

Mohamed Seddik Ben Yahia University, Jijel



Faculty of Letters and Languages



Department of English Language and Literature

**Comprehension and Written Expression:
First-Year EFL Undergraduate Course
Handout**

**Prepared and submitted following the standards of the department and
faculty**

By: Dr. BOUKHENTACHE Slimane

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Introduction

Welcome to your first step in your academic writing in English. Writing is an essential skill that you should gradually hone during your Bachelor training, as it warrants both academic and professional success. Additionally, it is a means of expressing and organizing thoughts, developing critical thinking, enhancing cognitive skills, and building fluency. The first semester takes you gradually from identifying the different parts of speech to distinguishing and writing complete and meaningful sentences. The *Parts of Speech* section allows you to understand how words work in speech. Then, the second section moves from word to sentence, allowing you to understand how words work together and how to combine words, phrases, and clauses to form correct sentences.

Next, the third part highlights how to connect words; you are then shown how to combine different grammatical entities to construct correct sentences, moving from word level to sentence level. In addition, the third part highlights common grammar mistakes and helps you write correct sentences, avoiding the most common sentence problems. Finally, the fourth part, which deals with sentence types, improves writing variety and helps express ideas and complex thoughts.

The overall aim of the writing course in the first semester is to help the students understand the different parts of speech and comprehend how they combine as coherent units to express meaning. Additionally, this semester intends to help the students write grammatically correct sentences to express simple and complex thoughts.

The second semester, on the other hand, moves the learner from sentence level to paragraph level. It initiates students into paragraph writing, showing how to structure and write coherent and unified paragraphs. First, it helps students understand the logical basic structure of paragraphs. Second, the part on the *mechanics of writing*, which focuses on correct punctuation and capitalization, helps to ensure clear and error-free writing. Third, the part *paragraph organization* trains students to analyze and write different types of paragraphs (e.g., narrative and descriptive), using different types of strategies. Finally, the last part introduces basic essay writing to prepare the learner for the essay study in the second year. It briefly explains the basic parts of an essay to show how paragraphs work toward building an essay. In short, the second semester helps students develop clear and organized paragraphs and initiates them into essay writing.

The handout makes learning easy and is adapted to the students' level. It uses very simple language that suits the first-year students who are in their first year of specialization in the English language. Moreover, it uses localized materials to make learning more meaningful and useful. The teacher primarily prepares examples from the Algerian context. In addition, students' writing production from previous years is used as support to motivate students and make them feel the need to fix writing errors. Furthermore, AI tools such as ChatGPT are used to customize learning to students' needs.

The teacher hopes the students will enjoy learning and practicing writing through this course handout, which closely follows the official syllabus set by the Higher Education Ministry. It is hoped that the students will find the experience both enjoyable and beneficial.

Course Description:

Aim of the course:

The overall objective of the course is to empower the first-year EFL students to write in basic and acceptable English through the mastery of the following writing skills:

- Identifying parts of speech and using them correctly
- Identifying and correctly using the basic constituents of sentences such as phrases and clauses
- Writing correct sentences and varying the forms and modes
- Identifying and addressing the most common sentence problems such as run-ons
- Mastering the mechanics of the language
- Writing correct and coherent paragraphs using different techniques such as cause and effect
- Writing basic essays

Teaching procedure :

The course unfolds on a weekly basis. Every week, a new lesson on a writing topic is introduced through both the teacher's explanation and the student's active collaboration. The next weekly session is devoted to practice activities to reinforce what has been acquired earlier and transpose it to other contexts.

Assessment procedures:

Apart from the standard assessment that takes place at the end of each semester, ongoing assessment is carried out continually to gauge students' progress, learning gains, and weaknesses, as well as methodological and material flaws. Additionally, this formative form of assessment enables the teacher to better cater to students' needs and redirect teaching toward more effective pathways. The formative assessment methods manifest in various forms. They could be informal, such as peer or teacher feedback, or formal, such as quizzes, portfolios, and home assignments.

Part One

Official Syllabus and course description: Semester: 01

Teaching Unit: Fundamental

Module: Comprehension and written expression

Credits: 04

Coefficient: 02

Course Objectives

- Approach comprehension and written expression in the language of study, so that the student will be able to produce a coherent text.
- Allow the student to develop his textual, meta-textual and linguistic knowledge by reading all types of texts to produce them subsequently.
- Install / develop reading and writing skills (and strategies).
- Know how to identify the literal and inferential meaning.

Prerequisite

-To learn all the skills necessary for written expression, a highly structured, explicit, systematic teaching approach is needed with many opportunities for students to practise and apply learned skills.

Subject Contents

Parts of speech (introduction)

From word to sentence

Sentence problems

- Unparalleled Structures
- Wordiness
- Choppy Sentences
- Stringy Sentences
- Run-ons (Fused Sentences) and Comma Splices
- Sentence Fragments
- Faulty Coordination/Subordination - - -

From sentence to paragraph

Types of Sentences

- According to Function (Declarative, Interrogative, Exclamatory and Imperative)
- According to Form (Simple, Complex, Compound, and Compound-Complex)

Content of the Course: Part 1

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Lesson 1: Parts of Speech

There are eight parts of speech, which are noun, verb, adjective, adverb, conjunction, interjection, preposition, and pronoun. These categories indicate the form and function of words in sentences. In the dictionary, they are abbreviated

as adj., adv., conj., interj., n., prep., pron., and v. (or vb.). By learning parts of speech, you will be able to understand sentence construction, use a dictionary more effectively, and understand and give feedback. For example, it is crucial for a dictionary user to know the parts of speech because the meaning of words depends on the grammatical category of the word; similarly, knowing the parts of speech permits understanding the feedback of peers and providing specific feedback to fellows (Glenn & Gray, 2008).

1. Nouns

Nouns are basic elements of a sentence. They are words that refer to a person, place, animal, thing, idea, or concept.

Examples:

Algeria is a large country.

My teacher is funny.

The dogs and cats are domestic animals.

Nouns can be divided in different ways depending on their function, meaning, and form.

- ❖ **Concrete nouns** are words referring to people, places, and things including animals that you can see, smell, taste, hear, touch, that is you can basically use your five senses to perceive them.

People: man, teacher, Mr. Smith

Place: Jijel, east, stadium

Things: dog, cat

- ❖ **Abstract Nouns:** Unlike concrete nouns, they are ideas, concepts, and emotions; they are things that exist, but that cannot be perceived with senses.

Love, time, religion, rules.

- ❖ **Common Nouns:** They are words used for general people, places, things, and ideas. They are not specific and are not capitalized, except at the beginning of the sentence.
- ❖ **Collective nouns:** They are nouns that refer either to individual members or to a unit (single entity or class). This distinction is important because

singular collective nouns and plural collective nouns require different verb forms.

My **team consists** of males and females.

The **team are** arguing among themselves about the best strategy.

Note that collective nouns not only refer to groups of people but also to groups of animals, things, or concepts.

Animals: herd, flock, school

Things: bunch, group, set

Concepts: collection

- ❖ **Possessive nouns:** are nouns that show possession, ownership, or relationship. Possession is indicated by adding an apostrophe (') and sometimes an "s"

Examples: Sarah's house (ownership)

The thief's bag (possession)

The book's cover (Relationship)

- ❖ **Countable and uncountable nouns (count and non-count nouns):** In English, we have countable and uncountable nouns.

Countable noun: is a noun that refers to one or more units, that is, it can be singular or plural (an apple/ apples)

Uncountable nouns: are nouns that refer to items that cannot be expressed in numbers, often because they represent whole rather than separate entities (e.g., water, sugar, information).

It is important to know whether a noun is countable or uncountable because it helps use the correct grammar.

Countable	Uncountable
Singular and plural (e.g., apple/apples)	Singular (e.g., water)
Take definite and indefinite articles (e.g., an apple/ a dog/ the dog)	Take only definite articles (e.g., the water in the river is frozen)
Use quantifiers like many , few , several	Use quantifiers much , little , some

Compound nouns: are nouns made up of two or more words that are put together to form another word with a distinct meaning (e.g., bed + room= bedroom).

More examples: newspaper /toothbrush/ football/mailbox/ football

Three forms of compound nouns:

a)- *Closed compound nouns*: toothbrush, football, greenhouse

b)- *Hyphenated compound nouns*: mother-in-law, check-in

c)- *Open compound nouns*: ice cream, full moon,

Pronunciation tip: Stress is usually on the first syllable of compound nouns

Learn more: Some examples of how compound nouns are formed are provided below.

Noun + noun: bedroom

Noun + verb: haircut

Noun+ preposition: passerby

Verb + noun: swimming pool

Verb+ preposition: takeoff

Preposition= noun: underground

Compose of as many compound nouns a you can write.

Practice: Identify all the nouns in the passage and specify their types (e.g., proper, common, and abstract).

Russia Rains Missiles on Kyiv After Putin's 'Technological Duel' Threat

Russia has launched an aerial assault on the Ukrainian capital, following a series of threats from President Vladimir Putin. The missile strikes took place on Friday morning, and have so far killed "at least one and wounded seven," according to Ukraine's Ministry of Defense via Telegram. The Kyiv City Military Administration later said that the number of injured had risen to 11. The General Staff of Ukraine's Armed Forces said that Russia launched one Iskander ballistic missile from the Rostov region, alongside a Kh-59/69 guided aircraft missile, and 65 Shahed strike drones.

Source: <https://www.newsweek.com/russia-kyiv-missile-attack-vladimir-putin-threat-2004048> (downloaded on 20th of December 2024)

2. Verbs

Verbs are words that describe actions (e.g., run and jump), states of being, or occurrences (things that happen).

1. Action Verb: an action verb that shows action. It tells what the subject of the sentence does.

Example: She always **talks** to her mother on phone.

2. Linking Verb: Linking verbs link the subject to describing words or other information in the sentence. They include the verb “to be”, sensational verbs (e.g., sound, smell, feel, taste), and other verbs such as grow, become, seem, appear, and turn.

Examples: Leila **is** exhausted.

She **sounds** awkward

3. Helping Verbs: These words are auxiliaries, and they do not stand-alone. They include “to be”, “to have,” “to do”, and modal verbs such as shall and should.

Examples:

The train **was** leaving the station.

She **had** already had her lunch

Did you see the match last night?

She must stop using the cell phone for a while.

4. Transitive and Intransitive Verbs: A transitive verb must take an object to complete the meaning of sentence while an intransitive verb does not need an object to complete the thought. For example, the verb “want” is transitive, as it requires an object whereas “go” is intransitive since it does not call for a direct object.

Transitive: Cylia passed the test.

Intransitive: The boy cried.

5. Verb Phrases: A verb phrase is a group of words including a main verb and any other auxiliary verbs that help conjugate the main verb.

Activity: Identify the following verbs as (A) action or (L) linking.

1) find 2) sleep 3) study 4) dream 5) seem 6) grow 7) have 8) stand

(Morris, et al., 2016, p. 7)

3. Adjective

An adjective gives information about a noun. It is a word that describes, modifies, or clarifies a noun or a pronoun, and it answers questions like **what kind?**, **which one?** **How many, or how much?** **What color (or size or shape, and so on)?**

If the adjective is found before the noun, it is an **attributive adjective** (e.g., the *red* marker is in the upper drawer).

If the adjective follows the verb, it is a **predicative adjective** (e.g., the girl is *cute*).

- **Type of Adjectives:** Adjectives can be divided into different types.

1. Descriptive Adjectives: They express the color, size, and shape of a person, thing, animal, or place. They are among the most common types of adjectives in English.

Examples: She bought a **pink** outfit.

Her brother is **tall**.

It was a **difficult** test.

2. Quantitative Adjectives: They describe the quantity or amount of something. They tell how much (e.g., much and some) or how many (e.g., many and few) of something there is.

Examples: John has **several** cars.

We don't have **enough** water.

3. Numerical Adjectives: Numerical adjectives, or number adjectives, are used to describe the quantity or order of nouns or pronouns. They fall into two main categories: cardinal and ordinal adjectives.

3.1. Cardinal Adjectives: They indicate the specific quantity of something, such as *one*, *two*, *three*, or *four*.

Example: I have **three** cars.

3.2. Ordinal Adjectives: They indicate the order or position of something in a sequence, such as *first*, *second*, *third*, or *fourth*.

Example: She is ranked second in her class.

4. Demonstrative Adjectives: They are words used to point out specific nouns to indicate their position to the speaker. The most common demonstrative adjectives are *this* and *these* used for things closer to the speaker, and *that* and *those* used for things distant from the speaker.

Examples: I love this place.

These shoes are mine.

5. Possessive Adjectives: They are words that show ownership or relationship between a noun or pronoun and another noun or pronoun. They are used to describe something that belongs to someone or something else and are always followed by a noun to indicate what is owned. The main possessive adjectives are *my*, *your*, *his*, *her*, *its*, *our*, and *their*.

Example: This is **my** car (ownership/relationship between **car** and **I**).

6. Interrogative Adjectives: They are words that modify nouns and are used to ask questions about them. The main interrogative adjectives in English are *which*, *what*, and *whose*. *Which* is used to ask about one item from a known set, such as in the question “which novel do you prefer?”; *what* is used to ask about something general or unspecified, such as “what color are your shoes?”; and *whose* is used to inquire about ownership, for example, “Whose pen is this?”.

7. Distributive Adjectives: They are adjectives that refer to individual members within a group, indicating each member separately. They are used to single out individual items or people from a larger group. Common distributive adjectives in English include ‘each’, ‘every’, ‘either’, ‘neither’, and ‘any’.

Examples: Each student was tested orally (each student tested separately).

Each student must bring a correcting pen to exams.

Either answer is correct

8. Proper Adjectives: They are adjectives derived from proper nouns and are always capitalized. They describe specific people, places, or things.

Examples: Algerian (from Algeria)

Jijilian (from Jijel)

9. Indefinite Adjectives: They are adjectives that describe nouns in a non-specific way, indicating an indefinite quality or quantity. They do not refer to a specific thing, individual, or amount. Examples of indefinite adjectives include any, some, and few.

Example: The nation has many enemies.

10. Relative Adjectives: They are a type of adjective that introduces relative clauses and modifies nouns. They include, for example, *whose*, *which*, *what*.

Examples: The student whose paper is missing is the top student of the class.

Rules of thumb: Adjectives describe a noun/pronoun and are mostly followed by a noun.

Practice

Activity one: Underline the adjective and specify its type in the following sentences.

1. This building is the tallest in the town.
2. She found a golden ring on the beach.
3. The lady over there is staring at you.
4. My book is on the table.
5. Do you know what language he speaks?
6. Do you have any objection?
7. These shoes are brand new.
8. Which keys are yours?
9. Your coat is shiny.

10. The Egyptian civilization is among the most ancient world civilizations.

11. Neither student was present at the exam.

Activity 2: Indicate whether each statement is correct or incorrect, and justify your answer.

1. Cardinal adjectives indicate the order of something in the sequence.
2. *Yours* is a possessive adjective.
3. In the sentence, “*Whose pen is this?*”, *Whose* is not an interrogative adjective.
4. There are little people in the party.
5. Distributive adjectives always work with singular nouns.
6. Charles Dickens is a Victorian writer.
7. *Few* is an indefinite adjective.

