girl and the little boy who live across the street suddenly disappeared.

4) Identify the type of phrase

1. Houses are **extremely expensive** right now.
2. My sister, **an experienced writer**, quit writing.
3. We **had seen Sarah** last week.
4. **The cute cat** ran away from me.
5. **To take a break,** ask for permission.
6. There is **a very long** trip ahead of us.
7. I enjoy walking **in the rain.**
8. My father, **a very strong man**, fell on his face.
9. The girl **across the street** is waiting for me to play with her.
10. They told us that we **must leave** soon.

5) **Identify whether each statement is a phrase or a clause.**

1. The smell spread **throughout the entire class**.
2. **Though he was tired**, I kept working.
3. Linda was **extremely tired from studying**.
4. Many people hate math **even if they are good at it**.
5. Now you can contact your friends **wherever you are with the technology available**.
6. Now you can contact your friends wherever you are **with the technology available**.
7. **Running without shoes**, the boy stepped on glass.
8. **While running without shoes,** the boy stepped on glass.
9. **Frozen in the snow**, the cat died quickly.
10. **When frozen in the snow**, the cat died quickly.

6) State whether the underlined part of the sentence is a dependent or independent clause.

1. My friend helped me **when I was in danger**.
2. **Because I won the race**, my parents were happy.
3. We want to leave **even though we know we shouldn't**.
4. This is the girl **who talked to me yesterday**.
5. Did you see the car **that crashed into the tree**?
6. **She was speaking to the teacher**, who was not listening.
7. **I saw the man** who was selling pens and pencils on the road.
8. The girl, **who performed so well**, received the best mark.

3. Types of Sentences

3.1.Types of Sentences According to Form:

When independent and dependent clauses are combined in a sentence, they create various sentence structures, such as **simple, compound, complex, and compound-complex sentences.** These structures allow for the expression of complex ideas and relationships between different parts of a sentence. They also enable us to vary our sentence structure when writing. So, instead of constantly using short, simple sentences or constantly using long sentences, using a combination of these four sentence types allows us to vary our writing.

- **Simple Sentence:** A simple sentence, also known as an independent clause, contains a **single independent clause and expresses a complete thought**. It typically consists of a subject and a predicate (verb) and does not contain any dependent clauses. Simple sentences are often used to convey straightforward ideas.
  - She sings beautifully.
  - They will be going to the park the day after tomorrow.
  - The sun is shining.
- **Compound Sentence**: A compound sentence consists of **two or more independent clauses** joined together by coordinating conjunctions, conjunctive adverbs, or a semicolon by itself.
  - **I wanted to go to the concert (1)**, but **I couldn't get tickets (2)**.
  - **She loves playing the piano (1)**, and **he enjoys painting (2)**.
  - **He worked hard (1)**; therefore, **he finished the project ahead of schedule (2)**.

- **Complex Sentence:** A complex sentence consists of **one independent clause and at least one dependent clause**. The dependent clause cannot stand alone as a complete sentence and relies on the independent clause for context. Complex sentences are useful for showing relationships and providing additional information.
  - While I was studying (1), **my mom was watching TV (1)**, which she later turned off (2)
  - Because it was raining (1), **they decided to stay indoors (1)**.
  - **She passed the test (1)** even though she didn't study (1).
  -

- **Compound-Complex Sentence**: A compound-complex sentence combines elements of both compound and complex sentences. It includes t**wo or more independent clauses** (compound) and **at least one dependent clause** (complex). Compound-complex sentences allow for a higher level of complexity in sentence structure.
  - Although she wanted to go to the party (1), **she had too much work (1),** so **she stayed home (2)**.
  - **He finished his work early (1)**, **so he went to the gym (2),** where he met his friend (1), who had been waiting for him (2).
  - Since she started her new job (1), **she has been feeling happier (1), but she also feels more tired (2)** because the workload is heavier (2).

These different types of sentences allow you to vary their sentence structure and convey a wide range of ideas and relationships within your writing.

3.2.Types of Sentences according to Function

There are four main types of sentences according to purpose, or function.

Declarative Sentences: Declarative sentences are used to make statements or convey information. They provide facts, descriptions, or opinions. Declarative sentences end with a period and typically begin with a subject followed by a verb.

- The sun is shining brightly.
- She loves to read novels.
- The cat is sleeping on the couch.

Interrogative Sentences: Interrogative sentences are used to ask questions. They end with a question mark and usually begin with a question word (who, what, where, when, why, how) or an auxiliary verb.

- Where is the nearest coffee shop?
- What time does the movie start?
- How was your day?

Imperative Sentences: Imperative sentences give commands, instructions, or requests. They can end with a period or an exclamation mark, and they usually do not start with the subject.

- Please close the door.
- Take out the trash.
- Be quiet during the presentation.

Exclamatory Sentences: Exclamatory sentences express strong emotions or feelings. They end with an exclamation mark and often begin with "how" or "what" followed by an adjective.

- How beautiful the sunset is!
- What a wonderful surprise!
- Wow, that was an amazing performance!

The following table provides a summary of the type of sentences according to function:

Function	Purpose	Structure	Example

Declarative	Make statements or convey information.	End with a period (.) and begin with a subject followed by a verb.	The sun is shining brightly.
Interrogative	Ask questions to gather information.	End with a question mark (?) and usually begin with a question word (who, what, where, when, why, how) or an auxiliary verb.	Where is the nearest coffee shop?
Imperative	Give commands, instructions, or requests.	Can end with a period (.) or an exclamation mark (!) and often begin with the base form of a verb (without a subject).	Please close the door.
Exclamatory	Express strong emotions or feelings.	End with an exclamation mark (!) and often begin with "how" or "what" followed by an adjective.	What a wonderful surprise!

Exercises

7) How many independent and dependent clauses are in each sentence?

1. The use of the internet in academic contexts is on the rise, and its role in learning is hotly debated.
2. For many teachers who did not grow up with this technology, its effects seem alarming and potentially harmful.
3. A common frustration for teachers is students' use of Wikipedia as a source in their writing.
4. Its prevalence among students is not exaggerated since the vast majority of the students surveyed used Wikipedia.
5. Teachers are clearly not mistaken in viewing Wikipedia usage as common among their students, but claiming engagement with academic sources requires further investigation.
6. Its articles often provide references to academic publications, and they include warning notes where citations are missing; the site's own guidelines for research make clear that it should be used as a starting point, which emphasize that users

should always read the references and check whether they really do support what the article says.

8) Read the following paragraphs and identify whether each sentence is a simple, compound, complex, or compound -complex

1] The invention of the printing press in 1440 changed this situation dramatically. **2**] Johannes Gutenberg, who had worked as a goldsmith, used his knowledge of metals in the design of the press. **3**] He made his type from an alloy of lead, tin, and antimony, whose durability allowed for the reliable production of high-quality books. **4**] This new technology allowed texts to be reproduced and disseminated on a much larger scale than was previously possible. **5**] The Gutenberg Bible appeared in the 1450s, and a large number of printing presses sprang up across the continent in the following decades. **6]** Gutenberg's invention rapidly transformed cultural production in Europe; among other things, it would lead to the Protestant Reformation.

4. Sentence Problems

4.1. Parallel structures

Parallel structure, or parallelism, refers to a writing method where a consistent grammatical form or structure is maintained across a sentence or paragraph. Utilizing parallel structure contributes to improved clarity, rhythm, and readability by organizing ideas in a consistent and logical manner.

Improves rhythm and flow by creating a balanced structure within sentences and paragraphs.

Parallelism can be achieved in a few ways:

1. **Using the same grammatical form for items in a list (e.g., nouns with nouns, verbs with verbs, adverbs with adverbs).**

   Balancing parallel ideas to create symmetry and clarity (e.g., infinitive with infinitive, participle with participle, etc. The elements can be words, phrases or clauses)

   - **Incorrect:** He likes hiking, swimming, and to ride a bike.

   In this example, the list includes both gerunds (hiking, swimming) and an infinitive (to ride). To make this sentence parallel, all items in the list should have the same grammatical form.

   - **Correct:** He likes hiking, swimming, and biking.

   Now, all the items in the list are in the same gerund form, making the sentence parallel.

   - **Incorrect:** The company values efficiency, to be punctual, and hard work.

   In this example, the parallel ideas are not balanced because "to be punctual" is an infinitive, while the other elements are noun phrases.

   - **Corrected:** The company values efficiency, punctuality, and hard work.

   Now, the sentence is balanced with all three elements being noun phrases, making it parallel.

2. **Maintaining consistent tense and voice in sentences:**

- **Incorrect:** She sings beautifully, danced gracefully, and plays the piano.

In this example, the verbs are in different tenses (sings, danced, plays), so the sentence lacks parallel structure.

- **Correct:** She sings beautifully, dances gracefully, and plays the piano.

Here, all the verbs are in the present tense, making the sentence parallel.

- **Incorrect:** The chef prepared a delicious meal, and the meal was eaten by the customers.

In this example, the sentence starts in the active voice but switches to the passive voice, which disrupts the parallel structure.

- **Corrected:** The chef prepared a delicious meal, and the customers ate it.

In the corrected sentence, both clauses are in active voice, maintaining parallelism

3. **Parallelism in Comparisons**: When comparing two or more items, parallelism ensures that each element is presented in a consistent format, whether it's a noun, verb, adjective, or adverb. This consistency helps to create balance and clarity in the comparison, making it easier for readers to understand the relationship between the elements being compared. Examples:

- **Incorrect**: "She is more talented than hardworking."
- **Correct**: "She is more talented than she is hardworking."
- **Incorrect**: "The new car is faster than reliable."
- **Correct**: "The new car is faster than it is reliable."

4. **Correlative conjunctions** are conjunctions that come in pairs. “Either”, for example, is always accompanied by “or”. Similarly, “neither” is accompanied by “nor”, etc.

Correlative conjunctions should separate parallel forms, whether they are words, phrases, or clauses. This means that whatever comes after the first conjunction must be parallel to what comes after the second conjunction.

- ~~Maria not only wants pizza but also juice.~~
- Maria **not only** wants pizza, **but** (she) **also** wants juice.
- Maria wants not only pizza but also juice.
- ~~She not only is a novelist but also a poet.~~

- She is not only a novelist but also a poet.
- She not only is a novelist but also is a poet.
- ~~Everyone either is tired or hungry.~~
- Everyone is either tired or hungry.
- Everyone either is tired or is hungry.
- ~~**Sarah likes neither milk nor eating ice cream.**~~

1. **Both...and:**
   - Example: She is *both* **intelligent** *and* **hardworking**.

   In this sentence, "intelligent" and "hardworking" are both adjectives, maintaining parallelism.
2. **Either...or:**
   - Example: You can *either* **go to the movies** *or* **stay home**.

   In this sentence, "go to the movies" and "stay home" are both phrases starting with a verb, maintaining parallelism.
3. **Neither...nor:**
   - Example: *Neither* **John** *nor* **Mary** wants to attend the meeting.

   In this sentence, "John" and "Mary" are both nouns.
4. **Not only...but also:**
   - Example: She is *not only* **intelligent** *but also* **creative**.

   In this sentence, "intelligent" and "creative" are both adjectives.
5. **Whether...or:**
   - Example: *Whether* **you go to the beach** *or* **you hike the mountains**, you'll have a great time.

   In this sentence, "go to the beach" and "hike the mountains" are both phrases starting with a verb.

