Daffodil International University

An Internship Report on

"Online Class Observation and Conduction in English during the Outbreak of Covid-19"

Submitted By

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Date of Submission: 29-08-2020

Declaration

I announce here that this internship project has been completed under the supervision of Al Mahmud Rumman, Lecturer in the Department of English at Daffodil International University. I declare that this project has been written in my review, reflection and neither the paper on this project nor any part of the paper on this project has been submitted for any other award or any other degree.

Md. Shahed Bin Imtiaz

171-10-180

7th Batch (PC-A)

Department of English

Daffodil International University

Certificate

This is to elucidate that, Md. Shahed Bin Imtiaz, ID: 171-10-180 is a student from the Department of English at Daffodil International University (Permanent Campus) who has completed his internship project under my supervision and worked hard to prepare his report. He was committed to his work throughout this working process. I wish him a successful career ahead in his future.

\-------------------------
Al Mahmud Rumman
Lecturer, Department of English
Daffodil International University

Acknowledgment

I would like to express my sincere gratitude to my honorable course supervisor, Al Mahmud Rumman, Lecturer, Department of English for his unwavering support throughout my internship journey and care in completing my internship project. It is an honor for me by making this project work under his supervision. This project paper has been cleanly completed with his continuous support, forbearance, friendly supervision, gracious mindset, consultation, superior command, detailed discussion, positive censure, valuable advice, out of the box thinking, reading deficient drafts, and revising them at all stages have made it possible to complete the paper on this project cleanly.

I am grateful to Mahedi Azim sir for allowing me to observe his two classes affectionately. I would like to thank my department as well as all those juniors who were participating in my teaching class.

I take this opportunity to express my gratitude to my parents, especially my late Grandmother and friends who have contributed directly or indirectly to the completion of this project.

Table of Content

Abstract

The project paper aims to present the online class observation and conduction in English during the outbreak of Covid-19. As we know the world is struggling throughout this pandemic situation. It was quite tough for us to maintain the life as before. The goal of this project is for teachers to know how conduct Online classes in English and how students have observed the epidemic in the situation of Covid-19. The main motive to make this paper on this topic because it seemed a little bit harder to conduct and observed the online class in English in Bangladesh. I have focused on some elements like teaching techniques, teaching methods, class responses. With the help of an observation checklist, the main focus of that observation was how the English language online system was taught in the epidemic situation of the coronavirus. Some weaknesses and strengths are found during the observation of the classes. At the end of the two observations which is clearly presented in this paper. A few suggestions are made towards the end of this project paper.

Keywords: Online class, Project, Paper work, English Language, Throughout, Observation, Internship, Report, Conduction, Method, Worksheet, Exercise, Pandemic, Classroom, Recommendation.

Chapter - I

Introduction

An online class is a place where the teacher conducts the class over the Internet. Online classes are usually self-paced for that anyone can take part in classes from anywhere gives everyone more flexibility in completing coursework. These are usually managed through a learning management system so that students can interact with their course syllabus, course overview, assignments, presentations, classmates and their course instructors. Providing instruction using a variety of web-based technologies from the Internet or other communication technologies, enabling students to participate in learning activities off-campus, from student's homes to workplaces and other places.

Teachers gave them a task in the online classroom also on their Google Meet, Google Files, Google sheet, DIU Blending Learning Centre, Google Classroom, and other alternative platforms. The teachers gave a deadline so that students could do it ahead of time. If they submit it after the deadline, it will appear as late submission, but the approval will depend on the teacher. There are many categories of online classes that a teacher has to follow when he or she conducts and observes the classes.

As a country Bangladesh education system was not acquainted with the online class. From the day when the lockdown began from that day online class apps were becoming popular in Bangladesh because many schools, college and most of the private universities decided to conduct the online class. In this pandemic, this online classroom came to us like a blessing but as we know everything has a good side and bad side. It may have many advantages but there are still some issues discussed below.

