ENGLISH TWO
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H S C Programme

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Answer Key
ENGLISH TWO eBwuko‡eb

ENGLISH TWO eBwuko‡eb

1. D‡Ïk¨mg~n (Objectives) : eB‡qi cÖwZwU

2. msw¶ß weeiY (Overview) :

3. cÖkœmg~n (Questions) :

4. kã fvÛvi mg”×KiY (Develop Vocabulary)

5. Bstiâ‡Z K_vej:j (Speak in English) : Rxe‡bi wewfbœ Ae¯'vq (Different life situations) fÜK

6. Bstiâ‡Z IJ‡Lvi Af¨vm Ki”b (Writing habit in English) :

7. Message Ges Report wL‡Z ng fmUVGB A‡tk mve”vi c‡wbi | iaAyZb bq Avcbâ‡K Aby‡bi Ai Rb”mg”×M”ZwKi”b
8. cÖ‡kœvËi wgwj‡q †`Lyb (Check your answer key): cÖ‡kœvËi wb‡`©‡ki cÖZxK ev Qwe Gi A_© †`Lyb

9. cÖ‡qvRbxq wb‡`©‡ki cÖZxK ev Qwe Gi A_© †`Lyb (Necessary instructional sign meaning) t GB cW eB‡q †`Lyb| Av‡k‡i Avcbv†i Rb` cÖ‡qvRbxq wb‡`©‡ki cÖZxK wb‡k Avcbv†i ev e‡nU KivntqtqO| G¸‡jv w`‡Z n‡e|

10. wUD‡Uvwiqvj K¬v‡k †hvM`vb K i"b (Attend Tutorial Class): esvj w`k Db‡y veke'Uy †`‡L Aaab wb‡R‡`i cvi‡eb kv‡j Dci w`K-wb‡`©kbv I Dc‡`k †`qv nq| myZivs wk¶v_x©iv fvj cÖ¯'wZ wb‡q wUD‡Uvwiqvj K¬v‡ki Dcw¯'Z n‡eb hv‡Z Zviv mxwgZ msL¨K K¬v‡k gva¨‡g me©vwaK DcKvi †c‡Z cv‡ib| wb‡R‡`i cv‡Vi g~j mgm¨v¸‡jv wPwýZ K‡i wUwm-Gi mswk − wel‡qi wUDU‡ii KvQ †_‡K mwVK mw£b †ei Ki‡eb|

11. †eZvi I ‡Uwjwfkb Abyôvb Dc‡fvM Ki‡j (Enjoy Radio and TV Programme) t esvj w`k Db‡y veke'Uy †`‡L †eZvi I ‡Uwjwfk‡bi gva¨‡g cvV¨m~Pxi wewfbœ wel‡qi Dci cÖwZw`b mKv‡j Abyôvb cÖPvi K‡i| G‡Z wk¶v_x©iv N‡i e‡m cvV¨ wel‡qi Dci †i'Uy aviYv wb‡Z cv‡i| wKQz RwUj welq eyS‡Z mnR nq|

12. †i q§ Av‡jPbvq Ask wb (Join Group Discussion) t k¶ v xœv mnemonic †KvAwW©‡bUi Gi Kv‡Q Bs‡iwR cvV¨ wel‡qi wewfbœ Av‡Q| bgybv cÖkœ †`‡L Avcbviv wewfbœ cv‡Vi Abykxjb Ki‡Z cv‡ib|

13. wPwV cÎ wjLyb (Write letters) t esvj w`k Db‡y veke'Uy †`‡L t‡cb †jv Bst‡iR wel‡qi tkUmO k‡A wWb‡Ui Gi Kv‡Q Bs‡iR cW eB †k‡l bgybv cÖkœ †`‡L Avcbviv wb‡R‡`i †Kv-AwW©‡bUi (Bs‡iwR) mnKvix Aa¨vcK, I‡cb x‡ji esvj w`k Db‡y veke'Uy q|
A Note from Course Co-ordinator

Dear Learner

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

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

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

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

Wish you all the best.

Rafsan Mahmud
Civic Rights and Responsibilities

Overview

Lesson 1: We want Safer Roads
Learning Point: Making statements with need to + verb
practising: would, could and should.

Lesson 2: We want Safer Roads
Learning Point: Conditional Sentence

Lesson 3: Ah, Some Fresh Air!
Learning Point: Use of get,
Practising Second Conditional (If + past + would)
Who as a relative clause/pronoun.

Answer Key
We want Safer Roads

Learning Point:

- Making statements with need to + verb
- Practising: would, could and should.

PART 1

Introduction
The number of road accidents in Bangladesh has increased tremendously. Nobody feels safe on the roads anymore. Big and speedy vehicles like trucks, buses, microbuses and cars approach us on the city roads and highways like killers. This can't go on for long. Something must be done. We must raise awareness among the general public about civic rights and responsibilities. This lesson initiates discussions about road safety.

Objectives
After going through this lesson you will be able to
- Read for gist and specific information
- Use words to express obligation and degrees of certainty
- Describe a situation with synonymous words, and
- Initiate discussions on road safety.

1 Warm up questions
How do you feel when you are on the roads of a busy city? Why do you feel so? Write down your feelings in brief.

2 Now read the story, We Want Safer Roads.

We Want Safer Roads

1 I'm Ayesha. I'm a student of class 10. I want to tell you about a problem that worries me a lot. It's road safety. I need to go out everyday, to school, to tutors, to friends and relatives. Each time I go out, I say a little prayer wishing for a safe return. It's now a habit with me. Let me tell you what triggered this habit in me.
It was a couple of months back that I witnessed the tragic end of my friend, Farzana. The two of us had just finished a session with our maths tutor. It was around 3 o’clock. We had a burger and a drink each at a fast food shop and were waiting to go home.

My car was there but not the driver. Farzana's father had come with his car to pick her up. When he honked Farzana smiled at him and gestured to him to wait. I asked her to go, but she didn't want to leave me behind. She said, "How can I leave you here alone? Our roads are not safe." As her father honked again, I thought she should go. So I implored her to go. She held my hands tight and said, "I shouldn't leave you here like this. If I had known your driver would arrive in a minute or two, I would've gone." I assured her everything would be okay. She could go.

She left my hands and scurried along the road up to the divider. She looked back at me and then this side and that.

The road was almost free. Suddenly she saw a black car coming from her left. She stood by the divider. Her father beckoned her to come quickly. She pointed at the speeding car. And in no time, I heard a bomb blast. I looked around, but no, it wasn't a bomb blast. It was my dear friend, Farzana lying in a pool of blood. The monster had run her down.

There were about four or five young boys in the car, and one of them was driving. The tinted glass on the windows were up. The signboard, "Applied for registration," was hung on the number plate. The music was loud and the boys were enjoying themselves. They wanted to frighten the innocent girl, pretending to knock her down. But the young driver lost control and really hit her down. Farzana was crushed under the wheels.

I was shocked. I stared at her motionless body still feeling the warmth of her hands. I could hear her voice telling me, "If I had stayed with you a little longer, this wouldn't have happened." Her father strode along the road and said to me calmly, "You shouldn't have let her go."

I was filled with remorse. I could've saved her life. If I hadn't let her go, she would have been here with us today. How can I forgive myself?

Reading for main ideas

The following titles summarise different paragraphs of the story. Read them carefully and match them with the correct paragraph by putting the paragraph number in the boxes provided.
a. Death lurking in the black car.  

b. A little before the accident.  

c. Farzana's concern about Ayesha's safety.  

d. Ayesha's concern about road safety.  

e. Lamenting the death of a friend.  

f. Instant reaction.  

g. What the car looked like.  

4

Read the statements below, and then in the spaces provided write T for true, F for false and DK for don't know.

a. Whenever Ayesha goes out she prays for a safe return.  

b. Ayesha has a lot of problems.  

c. Farzana's driver had come to take her home.  

d. Ayesha is worried about road safety.  

e. After class Ayesha and Farzana went to a general store for some shopping.  

f. Ayesha and Farzana had just finished their maths class.  

g. Ayesha's friend, Farzana died of cancer.  

h. Ayesha's driver had gone for lunch.  

i. The 'monster' in the text refers to the killer car.  

j. Ayesha fainted when she saw the tragic road accident.  

5

Text organisation

Read the following statements and arrange them in sequential order by numbering the boxes.

a. As Farzana's father honked, she had to go.  

b. Then they had snacks at a fast food shop.  

c. Ayesha had to wait for her driver.  

d. Ayesha and Farzana went to their maths tutor for coaching.  

e. A black car with tinted glass and loud music came from the other side of the road.  

f. Farzana's father had come to pick her up.  


g. The young boys in the car wanted to frighten Farzana.  

h. They killed her and fled away.  

i. She crossed half of the road and stood at the divider.  

6

Comprehension questions

a. What does Ayesha do to keep her safe on the roads?  

b. Where did the two girls go?  

c. What was the time like when the accident took place?  

d. What kind of girl was Farzana?  

e. How did the car that caused the accident look like?
f. Why did Farzana's father talk to Ayesha calmly?
g. How did Ayesha feel after the accident?

7

**Vocabulary 1**
The words in the box have been defined below. Choose a word from the box and write it against its meaning in the space provided.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>triggered</td>
<td>started</td>
</tr>
<tr>
<td>implored</td>
<td>begged earnestly</td>
</tr>
<tr>
<td>scurried</td>
<td>ran with short steps</td>
</tr>
<tr>
<td>gestured</td>
<td>kept looking at something</td>
</tr>
<tr>
<td>beckoned</td>
<td>called somebody with the hand, arm or head</td>
</tr>
<tr>
<td>strode</td>
<td>walked with long steps</td>
</tr>
<tr>
<td>fastfood</td>
<td>quick food like burger and sandwiches</td>
</tr>
<tr>
<td>remorse</td>
<td>feeling sad about doing wrong</td>
</tr>
</tbody>
</table>

a. _______ quick food like burger and sandwiches
b. _______ called somebody with the hand, arm or head
c. _______ kept looking at something
d. _______ ran with short quick steps
e. _______ dark coloured
f. _______ started
g. _______ walked with long steps
h. _______ feeling sad about doing wrong
i. _______ begged earnestly
j. _______ expressive movement of the hand or head

8

**Vocabulary 2**
Here is a list of sensory verbs, ie. verbs appealing to the senses. Rewrite these words under the following headings:

<table>
<thead>
<tr>
<th>Headings</th>
</tr>
</thead>
<tbody>
<tr>
<td>sight</td>
</tr>
<tr>
<td>movement</td>
</tr>
<tr>
<td>feelings</td>
</tr>
<tr>
<td>speech</td>
</tr>
<tr>
<td>sound</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sensory Verbs</th>
<th>sight</th>
<th>movement</th>
<th>feelings</th>
<th>speech</th>
<th>sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>return</td>
<td>beckoned</td>
<td>strode</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>triggered</td>
<td>gestured</td>
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<tr>
<td>assured</td>
<td>stared</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>honked</td>
<td>shocked</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>say, said</td>
<td>remorse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>witnessed</td>
<td>smiled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>scurried</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9

**Practice**
Make statements with *when* + *clause*.

**Examples**:
1. When he honked, Farzana smiled at him.
2. Zareen wasn't home when Siban asked for the book.
Now join the following pairs of sentences with when.

a. I'm hungry. I'll have some bananas.
b. You've finished your work. Leave your answer scripts on the table.
c. I'll stop reading. I'm tired.
d. Maria can play with you. She has finished her work.
e. The vegetables are fairly done. Add some salt and pepper.

10

Practice
Make statements with need to + verb.

Examples:
1. I need to go out everyday.
2. The plants need to get some fresh air.

Use these cues:

a. My mother / see
b. Arman / visit
c. Mashuk / wash
d. Somina / write
e. The teacher / know

11

Practice: would, could & should
The words would, could and should used in the text are called modal auxiliary verbs. They are used to express varying degrees of certainty or likelihood about the past.

would – expresses the highest degree of certainty

could – the lowest degree of certainty + ability

should – expresses both likelihood and obligation.

Examples:
1. I assured her, as the car was there the driver would be back soon. (highest degree of certainty)
2. I could have saved her life. (lowest degree of certainty)
3. When I was younger, I could work all day. (ability)
4. As her father honked again, I thought she should go. (obligation)
5. Now that you know the rules, you should not have trouble in handling this machine. (some degree of certainty)
Now identify modal verbs in the following sentences. In the spaces provided write:

HC  –  highest degree of certainty
LC  –  lowest degree of certainty
SC  –  some degree or certainty
Ob  –  obligation, and
Ab  –  ability.

a. You should look after your old parents. _______
b. If you finish your work early, you could visit your aunt. _______
c. If I had time, I would go and help my sister. _______
d. We had our dinner early so that we could watch the drama on TV. _______
e. Our previous cook could prepare all kinds of Chinese dishes. _______
f. If I had to do the film again, I would. _______
g. As you have already performed on television, working on stage should be easy for you. _______

Summary
Ayesha, a student of class 10, is bewildered by the tragic death of her friend, Farzana. She is in a state of shock and panic. She wants to talk about a major problem, i.e. road safety and raise awareness about it among her audience.
We want Safer Roads

Learning Point: Conditional Sentence

Introduction
After a road accident we general tend to find fault and put the blame or others. But who is to blame actually? The driver, the victim, or some other agents? Or is it all of them? No matter where we try to shift the blame the fact remains the same: a lot of valuable lives are lost in the roads. We should stop and do something to help improve the situation. What is it we need most now? The answer is, civic education. We need to educate our people about civic rights and responsibilities. We need to tell them that others lives are as important as ours. We should behave with others the some way as we would expect them to behave with us.

Objectives
After studying this lesson you will be able to –
- analyse a situation and argue reasonably
- use conditional sentences, and
- use new English words in your speech and writing.

Warm up task
What can you do as an individual to reduce the rate of road accidents? Think of it and jot down at least 4/5 points. Compare your answer with others.

Now read the second part of the text, We Want Safer Roads.
As before, the paragraphs have been numbered for your convenience.

We Want Safer Roads
Part 2

1
The tragic death of Farzana has evoked a lot of questions in my mind. Who is responsible for this killing? Should we blame Farzana for standing by the road divider or the young driver and his friends for being reckless and merry?

2
I went to my teacher and discussed the matter with her. She said, "How can we blame Farzana or the young driver only? What about their parents and guardians? Did they know what their boys were doing? How could they get a car that had only applied for registration? What about the traffic control system? What measures have they taken to check that motorists don't cross speed limit? What
have we done to ensure that pedestrians cross the road at zebra crossing or use the overhead bridge? How much do we care for people's crossing or use the overhead bridge? How much do we care for people's rights and our responsibilities for fulfilling those rights? I listened to her innumerable questions which were charged with anguish and fury. I felt heavy, and so, begged permission to leave.

3

I thought over the questions till late that night and tried to find an answer. I got back to my teacher the next morning. "Come on, Ayesha," welcomed my teacher. "Did you have a good sleep?" she asked.

I told her, I slept just a few hours. The issues she raised were good enough to keep me awake. She asked me not to worry too much. "You're a student. You should think of your studies first," she said. "That's right. But, teacher, I think we ought to start thinking of these issues now, otherwise how can we take in future the responsibility of building this nation?" I argued. "I appreciate your concern," replied my teacher with a pat on my shoulder. "In fact, I was going to make the same point. If all our people had thought like you, we could have reduced the rate of crimes in the country," my teacher continued. "Your primary responsibility is studying properly, understanding the meaning of what you learn and behaving accordingly. Then you can spend the rest of your time caring for people and nature around you," she explained. "As citizens of the country, it is our duty to know civic rights and responsibilities, what we can do and what we can't do."

4

I thought over what my teacher had said. If that young driver had known the price he would have to pay for the crime, he would have taken more care. Also if Farzana's father had parked the car on the other side of the road, the accident wouldn't have happened. What was fun for the young driver and his friends, was a disaster for Farzana and her whole family.

5

I talked to my father about the problem and learnt a lot from him. He said, as conscientious citizens of a sovereign country, it is our responsibility to ensure safety of public life and property. We have to frame laws according to the constitution, and ensure proper implementation of those. Live and let live should be our policy. He finally left me with proverb — Do unto others as you would have them done to you.

If we had followed this proverb, Bangladesh would have been a better place to live in.

3

Reading for main ideas
Choose a subtitle for each of the paragraphs from those given below. Number the paragraphs in the spaces provided.

a. Fate of the young driver.
b. Those responsible for the accident.
c. Lessons from my father.
d. Who is to blame?
e. Responsibilities of a student.
Match the questions below with the answers given.
Write that question number in the space provided before each answer.
1. How could parents and guardians be responsible for the accident that killed Farzana?
2. What should motorists do?
3. What should the pedestrians use to cross the road?
4. Where should the pedestrians walk?
5. Why couldn't Ayesha have a good sleep?
6. What is the prime responsibility of a student?
7. What is the second responsibility of a student?
8. What would the driver have done if he had known about the punishment for the crime?
9. What could Farzana's father have done to save her from the tragic accident?
10. What kind of people care for public safety?
11. On what basis should the laws of a country be framed?
12. What does the proverb – Do unto others as you would have them done to you mean?

Answers
a. _______ Caring for people and nature.
b. _______ Because she kept worrying about the questions readies by her teacher.
c. _______ We should behave with people the same way as we expect them to behave with us.
d. _______ Taken more care.
e. _______ By not knowing what their boys were doing.
f. _______ They should not cross speed limit.
g. _______ Conscientious people/citizens.
h. _______ Studying and behaving properly.
i. _______ He could have parked his car near the shops.
j. _______ Zebra crossing or the overhead bridge.
k. _______ On the basis of the constitution.
l. _______ On the footpath.

Now write in complete sentences the questions and answers given in your task 4 and check with your tutor.

Vocabulary 1
The words in the box have been explained/defined below. Match the two by writing the correct word in the space provided before each meaning. One is done for you.

1. disaster 2. innumerable
3. evoked 4. ensue
5. reduced 6. appreciate
7. worry 8. fury
a. evoked – brought to mind  
b. ensure – make sure  
c. innumerable – too many  
d. fury – violent anger  
e. worry – think  
f. appreciate – praise  
g. reduced – decreased  
h. disaster – event that causes great harm  

7  
**Vocabulary 2 Synonyms**  
The words in the box mean the same as those given below. Match the two by putting the correct words in the spaces provided. One is done for you.  

| • conscientious | • anguish | • concern |  
| • pedestrian | • pat | • reckless |  

a. stroke / pat  
b. worry / ..................  
c. faithful / ..................  
d. walker / ..................  
e. careless / ..................  
f. anxiety / ..................  

8  
**Discussion Conditional Sentences**  
As you already know from your previous reading, conditional sentences are used to refer to facts (real or quite possible) and non facts (not real or quite impossible). These sentences are generally introduced with an *if*.  
- 1st conditional sentences are based on facts in real time. They express a possible condition and its probable result.  

**Examples:**  
1. If it rains, I'll get wet.  
2. If you play with that crystal, it'll break.  
   Structure: *If* + present + future  

- 2nd conditional sentences are not based on facts. They express a situation which is contrary to reality in the present and the future.  

**Examples:**  
1. If you had a little more money, what would you buy first?  
2. If I had a computer at home, I would type out the essay today.  
   Structure: *If* + past + would/could/might  

- 3rd conditional sentences are not based on facts. They express a situation which is contrary to reality in the past. In other words, when we want to talk about things that did not happen in the past and we imagine what would have happened if things had been different, we use the 3rd conditional sentences.  

**Examples from the text**
If all our young people had thought like you, we could have reduced the rate of crimes in the country.
If that driver had known the price he would have to pay for the crime, he would have taken more care.

If Farzana's father had parked the car on the other side of the road, the accident wouldn't have happened.
Structure: If + past perfect + might have/could have/would have.

Revision (First Conditional)
Using if for things that will possibly happen.

Write an if sentence for each of the situations given below. Use the following cues.

Example:
Situation: I might go shopping this afternoon.
Cues: go shopping/buy some food
Sentence: If I go shopping, I'll buy some food.

a. The sky is very cloudy.
   it rains / not go to the party
b. Zeeshan is watching TV.
   watch TV for too long/spoil eyes
c. The house is too noisy.
   make too much noise/landlord serve notice
d. Mahin is trying to ride a bicycle.
   Practise regularly/definitely make it
e. Bahar is in hospital.
   it is not too late/visit him

Revision (Second Conditional)
Put the verb into the correct form. One is done for you.

1. She would be rather hurt if I didn't tell her the truth. (not/tell)
2. If you took a lot of vitamin C, your skin ______ better. (look)
3. Farook gave me this pen. He would be upset if I ______ it. (lose)
4. The students would be angry if the book ______. (not/publish)
5. If I was offered the job, I think I ______ it. (take)
6. My teacher would be happy, if I ______ a single class. (not/miss)
11

Practice (Third Conditional)
Put the verb into the correct form. One is done for you.

a. Where on earth are we? If we have brought (bring) the map with us, we would have known (know) where we are.

b. So, you're still in bed!
   If I ______ (know) you would be in bed till 10 O'clock, I ______ (finish) my washing before coming here.

c. Oh! It has started raining.
   If I ______ (listen) to the weather forecast in the morning, I ______ (bring) my umbrella along.

d. I didn't know we were supposed to bring our national flag with us.
   If I ______ (write) to my mother asking for it, she _____ (send) me one.

e. Monisha is now upset about the results.
   If she _____ (take) a little more care, she _____ (perform) better.

f. I didn't know you were in Rajshahi.
   If your mother ______ (tell) me earlier, I ______ (visit) you.
Ah, Some Fresh Air!

