

Contents

Introduction

How to use this book

Chapter 1: Introduction to writing

1.1 Nouns	1
1.2 Determiners	4
1.3 Basic present tenses	5
1.4 Simple sentence structure	6
1.5 Subject/verb agreement	8
1.6 Prepositions	11
1.7 There is / there are	14
1.8 Adverbs	15
1.9 Articles	17
1.10 Adjectives	21
1.11 Compare/contrast structures	25
1.12 Common errors with word forms	27
1.13 Compound and complex sentence structures	29
1.14 Transitions	32
1.15 Sentence fragments and run-on sentences	33
1.16 Common errors	38
1.17 Grammar check 1	39
1.18 Writing practice	40

Chapter 2: Past and present

2.1 Basic past and present tenses	41
2.2 Past perfect	44
2.3 Articles, continued	47
2.4 Adjective clauses	48
2.5 Punctuating adjective clauses	53
2.6 Adjective clause error correction	55
2.7 Noun clauses	56
2.8 Reported speech	58
2.9 Sentence structure: review	61
2.10 Paragraph development	62
2.11 Narrative paragraphs	64
2.12 Grammar check 2	66
2.13 Writing practice	67

Chapter 3: Introduction to essays

3.1	Introductions	69
3.2	Body paragraphs	70
3.3	Counter-arguments	71
3.4	Conclusions	73
3.5	Essay structure: review	74
3.6	Putting theory into practice	75
3.7	Example argumentative essay: life lessons	82
3.8	Parallel structure	86
3.9	Passive voice	88
3.10	Modal verbs	91
3.11	Avoiding weak connections	96
3.12	Using personal support	97
3.13	Logical fallacies	98
3.14	Grammar check 3	103
3.15	Writing practice	104
3.16	Essay outline	105
3.17	Essay checklist	107

Chapter 4: Using evidence

4.1	Discursive (compare/contrast) essays	108
4.2	Present perfect	112
4.3	Gerunds and infinitives	118
4.4	Using evidence	122
4.5	Citations and references	123
4.6	Facts and opinions	124
4.7	How to cite and reference	125
4.8	Reporting phrases for paraphrasing and quoting	128
4.9	Model essay	129
4.10	Using evidence: practice 1	133
4.11	Using evidence: practice 2	137
4.12	Using evidence: practice 3	139
4.13	Source analysis	142
4.14	Grammar check 4	144
4.15	Writing practice	146
4.16	Essay outline	148
4.17	Essay checklist	150

GET IT WRITE!

The Ultimate Guide to Academic Writing
second edition



Leigh Pearson

1. Introduction to writing

1.1 Nouns

Let's begin with the foundation of any sentence — the noun. Every sentence has at least one noun as the subject of the sentence, but if you get the noun wrong, it can cause a chain reaction of errors throughout your writing.

The difficulty comes from the fact that English has countable and uncountable nouns. As an intermediate-level student, you should already be familiar with the basic concept of countable and uncountable nouns, but some nouns can be both countable and uncountable with a slight difference in meaning. This fact causes many problems for English language learners.

An uncountable noun usually refers to something that is hard or impossible to count for some reason. For example, 'tree' is a countable noun, but 'wood' is uncountable because it is a material that can be any size, from a tiny splinter of wood all the way up to a huge log of wood. Similarly, 'fruit' is an uncountable noun that refers to a type of food that grows on a tree or bush, but there are many types of fruit, so all together they are uncountable because there are just so many types. Because we cannot count these nouns, we cannot use numbers with them, and they cannot usually be plural or take the articles *a/an*.

The following table breaks uncountable nouns into ten categories to make them easier to remember.

Try to memorize all ten categories.

Category	Examples
1. Things that come in very small (hard-to-count) pieces	rice, salt, sand, dirt, hair, flour, dust
2. A group of similar things	food, furniture, luggage, garbage, equipment, money
3. Academic subjects	English, biology, mathematics, economics
4. Abstract ideas	happiness, research, wisdom, news, knowledge
5. Liquids/semi-solids	blood, milk, water, beer, honey, butter
6. Gases	carbon monoxide, oxygen
7. Solids/materials	cheese, gold, ice, plastic, wood, bread
8. Sports/types of recreation	chess, tennis, soccer, jogging, hiking, swimming
9. Natural phenomena	weather, rain, snow, lightning
10. Diseases	cancer, measles, smallpox, Covid-19

Note: To express a specific quantity, some uncountable nouns may be preceded by a unit of measurement such as *a sheet of paper*, *a spoonful of coffee*, and *a piece of wood*.

You should already be familiar with basic countable and uncountable nouns. However, some nouns have both countable and uncountable forms, with a difference in meaning. These nouns are used to make a distinction between more 'general' and more 'specific' meanings. Common examples include business, time, responsibility, technology, experience, education, school, university, society, and life, to name just a few. Compare the following:

She has enough **experience** to write a good essay. (experience **in general**)

She had **a bad experience** in her exam yesterday. (a **specific** experience)

If I have **time**, I will go on holiday this Christmas. (time **in general**)

We had **a great time** at the beach last week. (a **specific** time)

Finally, nouns can sometimes be used as modifiers, similar to how you use adjectives, to modify other nouns, creating a compound noun. For example, a shop that sells makeup is a beauty shop, not a beautiful shop. The first noun 'beauty' is being used as an adjective to describe what type of shop it is, not the quality of the shop. Note that when a noun is used as an adjective in this way to modify and describe another noun, it is almost always used in its singular form with no 's'.

A shop that sells shoes is a **shoe shop** (NOT a shoes shop).

A bag that you use to carry books is a **book bag** (NOT a books bag).

Complete the following sentences with the given word in the correct form to make a grammatically correct sentence. In the parentheses at the end of each sentence, indicate if the noun used is a singular countable noun (SCN), a plural countable noun (PCN), an uncountable noun (UN), or an adjective use of the noun (ADJ). The first one has been done for you as an example. Be prepared to discuss your answers.

1. My city has too many (*vehicle*) vehicles because of the large population. (PCN)
2. His theory is supported by a significant amount of (*research*) _____. ()
3. Bones and DNA show that all (*human*) _____ evolved in Africa. ()
4. There are a lot of good (*job*) _____ opportunities in capital cities. ()
5. The (*evidence*) _____ for climate change should convince anyone. ()
6. Nobody likes it when they are given (*homework*) _____ every night. ()
7. Studying in England was the best (*experience*) _____ of my life. ()
8. Using different (*sentence*) _____ structures is essential to write well. ()
9. Some (*economy*) _____ will take years to recover from Covid-19. ()
10. The internet has a lot of useful (*information*) _____. ()
11. (*News*) _____ stories help us to keep up to date with the world. ()
12. Every (*child*) _____ should receive healthcare and an education. ()
13. The computer is one of the most important (*technology*) _____. ()

As previously mentioned, many nouns have both countable and uncountable forms, with a difference in meaning between more 'general' and more 'specific'.

Complete the following sentences with the given word in the correct form (noun, verb, adjective, adverb) to make each sentence grammatically correct.

1. **(LIFE)** _____ can be very cruel. Every _____ is important, but every day, thousands of _____ are lost in terrible accidents and wars. In order to _____ peacefully and enjoy a good quality of _____, we must try harder to work together.
2. **(SOCIETY)** Every _____ has its own problems. This is partly because people have different _____ values, and people tend to _____ with people who share similar beliefs. Also, a lot of _____ still experience corruption and do not protect their citizens as they should.
3. **(UNIVERSITY)** Going to _____ can be a life-changing experience, and most _____ students go on to build successful careers in the future. There are thousands of great _____ in the world, but choosing a good _____ can be difficult.
4. **(EXPERIENCE)** My trip to the North Pole was one of the most amazing _____ of my life. Over the years, I have gained a lot of _____ with travelling to new places, but that trip was the greatest _____ because I _____ so many extremely difficult but very rewarding situations.
5. **(SUCCESS)** My brother's business is a _____, but it took him many years to _____. Now that he is _____, however, I'm very proud of him. _____ can be very rewarding, but it is rarely easy. Most people _____ through a lot of hard work and determination.
6. **(TECHNOLOGY)** The modern world is full of _____. The wheel is one of the most ubiquitous and important _____ of all time, but information _____ is one of the most recent _____ advances that may eventually lead to true artificial intelligence, or AI.

1.2 Determiners

With nouns, it is often necessary to use a word called a determiner to indicate which thing(s) you are referring to, or whether you are referring to one thing or several. There are two main types of determiners.

Type A determiners are used to say which thing(s) you are referring to and whether you are thinking of a specific example or speaking in general.

articles: a/an/the (we will discuss articles in greater detail later in the book)

possessives: my, your, his, their, etc.

demonstratives: this, that, these, those

Type B determiners are usually quantifiers that say how much or how many, such as three, some, every, many, all. Some Type B determiners are only used with countable nouns (e.g. every, many, and a few), some are only used with uncountable nouns (e.g. a little), and some can be used with both countable and uncountable (e.g. a lot of and some).

