

English Language Skills

BEN - 1301

Bachelor of Arts(BA) / Bachelor of Social Sciences (BSS) Programme



School of Social Sciences, Humanities and Languages
Bangladesh Open University
Gazipur - 1705

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To the Student

Dear Student

BEN 1301 : English Language Skills has been introduced as a compulsory General Education course of BA/BSS Programme. The course has been designed to help you learn English Language in a way which will fulfill your communicative and academic needs. We have a sincere effort to present the book in a self instructional way so that you can follow the lessons easily.

This course is worth of 3 credits and each credit contains materials worth of 15 hours self study and 10-15 hours additional activities, such as doing in-text activities, consulting references, following radio and tv programmes, attending tutorial sessions, discussing with tutor and course-mates and so on. That means the students are expected to spend 75 - 90 hours for completing the whole course.

Unit 1 with the title "**Reading Texts Thematically and Linguistically**" deals with the topics, such as identifying texts, topics and thesis statements, extracting main ideas from the texts, summarising, dealing with new vocabulary, reading charts and graphs, predicting, understanding writer's purpose or intention, making notes and using a dictionary.

Unit 2, deals with writing notes, paragraphs, letters, dialogues, reports, accounts and summary. There is the answer Key section at the end of almost each lesson.

Unit 3 deals with "**Communicative Grammar**". The topics covered in this Unit are—talking about the present, past and future, talking about abilities and possibilities, wishes and chances, describing processes, using reported speech and articles, and making reference to people and objects.

There are a number of activities in each lesson. Do the activities first and then check your answers with the 'Answer Key' where provided. Moreover, you can get sufficient clues from the text for your answer, or in some cases may wish to consult your tutor and compare your answer with those of your course-mates.

As you go through the lessons, you may come across a number of unfamiliar words, terms and expressions. Try to get the meaning from the context and also use a standard English to English dictionary. If you have any difficulty in understanding any part of this book, make notes to discuss them in the tutorial sessions. This may help you understand better. Nevertheless, please remember, you are always welcome to contact us, the faculty of SSSL, BOU, whenever you need to discuss something essential.

In the present edition of the book a good number of 'Explanatory Notes' 'Answer Key' and 'Multiple Choice Questions' have been added to all of the three Units. It must be mentioned that the whole work of supplementation has been done to fit the book for the principles of Open and Distance Learning (ODL) and hence to increase the student's comprehension. This part has been prepared by the course co-ordinator.

Best of Luck

(Course Coordinator)

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(using relative pronouns - who/which/that)	

UNIT 1

Reading Texts Thematically and Linguistically

Lesson - 1 : Identifying Texts and Topics

Objectives : After you have studied this lesson you will be able to -

- identify a text, i.e., say whether the text is taken from a story, a newspaper, a letter, a brochure, an advertisement, and so on.
- identify the topic of a text.

A.

Read the following *six extracts*. Think about the sources they have been taken from and then write the names of the sources (e.g. a newspaper, a letter, etc.).

1.

A pleasant drive of 64 km from Chittagong brings you to the Kaptai Lake of blue water ringed with evergreen tropical forests. It's a wonderful place for fishing, rowing or just sight seeing.

2.

There was once an old king who had three daughters. One day he called them one by one and said, "How much do you love me, darling?"

3.

New Authors

Do you want to publish your work?

We consider all subjects :
Fiction, Non-fiction, Biography,
Religions, Poetry, Children's . . .

Send your manuscripts to :
Academy Publishers
38/B Banglabazar, Dhaka

4.

The government will build Shanti Nibash (peace homes) for the old people in country's six divisional headquarters, reports APB.

5.

I have read your advertisement for the post of Assistant Manager in The Daily Star yesterday and would like to apply for the post.

6.

In the past people did not have any clear idea about the size and nature of the universe. They believed that the earth was flat and stationary, and the sun, the moon and the planets moved round the earth.

Activity

1. Match the above paragraphs with the descriptions given below. Just write the number of a paragraph in the right blank.

- a ----- a job application
- b ----- a newspaper advertisement
- c ----- a tourism brochure
- d ----- an article
- e ----- a story
- f ----- a news item

2. Here are *six topics*. Read the extracts in section A again and decide which topic goes with which extract.

- 1) The old king and his daughters
- 2) The old concept of the universe
- 3) Wanted - Assistant Manager
- 4) A tourist attraction
- 5) Homes for the old
- 6) Good news for the new authors

3. Here are *four extracts*. Read them and write the sources they are taken from and the topics that go with them :

(1)

Evening session:

3:00 Opening announcement, Recitation from Al-Quran

3:10 Recitation from The Bible

3:15 Patriotic song

3:20 Cartoon film: Bananas in Pajamas

3:45 Programme on nutrition

4:00 Khabar
4:05 Aamar Thikana
4:30 Open University.

(2)

The history of the development of transport shows how people have been trying from pre-historic times to use more and more advanced types of transport, thereby replacing gradually the traditional means of carrying men and goods.

(3)

Two apartments at plot 25, Road 68A, Gulshan 2, each measuring 2000 sq. ft. on furnished or unfurnished basis including air-cooler, are ready for immediate occupation. Each apartment has three bed rooms with attached baths, living, dining, family living, kitchen and maid's room with bath, spacious veranda facing south and a reserved car park. There is provision for emergency power supply and full time security. Please contact:

Dr. A Rahman
Phone : 607306

(4)

Alam Khan : May I speak to Mr Chowdhury, please? This is Alam Khan.

Secretary : I'm sorry, Mr Chowdhury is away at a conference in Chittagong.

Alam Khan : When will he be available?

Secretary : He'll be back Thursday afternoon.

Alam Khan : Oh! I really need to talk to him urgently. Could you help me?

Secretary : I'll try, Mr Khan.

Alam Khan : I sent you an order five weeks ago and the goods have not arrived yet.

Explanatory Notes

pleasant drive	nice and enjoyable trip in a car
ringed with	surrounded by
evergreen	a tree or bush which never loses its leaves
tropical forest	forest in the hottest part of the world
sight seeing	the act of visiting famous or interesting places as tourists
rowing	the activity of making a boat move through water by using oars
publish	to arrange the writing, production of a book, magazine etc.
fiction	books and stories about imaginary people and events
non fiction	books, articles etc. about real events, not imaginary
biography	an account of a person's life written by someone else
universe	all space, including all the stars and planets
stationary	standing still instead of moving; static

ANSWER KEY (for activity 1 & 2)

1.
 - a. 5 a job application
 - b. 3 a newspaper advertisement
 - c. 1 a tourism brochure
 - d. 6 an article
 - e. 2 a story
 - f. 4 a news item

2.
 - 1) The topic, 'The old King and his daughters' goes with the 2nd extract.
 - 2) The topic, 'The old concept of the universe' goes with the 6th extract.
 - 3) The topic, 'Wanted –Assistant Manager' goes with the 5th extract.
 - 4) The topic, 'A tourism attraction' goes the 1st extract.
 - 5) The topic, 'Home for the old' goes with the 4th extract.
 - 6) The topic, 'Good news for the new authors' goes with the 3rd extract.

Lesson - 2 : Identifying the Thesis Statement and Topic Sentence

Objectives : After you have studied this lesson you will be able to identify -

- the topic of a composition
- the thesis statement in a composition
- identify the topic sentence in a paragraph.

A.

Read this composition to answer the following questions.

Our Secondary English Textbooks

1

(1) Secondary English textbooks should be used as a useful aid for teaching and learning English communicatively in our situations. (2) These books, based on a national curriculum, are centrally produced by National Curriculum and Textbook Board, one for each class, and are followed in all the secondary schools, government and non-government, in the country. (3) The books are reasonably priced so as to enable every student to buy his/her copy.

2

(4) Most of our teachers use, rather overuse, these books, because these are the only teaching materials available to them. (5) Moreover, they are not adequately trained to use any other materials. (6) As a result, most of the lesson activities lack variety and challenge, and as such, they hardly stimulate students to learn. (7) To help our teachers to use the textbooks and other support materials effectively, they should be properly trained. (8) This is because only trained teachers can best use textbooks, aids, newspapers, magazines or any texts adapted or prepared by themselves or their students, for teaching English for communicative purposes.

3

(9) Students can learn the language for communicative use only through practising the basic language skills (i.e., listening, speaking, reading and writing). (10) That is why the lessons of a textbook should include adequate language activities for practising language skills. (11) You can memorise words, sentences or even the entire text of a lesson and then think that you have learned English. (12) But, you are wrong. (13) The words and sentences of a lesson are used to provide suitable contexts for practising language skills. (14) They are the means, not the end.

4

(15) Once the students have practised the language skills with the help of a lesson, they should be able to use the skills in real-life situations. (16) A textbook lesson should have tasks and activities which will involve students in communicating with others in English. (17) In other words, the textbook tasks or exercises will be so designed that their practice inside the classroom will lead to language use outside the classroom, i.e., in real life.

5

(18) Teacher's guide should be used to make a lesson effective. (19) The guide will help the teachers with knowledge and techniques of how to make a lesson plan, how to present a word or structure and most importantly how to make the class participatory through pair-work, group-work, role play, etc. (20) However, teachers should be free to use or adapt the guidelines provided in the teacher's guide according to the need of the individual classes.

6

(21) A multiple-textbook policy should be introduced at the secondary level. (22) That is, instead of a single textbook for a particular class, there should be more than one book. (23) So writers and publishers should be allowed to produce textbooks freely. (24) English teachers should have freedom to choose any book or books which they think would be suitable for their classes. (25) Only then the writers and publishers will compete for developing quality books.

7

(26) Once the teachers have free access to a variety of teaching materials, i.e. textbooks and other support materials suitable for their classes and once they are adequately trained in how to use these materials, they would be able to use them for developing their students' communicative competence.

Activity - 1

- 1 What is the composition about ?
- 2 Identify a sentence in the composition (either underline or rewrite it) which tells what the whole composition is about.
- 3 In each paragraph identify one sentence that tells what the paragraph is about.

B.

If you want to write an essay or article, first of all, you have a subject in mind. Then you think about the subject, its various aspects, functions, etc., gather information/data and finally you get down to writing the essay. This subject about which you are writing the essay or article is its **topic**.

So, the topic of a composition just means the subject of the composition.

Whether a topic is broad or limited depends on the length of the article you are planning to write. Look at the topic of our article: “Our Secondary English Textbooks”.

B 1.

Can you think about any differences between these topics ?

- 1 Textbooks
- 2 English textbooks
- 3 Secondary English textbooks
- 4 Our secondary English textbooks

No 1 is too broad a subject to be dealt with within the space used for the article, because it includes textbooks for all subjects at all levels of education.

No 2 is still broad and general, because all English textbooks for all grades have to be dealt with.

No 3 is quite limited in scope, but yet it could be secondary English textbooks of any country in general.

No 4 is precisely limited to what can be dealt with easily in the space available.

You have perhaps noticed that a topic can be expressed in a single word (War, Peace, etc..) or in a phrase (e.g. Civil Society, Safe Drinking Water, etc.).

C.

Read the article again and identify a sentence that tells what the entire article is about. This sentence you are going to identify best expresses the subject of the whole composition and is called a **thesis statement**.

The thesis statement is usually made in the first paragraph. It is clearly written as part of the introduction. Only the idea in your thesis statement and other ideas, facts, etc. related to the idea of the thesis statement should be included and dealt with in your composition.

Now, there are three sentences in paragraph 1. Only sentence 1 expresses clearly how our secondary English textbooks have to be used and for what purpose. Sentences 2 and 3 only give us other facts (e.g. how and for whom

these books are produced and why they are not expensive). These facts are related to the main idea expressed in sentence 1. So, sentence 1 is the thesis statement of the entire composition.

D.

A paragraph contains a unit of thought or idea which is expressed in several or many sentences. The topic sentence in a paragraph tells what the paragraph is about. It expresses the main idea which is developed in the paragraph.

A good topic sentence uses key words which you can develop in the paragraph. It is usually a positive statement. For example :

My family members do not like fast foods.
(a bad topic sentence)

My family members avoid fast foods.
(a good topic sentence)

A topic sentence can be put anywhere in the paragraph.

Considering the above-mentioned characteristics of a topic sentence, you can check your answers to section *B* with the following clues.

Paragraph 1

Sentence 1 has key words like *English textbooks, teaching, learning, communicatively, situations*. Remember, sentence 1 states the main idea of the entire composition. And it also states the main idea of paragraph 1.

Paragraph 2

Sentence 7 expresses the main idea of training teachers in order to enable them to use the textbooks and other support materials effectively. Other sentences in the paragraph justify this statement by telling that teachers are not properly trained and most of them do not have access to even such simple teaching materials as newspapers, magazines, etc.

Paragraph 3

See how the idea in sentence 9 has been supported by, and developed through, the remaining sentences of the paragraph.

Paragraph 4

Sentence 15 indicates why students should be able to use the language skills in real-life situations after they have practised the language skills

(clue: *communicate*). Sentence 16 tells us what will help them to communicate with others in English. (clue: *tasks and activities in a lesson*). Sentence 17 further explains the idea of sentence 16.

Paragraph 5

Sentence 18 gives the key idea of the need of teacher's guide for the effective use of a textbook. Sentence 19 tells us how a teacher's guide can help effective teaching, while sentence 20 informs how a teacher should use the guide.

Paragraph 6

The idea of multiple-textbook policy is expressed in sentence 21. Sentence 22 explains the policy. Sentence 23 tells us what we should do to implement the policy. Sentence 24 points out what teachers should do under the policy. Sentence 25 connects teachers' role (sentence 24) with the development of quality textbooks.

Paragraph 7

It has only one sentence (sentence 26) that concludes the composition, saying that if a variety of teaching materials are available and if the teachers are trained, they would be able to develop their students' communicative competence.

E.

Organisation of the article

The article 'Our Secondary English Textbooks' has seven paragraphs. The introductory paragraph begins the composition with the thesis statement. This thesis statement has been developed in the following five paragraphs (2-6). The last paragraph (paragraph 7) restates the thesis in different words and gives a conclusion to the general idea expressed of the article in the thesis statement. Look at the organisation of the article in the following table:

Topic	Our secondary English textbooks
Thesis statement	Secondary English Textbooks should be used as a useful aid for teaching and learning English communicatively in our situations. (Sentence 1)
Topic Sentences	To help our teachers to use the textbooks and other support materials effectively, they should be properly trained. (Sentence 7)
	Students can learn the language for communicative use only through practising the basic language skills like listening, speaking, reading and writing. (Sentence 9)
	A textbook lesson should have tasks and activities which will involve students in communicating with others in English. (Sentence 16)
	Teacher's guide should be used to make a lesson effective. (Sentence 18)
	A multiple-textbook policy should be introduced at the secondary level. (Sentence 21)
Conclusion	Once the teachers have free access to a variety of teaching materials (i.e. textbooks and other support materials) suitable for their classes and once they are properly trained in how to use these materials, they would be able to use them for developing their students' communicative competence.

Activity - 2

- 1 Which topic do you think would be most appropriate for writing a very short article ?
 - a Floods
 - b The 1998 floods in your area
 - c Floods in Bangladesh
 - d The 1998 floods in Bangladesh

- 2 Which do you think is the best thesis statement for a 2-3 page article? Justify your answer by explaining the scope of each statement.
- a Rice is the staple diet in many countries of the world including Bangladesh.
 - b Rice production and modern agricultural technology.
 - c You will remain slim if you don't eat too much rice.
 - d Rice is our staple product.
- 3 A topic sentence
- a explains the topic of a composition.
 - b introduces the main idea of the composition.
 - c states the main idea of a paragraph.
 - d always introduces a paragraph.

Explanatory Notes

useful aid something such as a machine or tool that helps someone do something

teaching and learning English communicatively teaching and learning English in such a way that the learners can express their ideas and understand other's too.

centrally produced NCTB produces books for the whole country that means NCTB produces books centrally.

reasonably priced not very expensive; the price which one can afford

adequately trained having enough training

variety different types of things

challenge something that tests strength, skill, or ability especially in an interesting way; for example, *I like my job to be a challenge*

.....**most of the lesson activities lack variety and challenge** most of the activities are boring

.....**through practising the basic language skills** If the learners do activities related to basic language skills, i.e. reading, writing, listening and speaking skills they will have the ability to use the language for communicative use.

entire text whole text

The words and sentences of a lessonThey are the means, not the end If the learners can use the words and sentences of a lesson as tools to make the activities, they can learn both language and practise language skills.

real-life situations actual situations where people have to deal with

participatory a way of involving everyone in an activity/task

a multiple –textbook policy a policy that will permit including many textbooks for each class.

compete for try to be more successful than another person or organization; for example, *Several companies are competing for the contract*

access to the right to have something; for example, *Students must have access to a good library*

competence the ability to do; for example, *No one doubts her competence as a teacher.*

MCQ

1. A thesis statement expresses
 - a. the subject of the whole composition
 - b. the subject of the 1st paragraph
 - c. the main idea of the last paragraph
 - d. the topic of a composition

Lesson - 3 : Extracting Main Ideas

Objective: After you have studied the lesson, you will be able to -

- quickly recognise the main idea/ideas in a reading text.

A

Read this passage and study the questions and discussions that follow in Section B.

Text - 1

1

You can eat three wonderfully balanced meals a day and yet you might be wasting your food. This is mainly because you are a rapid eater. You barely spend 3/4 minutes on a meal. But if you eat slowly, taking at least 20/30 minutes for each meal, both your physical and mental health can be greatly improved.

2

Eating slowly will facilitate digestion. Chewing stimulates the secretion of saliva which moistens food and makes it ready for digestion. It also helps to reduce gas and prevent heartburn. Thorough chewing exercises the gums and improves the blood supply to the teeth. Eating slowly also can be turned into a relaxing and pleasurable activity, providing you with a setting for informative and interesting chats and discussions among your family and guests.

3

If, on the other hand, you do not chew your food slowly, the process of digestion will take longer. The stomach will have to work harder. It will have to contract and expand more and more to prepare the food to pass through the digestive tract. Also gobbling food in large mouthfuls will distort your face. Sometimes this may be dangerous. A large bite of food not chewed adequately and not moistened by saliva may get stuck in your throat and you may be choked to death.

B.

Questions and discussions

1 What is the text about ?

Think about some topics you think would be suitable. Write them down and then continue reading.

The passage tells us about eating slowly or rapidly with the respective consequences. So it is all about 'How we eat.'

2 What is the main idea in the passage?

Think about and write down the main idea in the passage.

Now continue reading. There are three ideas in the passage :

- a) Food is wasted if eaten rapidly, and beneficial if eaten slowly. (Paragraph 1)
- b) Proper chewing of food improves both physical and mental health. (Paragraph 2)
- c) Eating food rapidly is harmful and often dangerous. (Paragraph 3)

Often in a passage like this there may be two, three or more ideas of more or less or equal weight. This makes it difficult to identify the main idea.

Now before we say which one - (a), (b) or (c) - is the main idea in this passage, let us look at how we can recognise the main idea.

B 1.

How we can recognise the main idea

There are several ways of recognising the main idea in a paragraph or passage :

1. It is the most significant idea and is expressed with the greatest force.
2. It is a summary or generalisation of the passage's content.
3. It is expressed as a complete thought.
4. It is supported and reinforced by the rest of the passage.

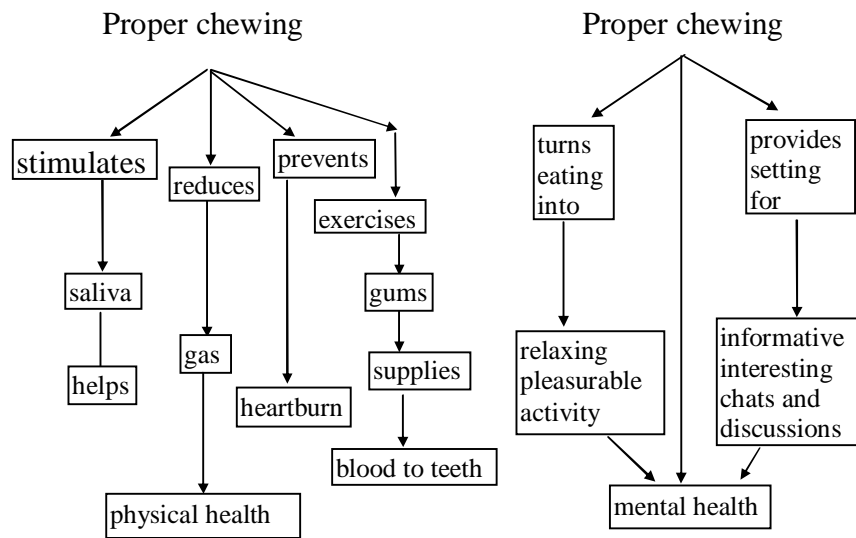
Keeping in mind these four criteria of recognising the main idea, let us now try to identify which of the three ideas, i.e. (a), (b) and (c) above, is the main idea.

Both (b) and (c) each are no doubt a complete thought and expressed with great force. While (b) tells us about the positive effects of eating slowly, (c) points out the negative effects of eating rapidly. Also they are reinforced with supporting details in the respective paragraphs.

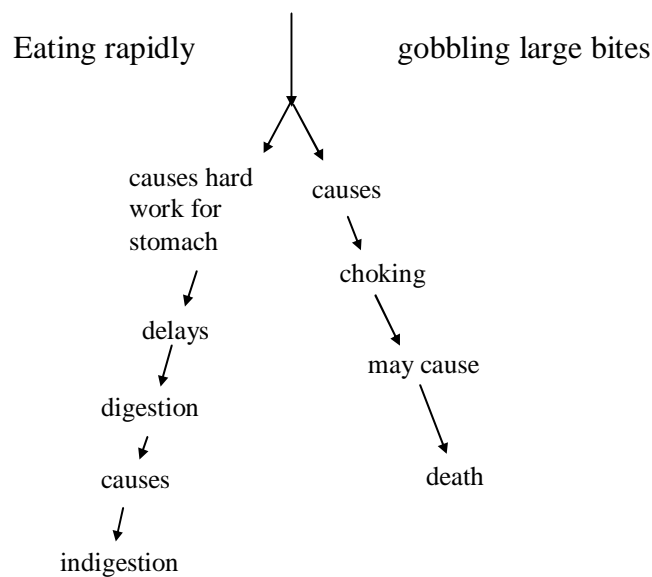
B 2.

How an idea is supported and reinforced.

The idea in (b) "Proper chewing of food improves both physical and mental health" has been supported and reinforced in this way :



Similarly, the idea in (c) “Eating food rapidly is harmful and often dangerous” has been reinforced by these supporting details:



But neither of them summarises or generalises the passage’s content or theme. So both (b) and (c) could be the main idea in paragraphs 2 and 3 respectively, but neither of them can be the main idea of the passage. Since (a), “Food is wasted if eaten rapidly and beneficial if eaten slowly,” fulfils all the four criteria, it is the main idea of the passage.

Remember, you can identify the main idea in a paragraph, in a passage, in a chapter or in a book. Also, remember that not all ideas in a text/passage are

equally important. Subordinate ideas, expressed as details, examples or contrasts, support the main idea in a passage.

Activity

Read the passage and answer the questions that follow.

Text - 2

Language is noise. But all noises are not language. We hear around us such noises as those of rain falling on a tin roof, wind whistling through the trees, water murmuring through the streams, a ceiling fan whizzing over our head and so on. But these noises have got nothing to do with language. Language is noise that stands for things or ideas. And these noises are made by humans by using their throats, tongues, lips and teeth. We make these noises when we want to talk about some things or ideas. For example, English speakers call a particular four-footed animal *cow*, while Bengali speakers call the same animal *goru*. Again when we get what we want we become *khushi* in Bangla and *happy* in English.

Questions

1. What is the passage about? (What is the topic ?)
2. Write the main idea in the passage.
3. What are the subordinate ideas and how are they related to the main idea in the passage? (Mention a subordinate idea and write whether it supports or reinforces the main idea as a detail, an extension or an example.)

Explanatory Notes

balanced meals meals that contain the right foods in the right amounts

...yet you might be wasting your food you are having balanced meals yet the food may not be good for you

rapid eater quick eater

Eating slowly will facilitate digestion slow eating will help in easy digestion

stimulate to encourage an activity, for example; *Light stimulates plant growth*

moisten to make soft; for example, *She moistened her lips with lip gel.*

Chewing stimulates....makes it ready for digestion When we chew food, saliva is produced in our mouth. Saliva helps soften food and makes it ready for digestion.

heartburn an unpleasant burning feeling in your stomach or chest caused by indigestion

Thorough chewing exercises the gums and improves the blood supply to the teeth Careful chewing makes the gum stronger and increases the blood supply to the teeth

pleasurable activity enjoyable activity

chat an informal friendly conversation

Eating slowly also can be turned into a relaxing and pleasurable activity,.....your family and guests Eating slowly can be a very enjoyable and comfortable activity. It can also create an environment for important and interesting conversation.

gobbling to eat something very quickly

MCQ

1. The first text is about
 - a. how we eat.
 - b. how the stomach works.
 - c. how eating helps improve health.
 - d. how to reduce hurt burning.

2. What is the main idea in the first text?
 - a. Proper chewing of food improves both physical and mental health.
 - b. Eating rapidly is harmful and often dangerous.
 - c. Food is wasted if eaten rapidly, and beneficial if eaten slowly.
 - d. Eating slowly will facilitate digestion.

3. What is the topic of the last passage?
 - a. What is language

- b. Different noises
 - c. Languages
 - d. Ideas
4. What is the main idea in the last passage?
- a. Language is noise that stands for ideas.
 - b. Any noise made by humans is language.
 - c. Any noise produced by animals is language.
 - d. The noise of rain falls is a language.

Lesson - 4 : Summarising

Objective : After you have studied the lesson, you will be able to -

- summarise an extract, a report, and so on.

A.

Read this passage and study how to summarise.

Text - 1

1

It's already 8. You got up half an hour late today. Your little daughter's stomach was upset last night and she kept you and your wife up until 1 in the morning. So you took a quick shower, got dressed, gulped down a piece of toast and are off to the bus stand. You have to be at work by 9. You have time in hand as your office is only three kilometres from the bus stand and it should not take more than half an hour to get there by bus. But you don't know how long it may take. Traffic is worst in Dhaka at rush hour. So you are anxiously waiting for the bus.

2

The cars, buses, baby taxis and rickshaws taking the school-going children accompanied by their parents or escorts crowd the city roads especially around the schools.

3

Many public buses and *tempos* do not follow traffic rules. They stop at any place on the road to collect passengers and they often do it just in the middle of the road, often blocking the traffic.

4

Above three hundred thousand rickshaws plying on the roads of Dhaka City cause serious traffic congestion.

5

Push carts carrying goods can freely move anywhere in the city, making traffic worse.

6

These motorised and non-motorised vehicles plying on the same road often clog it. Once you are caught up in such a jam, you have to be ready to sit there even for an hour.

7

If you can't afford to wait that long in a traffic jam, you might like to walk. But walking is not easy either. Fruit sellers, old-book sellers, clothes sellers, newspaper men, trinket sellers and beggars occupy more than 60/70 per cent of the footpaths. So, like many pedestrians, you have to use the main road instead of using the sidewalks. But the main road with its chaotic traffic is too difficult and risky for you to walk along.

B.

How to summarise the passage

Summarising includes the main points or ideas expressed in the paragraphs (if there are more than one paragraph) or in the text. The following steps will help you to summarise the passage.

1

Eliminate unnecessary, unimportant points/ideas. The main idea in the passage above is 'difficulty in going to work because of traffic congestion and misuse of sidewalks'.

The ideas or points in paragraph 1 are :

- You got up late.
- You could not sleep until 1 in the morning.
- Your daughter's sickness kept you and your wife up that late.
- You took a shower quickly.
- You ate breakfast hurriedly.
- You went to the bus stand.
- You are anxiously waiting for the bus.
- The traffic is very bad at this hour.

All these ideas in the paragraph have provided a good introduction and setting to the whole composition, but they are not necessary except the last two points for making a summary of the passage.

2

Eliminate the point/idea which is important by itself but not so in making a summary of a passage. The idea of parents and escorts taking children to school is important (paragraph 2), because the unescorted child may be kidnapped or other accidents may take place on the way. But when you are writing a summary of the passage centring around the topic of traffic congestion, this point needs not to be included.

3

Use a summary/ an umbrella word instead of a series of items. In this composition the writer discusses a number of related things like cars, buses, rickshaws, *tempos* and push carts. Vehicles could be a substitute for

all these types of transport. Again, instead of using *fruit sellers, book sellers, clothes sellers, newspaper men, trinket sellers* and *beggars* you could just use *vendors* and *beggars*.

4

Mention an action itself instead of describing a series of actions or events involved in the action. Paragraph 1 describes a series of actions or events, such as *You got up late; you could not sleep last night; you had your breakfast hurriedly; you went to the bus stand; you are anxiously waiting for the bus, because the traffic is very bad at this hour.* All these actions could be summarised just by saying : *As you were late and as the traffic is very bad this time, you are anxiously waiting for the bus.* A summary also could be written in general terms. For example, the above summary could also be written like this : *Going to work during rush hour is difficult and full of tension.*

5

Select or write a topic sentence for each paragraph. If a paragraph does not have any topic sentence you have to write one. Here are the topic sentences :

Paragraph 1

Going to work during rush hour is difficult and full of tension.

Paragraph 2

Transport taking children to schools causes traffic congestion around the schools.

Paragraph 3

Public vehicles often stop illegally at any place on the road, blocking traffic.

Paragraph 4

Countless rickshaws cause serious traffic congestion.

Paragraph 5

Free movements of push carts make traffic worse.

Paragraph 6

Both motorised and non-motorised vehicles plying on the same road cause traffic jams.

Paragraph 7

Walking on the footpath mostly occupied by vendors and beggars is not easy, nor is it safe to walk on the congested main road.

6

Combine these topic sentences into a summary. While doing this you can still eliminate repetitions and unnecessary expressions that you might notice in the seven topic/summary statements. So, the final summary you will write will be a summary of summaries.

B1.

Here is the summary.

Going to work during rush hour is difficult and full of tension. Traffic at that time becomes very bad. Vehicles taking children to schools, public vehicles stopping illegally at any place on the road, countless rickshaws, free movements of push carts – all these motorised and non-motorised means of transport plying on the same road cause serious traffic jams. Even walking on the footpaths mostly occupied by unauthorised users is not easy, nor is it safe to walk on the congested main road.

Notice how the main points in the 7 topic sentences have been summarised as concisely and briefly as possible.

Activity

Read the passage below and answer the questions that follow.

Dr. Morehouse, founding director of the Human Performance Laboratory at UCLA talked about **maximum performance** in his book by the same name. According to him, there is in every one of us a better performer than we are. And by following certain principles, he believes, you can become one. The most common such principles are :

Text - 2

1

We often feel that we must strive to do our best. Hence is our break-neck effort to do the best. But champions never behave like this. They don't exhaust themselves. You must relax more before moving faster. Trying too hard only exhausts you.

2

We often give over-attention to a lot of things in our daily lives. We are too conscious of the protein and fat count in our food. But a properly balanced diet has all these things in the right proportions. We often do fitness exercises – running, jogging, aerobics, whatever – tenaciously, following a very strict schedule. But too much of them often do more harm than good. Your body often knows more than you think it knows. If you think too hard, your body will tense up and perform less well.

3

Avoid feeling calm before a challenge. A stage actor or a boxer feels anxious or terrible before he starts his performance, and that helps him perform better. When you are aggressive, angry or excited, your body produces a substance, a hormone called *adrenalin*, that gives you more energy.

4

We often think that while we are fresh, we should first do the difficult part of the task in hand. This is wrong. If we do that, we may be left with little or no energy to finish the task. In fact, it is better to start with the simple things first. However, the best way to do a big task is to divide it up into sections and to assign a certain amount of time to each part of the task.

5

Human beings are often competitive by nature. Students, business people, professionals, officials – all compete more or less with each other. This competitive culture often does good, no doubt. But it is also inhibiting and discouraging. You can always find someone either better or worse than you in many respects. So you should view your performance in terms of your own wants, needs, limitations and gifts.

Questions

1. Choose three topics which you think would be suitable for the passage.
2. How many of these statements represent the main ideas in the passage ? Just tick each of them.
 - Dr. Morehouse talked about human performance in a book.
 - Giving over-attention to what you are doing makes your body tense.
 - Instead of comparing yourself with others do your best according to your abilities.
 - You have to try very hard to achieve your goal in life.
 - If you feel terrible, aggressive or angry, you are likely to perform better.
 - Relax more so that you can work more.
 - You have to do the difficult part of a task first while you have energy.
 - There are always people around you who are either more talented or less talented than you.
 - You perform better if you avoid thinking too much about what you are doing.
 - Do a big task part by part preferably beginning with the simpler one.

- We should not be conscious about the protein and fat count in our food.
3. Re-order all the statements you have chosen in Q2 above according to their position in the passage.
 4. Now write a summary of the passage, using these statements.