Learning Point: Use of get,
• Practising Second Conditional (If + past + would)
• Who as a relative clause / pronoun.

Introduction
Many of us don’t ever think of the harm we cause to the environment around us. Polythene bags, careless disposal of garbage, dumping of construction materials on public roads, and reckless felling of trees, are some of the factors that pollute our environment. It is time we raise awareness about these factors and check pollution.
This lesson initiates discussion on environment pollution. The purpose is to encourage you to think of the problem and work actively to save our environment for a bright and healthy living.

Objectives
After studying this lesson you will be able to –
• discuss factors responsible for environment pollution
• increase your vocabulary
• use in your speech and writing
  – would to talk about habitual past
  – the second conditional: If + past + would
  – who as a relative clause/pronoun
  – as for reason.

1 Warm up questions
a. You must have had the experience of waiting for a bus in a busy road. What bothered you most then?
b. When you passed by a dustbin in a public corner what impression did you have? Write it with a 'should' modal.

2 Now read the text and answer the questions that follow.
Ayesha and Selim are getting late for school. Their mother shouted at them for not taking a bath. So Ayesha quickly rushed to one bathroom and Selim to the other for a quick shower. They put on their school uniform, had a little breakfast and bade their mother good bye.

They had to walk a little to get to the bus stop where they usually wait for the school bus. It was difficult for them to get through that busy, crowded and dirty lane, littered with kitchen garbage in polythene bags. There would often be a little rickshaw jam with school goers around, on rickshaw and on foot. Young shop assistants would be found carrying stamina hot tea in coca-cola bottles, or in little empty cans of condensed milk, or in cups turned over the saucers. Ayesha observed at the innovative ideas of our poor people. Our people have fertile brain. If they had proper education and a little training, they could do wonders, Ayesha thought. They got through the lane and reached the bus stop.

The main road was no better. Some construction materials: rods, bags of cement, graved and a heap of sand, covered one side of the road, making it narrow and difficult for pedestrians and other traffic to pass. The two school goers made their way through and stood in the little shade provided by a bill board against the lamppost. Ayesha and Selim tried to hide from the scorching heat of the sun.

"Disgusting, isn't it?" complained Ayesha.
"What?" asked Selim.
"That lane, we just had to cross and then this road! It's all so dirty and unhygienic! The air we breathe in is polluted. What's the point of taking a shower in the morning when the environment around you is so unhealthy," said Ayesha in anguish.

"yes, I know. And look at that heap of sand there and other construction materials. We have no clear space here to stand and wait for the bus. Some people use public roads as if they are personal properties," added Selim.

"You're right", said Ayesha. "People who build houses like this never even for once think of the inconvenience and sufferings they cause to the general public. I agree, people have the right to make life comfortable for themselves, but not at the cost of others' comfort. I wish they had a little more civic sense and cared for others," she added.
As the heat was getting unbearable Selim started looking for a bigger shade. "I wish there were some trees around!", exclaimed Selim "That's right," said Ayesha, "If they had planted trees all along the road, it would have been more shady and comfortable. Also trees are environment friendly and they have economic values. Our teacher was discussing this in class the other day." As they were discussing environment they were keeping an eye on the buses passing. Selim looked at his watch and said, "The bus should be here at seven, but it's a quarter past seven now, and it still hasn't arrived." "Well, it must be the traffic jam for which it got stranded somewhere," suggested Ayesha. "I wonder if we would be able to reach school on time,' she said.

They continued talking about air pollution, planting, trees, polythene bags, traffic jam, etc. when suddenly the bus arrived. "There you're, the bus has finally arrived. Hop in, said Selim.

They got on the bus, took their seats and heaved a sigh of relief. As the bus started moving, a gush of fresh air touched them on the face. With their hair fluttering in breeze, Ayesha looked at Selim and said, "Ah, some Fresh Air!"

3 Reading for main ideas
The subtitles below summarize different paragraphs of the text above. Read the subtitles and number the corresponding paragraphs in the spaces provided.

a. The issue of civic right.
b. The lane to the main road.
c. Tension about school bus.
d. Preparing for school.
e. The plight of the main road
f. Discussing environment.
g. Tension released.
h. At the bus stop.

4 Comprehension Questions
Write short answers to the following questions:

a. How many bathrooms are there in Ayesha's house?
b. How far is the bus stop from Ayesha's house?
c. How do young shop assistants carry tea in the morning?
d. What conclusion does Ayesha draw from her observation of the morning scene in the lane?

e. Why has the main road become narrow?

f. What provided Ayesha and Selim some shade at the bus stop?

g. What are the advantages of planting trees all along the road?

h. Who saw the bus coming?

i. Why did the two schoolgoers exclaim, "Ah some fresh air!"?

5 Specific action verbs

The italicised words in the following sentences can be substituted with stronger action verbs or with weaker verbs. The meaning of the sentence word changes accordingly.

Examples:
1.a Their mother shouted at them for not taking a bath.
2.a Ayesha quickly rushed to one bathroom and Selim to the other for a quick shower.

Sentence 1a could be rewritten as
1b. Their mother scolded them for not taking a bath.

Here the meaning is more general. You can scold someone softly or loudly, but when you shout at somebody the picture becomes clearer and the action is more specific. What is the picture like when you come across the following sentence?

Their mother *yelled* at them for not taking a bath.
The picture becomes sharper and more specific with the use of the verb, *yelled*.

2b. In sentence 2a. the action verb rushed could be substituted by went, Ayesha quickly went to one bathroom and Selim to the other for a quick shower.
The word went is of a more general nature compared to rush which is more specific.

When you are writing an essay or an article try to use specific action verbs. That will help your reader understand the text better and share your experiences very closely.

Exercise

Now rewrite the following sentences substituting the action verbs with words in the box below. Say whether the new word makes the sentence more specific or general. One is done for you.

| a. struck    | b. thought over | c. get in    | d. scrutinized | e. breathed out |
|             |                |             |               |                |
|             |                |             |               | f. donned      |

Example
They put on their school uniform.
1. Ayesha observed these very keenly.
2. She wondered at the innovative ideas of our poor people.
3. The bus got stranded somewhere.
4. The bus has finally arrived.
5. "Hop in", said Selim.
6. They heaved a sigh of relief.

Vocabulary: Synonyms and Antonyms

The words in italics in the sentences below have their parallels in words in the box, synonyms and antonyms. Choose appropriate parallels from the box and write them in the spaces provided. One is done for you.

| disgusting | fertile         | unbearable |
| fluttering  | littered        | inconvenience |
| scorching   | innovative      | anguish |
| gravel      | gush            |            |

1. Who has messed up the room with waste paper and colour pencils?
   - littered

2. Here with us you have the opportunity to do a lot of creative work.
   - creative

3. This land is very rich. If you sow seeds you will get a quick return.
   - rich

4. As the path is smoothed with little stones you have very little chance of slipping over.
   - little

5. It is pleasant to walk in the soft rays of the setting sun.

6. If you sit in our garden you will have a pleasant feeling.

7. Rahela saw her mother suffering in severe mental pain when her brother left home.
   - pain

8. I find his rudeness intolerable.

9. Can I hitch a lift with you as far as your office? Sorry for the trouble caused.
   - trouble

10. The little boy washed his hands in the water that spurted out from the broken pipe.
   - broken

11. Jamil jumped to the window to see the helicopter hovering overhead.
7 The use of get

Notice the use of the word get in the text. Read the text again and guess the meaning of get (ting) in each situation. Also notice the words following, adjective or preposition to guess the meaning.

Exercise
Now write what get means in the sentences below. Use the bank spaces.

1. Ayesha and Selim are getting late for school.
2. They had to walk a little to get to the bus stop.
3. It was difficult for them to get through that busy lane.
4. As the heat was getting unbearable Selim started looking for a bigger shade.
5. They got on the bus and took their seats.

8 Practice : Would to talk about habitual past

We use would when we talk about things that happened regularly in the past.

Examples
There would often be a little rickshaw join with school goers around.
Young shop assistant would be found carrying tea in coca-cola bottles.
In this sense, the use of would is similar to used to:
Young shop assistants used to carry tea coca-cola bottles.
The following sentences are about things that used to happen in past. Complete the sentences using would + one of these verbs:
tell bite eat clap play cry

1. When he was a little boy, he would cry for bananas; but now he just hates them.
2. Whenever Badal was angry, he _______ his nail.
3. The teacher loved her students very much. Whenever a student answered correctly, she _______.
4. My father was a perfect gentleman. He _______ with his fingers, but children wet his palm.
5. The children were very fond of me. I _______ them stories and put them to sleep.
6. We had very comfortable house in Comilla with a big lawn in front. The children _______ there all evening.

9 Practice:
If + past + would (the second conditional).
When we imagine a situation where we would like something to be or happen in a way which is contrary to the present, we use If + past form of the verb + would ie. the second conditional.
If they had proper education and a little training, they would win laurels for the country.
I don't take butter, you see.
If I were thin like you.
I'd take it everyday.

In the first sentence we understand, they do not have proper education at present, though we would like to see them properly educated. This is expressed with if + had (past form of the verb, have) + would.
In the second sentence, it is understood that the speaker is fat, but would like to be thin. This is expressed by using If + were + would.

A
Now put the verb into the correct form.
1. If I knew about his visit, I would prepare something for him. (know)
2. It's a pity you can't cook. It would be useful if you ______ . (can)
3. I would stay longer if I ______ a visitor waiting for me. (not/have)
4. We wouldn't spend so much money on food if we ______ in the village. (live)
5. She would recover earlier if she ______ with the medicine prescribed. (continue)
6. Air pollution is a serious problem in Dhaka city. If the vehicles ______ regularly the problem would be solved to some extent. (check)

B
Write a sentence with If ..... for each situation.
1. The office assistant doesn't work whole heartedly.
   If he had some incentives he would work for longer hours.
2. It is difficult to follow Basher's speech.
   If ...................... more slowly and clearly.
3. Arshad wants to leave his job at a buying house.
   If .................. properly, he would stay with them.
4. There is no point in wasting food.
   If .............. the chops .............., .............. finish them.
5. The university campus looks barren without trees.
   If .................... lots of trees, the campus ......................... .
6. Telephone calls often are very disturbing.
   ...................... fines for obnoxious calls, ......................... .
Practice: Who as a relative clause/pronoun

A clause is a part of a sentence, and a relative clause tells us which person or thing the speaker means.
The girl who sings with a guitar is my cousin.
The doctor who treated my father is transferred to Mymensingh.
People who build houses like this never even for once think of the inconvenience and sufferings they cause to the general public.

In the sentences above who is used as a relative pronoun for it stands for the girl in the first sentence, the doctor in the second sentence and people in the last sentence.

Who does the job of a conjunction as well, and tells us which person has done the job. It connects the two clauses of the sentence s above, and it begins a clause.

The girl is my cousin. She sings with a guitar.

− The girl who sings with a guitar is my cousin.

The doctor is transferred to Mymensingh. He treated my father.

− The doctor who treated my father is transferred to Mymensingh.

Exercise
Join the two sentences with who.
a. The architect designed this building. He won the national award.
   The architect who designed this building won the national award.
b. The girl is gone. She used to look after the baby.
c. It was Begum Rokeya. She worked hard for female education.
d. Where is the boy? He broke the glass.
e. It was Alexander Bell. He invented the telephone.

f
I like people. They always speak the truth.

As for reason
One of the uses of as is to give reasons.
As the heat was getting unbearable, Selim started looking for a bigger shade.
As I was tired, I went to bed early.
I must go on a diet, as I'm putting on weight.

In all the sentences above, as is used to mean reason.
Selim started looking for a bigger shade because the heat was getting unbreakable.
I went to bed early because I was tired.
I must go on a diet because I'm putting on weight.

Because, since and for are all used to give reasons. There you could say.
Since I was tired, I went to bed early.
I must go on diet for I'm putting on weight.

**Exercise**
Join the two sentences with as.

a. It was a bright sunny morning.
   We all went out for a drive.
   As it was a bright sunny morning.
   we all went out for a drive.

b. It was raining. I carried an umbrella with me.

c. I can't watch television for long.
   I have eye problem.

d. Don't drink this water. It is not safe.

c. Why don't you do some cooking?
   You have no class today.

12

**Review**
In this lesson we are introduced to some factors responsible for the pollution of environment. This deputed in the conversation between Selim and Ayesha, two school goers waiting for their school bus to arrive. We learnt some vocabulary items like fluttering, gravel, scorching, anguish, etc., the use of specific verb to give a sharper meaning, different uses of get and some structures.
LESSON : 1

1.

Warm up question
When I'm on the busy roads of a city like Dhaka I feel uncomfortable and disturbed. That's because the traffic is not disciplined. Everybody wants to go first, irrespective of the size and speed of the transport. I feel disgusted about the traffic jam, fumes from the motor vehicles, indiscriminate disposal of wastes, and dumping of construction materials on the roads. I'm also against the use of footpaths for open air shops.

3. 
1 – d  2 – b  3 – c  4 – d  5 – g  6 – f  7 – e

4. 
a. – T  b. – DK  c. – F  d. – T  e. – F  f. – T  g. – F  
   h. – DK  i. – T  j. – F

5. 
1 – d  2 – b  3 – f  4 – c  5 – a  6 – i  7 – e  
8 – g  9 – h

6. 
Comprehension questions
(Hints given : students are expected to write in full sentences.)

a. A little prayer before going out.

b. Maths tutor.

c. Around 3 : 15 to 3 : 30 pm.

d. Farzana – simple, gentle, caring and with a deep sense of responsibility: "How can I leave you here alone? Our roads are not safe," she said.

e. The car that killed Farzana was a brand new one with no number for the owner had applied for registration. It was black with tinted glasses. There were about four or five young boys listening to loud music.

f. He was shocked. In extreme cases people don't speak, or speak very little. Perhaps he was a self-composed man who believed in the ultimate reality that his daughter was gone. Nothing could bring her back. (You can give your own reasons.)

g. Ayesha was shocked and filled with remorse. She regretted for letting her friend go.
7. **Vocabulary 1**
   a. fastfood  
   b. beckoned  
   c. stared  
   d. scurried  
   e. tinted  
   f. triggered  
   g. strode  
   h. remorse  
   i. implored  
   j. gestured

8. **Vocabulary 2**
   a. **sight**: witnessed  stared  looked  
   b. **movement**: return beckoned gesture smiled  scurried  drving  strode  
   c. **feelings**: assured shocked remorse  
   d. **speech**: say  said  
   e. **sound**: honked blast  hear

9. **Practice**
   a. When I'm hungry, I'll have some bananas.  
   b. When you've finished your work, leave your answer scripts on the table.  
   c. I'll stop reading when I'm tired.  
   d. Maria can play with you, when she has finished her work.  
   e. When the vegetables are fairly done, add some salt and pepper.

10. **Need to + v**
   a. My mother needs to see the doctor every month.  
   b. Arman needs to visit the tea gardens every month.  
   c. Mashuk needs to wash his socks every day.  
   d. Samina needs to write a letter to her mother.  
   e. The teacher needs to know the students by name.

11.  
   a. Obb. Lc  C. Hc  d. Lc  
   e. Abf. Hc  g. Sc

**LESSON : 2**

**Warm up task**
As an individual I can do a lot to reduce road accidents. I can do the following:
- follow traffic rules and signals  
- cross the road through zebra crossing  
- check the fitness of my car before driving  
- shouldn't cross speed limit when I'm driving
• start early and manage time and not rush on the road
• be ready to wait and give others a chance to pass, etc.

3
Reading for main ideas
1 – d  2 – b  3 – e  4 – a  5 – c

4
Matching questions with answers
1 – e  2 – f  3 – j  4 – l  5 – b
6 – h  7 – a  8 – d  9 – i  10 – g
11 – k  12 – c

6.
Vocabulary 1
b – ensure  c – innumerable  d – fury  e – worry
f – appreciate  g – reduced  h – disaster

7
Vocabulary 2
b – concern  c – conscientious  d – pedestrian
e – reckless  f – anguish

9
Revision (First Conditional)
a. If it rains, I'll not go to the party.
b. If you watch TV for too long, you'll spoil your eyes.
c. If we make too much noise, the landlord will serve us a notice.
d. If he practises regularly, he'll definitely make it.
e. If it's not too late, I'll visit him.

10
Revision (Second Conditional)
2. If you took a lot vitamin C, your skin would look better.
3. He would be upset if I lost it.
4. The students would be angry if the book is not published.
5. If I was offered the job, I think I would take it.
6. My teacher would be happy if I did not miss a single class.

1

Practice (Third Conditional)
b. If I had known you would be in bed till 10 o'clock, I would have finished my washing before coming here.
c. If I had listened to the weather forecast in the morning, I would have brought my umbrella along.
d. If I had written to my mother asking for it, she would/could have sent me one.
e. If she had taken a little more care, she could/would have performed better.
f. If your mother had told me earlier, I would have visited you.

LESSON : 3

Warm up questions

A

Break smoke from motor vehicles.
traffic jam
dust
no shade due to absence of trees
construction materials dumped on the roads
beggars, etc.

B

People should have thrown their garbage inside the dustbin, and not outside it.

3

Reading for main ideas
1 – d  2 – b  3 – h  4 – e
5 – a  6 – f  7 – c  8 – g

4

Comprehension questions
a. At least two.
b. Not far, within walking distance.
c. They used to carry hot tea in coca-cola bottles, or in little empty cans of condensed milk, or in cups turned over the saucers.
d. Bangladeshi people are intelligent. They are poor but have innovative ideas. With proper education and a little training, they could do wonders.
e. Because of the dumping of construction materials.
f. A billboard against the lamppost gave Ayesha and Selim a little shade.
g. We get a cool and shady road. Also trees help in preventing soil erosion and in maintaining ecological balance.
h. Selim first saw the bus coming.
i. Because it was a relief for them to get out of the polluted environment of their bus stop.

5
Specific action verbs
1. watched – general
2. thought over – general
3. stuck – general
4. come – general
5. get in – general
6. breathed out – general

6
Vocabulary: Synonyms and Antonyms
2. innovative 3. fertile 4. gravel
5. scorching 6. disgusting 7. anguish
8. unbearable 9. inconvenience 10. gush
11. fluttering

7
The use of get
1. being 2. reach 3. pass
4. becoming 5. entered

8
Would to talk about habitual past
2. would bite 3. would clap 4. would eat
5. would tell 6. would play

9
If + past + would (the second conditional)

A
2. could 3. didn’t have 4. lived
5. continued 6. were checked

B
2. If he spoke more slowly and clearly, everybody would understand him.
3. If his colleagues behaved properly, he would stay with them.
4. If you served the chops for breakfast or lunch, we would finish them.
5. If they planted lots of trees, the campus would look beautiful.
6. If there were fines for obnoxious calls, people would behave themselves.

10

Who as a relative clause/pronoun
b. The girl who used to look after the baby is gone.
c. It was Begum Rokeya who worked hard for female education.
d. Where is the boy who broke the glass?
e. It was Alexander Bell who invented the telephone.
f. I like people who always speak the truth.

11

As for reason
b. As it was raining, I carried an umbrella with me.
c. As I have eye problem, I can't watch.
d. Don't drink this water as it is not safe.
**Overview**

Lesson 1 : Reading and Understanding Advertisements

Lesson 2 : Reading and Understanding Notice

Lesson 3 : Application

Lesson 4 : CV

Lesson 5 : Filling in Forms

Lesson 6 : Interview

Lesson 7 : Interview

Answer Key
Advertisements are all around us; they are important. Where do we find them and why are they important? We all do read newspapers, right? Well, in a newspaper, we find news stories, editorials and reviews. Newspapers are also there broadcast on radio and television. From an advertisement me, the readers/customers. Customers get information about products, and also help us find a suitable job.

**Objectives:**
After you are through this lesson, you'll be able to:
♦ read an advertisement finding out the key points
♦ understand an advertisement and then decide upon it.

write application for the job accordingly –

**A**
Dear student, when the advertiser wants to increase the number of their products sound perfect. In an advertisement, the advertiser may just give their opinion or also provide the facts.
Now look at the advertisement below and distinguish between fact and opinion in it.

<table>
<thead>
<tr>
<th>'Delicacies'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Pastry shop</td>
</tr>
<tr>
<td>One pound fruit cake.</td>
</tr>
<tr>
<td>Delicious, yummy, satisfying</td>
</tr>
<tr>
<td>26 Escaton Road only 70/- taka</td>
</tr>
</tbody>
</table>

The advertisement says that the fruit cake is delicious yummy and satisfying. Do you agree with this? How do you agree? It is only the opinion of the advertiser. Also the word' only' before the price is also an opinion and not a fact. If most one pound fruit cake cost more than taka 70/-, we might agree with the advertiser's opinion, that they are offering a less price. And if its rate the fact then me will dicing.

