

GENERAL NOTES



SENTENCE = SUBJECT + VERB

SUBJECT

= the DOER of the action

TWO TYPES:

VERB

= the ACTION being performed

TWO TYPES:

Any action or helping verb

(1) **NOUN** — person, place, animal, concept, thing
e.g. Miss Jaweria, Hawaii, Red Panda, Chelsea

(1) **ACTION VERB** — something you DO
e.g. to eat, to run, to play, to teach

(2) **PRONOUN** — replaces a noun
e.g. He, She, It, They, We, I

(2) **HELPING VERB** — shows state/tense
e.g. is, am, are, was, were, has, have, had

Miss Jaweria teaches.

Fill in from memory:

SUBJECT — Type (1):

NOUN

name: _____

examples: _____

VERB — Type (1):

VERB - action

name: _____

examples: _____

SUBJECT — Type (2):

PRONOUN

name: _____

examples: _____

VERB — Type (2):

HELPING

name: _____

examples: _____

FRAGMENT = NOT a sentence (missing subject or verb, OR starts with a conjunction)

(1) **Starts with a conjunction**

e.g. Although Harry plays football
~~WRONG~~ — fix it!

(2) **Has no verb (-ing alone)**

e.g. Helping students.
~~WRONG~~ — fix it!

(3) **Has no verb (noun phrase)**

e.g. My best friend.
~~WRONG~~ — fix it!

Three options — choose the right one for your context

OPTION 1 — FULL STOP (.)

Simplest

Use a full stop to separate two complete sentences.

Hassan plays ~~football~~. Harry watches him.

Your example:

OPTION 2 — SEMICOLON (;)

Best for paragraph endings

Sentence ; sentence (next word is lowercase)

RULE: The semicolon replaces a full stop. The next word must be LOWERCASE.

My mother is a chef; my brother is a teacher.

The fitness app leaks your data; it also drains your battery.

Your example: Social media distracts teenagers; it results in bad grades.

I won. It stopped

OPTION 3 — COMPOUND SENTENCE (FANBOYS)

Essay & Directed Writing

Sentence , FANBOY sentence

FANBOYS stands for:

For

(because / result)

And

(addition)

Nor

(and not)

But

(contrast)

Or

(alternative)

Yet

(contrast)

So

(consequence)

RULES: (1) Always put a COMMA before the FANBOY. (2) Both halves must each have their own Subject + Verb.

I went to sleep early, yet I was still late.

She does not like gatherings, yet she still went.

WRONG: Harry plays football and watches cricket. (only ONE subject)

(Two verbs — one subject — this is a SIMPLE sentence, not compound!)

Your example:

Miss Jaweria teaches English, and we study from her.

A complete sentence joined with an extra detail using a subordinating conjunction

COMPLEX = Sentence + Fragment (joined by a subordinating conjunction)

The subordinating conjunction can be in the MIDDLE or at the START — this changes the punctuation!

Subordinating Conjunctions (NOT FANBOYS):

although because when while which as if since whereas whilst

CASE (i): Sentence + conjunction + Fragment — NO COMMA

When the subordinating conjunction is in the MIDDLE of the sentence, do NOT use a comma. The sentence flows naturally.

[Subject + Verb] + [conjunction] + [Fragment] = NO COMMA

I hate Chelsea as they lost to Barcelona.

Miss Jaweria teaches English since she likes it.

Subject + Verb Conjunction Fragment (no S+V after conjunction)

Two sentences linked with any conjunction other than FANBOYS.

ie. Sentence + Conjunction + Sentence

CASE (ii): conjunction + Fragment , Sentence — COMMA REQUIRED

When the subordinating conjunction is at the START, you are beginning with a Fragment. You MUST place a comma after the fragment (first part) before the sentence.

[conjunction + Fragment] , [Subject + Verb] = COMMA AFTER FRAGMENT

As they lost to Barcelona, I hate Chelsea.

Although she has a double bachelors, she chose to pursue English.

Fragment (conjunction + detail) , Comma here! Sentence (S+V)

Your example (Case ii — COMMA after fragment):

Because they lost to Barcelona, I hate them.

Although zoos provide entertainment, they should be banned.

QUICK RULE SUMMARY:

Conjunction in the MIDDLE → NO comma | Conjunction at the START → COMMA after fragment

Social media diverts attention as there are so many apps to scroll through.

Use these to elevate your writing and gain marks in sentence structures

1. EM DASH (—) = Connect a Sentence to a Fragment for extra detail

An em dash adds an extra detail, description, or clarification after a complete sentence.

Formula: [Complete Sentence] — [Fragment / extra detail]

THREE EASY USES:

1 Fragment begins with -ING form of the verb

Use an -ing word to show the result or consequence of the sentence.

Mobile phones help students feel connected — allowing them to stay in contact around the clock.

Your example (sentence — ...ing fragment):

2 Fragment begins with WH- words (which, who, when, where)

Use a wh- fragment to give extra information about a person, place, or thing just mentioned.