Explanatory Notes

gulped down a piece of toast ate a piece of toast very quickly without chewing

rush hour busy period/time

escort a person or a group of people or vehicles that go with someone in order to protect or guard them; for example, *My friends escorted me home*

traffic movement of people and vehicles along the roads and streets; for example, *there's usually a lot of traffic at this time of day*

ply on move regularly

traffic congestion traffic jam; condition in which many road vehicles are prevented from moving forward

pedestrian person walking in a street

sidewalk path at the side of a street for persons on foot

strive struggle; example, *I am striving to improve my performance.*

breakneck extremely and often dangerously fast; for example, *She drove the car at breakneck speed.*

champions persons who fight, argue or speak in support of a cause, for example, *She is a champion of human rights*

fitness exercises exercises that keep people healthy and physically strong

tenaciously determined to do something and unwilling to stop trying even when the situation becomes difficult

MCQ for the 2nd text on page 22

1. What is the main idea in the 1st paragraph?
 - a. Relax more so that you can work more
 - b. You have to try very hard to achieve your goal in life
 - c. You perform better if you avoid thinking too much about what you are doing
 - d. Giving-over –attention to what you are doing makes your body tense

2. What is the main idea in the 2nd paragraph?
 - a. We often do fitness exercises tenaciously.
 - b. Giving-over –attention to what you are doing makes your body tense
 - c. You have to try very hard to achieve your goal in life
 - d. We should not be conscious about the protein and fat count in our body

3. What is the main idea in the 3rd paragraph?
 - a. If you feel terrible, aggressive, or angry, you are likely to perform better
 - b. Relax more so that you can work more
 - c. Giving over attention to what you are doing makes your body tense
 - d. You have to try very hard to achieve your goal in life

4. Which of the followings is the main point of the 4th paragraph?
 - a. We should do the difficult part of the task in hand
 - b. Do a big task part by part preferably beginning with the simple one
 - c. You have to try very hard to achieve your goal in life
 - d. We should not be conscious about the protein and fat food

5. The main idea in the fifth paragraph is-
 - a. instead of comparing yourself with others do your best according to your abilities.
 - b. human beings are often competitive by nature
 - c. there are always people around you who are either more talented or less talented than you
 - d. you should view your performance in term of your needs

Lesson - 5 : Dealing with New Vocabulary - 1

Objective : After you have studied this lesson, you will be able to -

- explain how you can know a new word in a text.

A

When you read anything in English – textbooks, stories, newspapers, messages, whatever – you may find new words, whose meanings you do not know.

Activity - 1

What do you usually do with new words ?

Here are some clues to the answer :

- ask teacher/fellow student/ parents
- look up in a dictionary
- ignore these words
- read them again and again
- read the sentence/sentences in a text/passage where they are used

You may do one or more than one thing mentioned in the clues. Write your answer.

B.

How should you try to know a new word? There are some ways in which you can possibly try to know and understand a new word.

B 1.

Know the context.

Read this sentence :

1) *I have bought a 'tomaline'*

What does the word *tomaline* mean?

The other words in the sentence *I have bought* do not give any hint at or clue to the meaning of *tomaline*. The only word *a* (*an article*) indicates that *tomaline* is a single thing (*a singular noun*).

So *tomaline* could be anything that you can buy: a fish, a flute, a pen, a computer, a hammer, a shop, a table, a cow, anything living or inanimate, movable or immovable. Therefore, it is difficult to say what this word exactly means.

Now read this sentence :

2) *I cut the cake with a 'tomaline'*

Here in this sentence, there are two words *cut* and *cake* which give clues to the meaning of *tomaline*. That is, it is some kind of tool with which you can cut a cake, for example, a 'knife'. These words *cut* and *cake* form a **context** from which the meaning can be inferred.

A word may have more than one meaning. And it depends on the context in which the word is used. Look at these two sentences :

3) *I cut the wood with a 'tomaline'*

4) *I cut the rice with a 'tomaline'*

The context provided with *cut* and *wood* in sentence (3) indicates that *tomaline* here means a *chisel* while the context provided with *cut* and *rice* in sentence (4) means a *sickle*.

So, different contexts may give different meanings to the same word. And from a given context it might be possible to infer the meaning of a particular word.

As you have seen in sentences (2), (3) and (4) above, the words forming contexts are used *before* the new word (*tomaline*). But, context words may also be used *after* the word. Look at these sentences :

5) *I saw a 'tomaline' sitting in its nest.* (a bird)

6) *I saw a 'tomaline' sitting on the runway.* (a plane).

Therefore, a context is part of a reading text that surrounds the new word.

It can be a single word, a phrase, a sentence, a paragraph or even a longer text that explains and restates the meaning of the new word.

Activity - 2

Read the passage. The underlined words are supposed to be new words. Identify the contexts and explain how they have made the new words meaningful. No 1 is done for you.

My uncle being very much attached to his nephew, invited me to study under him in his home. He was a professor of philosophy, chemistry, geology, mineralogy, and many other ologies¹.

Professor Hardwigg², my worthy uncle, is by no means a bad sort of man; he is however, choleric³. To bear with him means to obey; and scarcely had his heavy feet resounded within our joint domicile⁴ than he shouted for me to attend upon him.

“Harry --- Harry --- Harry --- ”

I hastened to obey, but before I could reach his room, jumping three steps at a time, he was stamping⁵ his right foot upon the landing.

“Harry !” he cried, in a frantic⁶ tone, “are you coming up?”

(adapted from *A Journey to the Center of the Earth* by Jules Verne).

No 1 *ologies* : The context words are subjects like *geology* and mineralogy, particularly *geology* which ends with ‘ology’. The speaker’s uncle is a professor of these subjects and many other similar subjects which end with *ology* such as *physiology*, *sociology*, *biology* and so on. The new word *ologies* is plural and refers to many such subjects.

B 2

Know the grammatical characteristics.

We have seen in section B1 how we can know new words with the help of contexts. Let us now see how grammatical characteristics and uses of the new words together with the context words can help us to understand the new words better.

Sometimes grammatical knowledge and use of words of different parts of speech will help you to know new words better.

Take these words, for example: *jubilant*, *chilly*, *devastating*, *ferocious*.

Do not try to know these words in isolation. That is, do not try to know the meaning of each word by itself. They modify or describe something. That is, they are adjective words. So look out for another word (which will be a noun word) that is usually used with each of them. For example: a *jubilant party*, a *chilly night/winter*, a *devastating flood/war*, a *ferocious tiger/man*. These noun words (party, flood etc.) will give you context clues and you are expected to grasp the meaning of the new words (*jubilant*, *chilly*, etc.) with the help of these nouns. Similarly, when some verb words are new to you, read them with their objects or adverbials. For example: to *chase a thief*, to *enact a new law*, to *provoke a person* to *answer rudely*, to *swoop down on the muggers*.

So, if any word of any part of speech is new to you, try to read it with the words which are grammatically associated with it.

The form or shape of a word often helps you to know a new word.

Read each of these groups of words below and write what characteristics each group of words has with regard to their forms, shapes, and if possible, general meanings. Notice that a suffix is used after and a prefix is used

before some form of a word. Group (a) is done for you. A good dictionary will help you to answer this question (see lesson 11).

Suffixes and prefixes

- (a) learner, teacher, writer, worker, actor, operator
- (b) education, admission, pollution, extension, nomination, confession
- (c) happiness, sadness, weakness, dryness, silliness, forgetfulness
- (d) accuracy, fluency, diplomacy, infancy, supremacy
- (e) scarcity, crudity, flexibility, productivity
- (f) friendship, scholarship, membership, ownership
- (g) development, government, enjoyment, excitement
- (h) childhood, motherhood, fatherhood, brotherhood
- (i) hopeful, forgetful, peaceful, eventful
- (j) pious, poisonous, delicious, outrageous
- (k) active, passive, productive, constructive
- (l) harmless, treeless, useless, spiritless
- (m) happily, sadly, stupidly, nicely
- (n) immature, impartial, inedible, inconvenient
- (o) unjust, unclear, uncomfortable, unethical
- (p) disappear, dislike, disconnect, disqualify
- (q) misunderstand, misbehave, misinform, misconduct
- (r) overdo, overhead, overthrow, oversleep
- (s) proactive, pro-government, pro-revolutionary, pro-American
- (t) anti-Russian, anti-social, anti-war, antiseptic

Group (a) : Here the suffix *er/or* is used with verbs and has made them into nouns, e.g., *learn+er = learner*. These nouns usually mean persons who are the doers of some activity.

B 3.

Know the pronunciation

You may infer the meaning of a new word from its context (B1). You may know its grammatical meaning and form (B2). But you may not know how to say the word. Though this matter of pronunciation is not very important while you are reading something silently for comprehension, yet you should know how to say the new words you come across in a reading text. This is because you may have to use these words while you speak to somebody or you may have to understand them while somebody use them in his/her speech. So, you should learn how to say the new words you find in your texts.

One way of learning how to pronounce a word is to hear the word said with correct stress and pronunciation. Your tutor or a fellow student can help you. Or, if you somewhat regularly listen to radio and watch television programmes and consciously try to learn the pronunciation of some words,

you are likely to hear them said, if not in a single programme but over the time.

This is perhaps the best way to learn pronunciation, because English pronunciation does not always follow some fixed rules. It is often irregular and depends on convention.

B 3.1

Try to pronounce the following groups of words:

- (a) comb, debt, calm, palm, knee, knife, fasten, soften, psychic, receipt, hour, heir. (Underlined letters are silent.)
- (b) flu/flew, steak/stake, through/threw, place/plaice, dough/does, rough/ruff. (Each pair is pronounced exactly in the same way.)
- (c)
- (i) He took the **lead** in organising the protest meeting.
Lead poisoning is a serious health hazard.
- (ii) I used to **wind** my old watch every morning.
 The **wind** is strong, so don't go out now.
- (iii) I'll be back in a **minute**.
 The **minute** details of the incident are published in today's newspapers.

The two words in bold type in each pair of the sentences in (c) above are spelled in the same way but are different in pronunciation.

These are only a few examples to show how difficult English pronunciation is to us. Especially to the foreign language learners who may have some opportunity to hear English spoken in classroom, but who have hardly any scope of hearing or using English outside the class.

However, there are some rules that can really help you to learn pronunciation. And a good dictionary can help you best in this respect.

Activity - 3

1. What are the context clues to finding meanings of the underlined nonsense words in the passage below ? What do these words mean?

Mr. Benet was booding on an arm-chair with a kriomit in his hand. As he was reading it, he came across a funny terara standing on its head. Beneath it was a short glottsy that told about a joker who used to sheekh his living by paandoning all sorts of physical feats.

2. Read the passage below. Write the meanings of the underlined words with the help of the context clues and grammatical forms used in the passage.

Freedom to learn, to think, to speak, and to publish are among the basic elements of a democratic way of life. In the seventeenth century, these freedoms were restricted throughout most of Europe. Many of the colonial leaders brought negative thoughts about these freedoms along with them to the New World. From the earliest days, they had misgivings about the growing spirit of independence among the settlers. These leaders believed that it was dangerous to educate men and women or even to allow them to read freely. In fact, one such leader, William Berkeley, Governor of Virginia, went so far as to boast that while he was governor, there were neither free schools nor printing presses in his colony. On the other hand, many colonists held an opposing view. They believed that people should be free to learn, to think and to express their opinions. They also believed that printers should be free to print and distribute their own thoughts and the thoughts of others.

One of these colonists was John Peter Zenger. Zenger's *New York Weekly Journal*, begun in 1733, spoke out in opposition to the King's government. Then in the autumn of 1734, Zenger was arrested for printing criticism of the governor. Under British law, this made him guilty of criminal libel, even if the criticism was true.

Zenger's arrest excited intense interest throughout the colonies. Fortunately, Andrew Hamilton, one of the ablest lawyers in America, agreed to defend him. Hamilton argued with force and passion. He argued that the charges printed by Zenger were true; therefore, they were not libelous. He asserted that Zenger had been fighting for the right to speak and write the truth. In short, he had been fighting for liberty itself.

The jury returned a verdict of not guilty and John Peter Zenger, editor and publisher, walked out of the courtroom as a free man.

This landmark decision helped establish in America the principle of freedom of the press.

Explanatory Notes

suffixes and prefixes

group (b): Here the suffix tion/sion is used with verbs and has made them into nouns, e.g., educate+tion=education; extend+sion=extension; pollute+tion=pollution

These nouns usually mean processes through which something happens

group (c): Here the suffix 'ness' is used with adjectives and has made them into nouns, e.g., happy+ness=happiness; silly+ness=silliness; weak+ness=weakness
These nouns usually mean mental state.

group (o): Here the prefix 'un' is used with adjectives and has given them the opposite meaning, e.g., un+just= unjust; un+clear=unclear; un+comfortable=uncomfortable

group (p): Here the prefix 'dis' is used the verbs and has given them the opposite meaning, e.g., dis+like=dislike; dis+appear=disappear; dis+qualify=disqualify

Answer key (Activity - 3, No-2)

restricted limited; for example, *Speed is restricted to 30 kilometres in towns.*

colonial related to a country that controls and rules other countries; for example, *Bangladesh was under colonial rule for many years.*

misgivings a feeling of doubt, distrust or fear about what might happen or whether something is right for example, *I have serious misgivings about taking the job*

settler someone who goes to live in a new place where there are few people

freely if you are allowed to read freely you can do it as much as you like and in whatever way you like; for example, *You may require courage to speak freely*

leader the person who directs or controls a team

boast to talk too proudly about one's achievements or abilities; for example, *He is always boasting about his success.*

lawyers someone whose job is to advise people about laws

defend to protect; for example, *When the dog attacked me I defended myself with a stick*

verdict an official decision of a law court; for example, *The jury announced their verdict.*

This land mark decision The decision that makes a turning point

Lesson - 6 : Dealing with New Vocabulary - 2

Objective : After you have studied this lesson, you will be able to -

- recognise how a text is organised with the help of clue words.

A.

A piece of writing always carries some meaning to its reader. That is, the reader gets a message, an idea or a feeling by reading a text.

Read these sentences :

- (1) The story-book is fascinating.
- (2) I had a headache.

Do these sentences give you a single message, idea or feeling? Two sentences have two messages. Taken together, they do not give any feeling of unity. So, they do not make sense as a unified idea.

Do you know why they fail to do that? These are rather isolated sentences – they are not organised to form a text giving a single message.

Now read this sentence.

- (3) Though I had a headache, yet I could not stop reading the story-book, because it was fascinating.

The two isolated sentences have been organised here according to some patterns based on contrast, ‘cause and effect’ and ‘pronoun reference’.

Notice the **contrast** between *my having a headache and, in spite of that, my reading the story-book*. And then notice the **effect** : *I could not stop reading the story-book* and the **cause** : *it (the book) was fascinating*. Also notice that ‘it’ is used for ‘the story-book.’ That is, ‘it’ (a pronoun) stands for a noun, the ‘story-book.’

The pattern of text organisation here is built up with some **clue words**. For example, **though** and **yet** are the clue words for **contrast**, **because** is used for **cause** and **effect** and **it** for referring back to its noun, i.e., **the story-book**.

B

Notice the following patterns of organising a text with the help of some clue words/phrases.

1

The **time sequence** of an event/action in a text is expressed through the use of these clue words: *now, before, after, soon, during, while, immediately, since, until*, e.g. :

During our journey by boat, we saw beautiful countryside on either side of the river.

2

The, **event-order**, i.e., the order in which something happens, is shown with the use of these clue words: *first, second, last, then, next*, e.g. :

First he gave a brief talk and **then** he invited questions from the audience.

3

A word, phrase or concept is **defined**, using such clue words as: *is, means, like*, e.g. :

An **anecdote is** a short, amusing account of something that happened in the past.

4

A statement is often **clarified**, either with something new added to it or with an example or examples. The clue words used for this type of text are: *in other words, of course, that is, clearly, for example/instance*, etc., e.g. :

You should take some simple precautions during a long journey, **for example**, drinking enough safe water.

5

A statement is often **summarised** with these clue words: *in short, in brief, to sum up, in conclusion, on the whole* etc., e.g.:

To improve your reading skills, read English newspapers, journals, magazines, stories, **in short**, any materials available.

6

Things, events or ideas are often **compared** to show their similarities with the use of these clue words: *similarly, similar to, compare with, also*, etc., e.g.:

Even a blind mother can recognise her child by just hearing its cries. **Similarly**, she can identify it by just touching its skin.

7

Things, events or ideas are often **contrasted** to show their dissimilarities or differences. The clue words used for this purpose are: *though, although*,

yet, however, but, on the contrary, at the same time, in fact, on one hand ... on the other hand, etc., e.g.:

Although he is just 16, he has all the qualities of a politician.

8

The **cause** and **effect** of an action are expressed through the use of such clue words as: *as a result, because, accordingly, consequently, hence, as, therefore, so, thus, etc., e.g.:*

The farmer could not prepare his land properly. **Consequently**, he had a poor harvest.

9

In a text noun words, phrases or clauses are often **referred** to by some pronoun words, such as: *it, he, she, they, himself, herself, themselves, its, his, her, their, I, we, you, this, that, which, what, whose, who, whom, etc..* Even some noun words can be used as referring words, e.g.:

Every day Ms. Shefali Majumdar, an English ¹**teacher** of the Dhanmondi Preparatory School, takes ²**her** three ³**children**, Kamal, Monika and Naina, to ⁴**school**. ⁵**The Children** study in ⁶**their** ⁷**mother's** school ⁸**which** is only about half a kilometre from ⁹**their** home. While the ¹⁰**son** is in class 5, the ¹¹**daughters**, ¹²**who** are ¹³**twins**, are in class 2. Usually ¹⁴**they** walk to school.

See how the numbered words refer to other words in the above example :

1	teacher	refers to	Ms Shefali Majumdar
2	her	refers to	Ms Shefali Majumdar
3	children	refers to	Kamal, Monika and Naina
4	school	refers to	Dhanmondi Preparatory School
5	the children	refers to	Kamal, Monika and Naina
6	their	refers to	Kamal, Monika and Naina
7	mother's	refers to	Ms Shefali Majumdar
8	which	refers to	Dhanmondi Preparatory School
9	their	refers to	All of them (mother & children)
10	son	refers to	Kamal
11	daughters	refers to	Monika and Naina
12	who	refers to	Monika and Naina
13	twins	refers to	Monika and Naina
14	they	refers to	All of them (mother & children)

Activity

1. You have seen some nine patterns of organising a text. You have also seen that more than one pattern can be used in organising a particular text [see A sentence (3) above]. Now read the following texts and write how different patterns and clue words are used in organising them.

Text : A

While I was walking through the thick forest, I saw some strange birds making shrill sounds in a big tree that frightened me.

Text : B

Shuma could not study for about three weeks as she was sick. Also her father had a heart attack just two weeks before her exams. So, she thought she would not be able to take the exams. However, just a week before her first paper, which was Bangla, she began to feel better. Immediately, she started preparing for the great ordeal. Shuma took her exams, but she could not do well in English and maths, which made her upset.

2. Rewrite the following jumbled sentences to make them organised texts. Explain what patterns and clue words have helped you to organise the texts.

- 1
 - (1) The shop was profitable.
 - (2) In this way, they made a good profit.
 - (3) The students worked in their shop by turns.
 - (4) Last year the students started a cooperative shop in their school.
 - (5) All the year they learned and worked together.

- 2
 - (1) Without a tail the fox looked strange and he felt bad.
 - (2) He asked all the foxes of the jungle to come to a meeting.
 - (3) One day a fox fell into a trap while he was walking through a jungle.
 - (4) At last he could free himself from the trap, but he left his tail behind.
 - (5) But he was clever and he made a plan.
 - (6) One of the wise old foxes was listening.
 - (7) The clever fox said, "We don't need them. A tail looks ugly. It is not useful and it is always dirty."
 - (8) The old fox continued, "You want us to cut off our tails because you have lost your own tail."
 - (9) He paused, looked around and then said, "Therefore, my friends, cut off your tails."
 - (10) He tried and tried for quite some time to get out of the trap.
 - (11) The other foxes said, "We don't know. We have never thought about our tails."
 - (12) When they came, the fox without a tail said, "My friends, listen. I have found something new. Tell me, why do we need our tails?" He said, "My dear friend, your plan is interesting but foolish. You have no tail."

MCQ

1. When different from you are comparing objects or situations and saying that they are completely each other, you will use
 - a. though
 - b. because
 - c. during
 - d. until

2. The time sequence of an event/action in a text is expressed through the use of
 - a. now, before, after, soon, during, etc.
 - b. of course, that is, clearly, for example
 - c. in conclusion, on the whole, to sum up
 - d. similarly, similar to, compare with

3. The cause and effect of an action are expressed through the use of
 - a. as a result, because, accordingly, consequently
 - b. now, before, after, soon, while
 - c. which, what, who, whom
 - d. in conclusion, in the whole, in short

Lesson - 7 : Reading Charts and Graphs

Objective : After you have studied this lesson, you will be able to -

- get specific information from a chart or graph.

A.

We have to read many things in life, depending, of course, on our ability to read. We read textbooks, fiction, non-fiction, reports, letters, newspapers, journals, magazines and so on. We also read maps, timetables, charts, graphs, road signs, etc. The purpose of our reading is to get information, ideas or simply pleasure from the reading materials.

The information contained in charts and graphs is not usually stated or described in complete sentences – it is often visualised through figures, diagrams and some key words/phrases. Suppose you are going to Sylhet by train. You are now standing at Kamalapur Railway Station, looking at the big timetable above the entrance to the platforms.

On the timetable information about different trains to different destinations is given. But you are interested in only one specific train – the train to Sylhet.

Kamalapur Railway Station TIMETABLE

Departure		Arrival	
Time	Train	Destination	Time
0730	Upokul	Noakhali	1325
0700	Parabat	Sylhet	1335
0750	Tista	Dinajpur	2135
0810	Mahanagar Provati	Chittagong	1355
0840	Padma	Jagannathganj	2120
0950	Egarasindur	Kishoregonj	1350
1330	Jayantika	Sylhet	2110
1500	Mahanagar Godhuli	Chittagong	2125
1630	Jamuna	Jagannathganj	2220
1700	Suborna Express	Chittagong	2205
1800	Ekota	Dinajpur	0740
2200	Upabon	Sylhet	0530
2300	Turnanishitha	Chittagong	0530

If you look at the timetable you will find that one train *Parabat* had already left for Sylhet at 0700. And the next train available for Sylhet is *Jayantika* that is going to leave at 1330. It will reach Sylhet at 2110.

This is a reading skill, and by using this skill, you have got the information.

How do we know that you have got the right information?

There are three ways of making sure that you have got it.

• **By doing**

After reading the timetable, you can go to the right platform, get into the right compartment and take your seat before the train leaves the station.

• **By speaking**

If someone, who cannot read, asks you about when this train arrives at Sylhet, you will look at the time and tell him/her that it arrives at Sylhet at 2110.

• **By writing**

Most information you get from charts, diagrams, etc. can be written for further and/or future use.

These last two skills, i.e., **speaking** and **writing**, are commonly used by the students and researchers to facilitate their study.

So, in order to ascertain that you have got the right message, you have to transfer the information from one skill (here reading) to another (either speaking or writing mainly).

Activity - 1

1. Read this chart and answer the questions that follow.

Number of students sitting for the SSC examination from all the Boards during 1994-98

Name of Board	1994		1995		1996		1997		1998	
	Women	Total	Women	Total	Women	Total	Women	Total	Women	Total
Dhaka	87772	219872	98851	235829	60454	138400	93971	215604	92822	210270
Comilla	66782	168801	79487	189605	35373	80464	53436	119472	53975	119691
Chittagong	--	--	--	--	19938	44218	28394	62315	27530	59541
Jessore	54818	135575	54837	142367	30922	74951	55554	136129	55497	136311
Rajshahi	54818	161583	67971	197334	50094	126234	72469	183345	78036	196487
Total	258612	685831	301146	765135	196781	464267	303824	716864	307860	722300

Source : 1998 Education Week booklet

Notice that the number of male students has not been shown in a separate column. But if you subtract the number of female students from the total number of students, you will find the figure of male students taking the examination. Question 1 is done for you.

(a) 1 How many students took the 1997 exam from Chittagong Board ?

Ans. 62315. or 62315 students took the 1997 exam from Chittagong Board. (We normally give the first answer.)

- 2 What was the total number of students who took the 1994 SSC exam from all the Boards?
- 3 How many female students sat for the 1996 exam. from Dhaka Board?
- 4 How many male students took the 1998 exam. from Jessore Board?
- 5 In which year did the highest number of female students take the exam. from Comilla Board?
- 6 In which year was the number of students taking the exam from all the Boards lowest?

(b) Make 10 more questions from the chart and write answers to them.

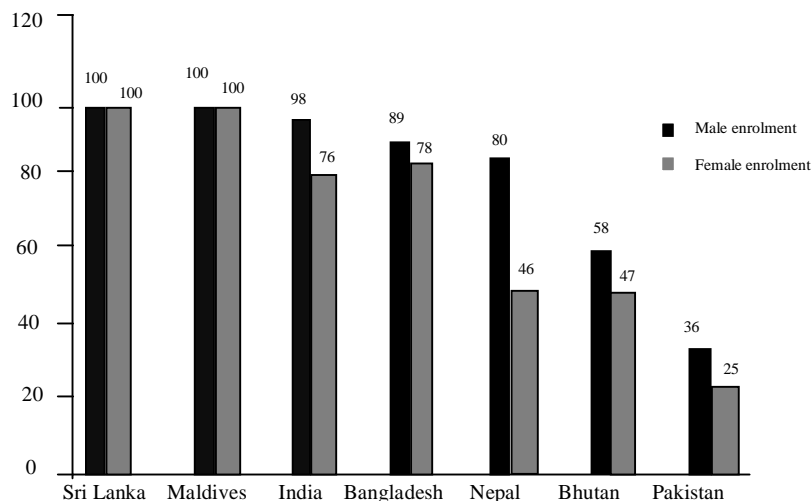
B.

Sometimes a graph helps you more than language to have a clear picture of a situation or development.

Activity - 2

Look at the chart and answer the following questions.

Male-female gaps in net primary enrolment



Source : Mahbubul Haq & Khadija Haq, The University Press Ltd., Dhaka, 1998

- 1 Which countries do not have any male-female gap in primary enrolment?
- 2 Which country has the widest gap between the male-female enrolment?
- 3 Which countries have the same ratio of male-female enrolment?
- 4 Which three countries have the same male-female enrolment gap?
- 5 Describe the male-female enrolment gap in India.

C.

Apart from asking and answering questions, you can write a composition, usually a paragraph, using the information you get from a chart/diagram. Look at how the information got from the chart below is expressed in the following paragraph.

Bangladesh

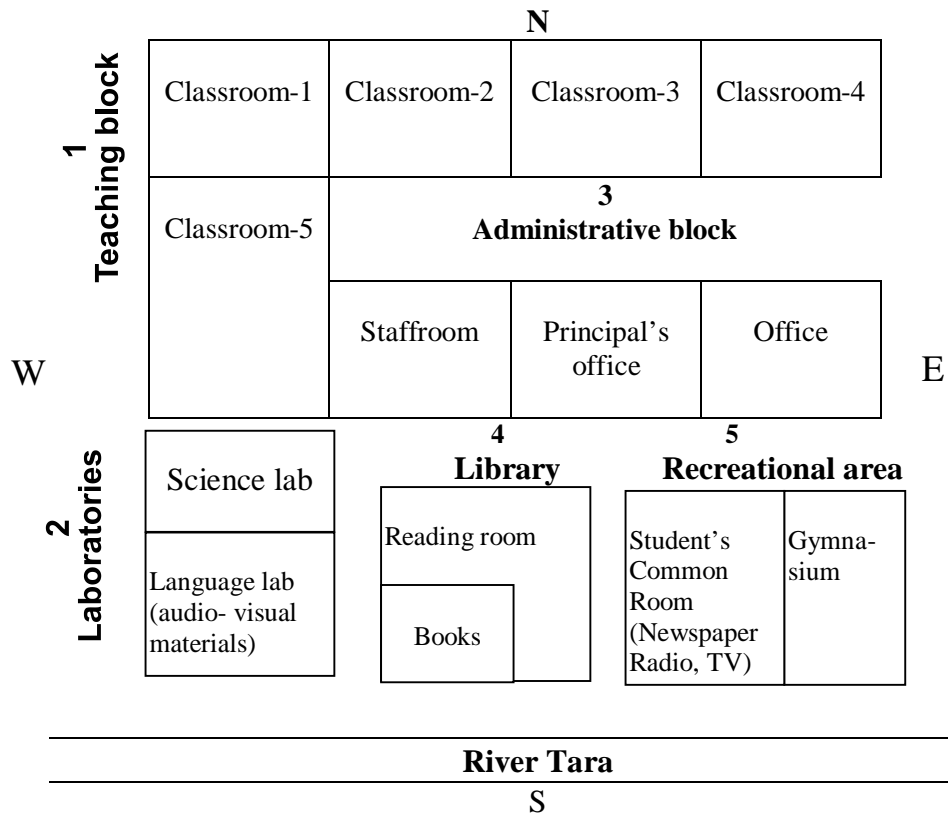
Location	Area	Popu- la- tion	Tempera- tures	Annual rainfall (average)	Adminis- trative units	Cities & seaports
20°34' -- 26°38' N 88°01' -- 92°41' E	144000 sq km	122 m	max 38° c min 10° c	78.8 inches	6 divs., 64 dists., 492 thanas & 4,472 ups	<u>Cities :</u> Dhaka (capital) Chittagong, Rajshahi, Khulna, Sylhet <u>Seaports:</u> Chittagong Chalna

Bangladesh is a small country situated between 20°34' - 26°38' N and 88°01' - 92°41' E. It has an area of only 144 thousand sq. km. But it has a very big population of 122 million. The country experiences temperatures ranging from a maximum of 38° C (average) in May-June to a minimum of 10° C (average) in January - February. The average annual rainfall is 78.8 inches. The administrative units of Bangladesh consist of 6 divisions divided into 64 districts, 492 thanas and 4472 union parishads. Dhaka, the capital city, has a population of about 9 million. Other big cities include Chittagong, Rajshahi, Khulna and Sylhet. Bangladesh has two seaports – Chittagong and Chalna.

Activity - 3

Follow the diagram of a college. Let's call it "Ideal College". There are five main areas in the diagram. Read the diagram and write a description of the college. You may write 5 brief paragraphs on the five areas. Use these expressions: on the (north, northern side), south, etc. of), in the (corner, middle, etc.), beside, next to (etc.).

IDEAL COLLEGE (estd. 1995)



You may give an introduction like this :

Ideal College stands on the northern bank of the river Tara. It is a small but well-designed newly built college. . .

Lesson - 8 : Predicting

Objective : After you have studied this lesson, you will be able to -

- tell what a reading passage is going to be about.

A

Often you have to read a passage silently either in a test or in a textbook. In either case, you don't have to read the passage word for word. Reading every word in a passage is time-consuming, i.e., it takes a lot of time. Also it is like plodding (i.e. going slowly) through the passage aimlessly looking for all the information and all the ideas in it.

This kind of reading hinders you from becoming a fluent reader. An efficient reader is one who can read a passage quickly and get the meaning which is expressed in the language of the passage. This meaning is intended for the reader. In order to do that, you don't have to look at every word in the passage. On the other hand, you have to acquire techniques of predicting, i.e., being able to see or guess what words, expressions, ideas, etc. are coming next. There are indications or hints in reading passages which help efficient readers to predict both the language use and the theme that will follow. Their knowledge of the language (here English) and experience about the world around them help them make these predictions. Here are some of the ways efficient readers make use of the indications they find in a reading text. (See lesson 6, section **B** also.)

1 Identifying patterns

Take this example :

Though he got 80% marks in his maths papers,

When you come across a sentence part like this you expect some **contrasting idea** to complete the sentence. It can be: *he is not good at keeping simple accounts* or *he failed his English tests*. You wouldn't definitely expect something similar in other papers. For example, you wouldn't say, *he got high marks in other subjects*.

Activity - 1

Read these sentence parts and complete them.

- 1 If there had been more lifeboats on the Titanic,
- 2 A is very tall but his brother B
- 3 He was not allowed to board the plane because.
- 4 I gave the beggar a used shirt. Also
- 5 The over-bridge on this busy crossroads
- 6 Samira was a very good student, whereas
- 7 I watch television at night after

- 8 They closed a part of the road in order to
- 9 Eating too much animal fats
- 10 As the prospect of food production in the country is very bright this year,

2 Looking at the title of a passage

Suppose the title of the article you are going to read is 'Air Pollution'. Now before you read the article/passage, think about the title and write 10-15 words which you expect to see in the passage. (If you have another student with you, say in a tutorial session, you can discuss with him/her what you both think about the theme of the passage and predict some words).

Probable words will be: *environment, pollute, smoke, burn, petrol, diesel oil, care, buses, trucks, two-stroke engines, mills, factories, inhale, sick, disease, prevent, etc.*

After you have done this, you have already got some general ideas about the theme of the article. Now read the article. Your reading will be somewhat directed and focused, and as such you can quickly get the message from the reading passage. Now check whether the words you have chosen have appeared in the text or not. You may find that some words might have appeared but didn't.

Activity - 2

Write 10-15 words for each of these topics:

- (1) Traffic Jam
- (2) The Country Road
- (3) A Picnic
- (4) A Rickshawala
- (5) A Winter Night
- (6) Life without Electricity and Gas

3 Looking at the title and headings for each section

If you look at the title and the headings for each section before you read the article, you will have a mental picture of what the passage is going to be about.