However, if you want to use a Type B determiner (describing how much or how many) before a noun that has a Type A determiner (the, her, this, etc.), you have to use 'of'.

Compare the following:

Most people don't like homework. (CORRECT – people in general)

Most of people don't like homework. (INCORRECT)

Most of the people **in this class** like homework. (CORRECT – a specific group of people)

It's also worth noting here that 'few' and 'a few' (used with countable nouns), and 'little' and 'a little' (used with uncountable nouns) have slightly different meanings. 'Few' and 'little' are more negative and mean 'not many/not much'. Similarly, 'a few' and 'a little' also refer to a relatively small quantity of something, but they are slightly more positive and mean 'some'.

For example, 'I have a few friends' means that I have maybe ten close friends, whereas 'I have few friends' might mean that I have just two or three.


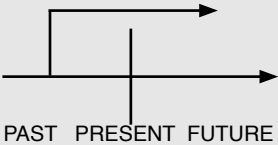
Please also note that a lot of and lots of have the same meaning and can be followed by both countable and uncountable nouns, but they can't be mixed up, i.e. you cannot write there are a lots of people. You must say there are lots of people or there are a lot of people.

Complete the following sentences with 'of' if necessary.

1. Most _____ people enjoy watching movies.
2. I have read a few _____ the books in our library.
3. Many _____ books are available in paperback or hardback.
4. Most _____ our teachers like to give us too much homework.
5. Some _____ the workers at my father's company have quit.

1.3 Basic present tenses

Now that we have covered noun structures, we need a verb to construct a basic sentence. A verb is a word that is used to say what someone or something does or what happens to them, or it can be used as a linking verb followed by an adjective to give information about the subject. You should already be familiar with the basic principles of verbs, but the following explanations and exercises should help you to better understand the basic present tense verb forms and how to use them more accurately in your writing.

The simple tenses		
TIMELINE	FUNCTION	EXAMPLE
Present Simple 	Generally, present simple describes permanent situations or things that happen regularly or all the time. A present simple statement was true in the past, is still true now, and will probably be true in the future.	(a) Tom lives in New York. (b) It rains a lot in England.
Present Progressive 	We use present progressive to talk about: (a) a relatively short-term action that started in the past, is still happening now, and will probably continue in the near future; (b) a development or change in a general situation over a longer period of time.	(a) Jane is sleeping at the moment. (b) People are smoking less than they did fifty years ago.

Complete the following sentences using either present simple or present continuous.

1. Because it (*rain*) _____, I will stay home and watch TV.
2. The UK is a very green country because it (*rain*) _____ often.
3. I (*work*) _____ on my assignment right now, so I don't have time to eat.
4. My father (*work*) _____ at a bank, but he (*work*) _____ more hours than usual at the moment because he (*save*) _____ money for a new car.
5. People (*have*) _____ fewer children and (*live*) _____ longer than they used to. All economies (*need*) _____ young workers to replace older workers, so many governments (*look*) _____ for solutions to this issue.

1.4 Simple sentence structure

A sentence is a group of words that express a complete idea. A simple sentence contains at least one subject/verb combination. The subject shows who or what does something, and the verb shows the action (or condition). Study the following examples of simple sentences:

Subject(s)	Verb(s)	Pattern
(a) I	study	SV
(b) I	study and work	SVV
(c) I	study, work, and have fun	SVVV
(d) My neck	hurts	SV
(e) You and I	are reading	SSV
(f) My legs, neck, and back	hurt	SSSV
(g)	Work hard!	V

The simplest sentence has one subject and one verb as in (a) and (d) above. However, the verb of a sentence may be compound as in (b) and (c).

Also, the subject of a sentence may be compound as in (e) and (f). Note the use of commas in a list of three or more verbs or nouns, as in (c) and (f). Also, an imperative sentence (an instruction) as in (g) is also a complete sentence as the subject is understood to be 'you', but it is not written.

As well as the subject(s) and verb(s) of your sentence, you may wish to add additional information such as who, what, when, where, why, or how something happens.

The information that comes after the main verb is called the complement of a sentence.

The complement adds meaning to the verb or gives extra information to the sentence.

A sentence can have one of six possible complements.

Study and try to remember the following:

Subject	Verb	Complement
We	like	hotdogs / big juicy hotdogs. (1. Noun / noun phrase)
I	understand	you. (2. Pronoun)
They	are reading	quietly / very quietly. (3. Adverb / adverb phrase)
You	are	smart / very smart. (4. Adjective / adjective phrase)*
She	wants	to expand her business. (5. Verb phrase)
You	are studying	with new friends. (6. Prepositional phrase)

*adjective complements are only possible with a linking verb such as be, look, seem, etc. For example, she is beautiful; she looks beautiful; she seems beautiful.

A complement can also be a combination of any of the six possible complements.

Subject	Verb	Complement combinations
I	like	exercising. (gerund noun)
I	like	exercising in the evening. (gerund noun + adverb/prep phrase)
I	like	exercising in the evening with my girlfriend. (gerund noun + adverb/prep phrase + prepositional phrase)
I	like	exercising in the evening with my girlfriend to stay fit and healthy. (gerund noun + adverb/prep phrase + prepositional phrase + verb phrase)

In the following simple sentences, underline the subjects, double-underline the main verbs, and label all preposition phrases and other 'chunks' of grammar that you can see. The first one has been done for you.

1. The main reason ^{verb phrase} (to learn English) is ^{verb phrase} (to communicate) ^{prep. phrase} (with foreigners).
2. The happiest moment of my life was marrying my wife on a beach in Thailand.
3. It is important to dress appropriately at formal events.
4. In the evenings, my wife and I enjoy watching TV and eating snacks together.
5. During vacations, I usually relax and enjoy my time off with family and friends.



1.5 Subject/verb agreement

You should already be familiar with the basic idea that the subject and verb of a sentence must agree (I, we, you, they **like** / He, she, it **likes**).

My mother is American.	(singular subject + singular verb)
We are students.	(plural subject + plural verb)
You and I work hard.	(compound subject + plural verb)
Swimming is good exercise.	(singular subject (gerund) + singular verb)

Each and every

One point that often causes confusion is the use of *each* and *every*. *Each* and *every* are always followed immediately by a singular noun, and therefore, the verb must also be singular. In addition, even when there are two or more nouns connected by *and*, the verb remains singular. This rule is also true for *any* as long as it is part of a singular noun such as *anyone* and *anything*, but not if it is used as a determiner; such as *any* books or *any* pens.

- Everyone **dreams**.
- Every child **needs** love.
- Every glass, cup, and plate **is** broken.

Prepositional phrases

The subject of a sentence is often preceded or followed by a prepositional phrase, which can make choosing the right verb difficult. A prepositional phrase is a group of words that starts with a preposition and ends with a noun, pronoun, or noun phrase. Prepositional phrases express where, when, how, why, or whose. Pay particular attention to the last column!

near New York	on January 3 rd	due to the rain
by bus	of my books	despite the time
in the corner	by writing carefully	as a result of my boss
among friends	without warning	during the movie

When a prepositional phrase comes after the subject of a sentence, it is important to remember that it is *not a part of* the subject. You should therefore ignore it most of the time when you are deciding which verb to use.

- That bag** (of books) **is** very heavy.
- His interest** (in so many subjects) **takes** a lot of his free time.
- The assignments** (from our teacher) **are** very interesting.

If a sentence *starts* with a prepositional phrase of time or place, there is a comma separating it from the subject. Remember that a prepositional phrase **cannot** be the subject of a sentence!

- (**INCORRECT**) *In my school* has very kind teachers.
- (**CORRECT**) *In my school,* the teachers are very kind.

Quantifiers as subjects

Another area of confusion occurs when a quantifier is used as the subject of a sentence.

One of my teeth **is** missing, and **both** of my children *are laughing* at me.

Here, the first subject is *one*, which is always singular, and the second subject is *both*, which is always plural. Notice that '*one of*' is always followed by a plural noun (one of many).

Here are some more examples of singular and plural subjects.

Singular subjects

Neither (of my parents) **is** living. They both died when I was young.

Much (of their time) **is** spent doing homework.

Either (of your books) **explains** verb tenses very well.

Plural subjects

Both (of my parents) **were** very kind.

Several (of the teachers) **are** very cruel.

Many (people) still **don't believe** in climate change

A few (students) **love** grammar!

Unfortunately, the difference between singular and plural subjects is not always clear. Some quantifiers can be both singular *and* plural.

In these cases, you must look at the noun in the prepositional phrase to see whether your verb should be singular or plural.

