

# ENGLISH LANGUAGE

## ENG: 0231-1101



**Nabila Tasneem**  
**Teaching Assistant**  
**Department of English**  
**University of Global Village**



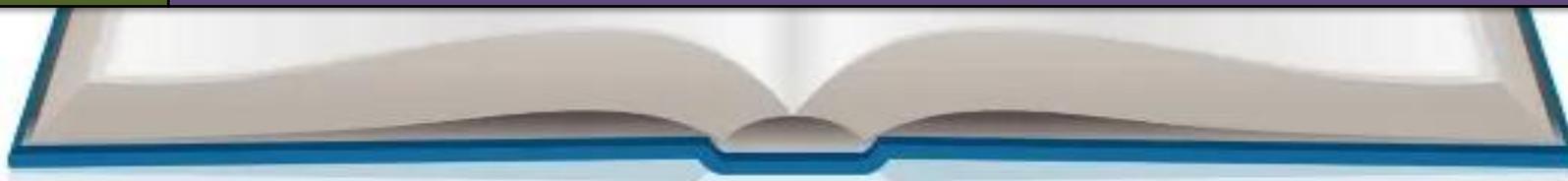


## Teaching Frameworks: Course Outlines and Resources for OBE

<b>Course code</b>	<b>ENG: 0231-1101</b>
<b>Course Title</b>	<b>English Language</b>
<b>Course Type</b>	<b>Theory</b>
<b>Course Teacher</b>	<b>Nabila Tasneem</b>
<b>Credit Value</b>	<b>3</b>
<b>Contact Hours</b>	<b>51</b>
<b>Total Marks</b>	<b>150</b>



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





**Assessment Pattern**  
**CIE-Continuous Internal Evaluation (90 marks- 60%)**

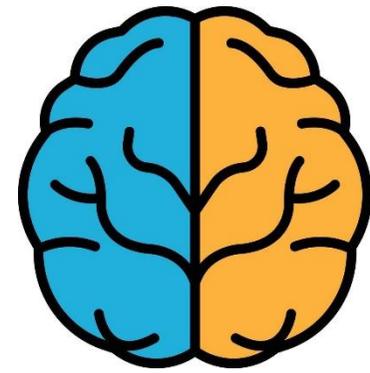


<b>Total Marks Per Credit 50 Marks</b>	
3 Credit Course	150 Marks
CIE	(90 Marks) 60%
SEE	(60 Marks) 40%

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



# Bloom's Category



Remember (15)

Understand (15)

Apply (5)

Analyze (5)

Evaluate (5)

Create (15)



<b>Time Frame</b>	<b>Topics</b>	<b>Topic Details</b>	<b>Specific Outcome</b>	<b>Suggested Activities</b>	<b>Alignment to CLO</b>
Week 1	Sentence	Defining, understanding and components of sentence and Types and change of sentences	To be familiar with English sentence, 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	Parts of speech	Defining, understanding and components of speech	To be familiar with sentence and capable of identify different parts of a speech	Student will be asked to identify, use in different of sentences in their copy	Alignment to CLO 1
Week 3	Parts of speech	8 types and its sub-branches	Learner will be able to use and change the word in different sentence	Student will fill up the provide worksheet individually or group in the class and receive home work	Alignment to CLO 2
Week 4	Tense	Sense of time sequence and basic structure	Learner will be able to comprehend the Sense of time with its function	Student will be asked to identify and write the basic sentence pattern	Alignment to CLO 1
Week 5	Tense	Four pattern of sentence based on tense	Learner will be able to make new sentence of affirmative, negative, interrogative and interrogative-negative	Student will be asked to change four pattern of sentences in their worksheet and create new sentence	Alignment to CLO 2

<b>Time Frame</b>	<b>Topics</b>	<b>Topic Details</b>	<b>Specific Outcome</b>	<b>Teaching Strategies</b>	<b>Suggested Activities</b>	<b>Alignment to CLO</b>
Week 6-7	Article	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 8	Subject verb agreement	How to use verb according to subject	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 9	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	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 10	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 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

<b>Time Frame</b>	<b>Topics</b>	<b>Topic Details</b>	<b>Specific Outcome</b>	<b>Teaching Strategies</b>	<b>Suggested Activities</b>	<b>Alignment to CLO</b>
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	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 14 -15	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	Student will be asked to practice in class and home task will be given	Alignment to CLO 2&3
Week 16	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

Sentence

Defining, understanding  
and components of  
sentence.

## Sentence

A **sentence** is a group of words that **expresses a complete thought or idea**. Has at least a **subject** (who or what) and a **predicate** (what is said about the subject).

Example

The girl is singing.

**Subject:** The girl

**Predicate:** is singing

It makes complete sense and it follows grammatical rules.



In grammar, sentences based on function are categorized according to what they do or what purpose they serve in communication.

There are four main types:

- **Declarative Sentence** – It gives information or a statement.

Example: I love reading books.

- **Interrogative Sentence** – It asks a question, ending with a question mark.

Example: Do you love reading books?

- **Imperative Sentence** – It gives a command or polite request. The subject "you" is understood.

Example: Please read this book.

- **Exclamatory Sentence** – It expresses strong emotion and ends with an exclamation mark.

Example:

What a wonderful book this is!

## Simple Sentence

A simple sentence consists of only one independent clause. It expresses a complete thought and has a subject and a verb.

### Example:

*She reads every night.*

## Complex Sentence

A complex sentence contains one independent clause and at least one dependent (subordinate) clause.

### Example:

Although she was tired, she finished her homework.

## Compound Sentence

A compound sentence has two or more independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so) or a semicolon.

### Example:

*He wanted to go for a walk, but it started raining.*

**Week 2-3**

**Parts of speech**

**Defining, understanding  
and components of speech  
and 8 types and its sub-  
branches**

# Parts of Speech

The word "Parts" means "portions" or "components", and the word "Speech" means "sentence" or "utterance". Therefore, "Parts of Speech" refers to the components of a sentence. In other words, every element within a sentence is called a part of speech.



# Eight types of Parts of Speech

Noun	Any name	Rahim, Dhaka, Poet
Pronoun	word used in place of a noun	He, She, Them. They. Their, We, Our etc.
Adjective	expressing quality, fault, or state	Good, Bad, Beautiful, Nice, Fat etc.
Verb	the act of doing something	Do, Sleep, Run, Dance Etc
Adverb	words that describe how, when, or where an action is done	Well, Nicely, There, etc.
Preposition	words that come before and establish a relationship with the following word	In, Into, For, From, To, Off etc,
Conjunction	words that join two or more words or clauses	And, But, as, For, if, Because etc.
Interjection	words that express joy, sorrow, emotion, sudden reactions, surprise, hatred, fear, etc.	Alas! Fie! Hush ! etc,

# Noun

A word that denotes the name of something is called a Noun. For example – Rahim, Dhaka, cat etc.

## How Can a Noun Be Modified by Adjectives?

**Adjectives** are words that describe or give more information about a **noun**. When you add an adjective to a noun, you are **modifying the noun**.

- ❖ The red apple fell from the tree.  
Adj. N.
- ❖ We visited an ancient temple.
- ❖ he bought a red leather bag yesterday.





**Prepositions don't directly modify nouns the way adjectives do.**

However, they can be part of a **prepositional phrase** that acts as a **modifier** for a noun.

Example:

- ❖ The book on the table
- ❖ A boy with a red hat
- ❖ A Fish in the Bowl





## Types of Nouns

1. Proper Noun
2. Common Noun
3. Collective Noun
4. Material Noun
5. Abstract Noun



**Proper Noun:** A Proper Noun refers to a “specific name.” When we are in a situation and mention the name of a specific person, place, or thing, we call that a Proper Noun. Examples include – Rahim, Karim, Dhaka, Mecca, Tajmahal, etc.

**Common Noun:** A Common Noun refers to a “general name” or a name that is shared by an entire class or category of people or things. A Common Noun is used to name people or things of the same kind or class. Examples: Girl, boy, river, player, poet, doctor, engineer, etc.



**Collective Noun:** Collective Noun means a noun that refers to a collection of people or things considered as one unit.

Examples: crowd, group, jury,, party, fleet (a group of ships or vehicles), shoal (a group of fish) Etc.

Example: The jury finally arrived at a decision.

**Material Noun:** Material Noun refers to a noun that indicates something indivisible into parts and from which other things can be made.

Examples: iron, gold, silver, copper, wood, etc.

Gold is a Material Noun, but ring (made from gold) is a Common Noun.

- Wood is a Material Noun, but \*table\* is a Common Noun.

This is because gold and wood are found in nature, while ring, chair, and table are not found naturally — they are man-made.

# Pronoun

**Pronoun is a word used in a place of a noun.**

## Types of Pronoun

Personal	I, We, They, She etc.
Interrogative	Who, What ,Which etc.
Distributive	Each, Neither, Either etc.
Demonstrative	This, Such, That etc.
Reciprocal	Each other, One another etc.
Reflexive and Empathic	Myself, Yourself etc.
Indefinite Pronoun	One, Any ,Some etc



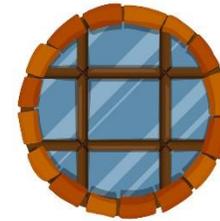
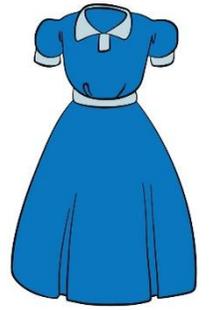
# Adjective

An Adjective is a word that qualifies a noun or a pronoun.

- A highly experienced surgeon performed a risky and complex operation flawlessly.”
- Adv.      Adj.                      N.                                      N.
- We picked red apples from the garden.

## Classes of Adjective

- ❖ Adjective of Quality
- ❖ Adjective of Quantity
- ❖ Adjective of Number
- ❖ Pronominal Adjective





## Adjective of Quality

An adjective of quality describes the kind, nature, or characteristic of a person or thing.

Examples:

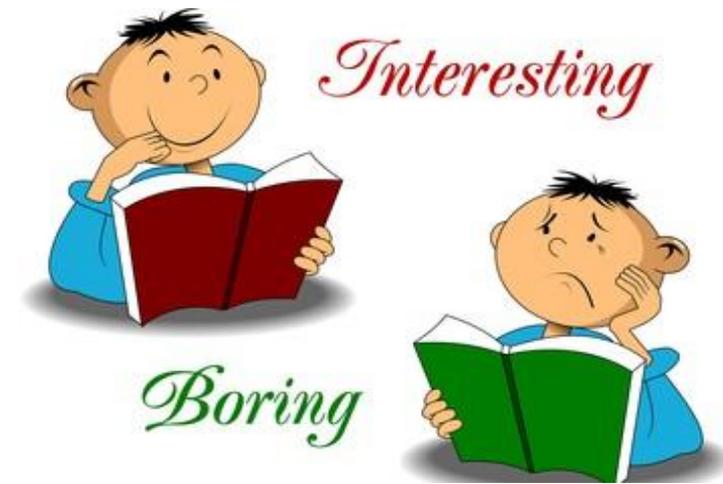
- He is a good student.
- It is a tall building.

## Adjective of Quantity

An adjective of quantity shows how much of a thing is meant. It does not give exact numbers but expresses amount or degree

Examples:

- I have no money.
- We need enough water.



## Adjective of Number

An Adjective of Number tells how many persons or things are meant, or in what order they stand.

Examples:

- Five students are absent today.
- She has three birds.

## Pronominal Adjective

A Pronominal Adjective is a word that is used as a pronoun but works like an adjective in a sentence, modifying a noun.

Examples:

- This book is interesting.
- Whose bag is this?



## Transitive Verb

A **transitive verb** is a verb that **requires an object** to complete its meaning. It **transfers action** from the subject to the object.

**Example:**

• **She kicked the ball.**

(*What did she kick?* → the ball)

• **He reads a book every night.**

(*What does he read?* → a book)

• **They built a house near the river.**

→ (*What did they build?* → a house)

## Intransitive Verb

An **intransitive verb** is a verb that **does not require an object**. The action stays with the subject.

**Example:**

• **He sleeps early.**

→ "*Sleeps*" doesn't need an object.

• **The baby cried.**

→ "*Cried*" stands alone; we don't need to know *what* the baby cried.

• **They arrived late.**

→ "*Arrived*" is complete without any object.



# Adverb

An Adverb is a word that modifies a verb, an Adjective or another Adverb.

He is a very good man.  
Adv.      Adj.

How? Where? When?

The word from which the answers to the questions are obtained is called an Adverb.  
(in time)

- I want to go home
- He will come now
- He behaved rudely with me



## Remember...

An **adverb** tells us more about a **verb**.

An **adverb** describes or modifies the **verb** in some way.

Many **adverbs** end with the suffix "ly", but not all.

**Adverbs** often tell us how something happened.





## Examples of how adverbs modify different parts of speech:

- **Modifying Verb:**

He plays **skilfully**.

It was raining **heavily**.

- **Modifying Adjective:**

Bangladesh is a **rapidly** developing country.

He is a **very** dishonest man.

- **Modifying adverb:**

He has learnt all the tricks of poker **very quickly**.

The young musician plays **rather well**.



## **Modifying Sentence:**

**Fortunately**, he survived the tragic plane crash.

**Interestingly**, he was able to manage everything on his own.

- 

## **❖ Modifying Prepositional phrase:**

It is a point **directly** above the focus.

He went **totally** beyond the limits of his mandate.

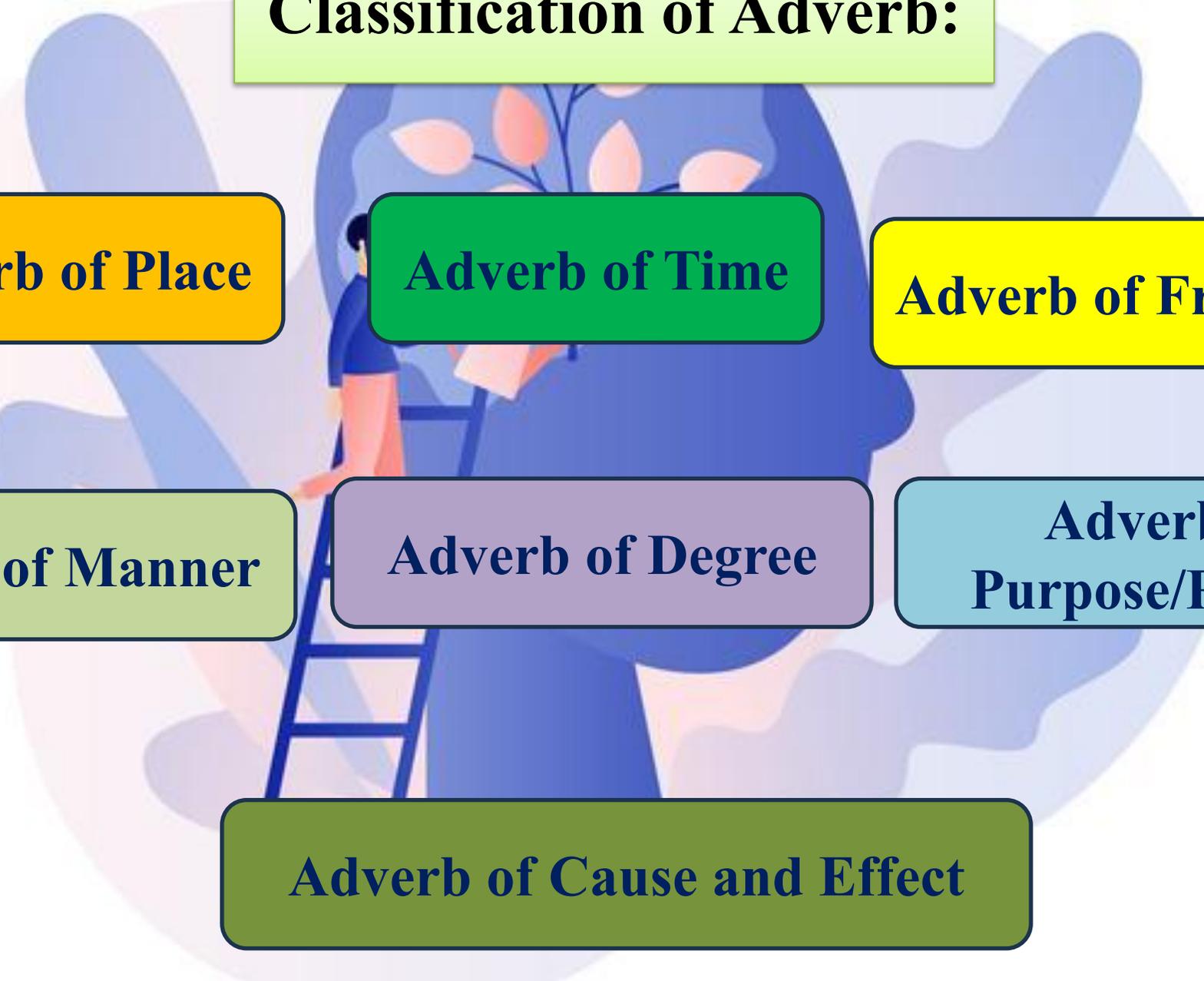
- 

## **❖ Modifying Conjunction:**

You got here **way** before he did.

The Secretary reached the venue **slightly** after I had left.

# **Classification of Adverb:**

A background illustration of a person in a blue shirt climbing a blue ladder. The person is reaching up towards a plant with pink and orange leaves. The scene is set against a light blue and purple circular backdrop.

**Adverb of Place**

**Adverb of Time**

**Adverb of Frequency**

**Adverb of Manner**

**Adverb of Degree**

**Adverb of  
Purpose/Reason**

**Adverb of Cause and Effect**



### **Adverb of Place (Indicates place):**

If the question of a sentence can be answered by “Where,” then that is called an adverb of place.

Examples: Abroad, home, here, there, elsewhere, everywhere, nowhere, somewhere, upstairs, downstairs, inside, outside, overseas, next door, above, below, etc. Examples:

- ❖ She went home.
- ❖ He was nowhere to be found.

### **Adverb of Time (Indicates time):**

If the question of a sentence can be answered by “When/How long,” then that is called an adverb of time.

Examples: Tonight, yesterday, tomorrow, immediately, infrequently, now, then, since, before, after, ago, still, yet, presently, already, lately, etc.

Examples:

- He came home yesterday.
- We first met Karim last year.





**Adverb of Frequency** (Indicates how often an action/event occurs within a certain time):

If the question of a sentence can be answered by “How often,” then it is called an adverb of frequency.

Examples: Often, seldom, rarely, occasionally, regularly, sometimes, daily, hardly, never, ever, once, twice, thrice, later, hourly, monthly, weekly, yearly, etc.

Examples:

- The incubator turns each egg hourly.
- He is often late for work.
- We seldom see Australia losing a cricket match.



**Adverb of Manner** (Indicates how an action is performed):

If the question of a sentence can be answered by “How,” then it is called an adverb of manner.

Examples: Accidentally, badly, hurriedly, justly, kindly, hastily, highly, honestly, fortunately, frankly, nervously, generously, powerfully, tactfully, punctually, softly, slowly, rapidly, quickly, reluctantly, swiftly, desperately, eagerly, suspiciously, voluntarily, vivaciously, simply, suddenly, truthfully, unexpectedly, weakly, wisely, etc.

