

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Salhi Ahmed Naâma University
Faculty Letters and Foreign Languages
Department of English



Comprehension and Written Expression: A Detailed Roadmap to Write an Academic Essay

Designed for Second-year Licence (L2) Students

Prepared by: Dr. KHEDIMI ZAHRA

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Academic Year: 2025/ 2026



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Module Description:

Semester	First & Second Semester
Module Title	Comprehension and Written Expression
Teaching Unit:	Fundamental Instruction Unit
Credits	2
Coefficient	2
Assessment Method	Continuous assessment (40%) and final examination (60%)
Weekly Hour Volume	3 Hours (<i>lecture</i>)

General Introduction

This course is designed for students who aim to develop solid writing skills, progressing from basic sentences to complete academic essays, with the goal of achieving professional-level writing by the end of the year. *Comprehension and Written Expression: A Detailed Roadmap to Writing an Academic Essay* serves as a practical handbook, a concise guide, rather than a comprehensive book. Students follow baby steps through sentence foundations (types/styles, capitalization, punctuation, linking words, simple/compound/complex/compound-complex structures, independent/dependent clauses), essay planning (brainstorming, hooks, background, thesis), body paragraphs (evidence like statistics/examples), and conclusions. Examples, exercises, checklists, and self-assessments build lasting success.

Course Syllabus Objectives

By course end, students will:

1. Identify and apply sentence elements: types/styles, capitalization, punctuation (e.g., commas, periods), linking words (e.g., "however"), and structures (simple, compound, complex, compound-complex); differentiate independent/dependent clauses for error-free writing.
2. Generate ideas via brainstorming and organize them pre-draft.
3. Compose introductions: craft hooks(questions/facts), provide background, formulate thesis statements.
4. Develop body paragraphs supporting the thesis through integrating evidence such as (statistics/examples)
5. Synthesize conclusions: restate thesis, summarize points, propose closure.
6. Students will compose professional academic essays through these baby steps.

Prerequisites

No prior advanced writing experience is required. However, basic English proficiency (reading and writing at intermediate level) is recommended. This course emphasizes manual skill-building to foster authentic academic expression.

Rationale from Classroom Experiment

A classroom experiment conducted in Written Expression and Comprehension activities required L2 students to write two essays about "Technology in our Daily Lives" one unaided and one with AI tools. Essays underwent document analysis for syntactic complexity, lexical diversity, cohesion, and authorial voice. Results showed AI-assisted essays were more grammatically correct, structurally sophisticated, and academically polished. However, they exhibited significant loss of personal style and authenticity. Individual language patterns and creative risk-taking were replaced by homogenized, machine-like fluency. This implies generative AI excels in superficial linguistic polishing but undermines true skill ownership. Students in this course develop independent mastery first, ensuring genuine voice and professional competence by year's end.

Chapter One

The Building Blocks: Constructing Effective Sentences

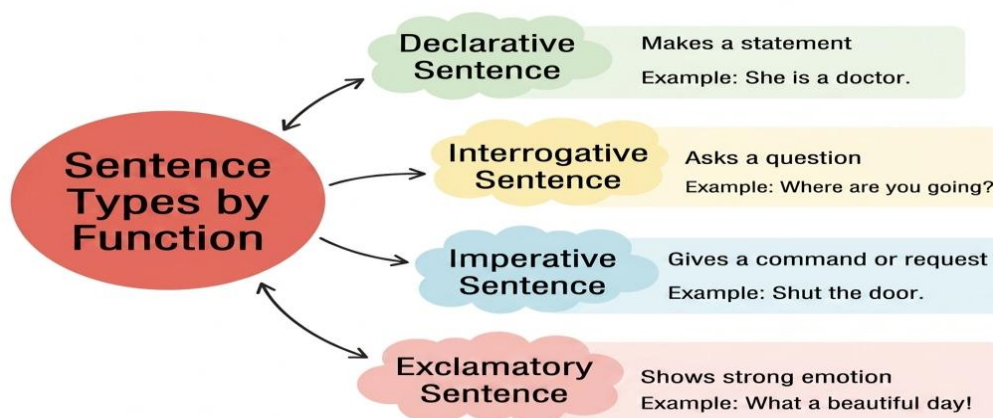
1. Introduction

This module provides a roadmap for developing academic writing proficiency, focusing on the distinction between sentence types defined by their function and those defined by their structure. Sentence types by function categorize prose based on communicative intent, while sentence types by structure categorize sentences based on the grammatical complexity of their clauses. Mastering both is essential for achieving the precision, syntactic variety, and logical cohesion required in professional academic writing.

2. Sentence Types by Function

Sentences are categorized by their communicative intent, which determines their specific role within an academic argument. In academic and linguistic study, they are generally classified into four functional types: declarative sentences, which present facts, arguments, or opinions clearly and directly, and which Bailey (2014) identifies as the primary vehicle for providing information in academic contexts; interrogative sentences, which ask questions and help guide inquiry or engage readers, and which the University of Manchester highlights as essential at the beginning of research papers to define the scope of inquiry.

Imperative sentences give commands, requests, or instructions and are common in procedural or methodological writing, as Swales and Feak (2012) point out in their discussion of methodology sections and explicit reader guidance. Exclamatory sentences express strong emotion or emphasis and are used sparingly in formal academic prose, as the San Jose State University Writing Center (2021) advises in order to maintain an objective tone. Together, these sentence types help writers shape meaning, organize discourse, and communicate ideas effectively according to purpose and context.



1.1. Declarative Sentence (Statement)

Definition: A declarative sentence is a complete thought containing a subject and a verb.

Purpose: These serve as the standard unit of academic prose, used to convey facts, present arguments, or state opinions.

Example:

- ❖ *The sky is blue.*
- ❖ *She enjoys reading books*
- ❖ *Data suggest that student engagement increases with active learning strategies.*

1.2. Interrogative Sentence (Question)

Purpose: These function to elicit information. In academic writing, they are used strategically in introductions to frame research questions or guide the inquiry.

Definition: An interrogative sentence is structured to ask a question and concludes with a question mark.

Example:

- ❖ *What time is it?*
- ❖ *Are you going to the party?*
- ❖ *o what extent does artificial intelligence influence authentic creative expression?*

1.3. Imperative Sentence (Directive)

Purpose: These provide instructions or directives. They are frequently utilized in methodology sections or laboratory reports.

Definition: An imperative sentence issues a command or request; the subject is often implied rather than explicitly stated.

Example:

- ❖ *Close the door.*
- ❖ *Please pass the salt.*
- ❖ *Consider the implications of this finding for future research.*

1.4. Exclamatory Sentence (Expressive)

Purpose: These express strong emotion or emphasis. Because academic writing prioritizes an objective and neutral tone, these are used sparingly to maintain scholarly professionalism.

Definition: An exclamatory sentence conveys intense feeling and concludes with an exclamation mark.

Example:

- ❖ *What a beautiful day!*
- ❖ *I can't believe we won!*
- ❖ *The results revealed an unprecedented shift in the theoretical framework!*

2. The Bridge: From Function to Structure

While the functional types categorize sentences by their communicative role, the structural types classify them by their grammatical composition. Identifying the function of a sentence is the initial phase of composition; however, the structural framework determines the syntactic complexity of that sentence. Moving from functional categorization to structural classification requires an understanding of how clauses are organized and connected. The following section details these structural "blueprints," defining how independent and dependent clauses are assembled to manage logical flow and syntactic depth.

3. Sentence Types by Structure

To provide a comprehensive overview of sentence structures, academic authorities emphasize that varying sentence length and complexity is essential for producing sophisticated discourse. Zemach and Rumisek (2005) explain that writers should use simple sentences for directness and clarity, while ensuring that each sentence contains only one independent clause. To avoid choppy prose, Hacker and Sommers (2020) and Zemach and Rumisek (2005) recommend compound sentences, which help connect two closely related and equally important ideas. For more advanced analysis,

the University of North Carolina Writing Center and Zemach and Rumisek (2005) highlight complex sentences as an effective way to show logical relationships, such as cause and effect, through subordination. Finally, Lunsford (2015) and Hogue (2003) note that compound-complex sentences allow writers to combine coordination and subordination, making them especially useful for expressing more intricate relationships among ideas.

4. Conjunctions: The Logic of Sentence Structure

4.1. Coordinating Conjunctions

In academic discourse, coordinating conjunctions link two independent clauses that are grammatically equal in status, helping writers create compound sentences with clear and balanced relationships. Zemach and Rumisek (2005) explain that this structure allows closely related ideas to be joined without making one clause subordinate to the other. Similarly, Hacker and Sommers (2020) describe the use of coordinating conjunctions, often remembered through the FANBOYS acronym, as a practical way to show addition, contrast, choice, reason, or result while preserving the independence of both clauses.

The List (FANBOYS): For (shows reason), And (shows addition), Nor (shows negative addition), But (shows contrast), Or (shows choice), Yet (shows contrast), So (shows result).

Co-ordinating Conjunctions

F	A	N	B	O	Y	S
for	and	nor	but	or	yet	so

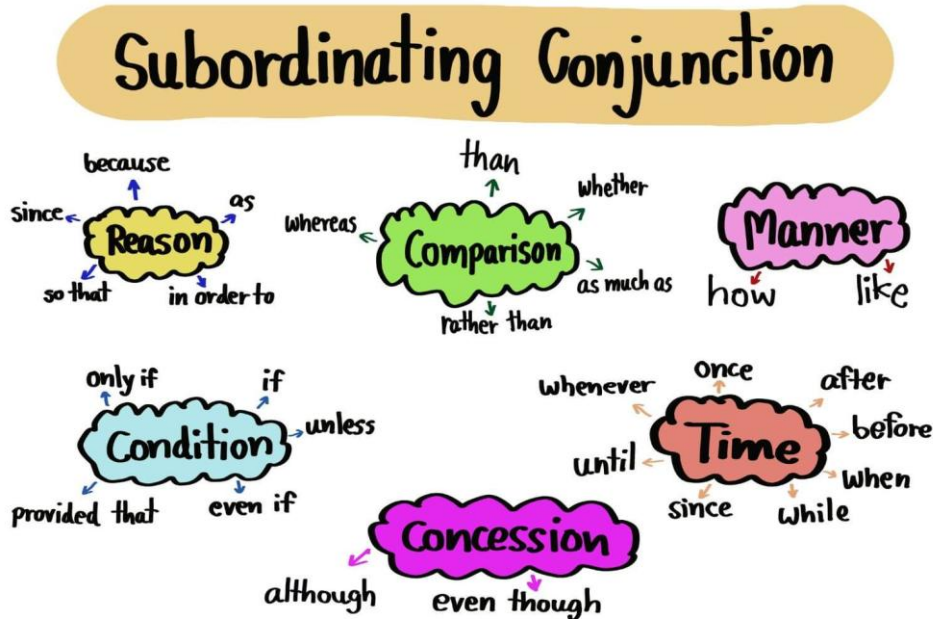
Examples:

- ❖ **For:** She studied hard, **for** she wanted to pass.
- ❖ **And:** The dog barked, **and** the cat slept.
- ❖ **Nor:** He did not study, **nor** did he pass.
- ❖ **But:** The students studied, **but** they were tired.
- ❖ **Or:** Study daily, **or** you will fail.

- ❖ **Yet:** The book is long, **yet** it is fascinating.
- ❖ **So:** They studied, **so** they succeeded.

4.2. Subordinating Conjunctions

Subordinating conjunctions function as a "ladder" or "anchor." They join an independent idea to a dependent piece of information that cannot stand alone.



Subordinating conjunctions serve as important linguistic markers for establishing logical relationships within a sentence. According to Hacker and Sommers (2020), these connectors create a relationship of dependency by indicating that the subordinate clause provides essential context, such as time, place, reason, or purpose, to support the main idea. By using these conjunctions, writers move beyond simple statements and construct complex sentences with greater precision and coherence. As Lunsford (2015) notes, this structure creates a clear academic hierarchy in which supporting details are subordinated to the primary claim, ensuring that the most important information receives greater emphasis.

Examples:

- ❖ **Cause:** **Because** the dog barked, the neighbour woke up.
- ❖ **Contrast:** She reads every day **although** she is busy.
- ❖ **Condition:** **If** the students study, they will pass.
- ❖ **Time:** **When** the bell rings, the class ends.

4.3. Structural Classification

The following categories define the complexity of a sentence based on the number and arrangement of its independent and dependent clauses. By masterfully combining these structures, a writer achieves the syntactic variety necessary for sophisticated academic expression.

4.1. Simple Sentence

Definition: Expresses a single complete thought.

Components: One independent clause (Subject + Verb).

Examples:

- ❖ The dog barked.
- ❖ She reads every day.
- ❖ The students study.

4.2. Compound Sentence

Definition: Connects two independent ideas of equal importance.

Components: Two independent clauses joined by a Coordinating Conjunction (FANBOYS).

Examples:

- ❖ The dog barked, but the cat slept.
- ❖ She reads every day, and she writes notes.
- ❖ Students study, so they succeed.

4.3. Complex Sentence

Definition: Combines an independent idea with a dependent piece of information.

Components: One independent clause + one or more dependent clauses (beginning with a Subordinating Conjunction).

Examples:

- ❖ Because the dog barked, the neighbour woke up.
- ❖ She reads every day although she is busy.
- ❖ Since the students study, they pass the exam.

4.4. Compound-Complex Sentence

Definition: Joins multiple complete thoughts with at least one dependent piece of information.

Components: Two or more independent clauses (joined by a Coordinating Conjunction) + at least one dependent clause (introduced by a Subordinating Conjunction).

Examples:

- ❖ Because the dog barked, the cat slept, and the owner woke up.
- ❖ She reads every day, and she writes notes because she wants to learn.
- ❖ The students study hard, but they play games if they finish early.

4.5. Conclusion

Mastering the distinction between functional and structural sentence types provides the essential framework for clear, professional writing. Functional classification ensures that every sentence serves a specific purpose, while structural classification aided by the logical use of coordinating and subordinating conjunctions enables the syntactic variety required to maintain a sophisticated academic flow. By internalizing these foundational mechanics, students move beyond basic expression to attain precise control over their written voice.

5. Styles of Sentences



This section introduces common sentence styles used in academic writing. Sentence style refers to the way ideas are organized and presented to achieve a specific effect or purpose. Learning these styles helps students write with clarity, variety, and control.

5.1. Descriptive Style

Purpose: To describe a person, place, object, or situation clearly and in detail.

Example:

- ❖ The classroom is bright and clean.
- ❖ The man wore a blue jacket and black shoes.
- ❖ The garden was full of red flowers.

5.2. Expository Style

Purpose: To explain, inform, or present facts in a clear and direct way.

Example:

- ❖ Water boils at 100 degrees Celsius.
- ❖ The human body needs sleep to function well.
- ❖ Online learning gives students access to information at any time.

5.3. Narrative Style

Purpose: To tell a story or describe events in sequence.

Example:

- ❖ The bell rang, and the students left the room.
- ❖ She opened the book and began to read.
- ❖ The rain started, so everyone ran inside.

5.4. Persuasive Style

Purpose: To convince the reader to accept an idea or take action.

Example:

- ❖ Students should wear uniforms because they create equality.
- ❖ Reading every day improves language skills.
- ❖ Schools should reduce homework to support student well-being.

5.5. Cause and Effect Style

Purpose: To show why something happens and what results from it.

Example:

- ❖ The road was wet because it rained all night.
- ❖ She studied hard, so she passed the exam.
- ❖ The power went out, and the computers stopped working.

5.6. Compare and Contrast Style

Purpose: To show similarities and differences between two ideas, objects, or situations.

Example:

- ❖ Both cities are busy, but one is larger than the other.
- ❖ Tea and coffee are different, yet both are popular drinks.
- ❖ The first article is short, while the second is detailed.