Take this example :

For the title of an article : "Rivers in Bangladesh," the following headings are possible :

- (a) Land of Rivers
- (b) Curse or Blessing
- (c) Fertility of Soil
- (d) Use in Irrigation

- (e) Sources of Energy
- (f) Means of Transport
- (g) Sources of Food
- (h) Proper Use

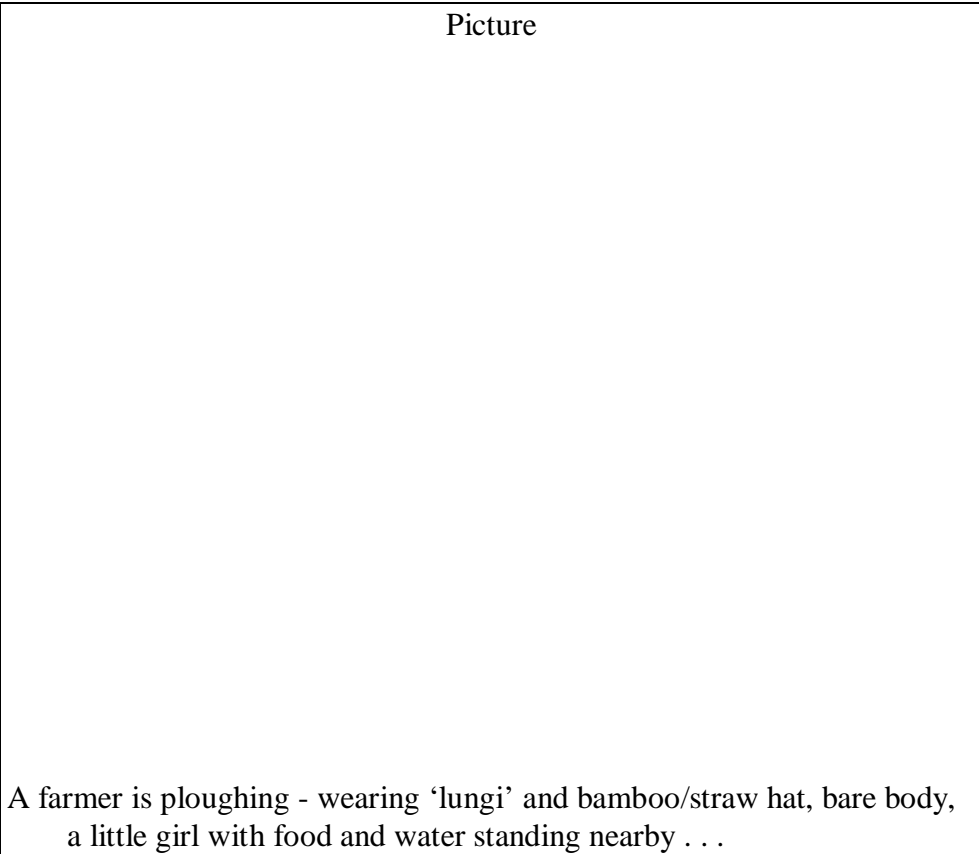
If you go on to read the article with all these points in mind, you can quickly get the main ideas about our river wealth. Most importantly, you can swiftly identify any specific point in the article. For example, to answer a comprehension question like **What transport is used in our rivers?** You can predict the answer (i.e. boats, launches, steamers, etc.) and check it quickly by reading only section (f).

Activity - 3

One question (e.g., What transport is used in our rivers?) on section (f) above has already been asked. Read the headings (a) - (h) again and make 10 questions (at least 1 from each heading). Now write answers to them.

4 Look at the picture(s), diagram(s), etc. if the reading passage has any.

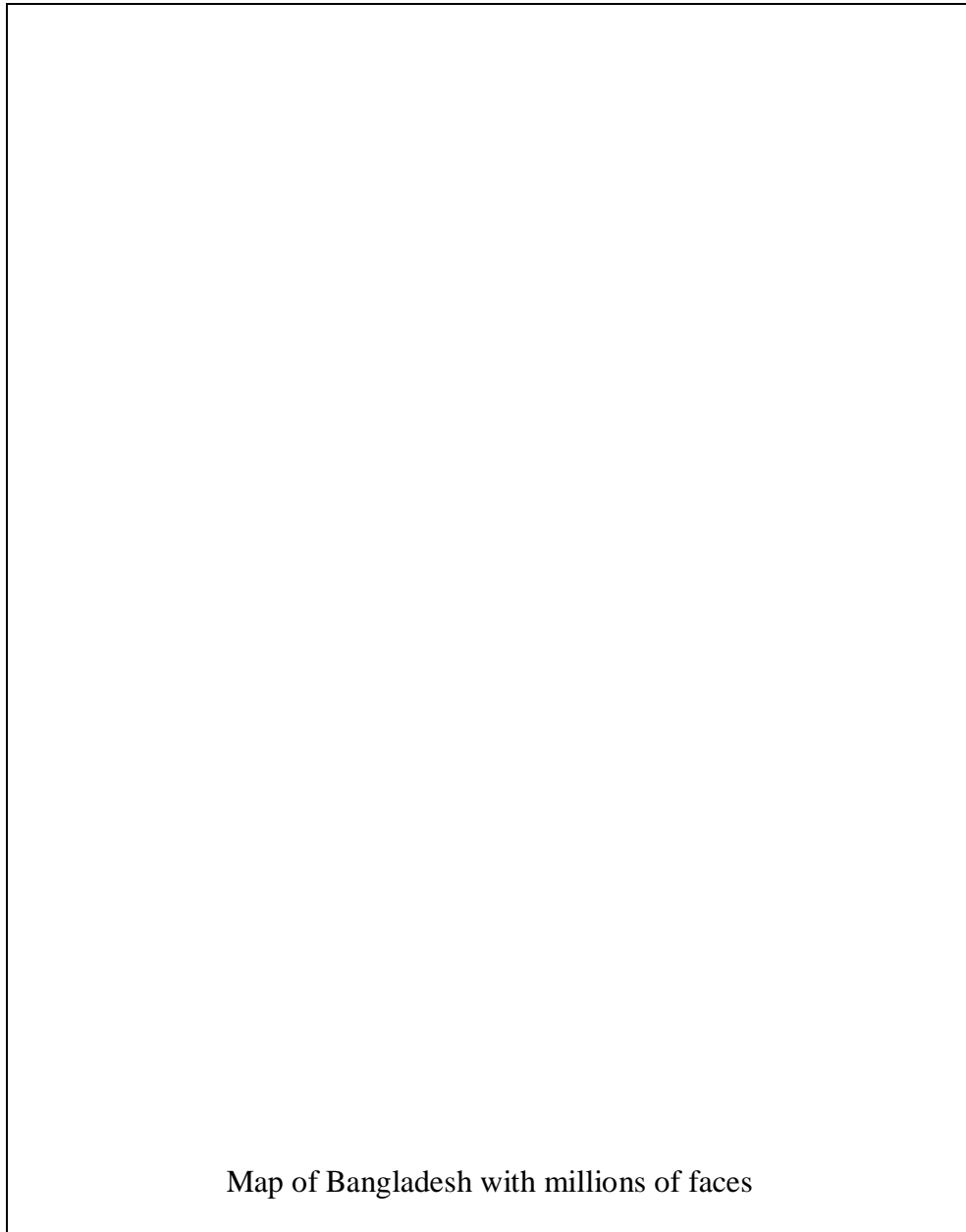
Pictures, diagrams or any kind of visuals in a reading passage can help you to make predictions on what the passage is going to be about. Look at this picture, for example.



You can predict that the theme of the passage with this picture will relate to a farmer's life – his clothes, his food, his work, working conditions – easy or hard, etc.

Activity - 4

Imagine that the following picture appears in a reading passage. Looking at the picture, describe with as many details as possible what the passage is going to be about.



Answer key (Activity - 2)

'Traffic Jam'

probable words : street, busy, rush hour, reckless, angry, pollution, inhale, car fume, fly-over

'The Country Road'

probable words: muddy, tea stalls, rickshaws, big trees, shade, hawkers, exhausted people, hardly any construction, grocery, no mills or factories

'Picnic'

probable words: holiday, picnic, ready, hire, bus, hills, meals, fun, jokes, sunset, return

'Rickshawala'

probable words: poor, no regular meal, hardworking, little money, illiterate, diseases, slums, unhygienic, skinny, malnutrition, many children

'A Winter Night'

probable words: cold, foggy, warm bed, ghostly atmosphere, warm clothes

Lesson - 9 : Understanding the Writer's Purpose or Intention

Objective : After you have studied this lesson, you will be able to -

- tell, discuss and evaluate the writer's intention or purpose from a reading passage.

A.

Purposes for writing

A writer has a purpose for writing. Various writers write for various purposes. However, the most common purposes are to :

- inform
- describe something
- discuss something
- define something
- state a problem
- classify
- analyse
- compare
- tell a story
- offer a solution
- present new information
- suggest an alternative
- defend an action or idea
- convince or persuade
- criticise
- entertain
- evaluate

You can be aware of the writer's purpose before, while and after you read a passage. Often the purpose or intention is clearly expressed in a reading passage but sometimes it is implied. To be an effective reader, you should be able to identify and clearly understand the writer's purpose – expressed or implied.

However, determining the writer's purpose is not a difficult task. There are some clues provided in the text and some others usually outside the text, which can help you identify and understand the purpose.

B.

Clues in the text

1) Titles, headings, sub-headings, boldface and *italics*

You can quickly glance at these features in a reading text and find some indications to the author's purpose.

Suppose you have to read two articles – (1), **Illiteracy and malnutrition**, and (2), **Save the jungle – save the world** with relevant headings and subheadings. The purpose of the first article is to clearly inform the readers and to make them aware of the causes of malnutrition and the remedies thereof. While the purpose of the second article is not only to inform but to convey the importance of the message. This difference in the purposes is noticeable from the use of language. Compare the plain language of the first title with the poetic and emotionally charged language of the second title. Also boldface type and italics can focus on some key words that signal the writer's purpose.

2) The main idea

The purpose for writing is closely related to the main idea of a reading passage. Suppose the main idea of an article is :

'Baby taxis' and 'tempos' have to be phased out if we want to make Dhaka a pollution-free city. It is clear from this idea that the author's purpose here is to state a problem and then to suggest an alternative. Hence, even if the purpose is not clearly stated, the main idea can provide clues to finding the purpose.

3) Statement of purpose

The obvious clues are often stated (by a writer at the beginning of his/her article) in the following ways: "This article outlines the present position," "My purpose is", "This discussion is focused on", "My intention is", etc.

Activity - 1

Read the following passage, identify as many clues as you find in the text (e.g. the title, headings, subheadings, boldface, italics, the main idea and the statement of purpose). Finally determine the writer's purpose from these clues.

Bachelor in English Language Teaching (BELT)

What is it ?

BELT is a bachelor's degree-level teacher training programme. It trains you in the modern methods of teaching English.

Who is it for?

BELT is mainly for secondary school teachers of English in Bangladesh. However, higher secondary and tertiary level teachers of English will also find the programme useful. Even educated parents, guardians and others interested in the teaching of English may find it helpful.

How long is the programme?

The duration of the programme is four semesters, i.e., two years.

How many courses and credits does the programme have?

The BELT programme has **23 courses** and **72 credit hours**. One credit hour is equivalent to 15 hours of class work (as is done at the traditional colleges and universities) and additional 10-15 hours of study.

Who can register?

Anybody with a bachelor's degree or an equivalent degree and with a keen interest in the teaching of English at the secondary level can register for the programme. Practising and prospective teachers of English at the higher secondary and tertiary levels can also register.

How do I apply?

Simple. The admission dates are announced in the leading English and Bengali dailies and also on the radio and TV programmes of BOU. The addresses of our Regional Resource Centres (RRCs) will be given in the advertisements. A list of banks will be available at our RRCs. Go to the nearest authorised banks and pay Tk. 100. Then go to the RRC you have chosen, show the payment receipt and collect your **Student Guide** with the attached **admission form**. The student guide will give you all the necessary information.

4) Introduction, summaries and conclusions

The introduction, summary and conclusion in an article are likely to give you a clear idea about the writer's intention. So, it is worthwhile to glance at these sections before you start reading the article in detail.

5) Writer's tone

The writer's tone or mood varies according to his/her mental conditions. And it is this tone or mood that influences the writer's purpose or intention. For example, if the tone is friendly, humorous or lighthearted, the writer's purpose is more likely to entertain than to evaluate or criticise. If, on the other hand, the writer is emotionally charged or excited, the language he/she will use will give you good clues to his/her purpose which is likely to convince or persuade. Look at the use of language:

“Those verdant, beautiful forests – irreplaceable treasures for living things – vanishing every day, leading the only habitable planet on to the precipice of destruction! Shouldn't we stop the pillage and save the forests, save the life and save the world?”

The words and expressions heavy with emotions convey the purposes of the writer, which are to emphasise the message about serious environmental degradation and to persuade the readers to save the world.

C.

Clues outside the text

1) Writer's background

If you know the background of a writer, it often becomes easier for you to predict what he/she would say or try to say about the theme of his/her writing. This knowledge about writer's background, therefore, helps you to evaluate whether his/her intention or purpose is biased or objective. For example, if a writer is an economist and a human rights activist, his/her article on “Poverty Alleviation and Human Resources in Bangladesh” will definitely state problems and suggest alternatives.

2) Publication date

The time when something was written and published often provides some clues to the purpose behind writing it. An article on “The Status of English in Bangladesh” written immediately after our Liberation in 1971 and another article on the same topic written today will not definitely have the same purpose. This is because the socio-political and economic situations and the needs for English prevailing at both the times are not the same.

Activity - 2

Read the passages and answer the following questions for both the passages.

1

According to an old saying, “Diamonds are a girl’s best friend.” However, that kind of “best friend” is expensive! Today, many women are finding that CZ can be a “friend,” too.

CZ, cubic zirconium, is an artificial diamond. It is also called phyanite cubic zirconium. The preferred term for artificial gems is simulant, so CZ is a simulant, substitute, or imitation diamond. It appeared on the diamond scene about two or three years ago and has been gaining in popularity ever since.

CZ is very much like the diamond in its characteristics. It is not zircon and it is not a synthetic diamond. CZ is made by cooking natural stone (ZrO) at 5,000 degrees Fahrenheit. Originally, CZ was made for use in airplane windows, bricks, or laser optics.

How is CZ different from the diamond? For one thing, it is much heavier – almost twice as heavy as diamond. Secondly, CZ reflects less white light than the diamond, and cubic zirconium does not become yellow with age.

There are other kinds of imitation diamonds made from glass and strontium titanite. But, most experts agree that CZ is far superior to these. It has, on occasion, fooled experts!

Of course, a ring made from CZ is not a diamond ring. People tend to prefer natural diamonds. Nevertheless, experts believe that the value of a gem depends upon its beauty, rarity, and durability. CZ has two of these qualities: beauty and durability.

No doubt, diamonds will continue to be much sought after as a girl’s “best friend,” but cubic zirconium, perhaps, can at least be a “good friend.”

2

To put it bluntly, marriage is not romantic. Even under the most favourable circumstances, strain and pain characterise the first adjustments. Consider how different is the vantage point from which the couple sees one another before and after marriage. On dates, the fellow was dressed in his best clothes; the girl spent hours grooming herself to “go out.” Both felt in top spirits because they were having “fun”. After marriage, she groggily crawls out of bed to turn off the alarm clock. He learns to smile when she burns his breakfast. They have less money for recreation at movies, dances, or nightclubs and more time when they must work together on serious problems. Before marriage, they may have lived with parents. The girl did not need to cook or clean or shop. The fellow did not contribute substantially to the budget of the household. After the ceremony, they are supposed to manage a home of their own.

Questions

- 1 Write what you can find out about the background of each writer.
- 2 What thought/information is the writer trying to convey or give?
- 3 Does the material appeal to any emotions? If it does, what emotions are they?
- 4 What is the implied message, if any?
- 5 How can he make the message clearer?

Lesson - 10 : Making Notes

Objectives : After you have studied this lesson, you will be able to -

- say why note-taking is important and
- make notes from a reading text.

A.

Where will you take notes from ?

You may listen to some lectures or some recorded speech and take some notes from them. Again you can read a news item, a short story or any written composition and take some notes about it. Here in this lesson we will deal only with this second type of note-taking, i.e., note-taking from reading a text.

B.

Why is note-taking important ?

Note-taking is a study skill. You, as a student or official, often have to read a text (say, a report, an article in a journal or a chapter in a textbook) to get the message from it by understanding the facts, ideas and feelings expressed in the text. And this you do mainly for two purposes: (1) to use the message in your own writing, such as answers to questions, reports, articles, etc. and (2) to use the message while giving a lecture or talk or leading a discussion.

C.

How should you take notes from a text ?

Follow these steps :

1

Use a particular structure of your notes. Your notes should not look like a printed page filled with sentences from top to bottom and from margin to margin. Your notes on a page of your notebook should form a particular shape that you can easily picture in your mind. This is particularly important if you are using your notes while giving a lecture/talk to an audience.

- 1) Write your notes clearly so that you can easily read and understand them at a later stage.
- 2) Make a list of the facts in the text chronologically. Put a number for each fact.
- 3) Ascertain and list the key ideas and leave out unessential information.
- 4) Put down your own ideas about, and reactions to, the text.

The last point is important for understanding the text critically. In other words, only when you thoroughly understand the writer's purpose, tone and message conveyed in the text, you will be able to note your own ideas about and reactions to the passage.

D.

Different forms of notes

The floors of the ocean contain many riches that can be used by men. Oil and some chemicals and minerals already are taken from the sea.

By using nuclear energy, ocean water can be turned into fresh water by removing the salt.

Producing food from farms under the sea is a possibility in the future. Food grown in the sea could help solve the problem of many of the world's people who go hungry every day. About 10-15% of the world's population do not have enough food.

Some scientists believe that some day the sea will be used to make electric power. This would meet the need for more power for the world's industries. The decreasing supply of coal, oil, and gasoline shows that the need to find new kinds of power is urgent.

Student 1

Riches of the ocean

- Oil, chemicals, minerals
- Production of electricity
- Production of food

Student 2

Why the ocean is important

The reasons are :

- (1) Oil, chemicals, minerals produced in the sea are useful.
- (2) Food may be produced in the under-water farms to meet food problems.
- (3) Electric power may be produced in the sea to supply more power to industries.

Student 3

- (1) From the ocean human beings can:
 - (a) get oil, chemicals and minerals
 - (b) produce electricity
 - (c) get fresh water

- (d) produce food
- (2) Explain how these things can be procured from, or produced in, the sea.
- (3) Only technologically advanced countries will benefit – explain.

Activity

1. Think about and write answers to these questions.
 - (1) Which of the three notes of the students are incomplete and do not contain enough hints so as to help you describe all the points made in the text ?
 - (2) In what way do the notes taken by the three students differ from one another ?
2. Read this passage and prepare notes.

Freedom to learn, to think, to speak, and to publish are among the basic elements of a democratic way of life. In the seventeenth century, these freedoms were restricted throughout most of Europe. Many of the colonial leaders brought negative thoughts about these freedoms along with them to the New World. From the earliest days, they had misgivings about the growing spirit of independence among the settlers. These leaders believed that it was dangerous to educate men and women or even to allow them to read freely. In fact, one such leader, William Berkeley, Governor of Virginia went so far as to boast that while he was governor, there were neither free schools nor printing presses in his colony. On the other hand, many colonists held an opposing view. They believed that people should be free to learn, to think and to express their opinions. They also believed that printers should be free to print and distribute their own thoughts and the thoughts of others.

(Thomas Kral
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United States Information Agency
Washington, D.C)

Lesson - 11 : Using a Dictionary

Objective : After you have studied this lesson, you will be able to -

- use an English dictionary to find out the meanings of unknown words and expressions in a reading text.

A.

Finding the meaning of a word

When you read some authentic materials like a newspaper article, a tourism brochure, etc. or a course-book passage, you are supposed to understand the meaning of difficult or unknown words from the context. But some words may still be unknown or unclear to you. What will you do to find out what these unknown/unclear words mean ?

Take this example

*I saw an **orang-utang** last September.*

It is likely that you are not familiar with this word. Nor is the context clear, from which you can guess its meaning. If you don't know the word, it could be anything – a building, a big bird, a boat and so on. So, look up this word in a dictionary. You get the meaning, i.e. an ape with long reddish hair, that comes from Borneo and Sumatra. It is simple.

However, you can get the meaning of an unknown word clearly and quickly, if you can recognise and understand three things :

- (1) The grammatical class, i.e. whether the word is a noun or an adjective, or an adverb, etc.
- (2) Distinction between a countable and an uncountable noun
- (3) Whether the word is a derivative of another word

A 1.

Recognise the correct grammatical class.

Make sure that you know whether the word you are looking for is a noun, a verb, an adjective or any other class. Though this grammatical information does not give the meaning, it gives some clue to the meaning of a word. This clue is important because the meaning of a word often varies from its class to class. That is, it may have one meaning when it is a noun, but it may have another meaning when it is a verb or adverb.

If you look at the word **direct**, for example, in *Advanced Learner's Dictionary (ALD)*, you will find that it has a number of different meanings for each of its grammatical classes (taking one meaning for each class):

direct adj. straight, e.g. *a direct flight*

direct v. show someone how to get somewhere, e.g. *Could you direct me to the National Museum, please?*

Suppose you have to settle a dispute with someone. You are trying to get his views through a third person. But he has written to you about this, saying "I would like to have a **direct** talk with you." Now which grammatical class of **direct** is used in the letter? And once you can identify the class with the help of a dictionary, you can find the meaning easily.

Activity - 1

Here is an entry for **fine** from *ALD*. Read it and find any four grammatical classes of **fine**. Give one meaning of **fine** for each class. Give an example sentence for each meaning.

fine¹ /fain/ *n.* sum of money that must be paid as a punishment for breaking a law or rule : *Offenders may be liable to a heavy fine.*

⇒ **fine** *v.* [Tn, Tn.pr, dn.n] ~ **sb (for sth/doing sth)** punish sb by a fine: *fined for dangerous driving. The court fined him \$ 500.*

fin.able /1 'fainebl/ *adj.* (of an action) that is likely to be punished by a fine: *a finable offense.*

fine² /fain/ *adj.* (-r, -st) 1 (a) of high quality : *a fine painting o a very fine performance o fine food, clothes, material.* (b) carefully and skilfully made; easily damaged; delicate: *fine workmanship o fine silk.* (c) good; beautiful; pleasing; enjoyable: *a fine view o We had a fine holiday in Switzerland.* o (ironic) *This is a fine mess we're in!* 2 (of weather) bright; clear; not raining : *It poured all morning, but turned fine later.* 3 made of very small grains or particles: *fine powder, flour, dust,* etc. o Sand is finer than gravel. 4 slender; thin: *fine thread o a pencil with a fine point.* 5 (of metals) refined; pure: *fine gold.* 6(a) difficult to perceive; subtle : *You are making very fine distinctions.* (b) that can make delicate and careful distinctions: *a fine sense of humour o a fine taste in art.* 7 (of speech or writing) ornate; rhetorical; complimentary, esp in an insincere way: *His speech was full of fine words which meant nothing.* 8 in good health; well; comfortable : *'How are you ?' 'Fine, thanks.'* 9 (infml) satisfactory: *I'm not very hungry - a small snack is fine for me.* 10 (idm) **chance would be a fine thing** ⇒ CHANCE¹. **the finer points (of sth)** the details or aspects of sth which can be recognized and appreciated only by those who understand or know it well: *I don't understand the finer points of snooker but I enjoy watching it on TV.* **get sth down to a fine art** (infml) learn to do sth perfectly: *She's*

got the business of buying birthday presents down to a fine art. not to put too fine a point on it to speak plainly: I don't much like modern music – in fact, not to put too fine a point on it, I hate it. One fine day (in story-telling) on a certain day, in the past or in the future.

➤ **finely** *adv.* 1 well; splendidly : *finely dressed*. 2 into small particles or pieces : *finely chopped herbs*. 3 with precision; in a subtle way : *a finely tuned engine* o *The match was finely balanced*. **fineness** **n** [U].

□ **fine art** (also the fine arts, art) art or forms of art that appeal to the sense of beauty, eg painting, sculpture, etc.: [attrib] *a fine-arts course*.

fine-tooth comb (idm) (**go over, through, etc. sth**) with a **fine-tooth comb** (examine sth) closely and thoroughly : *Police experts are sifting all the evidence with a fine-tooth comb*.

the fine print = THE SMALL PRINT (SMALL).

fine³ /fain/*adv* 1 (infml) very well: *That suits me fine*. 2 (in compounds) in a fine² (1, 6) way: *fine-drawn* (i.e. subtle) *distinctions* o *fine-spun*, i.e. delicate. 3 (idm) **cut it/things fine** leave oneself only the minimum amount, esp of time: *If we only allow five minutes for catching our train, we'll be cutting it too fine*.

A 2.

Recognise whether a noun is countable or uncountable.

The meaning of some noun words depends largely on their being countable or uncountable. Usually abstract and mass nouns are uncountable, e.g. sincerity, love, milk, tea, silver, etc.. Look at these two sentences :

- (a) I drink a lot of **tea**, especially while I work.
- (b) Would anybody like a **tea** or coffee?

Now **tea** in (a) is a mass or uncountable noun while in (b) it is a countable noun. **A tea** here refers to **a cup of tea**. This kind of information is useful for understanding a text. And you can have it from a dictionary. In a dictionary a countable noun is usually shown with the symbol [C] and an uncountable noun with [U]. If only [n] is shown, the noun is usually countable. Of course, there are other ways/symbols which some dictionaries use for this purpose.

Activity - 2

Write whether the word **performance** is [C] or [U] in these sentences. The dictionary entry for **performance** given below will help you to decide.

- 1 The team could not make even 100 in 50 overs. A **performance** indeed !
- 2 She has an excellent record of **performance** of her duties.

- 3 All the tickets were sold out for the evening **performance**.
 4 Though it was a reconditioned car, I was happy to see its **performance**.

Performance /pə'eɪfɔ:məns/ n **1** [sing] process or manner of performing : *faithful in the performance of his duties*. **2 (a)** [C] performing of a play at the theatre or some other entertainment : *the evening performance o give a performance of 'Hamlet'*. **(b)** [U] **in** ~ performing in a concert or other entertainment : *Come and see her in performance with the new band*. **3 (a)** [C] (esp outstanding) action or achievement : *She won a gold medal for her fine performance in the contest*. o *His performance in the test was not good enough*. **(b)** [U] ability to move quickly, operate efficiently, etc.: *The customer was impressed by the machine's performance*, o Performance is less important than reliability in a car. **4** [C] (infml) **(a)** ridiculous or disgraceful behaviour : *What a performance the child made!* **(b)** (esp unnecessary) fuss or trouble : *He goes through the whole performance of checking the oil and water every time he drives the car*.

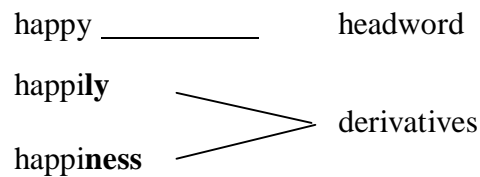
A 3.

Recognise whether the word you are looking for is a derivative of another word.

A headword is the main word in a dictionary entry. It is printed in bold face or type and appears at the beginning of the entry.

A derivative is a word formed by adding a suffix (e.g. *ness* or *ly*) to a headword.

Look at this example :



So, you will find a derivative after the headword in the entry.

A 3.1

Note these common suffixes which form derivatives:

- ◆ age (postage, breakage)
- ◆ al (magical, survival)
- ◆ an (Mexican, Italian)
- ◆ ance/ence (assistance, confidence)
- ◆ ant/ent (assistant, deterrent)
- ◆ able (fashionable, eatable)
- ◆ ary/ery (stationary, fishery)

- ◆ ative (illustrative, quantitative)
- ◆ ee (employee, refugee)
- ◆ eer (engineer, mountaineer)
- ◆ en (golden, hidden)
- ◆ ese (Japanese, Chinese)
- ◆ est (fastest, latest)
- ◆ fic (specific, terrific)
- ◆ fold (tenfold, manifold)
- ◆ ful (peaceful, handful)
- ◆ gram (kilogram, monogram)
- ◆ graph (autograph, telegraph)
- ◆ hood (childhood, brotherhood)
- ◆ ial (editorial, dictatorial)
- ◆ fy (terrify, beautify)
- ◆ ing (thinking, writing)
- ◆ ish (reddish, Spanish)
- ◆ ism (heroism, Buddhism)
- ◆ ive (active, productive)
- ◆ ize/ise (computerize, dramatise)
- ◆ less (helpless, treeless)
- ◆ let (booklet, rivulet)
- ◆ logue (dialogue, monologue)
- ◆ logy (biology, psychology)
- ◆ ly (happily, scholarly)
- ◆ ment (government, development)
- ◆ ness (dryness, kindness)
- ◆ or (governor, elevator)
- ◆ ory (laboratory, compulsory)
- ◆ ous (poisonous, jealous)
- ◆ phone (telephone, microphone)
- ◆ ship (hardship, friendship)
- ◆ tion (competition, hesitation)
- ◆ ward (backward, homeward)

Activity - 3

1. Make a list of 5 derivatives with each of the following suffixes:

- ery, -hood, -ive, -ly, -ment, -ous, -ence, -ise, -tion, -ish.

Write the headwords for these derivatives. Use the *Oxford*, *Collins* or *Longman* dictionary.

2. Read the passage below. Use a dictionary and write the correct meanings of the **underlined** words. Write your answer in the table given below the passage. No 1 is done for you.

Seeing Aid

Of great benefit to the blind is this ingenious device called The Seeing Aid which is an obstacle finder to help the blind as they walk. Mounted entirely on a pair of eyeglass frames, the device emits infrared light. If an object is in front of the person wearing the eyeglasses, the light is reflected back to the receiving unit, which sounds a warning note in the left ear. Hard substances, such as a wall, can be detected three or four meters away and fabrics can be detected about two steps away.

Word	Grammatical class, i.e. n, v, adj, adv, etc.	U or C	Meaning	Example (take from the dictionary entries or give one yourself)
benefit	n	u	gain	I've had the benefit of a good education.
the blind				
ingenious				
obstacle				
finder				
emits				
eyeglasses				
reflected				
sounds				
hard				
detected				

Answer key (Activity - 3)

suffixes	headwords	derivatives
-ery	rob forge confection bake cook	robbery forgery confectionery bakery cookery
-hood	child brother parent	childhood brotherhood parenthood
-ive	rest persuade	restive persuasive
-ly	keen bold friend	keenly boldly friendly
-ment	amend pay ship	amendment payment shipment
-ous	glory fame odour	glorious famous odorous
-ence	present neglect	presence negligence
-ise	person mini	personalize minimize

UNIT 2

Writing

Lesson - 1 : Writing Notes

Objectives : After you are through this lesson, you'll be able to -

- tell why notes are written
- distinguish between a letter and a note
- write a note effectively
- write notes on different occasions.

A.

Dear student, in this lesson we will discuss writing notes. You must have written notes to and/or received notes from different persons, for example, friends, colleagues, members of the family, teachers and others. In our everyday life, we do write notes to others on different occasions. And, there are some basic differences between a letter and a note. For example :

Letters	Notes
<ul style="list-style-type: none">• Letter must have a formal opening.	<ul style="list-style-type: none">• In a note, formal opening is not necessary.
<ul style="list-style-type: none">• It should mention the date and address of the writer.	<ul style="list-style-type: none">• Time, day/date may be mentioned if important.
<ul style="list-style-type: none">• Expressions are given in full sentences.	<ul style="list-style-type: none">• Full sentences are not always necessary in expressing something.
<ul style="list-style-type: none">• All the details are given in different paragraphs.	<ul style="list-style-type: none">• Mentioning of the points will do - no detail is required and paragraphs are not necessary.
<ul style="list-style-type: none">• Proper punctuation should be there and a formal ending is required.	<ul style="list-style-type: none">• Punctuation can be avoided and formal ending is not necessary.

Defining 'note' and why do we write notes ?

From the above characteristics, it can be said :

A note is a small peice of writing delivering the important message to the reader, so that the person addressed in the note can plan or do things accordingly.

Why do we write notes then? We write notes to deliver just the information required in short and in an informal way. Notes are written to communicate the information at the earliest opportunity, so that the plan or task can be executed without delay.

Now, let us take a look at one sample letter and one note below, and see if they justify the points mentioned above.

The letter

23-8-99
25 Love Lane
Chittagong

Dear Salma,

How are you ? Hope fine. We are all fine here. We are coming to Dhaka next Thursday to spend the long weekend. Hope you are not planning a holiday like us. Wish to see you and spend time together.

We'll arrive on Thursday, around 4:30 in the evening and will be staying at mom's. Will you please give me a call after 7. Her number is 833333.

I've arranged a get together party on Saturday. Some of our University friends are coming. I'd love you to come too, so please don't make any other plan for Saturday, if you are still free. Sorry, I should have informed you of the party earlier. Regards to your parents.

That's it for now. See you on Thursday then.

Love

Shaila

The note

Salma,
Back in the city. Staying at mom's - call me after 7 (833333)- Come to the party – Saturday for the whole day ??
Love
Shaila.

Have you noticed the differences between the letter and the note Salma has written to Shaila? Do they cover the points regarding the differences between a letter and a note that we have discussed earlier?

B.

When you are writing notes or messages, remember to :

- 1) mention time and day /date, if it is important.
- 2) emphasize the important words by using capital letters, underlining or other marking (circling, heavy printing, punctuation etc.).
- 3) avoid unnecessary words. Make the note short; full sentences are not necessary especially in notes to friends and family members.
- 4) use dashes instead of using all the punctuation marks. Use punctuation when its necessary to make a meaning clear, i.e. exclamation marks, question marks.
- 5) end as you wish, without being formal. Formal ending is not necessary. Just mentioning of your name will do.

One way of making notes clearer and more interesting is to emphasize certain words by using CAPITAL letters, underlining or other marking and punctuation. An example is given here :

- | | |
|--|---|
| a) DANGER
PLEASE DO NOT USE
TILL FURTHER NOTICE | b) DANGER!!!
PLEASE <u>DO NOT USE</u>
TILL FURTHER NOTICE |
|--|---|

a) and b) are identical notes as regards their message and words; the special markings in note B make it more noticeable and effective.

