

English Language – Level 5





Level 5 :Session 1

Part 1 & Part 2



Part 1

- Writing a sentence
- Grammar (Phrasal Verbs)

Part 2

- Reading :Check your understanding
- Synonyms and antonyms
- Conversation : Video

Part 1

- Writing a sentence
- Grammar (Phrasal Verbs)



Simple Sentences

What is a Sentence?

A **sentence** is the basic unit of written communication.

A sentence must have 3 elements:

A subject

A main verb

A complete thought

To edit your writing effectively, you must have a basic understanding of what a sentence *is* and *is not*.

What is a Simple Sentence?

A simple sentence expresses *one* complete thought.

I went to class.

She studied for two hours.

My English class is hard.

What is a Subject?

A **subject** is the person, place, or thing that a sentence is about.

A subject is a noun or pronoun.

Some sentences may contain a **compound subject**, which means you could have two or more subjects (people, places, or things).

Simple Subject vs. Complete Subject

In a sentence, the **simple subject** is the noun or pronoun that the sentence is about.

Three popular **bands** will perform at the concert.

The **complete subject** is the noun plus the words that describe the noun.

Three popular **bands** will perform at the concert.

Identifying the subject

Ask yourself, “Who or what is the sentence about?”

Don't be distracted by a prepositional phrase

Preposition—connects a noun, pronoun, or verb with some other info about it

Prepositional phrase—descriptive word group that begins with a preposition

Identifying the subject

The subject of the sentence is never in a prepositional phrase!

See pg 245 in the Little, Brown Handbook for a list of prepositions.

When looking for the subject, cross out the prepositional phrase.

Two of my students were absent today.

Identifying the subject

Usually, the subject is located *before* the verb in a sentence.

The dog chased the cat.

Although I was tired, I went to class.

My parents are paying for my classes this semester.

Identifying the Subject

Occasionally, the subject will be found *after* or *within* the verb.

In some questions

When did **she** leave for school?

In inverted sentences that begin with *Here* or *There*.

Here is your **textbook**.

There are **several friends** coming to my graduation.

Identifying the Subject

Also, the subject of the sentence may be unstated.

In a command, the unstated subject is *you*.

Get out of here!

(You) get out of here!

Remember to pay your tuition.

(You) remember to pay your tuition.

Correctly identifying the subject

The squirrel ran up the tree to get away from the dog.

One of my friends takes classes at A&M.

Each of the students wants to pass the course.

Here is my class schedule.

Don't forget to study for the test. (You)

What is the Main Verb?

A **main verb** tells what the subject does or links the subject to another word that describes it.

There are three types of verbs.

Action Verb

Linking Verb

Helping Verb

Action Verbs

Action Verb—tells action subject performs.

The student strolled down the hall.

The teacher lectured for two hours.

Linking Verbs

Linking Verb—connects subject to another word or words that describe it.

My math teacher is tall.

The college campus looks big.

Grammar seems difficult.

Helping Verbs

Helping Verb—a helping verb joins the action verb to form the complete verb.

I should have studied more.

The teacher is lecturing.

He has been studying all day.

Interrupting Words

Interrupting words may appear between verbs, but they are not part of the verb.

We *did not* go to the concert.

I have *often observed* students sleeping in the hallways.

Correctly identifying the verb

Ann teaches Philosophy. (action verb)

Ann is a teacher. (linking verb)

Ann is teaching this summer. (helping verb)



Grammar

(Phrasal Verbs)



A phrasal verb = a verb + a particle

For example: put off

Put = verb off = particle

I put off my trip. = I postponed my trip.

The verb and the particle have a special meaning.



When you use the same verb with a different particle,
the meaning changes.

put + off = to postpone

put + on = to cover your body with clothes

put + back = to return something to its original place

put + away = to put something in its original place

Some phrasal verbs have more than one meaning.



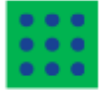
keep on = to continue



keep on = not to remove something



take off = remove



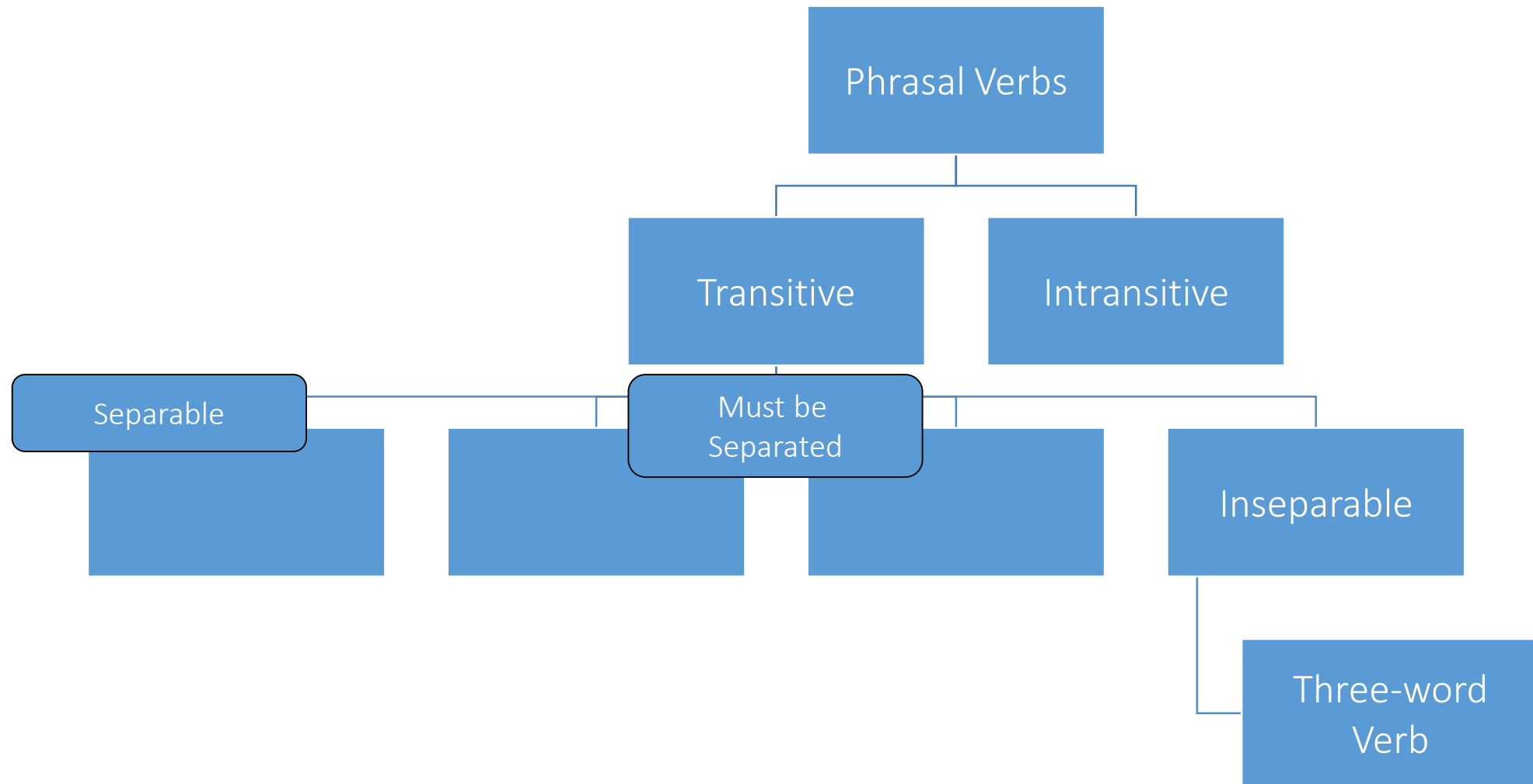
take off = leave





They are very common,
especially in informal
English.

Kinds of Phrasal Verbs



Transitive Phrasal Verbs

These verbs have objects

Are you writing down these notes?

I haven't called Mr. Wilson back.

Intransitive Phrasal Verbs

These verbs do not have objects

Tony's car broke down

Jane grew up in a small town

Separable Phrasal Verbs

Most phrasal verbs are separable.

The verb and the particle can be separated.

When the object is a noun, you can:

Put the noun after the particle.

Jimmy put on his coat.



OR

Put the noun between the verb and the particle.

Jimmy put his coat on.

When the object is a pronoun, you must put it between the verb and the particle.

Jimmy put it on

Jimmy put on it (incorrect)

When to separate phrasal verbs

You can separate the verb and the particle when the **object** consists of just a **few words**.

Mr. Wilson called his appointment off.

When to separate phrasal verbs

- You cannot separate the verb and the particle when the object is longer than four words.

Mr. Wilson call off his 3:30 appointment with Dr. Smith.

Mr. Wilson call his 3:30 appointment

with Dr. Smith off. (incorrect)

Inseparable Phrasal Verbs

The verb and the particle can't be separated.

With these verbs, you cannot put the object between the verb and the particle, even when the object is a pronoun.

Yesterday, I **ran** into Alan.

Yesterday, I **ran** into him

Yesterday, I **ran** Alan **into** (incorrect)

Yesterday, I **ran** him **into** (incorrect)

Phrasal verbs that must be separated

There is a small number of these verbs.

With these verbs, you must put the object between the verb and the particle.

Tina kept her jacket on.

Tina kept on her jacket. (incorrect)

Three-word Phrasal Verbs

These verbs are usually inseparable.

Phrasal verb + a preposition

Tina **dropped out** of school.

Joe went **back** to his country.