Activity 3: Read the passage below and identify the adjectives with the nouns they describe.

Every fall, I try to find one day that I can go out to the mountains to see the radiant colors of the trees and bushes. My favorite mountain is Soraksan, but it is a long way from Jeonju. Jirisan is much closer, so I usually visit this wonderful mountain. Jirisan is located in Jirisan National Park, which is actually part of three different provinces. Unfortunately, I am not the only one who loves the bright colors and the great views. Jirisan is always very busy in the summer and the fall. (Adapted from Morris, et al. 2016, p. 27)

4. Adverbs

 **Let's get started:** Write down five adverbs.

Adverbs are words that describe (add information to) verbs, adjectives, other adverbs, or entire sentences.

Examples: He drives *quickly* (describes a verb).

She is *very* smart (describes an adjective).

She left the room *very quickly* (describes another adverb).

Luckily, we passed before the mountain collapsed (describes the entire sentence or opinion about a situation).

However, adverbs can describe other things, such as **time** and **place** as in *yesterday* and *nearby*, respectively. Additionally, adverbs can be made of more than one word, such as *in the morning*.

- **Types of Adverbs:** There are many types of adverbs.

1. Adverbs of Manner: They describe verbs or how an action is done. They answer the question “*How?*”.

Example: She runs *quickly*.

Adverbs of manner are mostly formed by adding “*ly*” to an adjective (e.g., **nice/nicely**, **quiet/quietly**, and **slow/slowly**).

Exceptions: a). If an adjective ends in “Y”, you need to add an “ILY” to make it an adverb (e.g., happy/happily, lazy/lazily, easy/easily).

b). Some words do not change their form; they can be either an adjective or an adverb (e.g., **fast**: *He is a fast (adjective) learner/ He runs fast (adverb)*).

c). Some adjectives that already end in ‘ly’ (such as likely, lovely, and fairly) cannot be made into adverbs.

2. Adverbs of Time: They tell when an action occurs. Some common adverbs of time are *always*, *now*, *yesterday*, *tomorrow*, and *soon*.

3. Adverbs of Place: They tell where an action happens. Some of the adverbs of place are *here*, *there*, *outside*, and *near*.

4. Adverbs of Frequency: They tell how often an action occurs. The following are examples of common adverbs of frequency: *Always*, *usually*, *often*, *sometimes*, *rarely*, and *never*.

5. Adverbs of Degree: They describe the intensity or to what extent an action is done. Here are some examples: *very*, *quite*, *enough*, *too*, and *extremely*.

6. Adverbs of certainty: They tell the degree of certainty about an action. Here are a few examples: *certainly*, *definitely*, *probably*, and *possibly*.

7. Interrogative Adverbs: They are words used to ask about time, place, manner, degree, reason, and frequency. They are *when*, *where*, *how*, and *why*, and usually an adverb is expected in response to such questions. Here are some examples: **Where** is the post office?/ **Why** didn’t you answer my call?/ **How** quickly can you finish the work?

8. Conjunctive Adverbs: They are words or phrases that connect sentences or independent clauses, specifying the type of relationship between them. Some common conjunctive adverbs are *however*, *for example*, *in addition*, *consequently*, *as a result*, *therefore*, and *subsequently*.

Examples: We have a large team of teachers in this department; **however**, we are short of grammar teachers.

She was absent from the first exam. **Therefore**, she had to take a makeup exam.

Rules of thumb: Adverbs often answer the questions “when?”, “where?”, “how?”, “why?”, and “to what extent?”, and they are often related to the action or verb of the sentence.

Practice:

Activity 1: Identify adverbs in the following sentences and specify their types.

1. You dance better than most of the candidates.
2. He easily solved the problem.
3. The baby cried wildly.
4. When will you visit us?
5. I understand you. However, I don't agree with you.
6. We always start the academic year late in October.
7. I couldn't find the attendance sheet anywhere.
8. Ahmed is definitely my best friend.

Activity 2: Read the passage below. Identify and underline all the adverbs, and then state their types (e.g., frequency, manner, degree, time)

A Missouri man has been charged with first-degree murder after turning himself in to the authorities for "accidentally" stabbing his father 50 times, admitting that he "made a mistake," according to a criminal complaint filed by the Manchester Police Department (MPD). According to the complaint filed by the MPD, Jeffrey Goedde, 41, walked into the Jefferson County Sheriff's Office on December 18 to confess, telling officers that his father was unconscious and bleeding in the

kitchen. "Goedde reported that his father was unconscious in the kitchen and that he was bleeding from his face and back and that he used weapons and hands to strike his father," the complaint stated. Officers performed a welfare check at the father's residence where they encountered a "strong presence of bleach," according to the complaint. Inside the kitchen, they found the victim face down with what they described as "multiple areas of trauma and stab wounds.»A kitchen knife, believed to be the murder weapon, was located in a trash can about five feet from the body. When police informed Goedde of their findings, he reportedly said he understood he was not free to leave because he had "accidentally killed someone," the complaint said. An autopsy revealed the father had been stabbed approximately 50 times and had sustained multiple injuries, including broken bones, strangulation marks, and blunt force trauma to the head, face, and back.

5. Conjunctions

 **Let's get started:** Give three conjunctions.

5. Conjunctions: They are words that join words, *phrases*, or *clauses*.

Examples: Lilly *and* Mellissa are smart girls.

She loves browsing social media **and** playing games.

I want to go on a trip **but** I don't have enough money.

1. Types of Coordinating Conjunctions: There are three types of conjunctions: *coordinate*, *correlative*, and *subordinate*.

1.1. Coordinate Conjunction: A coordinate conjunction connects words, phrases, and independent clauses of equal rank in a sentence. There are seven main coordinating conjunctions. These are *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*. They are abbreviated as FANBOYS in the acronym. If they connect words and phrases, we use no comma. However, if they connect independent clauses, we use a comma.

For: because	F	E.g., I like meat for lunch, <i>for</i> it is nutritious and filling.
And: addition	A	E.g., I will write the summary, <i>and</i> he will revise it.
Nor: no choice	N	E.g., I don't like grammar, <i>nor</i> do I like writing.
But: difference	B	E.g., I like butter for breakfast, <i>but</i> I don't enjoy jam.
Or: choice	O	E.g., I usually have coffee <i>or</i> tea after lunch.
Yet: but still	Y	E.g., The pupil worked so hard, <i>yet</i> he got average grades.

So: result	S	E.g., I was hungry at night, <i>so</i> I ate a loaf of bread.
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2. Correlative Conjunctions: They are pairs of words joining words or phrases of equal rank.

They are as follows:

Both/and: inclusion of two items

Either/or: Choice between two possibilities

Neither/nor: Negation of both choices

Not only/but also: Stresses inclusion with a sense of surprise

Whether/or: shows doubt

Examples:

- **Both** Anna **and** Leila are diligent students (*join nouns*).
- You have **either** to do a presentation **or** to take an oral question and answer quiz (*joining infinitive phrases*).
- Some students are **neither** doing their assignments **nor** participating (*matching gerund phrases*).
- The students are **not only** tired but **also** demotivated (*matching adjectives*).
- I don't know **whether** he will come to the party **or** he will go on a hike with his friends (*joining clauses*).

3. Subordinating Conjunctions: They are words that join an independent and a dependent/subordinate clause.

Example: **After** he had finished explaining the lesson, he gave us an assignment.

Subordinate clause + Comma + Independent Clause

He gave us an assignment after he had finished explaining the lesson.

Independent clause + Dependent clause

Examples of Subordinating Conjunctions

Time		when, while, before, after, until, as soon as
Cause reason	or	because, since, as, so that

Condition	if, unless, provided that, as long as
Contrast or concession	although, though, even, whereas, while
Purpose	so that, in order that, lest
Comparison	than, as ...as, just as
Result	so that, such that, that

Conjunctions are words that are used to connect words, phrases, and clauses to create sentences that are more flowing.

Practice:

Activity 1: Identify the conjunctions, and then say whether they are coordinating, correlative, or subordinating.

1. I wanted to watch a movie, but unexpected guests showed up.
2. She managed to complete the test although she arrived late.
3. She can either attend the test or take a makeup exam later.
4. She was sick, so she did not come to school yesterday.
5. Neither the average nor the best students could answer the question.
6. If you arrive before six, we will meet you at the station.
7. The boy likes both chocolate and cookies.
8. Because the boy was crying, she left the party early.
9. She is working hard, but she is underpaid.
10. You will lose more weight if you go on a strict diet.

Activity 2: Fill in the blanks with the correct coordinating, correlative, or subordinating conjunctions of your own.

1. I shall drop by downtown now ... I have an urgent meeting with my business partners.
2. She likes sports... she hates boxing.
3. you answer this challenging question, you will get an extra grade.

4. She is ... stupid nor naïve. She simply plays the fool.
5. You can ... in the morning or in the afternoon. I will be available the whole day.
6. She spent the whole day strolling in the park..... she had the BAC exam the next day.
7. She wanted to buy the dress... she didn't have enough money.
8. I don't like getting early,... do I like going on foot.
9. He has been working very hard ... she would meet the deadline
10. You can continue your studies in our university...you can get a scholarship abroad.

6. Pronouns:

 **Let's get started:** Consider the following passage and say what is wrong with it.

Lilly left home early because Lilly had a driving test. At the Driving Test Center, Lilly waited for about an hour. The instructor called Lilly forward, and Lilly got into the car confidently. Lilly passed the test successfully, and the examiner congratulated Lilly for the marvelous performance.

Pronouns are words that replace words, groups of words, or pronouns to avoid repetition. The word (usually a noun) that the pronoun replaces is called the antecedent.

Examples:

Lilly loves **her** shoes because **they** are comfortable.

The old, weathered man with shabby clothes freaked out the kids. **He** was incredibly frightening.

She was kind, but **she** kept yelling at her kids all the time.

▪ Types of Pronouns:

1. Personal Pronouns: They are words that refer to specific persons or things. They can represent subject, object, or possession.

Personal Pronouns		
Subject	Object	Possession

I	Me	Mine
You	You	Yours
He/She/It	Him/Her/It	Hers
We	Us	Ours
You	You	Yours
They	Them	Theirs

Examples:

- **Andy** married **Leticia** → **He** married **her**
S **O** **SP** **OP**

- This book is **mine** (mine shows that the book belongs to the speaker).

2. Interrogative Pronouns: They take the place of people, things, or place, and they help ask questions by replacing the noun we want to inquire about. They are as follows: **who**, **whom**, **what**, **which**, and **whose**.

Examples:

Who wrote on the wall?

Whom do you go with?

What did you write?

Which module do you like?

Whose charger is this?

3. Reflexive Pronouns: Reflexive pronouns reflect back to the subject of the sentence, and they are formed by adding “self” or “selves” to certain personal pronouns. Here they are: myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.

Examples: I enjoyed **myself**.

She hurt **herself** .

I **myself** closed the door.

➤ **Learn more: Reflexive:** They are used in three cases:

- a)- as an object that refers back to the same subject (e.g., I introduced myself to the guests).
- b)- as an object of a preposition (e.g., please, take care of **yourself**.)

c)- to emphasize something (e.g., I'll do it myself).

4. Demonstrative Pronouns: They point out to specific people, things, places, or ideas. The most common are **this**, **these**, **that**, and **those**.

Example: This building is old.

- **Learn more:** Demonstrative pronouns are not followed by a noun, while demonstrative adjectives are followed by the nouns they qualify.

Examples	
<i>Demonstrative pronoun</i>	<i>Demonstrative adjective</i>
This book is interesting.	This is Tom speaking.
That dog is tough.	That is incorrect.
Those pants are used but still in good condition.	Those are used.

5. Indefinite Pronoun: Indefinite pronouns refer to persons, places, or things in a less specific way. They are used when the identity of the antecedent is unknown or unimportant. Here are some examples of indefinite pronouns: *everyone*, *nobody*, *anybody*, *all*, *neither*, *something*, *none*, *some*, *another*, *both*, *few*, and *enough*.

Examples: There is *someone* at the office.

Can *anyone* tell me what happened?

6. Relative Pronouns: Relative pronouns refer to nouns mentioned earlier to give more information about them, and they link dependent and independent clauses. They are *who*, *whom*, *which*, *whose*, and *that*.

Examples: The apples **that** I bought were delicious.

The man **who** lent me the book was not there.

- ✓ **Learn more:** - “who” and “that” can be both be used to describe people.
 - In spoken English, “whom” is formal, so it is better to use “who” and put the preposition at the end.

Example: The man **who/that** lent me the book.

The man **who** I borrowed the book **from**.

Rule of thumb: Pronouns usually can stand-alone.

Practice:**Activity 1:** Answer the questions, using a possessive pronoun.

1. Does the car belong to the other man? No, it isn't ...
2. Does the car belong to Janet? No, it isn't...
3. Does the car belong to the neighbors? No, ...

Activity 2: Rewrite these sentences so that the noun is not repeated.

1. Sophie can see her mother's umbrella, but she can't find her umbrella.
2. Sophie wants to buy some shoes, but she can't find any shoes in her size.
3. She doesn't really need any more shoes, but she's going to buy some shoes.

Activity 3: Put in reflexive pronouns if necessary.

1. Mrs. Withers gets ... up early.
2. She doesn't often enjoy...
3. But people like her prefer to live by..

Activity 4: Put in reflexive pronouns.

1. Betty Withers thinks she can look after ...
2. She thinks the man next door might kill ... one day.
3. Most old people prefer to look after ..

(From Bolton, & Goodey, pp. 210-225)

Activity 3: Rewrite the sentences below, replacing noun or noun phrases with the best pronouns from the above chart.**Example:** The boy is watching a movie with his sister. / He is watching it with her.

- 1) The bus driver hit a parked car.
- 2) A young girl is studying English.
- 3) Twenty sheep were scared by a small boy.
- 4) My brother and I saw some elephants at the zoo.
- 5) Our house is bigger than their house.

- 6) My mother cooked dinner for our entire family.
- 7) You and your class will travel to Mokpo.
- 8) Korean bus drivers are usually very friendly.
- 9) My fish eat the best food I can find.
- 10) The park is a wonderful place to meet my girlfriend. (Morris et al., 2016, p. 41)

7. Preposition: They are words that indicate the relationship between a noun or pronoun and other parts of the sentence. They often show *location*, *time*, *direction*, *cause*, *manner*, or *purpose*. Prepositions are always part of a **prepositional phrase**, which includes the preposition and its object.

Examples:

The University is **on** Tassoust Street → Relationship between “The University” and “Tassoust Street”

I live **in** an apartment **on** the fourth floor. → Relationships between “I” and “apartment” and the relationship between “apartment” and “floor”

▪ Types of Prepositions

1. Prepositions of Place/Location: These prepositions indicate the location of something. (e.g., in, on, at, under, over, behind, between, beside).

Example: The markers are **on** the desk.

2. Prepositions of Time: These prepositions indicate specific time relationships (e.g., at, on, in, during, since, before, after, until).

Example: She will arrive before noon.

