FUNCTIONAL ENGLISH

Before Mids

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Parts of Speech — complete guide

Definition (short): Parts of speech are word classes that describe the function of a word in a sentence (what it *does*). English traditionally has **eight** main parts of speech. For each: definition, types, normal examples, exceptional/edge cases, short note, and common mistakes.

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1. Noun

Definition: Name of a person, place, thing, idea, quality, or action.

Types & examples

a) Proper vs Common nouns

- **Proper noun:** name of a specific person/place/thing — *Lahore, Sarah, Nile, Friday.* (Capitalize.)
  Example: *Lahore is famous for its food*.
  Mistake: *lahore* (should be *Lahore*).
- **Common noun:** general name — *city, woman, river.*
  Example: *A city grows quickly.*

b) Countable vs Uncountable (Mass) nouns

- **Countable:** have singular/plural, use numbers/a/an. *one apple — two apples*.
  Example: *I bought three books*.
- **Uncountable:** no normal plural, use *some / much / a little / a piece of*. *water, information, furniture.*
  Example: *She gave me useful information*.
- **Exam trap:** Words that can be both countable/uncountable with meaning change: *paper* (material = uncountable) vs *a paper* (an essay = countable).
  Mistake: *informations* (wrong).

c) Concrete vs Abstract nouns

- **Concrete:** perceivable by senses — *apple, thunder.*
- **Abstract:** ideas/qualities — *honesty, love.*
  Note: Abstract nouns often formed from adjectives/verbs: *happy → happiness; decide → decision*.

d) Collective nouns

- *team, family, committee, staff.*
  Rule: Treated singular if group acts as one (*The team is winning.*) or plural if individuals act separately (*The team are arguing.* — chiefly British).
  Exam tip: Pick singular in American English unless context shows individual actions.

e) Pluralization rules & exceptions

- Regular: add **-s / -es** (*book → books; bush → bushes*).
- Irregular: *man → men; mouse → mice; ox → oxen; child → children.*
- Ending changes: *person → people; calf → calves.*
- Foreign plurals: *criterion → criteria; phenomenon → phenomena.*
  Mistake: *childs* (wrong).

Exceptional/tricky cases

- Some nouns can be both countable and uncountable with meaning change:
  hair (uncountable = the whole hair on your head) vs *a hair* (countable = single strand).
  paper (uncountable = material) vs *a paper* (countable = an article/assignment).
- Some mass nouns take plural form for types: *cheeses, waters (in menus).*
- Compound nouns: *mother-in-law* (written with hyphens sometimes).

Short note: Use **a/an** with singular countable nouns; no article or *some* with mass nouns unless specific.

Common mistakes

- Treating mass nouns as countable: *informations* (wrong) → *information* (right).
- Wrong article: *a advice* (wrong) → *some advice / an advice?* (only *some advice*).

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2. Pronoun

Definition: Replaces a noun or noun phrase.

a) Personal pronouns — cases

1. **Subjective (nominative)**: perform action — *I, you, he, she, it, we, they.*
   Example: *She runs fast.*
   Mistake: *Her runs fast.* (wrong case)

2. **Objective (accusative/dative)**: receive action — *me, you, him, her, it, us, them.*
   Example: *The teacher called him.*
   Trap: After prepositions: *between you and me* (not *between you and I*).

3. **Possessive (determinative & pronoun):** two forms
   - Determiners (before nouns): *my, your, his, her, its, our, their — my book.*
   - Independent possessive pronouns (standalone): *mine, yours, his, hers, its (rare), ours, theirs — The book is mine.*
     Mistake: *Its/It's* confusion — *its* (possessive), *it's = it is/it has*.