Review

Two Word Phrasal Verbs



out



ask



blow



break



cross



eat



figure



fill



find



go

hand

help

point

print

put

take

throw



down



break



fall



put



sit



tear



turn



write





up



break



bring



call



cheer



clean



dress



fill



get



give



grow



hang

look

make

pick

show

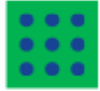
speak

stand

stay

tear

turn



back

bring

call

come

get

give

go

pay

put

sit

take

turn



on

call

get

go

have

leave

put

try

turn



off

call

get

lay

put

shut

turn



in

come

fill

get

hand



over

get

go

look

start

talk

think

turn



Review

Three Word Phrasal Verbs



with

come along

fool around

get together

get along

get through

hang around

hand out

of

drop out

get out

move out

run out

tear out



to

come over

go back

go over

move in

from

get back

keep away

Part 2

Reading :Check your understanding

Synonyms and antonyms

Conversation : Video

Reading : Check your understanding

Tony's great-grandfather, Papi Luis, lives down the street from Tony and his family. Tony visits Papi after school each day. Tony and Papi sit on the front porch and talk. Papi tells stories about his life. He tells Tony how the town looked many years ago. The shopping mall sits on land where there used to be dairy farms. The sandwich shop used to be an icehouse. When Papi was a boy, no one had electric lights or refrigerators. They used candles and oil lamps to read at night. People bought big blocks of ice. The ice and food that they needed to keep cold was put in a special box. It was called an icebox. Papi likes to tell stories about those days.



- He tells about a runaway horse and how hard it was to catch. He tells about the day a small circus came to town. Everyone had so much fun that day. Papi's brown eyes sparkle with happiness as he remembers moments from his life.

Reading : Check your understanding

Tony loves to listen to Papi's stories. Papi has so many to tell. One day Tony had an idea. He did not tell anyone. He took a tape recorder to Papi's house. Tony recorded Papi's stories. Later, Tony listened to the tapes and wrote down the stories. He collected a year's worth of stories. Tony made copies of them. He put each set of stories into a special notebook. Tony gave notebooks to his parents and grandparents. When he presented Papi with a notebook, he told him, "You gave us the gift of your stories. Now I am giving them back to you." Papi was surprised. His brown eyes sparkled with tears of delight.

Reading : Check your understanding

1-How does the reader know that Tony's gift is special?

- A. Papi's eyes filled with tears.
- B. Papi liked the notebook a lot.
- C. Tony recorded a year of stories.
- D. D Tony wrote out all of the stories.



2-Which of the following sentences is the best summary of the story?

- A. An old man tells stories about interesting times from the town in which he grew up.
- B. An old man decides to save the stories he remembers from when he was a young boy.
- C. A young boy saves collections of his great-grandfather's stories as a treasure for his family.
- D. A young boy wants to write stories about his hometown to share with all of his family.

Reading : Check your understanding

3-How is the town different at the time of the story from when Tony's great grandfather was a child?

- A. There was a circus in town when Papi Luis was a child.
- B. The town was smaller with more farms when Papi Luis was young.
- C. The town has fewer people in it at the time of the story.
- D. The town has no sandwich shops or shopping malls at the time of the story



4-You would most likely find “Tony’s Gift” in —

- A. a website about old towns
- B. a world atlas
- C. an encyclopedia
- D. a collection of short stories



5-Tony recorded Papi's stories in order to —

- A. study the changes in the town
- B. write a history report for school
- C. make a gift for his family
- D. share them with Papi's friends



Read
Think
Explain

Build your Lexicon: Synonyms and Antonyms

Before we can start
you need to understand what
synonyms and antonyms are!

Synonyms

Are words that mean
the same



Antonyms

Are words that mean
the opposite

Let's take a
closer look....



A Closer Look....

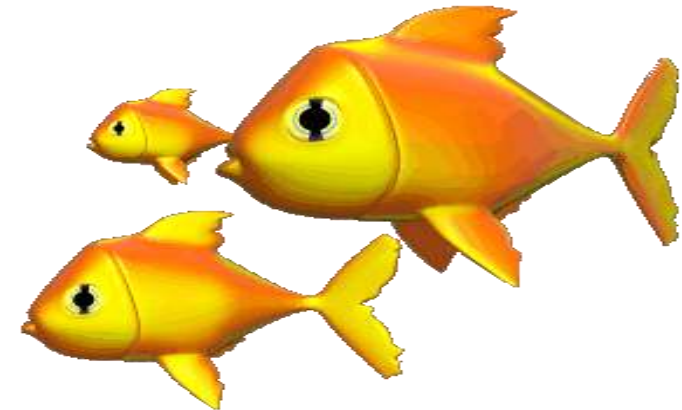
For example:
take the word 'happy'

Synonyms

content
pleased
joyful
glad
cheerful

Antonyms

sad
miserable
gloomy
unhappy
depressed





big

SYNONYMS

large

huge

gigantic

immense

ANTONYMS

tiny

small

little

puny

The jellyfish are very graceful and beautiful.

attractive

ugly

gorgeous

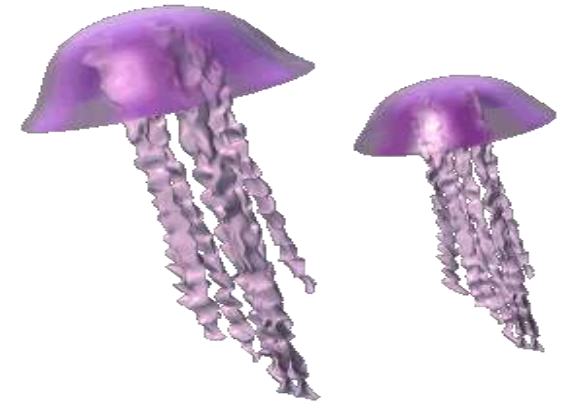
revolting

lovely

stunning

hideous

horrible



Stingrays can be extremely dangerous.

treacherous

harmless

risky

safe

secure

protected

unsafe

hazardous



It is important that scuba divers are smart.



sharp

unwise

intelligent

bright

clever

foolish

brainless

Many dolphins swim up to boats because they are friendly.



mean

offensive

pleasant

nasty

sociable

rude

gracious

Buried treasure hidden by pirates is
mysterious.



recognizable

strange

familiar

identifiable

mystifying

odd

common

puzzling

Crabs are very cautious of their surroundings and move slowly.



sluggishly

swiftly

quickly

lethargically

speedily

unhurriedly

When fish find new places, they become very curious.

bored

interested



nosy

unconcerned

inquisitive

When sea turtles are swimming they look
silly.



levelheaded

goofy

sensible

serious

absurd

ridiculous

When sharks are hunting for prey, they can seem scary.



pleasant

kind

frightening

chilling

terrifying

nice

Seahorses can hold on to seaweed because their tails are strong.

tough

sturdy

powerful

weak

frail

scrawny





Conversation

Now : Watch the video





Conversation Commentary

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Level 5 :Session 2

Part 1 ,Part 2 & Part 3



Part 1

- Writing

Part 2

- Grammar (Passive Voice)

Part 3

- Words Usage (Prefixes & Suffixes)
- Conversation : Video



Part 1

Writing a Paragraph

Hamburger Paragraphs



- How to write a really
- great paragraph!

The Topic Sentence (Top Bun)



Very first sentence of your paragraph.

Always needs to be indented.

Tells what your paragraph is going to be about.

There are many reasons that I love to teach. First of all, I love to teach because I love being at school. Another reason I love teaching is that the days go by quickly. A third reason I love to teach is because I love seeing a student understand something new. Finally, I love to teach because I love to be around kids. These are just a few reasons I love to teach.

The First Detail (Lettuce)



Should not be the most important detail.

Needs to follow directly after the topic sentence.

Needs to be full of good “lettucy” details!

There are many reasons that I love to teach. First of all, I love to teach because I love being at school. Another reason I love teaching is that the days go by quickly. A third reason I love to teach is because I love seeing a student understand something new. Finally, I love to teach because I love to be around kids. These are just a few reasons I love to teach.

The Second Detail (Tomato)



Still should not be the most important detail.

Needs to follow directly after the lettuce sentence.

Needs to be full of good “juicy” details!

There are many reasons that I love to teach. First of all, I love to teach because I love being at school. Another reason I love teaching is that the days go by quickly. A third reason I love to teach is because I love seeing a student understand something new. Finally, I love to teach because I love to be around kids. These are just a few reasons I love to teach.

The Third Detail (Cheese)

Still not be the most important detail.

Needs to start differently than other sentences.

Needs to be full of good “cheesy” details!

There are many reasons that I love to teach. First of all, I love to teach because I love being at school. Another reason I love teaching is that the days go by quickly. A third reason I love to teach is because I love seeing a student understand something new. Finally, I love to teach because I love to be around kids. These are just a few reasons I love to teach.

The Last Detail (Meat)

Finally!! The most important detail.

Should start differently than most of the other sentences.

Needs to be full of good “meaty” details!

There are many reasons that I love to teach. First of all, I love to teach because I love being at school. Another reason I love teaching is that the days go by quickly. A third reason I love to teach is because I love seeing a student understand something new. Finally, I love to teach because I love to be around kids. These are just a few reasons I love to teach.

The Closing Sentence (Bottom Bun)



Should look a lot like the topic sentence.

Needs to summarize the topic.

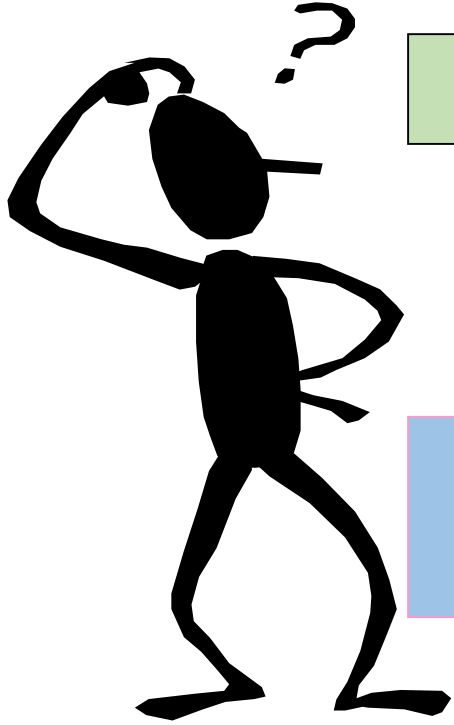
Needs to be an obvious end to the sentence.

