



University of Global Village (UGV), Barishal
Department of English
BA (Hons) Program

Serial no		
1.	Course Code	ENG 0231-1101
2.	Course Title	English Language
3.	Course Type	Theory
4.	Academic Session	2023
5.	Course Teacher	SUNANDA MONDAL
6.	Pre-requisite	N/A
7.	Credit value	3
8.	Contact hours	51 Hours
9.	Total marks	150

CLO 1	Understand the basic components of the sentence of English language
CLO 2	Analyze the different rules of grammar for construction of sentence
CLO 3	Evaluate their own and others' writings
CLO 4	Apply the skill of standard sentence making with grammatical accuracy.
CLO 5	Create an error free writing for their practical need.

ASSESSMENT PATTERN
CIE- Continuous Internal Evaluation (90 Marks-60%)

Total Marks

Per Credit 50 Marks

3 Credits Course

CIE

SEE

150 Marks

(90 marks) 60%

(60 marks) 40%

Bloom's Category Marks (out of 45)	Tests (45)	Assignments (15)	Quizzes (25)	External Participation in Curricular/Co-Curricular Activities (5)
Remember			05	
Understand		05		
Apply	09			5
Analyze	08			
Evaluate	08			
Sum		05		

SEE- Semester End Examination (60 Marks-40%)

Bloom's Category	Tests
Remember	15
Understand	15
Apply	5
Analyze	5
Evaluate	5
Create	15

Time Frame	Topics	Topic Details	Specific Outcome (s)	Teaching Strategies	Suggested Activities	Alignment to CLO
Week 1	Sentence	Defining ,understanding and components of sentence	To be familiar with English sentence, Students will be able to create an error free standard piece of writing	Lecture, explaining on board, showing videos . Students will be able to create an error free standard piece of writing	Student will be asked to identify different component of the sentence. Student will be asked to practice in class and home task will be given	Alignment to CLO 1, 4&5
Week 2	Sentence	Types and change of sentences	To be familiar with the different mood and shifting of English sentence	Lecture, explaining on board, showing videos	Learners will be asked to create different types of sentence and change from one to another	Alignment to CLO 2
Week 3	Parts of speech	Defining ,understanding and components of speech	To be familiar with sentence and capable of identify different parts of a speech	Lecture, explaining on board, showing videos	Student will be asked to identify, use in different of sentences in their copy	Alignment to CLO 1
Week 4	Parts of speech	8 types and its sub-branches	Learner will be able to use and change the word in different sentence	Lecture, explaining on board and video presentation	Student will fill up the provide worksheet individually or group in the class and receive home work	Alignment to CLO 2
Week 5	Article & preposition	Types and uses of articles	Learner will be able to use article properly in sentence	Lecture, explaining on board and video presentation	Student will fill up the provide worksheet individually or group in the class and receive home work	Alignment to CLO 1&2
Week 6	Tense	Sense of time sequence and basic structure	Learner will be able to comprehend the Sense of time with its function	Lecture, explaining on board and video presentation	Student will be asked to identify and write the basic sentence pattern	Alignment to CLO 1

Week 7	Tense	Four pattern of sentence based on tense	Learner will be able to make new sentence of affirmative, negative, interrogative and interrogative-negative	Lecture, explaining on board, video presentation, group and pair work	Student will be asked to change four pattern of sentences in their worksheet and create new sentence	Alignment to CLO 2
Week 8	Making question	W/H Question	Learner will be able to use question pattern in their practical life	Presentation, group and pair work	Students will practice orally in the class and write dialogue.	Alignment to CLO 2&3
Week 9	Subject verb agreement	How to use verb according to subject	Learner will be able to relate subject with verb in a sentence properly	Presentation, group and pair work	Student will fill up the provide worksheet individually or group in the class and receive home work	Alignment to CLO 4&5

Week 10	Changing Voice	Rules of changing voice: active and passive	Learner will be able to change the sentence in their writing. Learner will be able to use different mood of sentence in oral conversation	Lecture, group and pair work. Lecture, explain in on board, pair works	Student will be asked to create new sentence and change them in the class, practice themselves and giving presentation. Student will be asked to create new sentence and change them in the class, practice themselves	Alignment to CLO 2&3
Week 11	Right form of the verb	Basic rules of RFB	Learner will be able to the correct use of verb in sentence	Lecture, explain in on board, pair works	Student will be asked to identify and correct the errors of verbs in the sentences in their practice sheet	Alignment to CLO 4&5
Week 12	Conditional sentence	Three condition of sentence	Students will be able to complete the sentence in different	Lecture, explain in on board, pair works	Student will be asked to extend the sentence in their worksheet	Alignment to CLO 2&3

Week 13,14	Joining sentence	Joining sentences with conjunction	Student will learn the precise use of expression in writing	Lecture, explain in on board, pair works	Student will be asked to practice in class and home task will be given	Alignment to CLO 2&3
Week 15,16	Transformation of sentence	Simple, complex and compound	Students will be able to transform the sentences and standard use in writing and oral conversation	Lecture, explain in on board, pair works		Alignment to CLO 2&3
WEEK-17	PUNCTUATION	USE OF PUNCTUATION MARKS	Student will learn the precise use of punctuation marks	Lecture, explain in on board, pair works	Student will be asked to practice in class and home task will be given	Alignment to CLO 2&3

Week 1,2
Page-11-22

Sentence

Defining ,understandi
ng and components of
sentence



Types of sentences



What is the ingredients of a sentence ?

- **A sentence is a set of words that is complete in itself.**
- **A sentence contains a subject and a predicate.**
- **A sentence conveys a statement, question, exclamation, or command.**
- **A sentence always starts with a capital letters and ends with a full stop, question marks or an exclamation mark.**

Types of Sentence (Based on Sense)

On the basis of sense sentence can be of four types.

- Assertive or Declarative
- Interrogative
- Imperative
- Exclamatory

Assertive or Declarative

- An assertive is a sentence that states a fact such as one's feeling, opinion, incident etc.
- An assertive sentence ends with a period or full stop.
- Assertive sentence can be affirmative or negative.

“Ronaldo is a good football player.”



“Virat plays with passion.”

“She is not from a big city.”



Interrogative Sentences

- Interrogative sentences ask a question.
- It ends with a question mark (?)
- In English, interrogative questions often begin with interrogative word like ***“Who”, “When”, “Where”, “What”, “Why” and “How”***

What is your name?



Where is the Auditorium?

Why didn't you come to school today?



Interrogative Sentences.....cont.

Interrogative sentences without question words are generally formed by moving the helping verb before the subject.

Am I looking beautiful?



Are you Crazy?



Do you want to play?



Imperative Sentences

- Imperative Sentences give a command, an order, a request, an advice, a wish, a suggestion or a warning.
- Imperative means '*hidden*' so the subject '*You*' is hidden.

Do it.



Bring me a glass of water.



Wash your Hands



Don't move.



In these sentences, a subject '*you*' is hidden but verb '*do, bring, move, Wash, open*', are visible

Exclamatory Sentences

- An exclamatory sentence conveys a strong emotion and ends with an exclamation mark.
- An exclamatory sentence is a more forceful version of a **declarative sentence**.

What a lovely house !



I am free !



What a wonderful day !



How beautiful the landscape is !



Exclamatory words

Exclamatory words that can stand alone as a sentence while expressing emotions or reactions are called *interjections*.

Wow!



Brilliant!



Awesome!



Ouch!



Amazing!



Bravo!



Fantastic!, Tremendous! , Hooray! Gosh!, Magnificent!
Unbelievable!

Interjections

- Interjections don't require a subject or verb to express a thought.
- They can be inserted in a sentence by using commas.

Wow, that was a thrilling ride!

Brilliant, you solved the puzzle!

Awesome, you got the job!

Ouch, that really hurts!

Now let's take a pop quiz

- Help us , please.

Imperative Sentence

- Have you finished your work?

Interrogative Sentence

- All is well that ends well.

Declarative Sentence

- What a beautiful day !

Exclamatory Sentence

- Be quite.

Imperative Sentence

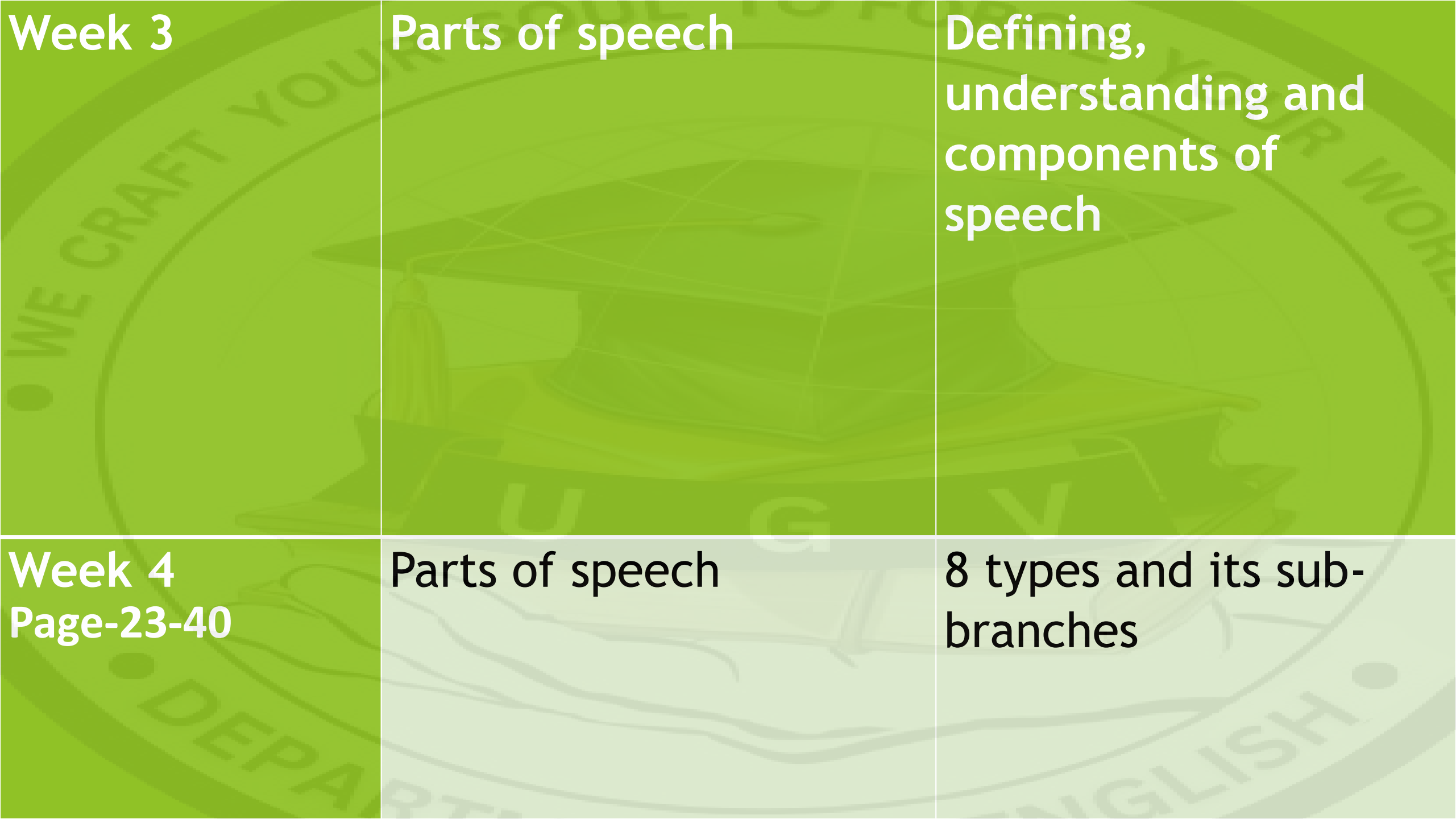
- We don't like such things

Declarative Sentence



RECAPITULATION

- **A sentence is a set of words that is complete in itself.**
- **A sentence conveys a statement, question, exclamation or command.**
- **On the basis of sense sentences can be of four types - Assertive or Declarative , Interrogative, Imperative & Exclamatory.**



<p>Week 3</p>	<p>Parts of speech</p>	<p>Defining, understanding and components of speech</p>
<p>Week 4 Page-23-40</p>	<p>Parts of speech</p>	<p>8 types and its sub- branches</p>

Parts of speech





NOUN



VERB



ADJECTIVE



ADVERB



Parts of
speech



CONJUNCTION



PRONOUN



INTERJECTION



PREPOSITION

Noun:

Word that names

A Person

A Place

A Thing

An Animal



Kinds of Nouns

Common Nouns : A common noun is the word used for a class of person, place or thing. Example : **Car , Man**

Proper Nouns : A proper noun is the name of a person, place or thing (i.e., its own name). A proper noun always starts with a capital letter.
Example : **Michael , Africa**

Collective Nouns : A collective noun is the word used for a group of people or things. Example : **Team , Jury**

Abstract nouns : Abstract nouns are ideas, feelings or qualities .
Example : **love, hate, kindness, imagination, courage, intelligence, happiness, sadness, joy, confidence, luck, bitterness, cheerfulness.**

Material Noun : Material Noun is the name of a material or a substance or an ingredient of an alloy.

