

ENGLISH TWO

Course Code : SSC 2602

Secondary School Certificate Programme
(S S C Programme)

ওপেন স্কুল
OPEN SCHOOL



Bangladesh Open University

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Wk f vte ENGLISH TWO eBWU coteb

WCÖj Wk f v_x

ENGLISH TWO eBWU evsj vt`k DbjP wekte`vj q cÖvZ GmGmm tcÖvtgi BstiwR 2q cT | GB tkvmÖ tbqvi Rb` cÖtgB AvcbvtK Awfb`b | Avcub evsj vt`k DbjP wekte`vj tq fivZntq mvavi Y`g t_tK wfbæ gva`tg A_ö` t`Wk f v c`vZtZ covi bv`i` Kti`Qb |

Avcub GLb Self Learner ev`Wk f v_x

mvaviYZ Wk f v_x`dj ev Ktj`R ev wekte`vj tq hvq Ges Wk f v Kiv Zvt`i Kvk tbb | cW` eBtqi wbaWi Z vmtj evtmi cÖZwU Aa`vq Wk f v Kiv Avtj vPbv Ktib | Wk f v Kiv Wk f v_x`i cÖZw`b cV`mPxi wefbæRuUj wel q mgrn mgrvab Ktib Ges Zvt`i`K covi Rb` DrmwnZ I eva` Ktib |

WkS` GB c`vZtZ Wk f v KtK cvl qv hvte bv | AvcbvtK vbtR vbtR WkL`Z nte | Avcub GLb GKRB`Wk f v_x` (self learner) | Gifc Wk f v_x``vqZj mvavi Y Wk f v_x` tPtq AtbK tek | Kvi Y mvavi Y Wk f v_x`v Wk f v KtKi Dci wbfP Ktib A_P` t`Wk f v c`vZtZ Wk f v_x`v Wk f v KtKi Dci wbfP Ktib bv eis Pig cÖZthvWZvi m`g`xb nb |

`t`Wk f v c`vZtZ Wk f v_x`vbtRB vbtRi Wk f v KtK mynsMvZ Kti, wbcvqZ covi bv Kti, vbtRi DrmvtK ati ivtL Ges Pövs`j` f` ARÖ Kti |



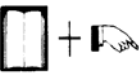


Wk f v vi wefbæDcKi`Yi h_vh_ e`envi

evsj vt`k DbjP wekte`vj q AvcbvtK th Wk f v DcKi Y`tj v mieivn Kti`Q, tm`tj v mvavi Y Wk f v cÖZövtbi cW` eB`tj v t_tK wfbæi`tbi | GLvtb Wk f v K I tU` eB`tk GKt`Dc`vcb Kiv ntqtQ A_ö` cV` eBtqi wel q I avi Yv Ggbfvte e`vL`v Kiv ntqtQ thb Wk f v_x`Abjfe Ktib th Wk f v K vbtRB Kvk i`tg Wk f v v`t`Qb |

ENGLISH TWO eBtZ wefbæYÖv, NUbv I Kwnbxi gva`tg BstiwR fvlv tkLvi Rb` cÖQvRbxq wel q`tj v Dc`vcb Kiv ntqtQ | G wel tq vbtgæch`j vPbv Kiv nj -

1. Df`k`mgrn (Objectives) : eBtqi cÖZwU Unit-Gi`i`tZ th Objectives t`qv AvtQ ZvtZ`úofvte WkLb Df`k``tj v eYÖv Kiv ntqtQ | wöw`Ö Lesson wU cov tktl Wk f v_x`GB Df`k``tj v ARÖ Kti`Qb Wk-bv tmÜv cix`v Kti` t`Lteb |
2. msw`f`B weei Y (Overview) : cW` eBtqi cÖZwU Lesson ev cvtV we`kl fvte tkLvi wel q`tj v Wk Wk Zv Dwj`w`Z ntqtQ |
3. cob, wPŠv`Ki`b Ges DËi`w`b (Read, think and answer) : tU` U eBtqi passage`tj v cov tkl ntj B Avcbv iv WkÖz`ckæj`L`Z cvteb | ckæj`tj v gtbvthvM mnKvti cob Ges wPŠv`Ki`b, Zvi ci Text-Gi wöw`Ö Ask t_tK tm`tj vi h_vh_ DËi`Zwi`Ki`b |
4. ck`mgrn (Questions) : tU` U eBtqi mg`-Unit I Lesson tk wfwË Kti wefbæi`tbi ckæDc`vcb Kiv ntqtQ | G`tj vi h_vh_ DËi` cix`v Ges wbcvqZ Abkj b Acwi nvh`
5. kãfvËvi mg`x`Ki`b (Develop Vocabulary) : wefbæi`tbi bZb kã Practice Section G D`j`L`Kiv ntqtQ | G`tj v mvavi YZt Lesson G e`eüZ ntqtQ | Gme ktãi A_ö`evsj v I BstiwR fvlvq e`envi WkLb | ZvQvov bZb kã MVb Ges Synonym ev cÖZkã L`R kãfvËvi (stock of words) mg`x`Ki`Y Avek`K |
6. BstiwR`Z K_v`ej`b (Speak in English) : Ræti vi wefbæAe`vq (Different life situations) fvlvtK Wk f vte e`envi Kiv hvq Zv WkLb | G Aa`vquU AvcbvtK tKv`bv eÜev cwi`wPZ Kvti v mvt`_ BstiwR`Z K_v`ej`vi Af`vm`Zwi`i Rb` cÖZ Kite |
7. BstiwR`Z tj Lvi Af`vm`Ki`b (Writing habit in English) : Wk f vte BstiwR`Z Paragraph, Letter, Message Ges Report wj`L`Z nq tmÜv GB Astk mwe`v`i cvteb | i`ay ZvB bq AvcbvtK Abkj`tbi Rb` m`ghvM`Zwi`i Kite |

8. c0kuEi wgyj tq t` Lp (**Check your answer key**) : c0ZuW Unit-Gi tkfI Answer key ev c0kuEi t` lqv AvtQ| Avcbvi c0ZKZ c0kuEi mWVK ntqtQ wK-bv Zv wgyj tq t` Lp| GtZ Avcbvi gta` uo avi Yv Avmte th Avcub KZUKzeStZ mflg ntqtQb|
9. c0qvRbxq wbt` fki c0ZxK ev Qwe Gi A_@` Lp (**Necessary instructional sign meaning**) : GB cw` eBtq wefbaei tbi PPP ev Abkxj tbi Rb` c0qvRbxq wbt` fki c0ZxK wntmte wefbaeQwe ev c0ZxK e`envi Kiv ntqtQ| G_ tjt v wlogiefcN

	GB QweWU ev c0ZxKWU t` Ltj Avcub eSteb, eBtq t` lqv QweWU t` tL AvcbvtK c0kie DEi w` tZ nte
	GB QweWU gi`tg AvcbvtK eBtq t` lqv gj` cw` wel q ev Text cotZ ejv ntqtQ
	GB Qwe ev c0ZxtKi A_@t`Q cob Ges j` fl Ki`b GB Ask_ tjt v fvtj v fvtte cto gtb ivL tZ nte
	GB Qwe ev c0ZxtKi A_@t`Q eBtq t` lqv c0k0tjt vi DEi AvcbvtK LvZvq wj LtZ nte
	GB QweWU A_@t`Q Answer Key ev c0kuEi c0kie DEi c0tg wbtR wj tL c0ZuW Unit Gi tkfI t` qv Answer Key Gi mvt_ wgyj tq t` Lp

10. wDUtUwi qvj Kvtk thvM` vb Ki`b (**Attend Tutorial Class**) : evsj vt` k Dbf3 wekte``vj tqi Aaxb wefbaewDUtUwi qvj tmUvi (TC)-G gvfm` BwU ev wZbuU wDUtUwi qvj Kvtki e`e`v Kiv nq| Gme Kvtk wKflv_xf` i cw` eBtqi bvbv wel tqi RuWj Zv, mt` n Ges mgm`v_ tjt v mgvatbi e`e`v Ges msuk0-Unit I Lesson Gi Dci w` K-wbt` Rbv I Dct` k t` qv nq| mZivs wKflv_xfv fvtj v c0wZ wbtq wDUtUwi qvj Kvtk Dciw`Z nteb hvfZ Zviv mwgZ msL`K Kvtki gva`tg mefak Dckvi tctZ cvtib| wbtRt` i cvtvi gj` mgm`v_ tjt v wPyZ Kti wUwm-Gi msuk0-wel tqi wDUtUwi i KvQ t` tK mWVK mgvavb tei Ki`teb|
11. teZvi I tUwj wfkB Abpov Dct`fvM Ki`b (**Enjoy Radio and TV Programme**) : evsj vt` k Dbf3 wekte``vj q wKflv_xf` i mKvtj teZvi I tUwj wfkB gi`tg cv`mPxi wefbaewel tqi Dci c0Zw` b Abpov cPvi Kti | GtZ wKflv_xfv Nti efm` cw` wel tqi Dci uo avi Yv wbtZ cvti | wKQz RuWj wel q eStZ mnR nq|
12. `j xq Avtj vPbvq Ask wbb (**Join Group Discussion**) : wKflv_xfv mncvxt` i mvt_ Bsti Rx cw` wel tqi wefbaei tbi mgm`v wbtq Avtj vPbv Ki`teb| GtZ wKflv_xfv cvi` uwi K Dcj wateva wewgtqi gva`tg Bsti wR tu` U eBtqi wewa RuWj Zv wbi mtb mflg nteb|
13. wPwCt` wj Lp (**Write letters**) : evsj vt` k Dbf3 wekte``vj tqi l tcb` tjt i Bsti wR wel tqi tKvm`Kv-AwWfbUi Gi KvQ Bsti wR cw` eB m`u`wK0 tKvfbv RuWj Zv ev wetkl mgm`vi m0g`xb njt Zv wPwi gva`tg Rwbqt w` b|
14. bgbv c0ket` tL Abkxj b Ki`b (**Find Sample Questions and practise**) : wKflv_xf` i P0vS-civ flvi Rb` Bsti wR tu` U eBtqi tkfI bgbv c0ket` qv AvtQ| bgbv c0ket` tL Avcbvi v wefbaecv fvi Abkxj b Ki`tZ cvtib|

Avkv Kwi, Dcti Dij wEz wewa Dct` k I civgk`Avcbvt` i ht`o mwnh` Ki`te| GB cxwZ_ tjt v e`envt`ii gva`tg wKflv_xq wel q AvqE Ki`tZ Ges ev`e Rxtb Bsti wR flv v e`envi Ki`tZ mflg nteb| G_ tjt v Abyni Y Ki`tj Awg wbu0Z th Avcub Avcbvi mvdj` Ges D3/4j` fweL`Z c0Z0v Ki`tZ cviteb|

i`tf`Qvnm|

i vdmvb gvngy`

tKvm`Kv-AwWfbUi (Bsti wR), mnKvix Aa`vcK

l tcb` tjt , evsj vt` k Dbf3 wekte``vj q|

A Note from Course Co-ordinator

Dear Learner

We are delighted that you have got yourself admitted into **Bangladesh Open University**. We welcome you to the English book for Secondary School Certificate (SSC) course. Hope you will find your study useful and enjoyable.

Indeed, learning English may be very interesting if you are sincere. We have two English books for the SSC course. **ENGLISH TWO** is introduced for the **2nd year** students. This book contains a variety of prose pieces, short stories and different grammatical items. These will help you improve different skills like listening, speaking, reading and writing in English. We think you will be capable of writing letters, paragraphs, short messages, short reports and understanding news of TV, Radio and daily news papers in English at the end of this course.

The **2nd year** syllabus includes all units of lessons of the text book. You will find a sample question paper at the end of the text book. This book is written on the basis of open and distance learning (ODL) system. It is prepared in an easy manner so that learners can realise it without the help of teachers.

If you find a difficult word, please do not hesitate to consult a dictionary. We are sure that you will do better in the examination if you solve questions of the text book. So go ahead and start studying. We hope you will find your study fruitful and successful.

Wish you all the best.

Rafsan Mahmud

Dividing the Cake

UNIT

1

Objectives

On completion of this unit you'll be able to identify and use the following expressions and structures in your listening, speaking, reading and writing:

- comparative adjective/adverbs (with 'er') with *than*
- superlative adjectives with *the*
- more + adjective/adverb + than
- as + adjective/adverb + as



Overview

Lesson 1 : Dividing the Cake

Learning point : *adj/adv + er ... + than*

Lesson 2 : Visiting the Zoo

Learning point : *more + adj/adv + than*

Lesson 3 : In the Shopping Centre

Learning point : *superlative adj with 'the' as + adj/adv + as*

Lesson 4 : Revision and Test

Answer Key

Dividing the Cake

LESSON

1

A



Look at the picture and answer the following questions orally.

- 1 How many animals are there in the picture?
- 2 What is the monkey doing?
- 3 What are the rats doing?



B



Now read the following story and answer the questions at D.

Mrs Amin has a small family. She has only two children, Reba and Rashed. Reba is ten years old. Rashed is younger than Reba. Reba is not a very tall girl but she is taller than her brother. One day they were playing under a mango tree. Suddenly a big mango fell in front of them. Both Reba and Rashed wanted to have the mango. So a quarrel began. Their mother heard it and came out.

Mrs Amin : Stop quarrelling, children! It's not fair. Listen, I'll tell you a story.

One day two rats were happy to find a piece of cake. The cake was big enough for them. But the problem was to divide it equally. Each rat wanted

to have the bigger share than the other. None was ready to take the smaller one. At last they went to a monkey for justice. The monkey was wiser than the rats.

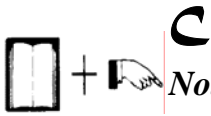
The monkey : It's very hard to divide the cake equally. Do it yourselves.

But the rats again requested him to divide the cake for them. So the clever monkey brought his scales and broke the cake into two pieces. He put the pieces on each side of the scales. They found that one of the pieces was heavier than the other. The monkey took a small bite from the heavier one. Now the other piece became heavier. So he took another small bite from that. But the pieces were still not equal. The monkey began to continue his practice. Suddenly a rat cried out, "Stop. Please stop. You are eating our cake." The other rat said, "I'll take the smaller one. Please give us the pieces back."

But the monkey claimed : No, this is my part. I've done a lot for you. So I'll keep the pieces for me.

Reba and Rashed understood the result of a quarrel. They said, "Mother, we won't quarrel any more in future."

Mrs Amin : Thank you. Remember it.



C
Note the following words and expressions.

younger	: বয়সে ছোট
heavier	: অপেক্ষাকৃত ভারি
quarrel	: বাগড়া, বিবাদ
yet	: তবুও
cake	: কেক
equally	: সমানভাবে
began to continue his practice	: তার একই কাজ চালিয়ে যেতে 'i i' করল
big enough	: যথেষ্ট পরিমাণ বড়
claim	: দাবি করা
bigger share	: Zj bvgj Kfvবে বড় অংশ
justice	: ন্যায়বিচার
I've done a lot for you	: আমি তোমাদের জন্য প্রচুর (কাজ) করেছি
not any more in future	: ভবিষ্যতে আর না
divide	: ভাগ করা
scales	: দাড়িপাল্লা



D
Answer the following questions first orally and then in writing.

- 1 Who is younger than Reba?
- 2 Is Rashed taller than Reba?
- 3 Who told the story to Reba and Rashed?

- 4 Who wanted the bigger share of the cake?
- 5 Who was wiser than the rats?
- 6 Why did Mrs Amin tell the story to her children?

Ε



Read and note carefully.

- 1 Chittagong is a *great* city. Dhaka is *greater than* Chittagong.
- 2 Shahid is a *clever* boy. Habib is *cleverer than* Shahid.
- 3 The Jamuna is a *wide* river. The Meghna is *wider than* the Jamuna.
- 4 The horse is a *large* animal. The elephant is *larger than* the horse.



Now complete the following sentences.

- 1 The Karnafuly is not than the Padma. (wide)
- 2 Mrs Amin is than her sister. (strong)
- 3 Rafiq is than Suman. (happy)
- 4 My father is than yours. (busy)
- 5 Azad is than Anwar. (bold)
- 6 The rose looks than any other flower. (nice)
- 7 The deer runs than the tiger. (fast)
- 8 The girl is than her sister. (thin)
- 9 Alam is than Salam. (fat)
- 10 Shila is than her sister. (lazy)

ƒ



Make six sentences by matching the items in Column A with those in Column B and C. Use the comparative degree with 'er' followed by than while picking up the appropriate item from Column B. Item 3 is done for you as an example.

eg Reba tall Rashed
Reba is taller than Rashed

The horse	easy	the elephant
The Padma	wide	mutton
Reba	tall	Rajshahi
Beef	small	the Karnafuly
Dhaka	great	swimming
Walking	cheap	Rashed

1. The horse
2. The Padma
3. Reba is taller than Rashed.
4. Beef
5. Dhaka
6. Walking

Visiting the Zoo

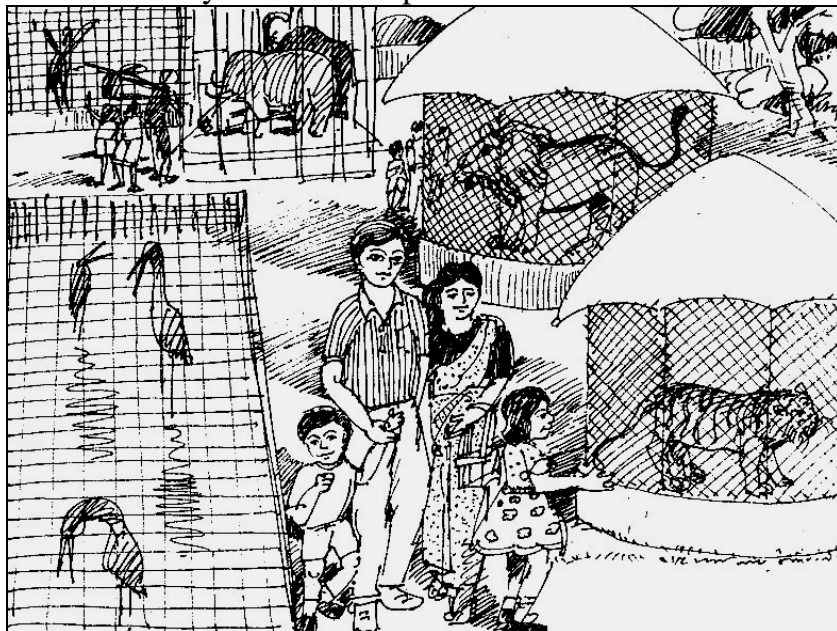
LESSON

2



Look at the picture and try to guess the following.

- 1 What is the picture about?
- 2 What are the children doing?
- 3 What animals can you see in the picture?



Now read the following text and answer the questions at D.

It was a sunny afternoon. Mr Amin and his family went to visit the zoo. Reba and Rashed were very excited to see the beautiful birds and animals in the zoo.

They ran here and there and enjoyed the views. Their parents were also enjoying the visit.

Reba : Look, Rashed, The peacock looks very beautiful.

Rashed : Indeed! It's more beautiful than any other bird. Its feathers look very charming. Do you see the colourful birds in the lake? I think the lake view is more charming than the land view of the zoo. Isn't it?

- Reba : Yes, it is. But where is the Royal Bengal Tiger, father?
Mr Amin : Over there. Let's go.
Rashed : I see two tigers in a cage and two lions in another.
Mr Amin : Don't go near the cage, Rashed. They are very dangerous.
Reba : Which is more dangerous father, a tiger or a lion?
Mr Amin : Both of them are equally dangerous, Rashed. Don't try to touch the cage. It's not safe.
Mrs Amin : Children, won't you see the elephant?
Rashed : Of course, mother. We must go there.
Reba : The elephant is a very large animal.
Rashed : Don't you see? The elephant is larger than any other animal in the zoo.
Mrs Amin : (To her husband) Rashed is very intelligent. Isn't he?
Mr Amin : Yes, he is. He is more intelligent than the other boys. But you look tired ...
Mrs Amin : Yes, I am more tired than the children. Let's take a little rest here.
Mr Amin : Well, children, come back. We'll have some snacks here. Sit down. Let me see what is available.

C



Note the following words and expressions.

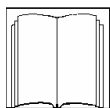
excited	: উত্তেজিত	view	: দৃশ্য
charming	: মনোরম	colourful	: বর্ণাঢ্য
over there	: ঐখানে	cage	: খাঁচা
dangerous	: বিপজ্জনক	intelligent	: বুদ্ধিমান
snack	: হালকা খাবার		

D



Answer the following questions first orally and then in writing.

- 1 Where did Reba and Rashed visit?
- 2 Who thought that the lake view was more charming than the land view?
- 3 Which animal is larger than the others?
- 4 Who was more tired than the children?



E

Read the following sentences.

- 1 Dhaka is more populous than Rajshahi.
- 2 The cow is more useful than the horse.
- 3 The cat is less faithful than the dog.
- 4 Gold is more valuable than silver.
- 5 The car moves more speedily than the bus.
- 6 The port of Chittagong is more important than that of Chalna.



Now complete the following sentences using the hints in the brackets.

- 1 Rashed can walk than Reba. (quickly)
- 2 Diamond is than gold. (costly)
- 3 Arabic is than Bengali. (difficult)
- 4 Sumon is than his brother. (attentive)
- 5 You are than that boy. (polite)
- 6 We should be than others. (dutiful)
- 7 Habib is not than his friend. (careful)
- 8 Reba is than Rekha. (hopeful)

F



Rewrite the following passage by filling in the blanks with suitable words.

Use information from the reading passage at B.

Reba and Rashed 1 to visit the 2 with their parents. 3 liked the peacock 4. Rashed thought that the lake view of the zoo was more 5 than the land 6. They also saw the 7, the lion, and the 8. They found that the elephant was 9 than any other 10 in the zoo.

In the Shopping Centre

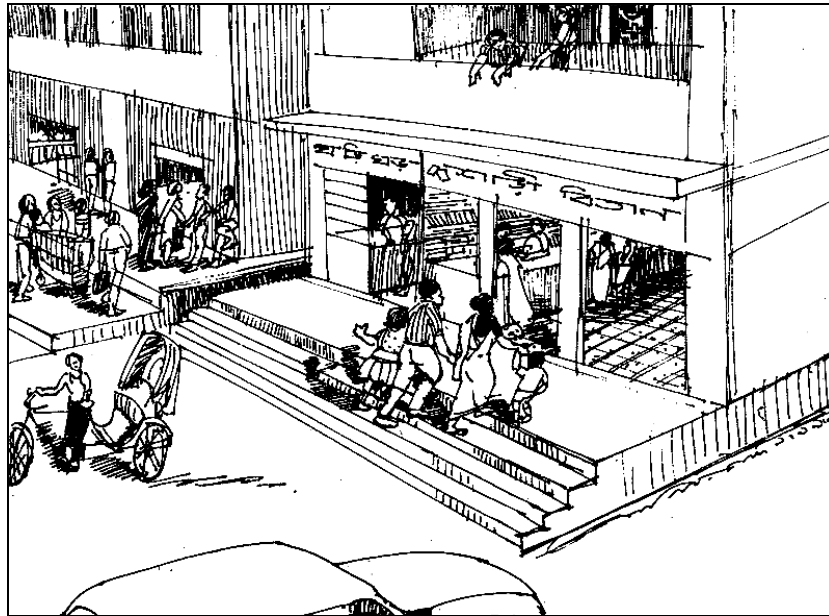
LESSON

3



Look at the picture and try to answer the following.

- 1 What place is it?
- 2 What are the people doing?



Read the following text and answer the questions at D.

The Eid festival was very near. Everybody was busy with shopping. One day Mr Amin took his family to a shopping centre. He was entering a big shop.

Reba : Mother, let's go to a bigger shop. We'll buy a lot of things.

Mrs Amin : O, you don't know. This is the biggest shop in this market.
You can easily choose from many beautiful things here.

Both Reba and Rashed tried to choose their clothes. Their parents were helping them.

Reba : Excuse me, father. I like this dress. What do you think of it?

Mr Amin : Beautiful! You've chosen the best set for you. But it seems smaller than your size. (To the shopkeeper) Do you have a larger size of this set?

Shopkeeper : Of course, we have the largest stock in this market. You can have as many sizes as you want.

Mr Amin : Thank you.

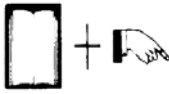
Rashed : Look, mother. I've got a very good set for me.

Mrs Amin : Please let me see. O, yes! your choice is really excellent.

Mr Amin : My dear son, you are the youngest of all. You'll surely get the best thing of your choice. What else do you like?

Both Reba and Rashed showed their father the things of their choice. Mr Amin bought the clothes. They were highly pleased with the shopping. Mrs Amin bought a toy gun for Rashed and a set of cosmetics for Reba. They liked the things most.

Mr and Mrs Amin then bought clothes for themselves. They were as pleased as their children. They returned home most joyfully. Mr Amin thought himself the happiest man in his society.



C

Note the following words and expressions.

Eid festival	: ঈদ উৎসব	enter	: প্রবেশ করা
choose	: পছন্দ করা	stock	: মজুদ
excellent	: চমৎকার	of your choice	: তোমার পছন্দের
cosmetics	: প্রসাধন সামগ্রী	the happiest man:	সবচেয়ে সুখী ব্যক্তি



D

Answer the following questions first orally and then in writing.

- 1 Where did Mr Amin and his family go?
- 2 What did Reba choose for herself?
- 3 Who was the youngest of all?
- 4 Which things did Reba and Rashed like most?
- 5 Who thought himself the happiest man?



ε

Read and note.

- 1 Dhaka is *the biggest* city in Bangladesh.
- 2 Chittagong is *the greatest* port in Bangladesh.
- 3 The elephant is *the largest* animal.
- 4 The Tajmahal is *the most beautiful* tomb in the world.
- 5 The train can't run *as speedily as* the plane.
- 6 Sylhet is not *as big as* Dhaka.



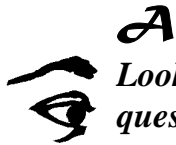
Now complete the following :

- 1 The Meghna is the river in Bangladesh. (wide)
- 2 Rafiq is the boy in the class. (tall)
- 3 The rose is the flower. (beautiful)
- 4 Barishal is not as as Dhaka. (busy)
- 5 Mr Amin is the man in his society. (happy)
- 6 Cox's Bazar is the place in our country. (attractive)
- 7 The tiger is as as the lion. (dangerous)
- 8 Karim is the man in the village. (poor)
- 9 The elephant can't run as as the horse. (fast)
- 10 Hena is the girl in the class. (intelligent)

Revision and Test

LESSON

4



A

Look at the picture and read the passage given after it; then answer the questions that follow.



Better Late than Never

Shaheen, Dolon and Dipu are friends. Dipu is young and intelligent. He is taller than Shaheen. Dolon is as intelligent as Dipu but he is smaller than Shaheen. Shaheen is brilliant and everybody thinks he is the most intelligent boy in the class. One day the three friends went to a shop. Dolon wanted to buy some new year's greeting cards. He said, "Dipu, please choose some cards for me. I have to send them to my relatives. I think your choice is better than mine." Dipu was surprised. He said, "I don't understand why you are buying them now. The new year's day is already over."

"Better late than never" — replied Shaheen with a smile.



B

Answer the following questions first orally and then in writing.

- 1 Who is the tallest boy – Shaheen, Dolon or Dipu?
- 2 Who is the most intelligent boy in the class?
- 3 Who is the smallest in size?
- 4 Why did Dolon want to buy some new year's greeting cards?
- 5 Why was Dipu surprised?



C

Read and note.

- 1 The train is longer than the bus.
- 2 The deer can run more speedily than the camel.
- 3 Chittagong is farther than Comilla from Dhaka.
- 4 The national Garden at Joydevpur is the most suitable place for a picnic.
- 5 The fox is the most cunning animal.



Now complete the following :

- 1 The Bhairab Bridge is than the Ghorasal Bridge. (long)
- 2 Rekha can't walk as as Rashed. (fast)
- 3 This is the sight, I see. (pleasant)
- 4 Pabna is not than Chittagong. (busy)
- 5 Hasan is the boy in the class. (good)
- 6 Kalam works than his brother. (carefully)
- 7 Ahsan is the boy in this village. (clever)



D

Answer the following questions about yourself.

- 1 Who is your best friend?
- 2 Why do you like him/her most?
- 3 Is he/she taller than you?
- 4 Is he/she more intelligent than you?
- 5 Which is farther from your house – the local bazar or your tutorial centre?
- 6 Can you read as fluently as the regular students?

KEY LESSON : 1**A**

- 1 There are three animals in the picture.
- 2 The monkey is weighing something with scales.
- 3 The rats are looking at the scales.

D

- 1 Rashed is younger than Reba.
- 2 No, he is not.
- 3 Mrs Amin told the story to Reba and Rashed.
- 4 Each rat wanted the bigger share of the cake.
- 5 The monkey was wiser than the rats.
- 6 Mrs Amin told the story to her children because she wanted to advise them not to quarrel.

E

- | | | | |
|----------|------------|-----------|-----------|
| 1 wider | 2 stronger | 3 happier | 4 busier |
| 5 bolder | 6 nicer | 7 faster | 8 thinner |
| 9 fatter | 10 lazier | | |

F

- 1 The horse is smaller than the elephant.
- 2 The Padma is wider than the Karnafuly.
- 3 Reba is taller than Rashed.
- 4 Beef is cheaper than mutton.
- 5 Dhaka is greater than Rajshahi.
- 6 Walking is easier than swimming.

KEY LESSON : 2**A**

- 1 The picture is about a zoo.
- 2 The children are looking at the animals.
- 3 I can see a tiger, a lion and some birds in the picture.

D

- 1 Reba and Rashed visited the zoo.
- 2 Rashed thought that the lake view was more charming than the land view of the zoo.
- 3 The elephant is larger than other animals.
- 4 Mrs Amin was more tired than the children.

E

- | | |
|--------------------|-------------------------|
| (1) More quickly | (2) more costly |
| (3) more difficult | (4) more/less attentive |

- (5) more/less polite (6) more dutiful
 (7) more careful (8) more/less hopeful



Reba and Rashed went to visit the zoo with their parents. Reba liked the peacock but Rashed thought the lake view of the zoo was more charming than the land view. They also saw the tiger, the lion and the elephant. They found that the elephant was larger than any other animal in the zoo.

 **LESSON : 3**



- 1 It is a shopping centre.
- 2 The people are busy in shopping. Some people are entering the market.



- 1 Mr Amin and his family went to the biggest shop in the market.
- 2 Reba chose a beautiful set of clothes for herself.
- 3 Rashed was the youngest of all.
- 4 Rashed and Reba liked the toy gun and the set of cosmetics most.
- 5 Mr Amin thought himself the happiest man.



- | | | |
|-------------|------------|---|
| 1 Widest | 2 tallest | 3 most beautiful |
| 4 busy | 5 happiest | 6 most attractive |
| 7 dangerous | 8 poorest | 9 fast 10 most intelligent |



LESSON : 4



- 1 Dipu is the tallest boy.
- 2 Shaheen is the most intelligent boy in the class.
- 3 Dolon is the smallest in size.
- 4 Dolon wanted to buy some new year's greeting cards because he wanted to send them to his relatives.
- 5 Dipu was surprised because the new year's day was already over.



- | | |
|-----------------|---|
| 1 longer | 2 fast |
| 3 most pleasant | 4 busier |
| 5 best | 6 more carefully 7 cleverest |



Try to answer the questions by yourself. Use your personal information and show your answer to your tutor.

(Wb†R DËi w †Z †Póv Ki"b| G†¶†† Avcbvi e"wb³MZ Z_" e"envi Ki"b Ges Avcbvi †`l qv DËi ,†j v Avcbvi wJDUi †K †`Lvb|)

Objectives

On completion of this unit you'll be able to identify and use the following structures and expressions in your reading, writing, listening and speaking.

- present perfect tense in subordinate clauses
- be + adjective + that + clause
- *need ...* as a modal and a full verb
- have to + verb



Overview

Lesson 1 : Meeting a Friend

Learning point : *Present perfect tense in subordinate clauses*

Lesson 2 : Being Self-employed

Learning point : *be + adjective + that + clause*

Lesson 3 : Starting a Dairy Farm

Learning point : *Need ... as a modal and a full verb*

Lesson 4 : Managing a Dairy Farm

Learning point : *have to + verb*

Lesson 5 : Revision and Test

Answer Key

Meeting a Friend

LESSON

1



A Look at the picture. Read the following sentences and cross out the wrong words.

- 1 This is a **village path/city street**.
- 2 We can see two **young/old** men.
- 3 The man on the left is **quite healthy/rather thin**.



B

Now read the following text and answer the questions at D.

Hasan : Hello Rahim! Do you remember me?

Rahim : Sorry, I can't recognise you exactly. Can you tell me your name, please?

Hasan : You can't recognise me! I'm Hasan.

Rahim : Hasan! My friend Hasan! How on earth would I recognise you? You've changed so much! You were such a healthy boy. Now you look so thin! What happened? Where have you been all this while?

- Hasan : I left for Dhaka four years ago. I had high hopes then. I thought that I'd find a good job. I've wasted four years of my life. I've ruined my health, but I couldn't find a suitable job for me. So I've come back.
- Rahim : Oh, I'm really sorry for you. It was a mistake on your part to go to Dhaka. You should have tried your luck here.
- Hasan : What about you, Rahim? You stayed in the village. Have you had any luck?
- Rahim : Well, I've had some luck. Come with me. I'll show you something.



C

Read and note.

remember	:	call back to memory স্মরণ করা
recognise	:	identify again চিনতে পারা
can't	:	cannot (note that <i>cannot</i> is one word)
happen	:	take place ঘটনা বা হওয়া
high hopes	:	D'PvkI
job	:	employment চাকুরী
thought	:	past of 'think' ভেবেছিলাম
I'd	:	I would
waste	:	use without good purpose নষ্ট করা
ruin	:	destroy ধ্বংস করা
suitable	:	right for the purpose উপযুক্ত
mistake	:	wrong act ভুল
on your part	:	তোমার পক্ষে
try one's luck	:	test one's fortune ভাগ্য পরীক্ষা করা
have luck	:	be fortunate ভাগ্যবান হওয়া



D

Refer to the reading text at B and choose the most suitable answer :

- Who has come back from Dhaka?
 - Hasan
 - Hasan's friend
 - Rahim
 - Both of them.
- Who could recognise his friend first?
 - Rahim
 - Hasan

- C Both of them
D Neither of them
- 3 Hasan has become
A Very poor.
B Very rich.
C Very thin.
D Very healthy.
- 4 Hasan has come back. Because
A he was sick.
B he became very thin.
C he could not find any suitable job.
D he had high hopes.
- 5 Rahim said, "I've had some luck". It means that
A he has been fortunate.
B he has been unfortunate.
C he was rich.
D he was poor.

Ⓔ



Suppose you are Arif and you meet your friend Helal after five years. Now complete the following dialogue between you and your friend with suitable words/phrases. Choose words/phrases from the list given below. (There are more words/phrases in the list than necessary.)

Helal : 1 Arif ! Do you 2 me?

Arif : Helal! It's difficult to 3 you. You've changed 4. Where were you 5 while?

Helal : In Dhaka. I was looking for a 6. But I didn't find any 7 job for me.

8 you had any 9 ?

Arif : Well, I've 10 some luck.

Word list : about, all this, although, have, had, Hello, job, long, luck, recognise, remember, so much, suitable.

Being Self-employed

LESSON

2



Look at the picture and answer the following questions.

- 1 Who can you see in the picture?
- 2 Where are they sitting?
- 3 What are they doing?

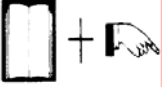


B

Now read the following text and answer the questions at E.

- Rahim : I'm glad that you've come to my house.
- Hasan : You said that you'd show me something. What did you actually mean?
- Rahim : Let me explain. Four years ago you left for Dhaka. I was sorry that you left us. But I was also happy to think that you'd get a good job. You were a university graduate. You were sure to find a good job. I knew that I would not get a good job. I didn't even finish high school education. What could I do? So I joined a youth training course. There I learnt to be self-employed.

- Hasan : Self-employed? What does it mean?
Rahim : It means being employed by oneself.
Hasan : You mean finding a job?
Rahim : No, you don't ask anybody for a job. You do something to earn money.
Hasan : How?
Rahim : There are many different ways to earn money. You can start a poultry farm or a dairy farm.
Hasan : But, Rahim, you must know how to manage such farms.
Rahim : Right. That's what we learnt in the youth training course. I learnt how to manage a dairy farm.
Hasan : A dairy farm! Have you started a dairy farm?
Rahim : Yes, I have. I'll show it to you.



C

Note the following words and expressions.

- you'd : you would
actually : in reality প্রকৃতপক্ষে
university graduate : one who has got a degree from a university
বিশ্ববিদ্যালয়ের ডিগ্রিধারী
youth training course : Ziyাদের প্রশিক্ষণ কার্যক্রম
self-employed : স্ব-নিয়োজিত
oneself : নিজে
earn : gain by labour উপার্জন করা
poultry farm : হাঁস-মুরগির খামার
dairy farm : গবাদি পশুর খামার যেখানে দুধ মাখন ইত্যাদি উৎপন্ন হয়
manage : administer পরিচালনা করা

You don't ask anybody for a job. In this sentence you is an indefinite pronoun. It means one or anyone.



D

Study and note the following sentences.

- A You have come to my house.
B I am glad.
C I am glad that you have come to my house.



Now join the following pairs of sentences as shown above.

- 1 A Hasan left for Dhaka.
 B Rahim was sorry.
 C
- 2 A Hasan is a university graduate.
 B It is true.
 C
- 3 A He could not find a job.
 B It was clear.
 C

E



*Read the following sentences and refer to the text at **B**. Say whether the sentences are 'true' or 'false'. If false, give the true statement. Write 'T' for true and 'F' for false.*

- 1 Hasan has come to Rahim's house.
- 2 Hasan is a university graduate.
- 3 Rahim was sorry to think that Hasan wouldn't get a good job.
- 4 Rahim finished high school education.
- 5 Rahim joined a youth training course.
- 6 Hasan learnt to be self-employed.
- 7 Self-employed means being employed by somebody else.
- 8 Rahim learnt how to manage a poultry farm.



F

Do you want to be self-employed? Give reasons for your answer.

Starting a Dairy Farm

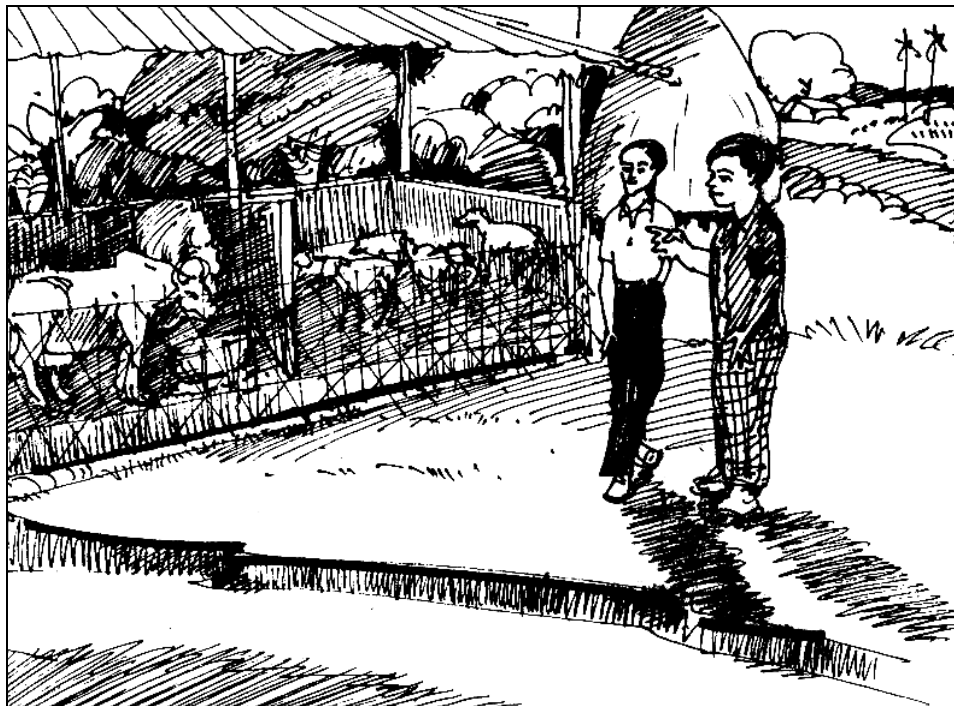
LESSON

3



Look at the picture and answer the following questions.

- 1 Where are Rahim and Hasan standing now?
- 2 How many cows can you see in the picture?
- 3 How many calves are there?



B

Now read the following text and answer the questions at D.

Rahim : Look, this is my dairy farm.

Hasan : Wonderful! Surely you needed money to start it. Where did you get the money from?

Rahim : I borrowed one lakh taka from our local bank.

Hasan : One lakh taka! The bank gave you such a big loan! How did you get it?

Rahim : I submitted my project to the bank authorities. They conducted an inquiry and were satisfied. I got the loan.

Hasan : What did you do with the money?

- Rahim : At first, I wanted to buy some land for my farm; but my father said, “You need not buy land. Build the cow sheds in our back-yard.” So I build two *pukka* sheds for Tk. 10,000/-.
- Hasan : You need not have spent so much money. You could build two *kutchha* sheds for Tk. 1,000/-.
- Rahim : That would be foolish. I must keep my cows healthy. Cows need clean environment and *pukka* sheds are easy to clean.
- Hasan : What did you do with the rest of the money?
- Rahim : I bought three cows for Tk. 90,000/-. All of them give high yields. On average, each of them gives 10 litres of milk a day. I already have five calves from them – three heifers and two bull calves.



C

Study and note.

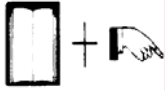
wonderful	:	বিস্ময়কর, চমৎকার
need (full verb)	:	want, require - আবশ্যিক হওয়া
borrow	:	obtain loan - ধার করা
submit	:	put forward - পেশ করা
project	:	plan for an undertaking - প্রকল্প
authorities	:	people in charge - কর্তৃপক্ষ
inquiry	:	investigation - তদন্ত বা অনুসন্ধান
back-yard	:	পিছনের উঠান
shed	:	চালাঘর
<i>pukka</i>	:	পাকা
<i>kutchha</i>	:	কাঁচা
high yield	:	a great deal of product উৎপাদন
calf (plural - calves)	:	young of the cow - বাছুর
heifer	:	female calf - বকনা বাছুর
bull calf	:	male calf - এঁড়ে বাছুর

D

Refer to the reading text at B and answer the following questions.



- 1 How much money did Rahim borrow?
- 2 Where did he get the money from?
- 3 Why did he build two *pukka* sheds?



E

Study and note.

'Need' as a full verb is a regular verb.

For example : 1 He *needs* a pair of shoes.

2 He *does not need* a shirt.

3 You *needed* money to start this firm.

'Need' as a modal is a special verb. It is used with 'not', i.e. '*need not*'

For example : He *need not* come.

Note that '*need*' is used here, not 'needs'.

It means. "It is not necessary for him to come".

Opposite of '*need not*' is '*have to*'.

For example : He *has to* go. তাকে যেতে হবে।

He *need not* go. তার যাওয়ার দরকার নাই।



Now read out the following sentences and make them negative by using '*need not*'. The first one is done for you.

1 He has to help me.

He *need not* help me.

2 You have to see me.

3 They have to remain here.

4 We have to start early.

5 I have to keep my cows healthy.

6 She has to study hard.

f



Try to remember what you have read at C. Now fill in the blanks in the following paragraph with information from the reading text

Rahim 1 his project to the bank 2. They 3 an inquiry and were 4. Rahim got a 5 of Tk. one lakh. He built two 6 sheds in their 7 for

Tk.10,000/-. Then he bought three cows for Tk. 90,000/-. All of them gave high 8. He has five calves from them, three 9 and two 10.

G



Suppose you want to be self-employed and you want a bank loan. Say why you want it and how you will get it. Then write your plan and show it to your tutor.

Managing a Dairy Farm

LESSON

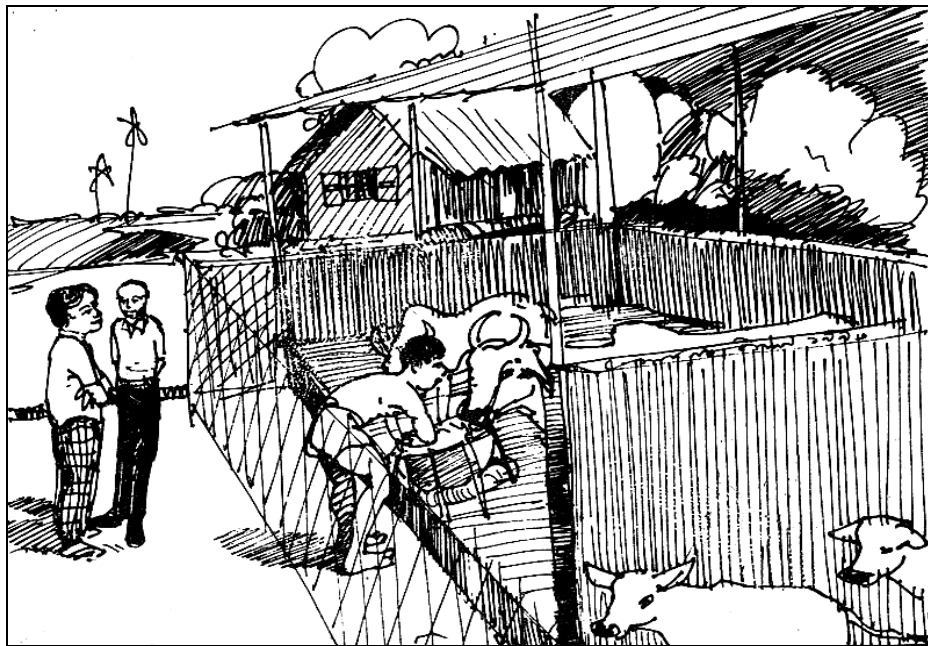
4



A

Try to remember what you have studied in the last lesson and answer the following questions.

- 1 How much did Rahim pay for the cows?
- 2 What did he do with the rest of the money?
- 3 How much milk does each cow give on average?



