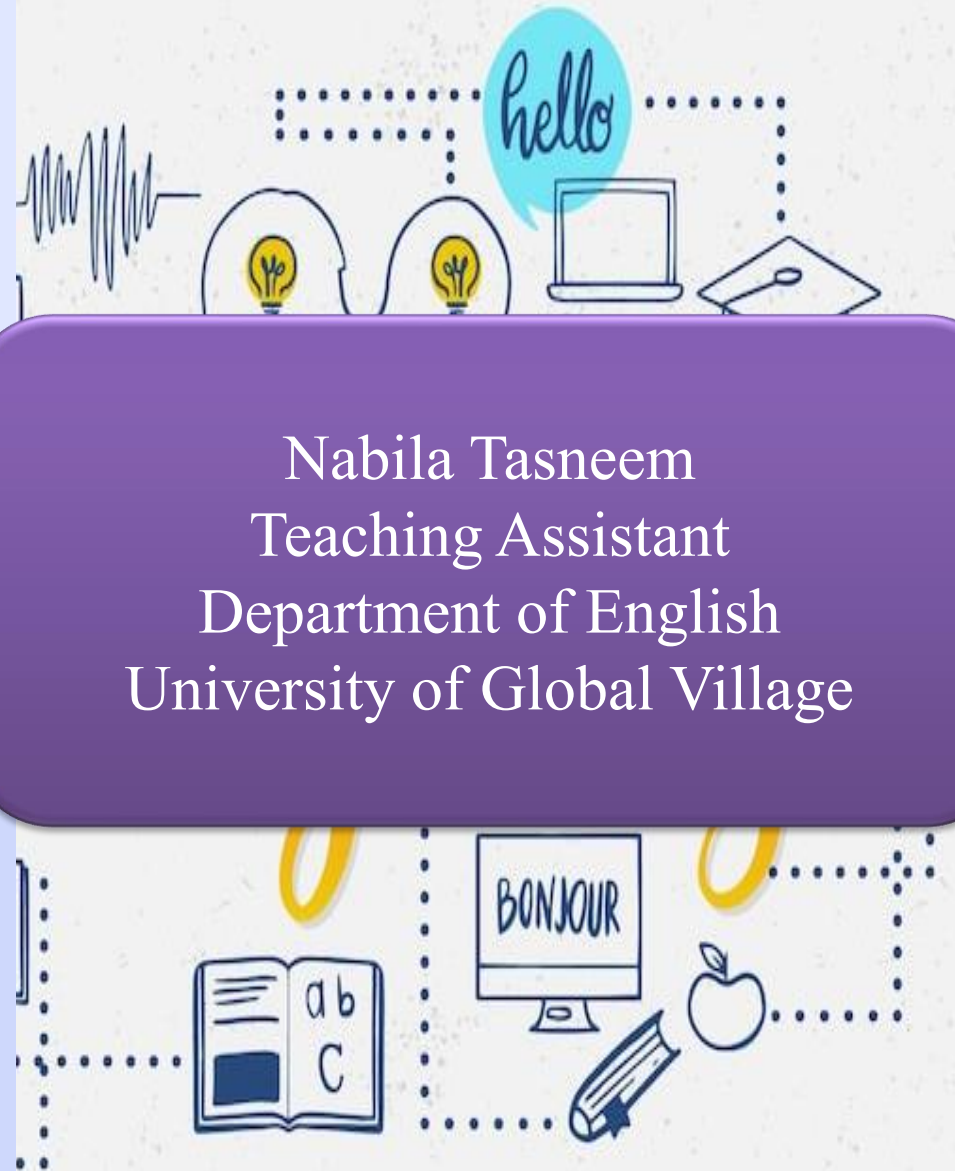


# ENGLISH LANGUAGE

## ENG: 0231-1101



Nabila Tasneem  
Teaching Assistant  
Department of English  
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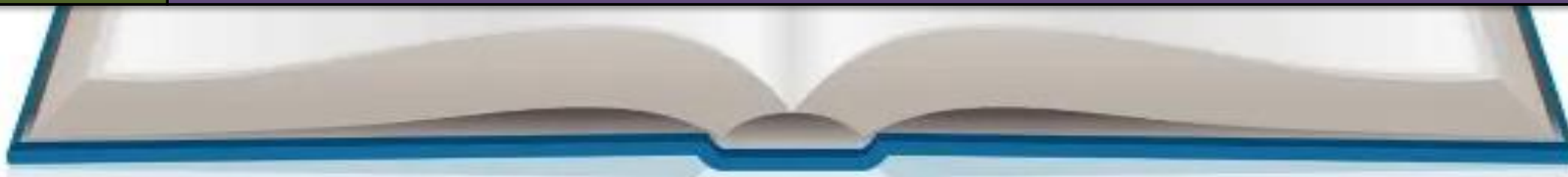