Example : **I purchased a gold ring. , Calcium is good for health .**

Verb

A word that expresses action or otherwise helps to make a statement.

Action

Linking

Every sentence must
have

a

VERB

The word 'VERB' is rendered in large, bold, 3D yellow block letters. It appears to be rising from a dark, jagged, rocky surface at the bottom of the frame. Behind the letters, a bright orange cone of light or energy expands upwards and outwards, creating a dramatic effect. The background is a solid dark brown color.

Kinds of Verbs

Action verbs express mental or physical *action*.



He *rode* the horse to victory.

Linking verbs make a statement by *connecting* the subject with a word that describes or explains it.

He *has been* sick.

The Pronoun

The pronoun is a word used in place of one or more nouns.
It may *stand for* a person, place, thing, or idea.

Personal Pronouns

I, me, mine
you, your, yours
she, her, hers,
it, its
we, us, our, ours
they, them, their,
theirs
myself
yourself

Indefinite Pronouns

anybody
each
either
none
someone, one, etc.

Demonstrative Pronouns

this
that
these
those

Interrogative Pronouns

who
whom
what
which
whose

Adjective

The words that describes us more about nouns .

Example : **short** lady,
sunny day, **soft** bed &
sweet boy



Types of Adjectives

- a. Adjectives of quality
- b. Adjectives of quantity
- c. Adjectives of number
- d. Demonstrative Adjectives
- e. Distributive Adjectives
- f. Possessive Adjectives
- g. Exclamatory Adjectives
- h. Interrogative Adjectives

Adverb

Words that
modifies a verb
or verb phrase.

Modifies or describes
a verb
or another adverb.

Answers the questions:

He ran quickly.

How?

She left yesterday.

When?

We went there.

Where?

It was too hot!

To what degree or how much?



The Preposition

A preposition introduces a noun or pronoun or a phrase or clause functioning in the sentence as a noun. The word or word group that the preposition introduces is its object.

- For example :**
1. The book is on the table.
 2. The children climbed the mountain without fear.
 3. The spider crawled slowly along the railing.
 4. The dog is hiding under the porch because it knows it will be punished for chewing up a new pair of shoes.

The preposition *never* stands alone!

preposition ———— $\left\{ \begin{array}{l} \text{noun} \\ \text{pronoun} \end{array} \right\}$ object of preposition

You can press those leaves under glass.
preposition object

It can have more than
one object

Her telegram to Nina and Ralph brought good news.

The object can have modifiers

It happened during the last examination.

Some Common Prepositions

aboard
about
above
across
after
against
along
among
around
at
before

behind
below
beneath
beside
between
beyond
by
down
during
except
for

from
in
into
like
of
off
on
over
past
since
through

throughout
to
toward
under
underneath
until
up
upon
with
within
without

Conjunction

A conjunction is a word that joins a word or groups of words.

and

or

either/or

neither/nor

but

Interjection

It is an exclamatory word that expresses Emotion.



G o o d n e s s ! What a cute baby

W o w ! Look at that
sunset!



Week 5
Page-42-56

**Article &
preposition**

**Types and
uses of
articles and
preposition**

What are Articles?

Articles are words that help to define noun/s as specific or unspecific.

For example, This is **the** lake we were talking about.

In this sentence, by using the article '**the**', we are implying that this the particular lake we were talking about.





Types of Articles

INDEFINITE ARTICLES



A/An

“A” and “An” are called indefinite articles because they define their noun as something unspecific.

For example

- Can you pass me **a** chair?
- I'll be there in **an** hour.
- I love **an** apple pie after dinner.
- I read **a** book today.

DEFINITE ARTICLES

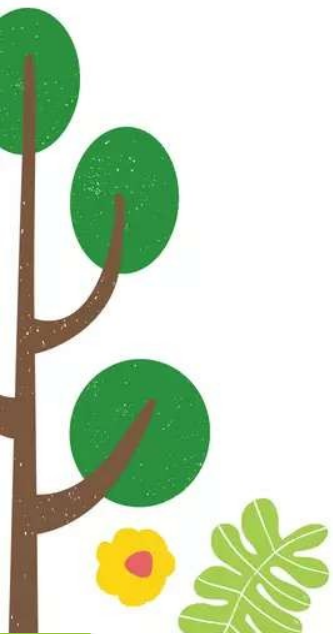


The

“The” is called the definite article. It defines its noun as something specific.

For example

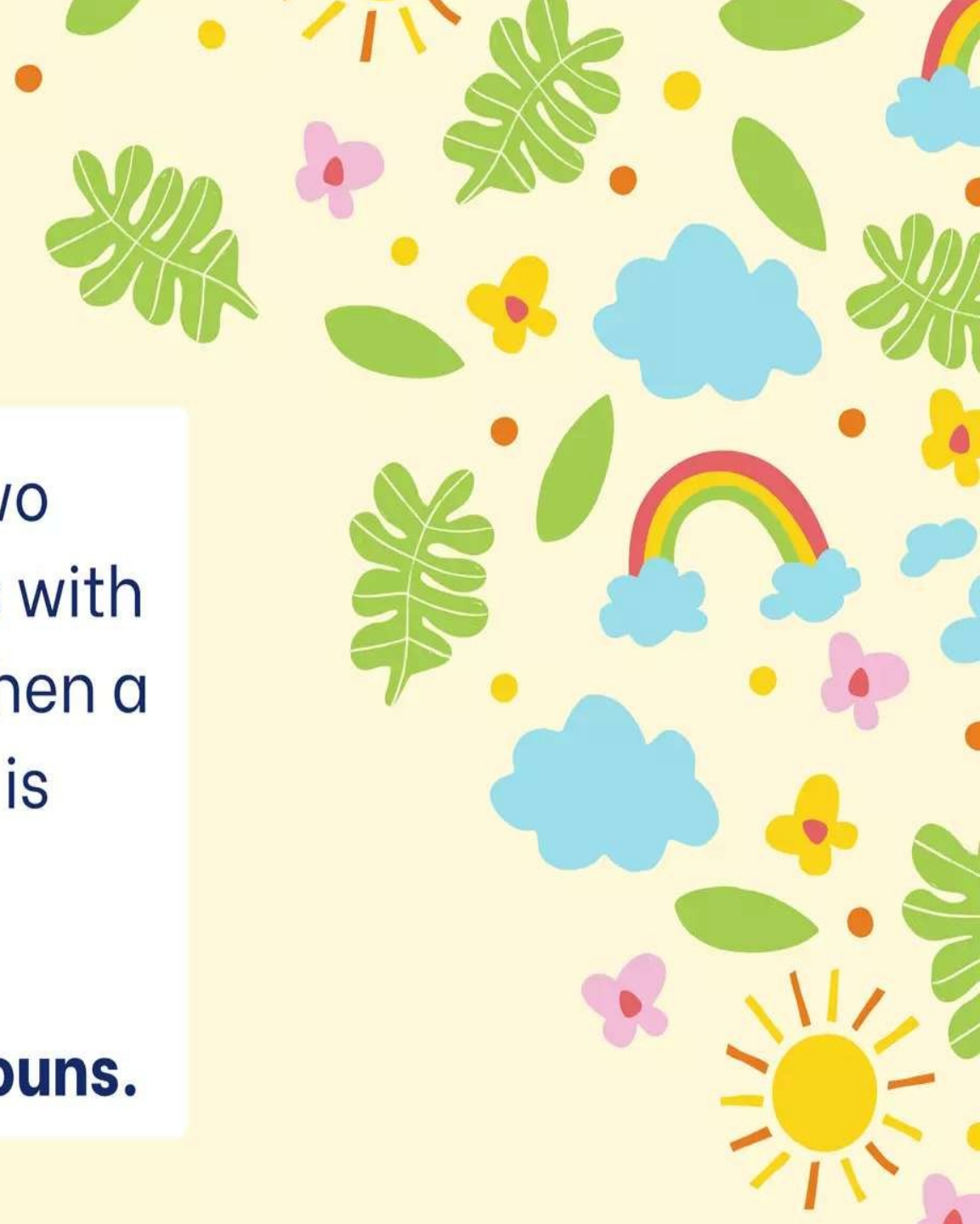
- Please give me **the** red hammer.
- I live on **the** second floor.
- **The** Pope is visiting India.
- **The** moon is very bright tonight.



When do we use A/An?

The indefinite articles are used in two different ways. When a word begins with a **consonant**, then '**a**' is used. But when a word begins with a **vowel**, then '**an**' is used.

Both A/An are used with singular nouns.



Examples using "A"

- Please hand me **a** book.
- Give me **a** ball.
- I have **a** dog.
- **A** girl was standing next to me.
- She has **a** bag of rice.
- He is playing with **a** bat.
- Eliza will bring **a** small gift.



Examples using "An"

- He is **an** old man.
- I love **an** apple pie after dinner.
- I saw **an** elephant.
- My mother is **an** honest woman.
- I heard **an** interesting story.
- Please give me **an** ice cube.
- I have **an** umbrella if you want.
- He'll be here in **an** hour.



When do we use The?

We use '**the**' when we want to specify a particular thing or a person.

'**The**' can be used with singular, plural, or uncountable nouns.



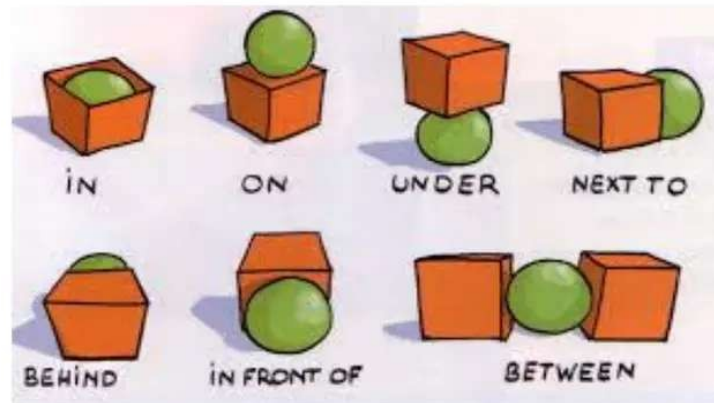
Examples using "The"

