

**LESSON 01:**  
**Writing & Grammar Skills - PART 01**

**PREPARED  
BY**

**Debouza Abdelouahab**

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## Part 01

### Writing Skill: 'Writing a topic sentence'

- When you write a paragraph, you need your **main idea** to be clear.
- One way to make sure your main idea is clear is to start your paragraph with a **topic sentence**.
- The **topic sentence** introduces the **topic or subject** of the paragraph.
- It also gives the **controlling idea**, which is what you want to say about the topic.

*Example:*

- Social networking sites (topic) are **popular because people are social** (controlling idea).
- Social networking sites (topic) are **a waste of time** (controlling idea).
- Writing a **topic sentence** is an **important part of making your writing clear**.

### EXTRA:

#### GRAMMAR: Simple present and Present continuous

- Use the **simple present** for **habits** and **routines**.

*Example:*

- I usually **buy** well made clothes (habit).
- I usually **check** my email every morning (routine)

- Use the **simple present** for **factual information**.

*Example:*

- Trendy jeans **cost** over 100 dollars (factual information).
- Over 5000 teenagers **download** songs from that website (factual information).

- Use the **simple present** for **states** and **conditions**.

*Example:*

- I **have** my own fashion style (state verb, not action verb).
  - **have** = **possess**
- I **know** a lot about computer games (condition, state).
  - **know** = **experience**

- Use the **present continuous** for **activities in progress** or **happening at the present moment**.

*Example:*

- George **is checking** his email right now (activity happening at the present moment).
- **Are you downloading** music at home? (Activity in progress).

- Use the **present continuous** for activities that are in progress, but not happening at the exact present moment.

*Example:*

- People **are checking** email on their phones these days (activity in progress, not exactly now).
- Are teenagers **buying** expensive jeans? (activity in progress, not exactly now).

## Part 02

### Writing Skill: 'Free writing'

- *Free writing* is a good way to *brainstorm ideas* before you write.
- In *free writing*, you write down all your thoughts about a topic or question.
- Freewriting is a good strategy for many kinds of problem solving, whether at work, in class, or at home.
- Freewriting helps think freely and creatively. Here are some tips for freewriting.
  - Write down every idea that comes to you for 5 or 10 minutes.
  - Don't worry about whether an idea is a good one or not.
  - Try to stay focused and write only about your topic.
  - Look at your ideas.
  - Choose the best ideas to develop for your writing

### EXTRA:

#### GRAMMAR: Conjunctions

- Conjunctions are words that join other words, phrases, or sentences.
- The words ***and***, ***but***, ***or***, and ***so*** are conjunctions.
- Use ***and*** to add information to a sentence, or to join two sentences that are similar. Put a *comma* before *and* when it joins two sentences.  
*Example:*
  - It was cold ***and*** windy today.
  - I called George, ***and*** he told me what happened.
- Use ***or*** when combining ideas or sentences when there is a choice or more than one possibility. Put a *comma* before *or* when it joins two sentences.  
*Example:*
  - Do you want ice cream ***or*** cake for dessert?
  - We could take the train to Madrid, ***or*** we could drive.
- Use ***but*** to join two contrasting ideas or sentences. Put a *comma* before *but* when it joins two sentences.  
*Example:*
  - It's sunny ***but*** cold today.
  - Monica liked the book, ***but*** she didn't like the movie.
- Use ***so*** to show a result. Put a *comma* before *so*.  
*Example:*
  - It was raining, ***so*** we didn't go to the beach.
  - The bus was late, ***so*** I walked.

**LESSON 02:**  
**Writing & Grammar Skills - PART 02**

## Part 01

### Writing Skill: ‘Supporting your main idea with examples’

- When you write a paragraph, you need to support your main idea.
- One way to support the main idea is with *examples*.
- Examples will make your ideas clear to the readers.
- Writers often introduce their examples with the phrase *for example* and *for instance*,

Example:

- My advice is to know good topics of conversation. For example, you can talk about travel, food, music, or sports.

### EXTRA:

#### GRAMMAR: Subject – verb agreement

It is important to make sure that the subject and verb in a sentence agree.

- Use the *singular form* of the verb with *singular* subjects.  
*Example:*
  - My **aunt** (subject) always **speaks** (verb) in a very loud voice.
  - The **cake** (subject) **is** (verb) delicious.
- Use the *plural form* of the verb with *plural* subjects.  
*Example:*
  - **Articles** (subject) about business etiquette **are** (verb) very useful.
  - My **cats** (subject) **eat** (verb) twice a day.
- With *there is/there are*, the subject comes after the verb.  
*Example:*
  - There **is** (verb) a lot of **information** (subject) on the internet about manners.
  - There **are** (verb) fifteen **students** (subject) in my class.
- Remember that some *plural nouns* do not end in *-s*. For example, people, children, police.  
*Example:*
  - **Children** (subject) **learn** (verb) manners from their parents.
  - **People** (subject) **use** (verb) the internet frequently.

## Part 02

### Writing Skill: ‘Writing an opinion paragraph’

- In an *opinion paragraph*, you give your ideas about a topic.
- Writers often introduce their *opinions* with these phrases.
  - *I (don't) think (that)*
  - *I (don't) believe (that)*
  - *In my opinion*
  - *I feel (that)*

Examples:

- **I do not think** that it is fair that for poor teams to compete against wealthy teams.
- **I believe that** players should not be permitted to break the rules.

