

The background features a vertical gradient from light green at the top to dark blue at the bottom. On the left side, there are several circular and semi-circular patterns, some with dashed lines and arrows, suggesting a technical or scientific theme. A prominent scale with numerical markings from 140 to 260 is visible on the left. The text is positioned on the right side of the image.

GRAMMAR

SHAYESTEH.IR

2021

SECTIONS

1. General & Vocabulary
2. Note Taking
3. Reading
4. Listening
5. Speaking
6. Writing
 1. General Writing
 2. Integrated
 3. Independent

7. General writing
 1. Writing Ideas
 2. Cohesion & Coherence
 3. Writing Sentence variety
 4. Grammar
 5. Punctuation
 6. The magic of 3

GRAMMAR OVERLAPS WITH:

- Cohesion & Coherence
- Sentence variety
- Punctuation

GRAMMAR BOOKS

- [English Grammar Digest](#)
- [Destination C1 & C2 - Grammar & Vocabulary](#)
- [English Grammar In Use Intermediate](#)
- [Basic Grammar In Use](#)

GRAMMAR

- definite and indefinite articles
- Tense (present perfect)
- Passive
- Conditional Forms
- Infinitive & Gerunds
- Subject-Verb Agreement
- Phrase, Clause, Sentence (Independent & Dependent Clause)
- Simple, Compound, Complex, Compound Complex
- Inversions
- Subjunctive
- Relative pronouns
- Adjective clause, Adjective phrase (Wh-) & Reduced Forms
- Adverb Clause & Reduced Form
- Noun Clause & Reduced Forms
- Parallel structure
- Subordinating Conjunctions
- Coordinating conjunctions (FANBOYS)
- Correlative conjunctions
- Conjunctive Adverbs
- Transitions

DEFINITE AND INDEFINITE ARTICLES

- Definite article
- **the** (before a singular or plural noun)
- Indefinite article
- **a** (before a singular noun beginning with a consonant sound)
an (before a singular noun beginning with a vowel sound)

Ex:

*I ate **an** apple yesterday. **The** apple was juicy and delicious.*

***The** boy sitting next to me raised his hand.*

*Thank you for **the** advice you gave me.*

<https://www.youtube.com/watch?v=3zJQoQLCeNo>

TENSES

- Present Simple
I do, I do do
- Present Continuous
I am doing
- Present Perfect
I have done
- Present Perfect Continuous
I have been doing
- Past Simple
I did, I did do
- Past Continuous
I was doing
- Past Perfect
I had done
- Past Perfect Continuous
I had been doing
- Future Simple
I will do
- Future Continuous
I will be doing
- Future Perfect
I will have done
- Future Perfect Continuous
I will have been doing

<https://www.youtube.com/watch?v=mScixcyubUY>

PASSIVE

Tense

present simple

present continuous

past simple

past continuous

present perfect

pres. perf. continuous

past perfect

future simple

future perfect

Active

I **make** a cake.

I **am making** a cake.

I **made** a cake.

I **was making** a cake.

I **have made** a cake.

I **have been making** a cake.

I **had made** a cake.

I **will make** a cake.

I **will have made** a cake.

Passive

A cake **is made** (by me).

A cake **is being made** (by me).

A cake **was made** (by me).

A cake **was being made** (by me).

A cake **has been made** (by me).

A cake **has been being made** (by me).

A cake **had been made** (by me).

A cake **will be made** (by me).

A cake **will have been made** (by me).

<https://www.youtube.com/watch?v=C6pHfjH0Efg>

CONDITIONAL FORMS

There are four main kinds of conditionals:

- **The Zero Conditional:**
(if + present simple, ... present simple)
If you heat water to 100 degrees, it boils.
- **The First Conditional:**
(if + present simple, ... will + infinitive)
If it rains tomorrow, we'll go to the cinema.
- **The Second Conditional:**
(if + past simple, ... would + infinitive)
If I had a lot of money, I would travel around the world.
- **The Third Conditional**
(if + past perfect, ... would + have + past participle)
If I had gone to bed early, I would have caught the train.

