

**YDYO KISMİ İNGİLİZCE HAZIRLIK SINIFLARI WRITING DERSİ İÇERİĞİ**

**WRITING  
BOOKLET  
-A1-**

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# UNIT 1

## 1A. Starting Writing

There are many reasons to improve your writing skills in English. Perhaps you need to reply to emails at work in English or take an English language exam, for example, TOEIC or IELTS. Or maybe you need to write essays in English for university, write letters to English friends or relatives or you might want to start writing a blog in English!

Whatever the reason is that you need to improve your English writing skills, you will need to work hard. Good writing skills in English is not very easy to have.

### 10 tips to help you improve your English writing skills:

#### 1. Write in English every day

This is the most important tip to improve your writing skills in English. For example, you can start writing a diary, you can write a few lines of a story each day or you can write emails to your friends in English.

#### 2. Ask someone to check your writing

You can ask your teacher to check your writing for you. Or why don't you ask a friend or relative? They will be happy to help!

#### 3. Improve your vocabulary

If you read books, newspapers or magazines in English, you will learn many new words and common English idioms.

#### 4. Use a dictionary

It is actually a great way to improve your vocabulary and practise words and phrases.

#### 5. Check your writing carefully

After you write, always read it again. You will see a few mistakes. Remember to check the spelling, grammar and vocabulary.

### **6. Write about different topics**

It is a good idea to find different topics to write about. It improves vocabulary and it is more interesting. Write about the things you read or watch.

### **7. Do your homework**

It is really important to do all your homework. Your teacher knows your level of English and s/he helps you to improve writing skills (e.g. vocabulary, spelling, grammar).

### **8. Write to your friends**

There are many ways to do this: using social media (Facebook, Twitter etc.), sending emails, writing text messages, chatting on Skype etc. You can correct each other's mistakes!

### **9. Write a blog**

Writing a blog is a great way to practise writing in English. Set yourself a goal (e.g. upload one blog article a week) and start writing! You can write about absolutely anything and you can even help or entertain a reader.

And finally...

### **10. Don't be afraid to make mistakes!**

Students normally make mistakes. And they sometimes don't do English writing because they make mistakes. At the beginning, write more and make mistakes. Then, when you write more, you will make less mistakes.

**Good luck and happy  
writing!**

## 1B. From Sentence to Paragraph

### 1. What is a Sentence?

A **sentence** is a group of words that expresses a complete thought. The words in a sentence are in a special order.

#### Examples:

- Joe likes basketball.
- The weather is cold today.
- Brazil is a large country.
- I do not like coffee.

**A. Unscramble the words below to make correct English sentences. The first one has been done for you.**

is not / very big / my family /. **My family is not very big.**

1. only four people / there are /.

.....

2. I / two cats / have /.

.....

3. Mike / my father's name / is /.

.....

4. have / I / one brother /.

.....

5. very much / I / my family / love /.

.....

6. Costa Rica / where / is / ?

.....

7. there / go / many tourists /.

.....

8. in the world / the most beautiful / it / country / is /.

.....

## 2. The Parts of a Sentence

### 2.1. The Simple Sentence

Every English sentence must have a subject and a verb. A simple sentence has one subject-verb combination. Sometimes there is a noun or pronoun object and/or other information after verb.

#### Simple Sentence: S+V

	<b>Subject</b>	+	<b>Verb</b>	+	<b>Object</b>	+	<b>Other Information</b>
a.	Maria		goes				to piano class every day.
b.	She		plays				extremely well.
c.	Maria		practices				for three hours.

#### Simple Sentence: S+V+O

	<b>Subject</b>	+	<b>Verb</b>	+	<b>Object</b>	+	<b>Other Information</b>
a.	Maria		plays		the piano		well.
b.	She		practices		the piano		every day.
c.	Maria		likes		classical music		a lot.
d.	She		enjoys		listening		to German music.

- Some verbs, such as go and arrive, can never have an object after them. (These verbs are called intransitive verbs.)
- Some verbs, such as like and enjoy, must have an object after them. (These are called transitive verbs.)
- Some verbs, such as play and practice, can have an object or not have an object.

### 2.2. Subjects, Verbs and Objects

#### Subject

The subject is the person or thing that does the action. The subject comes before the verb.

#### Examples:

- My brother lives alone.
- Jack can speak French.
- A butterfly does not live long.
- This salad is delicious.

## Verb

The verb is usually the action word in the sentence. The verb comes after the subject. Examples of verbs are *go, speak, write, swim...* Some verbs do not have much action. Examples are *be (am, is, are, was, were), like, want, need...*

### Examples:

- She likes pizza.
- Mary goes to school every day.
- Bill works at a bank.
- Our house is blue.

## Object

The object is the thing or person after the verb. The object answers the questions **Who?** or **What?** The object is the thing or person that receives the action of the verb.

### Examples:

- They eat hamburger every day.
- She likes rock music.
- Jack has a car.
- He plays football every day.

**B. Read these sentences about making tuna salad. Underline each subject and verb, and then write S (subject) and V (verb). The first one has been done for you.**

1. Tuna salad subject is verb easy to make.
2. The ingredients are simple and cheap.
3. Two ingredients are tuna fish and mayonnaise.
4. I also use onions, salt, and pepper.
5. First, I cut the onion.
6. Then I add the tuna fish and the mayonnaise.
7. Finally, I add some salt and a lot of pepper.
8. Without a doubt, tuna salad is my favorite food.

### 3. Fragments: Checking for the Subject and the Verb

Every sentence should have a subject and a verb. A sentence without a subject or without a verb is called a fragment.

**Incorrect:** John is my brother. Works at Ames Bank in Miami. (no subject)

**Correct:** John is my brother. He works at Ames Bank in Miami.

**Incorrect:** Many Japanese people a white car. (no verb)

**Correct:** Many Japanese people have a white car.

In writing, fragment is a serious mistake. When you write your sentences, check each of them to make sure that there is a **subject** and a **verb**.

### 4. Commands

In command (imperative) sentences, the subject is “*you*”. But, the word “*you*” isn’t stated.

**Examples:**

- Open the door now!
- Do not say that word!

**C. Read each group of words. Write F for fragment and S for full sentence on the line. If it is a fragment, define what the problem is. The first two have been done for you.**

1. ....S.... Billy Mitchell lives in a big apartment.
2. ....F.... My mother breakfast every morning. (no verb)
3. Is incredibly delicious.
4. Carol has a car.
5. They my cousins from Miami.
6. You a student.
7. Michael likes classical music.
8. Nancy and Jeanine very best friends.
9. The girls play soccer after school.
10. I am from Colombia.

## 5. Into Paragraph

Connecting and ordering a group of words, we create a **sentence**. A group of sentences that tell about one topic or one idea is called a **paragraph**. In a paragraph sentences can't be in a list, one after one. But, they are ordered as a flow, connected to each other. (You will study much more on paragraphs later.)

**D. Read the paragraph and think about the missing words. Write "S" for Subject, "V" for Verb and "O" for Object to the blanks.**

### My Korean Friend

Jenhua \_\_\_\_\_(1) a high school student at the Tongnae college. \_\_\_\_\_ (2) lives in Pusan, but she \_\_\_\_\_(3) from a small town near Daegu. She \_\_\_\_\_(4) with her father and mother. She \_\_\_\_\_ (5) one brother and one \_\_\_\_\_(6). \_\_\_\_\_(7) is a doctor, and her sister \_\_\_\_\_(8) English literature at Pusan University of Foreign Languages. \_\_\_\_\_(9) wants to go to Korea. She \_\_\_\_\_(10) books too much, and she also likes \_\_\_\_\_(11).

**E. Use these words to complete the sentences. Remember that the Subject usually comes before the Verb in sentences.**

### My Korean Friend

Jenhua \_\_\_\_\_(1) a high school student at the Tongnae college. \_\_\_\_\_(2) lives in Pusan, but she \_\_\_\_\_(3) from a small town near Daegu. She \_\_\_\_\_(4) with her father and mother. She \_\_\_\_\_(5) one brother and one \_\_\_\_\_(6). \_\_\_\_\_(7) is a doctor, and her sister \_\_\_\_\_(8) English literature at Pusan University of Foreign Languages. \_\_\_\_\_(9) wants to go to Korea. She \_\_\_\_\_(10) books too much, and she also likes \_\_\_\_\_(11).

enjoys	sister	is (X2)	lives	sports	has	she	her brother	Jenhua	studies
--------	--------	---------	-------	--------	-----	-----	----------------	--------	---------



**NOTE: TITLE OF A PARAGRAPH**

A title gives you information about what is in a book, song, movie, or a paragraph. Here are some rules for a good title.

- A good title is usually **very short**.
- A good title is usually **not a complete sentence**.
- A good title **catches the reader's interest**. It tells the reader about the main topic, but it doesn't tell about everything in the paragraph.
- A good title follows special **capitalization rules**. The first letter of the first word is always capital. Only capitalize the first letter of important words in the title. Do not capitalize a preposition or an article if it is not the first word.
- A good title **doesn't have a period** at the end.

**F. Each of following titles has a problem in the list above. Write the following titles correctly.**

1. Today is the Best day of My Life

---

2. THE BEST BOOK

---

3. A Handbook For Students In Istanbul

---

4. The Search for Gold in California .

---

5. My Paragraph

---

6. A Good Student to Study at an English Department and Graduate

---

## 6. What is a Paragraph?

A paragraph is a group of sentences. All of the sentences in a paragraph are about one specific topic.

### 6.1. Format of a Paragraph

**My Ideal Vacation**

Title

Indenting

I have a dream to visit Alaska. The weather is beautiful there. I love cold weather. When the temperature is low, I have energy! I also want to visit Alaska because I love nature. Alaska is pure and natural. In addition, there are wild animals. Finally, I want to learn important information about the native people of Alaska. I hope to visit this wonderful state soon.

Margins

- **Title:** Center the title
- **Indenting:** Indent the first line 1 cm.
- **Margins:** 2.5 cm. margin from the edge of paper on both sides.

\*\*\* A paragraph has three main parts: the topic sentence, the body (supporting sentences), and a concluding sentence.

Topic Sentence

**My Ideal Vacation**

Supporting Sentences

I have a dream to visit Alaska. The weather is beautiful there. I love cold weather. When the temperature is low, I have energy! I also want to visit Alaska because I love nature. Alaska is pure and natural. In addition, there are wild animals. Finally, I want to learn important information about the native people of Alaska. I hope to visit this wonderful state soon.

Concluding Sentence

### 6.2. Topic Sentence

Every paragraph must have a good topic sentence. The topic sentence is usually the first or second sentence in a paragraph. It gives the main idea of the paragraph and tells the reader what the paragraph is about.

**\*\*\* Features of an Effective Topic Sentence**

- **A topic sentence is not a fragment. It is a complete sentence.**

Fragment: Smart phones for college students. (Incorrect)

Complete Sentence: Smart phones have several useful features for college students.

- **A topic sentence is not too general.**

Too general: Smart phones are good. (Incorrect)

Improved: Smart phones improve communication among friends.

- **A topic sentence is not a simple fact or specific detail.**

Too specific: Smart phones cost \$ 300. (Incorrect)

Improved: Smart phones are so expensive, so people should consider several factors before buying one.

**G. Read the paragraph and tick (✓) the best topic sentence.**

Topic Sentences	Paragraph
<input type="checkbox"/> A: It is summer and it rained yesterday.	..... It doesn't rain very often in summer or winter. The sun usually shines all day. In winter, it can get cold in the desert, but in summer it is hot in the desert and in the cities. I love hot weather.
<input type="checkbox"/> B: Our country is very big.	
<input type="checkbox"/> C: I like the weather in our country.	
<input type="checkbox"/> D: It can get to 50°C, for example.	

What is wrong with the other topic sentences? Match them to the problems.

