

ENGLISH TWO

Course Code : SSC-2652

Secondary School Certificate Programme
(S S C)

ওপেন স্কুল
OPEN SCHOOL



Bangladesh Open University

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ঢাকা।

কিভাবে ENGLISH TWO বইটি পড়বেন

প্রিয় শিক্ষার্থী

ENGLISH TWO বইটি বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয় প্রবর্তিত এসএসসি প্রোগ্রামের ইংরেজী ২য় পত্র। এই কোর্সটি নেয়ার জন্য প্রথমেই আপনাকে অভিনন্দন। আপনি বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়ে ভর্তি হয়ে দূরশিক্ষণ পদ্ধতিতে পড়াশুনা শুরু করেছেন।

আপনি এখন Self Learner বা স্ব-শিক্ষার্থী

সাধারণতঃ শিক্ষার্থী স্কুলে বা কলেজে বা বিশ্ববিদ্যালয়ে যায় এবং শিক্ষকরা তাদের ক্লাশ নেন। পাঠ্য বইয়ের নির্ধারিত সিলেবাসের প্রতিটি অধ্যায় শিক্ষকরা আলোচনা করেন। শিক্ষকরা শিক্ষার্থীদের প্রতিদিন পাঠ্য সূচীর বিভিন্ন জটিল বিষয় সমূহ সমাধান করেন এবং তাদেরকে পড়ার জন্য উৎসাহিত ও বাধ্য করেন।





কিন্তু দূরশিক্ষণ পদ্ধতিতে শিক্ষককে পাওয়া যাবে না। আপনাকে নিজে নিজে শিখতে হবে। আপনি এখন একজন স্ব-শিক্ষার্থী (self learner)। এরূপ শিক্ষার্থীর দায়িত্ব সাধারণ শিক্ষার্থীর চেয়ে অনেক বেশী। কারণ সাধারণ শিক্ষার্থীরা শিক্ষকের উপর নির্ভর করেন অথচ দূর শিক্ষণ পদ্ধতিতে শিক্ষার্থীরা শিক্ষকের উপর নির্ভর করেন না বরং চরম প্রতিযোগিতার সম্মুখীন হন।

দূরশিক্ষণ পদ্ধতিতে শিক্ষার্থী নিজেই নিজের শিক্ষাকে সুসংগঠিত করে, নিয়মিত পড়াশুনা করে, নিজের উৎসাহকে ধরে রাখবে এবং চূড়ান্ত লক্ষ্য অর্জন করে।

শিক্ষার বিভিন্ন উপকরণের যথাযথ ব্যবহার

বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয় আপনাকে যে শিক্ষা উপকরণগুলো সরবরাহ করেছে, সেগুলো সাধারণ শিক্ষা প্রতিষ্ঠানের পাঠ্য বইগুলো থেকে ভিন্ন ধরনের। এখানে শিক্ষক ও টেক্সটবই কে একত্রে উপস্থাপন করা হয়েছে অর্থাৎ পাঠ্য বইয়ের বিষয় ও ধারণা এমন ভাবে ব্যাখ্যা করা হয়েছে যেন শিক্ষার্থী অনুভব করেন যে শিক্ষক নিজেই ক্লাশরুমে শিক্ষা দিচ্ছেন।

- উদ্দেশ্যসমূহ (Objectives) :** বইয়ের প্রতিটি Unit-এর শুরুতে যে Objectives দেয়া আছে তাতে স্পষ্টভাবে শিখন উদ্দেশ্যগুলো বর্ণনা করা হয়েছে। নির্দিষ্ট Lesson টি পড়া শেষে শিক্ষার্থী এই উদ্দেশ্যগুলো অর্জন করেছেন কি-না সেটা পরীক্ষা করে দেখবেন।
- ইংরেজিতে কথা বলুন (Speak in English) :** জীবনের বিভিন্ন অবস্থায় (Different life situations) ভাষাকে কিভাবে ব্যবহার করা যায় তা শিখুন। এ অধ্যায়টি আপনাকে কোন বন্ধু বা পরিচিত কারো সাথে ইংরেজিতে কথা বলার অভ্যাস তৈরীর জন্য প্রস্তুত করবে।
- ইংরেজিতে লেখার অভ্যাস করুন (Writing habit in English) :** কিভাবে ইংরেজিতে Paragraph, Letter, Composition, Email, Application এবং Report লিখতে হয় সেটা এই অংশে সবিস্তারে পাবেন। শুধু তাই নয় আপনাকে অনুশীলনের জন্য সুযোগ তৈরি করবে।
- প্রশ্নোত্তর মিলিয়ে দেখুন (Check your answer key) :** ইউনিটসমূহের শেষে Answer key বা প্রশ্নোত্তর দেওয়া আছে। আপনার প্রস্তুতকৃত প্রশ্নোত্তর সঠিক হয়েছে কি-না তা মিলিয়ে দেখুন। এতে আপনার মধ্যে স্পষ্ট ধারণা আসবে যে আপনি কতটুকু বুঝতে সক্ষম হয়েছেন।
- প্রয়োজনীয় নির্দেশের প্রতীক বা ছবি এর অর্থ দেখুন (Necessary instructional sign meaning) :** এই পাঠ্য বইয়ে বিভিন্ন ধরনের চর্চা বা অনুশীলনের জন্য প্রয়োজনীয় নির্দেশের প্রতীক হিসেবে বিভিন্ন ছবি বা প্রতীক ব্যবহার করা হয়েছে। এগুলো নিম্নরূপ-

	এই ছবিটি বা প্রতীকটি দেখলে আপনি বুঝবেন, এই পাঠের উদ্দেশ্য কী?
	এই ছবিটির মাধ্যমে আপনাকে বইয়ে দেওয়া মূল পাঠ্য বিষয় বা Text পড়তে বলা হয়েছে।
	এই ছবি বা প্রতীকের অর্থ হচ্ছে পাঠোত্তর মূল্যায়ন।
	এই ছবিটির অর্থ হচ্ছে Answer Key বা প্রশ্নোত্তর। প্রশ্নের উত্তর প্রথমে নিজে লিখে ইউনিটসমূহের শেষে দেয়া Answer Key এর সাথে মিলিয়ে দেখুন।

৬. **টিউটোরিয়াল ক্লাশে যোগদান করুন (Attend Tutorial Class) :** বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়ের অধীন বিভিন্ন টিউটোরিয়াল সেন্টার (TC)-এ মাসে দুইটি বা তিনটি টিউটোরিয়াল ক্লাশের ব্যবস্থা করা হয়। এসব ক্লাশে শিক্ষার্থীদের পাঠ্য বইয়ের নানা বিষয়ের জটিলতা, সন্দেহ এবং সমস্যাগুলো সমাধানের ব্যবস্থা এবং সংশ্লিষ্ট Unit ও Lesson এর উপর দিক-নির্দেশনা ও উপদেশ দেয়া হয়। সুতরাং শিক্ষার্থীরা ভাল প্রস্তুতি নিয়ে টিউটোরিয়াল ক্লাশে উপস্থিত হবেন যাতে তারা সীমিত সংখ্যক ক্লাশের মাধ্যমে সর্বাধিক উপকার পেতে পারেন। নিজেদের পাঠের মূল সমস্যাগুলো চিহ্নিত করে টিসি-এর সংশ্লিষ্ট বিষয়ের টিউটরের কাছ থেকে সঠিক সমাধান বের করবেন।
৭. **বেতার, টেলিভিশন ও ইউটিউবে অনুষ্ঠান উপভোগ করুন (Enjoy Radio, TV, youtube Programme) :** বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয় শিক্ষার্থীদের সকালে বেতার ও টেলিভিশনের মাধ্যমে পাঠ্যসূচীর বিভিন্ন বিষয়ের উপর প্রতিদিন অনুষ্ঠান প্রচার করে। ইউটিউবে নিজের সুবিধামত সময়ে অনুষ্ঠান দেখতে পারে। এতে শিক্ষার্থীরা ঘরে বসে পাঠ্য বিষয়ের উপর স্পষ্ট ধারণা নিতে পারে। কিছু জটিল বিষয় বুঝতে সহজ হয়।
৮. **দলীয় আলোচনায় অংশ নিন (Join Group Discussion) :** শিক্ষার্থীরা সহপাঠীদের সাথে ইংরেজী পাঠ্য বিষয়ের বিভিন্ন ধরনের সমস্যা নিয়ে আলোচনা করবেন। এতে শিক্ষার্থীরা পারস্পরিক উপলব্ধিবোধ বিনিময়ের মাধ্যমে ইংরেজি টেক্সট বইয়ের বিবিধ জটিলতা নিরসনে সক্ষম হবেন।
৯. **চিঠি পত্র লিখুন (Write letters) :** বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়ের ওপেন স্কুলের ইংরেজি বিষয়ের কোর্স-কোঅর্ডিনেটর এর কাছে ইংরেজি পাঠ্য বই সম্পর্কিত কোন জটিলতা বা বিশেষ সমস্যার সম্মুখীন হলে তা চিঠির মাধ্যমে জানিয়ে দিন।
১০. **নমুনা প্রশ্ন দেখে অনুশীলন করুন (Find Sample Questions and practise) :** শিক্ষার্থীদের চূড়ান্ত পরীক্ষার জন্য ইংরেজি টেক্সট বইয়ের শেষে নমুনা প্রশ্ন দেয়া আছে। নমুনা প্রশ্ন দেখে আপনারা বিভিন্ন পাঠের অনুশীলন করতে পারেন।

আশা করি, উপরে উল্লিখিত বিবিধ উপদেশ ও পরামর্শ আপনাদের যথেষ্ট সাহায্য করবে। এই পদ্ধতিগুলো ব্যবহারের মাধ্যমে শিক্ষণীয় বিষয় আয়ত্ত করতে এবং বাস্তব জীবনে ইংরেজি ভাষা ব্যবহার করতে সক্ষম হবেন। এগুলো অনুসরণ করলে আমরা নিশ্চিত যে আপনি আপনার সাফল্য এবং উজ্জ্বল ভবিষ্যত প্রতিষ্ঠা করতে পারবেন।

ধন্যবাদসহ,

রিদিতা তাসমিন ও মাসুদ তালুকদার
কোর্স কো-অর্ডিনেটর

Distribution of Marks

Part- A (Grammar)- 60

Sentence	(1×5)
Tense	(1×5)
Infinitive, Gerund, Participle	(1×5)
Voice	(1×5)
Speech/ Narration	(1×5)
Conditional sentence	(1×5)
Right form of verbs	(1×5)
Phrase	(1×5)
Tag question	(1×5)
Linking words or Connectors	(1×5)
Preposition	(1×5)
Punctuation, Capitalization	(1×5)

Part-B- 40

Completing story	(1×8)
Dialogue Writing	(1×6)
Application/letter	(1×8)
Paragraph	(1×8)
Composition	(1×10)

Total Marks : 100

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Unit 1

Sentence

Objectives

After the completion of this unit, you would be able to–

- define sentences and their parts --- Subject and Predicate.
- indentify Subject and Predicate.
- use four kinds of sentences Declarative, Interrogative, Imperative, Exclamatory.
- use their kinds of sentences- Simple, Complex, Compound.

Overview:

Lesson 1: *Subject and Predicate*

Lesson 2: *Four Functions of Sentences*

Lesson 3: *Three Structures of Sentences*

Answer Key

Lesson 1 : Subject and Predicate

Sentence:



A sentence consists of a subject, a verb and an object or a complement. Essentially, a sentence consists of a subject and a verb. A simple sentence is made up of two parts, a **subject** and a **predicate**.

Subject:

The subject of a sentence is a word or a group of words that says who or what does something. Usually, the subject is a noun or noun phrase or pronoun.

Examples:

Golam is a thief.

He was arrested last night.

In the first sentence --- ‘Golam’, the subject, is a noun. In the second sentence, ‘He’, the subject, is a pronoun.

If a sentence is questioned by ‘who’ or ‘what’ --- subject is the answer.

Predicate

The predicate of a sentence says something about the action of the subject. After the subject, the whole part of the sentence is a predicate, including the main verb or auxiliary verb.

Examples:

Lions roar.

He loves her very much.

In the first sentence, the verb ‘roar’ is a predicate. In the second sentence, the verb and the extended portion ‘loves her very much’ is a predicate.



Exercise

Here are a few sentences. Identify subject and predicate in the following sentences:

1. *Horses run.*
2. *She laughed.*
3. *What he says is right.*

4. *A few eggs are rotten.*
5. *The sun rises in the east.*
6. *Shut the door.*
7. *Please find my key.*
8. *Is this your jacket?*
9. *Is your house ready for visitors?*
10. *Have you brushed your teeth today?*

Answer Key

Question	Subject	Predicate
1	Horses	run
2	She	laughed
3	What he says	is right
4	A few eggs	are rotten
5	The sun	rises in the east
6	You (invisible in imperative statements, learn imperative sentences in Unit 1 Lesson 3)	Shut the door
7	You (invisible in imperative statements, learn imperative sentences in Unit 1 Lesson 3)	Please find my key
8	this	Is ... your jacket?
9	your house	Is ... ready for visitors?
10	you	Have ... brushed your teeth today?

Lesson 2 : Four Functions of Sentences

Function of Sentences:



Every sentence does one of four functions. It must make a statement, issue a command, ask a question, or exclaim an emotion or idea. Because of this, we can understand sentence types by analyzing the function that the sentence does.

Sentences are of four kinds according to their functions:

- i) Declarative (statement)
- ii) Interrogative (questions)
- iii) Imperative (commands)
- iv) Exclamatory (exclamations)
- v) Optative.

i) Declarative Sentences

Declarative sentences make statements. Most sentences are declarative.

The structure of a statement is: Subject + verb + other words.

Examples:

I like pizza.

This is easy.

He plays football.

They are learning grammar.

In each of these sentences the speaker makes a declaration. So, they are declarative sentences.

Kinds of Declarative Statements

There are three kinds of declarative statements:

1. Affirmative
2. Negative
3. Emphatic

Formation of Affirmative, Negative and Emphatic Statements

Negative and emphatic statements are formed by placing **auxiliary verbs** before the main verb.

Structure of Negative Statements: Subject + auxiliary verb + not + extensions

Structure of Emphatic Statements: Subject + do/did/does + extensions

Affirmative	Negative	Emphatic
<i>I like fish</i>	<i>I do not like fish.</i>	<i>I do like fish.</i>
<i>He loves her.</i>	<i>He does not love her.</i>	<i>He does love her.</i>
<i>She told a lie.</i>	<i>She did not tell a lie.</i>	<i>She did tell a lie.</i>
<i>He has (got) a car</i>	<i>He has not got a car</i>	<i>He does have a car.</i>

ii) Interrogative Sentences

Interrogative sentences ask questions. Because of this, all interrogative sentences end with a question mark.

Structure of Interrogative Sentence:

- 'Wh' word (Where/When/What/Who/Which/How) + auxiliary verb + subject + main verb + question mark
- Auxiliary verb + subject + main verb + extension + question mark

Examples

- Where are you going?*
- Do you want to study?*

In each case, the speaker requests information. Because of this, both sentences end with question marks.

Formation of Interrogatives

i) A statement with an auxiliary verb is made interrogative by the inversion of the subject and verb :

Statement	Questions
<i>He is tall</i>	<i>Is he tall?</i>
<i>They are teachers.</i>	<i>Are they teachers?</i>
<i>She can do this sum.</i>	<i>Can she do this sum?</i>
<i>He should work hard.</i>	<i>Should he work hard?</i>

ii) A statement with a **main verb** is made interrogative by introducing an **auxiliary verb** and placing it at the beginning of question:

Statement	Questions
<i>They play cricket on Fridays.</i>	<i>Do they play cricket on Fridays?</i>
<i>He helps her always.</i>	<i>Does he help her always?</i>
<i>She can do this sum.</i>	<i>Can she do this sum?</i>

Formation of Negative Interrogatives

A positive interrogative is made a negative interrogative by placing **not after the subject**:

*Do they **not** play tennis?*

However, if the contracted form n't is used, it goes with the auxiliary which precedes the subject:

Interrogative	Negative interrogative
<i>Do they play tennis?</i>	<i>Don't they play tennis? / Do they not play tennis?</i>
<i>Did you win the match?</i>	<i>Didn't you win the match?</i>

Kinds of Questions:

There are six kinds of questions:

- i) Yes/no questions
- ii) Alternative questions
- iii) Question word questions
- iv) Rhetorical questions
- v) Emphatic questions
- vi) Question tags

Yes/no questions

They begin with auxiliary verbs and require short answers that are yes or no. The structure of a short answer is:

Yes + subject (pronoun) + auxiliary verb

No + subject (pronoun) + auxiliary verb + n't

Questions	Short Answers (Affirmative)	Short Answers (Negative)
<i>Is Sujatha a doctor?</i>	<i>Yes, she is.</i>	<i>No, she isn't</i>

N.B.: In a short answer the subject is always a pronoun, not a noun.

Alternative Questions

In alternative questions, there is more than one question joined by 'or':

Do you like Maths or Science?

Each of the questions requires a full answer:

Questions	Answers
<i>Have you got a car or a scooter?</i>	<i>I have a car.</i>

Question-word questions

Question-word questions begin with wh-words or how: who, whose, which, what, when, where, why, and how

Question-word questions require full answers and seek fresh information.

Questions	Answers
<i>How are you feeling now?</i>	<i>I am feeling fine.</i>

Rhetorical Questions

A rhetorical question which may be affirmative or negative is **a question only in form but a statement in sense**. It looks like a question but it is not asked to gain information.

Examples:

1. *Can a cat fly?*
2. *Should we tell a lie?*
3. *Isn't the sun hot?*

Emphatic Questions

Emphatic questions are used in colloquial style to express anger, surprise, etc. An emphatic question is formed in two ways:

1. **Interrogative pronoun/interrogative adverb + ever**
2. **Interrogative pronoun/interrogative adverb + on the earth/in the world/the devil/the hell etc.**

Examples:

Who the ever is he?

Who the devil is he?

iii) Imperative Sentences

Imperative sentences issue commands/orders/requests/advices/suggestions. In most cases, imperative sentences have no visible subject; rather, the subject is implied. Most imperative sentences end with a period, but they may also end with an exclamation point. Most importantly, such sentences start with a **verb**.

Examples

Stay in your seat.

Don't do that.

Kinds of Imperative Sentences

There are three kinds of imperative sentences:

1. Affirmative Imperative

2. Negative Imperative
3. Emphatic Imperative

Affirmative Imperative	Negative Imperative	Emphatic Imperative
<i>Come in</i>	<i>Don't come in</i>	<i>Do come in.</i>
<i>Please switch on the fan</i>	<i>Please don't switch on the fan.</i>	<i>Please do switch on the fan.</i>

iv) Exclamatory Sentences

Exclamatory sentences express excitement or emotion. Writers express the exclamatory tone when they end their sentences in exclamation points. Every exclamatory sentence should end in an exclamation point.

Examples:

That was awesome!

I'm sick of this!

In each case, the sentence expresses an emotion. Exclamation point signal to readers that the speaker is yelling or exclaiming.

Structures:

i) **What + a/an + noun + subject + verb**

Example:

What a place it is! / What a dirty place it is?

'What' takes a noun:

Example:

What a friend he is!

Note: 'What' can take an adjective only when it modifies a noun:

Example:

What a moving performance!

What + noun without an adjective is sometimes used as a derogatory sense to express dislike/disapproval:

Example:

What a man he is! (He is a nasty/peculiar man.)

What an idea it is! (It is an absurd/silly idea.)

Sometimes to express approval, an adjective is necessary:

Example:

We went to Singapore on holiday. What a fine holiday it was! (not, What a holiday it was!)

It is so cool, so bright today. What nice weather we are having! (Not, What weather we are having!)

ii) How + Adjective/Adverb + subject + main verb

Examples:

How tall she is!

How sweetly she sings!

iii) O that + subject + were + extension

Examples:

O that I were a prince!

iv) Alas that + subject + main verb + extension

Examples:

Alas, she died so young!

v) Would that + subject + had + v3 (past participle form of verb) + extension

Examples:

Would that I had known him!

vi) Noun + and + a + adjective

Examples:

My husband and a coward!

viii) Short cries/incomplete sentences

Examples:

What a friend! / What an idea!

How nice of you! / How absurd!

Excellent!

Fire! Murder!

Oh/Alas!

Note: How takes an adjective/adverb, not a noun:

Examples:

How kind he is!

How fast she runs!

How is used to heighten the effect of an adjective or adverb, so it is a substitute for the intensifying adverb 'very':

Examples:

How tall she is! (She is very tall.)

How hard he works! (He works very hard.)

Different Types of Sentence According to Function

Declarative

I can play the violin.
We hope to see you tomorrow.
She is studying English.

Interrogative

- *Do you like my house?*
- *Shall I call her or send an e-mail?*
- *What happened?*
- *Gina plays the piano, doesn't she?*

Imperative

- *Do your homework.*
- *Close the door.*
- *Do your homework, will you?*
- *Send me an e-mail soon, won't you?*

Exclamatory

- *You look so beautiful!*
- *What a silly man!*
- *Run! He's coming here!*



Exercise A

Identify each type of sentence and explain your answer:

Types of Sentences: declarative, imperative, exclamatory, and interrogative

1. The students wanted to go on a field trip.

Type: _____

Why? _____

2. Can we go to the Botanical Garden?

Type: _____

Why? _____

3. Be on your best behavior for the next two weeks.

Type: _____

Why? _____

4. After a couple long weeks of tiring academic schedule, the students were rewarded with a fieldtrip.

Type: _____

Why? _____

5. We are so excited about going to Botanical Garden!

Type: _____

Why? _____

6. How far away is the park from the school and what time do we have to come home?

Type: _____

Why? _____

7. But, the park is two hour away from the school and we'll have to be back by 3:00 for the busses!

Type: _____

Why? _____

8. Quit asking questions and just be happy.

Type: _____

Why? _____

9. But, if it takes us two hours to get there and back, and we have to be back by 3:00, we'll only be able to stay for thirty minutes.

Type: _____

Why? _____

10. What an interesting book it is!

Type: _____

Why? _____

Exercise B

Write four declarative sentences, three interrogative sentences, two imperative sentences, and an exclamatory sentence.

 **Answer Key**
Exercise A

Question	Type	Why
1	Declarative	This is an affirmative declarative statement. Structure: Subject + verb + extension Here the subject is 'The students' and verb is 'wanted'
2	Interrogative	The speaker is asking a question. Structure: Auxiliary (Can) + subject (we) + main verb (go) + extension
3	Imperative	The speaker is ordering. This is an affirmative imperative sentence. And the sentence starts with a verb (Be).
4	Declarative	This is an affirmative declarative statement. Structure: Subject (students) + verb (rewarded) The first clause is also an extension.
5	Exclamatory	The speaker is expressing excitement with the exclamation mark.
6	Interrogative	The speaker is requesting information with the question word --- 'how'.
7	Exclamatory	The speaker is expressing worry in the sentence with the exclamation mark.
8	Imperative	The sentence starts with a verb (Quit) and it is an affirmative imperative sentence.
9	Declarative	The speaker is making an affirmative declaration in the sentence. All the three clauses have this structure: Subject + Verb + extension
10	Exclamatory	The speaker is exclaiming an emotion with the exclamation mark. See Rule: What + a/an + noun + subject + verb

Exercise B

Declarative Sentence: *I like cats.*

She does not go to this school.

He will not come tomorrow.

You do have to do this.

Interrogative Sentence: *Do you like tea?*

Can you do the work?

Didn't you go there yesterday?

Imperative Sentence: *Bring me the book.*

Don't waste food.

Exclamatory Sentence: *How beautiful the weather is!*

Lesson 3 : Three Structures of Sentences



The sentences are divided into three categories depending on the number and types of finite clauses.

- i. Simple Sentence
- ii. Compound Sentence
- iii. Complex Sentence

i) Simple Sentence

The sentence contains a subject and a verb and expresses a complete thought.

Example:

Rahman (subject) plays (verb) football every afternoon.

In this type of sentence, there is only one independent clause and might be multiple dependent clauses joined by non-finite verbs (gerund, participle, infinitive). But there can be only one finite verb.

Example:

While going (non-finite verb: present participle) there, I (subject) met (finite verb) him.

Despite being (non-finite verb: present participle) sick, he attended (finite verb) the meeting.

There is no use of conjunction (to join clauses) in simple sentences. But joining words can be used by 'and'.

Bread and butter are my breakfast.

Rahman and Selim are two friends.

ii) Compound Sentence

In this type of sentence, there are multiple independent clauses and no dependent clause. All the clauses are joined together by coordinating conjunctions. Such sentences have at least two finite verbs and two subjects.

List of Coordinating Conjunctions

Coordinating conjunctions connect two equal parts of a sentence. Here are they:

And, but, nor, or, so, yet

Examples:

I (subject) tried (finite verb) to speak Spanish, and my friend (subject) tried (finite verb) to speak English.

Rahman (subject) played (finite verb) football, so Ria (subject) went (finite verb) for shopping.

iii) Complex Sentence

This type of sentence consists of at least one independent clause and one dependent clause. There are two finite verbs joined by subordinating conjunctions.

Subordinate conjunctions connect two unequal parts, e.g., dependent and independent clauses. Here is the list of subordinating conjunctions:

Since, as, when, though, although, so that, whenever, because, than, whereas, that, wherever, that, whether, if, though, which, till, while, unless, who, until, why, how, what

Examples:

*When (subordinator) he (subject) **handed** (finite verb) in his homework, he (subject) **forgot** (finite verb) to give the teacher the last page.*

*The teacher (subject) **returned** (finite verb) the homework after (subordinator) she (subject) **noticed** (finite verb) the error.*

*The students (subject) **are studying** (finite verb) because (subordinator) they (subject) **have** (finite verb) a test tomorrow.*

Roy (subject) and Rahman (subject) went (finite verb) to the movies after (subordinator) they (subject) finished (verb) studying.

Complex sentences with relative pronouns as subordinators/subordinating conjunctions:

*The woman (subject), **who** (subordinate) my mom (subject) talked to, **sells** (verb) cosmetics.*

*The book (subject) **that** (subordinate) Ria (subject) read **is** (verb) on the shelf.*

*The town (subject) **where** (subordinate) I (subject) grew up **is** (verb) in Bangladesh.*

3 TYPES OF SENTENCE: FORM
simple, compound, & complex

simple sentence subject verb object
 I passed the exam. one idea - one independent clause

compound sentence independent clause coordinator independent clause
 I passed the exam, and I got a good grade.

complex sentence Even though I passed the exam, I wasn't happy with the grade.
 I wasn't happy with the grade even though I passed the exam.



Exercise A

Identify the simple/complex/compound sentences, and explain the reasons:

1. Work hard to succeed in life.

Type: _____

Why? _____

2. By working hard, he prospered in life.

Type: _____

Why? _____

3. I went there in order to help my ailing friend.

Type: _____

Why? _____

4. I read newspaper so that I can know many things of the world.

Type: _____

Why? _____

5. If you don't study well, you cannot do well in the exam.

Type: _____

Why? _____

6. Though he is poor, he leads honest life.

Type: _____

Why? _____

7. As he wasted his time, he failed in the exam.

Type: _____

Why? _____

8. Attend your class regularly or you will not do well in the exam.

Type: _____

Why? _____

9. It was our winter vacation, and I was in my village.

Type: _____

Why? _____

10. We walked fast but we missed the train.

Type: _____

Why? _____

Exercise B

Construct 4 simple sentences, 3 compound sentences, 3 complex sentences.

Answer Key

Exercise A

Question	Type	Why?
1	Simple	There is only one subject (implied 'you') and one verb (work) in the sentence.
2	Simple	There is only one finite verb (prospered) and one subject (he). The dependent clause is joined by non-finite verb (working).
3	Simple	There is only one finite verb (went) in the sentence.
4	Complex	There are two finite verbs (read, can know) joined by subordinating conjunction (so that).
5	Complex	There are two finite verbs (don't study, cannot do) joined by subordinating conjunction (If).
6	Complex	There are two finite verbs (is, leads) joined by subordinating conjunction (though).
7	Complex	There are two finite verbs (wasted, failed) joined by subordinating conjunction (As).

8	Compound	Two independent clauses are joined by coordinating conjunction (or). It has two finite verbs (Attend, will do).
9	Compound	Two independent clauses are joined by coordinating conjunction (and). It has two finite verbs (was, was).
10	Compound	Two independent clauses are joined by coordinating conjunction (but). It has two finite verbs (walked, missed).

Exercise B

Simple Sentence: *He is too lazy to work.*

She can sing well.

In spite of studying, he failed in the exam.

Without hard work, you cannot shine in life.

Compound Sentence: *He is not tall but he is strong.*

You can finish your work and go home.

Either I will stay or he will stay home.

Complex Sentence: *They started early so that they could reach in time.*

This is the person who stole my pen.

If you come, I shall go.

Unit 2

Tense

Objectives

After the completion of this unit, you would be able to-

- explain the relations of time to verbs.
- use the rules of present, past and future tense and their structures.
- construct sentences using different tense forms.
- use correct forms of verbs in sentences.

Overview:

Lesson 1: *Auxiliary Verb and Tense Structure*

Lesson 2: *Functions of Present and Past Tense*

Lesson 3: *Functions of Future Tense*

Answer Key

Lesson 1 : Auxiliary Verb and Tense Structure

Structurally, verbs can be divided into two categories:



1. Finite verbs
2. Non-Finite verbs

Finite Verbs:

A finite verb consists of **Auxiliary Verb and Main/Principle Verb**. It is always the finite verb which speaks of **time**.

However, the structure of tense also depends on the voice of the sentence. According to the rules of voice, there are two kinds of sentences: **Active Sentence and Passive Sentence**.

FINITE VERBS V S NONFINITE VERBS	
Finite verb forms act as a verb.	Nonfinite verb forms do not act as a verb.
Finite Verbs act as the main verb of a sentence or a clause.	Nonfinite Verbs act as nouns, adjectives and adverbs.
Finite Verbs indicate number, person and tense.	Nonfinite Verbs do not indicate number, person and tense.
Finite Verbs are used in the present tense and past tense.	Nonfinite Verbs are infinitive, gerunds and participles.

An Active Sentence means the subject of the sentence is the doer of the action.

Example:

He (subject: doer) plays football.

A Passive Sentence means the subject of the sentence is not the doer of the action. In three situations, passive is mandatory:

- a. When the subject is unknown
- b. When the subject is unnecessary to mention
- c. When the speaker wants to hide the subject

Example:

He (subject: non-doer) was arrested last night.

Note: Here, the doer is the police which is hidden in the meaning, and it is unnecessary to mention this subject.

Primarily, tense are of three kinds:

1. Present
2. Past
3. Future

Each tense is of four kinds:

Present	Past	Future
Indefinite/Simple	Indefinite/Simple	Indefinite/Simple
Continuous	Continuous	Continuous
Perfect	Perfect	Perfect
Perfect Continuous	Perfect Continuous	Perfect Continuous

So, in total, there are $4 \times 3 = 12$ kinds of tenses.

As there are two kinds of sentence structures in **Finite Verb (Active and Passive)**, each 12 tenses have 2 structures. So, there are $12 \times 2 = 24$ kinds of tense. Here is the list of 24 structures:



Finite Verb Structure

	Tense	Active	Passive
1.	Present Simple	v1	am/is/are + v3
2.	Present Continuous:	am/is/are + v1 + ing	am/is/are + being + v3
3.	Present Perfect	has/have been + v1 + ing	has/have + been + v3
4.	Present Perfect Continuous	has/have been + v1 + ing	has/have + been + being + v3
5.	Past Simple	v2	was/were + v3
6.	Past continuous	was/were + v1 + ing	was/were + being + v3
7.	Past Perfect	had + v3	had + been + v3
8.	Past Perfect Continuous	had been + v1 + ing	had been + being + v3
9.	Future Simple	will + v1	will be + v3
10.	Future Continuous	will be + v1 + ing	will be being + v3
11.	Future Perfect	will have + v3	will have been + v3
12.	Future Perfect Continuous	will have been + v1 + ing	will have been + being + v3

Note:

V1: base form of verb (for instance: go, do, eat)

V2: past form of verb (for instance: went, did, ate)

V3: past participle form of verb (for instance: gone, done, eaten)

Auxiliary Verb:

An Auxiliary Verb means a helping or supporting verb. It is a part of the finite verb. It helps the main verb. It can also work like main verb. It also suggests **time**.

Example:

I have a car.

Here, 'have' is used as a main verb.

I have done the work.

Here, 'have' is used as a helper to the main verb 'done'.