5.7. Conclusion

Sentence styles help writers choose the best way to present ideas for a specific purpose. By understanding descriptive, expository, narrative, persuasive, cause and effect, and compare and contrast styles, students can write more effectively in academic and everyday contexts.

6. Clause vs Sentence



Picture 1: A sentence



Picture 2: A Clause

6.1. Introduction

This course introduces the difference between clauses and sentences. Students learn how clauses build sentences and how sentence structure depends on independent and dependent clauses.

6.2. What Is a Clause?

A clause is a group of words that contains a subject and a verb. A clause may be complete or incomplete depending on whether it can stand alone as a full idea.

Example:

- ❖ She reads books.
- ❖ Because she reads books.

6.3. Types of Clauses

6.3.1. Independent Clause

An independent clause expresses a complete thought and can stand alone as a sentence.

Examples:

- ❖ She likes pizza.
- ❖ The sun is shining.

In both examples, the subject and verb are sufficient to form a complete, grammatically correct sentence.

6.3.2. Dependent Clause

A dependent clause, also known as a subordinate clause, cannot stand alone as a complete sentence. It depends on an independent clause to provide a complete idea.

Structure: It contains a subject and a verb but does not express a complete thought. It usually begins with a **subordinating conjunction** (e.g., because, if, although) or a **relative pronoun** (e.g., who, which, that).

Examples:

- ❖ Because she was tired.
- ❖ When the movie ended.
- ❖ Although the data was useful.

Subordinating Conjunctions	Relative Pronouns
Subordinating conjunctions are words that connect a dependent clause (or subordinate clause) to an independent clause. They indicate a relationship of dependence, showing how one clause relates to another.	Relative pronouns introduce relative clauses, which provide additional information about a noun or pronoun in the main clause. They help to connect the clause to the noun they describe.

Because, Although, Since, If, While, Unless, When, After, Before. Example: Although it was raining, we went for a walk. (In this sentence, "Although it was raining" is the dependent clause, and "we went for a walk" is the independent clause.)	Who (for people), whom (for people, in more formal contexts), whose (indicates possession), which (for animals or things). that (for people, animals, or things). Example: The book that I read last week was fascinating. (In this sentence, "that I read last week" is the relative clause providing more information about "the book.")
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6.4. Why it is called a clause not a sentence?

We call it a clause first because a clause is the grammatical unit that may or may not stand alone, while a sentence is a complete thought that can stand alone; in other words, every sentence contains at least one clause, but not every clause is a sentence. This distinction helps students understand why independent clauses can function as sentences, while dependent clauses cannot.

6.5. Clause and Sentence Comparison

Feature	Clause	Sentence
Definition	A group of words with a subject and verb	A group of words that expresses a complete thought
Can stand alone?	Not always	Yes
Types	Independent, dependent	Simple, compound, complex, compound-complex
Completeness of thoughts	May or may not express a complete thought	Always expresses a complete thought
Example	"She reads" (independent clause), "because she reads" (dependent clause)	"She reads books." (simple sentence), "Although she reads, she doesn't like novels." (complex sentence)

Connecting Clauses

Clauses are connected by coordinating conjunctions, subordinating conjunctions, and relative pronouns. Coordinating conjunctions join equal ideas, while subordinating conjunctions and relative pronouns link dependent clauses to the main idea.

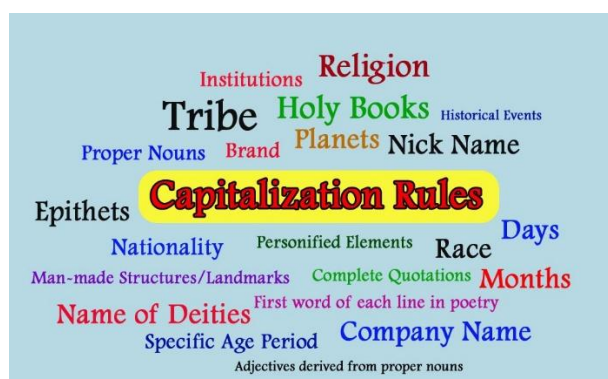
Examples:

- ❖ I stayed home because it rained.
- ❖ The book that I read was interesting.
- ❖ She studied, and she passed the exam.

6.6. Conclusion

Understanding the difference between a clause and a sentence helps students build stronger writing. This knowledge makes sentence structure clearer and supports more accurate academic writing

7. Capitalization



7.1. Introduction

Capitalization is the strategic use of uppercase letters to signal the importance or specific nature of a word. According to Kane (2000), capitalization serves as a vital visual cue that helps readers immediately distinguish between general concepts and specific, unique entities. By identifying sentence beginnings, proper nouns, and titles, capitalization acts as a roadmap, ensuring that grammatical elements are recognizable at a glance. Crystal (2005) notes that the capital letter at the start of a sentence is one of the most fundamental markers of a new unit of thought, allowing the reader to reset focus for the next idea. Williams and Bizup (2014) emphasize that capitalizing

proper nouns, such as the names of people, places, and specific organizations, prevents ambiguity by separating a general category from a specific individual.

The University of Bristol identifies the capitalization of titles and headings as a way to establish visual hierarchy within a document, helping the reader navigate the structure and importance of different sections. Cottrell (2019) further suggests that consistent and correct capitalization reflects academic integrity and professional polish, showing that the writer has a careful command of English conventions.

7.2. Basic Rules of Capitalization

1. The First Word of a Sentence

The first word of every sentence should be capitalized.

Examples:

- ❖ The sun is shining.
- ❖ My brother is at school.
- ❖ We are ready to begin.

2. Proper Nouns

Capitalize the names of specific people, places, organizations, and brands.

Examples:

- ❖ Mary lives in Paris.
- ❖ Amazon is a large company.
- ❖ I visited Egypt last summer.

3. Titles of People

Capitalize titles when they come before a name or are used as a form of address.

Examples:

- ❖ President Obama gave a speech.
- ❖ Doctor Ahmed is my teacher.
- ❖ Can you help me, Professor?

When a title is used alone or after a name, it is usually lowercase.

Examples:

- ❖ Abraham Lincoln was the president of the United States.
- ❖ I spoke to the doctor yesterday.
- ❖ Tebboune, the president of Algeria, made a statement.

4. Days, Months, and Holidays

Capitalize days of the week, months of the year, and holidays.

Examples:

- ❖ We have class on Monday.
- ❖ Her birthday is in April.
- ❖ We celebrate Eid al-Fitr with family.

These words are considered proper nouns because they name specific days, months, or celebrations.

5. The Pronoun “I”

Always capitalize the pronoun **I**.

Examples:

- ❖ I like reading.
- ❖ Yesterday, I went shopping.
- ❖ I will call you later.

6. Titles of Works

Capitalize the major words in the titles of books, articles, songs, movies, and other works.

Examples:

- ❖ I read *The Old Man and the Sea*.
- ❖ We watched *Titanic*.
- ❖ She studied *To Kill a Mockingbird*.

7. Quotations

When a complete sentence is quoted, the first word of the quotation should be capitalized.

Examples:

- ❖ She said, “I am tired.”
- ❖ He answered, “We will leave now.”
- ❖ My mother told me, “Be careful.”

If only part of a sentence is quoted, do not capitalize the first word unless it is a proper noun.

8. Geographic Names

Capitalize specific geographic locations, but not general directions.

Examples:

- ❖ Asia is the largest continent.
- ❖ We travelled south.
- ❖ Mount Everest is very high.

Capitalization in Academic Writing

9. General Subjects

When academic subjects are mentioned in a general sense, they are not capitalized because they refer to fields of knowledge.

Examples:

- ❖ I enjoy math.
- ❖ She studies biology.
- ❖ History is my favorite subject.

10. Specific Course Titles

When referring to the official name of a course, capitalize it.

Examples:

- ❖ I am taking Introduction to Sociology.

- ❖ He enrolled in English Grammar.
- ❖ We studied Modern World History.

11. Historical Events and Periods

Capitalize the names of historical events and periods.

Examples:

- ❖ The French Revolution changed Europe.
- ❖ The Renaissance began in Italy.
- ❖ The Cold War shaped world politics.

Common Exceptions

Do not capitalize short articles, conjunctions, and prepositions in titles unless they are the first word.

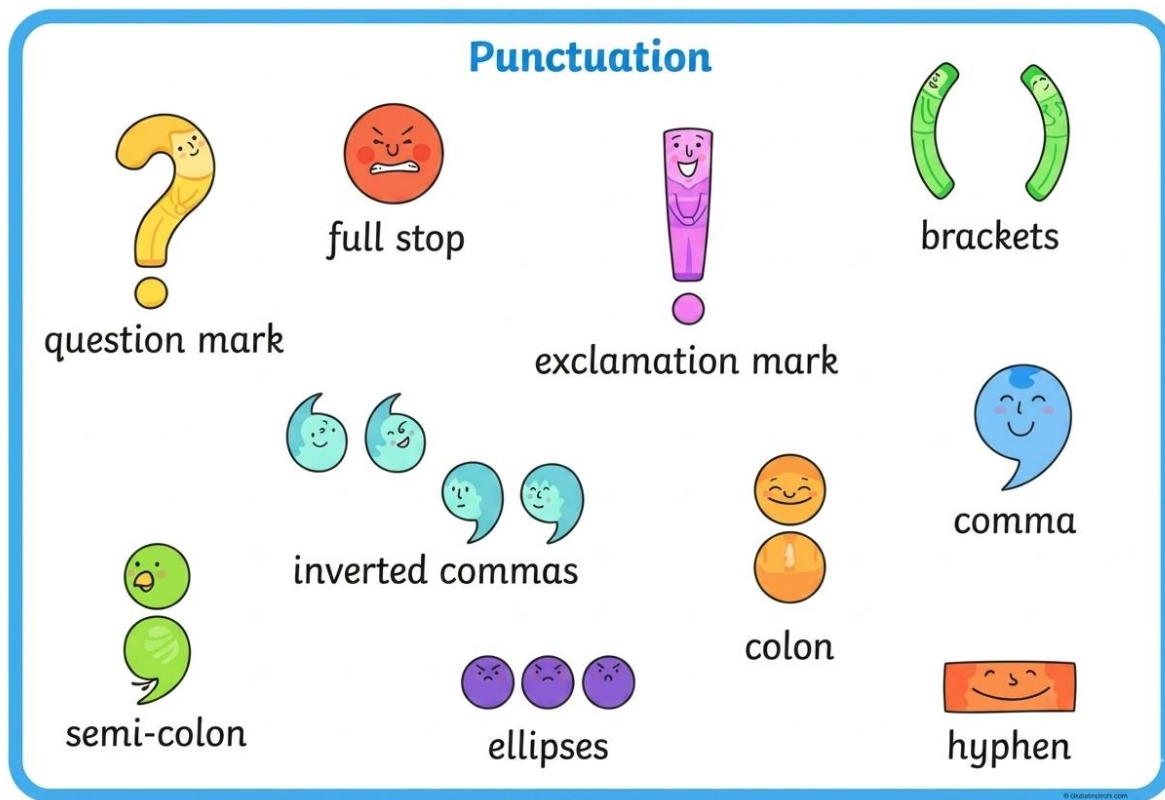
Examples:

- ❖ The Lion in Winter.
- ❖ The Sound and the Fury.
- ❖ War and Peace.

7.2. Conclusion

Capitalization is an important writing rule that makes sentences clearer and more professional. By learning when to capitalize sentence beginnings, proper nouns, titles, and special terms, students can improve both their grammar and writing accuracy.

8. Punctuation



8.1. Introduction

Punctuation refers to the symbols used in writing to clarify meaning, separate ideas, and make sentences easier to read. Without punctuation, writing can become confusing or even completely change meaning. Punctuation is far more than a set of mechanical rules; it is a structural framework that helps writers control the pace and clarity of their ideas. Truss (2003) argues that punctuation guides the reader through a sentence and shapes the flow of thought. By using punctuation effectively, writers clarify meaning, separate complex ideas, and make text easier to follow. Kane (2000) notes that punctuation marks signal the relationships between thoughts, while Crystal (2005) emphasizes that punctuation helps resolve ambiguity in written English. Williams and Bizup (2014) show that punctuation also affects the rhythm of prose, and the University of Bristol describes it as an important signposting tool for academic writing.

1. The Full Stop

A full stop ends a declarative sentence. It is also used in abbreviations.

Examples:

- ❖ The cat is sleeping.

- ❖ Mr. John Smith is an engineer.
- ❖ Prof. Michael Brown.

2. The Question Mark

A question mark is used at the end of a direct question.

Examples:

- ❖ What time is it?
- ❖ Are you coming to the party?
- ❖ Where do you live?

3. The Exclamation Mark

An exclamation mark shows strong emotion, excitement, surprise, or emphasis.

Examples:

- ❖ Wow! That's amazing!
- ❖ Help! I need assistance!
- ❖ What a beautiful day!

4. The Comma

A comma is used to separate items in a list, join clauses, or show a short pause.

Examples:

- ❖ I bought apples, bananas, oranges, and pears.
- ❖ I wanted to go to the party, but I was too tired.
- ❖ After the show, we went out for dinner.

5. The Semicolon

A semicolon links two closely related independent clauses. It can also separate items in a complex list.

Examples:

- ❖ I have a big test tomorrow; I can't go out tonight.

- ❖ She didn't study; however, she still passed.
- ❖ On our trip, we visited Paris, France; Rome, Italy; and Berlin, Germany.

6. The Colon

A colon introduces a list, explanation, or example.

Examples:

- ❖ She bought three things: apples, bananas, and oranges.
- ❖ Here's the plan: we will start at 8 AM.
- ❖ There is one important rule: be on time.

7. The Apostrophe

An apostrophe shows possession or forms contractions.

Examples:

- ❖ John's car
- ❖ The children's toys
- ❖ Can't, won't, it's

8. Quotation Marks

Quotation marks show direct speech or titles of short works.

Examples:

- ❖ She said, "I'll be there soon."
- ❖ "Let's go," he replied.
- ❖ I read the article "The Future of AI."

9. Parentheses

Parentheses give extra or non-essential information.

Examples:

- ❖ The concert was amazing (as expected).
- ❖ I finally finished my book (after three months).

- ❖ The meeting starts at 9 a.m. (not 9:30 a.m.).

10. The Ellipsis

An ellipsis shows omitted words or a pause in speech.

Examples:

- ❖ “To be, or not to be... that is the question.”
- ❖ I’m not sure what to say... maybe we should talk later.
- ❖ He opened the door and saw...

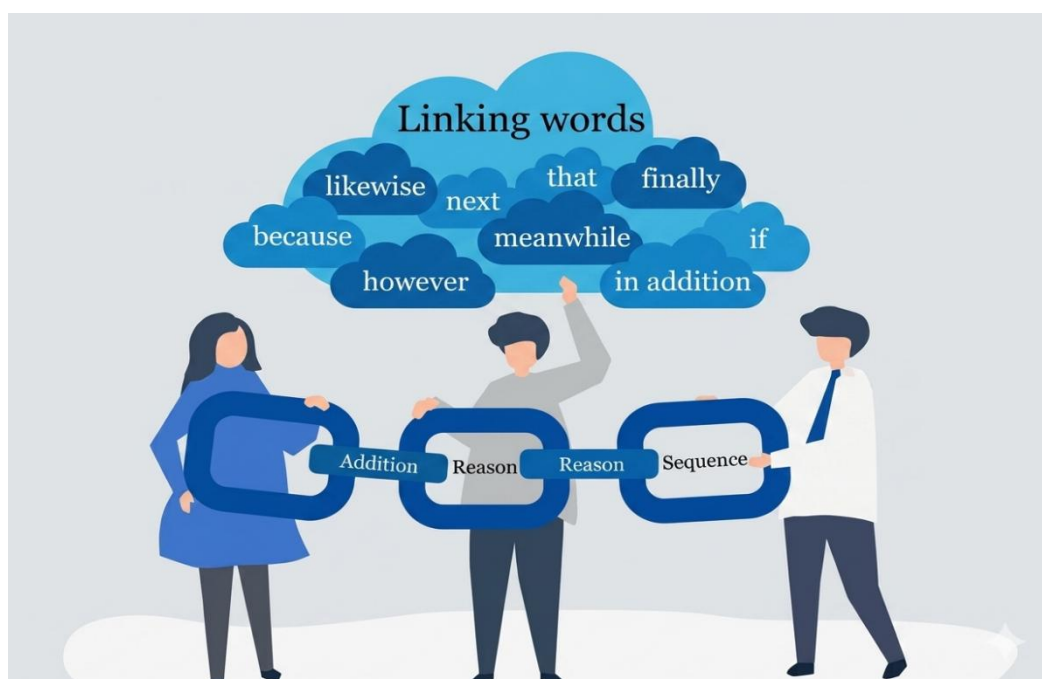
8.2. Importance of Punctuation

Without punctuation	With punctuation	Difference
I love cooking my family and my dog.	I love cooking, my family, and my dog.	Without the commas, the sentence sounds like you are cooking your family and dog. The punctuation makes the intended meaning clear.
We’re going to learn students!	We’re going to learn, students!	Without punctuation, the sentence is unclear and grammatically incorrect. With the comma, “students” is being addressed directly.
It’s time to eat grandpa.	It’s time to eat, grandpa.	Without punctuation, it sounds like grandpa will be eaten. With the comma, the speaker is talking to grandpa.