## Teaching Frameworks: Course Outlines and Resources for OBE

<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%)**



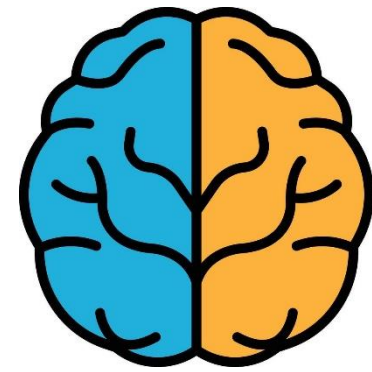
<b>Total Marks Per Credit 50 Marks</b>	
3 Credit Course	150 Marks
CIE	(90 Marks) 60%
SEE	(60 Marks) 40%

<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)



Time Frame	Topics	Topic Details	Specific Outcome	Suggested Activities	Alignment to CLO
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

Time Frame	Topics	Topic Details	Specific Outcome	Teaching Strategies	Suggested Activities	Alignment to CLO
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

Time Frame	Topics	Topic Details	Specific Outcome	Teaching Strategies	Suggested Activities	Alignment to CLO
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

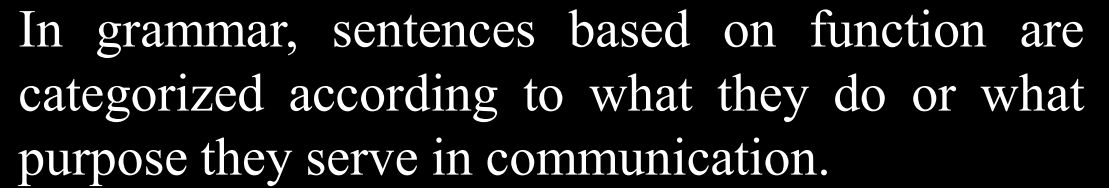
The girl is singing.

**Subject:** The girl

**Predicate:** is singing

It makes complete sense and it follows grammatical rules.





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

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

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

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

# 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







**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



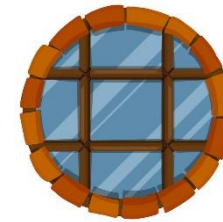
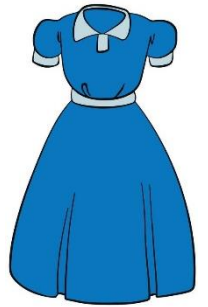
# Adjective

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.
- 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:

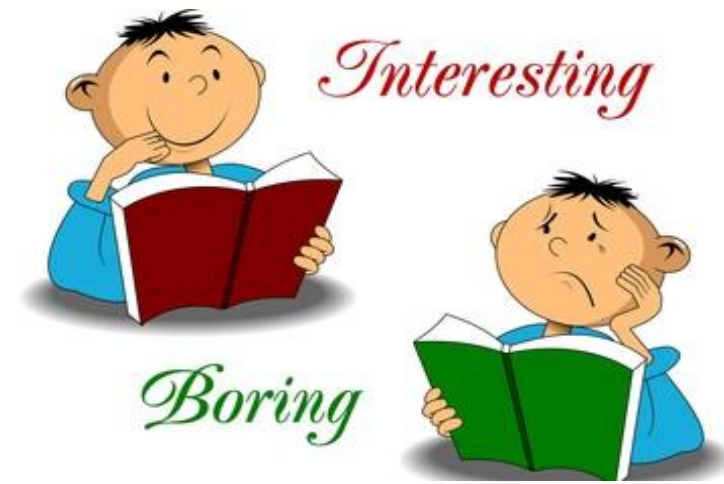
- He is a good student.
- It is a tall building.

## 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?





## Verb

A verb is a word that expresses some action.

### Finite Verb and Non-Finite Verb

- A **Finite verb** shows tense and changes with the subject. **Examples:** She **runs** fast, They **played** football, He **is eating** now.
- A **Non-Finite** verb does NOT show tense and does NOT change with the subject. **Examples:** I want to sleep, She loves dancing, The broken glass cut my hand.

### Principal Verb and Auxiliary Verb.

- ❖ The verb that expresses a complete meaning on its own is called a **principal verb**. **Examples:** She **runs** every morning, They **ate** dinner at 7 PM.
- ❖ And the verb that does not have any meaning of its own but only helps the principal verb to express its meaning (especially during the formation of tense) is called an **auxiliary verb**. **Examples:** I **can** go there. They **have** eaten already.

## 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 and dark pants climbing a blue ladder. The person is reaching up towards a plant with pink leaves. The entire scene is set against a light blue and white background with abstract shapes.

**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.

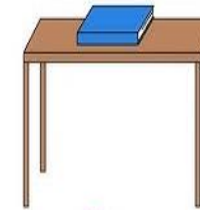
Example: at, on, off, by, after, from, upon, behind, along, before, between, beside, about, beyond etc.

