

Grammar

1. Tenses

○ Present Tense

▪ Simple Present

▪ Usage

- Habitual Actions: He goes jogging every morning.
- General Truths: The Earth orbits the sun.
- Scheduled Events: The train departs at 8 PM.
- Instructions/Directions: Add sugar to the mixture.

▪ Formation

- Affirmative: Subject + base verb (e.g., They sing, He sings)
- Negative: Subject + do/does + not + base verb (e.g., They do not sing, He does not sing)
- Questions: Do/Does + subject + base verb? (e.g., Do they sing? Does he sing?)

▪ Present Continuous

▪ Usage

- Actions Happening Now: She is writing a letter.
- Temporary Actions: They are staying at a hotel for the week.
- Trends: More people are adopting electric cars.
- Future Plans: We are meeting them tomorrow.

▪ Formation

- Affirmative: Subject + am/is/are + verb+ing (e.g., I am reading, She is reading)
- Negative: Subject + am/is/are + not + verb+ing (e.g., I am not reading, She is not reading)
- Questions: Am/Is/Are + subject + verb+ing? (e.g., Am I reading? Is she reading?)

▪ **Present Perfect**

▪ **Usage**

- Actions Completed Recently: I have just finished my homework.
- Life Experiences: She has traveled to many countries.
- Changes Over Time: My Spanish has improved since I started practicing.
- Unfinished Actions: He has lived here for three years.

▪ **Formation**

- Affirmative: Subject + has/have + past participle (e.g., I have seen, She has seen)
- Negative: Subject + has/have + not + past participle (e.g., I have not seen, She has not seen)
- Questions: Has/Have + subject + past participle? (e.g., Have you seen? Has she seen?)

▪ **Present Perfect Continuous**

▪ **Usage**

- Actions Started in the Past and Continuing Now:
They have been studying since morning.

- Recent Continuous Actions: He is exhausted
because he has been working all night.

- **Formation**

- Affirmative: Subject + has/have + been + verb+ing
(e.g., I have been reading, She has been reading)
- Negative: Subject + has/have + not + been +
verb+ing (e.g., I have not been reading, She has
not been reading)
- Questions: Has/Have + subject + been + verb+ing?
(e.g., Have you been reading? Has she been
reading?)

- **Past Tense**

- **Simple Past**

- **Usage**

- Completed Actions: She visited Paris last summer.
 - Series of Completed Actions: He finished work,
walked to the park, and sat on a bench.
 - Duration in the Past: I lived in Brazil for two years.

- **Formation**

- Affirmative: Subject + past verb (e.g., I walked,
She walked)
 - Negative: Subject + did + not + base verb (e.g., I
did not walk, She did not walk)

- Questions: Did + subject + base verb? (e.g., Did you walk? Did she walk?)

- **Past Continuous**

- **Usage**

- Interrupted Actions in Progress: I was reading when the phone rang.
 - Parallel Actions: While I was cooking, he was cleaning.
 - Specific Time as an Interruption: Last night at 6 PM, I was eating dinner.

- **Formation**

- Affirmative: Subject + was/were + verb+ing (e.g., I was running, They were running)
 - Negative: Subject + was/were + not + verb+ing (e.g., I was not running, They were not running)
 - Questions: Was/Were + subject + verb+ing? (e.g., Was I running? Were they running?)

- **Past Perfect**

- **Usage**

- Actions Completed Before Another Past Action: She had finished the report before the meeting started.
 - Conditional Statements: If I had known, I would have called you.

- **Formation**

- Affirmative: Subject + had + past participle (e.g., I had eaten, She had eaten)
- Negative: Subject + had + not + past participle (e.g., I had not eaten, She had not eaten)
- Questions: Had + subject + past participle? (e.g., Had you eaten? Had she eaten?)

- **Past Perfect Continuous**

- **Usage**

- Actions Ongoing in the Past Up to a Specific Point: They had been waiting for an hour when she finally arrived.
 - Cause of Something in the Past: He was tired because he had been running.

- **Formation**

- Affirmative: Subject + had + been + verb+ing (e.g., I had been studying, She had been studying)
 - Negative: Subject + had + not + been + verb+ing (e.g., I had not been studying, She had not been studying)
 - Questions: Had + subject + been + verb+ing? (e.g., Had you been studying? Had she been studying?)