Students often get bored in the online class because of the lack of engagement and motivation which one of the big issues of this online class. Online classes create the idea of incoherence. In the online class, students can probably gain more relaxation and freedom than them. In online classes, students ease more than in the actual class. Students need to be more patience in

the online class and pay more attention to their class otherwise they will fail to understand the lesson. As a requirement of this project, Advanced English Grammar class has been taken in online and three classes were observed. During the classroom observation, a checklist provided by the supervisor was used to evaluate teacher's performance and teaching strategies and student outcomes.

After observing the online classes, found out some strengths and weaknesses of online English language teaching which have been presented in this paper. Based on the research, some suggestions have been made towards the conclusion of this research paper which may help to improve the online classes in the future which will be more beneficial for the students.

Chapter-II

Objectives

The Objective of the Internship are:

    i.   To know the current situation of online class conduction and observation due to Covid-19 in Bangladesh.

    ii.   Applying teaching techniques and methods in online classes by following the terms.

    iii.   To figure out the effective impacts of using techniques and methods like (CLT & GT) method on students.

    iv.   To figure out the real notion of both teachers and students in the online classes.

Chapter-III

Methodology

Selecting Institute:

We completed our internship project at my university at Daffodil International University, Ashulia Campus. Due to the pandemic situation of 2020, the internship was held in online classes. Our supervisor permitted us to observe and conduct the class in our university so that we can manage it without any harsh in this pandemic situation.

Selecting Class:

Three classes were observed from different departments at Daffodil International University. First-class was chosen from the department of English and the other two classes were chosen by the supervisor to conduct which was in the department of Computer Science and Engineering.

Observing class:

I observed three grammar-related class and the first one was from the English department. The teacher taught them 'Articles' and its rules with examples. The other two classes were also a grammar-related class. In the CSE department in a class, the teacher asked students about themselves, about their friends, upcoming plans and they have to speak for at least one minute by the use of proper grammar. This Class was about a 'Speaking Skill' class. The teacher was given a practicing task in another class with the students about 'Conditional' and its rules with examples. It was overviewed from the observation classes, how nicely teachers maintaining the class time. I used my checklist in both classes for better observation. Both teachers started the class with a summary of the previous class and finished with feedback and gave some homework.

Conducting a Class:

The class was taken from the English department that was 8th semester, L3T2 conducting classes in epidemic situations was extremely challenging for us. The class which was taken was Advanced English Grammar. The duration of the class was 30 minutes.

Conducting Online Class Environment:

The online class was a wonderful process. The student was very cooperative in the class. They helped a lot by responding in class, when they were asked they answered. They were very active during class. They were 40 in number but they maintained the class very nicely. They were silent and spoke when they were questioned and as soon as they asked or answered questions they just turned off the microphone and they were also active in the comments section.

Chapter - IV

Institution Details

Daffodil International University (Permanent Campus) is standing at Dattapara Road, Ashulia, Savar, Dhaka. It was situated in the year 2002. This is Bangladesh's one of the most well-known private universities and also in the international arena. It has three campuses. The main campus is standing at Dhanmondi, Dhaka. Another campus is standing in Uttara, Dhaka. The permanent campus having four academic buildings so far. A bigger hall auditorium, an innovative lab situated etc. On the permanent campus, there are more than 4000 students and more than 350 faculty members can be found. The university area is very large, natural, beautiful, Green and covers 150 plus acres of land. This university is one of the largest digital universities in Bangladesh. There are different rooms available for the teachers. All the teachers have graduated from well-known reputed universities. They have a variety of experiences. Teachers are very friendly which makes online classes very effective. The university assists each student in considering the situation of Covid-19. Their goal is to provide good education with limited resources.