**Note:** Phrases that introduce your opinion (I believe that, I think that) can make your opinion sound more polite.

In an *opinion paragraph*, you want to make the reader agree with your opinion, so you need to support your opinion with **reasons** and **supporting details**, or **examples**.

Example:

*Wealthy teams (topic) can sell tickets at high prices (controlling idea) because fans want to see the top players in action (reason1). Second, television stations pay the teams to broadcast their games (reason2). Third, large companies give support to the best teams (reason3).*

*Note: Reason1, reason2 and reason3 are also supporting details.*

Your paragraph should end with a strong **controlling sentence**. Your concluding sentence should restate the topic of your paragraph and your opinion about it.

Example:

*For these reasons, I believe that using the prosthetic limbs is unfair. I feel strongly that money creates an unfair advantage in sports.*

### **EXTRA:**

#### **GRAMMAR:** Modals

One way to give your opinion is to use **modals** *should*, *should (not)*, and *ought to*.

Example:

- Professional athletes **should have** lower salaries.
- Coaches **ought to follow** the rules.
- I believe that disabled athletes **should not compete** against able-bodied athletes.
- Note that ***ought not*** is rarely used.

To make a very strong statement of your opinion, you can use ***must*** and ***must not***.

Example:

- Officials **must allow** disabled athletes to participate in the Olympic Games.
- We **must not** let sports be unfair in our schools.

**LESSON 03:**  
**Writing & Grammar Skills - PART 03**

## Writing Skill: ‘Describing a process’

- When you write a **process**, you describe how to do something step-by-step.
- First, you write a topic sentence that states what the process is.
- Then you explain each step clearly.
- Use **time order** words to help guide your reader.
- *Time order words* usually come at the beginning of a sentence and are followed by a comma.
- Note that *then* is not followed by a comma.

first      next      then      later      after that      finally

Example:

- **First**, turn on your computer.
- **Then** go to our website.

Use these *time order* words to link two steps in a process

when      while      as soon as      before      after

Example:

- **Before** you download the program, read the directions.
- **While** the program is downloading, you can check your mail.

## Extra

### Grammar: Comparative and superlative adjectives

**Comparative adjectives** describe the difference between two things.

For adjectives with one syllable, use **adjective + er**. That often follows comparative adjectives.

Example:

- tall → taller
- safe → safer
- big → bigger

If an adjective ends in one vowel and one consonant, double the consonant, as in big → bigger. If the adjective ends in **-e**, just add **-r**.

For most adjectives with two or more syllables, use **more + adjective**.

Example:

- common → **more** common
- traditional → **more** traditional

For two-syllable adjectives that end in **-le**, add **-r**. For example: simple → simpler



**LESSON 04:**  
**Writing & Grammar Skills - PART 04**

## Part 01

### Writing Skill: ‘Using sentence variety’

- When you use different types of sentences, it makes your writing more interesting to read.
- When you write, it’s important to use different types of sentences.

Here are some ways to improve your **sentence variety**.

- Use long and short sentences
- If you have too many short sentences, combine two sentences into one with a coordinating conjunction (*and, but, or, so*).
- Use questions and imperatives (the form of a verb that you use when you are telling someone to do something – example: come here, come=imperative).

Examples:

- Perhaps Grandpa has a point. In our modern world, when something wears out, we throw it away and buy a replacement.
- Products are plentiful and prices are low, so we would rather buy something new than repair it.
- Why should we use cloth kitchen towels? It is easier to use paper towel once and toss it out.

### EXTRA:

#### GRAMMAR: Future time clauses

- A **future time clause** is a dependent clause that can be added to a main clause to talk about a future event.
- Future time clauses begin with a conjunction like *when, as soon as, after, before, or not...until*.

Examples:

- I’ll recycle this bottle **when** it’s empty.
- I’m going to change my TV **as soon as** I have enough money.
- Mark will take out the garbage **after** he cleans the kitchen.
- I’ll let you know **before** I throw those books out. You might want some of them.
- I won’t buy a new camera **until** this one breaks.

## Part 02

### Writing Skill: ‘writing a narrative’

A **narrative** is a story on a description of an event. The following are important elements in a narrative.

- When you write a narrative, include a description of the **setting**. It should be clear *when* and *where* the story occurs.

- Show a clear **sequence** (*the order in which things happen*). Use time order words to make the story sequence clear to your readers.

Example:

- **After** lunch, I was very sleepy, so I decided to close my eyes.
- **When** I woke up, it was dark outside and everyone was gone.

- Include **sensory details** that describe what your characters *see, hear, feel, smell, and taste*. *Descriptive words* will help the reader visualize and experience the narrative.

Example: The hot soup smelled strongly of pepper and onions, reminding him of home.

### **EXTRA:**

**GRAMMAR:** Simple past and past continuous

- Use **simple past** to describe a single completed action or a series of completed actions in the past.

Example:

- I **bought** the new novel by my favorite author yesterday.
- Barbara **drove** home, **unloaded** her car, and **made** a cup of coffee

- Also use the simple past to describe a habitual or repeated action in the past.

Example:

- Last summer, I **went** to the movies every weekend.
- I **sent** Mary three emails, but she never replied.

- Use the **past continuous** to emphasize the duration of an action in the past.

Example:

- I **was talking** on the phone for hours last night.
- My brother **was acting** strangely last night.

If a past event was interrupted by another event or series of events, use **while** or **when** with the *past continuous* for the interrupted event. Use the simple past for the event or events that interrupted it.

Example:

- Mary **left** the room **while** the storyteller **was still talking**.
- **When** I **was studying** in Korea, I met many interesting people.