There are many reasons that I love to teach. First of all, I love to teach because I love being at school. Another reason I love teaching is that the days go by quickly. A third reason I love to teach is because I love seeing a student understand something new. Finally, I love to teach because I love to be around kids. These are just a few reasons I love to teach.

“What Makes a Good Paragraph?”

“We have to be able to understand it!”

“What can we do to make our reader understand our writing?”



3 Things Make a Good Paragraph:

1. Unity
2. Coherence
3. Elaboration



“What do all of these mean?”

Let's Start with Unity...

“What does unity mean to you?”

- When a paragraph has unity, all the sentences relate directly to the main idea.
- If there is a sentence off topic at all, this begins to create confusion for your reader.



Use only the most
important details!

LET'S SEE AN EXAMPLE...

Find the sentence in the paragraph that *destroys the unity* and
doesn't belong.





The disappearance of Amealia Earhart remains a mystery. Earhart, who was the first woman pilot to fly across the Atlantic Ocean, crashed into the Pacific Ocean while attempting to fly around the world. She was born in Atchison, Kansas, in 1897. Some researchers believe that she survived the crash into the Pacific, because radio distress calls were received. An intensive search for the source of the signals was made. Searchers were not able to find her, however. Finally, the distress signals ceased. In spite of continued searches by airplane and ship, no clue about what became of Amelia Earhart has yet been found.

She was born in Atchison, Kansas in 1897. = Doesn't relate directly to main idea.

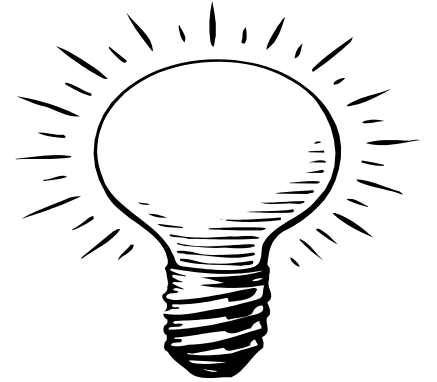
#2: COHERENCE

- A coherent paragraph is one in which all of the sentences logically fit together.
- When a paragraph has coherence, your reader can easily see how all of the details are connected.

“How can we create coherence?”



There are
2 ways!



1. Order details in a way that makes sense.
2. Show a connection by using transitional words.

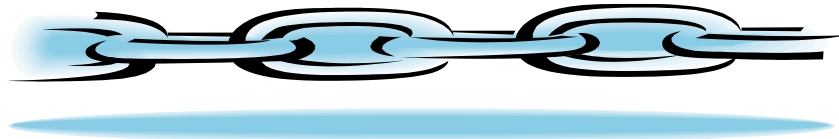


“Order Please!”

Organizing your details in a specific order is 1 way to make your paragraph clear and coherent.

Chronological Order	Presents details in the order they occur
Spatial Order	Presents details according to location
Order of Importance	Details are least important to most <u>or</u> the reverse
Logical Order	Groups related details together

2nd Way to Create Coherence: Transitional Words



“We want to see a connection!”

Transitional words help the reader
see *a relationship* between ideas.

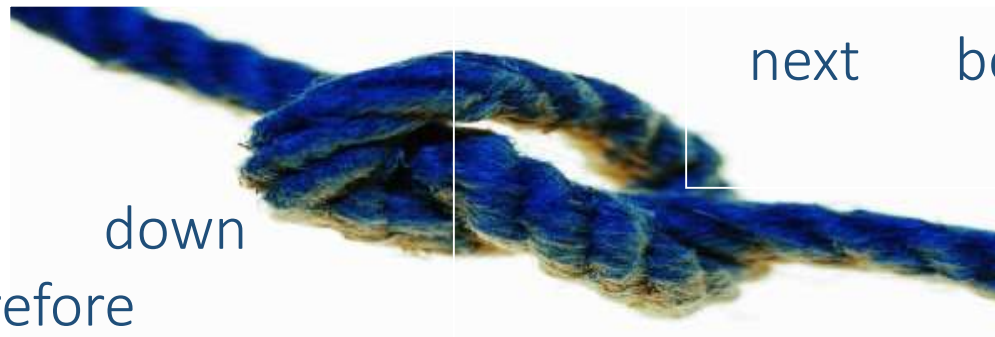
after finally soon

later meanwhile first

across beyond
under

next before then

around inside down
because therefore
consequently



They *tie things together*!

3: Elaboration

“Give us
more detail!”

Elaboration means: to add more detail,
so your reader can get a clear picture
of what you mean!



Here are are Nine Ways to Elaborate!

1. Use **Highly Descriptive Words**: vivid adj.'s & adv.'s, precise V's & N's.
2. Give a detailed **Definition** of the subject or detail.
3. Provide an **Example** that shows your point.
4. Use **Comparison**: Similes and/or Metaphors.
5. Use **Contrast** to show how your idea is different from something else.



6. Include a Fact to support your main idea.

7. Use a Statistic (a fact in numerical form) to support your main idea.

8. Use Sensory Details that appeals to one or more of the 5 senses.

9. Use Cause & Effect to explain how 1 thing causes another.



Part 2

Grammar (Passive Voice)



Using the Passive Voice



جميع الحقوق محفوظة – إعمل بيزنس

Active vs. Passive Voice

A sentence is written in the active voice when:

The subject of the sentence performs the action.

The person/thing performing the action is named before the verb.

EXAMPLE:

My grandfather **took** me to my first horse show.

NOT: I **was taken** to my first horse show by my grandfather.

Another example

Active voice:

My mother taught me to fish almost before I learned to walk.

Passive voice:

I was taught to fish by my mother almost before I was taught to walk.

Active voice sentences

When you write in the active voice, sentences are typically shorter and clearer.

They sound more conversational.

If each word costs you a nickel, you want to write concisely and in the active voice!

Active voice does not mean present tense verbs

Present tense:

The clerk opens the mail. (active)

The mail is opened by the clerk. (passive)

Past tense:

The clerk opened the mail. (active)

The mail was opened by the clerk. (passive)

Active voice does not mean present tense verbs

Future tense:

The clerk will open the mail. (active)

The mail will be opened by the clerk. (passive)

Present Perfect tense:

The clerk has opened the mail. (active)

The mail has been opened by the clerk. (passive)

Active voice does not mean present tense verbs

Past Perfect tense:

The clerk had opened the mail. (active)

The mail had been opened by the clerk. (passive)

Future Perfect tense:

The clerk will have opened the mail. (active)

The mail will have been opened by the clerk. (passive)

Structure of Passive Verbs

Syntactic Structure

ACTIVE ----- PASSIVE

e.g. eats ----- is eaten

i.e. verb ----- be + p.p.

Note: “be” is changed according to

the tense of the sentence

the number (singular/plural) of the subject of the sentence.

Remember Tense and Number

Active Voice	Passive Voice
I finish a project in eight hours.	A project is finished in eight hours.
I finish three projects in eight hours.	Three projects are finished in eight hours.
I finished a project in eight hours.	A project was finished in eight hours.
I finished three projects in eight hours.	Three projects were finished in eight hours.



Now Let's Practice- change to passive voice.

He sings a song.

A song is sung by him.

The boy killed a spider.

The spider was killed by the boy.

Farmers will plant maize in the rainy season.

Maize will be planted in the rainy season.

The workers were digging a canal.

A canal was being dug by the workers.



Part 3

- Word Usage (Prefixes & Suffixes)
- Conversation : Video

Prefixes

Prefixes are groups of letters placed before words or roots to create new words.

We will introduce some common prefixes, and also the sample vocabulary.

A

a-, ac-, ad-, af-, ag-, al-, ap-, as-, at- *to, toward, near, in addition to*

Example1: a + side = *aside (adverb): to or toward the side*

Example2: a + wake = *awake (verb): stop sleeping*

Example3: ac+com+modate = *accommodate(verb): provide lodging or room for somebody*

Example4: ac+com +pan+y = *accompany(verb): walk or travel with somebody*

Example5: ad+dict = *addict(noun): person who is unable to stop taking drugs, alcohol, etc*

B

bi- two

Example 1: bi + ped = biped (noun): a two-footed animal

Example 2: bi + centen+ ary = _bicentary (noun): a two-hundredth anniversary

C

cat-, cata-, cath- down, with

Example 1: cat + ch = catch (verb): stop and hold a moving object in the hands

Example 2: cat+ ch + y = catchy (adjective): pleasant and easy to remember

Example 3: cata + clysm = cataclysm (noun): sudden violent change or disaster

Example 4: cata + logue = catalogue (noun): complete list of items

Example 5: cath + ar+sis = catharsis(noun): release of strong feelings through the effect of art

D

de- to do the opposite, to take away from

Example 1: de+bat+able= *debatable(adjective): not certain;*

Example 2: de + cre + ase = *decrease (verb): to grow smaller, to become less*

di-, dif-, dis- apart, separate, two, opposite, not

Example 1: di + vide = *divide (verb): to separate into two or more parts*

Example 2: di + li + gent= *diligent(adjective): showing care and effect; hard-workong*

Example 3: dif +fer = *differ(verb): not be the same; be unlike*

Example 4: dif +fi+cult= *difficult(adjective): requiring effort or skill; not easy*



dis- not, opposite of, exclude

Example 1: dis + trust = distrust (verb): to have no confidence or trust

Example 2: dis + like = dislike(verb): not like

E

ex- out, out of, from

Example 1: ex+act= exact(verb): demand and enforce the payment

Example 2: ex+alt= exalt(verb): make somebody higher in rank or greater in power



en-, em- put into

Example 1: em + pow + er = empower (verb): to give power, to put into power

Example 2: em + bark = embark(verb): go or be taken on board a ship or an aircraft

