

 PUNCTATION RULES	
Full Stop	 This is the most popular punctuation mark because you simply cannot write even a single sentence without using it. So, there are two most common uses of a full stop: to indicate the end of a sentence, or to follow an abbreviation.
Comma	 A comma is often used to separate different ideas in a sentence. However, it has many other uses as well, and it is important to remember them as well. Some of the most common comma rules follow.
Question Mark	 A question mark, as its name suggests, needs to go at the end of every interrogative sentence instead of a full stop.
Exclamation Mark	 An exclamation mark added at the end of a sentence shows emphasis. Depending on the meaning of the sentence, it can indicate anger, happiness, excitement, or any other strong emotion.
Quotation Marks	 As their name suggests, quotation marks indicate direct quotations. You can also use them to show that a word or a phrase is being used ironically, or for titles of articles, book chapters, episodes of a TV-show, etc.
Apostrophe	 An apostrophe has two very important uses. Firstly, it can be used in contractions in place of omitted letters. Secondly, it can show possession.
Hyphen	 Even though it looks very similar to a dash, a hyphen has very different uses. It's most commonly used to create compound words.
Dash	 There are two different dashes, the en dash and the em dash, the first being slightly shorter than the second one. The en dash is usually used to show a connection between two things, as well as a range of numbers, years, pages, etc.
Colon	 A colon is a punctuation mark you will come across very often in different circumstances. It can introduce an example, a list, an explanation, or a quotation. Or, you can also use it to emphasize a certain point.
Semicolon	 A semicolon is a punctuation mark that creates a longer pause than a comma but a shorter pause than a full stop. So, it can be used to create a pause between two independent clauses that are still closely related to each other.
Parentheses	 In most cases, you will see additional information in parentheses. Usually, it can be omitted without creating any confusion for the reader.
Brackets	 Brackets are, in a way, similar to parentheses. However, they are mostly used in academic writing and when presenting quotes. For instance, the writer can add extra information or fix mistakes in brackets, without changing the original quotation.
Ellipsis	 An ellipsis creates an intriguing and mysterious atmosphere in the text. In addition, it can be used to show that some letters or even words are omitted.
Slash	 You might need to write a fraction, a measurement, or to suggest alternatives in your text. These are just three of the instances where you will have to use a slash.

WRITING ESSAYS

opening:

It is often said that ... / Many people claim that ...
 In this day and age ... / Nowadays ... / These days ...
 We live in an age when many of us are ...
 ... is a hotly-debated topic that often divides opinion.
 ... is often discussed yet rarely understood.
 It goes without saying that ... is one of the most important issues facing us today.
 The following essay takes a look at both sides of the argument.

introducing points:

Firstly, let us take a look at ... / To start with, ...
 First of all, it is worth considering ...
 Secondly, ... Thirdly, ...
 Furthermore, ... / In addition, ... / What is more, ... / On top of that, ...
 Another point worth noting is ... / Another factor to consider is ...
 Lastly, ... / Finally, ... / Last but not least, ...

presenting ideas & giving examples:

When it comes to noun/gerund, ...	According to experts, ...
In terms of noun/gerund, ...	Research has found that ...
With respect to noun/gerund, ...	There are those who argue that ...
Not only ... but also ...	For instance ... / For example ... / such as ...

expressing result & reason: contrasting:

As a result, ... / As a result of ...,	Although/Even though subject + verb, ...
... has led to ... / ... has resulted in ...	Despite/In spite of noun/gerund, ...
Consequently, ... / Therefore, ...	Despite the fact that subject + verb, ...
On account of ... / Due to ...	On the one hand ... On the other hand ...
One reason behind this is ...	However ... / Nevertheless, ... / Even so ...

concluding:

To sum up, ... / In conclusion, ...	opinion:
All things considered, ...	As far as I'm concerned, ...
Taking everything into consideration, ...	From my point of view, ...
Weighing up both sides of the argument, ...	In my opinion, ...
The advantages of ... outweigh the disadvantages.	Personally speaking, ...
	My own view on the matter is ...