8.3. Conclusion

Punctuation is essential in writing because it makes meaning clear, improves readability, and prevents misunderstanding. Using punctuation correctly helps writers communicate ideas accurately and professionally.

9. Linking Words



9.1. Introduction

Linking words, also known as cohesive devices or transitions, are essential tools that connect ideas, sentences, and paragraphs smoothly. According to Zemach and Rumisek (2005), these words act as bridges, making writing clearer, more organized, and easier for the reader to follow. They are specific words or phrases that show the logical relationship between ideas, and Oshima and Hogue (2007) describe them as “transition signals” that tell the reader a new idea is coming and show how it relates to the previous one. In academic writing, linking words are important because they create flow and rhythm, prevent writing from feeling choppy or disconnected, and help the reader stay focused. Bailey (2014) notes that weak transitions can make writing seem broken, while Creme and Lea (2008) explain that transitions work like signposts by showing addition, contrast, or result. Smalley, Ruetten, and Kozyrev (2012) also emphasize that linking words support cohesion, which helps hold an essay together, and Williams and Bizup (2014) add that they guide the reader through the text and make the argument easier to follow. By using a range of linking words, writers can also avoid repetition and make their prose more professional and engaging.

9.2. Types of Linking Words

1. Addition

Linking words used to add more information.

Examples:

- ❖ She speaks English and French. (and, also, moreover, furthermore, in addition, besides)
- ❖ He is intelligent; moreover, he is hardworking. (and, also, moreover, furthermore, in addition, besides)
- ❖ In addition, the course includes speaking practice. (and, also, moreover, furthermore, in addition, besides)

2. Contrast

Linking words used to show difference or opposition.

Examples:

- ❖ She is rich, but she is not happy. (but, however, although, though, nevertheless, on the other hand)
- ❖ However, the answer was wrong. (but, however, although, though, nevertheless, on the other hand)
- ❖ Although it was raining, we went out. (but, however, although, though, nevertheless, on the other hand)

3. Cause and Effect

Linking words used to show reason and result.

Examples:

- ❖ He stayed at home because he was sick. (because, so, therefore, since, as a result, consequently)
- ❖ It rained heavily, so the match was cancelled. (because, so, therefore, since, as a result, consequently)
- ❖ Therefore, we decided to leave early. (because, so, therefore, since, as a result, consequently)

4. Comparison

Linking words used to show similarity.

Examples:

- ❖ She works hard. Similarly, her brother studies hard. (similarly, likewise, in the same way, as...as, just as)
- ❖ He is as tall as his father. (similarly, likewise, in the same way, as...as, just as)
- ❖ Just as reading improves writing, practice improves speaking. (similarly, likewise, in the same way, as...as, just as)

5. Illustration

Linking words used to give examples.

Examples:

- ❖ Many countries, for example Algeria and Egypt, use Arabic. (for example, for instance, such as, namely, to illustrate)
- ❖ She enjoys outdoor activities such as hiking and cycling. (for example, for instance, such as, namely, to illustrate)
- ❖ To illustrate, consider this simple sentence. (for example, for instance, such as, namely, to illustrate)

6. Conclusion

Linking words used to summarize or end an idea.

Examples:

- ❖ In conclusion, punctuation is very important. (in conclusion, to sum up, in summary, overall, finally, to conclude)
- ❖ To sum up, linking words improve writing. (in conclusion, to sum up, in summary, overall, finally, to conclude)
- ❖ Overall, the course was useful and practical. (in conclusion, to sum up, in summary, overall, finally, to conclude)

7. Time or Sequence

Linking words used to show order or sequence.

Examples:

- ❖ First, read the question carefully. (first, then, next, after that, finally, meanwhile)
- ❖ Then, write your answer. (first, then, next, after that, finally, meanwhile)
- ❖ Finally, check your work. (first, then, next, after that, finally, meanwhile)

8. Condition and Hypothesis

Linking words used to show a condition or possible situation.

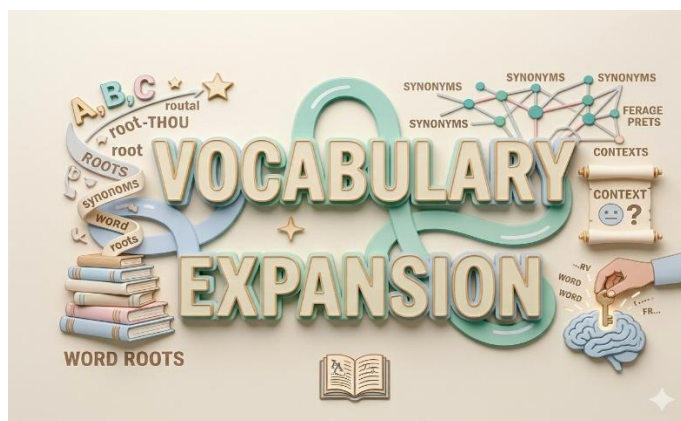
Examples:

- ❖ If it rains, we will stay home. (if, unless, provided that, as long as, in case, supposing)
- ❖ You will pass unless you give up. (if, unless, provided that, as long as, in case, supposing)
- ❖ Provided that you study, you will improve. (if, unless, provided that, as long as, in case, supposing)

9.3. Conclusion

Linking words are essential in writing because they help connect ideas clearly and logically. By using them correctly, students can make their sentences smoother, stronger, and more professional.

10. Vocabulary Expansion



10.1. Introduction

Vocabulary expansion is a strategic skill that moves writing from being purely descriptive to being analytically persuasive, and according to Cottrell (2019), a richer vocabulary allows the writer to move beyond “everyday” language to the “academic” register required for university-level success; this can be strengthened through examples and analogies, because analogies act as a bridge for the reader by translating complex theories into familiar concepts, while Murray (2004) explains that specific examples are the “evidence” that makes a writer’s claims believable and concrete, and using analogies also helps maintain the reader’s attention by simplifying abstract points. Through descriptive details, precise descriptors eliminate the need for weak intensifiers like “very” or “really,” and Strunk and White (2000) advocate for the “concrete” over the

“abstract,” arguing that specific details like “bright, spacious, and blue” are always more effective than vague terms like “nice.”

Writing also gains depth through reasons and consequences, because it achieves fuller meaning when it explores the “causal chain” and shows how one event leads to another, and the Harvard College Writing Center notes that explaining the “so what?” of a statement the consequences is what separates a simple summary from a high-level analysis; similarly, background information gives the reader the context needed to judge the importance of a claim, while Seow (2002) emphasizes that providing “situational background” ensures the audience shares the same starting point as the writer, which is essential for effective communication.

10.1. Tips for Vocabulary Expansion

1. Add examples and analogies:

Examples make an idea clearer. Analogies help readers understand by comparing one idea to another.

Example: Instead of saying *Exercise is good*, you can say *Exercise improves health, just as regular maintenance keeps a machine working well*.

2. Use descriptive details:

Descriptive details make writing more vivid and exact.

Example: Instead of *The room was nice*, you can say *The room was bright, spacious, and decorated with soft blue curtains*.

3. Explain reasons or consequences:

Explaining why something happens or what happens next adds depth to your writing.

Example: Instead of *Many students fail*, you can say *Many students fail because they do not manage their time effectively*.

4. Provide background information:

Background information helps the reader understand the context.

Example: Instead of *The law changed society*, you can say *After years of public debate, the new law changed society by improving access to education*.

When We Use Vocabulary Expansion?

We use vocabulary expansion when we want to:

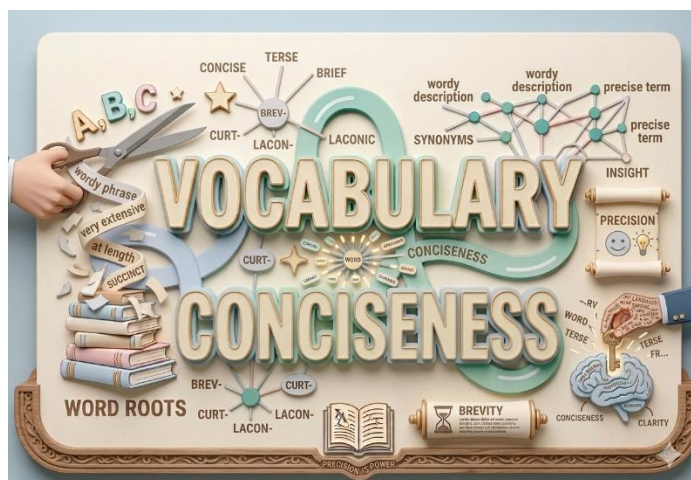
- ✓ explain ideas in detail.

- ✓ make writing more academic.
- ✓ avoid repeating the same words.
- ✓ improve clarity and precision.

Examples

- ❖ Simple: *The book is good.*
Expanded: *The book is engaging, well organized, and full of useful examples.*
- ❖ Simple: *The weather was bad.*
Expanded: *The weather was cold, windy, and uncomfortable for travel.*
- ❖ Simple: *The lesson was useful.*
Expanded: *The lesson was useful because it gave students practical strategies for writing.*

11.Vocabulary Conciseness



11.1. Introduction

Conciseness is the practice of expressing ideas clearly and fully using the fewest necessary words, and according to Strunk and White (2000), “vigorous writing is concise,” meaning a sentence should contain no unnecessary words and a paragraph no unnecessary sentences for the same reason that a drawing should have no unnecessary lines; this principle is supported by several practical writing strategies, including eliminating redundancy, since redundant phrases repeat the same meaning and clutter the text, as Hacker and Sommers (2020) advise writers to cut “empty or inflated” phrases and to use “fundamentals” instead of “basic fundamentals” to maintain academic precision. It also includes using strong verbs, because turning nouns back into verbs and avoiding

“nominalizations” makes writing more active and direct, and Zemach and Rumisek (2005) emphasize that using a single, strong verb instead of a verb-noun phrase, such as improve instead of make an improvement, creates a more professional and energetic academic tone.

Conciseness further depends on avoiding overly long sentences, because clarity is often lost when too many ideas are crammed into one structure, and the University of Leicester suggests that while sentence variety is important, “over-packing” sentences leads to cognitive fatigue for the reader, so long, rambling sentences should be broken into smaller, manageable units to help the reader follow the logic easily; it also involves using simple language, because sophistication comes from the clarity of the idea, not the complexity of the vocabulary, and Cottrell (2019) notes that in higher education the goal is to communicate complex ideas simply, so “try to start” is clearer than “endeavor to commence”; finally, it requires deleting unnecessary qualifiers, because words like very or really often weaken a statement rather than strengthening it, while Lunsford (2015) highlights that qualifiers are often “filler words” that add weight without adding meaning, and removing them makes the remaining adjectives feel more powerful and certain.

11.2. Tips for Conciseness

1. Eliminate redundant words:

Redundant words repeat the same idea.

Example: Instead of *basic fundamentals*, say *fundamentals*. Instead of *true fact*, say *fact*.

2. Use strong verbs:

Strong verbs make sentences shorter and clearer.

Example: Instead of *make an improvement*, say *improve*. Instead of *give support to*, say *support*.

3. Avoid overly long sentences.

Long sentences can confuse the reader.

Example: Instead of *The teacher explained the lesson in a very long way that made the students tired*, say *The teacher explained the lesson clearly, and the students understood it easily*.

4. Use simple language.

Simple language makes ideas direct and easy to follow.

Example: Instead of *endeavor to commence*, say *try to start*.

5. Delete unnecessary qualifiers.

Qualifiers like *very*, *really*, *just*, or *quite* are often unnecessary.

Example: Instead of *The test was very difficult and really challenging*, say *The test was difficult*.

11.3. When We Use Conciseness

We use conciseness when we want to:

- Make writing clear and direct.
- Avoid repetition.
- Stay within word limits.
- Improve readability.
- Strengthen academic writing.

Examples

❖ **Wordy:** *Due to the fact that he was tired, he stayed home.*

Concise: *Because he was tired, he stayed home.*

❖ **Wordy:** *At this point in time, the meeting ended.*

Concise: *The meeting ended now.*

Better: *The meeting ended.*

❖ **Wordy:** *She is a student who is studying medicine.*

Concise: *She is a medical student.*

11.4. Conclusion

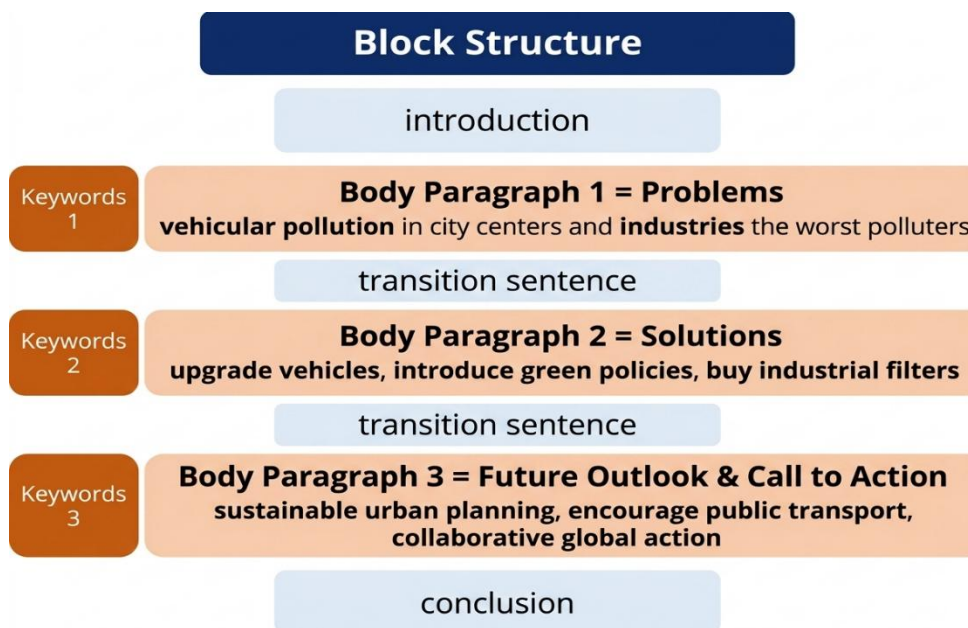
Vocabulary expansion and conciseness are both important in effective writing. Vocabulary expansion helps writers enrich and develop ideas, while conciseness helps them remove unnecessary words and communicate clearly. Good writing balances both: it is detailed but not wordy, rich but not confusing.