Example 3: en + case = encase(verb): surround or cover something with a case

Example 4: en + dange = endager(verb): cause danger

il-, im-, in-, ir, not, in

Example1: il + leg + ible = illegible (adjective): cannot be read

Example2: il + leg + al = illegal(adjective): against the law

Example3: im+ mature = immature(adjective): not sensible in behaviour or in controlling feelings

Example4: im + moral= immoral(adjective): not following accepted standards of morality

Example5: in+ take= intake(noun): process of taking liquid, gas, etc into a machine,etc

M

mal- bad

Example 1: mal + funct + ion = malfunction (noun): when something does not work properly

Example 2: mal + ic + ious = malicious(adjective): intended to harm other



mis- wrong

Example 1: mis + con + duct = misconduct (noun): wrong doing, bad behavior

Example 2: mis + take = mistake(noun): wrong idea or opinion

multi- many

Example 1: multi + ply = multiply (verb): to increase in number

N

non- not, no

Example 1: non + sense = nonsense (noun): something that has no meaning or makes no sense

Example 2: non+ descript = nondescript(noun, adjective): without a distinctive character and so not easily classified

O

ob-, oc-, of-, op- toward, against, in the way

Example: ob + tain = obtain (verb): to gain or get, to get a hold of

Example2: ob + ey = obey(verb): do what one is told or obliged to do by somebody

Example3: oc + cas + ion = occasion(verb): particular time; suitable or right time;

opportunity



Example4: oc + cupa +tion = occupation(noun): action of occupying; state of being occupied

Example5: of + fend = offend(verb): cause somebody to feel upset or angry

P

post- after

Example1: post + pone = postpone (verb): to put off to a later time, to delay

pre- before

Example: pre + cede = precede (verb): to go before, to come in front of

pro- for, forward

Example: pro + pel = propel (verb): to push forward

R

re- back, again

Example: re + ad + mit = readmit (verb): to allow in again

Example2: re + act = react(verb): behave differently or change as a result of something

retro- backward

Example: retro + spect = retrospect (noun) to look back at past events

Example2: retro + act +ive = retroactive(adjective): effective from a past date

S

se- apart, move away from

Example: se + cede = secede (verb): to withdraw from an organization

semi- half

Example: semi + annu + al = semiannual (adjective): occurring twice a year

sub-, suc-, suf-, sup-, sur-, sus under, beneath, near, from below, secretly, above,
up

Example: sup + port = support (verb): to hold up, too keep up



super- over, above

Example: super + im + pose = superimpose (verb): to place something on top of something else

syn-, sym- together, at the same time

Example: sym + path + y = sympathy (noun): sharing another person's feelings, compassion

T

trans- across, beyond, change

Example 1: trans + form = transform (verb): to change shape

Example 2: trans + fer = transfer(verb): move something/somebody from one place to another

tri- three

Example 1: tri + pod = tripod (noun): a three-legged stand

Example 2: tri + angle = triangle(noun): geometric figure with three straight sides and three angles

U

un- not, against, opposite

Example: un + ceas + ing = unceasing (adjective): never ending, continuous

Example2: un + able = unable(adjective): not having the ability, opportunity or authority to do something

uni- one

Example: uni + form = uniform (adjective): having the same form or consistency

Example2: uni + fy = unify(verb): form something into a single unit or make uniform

Suffixes

Suffixes are endings that are added to root words.

They can change adjectives into nouns

They can change verbs into nouns

Root word and add -ness

Fair fairness

Kind kindness

Fit fitness

Wicked wickedness

Willing willingness

Childish childishness

Foolish foolishness

Worthless worthlessness

Careless carelessness

When root word ends in 'y' this happens

Tidy tidiness

Lovely loveliness

Silly silliness

The 'y' changes to an 'i' before we add -ness.

Can you investigate whether this always happens?

Root word and add -ment

Enjoy enjoyment

State statement

Move movement

Manage management

But look what happens with this one!

Argue argument

Can you see what is different here?

Root word and add -hood

Child childhood

Mother motherhood

Father fatherhood



Conversation

Now : Watch the video





Conversation Commentary

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Level 5 :Session 3

Part 1 ,Part 2 & Part 3



Part 1

- Writing

Part 2

- Grammar (Reported Speech)

Part 3

- Words Usage
- Conversation : Video



Part 1

Writing an essay

Writing a 5 Paragraph Essay

Remember 1-3-1

- Paragraph 1- Introduction which includes a "hook statement", and sentence which tells what the essay will tell them about, and the thesis statement.
- Paragraphs 2, 3, and 4- support your topic with detail paragraphs.
- Paragraph 5- the conclusion statement that restates your thesis statement.

The Introduction

"Hook" your reader and make them want to read more.

Include a detailed sentence that explains what the reader is about to hear more about.

End with a strong, clear, thesis statement.

Hooks:

If you begin your **Essay** with something that grabs attention, your reader will want to read on.

So, how do you write an **attention grabber** that "hooks" your readers so they want to keep reading?



Here are four ways of writing an "attention grabber":

1. Surprise the reader
2. Ask a question
3. Use a quotation
4. Use descriptive words

Surprise the Reader:

Start with an **unknown**, interesting fact "Dogs are the pet of choice in the American household."

Start with **something expected**, but give it an unexpected twist "Cats are loving, quiet creatures, but dogs make way better pets!"

Say something that seems to **contradict** what people know "Each day, over 1000 U.S. citizens require emergency treatment for serious dog bite injury"

Ask a question:

Ask something that makes the reader think.

Example: *Isn't it surprising, how many different modes of communication are available to us today?*

Ask something that needs an answer, so the reader wants to find out what it is.

Example: *Why do citizens need to follow laws?*

Use a Quotation

A quotation interests the reader because of what it says, or because of who said it. Or both!

Use either a wise or funny quotation

Use a quotation that relates to your topic

Be sure to mention the source of the quotation Example: "Albert Einstein once said..."

Use Descriptive Words:

Make the reader **see the scene** or feel like a part of it.

Words that relate to the **five senses** (sight, hearing, touch, taste, and smell)

Words that **show how** something is happening or what its qualities are (adverbs and adjectives)

Figurative words that create **vivid imagery** (simile or metaphor, hyperbole or personification)

Time to begin!

Start by writing a clear thesis statement

Go back to start, and insert a strong introductory "hook" sentence.

Then, write a transition sentence that smoothly links your "hook sentence" to your thesis statement.

What a Thesis Statement Does

- 1) It describes your topic, what your essay will be about.
- 2) It introduces a specific claim you are making about your topic.
- 3) It describes three ways in which you will support and develop your claim.

So the equation for a thesis statement is:

Subject + Claim + Three Points of Support

Thesis Statement

This very important sentence includes three things:

Subject

Claim

3 points of support

Dogs are the ideal house pet because they are wonderful companions, are easy to care for, and can be trained.

The Essay Topic:

Dogs!

There are many things you could say about dogs, so you have to clarify your topic by narrowing it down to one specific claim.

The claim made
about your topic:

Dogs are the ideal house pet.

So now you've narrowed the topic down to "dogs being the ideal house pet". To support this claim you now need to explain it further with 3 reasons.

3 Reasons of Support:

Dogs are the ideal house pet because:

1. They make great companions
2. They are easy to care for
3. They can be trained.

Supporting your Claim?

Your thesis statement comes in your introductory paragraph; then you need to devote at least one paragraph for each supporting point.

Paragraph 2 will be about dogs making great companions.

Paragraph 3 will be about dogs being easy to care for.

Paragraph 4 will be about how dogs can be trained.

Almost done!

Lastly, you need to come to a close.

Your conclusion should restate the points made in your introductory paragraph using different words.

Go back through your essay and summarize your main points or topic sentences.

Wrapping it All Together!

Be sure to finish by restating your convincing points with new words!

End with the one you think is the strongest.

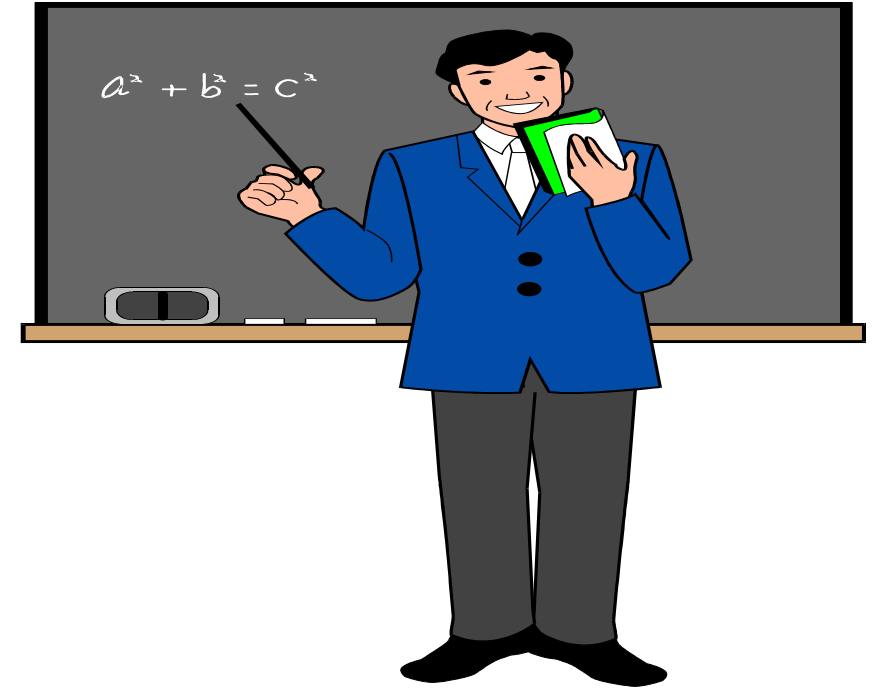


Part 2

Grammar (Reported Speech)

What is Reported Speech?