4. **Reflexive & intensive:** *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.*
   - Reflexive required when subject = object: *She hurt herself.*
   - Intensive for emphasis: *I myself will go.*
     Mistake: Using reflexive without antecedent: *Please send the report to myself.* (wrong — use *me*).

b) Demonstrative pronouns

- *this, that, these, those* — point to something.
  Example: *Those are mine.*
  Note: When used with noun they act as determiners: *this book*.

c) Relative pronouns

- *who, whom, whose, which, that, where, when.*
  Uses: Introduce relative clauses (defining vs non-defining).
  - **Defining:** *The student who studies hard passed.* (no commas)
  - **Non-defining:** *My friend, who lives abroad, is coming.* (commas; *who* cannot be replaced by *that*)
    Traps: *that* cannot be used in non-defining clauses; *whom* formal object case — *To whom did you speak?* (many exams still accept *who* colloquially).

d) Interrogative pronouns

- *who, whom, which, what, whose* — start questions: *Who is there? Which book do you want?*

e) Indefinite pronouns

- *someone, anyone, everyone, nobody, something, nothing, each, either, neither, few, many, several, all, some, none.*
  Agreement rules:
  - Singular: *each, everyone, somebody, nobody, neither, either* → singular verb: *Everyone is here.*
  - Plural: *few, many, several* → plural verb: *Many are missing.*
  - Ambiguous (all, some, none, any, most) — verb depends on whether the noun referred to is countable/plural or uncountable/singular: *All of the cake is gone.* vs *All of the cookies are gone.*
    Exam traps: *Each of the students **is** …* (singular).

f) Reciprocal pronouns

- *each other, one another.*
  Example: *They helped each other.*

g) Pronoun-antecedent agreement & clarity

- Pronoun must agree in number/gender with antecedent: *Every student must bring his or her notebook* (formal) or *Every student must bring their notebook* (modern, singular they).
- **Ambiguity**: *When Sam told Tom that he had passed, he was happy.* — unclear *he*. Exams like clear antecedents.

Exceptional/tricky cases

- *Who/whom*: *who* is subject; *whom* is object. Modern informal English often uses *who* in both places.
- *They* as singular: increasingly accepted for gender-neutral singular reference (*Someone left their umbrella.*).
- Pronoun-antecedent agreement: pronoun must agree in number/gender with its antecedent. Pronouns like *each, everyone* take singular pronouns: *Everyone lost his or her keys* (formal) or *Everyone lost their keys* (informal, now common).

Short note: Reflexive pronouns required when subject and object are same: *She taught herself*.

Common mistakes

- Pronoun ambiguity: *When John told Tom that he was leaving*, who is *he*? (unclear antecedent)
- Wrong case: *Him and I went* (should be *He and I went*).

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3. Verb

Definition: Shows action, occurrence, or state of being.

Types & examples

a) Main vs Auxiliary (Helping) verbs

- **Main verb:** expresses action/state — *eat, sleep, go, be, seem*.
- **Auxiliary verbs:** *be, have, do* — form progressive/perfect/negatives/questions.
  Example: *She **is** eating. They **have** left. Do you know?*

b) Modal verbs

- *can, could, may, might, will, would, shall, should, must, ought to.*
  Features: No infinitive form (*to can* wrong), no -s for 3rd person (*he can*), use base verb after modal.
  Uses: ability (*can*), permission (*may*), obligation (*must/should*), prediction (*will*), polite requests (*could*).
  Exam traps: *ought to* takes *to*; *must* has no past form (use *had to*).

c) Transitive vs Intransitive verbs

- **Transitive:** need an object. *She wrote a letter.*
- **Intransitive:** do not take an object. *He slept.*
- Some verbs are **both** with meaning change: *She runs a company* (transitive) vs *She runs every morning* (intransitive).
  Mistake: Adding object to intransitive: *He arrived the station* (wrong; *arrived at the station*).

d) Regular vs Irregular verbs

- **Regular:** past/past participle = base + **-ed**. *work → worked → worked*

- **Irregular:** change forms unpredictably: *go → went → gone; take → took → taken*.
  Exam prep: Memorize common irregulars.

e) Voice — Active vs Passive

- **Active:** subject does action: *The chef cooked the meal*.
- **Passive:** object becomes subject: *The meal was cooked (by the chef)*.
  Form: be + past participle.
  Uses: when actor is unknown/irrelevant: *The window was broken*.
  Traps: Not all verbs can be passivized (intransitive verbs can't: *arrive — arrived* cannot become *was arrived* in normal use).