Chapter Two

Architecting the Professional Essay

1. Introduction

Writing an essay is one of the most important skills in academic communication. It allows writers to express ideas, present arguments, explain concepts, and share opinions in a clear and organized way. A well-written essay is not just a group of paragraphs; it is a structured text that begins with a strong idea, develops with supporting details, and ends with a meaningful conclusion. In this chapter, students will learn what an essay means, its definition, its main types, and the steps involved in writing one, from brainstorming to the final conclusion.



This chapter also presents a detailed roadmap for essay writing by explaining the main sections of an essay, including the introduction, body paragraphs, and conclusion. The introduction will be studied through its key components, such as the hook, background information, and thesis statement. The body paragraphs will also be examined through their important parts, including examples, facts, statistics, analysis, and interpretation. Finally, the conclusion is the final part of an essay, where the writer briefly restates the main ideas, gives a sense of closure, and leaves the reader with a final thought. The first section of this chapter will introduce the brainstorming stage, which is the first step in essay writing.

2. Brainstorming

BRAINSTROMING



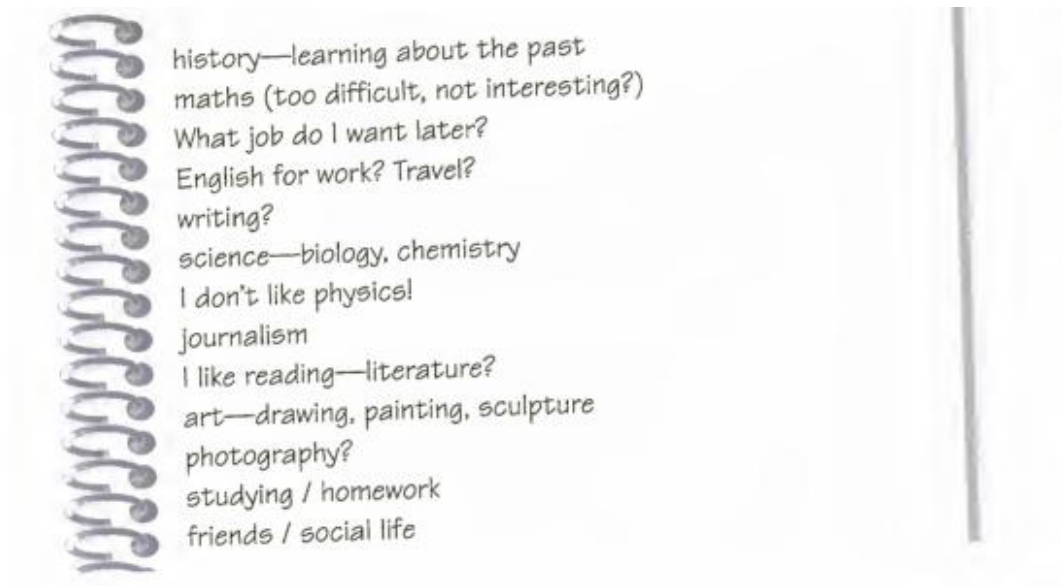
2.1. Introduction

“Give me six hours to chop down a tree and I will spend the first four sharpening the axe,” Abraham Lincoln said. This quote shows that good preparation is necessary before action, and in writing, brainstorming is the preparation stage where ideas are gathered before composing a text. Brainstorming is the first step in writing, where writers quickly collect ideas, words, and arguments before drafting. Murray (2004) says this is the stage where the topic is discovered, because it lets writers explore their subject without worrying too much about grammar or structure at first. Seow (2002) explains that brainstorming lowers mental pressure by separating thinking from writing, while Flower and Hayes (1981) show that it helps writers overcome writer’s block by focusing on ideas before quality. Cottrell (2019) also notes that brainstorming helps writers find links and groups among their ideas, and Kane (2000) adds that it helps them think about what background information their audience needs. Brainstorming is important because it helps writers overcome writer’s block, produce more ideas before writing begins, improve organization and planning, choose the best ideas, and make writing faster and clearer.

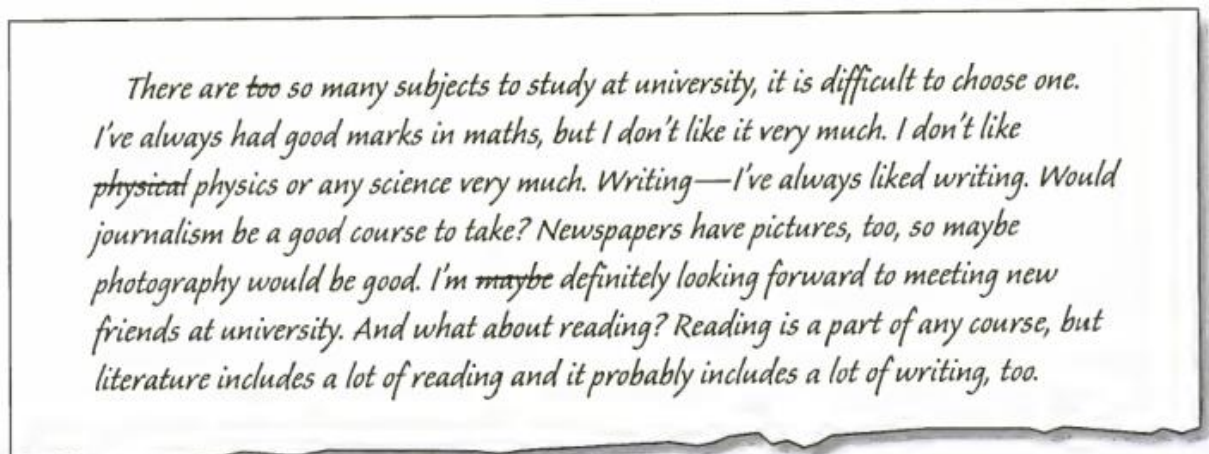
2.3. Main Methods of Brainstorming

1. Free Listing and Free Writing

Free listing means writing down every idea that comes to mind about a topic without judging or organizing them at first.



Picture 1: Free Listing



Picture 2: Free Writing

Example:

Topic: Social media

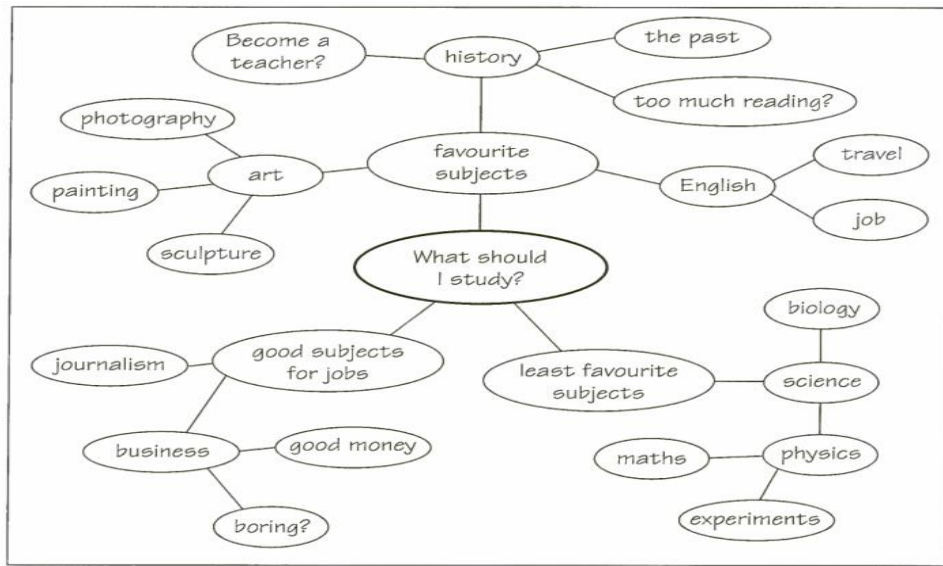
Ideas: communication, addiction, learning, entertainment, business, privacy, news

Advantages:

- Simple and quick.
- Encourages many ideas.
- Useful for beginners.

2. Mind Mapping

Mind mapping is a visual method of brainstorming. The main topic is placed in the center, and related ideas are connected around it.



Example:

Main topic: Education

Branches: teachers, students, technology, exams, classrooms, homework

Advantages:

- Visually clear.
- Helps organize ideas.
- Shows relationships between ideas.

3. WH-Question Technique

This technique uses question words such as **who**, **what**, **where**, **when**, **why**, and **how** to generate ideas.

Example:

Topic: Climate change

- Who is affected?
- What causes it?
- Where does it happen most?
- When did it become serious?
- Why is it dangerous?
- How can we reduce it?



Advantages:

- Helps explore a topic deeply.
- Useful for developing details.
- Encourages critical thinking.

Reflection

After brainstorming, writers should reflect on the ideas they produced. Reflection means reviewing the ideas and deciding which ones are useful, clear, and relevant.

Example:

After listing ideas about pollution, a student may decide that factory waste, plastic pollution, and air pollution are the strongest points for an essay.

Process of Brainstorming

Brainstorming usually follows these steps:

1. Choose a topic.
2. Write down all possible ideas.
3. Do not judge ideas immediately.
4. Group similar ideas together.
5. Select the best ideas.
6. Use the selected ideas in the writing plan.

**Example:**

Topic: Education

Ideas: learning, exams, teachers, technology, motivation, discipline

After grouping and selecting, the writer may keep only technology, motivation, and exams for the essay.

2.4. Types of Brainstorming**1. Initial Brainstorming**

This happens before writing starts. It helps the writer understand the topic and generate first ideas.

Example:

Before writing about poverty, a student lists: unemployment, hunger, lack of education, low income.

2. Brainstorming During Writing

This happens while drafting the essay. The writer adds more ideas, examples, or explanations.

Example:

While writing a paragraph on social media, the writer thinks of examples such as Facebook, Instagram, and TikTok.

3. Brainstorming During Revision

This happens after the first draft. The writer looks for missing ideas, weak points, or better examples.

Example:

After writing about pollution, the writer notices that a section on recycling is missing and adds it during revision.

Brainstorming for Essay Types

1. Argumentative Essay

For an argumentative essay, brainstorming helps the writer identify claims, reasons, and evidence.

Example topic: Should school uniforms be mandatory?

Ideas:

- ❖ Uniforms reduce inequality.
- ❖ Uniforms improve discipline.
- ❖ Uniforms may limit personal expression.
- ❖ Schools become more organized.

2. Descriptive Essay

For a descriptive essay, brainstorming helps the writer collect sensory details and vivid vocabulary.

Example topic: My favorite place

Ideas:

- ❖ Colors, sounds, smells, atmosphere, shape, size, feelings

3. Expository Essay

For an expository essay, brainstorming helps the writer explain facts, causes, effects, steps, or definitions clearly.

Example topic: How to stay healthy

Ideas:

- ❖ Eat balanced meals.
- ❖ Exercise regularly.
- ❖ Sleep enough.
- ❖ Drink water.
- ❖ Reduce stress.

Conclusion

Brainstorming is an essential prewriting technique that helps writers generate and organize ideas before composing a text. Whether through free listing, mind mapping, or WH-questions, brainstorming improves planning and supports different essay types such as argumentative, descriptive, and expository writing.

3. Essay Hooks



3.1. Introduction

The hook is the first part of an introduction and is used to catch the reader’s attention and encourage them to keep reading. According to Bailey (2011), it gives the writer the first chance to show why the topic matters to the audience and helps the essay begin in a clear and professional way. A hook is usually the first sentence or first few sentences of an essay, and Zemach and Rumisek (2005) describe it as a way to “interest the reader” before the writer moves from the general topic to the specific thesis. Academic writers use hooks to create reader interest, avoid a sudden or “cold” beginning, and prepare the reader for the main argument. Oshima and Hogue (2007) suggest that a strong hook may include a surprising fact, a question, or a short example, while Hacker and Sommers (2020) explain that it helps lead the reader smoothly toward the thesis. Lunsford (2015) also notes that a good hook supports the writer’s credibility, and Swales and Feak (2012) add that it can provide the background a reader needs to understand why the topic is important.

3.2. Strong Hook vs Weak Hook

Type	Definition	Example
Strong Hook	A strong hook is clear, interesting, and connected to the essay topic.	Education is the most powerful tool for changing a person's future.
Weak Hook	A weak hook is boring, too general, or unclear.	This essay is about education.

3.3. Types of Hooks

1. Question Hook

A question hook begins with a question to make the reader think.

Example:

Why do some students succeed while others struggle?

Used in: argumentative essays, persuasive essays, and expository essays.



2. Anecdote Hook

An anecdote hook begins with a short story or personal experience.

Example:

When I was in secondary school, one small mistake in my essay changed my grade completely.

Used in: descriptive essays, personal essays, and sometimes persuasive essays.



3. Bold Statement Hook

A bold statement is a strong and surprising sentence.

Example:

Social media is destroying the attention span of young people.

Used in: argumentative essays and persuasive essays.



4. Metaphor Hook

A metaphor hook compares one thing to another in a creative way.

Example:

The mind is a garden, and education is the water that helps it grow.

Used in: descriptive essays and creative writing.

5. Statistic Hook

A statistic hook begins with a fact or number.

Example:

More than 60 percent of students say they study better with technology.

Used in: argumentative essays and expository essays.

6. Quote Hook

A quote hook begins with a famous saying or statement from another person.

Example:

As Nelson Mandela said, “Education is the most powerful weapon which you can use to change the world.”

Used in: argumentative essays and persuasive essays.

3.4. Which Hook Matches Each Essay Type?

1. Argumentative Essay

Argumentative essays often use statistic hooks, quote hooks, question hooks, and bold statement hooks because these types support a clear position and encourage critical thinking.

Example:

Should technology replace traditional learning?

A good hook: *Can a machine truly replace a teacher?*

2. Expository Essay

Expository essays often use question hooks, statistic hooks, and sometimes quote hooks because they introduce a topic objectively and clearly.

Example:

How does sleep affect learning?

A good hook: *Did you know that lack of sleep can reduce concentration and memory?*

3. Persuasive Essay

Persuasive essays often use bold statement hooks, question hooks, quote hooks, and statistic hooks because they are designed to convince the reader.

Example:

Should students wear uniforms?

A good hook: *School uniforms should be mandatory because they reduce inequality and improve discipline.*

3.5. Conclusion

A hook is an important part of essay writing because it creates interest and prepares the reader for the main idea. Different types of hooks work better for different essays, so writers should choose the one that best matches their purpose and topic. A strong hook helps make the essay more effective, clear, and engaging.

4. Background Information



4.1. Definition

Background information is the part of an introduction that comes after the hook and before the thesis statement, and it gives the reader the context needed to understand the topic and follow the writer's main idea. According to Bailey (2014), this section helps prepare the reader by introducing the subject clearly and naturally before the essay moves to its central argument. Cottrell (2019) also emphasizes that background information should be concise, relevant, and useful, so it gives enough context without repeating the thesis. In academic writing, this part helps define the scope of the topic, explain why it matters, and guide the reader toward the main claim. It answers the question of why the topic is worth reading about because it creates a smooth link between the hook and the thesis.

4.2. Purpose of Background Information

A. **Defining the scope:** If the essay is about school uniforms, the background may explain that the discussion is limited to secondary school students.

B. **Showing importance:** If the essay is about mobile phones in class, the background may mention that phones can distract students and affect learning.

C. **Giving context:** If the essay is about recycling, the background may briefly explain that recycling is the process of reusing waste materials before discussing its benefits.

4.3. Types of Background Information

Type	Description	Simple Example
Historical	Gives a short idea of the past development of the topic.	School uniforms have been used in many schools for many years.
Definitional	Explains the meaning of an important term.	Recycling means using waste materials again instead of throwing them away.
Status quo	Describes the current situation.	Today, many schools are still debating whether uniforms should be compulsory.
Statistical	Uses a number or fact to show importance.	Many students use mobile phones every day in school and at home.

Conclusion

Background information is an important part of an essay because it helps the reader understand the topic before the thesis statement appears. It should be clear, brief, and directly connected to the essay topic. When written well, it makes the essay smoother, more logical, and easier to read.