Dear learner, when there is a message pad given, we can write down messages there: for example,

Message pad

Message for	Subject or Message
Message for : Saima	Ruma is waiting for you at the library. Its urgent.
Date : 12-8-99, Tuesday	
Time : 10:30 a. m.	
Caller : Ruma	
From :	
Telephone no.: 822222	
Please phone :	
will phone again :	
Please visit : ✓	
Urgent : ✓	

If there was no message pad for this message, it could have been written this way :

Saima,

Ruma called twice. She is waiting for you at the library. Its urgent.

M.H (10:30 a.m. Tuesday)

Dear student, now you know how to write notes on different purposes and occasions. From now on, you will be able to write any sort of note that is required to be written, won't you?

Activity

1. What are the differences between a letter and a note ?
2. What points of the letter does Shaila cover in her note to Salma? Does the note cover all the important points mentioned in the letter ?
3. What does 'the letter' suggest - is Salma already in the city? What does the note suggest regarding this ?
4. What is the purpose of writing notes ?
5. Write a note jotting down the main points from the following letter.

24.8.99

24, Bailey Rd.

Dear Imon,

How are you ? Hope fine. I am to attend an official party on Saturday night. As you are supposed to come at around 8-00 in the evening, I am leaving the keys with my neighbour, Mr. Khan. Please collect the keys from there. Sorry for the inconvenience.

I was so very eagerly waiting for you. I wish I could avoid this dinner, but since its an office matter, I am to be there. Never mind, I'll be back by 10-00. By the by, the appointment with Dr. Chowdhury remains as before, at 5 in the afternoon on Sunday. I'll take you there.

Till then,

Love

Ruma.

6. Write notes on the following situations

- 1) You are going out to dinner tonight. You will come home to leave some books. Request your sister to take her dinner in time.
- 2) You have arranged a party at home. Request your guests to wash their own cups.
- 3) You are going to a cinema at 6-00 p.m. Ask your friend to join you at the hall gate.
- 4) You would like your tutorial group to meet you on Saturday, instead of Sunday.
- 5) You ask your students to fill-up a form for appointment.

7. Fill out the message pad below.

Message pad	
Message for :	Subject or Message
Date :	
Time :	
Caller :	
From :	
Telephone no.: Ext. :	
Please phone :	
Will phone again :	
Please visit :	
Urgent :	

8. Make the notes below clearer and more interesting by using:

- capital letters
- extra marking (underlining, circling, heavy printing)
- punctuation (exclamation marks, question marks)

Don't change any word of the notes :

- 1) Attention : Parents who have not signed the cards yet, please get it done by 12 September, 1999.

- 2) Important : ring Sohel – called 5 times before 3 p.m.
- 3) Going to the grocer. Will be back within half an hour. Wait at Nupur’s. Saheli, 11:00 a.m.
- 4) Library closes 4-00 p.m. Return the books on the table. Will be back by 1.
- 5) Get some milk, sugar, eggs and baking powder - need tonight
- 6) Topa,
Don’t forget. Pick up dry cleaning- Tk 100/= to pay
- 7) Topa
Children at 8 tonight. Bring ‘The Lost World’.

9. Write messages taking information from the message pad below:

1) Message for :	2) Available on, Sun, Tues, Thurs, 9:00-2:00
Mr. M.H. Khan	Appointment
Date : 23-9-98, Tuesday	Date : Tues.
Time : 11:00 a.m.	Time : 10:00 a.m.
Caller : Mr. S. Chowdhury	Name : Saif Ahmed
Telephone no.: 812020	From : 1 st year
Please phone :	Subject / Message
Please visit :	to discuss a writeup on William Wordsworth
Will phone again : ✓	
Will come :	
Message :	
There is a tea party at Mr. Chowdhury’s tomorrow evening	S. A.
S.A.	

Well, you can now check your answers with the Answer Key.

Answer Key**1.**

There are some basic differences between a note and a letter. The differences are given below :

Letter	Note
– letters have formal opening	– formal opening is not necessary.
– date, address of the writer are there	– time, day/date may be mentioned if important
– expressions are given in full sentences	– full sentences are not necessary
– all the details are given	– mentioning of the points will do, a detail is not required.
– formal ending required	– formal ending - not necessary
– proper punctuation need to be there	– punctuation can be avoided
– paragraphs are necessary	– paragraphs are not necessary

So, note is a small piece of writing delivering the important message to the reader, whereas letter is comparatively a longer piece of writing giving information in details to the reader.

2.

The points that Shaila covers in her note to Salma are :

- She is in the town.
- Writes the note at 5 p.m.
- She is staying at her mother's.
- She requests Salma to give her a call at 833333 after 7 in the evening.
- There is a party on Saturday, invites Salma to the party.

These are the important points (excepting that she is coming to the town, and does not mention of the time of writing (the letter) in the letter as well. So, all the important messages are delivered in the note.

3.

The letter suggests that Shaila will be coming to Dhaka next Thursday to spend the weekend.

The note indicates that Shaila is already in the city, she is staying at her mother's.

4.

Note is a small price of writing delivering the important message to the reader, so the person addressed in the note can do/ plan accordingly. We write notes to deliver just the information required in short in an informal way. Notes are written to communicate the information at the earliest opportunity.

5.

Dear Imon,

7-30 p.m.

I have a party tonight. Keys are with Mr. Khan (my neighbour) - Dr. Chowdhury at 5-00, Sunday evening - we will go together.

Love

Ruma

6.

1)	<u>RUMKI</u> Going out to dinner tonight, may be home to leave some books. Take meal in time.	2)	<u>PLEASE</u> wash your own cups. <u>DISHWASHER OUT OF ORDER !</u>
3)	<u>SABBIR</u> CINEMA AT 6-00. Meet at the <u>hall gate</u> <u>SHUMON</u>	4)	<u>ATTENTION</u> TUTORIAL GROUP 3 Meet me on <u>Saturday</u> instead of <u>Sunday same time</u> SA
5)	<u>STUDENTS</u> For an appointment please fill up the form below :		

7.

Message for : S. A	Subject or message
Date : 1-9-99	Her mother wants to talk to you
Time : 10:30 am	R.C
Caller : Faria Huq	
From : Banani	
Telephone no.: 9111111 Ext.	
Please phone :	
Will phone again :	
Please visit :	
Urgent : ✓	

8.

- 1) ATTENTION : Parents who HAVE NOT signed the cards yet, please get it done by 12 September, 1999.
- 2) *IMPORTANT* Ring Sohel – called 5 times before 3 pm.
- 3) going to the grocer. Will BE BACK within ½ an hour. WAIT at NUPUR’S. Soheli, 11 am.
- 4) LIBRARY CLOSES -4 pm. RETURN the books on the table. Will be back by 7-00.
- 5) Get some milk, sugar, eggs, baking powder – need tonight.
- 6) ‘Topa’
DON’T FORGET, Pick up dry cleaning Tk. 100/= to pay
- 7) ‘Topa’

Children at 8 tonight Bring ‘THE LOST WORLD’

9.

- 1) Dear Mr. Khan,
Mr. Chowdhury called at 11:00 a.m. (telephone # 812020) -
Invites you to a tea party tomorrow evening at his place –
will phone again.
SA
- 2) Dear sir,
I would like to discuss a writeup on William Wordsworth
with you on Tues, 10:00 am.

Sincerely

Saif Ahmed
Student of 1st year

Lesson - 2 : Writing Paragraphs

Objectives : After completing this lesson you'll be able to -

- write different kinds of paragraphs
- decide when to use more than one paragraph
- keep paragraphs unified
- control paragraph length
- build transitions between paragraphs

A.

Why paragraphs?

When we take a look at a printed piece of writing, we'll notice that each chapter is divided up into sections. These sections are called paragraphs. Paragraphs make our thoughts or ideas more accessible to the reader.

Paragraphs break the entire document into blocks of related sentences. This helps us to predict what's coming, what is the main idea, what one is looking for, and to get the main points by skimming.

The beginning of a new paragraph marks a change of topic, or a step in the development of an argument or of a story. When marked separately, the understanding of the write up we are reading becomes easier. To be effective, a paragraph must be unified, coherent and well developed. To help the reader not to get confused or jeopardized, most paragraphs contain some opening and closing signs so that the reader can tell where the sequence of related sentences begins and ends. Different types of paragraphs are useful for different writing purposes.

What is a paragraph?

How can we define a paragraph? From Section-A we know that paragraphs make written composition easier for the reader to read and understand. We can say that :

A paragraph is a group of sentences related to one another by a single idea or subject developing a single point.

The division of a chapter into paragraphs must be made according to the changes of ideas introduced. There is no exact rule as to the length of a paragraph. They may be short or long according to the necessity. Sometimes only a single sentence may make a paragraph.

In a paragraph, sentences must serve a definite purpose. A simple rule about paragraphs is that one paragraph should contain one idea. While composing paragraphs remember not to put too much into one paragraph.

Paragraphs are accessory to organize materials and also to control the visual image of the page. A text without breaks will tire our eyes and discourage reading of the text.

Two letters are here for you. Take a look at them.

2-9-99
25 Eskaton Rd.
Dhaka

Dear Faruk,

We should be very pleased to have you for tea on Tuesday, September 22, at 5 p.m. at my place. Some of our classmates will also join us. So you know all of them. I think it will be wonderful to have a chat altogether after quite a long time. It feels like not meeting all of you for ages. Your presence will make the party brighter. I know you have a very busy schedule at the moment but I wish you will make time and join the party on the 22nd. Looking forward to seeing you. Best wishes.

Shamim.

2-9-98
25 Eskaton Rd.
Dhaka

Dear Faruk,

We should be very pleased to have you for tea on Tuesday, September 22, at 5 p.m.

Some other classmates will also join us. I think it will be wonderful to have a chat altogether after quite a long time. It feels like not meeting all of you for ages. Your presence will make the party brighter.

I know you have a very busy schedule at the moment but I earnestly want you to make time and join the party. Looking forward to seeing you.

Best wishes.

Shamim.

Well, the two letters convey the same message, although the second one contains fewer sentences. Which letter do you think communicates more clearly and makes your reading comfortable ?

B.

The 'Topic sentence' and 'Unity' in a paragraph.

We know that each paragraph has one main idea. And the main idea is represented by the **topic sentence**, i.e., the topic sentence introduces the topic. All the other sentences in that paragraph centres round the topic sentence. So, every sentence in that paragraph supports the statement made in the topic sentence; every sentence in the paragraph must be closely connected with the main topic of the paragraph. A topic sentence is also called a **key - sentence**.

Usually the topic sentence appears at the beginning of the paragraph but sometimes it may appear in the middle or at the end of the paragraph.

Now let's read the following paragraph and find out the topic sentence in it, also decide whether the other sentences in the paragraph centre round the topic sentence or the main idea.

The paragraph :

A myth is an ancient explanation of natural events. Long ago, people could not explain the forces of nature the way scientists can explain them today. When these people of long ago wanted to explain something that they did not understand, they used their imaginations. The stories that they invented are called myths. The three main gods : Zeus, Poseidon and Hades lived on mount Olympus in the myths.

Could you find out the main idea or the topic sentence in the paragraph? You're right. The topic sentence is, A myth is an ancient explanation of natural events. Reading the paragraph, we can also say that the last sentence of the paragraph is not directly related to the topic sentence. It may be placed in another paragraph dealing with mythical gods.

Do you think you could have placed the topic sentence somewhere else in the paragraph? Ok, let's see how does it look and sound if we have it at the end of the paragraph. And whether it remains the topic sentence still ?

Long ago, people could not explain the forces of nature the way scientists can explain them today. When these people of long ago wanted to explain something that they did not understand, they used their imaginations. The stories that they invented are called myths. A myth is an ancient explanation of natural events.

With the topic sentence at the end of the paragraph it still carries the central idea of the paragraph, doesn't it ? Having the main idea in it, the topic sentence actually may appear anywhere the paragraph.

Organizing Paragraphs

To achieve coherence in a paragraph, we have to organize its elements in such a way that they flow rationally and reach a logical conclusion.

One common paragraph pattern is *spatial*. In writing descriptive paragraphs, this pattern may be followed. Here the paragraph beginning at one point in space, moves from there to other points. It maintains a logical sequence. For example, the following paragraph describes a person from her head to her toe.

Ms. Khaleda Khan is a happy person, always seen with a smile. She weaves a scarf to cover her straight hair, some of which have turned gray. Her glittering black eyes peer out through her glasses. Her soft smile gives her face a brighter look. The light- coloured cotton sarees that she usually wears covers her fragile frame adding to her elegance. Wearing clean and shining shoes, she walks on in her own rhythmic way.

In the paragraph, we get a description of Ms. Khan which is described in a logical sequence.

Another common paragraph pattern is *chronological*. Here, the events in the paragraph are arranged chronologically, that means, they are arranged in the order in which they took place. They are in "time" order. Here is an example of this pattern :

Last week I was very busy everyday after office. On Sunday I visited my aunt who is in the hospital for treatment. Monday I went shopping with my children, Tuesday was the newscasters' monthly meeting. Wednesday I had my appointment with the dentist. Thursday was the Fresher's Day at the department.

In this paragraph the events are narrated in the order in which they took place. So, paragraphs can be written following the time scheme in which the event actually happened.

In a paragraph there must be the logical sequence of thought or development of the subject. Events must be related in the order of their occurrence. All ideas must be in connection with the leading idea and arranged according to their importance or order.

Length of a paragraph

Paragraphs could be of different lengths. A paragraph may contain only 2 sentences; or can be 20 sentences long. It is better to keep a paragraph brief, so that a document having several paragraphs may look accessible and well organized. A neat-looking document helps the reader to scan it quickly and find the relevant information.

The length of a paragraph actually depends on the paragraph's topic and the purpose of writing it. Very long paragraphs may contain irrelevant information and very short paragraphs may lack the specific details.

C.

Transitional expressions

A document may contain several paragraphs. When you are writing a document with a number of paragraphs, it is important that you make sure to maintain the link between them. Sentences that are used to connect paragraphs are called “transitions”. They give shape and direction to the document. Transitional expressions are words or word groups that connect different ideas in the composition. Given below is a list of some commonly used transitional expressions for your use :

To add or to show sequence

Again, also, and, then, besides, finally, first, further, furthermore, in addition, in the first place, moreover, second, still, etc.

To compare

In the same way, likewise, similarly, etc.

To contrast

Although, and yet, but, but at the same time, despite, even so, even though, in contrast, in spite of, nevertheless, still, yet, after all, even, for instance, it is true but, of course, that is, etc.

To indicate place

Above, adjacent to below, elsewhere, here, there, near, nearby, on the other side, across, opposite to, to the west, to the left / right, etc.

To indicate time

After a while, afterward, as long as, as soon as, at that time, before, earlier, formerly, immediately, soon, in the meantime, in the past, in the near future, lately, meanwhile, shortly, since, so far, soon, thereafter, until, when, etc.

To repeat, summarize or conclude

All in all, altogether, in brief, in conclusion, in other words, in particular, in short, on the whole, therefore, to summarise, etc.

To show cause or effect

Accordingly, as a result, because, consequently, otherwise, since, then, therefore, thus, to this end, etc.

Remember and use the transitional expressions while organizing a paragraph. These expressions will make your paragraph clear, lucid and consistent.

Dear learner, when you are writing a paragraph, remember that one paragraph will deal with one idea only i.e. *a paragraph has one main idea*. When you will introduce another idea, begin a new paragraph. Remember to begin a new paragraph if there is a change of place. Also begin a new paragraph if there is a change of time or if you write about a new person. Your choice of words and organization of sentences in a paragraph will lead the reader smoothly from one idea to another.

Activity

1. Read the following text and arrange it into paragraphs.

Now that the mammoth is extinct, the elephant is the largest of all animals living. It is a strange-looking animal, with its thick legs, large, hanging ears, small tail, little eyes, long white tusks, and, above all, its long nose, called the trunk. Elephants are found in India and in Africa. The African elephant differs in some points from the Indian, being larger, with longer tusks and bigger ears. In fact, the two are considered to be different species. The elephant is a very intelligent animal, and its intelligence, combined with its great strength, makes it very useful when trained. Elephants can carry heavy loads, about a thousand kgs each. They are very skillful too, in piling timber. The trained elephant will kneel down, lift a heavy log of wood with its tusks, carry it to the place where it is wanted, and lay it exactly in position. In Africa elephants are hunted mainly for their tusks which are made of ivory and are very valuable.

2. What are the key sentences or topic sentences / main idea in the following paragraphs ?
 - a) Of the many gods who lived on Mount Olympus, there were three who had the highest powers. The three were Zeus, who ruled the heavens; Poseidon, who ruled the seas; and Hades, who ruled the underworld.
 - b) As much as 10 billion metric tons of water may be frozen in soil near the moon's poles. If that much water is there – more than ten times previous estimates – it might one day be enough to build a moon village or to fuel rocket ships cruising even deeper into space.

- c) In an apparent denial of a ballistic missile launch this week, North Korea on Friday said it has successfully fired its first artificial satellite into earth orbit.
 - d) The beautiful pearls that are used in necklaces start out as grains of sand. When a grain of sand gets inside the shell of an oyster, it irritates the oyster. A liquid coating is formed that hardens around the sand. Each coating makes the pearl a little larger.
 - e) During classes I listen to the teacher. After classes I listen to records. Sometimes I listen to the radio. When I watch TV, I listen to what the characters are saying. I really do a lot of listening.
3. Keeping to one idea is an important factor in a paragraph. find out the sentence that has nothing to do with the main idea in the following paragraph :

The Newspaper is a good source of information. All the important news of the city, town, village and nation is reported daily. A newspaper carries international news too. Different kinds of advertisements are published in the newspaper. Public notices are also published here. Movies and other forms of entertainment are announced. My parents and I watched a good film last night.

4. What do you understand by the ‘organization’ of a paragraph ?
5. How a ‘spatial’ paragraph is written ?
6. What is the pattern of a ‘chronological’ paragraph ?
7. Write a paragraph following the spatial pattern.
8. Write a paragraph following the chronological pattern.
9. What should be the length of a paragraph?
10. Why is it important to have transitional sentences and expressions?

Now, you can check your answers with the Answer Key.

Answer key

1. Now that the mammoth is extinct, the elephant is the largest of all animals living. It is a strange looking animal, with its thick legs, large hanging ears, small tail, little eyes, long white tusks, and above all, it’s long nose called the trunk.

Elephants are found in India and in Africa. The African elephant differs in some points from the Indian, being larger, with longer tusks and bigger ears. In fact, the two are considered to be different species.

The elephant is very intelligent animal, and its intelligence combined with its great strength makes it very useful when trained. Elephants can carry heavy loads, about a thousand kgs each.

They are very skillful too, in piling timber. The trained elephant will kneel down, lift a heavy log of wood with its tusks, carry it to the place where it is wanted, and lay it exactly in position. In Africa elephants are hunted mainly for their tusks which are made of ivory and are very valuable.

2. (a) Of the main gods who lived on Mount Olympus, there were three who had the highest powers.
 - (b) As much as ten billion metric tons of water may be frozen in soil near the moon's poles.
 - (c) North Korea on Friday said it has successfully fired its first artificial satellite into earth orbit.
 - (d) The beautiful pearls that are used in necklaces start out as grains of sand.
 - (e) I do a lot of listening.
3. My parents and I watched a good film last night.
4. To achieve coherence in a paragraph we have to organize its elements in such a manner that they flow naturally and reach a logical conclusion. This is called the 'organization' of a paragraph.
5. In writing descriptive paragraphs, 'spatial' pattern may be followed. Here the paragraph begins at a point in space and moves from there to other points. It maintains a logical sequence.
6. In a chronological pattern, the events in the paragraph are arranged chronologically, that means, they are arranged in the order in which they took place. They are in the 'time order' :
7. Show the answer of question 7 to your tutor.
8. Show the answer of question 8 to your tutor.
9. Paragraphs could be of different lengths. It is better to keep a paragraph brief so that a document having several paragraphs may look accessible and well-organized.

The length of a paragraph actually depends on the paragraph's topic and the purpose of writing it. very long paragraphs may contain irrelevant information and very short paragraphs may lack the specific details.

10. A document may contain several paragraphs. To maintain link between the paragraphs, specific sentences and expressions are required. They are called the ‘transitions’. They give shape and direction to the document.

Transitional expressions are words or word-groups that connect ideas prevalent in paragraphs in a document.

MCQ

1. Transitional expressions are used to
 - a. connect different ideas in a composition.
 - b. state the topic of a paragraph.
 - c. compare ideas in a paragraph.
 - d. indicate a place.

2. When we want to compare ideas we use
 - a. again, also, then
 - b. likewise, similarly, in the same way
 - c. elsewhere, here, there
 - d. all in all, altogether, in other words

3. To indicate place which of the following expressions do we use?
 - a. above, near, nearby, on the other side etc
 - b. after a while, immediately, since etc
 - c. besides, finally, still
 - d. yet, although, of course

Lesson - 3 : Writing Letters - 1

Objectives

When you are through this lesson, you'll be able to -

- explain why letters are written
- recognise the format of a letter
- identify the different tones of different kinds of letter
- understand the types of letters
- understand the basic principles to be followed in a letter.
- prepare a CV

A.

We write letters on so many different occasions. It is an integral part of our personal, social and business activities. Letters as a means of personal expression and communication play a vital role.

We all feel delighted to receive letters from our friends, relatives and well-wishers, don't we? The personal letter that we write and receive make our life more meaningful. A letter being a conversation on paper bring people closer, maintains relations, can influence people, can make friends, can win favour, popularity, bringing the ultimate achievement of success.

Letters should be written in such a manner that it will make the recipient happy and convinced and that the reply would come accordingly in favour of the writer. The art of letter-writing is no mere ornamental accomplishment but something that everyone must acquire for practical reasons. The writer must first organise his/her thoughts logically to convey the intended message.

Types of the letters

There are three main types of letters each having its own particular form. They are: informal letters / personal letters, formal letters / business letters and letters of application. There are certain basic principles applicable to all these types mentioned. Let us now take a look at those principles.

1. Length

The length of letter varies depending on its contents. A personal letter reflecting personal thoughts, news, messages could be free and long, whereas a formal or business letter needs to be very much precise, to the point and, therefore, might be shorter in length than a personal one.

2. Planning about the content

The substance of the letter needs to be carefully planned so that it contains a clear, well organised and understandable, communicating document of what the writer wishes to convey. It is very important to take note of spelling, grammar, punctuation and paragraphing.

You must bring the purpose of your writing a particular letter, that is, what do you wish or intend to achieve from the letter. You must analyse the purpose of the letter and the reader's needs before you start writing.

3. Form

To be an effective letter-writer, you have to think of the good communication principles that you can apply in writing. It must ensure that the letter is laid out in the correct form depending on its category to which it belongs. It must have appropriate *heading, salutation, leave-taking and signature*.

4. Tone

Remember that tone is the major ingredient of your message. It is best to put yourself in your reader's place and decide how the reader will respond to what you have just written. Your letter will create a relationship between you and your reader. So, the words should be chosen in order not to offend or confuse the reader but to give a clear idea and to convince.

The tone or style of a letter depends on whom you are addressing and in what connection. But, in all the cases, use a courteous tone and 'you' approach; use plain and precise language, keeping the language warm and personal.

B.

Letter format

The format and layout of a letter are very important. In many cases the first impression is the last impression, therefore, the layout of a letter is significant. The first looking at your letter creates an impression on your reader's mind about you. For almost any letter written in English, there is a general layout or format that is followed, and several general components that are required. So, while writing a letter (all kinds of letters), remember to have the following basic parts :

1. The heading consisting of (a) the writer's address and (b) the date.
2. The courteous greeting or salutation.

3. The communication or message : the body or text of the letter.
4. The subscription or courteous leave-taking, or conclusion of the letter.
The closing word or phrase.
5. The signature.
6. The superscription on the envelope, i.e. the address of the recipient, and the return address.

Lesson 4 will deal with these components in some details.

Activity

1. What should be our purpose in writing a letter?
2. What types of letter do we write?
3. What principles are usually followed while writing a letter?
4. What is the usual format of letter-writing?

Answer Key

- 1) A letter being a conversation on paper brings people closer, maintains relations, can influence people, can make friends, can gain favour and popularity bringing the ultimate achievement of success. Letters should be written in such a manner that it will make the recipient happy and convinced and that the reply would convince accordingly in favour of the writer.
- 2) We write informal or personal letters, formal or business letters and letters of application.
- 3) There are certain principles applicable to all types of letters. These are, the length of the letter, planning and writing the letter, the from and the tone of the letter.
- 4) The format and layout of a letter are very important. In writing a letter, the following parts are to be remembered :
 - The heading consisting of the writer's address and the date;
 - The courteous greeting or salutation;
 - The communication or message – the body or text of the letter;
 - The subscription or courteous leave-taking or conclusion.; and
 - The signature.

Lesson - 4 : Writing letters - 2

Objective : When you are, through this lesson you'll be able to -

- have a clear idea about the format of letter.

A.

From lesson 3 we know that a letter has the following basic parts in it.

1. The heading consisting of (a) the writer's address and (b) the date.
2. The courteous greeting or salutation.
3. The communication or message : the body or text of the letter.
4. The subscription or courteous leave-taking, or conclusion of the letter.
The closing word or phrase.
5. The signature.
6. The superscription on the envelope, i.e. the address of the recipient, and the return address.

Let us now go a little bit deep into these components.

1. The Heading

The heading consists of your address and date to inform the reader 'where' from and 'when' did you write the letter. The 'where', that is the writer's full address, is mentioned to inform the reader to send the reply and the 'when', that is the date, is for reference.

If the sheet of paper you are using to write a letter has your address printed on it, then you are required to put the date only. The heading should be placed in the upper right hand corner at least one inch below the top edge and half an inch from the right hand margin. While writing the heading, alternated forms of the cities, zones, streets etc., should be avoided. Instead, they should be written in full. No letter should be sent without a heading, not even very personal and intimate ones. Look at the sample given below.

**House # 16, Road # 6
Sector # 3, Uttara Model Town
Dhaka-1207**

September 11, 1999

The date in a letter is very important and therefore, should never be forgotten or neglected. September 11, 1999 is preferable to 11th September, 1998 or 11/9/98. Don't use the abbreviated forms of the months like Jan., Feb., Sept., etc. The best usage of writing a date is September 11, 1999.

The date should always be separated from the year by a comma (,) to avoid confusion. The date can also be written in this style : 11 September 1999.

2. Salutation

The salutation or greeting is written at the left hand of the page a little below the level of the heading. It marks the greeting to the recipient of the letter. The mode of salutation will vary according to your relationship with the person you are addressing. As a general rule, when the writer knows, the addressee and is on a 'first name' basis (that is, if they call each other by their first names informally), the writer begins an informal social letter with 'dear' followed by the addressee's first or given name.

For example : Dear Mansur, Dear Khaleda

For formal social letters and business letters, however, the addressee's title and family name follow the salutation 'dear'.

For example : Dear Mr. Khan, Dear Professor K. Begum.

So, begin your salutation with 'Dear'. The usual form is followed by the name of the person. If you are writing to a close friend, you can use the first name, e.g. 'Dear Salma'; but, if it is more a formal letter, you can address the person with his/her last name, e.g 'Mr. Ahmed', or with the prefixes with the surname, e.g. 'Dear Ms. Khaleda Khan'.

The use of the term 'dear' is a more polite expression, not necessarily implying any special affection. The salutation sets the left hand margin and the rest of the letter will be in a straight line with it.

In business letter salutations, other forms are also used. For example : Dear Publisher, Dear Reader, Dear Colleague, etc. This avoids the use of Dear Sir and Gentlemen, which are now outdated. The use of Ms., which is the exact equivalent of Mr., is also noticeable. Ms. Indicates female gender but not whether the person is married or single.

3. The communication or body / text of the letter

The text of the letter is the letter itself, and the style in which it is written will depend upon the kind of letter you intend to write. It contains the main message, idea or information to the addressee.

The letter itself may also begin exactly on the left margin, directly under the salutation, or it may be indented five spaces to the right, the traditional signal for a new paragraph in English. If you prefer not to indent for each new paragraph, you should leave an extra space between paragraphs.

The text of your letter may be divided into paragraphs according to the material of the letter. As a rule, a change in your ideas, thoughts or subject should mark the beginning of a new paragraph. Remember to maintain link between them, forming an integrated and readable text. The paragraphs may vary in length according to the subject material and ideas they contain.

The end of the letter should contain usual concluding courtesies besides repetition of the core message, or the action anticipated on the part of the recipient. Remember that your letter should not have any loose end or abrupt ending. It is important to keep in mind that the body of the letter contains the main message or 'point'.

Use simple and direct language and short sentences. Be clear about what you want to say, and convey the message as directly as possible. Put down your points in some logical order. Use commas, semi colons and full stops in their proper places. Incorrect punctuation may change the proper meaning of a sentence.

4. The subscription or courteous leave-taking

Next follows the cordial formal closing of your letter. Place your complimentary close two spaces below the concluding paragraph, aligned with your heading. The wording of the close is according to your relationship with the recipient.

The close may be preceded by terms of endearment like, "With best wishes", "With regards" etc. in personal letters. It is a kind of final farewell. The complementary close begins with a capital letter and is followed by a comma. Some conventional complementary closes are :

Sincerely,
Sincerely yours,
Respectfully,
Cordially,
Yours truly,
Truly, etc.

In Intimate letters, the closes used are :

Affectionately,
Lovingly,
Yours affectionately,
Yours ever,
With love, etc.

Note that the conclusion often may be simple ‘Thank you’ for the reader’s attention.

5. Signature

The cordial closing is immediately followed by the writer’s signature. The signature will be placed four spaces below the complimentary close.

In correspondence with close friends and relations (informal personal letters), a short form of your name or the first name may suffice, but in formal letters full name should be signed. If there is any possibility that the person receiving your letter may not be able to read your signature (because of a difference of handwriting styles), you should carefully print or type your name clearly and correctly. For example :

Sincerely,	or	With love
<i>S. Khan</i>		
(Salma Khan)		Salma
Assistant Secretary		

Remember that your letter is the only guideline to spelling your name and address correctly for the receiver who is to give a reply to your letter.

6. The superscription on the envelope.

The address of the recipient :

The address of the person addressed on the envelope should be in full. The names of city, street, zone etc., should not be abbreviated. Postal codes should be clearly given.

The return address :

The return address will be placed in the middle left hand corner of the envelope. It helps to get your undelivered letters back, and also the recipient of the letter can immediately know who the sender is.

		STAMP
SABBIR HOSSAIN 23, NEW ESKATON RAMNA DHAKA.	SAIMA RAHMAN ROAD # 12, HOUSE # 10 GULSHAN AVENUE DHAKA.	

A good letter must be clearly thought out, and clearly organised on paper. Its message should be understandable to the reader and its appearance on the page should be well-balanced. A letter, remember, carries the writer's unspoken thoughts and silently reflects the writer's personality. Each letter is a personally creative act of real communication.

Activity

1. How the body or text of the letter is to be arranged?

Answer Key

The text of the letter is the letter itself. It contains the main message, idea or information to the address. The text of the letter may be divided into paragraphs according to the material of the letter. As a rule, a change in ideas, thoughts or subject should mark the beginning of a new paragraph. The paragraphs may vary in length according to the subject, material and idea they contain. The end of the letter should contain usual concluding courtesies besides repetition of the core message. The letter should be clear and convey the message as directly as possible. The points should be put down in a logical manner. The letter should not have any loose end or abrupt ending.

Lesson - 5 : Writing letters - 3

Objective : After you are through this lesson you will be able to -

- write social and personal letters.

A.

Social /personal letters

Letters to friends and relations should be written in easy and conversational style. From the previous lesson, we know what should be the format of letters in general. Personal letters reflect affection, intimacy, liveliness, naturalness and warmth. Some samples of social/personal letters are given here for you :

Letter of congratulations : 1

July 02, 1999
House 2, Road 3
Sector 3, Uttara

Hello !

Congratulations on the birth of your daughter, Saima. May you enjoy all the blessings of parenthood.

With very best wishes,
Sincerely,

Saber Hussain

Letter of congratulations: 2

November 16, 1999
24 Bailey road, Dhaka

Dear Seema,

I wish I could fly to you, to wish you a very happy birthday. I miss the happy times that we spent together, our birthdays. I hope this note reaches you in time.

I have a birthday present for you. My uncle will be going to your town next Sunday. I will send the present with him. Hope you'll like it.

Hoping to meet you soon and to have wonderful times again, wishing you a very happy birthday once again, its good bye for the moment.

Take care of yourself,
Lots of love,

Samina

Letter of congratulations - 3

August 21, 1999
20/1, Banani, Dhaka

Dear Selim,

Accept my heartiest congratulations on your engagement to Sabina. You both are known to me for a long time. I am sure that you'll be one of the happiest and successful couples on earth.

Eagerly waiting to see you in your wedding outfits. Till then, hearty congratulations once again and best wishes.

Yours ever,

Jafor

Letter of thanks : 1

13 September, 1998
31, Boro Moghbazar
Dhaka

Dear Kamal,

It was really very thoughtful of you to lend me the books on literary terms for a month. It helped me a lot in getting ready my research papers. I hope to visit you one of these days.

Thanks again for the favour.

Yours ever,

Shamim

Letter of thanks : 2

15 September, 1998
4/3 Eskaton road
Dhaka.

Dear Mitu,

Thank you so much for sending me that lovely 'get well soon' card. Your words of inspiration and warm wishes meant so much to me. It was really wonderful of you remembering me during my days in the hospital.

I will always remember your feelings for me. Thanks again.

With love,

Tania

Letter of condolence : 1

February 22, 1999
22 Kalabagan, Dhaka

Dear Mr. Sadeq,

I was saddened to hear the news. Please accept my deepest sympathy in your time of sorrow.