In total, there are 34 auxiliary verbs. These verbs can be divided into four categories:

1. Verb to be (10):

am, is, are, was, were, shall be, will be, be, being, been

2. Verb to have (4):

have, has, had, having

3. Verb to do (3):

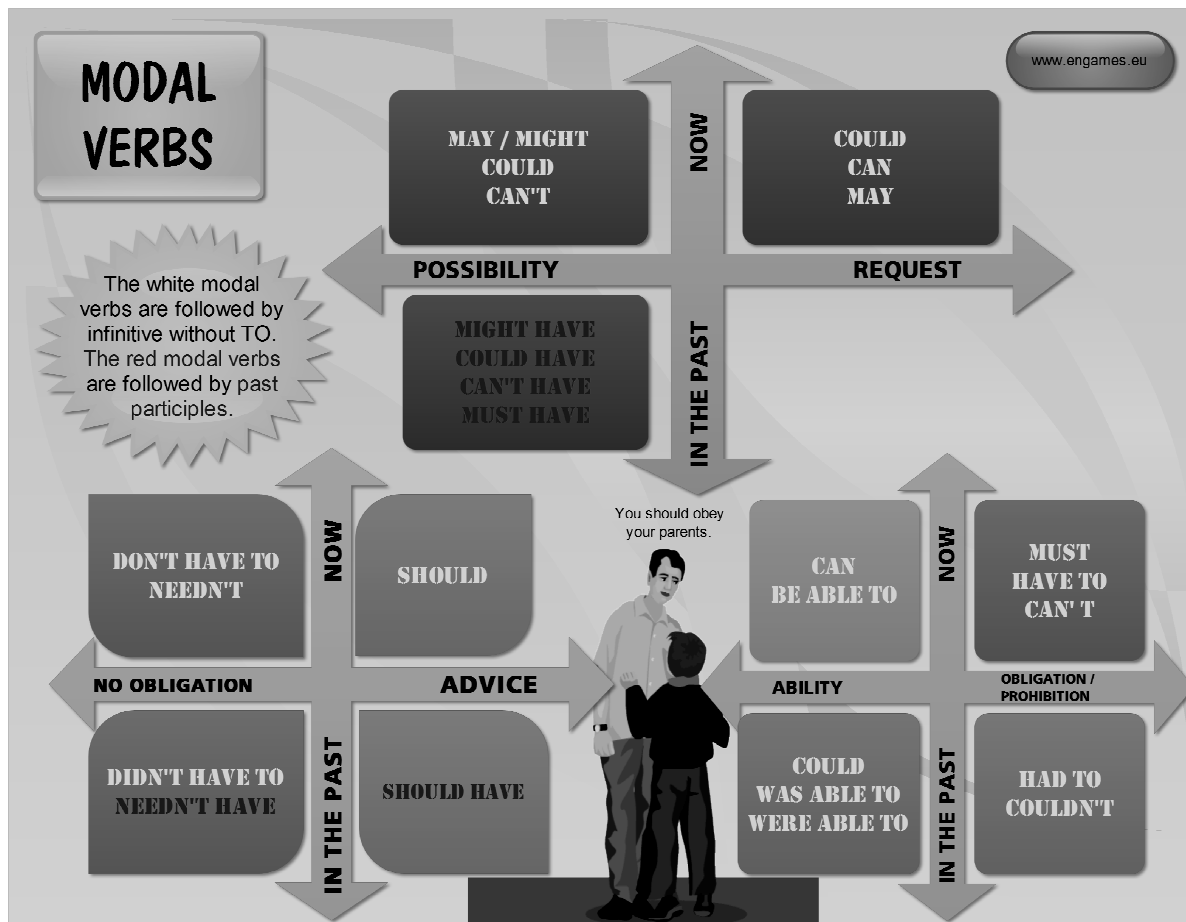
do, did, does

4. Modal Verb (17):

shall, will, may, can, could, would, should, might, need, must, used to, ought to, had better, had rather, would better, would rather, dare

Note:

1. Modal Verbs will have no suffix like --- 's, es, t, ed, ing...'
2. After Modal Verbs 'to' (preposition) or 'to' (infinitive) will never be used.
3. 'Base form' (v1) of verb is used after Modal Verbs.



Exercise

Use the finite verb structure table to identify tense, and explain your reasons:

- You have been working hard today.
Tense: _____
Why? _____
- The car will have been repaired by next Wednesday.
Tense: _____
Why? _____
- a) "Would you like to eat something?" b) "No, I have just had lunch."
Tense: _____
Why? _____

4. a) We were not hungry. b) We had just had lunch.

Tense: _____

Why? _____

5. a) I found the calculator. b) I had been looking for it for ages.

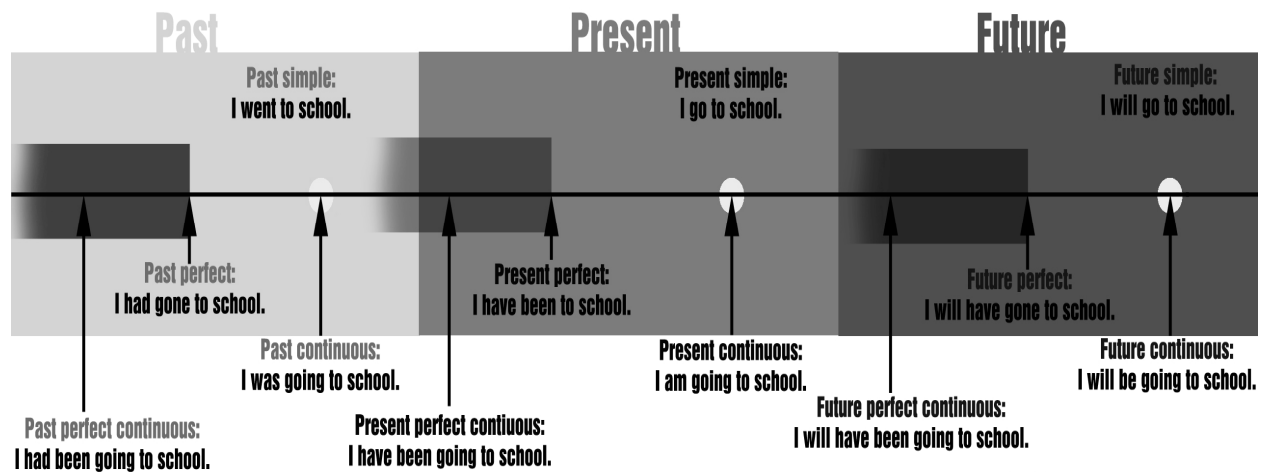
Tense: _____

Why? _____

Answer Key

Question	Tense	Why?
1	Present Perfect Continuous Active	The subject is 'You' which is the doer of the action. The finite verb structure is —have been + v1 + ing
2	Future Perfect Passive	The subject is 'car' which is a non-doer. The finite verb structure is — will have been + v3
3	a) Future Simple Active b) Present Perfect Active	Subject: a) you (doer), b) I (doer) Finite verb structure: a) would +v1 (like), b) have + v3 (had) Note: The first 'have' is auxiliary verb and the next 'had' is the main verb.
4	a) Past Simple Active b) Past Perfect Active	Subject: We (doer) Finite verb structure: a) v2 (were), b) had + v3 (had) Note: The first 'have' is auxiliary verb and the next 'had' is the main verb.
5	a) Past Simple Active b) Past Perfect Continuous Active	Subject: I (doer) Finite verb Structure: a) v2 (found), b) had been + v1 + ing (looking)

Lesson 2 : Functions of Present and Past Tense



1. Present Simple/Indefinite

We use present simple in the following cases---

- Everyday action
- Habitual act
- Universal truth

The adverbs that help us identify a present simple tense are---

regularly, off and on, often, everyday, sometimes, usually

Example:

Active Present Simple: (Subject+v1)

*I often **visit** my uncle's home.*

*The sun **rises** in the east.*

*I **take** bread and butter in breakfast.*

Passive Present Simple: (Subject + am/is/are + v3)

*The homework **is done**.*

*It **is said** that tortoise live longer than elephants.*

2. Present Continuous

We use present continuous in the following case---

- When the action is on-going --- occurring at that moment when spoken

The adverbs that help us identify a present simple tense are---

at present, now, at the moment

Example:

Active Present Continuous: (Subject + v1 + ing)

*At present, women **are joining** in multi-national companies.*

*Ria is 3 years old. Look, she **is walking** now.*

Passive Present Continuous: (Subject + am/is/are + being + v3)

*Clothes **are being displayed** in the exhibition now.*

3. Present Perfect

We use present perfect---

- a. To suggest that the action has just ended. The effect of the action is still present.

The adverbs that help us identify a present simple tense are---

yet, recently, just, already, ever, never

Example:

Active Present Perfect: (Subject + has/have + v3)

*I **have just done** the work.*

*He **hasn't arrived** yet.*

***Have you ever been** to Cox's Bazar?*

Passive Present Perfect: (Subject + has/have + been + v3)

*The work **has been completed** recently.*

*This **has been** already **complained** to the authority.*

4. Present Perfect Continuous

We use present perfect continuous in the following cases---

- a. When the action has started in past and still going on in present.
- b. When the action has just ended, but when it was going on it was a continuous action.

The prepositions that help us identify a present simple tense are---

Since, for

Note:

Since means --- when the period began

For means --- how long the period is

Example:

Active Present Perfect Continuous: (Subject + has/have + been + v1 + ing)

I have been writing a novel since a month.

He has been waiting there for 2 hours.

Passive Present Perfect Continuous: (not applicable)

Passive form of Present Perfect Continuous is not used.

5. Past Simple

We use past simple to mean a past activity.

Example:

Active Past Simple: (Subject + v2)

I visited the place a week ago.

Passive Past Simple: (Subject + was/were + v3)

The window was broken yesterday.

6. Past Continuous

We use past continuous when an action continuously happened in the past.

Example:

Active Past Continuous: (Subject + was/were + v1 + ing)

While he was travelling, he met his childhood friend in the bus.

Passive Past Continuous: (Subject + was/were + being + v3)

Door was being knocked for a long time when I arrived.

7. Past Perfect

Past perfect is used before past simple action. An action that happens before simple past is --- past perfect.

Note:

‘After’ or ‘Before’ are the conjunctions that help us to identify the time of past simple and past perfect.

Example:

Active Past Perfect: (Subject + had + v3)

I had done the work before my father came.

I went to bed after I had finished my work.

Passive Past Perfect: (Subject + had + been + v3)

It had been done before he came.

8. Past Perfect Continuous

Past perfect continuous is used before past simple action. An action that happens before simple past is past perfect. The difference between past perfect and past perfect continuous is --- past perfect continuous has to be a continuous action as well.

Note:

‘After’ or ‘Before’ are the conjunctions that help us to identify the time of past perfect.

Example:

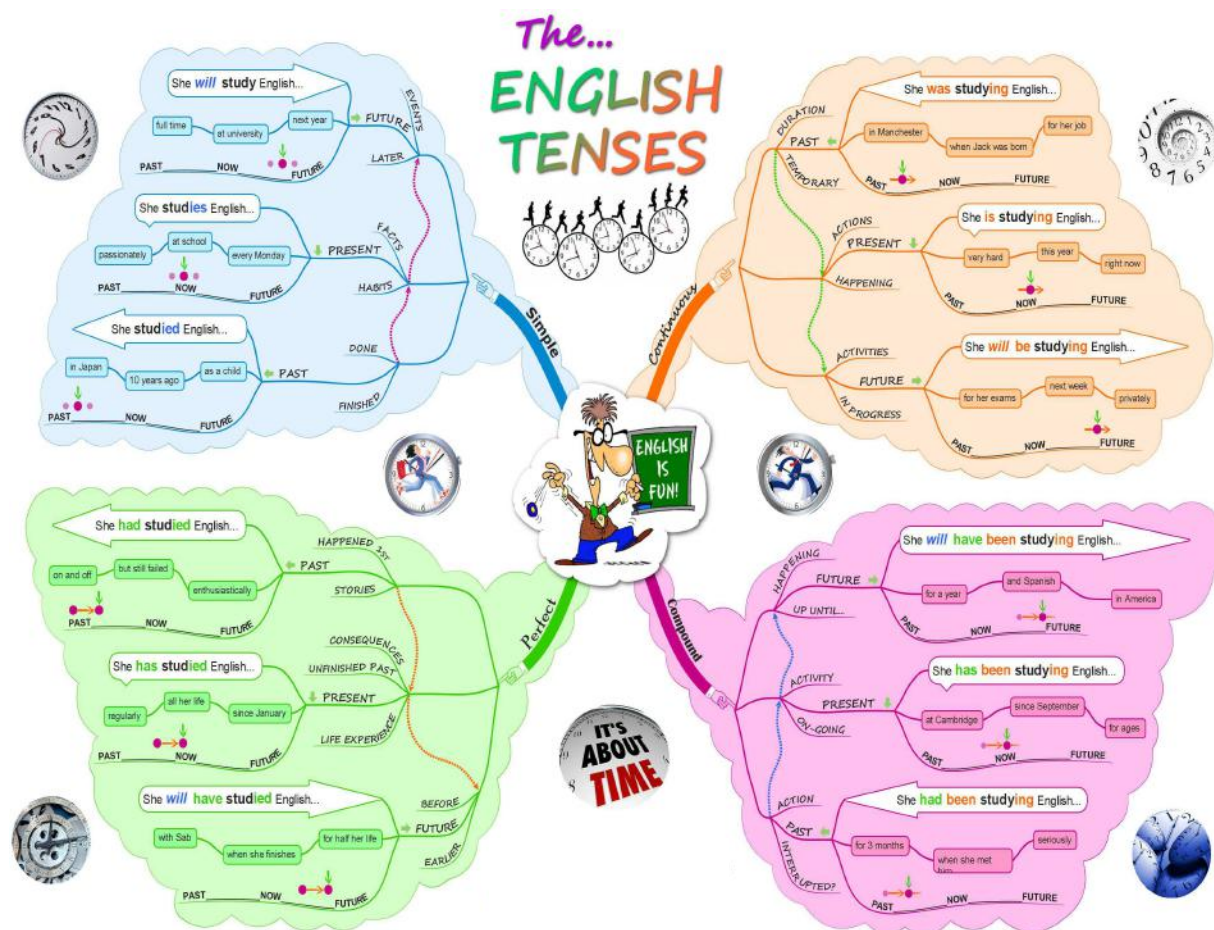
Active Past Perfect Continuous: (Subject + had + been + v1 + ing)

I had been driving car when our eyes met.

He had been eating dinner when I called him.

Passive Past Perfect Continuous: (not applicable)

Passive form of Past Perfect Continuous is not used.



Exercise A

Fill in the gaps with present and past tense:

1. After I _____ (verb to have) my dinner, I went to bed.
2. Please drive carefully to work. It _____ (snow) and the roads are slippery.
3. I want to lose weight. So this week, I _____ (eat) lunch.
4. I have written the letter. But I _____ (send) it yet.
5. Roy and Rahim have had an argument. They _____ (speak) to each other.
6. The house was dirty. They _____ (clean) it for week.
7. My wallet wasn't there. It _____ (leave) behind.
8. I _____ (walk) towards home when I met Roy.
9. The road is closed. There _____ (verb to be) an accident.
10. Every morning they meet in the same café. They _____ (go) there for years.

Exercise B

Fill in the gap with present and past tense:

As soon as Rahim heard that someone a) _____ (try) to sell the ladies lavatory, he wanted it. He was sure that he could make the building, which b) _____ (situate) next to the famous Bashundhara City Shopping Mall, into a beautiful home. Now he is very busy --- he c) _____ (convert) it into a one bedroom house. "It might seem rather odd to want to live in a place which used to be a lavatory," he said, "but I d) _____ (think) it's really beautiful. He is divorced recently and he needed some where to live. He knew he wanted something small but unique. "A friend e) _____ (tell) me about it. I think she f) _____ (joke), but it was exactly what I g) _____ (search) for." He is 57. His 25 year old daughter, Ria h) _____ (love) the place too. She i) _____ (help) her father with the work for the past few weeks as she has been on holiday. He advices visitors not to go into the kitchen as it j) _____ (decorate) at the moment and it looks awful.

Answer Key

Exercise A

1. had had

Explanation: It is Past Perfect Active. Past Perfect is used when the action happens before Past Simple. Here the second action is 'went', which is past simple. So, the action happened before this simple past is 'past perfect' --- had + v3. And the verb is have; v3 form of 'have' is had. So had + had.

2. has been snowing

Explanation: As the roads are slippery, so snowing started earlier and still going on. That is why the sentence is Present Perfect Continuous Active.

3. Am not eating

Explanation: Here the speaker wants to lose weight. So the speaker hasn't started the action yet and is starting it from now. So, it is Present Continuous Active.

4. have not sent

Explanation: The adverb 'yet' says that the action has just been done. So it is Present Perfect Active.

5. are not speaking

Explanation: The subjects are not talking now, and action (argument) happened a while ago.

6. had not been cleaning

Explanation: The second action 'clean' is the reason of the result 'dirty' which is in past simple (were). Past Perfect Continuous is used before Simple Past action.

7. had been left

Explanation: The subject (wallet) is non-doer. So the sentence is in Passive. Two actions are there in this sentence. One is 'was' --- past simple. The other action happened before past simple (leaving the wallet somewhere that is why the speaker couldn't find it). So it is Past Perfect Passive.

8. was walking

Explanation: Two actions are there --- 'met' and 'walk'. Some happened at the same time and one action was a continuous action. That's why it is Past Continuous Active.

9. has been

Explanation: The road is closed now. So, just a while ago --- recent action --- something has happened. So it is present perfect active: has + v3. Here the verb is 'be' and the v3 form is 'been'.

10. have been going

Explanation: This action started in past, and still going on. Preposition 'for' and 'since' lead to perfect continuous. This is in present tense. So the verb should be present perfect continuous active.

Exercise B

- a) was trying

Explanation: there is other verb in the sentence – 'heard' which convinces us it is in Past. The other action 'try' is a continuous action here. So it is Past Continuous Active.

- b) is situated

Explanation: The building is non-doer. So the verb should be Passive. And it is a factual information, so the tense is Present Simple.

- c) is converting

Explanation: now means the action is happening right now. So it is Present Continuous Active.

- d) think

Explanation: It is Present Simple Active.

- e) told

Explanation: It is Past Simple Active.

- f) was joking

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Explanation: It is a usual past activity as well as a continuous action. So it is Past Continuous Active.

g) was searching

Explanation: a usual past activity which is a continuous action as well.

h) loves

Explanation: a factual information of present action. So it is Present Simple.

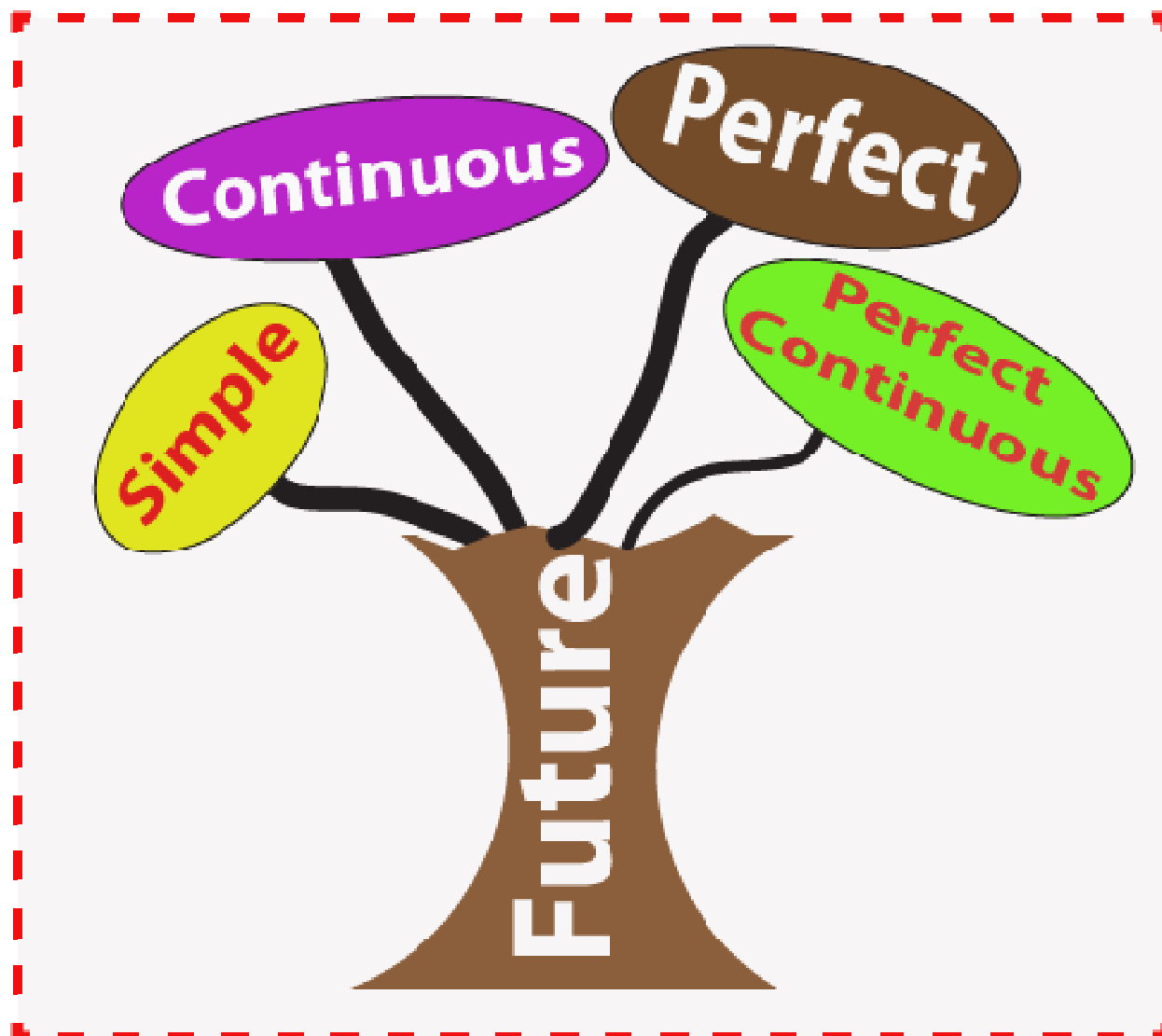
i) has been helping

Explanation: 'for the past few weeks' means the action started in past, and still going on. So it is Present Perfect Continuous.

j) is being decorated

Explanation: 'at the moment' means something is happening now. So it Present Continuous. And the subject is --- kitchen (non-doer). So it is Passive.

Lesson 3 : Functions of Future Tense



9. Future Simple

We use future simple in six situations:

1. **Invitation:**
Will you come to the party?
2. **Prediction:**
I think Bangladesh will win the match.
3. **Offer:**
You dropped your pen. I will help you.

4. Promise:

I will pay you next week.

5. Instant Decision:

There is a chocolate shop over there! I will buy some.

6. Fact:

I will be 18 next month.

Active Future Simple: (Subject + will + v1)

Example:

I will join the party tomorrow.

Passive Future Simple: (Subject + will be + v3)

Example:

The work (subject non-doer) will be done, I guarantee.

Compare auxiliary + going to + v1 and Future Simple:

Future Simple	Auxiliary + going to + v1
<p>Instant decision <i>Example: There is a chocolate shop over there! I will buy some.</i></p>	<p>Pre-decided action <i>Example: I am going to buy some chocolates after an hour.</i></p>
<p>Prediction/Guess <i>Example: I think Bangladesh will win the match.</i></p>	<p>Prediction with proof <i>Example: The sky is cloudy. I think it is going to rain.</i></p>

10. Future Continuous

We use future, continuous to mean a continuous action in future. Usually, it speaks the future on-going time-length and sometimes it expresses a starting time of the action.

Active Future Continuous: (Subject + shall be/will + v1 + ing)

Example:

Next week at noon, I will be lying on the beach.

Passive Future Continuous: (Subject + shall be/will be + being + v3)

Example:

Results will be being announced from 3pm tomorrow.

11. Future Perfect

We use future perfect when the sentence gives an end-time of the action in future. To put an end-time, it uses a preposition 'by'.

Active Future Perfect: (Subject + shall/will + have + v3)**Example:**

I will have finished the book by tomorrow noon.

Passive Future Perfect: (Subject + shall/will + have + been v3)**Example:**

My bi-cycle will have been repaired by next Friday.

12. Future Perfect Continuous

We use future perfect continuous tense in the following cases---

- a. Action that started in the past, is still going on, and will end in future
- b. To put an end-time, it uses a preposition 'by'
- c. To express the time-length, it uses 'since' or 'for'

Active Future Perfect Continuous: (Subject + shall/will + have + been + v1 + ing)**Example:**

By next January, I will have been teaching here for 2 years.

Passive Future Perfect Continuous:

Passive form of this tense is not in use.



Exercise

Fill in the gaps with future tense:

1. Don't phone between 7-8pm today. We _____ (verb to have) dinner.
2. Half an hour from now the cinema house will be full. Everyone _____ (watch) the film.
3. The results of the elections _____ (announce) tomorrow at 6pm.
4. The models _____ (display) clothes next Monday in an event.
5. Roy _____ (help) you while I am out. Don't worry.
6. By this time next year, Rahman _____ (take) his university degree.
7. There is a post box over there. I _____ (post) these letters.
8. Three hours from now, the cinema house will be empty. Everybody _____ (go) home.
9. At the end of this term, Rahman _____ (lecture) at our college for two years.
10. We _____ (travel) all night next Thursday.

Answer Key:

1. will be having

Explanation: It is Future Continuous Active as the action is referring to a future time and a continuous action in future.

2. will be watching

Explanation: It is Future Continuous Active as the action is referring to a future time and a continuous action in future.

3. will be being announced

Explanation: It is Future Continuous and Passive (subject – results – non-doer) as the action is referring to a future time and a continuous action in future.

4. will display

Explanation: It is Future Continuous Active as the action is referring to a future time and a continuous action in future.

5. will help

Explanation: Future Simple Active is used to offer help in future.

6. will have taken

Explanation: It is Future Perfect Active. The adverbial phrase --- ‘by this time next year’ is referring to an end time.

7. will post

Explanation: Future Simple Active is used to instant decision.

8. will have gone

Explanation: It is Future Perfect Active. The adverbial phrase --- ‘half an hour from now’ is referring to an end time.

9. will have been lecturing

Explanation: It is Future Perfect Continuous Active. ‘At the end of this term’ is referring to an end time in future, ‘for two years’ is referring to the past, present and future time length.

10. will travel

Explanation: It is Future Continuous Active as the action is referring to a future time and a continuous action in future.

Unit 3

Gerund, Participle, Infinitive

Objectives

After the completion of this unit, you would be able to–

- explain the uses and functions of non-finite verbs.
- use non-finite verbs for communication.

Overview:

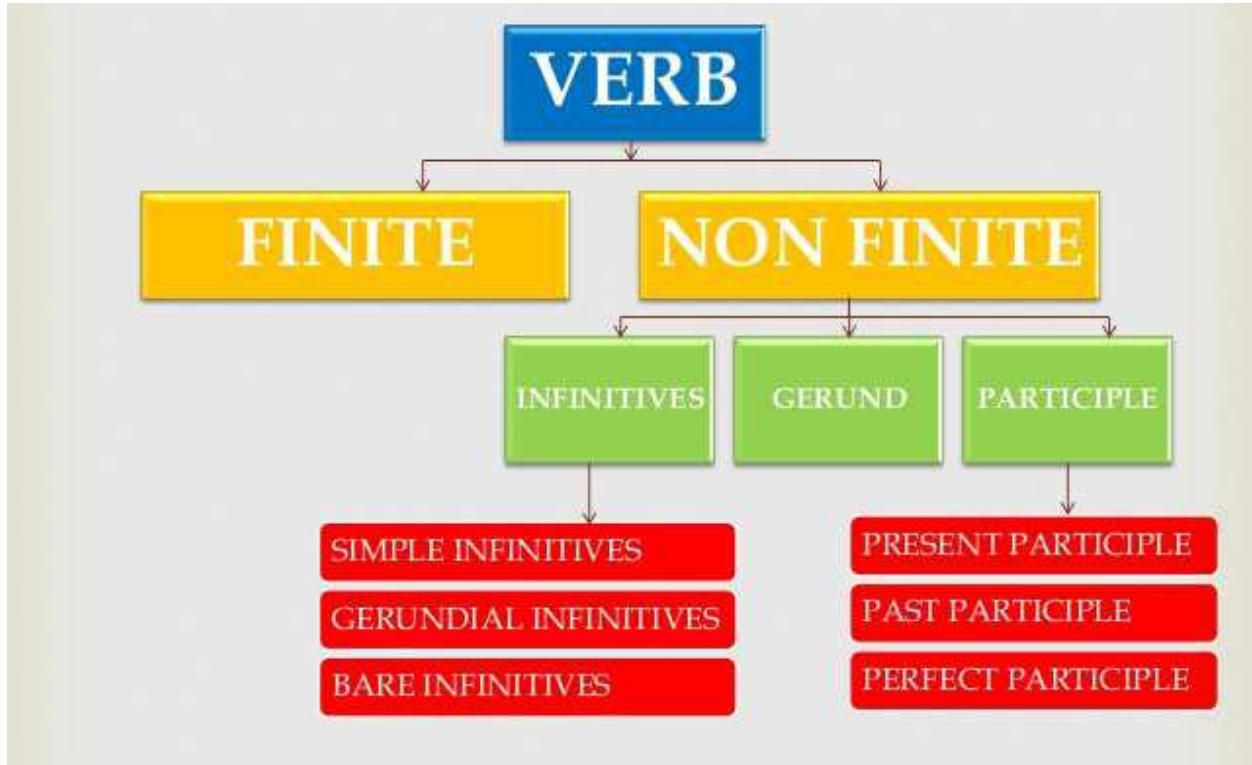
Lesson 1: *Gerund*

Lesson 2: *Participle*

Lesson 3: *Infinitive*

Answer Key

Lesson 1 : Gerund



Definition

Gerund is a non-finite verb. It looks like a verb but acts like a noun. When “verb+ing” works as a “noun and verb”, it is called Gerund.

Functions:

1. Subject of the verb:

Swimming is a good exercise.

Giving is better than receiving.

Seeing is believing.

Rising early is a good habit.

The bold subjects in the above sentences are gerund.

2. Object of a transitive verb:

Stop **writing**.

I like **reading** poetry.

Working is **praying**.

My hobby is **reading**.

I could not help *laughing*

Don't give up *trying*.

The bold objects (predicates) in the above sentences are gerunds.

3. Object of a preposition:

I am fond of *catching* fish.

I am tired of *writing*.

They are punished for *telling* a lie.

In the above sentences, after preposition 'of' and 'for', gerund is used.

4. By + Gerund:

By *eating* a balanced diet, you can live well.

By *drinking* milk, you can get vitamins.

By *being* curious, he can learn many things.

5. Without + Gerund:

Without *working* hard, you cannot success.

6. As Verbal Noun (The + Gerund + of):

The *reading* of history is interesting.

The *making* of dolls/the taking of exercise...

7. Gerund after particular Finite Verbs:

Mind, drop, practice, finish, delay, forbid, endure, excuse, consider, stop, fancy, suggest, present, prefer, deny, enjoy, miss, forgive, avoid, pardon.

After these finite (principal) verbs --- if another verb (action word) sits, it takes the structure of gerund (verb+ing).

Example:

- a. We enjoyed *playing* football.
- b. We stopped *working*.
- c. I suggest *doing* it.
- d. She forbade *doing* this.
- e. I have finished *reading*.



Exercise

Fill in the gaps with gerund:

1. He advised _____ (do) it.
2. I don't mind _____ (chat) with her.
3. I can't help _____ (laugh).
4. I am desirous of _____ (go) abroad.
5. Without _____ (run) faster, you can't catch the train.

Answer Key:

1. doing
2. chatting
3. laughing
4. going
5. running

Lesson 2 : Participle



Definition:

Participle is a non-finite verb. It is used as an adjective. There are three types of participle:

- a. Present Participle: When 'verb+ing' works as an 'adjective and verb', it is called Present Participle.
Example: Standing at the door, he knocks.
- b. Past Participle: When 'v3' works as 'non-finite verb', it is called past participle.
Example: The *burnt* house is not ours.
- c. Perfect Participle: When 'having' is used as 'adjective and verb' is called perfect participle.
Example: *Having* done the work, I slept.

Functions:

1. It takes an object like a verb:

Hearing a noise, he woke up.
I saw a boy *mending* his shoes.

The participle took objects ('a noise', 'his shoes') like a verb.

2. It is modified by an adverb:

Loudly *knocking* at the gate, he went off.
The book is very *interesting*.

'Loudly' and 'very' are adverbs modifying the participle.

3. It modifies a noun/pronoun:

A *lying* person should be punished.
A *sleeping* fox cannot catch a hen.
A *rolling* stone gathers no moss.
The glass is *broken*.
This story is *exciting*.
The girl is *good-looking*.

Here, the participles are modifying the nouns (subjects) like adjectives.

4. It can be compared like an adjective:

She is more *charming* than her sister.
This is the most *amusing* story I have ever heard.
Here the participles are compared like adjectives.

5. Absolute Nominative (it means --- not having any relation with Finite Verb):

The sky *being* clear, the plane took off.
I know nothing *regarding* the matter.

6. Noun phrase + Present Participle = Adjective:

I met a girl *carrying* a basket of flowers.

I found her *crying*.

I saw him *going* up the hill.

Here the italic words are used as adjectives.

Participle

1. Present Participle	Verb + ing	Walking Dancing
2. Past Participle	V.3	Walked Danced
3. Perfect Participle	Having + v.3	Having walked



Exercise

Fill in the gaps with participle (present/past/perfect participle):

- I know the boys ____ (make) a noise there.
- She kept me ____ (wait).
- I saw ship ____ (come) towards us.
- The car, ____ (break) since months, will be repaired soon.
- The sun ____ (verb to have) set, we came back.



Answer Key:

- Making
- waiting
- coming
- broken
- having

Lesson 3 : Infinitive**Structure of Infinitive: to + base form of verb (v1)**

After the following verbs infinitives take place:

Decide, desire, expect, promise, wish, want, offer, hope, refuse, and swear.

Example:

1. She promised *to speak* the truth.
2. I desire *to go* abroad.
3. We decided *to go* there.
4. She refused *to help* me.

After the following words ‘to’ remains invisible (hidden):

had better, had sooner, than, but, except

Example:

1. You have nothing *to do* but *weep*.
2. He is better able *to sing* than *recite*.

After the following verbs, ‘bare infinitive’ (zero/invisible infinitive) takes place:

Make, know, feel, hear, dare, bid, need, behold, watch, notice, see.

Example:

1. Let him *stay*.
2. I watched them *play*.
3. Did you hear me *call* you?

Infinitive of purpose

Beginning of the sentence	explanation why
<p>Lim and Joy went to a bank She wanted more money He worked harder They learnt a lot</p>	<p>get a mortgage. buy a new car. finish the work on time pass their exams.</p>
<p>They wanted him She asked me We invited our aunt She sent for him</p>	<p>help her. go out with her. make her happier. explain everything.</p>

clause
TO
infinitive and the rest

We use infinitive of purpose to explain WHY we do something.

Exercise

Fill in the gaps with infinitives:

1. Kamal agreed ____ (come).
2. I hope ____ (see) you soon.
3. We plan ____ (finish) this shortly.
4. He offered ____ (sell) the house.
5. I want ____ (drink).

Answer Key:

1. to come
2. to see
3. to finish
4. to sell
5. to drink

Unit 4

Voice

Objectives

After the completion of this unit, you would be able to–

- explain the functions of active and passive voice
- transform active sentences into passive and passive sentences into active.