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:

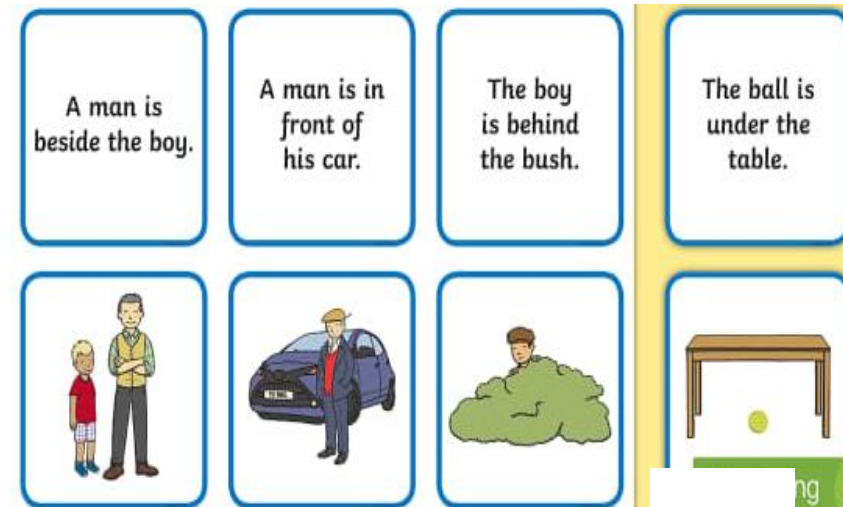
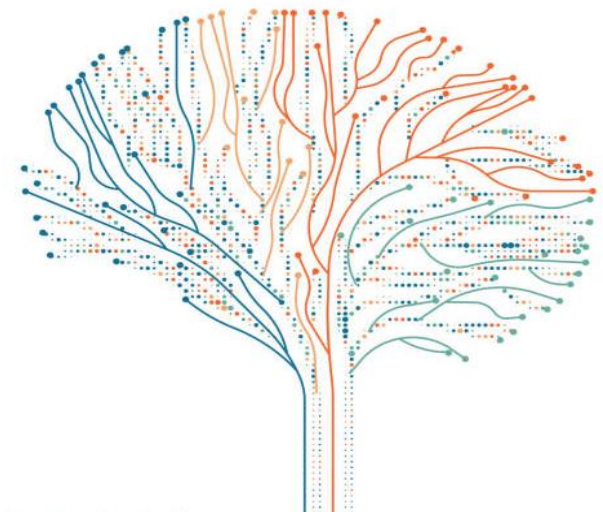
Double Preposition = Preposition + Preposition

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.

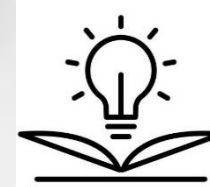


## Participle Preposition

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

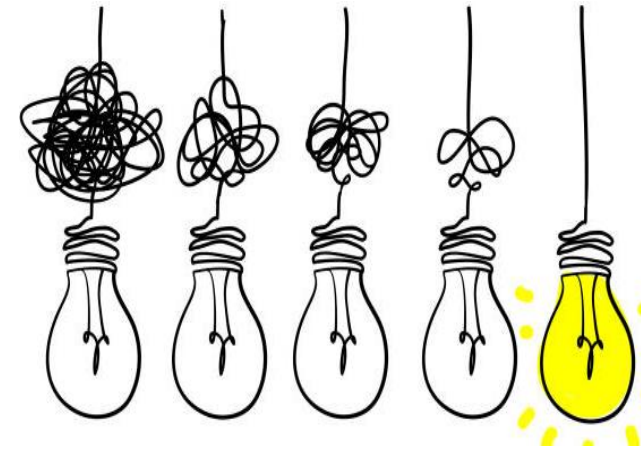
Sometimes prepositions are used in a disguised form by adding 'a' before them. These are called disguised prepositions.

### 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.

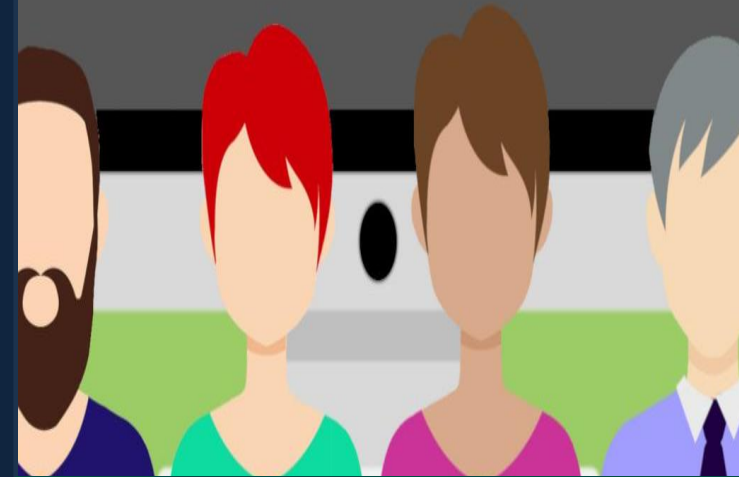
Inc. **We discussed on/about the matter.**

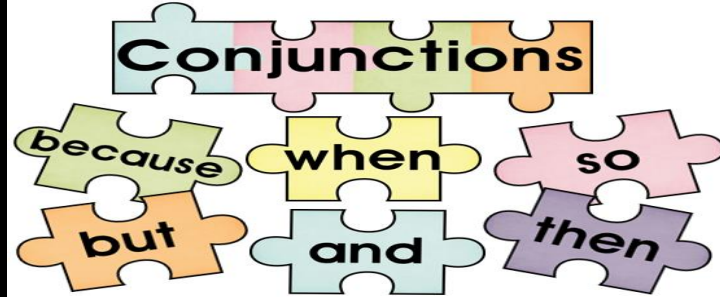
Cor. We discussed the matter.

