

# Introducing Paragraphs (1)

## Lecture: 1

### Part: 1

## Introducing Paragraphs

### Parts of the Paragraph

1. Parts of the paragraph:
  - a. Topic sentences
  - b. Supporting sentences
  - c. Concluding sentence
2. Titles
3. Paragraph form

### Parts of the Paragraph

Most English writing is organized into paragraphs. A paragraph is a group of related sentences. These sentences should have something in common. They should all relate to the topic.

A typical paragraph has three basic parts; a *topic sentence*, *supporting sentences*, and a *concluding sentence*.

1. The topic sentence: A good paragraph begins with a sentence that introduces the topic and tells the main idea of the whole paragraph. It tells what the writer will say about the topic.
2. The sentences that follow in the paragraph further explain and support the main idea or the topic sentence. They add details and give support. These sentences are called supporting sentences.
3. Some paragraphs end with a concluding sentence. This sentence repeats the information in the topic sentence in a different way.

### Topic Sentences

The topic sentence is the most important sentence of a paragraph. It states the main idea and introduces the reader to the topic. The topic sentence is more general than the other sentences in the paragraph. Remember that a topic sentence, like all English sentences, must have a subject and a verb.

( See examples on slides # 8 & 9 ).

### Supporting Sentences

Supporting sentences add information about the topic. They can be examples or explanations. (See examples on slides # 8 & 9).

### Concluding Sentences

The concluding or final sentence of a paragraph usually reminds the reader of the main idea of the paragraph. It repeats the main idea. (See examples on slides # 8 & 9).

#### My Class

The students in my class come from many different parts of the world. Some students are from European countries such as Germany and Italy, and others are from Middle Eastern countries such as Saudi Arabia and Egypt. Most students are from Asian countries such as Korea, China, and Japan. My classmates are an interesting mix of people from many different countries, and we all get along very well.

● Topic sentence ● Supporting sentences ● Concluding sentence

#### Red

I love the color red. No other color means so many different emotions and experiences. Life would be very boring without the color red. Fires would not burn in the same way. The sunset would not be interesting, and blood would not be so surprisingly beautiful. Red is powerful when it appears in nature, and it is also powerful when it appears in our emotions. Red is love. Red is anger. Red is beauty. I like to live life in a strong way, so I think I will always like the color red.

● Topic sentence ● Supporting sentences ● Concluding sentence

**Read the following paragraphs, then answer the questions.**

There are many reasons why people move to other places. Some move to find better jobs. Others move to places with better weather. Still others want to move to a place with less crime. Finally, people often want to move to a place where prices are cheap. For these reasons, every year millions of people move to new places.

1. What is the topic sentence? \_\_\_\_\_
2. How many supporting sentences are there in the paragraph? \_\_\_\_
3. What is the concluding sentence? \_\_\_\_\_

I am lucky to have my new job. First and most importantly, the work is very interesting. I learn new things every day and I get to travel a lot. In addition, my boss is very nice. She is always willing to help me when I have a problem. I have also made many new friends at my job. Last, but not least, the salary is fantastic. For these reasons I love my new job.

1. What is the topic sentence? \_\_\_\_\_
2. How many supporting sentences are there in the paragraph? \_\_\_\_
3. What is the concluding sentence? \_\_\_\_\_

### **Titles**

Many paragraphs have a title. A title of a paragraph tells the main idea in a few words. Here are some things to remember when you write titles :

1. Titles are not complete sentences.
2. Always capitalize the first and last words of a title.
3. Capitalize all other important words. Do not capitalize articles (a, an, the) or prepositions (to, from, at).
4. Do not use a period at the end of a title. Do not use quotation marks (“ ”) around the title. But you may use a question mark (?) or an exclamation point (!) .
5. Center a title.

## Correct the titles:

1. my Favorite hobby .....
2. OUR NEW NEIGHBOUR .....

## Introducing Paragraphs Paragraph form

1. Always write a *title* for your paragraph.
  2. *Indent* ( leave a space before the first word of each paragraph).
  3. Leave *margins* ( space on both sides of a paragraph).
  4. Begin each sentence with a *capital letter*.
  5. End each sentence with a *full stop, question mark, or exclamation mark*.
1. Do not start each new sentence on a new line.
  2. Always *double-space* your paragraph.

The diagram shows a paragraph enclosed in a red bracket. Annotations include: a red arrow pointing from the word 'title' to the word 'Red' at the top; a red arrow pointing from the word 'indent' to the start of the first sentence; double-headed red arrows on the left and right sides indicating margins; and the word 'margin' written vertically on both the left and right sides.

title → Red

indent → I love the color red. No other color means so

←→ many different things. Life would be very boring without ←→

m a r g i n the color red. Fires would not burn in the same way. The m a r g i n

←→ emotions. Red is love. Red is anger. Red is beauty. I like to ←→

live life in a strong way, so I think I will always like the color red.

Look at the following paragraph. What is wrong with it?

my name is Ellen Lang.  
I am twenty – eight years old.  
I am from Atlanta, Georgia.  
my native language is English.  
I am a chef.  
I work at a restaurant called Noodles.  
of course, I like to cook.  
I also like to play the piano and go out with my friends.

## Introducing Paragraphs (2)

### Lecture: 1

### Part: 2

## Introducing Paragraphs

### Parts of the Paragraph

#### Parts of the paragraph:

- a. Topic sentences
- b. Supporting sentences
- c. Concluding sentence

In English, the basic unit of composition is the paragraph. A paragraph consists of several sentences that are grouped together. This group of sentences together discuss **one** main subject. Paragraphs have three parts. These three parts are the topic sentence, the supporting sentences, and the concluding sentence.

#### The Topic Sentence

A topic sentence usually comes at the beginning of a paragraph; that is, it is usually the first sentence in a paragraph. More importantly, it is the most general sentence in a paragraph. What does "most general" mean? It means that there are not many details in the sentence, but that the sentence introduces an overall idea that you want to discuss later in the paragraph.

#### The Topic Sentence

*My hometown, Dammam, is famous for several amazing natural features.* First, it is noted for its beaches, which are clean and beautiful. Second, on the other side of the town there are wonderful farms with lots of palm trees.

## Supporting Sentences

Consider again previous short paragraph:

*My hometown, Dammam, is famous for several amazing natural features.* First, it is noted for its beaches, which are clean and beautiful. Second, on the other side of the town there are wonderful farms with lots of palm trees.

When a reader reads a topic sentence, such as *My hometown, Dammam, is famous for several amazing natural features*, a *question* usually comes to the reader's mind. In this case, the question is, "*What* are the natural features that make Dammam famous?" The reader should then expect that the rest of the paragraph will give an *answer* to this question.

Now look at the sentences after the topic sentence. We can see that the second sentence in the paragraph, *First, it is noted for its beaches which are clean and beautiful*, indeed gives an answer to this question. That is, the second sentence gives some *explanation* for the fact that Dammam is a famous town.

Similarly, we can see that the third sentence also gives some explanation for the fact that Dammam is famous by giving another example of an *"amazing natural feature,"* in this case, the wonderful farms with the palm trees.

The second and third sentences are called *supporting sentences*. They are called "supporting" because they "support," or explain, the idea expressed in the topic sentence.

## The Concluding Sentence

In paragraphs you will sometimes see a sentence at the end of the paragraph which summarizes the information that has been presented. This is the concluding sentence. You can think of a concluding sentence as a sort of topic sentence in reverse.

You can understand concluding sentences with this example. Consider a hamburger that you can buy at a fast-food restaurant. A hamburger has a top bun (a kind of bread), meat, cheese, lettuce, and other elements in the middle of the hamburger, and a bottom bun.



Note how the top bun and the bottom bun are very similar. The top bun, in a way, is like a topic sentence, and the bottom bun is like the concluding sentence. Both buns "hold" the meat, onions, and so on. Similarly, the topic sentence and concluding sentence "hold" the supporting sentences in the paragraph.

Note how the top bun and the bottom bun are very similar. The top bun, in a way, is like a topic sentence, and the bottom bun is like the concluding sentence. Both buns "hold" the meat, onions, and so on. Similarly, the topic sentence and concluding sentence "hold" the supporting sentences in the paragraph.

Notice how the concluding sentence, *These two landmarks are truly amazing and make my hometown a famous place*, summarizes the information in the paragraph. Notice also how the concluding sentence is similar to, but not exactly the same as, the topic sentence.

### California

California is the most wonderful place to visit because of its variety of weather and its beautiful nature. Visitors to California can find any weather they like. They can find cool temperatures in the summer; also they can find warm weather in the winter. On the other hand, visitors can find the nature they like. They can find high mountains and low valleys. Visitors can find a huge forest, a dead desert, and a beautiful coast. So California is the most wonderful place to visit because of its weather and nature.

● Topic sentence   ● Supporting sentences   ● Concluding sentence

### Canada

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. Second, Canada has a high standard of education. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

● Topic sentence   ● Supporting sentences   ● Concluding sentence



## Introducing Sentences (1)

### Lecture: 1

### Part: 3

## Introducing Sentences

### Parts of the Sentence

1. Parts of the sentence
  - A. Subject
  - B. Verb
2. Combining sentences
3. Connecting words

## Introducing Sentences Parts of the Sentence

An English sentence is a group of words that communicates a complete thought. Sentences, start with a capital letter and end with a period (.) , question mark (?) or exclamation point (!). Sentences may be long or short, but all sentences must have a subject and a verb.

Every sentence has a subject and a verb. Who or what the sentence speaks about is called the subject; what the sentence says about the subject is the verb. In the following sentences, the subject is underlined one; the verb is underlined twice.

The boy cried.

That girl swims fast.

Many people speak English.

The movie is interesting.

## A simple way to find a subject

If you ask *who* or *what* the sentence is about, your answer will be the subject.

Who is the first sentence about? The boy

What is the second sentence about? That girl

Who is the third sentence about? Many people

What is the fourth sentence about? The movie

## A simple way to find a verb

If you ask what the sentence *says about* the subject, your answer will be the verb.

What does the first sentence *say about* the boy? He cried.

What does the second sentence *say about* the girl? She swims.

What does the third sentence *say about* the people? They speak.

What does the fourth sentence *say about* the movie? It is interesting.

A second way to find the verb is to put *I, you, we, he, she, it,* or *they* in front of the word you think is a verb. If the result makes sense, you have a verb. For example you could put *he* in front of *cried* in the first sentence, with the result, *he cried*, making sense. Then you know that *cried* is a verb.

Also remember that *most verbs show action*. In the sentences above, there are three action verbs: *cried, swims, and speak*. Some verbs, like *is* do not show action; they give information about the subject. These are called *linking verbs*. Other linking verbs include *am, are, was, were, feel, appear,* and *become*.

Part of sentence	Examples
<p style="text-align: center;"><b>subject</b></p> <p>The subject is a person or thing that does the action. It is usually a noun or a pronoun. The subject comes at the beginning of a sentence before the verb.</p>	<p style="text-align: center;"><b>subject</b></p> <p>Adel speaks Arabic.</p> <p style="text-align: center;"><b>subject</b></p> <p>He plays football.</p>
<p style="text-align: center;"><b>verb</b></p> <p>The verb usually describes the action. It comes after the subject. The verb may be one word or more than one word.</p>	<p style="text-align: center;"><b>verb</b></p> <p>Ahmad drives the car.</p> <p style="text-align: center;"><b>verb</b></p> <p>She is singing a song.</p>

Circle the verb in each sentence. Underline the subject.

Abdurrahman is tried.  
Nada kicked the ball.  
She is shy.  
Adel and Maher ride bikes.  
He is a teacher.

### Introducing Sentences Combining Sentences

Conjunction	Use	Example
And	Joins two similar ideas together.	Ahmad has a close family, <i>and</i> he loves them very much.
But	Joins two contrasting ideas.	Sarah enjoys spending time with her family, <i>but</i> she doesn't get to see them very often.
Because	shows cause and effect	I like honey <i>because</i> it is sweet.
Or	shows choosing between things.	In the mall, you can shop, eat, <i>or</i> watch a film.

Combine the pairs of sentences using *and*, *or* *but* :

- Sarah goes out with her cousins. She goes out with her friends too.  
.....
- Maria likes to spend more time with her sisters. She is usually too busy.  
.....
- Huda wants to e-mail her mother. Her computer is broken.  
.....
- Alma is from Turkey. Ali is from Turkey , too.  
.....

## Introducing Sentences (2)

### Lecture: 1

### Part: 4

## Introducing Sentences

### Parts of the Sentence

1. Recognizing sentences
2. Recognizing non-sentences
3. Subjects & verbs
4. Types of Verbs
  - A. Action Verbs
  - B. Linking Verbs

### **Introducing Sentences** **Recognizing Sentences**

A sentence is a group of words that contains a subject and a verb and expresses a complete thought. These are sentences:

1. He is a student.
2. Speed kills.
3. He looks tired.
4. Who is there?

### **Introducing Sentences** **Recognizing Non-Sentences**

These are not sentences:

1. Hot weather. (There is no verb.)
2. The man bought. (This is not a complete thought.)
3. Because it rained. ( This is not a complete thought.)
4. Is very handsome. (There is no subject.)
5. Every morning before breakfast. (There is no subject or verb.)

## **Introducing Sentences** **Turning Non-Sentences into Sentences**

Let's make them sentences:

1. The weather is hot.
2. The man bought some apples.
3. We couldn't go out because it rained.
4. The movie star is very handsome.
5. I do some exercise every morning before breakfast.

### **Introducing Sentences** **Subjects & Verbs**

Every sentence must have at least one subject and one verb in order to be a sentence. In English the subject of a sentence is always expressed except in a command :

#### **Example:**

Hurry! (we know that the subject is "you".)

*The subject tells who or what did something. It is a noun or a pronoun.*

- *My friend lost the keys to his car.*  
(Who lost the keys? – my friend)
- *The car hit the man.*  
(What hit the man? – the car)
- *Swimming and reading are my favorite sports.*  
(What are my favorite sports? – swimming and reading)

## Introducing Sentences Verbs

Remember that *most verbs show action*.

*Example:* cry, swim, and speak.

Some verbs, like *is* do not show action; they give information about the subject. These are called *linking verbs*.

Linking verbs include *am, are, was, were, feel, appear, and become*.