Your neighbour

A. Sayeed

Letter of condolence : 2

15 August, 1998
21 Green road, Dhaka

Dear Munira,

I don't know how to console and comfort you at this severest moment of grief and sorrow. I am so sorry to hear that aunty is no more with us. She was such a lovely, wonderful person and so dear a one to all of us.

Words are inadequate to express my feelings. I pray to the Almighty Allah that He gives you strength to overcome such a distressful time.

Please accept my sincere condolences and let me know if I can be of any help at this hour.

In sympathy,

Mansura.

Letter expressing intention

5, Dilu Road
Dhaka
24 September 1998

Dear Doha,

What are you doing next Friday ? How about going to Sonargaon? I was thinking of visiting this historic city for quite a long time. If you are free and agree with my plan, please let me know. It would be a change for a day from the heat of the city.

I will arrange a picnic there and be round your house at 6 on Friday morning. Get your camera loaded. It will be fun for sure.

Best wishes,

Manzoor

Letter giving information

24, Charter Avenue
Coventry, CV4 7AL
England
27 January, 2000

Dear Rumana,

Tonmoy and I are delighted that you are coming to stay with us. We hope you'll enjoy your visit here.

In your last letter you wanted to know about what things you might have to bring with you. Well, its getting rather cold here. So, don't forget to bring some warm clothes. You certainly need a jacket and a coat. It sometimes drizzles too. If you have a raincoat, you can bring it as well. If you don't have one, you can buy it from here. It may also snow at the end of the month. Bring a pair of snow boots with a firm grip so that you don't slip while walking on the snow and don't forget your gloves.

That's about it for now, please confirm your flight number and arrival time, we'll be at the airport.

We both are looking forward to seeing you. Best wishes.

Samira

Letter of invitation

Mr. and Mrs. Mansurul Huq Khan
Request the pleasure of
Mr. and Mrs. Tayebur Rahman
At a dinner
On Friday, November the 6th, 1998
Time 7.30 PM
Venue : House # 2, Road # 2, Sector #12
Uttara Model Town, Dhaka

RSVP : 8999999

In this lesson, you have been through some sample letters written with different purposes. The letter of congratulation is written to congratulate (1) a couple who have been bestowed with a baby girl, (2) friend on her birthday, and (3) a friend on his engagement announcement.

Letter of thanks can also be written on various occasions. The sample letters are written to thank (1) a friend for lending books and (2) a friend who had remembered a friend in her sickness.

Letter of condolence or condolence message is sent to people who have lost someone or some loss has taken place in their lives. The letters here are written to (1) a neighbour and (2) a friend who has lost his mother recently, to convey sympathy and the feeling of sorrow.

In the letter expressing intention, a friend has written about his weekend plan and also invited his friend to accompany him.

Another sample letter conveys some particular information. A friend from a cold country is writing to a friend from a hot country, informing her what are the things she might have to bring along with her while visiting them.

The sample letter of invitation shows how we can invite people to a party formally.

Activity

1. Write a letter to a friend congratulating her on her recovery from illness
2. Write a reply to a friend for his letter of condolence.
3. Write a letter of condolences to a friend who has lost his younger brother in a road accident.
4. Write a letter to a friend with whom you would like to share your future plans. You want to be a fashion designer and set up your display shop.
5. Write a formal regret letter to a wedding invitation.

Answer key

1.

28 September, 1999
22 Banani, Dhaka

Dear Shoma,

I am so relieved and happy to know about your recovery after the serious and prolonged illness. It must be wonderful being back home. All praises go to the Praiseworthy.

I am sure that in a couple of days you will recover fully and will be coming to the college soon. Do not feel discouraged or disheartened. We all are here to help you. Please follow the doctor's advice as directed and take care of yourself. I am hoping to see your smiling face soon.

Love

Seema

2.

25 October, 1999
30 Kamal Ataturk Avenue.
Banani

Dear Sohel,

Thank you so much for your kind and thoughtful letter. Your letter helped me a lot in overcoming our pain.

Mother and I are grateful to you for your concern at this moment of intense sorrow. Please pray to Allah that we all may overcome this irreparable loss.

Your kindness and sympathy shall ever be remembered.

Sincerely yours

Shojal

3.

133 Elephant Rd. Dhaka
22 November 1999

My Dear Toimur,

Words are inadequate to express my sorrow at the news of the premature death of Rana. I am shocked and bewildered. He was so lovely a boy, so fresh and young. He was not only your brother, but mine to.

I heard that he was coming from his school when that fateful accident took place. I can imagine how shocking and painful the event is to you. I can only pray to the Almighty that He gives to you strength and patience to bear this deep loss.

Please inform me if I can be of any help at this hour.

Yours always,

Tomal

4.

18 December, 1999
23 Gulshan Avenue

Dear Shafiq,

How are you ? Hope fine. Well, in our last letter I informed you that I wished to start up a business of my own.

You will be happy to know that at last I've decided to build up my career as a fashion designer. You know I completed a course on 'Fashion Design'. To be frank, at first I didn't know whether I would really turn up to be a fashion designer seriously but as I proceeded on with my course I knew that I was on the right track. It has immense scope of creativity, and it is also a challenge on my part.

After discussion with some relevant persons in this field, I have decided to open a display centre soon. Some of my friends are also interested to join me. We need a small capital to begin with, and we have enough enthusiastic persons ready to work. I will start designing children's ware. How do you like my plan.

Please let me know your opinion and suggestions. I will inform you as soon as all the necessary arrangements are made to open the centre.

Take care

Yours.

Khaled

5.

Mr. and Mrs Chowdhury regret that a previous engagement prevents their accepting the kind invitation of Mr. and Mrs. Khan to the wedding reception of their daughter Safinaz Khan on Friday, the 20th of July.

25 Gulshan Avenue, Dhaka

Lesson - 6 : Writing Letters - 4

Objectives : After you are through this lesson , you'll be able to -

- understand the format of business letters
- write different business letters on different occasions

A.

Business letter

A business letter is more formal than a friendly or social letter. Your letter should be correct in respect of grammar, punctuation and spellings. Incorrect grammar, usage or spellings reflect carelessness, lack of professionalism and confidence resulting in ambiguity and misunderstanding. Be practical and functional in your approach while writing business letters. Keep in your mind the purpose of writing the letter. Be exact, precise and complete in your expression.

Letter format

We know that the format and layout of a letter are very important. The format and layout of an official / business letter is same as the format and layout of a personal letter, with some additions of

1) The letterhead

A business letter may be written on a letterhead. A letterhead is a printed sheet, which is used for the first page of a business letter. It has the company's name/person's name and designation, the full postal address, telephone, telex, e-mail and fax numbers printed on it.

2) Inside address

In a formal business letter, the name, designation and address of the person/company you are writing to are to be mentioned on the left-hand side of the page. The salutation follows it.

For example :

**The Manager
Agrani Bank
Hotel Sheraton Branch, Dhaka**

3) Confidential and Attention lines

These are special entries. If the letter is confidential, you may write "Confidential" one space above the inside address. An "attention line" may

be used when you want to draw attention of an individual, that is attention of a specific person. For example :

*The Treasurer
Bangladesh Open University
Gazipur-1705*

Attention : Mr. Bazlur Rahman. Accounts Officer, Bangladesh Open University.

4) Subject line :

You can use a subject line to make it easier for the recipient to realise what the letter is all about. For example :

**Ms. Tamara Khan
Accounts Division
National University**

Subject : Payment of bills

5) Enclosure Notations :

If you are giving other documents with your letter, then add the enclosure notation one space below your signature. Typing “Enc.” indicates enclosures. It is a sort of reminder to the recipient to take note of the important documents attached with the letter. For example :

Enc. 1. CV

6) Copies to be circulated notation

If you are distributing copies of your letter to other readers, indicate that one space below any enclosure notation. For example:

**C.C. Registrar
C.C. Accounts Officer**

While drafting a formal letter some of the above mentioned points may be added up. In business letters, abbreviations are to be avoided (e.g. advt. instead of advertisement).

In replying to a business letter, always quote the number of reference (if there is one) and the date of the letter you are answering. For example :

In reply to your Letter no. BOU/Admin/222, dated 23 September, 1999

...

Sample business letters

Letter of Acknowledgement

ABC Corporation
123 Crystal Tower
Banani, Dhaka

12 December, 1999

Dear Director,

This is to acknowledge the receipt of the housing contract that I requested for.

Thank you for your cooperation.

Yours sincerely

M H Khan
(M H Khan)

M H Khan Associates
Southern Plaza
23, Dhanmondi, Dhaka

Letter of Enquiry

TAMARA'S GROUP
22, Kamal Ataturk Road, Banani

September 01, 1999

The Manager
Daffodils Garments
02 Tejgaon Industrial Area
Dhaka.

Subject : Woollen Knitwear

Dear Mr. Hossain,

Ours is an Export House. We are experienced in this area for more than a decade now. We export leather items, cotton and woollen garments to the USA and to some European countries.

We are interested in woollen knitwear of all sizes for children. These products are required to be exported to the USA next month. We want to give an immediate trial order and rely upon you to offer good value in order to secure future business.

In this regard, may we request you to send us your quotations for woollen knitwear for children (for the age group 1-16) at the earliest.

Thanking you.

Sincerely yours,

J. Ahmed

(Jamal Ahmed)

Manager, (Purchase)

Letter of Complaint

Manager, Sales
Gravy and Delicious,
Uttara, Dhaka.

Dear Manager,

This morning, I bought some pizza and fruitcake from your shop. Unfortunately the quality and taste of the products were not found to be satisfactory. Since it's written on the cover of the box provided by your shop that 'products, if not found satisfactory, may be returned' to you mentioning the date of purchase, I am sending back the above-mentioned food items to you.

Please arrange the refund of my payment to you at the earliest.

Sincerely yours,

T. Rahman

(Tanim Rahman)

22 Kamal Ataturk Avenue, Banani

Letter of Request

Cambridge University Press
Cambridge, England

22 January, 2000

Catalogue Department,

I would like to request a free catalogue on Applied Linguistics. Please send it to the address below.

Thank you for your attention.

Sincerely yours,

S. Din

(Dr. Saima Din)

Department of English

Bangladesh Open University, Gazipur-1705

Bangladesh.

Dear learner, remember that business letters need to be very concise, clear and to the point. They are naturally more formal in style than social/personal letters.

Activity :

- 1) What are the important points in writing a business letter ?
- 2) What might be there in addition in the format a business letter?
- 3) When do we put 'confidential' and 'attention lines' in a letter ?
- 4) Write a letter inquiring about leather goods.
- 5) Write a letter of complaint about delaying delivery of a micro oven you have ordered a week ago.

Answer Key

- Show the answers of questions 1, 2 and 3 to your tutor.

4) Letter of enquiry

20 March, 2000

Mr. Khalid Hossain

Tamara Group

29 Gulshan Avenue, Dhaka

Dear Mr. Hossain,

We have been informed that you manufacture export quality leather products that include shoes, bags, pen-holder, jewelry boxes, etc.

We are large dealers in leather goods and there is a steady demand in domestic market of standard goods of this type.

We would like to request for your catalogue and full details of payment and discount allowed on order of quantities not less than 3000 pieces for each item. If possible, please send us some samples of your products.

Looking forward to an early response.

Thank you.

Sincerely

S. Chowdhury

(Shimul Chowdhury)

Handicrafts Palace

5) Letter of complaint

Dear Manager,

This has reference to our Order No. 221 dated 12 November, 1999 for a micro-oven which was to be delivered by a week's time. I have already booked the oven by depositing the required amount. It's over two weeks now since I placed the order. Could you please let me know if I can have it this weekend. If not, then I would like to cancel my order and buy one from some other company.

Waiting for a prompt reply from you.

Thanks

Yours sincerely

S. Ahmed

(Safiq Ahmed)

Lesson - 7 : Writing letters - 5

Objectives : After you are through this lesson , you'll be able to -

- write different letters of application
- write a CV

A

Letter of application

As a prospective candidate for a job, we send letter of application to the organization/company that offers the job. An effective, well-written and well-organized application will help find the suitable job. Since the application will represent you, so, keep in mind to write an effective, convincing and well-planned application, that it may immediately draw the positive attention of your prospective employer. The application should be written with tact and utmost care. A good application may open up doors for you.

While formatting an application, remember the following points :

- In the opening paragraph of your application, state clearly how you came to know about the job, i.e., from a newspaper ad. or from any other source.
- You can write a long letter stating the relevant details like your age, education and experience.
- You can write a short one supported by a resume or CV as an attachment.
- Be brief, concise and exact in your expression.
- Also remember to be simple, personal, polite and appealing in your tone.
- Be careful about spelling, grammar, punctuation and sentence-construction.
- Be sure of the spelling of the name of the company and the officer addressed.
- Don't be aggressive or incomplete in your assertion : be positive and optimistic in your outlook.
- Your application should reflect your knowledge about yourself, the job and its requirement.
- You may conclude your application giving references, testimonials and by requesting for an interview at the employer's convenience.

Sample applications

Job application

The advertisement

Sales Manager Wanted

We are looking for a dynamic, young person to be appointed as the Sales Manager, Export department. The selected candidate will be provided with required training. Apply to : The Personnel Manager, Ferdous and Ferdous Company Ltd., 30 Motijheel C/A, Dhaka, before or on November 20, 1999.

Reply :

The Personnel Manager
Ferdous and Ferdous Company Ltd.
30, Motijheel C/A
Dhaka

61 Bangla Motor
Dhaka
November 2, 1998

Subject : Sales Manager – Export department

Dear Sir,

Referring to the advertisement published in *The Bangladesh Observer*, Dated November 1, 1999, I am offering myself as a prospective candidate for the above-mentioned post.

Herewith I enclose a copy of my detailed CV and the names and addresses of two referees. May I mention here that I would be available for an interview at any time.

Thank you.

Sincerely yours

T. Khan
(Tamanna Khan)

Enclosed

1. CV.
2. Name of referees

Application for university entrance

Office of the Registrar
State University
Dhaka

September 21, 1999

Dear Registrar,

I would like to apply for entrance to your university. Would you please send me a prospectus and an application form in this regard.

Thank you.

Yours truly
A. Hossain
(Abrar Hossain)

B.

Writing a CV

From the above discussion, we understand that almost every application for a job needs to have a copy of CV attached to it. Now we are going to discuss some major points in writing a CV. A CV is a brief written account of one's personal details, education and job experience. It is very important to present the CV very clearly.

For work-experience, the most recent job should be mentioned first, then the list of other jobs. Work-experience programmes and voluntary work can also be mentioned. If you are to mention names of referees, then write the name and address of two people who you know well. Before including their names, you must seek permission from them to be your referee. Remember to put your signature and date at the end of your Curriculum Vitae.

A sample of a CV is given below :

CURRICULUM VITAE

NAME : Saima Din
DATE OF BIRTH : February 24, 1970
PRESENT POSITION : Lecturer (English)
Bangladesh Open University
Phone : 9800800 (off), Fax : 880-2-865750
PRESENT ADDRESS : Road # 16, House # 01
Sector # 01, Uttara Model Town
Dhaka, Bangladesh, Phone : 8910000
NATIONALITY : Bangladeshi by birth

EDUCATIONAL QUALIFICATION :

Name of Exam.	Division/ Class/Position	Year of Passing	Board/ University	Group/ Subject
Master of Arts	Second class	1992	University of Dhaka	English Literature
Bachelor of Arts (Hons.)	Second Class	1991	University of Dhaka	English Literature
H. S. C.	First	1987	Dhaka Board	Arts
S. S. C.	First	1985	Dhaka Board	Arts

EMPLOYMENT

- Lecturer in English Literature, Banani International College, Banani, Dhaka.
- Teacher of English, Dhanmondi School, Dhanmondi, Dhaka.

AWARDS

- Received first grade scholarship in MA on the result of BA (Hons.) examination.
- Received general scholarship in Scondary School Certificate Examination (S.S.C.)
- Received general scholarship in class eight from Secondary and Higher Secondary Education Board, Dhaka.

LANGUAGES KNOWN : Bangla, English and Arabic
COUNTRIES VISITED : England, USA, Germany
COMPUTER LITERACY : Acquainted with Computer Basics
and able to use popular, software Windows 98
MEMBERSHIP : National Geographic Society, USA
English Department Alumni,
Society, University of Dhaka
HOBBY : Painting, travelling, reading books

S. Din

(SAIMA DIN)

Activity_

1. What are the points that we need to keep in mind while writing a letter of application ?
2. Read the advertisements below and then furnish the replies accordingly.

(1) Lecturer in English

We have a vacancy of a post of a lecturer in our English department. If you are interested to build up your career in teaching, please send the application along with your CV and two passport size photographs to : The Principal, Shiddeshwari Girls' College, Dhaka, within a week of the publication of this advertisement.

(2) Manager Wanted

We are an internationally reputed travel agency looking for an interested person of 30-32 years of age with an academic background in Management. The ability to work under pressure together with a good command of English is essential. Please send a letter of application and CV to : The Advertiser, Skyline Travels, 26 Motijheel C/A, Dhaka by September 15, 1999.

Answer Key

1. An effective, well-written and well-organized application will help find the job. Since the application represents the applicant, so, it needs to be an effective, convincing and well-planned application, that it may immediately draw the positive attention of the prospective employer. The application should be written with tact and utmost care. A good application may open up doors for the applicant.

While formatting an application the following points are useful to remember :

- In the opening paragraph of the application, it should be stated clearly how the applicant came to know about the job, i.e. from a newspaper ad. or from any other source.
- A long letter can be written stating the relevant details, like age, education and experience.
- A short letter can be written supported by a resume or CV as an attachment.
- Expression should be brief, concise and exact.
- The tone needs to be simple, personal, polite and appealing.

- Care needs to be taken about spelling, grammar, punctuation and sentence-construction.
- Spellings of the names of the company and the officer addressed should be correct.
- Aggressive tone or incomplete statement in the applicant's assertion is negative qualities; outlook should be positive and optimistic.
- The application should reflect the applicant's knowledge about him/herself, the job and its requirement.
- The application may be concluded by giving references, testimonials and by requesting for an interview at the employer's convenience.

2.

(1) 31 December, 1999

To
The Principal
Shiddeshwari Girls' College, Dhaka.

Subject : Application for the post of lecturer in English.

Dear Madam,

Referring to the advertisement published in *The Daily Ittefaq*, dated 26 December 1999, I am applying for the post of Lecturer in English.

Please find enclosed a copy of my CV and two passport-size photographs for your kind perusal and consideration. I would be happy to come for an interview as set by you.

Thank you

Sincerely yours
S. Ahmed
(Salim Ahmed)

Attachment : 1. CV
2. 2 passports size photographs

(2)

22 January, 2000

The Advertiser
Skyline Travels, 26 Motijheel CA
Dhaka

Subject : Applying for the post of Manager

Dear Sir,

Referring to the advertisement published in The Bangladesh Times, dated 20 January 2000, herein I am applying for the above- mentioned post.

Please find enclosed a copy of my CV for your kind perusal and consideration.

Thanking you

Sincerely yours,

K. Chowdhury
(Kabir Chowdhury)

Lesson - 8 : Writing a Dialogue - 1

Objectives : After you are through this lesson, you are likely to be able to -

- say what is meant by ‘conversation’
- recognise the features of spoken language
- develop your speaking skills
- make use of this knowledge in writing a dialogue
- write dialogues based on different situations

A.

What is conversation?

Everyday, every now and then we talk to our near and dear ones, friends, colleagues, neighbours, classmates, teachers, and to so many people known and unknown. As the situation and characters change so changes the topic and occasions.

The common viewpoint of conversation is that it is a structurally organised activity that follows definite rules (Richards, 1980). Coulthard (1977) points out that according to Hymes (1982), every speech event can be characterised from the point of view of its structure, settings, participants, purposes, key, topic, channel and message form. The term ‘conversation’ is also used to mean ‘the more general form of talk’ (Wardhaugh, 1991:1), or more precisely, ‘a face-to-face, oral interaction between two or more participants’ (Richards, 1980). The conversation or interaction between persons can be called a dialogue. Dialogue is a talk between two people that is intended to represent the actual speech that we encounter in the real, everyday world.

From the descriptive work of a number of scholars studying spoken language (e.g. Labov, 1972; Sinclair and Coulthard, 1975 et al), the following features of spoken language can be extracted :

- (a) The syntax of spoken language is typically much less structured than that of written language:
 - i. it contains many incomplete sentences, often simply sequences of phrases;
 - ii. it typically contains rather little sub-ordination; and
 - iii. active declarative forms are normally found where sentential syntax can be observed.
- (b) The largely paratactically organised chunks (i.e. the relationship between ideas signalled by position rather than direct grammatical

linkage) are related by such connectors as: *and, but, then*, and more rarely, *if*).

- (c) It is rare to find more than two premodifying adjectives and there is a strong tendency to structure short chunks of speech.
- (d) It is quite common to find what Givon (1979) calls topic comment structure.
- (e) Active constructions with intermediate group agents are noticeable.
- (f) In chat about the immediate environment, the speaker may rely on gaze direction to supply a referent.
- (g) Expressions can be replaced or refined as the conversation proceeds.
- (h) A good deal of rather generalised vocabulary is used : *a lot of, do, thing*, etc..
- (i) Same syntactic forms are repeated several times over.
- (j) A large number of prefabricated ‘fillers’ (*well, erm, I think, you know*, etc.) are produced.

In conversation, therefore, the overall effect is of information produced in a much less dense manner than in written language (Brown and Yule, 1983). While writing a dialogue, it is important to remember the features of spoken language to make the dialogue more realistic.

Importance of practising dialogue-writing

What is the use of practising dialogue writing ? In our situation and context, it is important to practice dialogue writing in English since it is a useful form of composition, and through it, a command of spoken English can probably be achieved. Therefore, while writing a dialogue it is worthy to remember the features of spoken language, as dialogue is likely to reflect real conversation. Written dialogue is the written form of conversation. Therefore, it is better to try to form a dialogue as it was to take place in real conversation or communication.

The practice of dialogue-writing helps a person to express his ideas and thoughts in an easy and natural way. It is an effective means of practising the normal day-to-day communication.

The follow-up effect

As a follow up effect of dialogue-writing, it is important to remember that the written dialogue is not supposed to be memorised, but prior knowledge and imagination should also be used in the process of constructing the dialogue. A written finished piece of conversation is not to be presented for memorisation, rather the learners should be able to realise the construction and the use of vocabulary in a dialogue and make use of this knowledge in connection with the real working communication. The meaning of the message that is to be conveyed through the dialogue needs to be clear and

concrete. Through dialogue-writing, the student will develop his imaginative faculty and learn new words to broaden his range of vocabulary. The final objective will be to try to use the language not as a language for passing the examination but for use in everyday communication.

Therefore the goal of writing a dialogue should be the spontaneous production of meaningful speech. Dialogue-writing would provoke a genuine desire to communicate in English with real people under real circumstances.

B.

The successful production of writing dialogues

The successful production of a dialogue needs your insight and imagination into the situation. To frame a meaningful dialogue, you have to put yourself inside two imaginary persons so that you can express the two characters' opinions naturally. You have to change your style and choose appropriate words as the situation demands. The dialogues you are writing need to appear to be spontaneous and impromptu. It is best to make a plan or outline of the dialogue before beginning to write.

It is obviously beneficial to take time in planning your (imaginary though) face-to-face interaction with someone. While planning to talk, most of the time we think of matters related to, 'what to say', 'how to begin', and 'what's the best way to do this'. The answering process is followed by a series of notes scribbled, crossed out and rewritten. But instead of wasting time and energy too much, we can try to follow a chart clarifying the situation that we are in, in order to be set on the right track for successful communication.

Three categories namely, (1) objective goals, (2) emotional needs, and (3) probable expectations will cover the basic kinds of insights you will need to prepare for effective communicative strategies. The chart might look like this :

Character 1	Character 2
Goals	Goals
Needs	Needs
Expectations	Expectations

After understanding the situation and the characters well, you can fill in the chart jotting down the major points, and then begin to give the dialogue a concrete shape. Always keep in your mind the purpose, characters, content and situation of the dialogue you are planning to write.

The chart may help in certain ways :

- It shapes your thoughts in a much more clear-headed level rather than being instinctive and emotional.
- It forces to reduce ideas and feelings to simple, succinct statements of fact.
- It makes ideas concrete and gives chance to be read again and make necessary changes as you make move in your thinking process or thought.

Activity

1. What are the features of conversation ?
2. What is the importance of practising dialogue-writing ?
3. What should be the goal of writing dialogues ?

* Show your answers to your tutor

Answer key

Activity on page 115

1. The features of conversation are given below :

- a. the structure of spoken language must be very lucid,
- b. sometimes spoken language contains incomplete sentences,
- c. very often single phrases or words are used in conversations,
- d. long sentences are connected with *and, but, then*, and more rarely with *if*,
- e. short sentences are used frequently,
- f. in conversation, sometimes gestures and gazes contribute meaning to the expressions used.
- g. frequent use of generalized vocabulary like *a lot of do, thing, get* is noticeable,
- h. same structure is used several times,
- i. the expressions like *well, erm, think, you know* are used.

4. The importance of practising dialogue- writing is given below:

- a. through dialogue writing a good command of spoken English can be achieved,
- b. the features of spoken English may be learnt
- c. an effective and natural way of expressing ideas, thoughts, opinions and beliefs can be learnt,
- d. the means of the normal day to day communication may be identified.

Lesson - 9 : Writing a dialogue - 2

Objective : After you are through this lesson, you'll be able to -

- follow the steps of writing a dialogue systematically.

A

The procedures to be followed in writing a dialogue

As conversation is a structurally organised activity that follows definite rules, therefore, while writing a dialogue, it will be helpful to remember a few points :

- Take time to think carefully over the situation and characters given.
- Jot down points, arguments, and opinions about the subject matter which might be expressed by the imaginary characters/persons.
- You can also 'brainstorm' before starting to write. Search your brain for ideas, and write them down quickly. Don't worry about how useful they will be. At this stage, don't worry about neatness and correctness.
- Keep in mind questions like Who... ? What...? When...? Why...? How...? Think of as many questions as you can.
- Now arrange the ideas that lurk in your mind in some logical order. Try to maintain the natural flow and features of conversation.
- Broaden your imagination regarding the characters and make note of their characteristics. This tactics will help you to express their (the characters) views according to their special characteristics. For example, the expressions or way of speech of a studious boy is likely to differ from a boy who is much more into sports. Different persons with different personalities and characteristics coming from different age group are bound to speak in character.
- In everyday discourse, we do not use bookish phrases; so, avoid using these sort of phrases while you make your characters speak. They should talk in an easy, familiar, spontaneous, and natural manner. Remember how we talk in friendly or formal conversation, and try to maintain this conversational style while writing the dialogue.
- Let the conversation, be brisk and rapid. In real conversation, people take turns and sometimes one person interrupts the other. In your

dialogue, you may sometimes introduce such interruptions to give it a sense of authenticity and naturalness.

- In real conversation we often answer a question by asking another. This element may be included in a dialogue writing to make it more natural.
- We also repeat words or sentences, and ask questions if something is not made clear to us. So, in a made-up dialogue, clarification could be sought and repetition can be included to give it a natural touch.
- In real conversation, we use exclamations, i.e. ‘My goodness;’ ‘Well;’ ‘O, dear,’ ‘How nice,’ etc. and such interjections may be introduced if applicable.
- In real conversation, the opening and closing are important. It should be the same in a written dialogue as well.
- To arrest the reader’s attention, the dialogue should also begin in an interesting way. It should have a logical conclusion and not end abruptly.
- In conversation, we use contractions. Contractions can be introduced in written dialogues too.

Remember to write your dialogue in a natural, interesting and realistic manner. The whole conversation should be brief, and the questions and replies as concise and pointed as possible.

B.

It is also helpful to use models or examples that can help with what to write and how to write it. You can maintain a file of the kind of writing you want to do, so that they are at your disposal when needed. Think about the content (the information included, the questions asked, the ideas mentioned). Look closely at the language used. Underline or make notes of any useful expressions. Look closely at the organization of ideas. And, of course make practical use of your knowledge to achieve your desired goal.

Writing a passage of dialogue may help you construct an actual or typical conversation between two people. You can also recreate a conversation that will bring strong feelings into play or reveal people’s attitudes and motives.

Now, look at the following samples. These dialogues are based on different day-to-day situations.

Greetings and farewells

Situation : Shamim and Khaled are university friends. They meet on their way to the class.

- Shamim : Hello Khaled. How are you ?
- Khaled : O, I'm fine, thank you. How are you, Shamim ?
- Shamim : I'm all right. Are you going to tea at Shumon's this afternoon ?
- Khaled : Yes. What about you ?
- Shamim : I'll be going too. Well, why don't we go together ?
- Khaled : Good idea. Erm... let's meet in front of the library after the 4 O'clock class. Is that ok ?
- Shamim : That's fine with me. See you then.
- Khaled : See you. Bye.

Instructions (how to do things)

Situation : Lopa would like to prepare some pancakes for her friend Jui. She requests her mother to give her instruction about that. Her mother tells her how to make pancakes.

- Lopa : Mom, I would like to make some pancakes for Jui. You know I am going to meet her this afternoon.
- Mom : Hmm. It's a good idea.
- Lopa : Will you please tell me the recipe of pancake mixture and help me make them.
- Mom : Certainly, my dear. Well, let me write down the ingredients for you.

(Mother writes down the following :

200 grams flour 100 grams butter

2 eggs

4 litres milk Sugar, as required)

Ok, first you sift the flour in a bowl and add sugar. Beat the egg lightly, and put it in the mixture. Now, add a little milk, and work the mixture into a thick paste without any lumps. Could you follow me, dear ?

Lopa : O, yes. Next what mom?

Mom : Right. Now, continue adding the milk little by little, but each time be sure to stir the mixture well, so it keeps an even texture.

Lopa : OK.

Mom : When all the milk has been added, now melt the butter and stir it well into the mixture. It is now ready for use.

Lopa : Thank you, mom.

Mom : My pleasure. O, yes, one thing. If you leave the mixture to stand for say about half an hour it will improve.

Dear student, remember in giving instructions, we always have to follow the steps, which are needed for the act to be completed.

Facing an interview

Situation : Sabbir Hossain is an MA in Accountancy from Dhaka University. He is to face an interview for the post of Accountant in a private bank. He is at the interview board.

Interviewer : Well, Mr. Hossain, your major is Accountancy, right?

Sabbir : Yes sir.

Interviewer : That should help you develop a banking carrier, but you don't have any work experience.

Sabbir : I have just finished my course and this is the first interview board I am facing. Moreover, I have applied for a probationary officer's post. I heard most of the probationary officers are freshers like me.

Interviewer : That's correct, Mr. Sabbir. We build our own officers. The newly-recruited officers go through intensive training before starting their carrer. Now, tell me why do you want to be a banker.

Sabbir : Banks run the economy of a country, and therefore, the job of a banker is very important. Besides that, I found the offered salary and the future career attractive.

Interviewer : Are you saying that if we offered less pay, you wouldn't have come.

Sabbir : No, I don't think so, sir. I have my expectations.

Interviewer : Have you heard of Grameen Bank.

Sabbir : Yes sir.

Interviewer : What do you think of it ?

Sabbir : Professor Yunus is the founder of the Bank and he has done wonders. In Grammen Bank, the recovery rate of loans is 99%, which are given without any collateral security, which no commercial bank can imagine of.

Interviewer : One last question, why did you pick this bank ?

Sabbir : This is a reputed bank. The overall position of this bank is number 2 which is praiseworthy considering its age, what more do I need.

Interviewer : Thank you. We hope to contact you later.

Sabbir : Thank you, sir.

Expressing likes & dislikes

Situation : Shihab and Sakib are travelling in a Premium bus to Uttara and are expressing their likes and dislikes on the weather.

Shihab : I don't like hot and humid days like today. We are lucky, we are travelling in an air-conditioned bus.

Sakib : Well, it is better than rainy days. I hate rainy days, the day becomes depressing and so do you.

Shihab : Do you like the winter ?

Sakib : Well, yes. Winter is quite pleasant in our country. But, in countries like England, it is awfully cold during winter, and thanks to Allah that we do not have such cold in here. Winter reminds me of my visit to England last year. It was so cold and windy.

Shihab : Yes, but though not like England or other cold countries, it does get cold here in the middle of December. It is specially a difficult and hard time for the poor who don't have enough warm cloths.

Sakib : That is just what I was implying. What would have happened to them if it were that cold as it is in England !

Dear learner, remember it is always helpful to draw on dialogues as part of a mix that may blend material from you experience and from a range of oral and printed sources.

Activity

1. What are the procedures that might be followed in writing dialogues ?
2. Looking at models may help improve dialogue writing – in what ways?
3. Prepare dialogues on the following situations :

a. Mr. Shafiqul Alam is introducing his wife Jesmine Alam to his friend Jamal Ahmed and talking about their plan for the coming weekend. You may jot down points like :

- Mr Alam and Mr Ahmed are friends
- The conversation will begin with introducing Mrs. Jesmine Alam to Mr. Jamal Ahmed
- Plan for the coming weekend - opinions from both the sides
- The conclusion - whether they plan together or not?

- b. Your younger brother/sister wants to record a recitation on an audio cassette. But she/he doesn't know how to operate the cassette recorder. Give instructions to her/him, so that she/he can manage the recording system.
- This is a close/informal relationship and situation
 - Your sister/brother requests for your help
 - You accept and demonstrate how to operate the cassette recorder
 - Can assure of further help as and when required by your brother/sister
 - S/he thanks you for your kind gesture
- c. Anisa has applied for a post of a lecturer in English Language in the Bangladesh Open University. She is at the interview board. Write a dialogue between the interviewer and Anisa.
- This is a formal situation
 - Opening should be a formal, courteous one
 - Anisa needs to be precise, confident but polite in her approach
 - The leave-taking or the closing of the conversation will be again formal and courteous
- d. Kamal and Abir are expressing their likes and dislikes on movies. Write a dialogue between them.
- Kamal and Abir are friends
 - This is an argumentative situation
 - Both of them will try to prove their own points of view
 - The arguments in favour of likes and dislikes should be clear and to the point
 - How much do they agree with each other?