Problems:	Topic sentence:
It is an example.	_____
It is not general.	
It is about something different from the other sentences.	

**H. Read each paragraph and the sentences below it. Then choose the best topic sentence.**

Make sure that the topic sentence gives the main idea for the whole paragraph.

**Paragraph 1**

**Summer Season**

..... I enjoy summer sports like water skiing and baseball. The weather is usually sunny and hot, so I go to the beach almost every day. Gardening is my hobby and I spend many summer days working in my garden. Unfortunately, the days pass too quickly in summer.

- a. I like gardening in summer.
- b. Summer is my favourite season.
- c. Summer is too short.

**Paragraph 2**

**Maria and Her Great Job**

..... I love seeing all the interesting things there. The city is big, exciting, and full of life. I always visit the Empire State Building and the Statue of Liberty. I also visit Chinatown. At night, I go to shows on Broadway. The food in the city is excellent, too. I truly enjoy New York City.

- a. I like seeing the Empire State Building and the Statue of Liberty.
- b. New York is a very big city.
- c. My favourite city in the world is New York City.

**Paragraph 3**

**Good Teachers**

..... First of all, good teachers are patient. They never rush their students. Good teachers explain things and their students aren't bored. Also, they are organized. They plan everything in every class. Good teachers are also encouraging. They help students understand the subject. Finally, good teachers are fair. They treat all the students the same. These are some of the most important qualities of good teachers.

- a. All good teachers are patient.
- b. Good teachers have special qualities.
- c. I like my teachers.
- d. Some teachers are good, but some teachers are not so good.

#### Paragraph 4

##### A Radio Station for Everyone

..... Radio station 97.5 FM plays Spanish music. For rock music lovers, there is Station 98.1. The music on Radio Station 101.3 is all jazz. Station 103.6 plays blues music during the day and jazz at night. Station 106.7 plays different kinds of music. Young people listen to Station 105.9 for dance music. Our city is certainly lucky to have so many kinds of music stations.

- a. This city offers radio stations for everyone.
- b. This city does not have any Spanish music stations.
- c. I do not like rock music very much.
- d. I like jazz a lot.

#### Paragraph 5

##### Today's World

..... For example, a person can have breakfast in New York, board an airplane, and have dinner in Paris. A businesswoman in London can instantly communicate with a factory in Hong Kong by sending a fax. Furthermore, a schoolboy in Tokyo can turn on a TV and watch a baseball game in Los Angeles.

- a. Airplanes have changed our lives.
- b. Developments in technology makes the world smaller.
- c. The fax machine was an important invention.

### 6.3. The Body of a Paragraph: Supporting Sentences

You have learned that a paragraph has three main parts: **the topic sentence**, **the body (supporting sentences)** and **the concluding sentence**. The body consists of sentences that give supporting information and ideas about the topic sentence. These sentences make up the body of the paragraph. Supporting sentences give information about the topic sentence. Therefore, it is important for *every* sentence to be related to the topic sentence.

Make sure that each sentence provides **support**, **details**, or **examples** for the ideas in the topic sentence. One mistake that many writers make is writing sentences that are not related to the topic sentence. Plan what your supporting information will be, and cut out any unrelated or unconnected ideas!

**I. Read the paragraphs and underline supporting sentences.**

There are many reasons I hate my apartment. The plumbing doesn't work properly and the landlord doesn't want to fix it. I also have noisy neighbours and I can't sleep all night. Furthermore, there are so many bugs in my apartment that I can start an insect collection. I really want to move.

**J. Read the two topic sentences below. Write the other sentences in order below the correct topic sentences.**

TS1: I like doing different kinds of sport.	TS2: Sport is good for you in different ways.
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

<b>Supporting Sentences</b>
A. So everyone should try to do sport because it is good for you.
B. I also like running and cycling in a group.
C. Firstly, you learn to work in a team, and it helps you to be more confident.
D. Sport also keeps you fit and healthy.
E. For example, I play basketball a lot, and I like it because I enjoy team games.
F. So you can see I enjoy many sports.

**K. For each set of sentences, write TS for the topic sentence and write SS for the supporting sentences.**

**Paragraph 1**

- \_\_\_\_\_ a. The first type of hotel is an airport hotel.
- \_\_\_\_\_ b. Many airport hotel guests are passengers of delayed or cancelled flights.
- \_\_\_\_\_ c. There are two types of hotels in major cities.
- \_\_\_\_\_ d. The second type of hotel is a downtown hotel.
- \_\_\_\_\_ e. Guests of downtown hotels include tourists and business people.

## Paragraph 2

- \_\_\_\_\_ a. Mosquitoes follow heat.
- \_\_\_\_\_ b. Mosquitoes can fly several miles to find food.
- \_\_\_\_\_ c. Only the female mosquito bites.
- \_\_\_\_\_ d. Mosquitoes are interesting insects.
- \_\_\_\_\_ e. Mosquitoes have poor eye-sight.

**L. There is a topic sentence and there are supporting sentences. One of the supporting sentences is not related to the topic sentence. Find the odd one.**

## Paragraph 1

Topic Sentence: Seoul is a great town to visit on vacation.

1. \_\_\_\_\_ There are many museums and art galleries to see.
2. \_\_\_\_\_ The city is well-known for its many fine restaurants.
3. \_\_\_\_\_ The traffic jams in the city are terrible.
4. \_\_\_\_\_ It is an easy city to fly into from outside the country.

## Paragraph 2

Topic Sentence: Learning English is not always difficult.

1. \_\_\_\_\_ Some teachers make learning English fun.
2. \_\_\_\_\_ Visiting English speaking countries can help you learn English faster and easier.
3. \_\_\_\_\_ Learning English is expensive everywhere.
4. \_\_\_\_\_ Watching English language movies can be a lot of fun and very helpful.

## Paragraph 3

Topic Sentence: Football is my favorite sport.

1. \_\_\_\_\_ Football is exciting to watch.
2. \_\_\_\_\_ The game is easy to learn.
3. \_\_\_\_\_ You don't need expensive equipment in football.
4. \_\_\_\_\_ Many people get hurt playing football.

## Paragraph 4

Topic Sentence: I love watching science fiction movies.

1. \_\_\_\_\_ Science fiction can tell us a lot about tomorrow's world.
2. \_\_\_\_\_ Science fiction movies can teach us about science sometimes.
3. \_\_\_\_\_ It is exciting to see the new ideas the writers come up with.
4. \_\_\_\_\_ Movies are too expensive nowadays.

## Paragraph 5

Topic Sentence: The punishment for drunk driving should be much more severe.

1. \_\_\_\_\_ It's okay to drive if you drink just a little bit.
2. \_\_\_\_\_ Drunk drivers hurt and kill many people.
3. \_\_\_\_\_ Drunk driving causes many accidents.
4. \_\_\_\_\_ The accidents by drunk drivers increase the cost of insurance for all of us.

**M. Read each paragraph carefully. In each paragraph, there are two irrelevant sentences. Put parentheses ( ) around these two sentences.**

## Paragraph 1

### The New States

Four U.S. states begin with the word *new*. New Hampshire, New Jersey and New York are in the Northeast, but New Mexico is in the Southwest. Arizona is also in the Southwest. New Hampshire is a small state with about one million people. New Jersey is also a small state, but its population is about eight million people. The most famous of the *new* states is New York. The population of New York is about twenty million. New Mexico is the largest of these four states, but its population is small. There are no states that begin with the word *old*. Although all these states begin with *new*, they are all very different.

## Paragraph 2

### An Incredible Neighbor

My neighbor Mrs. Wills is an amazing person. She is 96 years old. My grandmother lived to be 87. Mrs. Wills lives alone, and she takes care of herself. In the morning, she works in her beautiful garden. She also does all of her cooking. She does not like cooking rice. She cleans her own house. She even puts her heavy garbage can by the street for trash collection. I hope to have that much energy and ability when I am 96 years old.

## Paragraph 3

### My Office

My office is a comfortable place to work. On the left side of the room, there is a big desk. My computer is on the top of the desk, and the printer is under the desk. I keep paper files in the drawers. On the right side of the room, there are two beautiful bookcases. My father makes bookcases and other furniture. These bookcases are full of books, magazines and computer software. There is also a telephone and a fax machine in my office. I have a problem of remembering my fax number. There is a closet next to the fax machine. I enjoy my office very much.



#### 6.4. Concluding Sentence

The topic sentence of a paragraph usually reminds the reader of the topic. In many cases, the information in the topic sentence is similar to the information in the concluding sentence. It restates the main idea.

- **Topic Sentence:** I love the color red because it is a symbol of strength.  
**Concluding Sentence:** I like to live life in a strong way, so I think I will always admire the color red.
- **Topic Sentence:** I have a dream to visit Alaska.  
**Concluding Sentence:** I hope to visit this wonderful state soon.

In addition to restating the main idea, the concluding sentence may:

- **make a suggestion**  
If you want to lose weight, you should exercise regularly.
- **make a prediction**  
Soon everyone will drive pollution-free cars.
- **give an opinion about the topic**  
Some people might disagree, but I think lamb is the best meat for grilling.

**Now, read the paragraph. The underlined sentence is the concluding sentence.**

My favourite holiday is last year's holiday. We went to Scotland for three weeks. We visited the big cities and then we travelled to the north. We saw some beautiful countryside and mountains. The food was also delicious. Those three weeks were the best holiday ever!

**N. Choose the correct information about a concluding sentence. You can choose more than one.**

A concluding sentence is:

- in the middle of the paragraph.
- near or at the end of the paragraph.
- new information.
- repeating a main point.
- one or two words.
- a complete sentence.

**O. Read the paragraph and choose the best concluding sentence.**

Concluding Sentences	Paragraph
<input type="checkbox"/> A: He is very good at football.	Saif is my best friend. I met him at school when we were seven. We were in the same class for ten years! After school, I went to college and Saif started working in a bank. Now he lives in a different city, but we see each other every month. .....
<input type="checkbox"/> B: I study business in college.	
<input type="checkbox"/> C: For example, I'll see him next week.	
<input type="checkbox"/> D: He will always be my best friend.	

What is wrong with the other concluding sentences? Match them to the problems.

Problems:	Concluding Sentence:
It gives new information about the topic.	_____
It gives another example.	_____
It is not about the main point.	_____

**P. Read each paragraph. Then read the concluding sentences below it. Circle the letter of the best concluding sentence.**

**Paragraph 1**

**Good Luck, Bad Luck**

Superstitions are usually about luck. Some of the luck is good. For example, some people believe that the number seven is lucky. Other people make a wish when they see a shooting star and they think it comes true. However, most superstitions talk about bad luck. For example, many people believe that it is bad luck to open an umbrella inside a house. They also think that a black cat is bad luck. Other people think that if your left ear is burning, someone is saying something bad about you. ....

- a. People believe exactly the same superstitions.
- b. In short, there are many superstitions about good and bad luck.
- c. The worst superstition is about breaking a mirror.

**Paragraph 2**

**Pizza**

Pizza is one of America’s favorite foods. American people order pizza for holidays and events like Halloween, the Super Bowl, and the night before Thanksgiving. 3 to 11 year- old children usually prefer pizza over any other foods for lunch and dinner. Each person in America eats about 46 slices of pizza per year; that is almost 2 million pizzas per year!

.....

- a. Americans eat a lot of pizza, especially around the holidays.
- b. Everyone loves pizza.
- c. Pizza is cooked with tomato, cheese, and many vegetables.

**Paragraph 3**

**Monday**

I hate Monday for many reasons. One reason is work. I get up early to go to work on Monday. After a weekend of fun and relaxation, I do not like going to work. Another reason is that I have three meetings every Monday. These meetings last a long time, and they are boring. Traffic is also a big problem on Monday. There are more cars on the road on Monday. Drivers are in a bad mood, and I must be more careful than usual. ....