My team took part in the Karachi United tournament — which has been famous for over ten years.

Your example (sentence — which/who/when fragment):

3 Insert a name or extra detail in the middle of a sentence

Place a name or descriptor between two em dashes to insert it into a sentence without breaking the flow.

My best friend — Maham — was going to accompany me. | My rival for the past decade — Azaan — stared at me across the room.

Your example (sentence — name — rest of sentence):

2. COLON (:) = Reason / Statement : Result / Explanation

Formula: [Statement or reason] : [result, explanation, or list]

She had one goal: to pass her O-Levels with straight As.

The result was clear: he had studied all night.

Your example (statement : result):

Get these right every time — they are easy marks students consistently lose

1. CORRECT DIALOGUE WRITING FORMAT (Case 1 Only)

Use this format when the speaker's name comes BEFORE what they said.

Name of Speaker	Synonym of 'said'	,	" (open quote)	Quote / dialogue	Punct. mark	" (close quote)
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"Synonyms of said: exclaimed, replied, whispered, shouted, muttered, announced, declared, insisted, argued"

COMPLETE EXAMPLES:

Maham exclaimed, "I cannot believe we won!"

Miss Jaweria announced, "The results are out."

He whispered, "I was never informed about this."

CRITICAL RULES: (1) Comma always goes BEFORE the opening quote mark. (2) Punctuation mark goes INSIDE the closing quote. (3) Each new speaker = new paragraph.

Write your own dialogue (Name + synonym + , + " + quote + punctuation + "):

Saad replied, "I don't want it."

2. TRANSITION WORDS IN SUMMARY WRITING — Punctuation Rule

When you use a transition word to begin a new point, ALWAYS use this formula:

[Previous sentence] . or ; [Transition word] , [new clause]

Full stop OR semicolon BEFORE the transition word. Comma AFTER the transition word.

Common transition words for summary writing:

Furthermore	Moreover	Therefore	Thus	Similarly
Ultimately	However	Nevertheless	In addition	Consequently

Handwritten notes: "To add a new point" (pointing to Furthermore), "As a result of" (pointing to Therefore), "To add a same point." (pointing to Similarly)

EXAMPLES:

Handwritten: "conclusively" with arrow pointing to "Ultimately", "Last point" with arrow pointing to "Ultimately"

WRONG: The dolphin is intelligent. Furthermore it can communicate.

WRONG: The dolphin is intelligent; Furthermore, it can communicate.

RIGHT: . The dolphin is intelligent. Furthermore, it can communicate.

RIGHT: ; The dolphin is intelligent; furthermore, it can communicate.

KEY: "Furthermore" with capital F = ALWAYS after a full stop. "furthermore" lowercase = ALWAYS after a semicolon. Never a comma before the transition word alone.

Write two sentences connected by a transition word (with correct punctuation):

Informal vs Formal:

Written to someone you are familiar with
ie. friendly
ie. family

Written to someone in an authoritative position.
principal/ headmaster

→ Anaphora.

→ One development by personal experience in *informal email/letter*

→ One development by Statistics
dialogue
‘Quotations’

→ One development by example

⊗ NO Contractions

vs its:

Basic Grammar Errors:

(X) Me and my _____
(✓) _____ and I.
ie. Sentence: _____

(X) Than / Then:

→ **Than** ↓
→ **Comparison**: Always have two things.
ie. Chelsea is better than Liverpool.

→ **Then** Time: Future or past
ie. Back then, I used to be happy.
ie. First, we got ice cream and then went home.

(X) **Noun**: Person, place, animal, thing
ie. Miss Jaweria, London, redpanda, knife.

→ **Pronoun**:
When you don't want to name a person.
She it it it

ie. He, she, it, they, them, you, I, etc.

③ Use of Apostrophes:

ie. Harry **'s** car is broken

ie. Harry is going to the car.

Possession: One person's ownership:
The **(boy's)** car is broken

Plural: Only add an 'S' when multiple people:
The **boys are** going.

Plural + possession: = when multiple people own a thing.
The **boys'** car is broken.

The company lost **its** building.

⑤ There / Their / They've

⑥

A lot

★ - Common Grammar Errors

★ - Punctuation → semicolon
→

★ - Sentence Structure ✓

★ - Dialogue ✓

★ - Transition words. ✓

RUBRIC FOR QUALITY OF WRITING



SECTION B — QUALITY OF WRITING

15 marks total · 6 criteria · Each criterion assessed at Level 1–5

Quality marks reward **how you write**: the accuracy and range of your sentence structures, vocabulary, punctuation, spelling, and grammar. These marks are awarded independently of content — a story can have a weak plot but still score well for technical accuracy, and vice versa.

1. SENTENCE STRUCTURES / 3

Examiners look for: SIMPLE (used for effect), COMPOUND (two clauses joined by 'and/but/or'), COMPLEX (main + subordinate clause), and COMPOUND-COMPLEX (all three combined). Variety AND accuracy are both required.