Examples:

- They all dressed elegantly.
- Mr. Kader has done the work honestly.
- You need to learn how to speak English fluently.
- He opened the appointment letter hurriedly



## Examples of some words which can be used both as Adjective and Adverb:

Adjective	Adverb
<ul style="list-style-type: none"><li>▪ Sufia had a <b>hard</b> time at school.</li><li>▪ I was told this was an <b>easy</b> job.</li><li>▪ He is a <b>just</b> man.</li><li>▪ We both went to the <b>same</b> school.</li><li>▪ This is a <b>slow</b> dance.</li><li>▪ It is a <b>straight</b> road.</li><li>▪ He got very <b>high</b> marks in the exam.</li></ul>	<ul style="list-style-type: none"><li>▪ I work very <b>hard</b> at my job.</li><li>▪ Please be relaxed and take it <b>easy</b>.</li><li>▪ I <b>just</b> missed the train.</li><li>▪ The twins always dress the <b>same</b>.</li><li>▪ The traffic is moving <b>slow</b>.</li><li>▪ It runs <b>straight</b> for 2 kilometres.</li><li>▪ The birds are flying <b>high</b>.</li></ul>



# Preposition

A Preposition is a word which is used before a noun, pronoun or noun phrase to express its relationship with some other word in the sentence.

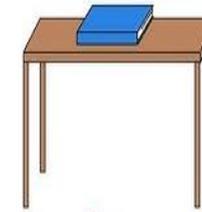
Example: at, on, off, by, after, from, upon, behind, along, before, between, beside, about, beyond etc.

Prepositions are of the following six types:

- Simple Preposition
- Double Preposition
- Compound Preposition
- Phrase Preposition
- Participle Preposition
- Disguised Preposition



In



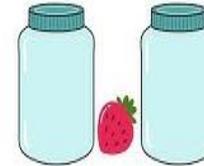
On



Above



Under



Between



Behind



Opposite



In front of



## Simple Preposition

These types of prepositions are usually single words.

Examples: At, by, with, of, off, from, through, after, etc.

## Double Preposition

These types of prepositions are made up of two other prepositions, but together they act exactly like a single preposition. That means:

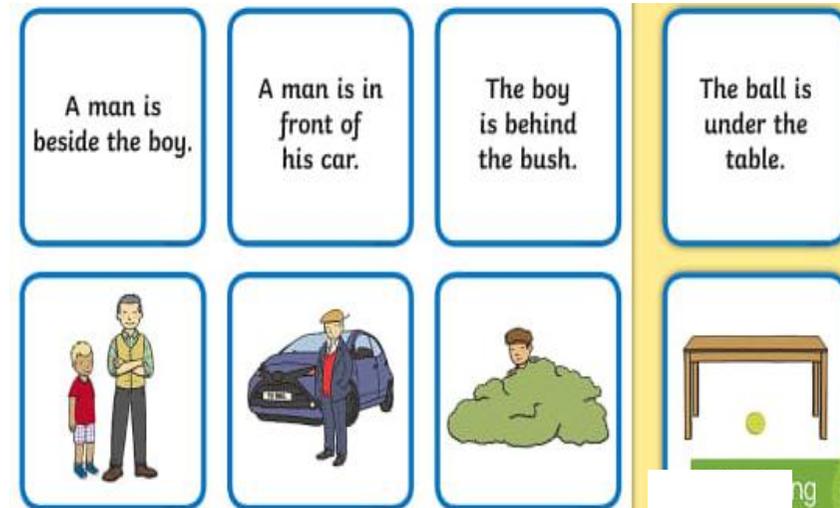
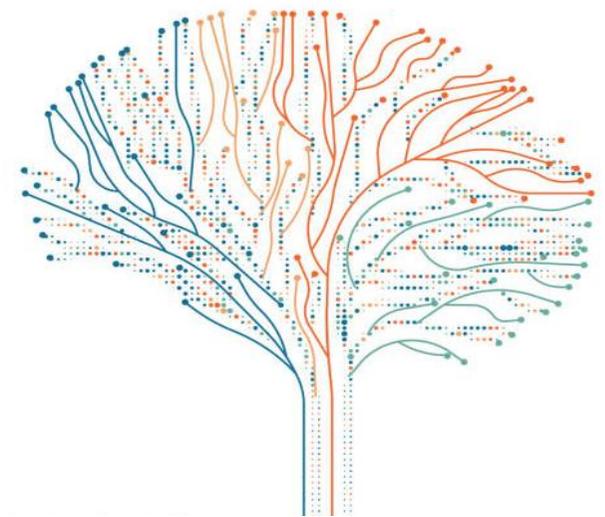
Double Preposition = Preposition + Preposition

Examples:

The machine is **out of** order. Here, “out of” together functions as a single preposition.

The cow lives **upon** grass.

Here, “upon” = up + on; even though “up” and “on” are prepositions themselves, together they form “upon” which functions as a single preposition.



## Compound Preposition

A **Compound Preposition** is formed when a simple preposition is added to a noun, adjective, or adverb.

Examples of compound prepositions:

behind = by (+be) + hind

before = by (+be) + fore

about = on (=a) + by (+b) + out

beside = by (+be) + side



## Phrase Preposition

A **Phrase Preposition** looks like a phrase but is used as preposition. Although it contains two or more words, the function together as one preposition in a sentence.

Examples:

- There is a pond **in front of** our house.
- I could not pass the exam **in spite of** my hard work.
- We worked at home **instead of** going to school.

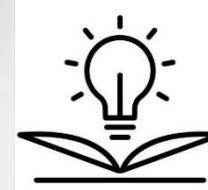


## Participle Preposition

When a present participle (verb+ing) or past participle (verb's past participle form) is used as a preposition, it is called a **participle preposition**.

### Example:

Regarding this matter, I know nothing.  
Here, "regarding" = about . Although it is a present participle, it functions here as a preposition, so it is called a participle preposition.



## Disguised Preposition

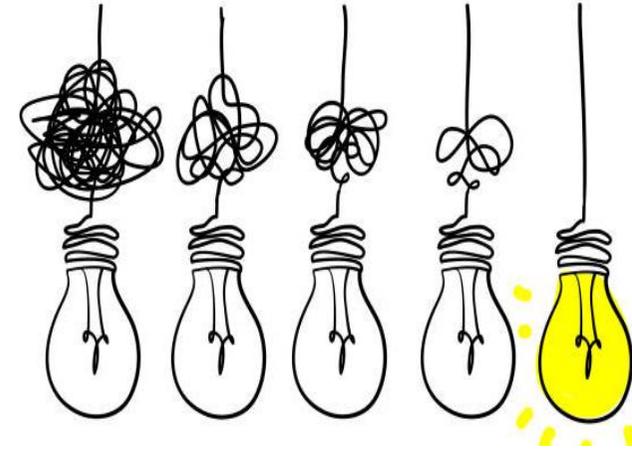
Sometimes prepositions are used in a disguised form by adding 'a' before them. These are called disguised prepositions.

### Examples:

The poor man went on begging.

If we say:

The poor man went a-begging, it means the same.  
Here, "on begging = a-begging", a disguised preposition.



## OTHER PARTS OF SPEECH USED AS PREPOSITIONS

Sometimes nouns, adjectives, verbs, participles, and conjunctions are also used as prepositions. For example—

**Noun** : *Despite* his failure, he did not lose heart. (despite = in spite of, lose heart = become disappointed)

**Adjective** : The school is situated *near* (= by = beside) the market.

**Verb** : All attended the picnic *save* (= except = but for) your brother.

**Participle**: We shall reach there before half *past* nine

**Conjunction**: None *but* Rahim has done it.



## VERBS WHICH DO NOT TAKE PREPOSITIONS

Reach, resemble, violate, discuss, resign, sign, investigate, recommend, order, command, enter etc. Since these are transitive verbs, no preposition is used after them.

For instance:

Inc. **We reached at the station.**

Cor. We reached the station.

Inc. **The boy resembles to his father.**

Cor. The boy resembles his father.

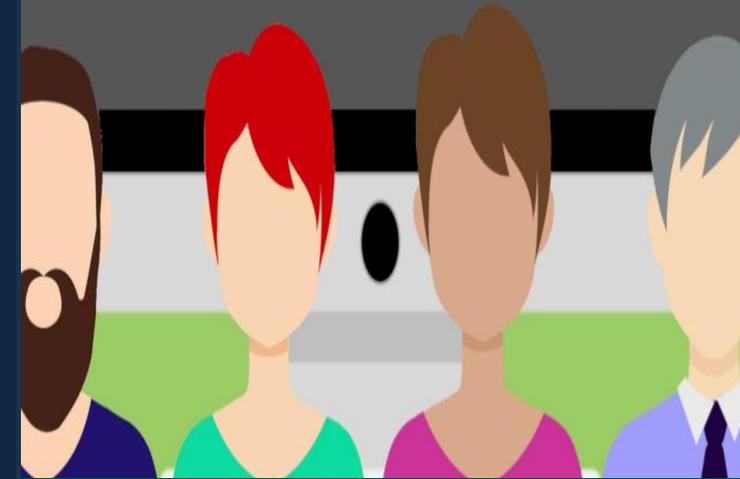
Inc. **We discussed on/about the matter.**

Cor. We discussed the matter.

Inc. **We discussed on/about the matter.**

Cor. We discussed the matter.

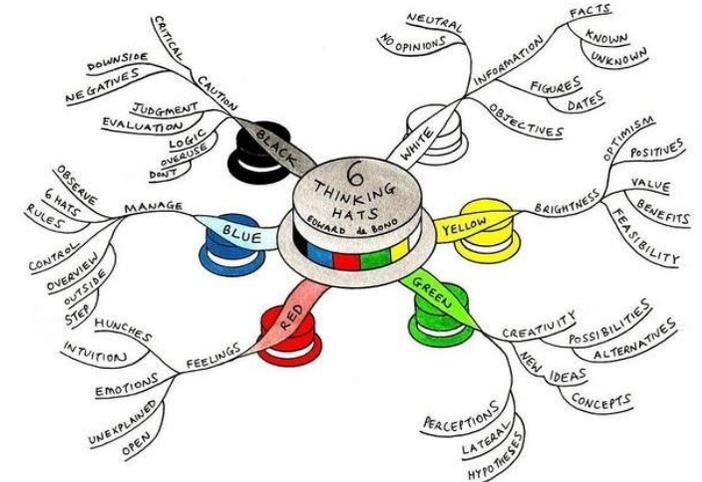
Can you find the  
Prepositions?





A Conjunction is a Parts of Speech that connects two or more words, phrases, clauses or sentences. Example:

Sentence	Conjunction
He is poor but he is honest	but
Rahim or Karim will go	or
We saw him playing football and shouting with the boys	and
He is a lawyer and teacher and poet and sportsman	and



## Coordinating Conjunctions:

These connect words, phrases, or clauses that are of equal importance within a sentence. They help to create a balanced and clear relationship between the joined elements. Examples include "and," "but," "or," "for," "nor," "so," and "yet."

### Example:

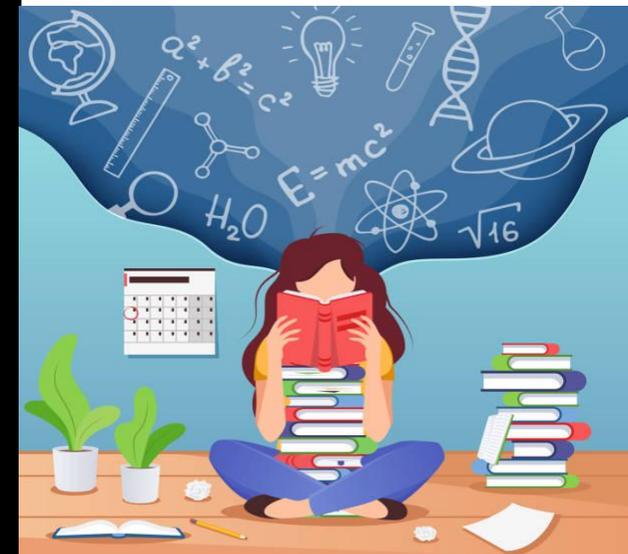
- The sky is blue and the ocean is green.
- I want to go to the park, but my mother won't let me.

## Subordinating Conjunctions:

These introduce subordinate or dependent clauses. These clauses cannot stand alone as complete sentences and depend on a main clause for their meaning. Subordinating conjunctions establish a relationship of subordination, showing that one clause depends on another

### Example:

- Because it was raining, we stayed inside.
- If you study hard, you will pass the test.



what are other words for conjunction?

junction, union, combination, coincidence, concurrence, association, connection, alliance, convergence



# Interjection

An Interjection is a word which expresses some strong and sudden feeling or emotion.

## Some commonly used Interjection

Grief	Alas! Ah
Joy	Hurrah!
Reproof	Fie! Fie!
Disgust	Tut! tut
Attention	Hark! Hush!
Approval	Bravo! Hear! Hear!
Call	Hallo! Ho
Doubt	Humph! Hess!



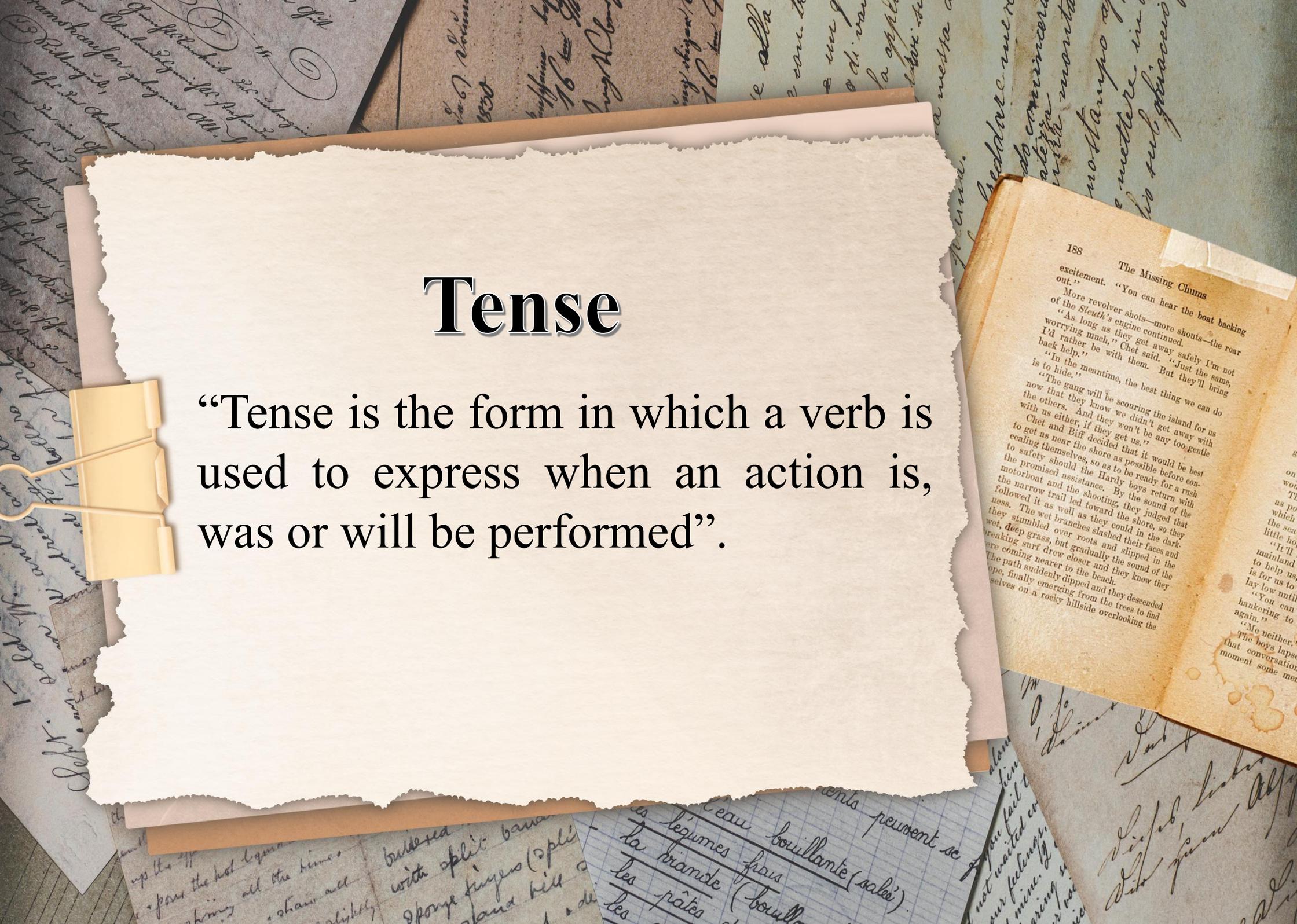
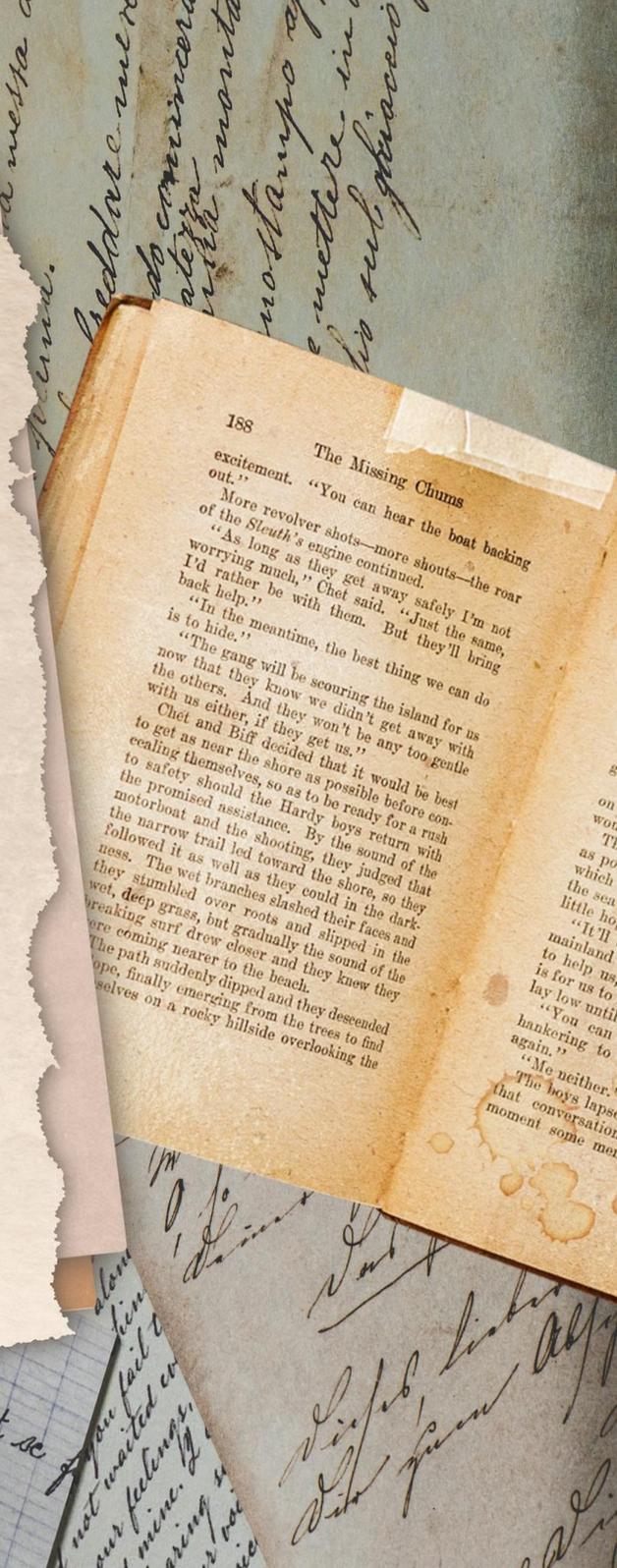
**Week 4-5**

**Tense**

**Sense of time sequence  
and basic structure  
and Four pattern of  
sentence based on  
tense**

# Tense

“Tense is the form in which a verb is used to express when an action is, was or will be performed”.



# Classification of Tense

	Present Tense	Past tense	Future tense
Indefinite	She studies every evening.	She <b>conducted</b> an experiment when the power went out.	She <b>will conduct</b> an experiment when the power goes out.
Continuous	She is studying a Novel.	She <b>was conducting</b> an experiment when the power went out.	She <b>will be conducting</b> an experiment when the power goes out.
Perfect	She has studied for two hours.	She <b>had conducted</b> an experiment before the power went out.	She <b>will have conducted</b> an experiment before the power goes out.
Perfect Continuous	She has been studying since morning.	She <b>had been conducting</b> an experiment when the power went out.	She <b>will have been conducting</b> an experiment when the power goes out.