- a. Monday is worse than Tuesday, but it is better than Sunday.
- b. I do not like meetings on Monday.
- c. These are just a few reasons why I do not like Monday.

**Q. Read the topic sentences (TS). Match the supporting sentences (SS) then write a concluding sentence (CS) for each paragraph.**

<b>TS: I enjoy studying at college.</b>	<b>TS: Everyone should go to college.</b>
SS:	SS:
SS:	SS:
CS:	CS:

<b>Supporting Sentences</b>
A. You also meet new students and teachers, and you learn to be more confident.
B. However, my favourite subject is English because the teacher is very nice.
C. I study English, Maths and Engineering for twenty hours a week, and I like all of these subjects.
D. Firstly, you can learn many new things at college which will help you in the future.

## 1C. Error Correction and Editing

**Error correction** is often done by the teacher providing corrections for mistakes made by students. However, it is probably not effective enough for students if they don't understand the correction and don't care for the mistakes. In order to do this, students and the teacher should have a common criteria for correcting mistakes. So, there should be a list of Error Correction Codes.

**Correction codes** are symbols the teacher uses when correcting written work. The code tells the learner what type of error they have made, and learners can correct their errors themselves, using the symbols to guide them.

ERROR CODE	EXPLANATION	EXAMPLE SENTENCE	CORRECTED SENTENCE
<b>Fr</b>	Sentence Fragment	<u>When I am happy.</u> <i>Fr</i>	When I am happy, I sing.
<b>WT</b>	Wrong Tense	Sue <u>goes</u> to school last year. <i>WT</i>	Sue went to school last year.
<b>WO</b>	Word Order Error	She likes <u>pizza eating.</u> <i>WO</i>	She likes eating pizza.
<b>WW</b>	Wrong Word	I <u>did</u> a very delicious cake. <i>WW</i>	I made a very delicious cake.
<b>WF</b>	Word Form Error	I am <u>boring</u> in the dormitory. <i>WF</i>	I am bored in the dormitory.
<b>VF</b>	Verb Form Error	Harry <u>do</u> his homework. <i>VF</i>	Harry does his homework.
<b>X</b>	Extra Word	She comes <u>to</u> here at 9:00. <i>x</i>	She comes here at 9:00.
<b>Λ</b>	Missing Word (can be used with other codes)	My father <b>Λ</b> a dentist.	My father is a dentist
<b>Pr</b>	Preposition Error	Amy is talking <u>with</u> teacher. <i>Pr</i>	Amy is talking to teacher.
<b>A</b>	Article Error	My mother is <b>Λ</b> housewife. <i>A</i>	My mother is a housewife.
<b>P</b>	Punctuation Error	I like reading books <b>P</b>	I like reading books.
<b>C</b>	Capitalization Error	I go to school on <u>m</u> onday. <i>C</i>	I go to school on Monday.
<b>Sp</b>	Spelling Error	My <u>favuorite</u> color is red. <i>Sp</i>	My favourite color is red.
<b>?</b>	Meaning or handwriting is not clear	<u>Myfatherlikesswimming inthesea.</u> <i>?</i>	My father likes swimming in the sea.
<b>/</b>	Insert a space	I watch horror <b>/</b> films.	I watch horror films.
<b>//</b>	Start a new sentence here	I study English <b>//</b> I always do my homework.	I study English. I always do my homework.
<b>→</b>	Indent the paragraph	<b>→</b> Football is very popular in Turkey.	Football is very popular in Turkey.

## EXERCISES ON CORRECTION

A. The errors in the following sentences are marked with error correction codes. Write the corrected sentences.

1. I like <b>go to</b> shopping on Sundays.	<i>WO</i>
2. Osaka is <b>acity</b> in Japan.	<i>/</i>
3. Her new boyfriend is <b>real</b> handsome.	<i>WW</i>
4. Claude Monet is a very famous <b>Painter</b> .	<i>C</i>
5. Bats are interesting <b>anumals</b> .	<i>Sp</i>
6. I go to school at <b>hour</b> 9:00.	<i>X</i>

B. Read the following paragraph. There are 10 mistakes: 7 missing words ( $\Delta$ ), 2 capitalization errors (C) and 1 punctuation error (P). Correct the mistakes.

### The Beauty of Tuscany

Tuscany  $\Delta$  a beautiful region in Italy.  $\Delta$  is famous for cities such as florence<sup>C</sup>, Siena, and Pisa. The appenine<sup>C</sup> Hills  $\Delta$  in Tuscany?<sup>P</sup> Tuscany  $\Delta$  also famous for the production of beautiful ceramics. For example, bowls, vases, and oil jars  $\Delta$  very popular with tourists. Tuscany has so many interesting places to see. Assisi and Siena  $\Delta$  two beautiful cities. Many people love to visit there.  $\Delta$  is a wonderful place to visit!

**C. Read the paragraph about English alphabet. Correct 7 mistakes.**

**The English Alphabet**

There have<sup>WW</sup> twenty-six letters in the English alphabeth<sup>Sp</sup>. There is<sup>VF</sup> five vowel letters and twenty-one consonant letters. The five vowels are *a, e, i, o, and u*. The letters *w* and *y* is<sup>VF</sup> sometimes vowels, especially when they come after vowels. Three letters have the *a* sound in them. These letters is<sup>VF</sup> *a, j, and k*. Nine letters have the *e* sound in them. These are *b, c, d, e, g, p, t, v, and z*. If you want to speak english<sup>C</sup> well, you have to learn the twenty-six letters of the English Alphabet<sup>C</sup>.

**D. Read the following paragraph and correct the mistakes.**

**Mac**

Mac is a special guy // we are friends for a long time. Now, we are at college together. Mac is tall and very thinner<sup>WF</sup>, my mother calls him Stringbean. He has a hard life. He takes classes during the day and drives taxi every night. Her<sup>ww</sup> father drinks too much and sometimes fights with his mother // Mac tries to help her. He also like<sup>VF</sup> to have a good time. On his night off, he goes out with his girlfriend, // sometimes he drives to the beach at three in the morning! He is amazing.

**E. Read the following paragraph and write error correction codes for the underlined mistakes and then correct them.**

My name is Jay Hammond I am a firefighter. I live in 128 Pine Lane, in Jackson, Mississippi. I have two childs. My dauter's name is Claire. My sons name is Thatcher. I also have a wife, her name Jenna. She is beutiful. She has long, dark, soft hair. We also got a dog, he is Buck. He is very obedient but sometimes he barks at night and it upsets our neighbours!

**F. Read the following paragraph and find the mistakes. Use error codes for the mistakes. Then, rewrite the paragraph and correct the mistakes.**

did you now that bats are mammals. we know they are mammals just lik us becaus they are warm blooded they are the only mammals that can fly bats are Nocturnal it means thay sleep during the day and are awak at nite?

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# UNIT 2








## 2A. Describe a Person

### 1. Warm-up

#### A. Answer the following questions.

- 1) Do you use the following websites in the chart?
- 2) How often do you use them?
- 3) What do you use them for?

As a class, vote for the following websites and find which one is most popular.

<p><b>BBC News</b></p> 	<p><b>Facebook</b></p> 
<p><b>Google</b></p> 	<p><b>Amazon.com</b></p> 
<p><b>Dictionary.com</b></p> 	<p><b>Tureng.com</b></p> 
<p><b>Yahoo!</b></p> 	<p><b>Twitter</b></p> 



**B. Amir Khan, a famous boxer, is a Facebook user and he is also very popular on Facebook. Read about Amir Khan’s profile on Facebook and answer the following questions about it.**

**MY PROFILE**  
**Amir Khan**

**My personal information**

**First name:** Amir  
**Last name:** Khan  
**Date of birth:** 8 December 1986  
**City:** Bolton  
**Country:** United Kingdom  
**Languages:** English, Urdu, Punjabi  
**Job:** Boxer

1


**Email:** info@amirsfans.co.uk

2

**Mother:** Falak  
**Father:** Shah  
**Brother:** Haroon

3

**Hobbies:** swimming, football  
**Favourite football club:** Bolton Wanderers  
**Favourite sportsman:** Muhammad Ali



4

I'm Amir Khan. My mother and father are from Pakistan. I speak three languages: English, Urdu and Punjabi. I am a boxer. I have won many boxing matches. My brother's name is Haroon. He is a boxer too. I like reading, swimming and watching football.

- 1) There are four categories in Amir Khan’s profile. What are they about? Try to guess the categories.
- 2) Now, cross out two irrelevant sentences on category 4.
- 3) What does he look like?

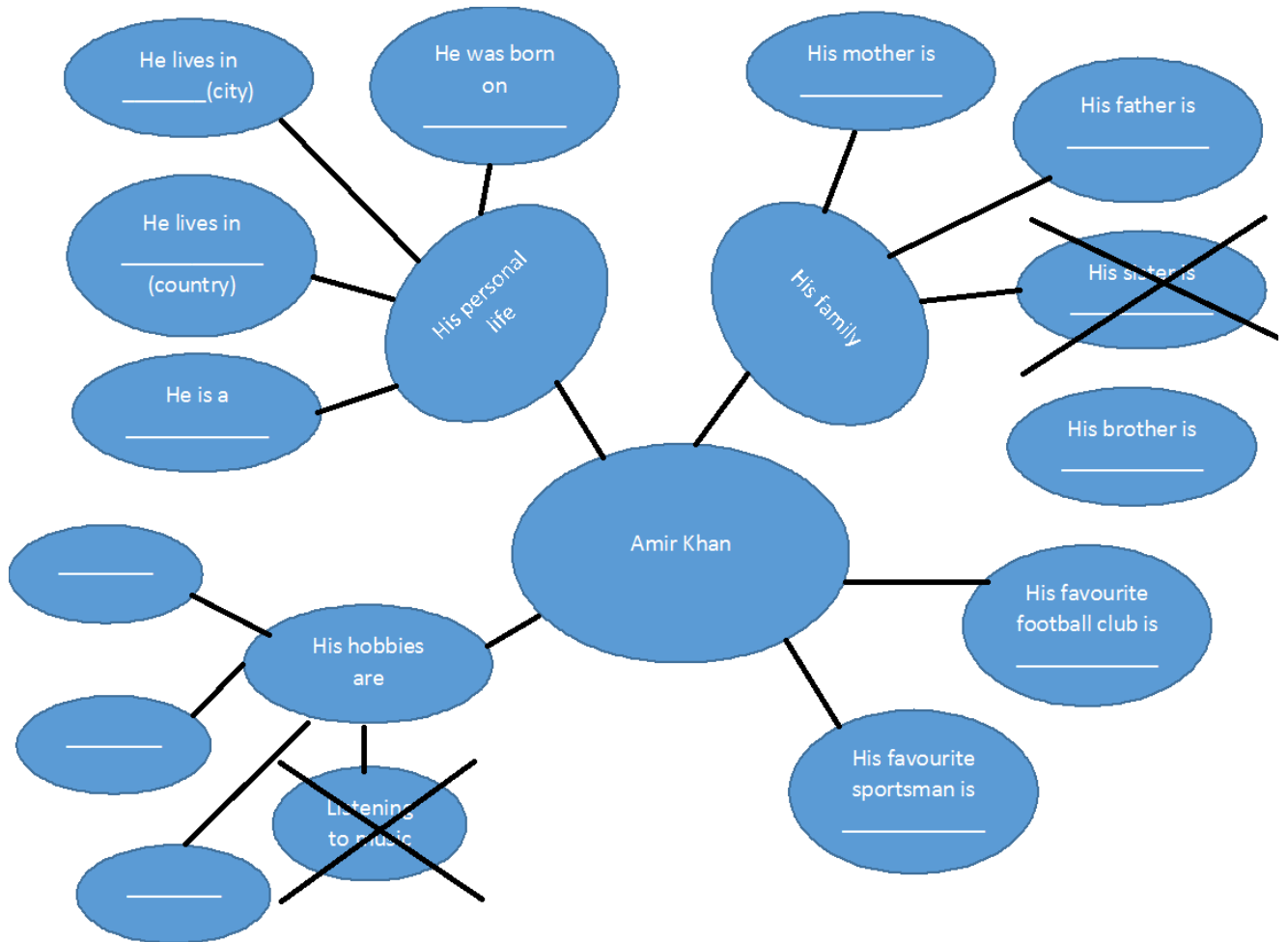
### 1.1. What is a Descriptive Paragraph?