3. Prepositions of Direction/Movement: These prepositions indicate movement from one place to another (e.g., to, into, onto, towards, across, over).

Example: She walked **into** the room.

4. Prepositions of Cause/Purpose: These show reason, cause, or purpose (e.g., because of, due to, for, on account of).

Example: She came late because of the snow.

5. Prepositions of Manner/Instrument: These prepositions indicate the way something happens or the instrument used (e.g., by, with, like, as).

Example: He cleared the snow **with** a shovel.

6. Compound Prepositions: These prepositions are made up of two or more words that function as a single preposition (e.g., according to, in front of, out of, due to, on top of).

Example: She trembled **in front of** the judge.

Practice:

Activity 1: Underline the preposition in each sentence and say its type (e.g., place and time).

1. The boy is hiding **under** the table.
2. I live **at** 200 Queen Street.
3. We stayed up **until** 2 in the morning.
4. We completed our assignment **on** the bus.
5. He ran **towards** the entrance.
6. She always calls her dad in the evening.
7. He repaired the car **with** great patience.
8. He works **in** the English department.
9. The school was closed **because of** the snow.
10. I was busy during the day.

Activity 2: Write one sentence of your own with each of the specified prepositions.

1. Preposition of cause
2. Preposition of direction
3. Preposition of time
4. Preposition of place
5. Compound preposition

Activity 3: Look around where you are and write five sentences that include a preposition of place. (Morris, et al., 2016, p. 37)

8. Interjections: Interjections are words or utterances used to express emotions or sudden reactions. They are used to add emphasis to our sentences. They can stand alone as a sentence or be part of a sentence.

Examples: **Wow!** She is talented.

Wow, she is talented.

The most common interjections are as follows: wow, oh, yay, hooray, ow, ahh, ew, ugh, hmm..., er.

From Word to Sentence

Lesson 2: Subject and predicate

The Basic Structure of a Sentence

A sentence is a group of words that expresses a complete thought. Every complete sentence is made up of two essential parts, which are subject and predicate.

1. Subject: The subject tells us who or what the sentence is about (i.e., the naming part). It can be a noun, pronoun, or a group of words that acts as a noun, and it is identified by asking the questions “who?” or “what?”.

Example: The subjects are underlined.

I came on time.

Luke played soccer.

The young boy is playing football.

1.2. Types of Subjects

There are various types of subjects depending on the content of the sentence.

1.2.1. Simple Subject: It is the most important word in a complete subject. In other words, it does not include modifiers or other descriptive words.

Example: The brave striker scored three goals in a row (the full subject is highlighted and the simple subject is underlined).

1.2.2. Compound Subject: A compound subject contains two or more subjects joined by a coordinating conjunction such as *and*, *or*, *nor*. Both the subjects share the same predicate.

Example: Rayane and Youcef are playing soccer.

1.2.3. Complete Subject: It includes the simple noun and all its modifiers.

Example: The smallest kitten meowed for its mother the whole night (the subject “*the smallest kitten*” includes the definite article “*the*” and the adjective “*smallest*” as modifiers).

1.2.4. Implied Subject: An implied subject occurs when the sentence does not state the doer of the action, and it is very common in imperative sentences, commands, or requests.

Example: (You) **shut up!** (You is implied).

2. Predicate: The predicate tells us the action, condition, or state of being of the subject (the telling part). It includes the verb and may include other words, such as objects, complements, or modifiers.

Example: My daughter opened a postal checking account.

2.1. Type of Predicates: There are several types of predicates.

2.1.1. Simple Predicate: A simple predicate is made up of the verb or verb phrase that tells the action or state of being of the subject without any object or modifier.

Example: She **logs into** the internet all the time (*logs into* is the simple predicate).

2.1.2. Compound Predicate: A compound predicate contains two or more verbs or verb phrases joined by a coordinating conjunction such as *and*, *or*, *but*. These verbs share the same subject.

Example: Sarra bought a present and offered it to her teacher (one subject doing two actions).

2.1.3. Complete Predicate: It includes the verb and all the words that modify it, such as objects, complements, and adverbs.

Example: The pupil answered the question correctly (the complete subject includes the direct object “the question” and the adverb of manner “correctly”).

d. Linking Verb Predicate

A linking verb predicate links the subject to a subject complement, which can be a noun, pronoun, or adjective that describes the subject.

Example: She is a doctor.

Predicate: is a doctor (links the subject "she" with its complement "a doctor")

Practice:

Activity 1: Underline the subject and circle the predicate in each sentence. Then, specify the type of subject and predicate.

1. My little brother broke his leg at school.
2. She is watching a terrifying movie about vampires.
3. My grandma told us a story about her childhood.
4. You need to attend twice before you can take the exam.
5. Leila and Yousef are playing together.
6. Shaima jumped over the fence very quickly.
7. The river near their house flooded the village's orchard.
8. Leave the computer!
9. The police cracked down on robbers.
10. The students grabbed a sandwich for lunch.

Activity 2: Write the complete subject in the C.S. space and the simple subject in the S.S. space.

Example:

The first reporters on the scene did not get all the facts.

C.S: the first reporters on the scene

S.S: reporters

1. The famous Mona Lisa is a painting by Leonardo da Vinci.
2. Did a letter from your sister come this morning?
3. Farther up on the hill is a house with white shutters.
4. Asleep in the crib was a six-month-old baby.

5. My older brother is graduating in June. (Chakravarty & Boehme, 2004, p. 5)

Lesson 3: Complements

 **Let's get started.**

- Leila seems excited.
- What does “seems excited” tell us about Leila?

1. Definition: A complement is a word or a group of words that completes the meaning of the verb, subject, or object in a sentence. Complements add necessary information to explain or complete the sentence.

2. Types of Complements: There are four main types of complements: Direct Object (DO), Indirect Object (IO), Object Complement (OC), and Subject Complement (SC).

2.1. Direct Object (DO): A direct object is a noun or pronoun that receives the action of a transitive verb. It completes the meaning of the verb by answering the question “*what?*” or “*whom?*”

Examples: She eats **apples** every day.
I saw **her** in the morning.
He loves watching **Netflix**.

2.2. Indirect Object (IO): An indirect object refers to the recipient of the direct object. It completes the meaning of the verb by showing “*to whom?*”, “*for whom?*”, “*to what?*”, or “*for what?*” the action is done.

Note: A sentence with an indirect object must also have a direct object, and the indirect object comes between the verb and the direct object.

Examples: She gave **me** a drink.
The teacher showed **the students** their copies.
We bought **our teacher** a bottle of perfume.

2.3. Object Complement (OC): An object complement is a word (noun, pronoun, or adjective) that follows the direct object and describes or renames it. It answers “*what?*” after the direct object and provides more information about it. If the object complement renames the direct object, then it is a noun. However, if the object complement describes the direct object, then it is an adjective.

Examples: He considered Danny **her** guest.

The commentators found the novel **amazing**.

2.4. Subject Complement (SC): A subject complement comes after a linking verb and renames or describes the subject. It is used with linking verbs such as *become, appear, seem, look, smell, grow, taste, get, and sound*.

Example: She is a student (“a student” is a subject complement that renames/identifies “she”).

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There are two types of subject complements: *predicate nominative* and *predicate adjective*.

2.4.1. Predicate Nominative: It is another way of saying that the complement is a noun. It follows the linking verb and renames or identifies the subject of the sentence.

2.4.2. Predicate Adjective (PA): Unlike a predicate nominative that renames the subject, a predicate adjective describes the subject. A predicate adjective comes in the form of an adjective or any other form that acts as an adjective.

Examples: The room smells **fresh** (the adjective “fresh” describes “the room”).
He seems **exhausted** after work (“exhausted” describes “he”).

3. Practice: Identify and specify the type of complements in the following sentences.

1. The house looks tidy.
2. The pizza smells delicious.
3. Leila seems nervous.
4. He became a lawyer.
5. The woman wearing a scarf is Mrs. Smith.
6. Her goal is to finish the dissertation by June.
7. The teacher is in the administration.

8. He was feeling a bit under the weather.

9. My favorite hobby is reading.

10. She ate her breakfast quickly.

Activity 2: Write one sentence for each complement.

Predicate nominative

Predicate adjective

Object complement

Lesson 4: Phrases

A **phrase** is a group of related words, generally having neither subject nor predicate and used as though it were a single word. It functions as a single part of speech but cannot make a statement, and thus it is not a clause.

Examples:

- For you and her [no subject or verb]
- To be the best [no subject]

Note: A group of words that has both a subject and a verb is called a clause.

- They will be here soon. ["They" is the subject of "will be."]
- After she leaves ["She" is the subject of "leaves."]

Phrases can be classified into the following types: **prepositional, verbal (gerund, participial, and infinitive), appositive, absolute, and noun phrases.**

1. The Prepositional Phrase

A prepositional phrase consists of a preposition and its object, which can include modifiers. Prepositional phrases typically function as adjectives or adverbs.

Examples:

- I voted against the new idea. [Adverb modifies "voted"]
- The book on the table is mine. [Adjective modifies "book"]

- The river runs through rich farmland. [Adverb modifies "runs"]
- Althea Gibson was graceful on the tennis court. [Adverb modifies "graceful"]
- The child speaks quite clearly for a two-year-old. [Adverb modifies "clearly"]

Note: Do not confuse prepositional phrases beginning with "to" (e.g., "to me") with infinitives (e.g., "to learn").

2. The Verbal Phrase

Verbals are verb forms used as nouns, adjectives, or adverbs. A verbal phrase consists of a verb and its modifiers or complements. The three types are **participial phrases**, **gerund phrases**, and **infinitive phrases**.

a. Participial Phrase

A participle is a verb form used as an adjective. Participles can be present (-ing) or past (-ed or irregular forms).

Examples:

- Hearing the alarm clock, the boy woke up.
- Airport security will question anyone found with a suspicious object.
- Disappointed by his best friend, Paul refused to speak to him.
- I heard him whispering to his friend. ["Whispering to his friend" modifies "him."]

Notes:

1. Place participial phrases as close as possible to the nouns they modify.
2. Use commas to set off non-essential participial phrases.

b. Gerund Phrase

A gerund is a verb form ending in -ing and used as a noun. A gerund phrase includes the gerund and its modifiers or complements.

Examples:

- Talking on the phone occupies most of his day. [Subject]

- My task for the weekend will be reading novels. [Predicate nominative]
- I always begin my birthday by opening my gift. [Object of preposition]
- I enjoy listening to music. [Direct object]
- Mr. Brown is giving working full-time careful thought. [Indirect object]

c. Infinitive Phrase

An infinitive is a verb form often preceded by "to" and used as a noun, adjective, or adverb. An infinitive phrase includes the infinitive and its modifiers or complements.

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Examples:

- The material to be used is very expensive. [Adjective]
- She wanted to leave school early. [Direct object]
- She felt excited to reach the end of the year. [Adverb modifying "excited"]
- She wants to study marine biology. [Direct object]

Note: Sometimes "to" is omitted before the infinitive.

- Did you watch her [to] play volleyball?
- He will help us [to] paddle the canoe.

3. The Appositive Phrase

An appositive is a noun or pronoun placed beside another noun or pronoun to identify or rename it. An appositive phrase consists of an appositive and its modifiers.

Examples:

- This book, a long novel about politics, will never be a bestseller.
- John's hobby, collecting stamps, is fascinating.
- His greatest ambition, to make a million dollars, was doomed from the start.
- A diligent student, Mark always gets good grades. [Appositive identifying "Mark"]

Notes:

1. Use commas to set off non-essential appositive phrases.
 2. Do not use commas with essential appositive phrases.
-

4. The Noun Phrase

A noun phrase consists of a noun or pronoun and its modifiers. It functions as a subject, object, or complement.

Examples:

- All the kids were sleeping.
 - The boy in the blue jeans says he'll do it.
 - You are a true hero.
 - My book is my best friend.
-

5. The Absolute Phrase

An absolute phrase consists of a noun followed by a participle and is grammatically independent of the rest of the sentence. It provides additional information and is always set off by commas.

Examples:

- The bus having stopped, the tourists filed out.
 - The theater being nearby, I decided to walk.
 - The lights having come on, the band began to play again.
-

Practice:

Activity 1: Identify the gerund phrases and their functions in the sentences below.

1. Jumping out of airplanes sounds scary to me.
2. Our reason for calling you is to invite you to our graduation.
3. I don't mind shoveling snow once in a while.

4. Skidding on wet pavement causes many accidents.
5. You will enjoy meeting Hatim.

Activity 2: Identify whether the underlined word group is a gerund phrase or a participial phrase.

1. Going to the beach this summer will be a lot of fun.
2. Searching for an answer, I looked in a current dictionary.
3. Smiling proudly, the little boy pointed to his new toys.
4. I have always enjoyed eating sushi.
5. It's too bad that preparing sushi is Mom's least favorite thing to do!

Lesson 5: Clauses

A clause is a group of words that contains a **subject** and a **verb** and forms a sentence or a part of a sentence. It must have a meaning on its own; that is, it does not need extra information to make sense.

Subject + Verb = Clause (e.g., the baby cries)

We have two basic clauses in English, which are as follows:

- **Independent clause** (main clause). It can form an independent sentence.
E.g., the phone screen is still on.
- **Dependent clause** (subordinate clause) is not a complete sentence but adds information to the main part of a sentence. It is usually introduced by a conjunction, such as *before*, *because*, *so*, *if*.
E.g., because she was ill/if I were you/although he worked hard...

Students often arrive late in the morning

Independent clause

because they stay up late at night

dependent clause

Types of Clauses

Noun Clause

A noun clause is a group of words with a subject and a verb that acts like a noun in a sentence. It can serve many functions, as shown below.

Subject: What she said of me was unacceptable

Object: Everybody wanted to know who the new dean was.

Subject Complement: The best part is that we are marked for attendance.

Object of a Preposition: The teacher talked about how we should behave during the excursion.

Adjective Complement: The students are happy that the teacher put it off until next week.

Rule of Thumb: We can replace a noun clause with a noun or pronoun.

Adverb Clause

An adverb clause is an independent clause that acts as an adverb. It gives more information about how, when, where, or why something was done, and it describes a verb, an adjective, or another adverb.

E.g., she acted as if she knew everything (the clause describes the verb, and it answers the question of how).

Rule of Thumb about Placement:

- When the adverb clause comes at the beginning of the sentence, use a comma after it (e.g., as the teacher came in, all the students were focused and busy with their phones)
- If the adverb clause comes at the end, a comma is usually not needed (e.g., the students were working on the assignment **when the teacher came in**).

Adjective Clause

An adjective clause is a group of words with a subject and a verb that acts as an adjective in a sentence. We often use words like *that*, *which*, *whom*, and *whose* with adjective clauses.

Examples: The security guard who handles this building is the father of my classmate.

There are two types of adjective clauses.

Restrictive: It is essential to the meaning of a sentence and does not require commas.	Non-restrictive: Gives extra information and uses commas to separate clauses.
---	--

The students who always participate will get extra grades.

My teacher, who is from the south of Algeria, loves our coastal town.

Practice:

Activity 1: Identify the Clauses

Read the following sentences and identify whether the underlined part is an independent or dependent clause.