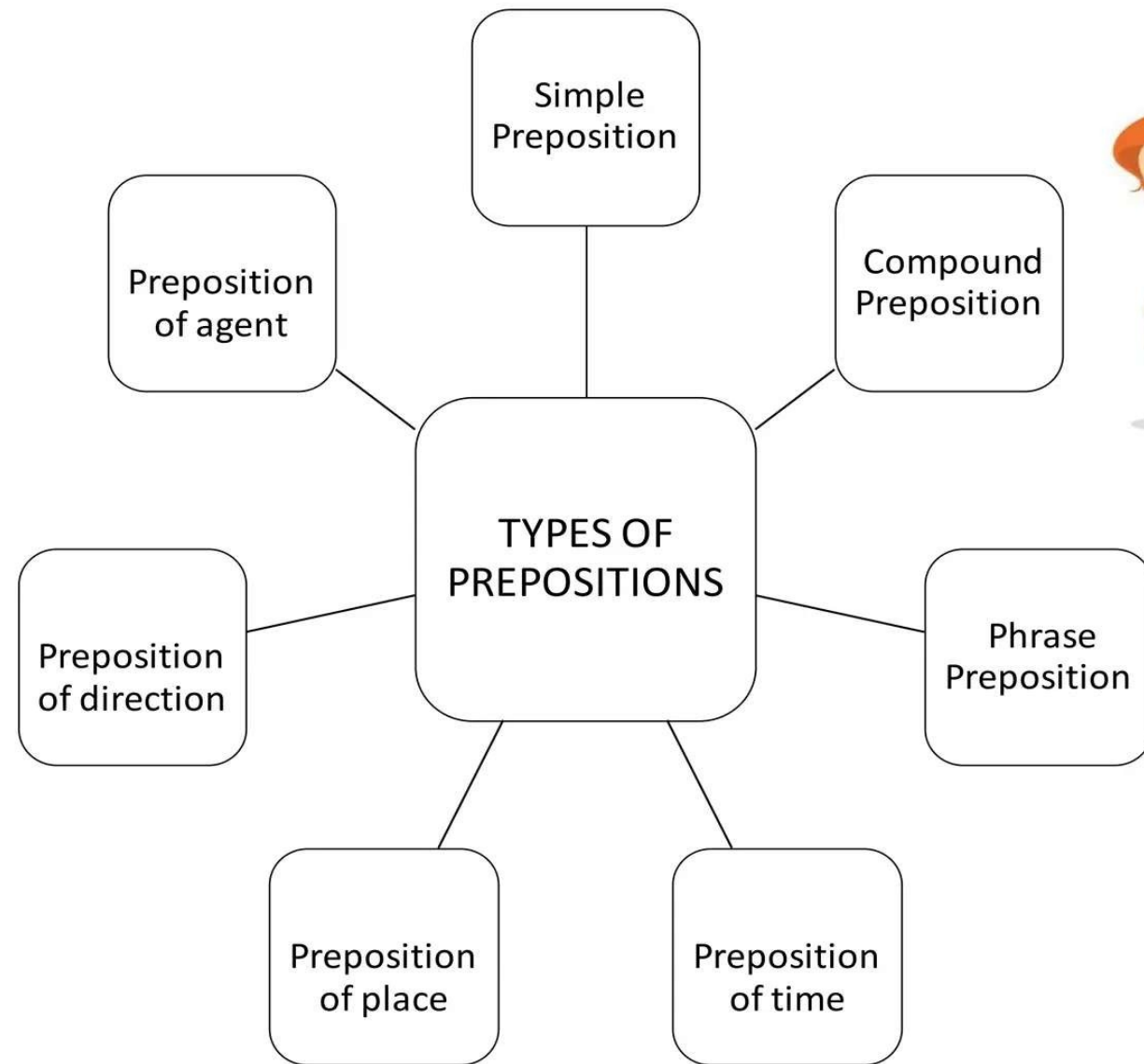
- Please give **the** large nail.
- Open **the** pink box first.
- **The** Prime Minister said that situation is worsening.
- She **the** youngest in the family.
- **The** moon is always shining.
- Did you download **the** pdf ma'am sent?



PREPOSITION

- Preposition is a word which expresses relationship of a noun or pronoun to other words of the sentence. e.g. in, of, to, at, by, for, with, under, above, into, onto, upon, about, behind, beside, before, after, inside, outside, towards, below, around, etc.
- Prepositions usually describe the position of something, the time when something happens and the way in which something is done.





TYPES OF PREPOSITIONS

1. **SIMPLE PREPOSITION** : Prepositions that consist of one word.

Examples: At, by, for, from, in, of, off, on, out, through, till, to, up, with, under.

- The paper is on my desk.
- Rita wasn't at home yesterday.
- There are kites in the sky.
- They were sitting by the tree.



2. **COMPOUND PREPOSITION**: It is formed by prefixing a preposition to a Noun, an Adjective or an Adverb

Examples: About, Above, Along, Amidst, Before, Behind, Inside, within.

- These trees are lined up along the road.
- This article is about computers.



3. **PHRASE PREPOSITION**: It is a group of words used with force of a single preposition. Examples: According to ,along with, in place of, etc.

- The work was done according to her instructions.
- Kumar was arrested along with his friends.



4. **PREPOSITION OF TIME**: It explains at what point of time did an event occur.

Preposition of time

at

Used for
specific time

example
at 5:00 am

on

days/dates

on Wednesday

in

for longer
periods of time

in January,in 2016

for

duration

for an hour

- The shop closes at midnight
- I want to walk along a tropical beach at sunset.
- In England,it often snows in December.



5. **PREPOSITION OF PLACE**: It can be used to show where something is located.

Preposition of place

at

used for

specific place

example

at the library

on

referring to a

area or surface

on the wall

in

a place with

boundary

in a room

above

much higher place

stars are above
the sky

- our house is at the end of the Street.
- Do you work in an office?



6. **PREPOSITION OF DIRECTION**: It indicates that something is headed for or directed to somewhere.

Preposition of direction

towards, into, up,
across, around

used for

expressing a
direction

example

towards the
building

- He swam across the river.
- You shouldn't go into the castle.
- The store is right up the road.



7. **PREPOSITION OF AGENT**: It is used for a thing which is cause of another thing in the sentence.

Preposition of agent
by

used for
How something
has been done.
How somebody
commutes.

example
manufactured by
machine.
travelled by car.

- He is respected by everyone.
- She is playing with her brother.
- The letter was written by him.



Week 6

Tense

**Sense of time
sequence and basic
structure**

Week 7
Page-58-82

Tense

**Four pattern of
sentence based on
tense**

Definition & Types

Definition: The time needs to finish a task is called tense.

Types: Tense is generally 3 types:

Present Indefinite Tense: The task or work which holds at present time is known present tense.

Example: I eat rice.

Past Tense: The task or work which was held in the past time is called past tense.

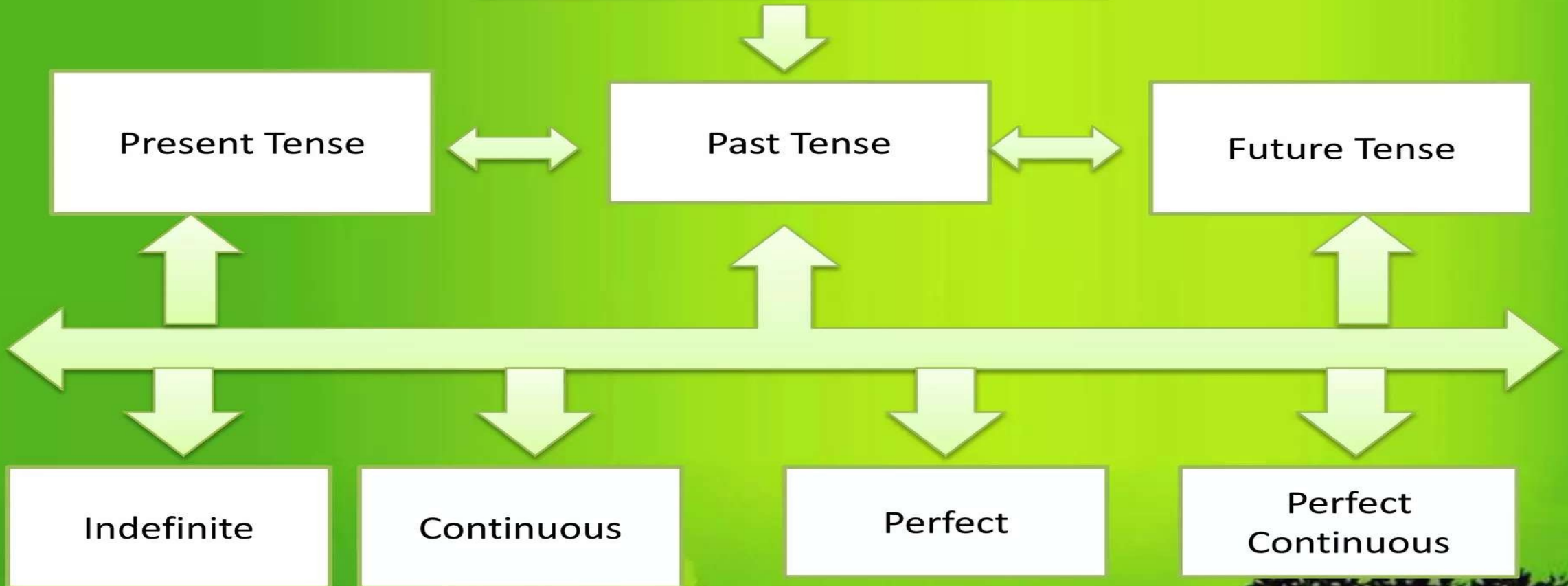
Example: I went to the zoo yesterday.

Future Tense: The task or work which will held in future is called future tense

Example: I will go there tomorrow.



Tense



Pressent Indefinite tense:

It is used to express an action which held in the present or habitual action or universal truth.

Structure:

Main verb placed after subject.

‘S’ or ‘Es’ will be added If the subject is 3rd person singular number.

>> Sub+verb (main verb)+s/es+object+others

Example:

1. I go to school everyday.
2. He trusts you.
3. We say prayer.



Present Continuous tense:

It is used to express an action which is running at present. If any task still is continuing is known present continuous tense.

Structure:

Am/is/are placed on the basis of subject.

1. If the subject 1st person then 'am'

2. If the subject 3rd person then 'is'

3. & 'are' will placed with the rest of all.

>> Subject + Am/is/are + (main verb+ing) + object + others

Example:

1. I am going to school.
2. He is working in the field.
3. They are playing football.



Present Perfect Tense:

It is used to express an action which has just been finished a few moments ago or just now but the result is present then it will be present perfect tense.

Structure:

have/has placed on the basis of Subject.

1.If the subject 3rd person singular number then 'has'
and with the rest of all 'have'

2. Past Participle of main verb.

>> Sub+have/has+past participle of main
verb+object+others.



Example

1. They have finished their work
2. I have visited the place.
3. She has had her meal.



Present Perfect Continuous Tense

It is used to express an action which has started in past but it is still continuing and not completed so far.

Structure

‘Have been’/‘has been’ placed on the basis of subject.
Gerund (ing) added with main verb & for/since/from placed on the basis of time.

>> sub+have been/has been+(main verb+ing)+object+for/since+object



Example

1. I have been doing the work for two days.
2. It has been raining for two hours.
3. Nipa has been ill since Friday last.



Past Indefinite Tense

It is used to express an action which has completed in past or the habitual action in the past.

Structure

The past form of verb is placed after subject. To understand the past habitual action

Would/Could/Used to after subject but this time main verb will in the present form.

>> Sub+Past form of main verb+object+others

Example:

- 1.I went to school.
- 2.He sold the car.
- 3.They helped the poor man.



Past Continuous

It is used to express an ongoing task or continued action till a certain time in past.

Structure

Was/Were placed after subject and Gerund(ing) added with the main verb.

>> Sub+**Was/Were**+(Main verb+ing)+Object+Others



Example

1. Shawon was playing clash of clans.
2. Lemon was Singing.
3. They were catching fish.



Past Perfect Tense

It is used to express an action which has happened or completed in past. If two works/event happened in the past at a time ; The work/event which was happened at first that is **past perfect tense** and the second is **Past Indefinite tense**.

Structure:

Had is placed after Subject and the past participle form of main verb. Before/After used to complete this sentence.



Example

1. The patient had died before the doctor came.
2. I had reached there before he came.
3. The gang bang escaped after the police had come here.



Past Perfect Continuous

Past Perfect Continuous Tense is used to express a continued or ongoing action that started in past and is continued till a specific time.

Structure:

Had been placed after subject & gerund|(ing) added with main verb. After 'before' the last part will in past simple. For/since placed on the basis of time.

>> Sub+had been+(verb+ing)+before+past simple

>> Sub+had been+(verb+ing)+for/since +object

Example:

1. We had been playing cricket before he came.
2. He had been crying for several hours when I met the boy.
3. He had been reading since 2000.



Example:

1. I shall go to school.
2. He will come soon.
3. They will not help him.



Future Continuous Tense

It is used to express an action which will be continued in the future.

Structure

Shall be/ will be will placed on the basis of after subject and Gerund(ing) will be added with main verb.