Dangling/ misplaced modifier

Modifier is a word, phrase or clause that refers to something else in the sentence, either describing it or giving more information about it.

- The red **car**. ("red" is an adjective modifying ***car***)
- The **car** across the street. ("Across the street" is a prepositional phrase modifying ***car***.
- The **car**, which is red, is parked across the street. ("Which is red" is a non-defining relative clause modifying ***car***.
- Because I was tired, **I** went to sleep early. ("Because I was tired" is a dependent clause modifying the ***verb went.*** (in other words, I went to bed *because I was tired*)
- After taking a nap, **I** watched a movie. ("After taking a nap" is a dependent clause modifying "I". Who took a nap? I did.

Any modifier has to be **in the right place** in a sentence to function correctly.

Dangling modifier- Sometimes, there is a modifier (word, phrase, or clause), but it is not clear what is being modified (not available in the sentence)

- After taking a nap, the dog was taken out for a walk. (The phrase **SHOULD** be modifying the **subject I**. However, in this sentence it is modifying ***the dog***. The dog did not take the nap.
    - *Correction: add the subject in the modifying phrase or clause:* **After I took a nap**, the dog was taken for a walk.
    - *Correction: or add the subject in the next clause:* **After taking a nap,** I took the dog for a walk.
- After taking a nap, the phone rang.
    - *Correction:* **After I took a nap**, the phone rang. The phone did not take the nap
- While walking to work, the dog was hit by a car. (who was walking to work? Not the dog.)
    - *Correction:* **While I was walking to work**, the dog was hit by a car.
- Before going to sleep, my phone rang. (who was going to sleep? Not my phone)
    - Correction: **Before I went to sleep,** my phone rang.
    - Correction: **Before going to sleep**, I heard my phone rang.

Misplaced modifier- With a dangling modifier, the sentence does not contain anything being modified, so it should be added (as in the examples above). However, with a misplaced modifier, whatever is being modified is available, but it is in the wrong place, sometimes too far from what is being modified.

- A popular vacation spot, tourists love **Hawaii**. (According to this sentence what is being modified is "tourists". However, the popular spot is Hawaii, not the tourists.
    - *Correction*: A popular vacation spot, Hawaii is loved by tourists.
- The man is taking a nap on the couch, snoring loudly. (The couch is snoring loudly?)
    - Correction: **Snoring loudly**, the man is taking a nap on the couch.
    - The man, **snoring loudly**, is taking a nap on the couch.
- Whatever she cooks quickly changes my mood. (is "quickly" modifying cooks? Or my mood?)
    - Whatever she **quickly** cooks changes my mood.
    - Whatever she cooks changes my mood **quickly**.

4.2.Wordiness

Effective writing is concise and to the point. Wordiness is using too many **unnecessary** words in a sentence. This means, for example, saying the same thin in 15 words that can be said in 7 or 8 words, although it is not necessarily about the number of words as their quality or meaning. You would have to ask yourself if those words add details or information to the sentence. Unnecessary words are those that add nothing. By avoiding common pitfalls that lead to wordiness, you can improve the clarity and impact of your writing. Here are some examples of wordy sentences.

- A few inches of snow ~~**on the ground**~~ is all ~~**that**~~ you need ~~**in order to be able**~~ to go sledding.
  - ✓ A few inches of snow is all you need to go sledding.
- ~~**All of the**~~ students ~~**who are**~~ new ~~**to this school**~~ are required to attend a meeting ~~**that has been**~~ scheduled for Friday.
  - ✓ New students are required to attend a meeting scheduled for this Friday.
- **NOT WORDY**: My wonderful grandfather took a long time to walk from the third floor of the apartment building to the ground floor.

  Unlike the first two sentences, the sentence above is not wordy, although it contains many words. This is because all of the words used are meaningful, so they are necessary to convey the message. Unnecessary words, when removed, do not change the meaning of the sentence at all, and the sentence remains comprehensible.

Tips for avoiding wordiness:

1. **Avoid Expressions with Empty Subjects**: Expressions like "there are" or "it is" often add unnecessary words without contributing meaningful content to a sentence. Instead, rewrite sentences to eliminate these empty subjects

- **Wordy**: **There are** many students who are interested in learning Spanish.
- **Concise**: Many students are interested in learning Spanish.
- **Wordy: It was** my sister **who** told my mother that I was stealing cookies from the jar.
- **Concise:** My sister told my mother that I was stealing cookies from the jar.

3. Prefer Active Voice: Active voice is generally more direct and engaging than passive voice. It also tends to be more concise because it places the emphasis on the subject performing the action.

- **Wordy (Passive Voice):** The report was written by the marketing team.
- **Concise (Active Voice):** The marketing team wrote the report.

4. Avoid Redundant Expressions: Redundant expressions add unnecessary words or repeat information already conveyed in the sentence. Eliminating redundancy helps streamline your writing.

- Wordy: **Repeat again** the instructions for the experiment.
- Concise: **Repeat** the instructions for the experiment.

5. Avoid expressions such as the following:
   - ~~**Due to the fact that**~~ my test scores were poor, I did not get into the university of my choice.
   - ~~**In spite of the fact that**~~ I did not get accepted to my favorite university, I am still happy.
   - I am taking paracetamol ~~**for the purpose of**~~ reducing my headache.

Below is a table containing some common wordy phrases and their concise alternatives:

Wordy Phrase	Concise Alternative
Due to the fact that	Because
In order to	To
At this point in time	Now
In the event that	If
In light of the fact that	Since
With regard to	Regarding
On account of	Because of
In spite of the fact that	Although
As a result of	Because of
For the purpose of	For
In the vicinity of	Near

In close proximity to	Near
At the present time	Now
In the near future	Soon
At this moment in time	Now
With the exception of	Except
In the neighborhood of	Near
For the purpose of	For
At the conclusion of	After

Again, some redundant phrases and their more concise alternatives

Redundant Phrase	**Concise Alternative**
End result	Result
Final outcome	Outcome
Completely finished	Finished
Future plans	Plans
Basic fundamentals	Fundamentals
Past history	History
Close proximity	Proximity
New innovation	Innovation
Merge together	Merge
Null and void	Null
Personal opinion	Opinion

4.3.Choppy Sentences

Choppy sentences are short, abrupt sentences that lack flow and cohesion, often making the writing feel fragmented. They can even affect the reader's understanding. Choppy sentences can occur when multiple short, independent clauses are not connected appropriately.

Examples of choppy sentences:

- She walked to the store. She bought some bread. She returned home.
- The sun was shining. The birds were singing. The flowers were blooming.

Ways to solve choppy sentences:

1. **Combine Sentences** using conjunctions (subordinating, coordinating), conjunctive adverbs, relative pronouns, or semicolon. Combining short, related sentences into longer, more cohesive ones makes the ideas flow smoothly, and it makes them more comprehensible.
   - Example: She walked to the store, bought some bread, and returned home.
2. **Use Transitional Phrases**: Add transitional phrases to link related ideas and create a smoother flow between sentences. Transitional phrases help signal the relationship between sentences and guide the reader through the text.
   - Example: Despite the rain, she decided to walk to the store. Once there, she bought some bread and then returned home.
3. **Vary Sentence Structure**: Avoid using the same sentence structure repeatedly. Instead, vary the length and structure of your sentences. Use a mix of simple, compound, and complex sentences.

Example: She walked to the store, where she bought some bread before returning home.

4. **Use Conjunctions**: Use conjunctions to connect independent clauses and create compound sentences. This helps combine related ideas and reduce choppy sentence structure.
   - Example: She walked to the store and bought some bread before returning home.
5. **Using a modifying phrase or word in place of a sentence (ed (or past)/ ing)**
   - My mother is very strict with my brother. She expects him to study all the time.

- My mother is very strict with my brother, **expecting him to study all the time**
- My friend was hungry. She wanted to go eat lunch. I was too tired to go. I refused.
- My friend was hungry, so she wanted to go eat lunch. **Too tired to go**, I refused.

6. **Appositives**
   - Linda has been studying all day. Linda is my sister.
   - Linda, **my sister,** has been studying all day.

4.4.Faulty Coordination and Subordination:

Faulty coordination occurs when two or more independent clauses are joined in a way that creates a logical inconsistency or unclear relationship between them.

- **Faulty Coordination:** He bought a new car, yet his old one broke down.
- **Correct:** He bought a new car **because/ after** his old one broke down.

Here, the relationship implied by "yet" doesn't logically connect with the action of buying a new car. It implies that the new car purchase was a consequence of the old one breaking down.

Faulty Subordination in Meaning:

This happens when there's a lack of clarity or logic in the relationship between the main clause and the dependent clause.

- **Faulty Subordination**: Despite studying hard, her grades improved.
- **Correct**: Despite studying hard, her grades did not improve.

Here, the dependent clause "Despite studying hard" suggests an expected outcome of improved grades, but the main clause contradicts this by stating that her grades didn't improve.

4.5.Run-on Sentences

Run-on sentences, also known as fused sentences, occur when two or more independent clauses are joined together without proper punctuation or conjunctions. This results in a lack of clarity and can make the sentence difficult to read.

For example:

- I went to the store I bought some groceries.
- She likes to read books he prefers to watch movies.

In both of these examples, two independent clauses are joined together without any punctuation or conjunction to separate them, creating run-on sentences.

Comma splices, on the other hand, happen when two independent clauses are joined by a comma without an appropriate coordinating conjunction (such as "and," "but," "or," "nor," "for," "so," or "yet"). While a comma can be used to join two closely related independent clauses, it must be accompanied by a coordinating conjunction or other appropriate punctuation.

For example:

- I went for a walk, I needed some fresh air.
- They wanted to go to the beach, it was too cold.

In these sentences, the comma is being used to join two independent clauses without a coordinating conjunction, which creates a comma splice.

To correct run-on sentences and comma splices, you can do the following:

1. Separate the clauses into two distinct sentences.
    - I went to the store. I bought some groceries.
    - She likes to read books. He prefers to watch movies.
2. Use a semicolon to join the clauses if they are closely related.
    - I went for a walk; I needed some fresh air.
    - They wanted to go to the beach; it was too cold.
3. Use a conjunction or adverb to join the two clauses.

- I went to the store, **and** I bought some groceries.
- She likes to read books **while** he prefers to watch movies.
- I went for a walk **because** I needed some fresh air.
- They wanted to go to the beach **although** it was too cold.

4.6.Sentence Fragment

Sentence fragments are incomplete sentences that lack either a subject, a verb, or a complete thought. They often occur due to missing elements necessary for a sentence to be grammatically correct.

Here are some examples of sentence fragments and their corresponding issues:

1. **Lacks Subject**:
   - Ran through the park.

   This issue can be fixed by simply adding a subject.

   - **He** ran through the park.
2. **Lacks Verb**:
   - The old house on the corner.

   This issue can be resolved by adding a verb.

   - The old house **is** on the corner.
3. **Lacks Complete Thought**:
   - Because I was tired.

   This issue can be resolved by completing the thought. In this case, you can add a main clause.

   - **I went to sleep** because I was tired.

4.7.Stringy Sentence

A stringy sentence refers to a sentence that is excessively long, even if it's technically grammatically correct. These sentences can be difficult to follow due to their length. By the time you get to the end of the sentence, you may forget the beginning of it because of its length. The solution to stringy sentences is break them down into smaller, more manageable parts.