<https://www.youtube.com/watch?v=veTo6eWJQrM>

<https://www.youtube.com/watch?v=ttUbJjKBncQ>

<https://www.youtube.com/watch?v=hk1AvFgOsSo>

INFINITIVE & GERUNDS

We use gerunds (verb + ing):

- After certain verbs - I enjoy **singing**
- After prepositions - I drank a cup of coffee **before leaving**
- As the subject or object of a sentence - **Swimming** is good exercise

We use 'to' + infinitive:

- After certain verbs - We **decided to leave**
- After many adjectives - It's **difficult to get** up early
- - I came to London to study English

We use the bare infinitive (the infinitive without 'to'):

- After modal verbs - I can **meet** you at six o'clock
- After 'let', 'make' and (sometimes) 'help' - The teacher let us **leave** early
- After some verbs of perception (see, watch, hear, notice, feel, sense) - I watched her **walk** away
- After expressions with 'why' - why **go** out the night before an exam?

<https://youtu.be/PhwGtNzdDmc>

<https://youtu.be/zPzjJHKyNwc>

<https://youtu.be/8ZTikQE0Z8>

<https://youtu.be/szb4FJHaklk>

<https://youtu.be/sa5FG3ZvlhU>

SUBJECT-VERB AGREEMENT

A

1. If the subject is singular, the verb must be singular too .**Ex: She writes** every day.
2. If the subject is plural, the verb must also be plural .**Ex: They write** every day.
3. When the subject of the sentence is composed of two or more nouns or pronouns connected by *and*, use a plural verb. **Ex: The doctoral student *and* the committee members write** every day.
4. When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject. **Ex: Interviews are** one way to collect data and allow researchers to gain an in-depth understanding of participants.
5. When a phrase comes between the subject and the verb, remember that the verb still agrees with the subject, not the noun or pronoun in the phrase following the subject of the sentence. **Ex: The student, as well as the committee members, is** excited.
6. When two or more singular nouns or pronouns are connected by "or" or "nor," use a singular verb. **Ex: The chairperson or the CEO approves** the proposal before proceeding.

SUBJECT-VERB AGREEMENT

B

7. When a compound subject contains both a singular and a plural noun or pronoun joined by "or" or "nor," the verb should agree with the part of the subject that is closest to the verb. This is also called the rule of proximity. **Ex: The student or the committee members write every day.**

8. The words and phrases "each," "each one," "either," "neither," "everyone," "everybody," "anyone," "anybody," "nobody," "somebody," "someone," and "no one" are singular and require a singular verb.

Ex: Each of the participants was willing to be recorded.

Ex: Neither alternative hypothesis was accepted.

Ex: I will offer a \$5 gift card to **everybody** who participates in the study.

Ex: No one was available to meet with me at the preferred times.

SUBJECT-VERB AGREEMENT

9. Noncount nouns take a singular verb.

Ex: Education is the key to success.

Ex: Diabetes affects many people around the world.

Ex: The information obtained from the business owners was relevant to include in the study.

Ex: The research I found on the topic was limited.

10. Some countable nouns in English such as *earnings, goods, odds, surroundings, proceeds, contents, and valuables* only have a plural form and take a plural verb. **Example: The earnings** for this quarter exceed expectations.

Ex: The proceeds from the sale go to support the homeless population in the city.

Ex: Locally produced goods have the advantage of shorter supply chains.

SUBJECT-VERB AGREEMENT

D

11. In sentences beginning with "there is" or "there are," the subject follows the verb. Since "there" is not the subject, the verb agrees with what follows the verb.

Ex: There is little **administrative support**.

Ex: There are many **factors** affecting teacher retention.

12. Collective nouns are words that imply more than one person but are considered singular and take a singular verb. Some examples are "group," "team," "committee," "family," and "class."

Ex: **The group** meets every week.

Ex: **The committee** agrees on the quality of the writing.

<https://www.youtube.com/watch?v=wq7RYyhwhfBA>

<https://www.youtube.com/watch?v=dmw0kBuuEy4>

https://www.youtube.com/watch?v= MALmL2_s

PHRASE, CLAUSE, SENTENCE (INDEPENDENT & DEPENDENT CLAUSE)

1

PHRASES

A small group of words forming a meaningful unit within a clause is called a phrase. They don't contain a subject or a verb. Phrases can be classified into five groups:

1. **A Noun Phrase:** A noun phrase is a group of words in a sentence that acts like a noun.
For example: Have you seen the **man in black**.
2. **A Verb Phrase:** A verb phrase is a combination of a verb and a particle.
For example: I **have been living** in Los Angeles since I was born.
3. **An Adjective Phrase:** An adjective phrase is a prepositional phrase which is used as an adjective.
For example: My neighbor has a **very interesting** job.
4. **An Adverbial Phrase:** An adverbial phrase is a phrase with two or more words that act adverbially.
For example: You have to hand in your assignment **as fast as possible**.
5. **A Prepositional Phrase:** A prepositional phrase is a group of words that begins with a preposition and is followed by a noun or a pronoun.
For example: I parked my car **under the bridge**.