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GRAMMAR RULES

Rule #1

A complete sentence must include a noun and a verb.
The bird flew.

Rule #2

A complete sentence must include a subject and a predicate.
The angry bird flew quickly across the sky.

Rule #3

The only exception to the above rules is the imperative sentence.
Go away!

Rule #4

Adjectives can go directly before the noun they describe, or after it, if separated by a verb.

- The angry bird flew.
- The bird is angry.

Rule #5

A compound subject includes two or more simple subjects.
The bird and the plane flew.

Rule #6

A compound predicate includes two or more predicates.
The bird flew and sang.

Rule #7

A compound sentence includes more than one subject or predicate.
The bird sang and the plane flew.

Rule #8

An independent clause consists of a subject and a predicate, like a complete sentence.
The plane flew.

Rule #9

A dependent clause cannot form a complete sentence without additional words.
When the bird sang.

Rule #10

The direct object is the noun being acted on by the verb.
The bird ate seeds.

Rule #11

An indirect object is a noun indirectly affected by the verb.
The bird gave the seeds to me.

Rule #12

When written in passive voice, the object of the verb becomes the subject of the sentence.
The bird ate seeds.
→ The seeds were eaten by the bird.

Rule #13

Conjugations of the verb "to be" are essential to passive voice.
The seeds are being eaten by the bird.

Rule #14

Sentences written in passive voice can omit the subject of the acting verb.
The seeds were eaten.

Rule #15

In passive voice, the subject of the acting verb is connected by a prepositional phrase.
The bird ate seeds after lunchtime.

Rule #16

Prepositional phrases are sometimes separated by commas.
The bird, after destroying the feeder, ate all the seeds

Rule #17

Adverbs function like prepositions—they answer the question "how?"
The bird ate seeds quickly.

Rule #18

A subject compliment describes the subject of the sentence.
The bird is green.



Reasons

We use connectors to give reasons.

- a We use **because** to introduce a reason clause.
*I read the book **because** my cousin recommended it.*
- b In writing we often use **as** or **since** with a reason clause at the beginning of a sentence.
***As** the book sold so many copies, it was reprinted twice.*
- c We can also use **because of** with a noun to give reasons.
***Because of** his books, Dan Brown is very well-known.*

Purpose

We use connectors to talk about purpose.

- a We use **to**, **in order (not) to** or **so as (not) to** with an infinitive to say why we do something.
*I always switch off my computer screen **in order to** save electricity.*
- b We can also use **so**, **so that** and **in order that** with a clause to say why we do something. We often use a modal verb in these clauses.
*I'd like to have a faster internet connection **so that** I can upload photos to my blog.*

Sequence

We use connectors to sequence events in a narrative.

- a We use **before** and **after** with specific times and events or with gerunds.
***Before** meeting my friends, I had lunch.
I arranged to meet my friends **after** lunch.*
- b We can use **after**, **afterwards** and **before** in expressions with **soon** and **shortly**.
*I got there at four, and they arrived **soon afterwards**.*
- c We use **first (of all)**, **firstly**, **in the beginning**, **secondly**, **then**, **next**, **later**, **finally** and **in the end** to sequence events.
***First of all** we bought our tickets, and **then** we went inside.*
- d We use **at last** and **eventually** to talk about events which took longer than we thought.
*There were lots of adverts and trailers, but the film started **at last**.*

Result & conclusion

We use connectors to talk about results and to give conclusions.

- a We use **as a result**, **consequently**, **so** and **therefore** to talk about results and consequences.
- b We can also use **thus** to talk about results and consequences. It is a more formal connector.
- c We use **in conclusion**, **in short** and **to sum up** to give conclusions and summaries.

CONNECTORS

Contrast

We use connectors to contrast information.

- a We use **but** to introduce a clause of contrast. We don't use **but** to start a sentence.
*It's lucky to see one magpie, **but** unlucky to see two.*
- b We use **although**, **even though** and **whereas** to introduce a clause.
*I'd never open an umbrella indoors, **even though** I'm not superstitious.*
- c We use **however** and **nevertheless** to add a comment which contrasts with the previous one. **Nevertheless** is a formal word.
*Black cats are supposed to be lucky. **However**, I don't believe that!*
- d We use **despite** and **in spite of** with a gerund or a noun.
***Despite** being an Aries, he's very shy and sensitive.*

Addition & example

We use connectors to add information and to give examples.