Example of a stringy sentence:

- Yesterday, after finishing my homework and eating dinner, I went for a walk in the park, where I saw some friends, played with my dog, and enjoyed the beautiful weather until it started raining.

While this sentence is grammatically correct, it's quite long and contains multiple ideas. Breaking it down into smaller sentences can improve clarity:

- Yesterday, I finished my homework and ate dinner. Then, I went for a walk in the park. While there, I saw some friends and played with my dog. We enjoyed the beautiful weather until it started raining.

Another Example:

- After spending the entire day cleaning the house from top to bottom, organizing every room, and doing all the laundry, I finally sat down to relax and watch a movie, but I fell asleep on the couch within minutes.
- I spent the entire day cleaning the house and organizing every room. After finishing all the laundry, I sat down to relax and watch a movie, but I fell asleep on the couch within minutes.

Subject-Verb Agreement

Subject/Verb Agreement Error refers to the mismatch in number between the subject and the verb in a sentence. The subject, which is the doer or the main idea of the sentence, and the verb, representing the action or state of being, should match in number, either singular or plural.

Here's how you can identify and rectify subject/verb agreement errors in different scenarios:

1. **Words separate the subject and verb**:
    - **Incorrect**: **One** of the students **like** to study late. (Agreement error: One = singular / like = plural)
    - **Correct**: One of the students likes to study late.
2. **The verb in the adjective clause doesn't match the noun it's referring to**:
    - **Incorrect**: The team who plays next need to warm up. (Agreement error: team = singular / play = plural)
    - **Correct**: The team who plays next needs to warm up.
3. **The verb comes before the subject**:
    - **Incorrect**: There is many books on the shelf. (Agreement error: books = plural / is = singular)
    - **Correct**: There are many books on the shelf.
4. **The subject is a list of two or more nouns**:
    - **Incorrect**: Pizza, pasta, and salad is on the menu. (Agreement error: Pizza, pasta, and salad = plural / is = singular)
    - **Correct**: Pizza, pasta, and salad are on the menu.
5. **The subject is an abstract idea**:
    - **Incorrect**: Justice serve the society. (Agreement error: Justice = singular / serve = plural)
    - **Correct**: Justice serves the society.

6. **The subject ends in an –s but is singular in meaning**:

    - **Incorrect**: Economics teach us about supply and demand. (Agreement error: Economics = singular / teach = plural)
    - **Correct**: Economics teaches us about supply and demand.

7. **The subject is an indefinite pronoun**:

    - **Incorrect**: Everyone have their own opinions. (Agreement error: Everyone = singular / have = plural)
    - **Correct**: Everyone has their own opinions.

8. **The subject is an uncountable noun**:

    - **Incorrect**: Money make the world go round. (Agreement error: money = singular / make = plural)
    - **Correct**: Money makes the world go round.

9. **Subject agrees with the nearest noun in paired conjunctions**:

    - **Incorrect**: Neither the cat nor the dogs is friendly. (Agreement error: dogs = plural / is = singular)
    - **Correct**: Neither the cat nor the dogs are friendly.

Exercises

9) Rewrite each sentence to make it parallel in structure.

1. What I said or my actions upset everyone in the room.
2. She suggested that I write a memoir and to send it to a good publisher.
3. People are paying more now for health insurance but to get less coverage.
4. Doing strenuous exercise and poor nutrition habits can lead to illness.
5. Good sense and being thoughtful are two valuable assets.
6. Many young people like to skateboard and watching the techniques of other skateboarders.
7. My brother enjoys three activities: checkers, welding, and he collects baseball cards.
8. Later that day, Mike took the fishing rods to the lake, caught several fish, and he fell asleep.
9. The nanny was supposed to feed the children, walk the dog, and some dusting in the living room.
10. Our baseball coach taught us how to hit, tag out runners, and base stealing.
11. The conference focused on sustainability, renewable energy, and to reduce pollution.
12. His responsibilities include managing the team, meetings, and to prepare reports.
13. I prefer books over watching movies because they are more informative.

10) Fix the following sentences to make them less wordy.

1. Sarah was given a present by Sam.
2. I believe that he can pass the test in spite of the fact that he did not study for it.
3. It is believed that the best place to go on vacation is Italy due to the fact that it is extremely beautiful.
4. I noticed that he tries to dress in a similar manner to his brother, who is usually able to dress well.
5. He wanted to be in a place where he can study quietly in order to be able to concentrate and do well on his exam.
6. It is said that Emily Dickenson wrote an autobiography of her own life.
7. The bright yellow sun is shining hard on the green grass.

8. Each and every single student in class received an extra point on their test.
9. In my opinion, I think that the best fruits are apples and grapes.
10. Adam stopped going to the gym due to the reason that he got injured recently.

11) Fix the following choppy sentences using the method mentioned between parentheses.

1. She took dance classes. She had no natural grace or sense of rhythm. She eventually gave up on becoming a dancer. (**combining using conjunctions)**
2. Cats love to eat fish. However, it is not always available to them. Some people buy their cats food from the store. Others just feed them anything available. (**conjunctions**)
3. I was exhausted. All I did was look at the page. I was unable to comprehend a single word.(**Modifying phrase/word).**
4. We started the project last month. We started it with very few problems. (**combining details**)
5. The house next door is my uncle's. It is haunted. (**combining details**)
6. Adam has been travelling all his life. Adam is my best friend. (**Appositive**)
7. My father is so excited for my graduation. He keeps buying things to prepare for it. He also keeps talking about it (**modifying phrase or word)**
8. The phone kept ringing for hours. I kept ignoring it. I was too busy to answer. (**Conjunctions**)
9. I refused to sign the papers. I was afraid of what might happen. (**modifying phrase or words**)
10. It is true what they say. They say that life is difficult. Just try to take it slowly.

12) Fix each sentence so that they are no longer run-on sentences.

1. She is hungry she ate an entire box of pizza.
2. Everyone thought the test would be easy but the teacher made it extremely hard.
3. Last night I was extremely tired however I knew I had to keep studying since I have an exam today.
4. The children were loud, they kept screaming and breaking stuff.
5. Maria went to the concert last night, she came home very sick from all the noise.
6. Although I could not figure out the solution to the math problem, I was very close, I nearly got it correct.

7. Today I will have chicken and rice for dinner because they are extremely healthy however I need to eat some green vegetables as well.
8. It was raining my mother could not find the umbrella so I ended up getting wet.
9. My daughter drew all over the wall with her colored pencils, even though I kept washing the walls, the drawings did not come off.
10. You must be extra careful not to make mistakes on your driving test just make sure you concentrate.

13) Fix the following sentences so they are no longer stringy.

1. My best friend's name is Adam, and he lives next door, so we do many things together all the time like going hiking or swimming, but sometimes we get tired and stay home.
2. I try to teach my friend things, but he keeps forgetting, and I feel bad because he's always helping me.
3. Many students attend classes all morning, and then they work all afternoon, and they also have to study at night, so they are usually exhausted by the weekend.
4. The students visited the zoo, which it was in Toronto, and this is the largest zoo in Canada, and they travelled there by bus, but it took two hours to arrive at the zoo.
5. The boys were too excited, so they made a lot of mistakes, and the project was a complete failure in the end, so the teacher gave them a bad mark.
6. Everyone came to the party, and they had a great time, and there was plenty of food including a giant cake, and the drinks were amazing, and most people had fun dancing.
7. I was in the shower while my phone was ringing, but I managed to get out in time to pick up on my friend, so she told me that she wanted to meet for dinner that night.
8. The glass on that black table has been broken by someone, but I'm not sure who broke it; although it could be my young daughter, it could have been my husband who dropped something on it.

14) Identify and fix the sentence fragments.

1. The current city policy on housing is incomplete as it stands. Which is why we believe the proposed amendments should be passed.

2. As soon as I finish this grammar exercise. I will eat lunch.

3. What am I doing? Taking a one hour break. Because I am finished all of my work. And I'm tired.
4. The exam was extremely difficult. Which everyone had expected. Everyone failed it.
5. We decided to have dinner at Olive Garden. Always something good to eat at that restaurant. You should go some day.
6. Before deciding to buy new shoes. Make sure you actually need them.
7. Although talking about your problems can be difficult. You must seek help when you need it.
8. Because I did not have time to write my paper and the computer was broken anyway.
9. Asking someone how old they are. This is a big mistake.

5. Capitalization

1. **Capitalize the first word of a quoted sentence.**
    - Example: "**Go** fetch the ball," she commanded her dog.
2. **Capitalizing a proper noun (people, places, things, etc), or words derived from proper nouns.**
    - Example: Eiffel Tower, Maria, Algeria
    - Example: We love Italian food.
3. **Capitalize a person's title when it precedes the name. Do not capitalize when the title is acting as a description following the name.**
    - Example: **Captain** Smith led the expedition.
    - Example: Mr. Johnson, the **captain** of the team, scored the winning goal.
    - Example: Mary Johnson, **D**octor
4. **Capitalize the titles of high-ranking government officials when used with or before their names. Do not capitalize the civil title if it is used instead of the name.**
    - Example: The **president**, **vice president**, and **secretary** of **state** met for a summit.
    - Example: **P**resident Johnson, **V**ice **P**resident **S**mith, and **S**enator **J**ones attended the conference.
5. **Capitalizing any title when used as a direct address.**
    - Example: Can you help me, **Officer**?
6. **Capitalize the points of a compass only when they refer to specific regions but not general directions.**
    - Specific: He lives in the **Northeast**.
    - Specific: She traveled to the **Southwest** for vacation.
    - Specific: The storm moved in from the **Northwest**.

- General: She walked **east** towards the sunrise.
- General: The wind was coming from the **west**.
- General: The town is located **south** of the river.

7. **The following are capitalization rules for a title:**

Capitalize	Do not capitalize
First and last words Nouns and pronouns Adjectives and adverbs Verbs and helping verbs	Short Prepositions Articles Coordinating conjunctions

- Example: "The Adventures of Sherlock Holmes"

8. **Do not capitalize the names of seasons.**
   - Example: I love winter sports and summer vacations.
9. **Capitalize the names of specific course titles.**
   - Example: Biology 101
10. **Capitalize pronoun "I", even if it is in the middle of a sentence.**
    - Example. My friend and I went to the park.

Exercises

15) For each sentence, identify the mistake in capitalization.

1. My Friends and I decided to meet next saturday.
2. This Year, eid el fitr will be on june 5th.
3. My teacher, mr. Rahman, decided to give us a quiz this Week.
4. They say that the food in asia is delicious.
5. It is said that William shakespeare died at a young age.
6. my favorite short story is cinderella and my favorite book is the alchemist.

7. According to the world health organization, someone with COVID symptoms should stay at home for at least 10 days.
8. Did you know that Abraham lincoln was the sixteenth President of the United States?
9. Yellowstone national park is a great park.
10. I went to the doctor this week. His name is dr. Salim.

6. Punctuation

Punctuation plays a significant role in making your writing clear and comprehensible. It communicates the relationship between your ideas to the reader. In essence, a properly punctuated passage is more digestible compared to one lacking in punctuation. Occasionally, punctuation may also alter the meaning of a sentence.

1. The Comma (,)

A. Employ a comma **before a coordinating conjunction** (e.g., and, but, or, nor, for, yet, so) linking two main clauses.