PHRASE, CLAUSE, SENTENCE (INDEPENDENT & DEPENDENT CLAUSE)

2

CLAUSES

A clause is made up of a subject and a verb. Depending on the type, clauses can sometimes act as a sentence. Clauses can be classified into two main groups:

1. **Main Clause (Independent Clause):** It can stand alone as a sentence.
For example: I like pizza.
2. **Subordinate Clause (dependent Clause):** It cannot express a complete thought. In other words, it can't stand alone.
For example: When I saw him. (incomplete)

SENTENCES

A complete sentence contain a subject and a verb, and it can be made up of more than one clause.
For example: I ate some meat.

https://www.youtube.com/watch?v=loE2_ztqQ64

SIMPLE, COMPOUND, COMPLEX, COMPOUND COMPLEX

- A **simple sentence** contains a subject and a verb.

Ex: Professor Maple's intelligent students completed and turned in their homework.

- A **compound sentence** has two independent clauses

- These independent clauses are joined by a conjunction (for, and, nor, but, or, yet, so called FANBOYS).

Ex: The shoplifter had stolen clothes, so he ran once he saw the police.

Ex: They spoke to him in Spanish, but he responded in English.

SIMPLE, COMPOUND, COMPLEX, COMPOUND COMPLEX

- A **complex sentence** is an independent clause joined by one or more dependent clauses. A dependent clause either lacks a subject or a verb or has both a subject and a verb that does not express a complete thought.
- A complex sentence always has a subordinator (as, because, since, after, although, when) or relative pronouns (who, that, which).

Ex: After eating lunch at The Cheesecake Factory, Tim went to the gym to exercise

Ex: Opinionated women are given disadvantages in societies that privilege male accomplishments.

Ex: The woman who taught Art History 210 was fired for stealing school supplies.

SIMPLE, COMPOUND, COMPLEX, COMPOUND COMPLEX

- A **compound-complex sentence** has two independent clauses and at least one dependent clause.

Ex: After the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies.

Ex: The man believed in the system, and he knew that justice would prevail after the murderer was sent to jail.

Ex: while Tom reads novels (dependent), Jack reads comics (independent), but Sam reads only magazines (independent).

Ex: Tom reads novels (independent), but Jack reads comics (independent) because books are too difficult (dependent).

<https://www.youtube.com/watch?v=urr55rAreWc>

INVERSION

we change the place of the subject and the auxiliary verb (the first auxiliary verb if there is more than one).
We don't move the other parts of the verb:

- Present simple with 'be': am I / are you / is he
- Past simple with 'be': were you / was she
- Present simple with any verb except 'be' (add 'do' or 'does'): do you go / does he go
- Past simple with any verb except 'be' (add 'did'): did we go / did they go
- Present continuous: am I going / are you going
- Past continuous: was he going / were they going
- Present perfect: have we gone / has she gone
- Present perfect continuous: has she been going / have they been going
- Past perfect: had you gone
- Past perfect continuous: had he been going
- Future simple: will they go
- Future continuous: will you be going
- Future perfect: will they have gone
- Future perfect continuous: will she have been going
- Modal verbs: should I go / would you go

INVERSION

1

When we use a negative adverb or adverb phrase at the beginning of the sentence.

Usually, we put the expression at the beginning of the sentence to emphasis what we're saying. It makes our sentence sound surprising or striking or unusual. It also sounds quite formal. If you don't want to give this impression, you can put the negative expression later in the sentence in the normal way:

- Seldom have I seen such beautiful work.
('Seldom' is at the beginning, so we use inversion. This sentence emphasizes what beautiful work it is.)
- I have seldom seen such beautiful work.
('Seldom' is in the normal place, so we don't use inversion. This is a normal sentence with no special emphasis.)