Chapter - V

Class Observation Report

Institute: Daffodil International University
Teacher's Name: Al Mahmud Rumman
Class: L3T2
Section: PC-A
No. of Students Present: 40
Date & Time: 2nd June 2020 (1:20PM - 2:50PM)
Course Title & Code: Advance English Grammar (ENG 425)
Class Type : Online
Medium of Class: Google Meet
Meet Code: jmd-vftt-qro
Observer: Md. Shahed Bin Imtiaz
Student's Information: Here most of the students are mature enough to understand the lesson smoothly as they are passing the 8th semester in 3rd year. Currently, their age is about 21 to 23 years. During class time, some of the students were dealing the teacher in English but most of them were using their mother tongue Bengali
Lesson Objectives: Practicing subject-verb agreement by following its rules
Class Material: Worksheet and Exercise as docx file

Class Observation 1

At the beginning of the class, the students were given an overview by the teacher about the midterm question pattern based on their practicing topic. The teacher also mentioned his students that may be in their midterm exam instead of discrete sentences they are going to get some full passage that means a whole passage will be given where they will find some errors in subject-verb agreement and they need to write the correct form of the subject-verb agreement and fill the answer. He told the students that again they are going to do some practices in subject-verb agreement by following its rules as their last class. He gave a basic idea to the students about the class. The teacher would like to start with the same sort of practice what the students have gone through last class. As we know the teacher had to take the class online due to the (COVID-19) pandemic he was ready with his selected worksheets and (docx) format file. After that, he opened a (docx) format file which title was (Subject-Verb Agreement: Practice Sheet) where 17 questions were included. He was set to start the practicing task. He asked the students for each sentence to answer with the why and how explanations. He asked questions one on one. The very first question was - The outline of the courses (has/have) already been submitted to the respective course coordinator. From 25 students, the teacher asked the first question to a student named Oishik. He was good enough to give the right answer quite easily. Immediately the teacher asked him to explain why and how? Again he explained his answer based on the rules of subject-verb agreement. The teacher made an appreciation for the student Oishik when he answered correctly. After that, the teacher asked other students who were - Akash, Moumita, Naima, Shobuj, Polash, and many more. When a moment he said that anyone can answer if you think you know. By asking individually and allowing anyone to answer is the way he engaged all the students of the class. Even those who are unable to concentrate in the class he was trying to make the atmosphere more interesting to have their good attention as well. The teacher made sure that he can interact with every student. When a student failed to connect with any topic or anything at that time he pushes and encourages them to answer whether it is right or wrong. If someone answered wrong than he handled them softly and explained the correct answer friendly. He made the class sounded interested. Around 33:56 minutes later the teacher told the students that he is going to take their

attendance. At that time one of the students named Oisidhik asked the teacher that are you going to any quiz before the midterm examination or not. He replied he is not sure about it but let him finalize the mid-question paper. He also told Oishik that if you think participation in the quiz before midterm will helpful for you then I can arrange a quiz for you which can be held on Friday or Saturday so are you willing to seat for a quiz again? After the discussion, the teacher told the students that if he can manage to finish his remaining works than he will arrange a quiz within the next Saturday. At the conclusion, the teacher told them to prepare for the midterm examination. He also warned the students to not take help from any other sources or helping hands for the examination. He told them not to copy-paste from google or any other sources. If someone finds suspicious than he or she is going to have punishment by the authority.

Strength of the Teacher:

 i.   The teacher was a punctual and well-organized person
 ii.   The teacher had a great point of view over his topic & lessons
 iii.   The teacher had a phenomenal ability to encourage
 iv.   He had engaged with his commanding voice in both Bengali & English