- The village decided to replace the **mayor, and** his assistant assumed the daunting responsibility of upholding the law.
- Einstein was a remarkable **physicist, but** his theories were not easily comprehensible.

Exception: A comma alone may separate **two brief, parallel main clauses**.

- "It was the best of times, it was the worst of times." (Charles Dickens)
- We came to fight, we came to win.

B. Introduce an **introductory subordinate clause or a lengthy introductory phrase** with a comma.

- **Since water is crucial for sustaining life**, its scarcity poses a significant threat.
- **Every week**, across screens worldwide, Godzilla unleashes havoc.

C. Set off a **non-restrictive modifier with commas**.

- All students, **unable to swim**, must wear life jackets.
- Michael, **an excellent swimmer**, didn't bring a life jacket.

D. Precede a **phrase or clause appended at the end of a sentence** with a comma.

- "The pursuit of knowledge is a noble endeavor, **whatever its source**." (Albert Einstein)
- My laptop crashed again, **courtesy of my tech-savvy friend's repairs**.

E. Use commas for **direct address, introductory, and transitional words**.

- **Professor Snape**, your logic is flawed.
- **Indeed**, we seem to be at a crossroads.
- **However**, we must weigh all options.

F. Employ commas to **separate elements in a series**.

- For breakfast, he ordered cereal, toast, eggs, and coffee.
- The cat had soft, fluffy, gray, striped fur.

G. Separate **numeral** and **place names** and **set off people's names from their titles with commas**.

- Alice, born on November 15, 1990, in Denver, Colorado, relocated to Selma, Alabama, before she turned eighteen.
- You can contact Mr. Smith at 123 Main Street, Anytown, USA.

H. Insert a comma **between a quotation and your introductory words**. Omit the comma if quoting only part of a sentence or introducing the quotation with "that."

- "The most beautiful thing we can experience is the mysterious," observed Albert Einstein.
- Albert Einstein remarked that "the most beautiful thing we can experience is the mysterious."
- Albert Einstein noted that we often lack "the courage to pursue the unknown."

Note: If you interject the quotation with your words, use commas to set off your own words, as with any other interruption.

- "Life," according to the poet Maya Angelou, "is not measured by the number of breaths we take, but by the moments that take our breath away."

2. Quotation Marks

When using quotation marks, the placement of punctuation marks follows specific rules:

- Periods and commas are placed inside quotation marks.

- Example: "The sun is shining brightly," remarked Alice.
- Example: "I can't believe it," exclaimed John.

- Semicolons and colons are placed outside quotation marks.
  - Example: Charlie Brown said, "Rats"; Casper the Friendly Ghost said, "Golly."
  - Example: Did he say "fire"?

3. The Semicolon (;)

The semicolon serves various purposes in writing:

A**. It links two closely related independent clauses.**

- The sun sets in the west; the moon rises in the east.

B**. It connects two independent clauses with a conjunctive adverb, such as "however," "thus," "therefore," and "consequently."**

- I enjoy hiking; however, I dislike camping.
- The concert was canceled; therefore, we went to the movies instead.

C. **It is used in a series between items already containing internal punctuation**.

- My to-do list includes: laundry, cleaning the house; organizing my closet, and preparing dinner.

4. The Colon (:)

The colon has specific usage rules:

A. **It introduces a long or formal list but is not used after "to be" verbs or in other places that disrupt the sentence's flow.**

- Her favorite books are: "Pride and Prejudice," "Jane Eyre," and "Wuthering Heights."

B. **It connects two independent clauses when the second elaborates on the first.**

- The results were clear: we needed to take immediate action.

- There was only one solution: we had to start over from scratch.

C. **It introduces a quotation in an essay.**

- The author states in his memoir: "Life is a journey, not a destination."

5. The EM- Dash (—)

The Em-dash is used for emphasis or to indicate an afterthought:

A. In informal writing, it adds emphasis to an idea or implies an afterthought.

- He had only one chance— and he took it.

B. It is used instead of commas to emphasize interrupting phrases or clauses.

- My best friend— the one I've known since childhood— is moving away.
- The decision— made in haste— proved to be disastrous.

6. **En-dash (–)**
   - The en-dash is longer than a hyphen and is used to indicate a range or connection between two elements, such as numbers, dates, or places.
   - It is also used to indicate conflict or connection between words.
     - Number ranges: pages 10–20, 2010–2020
     - Date ranges: Monday–Friday, January–March
     - Connection between words: Paris–London flight, New York–Los Angeles highway
     - Compound adjectives with open compounds: Anglo–Saxon, Franco–German relations
7. **Hyphen (-):**
   - The hyphen is primarily used to join words together to form compound words, to show word breaks at the end of lines, and to connect prefixes and suffixes to words.
   - It is used in compound modifiers when two or more words are combined to modify a noun.
     - Compound words: well-known, high-speed, mother-in-law
     - Word breaks: elec-tricity, com-plete

- Compound modifiers: fast-paced environment, high-quality product

Exercises

16) In each sentence, insert the comma(s) where necessary.

1. Her hobbies include playing the guitar painting landscapes and reading classic novels.
2. The menu for the party included sandwiches potato salad fruit salad chips and various desserts.
3. The weather despite the forecasts turned out to be beautiful for our picnic.
4. She stayed up late to finish her assignment so she could have a relaxing Sunday.
5. Mary please help me.
6. After the rain stopped we decided to go for a walk in the park and enjoy the beautiful scenery.
7. Mary, my best friend, is coming to the party.
8. In the early morning when the sun was just rising we set off on our cross-country road trip.
9. Although it was late in the evening and he was feeling tired he decided to join his friends for a night of stargazing.
10. Our trip to New York City although delayed by bad weather was an unforgettable experience.

17) For the paragraphs below, insert one of the following punctuation marks: full stop, question mark, quotation marks, apostrophe, hyphen, colon, or semicolon.

The detective arrived at the crime scene which was a dimly lit alley at 11:30 p.m He carefully examined the evidence a bloodstained shirt a torn piece of paper with a mysterious message and a set of keys 'What happened here' he wondered As he looked closer he found a note that read 'Meet me at the corner of Elm Street and Pine Avenue at midnight' It was signed 'R. Smith' The detective equipped with a flashlight a notepad and a sense of determination began to piece together the clues 'This might be a critical lead' he thought Suddenly he heard a noise and a shadowy figure appeared from the darkness It was a man in his 40s who looked both anxious and distressed The detective sensing urgency said 'Are you R. Smith' The man nodded and replied 'Yes I am Can you help me'

SEMESTER 2

7. Paragraph Organization

A paragraph is a group of sentences that are related to a single topic or idea. Typically, a paragraph begins with a topic sentence that introduces the main idea, followed by supporting sentences and details that provide arguments or explanations to develop that idea further. A paragraph also ends with a concluding sentence.

1. **The topic sentence** is the first sentence in the paragraph, and it shows what the rest of the paragraph will discuss. The topic sentence contains the **topic and the controlling** idea. The topic of a paragraph is the main subject or concept that the paragraph discusses. It is what the paragraph is about. The controlling idea, on the other hand, is the specific angle, opinion, or perspective on the topic that the writer wants to convey. It narrows down the focus of the topic.

   For example: "Regular exercise improves physical health and mental well-being." Here, the topic is exercise, while the controlling idea narrows down the focus to the specific benefits of exercise, namely physical health and mental well-being.
2. **Supporting sentences** provide arguments supporting what is expressed in the controlling idea. So, if the controlling idea mentions that regular exercise has many mental and physical benefits, the supporting sentences should discuss these benefits.
3. **Supporting details.** Most supporting sentences should be proceeded by supporting details, which are evidence, examples, or explanations to develop each argument**.**
4. **Concluding sentence** is the final sentence in a paragraph. The concluding sentence should restate the topic sentence (from a concluding perspective). It can also summarize the main points discussed in the paragraph.

The benefits of reading go beyond just enjoying a good story (Topic sentence). First, it helps improve our vocabulary and language skills (Supporting sentence). When we read regularly, we encounter new words and phrases, expanding our understanding of the English language (Supporting detail). In addition to enhancing our language skills, reading also stimulates our imagination. When we immerse ourselves in a book, we enter a world of characters, places, and adventures. This not only entertains us but also helps develop our creativity. Furthermore, reading is a great way to acquire knowledge on a wide range of topics. Whether it's history, science, or fiction, books provide us with valuable information that can broaden our understanding of the world. In conclusion, reading offers a various benefits beyond just entertainment, including improving language skills and imagination, and becoming more knowledgeable about different subjects (concluding sentence).

Types of supporting details

1. **Topic: Benefits of regular exercise**

   Supporting Sentence: Regular exercise is crucial for maintaining physical health.

   - **Supporting Detail: Examples/Illustrations**
     - Engaging in activities like jogging, swimming, or cycling for at least 30 minutes a day can improve heart health.
   - **Supporting Detail: Explanations/Definition**
     - Exercise involves any physical activity that elevates heart rate and promotes overall well-being.
   - **Supporting Detail : Opinion**
     - Many people believe that incorporating exercise into their daily routines is the most essential thing for a healthy lifestyle.

- **Supporting Detail : Personal Observation/Experiences**
    - From personal experience, consistent exercise has been very effective in improving my energy levels.
- **Supporting Detail : Facts (Science Facts)**
    - Scientific research consistently shows that regular exercise reduces the risk of chronic diseases such as diabetes and hypertension.
- **Supporting Detail : Facts (Statistics/Data)**
    - According to recent studies, 90% individuals who exercise regularly have regular blood pressure, compared to only 50% of those who do not exercise regularly.
- **Supporting Detail : Quotations from Others**
    - As famous fitness expert Dr. Smith once said, "Exercise is the single best thing you can do for your health."

2. **Topic: Effects of social media**

   Supporting sentence: Excessive use of social media negatively impacts the mental health of young people.

    - **Supporting Detail : Examples/Illustrations**
        - Spending hours scrolling through social media feeds can foster feelings of inadequacy and low self-esteem.
    - **Supporting Detail : Explanations/Definition**
        - Social media includes online platforms where users create and share content within virtual communities.
    - **Supporting Detail : Opinion**
        - Psychologists argue that constant comparing yourself to others and seeking approval on social media can contribute to anxiety and depression.
    - **Supporting Detail : Personal Observation/Experiences**
        - I have always observed how negative interactions or cyberbullying on social media can affect the mood and mental well-being of my peers.
    - **Supporting Detail : Facts (Science Facts)**
        - Research shows a strong correlation between excessive social media use and symptoms of depression and anxiety in adolescents.

- **Supporting Detail : Statistics/Data**
    - A survey by the American Psychological Association found that over 70% of young people report stress related to social media.
- **Supporting Detail : Quotations from Others**
    - Dr. Jane Smith, a famous psychiatrist, emphasizes that "Social media can increase feelings of loneliness and isolation, especially among youth."

Also essential for effective paragraph writing is unity and coherence.

Paragraph unity and coherence are essential aspects of effective writing

Unity: Paragraph unity is when all sentences in a paragraph revolve around a single main point (the controlling idea). Each sentence should contribute to the development and support of this central idea, without introducing unrelated information. Unity can be achieved simply by sticking to the controlling idea in your arguments and examples and not going off topic.

Coherence: A coherent paragraph is a paragraph that contains a smooth flow of ideas. Coherence also involves the logical organization of ideas within a paragraph. A coherent paragraph presents its information in a clear and orderly manner, allowing the reader to easily follow the progression of thoughts and understand the relationships between different points.