Level	Marks	What the examiner looks for at this level	Tick if seen ✓
Level 1 No / Minimal attempt	0–1	Attempts to use simple sentences. Little variety. Structures are repetitive and basic throughout.	
Level 2 Below threshold	1–2	Simple sentences used accurately. Compound sentences occasionally attempted but may be repetitive. Rare attempt at complex — usually unsuccessful.	
Level 3 Adequate — some development	2–3	Most sentence structures used accurately. Some successful complex sentences. Range is present but not yet consistent across the whole essay.	
Level 4 Good — mostly effective	3–4	Range of sentence structures used accurately, including some complex ones. Short sentences used deliberately for effect. Variety is a clear feature.	
Level 5 Excellent — consistently effective	4–5	Wide range of well-constructed sentences used accurately throughout. Complex and compound-complex structures present AND correct. Short simple sentences placed deliberately beside long ones. Sentence length and structure manipulated for pace, tension, and effect.	

Examiner says: "A wide range of well-constructed sentences accurately, including complex sentences, fulfils the first criteria in the top level. Sentence structures will be varied, fluent and controlled to produce particular effects."

2. GRAMMAR

/ 3

Covers: tense consistency, subject-verb agreement, correct use of articles (a/the), correct use of pronouns, passive voice where appropriate, gerunds, and verb forms.

Level	Marks	What the examiner looks for at this level	Tick if seen ✓
Level 1 No / Minimal attempt	0–1	Frequent grammar errors make meaning unclear. Tense shifts within sentences. Basic subject-verb agreement broken consistently.	
Level 2 Below threshold	1–2	Some accuracy in grammar. Tense mostly consistent but lapses occur. Articles sometimes missing. Agreement mostly correct in simple sentences.	
Level 3 Adequate – some development	2–3	Grammar is usually accurate. Tense is consistent. Articles and agreement correct in most instances. Some errors in more complex constructions.	
Level 4 Good – mostly effective	3–4	Grammar accurate across most of the essay including complex sentences. Tense fully consistent. Articles correct. Passive voice used occasionally and correctly.	
Level 5 Excellent – consistently effective	4–5	Highly accurate grammar throughout. Tense never wavers. All articles correct. Subject-verb agreement perfect even in complex sentences. Passive voice used deliberately for effect. No confusion between verb forms (e.g. 'overcame' ✗ / 'overcame' ✓).	

Examiner says: "Tenses and verb agreement are the main challenge in grammar for many. Other common language errors include confusion between homophones, inaccurate capitalisation and a lack of full stops and commas to punctuate sentences."

3. VOCABULARY

/ 2

General vocabulary: precision and range of word choices. Examiners look for strong verbs, precise nouns, purposeful adjectives and adverbs. Avoid vague words: 'nice', 'good', 'bad', 'walked', 'said', 'looked'.

Level	Marks	What the examiner looks for at this level	Tick if seen ✓
Level 1 No / Minimal attempt	0	Vocabulary is basic and frequently vague or repeated.	
Level 2 Below threshold	0–1	Simple vocabulary used accurately but range is very limited. Over-reliance on common words. Some repetition across the essay.	
Level 3 Adequate – some development	1	Straightforward vocabulary, appropriate to the task. Some varied word choices but inconsistent. Vague words still present but not dominant.	
Level 4 Good – mostly effective	1–2	Effective range of vocabulary. Strong verbs and precise nouns evident. Adjective-adverb combinations used purposefully (e.g. 'deceptively soft', 'deliberate precision').	
Level 5 Excellent – consistently effective	2	Wide, precise, ambitious vocabulary used throughout. Every verb is the best possible verb. Every adjective earns its place. No vague words. Vocabulary naturally suited to tone – not forced or rote-learned. Spelling of ambitious words correct.	

Examiner says: "Vocabulary will be wide, carefully chosen and appropriate for purpose. Candidates sometimes sacrificed clarity for the sake of demonstrating varied vocabulary, often using words inappropriately or out of context."

4. SPECIAL / FIGURATIVE VOCABULARY

/ 2

Figurative language: simile, metaphor, personification, pathetic fallacy, onomatopoeia, alliteration, symbolism. Must be used purposefully – not mechanically listed.

Level	Marks	What the examiner looks for at this level	Tick if seen ✓
Level 1 No / Minimal attempt	0	No figurative language attempted.	
Level 2 Below threshold	0–1	One or two similes attempted but mechanical ('as fast as lightning', 'as cold as ice'). No deeper techniques.	
Level 3 Adequate – some development	1	Some figurative language present and mostly appropriate. At least one technique used effectively. May over-rely on similes without exploring metaphor, symbolism, or pathetic fallacy.	
Level 4 Good – mostly effective	1–2	Range of figurative techniques used purposefully. Similes are original. Metaphor OR symbolism present and effective. Pathetic fallacy used at least once to set mood.	
Level 5 Excellent – consistently effective	2	Wide range of figurative language woven naturally into the narrative – never a checklist. Includes: original simile, sustained metaphor or symbolism, pathetic fallacy for atmosphere, sound device (onomatopoeia/alliteration) where appropriate. Each technique adds meaning.	