>> Subject+Shall/Will+Be+Verb(1st form)
+Ing+Object



Example:

1. I shall be reading the book.
2. We shall be doing the work.
3. She will be waiting for me.



Future Perfect Tense

It is used to express an action which will happen/occur in future and will be completed by a certain time of future.

Structure

Shall have/ Will have placed on the basis of after subject and verb will in past participle form and the rest of the sentence in present or future indefinite tense.

>> Subject + Will/Shall + Have + Verb (3rd Form) + Object .

Example:

1. I shall have typed the email by that time.
2. I shall have done the work before my father comes.



Future Perfect Continuous Tense

It is used to express an action which will continue in the future within a certain time.

Structure

Shall have been/Will have been placed on the basis of after subject and Gerund(ing) added with main verb and the rest of the sentence will in present or future indefinite.

>>Sub+Will/Shall+Have been+Verb(1st form)
+Ing+Object+For/Since +Time+Remaining(.)

Example

1. I shall have been playing hockey since evening.
2. We shall have been doing the task.
3. They will have been playing football since evening.



Week 8
Page-84-93

Making
question

W/H Question



Wh- Questions



What?

Asking for a specific thing or object.

What's this? It's a book.

What time is it? It's 8 o'clock



When?

Asking about time, occasion, moment.

When's your birthday? It's in January.

When did you arrive? Yesterday.

Where?

Asking at what place or position.

Where is my backpack? It's on the chair.

Where is the chair? It's in the classroom





Who?

Asking about a person.

Who's that woman? She's my teacher.

Who's she talking to? Olivia.

Why?



Asking for a reason,
explanation.

Why were you late?
Sorry, I missed my bus.



How?

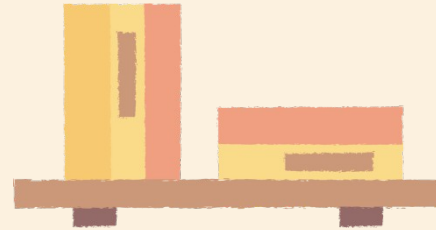
Asking for a way, manner, form.

How do you go to school?
I take the bus.

How many?

Asking about quantity. Used with countable nouns.

How many books have you got?
I've got three books.





How much?

Asking about quantity. Used with uncountable nouns.

How much homework have we got?

Don't worry. Not much.



Which?

Asking about choice.

Which country would you prefer to live in? Australia.

Week 9
Page-95-121

Subject verb
agreement

How to use verb
according to
subject



SUBJECT – VERB AGREEMENT

BASIC RULE:

- Singular subjects must have singular verbs.
Plural subjects take plural verbs.

RULES ON SUBJECT- VERB AGREEMENT

1. The pronoun “YOU” always takes a plural verb.

Examples:

- You were invited to come.
- You are asked to clean the room.
- You sing so well.



2. If a sentence begins with **HERE** or **THERE**, the verb agrees with the subject which follows it.



Examples:

- Here are the ways on how to preserve meat.
- There is a huge gap between the rich and the poor.



3. If two subjects, one single and one plural, are connected by EITHER/OR or NEITHER/NOR, the verb agrees with the nearer subject.

Examples:

- Neither the players nor the coach is joining.
- Either the conductor or the singers are attending the concert.



OR

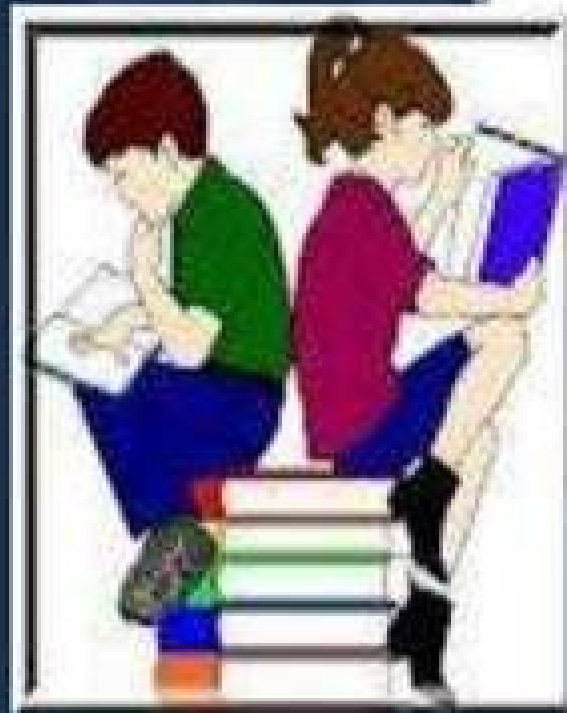
4. A singular subject followed by intervening words or phrases such as WITH, AS WELL AS, IN ADDITION TO, ACCOMPANIED BY, TOGETHER WITH and NO LESS THAN, takes a singular verb.

Examples:

- Jake, accompanied by his sisters, is enrolling in PCC.
- Daddy, as well as my brothers, is enjoying the party.



5. Singular subjects joined by AND require a plural verb, except when they mean one thing.



Examples:

- Larry and Mercy are reading novels.
- My teacher and friend is here.

6. Two singular subjects joined by EITHER/OR or NEITHER/NOR take a singular verb.

Examples:



- Either Mommy or Daddy is coming with me at the outbound.
- Neither Ferdie nor Dulce is waiting for you.

7. If a singular subject is followed by a phrase containing a plural noun, the verb is singular.

Examples:



- One of the boys is yelling so loud.
- One of the members is against the rule.

8. The indefinite pronouns *SEVERAL, FEW, BOTH, MANY, OTHERS* are always plural.

Examples:



- Both were asking to be freed.
- Several are seeking justice.

9. The indefinite pronouns SOME, MOST, ALL, NONE are singular or plural according to the meaning of the sentence.

Examples:



NONE

- Some of the girls were absent.
- Some of the ice cream is left.

10. When any of the following indefinite pronouns is the subject, the verb is singular: EVERYBODY, EACH, NO ONE, ANOTHER, ANYBODY, NOBODY, EVERY, NOTHING, EVERYTHING, ANYONE, EITHER, NEITHER, EVERYONE, SOMEBODY, SOMEONE.

Example:

- Every man and woman in this hall is a member.



11. Expressions of time, money, weight, and distance are singular even if the form is plural.

Examples:

- Two years is a long time to wait.
- One million dollars was given back to the owner.



12. When the amount of money refers to separate units, the verb is plural.

Examples:

- Five 25-centavo coins were found.
- Sixty 100-peso bills were added to the budget.



13. The following words are always plural: PANTS, TROUSERS, PLIERS, SCISSORS, SHEARS, TONGS. However, if the word PAIR is used, the verb is singular.

Examples:

- The pants are torn into two.
- The pair of scissors was placed on the table.



14. Certain nouns, though plural in form, are singular in meaning and therefore take singular verbs.

Examples:

- Mathematics is my favorite subject.
- The latest news is alarming to the public.



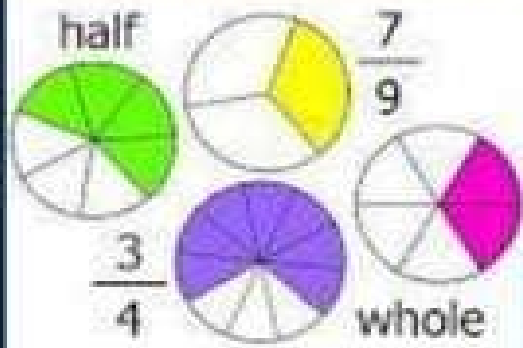
15. When the word is preceded by A, it takes a plural verb. When it is preceded by THE, it takes a singular verb.

Examples:

- A number of students are waiting outside.
- The number of students outside is not recorded yet.



16. When fractions are used, the verb agrees with the object of the OF PHRASE.



Examples:

- One half of the cake was consumed.
- One fourth of the employees were attending the seminar.



17. These nouns may be singular or plural in meaning: ATHLETICS, GENETICS, POLITICS, GYMNASTICS, STATISTICS. When the noun refers to an organized activity, it is singular; when the noun refers to the activities of individuals within a group, or to varied activities, it is plural.

Examples:

- Gymnastics is very popular among girls.
- The gymnastics shown in the field today were outstanding.



18. The name of a country is always regarded as singular.

Examples:

- The Bahamas has beautiful beaches.
- Philippines is a wondrous place.



19. Adjectives used as nouns are considered plural.

Examples:

- The poor are to be helped.
- The efficient are what this country needs.

20. Collective nouns may be singular or plural depending on whether the individual members are acting individually or collectively. These nouns are: COMPANY, GROUP, COMMITTEE, CROWD, JURY, FLOCK, TEAM.

Examples:

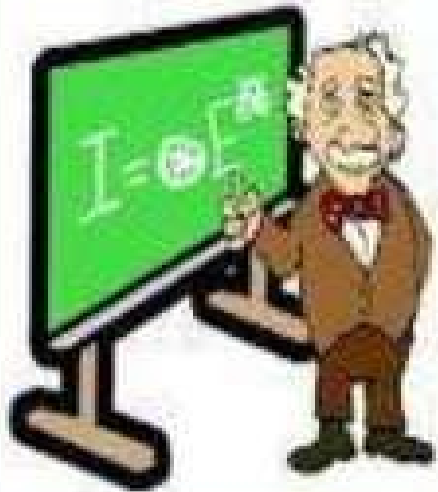


- The committee is against the plan. (acting collectively-singular)
- The committee are of different opinion. (acting individually-plural)

21. In the use of mathematical expressions, the following are accepted:

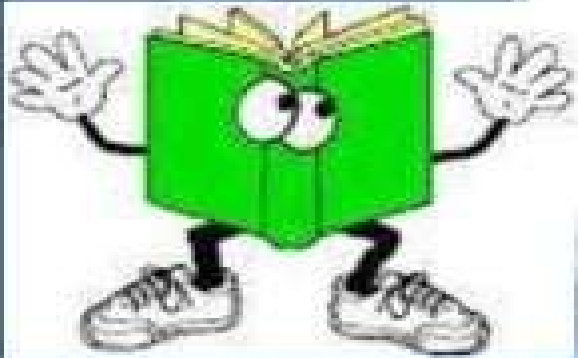
Examples:

- Seven plus three is ten.
- Seven and three are ten.
- Five times two are ten.
- Five minus two is three.



22. Titles of books, plays, articles, movies, etc. are regarded as singular even though words in the title may be plural.

Examples:



- “In Dreams Begin Responsibilities” is a story by D. Schwartz.
- “Great Expectations” is a must-read novel.

23. Names of organizations take a singular verb when the whole organization is referred to, and a plural verb when the members are referred to.

Examples:



- Lopez and Sons is a successful organization.
- Lopez and Sons are holding a two-day annual meeting.

24. If a sentence begins with the expletive IT, the verb is always singular even if the subject that follows the verb is plural.

Examples:

- It is the schools which must assume the responsibility.
- It is us who must take care of the environment.



Week 10
Page-122-129

Changing Voice

**Rules of changing
voice: active and
passive**

Voice Change

Active voice: A verb is in the Active Voice when its form shows that the person or thing denoted by the subject does something; or, in other words, is the doer of the action.

Passive Voice: A verb is in the Passive Voice when its form shows that something is done to the person or thing denoted by the subject.

Rules (Active to Passive)

- **Object will be subject**
- **'be' verb**
- **Verb (p.p)**
- **Appropriate Preposition**
- **Subject will be object**

Example

Active voice: **I** **eat** **rice**
(Sub.) (verb) (Obj.)

Passive Voice: **Rice** **is eaten** **by me**
(Sub.) Verb(p.p) (Obj.)

Exercise (Active to Passive)

- **The cat killed the mouse.**
- **We compelled the enemy to surrender.**
- **The boy made a kite.**
- **I see a dark cloud.**
- **I have done my homework.**

Exercise (Passive to Active)

- The thief was caught by them.
- The bird was killed by a cruel boy.
- The exhibition was opened by the Governor.
- I was cheated by him.
- It should not be done by you.