- a We use **also** before a main verb or after an auxiliary verb.
*I love wearing earrings. I **also** design and make them.*
- b We use **too** and **as well** at the end of a clause.
*I love wearing earrings. I design and make them **too**.*
- c We often use **besides** with a gerund to join two clauses.
***Besides** wearing earrings, I design and make them.*
- d We use **in addition**, **what's more**, **furthermore**, and **moreover**, at the beginning of a sentence. Remember to use a comma after these connectors.
***In addition**, I love wearing earrings. I design and make them.*
- e We use **for example**, **for instance**, **like** and **such as** to give examples. We can use **especially** and **in particular** to highlight one specific example.
*I also make other jewellery **like** rings and bracelets.
I love silver earrings, **in particular** ones from Mexico.*

Linking Words for Writing Essay



Emphasizing	Reformulating	Summing up
<ul style="list-style-type: none"> • As a matter of fact <ul style="list-style-type: none"> • In fact • Indeed 	<ul style="list-style-type: none"> • That is to say • In other words <ul style="list-style-type: none"> • Namely • To put things differently 	<ul style="list-style-type: none"> • In short • All things considered • To sum up • In a nutshell
Condition	Consequence	Choice
<ul style="list-style-type: none"> • If • Unless • Provided that • Suppose • Whether • As long as 	<ul style="list-style-type: none"> • As a result • Therefore <ul style="list-style-type: none"> • As a consequence • Consequently • Eventually <ul style="list-style-type: none"> • So • Thus • That's why 	<ul style="list-style-type: none"> • Neither ... nor • Either ... or <ul style="list-style-type: none"> • Or • Whatever • Whenever • Wherever • Whoever
Concession	Adding ideas	Explaining Cause
<ul style="list-style-type: none"> • Although • Though • Even though • Despite • In spite of • Apart from • Except for • But for 	<ul style="list-style-type: none"> • Also • Moreover • Furthermore • In addition <ul style="list-style-type: none"> • Besides • Not only ... but also 	<ul style="list-style-type: none"> • As • Because • Because of • In so far as <ul style="list-style-type: none"> • Since • The reason why

Ways to start a sentence



As a matter of fact...

In regard to...

It comes as no surprise that...

Small wonder that...

To crown it all...

It is important to note that...

On the one hand, ..., on the other hand, ...

Luckily / Fortunately /
Unfortunately...

This plays a key / vital /
prominent / important / role
in...

To put it in a nutshell...

To add to it...

In addition...

To make along story short...

Summing it up...

So, to sum it up...

It seems to me...

(Personally,) I believe...

From my point of view /
viewpoint...

As I see it...

For all I know...

As far as I can see...

At my best guess...

To my way of thinking...

We can safely assume that...

So (as) far as is known...

To the best of our knowledge...

Stretch a sentence

Who?

My black cat

Is doing what?

My black cat laps milk

When?

At breakfast time my black cat laps milk.

Where?

At breakfast time my black cat laps milk
in the kitchen.

Why?

At breakfast time my black cat laps milk
in the kitchen because he is hungry.