B



Read the following text and answer the questions at D.

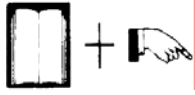
Hasan : What's your average income from the farm?

Rahim : Usually two cows give milk and one remains dry. My average daily yield of milk is 20 litres. I sell the milk at the rate of 20 taka per litre. So I get 400 taka per day.

Hasan : What are your expenses?

Rahim : Each day I have to spend 150 taka to feed my cows and calves. Moreover, I have to buy medicine and injections for the cows. At times, I have to call the vet. I also have to engage a boy servant to help me look after the cows. On average these incidental expenses come to about Tk. 5000/- per month. So my income from the farm comes to about Tk. 7,000/- per month.

- Hasan : What about your bank loan?
Rahim : It'll be repaid in 36 instalments. I've already repaid 30 instalments. My loan will be fully repaid within six months.
Hasan : Rahim, you've made a success of your life. I wish you well.
Rahim : Thank you. You can also make a success of your life. Only give up the idea of looking for jobs. Try to be self-employed.



C

Study and note.

average	:	mean	গড়
income	:	money received	আয়
one cow remains dry	:	i.e. one cow does not give milk.	
daily yield	:	amount produced each day	দৈনিক উৎপাদন
litre	:	a unit for measurement of liquid	তরল দ্রব্য পরিমাপের একক
expense	:	money used for something	ব্যয়, খরচ
feed	:	to give or supply food	খাওয়ানো
at times	:	now and then	মারো মারো
vet	:	short expression for veterinary surgeon	পশু চিকিৎসক
engage	:	employ	নিয়োগ করা
incidental expenses	:	occasional expenses	আনুষঙ্গিক ব্যয়, খুচরা খরচ
repay	:	pay back	শোধ করা
instalment	:	payment in parts	কিস্তি
make a success	:	to have success	সফলকাম হওয়া
give up	:	abandon	ত্যাগ করা

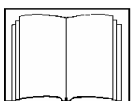
D



*Refer to the reading text at **B** and choose the most suitable answer to the following questions.*

- How much milk does Rahim get each day?
A 10 litres B 20 litres C 25 litres
D 30 litres
- How much money does he spend to feed his cows and calves?
A Tk. 400 per month. B Tk. 150 per day.
C Tk. 400 per day. D Tk. 4000 per month.
- Who looks after Rahim's cows?
A Rahim himself.
B Rahim's boy-servant.

- C Both Rahim and his boy-servant.
D None of the above.
- 4 What are Rahim's incidental expenses?
A He has to buy medicine and injections for his cows.
B He has to pay the vet.
C He has to pay his boy servant.
D All of the above.
- 5 In how many instalments will Rahim's loan be repaid?
A In 36 instalments. B In 30 instalments.
C In 6 instalments. D None of the above.



Ε

Read the following sentences.

- 1 I'm sick. I have to go to a doctor.
- 2 Rahim has to engage a boy servant to help him look after the cows.
- 3 Yesterday my brother went to Chittagong. I had to go to the station to see him off.
- 4 I want to get a bank loan to start a poultry farm. I will have to submit my project plan to the bank officials.



Now fill in the blanks with the right form of 'have to'. The first one is done for you.

- 1 Each day Rahim has to spend 150 taka to feed his cows.
- 2 Yesterday one of his cows became sick. He _____ call the vet.
- 3 You'll _____ study hard if you want to pass your examination.
- 4 She cannot come today. She _____ help her mother.
- 5 Hasan _____ come back from Dhaka as he could not find any job.



ƒ

Suppose you have started a dairy farm. Now fill in the blanks to tell your friend about your dairy farm. Take help from reading passage at B.

I have a dairy farm. Each day I get 1 litres of milk. I get Tk. 2 per month by selling milk. Each day I have spend Tk. 3 to feed my cows and calves. At times I have to call the 4 and I have to buy medicine and 5 for the cows. I 6 to spend Tk. 7 per month for these 8 expenses. So my monthly 9 from the farm comes to about Tk. 10

Revision and Test

LESSON

5



A

You have read about Rahim and Hasan. Now read about them again in short.



Rahim and Hasan were friends. Hasan left for Dhaka. There he tried hard, but could not find a suitable job. So he had to come back to his village.

Rahim was not highly educated. He knew that he could not find a good job. So he joined a youth training course. There he learnt to be self-employed.

Rahim took a bank-loan of Tk. one lakh and started a dairy farm. Now he has three cows and five calves. His average monthly income is Tk. 7,000/-. His bank-loan will be repaid soon.

This is a success story. Who, do you think, has made a success of his life?

B



Read the following sentences and cross out the wrong words.

- 1 Four years ago Hasan **has left/left** for Dhaka.
- 2 He thought that he **would/had** get a good job.
- 3 He **has/have** wasted his time, he has **ruin/ruined** his health.
- 4 But he **could not/has not** find a job.
- 5 So he **had to/have to** come back.



C

Use the correct form of 'have to' or 'need not' in the blanks below. First say the completed sentences and then write them.

Examples :

- a) Rahim's cow is sick. He'll have to call the vet.
 b) My cows are well. I need not call the vet.

- 1 My sister can do her homework herself. I help her.
- 2 My brother is weak in English. I may engage a tutor for him.
- 3 You feed the cows. I have already fed them.
- 4 Hasan wants a bank-loan. He'll submit a project.
- 5 Yesterday there was nothing in the house. Salma go to market.
- 6 Today she has everything. She go out.



D

Make ten meaningful sentences from the following table. Read them aloud and then write them.

e. g. I am sure that you will help me.

I	am	sure		you will help me.
He	is	sorry		he cannot help his friend.
We	are	happy	that	you have come back.
You		glad		he has lost his money.
She		angry		he could do nothing.
				the examination is over.

KEY *LESSON : 1***A**

1 city street 2 old 3 quite healthy

D

1 A 2 B 3 C 4 C 5 A

F1 Hello 2 remember 3 recognise
4 so much 5 all this 6 job
7 Suitable 8 Have 9 luck
10 had**KEY** *LESSON : 2***A**

1 I can see two young men in the picture.

or

I can see Hasan and Rahim in the picture.

2 They are sitting in a room.

3 They are taking tea.

D

1 Rahim was sorry that Hasan left for Dhaka.

2 It is true that Hasan is a university graduate.

3 It was clear that he could not find a job.

E

1 T

2 T

3 F Rahim was happy to think that Hasan would get a good job.

4 F Rahim could not finish high school education.

5 T

6 F Rahim learnt to be self employed.

7 F Self-employed means being employed by oneself.

8 F Rahim learnt how to manage a dairy farm.

G*Try yourself and show your answer to your tutor.*

KEY LESSON : 3

A

- 1 They are standing in front of a dairy farm.
- 2 I can see three cows in the picture.
- 3 Five calves.

D

- 1 One lakh taka.
- 2 From their local bank.
- 3 Because pukka sheds were easy to clean.

E

- 2 You need not see me.
- 3 They need not remain here.
- 4 We need not start early.
- 5 I need not keep my cows healthy.
- 6 She need not study hard.

F

- | | | |
|-------------|---------------|-----------------|
| 1 submitted | 2 authorities | 3 conducted |
| 4 satisfied | 5 loan | 6 pukka |
| 7 back-yard | 8 yields | 9 heifers |
| | | 10 bull-calves. |

G

Try yourself and show the answer to your tutor.

KEY LESSON : 4

A

- 1 Tk. 90,000
- 2 He built two pukka sheds.
- 3 On average each cow gives 10 litres of milk a day.

D

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 B | 2 B | 3 C | 4 D | 5 A |
|-----|-----|-----|-----|-----|

E

- | | | | |
|----------|-----------|----------|----------|
| 2 had to | 3 have to | 4 has to | 5 had to |
|----------|-----------|----------|----------|

F

Information provided in the answer can be varied. One typical answer is :

I have a dairy farm. I get 20 litres of milk. I get Tk. 12,000/- per month by selling milk. Each day I have to spend Tk. 150/- to feed my cows and calves. At times I have to call the vet and I have to buy medicine and injections for the cows. I have to spend Tk. 5,000/- per month for these incidental expenses. So my monthly income from the farm comes to about Tk. 7,000/-.

KEY **LESSON : 5**

B

1 has left 2 had 3 have, ruin 4 has not 5 have to

C

1 need not 2 have to 3 need not 4 have to
5 had to 6 need not.

D

There are many possible combinations. Try yourself to make sentences with different combinations and show them to your tutor.

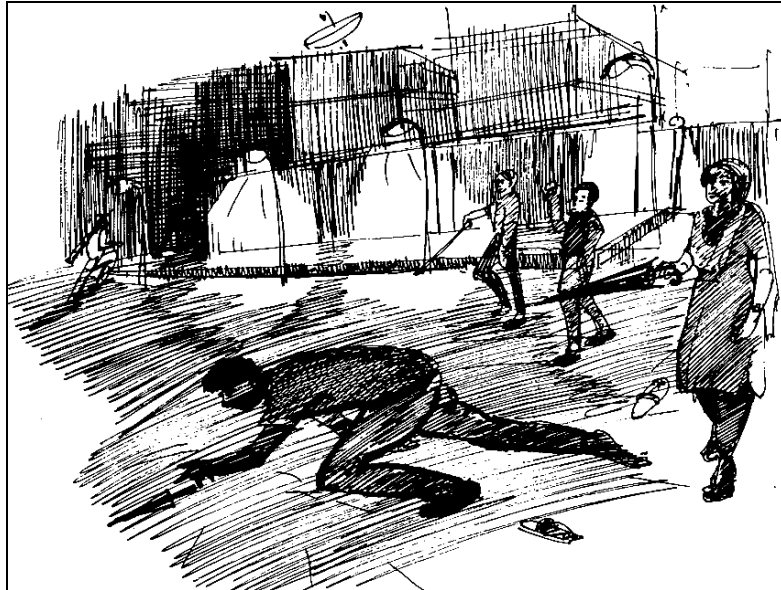
A Brave Girl

UNIT 3

Objectives

On completion of this unit you'll be able to identify and use the following expressions and structures in your reading, writing, speaking and listening :

- relative who, which, that & what
- be + adj + to + verb
- if + present + future



Overview

Lesson 1 : A News-item

Learning point : *Relative who & which*

Lesson 2 : A Conversation

Learning point : *Relative that & what*

Lesson 3 : A TV Interview

Learning point : *be + adj + to + verb*

Lesson 4 : After the News

Learning point : *if + present + future*

Lesson 5 : Revision and Test

Answer Key

A News-item

LESSON

1

A



Look at the picture. Read the following sentences and cross out the wrong words.

- 1 It is **8 o'clock/10 o'clock** in the morning.
- 2 Mr Ahmed and his family are **having breakfast/ watching TV**.
- 3 **Mr Ahmed/Mrs Ahmed** is reading a newspaper.



B



Now read the following text and answer the questions at **D**.

Mr Ahmed was having breakfast with his family. He was looking at the headlines of a newspaper. A news item attracted his eyes. Mr Ahmed said, "Here's an interesting news-item. Listen to me. I'm reading it out".

Young Girl Catches Criminal

Yesterday evening a young girl named Dahlia Chowdhury (22) caught a criminal. She was going alone in a rickshaw. Suddenly two men on a motor-cycle came in front of her rickshaw. The rickshaw had to stop as a result. The man who was sitting on the rear seat got off the motor-cycle. He first hit the rickshaw-wallah who ran away in fear. He then tried to snatch Dahlia's necklace. She reacted by hitting him hard with her umbrella. She

also started shouting which attracted some passers-by. They came to help her. They saw that the man who was hit was lying on the ground. They handed him over to the police.

The other man who drove away quickly was later arrested.



C

Read and note.

news-item	:	a piece of news	খবর
interesting	:	exciting curiosity	চিত্তাকর্ষক
criminal	:	one who commits serious offence	অপরাধী
snatch	:	take suddenly	ছিনিয়ে নেওয়া
rear seat	:	পিছনের আসন	
react	:	act as a result of something	প্রতিক্রিয়া করা
hit	:	strike	আঘাত করা
attract	:	get the attention	আকর্ষণ করা
drive	:	গাড়ি চালানো	
arrest	:	গ্রেফতার করা	

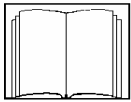
D



Refer to the text at B and choose the most suitable answer.

- Who hit the rickshaw-wallah?
 - One of the criminals.
 - Both the criminals.
 - Dahlia.
 - None of the above.

- 2 How did the rickshaw-wallah react?
 - A He fell down.
 - B He ran away.
 - C He hit the criminals.
 - D He lost consciousness.
- 3 Who hit one of the criminals?
 - A The rickshaw-wallah.
 - B The passers-by.
 - C Dahlia.
 - D All of them.
- 4 Who came to help Dahlia?
 - A Some passers-by.
 - B Some shopkeepers.
 - C The rickshaw-wallah.
 - D All of them.
- 5 What happened to the other criminal?
 - A He ran away in fear.
 - B He drove away quickly.
 - C He was later arrested.
 - D Both B and C.



E

Read the following.

The man **who** was sitting on the rear seat got off the motor-cycle.

Here '*who*' joins the following sentences.

- a) The man was sitting on the rear seat of the motor-cycle.
- b) He got off the motor-cycle.

Note that '*who*' stands for '*the man on the rear seat*'. It tells us which man got off the motor-cycle.

Note that '*who*' stands for **persons** not for things or animals. The relative pronoun must agree with the noun/pronoun it stands for.

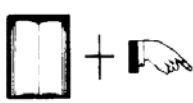


Now join the following pairs of sentences using '*who*'. The first one is done for you.

- 1 a) This is a man.
b) He was hit by a car.

Ans: This is the man who was hit by a car.

- 2 a) A man came here yesterday.
b) He is my uncle.
- 3 a) This is a woman.
b) She lost her purse.
- 4 a) I know a boy.
b) He has broken the glass.
- 5 a) The farmers are poor.
b) They cannot buy fertilizer.



Study and note.

'**which**' is used for things, not for persons. It may also be used for animals, ideas etc.

Example : She started shouting *which* attracted some passers-by.
Here '*which*' stands for '*shouting*'.



Now join sentences of columns A and B by using 'which'. One is done for you.

Column A

- 1 I bought a cow.
- 2 She passed her examination.
- 3 Where are the pictures?
- 4 I can't find my glasses.
- 5 I got a prize.

Column B

- a) They were hung on this wall.
- b) I left them on this table.
- c) It pleased my parents.
- d) It gives 5 litres of milk a day.
- e) It made her happy.

Answer 1/d : I bought a cow which gives 5 litres of milk a day.



Fill in the blanks with 'who' or 'which'.

- 1 This is the man hit the rickshaw-wallah.
- 2 She has a necklace she likes very much.
- 3 These are the passers-by came to help Dahlia.
- 4 This is my bag I always carry.
- 5 The rickshaw-wallah ran away came back after some time.



Suppose you are a newspaper reporter. You have seen an incident of snatching. Write a report on the incident within 120 words.

A Conversation

LESSON

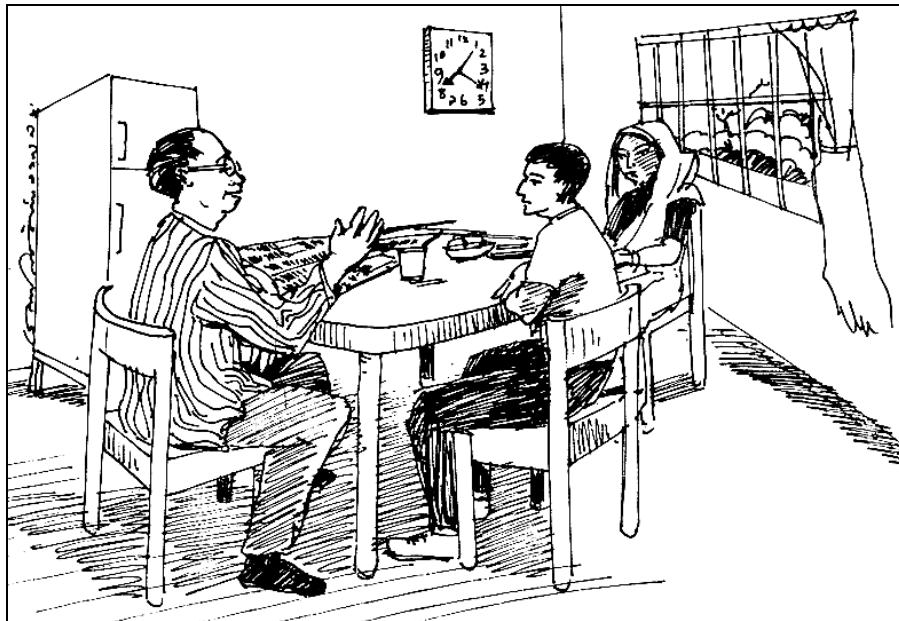
2

A



Try to remember what you have read in lesson 1 and answer the following questions. Give short answers.

- 1 Who read out the news-item?
- 2 Who listened to him?
- 3 What was the news-item about?



B



Now read the following text and answer the questions at F.

Mrs Ahmed listened to the news-item that her husband read out.

"I can't believe what you've just read out," she said.

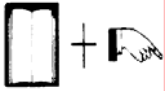
"But I can," remarked Jamil, her son. "This must be the same Dahlia that earned the nick name of Dangerous Dahlia".

"What do you mean? Do you know her?" asked his mother.

"I don't know her personally, but I know what everybody knows about her. She is indeed a very brave girl. Let me tell you what I once saw. This happened two or three years ago. Dahlia was a student of our college, though not in my class. One day she was going to college on foot. She found that two young men were following her. One of them threw something that hit her on the back. Do you know what she did? She turned

round and hit one of them. The other man ran away in fear. 'From now on behave yourself', shouted Dahlia. I saw this from a distance.

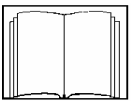
"I feel sorry for the man who tried to snatch her necklace. He must have learnt a good lesson."



C

Read and note.

reaction	:	action resulting from something প্রতিক্রিয়া
believe	:	feel sure of the truth of something বিশ্বাস করা
the same	:	identical একই
earn	:	acquire অর্জন করা
nickname	:	name given humorously কৌতুক করে দেওয়া নাম
personally	:	in person ব্যক্তিগতভাবে
behave yourself	:	ভদ্র ব্যবহার করা
learn a good lesson	:	উচিত শিক্ষা পাওয়া



D

Read the following sentences.

- 1 This is the same Dahlia **that** earned the nickname of 'Dangerous Dahlia'.
- 2 Mrs Ahmed listened to the news-item **that** her husband read out.

'That' as a relative pronoun stands for both persons and things. In sentence 1 it stands for Dahlia, a person. In sentence 2 it stands for the news-item, a thing. The use of 'that' is more colloquial (চলিতভাষায় ব্যবহৃত) than 'who' and 'which'.

Study the text at B and find out the use of 'that' as a relative pronoun in the text. Find out if 'that' has been used for a person or a thing.



Now use 'that' to join sentences from column A with those of column B. Two are done for you as examples.

Column A

- 1 This is the house.
- 2 This is the man.
- 3 You are the man.
- 4 I lost my umbrella.
- 5 He did not eat the mangoes.

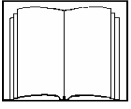
Column B

- a) It was quite new.
- b) They were not ripe.
- c) He lives in that house.
- d) Jack built it.
- e) You hit me.

Examples :

1/d This is the house that Jack built.

2/c This is the man that lives in that house.



E

Study the following example.

I can't believe *what* you've read out.

In this sentence 'what' is joining these two sentences :

- a) You've read out something.
- b) I can't believe it.

Relative pronoun '*what*' means '*something that*'. Remember '*what*' stands for **things** only, not for persons. The thing '*what*' stands for is not mentioned.

Note that 'what' can also come at the beginning of a sentence. For example, *What* is done cannot be undone.



Now join the following sentences with 'what'. The first one is done for you.

- 1 a) You are saying something.
b) I can't hear it.
Ans: I can't hear what you are saying.
- 2 a) You have done something.
b) I know it.
- 3 a) I heard something from my mother.
b) I will tell it to you.
- 4 a) He says something.
b) It's not important.
- 5 a) She did something.
b) It was wrong.

F



*Study the text at **B** and answer the following questions first orally and then in writing.*

- 1 Who couldn't believe the news-item?
- 2 Who could believe it?
- 3 Why could he believe it?
- 4 What did Jamil know about Dahlia?
- 5 What was Dahlia's nickname?

A TV Interview

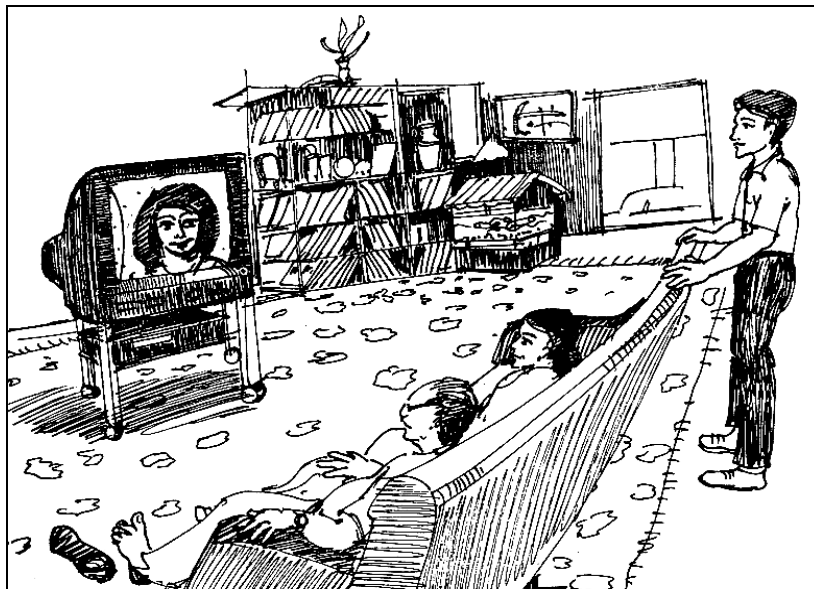
LESSON

3



Look at the picture and answer the following questions. Give short answers.

- 1 Who can you see in this picture?
- 2 Where are they sitting?
- 3 What are they doing?



Now read the following text and answer the questions at D.

Mr and Mrs Ahmed are watching TV. A magazine programme is going on. Ms Dahlia Chowdhury is being interviewed.

Interviewer : We are happy to present to our viewers a special guest. You've read about her in the newspapers.

Ladies and gentleman, meet Ms Dahlia Chowdhury!

Dahlia : Hello. (she bows)

Interviewer : Well, Ms Dahlia, our viewers are eager to hear from you. Would you please tell them what happened on that day?

Dahlia : I'd be happy to. Last Sunday, I was going to my friend's wedding. Suddenly two men on a motor-cycle stopped my rickshaw. One of them hit my rickshaw-wallah. I was very angry to see this.

- Interviewer : You weren't frightened!
Dahlia : I know martial art. I don't get frightened easily. In fact, I became furious when he tried to snatch my necklace.
Interviewer : That's why you hit him with your umbrella! Why didn't you use martial art?
Dahlia : Well, at that moment, I forgot about martial art. But my umbrella did a good job. It broke into pieces but the criminal was arrested.

[At this moment the magazine programme stops for the TV news.]

C



Study and note.

- Interview : সাক্ষাৎকার
interviewer : one who conducts an interview সাক্ষাৎকার গ্রহণকারী
present (v) : put forward উপস্থাপন করা
viewers : persons watching (especially TV programmes) (প্রধানত টিভি) দর্শক
eager : earnest উৎসুক
martial art : জুজুৎসু বা কারাটে জাতীয় লড়াই-এর কৌশল
in fact : really প্রকৃতপক্ষে
furious : very angry খচগু ত্রুদ্ধ
do a good job : ভালো কাজ করা

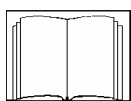
D



Refer to the text at B and choose the most suitable answer.

- 1 Mr and Mrs Ahmed are watching
A a video programme.
B a magazine programme on TV.
C the news on TV.
D a football game.
- 2 Where was Dahlia going?
A To her friend's wedding.
B To her friend's birthday.
C To a market.
D To a cinema.
- 3 How did Dahlia feel when her rickshaw-wallah was hit?
A She became afraid.
B She became angry.
C She became bored.
D She became surprised.

- 4 Dahlia became furious when
 A the criminals stopped her rickshaw.
 B one of them hit her rickshaw-wallah.
 C one of them tried to snatch her necklace.
 D one of them tried to drive away.
- 5 Dahlia was not frightened because –
 A she had her umbrella with her.
 B she thought that the rickshaw-wallah would come later.
 C she knew that some passers-by would help her.
 D she was brave and she knew martial art.



E

Study the following sentences.

- 1 a) I saw it.
 b) I was angry.
 c) I was angry to see it.
- 2 a) I'll tell them what happened.
 b) I'll be happy.
 c) I'll be happy to tell them what happened.

Try to find out examples of similar sentences from the reading text at B.



Now make ten meaningful sentences from the following table. One is done for you as an example.

I	am	happy		listen to you.
We	is	angry		appear at the examination.
He	are	afraid		leave his village home.
She	was	eager	to	hear the good news.
		pad		see the man hit the boy.
				come home.
				travel by air.

e.g. 1 I am happy to hear the good news.



F

Suppose a criminal tried to snatch something from you and you managed to overcome him. Narrate your experience in simple English.

After the News

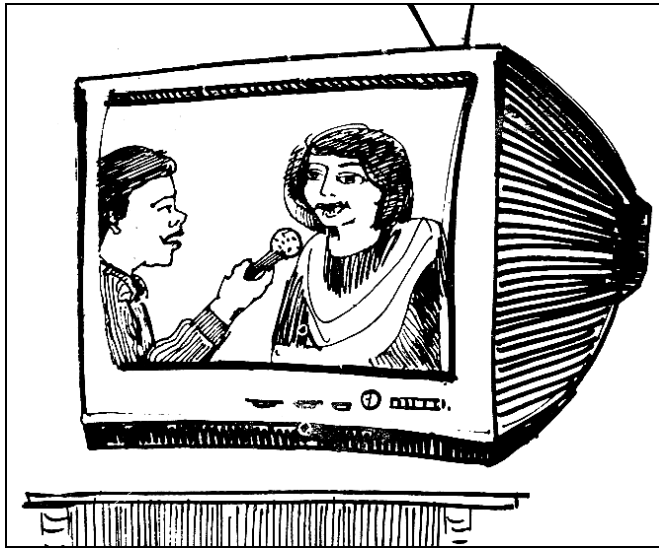
LESSON

4

A



After the TV news the interview continues. Now read the rest of the interview.



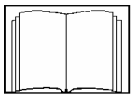
- Interviewer : Are you a student, Ms Dahlia?
- Dahlia : I'm no longer a student. I've appeared at the MA examination in History. I'm waiting for the result.
- Interviewer : What job would you like?
- Dahlia : I'd like to be a police officer. Let me tell you why. If I become a police officer, I'll bring the criminals to justice. I think our women need special protection. If I get the opportunity, I'll give them protection. If women don't look after women, who'll do so?
- Interviewer : You're right. I wish you success. Would you like to say something to our viewers?
- Dahlia : Yes, I'd like to say something to all viewers, especially to women. Be brave. Don't be afraid of criminals. Criminals are always coward. If you face them boldly, they'll run away.
- Interviewer : Thank you Ms Dahlia for coming to our programme. I hope our viewers will benefit from your advice.
- Dahlia : Good-bye.



B

Study and note.

no longer	:	not any more	এখন আর নয়
M A	:	Master of Arts	স্নাতকোত্তর
bring the criminals to justice	:	try them and punish them	অপরাধীদের বিচার করে শাস্তি দেওয়া
protection	:	safety	আশ্রয়, নিরাপত্তা
opportunity	:	chance	সুযোগ
especially	:	particularly	বিশেষভাবে
coward	:	a timid person	কিঁচু "ল
face boldly	:	meet confidently with courage	সাহসের সাথে মোকাবেলা করা
benefit (v)	:	gain something	উপকৃত হওয়া
advice	:	counsel	উপদেশ



C

Read the following sentences.

- 1 If I become a police officer, I'll bring them to justice.
- 2 If you face the criminal boldly, he will run away.



Now join clauses from columns A and B to make meaningful sentences.

One is done for you.

Column A

- 1 If you get wet,
- 2 If he wins this game,
- 3 If he studies hard,
- 4 If Rana comes here,
- 5 If she calls me,

Column B

- a) I'll give him the book.
- b) he'll pass the examination.
- c) I'll give her the message.
- d) you'll catch cold.
- e) he'll be the champion.

e.g. 1/d If you get wet, you'll catch cold.

D



Refer to the text A and answer the following questions first orally and then in writing.

- 1 Is Dahlia a student? What examination has she appeared at?
- 2 What job does she like? Why does she want that job?
- 3 What does Dahlia say about women's protection?
- 4 What does Dahlia say to the viewers?
- 5 Why does she say it especially to women?



E

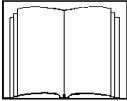
Suppose you are writing to your younger sister about Dahlia's interview and you are giving your opinion on her advice. Do you agree with Dahlia's advice? Give reasons for your opinion?

Revision and Test

LESSON

5

A



In lessons 1 and 2 we learnt the use of the relative pronouns *who*, *which*, *that* and *what*. Let's summarise what we have learnt.



- 1 **Who** is used for persons (not for things).

The **people who** work here are friendly.
The **lady who** lives next-door is a doctor.
I have a **friend who** lives in Japan.

Do not use *who* for things.

- 2 **That** is used for things (and sometimes for persons).

He lives in a **house that** is very old.
I have lost **the book that** you gave me.
Where is **the money that** I gave you?

That is used for people also.

e.g. He is the **man that** hit me.

- 3 **Which** is used for things only, (not for persons)

He was wearing a **shirt which** belongs to me.
I gave him a **present which** he did not like.
She told me a **story which** I did not believe.

Do not use *which* for persons.

- 4 **What** is used for things only (not for persons)

She did not like **what** I told her.
I know **what** you don't know.
He told us **what** he saw.

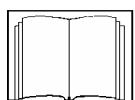
Do not use *what* for persons.



B

Fill in the blanks with who/which/that/what.

- 1 He is the man hit me.
- 2 A photographer is a person takes photographs.
- 3 Have you seen the book was in this drawer?
- 4 you are saying is quite impossible.
- 5 The man telephoned me did not give his name.
- 6 I found the book you lost yesterday.
- 7 I believed he said.
- 8 Where is the dictionary I left on my desk?
- 9 My aunt lives in Chittagong is coming here soon.
- 10 I know a man speaks six languages.



C

You've also learnt the use of the structure :

If + present + future

eg If I go out, I'll close the windows.

The sentence introduced with 'if' is a conditional sentence. Note that the *if clause* is in the present tense, the main clause is in the future tense.

If you get wet, you'll catch cold.

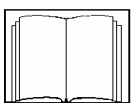
In the above example 'if' comes at the beginning of the sentence, but 'if' can come in the middle also.

eg I'll close the window, if I go out.



Now complete the following sentences. Use the phrases given in the brackets.

- 1 If you walk slowly you (miss the bus)
- 2 They will come if you (ask them)
- 3 If you aren't careful you (fall)
- 4 You'll catch cold if you (go out now)
- 5 If he comes, I (go with him)
- 6 Mahbub will help me if I (request him)



E

In lesson 3 you've learnt the use of the structure : be + adj + to + v

e.g. I am happy to see you.

They are eager to receive you.



Now make eight meaningful sentences from this table.

I	am	happy		hear the news.
We	is	eager		go home.
You	are	afraid	to	travel alone.
He	was	sorry		lose money.
She	were	angry		win the prize.
They				see him.

KEY *LESSON : 1*

A

1. 10 o'clock 2. watching TV 3. Mrs Ahmed

D

- 1 A 2 B 3 C 4 A 5 D

E

- 2 The man who came here yesterday is my uncle.
3 This is the woman who lost her purse.
4 I know the boy who has broken the glass.
5 The farmers who are poor cannot buy fertilizer.

F

- 2/e She passed her examination which made her happy.
3/a Where are the pictures which were hung on this wall?
4/b I can't find my glasses which I left on this table.
5/c I got a prize which pleased my parents.

G

- 1 who 2 which 3 who 4 which 5 who

H

Try yourself and show your answer to your tutor.

KEY *LESSON : 2*

A

- 1 Mr Ahmed.
2 The members of his family.
3 About a young girl catching a criminal.

D

- 3/e You are the man that hit me.
4/a I lost my umbrella that was quite new.
5/b He did not eat the mangoes that were not ripe.

ع

- 2 I know what you have done.
- 3 I will tell you what I heard from my mother.
- 4 It's not important what he says.
or
What he says is not important.
- 5 What she did was wrong.

س

- 1 Mrs Ahmed couldn't believe the news-item.
- 2 Jamil could believe it.
- 3 Because he knew Dahlia.
- 4 Jamil knew that Dahlia was indeed a very brave girl.
- 5 Her nickname was 'dangerous Dahlia'.



LESSON : 3

أ

- 1 I can see here a man, a woman and a boy.
- 2 They are sitting in a room.
- 3 They are watching TV.

د

- 1 B 2 A 3 B 4 C 5 D

ع

Many sentences can be made. Try yourself and show the sentences to your tutor.

س

Try yourself to narrate the experience and show it to your tutor.



LESSON : 4

ج

- 2/e If he wins this game, he'll be the champion.
- 3/b If he studies hard, he'll pass the examination.
- 4/a If Rana comes here, I'll give him the book.
- 5/c If she calls me, I'll give her the message.



- 1 Dahlia is no longer a student. She has appeared at the MA examination in History.
- 2 She likes the job of a police officer. She thinks that if she gets that job she will be able to bring the criminals to justice.
- 3 She says that our women need special protection. If she gets the opportunity she will give them protection.
- 4 She says to the viewers to be brave and not to be afraid of criminals. Criminals are always coward. If one faces them boldly, they'll run away.
- 5 She says it especially to women because she thinks women are more afraid of criminals. So women need this advice more than men do.



Try yourself and show your answer to your tutor.



LESSON : 5



- | | | | | | |
|----|-------------|---|--------------|---|--------------|
| 1 | who (that) | 2 | who (that) | 3 | that (which) |
| 4 | What | 5 | who (that) | 6 | that (which) |
| 7 | what | 8 | that (which) | 9 | who (that) |
| 10 | who (that). | | | | |



- 1 If you walk slowly, you will miss the bus.
- 2 They will come if you ask them.
- 3 If you aren't careful, you will fall.
- 4 You'll catch cold if you go out now.
- 5 If he comes, I will go with him.
- 6 Mahbub will help me if I request him.

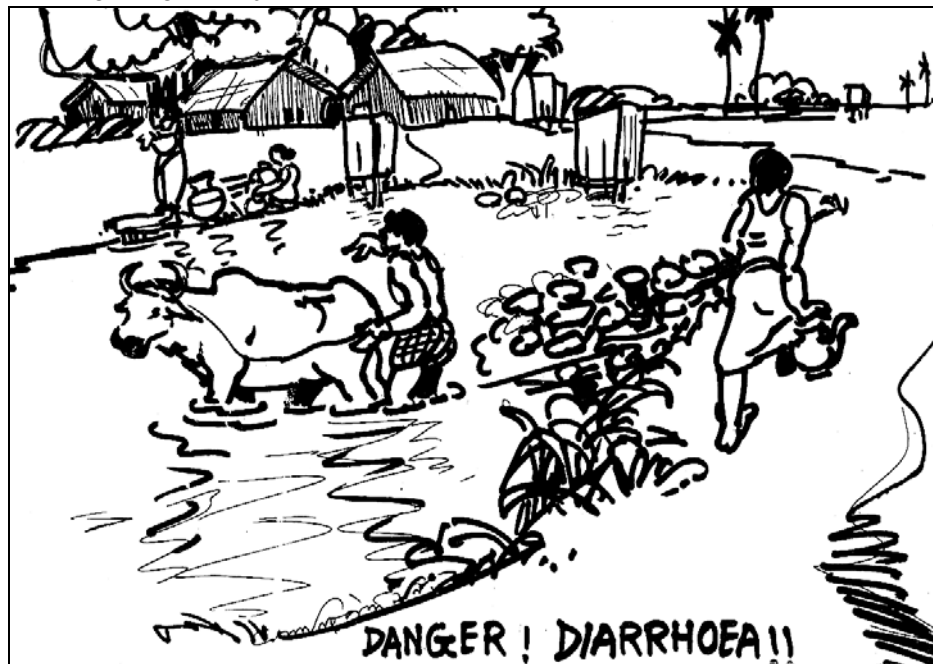


There are many possible combinations. Try yourself to make sentences and show them to your tutor.

Objectives

On completion of this unit you'll be able to identify and use the following structures and expressions in your reading, writing, listening and speaking :

- in order to + verb
- seem/look/feel + adjective
- become/grow/get + adjective



Overview

Lesson 1 : Secrets of Good Health

Learning point : *seem/look/feel + adjective*

Lesson 2 : Right Food and Clean Water

Learning point : *in order to + verb*

Lesson 3 : Prevention is Better than Cure

Learning point : *get/become/grow + adjective*

Lesson 4 : Revision and Test

Answer Key

Secrets of Good Health

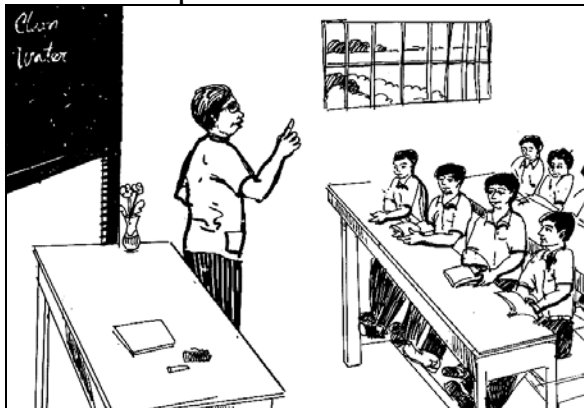
LESSON

1



Look at the picture and answer the following questions orally.

- 1 What's the picture about?
- 2 Who can you see in the picture?



Read the following text and answer the questions at D.

Mr Khairul Kabir is the Headmaster of RBM Government Boys' High School. He is strong and healthy. He is active too. He teaches English in class 9. One day he came into the class as usual.

Mr Kabir : I'll no longer be your Headmaster from the next year.

Dipu : Why, Sir? Are you going to join another school?

Mr Kabir : No, Dipu. I'm going to retire from the Government service.

Dihan : How old are you, Sir?

Mr Kabir : About fifty-seven.

Dihan : Fifty-seven!

Mr Kabir : Why Dihan? You seem so surprised?

Dihan : Yes, Sir. I feel very surprised. Because you still look so young and healthy. My grandfather is also of your age. But he looks much older than you.

Mr Kabir : Perhaps he doesn't know the secrets of good health!

Students : What are these secrets, Sir? Would you explain them, please?

Mr Kabir : Yes, certainly. You seem very eager to know the secrets. Now listen to the most important secrets of good health :

1. Always eat the right food and drink clean water.
2. Have sufficient exercise and rest.
3. Prevent diseases.

This is the way to keep yourself strong and healthy. You shall follow these rules.



C

Read and note.

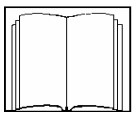
healthy	:	স্বাস্থ্যবান
active	:	কর্মঠ
no longer	:	আর অধিককাল নয়
surprised	:	বিস্মিত
still	:	even now; এখনও
join	:	যোগদান করা
secret	:	not known by everybody; গোপনীয়
exercise	:	(n) ব্যায়াম
rest	:	(n) বিশ্রাম
prevent	:	প্রতিরোধ করা
disease	:	রোগ; ব্যাধি
follow	:	অনুসরণ করা; মেনে চলা



D

Refer to the reading text and answer the following questions first orally and then in writing.

- 1 Who is Mr Khairul Kabir?
- 2 How old is Dihan's grandfather?
- 3 Why does he look older than Mr Kabir?
- 4 What are the rules of good health?



E

Look at the following sentences.

- 1 Mr Kabir is fifty seven years old. But he *looks* still young.
- 2 Certainly you can't believe my story. You *seem* surprised.
- 3 Your grandfather doesn't know the rules of good health. I *feel* sorry for him.



Now complete the following sentences using the table below. Put correct form of verbs. The first one is done for you as an example.

	beautiful
	young
seem	wise
look	tired
feel	sad
	cruel
	happy
	sorry

- 1 The man is old. But he looks/seems young.
- 2 He worked hard all the morning. He _____
- 3 The man is very kind. But he _____
- 4 She lost her ring. She _____
- 5 The girl is wearing a new dress. She _____
- 6 Look at the owl. It _____

Right Food and Clean Water

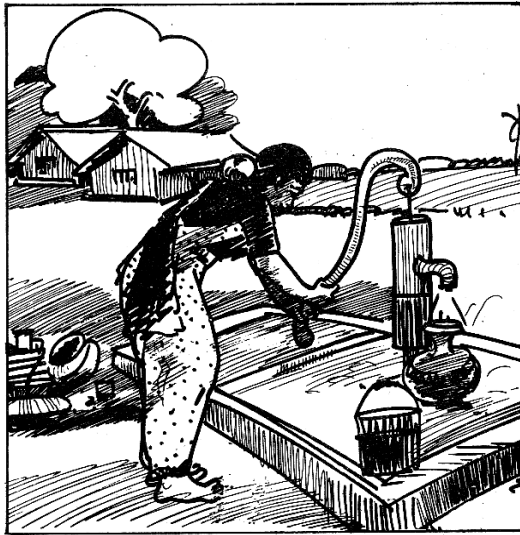
LESSON

2



Look at the pictures and answer the questions orally.

- 1 What's the woman doing in Picture 1?
- 2 What's the woman doing in Picture 2?



Picture 1



Picture 2



B

Read the following passage and answer the questions at D.

The next day Mr Khairul Kabir told the class about food. "Food is essential for our health and we can't live without it", he said. "But very often we don't eat the right food".

Dihan : I eat enough rice and bread everyday. Aren't they the right food, Sir?

Mr Kabir : Yes, they are. They're necessary for our body. They keep our body warm and help us work. But in order to be healthy you must have other foods as well. What else do you eat, Dihan?

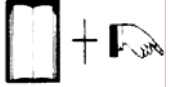
Dihan : My mother usually gives me vegetables, small fish and 'dal' for my lunch and supper. But I'm tired of having these things, Sir. I don't like them at all.

Mr Kabir : Then what do you like?

Dihan : Beef, mutton, chicken and big fish, Sir.

Mr Kabir : Well, Dihan, I like them too. But they are expensive. We can't eat them every day.

- Mahbub : Aren't they good for our health, Sir?
- Mr Kabir : Yes, they are. But so are vegetables, small fish and 'dal'. And they're cheap. But you can't keep well by eating good food only.
- Dihan : Why, Sir?
- Mr Kabir : You must drink clean water too. Unclean water may contain germs. It's dangerous. It causes diarrhoea, dysentery, jaundice and many other diseases.
- Mahbub : My mother always uses tube-well water for drinking and cooking. In order to prevent diseases she uses tube-well water for washing pots and plates too.
- Mr Kabir : Oh, that's good! She's really intelligent! Tube-well water is safe to use. We should always drink clean tube-well water in order to keep healthy.



C

Read and note.

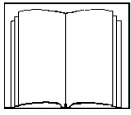
warm	:	a little hot; অল্প গরম
as well	:	also; in addition to something
what else	:	আর কি
tired of	:	অবসাদগ্রহণ; বিরক্ত
beef	:	Mi "i মাংস
mutton	:	খাসি বা ভেড়ার মাংস
chicken	:	মুরগির মাংস
cheap	:	not expensive; সস্তা
keep well	:	being healthy; সুস্থ থাকা
contain	:	to have something inside; eg. The pot contains water.
dangerous	:	not safe; বিপজ্জনক
dysentery	:	আমাশয়, (রোগ বিশেষ)
jaundice	:	জন্টিয়া
safe	:	নিরাপদ

D



Refer to the text at **B** and answer the following questions first orally and then in writing.

- 1 What do rice and bread do to our body?
- 2 What foods does Dihan like?
- 3 Why does Mr Kabir ask his students to eat vegetables, small fish and 'dal'?
- 4 Why is unclean water dangerous?
- 5 How do you know that Mahbub's mother is intelligent?



E

Look at the following sentences.

- 1 You must eat right food in order to be healthy.
- 2 You must drink clean water in order to prevent diseases.
- 3 In order to keep yourself fit you should have regular physical exercise.



Now make six meaningful sentences from the following table. One is done for you as an example.

We must	drink eat read take	physical exercise books clean water vegetables fish and meat rice and bread	in order to	grow well get vitamins prevent diarrhoea keep fit keep our body warm learn things.
---------	------------------------------	---	-------------	---

1. We must eat fish and meat in order grow well.
2. -----
3. -----
4. -----
5. -----
6. -----

Prevention is Better than Cure

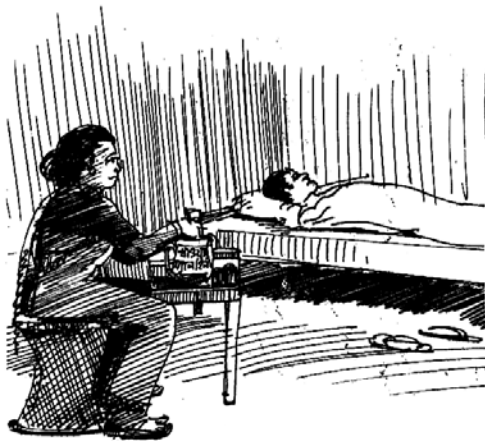
LESSON

3



Look at the pictures and answer the questions orally.

- 1 What has happened to the boy?
- 2 What's the woman doing in Picture 1?
- 3 What's the woman doing in Picture 2?



Picture 1



Picture 2



B

Read the following passage and answer the questions at D.

Shahriyar was absent from school for a week. Today he has come to the class. He has grown thin.

Mr Kabir : What happened to you, Shahriyar? Where were you so long?

Shahriyar : I was sick, Sir. I had diarrhoea.

Mr Kabir : Diarrhoea? How?