Class Observation Report

Institute: Daffodil International University
Teacher's Name: Mahedi Azim
Date & Time: 12th April 2020 (11:30PM – 1:00PM)
Class: L1T2
Section: PC-P
No. of Students Present: 21
Department: Computer Science and Engineering
Course Title & Code: Basic Functional & Spoken English (ENG113)
Class Type : Online
Medium of Class: Google Meet
Meet Code: coy-wfaf-evj
Observer: Md. Shahed Bin Imtiaz
Student's Information: Here most of the student's level are not mature enough to understand the lesson smoothly as they are passing the 2nd semester in 1st year. Currently, their age is nearly 19-21 years. During class time, students were dealing the teacher in English but they many of them used their native language also.
Lesson Objectives: Speaking skill test
Class Material: Worksheet and Exercise as docx file

Class Observation 2

The teacher started the class by expressing his opinions and thoughts over the course. He told in that in this course he will have the freedom to teach in his way and he will not have that much pressure than the other courses. Then the teacher mentioned the numbers of students are present in the online classroom. At this moment twenty students are present here he also mentioned. The teacher wanted to make this class session as an oral session for this reason he asked the students to speak for at least one minute about positive aspects of the online class. He told the students that they can feel free to speak by using their native language if they use the English language instead of the Bengali language then they will get an extra point. After that question, there were 15 seconds of pinpoint silence in the classroom. For this reason, the teacher himself decided to ask individually to the students. He asked Waliullah Ripon to start. Soon after another student name Ariful Haque told the teacher that Ripon is not present in the class. Then the teacher asked him to check if Sharmin Sultana Mim was here. Ariful Haque replied that she is not here either but he mentioned that Nodi is here in the classroom. The teacher immediately asked Nodi to speak about it but Nodi's response was quite funny because she asked the teacher 'why always me'? The teacher also replied in a funny way that today he wants to start from the end. For a while, Shaila Hossain Nodi and Ariful Haque had a funny debate between them. The teacher warned them to stop because the class is under-recording. Shaila Hossain Nodi was confused about the question so she asked the teacher what she has to speak. The teacher made the question easy for her and he asked whatever she wants to tell about her friends, class, and future plan for the upcoming three or four years. Nodi wanted to speak with her native language but the teacher encouraged her to speak in the English language. She wanted to speak later so that she can prepare herself. The teacher made it easy for her so he shifted the question to F.M. Tanmoy and the question remains the same for him as well. So after hearing the question F.M Tanmoy started his answer to deliver. He was done very well in his speech. Following F.M Tanmoy other students were also prepared. Soon after Ariful Haque, Nesar Ahmed, Md. Arman Bhuyan, MST. Dilruba Khanom Dolon, Orin Tasfia, Fatin Fuad Chowdhury, Sakhwat Hosan, Atiqur Rahman spoke, and share their planning in English. The teacher has appreciated them highly whatever they were answering. After that, the teacher was called their id for giving them the attendance and suggested them to practice more and more. After giving the attendance the class ended.

Strength of the Teacher:

    i. The teacher had a very warm friendly approach.
    ii. The teacher was punctual enough.
    iii. The teacher was an expert on the topic.
    iv. The teacher had the capability to engage and the ability to motivate the students.

Class Observation Report

Institute: Daffodil International University
Teacher's Name: Mahedi Azim
Date & Time: 18th August 2020 (10:00PM – 11:30PM)
Class: L1T2
Section: PC-P
No. of Students Present: 23
Department: Computer Science and Engineering
Course Title & Code: Basic Functional & Spoken English (ENG113)
Class Type : Online
Medium of Class: Google Meet
Meet Code: pox-vodc-kad
Observer: Md. Shahed Bin Imtiaz
Student's Information: Here most of the student's level are not mature enough to understand the lesson smoothly as they are passing the 2nd semester in 1st year. Currently, their age is nearly 19-21 years. During class time, students were dealing the teacher in English but they many of them used their native language also.
Lesson Objectives: Writing a Paragraph & Exam Preparation
Class Material: Worksheet and Exercise as docx file

Class Observation 3

At the beginning of the class, the teacher warmly welcomed the students and had a short brief with the students about the quiz process. As the batch was new to the university he was telling them not to worry about he is here to help. He was clarified to the students that what will be the time period for the quiz because he was ready to take a quiz. As the students are new in the University for this reason they were quite confused about the systematic process. Students asked questions to him constantly.