## The different sentence structures of tenses are given below

	Present Tense	Past Tense	Future Tense
Affirmative	She <b>has completed</b> her homework.	She <b>had completed</b> her homework.	She <b>will have completed</b> her homework.
Negative	She <b>has not completed</b> her homework.	She <b>had not completed</b> her homework.	She <b>will not have completed</b> her homework.
Interrogative	<b>Has</b> she <b>completed</b> her homework?	<b>Had</b> she <b>completed</b> her homework?	<b>Will</b> she <b>have completed</b> her homework?
Negative Interrogative	<b>Hasn't</b> she <b>completed</b> her homework?	<b>Hadn't</b> she <b>completed</b> her homework?	<b>Won't</b> she <b>have completed</b> her homework?

## Present indefinite tense

### Note 1

- ✓ When the subject is third person singular (he, she, it, or any singular name), in present simple tense, the verb usually adds -s or -es at the end.

### Examples

- It **rains** a lot in April.
- She **fixes** the computer when it breaks.

### Note 2

- ✓ When an action is of the present time, habitual present, eternal truth, historical fact, or near future, the present indefinite tense is used.

### Examples

- She works at a bank.
- We play football on Fridays.
- A year has 12 months.
- Einstein develops the theory of relativity.
- My flight departs tomorrow morning.



## Present Continuous tense

"When referring to the near future, a task that is currently being done, a habitual action, or a task that has been started but is still ongoing the present continuous tense is used."

S+am/is/are+(V+ing)+O

Examples:

- I am coming back soon.
- I am working in the nearby factory.
- I am playing football even in this old age.
- Now I am reading a novel by Rabindranath.



## Present perfect tense

The present perfect tense is used to show that an action happened at an unspecified time in the past and is connected to the present, or that the action started in the past and continues to the present.

### Helping Verbs:

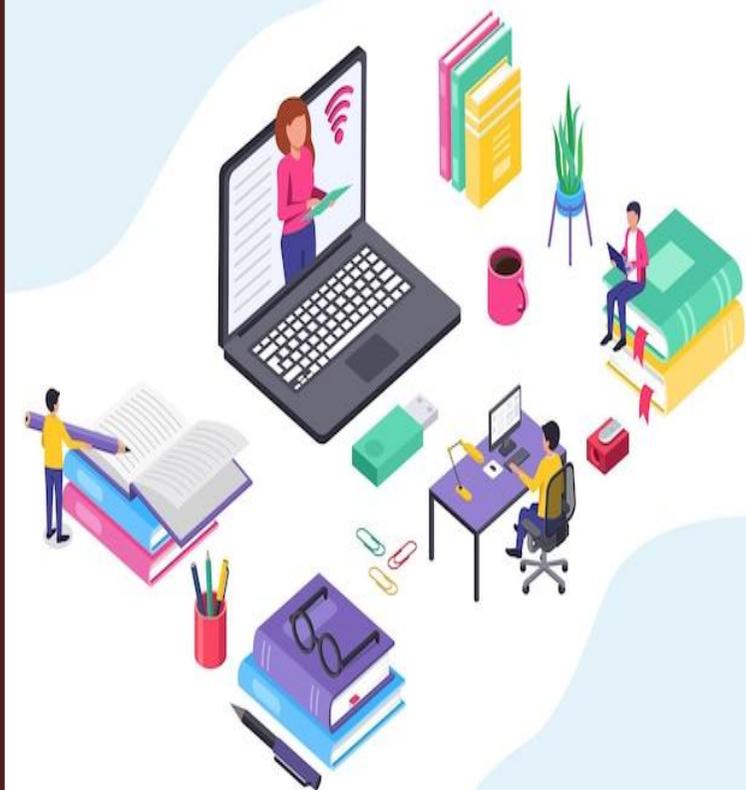
- has – for singular third person (he, she, it)
- have – for all others (I, you, we, they)

### Examples:

- She has broken the glass
- Have you ever visited Paris?
- We have visited the zoo several times.
- I have known him for 10 years.

### *Common Time Expressions:*

•*Just, Already, Yet, Ever, Never, Since, For Recently, Lately.*



## Present Perfect Continuous Tense

The Present Perfect Continuous Tense is used to describe an action that started in the past and is still continuing or has recently stopped but has a visible result or effect in the present.

Subject + has/have been + verb(+ing) + (object/complement) + (since/for/time reference)

### Example:

- He has been watching TV since he came home.
- The baby has been crying for an hour.
- I have been trying to contact you for days.
- I have been waiting here since morning.
- She has been studying for three hours.
- They have been working on this project for a week.



## Past Indefinite Tense

The Past Indefinite Tense (also called Simple Past Tense) is used to describe actions or events that happened in the past and are now finished.

### Structure:

- Affirmative (positive):

Subject + past form of verb + object( *I watched a movie.*)

- Negative:

Subject + did not + base form of verb + object (*I did not watch a movie.*)

- Interrogative (question):

Did + subject + base form of verb + object? (*Did you watch a movie?*)

Use the past form (V2) of the verb

go → went, eat → ate, play → played

Time markers often used with Past Indefinite:

- Yesterday, last night, ago, in 2020, when I was a child, etc.



## Past Continuous Tense

The Past Continuous Tense is used to describe an action that was happening at a specific time in the past.

### Structure:

Subject + was/were + verb(ing)

### Example:

- I **was studying** for my IELTS exam.
- They **were arguing** about politics while I was trying to concentrate.
- The team **was preparing** for the presentation all morning.

I	Was
We	were
you	Were
She/He	Was
It	Was
Mina/ Raju	Was



## Past Perfect Tense



Past Perfect Tense is used to show that one action happened before another action in the past.

Structure:

Subject + had + past participle (V3) + ...

Note: Use **Past Perfect** for the **earlier** action and **Past Simple** for the **later** action.

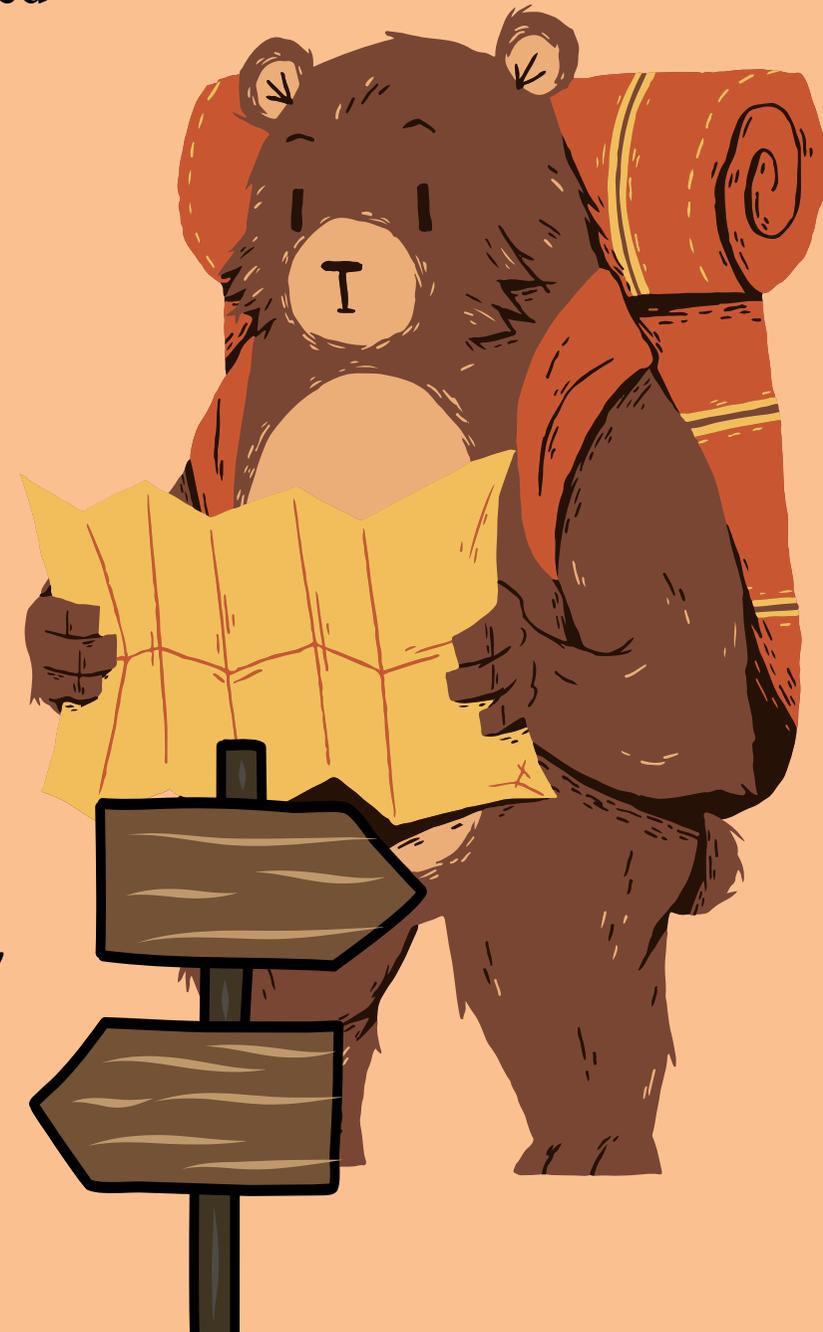
S+had+V3+ O +before+ S+V(past)+O

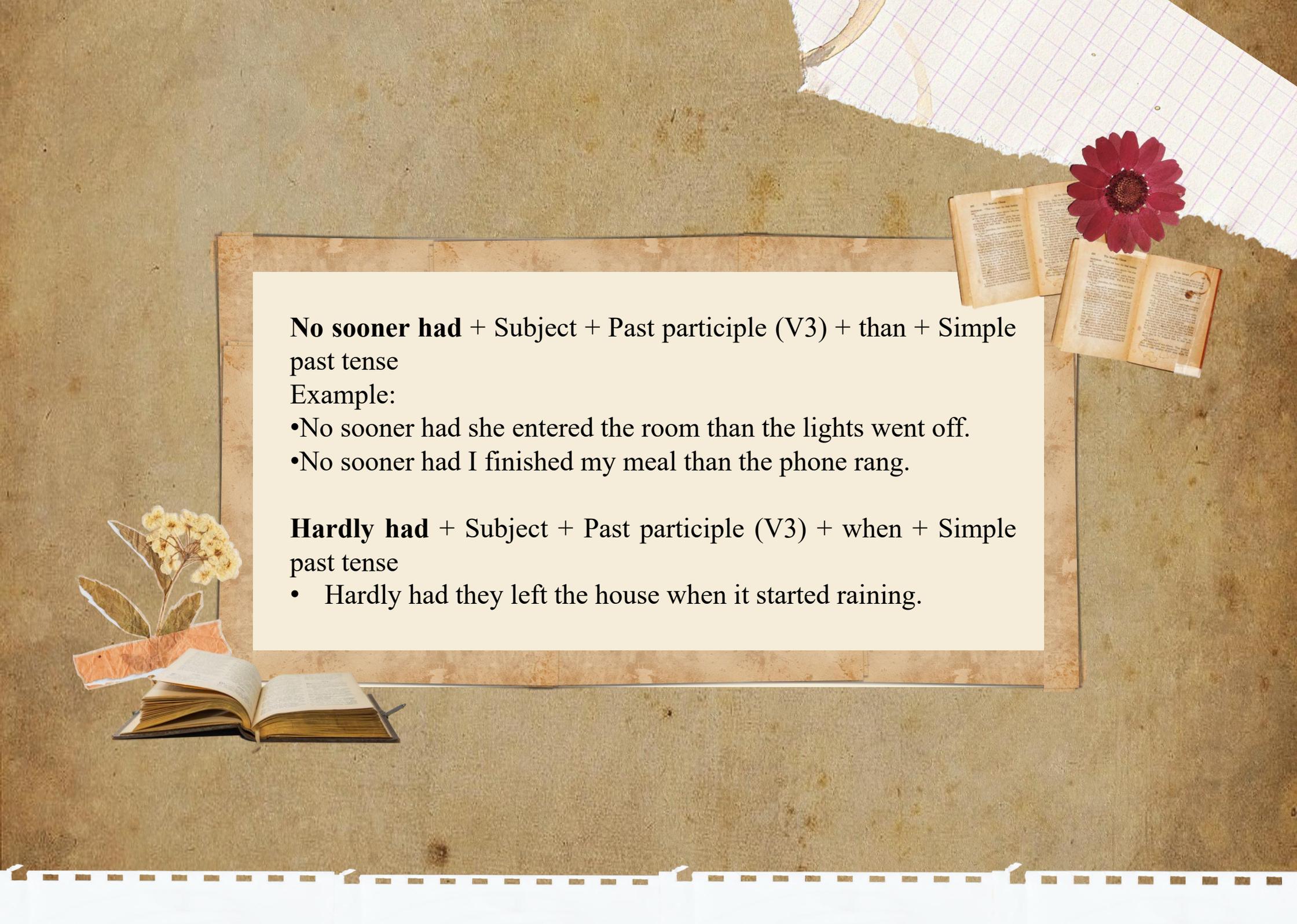
The rain had started **before** we reached the station.

Past Indefinite + after + Past Perfect

We reached the station **after** the rain had started.

*"So, it is seen that when 'before' is used, 'had + V3' comes before it, and when 'after' is used, 'had + V3' comes after it."*





**No sooner had** + Subject + Past participle (V3) + than + Simple past tense

Example:

- No sooner had she entered the room than the lights went off.
- No sooner had I finished my meal than the phone rang.

**Hardly had** + Subject + Past participle (V3) + when + Simple past tense

- Hardly had they left the house when it started raining.

## Past Perfect Continuous Tense

Past Perfect Continuous Tense is used to express an action that started in the past and continued up to another point in the past.

It emphasizes the duration or continuity of an action that was happening before something else happened.

Subject + had been + verb(+ing) + object + (since/for time)

- We had been waiting for two hours.
- I had been working all day, so I was very tired.

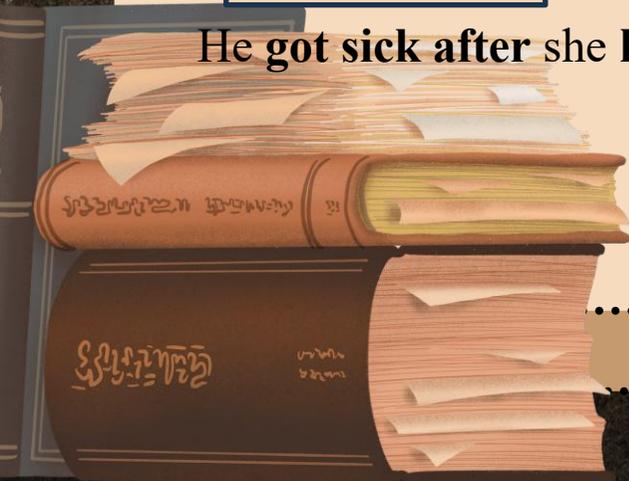
*Now, the way to use 'before' and 'after'.*

She **had been cooking** for an hour **before** the guests **arrived**.

Past perfect cont. tense +before+ Past indefinite

Past indefinite +after+ Past perfect cont. tense

He **got sick** **after** she **had been walking** in the rain.



## Future Indefinite Tense

The Future Indefinite Tense expresses an action that will happen in the future. It refers to something that has not yet happened but is expected or planned to occur.

Sub+Shall/Will+V(Present)+O

Example:

The company **will launch** a new product line next month.

If you don't leave now, you **will miss** the last bus.

**Using time expressions with future tense:**

*Tomorrow, next week, soon, later, in a few minutes, etc.*



## Future Continuous Tense

The Future Continuous Tense is used to describe an action that will be happening at a specific time in the future.

**Subject + will be + verb(+ing) + object**

❖ **To show an action that will be continuing at a particular moment in the future.**

Example: At 9 PM, I will be watching a movie.

❖ **To talk about a future event that is already planned or scheduled.**

Example: She will be staying at her grandmother's house next week.

### Some Examples of Future Continuous Tense

- ✓ Don't call her at 11 PM. She will be having an important online meeting.
- ✓ While the guests will be enjoying dinner, the musicians will be playing soft classical tunes.
- ✓ Next week, we will be launching the new product line in three different cities.



## Future Perfect Tense

Future Perfect Tense is used to describe an action that will be completed before a certain point in the future.

**Subject + will have + past participle (V3)**

- Use “will have” + V3 (past participle of the main verb).

Example: She will have finished the work.

- Often used with time expressions like:

by tomorrow, by 2025, before next week, in two days, by the time, etc.

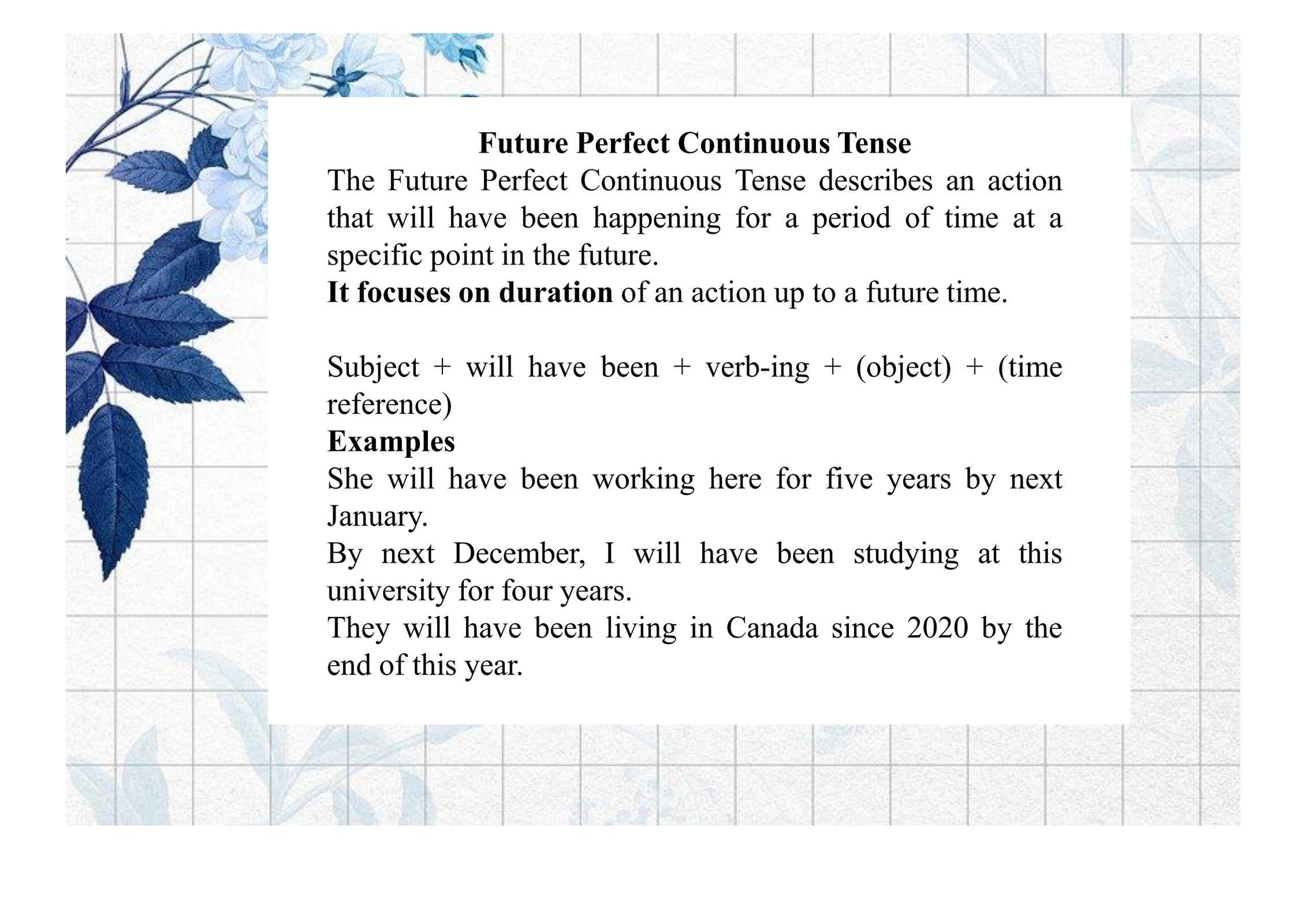
- By the time" clause often uses present simple.