Description is one of the most common purposes of language. You use description every day. You describe your lunch to your parents. You tell a friend about your room. You describe the university campus with colours and the location of the buildings. You talk about a place and what it looks like, how you feel there.

**Descriptive paragraph** describes a person, a place, or a thing so that readers can almost see in their minds. The words appeal to five senses of the reader.

## 2. Brainstorming

### A. Complete the Word Map about Amir Khan.



### 2.1. What is Brainstorming?

**Brainstorming** is quickly writing down all the thoughts that come into your head. When you brainstorm, you do not think about whether an idea is good or bad or whether your writing is correct. You simply write to put your ideas on paper. This process is called **brainstorming** because it feels like there is a storm in your brain - a storm of ideas.

A *word map* is a kind of brainstorming. Word maps can help you think of many ideas for your writing and see the connections between ideas. Word maps are used for writing as many ideas as possible before you start writing. A word map also helps you organize your paragraph in a logical way.

**B. How do we make a word map? Let's learn by practicing.**

1. Choose a famous person and think about him/her.
2. Use the sheet of paper below.
3. Write the name of that famous person in the middle, and draw a circle around it.
4. Write some information about the person nearby, and circle it.
5. Draw a line to connect the circles. This shows that the idea and the topic are related.
6. Add more ideas and circle the ideas.
7. Draw lines to connect any circles with related ideas.
8. Write down as many ideas and information as you can. Don't worry about whether they are good or not.
9. After you finish, cross out the ideas you don't want to use.

A large empty rectangular box with a thin black border, intended for students to draw a word map. The box is completely blank and occupies the lower half of the page.

### 3. Outline

#### 3.1. Outlining a Descriptive Paragraph

When the writer describes a person; s/he can write about herself/himself, her/his best friend, a person in her/his family, her/his favourite celebrity, an idol, etc. In descriptive paragraph, writer helps readers to create an image of the person. S/he gives details about the person such as her/his age, nationality, marital status, appearance, personality, likes or dislikes, etc.

<b>Topic Sentence</b>	<ul style="list-style-type: none"><li>• The topic sentence <b>introduces the person</b> that the writer will describe.</li><li>• It may also include <b>the writer’s general feeling or opinion about the person.</b></li></ul>
<b>Supporting Sentences</b>	<ul style="list-style-type: none"><li>• The supporting sentences give <b>background information</b> about the person.</li><li>• The supporting sentences also give details such as <b>his/her age, country, marital status, personality and appearance</b> to describe the person.</li><li>• The supporting sentences may also describe <b>how the writer feels</b> about the person.</li></ul>
<b>Concluding Sentence</b>	<ul style="list-style-type: none"><li>• The paragraph ends with a concluding sentence. It restates the idea in the topic sentence using different words.</li></ul>

**A. Maria writes a descriptive paragraph to the students meeting website of his college. Read the following paragraph and choose the topics she writes about.**

#### **Meet Me**

I want to introduce myself because I think I have an interesting life. My name is Maria Cruz. My nickname is Mari. I’m from Mexico. I’m 28 years old. I’m married. My husband and I live in Austin, Texas. I’m a student at Austin City College. I study English. I’m not good at cooking, but I love food. I like food from different countries. I love Chinese food and Japanese food. I also like music. I love Brazilian music. My favourite singer is Daniele Mercury. I like sports, too. I play tennis and soccer. I want to tell you more about myself in the following days.

<input type="checkbox"/> Name	House
<input type="checkbox"/> Dislikes	Likes
<input type="checkbox"/> Feelings	Hobbies
<input type="checkbox"/> Country (where she is from)	Occupation (what she does)
<input type="checkbox"/> Appearance	Marital status
<input type="checkbox"/> Age	City (where she lives)

**B. Read the paragraph about the tallest man and circle the correct information according to the paragraph.**

**A VERY Tall Man**

Many people don't know the name, Sultan Kösen but actually he is very famous. Sultan lives with his family in Mardin, Turkey. He works on the farm and he has a tractor. His life is not easy. People look at him in the street because his height is unusual. He is 251 cm tall - that is *very* tall. Sultan is the tallest man in the world. His mother, brothers and sister are normal height. Normal clothes and shoes are too small for him. His clothes and shoes are very big. He is also very thin and he has dark brown hair. Sultan is a typical farmer and his only hobby is watching TV and listening to music. He is a kind, friendly, and generous man. He has a great sense of humour. He is also a very cheerful person and he has a very optimistic view of the world. ....

1. First name: Sultan / Kösen
2. Last name: Sultan / Kösen
3. Country: Turkey / America
4. City: Mardin / New York
5. Date of birth: 1982 / 2011
6. Family: 3 sisters and 1 brother / 1 sister and 3 brothers
7. Height: 210cm / 251 cm

**a. Analysis of the Paragraph**

1. Circle the topic sentence.
2. Underline the supporting sentences.
3. Choose the best concluding sentence:
  - a) Everybody knows him as “the tallest man in the world”.
  - b) I think he is the best person as well as the tallest man in the world.
  - c) Sultan’s family is as tall as him.

## b. Outline of the Example Paragraph

<b>TOPIC SENTENCE</b>		
<b>SUPPORTING SENTENCES</b>	<b>Point 1</b>	
	Appearance	
	<b>Point 2</b>	
	Hobby	
	<b>Point 3</b>	
	Personality	
<b>CONCLUDING SENTENCE</b>		

## 4. Tips for Paragraph

### 4.1. The simple present of the verb *to be*

The principal use of the simple present is to refer to an action or event that takes place habitually, but with the verb to be the simple present tense also refers to a present or general state, whether temporary, permanent or habitual.

e.g. I **am** happy. She **is not** happy.

#### Affirmative forms of the verb *to be*

Subject Pronouns	Full Form	Contracted Form
I	am	'm
you	are	're
he/she/it	is	's
we	are	're
you	are	're
they	are	're

#### Negative forms of the verb *to be*

Subject Pronouns	Full Form	Contracted Form
I	am not	'm not
you	are not	aren't
he/she/it	is not	isn't
we	are not	aren't
you	are not	aren't
they	are not	aren't

## 4.2. Simple Present Verbs

### Use:

The simple present tense in English is used to describe an action that is regular, true or normal. We use the present tense:

**-For repeated or regular actions in the present time period.**

- John **sleeps** eight hours every night during the week.

**-For facts.**

- The President of The USA **lives** in The White House.

**-For habits.**

- I **get up** early every day.

**-For things that are always / generally true.**

- It **rains** a lot in winter.

### Form:

#### Word Order of Positive Sentences

We use infinitive verb with subjects *I, you, we, they* while we add *-s* to the verb if the subject is third person and singular (*he, she, it*)

Subject	Verb	The rest of the sentence
I / you / we / they	speak / learn	English at home
he / she / it	speaks / learns	English at home

#### Word Order of Negative Sentences

We use infinitive verb with all subjects, but we use ***don't*** with the subjects *I, you, we, they* and we use ***doesn't*** with the subjects *he, she, it*.

Subject	don't/doesn't	Verb	The rest of the sentence
I / you / we / they	don't	speak / learn	English at home.
he / she / it	doesn't	speak / learn	English at home.

### 4.3. Possessive Adjectives

Possessive adjectives are used to show possession or ownership of something. While we use them when we refer to people, it is more in the sense of relationship than ownership.

e.g. My name is Ali.

e.g. Your bike is blue.

<b>Subject Pronouns</b>	I	you	he	she	it	we	you	they
<b>Possessive Adjectives</b>	my	your	his	her	its	our	your	their

### 4.4. Some Useful Adjectives to Describe a Person

Personality Adjectives		Appearance Adjectives			
<u>Positive</u>	<u>Negative</u>	<u>Hair</u>	<u>Eyes</u>	<u>Height</u>	<u>Build</u>
honest	bossy	bald	blue	average	average
calm	cruel	black	brown	short	heavy
funny	jealous	blond	dark	tall	medium
gentle /kind /	mean	brown	green		small
polite	lazy	dark	hazel		strong
easy-going	rude/impolite	long	round		thin
nice	stubborn	short	slanting		slim
intelligent	selfish	curly	almond eyes		
generous	shy	wavy			
hard-working	serious	straight			
friendly	talkative	ponytail			

## 5. Task

### A. Brainstorming (5 minutes)

Remember that you draw a word map about a famous person in part 2.B. Look at that word map again and organize the map into the following list.

1. Her/his personal information: \_\_\_\_\_

\_\_\_\_\_



2. Her/his appearance: \_\_\_\_\_

\_\_\_\_\_

3. Her/his personality: \_\_\_\_\_

\_\_\_\_\_

4. Her/his hobbies: \_\_\_\_\_

\_\_\_\_\_

**B. Outline (10 minutes)**

<b>TOPIC SENTENCE</b> <i>Introduce your favourite celebrity.</i>		
<b>SUPPORTING SENTENCES</b>	<b>Point 1</b>	
	Appearance	
	<b>Point 2</b>	
	Personality	
	<b>Point 3</b>	
	Hobbies	
<b>CONCLUDING SENTENCE</b> <i>Retell your main idea</i>		

**C. Writing (20 minutes)**

You completed the preparation steps and it is time to write a paragraph now. Use your notes on the previous parts (A and B) and write a paragraph to describe a famous person/ your favourite celebrity. Try to be careful about the organization, check part B for organizing your paragraph.

You have 20 minutes. Try to write between 40-50 words.

**D. Editing (10 minutes)**

Look at the list and study your paragraph in detail. Check and correct the paragraph. Tick (√) or cross (X) the questions.

	1. Does the paragraph have a <b>TITLE</b> ?
	2. Does the <b>TOPIC SENTENCE</b> tell who the paragraph is about?
	3. Does the paragraph have <b>SUPPORTING SENTENCES</b> ?
	4. Does the paragraph give <b>GENERAL INFORMATION</b> about the person?
	5. Does the paragraph give other <b>DETAILS</b> about the person?
	6. Are “ <b>TO BE</b> ” forms correct in your paragraph?
	7. Are “ <b>POSSESSIVE ADJECTIVES</b> ” correct in your paragraph?
	8. Does the paragraph have a <b>CONCLUDING SENTENCE</b> ?

## 2B. Describe a Place

### 1. Warm-up

A. Imagine that as a student you are looking for a house/flat to rent in Rize. Here are photos of two houses, look at them.



- Which house do you want to live in?
- How do you describe the house which you want to live in?
- Write three adjectives for the other house.
- What kind of things in a house is important for you to rent a house? (big bedroom/two bathrooms etc.)
- What kind of things around a house is important for you to rent a house? (in the city center/near cafes/in a silent village etc.)

B. Read the paragraph about a student's favourite place.

#### Favourite Part of My House

My house is my favourite place in the world. I live in a big, white, wooden house in the countryside. It has two floors. There's the living room, the study, the family room and a large kitchen downstairs. There are four bedrooms upstairs. One of the bedrooms is for my parents, one bedroom is for my brother, one bedroom is for me and my sister, and there is a spare room for guests. My favourite part is the huge garden all around the house. I love watching strawberries grow. I feel that I am in the best part of the world.