Overview:

Lesson 1: *Transformation: Active and Passive*

(Assertive and Interrogative Sentences)

Lesson 2: *Transformation: Active and Passive*

(Imperative Sentences and Multiple Clauses)

Lesson 3: *Miscellaneous*

Answer Key

**Lesson 1 : Transformation: Active and Passive
(Assertive and Interrogative Sentences)**



(Note: See Unit 2, Lesson 1 for definition and structure of active and passive statements)



While transforming, the object (non-doer) in the active becomes the subject (non-doer) in the passive. And the subject in the active becomes the object. Usually preposition ‘by’ is used in the passive to add the subject in the active.

A Finite Verb changes according the table of tense (See Unit 2, Lesson 1):

	Tense	Active	Passive
1.	Present Simple	v1	am/is/are + v3
2.	Present Continuous	am/is/are + v1 + ing	am/is/are + being + v3

3.	Present Perfect	has/have been + v1 + ing	has/have + been + v3
4.	Present Perfect Continuous	has/have been + v1 + ing	has/have + been + being + v3
5.	Past Simple	v2	was/were + v3
6.	Past continuous	was/were + v1 + ing	was/were + being + v3
7.	Past Perfect	had + v3	had + been + v3
8.	Past Perfect Continuous	had been + v1 + ing	had been + being + v3
9.	Future Simple	will + v1	will be + v3
10.	Future Continuous	will be + v1 + ing	will be being + v3
11.	Future Perfect	will have + v3	will have been + v3
12.	Future Perfect Continuous	will have been + v1 + ing	will have been + being + v3

Assertive Sentence

Example:

Passive: *Geetanjali was written by Tagore.*

Here, the subject 'Geetanjali' is not the doer of the verb 'written'. The doer is 'Tagore', an object here. When non-doer becomes subject, the sentence is called Passive. As it is in Past Simple Tense, the structure is:

Subject + was/were + v3 (past participle form of verb) + object. (No. 5 in the table)

Active: *Tagore wrote Geetanjali.*

Here, Tagore is the subject and doer. So, the sentence is Active. As it is in Past Simple Tense, the structure is: Subject + v2 (past form of verb) + object.

When the doer is unknown, 'by + object' is not used:

Example:

Passive: *My watch was stolen.*

In some cases, when the object in active is material or substance, 'by' preposition is not used, rather than 'with' is used:

Example:

Active: Gas *filled* the kitchen.

Passive: The kitchen was *filled* with gas.

Sometimes, there are two objects (non-doers) in active sentences.

For example:

Active: *He teaches us English.*

'English' and 'us' both are objects and non-doers. It can be made passive in two ways. Both are correct:

Passive: *English is taught to us by him.*

Passive: *We are taught English by him.*

Unchanged extension/compliment of verb:

Active: *They kept me waiting.*

Passive: *I was kept waiting.*

Here, the word waiting is the compliment of the verb and is not changed in passive.

Some sentences are always passive:

For example: Get + past participle:

I got dressed as quickly as possible.

Someone got hurt in the accident.

Other prepositions except 'by':

Active: *Your conduct surprises me*

Passive: *I am surprised at your conduct.*

Active: *This news alarmed us.*

Passive: *We are alarmed at this news.*

With infinitive:

(Bare infinitive words, See Unit 3, Lesson 3)

Active: make/see/hear/help/watch + v1

Passive: make/see/hear/help/watch + to + v1

Example:

Active: *He made me laugh.*

Passive: *I was made to laugh.*

Active: *He saw a mango fall.*

Passive: *A mango was seen to fall.*

In case of infinitive:

Active: To + v1

Passive: To + be + v3

Example:

I want to do it.

It is wanted to be done by me.

Interrogative Sentence

a. Do/did/does in active sentences becomes is/are/was/were in passive sentences.

Example:

Active: *Do you want it?*

Passive: *Is it **wanted** by you?*

b. question statements with auxiliary verbs in active sentences:

Active: *Can they solve this?*

Passive: *Can this **be solved** by them?*

c. In 'Wh' question word sentences:

Active: *What do you want?*

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



Exercise

Transform the following into passive sentences:

1. He ought to help me.
2. Do you want me?
3. Has she learnt her lessons?
4. They suggested a plan to us.
5. Did you eat the apple?
6. What made you laugh?
7. We elected him chairman.
8. We called him a fool.
9. Your proposal shocked me much.
10. He helped her save money.



Answer Key:

1. I ought to be helped by him.
2. Am I wanted by you?
3. Have her lessons been learnt by her.
4. We were suggested a plan by them.
5. Was the apple eaten by you?
6. What were you made laughed by?
7. He was elected chairman by us.
8. He was called a fool by us.
9. I was shocked much at your proposal.
10. She was helped to save money by him.

Lesson 2 : Transformation: Active and Passive (Imperative Sentences and Multiple Clauses)

Imperative Sentence



In case of order/command:

A passive imperative begins with 'let', followed by the object in the active.

Example:

Passive: Let + subject + be + v3 (past participle)

Active: Let her to wait here.

*Passive: Let her **be told** to wait here.*

Active: Close all the gates.

*Passive: Let all the gates **be closed**.*

In case of advice/suggestion:

Passive: should/must + be + past participle

Active: Take medicine on time.

*Passive: Medicine **should be taken** on time.*

Imperative request:

Active: Please give me some more time.

*Passive: You **are requested** to give me some more time.*

Multiple Clauses

In case of 'it is..' or 'there is...' the first clause remains unchanged, and the rest changes according to structure.

Example:

Active: It is time to change our home.

*Passive: It is time our home **to be changed**.*

Active: There is no time to lose.

*Passive: There is no time **to be lost**.*

In other cases, the whole object becomes the subject:

Active: Everyone says that he is a fool.

*Passive: That he is a fool **is said** by everyone.*

In case of universal/general statements, 'it is believed', or 'it is hoped', 'it is said' is used in passive. The rest of the clause remains unchanged.

Active: People believe that he is skilled.

*Passive: It **is believed** that he is skilled.*

Compound Sentences

Active: They draft applications and type them.

*Passive: Applications **are drafted and typed**.*

Exercise

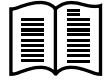
Transform the following into passive sentences:

1. People say that tortoises live longer than elephants.
2. He knows that he will pass.
3. Everybody knows that he is a fool.
4. I had called you before he came.
5. Don't waste time.
6. He asked why I was late.
7. We know that Columbus discovered America.
8. What is done cannot be undone.
9. Please give a cup of coffee.
10. Enter the house of this gate.

Key Answer Key :

1. It is said that tortoises live longer than elephants.
2. It is known that he will pass. / That he will pass is known to him.
3. It is known that he is a fool. / That he is a fool is known to everybody.
4. You were called by me before he came.
5. Let not time be wasted.
6. I was asked why I was late.
7. That Columbus discovered America is known to all.
8. What people do, they cannot undo.
9. You are requested to give a cup of coffee.
10. You ordered to enter the house of this gate.

Lesson 3 : Miscellaneous



Taking a new verb:

Active: He reads two hours.

*Passive: Two hours **are taken** in reading by him.*

Universal truth:

Active: The sun rises in the East.

*Passive: **It is said** the sun rises in the East.*

When adjective is object in active:

Active: Honey tastes sweet.

*Passive: Honey is sweet when it **is tasted**.*

When subject is the object of the verb:

Active: The cows are milking.

Passive: The cows are being milked.

Exercise

1. The books are printing.
2. He killed himself.
3. The rider urged the horse to run fast.
4. Pen through the line.
5. She bought her daughter a ring.
6. He gave me a cheque.
7. Rose smells nice.
8. I saw him fall down.
9. How dare you do it?
10. The moon looks beautiful.



Answer Key:

1. The books are being printed.
2. He was killed by himself.
3. The horse was urged to run fast by the rider.
4. Let the line be penned through.
5. A ring was bought for her daughter.
6. I was given a cheque by him.
7. Rose is nice when it is smelt.
8. He was seen to fall down by me.
9. How dare it be done by you?
10. The moon is beautiful when it is looked at.

Unit 5

Speech

Objectives

After the completion of this unit, you would be able to---

- explain structures of direct and indirect speech.
- transform speeches from direct to indirect.

Overview:

Lesson 1: *Direct-indirect Speech (Assertive Sentences)*

Lesson 2: *Direct-indirect Speech (Interrogative Sentences)*

Lesson 3: *Direct-indirect Speech (Imperative Sentences, Exclamatory Sentences)*

Answer Key

Lesson 1 : Direct-indirect Speech (Assertive Sentences)



Direct Speech:

Quoting the exact words of the speaker is called “Direct Speech”.

David said, “I am writing a letter now”.

Indirect Speech:

Reporting of what a speaker said without quoting his/her exact words is called ‘Indirect Speech’.

David said that he was writing a letter then.

Rule 1: Changing the adverbs:

Direct Speech	Indirect Speech
now	then
here	there
here after	there after
this	that
these	those
ago	before
thus	so
to-day	that day
to-night	that night
last night	the previous night
yesterday	the day before (or) the previous day
tomorrow	the next day (or) the following day
last week	the week before (or) the previous week
next week	the week after (or) the following week
last month	the month before (or) the previous month
next month	a month after
hither	thither
hence	thence

Rule 2: Changing Tenses:

If the reporting verb is in the Present or Future tense (e.g., say, will say) there is no change in the tense of the verb in the Indirect speech.

Antony says, “I eat a mango”.

Antony says that he eats a mango.

If the reporting verb is in the Past Tense, the tense of the verb in the reported speech or Indirect Speech must be generally changed.

1. Simple Present becomes Simple Past:

Direct: He said, "I am unwell"

Indirect: He said that he was unwell.

2. Present Continuous becomes Past Continuous:

Direct: He said, "My master is writing letters."

Indirect: He said that his master was writing letters.

3. Present Perfect becomes Past Perfect:

Direct: He said, "I have passed the examination."

Indirect: He said that he had passed the examination.

4. Simple Present Continuous becomes Past Perfect Continuous:

Direct: Shiree said, "I have been suffering from mental pain for a week."

Indirect: Shiree said that she had been suffering from mental pain for a week.

5. Simple Past becomes Past Perfect:

Direct: Shiree said, "I suffered from fever."

Indirect: Shiree said that she had suffered from fever.

6. Past Continuous becomes Past Perfect Continuous:

Direct: Abonti said, "I was reading a novel."

Indirect: Abonti said that she had been reading novel.

7. Past Perfect and Past Perfect Continuous remain unchanged:

Direct: Abonti said, "I had read a novel before he came home."

Indirect: Abonti said that she had read a novel before he came home.

Direct: Shiree said, "I had been suffering from pain for a week before he came home."

Indirect: Shiree said that she had been suffering from pain for a week before he came home.

8. In future tense, shall becomes should, will becomes would, can becomes could, may becomes might.

Direct: He said to me, "I shall read and you will write."

Indirect: He said to me that he would read and I should write.

9. Must becomes had to:

Direct: She said, "I must write a letter."

Indirect: She said that she had to write a letter.

But in case of universal bold assertion or obligation, the verb remains unchanged:

Direct: The teacher said, "Children must obey their parents."

Indirect: The teacher said that children must obey their parents.

10. In case of universal truth or habitual fact, the tense remains unchanged:

Direct: She said, "It is hot in summer."

Indirect: She said that it is hot in summer.

Direct: He said, "I walk a mile every morning."

Indirect: He said that he walks a mile every morning.

✓ **Exceptions:**

Direct: He said to his friend, "I live here in Dhaka."

Indirect: He said to his friend that he lived here in Dhaka.

Direct: He said, "We can never be happy in this world."

Indirect: He said that we can never be happy in this world.

Direct: He said to me, "You may come in."

Indirect: He told me that I might go in.

(But) Direct: I said to him, "You may come in."

Indirect: I told him that he might come in.



Exercise

Transform the following into indirect speech:

1. Ria stated to Roy, "I'm leaving tomorrow"
2. Rahman said, "She got married last year"
3. Joy regretted, "I would have visited the hospital, if I had known you were sick"
4. Ria said, "They had never been to Scotland until last year"
5. Rahman eagerly offered, "I'll come and help you on Saturday"



Answer Key:

1. Riya stated to Roy that she was leaving the next day.
2. Rahman said that she had got married the previous year.
3. Joy regretted and said that he would have visited the hospital if he had known I had been sick.
4. Ria said that they had never been to Scotland until the previous year.
5. Rahman eagerly offered that he would come and help me on Saturday.

Lesson 2 : Direct-indirect Speech (Interrogative Sentences)



Interrogative Sentence (Questions)

Rules:

- ✓ Remove the quotation marks and question mark in the interrogative sentence.
- ✓ Use 'if' or 'whether' if the sentence inside the quotation marks begins with a helping verb (Auxiliary verb).
- ✓ Use the given interrogative word (what, when, where, why, who, whom, whose, which, now etc.) if it does not begin with the helping verb.
- ✓ Don't use 'that'.
- ✓ Changing the reporting verb (say, said) into 'ask' or 'enquire' in its correct tense.
- ✓ Omit helping verb like 'do, does, did'. But don't omit them when they are with 'not'.
- ✓ Don't forget to change the person or pronouns --- he/she/I/we/you (as per demand).

Examples:

Direct: He said to me, "Are you ill?"

Indirect: He asked me if I was ill.

Direct: You said to me, "Do you know my friend?"

Indirect: He asked me whether I knew your friend.

Direct: He said to me, "What are you doing?"

Indirect: He asked me what I was doing.

(In case of future prediction, reporting verb becomes 'wonder' in indirect speech)

Direct: The man said, 'Where shall I be in 2020?'

Indirect: The man wondered where he would be in 2020.



Exercise

Transform the following into indirect speech:

1. Ria said to Joy, "Could you explain number four, please?"
2. "Where do you live?" Rahman wanted to know.
3. Joy said, "Did you arrive before seven?"

4. She asked me, “How was your holiday?”

5. I said, “Would you mind telling me how to get to the art gallery, please?”

Key **Answer Key :**

1. Ria politely asked Joy if he could explain number four to her.

2. Rahman wanted to know where I lived.

3. Joy asked if I had arrived before seven.

4. She asked me how my holiday was.

5. I politely asked if he would tell me how to get to the art gallery.

Lesson 3 : Direct-indirect Speech (Imperative & Exclamatory Sentences)

Imperative Sentence (Order or Request)



Rules:

- ✓ Remove the quotation marks in an Imperative sentence.
- ✓ Use 'to' if it is an affirmative sentence. (without don't).
- ✓ Use 'not to' if the sentence begins without Don't.
- ✓ Don't use 'that'.
- ✓ Omit the word 'please'. Use the word 'request' instead of 'say'.

If the direct speech contains a request or a command, the reporting verb (say, said) changes to tell, request, order, command, etc in its correct tense.

Examples:

Direct: He said, "Spread the mat here."

Indirect: He ordered to spread the mat there.

Direct: I said to the gentleman, "Please come into the room."

Indirect: I told the gentleman politely to come into the room.

Rules in case of 'Let':

- ✓ When 'let' means proposal or suggestion, reporting verb becomes 'propose' or 'suggest' in its correct tense.
- ✓ 'that' is used to join the quoted sentences.
- ✓ Modal auxiliary 'should' is used before the finite verb.

Example:

Direct: He said to me, "Let us go home."

Indirect: He proposed (or suggested) to me that we should go home.

(But if 'let' does not mean proposal or suggested, then it becomes 'may/ might/ might be allowed')

Direct: The poor man said, "Let me have some food."

Indirect: The poor man wished that he might have some food.

When the quoted sentence means 'wish' or 'pray', reporting verb becomes 'wish' or 'pray', and the rest changes according to the rules of assertive sentence:

Direct: The mother said to her son, "May you succeed in the exam."

Indirect: The mother wished that her son might succeed in the exam.

Exclamatory Sentence

Rules:

- ✓ Change the exclamatory sentence into statement or Assertive.
- ✓ Remove the quotation marks and exclamatory mark.
- ✓ Use the conjunction 'that'.
- ✓ Omit the interjections, such as Oh, O, Alas, how, what, hurrah.
- ✓ Add the word 'very' to the adjective or adverb if necessary.
- ✓ If the verb is not given, use 'Be' form verb (is, was, are, were, am) in its correct tense according to the subject.
- ✓ Change the reporting verb (say, said) to 'exclaim joyfully'
- ✓ Use 'exclaim' sorrowfully for sorrowful incidents.

Reporting Verb in indirect speech: exclaim, cry out, pray, wish and then it changes according to the rules of assertive sentence.

Direct: He said, "Alas! How foolish I have been."

Indirect: He confessed with regret that he had been very foolish.

Direct: He said, "Farewell my friends!"

Indirect: He bade farewell to his friends. or, He bade his friends farewell.

Note 1: While changing multiple sentences into indirect speech, conjunctions are used (usually 'and'), and 'added' is used as reporting verb. For example:

Direct: He said, "I am wondering where to go." "I might change my decision."

Indirect: He said that he was wondering where to go, and added that he might change his decision.

Note 2: Short replies are expressed with complete reactions in indirect speech. For instance: "Yes" becomes replied in the affirmative, "No" becomes replied in the negative.

Note 3: If a person is addressed as Sir/Majesty/Fool or anything --- it is expressed in a complete sentence in Indirect Speech. For instance: He addressed him as Sir and said that....



Exercise

Change the following speeches:

1. The man said to her, “Did you hear that noise? Go and see what has happened there.”
2. The traveler said, “Can you tell me the way to the nearest inn?” “Yes,” said the peasant, “Do you want one in which you can spend the night?” “No,” replied the traveler, “I only want a meal.”

3. “Why are you putting up the food in your pocket, Sir? Why don’t you eat?” asked the nobleman. “I am doing the right thing. My dress deserves these rich dishes,” replied Sheikh Saadi. “Don’t understand what you mean to say,” said the nobleman.
4. How long will you live?” asked the king. With a ready wit, the astrologer said, “The stars declare that I shall die only a week before you Majesty.” Hearing this, the king turned pale and shouted, “Drive this wretch away. Let him not come here again.”
5. “Can I have a look at your paper for a moment?” asked the man next to me, “I just want to see the cricket results.” “I have not quite finished it,” I said. “Could you wait for a moment?” “No, I can’t wait long,” he said, “I am getting off at the next stop.” “Okay, you can have a glance, but return it before you get down,” I said with an unsatisfied tone.

Answer Key:

1. The man asked her if she had heard that noise and ordered her to go and see what had happened there.
2. The traveler asked the peasant if she could tell him the way to the nearest inn. The peasant replied in the affirmative and asked if the traveler wanted one in which he could spend the night. The traveler replied in the negative and said that he only wanted a meal.
3. The nobleman addressed Sheikh Saadi as Sir and asked why he was putting up the food in his pocket. He again asked why he did not eat. Sheikh Saadi replied that he was doing the right thing and added that his dress deserved those rich dishes. The nobleman said that he did not understand what he meant to say.
4. The king asked how long the astrologer would live. With a ready wit, the astrologer addressed the king as Majesty and replied that the stars declared that he would die only a week before the king. Hearing this the king had turned pale, and addressed the astrologer as a wretch, and shouted to drive him away. He also ordered that he should not be allowed to come here again.
5. The man next to me asked if he could have a look at my paper for a moment. He said that he just wanted to see the cricket results. I replied that I had not quite finished it and asked if he could wait for a moment. He replied in the negative and said that he could not wait. He added that he was getting off at the next stop. With an unsatisfied tone I agreed that he could have a glance but he had to return it before he got down.

Unit 6

Conditional Sentence

Objectives

After the completion of this unit, you would be able to---

- change verbs according to conditions of clauses.
- use conditional sentences in your expression.

Overview:

Lesson 1: *Conditionals 1*

Lesson 2: *Conditionals 2*

Lesson 3: *Conditionals 3*

Answer Key

Lesson 1 : Conditionals 1



IF I CAN UNDERSTAND **CONDITIONALS** , I WILL BE HAPPY!

Likely To Happen Today Or In The Future

IF → **CONDITION** | **RESULT**
I save enough money, I will buy that mansion.
PRESENT SIMPLE , WILL + VERB **1st Conditional**

Unlikely To Happen Today Or In the Future

IF → **CONDITION** | **RESULT**
I saved a lot of money, I would buy that mansion.
SIMPLE PAST , WOULD + VERB **2nd Conditional**

Already Passed. Will Never Happen!

IF → **CONDITION** | **RESULT**
I had won the lottery, I would have bought that mansion.
HAD+PAST PERFECT , WOULD HAVE + PAST PARTICIPLE **3rd Conditional**

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If I do ... and if I did...

When you imagine something like this, we use if + past

(if I found/ if there was / if we didn't, etc.)

But the meaning is not past:

What would you do if you won a million pounds?

(We don't really expect this to happen.)

I don't really want to go to their party, I probably will go. They'd be upset if I didn't go.

If there was (or were) an election tomorrow. Who would you vote for?

We do not normally use would in the if-part of the sentence:

I'd be very frightened if somebody pointed a gun at me. (not if somebody would point)

If I did not go to their party, they'd be upset. (not if I wouldn't go)

But you can use if ... would when you ask somebody to do something:

(formal letter) *I would be grateful if you would let me know your decision as soon as possible.*

Could and might are also possible:

If you took more exercise, you might feel better. (=it is possible that you would feel better)

If it stopped raining, we could go out. (= we would be able to go out)

If I knew ... I wish I knew ...

When you imagine a situation like this, we use if + past (if I knew / if you were / if we didn't, etc. but the meaning is present, not past:

Tom would read more if he had more time. (but he doesn't have much time)

If I didn't want to go to the party, I wouldn't go. (but I want to go)

We wouldn't have any money if we didn't work. (but we work)

If you were in my position, what would you do?

We use the past in the same way after wish (I wish I knew / I wish you were, etc.) we use wish

To say that we regret something is not as we would like it to be:

I wish I knew Ria's phone number.

(= I don't know it and I regret this)

Do you ever wish you could fly?

(you can't fly)

It rains a lot here. I wish there weren't so.

I wish I didn't have to work tomorrow, but unfortunately I do.

If I were / if I was

After if and wish, you can use were instead of was (if were ... / I wish it were etc.). So, you can say:

If I were you, I wouldn't buy that coat. Or if I was you, ...

I'd go out if it weren't so cold. Or ...if it wasn't so cold.

I wish Carol were here. Or I wish Carol was here.

We do not normally use would in the if-part of the sentence or after wish:

If I were rich, I would have a yacht. (not if I would be rich)

Exercise

Complete these sentences:

1. If you took more exercise, you _____ (feel) better.
2. I'm not tired. If I went to bed now, I _____ (not sleep).
3. Would you mind if I _____ (use) your phone?
4. It's a pity you can't drive. It _____ (be) useful if you could.
5. I wish I _____ (verb to have) something to read.

Answer Key :

1. would feel
2. would not sleep
3. used
4. would be
5. had

Lesson 2 : Conditionals 2



If I had known I wish I had known ...

We use if + had ('d) ... to talk about the past (If I had known/been/done):

I didn't see you when you passed me in the street. If I'd seen you, of course I would have said hello.

(but I didn't see you)

I decided to stay at home last night. I would have gone out if I hadn't been so tired.

(but I was tired)

If he had been looking where he was going. He wouldn't have walked into the wall.

(he wasn't looking)

Compare:

I'm not hungry. If I was hungry, I would eat something. (now)

I wasn't hungry. If I had been hungry, I would have eaten something. (past)

Do not use would in the if –part of the sentence. We use would in the other part of the sentence:

If I had seen you, I would have said hello. (not if I would have seen you)

Note that 'd can be would or had:

If I'd seen you, (I'd seen = I had seen) I'd have said hello. (I'd have said = I would have said)

We use had (done) the same way after wish.

I wish something had happened = I am sorry that it didn't happen:

I wish I'd known that Gray was ill. I would have gone to see him. (but I didn't know)

I feel sick. I wish I hadn't eaten so much cake. (I ate too much cake)

Do you wish you had studied science instead of language? (you didn't study science)

Do not use would have ... after wish:

The weather was cold while we were away. I wish it had been warmer. (not I wish it would have been)

Compare would (do) and would have (done):

If I had gone to the party last night, I would be tired now. (I am not tired now – present)

If I had gone to the party last night, I would have met lots of people. (I didn't meet lots of people – past)

SECOND CONDITIONAL

IF	she	knew	the answer	WOULD	she	tell	us.		
	I	were	you		I	go	home.		
	Martin	could come			he	be	here.		
	they	had	more time		they	stay	longer.		
	Sue and Jane	lived	in a big city		they	like	it better.		
subject			past tense			subject		basic verb	

subject	WOULD			basic verb	IF	subject	past tense	
She	tell	us	she	knew	the answer.	I	were	you.
I	go	home	Martin	be	here	he	could come.	
Martin	be	here	They	stay	longer	they	had	more time.
They	stay	longer	Sue and Jane	like	it better	they	lived	in a big city.
Sue and Jane	like	it better						



By saying: **If it opened its eyes** - he says its eyes are closed. He is imagining the situation after the animal opens its eyes.



By saying: **If I had a car** - he says he doesn't have a car. He is imagining the situation.



By saying: **If I were older** - he says he is not old enough. He is imagining the situation.

 **Exercise**

Complete these sentences:

1. The view was wonderful. If I'd had a camera with me, I _____ (take) some photographs.
2. If you had studied, you _____ (pass) the examination.
3. If I hadn't been sick, I _____ (come) to your party.
4. If she had known about your problem, she ____ (help) you.
5. If Tara had been free yesterday, I ____ (invite) her.

 **Answer Key :**

1. would have taken
(but I didn't have a camera)
2. would have passed
(but you didn't pass)
3. would have gone
(but I couldn't go)
4. could have helped
(but she couldn't help/but she didn't help)
5. would have invited
(but I didn't invite her)

Lesson 3 : Conditionals 3



Compare would have, could have and might have:

If the weather hadn't been so bad,

We would have gone out.

We could have gone out

(= we would have been able to go out)

We might have gone out.

(= perhaps we would have gone out)

Wish

You can say "I wish you luck / every success / a happy birthday", etc.:

I wish you every success in future.

I saw Ria before the exam and she wished me luck.

We say 'wish somebody something' (luck / a happy birthday etc.) but you cannot 'wish that Something happens'. We use hope in this situation. For example:

I hope you get this letter before you go away. (not I wish you have)

Compare I wish and I hope:

I wish you a pleasant stay here.

I hope you have a pleasant stay here. (This is my expectation not wish)

We also use to say that we regret something, that something is not as we would like it.

When we use wish in this way, we use the past (knew/lived etc.), but the meaning is present:

I wish I knew what to do about the problem. (I don't know and I regret this)

I wish you didn't have to go soon. (you have to go)

Do you wish you lived near the sea? (you don't live near the sea)

Rahman's going on a trip to Mexico soon. I wish I was going too. (I'm not going)

To say that we regret something in the past, we use wish + had ... (had known / had said), etc.:

I wish I knew about the party. I would have gone if I'd known. (I didn't know)

It was a stupid thing to say. I wish I hadn't said it. (I said it)

I wish I could (do something) = I regret that I cannot do it:

I'm sorry I have to go. I wish I could stay longer. (but I can't)

I've met that man before. I wish I could remember his name. (but I can't)

I wish (do something) = I regret that I could not do it:

I hear the party was great. I wish I could have gone. (but I couldn't go)

We often use I wish ... would to complain about a situation:

The phone has been running for five minutes. I wish somebody would answer it.

I wish you would do something instead of just sitting and doing nothing.

You can use I wish ... would to complain about things that people do repeatedly:

I wish you wouldn't keep interrupting me.

We use I wish ... would ... for action and changes, not situations.

Compare:

I wish Sarah would come. (= I want her to come)

But I wish Sarah was (or were) here now. (not I wish Sarah would be)

I wish somebody would buy me a car.

But I wish I had a car. (not I wish I would have)

	If-clause <i>(condition)</i>	Main clause <i>(result)</i>
Zero Conditional - used for present, real/factual situations	If I drink coffee at night,	I don't sleep well.
First Conditional - used for future real/factual situations	If I drink coffee tonight,	I won't sleep well.
Second Conditional - used for present or future unreal, imaginary situations	If I drank coffee tonight,	I wouldn't sleep well.
Third Conditional - used for past unreal, imaginary situations	If I had drunk coffee last night,	I wouldn't have slept well.



Exercise

Complete these sentences:

- If I had studied harder, I would have passed the exam. I wish I ____ (study) harder.
- My friends invited me to a party, but I didn't go. I wish I ____ (go) to the party with them.
- My car is old but I can't afford a new one. If only I ____ (can) afford a new car.
- My sister phoned me but I wasn't at home. I wish I ____ (be) there.
- My dog needs to go for a walk, but I haven't got time right now. If only I ____ (have) more free time.



Answer Key :

- had studied
- had gone
- could
- had been
- had

Unit 7

Right Forms of Verbs

Objectives

After the completion of this unit, you would be able to---

- learn the right forms of verbs.
- explain the rules of the right forms of verbs.
- use the right forms of verbs.

Overview:

Lesson 1: *The Right Forms of Verbs*

Lesson 2: *Subject-Verb Agreement*

Answer Key

Lesson 01: The Right Forms of Verbs



Right Forms of Verbs

The verb is the most important component of a sentence. It is found that the verb may take different forms, such as present simple, past simple, present participle, past participle, bare infinitive, to infinitive, gerund, etc. From among these various forms of verbs, it is very important to choose the right one in the appropriate place to make the sentence meaningful. In order to choose the right forms of verbs, certain rules should be remembered. Following are some of the important rules for using the right forms of verbs:

1. If a sentence contains *always, regularly, sometimes, often, generally, daily, everyday, occasionally, usually, normally*, etc. without any mention of time, then the verbs will be in the present indefinite tense. For example,
He always speaks in the class.
She takes fast food daily.
My father reads the Daily Star every morning.
I take exercise regularly.
2. If a sentence expresses *universal truth, habitual fact*, the verb will be in the present indefinite tense. For example,
The sun sets in the west.
Light removes darkness.
Everybody fears death.
Ill news spreads fast.
3. If any work is continuing at present, then the verb becomes present continuous. The words *now, at present, at this moment*, etc. may be present in the sentence. For example,
She is singing now.
They are watching television at this moment.
I am driving at this moment.
4. If an active sentence contains *has, have, had*, then the verb will be in the past participle form. For example,
He has finished his M.A. in English.
The teacher has punished the students.
I have visited the national museum.

5. If a sentence contains *just, just now, already, yet, ever, lately, recently, etc.*, then the verb will be in the present perfect tense. For example,
I have visited my village home recently.
He has just left the office.
I have not taken my breakfast yet.
His father has died recently.
6. If a sentence contains the words indicating past time, such as *yesterday, ago, long since, last night, etc.*, then the verb will be in the past form. For example,
I went to my village home last week.
They lived here long since.
The man came here yesterday.
The police arrested the criminal last night.
7. If any action was continuing in the past, the verb will be in the past continuous tense.
He was then eating.
I was reading at that time.
8. If a sentence contains *No sooner had than, scarcely had when, hardly had before, etc.*, then the first verb will be in the past participle form and the second verb will be in the past form. For example,
No sooner had he seen the police than he ran away.
No sooner had we reached the station than the train ran away.
9. A sentence containing 'since': If the first part of 'since' is present indefinite or present perfect tense, then the next part will be past indefinite. For example,
It is many years since I came to Dhaka.
Many years have passed since his father died.
10. If the first part of 'since' is past indefinite tense, then the next part becomes past perfect. For example,
It was many years since they had first met.
It was long since I had seen her last.
11. A sentence containing 'before': If the first part of 'before' is past perfect, then the next part becomes past indefinite. For example,
The teacher had started the class before I came.
The patient had died before the doctor came.
I had finished my home work before father came home.

- 12.** A sentence containing ‘after’: If the first part of ‘after’ is past indefinite tense, then the next part will be past perfect. For example,
The teacher started the class after I had come.
The patient died after the doctor had come.
- 13.** If verb comes just after ‘while’, then the verb will take ‘ing’ with it. But if verb comes after ‘while + subject’, then the verb will be in the past continuous tense. For example,
While going to school, I saw a snake.
Don’t gossip while reading.
While he was walking along the road, a snake bit him.
- 14.** The main verb after ‘to be’ and ‘having’ takes past participle form. For example,
He ran away having taken the money.
The chairman ordered the notice to be hung.
- 15.** If a sentence contains *by this time, by morning, by Sunday, etc.*, then the verb of the sentence will be in the future perfect tense. For example,
They will have reached by this time.
He will have returned by Monday next.
I will have finished the book by June 2017.
- 16.** If a sentence contains *tomorrow, next month, coming year, etc.*, then the verb of the sentence will be in the future indefinite tense. For example,
I shall leave for Dhaka tomorrow.
We shall visit the zoo next week.
Our final examination will begin tomorrow.
- 17.** If a simple sentence contains two verbs, then the 2nd verb will take ‘ing’ or ‘to’ before it or will take the past participle form. For example,
I saw him running.
I want to go now.
He got the work done.
- 18.** *Had better, had rather, would better, would rather, let, must, need, dare, etc.* are followed by the present forms of verb and if there is ‘to’ before that verb, then the ‘to’ is omitted. For example,
You had better leave the class.
I won’t let you go now.
You need not help me.
We would rather follow the direction of our teacher.

- 19.** The verb after *it is high time, it is time, wish, fancy,* etc. will be in the past form. For example,
It is high time we did the work.
I wish I went there.
I fancy I got a car.
It is time you studied hard.
- 20.** After *as though, as if, wish,* etc. the 'to be verb' transforms into 'were'. For example,
I wish I were a king.
She talks as if she were a mad.
He speaks as though he were president.
- 21.** If the first part of 'as though/as if' is present indefinite, then the next part will be past indefinite. But if the first part is past indefinite, the next part will be past perfect. For example,
He speaks as though he knew everything.
She behaved as though she had not learned any manner.
- 22.** The principal verbs take present forms after modal auxiliaries. For example,
One should not waste one's time.
He could run fast.
I would help the poor.
- 23.** If *have, has, had, got,* etc. work as causative verb in sentence, then the verb after them will be past participle. For example,
I got the work done.
I had my house painted.
I have my clothes washed by the boy.
- 24.** The verb after *am, is, are, was, were* takes 'ing' in active form, but it will be in the past participle in passive form. For example,
He is doing the work.
The work is done by him.
The boys were playing football.
The letter was written by his friend.
- 25.** If a sentence contains 'lest', then the subject takes *should/might* after it.
He ran fast lest he should miss the train.
She studied hard lest she might fail in the examination.