5. Thesis Statement

5.1. Introduction

After the hook and background information, the thesis statement is the next important part of an essay. It introduces the main idea of the essay and guides the reader toward the writer's purpose. The hook attracts the reader's attention, and the background information gives context; together, they lead smoothly to the thesis statement, which presents the central idea of the essay.

A thesis statement is the main sentence in an essay that shows the writer's central idea, opinion, or purpose, and according to Zemach and Rumisek (2005), it works like a map for the reader by showing what the essay will discuss and the point of view the writer will take; it is usually placed at the end of the introduction to lead smoothly into the body of the essay. A strong thesis is specific and narrow, because Hacker and Sommers (2020) argue that it should focus on one clear idea rather than a broad topic that is too large to cover. It is also arguable and defensible, since Lunsford (2015) explains that it should make a claim that others could disagree with and that the writer must support with evidence. In addition, a good thesis is focused and unified, as the Harvard College Writing Center says it should avoid becoming a "shopping list" of ideas and stay closely tied to the main argument. Finally, Hogue (2003) notes that a well-written thesis may also suggest the main points that will appear in the body paragraphs, helping the reader follow the structure of the essay.

5.2. Types of Thesis Statements

1. Argumentative Thesis Statement

An argumentative thesis statement presents a topic, a clear claim, and reasons.

Formula: Topic + precise claim + reasons

Example:

School uniforms should be compulsory because they reduce inequality and improve discipline.

- ❖ **Topic:** school uniforms
- ❖ **Claim:** should be compulsory
- ❖ **Reasons:** reduce inequality and improve discipline

2. Analytical Thesis Statement

An analytical thesis statement breaks a topic into parts and shows how or why something works.

Example:

The success of online learning depends on student motivation, internet access, and teacher support.

- ❖ **Topic:** online learning
- ❖ **Main idea:** its success depends on certain factors
- ❖ **Factors:** student motivation, internet access, and teacher support

3. Expository Thesis Statement

An expository thesis statement explains a topic clearly and objectively.

Example:

Time management helps students organize their work, reduce stress, and improve academic performance.

- ❖ **Topic:** time management
- ❖ **Main idea:** helps students
- ❖ **Points explained:** organize work, reduce stress, improve performance

5.3. Why We Focus on These Types?

We focus on argumentative, analytical, and expository thesis statements because they are the most common in academic writing. They help students learn how to present an opinion, explain ideas, and organize information clearly.

5.4. What is the Difference Between Strong and Weak Thesis Statement?

Strong Thesis Statement	Weak Thesis Statement
School uniforms should be compulsory because they reduce inequality and improve discipline.	School uniforms are important.
Time management helps students organize their work, reduce stress, and improve academic performance.	Time management is useful.
Online learning depends on student motivation, internet access, and teacher support.	Online learning is good.

5.5. Conclusion

The thesis statement is one of the most important parts of an essay because it gives direction to the whole text. A strong thesis is specific, arguable, and focused, and it helps the reader understand what the essay will discuss.

5.6. Building the Introduction

After gathering the hook, background information, and thesis statement, we have the final version of the essay's introduction. These three parts work together to attract the reader's attention, provide context, and clearly present the main idea of the essay.

Example 1: English in Algerian Universities

Hook: English has become the language of science, technology, and international communication.

Background information: In many countries, universities are increasing the use of English in academic programs, especially in science and research. In Algeria, this issue is becoming more important as students need English to access global knowledge.

Thesis statement: English should be strengthened in Algerian universities because it improves academic opportunities, supports research, and prepares students for the global world.

Example 2: Artificial Intelligence in Writing

Hook: Artificial intelligence is changing the way students write, learn, and communicate.

Background information: AI tools are now widely used in education for grammar checking, idea generation, and text editing. While these tools can help writers, they also raise questions about originality and learning.

Thesis statement: Artificial intelligence can support writing, but students must use it carefully to improve their skills without becoming dependent on it.

Example 3: Preserving Culture and Heritage in the AI Era

Hook: In a world of rapid digital change, culture and heritage can easily be forgotten.

Background information: Artificial intelligence and modern technology are transforming daily life, communication, and education. However, these changes may weaken interest in traditional values, local languages, and cultural identity.

Thesis statement: Culture and heritage should be preserved during the AI era through education, digital documentation, and community involvement.

Example 4: Social Media Platforms in the Arab World

Hook: Social media has become one of the most powerful tools of communication in the Arab world.

Background information: Millions of people in Arab countries use social media every day to share news, opinions, and personal experiences. These platforms influence how people communicate, learn, and interact socially.

Thesis statement: Social media platforms have both positive and negative effects in the Arab world, but their impact depends on how responsibly they are used.

Example 5: Online Learning

Hook: Online learning has transformed education in ways that were once unimaginable.

Background information: Digital platforms allow students to attend classes, access resources, and communicate with teachers from different places. This method became especially important during recent global changes in education.

Thesis statement: Online learning is an effective educational tool because it offers flexibility, accessibility, and new opportunities for students.

Example 6: Apps to Learn Foreign Languages

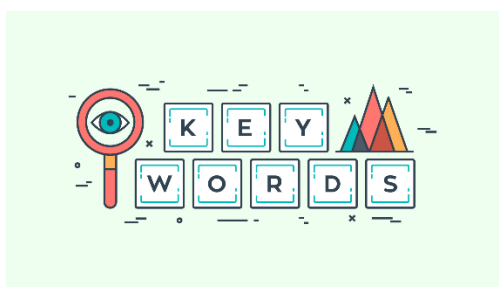
Hook: Language-learning apps have made it easier than ever to study a new language anywhere and at any time.

Background information: Many students now use mobile applications to practice vocabulary, pronunciation, and grammar outside the classroom. These apps are becoming popular because they are flexible, interactive, and easy to access.

Thesis statement: Apps to learn foreign languages are useful educational tools because they support independent learning, increase motivation, and improve language practice.

NB: Once the introduction is complete, the next step is to select the most important keywords from it in order to plan and develop the body paragraphs.

6. Keywords for Body Paragraphs



6.1. Introduction

Keywords are the most important words or phrases in an introduction because they help writers identify the main ideas of an essay and plan the body paragraphs around them. According to Hogue (2003), a clear focus in writing helps the reader understand the purpose of the essay, while Swales and Feak (2012) explain that writers should keep their ideas relevant to the topic so the discussion remains focused. Good keywords are specific because they point to a clear idea, relevant because they relate directly to the essay topic, repeatable because they connect with the main argument throughout the essay, and important because they represent the key ideas that should be developed in the body paragraphs.

6.2. How to Identify Keywords

To identify good keywords, writers should:

- ❖ Look for repeated or emphasized words.
- ❖ Choose words that show the topic, context, or thesis.
- ❖ Ignore small words like *the*, *a*, *in*, and *of*.
- ❖ Pick words that can be developed into paragraphs.

6.3. How to Use Keywords to Plan Body Paragraphs

1. Extract all keywords from the introduction.
2. Select three main keywords that represent the essay's core argument.
3. Assign one keyword to each body paragraph.
4. Brainstorm evidence, examples, or explanations for each keyword.
5. Merge keywords when needed if two ideas are closely related.

Examples: These examples represent different introductions to different topics, and each one is followed by its main keywords for easier analysis and paragraph planning.

1. English in Algerian Universities

English has become the language of science, technology, and international communication. In many countries, universities are increasing the use of English in academic programs, especially in science and research. In Algeria, this issue is becoming more important as students need English to access global knowledge. English should be strengthened in Algerian universities because it improves academic opportunities, supports research, and prepares students for the global world.

Keywords: English, Algerian universities, academic opportunities

2. Artificial Intelligence in Writing

Artificial intelligence is changing the way students write, learn, and communicate. AI tools are now widely used in education for grammar checking, idea generation, and text editing. While these tools can help writers, they also raise questions about originality and learning. Artificial intelligence can support writing, but students must use it carefully to improve their skills without becoming dependent on it.

Keywords: artificial intelligence, writing, student skills

3. Preserving Culture and Heritage in the AI Era

In a world of rapid digital change, culture and heritage can easily be forgotten. Artificial intelligence and modern technology are transforming daily life, communication, and education. However, these changes may weaken interest in traditional values, local languages, and cultural identity. Culture and heritage should be preserved during the AI era through education, digital documentation, and community involvement.

Keywords: culture and heritage, AI era, preservation

4. Social Media Platforms in the Arab World

Social media has become one of the most powerful tools of communication in the Arab world. Millions of people in Arab countries use social media every day to share news, opinions, and personal experiences. These platforms influence how people communicate, learn, and interact socially. Social media platforms have both positive and negative effects in the Arab world, but their impact depends on how responsibly they are used.

Keywords: social media, Arab world, communication

5. Apps to Learn Foreign Languages

Language-learning apps have made it easier than ever to study a new language anywhere and at any time. Many students now use mobile applications to practice vocabulary, pronunciation, and grammar outside the classroom. These apps are becoming popular because they are flexible, interactive, and easy to access. Apps to learn foreign languages are useful educational tools because they support independent learning, increase motivation, and improve language practice.

Keywords: language-learning apps, foreign languages, independent learning

6. Online Learning

Online learning has transformed education in ways that were once unimaginable. Digital platforms allow students to attend classes, access resources, and communicate with teachers from different places. This method became especially important during recent changes in education. Online learning is an effective educational tool because it offers flexibility, accessibility, and new opportunities for students.

Keywords: online learning, education, flexibility

6.4. The Strategic Selection of Essay Keywords

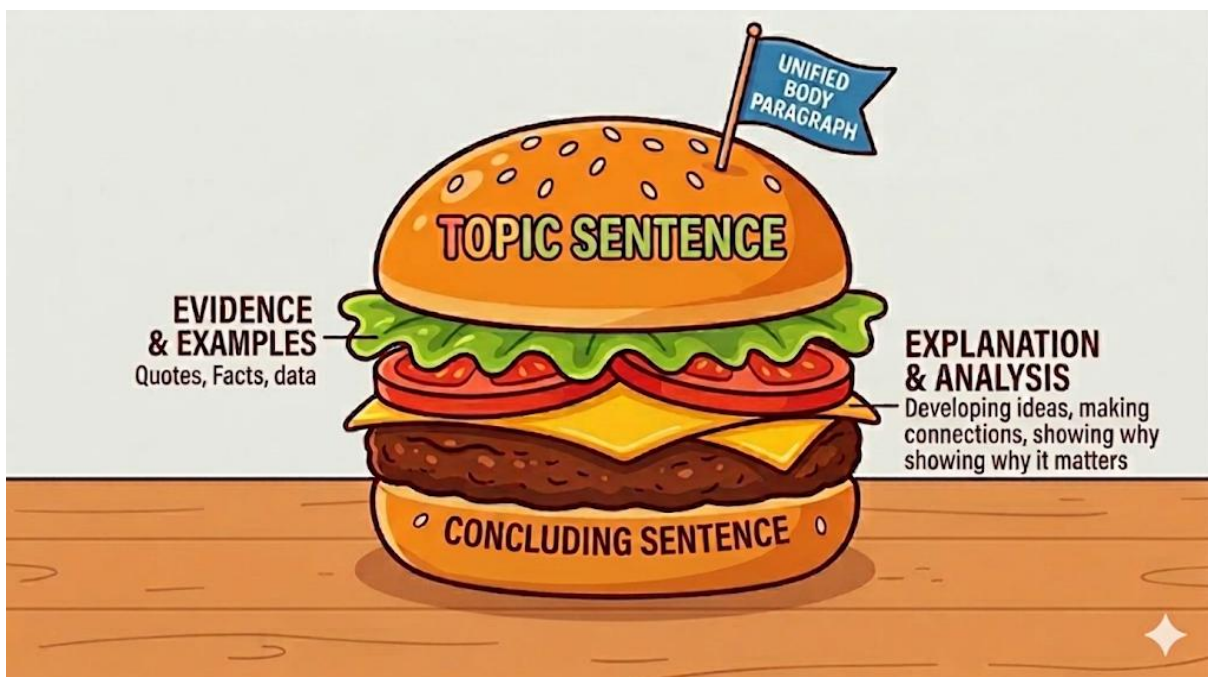
A reliable way to select essay keywords is to start with the introduction as a whole, especially the thesis statement, because the introduction shows the topic, context, and central argument of the essay. In practice, the thesis statement is usually the richest source of keywords because it condenses the essay's main claim and key ideas into one or two sentences. Scholarly consensus supports this approach, noting that the introduction serves to "create a research space" where the terminology used establishes the conceptual framework for the entire paper.

While the thesis is central, the hook and background information can also supply useful supporting terms when they contain repeated or emphasized concepts. Research published in the *Journal of English for Academic Purposes* confirms that effective keywords reflect the "discourse markers and central themes" presented in these opening sections. Academic guidance on research and essay planning further recommends identifying these core concepts, listing related terms, and selecting the most important ones to ensure the work is accurately indexed and the argument remains focused.

6.5. Conclusion

Keywords help writers move from the introduction to the body of the essay in an organized way. By selecting the right keywords, students can plan clear and focused paragraphs that support the thesis statement effectively.

7. Body Paragraphs



7.1. Introduction

A body paragraph is a single part of an essay that supports the main thesis, and according to Zemach and Rumisek (2005), it should be organized clearly so the reader can follow the idea from the first claim to the final evidence. It usually begins with a topic sentence that states the main point and links back to a keyword from the thesis, and Oshima and Hogue (2007) explain that this sentence should be controlled, meaning it should be neither too broad nor too narrow. The

paragraph then includes supporting evidence such as facts, statistics, expert ideas, or examples, and Smalley, Ruetten, and Kozyrev (2012) stress that every detail must support the topic sentence and keep the paragraph unified. After that, the writer adds analysis and explanation by showing the “so what?” of the evidence, which means explaining how the evidence proves the point and strengthens the argument. Finally, the paragraph should end with a concluding or transition sentence that briefly closes the idea and leads smoothly to the next paragraph, and Creme and Lea (2008) describe these sentences as signposts that help the essay move forward clearly.

7.2. Main Components of a Body Paragraph

1. Topic Sentence

The topic sentence is the first sentence of the paragraph. It states the main idea of the paragraph and shows how it connects to the thesis statement.

Examples:

- ❖ English helps Algerian students access global knowledge.
- ❖ Artificial intelligence can support writing when used carefully.
- ❖ Social media has changed communication in the Arab world.

2. Evidence

Evidence supports the topic sentence and makes the paragraph more convincing. It may include examples, quotations, statistics, facts, and definitions.

Types of Evidence:

A. Examples

Examples help explain the idea clearly.

Examples:

- ❖ English helps students read international research articles.
- ❖ Artificial intelligence can help students check grammar in their essays.
- ❖ Social media allows people to share news instantly.

B. Quotations

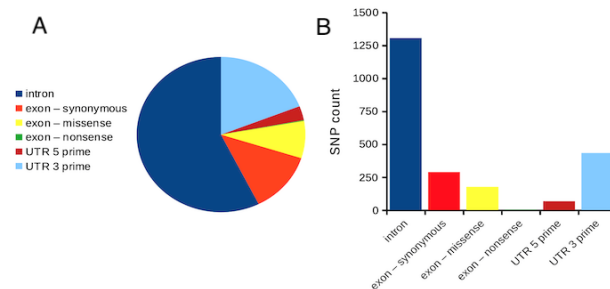
Quotations use the exact words of a writer, speaker, or expert.

Examples:

- ❖ As Nelson Mandela said, “Education is the most powerful weapon.”
- ❖ A language teacher may say, “Practice is the key to fluency.”

- ❖ A researcher may write, “Technology is transforming classroom learning.”