## Introducing Sentences Action Verbs

*The verb often tells the action. However sometimes a verb doesn't tell an action. Sometimes it just links the subject with the rest of the sentence.*

### **Action verbs:**

*The car hit the man.*

*My family lives in a two- bedroom apartment.*

*My friend lost his car keys.*

## Introducing Sentences Linking Verbs

### **Linking verbs:**

*Swimming is my favorite hobby.*

*I feel sick.*

*You look angry.*

*I am lucky that you are my friend .*

**Give Information about Yourself  
(Informational Writing)**

**Grammar: Statements with Be – Subject Pronouns- Writing Informational Sentences**

**Lecture : 2**

**Part: 1**

**Give Information about Yourself**

**(Informational Writing)**

**Grammar**

1. Statements with be
2. Subject pronouns
3. Writing sentences

**Give Information about Yourself  
(Informational Writing)  
Grammar: Statements with Be**

Simple present tense with be	
Affirmative	Negative
I am from china.	I am not from Japan.
You are young.	You are not old.
She is a student.	She is not a student.
My mother and I are at home.	We are not at school.
Sami and Rolla are in New York city.	They are not in Los Angles.

Contractions	
You are = you're	I am = I'm
They are = they're	He is = he's
It is = it's	She is = she's
we are = we're	
Are not = aren't	Is not = isn't

Write is or are to complete the paragraph.

Francisco Garcia \_\_\_ a student. He \_\_\_ fifteen years old. He \_\_\_ from Los Angeles, California. Mrs. Moore \_\_\_ his English teacher. Mrs. Moore \_\_\_ a good teacher. she \_\_\_ kind and friendly. Francisco and Mrs. Moore \_\_\_ in the classroom now. They \_\_\_ in an English class. They \_\_\_ busy. Francisco \_\_\_ at a desk. Mrs. Moore \_\_\_ not at a desk. She \_\_\_ at the board. The classroom \_\_\_ not a big room. It \_\_\_ a small room. It \_\_\_ clean and colorful. The classroom \_\_\_ in a large building.

## Give Information about Yourself (Informational Writing) Grammar: Subject Pronouns

Pronouns are helpful in writing. They help you connect sentences without repeating the same nouns.

*A pronoun is a word that replaces a noun.*

*Example: My brother is sick. He has a cold.*

Two of the most common kinds of pronouns are subject pronouns and object pronouns.

Subject pronouns (such as *I, you, we, she, they*) can be the subject of a sentence.

Name/ Noun	Subject Pronoun
<i>Francisco</i> is a student.	<i>He</i> is a student.
<i>Mrs. Moore</i> is a teacher.	<i>She</i> is a teacher.
<i>Francisco</i> and <i>Mrs. Moore</i> are busy.	<i>They</i> are busy.
<i>The building</i> is large.	<i>It</i> is large.

Singular Subject pronouns	Example
I	I speak Arabic and English.
You	You are a good student.
He, she , it	<u>Hana</u> is my sister. <i>She</i> is eighteen year old. Abdullah is my cousin. <i>He</i> works at a bank. I live in a flat. <i>It</i> is large.



Plural Subject Pronoun	Example
We	We have a new house. We read the news.
You	You are my best friend.
They	They need a new car. They are busy.

The sentences below are incorrect. Write correct negative and affirmative statements. Use a contraction and a subject pronoun in the second sentence.

1. Francisco is a teacher.  
Francisco is not a teacher. He's a student.
1. Francisco is nineteen years old.  
\_\_\_\_\_
3. Mrs. Moore is a bad teacher.  
\_\_\_\_\_
4. Francisco and Mrs. Moore are in a Spanish class.  
\_\_\_\_\_
5. Francisco is at the board.  
\_\_\_\_\_
6. Mrs. Moore is at the desk.  
\_\_\_\_\_
7. The classroom is a big room.  
\_\_\_\_\_
8. Francisco and Mrs. Moore are in a small building.  
\_\_\_\_\_

## Give Information about Yourself (Informational Writing) Grammar: Writing Sentences

Write 5 sentences giving information about yourself.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Write 5 sentences giving information about your friend.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Give Information about Yourself**  
**(Informational Writing)**  
**Simple Sentences**  
**Lecture : 2**  
**Part: 2**

**Give Information about Yourself**  
**Simple Sentences**

A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought. In the following simple sentences, subjects are in red, and verbs are in green.

- A. Some **students** **like** to study in the mornings.
- B. **Ahmad** and **Ali** **play** football every afternoon.
- C. **Ali** **goes** to the library and **studies** every day.

These are all simple sentences. Note that sentence B contains a compound subject, and sentence C contains a compound verb. Simple sentences, therefore, contain a subject and verb and express a complete thought, but they can also contain a compound subjects or verbs.

A **simple sentence** has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

*Examples of simple sentences include the following:*

□ *Yusuf waited for the train.*

"Yusuf" = subject, "waited" = verb

□ *The train was late.*

"The train" = subject, "was" = verb

A compound sentence contains two independent clauses joined by a coordinator. The coordinators are as follows: *for, and, nor, but, or, yet, so*. Coordinators are always preceded by a comma.

I tried to speak Spanish, **and** my friend tried to speak English.

She lives in New York, **but** her family lives in London.

You can take the train, **or** you can take a taxi.

### **Examples:**

1. I work in a post office.
2. Sami works in a bank.
3. They live in Khobar.
4. I eat breakfast at 8:00 a.m.
5. She goes to work at 9:00 a.m.
6. Ahmad plays basketball every Friday.
7. Basmah starts class at 10:00.
8. I don't drink coffee.

### **Subjects followed by verb in base form:**

I like rice.

You look nice.

They think twice.

We play football.

Chefs use spice.

The boys ring the doorbell.

Children sing on special occasions.

Some people bring gifts to parties.

Bees make honey.

### **Subjects with verb in - s form:**

She cooks well.

He goes to school on time.

It takes time.

Mom bakes pies.

Water slakes thirst.

Asma'a loves dates.

Hassan drives tractors.

Grandpa waters the plants.

The cat eats fish.

**Give Information about Yourself**  
**(Informational Writing)**  
**Vocabulary: Articles – Adjectives – Numbers ( 1-20)**  
**Lecture: 2**  
**Part: 3**

**Give Information about Yourself**  
**(Informational Writing)**

1. Reading: Studying model paragraphs
2. Vocabulary:
  - a) Classroom words
  - b) Articles
  - c) Adjectives
  - d) Numbers from 1 to 20

**Give Information about Yourself**  
**(Informational Writing)**  
**Reading**

Francisco's School

Francisco Garcia is a student. He is fifteen years old. He is from Los Angeles, California. Mrs. Moore is his English teacher. She is kind and friendly. Francisco and Mrs. Moore are in the classroom now. They are in the English class. They are busy. Francisco is at a desk. Mrs. Moore is not at a desk. She is at the board. The classroom is not a big room. It is a small room. It is clean and colorful. The classroom is in a large building.

My name is Abdurrahman Al-Hani. I am from Jeddah, Saudi Arabia. I am twenty-one years old. I speak Arabic and English. I am an engineering student at King Abdul Aziz University. I love all kinds of sports. My favorite sports are basketball and swimming. I also like to travel, play guitar, and go to parties with my friends.

## Vocabulary: Articles

### Vocabulary: (A) Articles

We use *a* or *an* before singular count nouns. Use *a* with singular count nouns that begin with a consonant sound. Use *an* with singular count nouns that begin with a vowel sound.

article	rule	example
a, an	use <b>a</b> or <b>an</b> before general, singular count nouns. use <b>a</b> before consonants. use <b>an</b> before vowels (a, e, i, o, u).	Francisco is <b>a</b> student. There is <b>a</b> book. I eat <b>an</b> apple every day.
the	1. before specific nouns 2. when there is only one	I saw a movie. The movie was good. I went to the <u>Ka'aba</u> .

Circle the articles in the sentences. Then complete the sentences with words from the box.

desk    teacher    building    classroom student    board    English class
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1. Francisco is a \_\_\_\_\_.
2. Mrs. Moore is a \_\_\_\_\_.
3. Francisco and Mrs. Moore are in an \_\_\_\_\_.
4. Francisco and Mrs. Moore are in the \_\_\_\_\_ now.
5. Mrs. Moore is at the \_\_\_\_\_.
6. Francisco is at a \_\_\_\_\_.
7. The classroom is in a large \_\_\_\_\_.

## Vocabulary: Adjectives

### Vocabulary: (B) Adjectives

Adjectives describe or give information about people, places, or things.

Mrs. Moore is a *good* teacher.

The classroom is not a *big* room.

Adjectives go after the verb be or before a noun.

Add a comma(,) or the word (and) between adjectives.

1. The air is <b>fresh</b> and <b>clean</b> .	I am <b>smart</b> .
2. The <b>tall</b> woman runs every day.	Mrs. Moore is a <b>good</b> teacher.
3. There is a <b>huge, beautiful</b> park.	The classroom is <b>big</b> .

Complete the sentences with the correct adjectives.

good	busy	large	friendly
kind	colorful	small	clean

- Mrs. Moore is a \_\_\_\_\_ teacher.
- Mrs. Moore is \_\_\_\_\_ and \_\_\_\_\_.
- Francisco and Mrs. Moore are \_\_\_\_\_.
- The classroom is a \_\_\_\_\_ room.
- The classroom is \_\_\_\_\_ and \_\_\_\_\_.
- The classroom is in a \_\_\_\_\_ building.

### Vocabulary: Numbers/ Classroom words Survey words

one	two	three	four	five	six
seven	eight	nine	ten	eleven	twelve
thirteen	fourteen	fifteen	sixteen	seventeen	eighteen
nineteen	twenty	desk	teacher	building	classroom
English class	student	board	good	busy	large
friendly	kind	colorful	small	clean	address
information	survey	first name	last name	nickname	description

### Vocabulary: Jobs Word Bank

administrative assistant	florist	photographer
artist	hairstylist	plumber
baker	homemaker	police officer
bank teller	journalist/reporter	professor
bus/taxi driver	judge	receptionist
businessperson	lawyer	salesperson
cook/chef	mail carrier	student
dentist	mechanic	teacher
doctor	nurse	veterinarian
electrician	painter	waiter
firefighter	pharmacist	photographer

**Give Information about Yourself  
(Informational Writing)  
Capitalization/ Surveys  
Lecture 4  
Part 1**

Writing Conventions

Capitalization

Writing

Filling out an Informational Survey

**Give Information about Yourself  
(Informational Writing)**

**Writing Conventions: Capitalization**

Rules : Always capitalize...	Examples
1. the <i>first word</i> in a sentence	What is his name ? His name is Jamal Ali. He is fifteen years old.
2. the pronoun <i>I</i>	Fahd and I like to play tennis together.
3. the <i>names</i> and <i>titles</i> of people	He has a meeting with Dr. Ali Yusuf. Let's call Sana'a Nadir.

Rules: Always capitalize...	Examples
4. the names of <i>streets</i> , <i>cities</i> , <i>states</i> , <i>countries</i> and <i>continents</i>	The library is on Talia Street. She is from Cairo, Egypt. They live in Lima, Peru. Peru is in South America.
5. <i>days</i> of the week and <i>months</i> of the year	His birthday is next Thursday. We're going on vacation in June.
6. the names of <i>languages</i> and <i>nationalities</i>	He speaks Chinese. My grandparents are Mexican. They are in English class.
7. important words in titles	The title of this book is Step-by-Step Writing.

## Writing: Filling out an Informational Survey

Name: .....

                    Last           First           Middle

Address: .....

Phone Number: .....

E-mail : .....

Gender: M ... F ...

Birthdate : ..... /..... /.....

                    Year    Month    Day

Marital Status: Single ..... Married ..... Divorced..... Widowed.....

Nationality: .....

First language: .....

Other languages: .....

How long have you studied English ?

..... Never

..... Less than 1 year

..... 1 -2 Years

..... More than 2 Years

Do you work ? Yes ..... No .....

If yes, where ? ..... What hours ? .....

Signature : .....

Nationality: .....

First language: .....

Other languages: .....

How long have you studied English ?

..... Never

..... Less than 1 year

..... 1 -2 Years

..... More than 2 Years

Do you work ? Yes ..... No .....

If yes, where ? ..... What hours ? .....

Signature : .....



## Give Information about Yourself

### (Informational Writing)

#### Vocabulary

#### Lecture : 4

#### Part : 2

## Give Information about Yourself

### (Informational Writing)

#### Vocabulary

### Adjectives

**smart:** intelligent; able to learn and think quickly.

- She's smarter than her brother.
- He's not smart enough to be a doctor.

**well-dressed:** wearing fashionable or expensive clothes.

- She was well-dressed in her birthday party.

**trustworthy:** that you can rely on to be good, honest, sincere, etc.

**cheerful:** happy, and showing it by the way that you behave.

- You're cheerful today.

**open-minded X narrow-minded :** willing to listen to, think about, or accept different ideas

**cruel X kind-hearted :** cause pain and suffering to other people.

**stingy X generous:** not generous, especially with money.

## Appearance (hair)

**wavy:** having curves; not straight

**Bald:** having little or no hair on the head.

- He started going bald in his twenties.

**straight:** not having curves.

## Jobs

**housewife:** a woman who stays at home to cook, clean, take care of the children, etc. while her husband goes out to work.

**accountant :** a person whose job is to keep or check money.

**technician :** a person who is very skilled at an art, a sport, etc.

**lawyer :** a person who is trained to advise people about the law and to represent them in court

**hairstylist:** a person whose job is to cut, wash, and shape hair.

**Give Information about Yourself**  
**(Informational Writing)**  
**Simple Present Tense**

**Give Information about Yourself**

**Simple Present**

Use the *simple present tense* to indicate:

1. Routine actions
2. Facts

<b>Routine Actions</b>	<b>Facts</b>
Ali brushes his teeth every morning.	Hawaii is in the Pacific Ocean.
Salem usually drives to work.	Some birds fly south for the winter.
The teacher corrects homework every day.	Water consists of hydrogen and oxygen.

**Note how the *present tense* is used in the following paragraph.**

Mr. Lee is a bus driver. Every day he gets up at 7:00 a.m. and prepares for his day. He showers, eats his breakfast, and puts on his uniform. His son drives him to the bus station. Then, he gets on Bus #405 and starts the engine. He pulls out of the parking lot and begins his route.

At his first stop, he picks up Mrs. Miller, who lives in a red house on the corner of Main Street. She works at the post office. At the next stop, the Bartlett twins get on the bus. They go to the elementary school. More children get on at the next three stops, and they ride until the bus reaches their school. Mr. Lee enjoys seeing the kids every day and is happy to see them again in the afternoon when he drives them safely back home.