26. A given verb takes 'ing' form after the following words: *mind, worth, without, past, cannot help, could not help, with a view to, look forward to, would you mind, get used to*, etc. For example,

I went to Dhaka with a view to meeting one of my friends.

The idea is worth considering.

I am looking forward to hearing from you.

I believe you would not mind visiting your home.

Lesson 2 : Subject-Verb Agreement

The verb of every sentence must agree with its subject. Grammatical agreement means that the form of the verb matches the person and the number of the subject of the sentence. The following rules have to be remembered at the time of using appropriate verbs in terms of the subject.

27. In the present tense, a third person singular subject (*he, she, it or any noun that these words replace*) needs *-s* or *-es* ending of its verb.

The president likes to jog.

He tries to exercise every day.

The sun rises in the east.

a. In the present tense the verbs *be, do, and have* change their spelling to indicate different types of subjects.

Be	Do	Have
I am	I do	I have
You are	you do	you have
He/she/it is	he/she/it does	he/she/it has

b. In the past tense the verb *be* changes its spelling to indicate different types of subjects.

Past Tense of *Be*

I was, You were, he/she/it was, we were, you were, they were,

28. A compound subject usually needs a plural form of the verb. A compound subject is made up of two or more nouns or pronouns that are joined by *and*.

The headmaster and the secretary of our school were present on the occasion.

Dhaka and Chittagong are two important cities of Bangladesh.

29. If there are two nouns/pronouns combined by such words as *along with, together with, as well as, with, accompanied by, followed by*, etc., then the verb agrees with first noun/pronoun.

The chairperson along with the members was present in the party.
 She as well as her brothers is coming tonight.
 The teacher together with some students is conducting the research.

- 30.** When two or more nouns or pronouns are joined by *or, nor, either...or, neither... nor*, the verb form usually agrees with the noun that is closest to the verb.
 Neither the President nor the two houses govern alone.
 Neither the two houses nor the President governs alone.
 Neither she nor her sisters have done this.
- 31.** Words that come between a subject and its verb do not affect the number of the subject. For example,
 The quality of the mangoes is good.
 His choice of words is excellent.
 The colour of her eyes was blue.
- 32.** When the subject is a singular, indefinite pronoun, it requires a singular verb for agreement. Here are some indefinite pronouns that are always singular:
Another, everybody, nothing, anybody, everyone, one, anyone, everything, somebody, anything, neither, someone, each, no one, something, either, nobody.
 Everybody attends the meeting.
 Each works hard for the company.
 No one of them is going to attend the class.
 Neither of the girls was pleased.
- 33.** When the subject is a *collective noun*, it may take either a singular or plural verb depending on its meaning in a particular sentence. If you are writing about the group as a single unit, use a singular verb. If you are writing about the individual members of a group, use a plural verb. Some examples of collective nouns are **team, committee, family class, audience, jury, group**, etc.
 The Senate committee has been studying air pollution.
 The Senate committee have been studying air pollution in their own states.
 The jury is giving its verdict today.
 The jury were divided into two groups.
- 34.** Subjects that state a quantity or amount (*of time, money, height, length, width, space, or weight*) usually function like singular subjects and need singular verbs. However, they can function like plural subjects when they refer to individual items.
 Twenty miles is a long distance.
 Two-thirds of the committee members were opposing the decision.
 Twelve years was Jerry's age.

35. Subjects that are plural in form but singular in meaning require singular verb for agreement. Some examples are *politics, news, information, scenery, advice, furniture, wages, poetry, issue, brick, hair, luggage, physics, economics, mathematics, ethics, civics, statistics, etc.*
The news is very sensitive.
Politics is the art of compromise to reach agreement.
Economics is a partner of politics.
The New York Times is a good source of news about politics and economics.
36. If the infinitive/gerund/participle is used as the subject of any sentence then the verb takes singular form. For example,
Walking is a good exercise.
To speak the truth is a great virtue.
That you have finished the work is known to me.
37. A verb agrees with its subject, whether the verb comes after the subject or before it.
At the end of the city is the President's Office.
At the end of the city are several commercial banks.
38. If article 'the' is used before 'adjectives' then the adjective indicates plural noun. Then the verb after the adjective becomes plural. For example,
The virtuous are always happy.
The poor are born to suffer.
39. The word *none* needs special attention. When *none* means *no one or not one*, use the singular form of the verb.
None of them is able to do that job.
When *none* means or suggests *more than one thing or person*, use the plural form of the verb.
None are helpless because they can always try.
40. When the word *number* is preceded with the word *a*, use a plural verb. When the word *number* is preceded with the word *the*, use a singular verb.
A number of people are waiting to see you.
The number of stars in the sky seems countless.



Exercise: A

Fill in the blanks with the correct forms of the verbs given in the brackets:

1. The boys(play) in the field now.
2. He (go) to school regularly.

3. I (buy) a new car recently.
4. Flowers(look) beautiful.
5. A basket is (make) of bamboo.
6. I have not (forget) them.
7. She (bring) an umbrella every day.
8. He (live) here for the last five years.
9. Neither his sister nor his brothers (approve) his decision.
10. Fifty miles(be) a long distance.

Exercise: B**Fill in the blanks with the correct forms of the verbs given in the brackets:**

Mamun was born in a little farm village in the East. He was happy even though he (live) a harsh life cultivating his field. One day he (wake up) by a heavy storm. When the storm (let up) he (saw) that his plantation (destroy). He(feel) despondent and (decide) that he could no longer live on the far. He (have) to move somewhere else. He(leave) the farm and(come) to a city. The hustle and bustle of the city(frighten) him a lot, but he(not want) to go back to his farm.

Exercise: C**Rewrite the following sentences using the right forms of verbs.**

1. Health should be (take) care of.
2. I am looking forward to (hear) from you.
3. The number of boys (be) smaller than usual.
4. The mother and daughter (be) walking.
5. None of the question (be) easy.
6. Each boy and each girl (be) meritorious.
7. Ill news (run) fast.
8. Would you mind (sing) a song.
9. I went to market with a view to (buy) a book.
10. He (pay) a visit to our school every now and then.

Exercise: D**Choose the correct forms of verbs:**

1. I bought a car because I (need/needs/needed) it badly.
2. The boy told me that he already (read/reads/had read) the book.
3. He said to me that he (went/go/would go/will go) to Dhaka.
4. It is long since I (see/saw/had seen) her last.
5. He heard the news and (brusted/bursts/burst) into tears.
6. In the evening many families spend time (watch/is watching/watching) television.
7. Ring me as soon as you (gets/get/got) home.

- Population growth must be (keep/kept/keeping) under control
- When the old man saw his daughter, he (become/becomes/became) delighted.
- I mentioned that my doctor (forbids/was forbidden/had forbidden) me to smoke.

Exercise: F

Fill in the blanks with right forms of verb:

- It was warm, so I _____ off my coat. (take)
- The film wasn't very good. I _____ it very much. (enjoy)
- I knew Sarah was very busy, so I _____ her. (disturb)
- I was very tired, so I _____ to bed early. (go)
- The bed was very uncomfortable. I _____ very well. (sleep)
- Sue wasn't hungry, so she _____ anything. (eat)
- We went to Kate's house but she _____ at home. (be)
- It was a funny situation but nobody _____. (laugh)
- The window was open and a bird _____ into the room. (fly)
- The hotel wasn't very expensive. It _____ very much. (cost)
- I was in a hurry, so I _____ time to phone you. (have)
- It was hard work carrying the bags. They _____ very heavy. (be)



Answer Keys:

Exercise A:

- are playing
- goes
- have bought
- look
- made
- forgot
- brings
- has been living
- approves
- is

Exercise B:

- lived
- woke up
- let up
- saw
- was destroyed
- felt
- decided
- had
- left
- came
- frightened
- didn't want

Exercise C:

- taken
- hearing
- is
- were/are
- is
- is
- runs
- singing
- buying
- pays

Exercise D:

- needed
- had read
- went
- saw
- burst
- watching
- get
- kept
- became
- Had forbidden

Exercise E:

- sold
- drew
- listening
- posting
- have been waiting
- has been raining
- is
- does
- spends
- lays

Exercise F:

- too
- didn't enjoy
- didn't disturb
- went
- didn't sleep
- didn't eat
- wasn't
- laughed
- flew
- didn't cost
- didn't have
- were

Unit 8

Phrase

Objectives

After the completion of this unit, you would be able to---

- learn what phrase is.
- know different types of phrases.
- use the phrases correctly.

Overview:

Lesson 1: *Phrase*

Lesson 2: *Phrases & Idioms*

Answer Key

Lesson 01: Phrase

A. A phrase is a group of words that works as a single part of speech having neither a subject nor a predicate.



Phrases are of seven kinds:

1. **Noun Phrase** : It does the work of a noun: *His coming back* is uncertain.
2. **Adjective Phrase** : It does the function of an adjective: He was *a man of fame* (= a famous man)
3. **Adverbial Phrase** : It does the work of an adverb: He ran *at a great speed*. (= fast)
4. **Prepositional Phrase** : It does the work of a preposition: He stood *in front of the man*.
5. **Conjunctive Phrase** : It does the work of a conjunction: Come back *as early* as possible.
6. **Interjectional Phrase**: It does the work of an interjection: *By God!* I have never done this.
What a pity!
7. **Verbal Phrase or group verbs**: It works as a verb: Do not *look down upon* the poor.

An idiom is a phrase having a special meaning used as a mode of expression peculiar to a language.

The Headmaster is **all in all** (= all powerful) in the school.

B. Choose the right phrases from the box and fill in the gaps:

walking in the park	of great kindness	act on	at this moment
several times	of a hero	In front of	from the tree

- a. He came and stood-----
- b. I do not need it-----
- c. They enjoy -----every morning.
- d. Mohsin was a man -----

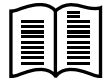
- e. The boy fell -----
- f. You have performed the role -----
- g. He ----- my advice.
- h. I called her -----

C. Choose the right phrases from the alternatives:

- i. He gave me a ring ----- (of gold, for gold, with gold).
- ii. He did it----- (carelessly, carefully, in a careless manner)
- iii. We met him ----- (in the way, on the way, over the way)
- iv. He returned home.-----he could, (as soon as, soon, very quickly).
- v. A man ----- is like a rudderless boat, (with an aim, without an aim).
- vi. Even a man ----- can do it. (of street, on the street, in street)
- vii. He was a man ----- (of fame, with fame, in fame)
- viii. A flower is a symbol of ----- (of beauty, with beauty, having beauty)
- ix. He was a man ----- (of riches, riches, of rich)
- x. He is a man ----- (of power, with power, of powerful)

Lesson 02: Phrases and Idioms

❖ Learn the uses of the following Phrases & Idioms.



ABC (the rudiments): He does not know the ABC of science.

Above all (chiefly): Nazrul was above all a good poet.

Above board (without any secret) His dealings are open and above board.

After all (in spite of all that has been said): He is after all an honest man.

All at once (suddenly): All at once, I saw a crowd.

All in all (all powerful): The Headmaster is all in all in the school.

All on a sudden! All 'of a sudden (unexpectedly): All of a sudden, the girl fell into the pond.

All the same (no difference): It is all the same whether you come or not.

Anything but (far from): Your statement is anything but true.

Apple of discord (subject of quarrel): A piece of land is the apple of discord between the two brothers.

As it were (so to say): The moon is, as it were, the lamp of the earth.

As usual (as it commonly happens): He started for school as usual.

As good as (keeping promise): He is as good as his word.

At all (even a little): I do not care for him at all.

At a loss (puzzled): I am at a loss to decide what to do now.

As to (about): As to that, I know nothing.

At all events (in any case): I shall go there at all events.

At daggers drawn (at enmity): The two brothers are at daggers drawn with each other.

At home (familiar): He is very at home in English.

At last (ultimately): At last, he came.

At a time (each time): Come in one at a time.

At times (occasionally): At times, he loses his temper.

At random (without any aim): He talks at random.

At large (freely): Birds fly at large in the sky.

- At the eleventh hour** (at the last moment): They visit the patient at the eleventh hour.
- At a stretch** (without a break): I can walk ten miles at a stretch.
- At the point of** (very near): The man is now at the point of death.
- At one's disposal** (under one's control): The job is now at your disposal.
- At one's finger-ends** (thoroughly familiar with): Mathematics is at his finger-ends.
- At stake** (in danger): His life is at stake.
- At sixes and sevens** (in disorder): The books are at sixes and sevens on the table.
- Bad blood** (ill feeling): There was a bad blood between the two brothers.
- Bag and baggage** (with all belongings): The students left the hostel bag and baggage.
- Bed of roses** (a pleasant condition of life): Life is not a bed of roses.
- Before long** (soon): He will arrive before long.
- Beggar description** (to be indescribable): Their sufferings in the rains beggar description.
- Bid fair** (seem likely to): A good boy bids fair to success.
- Birds of a feather** (persons of the same nature): Birds of a feather flock together.
- Blue blood** (high birth): The man is proud of his blue blood.
- Black sheep** (a man of bad character): There are some black sheep in every society.
- Bolt from the blue** (unexpected calamity): The news of his death came to me as a bolt from the blue.
- Bone of contention** (matter of dispute): This boundary wall is a bone of contention between the two neighbours.
- Bosom friend** (most intimate friend): He is my bosom friend.
- By all means** (in every possible way): I shall help you by all means.
- Beyond doubt** (undoubtedly): He will come back beyond doubt.
- By dint of** (by means of): You can succeed in life by dint of hard work.
- By fits and starts** (irregularly): If you read by fits and starts, you cannot pass well.
- By virtue of** (because of): He claimed a pension by virtue of his long service.
- By leaps and bounds** (at a rapid rate): The price of essentials is increasing by leaps and bounds.
- By turns** (one after another): They worked in the garden by turns.
- By hook or by crook** (any how): I shall do it by hook or by crook.
- Burning question** (an important thing): Population problem is a burning question of the day.
- By the by** (incidentally): By the by, he told me about his plan.

By this time (by now): He must have reached home by this time.

Bring to light (to let the public know): The secret was brought to light.

Bring to book (to call to account): The criminal should be brought to book.

By chance (incidentally): By chance, I met him on the way.

Call to mind (to remember): I cannot call to mind what he told me.

Chicken-hearted (cowardly): A chicken-hearted man like you cannot do it.

A close-fisted man (a miser): A close-fisted man spends nothing in charity.

Cock and bull story (a foolish story): A cock and bull story makes us laugh only.

Come in question (to doubt): His honesty cannot be called in question.

Come to light (to be known): The secret has come to light.

Come true (to be proved true): His dream came true.

Crocodile tears (pretended grief): His step-mother shed crocodile tears at the death of his sister.

Crying need (urgent necessary): Education is the crying need of a nation.

Cut a sorry figure (to produce bad result): He cut a sorry figure in the examination.

Cut short (to shorter): Please cut short your lecture.

Cold war (unfriendly relation and no actual fighting): The two nations are at cold war.

Dead letter (not in force): This law is a dead letter now.

Dead language (not spoken): Sanskrit is now a dead language.

Dog in the manger policy (unnecessarily obstructing others): I do not support your dog in the manger policy.

End in smoke (to become useless): All his attempts ended in smoke.

Every other day (on alternate day): Take the medicine every other day.

Fall flat (not to be effective): The plan fell flat for want of money.

Fair weather friend (false friend): Fair weather friends never come in hard days.

Far and wide (all around): His fame spread far and wide.

First and foremost (main & most important): The first and foremost duty of a student is to read.

Flesh and blood (human nature) : A flesh and blood cannot tolerate this torture.

For the time being (for the present): Please let me wait here for the time being.

Find fault with (to detect fault): Do not find fault with others.

Fall short of (be inadequate): Your performance fell short of our expectation.

For good (for ever): He left the country for good.

For the sake of (on account of): He sacrificed much for the sake of peace.

From hand to mouth (very poorly): A beggar lives from hand to mouth.

From head to foot (the whole body): The Headmaster looked at him from head to foot.

Get rid of (to make free): We should try to get rid of the problem.

Gift of the gab (a talented orator): Sher-e-Bangla was a gift of the gab.

Golden age (an age of development): Queen Elizabeth's period is called the golden age of English literature.

Golden opportunity (an excellent opportunity): You have lost a golden opportunity of going abroad.

Hue and cry (uproar): They raised a hue and cry at the sight of the tiger.

Hard and fast (fixed): There are some hard and fast rules in cricket.

Heart and soul (earnestly): He tried heart and soul to win the prize.

Hale and hearty (physically sound): I hope you are hale and hearty.

Head or tail (no meaning): I could not make out head or tail of what he said. (Make out = understand)

High and low (all without exception): He is loved by all high and low.

Hang in the balance (to remain uncertain): The fate of the prisoners are still hanging in the balance.

In black and white (in writing): Please give the statement in black and white.

In a fix (in a difficult situation): I am in a fix and so I cannot do it without your help.

In case (if): In case you fail, you have to try again.

In fine (in conclusion): In fine, he advised us to co-operate with one another.

In full swing (in full force): The school is going on in full swing.

In lieu of (in stead of): He gave me a pen in lieu of a pencil.

In spite of (not withstanding): He came in spite of rain.

In the long run (ultimately): If you are lazy, you have to suffer in the long run.

Ins and outs (details): I know the ins and outs of the affair.

In a nut-shell (in short): He told us the story in a nut-shell.

In quest of (in search of): Tigers prowl in quest of prey.

In the good book of (in favour with): You are in the good book of the Managing Director.

In view of (in consideration): In view of his age, he was forgiven.

In no time (soon): He will return in no time.

In cold blood (deliberately): He murdered the man in cold blood.

Kith and kin (relatives): He has no kith and kin in the city.

Know no bounds (to be boundless): The orphan's sufferings after the death of his father knew no bounds.

Leave no stone unturned (to neglect no means): He left no stone unturned to gain the object.

Lion's share (major portion): The mill owners take the lion's share of the profit.

Lose heart (to be in despair): You should not lose heart when you fail to get your desired thing.

Long and short (the simple fact): This is the long and short of the story.

Man of letters (learned man): Everybody respects a man of letters.

Maiden speech (the first speech in public): Everybody was charmed to hear his maiden speech.

Make good (to compensate for): I shall make good of the loss.

Muster strong (to gather in a large number): People mustered strong in the meeting.

Make the best use of (use properly): You should make the best use of your time.

Make sure (to ascertain): You must make sure of your aim.

Nip in the bud (to destroy in the initial stage): All his hopes were nipped in the bud at the death of his father.

Now and then (occasionally): He visits our house now and then.

Null and void (invalid): This law is now null and void.

On behalf of (as a representative of): The chairman spoke on behalf of the council.

Of course (surely): Of course he will return soon.

Once and again (frequently): Father warned me once and again not to see the film.

Once for all (now and for the last time): I have seen his dead face once for all.

Open secret (secret known to all): Corruption in upper levels is an open secret.

Out of pocket (having no money): I am now out of pocket, so I cannot give you the money.

On foot (by walking): He came on foot.

On the eve of (just before): I went to the airport on the eve of his departure.

Part and parcel (an integral part): A library is a part and parcel of an educational institution.

Play hide and seek (a hiding and finding out game): The children were playing hide and seek.

Play truant (to leave or stay away from school without reason): Nazrul used to play truant.

Pros and cons (advantages & disadvantages): You must know the pros and cons of the matter.

Point blank (directly): The terrorist shot at him point blank.

Play tricks (play false): Some politicians play false with people.

Put off (lay aside): Do not put off your lesson for tomorrow.

Put off (take off/remove): Put off your dirty shirt.

Put out (extinguish): Put out the lamp.

Rag day (the last day of education): Students enjoy the Rag day every year.

Red letter day (a memorable day): The Independence Day is a red letter day.

A rainy day (hard times): We should save money against a rainy day.

Red-handed (at the time of committing a crime): The thief was caught red-handed.

Skin and bone (skeleton): Disease makes a man skin and bone.

Slow coach (a person slow in action): A slow coach like him cannot do it within this time.

Stone's throw (at short distance): My school is at a stone's throw from my residence.

Sum and substance (summary): This is the sum and substance of the story.

Summer friends (false friends): Summer friends do not come during evil days.

Square meal (full meal): The poor cannot have two square meals a day.

Step by step (gradually): Try to advance step by step.

Tell upon (to affect): Overwork will tell upon your health.

To the back bone (in the inmost being): The boy is wicked to the backbone.

Ups and downs (rise and fall): Every life has ups and downs.

Up and doing (very active): Be up and doing to prosper in life.

Without fail (certainly): I will go there tomorrow without fail.

Weal and woe (in happiness and sufferings): Good friends will help you in weal and woe.

Well-to-do (solvent): He comes of a well-to-do family.



Exercise:

Exercise A:

Write meanings of the following phrases/idioms and make sentences with them.

- | | |
|--------------------------------------|--------------------------|
| 1. All on a sudden! All 'of a sudden | 14. In black and white |
| 2. At the eleventh hour | 15. In the long run |
| 3. At stake | 16. In a nut-shell |
| 4. Beggar description | 17. In cold blood |
| 5. Bone of contention | 18. Lion's share |
| 6. Burning question | 19. Make the best use of |
| 7. Chicken-hearted | 20. On behalf of |
| 8. Crocodile tears | 21. On the eve of |
| 9. Crying need | 22. Pros and cons |
| 10. End in smoke | 23. Sum and substance |
| 11. For the sake of | 24. Square meal |
| 12. From hand to mouth | 25. Weal and woe |
| 13. Hue and cry | |

Exercise B:

Choose the right idiom and fill in the gaps:

after all	first and foremost	find fault with	by turns	golden opportunity	at home in
above board	all in all	black sheep	by dint of	by fits and starts	all on a sudden

- he is a good man.
- Rafiq is very ----- English.
- There appeared a tiger-----.
- The spoilt son is a----- of his family.
- You should not read ----- if you want to do well in the examination.
- Joy and sorrow come ----- in our life.
- The boy prospered in life ----- hard work.
- Your duty is to study regularly.
- It is a bad habit to -----others.
- You have lost -----of getting a good job.

Key Answers Key:

Exercise A:

The solution could be found in the list of phrases and idioms given above. Students are advised to find help from their in solving this particular activity.

Exercise B:

- a. After all b. at home in c. all on a sudden d. black sheep e. by fits and starts f. by turns
 g. by dint of h. first and foremost i. find faults with h. a golden opportunity

Unit 9

Tag Questions

Objectives

After the completion of this unit, you would be able to—

- learn what tag questions are.
- classify different types of tag questions.
- use tag questions.

Overview:

Lesson 1: *Tag Questions*

Lesson 2: Rules for Making Tag Questions.

Answer Key

Lesson 01: Tag Questions



Tag Questions

Question tags are the small questions that come at the end of sentences. We use question tags to check whether something is true or to ask for agreement.

Read the sentences in the passage below and answer the questions that follow:

Nafiz is sitting alone in the field. He looks around and speaks to himself. "Birds are free, aren't they? They can fly at large can't they? They are not the best of creations like man are they? Man is the best creation of God, isn't he? He cannot fly in the sky, can he? Birds are a part of our environment. But they do not pollute our environment, do they? It is man who pollutes his environment, doesn't he? We should not pollute our environment, should we? Our people are not educated. If they are educated they will become conscious, won't they? Our people must be educated, mustn't they? Oh! The sun is already set. I am late for home, am n't I? I have to return now, haven't I?"

- Do most sentences in the passage end with a question? Pick out the questions.
- Does an affirmative sentence end with a negative question?
- Does a negative sentence end with an affirmative question?

Now look at the following examples of question tags to get more ideas about them:

1. You don't like me, do you?
2. It isn't raining, is it?
3. You've done your homework, haven't you?
4. I'm not late, am I?
5. You like Chinese food, don't you?
6. You remembered to feed the cat, didn't you?
7. There's a problem here, isn't there?
8. You think you're clever, don't you?

Some Basic Rules for Tag Questions:

- Question tags are used after affirmative and negative sentences, but not after questions.
- We most often put negative tags after affirmative sentences, and non-negative tags after negative sentences. Examples:

We are busy, aren't we?

You haven't done your assignment, have you?

- Negatives are usually contracted, but full forms are possible in formal speech.
Example: They promised to repay us by the end of this month, did they not?

- If the main sentence has an auxiliary verb (or non-auxiliary **be**), this is repeated in the question tag.
- If the main sentence has no auxiliary, the question tag has **do**.

Non-auxiliary **has** may have both forms.

Examples:

John has passed the exam, hasn't he?

You smoke, don't you?

Linda has a set of blue eyes, hasn't she?

You have a car, don't you?

Lesson 02: Rules for Making Tag Questions

Some Basic Rules for Tag Questions:

Positive/negative

Usually, if the main clause is **positive**, the question tag is **negative**, and if the main clause is **negative**, the tag question is **positive**. For example:

It's cold (positive), isn't it (negative)? And: It isn't cold (negative), is it (positive)?

He's a doctor, isn't he?

You work in a bank, don't you?

You haven't met him, have you?

She isn't coming, is she?

With/without auxiliary verbs:

If the main clause has an auxiliary verb in it, we use the same verb in the tag question. If there is no auxiliary verb (in the present simple and past simple), **do / does / did** is used (just like when you make a normal question).

There is one exception: the question tag after **I am** is **aren't I**.

For example: I'm in charge of the food, aren't I?

They've gone away for a few days, haven't they?

They weren't here, were they?

He had met him before, hadn't he?

This isn't working, is it?

I said that, didn't I?

You don't recognise me, do you?

She eats meat, doesn't she?

With modal verbs

If there is a modal verb in the main part of the sentence, the question tag uses the same modal verb.

They couldn't hear me, could they?

You won't tell anyone, will you?

Examples:

Positive sentences with negative tags:

Present simple 'be'	She's Italian, isn't she?
Present simple other verbs	They live in London, don't they?
Present continuous	We're working tomorrow, aren't we?
Past simple 'be'	It was cold yesterday, wasn't it?
Past simple other verbs	He went to the party last night, didn't he?
Past continuous	We were waiting at the station, weren't we?
Present perfect	They've been to Japan, haven't they?
Present perfect continuous	She's been studying a lot recently, hasn't she?
Past perfect	He had forgotten his wallet, hadn't he?
Past perfect continuous	We'd been working, hadn't we?
Future simple	She'll come at six, won't she?
Future continuous	They'll be arriving soon, won't they?
Future perfect	They'll have finished before nine, won't they?
Future perfect continuous	She'll have been cooking all day, won't she?
Modals	He can help, can't he?
Modals	John must stay, mustn't he?

Negative sentences with positive tags:

Present simple 'be'	We aren't late, are we?
Present simple other verbs	She doesn't have any children, does she?
Present continuous	The bus isn't coming, is it?
Past simple 'be'	She wasn't at home yesterday, was she?
Past simple other verbs	They didn't go out last Sunday, did they?
Past continuous	You weren't sleeping, were you?
Present perfect	She hasn't eaten all the cake, has she?
Present perfect continuous	He hasn't been running in this weather, has he?
Past perfect	We hadn't been to London before, had we?
Past perfect continuous	You hadn't been sleeping, had you?
Future simple	They won't be late, will they?
Future continuous	He'll be studying tonight, won't he?
Future perfect	She won't have left work before six, will she?
Future perfect continuous	He won't have been travelling all day, will he?
Modals	She can't speak Arabic, can she?
Modals	They mustn't come early, must they?

Imperatives

After imperatives, *won't you?* is often used to invite people to do things, and *will/would/can/can't/could you?* to tell or ask people to do things.

Do sit down, *won't you?*
Shut up, *can't you?*

After a negative imperative, we use ***will you?***

Don't forget, *will you?*

Let's

Let's have a party, shall you?

There's

There's something wrong, *isn't there?*

There weren't any problem, *were there?*

Negative adverbs

The adverbs *never*, *rarely*, *seldom*, *hardly*, *barely* and *scarcely* have a negative sense. Even though they may be in a positive statement, the feeling of the statement is negative. We treat statements with these words like negative statements, so the question tag is normally positive.

You **never** care for people, do you? (Not, don't you?)

There's **little** we can do about it, is there?

Nobody phoned, did they?

I **barely** know you, do I?

You **hardly** ever came late, did you?

Exercise: A

Use appropriate tag questions in the following sentences:

1. None can do it,
2. Neither of them went there,
3. Nobody went there,
4. Everybody saw you,
5. There is no pond in this village,
6. It is good idea,
7. We ought to love our country,
8. He is a brilliant student,
9. I am not ready,
10. I am well,

Exercise: B

Add question tags to the following sentences.

1. It's very hot today,
2. You like him,
3. Kamal will come,
4. We must hurry,
5. He will never give up,
6. Your father is a doctor,
7. You have tea for breakfast,
8. I didn't hurt you,
9. You aren't going out,
10. They have sold the house,
11. I needn't get up early tomorrow,
12. It isn't ready yet,

13. Hasan hasn't passed the examination,?
14. They will go home soon,?
15. He didn't paint it himself,?

Exercise: C

Complete the following sentences with appropriate tag questions:

1. She is collecting stickers, _____?
2. We often watch TV in the afternoon, _____?
3. You have cleaned your bike, _____?
4. John and Max don't like maths, _____?
5. Peter played handball yesterday, _____?
6. They are going home from school, _____?
7. Mary didn't do her homework last Monday, _____?
8. He could have bought a new car, _____?
9. Kevin will come tonight, _____?
10. I'm clever, _____?
11. He won't mind if I use his phone, _____?
12. She is enjoying herself, _____?
13. You weren't listening, _____?
14. I'm too impatient, _____?
15. Tom knows that his father is in the hospital, _____?

Exercise: D:

Match the tag questions on the right with the sentences on the left:

1. You can't answer all the questions,	a. didn't he?
2. You will help me to do the assignment,	b. will you?
3. He believes you,	c. can't you?
4. The teacher should explain the lesson,	d. doesn't he?
5. The boy didn't know the lesson,	e. can you?
6. Bob frighten you,	f. should he?
7. You can speak English well,	g. could she?
8. You couldn't arrange that,	h. won't you?
9. You won't tell him,	i. did he?
10. He shouldn't do it,	j. shouldn't he?

Answers Key:

Exercise A:

1. can they? 2. did they? 3. did they? 4. didn't they? 5. isn't there? 6. isn't it? 7. shouldn't we? 8. isn't he? 9. am I? 10. aren't I?

Exercise B:

1. isn't it? 2. don't you? 3. won't he? 4. mustn't we? 5. will he? 6. isn't he? 7. don't you? 8. did I? 9. are you? 10. haven't they? 11. do I? 12. is it? 13. has he? 14. won't they? 15. did he?

Exercise C :

1. isn't she? 2. don't we? 3. haven't you? 4. do they? 5. didn't he? 6. aren't they? 7. did she? 8. couldn't he? 9. won't he? 10. aren't I? 11. Will he? 12. Isn't she? 13. Were you? 14. Aren't I? 15. Doesn't he?

Exercise D:

1-e, 2-h, 3-d, 4-j, 5-I, 6-a, 7-c, 8-g, 9-b, 10-f

Unit 10

Linking Words or Connectors

Objectives

After the completion of this unit, you would be able to–

- learn connectors.
- know various kinds of connectors used in sentences.
- make sentences by using connectors.

Overview:

Lesson 1: *Linking Words or Connectors*

Lesson 2: *Coordinators or Coordinating Conjunctions*

Lesson 3: *Subordinators or Subordinating Conjunctions*

Lesson 4: *Transitions or Sentence Connectors*

Answer Key

Lesson 1: Linking Words or Connectors



At the time of speaking or writing something, we use some words or phrases in order to maintain the cohesion or continuity of the sentences. Those words or phrases are called linking words or sentence connectors or simply connectors. For example – *as a result, furthermore, despite, for example, however, as a consequence, even though, finally, therefore, but, next, in fact, of course, in brief, on the other hand, etc.* So, a connector works as a conjunction to join two or more words, phrases, and clauses together. Study the following sentences to get idea about the use of linking words or connectors.

1. Prices fell by more than 20% last year. **As a result**, sales increased by 15%.
2. Desktop computers are cheaper and more reliable than laptops; **furthermore**, they are more flexible.
3. On the whole, his speech was well received, **despite** some complaints from new members.
4. I have been to many countries. **For example**, I have been to Russia, Canada, Mexico, and Spain.
5. She hates housecleaning. **On the other hand**, she doesn't mind cooking.
6. There are many benefits to exercising. **However**, you must take some precautions to avoid injury.
7. I forgot that the cake was in the oven. **As a consequence**, it burned.
8. **Even though** the book is difficult to read, it is very interesting.
9. **Finally**, I know that she has great potential.
10. He was late to class again. **In other words**, he didn't wake up on time.

Read the following paragraph and notice the use of connectors or linking words:

One of my favorite hobbies is traveling. **Therefore**, I decided to get a job that paid me to travel **because** I just couldn't afford my habit. I worked for a company called Tech-Solve where I led bicycle trips. It was a really hard job. I got to spend two months living **and** working in France's wine country. **In addition**, I went to the south **and** stood on the red carpet **where** they hold the Cannes Film Festival. Riding bikes all summer was great, **and** traveling around France was incredible; **however**, the job was too much work **and** not enough pay. **Thus, while** it fed my traveling addiction, I knew that job wasn't for me.

Types of coordinators or linking words:

There are three main types of connectors or linking words:

- A. Coordinators or Coordinating Conjunctions
- B. Subordinators
- C. Transitions

Lesson 02 : Coordinators or Coordinating Conjunctions



Coordinating Conjunctions are the most common form of linking words. They are used to join two independent clauses together, generally in the middle of a sentence. There are seven co-coordinating conjunctions. They are – *and, but, so, or, for, nor, yet*.

Good teachers work hard **and** they organize their lecture effectively.

(Independent clause) (conjunction) (independent clause)

The office is closed for the next two days, but you can still phone to leave a message.