Examiner says: "Using a wide range of figurative language techniques – moving beyond similes to metaphor, personification, pathetic fallacy, sound devices such as onomatopoeia and alliteration – would have helped candidates produce a more successful response."

5. PUNCTUATION

/ 3

Covers: full stops, commas, apostrophes (omission AND possession), speech marks (dialogue formatting), colons, semi-colons, em dashes, brackets, question marks, exclamation marks. Complex punctuation must be ACCURATE.

Level	Marks	What the examiner looks for at this level	Tick if seen ✓
Level 1 No / Minimal attempt	0–1	Little or no punctuation. Full stops missing or randomly placed. Comma splicing throughout (comma used instead of full stop). Dialogue not punctuated.	
Level 2 Below threshold	1–2	Full stops mostly accurate. Commas used in lists. Apostrophes for omission sometimes correct (doesn't) but possession often wrong (the boys bag). Dialogue punctuation inconsistent.	
Level 3 Adequate – some development	2–3	Punctuation generally accurate including full stops, commas, apostrophes. Dialogue correctly formatted most of the time. Some attempt at complex punctuation (colon or semi-colon) but may be inaccurate.	
Level 4 Good – mostly effective	3–4	Accurate use of full stops, commas, apostrophes and dialogue punctuation. At least one complex mark (colon / semi-colon / em dash) used correctly. No comma splicing.	
Level 5 Excellent – consistently effective	4–5	Highly accurate punctuation across the full range. Colons introduce lists or consequences. Semi-colons join related clauses. Em dashes create dramatic asides. Brackets for parenthesis. Dialogue: new line per speaker, punctuation inside speech marks, capital after comma inside speech. No double punctuation errors.	

Examiner says: "Accuracy and range of punctuation was an element to which candidates needed to pay closer attention, particularly with regards to apostrophes for both omission and possession, avoiding comma splicing, and accurately punctuating direct speech."

6. SPELLING

/ 2

Basic spelling must be correct. Ambitious spelling of harder words is rewarded even if occasionally wrong — but basic homophones (there/their/they're, to/too, your/you're) MUST be correct as errors here are penalised.

Level	Marks	What the examiner looks for at this level	Tick if seen ✓
Level 1 No / Minimal attempt	0	Frequent spelling errors including basic, high-frequency words. Meaning is obscured.	
Level 2 Below threshold	0–1	Basic words mostly correct but homophones confused regularly. Ambitious words avoided entirely or frequently misspelled.	
Level 3 Adequate — some development	1	Most basic words correct. Homophones usually correct. Straightforward vocabulary spelled accurately. Limited range — difficult words not attempted.	
Level 4 Good — mostly effective	1–2	Basic and intermediate vocabulary spelled correctly. Some ambitious words attempted and mostly correct. Occasional misspelling of complex words is acceptable at this level.	
Level 5 Excellent — consistently effective	2	Spelling consistently accurate including ambitious vocabulary ('antiseptic', 'humiliation', 'composure', 'deliberate', 'irreplaceable'). Homophones never confused. Same word spelled the same way throughout. Ambitious misspellings forgiven if the word is clearly the right choice.	

Examiner says: "The most serious errors are those of misspelling or confusion of basic vocabulary (there/their/they're, too/to) or inconsistent spelling of the same word on different lines."

Common Error	What It Looks Like	Why It Costs Marks	Quick Fix
Comma splicing	<i>'I walked in, the room was empty, she stood by the window.'</i>	Loses marks under Punctuation (3 marks). Very common.	Replace commas between sentences with full stops or semi-colons.
Tense shift	<i>'She walked in. The room is quiet. She picks up the bag.'</i>	Loses marks under Grammar (3 marks). Most common error.	Check tense after every paragraph. Stay in past tense throughout.
Homophone confusion	<i>their/there/they're · your/you're · to/too</i>	Penalised under Spelling (2 marks). Basic errors cost full marks.	Memorise the three: there=place, their=belong, they're=they are.
Telling not showing	<i>'She was nervous.' / 'He was angry.'</i>	Loses marks under Characterisation and Vocabulary (5 marks combined).	'Her hands trembled.' / 'He slammed the bag onto the desk.'
Dialogue punctuation	<i>she said "are you okay" / "I am fine". she replied</i>	Loses marks under Punctuation (3 marks). Very common.	She said, "Are you okay?" / "I am fine," she replied.
'And then I woke up' ending	<i>Story concludes with the events being a dream.</i>	Explicitly called out in 2025 examiner report. Loses Ending mark.	Use full circle, quiet emotional ending, or twist instead.
Exceeding word count	<i>Writing 600+ words when 400–450 is the target.</i>	Leads to lost focus, more errors, rushed endings. Examiner report warns against it.	Plan before writing. Stop at 450. Leave 5 mins to re-read.