Coherence can be achieved through a number of ways:

- **Transitional words**. Transitional words and phrases establish logical connections between sentences, guiding the reader through the progression of ideas. They signal relationships such as addition, contrast, cause and effect, or sequence, which helps in understanding how each sentence relates to the central topic and to other sentences in the paragraph. Transitional words and phrases, however, should be used effectively. "Effective use" means using them sparingly, which means enough but not too much. Using too many transitional words or phrases can actually ruin the coherence of a paragraph.

- **Pronouns**: pronouns maintain coherence by referring back to previously mentioned concepts or subjects. They help avoid repetition of nouns and create a sense of continuity within the paragraph. By using pronouns effectively, you can connect sentences and ideas seamlessly, reinforcing the coherence of the paragraph.
- **Repetition/Synonyms**: By repeating key terms or using synonyms related to the main topic, the paragraph maintains coherence by reinforcing the central idea and by linking what is being said to the previous sentence(s).

Example:

[1] Taking care of the environment is crucial for the future of our planet. [2] One significant reason is to protect animals and plants. [3] Animals and plants depend on their natural habitats for survival, but these habitats are being destroyed by human activities like deforestation and pollution. [4] If we don't take care of their homes, many species could disappear forever, which would upset the balance of life on Earth. [5] Another important reason to care for the environment is to combat climate change. [6] By using less energy, reducing waste, and supporting clean energy sources like solar and wind power, we can help slow down climate change and protect our planet. [7] Furthermore, environmental conservation helps us preserve essential resources for the future. [8] Resources like clean water, fresh air and soil are being depleted at an alarming rate due to pollution, overuse, and habitat destruction, so by practicing conservation methods like reducing water and energy consumption, recycling, and protecting natural habitats, we can ensure that these resources are available for future generations. [9] In conclusion, taking care of the environment is essential because it protects animals and plants, combats climate change, and preserves vital resources, so it is up to each of us to do our part in preserving our planet for future generations.

1. **Repetition/Synonyms:**
    - The paragraph uses repetition of key terms related to environmental conservation throughout, such as "taking care of the environment," "environmental conservation," and "preserving our planet." This repetition reinforces the central theme and maintains focus on the importance of environmental protection.

2. **Transitional Words or Phrases:**

    - Transitional words and phrases are used to signal shifts between different supporting points and to connect ideas logically. Examples include "One significant reason," "Another important reason," and "Furthermore." These transitions guide the reader through the paragraph, indicating the relationships between the various reasons presented for caring for the environment.

3. **Pronouns:**

    - Pronouns are employed to refer back to previously mentioned concepts or subjects, ensuring coherence and continuity within the paragraph. For instance, "their natural habitats" (referring to animals and plants) in sentence [3], and "our planet" throughout the paragraph. These pronouns help tie together ideas and maintain consistency in the narrative.

Exercises

18) For each of the following sentences, identify the topic and the controlling idea.

1. It is important to be ready before buying a house.
2. People sometimes lie for several reasons.
3. Graduating from high school is important for many different reasons.
4. Having a first child is difficult because of the significant adjustments in your life.
5. Dolphins are amazing creatures that live in the ocean and have many special features to help them survive.

19) For each of the paragraphs below, add a topic sentence (which is missing) based on the details provided in the paragraph.

A) Nature is amazing because it has such a great variety of plants and animals that live in different ecosystems. From the smallest insects to the tallest trees, each plays a role in keeping the balance of nature. Another amazing thing about nature is that it is full of color. There is the beauty of sunsets, twinkling stars, and cool stuff like waterfalls and rainbows, and green forests. Exploring the outdoors, like parks or nature reserves, allows

us to witness the wonders of nature firsthand. It's like stepping into a magical world full of surprises and beauty.

B) A good friend is someone you can trust and rely on. They keep your confidences and are honest and reliable in their actions. A good friend is empathetic and understanding; they can put themselves in your shoes, listen attentively, and offer support when you need it most. Moreover, a good friend is non-judgmental and accepts you for who you are. They don't criticize or condemn you but offer constructive feedback when needed. Most importantly, respect is fundamental in any relationship. A good friend respects your opinions, values, and boundaries, even if there are differences.

C) The benefits of reading go beyond just enjoying a good story. First, it helps improve our vocabulary and language skills. When we read regularly, we encounter new words and phrases, expanding our understanding of the English language. In addition to enhancing our language skills, reading also stimulates our imagination. When we immerse ourselves in a book, we enter a world of characters, places, and adventures. This not only entertains us but also helps develop our creativity. Furthermore, reading is a great way to acquire knowledge on a wide range of topics. Whether it's history, science, or fiction, books provide us with valuable information that can broaden our understanding of the world.

- **Link the topic sentence and supporting sentences using appropriate coherence devices then add supporting details to the supporting sentences using appropriate coherence devices.**

1. **Topic sentence**: Gardening is my favorite hobby because it allows me to connect with nature and create something beautiful.
    1. Spending time in my garden helps me relax and unwind after a long day.
    2. I enjoy planting a variety of flowers and vegetables, watching them grow and thrive under my care.
    3. Tending to my garden also provides me with a sense of accomplishment as I see the fruits of my labor bloom and flourish.

    Concluding sentence: Gardening brings me joy, fulfillment, and a deeper appreciation for the wonders of the natural world.
2. **TS**: Engaging in regular exercise offers numerous physical and mental health benefits that contribute to overall well-being.

1. Exercise helps to improve cardiovascular health, strengthen muscles, and increase flexibility and endurance.
2. Regular physical activity has been shown to reduce the risk of chronic diseases such as heart disease, diabetes, and obesity.
3. Exercise releases endorphins, which are known as "feel-good" hormones, helping to alleviate stress, anxiety, and depression.

8. Paragraph Development

8.1.Expository (examples developed by division, cause, effect, compare and contrast)

An expository paragraph is a form of writing that aims to inform, explain, or analyze a specific topic or idea in a clear and concise manner. Its primary purpose is to convey factual information, clarify concepts, or present an argument in a logical and organized way.

Purposes of an Expository Paragraph:

To Inform: The main purpose of an expository paragraph is to provide information on a particular topic. This could include facts, data, or background information that helps readers understand the subject matter. A perfect example is the definition paragraph.

To Explain: Expository paragraphs also aim to explain complex ideas or concepts in a way that is easy to understand. This might involve breaking down a topic into its constituent parts and providing clear explanations for each component. Examples of expository paragraphs that explain concepts is the process or classification paragraph.

To Analyze: In some cases, expository paragraphs may also involve analyzing information or presenting arguments based on evidence. This could include examining cause-and-effect relationships, comparing and contrasting different ideas, providing problems and solutions, or evaluating the strengths and weaknesses of a particular argument.

While a paragraph discussing the causes or the effects of something typically follows the same form as the basic form of a paragraph (explained above), other expository paragraphs (like the definition or compare/ contrast paragraph) take their own form. See below for an explanation of each.

Compare/ Contrast

A compare and/or contrast paragraph is a writing structure used to examine similarities and/or differences between two subjects. In this paragraph form, the topic sentence introduces the subjects being compared or contrasted, along with the intention to analyze their similarities or differences. Moreover, appropriate transitional words and phrases should be used to guide the reader through the comparison or contrast. Words like "similar to," "in contrast," "unlike," and "however" help connect ideas smoothly and express comparison or contrast. The concluding sentence summarizes and interprets the differences and similarities observed in the paragraph.

Supporting sentences describe and compare various features of the chosen topics. There are two ways you can organize your compare/ contrast paragraph:

1. **The point-by-point method:** When employing the point-by-point method, similarities and differences between the subjects are discussed alternately, point by point
2. **The block method:** On the other hand, the block method involves discussing all aspects of one subject first before moving on to discuss all aspects of the second subject.

Here's an example using the point-by-point method:

1. Describe sources of food for plants, then for animals.
2. Describe movement of plants, then of animals.
3. Describe external appearance of plants, then of animals.

There are several distinctions between plants and animals (topic sentence). Green plants can produce their own food through photosynthesis, while animals obtain food either directly from plants or indirectly through consuming other animals (**point 1**). Plants tend to be stationary, whereas animals generally have the ability to move **(point 2)**. In terms of appearance, plants typically exhibit green coloration and grow in a branching fashion throughout their lifespan. Animals, however, display diverse external appearances, with growth occurring evenly throughout their bodies within a defined time frame **(point 3). These differences underscore the significant contrast between plants and animals (Concluding sentence).**

Another Example:

Cats vs. Dogs

Dogs and cats are among the most popular pets worldwide, yet they have distinct characteristics that appeal to different people. Dogs are often seen as loyal and affectionate companions, known for their eagerness to please their owners and their love for activities like playing and going for walks. This makes them great companions for active individuals. Cats, on the other hand, are more independent by nature, enjoying their alone time while also being affectionate to their owners in their own way. For example, they are great groomers and often require minimal supervision from their owners to maintain hygiene. In terms of size and appearance, dogs come in a wide range of breeds and sizes, from tiny Chihuahuas to massive Great Danes, each with its own unique appearance and personality traits. Cats also come in various breeds and coat patterns, but they tend to be smaller and more agile than dogs, so this ability to move quickly helps them explore their environment with grace. Despite their differences, both cats and dogs bring joy and companionship to their owners' lives, enriching households in their own special ways.

Here's an example using the block met method:

1. All points about city life
2. All points about rural living

When considering where to live, one must compare the advantages and disadvantages of city living versus rural living (Topic sentence). First, cities are often busy with activity, offering many of entertainment options, restaurants, and cultural events. This provides residents with a dynamic and vibrant environment. Second, the cost of living varies significantly between cities and rural areas, with cities generally having a higher cost of living, including expenses such as housing, transportation, and groceries **(city living**). In contrast, rural areas tend to have a slower pace of life, with fewer facilities and entertainment options, which fosters a sense of tranquility and closeness to nature. While some may enjoy the excitement of

city living, others may prefer the peace and quiet of rural areas. Additionally, in rural areas, the cost of living is often lower, allowing residents to spend more freely **(rural living**). **Ultimately, whether one prefers the hustle and bustle of city life or the tranquility of rural living depends on individual preferences, lifestyle, and priorities (Concluding sentence).**

Another example:

When considering educational options, traditional and online learning present contrasting methods with unique advantages and drawbacks. In traditional education, students attend classes in physical classrooms, engaging with teachers and peers face-to-face, facilitating immediate interaction, discussion, and hands-on learning experiences. Additionally, traditional teaching follows a fixed schedule, requiring students to attend classes at specific times and locations. This may not be convenient for everyone. Conversely, course materials, lectures, and assignments are delivered and accessed remotely via the internet. Online education also provides flexibility in terms of scheduling, allowing students to access course materials at their own convenience from anywhere with an internet connection. These two points make online learning more flexible and convenience, enabling students to access course materials and lectures remotely, catering to diverse schedules and learning styles. This means online education may lack the same level of social interaction and community found in traditional educational settings. Overall, the two forms of education are quite different, each with its advantages and disadvantages.

Cause/ Effect Paragraph

A cause/effect paragraph explains the relationship between events, focusing on how one event (the cause) leads to or produces another event (the effect). The purpose of this type of paragraph is to explore why something happened (cause) or what happened as a result of something (effect).