Now read this advertisement and tell which part of it is fact and which is opinion.
Nepal Travels, 22 Kamal Ataturk Avenue. Banani, Announces exciting, full-filled, package (Kathmandu, Nagonkot, Pakkara), trip to Nepal. Tk 10,000/- only.

Could you find out the facts and opinions from the advertisement. Good.

Dear learner, you yourself can be an advertiser too. You can place your advertisements in the classified ad. section of the newspaper. Remember that, because classified ads. are paid for by the word, by the number of lines, or by the amount of space they occupy, usually they are short. When you'll write a classified ad. remember to:

Choose your first word. The first word is the key word. It is usually the name of the item or service being advertised.

Keep your ad short and specific, i.e. to the point. This will reduce the cost. Shortened sentences and, abbreviations can be used.

Include information about your where about, i.e. how you can be reached.

Provide the correct/true information, at the same time make your advertising sound good and attractive.

Read the following ads and give your opinions on each of them, like whether more information could be added.

1. **WANTED**
   Baby-sitter for 3 children, weekdays.
   Phone : 822222

2. **FOR SALE**
   Spanish guitar.
   Call : 811111 after 5 p.m.

3. **TO LET**
   2000 sq/ft flat, posh area,
   Call : 421111
can visit

4. **FOR SALE**
   Refrigerator, poor condition
   Tk 5000/- only.
   Call : 411111, 1-2 p.m.

Read section B again and answer the following questions.

1. Why classified ads are usually short?
2. While writing an ad what points are to be remembered?
3. Rewrite the ads in section B.

As a job seeker we are to write application to the organisation/company who are offering the post. We come across advertisements captioned, 'Wanted', 'Career Opportunity', 'Teacher Wanted', 'Security Wanted', 'Cook Wanted', 'Driver
Wanted', 'Situation Vacant' etc. It is very important to understand such ads before applying for the job. Understanding of the ad correctly will help you write an effective application, which may ultimately help you to find the job. From the ad you must be able to realise the nature and volume of work, the facilities offered, future prospects and also your capacity and interest in doing the offered job and thus find out the right job for yourself.

ί

In this section we will look at some sample ads and find out the key points, i.e. Qualification/criteria of the applicant, advantages, disadvantages any quirics, etc. in them. No 1. ad is being done for you. You can have your points under above mentioned headings.

1. **Tutor wanted**
   Tutor 2 children of class 8, all subjects remuneration negotiable, Ph: 233333
   - to teach how many days
   - for how long
   - could transportation be available?
   - Offered salary.

2. **Secretary Wanted**
   Looking for a timely, energetic, young person with good secretarial skills.
   Must be good in communicative English. Attractive salary, house rent and other benefits are offered. Have to work extra hours, if required, also may be on week ends. promotion after 2 yrs of satisfactory completion. The personal manager, Silver Group, 59 Mohakhali, Dhaka, within 7 days.

3. **Situation Vacant**
   Wanted by James Palak Group for immediate appointment:
   One M.B.B.S doctor with minimum 12 years experience as Medical Practitioner. Candidate earning less than Tk. 20,000/- per month need not apply. Apply to: The co-ordinator, Medical department, James Polak Group, 122 Motijheel C/A, Dhaka, latest by 15 Sept.

4. **Career Opportunity**
   Bangladesh Pharmaceuticals Ltd. requires an Assistant Inventory Officer for its factory at Savar.
   The candidate should be an B. Sc with Chemistry as one of the subjects.
   Experience in Supervision of Inventory and Warehouse in a Pharmaceutical Manufacturing Company with Computer knowledge will be given preference.
   This position offers excellent remuneration with fridge benefits including transport facilities.
   Please apply with complete CV to Bangladesh Pharmaceuticals Ltd, 14 Mohakhali C/A, Dhaka 1212 within 7 days of the publication of the advertisement.
5. **Typist Wanted**
   An experienced full time typist. Please apply with full bio-data and a recent passport size photograph to G.P.O Box 20, Dhaka. Inquiry Phone: 233333.

6. **Wanted Immediately**
   A leading Hongkong based garment Buying House is looking for a smart lady to be trained abroad for the post of Accountant.
   
   Age Limit: 30 - 35 years
   Qualification:
   - M. Com
   - good at English
   - computer literacy preferable
   Experience: not essential
   Write to:
   - Box No. 21
   C/O The Bangladesh Observer
   Motijheel C/A. Dhaka

   Within a week.

7. **Why is it important to understand an ad properly?**
   Dear student, when you know how to extract the key points from an ad. you know whether to apply for the job or not. You can prepare your CV and write the application accordingly. In this lesson you have learnt how to read and understand an advertisement effectively. Have you done the activities? Very good ; Check your answers with the answer key.
Dear student, do you come across notices? We do, and where do we find them? In newspapers, in our school/college notice board, in our offices and also in right? In this lesson we'll learn why do we need to read and understand notice effectively and how can we do that.

**Objectives:**
after you are through this lesson you'll be able to –
♦ read notice effectively
♦ understand the notice and act accordingly
♦ get important information about certain subject or issues.

A
Dear learner, as we come across different kinds of notices everyday it's important that we read and understand them to their real perspective.
Notice served can be for the general public, or for a particular group of them and also for a particular/specific person. In this section we'll go through some sample notice and see what we understand by them. When we understand the notices, We can take necessary measures/do/plan things accordingly. The purpose of a notice is to inform the relevant person/persons well-ahead of something of importance.

1. **Notice**
   This is to inform our valued customers that due to maintenance work power supply in the following areas will be disrupted from 1 a.m. – 7 p.m. on 28.8.98. We are extremely sorry for this inconvenience.
The areas: Malibag Chowdhurypara, Moghbazar, Modhubagh, Shantinagar, and Baily road area of Dhaka city.
Dhaka Electric Supply Authorities

2. **Notice**
The members of the School Committee are requested to join a meeting on Tuesday, Sept 01, 1998 at 10:00 a.m. at the office of the Chairman, Room # 222.
Office of the Executive Engineer Gumti W. D. Division
BWDB, Comilla

NOTICE
In modification of the Tender No. 01/98-99 dated 29-07-98 for closing the breach including berm development of Gumti left embankment at Darikandi (Mouza Kawatgaon) P. S. Muradnagar, Dist. Comilla from Km. 50.100 to Km. 50.205, the following amendments are made due to unavoidable circumstances:

a. Tances bidding of tender date : Upto 09-09-98 instead of 25-08-98.
b. Receiving of tender : 09-09-98 & 10-09-98 upto 12-00 noon instead of 25-08-98 & 26-08-98.
c. Opening of tender : 10-09-98 at 12-30 hrs. instead of 26-08-98

All other terms and conditions of the tender will remain unchanged.

Executive Engineer
Gumti W. D. Division
BWDB, Comilla

(Taken from the Bangladesh Observer, August 25, 1998 issue)

4

National Curriculum & Textbook Board 69-70 Motijheel Commercial Area,
Dhaka 1000

NOTICE
This is to inform the students of HSC level that their Bangla Text Book is now available in the market. This book is a new revised edition with new materials. It is written as per the curriculum for 1998-99 session and the previous book. Available will not be of use anymore. However the English Text Book remain unchanged and will be still in circulation for 1998-99 session. It may be mentioned here that the colour of the cover pages of the new Bangla Text Book is light green. Please note this while purchasing the book.

Chairman
NCTB
Dhaka

NOTICE 1
This is a public notice okay. Now lets analyse these notices served to a section of the public. It is meant for the residents of Malibagh Chowdhuripara, Moghbazar, Modhubagh, Shantinagar and Baily Road areas.

− The notice says that power supply will be disrupted in these areas.
− There will be no electricity on 28-8-98 from 7 a.m. – 7 p.m.
− After reading this notice people in the above mentioned areas may take necessary measures during power disruption.
NOTICE 2
From Notice 2 we understand that,
− this notice is written for a selected group of people
− the group consists of the members of the School Committee, so it’s not for all the members of the school.
− the meeting will be held on Tuesday, Sept 01, 1998 at 10:00 a.m.
− the venue is the Office of the Chairman at room # 222.

NOTICE 3
This is a tender notice
− meant for some specific parties having some interest
− this notice is only a follow-up
− it indicates the changed schedule mentioning all the details of the tender called earlier.
− the information and date regarding bidding receiving of tender, opening of tender are given in the notice.
− it also mentions that all other terms and conditions of the tender remains unchanged.

NOTICE 4
This notice is for the students of HSC.
− the Bangla Text Book is now available in the market.
− this is a new revised addition.
− with the new addition, the older version of the book would become ineffective.
− this new book is for 1998-99 session.
− but the English Text Book remains as it is, it is not continue to read/use it.
− the notice also mentions that the new Bangla Text Book has its inner pages of light green colour.

So, from section A, you know how to read and understand a notice if it concerns you. You can jot down points for your convenience. Now, jot down points from the following notices and see whether you can really find out important messages and relevant information form them.

<table>
<thead>
<tr>
<th>Notice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital ahead</td>
</tr>
<tr>
<td>Silent area</td>
</tr>
<tr>
<td>Blowing of horn prohibited</td>
</tr>
<tr>
<td>Sound limit 45 decibel</td>
</tr>
</tbody>
</table>
2. **Notice**

Faculty members of the Open School are requested to note the inclusion of the following agenda for discussion in the school meeting scheduled for September 01, 1998 at 12 noon in room 202.

- Present position of school programmes – ongoing and forthcoming
- Miscellaneous

3. **Bangladesh Open University**
   **Examination Division**
   Boardbazar, Gazipur-1704
   Timetable for the CELP examination
   January – June ’96

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Course/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-01-97</td>
<td>9:30 a.m. – 12:30 p.m.</td>
<td>Course I (Friday) Written test</td>
</tr>
<tr>
<td>10.01.97</td>
<td>9:30 a.m. – 12:30 p.m.</td>
<td>Course II (Friday) Viva Voce</td>
</tr>
<tr>
<td></td>
<td>2:00 p.m. – 5:00 p.m.</td>
<td>Viva Voce</td>
</tr>
</tbody>
</table>

Controller of Examinations

4. **National Seminar**
   University Teacher’s Association

Subject: Problems in educational sector in Bangladesh.
Venue: Osmani Smriti Auditorium
Date: 01 September, 1998
Time: 9:30 am.

Interested teachers are requested to be present at the venue from 15 August 1998 till 01 September, from 9 am. – 12 noon.

C

**Write notices for the following situations:**

1. There is a primary school ahead. The drivers should slow down speed. Speed should not exceed 10 miles per hour.
2. The faculty members of the Open School need to be there in the office for taking up specific responsibilities for a certain period.
3. A timetable needs to be prepared for the examination of the English Courses of SSC Programme.
4. A Meeting scheduled before has been postponed.
From Lesson 1, we have learnt the importance of reading ads effectively and understanding it. When we understand ads we can write the application for the job accordingly. As a prospective/job seeker, we are to write application to the organization/company that that are offering the job. An effective application will ultimately help to find the job. In this lesson we'll learn how to write effective, convincing and well-planned applications.

**Objectives:**
When you'll be through this lesson, you'll be able to
♦ write appropriate/effective application
♦ use the right format of writing an application.

A

Dear student, we have to write applications either to have entry/admission to a course/university of further education or for a job. So, we all must have sufficient practice in writing applications. When you are applying for a job, remember that you are attempting to sell your services. This application should be written with tact and utmost care so that the prospective employer gets interested in you.

A good application for a job does not ensure employment but certainly ensures a chance for an interview. And this will open up doors for you.

While writing an application remember the following points:

- In the opening paragraph a short introduction should be stating clearly the job applied for and how you.
- You can write a long letter containing the relevant details.
- Can write a short one with a résumé/CV as an attachment.
- Be brief, exact and concise.
- Present your qualifications, experience and other relevant information to motivate the employer.
- Be simple, personal, polite and appealing. The application should be neat and clean, preferably typed unless it is required that it should be in your own hand writing.
- Be careful about spelling, grammar, punctuation and sentence construction.
Be careful about the spelling of the names of the company and the officer addressed.
Assert yourself without being aggressive or in complete.
Be positive and optimistic in your outlook.

Never show dissatisfaction with the present or former job or employer.
Your application should reflect your knowledge of yourself, the job and its requirements.
You may conclude your application by requesting for an interview at the employer's convenience.
Write, rewrite and write again – before writing the final copy.

Answer the following questions
1. On what purpose do we write applications?
2. What is the importance of writing a good application?
3. What needs to be there in the opening paragraph of the job application?
4. Will the application be long or short?
5. What sort of language should be used in writing an application?
6. While writing an application on which points you should be careful?
7. The application should reflect what?
8. How you might conclude the application?

Sample applications
Dear learner, here are given some sample applications based on the advertisements given below. Read them carefully.

Example : 1

**Secretary Wanted**
Looking for a lively, energetic, young person with good secretarial skills. Must be good in communicative English. Attractive salary, house rent and other benefits are offered. If you think the you are the person we are looking for then write to:
The Personal Manager, Silver Group,
59 Mohakhali, Dhaka, within 7 days.

Reply to the above advertisement:
24 August 1998
The Personal Manager
Sliver Group
59 Mohakhali
Dhaka

Subject: Application for the post of "Secretary".

Dear Sir,
In reference to your advertisement published in 'The Bangladesh Observer' in its issue of 23 August, 1998, I would like to apply for the above mentioned post. I am 25 years old. I did my graduation in commerce in 1997 and completed a one year Diploma in Secretarial course. I have been working as a Secretary to the Sales Officer of Bangladesh Toiletries Ltd, Dhaka. Herein I am enclosing my CV for your kind consideration. May I mention here that I would be available for an interview at any time.

With thanks
Yours faithfully
(Shabbir Chowdury)

Example : 2

Teacher Wanted
A reputed English Medium School is inviting applications for posts of English Language Teachers. The candidate must be an Ma in English have some experience in teaching Alongwith with your CV and a passport size photograph, please send your application to : The Principal, Sunrise Int. School, Dhanmondi, Dhaka by 01 September, 1998.

The Application

27 August 1998
The Principal
Sunrise Int. School
Dhanmondi, Dhaka

Subject: Applying for the post of teacher in English.

Dear Sir/Madam,
Referring to the advertisement published in 'The Daily Star' on 25.08.'98, as a prospective candidate I am offering myself for the above mentioned post. I enclose my CV and the names and addresses of two referees.

Thank you.

Sincerely yours,

(Rubayat Alam)

Example : 3

<table>
<thead>
<tr>
<th>Situation Vacant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted by James Polak Group for immediate appointment : One M. B. B. S doctor with minimum 12 years experience as medical practitioner. Candidate earning less than Tk. 20,000/- per month need not apply. Attractive salary plus other benefits. Apply to : The coordinator, Medical Department, James Polak Group, 122 Motijheel C/A, Dhaka latest by 15 September '98.</td>
</tr>
</tbody>
</table>

Reply

10 September 1998
The Coordinator
Medical Department
James Polak Group
122 Motijheel C/A
Dhaka

Sub : Application for the post of doctor.

Dear Sir/Madam,

With reference to your advertisement published in "The Bangladesh Observer" dated 7 September 1998, I would like to offer my services for the above mentioned post. Enclosed herewith my CV for your kind consideration I would expect a call to prove my worth for the post.

Thanking you.

Yours faithfully,

(Tahmina Hossain)
Write application for the following ads.

1. **A French Advertising Agency**
   With an international repute is looking for a 30-35 year old graduate in Economics. The ability to work under pressure together with an enthusiasm to learn and good command of French is essential.
   Please send a letter of application and CV to: 20 Bailey Road, Dhaka 1205.

2. **Basket Ball Coach**
   We are looking for an experienced and qualified person to fill a vacancy for a full-time basketball coach. You will have to coach individuals and group of both children and adults.
   Apply in writing to:
   The Director
   The Basketball Centre
   120 Ramna, Dhaka

**Lecturer in Physics**
We have a vacancy of a post of a Lecturer in our Physics department. Please send an application along with your CV photocopies of your certificates to:
The Principal
Viquarennisa Noon College
Baily Road, Dhaka.

Dear Student, the list below contains some words that are commonly used in job applications. It's better that you remember these words while writing an application.

<table>
<thead>
<tr>
<th>preference</th>
<th>opportunity</th>
<th>qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>reference</td>
<td>vacancy</td>
<td>advertised</td>
</tr>
<tr>
<td>experience</td>
<td>ability</td>
<td>attached</td>
</tr>
<tr>
<td>qualifications</td>
<td>necessary</td>
<td>pleased</td>
</tr>
<tr>
<td>information</td>
<td>apply</td>
<td>experienced</td>
</tr>
<tr>
<td>position</td>
<td>reply</td>
<td>interested</td>
</tr>
<tr>
<td>advertisement</td>
<td>sincerely</td>
<td>faithfully</td>
</tr>
<tr>
<td>available</td>
<td>convenient</td>
<td>suitable</td>
</tr>
</tbody>
</table>
**Envelope**

The address of the candidate should be written at the left side of the envelope. The address of the advertiser will go on the right side. At the top of the envelope mention the post for which you are applying. Look at the example below:

<table>
<thead>
<tr>
<th>Application for the post of 'Sales Executive'</th>
</tr>
</thead>
<tbody>
<tr>
<td>From</td>
</tr>
<tr>
<td>Salma Khan</td>
</tr>
<tr>
<td>25, Eskaton Road</td>
</tr>
<tr>
<td>Dhaka</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Now write the particulars on the envelope for the advertisements in Section D. (Question 2 & 3)

Dear student, in this lesson you have learnt how to write an effective letter of application. It's quite easy, isn't it? Check your answers with the answer key.
Lesson 4

Curriculum Vitae is required you'll on many purposes. In this lesson learn how to produce a good CV.

Will be able to –
♦ after completing this lesson prepare a CV for yourself.
♦ after completing this lesson prepare CV's to fit in different purposes.
♦ acquainted with different forms of CV.

A
Dear student, for use in our job and career use need to have a CV. CV stands for Curriculum Vitae. In a CV we put a brief account of our career. In this lesson we will see how we can produce/write a CV. A CV is also called a resume. or a pro-data. It is a sort of autobiography. Looking at it the prospective employer could know who I am and what I can do, my experiences, my potentialities etc. The CV reflects one's personality ; it is an overall description of person in writing, it brings out the exceptional qualities and attributes of a person. So, it represents you to decision makers, during and after an interview.

Résumé is a French word, which means summary. All résumés must include name & address, education, experience.

Putting your name and address in full and correctly is very important. You have to give the complete current address and phone number. If you have a temporary (present) and a permanent address then in the CV, include both the addresses. If the prospective employer cannot contact you, how can you get the job even after being selected?

B
Answer the following questions
1. What does CV stand for?
2. What do we put in on CV?
3. What is the purpose of writing a CV?
4. Why is it important to put the name and address correctly?
5. Is résumé an English word?
6. What kind of information should be given in a CV?
Put a tick in the box with the answer you think is correct.

1. CV stands for –
   a. Curriculum Volte  
   b. Curriculum Vitae  
   c. Completely Visual  
   d. Curricula Vitae

2. In a CV are put a brief account of our
   a. future plan  
   b. family  
   c. work done  
   d. career

3. A CV is also called a
   a. Résumé of a Bio-data  
   b. Resume only  
   c. Bio-data only  
   d. Prospectus or a Bio-data

4. It reflects one's
   a. weakness  
   b. potentialities  
   c. personally  
   d. image

5. Résumé is a
   a. feudal word  
   b. French  
   c. German  
   d. Italian

6. It means
   a. summarisation  
   b. sub-title  
   c. synchronization  
   d. summary

7. It is important to put your
   a. name and address correctly  
   b. name only  
   c. address only  
   d. name and date of birth

8. Otherwise you
   a. might not get the job  
   b. may not represent your potentialities  
   c. may not be able to get contacted even after being selected  
   d. may not chance of getting the job.

Samira has completed her M. A. in English from the University of Dhaka. She would like to be a teacher. She is now looking for a teaching job. She looks through the advertisements in the dailies. In today's paper she finds an advertisement which shows that an English Medium College is looking for teacher with good academic records and some teaching experience. Prospective candidates are to send a letter of application along with their CV and a passport size photograph addressed to the Principal of that school. Samira decides to apply for the post.

Answer the following questions aloud:

1. What is Samira's educational qualification?
2. From which university she has completed her degree?
3. What would she like to be?
4. What sort of job is she looking for?
5. How can she know that there is a job somewhere?
6. What are the requirements of a prospective teacher in the school?
7. What are the papers the candidate is to send to the college?
8. The application should be addressed to whom?
In some résumé there is included a section titled 'objective', this is optional. This section can be helpful because from this section the reader can get the idea of the kind of job you are looking for in particular. So, in some cases the employer may look for this section where you tell about your kind of personal objectives in a job. If you think you would include an objective section be sure to avoid hyperbole.