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

Cor. We discussed the matter.

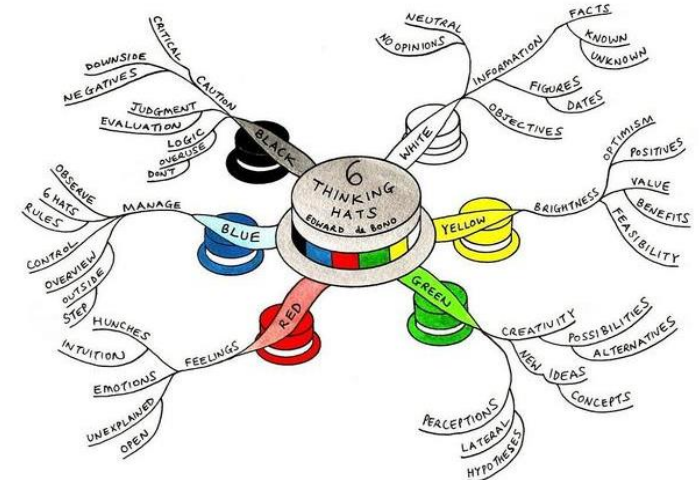
Can you find the  
Prepositions?





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:

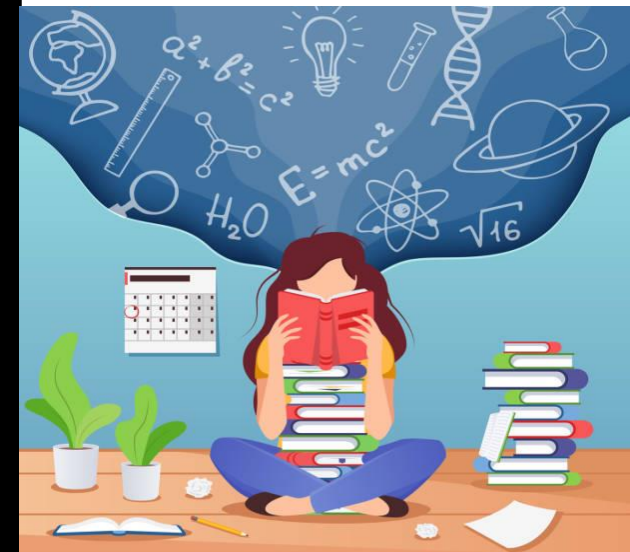
- The sky is blue and the ocean is green.
- I want to go to the park, but my mother won't let me.

## 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

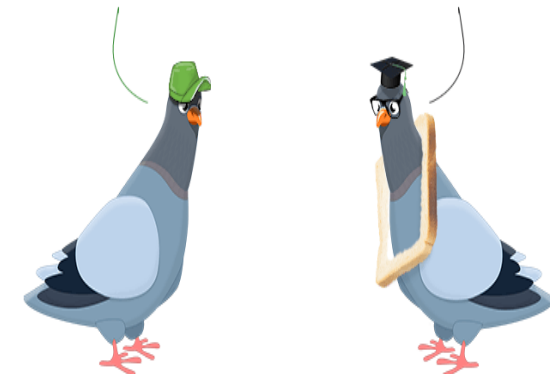
### Example:

- 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”.

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## The Missing Chums

excitement. “You can hear the boat backing out.”

More revolver shots—more shouts—the roar of the *Sleuth*'s engine continued.

“As long as they get away safely I'm not worrying much,” Chet said. “Just the same, I'd rather be with them. But they'll bring back help.”

“In the meantime, the best thing we can do is to hide.”

“The gang will be scouring the island for us now that they know we didn't get away with the others. And they won't be any too gentle with us either, if they get us.”

Chet and Biff decided that it would be best to get as near the shore as possible before concealing themselves, so as to be ready for a rush to safety should the Hardy boys return with the promised assistance. By the sound of the motorboat and the shooting, they judged that the narrow trail led toward the shore, so they followed it as well as they could in the darkness. The wet branches slashed their faces and they stumbled over roots and slipped in the wet, deep grass, but gradually the sound of the breaking surf drew closer and they knew they were coming nearer to the beach.

The path suddenly dipped and they descended a slope, finally emerging from the trees to find themselves on a rocky hillside overlooking the

hankering to again.”

“Me neither.”