Think of different situations (formal and informal) with diverse characters and topics, and prepare dialogues using both formal and informal language. Show your piece of writing to your tutor.

Lesson - 10 : Writing a Report - 1

Objectives : After you are through this lesson, you are likely to be able to -

- explain what is meant by the term ‘report’
- adjust your messages/report to your audiences’/readers’ needs and level of technicality
- describe the importance and nature of both formal and informal reports

A.

We often have to write or read reports of different kinds. In our job or professional arena, we need to prepare official reports. We also sometimes write special reports for magazines and journals. Writing book-report or book-review for newspapers/magazines is also an interesting way of putting ideas across about a particular piece of writing. It is therefore an important matter to know the basic rules and principles of report-writing to help us through as we wish to prepare a report on something, be it a formal or an informal one.

What is a report?

A written report is a record that is made on the results of thought, investigation, research and effort. A report projects information, facts and ideas to someone who needs it.

A piece of factual or impersonal writing, stating the facts of the issue with the mention of its plus points and the loopholes, a report usually incorporates recommendations. It may be prepared for an official body with the aim of further developing the existing position of the subject-matter/project/issue. In professional area, we often do report about responsibilities to various people on different occasions with miscellaneous purposes.

The term ‘report’ can be defined as :

‘a document in which a given problem/issue is examined for the purpose of conveying information and findings, putting forward ideas and sometimes making recommendations on the basis of which the decision makers act and decide accordingly’.

Book-reviews that are found in magazines, journals and newspapers are written shortly after, even at times ahead of publication of a book. Book-review sections are a regular and an important feature of many professional publications. Since reports can be written with different purposes and aims, therefore, they are categorised according to their purpose and readership.

Different types of reports

Reports may be written on different occasions with different purposes. For example :

- An account of an accident (e.g. a police report)
- A progress report (e.g. and end-year achievement report from a teacher to a child's parents)
- An investigative report (e.g. a company wants to expand its business)
- Official trip
- Book report/reviews
- Film reviews, etc.

Formal and informal reports

Reports can broadly be classified into 'formal' and 'informal' ones. The essential difference between the two types is that the formal or complex report requires some kind of investigation and research, whereas the informal one does not. The types of report will depend upon the reporting requirements and specific job performance.

Formal reports

The most common types of formal report include information based reports, problem solving reports, proposals, research reports, analytical reports, instructional reports, descriptive reports, etc. The formal report is used usually when the topic/issue requires lengthy discussion.

In writing formal reports, your aim is to show how you arrived at your conclusions and recommendations. Your approach and way of reporting will depend on the subject, purpose and the readers' need. The style of formal report is relatively impersonal and restrained and more official in tone. Here the writer uses third person references such as 'the writer', 'the investigator', 'it was learned' 'investigation shows', etc. instead of referring to himself as 'I' or 'we'.

Informal reports

Informal reports are usually written for readers within and among organisations to keep smooth the regular day-to-day work and communication moving. Usually these reports are quickly prepared. They do not require much extended planning and contains less background information. They are also written without any supplements (abstracts, title page, glossary, etc.). In style, informal report is personal and relaxed. The first person 'I' or 'we' is used in writing an informal report.

Advantages of written reports

Written report, being a piece of permanent record, has many advantages some of which are as follows :

- The written form compels the reporter to be accurate and complete.
- The facts and figures recorded are not likely to be distorted with time.
- All readers get the same report to read; so, the facts and figures and statistics remain always the same.
- It can be referred to the person concerned/interested in its original form again and again

B.

Before writing any report or document, you need to identify your purpose, and gather information about and evaluate your reader's background and situation.

General points to remember

When you write for a particular reader or a group of readers i.e. when your target group is selected and specified, then it is a better way to focus sharply on your readers/target group by throwing light on some specific questions as the following :

- Who wants the report ? Who is my target group ? Who else will/might read it ?
- Why do they want a report ? How will they use it ? What purpose/aim do I want to achieve ?
- How much do the readers already know about the subject ? How well acquainted they are with the subject-area ? How much more do I have to provide ?
- What exactly do the readers need to know and in what format ?
- When is the report due ? When do I need to set a deadline for it?

Answers to all of the above questions will help you formulate your purpose and assess reader's needs. Remember that purpose and reader's need are the two very important elements that measure and govern the whole process of communication.

If your target group/readers are well known to you then you can avail yourself of this opportunity to clarify certain points by asking them directly:

- If they merely want a record of your activities or progress?
- Whether you are expected to supply only raw data or conclusions and recommendations as well?
- If your readers will take immediate action based on your report?

- Whether the readers need step-by-step instructions?
- If they are merely collecting information to be used later?
- Whether the documents will be read and discarded, filed, or published?
- What is most important from your reader's point of view? What do they consider to be of prime importance?
- Have they requested for a letter, memo, short report or a formal report with supplements (title page, table of contents, appendices, glossary and so on)

Now, if you are writing for general readers then try to use non-technical, simple, direct, and conversational language. The information contained in a report can be used as a basis for taking actions. Reports also help all business institutions run smoothly by recording all data and information systematically. Remember that a good report connect you with the readers by recognizing the differences in background, the specific needs, and their preferences.

Activity

1. How would you define a 'report' ?
2. Define informal reports.
3. When do we write formal reports?
4. What do we expect to find in the Body (text) of a report?
5. Choose subjects interesting to you and prepare reports on them.

Show your report to your tutor in the tutorial session for feedback.

Lesson - 11 : Writing a Report - 2

Objectives : After you are through this lesson, you are likely to be able to -

- apply the principles of report writing while preparing one
- structure your reports under the rules of good communication i.e., having an introduction - body - conclusion structure
- organize and queue up materials/data collected in order
- be more coherent, correct and more within the styles.

A

Principles of writing good reports

All good reports result from planning, drafting, and revising decisions that collectively make up the writing process. Every detail in the report should serve a useful purpose. Every sentence and word used in the report should carry its own weight and assist to realise the writer's meaning. So, to make the report an efficient, clear and precise one, every report must conform to the principles of communication, which are :

- Accuracy
- Brevity
- Clarity

Let us now look into the terms in detail so that we understand what is meant by these terms.

- **Accuracy** : The information provided in the report must be checked and cross-checked to ensure its accuracy. The facts and figures supplied must be based on evidence, and it is better to quote the authority for supporting your facts (as witnesses) to avoid confusion and doubt on the reader's part. If you find it necessary to quote an opinion then say it is an opinion. In a nutshell, your report should provide all the necessary information to make it a clear and accurate one.
- **Brevity** : Efficiency is another key word in writing a report. Wherever you write a report, be it a formal or an informal one, you should aim for maximum efficiency. Never use six words when two will do, as many phrases in common use are now regarded as a sign of bad/non-efficient writing. For example, do not write 'I am aware of the fact that' instead of 'I know that'. Choose word that will carry its own weight and full meaning. For example, do not write 'mutual co-operation' when 'co-operation' itself means something mutually done.

- **Clarity** : Clarity is achieved by use of the right and precise words and simple constructions of the sentences can help achieve clarity that will help the reader to understand the report clearly and easily. The argument of the report should follow a logical sequence that leads the reader naturally to the conclusions or recommendations. The whole construction should have a simple and natural flow, not hampering the reader's attention when he reads it. For example :

'Push the printer connector into the serial socket'

This is not a correct use of the word 'push' in this case. The better expression will be 'Insert the printer connector into the serial socket'.

So, a good report must conform to the basic principles of report-writing, being accurate, concise, and clear in its expression.

B.

It is important to know the basic structure that is to be followed in writing any report.

Structure of reports

The following aspects may be included while writing a report :

- Main title
- Aim and scope of the report (or 'the terms and references')
- Introduction
- How you proceeded
- The fact of the situation (or the 'findings')
- What you discovered
- Your evaluation of individual aspects
- An overall evaluation
- Conclusion
- Recommendation
- A summary of the main points

For all sorts of reports, whether they have been orally reported or written, remember to have the following points :

- A clear introduction, including background
- A 'neutral', fairly formal style
- A lot of precise and detailed information, as and when necessary
- A logical organization while presenting it

- A balanced view, but negative where necessary (this may lead to the recommendations that you are likely to make)
- Clear headings with ideas grouped according to the topic
- Clearly organized paragraphs, possibly including a topic sentence
- At the end, a clear and succinct summary, incorporating personal recommendations

So, the main structure of any report should include

1. An introduction
2. Report text (body) or development
3. Conclusion and recommendations

Let us now see what are likely to be included under these headings.

1. Introduction

The purpose of the introduction is to introduce the subject and the purpose of the message/report. Here you make clear and promise to your readers what message awaits them so to create a picture in the reader's mind about the subject or the background of it. Sometimes this purpose can be achieved and fulfilled simply by providing a heading; sometimes it requires more lengthy treatment in the form of a section or paragraphs of its own. The object is to clarify that you are supplying your readers only what they need. Introduction section should include necessary background information (the term of reference, the reason the report has been called for), indicate the area to be covered and explain how the subject is to be developed.

At the end of your introduction, the reader should have a general, overall picture of what is the purpose of writing the report, how you collected data, what the report is about, and what is to follow next.

2. Report Text (Body) or Development

The body section is the most important part of your report presenting all your evidence and explanations. Since this is the main part of the report, make sure that you set your points down in clear, logical sequence. You should make your presentation accurate, simple, and clear to avoid all possible confusion that might come in the reader's mind. An information title can be given for the report text to make it more precise and clearer. For example, for a descriptive report, the title could be, 'Description and Function of Parts'; for instructions, 'Required Steps', and for a problem-solving report 'Collected Data', etc.

The main goal of this section is to reiterate that your plan for the report will work. To prepare this section, you may answer the following questions first:

- What procedure will be followed in reaching my goals? How will it be done?
- When will it be done? Who will do it?
- What materials, methods, and personnel will it take?
- What facilities are available?
- How long will it take? When is it due?
- How much will it cost and why?
- What results can be expected?
- How do I know it will work?

3. Conclusion

The concluding section ties up all the information already provided in the previous sections by giving readers a clear perspective on the whole report. To put special emphasis on certain aspects of your report and major findings, make a summary of those aspects. Now, frame your recommendations directly on the findings and interpretations. The concluding section of the report often evaluates the significance of the report, its impact, takes a position and predicts an outcome, offers a solution or suggests further research. After reading the report, the interested party may carry on further research based on the recommendations and suggestions made.

At the close of your report, the overall interpretation and restating of the need for the project or proposal with its aims should try to persuade the readers to act accordingly. Remember that the recommendation you make for any further actions must be consistent with the purpose of the report, the evidence presented, and the interpretation given.

Aspects of review-writing

In writing a review (of a film or a book, etc.), the reviewer will focus on the central point that becomes the thesis of the review. The rest of the review is likely to support the central point. The review may sum up the reviewer's interpretation, evaluation and judgment of the film/book - to help us understand the meaning, purpose or intention of the movie/book.

While writing a review, try to answer the following questions :

- What is the central point or thesis of the review ? Where does it need reinforcement? Do I (as a reviewer) need to express any reservations or qualifications that would modify or complicate the central point?
- How do I plan to follow up the central thesis? What kind of details do I need to include in support of it to make it effective?

Remember your review/report often does not take final shape until it is properly being drafted and revised. After the first draft, you may decide to go back to check and add an essential point or shorten or delete something. You may change your negative judgement that seems too direct on a second thought and may present it in a softer tone. You must ensure that your presentation of the facts were logical and put in the right order as a successful organizing strategy creates a momentum that holds the attention of the reader and carries him from the beginning to the conclusion of the report. Paraphrasing and linking expressions can make your writing clearer and easier to follow.

Activity

1. What are the principles that you follow in writing a good report? Explain.
2. Name the principles of writing reports. What kind of structure do you follow in writing a report?
3. How do you write the conclusion of your report?

Lesson - 12 : Writing an Account - 1

Objectives : After you are through this lesson you are expected to be able to -

- recognise the principles of writing an account
- categorize different types of accounts that we make to fit different situations

A.

At times all of us may feel that we are unable to write anymore. This is known as the ‘writer’s block.’ And a blank sheet of paper may have a paralyzing effect on you. Therefore, free association of thoughts and stimulus-response writing may help the writer overcome this writing block. In true free writing, you need to write without much thinking and without stopping, putting down all ideas or images that come to mind. You keep writing filling in the white page. When you have finished writing, you may come back to see what have you written so far and where and what needs amendment there.

In more focused free-association writing, you may begin with a definite stimulus/subject/idea of your choice. At the beginning, you may pick up only a single word, then writing down all your thoughts, memories and associations related to that stimulus set in motion by the specific word.

There are certain principles that are to be followed always while writing any piece of write-up. In our everyday life, we need to give account of incidents and happenings on different occasions. It is important to know the basic principles of writing so that we can write an account precisely, suiting the appropriate occasion. So, when you decide to write an account on an incident, remember the following broad principles :

- **Directness** : In your account, you should get to the point directly, using small sentences instead of long, involved ones. Do not provide unnecessary information that might only make your writing lengthy, not really making it enough weighty and precise. Unnecessary load in the write-up will only make your reader confused and irritated.
- **Simplicity** : Try to express yourself using simple words and sentences. The use of flowery language, extravagant expressions and complex sentences should be avoided. Use smaller, simple sentences, and where possible, use two words instead of six.
- **Conciseness** : Express your thoughts as concisely as possible. Avoid repeating yourself. Use only as many words as are required to make your meaning clear.

- Originality : Be original in your thought and expression. Avoid imitating the style of any author. Be yourself.

Writing an account from experience

We all like to narrate our own experience once in a while. When you write about your personal experience, you write about what you know best, focusing on a specific event or narrating in a series of related events.

Writing about personal experience is a good exercise in writing an account.
:

- Writing from experience helps you discover the motives behind any writing that have personal tone and touching effect on the reader, dealing with issues close to home.
- Writing from experience helps give your writing substance. Your subject-matter and content being your own, will not simply echo what others have already written on it, but will reflect your own language, view, reaction and feelings about it.
- When you write from personal experience, it also tests your ability to organize your resource/material. To make your story interesting to others, you will have to bring some central issue/point into focus. This central issue will help in working out the pattern that gives shape to what happened.

Writing an account : The journalistic formula

There are techniques that can be followed for systematic exploration of a subject. Before starting to write an account you may try to answer a set of questions that cover different dimensions of the topic. Answering of such questions is intended to fill in a number of vacuums in a systematic way. This framework for systematic search and discovery could be called a '**discovery frame**'. Once you have done with your discovery frame for writing an account, it will be easier for you to give your write-up a concrete shape.

A familiar example of a discovery frame is the traditional 'journalistic formula' for news reports. The questions that may be answered are :

- Who was involved in the incident ?
- What happened ?
- When and where did it happen ?
- Why did things happen as they did ?
- How did things happen and how were they done ? Could anything else happen ?

Once you have answers to these questions of who, what, when, where, why and how, you can now start writing your account in detail in subsequent paragraphs. It is obvious that the questions that help you discover material will vary from one paper to another. Let us take a look at the following questions/examples that will help you work up material for some familiar writing tasks :

COMPARISON AND CONTRAST :

- How are two things alike?
- How are they different?
- Which one is better? Which one do you prefer? Arguments for and against that.

PROCESS

- What is the purpose of the process?
- What materials or equipments are needed?
- What are the major steps involved in the process?
- What is the end result?

PROS AND CONS / ARGUMENTATIVE ACCOUNT

- What are the arguments in favour?
- What are the opposing arguments?
- What is the reasonable common ground?

B.

In section A, we have discussed that answering of some strategic questions can help in framing a story line, exploring the major dimensions of the topic, which will make your account a connected whole. These questions can serve as a discovery frame helping you work up a preliminary collection of material for your story with a point. You can answer questions regarding :

- **Setting :**
 - Where did the events take place ?
 - What sights and sounds can be used to make the place realistic?
 - How are you going to set the scene ?
- **People :**
 - Who are the people taking the leading role in the events ?
 - How did these people look, act, and talk ?

- **Situation**

- Why could things happen the way they did ?
- Is there any past related to the present occurrence/situation ?

- **Event**

- What actually happened ?
- What was the high point ?

- **Point to make**

- Now what ?
- What was the impact of the incident on you ?
- Is it important for you ? Why ?
- What did you learn from the experience ?

Thus, a typical account follows the ‘where-why-what-so what’ pattern.

Activity

1. What are the broad principles that are to be followed for writing an account?

Lesson - 13 : Writing an Account - 2

Objectives : After you are through this lesson , you will be able to -

- write accounts through different ways
- write accounts (narrative, descriptive, argumentative, etc.) appropriately suiting the occasion/situation.

A.

You can write an account through the way of :

- Narration
- Description
- Dialogue
- Argumentation
- Comparing and contrasting, etc.

Narration or story telling :

Narration, in its simplest form, is giving an account of something that has taken place either in reality or in the imagination of the narrator. Narration can be spoken or written. Wherever we converse with others, often we are giving an account of something that has happened to ourselves or to someone else.

A narration can focus on one key event or a series of related events. In both the cases, the focus will centre round the pivotal points that are essential to moving the story along. The writer, to engage the reader's attention fully, will set up conflicts that produce dramatic action creating suspense that leads the reader up to a climatic finale.

There are certain basic principles applicable in writing all kinds of narrative. They are as follows :

1. **Selection of material :** It is important to select impressive details of the actual occurrence. Irrelevant points that are not really connected to the account should be omitted.
2. **Chronological sequence :** All the events in the narration should be related in the order in which they are supposed to have occurred in reality.
3. **Sensory appeal :** In order to make your narrative fully 'alive', you must appeal to your reader's sense of sight, sound, smell, taste and feeling.

4. **Narration of action** : Narration consists chiefly of action; so, proper atmosphere of suspense to keep the reader engrossed in the story should be created.

PICTURE COMPOSITION

Writing a composition based on a series of pictures, usually six in number, is an interesting effort. If you are given only a single picture then you will have to use your imagination to construct a suitable plot and make it sufficiently interesting.

The following steps can be followed when doing a picture composition.

1. Take a quick glance or two at all the pictures in the correct order. Imagine a rough outline for the incident illustrated in the pictures.
2. Study each picture carefully to observe all the details including the minor ones.
3. Prepare an outline of the story by expressing in a single sentence the substance or theme of each picture. Think about the sentence that you have written and try to formulate a plot based on it. At this point decide whether to write in the first person or in the third person. To write in the first person, you will have to place yourself on the scene somehow, whereas, using the third person will allow you to describe the story as seen by someone else.
4. The six sentences containing the main ideas will be expanded into six paragraphs (consisting of approximately sixty to eighty words each) of your composition. Write down the main events of the incident that should be arranged in chronological order. This will be the first draft of your composition.
5. Now, read through the draft and make necessary changes to improve the style of the composition. If the draft does not read smoothly, you may have to change the construction of some of the sentences. Look for spelling, punctuation and grammar problems and make corrections.
6. Make a fair copy of the revised composition and check it once more.

NARRATING A PERSONAL EXPERIENCE

You can write an account based on your personal experience. The ability to write a composition of this type depends a great deal on your power of observation. To be a good and efficient observer, you always need to keep your senses open and alert so that you can recreate the sights, sounds, and feelings later on. It is also a useful practice to maintain a diary in which you can record the events regularly. A good narrative composition gives an accurate account of the event, and also reflects the attitude and reactions of the narrator towards the event/incident.

B.

Description

Descriptive writing could be objective and subjective, practical or personal and imaginative. In objective writing you need to provide measurable facts and figures, without being personal in your preference and keep your personal feeling to a minimum. On the other hand, in a more subjective writing, your personal reactions and judgments will help you achieve proper description of the event. A descriptive writing depends much on your power of observation, to what extent can you stay close to what you see, smell and touch. You need to make maximum use of your sensory power in observing happenings around you and have to practice to be able to reproduce the event putting your expression choosing appropriate words. Remember concrete words appeal directly to our senses, vividly calling the sights, sounds, smells, textures and tastes to the reader's mind. As a descriptive writer, you will recreate for the readers the objects, scenes, and people around you, sharing with them what you have seen and experienced. Remember that selectivity of detail is the essence of a good descriptive composition.

There are certain steps that can be followed while writing a descriptive account of an event, place or a person. First a suitable plan or outline should be sketched out. The arrangement of the descriptive details is most important to avoid confusing the reader's mind. The following procedure is suggested for achieving this aim :

1. Jot down various aspects of the place, person, event as they come in your thought.
2. Select points that you consider as most striking and will give sufficient material for a vivid description.
3. To make your description vivid and effective, you can use appropriate images, striking comparisons - simile (using words such as, *like* or *as if*), metaphor (presenting comparison as if one thing were actually another) and personifications (giving human qualities to objects or ideas).
4. In the case of a character sketch, include elements that are purely descriptive such as portrayal of physical characteristics, dress and mannerisms of the person described. You should also include points of non-descriptive nature, such as the qualities, achievements and other attributes of the character to make your description vivid and real. You can also relate short anecdotes and illustrations of the character's words and actions instead of using direct adjectives in revealing other qualities of your subject's personality.

5. After you are done with your first draft, read your write-up to delete unnecessary information, and to rearrange the points carefully in paragraphs. You can provide headings for your paragraphs. The points you have mentioned should be arranged in a logical order, so that it carries proper meaning and can be read smoothly. The orderly sequence of the matter contained in each paragraph will help make the idea clear and convincing to your readers.
6. Now, write a proper and suitable introduction and conclusion for your essay.
7. Revise your draft, and after making necessary corrections, make a fair copy of the composition.

Dialogue

Dialogue can be another effective way of making people's thoughts and feelings real for the reader. Dialogue can represent the real-world conversation – what people are likely to say in different situations. A good narrative includes authentic voices that praise, question, nag, encourage, love, insult, or complain, etc. Insertion of dialogue can make your account more realistic and interesting having a story-telling effect on your readers. For more on dialogue-writing, consult the lessons on 'Dialogue writing' of this Unit.

Activity

1. Why writing about personal experience is a good exercise in writing an account?
 2. If you are to write a composition based on a picture, what are the steps that are to be followed? Choose pictures from newspapers/magazines and write narratives based on those.
 3. What are the major steps in writing a description? What does the word family mean to you? How has your family situation or your family background influenced you? How has it shaped your outlook? Give a vivid account of people, situation, or events.
 4. What was your first taste of success or failure? How did it affect your attitude toward competition? What did you learn from the experience?
- * Show your compositions based on questions 3 and 4 to your tutor.

Lesson - 14 : Writing an Account - 3

Objective : After you are through this lesson, you will be able to -

- write different kind of accounts suiting the situation.

A.

Argumentative composition

Another kind of account could be given in an argumentative way, bringing points of argumentation both for and against a certain issue. In an argumentative composition, facts and ideas are brought to establish a given point, then deductions are made, and finally a conclusion is provided. However, an argumentative composition may not always lead to a definite conclusion, rather may convince the readers to hold a neutral position. In such a case, the arguments for and against a given proposition will be set out and the conclusion will project no clear-cut choice. The reader will be left with choices to think about and to draw his own conclusion.

When attempting an argumentative composition, the following points should be remembered :

1. First of all, think of all the ideas that occur to you about the given topic and try to decide whether you are for or against the proposition or in favor of a neutral position.
2. You should shape your plan in a way that will give clear indication of the movement of your argument towards a climax, giving a view of your conclusions.
3. Define in your own words the proposition given. Write about the advantages and disadvantages of the issue concerned in separate paragraphs. If you decide to emphasize the advantages then put logic to your decision in a convincing manner. You can use illustrations and comparisons wherever possible.
4. When you are satisfied that you have made your efforts to establish the advantages that outweigh the disadvantages, write clear statements of your final opinion.
5. If, on the other hand, you decide that the disadvantages outweigh the advantages, first, talk about the advantages, then go on to emphasize the disadvantages that will automatically lead to a conclusion.
6. If, however, your stand is neutral, put equal emphasis to both sides of your arguments and express your neutrality in the concluding paragraph.
7. Remember that, to gain acceptance of your viewpoint, your argument should be logically worked out and expressed in an informative and matter-of-fact manner. Do not get personally involved in your

expression. To convince your readers, the most important point is that you put your arguments and logic clearly, precisely and effectively.

The techniques discussed above will surely help in writing argumentative compositions.

Compare and Contrast

Contrast is a familiar organizing principle in many narratives. Writers use comparisons and contrasts to :

- show important patterns : how a small village differs from a big city;
- guide our choices : what the advantages of a hand-written letter over a word-processed one are; and
- guide in solving problems : what features set outstanding schools apart from poor ones.

Writing to compare and contrast tests your ability to deal effectively with facts and ideas. In this sort of writing, you will have to bring together points that are usually separated and make connections between them. You will need to work out your own strategy of organization to serve your purpose, to make your readers see your intention.

While writing in a compare-and-contrast pattern, the following guidelines may be followed :

1. Define your purpose and understand why you plan to set up the comparison or contrast the way you planned? What do you want your reader to learn from it?
2. Now, explore the similarities and differences of the issue in a systematic way. Take notes and write about the contrasts pointing out the different features into two columns.
3. Consider your points one by one and remember that your purpose is to make connections between the contrasts and comparisons.
4. When you are finished with your first draft, clarify the point of your comparison, and provide a clearer overview, if necessary. Imagine yourself explaining the plan of your paper to a confused reader. Make necessary re-arrangement of the sequences to bridge any gap that may have been prevailing in your inner logic. Try to make your conclusion a thought-provoking one.
5. Choose the most appropriate words to mark similarities and contrasts. To make a point of similarity, use words and phrases such as : like, similarly, in parallel fashion, exact counter part, along similar lines, etc. To signal contrast, words and phrases such as : whereas, however, by contrast, on the other hand, nearly opposite, as a counter part, etc., can be used.

6. Read your essay thoroughly, revise, and after making necessary changes, write a fair and neat copy of it.

Revision : The chance for a second thought

Revision of an early draft gives you chance to have a second thought about some basic points. You can strengthen your paper by looking at :

- the tone - your attitude towards your subject and towards your audience. What is the main purpose of your account ? To make your writing interesting and effective to your reader, avoid providing unnecessary expressions, unimportant information and too much eloquent and flowery language. Avoid ready-made phrases and try to express your ideas in your own words, so that the reader becomes interested in your essay, thinking that, 'this is something new', or 'this is a good expression'.
- keep the unifying thread of your essay under your control so that your writeup becomes one connected whole, and a coherent one. Put the paragraphs in a logical sentence so that they give clear signals to your readers.
- do not miss to give details when it is of vital importance. Details will individualize and dramatize your description. Make sure not to put too much emphasis on some points where it is not required.
- take special note of the introduction and conclusion of your composition. Give proper emphasis on them, so that your paper carries enough evidence to attract and capture your reader's interest and attention.

As discussed earlier, remember that after you are done with the first draft, you may decide to include additional examples, or exclude some unnecessary points. You may remember a relevant quotation and add it to your write-up. You may also mark something to be lacking in your evidence and include supporting facts and figures. This process of addition and deletion will lead the composition to its final stage, giving it an overall strong pattern.

Activity

1. What are the important things to be remembered in giving an argumentative account of an event/issue? Write an account on the pros and cons of action movies and their effect on the young generation.
2. What are some important words and phrases that could be used while marking a point of contrast and compare?

* Show your answers to your tutor.

Lessons - 15 : Writing a Summary

Objectives : After you are through this lesson, you are likely to be able to -

- understand why and when we write summaries
- explain how to write a good summary
- write an effective summary following the procedures mentioned and described.

A.

In our everyday work, in office or at study, we are required to understand the gist of a lengthy piece of reading. Summary of an article/essay/any piece of lengthy writing helps us to remember the main points of the writing for later use in a convenient and suitable way.

Defining a summary

A summary gives brief account of a passage or an article mentioning only the chief or main points contained in it. It is the substance of a passage given in a condensed form which is usually free from all sorts of unnecessary details, reducing the main text to about one-third of its original length. A summary being the gist or main theme of a passage should be expressed in as few words as possible. It should be lucid, succinct, and full, including all essential points, so that anyone on reading it may be able to grasp the main points and general effect of the passage summarized.

In a busy world when time is a serious matter, people especially businessmen and high officials in the government do not have time to read through lengthy reports and documents. The best way to solve time constraint is to rely upon summaries prepared beforehand based upon which on many occasions important decisions are often taken. Therefore, it is important and essential that a summary is prepared accurately containing the main points.

Why summary writing?

We already have pointed out the main use of summary writing. Summary writing is also a very effective and useful exercise in *reading*. We usually read in a way that is often casual and careless reading. Therefore, the effect of reading leaves us only with a vague idea of what we read. To evaluate one's reading, it is useful to read a chapter or a page in one's usual way of reading and then, closing the book try to put down briefly the sum and substance of what has just been read. Now, if you find your writing to be disordered, muddled and hazy then the reason behind this is that your attention was not fully centred on the passage while you were reading it.

This shows that you read the passage and wrote on it in a haphazard way, probably because you did not remember the passage properly as you did not properly grasp it as you read it.

To write a summary, it is important to understand the meaning of the passage properly and accurately. As mentioned above, we quite often read casually and therefore miss points of importance. Now summary writing forces you to pay attention to what you read because no one can write a summary without clearly grasping its meaning. So, summarizing assists one in concentration of attention, teaching one to read with the mind as well as with the eyes.

Summary writing also assists one in *writing* a composition as it teaches one how to express one's thoughts clearly, concisely, precisely and effectively. Summary writing helps one from being vague and disorderly in one's thought and expression that might be projected in one's writing.

In writing a summary, word-limit is an important factor. Since you have to work within strict limits of words, therefore, your expression needs to be precise and accurate and to the point. And, to maintain clarity, brevity and logical order, you are required to choose your words carefully and to construct your sentences in a condensed manner, carrying its full meaning and proper weight.

So, practice in summary writing helps one to be able to grasp ideas quickly and accurately from what is read or heard, and to reproduce it clearly and concisely, briefly but comprehensively, as and when required.

B.

A summary might include :

- A title
- Stating the topic
- Explaining the topic
- Extra information
- Giving an example of the information

General guidelines in writing a summary :

In writing a summary, it will be helpful to follow three stages : reading of the passage, drafting and writing the summary and revising and writing the final version. You will find the following guidelines useful in writing a summary :

Reading and understanding the text

1. Reading the passage carefully is the first and most important task to be done before starting to write the summary of it. Read the passage through carefully in order to get a general idea of its message and meaning. If one reading is not sufficient then read it over again to become more familiar with the passage and to get a clearer idea regarding its subject and what is said about the subject. To make your understanding clearer, ask yourself :
 - What is it I am reading ?
 - What does the author mean ?
 - What is the subject ?
 - What is the author saying about it ?
 - Can I put in a few words the gist of the text ?
2. Usually you are required to supply a title for your summary. At this stage, think of some word, phrase or short sentence that will sum up briefly the main subject of the passage. Sometimes this is supplied by what we call a 'key-sentence' which may be found in the beginning or at the end of the passage (for more information, see the lessons on paragraph writing). But if you cannot find a convenient and suitable sentence for your title from the passage then try to frame your own title having a clear idea of the subject from the passage as a whole. The effort to find a suitable title will also help you in understanding what exactly the subject or main theme of the passage is.
3. Read the text once more to ensure that you understand the details of the passage as well as the main purpose and theme. If you are not sure of certain words, look them up in a dictionary. This is an important way of study to avoid any sorts of misunderstanding and confusion that may cause you to miss the whole point of the passage.
4. When you are sure and confident that you have understood the central theme of the passage, you now need to separate the most important points from the less important ones. To emphasize a certain point, the writer may repeat the same idea which should be avoided while writing the summary. You should now be in a position to decide what parts of the passage are essential and what parts are comparatively unimportant and so can be omitted without any loss. The process of elimination requires some practice to be able to categorize the points essential to the meaning of the passage. As you find out the main theme of the passage, you will be able to have a clear and correct idea of what is important and what is unimportant.

At this stage, it is useful to jot down your conclusions in brief notes - writing down the subject matter, the title, and the details which you consider essential or important.

5. The purpose of a summary is very important. For example, if you are a journalist, you might want to include an example or a quotation to bring the summary to life. However, if you are writing an official summary of a meeting for a report, these are often excluded. Illustrations and examples, other than those that are essential for understanding an idea clearly, should be omitted in the summary. The same should be remembered with quotations and figures of speech. Irrelevant points, repetition, anecdotes, and unnecessary use of adjectives should be avoided.

Starting to write

Keeping in mind the above points, you may begin writing a rough draft of the summary.

1. Before starting to write, jot down all the important ideas you have come across. Try to use your own words in expressing the ideas. After you have done this, read through the passage once again to check if all the important points have been included or if any of those have been omitted from your notes. Do not introduce any ideas of your own that are not found in the original text. Remember that a summary is something useful and practical; so, do not miss the names of persons, places and dates unless they are only inserted as part of illustrative material. You may omit mere repetitions, illustrations and examples.
2. Write your summary in the third person. If the passage is in the form of a dialogue then use reported speech.
3. Read aloud your draft to see whether it reads smoothly and uninterruptedly as a continuous piece of prose. The use of appropriate conjunctions and linking words will help to achieve this aim. Substitute words for phrases and phrases for clauses or sentences to make the summary a condensed one. If the number of words is mentioned (for example, to reduce the passage to a third of its length) then, count the number of words in the passage and divide by three to ensure its length and not exceed the limit.
4. The summary must be coherent and a connected whole. You may divide it into sections or paragraphs according to the changes in the subject matter, but they must be joined together in such a way as making the reading of it continuous and smooth.
5. The summary must be complete, self-contained and a connected whole; that is, it must convey its message fully and clearly without requiring any reference to the original to complete its meaning. The summary must be in simple, direct grammatical and idiomatic English.