1. I will call you when I reach home.
2. She likes to read books, but her brother prefers watching movies.
3. Since he was feeling unwell, he skipped school.
4. I don't know what she wants.
5. Although it was raining, they continued playing outside.
6. He went to the store because he needed some milk.
7. The dog that barks loudly belongs to my neighbour.
8. Before the show started, we found our seats.

Answers:	1. Dependent Clause
	2. Independent Clause
	3. Dependent Clause
	4. Dependent Clause
	5. Dependent Clause
	6. Dependent Clause
	7. Dependent Clause
	8. Dependent Clause

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Lesson 6: Dangling Modifiers

1. Modifier: A modifier is a word, phrase, or clause that modifies a word or a phrase; that is, it adds more information to the sentence.

2. What is a dangling modifier?

The term dangling modifier refers to a word or phrase, often at the beginning of a sentence, that does not correctly refer to the word it modifies. Usually, students do not realize that there is a problem; specifically, they do not know that the subject should match the introductory phrase. However, when they know how to find dangling modifiers, they can easily fix the problem.

Example: × *Being overweight, health problems* can happen quickly.

The phrase overweight describes a person, but the subject refers to a health problem, so the modifier does not properly refer to the subject.

Correction: Being overweight, a person can develop health problems quickly.

3. How to fix dangling modifiers?

Students can learn to fix dangling modifiers by working through examples:

Example: Burdened by obesity, the health risks became impossible to ignore.

The problem in the above example is that ‘the health risks’ are not burdened by ‘obesity’; the implied person is burdened. Notice that the modifier raises the question of who or what is *burdened*. The noun or phrase that comes after the modifier must give the answer. Therefore, to fix the problem in here, we should look for the noun or phrase that answers the question of who:

Burdened by obesity, the old woman found health problems impossible to ignore

Another solution would be to change the modifier of the subject ‘the health risks’ in the following way:

✓ **Because of obesity, the health risks became impossible to ignore.**

The dangling modifier is replaced by a clear phrase.

The expletive “it” is often the major cause of dangling modifiers, as it can hide the subject of the sentence. (An expletive is a word or a phrase such as *it* and *there* that has a grammatical meaning in the sentence but no meaning.)

Example:

× Before studying the causes, it was believed that obesity in Algeria is largely attributed to high pasta consumption.

✓ Before researchers studied the causes, it was believed that obesity in Algeria is largely attributed to high pasta consumption.

Practice:

Activity 1: Spot dangling modifiers in the following sentences and correctly fix them.

1. After feeling tired in the morning, many people found it difficult to do any hard work or sports.
2. Being overweight, health problems can happen very quickly.
3. Feeling tired all day, obesity becomes a major obstacle to exercise.
4. Looking in the mirror, the body becomes unattractive.
5. To improve health, exercising every day is necessary for obesity.

Activity 2: Spot dangling modifiers in the following sentences and correctly fix them.

DANGLING: Turning the corner, the post office was on the left. (The post office was not turning the corner.)

CONFUSING: Tracy saw a deer riding her bike through the Hopkins meadow. (A deer riding a bike?)

CONFUSING: At the age of three, Mario's mother remarried. (At the age of three, Mario's mother could not have already had Mario, let alone be remarrying.)

CONFUSING: While working in the library, a new shipment of books arrived. (The books are not working; the library worker is.)

CONFUSING: At the party, packages were given to all the children filled with Halloween candy. (The children may be filled later!) (Chakravarty & Boehme, 2004, p. 127).

Lesson 7: Subject Verb Agreement

Matching Verbs and Subjects

Getting your subjects and verbs to agree improves the clarity of your writing and goes beyond simply adhering to grammar standards. To be clear, though, you do need to correct the grammar.

The basics:

Two components are necessary for every complete sentence:

A subject is the person or thing being discussed in the sentence.

A verb is an action or a condition.

Subjects can be larger phrases or simply one word.

Example of a subject as a large phrase: *Mohamed Dib's novel The Great House* is a masterpiece in French literature.

One common mistake is choosing the incorrect word to match the verb when the subject is lengthy or complex. People tend to match the verb with the word that immediately precedes it, which is typically incorrect.

Example:

× The criterion used for picking out the eligible students **are** classroom participation.

✓ The criterion used for picking out the eligible students **is** classroom participation.

Tip: Tip: Ask yourself: *What is actually doing the action?* Your verb should match that word.

Special cases:**1. Each, every and everybody**

In formal writing, these words are treated as singular even when they refer to groups.

Example: *Everybody* is complaining about internet addiction.

2. Paired Subjects

Make sure the verb matches the nearest subject when using phrases like "either/or," "neither/nor," or "not only... but also."

Example: *Neither Ahmed nor his friends have visited me at the campus.*

3. Collective Nouns

Both the singular and plural forms of words like "team," "committee," and "audience" are possible:

If you consider the group to be a single entity, use the singular.

If you're referring to specific members of the group, use the plural.

Examples:

- *The audience* (as a group) applauds the artists' performance.
- *The audience* (individual members) *were shouting and throwing stones at the election campaigners.*

Lesson 8: Sentence Problems

Fragments and run-ons/comma splices are the two most prevalent sentence issues.

1. Comma splices and run-on sentences

A complete sentence consists of a verb and a subject that together form a complete thought. We refer to this as an independent clause.

Two independent clauses can sometimes be improperly arranged without the correct punctuation.

Examples: × She arrived late she did not complete the exam: **Run-on** (no punctuation)

× The students participated consistently, they earned extra grades.

Comma splice

The first incorrect sentence is a run-on, which occurs when two independent clauses are combined without appropriate punctuation or a connecting word. The second incorrect sentence is a comma splice, which occurs when a comma is improperly used to connect two independent clauses.

There are four main ways to fix these types of errors.

How to correct it:

a)- Use a comma and a coordinating conjunction:

Example: She arrived late, so she did not complete the exam.

b)- Use a semi-colon and a conjunctive adverb, like *consequently*, *but*, *on the other hand*, *nevertheless*, *meanwhile*, and so on.

Example: She arrived late; **consequently**, she did not complete the exam.

c)- Use a semicolon.

Example: The students participated consistently; they earned extra grades.

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d). Use a full stop to create

For instance: The students participated consistently. They earned extra grades.

2. Fragment sentences

A fragment sentence is a part of a sentence without a complete idea. It is often preceded by words such as "because," "when," and "although".

Examples:

× *Although I was tired.*

× *Because she is leaving the town forever.*

These sentences are not complete. Despite having a subject and a verb, they do not express a complete message.

Add the remainder of the sentence to correct them:

√ *Although I was tired, I was able to complete the assignment.*

√ *Because he is leaving town for good, he wanted to say goodbye to everyone he cared about.*

Practice:

Activity 1: Read the following passage written by a student and correct the sentence problems it contains.

I've seen many big and fancy parks in my life. However, the park that's near my house. It is such a big and beautiful park. It's always open until the middle of the night, it has a wooden door that makes the place look more exotic, with silver buttons on the top of the door. The view there is so nice that you will forget yourself for hours, the tall green trees are everywhere, they give a fantastic vibe to the park and you can always see multiple species of animals there, they live harmoniously according to nature. You can always play, enjoy the views, and jump in the fresh grass like a young kid, forgetting about all the tough hardships in your life. I really love this beautiful park, I want to be there every day.

Activity 2: Transform each sentence fragment into a complete sentence. Add words as needed.

1. At the bus stop on the corner near the Wal-Mart store.
2. Gabrielle, unhappy with the test results.
3. Lost my new watch somewhere in the locker room.
4. Enjoying the ski slopes of the Pocono Mountains.
5. The new Spike Lee film showing at a local theater. (Chakravarty & Boehme, 2004, p.156).

Lesson 9: Parallelism

Parallelism occurs when two or more elements of the same form are arranged in a sentence or paragraph; it enhances clarity, rhythm, and flow. Thus, if pairs or series are created in a sentence or paragraph, they should share the same grammatical category, such as verb-verb, noun-noun, adjective-adjective, phrase-phrase, and gerund-gerund. Parallelism could be at the level of words, phrases, or clauses.

Examples:

× My favorite classroom activities **include browsing the internet, to take walks in the park, and spending time with my family.**

Notice that phrases a and c are gerunds, while phrase b is in the infinitive form.

✓ My favorite classroom activities include **browsing the internet, taking walks in the park, and spending time with my family.**

Parallelism at the level of words: List words that have the same grammatical structure.

× She **sings** and is **dancing**.

✓ She sings and dances/she is singing and dancing.

Parallelism at the level of phrases: List phrases that have the same grammatical structure.

× The teacher explained the lesson, organized an activity, and the correction process was supervised.

✓ The teacher explained the lesson, organized an activity, and supervised the correction process.

Parallelism at the level of phrases: List clauses that have the same grammatical structure.

× He said that he worked hard and that he deserved a better mark.

✓ He said that he worked hard and he deserves a better mark.

The forms of grammatical parallelism:

Grammatical parallelism is created mainly through the use of coordinating conjunctions, correlative conjunctions, preposition repetition, and verb form matching (gerund and infinitive).

Examples:

- She likes reading, writing, **and** swimming. (Coordinating conjunction)
- She neither sleeps early **nor** reviews her lessons. (Correlative conjunction)
- She peered **into** the closet, **behind** the refrigerator, and **beneath** the table. (Repeated prepositions)
- He loved **to travel**, **to read**, **to sail**, and **to play** volleyball. (Infinitive verbs)

How to recognize and fix incorrect parallelism

Identify the components of the sentence to see if they are parallel.

× The student was **bright** (adj.), **hardworking** (adj.), and **had a lot of energy** (verb phrase).

To repair the faulty parallelism in the sentence above, the easiest option is to turn the verb phrase into an adjective phrase to match the other parallel structures of the sentence.

✓ The student was **bright, hardworking, and full of energy.**

× The grammar teacher not only explained how the rule works but also how to use it.

As can be noticed, the first element begins with the verb, while the second element has no verb. This could be fixed by adding a verb to the second part of the parallel structure as follows:

✓ The grammar teacher not only explained how the rule works but also **showed how to use it**.

Alternatively, using a single verb for both parts of the parallelism is more effective. Specifically, the verb explained can be moved to the beginning of the sentence as follows:

✓ The grammar teacher **explained** not only how the rule works but also how to use it.

Practice:

Activity 1: Read the following passages written by students and correct any unparallelled words, phrases, or clauses.

Narrative: My First Time Away from Home for the Night My first time spending a night away from home happened when I turned six years old. After many long discussions with my mother, she finally agreed to let me sleep at my cousin's house. I was extremely excited and couldn't stop smiling. That evening, we had dinner, watching TV, and played games. We built forts out of mattresses and used pillows. I was laughing, having fun, and full of joy. But when night arrived,

everything changed. I missed my mom, my bedroom, and the toys which I didn't bring. I wondered if they were thinking of me, feeling strange, and that I had disappeared. Suddenly, I started to feel lonely, scared, and I wasn't sure what to do. When morning came, I wasn't feeling excited as the night before. And when my mother arrived to pick me up, I cried and didn't want to be left again. I had fun, joy, and playing was great—but nothing ever felt the same like my home.

Children should not be permitted to have their own cell phones. First of all, a child using a cell phone at a young age can become an addicted person and with dark ambition. Second, phones have dangerous effects to the growth of kids, as social media will teaching wrong values and ruin their brain development. Also, phones make children stay away from studies, not focusing, and the concentration is lost. In addition to destroying attention, memory, and how their family members stop talking. Moreover, children will live in another world instead of living reality, the one we actually live. Finally, scientists say that use of phones causes many diseases in eyes, brain is affected, and even sometimes the body too. To conclude, it is better using phones carefully and children of using phones is not recommended.

Students' productions edited for language errors, excluding unparallelled structures.

Activity 2: Rewrite the following sentences to make them parallel.

- At camp, we most enjoyed swimming, hiking, and how to play volleyball.
- Our dog Jolly is tiny, a rich brown coat, and a perky disposition.
- A good driver obeys the speed limit, is alert, and she takes no risks on the road. (Chakravarty & Boehme, 2004, pp. 145-146).

Lesson 10: Wordiness

Academic writing does not require stylistic aesthetics that enhance the beauty of language, deepen meaning, or evoke emotions. Instead, the focus should be on clearly and concisely communicating the message to the reader, as the significance lies in the scientific facts being presented, rather than in the manner of their expression. Therefore, academic writers must use clear, concise, and straightforward language. As Kierzek and Gibson (1977) held: “To achieve conciseness, you must ask whether every word you write is doing its work,

carrying its proper load of meaning, and helping its neighbors with their loads (p. 394).

Activity: Rewrite the following sentences, taking out unnecessary words.

- To send an email in a successful way, you might follow these small steps.
- Sending an email is a very simple process.

To send an email successfully, follow these steps.

Sending an email is simple.

Key:

To send an email successfully, follow these steps

Sending an email is simple

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Avoiding wordiness

- Replace long phrases with shorter words when possible.

Examples of more concise words:

Replace wordy stock phrases with single words

WORDY	BETTER	WORDY
BETTER		
at the present time	now	in the event that
if		
at all times when	whenever	in connection with
about		
be of the opinion that	think	in spite of the fact that
although		
by means of	by	in the nature of
like		

due to the fact that because	because	in view of the fact that
during the time that often	while	it is often the case that
for the purpose of for frequently	so	on a frequent basis
has the capability to until	can	until such time as

Borrowed from: Idaho State University Writing Center. (2016).

Avoid overuse of to be in all its forms:

Example: He is often skipping writing sessions.

Better: He often skips writing sessions.

- **Use passive voice carefully and avoid its overuse.**

Example: The biggest challenges faced by teachers are linguistic differences and complexity.

Better: Teachers face the challenges of linguistic differences and complexity.

- **Replace prepositional phrases with adjectives or possessive nouns.**

Example: The largest portion of the chart suggests that teachers use translation strategically.

Better: The pie's largest portion suggests that teachers use translation strategically.

- **Eliminate redundant words.**

Example: As shown in figure number 5...

Better: As shown in figure 5...

- **Remove unnecessary qualifiers, such as *very, really, quite, somewhat, kind of, basically, probably, and definitely*.**

Example: Most students believe that using Arabic **really** helps them learn English.

Better: Most students believe that using Arabic helps them learn English.

- **Eliminate lengthy interrupting phrases and clauses separating subjects from verbs.**

Example: An effective explanation, which teachers strive to provide, especially when teaching beginners, is difficult to achieve.

Better: It is difficult for teachers to provide an effective explanation, particularly when teaching beginners.

Practice:

Activity one: Revise the following sentences to make them less wordy

1. I remember that I could not sleep the night before the result because I was very stressed.
2. I spent the day doing everything to keep myself busy, and I talked with no one.
3. After many hours, the time has come to check the result on the website.
4. I logged into the website and started typing, but it did not work.
5. Then, both of us were crying and hugging each other.

Suggested Revisions

Suggested Revisions

1. I could not sleep the night before because I was stressed.
2. I kept myself busy and avoided talking to anyone.
3. After hours, it was time to check the result.
4. I logged into the website, but it did not work.
5. Then, we cried and hugged each other.