Example: By the time you arrive, I will have left.

### Examples:

- By the time we reach the station, the train will have already departed.
- They will have worked together for ten years by next month.
- The students will have completed their research before the deadline hits.





## **Future Perfect Continuous Tense**

The Future Perfect Continuous Tense describes an action that will have been happening for a period of time at a specific point in the future.

**It focuses on duration** of an action up to a future time.

Subject + will have been + verb-ing + (object) + (time reference)

### **Examples**

She will have been working here for five years by next January.

By next December, I will have been studying at this university for four years.

They will have been living in Canada since 2020 by the end of this year.

**Week 6**

**Article**

**Types and uses of articles**

# Articles

**Articles** are words that define a noun as specific or unspecific.

In English, there are **three articles**:

"**A**" – used before singular countable nouns that begin with a consonant sound.

"**An**" – used before singular countable nouns that begin with a vowel sound.

"**The**" – used before specific or known nouns (both singular and plural).

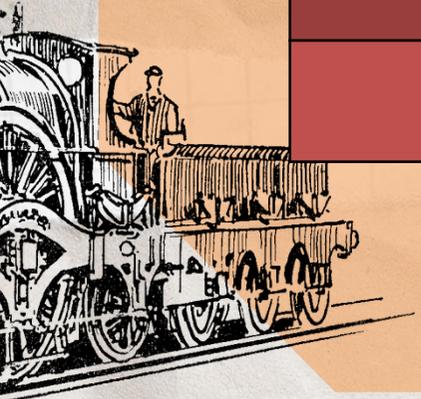
Types	Articles	Use
<b>Indefinite</b>	a, an	When talking about <b>non-specific</b> things
<b>Definite</b>	the	When talking about <b>specific</b> things



## Uses of Indefinite Articles: A, An

Generally, if a word begins with a consonant, "a" is used before it, and if it begins with a vowel ( a, e, i, o or u) "an" is used.

1 <sup>st</sup> word Consonant	1 <sup>st</sup> word Vowel
I see a bird	They have an ass
This is a pen	I have an umbrella
Bring me a stick	Do not move an inch
She bought a radio	We saw an elephant



## RULE – 1:

### RULE-1.

Before a singular countable noun (which can be counted), “a/an” is used if its natural number is “one.”

Incorrect: He lives in flat.

Correct: He lives in a flat.

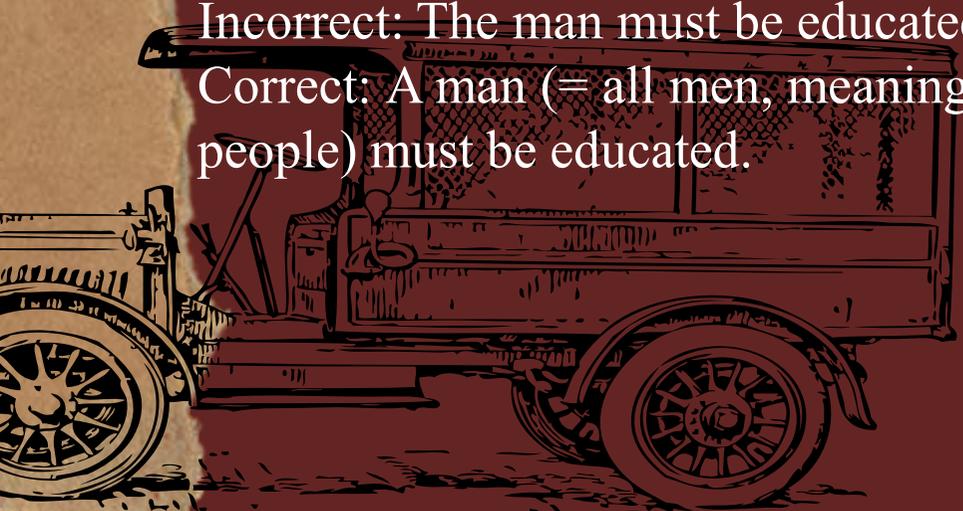
Incorrect:(She is actress)

### RULE-3.

If “a/an” is placed before any singular noun, it can indicate an entire class of people or things. For example:

Incorrect: The man must be educated.

Correct: A man (= all men, meaning all people) must be educated.



## RULE – : 2

Articles ‘a’ or ‘an’ are used before phrases indicating quantity:

- a lot of
- a great many
- a great deal of

## RULE – 4:

‘A/An’ is used to express price, ratio, speed, etc.:

- Rice sells five taka a seer.
- The car runs eighty kilometres an hour.
- Give the patient this medicine three times a day.

## **RULE 5:**

- ❑ When the “O” is pronounced like “wa” (sounding like “wo” or “wo”), even though it’s a vowel letter, we use “a” instead of “an.”

Incorrect: I saw an one-eyed man.

Correct: I saw a one-eyed man.

Examples: a one-taka note, a one-legged boy.

## **RULE 6:**

- If a word starts with “u,” “eu,” or “ew” and is pronounced like “you” (a consonant sound), then we use “a” instead of “an,” even though the first letter is a vowel:

1. He is a university student.
2. He is a European.
3. The cow is a useful animal.

But if “u” is pronounced like a vowel (“uh”), then we use “an” before it:

1. She is an unknown woman here.
2. The crow is an ugly bird.



## Uses of Definite Article “The”

“The” is a definite article used to refer to specific or previously known nouns (both singular and plural).

- **When There Is Only One of Something (Unique Things)**

Used before unique objects or things that exist only one in the world.

Examples: The sun, the moon, the earth, the sky, the equator

- ❖ **Specific People or Things in a Group**

When we are talking about a particular person or item among a group.

Examples: The girl in the red dress is my sister.

I bought the blue shirt, not the red one.

- **With Things Representing a Whole Class**

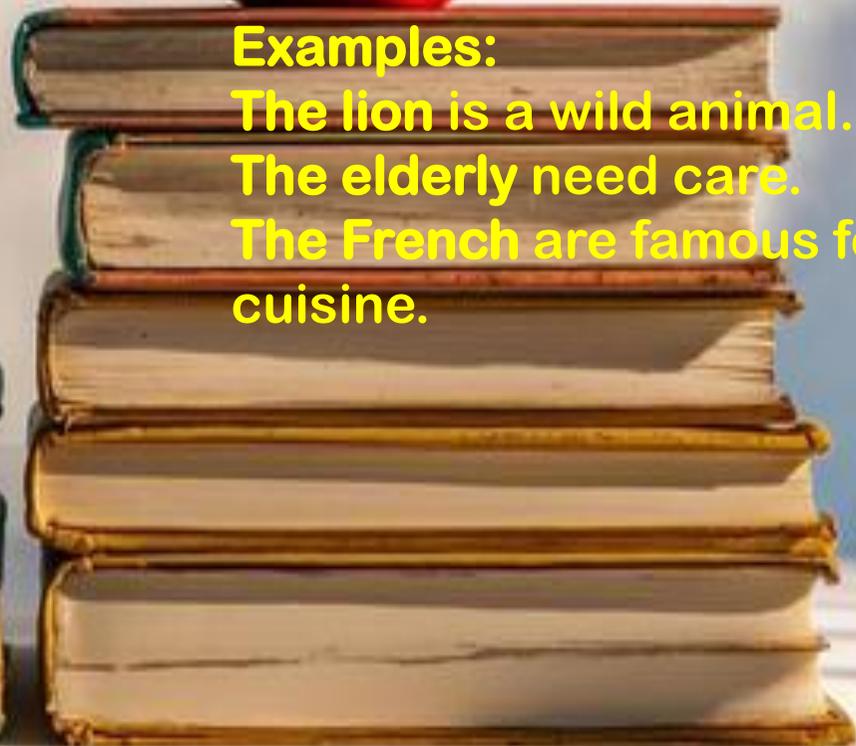
Used to generalize about a group (especially with animals, inventions, nationalities).

**Examples:**

The lion is a wild animal.

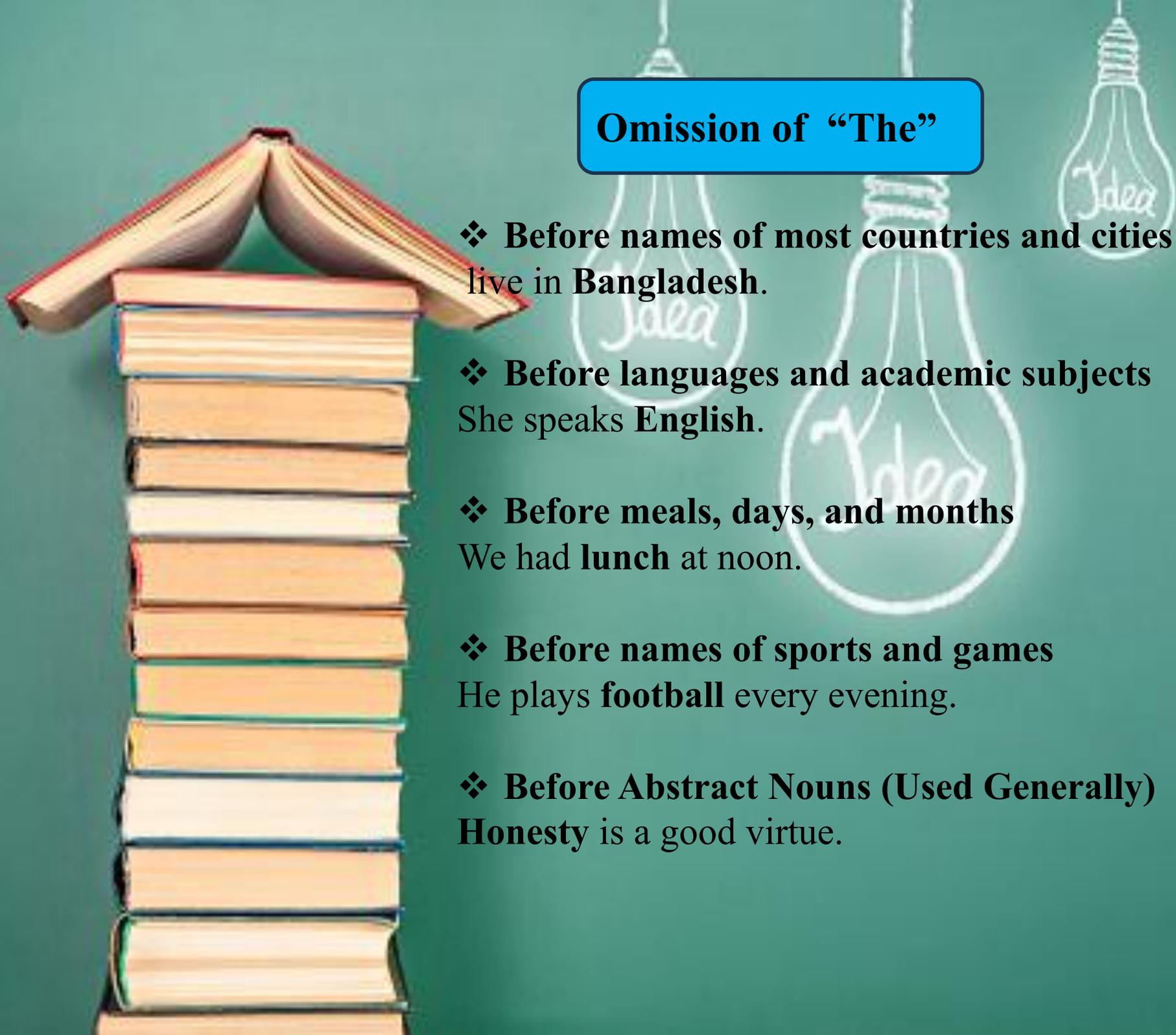
The elderly need care.

The French are famous for their cuisine.



### **Omission of A/An**

- Uncountable nouns do not take "a" or "an"  
Ex: she gave me good advice.
- We don't use "a/an" before plural nouns.  
Ex: Apples are good for health.
- "A/An" is not used before personal names or countries.  
Ex: India is a big country.
- Abstract nouns like **honesty, beauty, wisdom** don't take "a/an" unless specified.  
Ex: Honesty is the best policy.



## Omission of “The”

- ❖ Before names of most countries and cities  
live in **Bangladesh**.
- ❖ Before languages and academic subjects  
She speaks **English**.
- ❖ Before meals, days, and months  
We had **lunch** at noon.
- ❖ Before names of sports and games  
He plays **football** every evening.
- ❖ Before Abstract Nouns (Used Generally)  
**Honesty** is a good virtue.

**Week 8**

**Subject verb  
agreement**

**How to use verb according  
to subject**



## Subject-Verb Agreement:

**Subject-Verb Agreement** means that the **verb** in a sentence must **agree in number** (singular/plural) with its **subject**.

- A **singular subject** takes a **singular verb**.
- A **plural subject** takes a **plural verb**,

The general rule of Sub-Verb Agreement is: If the subject is singular, the verb becomes singular, and if the subject is plural, the verb becomes plural.

That is, depending on the number and person:

- ✓ With “I”: use am, have, was
- ✓ With “He/She”: use is, has, was
- ✓ With “You” use ; are, have, were

Examples:

- I am taking preparation for the next BCS.
- He is taking preparation for the next BCS.
- You are taking preparation for the next BCS.
- They are taking preparation for the next BCS.



**Note:** Although “You” is a second-person pronoun and its singular and plural forms look the same, “You” always takes the plural form of the verb.

Example:

- You are trying to do your best.
- You always go to college.

1) We have to remember, except for verbs that can be used as auxiliary verbs, every other verb in the world becomes plural, but in our preparation, we often add 's' or 'es' with the verb thinking it makes it singular. In fact, when we add 's' or 'es' with a noun, it becomes plural, but when we add 's' or 'es' with a verb, it becomes singular. For example –

- The boy goes to college.
- The boys go to college.

In the first sentence, “The boy” is the subject. “The boy” is a singular subject; therefore, “go” becomes “goes” by adding ‘es’ to make it singular. In the second sentence, “The boys” is a plural subject; so “go” stays as “go” without ‘s’ or ‘es’ to remain plural.

We can also use auxiliary verbs here. If a verb has a plural subject, the verb must be plural. If the verb is plural, then a new verb must also be plural.

Identify the error in the following sentences:

1. Tomatoes grows all year long in China.  
(a) Tomatoes  
(b) All  
(c) Grows  
(d) In

2. When two singular or plural subjects are connected by “and,” the verb becomes plural. For example –  
He and I are doing the work.  
Rahim and Karim are two friends.

Choose the right word.  
Jamal and I ... to school.

- (a) walking
- (b) walks
- (c) walk
- (d) are walk

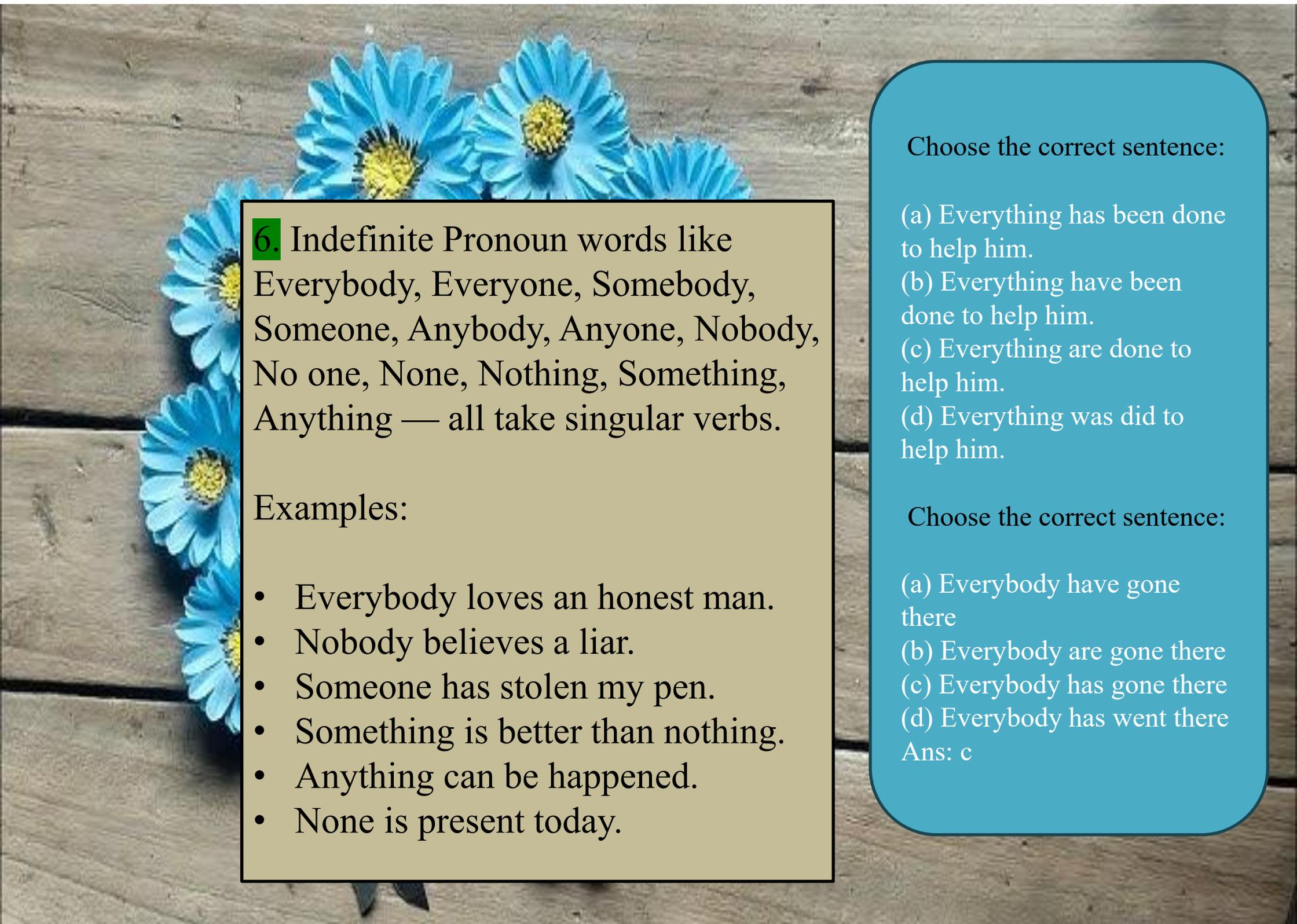
3. Generally, when two singular subjects are connected by “and,” the verb is plural. But if the two nouns together express a single idea, the verb becomes singular. For example:  
Slow and steady - the race.

- (a) win
- (b) has won
- (c) wins
- (d) won

Similarly –

- Bread and butter is my favourite breakfast.
- The horse and carriage is ready.

Exception: Time and tide wait for none.



6. Indefinite Pronoun words like Everybody, Everyone, Somebody, Someone, Anybody, Anyone, Nobody, No one, None, Nothing, Something, Anything — all take singular verbs.

Examples:

- Everybody loves an honest man.
- Nobody believes a liar.
- Someone has stolen my pen.
- Something is better than nothing.
- Anything can be happened.
- None is present today.

Choose the correct sentence:

- (a) Everything has been done to help him.
- (b) Everything have been done to help him.
- (c) Everything are done to help him.
- (d) Everything was did to help him.