CONTENT	+	QUALITY	=	TOTAL
/10		/15		/25

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SENTENCE STRUCTURE TEMPLATES

3 compound-complex sentences you can use in any essay

What is a compound-complex sentence? It has at least **two independent clauses** (could each stand alone as a sentence) **AND at least one dependent clause** (cannot stand alone). It earns marks under both Sentence Structures (3 marks) and Grammar (3 marks).

TEMPLATE 1 — Use in PARAGRAPH 1 (Opening / Flashback)

Although [PAST CONTEXT], [CHARACTER] could not [ACTION / FORGET], for [REASON / CONSEQUENCE].

Although [PAST CONTEXT]	= dependent clause (sets up the backstory)
[CHARACTER] could not [ACTION]	= 1st independent clause
for [REASON]	= 2nd independent clause (adds weight)

EXAMPL E: *"Although seven years had passed, I could not forget the image of his face, for some memories refuse to become the past."*

Tip: Start with 'Although' + a time reference from your flashback.

NOW YOU TRY — write your own version below:

TEMPLATE 2 — Use in PARAGRAPH 3 (Climax / Decision moment)

[CHARACTER] knew that [SITUATION], but as [EMOTION] settled in, [ACTION] became the only option.

[CHARACTER] knew that [SITUATION]	= 1st independent clause
but as [EMOTION] settled in	= dependent clause (adds internal conflict)
[ACTION] became the only option	= 2nd independent clause (decision)

EXAMPL E: *"I knew that losing was not an option, but as the trepidation settled in, something steadier than courage became the only path forward."*

Tip: This is your DECISION sentence — use it right before the turning point.

NOW YOU TRY — write your own version below:

TEMPLATE 3 — Use in PARAGRAPH 5 (Ending / Full circle)

[THING / PLACE] was the same as it had always been, yet [CHARACTER] was not; and in that difference, [WHAT CHANGED / WAS RESOLVED].

[THING] was the same as it had always been	= 1st independent clause (echoes opening)
yet [CHARACTER] was not	= 2nd independent clause (the change)
and in that difference, [RESOLUTION]	= 3rd clause (the meaning)

EXAMPLE: "The court was the same as it had always been, yet I was not; and in that difference, something that had been missing for seven years finally found its way home."

Tip: Echo a word or image from your Para 1 — this creates the full circle the examiner rewards.

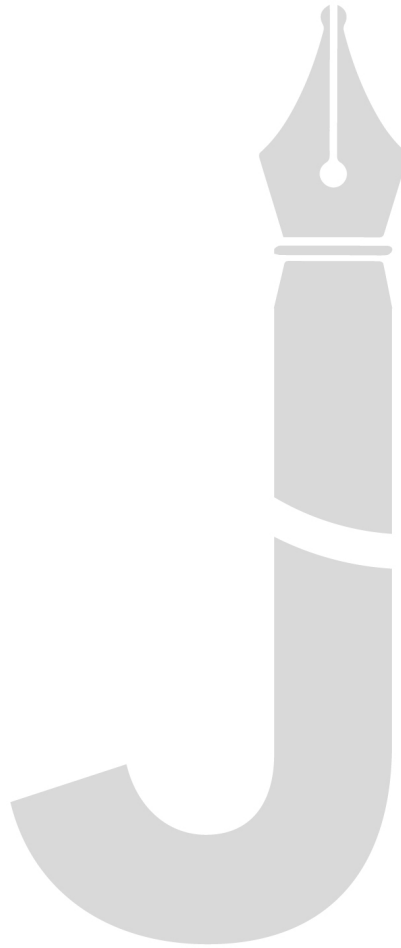
NOW YOU TRY — write your own version below:

.....

.....

.....

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COMMON GRAMMAR ERRORS

LS

Heavily penalized

A and A*

BASICS OF THE LANGUAGE:

Jaweria Amer

1. Affect / Effect

- a) The bad news didn't seem to affect her at all. *-
- b) The new law had a huge effect on the environment. ✓

Word	Meaning/Usage	Example
Affect	To cause a change / outcome → affect / affected / affecting	→ Her negative energy <u>affected</u> my mood.
Effect	Outcome (effect / effects)	The <u>effects</u> of global warming.

Verb
(Action)
Noun

Both positive and negative outcomes

2. Than / Then

- a) She's taller than her brother. ✓
- b) We went to the mall, and then we got ice cream.

Word	Meaning/Usage	Example
Than	Comparison	Messi is a better player than Ronaldo.
Then	Refers to time (past or future)	Back then, I used to be happy.

3. Their / There / They're

- a) I like their new house — it's huge!
- b) The keys are over there on the table.
- c) They're going to be late if they don't hurry.

Word	Meaning/Usage	Example
Their	The possession of a group of people	Their party was the best.
There	location / place	The house over there is haunted.
They're	<u>They are</u>	They're keen to meet you.