INVERSION

1

Here are some negative adverbs and adverb phrases that we often use with inversion:

Hardly	Hardly had I got into bed when the telephone rang.
Never	Never had she seen such a beautiful sight before.
Seldom	Seldom do we see such an amazing display of dance.
Rarely	Rarely will you hear such beautiful music.
Only then	Only then did I understand why the tragedy had happened.
Not only ... but	Not only does he love chocolate and sweets but he also smokes.
No sooner	No sooner had we arrived home than the police rang the doorbell.
Scarcely	Scarcely had I got off the bus when it crashed into the back of a car.
Only later	Only later did she really think about the situation.
Nowhere	Nowhere have I ever had such bad service.
Little	Little did he know!
Only in this way	Only in this way could John earn enough money to survive.
In no way	In no way do I agree with what you're saying.
On no account	On no account should you do anything without asking me first.

INVERSION

1

In the following expressions, the inversion comes in the second part of the sentence:

- Not until I saw John with my own eyes did I really believe he was safe.
- Not since Lucy left college had she had such a wonderful time.
- Only after I'd seen her flat did I understand why she wanted to live there.
- Only when we'd all arrived home did I feel calm.
- Only by working extremely hard could we afford to eat.

We only use inversion when the adverb modifies the whole phrase and not when it modifies the noun:
Hardly anyone passed the exam. (No inversion.)

INVERSION

2

We can use inversion instead of 'if' in conditionals with 'had' 'were' and 'should'. This is quite formal:

- Normal conditional: If I had been there, this problem wouldn't have happened.
- Conditional with inversion: Had I been there, this problem wouldn't have happened.
- Normal conditional: If we had arrived sooner, we could have prevented this tragedy!
- Conditional with inversion: Had we arrived sooner, we could have prevented this tragedy!

INVERSION

3

We can use inversion if we put an adverbial expression of place at the beginning on the sentence. This is also quite formal or literary:

- On the table was all the money we had lost. (Normal sentence: All the money we had lost was on the table.)
- Round the corner came the knights. (Normal sentence: The knights came round the corner.)

INVERSION

4

We can use inversion after 'so + adjective...that':

- So beautiful was the girl that nobody could talk of anything else. (Normal sentence: the girl was so beautiful that nobody could talk of anything else.)
- So delicious was the food that we ate every last bite. (Normal sentence: the food was so delicious that we ate every last bite.)

SUBJUNCTIVE

1. *suggest-verb (or noun) + that*

- *Verbs: advise, ask, command, demand, desire, insist, order, prefer, propose, recommend, request, **suggest***
- *Nouns: command, demand, order, proposal, recommendation, request, **suggestion***

2. *advisable/anxious-adjective + that*

- ***advisable**, best, crucial, desirable, essential, imperative, important, necessary, unthinkable, urgent, vital*
- *adamant, **anxious**, determined, eager, keen*

SUBJUNCTIVE

- He suggests that you be present at the meeting.
- The board recommend that he join the company.
- He requested that the car park not be locked at night.

- They made a suggestion that we be early.
- He made a proposal that the company buy more land.
- The president has issued an order that the secretary resign next month.

SUBJUNCTIVE

- It is advisable that she rest for a week.
- It was essential that the army advance rapidly.
- After the landing, it will be vital that every soldier not use a radio.

- Tara is anxious that you return soon.
- They are keen that he not be hurt.
- We were determined that it remain secret.

<https://www.youtube.com/watch?v=Pt5Dbng7jpQ>

<https://www.youtube.com/watch?v=-vefS0B1DIY>

RELATIVE PRONOUNS

A relative pronoun is a pronoun that heads an adjective clause.

Here are some simple examples:

That

- The dog **that** stole the pie is back.

Which

- My new dog, **which** I bought last year, loves green beans.

Who

- The person **who** bought his car found a 3-carat diamond under the seat. **(To identify it.)**
- Inspector Smith, **who** won the lottery, is outside. **(To tell us something interesting about it.)**

Whom

- Our lawyer, **whom** we employed for over a year, was related to the complainant.