Choose the correct sentence:

- (a) Everybody have gone there
- (b) Everybody are gone there
- (c) Everybody has gone there
- (d) Everybody has went there

Ans: c

## 7. Double Subject Rule:

"Either...or", "Neither...nor", "Not only...but also" The verb agrees with the subject closest to it. If the nearest subject is singular, the verb will be singular. If the nearest subject is plural, the verb will be plural.

Examples:

- He or his brother has done the work.
- He or his brothers have done the work.
- Neither he nor his brother has done the work.
- Neither he nor his brothers have done the work.
- Not Rahim but Karim is responsible for this.
- Not only Rahim but also his friends are responsible for this.

Exceptional-----

Both...he and I are present today.

8) A Collective Noun takes a singular verb when the group is considered as a unit.

A Collective Noun takes a plural verb when the individuals in the group act separately.

Examples:

- The jury has ordered to hang the person. (as a unit)
- The jury are divided in their opinions. (individuals)
- The committee has approved the new member.
- The committee were divided in their opinions.

If the collective noun indicates unity, the verb is singular.

If it indicates different opinions or individual actions, the verb is plural.

9) Mathematical Expressions for instance; Time, money, distance, weight, height etc. – even if plural – take singular verbs.

Examples:

- ❖ Two and two makes four.
- ❖ Five plus ten is fifteen.
- ❖ Twenty minus three is seventeen.

10. Words like News, Mathematics, Physics, Gallows, Politics – though they look plural – are treated as singular, so take singular verbs.

- Good news is expected.
- Physics is my favourite subject.
- No news is good news.

Question:

No news ——— good news.

- a) are
- b) were
- c) is
- d) were

**11)** When the subject of a sentence shows **distance, period of time, sum of money, weight, or quantity**, even if the subject looks plural, the verb will be **singular**.

Examples:

- Ten miles **is** a long distance.
- Three kilograms **is** not a heavy weight.
- Two thousand dollars **is** my cash.

**12)** Some nouns like **Cattle, Aristocracy, Poultry, People, Peasantry, Gentry** look singular but are actually **plural**. So, their verb will always be **plural**.

Examples:

- ✓ Cattle **are** grazing in the field.
- ✓ People **are** praying for prosperity.



*No news ... good news.*

*a) has*

*b) are*

*c) is*

*d) were*

**13)** Some nouns like **News, Mathematics, Physics, Gallows, Politics** look plural but are actually **singular**.

So, their verb will always be **singular**.

Examples:

- Good news **is** expected.
- Physics **is** my favourite subject.
- No news **is** good news.



17) When a sentence starts with "**A number of**", the noun and the verb will both be **plural**.

But when a sentence starts with "**The number of**", the noun will be plural but the verb will be **singular**.

Examples:

- A number of students **are** absent.
- The number of students **is** increasing.



Select the correct answer:

- a) The number of people was very high.
- b) The number of people were very high.
- c) The number of peoples was very high.
- d) The number of peoples were very high.



16) When a sentence starts with a **fraction**, the verb will follow the subject that comes after the fraction.

Examples:

- ✓ One-third of the work **is** done.
- ✓ One-third of the students **are** absent today.
- ✓ Two-thirds of the work **is** done.
- ✓ Two-thirds of the students **are** absent today.

**Note:**

If the fraction is **1 (one)** → the verb will be **singular**.

If the fraction is **more than 1** → the verb will be **plural**.

Examples:

One-third

Two-thirds

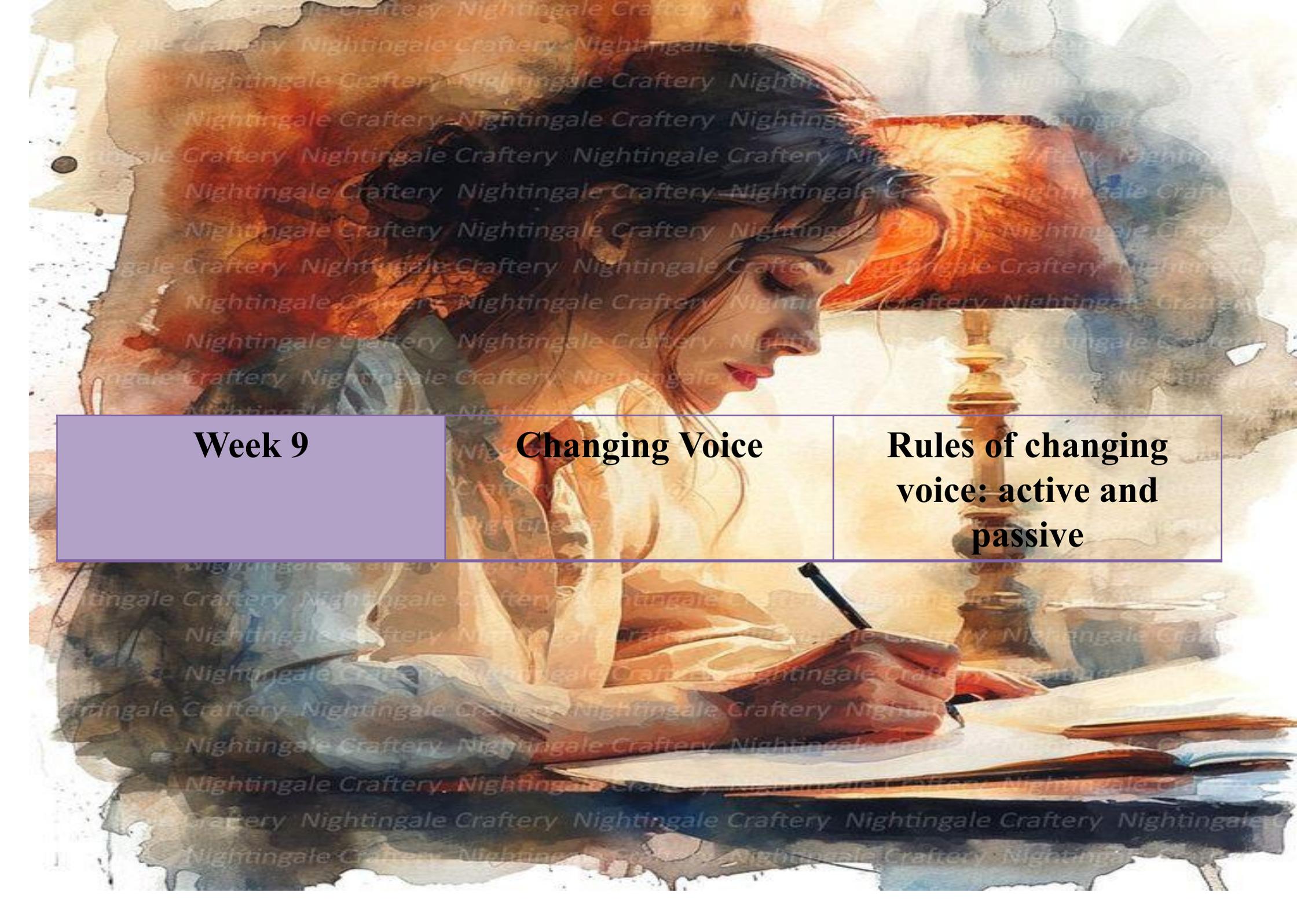
Three-fifths





## Exercise

1. Each of the players **(was / were)** given a new jersey.
2. Neither the teacher nor the students **(was / were)** in the classroom.
3. A number of participants **(is / are)** missing from the list.
4. The news about the elections **(is / are)** shocking.
5. The quality of the apples **(is / are)** not good.
6. Ten thousand rupees **(is / are)** a big amount.
7. The committee **(has / have)** decided to postpone the meeting.
8. The United Nations **(is / are)** working on global issues.
9. The boy, along with his friends, **(has / have)** passed the test.
10. The number of female applicants **(is / are)** increasing every year.

A watercolor illustration of a woman with long dark hair, wearing a light-colored blouse, sitting at a desk and writing in a notebook. A lamp with a warm orange glow is positioned to her right, casting light on her face and the desk. The background is a soft, textured wash of colors, primarily in shades of orange, yellow, and blue. The overall style is artistic and evocative.

**Week 9**

**Changing Voice**

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

# VOICE CHANGE



## Active & Passive Voice

**Active voice:** the subject performs the action and the focus is on the doer of the action. This often results in clear, direct, and concise sentences.

**Passive voice:** the subject receives the action, and the focus shifts to the receiver of the action. The doer may or may not be mentioned.

### Example

**The chef prepared the meal** vs.

**The meal was prepared by the chef.**

It highlights the chef's role in performing the action, emphasising responsibility or agency.

It shifts the focus to the preparation of the meal itself, emphasising the result rather than the doer.

**The Subject of an active voice becomes the object in the passive voice**



SUBJECT	OBJECT
I	Me
He	Him
She	Her
You	You
We	Us
They	Them
Noun (Alex, Jenifer)	Him/her

# Auxiliary verb changes

<b>Tense</b>	<b>Active</b>	<b>Passive</b>
<b>Present Indefinite Tense</b>	<b>Do/does</b>	<b>Am/is/are</b>
<b>Present Continuous Tense</b>	<b>Am/is/are</b>	<b>Am being/is being/are being</b>
<b>Present Perfect Tense</b>	<b>Have/has</b>	<b>Have been/has been</b>
<b>Present Perfect Continuous Tense</b>	<b>has been watching TV.</b>	<b>has/have been being</b>
<b>Past Indefinite Tense</b>	<b>Did</b>	<b>Was/were</b>
<b>Past Continuous Tense</b>	<b>Was/were</b>	<b>Was being/were being</b>
<b>Past Perfect Tense</b>	<b>Had</b>	<b>Had been</b>
<b>Past Perfect Continuous Tense</b>	<b>had been</b>	<b>had been being</b>
<b>Future Indefinite Tense</b>	<b>Shall/will</b>	<b>Shall be/will be</b>
<b>Future Continuous Tense</b>	<b>Shall be/will be</b>	<b>Shall be being/will be being</b>
<b>Future Perfect Tense</b>	<b>Shall have/will have</b>	<b>Shall have been/will have been</b>

# ACTIVE AND PASSIVE VOICE ACCORDING TO DIFFERENT TENSES:

Different Tenses	Active Voice	Structure in Passive Voice	Passive Voice
<b>Present indefinite</b>	He delivers the letter.	Subj + am/is/are + ppf of verb + preposition + Obj	The letter is delivered by him.
<b>Past indefinite</b>	He delivered the letter.	Subj + was/were + ppf of verb + preposition + Obj	The letter was delivered by him.
<b>Present Continuous</b>	He is playing football.	Subj + am/is/are being + ppf of verb + preposition + Obj	Football is being played by him.
<b>Past Continuous</b>	He was playing football.	Subj + was/were being + ppf of verb + preposition + obj	Football was being played by him.

# ACTIVE AND PASSIVE VOICE ACCORDING TO DIFFERENT TENSES:

Different Tenses	Active Voice	Structure in Passive Voice	Passive Voice
<b>Present Perfect</b>	I have made a cake.	Subj + have/has been + ppf of verb + preposition + obj	A cake has been made by me.
<b>Past Perfect</b>	I had made a cake.	Subj + had been + ppf of verb + preposition + obj	A cake had been made by me.
<b>Present Perfect Continuous</b>	She has been watching TV.	Subj + has/have been being + ppf of verb + preposition + obj	TV has been being watched by her.
<b>Past Perfect Continuous</b>	She had been watching TV.	Subj + had been being + ppf of verb + preposition + obj	TV had been being watched by her.

# ACTIVE AND PASSIVE VOICE ACCORDING TO DIFFERENT TENSES:

<b>Different Tenses</b>	<b>Active Voice</b>	<b>Structure in Passive Voice</b>	<b>Passive Voice</b>
<b>Future indefinite</b>	I will support you.	Subj + will/shall be + ppf of verb + preposition + obj	You will be supported by me.
<b>Future Continuous</b>	I will be supporting you.	Subj + will/shall be being + ppf of verb + preposition + obj	You will be being supported by me.
<b>Future Perfect</b>	I will have supported you.	Subj + will/shall have been + ppf of verb + preposition + obj	You will have been supported by me.

	<b>Active Voice</b>	<b>Structure in Passive Voice</b>	<b>Passive Voice</b>
<b>To-infinitive</b>	He has to play football.	Subj + has/have to be + ppf of verb + preposition + obj	Football has to be played by him.
<b>Modal auxiliary</b>	He may know me.	Subj + modal auxiliary + be + ppf of verb + preposition + obj	I may be known to him.
<b>Modal + Continuous</b>	He should be playing football.	Subj + modal auxiliary + be + being + ppf of verb + preposition + obj	Football should be being played by him.
<b>Modal + Perfect</b>	He may have played football.	Subj + modal auxiliary + have been + ppf of verb + preposition + obj	Football may have been played by him.
<b>Modal + Perfect Continuous</b>	He should have been playing football.	Subj + modal + have been + being + ppf of verb + preposition + obj	Football should have been being played by him.

# Voice change in case of Interrogative Sentence

**Rules 1:** If a sentence does not begin with a wh-word, then the auxiliary verbs used in the active voice should be changed to convert into the passive voice. The remaining rules will be the same as in an assertive sentence.

**Structure in passive voice:**

Aux. verb + be verb + subject (if there is an object in the active sentence) + past participle of verb + by + object?

- Even after changing the voice of an interrogative sentence, it must remain an interrogative sentence.

**Example:**

**Active:** Do you like them?

**Passive:** Are they liked by you?

**Active:** Did he read the novel?

**Passive:** Was the novel read by him?

Active	Passive		Active	Passive
Do/does	Am/is/are		Shall/will	Shall be/will be
Did	Was/were		Have/has	Have been/has been



# Voice change in case of Interrogative Sentence

If a sentence is a yes/no question, it can be easily converted into the passive voice as shown below.



**interrogative:** Is she taking medicine?

- Interrogative sentence must first be converted into an assertive sentence.
- The assertive sentence must then be converted into the passive voice.
- Convert the (resulting) assertive sentence into an interrogative sentence.

**Example:**

**interrogative:** Is she taking medicine?

**Assertive:** She is taking medicine.

**Passive assertive:** Medicine is being taken by her.

**Passive interrogative:** Is medicine being taken by her?





## Voice change in case of Interrogative Sentence

**Rules 2:** When an active-voice sentence begins with “Who” In passive voice the sentence must begin with “By whom.”

### Structure in passive voice:

- By whom + auxiliary verb + subject (if there is an object) + be/been/being + past participle of verb + object?

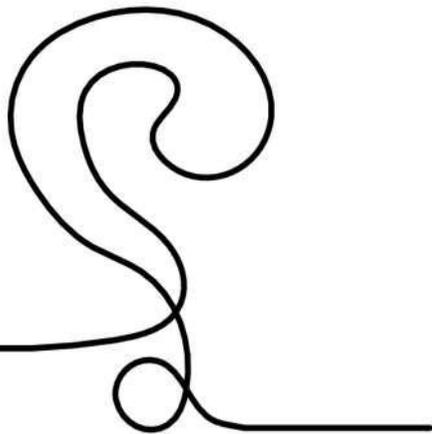
### Example:

**Active:** Who has done the work?

**Passive:** By whom has the work been done?

**Active:** Who taught you English?

**Passive:** By whom were you taught English?



# Voice change in case of Interrogative Sentence

**Rules 3:** If an active sentence begins with What/Whom, when changing the voice, it becomes Who/What.

**Structure in passive voice:**

Who/What + Aux. verb/be verb +  
past participle of verb +to/by +  
object?



**Example:**

**Active:** Whom do you want?

**Passive:** Who is wanted by you?

**Active:** Whom did you help?

**Passive:** Who was helped by you?



**QA**

**Active:?**

**Passive:** *What was eaten by you in the morning ?*

**Active :** *What can you give me?*

**Passive:?**

# Voice change in case of Interrogative Sentence

**Rules 4:** If an active sentence begins with How/When/Where/Why/What, the passive sentence should also begin with How/When/Where/Why/What.

## *Structure in passive voice:*

How/when/where/why/what + be verb + subject + be/been/being (if necessary) + past participle of verb + by + object?

## **Example:**

Active: How could you do this?

Passive: How could this be done by you?

Active: When will he return the book?

Passive: When will the book be returned by him?



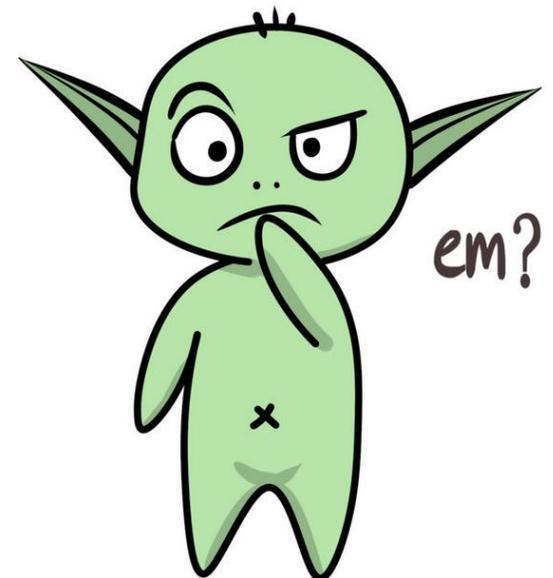
**QA:**

*Active:*

*Passive: What is wanted by him*

*Active: where did you see her*

*Passive:*



## Voice Change in Case of Imperative Sentence:

### **Rules 1:**

In Active voice, when the Imperative sentence starts with the main verb, in Passive voice it begins with “Let”.

### ***Structure in Passive Voice:***

Let + Subject (object of the active sentence) + be + verb (past participle form of the verb).

### ***Note:***

*In this type of sentence, the subject “You” is understood; therefore, in Passive voice, “by you” is generally not necessary.*

### **Example:**

Active: Do it.

Passive: Let it be done (by you).

Active: Call in a nurse.

Passive: Let a nurse be called in (by you).



## Voice Change in Case of Imperative Sentence:

**Rules 2:** In Active voice, if the Imperative sentence starts with the main verb and the verb is followed first by an Indirect Object and then a Direct Object, then in Passive voice the order becomes reversed.

### *Structure in Passive Voice:*

Let + subject (object of the active sentence's direct object) + be + verb (past participle form) + for/to + object (object of the active sentence's indirect object).

### **Example:**

Active: Bring me a book.

Passive: Let a book be brought for me.

Active: Pluck him a flower.

Passive: Let a flower be plucked for him.



## Voice Change in Case of Imperative Sentence:

### **Rules 3:**

In Active voice, if the Imperative sentence starts with, Please or Kindly, then in Passive voice the structure becomes:  
You are requested to + remaining part of the sentence.

### **Example:**

Active: Please do the work.

Passive: You are requested to do the work.

Active: Kindly pay the bill.

Passive: You are requested to pay the bill.

### **QA**

**Active:**

**Passive: You are requested to make a cup of tea.**

**Active:**

**Passive: Please help me to do the work.**



## Voice Change in Case of Imperative Sentence:

### Rules 4:

In Active voice, when the Imperative sentence starts with Do not,  
in Passive voice it begins with Let not.

### *Structure in Passive Voice:*

Let not + Subject (object of the active sentence) + be + verb (past participle form of the verb).

### Example:

Active: Do not shut the door.

Passive: Let not the door be shut (by you).



*QA*

**Active: ?**

**Passive: Let him not be disturbed.**

**Active: Do not hate the poor.**

**Passive: ?**

## Voice Change in Case of Imperative Sentence:

### Rules 5:

In case of an imperative sentence in the active voice beginning with Never, the passive voice should begin with Let not.

### *Structure in passive voice:*

Let not + Subject object of the main sentence) + ever + be + past participle of verb.

### Example:

Active: Never disrespect the teacher.

Passive: Let not the teacher ever be disrespected.