Two people icon
House icon

They are



This is his toy.
 His →
Her → This is her car.
 Their
 its

4. It's / Its

- a) It's raining outside, so grab an umbrella.
 b) The dog wagged its tail happily.

Word	Meaning/Usage	Example
<u>It's</u> =	It is	It's a nice day to play catch.
<u>Its</u>	Possession of an animal or a nonliving thing.	The company lost <u>its</u> charter.

General Rule:

↳ **Pronouns** (Words used in the place of nouns)
 = he, she, it, they, I, you ...

He's ⇒ He is
You'd → You would
It's → It is
They're → They are

Harry's = Possession (something that belongs to Harry)

5. To / Too

- a) I'm going to the store.
 b) That pizza is too hot to eat right now!

Word	Meaning/Usage	Example
<u>To</u>	Preposition	I am talking to her
<u>Too</u>	A lot // a high quantity	I am too angry now.

Two ← (2)

6. Your / You're

- a) Is this your phone on the table?
- b) You're going to love this movie!

Word	Meaning/Usage	Example
Your	Your possession Something that belongs to you.	I am thankful for your kind welcome
<u>You're</u>	= You are	<u>You're</u> welcome

7. Who / Whom

- a) Who is knocking at the door?
- b) To whom should I address the letter?



Subject =
Object =

Word	Meaning/Usage	Example
Who	= As a subject At the start of the sentence	Who is playing tonight?
Whom		After <u>whom</u> will you perform? Beside <u>whom</u> To <u>whom</u> About <u>whom</u> Around <u>whom</u>

8. Lose / Loose

- a) Don't lose your keys again!
- b) My shoes are too loose; I need a smaller size.

Word	Meaning/Usage	Example
Lose (lost)	Defeat / Forget or Misplace	Do not lose the match.
Loose	of the wrong (oversized) size	My pants are too loose.



9. Accept / Except

- a) I gladly accept the invitation to dinner.
- b) Everyone is coming except Sara, who's sick.

Word	Meaning/Usage	Example
Accept	Agreement	→ I have accepted my fate.
Except	Exclusion	→ They will always be there except for Ahmed.

10. A lot / Alot


Is this sentence correct?

- "I have alot of work to do." → _____

What is the correct way to write it?

→ _____

Word	Meaning/Usage	Example
A lot	A large quantity or amount	I have a lot on my plate.
Alot	✗ Not a real word	

 Tip: Always write "a lot" as two words!

→ talk / speak
= communication

Parts Of Speech :-

a) Noun → [Person, place, animal, thing] = or concept
i.e. feelings
Miss Javeria, London, Cat, knife, Hate.

b) Verb → **Helping verbs**
(is, am, are, was, were, has, have, had)
Action: (To eat) play breathe exist die be
Do ✓

c) Adjective : Words used to describe a noun = Qualities
Positive → Negative
Chaotic tall dumb Smart boy

d) Pronoun : Words used to replace a noun
i.e. I, it, she, he, they, them, her, everyone, anyone, you, me, us, we --

e) Preposition : Words that tell you about the time or position
Time → Position :
i.e. Since After To Around About Beside

f) Conjunction :- Linking words
i.e. because, however, furthermore, moreover, , because, as ...
For And Nor But Or

Sentence and Fragment

What is a sentence?

Subject + Verb

Person performing the verb

→ Noun

- Miss Jaweria
- Excitement

→ Pronoun

- She
- It

Note: 'ing' form of the verb is a gerund → NOT a verb

Action (Anything you do)

To play

Helping

- [is, am, are, was, were, has, have, had]

Examples:

It ^{Sub} plays ^{= verb}

Miss ^{Sub} Jaweria ^v teaches English

What is a fragment?

Anything that is not a sentence

1. It does not have a subject ✓
plays in the park

2. It does not have a verb ✓
 -- The greatest of all time
 -- The one and only

3. If you begin it with a conjunction. ✓

Examples: but I love cold palmer.

because he hates me.

to love



Summary:

10 Marks:

Essay:

15 Marks:

Directed Writing:

15 Marks:

$\frac{40}{100}$

- = .- Punctuation
- Sentence Structures
- Grammar
- Vocabulary
- Spelling

Rough estimate ~ 8 marks

"The use of a variety of complex punctuation marks used correctly."

① variety of
② complex
③ correctly

→ complicated

- Comma
- Fullstop

→ Question mark

→ Semicolon
(;)



Not Complex

→ Colon
(:)

→ Em dash
(—)



PUNCTUATION

PUNCTUATION

Ways to connect two sentences?

a) Fullstop

Michael plays basketball [.] Jordan watches him.

b) Semicolon

→ if you have any two remotely connected sentences, you can use a semicolon to connect them.

Michael plays basketball [;] Jordan watches him.

My mom is a chef ; my dad is a trader.

c) COMMA + conjunction

Michael plays basketball , and Jordan watches him. X

d) Use of colon :-

(The first sentence has to be reason, second is the result)

As a result

1st use → Reason : Result

I stayed up all night studying : I scored an A*

I was late to school : they did not let me in.

