

# STEP 3 GRAMMAR CHART

<b>Nouns</b>	<ul style="list-style-type: none"> <li>•collective nouns (e.g., <i>team, crowd, group, family, police, audience</i>) + verb agreement</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>•indefinite: <i>some, no, any, every</i> + body/thing</li> <li>•relative: <i>who, that, which, whose</i> in defining relative clause (e.g., <i>The girl who sits beside you plays tennis. That's the man whose daughter sits beside you.</i>)</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>•simple past of low-frequency irregular verbs (e.g., <i>sweep/swept, rise/rose, light/lit, shine/shone</i>)</li> <li>•present perfect (e.g., <i>He has just arrived.</i>)</li> <li>•past perfect (e.g., <i>They had studied English before they arrived in Canada.</i>)</li> <li>•used to (e.g., <i>They used to eat in the cafeteria.</i>)</li> <li>•modals: <i>should, could, would</i> (e.g., <i>I should leave before it rains. We could do that tomorrow.</i>)</li> <li>•simple passive (e.g., <i>The book was found in the desk yesterday. Ferraris are made in Italy.</i>)</li> <li>•simple use of infinitives with <i>would like, ask, tell</i> (e.g., <i>I would like to go to the concert. The teacher asked me to study hard.</i>)</li> <li>•simple use of gerunds: <i>go + ing</i> (e.g., <i>They are going skating.</i>); gerund with verbs</li> <li>•of like/dislike (e.g., <i>She hates cooking. We love skiing.</i>); gerund as subject (e.g., <i>Writing in English is hard.</i>)</li> <li>•<i>know, think, hope, believe, feel</i> + <i>that</i> (e.g., <i>I think that you are right.</i>)</li> <li>•conditional: type 1 / probable (e.g., <i>If it rains, we will stay home.</i>)</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>•irregular comparative/superlative (e.g., <i>better/best, worse/worst, more/most</i>)</li> <li>•comparative using <i>er/more + than</i> (e.g., <i>bigger than, more interesting than</i>)</li> <li>•superlative using <i>est/most + in/of</i> (e.g., <i>oldest of the group, most expensive in the store</i>)</li> <li>•comparative using <i>as ... as</i> (e.g., <i>My plans are as important as hers.</i>)</li> <li>•adjective phrases (e.g., <i>The man lives close to me.</i>)</li> <li>•<i>other, another, each</i></li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>•verb + two adverbs (e.g., <i>They drove very slowly through the storm.</i>)</li> <li>•adjective + <i>ly</i> (e.g., <i>happily, truly, extremely, beautifully</i>)</li> <li>•<i>somewhere, nowhere, anywhere, everywhere</i></li> </ul>
<b>Transition words and phrases</b>	<ul style="list-style-type: none"> <li>•conjunctions: <i>before, after, when, then, while, both ... and, in contrast, in conclusion, yet, for example, therefore, similarly, as a result, on the other hand, at first</i></li> </ul>
<b>Question forms</b>	<ul style="list-style-type: none"> <li>•information questions + some variety of tenses (e.g., <i>When can I leave? How have you been?</i>)</li> <li>•negative yes/no questions (e.g., <i>Don't you live here?</i>)</li> <li>•simple tag questions (e.g., <i>It's hot today, isn't it?</i>)</li> </ul>
<b>Negation</b>	<ul style="list-style-type: none"> <li>•negation + some variety of tenses (e.g., <i>He hasn't finished. She shouldn't go.</i>)</li> </ul>
<b>Prepositions of location /time</b>	<ul style="list-style-type: none"> <li>•with (simple figurative) phrasal verbs (e.g., <i>give up, look after, bring up, get along, clear up, go through, hang around, hold on, point out, put down</i>)</li> </ul>
<b>Sentences simple sentence:</b>	<ul style="list-style-type: none"> <li>•some variety of compound sentences</li> <li>•main clause + one subordinate clause (e.g., <i>I saw lots of people when I got near the school.</i>)</li> <li>•direct speech + correct punctuation (e.g., <i>Juan said, "I'm late so I have to take the bus." "I'm late so I have to take the bus," said Juan.</i>)</li> <li>•indirect speech + present tense (e.g., <i>They said you go to the movies every week.</i>)</li> <li>indirect speech + <i>say, tell, ask</i> + some variety of tenses (e.g., <i>They said he wanted you to call.</i>)</li> </ul>

# STEPS WRITING CONVENTIONS CHART

*Appropriate For Intermediate/Senior ESL Students*

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