- **Future Tense**

- **Simple Future**

- **Usage**

- Decisions Made at the Moment: I will call you back.
- Predictions: It will rain tomorrow.
- Future Facts: The sun will rise at 6 AM.
- **Formation**
 - Affirmative: Subject + will + base verb (e.g., I will walk, She will walk)
 - Negative: Subject + will + not + base verb (e.g., I will not walk, She will not walk)
 - Questions: Will + subject + base verb? (e.g., Will you walk? Will she walk?)
- **Future Continuous**
 - **Usage**
 - Ongoing Actions in the Future: At this time tomorrow, I will be flying to New York.
 - Parallel Actions in the Future: She will be working while you are sleeping.
 - **Formation**
 - Affirmative: Subject + will + be + verb+ing (e.g., I will be running, She will be running)
 - Negative: Subject + will + not + be + verb+ing (e.g., I will not be running, She will not be running)
 - Questions: Will + subject + be + verb+ing? (e.g., Will you be running? Will she be running?)
- **Future Perfect**

- **Usage**

- Actions Completed by a Specific Future Time: By next month, I will have finished the project.

- **Formation**

- Affirmative: Subject + will + have + past participle (e.g., I will have eaten, She will have eaten)
- Negative: Subject + will + not + have + past participle (e.g., I will not have eaten, She will not have eaten)
- Questions: Will + subject + have + past participle? (e.g., Will you have eaten? Will she have eaten?)

- **Future Perfect Continuous**

- **Usage**

- Actions Ongoing in the Future Up to a Specific Point: By December, she will have been working here for five years.

- **Formation**

- Affirmative: Subject + will + have + been + verb+ing (e.g., I will have been studying, She will have been studying)
- Negative: Subject + will + not + have + been + verb+ing (e.g., I will not have been studying, She will not have been studying)

- Questions: Will + subject + have + been + verb+ing? (e.g., Will you have been studying? Will she have been studying?)

2. Sentence Structure

○ Simple Sentences

▪ Definition and Examples

- A sentence consisting of one independent clause: The cat sleeps.

▪ Subject and Predicate

- Subject: The main noun or pronoun performing the action: The cat
- Predicate: The verb and additional information about the action: sleeps

○ Compound Sentences

▪ Coordinating Conjunctions (FANBOYS)

- For, And, Nor, But, Or, Yet, So: She likes tea, and he likes coffee.

▪ Examples and Usage

- Two independent clauses joined by a coordinating conjunction: I wanted to stay home, but I had to go to work.

○ Complex Sentences

▪ Subordinating Conjunctions

- Because, Although, Since, Unless, While, etc.: Although it was raining, we went for a walk.

- **Dependent and Independent Clauses**

- Independent Clause: Can stand alone: We went for a walk.
- Dependent Clause: Cannot stand alone: Although it was raining

- **Examples and Usage**

- A sentence containing one independent clause and at least one dependent clause: When the bell rings, we will leave.

- **Compound-Complex Sentences**

- **Combination of Compound and Complex Sentences**

- A sentence containing at least two independent clauses and at least one dependent clause: She likes tea, but he likes coffee because it keeps him awake.

- **Examples and Usage**

- Detailed structures and examples for practice: I went to the park, and I read a book while I was waiting for her.

3. Parts of Speech

- **Nouns**

- **Types**

- Common: car, book, tree
- Proper: John, London, Coca-Cola
- Abstract: love, freedom, happiness
- Collective: team, group, flock

- **Examples and Usage**

- Sentences using different types of nouns: The team won the match.

- **Pronouns**

- **Types**

- Personal: I, you, he, she
 - Possessive: my, your, his, her
 - Reflexive: myself, yourself, himself
 - Relative: who, which, that

- **Examples and Usage**

- Sentences using different types of pronouns: She gave her book to him.

- **Verbs**

- **Types**

- Transitive: eat (I eat an apple.)
 - Intransitive: sleep (I sleep.)
 - Modal: can, will, must (I can swim.)

- **Examples and Usage**

- Sentences using different types of verbs: They can sing.

- **Adjectives**

- **Types**

- Descriptive: beautiful, large, small
 - Quantitative: some, many, few
 - Demonstrative: this, that, these, those

- **Examples and Usage**

- Sentences using different types of adjectives: This is a beautiful garden.

- **Adverbs**

- **Types**

- Manner: quickly, slowly, happily
 - Place: here, there, everywhere
 - Time: now, later, yesterday
 - Frequency: always, often, sometimes

- **Examples and Usage**

- Sentences using different types of adverbs: He speaks quickly.

- **Prepositions**

- **Types**

- Time: at, on, in (I will meet you at 5 PM.)
 - Place: under, over, between (The cat is under the table.)
 - Direction: to, towards, from (She walked to the store.)

- **Examples and Usage**

- Sentences using different types of prepositions: The book is on the table.

- **Conjunctions**

- **Types**

- Coordinating: and, but, or (I like tea and coffee.)
 - Subordinating: because, although, if (I stayed home because it was raining.)

- Correlative: either...or, neither...nor, both...and (Either you can come, or you can stay.)

- **Examples and Usage**

- Sentences using different types of conjunctions: She is neither tall nor short.