He warned everyone not to copy from each other script. The teacher was passed quite a busy time while the exam was going on because the student asked him constantly after finishing the quiz, he discussed the quiz question to solve everyone's problems. After discussing the topic, he wanted to know everyone's opinion about the Syllabus. Then the teacher spoke again about the final examination. Discussed some of the topics in the previous class. After the discussion the teacher asked does anyone has any confusion? Nobody replied at that time. The teacher laugh and said that okay then let's took the attendance. He told them to take the good preparation for the examination by doing group study. Soon after he said Allah Hafeez to everyone and left the online class.

Strength of the Teacher:
   i. He had a great technique to tackle the students.
   ii. He was an organized person.
   iii. He had engaged his student by using both Bengali and the English language.
   iv. He appreciates his students very nicely.

Chapter-VI

Class Conduction

Name of Institution:	Daffodil International University
Teacher (Student)	Md. Shahed Bin Imtiaz
Level of the Students	L3T2
Section	PC-A
Number of Student	40
Duration	30 minutes
Date & Time	12th August 2020 (2:00PM -2:30PM)
Course Title & Code:	Advance English Grammar (ENG 425)
Class Type	Online
Medium of Class	Google Meet
Meet Code	jfj-fdcw-dby
Objective of the Lesson	1. To know the rules of Articles. 2. To know when and why to use the Articles. 3. Figure out the Articles with examples.

Teaching Material	1) https://www.sjsu.edu/writingcenter/docs/handouts/Articles.pdf
	2) Homegrown Handout on Articles developed by Nick Chu (2012)
	3) 10 minute school (YouTube)

Teaching Experience

To fulfill the requirement of the internship project, I conducted one part of the online class with a tertiary level of students who were from the 10th batch (L3T2) PC-A. The topic of teaching was about Articles. The online class duration was 1 hour and 30 minutes I was selected for conducting a part of the class for 30 minutes. The first part of the class was conducted by another candidate. I conducted the second part of the class. Specifically, what are Articles when and why to use the Articles with examples? At first, students were greeted and given the lesson objective. First 3 minutes I gave time to myself and the students as well to be normal and relax. In the next 5 minutes, I just discussed random article stuff via reading with the students before starting the full portion. I told them what is an Article? None of them replied first but when I encouraged them and said - tell me anything you know I will appreciate that one of the students said a, an, the is known as the articles. After that answer, I appreciated him and I explained to them in detail with my presentation slide that what is Articles? When and why we have to use Articles? Lastly when don't need to use Articles. It took around 15 minutes. Rules were explained and moved forward to exercise where there where I put 6 fill in the blanks to find out where and why a, an, the going to be placed. It took around 6 minutes to complete the exercises. At the conclusion took 1 minute to complete but I took some extra time with the question and answer session. During class time, 10th batch students seemed very attentive and cooperative. After thanking all the students for their patience the class was finished.

Success in Teaching

i) Able to explain the object clean.
ii) Categorized the interested student
iii) Smooth communication and soothing response from the students
iv) Internet stability and Electricity failure didn't occur.

Failure in Teaching

i. Not everything worked according the plan some activities took more time than the expected time.

ii. In the middle of the class I felt little bit nervous.

Chapter - VII

Overall Findings

As three classes were observed and a class was taken, these things have been found. Those are given below:

Subject Matter Content:

The teacher had a good idea about the topic. They motivated and inspired the students to ask the question.

Online Class Environment:

Online class Environment was satisfactory as these are an online class the environment was good and the teacher gave them instruction that they cannot turn on the microphone unnecessarily. The teacher told them to turn on the microphone at that moment and when the students want to ask something they just turn on the microphone and after asking a question they turn it off immediately.