**a. Which details does the writer write about his favourite place? Tick (✓) the things you read about.**

<input type="checkbox"/> the size and color of the house	the stairs and the elevator
<input type="checkbox"/> the garden	number of bedrooms
<input type="checkbox"/> the door of the house	number of bathrooms
<input type="checkbox"/> location	favourite part
<input type="checkbox"/> floors	flowers

**b. Why did the writer write this paragraph?**

\_\_\_to define a house

\_\_\_to describe a house

\_\_\_to explain why s/he likes the house

### **1.1.Describing Place**

When a writer describes a place, he helps the reader to create an image of that place by giving enough details such as what the place looks like, how the writer feels there, what the writer does there, etc.

## **2. Brainstorming**

### **A. Imagine that you are a celebrity, who are you?**

Draw a simple word picture of your house. Try to add as much detail as possible. To make a word picture, write the names of the objects in the same place as they were in the picture.

**B. Brainstorm about the following questions. Write your ideas in words or phrases.**

Why do you like this place?

What do you do there?

How do you feel in this place?

**2.1.Role-storming as a way of Brainstorming**

Role storming is probably one of the best known and most fun ways of brainstorming. Everyone takes on the role of a famous person. How would this person behave in a brainstorming? It does not matter whether it is a fictional character or a real person. There are no limitations to your imagination. And that is precisely what you wish to achieve.

**3. Outline**

**3.1.Outlining a Descriptive Paragraph**

<b>Topic Sentence</b>	<ul style="list-style-type: none"><li>• The topic sentence introduces the place that the writer will describe.</li><li>• It may also include the writer’s general feeling or opinion about the place.</li></ul>
<b>Supporting Sentences</b>	<ul style="list-style-type: none"><li>• The supporting sentences give physical description of the place.</li><li>• They also give specific details to describe the place.</li><li>• They may also describe how the writer feels about/in that place.</li></ul>
<b>Concluding Sentence</b>	<ul style="list-style-type: none"><li>• The paragraph ends with a concluding sentence. It restates the idea in the topic sentence using different words.</li></ul>

**A. There is a paragraph describing a place, read it.**

**My Grandfather’s House**

My grandfather’s house has a scary atmosphere. When you enter the house, you see a large stairway. There aren’t any windows near the stairs, so the top is dark. It looks like the stairs go nowhere. The kitchen is on the right of the stairs. There are no modern appliances, but only an old sink, a box for ice, and many knives. Behind the kitchen there is the backyard. There is a giant tree that shades the whole house. Under it, few plants grow. My grandfather’s backyard is too dark for flowers; so only delicious mushrooms grow under the tree. Because of the tree, there isn’t enough light in his house and in every corner there are dark shadows. When the weather is windy, you can hear some scary sounds. My character is a bit odd, I think this house is the most beautiful place in the world. I am happiest in dark places.

a. Write which rooms and house parts the writer tells about.

\_\_\_\_\_

b. Tick (✓) sensory details you read in the paragraph.




\_\_\_ touch      \_\_\_ sound      \_\_\_ sight      \_\_\_ smell      \_\_\_ taste

c. There is a chart which draws the main skeleton of the paragraph. Fill in the chart according to the paragraph.

Topic Sentence	My grandfather's house has a scary atmosphere.
Supporting Sentences and Details	
1) Stairs	
2) Kitchen	
3) Backyard	
Concluding Sentence	

## 4. Tips for Paragraph

### 4.1. There is / There are

	<i>Singular</i>	<i>Plural</i>
	<b>There is</b> a kitchen.	<b>There are</b> some mushrooms.
	<b>There isn't</b> a dishwasher.	<b>There aren't</b> any windows.
	<b>Is there</b> a garage?	<b>Are there</b> any neighbours?

## 4.2. Some / Any

**Some** means “not an exact number”

Countable Nouns	
<b>Statements:</b>	We can use <b>some</b> in positive sentences with plural <b>countable</b> nouns:
<b>Positive:</b>	There are <b>some</b> books in her bag.

**Any** means no/none with a negative “not”

Countable Nouns	
<b>Statement1:</b>	We can use <b>any</b> in negative sentences with plural <b>countable</b> nouns:
<b>Negative:</b>	There aren't <b>any</b> books in the new library.
<b>Statement2:</b>	We can use <b>any</b> in questions with plural <b>countable</b> nouns:
<b>Positive Q:</b>	Are there <b>any</b> books on the table?
<b>Negative Q:</b>	Aren't there <b>any</b> books on the bookshelf?

## 5. TASK

### A. Brainstorming (5 minutes)

Remember the word picture you draw as a famous person. Now, act that role again, be that famous person and answer the following questions.

Which celebrity are you?

Where do you live?

What does your house look like?

### B. Outline (10 minutes)

<b>Topic Sentence</b> <i>Introduce your house and add your feelings about it.</i>	
<b>Supporting Sentences</b> <i>Give details about following things.</i>	
1. Rooms <i>Write about rooms and their furniture slightly.</i>	
2. Other parts <i>Garden, balcony etc. Write what the house has and what do you do.</i>	
3. Your feelings <i>Add your favourite part of the house and why.</i>	
<b>Concluding Sentence</b> <i>Retell your main idea about your house.</i>	

**C. Writing (20 minutes)**

You completed the preparation steps and it is time to write a paragraph now. Use your notes on the previous parts (A and B) and write a paragraph about your IMAGINARY house as a famous person. Try to be careful about the organization, check part B for organizing your paragraph.

You have 20 minutes.

Try to write between 50-75 words.

**D. Editing (10 minutes)**

Look at the list and study your paragraph in details. Check and correct the paragraph. Tick (√) or cross (X) the questions.

	1. Does your paragraph have a <b>TITLE</b> ?
	2. Does your paragraph have a <b>TOPIC SENTENCE</b> that introduces your house?
	3. Did you include <b>YOUR FEELINGS</b> about your house?
	4. Did you include <b>DESCRIPTIVE DETAILS</b> about how your house looks, smells, sounds or feels?
	5. Did you explain why this place is <b>IMPORTANT</b> to you?
	6. Did you use <b>SPECIFIC WORDS</b> as part of your description?
	7. Did you use <b>ADJECTIVES</b> as part of your description?
	8. Are the <b>QUANTIFIERS</b> (some/any) used correctly?
	9. Did you say <b>WHAT THERE IS/ARE</b> in the rooms?
	10. Does your <b>CONCLUDING SENTENCE</b> use different words to restate the idea in the topic sentence?



# UNIT 3

## 3A.Narrate a Story

### 1. Warm-Up

A. Look at the photos and think about what happened next in each photo.



### 1.1. Introduction to Narrative Paragraph

Narrative paragraph tells a story or an event. It could be a tale, an experience, a social event, etc. The story/event in the narrative paragraph is organized chronologically. Almost everyone narrates, reads, or listens to stories but the reader or the listener needs more. A story should be interesting to read/listen.

## 2. Brainstorming

- A. A magazine asks its readers to submit short stories starting with these words: “As soon as I got off the train, I knew this would be a special day in my life.” Talk to your friends and think about a short story. Write down ideas and helpful vocabulary as you talk but DON’T write a full story.**

- B. There is story of a reader of the magazine. Read and put the events in order.**

*“As soon as I got off the train, I knew this would be a special day in my life.”*

- I got off the train.
- I picked the wallet up.
- I found the owner's address.
- He was very happy.
- He offered me a reward.
- I found a wallet on the station floor.
- I bought myself a watch.
- I gave him the wallet.
- I went to the owner's house.
- I opened it and looked inside.

### 3. Outline

#### 3.1. What Is a Narrative Paragraph?

A NARRATIVE PARAGRAPH tells a story. Like other kinds of paragraphs, you learned before, it has a topic sentence, supporting sentences, and a concluding sentence.

#### 3.2. Narrative Organization

<b>Topic Sentence</b>	<ul style="list-style-type: none"><li>• It tells the reader what the story will be about.</li><li>• It may also tell when and where the story took place.</li><li>• It should capture the reader’s interest.</li></ul>
<b>Supporting Sentences</b>	<ul style="list-style-type: none"><li>• The supporting sentences tell what happened.</li><li>• They explain the sequence of events.</li><li>• They include sensory details, such as what the writer saw, heard, smelled, or tasted.</li><li>• They also tell about the writer’s feelings during the events.</li></ul>
<b>Concluding Sentence</b>	<ul style="list-style-type: none"><li>• The concluding sentence “wraps up” the story.</li><li>• It may include a comment about why the experience was important or what the writer learned from the experience.</li></ul>

#### 3.3. Sensory and Emotional Details

##### **Sensory and Emotional Details**

To make a narrative paragraph interesting, writers include **sensory** and **emotional** details. These details help the reader form a very clear picture of the sights, sounds, smells, tastes, and feelings that the writer experienced. If the details are strong enough, the reader almost feels like he or she is able to experience the event.

- **Sensory details** give information about how something looks, smells, tastes, feels, or sounds.

My teeth were chattering, and my legs felt like jelly.  
The morning sun warmed my back.

- **Emotional details** help the reader understand the writer’s feelings.

Suddenly, my fear vanished, and I felt confident as I looked out at the crowd.  
The sight filled me with excitement.

**A. Read the following stories and decide the story you want to finish.**

**Story 1**

**One Dark Night**

It was a dark night and I was at a party in my friend's house. I said goodbye to my friends and left there. I started walking down the road to my house. My house was a little far from the town but I often walked to house. It was very dark and there was no moon in the sky. And soon, it started to rain. A strong wind blew buckets of rain into my face. I was cold, wet and miserable. I wanted to find a place to wait. Luckily, in a few minutes, I saw a place. It was a small, old garage and the doors were open. I stepped inside, out of the wind and rain, and immediately I felt better. But I wasn't happy for long because something or someone was in the garage with me.

**Story 2**

**Mystery in the Dark**

Laura closed her book, stood up and stretched. It was ten o'clock, and she was in the library for three hours. It was time to go to the dormitory and relax. While she walked across the dark college campus to her dormitory, she thought about a hot bath. When she arrived at her floor, everything was quiet. No one was in the hallway. She felt strange. She unlocked the door to her room and opened it. She expected to see Kim, her roommate, but the room was dark. She reached to her right to turn on the lamp on her desk, but her hand only touched the air. The lamp wasn't there. She turned to her left and put her books on the chair next to the door. This time, she heard her books fall to the floor. The chair wasn't there. She got really worried and she reached the light switch on the wall. When the light came on, she got shocked.

**B. Think about the ending of the story you choose and finish it in a few sentences.**

## 4. Tips for Paragraph

### 4.1. Simple Past

- We use **Simple Past** to tell about actions and events that started and finished in the past.
  - Dalia **walked** home quickly that night.
  - Ronaldo **studied** all night for the exam.
- Most regular verbs take **–d** or **–ed** to the base form.
  - In 2013, I **celebrated** Ramadan with my family in Beirut.
  - I **graduated** from high school in 2010.
- Some verbs are irregular in simple past.
  - Elizabeth and her sister **spent** all their money.
  - I **met** my husband at the airport on New Year’s Day.
- Negative Statement is formed with *did not* + *Verb Infinitive (base form)* in past.
  - I **did not fall** off the cliff. = I didn’t fall off the cliff. (contracted form)
  - I **did not waste** any money. = I didn’t waste any money.
- Verb “be” has two forms in the past: **was** and **were**
  - John **was** a good father.
  - Scott and Eric **were** really anxious.
- Negative Statement of “be” in past can be formed as *was not* and *were not*.
  - Ling was not nervous. = Ling wasn’t nervous. (contracted)
  - They were not generous people. = They weren’t generous people.