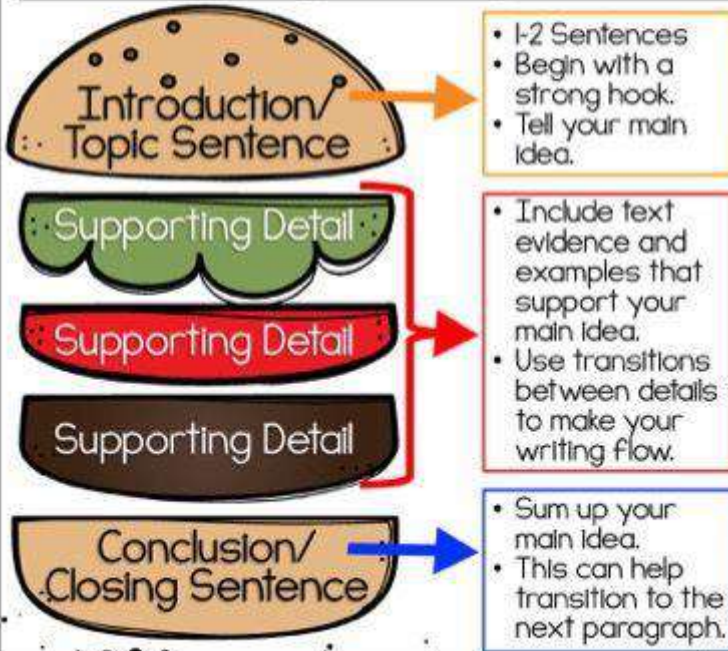
HAMBURGER

Paragraph Writing



What is the hamburger writing model?

The hamburger model is a paragraph writing organizer that visually separates the topic sentence, body, and closing sentence.



Parts of a Paragraph

Topic Sentence: This sentence tells the reader the main idea, or what the paragraph will be about.

Supporting Sentence One: This sentence gives specific details relating to the main idea.

Supporting Sentence Two: This sentence gives another specific detail relating to the main idea.

Supporting Sentence Three: This sentence gives more specific details relating to the main idea.

Concluding Sentence: This sentence refers to the topic sentence and sums up the main idea of the paragraph.

Name: _____

PARAGRAPH PLANNER

Topic: _____ Purpose: Inform/Explain

Main Idea: _____

↓

Detail #1	Detail #2
_____	_____
_____	_____
_____	_____
_____	_____
Detail #3	Concluding Sentence
_____	_____
_____	_____
_____	_____
_____	_____

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Paragraph 1

Topic: _____

Topic Sentence: _____

Supporting Detail: _____

Supporting Detail: _____

Supporting Detail: _____

Transition: _____

Paragraph 2

Topic: _____

Topic Sentence: _____

Supporting Detail: _____

Supporting Detail: _____

Supporting Detail: _____

Transition: _____

Paragraph 3

Topic: _____

Topic Sentence: _____

Supporting Detail: _____

Supporting Detail: _____

Supporting Detail: _____

Transition: _____

PERSUASIVE ESSAYS
To connect first paragraph to second:
To begin with,
In the first place,
Firstly,
The first reason...
To connect the second paragraph to the third:
Additionally,
Another reason why,
Secondly,
Next,
Pursuing this further,
Also,
To connect the third paragraph to the fourth:
Lastly,
Yet another reason why,
In the same way...
Pursing this further...
One last reason why...
Also,
Thirdly,
To connect the body to the conclusion (fourth to fifth)
In conclusion
To sum it all up,
To summarize,
In the final analysis
You can see why....
Finally,
To wrap it all up,
Therefore,

WAYS TO START A SENTENCE

As a matter of fact..

In regard to..

It comes as no surprise that...

Small wonder that..

To crown it all...

It is important to note that..

To put it in a nutshell..

To add to it..

In addition..

Summing it up...

So, to sum it up...

It seems to be..

(Personally), I believe..

As I see it...

For all I know..

As far as I can see..

At my best guess..

To my way of thinking...

We can safely assume that...

So (as) far as is known...

PERSUASIVE sentence STARTERS

I strongly believe...

Everyone would agree...

It is important that...

We all know that...

Do you realize...

It is obvious that...

Only a fool would think...

Everybody would agree...

This will mean that...

This must be dealt with or else...

The fact is...

No one could disagree that...

We all know that...

It's easy to see why...

This will cause...

How could you possibly think...

No sane person would agree that...

There's no way that...

Most people would agree that...

An intelligent person would see...

Most importantly...

Everybody knows that...

You must know...

It's ridiculous to think that...

You'd have to be crazy to think...

Obviously no one would disagree that...

Do you really think...

Surely you would agree...

We must realize...

Ask anyone and they'll tell you...

Can't you see...

We must realize that...