To practice the present tense, reread the paragraph, then try to repeat the main ideas in your own words. Be sure to use the *-s form* of the verb when the subject of a sentence is singular.

### Examples:

1. I work in a post office.
2. Sami works in a bank.
3. They live in Khobar.
4. I eat breakfast at 8:00 a.m.
5. She goes to work at 9:00 a.m.
6. Ahmad plays basketball every Friday.
7. Basmah starts class at 10:00.
8. I don't drink coffee.

### **The Negative Form of the Simple Present Tense**

In the simple present tense, negative forms and question forms are made using the auxiliary verb “do”.

#### **Forming a negative**

*Negatives in the simple present are formed by adding **don't** or **doesn't** before the simple form of the verb:*

I **don't** play tennis.

We **don't** speak French.

She **doesn't** eat a lot of rice.

It **doesn't** rain in summer in Saudi Arabia.

Subject	Auxiliary	Example
I	don't	I don't sing
You	don't	You don't sing.
He	doesn't	He doesn't sing.
She	doesn't	She doesn't sing.
It	doesn't	It doesn't sing .
We	don't	We don't sing.
They	don't	They don't sing

### Simple Present- Exercises

1. She \_\_\_ four languages.
  - a. speak
  - b. speaks
  
2. Jane is a teacher. She \_\_\_ French.
  - a. teach
  - b. teaches
  
3. When the kettle \_\_\_\_, will you make some tea?
  - a. boil
  - b. boils
  
4. I always \_\_\_ the window at night because it is cold.
  - a. close
  - b. closes
  
5. Those shoes \_\_\_ too much.
  - a. cost
  - b. costs
  
6. The food in Japan is expensive. It \_\_\_ a lot to live there.
  - a. cost
  - b. costs

**Give Information about Yourself  
(Informational Writing)**

**Writing Steps**

**Lecture: 5**

**Part: 1**

**Give Information about Yourself**

**(Informational Writing)**

1. What is informational writing?

2. Writing Steps:

a. Pre-write

b. Write

c. Revise

3. Writing: Reading a model informational paragraph about oneself

Writing a model informational paragraph about oneself

**What is informational writing?**

Learning to write in a new language is not always easy, but it can be fun. In informational writing you give detailed information about yourself or about someone else. The details include talking about the name, age, hobbies and interests, family .... etc.

**The Writing Process:**

Most people cannot write a perfect paragraph on the first try. Writing a good paragraph is a process that includes several steps. The three main steps are prewriting, writing, and revising.

١

• Pre-writing

٢

• Writing

٣

• Revising

## The Writing Process:

### Step 1 : Prewriting

Prewriting is anything you do before you write your paragraph. It includes thinking, taking notes, talking to other people, and gathering information.

#### Writing a paragraph about yourself

##### Step 1: Pre-write:

Answer these questions about yourself in complete sentences :

1. What is your complete name ?
2. Where are you from ?
3. Where do you live now ?
4. What language(s) do you speak ?
5. What do you do ? (for example, are you a student ? Are you a businessperson? Are you a teacher? Lawyer ? Bus driver ?
6. What do you like to do in your free time ? (for example, do you like to go to the movies ? Do you like to read magazines ? Do you like to listen to music ? Do you like to go shopping ?).

## The Writing Process:

### Step 2 : Writing

Writing is putting your ideas into sentences and paragraphs.

#### Writing a paragraph about yourself

##### Step 2: Write:

My name is Salaam Ali. I am from Jeddah, Saudi Arabia. I live in Riyadh. I am twenty – one years old. I speak English and a Arabic and a little French. I am an engineering student at King Saud University. I love all kinds of sports. My favorite sports are basketball and skiing. I also like to travel, play guitar, and go to parties with my friends.

## The Writing Process:

### Step 3 : Revising

Revising is looking for ways to improve your paragraph. When you are revising you can make corrections and changes to your work.

### Writing a paragraph about yourself

#### Step 3: Revise:

Use the Revising Checklist to help you improve your paragraph.

Revising Checklist		
1. Is the first word of the paragraph indented ?	Yes	No
2. Does each sentence begin with a capital letter ?		
3. Does each sentence end with the correct punctuation ?		
4. Does each new sentence begin next to the one before it ?		
5. Does the paragraph have a good title?		

### Model Paragraph 1

#### Who am I?

My name is Salaam Ali. I am from Jeddah, Saudi Arabia. I live in Riyadh. I am twenty – one years old. I speak English and Arabic and a little French. I am an engineering student at King Saud University. I love all kinds of sports. My favorite sports are basketball and skiing. I also like to travel, play guitar, and go to parties with my friends.

### Model Paragraph 2

#### A Lucky and Happy Man

My name is Adam Brown. I am ninety years old. I am from Italy but I live in San Diego, California, with my family. I speak Italian and English. I work hard and I have my own business. The business is successful and I am satisfied with it. I like to travel and play golf. I have seen and done a lot in my long life. I am lucky and happy man.

Now, follow the three writing steps we have discussed in this lecture and write an informational paragraph about yourself similar to the ones that we have discussed in the lecture.



## Give Information about Yourself (Informational Writing)

Lecture: 5

Part: 2

### Writing a model informational paragraph about oneself

When you go for a job, the employer will ask lots of questions about you. He or she wants to know if you will be a good person to employ. He or she wants to know about your education, your experience doing other jobs, about your hobbies and interests, and about what sports you are good at.

#### TASK

Write a paragraph about yourself. Make sure you talk about these things:

- Your education
- Your work experience
- Your hobbies and interests
- Say what your hobbies are.
- Say what sports or activities you are good at.
- Say which languages you can speak.

#### Helpful Words To Use Education

I have a degree in .....

I am good at ....

My major is .....

#### *For example:*

English

Maths

Drama

PE

Art

Humanities

Science

French

#### Work Experience

I have never worked.

I worked for ..... months at.....

My job was to .....

I liked working because....

I didn't like working because.....

### **Hobbies and Interests**

- I like .... very much because.....
- I am good at .....
- Every week I .....
- I do my hobby .... hours every week.

#### ***For example:***

fixing cars      listening to music      collecting ....      riding bike  
meeting friends      cooking      making .....      helping others

### **Sports**

- My favorite sport is..... because.....
- I play in a team .....
- I support ..... football club.

#### ***For example:***

football      basketball      running      athletics  
rugby      swimming      netball      hockey

### **Languages**

I can speak .... languages.

I speak .....

I think it is good to speak several languages because ....

### **Writing a paragraph about yourself**

Now, using what you have learned, write a paragraph about yourself.

**Give Information about Others  
(Informational Writing)  
Writing about a Friend or Relative  
Lecture: 5  
Part: 3**

**Writing about a friend**

**Writing about a relative**

**Writing about a Friend**

**Step 1: Pre-writing :**

Write down the qualities of a good friend. Put a check ( ✓ ) next to the qualities that you think are important.

..... responsible	..... good listener	..... loyal
..... fun to be with	..... honest	..... friendly
..... kind	..... good looking	..... helpful
..... intelligent	..... wealthy	..... generous

**Step 1: Pre-writing :**

**Answer the questions about your friend .**

How old is your friend ?.....

Is your friend married or single ? .....

Where does he / she live ?.....

What does your friend do ? .....

What does he / she like to do ? .....

What qualities does your friend have ? .....

**Step 2: writing:**

Use some of your sentences to write a paragraph about your friend. Remember to follow the rules of paragraph writing .Use at least three pronouns and three conjunctions in your paragraph. Give your paragraph a title .

### Step 3: Revise:

Use the Revising Checklist to help you improve your paragraph.

Revising Checklist	Yes	No
1. Is the first word of the paragraph indented ?		
2. Does each sentence begin with a capital letter ?		
3. Does each sentence end with the correct punctuation ?		
4. Does each new sentence begin next to the one before it ?		
5. Are there at least three pronouns?		
6. Are there at least three conjunctions?		
7. Does the paragraph have a good title?		

### Model paragraph 1:

#### My Best Friend

My best friend's name is Yusuf. He is very responsible and he is also fun to be with. We have a great time whenever we get together. He is smart, and he reads a lot. That's why he always has interesting things to say. He is quite a talkative guy, but he is a very good listener, too. I can talk about my problems with him and he always gives me good advice. I am really glad to have a friend like Yusuf.

### Model paragraph 2:

#### My Cousin

My cousin's name is Alia Ahmad. She is thirty seven years old. She was born in Cairo, Egypt, but now she lives in Dubai, UAE. She is married and has two children. Alia and I enjoy spending time together. We love to go horse-riding. Alia is an excellent horse-rider. She competed in horse races when she was young. Now Alia teaches horse-riding to young children and she enjoys training them.

Now, write an informational paragraph about a friend or a relative. Follow the rules that you have learned in this lecture in every step of the writing process. Go back to the Revising Checklist to see if your paragraph is well-written or needs to be improved.

**Give Information about Others  
(Informational Writing)**

**Lecture: 5**

**Part: 4**

**Writing about a friend**

Write down the qualities of a good friend. You can use words like....

- |                      |                     |                |
|----------------------|---------------------|----------------|
| ..... responsible    | ..... good listener | ..... loyal    |
| ..... fun to be with | ..... honest        | ..... friendly |
| ..... kind           | ..... good looking  | ..... helpful  |
| ..... intelligent    | ..... wealthy       | ..... generous |

Answer the questions about your friend .

- How old is your friend ?.....
- Is your friend married or single ? .....
- Where does he / she live ?.....
- What does your friend do ? .....
- What does he / she like to do ? .....
- What qualities does your friend have ? .....

**Writing about a Friend**

Use some of your sentences to write a paragraph about your friend. Remember to follow the rules of paragraph writing .Use at least three pronouns and three conjunctions in your paragraph. Give your paragraph a title .

### Step 3: Revise:

Use the Revising Checklist to help you improve your paragraph.

Revising Checklist	Yes	No
1. Is the first word of the paragraph indented ?		
2. Does each sentence begin with a capital letter ?		
3. Does each sentence end with the correct punctuation ?		
4. Does each new sentence begin next to the one before it ?		
5. Are there at least three pronouns?		
6. Are there at least three conjunctions?		
7. Does the paragraph have a good title?		

Now, write an informational paragraph about a friend or a relative. Follow the rules that you have learned in this lecture in every step of the writing process. Go back to the Revising Checklist to see if your paragraph is well-written or needs to be improved.

My best friend is Sara. She is 19 years old and she has been my friend for 5 years. I've known her from grade 9 until now. She lives in Dammam and she goes to the University of Dammam like me. She helps me a lot when I need her help, such as when I have problems, and she gives me a lot of advice . Sarah likes travelling and meeting new people. She is honest, kind and intelligent and she always makes me happy. In conclusion, Sara is my best friend until now, and I really miss her.

**Technical Writing**  
**Explain How to Do Something**  
**Introduction- Reading- Vocabulary – Action Verbs**  
**Lecture : 6**  
**Part: 1**

**Technical Writing**

1. Introduction
2. Reading
3. Vocabulary:
  - A. Foods
  - B. Action verbs

**Technical writing**  
**Introduction**

**What is technical writing?**

Technical writing often gives instructions. It sometimes explains how to do a procedure. It is actually a step by step guide explaining how to make or do something.

Recipes and directions are examples of technical writing. Directions are found in computer games, safety rules, guides, science experiments, ...etc.

**How to Boil an Egg**

You can make perfect hard – boiled eggs if you follow these steps. **First** , get the eggs out of the refrigerator before cooking and let them come to room temperature. **Then** , put the eggs in a pan with enough water to cover them by at least in inch. Bring the water to a boil. Turn off the heat as soon as the water boils and cover the eggs for about 15 minutes. **Next**, put the eggs in a bowl with a cold water and a few ice cubes. Let the eggs cool for 10 minutes. Now you are ready to peel the eggs and enjoy eating them.

## Reading

### Grocery Shopping

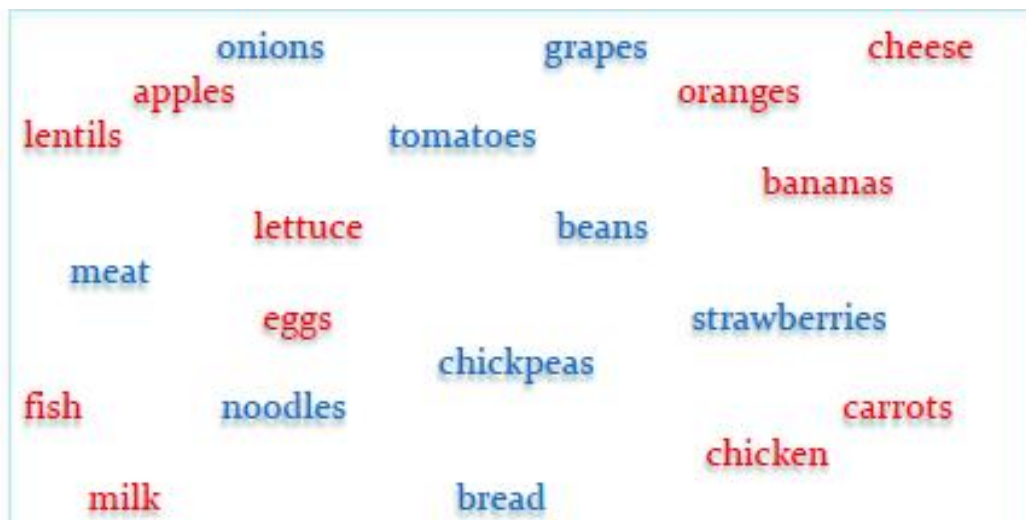
The Garcia family goes grocery shopping every Saturday. They go to Al's supermarket. It is near their apartment. It is very convenient. Francisco and Maria go grocery shopping with their parents. **First**, the family walks into the supermarket. **Then**, Francisco gets a shopping cart. **Next**, Mrs. Garcia reads the shopping list. She tells Maria, "Buy two tomatoes". She tells Mr. Garcia, "Get six onions. Don't forget the bread." After that, Mr. Garcia and Maria get the groceries.

The shopping list is very long! The Garcia family needs a lot of things. They buy vegetables, fruit, meat, eggs, and cheese. They don't buy junk food. The Garcia family likes healthy food. Mrs. Garcia is a great cook. **Next**, Mrs. Garcia pays for the groceries and the Garcia family goes home. **Then**, Maria and Francisco carry the groceries into the apartment. There are many bags. Mr. and Mrs. Garcia put away the groceries. **Finally**, the Garcia family relaxes and eats lunch!