Reported Speech is a way how we report what someone has said by changing some of the words said, but retaining the same meaning.



Direct and Indirect Speech

1. Change of pronouns

Direct Speech

John said, "I am coming."

Indirect Speech

John said that he was coming.

Direct and Indirect Speech

2. Change of tenses

Direct Speech

John said, “I **am** coming.”

Indirect Speech

John said that he **was** coming.



3. Change of situations

Direct Speech

John said, "I did this exercise last night."

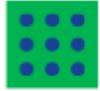
Indirect Speech

John said that he had done that exercise the previous night.

- 'this' becomes 'that'
- 'last night' becomes 'the previous night'

other examples are as follows :

Direct Speech	Indirect Speech
this	that
here	there
now	then
today	that day
yesterday	the day before / the previous day
tomorrow	the next day
last week	the week before / the previous week
next month	the following month
ago	before



4. Questions and answers

Direct Speech

1 John asked her, “Are you coming?” (yes/no question)

2 John asked, “Where is Mary?” (wh-question)

Indirect Speech

1 John asked if / whether she was coming.

2 John asked where Mary was.

- yes/no questions - use if/whether
- wh-questions - use the wh-word



5. Actions : promises, orders, requests, advice etc.

Direct Speech

John ordered Bill, "Clean my boots."

Indirect Speech

John ordered Bill to clean his boots. (object + to + infinitive)



6. Report using present and future tenses

Direct Speech

John said, 'The sun rises from the east.'

Indirect Speech

John said that the sun rises from the east.

- if the original speaker's present and future is still present and future
- in other words, the tense is unchanged



7. Modals verbs



Direct Speech



John said, 'I must do my homework now.'



Indirect Speech



John said that he must do his homework then.



- would , should, could, might, ought to and must are unchanged





8. Wh- Questions



Direct Speech



My friend asked, "Where is Venus?"



Indirect Speech



My friend asked where Venus was.





Other examples of WH-questions:

Direct Speech

My friend asked "How are you?"

Indirect Speech

My friend asked how I was.



TRANSFORMATION PROCESS:

- 1) Put the subject before the verb.
- 2) Change the pronoun: you to I
- 3) Join the clauses using the how, who, whom, where, when, why
- 4) Adjust the 2nd verb to the time frame of the 1st verb.

Examples Of Wh-questions

My friend said, "Where are you going?"

My friend asked where I was going.

My friend said, " Whom did you call?"

My friend asked whom I had called.

Examples Of Wh-questions

My friend said, " Whom I was calling?"

My friend asked whom I had been calling.

My friend said, " Where have you been?"

My friend asked where I had been.

Examples Of Wh-questions

He asked me, "What did she say?"

He asked me what she had said.

He asked me, "When are you leaving?"

He asked me when I was leaving.

Examples Of Wh-questions

He asked me, "Who is coming for dinner?"

He asked me who was coming for dinner.

He asked me, "How many times have you seen that movie?"

He asked me how many times I had seen that movie.

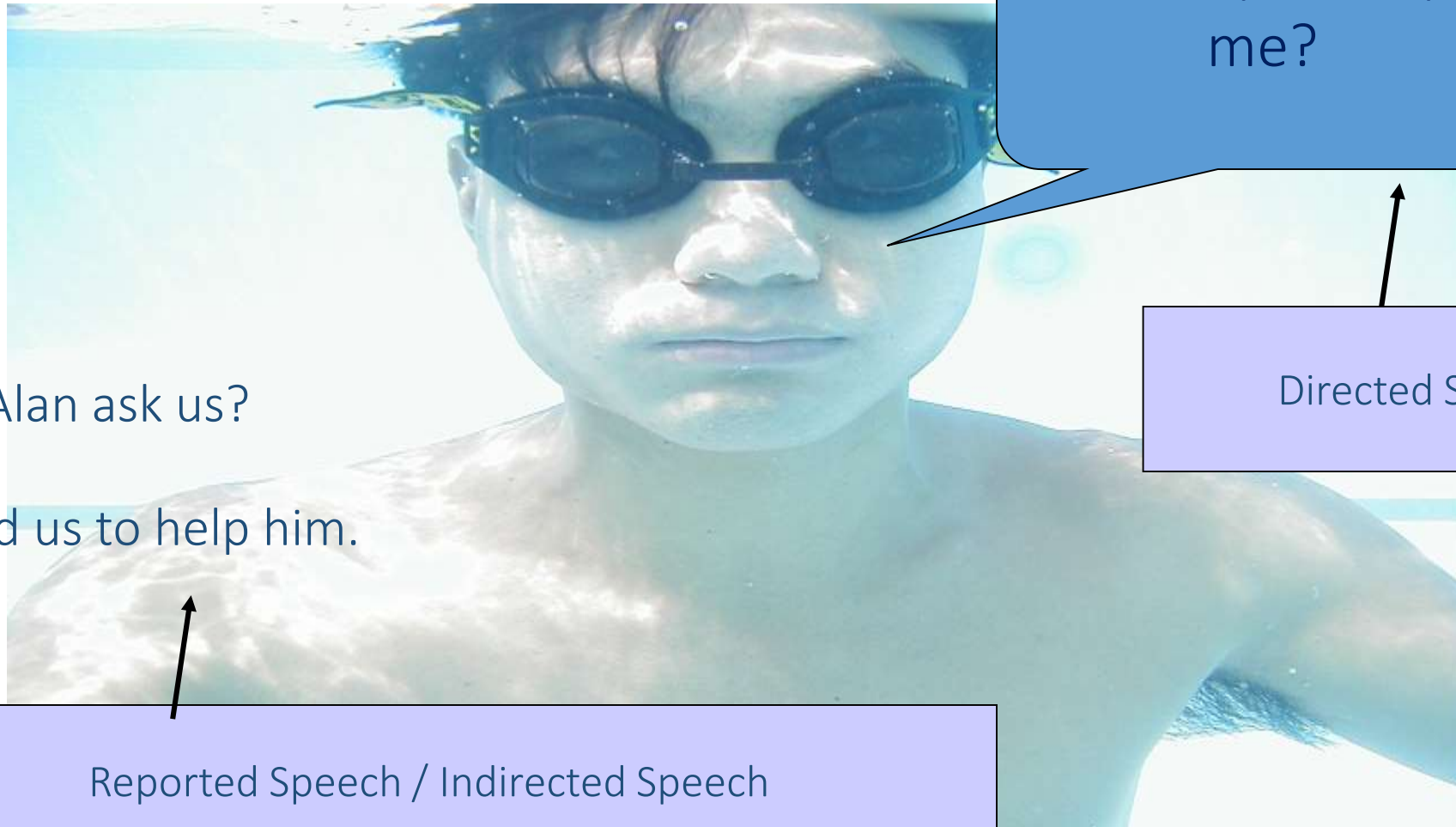
Examples Of Wh-questions

He asked me, "What time is it?"

He asked me what time it was.

He asked me, "How old are you?"

He asked me how old I was.



Could you help
me?

Directed Speech

What did Alan ask us?

Alan asked us to help him.

Reported Speech / Indirected Speech



Reported requests, offers....

- When we report offers, promises, threats etc, we can use the structure:
- Reporting verb + to-infinitive



What did the woman say to us?

Can I help you?

She offered to help us.

reporting verb

to-infinitive





Notice

- The reporting verbs that we can use in this structure include:
- Offer, promise, agree, refuse etc.



I'll work harder

What did Jacky say?

He promised to work harder.



Reported orders, requests....

- When we report orders, requests, warnings, advice, invitations etc, we can use the structure:
- Reporting verb + object + to infinitive



Can you tell me how
to read the word,
John?

What did the girl say?

The girl asked John to tell her how to read the word.

reporting verb

+ object

+ to-infinitive

Notice :
The change of
pronouns

?



Notice

- The reporting verbs that we can use in this structure include:
- tell, ask, order, warn, remind, advise, invite etc.

Amy, I think you should do
your homework.

What did mother say to Amy?

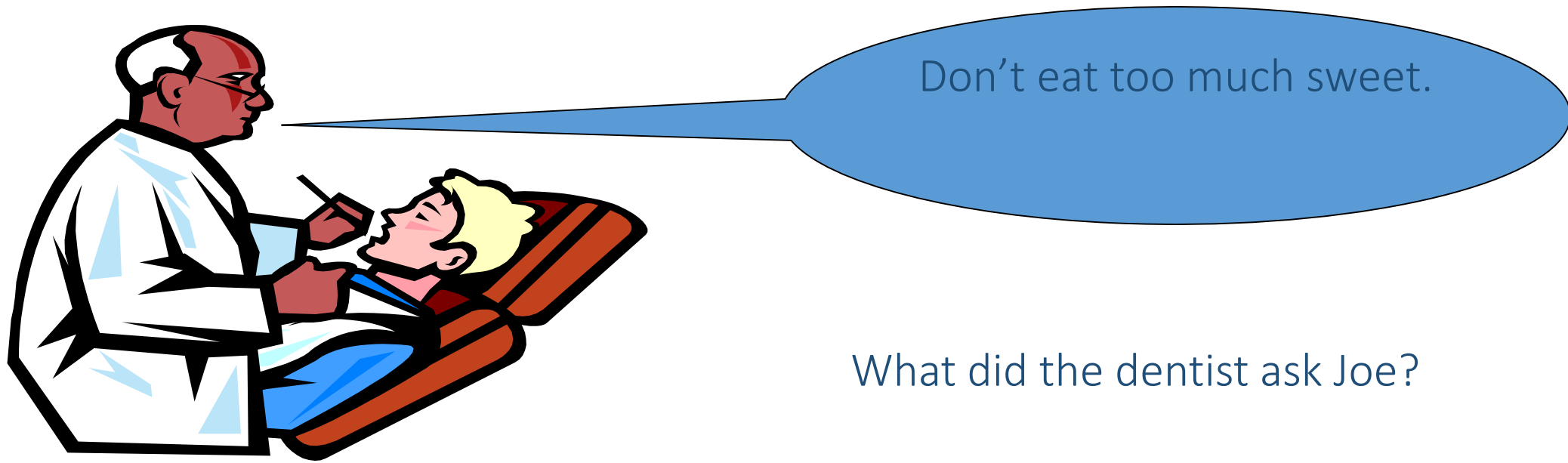
Mother advised Amy to do her homework.