*QA*

**Active: Never rebuke her unjustly.**

**Passive: ?**

**Active: ?**

**Passive: Let her never be teased.**

## Active Voice with Infinitive:

**Rules–1:** If the structure of an active voice sentence is: Subject + like/love/want/wish etc. + object + infinitive, then the structure of the passive voice will be: Subject (the main subject of the active sentence becomes the subject) + verb + object + to be + past participle of main verb.

***Example:***

Active: She wants someone to take photographs.

Passive: She wants photographs to be taken.



**Rules–2:** If the structure of an active voice sentence is: Subject + beg/recommend/order/urge + indirect object + infinitive + direct object, then the structure of the passive voice will be: Subject (the indirect object becomes the subject) + auxiliary verb + past participle of verb + infinitive (the direct object remains).

***Example:***

Active: The shopkeeper recommended the customer to buy the blue shirt.

Passive: The customer was recommended to buy the blue shirt. (by the shopkeeper)

## Active Voice with Infinitive:

**Rules–3:** If the structure of an active voice sentence is:

Subject + agree/arrange/determine/be determined/decide/demand + infinitive + object, then the structure of the passive voice will be:

Subject (the main subject of the active sentence becomes the subject) + verb + that + object + should be + past participle of verb.

*Example:*

Active: Shahriyar decided to buy the land.

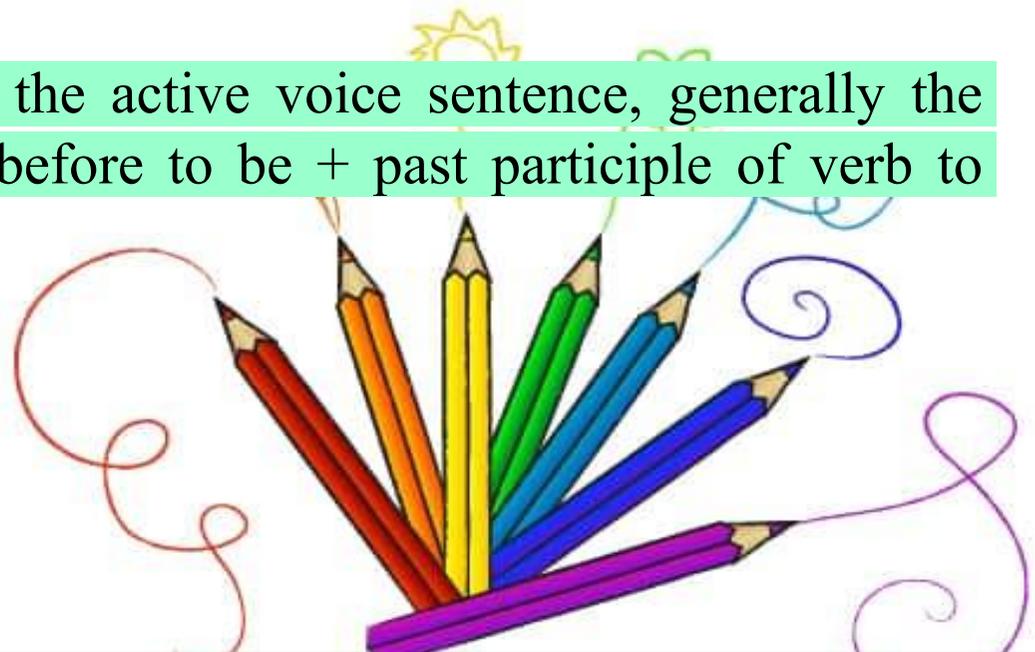
Passive: Shahriyar decided that the land should be bought.

**Rules–4:** If there is a to + verb in the active voice sentence, generally the object of the main verb is brought before to be + past participle of verb to make the passive voice.

*Example:*

Active: There is no time to lose.

Passive: There is no time to be lost.



## Active Voice with Infinitive:

**Rules–5:** If the structure of an active voice sentence is:

Subject + have to + verb + object, then the structure of the passive voice will be: Subject (the object of the active sentence becomes the subject) + auxiliary verb (according to tense) + past participle of verb + by + object.

**Example:**

Active: I have to admit my own fault.

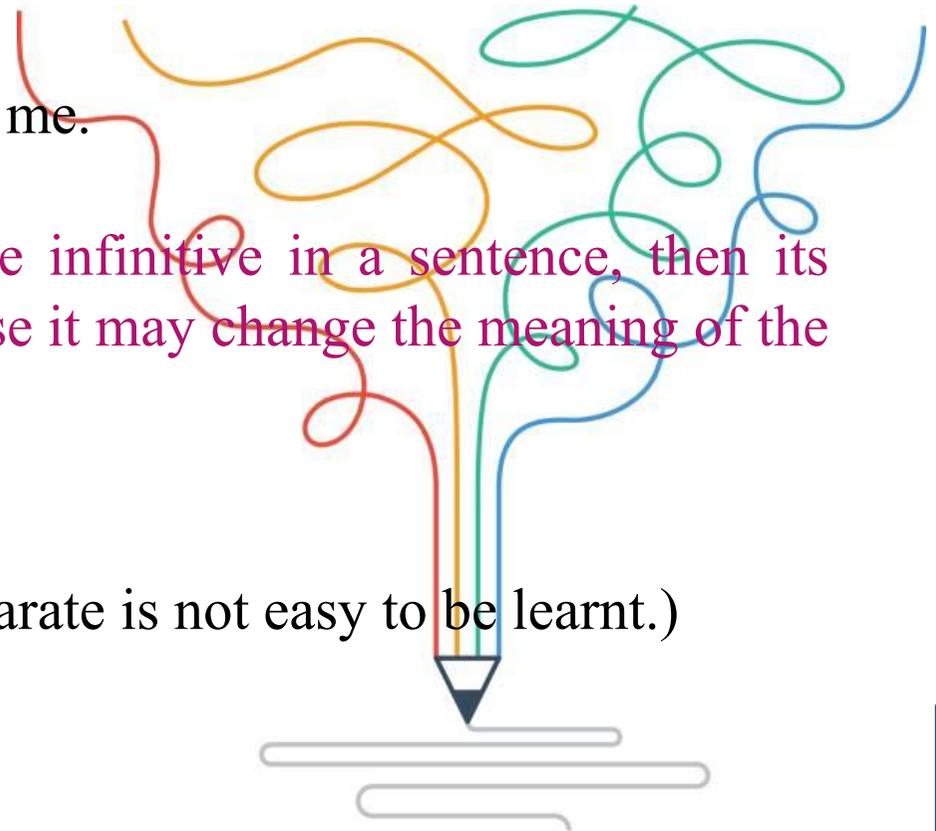
Passive: My own fault has to be admitted by me.

**Rules–6:** If there is an adjective before the infinitive in a sentence, then its passive voice is not normally formed, because it may change the meaning of the sentence.

**Example:**

Karate is not easy to learn. ( DO NOT use Karate is not easy to be learnt.)

Mangoes are tasty to eat.



## Voice with 'One'

*In an Active Voice sentence, when the subject is One and the object contains One's + Noun, during Passive Voice transformation, One and One's are omitted.*

### *Examples:*

Active: One should do one's duties and responsibilities.

Passive: Duties and responsibilities should be done.

Active: One should utilize one's time properly.

Passive: Time should be utilized properly.



## Voice with 'People'

When people + think / believe / consider / understand / suppose / say / know / find + that + clause, it becomes Passive Voice by using It + is/was (according to tense) + verb (past participle) + that + clause.

### *Examples:*

Active: People believe that the earth moves round the sun.

Passive: It is believed that the earth moves round the sun.

Active: People say that honey tastes sweet.

Passive: It is said that honey is tasted sweet.



## Passive with Gerund

*With verbs like advise / insist / propose / recommend / suggest + gerund (-ing form), the object is usually changed to that ... should + verb in the Passive Voice.*

### Examples:

Active: They recommended using bullet-proof glass.

Passive: They recommended that bullet-proof glass should be used.

Active: They proposed building a dam for irrigation purpose.

Passive: They proposed that a dam for irrigation purpose should be built.



## Voice with Reflexive Object

When the Reflexive Object (myself, ourselves, yourself, yourselves, himself, herself, themselves)\* is present,\* the object position is not changed in the Passive Voice.

According to the tense and person, the verb “to be” is used, followed by the Past Participle form of the main verb. The reflexive object remains in its position.

### *Examples:*

Active: She killed herself.

Passive: She was killed by herself.

Active: He fans himself.

Passive: He is fanned by himself.



## Voice with Factitive Object

Verbs like select, elect, nominate, make, call, name are transitive verbs that take an object and then a complement (factitive object). When these verbs are used, the object becomes the subject in the Passive Voice, and the factitive object remains after the verb.

### *Structure:*

If there is a pronominal object (me, us, you, them, him, her), it becomes the subject in the passive form. According to the tense and person, we use the auxiliary verb + be + past participle + factitive object + by + subject.

### *Examples:*

Active: We selected him captain.

Passive: He was selected captain by us.



**Week 12**

**Conditional  
sentence**

**Three condition  
of sentence**



# Conditional Sentences

- *Conditionals refer to sentences or clauses that begin with ‘if’, had or ‘unless’ and express a condition.*

## Unknown Facts:

- Conditional sentences are formed by using the words if, unless, or had.**
- A conditional sentence is basically a complex sentence.**
- A conditional sentence contains two clauses — one subordinate clause and one main clause.**

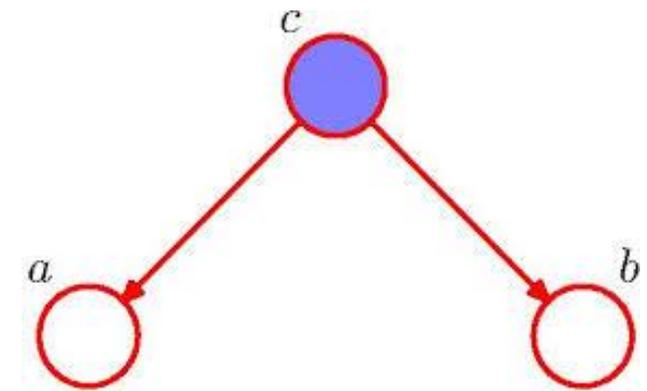
## Look at the following sentences:

- If you come by bus, it will be cheaper.
- If you run in the sun, you will become sick.
- If you speak the truth, you will be praised.
- If I were a bird, I could fly in the sky.
- If I had done the work, I could have got the reward/prize.



# Conditional Sentences

THE ABOVE SENTENCES WITH IF CLAUSE ARE DIVIDED INTO *FOUR TYPES* OF CONDITIONAL SENTENCES, NAMELY —



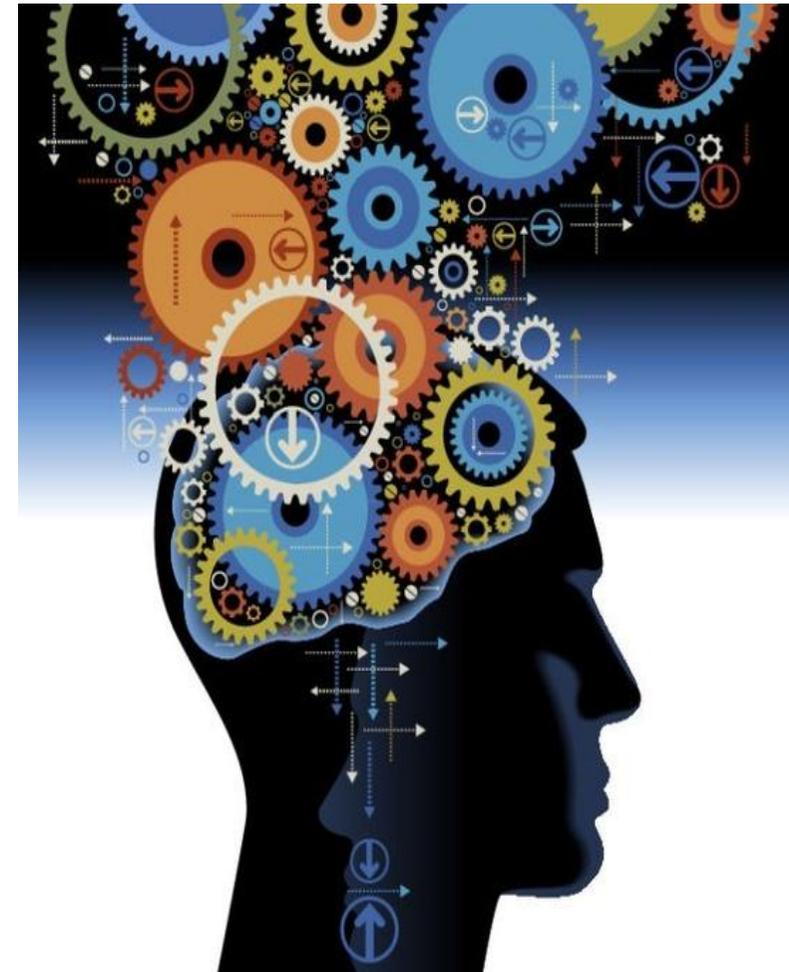
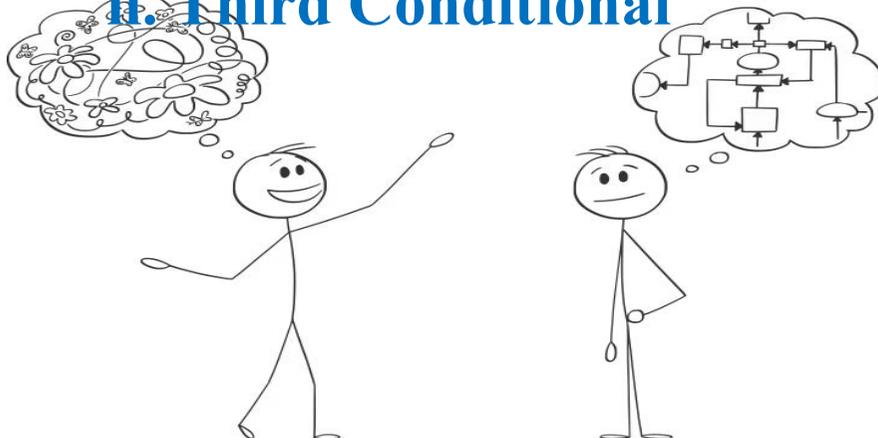
**There are two types of conditional sentences:**

## 1. Real Conditional (Based on real conditions)

- i. Zero Conditional
- ii. First Conditional

## 2. Unreal Conditional (Based on unreal conditions)

- i. Second Conditional
- ii. Third Conditional





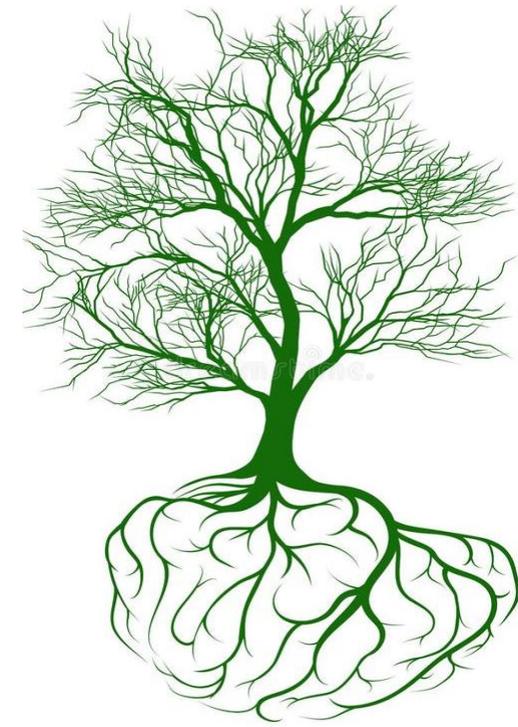
# *Zero Conditional Sentences*

**Structure:**

**If + present indefinite + comma + present indefinite**

*For example:*

- If you stay too long in the sun, your skin burns.
- If it is summer, it feels hot.
- If he has time, he visits us next day.





# 1. Probable or First Conditional Sentence

- Probable conditional sentences express possibility. This type of sentence expresses an action that is likely to happen or has a strong possibility of happening.
- In a First Conditional Sentence, the If-clause uses a Present tense verb and the Main or Principal clause uses a Future tense verb.

Structure:

→ **If + Present + Future**

If Clause : Present	Main Clause : Future
If you come If you finish the work If you obey your parents If you hit the dog	I shall go. I shall reward you. They will love you. It will bite you.

# 1. Probable or First Conditional Sentence

## Some Variations

### *Rule:*

- if + present + may (permission)
- If + present + can (ability or permission)

### Example:

- ✓ If you are ready, you may start the machine. (permission or allowance)
- ✓ If it stops raining, we can start walking. → This shows ability or possibility.

2) *if + present + must, should, had better ... etc.*

- If a conditional sentence is formed this way, the main clause expresses a command, advice, or request.

### *Examples:*

- If you want to pass, you must study hard. (command)
- If you want to pass, you should/had better study hard. (advice)
- If you want to live better, eat a balanced diet.



# 1. Probable or First Conditional Sentence

3) if + present + present.

*Notice*, here both the if clause and the main clause are in the present tense.

**This structure is used to express —**

- Habitual
- Automatic result or
- Universal truth/scientific fact.

*Examples:*

❖ If a man drinks poison, he dies.

→ Notice that if the act of drinking poison happens, death automatically follows.

❖ If prices are high, demand is decreased.





## 2. Improbable or Second Conditional Sentence

- In this type of sentence, the possibility of the condition being fulfilled in the future is very low. In such conditional clauses, the Past Indefinite Tense is used, and the main or principal clause contains subject + should/would/could/might + main verb in its present form.

If + Past	Future in the Past
If Clause : Past Indefinite	Main/Principal Clause : should/would/could/might + main verb in present form.
If you studied regularly If you tried If he had If I were a If you worked hard	you would not fail in the examination. you could do it. he would come. I would be happy. you could shine in life.



## 2. Improbable or Second Conditional Sentence

### Variations of the if-clause: (Different forms of the if-clause)

- ❖ You have already learned that in an improbable conditional sentence, the verb of the if-clause takes the past indefinite tense. However, there are exceptions. But even these exceptions always occur within the limits of the past tense, not the present or future.

**For example:**

(a) if + past continuous

- ✓ Rahim: They are playing.
- ✓ Karim: If we were playing, we would feel better.
- ✓ If he was reading in this school, he would learn many things.



## 2. Improbable or Second Conditional Sentence

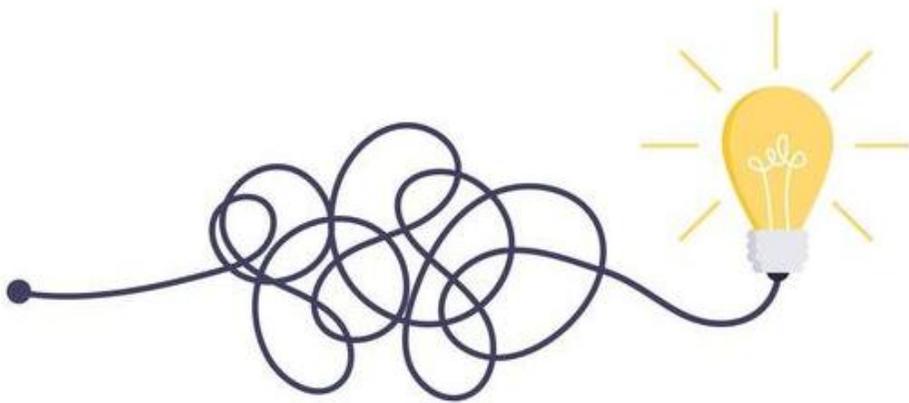


- **if + past perfect**

When the action of the if-clause was supposed to happen in the past but the result is in the present or future, this structure is used.

- If you had done this, you would not suffer now.
- If he had worked in that way, he would be a rich man now.