Some Examples

I am writing a letter. (Active)

A letter is being written by me. (Passive)

I can do it. (Active)

It can be done by me. (Passive)

I had done it. (Active)

It had been done by me. (Passive)

I shall do it. (Active)

It will be done by me. (Passive)

Some Examples

I am writing a letter. (Active)

A letter is being written by me. (Passive)

I can do it. (Active)

It can be done by me. (Passive)

I had done it. (Active)

It had been done by me. (Passive)

I shall do it. (Active)

It will be done by me. (Passive)

Week 11
Page-130-138

**Right form of the
verb**

**Basic rules of
right form of the
verb**

Rules of the Right Form of Verb

Rule 1: Singular Subject takes Singular Verb, Plural Subject takes Plural Verb

Example: fghhjjj

ghhjkklll

Rule 2: Preposition + noun or verb + ing

- a. Television is an important source of entertainment or entertaining.
- b. Children are fond of using mobile phones.

Rule 3: To+ Present form of the verb

Exceptional: Addicted to, Adverse to, Be used to, With a view to, Look forward to, Be accustomed to) + Verb+ ing

Rules of the Right Form of Verb

Example: Shimu went to London to get a good job.
Shamim tried to join the Navy.

Rule 4: Can, could, may, might, shall, should, will, would, must, used to, have to, need, dare, ought to+ V1

Example: He can do the sum.

It may rain today.

Tamim must study tonight.

Rules of the Right Form of Verb

Rule 5: While+ Verb+ ing

Example: While walking in the garden, I saw a snake.

While sleeping I dreamt a good dream.

Rule 6: Have, has, had, get, got, getting, having+ V3 or Adjective

Example: She got married yesterday.

I had my car cleaned.

Having taken the money, the thief ran away.

Our culture is getting westernized.

Rules of the Right Form of Verb

Rule 7: Passive Voice: Can be, could be, may be, might be, shall be, should be, will be, would be, must be, used to be, have to be, ought to be + V3

Example: The work ought to be done.

He will be helped by me.

Rule 8: Each, every, one, any + one or more singular subject + singular verb

Example: Each boy and each girl was present there.

Each boy and girl has been given 100 tk.

Rule 8: Population, public, crowd, army, congress, committee, team, government, family, pair, dozen, scenery, knowledge, hundred, thousand, furniture, machinery, electronics, dynamics, 2/3 dollars, 2/3 miles + singular verb.

Rules of the Right Form of Verb

Example: Ill news runs fast.

Physics is a critical subject.

Rule 9: People, spectacles, trousers, scissors, benches, cloths, goods, headquarters, vegetables, laws, police, cattle, folk, circumstances, gentry + plural verb

Example: People don't eat the same food.

Vegetables contain vitamin.

Rule 10: Who, whose, whom, which, that follow only their before subject to choose a verb.

Example: It is I who am your friend.

It is you who are my friend.

Rules of the Right Form of Verb

Rule 11: No sooner had..... than, scarcely had.....when, hardly had.....before
Verb of first bracket = Past Participle & Verb of second bracket = Past form

Example: No sooner had he (see) the police than he (run) away.

No sooner had he seen the police than he ran away.

Rule 12: Simple present/ Present perfect + Since + Simple past tense

Example: It is many years since I (come) to Dhaka.

It is many years since I came to Dhaka.

Rules of the Right Form of Verb

Rule 13: Past Perfect tense + **before** + Simple Past tense
Simple Past tense + **after** + Past Perfect tense

Example: The patient (die) before the doctor came.
The patient had died before the doctor came.
The patient died after the doctor (come).
The patient died after the doctor had come.

Rules of the Right Form of Verb

Rule 14: In a simple sentence, if there are two verbs then add ing or to before the verb within brackets or use the past participle form of the verb.

Example: I saw him (read).

I saw him reading.

I don't want (read) this book.

I don't want to read this book.

I got the letter (type).

I got the letter typed.

Week 12
Page-140-144

**Conditional
sentence**

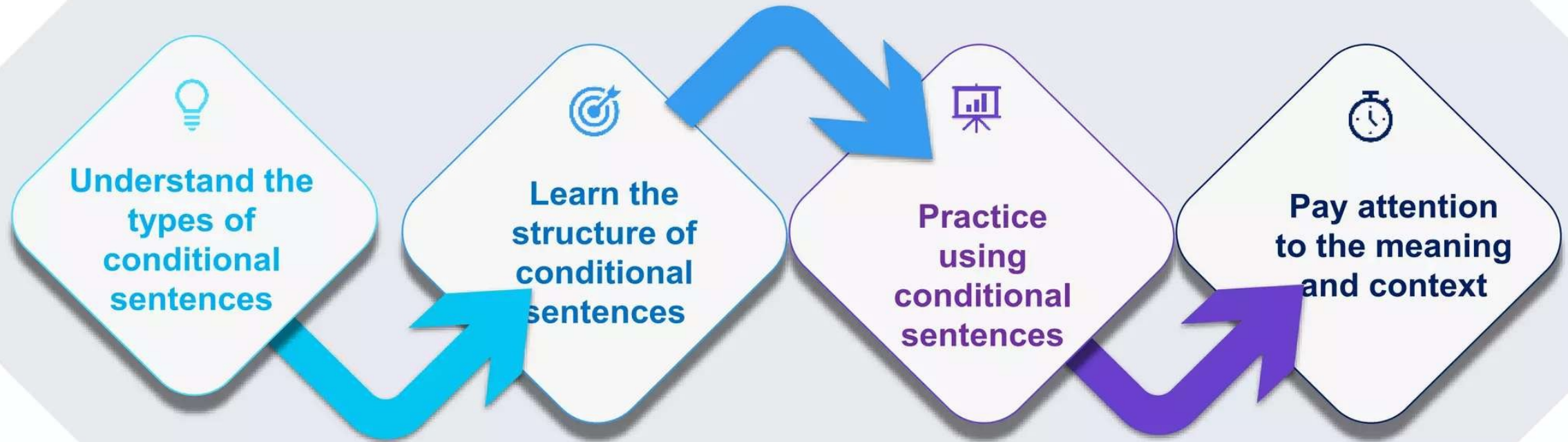
**Three condition
of sentence**

CONDITIONAL SENTENCES

What are conditional sentences? 01

Conditional sentences are sentences that express a hypothetical situation or condition and its consequence. They usually start with the word "if" and have a main clause that describes the result of the condition

4 Steps to Learn Conditional Sentences



4 Types of Conditional Sentences

01

Zero Conditional

This type of conditional sentence is used to describe general truths or things that always happen when a certain condition is met. It uses the present simple tense in both the "if" clause and the main clause.

02

First Conditional

This type of conditional sentence is used to describe things that are likely to happen in the future if a certain condition is met. It uses the present simple tense in the "if" clause and the future simple tense (will + base form of the verb) in the main clause.

03

Second Conditional

This type of conditional sentence is used to describe hypothetical or imaginary situations in the present or future. It uses the past simple tense in the "if" clause and the modal verb "would" + base form of the verb in the main clause.

04

Third Conditional

This type of conditional sentence is used to describe hypothetical or imaginary situations in the past. It uses the past perfect tense in the "if" clause and the modal verb "would have" + past participle in the main clause.

If I won the lottery, I
would travel the
world.

03

Second

If you heat water to
100 degrees Celsius,
it boils.

01

Zero

Third

04

If I had studied
harder, I would have
passed the exam.

First

02

If it rains tomorrow,
we will stay inside.

Examples

Week-13 ,14
Page-146-181

**Joining
sentence**

**Joining
sentences with
conjunction**

1 Read the sentences.

Sarah put on her coat.

It was raining.



Click on a **conjunction**.

next

besides

so

because

but

next ↓

Sarah put on her coat.

next

It was raining.

Remember to write it as one sentence!



Sarah put on her coat **next** it was raining.

Does it make sense?

Yes

No

next

besides

so

because

but

Sarah put on her coat.

besides

It was raining.



Remember to write it as one sentence!

Sarah put on her coat **besides** it was raining.

Does it make sense?

Yes

No

next

besides

so

because

but

Sarah put on her coat.

so

It was raining.

Remember to write it as one sentence!

Sarah put on her coat so it was raining.



Does it make sense?

Yes

No

next

besides

so

because

but

because 1

Sarah put on her coat.

because

It was raining.



Remember to write it as one sentence!

Sarah put on her coat **because** it was raining.

Does it make sense?

Yes

No

next

besides

so

because

but

but 1

Sarah put on her coat.

but

It was raining.



Remember to write it as one sentence!

Sarah put on her coat **but** it was raining.

Does it make sense?

Yes

No

next

besides

so

because

but

Yes!
Well Done!



Sarah put on her coat because it was raining.

That makes sense.

Next

2

Read the sentences.

Mia licked her lolly quickly.

It melted.



Click on a **conjunction**.

next

besides

so

but

before

nex
+ 2

Mia licked her lolly.

next

It melted.



Remember to write it as one sentence!

Mia licked her lolly quickly **next** it melted.

Does it make sense?

Yes

No

next

besides

so

but

before

des

2 Mia licked her lolly.

besides

It melted.



Remember to write it as one sentence!

Mia licked her lolly quickly **besides** it melted.

Does it make sense?

Yes

No

next

besides

so

but

before

before
re 2

Mia licked her lolly.

before

It melted.



Remember to write it as one sentence!

Mia licked her lolly quickly **before** it melted.

Does it make sense?

Yes

No

next

besides

so

but

before

BUT

2

Mia licked her lolly.

but

It melted.



Remember to write it as one sentence!

Mia licked her lolly quickly **but** it melted.

Does it make sense?

Yes

No

next

besides

so

but

before

so 2

Mia licked her lolly.

so

It melted.



Remember to write it as one sentence!

Mia licked her lolly quickly **so** it melted.

Does it make sense?

Yes

No

next

besides

so

but

before

Yes!
Well Done!



Mia licked her lolly quickly **before** it melted.

That makes sense.

[Next](#)

Read the sentences.

David snored.

He was asleep.

Click on a **conjunction**.

then

until

while

if

before



then 3

David snored

then

He was asleep.



Remember to write it as one sentence!

David snored **then** he was asleep.

Does it make sense?

Yes

No

then

until

while

if

before

until 3

David snored

until

He was asleep.



Remember to write it as one sentence!

David snored **until** he was asleep.

Does it make sense?

Yes

No

then

until

while

if

before

if 3

David snored

if

He was asleep.



Remember to write it as one sentence!

David snored **if** he was asleep.

Does it make sense?

Yes

No

then

until

while

if

before

David snored

before

He was asleep.



Remember to write it as one sentence!

David snored before he was asleep.

Does it make sense?

Yes

No

then

until

while

if

before

David snored
while

He was asleep.



Remember to write it as one sentence!

David snored **while** he was asleep.

Does it make sense?

Yes

No

then

until

while

if

before

Yes!
Well Done!



David snored **while** he was asleep.

That makes sense.

[Next](#)

We could also have said,

David snored **when** he was asleep.

4

Read the sentences.

The ghost flew round the castle.

It was dark.



Click on a conjunction.

then

until

after

when

before

The ghost flew round the castle
before

It was dark.

Remember to write it as one sentence!



The ghost flew round the castle **before** it was dark.

Does it make sense?

Yes

No

when

until

after

then

before

The ghost flew round the castle

then

It was dark.

Remember to write it as one sentence!



The ghost flew round the castle then it was dark.

Does it make sense?

Yes

No

when

until

after

then

before

until

The ghost flew round the castle

until

It was dark.

Remember to write it as one sentence!



The ghost flew round the castle until it was dark.

Does it make sense?

Yes

No

when

until

after

then

before

The ghost flew round the castle

after

It was dark.

Remember to write it as one sentence!



The ghost flew round the castle after it was dark.

Does it make sense?

Yes

No

when

until

after

then

before

The ghost flew round the castle

when

It was dark.

Remember to write it as one sentence!



The ghost flew round the castle when it was dark.

Does it make sense?

Yes

No

when

until

after

then

before

Yes!
Well Done!



The ghost flew round the castle **when** it was dark.
That makes sense.

[Next](#)

We could also have said,

The ghost flew round the castle **after** it was dark.

Yes!
Well Done!



The ghost flew round the castle **after** it was dark.
That makes sense.

[Next](#)

We could also have said,

The ghost flew round the castle **when** it was dark.