None (of the **jewelry**) **is** expensive. (uncountable – **singular**)

None (of the **diamonds**) **are** real. (countable – **plural**)

Some (of my **money**) **was** stolen. (uncountable – **singular**)

Some (of his **books**) **are** in my car. (countable – **plural**)

A lot (of our **homework**) **is** very difficult. (uncountable – **singular**)

A lot (of **textbooks**) **are** very complicated. (countable – **plural**)

Most (of the **pollution**) **comes** from cars. (uncountable – **singular**)

Most (of my **friends**) **have** part-time jobs. (countable – **plural**)

All (of the **ice**) **has melted**. (uncountable – **singular**)

All (of their **phones**) **are** better than mine. (countable – **plural**)

Complete the following sentences using an appropriate form of the verb in parentheses. Be careful of tenses in some cases. To help you complete this task, underline or highlight the subject of each sentence and put parentheses around any preposition phrases.

1. Every boss and employee (*know*) _____ the importance of teamwork.
2. Writing paragraphs (*help*) _____ a reader to understand your ideas.
3. My mother and father (*move*) _____ to a new house at the moment.
4. The ideas in the lecture (*help*) _____ you pass the exam next week.
5. The teachers at my old school (*be*) _____ always kind to me.
6. One of my teachers and two of my friends (*come*) _____ from England.
7. Most of the fun during holidays (*happen*) _____ at night.
8. The wildlife in zoos (*help*) _____ us to understand the natural world.
9. There (*be*) _____ a lot of TOEFL and IELTS resources available online.
10. Most pollution in rivers (*be*) _____ caused by people.
11. Everybody in my class (*love*) _____ doing homework every night.
12. One of the best things in my life at the moment (*be*) _____ my beautiful new child.
13. Each explanation and exercise in these chapters (*improve*) _____ your English.
14. All of the dirty black smoke from cars and buses on the streets of all big cities (*damage*) _____ our health and the environment.
15. Having loving relationships in today's busy world with so many responsibilities (*be*) _____ very important, but it can (*be*) _____ difficult.

1.6 Prepositions

Earlier in Chapter 1, we briefly discussed prepositional phrases. Now we will cover prepositions when they are used after a verb or adjective. Often, the correct preposition cannot be guessed, and one has to learn and remember each expression as a whole.

The fact that there are so many prepositions and you have to remember each one individually means that prepositions will probably continue to cause errors in your writing far into the future, but a few important rules for using prepositions are as follows:

***~ing* forms used as nouns**

When we put a verb after a preposition, we usually use an *~ing* form (a gerund), not an infinitive. Compare the following:

You can't improve your writing **without practicing**.

You can pass the exam **by studying** hard.

My friends are talking **about playing** football after class.

She fell asleep **after watching** TV all night.

Before going to bed, I always read a book.

'To' as a preposition

'To' actually has two different uses. It can be used to indicate that the next word is an infinitive verb (e.g. **to** write, **to** read), or it can be used as a preposition before a noun, pronoun, or noun phrase (e.g. He's gone **to** school. I always listen **to** my parents).

Study the following examples and discuss the differences:

I like to learn about science. (*learn* is a verb, so *to learn* is an infinitive verb)

I went to a cool science festival last month. (*a cool science festival* is a noun phrase, so *to a cool science festival* is a preposition phrase)

In class, you must stick to the rules. (*the rules* is a noun, so *to the rules* is a preposition phrase)

I get to college by bus. (*college* is a noun, so *to college* is a preposition phrase)

I hope to graduate next year. (*graduate* is a verb, so *to graduate* is an infinitive verb)

It is important to brainstorm and plan your essays first. (*brainstorm* and *plan* are both verbs in this sentence, so *to brainstorm and plan* is actually two infinitive verbs, but we only need to include a single *to*. We could say *It is important to brainstorm and to plan your essays first*, but the second *to* is unnecessary.)

Complete the following sentences with appropriate prepositions *if one is necessary*. These sentences contain some very common preposition mistakes that we see in student writing, so don't assume you know the correct answer.

Think carefully, and be careful as some of these sentences do not require any preposition at all!

1. I want to be good _____ English.
2. The girl over there reminds me _____ my sister.
3. I am looking forward _____ meeting you next week.
4. For my degree, I want to study _____ international business _____ university.
5. My wife and I discussed _____ having a baby last night.
6. As a university student, you can access _____ a lot of information and services.
7. In last week's classes, our teacher explained simple sentences _____ us.
8. Winter is great because you can throw snowballs _____ everyone.
9. Last night, I was driving too fast and crashed _____ a wall.
10. In my house, I am responsible _____ cooking and looking after our pets.
11. Drugs and alcohol can have a big effect _____ people's performance.
12. When you enter _____ college, you will face _____ a lot of obstacles.
13. Every weekend, my parents try _____ prevent me _____ going out.
14. I apologized _____ my girlfriend _____ making her cry.
15. Many people use the internet _____ search _____ information.

The following table lists a few common verb/adjective + preposition combinations.

Verb/adjective + preposition combinations	
absent from something	kind to somebody
accuse somebody of doing something.	laugh at somebody or something
agree with a person or idea	made of/from a material
anxious about (= worried about)	made by somebody
apply to somewhere for something	made with a tool
bad at	near (to) somebody or something
believe in God, ghosts etc	pay for something
blame somebody for something	pleased with somebody/something
care about something (= important)	pray for something
take care of (= look after)	prevent somebody or something from doing something (= stop something before it happens)
care for (= look after or like)	protect somebody or something from danger of some kind
crash into something	recover from an illness
depend on somebody or something for something	rely on somebody or something
disappointed with somebody or something for something	remind somebody of something
divide into	remind somebody to do something (= make them remember to do something they might forget)
dream of (= think of, imagine)	responsible for
dream about (while asleep)	search for somebody or something
fight with somebody or a situation	surprised by something
fight for something one believes in	study for an exam or qualification
forgive somebody for something	study a subject (no preposition)
get in (to) and out of a car	take part in an activity
get on (to) and off a motorbike, plane, train, bus, or ship	talk to somebody about something
good at	throw something at (= throw to hit)
graduate from a university	throw something to (= throw to be caught)
graduate in a subject	used to something (= accustomed to)
graduated with a qualification	
insist on something	

1.7 There is / there are

We use 'there is/are' sentences to state that something exists (or does not exist) in a particular place. When 'there' occupies the subject position in a sentence, it is *not* the true subject of the sentence; it is called an expletive and has no meaning as a vocabulary word. The true subject follows the verb 'to be'. It is the only sentence in English where the subject comes after the verb, which means the verb must agree with noun or nouns that come after the verb 'to be'.

(**INCORRECT**) There has a university in my city.

(CORRECT) There **is a university** in my city.

(CORRECT) There **are many universities** in my city.

In cases where the verb 'to be' is followed by two or more subjects, the verb agrees with the *first* subject, whether it is singular or plural. Compare the following:

There are three exams and a project this term.

There is a project and three exams this term.

A common mistake happens when students forget that they already have the main verb in the *there is / there are* structure and put another main verb after the subject.

Compare the following:

(**INCORRECT**) **There are** many people **are killed** on the roads every year.

(CORRECT) There are many people who are killed on the roads every year.

(CORRECT) Many people are killed on the roads every year.

(CORRECT) There are many people killed on the roads every year.

The following sentences are all wrong. How would you correct them?

1. There are many university students study abroad to improve their English.

2. There is my hometown, but I haven't visited for many years.

3. In my city, there has music and movie festivals every year.

4. Even though I love reading, there isn't enough library facilities at my university.

5. There are many universities in my hometown offer distance learning programs.

1.8 Adverbs

Adverbs are used to modify verbs, adjectives, and other adverbs. They explain *how*, *how often*, *when*, *where*, and *why* something is done. Adverbs are usually formed by adding *-ly* to an adjective, but there are irregular forms such as *well*, *fast*, *hard*, *very*, and *quite*.

Study the following rules before attempting the questions that come after:

Position of adverbs	
PATTERN	EXAMPLE
Adverbs can be used in various positions within a sentence.	(a) I wrote the letter quickly , or I quickly wrote the letter, or quickly , I wrote the letter.
Adverbs never separate a verb from its object.	(a) He ate his burger too quickly . (NOT — He ate too quickly his burger.)
Adverbs of time usually occur at the beginning, or at the end of a sentence.	(a) Tomorrow , I will work on my assignment. (b) I will work on my assignment tomorrow .
Adverbs usually follow the pattern of (a) time, direction, manner or (b) direction, manner, time.	(a) Yesterday , my sister drove to work quickly . (b) My sister drove home too quickly yesterday .
Adverbs are also used to modify (a) other adverbs and (b) adjectives.	(a) Our teacher talks extremely quickly . (b) My house is very big .

Position of frequency adverbs	
PATTERN	EXAMPLE
Adverbs of frequency come in front of simple present and simple past verbs (except the verb 'be').	(a) I never eat before bed. (b) My dog always begs for food.
Adverbs of frequency always follow the verb 'be' in present simple and past simple sentences.	(a) He is always late. (b) They are often sleepy in the morning.
Adverbs of frequency come after the first auxiliary (helping) verb, but before any other auxiliary verbs and the main verb.	(a) You are always sleeping when I call you. (b) I have always been given love in my family.