SENTENCE STARTERS

- (The topic) has fostered a debate on ...
- A sensible idea would be to...
- We all know that...
- It is said that...
- It is believed that...
- People assumed that...
- There is growing support for the notion that ...
- The data gathered in the study strongly suggests that ...
- The supposition drawn from this being that...
- Leading to the supposition that...
- This can be argued that..
- The source suggest...
- My own feeling on the subject is that ...
- Generally speaking...
- As far as I know...
- As far as I am concerned...
- I believe that...
- The focus of discussion in this paper is ...
- The premise of (the topic) seems to be based on ...
- Latest research corroborates the view that ...
- Most people would agree that...
- It is estimated...
- The reader supposed that...



COMBINING SENTENCES



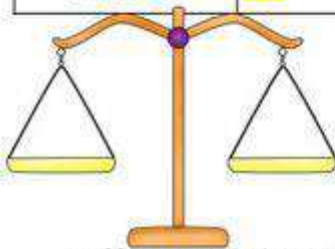
It is boring to read a series of sentences with the same structure. Here are a few ways you can combine them:

Compound subjects	<i>Amber is my cousin. Kaleb is also my cousin.</i> <i>Amber and Kaleb are my cousins.</i>
Compound predicates	<i>Dad washed the car. Then, he polished the car.</i> <i>Dad washed and polished the car.</i>
Write a compound sentence.	<i>I wanted to buy you a card. I didn't have enough money with me.</i> <i>I wanted to buy you a card, but I didn't have enough money with me.</i>
Write a complex sentence.	<i>The boy didn't understand her directions.</i> <i>The boy didn't speak English.</i> <i>The boy didn't understand her directions because he didn't speak English.</i>
Use an appositive.	<i>Ali's mom is a nurse. Ali's mom works the night shift.</i> <i>Ali's mom, a nurse, works the night shift.</i>
Reduce one sentence to a phrase.	<i>The baby was scared by the blaring music. The baby began to cry.</i> <i>The baby, scared by the blaring music, began to cry.</i>

CORRELATIVE CONJUNCTIONS

These conjunctions work in pairs to join words or phrases that carry equal importance in a sentence.

either/or	We are either extremely early or extremely late.
neither/nor	Neither carrots nor celery was chosen.
not only/ but also	When Mason won the talent show, he won not only a trophy, but also prize money.
both/and	We plan to visit both Australia and New Zealand when we go on vacation next week.
whether/or	I don't care whether you call or you text, but let me know when you arrive.
no sooner/ than	No sooner had the baby finally fallen asleep, than the doorbell rang.
if/then	If we lose this game, then we are eliminated.



When writing sentences with correlative conjunctions, make sure the two elements being joined are *balanced*. For example, if a noun follows the first conjunction, then a noun needs to follow the second conjunction, as well.

*Also, watch for subject-verb agreement! When connecting two subjects, the second subject must agree with the verb.

Correlative Conjunctions



Hardly ... when	I had hardly closed my eyes when she came.
Such ... that	He is such a smart boy that he passes his math exams successfully.
Neither ... nor	Neither George nor his brother is very tall.
Whether ... or	He must do it, whether he likes it or not.
As ... as	He's not singing as loudly as he can.
Rather ... than	I would rather go out than stay at home today.
Scarcely ... when	Scarcely had I gone to bed when the doorbell rang.
Both ... and	Michael can both read and write.
Not only ... but also	Not only Mary but also Gabriel is from Italy.
Either ... or	I can have either cola or tea.
So ... as	Her story isn't so boring as theirs.
No sooner ... than	We had no sooner gone to bed than the phone rang.
The more ... the more	The more you can dream, the more you can do.
So ... that	My mother speaks so quickly that nobody understands what she says.

Quantifiers in English



Quantifiers are used at the beginning of noun phrases. They are used to express an amount or a degree of something. They are also used with persons.