6. Remember, a summary is to represent the gist of the passage containing the most important information in a condensed manner; therefore, there is no room in a summary for exaggeration, personal views, colloquial expressions, circumlocutions, periphrasis or rhetorical flourishes. Add nothing; make no comments; correct no facts even if you are tempted to provide the correct information.

Revision and final work

1. When you have made your final draft, and are satisfied with its content and length (that it is within the limits prescribed), carefully revise it before you write out the fair copy. Compare it to the original to make sure that you have not missed out any important point. See that whether it reads well as a connected whole, and correct any mistakes in spelling and punctuation, grammar and idiom.
2. Now, if you are satisfied that your draft is written as clearly and coherently as possible, write out the fair copy neatly, prefixing the title you have chosen. In your summary, the sequence of ideas will generally be the same as in the original text but this is not essential. Remember that you can use words that are not necessarily found in the original text for a better composition.

Suggested procedure in a nutshell :

In a nutshell, it is worthy to follow the steps mentioned below when you decide to write a summary.

1. Read and understand the text to find out :
 - What is the general meaning of the text ?
 - What is really being said ?
 - What is the aim of each paragraph ? At this stage, it is helpful to give each paragraph a heading.
2. Decide if there are any paragraphs you can ignore. Pick up the points that seem to be the most essential and important ones for you summary. You can do this by underlining /highlighting the main points in each paragraph. Decide whether to include only facts and general points or also some opinions including details (quotations, examples, etc.)
3. Now, make notes of the important points expressing those in your own words. Put the notes in a logical order to make the paragraphs consistent and coherent. Supply one short title, which will express the subject.

4. Note the length or number of words prescribed for the summary, and write out a first draft.

5. Now :

- Check if the length is appropriate? Have you included all the important points? If it is too long, what can you cut or combine? Are there any words/phrases that can go? If it is too short, what can you bring in?
- Review the spelling, consistency of verb forms, vocabulary, sentence-structure, punctuation, etc. Correct all mistakes in spelling, grammar and idiom, and see that it is properly punctuated. Make the language simple and direct.

6. Do a neat, final version.

Summary writing must not be confused with paraphrasing. A summary must always be shorter than the original, for, it is meant to express only the main theme. As the styles of writers differ, no rigid rule can be suggested for the length of a summary; but generally a summary should not contain more than a third of the number of words in the original passage.

Activity

1. What do you understand by the term 'summary'? What is the importance of summary-writing?
2. What are the essential steps in writing a summary?
3. Why is it important to maintain the length of your summary?
4. What points are to be checked before you write the final version of your summary?
5. Select articles/texts and write summaries of them following the procedure discussed in the lessons and show them to your tutor in the tutorial session.

UNIT 3

Communicative Grammar

Lesson 1 : Talking about the Present

Objectives : After you are through the lesson you will be able to understand -

- present simple tense
- present continuous tense
- present perfect tense
- present perfect continuous tense

A

Present simple to talk about

- Habits (with frequency adverbs)
- States (Something true for a long time)
- Facts (Something always true about a person or the world)

Situation

Friday is Rafiq's day off. Following is his Friday routine.

7:30--9:30	9:30— 12:30	12:30— 2:30	2:30— 4:30	4:30—7:30	7:30— 11:00
Get up, have break fast, read news-papers	watch TV, play Tv games	Go to mosque for <i>Jumma</i> prayer	Lunch and Take rest	Go out for a walk, tea & study	Watch TV, chat, have dinner go to sleep

Activity - 1

1. Write down a small paragraph telling what Rafiq does on a Friday. After you have written the paragraph, underline all the verbs in the paragraph. Have you added 's' or 'es' to the verbs ? Can you tell us why ?

Yes, the reason is all 3rd person singular verbs take 's' or 'es' after them.

Let's now look at the form of the present simple tense :

Affirmative : I work as a teacher (S + V)

He tells us a story

Negative : I don't get up late on a Friday (S + Don't / Doesn't)

He doesn't work every day.

Questions : Where does he work ? (Q + do / does + S + V)

Does he wake up early ? etc. (Do/Does + S + V)

Activity - 2

2. Write down meaningful sentences from the table.

I			
He	work		
She	water		
You	sing	at night	
Ali	sleep	in the morning	on a Friday
Zeba	eat	in the afternoon	
The teacher	teach		

3. You're a student. Make two columns. In one columns put down the things you do on a Friday, and in another column, put down the things you do on the week days. Draw the columns like this :

THINGS YOU DO ON A FRIDAY	THINGS YOU DO ON WEEKDAYS

Compare your routine with that of your neighbour, a classmate, or somebody you live with in the same house.

Dear learner, we can use the present simple to state how often we do certain things. We use *always, sometimes, never, often*, etc. to indicate how often we do certain things. These are frequency adverbs and they sit between the subject and the main verb.

Example : - He always comes late.
 - She never quarrels with her sisters.

Activity - 3

4. Now think of the things you do, and the things you do not do as part of your habits. Put the things you do in one column and the things you do

not do in another column. Use the following frequency words in your sentences :

always; usually; often; sometimes; not often; rarely, never

The Things you do	The things you don't do

5. Write an appropriate and factually correct sentence under each of the following pictures. Note, the beginning of each sentence is provided.

Possible sentences :

- The earth moves round the sun.
- A baby cries when it is hungry.
- Stars are shining brightly.
- Flood occurs when it rains much.
- Boats float in water.

Picture

B.

The Present Continuous to talk about :

- actions happening at the time of speaking
- actions happening not necessarily at the time of speaking but taking place about that time
- repeated actions or
- habits (with always)

Situation

Mr. Ali is married and has three children. One evening, he comes home from his office. He finds only his son Galib in the living room. Mr. Ali wants to know where the other people are.

Mr. Ali : Where's your mum ?

Galib : She's cooking,

Mr. Ali : Well, where's Cynthia ?

Galib : She's doing her homework.

Mr. Ali : And Samantha ?

Galib : She's sleeping.

In the above conversation, Mr. Ali is asking what the members of the family are doing, and Galib, his son, is telling him what each one is doing at that particular moment.

The present continuous may also be used to mean something which happens quite often. Look at this mini dialogue :

A : Where's the key ?

B : I'm afraid, I've lost it. I'm always losing my keys .

It means I lose my keys often, though not always.

The continuous as you can see is formed in the following ways :

Positive : I' am eating (Subject + BE + V-ing).

He is writing.

Negative : I'm not going anywhere (Subject + BE + Not + v-ing).

He is not doing anything now.

Questions : Is he doing his homework now ?

(Subject + BE + Not +v-ing)

Where is the man hiding ?

Activity - 4

1. Below is an office scene. There are three persons : the manager, the accountant, and the secretary. Identify the persons, and write a sentence telling what each one is doing.

2.

- 1) A : I've lost my key again.
B : Oh, it can't be! You're
- 2) A : The electricity has been cut off again.
B : Oh no, not again! It's
- 3) A : He's left the door open again.
B : Oh,
- 4) A : Oh, the engine has stopped again.
B : Typical!
- 5) A : Ruksana has failed .
B : Ah,

Should I complete the sentences using Present Simple, Present Continuous or anything else?

C.

The present perfect tense is used for:

- recently completed actions
- actions showing results in the present
- actions in the past without the mention of a specific time

Situation

Roni has had a busy day. He's been making a lot of preparations for the picnic of the following day. He woke up early, went to the rent-a-car office and hired a micro bus. Then, after a quick breakfast, he went to Ali's house. Together, they went to New Market to buy meat, rice, spices, fruit, and vegetables all of which they packed in a big shopping bag. Next, Roni went back home, but before that, he had dropped Ali at his house as Ali was feeling tired, but Roni had some other things to complete : he would tell others when to arrive at his house, and would also need to fix the time to return, and, also, needed to talk about some entertainment at the spot. He was deeply thinking when suddenly Rubel phoned to know what the preparations for the picnic was like.

Rubel : Have you hired a transport ?

Roni : Yes I have.

Rubel : Are you sure ?

Roni : Yes, of course.

Activity - 5

1. Now continue the conversation, using some other questions which Rubel asked Roni. He wants to know about the following :

(1) Meat; (2) Rice; (3) Vegetables; (4) Other friends; (5) Destination; (6) Entertainment; (7) Time of return.

Dear learner, you can now see that the following is form of the present perfect :

Affirmative: Subject + have + past participle in the positive, or

Negative: Subject + have /has + not + past participle in the negative

In the question, however, we use this form :

Question : Have/Has + subject + past participle ?

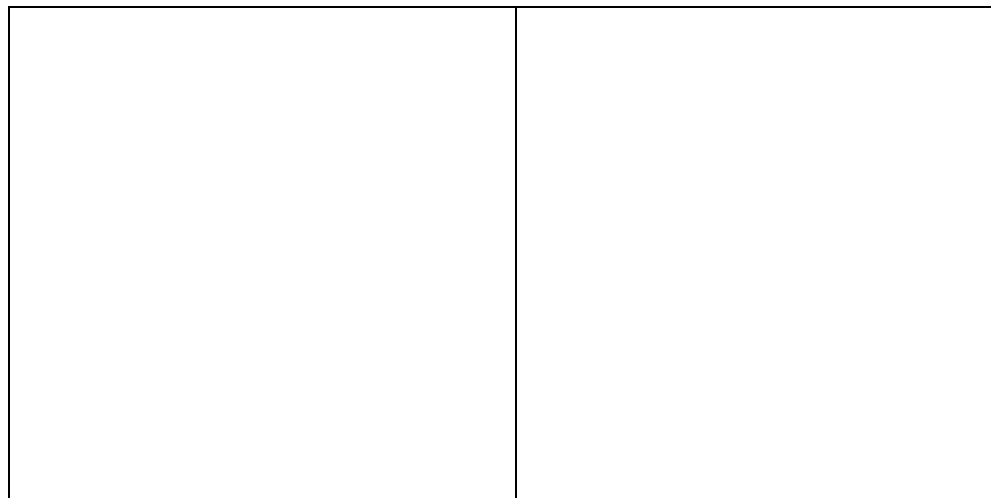
For 'wh' questions this form is used :

Where + have/has + subject + past participle ?

What + have/has + subject + past participle ?

Activity - 6

2. You've seen that the present perfect is used for actions taking place in the recent past and/or actions which have results in the present. In the following activity, you will use two pictures of the same place. In picture B, things have changed, for example, farmers have changed the forest in picture A into a farming land. Look at other changes and write one sentence for each change, like the example given above. For each change, mention who has brought about the change.



3. You have seen that the present perfect is used for actions happening in the past but without time being mentioned. Using the cues below, ask and answer questions about yourself, like this :

A : Have you ever been to London?

B : Yes, I have.

A : When did you go there?

B : I went there in 1989.

Use these cues to build up similar conversations

visit/zoo ?

eat/Mexican food ?

have/accident ?

be/India ?

win/lottery ?

write/poem ?

be/aeroplane ?

see/ghost ?

ride/an elephant ?

D.

The present perfect continuous is used to talk about:

- actions which started in the past but is still continuing
- the result(s) of a past activity

Situation

Khalid has come to attend a job interview. Two interviewers are asking him different questions. He is answering them.

Interviewer one: Well Mr. Khalid, you have got an M.A. in Sociology, I can see. What have you been doing since you got the degree?

Khalid: I worked in an NGO as a programme officer for one year, then I joined a private company as a junior executive.

Interviewer two: What happened then? Are you still working in that company?

Khalid: No, not really, sir I.. I worked in the company for just over one year, then I.. I.....

Interviewer One: Yes, what then?

Khalid: Then I took up another job in another private company as a public relations officer, and I have been working there for the last three years, sir.

Interviewer Two: That's interesting! You have already worked in a number of places. Now tell us, er.. why have you been changing your job so frequently, young man?

Khalid: Sir, well, um .. maybe I have not yet found the right job, or may be I

Interviewer One: Do you think you are going to find the right job here?

Khalid: I think so, yes, sir, the job description I read before the interview has given the idea that the kind of job I've been looking forward to all these years is the one right here, the one I'm being interviewed for.

The interviewers: Well, best of luck, thank you.

Khalid: Thank you.

Activity - 7

1. Underline the sentences which :
 - i) talk about the actions which happened once in the past
 - ii) talk about actions which happened in the recent past, and
 - iii) actions which started in the past but is still continuing.

Dear learner, you can see that the present perfect continuous is used for talking about actions which started in the past but is still continuing. The present perfect continuous has the following form :

Affirmative : subject + have + been + v (ing)

Negative : Subject + have not +been + v (ing)

Questions : What have/has + subject + been + v (ing)

Have/has + subject + been + v (ing), etc.

Activity - 8

2. Imagine yourself to be the person in each of the following pictures. In each picture, something has happened to you, like, for example, your eyes are red (picture 1). There is a question under each picture, like in picture one, the question is: *Why are your eyes red?* Write down your answer. Pictures of the same person show something has happened to him/her, like:

- eyes full of tears - stained shirt
- sweating all over - dresses all wet

Answer key

Activity - 1

You may write a paragraph on “Rafiq’s Friday routine” following the model given below:

On Friday Rafiq usually gets up at 7.30. After washing his hands and face he has his breakfast and reads the newspaper till 9.30. From 9.30 he sometimes watches TV or plays video games until it is 12.30. He always goes to mosque for Jumma prayer at 12.30. He takes lunch at 2.30 and takes rest till 4.30. In the afternoon at around 4.30 he goes out for a walk. After fifteen minutes he returns home, takes tea and studies till 7.30. He often watches TV and at the same time has a chat with family members at around 8. He usually has his dinner at 10.30 and at 11 he goes to sleep.

Activity - 3

The things I do	The things I don't do
I always get up early in the morning. Sometimes I prepare toast and omelette for breakfast. Usually I go out for work before 8. I often prepare the dinner for my kids.	But I do not go out for a walk. But I do not have toast for breakfast. I can never return home before 5.30. Except on Fridays I never prepare lunch for the family.

Lesson - 2 : Talking about the Past

Objectives : After you are through the lesson for will be able to understand-

- past simple tense
- past continuous tense
- past perfect tense
- past continuous tense

A.

Past Simple to talk about

- Past actions which took place at a definite time in the past.

Situation

Rafiq did the following things last Friday :

8:00 a.m.	10:00 a.m.	12:00 noon	2:00 p.m.	4:00 p.m.	7:00 p.m.	10:00 p.m.	11:30 p.m.
wake up	eat break- fast	bathe	return from mosque	sleep	go out for a walk	dinner	sleep

Activity - 1

1. Write down a small paragraph telling what Rafiq did last Friday. Don't forget to use the past form of the verbs.

Dear learner now, you know that to talk about past actions which took place at definite times, we use the past simple tense which has got the following form :

Affirmative : Subject + Verb (past simple)
Subject + was/were + adjective

Negative : subject + didn't + Verb (base form)

Questions : Did + subject + verb (base form)
What + did + subject + verb (base form)
When + did + subject + verb (base form)

Activity - 2

2. You now know that to mention an action which took place in the past we use the simple past tense, but where no time is mentioned, we use the present perfect tense (see lesson 1).

Now, build conversations like this, using the prompts below:

Example: see/gorilla

A : Have you ever seen a gorilla ?

B : Yes I have.

A : When did you see it.

B : In 1996, in the Edinburgh zoo.

Prompts :

eat/Chinese food; visit/Dhaka zoo; visit/Cox's Bazar; drive/car; have/accident.

B.

Past Continuous to express:

- i) an activity happening at a particular time in the past
- ii) an activity which was interrupted by another activity in the past
- iii) an activity going on at the same time with another activity

Activity - 3

1. Do you remember what you're doing at these times yesterday ?

9:00 am

11:00 am

2:00 pm

4:30 pm

7:00 pm

9:30 pm

12:30 am

Dear learner, if you have been able to do the above task, then you have understood where to use the past continuous. Now, let's look at the form of the past continuous tense.

Affirmative : Subject + was/were + verb (ing)

Negative : Subject + was/were + not + verb (ing)

Questions : Where + was/were + subject + verb (ing) ?
 Was + subject + verb (ing) ?
 What + was/were + subject + verb (ing) ? etc.

Activity - 4

2. Complete the following story, using the right form of the verbs in the spaces : (You may need to use the passive in one or two places)

Yesterday while I was return home from office, I catch terrible traffic jams. All the roads are full and all the vehicles race with one another. Near Asad Gate, as I turn left into the Mirpur road, a rickshaw just come in front of me from no where. You know, I drive quite fast, but as I manage to brake on time I not/hit the rickshaw.

3. Re-write these sentences, using past continuous or past simple form of the verbs in brackets.

(1) I was (listen) to a song when the bell (ring).

Ans

(2) She was (try) to get some sleep when the telephone (ring)

Ans

(3) When Ali (arrive) his son (sleep).

Ans

(4) Jhuma (burn) her hands when she (cook) dinner.

Ans

(5) While he (play) with other children on the roof he suddenly (fall).

Ans

C.

Past Perfect :

to talk about an activity which took place before another activity in the past.

Situation

Khalid and Rahim are two friends. They read in the same school, and live in two flats of the same building. Yesterday they left for school in a rickshaw, but on the way to school Rahim told Khalid, "Oh my God, I've forgotten my Maths homework. I must go back and collect it." So, Rahim went back in another rickshaw, while Khalid went on. He was thinking, "Rahim always forgets things, but I am not like him, I am always very organized." Suddenly he shouted and said, "I've left my money bag at home, on my reading table." Remembering this, he urged the rickshawallah to go back to the place where he had come from. When Rahim reached the gate, he saw Khalid leaving for school hurriedly in a baby taxi.

Activity - 5

1. Change the underlined parts into indirect speech.

Dear learner, you have used the past perfect while changing the underlined parts into indirect speech, haven't you ?

So, when two actions take place in the past, the one taking place before the other uses the past perfect tense. The form of the past perfect is similar to the form of the present perfect, with the only difference that 'had' is used instead of 'have/has'.

Activity - 6

2. Join each of the following pairs of sentences, using the past perfect, then arrange the sentences into the right order to tell a story.

- (1) a. The policeman called an ambulance.
b. The old man told him that he was sick.
- (2) a. An old man went out for a walk.
b. The old man ate his breakfast.
- (3) a. The old man went out for a walk.
b. He suddenly became sick.
- (4) a. He walked up slowly to an on-duty policeman.
b. The policeman took him to the police box.

- (5) a. The old man called home.
b. The ambulance arrived and took him to the hospital.
3. Following is the diary of a student in which he has recorded what he did yesterday. Look at the different things he did at different times and then complete the following sentences, using the past perfect tense or the simple past tense of the verbs, and 'before' or 'after' given in brackets.

9:30 am	10:00 am	11:30 noon	12:45 pm	2:00 pm	4:30 pm	5:00 pm	7:00 pm
do home work	watch TV	wash clothes	shave	have lunch	sleep	read a maga- zine	read lessons

1. Roni (do) homework at (before/after) he (watch) TV.
2. He (has) a shave (before/after) he (wash) his clothes.
3. He (has) lunch (before/after) he (has) a sleep.
4. He (has) a sleep (before/after) he (has) lunch.
5. He (read) his lessons (before/after) he (read) a magazine.

D.

The past continuous

to talk about an activity which had started in the past before the time of speaking in the past, and continued up to that time, or stopped just before it.

Situation

Look at these two situations :

<p>A. It's 7 in the morning now. The <u>sky is cloudy</u>. <u>I'm looking out of the window</u>. The sun is not shining, and the <u>ground is wet</u>. It has been raining.</p>	<p>B. Yesterday <u>I got up at seven o'clock</u>. The <u>sky was cloudy</u>. I <u>looked out of the window</u> and <u>found the sky was cloudy</u> and the <u>ground was wet</u>. It had been raining.</p>
---	--

What difference do you find in the situations, and especially the underlined sentences ?

Well, in situation A, you're looking out of the window now and find that the ground is wet and the sky is cloudy. So, you know that it has been raining; the results *are* clearly seen.

In situation B, on the contrary, you're talking about yesterday, when you got up at 7 in the morning, looked out of the window and found the ground was wet and the sky was cloudy. So, you knew that it had been raining; the results *were* clearly seen.

The difference between the two tenses is clear now, isn't it ? The past perfect continuous is used to talk about an activity which started in the past but finished before or close to the time of speaking in the past.

The *form* of the past perfect continuous tense is similar to that of the present continuous, with the only difference that you use 'had' instead of 'has/had'.

Activity - 7

1. Read each of the following situations, then complete the sentence under each with the right form of the verbs in brackets and filling in the gaps where available.

(1) I went out at 12 noon. Rahim didn't go anywhere, and he was watching TV. I came back at 3 O'clock and found him still sitting in front of the TV which was just switched off.

Rahim (watch) TV for ----- hours.

(2) Ali was sleeping. When he woke up at midnight, he was heavily sweating.

Ali (dream) when he woke up at midnight.

(3) Khalid and Ali ran home sweating. They had gone out to play football at 4 O'clock and they returned at 6. They looked very tired.

Khalid and Ali (play) football for ----- hours.

(4) When I returned home at 6, I knocked on the door several times but nobody answered.

Every body in the house (sleep).

(5) Khalid looked for a job and found one in a private company in 1992. He was doing well, when the company closed in 1995.

Khalid (work) in a private company for ----- years.

2. Complete the following letter, using the past perfect continuous and any other form of the verbs given in brackets.

Dear ,

Hope you're well. I'm writing to you after quite some time. Well, you know, I (busy) over my exam till yesterday when it (finish) but I (work) real hard for more than 3 weeks. Thanks God, I feel so relaxed now! After the exam yesterday, we (have) a party, but I was very late for it, so when I (go) there, I found every one was rather quiet, for they, (talk) for more than two hours when I (join).

Later that evening, we (go) out to watch an open air orchestra at the National Stadium. The band (play) very well for about half an hour, when suddenly some people (start) shouting and throwing things at the stage, so we left the place in fear. Well, that's things are like these days !
No more today. Don't forget to drop me a line.

Cheerio!

Yours

Answer Key

Activity - 1

(a paragraph on 'what Rafiq did last Friday')

Last Friday Rafiq woke up late, at 8 in the morning. At 10 he ate his breakfast and took a bath at 12 noon. After Jumma prayer he returned home from mosque at 2.00. He went to sleep at 4 in the afternoon and went out for a walk at 7. He had his dinner at 10.00 and went to bed at 11.30.

Activity - 2

(building conversations using prompts)

A: Have you ever eaten Chinese food?

B: Yes I have.

A: When did you have it?

B: In 1985, when I was in China.

A: Have you ever driven a car?

B: Yes I have.

A: When did you drive it?

B: Last year, when my driver had an accident.

Activity - 3

(Do you remember what you were doing at these times yesterday?)

Yesterday at 9 a.m I was washing my clothes.

At 11 I was writing my assignment

At 2 p.m I was preparing my lunch.

At 4.30 I was talking to my cousins who came to see me at that time.

Activity - 4, No. 2

(Complete the following story, using the right form of the verbs in the spaces)

Yesterday when I was returning home from office, I was caught in terrible traffic jams. All the roads were full and all the vehicles were racing with one another. Near Asad Gate as I was turning left into the Mirpur road, a rickshaw just came in front of me from no where. You know, I was driving quite fast, but as I managed to brake on time I did not hit the rickshaw.

Activity - 4, No. 3

(Re-write these sentences using past continuous or past simple form of the verbs in brackets)

1. I was listening to a song when the bell rang.
2. She was trying to get some sleep when the telephone rang.
3. When Ali arrived, his son was sleeping.
4. Jhuma burnt her hands when she was cooking dinner.
5. While he was playing with other children on the roof he suddenly fell.

Activity - 6

(Join each of the following pairs of sentences, using the past perfect, then arrange the sentences into the right order to tell a story.)

- a. The policeman called an ambulance after the old man had told him that he was sick.
- b. The old man had eaten his breakfast before he went out for a walk.
- c. He suddenly became sick after he had gone out for a walk.
- d. After he had walked up slowly to an on-duty police man, he took him to the police box.
- e. After the old man had called home, the ambulance arrived and took him to the hospital.

The old man had eaten his breakfast before he went out for a walk. He suddenly became sick after he had gone for a walk. When he had walked up slowly to an on-duty policeman, he took him to the police box. The policeman called an ambulance after the old man had told him that he had been feeling sick. After the old man had called home, the ambulance arrived and took him to the hospital.

Activity - 6, No. 3

(The diary of a student)

- i. Roni had done homework at 9.30 before he watched TV at 10.00.
- ii. He had a shave at 12.45 after he had washed his clothes at 11.30.
- iii. He had had lunch at 2.00 before he had a sleep at 4.30.
- iv. He had a sleep at 4.30 after he had had lunch at 2.00.
- v. He read his lessons at 7.00 after he had read a magazine at 5.00.

Lesson - 3 : Talking about the Future

Objective : After you are through this lesson you will be able to -

- use words/expressions indicating future tense

A

Future with 'will' / 'shall' to express :

- future intentions
- future plans

Situation

Three persons have won the National Sports Council lottery. They are celebrating their good luck in a restaurant. This is what they are saying.

- Ali : I think I will start a business ... um .. well .. I will open an indenting firm.
- Khaled : That's a good idea, but I think it's a bit risky.
- Zaki : Um ... what will you do then with the money ?
- Khaled : Let me think, yes, I've got an idea. I'll deposit half of my money into my account and half the money, well, I don't know yet
- Zaki : I think I'll buy a small plot of land in Savar or somewhere else near the city. You know it's great to have your own house.
- Ali : Oh yes, I can't agree more.

In the above conversation, the friends are all talking about their future plans. They have some intentions but they have not decided yet when they will fulfil their wishes.

The form used is :

Affirmative : S + will/shall + V
 Negative : S + will/shall + not + V
 Question : Will/Shall + S + V ?
 What + will + S + V ?
 How + will + S + V ?
 When + will + S + V ? etc.

Activity - 1

1. Imagine you have just won 40 Lac taka in a lottery. Write a small paragraph telling what you will do with the money.

B.

“Going to” to express

decisions made about the future

Situation

In picture below the three friends express their intentions about what they will do with the money they have won in the lottery. Later, they meet again. Now they have taken decisions and a reporter interviews them and wants to know about their decisions.

Reporter : Well gentlemen, congratulations! Could you please tell me what you are going to do with all that money? To start with, well .. Mr. Ali please?

Ali : Oh, yes, I am going to start a business, that's for sure.

Reporter : That's a wise decision, the country needs educated businessmen like you. Now, what about Mr. Khalid, what are you going to do ?

Khalid : I am going to buy a small plot of land in Savar, I suppose.

Zaki : I have decided not to spend my money; instead, I am going to put all the money in the bank.

Reporter : Thank you very much, and wish you all the best, cheerio.

In the above conversation, the three friends now know what they will exactly do with their money. They have made some decisions. The forms they have used are:

Affirmative :	S + BE + going to + V
Negative :	S + BE + not going to + V
Question :	BE + S + going to + V
	When + BE + S + going to + V
	What + BE + S + going to + V
	Why + BE + S + going to + V

Can you write a few sentences using each sentence-type on structure

Activity - 2

1. Go back to activity 1 in section A, where you expressed your intentions about what you will do with the money you have in the lottery. Now you have taken decisions about what you will do. Re-write the earlier paragraph using “going to” instead of “I will”.
2. Look at the following pictures. Each picture shows an activity, e.g. reading, cooking, watching TV, having a hair-cut, playing cards, driving, etc. Imagine you are the person in the pictures. Make a list of the things you are going to do this evening and the things you are not going to do.

3.

3. Imagine you have a week off for a trip. Draw up a list of places you could visit and things you could do. Now write a paragraph telling us what you have decided to do.

C.

The present continuous to express :

- definite future arrangements

Situation

Anwar and Fahim are two students from the same school. They are going on an excursion to BARD (Bangladesh Academy for Rural Development). They are talking about the trip.

Anwar : Are you joining the trip on Saturday ?

Fahim : What trip ?

Anwar : To BARD, Comilla. We are spending the whole day there, and in the afternoon, we are visiting Comilla town before our return to Dhaka.

Fahim : Who's going ?

Anwar : All of us, including our English teacher. So, why aren't you coming too ?

Fahim : Well, let me think ...

Activity - 3

1. Given below is the programme of the trip. Go through it and say what the students are doing on Saturday. Use the present continuous.

The Trip Programme

7:30	Bus starts for Comilla
8:30	Stop at 'Miani' (a hotel) and are have breakfast
9:30	Bus starts again
10:45	The group reach BARD and they take rest for 15 minute
11:00	The group is introduced to different programmes of BARD
12:30	Free time
1:00-2:00	Lunch time
2:00-3:00	Rest
3:00-4:00	Sightseeing – library, museum
4:00	Bus goes to Comilla.
4:30	Shopping, people buy 'Roso Malai' from ' <i>Matri Bhandar</i> '
5:00	Returns to Dhaka
6:00	Stop at Miani again
7:25	Reach Dhaka

So, you have used the present continuous tense for definite arrangements in the future. You have already been able to understand the form of the present continuous. Now, do this activity.

Activity - 4

2. Imagine you're flying to London tomorrow. These are the notes you've made for the trip. Ask your secretary to write down each arrangement in complete sentences, using your notes.

Notes

6:30	taxi to airport
7:30	check-in
8:30	board the plane
9:30 p.m.	lands at London
8:30 a.m. the following day	visit Tower of London
2:00 p.m.	visit the British Council
4:00 p.m.	return to hotel
4:00 p.m. to 7:00 p.m.	take rest

Now, you are the secretary. Write down the sentences, for example:

At 6:30, the boss is taking a taxi to the airport.

D.

Simple present tense to express

- definite actions set out in a timetable or a routine.

Situation

Go back to the excursion programme. It's Saturday morning and the students are waiting for the bus. Fahim has come too, but he has lost his programme.

Activity - 5

1. Fahim asks you questions about the excursion and you answer his questions. Build mini conversations, using Fahim's questions and your answers. These are Fahim's questions:

- time/leave?
- stop/on the way?
- when/arrive/BARD?
- what/lunch?
- afternoon?
- places/visit?
- any/meeting?
- dinner?
- return?
- stop/way back?

Example : *Fahim : What time do we leave for Comilla ?*

You : We leave at 8:30 sharp.

So, dear learner, you have just seen that to express actions in the future fixed by a routine or timetable or an authority, the simple present tense is used. However, there is no need for the presentation of the form of the simple present tense again, because this has already been done in the 1st lesson.

Activity - 6

2. You've asked your younger brother who lives and studies in Chittagong to pay you a visit. Your brother, to the contrary, has written to you that he can't come because he has exams and some other things to do. This is the letter he has written to you, with some words missing. Complete the letter, using the words given below.

lasts, start, has, remains, begin, is

Dear

Thank you for your letter, and asking me to come to Dhaka, but I'm afraid I can't come right now. My classes ----- this month. On the 16th there ----- a reunion of students. The following day, the university ----- its annual meeting of parents and students. The whole university ----- busy over the function. Two days later, the mid-term exams ----- . The exams -----through the month.

So, you see I am very busy at the moment. I will try to come sometime next month. Until then, good bye and take care.

Yours ever

E.

Future continuous to express an action which continues at a given time in the future in the normal course of events.

Situation

Compare the following sentences :

1.	I am seeing him tonight	1.	I will be meeting him sometime next week
2.	I am taking an examination	2.	I will be taking TOEFL soon
3.	I am helping mother in the evening	3.	I will be helping mother then

In the above examples, the sentences on the left express definite actions in the future, while those on the right express actions which will keep on going at a particular moment in the future. The form of the simple present is not new to you, but the form of the future continuous is this :

- Affirmative : S + will/shall + be + V(ing)
- Negative : S + will/shall + not + V(ing)
- Question : Shall/will + S + be + V(ing)?
- What/How/Which/When, etc + will/shall + S + be + V(ing)?

Activity - 7

1. You want to take Ruma to the cinema tomorrow at 6:00p.m. The table below shows what Ruma will be doing at different times of the day tomorrow. Write down a sentence under each timing expressing what she will be doing, e.g. Ruma will be singing at 7:30 in the morning tomorrow. Finally, find out if she can go out with you.

7:30 – singing	3:00 – 6:00 we sitting are not 6:30 – return home
8:30 – shopping	7:30 -11:30 – dinner/TV
12:30 resting	11:30 -- sleep

F.***The future perfect to express***

- an action in the future which will be over at a given time in the future.

Situation

You may have found that, Ruma cannot go with you because she will be visiting her aunt then.

You still want to see if she can go out with you another time. So, you phone her. This is what the conversation is like :

You : Hello, is Ruma there ?

Ruma: Yes, speaking.

You: Well, ..um I know you're not free at five-thirty, but

Ruma : Yes, I will be visiting my aunt then.

You : What about seven o'clock ?

Ruma : Let me think. Great, that sounds all right I'll have finished my homework then.

In the above dialogue, Ruma uses the future perfect to express an action she will have completed by a certain time. The future perfect is often used with a time expression of by, by then, by that time, by the 24th, and so on. The form is as under :

Affirmative : S + will/shall + have + V p.p.

Negative : S + will/shall + not + V p.p.

Question : Shall/will + S + V p.p.