→ sentence fragment

2nd use

I went to buy groceries: eggs, bread, muffins etcetra.

For example

Ways to connect a sentence and fragment?

1st use: Comma

a) Since I was born

[,]

I have been scared of heights.

Fragment

Sentence

b) Sentence + Fragment

She is like my sister , because I have grown up with her

Non-essential information:

Em dashes:-

Sentence and a fragment

Two sentences

a) Start

My best friend — Maham will go to Yale

fragment

Sentence

(The most famous game these days) — Padel won the award

verb

b) End:-

Do not be late to the party — the one scheduled on Friday

verb

c) Two em dashes (middle)

Sarah and James — who recently got married — are best friends

sub

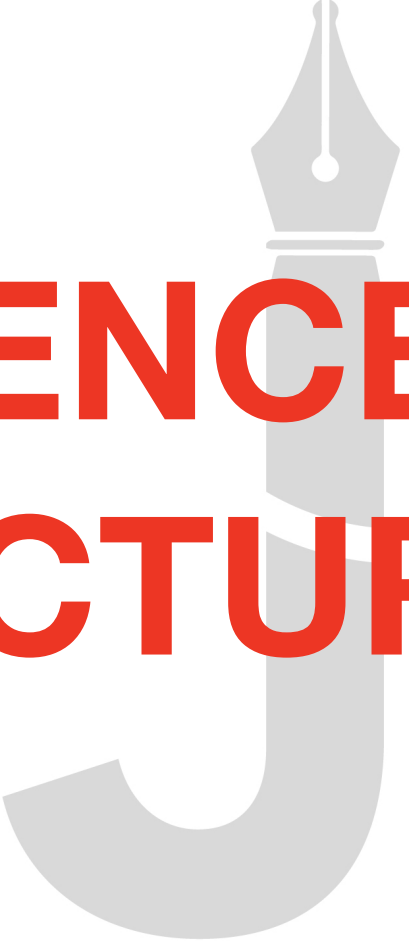
(who

"

)

verb





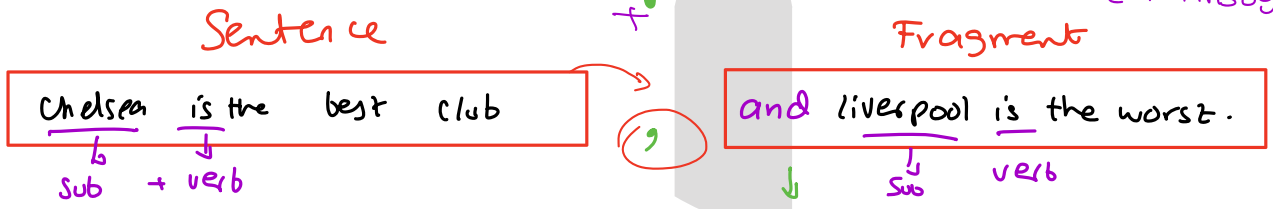
SENTENCE STRUCTURES

Sentence Fragment

Type	Structure	Explained As	Example
1. Simple	<u>Sentence</u> ✓	One complete idea	<i>The stars sparked.</i> <i>Miss Jaweria teaches English.</i>
2. Compound	Sentence + FANBOYS + Sentence	Two complete ideas joined together	<i>The stars sparked, and the moon glowed.</i> <i>Miss Jaweria teaches English, so I study from her.</i>
3. Complex	Fragment + Sentence (v.v)	A complete idea joined with an extra detail	<i>Although it was cold, the stars sparked.</i>

② Compound!

(Begins with the FANBOYS)



- For
- And
- Not
- But
- Or
- Yet
- So

FANBOYS (Conjunction)



For

As

Because

Note: If you place your fragment at the start of the sentence, put a comma **AFTER** the fragment.

→ If you place your sentence at the start, put a comma **AFTER** the sentence.

③ Complex :

= ORDER
DOES
MATTER!

Case (i-)

Sentence

+

Fragment

NO COMMA

(should NOT begin with FANBOYS)

Fragment

Miss Jaweria teaches English since she likes it

We ran out of water (because he used all of it).

{ although, because, when,
while, if, since etc. }

Sub

① will be allowed to go out (if I complete my work.)

verb

Fragment

Case (ii)

Fragment + Sentence:

Although she has a double bachelors she chose to pursue English.

Fragment

Sub

⊗ Not allowed: Fragment + Fragment ⊗

④ Minor Sentence → essay

Fragment

= For dramatic effect!

} 2nd

The phone rang. "Hello."

↓
sub

↓
verb



5

How to make a complex-compound sentence?

↳

complex + Compound

Formula:-
① Sentence + ② two fragments
(order does not matter)

①

②

{ although, because, when,
while, if, since etc. }

Sentence + Fragment (with a FANBOY) + Fragment (with another conjunction)

↳

↓

Always a comma
before the FANBOY

If it's in the
Start, a comma
AFTER it.