Lesson Delivery:

The teachers were well prepared for their lessons. They provide their lessons very nicely. There was something lacking here and that was that a teacher was very fast and the students faced some problems with that. Teachers use L2 at first but due to online classes students face some problems in understanding the lesson and for this the teachers use L1.

Use of Language:

Teacher's use of Language:

    i.   Teachers used L2 when they read the worksheet.

   ii.   Teachers used L1 when they explained the lesson.

Student's use of Language:

    i.   Very few students use L2 language in the class.

   ii.   Students felt comfortable in using L1 language during class

Types of Teaching Activities:

    i.   During the class, teachers gave them individual tasks and told them to write in the comment section of google meet.

   ii.   Teachers asked them to work on the materials which are given by them in the PowerPoint slides.

Types of Materials:

    i.   Teachers used multimedia visualization in the class.

   ii.   PowerPoint slides

  iii.   Worksheet

Use of Teaching Methodology:

    i. Teachers used Communicative Language Teaching (CLT) almost every time.

    ii. Grammar Translation Method (GTM) was also used a few times by the teachers.

Teaching Strategies:

    i. Teachers inform each student as they move from one activity to another.

    ii. Teachers use simple and clear language to understand.

    iii. The teachers repeated the instructions repeatedly, making this lesson clear.

    iv. Students are tested by the teachers in different activities to see if they understand or not

Feedback Techniques:

    i. The teachers asked the students if they could tell them if there was a lack to understand their lesson.

    ii. Teachers told many of them that the network problem was missing, the internet was not stable, and the power went out during class.

    iii. The teachers thanked each student in the class and praised them.

Finding from Conducted Class

What I wanted to achieve:

I wanted to make the students interested in the lesson for which I used individual images on the slides. I wanted to ensure their participation and I succeeded in this part. They were very active and I answered all the questions asked in class correctly. I will ask questions after each part and they answered very carefully which builds a good relationship with the students.

Where I was Unsuccessful:

I panicked in the middle of the class and slowed down my speech. The time allotted for each activity does not work as planned. Some activities take longer than expected.

Chapter-VIII

Recommendation

i. The student needs to be encouraged to do online classes.
ii. Teachers should follow other countries when they are teaching.
iii. Teachers should follow Communication language technology when they take classes.
iv. Both teachers and students need to effectively conduct and monitor training. Electrical and internet related issues need to be considered.

Chapter -IX

Conclusion

It was a huge experience for me to observe three classes at the tertiary level. It was a great pleasure for me as we know an online class is a platform where you can get the opportunity to learn a lot. I was able to learn the teaching method with the help of conducting an online class. The teaching experience was also amazing. All teachers and students were very helpful in completing the observation and classroom management. An online classroom is a very unique place to learn. Some positive things have been noticed during observation and class management. This epidemic can help improve online class management and monitoring during this epidemic situation or later when everything can return to normal.

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Appendices – 1
Lesson Plan

Lesson Plan

Date	12/08/2020
Institution	Daffodil International University
Class Observer	Al Mahmud Rumman Lecturer, Department of English, DIU Permanent Campus Faculty of Humanities and Social Science
Teacher (Student)	Md. Shahed Bin Imtiaz
Class Profile and Size	Tertiary level 40 students
Class Duration	30 minutes
Medium of Instruction	English
Teaching-Learning Area	i) To know the rules of Articles. ii) To know when and why to use the Articles. iii) Figure out Articles with examples.
Teaching Material	1. PowerPoint Slide 2. Exercise

Learning Objective	After the lesson, students will be able to - i) Identify correct and incorrect use of articles ii) Identify where & why definite or indefinite articles should be used in particular contexts iii) Proper instructional feedback to others on the use of articles
Anticipated Challenge	i) Students may not pay their proper attention in the class ii) Students may feel bore during the class iii) Internet stability failure may occur iv) Electricity failure may occur
Teaching Methodology	i) Communicative Language Teaching (CLT) approach will be used to conduct the class ii) The activity will be based on their concentration iii) Exercise will be the key to keep their concentration and not let them feel bore
Motivational Factors	i) Appreciate their any kind of response ii) Encourage the students for the answer even the answer is wrong