In a cause paragraph, the writer explains the reasons behind a particular event or situation, answering questions like "Why did this happen?" An effect paragraph, on the other hand, focuses on the outcomes or consequences of an event, answering "What happened as a result?" A good cause/effect paragraph clearly outlines the connections between the cause and its effects, often using words like "because," "therefore," "as a result," or "consequently" to show the relationship. As for form, the cause/ effect paragraph

To write a cause/ effect paragraph, first, make sure you understand your topic or prompt**.** Once you have a topic, clearly determine what the cause is (why something happens) and what the effect is (what happens as a result). Ask yourself: *What is the reason?* (cause) and *What is the result?* (effect). Then, list out several points or examples to explain the cause and its effects. Think of specific reasons or outcomes that support the relationship between the two. Make sure these details directly relate to the cause/effect connection.

The topic sentence should state the topic, and whether you're discussing a cause, an effect, or both. For example, for the topic “effects of sleep on performance”, a good topic sentence can be “Lack of sleep can negatively affect a person's daily performance” (effect) or for a different topic, “Skipping meals can lead to low energy and poor concentration throughout the day” (cause). After the topic sentence, explain the cause and its effects in detail. Include supporting points to make your argument clear. If you're explaining a cause, describe the reasons behind it. If you're discussing an effect, describe what happens as a result. To make the relationship between the cause and effect clearer, use transition words like "because," "as a result," "therefore," "due to," "consequently," or "since." These words help connect the cause and effect logically. Do not forget to use real-life examples or facts to illustrate the cause/effect relationship. This strengthens your paragraph and makes it more relatable and convincing. For

instance, if you're writing about how social media affects self-esteem, you could provide examples of studies or personal experiences. Finally, you can end with a concluding sentence that sums up the cause/effect relationship and reinforces the main point of the paragraph.

Example: **Benefits of Regular Exercise** (effect)

Regular exercise brings numerous benefits to both the body and mind. First, physical activity boosts cardiovascular health, strengthening the heart and improving circulation. This helps lower blood pressure and reduces the risk of heart disease. Exercise also increases energy levels and enhances endurance, making everyday tasks like walking or climbing stairs easier. Additionally, consistent workouts can have a positive effect on mental health by releasing endorphins, which are chemicals that help improve mood and reduce feelings of anxiety or depression. As a result, those who exercise regularly often experience better overall well-being, both physically and emotionally.

Division Paragraph

A **division paragraph** is used to break down a larger concept, topic, or item into smaller, more understandable parts or categories. The goal is to explain each part and show how it contributes to the whole. This type of paragraph is useful when describing complex ideas or processes by dividing them into manageable sections.

In a division paragraph, the writer takes a general topic and divides it into its components. Each part is explained separately to give a detailed understanding of the overall subject. For example, if you're writing about "types of communication," you might divide it into verbal, non-verbal, and written communication, and explain each type in the paragraph.

Example: Types of Communication

There are three main types of communication: verbal, non-verbal, and written. Verbal communication involves the use of spoken words to share information, whether in a conversation, speech, or phone call. It allows for immediate feedback and is the most direct form of communication. Non-verbal communication includes body language, facial expressions, gestures, and even posture. It often conveys emotions and attitudes without the use of words, and

can sometimes communicate more than what is spoken. Written communication, on the other hand, involves using written words in emails, letters, texts, or reports. It is particularly useful for conveying detailed information and ensuring that a message is recorded and can be referred back to later. Together, these three types of communication are essential in sharing ideas, emotions, and information effectively in both personal and professional settings.

Definition Paragraph

A Definition paragraph can do the following:

- Explains **in detail** what something is
- Gives facts, details, and examples to make the definition clear to the reader.
- Classifies information to help the reader understand the context or category to which the term belongs. This can include categorizations, classifications, or groupings that help situate the term within a larger framework.
- Provides essential characteristics: what distinguishes this concept from others?
- Provides examples/ illustrations of how the term is applied in real life.
- Provides exceptions or limitations to the definition, if available.

Definition paragraph

- **Topic sentence** starts with a broad **definition** of the topic you will be discussing.
- **Supporting sentences can include the following (but do not have to include all of them)**
    1. **More specific/ detailed definition or classifying information**: Following the introduction of the term, you can include a more detailed definition or classifying information to help the reader understand the context or category to which the term belongs. This can include categorizations, classifications, or groupings that help distinguish the term from other, perhaps similar, terms.
    2. **Characteristics**: Next, the paragraph typically outlines the characteristics or attributes of the term.

3. **Examples or Illustrations**: To enhance understanding, the definition paragraph often includes examples or illustrations that demonstrate how the term is used or applied in real-life situations. These examples help to clarify the meaning of the term and provide context for its usage.
4. **Exclusions or Limitations** (if necessary): Depending on the complexity of the term, the paragraph may also include information about what the term does not include or its limitations. This helps to refine the definition and prevent misconceptions.
5. **Concluding Statement**: Finally, the paragraph may end with a concluding statement that summarizes the main points of the definition and reinforces the understanding of the term.

Examples of definition paragraph.

Democracy

Democracy is a form of government where power is vested in the people, either directly or through elected representatives (TS). It is often contrasted with autocracy or dictatorship, where power is concentrated in the hands of a single ruler or a small elite (1). In a democratic system, citizens have the right to participate in decision-making processes, usually through voting in elections (2). Additionally, democratic governments typically uphold principles such as equality before the law, individual rights and freedoms, and the rule of law (2). Examples of democratic countries include the United States, Canada, and most countries in Western Europe (3). In these nations, citizens have the opportunity to vote for their leaders and influence government policies through various channels such as political parties, interest groups, and public discourse (3). Overall, democracy is a system of government that prioritizes the voice and participation of the people, aiming to ensure accountability, representation, and the protection of individual rights (5).

Globalization

Globalization refers to the increasing interconnectedness and interdependence of economies, cultures, and societies around the world. It is driven by advancements in technology, communication, transportation, and trade. Key features of globalization include the free flow of goods, services, capital, and information across borders. It also involves the spread of ideas,

values, and cultural influences, leading to greater cultural exchange and diversity. Examples of globalization can be seen in the widespread availability of products from different countries in local markets, the rise of multinational businesses across different countries, and the ease of communication and collaboration facilitated by the internet and social media platforms. Despite its benefits in promoting economic growth, innovation, and cultural exchange, globalization also raises concerns about inequality, cultural homogenization, and environmental destruction, highlighting the need for responsible governance and international cooperation.

8.2.Descriptive

Descriptive Writing

The aim of expository writing is to explain or informs readers about a specific topic. It's more about providing facts, explaining ideas, or analyzing information in a clear and logical way. For instance, an expository paragraph or essay about climate change might discuss its causes, effects, and possible solutions without using descriptive language to create imagery.

Descriptive writing, on the other hand, paints a picture with words, aiming to make readers imagine something vividly by using detailed descriptions and colorful language. It's like creating a mental movie where readers can see, hear, smell, taste, and touch what's being described. For example, when describing a forest, you can include its swaying trees, chirping birds, and the fresh scent of pine needles on the ground. By doing this, you **create a sensory experiences for readers, making them visualize and "feel" what you are describing.**

A descriptive passage aims to immerse the reader in a rich sensory experience by employing vivid language and detailed descriptions. Unlike narrative passages that delve into personal reflections and growth, descriptive writing doesn't necessarily have to be introspective. Instead, it centers on vividly and impartially portraying a subject to the reader. Achieving this depth of detail requires the writer to engage the reader's five senses—sight, smell, sound, taste, and touch—through descriptive language, typically conveyed with adjectives that evoke the sensations experienced by these senses.

The following are guidelines/ tips for writing an effective descriptive paragraph:

1. **Adjust tone/mood according to the topic.** Your tone for describing a scary scene will definitely have to be different from the tone used to describe,
2. **Appeal to Emotions and the 5 senses**: Describe not only the physical aspects of your subject but also the emotions it evokes in you or others. Use language that conveys mood and atmosphere.
3. **Show, Don't Tell**: Instead of simply stating facts, show the reader what you want to convey through descriptive language and imagery. For example, instead of saying "the house was old," describe its weathered facade, creaky floorboards, and musty scent. Another way to do this is to use vivid rather than vague language:
4. **Use Figurative Language**: Enhance your description with similes, metaphors, personification, and other literary devices to create depth and richness in your writing. Incorporate similes, metaphors, and other figurative language to make your descriptions more vivid and engaging. For example, instead of saying, "The dog was big," you could say, "The dog was as large as a bear."
5. **Organization of details**: Arrange your details in a logical order. You might start with an overall description of the subject and then zoom in on specific details. Alternatively, you could organize your paragraph spatially, chronologically, or by importance.

Below are examples of sentences that are improved gradually to become more descriptive by adding the elements mentioned above:

Vague vs. Vivid Language

1. **Vague**: The cake tasted delicious.

   Better: With each bite, the cake melted on her tongue, a blend of chocolate and creamy frosting that filled her with joy. The amazing smell remained in the air, appealing to all her sense.

   Vivid (**best**): With each bite, the moist cake melted on her tongue, a soft blend of silky smooth chocolate and creamy frosting that sent shivers of delight down her spine. The aroma of freshly baked pastries remained in the air, appealing to all her senses with its sweetness.

2. **Vague**: The child was excited.
   Better: The child's eyes sparkled, smiling as she moved around, unable to control herself. With each moment, her excitement grew.
   Vivid (**best**): The child's eyes sparkled with anticipation, a wide smile spreading across her face as she bounced on her toes, unable to control her bubbling energy. With each passing moment, her excitement grew, deep and intense in the air like a thunderstorm.

3. **Vague**: The city was busy.
   Better: Streets filled with honking horns and footsteps while skyscrapers towered above with their shadows. Lights shined in the sky, brightening the city landscape.
   Vivid (**best**): Streets filled with a symphony of honking horns and hurried footsteps while skyscrapers towered above, casting long shadows over the crowds of people rushing to and fro. Colorful neon lights shined in the night sky, brightening the city landscape in a mixture of color.

4. **Vague**: The cat was scared.
   Better: The cat's fur stood up, fear in its eyes as it ran away, tail beating against the floor. Its breathing could be heard in the silent room.
   Vivid (**best**): The cat's soft, yellow fur stood up, its eyes wide with fear as it ran under the sofa, tail beating quickly against the wooden floor. Its rapid breathing could be heard in the tense silence of the room.

5. **Vague**: The coffee tasted good.
   Better: The aroma of coffee beans filled the air as she took her first sip of coffee wakening her senses with its unique taste.
   Vivid (best): The rich aroma of freshly ground coffee beans filled the air as the first sip of coffee danced on her taste buds, awakening her senses with its bold flavor and velvety smoothness.

6. **Vague**: He was angry.

Better: His were closed tightly, hands turning white. His eyes became sharp from extreme anger.

Vivid: His fists were locked at his sides, hands turning white with the force of his anger. His eyes sharpened and narrowed into slits with sparks of fury flashed behind them like water in a pot ready to boil.

The following tables provide examples of descriptive words that can be used to describe a series of emotions and senses.