With Countable Nouns

A majority of
A number of
Several
Many
A large number of
A few
Few
Very few
A great number of

With Uncountable Nouns

Much
A bit
A great deal of
A large quantity of
A large amount of
A little
Little
Very little



With Countable & Uncountable Nouns

Enough	Least	Some
All	No	Plenty of
More	None	Lots of
Most	Any	
Less	Not any	

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Correlative Conjunctions



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12 Types of Tenses

Tense	Affirmative	Negative	Interrogative
Present Simple	I have a car.	I don't have a car.	Do I have a car?
Present Continuous	You are playing football now.	You are not playing football now.	Are you playing football now?
Present Perfect	They have been there.	They haven't been there.	Have they been there?
Present Perfect Continuous	I have been living here.	I haven't been living here.	Have they been living here?
Past Simple	I lived in London.	I didn't live in London.	Did I live in London?
Past Continuous	I was playing.	I wasn't playing.	Was I playing?
Past perfect	He had worked.	He had not worked.	Had he worked?
Past Perfect Continuous	I had been watching.	I had not been watching.	Had I been watching?
Future Simple	I will come.	I will not come.	Will I come in?
Future Continuous	I will be playing basketball.	I won't be playing basketball.	Will I be playing basketball?
Future Perfect	He will have finished.	He will not have finished.	Will he have finished?
Future Perfect Continuous	We will have been starting.	We will not have been starting.	Will we have been starting?

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Prepositions & Examples

1

About: They have a discussion **about** football.

Above: A plane is flying **above** the village.

Abroad: Mary went **abroad**.

According to: **According to** my family, I'm a clever student.

Across: You can swim **across** the river.

After: I slept **after** I arrived my house.

Against: This company is up **against** the bankruptcy.

Ago: She came back school a while **ago**.

Ahead of: We are **ahead of** our work schedule.

Along: Are you going **along**?

Amidst: I think my sister was luck woman. My sister was born and reared **amidst** plenty.

Among: I want to live in a home **among** trees.

Amongst: She is a girl **amongst** women.

Apart: **Apart** from the football, he plays basketball and tennis.

Around: He left **around** 6:40.

As: **As** it's raining again, we'll not play tennis.

As far as: **As far as** I'm concerned, we're bad situation.

As well as: My son plays the piano **as well as** he plays basketball.

Aside: My family has a little money put **aside**.

At: She was **at** home.

Away: Put your laptop **away**.

Because of: She was late **because of** missing the train.

Before: C goes **before** D in Alphabet.

Behind: The shaker is **behind** the glass.

Below: It is 20 degrees **below** zero.

Beneath: Alex is sitting **beneath** the pine tree.

Beside: My brother sat down **beside** me.

Besides: **Besides**, it's still early for me.

Between: My home is **between** library and bank.

Beyond: Barcelona football club's success is **beyond** question.

But: We are very hungry, **but** the fridge is empty.

By: I always goes to work **by** train.

By means of: I wake up seven o'clock **by means of** an alarm clock.

Despite: I love my wife **despite** her faults.

Down: Calm **down** my friend!

Due to: Her success was **due to** her family.

During: I met the intern **during** lunch.

Except: Nobody came the party **except** George and Alex.

For: Is the coffee too hot **for** you?

From: Where are you **from**?

Hence: We travel **hence** tomorrow to France.

In: I live **in** London.

In accordance with: **In accordance with** the doctor, she is very sick.

In addition to: **In addition to** his car, he has a jeep.

In case of: The alarm will ring **in case of** theft.

In front of: The supermarket **in front of** the bank.



PREPOSITIONS

in

- 1). Place: in China, in Paris, in a car
- 2). Time: in spring, in the morning, in June, in a week, in 2005
- 3). Language: in English, in Chinese
- 4). Clothes: a girl in red
- 5). Phrase: do well in, in a word

on

- 1). Place: on the wall, on the lake, on the left, on the bus, on his bike
- 2). Time: on Monday, on Sunday morning, on Christmas Eve, on a cold morning, on April 11th, on April 11th, 2005
- 3). Situation: on show (display), on strike, on duty (watch)
- 4). About: a book on/about the history of China
- 5). By ways: watch the play on TV, study on computer, listen to the music on radio