Shahriyar : I don't know exactly, Sir. The other day I just ate some 'puri' from a wayside tea-shop.

Mr Kabir : That's the cause! Perhaps the food was unclean. Unclean food often contains germs and they cause diarrhoea. How did you get well, Shahriyar?

Shahriyar : My mother gave me oral saline. I drank it again and again and at last I got well.

- Mr Kabir : Yes, oral saline is very useful and effective for diarrhoea. It's also very cheap. But it is better to prevent a disease than to cure it.
- Mahbub : How can we do that, Sir?
- Mr Kabir : Well, you can do that by growing conscious of your health. Always follow certain rules and you can prevent many diseases.
- Mahbub : What are the rules, Sir?
- Mr Kabir : Note, the rules are very simple.
- 1 You must drink clean water.
 - 2 You must eat clean food.
 - 3 You must cover your food.
 - 4 You must wash your hands with soap before meals and after using the toilet.
 - 5 You must keep your nails short.
 - 6 You must exercise regularly.
 - 7 You must eat vegetables and fruit everyday.

C



Read and note.

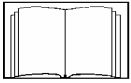
a wayside tea-shop	: i v ~ w i c i t k i P v - t ~ v K v b
cause	: (v) to make something happen; ঘটান
get well	: A v i v M ~ j v f K i v
oral saline	: L v e v i m ~ j v B b
effective	: K v h R i
easily	: m n t R
cover	: t X t K i v L v
after using the toilet	: g j Z ~ v t M i c i
nail(s)	: নখ
exercise	: (v) ব্যায়াম করা

D



Refer to section B and answer the following questions first orally and then in writing.

- 1 Why was Shahriyar absent from school?
- 2 How did he get diarrhoea?
- 3 What causes diarrhoea?
- 4 How did Shahriyar get well?
- 5 What should we do when we get diarrhoea?
- 6 How can we prevent many diseases?



E

Look at the following sentences.

- 1 Shahriyar was sick. He has grown thin.
- 2 He drank oral saline. He got well.
- 3 It is very hot. He becomes thirsty.



Now complete the following sentences using the table below. Give correct form of the verbs. The first one is done for you as an example.

get	hungry
become	thirsty
grow	poor
	sad
	angry
	old
	tired
	well

- 1 If you do not eat you will become/grow/get hungry
- 2 The man is bad-tempered. He _ _ _ _ _
- 3 I walked along that way and _ _ _ _ _
- 4 The man was young 40 years ago. Now he has _ _ _
- 5 If you do not drink water you will _ _ _ _ _
- 6 He was ill. The doctor gave him medicine. He _ _ _ _
- 7 Kamal wanted to go for a picnic. His father did not let him go. He _ _
_ _ _ _ _

Revision and Test

LESSON

4

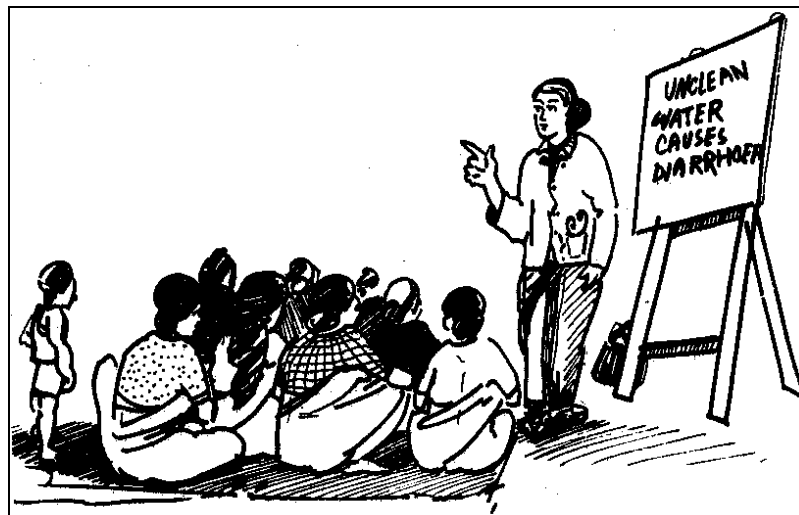
A



Read the passage and put suitable words in the blanks. Choose words from the list given below. (There are more words in the list than necessary.)

Mamun is a student in class 9. He is very strong and _____. He knows the _____ of good health and always follows them. He drinks _____ water. He knows that unclean water causes diarrhoea and many other _____. He goes to _____ early and gets up early in the _____. He takes enough exercise and _____ everyday.

Word-list : bed, clean, cold, dirty, diseases, healthy, morning, noon, rest, rules.



B



Complete each sentence with a word from column A followed by a word from column B. Use the correct form of the verbs. One is done as an example.

Column A	Column B
feel	angry
look	cold
get	happy
become	hot
grow	impatient
seem	independent
	sad
	sick
	tired
	young

- 1 Do you feel tired? Please have some rest.
- 2 His father died. He _____ when I saw him.
- 3 After a bloody war we _____ in 1971.
- 4 My grandfather is 60 years old but he _____.
- 5 He waited for his friends for hours and _____.
- 6 We laugh when we _____.
- 7 Turn on the fan. I _____.
- 8 Don't go into the rain. You will _____.
- 9 The lion roars when it _____.
- 10 When the temperature comes down in winter we _____.



C

Join each pair of sentences using 'in order to'.

Example :Q He wants to be healthy. He must follow the rules of health.

A He must follow the rules of health in order to be healthy.

or In order to be healthy he must follow the rules of health.

1 Q He wants to work in a factory. He must learn some skills.

A _____

2 Q She wants to be a high school teacher. She must have a B Ed.

A _____

3 Q He wants to study medicine. He must study Biology.

A _____

4 Q They want to speak English. They must practise speaking.

A _____

5 Q Sharmin wants to do well in the examination. She must study hard.

A _____



D

One of your relatives often gets diarrhoea. Write a letter to him suggesting how he can prevent diarrhoea and how he can cure himself if he gets diarrhoea. Write at least 50 words.

LESSON : 1

A

- 1 a classroom
- 2 a teacher and some students

D

- 1 Mr Khairul Kabir is the Headmaster of RBM Government Boys' High School.
- 2 He is about fifty seven years old.
- 3 Because he does not know the rules of good health.
- 4 The rules of good health are :
 - (a) Eat the right food and drink clean water.
 - (b) Have sufficient exercise and rest.
 - (c) Prevent diseases.

E

- | | |
|-------------------------|----------------------------------|
| 2 looked/felt tired | 3 looks/seems cruel |
| 4 looked/felt sad/sorry | 5 looks/beautiful or feels happy |
| 6 looks/seems wise | |

LESSON : 2

A

- 1 She's collecting water from a tube-well.
- 2 She's washing plates and pots.

D

- 1 They keep our body warm and help us to work.
- 2 He likes beef, mutton, chicken and big fish.
- 3 Because they are cheap and good for health.
- 4 Because it causes diarrhoea, dysentery, jaundice and many other diseases.
- 5 Because she always uses tube-well water for drinking, cooking and washing.

E

- 2 We must take physical exercise in order to keep fit.
- 3 We must read books in order to learn things.
- 4 We must drink clean water in order to prevent diarrhoea.

- 5 We must eat vegetables in order to get vitamins.
- 6 We must eat rice and bread in order to keep our body warm.

LESSON : 3

A

- 1 He's sick.
- 2 She's making oral saline.
- 3 She's giving the boy medicine/oral saline.

D

- 1 Because he had diarrhoea.
- 2 He got it from unclean food.
- 3 Germs in unclean food and water cause diarrhoea.
- 4 He got well by drinking oral saline.
- 5 We should drink/take oral saline.
- 6 We can prevent many diseases by following some rules. Such as –
 - (a) We must drink clean water.
 - (b) We must eat clean food.
 - (c) We must cover our food.
 - (d) We must wash our hands with soap before meals and after using the toilet.
 - (e) We must keep our nails short.
 - (f) We must exercise regularly.
 - (g) We must eat vegetables and fruit everyday.

E

- | | |
|----------------------------|---------------------------|
| 2 becomes/gets/grows angry | 3 became/got/grew tired |
| 4 become/grown old | 5 become/get/grow thirsty |
| 6 became/got/grew well | 7 became sad |

LESSON : 4

A

healthy, rules, clean, diseases, bed,
morning, rest

B

- | | |
|---------------------|-----------------------------|
| 2 looked sad | 3 became independent |
| 4 looks/seems young | 5 became/grew/got impatient |
| 6 become/feel happy | 7 feel hot |
| 8 become sick | 9 gets/becomes/grows angry |
| 10 feel cold | |

C

- 1 In order to work in a factory, he must learn some skills.
or
He must learn some skills in order to work in a factory.
- 2 In order to be a high school teacher, she must have a B Ed.
or
She must have a B Ed in order to be a high school teacher.
- 3 In order to study medicine, he must study Biology.
or
He must study Biology in order to study medicine.
- 4 In order to speak English, they must practise speaking.
or
They must practise speaking in order to speak English.
- 5 In order to do well in the exam, Sharmin must study hard.
or
Sharmin must study hard in order to do well in the exam.

D

Try yourself and show your answer to your tutor.

A Study Tour

UNIT 5

Objectives

On completion of this unit you will be able to identify and use the following structures and expression in your reading, writing, listening and speaking :

- so much/so many + NP + that
- the past perfect tense
- when/after/before + dependent clause



Overview

Lesson 1 : A Good News

Learning point : *so much/many + NP + that*

Lesson 2 : At the Meeting

Learning point : *The past perfect tense*

Lesson 3 : Journey to Cox's Bazar

Learning point : *when/after + dependent clause*

Lesson 4 : Revision and Test

Answer Key

A Good News

LESSON

1



Look at the picture and try to answer the following questions orally.

- 1 What place is it?
- 2 What are the boys doing?
- 3 Who looks excited?



B

Read the following text and answer the questions at D.

The SSC examination was over. Rajib had just appeared at the examination. He was thinking how he would spend the time before going to a college. Suddenly he heard a knock at the door. He opened the door and found his friend Parash. Parash was very excited. As soon as he had seen Rajib, he started talking. He spoke so many words in the same breath that Rajib could hardly understand him.

"Please come in, Parash. You look so excited. What happened to you?" asked Rajib anxiously.

Parash : Here's a good news for you. I've come straight from Mr Rahman's house. At last we could arrange it.

Rajib : What's that?

- Parash : A study tour. You must join us. We're all going to Cox's Bazar next week. Mr Rahman, our English teacher, will be our team-leader.
- Rajib : Brilliant! I must go with you. I was just thinking of something like this. I heard that you were trying to organise it. But how could you organise it so early?
- Parash : Sajed, Tariq and I – we talked to Mr Rahman. You were not here at that time. We held a meeting and formed an organising committee. We worked so hard the that tour is now within our reach.
- Rajib : Oh, how could you do that? Please explain.
- Parash : We went to a local youth club. We collected donations from people. We talked to our Headmaster and also to the people in the local administration. We made arrangements to publish a souvenir and we did a lot of other work. But especially we should thank Mr Rahman. He gave us so much time that we could solve every problem.
- Rajib : Great! Now tell me what I have to do to join you.
- Parash : Nothing. We've already included your name in our list. You just have to contribute an amount to our fund. Please come to our next meeting on Sunday afternoon at Mr Rahman's house. We'll distribute the rest of the work then.
- Rajib : OK Parash, I'll join you in the meeting. Thank you. I've got so much good news from you that I feel really happy.
- Parash : It's my pleasure, Rajib. Good bye. See you in the meeting.

C



Read and note the following words/expressions.

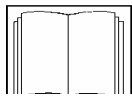
appear at the examination	: পরীক্ষা দেওয়া
how he would spend the time	: সে কিভাবে সময় কাটাবে
knock at the door	: দরজায় টোকা দেওয়ার শব্দ
in the same breath	: এক নিঃশ্বাসে, একই সাথে
Rajib could hardly understand him	: রাজীব তাকে (তার কথা) খুব অল্পই বুঝতে পারল
excited	: উত্তেজিত, আবেগাপূর্ণ
anxiously	: উদ্বিগ্নভাবে
come straight from	: সরাসরি চলে আসা

Study tour	: শিক্ষাসফর, শিক্ষালাভের উদ্দেশ্যে কোনো স্থান ভ্রমণ
Brilliant/great	: চমৎকার (তারিফ করা বা আনন্দ প্রকাশের উদ্দেশ্যে ব্যবহৃত হয়)
organise	: আয়োজন করা
organising committee	: আয়োজক কমিটি (যে কমিটি কোনো কিছুর আয়োজন করে থাকে)
donation	: অনুদান
local administration	: স্থানীয় প্রশাসন
souvenir	: বিশেষ উপলক্ষে কোনো সুদৃশ্য প্রকাশনা
contribute	: প্রদান করা
distribute	: বন্টন করা
see you	: দেখা হবে (আসি অর্থে)



*Refer to the text at **B** and answer the following questions.*

- 1 What examination did Rajib appear at?
- 2 Why was Parash excited?
- 3 Who formed an organising committee?
- 4 Who helped the organising committee most?
- 5 Was Rajib willing to join the study tour?



Look at the following sentences.

- 1 a) He spoke many words in the same breath?
b) Rajib could hardly understand him.
c) He spoke so many words in the same breath that Rajib could hardly understand him.
- 2 a) We did much work.
b) Everything became possible.
c) We did so much work that everything became possible.
- 3 a) He gave us much time.
b) We could solve every problem.
c) He gave us so much time that we could solve every problem.

In the above groups the first sentence (sentence a) expresses the cause and the second sentence (sentence b) expresses the effect. They are combined in the third sentence (sentence c) with the following structure :

so much/so many + NP (noun phrase) + that . . .

The combined sentence shows the relationship between the sentence parts.

Remember that 'much' is used for uncountable nouns (nouns that cannot be counted in numbers) such as, time, information, water, milk, rice, etc. 'Many' is used for countable nouns (nouns that can be counted in numbers) such as, word, tree, people, pencil, etc.

For more discussion on countable and uncountable nouns, read Unit 3 : Lesson 2 (page 19-20) in your *English Two* book.



Now match the sentences in column A with those in column B. Make sentences with the structure : so much/so many + NP + that . . . One is done for you as an example.

A	B
1. He ate many mangoes	a) You cannot measure
2. Gani Miah spent much money for his son's marriage	b) It looked like a huge crowd
3. There is much water in the Bay of Bengal	c) He could not drink it
4. Many people were present at the meeting	d) He became ill
5. I saw many birds in the garden	e) I could not count them
6. She put much sugar in his tea	f) He had to borrow a large amount

e.g. 1/d He ate so many mangoes that he became ill.



Suppose you were a member of an organising committee which organised a study tour. One of your friends wants to know how you could manage everything. Write a letter to him/her describing your work. You can start like the following :

Dear (the name of your friend)

I'm happy that you want to know about the organising committee of our study tour. I was a member of the committee and we did a lot of work. First we talked to our teacher and called a meeting. At the meeting we formed the organising committee. It had 5 members. We went to

At the meeting

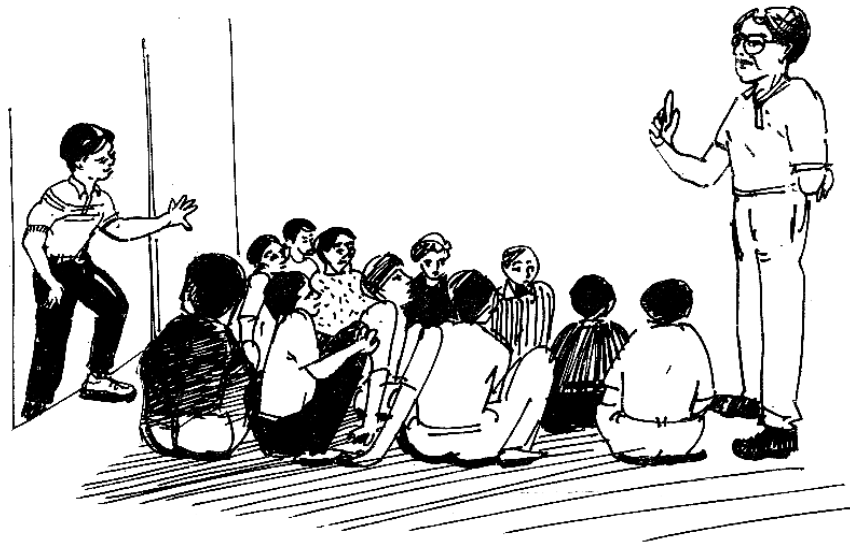
LESSON

2



Look at the picture and answer the following questions orally.

- 1 What is the picture about?
- 2 Who is speaking?
- 3 Who is entering the room?



B

Now read the following text and answer the questions at D.

On Sunday Rajib went to the meeting at Mr Rahman's house. He was happy to find that all his friends had already come to the meeting. They were all ready to join the study tour.

Everybody requested Mr Rahman to preside over the meeting. Mr Rahman responded to their request and said, "Remember boys, this is the final meeting before we start our journey to Cox's Bazar. So we have to take necessary preparation before starting."

Rakib : Have you hired the bus for our journey, Sir?

Mr Rahman : Yes, the committee gave the responsibility to Sajed and Rafiq. They came to me yesterday after they had confirmed our contract with the transport company.

Khokan : What type of transport is it, Sir?

Mr Rahman : Rafiq told me that they had hired a big luxurious bus with 52 seats for three days. We have 45 people in our team. I think this bus will be best for us for a long journey.

As soon as Mr Rahman had finished talking, Parash stood up. He said, "We've almost organised everything. Let us discuss our tour plan."

Mr Rahman appreciated this idea very much and he told Tariq to present the tour plan. So Tariq presented the tour plan to everybody and Mr Rahman explained a few points. Sajed, Rakib and Shipu took part in the discussion after Tariq had presented the plan. Then they decided on a few things. Rajib was very pleased with the decisions. He thought that he had got a great opportunity in his life.



C

Read and note the following words/expressions.

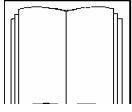
Preside (over)	:	সভাপতিত্ব করা
respond	:	সাদা দেওয়া
hire	:	ভাড়া করা
responsibility	:	দায়িত্ব
confirm	:	নিশ্চিত করা
transport	:	পরিবহন
luxurious	:	বিলাসবহুল
tour plan	:	ভ্রমণ পরিকল্পনা
appreciate	:	প্রশংসা করা, তারিফ করা
present	:	উপস্থাপন করা
decide	:	সিদ্ধান্ত নেওয়া
opportunity	:	সুযোগ



D

*Refer to the text at **B** and answer the following questions.*

- 1 Why was Rajib happy when he went to the meeting?
- 2 Who presided over the meeting?
- 3 Who were responsible for hiring the transport?
- 4 What transport did they hire?
- 5 Who proposed to discuss the tour plan?
- 6 What did Rajib think about the study tour?



১

Read the following sentences.

- 1 He was happy to find that **all his friends had already come to the meeting.**
- 2 They came to me yesterday after **they had confirmed our contract with the transport company.**
- 3 Rafiq told me that **they had hired a big luxurious bus.**
- 4 As soon as **Mr Rahman had finished talking**, Parash stood up.
- 5 He thought that **he had got a great opportunity in his life.**

In the above sentences the parts in **bold type** (মোটা হরফে লেখা) are in past perfect tense. The verb form of the past perfect tense is "had + verb (pp)", that is, 'had' followed by past participle form of the verb. For example,

They **had confirmed** our contract with the transport company.

Mr Rahman **had finished** talking.

If two events happened in the past, *past perfect tense* is used to describe the event that happened earlier of the two. (অতীতে ঘটে গেছে এমন দু'টি ঘটনার মধ্যে যেটি আগে ঘটেছে সেটি বর্ণনার ক্ষেত্রে Past Perfect tense ব্যবহৃত হয়।)



Now use the past perfect tense to join the following pairs of sentences. One is done for you as an example.

e.g. Rashed got a job. He gave me the news.

Ans. Rashed gave me the news that **he had got a job.**

1 The boy was happy. He won the first prize in the painting competition.

Ans. The boy was happy that _____

2 He received the money. He signed the receipt.

Ans. He signed the receipt after _____

3 Karim went to Mr Zafar's house. He confirmed me.

Ans. Karim confirmed me that _____

4 I reached the station. At the same time the train started.

Ans. As soon as _____, the train started.

5 They discussed the matter at the meeting. They took a decision.

Ans. They took a decision after _____

6 The teacher finished his lecture. The student asked him a question.

Ans. As soon as _____, the student asked him a question.

Journey to Cox's Bazar

LESSON

3



Look at the picture and answer the following questions orally.

- 1 Where is Rajib standing?
- 2 Can you guess why his parents have come?
- 3 What are the boys doing?



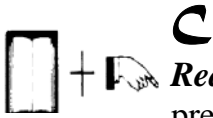
Read the following text and answer the questions at D.

Two days passed after Rajib had attended the final meeting. Everybody was making preparation for the study tour. When the time to start the journey came, Rajib became very emotional. His parents came to the starting place to see off their only son. Rajib had talked to them before he got on the bus. His eyes were wet. It was the first time that he was going to somewhere without his parents. "Don't worry, mother. I will be back soon" – said Rajib.

"God bless you, my son. Take care." – said his mother. She was trying to hide her tears.

When the bus started the boys became cheerful. They were clapping their hands in joy and shouting slogans. Rajib also joined them. He had taken a story book and a bottle of water out of his bag before he went to his seat. He tried to read the book after the boys had calmed down.

When the bus reached Cox's Bazar, it was evening. Rajib saw the dark line of the sea shore and the setting sun. The sun was sinking in the sea. It was very beautiful. Everybody became calm and quiet. They forgot their tiredness after they had seen this natural beauty.



C

Read and note the following words/expressions.

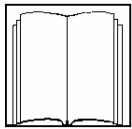
preparation	:	প্রস্তুতি
see off	:	বিদায় জানানো
wet	:	ভেজা
hide	:	লুকানো, গোপন করা
cheerful	:	উলসিত
clapping hands	:	হাততালি দিওয়া
slogan	:	শোগান (চিৎকার করে সম্মিলিতভাবে কিছু D'Pvi Y করা)
calm (down)	:	শান্ত হয়ে আসা
sea-shore	:	সমুদ্র সৈকত
sink	:	ডুবে যাওয়া
tiredness	:	ক্লান্তি
natural beauty	:	প্রাকৃতিক সৌন্দর্য



D

*Refer to the text at **B** and answer the following questions.*

- 1 Who came to see off Rajib?
- 2 Why were Rajib's eyes wet?
- 3 What did the boys do when the bus started?
- 4 When did the bus reach Cox's Bazar?
- 5 How did the boys react when they saw the setting sun?



E

Read the following sentences and note the clauses starting with 'before', 'after' and 'when'.

- 1 Two days passed **after Rajib had attended the final meeting.**
- 2 **When the time to start the journey came,** Rajib became very excited.
- 3 Rajib had talked to his parents **before he got on the bus.**

In the above sentences the clauses beginning with 'after', 'when' and 'before' are dependent clauses.

Remember a clause is a sentence or part of a sentence containing a subject and a finite verb (verb that follows the subject). For example :

- 1 Rajib talked to his parents (principal clause)
S FV
- 2 before he got on the bus (dependent clause)
S FV ;
S= Subject, FV = Finite Verb

The clause that does not depend on another clause is called a principal clause and the clause that depends on another clause of the sentence is called a dependent clause. Example 2 is a dependent clause.



Now complete the following sentences. Choose a clause for each sentence from the table below. One is done for you as an example.

We found many conch-shells
when he was very young
before he left the bank
after I had asked her about that
he agreed to sell the box
when I was twelve years old
Russel had collected the books from his friend

- 1 I came to Dhaka _____
Ans. I came to Dhaka when I was twelve years old.
- 2 _____ before he went to the library.
- 3 Shila gave me the news _____
- 4 Rabi Thakur composed a poem _____
- 5 After the man had offered him a hundred taka note, _____

- 6 When we went near the sea, _____
- 7 Mr Rashid had paid for all his dues _____
_____ .

Revision and Test

LESSON

4



A

Try to describe the following picture first orally and then in writing. Mention the following things in your description :

- place and time
- objects seen
- people and what they are doing



B

Rajib keeps a diary. He recorded his experience in it. Here is an extract from his diary. Read the extract and answer the questions at **C**.

RAJIB'S DIARY

20 June 1994

It's night now. We are staying at a hotel near the sea-beach. Everybody is tired because we've travelled a long way. This is my first encounter with the sea. Oh, I can't express the feelings when I saw the sun setting in the sea. It was the nicest thing I had ever seen in my life. I had imagined a lot about the sea before I came here. But the real experience is very different from imagination. All of my friends became moved after they had seen the sea. Some of them were so moved that they stood still for hours. Nature has such a powerful influence on man.



C

Answer the following questions on Rajib's diary.

- 1 When and where was Rajib writing this diary?
- 2 How did he feel about his encounter with the sea (সমুদ্র দর্শন)?
- 3 How did his friends feel?
- 4 Why does Rajib think that nature has powerful influence (শক্তিশালী প্রভাব) on man?



D

Try to recall the structure ... so much/so many + NP + that ... used in lesson 1. Now join the following pairs of sentences by using this structure.

e.g. Rajib got a lot of help from his teacher. He was grateful to him.

Ans. Rajib got so much help from his teacher that he was grateful to him.

- 1 Parash found a lot of conch shells on the sea-shore. He could not count them.
- 2 Russel has done much work. You can rely on him.
- 3 He knows a lot of people. He can't recall everybody's name.
- 4 There are a lot of books in this library. You can find anything you want.
- 5 You'll find much sun-shine on the sea-beach. You'll need an umbrella.

E



Try to recall the past perfect tense and the dependent clauses beginning with 'when', 'after' and 'before' in lesson 2 and lesson 3. Now express the following passage in past tense. Change the following items :

Items	Change into
tomorrow	the next day
simple present	simple past
present continuous	past continuous
present perfect	past perfect

Rajib is going to Cox's Bazar tomorrow on a study tour. He is very excited. He has talked to his parents before he takes the decision. They have given him the permission to go. But they are a little bit anxious because this is the first time that Rajib is going somewhere without them. When Rajib tells the thing to his mother, she welcomes it. But she also advises him to take care of himself. She gives him 500 taka more after Rajib's father has paid for all his expenses.

F



Suppose you keep a diary regularly. As you were very busy you could not write down your experience yesterday. But you want to write that today. Write ten sentences on what you did yesterday. Use past perfect tense and dependent clauses beginning with 'when', 'before' and 'after'.

You can start like the following :

Yesterday I was very busy. Even I could not manage to write my diary. When I got up from bed, it was 7 : 00 a.m. I was in a hurry because I had to meet a friend. He was coming from abroad ...

KEY LESSON : 1

A

- 1 It's the front side of a house.
- 2 They are talking to each other.
- 3 The boy standing outside the door looks excited.

B

- 1 Rajib appeared at the SSC Examination.
- 2 Parash was excited because the study tour was finally arranged.
- 3 Sajed, Tariq and Parash talked to Mr Rahman and they formed an organising committee in a meeting.
- 4 Mr Rahman helped the organising committee most.
- 5 Yes, Rajib was very much willing to join the study tour.

C

- 2/f Gani Miah spent so much money for his son's marriage that he had to borrow a large amount.
- 3/a There is so much water in the Bay of Bengal that you cannot measure.
- 4/b So many people were present at the meeting that it looked like a huge crowd.
- 5/e I saw so many birds in the garden that I could not count them.
- 6/c She put so much sugar in his tea that he could not drink it.

D

Try to write it by yourself. Then compare your answer with those of your course-mates. Finally show your answer to your tutor.

KEY LESSON : 2

A

- 1 The picture is about a meeting
- 2 An elderly man is speaking.
- 3 A boy is entering the room.

B

- 1 Rajib was happy because all his friends were present at the meeting.
- 2 Mr Rahman presided over the meeting.
- 3 Sajed and Rafiq were responsible for hiring the bus.
- 4 They hired a big luxurious bus with 52 seats.
- 5 Parash proposed to discuss the tour plan.
- 6 Rajib thought that he got a great opportunity in his life.

ε

- 1 The boy was happy that he had won the first prize in the painting competition.
- 2 He signed the receipt after he had received the money.
- 3 Karim confirmed me that he had gone to Mr Zafar's house.
- 4 As soon as I had reached the station the train started.
- 5 They took a decision after they had discussed the matter at the meeting.
- 6 As soon as the teacher had finished his lecture, the student asked him a question.



LESSON : 3

A

- 1 Rajib is standing near a bus.
- 2 Perhaps, his parents have come to see him off.
- 3 Some of the boys are getting on the bus. Some of them have already taken their seats on the bus.

D

- 1 Rajib's parents came to see him off.
- 2 Rajib's eyes were wet because he was going to somewhere without his parents for the first time. So he became emotional.
- 3 When the bus started, the boys became cheerful. They clapped their hands and shouted slogans.
- 4 The bus reached Cox's Bazar in the evening.
- 5 The boys became calm and quiet and forgot their tiredness after they had seen the setting sun.

ε

- 2 Russel had collected the books from his friend before he went to the library.
- 3 Shila gave me the news after I had asked her about that.
- 4 Rabi Thakur composed a poem when he was very young.
- 5 After the man had offered him a hundred taka note, he agreed to sell the box.
- 6 When we went near the sea, we found many conch-shells.
- 7 Mr Rashid had paid for all his dues before he left the bank.

🔑 LESSON : 4

A

(Answers can vary. A typical answer is given below.)

This is a sea-beach. The time is evening. The sea, sea-shore and some people on the sea-beach are seen in the picture. The prominent feature of the picture is the setting sun. Three boys are standing on the sea-beach. They are looking at the setting sun. Some tourists are walking on the sea-shore. Some people are swimming in the sea.

C

- 1 Rajib was writing this diary at night at a hotel.
- 2 Rajib was very excited about his encounter with the sea. He was so moved that he could not express his feelings. He found that his experience was very different from his imagination.
- 3 His friends were also moved. Some of them were so moved that they stood still for hours.
- 4 Rajib found that his friends and himself were moved by natural beauty. So he thought that nature had powerful influence on man.

D

- 1 Parash found so many conch-shells on the sea-shore that he could not count them.
- 2 Russel has done so much work that you can rely on him.
- 3 He knows so many people that he can't recall everybody's name.
- 4 There are so many books in this library that you can find anything you want.
- 5 You'll find so much sun-shine on the sea-beach that you'll need an umbrella.

E

Rajib was going to Cox's Bazar the next day on a study tour. He was very excited. He had talked to his parents before he took the decision. They had given him the permission to go. But they were a little bit anxious because this was the first time that Rajib was going somewhere without them. When Rajib told the thing to his mother, she welcomed it. But she also advised him to take care of himself. She gave him 500 taka more after Rajib's father had paid for all his expenses.

ف

Try to complete the diary by yourself. Compare your answer with other students' writing and finally show it to your tutor.

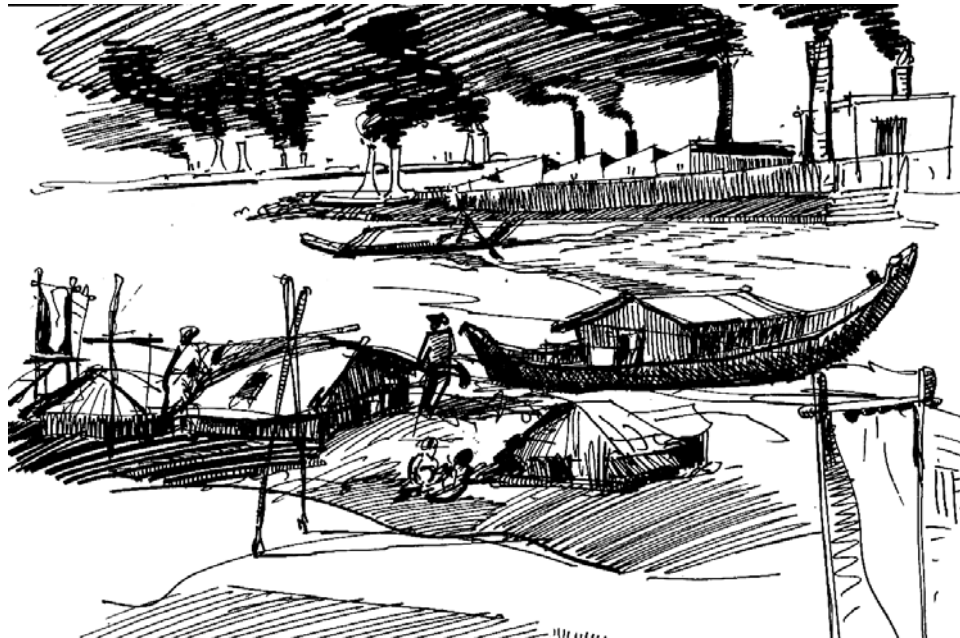
Environmental Pollution

UNIT 6

Objectives

On completion of this unit you'll be able to identify and use the following structures and expressions in your reading, writing, listening and speaking :

- though/although/as + dependent clause
- without + NP + how to + Verb
- show + NP + how to + Verb



Overview

Lesson 1 : The Vanishing Porpoises

Learning point : *though/although/as + dependent clause*

Lesson 2 : Man and Environment

Learning point : *without + gerund*

Lesson 3 : Water Pollution

Learning point : *show + NP + how to + Verb*

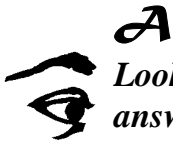
Lesson 4 : Revision and Test

Answer Key

The Vanishing Porpoises

LESSON

1



A

Look at the picture. Answer the following questions orally. Give short answers.

- 1 What can you see on the river?
- 2 Where is the man standing?
- 3 What is the boy doing?
- 4 What can you see on the bank of the river?



B

Now read the following text and answer the questions at D.

Mr Mahmud and his family were going to their village home. They were travelling by a launch down the river Sitalakshya.

Although it was the month of July, it was quite cool on the deck. Mr Mahmud was standing there thinking about something.

His son Minar came near him and asked, "What are you thinking, Father?"

"I'm thinking about the porpoises", answered his father.

"What's a porpoise?"

"A porpoise is a kind of dolphin. Although the porpoise lives in water, it's not a fish. It has to breathe air. That's why it jumps out of water every now and then. When I was a boy, this river was full of porpoises. I loved to see them jumping out of water."

"But, Father, I can't find any porpoises though I've been looking for them. Have they all vanished?"

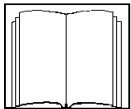
"Perhaps they have. Look, how dirty the river water is! As the factories on the bank of the river are pouring waste in the water, the river water has become polluted. That's why we don't see the porpoises now. I only hope that something will be done to save them."



C

Read and note.

vanish	: disappear	অদৃশ্য হওয়া
porpoise	: small	শুঁক
a kind of	: one	এক জাতীয়
dolphin	: sea animal like a small whale	ছোট তিমি জাতীয় প্রাণী
breathe	: take air into lungs and send it out again	শ্বাস গ্রহণ করা ও ছাড়া
every now and then	: occasionally	মঝে মঝে
find	: look for and see	খুঁজে পাওয়া
waste	: noxious, unclean	নোংরা, আবর্জনা



D

Look at the following sentences.

- 1 Although he is rich, he is not happy.
- 2 As the factories are pouring waste in the river, the river water is getting polluted.

The first sentence means "He is rich. Yet he is not happy." Here 'although' indicates the contrary ideas. Read sentence 2 again. It means "The river water is getting polluted because the factories are pouring waste in the river." In sentence 2 'as' stands for 'because'. We can use 'though' instead of 'although'. The 'although/though' may also come in the middle of the sentence.

e.g. He did not believe me though I was telling the truth.

Find examples of such sentences in the reading text at B.



E

Now join sentences from columns A and B with 'although/though' and 'as' to make meaningful sentences. One is done for you as an example.

Column A

- 1 It was cold.
- 2 She did not come.
- 3 There was no train.
- 4 I don't like him.
- 5 I could not sleep.
- 6 I went to call a doctor.
- 7 He studied hard.
- 8 The price of fertilizer was high.

Column B

- a) I was tired.
- b) My mother was sick.
- c) I did not wear a coat.
- d) Farmers could not buy fertilizer.
- e) We invited her.
- f) He could not go to Jamalpur.
- g) He is my neighbour.
- h) He could not pass.

e.g. I/c Although (Though) it was cold I did not wear a coat.

or

I did not wear a coat although (though) it was cold.



Refer to the text at B and answer the following questions.

- 1 Where were Mr. Mahmud and his family going?
- 2 How were they travelling?
- 3 Where did Minar see his father?
- 4 What was his father thinking about?
- 5 What is a porpoise? Where does it live?
- 6 Why does it jump every now and then?
- 7 Which river was full of porpoises?
- 8 What is the condition of that river now?
- 9 Why are the porpoises vanishing?
- 10 What did Mr Mahmud hope?



In this lesson you've read about the vanishing porpoises. Do you know about any other animal, bird or fish that is vanishing? You may ask your elders about them. Then write a short report (in about 100 words) for a newspaper on a vanishing creature.

Man and Environment

LESSON

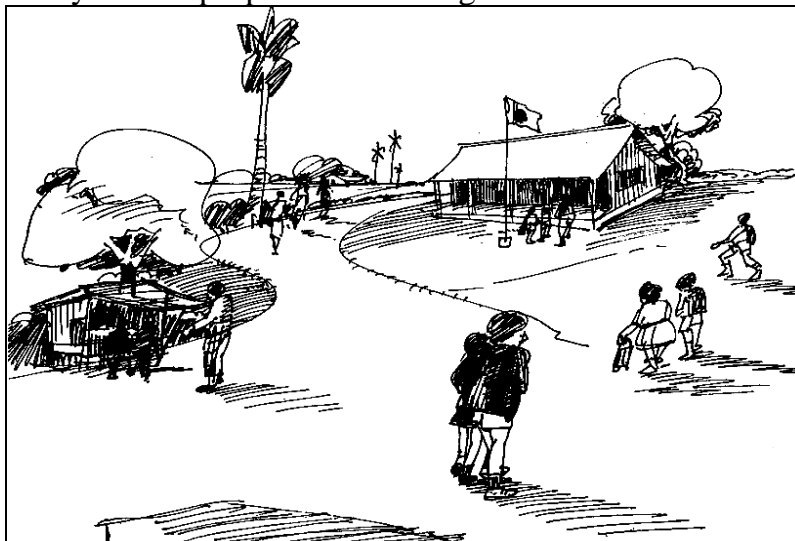
2



A

Try to remember what you have studied in lesson 1 and answer the following questions.

- 1 Who was thinking about the porpoises?
- 2 What is a porpoise?
- 3 Why are the porpoises vanishing?



B

Read the following text carefully and answer the questions at E.

The holidays were over. Minar was back at school. One day they had a class on 'Environmental pollution'.

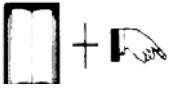
"Who can tell me what environment is?" asked their teacher.

Sohel stood up and said, "Everything we see around us is our environment."

"You are right," said their teacher. "Some of these things are natural, such as, rivers, mountains, forests, animals, birds, fish and so on. But there are many things which are man-made. Man has brought about many changes in his environment. Sometimes these changes have adverse effect on environment. We do many things without thinking. Sometimes we pollute our environment without knowing it.

Take for example, the case of plastic bags. People all over the country use them. Without considering the effect we throw away the discarded bags here and there. The trouble with plastic is that it never rots. It does not become a part of the soil. If plastic gets stuck in the soil it hinders the

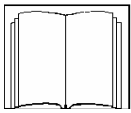
growth of plants. It makes that part of the soil barren. If we want to save our soil we must not throw plastic bags here and there."



C

Study and note.

adverse	:	unfavourable	প্রতিকূল
effect	:	outcome	ফলাফল
discarded	:	cast off	পরিত্যক্ত
trouble	:	inconvenience	অসুবিধা
rot (v)	:	decay	পচে যাওয়া
barren	:	not producing crops	অনুর্বর
hinder	:		বাধা দেওয়া



D

Look at the following sentences.

- 1 We do many things without thinking.
- 2 We pollute our environment without knowing it.
- 3 Without considering the effect we throw away plastic bags here and there.

In sentence 1 '*without thinking*' means '*we do not think*'. In all these three sentences '*without*' following by the ing-form of verb (gerund) is used for something we do not do. For example,

- Sentence 1 = We do many things. We do not think.
 Sentence 2 = We pollute our environment. We do not know it.
 Sentence 3 = We throw away plastic bags here and there. We do not consider the effect.



Now rewrite the sentences given below using the structure '*without + gerund*'. One is done for you.

- 1 He ran 5 miles. He did not stop.
 Ans. He ran 5 miles without stopping.
- 2 Do these sums. Don't look at the answer.
- 3 She left early. She did not eat breakfast.
- 4 He did the job. He did not take help from anybody.
- 5 They went home. They did not wait for me.



E

Read the text at B carefully and answer the following questions.

- 1 What do you understand by the term environment?
- 2 Name a few things in our environment which are man-made.
- 3 Who has brought about changes in environment?
- 4 Give one example of environmental pollution done by man.
- 5 How do plastic bags pollute soil?
- 6 How can we save our soil from such pollution?



F

Make two lists – one of natural things and another of man made things in our environment. First think and then write how man is destroying or polluting the natural things. Give five examples.

(Hints : Man is cutting trees to make furniture. Smoke f
air etc.)

Water Pollution

LESSON

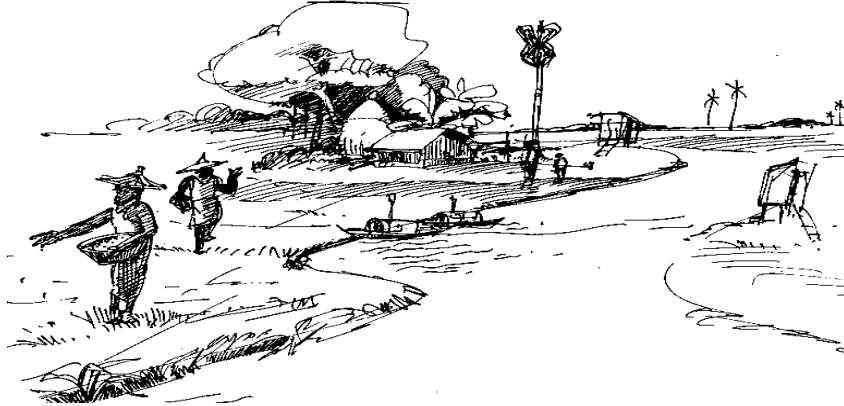
3

A



Try to remember what you have studied in lesson 1 and 2 and answer the following questions.

- 1 How does the river water get polluted?
- 2 How does the polluted water affect the porpoises?
- 3 What is the problem with plastic bags?



B



Read the following text carefully and answer the questions at E.

Next day Minar was thinking of the vanishing porpoises. He found a newspaper article. He read the article carefully. Here is the article.

Water Pollution

Water is essential for life but polluted water is dangerous. It causes many diseases, even death. Water is polluted in many ways.

In order to get more and more crops from the same piece of land farmers use too much fertilizer and pesticide. During monsoon all these chemicals wash down to rivers and canals. These chemicals are harmful for fishes and other aquatic creatures.

In villages, people often construct *kutchha* latrines on canals and rivers. In towns, sewage is often poured in river water. Factories often throw their waste in rivers. These things pollute river water.

We must teach people how to keep water free from pollution. Agricultural experts may tell farmers how to make organic manure from waste materials. This organic manure can be used instead of chemical fertilizers. Agricultural workers can also show farmers how to control pests with limited use of pesticides.

Health workers should show villagers how to construct sanitary latrines. Factories must stop throwing waste in water. Municipalities should clean the sewage before pouring it in rivers.

If we take these steps we can keep our water free from pollution.

C



Read and note.

fertilizer	:	(প্রধানত) রাসায়নিক সার
pesticide	:	substance to kill harmful insects etc. ক্ষতিকারক পোকামাকড় মারার ঔষধ
monsoon	:	the rainy season বর্ষাকাল
wash down	:	পানির স্রোতে ধুয়ে নামা
chemicals	:	রাসায়নিক দ্রব্য
aquatic creatures	:	জলচর প্রাণী
sewage	:	foul liquid material carried in sewers নর্দমাবাহিত তরল আবর্জনা
organic manure	:	জৈব সার (যেমন, আবর্জনা পচা সার)
instead of	:	পরিবর্তে
control	:	restrain নিয়ন্ত্রণ করা
sanitary latrines	:	স্বাস্থ্যসম্মত পায়খানা



D

Look at the following sentences.

- 1 We can teach people how to keep water free from pollution.
- 2 Agricultural workers may tell farmers how to make organic manure.
- 3 Health workers will show villagers how to construct sanitary latrines.



Now make ten sentences from the following table.

I	will		you		make a kite.
		show			make tea.
He			him		play football.
	can	teach	her	how to	ride a bicycle.
She					cook vegetables.
	may	tell	me		do the job.
They			us		

E



Refer to the text at B and answer the following questions first orally and then in writing.

- 1 Why is polluted water dangerous?
- 2 How do farmers pollute water?
- 3 How do villagers often pollute water?
- 4 How does water get polluted in towns?
- 5 What should be done to stop water pollution?

F

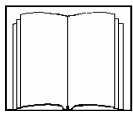
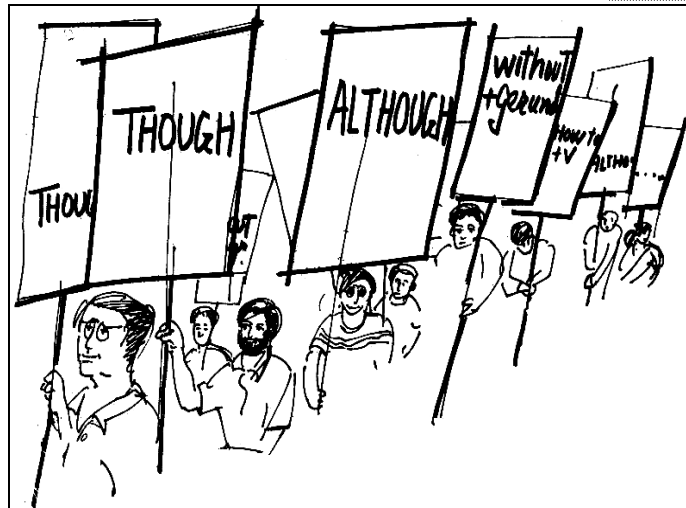


Observe a river carefully. Find out how water of the river is polluted. Then write a short report (in about 100 words) on your findings.