f) Verb forms / non-finite verbs

- **Infinitive:** *to* + *base* (to go)
- **Bare infinitive:** base verb without *to* (after modals, let/make/see/hear) — *She can go*.
- **Present participle / gerund:** *-ing* form.
  - As verb: *She is reading*. (present participle)
  - As noun (gerund): *Reading is fun*.
- **Past participle:** used with perfect tenses & passive.

g) Stative vs Dynamic verbs

- **Stative:** describe state (know, believe, love, own) — usually not used in continuous forms.
- **Dynamic:** actions, can be continuous (*run, eat*).
  Exam trap: *I am knowing him* (wrong). Exception: informal usage can change meaning: *I am loving it* (advertising/informal).

Exceptional/tricky cases

- **Stative vs dynamic verbs:** *love, know, believe* (stative — rarely continuous) vs *run, eat* (dynamic — can be continuous).
- Some verbs change meaning when used as phrasal verbs: *look up* (search) vs *look up to* (admire).
- Irregular verbs: *go – went – gone*; must memorize forms.

Short note: Verbs agree with subject in number and person; auxiliaries form negatives and questions (*Do you like…?*).

Common mistakes

- Using continuous with stative verbs: *I am knowing the answer* (wrong) → *I know the answer*.
- Wrong past participle: *I have went* (wrong) → *I have gone*.

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4. Adjective

Definition: Modifies a noun or pronoun (gives quality/quantity).

Types & examples

a) Types

- **Descriptive:** *blue, tall*
- **Quantitative:** *many, few* (also determiners)
- **Demonstrative as adjective:** *this, that* before noun — *this book*
- **Possessive adjectives:** *my, your* (before nouns)
- **Interrogative adjectives:** *which, what* (before noun)
- **Numeral adjectives:** *one, two, first, second*

b) Position: attributive vs predicative

- **Attributive:** before noun — *a red car*
- **Predicative:** after linking verb — *The car is red*.
  Note: Some adjectives change meaning by position: *the present author* vs *the author is present* — meaning differs.

c) Comparatives & superlatives

- **One-syllable:** add **-er, -est** (*tall, taller, tallest*).
- **Two-syllable:** often *more/most* (*careful* → *more careful* → *most careful*) but some take -er (-er/-est) (*quiet* → *quieter* → *quietest*).
- **Irregular:** *good* → *better* → *best; bad* → *worse* → *worst*.
  Traps: *more better* (wrong). Use *much* or *far* for emphasis: *much better*.

d) Order of adjectives

Common order before a noun: **Quantity → Opinion → Size → Age → Shape → Color → Origin → Material → Purpose**.
Example: *three lovely small old round brown Italian wooden dining tables*.
Exam tip: If multiple adjectives appear, test natural order by reading aloud.

e) Adjective formation

- From nouns/adverbs/verbs: *child → childish; danger → dangerous; care → careful*. **Mistake:** *beautifuller* (wrong) — use *more beautiful*.

Exceptional/tricky cases

- Order of adjectives before a noun (common sequence): **quantity — opinion — size — age — shape — color — origin — material — purpose**. Example: *three lovely small old round wooden cooking spoons*.
- Adjectives vs adverbs confusion: *She is beautiful* (adjective) vs *She sings beautifully* (adverb).

Short note: Predicative vs attributive: *the responsible person* (attributive) vs *the person is responsible* (predicative). Some adjectives change meaning depending on position: *the present situation* vs *the situation is present*.

Common mistakes

- Wrong comparative form: *more simpler* (wrong) → *simpler*.
- Using adjective instead of adverb: *He ran quick* (wrong) → *He ran quickly*.

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5. Adverb

Definition: Modifies verb, adjective, another adverb, phrase or sentence (manner, time, place, frequency, degree).