### Vocabulary



### Vocabulary : Foods





## Giving Instructions

Food	Bread, butter, cheese, chicken, fish , flour, pepper, rice, salt, sugar
Liquid	Coffee, juice, milk, soda, soup, tea, water

## Vocabulary: Action Verbs

### Action Verbs

Action verbs are something that a person or thing can do. They can be used alone as the main verb of a sentence e.g. run, jump, reach, swim, walked, fell etc.

Action verbs can also be actions you can't see such as 'thought' or 'wanted'.

Complete the sentences with action verbs from the box. Use the correct form of the simple present tense.

Like, buy, pay, go, get, relax, walk, tell, carry, put eat

1. The Garcia family \_\_\_\_ grocery shopping every Saturday.
2. First, the family \_\_\_\_ into the supermarket.
3. Francisco \_\_\_\_ a shopping cart.
4. Mrs. Garcia \_\_\_\_ Maria, "Buy two tomatoes".
6. They \_\_\_\_ vegetables, fruit and cheese.
7. The Garcia family \_\_\_\_ healthy food.
8. Mrs. Garcia \_\_\_\_ for the groceries.
9. Maria and Francisco \_\_\_\_ the groceries into the apartment.
10. Mr. and Mrs. Garcia \_\_\_\_ away the groceries.
11. Finally, the Garcia family \_\_\_\_.
12. Then, they \_\_\_\_ lunch.

## Giving Instructions

Sequencing	Starting out	Continuing	Finishing
First, . . .	Before you begin, (you should . . .)	After that,	The last step is . . .
Then, . .	The first thing you do is . . .	The next step is to . .	The last thing you do is . .
Next, . . .	I would start by . . .	The next thing you do is ....	In the end,
Lastly, . .	The best place to begin is. . .	Once you've done that, then . . .	When you've finished,
	To begin with,....	When you finish that, then . . .	When you've completed all the steps,

**Technical Writing**  
**Explain How to Do Something**  
**Time Order Signals – Giving Instructions**  
**Lecture: 6**  
**Part: 2**

**Technical Writing**

**Giving Instructions**

**Exercises**

## **Giving Instructions**

### **Time Order Signal Words**

Many paragraphs include signal words to connect ideas in a paragraph. Signal words help guide the reader from one idea to the next.

When you want to explain how to do something , the first thing you need to do is make a list of the steps in the process. Then you should arrange the steps according to time order. When you write your paragraph, use time – order signal words to make the order of the steps clear to the reader.

First, Second, Third,	First of all, Then, After that,	Next, Finally,
-----------------------------	---------------------------------------	-------------------

### **How to stop a Nosebleed**

Following are the steps to stop a nosebleed , but they are not in the right order. See the pictures on the following slide and put the directions in the same order as the slides.

- Next, put a cotton pad in the bleeding nostril.
- Finally, squeeze your nose until it stops bleeding.
- If your nose continues to bleed, call a doctor.
- Then, sit down with your head leaning forward.
- First, loosen the clothing around your neck.



Sit and lean forward slightly



Breathe through mouth

Pinch nostrils

ADAM



Now let's write the directions in the correct order.

**Complete the paragraphs using time – order signal words :**

It's not hard to get a good picture of your cat if you allow these steps. .... , give your cat something to eat. When she is full, move your cat to a sunny window. ...., rub your cat's back for few minutes until she falls asleep. Do not make any loud noises. As soon as she wakes up, get in position and have your camera ready. .... , take the picture as she yawns and stretches.

In order to get a driver's license you need to follow these steps. ...., go to the Department of Motor Vehicles in the city where you live and fill out an application. ...., study for and take a written test on the traffic signs and driving laws. You also have to take and pass a vision test. ...., you need to take a road test. The person who gives you the test will make sure that you can drive safely. Once you pass the road test, you will get your driver's license.

**Writing a Technical Paragraph  
Giving Instructions**

Sequencing	Starting out	Continuing	Finishing
First, . .	Before you begin, (you should . .)	After that,	The last step is . . .
Then, . .	The first thing you do is . .	The next step is to . . .	The last thing you do is . .
Next, . . .	I would start by . . .	The next thing you do is ....	In the end,
Lastly, . .	The best place to begin is . .	Once you've done that, then . .	When you've finished,
	To begin with,....	When you finish that, then . . .	When you've completed all the steps,

**Technical Writing**  
**Explain How to Do Something**  
**Grammar : Imperative Sentences**  
**Count Nouns & Noncount Nouns**  
**Lecture : 8**  
**Part: 1**

**Technical Writing**

**Grammar**

**Imperative Sentences**

**Count Nouns & Noncount Nouns**

**Technical Writing**

**Imperative Sentences**

- An imperative sentence expresses a command or a request. When we give someone instructions, we often use imperative sentences.
- You have learned that a sentence must have a subject and a verb. In an imperative sentence the subject is always *you*, but it is not stated.
- Imperative sentences begin from the base form of the verb and end with a period or an exclamation point. Look at the examples. Notice that each one begins with a verb.
- For negative imperative forms, we use: do + not (or don't) + base form of the verb.
- Use the imperative form to give instructions, directions, or orders.
- The imperative is like the simple present tense for you without the subject.

<b>Simple Present</b>	<b>Imperative Sentences</b>	
	<b>Affirmative</b>	<b>Negative</b>
You write a story.	Write a story.	Do not write a story.
You get six onions.	Get six onions.	Do not get six onions.
You go to the market.	Go to the market.	Do not go to the market.

## Giving Instructions

Imperative Statements	
Statements (Affirmative)	Press the start button. Close the door. Add the sugar. Go to the Department of Motor vehicles in the state where you live and fill out an application. Slow down !
Negative statements	Do not make any loud noises. Do not let the water boil. Don't add too much salt.

## Imperative Sentences

Write the words in the correct order to make imperative sentences.

1. to / the / go / supermarket
2. a / cart / shopping / get
3. and / buy / eggs / fruit
4. home / go
5. the / groceries / carry
6. groceries / the / away / put

## Imperative Statements

Change the sentences in the previous exercise to the negative imperative form.

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## Grammar: Count and Noncount Nouns

There are two kinds of nouns in English. Count nouns and noncount nouns.

### Count Nouns :

- ❑ Count nouns are nouns that you can count : one cup, two pencils, five chairs, twenty seven students.
- ❑ Count nouns have a singular form and a plural form.
- ❑ Use a or an before singular count nouns. Use a with singular count nouns that begin with a consonant sound. Use an with singular count nouns that begin with a vowel sound.

### Noncount Nouns :

- ❑ Noncount nouns are things that we can't or don't usually count.
- ❑ Noncount Nouns do not have singular or plural forms. They always take the verb form used with singular nouns.

#### ❑ Examples :

I put **some** sugar in my coffee.

He likes **a little** milk in his tea.

We have **a lot of** homework.

Categories	Examples
Food	Bread, butter, cheese, chicken, fish , flour, pepper, rice, salt, sugar
Liquid	Coffee, juice, milk, soda, soup, tea, water
Subjects	Chemistry, English, History, Math, Music
Abstract ideas	Anger, beauty, humor, justice, knowledge, love, luck
Others	Furniture, homework, information, money, software

**Technical Writing**  
**Explain How to Do Something**  
**Grammar : Count Nouns & Noncount Nouns**

**Writing a technical Paragraph**

**Lecture: 8**

**Part: 2**

**Technical Writing**

**Grammar**

**Count Nouns & Noncount Nouns**

**Exercises**

**Writing**

**Writing a technical paragraph**

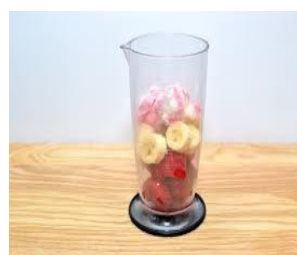
**Count and Non-Count Nouns**

**Complete this paragraph with count nouns and non- count nouns.**

**Make the nouns plural where necessary.**

Hammed went to the store. He bought (egg) \_\_\_\_\_, (rice)\_\_\_\_\_, (spaghetti)\_\_\_\_\_, (milk)\_\_\_\_\_, and (bread)\_\_\_\_\_. The store didn't have any organic (produce)\_\_\_\_\_. So, he went to the health food store and bought (lettuce)\_\_\_\_\_, (tomato)\_\_\_\_\_, (banana)\_\_\_\_\_, and (grape)\_\_\_\_\_. But he forgot to buy a (watermelon) \_\_\_\_\_.

**How To Make Milkshake**





Look at the pictures. They show the steps to make milkshake. Read the steps and order them according to the pictures.

- Then, cut up some fresh fruit such as bananas, peaches, or mangoes.
- First, get out two cups of milk, and two tablespoons of honey.
- Put the fruit pieces in the blender.
- Pour the milk and honey into the blender.
- Finally, pour the milkshake into glasses and enjoy your delicious drink.
- Put the top of the blender and blend on medium for two minutes.

**Now, let's write the steps in the correct order.**

-  
-  
-  
-  
-  
-  
-



The paragraph on the next slide has six mistakes with singular and plural nouns. Find and correct the mistakes.

### **A Delicious Drink**

Turkish coffee is not easy to make, but it is delicious. There are several way to make Turkish coffee, but this is the way my friend taught me. First, you will need a special pot. Pour 3 cups of cold waters into the pot. Then, add 3 teaspoons of coffee and 3 teaspoons of sugars to the water. Next, heat the water on low flame until you can see foam forming on top. Don't let it boil. Then take the pot off the heat. Gently stir the mixture and return it to the heat. Repeat this two more time. Finally, pour the coffee into three cups. Make sure each people gets some foams and enjoy your coffee.

**Technical Writing**  
**Explain How to Do Something**  
**Writing Conventions: End Punctuation**  
**Organization: Sequential Order with Sequence Words**  
**Lecture : 8**  
**Part: 3**

## Technical Writing

1. **Writing Conventions: End Punctuation**
2. **Organization: Sequential Order with Sequence Words**

### End Punctuation

Punctuation marks are signals to your readers. In speaking, we can pause, stop or change our tone of voice. In writing, we use marks of punctuations to explain and clarify what we mean.

Sentences always finish with an end punctuation mark.

- Use a **period ( . )** for most statements. It is very convenient.
- Use a **question mark ( ? )** for questions. Is it convenient?
- Use an **exclamation point ( ! )** Finally, they relax!

#### 1. Period (.)

- Use a period to end a sentence that is a statement.
- *Check your message before you send it.*
- When you use a period as part of a number, call it point.
- *5.5 (five point five) million messages are sent every hour.*

## 2. Question Mark (?)

- Use a question mark to end a question.
- *How can you show in writing that you are joking?*

## 3. Exclamation Point (!)

Exclamation points are used at the end of sentences to show a lot of feeling.  
*I can't believe it!*

Write the sentences. Add the correct end punctuation mark.

- (statement) The Garcia family goes grocery shopping every Saturday
- (question) Do they go to Al's Supermarket
- (question) Is it near the apartment
- (strong statement) The shopping list is very long
- (statement) Mrs. Garcia is a great cook
- (strong statement) Finally, the family relaxes and eats lunch

### Sequence Words

### Organization

#### Time – order signal words :

You have already learned several important things about paragraphs. You know that a paragraph has a special form. You also know that a paragraph has three parts : a topic, sentence, supporting sentences, and a concluding sentence. It is also important to learn how to organize the supporting sentences. There are several common ways to do this. One way is to use time order. That means organizing your ideas in the order in which they happen.

## Sequence (Signal) Words

Many paragraphs include sequence words to connect ideas in a paragraph.

Signal words help guide the reader from one idea to the next.

## Sequence Words

When you want to explain how to do something, the first thing you need to do is make a list of the steps in the process. Then you should arrange the steps according to time order. When you write your paragraph, use time – order signal words to make the order of the steps clear to the reader.

Sequential order tells the order of events. Use sequence words to show sequential order. Put them at the beginning of a sentence. Add a comma after the word.

Review the example of time order signal words.

Time Order Signal Words		
First,	First of all,	Next,
Second,	Then,	Finally,
Third,	After that,	

## Writing a Technical Paragraph

### Sequence Signals

Sequencing	Starting out	Continuing	Finishing
First, . . .	Before you begin, (you should . . .)	After that,	The last step is . . .
Then, . . .	The first thing you do is . . .	The next step is to . . .	The last thing you do is . . .
Next, . . .	I would start by . . .	The next thing you do is . . .	In the end,
Lastly, . . .	The best place to begin is . . .	Once you've done that, then . . .	When you've finished,
	To begin with, . . .	When you finish that, then . . .	When you've completed all the steps,

## Introduction

### How to Boil an Egg

You can make perfect hard – boiled eggs if you follow these steps. **First** , get the eggs out of the refrigerator before cooking and let them come to room temperature. **Then** , put the eggs in a pan with enough water to cover them by at least in inch. Bring the water to a boil. Turn off the heat as soon as the water boils and cover the eggs for about 15 minutes. **Next**, put the eggs in a bowl with a cold water and a few ice cubes. Let the eggs cool for 10 minutes. Now you are ready to peel the eggs and enjoy eating them.

### Sequence Words

**Number the sentences in sequential order. Then, write the sentences in the correct order.**

Group 1:

- \_\_\_ Next, Mrs. Garcia reads the shopping list.
- \_\_\_ First, The Gracias go to the supermarket.
- \_\_\_ After that, Maria and Mr. Garcia go get the groceries.
- \_\_\_ Then, Francisco gets a shopping cart.

Group 2:

- \_\_\_ Finally, the family relaxes and has lunch.
- \_\_\_ Next, Mr. and Mrs. Garcia put away the groceries in the kitchen.
- \_\_\_ Mrs. Garcia pays for the groceries and the Garcia family goes home.
- \_\_\_ Then, Maria and Francisco carry the groceries into the apartment.

# Connecting Words & Combining Sentences

## Lecture: 9

### Part: 1

## Introducing Sentences

### Parts of the Sentence

1. Connecting words
2. Combining sentences

## Introducing Sentences

### Connecting words : and, or

Often you need to connect words or groups of words in a sentence .

One way to do this is to use a connecting word. Connecting words are **conjunctions**.

There are many types of conjunctions in English. Two of the most common ones are **and**, and **or**. They have different meanings.

**And** joins two or more **similar things** in **positive** sentences.

- I **like** Chinese and Italian food.
- Swimming and reading **are** my favourite hobbies.
- We **have** class on Mondays, Wednesdays, and Fridays.