AFFIRMATIVE STATEMENTS			NEGATIVE STATEMENTS		
SUBJECT	WAS/WERE		SUBJECT	WAS/WERE + NOT	
I	<b>was</b>	beautiful.	I	<b>was not</b>	beautiful.
You	<b>were</b>		You	<b>were not</b>	
He She It	<b>was</b>		He She It	<b>was not</b>	
We	<b>were</b>		We	<b>were not</b>	
You		You			
They		They			

AFFIRMATIVE STATEMENTS			NEGATIVE STATEMENTS			
SUBJECT	BASE FORM OF VERB + -DI-ED		SUBJECT	DID + NOT	BASE FORM OF VERB	
I	<b>waited</b>	patiently.	I	<b>did not</b>	<b>wait</b>	patiently.
You			You			
He			He			
She			She			
It			It			
We			We			
They	They					

#### 4.2. Helper Words for Storytelling

In a narrative writing, you write about the things you experienced, you write a story. You need helper words to create coherence and unity in your story.

Storytelling helper words:

<b>Sequencers</b>	First	Second	Next	Then	After that	Later	In the end
<b>Adverbs</b>	Immediately		Suddenly	Luckily	Unfortunately		

Sequencers	Adverbs
First,  Example: First, we had lunch in a restaurant.	Immediately  Example: We heard the accident and went immediately to the hospital.
Then,  Example: Then, we went to the cinema.	Luckily  Example: Luckily, I met David in Paris.
After that,  Example: After that, we went to a club on the beach.	Unfortunately  Example: Unfortunately, we couldn't attend the last meeting.
Later,  Example: Later, we went home and watched the football match on TV.	Suddenly  Example: She suddenly ran away from the garden.

**A. Complete the sentences below using the helper words in the box.**

Suddenly	Luckily	In the end	immediately
Then	First	After that	

- a. The vase \_\_\_\_\_ fell down and broken.
- b. Noah had an accident. \_\_\_\_\_, nothing happened to him.
- c. Alex read the story. \_\_\_\_\_, he summarized it.
- d. \_\_\_\_\_ students finished their classroom project.
- e. He ran out \_\_\_\_\_ when he heard the scream.
- f. \_\_\_\_\_, we had lunch in a pizza restaurant and \_\_\_\_\_ we went to the cinema.

**5. TASK**

**A. Brainstorming**

**Read the beginning of the following story and think about the title of the story. What title would you give if you were the writer?**

\_\_\_\_\_

It was a cold dark evening in November. It was about three o'clock in the morning and I couldn't sleep. Outside, the weather wasn't good. My brother and my sister were in their rooms. I was alone in my bedroom. Suddenly, I saw .....

.....

**Think about the rest of the story. What do you think happened next?**

**B. Outline**

**Now, try to complete the story. Look at the last sentence and think about more details. Complete the sentences shortly with your ideas.**

- 1) Suddenly, \_\_\_\_\_
- 2) First, \_\_\_\_\_
- 3) Then, \_\_\_\_\_
- 4) After that, \_\_\_\_\_
- 5) In the end, \_\_\_\_\_

<b>Topic Sentence</b> <i>Introduce the event and write the importance.</i>	
<b>Supporting Sentences</b> <i>Give details.</i>	
Background <i>Where were you? When was it? etc.</i>	<i>It was a cold dark evening in November. It was about three o'clock in the morning.</i>
Details <i>Write what happened.</i>	
Feelings <i>Write your/others' feelings.</i>	
<b>Concluding Sentence</b> <i>Retell your main idea.</i>	

**C. Complete the story below by using at least 75 words. Write an appropriate title for your paragraph. Use the information you have listed above.**

          **TITLE**          

It was a cold dark evening in November. It was about three o'clock in the morning and I couldn't sleep. Outside, the weather wasn't good. My brother and my sister were in their rooms. I was alone in my bedroom. Suddenly, I saw .....

**D. EDITING**

**When you finish writing your paragraph, control your paragraph using the checklist below.**

	1. Does the paragraph have a <b>TITLE</b> ?
	2. Does the topic sentence tell what the <b>STORY</b> will be about?
	3. Does the paragraph have <b>SUPPORTING SENTENCES</b> ?
	4. Does the paragraph give <b>BACKGROUND INFORMATION</b> ?
	5. Does the paragraph give the <b>EVENTS ORDER</b> of the story?
	6. Did you use <b>SEQUENCING WORDS</b> to show the order of the events?
	7. Did you use " <b>PAST TENSE VERBS</b> " in the correct form?
	8. Does the paragraph have a <b>CONCLUDING SENTENCE</b> ?



### 3B. Narrate a Time

#### 1. Warm-up

A. Look at the photo and answer the questions about it.



- What is happening in the photo? Where is the person? What is he doing?
- What do you think happens next?
- Did something like this happen to you?

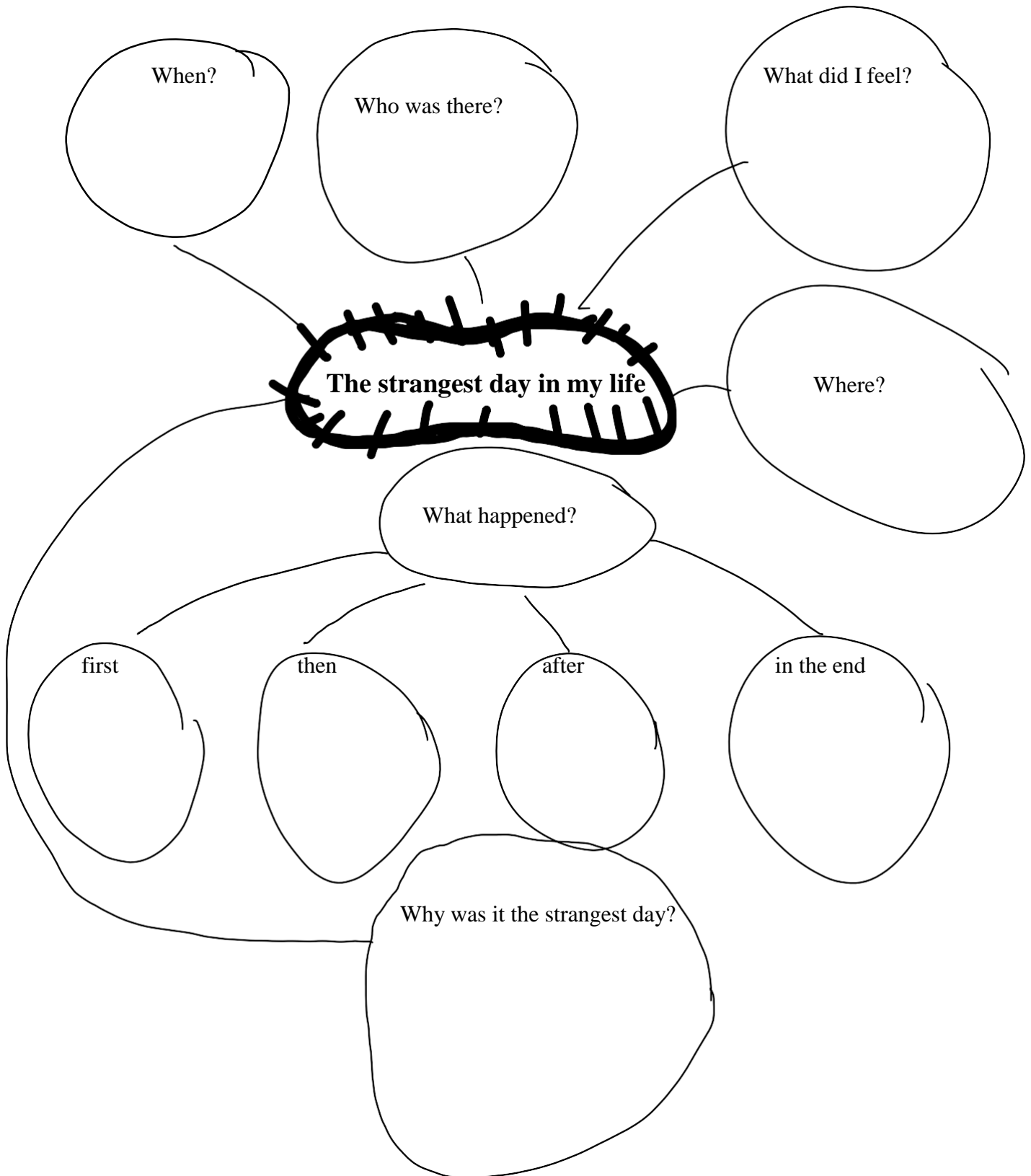
#### 1.1. Introduction to Narrative Paragraph

A narrative paragraph tells the story of an event, gives details of when and where the event happened (setting) who was included (characters). The paragraph describes a real or fictional event. Narrative paragraphs usually flow in chronological order. Transitional words, such as "later" or "then," give the reader a clue about how the events progressed. A Narrative Paragraph must:

- have a topic sentence that grabs the reader's attention.
- be built around one main event, adventure, scene or happening.
- be written in time order.
- contain plenty of interesting details.

## 2. Brainstorming

A. Think about the strangest day in your life. Answer the questions about that day and fill in the chart.



Remember that in brainstorming, there are no bad ideas.

**B. There is a strange experience of a person. Read and complete the story using the sentences in the box.**

I had a really strange time at a night last year. I was on the way to see my favourite rock band. Suddenly,\_\_\_\_\_. She asked for help.\_\_\_\_\_. The woman thanked me, then she got in her car and drove away.\_\_\_\_\_. When I arrived at the concert hall,\_\_. I arrived too late for the concert. I was about to leave when\_\_\_\_. She was the band's manager.\_\_\_\_\_. Finally, when the concert finished, the woman took me backstage to meet my favourite rock band.\_  
\_\_\_\_\_.

1. the doors were closed.
2. I waved goodbye and left to the concert.
3. It was one of the strangest day in my life.
4. a woman stopped me.
5. I saw the same woman at the entrance.
6. I helped her change the tyre.
7. She got me a front-row seat.

**3. Outline**

**3.1. What is a Narrative Paragraph?**

A NARRATIVE PARAGRAPH tells a story. Like other kinds of paragraphs, you learned before, it has a topic sentence, supporting sentences, and a concluding sentence.

**3.2. Narrative Organization**

<b>Topic Sentence</b>	<ul style="list-style-type: none"> <li>• It tells the reader what the paragraph will be about.</li> <li>• It may also tell when and where the event took place.</li> <li>• It should capture the reader’s interest.</li> </ul>
<b>Supporting Sentences</b>	<ul style="list-style-type: none"> <li>• The supporting sentences tell what happened.</li> <li>• They explain the sequence of events.</li> <li>• They include sensory details, such as what the writer saw, heard, smelled, or tasted.</li> <li>• They also tell about the writer’s feelings during the events.</li> </ul>

<b>Concluding Sentence</b>	<ul style="list-style-type: none"><li>• The concluding sentence “wraps up” the narration.</li><li>• It may include a comment about why the experience was important or what the writer learned from the experience.</li></ul>
----------------------------	---

### 3.3. Stages of the Supporting Sentences

<p><b>Topic Sentence</b></p>	<p>The strangest experience in my life happened a year before I graduated from high school.</p>
<p><b>Background Information</b></p> <p>A narrative paragraph usually starts with this part to set the scene. It can tell <b>when</b> and <b>where</b> the event happened.</p>	<p>I was sixteen years old and my best friend Mark was fifteen. He invited me to visit him during the summer. I stayed with him in his farmhouse in the middle of a countryside.</p>
<p><b>Beginning of the Event</b></p> <p>The beginning of a narrative usually tells what happened first in the story.</p>	<p>I shared a room with Mark, and there was a table between our beds. Every morning, Mark’s mom brought us a cup of hot tea in bed after we woke up.</p>
<p><b>Middle of the Event</b></p> <p>This part is usually the main part, and tells most of the events and the important point (climax).</p>	<p>While we slept one night, I felt my bed moving. I thought it was a dream. The next morning, Mark’s mother brought us hot tea as usual. When we woke up, we were surprised. We saw our beds came together and the table moved away.</p>
<p><b>End of the Event</b></p> <p>The end concludes the story. It tells the final of the event (resolution).</p>	<p>Mark said he didn’t do it, and I didn’t do it.</p>
<p><b>Concluding Sentence</b></p>	<p>We still don’t know the resource of that strange event.</p>