The boys laps that conversation moment some men



# 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:

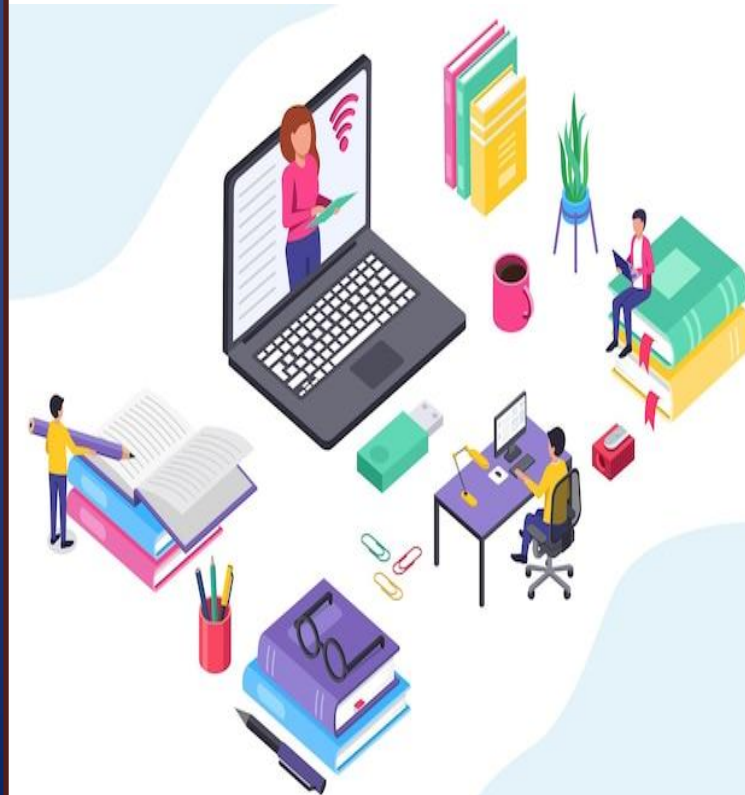
- has – for singular third person (he, she, it)
- have – for all others (I, you, we, they)

## 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

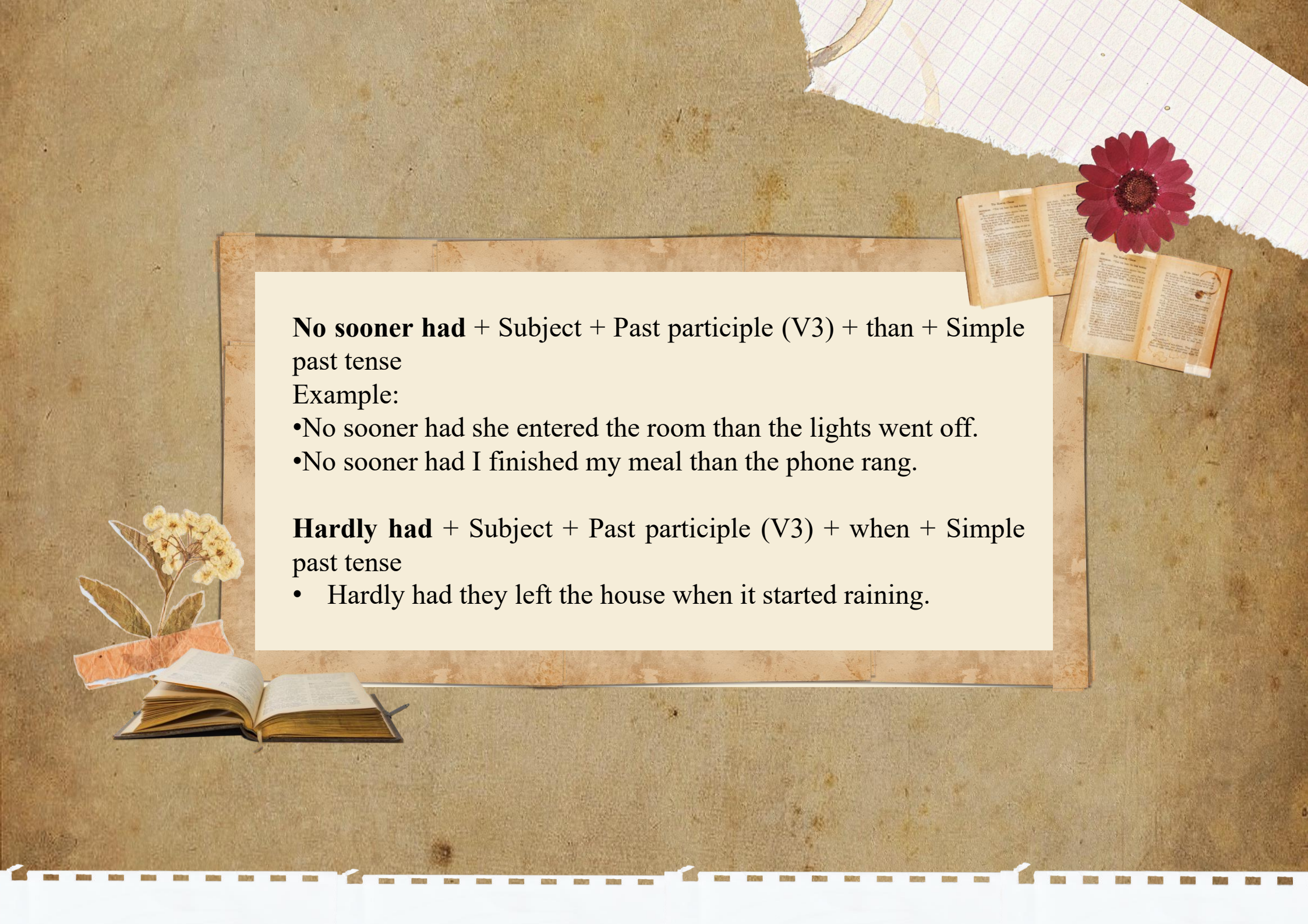
The rain had started **before** we reached the station.