**Or** connects two or more **similar things** in a **negative** sentence.

- I **don't** like British or American food.
- We **don't** have class on Tuesdays or Thursdays.
- I **can't** play tennis, ride a horse, or swim very well.

**Or** also connects two or more **choices** or **alternatives**.

- I would like to go to Hawaii , Tahiti, or Fiji on my next vacation.(I cannot go to all three places. I will choose one.)
- My father or my mother will meet me at the airport.

(This means that only one person will come to the airport.)

**Compare:** My father and my mother will meet me at the airport.

This sentence means that two people will come to the airport.)

### Combining Sentences

Conjunction	Use	Example
<b>And</b>	Joins two similar ideas together.	I can speak <b>and</b> understand English.  Blue and yellow are my favorite colors.
<b>But</b>	Joins two contrasting ideas.	Sarah enjoys spending time with her family, <b>but</b> she doesn't see them very often.
<b>Or</b>	shows choosing between things.	In the mall, you can shop, eat, <b>or</b> watch a film.

**Combine the two sentences to make one sentence. Use and or or according to the meaning.**

Example:

- I like chocolate ice cream. I like coffee ice cream.

I like chocolate **and** coffee ice cream.

- I can speak English . I can understand English.
- 

- I can't speak French. I can't speak Italian.
- 

- Would you like soup? Would you like salad? ( you can have only one)
-

## Give Information about Yourself

### Sentence Combining

Sentence combining is an exercise to improve your sentence writing.

When you do that, you combine two short sentences into one longer sentence. All the long sentences together make a paragraph.

The simplest way to combine two simple sentences together is to link them with a **conjunction**. Common conjunctions are "and," "but," and "or".

Examples of this kind of sentence would be:

"I like to swim, **but** I enjoy running.

Adults **and** children like me.

1. I got an A in my exam. I didn't study.

.....

2. I have a cat. I have a bird.

.....

3. Would you like milk? Would you like juice?

.....

4. The Smiths are rich. They are not happy.

.....



**Technical Writing**  
**Explain How to Do Something**  
**End Punctuation**  
**Sequential Order with Sequence Words**  
**Lecture: 9**  
**Part: 2**

**Technical Writing**

1. **Writing Conventions: End Punctuation**
2. **Organization: Sequential Order with Sequence Words**

**End Punctuation**

There are three basic ending punctuations in writing: periods, exclamation marks and question marks. Periods are used to end a completed statement, while exclamation and question marks

help define a sentence's purpose. Let's consider the following three sentences that demonstrate how these ending punctuations are used.

Sentences always finish with an end punctuation mark.

The Period (.)

I have homework.

Using a period indicates you are making a statement or giving a command.

The Question Mark (?)

Do I have homework?

Using a question mark indicates you are asking a question.

## The Exclamation Mark (!)

I have homework!

Using an exclamation mark indicates the expression of particular emotions. Exclamation marks can represent excitement, shock, fear, warning, or other strong emotions.

Read the following sentences and insert the proper end punctuation.

1. What are you doing \_\_\_\_\_
2. That's so great \_\_\_\_\_
3. That boy is tall \_\_\_\_\_
4. Please don't litter \_\_\_\_\_
5. Why are you staring at me \_\_\_\_\_
6. What kind of dog do you have \_\_\_\_\_
7. Can I have a biscuit \_\_\_\_\_
8. Wilbur is a little, cute cat \_\_\_\_\_
9. Wow, I'm so surprised \_\_\_\_\_
10. Shut up \_\_\_\_\_
11. I need a new job \_\_\_\_\_
12. What is the meaning of life \_\_\_\_\_
13. I like to eat ice cream \_\_\_\_\_
15. That's fantastic \_\_\_\_\_

## Sequence (Signal) Words

In a sequencing paragraph, you are writing to describe a series of events or a process in some sort of order. Usually, this order is based on time.

The following words can help you to write a good sequence paragraph.

Helper Words:

<b>Order</b>
<b>First, second, third, .....</b>
<b>In the beginning</b>
<b>before</b>
<b>then</b>
<b>after</b>
<b>finally</b>
<b>at last</b>

## Sample Paragraph

I had a wonderful time when I visited my grandparents' farm last weekend.	Topic sentence
<b>First</b> , Grandma let me milk one of the cows. <b>After that</b> , Grandpa took me out to plow a field on his tractor. He even let me sit in the driver's seat when the engine was off. <b>Then</b> , we went fishing after doing all the farm chores. <b>Finally</b> , we had dinner in farm with some friends.	Supporting sentences
I hated to leave the farm when the weekend was over.	Concluding Sentence

## How to Bake a Cake

First, bring a mixing bowl and pour the cake mix in the bowl. Second, crack three eggs and then put them in the bowl. Next, put some oil in the mixing bowl. After that, mix the ingredients using a mixer . Then, pour the mix in a pan after greasing. Next, place the pan in the oven on the heat of 350 degrees and after it is ready, let it cool down. Finally, you may decorate your cake using any cake decorations.

## Sample Instructions to Write a Paragraph

### How to Make Porridge

Porridge is made of oats and is usually eaten with sugar, honey or syrup. Traditionally it is eaten for breakfast, especially in Scotland. Also, it is nutritious, quick and easy to make.

#### Ingredients:

Cup oats

4 cups water or milk

Salt (to taste)

Sugar, honey or syrup (to taste)

#### Instructions

- First, put oats in saucepan, then add salt to taste.
- Next, add milk or water and stir well so there are no lumps.
- Then, heat for 10 or 15 minutes, stirring continuously, so that the porridge does not stick to saucepan and burn.
- Finally, when the porridge has thickened, pour into bowl and serve immediately with sugar, honey or syrup to taste.

Read the steps of “How to Make Porridge” and then write a paragraph.

**Technical Writing**  
**Explain How to Do Something**  
**Step by Step Writing**  
**Writing a Model Technical Paragraph**  
**Lecture: 9**  
**Part: 3**

**Technical Writing**

1. Step by Step Writing: Pre-write, Organize, Draft & Revise
2. Writing a Model Paragraph

**What is technical writing?**

Technical writing often gives instructions. It sometimes explains how to do a procedure. It is actually a step by step guide explaining how to make or do something.

Recipes and directions are examples of technical writing. Directions are found in computer games, safety rules, guides, science experiments, ...etc.

**Sequence Signals**

<b>Sequencing</b>	<b>Starting out</b>	<b>Continuing</b>	<b>Finishing</b>
First, . . .	Before you begin, (you should . . .)	After that,	The last step is . . .
Next, . . .	The first thing you do is . . .	The next step is to . . .	The last thing you do is . . .
Then, . . .	I would start by . . .	The next thing you do is . . .	In the end,
Finally, . . .	The best place to begin is . . .	Once you've done that, then . . .	When you've finished,
	To begin with, . . .	When you finish that, then . . .	When you've completed all the steps,

- Create a title that explains what the instructions are " How to ....."
- Use action verbs in the beginning ; "Pick up, Hold, Take, ....etc.
- Use short clear sentences with words that are common.
- Avoid words with more than one meaning.
- Be specific.

### Writing Prompt

Make a recipe poster. List your ingredients. Divide your recipe into steps. Give instructions for each step. Use sequence words.

**Remember;** Writing your paragraph **step by step** will make writing easier for you in the future, and you will feel more confident about the good quality of your work!

### Revision checklist

- I listed my ingredients.
- I divided my recipe into steps.
- I gave clear instructions for each step.
- I used sequence words correctly.

<b>Revising Checklist</b>		
	<b>yes</b>	<b>No</b>
1. Is there a topic sentence?		
2. Are the sentences in correct time order?		
3. Are there signal words to help guide the reader?		

## Editing checklist

- I used imperatives correctly.
- I used count and noncount nouns correctly.
- I used correct spelling, punctuation, and capitalization.

## Chicken salad

### Ingredients:

cooked chicken	1 tomato	mayonnaise
1 onion	lettuce	salt and pepper

### Directions:

First, buy the ingredients. Next, cut the chicken into small pieces. Put the chicken in a bowl. Then, add the mayonnaise. After that, cut the tomato and the onion into small pieces. Put the tomato and onion in the bowl. Next, add some salt and pepper. Finally, put the lettuce on a plate. Put the chicken salad on the lettuce. Then eat and enjoy!

**Technical Writing**  
**Explain How to Do Something**  
**Step by Step Writing: Pre-write, Organize, Draft & Revise**  
**Writing a Model Paragraph**

**Lecture: 9**

**Part: 4**

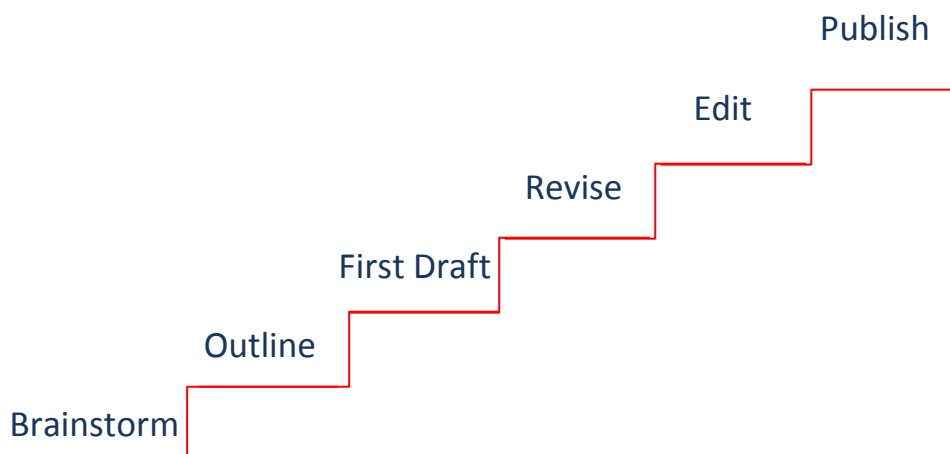
## Technical Writing

1. Step by Step Writing: Pre-write, Organize, Draft & Revise
2. Writing a Model Paragraph

This lecture will take you through the steps of the 'writing process'. The skills you learn in this Lecture can be used again and again to write paragraphs about other topics as well.

The writing process will show you that good writing comes from working on your paragraph step by step. Sometimes students are surprised that the first step is not to begin writing! Before writing your paragraph, you will use prewriting strategies such as brainstorming and outlining. You may also be surprised that much of the work takes place after you write your paragraph.

In this lecture you will learn to plan, write, revise and edit your paragraph before giving a copy to your instructor.





## Cooking up a paragraph:

### The FNTF formula:

A formula is like a recipe. It tells how to put something together in the same way every time.

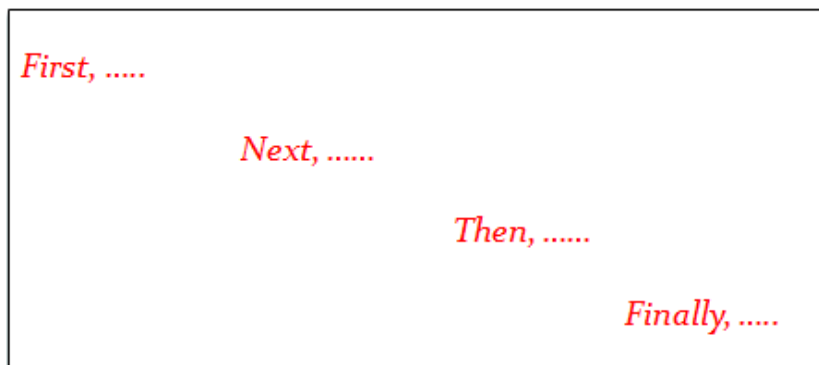
A recipe is useful for cooking or baking. A formula is useful when you are writing a paragraph. How?

When you can't think of anything to say, the words of the formula help you get started.

You don't have to worry about organizing your paragraph. The words of the formula do it for you.

A 'How to Paragraph' is a paragraph that gives instructions. It tells how to do something.

Here is the formula for writing a 'Technical paragraph' or a 'How – to Paragraph'. This formula is called the **FNTF** formula.



### Example 1:How to Open a Jar of Pickles

Here is an example of a How –To Paragraph. Read the paragraph and look closely at how it is put together.

#### How to Open a Jar of Pickles

Here are a few steps to open a jar of pickles. First, place the jar of pickles on a counter. Next, hold the jar with one hand and grasp the lid with the other hand. Then, turn the lid until it is loose. Finally, lift the lid off the jar.

1. What is the title of the paragraph?

---

2. Why is this paragraph called a 'How-to Paragraph'?

---

3. The purpose of this paragraph is to give instructions on how to open a jar of pickles. Can you tell the paragraphs purpose just by reading the title?

---

4. How many sentences does this paragraph have?

---

5. Does this paragraph use the FNTF formula?

---

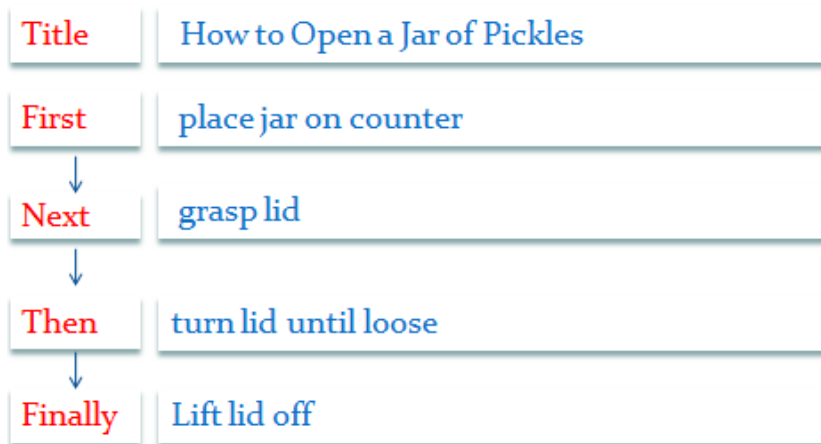
The writer of this paragraph was given the title ‘How to Open a Jar of Pickles’. He made a list of words that came to mind before he started writing the paragraph. He ended up using all the words except put and cover. He organized his information in a flow chart using the FNTF formula.

**Step 1: Pre-write**

**1. Word list:**

put hold grasp turn lift place with one hand cover until off  
counter the other hand lid loose

**2. FNTF Flow Chart**



**Step 2: Write**

**How to Open a Jar of Pickles**

Here are a few steps to open a jar of pickles. First, place the jar of pickles on a counter. Next, hold the jar with one hand and grasp the lid with the other hand. Then, turn the lid until it is loose. Finally, lift the lid off the jar.