Types & examples

a) Types by function

- **Manner:** *slowly, well* (how)
- **Time:** *now, yesterday*
- **Place:** *here, there*

- **Frequency:** *always, often*
- **Degree/Focus:** *very, quite, hardly*
- **Linking/conjunctive adverbs:** *however, therefore, moreover*

b) Formation & position

- Many adverbs end in **-ly** (quick → quickly), but not all (*fast, hard, late*).
- **Position rules:**
  - Adverbs of manner usually after verb/object: *She sang beautifully.*
  - Adverbs of frequency before main verb but after *be*: *He often sleeps. / He is often late.*
  - Sentence adverbs (however, luckily) often at sentence start/mid/end depending on emphasis.
    Traps: *He almost ate it all* (almost modifies *ate*). *He nearly ate it all* similar.

c) Comparative & superlative adverbs

- *fast → faster → fastest; badly → worse → worst.*
- For many adverbs use *more/most* (more slowly, most carefully).

d) Adverb vs Adjective confusion

- Use adjective after linking verb: *He is slow (adj).*
- Use adverb for verbs: *He runs slowly.*
  Common exam error: *She did good* (colloquial) — prefer *She did well*.

Exceptional/tricky cases

- Many adverbs formed by *-ly* but not all: *fast, hard, late* are adverbs without *-ly*.
- Position matters: *only* in *I only eat fish* vs *I eat only fish* (meaning changes).
- Adverbs modifying adjectives or other adverbs: *incredibly good, very quickly*.

Short note: Some adverbs have comparative/superlative: *fast, faster, fastest; hard, harder, hardest*.

Common mistakes

- Placing adverb incorrectly: *She only eats vegetables* vs intended *She eats only vegetables* (meaning changes).

- Using adjective where adverb required: *He did good* (colloquial) → *He did well*.

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6. Preposition

Definition: Shows relationship of noun/pronoun to another word (time, place, direction, cause).

Types & examples

a) Simple prepositions

- Time: *at (6 pm), on (Monday), in (June, 2025, morning)*
- Place: *in (city), on (table), at (school)*
- Movement/direction: *to, into, onto, from, through, across*

b) Compound prepositions / prepositional phrases

- *in front of, because of, in spite of, according to.*
  Exam focus: recognize the entire prepositional phrase and not confuse object with subject.

c) Preposition + verb (phrasal verbs)

- *look up, give up, look after.*
  Note: Phrasal verbs are idiomatic; often tested for meaning: *give up* = quit.

d) Preposition usage with verbs/adjectives/nouns (collocations)

- *depend on, consist of, interested in, good at* — memorize collocations.
  Common mistakes: *married with* (wrong; *married to*).

e) Ending a sentence with preposition

- Acceptable in informal & many formal contexts: *Who are you waiting for?*
  Exam note: Avoid forced restructuring that sounds awkward: *For whom are you waiting?* is formal.

Exceptional/tricky cases

- Preposition + noun phrases and idiomatic usage: *in the morning, on the bus, at school* (varies by expression).

- Some verbs require specific prepositions: *depend on, listen to, belong to* (must learn collocations).
- Avoid ending sentences with prepositions? Modern grammar allows it: *Who are you waiting for?* is natural.

Short note: Prepositions are fixed in many idioms; translation can't be literal.

Common mistakes

- Wrong preposition: *interested on* (wrong) → *interested in*.
- Redundant prepositions: *where are you at?* (colloquial; *where are you?* is preferred).

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7. Conjunction

Definition: Connects words, phrases, clauses.

Types

a) Coordinating conjunctions (FANBOYS)

- *for, and, nor, but, or, yet, so.* Connect equal elements.
  Comma rule: Use comma before coordinating conjunction linking two independent clauses.

b) Subordinating conjunctions

- *because, although, since, if, when, while, before, after, unless.*
  Rule: If subordinate clause comes first, use comma: *Although he was tired, he studied*. If main clause first, comma optional.

c) Correlative conjunctions

- Pairs: *either…or, neither…nor, both…and, not only…but also, whether…or.*
  Agreement tip: Verb agrees with subject nearer to it in *either…or / neither…nor* constructions.

d) Conjunctive adverbs (linking adverbials)

- *however, therefore, moreover, consequently.* Often used with semicolons.