Samira’s CV

CURRICULUM VITAE

Name : Samira Chowdhury
Father's name : Manzoor Chowdhury
Date of birth : 24th February 1969
Present address : 25 Eskaton Garden Road, Dhaka
Permanent address : Road 15, House 15, Uttara Model Town, Dhaka
Nationality : Bangladeshi

Educational qualification :

<table>
<thead>
<tr>
<th>Name of Exam.</th>
<th>Division/ Class Position</th>
<th>Year of Passing</th>
<th>Board/ University</th>
<th>Group/ Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts</td>
<td>2nd Class</td>
<td>1997</td>
<td>University of Dhaka</td>
<td>English literature</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>2nd Class</td>
<td>1995</td>
<td>University of Dhaka</td>
<td>English literature</td>
</tr>
<tr>
<td>HSC</td>
<td>1st Division</td>
<td>1993</td>
<td>Dhaka Board</td>
<td>Humanities</td>
</tr>
<tr>
<td>SSC</td>
<td>1st Division</td>
<td>1993</td>
<td>Dhaka Board</td>
<td>Humanities</td>
</tr>
</tbody>
</table>

Experience : Teacher in English, Dhanmondi School, Dhaka.

Awards : Received Dhaka University Graduate Award for good performance in MA examination.
- Received first grade scholarship in MA on the result of BA (hons), Examination.
- Received general scholarship in SSC.
- Received general scholarship in class eight from secondary and higher secondary education board, Dhaka.

Other achievements :
- National News Center in English, Radio Bangladesh.
- Won prizes in various music competitions, poetry recitation, debates, painting.
- A number of poems, features are published in different dailies.

Languages known : Bangla, English, Arabic

Hobby : singing, painting, travelling.
Dear student, now prepare a CV of your own following the format in section G and show your writing to your tutor.

In section G, we have seen a section on educational qualification. Sometimes another section titled only 'qualification', that will show your special working ability can also be included. This section will be a summary of work experience by function. A list of qualifications based on experience will immediately attract reader's interest. So, you can sum up your working ability and you area of interest in a separate section.

In the education section of your CV, if the information is relevant, you can summarise the courses you have taken and include a list of theses, dissertations, and academic honors. In this section and also throughout the résumé, use reverse chronological order.

Another section may be on your extra-curricular activities, where you will include your achievements which are not directly educational.

A section on your 'experience is an integral part of your CV. This section shows what you have done previously. Here you will put a list of your full time jobs mentioning the name of organization, address, your title and dates of employment. Then give details noting special achievements. You can also give a list of part-time jobs if they are significant.

Answer the following questions
1. What is the objective of the 'qualification' section?
2. What is the aim of the 'objective' section?
3. In the 'educational qualification' section what else can be included other than the chart of your degree obtained?
4. What could be included in the 'experience' section?

Another section can be on 'special achievements or awards'. If you have received a fellowship, grant, scholarship, award, certificate or if you have done something note worthy, include all these in your CV.
Languages are important for intellectual communication. If you know more than one language, list them in the 'languages known' section. This indicates your understanding of another culture. List all language skills: "Fluent in English, reading knowledge of Arabia" and so on.

You can also include names of important people who know you well. This can be stated in the section captioned, 'References of Referees'. Let the referee know beforehand that you have included their names and addresses in your CV. The referees will provide further information about you when contacted.

**Answer the following questions**

1. What would you include in your 'special achievement of Awards' section?
2. Why is it important to have a section titled "Language known"?
3. What is the role of the referee?

**Format of a CV**

Dear student when you are preparing a CV just remember that the CV should have clearly delineated sections, adequate speaking and readable typing or printing. You also should be consistent in the use of headings. You will arrange your CV in such a manner that it will attract the reader at the very first sight. So make your CV look clean and with adequate space. Use margins that are at least one inch on the left and one half inch on the right. Headings of major categories may be placed on the left margin or in the centre. The format having a left margin leaves white space on the left. Thus provides a clean visual effect.

A CV written in this format may look this:

<table>
<thead>
<tr>
<th>Name</th>
<th>Shabbir Ahmed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>4/3 Mou Bazar</td>
</tr>
<tr>
<td>Objective</td>
<td>An entry level position in .......................</td>
</tr>
<tr>
<td>Educational</td>
<td></td>
</tr>
<tr>
<td>Qualification</td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td></td>
</tr>
<tr>
<td>Awards</td>
<td></td>
</tr>
<tr>
<td>Other achievements</td>
<td></td>
</tr>
<tr>
<td>Languages known</td>
<td></td>
</tr>
<tr>
<td>Hobby</td>
<td></td>
</tr>
</tbody>
</table>
If you want to limit your résumé to one page, it is better to have one with centering headlines. Centering headlines will leave more space for important information. A CV with this format may look like this:

<table>
<thead>
<tr>
<th>Shabbir Ahmed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/3 Mou Bazar, Dhaka</td>
</tr>
<tr>
<td>Tel : ..........................</td>
</tr>
<tr>
<td>Objective</td>
</tr>
<tr>
<td>An entry-level position in ..................</td>
</tr>
<tr>
<td>Educational Qualification</td>
</tr>
<tr>
<td>..........................................................</td>
</tr>
<tr>
<td>..........................................................</td>
</tr>
<tr>
<td>Experience ........................</td>
</tr>
<tr>
<td>..........................................................</td>
</tr>
<tr>
<td>Awards ...........................................</td>
</tr>
</tbody>
</table>

When writing your CV, you need not use personal pronoun (I), because you will have to repeat it and also because the reader understands who has completed the action you are describing. So, it is unnecessary to use first person pronoun. Beginning with strong, active words when there is a description is a good method. Use active verbs in the past tense for completed activities and present tense for current activities. Here is a list of strong, active verbs for your use in your CV.

- completed
- created
- designed
- wrote
- produced
- organised
- managed
- presented etc.
- achieved
- rewarded
- administered
- conducted
- directed

Dear student, in this lesson you have learnt how to prepare an effective CV. Remember to make the CV. Clear and complete, clean and also interesting. Also you must update your CV as often as every three or four months or whenever something significant needs to be added. Be sure to proof read your CV, before you make it a final copy. Look specially for spelling errors or lapses in chronology. When you are done with your CV, place yourself as the reader and examine your write-up and also ask yourself the questions that the interviewer might ask while your CV is at his/her hand. This will help you find the inappropriacies and inadequacies in your CV. You must emphasize your experience and achievements well enough. Your CV needs to have a good content with a good format. When your CV is accurate and convincing, you are well represented.
Read section R and answer the following questions.
1. How would you make your CV an attractive one?
2. Why would you have a margin at the left of the CV?
3. Why won't you use personal pronoun in your CV?
4. Which are the frequent active verbs that you might be using in your CV?
5. Is there any need of updating your CV?
6. Make a list of your academic achievement, beginning with the highest degree obtained. Include degrees, awards.

Show this to your tutor –
7. List all work experiences including full and part-time jobs. Include organization and time.
8. Make a list of functions you have performed in your job.
9. Write a CV with your job objective regardless of institution or company.

(Show all the answers to your tutor.)
Sometimes when we are looking for a job, we go through the advertisements in a newspaper. And may be the advertisement may ask to collect a prescribed form which you required to fill in and send it to the advertiser. Also you might have to fill in the form already given the newspaper. Filling up form correctly can help in many cases finding a better job, thus helping out one in career building.

**Objectives:**
After you are through this lesson you will be able to –

♦ fill in different application forms for jobs.
♦ In your career building you might have to take up some courses that helps you in your skill development. When you decide to enrol yourself in a course, you might need to fill in an application form. So, in this lesson we will learn how to fill up different sorts of forms to serve different purposes.

**Filling in personal forms** : Dear student, read the following situation and answer the questions in Section C.

Rupam has appeared in the Higher Secondary Certificate Examination this year. He is waiting for his result to be published, he has decided to take admission in an English Language Course offered Bangladesh Open University. He goes to the department to know about this course in detail. This course is a one month course, each class is of 2 hours of duration. The class begins at 5-00 in the evening and ends at 7-00. There will be 3 classes every week, on, Friday, Monday, and Wednesday. The admission fee is taka 100/- only. The staff at the department gives him a brochure on the programme alongwith an application form, that Rupam has to fill in and submit.
Answer the following questions, aloud.
1. What is Rupam doing at present?
2. What has he decided to do?
3. What information he gathers about the course?
4. How much is the admission fee?
5. What does he receive from the department?

Look at the form that Rupam has completed

Name: Rupam Ahmed
Age: 17 years.
Address: Street No. 6, Sector 3
        House No. 413, Kabi Jashimuddin Road
        City Dhaka.
        Post Code 1200
        Country Bangladesh.

Telephone No.: 911 20 20
Nationality: Bangladeshi
Occupation: Student
Religion: Islam

Where and for how long have you learned English?
Learned English for 12 years (Class 1-12) during schooling in Little tats High School.

What are your hobbies?
Reading story books. Playing cricket and basket ball.

Signature with date

Now, imagine yourself filling in the same form for admission.

Here is another form for the BOU, Certificate in English Language Proficiency, CELP Course. Please fill it in as you wish to take the course in the coming semester.

Read the instructions carefully before filling in the form. The instructions are given below the form.
Shamima wishes to get enrolled in the Certificate in English Language Proficiency (CELP) programme, offered by the BOU. She has collected the brochure and the admission form in this regard. Following the instructions given below the form, she fills in the form as directed. Take a look at the completed form now.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date Of Birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHAMIMA</td>
<td>Day 2 Month 4 Year 7 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fathers Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MD SHAFIK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mailing Address</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BOROMOHIBABU</td>
<td></td>
</tr>
<tr>
<td>Tel: 02 - 8333333</td>
<td></td>
</tr>
<tr>
<td>Post Code 1200 Thana Code 12 District Code 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Islam</td>
<td></td>
</tr>
<tr>
<td>✔ Hinduism</td>
<td></td>
</tr>
<tr>
<td>✔ Christianity</td>
<td></td>
</tr>
<tr>
<td>✔ Buddhism</td>
<td></td>
</tr>
<tr>
<td>✔ Others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Records</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Board/University</td>
<td>Degree/Certificate/Diploma</td>
</tr>
<tr>
<td>Dhaka Board</td>
<td>SSC</td>
</tr>
<tr>
<td>Dhaka Board</td>
<td>HSC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Profession</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Code 02</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Code 20</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Centre</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Code 34</td>
<td></td>
</tr>
</tbody>
</table>
Filling in application form for employment

Dear student,

In the previous sections we have seen how do we fill-in enrolment forms.
In their advertisements of job opportunity, some institutions or organisations mention of specific application forms. The prospective candidates have to apply to these organisations for the post by filling in the specific application form.
In this section we'll know how to fill in prescribed application form for jobs.

Dear student, lets take a look at the following sample form:

Application for employment

Position applied for : Sales Executive
When are available to begin the job : Nov 01, 1998
Surname : Khan
First Name : Mobin
Address : 4/3 Eskaton Road, Dhaka, Bangladesh
Telephone Number : 808080 (Res), 9000000 (Off)
Nationality : Bangladeshi
Date of Birth : February 24, 1973
Age : 25 years 6 months
Marital Status : Single
Number of Children : n/a
Age of Children : n/a

Details of your educational qualification

<table>
<thead>
<tr>
<th>Examination</th>
<th>Institutions</th>
<th>Div./Class</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Com</td>
<td>Dhaka University</td>
<td>2nd class</td>
<td>1993</td>
</tr>
<tr>
<td>B. Com</td>
<td>Dhaka University</td>
<td>2nd class</td>
<td>1992</td>
</tr>
<tr>
<td>HSC</td>
<td>Dhaka College</td>
<td>1st division</td>
<td>1989</td>
</tr>
<tr>
<td>SSC</td>
<td>St. Joseph's High School, Dhaka</td>
<td>1st division</td>
<td>1987</td>
</tr>
</tbody>
</table>

Experience : Worked as a Sales Director for Bitex Ltd. for 4 years.
Sports and Hobbies : Cricket, Reading and Travelling
How did you hear of this vacancy : Newspaper advertisement.
Signature : Mobin Khan
Date : 24 August, 1998
Now fill in the following application form for Rumana Chowdhury.
Rumana Chowdhury is an MSc in Library and Information Science. She is applying for the post of Librarian. Her date of birth is 24.02.65. She is married and has a child. At the moment she is working as an Asstt. Librarian.

<table>
<thead>
<tr>
<th>Application form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position applied for :</td>
</tr>
<tr>
<td>When are you available to begin the job :</td>
</tr>
<tr>
<td>Surname :</td>
</tr>
<tr>
<td>First Name :</td>
</tr>
<tr>
<td>Other Name :</td>
</tr>
<tr>
<td>Address :</td>
</tr>
<tr>
<td>Telephone Number :</td>
</tr>
<tr>
<td>Nationality :</td>
</tr>
<tr>
<td>Date of Birth :</td>
</tr>
<tr>
<td>Single/Married :</td>
</tr>
<tr>
<td>Number of Children :</td>
</tr>
<tr>
<td>Age of Children :</td>
</tr>
<tr>
<td>Educational Qualifications :</td>
</tr>
<tr>
<td>Examination</td>
</tr>
<tr>
<td>Experience :</td>
</tr>
<tr>
<td>Hobbies :</td>
</tr>
<tr>
<td>How did you hear of this Vacancy :</td>
</tr>
<tr>
<td>Signature</td>
</tr>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>

Dear Learner, you already know that for some jobs you may need to fill out a job application form. Sometimes this will replace your résumé. While filling out this sort of form, remember to:

- print answers clearly. You might have to use black letters if required.
- write N/A (not applicable) in the space, if a question is not relevant to you.

Now, fill out the form given below:

<table>
<thead>
<tr>
<th>Application for employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position applied</td>
</tr>
<tr>
<td>Type of position desired : Full time ☐ Part time ☐</td>
</tr>
<tr>
<td>Salary expected Tk. ___ per month.</td>
</tr>
<tr>
<td>Availability to commence</td>
</tr>
<tr>
<td>will you work on rotating shift Yes ☐ No ☐</td>
</tr>
</tbody>
</table>
**Personal details**

Name: 
First name | Last name
--- | ---
Address: 
Telephone: 
Home | Business
Sex: 
Male ☐ | Female ☐
Can you produce identification: passport or birth certificate? 
Yes ☐ | No ☐
Date of birth:
Town and Country:
Marital Status: 
Married ☐ | Single ☐
Name of Spouse: 
Occupation:
Children: 

**Education**

<table>
<thead>
<tr>
<th>Name of the Institution</th>
<th>Duration of Study</th>
<th>Degree/Certificate obtained</th>
<th>Major Course of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From</td>
<td>To</td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Employment record:**

<table>
<thead>
<tr>
<th>Name of the employer</th>
<th>Employed</th>
<th>Position</th>
<th>Gross Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From</td>
<td>To</td>
<td></td>
</tr>
</tbody>
</table>

**Languages**

<table>
<thead>
<tr>
<th>What languages do you know</th>
<th>Is it your mother</th>
<th>Speak</th>
<th>Write</th>
<th>Understand</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>language</td>
<td>good</td>
<td>fair</td>
<td>poor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hobbies or Interests</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Dear Student**

In this lesson you have learnt how to fill in different types of application forms for different sorts of jobs. It's an easy task, isn't it? Well, you can check your answer with the answer key now.
Dear learner when we are sending application for jobs. We are likely to be called or for an interview that is we are to face an interview board, as a prospective candidate. So, if we are prepared to face an interview before hand it will lessen our anxiety and present our personality in an organised and confident way before the board.

In this lesson we will see how can we get interview board.

**Objective:**
After you are through this lesson you will
♦ learn about, different types of interviewers
♦ be able to face interviewers
♦ be able to take interviewers.

Dear student,

The mode of communication is very very important as far as career build-up is concerned. An interview is a two-way communication or two-way traffic. The general idea of an interviewer is that of a person empowered and dominating. But the fact is that if you, or the candidate is well-planned, motivated and confident you can communicate as an equal with an interviewer. The purpose of interviews is to gain specific information. It's a kind of discovering each other's potential. Each party explores the potential of the other. The role of explores the potential of the other. The role of the interviewer is to be able to judge how the candidate will fit the needs and requirements of the organisation. On the part of the interviewer the person should be able to assess the ability to do the job. Also he must seek fulfillment of personal needs for satisfaction and career well-prepared before advancement. An interview determines ones future. So, it's important that one is going to face an interview. You should stress your abilities and potentialities with self-assurance and not arrogance. This is important.
Answer the following questions:
1. What is the general idea of an interviewer?
2. What should be your criteria as an interviewee?
3. What is the purpose of an interview?
4. What is the role of an interviewer?
5. What is the role of the interviewee?

Dear learner, you are now doing your HSC. After HSC, you definitely have plans to get admission to a college or a university. When applying for a place in a college, you might have to face an interview. The purpose of this kind of interview is to explore a candidate's potential based on previous achievements. This will bring out your specific interests, the subject areas in which you would like to work your creative spirit and enthusiasm. The most probable questions those you could be asked are:
1. Tell about yourself.
2. Why do you want to come here?
3. What is your future plan?
When you are at the board remember that you are to project your personality. Even if you are nervous, be straight in answering, this will reflect your standard and self-confidence. Do not be afraid of making mistakes. If you want to correct yourself don't hesitate to do so. You have to project yourself as an eligible and strong candidate for admission. When asked a question, give direct answer, stating reasons for such thinking. At the end of the interview, thank the interviewer. Being polite and self-confident, you are sure to draw interest and attention.

Answer the following questions:
1. What is the purpose of a college interview?
2. What are the probable questions that might be asked?
3. What should be your method in answering questions?
4. If you make mistakes, what should you do?
5. Before leaving the room what are you supposed to do?

To prepare for a college interview, make a personal profile of your experience, strengths and goals. Make a list of questions you would like to be asked about yourself.

For a job interview, review your résumé and make a list of questions you think you will be asked.
3. Exchange résumés with a friend, fellow classmate practice interviewing. When you play the role of the interviewer, review the résumé carefully, and make a list of questions that pertain to each section of the résumé. Reverse the roles and ask the same questions.

Facing an interview-1
Shamim has applied for the post of a secretary. Today he will be interviewed by the director of the organization. The director is Mr. Monirul Huq Khan. He has started interviewing Shamim.

Mr. Khan : So, Mr. Shamim, you have applied for this post, right?
Shamim : That's right, sir.
Mr. Khan : Do you have any job experience? Where did you work before?
Shamim : I've been with the Funa International for the last 2 years.
Mr. Khan : Well, can you type?
Shamim : Yes, I can. I have good speed in typing.
Mr. Khan : You know, sometimes you will have work under pressure. I like people to be hard-working and prompt.
Shamim : That won't be a problem with me.
Mr. Karim : That's good. And yes, do you know how to use a computer?
Mr. Khan : Yes, I do. I am well acquainted with the basics of Micro-soft word. I would like to complete a computer course to make myself more efficient. I know, I will learn very quickly.
Mr. Khan : Ok. Mr. Shamim, our office hour begins at 8-00 a.m. sharp. I want people to be punctual.
Shamim : That also won't be a problem with me sir.
Mr. Khan : Well, thank you Mr. Shamim.
Shamim : Thank you, sir.

Read section J and answer the following questions aloud.
1. Who is Mr. Khan? What is he doing today?
2. What job has Shamim applied for?
3. What are his abilities?
4. Does he have any job experience?
5. What sort of people Mr. Khan will prefer?

Read the section and answer questions in Section M. Facing an interview – 2: An interview for a job in a bank.

Mr. Adil has applied for a job in bank. He reports at 9-00 a.m, to face the interview. The interview will start at 9:30 a.m. His serial is number three. After completion of interview of the first two candidate, it is now Mr. Adil's turn.
Answer the following questions
1. What sort of job Mr Adil has applied for?
2. When did he report?
3. When will the interview begin?
4. What serial number is the holding?

Listen to the interview on the audio tape and answer questions in Section O.

Interview

Mr. Adil : Good morning, sir.
The board : Good morning, Mr. Adil, please have a seat.
Mr. Adil : Thank you sir.
The board : Well, we see that you have done your master's in marketing. That's good, you have got a commerce background and also secured very high marks but you don't seem to have any prior experience in banking.
Mr. Adil : That's right, sir. But actually I've just completed my masters.
The board : Okay. Tell us why are you interested to work in a bank?
Mr. Adil : Sir, I think the economic structure of a country mostly depends on the banking sector and it will be a great honour for me to serve that purpose.
The board : One more question, could you tell us what is that motto of a banker?
Adil : Sir, I think it is to provide best service to the clients.
The board : Thank you Mr. Adil. Have a good day.
Adil : Thank you sir.

Answer the following questions aloud.
1. What is Mr. Adil's subject of study?
2. For how long Adil has served another bank?
3. Why is he interested to work in a bank?
4. What is the next question of the board?
5. What is Adil's reply.

Dear student. Now read the following situation and answer the questions in section Q.

Facing an interview : 3 – Interview for a promotion.

Situation :
Mr. Zahid works in a bank. On completion of his two years of service he has to face an interview board alongwith his colleagues. He will be interviewed by the board of directors of the bank.

**Answer the following questions:**

1. For how long Mr. Zahid has served the bank?
2. Who will take his interview?

**Listen to the interview on the tape and answer the questions in Section S.**

**Interview:**

The board: Come in Mr Zahid. Take your seat please.

Zahid: Thank you, sir.

The board: Where are you posted now, Mr. Zahid.

Zahid: I am posted in our Dhanmondi branch, sir.

The board: And which department are you working in?

Zahid: I am in the advance department.

The board: Tell us Mr. Zahid, if a person fails to repay loan in your branch, what will you do?