Revision and Test

LESSON

4



A

Remember the use of 'although', 'though' and 'as' with dependent clauses in lesson 1. For example –

- 1 Although (or Though) it lives in water, a porpoise is not a fish.
- 2 He did not believe me though (although) I was telling the truth.
- 3 As there was no train, he could not go to Jamalpur.



Now complete the following sentences using 'although/ though' or 'as' and a sentence part from the following table. First one is done for you as an example.

I cannot speak it I was very angry She had changed a lot He was very tired I like music He was sleeping
--

- 1 _____ he could not recognise her.

Ans. As she had changed a lot, he could not recognise her.

- 2 _____ I cannot sing.

- 3 He could not see the snake _____.

- 4 I can read English _____ .
 5 I controlled my self _____ .
 6 _____ he could not sleep.

B

In lesson 2 you learnt the use of 'without + gerund'. For example –
 He did the job **without taking** help from anybody.



Now complete the following sentences using the above structure. Use the phrases given in the brackets. First one is done for you.

- 1 He got cured _____ . (consult a doctor)
 Ans: He got cured without consulting a doctor.
 2 Recite the poem _____ . (look at the book)
 3 She left the room _____ . (tell anybody)
 4 You cannot win _____ . (work hard)
 5 I can work for ten hours _____ . (take any rest)
 6 You cannot be healthy _____ . (eat a balance diet)

C

In lesson 3 you learnt the use of 'how to+v'. For example –
 I can show you **how to ride** a bicycle.
 She may teach you **how to make** tea.



*Now complete the following sentences using the structure 'how to + v'.
 Take a sentence part from the table to complete each of the sentences.*

prevent diseases prepare organic manure do the exercise solve the problem cross the road operate the machine

e.g. The health workers can teach people _____ .
 Ans. The health workers can teach people how to prevent diseases.

- 1 The traffic police will tell you _____ .
 2 The physical instructor can show her _____ .
 3 The agricultural extension workers may teach the farmers _____ .
 4 The teacher can tell the student _____ .
 5 The technician will show him _____ .

D



Read the following passage and fill in the blanks with suitable words from the following list. (There are more words in the list than necessary.)

Word List : about, as, considering, how to, into, man, nobody, pollution, set up, town, village, waste, water.

I was born in a village although the __ 1 __ was changed into a small town. I saw many factories __ 2 __ before my eyes. Without __ 3 __ anything people cut down the trees. The crop fields were changed __ 4 __ roads and buildings. The crystal clear __ 5 __ of the river Turag turned black __ 6 __ it was polluted by the factory __ 7 __. Everybody was thinking __ 8 __ get more profit from the

business but __ 9 __ thought of the environment. Who will teach people how to keep our environment free from __ 10 __?

KEY *LESSON : 1***A**

- 1 A launch
- 2 On the deck
- 3 Walking towards the man
- 4 Some factories.

E

- 2/e She did not come although (though) we invited her.
or, Although (Though) we invited her, she did not come.
- 3/f As there was no train, he could not go to Jamalpur.
or, He could not go to Jamalpur as there was not train.
- 4/g I don't like him although (though) he is my neighbour.
or, Although (Though) he is my neighbour, I don't like him.
- 5/a I could not sleep although (though) I was tired.
or, Although (Though) I was tired, I could not sleep.
- 6/b As my mother was sick, I went to call a doctor.
or, I went to call a doctor as my mother was sick.
- 7/h Although (Though) he studied hard he could not pass.
or, He could not pass although (though) he studied hard.
- 8/d As the price of fertilizer was high, farmers could not buy fertilizer.
or, Farmers could not buy fertilizer as the price of fertilizer was high.

F

- 1 Mr Mahmud and his family were going to their village home.
- 2 They were travelling by a launch.
- 3 Minar saw him on the deck of the launch.
- 4 He was thinking about porpoises.
- 5 A porpoise is a kind of dolphin. It lives in water.
- 6 It jumps every now and then because it has to breathe air.
- 7 River Sitalakshya was full of porpoises.
- 8 Now its water has been polluted.
- 9 The porpoises are vanishing because the water has been polluted.
or, The porpoises are vanishing because of the polluted water.
- 10 Mr Mahmud hoped that something would be done to save the porpoises.

G

Try to do it yourself and show your answer to your tutor.

LESSON : 2

A

- 1 Mr Mahmud
- 2 A kind of dolphin
- 3 Because the river water has been polluted.

D

- 2 Do these sums without looking at the answers.
- 3 She left early without eating breakfast.
- 4 He did the job without taking help from anybody.
- 5 They went home without waiting for me.

E

- 1 By the term environment we understand everything we see around us.
- 2 Our houses, furniture, roads, cars, planes are some of the man-made things in our environment.
- 3 Man has brought about many changes in environment.
- 4 By throwing plastic bags here and there man has caused environmental pollution.
- 5 Plastic bags do not rot and they do not become a part of the soil. They hinder the growth of plants.
- 6 We must stop throwing discarded plastic bags here and there to save our soil.

f

Try to do it yourself. Show your answer to your tutor.

LESSON : 3

A

- 1 from factory wastes
- 2 The porpoises are vanishing as a result of the polluted water.
- 3 Plastic bags do not rot and they pollute the soil.

D

There are many possible combinations. For example –

I can show you how to play football.
She may teach me how to cook vegetables.

Try yourself to make sentences and show them to your tutor.

E

- 1 Polluted water is dangerous because it can cause many diseases, even death.
- 2 Farmers use too much fertilizer and pesticide in their fields. During monsoon these chemicals wash down to rivers and canals and pollute water.
- 3 Villagers often construct *kutchra* latrines on rivers and canals. Human waste and filth fall in water and pollute it.
- 4 In towns, sewage is often poured in rivers. Factories throw their waste in rivers. As a result river water is polluted.
- 5 Agricultural experts must show villagers how to make organic manure. This organic manure should be used instead of chemical fertilizer. The use of pesticide should be controlled. Health workers must teach villagers how to construct sanitary latrines. Municipality and factories must stop throwing sewage and waste in rivers. We must take these steps to stop water pollution.

F

Try to write your answer and show it to your tutor.

KEY **LESSON : 4**

A

- 2 Although/though I love music I cannot sing.
- 3 He could not see the snake as he was sleeping.
- 4 I can read English although I cannot speak it.
- 5 I controlled myself though/although I was very angry.
- 6 Although/though he was very tired he could not sleep.

B

- 2 Recite the poem without looking at the book.
- 3 She left the room without telling anybody.
- 4 You cannot win without working hard.
- 5 I can work for ten hours without taking any rest.
- 6 You cannot be healthy without eating a balanced diet.

C

- 1 The traffic police will tell you how to cross the road.
- 2 The physical instructor can show her how to do the exercise.
- 3 The agricultural extension workers may teach the farmers how to prepare organic manure.

- 4 The teacher can tell the students how to solve the problem.
- 5 The technician will show him how to operate the machine.



I was born in a village although the village was changed into a small town. I saw many factories set up before my eyes. Without considering anything people cut down the trees. The crop fields were changed into roads and buildings. The crystal clear water of the river Turag turned black as it was polluted by the factory waste. Everybody was thinking how to get more profit from the business but nobody thought of the environment. Who will teach people how to keep our environment free from pollution ?

The Donkey's Shadow

UNIT 7

Objectives

On completion of this unit you'll be able to identify and use the following structures and expressions in your reading, writing, listening and speaking :

- passive voice in present simple tense
- passive voice in past simple tense
- passive voice in present continuous, present perfect and future simple tenses



Overview

Lesson 1 : The Winter Rice

Learning point : *passive voice in present simple tense*

Lesson 2 : The Donkey's Shadow

Learning point : *passive voice in past simple tense*

Lesson 3 : Bangladesh in the 21st Century

Learning point : *passive voice in present continuous, present perfect and future simple tenses*

Lesson 4 : Revision and Test

Answer Key

The Winter Rice

LESSON

1



A

*Read the following passage and answer the questions at **C** and **D**.*

Alim is studying agriculture at school. One day he found the term 'winter rice' in his book. He could not understand it. So he asked his father,

"Father, what is meant by the term 'winter rice'?"

His father answered, "Rice is known by its harvest season; winter rice means the rice that is harvested in winter. Aman is the winter rice".

"Oh I see. Father, could you tell me how Aman rice is cultivated?"

"Sure. Listen to me carefully. Aman seeds are first sown in a seed-bed in the month of July. When the seedlings are one month old they are transplanted in the field. The land should be ploughed well and made wet before that.



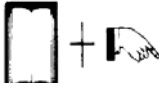
"What fertilizers should be used?"

"Potash and TSP should be used in the soil at the time of ploughing. After transplantation Urea should be used three times – once after ten days, once after one month and the last time before flowering."



"What other steps should to be taken for a good harvest?"

"The field should be kept free from weeds, insects and other pests. Standing water is necessary during the growth period. This should be ensured. If these steps are taken a good harvest can be expected."



B

Read and note.

harvest season :	season for cutting of crops	শস্য কাটার ঋতু
cultivate (v) :	চাষ করা	Past Participle (PP)-cultivated
sow (v) :	বপন করা	PP sown
seed-bed :	বীজ তলা	
seedling :	young plant newly grown from a seed	চারা গাছ
transplant (v) :	take up plants with roots and plant them in another place	রোপণ করা PP. transplanted
plough (v) :	till with a plough	লাঙল দ্বারা চাষ করা PP. ploughed
potash :	পটাশ সার	
TSP :	Triple Super Phosphate	ফসফরাস সমৃদ্ধ এক ধরনের সার
Urea :	ইউরিয়া সার	
step :	measure	উপায়
weed :	useless plant	আগাছা
insect :	পোকামাকড়	
pest :	ক্ষতিকারক বস্তু বা প্রাণী	
ensure (v) :	make sure	নিশ্চিত করা PP. ensured
a good harvest :	ভালো ফসল	
expect (v) :	প্রত্যাশা করা	PP. expected



C

Choose the correct answer.

- 1 Aman rice is harvested in
A July B Summer C Winter D Spring
- 2 Seeds of Aman rice are first sown in
A the field B the seed-bed
C back yard D the hill
- 3 The Aman seedlings are transplanted
A when they are ten days old.

The Donkey's Shadow

LESSON

2

A



Alim was reading a book named Aesop's Fable. He found the following story in that book. Read the story and answer the questions at C.

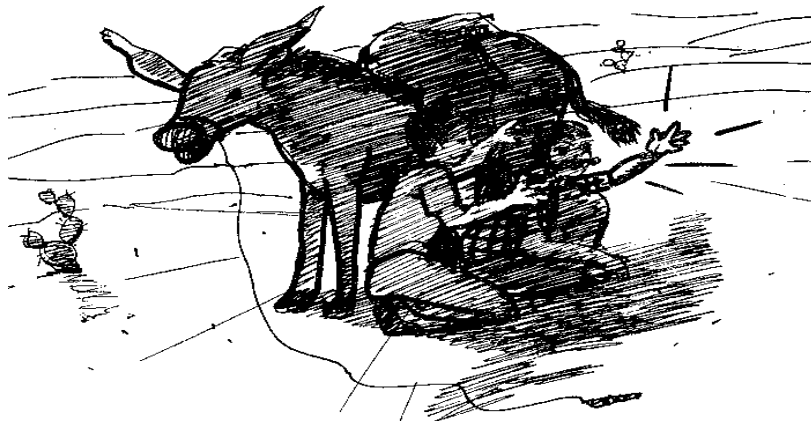
Aesop was born long ago in ancient Greece. At that time people were sold in market like cattle. Those sold people were called slaves. Aesop was a slave. He was owned by a man who liked to hear stories. Aesop used to tell him stories. His stories were very interesting. They were liked by everybody. Even today people like them. These stories are known as Aesop's fables. Here is a fable by Aesop.



Aesop's Fable

Once a man hired a donkey of another man to go to a distant place. The donkey's owner went with him to bring back the donkey. He walked while the other man rode the donkey.

At mid day they decided to stop and have lunch. It was a hot day and they were in the middle of a desert. There was no shadow any where. The only shadow was that of the donkey. The donkey's owner sat there.



The other man pushed him and said, "Why are you sitting here? This donkey has been hired by me. So its shadow belongs to me. I'll sit here, not you."

The other man answered, "you hired my donkey, but not its shadow. The shadow belongs to me. I'll sit here."

They pushed each other. Then they began to fight. The donkey was frightened and it ran away. The two men were left in the hot desert sun.

Moral : It is foolish to fight for a small thing.



B

Read and note.

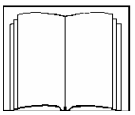
was born	:	জন্মগ্রহণ করেছিল। born is PP. of bear (প্রসব করা) bear - bore - born His mother bore him. He was born.
ancient	:	very old প্রাচীন
cattle	:	bulls, cows etc. গবাদি পশু
own (v)	:	possess অধিকার করা PP. owned
hire (v)	:	ভাড়া করা PP. hired
donkey	:	ass গাধা
owner	:	one who owns মালিক
desert	:	gī "মি
shadow	:	ছায়া
belong (v)	:	অধিকারভুক্ত হওয়া PP. belonged
leave (v)	:	ত্যাগ করা PP. left



C

Refer to the story and answer the following questions.

- 1 Where was Aesop born?
- 2 What was he?
- 3 Why did he tell stories?
- 4 Who liked his stories?
- 5 Why did a man hire a donkey?
- 6 Why did the donkey's owner go with him?
- 7 What did they decide to do at mid day?
- 8 Who sat in the donkey's shadow?
- 9 Why did the other man push him?
- 10 Why did they fight?
- 11 What happened as a result?
- 12 What is the moral of the story?



D

Note the following sentences.

- 1 Aesop was born long ago in ancient Greece.
- 2 At that time people were sold in the market like cattle.

To use the passive voice in the past simple tense we use past form of 'be' verb (i.e. was/were) followed by past participle form of the main verb. This is used to describe past actions.



Use the words given below to make sentence in the passive voice. Use past simple tense (was/were + PP. of verb). The first two have been done for you.

- 1 This building (build) many years ago.
Ans. This building was built many years ago.
- 2 They (invite) to the party.
Ans. They were invited to the party.
- 3 My glasses (break) last week.
- 4 Many people (injure) in the accident.
- 5 The letter (send) to a wrong address.
- 6 Jute (grow) in this field last year.
- 7 His bicycle (steal) last month.
- 8 Telephone (invent) by Alexander Graham Bell.
- 9 He (bite) by a dog last month.
- 10 He (give) injections.

£

Note the following expression.

was/were born

Aesop *was born* in Ancient Greece.



Now complete the following sentences with the given hints. Use 'was/were born'. One is done for you.

- 1 Hasan/Chittagong/1949.
Hasan was born in Chittagong in 1949.
- 2 Ratan/Bagerhat.
Ratan was _____.
- 3 Habib/1935 _____.
- 4 Rehana/Khulna/1960 _____.
- 5 You/Pabna/1968 _____.



£

Answer the following questions about yourself.

- 1 Where were you born?
- 2 In which year were you born?
- 3 Where and when was your father born?

Bangladesh in the 21st Century

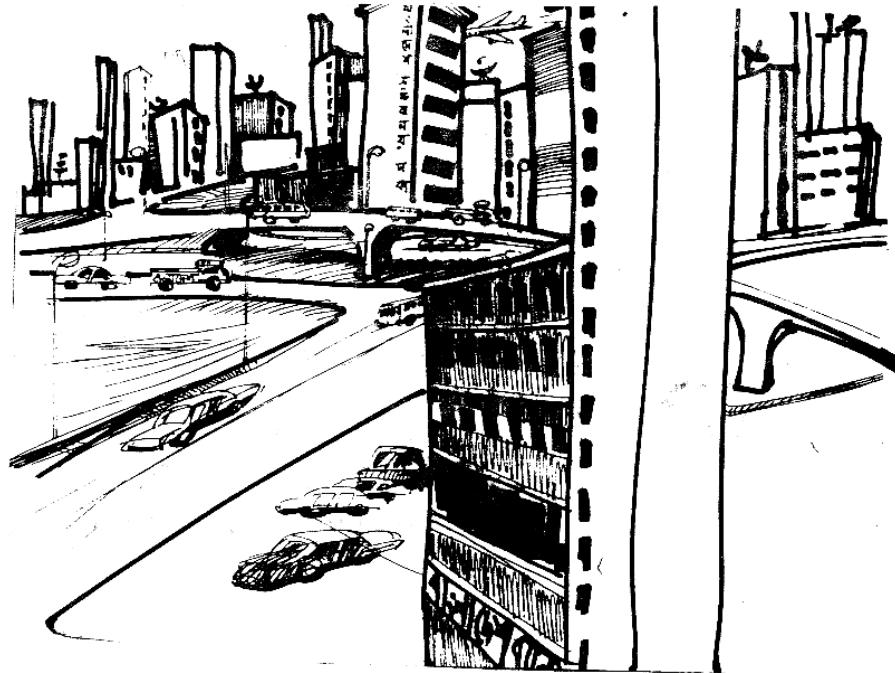
LESSON

3

A



The next day Alim was reading a newspaper. He found a very interesting sub-editorial. Read the sub-editorial and answer the questions at C.



The Coming Century



The 20th century is coming to an end. Very soon we will enter the 21st century. What kind of life do we expect in the coming century?

Bangladesh is a small over-populated country. Our main problem, population explosion, has been checked to some extent. We hope it will be fully checked in the next century.

Another problem is lack of education. Most of our people are illiterate. Steps are being taken to eradicate illiteracy. We hope it will be completely eradicated in the 21st century.

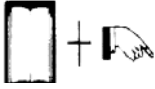
Free education upto primary level is now being provided. We hope this will be raised upto secondary level.

Poverty and lack of employment are our serious problems. Some steps have already been taken to solve them. But greater effort is necessary. We hope that in the 21st century nobody will remain unemployed. All men and women will find suitable jobs.

What will be the condition of women? Will they be free to make decisions for themselves. We hope that all women will be educated and economically independent.

Now-a-days modern facilities, such as electricity, telephone, gas, water and sanitation are provided only for people of cities and towns. We hope that in the 21st century these facilities will be provided for everybody. Everybody will enjoy a healthy, happy and prosperous life.

Do you think these are possible or are they dreams? If we all try can't we make these dreams come true?



B

Read and note.

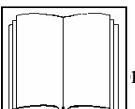
Century	:	100 years	শতাব্দী
population explosion	:	জনসংখ্যা বিস্ফোরণ, জনসংখ্যার অতি বৃদ্ধি	
check (v)	:	restrain	নিয়ন্ত্রণ PP. checked
eradicate (v)	:	root out	সমলে উৎপাদ করা PP. eradicated
illiteracy	:		নিরক্ষরতা
provide (v)	:	supply	যোগানো PP. provided
primary level	:		প্রাথমিক স্তর
raise (v)	:	lift up	উত্তোলন করা PP. raised
secondary level	:		মাধ্যমিক স্তর
poverty	:	state of being poor	দারিদ্র্য
lack	:	want, shortage	অভাব
employment	:	job opportunities	চাকুরী
effort	:	attempt	চেষ্টা
unemployed	:	without employment	বেকার
suitable	:	appropriate	উপযুক্ত, যথার্থ
make decision	:		সিদ্ধান্ত গ্রহণ করা
facilities	:		সুযোগ সুবিধা
prosperous	:	rich and successful	সমৃদ্ধ

C



Note that the writer expects some changes to take place in the 21st century. Write against each sector mentioned below the expected changes. Two have been done for you.

Sector	Expected Changes
1 Population	- Population explosion will be fully checked.
2 Literacy	- Illiteracy will be completely eradicated.
3 Education	-
4 Employment	-
5 Women	-
6 Modern facilities	-



D

Read the following sentences.

- 1 Population explosion **has been checked** to some extent.
- 2 Steps **are being taken** to eradicate illiteracy.
- 3 Illiteracy **will be** completely **eradicated** in the 21st century.

In sentence 1 present perfect tense has been used. The form is :
has /have + been + PP. of verb.

In sentence 2 present continuous tense has been used. The form is :
am/is/are + being + PP. of verb.

In sentence 3 future simple tense has been used. The form is :
shall/will + be + PP. of verb.



Now fill in the blanks with the suitable passive forms of the given verbs.
Two have been done for you.

- 1 Don't enter the room. It _____ now. (clean)
Ans. Don't enter the room. It is being cleaned now.
- 2 I can't find my purse. I think it _____. (steal)
Ans. I can't find my purse. I think it has been stolen.
- 3 We hope that poverty _____ in the coming century. (remove)
- 4 Free education upto secondary level _____ for girls now. (provide)
- 5 We hope soon it _____ for both boys and girls. (provide)
- 6 A decision _____ already _____ to check population explosion.
(make)
- 7 Electricity _____ already _____ to some villages. (supply)
- 8 We hope that in near future it _____ to all villages. (supply)
- 9 At present steps _____ to improve the condition of women. (take)
- 10 When _____ health and happiness _____ by everybody?
(enjoy)

E



You want to make a pen-friend in Australia and you you've found Roger's address from a magazine. Roger wants to know about his pen-friend. Write a letter to him providing the following information about yourself :

Your name, the year and place of your birth, your occupation, the place you live in, the facilities you enjoy and lack, your dream for the future.

You can begin like this -

Dear Roger,

I've found your address in a magazine and I would like to be your pen-friend. Here is a short account of myself :

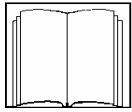
My name is _____ I was born in (place) _____
in the year _____ ...

Revision and Test

LESSON

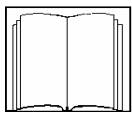
4

A



In this unit you have learnt the use of the passive voice. Why is the passive voice used? It is used when the action is more important than the doer of the action. That is why in passive sentences the agent (i.e. the doer of the action) is quite often not mentioned.

ROME WAS NOT BUILT IN A DAY.



B

Remember the forms of the passive.

1 Present Simple Tense

am/is/are/be + PP. of verb

e.g I **am** always **invited** to their parties.

Aman rice **is harvested** in winter.

The seeds **are sown** in July.

Urea **should be applied** three times.

If these steps **are taken** a good harvest **can be expected**.

2 Past Simple Tense

was/were + PP. of verb

e.g My purse **was stolen** yesterday.

These buildings **were built** many years ago.

3 Present Continuous Tense

am/is/are + being PP. of verb

e.g I **am being disturbed** by the noise.

The room **is being cleaned** now.

Steps **are being taken** to remove poverty.

4 Present Perfect Tense

has/have + been + PP. of verb

e.g A decision **has been made** to eradicate illiteracy.

I **have been invited** to the party.

5 Future Simple Tense

shall/will + be + PP. of verb

e.g **Shall we be invited** to the party?

All modern facilities **will be provided** for everybody in the 21st century.

C



Use the correct form of the verbs given below to fill in the blanks. Use the passive voice. The first one has been done for you.

clean	bite	build	transplant
play	use	remove	sell
sow	harvest		

1 This building is very old. It was built many years ago.

2 This room looks nice. It _____ just now.

3 Last week he ___ by a dog. Now he ___ injections.

4 Aman seeds _____ in July.

5 Seedlings of Aman rice _____ in August.

6 Potash and TSP should _____ in the soil at the time of ploughing.

7 Aman rice _____ in winter.

8 We hope that poverty _____ completely from Bangladesh in the next century.

9 In ancient Greece people _____ in market like cattle.

10 Cricket _____ in many countries of the world.



D
Match the sentence parts in column **A** with those in column **B** to make meaningful sentences. Try orally first and then write the sentences.

D¹

A

- 1 Aman seeds are
- 2 The seedlings are
- 3 Potash and TSP are
- 4 Urea should be
- 5 Aman rice is

B

- a) used three times
- b) sown in a seed bed in July
- c) transplanted one month later
- d) harvested in winter
- e) used at the time of ploughing

eg 1/b Aman seeds are sown in a seed bed in July.

D²

A

- 1 Aesop was born
- 2 At that time people were sold
- 3 Aesop was
- 4 He used to tell
- 5 These stories are known

B

- a) in market like cattle.
- b) as Aesop's fables.
- c) stories to his master.
- d) a slave.
- e) in ancient Greece.

eg 1/e Aesop was born in ancient Greece.

D³

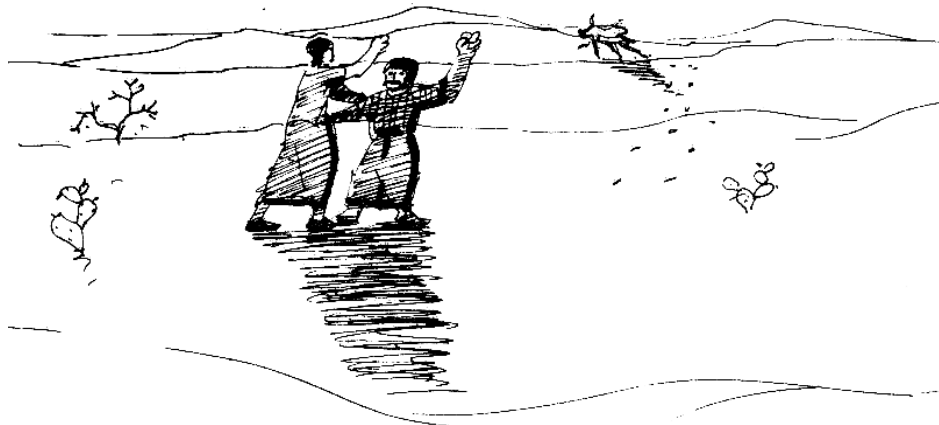
A

- 1 In the 21st century illiteracy
- 2 Free education
- 3 All men and women
- 4 Modern facilities
- 5 Poverty

B

- a) will be alleviated.
- b) will enjoy a healthy, happy and prosperous life.
- c) will be provided for everybody.
- d) will be completely eradicated.
- e) will be provided upto secondary level.

eg 1/d In the 21st century illiteracy will be completely eradicated.



KEY *LESSON : 1***C**

- 1 C 2 B 3 B 4 D 5 A

D

- 1 Aman is called the winter rice.
- 2 Potash, TSP and Urea are used for cultivation of 'Aman'.
- 3 Standing water should be ensured during the growth period of 'Aman'.

E

- 3 Football is played in many countries.
- 4 Butter is made from milk.
- 5 English is spoken all over the world.
- 6 Urea should be used three times.
- 7 The field should be ploughed well before transplantation.
- 8 If these steps are taken, a good harvest can be expected.

KEY *LESSON : 2***C**

- 1 Aesop was born in ancient Greece.
 - 2 He was a slave.
 - 3 He told stories because his owner liked to hear stories.
 - 4 Everybody liked his stories. Even today people like them.
-
- 5 A man hired a donkey to go to a distant place.
 - 6 The donkey's owner went with him to bring back his donkey.
 - 7 At mid day they decided to stop and eat lunch.
 - 8 The donkey's owner sat in the donkey's shadow.
 - 9 The other man pushed him because he wanted to sit there.
 - 10 They fought because both of them wanted to sit in the donkey's shadow.
 - 11 As a result the donkey was frightened and it ran away.
 - 12 The moral of the story is that it is foolish to fight for a small thing.

D

- 3 My glasses were broken last week.
- 4 Many people were injured in the accident.

- 5 The letter was sent to a wrong address.
- 6 Jute was grown in this field last year.
- 7 His bicycle was stolen last month.
- 8 Telephone was invented by Alexander Graham Bell.
- 9 He was bitten by a dog last month.
- 10 He was given injections.

ε

- 2 Ratan was born in Bagerhat.
- 3 Habib was born in 1935.
- 4 Rehana was born in Khulna in 1960.
- 5 You were born in Pabna in 1968.

ƒ

Try yourself and show your answer to your tutor.

LESSON : 3

C

- 3 Free education upto secondary level will be provided.
- 4 All men and women will find suitable employment.
- 5 All women will be educated and made economically independent.
- 6 Modern facilities, such as electricity, telephone, gas, water and sanitation will be provided for everybody.

D

- | | | | |
|----|---------------------------------------|---|-------------------|
| 3 | will be removed | 4 | is being provided |
| 5 | will be provided | 6 | has, been made |
| 7 | has, been supplied | 8 | will be supplied |
| 9 | are being taken, (or have been taken) | | |
| 10 | will, be enjoyed | | |

ε

Try yourself and show your writing to your tutor.

 **LESSON : 4**

C

- | | | | |
|----|---|---|------------------|
| 2 | has been cleaned | | |
| 3 | was bitten; is being given/has been given | | |
| 4 | are sown | 5 | are transplanted |
| 6 | be used | 7 | is harvested |
| 8 | will be removed | 9 | were sold |
| 10 | is played | | |

D1

- 2/c The seedlings are transplanted one month later.
- 3/e Potash and TSP are used at the time of ploughing.
- 4/a Urea should be used three times.
- 5/d Aman rice is harvested in winter.

D2

- 2/a At that time people were sold in market like cattle.
- 3/d Aesop was a slave.
- 4/c He used to tell stories to his master.
- 5/b These stories are known as Aesop's fables.

D3

- 2/e Free education will be provided upto secondary level.
- 3/b All men and women will enjoy a healthy, happy and prosperous life.
- 4/c Modern facilities will be provided for everybody.
- 5/a Poverty will be alleviated.

Clauses and Sentences

UNIT 8

Objectives

On completion of this unit you'll be able to

- tell what a clause is.
- identify different types of sentences according to their structures.
- analyse simple sentences.



Overview

Lesson 1 : Clauses

Lesson 2 : Simple, Complex and Compound Sentences

Lesson 3 : Analysis of Simple Sentences

Answer Key

clauses

LESSON

1



A

What is a clause ?

English Two বইয়ে আপনারা বাক্যের subject ও predicate মর্শুর্কে জেনেছেন। আপনারা জেনেছেন যে, বাক্যে যার মর্শুর্কে কিছু বলা হয় তাকে বাক্যের subject বলে এবং subject মর্শুর্কে যা বলা হয় তাকে বলে বাক্যের predicate। এ ছাড়া আপনারা Finite verb এবং Non-finite মর্শুর্কেও জেনেছেন। আপনারা জেনেছেন যে, যেসব verb বাক্যের subject কে অনুসরণ করে অর্থাৎ যেসব verb-এর জন্য subject ও verb-এর agreement প্রয়োজন হয়, তাদেরকে Finite verb বলে। আর যে সমস্ত verb এর ক্ষেত্রে বাক্যের subject-এর সাথে agreement-এর প্রয়োজন পড়ে না বা agreement-এর প্রশ্নই ওঠে না, (অর্থাৎ যে সমস্ত verb মলত বাক্যে noun বা adjective হিসেবে কাজ করে) তাদেরকে Non-finite verb বলে।



এবার নিচের বাক্যগুলো লক্ষ করুন এবং subject ও finite verb গুলো চিহ্নিত করতে চেষ্টা করুন।

1. *Dahlia was going alone in a rickshaw.*
2. *The man who was sitting on the rear seat got off the motor-cycle.*
3. *The man hit the rickshaw-wallah and the rickshaw-wallah ran away in fear.*

প্রথম বাক্যটিতে subject একটিই – *Dahlia* এবং finite verb (যে verb বাক্যের subject কে অনুসরণ করে) ও একটিই – *was going*।

দ্বিতীয় বাক্যটিকে দুটি ভাগে ভাগ করা যায়। যেমন –

"The man got off the motor-cycle" এবং *"who was sitting on the rear seat"*

এক্ষেত্রে প্রথম অংশটির subject হচ্ছে *The man* এবং finite verb হচ্ছে *got off* এবং দ্বিতীয় অংশটির subject হচ্ছে *who* এবং finite verb হচ্ছে *was sitting*।

তৃতীয় বাক্যটিরও subject দুটি : *The man* এবং *the rickshaw-wallah* এবং এদের finite verbs হচ্ছে *hit* এবং *ran away*।

এখন মজার বিষয় হচ্ছে, প্রথম বাক্যটিতে একটিমাত্র clause রয়েছে, কেননা এতে একটি subject এবং একটিই finite verb রয়েছে। দ্বিতীয় ও তৃতীয় বাক্যের প্রতিটিতে clause রয়েছে দুটি। কেননা এই দুটি বাক্যেই দুটি subject ও finite verb রয়েছে।

তাহলে আমরা clause কাকে বলব? **A clause is a sentence or part of a sentence that contains a subject and a finite verb.** অর্থাৎ clause কোনো বাক্য বা বাক্যের অংশ যাতে একটি subject ও একটি finite verb থাকে। উদাহরণে দেওয়া প্রথম মর্শুর্ক বাক্যটিই একটি clause। কিন্তু দ্বিতীয় ও তৃতীয় বাক্যের ক্ষেত্রে clause বাক্যের অংশ। যেমন

দ্বিতীয় বাক্যের ক্ষেত্রে clause গুলো –

'The man got off the motor-cycle' এবং *'who was sitting on the rear seat.'*

আবার তৃতীয় বাক্যের ক্ষেত্রে clause গুলো –

'The man hit the rickshaw-wallah' এবং *'The rickshaw-wallah ran away in fear.'*



B

নিচের বাক্যগুলোর প্রত্যেকটিতে কয়টি clause আছে লিখুন এবং তাদের subject ও finite verb গুলো চিহ্নিত করুন। প্রথমটি করে দেওয়া হয়েছে।

1. He knows that unclean water causes diarrhoea.

Ans. Clauses : 2

Subjects : He, unclean water

Finite Verbs : knows, causes

2. He is strong and healthy.

3. You seem very eager to know the secrets.

4. They keep our body warm and help us work.

5. In order to prevent diseases she uses tube-well water for washing pots and plate.

6. If plastic gets stuck in the soil it hinders the growth of plants.

7. I don't know her personally, but I know what everybody knows about her.

8. She started shouting which attracted some passers-by.

9. They came to help her.

10. Rahim and Hasan were friends.



C

Independent and Dependent clauses

B অনুচ্ছেদে দেওয়া বাক্যগুলোর clause গুলো লক্ষ করলে দেখবেন যে, কিছু কিছু clause স্বাধীন বাক্য হিসেবে ব্যবহৃত হয়েছে বা ব্যবহৃত হতে পারে। যেমন –

He is strong and healthy. (Sentence-2 : স্বাধীন বাক্য)

It hinders the growth of plants.

(Sentence-6 এর অংশ কিন্তু স্বাধীন বাক্য হিসেবে ব্যবহৃত হতে পারে)

They keep our body warm.

(Sentence-4 এর অংশ কিন্তু স্বাধীন বাক্য হিসেবে ব্যবহৃত হতে পারে)

এসব clause নতুন Independent clause বা Principal clause. Independent clause বা Principal clause-ই নতুন বাক্যের প্রধান clause বা main clause। অর্থাৎ যে সমস্ত clause স্বাধীন বাক্য হিসেবে ব্যবহৃত হয় বা হতে পারে এবং যে সমস্ত clause অর্থের জন্য (meaning) অন্য কোনো clause-এর উপর নির্ভর করে না, তাদেরকে **Independent clause** বা **Principal clause** বলে।



এবার আরো কিছু clause লক্ষ করুন।

If plastic gets stuck in the soil ... (Sentence-6 এর অংশ)

... what everybody knows about her. (Sentence-7 এর অংশ)

... which attracted some passers-by. (Sentence-8 এর অংশ)

এই clause গুলো পূর্ণ অর্থ প্রকাশ করছে না, বরং অর্থের জন্য তারা Independent clause এর উপর নির্ভর করছে। সুতরাং এই clause গুলো স্বাধীন বাক্য হিসেবে ব্যবহৃত হতে পারে না। এ ধরনের clause কে Dependent clause বা Subordinate clause বলে। সুতরাং যে সমস্ত clause স্বাধীনভাবে পূর্ণ অর্থ প্রকাশ করে না এবং অর্থের জন্য বাক্যের **Principal clause** বা **Independent clause** এর উপর নির্ভর করে, তাদেরকে **Dependent clause** বা **Subordinate clause** বলে।



নিচের বাক্যগুলোতে কোনটি Independent clause এবং কোনটি Dependent clause লিখুন। প্রথমটি করে দেওয়া হয়েছে।

1. We made arrangements to publish a souvenir and we did a lot of other work.
Ans. We made arrangements to publish a souvenir – Independent clause
We did a lot of other work – Independent clause
2. I've got so much good news from you that I feel really happy.
3. All of them were ready to join the study tour.
4. She gives him 500 taka more after Rajib's father has paid for all his expenses.
5. When Rajib tells the plan to his mother, she welcomes it.
6. Rajib was happy because all his friends were present at the meeting.
7. As the factories are pouring waste in the river, the river water is getting polluted.
8. Although the porpoise lives in water, it is not a fish.
9. We do many things without thinking.
10. Who can tell me what environment is?

Simple, Complex and Compound Sentences

LESSON

2



A

নিচের sentence গুলো লক্ষ করুন।

Mr Rahman presided over the meeting.

He signed the receipt after he had received the money.

Water is essential for life but polluted water is dangerous.

প্রথম sentence টিতে একটিমাত্র clause রয়েছে এবং সেটি অবশ্যই independent clause। দ্বিতীয় sentence টিতে clause রয়েছে দুটি। এর একটি n†Q independent clause— "He signed the receipt" এবং অন্যটি n†Q dependent clause — "after he had received the money." আবার তৃতীয় sentence-এর ক্ষেত্রে দুটি independent clause — "Water is essential for life" এবং "polluted water is dangerous" একটি conjunction 'but' দ্বারা যুক্ত হয়েছে।

তাহলে sentence-এর গঠন এবং clause-এর প্রকৃতি অনুযায়ী আমরা তিন ধরনের sentence দেখতে পাই। প্রথম sentence টি n†Q **Simple sentence**; দ্বিতীয়টি n†Q **Complex sentence** এবং তৃতীয় sentence টি n†Q **Compound sentence**.

তাহলে Simple sentence কাকে বলে? **A simple sentence is a sentence that contains only one clause.** অর্থাৎ Simple sentence সেই sentence যাতে শুধুমাত্র একটি clause থাকে। এবং Simple sentence-এর এই clause টি অবশ্যই Independent clause.

তাহলে Complex sentence আমরা কাকে বলব? **A Complex Sentence is a sentence that contains more than one clauses of different types.** Complex sentence-এ একাধিক ভিন্ন ধরনের clause থাকে। অর্থাৎ এতে একটি Independent clause এবং এক বা একাধিক dependent clause থাকে।

যেমন — "Dahlia told him what happened to her on that day when she was going alone." এই sentence টি একটি Complex sentence. কেননা এতে একটি Independent clause ('Dahlia told him') এবং দুটি dependent clause ('what happened to her on that day' এবং 'when she was going alone') আছে।

এবার দেখা যাক Compound sentence কাকে বলে? **A Compound sentence is a sentence that contains more than one independent clauses.** অর্থাৎ একাধিক

Independent clause যখন কোনো বাক্যে *and, but, or, because* প্রভৃতি conjunction দ্বারা যুক্ত, তখন তাকে Compound sentence বলে।

মনে রাখবেন, দুটি বা তার বেশি ভিন্ন ধরনের clause (অর্থাৎ একটি clause অন্য কোনো clause এর উপর নির্ভরশীল) এর ক্ষেত্রে Complex Sentence ব্যবহৃত হয়। এই clause গুলো *who, which, what, that* প্রভৃতি Relative Pronouns কিংবা *when, before, after, as soon as, as if, for, though, although* প্রভৃতি conjunctions দ্বারা যুক্ত হয়। এই conjunction গুলোকে বলে **Subordinating conjunction**.

দুটি বা তার বেশি একই ধরনের clause (Independent clause) এর ক্ষেত্রে Compound sentence ব্যবহৃত হয়। এক্ষেত্রে clause গুলো *and, but, or, yet, because* প্রভৃতি conjunctions দ্বারা যুক্ত হয়। Independent clause গুলোকে যুক্তকারী এই conjunction গুলোকে বলা হয় **Coordinating conjunction**.

আরো এক ধরনের sentence আপনারা হয়ত লক্ষ করেছেন। যেমন – I don't know her personally, but I know what everybody knows about her.

এই sentence টিতে দুটি Independent clause –

"I don't know her personally" এবং "I know" একটি **Coordinating conjunction**

– 'but' দ্বারা যুক্ত হয়েছে। এছাড়া দ্বিতীয় Independent clause-এর উপর নির্ভরশীল একটি dependent clause – "what everybody knows about her" এই বাক্যটিতে রয়েছে।

সুতরাং এই sentence টি মূলত একটি Compound Sentence (প্রথম দুটি clause বিবেচনা করলে) এবং একটি Complex Sentence (দ্বিতীয় ও তৃতীয় clause টি বিবেচনা করলে) এর সমন্বয়। এ ধরনের sentence কে Compound-complex sentence বলে। **A compound-complex sentence is a sentence that contains more than one independent clauses and one or more dependent clause or clauses.**



B

নিচের sentence গুলো simple, complex, compound কিংবা compound-complex কিনা লিখুন।

1. Let me tell you what I once saw.
2. One of them threw something that hit her on the back.
3. He must have learnt a good lesson.
4. I don't understand why you are buying the cards now.
5. They were as pleased as their children.
6. Mr Amin and his family went to visit the Zoo.
7. They ran here and there and enjoyed the views.
8. He was sick yet he attended the class.
9. In order to get more and more crops from the same piece of land farmers use too much fertilizer and pesticides.
10. If we take these steps we can keep our water free from pollution and we can also prevent many diseases.
11. Could you tell me how Aman rice is cultivated?
12. The donkey was frightened and it ran away.

Analysis of Simple Sentences

LESSON

3



A

আপনারা Simple sentence কাকে বলে জেনেছেন। আপনারা জানেন যে, Simple sentence-এ শুধুমাত্র একটি clause থাকে। এছাড়া **English Two** বইয়ে আপনারা বাক্যের Subject ও Predicate মর্মেও জেনেছেন। এই Lesson-এ আমরা Simple sentence এর বিশেষণ বা Analysis মর্মে আলোচনা করব।

যে কোনো Simple sentence-এর প্রধানত তিনটি অংশ থাকে – **Subject Group, Verb Group** এবং **Object Group**. এছাড়া কোনো কোনো sentence-এ **Adverbial Phrase** এবং কোনো কোনো sentence-এ subject এর **Complement** থাকতে পারে।



Subject Group

Subject Group বাক্যের subject হিসেবে কাজ করে। এটি একটি word বা একাধিক words এর একটি Group বা Phrase. Subject Group-এ মূল subject হিসেবে অবশ্যই কোনো Noun বা Pronoun থাকে। সেজন্য Subject Group কে বলা হয় **Noun Phrase (NP)**। এই Noun Phrase এর মূল Noun বা Pronoun টিকে বলা হয় head word বা main subject. যেমন –

The crop fields were changed into roads and buildings.

এই বাক্যটিতে Subject Group বা Noun Phrase নীচের 'The crop fields.' এখানে মূল subject বা headword নীচের 'fields'.

Headword ছাড়া Subject Group এর অন্যান্য word গুলোকে বলে **Adjunct to subject** বা subject-এর সংযোজন। আলোচ্য Subject Group-এ 'The crop' শব্দ দুটি 'fields' subject এর Adjunct.

Adjunct to subject হিসেবে **determiners** (A, an, the, my, this, that ইত্যাদি), **adverbs, adjectives, nouns** (used as adjectives) প্রভৃতি words থাকতে পারে। যেমন 'The crop fields' subject group-এ The নীচের determiner এবং crop নীচের noun used as an adjective.

এছাড়াও **Prepositional phrase** (preposition দ্বারা গঠিত হওয়া কোনো শব্দগুচ্ছ) এবং appositive (noun এর পরে কমা (,) দিয়ে আলাদা করা ঐ noun সংক্রান্ত কোনো বর্ণনা) subject এর adjunct হিসেবে ব্যবহৃত হতে পারে। যেমন –

The book *on the table* is red.

এখানে 'on the table' নীচের prepositional phrase.

Mr Razzaque, *our Headmaster*, is 57 years old. এখানে '*our Headmaster*' n†"Q Appositive.



Verb Group

Verb Group এ থাকে finite verb অর্থাৎ যে verb বাক্যের subject কে অনুসরণ করে এবং মূল subject বা headword এর সাথে agree করে। Verb Group-এর অংশ দুটি। যেমন – **Principal Verb** বা **Main Verb** এবং **Auxiliary Verb**.

The crop fields were changed into roads and buildings.

এই Sentence টিতে '*were changed*' n†"Q verb group এবং '*changed*' n†"Q principal verb বা main verb এবং '*were*' n†"Q Auxiliary verb.



Object Group

Subject Group এর মতো Object Group-ও একটি Noun Phrase. এখানে main object বা headword টি একটি noun বা pronoun এবং অন্যান্য Word গুলো **Adjunct to object**. যেমন –

We have to take necessary preparation before starting.

এই বাক্যে object group n†"Q '*necessary preparation before starting*'. এখানে main object n†"Q '*preparation*' এবং group টির অন্যান্য words n†"Q Adjunct to object.

Sentence-এর subject **Direct** (অপ্রাণীবাচক) বা **Indirect** (প্রাণীবাচক) হতে পারে। যেমন– He told me a story. এই sentence এ direct object n†"Q '*a story*' এবং indirect object n†"Q '*me*'.



Adverbial Phrases

কখনো কখনো sentence-এ verb এর পরিপরক হিসেবে adverbial phrases থাকে। Adverbial Phrase গুলো verb এর সময় (time), স্থান (place), অবস্থা (manner) এবং উদ্দেশ্য (purpose) নির্দেশ করে। এই Phrase গুলো When? Where? How? Why? প্রভৃতি প্রশ্নের উত্তর দেয়। যেমন নিচের sentence গুলোতে দাগ দেওয়া অংশগুলো Adverbial Phrases.

He came here at the sun set.

'*here*' – adverbial of place (Where?)

'*at the sun set*' – adverbial of time. (When?)

Rajib went to the meeting on foot.

'*to the meeting*' – adverbial of place (Where?)

'*on foot*' – adverbial of manner (How?)

In order to get more crops farmers use fertilizer.

'*In order to get more crops*' – adverbial of purpose (Why?)