Exceptional/tricky cases

- Use comma before coordinating conjunction joining independent clauses: *I came, and I saw.* (comma optional with short clauses)

- Subordinating conjunctions change word order when fronted: *Because it rained, we stayed.* — no comma if subordinate comes after main clause: *We stayed because it rained.*

Short note: Conjunctions affect clause types (main vs subordinate).

Common mistakes

- Run-on sentences by using comma without conjunction (comma splice): *It rained, we left.* → fix: *It rained, so we left.* or *It rained; we left.*

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8. Interjection

Definition: Expresses emotion or reaction; often stands alone. Emotional or exclamatory words. Use sparingly in formal writing.

Examples: *Oh!, Wow!, Ouch!, Hurray!*

Short note: Informal and punctuated with exclamation or comma.

Common mistakes

- Overuse in formal writing — avoid.

Subject–Verb Agreement — full rules, exceptions, examples

Definition (short): The verb must agree with its subject in **number** (singular/plural) and **person** (1st/2nd/3rd), not with nouns in between, nor with objects.

Basic rule

- **Singular subject → singular verb**: *She **writes**.*
- **Plural subject → plural verb**: *They **write**.*

Detailed rules & special cases

1. Subjects separated from verb by intervening words

Words between subject and verb don't affect agreement.

- *The man, along with his friends, **is** coming.* (subject = *the man*)

Common mistake: Agreeing with object in a prepositional phrase: *The list of items are on the desk.* (wrong) → *The list is on the desk.*

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2. Compound subjects

- **Joined by and** → plural verb: *Sam and Ali **are** here.*
- **Joined by or / nor** → verb agrees with the **nearest** subject: *Either the teacher or the students **are** right. / Either the students or the teacher **is** right.*

Exceptions:

- If two nouns joined by *and* refer to one entity: *Peanut butter and jelly **is** my favorite sandwich.* (treated as single idea)
- With correlative conjunctions, follow the nearer noun: *Neither the manager nor the employees **have** the key.* (employees = plural → *have*)

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3. Collective nouns (team, family, committee)

- **American English:** often singular when group acts as one: *The team **is** winning.*
- If members act individually → plural: *The team **are** arguing among themselves.* (British English often uses plural)

Common mistakes: Always treat collective as plural.

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4. Indefinite pronouns

- Always **singular**: *everyone, everybody, someone, anybody, nobody, each, either, neither* → *Everyone **is** ready.*
- Always **plural**: *few, many, several* → *Many **were** absent.*
- Can be singular or plural depending on meaning: *all, some, none, any, most, half*
    - *All of the cake **is** gone.* vs *All of the cakes **are** gone.*

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5. Amounts, time, distance, money (measures)

Usually **singular** when seen as a unit: *Ten kilometers **is** far. Five dollars **is** a lot to me*. But when emphasis on units individually, plural: *Five dollars **were** scattered on the floor*. (less common)

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6. Titles, names of works, company names

Treated as **singular**: *"The Lord of the Rings" **is** a long book. Microsoft **is** hiring*.

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7. Expressions with *a number of* vs *the number of*

- *A number of* → **plural** verb: *A number of students **were** late*.
- *The number of* → **singular** verb: *The number of students **is** increasing*.

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8. Subjects joined by "as well as", "in addition to", "together with"

Treat the subject before the phrase as the subject:

- *The teacher, as well as the students, **is** excited*. (subject = teacher)
- *My brother, together with his friends, **is** coming*.

Common mistake: Treating these as equivalent to *and*.

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9. Inverted subjects (there is / there are)

Verb agrees with real subject that follows:

- *There **is** a problem*. (problem = singular)
- *There **are** many problems*.

Common mistake: *There is many people* (wrong) → *There are many people*.