Zahid: Sir, first I will persuade him by making personal contacts and sending reminders. Also I will try to find out the genuine reason behind for not repaying the loan. If the borrower genuinely sustained loss in business and is unable to repay I would advise him to apply for easy terms for payment. In case the borrower is willfully avoiding repayment I will initiate legal proceedings against him.

The board: Well, one more question. What is the first thing you would do it you are transferred to any of our branches as a manager.

Zahid: Well, Sir, the first think I'll do is check the cash.

The board: Ok, thank you Mr. Zahid. You may go now.

Zahid: Thank you sir.
Answer the following questions.
1. What is the first question to Zahid?
2. Where is he posted now?
3. Which department is he working in?
4. What will Zahid do if a person fails to repay loans?
5. What is board's next question?
6. What is Zahid's reply?

Dear student, you must have done all the exercises. That's wonderful of you. Now, you can check your answers with the answer key.

Use of NP + Verb + NP + to be + adjective
In section J, you have come across sentences with the structure NP + Verb + NP + to be + adjective. For example:
I like people to be hard working and prompt.
and
I want people to be punctual.
The structure is Noun/Pronoun + Verb + Noun + to be verb + adjective
Here are some more example on this structure
1. Mr. Karim wishes his son to be studious.
2. The boss wants his officers to be skilled.
3. Marina wants Samira to be friendly.

Now construct 5 more sentences following the same structure.
Dear learner when we are sending applications for jobs, we are likely to be called on for an interview. That is we are to face an interview board, as a prospective candidate. So, if we are prepared to face an interview beforehand it will lessen our anxiety and present our personality in an organised and confident way before the board.

In this lesson we will see how can we get prepared well ahead we are to face an interview board.

**Objectives:**
After you are through this lesson you will be able to –
- learn about different types of interviews
- be able to face interviews
- be able to take interviews.

Dear student, the mode of communication is very important as far as career build-up is concerned. An interview is a two-way communication or two-way traffic. The general idea of an interviewer is that of a person empowered and dominating. But the fact is that if you, or the candidate is well-planned, motivated and confident you can communicate as an equal with an interviewer. The purpose of interviews is to gain specific information. Its a kind of discovering each other's potential. Each party explores the potential of the other. The role of the interviewer is to be able to judge how the candidate will fit the needs and requirements of the organisations. On the part of the interviewee the person should be able to assess the ability to do the job. Also he must seek the fulfillment of personal needs for satisfaction and career advancement. An interview determines ones future. So, it's important that one is well-prepared before one is going to face an interview. You should stress your abilities and potentialities with self-assurance and not with arrogance. This is important.

**Answer the following questions:**
1. What is the general idea of an interviewer?
2. What should be your criteria as an interviewee?
3. What is the purpose of an interview?
4. What is the role of an interviewer?
5. What is the role of the interviewee?
As told before, dear student you are to take preparation before going to face an interview. This preparation is necessary as it will help you become self-assured and confident. For a job interview it is better that you equip yourself with some information about the institution/organisation. Make notes on that to have better knowledge and to know in details.

To prove your qualifications you must honestly assess. Your experience, education, qualifications and potential. Look carefully at your CV to see where you can prove to yourself that you are qualified.

Ask questions to yourself and answer them in such a manner that you are answering the interviewer in reality. When you are satisfied with yourself, you can feel assured to satisfy your interviewer as well. Put emphasis on your personal experience and potential.

Your appearance will be counted too, remember this. This first impression is important, and your very first appearance before the board helps create the first impression. A tidy look is the sign of confidence and self-assurance. You need to be careful about your cloths/dresses and hair style. These need to be appropriate to fit in the situation. Your appearance exhibit self-confidence and comfort, also represents your personality.

So, take time to decide on your outfit.

Dear learner, when you appear before the based, you have to speak in such a manner that will reflect your intelligence and self-confidence. Not only you have to look smart but you also have to speak smart. Do not use slangs and wrong pronunciation. Speak in a normal tone, take adequate time in answering so that you do not sound nervous or weak. Remember to be yourself.

At the beginning of the interview when you introduce yourself, speak clearly and listen carefully.

After the introduction, the interview will become a series of questions and answers. It is best to get prepared for this beforehand. To make this most effective, you can write down the questions you think you will be asked. Now, make some notes about the answers you would like to give. The probable questions may include:

1. What have you done?
2. What can you do?
3. Why are you interested to take this job?
4. What are your strengths?
5. What plans do you have if you are offered the job? etc.

When you are to answer a question, be sure to understand the question. If there is any confusion, request the interviewer to repeat it. Now give a simple answer. Support your answer with personal experience or information drawn from the résumé. Your answer should bring out your strength. If you don't know the answer, say so, but don't try to attempt that if you know that you are not right.

If in case, you say the wrong thing, do not hesitate to correct yourself, even later in the interview. Also do not be hesitant or afraid to start an answer over if you need to clarify. Demonstrate your strengths, thank the interviewer before leaving the room. A polite exit may open up doors for the future. So you see dear
students, if you know how to get prepared for an interview how easier it becomes on your part when you are actually facing it. Facing interview is not that tough a job, is it?

Read section C and answer the following questions

1. Why taking preparation beforehand is important in facing an interview?
2. Why is it important to equip oneself with some information about the organisation before facing the interview?
3. How can you get prepared to prove your qualifications?
4. Why appearance is important?
5. What should be the manner of your speaking?
6. How can you be prepared for the questions that you might be asked?
7. How should you answer the questions?
8. What should be your approach before leaving the room?

Since you have answered the question in section D. Now say/repeat the answers aloud.

Listen to a portion of section C on the audio tape, and simultaneously fill in the blanks in this section.

As told before, you are to take _____________, before going to face an _____________ as it will help you interview it is better that you ___________. For a job interview it is better that you ___________ yourself with some ___________ about the make ___________ on that to have better ___________ and to know ___________.

You prove your ___________ you must honestly assess your ___________, ___________, qualifications and ___________. Look carefully at your ___________ to see where you can prove to yourself that you are ___________. Ask ___________ to yourself and ___________ them in such a manner that you are ___________ the ___________ in reality. When you are ___________ the ___________ with yourself you can feel ___________ to satisfy your ___________ as well. Put emphasis on your personal ___________ and potential.

Your ___________ will be counted too, remember this. The first ___________ is important and your very first ___________ before the ___________ helps create the first ___________. A ___________ look is that ___________ of ___________. You need to be careful about your ___________ and ___________. These need to be ___________ to fit in the ___________. Your ___________ exhibit ___________ and ___________ also represents your ___________. So take time to decide on your outfit. When your appear before the ___________, you have to speak in such a ___________ that will ___________ your ___________ and ___________. Not only you have to ___________ ___________ but you also have to ___________. Do not use ___________ and wrong ___________. Speak in a ___________, take adequate ___________ in answering so that you do not sound ___________ or ___________. Remember to be ___________.

Unit 2
**LESSON : 1**
Reading and understanding advertisements

**A**

exciting, fun-filled → opinion
package trip (Kathmandu, Nagorkat, Pokhara), Tk 10,000/- → fact.

**C**

1.  Classified ads are paid by the word, by the number of lines, or by the amount of space they occupy, so these ads are usually kept short, to reduce the cost.

2.  While writing a classified ad, we should remember to –
    - choose the first word.
    - keep the ad short and specific
    - include information about the advertiser's whereabouts, i.e. how he/she can be reached
    - provide the true information at the same time making the advertisement sound good and attractive.

3.  **Wanted**

    Baby-sitter for
    3 children aged, 3, 5 and 12 respectively
    weekdays only
    Attractive salary
    Pl. Contact 822222

4.  **For Sale**

    Spanish Guiter, almost new condition.
    Tk. 2,000/- only
    Call : 811111 after 5 p.m.

5.  **Tolet**

    2250 sq/ft flat, 3 bed, attached bath drawing, dining, kitchen, verandah.
    Can visit at 128 Gulshan Avenue. Call 421111

6.  **Refrigerator for Sale**

    refrigerator : national, used 10 yrs,
    Tk. 5,000/- only
    Call : 411111, 1-2 p.m.

**B**

Could be added

Ad 1.  – age of the children.
       – hint about salary

Ad 2.  – condition
       – price
Ad 3. – details of the flat
   – address of the flat

Ad 4. – instead of 'poor condition', 'used' could be used.

Criteria of the person  | Plus points benefits  | disadvantages special service required  | queries
---|---|---|---
– lively, energetic, young.  | attractive salary  | have to work extra house  | starting salary
– good secretarial skill  | house rent other benefits  | also on weekends  | what is meant by other benefits
– good knowledge of English  | promotion after 2 yrs.  |  | any remuneration for extra hour work.

* Have to apply within 7 days.

3.
– M.B.B.S doctor  | attractive salary  |  | other benefits
– 12 year experience  |  | can year of experience be relaxed
– getting at least 20,000/- taka per month now  |  |  

4.
– B.Sc with Chemistry  | Computer knowledge may be relaxed  | working place is at Savar  |  
– experience required  | excellent remuneration  | (have to travel there)  |  
– Computer knowledge will be given preference  | fringe benefits transports facilities  |  |  

* Hence to apply within 7 day with CV

5.
– experience required  | full time job  |  | Bangla or English typist
–  |  | Salary  |  
–  |  | Working hours  |  

* Hence to apply within 7 day with CV
* Could be contacted over telephone
* Application with CV, PP size photograph

6.
- Age 30-35 years
- good in English
- Computer literacy preferable
- only for ladies
- immediate appointment
- will be trained abroad
- Computer literacy may be relaxed
- experience rat essential

7. Understanding of an ad correctly help to write an effective application. It helps to realise the nature and volume of work, the facilities offered, future prospects and thus find out the right kind of job.

LESSON : 2
Reading and understanding notice

1
this is a public notice
it is a put on a sign board
there is a hospital ahead so vehicles plying in the area must not blow horns to keep the area a silent zone.
the sound limit these is 45 decibel

2
this is a notice for the teacher of the Open School
all members of the faculty are to join a meeting scheduled for September 01, 1998
this notice is an addition to another notice served earlier.
these was only one agenda before, now it comes to three.

3
this is a notice for the examinees of the CELP programme of the Bangladesh Open University.
It is a time-table for their forthcoming examination
Both the courses, course I & Course II will be held on Fridays
viva-voce examination will be held on the same days, in the afternoon.

4

This is a notice meant for the university teaching community.
This is actually an invitation to join a seminar on 'Problems in Educational Sector in Bangladesh'.
The seminar will be held on 01 September, 1998 at Osmani Smriti Auditorium.
Interested teachers are to register themselves at the venue from
15 August till the day of the Seminar, from 9 am – 12 noon.

C

1. **Notice**
   - Primary School ahead
   - Speed limit 10 m/hr
   - Show down speed

2. **Notice**
   - It is important that all faculty members of the Open School are in office on 2 October 1998. Specific responsibilities will be delegated to individual members for the period 15 October – 15 November 98 on these days.

   Chairman
   Open School

3. **Bangladesh Open University**
   **Examination Division**
   Board Bazar, Gazipur-1704

   SSC English Papers 1 & 2 Examinations

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.11.98</td>
<td>9:00 – 12:00</td>
</tr>
<tr>
<td>(Friday)</td>
<td></td>
</tr>
<tr>
<td>20.11.98</td>
<td>9:00 – 12:00</td>
</tr>
</tbody>
</table>

   Controller of the Examinations
   Bangladesh Open University

4. **Important Notice**
   The general meeting of the Officer's Association scheduled for 15.08.'98 has been postponed due to unavoidable circumstance. Sorry for the inconvenience. New schedule will be announced in due time.

   General Secretary
   Officer's Association
5. **Notice**
The postponed general meeting which was scheduled to be held on 15.08.98 will now be held on 28.08.98. All the members are requested to attend. The time & venue remain unchanged.

   General Secretary  
   Officer's Association

6. **Notice**
The interview scheduled for 30.9.98 for recruiting the Public Relation Officer has been postponed for the time being. New date for interview will be announced in due course of time also the candidates will be notified of the date by mail. Sorry for the inconvenience caused in this regard.

   General Manager  
   Hotel Bishakha

---

**LESSON : 3**

1. We have to write applications either to have entry admission to a course/university of further education or for a job.
2. The application should be written with fact and utmost care so that the prospective employer gets interested in the candidate.
3. In the opening paragraph a short introduction should be there stating clearly the job applied for and how the applicant comes to know about it.
4. The application may be a short one with a résumé/CV as an attachment or a long letter containing the relevant details.
5. The application should be simple, personal, polite and appealing, should be neat and clean.
6. One should be careful about spelling, grammar, punctuation and sentence construction, also about the spellings of the names of the company and the officer addressed.
7. The application should reflect the applicant's knowledge of himself, the job and its requirements.
8. The application may be concluded by requesting for an interview at the employer's convenience.
Dear Sir,
Referring to the advertisement published in The Bangladesh Observer dated 1 June '98. I am applying for the post of advertising executive.
I have a background in Economics. I have graduated from the University of Dhaka and obtained a higher 2nd class (please see the attached CV). I also have a good command of French. I've completed a diploma course on French language.
I would be happy to attend for interview if selected.

With thanks

Your's sincerely

Faria Hasan

---

24 August 1998

The Basketball Centre
120 Ramna, Dhaka

Subject: Application for the post of basketball coach.

Dear Sir,

In reference to your advertisement, published in the Daily Star on 20 August '98, I would like to apply for the above mentioned post. I am interested to be a full-time coach. May I mention here that I have coaching certificate from Bangladesh Coaching Centre and also have a 3 years experience as a part-time basketball coach with the Laboratory School, Dhaka. I can build rapport quickly and enjoy working with people, both young and old.

A resume giving details of my qualifications and experience is attached for your consideration.

I would be happy to attend an interview at any time convenient to you.

Yours sincerely,

Sayeed Ahmed
24 August '98

The Principal
Viquarunnisa Noon College
Baily Road, Dhaka

Sub: Application for the post of Lecturer in Physics.

Dear Madam,

Referring to the advertisement published in the press for the above mentioned post, I would like to offer my services. I have completed my MSC in Physics from the University of Rajshahi in 1997. Herein I'm enclosing my CV along with the photocopies of my academic certificates for your kind perusal and consideration. I will be happy to come to if arranged for me at your convenience.

Thank you.

Sincerely yours,

Rubina Khan

2.

Application for the post of Basketball Coach  Stamp
From,  To,
Sayeed Ahmed  The Director
20 Shiddeshari  The Basketball Centre
Dhaka  120 Ramna, Dhaka

Application for the post of Lecturer in Physics  Stamp
From,  To,
Rubina Khan  The Principal
200 Kakrail  Viquarunnisa Noon College
Dhaka  Baily Road, Dhaka
LESSON : 4

A CV stands for Curriculum Vitae
2. In a CV we put a brief account of our career.
3. Looking at the CV the prospective employer could know who I am and what can I do, my experiences, my potentialities etc.
4. Putting the name and address correctly and completely is very important, otherwise the prospective employer may not be able to contact me even if I am selected.
5. No, its a French word
6. The CV reflects one's personality ; it is an overall description of a person in writing, it brings out the exceptional qualities and attribute of a person.

1. b ; 2. d ; 3. a ; 4. b ; 5. c ; 6. d ; 7. a ; 8. c

Samira has completed her master of Arts degree from the University of Dhaka.
2. She has completed her degree from the University of Dhaka.
3. She would like to be a teacher.
4. She is looking for a teaching job.
5. From the advertisements published in a newspaper, one can get to know about a job.
6. The prospective teacher has to have good academic records and some teaching experience.
7. Prospective candidates are to send a letter of application alongwith their CV and a passport size photograph.
8. The application should be addressed to the principal of the college.

Show your CV to your tutor.

The 'qualification' section show the special working ability of the person. This section will be summary of work experience by function.
2. From the 'objective' section the reader can get the idea of the kind of job the person is for in particular.
3. In the 'educational qualification' section, summary of the courses taken and a list of theses, dissertations and academic honours can be included.
4. In the 'experience' section a list of full time jobs mentioning the names of organisations, address, title and dates of employment could be included. A list of part-time jobs can be included too.
1. In the 'special achievements or awards' section one can include a list of fellowships, grant, scholarship, award, certificates received.
2. Language are important for intellectual communication. This indicates one’s understanding of another culture.
3. The referees provide further information about the candidate.

S

1. The clearly delineated sections, adequate spacing, readable typing or printing, consistency in the use of headings can make a CV attractive.
2. To make the CV look clean and with adequate space margin can be used.
3. Thoughout the CV it is not required to use the first person pronoun, because it has to be repeated and also because the reader understands who has completed the action described in the CV.
4. The verbs are:
   - completed
   - organized
   - produced
   - conducted
   - managed
   - presented
   - wrote
   - achieved
5. CV should be updated as often as whenever something significant needs to be added.
6. (Probable answer)

   Educational qualification

<table>
<thead>
<tr>
<th>Name of the Exam.</th>
<th>Division/Class/Position</th>
<th>Year of Passing</th>
<th>Board/University</th>
<th>Group/Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science</td>
<td>1st Class</td>
<td>1990</td>
<td>Chittagong</td>
<td>Physics</td>
</tr>
<tr>
<td>Bachelor of Science (Hons.)</td>
<td>2nd Class</td>
<td>1989</td>
<td>Chittagong</td>
<td>Physics</td>
</tr>
<tr>
<td>HSC</td>
<td>1st</td>
<td>1986</td>
<td>Comilla</td>
<td>Science</td>
</tr>
<tr>
<td>SSC</td>
<td>1st</td>
<td>1984</td>
<td>Comilla</td>
<td>Science</td>
</tr>
</tbody>
</table>

   Received the graduate award for good performance in MSC examination.
   Received first grade scholarship in MA on the result of BA (Hons.) examination.
   Received general scholarship in SSC
   Received general scholarship in HSC

7. Experience:
   Lecturer, Dept, of Bangla University of Dhaka from January 1990 till date
   Lecturer, Dept of Bangla, Viquarennisa Noon College, 1988-1990
   Part-time teacher, Bangladesh Language Institute.

8. Achievements:
   Organized a 5 day long tutor training workshop, 5 May - 10 May 1998, BIAM, Dhaka.
   Designed the 13A/BSS English Language Curriculum.
   Wrote article on 'English Language teaching problem in Bangladesh, published in the University Journal.

9. The job objective may be:
   A higher position dealing with training the staff of the organisation.
   (Ans 6 - 9 only show the format. Show all your answers to your tutor.
   Answer 9 showed have your CV)
LESSON : 5

1. Rupam has appeared in the Higher Secondary Certificate Examination this year. He is waiting for his results to be published.
2. He has decided to take admission in an English Language Course offered by the Department of English, Dhaka University.
3. He goes to the department to know about the course. He is informal that the course is a one month course, each class is of 2 hours duration. The class begins at 5-00 in the evening and ends at 7-00. There will be three classes every week, on Friday alonday Wednesday. The admission fee is Taka 1000/- only.
4. The admission fee is Taka 1000/- only.
5. Rupam receives a brochure on the course and an application form, that Rupam has to fill in and submit.

Show your answer to your tutor.

Show your completed form (Answer) to your tutor.

Position applied for : Librarian
When are you available to begin the job : 1 January, 1999
Surname : Chowdhury
First Name : Rumana
Other Names : n/a
Address : 25 Gulshan Avenue, Dhaka, Bangladesh.
Telephone Number : 9000000 (Res), 9111111 (Off), 9222222 (Fax)
Nationality : Bangladeshi by birth
Date of Birth : Feb 24, 1965
Single/Married : Married
Number of Children : One
Age of Children : 10 years

Educational Qualification :

<table>
<thead>
<tr>
<th>Examination</th>
<th>Institution</th>
<th>Div/Class</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>Dhaka University</td>
<td>2nd Class</td>
<td>1986</td>
</tr>
<tr>
<td>BA</td>
<td>Dhaka University</td>
<td>2nd Class</td>
<td>1985</td>
</tr>
<tr>
<td>HSC</td>
<td>Viqurun Nisa Noon College</td>
<td>1st Div</td>
<td>1982</td>
</tr>
<tr>
<td>SSC</td>
<td>Viqurun Nisa Noon College</td>
<td>1st Div</td>
<td>1980</td>
</tr>
</tbody>
</table>
Experience: Worked as the assistant librarian, Public Library, Dhaka for 3 years.