I forgot my computer disc, so I will have to hand in my assignment late.

Look at the following excerpts to notice the use of coordinating conjunctions:

- A. "All the long way to school
And all the way back,
 I've looked *and* I've looked
And I've kept careful track,
But all that I've noticed,
 Except my own feet,
 Was a horse *and* a wagon
 On Mulberry Street."

(Dr. Seuss, *And to Think That I Saw It on Mulberry Street* , 1937)

- B. "In no other city does life seem such a perpetual balancing of debits *and* credits, of evils *and* virtues, as it does in New York. No other city seems so charming *yet* so crude, so civilized *yet* so uncouth."

(Joseph Epstein, "You Take Manhattan," 1983)



Exercise:

Fill in the gaps with appropriate coordinators:

- You can eat your cake with a spoon _____ fork.
- My dog enjoys being bathed _____ hates getting his nails trimmed.
- Bill refuses to eat peas, _____ will he touch carrots.
- Would you rather have cheese _____ honey on your sandwich?
- His two favorite sports are football _____ tennis.
- I wanted to go to the beach, _____ Mary refused.
- I am allergic to cats, _____ I have three of them.
- I am a vegetarian, _____ I don't eat any meat.
- Hasan will be late to work, _____ he has a dental appointment.
- Jennifer does not like to swim, _____ does she enjoy cycling.
- Jackson wanted to eat another piece of cake, _____ he was on a diet.
- I hate to waste a drop of gas, _____ it is very expensive these days.



Answer Keys:

1. or, 2. but, 3. nor, 4. or, 5. and, 6. but, 7. yet, 8. so, 9. for, 10. nor, 11. but, 12. for

Lesson 03 : Subordinators or Subordinating Conjunctions



Subordinators are linking words that are used to join clauses together. They join a dependent clause with an independent clause. Examples of subordinators are *before, when, if, because, although, etc.* They are used before the dependent clause. They can be used in two positions:

- 1) The subordinator and dependent clause can come before the independent clause with a comma.

When the bell rang, the students ran to the sky-train station.

- 2) The subordinator and dependent clause can come after the independent clause with no comma.

The students ran to the sky-train station when the bell rang.

Subordinating conjunctions are essential parts of complex sentences which include at least two clauses, with one of the clauses being main (independent) and the other being subordinate (dependent). A subordinate conjunction performs two functions within a sentence. First, it illustrates the importance of the independent clause. Second, it provides a transition between two ideas in the same sentence.

Look at some of the most common subordinators. As you can see from the sample sentences below, subordinators can appear either at the beginning or in the middle of a sentence.

Logical relationships	Subordinators	Sample sentences
Comparison & Contrast	although, though, even though, even if, while, whereas	Although he is poor, he is honest.
Cause	because, since	The teacher allowed her to leave the class since she was sick.
Effect/ Result	so that, in that, in order that	He enrolled in a driving school so that he could be a driver.
Condition	if, unless, provided that	I can go to the movies if I finish my homework. I cannot go to the movies unless I finish my homework.
Time	after, before, as soon as,	I'll try to finish my homework

	since, when, while, until, as	before I go to the movie. The workers continued the strike until the company agreed to pay the bonus.
--	-------------------------------	--

**Exercises:**

Fill in the gaps with appropriate subordinators :

1. _____ the basement flooded, we spent all day cleaning up.
2. I don't want to go to the movies _____ I hate the smell of popcorn.
3. _____ the train arrives, we have to wait.
4. _____ the alarm goes off, I hit the snooze button.
5. _____ Sherri blew out the candles atop her birthday cake, she caught her hair on fire.
6. Sara begins to sneeze _____ she opens the window to get a breath of fresh air.
7. _____ the doorbell rang, my dog Skeeter barked loudly.
8. We visited Madame Tussaud's museum _____ we were in London.
9. I'll be home at nine _____ I can get a taxi.
10. I got to the exam on time _____ there was traffic jam.



Answer Keys: 1. after, 2. because 3. until, 4. as soon as, 5. as 6. whenever
7. when 8. while 9. if 10. even though

Lesson 04 : Transitions or Sentence Connectors



Sentence connectors are used to link ideas from one sentence to the next and to give paragraphs coherence. Most pieces of formal writing are organized in a similar way: introduction, development of main ideas or arguments; conclusion. Linking words and phrases join clauses, sentences and paragraphs together.

Sentence connectors perform different functions and are placed at the beginning of a sentence. They are used to introduce, order, contrast, sequence ideas, theory, data, etc.

Functions of the Sentence Connectors:

1. Connectors used to mean the **sequence or chronology** of events:

First, firstly, at first, in the first place, at the beginning, in the beginning, to begin with

Second, secondly, third, thirdly, fourth, fourthly, etc.

In between, in the middle of

In the end, at the end, lastly, at last, finally, to sum up, in conclusion, last but not the last

Next, afterwards, after that, then

Example:

In order to open a bank account you have to follow some steps. First you have to collect a form from the bank. Then you have to fill up the form accordingly. After that you need to submit the form to the manager. Finally the manager will give approval to open a bank account for you.

2. Connectors used to **provide additional information**: and, additionally, besides, further, furthermore, especially, not only but also, moreover, both.....and, or, either.....or, neither.....nor, as well as, too, likewise, also, in addition, so on, apart from, similarly, again.

Examples:

Both Hasan and Habib obtained the same grade.

Either she or her brother came here yesterday.

I will neither go nor ask anybody to go there.

He as well as his father will come tomorrow.

He is a meritorious student. In addition, he is good player.

3. Connectors used to **give examples**: such as, namely, for example, for instance, that is, to illustrate, as an illustration, to demonstrate, etc.

Examples:

He is an expert in a number of areas such as mathematics, physics, chemistry, medicine, etc.

There are a lot of benefits of early rising. For instance, one can inhale fresh breath.

4. Connectors used **to indicate contrast**: on the contrary, instead, on the other hand, but, yet, still, while, whereas, though, although, even though, despite, in spite of, however, nevertheless, nonetheless

Examples:

He studied hard but he failed.

The government has increased salary of employees. On the other hand/on the contrary it has increased the rate of tax on income.

In spite of being a regular student, she could not pass in the examination.

Hasan is very hardworking person, whereas his brother is lazy.

5. Connectors used **in comparison**: similarly, likewise, in the same way, than, as as, so as, too, correspondingly, equally

Examples:

He is taller than his elder brother.

She is an expert in computer technology. Likewise, she has expertise in mobile technology too.

She is as beautiful as a doll.

She dressed in the same way her mother liked.

6. Connectors used **to express cause/effect** : since, for, because, as, why, so that

Examples:

I don't know why she is crying.

I could not go to the office because my mother was sick.

I am not attending your party tonight as I will be flying tonight.

7. Connectors used **to express results**: so, therefore, hence, as a result, as a consequence, thus, consequently, eventually, so that, accordingly, now

Examples:

The electricity has gone out. So we have to wait until it comes again.

He did not attend the classes regularly. Therefore, he did not get attendance marks.

I don't have the habit of getting up in the morning. As a consequence, I fall sick often.

8. Connectors used **to express the purposes** of any action: as much as, as many as, so that, in order that, lest, so as to

Examples:

I keep the door open so as to let fresh air enter into the room.

The boy is studying hard so that/in order that he can do well in the examination.

He ate as many ice-cream as he could.

9. Connectors used **to put condition**: if, otherwise, unless, till, until, provided, provided that, in case, as long as

Examples:

If you call me, I will come to help you.

Study hard or/otherwise you have to face difficulty in the examination.

Wait here until/till I come back.

The singer has agreed to perform in the concert provided that a good amount of money will be given.

- 10. Connectors used to indicate time and place:** at that time, there, where, when, while, before, after, since, as soon as, sometimes, at present, presently, of late, now, then, afterward, at first, once, no sooner had ... than

Examples:

She is a writer. At the same time she is a singer.

They had arrived at the station before the rain started.

She wanted to know where I come from.

As soon as the singer came on the stage, the audience applauded.

- 11. Connectors used to indicate conclusion:** to sum up, in brief, in short, in fine, to summarize, on the whole, above all, in all, in conclusion, to conclude

Examples:

He is good at mathematics, English, physics, and other subjects. Above all he is a brilliant student.

We have three English teachers, two Bengali teachers, and four science teachers. In total we have nine teachers at our college.

He has established a school in the village. He helps people at the time of natural disasters. He donates money to poor students. In brief, he is a very kind hearted man.

- 12. Connectors used to indicate events occurring at the same time:** at the same time, at that time, mean while, in the mean time, as

Examples:

She was eating and watching television at the same time.

When you called me yesterday; I was watching cricket at that time.

I entered into the meeting room at 10:45 am. Mean while the issues had been settled.

- 13. Relative pronouns used as connectors:** who, which, whom, whose, what, whatever, whichever, that

Examples:

I know the person who came here last night.

This is the book which I need.

I will give you whatever you want.

- 14. Connectors used in pairs:** whether or, rather than, though yet

Examples:

You should rather wait than go now.

I am not sure whether you are coming or not.

15. Connectors used to indicate how the work has been completed: as if, as though, how, however, like, so as, by and by, as it were, such.....as, such.....that

Examples:

He speaks as if he knew everything.

She can write like her father does.

We need such students as are hard-working.

Write as I asked you.



Exercises:

A. Complete the following letter with suitable linking words/connectors from the box:

Although lastly after all not only... but also finally moreover
yet of course recently and

Dear Hasan,

I hope you are well. We're very busy. Rina has finally managed to find a job. (i) it's not a good job, (ii) it's a job. (iii), we have decided to move to a new flat. You know how difficult it is to shift house, (iv) we have no other alternative. (v), Rumana got a promotion (vi) She has been posted to Dhaka. (vii), the new assignment will be quite challenging for her, but she has the ability to manage, as we all know. On the other hand, she is very committed, and (viii) she has a good managerial skill. She (ix) an engineer an MBA. (x), I'll be looking forward to your reply.

Yours,

Mizan

B. Complete the following sentences with suitable linkers/connectors from the box:

even though because of not only... but also as although but
unless so that secondly in spite of

- i. He is handsome intelligent.
- ii. I think I dropped the letter I was getting out of the car.
- iii. we left late, we still got there in time.
- iv. It was a fantastic evening the terrible food.
- v. I could not study attentively noise outside.
- vi. I took the course it was very difficult.
- vii. He earned a lot of money in life. he was not happy in life.
- viii. Firstly, the police arrested the criminal., they sent him to prison.
- ix. He went to the office he could meet the manager.
- x. You can't get in the Club you are the member.

C. Combine the following pairs of sentences using the given linkers/connectors. You can use one item more than once.

so that	though	but	as/since	because	so	undoubtedly
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- i. He is a good player. He did not perform well that day.
- ii. He is my brother. I do not like him for his habit of smoking.
- iii. He is a great scientist. There is no doubt.
- iv. I didn't phone you. It was very late.
- v. I stayed at home. I was expecting a phone call.
- vi. It is a very large city. You have to use public transport a lot.
- vii. I always write words down in my notebook. I don't forget them.
- viii. I want to improve my English. I will need it in my job very soon.

 **Answer Keys:**

Exercise A:

(i) although (ii) after all (iii) finally (iv) yet (v) recently (vi) and (vii) of course (viii) moreover (ix) not only ...but also (x) lastly

Exercise B:

(i) not only ... but also (ii) as (iii) although (iv) in spite of (v) because of (vi) even though (vii) but (viii) secondly (ix) so that (x) unless

Exercise C:

- i. He is a good player but he did not perform well that day.
- ii. Though he is my brother, I do not like him for his habit of smoking.
- iii. Undoubtedly he is a great scientist.
- iv. I didn't phone you because it was very late.
- v. I stayed at home as I was expecting a phone call.
- vi. It is a very large city. So, you have to use public transport a lot.
- vii. I always write words down in my notebook so that I don't forget them.
- viii. I want to improve my English because I will need it in my job very soon.

Unit 11

Prepositions

Objectives

After the completion of this unit, you would be able to---

- learn prepositions.
- know different types of prepositions.
- use prepositions correctly.

Overview:

Lesson 1: *Prepositions*

Lesson 2: *Usages of Common Prepositions*

Answer Key

Lesson 01: Prepositions



A preposition is a word placed before a Noun (sometimes also in front of gerund verbs) or a Pronoun to show its relation to some other words in the sentence. Look at the following sentences:

The girl sat beside her mother.

I walked with my brother.

They were in the classroom.

Kamal lives in Dhaka.

She is good at English.

The underlined words in the sentences above are prepositions.

Exercises:

Choose the correct prepositions to fill the gaps:

1. I know nothing _____ the matter. (about/for/of)
2. The picture was hanging _____ my head. (on/above/in)
3. They were walking _____ the field. (across/in/on)
4. I shall go there _____ 5 o'clock. (after/of/over)
5. The letter has come _____ Dhaka.(from/to/for)
6. There are a lot of differences _____ them. (among/between/in)
7. The books are _____ the table. (on/over/above)
8. He is suffering _____ illness. (in/for/from)
9. They live _____ New York. (at/in/on)
10. Fish cannot live _____ food. (in/with/without)
11. I saw her _____ her friends. (with/of/in)
12. He is good _____ mathematics. (in/at/about)
13. I am weak _____ science. (at/in/about)
14. I am reading an interesting book _____ animals. (on/about/over)
15. Time and tide wait _____ none. (from/for/on)

Answers:

1. about 2. above 3. across 4. after 5. from 6. among 7. on 8. From 9. in
10. without 11. with 12. at 13. in 14. about 15. for

Lesson 02 : Usages of Common Prepositions

At



- a. They left home **at** dawn.
- b. I reached home **at** night.
- c. He is now **at** home.
- d. They came **at** noon. Similarly- (at school, at the door, at a distance, at present, at war etc.)
- e. He left school **at** 12. (when 12 years old)
- f. Let's meet **at** the library.
- g. I found this **at** the store.
- h. She is **at** the bank.
- i. I saw them **at** the movies.
- j. They were **at** school.



Exercise:

Fill in the gaps with appropriate prepositions.

- a. He waswork.
- b. The examination is.....hand (near)
- c. There is a beggar standingthe door.
- d. He can see better.....a distance.
- e. I could not know him.....first sight.
- f. The train ranfull speed.
- g. He could not finish the worka setting.
- h. He sold the thinga loss.
- i. He bought the goodstaka 200.
- j. Pure milk is rarepresent.
- k. There are many dogs the park.
- l. I'll meet you..... noon.
- m. Let's eat dinnerseven o'clock.
- n. Take a look all of these items.
- o. I glanced the clock.

About

- a. This book is **about** birds.
- b. We walked **about** the town.
- c. I know nothing **about** the film.
- d. What **about** Hasan?

- e. She's **about** 12 years old.
- f. Are you **about** ready?
- g. The cake was **about** gone.
- h. I'm **about** halfway there.



Exercise:

Fill in the gaps with appropriate prepositions.

- a. He's been on the phone for ten minutes.
- b. He weighs 240 pounds.
- c. Those mountains are five miles away.
- d. It took 20 minutes to get our pizza delivered.
- e. She's reading a very interesting book European history.
- f. He's just to cry.
- g. When he woke up, there were ten people waiting for his garage sale to begin.
- h. He is to get angry.

After

- a. I walk home **after** work.
- b. I go to bed **after** 11pm.
- c. My name comes **after** yours in the list.
- d. Close the door **after** him.
- e. **After** all his hard work he could not pass.
- f. Police are **after** him.
- g. He was named **after** his grandfather.



Exercise:

Fill in the gaps with appropriate prepositions.

- a. It gets dark very quickly.....sunset.
- b. 5:00 pm a lot of people return home from work.
- c. Cemeteries get a lot of new visitors a war.
- d. Human beings started to learn how to make many new tools prehistoric times.
- e. They decided to move on to a new house their marriage.
- f. Mangoes ripe the middle of June.
- g. She got something to eat a walk in the park.

Above

- a. We were flying **above** the clouds.
- b. The sun rose **above** the horizon.

- c. The temperature has been **above** the average recently.
- d. It weighs **above** ten tons.
- e. His conduct is always **above** suspicion.

**Exercise:****Fill in the gaps with appropriate prepositions.**

- a. A soldier should value honour life.
- b. The sky is the earth.
- c. Do not live..... your means.
- d. The applicants must be 21 years of age.
- e. He is now..... fifty.
- f. He is..... meanness and deceit.
- g. There is nothing in this shop Taka 200/-.

Against

- a. Public opinion was **against** this proposal.
- b. We were going **against** the current.
- c. They voted **against** him.
- d. He hit his head **against** the wall.
- e. It is a vaccine **against** bacteria.

**Exercise:****Fill in the gaps with appropriate prepositions.**

- a. Place the ladder the wall.
- b. He was leaning a pillar.
- c. The rain was beating the wall.
- d. She was married her will.
- e. Take precaution fire.

Before

- a. She reached there **before** 10 am.
- b. I enter into the examination hall 30 minutes **before** the start.
- c. His father died **before** his birth.
- d. My name appears **before** yours in the list.
- e. The proposal was put **before** the planning committee.
- f. He stood **before** the gate.



Exercise:

Fill in the gaps with appropriate prepositions.

- It feels good to wake up sunrise.
- It's about twenty-five minutes ten.
- Moses went King Pharaoh and asked him to let his people go.
- These musicians enjoy performing an audience.
- She stretches her legs a race.
- The mountain that lies us will take a week to climb.
- We have a long journey us.
- She has many new challenges her.

Behind

- The dog is **behind** the fence.
- The child was hiding **behind** the door.
- The performers were waiting **behind** the curtain.
- My keys fell **behind** the couch.
- He was standing **behind** me.
- She sits **behind** me in class."



Exercise:

Fill in the gaps with appropriate prepositions.

- What is the reason your absence?
- He hides himself the wall.
- Kamal always sits in the class.
- Why are you standing the door?
- What is the secret your success?

Between

- Tara was sitting **between** Ram and Ati.
- Between** you and me, I think she's crazy.
- I can meet you **between** 1pm and 2pm.
- There is a door **between** the two rooms.
- I got stuck **between** two rocks.



Exercise:

Fill in the gaps with appropriate prepositions.

- The ball rolled the couch and the wall.
- The neighbours built a fence the two houses.
- They are arriving sometime lunch and dinner.
- The accident happened noon and one o'clock.

- e. She stood her parents.
- f. I had to choose the two shirts.
- g. The voters had to decide the two candidates.

By

- a. You can send the letter **by** post.
- b. We went there **by** train.
- c. He came in **by** the back door.
- d. The girl sat **by** me.
- e. He is senior to me **by** 5 years.
- f. I took her **by** the arm.



Exercise:

Fill in the gaps with appropriate prepositions.

- a. They workday or night.
- b. He sent a letter post or hand.
- c. We informed himletter or telephone.
- d. Eggs are sold dozen.
- e. He sat me
- f. We paid cheque.
- g. He knows me name.
- h. He is older than you 5 years.
- i. It is four P. M. my watch.
- j. We defeated them two goals to one.
- k. Can you finish the work tomorrow?
- l. The man died accident.
- m. The teacher pulled him the ear.
- n. I did it..... mistake.

During

- a. Please call back **during** business hours.
- b. We lost power **during** the rainstorm.
- c. My puppy sleeps a lot **during** the day.
- d. I got an emergency phone call **during** my meeting.



Exercise:

Fill in the gaps with appropriate prepositions.

- a. Let's go to Hawaii the winter months.
- b. We got sick our trip.
- c. My mom works part-time school hours.
- d. There was a fire alarm the test.

Lesson 03 : Usages of Common Prepositions

For



- I have bought a shirt **for** you.
- We need furniture **for** our office.
- It is a knife **for** cutting bread.
- It has been raining **for** two hours.
- He works **for** the party.
- I voted **for** the proposal.



Exercise:

Fill in the gaps with appropriate prepositions.

- What is Dhaka famous ?
- He did the job nothing.
- We heard a cry help.
- He was sent to prison stealing.
- She is getting ready school.
- The house is sale.
- We are leaving Dhaka.
- He was silent shame.
- He ran away life.
- Hope the best, prepare the worst.

From

- The marathon started **from** the school.
- Do you live far **from** here?
- Start **from** the letter A.
- Measure the distance **from** here to there.
- The smell is coming **from** the trash can.
- There is a strange sound coming **from** outside.
- She is **from** Italy.
- They moved here **from** Canada.
- I'm **from** another country.



Exercise:

Fill in the gaps with appropriate prepositions.

- The journey started Khulna to Dhaka.
- The workers have come villages.
- His condition has gone bad to worse.

- d. I have got a letter my friend.
- e. I have been suffering fever for four days.
- f. Bread is made flour.
- g. Where do you come.....?
- h. These lines have been taken Shakespeare.
- i. The poor people work dawn to dusk.

In

- a. Mother is **in** the kitchen.
- b. There is no error **in** the writing.
- c. He was born **in** Dhaka.
- d. He went to England **in** 2010.
- e. He spent the day **in** bed.
- f. I can do it **in** a week.
- g. I read it **in** a newspaper.
- h. She looks beautiful **in** a saree.



Exercise:

Fill in the gaps with appropriate prepositions.

- a. He is danger.
- b. They dry fish the sun.
- c. He did this his presence.
- d. I am power.
- e. He wrote black ink.
- f. Cut the apple two.
- g. He lives luxury.
- h. People general are ignorant of health rules.
- i. They were love.
- j. It is a novel three parts.
- k. Do you know the man white dress?
- l. The books were packed bundles.
- m. You may pay the amount part.
- n. He was talking a loud voice.
- o. You should pay advance.
- p. He is young years but old----wisdom.
- q. He will come September.

Into

- a. Please put your dishes **into** the sink.
- b. We went **into** the room to talk.
- c. I ran **into** an old friend yesterday.
- d. My phone accidentally fell **into** the trash can.
- e. The kids jumped **into** the lake.

- f. He got **into** trouble again at school.



Exercise:

Fill in the gaps with appropriate prepositions.

- a. She went the shop.
- b. I got trouble.
- c. Look straight the corridor.
- d. He entered the interview board.
- e. This book is translated Bangla.
- f. Cut the paper two pieces.
- g. I ran him yesterday.
- h. The car crashed the wall.
- i. They talked the night.
- j. We rushed the concert.

On

- a. The book is **on** the table.
- b. He stood **on** one foot.
- c. They live **on** the Park street.
- d. She sat **on** my left side.
- e. He came here **on** Friday.
- f. Habib was born **on** 9 February.
- g. Everyone **on** the bus was frightened.
- h. The cow lives **on** grass.
- i. I am **on** the phone now.
- j. They went **on** a picnic.



Exercise:

Fill in the gaps with appropriate prepositions.

- a. We met him the road.
- b. He was the way to Mymensingh.
- c. Mahdi went there..... duty.
- d. Dhaka is the Buriganga.
- e. He lives a small income.
- f. He said this oath.
- g. This story is based fact.
- h. He fainted and fell to the floor.
- i. He retired a small pension.
- j. He bought the machine credit.
- k. His father brought a car hire.
- l. He came here business.

m. This is payable demand.

To

- a. This road is **to** Dhaka.
- b. Japan is **to** the east of Bangladesh.
- c. I went **to** Dhaka.
- d. The water came up **to** our knees.
- e. It is ten miles from here **to** Dhaka.
- f. I am writing this letter **to** my friend.
- g. We beat them by three goals **to** one.
- h. Add five **to** seven.
- i. It is a quarter **to** six.
- j. I saw fifteen **to** twenty people there.



Exercise:

Fill in the gaps with appropriate prepositions.

- a. He is a secretary the MD.
- b. Japan is the east of Bangladesh.
- c. Mother sang her baby sleep.
- d. It is a quarter six.
- e. Do not start until the lights change from red green.
- f. The fruit is sweet the taste.
- g. He tore the letter pieces.
- h. This picture is true life /nature.
- i. It wasmy advantage.
- j. He refers his friends when necessary.

Under

- a. Write your name **under** the picture.
- b. The building is **under** construction.
- c. The fire is **under** control.
- d. I am **under** a lot of pressure at work.
- e. He works **under** me.
- f. The cat hid **under** the table.
- g. It is an exemption **under** Article 85.



Exercise:

Fill in the gaps with appropriate prepositions.

- a. He holds a post Government.
- b. I do not like to workhim.

- c. The case is nowtrial.
- d. The India the Moghals was very prosperous.
- e. How long can you stay water?
- f. Your application is consideration.
- g. This is a road repair.
- h. The cat is..... the table.
- i. We passed many bridges.
- j. Fish move water.
- k. He is an officer the rank of captain.
- l. This is a matter discussion.

Over

- a. Spread a cloth **over** the table.
- b. The birds flew **over** the top of the pitcher.
- c. He held an umbrella **over** my head.
- d. We had a pleasant talk **over** a cup of tea.
- e. They climbed **over** a wall.



Exercise:

Fill in the gaps with appropriate prepositions.

- a. The river is fifty miles long.
- b. He spoke for an hour.
- c. The wires the streets are dangerous.
- d. Mr. Khan is you in the office.
- e. He is famous all the world.
- f. He ruled vast empire.

Through

- a. The bullet went **through** the wall.
- b. He walked **through** the door.
- c. We walked **through** the corn field.
- d. We made our way **through** the maze.



Exercise:

Fill in the gaps with appropriate prepositions.

- a. My friends and I drove the state.
- b. We passed my hometown.
- c. Summer school goes from June August.

- d. I heard about the program a friend.

With

- a. Do not keep company **with** a bad boy.
- b. It is a coat **with** two pockets.
- c. The hills are covered **with** snow.
- d. A baby **with** no clothes came here
- e. We write **with** a pen.
- f. I saw him **with** his friend.
- g. He cut the mango **with** a knife.
- h. **With** all her faults, I still like her.



Exercise:

Fill in the gaps with appropriate prepositions.

- a. What's your business
- b. He was trembling fear.
- c. It is a habit some people.
- d. Did you see it your own eyes?
- e. He was standing his hands in his pockets
- f. We were sailing the current.
- g. He fought his brother.
- h. Teacher marks the mistakes a red pen.
- i. I have a good term his father.
- j. He always solves the problems in consultation the elders.

Within

- a. They found mice **within** the walls.
- b. I live **within** the school zone.
- c. Come back **within** ten minutes.
- d. She recovered from her accident **within** weeks.
- e. Restaurants are **within** walking distance of my apartment.



Exercise:

Fill in the gaps with appropriate prepositions.

- a. I will come back an hour.
- b. He visited the place twice a month.

- c. You should play the school ground.
- d. We are now ten miles of Dhaka.
- e. There has been a change the country.
- f. The books are my reach.

Without

- a. They left **without** me.
- b. I built this table **without** any help.
- c. I can do this **without** your assistance.
- d. I made cookies **without** sugar and it was awful.
- e. **Without** water, the plants will die.



Exercise:

Fill in the gaps with appropriate prepositions.

- a. He left..... his umbrella and it's raining now.
- b. My grandfather can't walk his cane.
- c. I can't see anything my glasses.
- d. I couldn't have done this your support.
- e. I cannot do this your help.
- f. Life would be boring laughter.

Unit 12

Punctuation, Capitalization

Objectives

After the completion of this unit, you would be able to-

- know punctuation.
- know different types of punctuation marks.
- learn the rules for using punctuation marks.
- use punctuation marks.
- learn the rules for using capitalization.
- use capitalization.

Overview:

Lesson 1: *Punctuation*

Lesson 2: *The Rules of Punctuation*

Lesson 3: *Capitalization*

Answer Key

Lesson 1: Punctuation



Punctuation means the right use of putting in points or stops in writing. We cannot do without punctuation marks in writing. They show you when to slow down or stop, and they tell you when you need to change directions or where you are going. When you use punctuation marks correctly, your readers will have no trouble finding their way through what you have written.

Observe the following two excerpts, one punctuated properly and the other is not:

- a. you silly idiot get off my head will you if you dont ill bash you when I get up from here you see if i dont.
- b. You silly idiot! Get off my head, will you? If you don't, I'll bash you – when I get up from here. You see if I don't!

Obviously, the second, punctuated version is easier to read, for it suggests where the speaker would pause or emphasize his words to get the necessary impact.

Sometimes punctuation is vital in showing the meaning intended by a writer. For example:

Woman without her man is a savage.

Woman! Without her, man is savage.

In this pair of sentences, one can see how the punctuation affects the whole meaning.

The purpose of punctuation is to make the act of reading your sentences easier, to make the movement of the eye across the page smooth. The purpose of punctuation is not to draw attention to itself – you want the reader to pay attention to what you have written, not to the placement of commas.



Exercise:

Choose the correct options:

1. **Which one is correctly punctuated?**
 - a. Spain is a beautiful country; the beaches are warm, sandy and spotlessly clean.
 - b. Spain is a beautiful country, the beaches are warm, sandy and spotlessly clean.
2. **Which sentence is properly punctuated?**
 - a. She always enjoyed sweets, chocolate, marshmallows and toffee apples.
 - b. She always enjoyed: sweets, chocolate, marshmallows and toffee apples.
3. **Which one is properly punctuated?**
 - a. Sarah's uncle's car was found without its wheels in that old derelict warehouse.
 - b. Sarah's uncle's car was found without its wheels in that old, derelict warehouse.
4. **Which of the following is correctly punctuated?**
 - a. We decided to visit Spain, Greece, Portugal and Italy's mountains.
 - b. We decided to visit: Spain, Greece, Portugal and Italy's mountains.

5. Which one is correctly punctuated?

- a. It is a fine idea, let us hope that it is going to work.
- b. It is a fine idea; let us hope that it is going to work.

6. Which of the following is properly punctuated?

- a. Sorry to disturb you – could I speak to you for a moment?
- b. Sorry to disturb you, could I speak to you for a moment.

7. Which of the following is properly punctuated?

- a. It was my father, who took me to school yesterday, not my uncle.
- b. It was my father who took me to school yesterday, not my uncle.

8. Which one is correctly punctuated?

- a. Long ago, in a distant country, there lived a beautiful princess named Dido.
- b. Long ago in a distant country, there lived a beautiful princess, named Dido.

9. Which one is correctly punctuated?

- a. Having lost all of my money, I went home.
- b. Having lost all of my money – I went home!

10. Which one is correctly punctuated?

- a. “Can you believe,” Hasan asked me, “that it has been almost five years since we've seen each other?”
- b. Can you believe, Hassan asked me, that it has been almost five years since we've seen each other?

Answers: 1 – a 2 – a 3 – b 4 – a 5 – b 6 – a 7 – b 8 – a 9 – a 10 – a

Lesson 2: The Rules of Punctuation



The Full Stop/Period (.)

1. Most commonly it divides sentence from sentence. Put a Full Stop/Period at the end of a sentence. For example –

I am going to cinema tonight. The movie begins at nine. Would you like to come with me?

Note that the full stop is replaced by a question mark at the end of a question. Similarly, an exclamation mark ends an exclamation.

2. Put a full stop after most abbreviations: Mr. Wood, Mrs. Moore, Nov. 12, A.M. Hon., F.R.C.S. , etc.
But, do not put period after some abbreviations: FBI, NBC, JFK, min, NFL, UMW, lb, kg, AL, CA, etc
3. Put a period inside quotation marks: He said, “Do not smoke here.”

The Comma (,)

Whenever the sense demands that the reader or speaker should make a slight pause, a comma should be used. The function of a comma is to slow the reader down, briefly – to make the reader pause. The omission of a comma can allow phrases and clauses to crash into one another, thereby confusing the reader. Using the comma is, unlike most other punctuation, a matter of taste rather than rule, but here to help you are samples of all the common uses of comma.

1. To separate items in a list:
We bought some shoes, gloves, a jersey, handkerchiefs, and a scarf.
2. To separate adjectives or adverbs when several are used:
The children were noisy, mischievous, inquisitive, unruly, and altogether something of a nuisance.
The snow fell silently, densely, almost unnoticed, in an even whiteness which soon covered the whole landscape.
3. To separate parts of date and addresses:

23rd July, 2016. Monday, 15 August, 2016.

James Roberts Esq.,
Woodstock Manor,
Ancoats Road,
Wolverton,
Surrey.

4. Use a comma to separate introductory phrases and clauses from the independent clause, particularly if the phrase or clause is long:
Although he had never played a guitar, he somehow managed to make beautiful music.

5. In pairs, to enclose words used ‘in apposition’ – words which follow a noun to tell you more about it:
This vase, a fine specimen of its kind, is now my property.
John Maxwell, Chairman of our company, has just arrived.
The dodo, a curious bird, is now extinct.
6. In pairs, to enclose words or phrases like: ‘however’, ‘well’ ‘by the way’, ‘to speak plainly’:
He admitted, however, that he was wrong. (However, he admitted that he was wrong.)
You told me, by the way, that you still had it.
7. To separate or enclose names of people being spoken to:
Please, Brother, will you help me?
Try to do it now, Rakib.
Thank you, Sir, for your advice.
David, will you please listen to me.
8. To separate words spoken as direct speech from the rest of a sentence:
My brother said, “That is just as it should be.”
“That is just as it should be,” said my brother.
9. In letters, after Dear Sir, Dear Mr. Jonh, etc., and after Yours faithfully, Yours sincerely, etc.
10. In all other cases, to separate parts of a sentence wherever a slight pause seems desirable.
Observe the following examples:
If it is fine tomorrow, I should like to go cycling.
Although we tried hard to win the game, we lost five runs.
My friend Hasan, whom you met last week at my party, has married today.
When I saw how ill he looked, I decided not to tell him of our plans, but he asked me about them, saying how interested he was, and so I had no alternative.

In such cases as these, the modern way is to use as few commas as are needed to show the meaning clearly. Do not scatter your commas everywhere.

The Inverted Comma or Quotation Mark (“”)

These enclose all quotations or quoted speech-words written down exactly as spoken:

My sister said, “I cannot see how you can eat so much.”

The poem begins: “I wandered lonely as a cloud...”

Some modern usages prefer to use single quotation marks: ‘ _____ ’, but you are advised to use double quotation marks: “ _____ ”.

The Semicolon (;)

Rules of Semicolons:

1. This is useful in longer sentences if you want to present several ideas which, though separate, might properly belong in one sentence:
You could wait for him here; on the other hand I could wait in your place; this would save your valuable time.