- **Interjections**

- **Types**

- Greetings: Hello, Hi
- Joy: Hurrah, Wow
- Surprise: Oh, Ah

- **Examples and Usage**

- Sentences using different types of interjections: Wow, that's amazing!

Writing

1. Essay Writing

- **Types of Essays**

- **Descriptive Essays**

- Focus on describing a person, place, or event in detail.
 - Use sensory details and vivid language to create a picture for the reader.
 - Example: Describe your favorite vacation spot.

- **Narrative Essays**

- Tell a story with a clear beginning, middle, and end.
 - Include characters, a setting, a plot, and a conflict.
 - Example: Write about a time when you faced a challenge and overcame it.

- **Expository Essays**

- Explain a topic or provide information.
 - Use facts, statistics, and examples to support your explanation.
 - Example: Explain how photosynthesis works.

- **Persuasive Essays**

- Aim to convince the reader to accept a particular point of view.
 - Use logical arguments, evidence, and persuasive language.
 - Example: Argue for or against the use of plastic bags.

- **Structure of an Essay**

- **Introduction**

- Hook: Capture the reader's interest.
- Background Information: Provide context for the topic.
- Thesis Statement: State the main argument or point of the essay.

- **Body Paragraphs**

- Topic Sentence: Introduce the main idea of the paragraph.
- Supporting Details: Provide evidence, examples, and explanations.
- Concluding Sentence: Summarize the paragraph and transition to the next one.

- **Conclusion**

- Restate Thesis: Reinforce the main argument.
- Summary: Briefly summarize the main points.
- Closing Thought: Leave the reader with a final impression or call to action.

2. Report Writing

- **Types of Reports**

- **Formal Reports**

- Include detailed information on a specific topic.
- Follow a structured format with headings and subheadings.
- Example: A report on the impact of pollution on marine life.

- **Informal Reports**
 - Provide information in a more relaxed, conversational tone.
 - Often used within organizations for internal communication.
 - Example: A report summarizing a team meeting.
- **Structure of a Report**
 - **Title Page**
 - Title of the report
 - Author's name
 - Date of submission
 - **Table of Contents**
 - List of sections and page numbers
 - **Introduction**
 - Purpose of the report
 - Background information
 - Scope and limitations
 - **Body**
 - Organized into sections with headings and subheadings
 - Present information, data, and analysis
 - Use visuals such as charts and graphs where appropriate
 - **Conclusion**
 - Summarize the main findings
 - Provide recommendations or implications
 - **References**

- List of sources used in the report

3. Letter Writing

- **Types of Letters**

- **Formal Letters**

- Used for official or professional communication.
 - Follow a specific format and tone.
 - Example: A letter of application for a job.

- **Informal Letters**

- Used for personal communication with friends and family.
 - Use a relaxed and conversational tone.
 - Example: A letter to a friend sharing news.

- **Structure of a Formal Letter**

- **Sender's Address**

- Include the sender's address at the top right corner.

- **Date**

- Write the date below the sender's address.

- **Recipient's Address**

- Include the recipient's address below the date, on the left.

- **Salutation**

- Use formal greetings such as "Dear Mr./Ms. [Last Name],"

- **Body**

- Introduction: State the purpose of the letter.

- Main Content: Provide detailed information.
 - Conclusion: Summarize and state any expected actions.
- **Closing**
 - Use formal closings such as "Yours sincerely," or "Yours faithfully,"
- **Signature**
 - Sign your name below the closing.
 - Type your name below the signature.
- **Structure of an Informal Letter**
 - **Address and Date**
 - Include the sender's address and date at the top.
 - **Salutation**
 - Use informal greetings such as "Dear [First Name],"
 - **Body**
 - Start with a friendly opening.
 - Share news, experiences, and thoughts.
 - End with a warm closing.
 - **Closing**
 - Use informal closings such as "Best wishes," "Take care,"
 - **Signature**
 - Sign your name below the closing.

Reading Comprehension

1. Types of Passages

- **Narrative Passages**

- Tell a story with a clear beginning, middle, and end.
- Include characters, a setting, and a plot.
- Example: An excerpt from a novel.

- **Expository Passages**

- Provide information and explain a topic.
- Use facts, statistics, and examples.
- Example: An article on climate change.

- **Descriptive Passages**

- Describe a person, place, or event in detail.
- Use sensory details to create a vivid picture.
- Example: A passage describing a scenic landscape.

- **Persuasive Passages**

- Aim to convince the reader to accept a particular point of view.
- Use logical arguments, evidence, and persuasive language.
- Example: An editorial on the benefits of renewable energy.

2. Reading Strategies

- **Skimming**

- Quickly read through the text to get a general idea.
- Focus on headings, subheadings, and the first and last sentences of paragraphs.

- **Scanning**

- Look for specific information or keywords in the text.