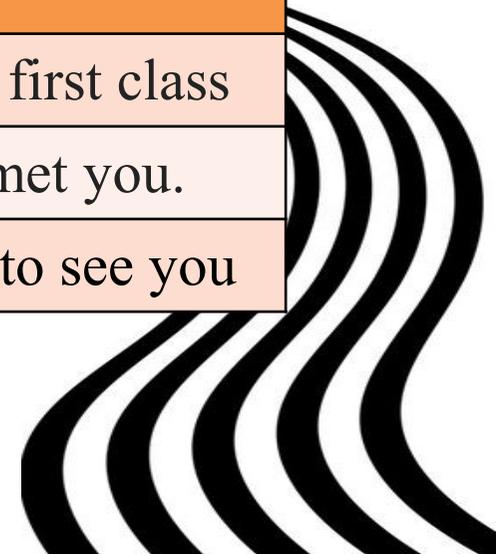
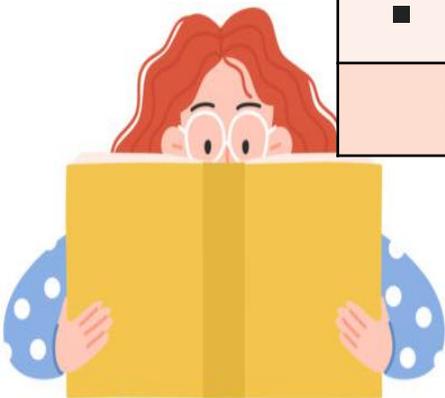
Notice that after if ..., an action is mentioned which was supposed to happen long ago, and after then ..., something is mentioned that is happening now.



### 3. Impossible or Third Conditional Sentence:

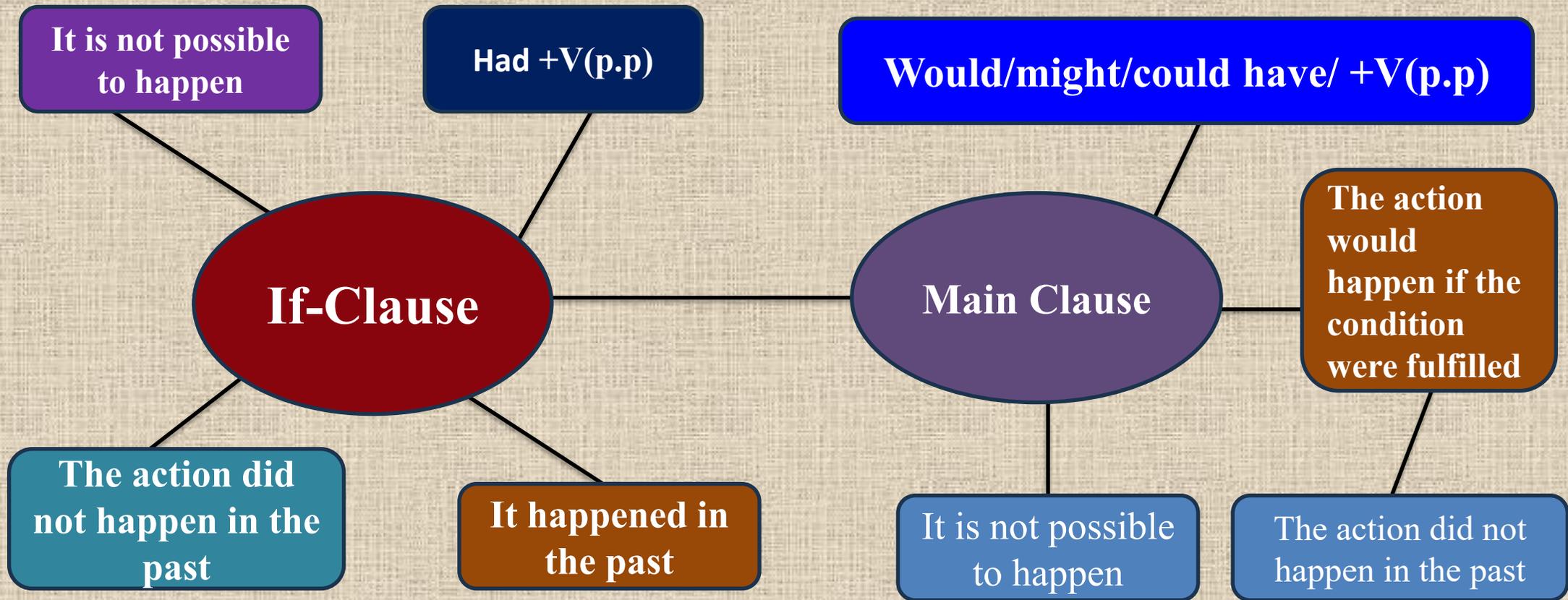
- ❑ In this type of conditional sentence, the condition mentioned cannot be fulfilled. Its feature is that the action stated in the “If Clause” was supposed to happen in the past but did not; therefore, it is no longer possible to fulfil it.
- In this kind of conditional sentence, the verb in the “If Clause” is expressed in the Past Perfect Tense (had + past participle form of the verb), and the verb in the main clause is expressed in the Perfect Conditional (would/could/might/should have + past participle form of the verb).

<b>If + Past Perfect + V(P.P).→</b>	<b>Main Clause: would/should/could/might have+ V(P.P).</b>
▪ If I had studied hard	▪ I would have got a first class
▪ If she had attended the party	▪ she would have met you.
▪ If you had informed me	▪ I would have gone to see you



# 3. Impossible or Third Conditional Sentence:

## Variations:



### 3. Impossible or Third Conditional Sentence:

#### Variations:

❖ From the above chart, you can understand that in the main clause, could or might can be used instead of would.

▣ **could** — expresses ability or capacity.

▣ **might** — expresses possibility.

For example:

**If you had asked him, he would have helped you.**

*(he would surely have helped you.)*

**If you had asked him, he might have helped you.**

*(It means he might possibly have helped you — shows possibility.)*

**If you had asked him, he could have helped you.**

*(It means he would have been able to help you — shows ability, because he was capable of helping.)*

*Heart might be afraid of me*



*Oh nooooo*



### 3. Impossible or Third Conditional Sentence:

#### Variations:



In the main clause, a continuous perfect conditional verb may be used.  
In that case, the verb is formed as follows:

would / might / could + have been — verb(ing)

- ✓ Remember, when used this way, the verb expresses the idea that an action might have been continuing or happening for some time or could have been in progress. In other words, it indicates a continuing or ongoing action.

#### *For example:*

- At that time he was working alone. But if his friends had gone there to help him, he would have been working with them.
- Mina was singing alone. If her sister had been there, she might have been singing with her.





**WEEK 10**

**MAKING QUESTION**

**W/H QUESTION**

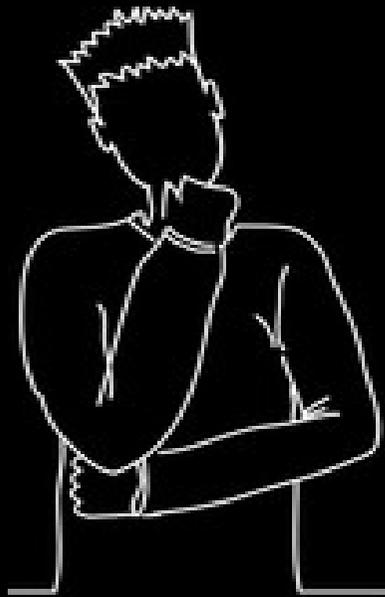


# Framing WH-Questions

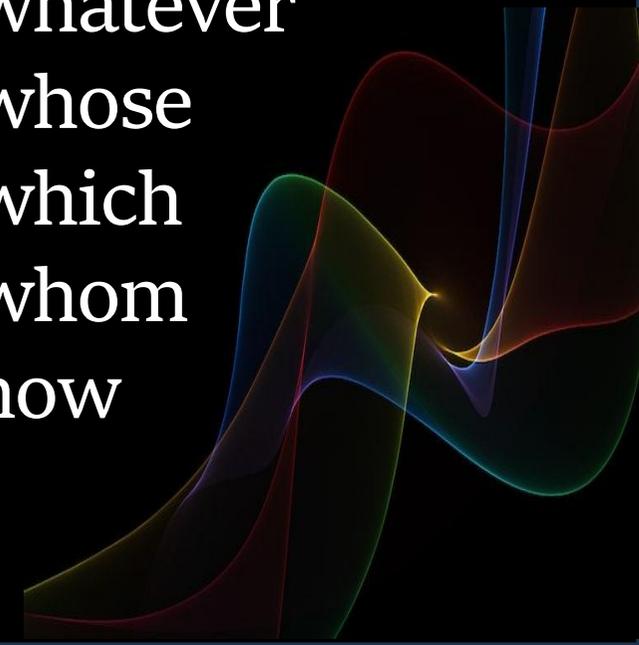
What is meant by WH?

Words that begin with “Wh” are used to ask questions. These are:

- who
- where
- whoever
- what
- Wherever
- whomever
- when
- whenever



- whichever
- why
- whatever
- whose
- which
- whom
- how



# WH-Questions

The most common characteristic of WH-Questions is that their answers can never be **YES** or **NO**. For example:

- What is your name?
- Where do you live?

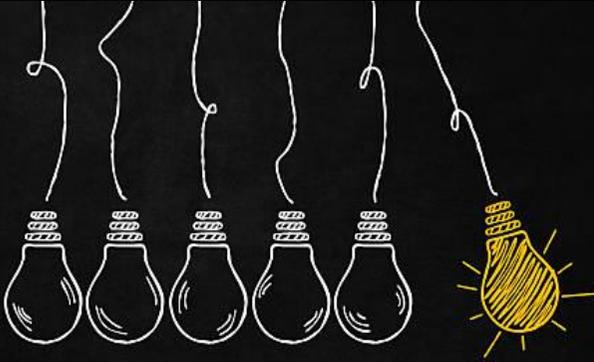
The answers to these questions cannot be YES or NO. In such cases, the answers are given in full sentences or phrases.

On the other hand, questions that begin with an Auxiliary verb can have answers of YES or NO. For example:

- Do you know me?  
~ YES, I do.
- Is he a teacher?  
~ NO, he's not....



# WH-Questions



- what
- which
- whatever
- whoever
- whichever
- Whomever

✓ Among these, the words ending with “-ever” are not used to form questions. They are used as object:

## Who / What + PV + ...

That means, when who or what is used as the subject, the Principal Verb (PV) can be placed directly after them, and no auxiliary verb is needed. For example:)

- ❖ Who went there?
- ❖ Who knows it?
- ❖ Who did that?
- ❖ What works better?
- ❖ What matters?



## Unknown Facts:

### Interrogative Sentence:

- I. When an assertive sentence has a **personal subject (proper noun), personal pronoun (He, She, I, etc.), or an indefinite pronoun (somebody, anybody, anyone, nobody, none, no one, everybody, everyone, all etc.)** as the subject, then the question is formed with who.

Structure: Who + ----- ?

For example:

None believes a liar.

Question: Who believes a liar?

- **Nobody will help you.**



**II. When the subject is everybody, everyone, all or a noun joined with every (every person, every girl etc.), then in the question we use who + auxiliary verb + negative.**

❖ Structure: Who + aux. verb (according to tense) + negative ----- ?

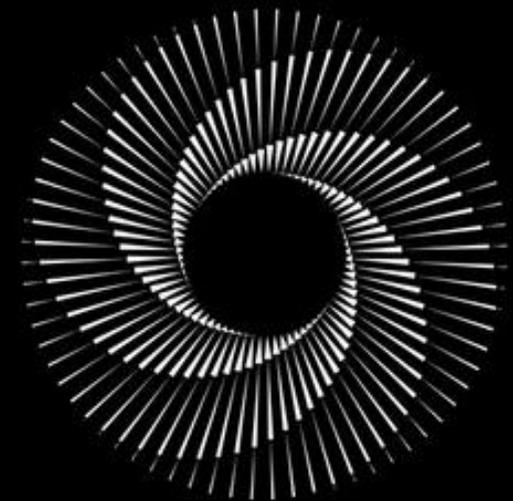
For example:

- Everybody wishes to go abroad.

Question: Who does not wish to go abroad?

- Every man is responsible for doing heinous deed.

Question:



# WH-Questions

- When the assertive sentence contains a 1st-person subject, the conversion to interrogative is as follows:

Assertive	Interrogative
I/we	you
me/us	you
my/ our	you

### For example:

I sang with a new singer.

**Question:** Who did you sing with?

Mr. Anwar has warned me.

**Question:** Who has warned you?

This is my main problem.

**Question:** ?

When a noun comes after a **verb or preposition**, we form the question using whom.

### Structure:

**Whom + auxiliary verb (according to tense) + subject + main verb + extension + question mark.**

### *For example:*

- The car was designed by a Korean engineer.

Question: Whom was the car designed by?

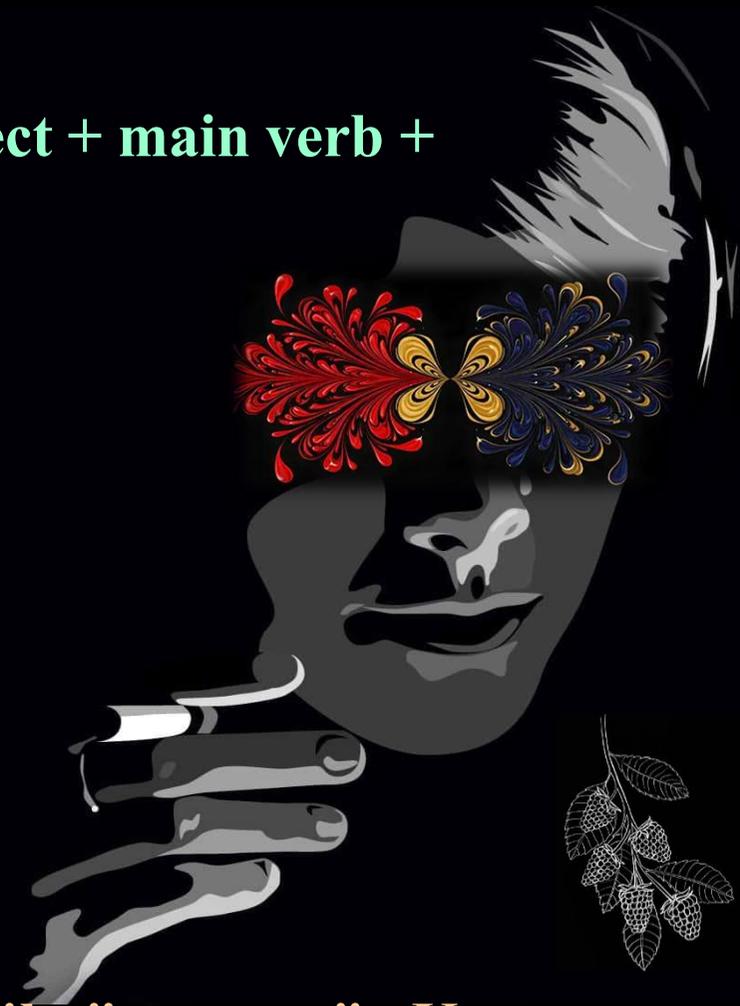
By whom was the car designed?

- This pen belongs to the little girl.

Question: Whom does the pen belong to?

To whom does the pen belong?

**Since the first sentence contains the preposition "by" + noun "a Korean engineer," and the second contains "to" + noun "the little girl," the questions are formed using whom.**



When possession is expressed in an assertive sentence using ('s) or (of), we make the interrogative using whose.

### Structure:

- i. Whose + noun + main verb + subject?
- ii. Whose + noun + auxiliary verb (according to tense) + subject + main verb + extension?

### For example:

It is Sabina's villa.

Question: Whose villa is it?

I took the help of Mr. Bose.

Question: Whose help did you take?

*Since the sentences express possession, the questions are formed with whose.*

### Things to remember:

When the assertive sentence has a determiner (article/possessive) + noun, the determiner is omitted after "whose."

For example:

Saying "Whose the/this pen" is incorrect; the correct form is "Whose pen."



# WH-Questions

when  
why  
how  
where

will/shall  
can  
may  
should  
etc.  
do  
does  
is  
am  
are  
was  
etc.

+S+PV

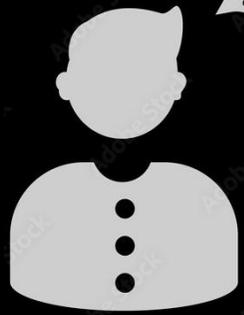


I'M  
THINKING  
A LOT

**Examples:**

- **What does he do?**
- **What does he want?**
- **What is he doing?**
- **When will he come?**
- **Why did you go there?**
- **How have they done it?**
- **To whom has she given it?**
- **Whom do you want?**
- **Where do they live?**

???



### **Which /Whose + NP + Auxiliary Verb + ...?**

That is, after which and whose, a noun (phrase) must be placed, and after that an auxiliary verb is required. For example:

Example:

- Which pen do you want?
- Which one is better?
- Which shirt is yours?
- Whose name have you forgotten?
- Whose pen is this?

**In short conversation:  
This is a pen—whose?  
You chose one?—which one?**



## WH-Questions

*If a Wh-word–based question contains a preposition, that preposition may be used in a detached (separated) position.*

**For example:**

**I live with my brother.**

**Question: Whom do you live with?**

**or, With whom do you live?**

**He killed it with a knife.**

**Question: What did he kill it with?**

**or, With what did he kill it?**

**I have come here for some information.**

**Question: What have you come here for?**

**or, For what have you come here?**

- **I am writing a letter to my mother.**  
**Question: Whom are you writing a letter to?**  
**or, To whom are you writing a letter?**
- **He is coming with Rina.**
- **Question: Whom is he coming with?**
- **or, With whom is he coming?**

# WH-Questions

How + ... ?

many [count noun]  
much [non-count noun]

often

long

far

ADJECTIVE

## Examples

1. How many mangoes did he buy?
2. How many problems are there in this exercise?
3. How long will you wait here?
4. How long will it take for us to reach there?
5. How long can you live here?
6. How far can we reach?
7. How far have they walked?
8. How big is the bag?
9. How large was the river?
10. How hard did he beat you?
11. How strongly did he pull it?
12. How old is he?

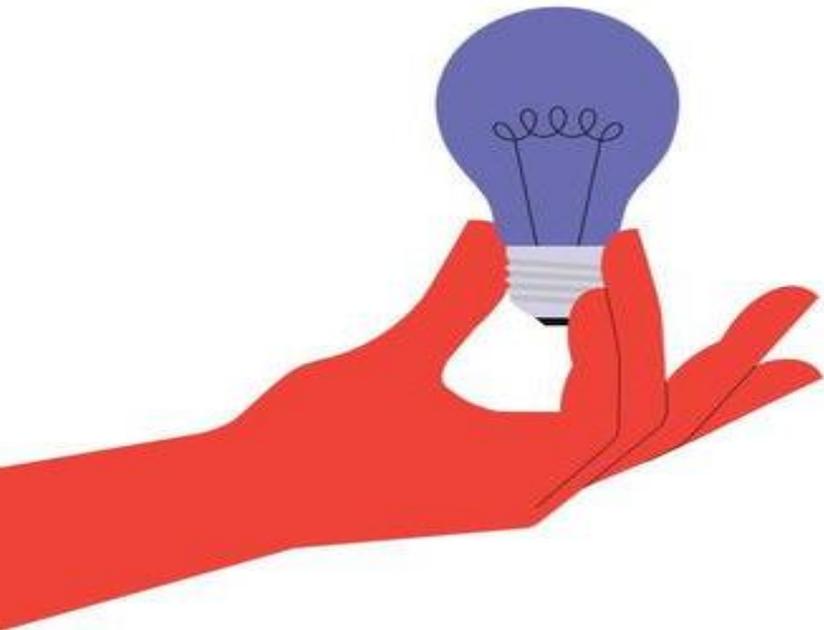
## Exercise

1. She has been living in **Paris since 2018.**
2. They were punished **for cheating in the exam.**
3. The decision was made **by the board members.**
4. He couldn't attend the meeting **because his flight was delayed.**
5. She asked me **to lend her some money.**
6. The project will be completed **by next month.**
7. **That tall man in a blue suit** is the new principal.
8. The teacher wanted to know **why we hadn't submitted the report.**
9. He wondered **how the machine worked.**
10. They were discussing **how to solve the environmental crisis.**

## Exercise

1. \_\_\_\_\_?  
– **I am writing a letter.**
2. \_\_\_\_\_?  
– **She goes to school by bus.**
3. \_\_\_\_\_?  
– **They live in London.**
4. \_\_\_\_\_?  
– **He is reading a newspaper.**
5. \_\_\_\_\_?  
– **My father works in a bank.**
6. \_\_\_\_\_?  
– **We eat dinner at 9 p.m.**
7. \_\_\_\_\_?  
– **I like coffee because it keeps me fresh.**
8. \_\_\_\_\_?  
– **They have been here for two hours.**
9. \_\_\_\_\_?  
– **I need five apples.**
10. \_\_\_\_\_?  
– **Yes, she knows your sister.**





**Week 14 -15**

**Transformation of  
sentence**

## Transformation of Sentence



“The process of converting one kind of sentence into another, without causing any change in its actual meaning, is called the transformation of sentences”.