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.

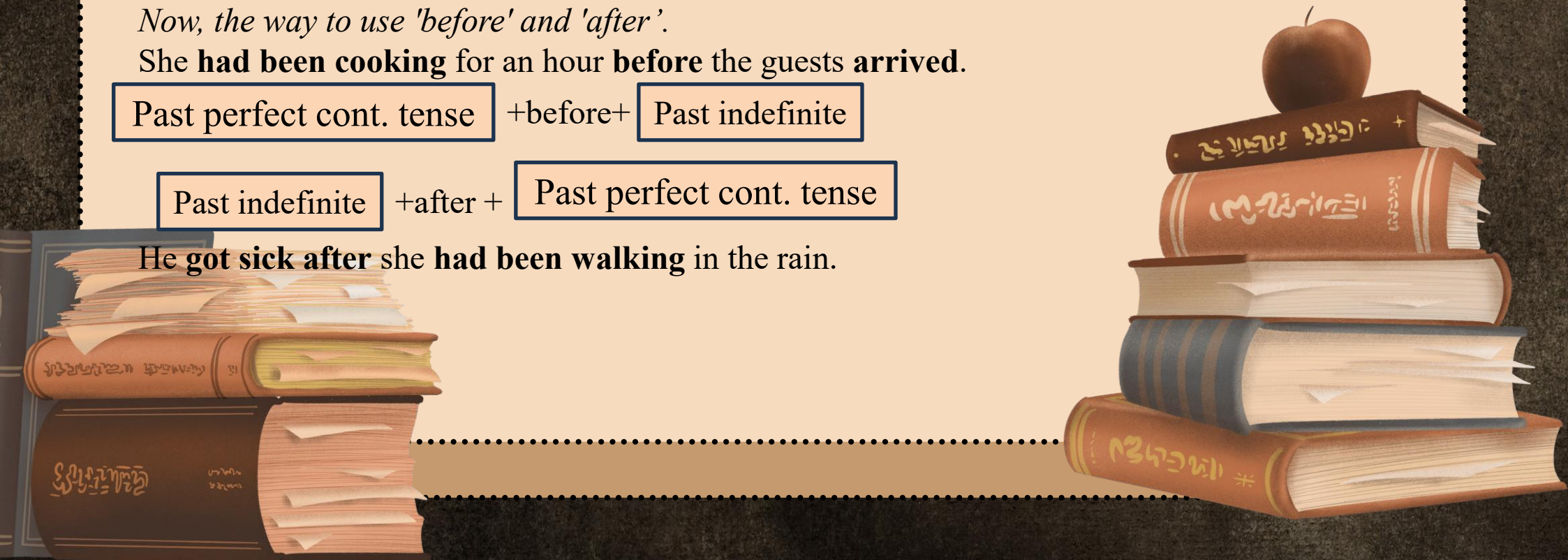
*Now, the way to use 'before' and 'after'.*

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

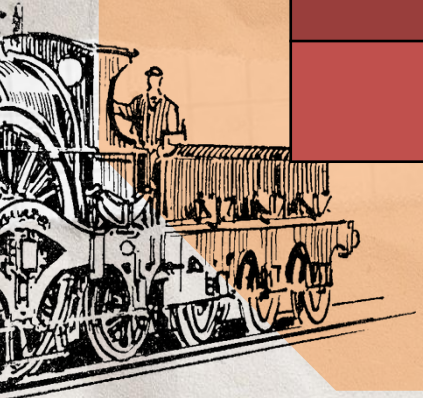




## Uses of Indefinite Articles: A, An

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.