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10. Fractions and percentages

- *50 percent **is** enough*. (treated as singular)
  But if the emphasis is on items: *50 percent of the students **are** present*.

Short notes & common errors

- Always identify the **true subject** (not object, not prepositional object).
- Be careful with **collective nouns**, **indefinite pronouns**, and **compound subjects**.
- Watch for verbs near the subject—agreement must match the **subject**, not the nearest noun (unless *or/nor* rule).

English Tenses — complete system with forms, uses, signals, exceptions

Framework: Three time zones × four aspects = **12 main tenses**. For each tense: form, use, signal words, example, exceptions/notes.

Abbreviations: **V** = base verb, **V-ing** = present participle, **V3** = past participle.

Present Simple

Form: V / V-s (3rd person singular)
Use: general truths, habits, schedules, permanent states.
Signals: *always, often, sometimes, never, every day*
Example: *She **writes** letters*.
Exception: Use present simple for future schedules: *The train **leaves** at 6*.

Common mistake: Using present continuous for habitual actions when adverbs require simple: *I am going to school every day.* → *I go to school every day.*

Present Continuous (Progressive)

Form: am/is/are + V-ing
Use: actions happening now, temporary actions, future plans.

Signals: *now, at the moment, currently, today, this week*
Example: *They **are studying** now.*
Exceptions: Stative verbs often not used: *I **know** (not I am knowing).* But some stative verbs can be used continuous with change of meaning: *I am loving this (= enjoying)* — informal.

Common mistake: Overusing continuous with stative verbs.

Present Perfect

Form: have/has + V3
Use: actions with relevance to present (unspecified time), life experiences, past actions with present result.
Signals: *ever, never, already, yet, just, since, for*
Example: *She **has finished** her homework.*

Exceptional cases: With specific past time (yesterday, in 2010) use past simple, not present perfect: *I visited Paris in 2019* (not *have visited* if time specified).

Common mistake: Mixing past time adverbs with present perfect: *I have seen him yesterday* (wrong) → *I saw him yesterday.*

Present Perfect Continuous

Form: have/has been + V-ing
Use: action started in past and continuing up to now (focus on duration).
Signals: *for, since, all day, recently*
Example: *I **have been reading** for two hours.*

Exception: Use present perfect (not continuous) with stative verbs: *I have known him for two years* (not *have been knowing*).

Past Simple

Form: V-ed (regular) / irregular past forms
Use: completed actions at a definite past time.
Signals: *yesterday, last year, in 2010, ago*
Example: *They **left** at noon.*

Common mistake: Using past simple for actions with present relevance: *I lost my keys (and still don't have them)* — past simple is okay; if present relevance emphasized, use present perfect.

Past Continuous

Form: was/were + V-ing
Use: action in progress at a past time; background in stories; two simultaneous past actions.
Signals: *while, when*
Example: *I **was cooking** when he arrived.*

Common mistake: Using past continuous for brief, completed past actions: *I was finishing the report yesterday* (prefer past simple: *I finished*).

Past Perfect

Form: had + V3
Use: action completed before another past action (past of the past).
Signals: *already, before, by the time*
Example: *She **had left** before I arrived.*

Common mistake: Omitting past perfect when sequence unclear: *I arrived and he left* (ambiguous — use past perfect if necessary: *I arrived after he had left.*).

Past Perfect Continuous

Form: had been + V-ing
Use: duration of action before a past point.
Example: *They **had been living** there for five years before moving.*

Future Simple (will)

Form: will + V
Use: predictions, spontaneous decisions, promises, offers.
Example: *I **will help** you.*

Exception: For scheduled future events use present simple: *The conference **starts** on Monday.*

Future with *going to*

Form: am/is/are going to + V
Use: planned intentions, near-future predictions based on present evidence.
Example: *It **is going to rain** (look at the clouds).*

Future Continuous

Form: will be + V-ing
Use: action in progress at a time in the future.
Example: *At 10, I **will be meeting** the team.*

Future Perfect

Form: will have + V3
Use: action completed before a specific future time.
Example: *By next week, I **will have finished** the project.*

Future Perfect Continuous

Form: will have been + V-ing
Use: duration of an action up to a future time.
Example: *By December, she **will have been working** here five years.*

Important special topics & exceptions

Stative verbs & continuous forms

Stative verbs (perception, emotion, possession, cognition) generally avoid continuous: *know, believe, like, love, own, seem*. But in informal speech some are used continuous for emphasis/change: *I'm loving it*.