Put all of the following words together to form grammatically correct sentences. As you complete this exercise, think carefully about which words are adverbs, what these words are describing, and where they must appear within each sentence.

1. work / of / every day / most / friends / diligently / my / very

2. his / safely / night / John / car / usually / drives / very / at / home

3. escapes / fence / one / often / dogs / over / night / the / of / at / my

4. brother / talk / my / doesn't / quietly / always / very

Choose whether to use the adjective or adverb to complete the following sentences. Think carefully about the sentence structure and decide whether the missing word is describing a noun, verb, adjective, or adverb. If the missing word is describing a noun, you need to use an adjective. On the other hand, if the missing word is describing a verb, adjective, or adverb, then you need to use an adverb.

1. The (*guilty / guiltily*) _____ but (*shameless / shamelessly*)

_____ ex-president walked (*slow / slowly*) _____ towards his new prison cell.

2. Students can (*easy / easily*) _____ access the library on campus, but they

must remain (*quiet / quietly*) _____ at all times so that they do not disturb others.

3. It is important to behave (*responsible / responsibly*) _____ in life because

if you are (*unreliable / unreliably*) _____, people will not trust you.

4. Information is (*easy / easily*) _____ to access these days because the

internet is (*quick / quickly*) _____, and global access is increasing.

5. Oil prices have increased (*significant / significantly*) _____ in recent years,

so there has also been an (*extreme / extremely*) _____ concerning drop in demand.

1.9 Articles

Articles are one of the hardest aspects of English grammar to get right because there are so many rules to remember. The following tables explain all the rules for the articles *a*, *an*, *the*, *no article*, *some*, and *any*. Study these rules very carefully before you attempt the questions after:

A/an		
<p>The original meaning of <i>a/an</i> was 'one', so it is mainly used with singular countable nouns. <i>A/an</i> is generally used as an <i>indefinite</i> determiner to show that you are referring to a non-specific thing, or a thing that is not known by the reader.</p>		
	FUNCTION	EXAMPLE
Which one	<i>A/an</i> can be used with a singular countable noun to talk about a person or thing when the reader does not know which one is being referred to, or when it does not matter which one.	(a) I need a pen . (b) We saw a snake yesterday. (c) My father is buying a new car .
One of many	<i>A/an</i> can be used with singular countable nouns to talk about something in general; in (a) the writer is talking about any single pen, but not a specific pen.	(a) A pen is a very useful tool. (b) A snake is a dangerous animal. (c) Good writers use a dictionary .
Description	<i>A/an</i> can be used after a linking verb such as <i>be</i> and <i>become</i> to show that person or thing belongs to a class, group, or type.	(a) My brother is a plumber . (b) I miss being a student .



Would you like an apple?

The

The can be used with singular, plural, and uncountable nouns. *The* is a *definite* determiner; it is used when the reader knows (or can work out) which person(s) or thing(s) you are talking about.

	FUNCTION	EXAMPLE
Which one	<i>The</i> can be used when it is clear from the situation which one(s) you are discussing.	(a) John's in the toilet . (b) Can I borrow the car today?
	<i>The</i> can be used when you have mentioned the person(s) or thing(s) before.	(a) I put some money in my wallet, but today, the money has gone.
	<i>The</i> can be used when you say in the sentence which one(s) you mean.	(a) The girl who sits next to me is very nice. (b) Where is the money I gave you ?
The only one(s)	<i>The</i> can be used when you are talking about something unique such as <i>the sun</i> or <i>the stars</i> , or when something is unique to our environment such as <i>the police</i> or <i>the government</i> .	(a) The Second World War was terrible. (b) The prime minister has helped my country's economy a lot.
Place names	<i>The</i> is usually used with <i>seas</i> , <i>mountain groups</i> , <i>island groups</i> , <i>rivers</i> , <i>deserts</i> , <i>hotels</i> , <i>cinemas</i> , <i>museums</i> , and <i>newspapers</i> . See \emptyset (no article) for place names without <i>the</i> .	(a) The Pacific Ocean is huge. (b) The Thames River is in London.
Animals, body parts, and inventions	<i>The</i> can be used to refer to an entire group of things, but instead of using the plural, we can use <i>the + singular noun</i> . However, this structure can only be used with animals, body parts, and inventions.	(a) The blue whale is the world's largest mammal. (b) The brain is the most complex human organ. (c) The computer has revolutionized the way we work.

Ø (no article)		
Ø (no article) can only be used with uncountable and plural nouns. It cannot be used with singular nouns. We use no article when to talk about something in general.		
	FUNCTION	EXAMPLE
Things in general	No article (Ø) is used when you are talking about something in general;	(a) Pens are very useful. (b) I hate snakes . (c) Fruit is good for your health.
Fixed expressions of place, time, and movement	Some countable nouns are used as uncountable with no article. to/at/from/enter school/university to/at/in/into/from church to/at/from/leave work or home by train/bus/car/bicycle	(a) I will meet you at university . (b) My wife is at home now.
Proper names	We do not usually use an article with singular proper names	(a) Her name is Jane . (b) I love Manchester United .
Place names	Ø (no article) is usually used with continents, countries, provinces, towns, streets, lakes, and titles of public buildings or organizations.	(a) Oxford Street has a lot of shops. (b) Central Park is a beautiful place to relax.

Some/any		
	FUNCTION	EXAMPLE
Quantity	<i>Some</i> and <i>any</i> are used to express a limited but uncertain quantity — when we do not know, care, or say exactly how much or how many. <i>Some</i> is usually used in positive sentences, but <i>any</i> is usually used in negative sentences and questions. In (c), <i>some</i> is often used in questions when the speaker expects a positive response.	(a) I bought some fruit , but I did not buy any coffee . (b) Have you got any children ? (c) Could you lend me some money ?

Complete the following sentences using an appropriate article (a/an/the/some/any) or Ø if no article is required.

1. Our teacher gave us _____ homework last night.
2. _____ homework is always boring!
3. _____ homework that our teacher gave us yesterday was very difficult.
4. I have to clear up all _____ rubbish in my back garden.
5. Too many factories pollute our environment with _____ chemicals.
6. I always try to buy products that don't contain _____ chemicals.
7. Who is _____ man who is sitting next to Jane?
8. We live on _____ Gorky Street, near _____ Waldorf Hotel.
9. My father always wanted to be _____ architect.
10. _____ architect designs buildings.
11. _____ architect who designed my home was terrible! _____ roof leaks whenever it rains, and none of _____ windows close properly.
12. We went to _____ supermarket yesterday and bought _____ fruit and vegetables. We didn't buy _____ meat because we ran out of _____ money. _____ fruit was very fresh, but _____ vegetables were a little bit old, so _____ shop vendor gave us _____ discount.
13. My girlfriend and I have just moved into _____ new house. It's in _____ great location near _____ place where we both work. _____ house has _____ kitchen and _____ bathroom, but there isn't _____ furniture, so we had to buy _____ things to make _____ life more comfortable. We bought _____ bed for our bedroom, and _____ sofa set for _____ living room. _____ sofa set was very expensive because it is made of _____ leather, but it's very comfortable. Once we have finished decorating inside, we will start on _____ garden. At the moment, it looks like _____ jungle, but with _____ lots of hard work we could make it into _____ most beautiful garden in _____ village.

1.10 Adjectives

Adjectives are extremely important in English as they can add much more information and meaning to a sentence. For example, the sentence ‘I have a car’ doesn’t really convey much meaning except ownership. However, the sentence ‘I have a terrible old Russian car’ tells you much more because of all the adjectives. You should already be familiar with basic adjectives and how to use them, but here are a few rules that you might not be aware of.

Before a noun

When adjectives are used before a noun, they are generally put in the following order:

Adjective order								
Quantity	Opinion	Size	Age	Color	Origin	Material	Purpose	Noun
A	lovely	little	modern	white	English	metal	tea	pot
Three	useless	big	old	brown	French	wooden	fishing	boats

Another point worth noting is that adjectives with **similar** meanings (especially in longer sequences) are generally separated with commas.

A **beautiful, expensive, luxurious** home.

In cases like this, we might also choose to add ‘and’ before the last adjective

A **beautiful, expensive, and luxurious** home.

However, shorter, more common adjectives describing different aspects of a noun are usually used without commas.

A **big old African** elephant.

Usually, we do not use ‘and’ to link adjectives if they are before a noun, but if two adjectives describe the same thing such as character (a) or appearance (b), then ‘and’ is used.

(a) My **brave and fearless** dog attacked the thief.

(b) I gave my brother a **red and yellow** jacket for Christmas.

Finally, we sometimes use two or more words *together* to form a single compound adjective.

I wrote a **250-page** report.

For compound adjectives such as ‘**250-page**’ above, we use a hyphen to join all the words together to form a single adjective because each of the words *alone* would not logically describe the report. For instance, we *cannot* say “I wrote a 250 report”, or “I wrote a page report”. In addition, any noun that forms part of the compound adjective (such as ‘page’ in the example above) should be in its singular form without ‘s’. For example, we *cannot* say “I wrote a 250-pages report”.