Backup Plan	One or two less important activities may be excluded if there is a shortage of time
Feedback Process	i) Oral feedback will be provided ii) The lesson will be assessed through the response and success rate in the completion of tasks.
Learning Outcome	Students will be able to write the sentences correctly and they will understand which sentences it is. They can easily find whether the sentence is complex or compound and can transform.
Class Task	i) Greeting ii) Reading Activity iii) Depth of The Rules iv) Instant Task - Question/Answer v) Conclusion

ACTIVITY	STUDENT TEACHER INTERACTION	MATERIALS TECHNIQUES	LEARNING OUT TIME	TIMING
Greeting: T will warmly welcome the Ss in the online classroom with a short conversation and then the T will introduce himself towards the Ss	**T → Ss** **Ss → T**	Confidence Approach	Students will be motivated to be engaged with the class activity because of the confidence approach	**3 Minutes**
Reading Activity: T will start the lecture with a PowerPoint slide. T will define articles and explain almost everything towards the Ss	**T → Ss**	PowerPoint Slide	Students will have a proper view about the definition and they can easily relate with examples	**5 Minutes**
Depth of The Rules: T will show the construction of the articles via PowerPoint slide and he explains the depth of the rules toward the Ss with examples	**T → Ss** **Ss → T**	PowerPoint Slide	The teacher will have a good idea about the students after they complete their exercises also the students can understand their position	**15 Minutes**

The Ss will response as the T ask them to create some new example with each rule				
Instant Task Question/Answer: T will give to the Ss instant exercise work soon after the Ss will solve the exercise by following the rules	**T → Ss** **Ss → T**	Exercise	The students can judge themselves by their activities and the teacher also can understand which students are getting the point.	**6 Minutes**
Conclusion: T will motivate and encourage the Ss for their attempts T will ask the Ss if they have any doubt, queries or questions about the lesson T will close the lesson class with a happy note also with a proper appreciation	**T → Ss** **Ss → T**			**1 Minute**

Teachers Self Evolution:

i) Good points about the lesson

ii) How can the lesson be improved?

Material Sources:

i) https://www.sjsu.edu/writingcenter/docs/handouts/Articles.pdf

ii) Homegrown Handout on Articles developed by Nick Chu (2012)

iii) 10 minute school (YouTube)