Hobbies: Gardening, travelling

How did you hear of this vacancy: Newspaper advertisement

Signature: R-Chowdhury

Date: August 15, 1998

Position applied: Assistant Professor

Type position desired: Full time ☑ Part time □

Salary expected Tk. 15,000/- per/month

Availability to commence: January 01, 1999

Will you work on rotating shift: Yes ☑ No □

Personal details

Name: Faruk Ahmed

First name: Last name

Address: 20 Elephant Road, Dhaka

Sex: Male ☑ Female □

Telephone: Home – 404040

Business – 414141

Can you produce identification: passport or birth certificate

Yes ☑ No □

Name of spouse: Shabnam Ahmed

Occupation: Housewife

Children: One daughter

<table>
<thead>
<tr>
<th>Education</th>
<th>Name of Institution</th>
<th>Duration study</th>
<th>Degree/certificate obtained</th>
<th>Major course of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>St. Joseph's High School</td>
<td>1973 – 1983</td>
<td>SSC</td>
<td>English, Bangla, Maths, Physics, Chemistry</td>
</tr>
<tr>
<td>Secondary</td>
<td>Dhaka College</td>
<td>1983 – 1985</td>
<td>HSC</td>
<td>Do</td>
</tr>
<tr>
<td>University</td>
<td>Dhaka University</td>
<td>1985 – 1990</td>
<td>BA (Hons), MA</td>
<td>English Literature</td>
</tr>
<tr>
<td>Others</td>
<td>University of Warwick</td>
<td>1990 Jan – 1990 June</td>
<td>Certificate</td>
<td>English Literature testing</td>
</tr>
</tbody>
</table>

Employment Record

<table>
<thead>
<tr>
<th>Name of the employer</th>
<th>Employed</th>
<th>Position</th>
<th>Gross Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Rajshahi</td>
<td>1991-1994</td>
<td>Lecturer</td>
<td>7000/-</td>
</tr>
<tr>
<td>University of Ctg.</td>
<td>1994 – till date</td>
<td>Asstt. Professor</td>
<td>10,000/-</td>
</tr>
</tbody>
</table>

Languages:
HSC Programme

<table>
<thead>
<tr>
<th>What languages do you know</th>
<th>Is it your mother tongue</th>
<th>Speak</th>
<th>Write</th>
<th>understand</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>good</td>
<td>fair</td>
<td>poor</td>
</tr>
<tr>
<td>Bangla</td>
<td>Yes</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English</td>
<td>No</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Arabic</td>
<td>No</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>French</td>
<td>No</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Hobbies or interests

Reading books, gardening, playing cricket.

Signature A Ahmed  Date 25.8.98

LESSON : 6

larınız
1. The general idea of an interviewer is that of a person empowered and dominating.
2. The interviewee should be well-planned, motivated and confident, be should be able to communicate as an equal with the interviewer.
3. The purpose of interviews is to gain specific information. Its a kind of discovering each other's potential.
4. The role of the interviewer is to be able to judge how the candidate will fit the needs and requirements of the organization.
5. The interviewee should be able to assess the ability to do the job. Also he must seek fulfillment of personal needs for satisfaction and career advancement.

eddar
1. The preparation is necessary as it helps the interviewee become self-assured and confident.
2. It is better to equip oneself with some information about the institution/organization, so that when asked about the institution one can answer and also ask specific question if any, to the interviewer.
3. To prove qualification one must honestly assess one's experience, education, qualifications and potential.
4. The first impression is important, and the interviewee's very first appearance before the board helps create the first impression. A tidy look is the sign of confidence and self-assurance. Appearance represents one's personality.
5. The interviewee has to speak in such a manner that will reflect his intelligence and self-confidence.
6. The interviewee can ask questions to himself and answer them in such a manner that he will feel he is answering the interviewer in reality. This is how one can get prepared for questions.

7. In answering questions one must not use slangs and wrong pronunciation. It is best to speak in a normal tone, taking adequate time in answering so that the interviewee does not sound nervous or weak. When answering a question one has to be sure to understand the question right. If there is any confusion, it is better to request the interviewer to repeat it. The answer should bring out the interviewee's strength.

8. Before leaving the room the interviewee must thank the board/interviewer.

Preparation, interview, important, self-assured, confident, equip, information, institution, notes, knowledge, in details, qualification, experience, education, qualifications, potential, CV, qualified, questions, answer, answering, interviewer, satisfied, assured, interviewer, experience, appearance, impression, appearance, board, impression, tidy, sign, confidence, self-assurance, clothes/dresses, hairstyle, appropriate, situation, appearance, self-confidence, comfort, personality, board, manner, reflect, intelligence, self-confidence, look smart, speak smart, slang, pronunciations, normal tone, time, nervous, weak, yourself.

1. The purpose of a college/university interview is to explore a candidate's potential, based on previous achievements.

2. Probable questions are:
   - Tell about yourself
   - Why do you want to come here?
   - What is your future plan?

3. In answering the questions I must be straight, this will reflect my standard and self-confidence.

4. I should correct myself as soon as I realize that I made a mistake.

5. Before leaving I must thank the interviewer, it is important to be polite and self-confident to draw the interviewer's interest and attention.

Probable answers

1. a. Member, blood donor club, 'Sandhani'.
   b. Member, 'Debate Club' of the school.
   c. Captain, Volleyball team.
   d. Class captain, Class X.
   e. SSC result – star marks with 5 letters.
   f. Would organize a debate club in the class
   g. Will arrange blood donation
   h. Would like to be a professor in medicine, etc.
questions

− your result
− activities in the school
− your goal
− why would you do if you study in this institution? etc.

2. questions

− your previous experience
− your strengths
− your future plan
− what would you contribute if you get a job here? etc.

3. Discuss with your fellow classmate and prepare yourself.
(show all the answers to your tutor)

Mr. Khan is the director of an organization. He is taking interview of the candidates who have applied for the post of secretary in his organization.

Shamim has applied for the job of a secretary.

Shamim has good speed in typing, can use a computer, is hard-working and prompt, also he has previous job – experience.

Yes, he has job experience of 2 years in Flora International.

Mr. Khan prefers people who are hard working and prompt and punctual.

Mr. Adil has applied for a job in a bank.

He reported at 9.00 a.m.

The interview will begin at 9.30 a.m.

His serial number is 3.

Mr. Adil has completed his master's degree in marketing.

He hasn't served any bank, he has no previous job experience.

He thinks that the economic structure of a country mostly depends on the banking sector; to served this purpose he wants to have a banking career.

'What is the motto of a banker?' is the next question to Adil.

The motto of a banker is to provide best service to his client, is Adil's answer.

Mr. Zahid has served the bank for 2 years.

The board of directors of the bank will interview him.

Where is Mr. Zahid posted now, is the first question to him.
2. He is posted in the Dhanmondi branch of the bank.
3. He is working in the advance department.
4. If a person fails to repay loans, firstly Zahid will persuade the person by making personal contacts and send reminders. Also he will try to find out the genuine reason behind for not repaying the loan. If the borrower genuinely sustained loss in business and is unable to repay, he will advise him to apply for easy terms for payment. In case the borrower is willfully avoiding repayment he will initiate legal proceedings against the borrower.
5. The board next asks him, what is the first thing that he would doff he is transferred to a branch as a manager?
6. At first, he will check the cash, if transferred as a manager, is Zahid's reply.

Mrs. Ahsan wants her daughter to be polite and smart.
2. The coach wants his trainees to be efficient practitioners.
3. Rajib wants the world to be an all next a body.
4. The teacher wants her students to be attentive.
5. The father wishes his son to be a champion.
Overview

Lesson 1: Language
Learning Point: Relative words; deletion of relative words

Lesson 2: Languages
Learning Point: Subject-verb agreement; Had known ...........

Lesson 3: Languages – Spoken and Written
Learning Point: Can, may, have to

Lesson 4: First Language, Second Language
Learning Point: because, since, if etc.

Lesson 5: Languages and Their Speakers
Learning Point: One of ......, some of ......, etc.; the passive voice

Lesson 6: 'Official' Language
Learning Point: Tenses Joining with a noun phrase

Lesson 7: How Languages Started
Learning Point: Comparison: like, unlike, etc., Questions included in statements

Lesson 8: The Oldest Language
Learning Point: There is/are ....; It is ....; as ... as, so ... that, etc.

Lesson 9: Languages are Interrelated
Learning Point: Nor do I .....; So do I ....

Lesson 10: The Alphabet
Learning Point: And, or, but, semicolon


**Learning Point : Relative words ; deletion of relative words**

We live in a society. As social beings we depend on each other, and have to let others know what we feel, think and need. To do that, we use language. However, language is not the only tool that we use to express what is in our minds. We can do that in many other different ways. We can wave hands, shake head, shrug shoulders, scribble on paper, or do many other things. In fact, there are a great many ways called language ; language is essentially an oral phenomenon. You may say that language is noises. It consists of meaningful noises that we create with the help of the tongue, lips, teeth and throat. No other means of communication is as effortless as language is. It is far more convenient, too. Moreover, it is extremely flexible. Unlike other means, it can be easily used, received and understood.

Again, language is an exclusively human feature. Other creatures also need to express their needs, desires and attitudes ; they too make noises for this purpose. If you disturb or annoy a dog, it will bark. When a cat feels comfortable or happy, it purrs. Similarly, birds chirp, owls hoot, monkeys chatter, cows moo, lions roar, wolves howl. But the noises made by all these creature are not called language, and are greatly different from the human language. They are too limited in number and range. We can make thousands of noises that stand for all sorts of things and ideas ; we can create new noises all the time to fit all occasions and to meet all our needs. This language we can use in whatever way we like. No other creature is able to do that.

In fact, language is a unique gift to the man, and man alone. It is one of the few things that differentiates us from animals. It carries thoughts, ideas and experiences from one brain to other brains, from one area to other areas, from one time to times to come. This has made collective efforts possible ; this has made the gradual evolution of science and civilization possible. Without the help of language, man would not have become what he is now.

**Vocabulary in Context**

Match each word with its definition :

- Purr – Flexible
- Communicate – Phenomenon
- Shrug – Convenient
- Unique – Differentiate
- Gradual – Evolution
a. ________ taking place by a series of small changes over a long period of time rather than suddenly  
b. ________ something that gives no difficulty or trouble  
c. ________ the only one of its kind  
d. ________ a fact or an event  
e. ________ a process of change or development over a period of time  
f. ________ be a mark of difference  
g. ________ exchange information, ideas etc.  
h. ________ make a low sound of contentment  
i. ________ lift the shoulders to show indifference, doubt, etc.  
j. ________ which can be easily changed to suit new conditions

Comprehension Questions
Answer the following questions in your own language as fully as you can:
1. What is language?  
2. Why do we need language?  
3. Why is language different from other means of communication?  
4. How is human language, according to the passage, different from noises made by other creatures?  
5. Why is language considered a unique gift?  

Summary
Which of the following sentences do you think best summarizes the central idea of the passage you have read?  
1. There are a number of different ways in which one can express one's thoughts and ideas.  
2. Language is an oral means of communication and is granted only to human beings.  
3. Language is a very important tool.  
4. Birds and beasts also need to communicate their needs, desires and attitudes.

Focus on Grammar
Relative pronouns who, whom and whose are used to refer to human beings. That and which are used for things. In most cases, that can replace which, but which only sometimes can replace that. That can also be used to refer to human beings if there is no comma before it. As a relative pronoun, what can be used only when the noun to which it refers is not used in the sentence.

Exercise 1
Fill in the blanks with appropriate relative pronouns.
Choose from who, which, that whom, what
1. The only creature ______ God has granted the gift of language is man.
2. There is not one of us ______ can remember a time when we were unable to speak.
3. Language is a special kind of noises – meaningful noises ______ stand for things and ideas.
4. Each of the noises we make to convey our thoughts and ideas forms a part of ______ is called the vocabulary of a language.
5. There are some 650,000 separate noises ______ are called words in English.

2. Deletion of relative words
A relative word may be deleted when it functions as the object of the clause. But a relative word in the subject position is not dropped, unless it is followed by a form of be (is, am, are etc.) ; in such cases, both the relative word and the form of be are dropped together.
The noises (that) we make constitute our language.
The only man (whom) we met was Mr. Rahman.
The noise that came from the field was very annoying.
Words are noise that stand for things and ideas. (that cannot be dropped)
The noises (which are) produced by lifeless things and animals are not called language.

When the relative words follow a preposition (of, in with, etc.) they cannot be dropped.
There goes the man about whom we were talking (Whom cannot be dropped)
There goes the man (whom) we were talking about. (Whom can be dropped as it is not after the preposition about)

Exercise 2
Join each of the sets of sentences by using a relative word first, and then delete the relative word from the combined sentence, if possible. The first one is done for you.

1. Language is a unique gift. God has given it to man alone.
   a. Language is a unique gift that God has given to man alone.
   b. Language is a unique gift God has given to man alone.
2. We use a large number of words. Those words are borrowed from other languages.
3. Language is a means of communication. We use to express ourselves.
4. We speak a language. That is Bangla.
5. Bangla is a very rich language. It is also called Bengali in English.
6. Rabindranath Tagore is our greatest poet. He won the Nobel prize.
7. He is one of the few people. Nobody distrusts him.
8. He is one of the rare few. They never tell a lie.
9. This is one of the several things. He was asking for these things.
10. This letter if from my cousin. You met her last winter.
Learning Point: Subject-verb agreement; Had known ........

You must have noticed that people do not make the same noises everywhere as other creatures do. Other creatures make the same noises all over the world. Cocks throughout the world crow the same way; lambs bleat the same ba-a-a everywhere; the cuckoo sings the same tune wherever it sings. On the other hand, the noises we make at each other differ greatly from area to area, from community to community. People of one region or community make one set of noises while other people make other sets of noises. The meaning of these noises also differ greatly. For example, we say 'ma' in Bangla or 'mother' in English to refer to the woman who gave birth to us; but the Japanese use 'ha-ha', the noise of our laughter, for the same woman. On the other hand, 'ma' means 'horse' in Chinese. Not only do people make such different noises, they make them in many different ways as well. Consequently, we come across different languages in different areas of the globe.

Every community of people – whether living in a jungle, or in a city or on an island – has its own language. We acquire the ability to use language almost automatically from our very childhood. Children observe and listen to parents and elders making noises, and they also start making the same noises soon without any conscious effort. This ability has been granted equally to all people – people inhabiting every nook and corner of the world.

Consider the fact that people of different regions speak different languages, and try to imagine the total number of languages on earth. The exact number is very difficult to ascertain. However, according to an estimate, there are presently at least 2,796 languages throughout the world. There may be many more languages in remote forests and jungles or in unexplored islands.

Human language is like a living being: it grows, changes, and sometimes even dies. During the past hundred years or so, several languages did disappear as the people who spoke them died out. Had not language died, the number of languages would have been much higher than it is today. It was as high as 10,000 only a few centuries ago.
**Vocabulary in Context**
Match each word/expression with its definition:

<table>
<thead>
<tr>
<th>Word/Expression</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belal</td>
<td>Consequently</td>
</tr>
<tr>
<td>Come across</td>
<td>The globe</td>
</tr>
<tr>
<td>Automatically</td>
<td>Conscious</td>
</tr>
<tr>
<td>Inhabit</td>
<td>Nook and corner</td>
</tr>
<tr>
<td>Ascertain</td>
<td>Unexplored</td>
</tr>
</tbody>
</table>

a. _______ live in
b. _______ cry of a sheep
c. _______ everywhere
d. _______ as a result
e. _______ the world
f. _______ find
g. _______ without any direct control
h. _______ about which we know little
i. _______ find out and be certain about
j. _______ (actions, etc.) realized or controlled by oneself

**Comprehension Questions**
Read the following sentences and refer to the reading passage. Say whether the sentences are true or false. If false, give the true statement. Write T for true and F for false.

1. People all over the world speak a common language.
2. What noises a man will make depends largely on the place where he makes them.
3. Noises made by man may sound similar, but may not have the same meaning.
4. Birds and beasts make different noises in different places.
5. People in remote forests or unexplored islands do not have a language.
6. A language is a living being; it can never die.
7. The total number of languages known today is about 10,000.

**Focus on Grammar**

1. **Subject -verb agreement**
Grammar requires that the verb of a sentence agree with its subject in number and person. The rule is very simple: a singular subject takes a singular verb, and a plural subject takes a plural verb.

   Example: The man *drives* a car.
            The boys *were* shouting.
Rahim and Karim are going. (Subjects joined by and or both ... and are usually plural)
People were watching (There are words – people, police, cattle, Chinese etc. – which are always plural)
Everyone/each of the students was present in the class. (Subjects beginning with every and each are singular)

Remember

i) When two subjects are joined with or, either .... or, or neither ... nor, the verb agrees with the subject which is nearer to it.
Two boys or a man is needed.
Neither boys nor girls are here.

ii) Words and phrases (of me, by them, in a jolly mood, accompanied by, together with, including, as well as etc.) can come in between the subject and the verb. These phrases do not bring any change in the number of the subject.

The man standing near the boys drives a car. (The man is still the subject)
The boys in the classroom were shouting. (The boys is still the subject)
A packet of books has just arrived. (The subject – a packet. Forget the phrase of books.)
The woman, together with her children, has gone away. (The woman is the subject.)

Exercise

Fill in the blanks with a verb that makes sense. Remember to make your verbs agree with the person and number of the subjects.

1. The carpenter, together with his helpers, ... coming today to make us a new wardrobe.
2. Neither he nor you ... so much intelligence as she ....
3. Each of these books ... very helpful.
4. Four girls and one boy ... left in the contest.
5. Why ... the owner of these gardens not take better care of them?
6. A big pile of leaves ... ready for burning.
7. Shaheen is the person who ... make our dream come true.
8. We have to reward the people who .. made our dream come true.
9. Every individual ... his rights.
10. Raju, accompanied by his friends, ... gone to the park.
11. Both the rice and the curry ... on the table.
12. Muna, as well as her sisters, ... helping me.
13. .... n't Kalam or Kashem with you yesterday?
14. The girls or their brother ... coming to help us.
15. A group of angry youngsters ... shouting outside.
16. My bag, along with my documents, ... lost.
17. The manager and the captain ... talked with the players.
18. The police ... trying to catch the killer since last January.
19. The members of the team … rewarded last week.
20. Not only the child but also his parents … responsible.

2. **Had I known**

**Notice the following:**
Had no language died, the number of languages would have been much higher than it is now.
This sentence can also be rewritten as:
If no language had died, the number of languages would have been much higher than it is now.

In these sentences, the first clauses give us a condition, and the condition tells us of something which can no longer be achieved or changed – it is a matter of past now. The second clauses give us the result.
The structure of the condition clause is Had + subject + past participle (gone, seen, waited, etc). It can also be written as if + subject + had + past participle. The result clause has the subject + modal (would, should, could, might, etc.) + past participle.

**Exercise 1**
Following are a few pairs of sentences. In each pair, one sentence gives a condition and the other states a result. Join each pair into a combined sentence. Begin with either had, or if.

1. I did not recognize him. I remained silent.
2. The children must have been tired. They have gone to sleep at once.
3. You were not careful. You have made such silly mistakes.
4. I took an umbrella with me. Otherwise, I might got wet.
5. You wasted your time. Otherwise, you could pass the examination.

**Exercise 2**

**Fill in the blanks with the correct verb phrase.**

1. If I had time, I (join) the party.
2. Had they not been so pressed-up, they (give) the matter a second thought.
3. I should not have believed it if (not see) it with my own eyes.
4. Had you read the instructions carefully, you (not answer) the wrong question.
5. If he had any real intention, he (contact) you.
6. If you had gone there, you (meet) him.
7. If you had tried, you (do) it.
8. If you (speak) more slowly, he might have understood you.
9. The man (die) had he lost any more blood.
10. He (not be) so angry had he known the whole story.
The following sentences together can make a paragraph. In a paragraph, sentences are placed one after another in a logical order. Place them into the correct order. The first one has been marked for you. Say which sentence will come second and so on.

_____ Again, words change their meaning and the ways in which they are used.
_____ In fact, a language in popular use changes all the time.
_____ In the preface of his famous Dictionary, Samuel Johnson noted that some of his admirers expected that the dictionary would keep the English language from changing.
_____ New words are constantly added to the old ones; many old words are dropped.
_____ It belongs to all people everywhere, people with various habits and customs, with different degrees of intelligence, with different interests and needs.
_____ Changes occur in all the departments of the language.
_____ Among these millions of people, variation is inevitable.
_____ But he found that a language cannot be kept from changing.
_____ Language changes because it belongs to people.
Learning Point: *Can, may, have to*

We often use the word *tongue* as a synonym of *language*. The term *language* itself has come from *lingua*, a word that means *tongue* in Latin. This suggests an important relationship between our language and our tongue. The tongue is one of the very important organs that help us produce the noises that make up our language. It tells us that language is primarily speech, an oral affair.

One may think that writing is an essential part of a language, but it is not. Man invented the art of writing only about 5,000 years ago, much later than he started to speak. For those early people, language was only an oral means of communication. Even today, there are people for whom language is no more than speech. Children or illiterate people who do not know to read or write do communicate their ideas, thoughts and feelings. We cannot say that they do not have a language, can we? In fact, writing is an auxiliary skill the speakers of a language may or may not possess.

Writing is one of the major inventions man has made so far. It has enabled man to give permanence to his words and thoughts. It can help a language live long. A spoken-only language changes fast, and may become extinct soon. However, writing in not language; it is only a system of recording language. A language can very well exist without it. In fact, a large number of the world's languages are only spoken, are used only orally, having no writing system whatsoever. If you want to write them, you have to use the alphabet of some other language, or invent one.

When a language can be written as well as spoken, there may be differences between what is spoken and what is written. Bangla is used in Bangladesh as well as in West Bengal and Tripura. The Bangla spoken in Calcutta is somewhat different from the Bangla we speak. Spoken Bangla is not the same throughout Bangladesh either. Whereas the written Bangla is the same everywhere, the Bangla spoken in Sylhet, Chittagong, Rangpur, and Noakhali, for example, differ to some extent from each other in respect of pronunciation, vocabulary and idiom. Such variants of a particular language are called dialects.