5

Read the sentences.

The spider spun a web.

He could catch a fly.

Click on a conjunction.

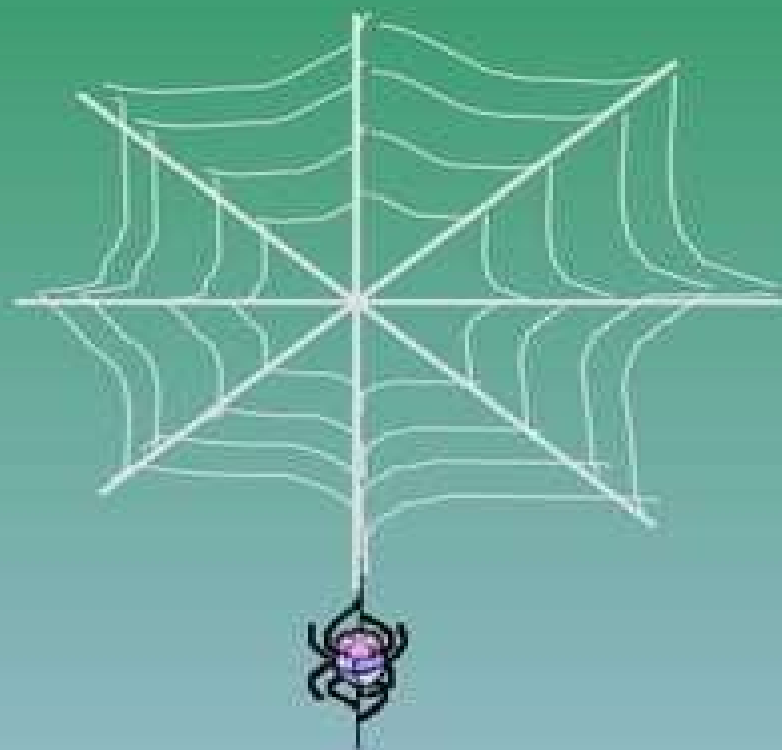
when

after

so

then

until



then 5

The spider spun a web.

then

He could catch a fly.

Remember to write it as one sentence!



The spider spun a web then he could catch a fly.

Does it make sense?

Yes

No

when

after

so

then

until

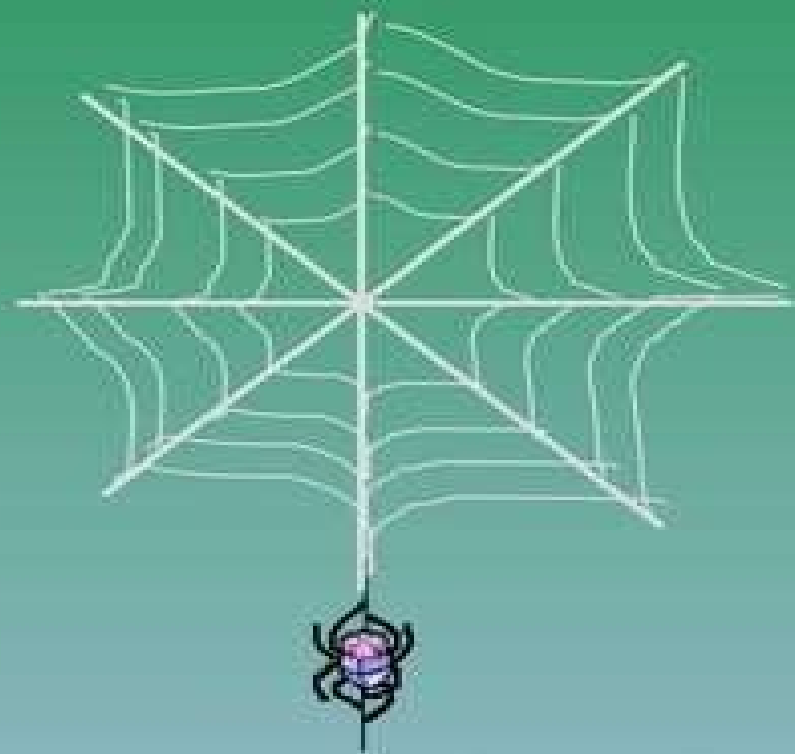
when 5

The spider spun a web.

when

He could catch a fly.

Remember to write it as one sentence!



The spider spun a web **when** he could catch a fly.

Does it make sense?

Yes

No

when

after

so

then

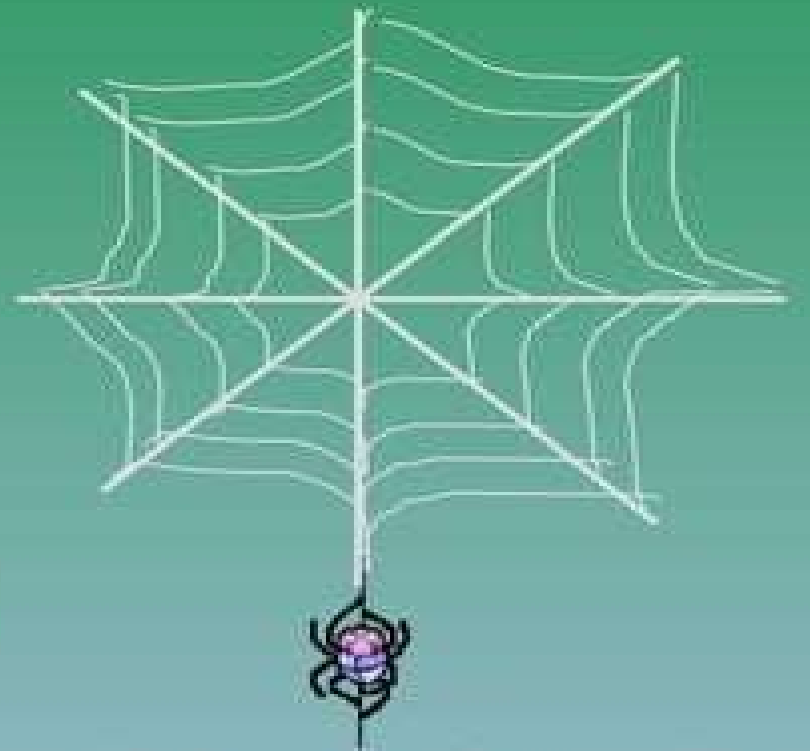
until

The spider spun a web.

after

He could catch a fly.

Remember to write it as one sentence!



The spider spun a web after he could catch a fly.

Does it make sense?

Yes

No

when

after

so

then

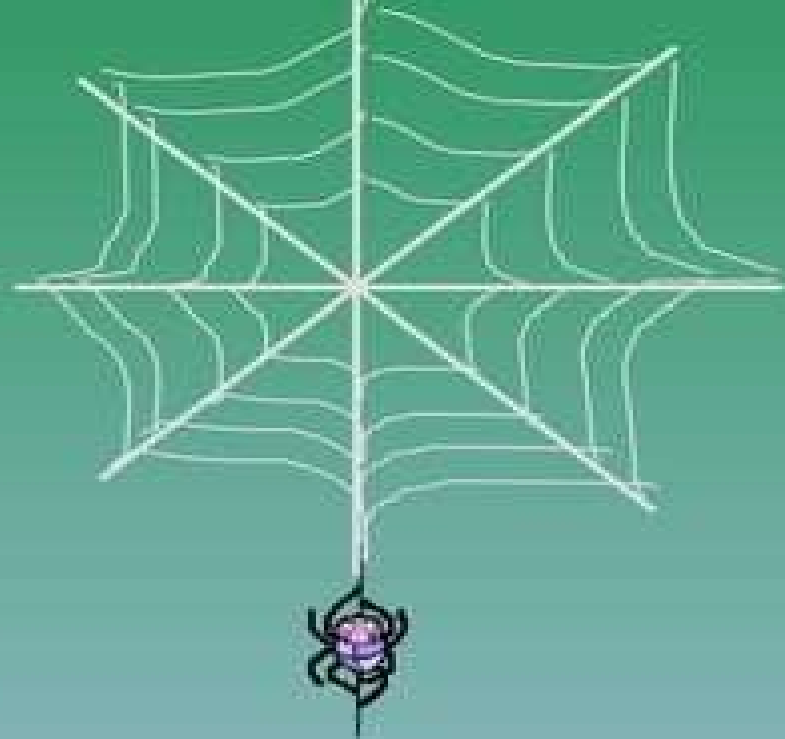
until

The spider spun a web.

so

He could catch a fly.

Remember to write it as one sentence!



The spider spun a web so he could catch a fly.

Does it make sense?

Yes

No

when

after

so

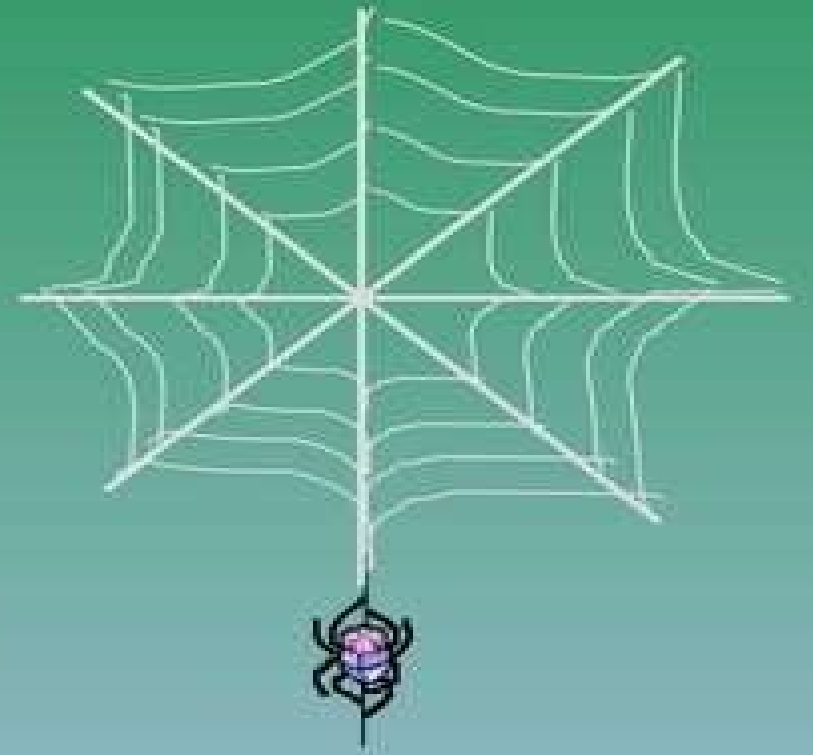
then

until

The spider spun a web.

until

He could catch a fly.



Remember to write it as one sentence!

The spider spun a web **until** he could catch a fly.

Does it make sense?

Yes

No

when

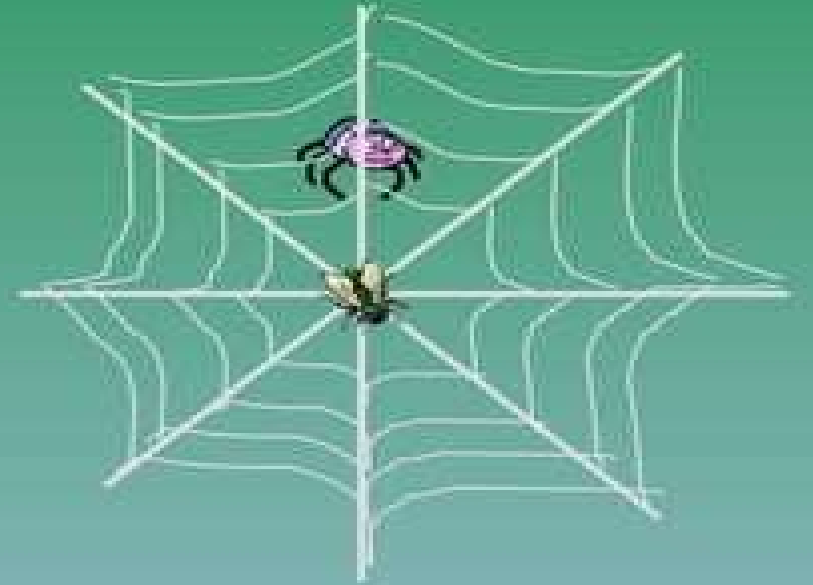
after

so

then

until

Yes!
Well Done!