Subject Complement

Linking verbs (যেমন : *am, is, are, was, were, feel, look, seem, taste, become* ইত্যাদি যখন principal verb হিসেবে ব্যবহৃত হয়) দ্বারা গঠিত sentence গুলোতে Linking verb এর পরের অংশটুকু মলাত ঐ বাক্যের subject কেই modify করে। Linking verb এর পরের যে অংশটুকু subject কে modify করে তাকে বলা হয় **Subject Complement**. যেমন – নিচের sentence গুলোর দাগ দেওয়া অংশটুকু Subject Complement.

Rajib was very excited about his encounter with the sea.

The peacock looks beautiful.

He seems very tired.

The sun grows hot.

Subject Complement গুলো মলাত adjectives হিসেবে কাজ করে।



B

নিচের sentence গুলোর কোন অংশগুলো Subject group, Verb group, Object group, Adverbial phrase এবং subject complement লিখুন এবং main subject, main verb ও main object এর নিচে দাগ দিন। প্রথমটি করে দেওয়া হয়েছে।

1. Each day I have to spend 150 taka to feed my cows and calves.

Ans : Subject group : 'I'

Verb group : have to spend

Object group : 150 taka

Adverbial of time : Each day

Adverbial of purpose : to feed my cows and calves.

2. You can make a success of your life.
3. You must eat right food in order to be healthy.
4. I don't get frightened easily.
5. Shahriyar has grown thin.
6. All his friends have already come to the meeting.
7. Then they decided on a few things.
8. All of them were ready to join the study tour.
9. My mother always uses tube-well water for drinking and cooking.
10. The crystal clear water of the river Turag became black.

KEY *LESSON : 1*
B

2. Clauses : 1, Subjects : He, Finite verbs : is
3. Clauses : 1, Subjects : You, Finite verbs : seem
4. Clauses : 2, Subjects : They, they
Finite verbs : keep, help
5. Clauses : 1, Subjects : She, Finite verbs : uses
6. Clauses : 2, Subjects : Plastic, it,
Finite verbs : gets, hinders
7. Clauses : 3, Subjects : I, I, everybody,
Finite verbs : don't know, know, knows
8. Clauses : 1, Subjects : She, which,
Finite verbs : started, attracted
9. Clauses : 1, Subjects : They, Finite verbs : came
10. Clauses : 1, Subjects : Rahim and Hasan,
Finite verbs : were

D

2. Independent clause – *I've got so much good news from you.*
Dependent clause – *that I feel really happy*
3. Independent clause – *All of them were ready to join the study tour.*
4. Independent clause – *she gives him 500 taka more*
Dependent clause – *after Rajib's father has paid for all his expenses.*
5. Independent clause – *She welcomes it*
Dependent clause – *When Rajib tells the plan to his mother*
6. Independent clause – *Rajib was happy*
Dependent clause – *all his friends were present*
7. Independent clause – *the river water is getting polluted*
Dependent clause – *As the factories are puring waste in the river*

8. Independent clause – *it is not a fish*
 Dependent clause – *Although the porpoise lives in water*
9. Independent clause – *We do many things without thinking*
10. Independent clause – *Who can tell me*
 Dependent clause – *what environment is*

LESSON : 2



1. Complex
2. Complex
3. Simple
4. Complex
5. Simple
6. Simple
7. Compound
8. Compound
9. Simple
10. Compound–complex
11. Complex
12. Compound

LESSON : 3



2. Subject group : You
 Verb group : can make
 Object group : a success of your life
3. Subject group : You
 Verb group : must eat
 Object group : right food
 Adverbial of phrase : in order to be healthy
4. Subject group : I
 Verb group : don't get
 Object group : frightened easily
5. Subject group : Shahriyar
 Verb group : has grown
 Subject complement : thin
6. Subject group : All his friends

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- Verb group : have come
Adverbial of time : already
Adverbial of place : to the meeting
7. Subject group : They
Verb group : decided on
Object group : a few things
Adverbial of time : then
8. Subject group : All of them
Verb group : were
Subject complement : ready to join the study tour
9. Subject group : My mother
Verb group : uses
Object group : tube-well water for drinking
and cooking
Adverbial of time : always
10. Subject group : The crystal water of
the river Turag
Verb group : became
Subject complement : black

Phrases and Idioms

UNIT 9



Objectives

On completion of this unit you'll be able to–

- distinguish between phrases, clauses and sentences
- tell the functions of different kinds of phrases
- identify and use the common phrases and idioms of the English language.



Overview

Lesson 1 : Phrases, Clauses and Sentences

Lesson 2 : Forms and Functions of Phrases

Lesson 3 : Some Common Phrases and Idioms

Answer Key

Phrases, Clauses and Sentences

LESSON

1



A

Unit 1-এ আপনারা বিভিন্ন ধরনের clause এবং sentence মধ্যর্কে জেনেছেন। এই lesson-এ আমরা phrase, clause এবং sentence-এর মধ্যে পার্থক্য নিয়ে আলোচনা করব।

প্রথমেই আলোচনা করা যাক sentence মধ্যর্কে। আমরা জানি, **A sentence is a group of words that contains a subject and a predicate and that expresses a fact or an opinion, a question, a command or a request, or an exclamation.** অর্থাৎ sentence হ'লে কতগুলো শব্দের সমষ্টি যাতে একটি subject ও একটি predicate থাকে এবং যা কোনো তথ্য বা মতামত, প্রশ্ন, আদেশ বা অনুরোধ, অথবা বিস্ময় প্রকাশ করে। লিখিত অবস্থায় sentence সবসময় বড় অক্ষর বা capital letter দিয়ে শুরু হয় এবং sentence এর শেষে কোনো period (.) বা question mark (?) অথবা exclamation point (!) থাকে। যেমন –

Rajib and Dihan went to Cox's Bazar last year.

Do you know what environment is?

What a nice picture it is!

অন্যদিকে clause হ'লে কোনো বাক্য বা বাক্যের অংশ যাতে একটি subject ও একটি finite verb থাকে। sentence-এর মতো clause বড় অক্ষর দিয়ে শুরু হতেই হবে এমন কোনো কথা নেই। কিংবা sentence এর মতো clause এর শেষে কোনো period (.), question (?) বা exclamation point (!) থাকবেই এমন কোনো কথা নেই। তবে Independent Clause এর ক্ষেত্রে capital letter দিয়ে শুরু করলে এবং শেষে উপযুক্ত যতি চিহ্ন (punctuation mark) বসালে তা sentence হিসেবে বিবেচিত হতে পারে। যেমন simple sentence এর ক্ষেত্রে মধ্যর্ক Independent Clause টিই একটি sentence হিসেবে বিবেচিত হয়।

অন্যদিকে Dependent Clause সব সময়ই কোনো complex বা compound-complex sentence এর অংশ হিসেবে ব্যবহৃত হয় এবং কখনোই স্বাধীন ও পূর্ণাঙ্গ sentence হিসেবে ব্যবহৃত হয় না। যেমন : "He told me what he knew." বাক্যে 'He told me' Independent Clause এবং 'What he knew' Dependent Clause.

এবার দেখা যাক sentence বা clause এর সাথে phrase এর পার্থক্য কী। Sentence বা clause এর মতো Phrase-ও কতগুলো শব্দের সমষ্টি। তবে এতে কোনো subject বা predicate থাকে না। Sentence এর মতো Phrase নির্ধারিতভাবে কোনো Capital letter দিয়ে শুরু হয় না

কিংবা এর শেষে period (.), question mark (?) বা exclamation point (!) থাকে না। এছাড়া clause এর মতো phrase-এ সুনির্দিষ্টভাবে কোনো subject ও finite verb থাকে না।

Phrase এর অন্তর্ভুক্ত শব্দগুটি একটি একক হিসেবে **sentence**-এ **adjective, adverb, noun,** বা **verb** হিসেবে কাজ করে। যেমন : "The book on the table is red." বাক্যে 'on the table' একটি phrase যা adjective হিসেবে 'The book' কে modify করছে। অন্যদিকে "Walking in the morning is good for health" বাক্যে *walking in the morning* একটি phrase যা বাক্যের subject বা noun হিসেবে ব্যবহৃত হয়েছে।



B

নিচের sentence গুলোতে বাঁকা হরফে (*Italic*) লেখা অংশগুলো clause নাকি phrase লিখুন।

1. The other man *who drove away quickly* was later arrested.
2. *We have already included* your name in our list.
3. I will join you *in the meeting*.
4. The traffic police will tell you *how to cross the road*.
5. *The organic manure* should be used instead of chemical fertilizer.
6. Although I like music, *I cannot sing*.
7. *Recite the poem without looking at the book*.
8. *People all over the country* use plastic bags.
9. *Without considering the effect* we throw away the discarded bags here and there.
10. I was born in a village but *the village was changed into a small town*.

Forms and Functions of Phrases

LESSON

2



A

Lesson 1-এ আপনারা জেনেছেন যে, Phrase হ'ল কোনো শব্দগুণ্য বা একটি একক হিসেবে বাক্যে adjective, adverb, noun বা verb হিসেবে কাজ করে। সুতরাং Phrase সমূহের Function বা ব্যবহার অনুসারে এদেরকে চারভাগে ভাগ করা যায়। যেমন –

1. **Adjective Phrase** : অর্থাৎ কোনো Phrase বা শব্দগুণ্য যখন বাক্যে adjective হিসেবে কোনো noun বা pronoun কে modify করে। যেমন –
The man *sitting on the rear seat* got off the motor cycle. এই বাক্যটিতে '*sitting on the rear seat*' adjective এর মতো The man-কে modify করছে।
2. **Adverb Phrase** : যখন কোনো Phrase বাক্যে Adverb হিসেবে verb এর time, place, manner, purpose ইত্যাদি নির্দেশ করে। যেমন –
He worked hard *all the morning*. এখানে '*all the morning*' adverb phrase হিসেবে verb (worked) এর time (How long) নির্দেশ করছে।
3. **Noun Phrase** : যখন কোনো Phrase, noun-এর মতো বাক্যের subject বা object হিসেবে ব্যবহৃত হয়। যেমন –
The girl is wearing *a new dress*. এখানে '*a new dress*' একটি noun phrase যা wearing verb-এর object হিসেবে ব্যবহৃত হয়েছে।
4. **Verb Phrase** : যখন কোনো phrase বাক্যের verb হিসেবে কাজ করে। যেমন –
Free education upto primary level *is being provided* now. এই বাক্যে '*is being provided*' একটি verb phrase যা passive form রূপে বাক্যটির মূল verb হিসেবে কাজ করছে।



B

নিচের sentence গুলোতে বাঁকা হরফে (*Italic*) লেখা Phrase গুলো adjective, adverb, noun নাকি verb হিসেবে কাজ করছে লিখুন।

1. We hope that in the 21st century everybody will enjoy *a healthy, happy and prosperous life*.
2. The two men were left *in the hot desert sun*.
3. The crystal clear water *of the river Turag* turned black.
4. The traffic police will tell you *how to cross the road*.

5. Parash found *a lot of conch shells* on the sea-shore.
6. We must take physical exercise *to keep ourselves fit*.
7. He *must have learnt* a good lesson.
8. Only give up the idea *of looking for jobs*.

C



এতোক্ষণের আলোচনা ও উদাহরণ থেকে নিশ্চয় লক্ষ করেছেন যে, কিছু কিছু Phrase কোন preposition দিয়ে গুঁি হয়েছে, আবার কোনো কোনো phrase কোনো verb, participle, gerund বা infinitive দিয়ে গুঁি হয়েছে। Phrase-এর এই Form বা গঠন অনুসারে এদেরকে মাঝে মাঝে **prepositional phrase, verb phrase, infinitive phrase, participial phrase** বা **gerund phrase** নামে আখ্যায়িত করা হয়। নিচের উদাহরণগুলো লক্ষ Ki "b :

- Once a man hired a donkey *of another man* to go to a distant place. এখানে '*of another man*' একটি **prepositional phrase** যা **adjective** হিসেবে কাজ করছে। এই phrase টি preposition '*of*' দিয়ে গুঁি হয়েছে এবং adjective হিসেবে noun '**donkey**' কে modify করছে।
- Aman seeds are sown **in a seed bed**. এখানে '*in a seed bed*' একটি **prepositional phrase** যা **adverb** হিসেবে কাজ করছে। এই Phrase টি preposition '*in*' দিয়ে গুঁি হয়েছে এবং adverb হিসেবে verb – '*sown*' এর place নির্দেশ করছে।
- I *have been invited* to the party. এখানে '*have been invited*' একটি **verb phrase** যা **verb** হিসেবেই কাজ করছে। এই phrase টিতে auxiliary verb বা helping verb – '*have*' এবং '*been*' রয়েছে এবং principal verb '*invited*' রয়েছে।
- I have a lot of things *to do today*. এখানে '*to do today*' একটি **Infinitive phrase** যা **adjective** হিসেবে কাজ করছে। এই phrase টি infinitive – '*to do*' দিয়ে গুঁি হয়েছে এবং adjective হিসেবে noun – '*things*' কে modify করছে।
- *To learn a foreign language* needs regular practice. এখানে '*To learn a foreign language*' একটি **infinitive phrase** যা infinitive – '*To learn*' দিয়ে গুঁি হয়েছে এবং **noun** হিসেবে কাজ করছে। এই infinitive phrase টি noun phrase এর মতো বাক্যের subject হিসেবে ব্যবহৃত হয়েছে।
- She wants *to be a high school teacher*. এখানে '*to be a high school teacher*' একটি **infinitive phrase** যা '*wants*' – verb এর object হিসেবে **noun phrase** এর মতো কাজ করছে।
- He went to the bookshop *to buy a book*. এখানে '*to buy a book*' একটি **infinitive phrase** যা **adverb** হিসেবে verb – '*went*' এর purpose বুঝাতে অর্থাৎ verb – '*went*' কে modify করছে।
- He has a brother *studying abroad*. এখানে '*studying abroad*' একটি **participial phrase** যা **adjective** হিসেবে noun – '*brother*' কে modify করছে।
- The man *injured in the accident* was taken to hospital. এখানে '*injured in the accident*' একটি **participial phrase** যা past participle – '*injured*' দিয়ে গুঁি হয়েছে এবং **adjective** হিসেবে noun – '*man*' কে modify করছে।

- *Walking in the morning* is my habit. এখানে '*walking in the morning*' একটি **gerund phrase** যা gerund – '*walking*' দিয়ে গঠিত হয়েছে এবং বাক্যের subject হিসেবে ব্যবহৃত হয়েছে। অর্থাৎ এই phrase টি **noun** হিসেবে কাজ করছে।

সুতরাং দেখা যাবে যে, phrase এর বিভিন্ন form হতে পারে। যেমন – **prepositional phrase, verb phrase, infinitive phrase, participial phrase** এবং **gerund phrase**. তবে এরা সব সময় বাক্যে adjectives, adverbs, nouns অথবা verbs হিসেবে কাজ করে।



নিচের sentence গুলোতে বাঁকা (*Italic*) হরফে লেখা phrase গুলোর form (prepositional phrase, verb phrase, infinitive phrase, participial phrase বা gerund phrase) লিখুন এবং তারা বাক্যে কোনো parts of speech (adjective, adverb, noun বা verb) হিসেবে কাজ করছে (function) শনাক্ত করুন। উদাহরণ হিসেবে একটি করে দেওয়া হয়েছে।

1. Population explosion in Bangladesh has been checked *to some extent*.
2. The man *on the rear seat* got off the motor-cycle.
3. The field *should be ploughed* well before sowing the seeds.
4. He has several letters *to answer immediately*.
5. He requested me *to give him the book*.
6. *To serve the country* was his aim.
7. She was waiting *to sit for the examination*.
8. There is a small river *running beside our village*.
9. The school, *established in 1920*, has a good reputation.
10. *Using plastic bags* causes environmental pollution.

Ans :

Sentence No.	Phrase	Form	Function
1	<i>to some extent</i>	prepositional	adverb
2	<i>on the rear seat</i>		
3	<i>should be ploughed</i>		
4	<i>to answer immediately</i>		
5	<i>to give him the book</i>		
6	<i>To serve the country</i>		
7	<i>to sit for the examination</i>		
8	<i>running beside our village</i>		
9	<i>established in 1920</i>		
10	<i>Using plastic bags</i>		

Some Common Phrases and Idioms

LESSON

3



A

Lesson 1 ও Lesson 2 তে আপনারা phrase কাকে বলে জেনেছেন এবং phrase এর বিভিন্ন form এবং function মর্মেও জেনেছেন। এই phrase গুলো ছাড়াও ইংরেজি ভাষায় কিছু কিছু শব্দগুণ রয়েছে যাদের অর্থ বিগুণভাবে শব্দগুণের অন্তর্ভুক্ত শব্দগুলোর অর্থের উপর নির্ভর করে না, বরং সামগ্রিকভাবে সমস্ত শব্দগুণের উপর এদের বিশেষ অর্থ নির্ভর করে। এ ধরনের phrase বা শব্দগুণকে idioms বলা হয়।

যেমন – Rahim has a boy servant to **look after** his cows.

এই বাক্যটিতে 'look after' phrase টির অর্থ শুধু 'look' বা শুধু 'after' এর অর্থের উপর নির্ভর করছে না। বরং সামগ্রিকভাবে 'look after' বলতে 'দেখাশোনা করা' বা 'যত্ন নেওয়া' বোঝায়। সুতরাং এখানে 'look after' একটি idiom.

এই Lesson-এ ইংরেজি ভাষায় প্রায়ই ব্যবহৃত হয় এমন কিছু phrases এবং idioms-এর তালিকা ও বাক্যে তাদের ব্যবহারের উদাহরণ দেওয়া হল। এগুলো মনোযোগ দিয়ে পড়ুন এবং আয়ত্ত করার চেষ্টা করুন।

A great deal of (প্রচুর পরিমাণে) – Because of the accident he had to take a *great deal of* troubles.

Call in (ডেকে আনা) – My mother has been ill; please *call in* a doctor immediately.

Go a long way (অনেকখানি) – Bangladesh has to *go a long way* to remove illiteracy.

Bag and baggage (তল্লাসসহ) – He has left the hotel *bag and baggage*.

Call upon (দেখা করা) – I am going to *call upon* my tutor next Friday.

Due to (কারণে) – The cricket match was postponed *due to* heavy rainfall.

Black sheep (কুলাঙ্গার) – Such a corrupted man like him is a *black sheep* in a noble profession.

Comply with (সম্মত হওয়া) – The authority *complied with* his application for retaking the examination.

At best (বড় জোর) – He can *at best* give you some advice, but he cannot help you to get an employment.

By the by (প্রসঙ্গক্রমে) – *By the by*, are you going to the tutorial centre tomorrow?

At once (অবিলম্বে) – The patient should be taken to the hospital *at once*.

Double game (চাতুরী) – I did not think that the man would play a *double game* with me.

For good (চিরতরে) – He has left the job *for good*.

Go through (পু খানুপু খভাবে পড়া) – In order to take the examination I have *gone through* my course books.

In force (বলবৎ থাকা) – The martial law is no longer *in force* in our country.

Break up (শেষ হওয়া) – The tutorial session will *break up* at noon.

Keep up (রক্ষা করা) – We should *keep up* the basic human rights.

At a loss (হত বুদ্ধি) – After getting the news of the accident I was *at a loss* to decide what to do.

In a body (দলবদ্ধভাবে) – They went to protest the action *in a body*.

By virtue of (গুণে, বলে) – Sher-e-Bangla became famous *by virtue of* his leadership.

Far and wide (চারিদিকে) – The fashion has spread *far and wide* in Bangladesh.

Hard and fast (ধরা-বাঁধা) – There is no *hard and fast* rule for learning a foreign language.

In front of (সম্মুখে) – There is a field *in front of* the school.

By dint of (গুণে, বলে) – He did well in the examination *by dint of* regular study.

On the eve of (প্রাক্কালে) – He became very emotional *on the eve of* his retirement.

A man on letters (পণ্ডিত ব্যক্তি) – G. C. Dev was *a man of letters*.

Heart and soul (সর্বানুকরণে) – Bangladesh cricket team tried *heart and soul* to play in the world cup cricket.

Come round (আরোগ্য লাভ করা) – The patient is *coming round* from her illness.

In vain (বৃথা) – The driver tried *in vain* to avoid the accident.

Look down upon (ঘৃণা করা) – You should not *look down upon* any human being.

Crocodile tears (মায়াকান্না) – Some politicians shed *crocodile tears* for the poor.

At large (স্বাধীনভাবে) – Birds cannot fly *at large* in the cage.

To the contrary (বিপরীতে) – The criminal had nothing to say *to the contrary* of the allegation.

To give up (ত্যাগ করা, ছেড়ে যাওয়া) – The doctor has advised him *to give up* smoking.

At times (মারো মারো) – *At times* he has to go to the doctor.

Jot down (সংক্ষেপে টুকে নেওয়া) – Try to *jot down* your ideas before writing.

Cold blood (ঠাণ্ডা মাথায়) – He committed suicide in *cold blood*.

Rainy day (ভবিষ্যতের সম্ভাব্য অভাবের দিন) – Before retirement he tried to save some money for the *rainy day*.

To call up (স্মরণ করা) – I could not *call up* his name though I could recognise his face.

To and fro (এদিকে সেদিকে) – The unemployed man was walking *to and fro* on the street.

Part and parcel (অবিচ্ছেদ্য অংশ) – Honkong has become a *part and parcel* of China.

Live on (কোনো কিছুর উপর নির্ভর করে বেঁচে থাকা) – Farmers *live on* their only income from the land.

Bring up (লালন পালন করা) – Who will *bring up* this orphan boy?

Now and then (মারো মারো) – He used to write to me every *now and then*.

On the whole (মোটের উপর) – His performance in the examination, *on the whole*, is satisfactory.

Out and out (মহাউর্গরূপে) – He is *out and out* a revolutionary.

An open secret (যে গোপনীয় বিষয় সকলেই জানে) – It is *an open secret* that the Government is trying to make higher education expensive.

Blue blood (আভিজাত্য) – It is foolish to take pride of one's *blue blood*.

In the long run (পরিণামে) – Asian countries will be economically powerful *in the long run*.

With a view to (উদ্দেশ্যে) – He left the village *with a view to* getting a good job in the town.

Crying need (ঐচ্ছিক প্রয়োজন) – Poverty alleviation is the *crying need* of Bangladesh.

At home (পারদর্শী) – I feel quite *at home* in English.

In lieu of (পরিবর্তে) – He took distance education *in lieu of* formal schooling.

Safe and sound (ক্ষতবিহীন নিরাপদে) – Although there was a storm we reached the shore *safe and sound*.

At stake (বিপদাপন্ন) – The lives of the poor in the country are really *at stake*.

Call in question (সন্দেহ করা) – The honesty of the leader was *called in question*.

In spite of (সত্ত্বেও) – A large number of people attended the meeting *in spite of* the rain.

A burning question (বিশেষ আলোচনার বিষয়) – Minimum price of the paddy was *a burning question* in the parliament.

For the sake of (জন্য) – We should be aware of fundamentalism *for the sake of* our country.

Look for (খোঁজা) – He was *looking for* a suitable employment.



C

নিচের phrase ও idiom গুলো দিয়ে এক একটি বাক্য রচনা করুন।

Above all
owing to
as if
break out
in black and white
approve of
along with
as well as
all in all
together with
by means of

KEY LESSON : 1

B

1. Clause
2. Phrase
3. Phrase
4. Phrase
5. Phrase
6. Clause
7. Clause
8. Phrase
9. Phrase
10. Clause

KEY LESSON : 2

B

1. noun
2. adverb
3. adjective
4. noun
5. adjective
6. adverb
7. verb
8. adjective

D

Sent. No.	Phrase	Form	Function
2	on the rear seat	prepositional	adjective
3	should be ploughed	verb	verb
4	to answer immediately	infinitive	adjective
5	to give him the book	infinitive	noun
6	to serve the country	infinitive	noun
7	to sit for the examination	infinitive	adverb
8	running beside our village	participial	adjective
9	established in 1920	participial	adjective
10	using plastic bags	gerund	noun

LESSON : 3

C

রচিত বাক্য বিভিন্ন হতে পারে। নিচে phrase ও idiom গুলোর অর্থ দেওয়া হল। এগুলো দেখে নিজে বাক্য রচনা করার চেষ্টা Ki"b এবং আপনার সহপাঠীদের সাথে মিলিয়ে দেখুন। কোনো সমস্যা থাকলে আপনার টিউটরের সাথে আলোচনা Ki"b।

above all	–	মোটের উপর, সর্বোপরি
owing to	–	কারণে, ফলে
as if	–	যেন
break out	–	সংক্রমণ হওয়া
in black and white	–	লিখিতভাবে
approve of	–	অনুমোদন করা
along with	–	সাথে
as well as	–	অন্যান্যও, সাথে
together with	–	সাথে
by means of	–	বলে, দ্বারা

Transformation of Sentences

UNIT 10



Objectives

On completion of this unit you'll be able to transform sentences from

- active to passive
- direct to reported
- affirmative to negative
- statement to question



Overview

Lesson 1 : Voice : Active and Passive

Lesson 2 : Speech : Direct and Reported

Lesson 3 : Statements and Questions

Answer Key

Voice : Active and Passive

LESSON

1



A

English Three বইয়ের Unit 7-এ আপনারা Passive voice এর ব্যবহার শিখেছেন। আপনারা জেনেছেন যে, **Passive voice is used when the action in the sentence is more important than the agent or doer of the action.** এই Lesson-এ কিভাবে Active Sentence কে Passive Sentence-এ রূপান্তর বা transform করা যায়। আমরা তা নিয়ে আলোচনা করব।

তার আগে দেখা যাক Active ও Passive sentence কাকে বলে। নিচের sentence দুটি লক্ষ করি।

Farmers harvest Aman rice in winter.
Aman rice is harvested in winter by farmers.

প্রথম sentence টিতে subject (*Farmers*) সরাসরি বাক্যের ক্রিয়াপদটি (*harvest*) সংঘটিত করছে। এ ধরনের sentence-কে বলে **Active sentence**. দ্বিতীয় sentence-টিতে প্রথম বাক্যের subject টি by সহযোগে object হিসেবে ব্যবহৃত হয়েছে এবং পরোক্ষভাবে ক্রিয়াটি (*is harvested*) সংঘটিত করছে। এ ধরনের sentence কে বলা হয় **Passive sentence**.

লক্ষ করি, প্রথম বাক্যের object (*Aman rice*) দ্বিতীয় বাক্যের subject হিসেবে ব্যবহৃত হয়েছে এবং দ্বিতীয় বাক্যের principal verb এর past participle form (*harvested*) ও এর সাথে একটি অতিরিক্ত be-verb (*is*) ব্যবহৃত হয়েছে।

B



এবার দেখা যাক, কিভাবে আপনি Active sentence কে Passive এ transform করবেন। নিচের নিয়মগুলো লক্ষ করি।

- কেবলমাত্র transitive verb (অর্থাৎ যে verb-এর object প্রয়োজন হয়)-এর passive form হতে পারে। যেমন –

I wrote him a letter. বাক্যটির passive form হবে –

A letter was written to him by me. কিন্তু

He became tired. বাক্যটিতে '*become*' intransitive verb (অর্থাৎ যে verb-এর কোনো object নেই) হওয়ায় এই sentence টির কোনো passive form নেই।

- Active sentence এর *object* Passive sentence-এ *subject* হিসেবে ব্যবহৃত হয়। যেমন –

I have shown him *the pictures*. (active)

The pictures have been shown to him by me. (passive)

- Passive sentence-এ সবসময় principal verb এর past participle (pp) form ব্যবহৃত হয় এবং এর সাথে tense অনুসারে একটি অতিরিক্ত be-verb (*be, am, is, are, was, were, been, being*) ব্যবহৃত হয়। যেমন –

She *is drawing* a picture. (active)

A picture *is being drawn* by her. (passive)

- Active sentence-এর subject টি by কিংবা to সহযোগে passive sentence-এর object হিসেবে ব্যবহৃত হয়। অনেক ক্ষেত্রে passive sentence-এ object উলিখিত থাকে না। যেমন –

I knew the writer. (active)

The writer was known *to me*. (passive)

People did not build Rome in a day. (active)

Rome was not built in a day. (passive এবং object উলিখিত হয়নি।)

- কোনো sentence-এ দুটি object (অর্থাৎ direct ও indirect object) থাকলে direct object অর্থাৎ বস্তুবাচক object টিকে passive sentence-এ subject হিসেবে ব্যবহার করা বাঞ্ছনীয়। যেমন –

He gave me *some money*. (active)

Some money was given to me by him. (passive)

- তবে দুটি object একই ব্যক্তিকে নির্দেশ করলে ব্যক্তিবাচক object-টিকেই passive sentence-এ subject হিসেবে ব্যবহার করতে হবে। যেমন –

They elected *him President*. (active : 'him' ও 'President' এই ব্যক্তিকে নির্দেশ করছে।)

He was elected President by them. (passive)

C



এবার বিভিন্ন tense অনুসারে Active থেকে Passive sentence-এর transformation লক্ষ করা যাক।

1. Present Simple Tense :

Present simple tense-এর passive form-এ অতিরিক্ত be-verb হিসেবে *am, is, are* কিংবা *be* ব্যবহৃত হয়। যেমন –

Active : They always invite me to their party.

Passive : I *am* always invited to their party (by them).

Active : Let me tell you the story.

Passive : Let the story *be* told to you by me.

Active : Farmers sow the Aman seeds in July.

Passive : The Aman seeds *are* sown by farmers in July.

Active : I borrow the book from her.

Passive : The book *is* borrowed by me from her.



2. Past Simple Tense :

Past simple tense-এর passive form-এ অতিরিক্ত be-verb হিসেবে *was* বা *were* ব্যবহৃত হয়। যেমন –

Active : Rajib's mother gave him five hundred Taka.

Passive : Five hundred Taka *was* given to Rajib by his mother.

Active : The singer sang a number of songs.

Passive : A number of songs *were* sung by the singer.



3. Future Simple Tense :

Future simple tense-এর passive form-এ auxiliary *shall* বা *will*-এর পর অতিরিক্ত be-verb হিসেবে '*be*' ব্যবহৃত হয়। যেমন –

Active : He will invite you to the party.

Passive : You will *be* invited by him to the party.

Active : They will make me group secretary.

Passive : I shall *be* made group secretary by them.



4. Present Continuous Tense :

Present continuous tense-এর passive form-এ auxiliary *am, is* বা *are* এর পরে অতিরিক্ত be-verb হিসেবে *being* ব্যবহৃত হয়। যেমন –

Active : The sweeper is cleaning the room now.

Passive : The room is *being* cleaned by the sweeper now.

Active : She is telling me the stories.

Passive : The stories are *being* told to me by her.



5. Past Continuous Tense :

Past continuous tense-এর passive form-এ auxiliary *was* বা *were*-এর পর অতিরিক্ত be-verb হিসেবে '*being*' ব্যবহৃত হয়। যেমন –

Active : She was drawing a picture.

Passive : A picture was *being* drawn by her.

Active : I was buying some books.

Passive : Some books were *being* bought by me.



6. *Present Perfect Tense* :

Present perfect tense-এর passive form-এ auxiliary *have* বা *has* এর পর অতিরিক্ত be-verb হিসেবে '*been*' ব্যবহৃত হয়।

যেমন –

Active : He has successfully completed the course.

Passive : The course has *been* successfully completed by him.

Active : The committee has selected the candidates.

Passive : The candidates have *been* selected by the committee.

অন্যান্য tense যেমন – present perfect continuous, past perfect, past perfect continuous, future continuous, future perfect ও future perfect continuous tense-এ passive form এর ব্যবহার খুবই সীমিত। সুতরাং এগুলো নিয়ে বিশদ আলোচনা করা হল না। তবে একই নিয়ম অনুসরণ করে এগুলোকেও passive form-এ transform করা যায়।



নিচের sentence গুলোকে Active থেকে Passive-এ অথবা Passive থেকে Active-এ transform করুন।

1. The building was constructed in 1920.
2. I told the boy to do the sum.
3. Let us play football.
4. She is looking at the picture.
5. I shall give you the money.
6. Rakib has got the first prize.
7. She was watching TV that time.
8. A decision has been taken by the committee to implement the plan.

Speech : Direct and Reported

LESSON

2



A

নিচের বাক্যগুলো লক্ষ Ki "b।

The teacher said to me, "Do you know this story?"

The teacher asked me if I knew that story.

প্রথম বাক্যটিতে বর্ণনাকারী subject (*The teacher*) object (*me*) কে কী বললেন তা সরাসরি E ধরকমা (") বা inverted comma-এর মধ্যে তুলে ধরা হয়েছে। এ ধরনের সরাসরি speech বা উক্তিকে **Direct speech** বলে।

দ্বিতীয় বাক্যটিতে প্রথম বাক্যে বর্ণিত একই তথ্য পরিবেশন করা হয়েছে। তবে এই বাক্যে বর্ণনাকারী subject যা বলেছেন তা কোনো inverted comma এর মধ্যে সরাসরি তুলে ধরা হয়নি। বরং বর্ণনাকারী subject কর্তৃক যা বলা হয়েছে তাকে পরোক্ষভাবে বর্ণনা বা Report করা হয়েছে। এ ধরনের speech কে **Indirect speech** বা **Reported speech** বলে।

এবার উদাহরণে দেওয়া direct speech টির অংশগুলো লক্ষ করা যাক। লক্ষ করলে দেখবেন, direct speech টিতে দুটি subject (*The teacher* এবং *you*) এবং দুটি finite verb (*said* এবং *know*) আছে। অর্থাৎ এই speech টিতে মোট দুইটি clause রয়েছে। প্রথম clause (*The teacher said to me*) টিতে কে কাকে বলেছেন তা বর্ণনা করা হয়েছে – একে **Reporting clause** বলে।

দ্বিতীয় clause টি মূলত একটি sentence; এতে inverted comma-এর মধ্যে Reporting clause-এর subject কী বলেছেন তা সরাসরি বলা হয়েছে – একে **Reported Sentence** বলে।

The teacher said to me,

Reporting clause

"Do you know this story?"

Reported sentence

B



এবার দেখা যাক Direct speechকে কিভাবে Reported speech-এ transform করা যায়।

নিচের নিয়মগুলো লক্ষ Ki "b।

- Reported speech-এর কাঠামো বা form কেমন হবে তা মূলত নির্ভর করে Direct speech এর Reporting clause এর tense এবং Reported sentence এর sentence type (*statement, question, command or exclamation*) এবং Reporting ও Reported উভয় clause এর subject বা object-এর person-এর উপর।

- Direct speech এর reporting clause টি present বা future tense এ বর্ণিত হলে reported speech-এ reporting sentence এর tense এর কোনো পরিবর্তন হয় না। তবে **Direct speech-এ Reporting clause টি past tense-এ বর্ণিত হলে Reported speech-এ Reporting sentence টি অনুরূপ past tense (corresponding past)-এ পরিবর্তিত হবে।** অর্থাৎ Direct speech-এর Reporting clause টি past tense-এ হলে Reported sentence এর tense নিম্নোক্তভাবে change হবে :

Tense of the Reported Sentence	Change into
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Present Perfect Continuous	Past Perfect Continuous
Past Simple	Past Perfect
Past Continuous	Past Perfect Continuous
Future Simple	Future Simple in Past



যেমন নিচের Speech গুলোতে reporting verb past tense-এ হওয়ায় reported sentence এর tense পরিবর্তিত হয়েছে।

Direct : Mr Rahman *said* to me, "*I don't take sugar in my tea.*"

Reported : Mr Rahman told me that *he did not take sugar in his tea.*

Direct : Rashed *said* to his friend, "*My father is reading a newspaper.*"

Reported : Rashed told his friend that *his father was reading a newspaper.*

Direct : "*I've done the work*" – *said* the man.

Reported : The man said that *he had done the work.*

Direct : Nishu said to her sister, "*I've been reading in this collage for seven months.*"

Reported : Nishu told her sister that *she had been reading in that collage for seven months.*

Direct : Nipa *said* to you, "*Did you come here yesterday?*"

Reported : Nipa asked you *if you had gone* there the previous day.

Direct : Karim *said* to me, "*I was sleeping then.*"

Reported : Karim told me that *he had been sleeping then.*

Direct : Morshed *said* to me, "*I shall submit my homework tomorrow.*"

Reported : Morshed told me that *he would submit* his homework the next day.

কিন্তু Reporting verb *present tense*-এ হলে Reported sentence এর tense পরিবর্তিত হয় না।

Direct : Kamal *says* to his friends, "*We are lucky* that we've won the match."

Reported : Kamal tells his friends that *they are lucky* that they have won the match.

আবার Reported verb যে tense-এ থাকুক না কেন Reported sentence কোনো চিরস্থান সত্য বা universal truth নির্দেশ করলে তার tense-এর পরিবর্তন হবে না। যেমন –

Direct : The teacher *said* to the students, "*Plastic bags pollute* environment."

Reported : The teacher *told* the students *that plastic bags pollute* environment.

- Reported speech-এ reported sentence-এর pronoun গুলো কিভাবে পরিবর্তিত হবে তা **Reporting Clause** এর **subject** ও **object** এবং **Reported sentence**-এ বর্ণিত **pronoun** গুলোর **person** এর উপর নির্ভর করে। এক্ষেত্রে Reported sentence এ বর্ণিত pronoun

- First person (*I, we, my, our, me, us, mine, ours*) হলে তা Reporting clause-এর *subject* কে অনুসরণ করবে;

- Second person (*you, your, yours*) হলে তা Reporting clause এর *object* কে অনুসরণ করবে;

- Third person (*He, she, they, it, his, her, their, its, him, them, hers, theirs, ইত্যাদি*) হলে তা অপরিবর্তিত থাকবে।

যেমন –

Direct : Aminur said to me, "*I am going to take my lunch* at 1 p.m."

Reported : Aminur told me that *he* was going to take *his* lunch at 1 p.m.
(1st person follows the subject – 'Aminur')

Direct : Russel said to *me*, "*Will you give me* the book?"

Reported : Russel asked me if *I* would give *him* the book. (2nd person follows the object – 'me')

Direct : You said to me, "*He is a very intelligent man.*"

Reported : You told me that *he* was a very intelligent man. (3rd person – no change)

- এ ছাড়া Reporting verb টি past tense-এ হলে Reported sentence-এ বর্ণিত কিছু কিছু শব্দ Reported speech-এর ক্ষেত্রে পরিবর্তিত হয়।

যেমন –

Words	Change into
this	that
these	those
it	that
yesterday	the previous day
tomorrow	the next day, the following day
here	there
come	go

ইতোমধ্যেই আপনারা এই পরিবর্তনের উদাহরণ লক্ষ করেছেন।

আপনারা এর মধ্যে জেনেছেন যে Reported speech এর গঠন বা কাঠামো কেমন হবে তা নির্ভর করে Direct speech-এ Reporting sentence-এর Type (অর্থাৎ Reported sentence টি *statement, question, command* নাকি *exclamation*) এর উপর। নিচের অংশে এ সম্বন্ধে আলোচনা করা হল।

C



আপনারা **English Two** বইয়ে জেনেছেন যে বাক্যের অর্থ বা sense অনুসারে চার ধরনের sentence লক্ষ করা যায়। যেমন –

Statements – which state something and end with a period (.). e.g., *I shall go to Khulna tomorrow.*

Questions – which ask something and end with a question mark (?). e.g., *Who came here yesterday?*

Commands or imperative sentences – in which some order, suggestion or request is made and which usually end with a period (.). e.g., *Please lend me your pen.*

Exclamations – which express some strong emotion or wonder and usually contain an exclamation point (!).

e.g., *Hurrah! We've won the match.*



Statements :

Direct speech এর Reported sentence টি statement হলে Reported speech এর ক্ষেত্রে

- Reporting verb সাধারণত *say* বা *tell* ব্যবহৃত হয়।
- এবং Reported sentence কে বর্ণনা করার জন্য *'that'* ব্যবহৃত হয়।

যেমন –

Direct : Rahman said to his brother, "I shall go to Khulna tomorrow."

Reported : Rahman *told* his brother *that* he would go to Khulna the next day.

Direct : Nishan says, "I know the man."

Reported : Nishan *says that* he knows the man.



Questions :

- Direct speech এর Reported sentence টি question হলে Reported speech এর ক্ষেত্রে
- Reporting verb হিসেবে সাধারণত *ask* ব্যবহার করা যায়
- Reported sentence-এ question word *who, which, what*, ইত্যাদি ব্যবহৃত হলে Reported sentence-এ একে বর্ণনা করার জন্য ঐ question word গুলোই (অর্থাৎ *who, which, what* ইত্যাদি) ব্যবহৃত হয়। তবে Reported sentence টি question word এর পরিবর্তে কোনো Auxiliary দিয়ে "হলে তাকে বর্ণনা করতে *if* বা *whether* ব্যবহৃত হয়।
- Reported speech-এ reported sentence টিকে question থেকে statement-এ পরিবর্তিত করতে হয়।

যেমন –

Direct : The manager said to the guard, "*Who* came here yesterday?"

Reported : The manager *asked* the guard *who* had gone there the previous day.

Direct : My elder brother said to me, "*Are* you going to Chittagong tomorrow?"

Reported : My elder brother *asked* me *if* I was going to Chittagong the next day.



Commands :

Direct speech-এর Reported sentence টি command হলে

- Reported speech-এ sentence এর sense অনুসারে *request, order, suggest, propose, tell* প্রভৃতি Reporting verb ব্যবহৃত হয়।
- Reported sentence টি বর্ণনার জন্য infinitive phrase (to + verb) ব্যবহৃত হয়।

যেমন –

Direct : Rashed said to me, "Please lend me your pen."

Reported : Rashed *requested* me *to lend* him my pen.

Direct : Rafiq suggested you, "Go to a doctor."

Reported : Rafiq *suggested* you *to go* to a doctor.

Direct : The captain says to the soldiers, "Turn right."

Reported : The captain orders the soldiers *to turn* right.



Exclamations :

Direct speech এর Reported sentence টি কোনো exclamation প্রকাশ করলে Reported speech এর ক্ষেত্রে –

- Exclamation-এর ধরন অনুসারে *exclaim with sorrow/grief/ joy/wonder* প্রভৃতি Reporting verb ব্যবহৃত হয়।
- Statements এর মতো *that* দ্বারা Reported sentence টি বর্ণনা করা হয়।
যেমন –

Direct : The team leader said, "Hurrah! We've won the match."

Reported : The team leader *exclaimed with joy that* they had won the match.

Direct : "What a nice picture it is!" – he said to the boy.

Reported : He *exclaimed with wonder* to the boy *that* that was a very nice picture.

Direct : The old man said, "Oh, I've lost my son in the freedom fight!"

Reported : The old man *exclaimed with grief that* he had lost his son in the freedom fight.



নিচের sentence গুলো Direct থেকে Reported অথবা Reported থেকে Direct-এ transform করুন।

1. "I was walking in the garden last evening," he said to his friend.
2. I said to you, "Is he coming to your house tomorrow?"
3. The teacher says to the students, "Don't talk in the class."
4. "Alas! I lost my leg in 1971," the disabled man said to the journalist.
5. "I've been reading the book for three days," said Zafar to Noor.
6. The scientists said, "The earth moves round the sun."
7. The teacher requested the students to listen to him.
8. Tuhin told me that he had submitted the homework the previous day.
9. He said to me, "It's a pity that she's dumb!"
10. The passer-by said to me, "Could you please show me the way to the post office?"

Statements and Questions

LESSON

3



A

Affirmative and Negative

নিচের sentence গুলো লক্ষ Ki "b ।

I watched the cricket match on TV last night.

I did not watch the cricket match on TV last night.

উপরের দুটি sentence-ই statement. তবে প্রথম sentence টি positive বা ইতিবাচক – এতে কোনো কিছু করা হয়েছে বোঝায়। এ ধরনের statement-কে বলা হয় **Affirmative statement**. দ্বিতীয় sentence টি negative বা নেতিবাচক। এতে কোনো কিছু করা হয়নি এমন বোঝায়। এ ধরনের statement-কে বলে **Negative statement**.



Statement কে affirmative থেকে negative-এ transform করা বেশ সহজ। এক্ষেত্রে নিচের নিয়মগুলো লক্ষ Ki "b :

- সাধারণভাবে statement কে affirmative থেকে negative-এ transform করতে হলে auxiliary verb এর পর negative 'not' ব্যবহার করতে হয়। যেমন –

Affirmative : He *is* talking to the girl.

Negative : He *is not* talking to the girl.

Affirmative : I've completed the task.

Negative : I've *not* completed the task.

Affirmative : She *was* singing a song.

Negative : She *was not* singing a song.

Affirmative : I *shall* go to a doctor.

Negative : I *shall not* go to a doctor tomorrow.

- যেসব sentence-এ একাধিক auxiliary verb রয়েছে, তাদের negative এর ক্ষেত্রে প্রথম auxiliary এর পর negative 'not' ব্যবহৃত হয়।

যেমন –

Affirmative : It *has been* raining since last week.

Negative : It *has not been* raining since last week.

Affirmative : She *has been* selected for the post.

Negative : She *has not been* selected for the post.

- Present simple এবং past simple tense এ যে ক্ষেত্রে sentence-এ কোনো auxiliary থাকে না, সে ক্ষেত্রে ঐ sentence কে negative করতে হলে auxiliary 'do', 'does' বা 'did' ব্যবহৃত হয়। যেমন –

- Affirmative : *I like* to play cricket.
 Negative : *I do not like* to play cricket.
 Affirmative : *He works* hard.
 Negative : *He does not work* hard.
 Affirmative : *She went* to college yesterday.
 Negative : *She did not go* to college yesterday.