In five sentences, the writer produced a complete, well-written paragraph.

### Step 3: Revise

- I listed my words.
- I divided my directions into steps.
- I gave clear instructions for each step.
- I used sequence words correctly.
- I used imperatives correctly.
- I used count and noncount nouns correctly.
- I used correct spelling, punctuation, and capitalization.
- I wrote a topic sentence
- My sentences are in the correct time order

### Example 2: “ How to Stop a Nosebleed”

#### Writing Prompt

Write a paragraph giving directions on how to stop a nosebleed. Divide your directions into steps. Give instructions for each step. Use sequence words.

**Remember;** Writing your paragraph **step by step** will make writing easier for you in the future, and you will feel more confident about the good quality of your work!

Now, let’s go back to a group of directions we have read and rearranged earlier , and try to write a ‘How-to Paragraph’ based on them using the previous flow chart.

The directions have the title ‘**How to Stop a Nosebleed**’.

#### Step 1: Pre-write

##### 1. Word list:

Loosen, nosebleed, neck, cotton pad, nostril, lean forward, squeeze, sit , doctor, call.

##### 2. FNTF Flow Chart

Title	How to Stop a Nosebleed
First	Loosen clothes around the neck
↓	
Next	put a cotton pad in the bleeding nostril
↓	
Then	sit down with head forward
↓	
Finally	squeeze your nose

### 3. Directions

1. First, loosen the clothing around your neck.
2. Next, put a cotton pad in the bleeding nostril.
3. Then, sit down with your head leaning forward.
4. Finally, squeeze your nose until it stops bleeding.
5. If your nose continues to bleed, call a doctor.

### Step 2: write

Now let's write the paragraph together.

#### How to Stop a Nosebleed

Here are a few steps to help you stop a nosebleed. First, loosen the clothing around your neck. Next, put a cotton pad in the bleeding nostril. Then, sit down with your head leaning forward. Finally, squeeze your nose until it stops bleeding. If your nose continues to bleed, call a doctor.

### Step 3: Revise

#### Revision checklist

- I listed my words.
- I divided my directions into steps.
- I gave clear instructions for each step.
- I used sequence words correctly.
- I used a topic sentence
- I used imperatives correctly.
- I used count and noncount nouns correctly.
- I used correct spelling, punctuation, and capitalization.

**Expository Writing**  
**Write about a Holiday or Celebration**  
**Vocabulary**  
**Lecture: 11**  
**Part: 1**

**Expository Writing**  
**Write about a Holiday or Celebration**

Celebration words

Months & ordinal numbers

Countries & nationalities

**Expository Writing**

**Write about a Holiday or Celebration**

**Celebration Words**

Word	Definition & Example
popular	Liked or enjoyed by a large number of people. <i>London is a popular city.</i>
party	An event where people enjoy themselves by talking, eating, drinking, and dancing. <i>We're having a party to celebrate Eid Al-Fitir.</i>
celebrate	To do something enjoyable because it is a special day, or because something good has happened. <i>Do you celebrate Eid Al-Fitir in your country?</i>
present	Gift <i>Did you get many presents on your birthday?</i>

Word	Definition & Example
holiday	When you are not at work or at school. <i>In my holiday, I travelled to France.</i>
guest	Visitor <i>We've got some guests coming this weekend.</i>
banner	A long piece of cloth, often stretched between poles, with words or a sign written on it.
gift	present
special	Very good; better or more important than usual things. <i>I'm cooking something special for her birthday.</i>

## Months & Ordinal numbers

- |             |              |
|-------------|--------------|
| 1. January  | 8. August    |
| 2. February | 9. September |
| 3. March    | 10. October  |
| 4. April    | 11. November |
| 5. May      | 12. December |
| 6. June     |              |
| 7. July     |              |

## Countries & Nationalities

Country	Nationality
Mexico	Mexican
America	American
The United Kingdom (UK)	British
China	Chinese
Saudi Arabia	Saudi
India	Indian

Country	Nationality
Bahrain	Bahraini
Brazil	Brazilian
Canada	Canadian
Egypt	Egyptian
France	French
Qatar	Qatari

**Expository Writing**  
**Write about a Holiday or Celebration**  
**Grammar: Forming Questions**  
**Lecture: 11**  
**Part: 2**

## Expository Writing

### Write about a Holiday or Celebration

1. WH- Questions & Answers
2. Forming Yes/No Questions in the present tense.

### Forming a Yes/No Question

Yes/no questions are created using the auxiliary *do*. The auxiliary is placed before the subject.

### Forming a Yes/No Question in the Simple Present

Auxiliary	Subject	Example
Do	I	Do I sing?
Do	you	Do you sing?
Does	he	Does he sing?
Does	she	Does she sing?
Does	It	Does it sing?
Do	we	Do we sing?
Do	they	Do they sing?

### Forming a WH- Question

WH- questions (using words such as “what”, “when”, and “where”) are also created by putting the auxiliary *do* before the subject. Then, you add the WH- word at the beginning. Here are some examples:

Statement	WH- question
I sing.	What do I sing?
You travel because you have time.	Why do you travel?
He lives in Dammam.	Where does he live?
They wake up at 6:00 am.	When do they wake up?
Ahmad likes chocolate.	What does Ahmad like?
I am a teacher.	What am I?

Wh - Questions	Complete Answers
Who celebrates your birthday with you?	My family celebrates my birthday with me.
What is your favorite holiday?	My favorite holiday is Eid Al-Fitir.
When is your birthday?	My birthday is on June 28.
Where are you from?	I am from Saudi Arabia.
Why do you like Eid Al- Fitir?	I like it because all Muslims break their fast at the same time.
How do you celebrate Eid Al- Fitir?	I visit family and friends.

Tick the correct WH-word .

1. Who / Why / Where are the kids?	They are outside now.
2. How / Who / Why is the baby in bed ?	Because he is very tired.
3. What / When / How old is the test?	On Friday
4. How much / When / How are the oranges?	Two dollars a kilo
5. How much / How old / When is your sister?	She is 17 years old today.

6. What / Where / Who color is the dress?	It is green.
7. How / How many / Why do you go to work every morning?	I go to work by car.
8. Where / What / When are my shoes?	They are under the chair.
9. Why / What / When are you home every day?	At about 17:00 p.m.
10. How / Where / What is on the shelf?	The radio .....

Complete the sentences with the correct WH-word .

- ..... are you excited? **Because I have a birthday party today.**
- ..... are you today ? **I'm fine ,thank you.**
- ..... is your coat ? **It is In the bedroom**
- ..... is she at the moment? **She is at home.**
- .....is your birthday ? **It is in September**



**Expository Writing**  
**Write about a Holiday or Celebration**  
**Grammar:**  
**Prepositional Phrases &**  
**Adverbs of Frequency**

**Expository Writing**

**Write about a Holiday or Celebration**

1. Prepositional Phrases
2. Adverbs of Frequency

**Prepositional Phrases**

A preposition connects a noun or pronoun to another word in the sentence, showing the relationship between them. Prepositions usually answer the questions where? or when?, telling about a person or object's location in either time or space.

The prepositional phrase has several parts: the preposition itself, an article (like a, an, or the), and a noun which is called the object of the preposition.

The boy walked **down the street**.

Eid al-Fitir is popular **in the Muslim world**.

The boy walked **down the street**.

Eid al-Fitir is popular **in the Muslim world**.

I celebrate my birthday **at home**.

I was born in **Saudi Arabia**.

I was born **on Dec. 28**.

Prepositional phrase	Example
<b>Time</b> <b>on</b> ( a day OR date) <b>in</b> ( a month)	I stay up late <b>on Eid Al-Fitir's Eve</b> . New Year's Eve is <b>on December 31</b> . My birthday is <b>in December</b> .
<b>Location</b> <b>in</b> ( a place OR country) <b>at</b> ( a place OR event)	Eid al-Fitir is very popular <b>in the Muslim world</b> . I celebrate my birthday <b>at home</b> .
<b>Direction</b> <b>to</b> (a place)	I always go <b>to the Mall of Dhahran</b> .

### Complete the sentences with in, on, at, or.

1. Ahmad's birthday is ..... December 3.
2. Ahmad's friends usually come ..... his apartment.
3. Ahmad always has fun ..... his birthday.
4. New year's Eve is ..... December .
5. Halloween is a traditional holiday ..... the USA.
6. People sing or dance ..... the National Day.

### Adverbs of Frequency

- Adverbs of frequency describe how often someone does something.
- **Always, usually, normally, often, sometimes, rarely, never** are adverbs of frequency.
- The simple present tense is usually used with adverbs of frequency.

### The position of these adverbs is:

#### 1. Before the main verb.

	Adverb of frequency	verb	
I	always	get up	at 5:00 .
Ahmad	usually	plays	football on Friday.
Amal	never	gets	lots of homework.

#### 2. After the verb to be ( am, are, is)

	Verb	Adverb of frequency	
Zahra	is	never	late.
We	are	always	on time.
You	are	usually	polite.

**Rewrite the complete sentence using the adverb of frequency in brackets in its correct position.**

1. They go to the movies. **(often)**
2. She listens to classical music. **(rarely)**
3. He reads the newspaper. **(sometimes)**
4. Sara smiles. **(never)**
5. She complains about her husband. **(always)**
6. I drink coffee. **(sometimes)**
7. He feels terrible. **(usually)**
8. I go jogging in the morning. **(always)**
9. She helps her daughter with her homework. **(never)**
10. We watch television in the evening. **(always)**
11. I smoke. **(never)**

**Expository Writing**  
**Write about a Holiday or Celebration**  
**Step- by- Step Writing**  
**Example 1**  
**Lecture: 12**  
**Part: 1**

**Expository Writing**

**Write about a Holiday or Celebration**

**Step-by-Step Writing**

Expository writing explains or informs. It answers the reader's basic questions about a topic.

Who? What? Where? When? Why? How?

Topic: Write about your favourite holiday ; **Eid Al-Fitir.**

**Step 1: Pre-write:**

- A. Use WH-questions to research your topic; make Idea Cluster.
- B. Write complete answers to your WH-questions.

**Step 2: Write:** Join your sentences together using connectors to make a paragraph.

**Step 3: Revise**

**Step 1: Pre-write: Idea Cluster**



**Write the complete answers to your WH- questions.**

Wh- Question	Complete Answers
How do people celebrate?	People visit each other and have picnics and feasts together.
What is the celebration?	The end of Ramadan
When is the celebration?	Eid Al-Fitir is on 1 <sup>st</sup> Shawaal.
Who do people celebrate with?	They celebrate with family and friends.

Wh- Question	Complete Answers
Where do they celebrate?	People celebrate at homes, in parks , on the beaches.
Why do I like the celebration?	I like getting money and presents.

**Step 2: Write your paragraph.**

### Eid Al-Fitir

My favorite holiday is Eid Alfitir. It is a Muslim holiday that comes on 1<sup>st</sup> Shawaal to mark the end of Ramadan; the holy month of fasting. People celebrate Eid Alfitir by visiting family and friends, and having feasts or picnics together. People normally get money or presents on this occasion. They have fun visiting relatives and friends in the morning and watching fireworks in the evening. I really like Eid Alfitir because I get enough money to buy what I want.

**Step 3 : Revise your paragraph.**

Here, you should reread your paragraph and check its spelling, grammar and vocabulary usage.

**Expository Writing**  
**Write about a Holiday or Celebration**  
**Step- by- Step Writing**  
**Example 2**  
**Lecture: 12**  
**Part: 2**

**Expository Writing**

**Write about a Holiday or Celebration**

**Step-by-Step Writing**

As we said earlier, expository writing explains or informs and it answers the reader's basic questions about a topic.

Who? What? Where? When? Why? How?

**Write about a Holiday or Celebration**

**Janadriyah Heritage and Cultural Festival**

**Step-by-Step Writing**

**Topic: Write about Janadriyah Heritage and Cultural Festival.**

**Step 1: Pre-write:**

- A. Use WH-questions to research your topic; make Idea Cluster.
- B. Write complete answers to your WH-questions.

**Step 2: Write:** Join your sentences together using connectors to make a paragraph.

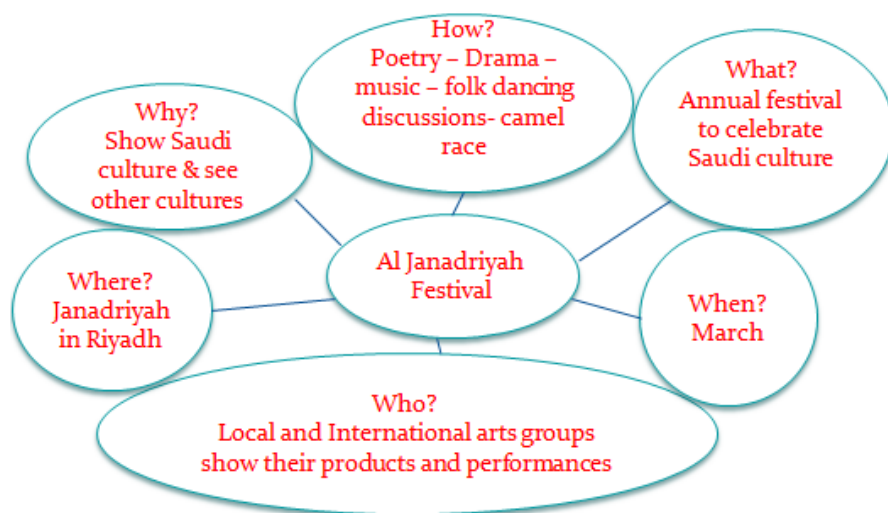
**Step 3: Revise**

## (Al Janadriyah Festival)

### Step-by-Step Writing



### Step 1: A. Pre-write: Idea Cluster



### Step 1: Pre-write.

### B. Write the complete answers to your WH- questions.

Wh- Question	Complete Answers
What is the event?	Al Janadriyah Festival
When is the event?	In March every year
Where does it take place?	In Al Janadriyah, 45 kilometres outside Riyadh

Wh- Question	Complete Answers
What happens in the event ?	Showcases of poetry , drama, folk music, folk dancing , intellectual discussions and a camel race.
Why do I like the festival?	Because it educates people about the richness of the Saudi folk arts and entertains them with amazing performances.

Step 2: Write your paragraph.

Step 3 : Revise your paragraph.

Here, you should reread your paragraph and check its spelling, grammar and vocabulary usage.