The spider spun a web **so** he could catch a fly.

That makes sense.

Week 15,16
Page-183-211

Transformation
of sentence

Simple, complex and
compound ;
Positive , Comparative,
Superlative

Simple Compound and Complex Sentence

- Sentence :

A group of words with a complete meaning

She reads a book



- **Phrase:**

A group of words without a subject and a verb. It is a part of a sentence and it does not express a complete thought.

On the table

- **Finite verb:**

If a verb shows the **number**, **tense** and **person** in a sentence, it is called a **finite verb**.

She writes a letter – The verb ‘**writes**’ shows the tense – **present tense**. It shows the person – **3rd person**, it shows the number – **singular**.

We ate an apple – The verb **ate** shows the tense – **past tense**. It shows the person – **1st person**. It shows the number – **plural**.

- **Clause**

A group of words that contains a **subject** and a **predicate**.

A clause may be Independent or dependent.

The sun shines in the sky



Main clause or Principal Clause or Independent clause:

A group of words having a **subject**, a **finite verb** and a **complete meaning** of its own are called Main clause or Principal clause.

If she hears the news, she will get a surprise.



- **Subordinate clause or Dependent clause**

A subordinate clause is also a clause because it has a **finite verb** but it **can't give a complete meaning** of its own.

It depends on the main clause for the completion of its meaning.

If she hears the news, she will get a surprise.



- **Simple Sentence:**

It has only one main clause, with or without phrase.

Rani is a good girl.

Seeing the snake, the man ran away.



The 1st sentence has only one main clause.

The 2nd sentence has a main clause and also a phrase.

So these sentences are called the simple sentences.

- **Compound sentence:**

Two or more **main clauses** joined by **co-ordinating** conjunctions.

Maran worked hard and so **he became rich**.

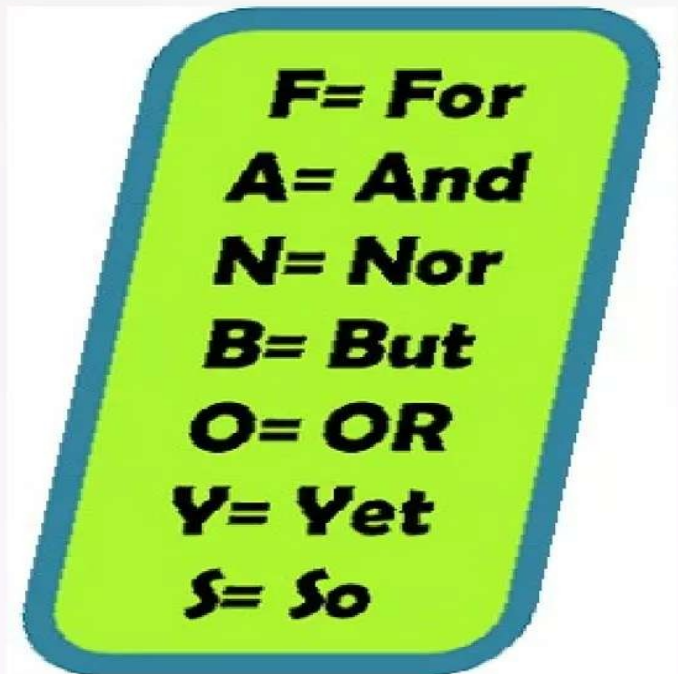
The sentence has two main clauses with the conjunction **‘and so’**.

So it is a compound sentence.

- **Co-ordinating conjunctions:**

Words, that join sentences or words are called Co-ordinating conjunctions. It is used in compound sentences.

FANBOYS- for, and, nor, but, or, yet, so etc.



- **Subordinating Conjunctions:**

These conjunctions join subordinate clauses with main clauses.

unless, whenever, since, although, because, etc.

Transformation of sentences

S. No	Simple	Complex	Compound
1	Inspite+verb+ing Despite+noun	Though/Although Even though	But/yet/still
2	In the event of In case of On+Verb+ing	If... can/will/could/would Unless..cannot when/As soon as	Or...not and /at once
3	Being	As/since/because	And/and so/therefore
4	As a result of/ On account of/ Because of/ due to/ Owing to	Since/ As/ because	And/and so/ therefore
5	Too...to	So..that.. Can/could not	Very.. And so
6	In order...to	So that	And so
7	Besides..+v+ing	Not only.. But also	And/as well as
8	Without..+v+ing	After	Must..otherwise

- **Relative pronouns:**

A relative pronoun is used to connect a clause or phrase to a noun or a pronoun.

Or

The pronouns that are used to introduce and to link the subordinate clause with the main clause are called Relative pronouns.

Rama killed the snake which bit me yesterday.

Relative pronouns..

where,	who,	whom,	whose,
which,	when,	what,	how, why,
that.			

- **Phrasal verb**

A phrasal verb is a verb followed by a preposition or an adverb. The combination creates a meaning different from the original verb alone.

- **Example:**

look up – expecting

look at – seeing

look after – taking care

look for – searching



Transformation of Sentences

- ✦ We can change a simple sentence into a compound sentence or a complex sentence.
- ✦ This is usually done by expanding a word or phrase into a clause.
- ✦ In the same way, we can change a complex or compound sentence into a simple sentence.
- ✦ This is done by reducing a clause into a word or phrase.

Transformation of Sentences

- ✦ **“It is too late to start a new lesson”.**
- ✦ As you can see this sentence has just one clause and therefore it is a simple sentence. The number of clauses in a sentence is equal to the number of finite verbs in it.
- ✦ Note that ‘to’ infinitives and ‘ing’ forms are not finite verbs.

TRANSFORMATION OF SENTENCES

- ✧ **INTERCHANGE OF THE DEGREES OF COMPARISON.**
- ✧ **INTERCHANGE OF AFFIRMATIVE AND EXCLAMATORY.**
- ✧ **INTERCHANGE OF AFFIRMATIVE AND NEGATIVE.**
- ✧ **CONVERSION OF SIMPLE SENTENCES TO COMPOUND SENTENCES.**
- ✧ **CONVERSION OF SIMPLE SENTENCES TO COMPLEX.**
- ✧ **INTERCHANGE OF “TOO” TO “SO---THAT”**

INTERCHANGE OF THE DEGREES OF COMPARSION

Positive: I am as **strong** as he.

Comp: He is not **stronger** than I.

Positive: No other metal is as **useful** as iron.

Comp.: Iron is **more useful** than any other metal.

Super: Iron is the **most useful** of all metals.

Examples:

Interchange of Degrees of Comparison

Change the degree of comparison without changing the meanings:

1. Helen was more beautiful than any other woman.

1. No other woman was so beautiful as Helen.

2. The airplane flies faster than birds.

1. Birds do not fly as fast as airplane.

3. Hyderabad is one of the biggest of Indian cities.

1. Very few Indian cities are as big as Hyderabad.

1. Some beans are as nutritious as meat.

1. Meat is not more nutritious than some beans.

5. Akbar was one of the greatest of Indian kings.

1. Akbar was greater than most other Indian kings.

INTERCHANGE OF AFFIRMATIVE AND EXCLAMATORY

How beautiful this garden is!

This garden is very beautiful.

How nice Dhoni played!

Dhoni played really nice.

What a testy ice-cream!

Ice-cream is extremely testy.

INTERCHNAGE OF AFFFFIMATIVE AND NEGATIVE

Affirmative: Brutus loved Caesar.

Negative: Brutus was not without
love for Caesar.

Negative: They are not happy in life.

Affirmative: They are unhappy in life.

Interchange of affirmative and negative sentences

Example-1:

- **Affirmative:** I was doubtful whether it was you.
- **Negative:** I was not sure that it was you.

Example-2:

- **Affirmative:** Everybody was present.
- **Negative:** Nobody is absent.

Example-3:

- **Affirmative:** All cheered.
- **Negative:** There was no one present who did not cheer.

In this way the negative sentences can be changed into affirmative sentences as above.

Examples:

Interchange of Affirmative and Negative Sentences



Express the meanings of the following sentences in a negative form:

1. He failed to notice me when he came in.
1. He did not notice me when he came in.
2. Everybody will admit that he did his best.
1. No body will deny that he did his best.
3. Only a millionaire can afford such luxuries.
1. None but a millionaire can afford such luxuries.
4. Every man makes mistake sometimes.
1. There is no man who does not make mistake sometimes.
5. I care very little what he says about me.
1. I do not care what he says about me.

Comp: He must work very and make up for the lost time.

Comp: He worked hard, yet did not succeed.

Examples:

CONVERSION OF SIMPLE SENTENCES TO COMPOUND SENTENCES

✦ *Rewrite the following Simple sentences as Compound ones:*

1. Little Jay sat in a corner, eating his Christmas cake.
1. Little Jay sat in a corner and ate his Christmas cake.
2. He must resign on pain of public dismissal.
1. He must resign, or he will be publicly dismissed.
3. Owing to drought the crop is short.
1. There is drought and so the crop is short.
4. The men had not completed their work by sunset.
1. The sun set, and yet the men had not completed their work.
5. In spite of several efforts, he failed.
1. He made several efforts but failed.

CONVERSION OF SIMPLE SENTENCES TO COMPLEX

Simple: **He confessed his crime.**

Complex: **He confessed that he was guilty.**

Simple: **Only Pakistanis are admitted here.**

Complex: **If you are not a Pakistani, you cannot be admitted here.**

Simple: **The management is thoroughly bad.**

Complex: **The management is as bad as it could be.**



1. The prince was to be found in the hottest battle.
 1. The prince was to be found where the battle was the hottest.
 2. I rejoice at his good fortune.
 - I rejoice that he has good fortune.
3. Considering the difficulties of his position, he has acted admirably.
 - If we consider the difficulties of his position, he has acted admirably.
4. Allowing him alone, the rest of us waited outside.
 1. He alone entered, while the rest of us waited outside.
5. Not feeling well, he decided to lie down.
 1. As he was not feeling well, he decided to lie down.

Example:

- You can see How the Transformation-of-Sentences, containing the adverb 'too', takes place without changing the meaning of the sentence.

- My friend is so rich that he can not be helped.

Example

✦ The news is too good to be true.

You can see How the Transformation-of-Sentences takes place into the following version without changing the meaning of the sentence.

- The news is so good that it can not be true.

Examples:

- He is too proud to beg.
 - He is so proud that he will not beg.
-
- It is never too late to mend.
 - It is not so late that it can not be mended.
-
- He is too ignorant for the post of a postman.
 - He is so ignorant that he is not suitable for the post of a postman.
-
- This shirt is too small for me.
 - This shirt is so small that it is not suitable for me.
-
- He speaks too fast to be understood.
 - He speaks so fast that he can not be understood.

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PUNCTUATION

**USE OF
PUNCTUATION
MARKS**

**Student will learn the
precise use of
punctuation marks**

**Lecture, explain in on
board, pair works**

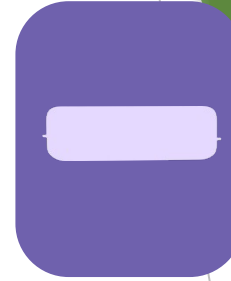
Introduction

Today we are going
to learn all about
punctuation.