I have not read any of his novels; I know his plays, though.

2. Use a **semicolon** to join two sentences when the second sentence begins with a **transitional word** or **phrase** (also known as a *conjunctive adverb*).

Our appetite for new cars, the latest style of jeans, and a new brand of hairspray keeps growing; **therefore**, our economy keeps growing.

3. Use a semicolon to link two independent clauses:

To give a good party, you must consider the lighting; no one feels comfortable under the bright glare of fluorescent.

The Colon (:)

A colon simply means as follows. It will help you to think of the colon as having the meaning of ‘namely’ or ‘to state in detail’.

Rules for Colon:

1. Use a colon when making a list:
There are four ingredients necessary to make a good party: music, lighting, food, and personality.
For camping you need; a tent, groundsheet, sleeping bag, and cooking equipment.
2. It introduces a quotation or a statement given as an example or enlargement of what has just been mentioned:
The poem begins: “Earth has not anything to show more fair.”
His house became what one might expect after years of neglect: a battered, decrepit wreck.

The Note of Interrogation/Question Mark (?)

Any word, group of words, or sentence forming a question must be followed by this mark.

Rules for question mark:

1. Use a question mark at the end of a question sentence.
Can you tell me your name?
Wherefore art thou, Romeo?
2. If the question is a quotation, put quotation marks after the question mark.
He asked, “May I go now?”
“How do I look?” she asked.
3. If the question is not part of the quotation, put the question mark after the quotation marks.
Do you believe in “death for death”?
What do you think of “No new taxes”?

Note: The Question Mark is not used after an indirect question. For example –

He asked me whether I had written my assignment.

The Note of Exclamation/Exclamation Mark (!)

Exclamation Marks are used for emphasis! Excitement! Surprise! For example –

Stop!

Get lost!

Wow, what a fine picture!

Dash (_____)

Dashes are a kind of optional punctuation – some people use them, others don't. Often you can use a comma or parenthesis instead of dashes. Dash is used –

1. To indicate an abrupt stop or change of thought; as –
If my father were alive – but why lament the past.
2. To resume a scattered subject or to show flattering speech; as –
Friends, companions, relatives – all deserted him.
“Yes – well – I would – only you see – it's not easy.”

The Hyphen (-)

A hyphen separates compound words. In etymological evolution, two words may be separate, then joined by a hyphen, then joined altogether. For instance, *week* and *end* to *week-end*, and then finally to *weekend*. A hyphen is shorter than a dash.

Rules for Hyphen:

1. If the pair of words forms an adjective that comes before the noun, use a hyphen.
Well-known bird
First-class work
2. If the adjective pair comes after the noun, you don't need to use a hyphen.
His crimes are well known.
His work is always first class.
3. Use a hyphen for fractions acting as adjectives;
He drank one and two-thirds cans of Coca-Cola.
But not fractions acting as noun:
Two thirds of the people have gone home.
4. Use a hyphen to differentiate certain words:
He recollected his memories of 1971.
He re-collected the money.
She recovered from the flu.
She re-covered the sofa.

The Apostrophe (')

The apostrophe is used to show ownership.

Rana's father has come.

Mother's office ...

Rules for Apostrophe:

1. The apostrophe is used to show the omission of a letter or letters; as –
Don't e'er I've
2. To form plural of letters and figures, apostrophe is used; as –
Dot your *i*'s and cut your *t*'s.
You need to write 2 t's in the word 'written'.
3. If the plural noun doesn't end in –s, add an apostrophe and –s. For example-
The women's freedom
The bacteria's
The committee's decision
4. If the plural ends in –s, just add an apostrophe.
The babies' wears
The politicians' promise
5. If the word is a proper noun that ends in –s, add an apostrophe and an –s.
Yeats's poem
Ross's riddle
Chris's crisis

The Parenthesis/Bracket ()

Use parenthesis to enclose extra materials (explanation, asides, etc.) that are not basic to the meaning of the sentence but that would otherwise interrupt the flow of the sentence.

Franklin Delano Roosevelt (Democrat, New York) was the only person to be elected President four times.

He gained from Heaven (it was all he wished) a friend.

The Asterisk (*)

Asterisk is used to draw some special attention; and two or more asterisks are used to denote that some words or phrases or clauses have been intentionally left out.

Punctuation* is very important in writing.

The woman*** at last confessed the crime.

Lesson 03 : Capitalization



Rules for Capitalization:

1. Capitalize the first word of every sentence and of every sentence within quotation. For example,
A voice from my left side said, “How can I help you?”
But do not capitalize quoted words that are not a complete sentence. For example,
A voice from my left side asked if I wanted “cream, sugar, or dessert.”
2. Capitalize the names of *days, months, and holidays*. Do not capitalize the seasons of the year (*fall, spring, summer, and winter*). For example,
Wednesday May Memorial Day
3. Capitalize the names of specific people, institutions, religions, and places, including the names of cities, states, regions of a country, and countries and their languages.
The famous poet from Ireland, Seamus Heaney, spoke at Richland College in Dallas, Texas, in Fannin Building. Living half of each year in the East while he teaches at Harvard University, he rarely travels to the Southwest. He spoke about the roots of the Catholic and Protestant conflict.
4. Do not capitalize directions. For example,
Turn east at the stop light.
5. Capitalize people’s titles (and their abbreviations).
Mr. Heaney was introduced by Professor Jerry McElveen.
6. Capitalize the names of specific courses.
Elizabeth has entered into the undergraduate programme. She is going to take History 101, and Political Science 201.
7. Capitalize the first word, the major words, and the first word after a colon in a title. Do not capitalize articles (a, an, the), coordinating conjunctions (and, or, for), and prepositions under five letters long (of, by, on) within titles.
Beauty and the Beast (movie title)
“The Last Laughs: The Best and Worst of 1992” (essay title)
No Jacket Required (album title)
“Another Day in Paradise” (song title)
Sports Illustrated (magazine title)


Exercises
Exercise A:

Use appropriate punctuation and capitalization marks in the following passage:

i came here yesterday from my village he said why did you come i asked my mother sent me to you with this letter he replied how is your mother i have not seen her for a long time I said.

Exercise B:

Use appropriate punctuation and capitalization marks in the following passage:

why do you not go asked the eldest of the girls and the mistress of the house Do you find your payment too little Then turning to her sisters she said Give him another dinner By Allah sweet ladies replied the porter You have paid me well enough my ordinary pay is but a few coppers It is about you that my heart is troubled How is it that you lived alone in this house with no man to attend you

Exercise C:

Rewrite the following sentences using appropriate punctuation and capitalization.

1. yes sir i will do it as soon as i can.
2. the girl who is standing there is his sister
3. they offer us a variety of food
4. how is your mother now
5. you may of course speak to us anytime you wish
6. would you like to go along with me hassan asked
7. you said you could play didn't you
8. she has made an outstanding result said his teacher
9. i come here regularly
10. you should work hard otherwise you will not succeed in life

Exercise D:

Rewrite the following sentences with appropriate punctuation and capitalization:

1. The following are the primary colors red, blue, and yellow.
2. When the teacher commented that her spelling was poor, Mamun replied All the members of my family are poor spellers. Why not me?
3. Though Palash said he would arrive on the 9:20 flight, he came instead on the 10:30 flight.
4. Several countries participated in the airlift Italy, Belgium, France, and Luxembourg.
5. What are you doing next weekend
6. Ruth was invited to the party but she was ill so Jane went instead of her
7. Is it any use expecting them to be on time
8. A textbook can be a wall between teacher and class
9. Mother had to go into hospital she had heart problems
10. We will be arriving on Monday morning at least I think so

Answer Keys:

Exercise A:

“I came here yesterday from my village,” he said. “Why did you come?” I asked. “My mother sent me to you with this letter,” he replied. “How is your mother? I have not seen her for a long time,” I said.

Exercise B:

“Why do you not go?” asked the eldest of the girls and the mistress of the house, “Do you find your payment too little?” Then, turning to her sisters, she said, “Give him another dinner.” “By Allah, sweet ladies,” replied the porter, “You have paid me well enough; my ordinary pay is but a few coppers. It is about you that my heart is troubled. How is it that you lived alone in this house with no man to attend you?”

Exercise C:

1. Yes sir I will do it as soon as I can.
2. The girl who is standing there is his sister.
3. They offer us a variety of food.
4. How is your mother now?
5. You may, of course, speak to us anytime you wish.
6. Would you like to go along with me Hassan asked.
7. You said you could play, didn't you?
8. “She has made an outstanding result”, said his teacher.
9. I come here regularly.
10. You should work hard otherwise you will not succeed in life.

Exercise D:

1. The following are the primary colors: red, blue, and yellow.
2. When the teacher commented that her spelling was poor, Lynn replied, “All the members of my family are poor spellers. Why not me?”
3. Though Phil said he would arrive on the 9:19 flight, he came instead on the 10:36 flight.
4. Several countries participated in the airlift: Italy, Belgium, France, and Luxembourg.
5. What are you doing next weekend?
6. Ruth was invited to the party, but she was ill, so Jane went instead of her.
7. Is it any use expecting them to be on time?
8. A textbook can be a ‘wall’ between teacher and class.
9. Mother had to go into hospital: she had heart problems.
10. We will be arriving on Monday morning – at least, I think so.

Unit 13

Dialogue Writing



Objectives:

After the completion of this unit, you should be able to–

- write dialogue.
- participate in conversation and discussion.

Overview:

Lesson 1: *Dialogue Writing*



Answer Key

Lesson 1: Dialogue Writing



When you are writing a dialogue, pick your main ideas. Write as you talk. Remember that you're writing a speech, not an essay. Use concrete words and examples. Concrete details keep people interested. Get your facts together.

When you revise a dialogue, be sure to punctuate it correctly so that your readers can see who is talking and where a line of dialogue begins or ends. The rules for using quotation marks, commas, and end marks of punctuation are listed below.

- Use quotation marks before and after a character's exact words. Place a period inside closing quotation marks.
"Rahim and Karim are joining us."
- Use a comma to set off the speaker's tag (he said) from the beginning of a quotation. Place the comma inside closing quotation marks when the speaker's tag follows the quotation.
Haris said, "Come on, Rais. It'll be fun."
"Let's go," Sumon said.
- Use quotation marks around each part of a divided quotation. Remember to set off the speaker's tag with commas.
"I'm not sure," said Rais, "that I feel like it."
- Place a question mark or an exclamation point inside the quotation marks when it is part of the quotation.
"When will we be back?" Rais asked.
"Hooray!" said Dina.
- Place a question mark or an exclamation point outside the quotation marks when it is not part of the quotation.
Did I hear Rais say, "Okay"?
I can't believe he said, "Okay"!
- Start a new paragraph when you move from one speaker to another.
"How long a hike is it?" Rais asked. "I don't know whether I have the energy."
"I think," said Iris, "that it's about seven miles to the top."

Examples of writing dialogues

Arif and Asif are two friends. Now, Arif lives in the town after he has got himself admitted into a college situated in a town. On the other hand, Asif lives in the village after his admission into the local college. Now, write a dialogue between the two friends on the advantages and disadvantages of village life and town life.

A dialogue between two friends about city life and village life :

Asif : How do you feel in my village?

Arif : Fantastic. I like villages very much.

Asif : Really? I know you're a city dweller. But why do you like villages?

Arif : I think village life is more charming and interesting than city life.

Asif : I don't agree with you on some points. To me, city life is more attractive because there are many other advantages and comforts.

Arif : I agree with you on this point. But you can't deny the natural beauty and many advantages of the villages.

Asif : Please tell me frankly.

Arif : In the villages you get fresh air, clean blue sky, green trees, vast green fields, simple frank people. In them you can catch the very soul of nature. On the other hand, the city life is full of din and bustle. Most streets, houses, offices and restaurants are overcrowded. The atmosphere is smoky and stuffy. The city atmosphere is very much harmful for health. Moreover, the people living in the cities are not open-minded. They are often self-centred and do not assist their neighbours.

Asif : Oh, I have got the point. I'm very much glad that you have developed a tender love for villages and the green beauty of the country', in spite of being born and brought up in the luxurious atmosphere of the city life.

Arif : Thank you very much.

The necessity of reading newspaper is quite vast. Now, write a dialogue between yourself and Raisa about the necessity of reading newspapers.

A dialogue between myself and my friend Raisa about the necessity of reading newspapers:

Myself: Hi, Raisa! How are you?

Raisa: I'm pretty well and you?

Myself: I'm also fine. Well, Raisa, what is your idea about the necessity of reading newspaper?

Raisa: I think it is indispensable for a modern man to read newspaper daily. It can help us in various ways, can't it?

Myself: Yes, we get various types of news in newspaper; for instance, current affairs, trade and commerce, literature, games and sports, etc.

Raisa: You're right. To adjust with modern civilization we have no other substitute than reading newspaper.

Myself: But you should bear in mind that sometimes false news leads to many mishaps.

Raisa: Of course. But there is nothing with unmixed blessing in this world and so we must be aware of it so that we might not be influenced by any false or biased news or reports. However, reading newspaper is essential for all and it's true.

Myself: Thank you. See you again. Goodbye.

Raisa: Goodbye.

Suppose, you are Tamim. You want to borrow a book from your school library. Now, write a dialogue between you and the librarian regarding borrowing a book.

A dialogue between a librarian and myself (Tamim) on borrowing a book from the library:

Tamim: May I come in,

Librarian: Yes, come in.

Tamim: Thank you.

Librarian: Welcome. How can I help you?

Tamim: I need to borrow a grammar book.

Librarian: Do you have a library card?

Tamim: Yes, I've.

Librarian: Show me the card.

Tamim: Here is the card.

Librarian: It's OK. Now tell me which book do you want?

Tamim: I want to borrow an English Grammar book.

Librarian: Which grammar book do you need?

Tamim: I want a grammar book written by Wren & Martin.

Librarian: Wait a bit. I'm giving it to you.

Tamim: OK

Librarian: Here is the book. Let me furnish the official formality.

Tamim: For how many days can I keep the book?

Librarian: You can keep the book for seven days.

Tamim: If I want to keep some more days, what do I need to do?

Librarian: Then you need to return the book to me and again you will be able to borrow' the book for another seven more days.

Tamim: Thank you for your kind information.

Librarian: You're most welcome.

In the modern age, computer has become an essential part of our life. Now, write a dialogue between yourself and your friend about the usefulness of computer.

A dialogue between myself and my friend Kamal about the usefulness of computer :

Myself: Hello, Kamal, you look very cheerful. What's the matter?

Kamal: I bought a computer last night and I'm so happy.

Myself: That's great. At present learning computer is a crying need for everyone.

Kamal: I think so. If I do not know anything about it, I won't get any job.

Myself: Right. Preference is given to the computer expert people.

Kamal: You know there are many jobs in IT sector now.

Myself: And one must have the skill in operating computer. Because none can get a good job with handsome salary without learning computer.

Kamal: That's why I've bought it. I'll learn about it.

Myself: I am also learning computer and we can learn together.

Kamal: That's a good idea. Let's start from today.

Myself: Bye, Kamal.

Kamal: Goodbye.

Trees are very important for us. Now, write a dialogue between Rakib and Anis about the importance of tree plantation.

A dialogue between Rakib and Anis about tree plantation :

Rakib : Good morning, Anis. What are you reading?

Anis: Hi! I am reading an article on trees. Do you know how important trees are for us?

Rakib : Yes, trees are not only a source of food, vitamins and furniture but also they help to maintain the ecological balance of the environment.

Anis : Realizing the importance of trees we should plant more and more trees.

Rakib : June and July are the best time for planting trees.

Anis : But there are many people who are ignorant of the importance of trees and cut trees at random.

Rakib : For the awareness of the general mass, tree plantation programme should be expanded to the remote corner of our country.

Anis : Yes, every possible attempts should be made to make the programme a grand success.

Rakib : I feel very happy that your thoughts are similar to those of mine.

Anis : So do I. Thank you and goodbye. See you tomorrow.

Smoking is really a bad habit. Now, write a dialogue between Reza and Babu about the bad effects of smoking.

A dialogue between Reza and Babu about the bad effects of smoking :

Reza : Hello, Babu. How are you?

Babu : I am not well. I have been suffering from cough.

Reza : I have come to know that you have become a chain smoker. Smoking is most probably of the major reasons of your sickness.

Babu : My doctor is also of the same opinion.

Reza : Why don't you give up smoking? Don't you know the dangers of smoking?

Babu : I tried to give it up, but I could not. I cannot even concentrate on my study without smoking.

Reza : If you had thought seriously about its bad effects, you would not have smoked any more.

Babu : How is it harmful?

Reza : Smoking causes many fatal diseases such as cancer, heart attack, chronic bronchitis, etc. Besides, it is also very expensive.

Babu : Is there anything good in smoking?

Reza : Of course not. Nobody could put up any positive aspect of smoking.

Babu : Well, within a short time I will give up smoking totally.

Reza : Thank you. The sooner you give it up, the better it will be for you.

You are Ratan. You meet your friend Jewel. Nowadays, he feels tired and looks weak. You advise him to walk in the morning regularly. Now, make a dialogue between you and Jewel about the good effects of morning walk.

A dialogue between myself (Ratan) and my friend Jewel about the good effects of morning walk:

Ratan : Good morning, Jewel.

Jewel : Good morning. How are you?

Ratan : I am fine. You look so pale, What's happened to you?

Jewel : Yes, I feel so tired nowadays.

Ratan : Do you know the reason?

Jewel : No. But I have to work hard for the preparation for the ensuing exam.

Ratan : I think, you go to bed too late and get up from bed too late. And probably you are indifferent in respect of food.

Jewel : Yes, you're right.

Ratan : This is the reason for your weakness.

Jewel : Then what can I do?

Ratan : You know, morning walk is good for health. If you take a walk in the morning, you could inhale fresh and pure air and feel its invigorating effect. Besides, morning walk is the best kind of physical exercise. At the same time you must be careful in respect of eating balanced diet.

Jewel : Do you think so?

Ratan : Yes, of course. You can prove it by practising regularly only for one month.

Jewel : Okay. Thank you.

Illiteracy is one of the serious problems of Bangladesh. Now, write a dialogue between yourself and your friend how to eradicate the illiteracy problem from Bangladesh.

A dialogue between myself and my friend about eradicating illiteracy from our country :

Myself : Hello, Shiplu, how are you?

Shiplu : I am fine. And you?

Myself : I am also fine too. May I know your opinion about illiteracy?

Shiplu : Yes. It is a great problem as well as a curse for the country.

Myself : How?

Shiplu : Because without education no nation can develop as ignorance creates many other problems.

Myself : What should we do then?

Shiplu : We should work hand in hand to educate the illiterate.

Myself : We also need to create people's awareness so that they send their children to school.

Shiplu : Yes, of course. It is the key factor. The govt, has already taken many steps to remove illiteracy.

Myself : We must cooperate with the govt.

Shiplu : Yes, we must come forward in this respect.

Myself : If we are sincere in our words and deeds, nothing is impossible.

Shiplu : That's right. Thank you.

Myself : OK. See you again. .

Suppose, you are Manik/Munia. Your friend Shafi/Shafia wants to know about the importance of "Physical Exercise". Write a dialogue between you and your friend about it.

A dialogue between myself (Munia) and my friend (Shafia) about the importance of physical exercise:

Myself : How are you, Shafia?

Shafia: Fine, thanks. Why do you look pale and frail?

Myself : Well, I have not been feeling well for the past few days.

Shafia: I think, you're not in the habit of taking physical exercise.

Myself : Exactly.

Shafia: But you should start taking physical exercise without fail and from now on.

Myself : Really? Will it improve my health?

Shafia: Of course. The benefits of physical exercise are many. The greatest of them is that exercise keeps us fit, gives us energy and makes us cheerful.

Myself : Now I understand. I will make it a point to take physical exercise regularly.

Shafia: Yes, you can play games, swim or simply walk.

Myself : I am really encouraged to develop the habit of doing exercise. Many thanks to you.

Shafia: Thank you, too.



Read the following questions on dialogue writing. Practice at home.

1. Munir is your friend who went to Dhaka to visit many interesting places. Now, write a dialogue between yourself and your friend.
2. Suppose, you are Mitul. Both you and your friend Setu are taking preparation for the SSC examination. Setu meets you for suggestion. Now, write a dialogue between you and your friend about your preparation for the exam



Answer key:

1. A dialogue between myself and Munir about Munir's experience in Dhaka city :

Myself : Hi, Munir. How are you?

Munir : Fine. Thank you. And how about you?

Myself : Quite well. It's a long time since we met. Where have you been so long?

Munir : I have been to Dhaka.

Myself : Why did you go there?

Munir : To visit my elder brother working there.

Myself : How long did you stay there?

Munir : I stayed there for three weeks and spent a very nice time with my elder brother's family.

Myself : Have you visited any important sites and places in Dhaka?

Munir : Yes, I have visited Ahsan Manzil, the Bangabhaban, the Sangsad Bhaban, the National Museum, the Central Shaheed Minar, the Dhaka Zoo, the Botanical Garden, the Wonderland and so on.

Myself : Really exciting! You had nice days in Dhaka.

Munir : But friend, there is also some bitter experience. Life in Dhaka is very fast and busy.

Life in Dhaka city seemed to me very much artificial.

Myself : Not only that, traffic jam in Dhaka city is also unbearable.

Munir : Right you are. Traffic jam along with an intense air pollution is creating a very negative impact upon the city dwellers. I think necessary initiatives should be taken to remove this problem so that we can have a decent environment in Dhaka city.

Myself : Okay. Thank you for expressing your experience of Dhaka city. I have no time today. I will come soon other day. Goodbye.

Munir : Goodbye. See you again.

A dialogue between myself (Mitul) and my friend Setu about our preparations for the examination.

Myself: Hi, Setu, how are you?

Setu: Fine, thank you. But I'm worried about my coming examination.

Myself: You're very studious and laborious, you never waste your time. You've taken a good preparation. I think you'll do well in the examination.

Setu: I've read well but I'm afraid. I think I'll not be able to answer all the questions in the given time .

Myself: You know I'm very weak in English. I couldn't carry more than 50% marks in English.

Setu: You have to change your learning method. You should learn some basic rules of English Grammar. Besides, you need to improve your writing skill to make a better result.

Myself: The authorities are very much strict. So, we've no scope of copying.

Setu: If you take of copying, you'll fail in the examination. Read attentively. You'll do better.

Myself: Thanks for your suggestion.

Setu: You're most welcome.

Unit 14

Letter/Application Writing

Objectives

After the completion of this unit, you would be able to–

- write personal letters.
- write applications/Official letters.
- write job letters.

Overview:

Lesson 1: *Letter/Application Writing*

Lesson 2: *Job Letters & Resume Writing*

Answer Key

Lesson 1: Letter/Application writing



The most important element of writing a good letter is your ability to identify and write to your audience. If you are writing a letter to your friend, it will be crafted in an entirely different manner than if you are writing a letter to the human resources department of a large corporation. Learning to write a good letter also takes practice, knowledge about proper form and the ability to put into words your feelings, thoughts, and/or ideas. If you learn the basic parts of a letter, it will help you to create letters for a variety of audiences and occasions.

The Presentation of the Letter

The presentation of the letter can be hand-written for informal letters (friendly letters) that are addressed to friends and family members, especially thank-you letters. If you have really poor or illegible handwriting, you may want to consider typing the letter though.

Formal letters which are written on behalf of businesses or to professional contacts (business letters) should always be typed. The letter should also be free of grammatical and spelling errors, so proofreading it after it is written is of the utmost importance.

Parts of the Letter:

Your address : At the top of your letter, you will put your address, so the reader will know where to send their reply to.

Date : Put the date on which the letter was written in the format Month Day Year i.e. June 7, 2014.

Inside Address : The inside address is only required for a business letter and will include the address of the person you are writing to along with the name of the recipient, their title and company name. If you are not sure who the letter should be addressed to either leave it blank or try to put in a title, i.e. "Director of Human Resources".

The Greeting : The greeting will address the individual that the letter is being sent to. This is usually completed in the form of "Dear Anne" or "Hey Anne", for less formal letters.

The Introductory Paragraph : The first paragraph will generally outline the purpose for the letter and the reason that the letter is being sent. This can address any issues that are outstanding and is used to set the tone for the entire rest of the letter. In this first paragraph, the summary of the letter can be found and the intentions which will be displayed through the rest of the letter should be outlined. From the first paragraph of the letter, the introductory paragraph, the individual should be able to note the tone of the letter.

The Body : The body of the letter will expand upon the introductory paragraph, and the individual can extend their thoughts and feelings further when it comes to the letter. The body of the letter can be anywhere from multiple pages for personal letters, to one page or two pages for most business letters and other types of proposals.

The Closing : In the closing of the letter, the individual will close the letter and finish any thoughts that have been mentioned. The closing of the letter comes in various forms from yours truly, for those individuals that are familiar with one another, to a traditional sincerely which is a versatile closing that can be used in a variety of letters detailing many situations.

Sample Letters

1. Write a letter to your friend telling him about English as compulsory subject at Degree level.

Dhaka

17th October, 2015

Dear Mamun

Your letter is just to hand. I am very happy to know about your brilliant result. However, you have wanted to know about compulsory English in Degree level. I am happy to let you know that English, for one hundred marks, is a compulsory subject in Degree class. I feel much enthusiastic thinking that I would be able to practise English again because, without practising English, we may forget what, we learnt earlier. But it has much importance in our life. To communicate with others, to acquire higher knowledge and above all to have a suitable job, we must know English. So, I think that we should feel happy to get English as a compulsory subject. I hope, you will also agree with my thinking.

How are uncle and aunt? My best regards to them. No more today. Write to me soon.

Yours Sincerely,

Hamid

2. Write a letter to your friend, living abroad, to know how he feels there.

Khulna 18th June, 2015

Dear Rab,

It is long time since you left Bangladesh for America. I made attempt to write to you several times but could not. Hope, you are well.

It is raining now. I am at the reading table. I have no attention to reading. Sometimes I look outside through the window to enjoy the torrential rain. Sometimes many happenings of the past emerge in my memory. Your absence also makes me lonely. When I look back, I see you are with me. An idea comes into my head to know how you are in America. What are you doing there? How do you adapt yourself with the foreign culture? A small letter from you will be enough to make me contented, I hope. Do not forget me. I am fine here.

No more today. My love to your friends. Write to me.

Yours lovingly

Rashed

3. Write a letter to your friend describing a street accident you have witnessed.

27, Indira Road, Dhaka. 9th February, 2015

Dear Masum,

Hope you are well. Today I intend to write to you about a sorrowful happening that I came across in the morning. It was a tragic accident. I never met such a horrific sight. When I had been waiting for a university bus at Kalyanpur, the accident happened there. A mad man with a stick was crossing the street. A Gulistan bound bus was coming at a great speed. The mad man saw it

but did not hurry to cross the street. The driver of the bus also failed to control the brake of the bus. The man instantaneously was run over and his head was smashed. We rushed to the spot and saw him breathless. He was there dead. I witnessed it to my horror. I cannot forget this terrible sight.

I am getting on well with my studies. My best regards to your parents. No more today. As soon as you can, write to me how you are.

Your very sincerely,

K.M. Saleh

4. Write a letter to your friend inviting him to spend a week with you at your village home during a vacation.

Magura 8th October, 2015

Dear Zillu,

I feel very glad to let you know that during summer vacation I shall be at my village home. I think that during this time I shall be able to enjoy the rustic pleasures in the midst of nature. I like it very much. I like to lose myself in the unchained pleasures of my village with the friends of my own age. Since you live in the city, you don't know about the plenty of pleasures that we find in the villages. There are unbroken chains of green fields, strong wind, singing birds, cowboys grazing their cattle, small stream flowing through the river. Catching fish is also very interesting. You will know and experience the real meaning of open air life. If you come and stay with me for some days, it will be more pleasant. Don't hesitate to let me know your decision. You will have no problem of living and foods. We will also play games with other friends of mine in the village. If you go to the village market, you will be surprised to see things selling so cheaper than those in Dhaka city. You will get fresh foods, fresh milk, fresh fish free from formalin or any harmful chemicals. My parents also will be so happy having you with them. I hope, you will be positive in this regard. You will also get the tastes of juicy sweet mangoes, jackfruits, lychees, black berries and so on.

How are uncle and aunt? Convey my best compliments to them and love to the youngers.

Yours ever,

Azad

5. Write a letter to your friend who is in a hospital after being seriously injured in a road accident.

Narail 17th July, 2015

Dear Nazrul,

I came to know from your brother that you fell in an accident. I am really sorry at this. If I had known earlier, I would have written to you. Your family should have informed me of your situation. I could have come to your help. I feel very bad that I could not help you. You have gone through a serious trauma. Let me know about the details of your latest physical condition. I heard that your chest ribs were broken and you had some troubles in your chest. What about that? When will you be released from the hospital? If you need any suggestions from the best doctors in Dhaka, let me know. After you get well I think that you should come to Dhaka to

consult the expert doctors on trauma. But I am glad to know that the worst is now over, and you are much better. I hope you will soon be all right. Try to write to me a letter if you can.

Yours lovingly

Apu

6. Write a letter to your friend giving him congratulations on his brilliant success in the examination.

Uzirpur 18th January, 2015

Dear Manna,

Your letter is just to hand. I am very glad to know about your brilliant success in the H.S.C examination. Getting golden A+ from science group is not so easy. But the tougher test lies ahead of us. Admission to the desired subject in the desired institution is tougher than getting Aladin's lamp in hand. I think that you have been rewarded rightly for your regular industry. I know that you will try for admission to government medical school. For that you should get admitted to a good medical coaching right now. It is a tradition that the candidates, who appear at the medical school test for the first time, hardly succeed. You should try hard so that you succeed in the admission test the first time. I am thinking of trying for BUET because I don't like medical profession. So our choice may be different but hard work and perseverance are badly needed undoubtedly. That's why I have got admitted to an engineering coaching. What is your next plan? Try to inform me.

My best compliments to your parents and honourable teachers. Write to me if you can.

Yours sincerely,

Ripon.

7. Write a letter to your friend expressing condolence at his failure in the H.S.C. examination.

Kushtia Govt. School, Kushtia, 19th April, 2015

Dear Masum,

I am writing to you with a heavy heart. I came to know that you could not come out successful in the examination. It was beyond our imagination that you would fail. You have been a brilliant student throughout your career. I am really shocked at this news. I cannot understand how it could come by. However, do not lose your heart. I am afraid there may be some serious mistakes in your results. So there are options you can challenge the results of yours through the right process. Firstly you should challenge submitting the fees. If the results don't change, then you will have to try your best for the next year. Failures may come in a man's life. But you should know how to overcome the failures and frustrations. May be your betterment lies in your apparent failure. Prepare yourself for the coming examination. I firmly hope that you will do better and your despair will be no more.

How are your parents? Please, convey my regards to them. Hoping you will be all right.

Yours sincerely,

Nasir

8. Write a letter to your friend on his birth day.

Ullah, Jhenidah, 19th April, 2015

Dear Tayab,

I have just remembered that it is your birthday on Sunday next and you will complete 18 years of age. It means that you are no more a child. You have achieved manhood. Now you should act more wisely and more considerately. And you have got to be more responsible to everyone around you especially to your parents and family members. So I must send you a birthday letter at once expressing my greetings. I am also sending a small gift for you. Don't take it on its real value. Try to feel my intense love and warmth of feeling for you. Many happy returns to you. You are my bosom friend and very careful of me. I hope that you will be so as you are now and not forget me. I am sending you a book as a token of my love. I am sure that you will not be able to measure my feelings for you.

I am well. With love and best wishes.

Sincerely yours,

Jafar

9. Write a letter to your father about your achievements in the test examination.

Rangpur, 19th May, 2015

My dear father,

I am so glad to let you know that I have stood first securing satisfactory marks in all subjects in the test examination. The result has come out just today morning. This result is upto my expectation. I hope that I will do better in the final examination. The teachers patted on my back. The Head Master called me in person and encouraged me to work harder so that I can do better than this in H.S.C final examination, which means I should get golden A+ in the final exam. That will raise the position of our school. The pricipal declared scholarship of TK. 10000 in cash and a monthly scholarship of Tk.2500 for me. I thank you and all other family members are extremely overjoyed. This is the first time I have got any scholarship. So you can better understand how I am feeling. I have realised that hard work is the key to any success. Pray for me so that I can work harder in the days ahead.

How are you? Tender my regards to mother. Take care of your health. I am hale and hearty.

Yours affectionately,

Tanvir

10. Write a letter to your friend telling him what you would like to do after your graduation.

Kishorgonj May 2nd, 2015

Dear Saiful

It is long time I received your letter. Hope you are well. I have intended to write to you a letter with a special purpose. You know that our degree examination result will come out within a few days. So, I think that I should have a plan to do something important after the graduation. Already I have made a decision to continue my education. But I shall appear in the competitive

examination for a job. And I think, to get a suitable job needs much attention to studies in various fields of knowledge. So, my plan is to get a job besides continuing my study. I hope that you will suggest me in this regard.

No more today. How are your parents? Convey my best compliments to them. Write to me soon.

With best wishes,

Yours lovingly,

Sohel

11. Write a letter to your friend to know about his preparations for the coming examination.

Dhaka 13th April, 2015

Dear Badal,

I hope you are keeping fine and going on with your studies regularly. Actually it is a very important time for us to prepare our lessons as our final examination is knocking at the door. Today I want to know about your preparation for the examination. Have you finished reading all of your subjects? I am learning new chapters still. I am not confident about Physics and Chemistry. Give me advice, if you have any, so that I can prepare well in these two subjects. My preparation of other subjects is going on in full swing. I am trying hard not to waste my time. But I am hopeful of my good result.

How are your parents? Please, convey my best compliments to them and love to your younger sisters and brothers.

Yours sincerely,

Kazi Ifti

Sample of Formal / Official Letters

1. Write an application to your Headmaster for an educational tour/picnic.

April 21, 2015

The Head Master,

Labratory School, Dhaka.

Subject: For an educational tour.

Dear Sir,

We would like to state that we are the students of your school. We want to go on an educational tour. For a long time we are having a monotonous life of attending classes and preparing lesson. So we feel that we can go on an excursion which will be both instructive and pleasant. We have already decided that we will contribute individually a fixed amount for the excursion. But we also expect financial assistance from the school. We have selected Maynamati our venue. We need your kind permission and help.