Lesson 11: Choppy sentences

Choppy sentences are short, disconnected, and monotonous, making writing difficult to read. While these sentences are grammatically correct, they lack stylistic fluidity. Choppy sentences contrast with fluid sentences, which are clear, smooth, logical, and easy to read. The short and abrupt sentences are like bumpy roads where drivers must stop and start repeatedly. Such writing leaves the reader feeling choked and disengaged.

Example: John got up late. His daughter quickly drove him to the station. The train was about to depart. Fortunately, he managed to board the train and catch the flight in time.

Revised: John got up late, and his daughter quickly drove to the station, where he found the train about to depart. Fortunately, he managed to board and catch the flight in time.

Features of choppy sentences:

Short and abrupt

Brief and direct

Lack of connection

High number of full stops or sentences

Strategies for Fixing Choppy Sentences

To fix choppy sentences, learners need to use a set of strategies to logically connect these sentences and adequately insert information. These techniques enhance the fluidity of the style and make reading easy and engaging.

- Use **coordinating conjunctions: combine independent clauses with coordinating conjunctions (i.e., FANBOYS).**

Example: The classroom was cold. The students felt uncomfortable.

Better: The classroom was cold, and the students felt uncomfortable.

- Use **subordinating conjunctions such as although, because, since, and while.**

Example: The classroom was cold. The students put on their sweats and jackets.

Revised: As the classroom was cold, the students wore their sweats and jackets.

- Use **modifying words or phrases.**

Example: She is in the first year. She dreams of pursuing PhD studies.

Better: She is in her first year, dreaming of pursuing PhD studies.

- Use **appositives.**

Example: The study skills lecturer is an active member of the Algerian Association of Academics. The study skills lecturer has taught in our university department for over 40 years.

Better: The study skills lecturer, an active member of the Algerian Association of Academics, has taught in our university department for over 40 years.

Practice:

Activity 1: Revise the following choppy sentences, making them more fluid. (The sentences are taken from students' productions, but they are edited for language mistakes.)

1. Buy a toothbrush. Apply toothpaste to it.
2. Toothpastes can vary in quality. Make sure you use high-quality toothpaste.
3. Brush your teeth starting from the upper teeth to the lower. Make sure you brush your teeth for a good amount of time.

4. Flossing is important. Many people have cavities that trap food.
5. Rinse your mouth with mouthwash. Mouthwash kills bad bacteria.

Suggested revisions:

1. Buy a toothbrush and apply toothpaste to it.
2. Given variations in toothpaste quality, make sure you use high-quality ones.
3. Brush your teeth starting from the upper teeth to the lower, and make sure to do it for a good amount of time.
4. Flossing is important because people have cavities that trap food.
5. Rinse your mouth with mouthwash to kill bad bacteria.

Suggested revisions:

1. Buy a toothbrush and apply toothpaste to it.
2. Given variation in toothpaste quality, make sure you use high quality ones.
3. Brush your teeth starting from the upper teeth to the lower, and make sure to do it for a good amount of time.
4. Flossing is important because people have cavities that trap food.
5. Rinse your mouth with mouthwash to kill bad bacteria.

Lesson 12: Stingy sentences

Unlike choppy sentences, stringy sentences combine many clauses with coordinating conjunctions like "and," making them too long and difficult to follow.

Example: The teacher explained the lesson about sentence structure, and then he set up an activity, but he could not correct it because he ran out of time.

Better: The teacher explained the lesson and set up an activity about sentence structure. However, he could not correct it because he ran out of time.

Strategies for eliminating stingy sentences

- **Break a sentence into shorter sentences (two or more sentences) using subordinate clauses or phrases.**

Examples:

Stingy: During New Year, King Charles III stays in Sandringham House, the Royal Family celebrates this annual feast privately, the King gives the New Year Speech, and then he may attend the church service at St. Mary Magdalene Church.

Better: During New Year, King Charles III stays in Sandringham House, where the Royal Family celebrates this annual feast privately. After attending the New Year Speech, the King may also attend the church service at St. Mary Magdalene Church.

Stingy: Leila revised the paragraph, and she made it more fluid.

Better: Leila revised and made the paragraph more fluid.

Stingy: The textbook writers have updated the school textbooks, and they introduced pedagogies that are more progressive.

Better: The textbook writers have updated the school textbooks, introducing pedagogies that are more progressive.

- **Break a sentence into shorter sentences (two or more sentences) using subordinate clauses or phrases.**

Stingy: Rodri plays for Manchester City, and he scored 9 goals for Manchester City in major competitions in 2024.

Better: Rodri, who plays for Manchester City, scored 9 goals in major competitions in 2024.

Practice

Revise the stingy sentences to make them more eloquent.

1. Today, most girls like chatting or sharing on apps like Instagram, Snapchat, and WhatsApp, and some like playing online video games, and more audacious ones

like creating content on TikTok, and an increasing number of them like learning foreign languages such as English and Korean.

2. Kids should be protected when using the internet and their parents should activate parental control, and they should only use safe apps like YouTube Kids.

3. Internet addiction is becoming a serious problem, and it affects people from all walks of life, and it could negatively affect physical and mental health, school performance, and social communication, but the internet connects people throughout the world.

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Suggested Revisions

1. Today, most girls enjoy chatting or sharing on apps like Instagram, Snapchat, and WhatsApp. Some prefer playing online video games, while more adventurous ones like creating content on TikTok. Additionally, an increasing number are interested in learning foreign languages such as English and Korean.

2. Kids should be protected while using the internet. Parents should activate parental controls and ensure that their children use safe apps, such as YouTube Kids.

3. Internet addiction is becoming a serious problem, affecting people from all walks of life. It could negatively affect physical and mental health, school performance, and social communication. However, the internet also connects people across the globe.

Lesson 13: Types of sentences (according to structure)

Learning about types of sentences in terms of structure is crucial for complying with conventional writing rules, which show how to write clearly and understandably. We utilize four types of sentences to organize and express our thoughts and convey meanings in a clear, logical, and coherent manner. They are as follows: simple sentences, compound sentences, complex sentences, and compound-complex sentences.

1. Simple sentences: A simple sentence consists of one independent clause.

Examples:

- Videos do not help much with learning.
- Using YouTube, for example, is a distraction.

- Videos are meant for entertainment.

2. Compound sentence: A compound sentence combines at least two independent clauses using a comma followed by a coordinating conjunction (i.e., the FANBOYS) or semicolon and a conjunctive adverb (THINTIC: therefore, however, indeed, nevertheless, then, in fact, consequently).

Examples with coordinating conjunctions

- Teachers often dislike troublemaking pupils, but later in life, these pupils tend to be friendlier toward the teacher than the more disciplined ones.
- Anis often missed his writing course sessions, so he did not get extra grades for classroom attendance.
- Nawal often arrives late to morning sessions and occasionally skips them, but she sometimes performs well on the exam.
- Inas attended all the sessions and regularly revised her lessons, yet she received an unsatisfactory mark on the quiz.
- You need to start working seriously, or I will have to meet with your parents.
- He did not pay attention in class, nor did he revise at home.

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Examples with semicolons and conjunctive adverbs

- Algerians may appear hot-tempered; however, they are genuinely warmhearted.
- Algerian students go to university to get a specialized degree; additionally, they get a broader mind from meeting national wide intellectuals.
- Nadine was absent for the whole semester of exams; consequently, she had to sit for make-up exam at the end of the year.
- The department posted the exam schedule; then, it modified it to cater to indebted students' needs.

3. Complex sentence: A complex sentence consists of one independent clause and at least one subordinate clause. If a dependent clause precedes an independent clause, use a comma. If the independent clause comes first, do not use a comma.

Examples:

- We spent the entire day outside enjoying the warm winter sunshine due to the teachers' strike.
- It began to rain just as I arrived at the university parking lot.
- Since only a few students showed up for the methodology lecture, the teacher decided to reschedule it for tomorrow.
- Although she was sick, she still came to take the exam since she had already missed the first one. (It includes one independent clause and two dependent clauses).
- Although the ICT module carries the fewest credits, most students participate in it due to their interest in technology. (It includes one independent clause and two dependent clauses).

4. Compound-complex sentences: A compound-complex sentence contains at least two independent clauses and one dependent clause.

Examples:

- The teacher strives to spur the students' interest in the module, but most of them rarely do because they consider the module as little relevant for their professional and academic careers.
- The teacher works hard to ignite the students' interest in the module; however, most of them seldom engage with it because they find it minimally relevant to their professional and academic careers.

Practice:

Activity 1: Revise the following text, varying sentence construction as much as possible (simple, compound, complex, compound-complex).

Videos do not help much in learning, which is a true and correct statement. I believe videos are more for entertainment rather than for learning. Using YouTube, for example, is a distraction. The student may think that he is learning, but in fact, he is not. He is being distracted by music and graphics. Videos are meant for entertainment in the first place, so the quick pace of videos and their flashy graphics are confusing. There is no time to focus and understand. Also, when a student watches a video, he does not make the effort to think. He simply watches and repeats what is in the video. He doesn't get any benefit whatsoever from trying for himself, so there is no way videos can help him learn.

Edited version of a student paragraph

Suggested revision:

Videos are not very helpful for learning. I believe they are used more for entertainment than for education, and this is especially true with platforms like YouTube. While a student may think he is learning, he is often just distracted by music and flashy graphics. Because videos are designed for entertainment, they move too quickly, and their visual effects can be confusing. As a result, there is little time to focus or deeply understand the content.

In addition, when a student watches a video, he usually doesn't make the effort to think critically. He just watches and repeats what he sees, which limits real learning. He gains no benefit from working things out on his own, so videos, in this case, do not support true learning. Although they might seem useful, their format often prevents students from actively engaging with the material.

Suggested revision:

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Activity 2: Using *and*, *but*, or *or*, combine each pair of simple sentences into a compound sentence.

Samples: We took along warm clothing. It was not needed.

We took along warm clothing, but it was not needed.

1. Clouds covered the sky. Raindrops began to fall.
2. The engine needs a tuneup. The brakes have to be checked.
3. We called Steven. He was not at home.
4. Are you happy with the computer game? Do you want me to return it?
5. Brandon offered me his notes. I did not take them. (Chakravarty & Boehme, 2004, p. 106).

Activity 3: Identify each sentence by writing Simple, Compound, or Complex next to them.

1. The movie was good, but I enjoyed the book more.
2. Her flight was canceled, and the trip was postponed.

3. Katherine Lee, who was chosen to represent our school, could not attend the meeting.
4. The teachers and the students stood together.
5. The car skidded and almost struck a utility pole.
6. Lisa replaced the glass that she had broken.
7. Are you buying new clothes?
8. He used his computer to make party invitations.
9. When buses are delayed, students are usually late for school.
10. Disneyland and Hollywood are popular places to visit in California.

(Chakravarty & Boehme, 2004, p. 154).

Lesson 14: II: Types of Sentences: According to Function

There are four types of sentences that are used to express different thoughts; they are as follows: declarative sentences, interrogative sentences, and imperative sentences.

1. Declarative sentences

A declarative sentence is a statement that gives ideas, facts, information, explanations, or opinions. It ends up with a full stop.

Examples:

The sun sets in the west.

He is a smart person.

The 8 o'clock bus will not run tomorrow.

2. Interrogative sentence

An interrogative sentence asks for information. It can be challenging for students to create because it often involves reversing the subject and the verb, and it may require the auxiliary verb "do."

Examples:

- Is he coming for the party?
- Did you meet your supervisor yesterday?
- You are bored, aren't you?
- Who is going to present next time?

3. Imperative sentence

An imperative sentence gives commands, instructions, or advice to others. The subject is typically not stated explicitly, as it is implied to be "you." Such sentences usually end with a period, but they can also end with an exclamation mark.

Examples:

- Let's solve this task.
- Correct the highlighted errors and send it back as soon as possible.
- Please, close the door behind you.
- Pens down!

4. Exclamatory sentence

An exclamatory sentence expresses strong emotions. It ends with an exclamation mark (!).

Examples:

- You deserve a better mark! (surprise)
- Oh! You messed up the paper again! (surprise and frustration)
- What a nice job! (satisfaction)

Practice: Write one sentence for each sentence type (declarative, interrogative, imperative, exclamatory).

Part 2: Second Semester**Table of lessons**

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Part Two: Course Description and Official Syllabus

Semester: 02

Teaching Unit: Fundamental

Module: Comprehension and written expression

Credits: 04

Coefficient: 02

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Course Objectives

-Approach comprehension and written expression in the language of study, so that the student will be able to produce a coherent text. - Install / develop reading and writing skills (and strategies).

- Students will be able to start the process of writing based on planning and outlining, drafting, revising and editing and writing a final copy in a clearly structured, logical sequence.

Prerequisite -Students must be taught to identify features and structures of texts when reading and work towards transferring their spoken language into written work.

Subject Contents:

Paragraph organization

- topic,
- supportive
- concluding sentences
- Mechanics of writing
- Capitalization
- punctuation,...etc)

Types of paragraphs

- Descriptive
- Narrative

- Descriptive narration
- Expositive (examples developed by: division, definition, cause, effect , comparison and contrast)

Basic essay structure

- introduction
- body -development
- conclusion

Assessment

60% - 20% (Written exams and continuous Assessment)

Academic Module; Publisher: Oxford University Press 2004

Lesson 1: I- Paragraph Organization-Topic Sentence

A topic sentence is essential for effective writing in English. It is the first sentence that comes usually at the beginning of the paragraph, and it tells the main idea of the paragraph; that is, it tells the main topic and the controlling idea. The topic refers to the main idea of the paragraph, while the controlling idea states what you intend to say about that topic.

Example: The topic is in bold, and the controlling idea is underlined.

Internet addiction is affecting even elderly people.

Most university students are demotivated for various reasons.

Writing a topic sentence:

First, identify what the paragraph is about—**topic**.

- Second, state why you are writing about that topic-**controlling idea** (that is, focusing the topic on one idea).

Example: Preparing for an exam requires a lot of strategies.

- Make the controlling idea focused.

Example of an unfocused controlling idea: Studying at university is interesting.

Example of a focused controlling idea: Studying at university is interesting because it broadens the mind.

- Ensure the controlling idea is not too specific.

Example of a too specific controlling idea: Studying at university is interesting because learning languages helps students communicate effectively.

Practice:

Activity 1: In the following topic sentences, circle the topic and underline the controlling idea.

1. Many friends wear the same clothes to stand out.
2. Dogs are loyal to their owners.
3. The use of motorcycles is soaring among youngsters in rural areas.
4. Cell phones are replacing landline phones.
5. Buses are the main means of public transportation in Algeria.

Key to activity one:

1. Many friends wear the same clothes to stand out.
2. Dogs are loyal to their owners.
3. The use of motorcycles is soaring among youngsters in rural areas.
4. Cell phones are replacing landline phones.
5. Buses are the main means of public transportation in Algeria.

Activity 2: Write two topic sentences for each of the following topics.

Juvenile delinquency

Camping in the forest

Artificial intelligence

Activity 3: Write a paragraph beginning with one of the topic sentences listed below. You may use a topic sentence of your own if you wish.