**Tell a Story**  
**Vocabulary**  
**Lecture: 13**  
**Part: 1**

**Tell a Story**

**Vocabulary**

**Types of Transportation**

airplane - train – ferry – subway – bus – car

**Synonyms & Antonyms**

**Synonyms** are words that have the **same** (or close to the same) meanings .

**Antonyms** are words that have **opposite** meanings.

Synonyms : very good = great

Antonyms : big ≠ small

Study the following synonyms:

very interesting = amazing : Our trip to Egypt was amazing.

unusual = strange : They told us a strange story.

frightening = scary : The film was scary.

very good = wonderful: She is a wonderful student.

very tired = exhausted: I was so exhausted that I fell asleep at my desk.

bright = sunny : It is sunny today.

Study the following antonyms:

boring ≠ exciting : We went on an exciting trip.

cloudy ≠ clear : The sky is clear.

empty ≠ crowded : The college is crowded with students.

careless ≠ careful: Always be careful when you cross the street.

in danger ≠ safe : I keep my money and jewellery in a safe place.

uncomfortable ≠ comfortable: The room is big and comfortable.

Study the following travel phrases:

Take a trip: My family took a trip to New York City last summer.

Visit friends in another city: We visited my mother's friends Mr. And Mrs. Vega.

Fly to .....: We flew to New York on Sunday morning.

Arrive at ...: we arrived at 3 p.m.

Meet someone at the airport: We met our son at the airport.

Go sightseeing: When we went to Egypt we went sightseeing.

Get off a bus: We got off the bus at the park.

Come back to ..... : We came back to Los Angeles.

Drive a car to ...: We drove the car to the airport.

Go to a museum: I always go to a museum in every city that I visit.

Buy souvenirs: I always buy souvenirs for my friends when I travel.

**Tell a Story**  
**Grammar**  
**Lecture: 13**  
**Part: 2**

**Tell a Story**  
**Simple Past Tense**

Use the simple past simple to tell about an action that happened in the past.

We can use it to talk about a specific point in time.

- ❑ She came back last Friday.
- ❑ We arrived at 9 pm.

It can also be used to talk about a period of time.

She lived in Tokyo for seven years.

They were in London from Monday to Thursday of last week.

The past simple is often used with time expressions such as these:

Yesterday

three weeks ago

last year

in 2002

from March to June

for a long time

for 6 weeks

in the 1980s

in the last century

in the past

**Summary:** When we talk about things that happened in the past, we use the simple past tense

- Last summer, I worked in a hospital.

- I went shopping yesterday.

### How to Form the Simple Past Tense

☐ To form the simple past tense for regular verbs that end in a consonant , add – ed to the base form of the verb.

want      wanted

talk      talked

☐ If the verb ends in e, add only –d.

live      lived

arrive      arrived

☐ If the verb ends in consonant + y , change the y to i then add –ed.

study      studied

try      tried

☐ if the verb ends in vowel + consonant , double the consonant and add ed.

stop      stopped

☐ Many verbs have irregular past tense forms, e.g.

Be	was/were	get	got
do	did	go	went
have	had	make	made
eat	ate	say	said

☐ In negative statements use didn't (did not) + base form of the verb, except with the verb be.

need	didn't need
want	didn't want
be	wasn't/ weren't

Read the letter . Complete it with the simple past tense forms of the verbs. Some of the verbs are regular and some are irregular.

Dear Ayla,

I just (get) \_\_\_\_\_ back from the fifth- grade class trip to the farm. It (be) \_\_\_\_\_ great. I'm so tired. You wouldn't believe what we did in just three days. On the first day, the teachers (show) \_\_\_\_\_ us all over the farm and we each (get) \_\_\_\_\_ a

chance to milk the cow, Daisy. After we (eat) \_\_\_\_\_ lunch, I (go) \_\_\_\_\_ with the other students to the barn. There we (brush) \_\_\_\_\_ the horses. After dinner, the teachers (play) \_\_\_\_\_ music and we (dance) \_\_\_\_\_ for hours.

We (wake up) \_\_\_\_\_ really early the second day and (plant) \_\_\_\_\_ tomatoes all morning. After lunch, we (carry) \_\_\_\_\_ stones from the field. That (be) \_\_\_\_\_ hard! After dinner the second night, everyone (be) \_\_\_\_\_ too tired to dance. We just (talk) \_\_\_\_\_ around the fire before bed.

I miss you and hope to hear from you soon.

Toby

**Answers:**

**got- was- showed- got- ate- went- brushed- played- danced- woke up- planted- carried- was- was- talked**

Complete the paragraph. Use the past tense of the verbs in parentheses.

The Garcia family ( 1. take) ..... a trip to New York City. They (2. fly) ..... to New York on Sunday. They (3. arrive) ..... at 3:00 in the afternoon. Mr. And Mrs. Vega (4. meet) ..... them at the airport. They (5. not have)..... a lot of free time in New York. They (6. swim)..... at Long Beach. They also (7. see) ..... the Statue of Liberty.

On Friday, the Garcia family (8. go) ..... to Central Park on a bus. The Garcia family (9. get) ..... the bus. However, Maria (10. not get) ..... off.

In the end, Maria (11. is) ..... safe. The Garcia family (12. come) ..... home on Sunday. Mr. And Mrs. Vega (13. drive) ..... them to the airport. They (14. are) ..... exhausted, but happy after their trip. They (15. have) ..... a wonderful time in New York.

#### Answers:

1. took

11. was

2. flew

12. came

3. arrived

13. drove

4. met

14. were

5. did not have

15. had

6. swam

7. saw

8. went

9. got

10. did not get

<b>infinitive</b>	<b>past simple</b>
be	was / were
become	became
begin	began
bring	brought
buy	bought
choose	chose
come	came
do	did
drink	drank
drive	drove
eat	ate
fall	fell
feel	felt
fly	flew
forget	forgot
get	got
give	gave
go	went
have	had
hear	heard
keep	kept
know	knew
Leave	left
lose	lost
make	made
meet	met
pay	paid
put	put
read	read
run	ran
say	said
see	saw
sell	sold
sing	sang
sit	sat
sleep	slept
speak	spoke
stand	stood
swim	swam
take	took
write	wrote

<b>Wh- Questions with Past Tense</b>	
<b>Present Tense</b>	<b>Past Tense</b>
Where does the Garcia family take their summer trip every year?	Where did the Garcia family take their summer trip last year?
Why do they go there?	Why did they go there?
How do they get there?	How did they get there?
Who do they visit there?	Who did they visit there?
What do they see there?	What did they see there?

**Tell a Story**  
**Step-by-Step Writing**  
**Lecture: 14**  
**Part 1**

**Tell a Story**

**Step-by-Step Writing**

Stories have a beginning, a middle, and an end.

The **beginning** introduces the story and tells about the setting .

The **middle** gives details about the action or plot of the story.

The **end** tells what the story means or why is it important.

**Example:**

**Book page 106**

**Time transition words**

Transition words help to **connect** ideas. Time transition words tell the reader the **order of events** in a story.

Look at how time transition words can change the meaning of a sentence.

Ali studied **after** he ate lunch.

Ali studied **before** he ate lunch.

**Study the following time transitions:**

During	later on	in the end
The next day	at last	before
After that	finally	



Add the correct time transition word or phrase to each sentence.

1. The Garcia family was very excited ..... the trip.
2. They didn't have a lot of free time ..... their visit to New York.
3. On Monday, they took a train. .... they took a ferry.
4. On Friday they took a subway to the city. .... they took a bus to Central Park.
5. After they got off the bus, they looked for Maria. .... , they saw her.
6. Mr. Garcia ran after the bus. .... The driver stopped.
7. .... Maria was safe.
8. Maria was very careful on trains and buses .....

## Personal Narrative

A **personal narrative** tells a story from the author's **point of view**. It uses the **first person** (I, my, me, we, our, us). It also has a beginning, a middle and an end. In a narrative paragraph, the **topic sentence** introduces the story. The **supporting sentences** tell about the setting , characters and action. The **concluding sentence** ends the story and tells what it means. Travel stories are personal narratives.

### Examples:

**Book page 112.**

**Tell a Story**  
**Step-by-Step Writing**  
**Lecture: 14**  
**Part 2 & 3**

**Tell a Story**

**Step-by-Step Writing**

**Remember:**

Stories have a beginning, a middle, and an end.

The **beginning** introduces the story and tells about the setting .

The **middle gives** details about the action or plot of the story.

The **end** tells what the story means or why is it important.

**My Trip to Egypt**

**Writing Prompt**

Tell a story about a trip you took. Write a personal narrative paragraph. Describe the setting and the characters. Describe the action. Use transition words to connect ideas. Be sure your story has a beginning, a middle, and an end.

**Step 1 – Pre-write**

**Title:** My Trip to Egypt

**Setting**

**Where** did you go? Egypt ←  **When** did you go? last summer

**Characters**

**Who** did you go with? My mother and my sister

**Action**

**What** happened? We went sightseeing

## Step 2 – Organize

### Beginning

Last summer, I went to Egypt. My father, mother and sister came too. ....

### Middle

We left on Thursday morning. We arrived noontime .....

### End

We spent a wonderful holiday .....

## Step 3 – Write

Remember:

Time transitions connect your ideas and make your writing smooth.

During	later on	in the end
The next day	at last	before
After that	finally	

### My Trip to Egypt

last summer, I went to Egypt. My father, my mother and my sister came too. We left Saudi on Thursday morning and arrived in Cairo at about 12 pm. In the afternoon, we went to see the pyramids and in the evening we had dinner in a wonderful restaurant by the Nile. The next day, my sister and I went to the museum and to the theatre while my father and my mother went to visit their Egyptian friends. In the evening, we watched a beautiful concert. We stayed there for a week and we came back on Friday. That was really the most exciting trip I ever took.

### My Trip to Turkey

last summer, my family and I went to Turkey. We left Saudi at 7am. and arrived in Bodrum at about 12 pm. Bodrum is a beautiful coastal city with plenty of tourist attractions like castles and old palaces. In the afternoon we went on a sightseeing tour. The next day, my brother and I went on a cruise to a close by island . In the evening, we watched a beautiful Turkish dance show. We stayed there for a week. That was really the most exciting trip I ever took.

**Descriptive Writing**  
**Describe Your Family and Home**  
**Reading & Vocabulary**  
**singular/ Plural**  
**adjectives**  
**action verbs**

**Descriptive Writing**

**Describing Family & Home**

**Francisco's Family**

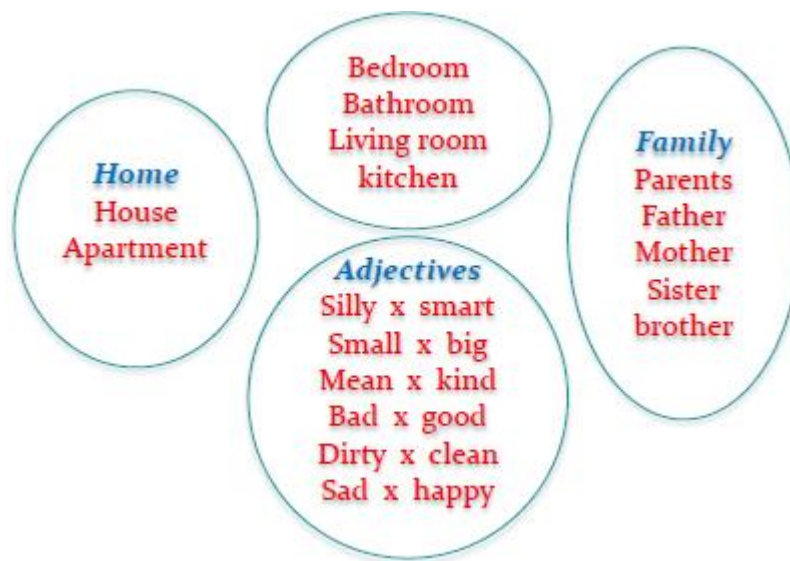
Francisco has four people in his family. His parents' names are Berta and Miguel. Francisco does not have a brother. He has a sister. Her name is Maria. Francisco's father is very smart. He is a computer Programmer. He works in a big office. Francisco's mother works in a bookstore. She is very kind. She reads books in her free time. Francisco and Maria do not work. They go to Oak Street School. They are good students. They study every day. After school, Francisco plays football. Maria Listens to music.

**Francisco's Home**

Francisco and his family live at 145 Oak Street in Los Angeles, California. They do not live in a house. They have a nice apartment. Their apartment has three bedrooms, a living room, a kitchen, and a bathroom. Mr. and Mrs. Garcia's bedroom is next to the living room. Maria's bedroom is next to their room. Francisco's bedroom is across from Maria's room. The bathroom is between Francisco's bedroom and Maria's bedroom. They aren't big bedroom. They are small. They are clean and comfortable. The Garcia family is very happy in their home.

## Write about Family & Home

### Vocabulary



### Exercise A page 16

1. Berta and Miguel are Francisco's parents.
2. Maria is Francisco's sister.
3. Francisco is Maria's brother.
4. Francisco's farther is a computer programmer.
5. His mother works in a bookstore.
6. The Garcia family lives in an apartment.
7. They do not live in a house.
8. Their apartment has three bedrooms.
9. It also has a living room, a kitchen, and a bathroom.
10. Francisco's parents bedroom is next to the living room.
11. The bathroom is between Francisco's room and Maria's room.

## Nouns: Plural & Singular

Nouns can be **singular** (one) or **plural** (more than one). To make most nouns plural add an **s** or **es** after the singular noun.

Singular

plural

One bedroom

Two bedrooms

One class

Two classes

## Regular Plural Nouns

Singular	Plural	Rule
Bedroom book	Bedrooms Books	Most nouns add <b>S</b>
Class Lunch	Classes Lunches	Nouns that end in <b>s, ch, sh, x, or z</b> add <b>es</b>
Family Lady	Families Ladies	Nouns that end in a consonant + <b>Y</b> : change the <b>y</b> to <b>i</b> and add <b>es</b>

## Irregular Plural Nouns

Singular	Irregular Plural
man	men
woman	women
child	children
mouse	mice
foot	feet
tooth	teeth

## Adjectives

**Adjectives** describe or give information about people, places, or things.

**Adjectives** go after the verb **be** or before a noun.  
Add a comma (,) or the word **and** between adjectives.

I am smart.  
Mrs. Asma is a good teacher.  
Her classroom is big.  
The air is fresh and clean.  
The tall woman runs every day.  
There is a huge, beautiful park.