**A. Read the following parts of the paragraph and number the parts in the correct order.**

**Then decide if the parts are**

- background information
- from the beginning of the story
- from the middle of the story
- from the end of the story

**(There are two parts of the middle section.)**

<p>a. <input type="checkbox"/> .....</p> <p>A few days later my father was able to go to the window to look for himself. But all he could see was an ugly brick wall.</p>
<p>b. <input type="checkbox"/> .....</p> <p>A strange thing happened to my father when he was in the hospital to have an operation.</p>
<p>c. <input type="checkbox"/> .....</p> <p>The next day he asked the nurse why the man described a beautiful park. The nurse looked confused and told my father, "That man was blind."</p>
<p>d. <input type="checkbox"/> .....</p> <p>My father didn't feel well. He asked the other man to describe the view outside the window because he wanted to feel better. After the man talked about the beautiful view from the window, my father was able to fall asleep. Before my father woke up, the man left the hospital.</p>
<p>e. <input type="checkbox"/> .....</p> <p>After his operation, my father woke up sharing a room with another man. The other man's bed was next to the window.</p>

**B. Read the paragraph and complete the chart according to the paragraph.**

**A UFO Sighting**

I never believed in aliens before the craziest night last year. It was a cold, dark winter evening, and I was on the way home from a friend's house. I stopped to tie my shoe. When I looked up again, I saw a round object coming toward me. It was very large and shiny. I couldn't believe it. I couldn't run or shout. The object suddenly moved and then, it disappeared. After the object disappeared, I ran all the way home and called my best friend. When she picked up the phone, I couldn't say anything. I never told anyone about this craziest event of my life.

<b>TOPIC SENTENCE</b>		...
<b>SUPPORTING SENTENCES</b>	<b>Point 1</b>	<b>Background information</b>
	Details	<ul style="list-style-type: none"> <li>• It was a cold, dark winter evening.</li> </ul>
	<b>Point 2</b>	<b>The beginning of the event</b>
	Details	<ul style="list-style-type: none"> <li>• I was walking home from a friend's house.</li> <li>• ...</li> </ul>
	<b>Point 3</b>	<b>The middle of the event</b>
	Details	<ul style="list-style-type: none"> <li>• I saw a round object coming toward me.</li> <li>• ...</li> <li>• ...</li> <li>• ...</li> </ul>
	<b>Point 4</b>	<b>The end of the event</b>
	Details	<ul style="list-style-type: none"> <li>• I ran all the way home.</li> <li>• ...</li> <li>• ...</li> </ul>
<b>CONCLUDING SENTENCE</b>		...

## 4. Tips for Paragraph

### 4.1. Past Simple Tense

<b>“to be”</b>				
<b>+</b>	I/ She/ He/ It		<b>was</b>	happy.
	We/ You/ They		<b>were</b>	happy.
<b>-</b>	I/ She/ He/ It		<b>wasn't</b>	happy.
	We/ You/ They		<b>weren't</b>	happy.
<b>?</b>	<b>Was</b>		I/ she/ he/ it	happy?
	<b>Were</b>		we/ you/ they	happy?
<b>“regular and irregular verbs”</b>				
<b>+</b>	I/ She/ He/ It		<b>worked</b>	yesterday.
	We/ You/ They		<b>slept</b>	
<b>-</b>	I/ She/ He/ It		<b>didn't work</b>	yesterday.
	We/ You/ They		<b>didn't sleep</b>	
<b>?</b>	<b>Did</b>	I/ she/ he/ it	<b>work</b>	yesterday.
		we/ you/ they	<b>sleep</b>	

## 4.2. Time Expressions

### Language focus: Using time expressions

One way to order two events is to use *after*, *before*, or *when*.

*After* shows the first event:

*I played soccer **after school**.* (school happened first; not soccer)

***After school**, I played soccer.*

*Before* shows the second event:

*I couldn't play the guitar **before I took lessons**.* (lessons happened first)

***Before I took lessons**, I couldn't play the guitar.*

*When* shows that the first event happened just before the second event:

*I told him the news **when he called**.* (he called first; then I told him the news)

***When he called**, I told him the news.*

**Note:** When *after*, *before*, or *when* begin a sentence, use a comma after the event.

## 5. Task

A popular magazine is holding a narrative competition and you have decided to enter. Your experience must end with the words: **“It was the strangest day of my life.”**

### A. Brainstorming (2 minutes)

Look at the chart you filled in about your strangest day (at the part 2).

### B. Outline (10 minutes)

Fill in the outlining chart about your strangest day.

TOPIC SENTENCE		
SUPPORTING SENTENCES	<b>Point 1</b>	<b>Background information</b>
	Details	
	<b>Point 2</b>	<b>The beginning of the event</b>
	Details	
	<b>Point 3</b>	<b>The middle of the event</b>
	Details	



	<b>Point 4</b>	<b>The end of the event</b>
	Details	
	<b>CONCLUDING SENTENCE</b>	It was the strangest day of my life.

**B. Writing (28 minutes)**

You completed the preparation steps and it is time to write a paragraph now. Use your notes on the previous parts (A and B) and write a paragraph about the strangest day in your life. Try to be careful about the organization, check part B for organizing your paragraph.

You have 28 minutes. Try to write between 80-100 words.

**C. Editing (5 minutes)**

	1. Does the paragraph have a <b>TITLE</b> ?
	2. Does the topic sentence tell what the <b>STORY</b> will be about?
	3. Does the paragraph have <b>SUPPORTING SENTENCES</b> ?
	4. Does the paragraph give <b>BACKGROUND INFORMATION</b> ?
	5. Does the paragraph give the <b>EVENTS ORDER</b> of the story?
	6. Does the paragraph include <b>YOUR FEELINGS</b> about that day?
	7. Did you use <b>SEQUENCING WORDS</b> to show the order of the events?
	8. Did you use " <b>PAST TENSE VERBS</b> " in the correct form?
	9. Does the paragraph have a <b>CONCLUDING SENTENCE</b> ?

# APPENDIX

## Capitalization and Punctuation



### What is capitalization?

**Capitalization or capitalisation** is writing a word with its first letter as a capital letter (upper-case letter) and the remaining letters in lower case in writing systems.

### Why do we use capitalization?

- To help the reader better understand what is written.
- To help avoid contextual ambiguity.

### Capitalization Rules

➤ Always capitalize the first word of a sentence.	<b>e.g.</b> All flights were delayed because of the weather. <b>e.g.</b> Because of the weather, all flights were delayed
➤ Always capitalize the pronoun <i>I</i> .	<b>e.g.</b> <b>I</b> like chocolate. <b>e.g.</b> The winners of the contest were Martin and <b>I</b> .
➤ Capitalize proper nouns- the names of specific people, places, or things.	<b>e.g.</b> Billy, London <b>e.g.</b> The <b>S</b> tatue of <b>L</b> iberty is located on <b>L</b> iberty <b>I</b> sland in <b>N</b> ew <b>Y</b> ork.
➤ Capitalize a person's title, including <i>Mr.</i> , <i>Mrs.</i> , <i>Ms.</i> , and <i>Dr.</i>	<b>e.g.</b> Our teacher is <b>M</b> r. Hill.
➤ Capitalize names of cities, countries and other geographic areas. ➤ Capitalize names of people from these countries or areas.	<b>e.g.</b> People from <b>B</b> razil are called <b>B</b> razilians. They speak <b>P</b> ortuguese. <b>e.g.</b> People from <b>G</b> ermany are called <b>G</b> ermans. They speak <b>G</b> erman.

➤ Capitalize names of languages.	
➤ Capitalize names of streets.	<b>e.g. Baker Street 221B</b>
➤ Capitalize cardinal directions.	<b>e.g. West Coast, the Black Sea.</b>
➤ Capitalize titles of works, such as books, movies, songs, newspaper, magazines etc.	<b>e.g. <i>The Lord of the Rings</i></b> <b>e.g. <i>The Name of the Rose</i></b> <b>e.g. <i>Daily News</i></b>
➤ Brand names	<b>e.g. Selpak, Ford, Faber Castell</b>
➤ Capitalize days of the week, months of the year, and holidays.	<b>e.g. Monday, April</b> <b>e.g. St. Valentine's Day, Halloween</b>
<ul style="list-style-type: none"> <li>➤ Always capitalize the first letter of a title.</li> <li>➤ If the title has more than one word, capitalize all the words that have meaning</li> <li>➤ Do not capitalize small words such as <i>a, an, the, in, with, for, of, to, and, or, etc.</i></li> </ul>	<b>e.g. A Lucky Day</b>  <b>e.g. The Features of a Good Restaurant</b>  <b>e.g. Life in Rize</b>
➤ Religions and names of deities.	<b>e.g. the Bible, Christianity</b>

**A. Circle the words that have capitalization errors and correct them.**

1. March and july are more than thirty days long.
2. Why does february never have thirty days?
3. in the original calendar by the romans, September was the seventh Month.
4. The month of august was named for Caesar augustus.
5. The word april can be the name of a month or a girl.
6. My sister has two daughters. Their names are rachel and rosalynd.
7. does jill live in west?
8. one of the most important sporting events is the world cup.
9. i like ice cream.

**B. Complete these statements. Be sure to use correct capitalization.**

1. The ninth month of the year is\_\_\_\_\_.
2. \_\_\_\_\_is the capital of Turkey.
3. One of the most popular brands of automobiles is\_\_\_\_\_.
4. The summer months are\_\_\_\_\_,\_\_\_\_\_, and\_\_\_\_\_.
5. U.S.A. stands for the United\_\_\_\_\_of\_\_\_\_\_.
6. The last movie that I saw was\_\_\_\_\_.
7. My favourite singer is\_\_\_\_\_and my favourite actor is\_\_\_\_\_.
8. The first person to walk on the moon was\_\_\_\_\_.

**C. Read the following paragraphs. Circle the capitalization errors and make corrections above the errors.**

the leakey family is similar in many ways. they live in east africa, but the family is from england. louise leakey is an explorer, but for her family that's normal! louise's mother is maeve and she's an explorer. her father is richard leakey. richard is also in east africa, but he's a farmer. richard's half-brother is colin leakey. colin isn't in africa, but he's an explorer and a scientist at cambridge university in england. louise's grandparents (louis and mary) are dead, but they were also famous explorers. louise's sister is samira, but she works for the world bank. their uncle and aunt are phillip leakey and his wife katy. they have an international company.

**D. Read the following paragraph. Circle the capitalization errors and make corrections above the errors.**

the mini was a british car until 2000. now BMW, a german company, is the producer of the mini, but the car factory for the mini is still in oxford, england. there are 2,500 parts in the mini and they are from countries and continents all over the world including the americas and europe. so, what nationality is a car with a german company, with international parts and the factory is in britain? it's a global product.

# Punctuation!?

## What is punctuation?

**Punctuation** is the system of signs or symbols given to a reader to show how a sentence is constructed and how it should be read.

