

STEP 2 GRAMMAR CHART

Nouns	<ul style="list-style-type: none"> •count nouns: singular and plural of low-frequency irregular forms •(e.g., <i>shelf/shelves, mouse/mice, goose/geese</i>) •compound nouns (e.g., <i>living room, city street, golf club, pop singer</i>) •possessive forms of singular and plural nouns (e.g., <i>the girl's book, the girls' book</i>) •articles <i>a, an, the, or no article</i> •gerunds for activities and pastimes (e.g., <i>skating, swimming, fishing</i>)
Pronouns	<ul style="list-style-type: none"> •possessive: <i>mine, yours, his, hers, its, ours, theirs</i> •reflexive: <i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i>
Verbs	<ul style="list-style-type: none"> •past progressive (e.g., <i>She was waiting for the bus.</i>) •future with <i>going to</i> (e.g., <i>They're going to be late.</i>) •simple past of low-frequency irregular verbs (e.g., <i>sink/sank, swim/swam, hold/held</i>) •modals: <i>have to, must, can</i> (e.g., <i>I have to go now. I must stop because I'm tired. I can send e-mails to my friends.</i>) •<i>there was/were</i> •<i>would like + noun phrase</i> (e.g., <i>We would like more time.</i>) •infinitive forms after <i>want, start, like</i> (e.g., <i>She wants to work.</i>)
Adjectives	<ul style="list-style-type: none"> •noun + two adjectives (e.g., <i>shiny, fast cars</i>) •comparative/superlative forms + <i>more/most</i> (e.g., <i>more beautiful/ most intelligent</i>) •irregular forms + comparative/superlative (e.g., <i>better/(the) best; worse/(the) worst</i>) •<i>a little, a lot of, much, many</i>
Adverbs	<ul style="list-style-type: none"> •of manner (e.g., verb + adverb: <i>We sat quietly.</i>)
Transition words and phrases	<ul style="list-style-type: none"> •conjunctions: <i>so, since, because, because of</i> (e.g., <i>He was sick, so he went home. Because he was sick, he went home. Because of his cold, he went home.</i>) •<i>like/unlike, similar to/different from</i> •<i>first, second(ly), in the beginning, as well, next, finally</i>
Question forms	<ul style="list-style-type: none"> •inverted word order: verb + subject (e.g., <i>Was he studying?</i>) •with <i>do, can</i> (e.g., <i>Do you have it? Can I call you?</i>) •“<i>wh</i>” questions (e.g., <i>Where was it?</i>)
Negation	<ul style="list-style-type: none"> •<i>be in simple past</i> (e.g., <i>They were not interested. They weren't interested.</i>) •negative imperative (e.g., <i>Don't sit there.</i>)
Prepositions of location /time	<ul style="list-style-type: none"> •with simple/ <i>literal phrasal verbs</i> (e.g., <i>take off, put on, put away, turn on/off, get up, wait for, look for, look at, talk over</i>)
Sentences simple sentence:	<ul style="list-style-type: none"> •compound sentence with <i>and, but, or, because</i> (e.g., <i>I took the bus, but I was still late. He came late because the bus broke down.</i>) •direct speech (e.g., <i>"I live on this street," said Milad.</i>) •indirect speech: no tense change (e.g., <i>He said he lives on this street.</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