Therefore, we fervently hope that you would be kind enough to give us the permission and provide necessary financial help.

We remain Sir

Yours most obediently,

The Students of Labratory School Dhaka

2. Write an application to your Headmaster for a canteen

April 21, 2015

The Head Master

Labratory School, Gazipur

Subject: An application for a canteen

Dear Sir,

We would like to state that we are the students of your school. We are to attend classes from 8.00 a.m. to 3 p.m. During this period we get hungry and need to take tiffin. But we can not avail ourselves of the opportunity of taking refreshments in the interval as there is no canteen in our school or in the nearby area. We think that it will be of great use to us if there is a canteen in our school campus.

Therefore, we expect that you would be kind enough to take steps to set up a canteen in our school campus.

We remain Sir

Yours most obediently,

The students of Labratory School, Gazipur.

3. Write an application to your Headmaster for a school common room.

April 21, 2015

The Head Master Labratory School,

Manikgonj

Subject: Application for a school common room

Dear Sir,

We would like to state that we are the students of your school. We are to attend classes from 8.00 a.m. to 3 p.m. Moreover there is interval between classes. We can spend these leisure hours in the common room by reading news paper or playing games. But we have no school common room. And we need a school common room. We can go there and have a pleasant time along with other friends.

Therefore, we earnestly hope that you would be kind enough to take steps to set up a school common room in our campus.

We remain Sir

Yours most obediently,

The students of Labratory School, Manikgonj

4. Write an application to your Headmaster for the permission of staging a drama

April 21, 2015

The Head Master

Dhaka Commerce School, Dhaka

Subject: Permission for staging a drama

Dear Sir,

We would like to state that we are the students of your school. We want to stage a drama in our school campus. We the students will act different roles of the drama. In this regard we have formed a committee which will look after everything of the drama. Besides, by acting the roles of the drama, the students will be able to give vent to their hidden creative talents. We need your permission and help.

Therefore, we hope that you would be kind enough to give us the permission to stage a drama in our school campus and oblige thereby.

Y'ours most obediently,

South East University, Dhaka

5. Write an application to your Headmaster for a seat in the school hostel

April 21, 2015

The Head Master

Labratory School, Khulna

Subject: Seeking a seat in the school hostel

Dear Sir,

I would like to state that I am the student of class X in Arts group. It is impossible for me to attend the classes from a long distance regularly. I have no relations in the nearby area where I can stay to attend my classes. In the circumstances it is hardly possible for me to continue my studies if I don't get a seat in the school hostel.

Therefore, I earnestly hope that you would be kind enough to allot a seat for me in the school hostel and oblige thereby.

I remain Sir

Yours most obediently,

A

Class - X, Roll - Y

6. Write an application to your Headmaster for the change of an elective subject

April 21, 2015

The Head Master
Labratory School, Pabna

Subject: For changing an elective subject

Dear Sir,

I would like to state that I am a student of class X in Arts group. At the time of my admission to your school, I took history as my elective subject. But now I want to change my elective subject, History because I do not find any interest in the subject mentioned. Moreover it seems to be difficult to me. Even I have no aim of pursuing higher studies in the subject. I would like to take Sociology instead of it.

Therefore, I earnestly request you to be kind enough to consider the subject.

I remain Sir

Yours most obediently,

A

Class - X, Roll - Y

7. Write an application to your Headmaster for a testimonial

April 21, 2015

The Head Master
Labratory School, Barisal

Subject: For a testimonial

Dear Sir,

I would like to state that I have passed S.S.C examination with first division in this year from Arts group. Now I am to apply for admission to different education institutes. Along with the application a copy of testimonial should be enclosed.

Therefore, I hope that you would be kind enough to issue me a testimonial.

I remain Sir

Yours most obediently

A

Roll - 1205

8. Write an application for a transfer certificate.

April 21, 2015

The Head Master,
Labratory School, Tangail.

Subject: For a transfer certificate

Dear Sir,

I would like to state that I am a student of class X Arts group of your school. I have been studying in your school for the last one year. I got myself admitted in your school in class X in

SSC Programme

the year 2013. Since then I have been your student. My father has been transferred from Tangail to Khulna recently and I shall have to go with him there. Moreover I have no relatives here with whom I can stay. So I need a transfer certificate from you.

Therefore, I expect that you would be kind enough to issue me a transfer certificate.

Yours most obediently,

A

Class - X, Roll - Y

9. Write an application to the Headmaster of a school seeking admission on transfer certificate.

April 21, 2015

The Head Master

Royal School, Dhaka

Subject: For admission on transfer certificate

Dear Sir,

With due respect, I beg to state that I was a student of first year Science group at Residential Model School in Bagherhat. My father is a government officer. Recently he has been transferred to Dhaka from Bagherhat. So, I could not but take a transfer certificate from Residential Model School. Now I intend to get myself admitted into your school on transfer certificate.

Therefore, I hope that you would be kind enough to give me the permission for admission to your reputed school.

Yours most obediently,

A

10. Write an application for a free studentship.

April 21, 2015

The Head Master

Labratory School, Rajshahi

Subject: For full free studentship

Dear Sir,

With due respect, I beg to state that I am a student of class-X Arts group. I come of a poor family. We are four brothers and three sisters. My father is a petty government office clerk. It is hardly possible for my father alone to finance our studies. I have no ability to bear my educational expenses. So I need a full free-studentship.

Therefore, I hope that you would be Kind enough to grant me free studentship and oblige thereby.

I remain Sir

Yours most obediently,

South East University

Class - X, Roll - Y

11. Write an application to the Headmaster of your school to set up a debating club.

April 21, 2015

The Head Master

Labratory School, Bogra

Subject: For setting up a debating club

Dear Sir,

We would like to state that we are the students of your school. We are proud of our school for its goods educational environment. We have many educational facilities here. But we have no debating club in our school which is very important for us. A debating club gives the students chances to practice debating among themselves. It enhances our opportunity to gather knowledge about the topics on which we debate. Besides, debating practice can make a student a good orator and out spoken. In this state, we need a debating club to be set up in our school area.

Therefore, we expect that you would be kind enough to take necessary steps to set up a debating club in our school campus.

Yours most obediently,

Students of Labratory School

12. Write an application to the Headmaster of your school to set up a computer club in your school campus.

April 21, 2015

The Head Master

Labratory School, Dhaka

Subject: For setting up a computer club

Dear Sir,

We would like to state that we are the students of your school. We are very much interested in learning computer. But we have no computer club in our school. But at present without learning computer, we cannot do even a day. Especially in the offices, industries educational and commercial institutions, computer is a must. Besides, a person, who knows how to operate

SSC Programme

computer, can manage a job for himself easily. So, we need a computer club to be set up in our school campus where we shall get an opportunity to learn computer operations.

Therefore, we hope that you would be kind enough to take steps to set up a computer club in our school campus.

Yours most obediently,

Students of Laboratory School

13. Write an application to the Headmaster of your school to set up a literary club in your school.

April 21, 2015

The Head Master

Laboratory School, Bogra

Subject: For setting up a literary club

Dear Sir,

We would like to state that we are the students of your school. We cannot but admit that we have many educational facilities in our school but we have no literary club in our school campus. A literary club is very essential for a school because it can inspire the students towards literary activities. It can organize debate competition, drama and many other cultural programmes. Besides, a literary club creates opportunities for the students to prove their hidden merit in particular subject. So, it is necessary to set up a literary club for the benefit of the students.

Therefore, we hope that you would be kind enough to take measures to set up a literary club in our school campus.

Yours most obediently,

Students of Laboratory School

14. Write an application to the Headmaster of your school for supplying additional books to your school library.

April 21, 2015

The Head Master

Laboratory School, Dhaka

Subject : For supplying additional books to the school library

Dear Sir,

We would like to state that we are the students of your school. We are very pleased having a good academic environment here. It is also a matter of pleasure for us that students are increasing in different classes of our school every year. But our school library has not sufficient books to meet the demand of the students. Besides, there are some books written by different

writers. But it is quite impossible for a student to collect all the books on the same subject. So, if we have available books on various subjects, it will be very helpful for us. In this state we badly need additional books in our school library.

Therefore, we hope that you would be kind enough to supply additional books to our school library.

Yours most obediently,

Students of Laboratory School

15. Write an application to the Headmaster of your school to subscribe to an English daily/ facilities in your school common room.

April 21, 2015

The Head Master

Laboratory School, Dhaka

Subject: For subscribing English daily in the school common room

Dear Sir,

We would like to state that we are the students of your school. We are proud that we have a spacious and well furnished school common room. But to our wonder, we see no English daily here. During our leisure we sometimes, feel an urge to go to our school common room to pass time. We then feel the necessity of English daily which will help us to know the current affairs as well as develop our English language. We need English daily for our school common room.

We, therefore, hope that you would be kind enough to subscribe to English daily for our school common room.

Yours most obedient

Students of Laboratory School

16. Write an application to your Headmaster seeking permission and monetary help to celebrate a victory in a cultural competition attended by your school students.

April 21, 2015

The Head Master

Laboratory School, Dhaka

Subject: Seeking permission and monetary help to accord a reception for our school cultural team

Dear Sir,

We would like to state that we are the students of your school. We think that you are also proud along with us for the achievement of our school cultural team for winning in the yearly cultural

SSC Programme

competition arranged by district cultural organization. Now, we would like to celebrate this victory of our cultural team for this great performance and we want your kind permission and necessary monetary help in this regard.

Therefore, we hope that you would be kind enough to give us the permission and grant an amount of money to make the programme successful.

Yours sincerely,

Y

On behalf of the Laboratory School students.

17. Write an application to the Headmaster of your school seeking permission to accord a reception to your school cricket team winning a match recently

April 21, 2015

The Head Master

Laboratory School, Dhaka

Subject: For permission to celebrate the victory of the cricket team of your school

Dear Sir,

We would like to state that we are the students of your school. We hope that you, along with us, are very pleased with the cricket team of our school for their victory in the inter school cricket competition held few days back. We want to celebrate this victory of our cricket team to make them more enthusiastic in this regard. So, we need your kind permission and co-operation.

Therefore, we hope that you would be kind enough to give us permission to arrange a function to celebrate the victory of the school cricket team.

Yours most obediently,

Students of Laboratory School

18. Write an application to the Headmaster of your school for holding a freshers' reception in your school.

April 21, 2015

The Head Master,

Laboratory School, Dhaka

Subject: Holding freshers' reception ceremony

Dear Sir,

We would like to state that we are the students of your school. We are very much interested to receive the students of first year of H.S.C class cordially. They are new comers to our school.

We want to greet them by arranging a reception. The students of different classes of our school have agreed on this plan. So, we need your kind permission and necessary monetary help in this regard.

Therefore, we hope that you would be kind enough to give us permission and assurance of monetary help to hold this freshers' reception.

Yours most obediently,

Students of Laboratory School



Read the following questions on Letter/Application writing.

1. Write a letter to your friend about your preparations for the final examination.
2. Write an application to the Headmaster of your school to hold a cultural function in your school
3. Write an application to the Postmaster General for the establishment of a post office in your locality.

Lesson 2 : Job Letters & Resume Writing



What is a cover letter for a job?

A cover letter is a document sent with your resume to provide additional information on your skills and experience. The letter typically provides detailed information on why you are qualified for the job you are applying for. A cover letter typically accompanies each resume you send out.

What do you write in a cover letter?

The three main objectives of your cover letter are to: introduce yourself, identify the position you are applying for, and explain how you found out about the position. Explain how you are qualified for the position and why you would be a great fit for the job. Request an interview and thank the employer.

The basic elements of a cover letter

- Greeting: Address your cover letter to the proper person.
- Opening: Write a personable, inviting opening paragraph that highlights how your skills are a perfect fit to the job.
- Catch: Highlight your past achievements as they relate to the job you're applying for.

Model Cover Letter 1

Write a job letter for the post of Shipping Manager

Mr. Ismail Hossain,
General Manager
Bina Shipping
467 Sheikh Mujib Road, Chittagong

Dear Mr Hossain,

You want some managers who are truthful, wholehearted and skilled. You want someone who really cares for the customers and can talk to them in English. You need somebody who understands merchandising. If my assumptions are correct, please consider me for the job.

Working as assistant manager in a big company like Chittagong Shipping Company has taught me how challenging a career in shipping business might be. Moreover, my B.B.A from IBA, Dhaka University will provide you with a well-rounded associate.

Sincerely,

(Signature)

Mahejabin Talukder

Enclosures:

- i) All educational Certificates
- ii) 1 experience Certificate
- iii) 3 copies passport size photograph(attested)
- iv) 1 copy resume

Model Cover Letter 2

Write a job letter for the post of Economic Researcher:

Director
Human Resources
Bangla Bank 22F,
Crane Square Dilkusha C/A,
Dhaka

Dear Sir,

In response to your advertisement published in daily The Independent on 10th June for the post of an Economic researcher I offer myself for the post. Having majored in statistics at the Shahjalal University of Science and Technology, I am confident that I would make a successful addition to your economics research department.

In addition to my strong background in statistics, I offer considerable business experience, having worked in a data processing firm, a hotel and a shipping company. I am sure that my courses in computer programming would prove particularly useful in an entry-level position.

I am attracted to Bangla Bank by the recent fast growth and the superior reputation of your Economic Research Department. After studying different commercial banks, I can say with confidence that Bangla Bank will be in a strong competitive position to benefit from imminent changes in the industry.

I would like to face in interview with you at your earliest convenience.

Sincerely,

(Signature)

Malabika Das.

Model Resume

M. Hasan

Mobile-01712117888, e-mail-hasan02@yahoo.com

Objective : Management position

Experience : * Financial analyst; Rabs Ltd, Dhaka; July 2011 to present

* Prepare annual reports

* Negotiate agreements with other companies.

* Staff Accountant; Karim Builders, Chittagong, August 2010 to June 2011

* Created a computer programme to keep accounts

* Handled budgeting and billing

Education : M.B.A. 2009-2010
Dhaka University
M.A(English) 2008-2009
Chittagong University
HSC (Science) 2007
Dhaka Board
SSC (Science) 2005
Jessore Board

Language Skill : Fluent in English; Bangla

Computer Skill : MS word, Excell, Power Point etc.

Special quality : Newscaster in Bangladesh Television, Dhaka.

Training : Office Management 2007-2008

Personal Information :

Name : M. Hasan
Father's Name : Mr. Maksud Alam
Mother's Name : Mrs. Nasreen Alam
Present Address: 234 Kalyanpur, Dhaka.
Mobile-01712117888
e-mail-srahman02@yahoo.com

Permanent Address: Vill. Ullah P.O. Kaligonj, Dist.- Jhenidah

Date of Birth : 1st February, 1984

Religion : Islam (Sunni)

Marital Status : Unmarried

Nationality : Bangladeshi

References :

Dr. Mokarram Hossain
Prof. Medicine
Dhaka Medical Collge, Dhaka.

Model Job Letter

1. Read the following advertisement from the Daily News, dated 25 May 2015, and then write a cover letter with a CV in response to it.

Teacher Wanted

An assistant teacher with a good command of spoken and written English is required for an English medium school in East-West school, Dhaka to teach English language in 'O' level classes. Attractive salary for suitable candidates with at least BA (Honours) in English. Apply with complete bio-data by 25 May to:

The Headmaster East-West School
Paltan, Dhaka.

To
The Headmaster
East-West School
Paltan, Dhaka

Dear Sir,

I have looked carefully at the job requirement of an assistant teacher, advertised by you in the Bangladesh Observer of 15 May 2015 and I feel confident that I possess the requisite qualifications and experience. I should feel grateful if you would kindly consider me for the post.

For your consideration I like to let you know that I have passed Hons, in English in 2007 and Masters in English in 2008 Now I am teaching as an English teacher in an English Medium School.

I would very much appreciate your giving me a chance to be interviewed. I would then be able to give you further details about myself and my work which should help you in judging my suitability for the post.

Yours faithfully,

Mr. Mahabul Alam

Enclosures :
i. Resume(1 copy)
ii. All educational Certificates(4 copies)
iii. Pass port size photographs(3 copies)

Resume

Personal Details :

Name : Mr. Mahabul Alam
Father's Name : Abdul Hannan
Mother's Name : Late- Mrs.Raseda Begum
Address (Present)
Age : 28 Years
Date of birth : 10th February 1985
Marital Status : Unmarried
Nationality : Bangladeshi.

Year	Examination	Division/ Class	Board/ University
2001	SSC	GPA-5	Dhaka
2003	HSC	GPA-5	Dhaka
2007	BA (Hons)	3.04	Dhaka University
2008	MA	3.01	Dhaka University

Training :

August 2009-2010	B.Ed	Bangladesh Teachers 'Training School' Dhaka
2011-2012	Computer	B.C.C. Council, Dhaka

Experience :

2011-2013 : Junior Teacher of English, Oxford English Medium School, Dhaka

Reference :

1. Dr. Nurul Islam
Professor, Department of Social Welfare Dhaka University, Dhaka
2. Professor Mokter Ali
Department of Computer Science, Dhaka University, Dhaka

2. Read the following advertisement from the Daily News, dated 15 May 2015 and then write a cover letter and a CV in response to it.

Junior Officers Wanted

Applications are invited for the post of junior officers. Candidates with Honours and Masters from any recognised university with minimum grade point-4.00 in all examinations are eligible to apply. The age limit is not more than 30 years.

Contact: The Advertiser, G.P.O Box No.-1207

An application for the post of a Junior Officer in a Bank.

20th May, 2015
The Advertiser
GPO Box No. 11000
Dhaka

Subject : For the post of a Junior Officer.

Dear Sir,

I came to know from your advertisement for Junior Officer in your Bank Published in The Bangladesh Times of 15th May, 2015 and I feel very much confident that I possess the requisite qualifications and experience. In this connection details of my educational career, experience etc. are given in the enclosed resume.

I hope you would give me an opportunity to be interviewed and then I shall be glad to give you any further information you may wish.

Yours Sincerely,
Mr. Mahbub Alam
210, Free School Street, Hatirpool, Dhaka.

Education :

2009	:	Master of Arts in English literature Dhaka University, Dhaka, Grade Point-3.08
2008	:	Bachelor of Arts (Hons.) in English, Dhaka University, Dhaka, Grade Point-3.08.
2004	:	Higher Secondary Certificate (HSC) Dhaka School, Dhaka Borad GPA-5
2002	:	Secondary School Certificate (SSC) Govt. Laboratory School, Dhaka Dhaka Board, :
	:	GPA-5.

Experience

Present	:	6 months. Junior Officer, Bangladesh Sonali Bank, Jhenidah.
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SSC Programme

03-03-2012 to 01-02-2013 : Assistant Account Officer
Islami Insurance, Dhanmondi, Dhaka.

30-07-2011 to 02-03-2012 : Public Relations Officers, Institute of Information Center,
Green Road, Dhaka.

Language : Fluent in English & Bengali

Computer Skills : Basic Knowledge of MS Word.

Personal Interest : Traveling, Reading & sight seeing

Reference : Dr. Nurul Islam
Professor, Department Social Welfare
Dhaka University, Dhaka.

Personal Information :

Name : Mr. Mahbabul Alam

Father's Name : Mr. Maksud Alam

Mother's Name : Mrs. Nasreen Alam

Present Address : 210, Free School Street
Hatirpool, Dhaka-1205

Permanent Address : Vill. Bhaberhat, P.O. Rupnagar
P.S.- Naldanga, Dist.- Dhaka.

Date of birth : 1st February, 1985

Religion : Islam (Sunni)

Marital Status : Unmarried

Nationality : Bangladeshi

Reference : Dr. Eftakhar Alam
Professor
Department of English
Dhaka University

3. Read the following advertisement from the Daily News, dated 15 May 2015, and then write a cover letter and a CV in response to it.

Sales Representative Wanted

Applications are invited for the post of sales representative. Interested candidates with minimum 2nd class graduation are eligible to apply. The age limit is not more than 30 years. Contact: The Advertiser, G.P.O Box No.-1209.

Write an application for the post of sales representative.

20th May, 2015
Advertiser
GPO Box No. 212
Dhaka, Bangladesh

Subject: For the post of sales representative

Dear Sir,

I wish to apply for the post of sales representative in your company advertised by you in the Daily Star of 15th May, 2015. I have passed SSC from science group in 2009 and HSC from the same discipline with GPA-5 in 2011 under Dhaka Board. I have also obtained my Bachelor

Degree (pass) with grade point-2.50 under National University in 2013. I am in service as a sales representative since February 2015 in Square Pharmaceuticals Limited, I have completed a short course on English language and computer from Bhuiyan Academy in 2010.

My qualifications and experience as a sales representative make me confident that I can do the job of a sales executive advertised by you.

I should be grateful if you kindly consider me for the post. I look forward to hearing from you soon. Please find my CV attached.

Yours truly

Kazi Takdir Alam

310, Free School Street Dhanmondi, Dhaka

Phone : 8165309

Education

MBA	Dhaka University	2009	Grade Point-3.08
BBA	Dhaka University	2008	Grade Point-3.08
HSC	Dhaka Board	2004	Grade Point-5
SSC	Dhaka Board	2002	Grade Point-3.08

Experience :

03-03 : 2012- 01-02 :2013 : Junior Marketing Officer, Pran Grpup, Dhaka

30-6 2011-2nd March-2012 : Public Relations Officers, Institute of Information Center, Green Road, Dhaka

Language : Fluent in English & Bengali

Computer Skills : Basic Knowledge of MS Word.

Training : IT 2011 AUB

Personal Interest : Traveling, Reading & sight seeing

Reference : Dr. Nurul Islam

Professor, Department Social Welfare
Dhaka University, Dhaka.

Personal Information :

Name : Takdir Alam
Cell no-0124785698 e-mail: ta0123@yahoo.com

Father's Name : Mr. Maksud Alam

Mother's Name : Mrs. Nasreen Alam

Present Address : 210, Free School Street Hatirpool, Dhaka-1205

Permanent Address : Vill. Bhaberhat, P.O. Rupnagar P.S.- Naldanga,
Dist.- Dhaka.

Date of Birth : 1st February, 1985

Religion : Islam (Sunni)

Marital Status : Unmarried

Nationality : Bangladeshi

Reference : **Dr. Eftakhar Alam**
Professor
Department of English Dhaka University



Read the following questions on Job Letter/Application writing.

1. Read the following advertisement from the Daily News, dated 15 May 2015, and then write a cover letter and a CV in response to it.

Wanted

Applications are invited for the post of part time teacher. Interested candidates with minimum 2nd class graduation and Masters degree are eligible to apply. The age limit is not more than 30 years.

Contact: The Advertiser, G.P.O Box No.-1210.

Write an application for the post of part time teacher.



Answer key:

Lesson-1 :

1. Write a letter to your friend about your preparations for the final examination.

Barisal 13th April, 2015

Dear Rabbani,

It is my great pleasure that I am in receipt of your letter. I came to know about your brilliant achievements in several programmes of cultural function. I congratulate you. Moreover you are an excellent singer. You have a God gifted voice. You have also extraordinary talent in acting. Culture the talent you have got. I hope that one day you will be famous all over the country. I am feeling proud of you thinking of that prospect. But don't neglect your studies. However, today I also want to let you know about my preparation for the final examination. You will be happy to know that my preparation is almost satisfactory. But I am revising all of my subjects now. I hope that I shall be able to complete my lessons before the examination starts. How is your preparation? No more today.

Please, convey my best compliments to your parents. Write to me soon.

Yours sincerely,

Rahim.

2. Write an application to the Headmaster of your school to hold a cultural function in your school

April 21, 2015

The Head Master,
Labratory School, Dhaka

Subject : For holding a cultural function on the 26th March

Dear Sir,

We would like to state that we the students of your school, want to hold a cultural function in our school campus. We have decided to hold this function on the 26th March, the indepenence day. We have planned to stage different programmes like drama, recitation, songs, comic and many other interesting entertainments in this function. Two learned professors have consented to help us. Now we need your kind permission and monetary help in this regard.

Therefore, we hope that you would be kind enough to give us the permission and assurance of monetary help to arrange this cultural function.

Yours most obediently,
Students of Labratory School

3. Write an application to the Post Master General for the establishment of a post office in your locality.

25th November, 15

The Post Master General,
Dhaka

Subject: For the establishment of a post office.

Dear Sir,

We would like to state that we are the inhabitants of Ramerkanda under the P.S of Keranigonj of Dhaka district. Ours is a very big village having about ten thousand population. The people of this village are in different professions. Some are working in different parts of our country. Some are living abroad. Besides, many students of this village are studying in different places of the country. People have to make correspondence with their family members, remit money orders etc. At present the nearest post office is four miles away from this village. So, the people have to suffer to get the postal services. In this state the establishment of a post office in this village is felt badly. Therefore, we hope that considering all these circumstances, you would be kind enough to take necessary steps to establish a post office immediately in this village.

Yours faithfully,

Md. Abu Tareq
On behalf of the people of Ramerkanda.

Lesson-2 : Application for the post of part time teacher

16th May, 2015
 The Advertiser
 G.P.O Box No.-1210
 Dhaka

Subject: For a part time teacher

Dear Sir

From a reliable source I came to know that you require a part time teacher to conduct the language and literature course designed for the students of class IX-X. I am confident that I will be able to perform the job. I would very much welcome the opportunity of an interview to support my qualification and ability. For your kind perusal my particulars including education and experience have been given below.

1. Name : Kazi Takdir Alam
2. Father's Name : Kazi Abdul Hannan
3. Mother's Name : Late. Raseda Begum
4. Present Address : B-2/E-8, Agargoan New Colony
Sher-E-Banglanagor, Dhaka.
5. Permanent Address : Village: Tilsunia, Post office : Tilsunia, Upzila : Kapasia,
District: Gazipur
6. Nationality : Bangladeshi (by birth)
7. Religion : Islam
8. Date of birth : 01.01.1990
9. Educational Qualification :

Name of Exam	Year of Passing	Group/Subject	Result	Board/University
S. S. C.	2004	Arts	GPA-5	Dhaka
H. S. C.	2006	Arts	GPA-5	Barishal
B. A. (Hons)	2010	English (Lit.)	GPA-3.04	Dhaka
M. A.	2011	Arts (Lang.)	GPA-3.03	Dhaka

10. Language Skills : Fluent both in Bangla and English
11. Training : i) A short course on MS Word in 2010 in BCIC Centre,
Dhaka
ii) A course on Business Management, BMDC, Dhaka
12. Experience : Assistant teacher of English June 2043 till now
13. Reference : **Dr. Nurul Islam**
Professor
Department of English
Dhaka University, Dhaka. Phone : 8612221

Unit 15

Paragraphs

Objectives:

After the completion of this unit, you would be able to–

- define a paragraph.
- understand the elements of a paragraph.
- identify different parts of a paragraph.
- write paragraphs.

Overview:

Lesson 1: *Paragraph Writing*

Lesson 2: *How to Write Good Paragraphs*

Answer Key

Lesson 1 : Paragraph Writing



If you look at any printed prose book, you will see that each chapter is divided into sections, the first line of each being indented slightly to the right. These sections are called paragraphs. Chapters, essays and other prose compositions are broken up into paragraphs to make the reading of them easier.

Definition of a paragraph

A paragraph is a number of sentences grouped together and relating to one topic. This definition shows that the paragraphs of compositions are not mere arbitrary divisions. The division of a chapter into paragraphs must be made according to the changes of ideas introduced.

There is, therefore, no rule as to the length of a paragraph. It may be short or long according to the necessity of the case..

The Principle of Good Paragraph Structure

A good paragraph should have three aspects.

1. Unity
2. Order
3. Variety

Now, let us see what they are.

1. Unity

The first and most important principle to be observed in constructing a paragraph is that of Unity. Just as each sentence deals with one thought, each paragraph must deal with one topic or idea – and with no more than one. Every sentence in the paragraph must be closely connected with the main topic of the paragraph. The paragraph and every part of it must be the expression of one theme or topic.

2. Order

The second principle of paragraph construction is Order – that is, logical sequence of thought or development of the subject. Events must be related in the order of their occurrence, and all ideas should be connected with the leading idea and arranged according to their importance or order.

Here the key point is that the two most important sentences in the paragraph are the first and the last. The first, which should be the topic sentence, should arouse the interest of the reader; and the last should satisfy it. The first, or topical, sentence states the topic – a fact, a statement, or a proposition; the last should bring the whole paragraph on the topic to a conclusion, or summing up.

3. Variety

The third principle of paragraph construction is Variety, by which is meant that to avoid monotony, the paragraph of a composition should be of different lengths, and not always of the same sentence construction.

The essentials of good paragraph construction are:

- (1) Unity
- (2) A good topic sentence
- (3) Logical sequence of thought
- (4) Variety
- (5) A full and rounded final sentence in conclusion

Now, let us examine a few paragraphs.

Example 1

Poetry is the language of the imagination and the passions. It relates to whatever gives immediate pleasure or pain to the human mind. It comes home to the bosoms and businesses of men; for nothing but what comes home to them in the most general and intelligible shape can be a subject for poetry. Poetry is the universal language which the heart holds with nature and itself. He who has contempt for poetry cannot have much respect for himself, or for anything else. Wherever there is a sense of beauty, or power, or harmony, as in the motion of a wave of the sea, in the growth of a flower, there is poetry in its birth.

Here again, the first sentence is the topic sentence. The sentences that follow enforce or restate the statement that “poetry is the language of the imagination and the passions”, and the concluding sentence reinforces it by showing that poetry exists wherever men feel a sense of beauty, power or harmony.

Example 2

The Road is one of the great fundamental institutions of mankind. Not only is the Road one of the great human institutions because it is fundamental to social existence, but also because its varied effects appear in every department of the State. It is the Road which determines the sites of many cities and the growth and nourishment of all. It is the Road which controls the

development of strategies and fixes the sites of battles. It is the Road that gives its framework to all economic development. It is the Road which is the channel of all trade, and, what is more important, of all ideas. In its most humble function it is a necessary guide without which progress from place to place would be a ceaseless experiment; it is a sustenance without which organized society would be impossible, thus the Road moves and controls all history. – **Hilaire Belloc**. In this paragraph, the first sentence states the subject. It is the topical sentence. The body of the paragraph consists of examples which prove the statement in the first sentence. The final sentence sums up the whole.

In all these paragraphs, the principles of Unity and Order are observed, and also the general rules about the place of the topical sentences and the rounding off the whole with a good conclusion.

Lesson 02 : How to Write Good Paragraphs



Now, you will get a guideline on writing paragraphs. If you follow this guideline step by step, you will learn to write good paragraphs.

Step 1: Decide the Topic of Your Paragraph

Before you can begin writing, you need to know what you are writing about. First, look at the topic. As you look at the topic, note any key terms or repeated phrases because you will want to use those words in your response. Then ask yourself:

- On what topic am I supposed to be writing?
- What do I know about this topic already?
- If I don't know how to respond to this topic, where can I go to find some answers?
- How do I relate to it?

After doing some additional reading and research, you should better understand your topic and what you need to discuss.

Step 2: Develop a Topic Sentence

Before writing a paragraph, it is important to think first about the **topic** and then what you want to say about the topic. Most often, the topic is easy, but the question then turns to *what* you want to say about the topic. This concept is sometimes called the **controlling idea**.

Strong paragraphs are typically about one main idea or topic, which is often explicitly stated in a **topic sentence**. Good **topic sentences** should always contain both (1) a **topic** and (2) a **controlling idea**.

The **topic** – The main subject matter or idea covered in the paragraph.

The **controlling idea**– This idea focuses the topic by providing direction to the composition. When your paragraphs contain a clearly stated **topic sentence**, your reader will know what to expect and, therefore, understand your ideas better.

Step 3: Demonstrate Your Point

After stating your topic sentence, you need to provide information to prove, illustrate, clarify, and/or explain your point.

Ask yourself:

- What examples can I use to support my point?
- What information can I provide to help clarify my thoughts?
- How can I support my point with specific data, experiences, or other factual material?
- What information does the reader need to know in order to see my point?

Facts, details, reasons, examples

- Information from the readings or class discussions
- Paraphrases or short quotations
- Statistics, polls, percentages, data from research studies
- Personal experience, stories, examples from your life

Sometimes, adding transitional or introductory phrases like: *for example*, *for instance*, *first*, *second*, or *last* can help guide the reader.

Step 4: Give Your Paragraph Meaning

After you have given the reader enough information to see and understand your point, you need to explain why this information is relevant, meaningful, or interesting.

Ask yourself:

- What does the provided information mean?
- How does it relate to your overall point, argument, or thesis?
- Why is this information important/significant/meaningful?

Step 5: Conclude

After illustrating your point with relevant information, add a **concluding sentence**. Concluding sentences link one paragraph to the next and provide another device for helping you ensure your paragraph is unified. While not all paragraphs include a concluding sentence, you should always consider whether one is appropriate. Concluding sentences have *two* crucial roles in paragraph writing:

First, they draw together the information you have presented to elaborate your controlling idea by:

- Summarizing the point(s) you have made.
- Repeating words or phrases from the topic sentence.
- Using linking words that indicate that conclusions are being drawn (e.g., therefore, thus, resulting).

Second, they often link the current paragraph to the following paragraph. They may anticipate the topic sentence of the next paragraph by:

- Introducing a word/phrase or new concept which will then be picked up in the topic sentence of the next paragraph.
- Using words or phrases that point ahead (e.g., the following, another, other).

Step 6: Look Over and Proofread

The last step in good paragraph writing is proofreading and revision. Before you submit your writing, look over your work at least one more time. Try reading your paragraph out loud to make sure it makes sense. Also, ask yourself these questions:

- Does my paragraph support my thesis?
- Does it make sense?

You can try to follow the steps before writing a paragraph.

Different parts of a paragraph

A paragraph is very well-known format of writing. It stands as the most useful model not only to express your ideas in the form of a paragraph, but as an easier format to remember and to execute in your writing. Further, Paragraph stands as the most suitable format for the novices, who aspire to polish their writing skills.

You can think about different parts of a paragraph like this:

What you are going to tell us (Introduction), then what you have decided to tell us (body), and what you have told us (conclusion).