লক্ষ Ki "b : Present simple tense-এ third person singular subject (এখানে *He*) এর ক্ষেত্রে negative **does not** এর পর principal verb-এর মূল form বা plain form (এখানে *work*) ব্যবহৃত হয়েছে এবং Past simple tense-এ negative – *did not* এর পরও principal verb এর মূল form বা plain form (এখানে *go*) ব্যবহৃত হয়েছে।



Statement and Question

আপনারা এর মধ্যেই জেনেছেন যে, **A question asks something.** Statement কে affirmative থেকে negative-এ transform করার মতো question বা interrogative-এ transform করাও বেশ সহজ।

এক্ষেত্রে sentence এর auxiliary verb টি (বা একাধিক auxiliary verb থাকলে প্রথম auxiliary verb টি) subject এর পর্বে বসাতে হয় এবং question টি প্রশ্নবোধক চিহ্ন বা question mark (?) দিয়ে শেষ করতে হয়। Present simple বা past simple tense এ auxiliary না থাকলে auxiliary '*do*', '*does*' বা '*did*' ব্যবহার করতে হয় এবং principal verb এর plain form বা মূল form ব্যবহার করতে হয়।



নিচের উদাহরণগুলো লক্ষ Ki "b। এখানে affirmative ও negative ক্ষেত্রে উলিখিত একই sentence গুলোকে interrogative বা question-এ transform করা হয়েছে।

- Statement : *He is* talking to the girl.
 Question : *Is he* talking to the girl?
 Statement : *I've* completed the task.
 Question : *Have I* completed the task?
 Statement : *She was* singing a song.
 Question : *Was she* singing a song?
 Statement : *I shall* go to a doctor.
 Question : *Shall I* go to a doctor?
 Statement : *I like* to play cricket.
 Question : *Do I like* to play cricket?
 Statement : *He works* hard.
 Question : *Does he* work hard?
 Statement : *She went* to college yesterday.

Question : *Did she go to college yesterday?*

C



Negative- interrogative

কোনো কোনো ক্ষেত্রে বক্তব্যের উপর জোর দেওয়ার জন্য Negative- interrogative sentence ব্যবহৃত হয়। এই sentence গুলো মূলত negative ও question বা interrogative এর সমন্বয় এবং এরা affirmative বা ইতিবাচক emphasis (জোর) প্রকাশ করে। যেমন –

Isn't he talking to the girl? এই বাক্যটি নিশ্চিতভাবে নির্দেশ করছে যে, He is talking to the girl.

Negative–interrogative sentence-এ third person (*he, she, they, it, Rahman* etc.) এর ক্ষেত্রে subject এর পর্বে সাধারণত auxiliary ও negative '*not*' বসে। আর first person (*I, we*) ও second person (*you*) এর ক্ষেত্রে সাধারণত subject এর পর্বে auxiliary এবং subject এর পরে negative '*not*' বসে।

যেমন –

Statement : *I've completed the task.*

Neg-int : *Have I not completed the task?*

Statement : *You shall go to a doctor.*

Neg-int : *Shall you not go to a doctor?*

Statement : *He works hard.*

Neg-int : *Doesn't he work hard?*

D



নিচের sentence গুলো *negative, question* এবং *Negative-interrogative*-এ transform করুন। প্রথমটি করে দেওয়া হয়েছে।

1. Karim is a sincere student.
Negative : Karim is not a sincere student.
Question : Is Karim a sincere student?
Neg-int : Isn't Karim a sincere student?
2. I was playing chess last afternoon.
3. He will go to London next year.
4. Rumana has been ill for three days.
5. Heera is going to join the meeting today.
6. You did the work yesterday.
7. She can play tennis.
8. The patient has been taken to the hospital.

**ANSWER
KEY**

LESSON : 1



1. The authority constructed the building in 1920. (লক্ষ কান : যেহেতু passive sentence টিতে object উল্লিখিত নেই, সুতরাং active sentence-এ subject ধারণা করে নেওয়া হয়েছে।)
2. The boy was told by me to do the sum.
3. Let football be played by us.
4. The picture is being looked at by her.
5. The money will be given to you by me.
6. The first prize has been got by Rakib.
7. TV was being watched by her that time.
8. The committee has taken a decision to implement the plan.

LESSON : 2



1. He told his friend that he had been walking in the garden the previous evening.
2. I asked you whether he was going to your house the next day.
3. The teacher told the students not to talk in the class.
4. The disabled man exclaimed with grief to the journalist that he had lost his leg in 1971.
5. Zafar told Noor that he (Zafar) had been reading the book for three days.
6. The scientists said that the earth moves round the sun.
7. The teacher said to the students, "listen to me, please."
8. Tuhin said to me, "I submitted the homework yesterday"
9. He exclaimed with sympathy to me that it was a pity that she was dumb.
10. The passerby politely requested me to show him the way to the post office.

LESSON : 3



2. Negative : I was not playing chess last afternoon.
Question : Was I playing chess last afternoon?
Neg-int : Was I not playing chess last afternoon?
3. Negative : He will not go to London next year.

- Question : Will he go to London next year?
Neg-int : Won't he go to London next year?
4. Negative : Rumana has not been ill for three days.
Question : Has Rumana been ill for three days?
Neg-int : Has not Rumana been ill for three days?
5. Negative : Heera is not going to join the meeting today.
Question : Is Heera going to join the meeting today?
Neg-int : Isn't Heera going to join the meeting today?
6. Negative : You did not do the work yesterday.
Question : Did you do the work yesterday?
Neg-int : Did you not do the work yesterday?
7. Negative : She cannot play tennis?
Question : Can she play tennis?
Neg-int : Can't she play tennis?
8. Negative : The patient has not been taken to the hospital.
Question : Has the patient been taken to the hospital?
Neg-int : Hasn't the patient been taken to the hospital?

Prepositions, Conjunctions and Determiners

UNIT 11

Objectives

On completion of this unit you'll be able to -

- tell the functions of prepositions, conjunctions and determiners
- identify the common prepositions, conjunctions and determiners from English texts
- use prepositions, conjunctions and determiners effectively in your writing



Overview

Lesson 1 : Prepositions

Lesson 2 : Conjunctions

Lesson 3 : Determiners

Answer Key

Prepositions

LESSON

1

A



নিচের বাক্যগুলো পড়ুন।

The glass is *on* the cupboard.

The glass is *in* the cupboard.

The glass is *under* the cupboard.

এখানে *on*, *in* ও *under* শব্দ তিনটি cupboard শব্দটির পরে বসে glass এর সাথে cupboard টির কী মমূক রয়েছে তা আমাদের দেখাতে"Q।

যে শব্দ **noun** কিংবা **pronoun** এর পরে বসে বাক্যের অপর কোনো শব্দের সাথে ঐ **noun** বা **pronoun** এর মমূক দেখিয়ে দেয় তাকে **preposition** বলে।

উপরের বাক্যগুলোতে ব্যবহৃত *on*, *in* ও *under* শব্দ তিনটি prepositions।



নিচের বাক্য দুটি দেখুন।

He walked *to* the door.

He has a ring *of* gold.

এখানে ব্যবহৃত *to* ও *of* শব্দ দুটি অতি সাধারণ prepositions। এগুলো যথাক্রমে *door* ও *gold* এই noun দুটির পরে বসে *walked* (verb) ও *ring* (noun) এর সাথে *door* ও *gold* এর কি মমূক রয়েছে দেখাতে"Q।

B



Alternative Positions of Prepositions

Prepositions সাধারণত noun কিংবা pronoun এর পরে বসে। আবার, কখনো কখনো এগুলো sentence বা clause এর শেষেও বসতে পারে।

যেমন :

(i) Questions beginning with *what*, *who*, *where* etc. [*what*, *who*, *where* ইত্যাদি দিয়ে "প্রশ্নে"]

What are you looking *at*?

Who are you going *with*?

Where did you get it *from*?

(ii) Relative clause

This is the house (that) I told you *about*.

Do you remember the man (who) I was talking *with*?

(iii) Passive structures

An electrician was called *in*.

The man hurt in the accident was operated *on*.

(iv) Infinitive structures

I need a pen to write *with*.

It is a beautiful place to live *in*.

C

**Use of Some Simple Prepositions at, in and on (place)**

- কোনো স্থানের নির্দিষ্ট point বোঝাতে আমরা *at* ব্যবহার করে থাকি।
It is very hot *at* the centre of the earth.
Turn left *at* the next traffic island.
- সাধারণত ছোট শহর, গ্রাম কিংবা স্থান নির্দিষ্ট করে বোঝাতে *at* ব্যবহার হয়।
He lives *at* Gazipur. (town)
I live *at* Salna. (village)
I met him *at* the station.
There is a good film *at* the Gulistan. (cinema hall)
The plane stops for an hour *at* Bagkok. (airport)
He lives *at* 14 Green Road.
- নদীর তীর, কোনো জিনিসের উপরিভাগ, bus/train এর ক্ষেত্রে কিংবা কোনো বহুতল দালানের floor এর সংখ্যা বোঝাতে আমরা *on* ব্যবহার করে থাকি।
Dhaka is *on* the Buriganga.
Breakfast is ready *on* the table.
There is no room *on* the bus.
He lives in a flat *on* the 4th floor.
- আমরা বড় শহর/স্থান, সব দিক ঘেরা স্থান কিংবা কোনো রাশির নামের পর্বে *in* ব্যবহার করি।
I live *in* Dhaka.
They live *in* England.
I think he's not *in* his office.
Let's go for a walk *in* the park.
He lives *in* Green Road.

**At, in and on (time)**

- সঠিক সময় বোঝাতে *at* ব্যবহৃত হয়।
I go to bed *at* ten o'clock.
I eat lunch *at* 1:15.
- দিনের বিভিন্ন সময়ের পর্বে (before the parts of the day) আমরা *in* ব্যবহার করে থাকি।
I go to school *in* the morning.
We play football *in* the afternoon.
I watch TV *in* the evening.
ব্যতিক্রম : *at noon, at night*
- কিন্তু morning/afternoon/evening/night ইত্যাদি বর্ণনা করতে আমরা *on* ব্যবহার করি।
I'll see you *on* Monday morning.
It was *on* a cold afternoon in winter.
The river looks beautiful *on* a moonlit night.
- দিনের নামের পর্বে *on* ব্যবহৃত হয়।
We have a holiday *on* Friday.
My birthday is *on* the 9th of April.
- দীর্ঘ সময় যেমন, মাস বা বছর-এর পর্বে আমরা সাধারণত *in* ব্যবহার করে থাকি।
I was born *in* March.
We became independent *in* 1971.
It usually does not rain *in* winter.
This house was built *in* the 18th century.



Time expressions এর ক্ষেত্রে *next, last, this, one, any, each, every, some* ও *all* এর পরে কোনো preposition বসে না।

যেমন : He will arrive *next week*.

I'm free *this morning*.

Let's meet *one day*.

Come *any time*.

I'm at home *every afternoon*.

We stayed *all day*.

Yesterday, the day before yesterday, tomorrow, the day after tomorrow ইত্যাদির পরে prepositions ব্যবহৃত হয় না।

যেমন : What are you doing *the day after tomorrow*?



Prepositions after Particular Words

Accuse of (কোনো কিছুতে অভিযুক্ত করা) : The police *accused* the man *of* stealing.

Afraid of (কোনো কিছুতে ভীত) : She is *afraid of* the dog.

Agree with a person (কারো সংগে একমত হওয়া) : I entirely *agree with* you.

Agree about a subject of discussion (কোনো বিষয়ে একমত হওয়া) : We *agree about* most things.

Agree on a matter for decision (কোনো বিষয়ে সিদ্ধান্তে পৌঁছা) : Let's try to *agree on* a date.

Angry with (কারো উপর রাগান্বিত) : The teacher was *angry with* the boy.

Angry at/about (কোনো কিছুতে রাগান্বিত) : He was *angry at/about* his behaviour.

Annoyed with (কারো প্রতি বিরক্ত) : I am *annoyed with* him.

Anxious about (কোনো কিছু সম্বন্ধে উদ্বেগ) : We are *anxious about* his health.

Arrive in (বড় স্থানে পৌঁছা) : They *arrived in* London yesterday.

Bad at (কোনো কিছুতে অদক্ষ) : He is not *bad at* cricket.

Believe in (কারো প্রতি বিশ্বাস স্থাপন করা) : We *believe in* Democracy.

Careful of (কোনো কিছু সম্বন্ধে সতর্ক) : He is very *careful of* his driving.

Clever at (কোনো কিছুতে দক্ষ) : She is very *clever at* cooking .

Composed of (গঠিত) : Our class is *composed of* thirty boys and twenty girls.

Confidence in (কারো প্রতি বিশ্বাস) : I have great *confidence in* you.

Congratulate on (কোনো কিছুর জন্য অভিনন্দিত করা) : I must *congratulate* you *on* your exam results.

Depend/dependent on (কারো প্রতি নির্ভর করা বা নির্ভরশীল হওয়া) : It *depends on* himself.

I don't want to be *dependent on* my parents.

Die of (রোগে মারা যাওয়া) : He *died of* Cholera.

Note : People die *of* illness, *of* hunger, *of* thirst, *off/from* wounds, *from* overwork, *in* battle, *in* poverty, *for* their country, *for* a cause, *on* the scaffold (ফাঁসির মঞ্চ) and so on.

Different from (কোনো কিছু থেকে ভিন্ন) : My book is *different from* yours.

Disappointed with somebody (কারো প্রতি নিরাশ) : I am *disappointed with* him.

Disappointed with/at/about something (কোনো কিছুতে নিরাশ) : I am *disappointed with/at/about* your exam results.

A discussion about something (কোনো কিছু মর্মে আলোচনা) : We had a long *discussion about* it.

Divide into parts (বিভিন্ন অংশে ভাগ করা) : I *divided* the apple *into* four parts.

Note : But a thing may be *divided* in half or in two.

For example, He *divided* the apple *in* half (or in two).

Dressed in (কোনো কিছুতে সজ্জিত) : The woman is *dressed in* black.

Fail in (কোনো কিছুতে অকৃতকার্য হওয়া) : He *failed in* mathematics last year.

Full of (কোনো কিছুতে পরিপূর্ণ) : The glass is *full of* milk.

Good at (কোনো কিছুতে দক্ষ) : He is *good at* English.

Ill with (কোনো কিছুতে পীড়িত) : I have been *ill with* flu this week.

Independent of (কারো কাছ থেকে আলাদা) : He is *independent of* his parents.

Insist on (পীড়াপীড়ি করা) : He *insisted on* my going.

Interest/interested in (কোনো কিছুতে কৌতূহল বা কৌতূহলী) : I have no *interest in* politics.

He is *interested in* games and sports.

Kind to (কারো প্রতি সদয়) : He is very *kind to* me.

Laugh at (হেসে করা) : Don't *laugh at* a lame man.

Leave for (যাত্রা করা) : He is *leaving for* London tomorrow.

Listen to (মনোযোগ দিয়ে কোনো) : *Listen to* what I say.

Look at (কোনো কিছুর দিকে বা কারো দিকে তাকানো) : *Look at* this picture.

Look after (পরিচর্যা বা দেখাশুনা করা) : A nurse *looks after* the sick man.

Look for (খোঁজা) : What are you *looking for*?

Married to (কারো সংগে বিবাহ বন্ধনে আবদ্ধ) : She was *married to* an intelligent man.

Nice to (কারো প্রতি সদয় বা বন্ধুভাবাপন্ন) : He is always *nice to* me.

Opposite to (কোনো কিছুর বিপরীতে) : His house is *opposite to* ours.

Pleased with (কারো প্রতি সন্তুষ্ট) : I am *pleased with* him.

Pleased with/about/at something (কোনো কিছুতে সন্তুষ্ট) : I am not *pleased with/about/at* your exam results.

Polite to (কারো প্রতি নম্র) : Be *polite to* others.

Prefer to (অধিক পছন্দ করা) : I *prefer* milk *to* tea.

Preside over (সভাপতিত্ব করা) : The Headmaster *presided over* the meeting.

Prevent from (বারণ করা) : He *prevented* me *from* going there.

Proud of (কোনো কিছুর জন্য গর্বিত) : The man is *proud of* his riches.

Note : But we say *take pride in*; eg, He *takes pride in* his wealth.

Repent of (অনুতাপ করা) : He *repented of* his wrongdoing.

Rude to (কারো প্রতি রুঢ়) : He was very *rude to* me.

Run into (meet unexpectedly : দৈবাৎ দেখা হওয়া) : I *ran into* my old friend this morning while I was going to my school.

Satisfied with (কারো প্রতি বা কিছুর প্রতি সন্তুষ্ট) : Are you *satisfied with* your marks?

Shout at (কারো প্রতি চিৎকার করে কিছু বলা) : Why are you *shouting at* me?

Shout to (call to) (সজোরে কাউকে ডাকা) : Mother *shouted to* me to eat supper.

Similar to (সদৃশ) : Your ring is *similar to* mine.

Sorry about [something that happened] (কোনো ঘটনার জন্য দুঃখিত) : I am sorry about your exam results.

Sorry for/about [something that one has done] (কৃতকর্মের জন্য দুঃখিত) : I am sorry for/about breaking your pencil.

Sorry for (কারো জন্য দুঃখিত) : I feel really sorry for her.

Suffer from (ভোগা) : She is suffering from jaundice.

Succeed in (কৃতকার্য হওয়া) : I hope he will succeed in his work.

Superior to (উৎকৃষ্ট) : This book is superior to that one.

Note : Also inferior to, junior to etc.

Sure of (নিশ্চিত) : I am quite sure of his success.

Surprised at (কোনো কিছুতে বিস্মিত) : We were surprised at his failure.

Tired of (অবসাদগ্রস্ত) : I am tired of boiled eggs.

Tremble with (কাঁপা) : He is trembling with fear.



Fill in the blanks with suitable prepositions.

- 1 I was not pleased _____ him.
- 2 Look _____ this new book.
- 3 We are proud _____ our country.
- 4 We arrived _____ the station late.
- 5 She is very different _____ her sister.
- 6 I am interested _____ gymnastics.
- 7 A wise man is careful _____ his money.
- 8 Divide the cake _____ three parts.
- 9 He is angry _____ me.
- 10 We are dependent _____ our parents.
- 11 He is good _____ tennis.
- 12 The girl is afraid _____ the cow.
- 13 I don't believe _____ ghosts.
- 14 He died _____ cancer.
- 15 The road is full _____ mud.
- 16 She is ill _____ fever.
- 17 Be kind _____ the poor.
- 18 I prefer to write with a pencil _____ a pen.
- 19 He prevented me _____ doing it.
- 20 I am sorry _____ being late.
- 21 He is junior _____ me.
- 22 She is suffering _____ fever.
- 23 He arrived _____ 8 o'clock _____ monday.
- 24 What are you looking _____?
- 25 He lives _____ Elephant Road.
- 26 Shakespeare died _____ 1616.
- 27 We live _____ 64 Green Road.
- 28 The police accused him _____ murder.
- 29 I am tired _____ meat.
- 30 She is not satisfied _____ her exam results.

Conjunctions

LESSON

2



A

নিচের বাক্যগুলো পড়ুন।

She has a red *and* blue pencil.

He does not smoke *or* drink.

He has a bicycle *but* he cannot ride it.

উপরের বাক্যগুলোতে *and*, *or* ও *but* শব্দ তিনটি দুটি শব্দ কিংবা দুটি বাক্যকে সংযুক্ত বা **join** করেছে। ইংরেজিতে এ ধরনের **joining words** কে **Conjunctions** বলা হয়।

Conjunctions সাধারণত তিনভাবে ব্যবহৃত হয়। যেমন :

- 1 Co-ordinating Conjunctions
- 2 Subordinating Conjunctions
- 3 Correlative Conjunctions



B

Co-ordinating Conjunctions

নিচের উদাহরণগুলো দেখুন।

- 1 Hasan *and* Runa are brother and sister.
- 2 He is poor *but* honest.
- 3 She cannot read *or* write.
- 4 He plays *as well as* sings.

এখানে *and*, *but*, *or* এবং *as well as* এই Conjunctionগুলো ব্যাকরণগত দিক দিয়ে সমমানের দুটি শব্দ বা বাক্যাংশকে সংযুক্ত বা **join** করেছে। এ জাতীয় Conjunction কে ইংরেজিতে **Co-ordinating Conjunction** বলা হয়।

অন্যান্য Co-ordinating Conjunctionগুলো হে"Q : *nor*, *yet*, *for*, *so* ইত্যাদি।



C

Subordinating Conjunctions

নিচের বাক্যগুলো পড়ুন।

I do not know *if* he will come.

The day begins *when* the sun rises.

He is honest *though* he is poor.

I was at the station *while* it was raining.

He could not come *because* he was sick.

এখানে *if, when, while, though* ও *because* এই Conjunction গুলো Subordinate Clause সচনা করেছে এবং তাদেরকে Principal Clause এর সাথে যুক্ত করেছে। এ ধরনের Conjunction গুলোকে **Subordinating Conjunctions** বলে।

অন্যান্য Subordinating Conjunction গুলো হে"Q : *that, in order that, so that, how, although, till, before, as, than, as if, as long as, as soon as* ইত্যাদি।



Correlative Conjunctions

নিচের বাক্যগুলো পড়ুন।

Both Hasan *and* Salam have come.

He is *neither* young *nor* old.

He is *either* mad *or* drunk.

He *not only* plays *but* he *also* sings.

উপরের বাক্যগুলোতে *both ... and, neither ... nor, either ... or,* এবং *not only ... but also* এই Conjunction গুলো জোড়ায় জোড়ায় বসেছে। এ ধরনের Conjunction গুলোকে **Correlative Conjunction** বলা হয়।

মনে রাখবেন,

- *Both* ও *and* এর পর সাধারণত একই জাতীয় শব্দ ব্যবহৃত হয়ে থাকে।

যেমন :

She is *both beautiful and clever.*

[both + adj + and + adj]

I talked to *both Rafiq and Reza.*

[both + Noun + and + noun]

She *both plays the piano and sings beautiful songs.*

[both + clause + and + clause]

- *Both ... and* দুটি Singular subject যুক্ত করলেও এরপর verb plural হয়। যেমন :
Both he and I are friends.
- দুটি Negative ধারণা সংযুক্ত করতে *neither ... nor* ব্যবহৃত হয়ে থাকে। এটি *both ... and* বাক্য কাঠামোটির বিপরীত।

যেমন : *Neither the book nor the toys were the first prize.*

- দুটি সম্ভাবনার মধ্যে [কখনও কখনও দুইয়ের অধিকের মধ্যে] যে কোনো একটি বোঝাতে [to talk about a choice between two possibilities] *either ... or* বাক্য কাঠামোটি ব্যবহৃত হয়ে থাকে। যেমন :

Either Mr Rahman or his subordinate is responsible for this work.

He is *either a poet or an artist.*



E

Fill in the blanks with suitable conjunctions.

- 1 The man is old _____ strong.
- 2 He cannot not read _____ write.
- 3 It is strange, _____ it is true.
- 4 He _____ his brother go to the same school.
- 5 I could come _____ I was ill.
- 6 I don't know _____ he will come at all.
- 7 He fell asleep _____ watching TV.
- 8 She said _____ she would come.
- 9 It is possible _____ it seems unlikely.
- 10 It was raining _____ we arrived.
- 11 _____ Karim and his brother have done this task.
- 12 You can have _____ tea or coffee.
- 13 Neither Salam _____ his father was at home.
- 14 Shakespeare was not only a dramatist _____ a poet.
- 15 Wait here _____ I come back.



J

Join each pair of sentences using suitable conjunctions.

- 1 The baby can walk. The baby cannot talk.
- 2 The woman is old. Her husband is old.
- 3 I will go with you. You would like me to go with you.
- 4 He arrived. We were eating our supper that time.
- 5 I could not jump over the wall. It was too high.
- 6 The man is poor. He is satisfied.
- 7 You must work hard. You cannot succeed otherwise.
- 8 He would buy a dictionary. He said this.
- 9 Reza is a student. Hasan is a student too.
- 10 The girl is beautiful. She is lazy.
- 11 The story is not about fairies. It is not about ghosts.
- 12 He did not write to me. He did not phone.

Determiners

LESSON

3



A

নিচের **Phrase** গুলো লক্ষ *Ki'b*।

a good boy
the earth
this garden
my elder brother
every month
several young students

উপরের প্রতিটি শব্দগু"Q এক একটি noun phrase। তাদের প্রথম শব্দগুলো হ"Q যথাক্রমে *a, the, this, my, every, enough* ও *several*। এই শব্দগুলো noun phrase এর শু"তে বসে নির্দেশ করছে যে phrase গুলোর শেষে কোনো noun রয়েছে। এ ধরনের **noun** নির্দেশকারী শব্দকে **determiner** বলে।

Determiners সব সময় noun phrase এর শু"তে বসে থাকে। আর দুটি determiner কখনো এক সংগে বসতে পারে না। যেমন, আমরা *the garden, this garden, my garden* ইত্যাদি বলে থাকি। কিন্তু আমরা *the my house**, *my this house** কিংবা *the this house** কোনোক্রমেই বলতে পারি না।

B



Determiner গুলোকে আমরা দু'ভাগে ভাগ করতে পারি। যেমন :

GROUP A

a/an, the
my, your, his, her, its, our, your, their, one's, whose, this, these, that,
those

GROUP B

some, any, no
each, every, either, neither
much, many, more, most, little, less, least
few, fewer, fewest, enough, several
what, whatever, which, whichever

যদি আমরা Group B এর কোনো determiner, Group A এর কোনো determiner এর পর্বে বসাতে চাই তবে আমাদের of ব্যবহার করতে হবে।

some of the boys
each of my friends
neither of these pens
many of the people

which of those books

মনে রাখবেন,

- of এর পর্বে আমরা none ব্যবহার করি, no ব্যবহার করতে পারি না।
যেমন : none of my friends
- Group এর determiner গুলো কোনো কোনো ক্ষেত্রে noun ছাড়াই ব্যবহৃত হয়।
যেমন : Do you know Shakespeare's plays?
Yes, I've read *several*.
Would you like some water?
I've got *some*, thanks.



C *Fill in the blanks with suitable determiners.*

- 1 He goes home _____ week.
- 2 A needle is _____ useful thing.
- 3 He has _____ money to buy a car.
- 4 She has lost _____ purse.
- 5 _____ pen is mine; that pen is yours.
- 6 He has _____ pens to write with.
- 7 _____ of these pens is good.
- 8 _____ of these books is yours?
- 9 He spends _____ time in travelling.
- 10 _____ his teeth have been fallen out.
- 11 I haven't got _____ friends.
- 12 I earn _____ money than he does.
- 13 _____ of the girls has got a prize.
- 14 _____ colour do you want, green or red?
- 15 There are trees on _____ side of the road.

KEY LESSON : 1

E

- | | | | | |
|---------|---------|-----------|---------|---------|
| 1 with | 2 at | 3 of | 4 at | 5 from |
| 6 in | 7 of | 8 into | 9 with | 10 on |
| 11 at | 12 of | 13 in | 14 of | 15 of |
| 16 with | 17 to | 18 to | 19 from | 20 for |
| 21 to | 22 from | 23 at, on | 24 for | 25 in |
| 26 in | 27 at | 28 of | 29 of | 30 with |

KEY LESSON : 2

E

- | | | | | |
|---------|-----------|--------|-------------|-----------|
| 1 but | 2 or | 3 yet | 4 and | 5 because |
| 6 if | 7 while | 8 that | 9 though | 10 when |
| 11 Both | 12 either | 13 nor | 14 but also | 15 until |

J

- 1 The baby can walk but it cannot talk.
- 2 Both the woman and her husband are old.
- 3 I will go with you because you would like me to do so.
- 4 He arrived while we were eating our supper.
- 5 I could not jump over the wall because it was too high.
- 6 The man is poor but satisfied.
- 7 You must work hard or you cannot succeed.
- 8 He said that he would buy a dictionary.
- 9 Both Reza and Hasan are students.
- 10 The girl is beautiful but lazy.
- 11 The story is neither about fairies nor about ghosts.
- 12 He neither wrote nor phoned to me.

KEY LESSON : 3

C

- | | | | | |
|---------|--------------|----------|----------|-----------|
| 1 every | 2 a | 3 enough | 4 her | 5 This |
| 6 no | 7 Neither | 8 Which | 9 much | 10 All |
| 11 many | 12 less/more | 13 Each | 14 Which | 15 either |

Relatives, Interrogatives and Introductory *there/It*

UNIT 12

Objectives

On completion of this unit you'll be able to –

- tell the functions of *relatives, interrogatives* and *introductory there/It* in the English language
- Identify the structures with *relatives, interrogatives* and *introductory there/It* in English texts
- use the structures with *relatives, interrogatives* and *introductory there/it* in your writing effectively.



Overview

Lesson 1 : Relatives

Lesson 2 : Interrogatives

Lesson 3 : Introductory *there/It*

Answer Key

Relatives

LESSON

1

A



নিচের বাক্য দুটি দেখুন।

This is Mr Ali.
He is a doctor.

এই বাক্য দুটি আমরা Conjunction *and* দ্বারা যুক্ত করে Compound sentence বানাতে পারি। যেমন :

This is Mr Ali *and* he is a doctor.

বাক্য দুটিকে আবার অন্যভাবেও যুক্ত করা যায়।

This is Mr Ali *who* is a doctor.

এ বাক্যটিকে Compound sentence টির সাথে তুলনা করলে আমরা দেখতে পাব যে, এক্ষেত্রে *and* ও *he* এর পরিবর্তে আমরা শুধু একটি শব্দ *who* ব্যবহার করেছি এবং তা *and* ও *he* এর কাজ করছে। এখানে *who* শব্দটি pronoun; কারণ এটি *he* এর পরিবর্তে বসেছে। আবার এটি conjunction এর মতো দুটি বাক্যকে সংযুক্ত করেছে। সুতরাং এখানে *who* একটি Relative Pronoun. **Noun** এর পরিবর্তে ব্যবহৃত হয় এবং দুটি বাক্যাংশকে সংযুক্ত করে এমন শব্দকে **Relative Pronoun** বলা হয়।

ইংরেজি ভাষায় সাধারণভাবে ব্যবহৃত relative pronouns হে"Q :

Who [used for people as subject or object of verb]

Which [used for things as subject or object of verb]

That [used for people or things]

What [used for introducing a noun-clause]

B



Relative pronoun দুটি কাজ করে থাকে।

1 এটি Conjunction এর মতো দুটি clause কে সংযুক্ত করে।

2 এটি Clause এর subject কিংবা object হিসেবে Noun এর পরিবর্তে বসে থাকে।

নিচের বাক্যগুলো তুলনা করুন।

What's the name of the boy? *He* came here.

What's the name of the boy *who* came here?

দ্বিতীয় বাক্যে *who* দুটি clause কে যোগ করেছে। এটি দ্বিতীয় clause-টির subject। আমরা এখানে *he* এর মতো করে *who* ব্যবহার করেছি।

আবার লক্ষ করুন।

I have a pen; it writes very well.
I have a pen *that* writes very well.

এখানে দ্বিতীয় বাক্যে *that* অনুরূপভাবে দুটি clause কে যুক্ত করেছে। এটিও দ্বিতীয় clause টির subject এবং আমরা *it* এর মতো করে *that* ব্যবহার করেছি।

আবার,

I've found the money bag. You were looking for *it*.
I've found the money bag *which* you were looking for.

এখানে *which* দ্বিতীয় clause এর object।



C

What অন্যান্য relative pronoun এর মতো নয়। অন্যান্য relative pronoun গুলো এদের পর্ববর্তী noun কে নির্দেশ করে থাকে। যেমন : নিচের উদাহরণগুলো লক্ষ করুন।

I gave her *the money that* she needed.
The thing that he bought was attractive.

এখানে *that* দ্বারা *the money* এবং *the thing* কে বোঝানো হবে।

অন্যদিকে আমরা এক সংগে Noun + relative pronoun বোঝাতে *what* ব্যবহার করে থাকি। যেমন :

I gave her *what* she needed.
[*What* = the money that]
What he bought was attractive.
[*What* = the thing that]

লক্ষ করুন, প্রথম বাক্যে *what she needed* একটি noun clause যা *gave* verb এর object হিসেবে ব্যবহৃত হয়েছে।

আবার দ্বিতীয় বাক্যে *what he bought* clause টি বাক্যটির subject. সুতরাং এটিও একটি noun clause. অর্থাৎ দেখা যাবে উভয়ক্ষেত্রেই *what* noun clause এর সচনা করছে।



D

Relatives : Identifying and Non-identifying Clauses

নিচের বাক্যটি পড়ুন।

The man is my uncle.

এ বাক্যে লোকটির পরিচয় ঠিক নয়।

এক্ষেত্রে শ্রোতার মনে স্বভাবত প্রশ্ন জাগবে : কোনো লোকটি? [*who?*]

কিন্তু যদি বলা হয় :

The man *who* came here is my uncle.

এখানে লোকটির পরিচয় *my uncle*। অর্থাৎ কোনো লোকটি আমার চাচা তা *who came here* – clause টি দ্বারা *উষ্টি* করে বলা হয়েছে। এ ধরনের পরিচয় প্রদানকারী clause কে **identifying clause** বলা হয়।

আবার, কিছু কিছু relative clause কারো বা কোনো কিছুর পরিচয় জ্ঞাপন করে না। এগুলো পর্বে পরিচয় দেয়া কোনো ব্যক্তি বা বস্তু *মর্মে* আমাদের অতিরিক্ত কিছু বলে থাকে।

নিচের বাক্যটি লক্ষ করুন :

"Have you seen my new bicycle, which I bought yesterday?" Reza said.

এখানে *which I bought yesterday* – clause টি দ্বারা নতুন করে bicycle টি চিহ্নিত করার জন্য তথ্য দেওয়া হে"Q না। কারণ আমরা আগেই জানি যে এটি Reza-র নতুন bicycle। বরং এতে bicycle টি *মর্মে* কিছু অতিরিক্ত তথ্য দেওয়া হে"Q। এ জাতীয় clause কে ইংরেজিতে **non-identifying clause** বলা হয়ে থাকে।



Note : Non-identifying clause গুলো comma (,) দ্বারা বাক্যের বাকী অংশ থেকে আলাদা করা হয়ে থাকে।

তুলনা করুন :

The woman *who works in the hospital* lives downstairs. (identifying clause)
Mrs Kamal, *who works in the hospital*, lives downstairs. (non-identifying clause)

৫



Join each pair of sentences using Who :

- 1 This is a girl. She is going to sing a song.
- 2 I have a brother. He lives in Canada.
- 3 The man was here yesterday. He has gone to Dhaka today.
- 4 The girl won the prize. She is my sister.
- 5 The boy is sitting next to me. He is very clever.
- 6 A man came here. I know him.
- 7 The man had stolen my radio. He was caught by the police.
- 8 The old man lives my next door. He has just died.
- 9 The man told me the news. He refused to give his name.
- 10 The soldier had a wooden-leg. He had been wounded in the battle.

৬



Combine each pair of sentences using which or that :

- 1 He has a pet dog. It is called Jack.
- 2 I have a book. It teaches me spoken English.
- 3 I have finished the exercises. Our teacher told us to do those exercises.
- 4 The bicycle was for my birthday. My brother sent it.
- 5 The garden is at the back of the house. It has a badminton court.
- 6 The pen writes very well. I bought it yesterday.

- 7 The newspaper is lying on the table. It is old and useless.
- 8 This is the house. Anwar built it.
- 9 He made a long speech. It was boring.
- 10 The books are lying on the desk. The books are mine.



C

Join each pair of sentences using *What*.

- 1 He says something. It is true.
- 2 She needed something. I gave it to her.
- 3 He has made something. I like it.
- 4 The teacher said something. It was very important.
- 5 My friend told me something. It was interesting.

Interrogatives

LESSON

2



A

নিচের বাক্যগুলো পড়ুন।

Are you eating rice?

Does he take tea?

What do you want?

উপরের বাক্যগুলো দ্বারা বক্তা কারো কাছ থেকে কোনো কিছু জানতে চাচ্ছে। এ ধরনের বাক্যকে ইংরেজিতে **interrogative sentence** বা **question** বলা হয়। আপনারা Unit 3 এর Lesson 3 তে statement ও Questions মধ্যকার আলোচনা পড়েছেন। এই Lesson এ Questions মধ্যকার আরো বিস্তারিত আলোচনা করা হবে।

Interrogative বা প্রশ্নবোধক বাক্যের ক্ষেত্রে নিচের নিয়মগুলো অনুসরণ করুন।

- বাক্যে কোনো auxiliary verb থাকলে interrogative-এর ক্ষেত্রে তা subject এর পরে বসে।

auxiliary verb + subject + main verb

Have you seen my bag?

Why **are you** laughing?

How much **does it** cost?

- বাক্যে কোনো auxiliary verb না থাকলে present tense এ do বা does এবং past tense এ did ব্যবহৃত হয়।

Do/Does/Did + subject + main verb

Do you like this bicycle?

Where **does he** live?

Did you go home yesterday?

- Verb '**to be**' কিংবা অন্যকোনো auxiliary verb এর সংগে **do, does** বা **did** ব্যবহৃত হয় না। যেমন :

Can you tell me the time?

[NOT : * Do you can tell me...?]

- Interrogative এর ক্ষেত্রে *do, does* ও *did* এর পরে principal verb এর মূল বা plain form ব্যবহৃত হয়। এ ক্ষেত্রে past form, infinitive form বা participle form ব্যবহৃত হয় না। যেমন :

Did you go there?

[NOT : * Did you went/to go there?]

- যদি *who, which, what* বা *how many* কোনো বাক্যের subject হয় তবে— প্রশ্নে *do, does* বা *did* প্রভৃতি auxiliary ব্যবহৃত হয় না। যেমন :
Who made it ?
[NOT : * Who did make it?]
Which costs more – this one or that one?
[NOT : * Which does cost more?]
What happened?
[NOT : * What did happen?]
- কিন্তু *who, which, what, how many*, ইত্যাদি বাক্যের object হলে *do, does* বা *did* ব্যবহার করতে হয়। যেমন :
Who do you want to meet?
What do you want?



B

Word order in spoken questions

কথা বলার সময় আমরা সব সময় প্রচলিত 'Interrogative' word-order ব্যবহার করি না। যেমন

You're working late to-night?

কথা বলার সময় আমরা এভাবে প্রশ্ন করে থাকি :

- যখন আমরা কোনো কিছু জানি মনে করি; কিন্তু তা নিশ্চিত হতে চাই –
That's the English teacher? [= I suppose that's the English teacher, isn't it?]
- কিংবা বিস্ময় প্রকাশ করি –
He is our teacher? I thought he was a student.

কিন্তু *what, where, how* ইত্যাদি question word এর পর এ order সম্ভব নয়। যেমন :

Where **are you** going?

[NOT : * Where **you are** going?]



C

Reply questions

আমরা প্রায়ই সংক্ষিপ্ত প্রশ্নের মাধ্যমে কারো কথার জবাব দিয়ে থাকি।

নিচের উদাহরণগুলো লক্ষ কর। 'ন'।

- 1 A : It was a terrible experience.
B : Was it?
A : Yes,
- 2 A : We had a lovely holiday.
B : Did you?
A : Yes, we went
- 3 A : I don't understand.
B : Don't you? I'm sorry.

আমরা হ্যাঁ-সচক বাক্যের জবাবে না-সচক reply questions ব্যবহার করতে পারি। যেমন :

- 1 A : It was a pleasant journey.
B : Yes, wasn't it? I did enjoy it.
- 2 A : He's put on a lot of weight.
B : Yes, hasn't he?



Questions tags

আমরা কথা বলার সময় বাক্যের শেষে প্রায়ই ছোট ছোট প্রশ্ন করে থাকি।

যেমন :

It's cold today, **isn't it?**

It's not cold today, **is it?**

He can speak English, **can't he?**

He can't speak English, **can he?**

He takes sugar in tea, **doesn't he?**

He doesn't take sugar in tea, **does he?**

বক্তার কথা সত্য কিনা কিংবা যাকে প্রশ্ন করা হে"0 তিনি বক্তার কথার সাথে একমত পোষণ করেন কিনা জানার জন্যে এরূপ ছোট প্রশ্ন করা হয়। এ ধরনের প্রশ্নকে **question tag** বলা হয়।

মনে রাখবেন,

- Positive statement এর পর negative tag এবং negative statement এর পর affirmative tag ব্যবহৃত হয়। যেমন :

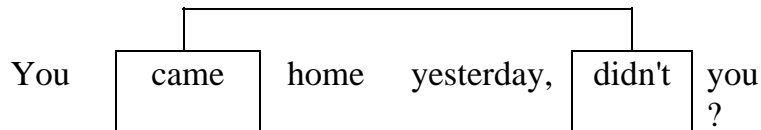
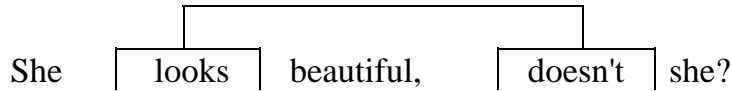


He is kind, **isn't he?** He's not cruel, **is he?**

- যদি main sentence টিতে auxiliary verb [*be, will, can, may, must, do, does, did, should, have, has* ইত্যাদি] থাকে তবে question tag এ একই auxiliary verb ব্যবহৃত হয়। যেমন :



- যদি main sentence এ কোনো auxiliary verb না থাকে তবে present tense এ *do* বা *does* এবং past tense এ *did* ব্যবহার করতে হয়। যেমন :



E



Make these sentences questions by arranging the positions of the auxiliaries.

- 1 He can ride a bicycle.
- 2 She is afraid of the cow.
- 3 They are working hard.
- 4 He has finished his work.
- 5 She was making tea.
- 6 They will help us.
- 7 He must go home now.
- 8 He could play football well.
- 9 He should do it.
- 10 It is 7 o'clock.

F



Make the following sentences questions by using appropriate auxiliaries.

- 1 He feels well.
- 2 They play football.
- 3 She wrote a letter.
- 4 They try to understand him.
- 5 It tastes good.
- 6 He walks to school.
- 7 She broke the glass.
- 8 Runa keeps a diary.
- 9 Mr Roy takes English lessons.
- 10 He bought a dictionary.

G



Change the following sentences into questions, asking about the words in bold types.

Example : Q She is wearing **a new dress**.
A What is she wearing?

- 1 My name is **Sharmin Ahmed**.
- 2 **Columbus** discovered America.
- 3 They want to meet **the Prime-Minister**.
- 4 She lives **in town**.
- 5 He will buy **an umbrella**.
- 6 **They** are sitting under the trees.

- 7 They were talking **about the weather**.
- 8 She is writing **to her friend**.
- 9 He said **that he was ill**.
- 10 **Someone** built this old building.



5

Add question tags to these sentences.

- 1 He is here.
- 2 He came here yesterday.
- 3 He didn't come.
- 4 You teach English.
- 5 She doesn't play tennis.
- 6 He won't come today.
- 7 You can help him.
- 8 My mother cooks well.
- 9 He'll fall down.
- 10 Come and see me tomorrow.

Introductory 'There' / 'It'

LESSON

3



A

Introductory there

নিচের বাক্যগুলো পড়ুন।

There is a glass on the table.

There is no water in the glass.

There are many tigers in the Sundarbans.

উপরের বাক্য তিনটি *there* দ্বারা শুরু হয়েছে। অথচ *there* এই বাক্যগুলোর subject নয়। তাদের subject হচ্ছে যথাক্রমে *a glass*, *no water* এবং *many tigers* এখানে *there* এর স্বতন্ত্র কোনো অর্থ নেই। এ ধরনের *there* কে ইংরেজিতে **introductory** বা **preparatory there** বলা হয়।

আবার, নিচের বাক্য দুটি লক্ষ্য করুন।

A cat is in the garden.

There is a cat in the garden.

উপরের বাক্যদুটি একই অর্থ প্রকাশ করছে। প্রথম বাক্যটি ব্যাকরণগত দিক থেকে শুদ্ধ হলেও *there* দ্বারা সচিত্র দ্বিতীয় বাক্যটির ব্যবহার অধিক প্রচলিত ও স্বাভাবিক। তবে আমরা বলতে পারি : The cat is in the garden.

আবার প্রথম বাক্য তিনটি লক্ষ্য করলে দেখবেন যে, বাক্যের verb এর উপর introductory *there*-এর কোনো প্রভাব নেই। অর্থাৎ introductory *there* এর পর verb এর singular form ব্যবহৃত হবে, যদি বাক্যের subject singular হয়। এবং introductory *there* এরপর verb এর plural form ব্যবহৃত হবে যদি বাক্যের subject plural হয়।

There + singular verb + singular subject

যেমন :

There *was* a boy in the village named Ali.

There *was* some water in the jar.

There + plural verb + plural subject

যেমন :

There *were* five members in the committee.

There *are* many shops in the market.

B



Fill in the blanks with introductory *there* followed by the appropriate form of the *be* verb.

[present, past or future]

- _____ two books on the table.
- _____ an accident near our house yesterday.
- _____ a holiday tomorrow.
- _____ a king in Iran many years ago.
- _____ no pictures in this book.
- _____ a lot of rain last night.
- _____ no place like home.

- 8 _____ a lot of tall buildings in New York.
 9 _____ five hundred students in the school this year.
 10 _____ a football match next Saturday.

C



Introductory *it*

নিচের বাক্যগুলো লক্ষ কর। "ন।

To be with you is nice.

What he says is important.

That he will come is certain.

উপরের প্রথম বাক্যটির subject হ'ল "Q infinitive এবং অপর বাক্য দুটির subject হ'ল "Q clause।
 এ বাক্যগুলো আরো স্বাভাবিক প্রকাশভঙ্গিতে প্রকাশ করা যেতে পারে।

It is nice to be with you. [it + be + adj + infinitive]

It is certain that he will come. [it + be + adj + clause]

It is important what he says. [it + be + adj + clause]

এখানে বাক্যগুলো infinitive বা clause দিয়ে শুঁ" না করে *it* দিয়ে শুঁ" করা হয়েছে। এ ধরনের *it* কে **introductory** কিংবা **preparatory *it*** বলে।

Introductory subject হিসাবে *it* প্রধানত দুভাবে ব্যবহৃত হয়।

- কোনো infinitive, phrase কিংবা clause যখন বাক্যের subject হয় তখন আমরা *it* দিয়ে বাক্য শুঁ" করি। যেমন :

1 To live on my salary is hard.

= It is hard to live on my salary.

2 What he said was not clear.

= It was not clear what he said.

3 That he is ill is unfortunate.

= It is unfortunate that he is ill.

- Time, weather, temperature, distance প্রকাশ করতে আমরা *it* কে subject হিসাবে ব্যবহার করতে পারি। যেমন :

It is ten o'clock.

It is raining hard.

It is thirty degree celcius.