Finally, with expressions of measurement, the adjective comes after the quantity.

I have a **six-foot-tall** son (*tall* is the adjective of measurement).

I have a **25-meter-long** swimming pool (*long* is the adjective of measurement).

After a noun

When adjectives come after a noun, they must be linked to the noun with a linking verb, such as *be*, *become*, *look*, *seem*, *feel*, *smell*, and *taste*.

The teacher **seems/looks/sounds happy** today.

The soup **smells/tastes/looks delicious**.

As with adjective before a noun, with expressions of measurement, the adjective comes after the quantity.

My son is **six feet tall** (*tall* is the adjective of measurement).

My swimming pool is **25 meters long** (*long* is the adjective of measurement).

Finally, we usually use *and* before the last adjective in a series *after* a noun.

My girlfriend is tall, slim, **and** beautiful.

Complete the following sentences with the information in parentheses. Look back at the adjective rules on the previous page for guidance.

1. I bought _____ (*computer, new, some, awesome*) games.
2. I love _____ (*old, Chinese, beautiful*) paintings.
3. My dog is _____ (*old, cute, fat*).
4. I own _____ (*black, beautiful, a, white*) cat.
5. I have _____ (*year, 60, old, a, British*) car.



Participle adjectives

This is a **confusing** grammar point that **confuses** many students, but you will not be **confused** for long. The present participle ‘~ing’ is used to show that something has an *active* effect. Think of the ‘ing’ adjective as describing the quality of something. In this example, the grammar point *confuses* people (*active verb*), so it is a *confusing* grammar point (*adjective*), or this grammar point is/feels/seems *confusing* (*adjective*). On the other hand, everyone is *confused by this grammar point* (*passive verb*), so everyone is is/feels/seems *confused* (*adjective*). The ‘ed’ adjectives is used to show the effect *on* something or someone, not the active effect *on something or someone else*. Compare the following examples:

Science **interests** me.

This science book is very **interesting**.

I have been **interested** in science for years.

Grammar **bores** me.

Grammar is very **boring**.

I am **bored**.

Parties **excite** me.

Parties are extremely **exciting**.

I am always **excited** when I go to parties.



Be careful! Not all adjectives have an ‘ing’ and/or ‘ed’ form, but in general, the ‘ing’ adjective describes the quality of something, whereas the ‘ed’ adjective describes how someone feels (the effect on them).

If we wish to use a comparative form of these adjectives, we have to use ‘more’ and ‘the most’. We cannot use ‘er’ and ‘est’. For example, we might say, “This movie is *more boring* than I expected. In fact, it is *the most boring* movie I have ever seen!”

Complete the following sentences with participle adjectives from the information in parentheses. Be careful! You might also need to add a linking verb such as *is, feel, seem, etc.* In addition, you also have to include some adverbs, so refer back to the adverbs section to review how they should be used in a sentence.

For instance, 'John usually feels tired' (adverb of frequency before the main verb) could also be written as 'John is usually tired' (adverb of frequency after the verb 'to be').

1. My friends and I are always confused (*confuse, always*) by grammar, but when we ask our teacher, it _____ (*usually, confuse, less*).
2. When I got home last night, I noticed that a window _____ (*break*) and the TV and stereo _____ (*miss*).
3. Many students think that reading classes _____ (*bore*), but just because you _____ (*bore*), that does not mean you can fall asleep behind your book!
4. I _____ (*never, relax*) during journeys on public transport in the past, but now that I have a car, journeys _____ (*relax, more*).
5. Exam results _____ (*excite, always*) and _____ (*frighten*) because everyone _____ (*frighten*) of failing.
6. After an _____ (*exhaust*) day at work, I _____ (*always, tire*) and need to sleep early.
7. I have _____ (*extremely, interest*) in science since I was young. Every week, there _____ (*new, amaze*) discoveries about our world!
8. I have an _____ (*interest*) job and a _____ (*love*) wife, so I _____ (*satisfy*) with my life.
9. Many of the stories in the news _____ (*concern, very*). We should all _____ (*concern*) about what our leaders are doing.
10. Living in my local area can _____ (*stress, quite*) because many young people _____ (*addict*) to drugs, so it is not safe at night.

1.11 Compare/contrast structures

A common technique in any language is to compare or contrast two or more things in order to explain how they are similar or how they differ. There are a few comparative structures in the following table that you can use, starting with the easiest and progressing to structures that often cause problems in student writing.

Compare/contrast		
FUNCTION	STRUCTURE	EXAMPLE
Comparative adjectives	<p>We use comparative adjectives to contrast one thing with another. One-syllable adjectives usually have comparatives ending in <i>~er</i>, as in (a).</p> <p>Adjectives ending in <i>~y</i> have <i>~ier</i>, as in (b).</p> <p>Adjectives with one vowel and one consonant end with <i>double consonant + ~er</i>, as in (c).</p> <p>Longer adjectives of two syllables or more usually have <i>more...</i>, as in (d).</p>	<p>(a) I am older than my brother.</p> <p>(b) He is luckier than me.</p> <p>(c) I am not thin, but I am thinner than him.</p> <p>(d) He is more handsome than me.</p>
Superlative adjectives	<p>We use superlative adjectives to compare somebody or something with the group that they belong to. Superlative adjectives are usually preceded by <i>the</i>.</p> <p>One-syllable adjectives usually have superlatives ending in <i>~est</i>, as in (a).</p> <p>Adjectives ending in <i>~y</i> have <i>~iest</i>, as in (b).</p> <p>Adjectives with one vowel and one consonant end with <i>double consonant + ~est</i>, as in (c).</p> <p>Longer adjectives of two syllables or more usually have <i>the most...</i>, as in (d).</p>	<p>(a) I am the oldest of four brothers.</p> <p>(b) He is the luckiest person in our family.</p> <p>(c) She is the thinnest person I have ever seen.</p> <p>(d) That is the most amazing car in the showroom.</p>
Similarity	<p>If we want to say that two things are similar, we can use the verb like, adverbs such as too, also, and as well, or the same as if two things are identical. Note that you can never say <i>as same as</i>.</p>	<p>(a) I look like my brother.</p> <p>(b) My brother is tall, and I am too.</p> <p>(c) My brother is the same height as me.</p>
Equality	<p>If we want to say that two things are equal in some way, we can use as adjective as.</p>	<p>(a) My wife is as beautiful as a princess.</p>
Noun structures	<p>If we want to compare or contrast a quantity, we can use the same as...as structure, but we use much + uncountable noun or many + plural noun.</p>	<p>(a) I don't have as much time as you.</p> <p>(b) My father doesn't have as many books as me.</p>

Choose the best option to complete the following sentences.

1. My house has six bedrooms, but my brother's house only has one.

My house is (*more big than, more bigger than, bigger than*) my brother's.

2. My friend and I both have five English classes a week.

We have (*classes as many as, as many classes as, as same classes as*) each other.

3. I have just an hour or two to relax in an evening, but my baby brother can relax all day.

My brother has (*free time more than me, more free time than me*).

4. I earn a lot of money, but my father earns more than me.

I don't earn (*money as much as, as much money as, as many money as*) my father.

5. My cousin never does his homework.

He is (*interested more, more interested, more interesting*) in playing with his friends.

6. It is still hot, but it was hotter yesterday.

It is not (*hot as same as, as hot as, the same hot as*) yesterday.

7. The price of petrol goes up every year.

It gets (*expensive more, more expensive, more expensiver*) to drive a car every year.

8. Everyone in my family has blue eyes. My eyes are blue, too.

My eyes are (*as same color as, the same color as*) everyone else in my family.

9. Everyone thinks that I am a bad driver, but I know that I am a terrible driver.

When I passed my test, no one was (*surprised the same as, more surprised than, more surprising than*) me!

10. Last night, I went to see a movie, but I fell asleep because the movie was so bad.

It was (*the most bored, the most boringest, the most boring*) movie I have ever seen.



1.12 Common errors with word forms

We have now covered nouns, verbs, and adjectives, so let's see if you can figure out some of the more common mistakes that learners make with word forms. From the box below, choose the appropriate word for each gap and change it (if necessary) into the appropriate part of speech to form a grammatically correct sentence. Each numbered sentence requires you to use different forms of the same word. The first one has been done for you as an example. To help you do this, think about sentence structure and write n (noun), v (verb), adj (adjective), or adv (adverb) in the parentheses after each word.

tell	life	death	tiredness	success
responsibility	society	advice	belief	concern

1. My wife always tells (v) me that she loves me, but yesterday, she told (v) me that she hated me!
2. Many people don't really enjoy _____ () with others, but they want company at home. This is why many people in _____ () have a fish tank in their homes.



3. In my apartment, I have a small fish tank. I am usually a very _____ () person, so it's my _____ () to clean it every two weeks.
4. However, I am actually quite lazy, and cleaning the tank can be _____ (), so I thought of a plan to make my life easier so I wouldn't be so _____ ().
5. Last week, I bought a new fish. My plan was to buy a fish that would eat the dirt and keep the tank clean. If my plan was _____ (), I would not have to clean the tank anymore. A friend had _____ () by doing the same thing, so I was sure my plan would _____ ().