**Adjectives** are sometimes after the verb **be**.

Mr. Ahmad is smart.

Fahd is strong.

Ali is tall.

**Adjectives** are sometimes before a noun.

They aren't big bedrooms.

She is a beautiful girl.

## Exercise B page 16

### *Adjectives*

silly x smart

small x big

mean x kind

bad x good

dirty x clean

sad x happy

## Action Verbs

A verb is an action word.

**Action verbs** tell what someone or something does.

He works in a big office.

Examples of action verbs

Live

Work

Read

Go

Play

Listen

study

**Descriptive Writing**  
**Describe Your Family and Home**  
**Grammar**

- 1. Simple Present Tense with Have**
- 2. Prepositions**
- 3. Possessive Form**

**Descriptive Writing**

**1. Simple Present Tense with have**

<b><i>Simple Present Tense with Verb Be</i></b>	
<b>Affirmative</b>	<b>Negative</b>
I am from China.	I am not from China.
You are young.	You are not young.
Francisco is a student.	Francisco is not a student.
My mother and I are at home.	We are not at home.
Tamer and Khalid are in Dubai.	They are not in Dubai.

<b>Simple Present Tense with have</b>			
<b>Affirmative</b>		<b>Negative</b>	
I You We They	Have a small apartment.	I You We They	Do not have a large room.
He She IT	Has a clean bedroom.	He She It	Does not have a messy room.



## 1. Simple Present Tense with Regular Verbs

Simple Present Tense with Regular Verbs			
Affirmative		Negative	
I You We They	Work on Saturdays.	I You We They	Do not work on Saturdays.
He She IT	Works every day.	He She It	Does not work every day.

## 1. Grammar: Simple Present Tense with Have

Exercise A page 17:

1. Francisco **has** four people in his family.
2. Francisco **doesn't have** a brother.
3. Mrs. Garcia **reads** books in her free time.
4. Francisco and Maria **don't work**.
5. They **go** to school.
6. They **study** every day.
7. Francisco **plays** baseball after school.
8. Maria **listens** to music after school.
9. Francisco and Maria **don't live** at 115 Oak Street in Los Angeles, California.
10. They **have** six rooms in their apartment.

## 2. Grammar: Prepositions

Prepositions tell where, when, and how something happens.

They usually have a noun after them.

Preposition + noun = prepositional phrase

Examples:

New Year's eve is on December 31.

Cinco de Mayo is very popular in the U.S.

Francisco celebrates his birthday at home.

The Garcia family goes to the Cinco de Mayo parade.

### Common Prepositions

In	before	during
Above	behind	under
Across from	below	for
Around	beside	from
At	between	on
Before	next to	with/without

The bedroom is next to the kitchen.

The kitchen is across from the living room.

The bathroom is between the bedroom and the living room.

### 3. Grammar: Possessive Form

Noun + 's	Possessive adjectives
Francisco's bedroom is across from Maria's bedroom.	His bedroom is across from her bedroom.
Mr. and Mrs. Garcia's bedroom is next to the living room.	Their bedroom is next to the living room.

#### Exercise C page 18

Mrs. Garcia's job is in a bookstore.

Her job is in a bookstore.

The school is close to Francisco and Maria's apartment.

The school is close to their apartment.

Their bedroom is next to the living room.

Mr. and Mrs. Garcia's bedroom is next to the living room.

His bedroom is next to the kitchen.

Francisco's bedroom is next to the kitchen.

# The Sentence

## 1.The Sentence

## 2. Sentences & Fragments

## 3. Parts of the Sentence: Subjects & Verbs

## 4. Exercises

### 1.The Sentence

A **sentence** is a group of words that tells a complete thought.

**She works hard.** (A complete thought)

A sentence must contain a subject and a verb and convey a complete thought.

**Ahmad worked from 8 to 5.**

Is there a subject (Who?) - Yes, Ahmad is the subject.

Is there a verb (Did What?) - Yes, worked is the verb.

### 2. Sentences & Fragments

An Incomplete sentence which does not express a complete thought is called a **fragment**.

A fragment tries its best to be a sentence, but it just cannot make it. It's missing something. Usually, the verb is missing.

**Ahmad in the office**

S (the verb is missing) C

Is there a subject (Who?) Yes, Ahmad is the subject.

Is there a verb (Did What?) No, we don't know what Ahmad did.

Which of the following lines are sentences and which aren't. Put ✓ next to the sentences and ✗ next to fragments.

1. Marika worked for a big camera company for six years. ✓
2. My friend in Boston. ✗
3. He's tired. ✓
4. Teaches mathematics to students at a good college in Massachusetts. ✗

A sentence is a group of words that say a complete thought.

It has a subject and a verb.

An incomplete sentence does not express a complete thought.

A subject or a verb is missing.

**INCOMPLETE:** The mail in the box (needs a verb)

**COMPLETE:** The mail in the box is for you.

**INCOMPLETE:** Visited Costa Rico during vacation. (needs a subject)

**COMPLETE:** Mr. Brown visited Costa Rico during vacation.

**INCOMPLETE:** After we finish our work (needs a complete thought)

**COMPLETE:** We'll go to a movie after we finish our work.

Incomplete sentences (incorrect)	Complete sentences (correct)
Ali football team. ( no verb)	Ali plays in a football team.
Writes a story. (no subject)	Amar writes a story.

### 3.Parts of the Sentence

#### Subject & Verb

1. Every sentence in English must have a subject and a verb.

She works.

A sentence can have just a subject and a verb. But, usually, sentences have other words too.

She works for an employment agency.

2. Subject pronouns (I, YOU, SHE, HE, IT) can act as subjects.

She speaks English well.

I live in Dammam.

3. In commands, the subject is not mentioned. But, the subject of commands is always understood as "you".

Answer the phone. = (you) answer the phone.

4. Subjects come before the verb and often come at the beginning of the sentence.

She is a beautiful girl.

He is a hardworking employee.

Connie told me it was a great job.

5. Subjects can be one word or many words.

They told me it was a great job.

S

Ahmad and Ali told me it was a great job.

S

6. Subjects cannot be repeated.

They, Ahmad and Ali told me it was a good job. × WRONG

S1

S2

7. Verbs are usually the second word in the sentence, immediately following the subject.

Huda speaks English.

8. The first letter of the first word of a sentence must be capitalized. A sentence must end with a period, question mark, or exclamation point.

There was one problem.

I was bored.

#### 4. Exercises

Q1: Each sentence has one mistake. Correct the mistakes.

1. The camera company it paid Marika a lot of money.
2. She happy with her job at the camera company.
3. Decided to change her job anyway.
4. Her didn't understand her question.
5. Why did she change her job?
6. Marika she just wanted her dream job.
7. Started Marika her own restaurant.
8. Marika happier now than ever before!

#### Answers

1. The camera company ~~it~~ paid Marika a lot of money.
2. She <sup>↑</sup>is happy with her job at the camera company.
3. <sup>↑</sup>She ~~Decided~~ <sup>decided</sup> to change her job anyway.
4. ~~Her~~ <sup>She</sup> didn't understand her question.
5. Why did she change her job? ✓
6. Marika ~~she~~ just wanted her dream job.
7. ~~Started Marika~~ <sup>Marika started</sup> her own restaurant.
8. Marika <sup>↑</sup>is happier now than ever before!

**Descriptive Writing**  
**Describe Your Family and Home**  
**Complete Sentences**

**Descriptive Writing**

**Complete Sentences**

A **sentence** is a group of words . The words express a complete thought.

A **complete sentence** has a subject and a verb.

The **subject** tells who or what the sentence is about.

The **verb** tells about the subject.

My brother	works	at a restaurant.
Subject	verb	

**1. Complete Sentences**

<b>Incomplete sentences (incorrect)</b>	<b>Complete sentences (correct)</b>
Ali football team. ( no verb)	Ali plays in a football team.
Writes a story. (no subject)	Amar writes a story.



## Complete Sentences Parts of the Sentence

1. Parts of the sentence
  - A. Subject
  - B. Verb
2. Combining sentences
3. Connecting words

An English sentence is a group of words that communicates a complete thought. Sentences, start with a capital letter and end with a period (.) , question mark (?) or exclamation point (!). Sentences may be long or short, but all sentences must have a subject and a verb.

Every sentence has a subject and a verb. Who or what the sentence speaks about is called the subject; what the sentence says about the subject is the verb. In the following sentences, the subject is underlined one; the verb is underlined twice.

The boy cried.

That girl swims fast.

Many people speak English.

The movie is interesting.

### A simple way to find a subject

If you ask **who** or **what** the sentence is about, your answer will be the **subject**.

**Who** is the first sentence about? The boy

**What** is the second sentence about? That girl

**Who** is the third sentence about? Many people

**What** is the fourth sentence about? The movie

The boy cried.

That girl swims fast.

Many people speak English.

The movie is interesting.

## A simple way to find a verb

If you ask what the sentence **says about** the subject, your answer will be the verb.

What does the first sentence **say about** the boy? He cried.

What does the second sentence **say about** the girl? She swims.

What does the third sentence **say about** the people? They speak.

What does the fourth sentence **say about** the movie? It is interesting.

A second way to find the verb is to put **I, you, we, he, she, it, or they** in front of the word you think is a verb. If the result makes sense, you have a verb. For example you could put he in front of cried in the first sentence, with the result, he cried, making sense. Then you know that cried is a verb.

Also remember that most verbs show **action**. In the sentences above, there are three action verbs: cried, swims, and speak.

Some verbs, like is do not show action; they give information about the subject. These are called **linking verbs**. Other linking verbs include **am, are, was, were, feel, appear, and become**.

<b>Part of sentence</b>	<b>Examples</b>
<p style="text-align: center;"><b>Subject</b></p> <p>The subject is a person or thing that does the action. It is usually a noun or a pronoun. The subject comes at the beginning of a sentence before the verb.</p>	<p><b>subject</b> Adel speaks Arabic.</p> <p><b>subject</b> He plays football.</p>
<p style="text-align: center;"><b>verb</b></p> <p>The verb usually describes the action. It comes after the subject. The verb may be one word or more than one word.</p>	<p style="text-align: center;"><b>verb</b></p> <p>Ahmad <b>drives</b> the car.</p> <p style="text-align: center;"><b>verb</b></p> <p>She <b>is singing</b> a song.</p>

**Circle the verb in each sentence. Underline the subject.**

Abdurrahman is tried.

Nada kicked the ball.

She is shy.

Adel and Maher ride bikes.

He is a teacher.

**Circle the subject and underline the verb in each sentence.**

Mr. Garcia works in a big office.

Francisco's mother works in a bookstore.

She reads books in her free time.

Francisco and Maria go to Oak street school.

They study every day.

Francisco plays baseball.

Maria listens to music.

### **Combining Sentences**

<b>Conjunction</b>	<b>Use</b>	<b>Example</b>
<b>And</b>	Joins two similar ideas together.	Ahmad has a close family, <i>and</i> he loves them very much.
<b>But</b>	Joins two contrasting ideas.	Sarah enjoys spending time with her family, <i>but</i> she doesn't get to see them very often.
<b>Because</b>	shows cause and effect	I like honey <i>because</i> it is sweet.
<b>Or</b>	shows choosing between things.	In the mall, you can shop, eat, <i>or</i> watch a film.

Combine the pairs of sentences using *and*, or *but* :

1 Sarah goes out with her cousins. She goes out with her friends too.

.....

2 Maria likes to spend more time with her sisters. She is usually too busy.

.....

3 Huda wants to e-mail her mother. Her computer is broken.

.....

4 Alma is from Turkey. Ali is from Turkey , too.

.....

## **Tell a Story**

### **Remember:**

Stories have a beginning, a middle, and an end.

The **beginning** introduces the story and tells about the setting .

The **middle** gives details about the action or plot of the story.

The **end** tells what the story means or why is it important.

### ***Title: My Trip to Turkey***

#### ***Setting***

***Where did you go? Turkey***

***When did you go? last summer***

#### ***Characters***

***Who did you go with? My mother , father and my brother***

#### ***Action***

***What happened? We went sightseeing***

### ***Remember:***

***Time transitions connect your ideas and make your writing smooth.***

***During      later on      in the end***

***The next day      at last      before***

***After that      finally***

## **My Trip to Turkey**

last summer, my family and I went to Turkey. We left Saudi at 7am. and arrived in Bodrum at about 12 pm. Bodrum is a beautiful coastal city with plenty of tourist attractions like castles and old palaces. In the afternoon we went on a sightseeing tour. The next day, my brother and I went on a cruise to a close by island . In the evening, we watched a beautiful Turkish dance show. We stayed there for a week. That was really the most exciting trip I ever took.

### **My Trip to Egypt**

last summer, I went to Egypt. My father, my mother and my sister came too. We left Saudi on Thursday morning and arrived in Cairo at about 12 pm. In the afternoon, we went to see the pyramids and in the evening we had dinner in a wonderful restaurant by the Nile. The next day, my sister and I went to the museum and to the theatre while my father and my mother went to visit their Egyptian friends. In the evening, we watched a beautiful concert. We stayed there for a week and we came back on Friday. That was really the most exciting trip I ever took.

### **Technical Writing**

#### **Explain How to Do Something**

#### **The FNTF formula:**

Here is the formula for writing a ‘Technical paragraph’ or a ‘How – to Paragraph’. This formula is called the **FNTF** formula.

First,.....  
Next,.....  
Then, .....  
Finally,.....

#### **How to use blackboard**

Here are a few steps to help you use blackboard. First, get on line. Next, go to blackboard through UD website. Then, enter your username and your password. Finally, choose the course that you want.

#### **Write about a Holiday or Celebration**

##### **Example 1**

##### **Eid Al-Fitir**

My favorite holiday is Eid Alfitir. It is a Muslim holiday that comes on 1<sup>st</sup> Shawaal to mark the end of Ramadan; the holy month of fasting. People celebrate Eid Alfitir by visiting family and friends, and having feasts or picnics together. People normally get money or presents on this occasion. They have fun visiting relatives and friends in the morning and watching fireworks in the evening. I really like Eid Alfitir because I get enough money to buy what I want.

## **Example 2**

### **Al Janadriyah Festival**

Al Janadriyah is a cultural and heritage festival that takes place in March every year. It is celebrated in a place called Al Janadriyah , 45 kilometers outside Riyadh. In this event many local and International groups show their performances in music, drama, folk dancing and poetry. Also, a camel race takes place every year. I like the festival because it educates people about the richness of the Saudi folk arts and entertains them with amazing performances.