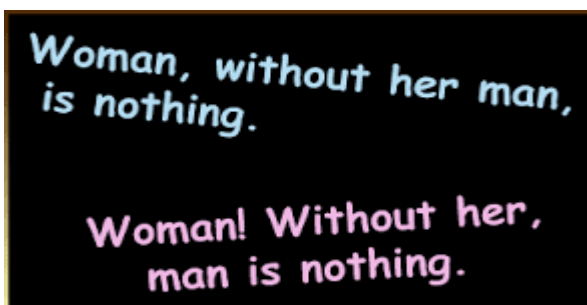
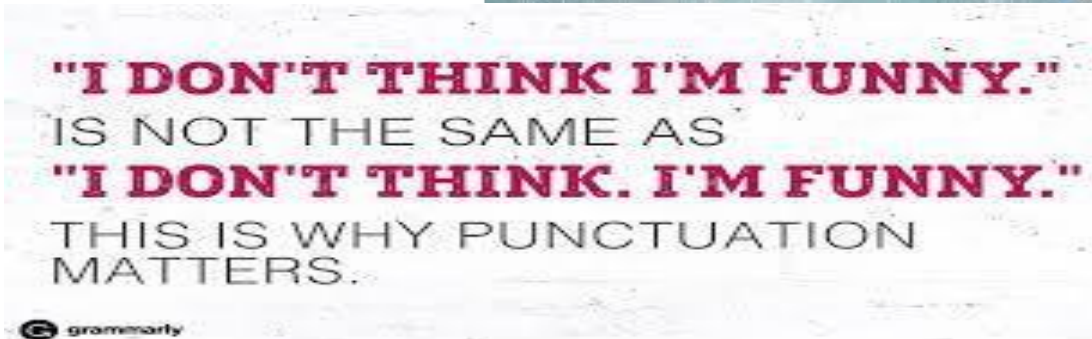
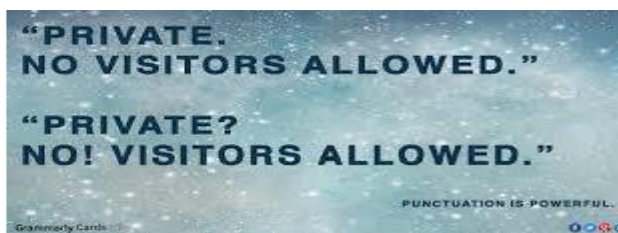
## Why do we use punctuation?











- To separate groups of meaning and emphasis.
- To convey an idea of the variations of the volume, pauses, and intonation of speech.
- To help avoid contextual ambiguity. It is vital to disambiguate.

## Look at the photos. What do you think about them?


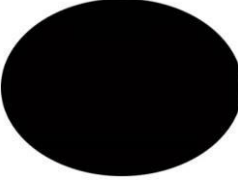
Let's eat grandpa.  
Let's eat, grandpa.

correct punctuation can  
save a person's life.



<b>Punctuation</b>			
	<b>Apostrophe</b>		<b>Full Stop</b>
	<b>Brackets</b>		<b>Hyphen</b>
	<b>Colon</b>		<b>Question Mark</b>
	<b>Comma</b>		<b>Semi-colon</b>
	<b>Exclamation Mark</b>		<b>Speech Mark</b>

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<p><b>Apostrophe</b> /ə'pɒstrəfi/ is used</p> 	<ul style="list-style-type: none"> <li>➤ to indicate the omission of one or more letters (in contractions). e.g. <i>I don't like cheese.</i> [=do not]</li> <li>e.g. <i>He's sixteen years old.</i> [=he is]</li> <li>➤ to indicate possession:           <ul style="list-style-type: none"> <li>➤ Use ['s] after singular nouns, plural nouns which do not end in s and indefinite pronouns. e.g. <i>the girl's keys</i></li> <li>e.g. <i>The children's books</i></li> <li>➤ Use just ['] after plural nouns ending in s. e.g. <i>the girls' keys</i></li> <li>➤ With some names that end in -s, another -s is not always used. e.g. <i>Jesus' name</i></li> <li>e.g. <i>James' car</i></li> </ul> </li> </ul>
<p><b>Full stop</b> /fʊl stɒp/ or <b>Period</b> in AmE /'piəriəd/ is used</p> 	<ul style="list-style-type: none"> <li>➤ at the end of a sentence. e.g. <i>Hakan is very ill.</i></li> <li>➤ in some abbreviations e.g. <i>He will be in Walton St. at 9 p.m.</i></li> <li>e.g. <i>Bring your own pens, pencils, rulers, etc.</i></li> <li>➤ in website and email addresses e.g. <a href="http://www.oup.com">www.oup.com</a></li> </ul>

**Comma** /'kɒmə/ is used



Hello, I am a comma.

- to separate the items in a list.  
**e.g.** *The flag was red, white, and blue.*
- to separate an introductory word or phrase.  
**e.g.** *At the end of the day, my husband and I sit on the sofa and talk.*
- to separate parts of a sentence.  
**e.g.** *When we come to school, we will call you.*
- to separate two main clauses when there is a conjunction such as and, but, or so.  
**e.g.** *The temperature was below freezing, but we were warm.*
- to mark off parts of a sentence.  
**e.g.** *My friend, Eliza, likes singing.*
- in relative clauses to give non-essential information.  
**e.g.** *Tarkan, who is a megastar, married to his fan.*
- before a quotation or direct speech.  
**e.g.** *Fiona said, "I will help you."*  
**e.g.** *Teacher said, "Open your books and go to page 16."*

**Question mark** /'kwɛstʃ(ə)n mɑ:k/ is used

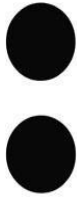




- at the end of questions.  
**e.g.** *Why are you late?*




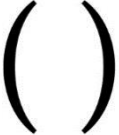

**Exclamation mark** /ɛksklə'meɪʃ(ə)n mɑ:k / is used



- to stress an idea or show strong emotion.  
**e.g.** *Run as fast as you can!*

<p><b>Colon</b> /'kəʊlən/ is used</p> 	<ul style="list-style-type: none"> <li>➤ to introduce a list of items.</li> </ul> <p><b>e.g.</b> To build a tree house, you will need the following items: nails, a hammer, boards, and a tape measure.</p>
<p><b>Semicolon</b> /,semɪ'kəʊlən/ is used</p> 	<ul style="list-style-type: none"> <li>➤ between two separate sentences.</li> </ul> <p><b>e.g.</b> They help each other; Emily does the bookkeeping while Amina takes care of customers.</p>
<p><b>Quotation mark</b> /kwə(ʊ)'teɪ(ə)n mɑ:k / or <b>Speech mark</b> /spi:tʃ mɑ:k / is used</p> 	<ul style="list-style-type: none"> <li>➤ to show that you are quoting someone else's words.</li> </ul> <p><b>e.g.</b> <i>Alexander the Great said, "Yes, there is something you can do for me. Please move a little to the side. You are blocking the sunlight."</i></p> <ul style="list-style-type: none"> <li>➤ American style uses double quotes (“”) for initial quotations, then single quotes (‘’) for quotations within the initial quotation.</li> </ul> <p><b>e.g.</b> <i>“Economic systems,” according to Professor White, “are an inevitable by-product of civilization, and are, as John Doe said, ‘with us whether we want them or not.’”</i></p> <ul style="list-style-type: none"> <li>➤ British style uses single quotes (‘’) for initial quotations, then double quotes (“”) for quotations within the initial quotation.</li> </ul> <p><b>e.g.</b> <i>‘Economic systems’, according to Professor White, ‘are an inevitable byproduct of civilization, and are, as John Doe said, “with us whether we want them or not”’.</i></p>



<p><b>Hyphen</b> /'hʌɪf(ə)n/ is used</p> 	<ul style="list-style-type: none"> <li>➤ to link words and parts of words</li> <li><b>e.g.</b> My <b>mother-in-law</b> is visiting soon.</li> </ul>
<p><b>Dash</b> /dɑː/ is used</p> 	<ul style="list-style-type: none"> <li>➤ to mark off information that is not essential to an understanding of the rest of the sentence.</li> <li><b>e.g.</b> Many birds—do you like birds?—can be seen outside the window.</li> <li>➤ to show other kinds of break in a sentence where a comma, semicolon, or colon would be traditionally used</li> <li><b>e.g.</b> Tommy can't wait for Christmas—he's very excited.</li> </ul>
<p><b>Slash</b> /slaː/ is used</p> 	<ul style="list-style-type: none"> <li>➤ instead of or, and, etc.</li> <li><b>e.g.</b> He/She goes to the party.</li> <li>➤ in web-addressees (URLs)</li> <li><b>e.g.</b> <a href="http://ydyo.erdogan.edu.tr/en/">http://ydyo.erdogan.edu.tr/en/</a></li> <li>➤ in phonetic alphabet</li> <li><b>e.g.</b> <i>Slash</i> /slaː/</li> </ul>
<p><b>Bracket</b> /brakɪt/ or <b>parenthesis</b> /pə'renθɪsɪs/ (plural <b>parentheses</b> /pə'renθɪsiːz/) is used</p> 	<ul style="list-style-type: none"> <li>➤ to make an aside, or a point which is not part of the main flow of a sentence.</li> <li><b>e.g.</b> The strategy (or strategies) may need to change.</li> </ul>
<p><b>Square bracket</b> /skwɛ'brakɪt/ is used</p> 	<ul style="list-style-type: none"> <li>➤ To abbreviate lengthy quotations.</li> <li><b>e.g.</b> ‘The major classes that exist in Western societies are an upper class[...]; a middle class [...] and a working class [...].’ (Giddens, 1997, p.243)</li> </ul>

**E. Add the correct end punctuation: full stop ( . ), question mark ( ? ) or exclamation mark ( ! )**

1. Congratulations
2. Do most people believe in ghosts in your country
3. Do not open your test booklet until you are told to do so
4. Will the president attend the meeting
5. Jason put the dishes in the dishwasher
6. Wow, I cannot believe how tall you are
7. Is Ali going to take her dog for a walk
8. Rick leaned the guitar against the wall
9. How many people are going to the circus
10. Make sure you brush your teeth before you go to bed

**F. Correct the apostrophe errors in these sentences.**

1. I am going to Victors birthday party on Sunday.
2. My three cousin's house is right next to Mr. Wilsons house.
3. The reasons that were given for the childrens' bad behaviour were unbelievable.
4. Men' shoes are on the second floor.
5. This is the boys bike.
6. I am going to Stephanies house tonight.
7. My three friend's children are all well behaved.
8. Many people have said that it cant be done.

**G. Add correct punctuation in the boxes.**

Justin Ferrar flies above Fronalpstock in the mountains of Switzerland  The weather is perfect for paragliding and today it s very peaceful. But paragliding isn t normally relaxing

Extreme paragliders can fly over 3000 meters high and very long distances over 300 kilometers

**H. Read the paragraph and add correct punctuation in the boxes.**

Perhaps you often go cycling  but how well can you cycle across the top of a 1000 meter mountain  Professional mountain biker Kenny Belaey cycles across South Africa  s Table Mountain in this photo.  The landscape is perfect.  he says.

**i. Find the 12 punctuation errors in this paragraph.**

Deserts are some of the most interesting places on earth A desert is not just a dry area It is an area that receives less than ten inches of rainfall a year About one-fifth of the earth is composed of deserts Although many people believe that deserts are nothing but hills of sand this is not true In reality deserts have large rocks mountains canyons and even lakes For instance only about ten percent of the Sahara Desert the largest desert on the earth is sand

**J. Remember one of the rules of comma: “Comma (,) is used to separate two main clauses when there is a conjunction such as and, but, or so.” Read following sentences and add comma (,) in the correct place.**

1. I don't want to argue with you but I don't want to give in.
2. She had a lot of friends because she was a friendly girl.
3. I had a cute puppy but I lost him.
4. He studied for the test so he got a good grade.
5. Jim can boil eggs and Sally can make toast.
6. We can go to Disneyland or we can go to Sea World.

**K. Combine the sentences using a comma and a coordinating conjunction. Use “but, and, so, because, or”**

1. Dan lived Michigan for many years. He lives in London now.
2. They didn't want to be late. They hurried.
3. Jill runs a mile every day. She swims on Fridays.
4. You can choose vanilla ice cream. You can choose chocolate.
5. The LAB class was cancelled. The electricity went off.