A good paragraph has a topic sentence (preferably placed at the beginning), a number of supporting sentences and a concluding sentence. Each of them has important and different roles.

Introduction:

An introduction must have the following aspects:

- Hook Line – A quote, proverb or an abrupt question that would provoke the curiosity of the readers
- Thesis Statement – A sentence that would employ precise terms to communicate the central idea of the work
- General Outline – A general reference to the evidences that would be employed to strengthen the thesis
- Topic Statement – A sentence that explains the nature and the source of the evidence

Body:

- The body must include the following aspects:
- Supporting Details – sufficient additional information to present the evidence in the most exclusive manner to convince the readers.

- Transition – A sentence that functions as a link between this passage and the one that follows

Conclusion:

A conclusion is the final yet important constituent of a paragraph. A conclusion must succeed in offering an emphatic recap of the core theme and purpose of the work. The conclusion may give a moral or a lesson. Therefore conclusion is very important for writing. A good ending is as important as a good beginning.



Exercise:

Write paragraphs on the topics given below:

1. Tree Plantation
2. A Rainy Day
3. Traffic Jam
4. A Winter Morning
5. A School Magazine
6. A Street Accident
7. Your Mother
8. A Book Fair
9. The Life of a Farmer
10. Load Shedding
11. Your National Flag
12. International Mother Language Day



Answer Key:

Try Yourself.

Unit 16

Compositions

 **Objectives:**

After the completion of this unit, you would be able to–

- Know the ways of writing compositions.
- Write good compositions.

Overview:

Lesson 1: *Composition Writing*

Lesson 2: *How to Write Good Compoistions*

 **Answer Key**

Lesson 1: Composition Writing



There are five ways of writing composition

1. Every composition must have a proper structure.

A composition must be broken into paragraphs to make it readable. Breaking down a composition into different sections is what allows it to flow in a logical manner.

All compositions should follow a simple formula. You need to learn this formula off by heart!

- Introduction
- Body Paragraphs
- Conclusion

Introduction: Introduce the topic and briefly outline the points you're going to make in your composition in the order you're going to write about them. If the composition is meant to argue a point, you should make it clear in the introduction what the argument/point of view is.

Body Paragraphs:

A composition will usually have 3-5 paragraphs. Each paragraph contains its own main point that contributes to the overall theme or argument of the composition. These paragraphs follow their own structure.

Conclusion: Sum up what the composition is about.

2. Each body paragraph must have a proper structure.

Not only does the composition as a whole need structure, each paragraph needs to meet certain requirements.

- **Statement:** This is the main point of the paragraph. What part of the composition is being discussed and what did it mean? What was important and how did it affect later? Basically, what's the point you're about to discuss in this paragraph.
- **Explanation:** Explain what you said in your statement. Tell the reader why your statement is true. This part should make up the bulk of the paragraph.
- **Example:** Give an example! Try to add a quote, an example, a fact. Something concrete that gives evidence to your statement.
- **Importance:** Why is the point you've made in this paragraph important? What does it mean to the composition? Tell the reader why it matters. This one might not always be applicable, but if you can then go for it.

3. Every composition needs a plan.

You wouldn't go on a road trip without a map and compositions are just the same.

Before you start writing an essay you should make a quick plan of what you're going to write about.

A composition plan does not have to be a big thing. It only takes a few minutes but will save your much time overall.

Composition plans instantly give a structure, they prevent you from forgetting to include any important points, and they prevent you from losing your way.

4. Revise and Edit

This depends on what situation the composition is being written in. When you come back to look at something you've written and you see all the little mistakes you didn't notice before. This is why you have to recheck the whole composition.

You should check that the paragraphs are written in a logical order. Simply put – does the composition make sense? Get to read the essay aloud so that you can see how it flows.

5. Practice makes perfect

Writing compositions can be practiced.

Make sure you include practice compositions as part of your exam preparation. Getting a hold of past exams and using them to practice is a great idea.

It would be better, if you can ask your tutor to mark it. Most tutors would love an interested learner to ask them to mark a practice composition.

Lesson 02 : How to Write Good Composition.



Why you need to make composition plans

1. Highlight key words.
2. Use the dictionary to check the meaning of any unfamiliar words.
3. Identify the task words that indicate what needs to be done, eg 'discuss', 'explain', 'compare'.

Identify the topic words that indicate the particular subject of the composition

Identify any limiting words that restrict the discussion.

Finish any necessary reading or research as background to the essay

1. Be selective: use sources which are relevant and accessible.
2. Write notes in your own words.
3. Write down quotations that may be particularly useful, but ensure the source of these quotes is acknowledged if they're used.

Brainstorm ideas in response to the question

1. Jot down any relevant points.
2. Make note of any relevant evidence or quotes that come to mind.
3. Use a mind map to help stimulate lateral thinking.

Develop a thesis (idea/argument) that encapsulates the response to the question

1. The thesis should be a statement that strongly expresses the overall response to the question.
2. Avoid a thesis that's too simplistic – show thought has been put into some of the complexities behind the question.
3. The thesis is the backbone of the essay – it will be stated in the introduction. It also needs to be referred to several times in the essay before restating it and demonstrating how it has been proven in the conclusion.

Write a plan for the response

1. Order ideas in a logical sequence.
2. Make sure every point in the plan is relevant to the question.
3. After the plan has been written it should be clear where the essay is going.

Write the introduction

1. Open up the discussion.
2. Introduce the thesis.
3. Indicate how the questions will be answered.
4. Name any texts to be discussed, if appropriate.
5. Engage the reader.

Write the main body of the composition

1. Ensure each point is given a new paragraph.
2. Use words or phrases at the start of each paragraph that will indicate to the reader how it relates to the previous paragraph, eg, 'however', 'in addition', 'nevertheless', 'moreover'.
3. Start each paragraph with a topic sentence that clearly links the paragraph to the rest of the composition.
4. Provide supporting evidence for each point that you make.
5. Revisit the thesis, and express it in different ways if possible, to emphasise how the question is being addressed.

Write the conclusion

1. Summarise the main ideas.
2. Demonstrate how you have proven your thesis.
3. Finish with an interesting or thought-provoking, but relevant, comment.

Edit the draft

1. Check for spelling, punctuation and grammar.
2. Delete any sections that are not particularly relevant.
3. Change vocabulary to improve expression.
4. Seek feedback from peers or a teacher before writing the final copy.

Write the final copy

1. Present a clean, neat copy.
2. Submit on time.

Tips on writing a good composition

To write a good composition learners are required to research the chosen topic thoroughly. Here are the recommended steps to take for developing good paragraphs and, eventually, the composition.

- Collect information related to the topic, define the main ideas and organize them in an outline. Always remember the reason for writing each paragraph. What is the main issue? What thoughts and/or facts are you going to present? When writing a paragraph, you should remember the goals you want to achieve.
- Outline the key idea that will be covered in the paragraph. This idea should be taken as the basis for your focus sentence. In fact, the focus sentence should:
 - be clear;
 - present a statement that has to be proved;
 - have a tight connection with the following sentences that support the general subject with specific facts.

Then make sure that your thoughts are in line with the topic you have chosen. Remember that all sentences need to be completely logical. There should be 100% coherence between all the paragraphs in the academic essay/ composition in order for readers to follow the flow of your text easily.

- Find facts to include into your paragraph to actively support your idea. You should apply critical thinking when selecting the facts because all of them have to be closely related to the topic of your essay. The main goal of these facts is to accurately and effectively present the subject of the paragraph. Do not state the facts that are off topic even if they sound fascinating. Do not confuse the audience.
- Come up with a logical and reasonable conclusion. You are not allowed to present new facts or information in this part of the essay. Consequently, the concluding sentence should be a re-statement of the focus sentence. Apply a paraphrasing technique using various synonyms to reword your focus sentence in a concluding part of the paragraph.
- Structure a paragraph in accordance with the given pattern: the focus sentence, sentences that present facts, and a reasonable concluding sentence.
- Make sure that all your facts are logically arranged within a paragraph. There should not be any information that can potentially distract a reader. The readers should be able to easily follow the flow of your thoughts.
- Dedicate some time to careful proofreading. It will allow you to identify grammar mistakes and spelling flaws. It is very important to ensure that there is strong connection between the sentences and paragraphs of the entire text.

When all of this work is done, take some rest. Clear your mind. After that, reread every paragraph once again. If there is no difficulty in following the presented thoughts and ideas, then you have not wasted your time in vain and managed to deliver the main body of your essay. Now, it is high time to move on and write a good introduction and conclusion. Keep in mind that it is important to include a thesis statement in the introductory and concluding paragraphs of your composition.

Exercise:

Write compositions on the topics given below:

1. My Aim in Life/ My Future Plan
2. A Journey by Train
3. Population Problem
4. The Wonders of Modern Science
5. A Village Fair
6. A Journey by Boat I have Enjoyed
7. The Game You Like Most
8. Your Favourite Hobby
9. Your Childhood Memory
10. The Season You Like Most
11. The Importance of Reading Newspapers
12. Physical Exercise
13. A Village Market
14. The Importance of Learning English

Answer Key:

Try yourself.

Unit 17

Completing Stories

Objectives

After the completion of this unit, you would be able to-

- complete stories.
- write summaries of stories.

Overview:

Lesson 1: *Completing Stories*

Lesson 2: *Summary Writing*

Answer Key

Lesson 1: Completing Stories



There are some common techniques of writing a good story. For example, how you begin it, how you carry the story forward, and how you end it. Before you start to write a story, you must have the whole plot clear in mind, and the main points arranged in their proper order.

Example of completing stories

1. Read the beginning of a story. Write ten new sentences to complete the story.

Long, long ago there lived a cowboy in a certain village. He used to tend cows in a nearby field beside the forest. The cowboy was a great liar. He enjoyed himself making fun with people. He often cried out. "Wolf! Wolf!" The kind-hearted villagers heard his cry and rushed to the spot with sticks to save the cowboy. But when they came near, they found no wolf and the cowboy laughed at them.....

NOBODY BELIEVES A LIAR

Long, long ago there lived a cowboy in a certain village. He used to tend cows in a nearby field beside the forest. The cowboy was a great liar. He enjoyed himself making fun with people. He often cried out. "Wolf! Wolf!" The kind-hearted villagers heard his cry and rushed to the spot with sticks to save the cowboy. But when they came near, they found no wolf and the cowboy laughed at them.

After a few days, the boy made the same fun. The villagers again ran to the field. But they found no wolf and the boy laughed at them. The villagers became very angry and advised the boy not to make that kind of fun in future.

But one day a wolf really came and it started to kill the sheep one by one. The shepherd boy was frightened and started shouting, "Wolf! Wolf! Help! Help!" But none came to help him. The villagers heard him but thought that the boy was again making fun of them. The wolf killed a number of his sheep and then killed the shepherd boy. So we should never make fun by telling lies.

2. Read the beginning of a story. Write ten new sentences to complete the story.

Robert Bruce, king of Scotland, fought several battles to regain his country's freedom but was each time defeated. Naturally he was very sad

FAILURES ARE BUT PILLARS OF SUCCESS

Robert Bruce, king of Scotland, fought several battles to regain his country's freedom but was each time defeated. Naturally he was very sad. One day sitting up in his hiding place, he was brooding over his misfortune. Suddenly he noticed a spider trying to reach the ceiling with the help of its silken thread to complete the cobweb. The spider tried again and again to go up but dropped down every time. Six attempts made by the spider failed one after another. But still it did not give up the struggle and went on trying. Bruce observed the spider with keen interest and saw that the seventh attempt of the spider succeeded. The perseverance of the spider encouraged Bruce. He saw a ray of hope. Filled with new hope he brought together his scattered forces and

faced his enemies once more with renewed energy. This time he prevailed over his enemies and succeeded in defeating them.

3. Read the beginning of a story. Write ten new sentences to complete the story.

Piash was a poor rickshaw puller. He would earn his bread at the cost of his honest sweat. He did not like to be a rich man overnight. But his wife Jarina was very greedy. One day while he was returning home with his rickshaw, he found a small leather bag in his rickshaw. At home he opened the bag and found 10 lac taka inside the bag

HONESTY IS THE BEST POLICY

Piash was a poor rickshaw puller. He earned his bread at the cost of his honest sweat. He did not like to be a rich man overnight. But his wife Jarina was very greedy. One day while he was returning home with his rickshaw, he found a small leather bag in his rickshaw. At home he opened the bag and found 10 lac taka inside the bag. Dancing with joy, she asked Piash to hide the money so that nobody could see or know about it. But Piash refused to do so. He remembered the house where he dropped his last passenger and set out for the house with his rickshaw. He reached the house and pressed the calling bell. The gateman wanted to drive him out saying that Mr. Samad was almost mad after losing his money. Then Piash said, "Please tell him I have a good news for him." The gatekeeper conveyed the message. Mr. Samad came out running and Piash gave him the bag. Finding his money intact, Mr. Samad took him in his living room. He gave Piash some money and appointed him the caretaker of his house at a monthly pay of taka 8,000/=.

4. Read the beginning of a story. Write ten new sentences to complete the story.

In his boyhood Hazrat Abdul Quadir Zilani was going to Baghdad for education. On the eve of his departure from home, his mother said to him, "My son, never tell a lie and don't get frightened in danger". Baghdad was far away from his home. He began his journey in the company of a band of merchants. The way was infested with robbers. After five days a gang of robbers fell upon the travellers. One of the robbers caught hold of the boy

TRUTHFULNESS OF HAZRAT ABDUL QUADIR ZILANI

In his boyhood Hazrat Abdul Quadir Zilani was going to Baghdad for education. On the eve of his departure from home, his mother said to him, "My son, never tell a lie and don't get frightened in danger". Baghdad was far away from his home. He began his journey in the company of a band of merchants. The way was infested with robbers. After five days a gang of robbers fell upon the travellers. One of the robbers caught hold of the boy. The gang leader saw it and said, "Let the boy go. He has nothing with him." At this the boy said, "No. you are wrong. I have forty gold coins sewed in my sleeves." The leader asked him why he had told them about his money. The boy said in reply that at the time of his departure his mother had forbidden him to tell a lie. He could not disobey his mother. Hearing this, a change came into the gang leader. He gave up robbery with all his men. They began to lead a good and honest life.

5. Read the beginning of a story. Write ten new sentences to complete the story.

It was a summer day. A crow became very thirsty. It began to move here and there in search of drinking water but in vain. The crow did not lose hope

WHERE THERE IS A WILL, THERE IS A WAY

It was a summer day. A crow became very thirsty. It began to move here and there in search of drinking water but in vain. The crow did not lose hope. It, at last, noticed a jar at a little distance. It at once flew to it. There was little water at the bottom of the jar. The water of the jar was beyond the reach of the crow. It tried to drink but could not drink at all. It saw that there were some pebbles beside the pitcher. A trick came into its head and it started to throw the pebbles into the jar one after another. At one time the water of the jar rose to the brim. The crow drank the water to its heart's content and flew away. Thus the crow got relieved of his thirst.

6. Read the beginning of a story. Write ten new sentences to complete the story.

Once there lived a hare and a tortoise in a certain jungle. The hare was very proud of his swift foot. On the contrary, the tortoise was very slow in speed for which the hare

SLOW AND STEADY WINS THE RACE

Once there lived a hare and a tortoise in a certain jungle. The hare was very proud of his swift foot. On the contrary, the tortoise was very slow in speed for which the hare always teased the tortoise. But the tortoise said with a smile, "Well, let's run a race." At this, the hare was much amused. So he said, "Come along, let's fix a date for the race." They fixed a date. A fox came to see the race.

The hare began to run very fast. He jumped and jumped. He ran a mile in a few minutes. Soon he found the tortoise far behind him. Then he stopped running. He said to herself, "What's the use of going so fast? Perhaps, the tortoise has covered only a few yards by this time. So, I can have a good sleep before he comes up." So saying, the hare went to sleep in a bush. In the meantime, the tortoise walked on and on. He did not stop anywhere. When he came to the bush, he saw the lazy hare lying fast asleep.

He smiled and quietly passed by him. Many hours passed. The hare woke up and began to run very fast. But alas! The tortoise was already crossing the winning post. The hare felt much ashamed. He now said to herself, "It is true that slow and steady wins the race."

7. Read the beginning of a story. Write ten new sentences to complete the story.

Bayazid. was a small boy. His mother was ill. One night he was studying by the side of the bed of his ailing mother. All on a sudden, his mother woke up, raised her head and told her son to give her a glass of water. Bayazid went to the kitchen to bring water. But he found the pitcher empty He searched for water here and there, but in vain. Then, he decided to fetch water from the nearby fountain

BAYAZID'S DEVOTION TO HIS MOTHER

Bayazid was a small boy. His mother was ill. One night he was studying by the side of the bed of his ailing mother. All on a sudden, his mother woke up, raised her head and told her son to give her a glass of water. Bayazid went to the kitchen to bring water. But he found the pitcher empty. He searched for water here and there, but in vain. Then, he decided to fetch water from the nearby fountain.

He went out for the fountain. It took him half an hour to reach the fountain . He filled the jar with water and began to walk fast towards his residence. It was at dead of night when he reached home. He was sorry to find his mother in deep sleep. He refrained from disturbing his mother and stood beside her bed with a glass of water. His mother awoke at dawn. She was moved to see

her son's devotion to her. She earnestly prayed to Allah to bless her son with the highest spiritual honour. Allah granted her prayer and made Bayazid one of His greatest devotees.

8. Read the beginning of a story. Write ten new sentences to complete the story.

Once there was a clever fox in a jungle, One day, when the fox was walking through jungle, he fell into a trap. He could somehow get out of the trap, but he had to leave

A TRICK OF A CUNNING FOX WENT IN VAIN

Once there was a clever fox in a jungle, One day, when the fox was walking through jungle, he fell into a trap. He could somehow get out of the trap, but he had to leave his tail behind. Without his tail the fox looked very strange. He felt sad and ashamed too. So he thought out a cunning plan. He called all the foxes in a meeting. When all the foxes came, he told them that they did not need any tail. According to him, the tail was not only useless but also ugly. So he asked all the foxes to cut their tail. Then an old clever fox realised his trick. He revealed his trick to other foxes. Then the tailless fox ran away.

9. Read the beginning of a story. Write ten new sentences to complete the story.

A farmer had four sons. They always quarrelled. This made the farmer unhappy. The neighbours were also disturbed every now and then for their loud shouts. The farmer tried to bring them into their sense but failed. At last, he thought of a plan

UNITY IS STRENGTH

A farmer had four sons. They always quarrelled. This made the farmer unhappy. The neighbours were also disturbed every now and then for their loud shouts. The farmer tried to bring them into their sense but failed. At last, he thought of a plan. As such he invited all of his sons one day. He asked them to bring four sticks. When they had brought the sticks, he tied them together and made a bundle. Then he gave the bundle of sticks to each of them separately and asked them to break it. Everyone tried to break the bundle but could not. Then the old man untied the bundle and gave a single stick to each one of them to break. This time they broke the single piece of stick quite easily. Finally, the father asked them what lesson they had got from that example. The sons replied that if they remained divided and quarrelled with one another, they would be weaker and enemies could easily destroy them. Since then, the sons stopped quarrelling and started working together and living in unity and amity.

10. Read the beginning of a story. Write ten new sentences to complete the story.

One day a crow stole a piece of meat. It flew away and sat on the branch of a tree. Suddenly a fox

THE FOOLISH CROW AND THE CLEVER FOX

One day a crow stole a piece of meat. It flew away and sat on the branch of a tree. Suddenly a fox noticed it. The fox was greedy and clever also. He became tempted and wanted to have it. He thought for sometimes and asked the crow to sing a song with its beautiful voice. The foolish crow at first did not want to sing. But the sly fox said, "If you start your singing, most of the animals of the forest will come to hear and you will be famous." Hearing it the foolish crow felt proud. Then he started singing. When he opened his mouth, the piece of meat fell down. The sly fox took it and went away. The foolish crow could not do anything.

11. Read the beginning of a story. Write ten new sentences to complete the story.

The king of Iran used to invite the great poet Sheikh Saadi very often to his court. Once on his way to the king's court the poet took shelter in a nobleman's house for a night. He was then

DRESS DOES NOT MAKE A MAN GREAT

The king of Iran used to invite the great poet Sheikh Saadi very often to his court. Once on his way to the king's court the poet took shelter in a nobleman's house for a night. He was then in a very simple dress. The nobleman could not recognize him and they showed disrespect and dishonour to him. The poet left the nobleman's house in utter dismay. A few days later, he went there putting on a rich dress. This time he was duly respected and honoured by the people of the nobleman's house. They gave him rich food to eat. The poet did not eat the food but he began to put the food in his pocket. Being astonished, the nobleman asked the poet about his mysterious behaviour. Then, the poet said, "This food is for my dress, not for me. Had it been not so, I would have been treated in the same manner when I was very poorly dressed." The nobleman was really sad for this. He begged forgiveness of the poet.



Read the following questions on completing stories.

1. Read the beginning of a story. Write ten new sentences to complete the story.

Once there lived a poor woodcutter in a village near a jungle. He used to cut wood from the forest and sold it in the market. But one day, while cutting wood his axe fell into the river. The river was deep. The woodcutter did not know how to swim and dive. So he was sitting there sadly. Then a wonderful thing happened. A beautiful fairy appeared before the woodcutter. The fairy asked him why he looked so sad. He told her everything

2. Read the beginning of a story. Write ten new sentences to complete the story.

One day a boy of class eight was going to school. Suddenly he saw a money bag dropped by someone on the road. He was quite at a loss



Answer key:

Lesson-1 :

THE HONESTY OF A SCHOOL BOY

One day a boy of class eight was going to school. Suddenly he saw a money bag dropped by someone on the road. He was quite at a loss. He thought for a while and then decided to pick it up. But he was not in the least interested in grabbing the contents in the money bag. He intended to open the money bag to see if there was any visiting card. Fortunately, he got a card inside the pocket of the money bag. The contents of the visiting card included the address and cell phone number of the owner. The boy called the owner of the number. The owner felt delighted and excited to hear the news because there was an amount of Tk. 50,000 in the bag. The owner

requested the boy to carry the bag to his house. He did carry the bag accordingly to the address of the owner. The owner hugged him and made him his lifetime friend.

AN HONEST WOODCUTTER

Once there lived a poor woodcutter in a village near a jungle. He used to cut wood from the forest and sold it in the market. But one day, while cutting wood his axe fell into the river. The river was deep. The woodcutter did not know how to swim and dive. So he was sitting there sadly. Then a wonderful thing happened. A beautiful fairy appeared before the woodcutter. The fairy asked him why he looked so sad. He told her everything. The fairy took pity on him. She went into the river and came back with a golden axe. She asked the woodcutter if it was his axe. The woodcutter replied in the negative. She then again went into the water and returned with a silver one. This time also the woodcutter refused to take it. Finally, she brought the axe of the woodcutter from the water. The woodcutter was delighted to get back his iron axe. The fairy became pleased with the woodcutter for his honesty and gave him the two valuable axes as reward. Honesty is thus always rewarded.

Lesson 2: Summary Writing



A summary is a restatement of someone else's words in your own words. There are many different kinds of summaries, and they vary according to the degree to which you interpret or analyze the source. Some are pages long, while others are just one or two sentences. However, for all types of summary, the writer is responsible for generally stating, in his or her own words, the main information or argument of another writer.

Purposes of the Summary

Summaries benefit the reader because they offer a concise, general version of the original information. For a busy reader, summaries provide quick overviews of material. Summaries also show readers that you have understood the general point of a text, and in this way, teachers can test your knowledge. The process of summarizing someone else's material enables you to understand that material better.

What and When to Summarize

Many student writers tend to quote when they should summarize material. Quote only when the author expresses a point in a particularly telling or interesting language. Otherwise, simply summarize. Use a summary to restate an entire argument. Use a summary to present information.

How to Summarize

- Read the original passage or text very carefully.
- Use a pencil to highlight or underline what you take to be the main point/points of the original text, or make notes in the margins or on another sheet of paper.
- If you're summarizing an entire essay, outline the writer's arguments.
- These notes and outlines should be brief. Using this list of points, you write down the summary, referring to the original text only when you want to make sure of some point. This will help you to reproduce the substance of the passage in your own words.

Summary Conventions

- Summaries can range in length from two sentences to several pages. What you have to remember is that when you write a summary of something you have read, you make your summary shorter than the original. Usually a summary is one third of the original in length, i.e. if a passage is of 150 words, the summary of it would be about 50 words long.
- In any case, use complete sentences to present the main points or information the text you are describe an author's general points to the reader. Don't quote extensively. If you quote, use quotation marks and document the quotation. If you fail to document the quotation, even one word that the author used, you are plagiarizing material (presenting another person's information as if it were your own).

Example Summaries

The following is a well-known fable by Aesop. After the fable, a typical summary of it is given.

The Lion and the Mouse

A lion was sleeping in his den one day, when a mischievous mouse for no reason at all ran across the outstretched paw and up the royal nose of the king of beasts, awakening from his nap. The mighty beast clapped his paw upon the nose thoroughly, frightened little creature and would have made an end of him.

“Please,” squealed the mouse, “Don’t kill me. Forgive me this time, O King, and I shall never forget it. A day may come, who knows, when I may do you a good turn to repay your kindness.” The lion smiling at his little prisoner’s fright and amused by the thought that so small a creature ever could be of assistance to the king of beasts, let him go.

Not long afterward the lion, while ranging the forest for his prey, was caught in the net which the hunters had set to catch him. He let out a roar that echoed through the forest. Even the mouse heard it, and recognizing the voice of his former preserver and friend, ran to the spot where he lay tangled in the net of ropes.

“Well, your majesty,” said the mouse, “I know you did not believe me once when I said I would return a kindness, but here is my chance.” And without further ado he set to work to nibble with his sharp little teeth at the ropes that bound the lion. Soon the lion was able to crawl out of the hunter’s snare and be free. (254 words)

Now read the summary:

Once, a playful mouse ran across the paw and up the nose of a sleeping lion. The lion awoke, caught the mouse, and was about to kill him when the mouse begged forgiveness, saying he might one day return the kindness. Amused, the lion released him. Soon afterward, the lion was caught in a net set by hunters. The mouse heard the lion’s roar, recognized his friend’s voice, and came to help. His sharp teeth cut the ropes, setting the lion free.

(82 words)

Note: The writer of a summary must be able to tell the difference between a main idea and a minor idea. In the above fable, the idea that the lion was caught in a net is essential to the story, and is therefore, a main idea. But it is not necessary or essential to know that when the lion was caught, or that he had been ranging the forest for his prey.

Here is a one sentence summary of the fable:

A mouse, whose life had once been spared by a lion, later returned the kindness by freeing the lion from a hunter’s net.

Activity 1

Read the following passage and answer the questions that follow.

There are many different reasons for reading. Sometimes we read for pleasure, i.e., just to be entertained. Sometimes we read for information, or for direction or instruction. Often we read to find out about the people around us and the world we live in.

We read different kinds of material in different ways. We don’t always read everything at the same speed. With certain kinds of material we need to read slowly and carefully, for example, when we are trying to understand difficult ideas in a text like science or economics books. We also read directions and instructions slowly and carefully. We usually read stories, magazines,

newspapers, where the material is usually written in an easily understandable way, at a normal speed, neither too slow nor too fast. Whereas, when we read something we have read before, or we know about, we usually read very rapidly. A good reader suits his or her speed to what he or she reads.

Skimming and scanning are additional ways of helping us read more efficiently. They save time. When we want to get the overall idea or the gist of a text, we do not need to read every word in it. We can skim or look over the text quickly, often read the first paragraph, then the first and last sentences of the other paragraphs quickly. The final paragraph often summarizes the content. This kind of reading is called skimming. On the other hand, when we want to find specific information in a text, we scan the text searching for words or phrases that would give us the information we need. This is called scanning.

1. Choose the best answer from the alternatives– a, b, c, d given after each question:

- i) A good reader
 - a) reads novels and poetry.
 - b) reads before sleep.
 - c) reads different kinds of material with ease.
 - d) knows when to stop.
- ii) You are preparing a dish from a cook book. You'd read the recipe.
 - a) carefully.
 - b) loudly.
 - c) for fun.
 - d) with a friend.
- iii) To find out the time of your favorite programme from a television guide, you'd
 - a) skim it.
 - b) scan it.
 - c) see it.
 - d) recite it.
- iv) To get the gist of a text you'd
 - a) read it slowly,
 - b) scan it
 - c) skim it.
 - d) discuss it.
- v) You'd read a letter from a friend
 - a) by scanning.
 - b) by skimming.
 - c) half-heartedly.
 - d) normally.

2. Match a quotation from A with a reading purpose in B:

A	B
i) æI love this poem!"	i) For instruction.
ii) æDo you have the time table for the intercity train service?"	ii) For pleasure.
iii) æOh, dear! We should have put the eggs first!"	iii) For knowledge.
iv) æAt the moment I'm reading a book about the Greek civilization."	iv) For information.

Sample Question

SSC Programme

Subject: English Second Paper

Full Marks: 100

Time: 3 hours

[N.B.:--- Answer all the questions. Figures in the right margin indicate full marks.]

Part A: Grammar (60 Marks)

1. Change the sentences according to the directions given in the brackets (any five): $1 \times 5 = 5$
- Only Allah can help us. (Negative)
 - There is no one but hates a liar. (Affirmative)
 - I shall remember you. (Negative)
 - He is absent from the meeting. (Interrogative)
 - Hurrah! We have won the game. (Assertive)
 - Dhaka is the biggest city in Bangladesh. (Positive)
 - Though he is rich, he is honest. (Simple)
2. Use the right form of verbs in the brackets to complete the sentences. (any five): $1 \times 5 = 5$
- He always (disturb) the class.
 - The sun (rise) in the east.
 - He has (do) the work.
 - I (come) home yesterday.
 - The patient (die) before the doctor came.
 - I saw him (go).
 - It (rain) since morning.
3. Complete the following sentences by using infinitive, gerund or participle given in the box below: $1 \times 5 = 5$
- | | | | | |
|---------|---------|---------|---------|--------|
| hearing | telling | reading | rolling | to err |
|---------|---------|---------|---------|--------|
- is human.
 - the noise, the boy woke up.
 - A ---- stone gathers no moss.
 - is his favourite pastime.
 - He was punished for ---- a lie.
4. Change the voice of the following sentences. (any five): $1 \times 5 = 5$
- Asif teaches us English.
 - Is he reading a book?
 - Do not hate the poor.
 - Allah loves us all.
 - Honey tastes sweet.
 - Ayesha writes a letter.
 - English is spoken all over the world.
5. Change the narrative style of the following text: 5
- The teacher said to the girl, "Do you think that honesty is the best policy?" The girl said, "Yes, sir, I think so." "Then learn to be honest from your childhood," said the teacher. "Thank you, sir," said the girl. "May Allah bless you," said the teacher.
6. Complete the following sentences by using conditionals. (any five): $1 \times 5 = 5$
- If you want, -----.

- (b) If he comes, -----.
- (c) If it rains, -----.
- (d) If I were a bird, -----.
- (e) If I had seen him, -----.
- (f) If I knew his mobile number, -----.
- (g) If we are not industrious, -----.

7. Complete the following text with right form of the verbs given in the box: 1 × 5=5

prosper	remembered	depends	lead	build
---------	------------	---------	------	-------

Bangladesh is full of natural resources. The prosperity of the country (a) ---- on the proper utilization of the resources. We should not (b) ---- a lazy life. We should (c) ---- up our country. For this reason, we have to work hard. No nation can (d) ---- without industry. It should be (e) ---- that industry is the key to success.

8. Make sentences with any **five** of the following idioms and phrases: 1 × 5=5
 A bed of roses; All in all; At a glance; A white elephant; Bag and baggage;
 Cats and dogs; Heart and soul.

9. Make tag questions of the following sentences. (any five): 1 × 5=5

- (a) We play football, ----?
- (b) Fatema sang a song, ----?
- (c) Let's do the work, ----?
- (d) Everybody likes flowers, ----?
- (e) Somebody came here, ----?
- (f) Nothing is certain, ----?
- (g) I am happy, ----?

10. Complete the following passage using suitable Linking words or Connectors: 1 × 5=5

(a) ---- there are some differences between practical knowledge and bookish knowledge.
 (b) ---- often they are thought to be the same. (c) ---- a man is educated in the truest sense, he will be able to lead a life completely different from others. (d) ---- he can distinguish between right and wrong. (e) ---- education is very important.

11. Fill in the blanks with appropriate prepositions. (any five): 1 × 5=5

- (a) Students should abide ---- their teachers' advice.
- (b) Everyone should abstain ---- smoking.
- (c) I have no ambition ---- fame.
- (d) I agreed ---- him.
- (e) A nurse attends ---- patients.
- (f) Early rising is conducive ---- health.
- (g) I am confident ---- my success.

12. Use capitals and punctuation marks where necessary in the following text: 1 × 5=5

the teacher said to me dont you like to practice english its an important subject and you should be more careful about it.

Part B: Composition (40 Marks)

13. Read the beginning of the story. Write ten new sentences to complete the story. Give a suitable title to it: 8

An old farmer had four sons. They used to quarrel with one another. One day the farmer told his sons to bring

14. Newspaper plays an important role in our modern life. It is a store house of knowledge. It increases our general knowledge. Now, write a dialogue between you and your friend Rakib/Jesmin about the importance of reading newspaper. 6
15. Suppose, you are Afsan/Afsana of Nayabazar High School, Keraniganj, Dhaka. There is a common room in your study centre but the facilities are not sufficient there. Now, write an application to the Coordinator for increasing common room facilities. 8
- Or,
Suppose, you are Limon/Lima. You live at 51, Monipur, Mirpur, Dhaka- 1216. Your friend Ahsan/Ayesha lives at 2, City Corporation, Rajshahi. Your friend sent you a nice gift on your last birthday. Now, write a letter to him/her thanking for the gift.
16. Write a paragraph about "Tree Plantation" by answering the following questions: 8
- What is tree plantation?
 - How are trees our friends?
 - How do trees maintain ecological balance?
 - What may happen in the absence of trees?
 - What should be our final attitude towards trees?
17. Write a composition on "Wonders of Modern Science" or "Natural Beauty of Bangladesh" 10