Whose

- The young girl **whose** cat scratched our sofa has offered to replace the cushions.

https://www.youtube.com/watch?v=Ht_Lb2djZ4o
<https://www.youtube.com/watch?v=ILkARyk4CTI>

ADJECTIVE CLAUSES

Adjective clauses modify nouns and usually begin with a relative pronoun and sometimes with a subordinating conjunction. Here are examples of dependent clauses that are adjective clauses:

- That I sold him
- Which is located in Italy
- Who is intelligent
- Whom we met after the movie
- Whose writing is always intriguing
- When the leaves turn colors and fall
- Where I went to elementary school
- Why the movie was a flop
- That was a bestseller
- Who live by the ocean

A PERSON IS A *WHO*, NOT A *THAT*.

- Use *who* with the pronouns *he* and *she*, and with nouns that refer to people.
- Use *that* with objects.

✘ He is the person *that* came to the meeting.

✔ He is the person *who* came to the meeting.

➡ (Many writers make this mistake.)

✘ This is the couch *who* I just bought.

✔ This is the couch *that* I just bought.

➡ (Very few writers make this mistake!)

WHICH AND THAT ARE NOT INTERCHANGEABLE.

- Contrary to the popular notion, *which* is not a more elegant way to say *that*. The two words are not interchangeable, and the choice is not a matter of style —following this rule is a right-or-wrong choice.
- *Which* is a pronoun that introduces nonessential information. Use a comma before a *which* clause. If a comma won't work, then you should be using *that*.
- ➔ Reminder: If you delete the words in a *which* clause, the remaining words should still form a full sentence.
- *That* is a pronoun used to introduce essential information. Do not use a comma before *that*.
 - ✗ Cars *which* burn fossil fuels emit pollutants.
 - ✓ Cars *that* burn fossil fuels emit pollutants.
 - ✗ Cars *that* are one form of transportation may emit pollutants.
 - ✓ Cars, *which* are one form of transportation, may emit pollutants.
- So, if you can use the word *that*, use it. If you don't have a comma before the word *which*, use *that*. If you delete the words in the *which* clause and the sentence does not make sense, use *that*.

ADJECTIVE CLAUSE, ADJECTIVE PHRASE (WH-) & REDUCED FORMS

I saw a man who was carrying an umbrella. (Active + ing form)

- I saw a man carrying an umbrella.

The people who worked there got a raise last year. (Active + ing form)

- The people working there got a raise last year.

The books which were published that year are expensive. (Passive)

- The books published that year are expensive.

<https://www.youtube.com/watch?v=d-0T4GozCJ8>

ADVERB CLAUSE & REDUCED FORM

- Because she has a test next week, she is studying very hard. -> *Having a test next week, she is studying very hard.*
- Because she has a test next week, her mother is reviewing vocabulary with her. -> *Having a test next week, her mother is reviewing vocabulary with her.*
- Before he bought the house, he did a lot of research. -> *Before buying the house, he did a lot of research.*
- After she had lunch, she went back to work. -> *After having lunch, she went back to work.*
- Because she was late, she excused herself at the meeting -> *Being late, she excused herself.*
- As Tom had extra work to do, he stayed late at work. -> *Having extra work to do, Tom stayed late at work.*
- Though he had a lot of money, he didn't have many friends.-> *Though having a lot of money, he didn't have many friends.*
- Although she was beautiful, she still felt shy. -> *Although beautiful, she still felt shy.*

ADVERB CLAUSE & REDUCED FORM

- After he took the test, he slept for a long time. -> *After taking the test, he slept for a long time* OR *After the test, he slept for a long time.*
- Since I moved to Rochester, I have gone to the Philharmonic numerous times. -> *Since moving to Rochester, I have gone to the Philharmonic numerous times.*
- As I was falling asleep, I thought about my friends in Italy. -> *Falling asleep, I thought about my friends in Italy.*
- As she was driving to work, she saw a deer in the road. -> *Driving to work, she saw a deer in the road.*
- As soon as she finished the report, she gave it to the boss. -> *Upon finishing the report, she gave it to the boss.*
- As soon as we woke up, we got our fishing poles and went to the lake. -> *On waking up, we got our fishing poles and went to the lake.*
- Because he was late, he drove to work. -> *Being late, he drove to work.*
- Since she was tired, she slept in late. -> *Being tired, she slept in late.*

<https://www.thoughtco.com/reduced-adverb-clauses-1211106>

NOUN CLAUSE & REDUCED FORMS

When you change noun clauses to gerund phrase, you must first change the verb in the noun clause to its ing form ; as show in the following .