at

- 1). Place: at No. 24 River Street, at home, at school
- 2). Time: at 8 o'clock, at noon
- 3). Speed: at 100 kilometers an hour
- 4). Price: at 30 cents a pound
- 5). Phrase: be good at dancing

of

- 1). Possessive: a friend of mine, a map of France, the city of Kunming
- 2). Number: a piece of bread, a cup of coffee, thousands of people
- 3). Phrase: think of, hear of, a lot of, kind of, plenty of, be afraid of

from

- 1). Place: from my home to school, from here to the hospital, come from Beijing, Canada, a letter from my friend
- 2). Time: from Monday to Friday
- 3). Number: from one to ten

for

- 1). Time: for a long time, wait for a minute, for 5 years
- 2). For sb.: The book is very difficult for me.
- 3). Purpose: study hard for our bright future
- 4). Reason: Thank you for telling me the good news.

by

- 1). Place: by the school gate, by the door
- 2). Time: by 2 o'clock, by the end of 2003
- 3). Transport: by bus (sea, air, bicycle), in a car, on his bike
- 4). Passive: a book written by Shakespeare

to

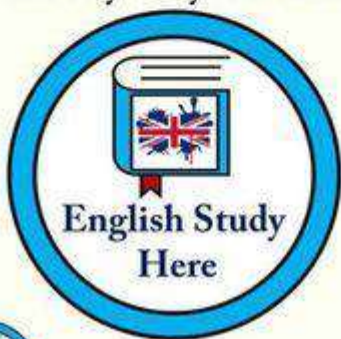
- 1). Time: twenty to eight (7:40)
- 2). Direction: go to London, turn to the right side
- 3). To sb.: give sth. to sb. write a letter to sb.
- 4). Phrase: be kind (nice, polite) to sb. to one's surprise, to begin with, look forward to,

Ways to Say **I THINK**

- 🧠 In my opinion...
- 🧠 If you ask me...
- 🧠 The way I see it...
- 🧠 It seems to me...
- 🧠 As far as I can see...
- 🧠 As far as I'm concerned...
- 🧠 I feel...
- 🧠 I honestly believe that...
- 🧠 From my point of view...
- 🧠 I assume...
- 🧠 I consider...
- 🧠 To me...
- 🧠 It is my view...
- 🧠 To my way of thinking...



- 🧠 I believe...
- 🧠 I would say...
- 🧠 I guess...
- 🧠 I consider that...
- 🧠 I esteem that...
- 🧠 I deem that...
- 🧠 I assume that...
- 🧠 I feel that...
- 🧠 If you wonder my opinion...



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16 Tenses

	Tenses	Structure	Example
01.	Simple Present Tense	Subject + Verb (v1) + es/es	She reads book in library.
02.	Present Continuous Tense	Subject + is/am/are + Verb(+ing)	I am studying in a high school.
03.	Present Perfect Tense	Subject + Has/have + Verb (v3)	He has made this colorful chart.
04.	Present Perfect Continuous Tense	Subject + Has/have + been + Verb(+ing)+ since/for	She has been working there since 2017.
05.	Simple Past Tense	Subject + Verb (v2) or irregular verb	He completed the assignment.
06.	Past Continuous Tense	Subject + was/were + Verb(+ing)	He was reading the book.
07.	Past Perfect Tense	Subject + had + Verb (v3)	I had finished my home work.
08.	Past Perfect Continuous Tense	Subject + had + been + Verb(+ing)	I had been playing football since morning.
09.	Simple Future Tense	Subject+ will/shall+ verb(v1)	I shall go to park for a walk.
10.	Future Continuous Tense	Subject + will/shall be + verb(+ing)	He will be playing football.
11.	Future Perfect Tense	Subject + will have + verb(v3)	He will have played football.
12.	Future Perfect Continuous Tense	Subject + will have been + verb(+ing)	He will have been watching the TV for fifty minutes.
13.	Past Future Tense	Subject + would + verb (v1)	I told that I would leave in one hour.
14.	Past Future Continuous Tense	Subj + should/would be + Verb(+ing)	I told that I would be doing my work all the day long.
15.	Past Future Perfect Tense	Subj.+ should / would have + Verb(v3)	She said that she would have done her work.
16.	Past Future Perfect Continuous Tense	Subject + would have been + Verb(+ing)	He said that I should have been working here for two hours by that time.