Punctuations

different types of punctuations
and when to use them



Learning Outcomes

- Determine the correct usage of punctuation marks
- Explain the importance of punctuation marks in writing
- Analyze statements and spot errors in the mechanics

Topic 1

Comma

Topic 2

Parentheses

Topic 3

Dash



Pause and Think

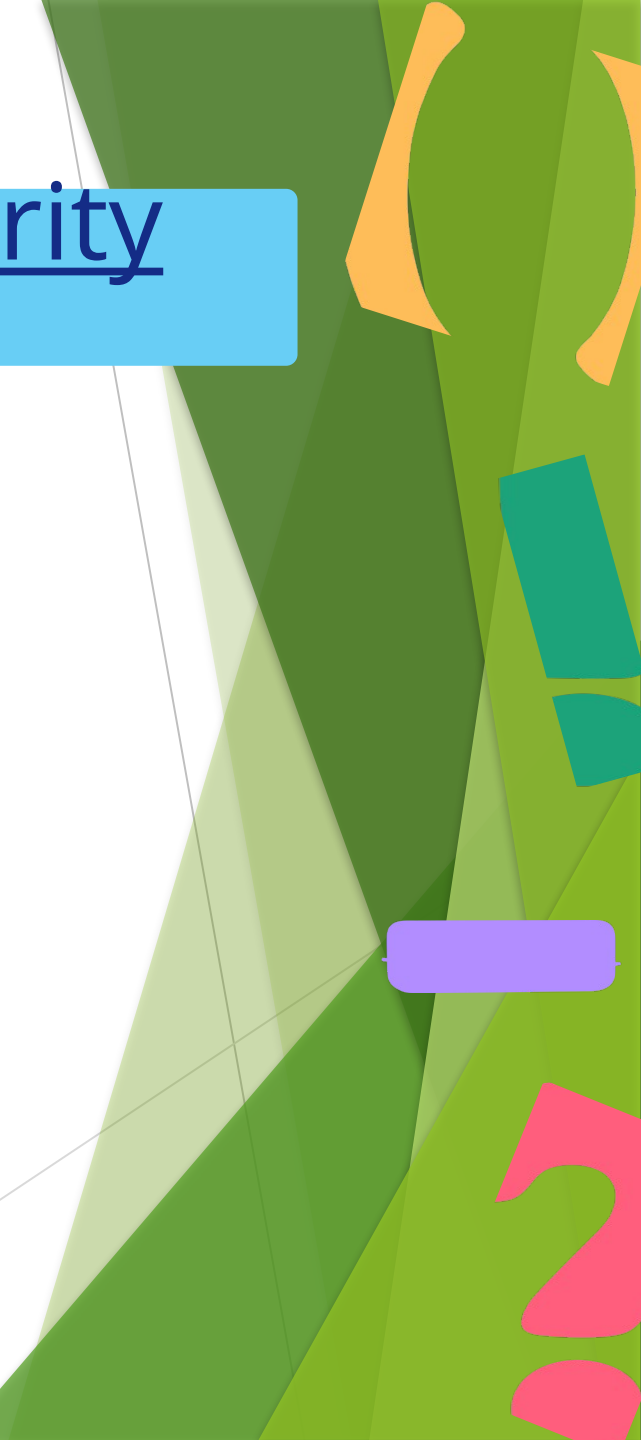
What happens if we don't use any punctuation marks at all in our writing?





Correct punctuation adds clarity and precision to writing

It allows the writer to stop, pause, or
give emphasis to certain parts of the
sentence.



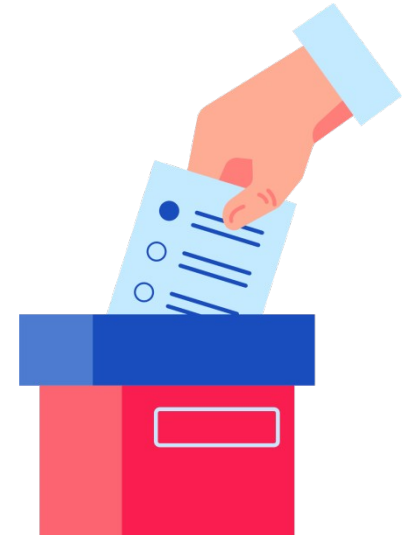
COMMA



To separate
items in a list or
series of three
or more

Q: How are commas used in this sentence?

Federal government
has the power to
regulate business,
establish public
schools, and conduct
local elections.



**A: The commas separated three functions
of the federal government.**

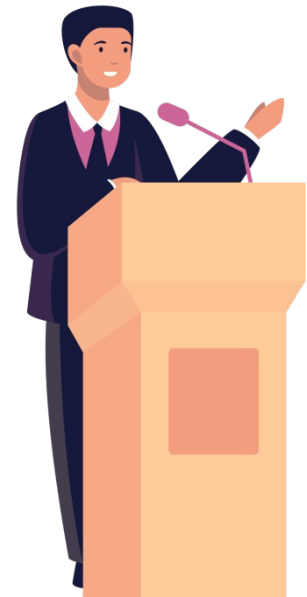
COMMA



To introduce or
end a quotation
in a sentence

Q: How was the comma used in this sentence?

Ronald Reagan once said in his speech, "The federal government did not create the states; the States created the federal government."



A: The comma was used to separate the introduction and the direct quote.

COMMA



To show that a clause is extra or not crucial to understanding the main point

Q: How were the commas used in this sentence?

The term Federalism, a system of government, has root in the Latin word “foedus” which means treaty, pact or covenant.



A: The commas were used to separate “a system of government,” which is an extra clause that defines federalism.

TRIVIA BREAK

What is the word origin or etymology of “government?”

Government is related to ships! It is from the Latin verb *gubernare* or “to direct, rule, guide, or govern.” This verb is derived from the Greek equivalent of “to steer a ship,” which is *kubernan*.



The clause shown earlier is called a nonrestrictive clause. It's also called a **nonessential clause** because even if we take out the information between the commas, the sentence will still make sense and be understandable.

PARENTHESES



- They add extra information using brackets.
- If they appear in the middle of a sentence, the other punctuation marks that surround them never go inside the parentheses.

Example:

The Senate must approve important presidential appointments, including cabinet officers, federal judges **(including nominees to the Supreme Court)**, department secretaries **(heads of federal executive branch departments)**, and ambassadors to foreign countries.



PARENTHESES



To enclose or group related information in sentences using brackets

Q: How were the parentheses used in this sentence?

The Federal Government is composed of three distinct branches (legislative, executive, and judicial) whose powers are vested by the constitution.



A: They enclosed information that specifies the distinct branches of the federal government.

Quiz Time!

What goes at the end of
this sentence?

I love that cute puppy

Three Types of Dash

Hyphen (-)

The hyphen is the shortest of the three dashes. It is commonly used in compound adjectives before nouns.

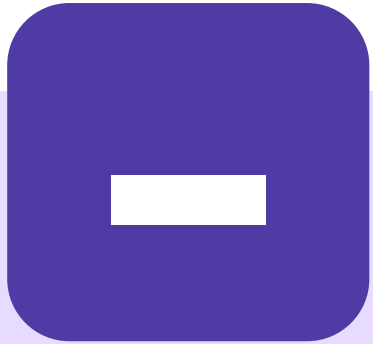
Em dash (—)

The em dash is approximately the width of an uppercase "M."

En dash (–)

The en dash is approximately the width of an uppercase "N."

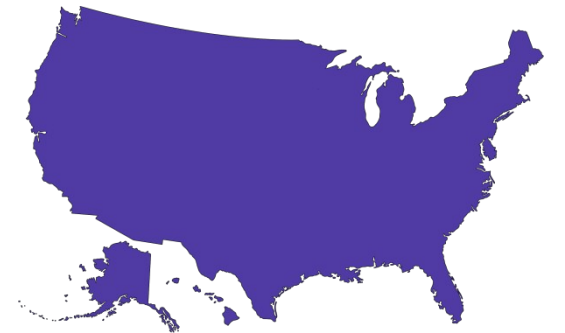
HYPHEN (-)



To join
compound
words or to
separate
syllables of a
single word

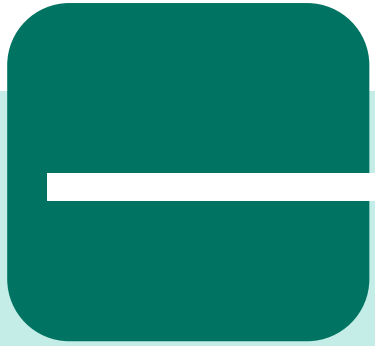
Q: How was the hyphen used in this sentence?

The federal
government of the
United States has five
major self-governing
territories.



**A: The hyphen was used to join “self” and “governing.”
It is commonly used in compound adjectives before nouns.**

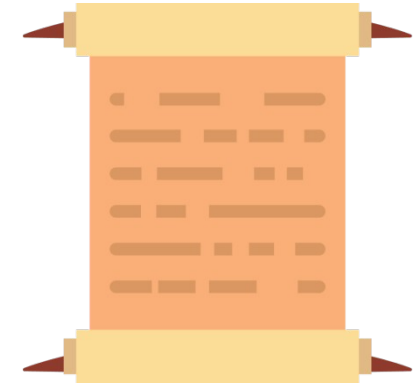
EM DASH (—)



To add
information in
the sentence to
show emphasis

Q: How was the em dash used in this sentence?

America's first attempt
to establish federalism
— the Articles of
Confederation of 1781
— failed.



A: The em dashes were used to include a note within a sentence that specifies America's first attempt at federalism.

Remember: Like parenthesis or comma, an em dash sets off a parenthetical phrase or an abrupt change in thought. However, it creates a stronger break in the sentence.

EN DASH (–)

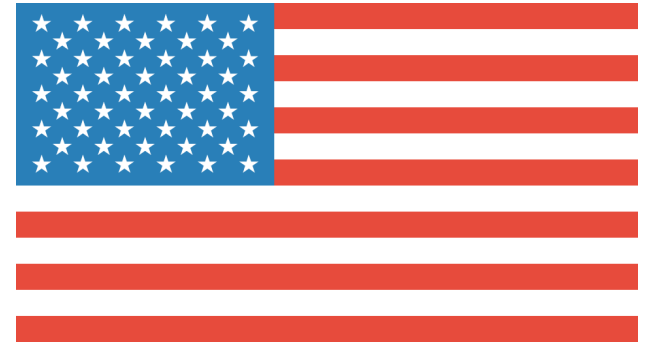


To show number ranges and connections between similar words

- Express a period of time
- Indicate a range of numbers
- Used with scores
- Indicate distance

Q: How was the en dash used in this sentence?

The Articles of Confederation that served as the United States' first constitution was in force from 1781–1789.



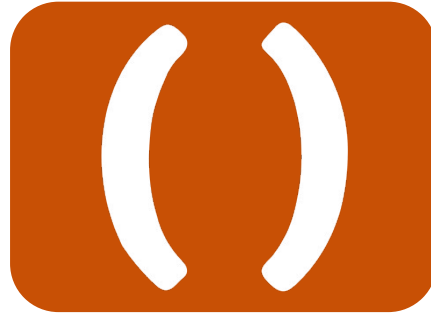
A: The en dash here expresses the range of years that the Articles of Confederation was in effect.

Review



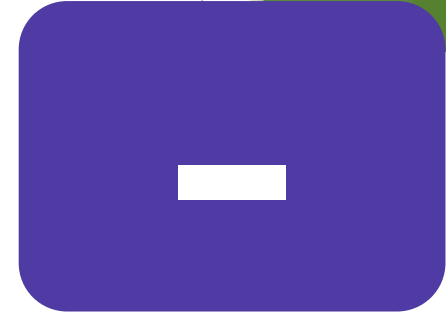
COMMA

Indicates a pause in a sentence, either between phrases, clauses, or items in a list



PARENTHESES

Indicate details about the topic or indicate a phrase that interrupts the natural flow of a sentence



DASH

Indicates a pause in thought which offers more detail or emphasizes a point of information

Assignment (Answer Key)

1. Constituent units under Federalism may be known by a variety of names like states (Australia, Malaysia, USA), provinces (Argentina, Canada, South Africa), or regions (Belgium, Italy).
2. Federalism promotes innovation, like a state enacting a policy to provide greater health care for **low-income** citizens despite the absence of such provisions at the central government.
3. The federal level may also be known as a **national, central, or union** government.
4. Unlike a unitary state where everything — **money, power, culture** — is driven by the capital, federalism promotes diverse economic and social development.
5. Federalism, **a mode of government that combines a general government with regional governments in a single political system**, divides the powers between the two.

Quiz Time!

What goes at the end of
this sentence?

Can I have that crayon

THANK YOU

A large, faint, circular logo of the University of Guyana Department of English is centered in the background. The logo features a graduation cap (mortarboard) resting on a stack of books. A banner across the books displays the letters 'U', 'G', and 'V'. The outer ring of the logo contains the text 'WE CRAFT YOUR SOUL TO FORGE YOUR WORLD' at the top and 'DEPARTMENT OF ENGLISH' at the bottom, separated by dots.