It is a long way to Chittagong.

D



Rewrite these sentences using introductory *it*.

- To spend all the money is foolish.
- What he says is true.
- That she will pass the exam is sure.
- To teach the young students is difficult.
- The date was 25th March, 1971.
- That two and two make four is certain.
- To beat a person to death is cruel.
- To criticise is easy.
- The time was 7 o'clock in the morning.
- That I will be a little late is probable.

 LESSON : 1

ع

- 1 This is the girl who is going to sing a song.
- 2 I have a brother who lives in Canada.
- 3 The man who was here yesterday has gone to Dhaka today.
- 4 The girl who won the prize is my sister.
- 5 The boy who is sitting next to me is very clever.
- 6 I know the man who came here.
- 7 The man who had stolen my radio was caught by the police.
- 8 The old man who lives my next door has just died.
- 9 The man who told me the news refused to give his name.
- 10 The soldier who had been wounded in the battle had a wooden leg.

ف

- 1 He has a pet dog which is called Jack.
- 2 I have a book which/that teaches me spoken English.
- 3 I have finished the exercises which our teacher told us to do.
- 4 The bicycle which/that my brother sent was for my birthday.
- 5 The garden which is at the back of the house has a badminton court.
- 6 The pen which I bought yesterday writes very well.
- 7 The newspaper which is lying on the table is old and useless.
- 8 This is the house that Anwar built.
- 9 He made a long speech, which was boring.
- 10 The books which are lying on the desk are mine.

ق

- 1 It is true what he says.
- 2 I gave her what she needed.
- 3 I like what he has made.
- 4 It was very important what the teacher said.
- 5 It was very interesting what my friend told me.

 LESSON : 2

ع

- 1 Can he ride a bicycle?
- 2 Is she afraid of the cow?
- 3 Are they working hard?
- 4 Has he finished his work?
- 5 Was she making tea?
- 6 Will they help us?
- 7 Must he go home now?
- 8 Could he play football well?
- 9 Should he do it?
- 10 Is it 7 o'clock?

ف

- 1 Does he feel well?
- 2 Do they play football?

- 3 Did she write a letter?
- 4 Do they try to understand him?
- 5 Does it taste good?
- 6 Does he walk to school?
- 7 Did she break the glass?
- 8 Does Runa keep a diary?
- 9 Does Mr Roy take English lessons?
- 10 Did he buy a dictionary?

G

- 1 What's my name?
- 2 Who discovered America?
- 3 Who do they want to meet?
- 4 Where does she live?
- 5 What will he buy?
- 6 Who are sitting under the trees?
- 7 What were they taking about?
- 8 Who is she writing to?
- 9 What did he say?
- 10 Who built this old building?

S

- 1 He is here, isn't he?
- 2 He came here yesterday, didn't he?
- 3 He didn't come, did he?
- 4 You teach English, don't you?
- 5 She doesn't play tennis, does she?
- 6 He won't come today, will he?
- 7 You can help him, can't you?
- 8 My mother cooks well, doesn't she?
- 9 He'll fall down, won't he?
- 10 Come and see me tomorrow, will you?

KEY *LESSON : 3*

B

- | | | | | | |
|----|---------------|---|-----------|---|---------------|
| 1 | There are | 2 | There was | 3 | There will be |
| 4 | There was | 5 | There are | 6 | There was |
| 7 | There is | 8 | There are | 9 | There are |
| 10 | There will be | | | | |

D

- 1 It is foolish to spend all the money.
- 2 It is true what he says.
- 3 It is sure that she will pass the exam.
- 4 It is difficult to teach the young students.
- 5 It was 25th March 1971.
- 6 It is certain that two and two make four.
- 7 It is cruel to beat a person to death.
- 8 It is easy to criticise.
- 9 It was 7 o'clock in the morning.
- 10 It is probable that I will be a little late.

Writing Formal Applications

UNIT 13

Objectives

On completion of this unit you'll be able to –

- tell the importance and functions of formal applications
- identify the form and different parts of a formal application
- write formal applications for various purposes



Overview

Lesson 1 : Introduction to formal applications

Lesson 2 : Writing applications to educational institutions

Lesson 3 : Writing applications for employment

Lesson 4 : Writing application for collective interest

Activities

Introduction to Formal Applications

LESSON

1

A



English Two বইয়ে আপনারা ব্যক্তিগত চিঠিপত্র অর্থাৎ Informal letters লিখতে শিখেছেন। এই Informal letters ছাড়াও আমাদের বিভিন্ন প্রয়োজনে অনেক প্রতিষ্ঠান বা কর্তৃপক্ষের কাছে আবেদন বা পত্র যোগাযোগ করতে হয়। এ সকল আবেদনপত্রের ভিত্তিতে যেহেতু নির্দেশিত প্রতিষ্ঠান বা কর্তৃপক্ষ আনুষ্ঠানিক সিদ্ধান্ত (formal decision) গ্রহণ করে থাকেন, সুতরাং এ সকল formal আবেদনপত্র বা applications এর কাঠামো এবং ভাষা বৈশিষ্ট্য ব্যক্তিগত চিঠিপত্রের মতো অনির্ধারিত নয়। সিদ্ধান্ত গ্রহণকারী কর্তৃপক্ষের সুবিধার জন্য formal applications অনেকটা নির্ধারিত এবং সাধারণভাবে ব্যবহৃত কাঠামো অনুসরণ করে থাকে।

নিচের পরিস্থিতিটি লক্ষ করুন –

রেজাউল করিম চট্টগ্রাম ধুমঘাট হাই স্কুলের নবম শ্রেণীর ছাত্র। সে পাঁচ বছর ধরে এই স্কুলে পড়ছে এবং ভালোই ফলাফল করে আসছিল। বিজ্ঞান বিভাগে তার রোল নম্বর- ৩। কিন্তু মাঝরাতে তার বাবা কুমিল্লাতে বদলি হয়ে গেছেন এবং খুব শিগগিরই তাদের পরিবার কুমিল্লায় চলে যাবে। ফলে রেজাউল করিমের আর ধুমঘাট হাই স্কুলে পড়া হবে না। কিন্তু সমস্যা হলো, কুমিল্লায় কোনো স্কুলে একই শ্রেণীতে ভর্তি হতে হলে, তাকে ধুমঘাট হাই স্কুল থেকে একটি বদলিপত্র বা Transfer Certificate নিতে হবে। সুতরাং, সে ধুমঘাট হাই স্কুলের প্রধান শিক্ষকের কাছে লিখল –

20 October 1996

The Headmaster
Dhoomghat High School
Chittagong

Subject : **Application for a Transfer Certificate.**

Dear Sir,

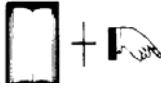
I am a student of Class IX, Science Group in your school. My roll number is 03. I have been studying at this school for five years. Recently, my father has been transferred to Comilla. We have to go there soon. Under the circumstances, I need a *transfer certificate* to get admission to a school in Comilla.

I should be grateful if you would kindly issue me a *transfer certificate* as early as possible.

Thank you.

Yours faithfully,

Rezaul Karim
Roll- 03, Class IX
Science Group



Read and note.

application	: দরখাস্ত, আবেদনপত্র
studying	: পড়াশুনা করছি (study – পড়াশুনা করা)
recently	: সাম্প্রতি
transferred	: বদলি করা হয়েছে (transfer – বদলি করা)
circumstances	: অবস্থা
under the circumstances	: এ অবস্থার পরিস্থিতিতে, এমতাবস্থায়
issue	: ইস্যু করা, প্রদান করা
yours faithfully	: আপনার বিশ্বাস/বিশ্বাসভাজন



রেজাউল করিম তার প্রধান শিক্ষকের নিকট যা লিখেছে তা একটি formal application। এবার এর বিভিন্ন অংশ লক্ষ করা যাক।

20 October 1996	1 DATE
The Headmaster Dhoomghat High School Chittagong	2 ADDRESS
Subject : Application for a Transfer Certificate.	3 SUBJECT
Dear Sir, I am a student of Class IX, Science Group in your school. My roll number is 03. I have been studying at this school for five years. Recently, my father has been transferred to Comilla. We have to go there soon. Under the circumstances, I need a <i>transfer certificate</i> to get admission to a school in Comilla. I should be grateful if you would kindly issue me a transfer certificate as early as possible.	4 GREETING
Thank you.	5 BODY
Yours faithfully,	6 CLOSING
Rezaul Karim Roll- 03 Class IX Science Group	7 SIGNATURE & ADDRESS



- 1 Date : আধুনিক পদ্ধতিতে আবেদনপত্রের শুরুতেই বাম দিকে নির্দিষ্ট তারিখ লিখতে হয়। যেমন রেজাউল করিম লিখেছে 20 October 1996। অর্থাৎ প্রথমে দিন, তারপর মাস এবং সবশেষে বছর। এটি আবার প্রথমে মাস, তারপর দিন এবং কমা (,) দিয়ে সবশেষে বছর অর্থাৎ October 20, 1996 এভাবেও লেখা যায়।
- 2 Address : যার কাছে আবেদন করা হবে তার পদবী দিয়ে শুরু করতে হবে। পদবীর নিচে প্রতিষ্ঠানের নাম এবং তার পরে স্থানের নাম লিখতে হবে।
- 3 Subject : Subject লিখে কোলন (:) দিয়ে আবেদনের বিষয়টি লিখতে হবে।
- 4 Greeting : এখানে Dear Sir বা Dear Madam লেখা হয়। এরপর কমা (,) বসবে। Greeting এর প্রতিটি শব্দ Capital letter দিয়ে শুরু করতে হয়।

- 5 Body of the letter : আবেদনের বিষয়টি সরাসরি উপস্থাপন করতে হবে এবং তা ঠিক করে লিখতে হবে। আবেদনপত্রের body তে লিখিত বিষয় সহজে অনুধাবনযোগ্য এবং সংক্ষিপ্ত হওয়া প্রয়োজন।
- 6 Closing : এখানে সাধারণত Yours faithfully, Yours truly, Yours sincerely, প্রভৃতি লেখা হয় এবং শেষে কমা (,) দেয়া হয়।
- 7 Signature & address : আবেদনকারীর নামসহ স্বাক্ষর করতে হবে এবং body তে ঠিকানা না থাকলে স্বাক্ষরের পরে ঠিকানা দিতে হবে।

C



সাধারণত যে কোনো formal application-এ উপরে বর্ণিত এই সাতটি অংশই থাকে। খেয়াল করলে দেখবেন রেজাউল করিমের লেখা application টিতে এই সাতটি অংশই বাম মার্জিন থেকে শুরু হয়েছে এবং কোনো নতুন প্যারা শুরুর ক্ষেত্রে একই নিয়ম অনুসরণ করা হয়েছে। শুধুমাত্র দুই লাইনের মধ্যবর্তী দরতু থেকে নতুন প্যারা বোঝা যাবে। formal application এর এই পদ্ধতিটি তুলনামূলকভাবে আধুনিক। formal applications লেখার ক্ষেত্রে আরেকটি পদ্ধতিও প্রচলিত রয়েছে। যেমন –



The Headmaster
Dhoomghat High School
Chittagong

20 October 1996

Subject : Application for a Transfer Certificate.

Dear Sir,

I am a student of Class IX, Science Group in your school. My roll number is 03. I have been studying at this school for five years. Recently, my father has been transferred to Comilla. We have to go there soon. Under the circumstances, I need a *transfer certificate* to get admission to a school in Comilla.

I should be grateful if you would kindly issue me a *transfer certificate* as early as possible.

Thank you.

Yours faithfully,

Rezaul Karim
Roll- 03
Class IX
Science Group

আগের application-এর সাথে এই application-এর পার্থক্য হচ্ছে— এখানে তারিখ (Date) এবং আবেদনকারীর স্বাক্ষর ও ঠিকানা (Signature and address) ডানদিকে বসেছে এবং প্রতিটি নতুন প্যারার শুরুতে প্রথম শব্দটি কিছুটা ডানদিকে সরে গেছে। এভাবেও formal application লেখা যায়। তবে যে পদ্ধতিতেই formal application লিখুন না কেন এতে সাধারণ সাতটি অংশ একই থাকছে।

অর্থাৎ যে কোনো formal application-এ সাধারণত Date, Address, Subject, Greeting, Body, Closing এবং Signature & Address এভাবে ক্রম অনুসরণ করে সাতটি অংশ থাকে। পরবর্তী Lesson-গুলোতে যে formal application রয়েছে সেগুলোতে এই সাতটি অংশ শনাক্ত করার চেষ্টা করুন।

Writing Applications to Educational Institutions

LESSON

2

A



বিভিন্ন সময়ে নানাবিধ প্রয়োজনে আমরা যে শিক্ষা প্রতিষ্ঠানে পড়ছি বা অন্য কোনো শিক্ষা প্রতিষ্ঠানের প্রধানের কাছে আমাদের Application লিখতে হয়। এই Lesson-এ ধরনের কয়েকটি Applications এর নমুনা দেওয়া হল। এগুলো মনোযোগ দিয়ে পড়ুন এবং নমুনাগুলো অনুসরণ করে নিজে নিজে Application লিখতে চেষ্টা করুন।

B



Situation 1 :

Suppose you have completed the SSC Programme of the Bangladesh Open University this year. You are planning to get admission into a college. But you need a testimonial from the co-ordinator of your Tutorial Centre for the admission purpose. Write an application to the co-ordinator of your Tutorial Centre for a testimonial.



2 August 1998

The Co-ordinator
BOU SSC Programme
Govt. Girls' High School, Comilla.

Subject : Application for a testimonial.

Dear Madam,

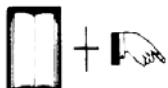
I was a student of the SSC Programme of the Bangladesh Open University at your Tutorial Centre. I have completed all the courses of the SSC Programme this year and I have been placed in the 1st division with letter marks in Mathematics and English. Now I need a testimonial to get admission into a college.

I hope that you would be kind enough to issue me a testimonial as early as possible.

Thank you.

Yours faithfully,

Kazi Gulnahaar
Student ID No. 950101830034
TC : Govt. Girls' High School, Comilla.



Read and note.

Testimonial : প্রশংসাপত্র, কারো চরিত্র, গুণ, দক্ষতা ইত্যাদি মনুর্কৈ প্রত্যয়নপত্র
get admission into : কোনো (শিক্ষা) প্রতিষ্ঠানে ভর্তি হওয়া



Situation 2 :

You have come to know that Bangladesh Open University (BOU) is going to offer some full-free studentships to the needy and meritorious students of its SSC Programme. As you are in financial hardship, you think it will be a good idea to apply for a full-free studentship to the BOU authority. Write an application to the Dean, Open School, Bangladesh Open University for a full-free studentship.



4 January 1995

Dean
Open School
Bangladesh Open University
Gazipur-1704

Subject : Application for a full-free studentship.

Dear Sir,

I am a student of your SSC Programme under the Tutorial Centre of Rangpur Zila School. My father is a retired Government Officer. We used to live in Government quarters. But now we are living in a rented house as my father has been retired. Now with the rise of living cost it is really very difficult for my father to pay my tuition fees. Although I obtained 70% marks in the five courses which I took last year, the continuity of my studies has become uncertain in this situation.

I understand that you are offering some full-free studentships to the needy and meritorious students of your programme. Under the mentioned circumstances, I hope that you would be kind enough to grant me a full-free studentship so that I can continue my studies.

Yours faithfully,

Sadia Afreen
Student ID No. 960108470038
TC : Rangpur Zila School



Read and note.

retired	:	অবসরপ্রাপ্ত
used to live	:	বাস করতাম (এখন করি না)
rented house	:	ভাড়া করা বাড়ি
living cost	:	জীবিকা খরচ
obtained	:	পেয়েছি
uncertain	:	অনিশ্চিত
continue	:	চালিয়ে যাওয়া
needy and meritorious	:	অভাবথ -এবং মেধাবী
financial hardship	:	অর্থ-কষ্ট

**Situation 3 :**

You've got the information that the Vice-Chancellor of Bangladesh Open University is going to visit your Tutorial Centre (TC) next month. You the students of SSC Programme would like to stage a play in his honour. Write an application to the Co-ordinator of your TC for permission to stage a play.



25 August 1996

Co-ordinator
BOU Tutorial Centre
Madhabkunda High School, Habiganj

Subject : **Application for staging a play.**

Dear Sir,

We the students of the SSC Programme of BOU are very happy to know that the honourable Vice-Chancellor of Bangladesh Open University is coming to visit our Tutorial Centre next month. On this occasion we would like to stage a play in his honour.

We think this will be a new experience for all of us. It will not only entertain the students and the honourable guest but it will also help to bring out our performing talent and organising abilities. We have decided to stage Rabindranath's 'Dakghar'. Our Bangla tutor has kindly agreed to help us.

We should be grateful if you would kindly give us permission to stage the play.

Thank you.

Yours faithfully,

Students of
BOU SSC Programme
TC : Madhabkunda High School, Habiganj

**Read and note.**

stage	:	মঞ্চস্থ করা
occasion	:	ঘটনা, উপলক্ষ
experience	:	অভিজ্ঞতা
entertain	:	চিত্তবিনোদন করা
guests	:	অতিথিবৃন্দ
performing talent	:	অভিনয়ের প্রতিভা
organising abilities	:	সাংগঠনিক ক্ষমতা
agreed	:	রাজি হয়েছেন, present-agree
permission	:	অনুমতি
in his honour	:	তঁার সম্মানে

Writing Applications for Employment

LESSON

3

A



চাকুরীর জন্য Application লেখা একটি অতি গুরুত্বপূর্ণ বিষয়। কেননা Application-টি চাকুরি প্রার্থীর যোগ্যতা মাপার একে প্রাথমিক ধারণা প্রদান করে।

চাকুরীর জন্য Application লিখতে হলে দুটি বিষয়ের দিকে নজর দিতে হয়। একটি হচ্ছে cover letter বা forwarding letter বা মল আবেদনপত্র। অন্যটি হচ্ছে চাকুরি প্রার্থীর জীবন বৃত্তান্ত বা Bio-data অনেক সময় একে Curriculum Vitae (CV) বা Resume-ও বলে।

Covering letter বা forwarding letter-এ চাকুরী সংক্রান্ত তথ্যের সত্র (অর্থাৎ বিজ্ঞপ্তি বা অন্য কোনো উৎস) এবং প্রার্থিত পদের নাম উল্লেখ করতে হয় এবং Bio-data বা Curriculum Vitae বা Resume-তে প্রার্থীর ব্যক্তিগত তথ্য, শিক্ষাগত যোগ্যতা, অভিজ্ঞতা ও অন্যান্য যোগ্যতা উল্লেখ করে Application করা যায়।

এই Lesson-এ চাকুরীর জন্য আবেদনপত্রের দুটি নমুনা দেওয়া হল। এগুলো অনুসরণ করে বিভিন্ন বিজ্ঞপ্তি অনুযায়ী চাকুরীর জন্য আবেদনপত্র লিখতে চেষ্টা করুন।

B



Write an application to the manager of Uttara Bank for the job an office assistant

10 January 1997

General Manager
Uttara Bank Ltd.
81, Motijheel C/A, Dhaka- 1000

Subject : Application for the job of an office assistant.

Dear Sir,

I understand from the advertisement published in several newspapers that you are going to appoint some office assistants at your bank. I would like to offer myself as one of the candidates for this job.

I am enclosing a copy of my Curriculum Vitae in favour of my application. I hope it will provide necessary information for your kind consideration.

I should be grateful If you would kindly let me know the time and date for the interview.

Thank you.

Yours sincerely,

Rafiq Hasan
45, Bijoy Nagar, Dhaka.

CURRICULUM VITAE OF

Rafique Hasan

45, Bijoy Nagar

Dhaka - 1202

Phone : 8925633

A. Personal Details :

Date of birth : 25th August 1977

Marital status : Single

Permanent address : Vill. Pabur

Thana : Banaripara

Dist : Barisal

B. Education :

SSC : Passed in 1993 from Dhaka Board and was placed in the 1st division.

HSC : Passed in Commerce Group in 1995 from Dhaka Board and was placed in the 2nd division.

C. Other Qualifications :

- Completed a course on *Secretarial Science* in 1995.
- Completed a course on *Type-writing* and *MS Word* in Computer in 1996.

D. Experience :

- Working as an office assistant at a private firm since July 1996.

Rafiq Hasan

Signature

10 January 1997

Date

C**Read and note.**

understand	:	জানতে পারা
appoint	:	নিয়োগ করা, নিযুক্ত করা
candidate	:	প্রার্থী
enclose	:	সংযুক্ত করা
in favour of	:	সপক্ষে



রফিক হাসানের জীবন বৃত্তান্ত (Curriculum Vitae)-টি লক্ষ করুন :

প্রথমেই বৃত্তান্তের উপরিভাগে সে তার নাম এবং টেলিফোন নম্বরসহ যোগাযোগের ঠিকানা দিয়েছে। এরপর প্রথম অংশে সে দিয়েছে তার ব্যক্তিগত তথ্যাবলী (Personal details)। এখানে সে তার জন্ম তারিখ, স্থায়ী ঠিকানা এবং সে বিবাহিত কিনা (Marital status) তা উল্লেখ করেছে।

এরপরের অংশে সে তার শিক্ষাগত যোগ্যতা উল্লেখ করেছে। এখানে এস এস সি থেকে শুরু করে সবগুলো আনুষ্ঠানিক পরীক্ষায় পাশের সন, বিভাগ, বোর্ডের নাম এবং ফলাফল উল্লেখ করা হয়েছে।

শিক্ষাগত যোগ্যতার পরে রয়েছে অন্যান্য যোগ্যতার বর্ণনা। এখানে চাকরীর সাথে মর্শ্বীকৃত বা প্রাসঙ্গিক যোগ্যতা (যেমন কোনো পেশাগত কোর্সে অংশগ্রহণ বা বিশেষ দক্ষতা ইত্যাদি) তুলে ধরা হয়েছে।

সবশেষে রয়েছে অভিজ্ঞতার বর্ণনা। এখানে প্রাসঙ্গিক চাকরীর অভিজ্ঞতার সংক্ষিপ্ত বর্ণনা দেওয়া হয়েছে। জীবন বৃত্তান্তের নিচে রফিক হাসান তার স্বাক্ষর করেছে এবং তারিখ দিয়েছে।

রফিক হাসানের এই Curriculum Vitae-টি অনুসরণ করে আপনিও আপনার Curriculum Vitae তৈরি করতে পারেন। এক্ষেত্রে আপনার কোনো অতিরিক্ত যোগ্যতা থাকলে (যেমন শিক্ষাগত যোগ্যতা, অন্যান্য যোগ্যতা বা অভিজ্ঞতা) তা সংক্ষেপে বর্ণনা করুন এবং কোনো অংশ জন্য প্রয়োজ্য না হলে (যেমন কোনো প্রাসঙ্গিক অভিজ্ঞতা না থাকলে) তা বাদ দিন। মনে রাখবেন Curriculum Vitae লেখার ক্ষেত্রে সাধারণত সম্পূর্ণ বাক্য (Complete sentence) না লিখে সংক্ষেপে মূল্য তথ্য পরিবেশন করা হয়।



আপনার একটি Curriculum Vitae (CV) তৈরি করুন এবং আপনার সহপাঠীদের তৈরি করা Curriculum Vitae-এর সাথে এটি তুলনা করে দেখুন। আপনার CV টি আরো উন্নত করা যায় কিনা চেষ্টা করুন।



Suppose you have completed the SSC Programme and the certificate in Education Programme from the Bangladesh Open University. Now you are thinking of starting a teaching career in a school. A few days ago you saw an advertisement in a local newspaper for the post of an assistant teacher in the Charpalisha Junior High School. Write an application for the post.



10 March 1995

The Secretary
Charpalisha High School
Jamalpur

Subject : Application for the post of an Assistant Teacher.

Dear Sir,

I understand from your advertisement in the local newspaper of 3 March 1995 that you are going to appoint an assistant teacher for the primary section of your school. I would like to offer myself as a candidate for this post.

For your kind consideration I would like to inform you that I completed the SSC Programme from the Bangladesh Open University in 1996. Recently I have completed the Certificate in Education (CEd) Programme from the same university. As a part of the CEd Programme I have done practice teaching at the Nabakumar School, Sherpur for one year. I am also good at debate and sports which may help me to organise student activities.

I am enclosing herewith copies of my certificates and testimonials. I should be grateful if you would give me a chance for an interview.

Thank you.

Yours faithfully,

Rowsanara Renu
High School Road
Jamalpur.

৬



Read and note.

advertisement	:	বিজ্ঞপ্তি
educational qualifications	:	শিক্ষাগত যোগ্যতা
am enclosing	:	সংযুক্ত করছি
chance	:	সুযোগ
consideration	:	বিবেচনা
recently	:	সাম্প্রতি
organise	:	সংগঠিত করা
student activities	:	শিক্ষার্থী কার্যক্রম (যেমন খেলাধুলা, বিতর্ক, আবৃত্তি ইত্যাদি)



Situation 2-এর জন্য দেওয়া application টি লক্ষ করুন। এখানে পৃথকভাবে কোনো জীবন বৃত্তান্ত বা Curriculum Vitae দেওয়া হয়নি। বরং application-এর ভেতরেই শিক্ষাগত যোগ্যতা (SSC এবং CEEd), অভিজ্ঞতা (এক বছরের practice teaching) এবং অন্যান্য যোগ্যতা (বিতর্ক ও খেলাধুলা) উল্লেখ করা হয়েছে। অন্যান্য চাকরীর ক্ষেত্রে বিতর্ক ও খেলাধুলা অপ্রাসঙ্গিক মনে হলেও প্রাথমিক স্তরে শিক্ষকতার জন্য এগুলো বাড়তি যোগ্যতা হিসেবে বিবেচিত হতে পারে। সে কারণেই আবেদনকারী এটি উল্লেখ করেছেন।

চাকরীর বিজ্ঞাপনে ঠিকভাবে কোনো Biodata, Curriculum Vitae বা Resume না চাওয়া হলে এভাবে একই application-এ চাকুরী প্রার্থীর যোগ্যতা উল্লেখ করে আবেদন করা যায়। তবে চাকুরীর জন্য আবেদনপত্রের ক্ষেত্রে অবশ্যই চাকুরীর বিজ্ঞাপন বা বিজ্ঞপ্তিতে বর্ণিত শর্তাবলী ও পদ্ধতি সঠিকভাবে মেনে চলতে হবে।

Writing Applications for Collective Interest

LESSON

4

A



অনেক সময় সম্মিলিত প্রয়োজনে কোনো কর্তৃপক্ষের কাছে আবেদনপত্র লিখতে হয়। যেমন, এলাকায় পোস্ট অফিসের শাখা খোলার জন্য পোস্ট মাস্টার জেনারেল-এর নিকট আবেদন, শিক্ষামূলক উদ্দেশ্যে কোনো কারখানা পরিদর্শনের অনুমতির জন্য আবেদন, এলাকায় বিদ্যুৎ সংযোগ প্রদানের জন্য আবেদন ইত্যাদি। এ ধরনের আবেদনপত্রে সবার পক্ষ থেকে কোনো একজন স্বাক্ষর করেন।

এই lesson-এ এ ধরনের দুটি আবেদনপত্রের নমুনা দেওয়া হল। এগুলো অনুসরণ করে এই জাতীয় আবেদনপত্র লেখার অভ্যাস করুন।

B



Write an application to the Postmaster General requesting him to open a sub-post office in your locality.

10 September 1994

The Postmaster General
Dhaka

Subject : Application for opening a sub-post office.

Dear Sir,

We, the people of the village Noapara in the Sreenagar thana, would like to draw your attention to the following facts.

Noapara is an old famous village. About four thousand people live here and more than 30% of them are educated. There are two high schools and a college in this village. Many people of this village live abroad and in different places of the country. But it is very unfortunate that there is no sub-post office within 8 KM of the village. For this reason the people of this village have to suffer a lot.

Therefore, we request you to take up necessary steps to set up a sub-post office in our village as early as possible.

Thank you.

Yours faithfully,

Md. Abdul Jalil
(On behalf of the people of Noapara village.)
Thana : Sreenagar
Zila : Narayanganj



Read and note.

live abroad	:	বিদেশে বাস করে
take up	:	গ্রহণ করা
necessary	:	প্রয়োজনীয়
steps	:	পদক্ষেপ
to set up	:	প্রতিষ্ঠিত করতে
draw attention	:	মনোযোগ আকর্ষণ করা
unfortunate	:	দুর্ভাগ্যজনক
on behalf of	:	পক্ষে

C



Write an application to the manager of Adamjee Jute Mills Ltd. for permission to visit the mill on an educational tour.

1 August 1995

General Manager
Adamjee Jute Mills Ltd.
Demra, Narayanganj

Subject : **Visit to your mills.**

Dear Sir,

We, the students of class 10 of Dhaka Polytechnic School, would like to visit Adamjee Jute Mills Ltd. on an educational tour. This visit will help us in our studies.

We hope you would be kind enough to permit us to visit your mills on 8th August 1995 in the morning.

Thank you.

Yours faithfully,

Ekramul Hoque
(On behalf of the students of Class X)
Dhaka Polytechnic School
Dhaka



Read and note.

permit	:	allow, অনুমতি দেয়া
visit	:	পরিদর্শন করা
educational tour	:	শিক্ষামূলক ভ্রমণ



1. You want to enroll in the HSC Programme of BOU, which is going to be started from 1998. But you don't know detailed information about the programme. Write an application to the Dean, Open School requesting him for necessary information on the programme. Particularly ask for –
 - date of admission
 - number of courses available for the first year
 - entry requirement, and
 - cost of the programme
2. Write an application to the Controller of Examination of Bangladesh Open University for your marks certificate of the SSC Examination.
3. A poultry feed marketing company wants some young and energetic people to market poultry feed in the rural areas. Write an application to the manager of the company for the post of a marketing executive. Attach your Curriculum Vitae with your application.
4. A national daily wants some local correspondent for its news section. Write an application to the editor of the newspaper mentioning that you would like to act as their local correspondent. Enclose your CV with your application.
5. Write an application to the chairman of your thana/municipality requesting him to set up an electricity pole in your locality.
6. You are organising a charity football match to help the flood affected people. Write an application to the District Sports Officer for the permission of using the district stadium as the venue of the match.

Translations

UNIT 14

Objectives

On completion of this unit you'll be able to -

- identify equal expressions in English language for some Bengali words and sentences
- work out Bengali sentences of various types and tenses into English
- translate short and simple Bengali passages into English



Overview

Lesson 1 : How to Translate

Lesson 2 : Passages for Practice

Lesson 3 : More Passages for Practice

Answer Key

How to Translate

LESSON

1



A

English Two বইয়ে আপনারা বিভিন্ন parts of speech এবং present, past ও future simple tenses ব্যবহার করে বাংলা থেকে ইংরেজিতে translate করতে শিখেছেন। এই বইয়ে অন্যান্য tense এবং বিভিন্ন sentence type কে ব্যবহার করে translate করা নিয়ে আলোচনা করা হবে।

আপনারা এর মধ্যে **English One, English Two, English Three** এই বইগুলো থেকে বিভিন্ন ধরনের sentence যেমন statement, question, answer, request, compulsion, obligation ইত্যাদি মনুর্কে ধারণা লাভ করেছেন। এ ছাড়া present, past ও future tense-এর simple, continuous, perfect ও perfect continuous এই form গুলো মনুর্কেও জেনেছেন। Translations এর ক্ষেত্রে English language মনুর্কে আপনার সমস্ত জ্ঞান ও দক্ষতাকে কাজে লাগাতে হবে। এ জন্য নিচের ধাপগুলো অনুসরণ করুন :



- বাংলায় দেওয়া অনুে"দটি মনোযোগ দিয়ে পড়ে ক্রিয়াপদগুলোর form অর্থাৎ sentence গুলোর tense মনুর্কে ধারণা করতে চেষ্টা করুন।
- কোনো শব্দ বা প্রকাশভঙ্গি অপরিচিত মনে হলে context বা সমগ্র অনুে"দ থেকে তার অর্থ অনুধাবন করতে চেষ্টা করুন এবং বাংলা শব্দ বা বাক্যাংশগুলির ইংরেজি সমার্থক শব্দগুলি খুঁজে বের করুন।
- বাক্যের ধারা ও tense অনুযায়ী বাক্যসমূহের মধ্যে সিঁড়ি সঙ্গতি রেখে বাংলা থেকে ইংরেজিতে অনুবাদের চেষ্টা করুন।
- অনুবাদের ক্ষেত্রে প্রতিটি শব্দকেন্দ্রিক আক্ষরিক অনুবাদ না করে বাক্য বা অনুে"দের ভাব অনুযায়ী অনুবাদের চেষ্টা করুন। এক্ষেত্রে বাংলায় কোনো দীর্ঘ বাক্যকে ইংরেজিতে দুটি কিংবা তিনটি বাক্যে প্রকাশ করতে পারেন। অথবা বাংলায় দুতিনটি সংক্ষিপ্ত বাক্যকে ইংরেজিতে এক বাক্যেও প্রকাশ করতে পারেন।
- সমস্ত অনুে"দটি ইংরেজিতে অনুবাদের পর Abশব্দত ইংরেজি অংশটি মনোযোগ দিয়ে পড়ে দেখুন বাক্যসমূহের মধ্যে কোনো অসঙ্গতি আছে কিনা অথবা তাদেরকে আরো উন্নত বা পরিশীলিত করা যায় কিনা। প্রয়োজনীয় ক্ষেত্রে সংশোধন ও পরিশীলন করুন এবং প্রয়োজন হলে ইংরেজি অনুে"দটি পুনরায় লিখুন।

B



একটি উদাহরণ দেওয়া যাক। ধরা যাক নিচের অনুে"দটি ইংরেজিতে translate করতে হবে।

শের শব্দের অর্থ বাঘ। শেরে বাংলা মানে বাংলার বাঘ। কে এই বাঘ ছিলেন জান কি? আবুল কাশেম ফজলুল হক ছিলেন এই বাংলার বাঘ। তাঁর গায়ে ছিল বাঘের মতো শক্তি। তিনি কখনও ন্যায় কাজ করতে ভয় পেতেন না। ১৯৪০ সালে তাঁকে শেরে বাংলা উপাধি দেওয়া হয়।

প্রথমেই যে বিষয়টি লক্ষ করা যায়, তা হ'ল অনুবাদটির প্রথম দুটি বাক্য simple present tense-এ লেখা। তৃতীয় বাক্যটি একটি complex sentence; এখানে principle clause (জান কি) present tense-এ হলেও dependent clause (কে এই বাঘ ছিলেন) past tense এ বর্ণিত। তাছাড়া একমাত্র এই বাক্যটিই question বা প্রশ্নবোধক। অনুবাদের অন্যান্য বাক্যগুলো ঊর্ধ্বভাবে past tense-এ লেখা। তবে সর্বশেষ বাক্যটি verb এর passive form-এ (উপাধি দেওয়া হয়) লেখা।

এখন translate-এর জন্য কোনো ইংরেজি সমার্থক খুঁজে পেতে সমস্যা আছে কি? নিচের সমার্থকগুলো লক্ষ কর। অনুবাদের ক্ষেত্রে একই শব্দ বা প্রকাশভঙ্গির একাধিক সমার্থক থাকতে পারে। এক্ষেত্রে আপনার বিবেচনা অনুযায়ী অধিক উপযোগী সমার্থকটি ব্যবহার করতে হবে।

অর্থ	:	meaning (noun) / means (verb)
তঁর গায়ে ছিল	:	He possessed / He had ___ in his body
বাঘের মতো শক্তি	:	strengths like as a tiger
ন্যায় কাজ	:	the right work
করতে ভয় পেতেন	:	afraid of doing
উপাধি	:	title
দেওয়া হয়	:	was awarded



এবার অনুবাদটি ইংরেজিতে translate করার চেষ্টা করা যাক।
শের শব্দের অর্থ বাঘ।

The meaning of the word 'Sher' is the tiger. অথবা
The word 'Sher' means the tiger.

শেরে বাংলা মানে বাংলার বাঘ।

'Sher-e-Bangla' means the tiger of Bengal.

কে এই বাঘ ছিলেন জান কি?

Do you know who this tiger was?

আবুল কাশেম ফজলুল হক ছিলেন এই বাংলা বাঘ।

Abul Quassem Fazlul Huq was this tiger of Bengal.

তঁর গায়ে ছিল বাঘের মতো শক্তি।

He possessed the strengths like a tiger. অথবা

He had the strengths like a tiger in his body.

তিনি কখনও ন্যায় কাজ করতে ভয় পেতেন না।

He was never afraid of doing the right work.

১৯৪০ সালে তঁাকে শেরে বাংলা উপাধি দেওয়া হয়।

He was awarded the title 'Sher-e-Bangla' in 1940. অথবা

The title 'Sher-e-Bangla' was awarded to him in 1940.

দেখা যাচ্ছে বাংলা বাক্যগুলোর translation বিভিন্নভাবে হতে পারে। এক্ষেত্রে বাক্যগুলোর সঙ্গতি রক্ষা করে আমরা অনুবাদের অনুবাদ এভাবে করতে পারি –

The word 'Sher' means the tiger. 'Sher-e-Bangla' means the tiger of Bengal. Do you know who this tiger was? Abul Quassem Fazlul Huq was this tiger of Bengal. He had the strengths like a tiger in his body. He was never afraid of doing the right work. In 1940 he was awarded the title 'Sher-e-Bangla'.



মনে রাখবেন এই অনুবাদটিই যে অনু"০দটির একমাত্র সঠিক translation তা নয়। একই অনু"০দের একাধিক সঠিক translation থাকতে পারে। এক্ষেত্রে অনু"০দটির মলভাব সঠিকভাবে translated হ"০ কিনা সেটিই বিবেচ্য বিষয়।

Lesson 2 ও Lesson 3-তে আপনার অনুশীলনের জন্য কিছু passage দেওয়া হল। এদের সাথে প্রয়োজনীয় ইংরেজী শব্দ এবং phrase-ও দেওয়া আছে। এগুলো অনুসরণ করে translation এর practice করুন এবং Answer Key তে উল্লিখিত translations এর সাথে আপনার করা translation গুলো তুলনা করে দেখুন। খেয়াল রাখবেন আপনার করা translation গুলো Answer Key থেকে ভিন্ন হতে পারে। এতে উদ্ভিন্ন হওয়ার কিছু নেই। যথাযথভাবে মলভাবকে তুলে ধরলে এবং ব্যাকরণগত দিক থেকে গ্রহণযোগ্য হলে আপনার করা translation গুলোও সঠিক।

Passages for Practice

LESSON

2



Read the following passages and try to translate them into English. Compare your answers with those given in the Answer Key.

1.



সকাল সাতটা বেজেছে। এখন স্কুলে যাবার সময়। কাল আমি দেরিতে স্কুলে গিয়েছিলাম। সেজন্য শিক্ষক আমাকে বকেছেন। তুমি স্কুলে যাবে না? কালও তুমি স্কুলে যাওনি। তৈরি হও। আজ তোমাকে স্কুলে যেতেই হবে।

কাল দেরিতে ...	:	I was late ...
বকেছেন	:	scolded, took me to task
যেতেই হবে	:	must go ...

2.

রফিক : তুমি কি কখনো ঢাকা চিড়িয়াখানায় গিয়েছ?
রানা : হ্যাঁ, গিয়েছি। দুইবার।
রফিক : ওখানে কী তোমার সবচেয়ে ভালো লাগল?
রানা : ওখানকার প্রাকৃতিক দৃশ্য।

চিড়িয়াখানা	:	Zoo
প্রাকৃতিক দৃশ্য	:	Natural views

3.



শিশুরা মেলায় যেতে ভালোবাসে। মেলায় হরেক রকম দোকান বসে। প্রচুর মানুষের সমাগম হয়। মেলায় গেলে শিশুদের আনন্দের সীমা থাকে না। মেলার পরিবেশ আনন্দের পরিবেশ।

মেলায় যেতে	:	to visit the fair
হরেক রকম	:	different types of
সমাগম হয়	:	gather
আনন্দের সীমা থাকে না	:	know no bounds
পরিবেশ	:	atmosphere

4.

আজ ভয়ংকর গরম। ঘরে থাকা কষ্টকর। চলো একটু বাইরে হেঁটে আসি। নদীর ধারে বাতাস বেশ শীতল। সেখানে গেলে বেশ আরাম পাওয়া যাবে।

ভয়ংকর গরম	:	terribly hot
কষ্টকর	:	difficult
হেঁটে আসি	:	go for a walk
বেশ শীতল	:	quite cool
বেশ আরাম	:	quite comfortable

5.

ছাত্রজীবনের সবচেয়ে গুরুত্বপূর্ণ কাজ হ'ল পড়াশোনা। এ সময়টি মল্যবান। ভবিষ্যত জীবন ছাত্রজীবনের ওপর নির্ভরশীল। পাঠ্য বই ছাড়াও অন্যান্য ভালো বই পড়তে হবে। বিখ্যাত লোকদের জীবন মধ্যকারে জানতে হবে।

গুরুত্বপূর্ণ	:	important
নির্ভরশীল	:	dependent on/depends on

6.



সেদিন আমি মেলায় গিয়েছিলাম। হঠাৎ দেখি ছোট একটি ছেলে কাঁদছে। সে তার মাকে খুঁজে পানি'ল না। সে উ'পস্বরে 'মা' 'মা' বলে ডাকছিল। এদিকে তার মা ও তাকে কাঁদতে কাঁদতে খুঁজছিলেন। দৌড়ে এসে তারা একে অপরকে জড়িয়ে ধরল।

খুঁজে পানি'ল না	:	could not find
উ'পস্বরে	:	at the top of his voice
একে অপরকে জড়িয়ে ধরল	:	embraced each other/hugged each other to the bosom.

7.

কক্সবাজার একটি ছোট শহর। এর প্রাকৃতিক দৃশ্য অতি মনোরম। কক্সবাজারের দক্ষিণে বঙ্গোপসাগর। এখানকার আবহাওয়া চমৎকার। আমি কয়েক বছর আগে সেখানে গিয়েছিলাম।

আবহাওয়া	:	weather
কয়েক বছর	:	a few years

8.

কমলা একটি অত্যন্ত সুস্বাদু ফল। এর আকার গোল। এটি বাংলাদেশের সিলেট ও চট্টগ্রামে জন্মে। এর আবরণ খুব পাতলা ও রসালো। সবাই কমলা পছন্দ করে। এটি অত্যন্ত পুষ্টিকর বটে।

সুস্বাদু	:	delicious
রসালো	:	Juicy
পুষ্টিকর	:	Nutritious

More Passages for Practice

LESSON

3

1.



জয়নুল আবেদীনের জন্ম কিশোরগঞ্জের একটি গ্রামে। পরিবারের বড় ছেলে তিনি। ছোটবেলা থেকে তিনি ছবি আঁকতে ভালোবাসতেন। সারাজীবন তিনি মানুষের সুখ দুঃখের ছবি এঁকেছেন।

You can use the phrase '*weal and woe*' to translate সুখ দুঃখ

2.

আমাদের দেশের শতকরা ৮৫ জন লোক গ্রামে বাস করে। তারা দরিদ্র ও অশিক্ষিত। তারা অনেকেই ভূমিহীন কৃষক। তারা অন্যের জমি চাষ করে। তারা ফসলের খুব কম ভাগ পায়।

ভূমিহীন	:	landless
অন্যের জমি	:	the land of others
খুব কম ভাগ	:	a very small share

3.

বাংলাদেশ আমাদের মাতৃভূমি। এদেশের লোক অত্যন্ত শালিকামী। আমরা সবার সাথে শান্তিতে বাস করতে চাই। আমরা কাউকে হিংসা করি না। আমাদের সংস্কৃতির জন্য আমরা গর্বিত।



শালিকামী	:	peace loving
শান্তিতে বাস করতে	:	live in peace
হিংসা করি না	:	do not envy
সংস্কৃতি	:	culture

4.

বাংলাদেশ নদীর দেশ। নদীগুলো সবই বঙ্গোপসাগরে পড়েছে। নদীগুলির দুই তীরে আছে অনেক শহর, বন্দর ও গ্রাম। বর্ষাকালে নদীগুলো ভীষণ বিপজ্জনক হয়ে ওঠে। কিন্তু শীতকালে এগুলো শান্ত থাকে।

5.

বাংলাদেশে অনেক নদী আছে। তাই একে বলা হয় নদীর দেশ। বর্ষাকালে এই নদীগুলো পানিতে ভরে যায়। সে সময় বেশিরভাগ মানুষ নৌকায় চলাচল করে। বড় বড় নদীতে স্টিমার চলে। সে সময় নদীগুলোকে খুব সুন্দর দেখায়।

নদীর দেশ	:	land of rivers
নৌকায় চলাচল করে	:	move on boats
স্টিমার চলে	:	steamers ply

6.

সর্য তাপ ও আলো দেয়। এটি দেখতে একটি ছোট থালা মতো। কিন্তু প্রকৃতপক্ষে সর্য পৃথিবীর চেয়েও অনেক বড়। আমরা জানি পৃথিবী সর্যের চারদিকে ঘোরে। সর্যই রাত এবং দিন তৈরি করে।

ছোট থালা	:	small plate
চেয়েও অনেক বড়	:	much bigger than
চারদিকে ঘোরে	:	moves round

7.



শিক্ষাই শক্তি। শিক্ষা ছাড়া কোনো জাতি উন্নতি করতে পারে না। সমাজের জন্য শিক্ষার আলো অত্যন্ত প্রয়োজন। আমাদের দেশের অধিকাংশ লোকই নিরক্ষর। আমাদের সবার উচিত নিরক্ষরতা দূর করতে চেষ্টা করা।

নিরক্ষরতা	:	illiteracy
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8.

কুদরাত-ই-খুদা ১৯০০ সালে পশ্চিমবঙ্গের বীরভূম জেলায় জন্মগ্রহণ করেন। তার ছেলেবেলা কাটে তার নিজ গ্রামে। তিনি প্রথমে মাদ্রাসায় ও পরে স্কুলে লেখাপড়া করেন। বাংলাদেশে বিজ্ঞান চর্চায় তাঁর প্রচুর অবদান রয়েছে।

বিজ্ঞান চর্চায়	:	practice of science
অবদান	:	contribution

LESSON : 2

1.