 CONFUSING WORDS 	
YOUR & YOU'RE your = belonging to you your cat you're = you are contracted you're great!	ITS & IT'S its = belonging to it its paws it's = it is contracted it's Friday!
THEIR, THEY'RE, THERE their = belonging to them their house they're = they are contracted they're on holiday there = place, not here put the box there	TO, TOO, TWO to = direction, infinitive to Paris, to have too = also I disliked him too two = the number 2 two hands
MUCH & MANY much - with uncountable nouns much wealth many - with countable nouns many trees	FOR & SINCE for - with a quantity of time for 3 years since - from a named time since January
Natter & Ramble	

Quantifiers in English



Quantifiers are used at the beginning of noun phrases. They are used to express an amount or a degree of something. They are also used with persons.

With Countable Nouns

A majority of
 A number of
 Several
 Many
 A large number of
 A few
 Few
 Very few
 A great number of

With Uncountable Nouns

Much
 A bit
 A great deal of
 A large quantity of
 A large amount of
 A little
 Little
 Very little



With Countable & Uncountable Nouns

Enough	Least	Some
All	No	Plenty of
More	None	Lots of
Most	Any	
Less	Not any	

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Write your Personal History

- ☐ 1. Write about your name. Where did it come from? What does it mean?
- ☐ 2. When and where were you born?
- ☐ 3. Write about your mom. What would you like people to know?
- ☐ 4. Write about your dad. What would you like people to know?
- ☐ 5. Do you have siblings? Write about them.
- ☐ 6. Where did you grow up? What do you remember about this place?
- ☐ 7. Think about your house growing up. What was it like?
- ☐ 8. What was your childhood bedroom like?
- ☐ 9. What was your favorite activity as a child?
- ☐ 10. What was your favorite place as a child?
- ☐ 11. Who were your friends as a child?
- ☐ 12. Did you travel as a child? What were your favorite places to visit?
- ☐ 13. What did a typical day look like as a child?
- ☐ 14. What did a typical day look like as a teen?
- ☐ 15. What was high school like for you?
- ☐ 16. What world events were significant to you as a child?
- ☐ 17. Write about your grandparents.
- ☐ 18. Write about your aunts.
- ☐ 19. Write about your uncles.
- ☐ 20. Write about your cousins.
- ☐ 21. Write about your early school memories.
- ☐ 22. What was your favorite subject in school?
- ☐ 23. Who was your favorite teacher as a child?
- ☐ 24. Did you move as a child? Write about it.
- ☐ 25. Who taught you to drive?
- ☐ 26. What was your favorite food as a child?
- ☐ 27. Write about your most memorable birthday?
- ☐ 28. How did you typically celebrate your birthday?
- ☐ 29. Write about your favorite holiday memory.
- ☐ 30. What was the hardest part about growing up?
- ☐ 31. What was the best part about growing up?
- ☐ 32. When did you first leave home? Write about the experience.
- ☐ 33. What did your parents do for work?
- ☐ 34. What was your first job?
- ☐ 35. What is your favorite family story?
- ☐ 36. Write about a funny story that has been passed down through the generations.
- ☐ 37. What were you most proud of as a child?
- ☐ 38. What did you want to be/do when you grew up? Did you become it?
- ☐ 39. Who inspired you as you matured?
- ☐ 40. What job has been your favorite?
- ☐ 41. What was the best part of your 20s?
- ☐ 42. What was the best part of your 30s?
- ☐ 43. Are you in a relationship? How did you meet your significant other?
- ☐ 44. Did you have any boy/girlfriends as a youth? Write about them.
- ☐ 45. Do you have kids? Write about them.
- ☐ 46. What are you most proud of as an adult?
- ☐ 47. Where is the most fascinating place you've visited?
- ☐ 48. What is one thing about today that you never want to forget?
- ☐ 49. What item will you cross off your bucket list next?
- ☐ 50. What advice would you give your younger self?