D. Statistics



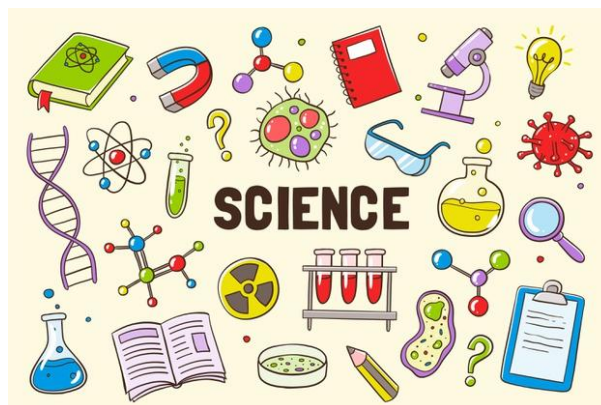
Statistics use numbers or data to show importance.

Examples:

- ❖ Many students use language apps every day to learn new words.
- ❖ A large number of young people use social media daily.
- ❖ More students are choosing online learning than before.

D. Facts

Facts are true pieces of information.



Examples:

- ❖ English is used in many universities around the world.
- ❖ Artificial intelligence can perform grammar correction.
- ❖ Social media platforms are widely used for communication.

E. Definitions

Definitions explain the meaning of a word or concept.

Examples:

- ❖ A thesis statement is the main idea of an essay.

- ❖ Artificial intelligence is the use of machines to perform tasks that need human intelligence.
- ❖ Social media refers to online platforms used for communication and sharing content.

3. Analysis and Interpretation

Analysis explains the meaning of the evidence. Interpretation shows why the evidence is important. This stage often uses linking words that show results or findings, such as therefore, as a result, consequently, and thus.

Examples:

- ❖ English opens access to research; therefore, students can improve their academic knowledge.
- ❖ AI tools help with grammar correction; as a result, students can write more accurately.
- ❖ Social media spreads information quickly; consequently, it influences public opinion.

4. Concluding Sentence

The concluding sentence ends the paragraph and reminds the reader of the main idea.

Examples:

- ❖ Therefore, English remains essential for university students.
- ❖ For this reason, artificial intelligence should be used responsibly in writing.
- ❖ In this way, social media continues to shape communication in the Arab world.

Structure of the Three Body Paragraphs

All three body paragraphs should follow the same stages:

1. Topic sentence.
2. Evidence.
3. Analysis and interpretation.
4. Concluding sentence.

This structure helps the essay stay organized and easy to follow.

7.3. Examples of Body Paragraph Development

Artificial Intelligence in Writing

Topic sentence: Artificial intelligence is becoming an important tool in writing for beginners.

Evidence used: This paragraph uses definition, statistics, and examples.

Artificial intelligence is the use of computer systems that can perform tasks normally requiring human intelligence. In one survey, 65% of students said they had used an AI tool for writing support. For example, many beginners use grammar-checking applications to correct mistakes and organize their ideas.

Interpretation: This shows that AI can reduce writing difficulties for beginners and give them more confidence. At the same time, it helps students learn basic writing skills more quickly.

Concluding sentence: Therefore, artificial intelligence can be a useful support in writing when it is used responsibly.

2. TikTok in the Arab World

Topic sentence: TikTok has become one of the most influential social media platforms in the Arab world.

Evidence used: This paragraph uses statistics, examples, and a definition.

TikTok is a short-video platform that allows users to create, share, and watch content quickly. In several Arab countries, young people spend more than 1 hour a day on short-video platforms, and TikTok is one of the most popular. For example, students and young creators often use it to share comedy clips, language tips, and daily life videos.

Interpretation: This suggests that TikTok is not only a source of entertainment but also a space where culture, language, and trends spread rapidly. Its wide use shows how digital media shapes the habits of young people in the Arab world.

Concluding sentence: As a result, TikTok has become a major part of youth communication and online culture in the Arab world.

3. The Dominance of English in Business and Advertisement

Topic sentence: English dominates business and advertising because it is widely recognized and internationally accepted.

Evidence used: This paragraph uses a quotation, facts, and statistics.

As linguist David Crystal notes, English has become a global language because of its international reach. In global marketing, over 50% of major brand advertisements use English or English expressions, especially in international campaigns. For example, many companies use English in product names, slogans, and social media posts to attract a wider audience.

Interpretation: This means that English has a strong influence on how businesses communicate

with customers. It helps companies reach more people and gives advertisements a sense of prestige and global appeal.

Concluding sentence: Therefore, English continues to play a central role in modern business and advertising.

7.4. Conclusion

Body paragraphs are the main part of the essay because they develop the selected keywords from the introduction. When each paragraph follows the same structure, the essay becomes clearer, stronger, and more logical.

8. Final Conclusion

8.1. The Final Conclusion: Synthesizing the Argument

The final conclusion serves as the structural bookend of an essay, providing a necessary sense of closure for the reader. According to the San Jose State University Writing Centre (2021), this section must close the discussion by restating the main idea or thesis in a way that reflects the evidence presented, rather than simply repeating it verbatim. Bailey (2014) emphasizes that a primary function of the conclusion is to summarize the key points from the body paragraphs, synthesizing them to show how they collectively support the central argument.

Furthermore, The University of Manchester notes that an effective conclusion should offer a final thought, such as identifying broader implications or suggesting future directions, which helps leave a strong final impression. It is crucial, as noted by the University of Maryland Global Campus, that the conclusion remains clear, brief, and strictly connected to the overall message; writers must avoid introducing new information or "new guests" at this stage to ensure a cohesive end to the discourse.

Purpose

The purpose of the final conclusion is to remind the reader of the main argument, summarize the most important points, bring the essay to a clear end, and leave a strong final impression.

8.2. Characteristics of a Good Conclusion

A good conclusion should be:

- ❖ Clear.
- ❖ Short and focused.
- ❖ Connected to the thesis statement.
- ❖ Free from new ideas.
- ❖ Memorable.

Steps to Write the Final Conclusion

1. Restate the thesis in different words.
2. Summarize the main points from the body paragraphs.
3. Give a final comment, suggestion, or recommendation.
4. End with a strong closing sentence.

Examples:

Restated thesis: In conclusion, English plays an important role in Algerian universities because it supports learning and research.

Summary of points: It helps students access knowledge, communicate internationally, and improve academic success.

Final comment: For this reason, universities should continue to strengthen English instruction.

What to Avoid

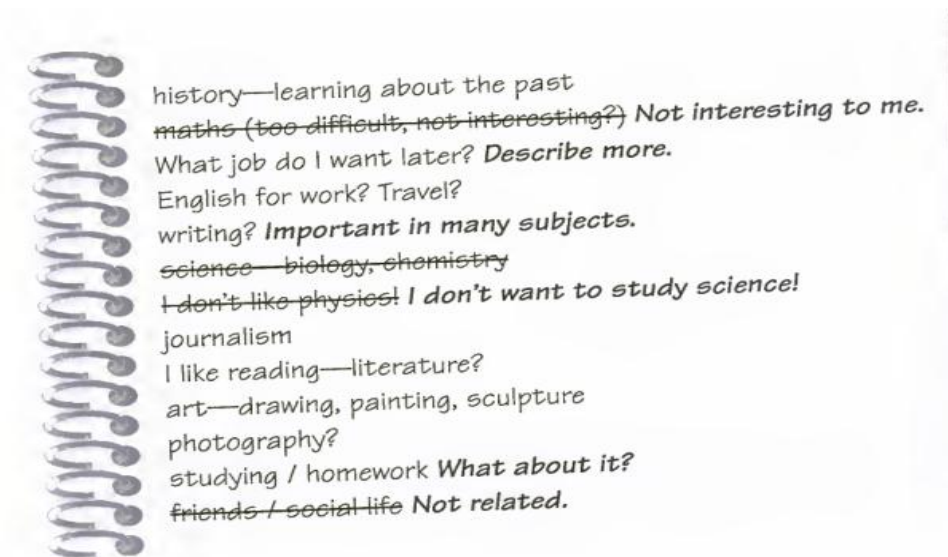
Do not:

- ❖ Introduce a new idea.
- ❖ Repeat the thesis word for word.
- ❖ Make the conclusion too long.
- ❖ End suddenly without closure.

8.3. Conclusion

The final conclusion is an essential part of essay writing because it gives the reader a sense of completion. A good conclusion is brief, clear, and meaningful, and it helps the essay end in a strong and professional way.

9. Revising, Editing, and Proofreading



9.1. Introduction

The transition from a rough draft to a final submission requires three distinct layers of scrutiny. Seow (2002) describes this as a recursive cycle where the writer must constantly evaluate the relationship between their intentions and the actual text on the page. By moving through these stages, writers ensure that their ideas are not only present but are presented with maximum clarity and accuracy.

9.2. Revising

Revising is the process of improving the content, organization, and clarity of a draft. It focuses on the big ideas, not on small language mistakes. Focus on logic: according to the Harvard College Writing Center, revising often involves changing the very structure of the paper, such as reordering paragraphs to better support the thesis or refining the thesis itself based on what was discovered during the writing process. Content evaluation: Murray (2004) refers to this as "writing for the reader," where the author checks if the evidence provided is actually sufficient to convince an outside audience. Stages include checking whether the main idea is clear, improving the order of paragraphs and ideas, adding missing details or removing unnecessary information, and making sure each part supports the thesis or purpose.

Example

Draft idea: Students should use online learning.

Revised version: Students should use online learning because it offers flexibility, access to resources, and opportunities for independent learning.

In the revision stage, the writer improves the ideas and content of the essay. This may include adding more details, removing weak points, reordering paragraphs, or making the main argument stronger and clearer. Revision focuses on the overall message, not just grammar or spelling.

9.3. Editing

Editing is fundamentally the process of improving the sentence level of a text. Unlike revision, which addresses the “big picture” of an argument, editing focuses specifically on the mechanics of writing, including grammar, vocabulary, sentence structure, and style. According to Strunk and White (2000), this stage is where a writer ensures that every word is necessary and every sentence contributes directly to the narrative flow. Effective editing follows a systematic path: Zemach and Rumisek (2005) emphasize that checking for grammar and subject-verb agreement is essential to ensure the writer’s credibility with the reader; the University of Leicester notes that editing is the primary time to replace vague vocabulary with specific, precise, and academic terms; Hogue (2003) explains that this stage allows the writer to correct sentence structure, such as fixing “choppy” sentences, and use punctuation to guide the reader through complex ideas; and Cottrell (2019) suggests that the final goal of editing is to make the writing more clear and formal, aligning the tone with professional or academic expectations.

Example

Draft sentence:

The results of the survey show that students like online learning, it is flexible and convenient.

Edited sentence: The results of the survey show that students like online learning because it is flexible and convenient.

In the editing stage, the writer improves grammar, punctuation, and sentence structure. Here, the comma splice was corrected, and the sentence was made clearer and more academic. Editing also helps remove awkward wording, repeated ideas, and small language errors before the final submission.

9.4. Proofreading

Proofreading represents the final quality-control step before a manuscript is submitted. According to the University of Edinburgh, this stage is specifically designed to detect “surface errors” those minor technical slips such as spelling, punctuation, capitalization, and formatting inconsistencies that can distract a reader or undermine a writer’s authority. Cottrell (2019) notes that while editing focuses on the flow of sentences, proofreading is a technical exercise in identifying small mistakes that the brain often auto-corrects during the initial writing and editing phases.

For a professional and polished final product, academic sources recommend a systematic four-stage approach: final reading, where Murray (2004) suggests that the final version must be read with “fresh eyes,” often advising writers to read the text aloud to ensure that no words have been accidentally omitted; orthographic accuracy, or spelling, where the Purdue Online Writing Lab (OWL) emphasizes that while spell-checkers are useful, they often miss homophones such as “there” and “their,” making a careful manual check essential; mechanical checking of punctuation and capitalization, where Hogue (2003) highlights that these features function as “traffic signs” for the reader and must be verified so the text is interpreted as intended; and a compliance check for formatting and references, where the University of Newcastle stresses that the final step is to confirm that margins, font, and citation style strictly follow the required academic guidelines.

Example

Draft:

The students submitted there essays on time and the teacher was happy.

Proofread version:

The students submitted their essays on time, and the teacher was happy.

In this example, the proofreading stage corrected the wrong word there to their, added a comma, and improved the sentence’s accuracy. Proofreading focuses on final details such as spelling, punctuation, capitalization, and formatting before submission.

9.5. Conclusion

In conclusion, revising, editing, and proofreading are important steps that help improve a piece of writing before submission. Revising strengthens the ideas and organization, editing improves the language and grammar, and proofreading removes final errors. Together, these stages make writing clearer, more accurate, and more professional.

10.General Conclusion

In conclusion, this handout has introduced the main principles of effective academic writing, including sentence types, conjunctions, punctuation, capitalization, revising, editing, and proofreading. Each section is designed to help students build clearer, more accurate, and more professional writing. By understanding these rules and practicing them regularly, learners can improve both the quality of their sentences and the overall organization of their ideas. Ultimately, good writing depends on careful attention to structure, language, and detail, and these skills become stronger through practice and revision.

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Practice Part



Sentence Type by Function Quiz

Part 1: Are these statements True or False?

1. Declarative sentences give information or state facts.
Answer: True
2. Interrogative sentences are used to ask questions.
Answer: True
3. Imperative sentences always end with a question mark.
Answer: False
4. Exclamatory sentences express strong feeling or emotion.
Answer: True
5. Declarative sentences are used mainly to give commands.
Answer: False
6. Interrogative sentences are often used to request information.
Answer: True
7. Imperative sentences can give instructions or advice.
Answer: True
8. Exclamatory sentences never show emotion.
Answer: False
9. A sentence that gives a statement is called declarative.
Answer: True
10. A sentence that asks for information is called interrogative.
Answer: True

Part 2: Choose the best option (A,B,C, or D)

1. Which of the following is a declarative sentence?
a) Close the door.
b) What time is it?
c) She loves to read books.
d) How exciting!
Answer: c)
2. What is the function of an imperative sentence?
a) To state a fact
b) To express a wish
c) To give a command or request
d) To show strong emotion
Answer: c)
3. Which of the following is an interrogative sentence?
a) The sun is shining.
b) Please open the window.
c) Why are you late?
d) What a wonderful day!
Answer: c)

4. **Which of the following is an exclamatory sentence?**

- a) She enjoys painting.
- b) What a beautiful painting!
- c) Turn off the light.
- d) Are you coming with us?

Answer: b)

5. **Which sentence is declarative?**

- a) Sit down quietly.
- b) I finished my homework.
- c) Where is your brother?
- d) How amazing this is!

Answer: b)

6. **What is the function of an imperative sentence?**

- a) To ask a question
- b) To give a command or request
- c) To state a fact
- d) To express surprise

Answer: b)

7. **Which of the following asks for information?**

- a) Please wait here.
- b) The class begins at 8:00.
- c) Did you call your friend?
- d) What a lovely garden!

Answer: c)

8. **Which sentence expresses strong feeling?**

- a) Wow, that was incredible!
- b) He goes to school every day.
- c) Open your books.
- d) Where do you live?

Answer: a)

9. **Which of the following is a command?**

- a) The book is on the table.
- b) Why is the sky blue?
- c) Stop talking now.

d) What a surprise!

Answer: c)

10. **Which sentence is a statement?**

- a) Can you help me?
- b) Please sit down.
- c) Birds can fly.
- d) How funny!

Answer: c)

11. **Which of the following is interrogative?**

- a) Turn off the fan.
- b) She is my best friend.
- c) How old are you?
- d) This is a nice place.

Answer: c)

12. **Which sentence is exclamatory?**

- a) Read the instructions carefully.
- b) I am very happy today!
- c) Do you like coffee?
- d) The train arrived late.

Answer: b)

13. **Which sentence is declarative?**

- a) The dog is sleeping.
- b) Go to your room.
- c) Where is my pen?
- d) How beautiful!

Answer: a)

14. **Which sentence is imperative?**

- a) He plays football every weekend.
- b) Please help me with this task.
- c) What time does the bus leave?
- d) I love this song!