Suggested Topic Sentences

1. Some people just do not return things that they borrow.
2. I enjoy (or do not enjoy) being the oldest (or youngest, or only) child in the family.
3. Basketball (or some other sport) is an exciting sport to watch.

4. Dogs sometimes surprise us by their cleverness.

Model Paragraph:

Saturday afternoon is the worst time to shop. 2It is the time when thousands of people rush to do their shopping for the week. 3That explains why traffic is heavy on Saturday afternoon. 4When you finally get to the stores, the aisles are crowded but the selection is poor. 5Some of the items on your shopping list may not be available because they have been sold out. 6Worst of all, the lines at the checkout counters are long and slow-moving. 7By the time you get home, you will be tired and irritable, and you will probably have a headache.

(Chakravarty & Boehme, 2004, pp. 239-240)

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Lesson 2: Supporting Sentences

Supporting sentences provide details about the topic sentence. Aside from the concluding sentence, every sentence that follows the topic sentence should serve to clarify or illustrate it. If the topic sentence is about the dominance of buses as a means of public transportation in Algeria, supporting sentences will be about bus transportation in Algeria and why they are dominant.

The number of supporting sentences in a paragraph varies depending on the length and complexity of the paragraph (De Marco, 2025, p. 75); however, there should be more than one supporting sentence.

Developing supporting sentences: Gillet et al. (2009) suggested observing the following strategies to develop appropriate supporting sentences.

- Giving explanations or reasons for the main idea in the topic sentence.
- Presenting evidence to corroborate the topic sentence.
- Giving appropriate examples to expand on our main idea in the topic sentence.

Illustration:

Topic sentence: Buses are the main means of public transportation in Algeria.

Supporting sentences:

Buses are widely available in both cities and rural areas.

They are more affordable.

Many Algerians do not own cars.

In big cities like Algiers, buses run from early morning until late evening.

During national exams, buses are arranged to help students reach exam centers.

Practice

Activity 1: Matching topic sentences to supporting sentences

Each of the following sentences provides supporting information. Choose a suitable topic sentence from the list below to introduce each of these sentences. The sentences are not dependent on each other and are therefore not intended to be read in a linear way.

1. Firstly, if an island is created by the loss of a land bridge to the mainland, following a sea-level rise, the new 'continental' island might initially be species-rich. (p. 255)
2. Land reclamation suggests that the land can be used again, whereas land restoration is about returning the site to its former state. (p. 261)
3. Many regions of the world have experienced major climatic change to which plants and animals have been forced to adjust in order to survive. (p. 250)
4. Islands often provide as near a situation to a scientific laboratory as the biogeographer is likely to encounter. (p. 254)
5. This may be in order to increase the efficiency of its production or to control the spread of pest species. (p. 257)

Choose from the following topic sentences. You will not need one of the topic sentences provided.

- (a) The study of isolated areas such as islands has provided knowledge and understanding of huge importance.

- (b) Many aspects of biogeography have great relevance and impact today.
- (c) Several important extensions of island biogeography theory are used in biogeography and elsewhere to explain patterns of distribution.
- (d) There is often an economic as well as scientific reason for learning about the preferred ‘geography’ of a species.
- (e) Biogeographical management may involve land restoration or land reclamation.

de Chazal & McCarter (2012, p. 102).

Lesson 3: Concluding Sentence

A concluding sentence is the final sentence of a paragraph. It typically begins with a transition word that signals the end of the paragraph. Additionally, a concluding sentence restates the topic sentence differently or sums up the ideas stated in the supporting sentences.

Underline the concluding sentences in the following paragraphs. Do the concluding sentences sum up the information in the paragraph or restate the main idea?

Even when a first date is a disaster, a couple can still become good friends. For example, my first date with Greg was terrible. I thought he was coming to pick me up at 6.30, but instead he came at 6.00. I didn't have time to do my hair, and my make-up looked messy. When I got into his car, I scraped my leg against the car door and tore my tights. Next, he took me to an Italian restaurant for dinner, and I accidentally dropped some spaghetti on my shirt. Then we went to a film. Greg asked me which film I wanted to see, and I chose a romantic comedy. He fell asleep during the film, and I got angry. Now that Greg and I are good friends, we can look back and laugh at how terrible that first date was!

'A stitch in time saves nine.' My mother, who likes sewing, used this simple saying to teach me the value of working on problems when they are still small. Originally, the saying referred to sewing—if you have a small hole in a shirt, you can repair it with one stitch. But if you wait, the hole will get larger, and it

will take you nine stitches. This simple sentence reminds me to take care of small problems before they become big problems.

Pair work: Read the following paragraphs. Is there a concluding sentence? Circle yes or no. If there is no concluding sentence, write one with your partner.

Even simple study habits can improve your marks. At university I learned how important it is to get enough sleep. When you are well-rested, it is easier to learn. Research shows that when people don't get enough sleep, their memories aren't as effective. If students are really tired, they might even fall asleep in class! It's easy to see how getting enough sleep can improve your performance at university.

Concluding sentence? yes /no

.....

My favorite subject is psychology. I enjoy learning about the ways people think and behave. I am also interested in learning about the way children's minds develop.

Concluding sentence? yes /no

.....

I am too nervous to sing karaoke songs with my friends. The last time I tried was on my birthday, when my friends took me to a karaoke club. I told my friends I didn't want to sing, but they encouraged me until I said yes. When I stood up in front of the microphone, I was so scared, I felt dizzy. It was hard to hear the music, and my mouth was too dry to make a sound. I just stood there until a friend jumped up next to me and finished the song.

Concluding sentence? yes /no

.....

I will never eat dinner at The Little French Bistro again. The restaurant is not very clean. You can see dust in the corners and on the shelves. The food is expensive, but the portions are small. I never feel full after I've finished eating. In addition, the waiters are not very friendly. For these reasons, I will not visit that restaurant again.



Concluding sentence? yes /no

.....

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For me, a friend is someone who accepts you the way you are. A friend doesn't want you to change your personality or your style. I like people who don't care if the people they are with are wearing popular clothes or listening to trendy music.

Concluding sentence? yes /no

.....

Practice: Write a two-paragraph composition beginning with the words “The most stressful day that I remember . . .”

It is a good idea to write about something you have actually lived through. Here are examples: The day I fell from a ladder

The day our car was stolen

The day I started high school

The day we moved from Ridgefield

Suggestions for the First Paragraph

1. Tell what day it was (The day I fell from a ladder). Give the exact date, if possible. Say how old you were at the time.
2. Topic of the first paragraph: the day of the accident.

Suggestions for the Second Paragraph

1. Give further details (information). For example, if you are writing about the day you fell from a ladder, tell how the accident happened and how badly you were hurt.
2. Topic of the second paragraph: details of the accident.

The following model composition shows one way of writing the two paragraphs.

Model Composition: *The most stressful day that I remember is the day I fell from a ladder. It was July 4, 2000. I was almost thirteen at the time. My father, who was working in the attic over our garage, had just asked me to hand him a piece of lumber. As I climbed up the ladder to give it to him, the ladder swayed and I fell on my back against the concrete floor. Immediately, I was in pain and shock. The breath had been knocked out of me. As I was being rushed to the hospital, I kept thinking I might never be able to walk again. To my relief, it turned out that there was no fracture, but my back was sore for a couple of days.*

(Chakravarty & Boehme, 2004, p. 233)

Practice: Write suitable concluding sentences for the following paragraphs. Be prepared to explain why your concluding sentences are good ones.

I do not enjoy being the oldest child in the family. If there is a fight or a quarrel, my brother and especially my sister are bound to get sympathy because they are younger. I am often unfairly blamed because, as I am told, I am “older and expected to know better.” If either of them gets hurt when I am around, my mother is likely to say, “Why didn’t you watch her?” or “Why didn’t you watch him?” When my friends come over, my brother and sister sometimes annoy us by trying to get attention. When I try to do my homework, it is sometimes hard for me to concentrate because they keep the TV on too loud, watching some worthless program.

.....

Some people just do not return things that they borrow. Of course, I do not care about little, unimportant borrowings. For example, people often ask, “May I borrow a sheet of paper?” or “May I borrow a paper clip?” What they really mean is “Will you give me a sheet of paper or a paper clip?” They have no intention of giving it back, and I really do not expect them to. The same is true of

pencils. How often has a teacher asked, “Will you lend so-and-so a pencil?” and how rarely has the thing been returned! But other things are more important. Once I lent someone my history notes when I needed them myself to study for a test. After two weeks, I practically had to beg the person to return them to me.

.....

(Chakravarty & Boehme, 2004, p. 243)

Lesson 4: Punctuation

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Students tend either to use punctuation marks carelessly or to limit their use to a comma and a full stop, without venturing to use other equally important punctuation marks. In fact, colons and semicolons are important for clarity, fluency and emphasis in meaningful writing.

This lecture is meant to encourage students to expand their use of punctuation and experiment with the use of lesser-known punctuation marks like semicolons and commas. It covers the most important rules.

Read the text and answer the questions.

Obesity in Algeria has become a growing public health concern, especially in urban areas where lifestyles have changed dramatically. In recent years, more Algerians have adopted Western-style diets—high in sugar, fat, and processed foods—which, combined with reduced physical activity, has led to a sharp rise in obesity rates. The problem is particularly visible among middle-aged adults and children: both groups are consuming more calories than they burn. Experts point to several contributing factors: economic growth, limited public health campaigns, and cultural perceptions of body image. Some traditional views still persist—being overweight is sometimes seen as a sign of prosperity—yet the health consequences are severe. Heart disease, diabetes, and high blood pressure are increasingly common; hospitals are reporting higher numbers of patients with obesity-related conditions. Government action has been slow (though awareness is rising), and without targeted interventions—such as nutrition education, urban planning for walkable cities, and stronger food regulations—the crisis may worsen in the coming decade.

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1. What function do commas serve in a list?

(Example: *“high in sugar, fat, and processed foods”*)

2. Why is a comma placed after the introductory phrase?

(Example: *“In recent years, more Algerians have...”*)

3. What is the function of a semicolon in a sentence?

(Example: *“...high blood pressure is increasingly common; hospitals are reporting...”*)

4. Why does a colon come before a list?

(Example: *“...several contributing factors: economic growth, limited public health campaigns...”*)

5. What purpose do dashes serve in a sentence?

Example: *“Western-style diets—high in sugar, fat, and processed foods—...”*

6. Why are parentheses used?

(Example: *“(though awareness is rising)”*)

7. What are the functions of commas when used around extra (non-essential) information?

(Example: *“...which, combined with reduced physical activity, has led to...”*)

8. How can dashes highlight a particular phrase element?

(Example: *“...without targeted interventions—such as nutrition education...”*)

9. Why is it preferable to use a semicolon instead of a comma when linking two complete sentences?

(Example: *“...increasingly common; hospitals are reporting...”*)

10. What do parentheses add to a sentence?

(Example: *What feeling or voice do you get from the aside “(though awareness is rising)”?*)

1. Comma uses:

- Use a comma after a long introductory phrase.
- Use a comma to join two independent clauses with a coordinating conjunction (for, and, nor, but, or, yet, so).

Algerian is a very vast country, but most of its land is not fertile.

- Use a comma in a series of parallel words, phrases, or clauses.

Algeria is vast, rich, and beautiful.

Algerians like spending time with friends, celebrating religious feasts, and watching local and international matches.

Commas: Use commas in the following cases.

- **Introductory phrases :**

- *Short = optional comma*
- *e.g., after exams, we went on holidays or after exams we went on holidays*
- *Long or participial/clauses = required comma: e.g., after spending more than five.*

Example: months working on the project, the team finally published the first draft.

- **Independent Clauses with Conjunctions:**

- Use a comma before conjunctions (e.g., FANBOYS: for, and, nor, but, or, yet, so).

Example: She worked the last days before the exam, but it was late.

- **Items in a Series:**

- Use commas to separate items in a series of elements; the **Oxford comma** (before the final *and*) is optional but recommended for clarity.

Example: I bought bananas, apples, and pears from the greengrocer.

- **Interrupting Elements:**

- Set off extra information (such as appositives or relative clauses) with commas.

Example: My methodology professor, a senior lecturer, gave a quick overview of this year's course content.

- Do not use commas if the clause is essential to the sentence's meaning.

Example: Students who study hard succeed.

Semicolons

- **Joining Independent Clauses:**

- Use when clauses are closely related but could stand alone.

Example: This year we have a study skills course; it is mainly about how to learn effectively.

- **Complex Lists:**

- Use semicolons instead of commas to separate items when the items themselves contain commas.

Example: The oldest universities in Algeria are Algiers, in the center; Constantine, in the east; and Oran, in the west.

Colons

- **To introduce a list**

Example: The customs officer found many dangerous items in the smuggler's suitcase: knives, fireworks, and torch lighters.

- **To explain or expand on the first part of the sentence**

Example: Many students seem focused on one goal: obtaining grades rather than gaining knowledge and skills.

Dashes

- **Interruptions or Additions:**

- Employ to highlight parenthetical content or present a dramatic ending.

Example: My teacher—who never tolerates errors—gave me a chance to correct my errors before submitting the work.

For greater effect, it can be used in place of colons or commas.

Example: She packed everything she would need for the exam—pens, pencils, rubber, correcting pen, and ruler.

- **Summary After a List:**

A list can be concluded with a dash and an explanation.

Example: Pens, pencils, rubber, a correcting pen, and a ruler—all were prepared for the exam.

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Parentheses

- **Soft Aside or Clarification:**

Reduce the emphasis on the added content more than commas.

Example: We shall have the meeting tomorrow (Sunday, June 7th).

- Can include short phrases or full sentences (if it is a full sentence, punctuation must be used in the enclosed sentence).

Example: He did not take the exam. (He pretended to be sick.)

Practice:

Activity: Copy these sentences, adding all needed punctuation.

1. Saturday was a dark cold dreary day
2. The firefly or lightning bug flashes light in the summer night sky.
3. No I strongly object to your remarks
4. Did you ever find your missing notebook Tammy
5. Blue not red is Sara's favorite color
6. Elizabeth however prefers green especially light green
7. Tej is a fine swimmer diver golfer and soccer player
8. Are you aware that George Washington our first President served two terms

9. William Henry Harrison on the other hand served only a month
10. Corn on the cob my favorite vegetable should not be overcooked.
(Chakravarty, & Boehme, 2004, pp. 203-204).

Lesson 5: Capitalization

Using a capital letter at the beginning of a word usually indicates that it is important. The most frequent occasions to utilize capital letters are shown below, along with illustrations.

When to Use Capitalization?

1. A capital letter should always be used to begin a sentence.

Example: The teacher always arrives on time.

2. Names of certain individuals, places, or objects should always be capitalized.

Examples:

- Every time, the teacher instructs **Nawal** (person's name) to write the practice task on the board for him.
- We had a great time at Skikda (place's name) last summer.

3. Titles used with names should be capitalized.

- Capitalize titles like "Professor" or "President" that come before a person's name or when speaking to them directly.