- Use this strategy when answering specific questions.
- **Detailed Reading**
 - Read the text thoroughly to understand the main ideas and details.
 - Take notes and highlight important points.
- **Inference**
 - Use clues from the text to make logical guesses about implied information.
 - Practice reading between the lines.

3. Question Types

- **Literal Questions**
 - Ask for information directly stated in the text.
 - Example: What is the main character's name?
- **Inferential Questions**
 - Require readers to make inferences based on the text.
 - Example: Why do you think the character made that decision?
- **Evaluative Questions**
 - Ask for opinions or judgments about the text.
 - Example: Do you agree with the author's viewpoint? Why or why not?

Literature

1. Genres of Literature

- **Fiction**
 - Includes novels, short stories, and plays.
 - Features imaginary characters and events.
 - Example: "Pride and Prejudice" by Jane Austen.
- **Non-Fiction**
 - Includes essays, biographies, and articles.
 - Based on real events and people.
 - Example: "The Diary of a Young Girl" by Anne Frank.
- **Poetry**
 - Uses verse and rhythmic language.
 - Can be narrative, lyrical, or dramatic.
 - Example: "The Road Not Taken" by Robert Frost.
- **Drama**
 - Written to be performed by actors on stage.
 - Includes dialogue and stage directions.
 - Example: "Hamlet" by William Shakespeare.

2. Literary Elements

- **Plot**
 - The sequence of events in a story.
 - Includes exposition, rising action, climax, falling action, and resolution.
 - Example: The plot of "Cinderella."
- **Characters**

- The people or beings in a story.
- Include protagonists, antagonists, and supporting characters.
- Example: The characters in "Harry Potter."
- **Setting**
 - The time and place where the story takes place.
 - Can include physical, social, and cultural contexts.
 - Example: The setting of "To Kill a Mockingbird."
- **Theme**
 - The central idea or message of the story.
 - Often explores universal concepts such as love, friendship, and justice.
 - Example: The theme of "The Great Gatsby."
- **Point of View**
 - The perspective from which the story is told.
 - Includes first person, third person, and omniscient point of view.
 - Example: The first-person point of view in "The Catcher in the Rye."
- **Literary Devices**
 - Tools used by writers to enhance their writing.
 - Include similes, metaphors, personification, and imagery.
 - Example: The use of metaphors in "Romeo and Juliet."

Communication Skills

1. Listening Skills

- **Active Listening**

- Pay full attention to the speaker.
- Show that you are listening through body language and verbal cues.
- Example: Nodding and saying "I understand."

- **Note-Taking**

- Write down key points and important information.
- Use abbreviations and symbols to save time.
- Example: Summarizing a lecture in bullet points.

- **Clarifying and Summarizing**

- Ask questions to clarify understanding.
- Summarize the main points to ensure comprehension.
- Example: "So, you're saying that..."

2. Speaking Skills

- **Public Speaking**

- Prepare and organize your speech.
- Practice delivering with confidence and clarity.
- Example: Giving a presentation in class.

- **Conversational Skills**

- Engage in polite and meaningful conversations.
- Use appropriate greetings, questions, and responses.
- Example: Having a conversation with a classmate.

- **Non-Verbal Communication**

- Use body language, facial expressions, and gestures.
- Be aware of cultural differences in non-verbal communication.
- Example: Maintaining eye contact during a conversation.

3. Writing Skills

- **Writing Emails**

- Use a clear and concise subject line.
- Begin with a polite greeting and state the purpose of the email.
- Example: Writing an email to a teacher about an assignment.

- **Social Media Communication**

- Use appropriate language and tone for the platform.
- Be respectful and mindful of the audience.
- Example: Posting a respectful comment on a social media post.

- **Formal and Informal Writing**

- Adjust your writing style based on the context and audience.
- Example: Writing a formal letter to a company versus a casual message to a friend.

Literature Analysis

1. Analyzing Poetry

- **Poetic Devices**

- Identify and analyze the use of metaphor, simile, personification, alliteration, assonance, etc.
- Example: Analyzing the use of metaphors in Robert Frost's "The Road Not Taken."

- **Theme and Meaning**

- Discuss the central themes and deeper meanings of the poem.
- Example: Exploring the theme of choice in "The Road Not Taken."

- **Form and Structure**

- Analyze the form, structure, and rhyme scheme of the poem.
- Example: Examining the sonnet structure in Shakespeare's sonnets.

2. Analyzing Prose

- **Character Development**

- Analyze how characters evolve throughout the story.
- Example: Discussing the character arc of Elizabeth Bennet in "Pride and Prejudice."

- **Plot Analysis**

- Examine the structure and progression of the plot.
- Example: Analyzing the climax and resolution in "To Kill a Mockingbird."

- **Setting and Context**

- Discuss the importance of the setting and its influence on the story.
- Example: The role of the American South in "To Kill a Mockingbird."