Reporting negative orders, promises, advices.....

- In negative orders, promises, requests,etc, we use the structure:
- not + to-infinitive



What did the dentist ask Joe?

The dentist asked Joe not to eat too much sweet.

↑
not + to-infinitive

Changes of pronouns

In reported speech, we usually need to change the pronouns (e.g. I, you, me, this, these, etc) and possessive adjectives (e.g. my, your, etc).

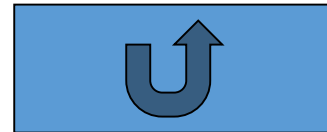
We usually change the pronouns from :

1 st person (I, me)		3 rd person (we, us)
2 nd person (you, your)		

However we do not need to change the
1st person pronoun I when the speaker is reporting
his/her own words.

What did the woman say to the man?

She asked him to be careful
when he passes her the box.



General rule:

When the introductory verb (say, tell, inform, state, claim...) is in the *present, present perfect or future tense*, no change in tense or adverbs of time and place is necessary

Direct speech:

He says: “I don’t understand this question”.

Reported speech:

He says that he doesn’t understand this question.



When the introductory verb is in the Past Tense, there is a change of tense and adverbs of time and place.

Direct speech:

He said: “I don’t understand this question”.

Reported speech:

He said that he didn’t understand that question.

Change Of Tenses:

- DIRECT SPEECH → REPORTED SPEECH
- present → past
- present perfect → past perfect
- past → past perfect
- future → past future

Change Of Adverbs Of Time & Place

• DIRECT SPEECH	→	REPORTED SPEECH
• yesterday	→	the day before
• tomorrow	→	the next/following day
• next day/week	→	the following day/week
• today	→	that day
• here	→	there



CHANGE OF IMPERATIVE (COMMANDS, WARNINGS, REQUESTS)

Direct speech:

He said: "Go home."

Reported speech:

He told me to go home. (Infinitive)

"Stay in bed for a few days", the doctor said to me. → The doctor told me to stay in bed for a few days.

"Don't shout", I said to Jim. → I told Jim not to shout.

CHANGE OF QUESTIONS

WH-questions: WH-word stays as conjunction

YES-NO-questions: we introduce conjunction *if* or *whether*

Important: Word order changes into that of a statement.

D.S. He asked me: “Do you find law interesting?”

R.S. He asked me if I found law interesting.



D.S. The police officer said to us: “Where are you going?”

R.S. The police officer asked us where we were going.

D.S. Clare said: “What time do the banks close?”

R.S. Clare wanted to know what time the banks closed.

SAY and TELL

If you say who you are talking to, use tell:

Sonia told me that you were ill. (not “Sonia said me”)

What did you tell the police? (not “say the police”)

Otherwise use say:

Sonia said that you were ill. (not “Sonia told that..”)

What did you say?

But you can “say something to somebody”:

Ann said goodbye to me and left. (not “Ann said me goodbye.”)

What did you say to the police?

Part 3

- Word Usage (Confused Words)
- Conversation : Video

Confused and Misused Words and Phrases

Dude, the right word is affect, with an a.



No, you're wrong. The word should be effect, with an e.



Dude, that's
advices, with
an s, not a c.



This presentation advises
you on *words* or *phrases*
that are commonly *misused*
or *confused*.

Recognize misspelled/correctly spelled words and phrases.

Alright	X	•	All right
Alot	X	•	A lot
Rite	X	•	Right, write
Should of	X	•	Should have
Suppose to	X	•	Supposed to

Recognize the distinctions among related words.

3 or more; Among my friends	← Among	•	Between →	2 only; Between Fred and me
Noncount; Amount of butter	← Amount	•	Number →	Count; Number of cookies
Adjective; A good essay	← Good	•	Well →	Adverb; He writes well.
Evident, unambiguous	← Explicit	•	Implicit →	Implied, ambiguous

Know the difference that a single new letter can make.

Before a word beginning with a consonant [sound]	← A	•	An →	Before a word beginning with a vowel [sound]
Before	← Already	•	All_ ready →	Completely prepared
A thought or conception	← Idea	•	Idea_ →	The concept of something perfect
To suffer the deprivation of	← Lose	•	Lo <u>o</u> se →	Free from restraint
Verb; past tense of are	← Were	•	Wh <u>e</u> re →	A place

Know the difference that an *apostrophe* can make.

Possessive pronoun; belonging to <i>it</i>	← Its	•	It's →	Contraction for <i>it is</i> or <i>it has</i>
Possessive pronoun; belonging to <i>whom</i>	← Whose	•	Who's →	Contraction for <i>who is</i> or <i>who has</i>
Possessive pronoun; belonging to <i>you</i>	← Your	•	You're →	Contraction for <i>you are</i>

Know the difference a change to a single letter can make.

Noun form	← Advice	•	Advise →	Verb form
Usually a verb	← Affect	•	Effect →	Usually a noun
City, wealth, important	← Capital	•	Capitol →	The building for lawmaking
To quote	← Cite	•	Site →	A location
Rough	← Coarse	•	Course →	Path, route



Praise	← Compl <u>i</u> m <u>e</u> nt	●	Compl <u>e</u> ment →	Goes well with
Put in place	← S <u>e</u> t	●	S <u>i</u> t →	Be seated
Unchanging	← Station <u>a</u> ry	●	Station <u>e</u> ry →	Paper
Indicates comparison	← Th <u>a</u> n	●	Th <u>e</u> n →	Next

Don't let these homonyms [sound alike words] confuse you.

Agree to or receive	← Accept	•	Except →	Leave out
Plural present of the verb <i>be</i>	← Are	•	Our →	Possessive pronoun; belonging to <i>us</i>
Past tense of <i>pass</i>	← Passed	•	Past →	Gone, by
Go before	← Precede	•	Proceed →	Carry on
Chief [person], main	← Principal	•	Principle →	Truth or rule



Correct, a just claim, a direction	← Right	•	Write →	Make letters with an instrument
Sight, touch, hearing, smell, taste	← Sense	•	Since →	Adverb, conjunction, or preposition
View, glimpse	← Sight	•	Site →	A location
Past tense of <i>throw</i>	← Threw	•	Through →	Beyond
State of the atmosphere	← Weather	•	Whether →	Introduces an alternative



To, Too, Two

- Use *to* as a preposition.

Jonathan drove *to* the seafood shop.

- Use *to* to begin an infinitive.

He hoped *to buy* fresh squid.

- Use *too* to show degree.

The squid was *too* expensive to purchase.

- Use *too* as a synonym for *also*.

So *too* was the fresh octopus.

- Use *two* when you mean the number.

Jonathan bought *two* flounder filets instead.



There, Their, They're

- Use *there* as an expletive, a placeholder to delay the subject.

There is a turtle in the road.

- Use *there* to indicate place.

Across the road is a lake. The turtle hopes to get *there* before a car hits him.

- Use *their* as a possessive pronoun.

Most drivers don't see the turtle; *their* eyes are glued to *their* cell phones.

- Use *they're* as a contraction for *they are*.

They're also distracted by other devices



Conversation

Now : Watch the video





Conversation Commentary

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Level 5 :Session 4

Part 1 ,Part 2 & Part 3



Part 1



- Writing an email



Part 2



- Grammar (Pronoun Agreement)



Part 3



- Words Usage (Words that confuse)



- Conversation : Video





Part 1

Email Etiquette

Email Etiquette

- This is a discussion on email etiquette, with a focus on forwarding etiquette





What is etiquette?

The rules which indicate the “correct” way to behave in a certain time and place.

Email etiquette is especially important in the work place



Basic Email Etiquette Rules





Rule #1: Always include a subject and use the recipient's name in the greeting

- The need for this will be made clear during our Email Safety Day.
- Why is a subject important?
 - It informs recipient what the email is about.



Rule #2: Do not write in ALL CAPITALS

- Writing in all capitals can convey that you are shouting in your message, and nobody likes to be yelled at. Consider other ways to get your message across while conveying its importance. Using all capitals can be annoying and trigger an unintended response.

Rule #3: Do not use email to discuss confidential information



Rule #4: Take care with abbreviations and emoticons 😊

- Save abbreviations like LOL (laugh out loud) or IDK (I don't know) for text messages among friends.
- Some may not understand your abbreviations
- Not professional





Rule #5: THINK before you send



- If you answer yes to all of these questions:



- Is this relevant to the work my organization is doing?



- Will the office benefit professionally from this information?



Okay to send!

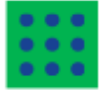




But if you answer NO to any of these...

- Could this information hurt/embarrass/offend someone?
- Email should not be used for confrontation/yelling/reprimanding
- Could this email be misinterpreted in a bad way?
- Is this information important to share in the workplace?
- Could this email get me into trouble?

Part of Rule #5: Do NOT send!



What is the purpose of email in the workplace?