Appendices - 2
Photographs of Class Conduction
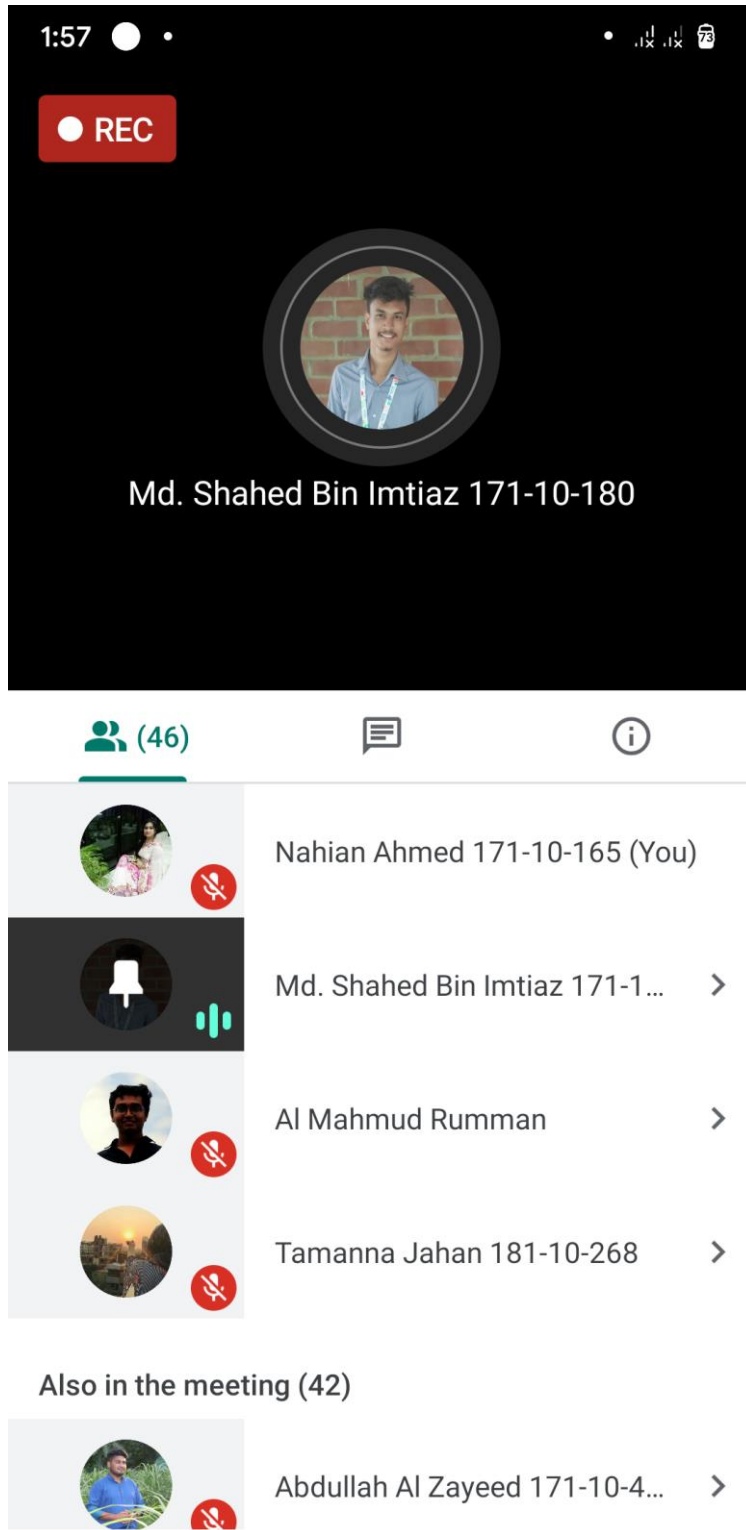
● REC

When to use The

Use 'The' when the Before unique objects - The sun, The moon

'The' is used before the names of mountains, rivers, oceans, deserts - The Amazon, The Pacific

Before the names of books - The Quran, The Bible

Before an adjective to denote a whole class - The rich, The poor

Use the when we know that there is only one of a particular thing - The world, The sky

When the reader is familiar with the noun - Before you come outside, grab the car key.

When using the superlative - Elephants are the largest animals on land.

(42)

Md. Shahed Bin Imtiaz 171-1... ›

Al Mahmud Rumman ›

Md. Shahed Bin Imtiaz 171-1... ›

Also in the meeting (38)

Abdul Mannan Akash 181... **NEW**

Abdullah Al Zayeed 171-10-4... ›

2:21

● REC

FILL IN THE BLANKS USING 'A', AN' OR 'The'

Sri Lanka is _____ island.

She gave Saifullah _____ one taka note.
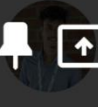
Nahian wore _____ red color saree.

He is _____ honorable man.

He met with _____ accident on his way home.
They sat down at _____ tables.

👥 (43)   💬   ⓘ

Md. Shahed Bin Imtiaz 171-1... >

Al Mahmud Rumman >

Md. Shahed Bin Imtiaz 171-1... >

Also in the meeting (39)

Abdul Mannan Akash 181-1... >

Abdullah Al Zayeed 171-10-4... >