# Rules of Transformation of Sentence:

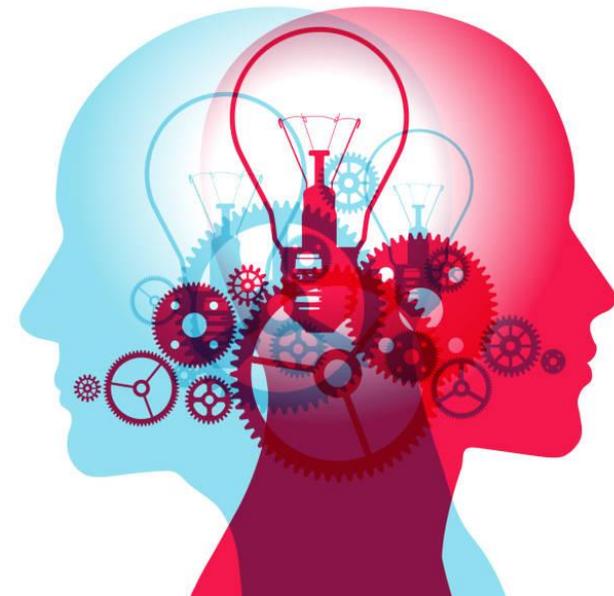
## Transformation from Affirmative to Negative and Vice Versa

### Rule – 1:

When an affirmative sentence is transformed into a negative sentence, the meaning of the sentence remains the same. In that case, “not” is used after an auxiliary verb, or before the principal verb when necessary.

### *Example:*

- Affirmative: He is a good player.
- Negative: He is not a bad player.
  
- Affirmative: He is an honest businessman.
- Negative: He is not a dishonest businessman.



# Transformation from Affirmative to Negative



## Rule – 2:

When there is only/alone in an affirmative sentence, it is changed into none but for the subject, and nothing but for the object in the negative sentence.

For Subject:	For Object:
<ul style="list-style-type: none"><li>• Affirmative: Only Almighty can help us.</li><li>• Negative: None but Almighty can help us.</li><li>• Affirmative: Only the graduates can apply for the post.</li><li>• Negative: None but the graduates can apply for the post.</li></ul>	<ul style="list-style-type: none"><li>• Affirmative: Only the umbrella was missing.</li><li>• Negative: Nothing but the umbrella was missing.</li><li>• Affirmative: Only this song is original.</li><li>• Negative: Nothing but this song is original.</li></ul>

If the subject of an affirmative sentence contains only, it can also be changed using not more than / not less than.

Example:

- ❖ Affirmative: He is only 10 years old.
- ❖ Negative: He is not more than 10 years old. / He is not less than 10 years old.



## Transformation from Affirmative to Negative

### Rule – 3:

- If there is **must** in an affirmative sentence, to make it negative, “must” is replaced by **cannot but / cannot help + verb + ing.**

### Example:

- ❖ Affirmative: We must obey our teachers.
- ❖ Negative: We cannot but obey our teachers. / We cannot help obeying our teachers.
- ❖ Affirmative: We must yield to our fate.
- ❖ Negative: We cannot but yield to our fate. / We cannot help yielding to our fate.

### Rule – 4:

If there is **everyone / everybody / all / every** in an affirmative sentence, then while making it negative, “every” is replaced by **there is no / there is not + but + rest of the sentence.**

### Example:

Affirmative: Every mother loves her child.

Negative: There is no mother but loves her child.

Affirmative: Everyone wants to be successful.

Negative: There is no one but wants to be successful.

*If there is every and it refers to things (not persons), then “every” is replaced with without.*

### Example:

Affirmative: Every flower has a thorn.

Negative: There is no flower without a thorn.



# Transformation from Affirmative to Negative

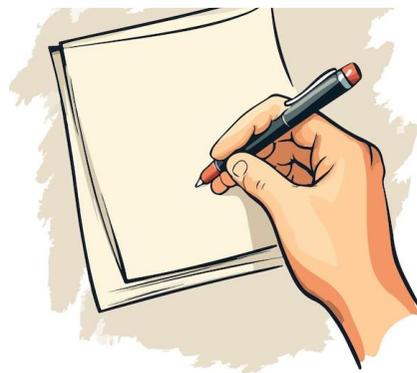
## Rule – 6:

### Rule – 5:

When there is always in an affirmative sentence, to make it negative, “always” is replaced by never, and the rest of the sentence remains unchanged.

### Example:

Affirmative: He is always punctual.	Affirmative: I will always remember you
Negative: He is never late.	Negative: I will never forget you.



❖ When an affirmative sentence expresses a universal truth or general fact, then while making it negative, the affirmative sentence must be changed into a negative interrogative.

### Example:

Affirmative: Man is mortal.	Affirmative: The earth moves round the sun.
Negative: Isn't man mortal?	Negative: Doesn't the earth move round the sun?

## Transformation from Affirmative to Negative

### Rule – 7:

- When an affirmative sentence contains and / both...and, to make it negative, these are replaced by not only...but also.

### Example:

Affirmative: He can play cricket and football.

Negative: He can play not only cricket but also football.

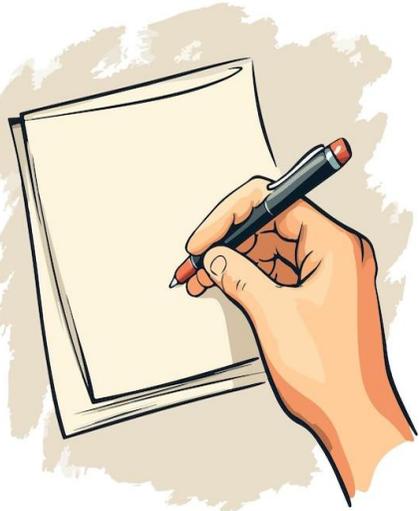
Affirmative: William Blake was both a painter and a poet.

Negative: William Blake was not only a painter but also a poet.



# Transformation from Affirmative to Negative

## Rule – 8:



- When an affirmative sentence contains as soon as, to make it negative, as soon as is replaced with no sooner had...than, and the structure becomes:

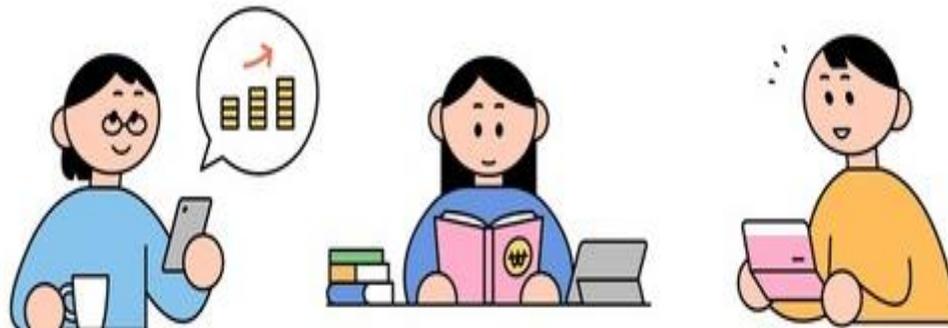
### ***Structure:***

*As soon as + subject + past verb → No sooner had + subject + past participle + than + sentence*

### **Example:**

Affirmative: As soon as we reached the station, the train left.

Negative: No sooner had we reached the station than the train left.



## Transformation from Affirmative to Negative

### Rule – 9:

- When an affirmative sentence contains too...to, to make it negative, too...to is replaced with so...that...cannot/could not, and the structure is:

#### *Structure:*

*too + adjective/adverb + to + verb* →  
*so + adjective/adverb + that + subject + cannot/could not + verb*

#### **Example:**

Affirmative: He is too weak to walk.

Negative: He is so weak that he cannot walk.

Affirmative: He was too poor to buy clothes.

Negative: He was so poor that he could not buy clothes.

### Rule – 10:

- ✓ When an affirmative sentence is in the superlative degree, to make it negative, it becomes no other + positive degree + as/so...as in structure.

#### *Structure:*

Affirmative: Subject + verb + superlative degree + object

Negative: No other + object + verb + so/as + positive degree + as + subject

#### **Example:**

Affirmative: He is the best player in the team.

Negative: No other player in the team is as good as he.

# Transformation from Affirmative to Negative

## Rule – 12:

### Rule – 11:

- When an affirmative sentence contains than any other / than all other in a comparative degree, to make it negative, the structure changes to:

#### *Structure:*

No other + noun + verb + so/as + positive degree + as + subject

#### *Example:*

Affirmative: He is better than any other player in the team.

Negative: No other player in the team is as good as he.

- When an affirmative sentence contains than with a comparative degree, to make it negative, the structure becomes:

#### *Structure:*

Affirmative: subject + verb + comparative degree + than + object

Negative: object + verb (according to tense and person) + not + so/as + positive degree + as + subject

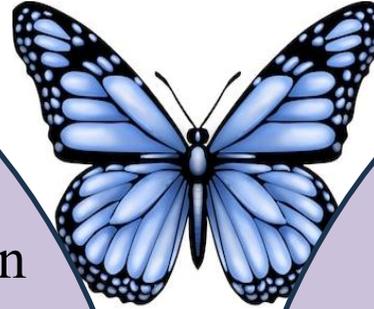
#### *Example:*

Affirmative: He is taller than you.

Negative: You are not as/so strong as he.



## Transformation from Assertive to Interrogative and vice versa:



### Rules-1:

If there is no auxiliary verb in the assertive sentence, then to make it interrogative, the structure will be:

tense auxiliary (don't / didn't / doesn't) + Subject + verb base form + rest of the sentence + ?

#### *Example:*

Assertive: He played a good match.

Interrogative: Didn't he play a good match?

### Rules-2:

If there is an auxiliary or helping verb (am, is, are, was, were, have, has, had, will, shall, would, should, etc.) in an assertive sentence, then to make it interrogative, place the auxiliary verb before the subject. If you want to make it negative interrogative, place not after the auxiliary verb.

Structure: Auxiliary verb + not (if needed) + subject + ... ?

#### Example:

Assertive: He is playing football.

Interrogative: Isn't he playing football?

## Transformation from Assertive to Interrogative and vice versa:

### Rules–3:

- If the assertive sentence contains a negative word and also an auxiliary verb, while changing it into an interrogative sentence, the negative word is dropped and the auxiliary verb is placed before the subject.

Assertive: You are not a bad student.

Interrogative: Are you a bad student?

Assertive: He was not present in the field.

Interrogative: Was he present in the field?

### Rules–4:

“To change an assertive sentence into an interrogative sentence, *never* becomes *ever* and *nothing* becomes *anything*.” if there is an auxiliary verb, the auxiliary verb is placed at the beginning of the sentence.

If there is no auxiliary verb, then do/did/does is placed before the subject according to the tense.

Assertive: I have nothing to do.

Interrogative: Have I anything to do?

Assertive: You never went to Cox’s Bazar.

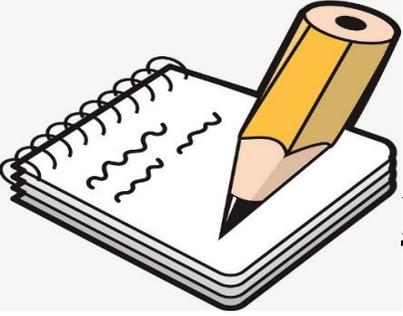
Interrogative: Did you ever go to Cox’s Bazar?

Note:

- If nothing acts as the subject in an assertive sentence, then what replaces nothing in the interrogative sentence.

Assertive: Nothing can stop him.

Interrogative: What can stop him?



## Transformation from Assertive to Interrogative and vice versa:

### Rules-5:

If an assertive sentence contains everybody / everyone / all, while changing it into interrogative, who is used instead, and according to tense and subject,

don't/didn't/doesn't + base form of verb + rest of the sentence is used.

Assertive: Everybody loves an honest man.

Interrogative: Who doesn't love an honest man?

Assertive: All hate a liar.

Interrogative: Who doesn't hate a liar?

### Rule 6:

- When changing an assertive sentence containing *nobody*, *none*, or *no one* into an interrogative sentence, *who* will be used in place of *nobody*, *none*, or *no one*, and the meaning of the sentence will remain unchanged.

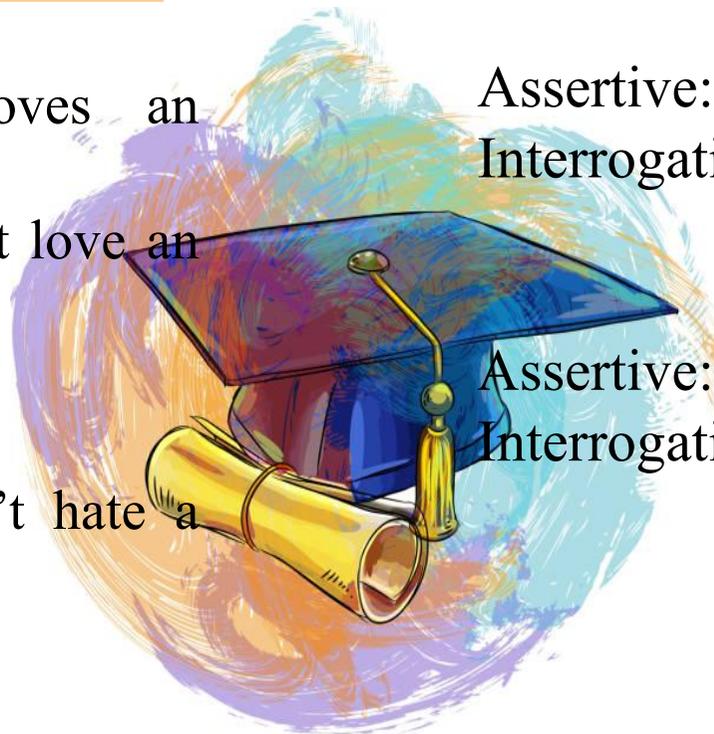
### *Example:*

Assertive: No one can outrun him.

Interrogative: Who can outrun him?

Assertive: None can do this.

Interrogative: Who can do this?



# Transformation from Assertive to Exclamatory

## Rule-1:

If an assertive sentence contains very or a very, to transform it into an exclamatory sentence:

Begin with what (if there is a very) or how (if there is very), then use the adjective, followed by the subject, verb, and the rest of the sentence.

Example:

Assertive: It is a very beautiful picture.

Exclamatory: What a beautiful picture it is!

Assertive: She is very beautiful

Exclamatory: How beautiful she is !



## Rule-2:

If an assertive sentence contains the words wish or desire, when transforming it into an exclamatory sentence, replace them with if, had, o, oh that, etc.

Example:

Assertive: I wish I had the wings of a bird.

Exclamatory: If I had the wings of a bird!

Assertive: I desire I were a student again.

Exclamatory: Oh that I were young again!

# Transformation from Exclamatory to Assertive

## Rule-1:

“To transform an exclamatory sentence into an assertive sentence, place the subject first, then the verb, followed by *very* (if it begins with *how*) or *a very* (if it begins with *what*), and then the rest of the sentence.”

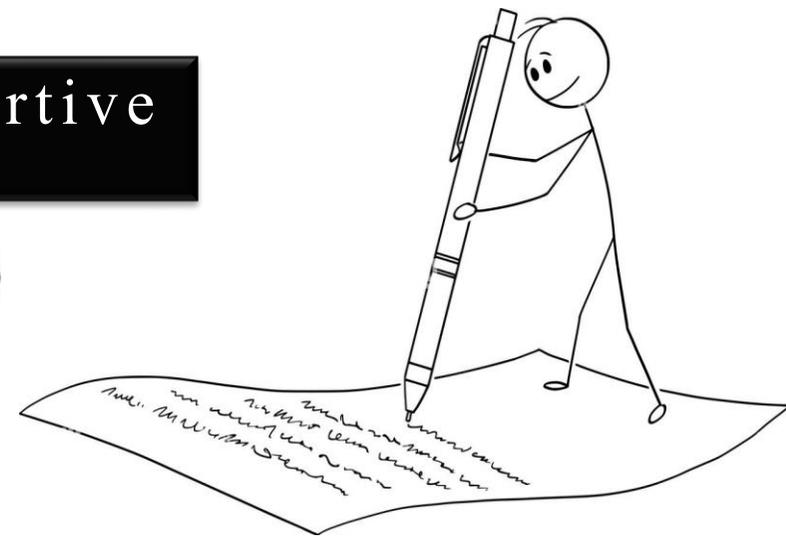
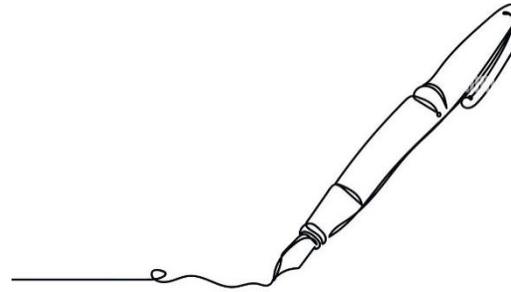
### *Example:*

Exclamatory: What a splendid innings it was!

Assertive: It was a very splendid innings.

Exclamatory: How lucky you are!

Assertive: You are very lucky.



## Rule-2:

To transform an exclamatory sentence beginning with Hurrah or Bravo into an assertive sentence:  
Replace Hurrah/Bravo with It is a matter of joy (or It is a matter of great joy)+ that and then the rest of the sentence.

### **Example:**

Exclamatory: Hurrah! We have won the game.

Assertive: It is a matter of joy that we have won the game.

Exclamatory: Bravo! You have got the first prize.

Assertive: It is a matter of great joy that you have got the first prize.



## Rule-3:

- To transform an exclamatory sentence beginning with Alas into an assertive sentence:
  - Replace Alas with It is a matter of sorrow or grief+ that, and then the rest of the sentence.

## Example:

Exclamatory: Alas! You have failed in the exam.

Assertive: It is a matter of sorrow that you have failed in the exam.

## Rule-4:

To transform an exclamatory sentence beginning with Fie into an assertive sentence:

Replace Fie with It is shameful+ that, and then the rest of the sentence.

## Example:

Exclamatory: Fie! You have cheated your best friend.

Assertive: It is shameful that you have cheated your best friend.

# Transformation from Exclamatory to Assertive



## Rules – 5:

- When an exclamatory sentence begins with If / Were / Had / Would that, to convert it into an assertive sentence —
- After If / Were / Had / Would that, place the subject+ wish, then again, the subject, followed by the verb, and finally the remaining part of the sentence.

## *Example:*

**Exclamatory:** If I had the wings of a bird!

**Assertive:** : I wish I had the wings of a bird.

**Exclamatory:** Were I a rich man!

**Assertive:** I wish I were a rich man.

**Exclamatory:** Had I been a king!

**Assertive:** I wish I had been a king.