Sense	Words	Categories
Sight	Bright, colorful, vibrant, dim, shadowy, sparkling, shimmering, translucent, opaque, vivid, hazy, blurry, crisp, dazzling, glistening, spherical, angular, massive, tiny, elongated, symmetrical, jagged, smooth, bumpy, swirling, flickering, gliding, radiant, illuminated	Color, Texture, Shape, Size, Movement, Appearance, Spatial, Condition, Light
Sound	Loud, soft, melodic, cacophonous, soothing, rhythmic, shrill, muffled, faint, piercing, booming, whispering, chirping, rumbling, echoing, harmonious, discordant, rhythmic, resonant, thunderous	-
Smell	Fragrant, pungent, aromatic, musty, fresh, stale, floral, earthy, spicy, sweet, sour, musky, tangy, nauseating, perfumed, herbal, acrid, aromatic, fetid, citrusy	-
Taste	Sweet, sour, bitter, salty, savory, spicy, tangy, bland, flavorful, tart, zesty, refreshing, rich, creamy, bland, succulent, tangy, tart, bitter, umami, piquant	-

Touch	Rough, smooth, soft, prickly, velvety, coarse, slippery, gritty, slimy, fuzzy, feathery, icy, hot, cold, tender, rough, abrasive, plush, sleek, squishy, brittle, spongy	-

Emotion	**Words**
Happiness	Joyful, ecstatic, cheerful, delighted, elated, euphoric, jubilant, content, blissful, exuberant, gleeful, merry, radiant, sunny, upbeat
Sadness	Melancholy, sorrowful, mournful, despondent, gloomy, somber, dejected, forlorn, crestfallen, woeful, wistful, hopeless, dismal, heartbroken, bereft
Anger	Furious, enraged, incensed, irate, wrathful, infuriated, livid, outraged, indignant, incensed, irked, agitated, provoked, seething, fuming
Fear	Terrified, fearful, apprehensive, anxious, panicked, alarmed, scared, horrified, petrified, tense, intimidated, jittery, startled, phobic, terror-stricken
Surprise	Astonished, amazed, shocked, startled, stunned, bewildered, incredulous, flabbergasted, dumbfounded, taken aback, astonished, astounded, gobsmacked, thunderstruck, stupefied
Love	Affectionate, adoring, devoted, enamored, passionate, tender, caring, romantic, infatuated, fond, smitten, enamored, besotted, enchanted, ardent, fervent
Disgust	Repulsed, disgusted, nauseated, revolted, abhorrent, loathsome, repugnant, offensive, sickening, detestable, repulsive, vile, odious, noxious, abominable
Hope	Optimistic, hopeful, encouraged, inspired, expectant, optimistic, confident, buoyant, positive, reassured, eager, anticipating, sanguine, confident, uplifting
Excitement	Enthusiastic, thrilled, exhilarated, eager, animated, electrified, pumped, roused, vivacious, fervent, excited, pumped up, exhilarated, impassioned, thrilled, charged

Example paragraphs:

The Creepy House

The scariest place I have ever seen is the creepy house sat at the end of the street. It has windows boarded up and its paint peeling, revealing layers of history beneath. Vines snaked their way up the walls, clinging to the faded bricks like skeletal fingers, their tendrils reaching out as

if to ensnare unwary trespassers. As I approached, a feeling of unease washed over me, creeping into the very depths of my soul. I couldn't shake the sense that something was not quite right, that there was more to this house than met the eye. The air around the house felt heavy, thick with a sense of foreboding that seemed to suffuse every inch of the surrounding landscape. Despite the bright sunlight streaming down from above, the house seemed to cast a shadow over the entire neighborhood, its presence looming large in the collective consciousness of those who lived nearby. It stood silent and still, like a sentinel guarding its secrets, its windows staring out blankly as if daring anyone to come closer. I couldn't help but wonder what lurked within its darkened halls, hidden from prying eyes and shielded from the light of day.

The Favorite Masterpiece

My favorite piece of art hangs in a secluded corner of the gallery, its presence commanding attention even from afar. The painting draws you in with its vibrant colors and intricate details, each brushstroke telling a story of its own. As I stand before it, I am struck by the depth of emotion captured within its frame, a testament to the artist's skill and vision. The longer I gaze upon it, the more I am drawn into its world, losing myself in the swirling colors and hidden meanings. It is a masterpiece of form and composition, each element carefully chosen to evoke a specific response in the viewer. From the delicate play of light and shadow to the subtle interplay of textures, every aspect of the painting is a work of art in its own right. It is a piece that defies easy categorization, its beauty transcending time and space to speak to something deep within the human soul. In its presence, I am reminded of the power of art to move and inspire, to challenge and provoke thought. It is a treasure to be cherished and admired, a window into the boundless creativity of the human spirit.

8.3.Narrative

Narration is telling a story or recounting a series of events. So, a narrative paragraph does exactly that. Although narration can come in many forms, our focus is on the narrative paragraph, which is a short text aimed to tell a story or describe an event. An effective narrative paragraph should include the following:

1. **Background (Introduction)**:
    - The background sets the stage for the narrative and provides context for the reader.
    - It typically includes a topic sentence that introduces the main idea or theme of the paragraph.
2. **Story or Event (Body)**:
    - This section elaborates on the main event or experience being described.
    - It includes details, descriptions, and actions that bring the narrative to life.
3. **Conclusion**:
    - The conclusion ties the narrative together and reinforces its main idea, although it does not work quite like the typical concluding sentence that restates the topic sentence.
    - Additionally, it may provide reflection, insight, or implications based on the events described. Perhaps lessons learned.

Background: Every October, in our town of Willow Creek, we have this thing called the Harvest Festival. It's been going on for years, and it's a big deal for everyone. This year, it's even more special because it's our town's 200th anniversary. **Story or Event:** So, picture this: the whole town is buzzing with excitement. People are setting up stalls, hanging banners, and getting everything ready. When the day finally arrives, families start pouring into the town square. You've got kids running around, parents catching up with neighbors, and everyone just enjoying the vibe. There are these awesome pumpkin displays, homemade scarecrows, and all sorts of activities for the kids. And, of course, there's plenty of food – pies, hot dogs, you name it. As the sun sets, the music starts, and people start dancing under the stars. It's like one big party. **Conclusion**: So, yeah, the Harvest Festival is a big deal around here. It's not just about

celebrating the harvest; it's about coming together as a community. And after this year's festival, I think we're all feeling a little closer. Can't wait for next year!

Most memorable memory: a camping adventure

Background: One time that I'll never forget happened when I was about ten years old. It was during summer vacation, and my family decided to go camping in the mountains. We packed up our tent, sleeping bags, and all the camping gear and headed out early in the morning. **Story**: When we arrived at the campsite, I was super excited to explore the great outdoors. We set up our tent near a beautiful stream, and I remember feeling so adventurous. That evening, we roasted marshmallows over a campfire and told stories under the stars. It was like something out of a movie. But the most memorable part came the next day when we went hiking. We followed a trail that led to a stunning waterfall hidden deep in the forest. When we finally reached it, I was in awe. The water cascaded down from high above, and the sound was so soothing. I remember standing there, feeling so small compared to the vastness of nature. As we sat by the waterfall, eating our sandwiches and taking in the breathtaking scenery, I felt a sense of peace wash over me. It was like time stood still, and all that mattered was being there in that moment with my family. **Conclusion**: That camping trip remains one of the most memorable experiences of my life. It taught me to appreciate the beauty of nature and the importance of spending time with loved ones. Even now, whenever I hear the sound of running water or smell the smoke from a campfire, I'm transported back to that magical summer in the mountains.

8.4. Descriptive Narration

A descriptive narration paragraph combines elements of both description and narration. In this type of paragraph, the writer not only tells a story (narration) but also paints a vivid picture of the events, setting, or characters (description). The goal is to guide the reader through a sequence of events while also creating a rich sensory experience by appealing to the five senses and to the emotions. In short, a descriptive narration paragraph provides detailed events or actions and merges detailed descriptions to enhance the telling of the story.

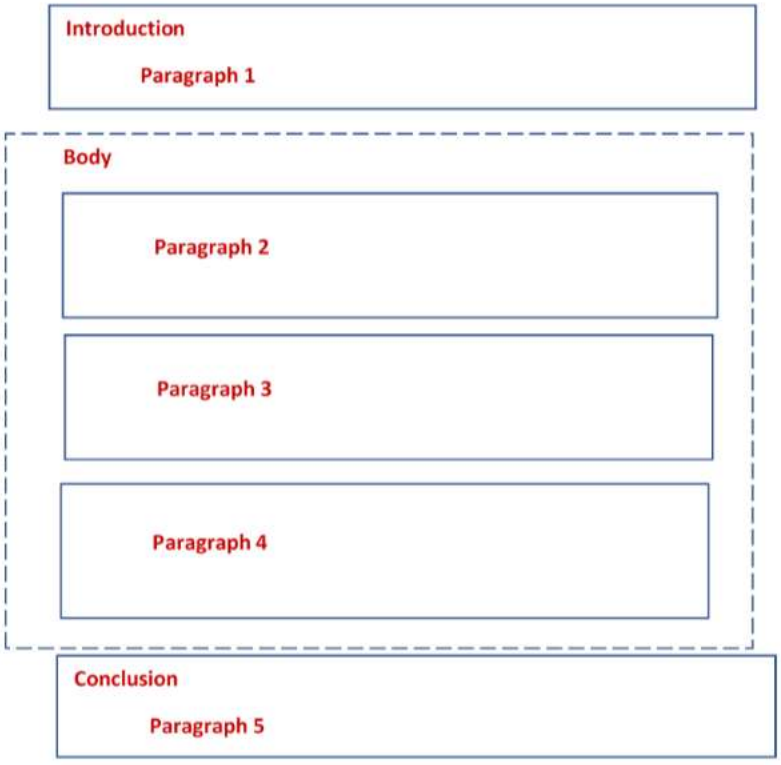
Example: A Walk Along the Beach

As the sun began to set behind the mountains, the sky turned a brilliant mix of orange, pink, and purple. I walked slowly along the sandy beach, feeling the cool breeze on my face and the

soft sand under my feet. The rhythmic sound of the waves crashing against the shore was calming, and the salty scent of the ocean filled the air. In the distance, I could see a group of children laughing and running in the shallow water, their silhouettes dark against the glowing horizon. As I continued walking, I felt a deep sense of peace wash over me, the quiet beauty of the moment capturing my full attention. Time seemed to slow down, and for a few minutes, I was completely lost in the serenity of the scene.

9. Basic Essay Structure

Compared to a paragraph, an essay is an organized text that develops a main idea. Unlike the paragraph, however, an essay is a longer text, which means the main idea is developed in more detail. The basic essay contains five main elements: The introduction, the body, which contains three body paragraphs, and a concluding paragraph.



Introduction

The introductory paragraph should contain at least two main elements: a hook and a thesis statement. The hook should be the first sentence of the introductory paragraph, though it can extend to the second, third, or subsequent sentences. The function of the hook is to catch the reader's attention and get them to want to read further. Without an effective hook, your reader may be bored, so s/he may disengage as soon as s/he starts reading your paper, perhaps even in the first sentence. The thesis statement, on the other hand, should be the last sentence in your introductory paragraph. Similar to how the topic sentence of a paragraph introduces the content in the rest of the paragraph, the thesis statement introduces the content in the rest of the essay. It should mention what will be developed in the first, second, and third body paragraph.

Accordingly, the first, second, and third body paragraphs should develop the main idea and arguments mentioned in the thesis statement (just like the supporting sentences develop the main idea/arguments mentioned in the topic sentence).