6. I hoped that the new fish would _____ () happily with the one other fish and enjoy its _____ () in my fish tank because there is a lot of dirt for it to eat!
7. Usually, I listen to my wife's _____ (), but when I showed her the new fish, she _____ () me not to put it in our fish tank.
8. However, my _____ () that this fish would make my life easier was so strong that I didn't _____ () my wife and put the fish in the tank, anyway.
9. A couple of days ago, I was _____ () when I noticed that the new fish had disappeared. This was very _____ () because the fish was quite big, but after an hour of looking, I still couldn't see it.
10. My new fish is now _____ (), which is why my wife is angry with me! I'm not sure exactly when it _____ (), but it was my own fault because I put it in the tank with a Siamese fighting fish. Its _____ () is on my shoulders!



1.13 Compound and complex sentence structures

A sentence must have at least one clause (one subject/verb combination that expresses one idea). However, multiple clauses can be combined into a single sentence in order to show how different information relates to each other. Conjunctions must be used to combine two or more clauses together into a single sentence. Conjunctions are used to make two kinds of sentences: Compound sentences and complex sentences.

Compound sentences

Compound sentences are formed using coordinating conjunctions **and**, **or**, **but**, and **so** (**yet**, **for**, and **nor** are also coordinating conjunctions, but are not commonly used these days). These compound conjunctions express different relationships between the two independent clauses.

He studies hard, and he always does his homework.	(ADDITION)
We drove very quickly, but we still arrived late.	(CONTRAST)
I went to bed late last night, so I feel really sleepy today.	(RESULT)
You could go to the cinema, or you could just stay at home.	(CHOICE)

Independent clauses must be joined with a comma *and* a coordinating conjunction, or separated with a full stop. Compare the following:

(INCORRECT)	It was snowing, I went skiing.
(CORRECT)	It was snowing. I went skiing.
(CORRECT)	It was snowing, so I went skiing.

In formal writing, coordinating conjunctions cannot be used to start a sentence.

(INCORRECT)	My brother was playing a game. But , I just watched.
(CORRECT)	My brother was playing a game. I just watched.
(CORRECT)	My brother was playing a game, but I just watched.
(CORRECT)	My brother was playing a game. However , I just watched.

Although there are exceptions, a comma usually comes after the first clause and before the coordinating conjunction. Notice that the comma comes immediately after the word 'animals' with no space before it.

(INCORRECT)	Most people like animals but my mother hates them.
(CORRECT)	Most people like animals, but my mother hates them.

NOTE: *So that* is often confused with *so*, especially when deciding whether or not to add a comma. *So that* expresses purpose, not result, but *that* is often omitted in less formal writing, which leads to confusion over commas.

Compare the following:

I went out in the rain without an umbrella, so I got wet.	(RESULT)
Next time, I will take an umbrella so (that) I will not get wet.	(REASON)

Complex sentences

An *independent clause* is a complete sentence and can stand alone. A complex sentence contains an independent clause and another clause joined with a subordinating conjunction. The resulting *dependent clause*, containing the conjunction and the extra clause, cannot stand alone as a sentence; it acts as part of the main clause and *depends* on more information in order to make it a complete sentence.

There are different types of complex sentence, but for the moment we will cover adverb clauses, which use subordinating conjunctions such as *because*, *although*, *when*, and *if*.

Study the following example sentences and the table of common subordinating adverbial conjunctions that comes after:

Independent clause Dependent clause

I bought you a special present because it is your birthday.

Dependent clause Independent clause

Because it is your birthday, I bought you a special present.

Independent clause Dependent clause

He woke up extremely early even though it was his day off.

Dependent clause Independent clause

Even though it was his day off, he woke up extremely early.

Summary of common adverbial conjunctions

Time	Cause/effect	Opposition	Condition
after	because	even though	if
before	since	although	unless
when	now that	though	whether or not
while	as	whereas*	even if
as	as long as	while*	providing (that)
since	so (that)		in case (that)
until			in the event (that)
as soon as			
once			
as long as			
whenever			

*when *while* and *whereas* are used to show opposition, a comma is usually used even if the adverb clause comes second. For example, I hate football, *whereas* my brother loves it.

When a sentence starts with an adverb (dependent) clause, a comma separates the two clauses.

- (INCORRECT) **If you work hard** you will pass.
 (CORRECT) **If you work hard,** you will pass.

Although there are some exceptions, if an adverb (dependent) clause comes *after* an independent clause, there is usually no comma separating the two clauses.

- (INCORRECT) You will pass, **if you work hard.**
 (CORRECT) You will pass **if you work hard.**

One conjunction is enough to join two clauses. Having two conjunctions joining the same main clauses is incorrect.

- (INCORRECT) **Because** it is your birthday, **so** I bought you a present.
 (CORRECT) **Because** it is your birthday, I bought you a present.

Be careful of expressions such as *because of*, *due to*, *in spite of*, *despite* and *during* which are not conjunctions and cannot combine clauses. They are used as prepositions and must therefore be followed by nouns, pronouns, or noun phrases.

Compare the following:

- (INCORRECT) We can't play football **because of** it is raining.
 (CORRECT) We can't play football **because** it is raining.
 (CORRECT) We can't play football **because of** the rain.
 (CORRECT) **Because** it is raining, we can't play football.
 (CORRECT) **Because of** the rain, we can't play football.

Compound/Complex sentences

A compound/complex sentence is exactly what it sounds like; it is a sentence that contains three or more clauses joined by two or more coordinating *and* subordinating conjunctions depending on how the clauses relate to each other.

Of course, sentences like this will be longer than a regular compound or complex sentence, so you must be very careful to remember which clauses you are joining with which conjunctions.

Study the following examples and label the subject and verb of each clause and the conjunctions that are joining the clauses together:

If you want to pass the exam, you must work hard in class, **but** you should also work hard in your free time.

If you want to pass the exam, **but** you don't really like studying, you might find it very difficult to pass!

I don't really enjoy studying, **but** I know that I must get a good GPA **if** I want to get into a good university.

1.14 Transitions

Transitions, such as *in addition*, *however*, *moreover*, *as a result*, etc., serve as a bridge between ideas, but they do not serve as conjunctions to combine clauses into a single sentence. They show the relationship between separate sentences and paragraphs. It is important to remember that they are used to connect ideas, not to connect clauses. They are *not* conjunctions and should *not* be used as such.

(INCORRECT) I work very hard however I still find time to relax.

(INCORRECT) I work very hard, however I still find time to relax.

(CORRECT) I work very hard. However, I still find time to relax.

However, if you overuse transitions, they can make your writing look mechanical (robotic), especially if you *always* put them at the start of a sentence. You should, therefore, vary their position (as we have done in this sentence), and don't use the same transition too often.

You can also vary your use of 'for example' and 'for instance' by moving them further down the sentence. Compare the following example sentences:

There are many ways to improve congestion. Some cities in the Netherlands, **for instance**, have pedestrian-only city centers.

There are many ways to improve congestion. Some cities in the Netherlands have pedestrian-only city centers, **for instance**.

Similarly, you can place **contrast** or **result** transitions further down the sentence:

Tokyo now has a Sky Train. Traffic problems, **as a result/therefore/as a consequence**, have decreased significantly.

Tokyo now has a Sky Train. Traffic problems have decreased significantly, **as a result/therefore/as a consequence**.

The way that you list points (first, second, third, etc.) can also be varied in order to improve your writing. For instance, they can be changed so they are no longer a transition but part of the subject. Compare the following:

Firstly, an advantage of a new public transport system is that it will reduce traffic problems.

The first advantage of a new public transport system is that it will reduce traffic problems.

Summary of common transitions			
Time	Cause/effect	Contrast	Addition
First, Second...	Therefore	However	In addition
Next	Thus	On the other hand	Moreover
Soon	Hence	In contrast	Furthermore
Then	As a result	Otherwise	Also
Finally	Consequently	Conversely	

1.15 Sentence fragments and run-on sentences

Sentence fragments

A fragment is a piece of something. For example, if you drop a glass on the floor, it will break into many fragments (separate pieces of the whole glass). A sentence fragment follows the same principle. A sentence fragment is a piece of a sentence, but not a complete sentence. A fragment might be missing a subject or a main verb, or it might express an incomplete idea. Study the following example:

First, the effect on people's health. (**INCORRECT**)

Hopefully, you can see that there is no main verb. All we have in this example is a transition followed by a noun phrase. Therefore, this is not a complete sentence; it is a sentence fragment. This example can be corrected by simply adding a main verb and completing the idea. There are a number of ways of doing this. Study the following:

First, the effect on people's health **is a serious concern**. (CORRECT)

The first problem is the effect on people's health. (CORRECT)

Let's look at another example:

In addition, showing their writing ability through well-developed essays. (**INCORRECT**)

Again, although this is a longer piece of writing, hopefully you can see that there is still no main verb. All we have in this example is a transition followed by a gerund noun phrase (showing their writing ability) and a preposition phrase (through well-developed essays). Therefore, this is not a complete sentence; it is another sentence fragment. This example can be corrected by simply adding a main verb and completing the idea. There are a number of ways of doing this.