Quick communication

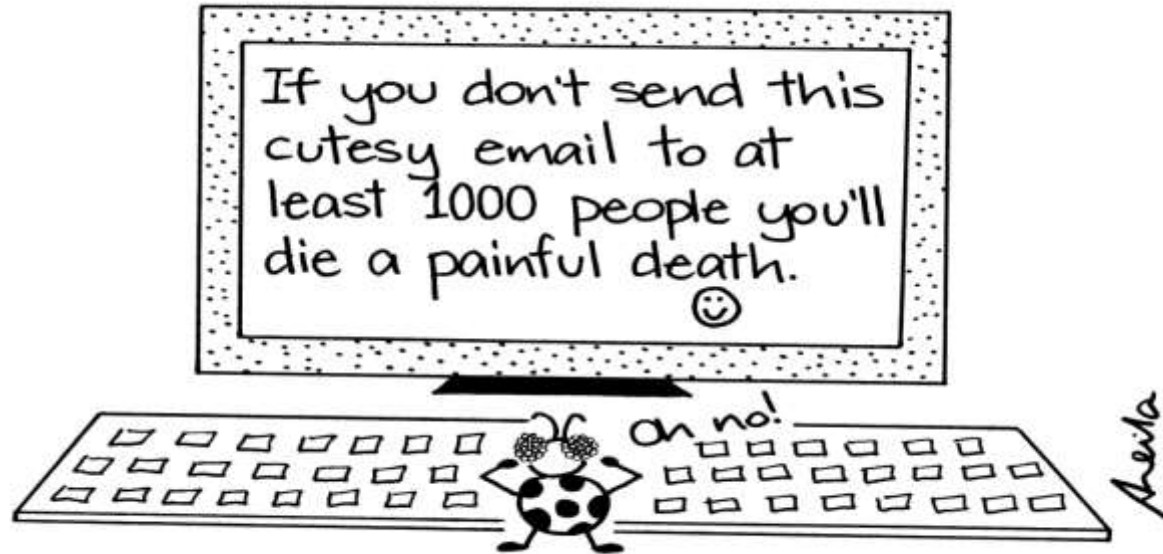
Share PROFESSIONAL information

Keep records of communication

It is NOT for:

- sharing funny email forwards that your friends send you
- sharing political or religious views
- harassing coworkers
- inappropriate conversations

Rule #6: Do not Forward unnecessary/unrelated Emails





Rules for Forwarding

If you cannot take the time to write a personal comment at the top of your forwarded email to the person you are sending to – then you shouldn't forward it at all.

Think carefully about if what you are forwarding will be of value, appreciated or humorous to the person on the other side.

If an email tells you to “Forward to everyone you know/love/all of your family” do NOT forward

Forwarding

Is it a good idea to forward emails that promise money or goods?

Should you forward emails to as many contacts as possible?

Example 1: Would this email be relevant to someone?

To 

[Add Cc](#) [Add Bcc](#) [Request return receipt](#)

Subject

[Attach a file](#) [Insert: Invitation](#)

B ***I*** **U** **T**               [Check Spelling](#)

   [« Plain Text](#)

ATTENTION.

DO YOU WANT TO WORK FROM HOME??? You could earn \$10,000 a week with this opportunity!

Check out our [site](#)!

Example 2: Would this email be relevant to someone?

Job opening  Inbox x  

 Frank Jacobs <hr.mnliteracy@gmail.com> 10:39 AM (0 minutes ago) ☆  

to me 

Hello Staff members,

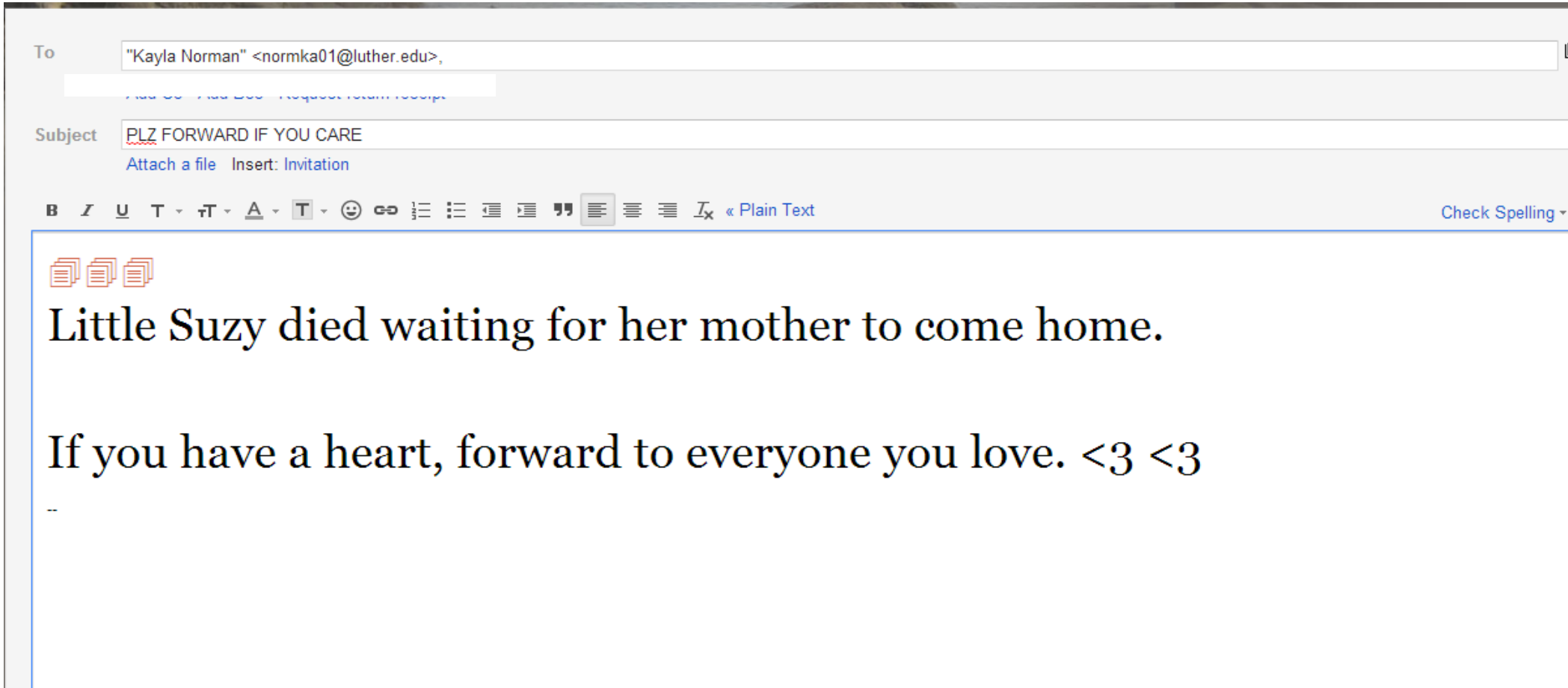
We have a new recent opening on site for a volunteer management specialist. Attached is the job description, go ahead and pass it on to your networks:

If you're interested in making a difference by working on literacy-related causes in your community, consider applying for a Minnesota Literacy Council VISTA position!

What are the requirements?

VISTA members must be at least 18 years of age and a U.S. citizen or legal permanent resident. Some college experience is preferred, and you should have a desire to fight poverty with passion! VISTAs commit to a full year of service (August-August), typically serve 40 hours per week, and are not allowed to hold other jobs or attend school full time while serving.

Example 3: Would this email be relevant to someone?





REMEMBER: When you send an email to someone, they are getting a copy that they can keep...forever.





Part 2

Grammar (Pronoun Agreement)



Pronoun – Antecedent Agreement



What is Pronoun-Antecedent Agreement?

Pronouns substitute nouns. Many pronouns have antecedents, nouns or pronouns to which they refer.

A pronoun must always agree with its antecedent in number, whether singular or plural.

Medical **students** must study hard if **they** want to succeed. (antecedent)
(pronoun)

Possessive pronouns used before nouns function as adjectives

Dr. González finished her rounds in the hospital. (antecedent) (possessive pronoun)

Personal and Possessive Pronouns

Subject	Object	Possessive (used before a noun)	Possessive Pronoun
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its
We	Us	Our	Ours
You	You	Your	Yours
They	Them	Their	Theirs

Practice: Personal & Possessive Pronouns

1. My friend gave (me, my, mine) a present.
2. It was (me, my, mine) favorite gift.
3. The gift is (me, my, mine) to keep.
4. You should check (you, your, yours) tire pressure.
5. The book was (you, your, yours) recent purchase.



6. It is not (me, my, mine), it is (you, your, yours).
7. (She, Her, Hers) told (he, him, his) to be careful.
8. (He, Him, His) spilled (he, him, his) coffee.
9. Magda left her phone at (she, her, hers) house.
10. She went back to pick (it, its) up.
11. The boys rode (they, them, their, theirs) bicycles and left (they, them, their, theirs) on the lawn.

Indefinite Singular Pronouns

Indefinite singular pronouns refer to nonspecific persons or things

For indefinite singular pronouns, use “he or she” or “his or her” to avoid sexist language or change the antecedent to plural

INDEFINITE SINGULAR PRONOUNS

Anybody	Each	Everyone	Nobody	Somebody
Anyone	Either	Everything	No one	Someone
Anything	Everybody	Neither	Nothing	Something

Practice:

Change Pronoun-antecedent agreement to plural

Everyone should see **his or her** doctor regularly.

All **people** should see **their** *doctors* regularly.

An **engineer** often assists **his or her** colleagues on large projects.

Engineers often assist **their** colleagues on large projects.

No one knows **his or her** way to El Yunque.

None of us know **our** way to El Yunque.

A **student** who gets good grades usually does **his or her** work well.

Students who get good grades usually do **their** work well.

Indefinite Pronouns Joined by “And”, “Neither-Nor,” “Either-Or”

Compound subjects (more than one subject) joined by *and* always use plural pronouns

Debra *and* Rafi chose **their** teammates.

Compound subjects joined by *neither – nor* and *either-or* agree with the antecedent
closest to the pronoun

Indefinite Pronouns Joined by “And”, “Neither-Nor,” “Either-Or”

Neither Debra *nor* Rafi did **his** or **her** homework.

Neither the pilot *nor* the **employees** gave **their** opinions.