Answer: b)

15. **Which sentence is interrogative?**

- a) The children are at school.
- b) Open the window, please.
- c) What are you doing?
- d) What a great idea!

Answer: c)

16. **Which sentence is exclamatory?**

- a) The cake tastes delicious.
- b) Stop making noise.
- c) Where did she go?
- d) Hurray, we won the game!

Answer: d)

17. **Which of the following is a declarative sentence?**

- a) Please be quiet.
- b) The flowers smell nice.
- c) Why are you laughing?
- d) Oh, that is wonderful!

Answer: b)

18. **Which sentence gives a request?**

- a) The class ended early.
- b) Can you help me, please?
- c) How cold it is!
- d) Who is coming?

Answer: b)

19. **Which sentence asks a question?**

- a) The cat is under the bed.

D. Write one exclamatory sentence.

Answer example: What a beautiful sunset!

b) Turn off the lights.

c) Are you ready to start?

d) This is my favorite book.

Answer: c)

20. **Which sentence shows strong emotion?**

a) I go to school every day.

b) What an amazing performance!

c) Sit down quietly.

d) Do you understand?

Answer: b)

Quiz 3: Write Your Own Examples

A. Write one declarative sentence.

Answer example: The teacher explains the lesson clearly.

B. Write one interrogative sentence.

Answer example: Where did you put your notebook?

C. Write one imperative sentence.

Answer example: Complete your homework before dinner.

Sentence Type by Structure Quiz

Part 1: Are these statements True or False?

Part 2: True or False

1. A simple sentence contains one independent clause.
Answer: True
2. A compound sentence has two independent clauses joined by a conjunction or punctuation.
Answer: True
3. A complex sentence has only independent clauses.
Answer: False
4. A compound-complex sentence contains at least two independent clauses and one dependent clause.
Answer: True
5. A simple sentence can never have a compound subject or compound verb.
Answer: False
6. A complex sentence often includes words like because, although, when, or if.
Answer: True
7. A compound sentence always uses only one clause.
Answer: False
8. A compound-complex sentence is the same as a simple sentence.
Answer: False
9. A dependent clause can stand alone as a complete sentence.
Answer: False
10. Sentence structure helps writers organize ideas clearly.
Answer: True

Part 2: Multiple Choice

1. Which sentence is simple?
 - a) She reads books.
 - b) She reads books, and she writes notes.
 - c) She reads books because she loves learning.
 - d) She reads books, and she writes notes because she enjoys studying.Answer: a
2. Which sentence is compound?
 - a) The teacher smiled.
 - b) The teacher smiled, and the students laughed.
 - c) The teacher smiled because the lesson went well.
 - d) The teacher smiled after the class ended.Answer: b
3. Which sentence is complex?
 - a) The dog barked.
 - b) The dog barked, and the cat ran away.
 - c) The dog barked because it heard a noise.

d) The dog barked, and the cat ran away because it was scared.

Answer: c

4. Which sentence is compound-complex?

- a) I studied hard.
- b) I studied hard, and I passed the test.
- c) I studied hard because I wanted to pass.
- d) I studied hard, and I passed the test because I wanted success.

Answer: d

5. Which sentence is simple?

- a) The baby slept.
- b) The baby slept, and the mother rested.
- c) The baby slept because she was tired.
- d) The baby slept, and the mother rested because both were exhausted.

Answer: a

6. Which sentence is compound?

- a) He cooked dinner.
- b) He cooked dinner because he was hungry.
- c) He cooked dinner, and his sister washed the dishes.
- d) He cooked dinner, and his sister washed the dishes because they were busy.

Answer: c

7. Which sentence is complex?

- a) The students listened.
- b) The students listened, and the teacher spoke.
- c) The students listened while the teacher explained the lesson.
- d) The students listened, and the teacher spoke while the class took notes.

Answer: c

8. Which sentence is compound-complex?

- a) The sun set.
- b) The sun set, and the birds returned home.
- c) The sun set after the meeting ended.
- d) The sun set, and the birds returned home after the meeting ended.

Answer: d

9. Which sentence is simple?

- a) My brother plays football.

b) My brother plays football, and my sister dances.

c) My brother plays football because he loves sports.

d) My brother plays football, and my sister dances because she enjoys music.

Answer: a

10. Which sentence is compound?

- a) She opened the window.
- b) She opened the window, and fresh air came in.
- c) She opened the window because the room was hot.
- d) She opened the window, and fresh air came in because the room was hot.

Answer: b

11. Which sentence is simple?

- a) The children played outside.
- b) The children played outside, and their parents watched.
- c) The children played outside because it was sunny.
- d) The children played outside, and their parents watched because they were free.

Answer: a

12. Which sentence is compound?

- a) The train arrived late.
- b) The train arrived late, and the passengers waited patiently.
- c) The train arrived late because of the weather.
- d) The train arrived late, and the passengers waited patiently because they had no choice.

Answer: b

13. Which sentence is complex?

- a) I called my friend.
- b) I called my friend, and I left a message.
- c) I called my friend after I finished class.
- d) I called my friend, and I left a message after I finished class.

Answer: c

14. Which sentence is compound-complex?

- a) She studied every night.

b) She studied every night, and she reviewed her notes.

c) She studied every night because she had exams.

d) She studied every night, and she reviewed her notes because she wanted to succeed.

Answer: d

15. Which sentence is simple?

a) The boy ran home.

b) The boy ran home, and his sister followed.

c) The boy ran home because it started to rain.

d) The boy ran home, and his sister followed because the sky was dark.

Answer: a

16. Which sentence is compound?

a) The room was quiet.

b) The room was quiet, and the lights were off.

c) The room was quiet because the students were gone.

d) The room was quiet, and the lights were off because the class had ended.

Answer: b

17. Which sentence is complex?

a) The cat slept.

b) The cat slept, and the dog barked.

c) The cat slept while the dog barked loudly.

d) The cat slept, and the dog barked while the

visitors entered.

Answer: c

18. Which sentence is compound-complex?

a) We arrived early.

b) We arrived early, and we waited outside.

c) We arrived early because the event started late.

d) We arrived early, and we waited outside because the hall was closed.

Answer: d

19. Which sentence is simple?

a) She sings beautifully.

b) She sings beautifully, and she plays the piano.

c) She sings beautifully because she practices daily.

d) She sings beautifully, and she plays the piano because she loves music.

Answer: a

20. Which sentence is compound?

a) The teacher explained the rule.

b) The teacher explained the rule, and the students understood it.

c) The teacher explained the rule because it was important.

d) The teacher explained the rule, and the students understood it because the example was clear.

Answer: b

Part 3: Write Your Own Sentences

1. Write one simple sentence.

Answer example: The girl smiled.

2. Write one compound sentence.

Answer example: The girl smiled, and her friend laughed.

3. Write one complex sentence.

Answer example: The girl smiled because she heard good news.

4. Write one compound-complex sentence.

Answer example: The girl smiled, and her friend laughed because the joke was funny.



Sentence Styles Quiz

Part 1: Multiple Choice

1. Which type of writing describes a person, place, or thing in detail?

- a) Narrative
- b) Descriptive
- c) Expository
- d) Argumentative

Answer: b

2. Which type of writing tells a story or series of events?

- a) Narrative
- b) Descriptive
- c) Expository
- d) Argumentative

Answer: a

3. Which type of writing explains information clearly?

- a) Narrative
- b) Descriptive
- c) Expository
- d) Argumentative

Answer: c

4. Which type of writing tries to convince the reader?

- a) Narrative
- b) Descriptive
- c) Expository
- d) Argumentative

Answer: d

5. Which sentence is descriptive?

- a) The old house had broken windows and a red door.
- b) She went home after school.
- c) Water boils at 100 degrees Celsius.

d) Students should wear uniforms.

Answer: a

6. Which sentence is narrative?

- a) The blue car is fast.
- b) Yesterday, we visited my grandmother.
- c) Plants need sunlight to grow.
- d) Exercise is good for health.

Answer: b

7. Which sentence is expository?

- a) The cat slept on the warm sofa.
- b) School uniforms reduce differences between students.
- c) What a wonderful day!
- d) The little boy ran quickly.

Answer: b

8. Which sentence is argumentative?

- a) The park was quiet and peaceful.
- b) We should protect the environment.
- c) He opened the door slowly.
- d) She remembered the story clearly.

Answer: b

9. Which of the following is most likely found in descriptive writing?

- a) Facts and explanations
- b) Details about appearance and atmosphere
- c) A story with characters and events
- d) Arguments supported by reasons

Answer: b

10. Which of the following is most likely found in narrative writing?

- a) A beginning, middle, and end
- b) Definitions and examples
- c) Causes and effects

d) Opinions and reasons

Answer: a

11. Which type of writing uses sensory details?

- a) Descriptive
- b) Expository
- c) Argumentative
- d) Informative

Answer: a

12. Which type of writing often includes characters, setting, and plot?

- a) Descriptive
- b) Narrative
- c) Expository
- d) Persuasive

Answer: b

13. Which type of writing often explains a process or idea?

- a) Narrative
- b) Descriptive
- c) Expository
- d) Creative

Answer: c

14. Which type of writing gives reasons to support a position?

- a) Narrative
- b) Argumentative
- c) Descriptive
- d) Storytelling

Answer: b

15. Which sentence is descriptive?

- a) The sky turned orange as the sun set.
- b) She arrived late to class.
- c) The team won the game.

d) We should recycle more.

Answer: a

16. Which sentence is narrative?

- a) The room smelled like fresh bread.
- b) After dinner, we walked to the park.
- c) Animals need water to survive.
- d) Honesty is important.

Answer: b

17. Which sentence is expository?

- a) The mountain looked tall and dark.
- b) Reading improves vocabulary and comprehension.
- c) We were excited about the trip.
- d) The wind blew strongly.

Answer: b

18. Which sentence is argumentative?

- a) Children should exercise regularly.
- b) The flowers were bright and soft.
- c) Last year, I moved to a new city.
- d) The river was calm and wide.

Answer: a

19. Which type of writing is most likely to use opinion and evidence?

- a) Descriptive
- b) Narrative
- c) Expository
- d) Argumentative

Answer: d

20. Which type of writing is most likely to focus on details and imagery?

- a) Narrative
- b) Descriptive
- c) Expository
- d) Argumentative

Answer: b

Part 2: Write Your Own Examples

A. Write one descriptive sentence.

Answer example: The garden was filled with colourful flowers and fresh green leaves.

B. Write one narrative sentence.

Answer example: Last summer, we travelled to the coast and spent the day swimming.

C. Write one expository sentence.

Answer example: Recycling helps reduce waste and protect the environment.

D. Write one argumentative sentence.

Answer example: Students should read every day because reading improves vocabulary and understanding.

Coordinating VS Subordinating Conjunctions Quiz

Part 1: Multiple Choice

1) Which of the following is a coordinating conjunction?

- a) because
- b) although
- c) and
- d) when

Answer: c

2) Which of the following is a subordinating conjunction?

- a) but
- b) or
- c) so
- d) because

Answer: d

3) Which sentence uses a coordinating conjunction correctly?

- a) I like tea because coffee.
- b) I like tea, and I like coffee.
- c) I like tea although I like coffee.
- d) I like tea when I like coffee.

Answer: b

4) Which sentence uses a subordinating conjunction correctly?

- a) I stayed home because it was raining.

b) I stayed home, and it was raining.

c) I stayed home, but it was raining.

d) I stayed home, or it was raining.

Answer: a

5) What is the main function of a coordinating conjunction?

- a) To join a dependent clause to an independent clause
- b) To join two words, phrases, or independent clauses of equal importance
- c) To show strong emotion
- d) To ask a question

Answer: b

6) What is the main function of a subordinating conjunction?

- a) To connect two equal ideas
- b) To show contrast only
- c) To introduce a dependent clause
- d) To make a sentence exclamatory

Answer: c

7) Which word is a coordinating conjunction?

- a) although

- b) because
- c) yet
- d) since

Answer: c

8) Which word is a subordinating conjunction?

- a) and
- b) so
- c) for
- d) if

Answer: d

9) Which sentence is a compound sentence?

- a) She smiled because she was happy.
- b) She smiled, and he waved.
- c) Although she was tired, she kept working.
- d) When the bell rang, the students left.

Answer: b

10) Which sentence is a complex sentence?

- a) I read books, and I write notes.
- b) She sang, but he danced.
- c) Because it was late, we went home.
- d) The sun is shining.

Answer: c

11) Which conjunction shows contrast?

- a) and
- b) but
- c) because
- d) if

Answer: b

12) Which conjunction shows addition?

- a) or
- b) yet
- c) and

- d) although

Answer: c

13) Which conjunction shows choice?

- a) or
- b) so
- c) because
- d) since

Answer: a

14) Which sentence is correct?

- a) She studied hard, for she wanted to pass.
- b) She studied hard because, she wanted to pass.
- c) She studied hard and because she wanted to pass.
- d) She studied hard although she wanted to pass.

Answer: a

15) Which sentence is correct?

- a) I was tired, so I went to bed early.
- b) I was tired because, I went to bed early.
- c) I was tired and so I went to bed early because.
- d) I was tired although I went to bed early.

Answer: a

16) Which sentence uses a subordinating conjunction?

- a) The book is new, and it is interesting.
- b) We stayed inside because it was cold.
- c) She likes music, but he likes sports.
- d) The cat slept, so the dog barked.

Answer: b

17) Which sentence uses a coordinating conjunction?

- a) If you study, you will improve.

- b) Although it was late, we kept working.
- c) He wanted to go, but he was busy.
- d) Since it was raining, we canceled the trip.

Answer: c

18) Which of the following is not a coordinating conjunction?

- a) and
- b) but
- c) because
- d) or

Answer: c

19) Which of the following is not a subordinating conjunction?

- a) because
- b) although
- c) if
- d) yet

Answer: d

20) Which sentence contains a dependent clause?

- a) She laughed, and he smiled.
- b) The sun is bright.
- c) When the lesson ended, we left.
- d) The teacher entered.

Answer: c

Part 2: True or False

A. Coordinating conjunctions join ideas of equal importance.

Answer: True

B. Subordinating conjunctions join two independent clauses.

Answer: False

C. “And” is a coordinating conjunction.

Answer: True

D. “Because” is a subordinating conjunction.

Answer: True

E. A compound sentence usually contains a coordinating conjunction.

Answer: True

F. A complex sentence usually contains a dependent clause.

Answer: True

G. “But” can show contrast.

Answer: True

H. “If” is a coordinating conjunction.

Answer: False

I. “Although” is a subordinating conjunction.

Answer: True

J. Coordinating conjunctions are used to link equal ideas, not dependent ones.

Answer: True

Punctuation Quiz

Part 1: Multiple Choice



1. **Which punctuation mark ends a declarative sentence?**

- a) Question mark
- b) Period
- c) Exclamation mark
- d) Semicolon

Answer: b

2. **Which punctuation mark ends an interrogative sentence?**

- a) Period
- b) Comma
- c) Question mark
- d) Colon

Answer: c

3. **Which punctuation mark is used to show strong emotion?**

- a) Apostrophe
- b) Exclamation mark
- c) Semicolon
- d) Hyphen

Answer: b

4. **Which punctuation mark is used to separate items in a list?**

- a) Comma
- b) Colon
- c) Apostrophe
- d) Period

Answer: a

5. **Which punctuation mark is used to introduce a list or explanation?**

- a) Colon
- b) Comma
- c) Period
- d) Question mark

Answer: a

6. **Which punctuation mark connects two closely related independent clauses?**

- a) Comma
- b) Semicolon
- c) Apostrophe
- d) Hyphen

Answer: b

7. **Which punctuation mark shows possession?**

- a) Comma
- b) Apostrophe
- c) Colon
- d) Exclamation mark

Answer: b

8. **Which punctuation mark is used around direct speech?**

- a) Quotation marks
- b) Hyphen
- c) Semicolon
- d) Period

Answer: a

9. **Which punctuation mark joins two words into one compound word?**

- a) Colon
- b) Hyphen
- c) Apostrophe
- d) Comma

Answer: b

10. **Which sentence uses a period correctly?**

- a) Where are you going.
- b) I am going home.
- c) What a nice day.
- d) Stop talking.