↳

otherwise, no comma

↳ Fragment

While the baby slept, the dad cooked, and the mom got groceries

The baby slept while the dad cooked, and the mom got groceries.

* - Using a few of these guarantee
increased marks in sentence structures.



**SUBJECT
VERB
AGREEMENT**

Parts Of Speech!

Subject-Verb Agreement

Noun
Pronoun

Subjects and verbs must agree with each other in number for a sentence to make sense. There are some rules of subject-verb agreement.

For example: - ^{Sub}He ^{= verb}plays football. (SINGULAR)

They play football. (PLURAL)

→ Action
→ Helping

Rules of Subject-Verb Agreement

1. Subjects and verbs must agree in number. This is the cornerstone rule that forms the background of the concept. This means that if the subject is singular, the verb should be singular and if the subject is plural, the verb should also be plural. This is called the Subject Verb Agreement.

Examples:

Singular

The **dog** **grows** when he is angry.

The **dogs** **grow** when **they** are angry.

↓ plural

Subject

+ verb (s/es)

(without the s/es)

2. If two subjects are joined by "and," they typically require a plural verb form.

① The **cow** and the **pig** **are** jumping over the moon

Radha and Meera **are** coming home.

The **sun** **shines** alone

The verb is singular if the two subjects separated by "and" refer to the same person or thing as a whole.

Pizza and burgers **are** the **best meals**.

Red beans and rice **is** my mom's favourite dish.

Milk and Cookies **is** Santa's favourite dish

3. When sentences start with "there" or "here," the subject will always be placed after the verb. Some care needs to be taken to identify each part correctly.

There **are** **problems** with the balance sheet.

Here **is** the **paper** you requested.



Singular	Plural	
- is	- are	= Present
- am	- were	= Past
- was	- have	
- has	- had	
	both	

The car was stopped

The drivers were stopped

The boy has a car

The family members have a car

4. If one of the words "each," "every," or "no" comes before the subject, the verb is singular.

singular.

each one

No **smoking** or **drinking** *is* allowed.

Every **man** and **woman** *is* required to check in.

5. If the subjects are both singular and are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," the verb is singular.

Either **Jessica** or **Christian** *is* to blame for the accident.

If the subjects are both plural and are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," the verb is plural.

Not only **dogs** but also **cats** *are* available at the animal shelter.

If one subject is singular and the other is plural, (or any two subjects) are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," use the verb form of the subject that is nearest the verb.

Either the **bears** or the **lion** *has* escaped from the zoo.

Neither the lion nor the **bears** *have* escaped from the zoo.

Neither my **mother** nor my **father** *goes* to university.

S + verb (s/es)

Neither ~~the shoes~~ nor **the bag** *matches* the dress. (Here, 'bag' is closest to the verb, hence 'matches')

Neither the bag nor the shoes *match* the dress. (Here, 'shoes' is closest to the verb, hence 'match')

6. The singular verb form is usually reserved for units of measurement or time.

five litres or petrol

Four quarts of oil *was* required to get the car running.

7. Indefinite pronouns typically take singular verbs (with some exceptions).

Everybody *wants* to be loved.

Much of the milk *was* wasted.

*Someone
Everyone
Everybody*

All of you are
Few are

The exceptions to the above rule include the pronouns "few," "many," "several," "both," "all," and "some." These always take the plural form.

Few *were* left alive after the flood.

8. The only time the object of the preposition decides plural or singular verb forms is when noun and pronoun subjects like "some," "half," "none," "more," or "all" are followed by a prepositional phrase. Then the object of the preposition determines the form of the verb.

All of the **chicken** *is* gone.
All of the **chickens** *are* gone.

9. A collective noun, such as "team" or "staff," typically take the singular form, as the collective noun is treated as a cohesive single unit.

The **herd** *is* stampeding.

10. Plural form subjects with a singular meaning take singular verb such as Physics, Mathematics, civics, statistics etc.

Mathematics *is* my favourite subject.

Physics is very difficult for some people.

11. Titles of books, movies, novels, and other similar works are treated as singular and take a singular verb.

The Burbs *is* a movie starring Tom Hanks.

12. The words and phrases "with," "as well as," "together with," "along with" are not part of the subject and the verb agrees with the subject.

The politician ~~(along with the newsmen)~~ *is* expected shortly.
non essential into ✓

13. Remember, only the subject affects the verb! Nothing else matters.

^S
Jacob, who ~~owns sixteen houses~~, **is** on his way to becoming a billionaire.

14. The number of the subject (singular or plural) will not change due to words/phrases in between the subject and the verb.

Examples

1. **One** of the glasses **is** empty. (Here, since the subject is 'one', the verb should be 'is').

2. The **bouquet** of red roses **smells** so sweet. (Here, since 'bouquet' is the subject and not 'roses', the verb should be 'smells' and not 'smell')

15:- In sentences that express a wish, request or contrary to fact, the word 'were' is used instead of 'was'.

Examples:

I wish my sister were here.

Conditional

imaginary

wish