Activity - 8

- Imagine a list of things you'll have done over a period of time in future. Now, write down sentences, telling what you'll have done at different times. One example :

I'll have finished my study by September, 1999

Given below are two diaries (A and B). Find out someone you can talk to, a neighbour, a classmate or a friend of yours. In the diaries the different activities taking place at different times are mentioned. Ask your partner questions like "What will you have done by 9:00 o'clock on Monday ?" The answer could be "Well, I'll have finished my breakfast. then." Ask each other questions about the rest of the times and activities. Remember, you must use the future perfect tense for your questions and your answers.

Diary 'A'

Sat.	Sun.	Mon.
9:00 go to college	10:00 go to college	8:00 starts for
3:00 watch a film	3:00 return home	Chittagong
4:00 do home-work	4:00 take rest	3:30 reach Chittagong
5:00 take rest	5:00 go out for a walk	11:30 go to bed
6:00 read newspaper	7:30 start reading	
7:00 go out for a walk	10:30 take rest	
	11:00 watch TV	
	12:00 go to bed	

Diary 'B'

Sat.	Sun.	Mon.
9:00 go to college	11:00 visit a friend	10:00 finish doing home-work
3:30 return home	12:00 return home	12:00 take a bath
5:30 go out for a walk	1:30 have lunch and rest	2:00 have lunch
6:30 return home and take rest	3:30 go out for shopping	5:00 go out for a walk
	5:00 return home	7:00 return home
		7:30 start preparing lessons
		11:30 go to bed

Answer Key

Activity - 1

I will get all new property of my own. It may cost about two hundred thousand taka. I will make a huge personal library which may cost about twenty thousand. I will make a trip to India, Sri-Lanka and Nepal. With the one third of the rest I will make an orphanage. I will keep the rest of the money in my account. That is all I will do with 40 hundred thousand taka.

Activity - 2, No. 1

I am going to get all new property of my own. It may cost about two hundred thousand. I am going to make a huge personal library which may cost about twenty thousand. I am going to make a trip to India, Sri-Lanka and Nepal. With the one third of the rest, I am going to make an orphanage. I am going to keep the one third of the rest in my very own account. That is all I am going to do with the 40 hundred thousand I have own in lottery.

Activity - 2, No. 2 (exercise using pictures)

This evening I am going to:

- i. read the newspaper,
- ii. watch television
- iii. go to a long drive.

This evening I am not going to:

- i. cook food,
- ii. have my hair cut
- iii. play cards.

Activity - 2, No. 3

3. If I get a week off for a trip. I will do the following things:

- | | |
|----------------|--|
| a. First day | I will take rest at home and walk around the town. |
| b. Second day | I will go to Cox's Bazaar and stay there. |
| c. Third day | I will spend the day and the next one on the beach. |
| d. Fifth day | I will go to Rangamathi and move around there . |
| e. Sixth day | I will return to Dhaka. |
| f. Seventh day | I will take rest at home and in evening take a walk in the nearest park. |

Lesson - 4 : Talking about Possibilities and Abilities

Objective : After you are through this lesson, you will be able to -

- talk about possibilities and abilities using proper expressions.

A

Talking about possibilities and abilities

Read the following text, then sort the underlined sentences into i) possibilities and ii) abilities.

Ali cannot swim well, but he, along with a friend, went to the sea to swim. The day was stormy and the sea was rough. As they were swimming, a big wave suddenly hit them. As Ali was a bad swimmer, he could have been drowned. However, they returned home early. Ali's father was angry. He said, "You cannot swim. So, why did you go swimming, especially on such a bad day?" As Ali's father was shouting, suddenly there was a knock on the door. Father said, "Oh, it could be your teacher." "No, it can't be," said Ali, "not on such a bad day!"

In the above text, the expressions of possibilities and abilities are these :

Possibilities

- he could have been drowned
- it could be your teacher
- it can't be

Abilities

- Ali cannot swim well
- You cannot swim

The other modals you can use to express either possibilities on abilities are:

- might
- might have
- may/may have
- can
- (be) able to

The form of possibilities:

study these mini dialogues

- (1) Present A : What shall I do ?
 B : You might/could/can go to the cinema.
- (2) Future A : They haven't come yet.
 B : Well, they might/could/may arrive at any time.
- (3) Past A : I stayed at an expensive hotel.
 B : You could/might have stayed with me.

Now, look at the form of abilities using the same modals, excepting may or might.

- (1) Present A : Can you sing ?
 B : No, I can't but I can dance.
- (2) Past A : I was able to reach there on time.
 B : But I couldn't; I was late.
- (3) future A : Where is Samantha ?
 B : Don't worry, I will be able to find her out soon.

Situation

Imagine, you're going to Cox's Bazar next month with some of your friends. What do you think you could do there ?

For example, you could say : "We could bathe in the sea."

Activity - 1

- Write a letter to one of your cousins telling about the trip and what you all might do in Cox's Bazar. Ask him to join the trip.
- Complete B's part in the following conversations, using the words in brackets. (we may/might + BE + N, or may/might have + verb (P.P.))
 - A : The bell is ringing.
 B : It(Roni).
 - A : Ali is still sleeping .
 B : He(worked).
 - A : It's been raining for two days.
 B : The roads(flooded).
 - A : The bus hit a tree .
 B : The passengers(killed).
 - A : He dropped the plate .
 B : It(broken).
- Imagine you've been marooned on an island with some fellow passengers after a shipwreck. Choose the items from the pictures below and say why you need each one of them.

For example, We chose the knife to cut small things with.

4. Imagine you're being interviewed for a job you applied for. Make a list of questions about your abilities which the interviewer might ask you.

Example : Can you type ?

Now answer each question, saying you can or you cannot.

5. You're a young man or woman, aren't you ? Do you still remember what you could do 10 years ago as a boy or a girl, what you can't do now ?

Write a few sentences.

Example :

1. I could walk 5 miles a day.
2. I was able to drink 1 litre of milk every day, etc.

6. Think of these animals – the tiger, the leopard, the lion, the horse, and the kangaroo. For each of these animals, say what it can do and what it cannot do.

Answer Key

Activity - 1

(Imagine you're being interviewed for a job you applied for. Make a list of questions about your abilities which the interviewer might ask you)

4. Interviewer: : Can you speak English fluently?
You : Yes. I can.
Int. : Can you do computer programming?
You : No. I can't
Int. : Are you able to write reports?
You : Yes, I'm.
Int. : Can you travel a lot?
You : No, I can't.
5. I could run very fast.
I could paint pictures well.
I was able to eat boxes of chocolate a day.
I could finish reading two or three novels a day.
I could make great funny games in the computer.
I was able to write on blackboards fast.

Lesson - 5 : Talking about Chances and Wishes

Objectives : After you are through this lesson you will be able to -

- talk about chances and express wishes using proper expressions

A.

Wishes

Sometimes you may wish that something is what you would like it to be. These are 'wishes.'

Read these examples of wishes.

- (1) I wish I knew him.
- (2) I wish it stopped raining.
- (3) I wish I met you before.
- (4) I wish I could fly.
- (5) I wish I were a king.

Note, when you 'wish', the verb is in the past tense.

Now look at these sentences :

- (6) I wish I had not gone there.
- (7) I wish I had not eaten so much.
- (8) I wish I had not left this job.
- (9) I wish the day had been cooler.
- (10) I wish I had known they were coming.

How are these 'wishes' different from the 'wishes' you read earlier? These are regrets that something has really happened the way you didn't like it to happen. So, for example, in sentence 7 above, you regret that you have eaten a lot; it would have been better if you had eaten less.

Therefore, the forms of 'wish' are these :

wish + past tense = wishes

wish + past perfect tense = regrets for something you've done or something which happened in a way you didn't like it to happen.

Activity - 1

1. Read these sentences, then re-write each sentence, beginning with 'I wish

Example : I have no car (so, I travel by rickshaws and babytaxis),
I wish I had a car.

Now complete these :

(1) You have no savings.
.....

(2) There is frequent load-shedding (so, life is unbearable),
.....

(3) You need a break, but you can't have one now because you're busy.
.....

(2) You're out in the street when it suddenly starts raining. But you've no umbrella.
.....

(5) You wish to visit the UK, but you've not enough money.
.....

2. The following things have happened to you. You regret them all. Begin each sentence with : "I wish"

(1) You didn't study well, so you failed in the examination.

Example :

I wish I had studied well; I wouldn't have failed then.

(2) You studied literature. Now you regret it.
.....

(3) You were an M.B.A student. But left it unfinished. Now you think it was a wrong thing to do.
.....

(4) There was a better job offer, but you refused to accept it. Now you think the decision was wrong.
.....

(5) You're travelling to Chittagong by bus. But near 'Kanchpur' You're held in a long traffic jam. Now you realize that you should have taken the train, instead.
.....

B.

Talking about chances : Real and Unreal chances

Read the following texts :

Text 1

Ali goes to Khaled who is his classmate. Ali looks a bit worried, so Khaled asks, “What happened Ali ? Why do you look so worried ?” Ali says, “Oh, I think I lost my notes, but I don’t remember where I lost them.” Khaled assures him, “Well, don’t be upset. I’ll try to find them, and if they’re found, I will return them to you immediately.” “Thank you so much,” said Ali.

Text 2

Farzana rang her friend Juhi and said, “Juhi, I’ve lost my camera.” Juhi was shocked, because she knew the camera was an expensive one. She asked Farzana, “But, do you know where you might have left it ? I saw you putting it on your desk before leaving for your house yesterday.” “Oh, no, I am sure I put it back in my bag,” Farzana said. Juhi said, “Well, then it is difficult to find it, well hmm if I found it I would give you a ring, or I would come over ”

Can you tell why these two structures are used?

- Text 1 : If + (Present) V + will + V
- Text 2 : If + (past) V + would + V

The reason is: the first form means the chances of finding the notes are positive, whereas chances of finding the camera in the second text are distant, so unreal. The first chance is a real or possible chance, while the second chance is an unreal chance - you’re simply imagining something.

Activity - 2

1. Say what you will do in each of these situations. Begin with ‘If I_

(1) A tiger jumps at you in a forest.
.....

(2) You think you’ll fail in the examination.
.....

(3) There are chances that half a dozen guests will visit you this afternoon.

.....
(4) It might rain tonight.
.....

(5) You're caught in a traffic jam near Mahakhali railway crossing. You cannot reach the office on time.
.....

2. Imagine, you've bought a lottery ticket. Write ten sentences, telling what you would do if you won 4000,000 Taka ?

Begin like this :

- If I won 4000,000 Taka I would:
- 1)
 - 2)
 - 3)
 - 4)
 - 5)
 - 6)
 - 7)
 - 8)
 - 9)
 - 10)

3. Now, put your intentions in a priority order, and write a letter to your closest friend talking about your plans and priorities. (Don't forget to tell him to keep his/her mouth shut - it is top secret!)

C.

Past Chances

Read this dialogue.

Cynthia : Didn't you once go in a small boat ?

Samantha : Oh, that takes me back. I'll never forget that experience.

Cynthia : Tell me about that, please.

Samantha : Well, I was paddling the boat well for sometime, when it suddenly hit something.

Cynthia : Oh, what what happened ?

Samantha : Terrible, the boat started to sink, and I I didn't know how to swim.

Cynthia : Oh, what did you do then ?

Samantha : Nothing, I was about to drown, when a man jumped from the shore into the water and pulled me safely out of the water.

Cynthia : Thank God, but what would have you done if there hadn't been anybody to help you ?

Samantha : Well I don't know may be I would have shouted, screamedshouted to a friend or simply I would have drowned.

So, what would have Samantha done if there had been nobody to help her ?

The example above is of chances in the past, with this form :

if + had would + have + V past participle.

Other examples of past chances :

- If I had met you there, I would have talked about my plan.
- I would have called you if I hadn't fallen asleep.

Activity - 3

Rewrite each of the following sentences, using *if* for chances in the past.

1. I didn't study, so I failed.
.....
2. The bus was overloaded, so it lost its balance and ran off the road.
.....
3. Wasima was not injured in the accident because she was wearing a seat belt.
.....
4. A man saw me drowning and rescued me.
.....
5. I didn't know that you were coming, so couldn't meet you at the airport.
.....

Answer Key

Activity - 1

Wishes

1. I wish I had some savings.
2. I wish there was no load-shedding.
3. I wish I had a break.
4. I wish I had an umbrella.
5. I wish I had enough money to visit the UK.

Regrets

2. I wish I had not studied literature
3. I wish I had not left my M.B.A unfinished.
4. I wish I had not refused to accept the job offer.
5. I wish I had not taken the bus instead of the train. I wouldn't have stuck in a jam then.

Activity - 2

1. If a tiger jumped at me in a forest, I would try to get a weapon and kill it.
2. If I fail in the examination, I will not take it again.
3. If half a dozen guests visit me this afternoon, I will entertain them with a cup of coffee.

Activity - 3

1. If I had not studied, I would have failed.
2. If the bus had not been overloaded, it would not have lost its balance.
3. If Wasima had not been wearing a seat belt, she would have been injured.

Lesson - 6 : Describing Processes and How Things are Done

Objective : After you are through the lesson, you'll be able to -

- describe the process of doing some thing by using proper expressions.

A

How something works

The passive is used in describing :

1. how something is done or made
2. a natural process
3. how something works

Given below is the picture of a bicycle pump, and opposite it, is the description of how it works. After you have read the description, underline the verb phrases, e.g., is pulled out, is pushed in, is forced out, and so on.

Picture

When the handle is pulled out, the valve inside the cylinder opens, and this allows the cylinder to fill with air. As the handle is pushed in, the increased air-pressure inside the cylinder closes the valve, and air is forced out of the other end of the cylinder, through the tube, and into the tyre. The air enters the tyre through a valve which prevents it from escaping from the tyre when the handle is pulled back again.

What tense is used for the description? Definitely, the simple present, but in the passive form. So, the description of how something works uses the passive form along with the active.

Form : Object + is/are + Verb (past participle)

Example : *When the lever is pushed in, air inside the cylinder is compressed.*

Dear learner, remember, in a passive sentence, what happens to the object is important, not the agent or the subject which is often omitted or missed out.

Activity

1. Can you now underline the active sentences or the active parts of some sentences in the description above ?
2. Use this diagram to describe the process of how cheap U.S. dollars can be produced.

Money Machine : How to Produce Cheap U.S. Dollars

B.***Describing a natural process*****Activity**

1. Using this diagram, describe how coal was formed millions of years ago.

Remember to use the past tense

Picture

You may begin like this : Millions of years ago, huge plants and trees grew in swamps by the edge of the sea. As they gradually died. . .

The tense you will use here is the simple past, because you're talking about what happened in the past. You'll use both the passive as well as the active to describe what happened.

Example : *As the plants and trees died, they were slowly changed into decomposed vegetation, etc.*

The passive form used here is this : Object + was/were + Verb (past participle)

2. Think of any other natural process, for example, how rains occur, and write down a description of it. You may use suitable diagrams and label them, if you wish.

C.

How something is done or made

The notes and pictures below show the process of producing and publishing a book. Describe the process, using the passive where necessary.

Picture

You may begin like this :

When a couple of sample chapters have been written, they are typed out neatly and sent to the publisher together with an outline of the rest of the story. This is read by a publisher's reader and the publisher himself . . .

The form of the passive used here is this :

Object + have/has + been + Verb (past participle)

Object + is/are + Verb (past participle)

Activity

1. Think of a favourite meal of yours. Describe the process of how to cook it.

Lesson - 7 : Reported Speech

Objective : After you are through the lesson you will be able to -

- use reported speech properly in different contexts.

A.

Reported Statements

Two friends are talking about smoking.

Roni : I think smoking should be banned at public places, because other people around the smoker are affected by it.

Arif : Oh yes, I agree entirely. Many people are affected every year by passive smoking.

Roni : Yeah, you may please yourself but you cannot harm others.

Arif : Absolutely, but some people don't understand it. They, hmm... don't have any, any respect for others.

Roni : That's just what I was thinking. We should give up smoking, and even if we smoke, we shouldn't smoke at public places.

Can you now report what Roni and Arif have said about smoking ?

Examples:

(1)- Roni said (that) he thought that smoking should be banned from public places because

(2)- Arif said that he agreed entirely because many people are affected every year by passive smoking.

Remember i) When you're reporting statement like the above, we use *say* (past *said*) or *tell* (past *told*). ii) We go back one step into the past, but when one talks about something which is a fact, we don't need to go one step back.

Form

Change of tense and pronouns in reported speech :

will _____ would

will be _____ would be

present simple _____ past simple

present continuous _____ past continuous

past _____ past perfect

Remember once again, if you're reporting a statement which gives a fact, you don't need to follow the one-step-back rule.

Pronoun changes :

I _____ he/she

You _____ you

We _____ they

Their _____ his/her

Ours _____ theirs

Us _____ them

Situation

1. Roni's father, who's in the UK now, wrote this letter to Roni. Read the letter :

Dear Roni,

I was glad to have your letter yesterday. Now I'm writing about myself. It is January and very cold in UK now. Last night it snowed so heavily that in the morning all the roads were covered with snow. While the sun shines on the snow, it dazzles the eyes, but what a lovely sight it is !

I'm busy with my studies. My course work is over, but I'm preparing to write my dissertation which will take me about three months to write. So, I need to do a lot of reading in the library.

Hope everyone is fine in Dhaka. By the way, I've bought a hover-craft for you. Love for your mom, Cynthia . Bye for now.

Your dad.

Activity - 1

1. Now, report each underlined statement to your mother.

Dad said/wrote that :

- i) It is very cold in the UK now.
- ii) The night before it had snowed so heavily that all the roads had been covered with snow.

2. Imagine, you've recently attended a job interview. You answered questions about :

- Your age
- Your qualification
- Experience
- Places you visited
- Hobbies
- Likes and dislikes

Later, report the questions to a friend. You may begin like this :

- i) What my age was (or, is)

Note : 'Is' can be used here instead of 'was'

B.***Reported commands/ orders/ requests***

Your brother has been admitted to a public school. Following are the instructions the Head-teacher gave him :

- i) Do not smoke anywhere on the campus.
- ii) Get up at 5 a.m.
- iii) Put the lights off at 10 p.m.
- iv) Take part in all games.
- v) Don't allow visitors in your room after 10 o'clock at night.

Your brother finds it difficult to obey these instructions, so he writes to your father reporting them, like this :

- i) not to smoke anywhere on the campus.
- ii) to get up at 5 a.m.
- iii) to put the lights off at 10 p.m.
- iv) to take part in all games.
- v) not to allow visitors in my room after 10 o'clock at night.

Form :

In reported commands and requests we use tell or ask. We can also use these verbs :

urge, persuade, advise, remind, warn etc.

Examples :

- He warned me not to tell this to anyone.
- She asked me to slow down.
- I told him not to shout.

Activity - 2

1. Select a newspaper report. Now underline the reported commands and requests, then change them into direct commands and requests.

2. Look at these sentences, which are direct.

1. Please don't shout.
2. Stay in bed for a few more days.
3. Don't worry, Ali.
4. Could you pass the salt please ?
5. Can you lend me your pen, please ?

Now, complete each of the following sentences choosing one of the above.

- a. Ali was thinking seriously about the matter, so I
- b. We were in a restaurant, eating our meal. I asked the person at the next table
- c. Khaled was shouting while Rina was reading, so she
- d. Roni has not recovered completely, so the doctor
- e. While writing my English test, my pen ran out, so I

C.

Reporting Questions

Imagine you were asked the following questions at an interview board.

1. What's your name ?
2. How many brothers and sisters do you have ?
3. Where do you live ?
4. How old are you ?
5. What is your qualification ?
6. Do you have any hobbies ?

7. What do you like most ? etc.

Can you report these questions ? The reported questions will be like this :

1. They asked me what my name was.
2. They asked me how many brothers and sisters I have.
3. They asked me where I lived.
4. They asked me how old I was.
5. They asked me what my qualification was.
6. They asked me if I have any hobbies, and so on.

Form

In asking questions we use said, told, etc., but these are changed into asked in the reported speech. The tense change is same as in reporting statements (that is one tense back rule), but if the question is about something still true, you don't need to change the tense. Therefore in sentences 1, 3 and 4 above you could even use is, live and am instead of was, lived and was respectively.

One other thing to note is, in reported speech the question is not a direct question, so the word order is not that of a question.

Example :

He said to me, "what is your name ?"

He asked me what my name is (not what is my name) ?

Also note that if you're reporting a 'yes/no' question (question 6 above), if or whether is used.

Example :

He said to me, "Are you a member ?"

He asked me if I was a member.

Activity - 3

1. Interview a classmate, a member of your family or a neighbour. First, report the question you asked, e.g. I asked him what his hobbies were. Then report the answers he/she gave. e.g. He said his hobbies were gardening and reading novels.

(Note : Ask, then report at least ten different questions, and their answers.)

Answer Key

Activity - 1

- iii) Dad wrote that while the sun shone on the snow, it dazzled the eyes.
- iv) He was busy with his studies.
- v) His course was over but he was preparing to write his dissertation which would take him about three months to write.
- vi) He needed to do a lot of reading in the library.
- vii) He had bought a hover-craft for me.

Activity - 2

- a. Ali was thinking seriously about the matter, so I advised him not to worry.
- b. We were in a restaurant, eating our meal. I asked the person at the next table to pass the salt.
- c. Khaled was shouting while Rina was reading, so she requested him not to shout.
- d. Roni has not recovered completely, so the doctor advised him to stay in bed for a few more days.
- e. While writing my English test, my pen ran out, so I asked him to lend me a pen.

Lesson - 8 : Generalising and Specifying : Articles

Objectives : After you ore through this lesson you will be able to -

- generalise and specify articles
- make proper use of articles

A.

'a/an' is used before:

- uncountable nouns
- an example of a class of anything
- expressions of quantity

Read this text in which all the articles are numbered.

On the plane he met a(1) man who was reading a(2) book about tigers. I said I am a(3) Bangladeshi. He seemed to be interested in me. He said he had heard about the Sunderbans, and he wanted to know if a(4) tiger is a ferocious animal. I said that a(5) tiger is really a(6) very ferocious animal. He asked me many things about it. I tried to answer all his questions from the little knowledge I have about it.

An(7) hour later the plane started to land at Dhaka airport. As the plane was about to land, a small boy wanted an(8) orange drink. The cabin crew said he couldn't give him any, because no food or drink is allowed while the aircraft is landing. Any way, the plane landed safely; we all got off the plane, proceeded to the terminal building, and cued up for immigration clearance. Suddenly I heard a(9) loud noise just a(10) little away from where I was standing. Now put the articles in the column 'Articles' from the text following the categories on the left hand side.

Categories	Articles from the text
a. for countables	
b. for a class or a group	
c. for expressions of quantity	

If you have been able to do this exercise, you have now discovered, for example, that articles 1 and 2 should go with countable nouns, while article 3 is for a class or group and number 6 expresses an amount or quantity.

Activity

Put 'a/an' as appropriate in the following text.

My last day in London was really very hectic. I got up very early in the morning and got shaved. Then I went to nearby restaurant and had heavy breakfast. While I was eating I met Bangladeshi who gave me lift in his car to the nearest department store.

I bought few items, and as I was coming out of the mall, I met Indian who wanted to see the camera I had bought. Suddenly, I realized that I had forgotten to buy some almonds which my children like, so I rushed to the store and bought 5-kg packet of almonds. The price was amazing -- just ten pounds only ! I, then, went back to my hotel, planning the evening.

B.

Omission of 'a/an'

Read these sentences :

- a. I had bread for breakfast.
- b. The chair is made of wood.
- c. I like coffee.
- d. I need help.
- e. No living thing can avoid death.
- f. (A news headline in a newspaper) "Old man killed by armed robbers"

In the above sentences, bread, wood, and coffee are uncountable nouns, while the words 'old man' makes part of the headline which generally should be preceded by 'a'; it has been omitted for being a news headline. The words *help* and *death* are abstract nouns which, in the same way, do not take articles. However, to give a special meaning to an abstract or an uncountable noun, we can use 'a/an', or 'the'. Look at these examples :

- a. I was invited to a dinner in honour of the ambassador (a special dinner).
- b. She has nice black hair, but she often pulls out a gray hair out (one strand of hair).
- c. He has courage, but the courage he showed in the battlefield has earned him a number of medals (a special act of courage).

Activity

1. Read this text and use articles where necessary.

Yesterday afternoon, accompanied by a close friend, I went to furniture shop to buy some furniture. I bought four chairs, table, and chest of drawers. All the pieces were made of wood. My father was not very happy with the buy. He said, "Wood used in the furniture you've bought is not good quality. You could have bought better furniture for the money you have spent."

It was already 8:30, so I asked my friends to stay for dinner, but he refused to stay, because he had been invited to dinner at his office to say good bye to an old colleague. Well, I knew he would need to travel far (to Savar) where his office is, so I asked him if he needed help.

2. Read these newspaper articles, then give each one a suitable title. Avoid using articles.

- A. The title

A man was arrested yesterday at Azimpur for beating a young boy to death. The boy worked as a servant and allegedly had stolen five hundred taka. The man was so angry that he beat him with a cane for about half an hour when he was knocked unconscious. He later died in the hospital. A case has been filed with Lalbag police station. The accused has not been arrested yet.

- B. The title

Twenty three people died yesterday on the Dhaka-Aricha highway when a speeding bus skidded off the road and fell into a ditch. Eye-witnesses say the bus was traveling at a very high speed, and the driver lost control. Fifteen people died on the spot while the rest were dead on their way to hospital. The bus driver was not found at the scene.

C.

'the' is used before :

- definite nouns (for singular and plural, both)
- a class or a group (singular)
- proper names of islands, mountains, countries, deserts, seas/oceans, and regions, etc.
- superlative degree of adjective
- directions

Situation

Roni is a world traveller. Currently he is travelling across the desert in Egypt and has written his father this letter :

Somewhere near Cairo
23 March 1999

Dear father,

My regards to you. Now I am passing over the Sahara which is the greatest desert on earth. Didn't I tell you I met a Bangladeshi in Tunisia ? That man has accompanied me to Egypt. Tomorrow we're going to cross the Suez canal and enter Saudi Arabia which is to the east of Egypt. We expect to see some nomads; the nomads you know are very simple and kind people. Anyway, from Saudi Arabia we'll go to the Emirates by bus, then we'll cross the Persian gulf in a ferry and get into Pakistan. From there we are planning to go to India to see a few places, especially the Taj Mahal, one of the greatest wonders of the world.

Well, this is all for now. Hope to write to you again from India.

Bye bye,

Yours Roni.

Activity

1. Now, match the examples of the use of 'the' in the text with the following categories :

Categories	Articles in the text
a. for definite nouns	
b. for the names of seas, countries, mountains, islands etc.	
c. the superlative degrees	
d. directions	

2. You've just read Roni's letter to his father from Egypt. Roni's father writes him back telling which places he still can visit and what there is to see. The letter, however, misses out the *the*'s. Use them wherever necessary in the letter.

The letter Roni's father wrote

Dear Roni,

Thank you very much for your letter. Glad to hear that you're travelling a lot. However if you go to India, don't forget to see Great Fort in Delhi which was built by Moguls. In Delhi, you can also visit Jawharlal Nehru University. Last, but not least, you can visit Nepal from where you can see Himalayas, greatest mountain range in the world

(At this point, the electricity was cut off, so Roni's father couldn't finish the letter)

D.***Omission of 'the' before :***

- abstract nouns and uncountables.
- names of meals.
- names of games
- hospital, home, prison, school, work, sea and town, etc.

Read these examples and pay attention to the underlined words:

1. He went to bed early yesterday.
2. I have no fear of ghosts.
3. Every living thing must face death.
4. I am fond of tea.
5. He went home early.
6. The thief was sent to prison.
7. The boys go to school by bus.
8. The sailors went to sea last March.

In all the above sentences 'the' is not used before the nouns because they are used for their primary purposes. But notice these sentences:

1. I will go to the office of my father to borrow some money.
2. We will go to the sea in March because staying there is less expensive.
3. He went to the prison to see a friend.
4. They live near the sea.
5. Mother went to the hospital to see her sister.

Why is 'the' used before the nouns which do not usually take the with them?

Because here they are used for special purposes, not for the primary reasons for their use.

Activity

1. Complete these mini dialogues with the word given. Use 'the' where necessary.

(coffee)

1. A : I drink before I go to bed.
B : Oh you made is terrible !

(prison)

2. A : The thief went to at 14.
B : I think I will go to see him.

(work)

3. A : I will meet you after tomorrow.
B : I am pleased with you're doing for me.

(oil)

4. A : The fish was cooked in
B : you used was not good.

(cricket)

5. A : I love
B : I love too, but our team has played has really disappointed me.

Lesson - 9 : Making References to People, and Objects (using Relative Pronouns – who/which/that)

Objectives : After you and through this lesson you will be able to -

- make references to people and objects using relative pronouns.

A

‘who/which/that’ referring to the subject

Read the following pairs of words, and notice how each one is joined into one sentence, using ‘who/which/that.’

- The woman visited us yesterday.
 - The woman is a doctor.

– *The woman who visited us yesterday is a doctor.*

- There was a mango on the table.
 - I ate the mango.

– *I ate the mango that/which was on the table.*

It has been clear from these examples that we use ‘which/that/who’ to tell which person or thing we are talking about. These words are relative pronouns and they join two or more clauses into one sentence.

The forms of the relative pronouns are these :

Subject	Object	Possessive
For persons :	whom/who/that	whose
-who -that		
For things :	which	
- which - that	that	

Activity - 1

Given below is a list of a few persons and objects. Opposite each person or object is the explanation about what the person does or what the object is used for. Write one sentence using ‘which/what/who’.

(You may use the dictionary, if necessary)

Example

1. A shoplifter: A person who steals from the shop

A shoplifter is a person who steals from the shop.

Now, do the following :

2. Fodder: Food given to animals

3. A master: Has authority over someone

4. An octopus: A sea creature with eight arms.

5. A Clerk: She/he looks after official records

B.

‘who/whom/which/that’ referring to the object of the verb.

Read this text :

Ali is a workman (whom) every body likes, because he is skilled and sincere. Some workmen are skilled but do something (which) people don't like. For example, they may talk too much and take long breaks (which) people don't like. Especially, some are clock watchers and always are eager to leave early (which) many dislike.

In the above text the words in brackets refer to the objects of the verbs, so they can be missed out.

Activity - 2

Complete the following conversation. Use ‘who/whom/which/that’ where necessary.

A : I know a man plays the tabla very well.

B : Fine, contact him before it is too late. Tell him we'll pay him anything he might demand. We must get the programme going, well ... at any cost.

A : Um, have you got any idea about a good shop sells quality musical instruments ?

B : Oh, yes, go to Jatin's near Science Lab Police box. Take the money you need from the cashier.

A : Yes, I'm going in a minute. But before I go, should I phone Rebeka, our lead singer, and confirm that she's coming ?

B : Sure, why not ?

C.

'whose' as possessives of 'which/who/that'

Read these two pairs of sentences and notice how each one is joined by 'whose'

- a I know a man
b His mother is a good cook.

I know a man whose mother is a good cook.

2. She is a student of class ten. Her English skills are good.

She is a student of class ten whose English skills are good.

In the above two sentences, 'whose' has been used instead of his and her. We use 'whose' in relative clauses instead of his/her/their.

Activity - 3

1. The following people are either your friends or relatives. Each one says something about another person. Look at this example:

Nuri is my friend. She says : "My father is a businessman".

Now, join the underlined sentences using 'whose' like this: *Nuri is my friend whose father is a businessman.*

Now complete these :

Mr. Kamal is my uncle. He says : “My dog has died.”

----- .

Halima is my wife. She says : “My friend Rina has left for the UK”.

----- .

Samantha is my daughter. She says : ‘My chocolate has fallen into the hole.’

----- .

Answer Key**Activity - 1****(write sentences using which/ what/who)**

1. A shoplifter is a person who steals from the shop.
2. Fodder is food which is given to animals.
3. A master is a person who has authority over someone.
4. An octopus is a sea creature that has eight arms.
5. A clerk is a person who looks after official records.

Activity - 3**(‘whose’ as possessives)**

Mr Kamal is my uncle whose dog has died.

Halima is my wife whose friend Rina has left for the UK.

Samantha is my daughter whose chocolate has fallen into the hole.

MCQ

1. When you want to describe someone’s habits you will normally use
 - a. past simple tense
 - b. present simple tense
 - c. present perfect tense
 - d. future tense
2. When we write about facts we use
 - a. present simple tense
 - b. past simple tense
 - c. future tense
 - d. present perfect tense
3. What time ----- we leave for Comilla?
 - a. do
 - b. does
 - c. have
 - d. has
4. I’ve already ----- breakfast, but I haven’t had lunch yet.
 - a. did
 - b. had
 - c. done
 - d. has
5. Have you ever ----- a horse?
 - a. ridden
 - b. ride
 - c. rode
 - d. will ride
6. She will insist on ----- up early.

- a. to get
 - b. got
 - c. getting
 - d. is getting
7. Could you tell me ----- the museum is?
- a. when
 - b. whom
 - c. where
 - d. whose
8. Could you please tell me ----- book is this?
- a. how
 - b. where
 - c. who
 - d. whose
9. The sun was ----- by the clouds.
- a. hiding
 - b. hidden
 - c. to hide
 - d. hid
10. I ----- my visit to Brazil in 1990.
- a. am enjoying
 - b. enjoyed
 - c. have been enjoying
 - d. was enjoyed
11. Some people think that a ghost is a spirit of a dead person ----- to somebody who is still living.
- a. appearing
 - b. appeared
 - c. has appeared
 - d. had appeared
12. I'm worried ----- the future
- a. about
 - b. of
 - c. at
 - d. in

13. I'm interested ----- baseball.
- a. with
 - b. for
 - c. in
 - d. about
14. I remember ----- her at the party.
- a. have seen
 - b. see
 - c. saw
 - d. seeing