Examples:

- Her Majesty Queen Elizabeth died in 2022.
 - Will you stop providing Ukraine with military assistance, Mr. President?
- However, do not uppercase the title if you use it as a description or after the name.
- The president of the United States is heading to Istanbul to mediate peace talks between Russia and Ukraine.

- 4. Titles of books, movies, and songs should be capitalized.**

All words of the titles of books, movies, and songs, like nouns, verbs, and adjectives, should be capitalized, except tiny words like "the," "of," and "in," which are only capitalized at the beginning or end of the sentence.

Examples:

- **Harry Potter** was written by J. K. Rowling
- **The Return of the Native** is a novel by Thomas Hardy
- The biggest global hit by Bruno Mars is **Uptown Fun**.
- Ne Zha 2 set a record for the most gossipy movie in China in 2025.

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When to Avoid Using Capitalization

1. The seasons

Words like *spring*, *summer*, *fall*, and *winter* should not be capitalized.

- With climate change impacting the environment, **summer** has turned into a challenging season in Algeria.

2. Directions

When referring to direction, words like *north*, *south*, *east*, and *west* are not capitalized.

- Bejaia is situated north of Algeria.

However, capitalize the direction if it relates to a particular area or location.

- People in the South prefer longer winters.

3. The first word following a colon in a list of words or phrases

When introducing a list of common nouns, do not capitalize the first word that follows a colon.

Example: Nadine created three marvelous objects: a talking teddy bear, a magic drawing board, and glow-in-the-dark star projectors.

Practice:

Activity 1: Copy the sentences and make all the necessary corrections.

1. i am ernie Anderson
2. i am from the united states
3. we are square dancers
4. dancing is our hobby
5. it is an american dance
6. bob and marsha are our friends
7. henry and eileen are another couple
8. a couple is a man and a woman
9. hazel is my wife
10. we are in the front of the picture

(P e t e r s o n, 2003, p. 2)

Activity 2: Spot the punctuation errors in the following passage and correct them.

Last Summer, I had a strange dream about a Vacation that doesn't exist in Real life. In my Dream, I was going to europe for a trip to give Myself a break after months of Hard work. I felt that I need a break from what I had been through in the Last few weeks. So the first thing I did was go to the Airport in the South of the City. I got my Ticket, entered the Plane, and met the Pilot. Everything looked Normal, and we flew smoothly for a few Minutes. I talked with the other Passengers while we flew over the atlantic ocean. Suddenly, the plane crashed and we landed on an Island. Some of the Passengers, including me, survived, but others were not lucky. I met a man called captain harry who took the Lead in organizing the survivors. We stayed near the Beach and waited for Help. The Island was not Big, and after five days of waiting, we saw no one. It was Autumn, and the Weather was getting Cold. People started losing Hope of being rescued. We moved to the East side of the island, hoping to find a signal. No one came.

Eventually, a Ship from the navy arrived and saved Us. I will never forget that Dream, even though it wasn't Real. It felt like something out of a Movie.

A student production that has been edited for the lesson using ChatGPT

Activity 3: Draw a circle around each letter that should be capitalized.

1. my uncle in london 6. john jay high school
2. the republican candidate 7. lord of the rings: return of the king
3. english and history 8. grandma and aunt louise
4. the planet saturn 9. in the southwest near phoenix
5. fourth of july holiday 10. fire island national seashore (Chakravarty & Boehme, 2004, p. 218).

Lesson 6: II. Types of paragraphs-Descriptive paragraphs

“A descriptive paragraph explains how someone or something looks or feels” (Zemach & Rumisek, 2003, p. 25), making readers feel like they are experiencing the events and descriptions. The author appeals to the senses through vivid language. For example, if the writer describes a delicious dish, he may make the reader feels like seeing it and tasting it.

A description of a place may answer the following questions:

- Where is the place?
- How big is it?
- How warm or cold is the place?
- How does the place make you feel? Why?
- What things can you see in the place?
- What colors do you see? (Zemach & Rumisek, 2003, p. 25)

Use descriptive adjectives: adjectives appeal to both senses and emotions.

Shape and size: big, small, round.

Feelings: amazing, happy, surprised

Atmosphere: cozy, comfortable, hot

Appearance: memorable, beautiful, attractive

Sight: red, bright, shiny

Sound: calm, noisy, roaring

Smell: fragrant, nasty

Taste: Sweet, bitter

Example:

Sentence without adjectives: *The hikers reached the top of the mountain.*

Sentence with adjectives: *The weary and aged hikers reached the quiet and breathtaking top of the mountain.*

Use similes: e.g., the class was as calm as a quiet lake at dawn.

Use prepositions of location: on the right, next to, near, across.

Example: The teacher's desk was located in the front corner of the room, away from the door.

Parts of a descriptive paragraph

A descriptive paragraph consists of three essential components: a topic sentence with a controlling idea that tells the reader what the topic is and why writing about it, supporting sentences that appeal to the senses (i.e., sight, hearing, smell, taste, and touch), and a concluding sentence that restates the topic sentence.

Example:

Niagara Falls, a popular destination for thousands of visitors each year, is a beautiful place. When you stand at the edge and look down at the 188 feet of white waterfalls, you feel amazed at the power of nature. The tree-lined river that leads into the falls is fast-moving, pouring over the edge of

the falls and crashing to the bottom in a loud roar. If you want to experience the falls close up, go for a boat ride. You'll come near enough to look up at the roaring streams of water flowing over the edge and feel the cool mist that rises as the water hits the rocks below. Seeing Niagara Falls is an unforgettable experience!



Topic sentence:

Niagara Falls, a popular destination for thousands of visitors each year, is a beautiful place.

Topic
about it?)

Controlling idea (why writing

Supporting sentence: Why is Niagara Falls a beautiful place?

Reason 1: When you stand at the edge and *look down* at the 188 feet of white waterfalls, you *feel* amazed at the power of nature. (**Sight and emotion**)

Reason 2: The *tree-lined river* that leads to the *fall* is *fast-moving*, *pouring over* the edge of the fall and *crashing* to the bottom in a *loud roar*. (**Sight and hearing**)

Reason 3: If you want to experience the *falls* close up, go for a boat ride. (**Sight**)

Reason 4: You will come near enough to *look up* at the *roaring streams* of water *flowing over* the edge and *feel* the cool mist that rises as the water *hits* the rocks below. (**Sight, sight, emotion, and touch**)

Concluding sentence:

Seeing Niagara Falls is an unforgettable experience. (It summarizes the effects of the feelings expressed in the supporting sentences)

Practice:

Activity 1: Describe the person in the picture, answering some of the following questions:

- Who is the person
- What does the person do?
- What does he or she look like?
- How does the person act — what is his personality like?



(Adaptyed from Zemach & Rumisek, 2003, pp.

27-28)

Activity 2: Refine and enhance the following descriptive paragraph written by a student.

My favorite place in this world is a spacious green field in my grandparents' hometown. I love this spot for its peaceful vibes that the white lily flowers bring, not to mention the delicate, colorful butterflies dancing cheerfully just in front of

it. An ancient oak tree stands proudly, challenging the stubborn, ranging squirrels. The children's playful sounds can be heard from afar, as a lively, calm river flows quietly.

Activity 3: write a paragraph describing any person, place, or thing you like. Use similes, adjectives, and prepositions of location to enliven the paragraph.

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At the edge of my grandparents' village, nestled between golden hills and quiet dirt paths, lies a beautiful green field—wide and open like a soft, welcoming blanket spread beneath the sky. All around, white lilies sway gently in the breeze, their petals as delicate as snowflakes resting on grass. Above the field, colorful butterflies dance in circles like floating petals in the wind, fluttering near the flowers and around an ancient oak tree standing proudly in the center, like a wise old guard watching over the land. From behind the tree, a calm river flows quietly, winding between smooth stones and under a small wooden bridge. In the distance, near a cluster of fig trees, the joyful laughter of children echoes gently through the air. It is a place where beauty rests in every corner, and peace settles in the heart like sunlight warming the skin.

Suggested paragraph:

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Lesson 7: Narrative Paragraph

A narrative paragraph tells a sequence of events in a way the reader feels he/she was there at the time of the event. It provides details of an experience in a chronological way and in the form of a story (Null, 1999).

Parts of a narrative paragraph

Topic sentence: It provides the background of the story, introducing the main character(s) and the events that will happen.

Tips: Use the past tense, use sequencers such as *next*, *after that*, *later*, and *eventually*.

Examples: Note that the transitions are in bold and the past tense is underlined>.

The happiest day in my life is the day I got the baccalaureate.

Supporting sentences: They tell the story by explaining the sequence of the events and giving sensory details such as how the writer felt.

I remember that I could not sleep the night before the results because I was very anxious.

The next day, I spent the whole day doing everything to keep myself busy, and I talked to no one.

After many hours, the time came to check the results on the website.

I logged into the website and started typing, but it did not work.

Suddenly, it started working and showed that I passed.

Immediately, I called my mother and told her.

Then, both of us were crying and hugging each other.

At that moment, I wished my father was there with us. He would have been so happy and proud.

Concluding sentence: It ends the story and shows what is important about the experience or what the writer has learned from it.

Example: It was a moment I will never forget for the rest of my life.



The happiest day in my life is the day I got the baccalaureate. I remember that I could not sleep the night before the results because I was very anxious. The next day, I spent the whole day doing everything to keep myself busy, and I talked to no one. After many hours, the time came to check the results on the website. I logged into the website and started typing, but it did not work. Suddenly, it started working and showed that I passed. Immediately, I called my mother and told her. Then, both of us were crying and hugging each other. At that moment, I wished

my father was there with us. He would have been so happy and proud. It was a moment I will never forget for the rest of my life.

The text was edited and improved with the help of ChatGPT

Practice:

Activity 1: Fill in the blanks below to write a narrative paragraph.

The first time I ever (cooked/ used a computer/prayed/drove a motor bike or car/wore make-up/ cut my hair, etc.) was a total disaster.

First, _____

Next, _____

Then, _____

Finally, _____

I had never been more (embarrassed, angry, excited, etc.) in my life!

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Activity 2: Choose one of the following topics and write a narrative paragraph.

Earliest memory

What I did last week

Last Eid Al-Fitr/Adha

First visit to the beach

Last vacation

First night away from home

First day of school/university

Activities adapted from Null (1999, pp. 19-20)

Lesson 8: Descriptive Narrative

One problem in writing is how to balance between telling events (actions) and giving details about a person, place, thing, or event. These writing techniques are called narrative and descriptive.

Examples:

Descriptive: The teacher looked intently at the student and frowned. He let out a loud, angry sigh and turned red.

Narrative: The teacher was furious with the student.

Description narrative:

Strategies for balancing narration and description

- Identify the actions that will tell the story.
- Decide which parts need description.
- Maintain the story's pace while creating a vivid image (i.e., describing settings and characters without slowing down the narrative).
- Alternate between actions and evocative descriptions.

Creativi, 2025, p.



(Creativi, 2025)

Example of a descriptive narrative paragraph

The top of the mountain revealed a vast expanse of green, filled with the freshness of blooming spring flowers. We walk happily, playfully running in all directions. An old tree stood nearby, its bent trunk resembling those dramatic trees seen in desert films—weathered yet proud. After some time, we sat down on the soft to rest and share the homemade tchaktchouka dish along with soda and other groceries, the peaceful silence broken only by the gentle clinking of forks and

quiet chewing as the atmosphere was wonderfully tranquil. Suddenly, a group of monkeys appeared on a distant rocky ledge; curious but wary, they watched us cautiously before disappearing into the cliffs. From the mountain's summit, we looked down at the vast town, which featured colorful houses alongside others made of brick. The streets of the town resembled snakes dancing and zigzagging between the houses and bushes. We began playfully yelling as loudly as we could, listening to our harsh sounds echo off the mountains and swiftly return to us. It was the most amusing and unforgettable hiking day I have ever had.

Author's data enhanced through AI tools

Practice:

Think and do:

Think of a memorable moment from your life.

- Jot down the actions that happened in that memorable experience.
- Jot down sensory details that made that moment vivid.
- Write down a simple paragraph.
- Include setting, characters, and actions.
- Use the past simple.
- Incorporate sensory and vivid descriptions to describe setting, character, and events.

Pair work:

- Students correct each other.
- Every student revises the paragraph in accordance with the feedback provided by his/her peer.

Sharing:

- Every student reads his/her paragraph in open class.
- Peers discuss the presenters' productions and further give them feedback for improvement.

Reflection:

The happiest day in my life is the day I got the baccalaurate. I remember that I could not sleep the night before the results because I was very anxious; my mind was spinning with thoughts, and I kept turning from side to side in bed. The next day, I spent the whole day doing everything to keep myself busy—I cleaned my room, watched random videos, even tried reading, but nothing could calm me—and I talked to no one. After many long hours filled with tension, the time came to check the results on the website. I loaded into the website and started typing, my fingers shaking slightly, but it did not work, and my heart dropped. Suddenly, the screen refreshed, and it said: "Surviving and thriving that I passed. I froze for a second, unable to believe it, then immediately, I called my mother and told her the news. Then, both of us were crying and hugging each other tightly, tears of joy streaming down our faces. At that moment, I wished my journey were over with so ... He would have been so happy and proud, and I could almost hear his voice in my head. It was a moment I will never forget for the rest of my life.

Suggested sample paragraph:

- Compare your paragraph to the sample paragraph provided below and think about how you could enhance your own.

Lesson 9: Expository Paragraphs

An expository paragraph explains a topic, giving information and details to support that topic.

Constituents of an expository paragraph

Topic sentence: A topic sentence introduces the topic, provides explanations, and offers categories used to explain the issue (Gates, 2025).

Example: *A review of the students' written productions shows that most students have a problem in correctly using capitalization and punctuation.*

This topic sentence presents the topic and provides the categories to be explained.

Body sentences: Supporting sentences serve to support the topic sentence by giving explanations and providing examples. Additionally, they present explanations in a logical and coherent manner.

Example: *Most teachers reported that 80% of students in the first year struggle with problems of capitalization, while 77% have difficulties with punctuation.*

Note that the topic sentence is followed by strong facts in the form of statistics to support the main idea and set the stage for more explanations.

Concluding sentence: The concluding sentence wraps up the paragraph, showing “a sense of closure and finality to the clarification of the paragraph” (para. 3, 2025).

Example: *In conclusion, capitalization and punctuation are the basic challenges in mastering writing.*

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Sample paragraph:

A review of the students’ written productions shows that most of them have problems in correctly using capitalization and punctuation. Most teachers have reported that 80% of the students in the first year struggle with problems of capitalization, while 77% have difficulties with punctuation. One common issue is that students frequently misuse capital letters, especially at the beginning of sentences. Additionally, most students ignore the punctuation rules, thereby using commas carelessly and creating run-ons. These punctuation and capitalization problems reduce the clarity of writing, making it challenging to read and understand. In conclusion, capitalization and punctuation are the basic challenges in mastering writing.

Practice:

Write an expository paragraph about your favorite movie or book, paying special attention to why a certain book or movie is your favorite. Be sure to briefly but adequately summarize the movie or book in order to provide a concise and comprehensible explanation. Additionally, be sure to use concrete details and examples to explain why you enjoy the book or movie you are writing about. Simply summarizing the plot will not explain to the reader why the book or movie is entertaining to you.