Narrative/historic present

Present tense used to make past events vivid: *So he **walks** into the room and **says**...*

Sequence of tenses (reported speech)

Tense typically shifts back when reporting past statements:

- Direct: *She said, "I am tired."*
- Reported: *She said (that) she **was** tired.*

Conditional sentences and tense usage

- **Zero conditional:** general truth: *If you heat ice, it **melts**.*
- **First conditional:** real future: *If it rains, I **will stay** home.*
- **Second conditional:** hypothetical present: *If I had money, I **would buy** a car.*
- **Third conditional:** hypothetical past: *If I had studied, I **would have passed**.*

Common mistakes

- Mixing tenses in a sentence without logical sequence: *He plays football and yesterday he scored.* → *He plays football and yesterday he **scored**.* (ok) but *He plays football and yesterday he **has scored*** (wrong).
- Using present perfect with specific past time: *I have seen him last week.* (wrong) → *I saw him last week.*

Paragraph Writing — complete instruction and examples

Definition: A paragraph is a group of related sentences focusing on a single main idea. Good paragraphs have **unity, coherence, adequate development**, and a clear structure.

Structure of a paragraph

1. **Topic sentence** — states main idea (often first sentence).
2. **Supporting sentences** — explain, give details, examples, facts, reasons, or evidence.

3. **Concluding/clincher sentence** — summarizes, restates idea, or provides transition.

Example (short, well-structured):

Topic sentence: Regular exercise is essential for good health.
Support: It strengthens the heart, improves circulation, and helps control weight. Studies show that moderate exercise reduces the risk of chronic diseases such as diabetes and hypertension. Exercise also benefits mental health by reducing stress and improving mood.
Conclusion: For these reasons, incorporating regular physical activity into daily life is important for both physical and mental well-being.

Types of paragraphs (with purpose & tips)

- **Descriptive:** paints a picture (use sensory detail).
  Tip: Use vivid adjectives; organize spatially.
- **Narrative:** tells a story or sequence of events (use chronology).
  Tip: Use past tense; use transitions like *then, next, finally*.
- **Expository:** explains or informs (facts, definitions, examples).
  Tip: Be logical and clear; use topic sentences.
- **Persuasive/Argumentative:** convinces reader (claims + evidence + rebuttal).
  Tip: Include reasons, evidence, and a call to action.
- **Compare & Contrast:** show similarities/differences.
  Tip: Use organizational patterns (point-by-point or block).

Cohesion and coherence

- **Cohesion:** use linking words (however, therefore, moreover), pronouns, repetition of key words, synonyms.
- **Coherence:** logical flow of ideas — each sentence naturally follows the prior.

Transition words by function:

- Addition: *and, moreover, furthermore*
- Contrast: *but, however, although*
- Cause/effect: *because, therefore, consequently*

- Sequence: *first, next, finally*
- Example: *for example, for instance*

Development techniques

- **Give examples**, **statistics**, **definitions**, **comparisons**, **anecdotes**, **quotations**.
- Avoid unsupported general statements.

Paragraph length & unity

- No fixed length; typically 4–8 sentences for academic paragraphs.
- Every sentence should relate to main idea — remove tangents.

Common paragraph mistakes & fixes

- **Topic drift:** sentences unrelated to main idea → revise to remove off-topic parts.
- **Lack of evidence/development:** make claims supported by specifics.
- **Poor coherence:** fix by reordering sentences and adding transitions.
- **Sentence fragments:** ensure each sentence has subject + verb.
- **Run-on sentences:** split with punctuation or conjunctions.
- **Repetition or redundancy:** use synonyms and concise wording.
- **Weak topic sentence:** make it specific and clear.