There exist 7,000 to 8,000 dialects all over the world. Many of today's languages were originally dialects that later developed into separate languages. Modern French, Italian, Spanish, Portuguese and Rumanian can be cited as examples of this; all these languages started as dialects of Latin.
Vocabulary in Context
Match each word with its definition:

- Synonym
- Auxiliary
- Permanence
- Extinct
- Idiom
- Oral
- Alphabet
- Whatsoever
- Vocabulary
- Variant

a. _________ total number of words which make up a language
b. _________ of any kind
c. _________ something that helps or supports
d. _________ the distinctive style of language of a particular group or area
e. _________ the letters used in writing a language
f. _________ spoken, not written
g. _________ a word or phrase that means the same as another word or phrase
h. _________ a thing that differs from a standard
i. _________ no longer in existence
j. _________ the state of remaining for a long time

Comprehension Questions
Read the following sentences and refer to the passage you have just read. Say whether the sentences are true or false. Write T for true, and F for false. If false, give the true statement.

1. The tongue is the only organ that is used in producing speech.
2. Writing is as old as speech.
3. Only a few of the world's languages are without writing system of their own.
4. An alphabet can be created.
5. A written language is likely to die faster than an oral language.
6. Bangla-speaking people speak the same Bangla everywhere.
7. The written language has a standard form whereas the spoken language varies from area to area.
8. Dialects of a language are basically same but have certain differences.
9. Dialects are not spoken anywhere in the world.
10. A dialect can turn into a separate language.

Focus on Grammar
1. Can, May, Have to
In the reading text, we have seen several examples of the use of can, may, and have to. These are some of the auxiliary verbs we regularly use.

• *Can* is used to suggest ability, permission, or possibility:
  
  I *can* read Arabic, but I *cannot* write or speak it. (ability)
  You *can* go now. (permission)
  It *can* be done. (possibility)

It is used in the present tense alone. When meaning 'ability', it is replaced by be (is/am/are etc.) *able to* in other tenses, and with other modals like *may, might, should, must* and also after to. *Can*, meaning possibility or permission, is replaced by *could*.

  I *could* go, but I didn't.
  I *was able to* complete the work in time.
  They *will be able to* solve the problem.
  I wanted to *be able to* speak English fluently.

• *May* is used to express permission, probability, or wish:
  
  You *may* go now. (permission)
  It *may* rain today. (probability)
  *May* God bless you. (wish)

Its usual past tense from is *might*. When *may* denotes permission, *could* is used in the past tense.

• *Have to* is used to express obligation and necessity:
  
  You *have to* go now. (It is necessary that you should go now.)
  He could not come as he *had to* attend a meeting. (It was necessary for him to attend the meeting)
  He *has to* type his letters himself.

Use appropriate forms of can, may, and have to fill in the blanks. Use *be able to* where necessary.

1. He .......... swim very fast.
2. Did you .......... make a speech?
4. I .......... go wherever I like.
6. They .......... leave at once. Or else, they will miss the train.
7. They .......... put the fire out after two hours.
8. .......... I borrow your book now?
9. I .......... be away from home tomorrow.
10. I .......... borrow books from him whenever I needed.
11. You must .......... see him now.
12. She .......... do all the cooking and washing herself as there were none to help her.
13. My decision .......... be wrong; in that case, I will admit it.
14. Who does not like to .......... work independently?
15. My mother .......... help you if you go to her.
16. He said that I .......... put it wherever I liked.
17. They have to .......... work unitedly.
18. She felt ill, and .......... leave early.
19. I got lost, and .......... ask a policeman the way.
20. She told me that she .......... not attend the meeting.

Paragraph Structure
The following sentences together can make a paragraph. But they have been given in a wrong order. Place them into the correct order.

a. __________ They also have language, just as we do.
b. __________ There are hundreds of different groups of people who have no writing system whatsoever.
c. __________ If someday they need a writing system, they will invent one, or borrow one.
d. __________ You may consider them ignorant or primitive, but is it fair to say that they have no language?
e. __________ Their needs of communication are perfectly served by their language.
First Language, Second Language

Learning Point: *because, since, if* etc.

Language connects and binds people together in a community. It gives them their identity. People speaking the same language are considered to belong to the same community. However, viewed from another angle, language not only connects people, it separates them as well. It is primarily language that separates us Bengalees from those who speak Assamese, Hindi, Urdu, Farsi or Arabic. You are a Bengalee because you speak Bangla, he is a Japanese because he speaks Japanese, and so on.

Within the community, you can adequately make all necessary communication in your first language, your mother tongue – the language with which you grew up ever since you were a child, the language which you learnt at home, and which you use for communicating with others of the same community.

But consider yourself in France, Myanmar, or Iran. There you will find yourself among the people of a different language community. If you do not know the languages spoken there, or some other language that both people there and you understand, you will face great difficulty in every step. In such cases, the first language alone is hardly of any help. This is where we need a second language – a language learnt in school or on job in addition to one's first language.

People master a second language for various reasons including trade and commerce, education and diplomacy, travel and employment. You may be interested in Greek to enjoy the great literature written in that language. You may want to master Arabic in order to find employment in an Arabic-speaking land, or for religious reasons. If you want to make business with the French, it will be profitable for you to learn French. You learn English as a second language since you can use it and be understood almost everywhere on the earth.

**A Vocabulary in Context**

Match each word with its definition:

- Community
- Face
- Master
- Literature
- Profitable

- Adequately
- Hardly
- Diplomacy
- Employment

a. ________ gain knowledge of or skill in something
b. ________ something that brings advantage
c. ________ work in return for regular payment

d. ________ group of persons having things in common or being alike in some way

e. ________ almost not

f. ________ satisfactorily

g. ________ meet

h. ________ novels, plays, poetry and other kinds of creative writing

i. ________ management of a country's affairs abroad by appointed persons

Comprehension Questions

Answer the following question in your own words as fully as you can:

1. Show how language gives people their identity.

2. Write what you understand by the phrase 'First Language'.

3. When is the first language of little help?

4. What is a second language?

5. Name some of the reasons for which people acquire a second language.

6. Name one advantage of English as a second language.

Summary

Which of the following sentences do you think best summarizes the central idea of the passage?

1. Without a second language? you will not be able to communicate with others.

2. Language not only connects people, it divides them as well.

3. We learn English as a second language.

4. A second language is necessary to communicate with people of other language-communities.

Focus on Grammar

1. Subordination : because ......, since ......, if ......

Notice the following sentences :
You are a Bengali because you speak Bangla.
If you don not know the language ......, you will face great difficulty.

Note that in these sentences the clauses given in italics contain the main statement, and other clauses give us certain reasons, conditions etc. In fact, details of time, cause condition, concession, purpose, identification (size, location, and the like), etc. are given in the subordinate clause.
There are a number of conjunctions that are placed at the beginning of a subordinate clause :
i. To express time: after, before, since, until, when, while.
After I got to know him, I started to like him.
She has not written to me since she left for Dhaka.

ii. To express the cause of conditions: if, provided, since and unless.
As he was very sick, he could not go to the class.
They are here because we have invited them.

iii. To express conditions: if, provided, since and unless.
Unless you work harder, you will not succeed.
I can go if it is necessary.

iv. To suggest concessions or contrasts: though, although.
Though he was very tired, he did not give up.
He is very happy, although he is poor.

v. To express purpose: in order that, and so that.
I opened the door so that she could get in.
He came late in order that nobody could see him.

Exercise 1
Fill in the blanks with appropriate subordinating conjunctions. Choose from the conjunctions given below. Use a conjunction for a single blank only.
after, although, as, because, before, if, since, so that, though, unless, until, when

1. I cannot hand the screens ........... someone helps me.
2. I bought the book ........... I needed it.
3. He worked here ........... he joined that farm.
4. You can take it ........... you want.
5. ........... she smiles, she looks very pretty.
6. We stayed home ........... it was very cold.
7. We left early ........... we could reach home in time.
8. ........... he worked all day, he was not tired.
9. ........... he was not ready in time, we went without him.
10. We did not know anything ........... he came back.
11. ........... he had finished reading, he looked up.
12. ........... he was working day and night, he was not able to make both ends meet.

Exercise 2
Join the following pairs of sentences by using an appropriate sub-ordinating conjunction for each. Choose from the list given below.
after, although, as, because, before, if, since, so that, though, unless, until, when

Some of the conjunctions are suitable for several pairs of sentences.

1. I did not know her address. I could not write to her.
2. It may rain. In that case, you will get wet.
3. All the guests departed. I went to bed.
4. It may begin to rain. Bring in the clothes.
5. She woke early. She could finish her task in time.
6. We have to hurry. Or else, we will miss the train.
7. Switch the gas and electricity off. Then you go out.
8. I tired. I could not solve the puzzle.
9. We arrived. It was raining.
10. I cannot go to that restaurant with you. I have no money.
11. You have to go with me. Or else, I will not go.
12. We lost the game. Our best player was injured.
13. Ask him to stay. He will stay.
14. I was eating. The phone rang.
15. A man approached him. He was working in the field.
16. There is no more work to do. Let us have some rest now.
17. Turkish was written in Arabic letters for more than a thousand years. Mustafa Kemal ordered the use of the Roman alphabet.
18. Greek has undergone several modifications. Greeks today can still read the ancient writings.
19. English is the predominant language of business and travel. It offers many professional and business advantages as a second language.
20. Chinese has far more native speakers than English. English-language areas exist throughout the world.
Learning Point: *One of ......, some of ......, etc.*; the passive voice

You may have heard that our mother-tongue Bangla is one of the top few languages of the world. It is fifth among the world's languages in number of speakers. Today some 150 million people have Bangla as their first language. Most of the world's language are, however, spoken by only a small number of people. Out of the 2,796 languages, only 101 count over 1 million speakers. Only twenty of them have fifty million or more speakers each. The number of speakers of most other languages range from a few thousand to a few hundred only. The entire American Indian population does not amount to much, but they speak some 1,200 languages. There are only about 50,000 aboriginal Australians left in today's Australia; they speak more than 200 languages. Various small African tribes speak 500 languages, while some 500 more are spoken by small groups of Asia and the Pacific islands.

Only ten of the world's total languages attain 100 million or more speakers. They are, in order of number, Chinese, English, Spanish, Hindi, Arabic, Bangla, Russian, Portuguese, Japanese and German.

Chinese is by far the world's number one language with more than 1,000 million speakers. English stands a remote second with 350 million speakers. Spanish has 250 million speakers, Hindi 20 million, and Bangla, Arabic and Russian 150 million each.

The number of speakers may help us in understanding the importance of a language. But what is a more important factor is the level of its speakers' intellectual, cultural, spiritual, political, military or economic achievements. When a language-community becomes powerful in these or other respects, its language also gains importance. In order words, true greatness of a language does not so much depend on the number of its speakers as it does on their quality and Strength.

Vocabulary in Context

Match each word with its definition:

- **Count**
- **Aboriginal**
- **Attain**
- **Intellectual**
- **Spiritual**

- **Amount to**
- **Tribe**
- **Factor**
- **Cultural**
- **Achievement**
a. ________ fact or circumstances, etc. likely to influence the result, etc. of something
b. ________ It relates to people's religious and other deepest thoughts and beliefs.
c. ________ have a total of
d. ________ people belonging to a region from the earliest time
e. ________ reach
f. ________ something which is achieved after a lot of effort.
g. ________ It relates to a particular society and its ideas, customs and arts
h. ________ add up to
i. ________ a group of people of the same race, who share the same customs, religion, language, etc., and who are not considered to have reached a very advanced level of civilization.
j. ________ It relates to the ability to understand and deal with ideas and information.

Comprehension Questions
Tick the correct answer:
1. Bangla is fifth among world's languages, as
   i. only four languages were in use before it came into existence.
   ii. it is spoken by one-fifth of the world's nations.
   iii. one-fifth of world's total population speaks it.
   iv. only four languages have more speakers than it has.
2. Most of the world's languages
   i. are spoken by 101 groups of people.
   ii. have only a small number of speakers.
   iii. are spread all over the world.
   iv. are equally important.
3. English is a remote second to Chinese because
   i. English is used in remote places.
   ii. Chinese is spoken mainly in China only.
   iii. Chinese has a far larger number of speakers.
   iv. English has more speakers than Spanish.
4. The number of speakers of a language
   i. is the only thing that suggests its importance.
   ii. does not at all suggest its importance.
   iii. is one of the things that suggest its importance.
   iv. does not mean anything.
5. A language may become important when its speakers
   i. have military or political dominance.
   ii. want to be important.
   iii. are intellectually or culturally poor.
   iv. are not interested in trade and commerce.
Focus on Grammar

1. Subordination: because ......, since ......, if ......

Notice the following phrases:
- one of the top few languages
- twenty of them.
- Ten of the world's languages
- The number of languages

As these examples show, you have to use a plural noun or pronoun after phrases like one of, two (or any other number) of.

Some similar other expressions: each of; any of; a few of; many of; several of.

Note that expressions like all of, most of, some of may be followed by both singular and plural nouns or pronouns. When the expression refers to things that can be counted, you have to use a plural noun or pronoun. You will use a singular one if the reference is to anything that you cannot count.

Some similar other expressions: much of; more of; a little of; a lot of; a great deal of; half of.

- All of my money has been spent.
- All of my notes were soiled.

Expressions like little of, much of refer to things that cannot be counted; they are always followed by singular nouns or pronouns.

Verbs after one of, two of, etc.

Notice the following sentence:

One of my books was missing.

In this sentence, the verb was is singular, because the subject is one, not books. If the number was greatest than one, the verb would have been in the plural:

- Two/several of my books were missing.

If an - of phrase refers to uncountable things, the verb will always be in the singular.

- Some or my books were missing. (books – countable; verb-plural)
- Some of the rice has been sold. (rice – uncountable; verb-singular)

Exercise

Choose the correct words to fill in the blanks:

1. Nazrul is (one/some) of our greatest (poet/poets).
2. (Much/most) of the trees (have/has) been felled.
3. (Much/many) of what he said (is/are) nonsense.
4. (Much/most) of the words he wrote (is/are) misspelt.
5. Only a few of my (question/questions) (was/were) answered.
6. (Several/much) of (these boy/this boys/these boys) can do it.
7. Only (a few/a little) of the villages (have/has) been electrified so far.
8. (Several/one) of his (friend/friends) was injured.
9. (Do/does) any of these (person/people) know his name?
10. Half of the (time/times) (has/have) already been spent.

2. The passive voice

Notice the following sentence

Most of the languages are spoken by only a small number of people.

We might have written this sentence as

Only a small number of people speaks most of the languages.

The original sentence is said to be using the passive voice of the verb, while the rewritten sentence uses the active voice. Note that the subject of the active verb is an active doer who does something; the subject of the passive verb is someone or something or something that does not do anything, but is done upon.

Also note that in passive, the past participle form of the verb is always used after a form of the auxiliary be (is/am/was/were, etc.). See how the verbs change in the passive voice:

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>is done</td>
</tr>
<tr>
<td>is doing</td>
<td>is being done</td>
</tr>
<tr>
<td>has done</td>
<td>has been done</td>
</tr>
<tr>
<td>can do</td>
<td>can be done</td>
</tr>
</tbody>
</table>

Exercise 1

Change the voice of the following.

If the verb phrase has a preposition or an adverb particle (like after in look after, up in give up), don't forget in the passive.

1. She is watching a movie.
2. The old man stopped a boy.
3. Different people speak different languages.
4. Kalam has made it for me.
5. The police could not yet trace the criminal.
6. They laughed at us.
7. They did nothing for us.
8. When did you buy the book?
9. Your parents will not approve of it.
10. I have never consulted her.

Exercise 2

The subject of the active voice sentence can be dropped from the passive sentence when the subject is unknown or when it does not refer to any particular person. You can usually drop subjects like one, someone, anyone, everybody, people, or we, you and they when these are used to mean no specific people.
Now change the voice of the following:
1. Somebody had stolen my bag.
2. Anyone can easily solve the problem.
3. Nobody will see it.
4. People use English all over the world.
5. They will bury him tomorrow.
6. People blamed him for no fault of his own.
7. One must respect one's elders.
8. We should not waste our time.
9. You can see such a thing everywhere.
10. They should discourage smoking.

Exercise 3
Note: When the verb in the active voice has two objects, usually the personal object becomes the subject of the passive verb.
Active: He gave me a book.
Passive: I was given a book by him.

Now change the voice of the following:
1. Mr Aslam teaches us English.
2. Can you show us the way?
3. He asked me a question.
4. We will give you a card.
5. He did not tell me anything.

Paragraph Structure
The following sentences can form a paragraph, but they are given in wrong order. Place them into the correct order. The first one has been marked for you.
1. The Ladinos are descendants of the Spaniards; they speak Spanish and rule the country.
2. Guatemalan society is largely divided into two separate groups, the Ladinos and the Indians.
3. Jacaltec is one of the 25 Mayan languages still spoken today.
4. More than half of the country's population are Indians; they speak Mayan languages and to some extent Spanish when in contact with the Ladinos.
5. It has about 20,000 speakers who live in the northwest corner of Guatemala.
The 21st of February is a very important day in our national calendar. On this day in 1952, valiant youths of the soil laid down their lives in their effort to establish the due honour of Bangla, their mother tongue. They were demanding that Bangla be declared an official language of the state as it was the language of most of the population. Because of their supreme sacrifice, we have got our mother tongue as our official language – the language in which the government conducts all its business.

In a country there may be one or more dominant language, each spoken by a significant number of the population, and some minor languages as well. In such cases, the concerned government makes one or more languages 'official'. An official language is usually the language of the majority of the population. However, it is often the language of the ruling minority. In Bangladesh, the official language was Farsi, also called Persian in English, under the rule of Farsi-speaking Mughals; it was English under the British; Pakistani rulers has also unjustly wanted to impose their language Urdu on the Bangla-speaking majority.

In our neighbouring India, a country with hundreds of languages, there are 18 official languages that include Bangla and English. English is the official language of at least 45 countries throughout the globe, and has over 1400 million people under its wings. Chinese is the official language of some 1000 million native speakers. French, Arabic and Spanish are some other widely used official languages.

The United Nations, the organization of world's nations, has six official languages; whatever speeches are made on the floor of the UN are simultaneously translated into all these six. Since its beginning in 1945, the UN has had five official languages – Chinese, French, English, Russian and Spanish. Arabic has been added to the list a few years back. The UN, however, publishes all its documents in two 'working languages' : those are English and French.

A Vocabulary in Context
Match each word with its definition :

- Calendar
- Supreme
- Dominant
- Minority
- Neighbouring
- Valiant
- Sacrifice
- Significant
- Impose
- Simultaneously
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Comprehension Questions
Tick the correct answer:

1. February 21 is so important to us because on this day
   i. Bangla was established as the official language of the state.
   ii. the then-government declared Bangla the official language of the state.
   iii. courageous people laid down their lives for our language.
   iv. people were demanding that Bangla be made official language of the state.

2. Bangla was finally made the official language of the state because
   i. there was no opposition to it.
   ii. all the population spoke it.
   iii. the government was very interested in it.
   iv. of the sacrifice made by the Bengalees.

3. The official language of a state is
   i. always the language that is spoken by most of the population.
   ii. usually the language of the minority of the population.
   iii. the one that the people like most.
   iv. the one that the government declares so.

4. Pakistani rulers wanted to make Urdu official language as it
   i. was the only language known to them.
   ii. was the language everyone liked.
   iii. was their language.
   iv. would please the Bengalees.

5. The number of languages in India is
   i. 18.
   ii. one hundred.
   iii. less than a hundred.
   iv. way over one hundred.

6. In the United Nations
   i. one have to speak only the six official language.
   ii. one may get all its publications in any of the six official languages.
   iii. one may hear speeches in any of the six official languages.
   iv. nobody could make a speech in any other language.
Focus on Grammar

1. Tenses of the verb

Notice the sentence of the first paragraph:
The 21st of February is an important day.
On this day, youths laid down their lives.
They were demanding.
we have got our mother tongue as our official language.
The four sentences are examples of four different tenses: the present simple, the
past simple, the past continuous and the present perfect.

Here are some other examples:
We speak. (Present simple tense to make a general statement)
He is speaking on telephone. (Present continuous tense to refer to an action that is
continuing)
I have spoken to him. (Present perfect tense to refer to an action that is completed.)
He has been speaking now for an hour. (Present perfect continuous tense to refer to
an action that started at a definite point of time earlier and is still continuing)
He spoke to me. (Past simple tense to refer to an action that was done in the past.)
He was speaking on telephone. (Past continuous tense to refer to an action that
was being done or continuing at a certain point in the past)
I had spoken to him before he left. (Past perfect tense to refer to an action that
was completed before another action done in the past)
Man has been speaking for thousands of years before writing was invented. (Past
perfect continuous tense to an action that continued before another action done in
the past)
He will speak. (Future simple tense to say that an action will take place sometime in
the future)
They will be speaking soon. (Future continuous tense to say that an action will continue in the future)
I will have been speaking for several minutes before she will make any response.
(Future perfect continuous tense to say that an action will be continuing over a
period of time before a certain point of time in the future)

Exercise 1

Use the verbs given in brackets in their correct tenses and forms:

1. Language (be) all-pervasive. It practically (accompany) every activity of
man when that activity (involve) the participation of others. Man (work) in
silence only when he (work) alone, and not always then. The instant his
activity (require) the cooperation of others, language (come) into play.
Language (occupy) a central place in our civilization, and it (continue) to do
so.