Examples:

1.Full: They admit that they have problems at school.

Reduced: They admit having problems at school.

2.Full: They recommend that you buy a less expensive car.

Reduced: They recommend you buying a less expensive car.

3.Full: I suggested that John buys a less expensive car.

Reduced: I suggested John's buying a less expensive car.

4.Full: That the peace treaty was signed was important.

Reduced: The signing of the peace treaty was important.

<https://www.englishforums.com/English/HowCanIReduceNounClauses/dbnpw/post.htm>

PARALLEL STRUCTURE

- Mary likes **to hike**, **to swim**, and **to ride** a bicycle.
- Mary likes **hiking**, **swimming**, and **bicycling**.
- The production manager was asked to write his report **quickly**, **accurately**, and **thoroughly**.
- The teacher said that he was a poor student because he **waited** until the last minute to study for the exam, **completed** his lab problems in a careless manner, and **lacked** motivation.

<https://www.youtube.com/watch?v=Y8plidfrSG4>

SUBORDINATING CONJUNCTIONS

- **As** Sherri blew out the candles atop her birthday cake, she caught her hair on fire.
- Sara begins to sneeze **whenever** she opens the window to get a breath of fresh air.
- **When** the doorbell rang, my dog Skeeter barked loudly.

Punctuation

- Incorrect: Whenever, Batman was away, Robin drove the Batmobile.
- Correct: Whenever Batman was away, Robin drove the Batmobile.
- Incorrect: Robin drove the Batmobile, whenever Batman was away.
- Correct: Robin drove the Batmobile whenever Batman was away.

SUBORDINATING CONJUNCTIONS

- Comparison: than, rather than, whether, As much as, Whereas
- Time: After, As soon as, Until, Whenever, Not that
- Concession: Though, Although, Even though
- Relative Pronouns: Who, Whoever, Whom, Whomever, Whose
- Reason: Because, Since, So that, In order (to), As
- Condition: If, Only if, Unless, Provided that, Assuming that
- Place: Where, Wherever
- Relative adjectives: That, Whatever, Which, Whichever
- Manner: How, As though, As if
-

COORDINATING CONJUNCTIONS (FANBOYS)

- I go to the park every Sunday, *for* I long to see his face.
- I like to read, *and* I write in my journal every night.
- My sister doesn't like to study, *nor* does she take notes in class.
- Television is a wonderful escape, *but* it interferes with my writing.
- Would you rather read a book *or* watch a good TV show?
- I always take a book to the beach, *yet* I never seem to turn a single page.
- I like to read, *so* I didn't mind the long reading assignment.

<https://grammar.yourdictionary.com/parts-of-speech/conjunctions/coordinating-conjunctions.html>

CORRELATIVE CONJUNCTIONS

- either/or - I want **either** the cheesecake **or** the chocolate cake.
- both/and - We'll have **both** the cheesecake **and** the chocolate cake.
- whether/or - I didn't know **whether** you'd want the cheesecake **or** the chocolate cake, so I got both.
- neither/nor - Oh, you want **neither** the cheesecake **nor** the chocolate cake? No problem.
- not only/but also - I'll eat them both - **not only** the cheesecake **but also** the chocolate cake.
- not/but - I see you're in the mood **not** for desserts **but** appetizers. I'll help you with those, too.

CONJUNCTIVE ADVERBS

- Jeremy kept talking in class; **therefore**, he got in trouble.
- She went into the store; **however**, she didn't find anything she wanted to buy.
- I like you a lot; **in fact**, I think we should be best friends.
- Your dog got into my yard; **in addition**, he dug up my petunias.
- You're my friend; **nonetheless**, I feel like you're taking advantage of me.
- My car payments are high; **on the other hand**, I really enjoy driving such a nice vehicle.

<https://grammar.yourdictionary.com/parts-of-speech/adverbs/con-adverb.html>

TRANSITIONS

Types of transitions

- **Transitions between sections**
- **Transitions between paragraphs**
- **Transitions within paragraphs**

<https://writing.wisc.edu/handbook/style/transitions/>

<http://writing2.richmond.edu/writing/wweb/trans1.html>

https://owl.purdue.edu/engagement/ged_preparation/part_1_lessons_1_4/transitions.html

<https://www.smart-words.org/linking-words/transition-words.html>



THANK YOU

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