Editing checklist (quick)

- Does the paragraph have one clear topic sentence?
- Are all sentences relevant and developed?
- Is there a logical order and effective transitions?
- Are grammar, tense, and agreement correct?
- Is the concluding sentence present and effective?

- Is vocabulary precise and varied?

Quick reference — Short notes & common mistakes (summary)

Sure. Here are **short, concise, exam-ready review notes** covering **all the topics**:

✅ **SHORT NOTES**

1. Parts of Speech (Quick Review)

Part of Speech	Function	Examples
Noun	Names a person, place, thing, or idea	Ali, city, cat, honesty
Pronoun	Replaces a noun	he, she, it, they, mine
Verb	Shows action or state	run, write, is, were
Adjective	Describes a noun/pronoun	tall, beautiful, three
Adverb	Describes verb/adjective/adverb	slowly, very, too, well
Preposition	Shows relationship	in, on, under, between
Conjunction	Joins words/clauses	and, but, although
Interjection	Shows emotion	Oh!, Wow!, Alas!

Quick Notes:

- **Concrete nouns**: touchable | *table, cat*
- **Abstract nouns**: ideas/feelings | *love, anger*
- **Countable**: *book/books* vs. **Uncountable**: *milk, sugar*
- **Personal pronouns**: Subjective (I, he), Objective (me, him), Possessive (my, his)
- **Action verbs**: run | **Linking verbs**: appear, seem, is
- **Comparative adjectives**: taller | **Superlative**: tallest

2. Subject–Verb Agreement (Quick Rules)

Rule	Example
Singular subject → singular verb	He **plays**.
Plural subject → plural verb	They **play**.
Subject joined by 'and' = plural	Ali and Ahmed **are** friends.
Subjects joined by 'or/nor' → verb agrees with nearest subject	Either Ali or his friends **are** going.
Uncountable nouns = singular	Milk **is** costly.
Collective nouns = singular (usually)	The team **is** winning.

Common Mistakes:

❌ *She go to school.*
✅ *She goes to school.*

3. Tenses (Very Short Guide)

Tense	Usage	Example
Present Simple	Habit / fact	He **plays** cricket.
Present Continuous	Action happening now	He **is playing**.
Present Perfect	Past action with result now	He **has played**.
Past Simple	Finished action in past	He **played** yesterday.
Past Continuous	Ongoing past action	He **was playing**.
Past Perfect	Action completed before another past action	He **had played** before sunset.
Future Simple	Willing / predictions	He **will play**.

Future Continuous	Ongoing future action	He **will be playing**.
Future Perfect	Completed before a future time	He **will have played** by night.

Key Tip:

Present Simple → "s/es" with he/she/it

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4. Paragraph Writing (Quick Structure)

Structure:

1. **Topic Sentence** – Introduces the main idea.
2. **Supporting Details** – Explain with examples, reasons, or facts.
3. **Concluding Sentence** – Summarize the overall idea.

Example Template:

Topic: Importance of Education
Education is the key to the development of an individual and society. It helps people gain knowledge, improve skills, and open opportunities for a better future. Educated citizens contribute positively to the nation by making informed decisions and solving problems. Therefore, education plays a vital role in shaping a successful and progressive society.

Tips:

- Keep to **one central idea**.
- Use **simple and clear** language.
- Connect sentences smoothly.

⭐ **Common Mistakes to Remember**

Mistake	Correction

Using plural verb with singular subject	*He **has** a book* (not *have*)
Confusing adjectives and adverbs	*She sings **sweetly*** (not *sweet*)
Writing paragraphs without unity	Stick to **one idea only**

🎯 **Final Exam Strategy**

- Memorize **definitions + 1 example each**.
- For tenses: Remember **key sentence pattern**.
- Practice **Subject–Verb Agreement** with daily sentences.
- Write at least **one short paragraph daily** to improve fluency.