Study the following:

In addition, showing their writing ability through well-developed essays **takes a lot of practice**. (CORRECT)

In addition, **students must practice** showing their writing ability through well-developed essays. (CORRECT)

Let's look at one final example:

On the other hand, show a lack of ideas and development. (**INCORRECT**)

Here again, hopefully you can see that although this example has a main verb, 'show', there is no subject. Therefore, it is another sentence fragment, another incomplete sentence.

To make this into a complete sentence, we must make sure that there is a subject and a verb. There are a number of ways of doing this.

Study the following:

On the other hand, **many students** show a lack of ideas and development. (CORRECT)

On the other hand, **showing** a lack of ideas and development **is a common problem**. (CORRECT)

Run-on sentences

A run-on sentence occurs when a writer puts two or more independent clauses together in the same sentence without properly connecting them. Study the following:

I love writing essays I don't have much time because of all my other homework.

In this example, hopefully you can see that there are actually two complete sentences that have been incorrectly combined into a single sentence. This is called a run-on sentence because the writer simply runs into the next sentence without stopping or adding a conjunction to join the two clauses.

Sentence 1: I love writing essays.

Sentence 2: I don't have much time because of all my other homework.

In addition, students sometimes attempt to connect independent clauses into a single sentence using just a comma. This is also a mistake. This type of error is called a comma splice. Study the following:

I love writing essays, I don't have much time because of all my other homework.

Here, you can see that the writer has attempted to join the two sentences together with just a comma. Do not do this!

Some students attempt to resolve this problem by adding a transition, but as mentioned earlier, a transition cannot be used as a conjunction. Study the following example:

I love writing essays, **however** I don't have much time because of all my other homework.

A transition has the same meaning as a conjunction (for example, the transition 'as a result' has the same meaning as the conjunction 'so', and the transition 'in addition' has the same meaning as the conjunction 'and').

However, transitions and conjunctions have very different grammatical functions. If you wish to connect independent clauses together into a single sentence, you *must* use a conjunction, not a transition. Study the following:

(**INCORRECT**) I love writing essays I don't have much time because of all my other homework.

(**INCORRECT**) I love writing essays, I don't have much time because of all my other homework.

(**INCORRECT**) I love writing essays, **however** I don't have much time because of all my other homework.

(**CORRECT**) I love writing essays, **but** I don't have much time because of all my other homework.

(**CORRECT**) **Although** I love writing essays, I don't have much time because of all my other homework.

(**CORRECT**) I love writing essays. **However**, I don't have much time because of all my other homework.

One final point is the use of semicolons (;). Generally, we use a semicolon to connect two sentences when a conjunction doesn't quite fit. For example, take the two sentences 'everyone needs love' and 'people need to feel like they are valued by someone'. These two sentences are clearly related, but in this instance a conjunction doesn't quite work. If we try adding a conjunction, 'Everyone needs love, and/but/so/because/when people need to feel like they are valued by someone', none of them really makes sense. In this instance, a semicolon can be used.

However, rewriting the sentence would be the better option.

SEMICOLON: Everyone needs love; people need to feel like they are valued by someone.

REWRITE: Everyone needs to feel loved and valued.

Now that we have covered the different sentence structures, transitions, and common sentence structure errors, compare the following sentences and discuss which ones are correct and which are incorrect. Be prepared to explain your answers.

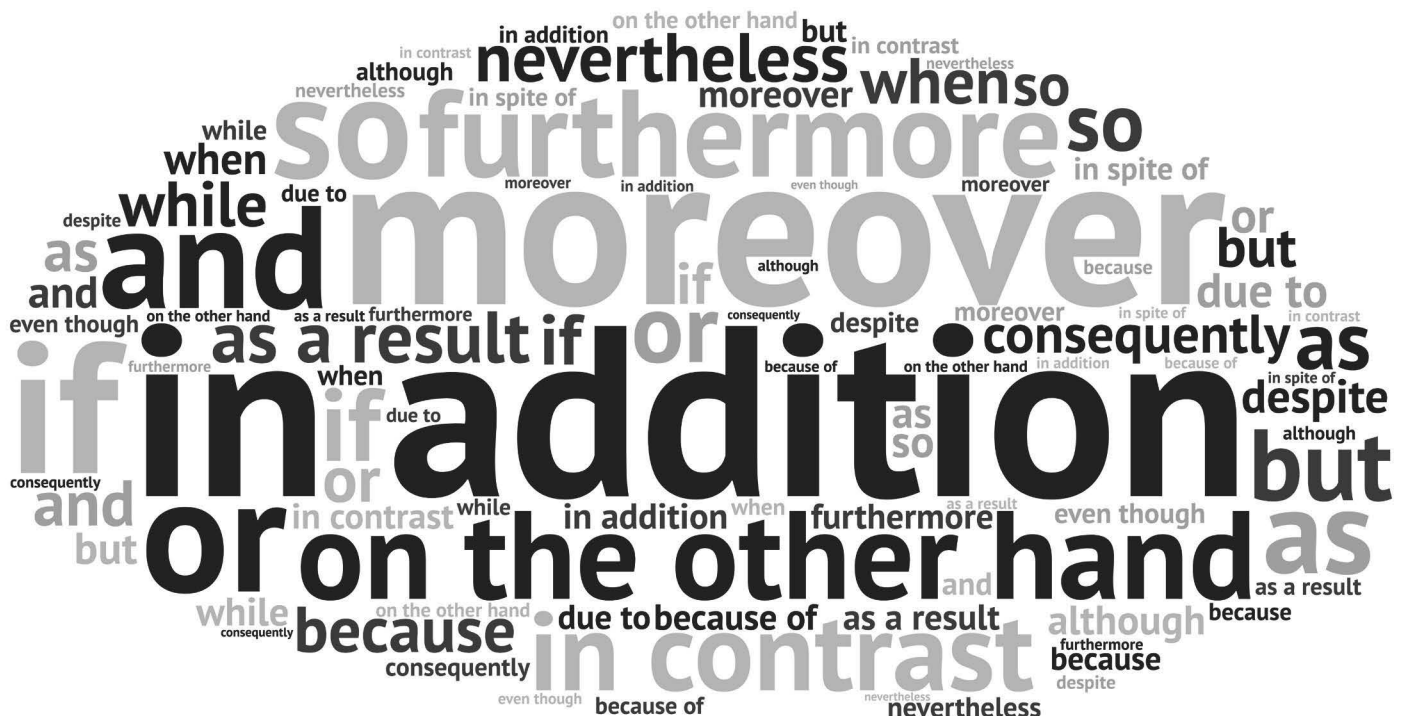
1. I have a new computer studying is much easier.
2. I have a new computer, studying is much easier.
3. I have a new computer so studying is much easier.
4. I have a new computer. So, studying is much easier.
5. I have a new computer and an easier life.
6. Because I have a new computer and an easier life.
7. Because I have a new computer, so studying is much easier.
8. Because I have a new computer studying is much easier.
9. Studying is much easier because I have a new computer.
10. I have a new computer, as a result, studying is much easier.
11. I have a new computer. As a result, studying is much easier.
12. I have a new computer, and studying is much easier, as a result.

Here is a table of subordinating conjunctions and transitions. You can see that while many of these words have similar meanings, they are used differently within sentences.

Function	Subordinating conjunctions To link an independent clause with a dependent clause.	Transitions (conjunctive adverbs) To show the relationship between separate sentences in a paragraph.
Showing time and sequence	Before, As, As long as, At the same time (as), Every time, Since, The first/next/last time, When, Whenever, While, By the time, Until, After, As soon as, Ever since, Now (that)	Afterward(s), At first, Initially, Meanwhile, Simultaneously, Eventually, Finally, Nowadays, Presently, Next, Subsequently, Then, First, Firstly, Second, Secondly, Lastly, Now, At present, Today, So far, In the past, In the future, To begin with, Previously
Showing contrast or to concede a point	Although, Despite, Even though, In spite of, Instead of, Though, Whereas, While	In comparison, Conversely, However, In contrast, Instead, Nevertheless, Nonetheless, On the contrary, On the other hand, Otherwise
Showing similarity	Like, Just as	In other words, Likewise, Similarly, Equally, In the same way
To add information	X	Also, In addition, Moreover, Furthermore, Additionally, Another...
Adding example, support, emphasis	X	For example, For instance, Such as, In particular, In general, In other words, As an illustration, To put it another way, That is to say, To demonstrate, To clarify, Indeed, In fact, Namely
Showing cause	As a result of..., Because..., Due to (the fact that)..., In order to..., Since...	X
Showing effect	(If) ... then, So ... that	Accordingly, As a result, Consequently, Hence, Therefore, Thus, For this reason
Showing condition	Even if, If ... then, In case, Provided that, Providing, Unless, Whether or not	X
To conclude	X	In conclusion, To conclude, To sum up, In summary, To summarize, In brief, Clearly, In short, In closing, To reiterate, As has been stated, Given all the above

Circle the best option from the choices in parentheses. Be prepared to explain your answers. For added practice, substitute other possible transitions in the sentences below.