It is 7 o'clock in the morning. Now it is the time to go to school. Yesterday I was late for school. My teacher scolded me for the late. Won't you go to school? You didn't go to school yesterday too. Take preparation. You must go to school today.

2.

Rafiq : Have you ever gone to Dhaka Zoo?
Rana : Yes, I have. I've gone there twice.
Rafiq : What did you like there most?
Rana : I liked the natural views most.

3.

Children like to visit the fair. There are different types of shops in the fair. Many people gather there. When children go to the fair their enjoyments know no bounds. The atmosphere of the fair is the atmosphere of enjoyment.

4.

It is terribly hot today and difficult to stay in. Let us walk outside. The wind beside the river is quite cool. It will be quite comfortable if we go there.

5.

The most important work in the student life is to study. This time is valuable. The future life depends on the student life. Apart from the text books the students also have to read other good books. They have to know about the lives of the great people.

6.

The other day I went to the fair. Suddenly I saw that a small boy was weeping. He could not find his mother. He was calling his mother at the top of his voice. On the other hand, his mother was also looking for him weeping. They ran towards each other and hugged each other to the bosom.

7.

Cox's Bazar is a small town. The natural view of this town is very charming. The Bay of Bengal is on the south of Cox's Bazar. The weather of this town is excellent. I went to Cox's Bazar a few years ago.

8.

The orange is a very delicious fruit. Its shape is round. Oranges are grown in Sylhet and Chittagong in Bangladesh. Its cover is very thin and juicy. Everybody likes the orange. It is very nutritious also.

 **LESSON : 3**

1.

Jainul Abedein was born in a village in Kishorganj. He was the eldest son of the family. He was fond of drawing pictures from his childhood. Throughout his life he drew the pictures of weal and woe of man.

2.

Eighty five per cent people of our country live in villages. They are poor and illiterate. Many of them are landless farmers. They cultivate the land of others. They get a very small share of the crops.

3.

Bangladesh is our mother-land. The people this country are very peace loving. We want to live in peace with everybody. We do not envy anybody. We are proud of our culture.

4.

Bangladesh is a land of rivers. All rivers fall into the Bay of Bengal. There are many towns, ports and villages on the both sides of the rivers. The rivers become dangerous in the rainy season. But they remain calm in the winter.

5.

There are many rivers in Bangladesh. That is why it is called the land of rivers. These rivers become full of water in the rainy season. Most of the people move on boats during that time. Steamers ply on the big rivers. The rivers look very beautiful that time.

6.

The sun provides heat and light. It looks like a small plate. But in fact the sun is much bigger than the earth. We know that the earth moves round the sun. It is the sun which causes nights and days.

7.

Education is power. No nation can prosper without education. The light of education is essential for the society. Most of the people in our country are illiterate. So we should try to eradicate illiteracy.

8.

Qudrat-e-Khuda was born in 1900 in the district of Beervum of the West Bengal. He spent his childhood in his village. He studied in a Madrasha first and then in a school. He had a lot of contributions to the practice of science in Bangladesh.

Reading Comprehension

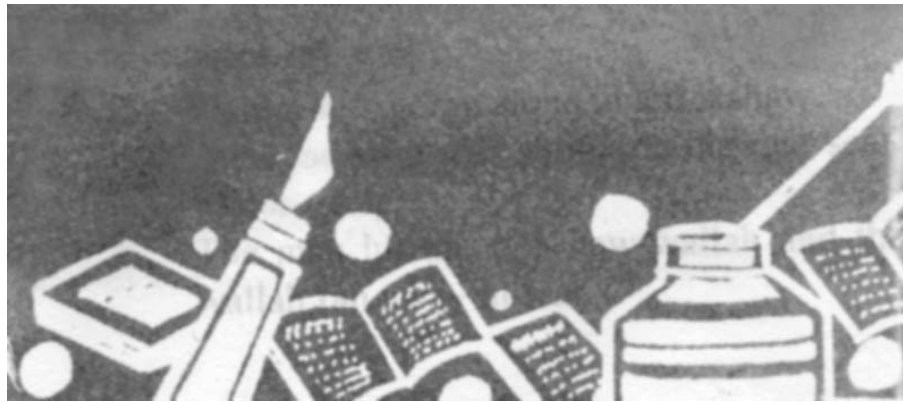
UNIT 15



Objectives

On completion of this unit you'll be able –

- tell what are the different reading techniques
- apply different reading techniques for your understanding
- answer questions on reading comprehension



Overview

Lesson 1 : Introduction : How to Read

Lesson 2 : Passages for Practice

Lesson 3 : More Passages for Practice

Answer Key

Introduction : How to Read

LESSON

1

A



নিচের অনুে"দটি লক্ষ করুন।

Toys are small playthings suitable for amusement. **They** are colourful and attractive. **Toys** are of various kinds. There are **toy** animals and **toy** farmers. There are also **toy** cars, **toy** trains, **toy** ships, and **toy** everything. Children are very fond of **them**. But **toys** can be delightful to grown-up people also. The reason is that colourful **toys** have an artistic beauty which satisfies their aesthetic sense. Painted **toys** have a dream-like reality which is enchanting.



এই অনুে"দটির মূল বিষয়বস্তু কী? একটু খেয়াল করলেই আপনি বলতে পারবেন যে অনুে"দটিতে *toys* মর্মে আলোচনা করা হয়েছে। অনুে"দটির প্রায় প্রতিটি বাক্যই *toys*-এর উল্লেখ আছে অথবা pronouns (যেমন : *they* এবং *them*)-এর মাধ্যমে *toys* কে নির্দেশ করা হয়েছে। এভাবে কোনো paragraph বা অনুে"দ-এ যে বিষয় নিয়ে মূলত আলোচনা করা হয়, তাকে বলা হয় ঐ paragraph বা অনুে"দের **topic**.

এবার আসা যাক paragraph টিতে *toys* মর্মে কী আলোচনা করা হয়েছে সে বিষয়ে। অনুে"দের প্রতিটি বাক্যই *toys* মর্মে বিভিন্ন কিছু বলা হয়েছে। কিন্তু এদের মধ্যে কি কোনো বাক্যকে আলাদা করা যায় যা সমগ্র অনুে"দ মর্মে ধারণা দেবে? বিষয়টি একটু জটিল মনে হতে পারে। তবে অনুে"দের প্রথম বাক্যটি লক্ষ করুন :

Toys are small playthings suitable for amusement.

এখানে *toys* এর দুটি সমার্থক গুণাবলীর কথা বলা হয়েছে। একটি হে"Q *playthings* এবং অপরটি হে"Q *suitable for amusement*. খেয়াল করলে দেখবেন অনুে"দ-এর অন্যান্য বাক্যে কেন *toys are suitable for amusements* সে বিষয়টিই ব্যাখ্যা করা হয়েছে। সুতরাং অনুে"দের এই প্রথম বাক্যটিকে বলা যায় মূল বাক্য বা **topic sentence**.

আরো লক্ষ করুন যে, topic sentence-এর দুটি অংশ রয়েছে। একটি হে"Q **topic** বা বিষয়বস্তু যেটি সাধারণত বাক্যটির subject বা উদ্দেশ্য এবং অন্যটি হে"Q **assertion** বা topic মর্মে যা বলা হে"Q, যেটি সাধারণত বাক্যটির predicate বা বিধেয়।

যেমন :

Topic sentence : Toys are small playthings suitable for amusement.
Topic : Toys (Subject)
Assertion : are small playthings suitable for amusement.
(Predicate)

সাধারণত প্রতিটি সুসংগঠিত paragraph-এরই কোনো না কোনো topic sentence থাকে। অধিকাংশ ক্ষেত্রেই paragraph-এর প্রথম বাক্যটি বা শেষ বাক্যটি সাধারণত topic sentence হয়ে

থাকে। তবে মাঝে মাঝে যে এর ব্যতিক্রম ঘটে না, তা নয়। কিন্তু যেভাবেই হোক পড়ার সময় topic sentence টিকে শনাক্ত করতে পারলে paragraph এর অর্থ অনুধাবন সহজ হয় এবং সহজেই অনুচ্ছেদের মলভাবকে চিহ্নিত করা যায়।

B



এবার মল অনুচ্ছেদটি আবার পড়ুন এবং নিচের প্রশ্নগুলোর উত্তর দিতে চেষ্টা করুন।

Choose the Correct Answer :

- What are toys suitable for?
 - For play
 - For artistic beauty
 - For amusement
 - For dream-like reality
- Who like toys most?
 - Children
 - Grown-up people
 - Farmers
 - Animals
- Why do the grown-ups like toys ? Because –
 - toys satisfy their aesthetic sense
 - toys can be delightful
 - their children like toys very much
 - toys are colourful and attractive

এখানে যে বিষয়গুলো নিয়ে প্রশ্ন করা হয়েছে সেগুলো হচ্ছে paragraph-এ প্রদত্ত বিস্তারিত তথ্যাবলী সংক্রান্ত। paragraph টি পড়ে আপনি বুঝতে পেরেছেন কিনা তা যাচাই করাই এই প্রশ্নগুলোর উদ্দেশ্য। মনে রাখবেন একটি paragraph-এ বিভিন্ন ধরনের তথ্যাবলী থাকতে পারে। যেমন : বিষয় (topic) মর্মে বিস্তৃত বর্ণনা বা *details*; উপমা, উদাহরণ বা পরিসংখ্যানের মাধ্যমে বিষয়বস্তুর বিস্তারণ বা *illustration*; কোনো কারণ বা যুক্তি বা *reasons*; তুলনা এবং বৈপরিত্য বা *compare and contrast* ইত্যাদি। Topic sentence টি শনাক্ত করতে পারলে paragraph টি পড়ে আপনি সহজেই বুঝতে পারবেন paragraph টিতে কী ধরনের তথ্য রয়েছে। এক্ষেত্রে প্রদত্ত প্রশ্নগুলোর উত্তর দেবার জন্য আগে প্রশ্নগুলো মনোযোগ দিয়ে পড়ে বুঝে নিন – আসলে কি জানতে চাওয়া হয়েছে। এরপর জিজ্ঞাস্য তথ্যটি paragraph-এ খোঁজ করুন। তাহলে সহজেই প্রশ্নগুলোর উত্তর পেয়ে যাবেন। নিশ্চিত হওয়ার জন্য আপনার দেওয়া উত্তরগুলো Answer Key-তে দেওয়া উত্তরের সাথে মিলিয়ে দেখুন।

C



Reading comprehension এর জন্য নিচের ধাপগুলো অনুসরণ করুন।

- প্রথমেই paragraph গুলোর প্রথম ও শেষ বাক্যগুলো পড়ে অনুচ্ছেদটির বিষয়বস্তু মর্মে ধারণা করুন এবং topic sentence চিহ্নিত করতে চেষ্টা করুন।
- এরপর মর্মে অনুচ্ছেদটি দ্রুত একবার পড়ে প্রদত্ত তথ্যাবলীর ধারা (অর্থাৎ *details, illustration, reasons* ইত্যাদি) মর্মে ধারণা করতে চেষ্টা করুন। কোনো শব্দের অর্থ না জানলে ঘাবড়াবার কিছু নেই। সমগ্র অনুচ্ছেদ বা context থেকে ঐ শব্দগুলোর অর্থ অনুমান করে নিন।

SSC Programme

- এবার প্রদত্ত comprehension question গুলো মনোযোগ দিয়ে পড়ে দেখুন কী ধরনের তথ্য জানতে চাওয়া হয়েছে।
- অনুচ্ছেদটিতে দ্রুত চোখ বুলিয়ে জিজ্ঞাস্য তথ্যগুলো শনাক্ত করার চেষ্টা করুন। কোনো ক্ষেত্রে সন্দেহ দেখা দিলে ঐ অংশটি মনোযোগ দিয়ে পড়ে সঠিক অনুমান করতে চেষ্টা করুন।
- জিজ্ঞাস্য তথ্যগুলো শনাক্ত করার পর অনুচ্ছেদটি মনোযোগ দিয়ে পড়ে নিশ্চিত হয়ে নিন, আপনার অনুমান সঠিক কিনা।
- উত্তর লিখিত চাওয়া হলে সংক্ষেপে সরাসরি পূর্ণবাক্যে প্রদত্ত প্রশ্নগুলো উত্তর লিখুন। মনে রাখবেন উত্তরে কখনোই নিজস্ব মতামত বা অনুচ্ছেদে বর্ণিত নেই এমন তথ্য উল্লেখ করা যাবে না। তবে উত্তর দেওয়ার ক্ষেত্রে প্রদত্ত অনুচ্ছেদ থেকে কোনো বাক্য সরাসরি কপি না করে একই তথ্য নিজের মতো করে প্রকাশ করাই ভালো।

পরবর্তী lesson গুলোতে আপনার অনুশীলনের জন্য বেশ কিছু অনুচ্ছেদ দেওয়া হল। বর্ণিত ধাপগুলো অনুসরণ করে প্রদত্ত passage গুলো পড়ুন এবং সংশ্লিষ্ট প্রশ্নগুলোর উত্তর দিতে চেষ্টা করুন।

Passages for Practice

LESSON

2

1



There were a number of boys in the ship, but two of them, Jack Martin and Peterkin Gay, were my special favourites. Jack Martin was a tall, broad-shouldered youth of eighteen. He had a handsome, pleasant, firm face. He had been to a good school and was clever. Though mild and quiet by nature, he was lion-like in actions. My other special favourite was Peterkin Gay, who was a little, quick, funny boy of about fourteen. But Peterkin's fun was almost always harmless or he could not be so much liked as he was.

Choose the correct answer :



- a. How old was Jack Martin?
 - i. 18
 - ii. 20
 - iii. 14
 - iv. 16
- b. Who was about fourteen years old?
 - i. Jack Martin
 - ii. The writer
 - iii. Peterkin Gay
 - iv. All the boys
- c. What kind of shoulder did Martin have?
 - i. Broad
 - ii. Tall
 - iii. Short
 - iv. Little
- d. Who was quite and mild by nature?
 - i. Both Jack and Peterkin
 - ii. Peterkin Gay
 - iii. Jack Martin
 - iv. The lion
- e. What was almost always harmless?
 - i. Peterkin's joy
 - ii. Jack's fun
 - iii. Jack's mild nature
 - iv. Peterkin's fun

2



Every interview is a trial. People generally get nervous before an interview. Some cannot even eat or sleep well. This is too bad. A person should take it easy. To hope for the best and prepare for the worst is the best policy. One should try to know the answers to possible questions. But mere knowledge is not enough for an interview. The presentation is equally important; one should give the answers in a prompt and orderly way. If one does not know the answer, one should better admit it. One may not be able to answer all the questions, but a good candidate is generally adjudged to be good. So one should trust one's ability and honest labour. This is the best remedy for the nervousness one feels before an interview.



Choose the correct answer :

- a. What generally happens to a man before an interview? He –
 - i. feels confident
 - ii. becomes sad
 - iii. gets nervous
 - iv. takes preparation
- b. What is the best policy for a candidate?
 - i. To hope for the worst and prepare for the best
 - ii. To hope for the best and prepare for the worst
 - iii. To prepare for the the possible questions
 - iv. To prepare for the nervousness
- c. What is equally important as knowledge?
 - i. Presentation
 - ii. Courage
 - iii. Confidence
 - iv. Preparation
- d. How should a candidate answer? In a –
 - i. quick and honest way
 - ii. slow and hesitating way
 - iii. prompt and orderly way
 - iv. bold and confident way
- e. What is the best remedy for the nervousness of a candidate? To –
 - i. answer all the questions and try to be good.
 - ii. remain silent and admit his/her ignorance.
 - iii. answer in a prompt and orderly way.
 - iv. trust one's ability and honest labour.

3



A parrot is a beautiful bird. It has a round head, a curved beak and a long tail. Its feathers are green in colour but the beak is red. In nature it moves in flocks. It chatters quite a lot. The special ability of a parrot is to imitate sounds including the human voice. People often catch a parrot, put it in a cage and teach it how to speak. When trained, it can call people by their names and ask or answer questions. It accepts captivity and becomes a companion to human beings. Many people have parrots as pets.



Choose the correct answer :

- a. What is the shape of the head of a parrot?
 - i. small
 - ii. oval
 - iii. curved
 - iv. round
- b. What special ability does a parrot have? To –
 - i. chatter quite a lot
 - ii. move in flocks
 - iii. imitate sounds
 - iv. accept captivity
- c. When can a parrot call people by their names and ask or answer questions?
 - i. When it is trained
 - ii. When it becomes a companion of a man
 - iii. When it is captivated
 - iv. When it lives freely in nature

4



The real heroes are those whom the world knows not of. They work among the poor and the distressed. They don't expect any reward from them. They are moved by the sufferings of others and their main object is to relieve the sufferings of others. Theirs is the work of love. They don't hanker after money. No medal glitters on their breasts; no poet sings in their praise.

They work and die for others. Such heroes live unknown and die unwept. Actually they are the real glory of the nation.

Choose the correct answer :



- a. Why do the real heroes work among the poor and the distressed? Because they –
- | | |
|----------------------------|-----------------------------------|
| i. expect reward from them | ii. are moved by their sufferings |
| iii. hanker after money | iv. want to live unknown |
- b. What is the main object of a real hero? To
- | | |
|---------------------------------------|---------------------------------|
| i. live among the poor | ii. expect a reward |
| iii. relieve the sufferings of others | iv. live unknown and die unwept |
- c. Who do the real heroes die for? For –
- | | |
|----------------------------------|----------------|
| i. themselves | ii. their love |
| iii. the poor and the distressed | iv. others |
- d. How do they live?
- | | |
|----------------|--------------|
| i. unwept | ii. unknown |
| iii. in praise | iv. in glory |
- e. How do they die?
- | | |
|-------------|---------------|
| i. unknown | ii. unpraised |
| iii. unwept | iv. unsung |

5



Previously Sailas had two interests in life. Working and hoarding money. But he had now only one interest – to bring Eppie up in a proper way. Whatever he earned, he spent it for Eppie. After fifteen years of life of aloofness he started living a normal social life. He came out of his old life of confinement. He found joy and peace in life. He got back his belief in God and man.

Choose the best answer :



- a. What were the two interests of Sailas?
- | |
|--|
| i. Working and playing |
| ii. Working and hoarding money |
| iii. Hoarding money and living in confinement |
| iv. Finding joy and peace in life and believing in God |
- b. What was his only interest later on? To –
- | | |
|---------------------|-----------------|
| i. believe in God | ii. earn money |
| iii. bring Eppie up | iv. spend money |
- c. How did he spend his earning ? For –
- | | |
|--------------|---------------------------|
| i. Eppie | ii. his social life |
| iii. himself | iv. joy and peace in life |
- d. What did Sailas get back after 15 years? He got back –
- | | |
|----------------------------|-------------------------------|
| i. Eppie | ii. a normal social life |
| iii. joy and peace in life | iv. his belief in God and man |

More Passages for Practice

LESSON

3

1



A book is like a store house of knowledge and a source of joy. In books we can see the society reflected. By reading books we can equip ourselves for life and realise our best selves. So reading books is one of the worthiest things that we can do. But books have become quite costly these days. Still the money is well spent if we buy books. Sometimes cheaper editions are available and we can save on second-hand books. A good book is a good companion. It can give knowledge, pleasure and, during periods of suffering, a consolation we badly need.



Questions :

- What is a book like?
- What can we do by reading books?
- How can we spend our money well?
- What can a good book give?

2



Jean Valjean came of a poor peasant family. He did not go to school. His mother's name was Jeanne Mathieu and his father was also called Jean Valjean. He lost both of his parents at an early age. All he had was a sister who brought him up. But unfortunately her husband died. He left seven children. The eldest was eight and the youngest was only one year old. When Jean Valjean reached manhood, he became a tree-pruner.



Questions :

- What was Jean Valjean's father?
- When did Jean Valjean become an orphan?
- By whom was Jean Valjean brought up?
- How many children did Jean Valjean's sister have?
- How old was the first child of Jean Valjean's sister?

3



There are three main basic necessities of human life : food, clothing and accommodation. The last one has become a great problem these days and is the most difficult to solve. People and Governments find it difficult to cope with this great problem. In many countries of the world population is increasing at a fast rate, but houses are not being built in sufficient number. The main reasons for this are the high cost of building materials and lack of space.

Questions :

- a. What are the main basic necessities mentioned in the passage?
- b. What has become the most difficult problem to solve?
- c. What do people and Governments find difficult cope with?
- d. What is increasing at a fast rate?
- e. Why are not sufficient houses being built?

4

We get various kinds of vegetables in the winter. They are colourful and tasty. Among those bright coloured vegetables we have the tomato, carrot, cauliflower, cabbage, radish, beans and peas. There are also plenty of leafy vegetables grown in this season. All these vegetables are full of vitamins and mineral salts. They are nutritious and, therefore, good for health. When properly cooked, they are not less tasty than a dish of meat or fish. The winter vegetables are really excellent. They are splendid.

Questions :

- a. How many names of vegetables are mentioned in the passage?
- b. What do vegetables contain?
- c. Why are they good for health?
- d. When are vegetables as tasty as a dish of meat or fish?
- e. Which vegetables are splendid?

5

One day when Newton was fifty years old, he went out of his chamber, leaving his little dog asleep before the fire. On the table lay heaps of papers containing his discoveries of twenty years. When he was gone, the dog jumped upon the table. The lighted candle was overturned and the papers were burnt. Newton returned shortly after. Though greatly grieved at heart, he gently patted the dog with his usual kindness, saying that it did not know the mischief it had done.

Questions :

- a. What did the papers contain?
- b. What was the source of the fire?
- c. What happened to the papers?
- d. How long did Newton stay outside?
- e. How did Newton take the accident?

6



There was a knock on the door. The Bishop opened the door and asked the stranger to get in. The man entered and said that his name was Jean Valjean. He was an ex-convict. He passed nineteen years in the prison. That evening he came to the town D. Nobody gave him food and shelter. He was lying in a bench in the open air. He was tired and hungry. A kind woman asked him to knock at the Bishop's door.

Questions :



- a. Who knocked on the Bishop's door?
- b. Did the Bishop know Jean Valjean?
- c. Why did Jean Valjean knock at the Bishop's door?
- d. How long did Jean Valjean pass in the prison?
- e. Where was Jean Valjean lying?

7



Jerusalem is a holy place for both the Muslims and the Christians. It was in possession of the Muslims and the Christians. Both the parties wanted to have it under them. So a long and terrible fight was going on between the two parties. One day, all on sudden, the fight came to a stop. A white flag was found flying on the Christian tent as King Richard, the General of the Christian soldiers, was ill.

Questions :



- a. Why was a long terrible fight going on?
- b. Between whom was the fight going on?
- c. Why did the fight come to a stop?
- d. What was flying on the Christian tent?
- e. Who was the Christian General?

 **LESSON : 1**
B

- a. iii b. i c. i

 **LESSON : 2**

Passage 1

- a. i b. iii c. i d. iii e. iv

Passage 2

- a. iii b. ii c. i d. iii e. iv

Passage 3

- a. iv b. iii c. i

Passage 4

- a. ii b. iii c. iv d. ii e. iii

Passage 5

- a. ii b. iii c. i d. iv

 **LESSON : 3**

Passage 1

- a. A book is like a store house of knowledge and a source of joy.
b. By reading books we can equip ourselves for life and realise our best selves.
c. We can spend our money well by buying books.
d. A good book can give knowledge, pleasure and consolation.

Passage 2

- a. Jean Valjean's father was a peasant.
b. He became an orphan at an early age.
c. Jean Valjean was brought up by his sister.
d. Jean Valjean's sister had seven children.
e. The first child of Jean Valjean's sister was eight years old.

Passage 3

- a. The main basic necessities mentioned in the passage are food, clothing and accommodation.
b. Accommodation problem has become the most difficult to solve.

- c. People and Governments find it difficult to cope with accommodation problem.
- d. Population is increasing at a fast rate.
- e. Sufficient houses are not being built because of high cost of building materials and lack of space.

Passage 4

- a. Seven names of vegetables are mentioned in the passage.
- b. Vegetables contain vitamins and mineral salts.
- c. They are good for health because they are nutritious.
- d. Vegetables are as tasty as a dish of meat or fish when they are properly cooked.
- e. The winter vegetables are splendid.

Passage 5

- a. The papers contained Newton's discoveries of twenty years.
- b. The lighted candle was the source of the fire.
- c. The papers were burnt.
- d. Newton stayed outside for a short time.
- e. Newton was greatly grieved at heart. But he patted the dog with his kindness because he understood that the dog did not know what mischief it had done.

Passage 6

- a. Jean Valjean knocked on the Bishop's door.
- b. No, he didn't.
- c. Jean Valjean needed food and shelter. So he knocked at the Bishop's door at the suggestion of a kind woman.
- d. Jean Valjean passed nineteen years in the prison.
- e. Jean Valjean was lying in a bench in the open air.

Passage 7

- a. A long and terrible fight was going on because both the Muslims and the Christians wanted to have Jerusalem under them.
- b. The fight was going on between the Muslims and the Christians.
- c. The fight came to a stop because the General of the Christian soldiers was ill.
- d. A white flag was flying on the Christian tent.
- e. King Richard was the Christian General.

Short Composition

UNIT 16

Objectives

On completion of this unit you'll be able to –

- identify the qualities of a good composition
- choose and develop ideas in paragraphs
- write short compositions on various topics



Overview

Lesson 1 : Qualities of a Good Composition

Lesson 2 : How to Write a Good Composition

Qualities of a Good Composition

LESSON

1



A

Read the following article from a newspaper editorial.

Grow More Food

Bangladesh is mainly an agricultural country. But it's an irony that it cannot feed all its people with the food it produces every year. So growing more food is our crying need.

But what hinders us to grow more food? The first problem arises from our methods of cultivation. Although our farm lands are fertile in nature, they cannot produce maximum food to their capacity because of the old and traditional methods of cultivation.

The second problem is related with our population growth. The population in our country is increasing more rapidly than the increased production of food. So the result is increasing food shortage.

The third problem arises from the damages of food. Every year we lose a large amount of food because of flood, cyclone, famine, pests and insects. It further contributes to our food shortage.

However, if we can control our population, protect our foods from damages and, above all, grow more food by employing modern scientific methods of cultivation, we can achieve self-sufficiency. So, our today's slogan is, "Grow more food".



B

উপরের article টি একটি সংক্ষিপ্ত রচনা বা Short Composition-এর উদাহরণ। অনেক সময় একে Short Essay-ও বলা হয়ে থাকে। এখন দেখা যাক এই Short Composition-টির বৈশিষ্ট্য কী?

প্রথমেই যে বিষয়টি লক্ষণীয় সেটি হ'ল এর সীমিত দৈর্ঘ্য। Composition টি খুব সতর্কভাবে সীমিত সংখ্যক শব্দের মধ্যে লেখা। তবুও এই composition টিকে সুসংহত ও পূর্ণাঙ্গ composition বলে মনে হ'ল। এই উদাহরণটি থেকে আমরা দেখব একটি ভালো Essay বা composition এর গুণাবলী কী কী।

- *An essay must have one general idea or theme.* অর্থাৎ একটি রচনার অবশ্যই একটি সাধারণ বিষয়বস্তু বা মূলভাব থাকবে। রচনার অন্তর্ভুক্ত প্রতিটি paragraphই কোনো না কোনো ভাবে এই general idea বা main theme কে তুলে ধরবে। যেমন "Grow More Food" article টিতে general idea বা main theme হ'ল, **Bangladesh is going through shortage of food caused by various problems.**

- *The theme of the essay must be suitably interesting.* অর্থাৎ রচনার বিষয়বস্তু আকর্ষণীয় হতে হবে, পাঠক যাতে তা পড়তে উৎসাহবোধ করেন। বিষয়বস্তু এমন হওয়া উচিত নয়, যে তা সাধারণ পাঠকের নিকট দুর্বোধ্য মনে হয়। অথবা তা সকল পাঠকেরই জানা। যেমন, ধরা যাক কোনো একজন My Pet Animal বিষয়ের উপর একটি রচনা লিখছেন। তিনি লিখলেন, "My pet animal is a cat. It has four legs, two eyes, two ears and a long tail." এখানে লেখক জানাচ্ছেন যে, তার পোষা জন্তু একটি বিড়াল। কিন্তু বিড়ালের যে চার পা, দুই চোখ, দুই কান ও লম্বা একটি লেজ আছে তা সবারই জানা। সুতরাং দ্বিতীয় বাক্যটি নতুন কোনো তথ্য পরিবেশন করছে না। অর্থাৎ এই বাক্যটি interesting নয়।

- *The first paragraph of the essay must be an introduction.* উদাহরণে দেওয়া composition টির প্রথম paragraph টি লক্ষ করুন। অন্যান্য paragraph গুলোর মতো এটি সমস্যার তালিকার প্রথম সমস্যাটি প্রকাশ করছে না। বরং সামগ্রিকভাবে এটি composition-এর মূল বিষয়বস্তু এবং শিরোনাম মন্থুর্কে ধারণা দিয়েছে। সুতরাং এই paragraph টি হচ্ছে রচনাটির Introduction.

এই Introduction এর দ্বিতীয় বাক্যটি লক্ষ করুন : **Bangladesh cannot feed all its people with its food.** অর্থাৎ এটি নির্দেশ করছে যে, Bangladesh has shortage of food. —এটি composition-টির main idea বা theme.

আবার Introduction-এর তৃতীয় বা শেষ বাক্যটি লক্ষ করুন : **Growing more food is our crying need** – এটি composition-এর শিরোনামকে তুলে ধরছে এবং main idea বা theme কে পরিপূর্ণ করেছে।

- *Every paragraph of the essay must deal with a particular theme.* অর্থাৎ composition টির প্রতিটি paragraph-ই এক একটি নির্দিষ্ট theme (অর্থাৎ main theme-এর একটি অংশ) কে তুলে ধরবে। মনে রাখবেন, *A paragraph must deal with a single idea or theme.* একই paragraph-এ একাধিক idea বা theme কে তুলে ধরা উচিত নয়। সাধারণত প্রতিটি paragraph এর প্রথম বা শেষ sentence-এ paragraph-এর topic বা theme কে তুলে ধরা হয়। একে topic sentence বলে (Unit 6, Lesson 1 দ্রষ্টব্য)। উদাহরণ হিসেবে **Grow More Food** composition টির প্রতিটি paragraph-এর theme গুলো বিচার করা যাক :

- (Introduction). Bangladesh has shortage of food which can be solved by growing more food.
- There are various problems which contribute to our shortage. The first is our traditional method of cultivation.
- The second problem is our rapid population growth.
- The third problem is food damages.
- (Conclusion). By solving all these problems we can achieve self-sufficiency in food.

এভাবে আমরা যে কাঠামোটি পাই তাকে বলা যেতে পারে essay বা composition-টির **outline** বা রূপরেখা। composition লেখার আগে এ ধরনের outline তৈরি করে নিলে composition টি সুসংগঠিত (organised) ভাবে লিখতে সুবিধা হয়।

- *The orders of the paragraphs in the essay must be such that each leads on naturally to the next.* অর্থাৎ রচনাটিতে paragraph গুলোর সজ্জা এমন হবে যাতে স্বাভাবিকভাবেই একটি paragraph-এর পর অন্য paragraph টি এসেছে বলে মনে হয়। যেমন **Grow More Food** – রচনাটিতে স্বাভাবিকভাবেই একটি সমস্যার পর অন্য একটি সমস্যা উপস্থাপন করা হয়েছে।

- *The links between paragraphs must "read" smoothly.* অর্থাৎ paragraph গুলোর অল্পবর্তী সংযোগগুলো যেন বেখাপ্পা মনে না হয়। এগুলো যেন স্বাভাবিক গতিতেই পড়া যায়। প্রায়ই কিছু সংযোগকারী শব্দ এই 'smoothness' অর্জনে সহায়তা করে। যেমন আলোচ্য composition-এ *But, first, second, third, however* প্রভৃতি link-word বা সংযোগকারী শব্দ paragraph গুলোকে একসঙ্গে গ্রথিত করতে সহায়তা করেছে।

How to Write a Good Composition

LESSON

2

A



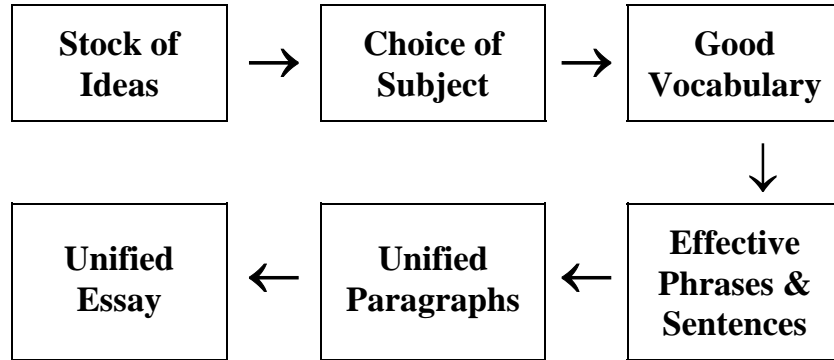
আগের Lesson-এ আপনারা একটি ভালো composition এর বৈশিষ্ট্য মনুর্কে জেনেছেন। এবার দেখা যাক কিভাবে আপনি একটি ভালো রচনা বা essay বা composition লিখবেন।

পরীক্ষায় একটি ভালো essay বা composition লিখতে আপনার ছয়টি বিষয়ের প্রয়োজন।

- প্রথমত, আপনার প্রয়োজন বিভিন্ন ধরনের ভাব-কল্পনায় সমৃদ্ধ হওয়া বা আপনার চিন্তাকে সমৃদ্ধ করা। এজন্য প্রয়োজন বিভিন্ন বিষয়ের উপর ব্যাপক পড়াশোনা।
- দ্বিতীয়ত, প্রয়োজন দ্রুত ও বিচক্ষণতার সাথে আপনার লেখার বিষয়বস্তু নির্বাচন করা।
- তৃতীয়ত, আপনার প্রয়োজন একটি সমৃদ্ধ শব্দভাণ্ডার। আবারও ব্যাপক পড়াশোনা আপনাকে এক্ষেত্রে সাহায্য করতে পারে।
- চতুর্থত, আপনাকে শব্দগুলো থেকে বিভিন্ন Phrase এবং আকর্ষণীয়, বৈচিত্র্যপূর্ণ ও কার্যকর sentence গঠনের দক্ষতা অর্জন করতে হবে।
- পঞ্চমত, বাক্যগুলো দ্বারা সুসংগঠিত paragraphs রচনার দক্ষতা অর্জন করতে হবে। এবং
- সবশেষে paragraph গুলো থেকে সামগ্রিকভাবে পাঠযোগ্য, সামঞ্জস্যপূর্ণ ও সুসংগঠিত essay বা composition লেখার দক্ষতা অর্জন করতে হবে।



এই প্রয়োজনগুলোকে আমরা এভাবে দেখাতে পারি :



What you need to write a good composition

B



এবার দেখা যাক কিভাবে আপনি এই composition লেখার দক্ষতাগুলো অর্জন করবেন।

ধরা যাক আপনি The Rainy Season মনুর্কে একটি short composition লিখতে চান। এখন এই Rainy Season মনুর্কে আপনার বিভিন্ন idea থাকতে পারে। যেমন the beauty of the rainy season, the description of the rainy season, rainy season in the rural and urban areas, the merits and demerits of the rainy season, the dominance of the rainy season in our climate ইত্যাদি।

এখন আপনাকে সিদ্ধান্ত নিতে হবে কোনো বিষয়ের উপর আপনি essay বা short composition লিখবেন। ধরা যাক আপনি rainy season এর description, merits ও demerits এই তিনটি বিষয়ে লিখতে চান। তাহলে এই তিনটি বিষয়কে প্রতিফলিত করে এ ধরনের একটি সাধারণ ভাব (General idea) আপনাকে খুঁজে বের করতে হবে। এবং সেই অনুযায়ী Thesis sentence তৈরি করতে হবে।

Unit-8 এ আপনারা topic sentence মর্মে জেনেছেন। আপনারা জেনেছেন যে, প্রতিটি paragraph-এ মূলভাবকে তুলে ধরে এমন একটি topic sentence থাকে। topic sentence-এর মতো Thesis sentence ও essay বা composition-এর মতো মূলভাবকে তুলে ধরে। এর দুটি অংশ থাকে। যেমন – Thesis বা topic বা মূল বিষয়বস্তু যা sentence টির subject এবং assertion বা thesis মর্মে যা বলা হবে অর্থাৎ thesis sentence টির predicate.

তাহলে আলোচ্য essay টির thesis sentence টি কী হবে? আমরা Rainy season এর description, merits এবং demerits মর্মে লিখতে চাই। অর্থাৎ এগুলোর মাধ্যমে আমরা বলতে চাই যে, বাংলাদেশের আবহাওয়ায় rainy season-এর সবচেয়ে বেশি প্রাধান্য (dominance) রয়েছে। তাহলে thesis sentence টিকে আমরা এভাবে লিখতে পারি :

Bangladesh has six seasons. But the rainy season is the most dominant of them.

Thesis sentence টি লেখার পর আপনাকে যা করতে হবে তা হবে Thesis sentence কে প্রমাণ করতে বা এই সংক্রান্ত আপনার চিন্তা বা idea গুলোকে খুব দ্রুত খাতায় টুকে নেওয়া। একে বলে Jotting down এবং এক্ষেত্রে idea গুলোর যৌক্তিকতা বা স্মৃতি মর্মে চিন্তা করার দরকার নেই।

ধরা যাক, আপনার Jotting down হল নিম্নরূপ :

Topic : The Rainy Season in Bangladesh
Thesis statement : Bangladesh has six seasons. But the rainy season is the most dominant of them.



Jottings :

- duration of the rainy season
- description of the rainy season
 - cloud, wind
 - rain, rivers, canals
 - mud
 - flood
- merits of the rainy season
 - crops
 - pollution control

- transport
- Demerits of the rainy season
 - flood
 - diseases
 - sufferings of the poor
- Rain in the villages and towns
- agriculture depends on the rainy season.

C



এভাবে idea গুলো লিখে ফেলার পর দেখা যাবে, এদের মধ্যে অনেক idea-ই অপ্রাসঙ্গিক এবং অপ্রয়োজনীয়। অপ্রয়োজনীয় idea গুলোকে বাদ দিতে হবে এবং Jottings গুলোকে যৌক্তিক ধারা বজায় রেখে সাজাতে হবে। এভাবে যৌক্তিক ধারায় idea গুলোকে সাজানোর পর আমরা essay বা composition টির outline বা রূপরেখা পাব। যেমন আলোচ্য composition টির রূপরেখা হবে নিম্নরূপ :

Rainy Season in Bangladesh



Thesis sentence : Bangladesh has six seasons. But the rainy season is the most dominant of them.

- A. Introduction : dominance, duration
- B. Description : sky, land, rivers
- C. Merits : agriculture, fish, cleaning
- D. Demerits : sufferings, flood, diseases
- E. Conclusion : agriculture depends on rain.

এভাবে যৌক্তিকভাবে idea গুলোকে নির্বাচন করে সাজিয়ে নিলে আমরা খুব সহজেই composition বা essay লিখতে পারি। যেমন উপরের outline অনুযায়ী লেখা composition টি নিম্নরূপ হতে পারে।

Rainy Season in Bangladesh

Introduction :

Bangladesh has six seasons. But the rainy season is the most dominant of them. Although Ashar and Sravan is the counted period for the rainy season, in fact, it lasts for four to five months – from Jaistha to Aswin.

Description :

During the rainy season, heavy clouds gather in the sky. It often rains with high wind, thunder and lighting. The lands become muddy but nature looks green and fresh. The rivers, canals and ponds become full of water.

Merits :

The rainy season is the season of ploughing and agriculture. It helps to grow crops. Various types of fishes are also available in this season. Moreover, the rain washes away the dirt and helps to reduce pollution.

Demerits :

But the rainy season also brings sufferings for the poor. They cannot work to earn their food because of the rain, water and mud. Sometimes flood caused by heavy fall makes their lives miserable. Even some diseases like malaria and diarrhoea break out in this season.

Conclusion :

Although our people suffer in the rainy season, rain is essential for our agriculture. So this season has strong effect on our lives and economy.



নিচের বিষয়গুলো নিয়ে বিভিন্ন thesis sentence লিখুন এবং আপনার idea গুলো সাজিয়ে এক একটি outline তৈরি করুন। তৈরি করা outline অনুসারে প্রদত্ত বিষয়ে ১৫০ থেকে ২০০ শব্দের মধ্যে সংক্ষিপ্ত রচনা (Short Essay) লিখুন।

1. Your Native Village
2. A Village Fair
3. Jute
4. A Journey by Boat
5. A Journey by Train
6. Newspaper
7. Your Pet Animal
8. Your Garden
9. Birds of Bangladesh
10. Your Hobby
11. The Ambitions You have had at Different Times of Your Life
12. The Bicycle
13. A Novel You have Read Recently
14. Your Home
15. Your Idea on Distance Education

Sample Questions for SSC (2602) 2nd Paper next examination
English (Compulsory)
Second Paper
SSC-2602

Time : 3 hours Full Marks : 100

[N.B. The figures in the margin indicate full marks]

Part-A : Seen Comprehension

Read the passage below and answer questions from 1 to 5:

Water is essential for life but polluted water is dangerous. It causes many diseases, even death. Water is polluted in many ways.

In order to get more and more crops from the same piece of land, farmers use too much fertilizer and pesticide. During monsoon all these chemicals wash down to rivers and canals. These chemicals are harmful for fishes and other aquatic creatures.

In villages, people often construct kutcha latrines on canals and rivers. In towns, sewage is often poured in river water. Factories often throw their waste in rivers. These things pollute river water.

We must teach people how to keep water free from pollution. Agricultural experts may tell farmers how to make organic manure from waste materials. This organic manure can be used instead of chemical fertilizers. Agricultural workers can also show farmers how to control pests with limited use of pesticides.

Health workers should show villagers how to construct sanitary latrines. Factories must stop throwing waste in water. Municipalities should clean the sewage before pouring it in rivers.

If we take these steps, we can keep our water free from pollution.

1. Choose the best answer to complete each sentence : 1×5=5
 - (a) Water is polluted in different / particular / many ways.
 - (b) People often construct modern / good / kutcha latrines.
 - (c) Chemicals are beneficial / harmful / necessary for fishes.
 - (d) Factories must start / realise / stop throwing waste in water.
 - (e) Farmers use too much / a little / some fertilizer and pesticide.

2. Write whether the following statements are true or false : 1×5=5
 - (a) We can teach people about water pollution.
 - (b) Sewage is poured frequently in river water in villages.
 - (c) Health workers can not show villagers the construction of sanitary latrines.
 - (d) Polluted water causes many diseases.
 - (e) Municipalities can not clean the sewage before pouring it in rivers.

3. Fill in the gaps with the correct form of the words in brackets. Add any preposition if necessary : 1×5=5
 - (a) We can keep water (free) _____ pollution.
 - (b) Factories and kutcha latrines (pollute) _____ river water.
 - (c) Agricultural experts may (tell) _____ farmers about organic manure.
 - (d) The organic manure can (use) _____ instead of chemical fertilizers.
 - (e) sewage is often (pour) _____ in river water in towns.

4. Answer each of the following questions in one complete sentence : 1×5 = 5
- How do farmers pollute water?
 - Why is polluted water dangerous?
 - How do villagers often pollute water?
 - How does water get polluted in towns.
 - What should be done to stop water pollution?

5. Summarise the central idea of the above passage in five sentences: 1×5=5

Part-B : Grammar

6. Transform the following sentences as directed (any five) : 1×5=5
- He is taller than his brother. (positive)
 - Laila has eaten rice. (passive)
 - It is a very fine bird. (Exclamatory)
 - I shall remember you. (Negative)
 - If you work hard, you will shine in life. (compound)
 - Rafiq is rich but honest. (complex)

7. Make sentences with the following phrases (any five) : 1×5=5
Break up, Look down upon, In front of, In a body, Heart and soul, A lot of, Give up.

8. Join the following pairs of sentences as directed (any five) : 1×5=5
- He wants to be healthy. He must follow the rules of health. (in order to)
 - Rashed got a job. He gave me the news. (Past perfect Tense)
 - You are saying something. I can't hear it. (What)
 - Hafiz ran five miles. He did not stop. (without + gerund)
 - He has made something. I like it. (what)
 - He was ill. he could not go to school. (as)
 - Do not go out. You will catch cold. (If+Present+Future).

9. Translate into Bengali : 10
Rahim and Hasan were friends. Hasan left for Dhaka. There he tried hard, but could not find a suitable job. So he had to come back to his village. Rahim was not highly educated. He knew that he could not find a good job. So he joined a youth training course. There he learned to be self-employed.

Part-C : Vocabulary

10. Match the words in Column A with the words nearest in meaning from Column B: 1×10 =10

A	B
(a) suitable	(a) to have something inside.
(b) lack	(b) identical
(c) contain	(c) get the attention
(d) advice	(d) want, shortage
(e) the same	(e) contest
(f) react	(f) appropriate
(g) attract	(g) very angry
(h) compete	(h) counsel
(i) face boldly	(i) act as a result of something.
(j) furious	(j) meet confidently with courage.

11. Complete the following passage using a suitable word from the box (Make any grammatical changes if necessary) : 1×10=10

dangerous	rivers	big	is	during
very	into	winter	are	there

Bangladesh (a) _____ a land of rivers. All rivers fall (b) _____ the Bay of Bengal. (c) _____ are many towns, ports and villages on the both sides of the rivers. The rivers become (d) _____ in the rainy season. But they remain calm in the (e) _____. There (f) _____ many rivers in Bangladesh. These (g) _____ become full of water in the rainy season. Most of the people move on boats (h) _____ that time. Steamers ply on the (i) _____ rivers. The rivers look (j) _____ beautiful that time.

Part-D : Writing

12. Write an application to the Dean of Open School of Bangladesh Open University for a testimonial. 10
13. Make a dialogue between you and your classmate about the preparation of the SSC examination. 10
14. Write a paragraph on "Computer" in about 100 words by answering the following questions. 10
- (a) What is computer?
 - (b) What are computers capable of doing?
 - (c) What can the fastest computer do?
 - (d) How does it help us?
 - (e) Has computer brought revolutionary changes in our life?