Finally, the concluding paragraph functions just like the concluding sentence in a paragraph, although a bit more developed. It restates the thesis statement, and it summarizes the arguments and main points discussed in the body paragraphs.

Exercise Answers

Exercise 1: Identifying Parts of Speech (p.8)

1. **Adjective**: happy 2. **Adverb**: quickly 3. **Noun**: blanket 4. **Adjective**: tall 5. **Adverb**: gracefully 6. **Noun**: books 7. **Adjective**: old 8. **Noun**: smell 9. **Adverb**: carefully 10.**Adjective**: busy

Exercise 2: Creating Sentences (p.8)

1. The **house** on the corner has a red door.
2. She loves to **run** in the park every morning.
3. The **happy** children laughed and played in the sunshine.
4. He finished his work **quickly** so he could go home early.
5. The **run** was exhausting but exhilarating.
6. She felt **content** with her life.

Exercise 3: Subject, Predicate, and Main Verb (p.15)

1. **Sentence**: Tom took his exam.
    - **Subject**: Tom
    - **Predicate**: took his exam
    - **Main Verb**: took
2. **Sentence**: Everyone thinks the exam was easy.
    - **Subject**: Everyone
    - **Predicate**: thinks the exam was easy
    - **Main Verb**: thinks
3. **Sentence**: Bob and Sarah went on vacation.
    - **Subject**: Bob and Sarah
    - **Predicate**: went on vacation
    - **Main Verb**: went
4. **Sentence**: The ball was thrown by the girl.
    - **Subject**: The ball
    - **Predicate**: was thrown by the girl
    - **Main Verb**: was thrown
5. **Sentence**: Every single day, my mother wakes up at 6.
    - **Subject**: my mother
    - **Predicate**: wakes up at 6
    - **Main Verb**: wakes
6. **Sentence**: While I was at the park, I played with my sister.
    - **Subject**: I
    - **Predicate**: played with my sister
    - **Main Verb**: played
7. **Sentence**: The little girl and the little boy who live across the street suddenly disappeared.
    - **Subject**: The little girl and the little boy
    - **Predicate**: suddenly disappeared
    - **Main Verb**: disappeared

Exercise 4: Types of Phrases (p.15)

1. **Noun Phrase** 2)**Appositive Phrase** 3)**Verb Phrase** 4)**Noun phrase** 5)**Infinitive Phrase** 6) **Adjective Phrase** 7)**Prepositional** 8)**Appositive Phrase** 9)**Prepositional Phrase** 10)**Verb Phrase**

Exercise 5: Phrases vs. Clauses (p.15)

1. Phrase 2)Clause 3)Phrase 4)Clause 5)Clause 6)Phrase 7)Phrase 8)Clause 9)Phrase 10)Phrase

Exercise 6: Independent vs. Dependent Clauses (p.16)

1. Independent, 2) Dependent 3) Independent 4)Dependent 5)Dependent 6)Dependent 7)Dependent 8) Dependent

Exercise 7: Independent and Dependent Clauses in Sentences (p.20)

1. **Sentence**: 2 independent clauses
2. **Sentence**: 1 independent clause, 1 dependent clause
3. **Sentence**: 1 independent clause
4. **Sentence**: 1 independent clauses, 1 dependent
5. **Sentence**: 2 independent clauses
6. **Sentence**: 3 independent clause, 2dependent clause

Exercise 8: Sentence Structure (p.21)

1. Simple
2. Complex
3. Complex
4. Simple
5. Compound
6. Compound

Exercise 9: Parallel Structure (p.37)

1. What I said or what I did upset everyone in the room.
2. She suggested that I write a memoir and send it to a good publisher.
3. People are paying more for health insurance but getting less coverage.
4. Doing strenuous exercise and poor nutrition can lead to illness.
5. Good sense and thoughtfulness are two valuable assets.
6. Many young people like skateboarding and watching the techniques of other skateboarders.
7. My brother enjoys three activities: checkers, welding, and collecting baseball cards.
8. Later that day, Mike took the fishing rods to the lake, caught several fish, and fell asleep.
9. The nanny was supposed to feed the children, walk the dog, and dust in the living room.
10. Our baseball coach taught us how to hit, tag out runners, and steal bases.
11. The conference focused on sustainability, renewable energy, and pollution reduction.
12. His responsibilities include managing the team, attending meetings, and preparing reports.
13. I prefer books to movies because they are more informative.

Exercise 10: Eliminating Wordiness (p.36)

1. Sarah received a present from Sam.
2. I believe he can pass the test despite not studying.
3. Italy is believed to be the best place to vacation because of its beauty.
4. He tries to dress similarly to his well-dressed brother.
5. He wanted a quiet place to study and concentrate for his exam.
6. Emily Dickenson wrote her autobiography.
7. The sun shines brightly on the grass.

8. Every student received an extra point on their test.
9. I think the best fruits are apples and grapes.
10. Adam stopped going to the gym because of his recent injury.

Exercise 11: Fixing Choppy Sentences (p.38)

1. She took dance classes but had no natural grace or sense of rhythm, so she eventually gave up on becoming a dancer.
2. Cats love to eat fish, but it is not always available to them; some people buy their cats food from the store, while others just feed them anything available.
3. Exhausted, all I did was look at the page, unable to comprehend a single word.
4. We started the project last month with very few problems.
5. The house next door, which is haunted, belongs to my uncle.
6. Adam, my best friend, has been traveling all his life.
7. My father is so excited for my graduation; he keeps buying things and talking about it.
8. The phone kept ringing for hours, but I kept ignoring it because I was too busy to answer.
9. I refused to sign the papers, afraid of what might happen.
10. It is true what they say about life being difficult; just try to take it slowly.

Exercise 12: Fixing Run-on Sentences: (p.38)

1. She is hungry, so she ate an entire box of pizza.
2. Everyone thought the test would be easy, but the teacher made it extremely hard.
3. Last night, I was extremely tired; however, I knew I had to keep studying since I have an exam today.
4. The children were loud; they kept screaming and breaking stuff.
5. Maria went to the concert last night; she came home very sick from all the noise.
6. Although I could not figure out the solution to the math problem, I was very close; I nearly got it correct.
7. Today I will have chicken and rice for dinner because they are extremely healthy; however, I need to eat some green vegetables as well.
8. It was raining, and my mother could not find the umbrella, so I ended up getting wet.
9. My daughter drew all over the wall with her colored pencils; even though I kept washing the walls, the drawings did not come off.
10. You must be extra careful not to make mistakes on your driving test; just make sure you concentrate.

Exercise 13: Fixing Stringy Sentences (p.39)

1. My best friend's name is Adam, and he lives next door. We do many things together all the time, like going hiking or swimming, but sometimes we get tired and stay home.
2. I try to teach my friend things, but he keeps forgetting. I feel bad because he's always helping me.
3. Many students attend classes all morning; then they work all afternoon, and they also have to study at night; so they are usually exhausted by the weekend.
4. The students visited the largest zoo in Canada, which is in Toronto. They traveled there by bus, but it took two hours to arrive at the zoo.
5. The boys were too excited. However, they made a lot of mistakes, and the project was a complete failure in the end, so teacher gave them a bad mark.

6. Everyone came to the party, and they had a great time. There was plenty of food, including a giant cake, and the drinks were amazing. Most people had fun dancing.
7. I was in the shower while my phone was ringing, but I managed to get out in time to pick up. My friend told me that she wanted to meet for dinner that night.
8. The glass on that black table has been broken by someone, but I'm not sure who broke it. It could be my young daughter, or it could have been my husband who dropped something on it.

Exercise 14: Fixing Sentence Fragments (p.39)

1. The current city policy on housing is incomplete as it stands, which is why we believe the proposed amendments should be passed.
2. As soon as I finish this grammar exercise, I will eat lunch.
3. What am I doing? Taking a one-hour break because I am finished all of my work and I'm tired.
4. The exam was extremely difficult, which everyone had expected, and everyone failed it.
5. We decided to have dinner at Olive Garden; there's always something good to eat at that restaurant; you should go someday.
6. Before deciding to buy new shoes, make sure you actually need them.
7. Although talking about your problems can be difficult, you must seek help when you need it.
8. Because I did not have time to write my paper and the computer was broken anyway.
9. Asking someone how old they are is a big mistake.

Exercise 15: Capitalization (p.43)

1. My friends and I decided to meet next Saturday.
2. This year, Eid al-Fitr will be on June 5th.
3. My teacher, Mr. Rahman, decided to give us a quiz this week.
4. They say that the food in Asia is delicious.
5. It is said that William Shakespeare died at a young age.
6. My favorite short story is "Cinderella," and my favorite book is "The Alchemist."
7. According to the World Health Organization, someone with COVID symptoms should stay at home for at least 10 days.
8. Did you know that Abraham Lincoln was the sixteenth president of the United States?
9. Yellowstone National Park is a great destination.
10. I went to the doctor this week. His name is Dr. Salim.

Exercise 16: Inserting Commas (p. 48))

1. Her hobbies include playing the guitar, painting landscapes, and reading classic novels.
2. The menu for the party included sandwiches, potato salad, fruit salad, chips, and various desserts.
3. The weather, despite the forecasts, turned out to be beautiful for our picnic.
4. She stayed up late to finish her assignment, so she could have a relaxing Sunday.
5. Mary, please help me.
6. After the rain stopped, we decided to go for a walk in the park and enjoy the beautiful scenery.
7. Mary, my best friend, is coming to the party.
8. In the early morning, when the sun was just rising, we set off on our cross-country road trip.
9. Although it was late in the evening and he was feeling tired, he decided to join his friends for a night of stargazing.
10. Our trip to New York City, although delayed by bad weather, was an unforgettable experience.

Exercise 17: Punctuation (p.48)

The detective arrived at the crime scene, which was a dimly lit alley, at 11:30 p.m. He carefully examined the evidence: a bloodstained shirt, a torn piece of paper with a mysterious message, and a set of keys. "What happened here?" he wondered. As he looked closer, he found a note that read, "Meet me at the corner of Elm Street and Pine Avenue at midnight." It was signed, "R. Smith." The detective, equipped with a flashlight, a notepad, and a sense of determination, began to piece together the clues. "This might be a critical lead," he thought. Suddenly, he heard a noise, and a shadowy figure appeared from the darkness. It was a man in his 40s who looked both anxious and distressed. The detective, sensing urgency, said, "Are you R. Smith?" The man nodded and replied, "Yes, I am. Can you help me?"

Exercise 18: Topic and Controlling Idea (p.55)

1. Topic: Being ready before buying a house; Controlling Idea: Importance of preparing to buy a house
2. Topic: Lying; Controlling Idea: different reasons for lying
3. Topic: Importance of graduating from high school; Controlling Idea: The significance of high school graduation for various reasons
4. Topic: Having a first child; Controlling Idea: Challenges associated with the initial childbirth and life adjustments
5. Topic: Dolphins; Controlling Idea: Unique characteristics of dolphins and their adaptation to ocean life

Exercise 19: Adding Topic Sentences (55)

A) Topic Sentence: There are many amazing things about nature.

B) Topic Sentence: Having a good friend is invaluable due to their trustworthiness, empathy, and respect.

C) Topic Sentence: Reading offers numerous benefits beyond entertainment, including enhancing language skills, fostering imagination, and expanding knowledge.

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