Answer: b

11. **Which sentence uses a question mark correctly?**

- a) Are you ready?
- b) Please sit down?
- c) She is my friend?
- d) Wow what a game?

Answer: a

12. **Which sentence uses an exclamation mark correctly?**

- a) What a surprise!
- b) What a surprise.
- c) What a surprise?
- d) What a surprise,

Answer: a

13. **Which sentence uses a comma correctly?**

- a) She bought apples oranges and bananas.
- b) She bought apples, oranges, and bananas.
- c) She bought apples oranges, and bananas.
- d) She bought, apples oranges and bananas.

Answer: b

14. **Which sentence uses a colon correctly?**

- a) I need three things, milk, bread, and eggs.
- b) I need three things: milk, bread, and eggs.
- c) I need three things; milk, bread, and eggs.
- d) I need three things? milk, bread, and eggs.

Answer: b

15. **Which sentence uses a semicolon correctly?**

- a) She was tired; so she went to bed early.
- b) She was tired, so she went to bed early.

- c) She was tired; she went to bed early.
- d) She was tired: she went to bed early.

Answer: c

16. **Which sentence uses an apostrophe correctly?**

- a) The dog wagged it's tail.
- b) The dog wagged its tail.
- c) The dog wagged it's tail's.
- d) The dogs wagged it's tails.

Answer: b

17. **Which sentence uses quotation marks correctly?**

- a) She said, I am ready.
- b) She said, "I am ready."
- c) She said "I am ready.
- d) She said, I am ready."

Answer: b

18. **Which punctuation mark shows a pause inside a sentence?**

- a) Period
- b) Comma
- c) Question mark
- d) Colon

Answer: b

19. **Which punctuation mark is not usually used at the end of a sentence?**

- a) Period
- b) Exclamation mark
- c) Question mark
- d) Comma

Answer: d

20. **Which sentence is punctuated correctly?**

- a) My brother's book is on the table.
- b) My brothers book is on the table.
- c) My brother book's is on the table.
- d) My brother's books is on the table.

Answer: a

Part 2: True or False?

A. A period is used at the end of a statement.

Answer: True

B. A question mark is used after a question.

Answer: True

C. An exclamation mark shows strong feeling.

Answer: True

D. A comma is used to separate items in a list.

Answer: True

E. A semicolon is used to join closely related independent clauses.

Answer: True

F. An apostrophe is never used to show possession.

Answer: False

G. Quotation marks are used for direct speech.

Answer: True

H. A colon can introduce a list.

Answer: True

I. A hyphen can connect two words to form one idea.

Answer: True

J. Punctuation does not help readers understand meaning.

Answer: False

English Capitalization Quiz

Part 1: Multiple Choice

1. Which word should always be capitalized?

- a) table
- b) school
- c) I
- d) book

Answer: c

2. Which sentence is capitalized correctly?

- a) my brother lives in algeria.
- b) My brother lives in Algeria.
- c) my Brother lives in Algeria.
- d) My brother lives in algeria.

Answer: b

3. Which word should be capitalized?

- a) monday
- b) january
- c) river
- d) city

Answer: a & b (*Both days and months are proper nouns!*)

4. Which sentence begins correctly?

- a) the teacher is kind.
- b) The teacher is kind.
- c) the Teacher is kind.
- d) The teacher is Kind.

Answer: b

5. Which is a proper noun?

- a) girl
- b) city
- c) Tlemcen
- d) book

Answer: c

6. Which word should be capitalized in a title?

- a) and
- b) the
- c) first word
- d) in

Answer: c

7. Which sentence is correct?

- a) we visited paris in summer.
- b) We visited Paris in summer.
- c) We visited paris in Summer.
- d) we Visited Paris in summer.

Answer: b

8. Which should be capitalized?

- a) doctor
- b) teacher
- c) Mr. Ali
- d) student

Answer: c

9. Which sentence is correct?

- a) I like english.
- b) i like English.
- c) I like English.
- d) i Like english.

Answer: c

10. Which word should be capitalized?

- a) lake
- b) france
- c) pencil
- d) chair

Answer: b

11. Which sentence starts correctly?

- a) today is a sunny day.
- b) Today is a sunny day.
- c) today Is a sunny day.

d) Today is a Sunny day.

Answer: b

12. Which is correctly capitalized?

- a) april
- b) Friday
- c) january
- d) august

Answer: b

13. Which sentence is correct?

- a) my favorite subject is math.
- b) My favorite subject is math.
- c) My favorite subject is Math.
- d) my favorite subject is Math.

Answer: b (*Subjects stay lowercase unless proper nouns.*)

14. Which word should be capitalized?

- a) mountain
- b) ocean
- c) Africa
- d) tree

Answer: c

15. Which sentence is correct?

- a) She lives in Oran.
- b) She lives in oran.
- c) she lives in Oran.
- d) She lives in oran.

Answer: a

16. Which should be capitalized?

- a) river
- b) city
- c) Monday
- d) pencil

Answer: c

17. Which sentence is correctly capitalized?

- a) my friend and i went to the market.
- b) My friend and I went to the market.
- c) My friend and i went to the market.
- d) my friend and I went to the market.

Answer: b

18. Which word should be capitalized in a book title?

- a) with
- b) for
- c) first significant word
- d) of

Answer: c

19. Which sentence is correct?

- a) the children play in the park every saturday.
- b) The children play in the park every Saturday.

- c) The Children play in the park every saturday.
- d) the Children play in the park every Saturday.

Answer: b

20. Which word should be capitalized?

- a) dessert
- b) uncle
- c) Europe
- d) chair

Answer: c

Part 2: True or False?

A. The pronoun I is always capitalized.

Answer: True

B. Days of the week should be capitalized.

Answer: True

C. Months of the year should be capitalized.

Answer: True

D. Common nouns like dog and book are always capitalized.

Answer: False

E. Proper nouns should be capitalized.

Answer: True

F. The first word in a sentence should begin with a capital letter.

Answer: True

G. Titles never use capital letters.

Answer: False

H. Names of countries should be capitalized.

Answer: True

I. Capitalization is important for clarity and correctness.

Answer: True

J. All words in a sentence should be capitalized.

Answer: False

Quiz 3: Rewrite the paragraph with correct punctuation and capitalization

my brother wakes up early every day he helps my mother in the house before school after that he goes to class and listens carefully to his teacher he likes english because it is interesting and useful during the break he plays with his friends in the yard then he returns home and does his

homework in the evening he watches a little television and reads a short story before sleeping he wants to get good marks because he dreams of becoming a teacher one day

Correct version:

My brother wakes up early every day. He helps my mother in the house before school. After that, he goes to class and listens carefully to his teacher. He likes English because it is interesting and useful. During the break, he plays with his friends in the yard. Then he returns home and does his homework. In the evening, he watches a little television and reads a short story before sleeping. He wants to get good marks because he dreams of becoming a teacher one day.

Clauses VS Sentences Quiz

Choose the correct answer (A, B, C, or D)

- 1. Which of the following sentences contains both an independent and a dependent clause?**

A. She likes tea and coffee.
B. When he arrived, we started dinner.
C. I enjoy reading books.
D. They play football every weekend.

Answer: B

- 2. Which sentence contains only an independent clause?**

A. Although it was raining, we went out.
B. She finished her work.
C. Because he was tired, he slept early.
D. If you study, you will succeed.

Answer: B

- 3. Which of the following is a dependent clause?**

A. She is very kind.
B. They are playing outside.
C. Because she was late
D. We finished the task

Answer: C

- 4. Which sentence includes a dependent clause?**

A. He runs every morning.

B. She sings beautifully.

C. While I was studying, he was watching TV.

D. They live in Paris.

Answer: C

- 5. Which of the following is an independent clause?**

A. Although she was sick
B. When they arrived
C. He completed the project
D. Because it was late

Answer: C

- 6. Which sentence has two independent clauses?**

A. I went home because I was tired.
B. She likes coffee, and he prefers tea.
C. Although it was cold, we stayed outside.
D. When I arrived, they left.

Answer: B

- 7. Which of the following begins with a subordinating conjunction?**

A. She is reading a novel.
B. They went to school.
C. Because he was hungry, he ate.

D. I like music.

Answer: C

8. **Which sentence is a simple sentence (one independent clause only)?**

A. After he finished his work, he left.

B. She was tired, but she continued working.

C. He plays the piano.

D. Because it was raining, we stayed inside.

Answer: C

9. **Which of the following is NOT a complete sentence?**

A. She enjoys painting.

B. They are watching a movie.

C. When he finished his homework

D. We visited the museum.

Answer: C

10. **Which sentence contains both a dependent clause and an independent clause?**

A. He likes apples and oranges.

B. She went to bed early.

C. If it rains, we will cancel the trip.

D. They study every day.

Answer: C

Linking Words Quiz

Part 1: Choose the correct answer (A, B, C, or D)

1. **Which linking word is additive?**

A. However

B. And

C. Because

D. Although

Answer: B

2. **Which expresses time/sequence?**

A. Then

B. But

C. Therefore

D. Similarly

Answer: A

3. **Which shows contrast?**

A. Moreover

B. However

C. First

D. Because

Answer: B

4. **Which expresses comparison?**

A. Likewise

B. Yet

C. So

D. After

Answer: A

5. **Which indicates cause and effect?**

A. Although

B. Therefore

C. Meanwhile

D. In addition

Answer: B

6. **Which is used for conclusion?**

A. Finally

B. Because

C. Whereas

D. Similarly

Answer: A

7. **Which expresses condition?**

A. If

B. However

C. Also

D. Then

Answer: A

8. **Which is a contrast linker?**

A. On the other hand

- B. In addition
C. As a result
D. First
Answer: A
9. **Which is an additive linker?**
A. Moreover
B. Although
C. If
D. Therefore
Answer: A
10. **Which expresses sequence?**
A. Next
B. However
C. Because
D. Similarly
Answer: A
11. **Which shows cause?**
A. Because
B. Finally
C. Yet
D. Likewise
Answer: A
12. **Which expresses contrast?**
A. Similarly
B. But
C. Therefore
D. Next
Answer: B
13. **Which shows comparison?**
A. In contrast
B. Likewise
C. Because
D. Then
Answer: B
14. **Which expresses result/effect?**
A. As a result
B. Although
C. First
D. And
Answer: A
15. **Which is used for hypothesis/condition?**
A. Unless
B. Moreover
C. However
D. Finally
Answer: A
16. **Which is a concluding linker?**
A. In conclusion
B. Because
C. While
D. After
Answer: A
17. **Which expresses contrast?**
A. Whereas
B. And
C. So
D. Then
Answer: A
18. **Which expresses addition?**
A. Also
B. Although
C. If
D. Therefore
Answer: A
19. **Which shows time/sequence?**
A. After that
B. But
C. Because
D. Similarly
Answer: A
20. **Which expresses comparison/contrast together?**
A. Similarly
B. In contrast
C. Both A and B
D. Because
Answer: C

Quiz 2: True or False ?

- A. “And” is an additive linking word.
Answer: True
- B. “However” expresses addition.
Answer: False
- C. “Because” introduces a cause.
Answer: True
- D. “Finally” is used to show contrast.
Answer: False
- E. “If” is used to express a condition.
Answer: True
- F. “Similarly” is used for comparison.
Answer: True
- G. “Therefore” shows result or effect.
Answer: True
- H. “Next” is a contrast linker.
Answer: False
- I. “Although” introduces contrast.
Answer: True
- J. “In conclusion” is used to end an argument.
Answer: True

Quiz 3: *Write your own sentences using the following types of linking words:*

- 1. Additive
Example: She studies hard, and she participates in class.
- 2. Time / Sequence
Example: First, we read the text; then, we answered the questions.
- 3. Contrast
Example: He is rich, but he is unhappy.
- 4. Comparison
Example: She is intelligent; likewise, her brother is very smart.
- 5. Cause and Effect
Example: He was tired, so he went to bed early.
- 6. Compare and Contrast
Example: This method is effective; however, it is expensive.

7. Conclusion

Example: In conclusion, education is essential for success.

8. Condition / Hypothesis

Example: If you study, you will succeed

Expansion and Conciseness Quiz

Question 1: Where could you add details to expand the description and make the library more vivid?

"The old library was fascinating. Its walls showed its age, and the rooms were filled with shelves. People came here to read and learn, enjoying the quiet atmosphere."

Suggested Expansions:

- "Its walls showed its age" could become "Its red-brick walls were weathered and covered in creeping ivy, hinting at the library's long history"
- "Rooms were filled with shelves" could become "Rooms were filled with towering shelves stretching toward the high ceiling, each packed with old, leather-bound books and recent bestsellers"
- "People came here to read and learn" could become "People came here to read, learn, and escape into other worlds, their faces illuminated by soft reading lamps and the warm glow of sunlight filtering through tall windows."

Question 2: Which words or phrases could you remove to make the paragraph more concise?

"Maria made the decision to cancel her trip because the weather was very bad. She notified her friends about the cancellation and rescheduled the flights to a different date. Since she wasn't going to travel anymore, she decided that she would spend her time at home being as productive as possible, catching up on all the things that she hadn't had time for."

Suggested Omissions:

- "*made the decision to*" could be shortened to "decided to."
- "*the weather was very bad*" could be shortened to "the weather was bad."
- "*about the cancellation*" could be omitted since it's implied: "She notified her friends."
- "*that she would*" could be omitted: "She decided to spend her time."

- *"catching up on all the things that she hadn't had time for"* could be shortened to "catching up on things."

Writing Essay Quiz: Choose a topic and write an extended essay using writing techniques that you learnt

Social Media

- A. Does social media truly connect people, or does it quietly deepen isolation?
- B. Should teenage engagement with social media be guided by limits or by autonomy?
- C. Is social media a platform for authentic self-expression or a stage for curated self-promotion?
- D. To what extent does social media shape beliefs, attitudes, and behavior?
- E. Should digital literacy, including responsible social media use, be a core subject in schools?

Artificial Intelligence (AI)

- A. Will artificial intelligence redefine education as we know it—or undermine its human foundations?
- B. Can AI ever genuinely replace the role of human teachers?
- C. Is the growing reliance on AI tools weakening students' critical thinking and independence?
- D. Should the use of AI in academic work be encouraged, regulated, or restricted?
- E. Does artificial intelligence foster innovation, or does it risk diminishing human creativity?

Online Learning

- A. Can online education truly match the depth and quality of face-to-face learning?
- B. Do the benefits of online learning outweigh its limitations?
- C. Does virtual learning cultivate autonomy, or does it increase disengagement?
- D. Should online education remain a permanent feature of modern schooling?
- E. Is online learning an inclusive solution, or does it widen educational inequalities?

English and Western Culture

- A. Does learning English inevitably lead to greater understanding of Western culture?
- B. Should language learning include cultural immersion, or remain linguistically focused?

- C. Is English merely a tool of communication, or a gateway to global opportunities?
- D. Can the spread of English influence or even reshape local cultural identities?
- E. How can education balance global linguistic competence with the preservation of local values?

History

- A. Why does history remain relevant in an age focused on the future?
- B. Can an understanding of history help societies avoid repeating past mistakes?
- C. Should educational systems prioritize local history alongside global narratives?
- D. In what ways does history shape national identity and collective memory?
- E. Is remembering the past a necessity for building a sustainable future?

Algerian Culture

- A. Why is the preservation of Algerian culture vital in a globalized world?
- B. How does Algerian cultural heritage reflect and sustain national identity?
- C. What role should young generations play in safeguarding cultural traditions?
- D. How do language and cultural expression reinforce Algerian identity?
- E. How can education foster deeper appreciation of Algeria's cultural heritage?