Either Pedro *or* Sam will do **his** homework.

Either Pedro *or* the girls will do **their** homework.

Indefinite Singular or Plural Pronouns

PLURAL	SINGULAR OR PLURAL (depends on the noun it represents)	
Both	All	Some
Few	Any	More
Many	Either	Most
Several	None	



- Most of my dogs ate **their** food quickly.
- Some of the students finished **their** homework.
- The cake was on the plate, and **some** of **it** was eaten.
- All of the us rode **our** bicycles to the park.
- Did **any** of the boys lose **his** bicycle at school?

Collective Nouns

Collective nouns name a class or a group and are usually singular.

COLLECTIVE NOUNS

Audience Band	Dozen Family	Jury Kind	Number Pair
Class Couple	Flock Group	Litter Lot	Public Staff
Committee Crowd	Heap Herd	Majority Minority	Team Tribe



Collective Nouns

Collective nouns may be plural if its members function as individuals.

COLLECTIVE NOUNS			
Audience	Dozen	Jury	Number
Band	Family	Kind	Pair
Class	Flock	Litter	Public
Couple	Group	Lot	Staff
Committee	Heap	Majority	Team
Crowd	Herd	Minority	Tribe



SINGULAR	PLURAL
The jury reached its decision.	The jury put their signatures on the document.
The army sent its soldiers overseas.	The public gave their opinions.
The team scored its first homerun.	The team [members] got into their cars.

Pronoun-Antecedent Suggestions

1. All pronouns have antecedents, which refer to person(s) or object(s) that are previously mentioned in the text.
2. Singular antecedents use singular pronouns.
3. Plural antecedents use plural pronouns.
4. Avoid sexist language; instead, use gender-neutral & plural antecedents (persons, individuals, students, people, human beings, postal workers, coordinators).
5. The gender of a pronoun must match its antecedent: Diana waited for *her* husband.



Pronoun-Antecedent Suggestions

6. Most indefinite pronouns are singular.
7. Generic nouns (doctor, student, writer, member, person) represent both males and females.
 - A college student has *his or her* own point of view.
8. Change generic nouns to plural to fix agreement problems.
 - College students have *their* own points of view.
9. Collective nouns are usually singular unless the people in the collective group act as individuals.
10. If you're not sure, look it up!

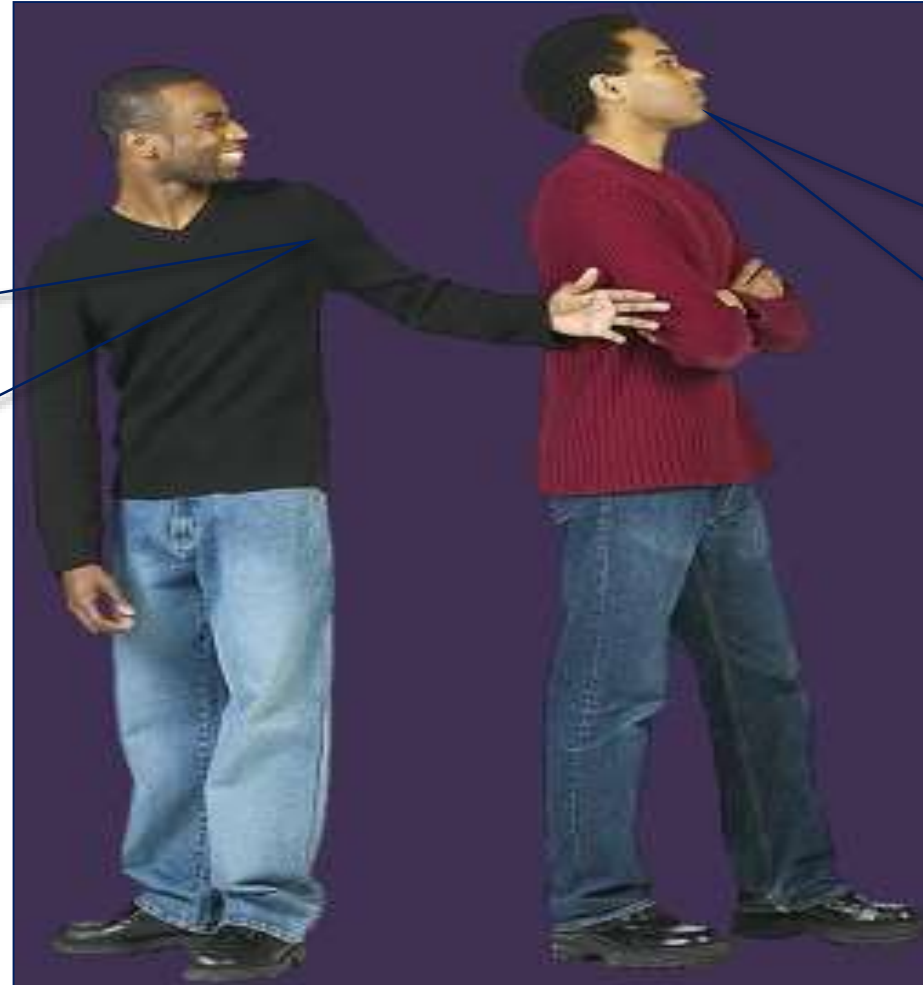


Part 3

- Word Usage (Words that Confuse)
- Conversation : Video

Confused and Misused Words and Phrases

Dude, the **right** word is **affect**, with an **a**.



No, **you're** wrong. The word should be **effect**, with an **e**.



Dude, that's
advises,
with an ***s***,
not a ***c***.



This presentation
advices you on ***words***
or ***phrases*** that are
commonly ***misused***
or ***confused***.



Recognize misspelled/correctly spelled words and phrases.

X	Alright	●	All right
X	Alot	●	A lot
X	Rite	●	Right, write
X	Should of	●	Should have
X	Suppose to	●	Supposed to

Recognize the distinctions among related words.

3 or more; <i>Among</i> my friends	← Among	•	Between →	2 only; <i>Between</i> Fred and me
Noncount; <i>Amount</i> of butter	← Amount	•	Number →	Count; <i>Number</i> of cookies
Adjective; <i>A good</i> essay	← Good	•	Well →	Adverb; He writes <i>well</i> .
Evident, unambiguous	← Explicit	•	Implicit →	Implied, ambiguous

Know the difference that a single *new* letter can make.

Before a word beginning with a consonant [sound]	← A	•	An_ ➡	Before a word beginning with a vowel [sound]
Before	← Already	•	All_ ready ➡	Completely prepared
A thought or conception	← Idea	•	Idea_ ➡	The concept of something perfect
To suffer the deprivation of	← Lose	•	Lo <u>o</u> se ➡	Free from restraint
Verb; past tense of <i>are</i>	← Were	•	Wh <u>e</u> re ➡	A place

Know the difference that an *apostrophe* can make.

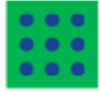
Possessive pronoun; belonging to <i>it</i>	← Its	•	It's →	Contraction for <i>it is</i> or <i>it has</i>
Possessive pronoun; belonging to <i>whom</i>	← Whose	•	Who's →	Contraction for <i>who is</i> or <i>who has</i>
Possessive pronoun; belonging to <i>you</i>	← Your	•	You're →	Contraction for <i>you</i> <i>are</i>

Know the difference a *change* to a single letter can make.

Noun form	← Adv <u>i</u> ce	•	Adv <u>i</u> se →	Verb form
Usually a verb	← A <u>f</u> fect	•	E <u>f</u> fect →	Usually a noun
City, wealth, important	← Cap <u>i</u> tal	•	Capit <u>o</u> l →	The building for lawmaking
To quote	← C <u>i</u> te	•	S <u>i</u> te →	A location
Rough	← Co <u>a</u> rse	•	Co <u>u</u> rs <u>e</u> →	Path, route
Praise	← Compl <u>i</u> ment	•	Compl <u>e</u> ment →	Goes well with
Put in place	← S <u>e</u> t	•	S <u>i</u> t →	Be seated
Unchanging	← Station <u>a</u> ry	•	Station <u>e</u> ry →	Paper
Indicates comparison	← Than <u>u</u>	•	Then <u>u</u> →	Next

Don't let these homonyms [sound alike words] confuse you.

Agree to or receive	← Accept	•	Except →	Leave out
Plural present of the verb <i>be</i>	← Are	•	Our →	Possessive pronoun; belonging to <i>us</i>
Past tense of <i>pass</i>	← Passed	•	Past →	Gone, by
Go before	← Precede	•	Proceed →	Carry on
Chief [person], main	← Principal	•	Principle →	Truth or rule
Correct, a just claim, a direction	← Right	•	Write →	Make letters with an instrument
Sight, touch, hearing, smell, taste	← Sense	•	Since →	Adverb, conjunction, or preposition
View, glimpse	← Sight	•	Site →	A location
Past tense of <i>throw</i>	← Threw	•	Through →	Beyond
State of the atmosphere	← Weather	•	Whether →	Introduces an alternative



To, Too, Two

- Use **to** as a preposition.

Jonathan drove **to** the seafood shop.

- Use **to** to begin an infinitive.

He hoped **to buy** fresh squid.

- Use **too** to show degree.

The squid was **too** expensive to purchase.

- Use **too** as a synonym for **also**.

So **too** was the fresh octopus.

- Use **two** when you mean the number.

Jonathan bought **two** flounder filets instead.



There, Their, They're

- Use *there* as an expletive, a placeholder to delay the subject.
There is a turtle in the road.
- Use *there* to indicate place.
Across the road is a lake. The turtle hopes to get *there* before a car hits him.
- Use *their* as a possessive pronoun.
Most drivers don't see the turtle; *their* eyes are glued to *their* cell phones.
- Use *they're* as a contraction for *they are*.
They're also distracted by other devices, like the radio and navigation system.



Conversation

Now : Watch the video





Conversation Commentary

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Thank you