1. I'm only in town for a day, (*so/ however/ therefore*) let's have lunch together.
2. My sister loves to eat, (*in contrast/ moreover/ but*) I don't care much about food.
3. That restaurant has awful food, (*for example/ for example/ despite*) the seafood.
4. She was exhausted. (*Therefore/ Nevertheless/ In fact*), she worked for another hour.
5. He studied diligently all term, (*then/ therefore/ so*) he expected to do well on the test.
6. John eats five meals a day. (*But/ Despite this/ Hence*), he never gains weight.
7. (*While/ Meanwhile/ During*) I was watching the game, the soup boiled over.
8. The music is too loud. (*Besides/ In fact/ However*), it's making the windows shake!
9. Social media can mislead people (*because/ due to/ and*) a lot of the information is untrue.
10. I like to read. Unfortunately, (*so/ but/ however*), I hardly have time to read for fun.

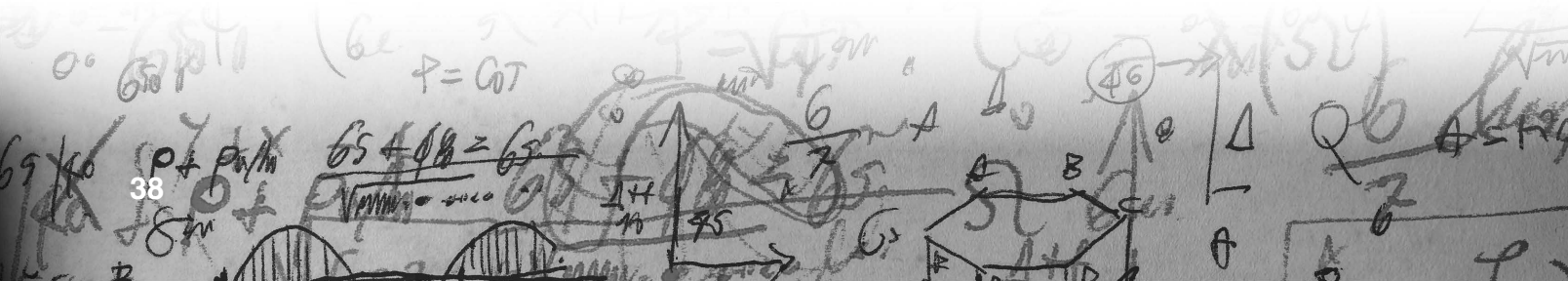


1.16 Common errors

In Chapter 1, we have covered many important aspects of writing, including countable and uncountable nouns, basic verb tenses, the seven possible sentence complements, articles, adjectives, adverbs, and the core sentence structures that you need to know. Now, correct the errors in the following sentences. Look for mistakes that have been covered so far in the book as well as some others that you should be able to find!

1. Because I studied very hard last term, so I passed the course.
2. Because their teacher cancelled class. The students are all happy yesterday.
3. My friends and I hate grammar, because of it is difficult and taking too long.
4. After class we will go out but we will do our homeworks first due to we love studying!
5. Alcohol music and dancing, they are fun but they can affect to your grades.
6. Even though, there are many student at high school go aboard to obtain their degrees, but this can be expensive and sometime stressful.
7. A clause contains a subject a verb a complement, but writing clauses are not easy as it sounds because there is so many grammar rules, and I can't remember all of it.
8. Yesterday, because I had a car's accident I was late for class miss the final exam and fail the course, however, I will retake the course for getting into college next term.
9. A healthy diet regular exercise and a relaxed hobby helps you to stay fit and happy. If you have a stress lifestyle. I work very hard, but I try to look after myself keep in shape and stay positive about life even things are difficult.
10. Every economic is depend on employee to do their works. If an economic is strong people in social are happier. Because they have more opportunity and a better quality of life. Although, it is important to be responsibility and appreciate what we have.

Now that you have looked at all ten questions, look again with the new knowledge that question 1 has one error, question 2 has two errors, question 3 has three errors, etc. (Yes, this means question 10 has ten errors!). Note also, however, that these errors include incorrect and/or missing commas.



1.17 Grammar check 1

Read the following paragraph and circle or highlight the correct answers. All the choices relate to grammar points that we have covered in Chapter 1, so refer back to the appropriate sections if you need to. Notice also that this is a carefully organized descriptive paragraph that uses some or all of the five senses (sight, smell, touch, taste, and sound) to paint a picture of the scene and enable the reader to imagine being there.

Heaven on Earth

(*Beach is, Beaches are*) a popular destination for holidaymakers, (*however, but*) Palolem Beach, in (*a, Ø, the*) India, is (*a, Ø, the*) most beautiful place I have ever been. When you arrive, you notice the fresh smell of (*sea, sea's*) air and the (*soft white, white soft*) sand between your (*toe, toes*). There (*is, are*) no (*garbages, garbage*) because the (*local, locals*) people know how important (*a, the*) beach is and keep (*there, it*) very clean. Also, there (*isn't, aren't*) too many people because (*there, it*) is not one of the major (*tourists, tourists', tourist*) destinations. (*So, As a result, However*) it is very (*peace, peaceful*). Everyone (*seem, seems*) (*relaxed, relaxing, relax*), and the (*most loud, loudest*) noise is the gentle crashing of the (*wave, waves*). If you walk down to (*a, the, Ø*) water, you can see lots of (*little beautiful, beautiful little*) shells that have been washed up onto the (*sand, sands*). (*In addition, However, Because*) the water is (*amazing, amazingly, amazed*) warm and clear. (*In fact, In contrast, Especially*) it is so clear that you can walk (*at, into, in*) the ocean for five minutes and still see the sandy bottom (*because, because of*) the water is so clear, and it is only (*two-feet deep, deep two feet*). In the distance, you can see local fishermen in (*his, their*) (*little cute wooden, cute wooden little, cute little wooden*) boats heading out to sea before (*a, the*) sun goes down. As you walk along (*a, the*) beach, you will also notice that there (*is, are*) no big hotels. (*However, Indeed, In addition*), there are no permanent (*building, buildings*) at all. All along the beach, (*small bamboo, bamboo small*) restaurants and (*beaches, beach, beach's*) huts sit between the palm (*tree, trees*), and everyone (*is, are*) either talking (*happy, happily*) or just sitting (*comfortably, comfortable*) and reading (*Ø, the, a*) book. (*Even, Although, Because*) the waiters look (*as relaxing as, as relaxed as*) the customers, but they (*are still, still are*) looking after their (*guests, guest*). I heard on (*the, Ø, a*) news (*recently, recent*) that Palolem Beach is one of (*Ø, a, the*) top ten (*beach, beaches*) in the world, so if you want to see this (*amazed, amazing*) beach, you had better hurry and buy (*a, the*) ticket today before it becomes too (*crowd, crowded*)!

1.18 Writing practice

Here are some ideas for you to practice some of the points we have covered in this chapter. We haven't really discussed paragraph development yet, but for this exercise, just state a place and choose one adjective to describe it in the first sentence. For example, "My local coffee shop is the most romantic place I have been" or "My garden is the most peaceful place I know." Then describe what you can see, hear, smell, and feel when you are in that place. To do this effectively, you should use lots of adjectives and adverbs! The *Heaven on Earth* paragraph about Palolem Beach on the previous page is a good example of a descriptive paragraph that you can use as a model.

1. Think of a specific place that would be a nice place for a date and describe it. Don't pick somewhere too big as you only have one paragraph to describe it. Just pick one café or one restaurant, for example, but your description should be detailed enough that the reader should be able to imagine being there and understand why it is a good place for a date!
2. Imagine you have a friend visiting you in your hometown for just one day. Choose the one place you think anyone visiting your city should see and describe it. Again, don't pick somewhere too big as you only have one paragraph to describe it. Just pick one landmark or important street or building, for example, but your description should be detailed enough that the reader should be able to imagine being there and understand why it is a good place to visit.
3. Choose an object (a pen, a mobile phone, a toothbrush, etc.) and write a descriptive paragraph. However, in your paragraph, do not say what it is, and see if your classmates can guess what you are describing. If you have described it well enough, your classmates should actually be able to draw exactly what you describe.

Make sure you format your writing correctly. These are general guidelines unless your instructor asks for something different.

Times New Roman size 12 font

Name and date at the top of the page

Correctly capitalized noun phrase title

Every paragraph indented using the Tab button, not the space bar

Double-spaced body text, i.e. line spacing 2.0

One-inch (2.54 cm) margin on all sides of every page



Take the Chapter 1 Grammar Review in the supporting online material.