

STEP 1 GRAMMAR CHART

Nouns	<ul style="list-style-type: none"> •count: singular and plural of regular and high-frequency irregular nouns (e.g., <i>table/tables, child/children</i>) •non-count (e.g., <i>water, money, bread, coffee, sugar</i>) •possessive form of proper nouns (e.g., <i>Pablo's hat</i>) •articles <i>a, an, the</i>
Numbers	<ul style="list-style-type: none"> •cardinal •ordinal (e.g., <i>first, fifth, twentieth</i>)
Pronouns	<ul style="list-style-type: none"> •subject: <i>I, you, he, she, it, we, they</i> •object: <i>me, you, him, her, it, us, them</i> •demonstrative: <i>this/these, that/those</i> •impersonal expressions: <i>It + be</i> (e.g., <i>It's noisy in the classroom.</i>)
Verbs	<ul style="list-style-type: none"> •<i>be</i> (e.g., <i>I am a student.</i>) •<i>there is/are</i> •<i>have</i> (e.g., <i>I have a sister.</i>) •<i>can: for ability and permission</i> (e.g., <i>I can dance. I can go to the dance.</i>) •simple present (e.g., <i>I live in Canada.</i>) •simple past regular verbs (e.g., <i>They talked to me.</i>) •simple past high-frequency irregular verbs (e.g., <i>He came late.</i>) •simple future (e.g., <i>We will meet in the library.</i>) •present progressive (e.g., <i>She is sitting.</i>) •contractions with <i>be, do</i> (e.g., <i>She's sitting. We don't like that music.</i>) •imperative forms (e.g., <i>Come in. Sit down.</i>) •<i>let's</i> (e.g., <i>Let's ask the teacher.</i>)
Adjectives	<ul style="list-style-type: none"> •possessive: <i>my, your, his, her, its, our, their</i> •high-frequency (e.g., <i>red, big, rainy, young, Canadian, round</i>) •comparative/superlative (e.g., <i>taller/tallest; happier/happiest</i>) •<i>some, any, every, all</i>
Adverbs	<ul style="list-style-type: none"> •used to modify adjectives (e.g., <i>very tall, really late</i>) •some adverbs of frequency and time (e.g., <i>today, always, never, sometimes, then</i>) •<i>too</i>
Transition words and phrases	<ul style="list-style-type: none"> •conjunctions: <i>and, but, or, because</i>
Question forms	<ul style="list-style-type: none"> •<i>yes/no</i> (e.g., <i>Are you a student? Yes, I am/No, I'm not.</i>) •<i>I do/No, I don't. Did they talk to you? Yes, they did/No, they didn't. Will you join our group? Yes, I will/No, I won't.</i>) •information questions: <i>what, where, when, who, why, how</i>
Negation	<ul style="list-style-type: none"> •<i>be</i> in simple present (e.g., <i>He is not here/He isn't here.</i>) •<i>do</i> (e.g., <i>We don't like that. It doesn't work. We didn't watch the game.</i>) •<i>will</i> (e.g., <i>They won't eat these cookies.</i>)
Prepositions of location /time	<ul style="list-style-type: none"> •(e.g., <i>in, on, at, under, beside, on the right/left</i>) •of direction (e.g., <i>to, from</i>) •(e.g., <i>at, before, after, on, in</i>)
Sentences simple sentence:	<ul style="list-style-type: none"> •subject + verb + object or prepositional phrase •(e.g., <i>She reads books. She reads in the classroom.</i>)

STEPS WRITING CONVENTIONS CHART

Appropriate For Intermediate/Senior ESL Students

STEP 1	Punctuation	<ul style="list-style-type: none">•final punctuation: period, question mark, exclamation mark•apostrophe: contractions and possessive forms (e.g., <i>He's buying a hat.</i>•<i>The boy's hat is red.</i>)
	Capitalization	<ul style="list-style-type: none">•first word in a sentence (initial capitalization)•proper nouns (e.g., names of people and places)
STEP 2	Punctuation	<ul style="list-style-type: none">•comma: for items in a list; for direct speech•quotation marks•period with high-frequency abbreviations (e.g., <i>Dr., apt., hr., min.</i>)
STEP 3	Punctuation	<ul style="list-style-type: none">•colon before a list (e.g., <i>Bring the following items: pen, pencil, and paper.</i>)•parentheses (e.g., for additional information)
STEP 4	Punctuation	<ul style="list-style-type: none">•hyphen•colon, semi-colon•apostrophe•quotation marks•parentheses