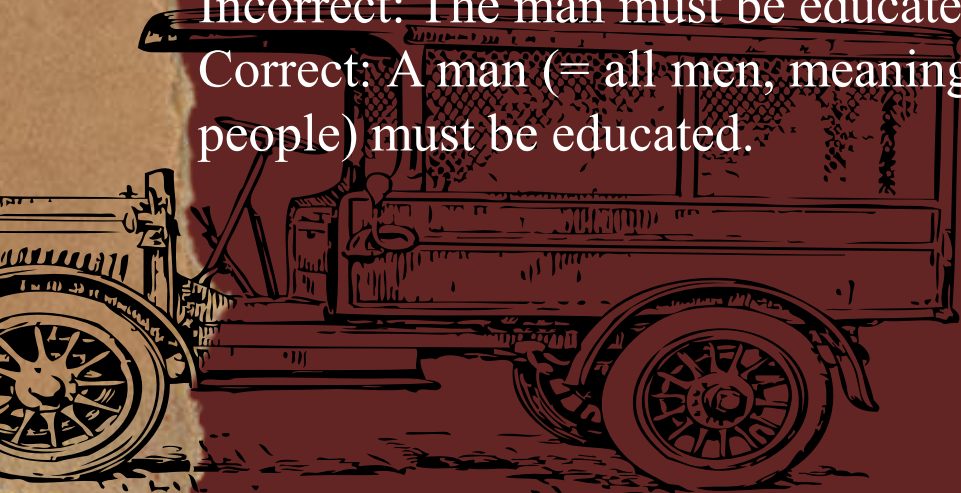
Incorrect:(She is actress)

### 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.

A black graduation cap is positioned at the top of the frame. Below it, a stack of four books with white, red, and blue spines is visible. In the foreground, a rolled-up white diploma tied with a red ribbon lies horizontally, with a long yellow tassel hanging from it. The entire scene is set against a plain, light gray background.

**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.

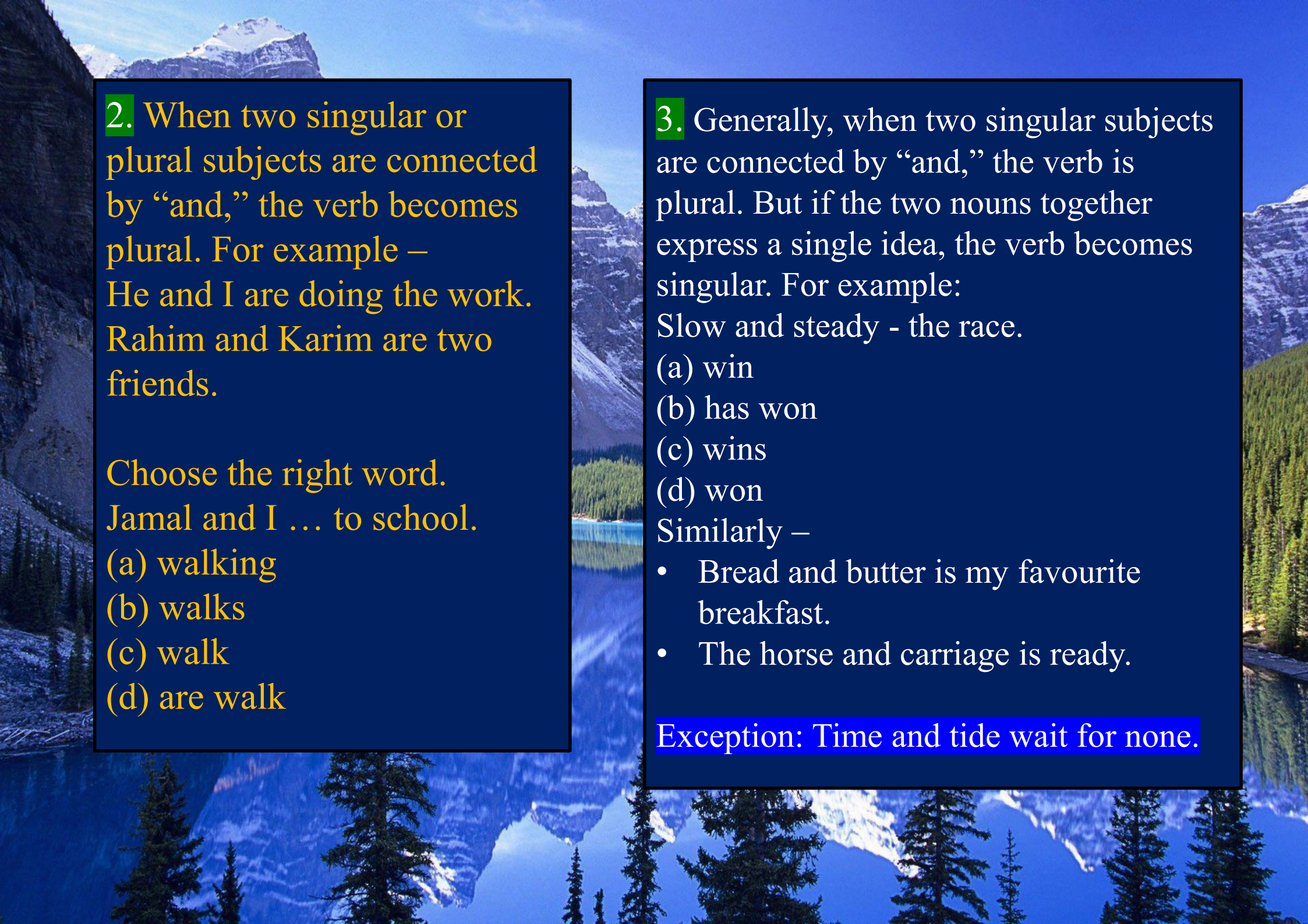
In the first sentence, “The boy” is the subject. “The boy” is a singular subject; therefore, “go” becomes “goes” by adding ‘es’ to make it singular. In the second sentence, “The boys” is a plural subject; so “go” stays as “go” without ‘s’ or ‘es’ to remain plural.