(Gates, 2025, para. 3)

Lesson 10: Division Paragraphs

An expository essay by division divides a single topic into subtopics and then discusses each of them separately.

Characteristics of a division paragraph:

- One topic
- Two sub-parts or more
- Separate explanations
- Relationship of parts to each other
- Relationships of parts to each other

Unlike classification paragraphs, division paragraphs talk of one item and divide it into sub-parts, which constitute a whole. For example, a classification paragraph/essay might talk of different types of planes, while a division paragraph/essay might discuss the different parts of a plane (Writing Center and Grammar Hotline of Tidewater Community College, n.d.).

Parts of a division paragraph:

Topic sentence: It announces the item to be divided and what principle to be used for division.

Example: A personal computer can be divided into three parts based on its functionality: the central unit, the keyboard, and the monitor.

Supporting sentence: They identify the different categories of the main topic and the differences between them.

Example: The central unit processes information and stores data.

Concluding sentence: It explains how the subcategories are related to each other and how the division is important.

The central unit, monitor, and keyboard have different functions but work harmoniously to enter input, process it, store it, and display it.

Useful transitional phrases:

can be divided	is a kind/type/part of
can be classified	falls under
can be categorized	is related to/associated with

Sample division of a paragraph:

A personal computer can be divided into three parts based on its functionality: the central unit, the monitor, and the keyboard. The central unit processes information and stores data. Additionally, it coordinates all hardware components and executes instructions. The monitor, on the other hand, displays input such as text, images, and videos. Finally, the keyboard serves to enter input and give instructions. The central unit, monitor, and keyboard have different functions but work harmoniously to enter input, process it, store it, and display it.

Practice: Choose one of the following topics and write an expository division essay.

- Parts of a smartphone (screen, battery, processor, etc.)
- Parts of an inquiry letter (opening, body, and closing)
- Components of a classroom (teacher, students, teaching materials)
- Parts of a meal (appetizer, main course, dessert)

Suggested model paragraph:

Conventional meals are composed of three phases: appetizer, main course, and dessert. Appetizers—also called starters—are small dishes served to stimulate the appetite. The main course is the most important part of the meal, typically including filling dishes such as meat and vegetables. Dessert is the final part of the meal and is often the most satisfying, as it includes sweet items such as fruit, yogurt, or cake. These three parts are arranged to provide a balanced, enjoyable dining experience that moves from light and savory to rich and sweet.

Lesson 11: Comparison and Contrast Paragraphs

A compare-and-contrast paragraph discusses how similar or different people, places, or things are. Comparison paragraphs focus solely on similarities, while contrast paragraphs highlight differences.

Examples of comparison paragraphs: *Both London and Paris provide high-quality life.*

Example of contrast paragraph: *Although both cars and trains are popular means of public transportation, cars are far more comfortable.*

Comparative structures:

and	Lina and Lia are smart.
both	Both of exams are difficult.
both...and	Both students and teachers are going on vacations.
also	Commercial facilities open on Ramadan nights. The post office also opens in big cities until midnight.
too	Linda is planning to go to Egypt, and Leila is, too .
neither...nor	Neither Kelly nor Denis attended the lecture.
the same as	Oh, no! These shoes are the same as the ones you turned down in the last shop.
as...as	The room was as hot as a furnace.
likewise	The actor fell from the stage. Likewise, the cameraman stumbled over the wires.

Complete these sentences with phrases from above.

- The architecture of some modern government buildings is the type of construction used hundreds of years ago.
- In recent years, new technology such as mobile telephones has made life more convenient., the Internet has made a wide variety of information available to everyone.
- the rivers the lakes are clear and beautiful.
- The capital city is just modern the cities in many other countries.



(Zemach & Rumisek, 2003, p. 42)

Contrastive structures:

adjective + er + than	My son is taller than me.
but, while, though	I enjoy browsing on the web, but/while/though my wife prefers watching TV.
not the same as	This computer is not the same as the one you lent me last time.
not as ...as	The teacher is not as strict as he appears.

different from	writing a handout is different from writing a book.
in contrast	The landscape is green in the northern part of the country. In contrast, it is dry and brown in the south.
however	Europe provides a good life quality for immigrants. However, its culture is completely different from theirs.
on the other hand	Cyndi loves indoor leisure activities. On the other hand, I like outdoor activities.

Complete these sentences with phrases from above.

- Some tourists enjoy going on organised tours, many other tourists prefer travelling on their own.
- The two books are very each other.
- The cost of studying in a college or university in Britain is very high., in many other countries, the cost is much lower.
- Changes in technology are occurring quickly in the past.

(Zemach & Rumisek, 2003, p. 42)

Practice:

Activity 1: Read the following paragraph and answer the questions.

Sample comparison contrast paragraph: Superman and Batman

Both Superman and Batman are heroes, but only one is truly a superhero, and taking into account their upbringing, motives, and criminal targets, that is Batman. Upbringing was not gentle for either. Superman came from Krypton, a planet that was about to self-destruct. His parents sent him as a baby on a spaceship to Earth. There he would be adopted by an ordinary farm family. His adoptive parents named him Clark Kent and raised him well. In the same generation, far away in Gotham, Bruce Wayne, the future Batman, was born to a happy, wealthy family. Tragically, his parents were killed in his presence during a robbery. He inherited the family wealth and was raised by the house servant. Those very different backgrounds provided Superman and Batman with powerful but different motives for fighting crime. Superman was programmed in his space capsule to know about the forces of good and evil on Earth and to

fight the bad people. Unlike Superman, Batman learned from experience. Both have gone on to fight many bad people, but each one has a special enemy. For Superman, it is Lex Luthor, who has studied Superman and knows all about him, even his outstanding weakness—the mineral Kryptonite. For Batman, it is the Joker, who, as a wicked teenager, was the thief-murderer of his parents. Many spectacular battles have ensued for both crime fighters, and one has reached the top in his profession. Superman offers overwhelming physical strength against crime, but Batman displays cunning and base passion. As he strikes fear in the hearts of the wicked, he's not just winning; he is getting even. Most people would cheer Superman on. However, they would identify more with Batman, and he is the superhero. Adapted from: Brandon & Brandon (2008, p.282)

1. Identify the topic sentence.
2. Take out the comparative and contrast phrases.
3. Fill in the following table with the similarities and differences between Superman and Batman.

Similarities	Differences
-	-

4. Spot the concluding sentence.
5. Rewrite the topic and concluding sentences for the paragraph.

Activity 2: Choose one topic and write a comparative contrast paragraph.

City life versus country life

Living at home versus living on the campus

Online classes versus in-person classes

Eating at home versus eating at the restaurant

Owning a car versus using public transportation

EBooks versus hardcopy books

Public school versus private school

Lesson 12: Cause/Effect Paragraph

Cause and effect paragraphing is an effective technique for writing paragraphs. It talks about the reasons that cause a certain problem or phenomenon and then discusses the effects of the situation. However, it is not enough to state cause and effects; we should also show the relationship between them.

Types of cause and effect paragraphs

Many causes with one effect: e.g., three reasons with one effect

One cause and many effects

One cause and one effects

A chain of causes and effects

A chain of causes and one effect

Structure of a cause-effect paragraph

Topic sentence: State that x , or x and y , or x , y and z were the cause(s) for the event (effect).

Supporting sentences: Use evidence and commentary to describe the process of how these causes, x , y , and z led up to the effects.

Concluding sentence: In the paragraph's conclusion, describe the resulting effect(s).

Sample cause and effect essay:

I returned to college for several reasons. For one, I struggled to pay bills and feel job satisfaction laboring at a minimum-wage job. Due to not graduating from college, I was limited in my job and career options. Another factor was my sister encouraged me to go back to college; she continually nagged me to go and even offered to help me pack my belongings and travel cross-country to college. Finally, given that my grandfather provided housing rent-free, I could also afford to return to college. For these reasons, I was able to go back to college and complete my bachelor's degree. (Brownell, 2007, para. 4).

Words emphasizing causes: because, since, due to, owing to, given that, seeing that

Words emphasizing effects: as a result, for, thus, consequently, therefore, accordingly

Cause and Effect Relationships:

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1. **Cause:** The writer struggled to pay bills and felt unsatisfied with their minimum-wage job.
Effect: This financial and emotional dissatisfaction motivated the writer to consider going back to college to improve their job prospects.
2. **Cause:** Not graduating from college earlier.
Effect: This limited their job and career options, reinforcing the need to return to college for better opportunities.
3. **Cause:** The writer's sister encouraged them persistently—even offering to help with packing and travel.
Effect: Her support and insistence pushed the writer to take action and make the decision to return to college.
4. **Cause:** The writer's grandfather provided free housing.
Effect: This reduced financial burden made it more feasible to return to college.
5. **Combined Causes:** Job dissatisfaction, limited opportunities, sister's support, and free housing.
Overall Effect: These factors together enabled and motivated the writer to return to college and ultimately complete their bachelor's degree.

Practice:

Activity 1: Write topic sentences for cause and effect paragraphs by using the topics given. The topics given can be either cause or effect. Write your effective topic sentence in the space provide. The first one is done as an example.

Example:

1. **Topic:** air pollution

Effect-cause topic sentence: Air pollution arises from many causes.

Or **cause-effect topic sentence:** Air pollution affects our health and earth's atmosphere.

2. Topic: traffic jam in Algiers

Effect-cause topic sentence :

Cause-effect topic sentence :

3. Topic: water pollution

Effect-cause topic sentence:

Cause-effect topic sentence:

4. Topic: migration of rural people to towns.

Effect-cause topic sentence:

Cause-effect topic sentence:

5. Topic: drug addiction among teenagers:

Effect- cause topic sentence:

Cause-effect topic sentence :

Exercise 2.

Directions: The following sentences are effective topic sentences for cause/effect paragraphs. Each is accompanied by additional details. Write at least two or more major support sentences for each of them in the

spaces provided by using the additional details given. The first one is done as an example.

Topic sentence: There are two main causes that contribute to skin cancer.

Additional details: 1. excessive exposure to sunlight
2. exposure to toxic substances

Major support sentence 1: The most common cause of skin cancer is excessive exposure to sunlight.

Major support sentence 2: The exposure to toxic substances is another cause that causes this disease.

Topic sentence: Deforestation affects the weather and environment.

Additional details: 1. the high level of carbon dioxide
2. topsoil washed away

Major support sentence 1. _____

Major support sentence 2. _____

Topic sentence: The decline in the number of elephants is due to three main causes.

Additional details : 1. illegal hunting of elephants
2. the destruction of elephants' habitats.
3. very slow rate of reproduction

Major support sentence 1. _____

Major support sentence 2. _____

Major support sentence 3. _____

Adapted from Ramkhamhaeng University (n.d. pp. 134-135)

Lesson 13: Basic Essay Structure

Introduction

An essay comprises three parts, which are introduction, body, and conclusion. The introduction contains a hook in the form of a statistic, an example, a definition, a quotation, or a brief story, etc. Then, background information follows to further narrow down the topic. After that, a thesis statement is provided. The latter is a concise statement that presents the main argument or idea.

Examples

Hook: Four out of ten teenagers are reported to be addicted to drugs.

Background: This not only affects the physical and mental state of teenagers but also disrupts families.

Thesis statement: Understanding the causes, consequences, and potential solutions to youth drug addiction is essential in order to protect future generations.

Body: The body must be one or more paragraphs.

First body paragraph:

1. Topic sentence: *One of the primary causes of youth drug addiction is peer pressure.*

2. Support this point through examples and explanations: *Many teenagers imitate their peers and friend or are already using it.*

3. Link this major point to the thesis.

Second body paragraph:

1. Topic sentence: *The consequences of drug addiction among young people are severe and far-reaching.*

2. Supporting sentences: Supports this point through examples and explanations: *Physically, drug use can lead to serious health issues, including organ damage, weakened immunity.*

3. Link this major point to the thesis. (You can also transition to the conclusion.)

Conclusion: Rewording the thesis statement, using transitions such as ‘in conclusion,’ or ‘in sum’ etc., repetition of body paragraph major thoughts, and final thought.

Sample Paragraph:

A curious scientist peers through the windows of student residences or apartments in Bowmanville, Moose Jaw, or Abbotsford to find out what young

people are doing in their leisure time. What does she see? Chances are, a group, eighteen to twenty-five, amusing themselves in front of a computer screen. Their parents' generation enjoys solitary relationships with their computers, but the "iGeneration," who grew up with computers, interacts in groups with their technology. Today's youth has an ingenious new use for the computer, as the hub for group entertainment, social interaction, and group multitasking.

One asset the "social computer" brings to a gathering is its helpfulness with choosing entertainment. The computer helps people make decisions and reach compromises easily and quickly. Suppose some friends decide to watch a Harry Potter marathon. What happens when, an hour into the first movie, three out of five people get bored? No need for bad tempers or arguments because any number of entertainment options are only a few mouse clicks away. Some may be happy to watch online cartoons or TV show episodes on YouTube, or everyone could just as happily enjoy an hour or two of gaming with EVE. Friends can play or watch in twos or as a group, but any choice starts conversations and friendly competitions. People reach quick decisions and compromises when they control their choices and have lots to choose from.

Another reason the computer is a welcome guest is its ability, once it is happily online, to challenge and interact with others. It is made for a generation that enjoys testing itself and expects quick feedback. The Internet is ready to serve individuals and groups with personality and IQ tests, trivia sites, and quizzes. Instead of gossiping, friends can see who knows more about the original cast of DeGrassi Junior High or torment each other with facts about quantum physics. Quizzes encourage interaction between people and the computer, and between the people themselves. Friends challenge themselves, compare their results, and learn more about one another as part of an evening's fun.

Ultimately, though, the most interesting reason computers are such regular guests is how similar they are to their owners. Computers and young people are both multitaskers; they are comfortable doing several things at a time. While watching the latest Drake or Suuns video, people program the evening's music, check out Facebook or Twitter, print movie or sports schedules, and text friends. Other groups play games, chat with players on the other side of the world, and compare scores on another site. Such social multitasking allows everyone in the room to share the same overall experience while individuals or pairs of people pursue interests of their own.

Younger generations and computers adapt well to each other; they are constant companions. The computer offers passive entertainment or active participation, and always gets along well with its human friends. When it is time to play, the “social computer” is ready for any occasion. Perhaps humans and technology will live happily ever after.

Read the above essay and answer the following questions:

1. Identify the hook in the introduction.
2. Identify the thesis statement.
3. Identify the topic sentences and the supporting ideas for each paragraph.
4. Explain the function of the conclusion in this essay.

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Conclusion

This handout has guided students through the basic writing steps, moving them from word to essay writing. We began with the parts of speech (such as nouns and verbs) that form the basic building blocks of writing. Then, we explored how to construct correct sentences and vary their types to express different ideas and thoughts. With this knowledge about sentence construction (i.e., correctly connecting words, phrases, and clauses), we moved to paragraph writing to discuss the basic organization of paragraphs. Finally, by learning paragraph types and structures, as well as the mechanics of language such as capitalization and punctuation, we introduced essay writing as a first step for a depth study of essays in the second year.

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