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.

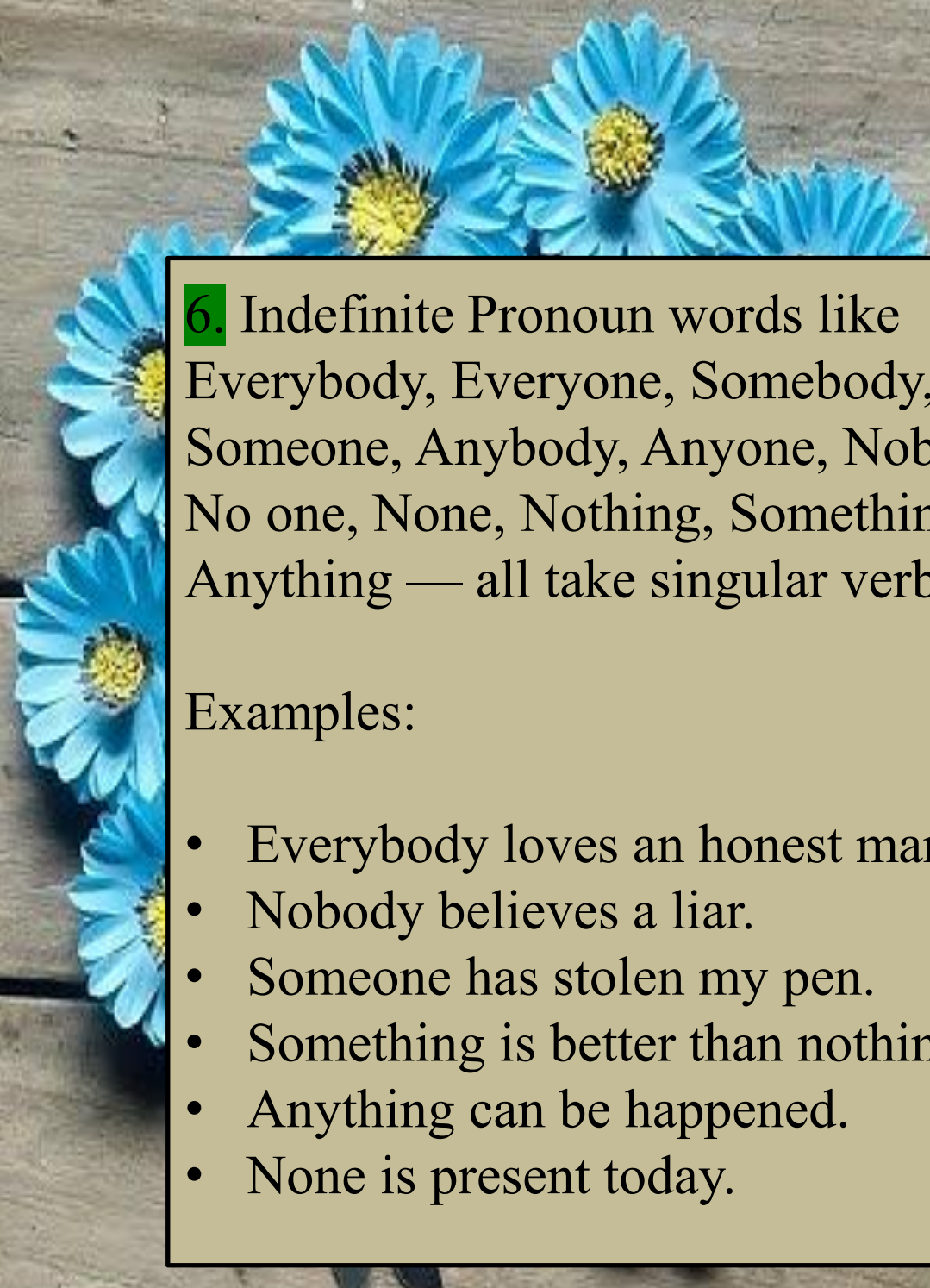
- (a) win
- (b) has won
- (c) wins
- (d) won

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.





14) When country names, books, magazines, movies, newspapers, or plays are written in plural form, their verb will still be **singular**.

Example:

*The Arabian Nights ... still a great favourite.*

Options:

- a) has
- b) are
- c) is

15) When a noun is used with a definite number adjective like **a pair, a dozen, hundred, thousand**, the verb will be **singular**.

Examples:

- A pair of shoes **was** bought for him.
- One/A dozen of poems **was** distributed.



**Question:**  
**Three-fourths of the work ... finished.**

- a) have been
- b) had
- c) has been

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.