2. When the Christian religion (begin) to expand, its original vehicle (be)
Aramaic, the language spoken by Christ and His followers. But Aramaic,
although it (be) current in the lands of the Near East for quite a long period,
(not be) a very prosperous language then. The truly international tongues of
the period (be) Greek and Latin. It (be) therefore natural for the new religion
to (turn) to these two languages. Still today, Latin and Greek (continue) to
(serve) as the official languages of the western and eastern Christian
churches.

3. Arabic (become) a world language by reason that it (be) the spoken tongue
of the prophet and his followers, who (spread) the Islamic religion to vast
regions of the earth. Arabic (become) the popular language of North Africa,
4. Let us (Imagine) a day when all the people of the world (speak) a common language, as many (suppose) the earliest people (do). Let us (think) of a single language that every nation (take) up as able (Communicate) with everyone else. You (think) this (be) possible? It (seem) impossible now. No nation (give) up its own language, and people of different regions and of different intellectual, cultural or economic levels (not speak) the same language, at least for any considerable span of time.

2. **Joining with a noun phrase**

Notice the following sentences

..... the official language was Farsi, also called Persian ....
In our neighbouring India, a country with hundreds of languages, there are 18 official languages ....
The United Nations the organization of world's nations, has six official languages.
The groups of words given in italics are noun phrases; they have been used here to provide additional information about the noun that precede each. Such a noun phrase is called an appositive. Appositives can be used in joining sentences.
Note how appositives have been used to join separate sentences. Each of the sentences cited above can be broken as follows:

..... the official language was Farsi. Farsi is also called Persian ..... 
In our neighbouring India, there are 18 official languages ....
It is a country with hundreds of languages.
The United Nations is the organization of world's nations. It has six official languages.

**Exercise**

If you know how to join sentences with a relative clause, you will have no difficulty in doing so with appositives. Drop who + be from the relative clause, and you will get an appositive.

Now join each of the following groups of sentences into one sentence that has an appositive.

1. George Bernard Shaw is a famous Irish playwright. He once referred to Great Britain and the United States as 'nations separated by a common language.'
2. The United States is a former colony of Great Britain. It has its own variety of English.
3. Canada is one of the largest modern nations. It is virtually divided by two rival languages.
4. Canada has two official languages. Those are English and French.
5. Quebec regularly demands secession from Canada. It is a French-dominated region.
6. French is currently the official language of France and some other countries. It is one of the two working language of UN.
7. Arabic is a Semitic language. It is the official language of some twenty countries.
8. Belgium is a country split by language. In it all state business has to be conducted in French and Flemish.
9. Hindi is one of the official language of Pakistan. It evolved in the military barracks of emperor Akbar.
10. Urdu is the official language of Pakistan. It evolved in the military barracks of emperor Akbar.
How Languages Started

Learning Point: Comparison: like, unlike, etc., Questions included in statements

Nobody knows exactly when, where or how languages originated, or man started to speak. Generations of man have speculated over this, but could not reach any definite conclusion. The origin of language, like many other things of those shadowy days, still remains a matter of mystery.

Today also we ask the same questions. How did language start? What was the earliest language? Have all languages developed from a single source? How did man learn to make and understand meaningful noises? We cannot answer any of these questions with any degree of certainty; we simply have no direct knowledge of the origins and early development of language.

Linguists trying to answer these and other questions have come up with a number of hypotheses and theories. Some believe that our earliest ancestors did not have a language; they used to communicate with each other by means of meaningful movements of hands, face and body. These gestures were perhaps accompanied by sounds, just as our spoken words are helped by gestures like frowns, smiles, arm-movements, shrugs and nods. We may think that these noises at first were meaningless, but later they started to acquire meaning as man started to rely more and more on them as sounds had obvious advantages over gestures. Unlike gestures, sounds could be received even in darkness and at a distance.

It is also possible that early man made spontaneous exclamatory noises like 'Ow!', 'Huh!' in moments of anger, fear or pain. He might also have started to make sounds in imitation of the sounds he heard in nature. He might have identified animals by the sounds they made, just as children even today call a cat 'meow', a dog 'bow-wow' or a cow 'moo' (or hambaa in Banglae).

Whatever noises man made then, or for whatever reasons he made them, was certainly a very beginning. Once he started to attach particular meanings to particular sounds, he was on the way to creating his own language.

Vocabulary in Context
Match each word with its definition:

- Generation        - Speculate
- Shadowy           - Certainty
- Hypotheses        - Ancestor
- Gesture           - Linguist
- Identify          - Imitation
- Spontaneous
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1. ________ guess
2. ________ all the people who are of a similar age and who are considered as having the same experiences or attitudes
3. ________ difficult to know much about
4. ________ not planned or arranged or controlled
5. ________ the state of having no doubt at all
6. ________ idea which is suggested as an explanation of a situation, but which has not yet been proved to be correct
7. ________ one who makes a scientific study of language
8. ________ people in former times from whom one is descended
9. ________ say who or what somebody or something is
10. ________ movements made with a body-part to express an idea, feeling etc.
11. ________ copy

Comprehension Questions
Answer the following questions as fully as you can in your own language:
1. Why can't we definitely say when or how language originated?
2. How, according to some linguists, did earliest people communicate among themselves?
3. Why did early man start to rely more on sounds as a means of communication?
4. What sounds, according to linguists, did the early man make?
5. How, according to the passage, did man create his language?

Focus on Grammar
1. Words of comparison: Like, unlike, etc.
Notice the following sentences:
The origin of language, like, many other things, still remains a mystery.
Unlike gestures, sounds could be received ..... The gestures were perhaps accompanied by sounds, just as our spoken words are helped by gestures ..... 

These sentences show how we can compare similar or dissimilar things in an economical way. Follow these examples, and try to combine each of the following pairs of sentences:

Exercise
Join the following by using like, unlike and just as appropriate:
1. My brothers can speak English fluently. I am also fluent in English.
2. Languages grow, change and die. Human beings grow, change and die.
3. He appears to be very confident. Most other boys are not like him.
4. The spoken dialects may show considerable difference. The written language remains the same all over the country.
5. We were worried about it. Everyone else was also worried.
6. Languages have near and distant relatives. We have uncles, aunts and cousins.
7. Urdu is written in the Arabic script. Hindi uses a different script.
8. Our early ancestors made new noises all the time and attached particular meaning to them. We also regularly do the same.
9. Arabic is written from right to left. Bangla is not written in this manner.
10. Bangla has borrowed a considerable number of words from other languages. Every language does this.

2. Embedded Questions
Notice the opening sentence of the passage:
Nobody knows .... how language originated.

This sentence can be broken into two separate sentences, one simple statement, and another a question:
1. Nobody knows.
2. How did language originate?

Here we can see that a question can be included in a statement, an affirmative or negative sentence. If the question begins with a wh-word (what, who, which, where, when, why, whom, how), the question is simply placed at the end of the statement. However, the question will have to be changed into a statement with no verb before the subject and a full stop at the end. The main verb will take different forms that agree with the subject and tense.

Even when a question is included in another question, the included question becomes a statement, though it ends with a question mark.
Where has he gone?
Do you know where he has gone?

Exercise 1
Join the following sentences.
1. Where can I find him? Please tell me.
2. We were trying to find something out. What was his real intention?
3. What is your name? Would you please tell us?
4. Which book should I buy? Can you tell me?
5. Why can't you forgive and forget? I'll ask him.
6. What did she mean by that? I have no idea.
7. What have I just told you? Repeat that.
8. Who has made the noise? I know him.
9. Why is this so important to you? Can you explain?
10. Whom can I trust? I do not know.
Exercise 2

Join the following sentences

Note: When a question begins not with a wh-word, but with a verb, you can include the question in a statement or in another question by beginning the question with if or whether.

Example: Did you seen him at all.
I wonder if you saw him all.

1. Did he write this letter? I really do not know.
2. Can you do this? tell us.
3. Do you play cards? He will ask you.
5. Tell me one thing. Did you really want it?
6. Was there a single language for all in the beginning? We have yet to prove.
7. Will he agree with me? I wonder.
8. Has she ever said that? I have no idea.
9. Isn't this true? Tell me.
10. Should I tell the police? I do not know.

Exercise 3

Join the following sentences.

Note: If the main statement is in the past tense, the verb of the included question must change into a corresponding past. In cases of present or future tenses in the main statement, the tense of the question will remain unchanged.

Example: Does he work hard? I asked whether he worked hard.
Where has he gone? I asked where had he gone.
Did she go? I asked whether she had gone.
Will that be enough? I asked if that would be enough.

1. Is it very difficult? She asked me.
2. Where did she find it? He wanted to know.
4. What happened? Did you see?
5. Why were you laughing? She asked us.
7. Shall I shut the window? Mother asked me.
8. Whom did he see? I wanted to know.
9. Does she live in that house? The boy asked.
10. What is going on there? I cannot see.
The Oldest language

Learning Point: There is/are .... ; It is .... ; as ... as, so ... that, etc.

In the beginning all people used to speak the same language. Everyone could understand everyone, and could count on everyone else's help in any work. This gave them immense power and strength. They became so proud of their power that they planned to climb to the heavens. They started to erect a ladder to the heavens, and the work proceeded smoothly. God, angry with them for their haughtiness, made the people forget their original language. They started to speak different languages, so that they could no longer understand what the others were saying. The result was complete confusion; the work had to be abandoned.

This story of the Tower of Babel tells us that from one common language all the different languages of the world have come into being. The bible however, does not name that language, and there is no way we can determine what is was. There was a time when people believed that since the Bible was written in Hebrew, Hebrew must have been the original universal language. You may also fondly think the same way about Arabic since Arabic is the language of the Koran. But human speech is older than both Hebrew and Arabic by countless thousands of years.

It is impossible now to say what our oldest language was. In fact, language as an oral means of communication has been in existence for about 100,000 years. But the earliest records of any language that we have do not take us that far into the past. The earliest language that we have do not take us that far into the past. The about 6,000 years old. At about 4,000 BC, the Sumerian language was in use in the Mesopotamian area, approximately where Iraq is located today. The ancient Egyptian that one finds written on the pyramids also belonged to the same time-span. Sanskrit and Chinese are two of the older languages we know anything about. They came into being sometime around 2,000 BC.

By the way, most of today's important languages have evolved only in the last few hundred years. English is only 1500 years old, Bangla 1200, Hindi-Urdu some 400 years. Hebrew, Greek, Arabic and Farsi are some of the older languages.

Vocabulary in Context

Match each word with its definition:

<table>
<thead>
<tr>
<th>Count on</th>
<th>Immense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavens</td>
<td>Erect</td>
</tr>
<tr>
<td>Haughtiness</td>
<td>Abandoned</td>
</tr>
<tr>
<td>Fondly</td>
<td>Universal</td>
</tr>
<tr>
<td>Approximately</td>
<td>Evolve</td>
</tr>
</tbody>
</table>
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Comprehension Questions
Answer the following questions as fully as you can in your own language:
1. Why did the ancient people want to build a ladder?
2. What gave the people so much power?
3. Why was God angry with the people?
4. Why was the ladder abandoned unfinished?
5. Why did some people think that Hebrew was the original language?
6. What is the earliest known language and where was it in use?

Focus on Grammar
1. There is/are ...., It is .....  
   Notice the following sentences:
   There is no way we can determine what it was. (The introductory word there is not the subject of the sentences; nor does it refer to any particular place or any other thing. It is a meaningless or 'empty' word.)
   There was a time when people believed that Hebrew must have been the original language.

   Note: We use there to begin a sentence that tells that something or someone exists (or existed) somewhere. As an empty introductory word, it is followed by the verb be (is/am/are/will be etc.)
   The real subject in this construction follows the verb be. If this subject is singular, the verb is in the singular, if plural, the verb is also in the plural.
   There was no written language in beginning. (The subject no written languages is singular; so the verb is singular.)
   There were three wise men in the East. (The subject – three wise men; it is plural; so the verb is plural.)

   Now note these sentences:
   It seems impossible now to say what our oldest language was. (This it, like there in the examples given above, is also a meaningless introductory word that refers to no previous noun or anything else.)
It is difficult to say what the earliest language was like.

Note: Introductory empty it is used when the subject is a long phrase or clause (like: to say what it was like). It is also used as an empty subject of sentences about weather, time and distance:
Examples: It is certain that he is coming.
          It was six in the morning.
          It is six miles from here.
          It is raining.

It is always followed by a singular verb.

Exercise
Fill in the blanks with either there or it along with a right form of be, (there/it + is/are, etc.) as appropriate.
1. _______ wrong to speak like that.
2. _______ seven days in a week.
3. _______ much to be said on both sides.
4. _______ no one there when I went into the room.
5. _______ no place like home.
6. _______ any food left for us?
7. _______ not very far to walk.
8. _______ you who have done this?
9. _______ a common language in the beginning.
10. _______ a sunny day and _______ a lot of activities going on all around.
11. _______ wonderful to have you with us next month.
12. We waited for help, but _______ none, and _______ unlikely that any help would be coming soon.
13. _______ time to go to bed, but _______ many more things to be done.
14. _______ easy to understand why he has done this.
15. I could not come as _______ getting quite dark and _______ no one to accompany me.
16. _______ several loopholes in our plans.
17. _______ someone at the door.
18. Tell me if _______ anything I can do for you.
19. _______ too hot in Rajshahi now?
20. Who _______ in the kitchen when I came in?

2. as ... as; so ... that, etc.
A comparison is possible only when there are two or more comparable persons or objects. Similarly, in writing a comparison, you are needed to include all the objects of comparison. So, when you use as, so, such a, or too to imply a comparison, do not forget to include the other parts as well. Write them as follows
as ... ... as  so ... ... that  so ... ... as
such a ........... that  too ........... to
Similarly, if you use comparative words like more, less, better, faster, use a second part also that begins with than. Comparative words that end not with -er (better, cleverer), but with - or (as in superior, inferior) are followed by to ...... :

more than ........ happier than ........
less clever than ........ junior to ......

Exercise 1
Complete the following comparisons by adding suitable words :
1. He was in such a hurry that he ............
2. I wanted it more than ............
3. I would like to come back as soon as ............
4. When my father heard the news, he became happier than I ............
5. Things used to be less complicated those days than ............
6. He is taller than ............
7. He got more than ............
8. Everest is taller than ............
9. I acted so foolishly that ............
10. He is so sick that ............
11. It is too important to ............
12. He was so clever a man that ............
13. It was such an urgent call that ............
14. It was not so bad as ............
15. It is as simple as ............

Exercise 2
Join each of the following pairs of sentences using a suitable expression of comparison.
Remember that so is followed by an adjective (so beautiful ; or so beautiful a flower) whereas such is followed by a noun phrase (such a beautiful flower).
1. He was very angry. He was stammering.
2. He is tall. His father is also equally tall.
3. He could remember a few lines. He recited that much.
4. This fabric is on an inferior quality. That one is better.
5. She looks premier in the picture. She is not actually so pretty.
6. The man is quite stupid. He will believer whatever you tell him.
7. He is honest. He is equally intelligent.
8. He was very ill. he could not attend the meeting.
9. He is a very mean person. He will go to any extent.
10. He works hard. His brothers do not work that hard.
11. We expected this river to be very deep. It is not so.
12. He made a few mistakes. Other students made more mistakes.
13. It was a very cold day. We decided to stay indoors.
14. It's very dark. You won't see anything.
15. It's too early. I cannot make any comment now.
16. We walk much less these days. We used to walk more.
17. He took a lot of time. You also can take the same amount of time.
18. He is a very difficult man. Even you will not find him agreeable.
19. He was very upset. He had to leave the place immediately.
20. He took several books. I also took the same number of books.
Languages Are Inter-Related

**Learning Point:** *Nor do I ...; So do I ...*

We do not know whether there really was a common language for all, as the story of the Tower of Babel tells us, from which all the different languages came. Nor do we exactly know when or how languages became so numerous.

Numerous and different as world's languages are, they might all really have come down from a single source. Though the question of a common origin of all languages still remains to be proved, it has been an established fact that certain languages are quite closely linked with each other, and are the descendants of a common 'parent' language. Take, for example, the Bangla, English, German, Italian and Greek languages. These languages considerably differ from each other, they differ so much that any sort of relationship may appear impossible. But just as we humans do, languages also have close and distant relatives. And so, notwithstanding obvious differences, these languages display certain underlying similarities. Compare the different words given below:

<table>
<thead>
<tr>
<th>Language</th>
<th>matr</th>
<th>pitr</th>
<th>bhrata</th>
<th>tri</th>
<th>sapta</th>
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<td>father</td>
<td>brother</td>
<td>three</td>
<td>seven</td>
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<tr>
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<td>mata/ma</td>
<td>pita</td>
<td>bhai</td>
<td>tin</td>
<td>saat</td>
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</tbody>
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Language that have a common origin and that share common characteristics are said to belong to a *family*. All the languages compared above, along with many others, are members of a large family called the INDO-EUROPEAN. All the languages of this family have come down from a long-forgotten language. Its descendants are now located throughout the Indian sub-continent, Europe and America. Almost half of the world's entire population use these languages.

Indo-European is one of the nine major language families of the world. While Bangla and English can be grouped together, you cannot group them with Chinese and Tibetan, or Arabic and Hebrew, or Japanese and Korean. They belong to other families. Chinese and Tibetan share common characteristics, and belong to the Sino-Tibetan family, the family with the second largest number of speakers. Arabic and Hebrew have many things common between them, and are two members of the historically and culturally important Semito-Hamitic family.
Vocabulary in Context

Match each word with its definition:

- Numerous
- Descendant
- Considerable
- Display
- Characteristic
- Established
- Parent
- Notwithstanding
- Underlying

a. _______ existing, but not immediately obvious
b. _______ in a large number or degree
c. _______ accepted
d. _______ great in number
e. _______ qualities which are usually found in a particular person, place or thing, and which make them easy to recognize
f. _______ person or thing that has come down from some other person or thing
g. _______ in spite of
h. _______ show
i. _______ someone or something that gives birth to someone or something else

Comprehension Questions

Say whether the following sentences are true or false. Write T for true, and F for false. If false, give the true statement.

1. The story of the Tower of Babel tells us that all languages are basically the same.
2. It has been proved that all languages have come from a single source.
3. All languages are closely linked with each other.
4. Some languages are proved to have a common origin.
5. Languages that seem very different may also be related.
6. The original Indo-European is still spoken in many parts of the world.
7. Chinese and Tibetan have come down from different sources.

Summary

Which of the following sentences do you think best summarizes the central idea of the article you have read above?

1. Languages of the world are different from each other.
2. Languages have come from a common source.
3. Languages may appear quite different, but the may be related.
4. Indo-European is the largest of the language families.
Focus on Grammar

Nor do I ....... ; So do I.
Note the first two sentences of the passage.
We do not know .... Nor do we exactly know.....
We could have written the second sentence as
We also do not exactly know ....

Now see a few more examples :
Animals do not speak. Nor do they have a language.
She could not read French. Nor could I.
You should not speak so loudly. Nor should he.

Note 1 : When one negative sentence follows another negative sentence, the second one can start with nor + an auxiliary verb + an auxiliary verb + the subject. If the two predicates tell the same things, then the auxiliary alone serves as the predicate of the second sentence ; no other verb is needed, as shown in the last two examples.

Note 2 : When the sentences are short, they can be joined together :
I do not like beef, nor does she.
She cannot sing nor can I.

Similarly, two affirmative sentences can also be joined together by using so + an auxiliary before the subject of the second sentence . If there is no auxiliary in the original second sentence, we have to use a suitable form of do.
She speaks fast, and so do you.
They can sing, and so can we.

Exercise
Join the following pairs of sentence by using nor or so, as applicable.
1. We make noises to express our feelings and attitudes. Animals also make noises to express their feelings and attitudes.
2. No language is perfect. Bangla is also not perfect.
3. No living being remains inert and fixed. Human language also does not remain inert and fixed.
4. Every living organism grows and changes. Languages also grow and change.
5. We cannot stop changes in a language. We should not try to stop changes, either.
6. Spoken languages change with time. Written languages also change with time.
7. All living languages borrow words from other languages. Bangla also borrows words from other languages.
8. No two languages have exactly the same sounds. They do not use the same set of grammatical rules.
9. A language cannot survive unless there are speakers. A language cannot prosper in absolute isolation.
10. Latin is no longer a popular spoken language. Sanskrit is also not any more a popular spoken language.

**Paragraph Structure**
The following sentences are given in wrong order. Place them into the correct order.

1. **In then spread all over Europe and through Russia and Iran to Indian subcontinent.**
2. **It turned out, out, however, that all these languages belonged to only one group and that group did not include a large number of languages.**
3. **When early linguists became aware of this similarity, they thought that all these languages had come down from a common source.**
4. **Many key words in these languages show striking similarity.**
5. **Basic Indo-European is thought to have started thousands of years ago in central Europe.**
6. **They thought that they would thus find out a common origin of all the world's languages.**
7. **It was thus established that the Indo-European is only one family of languages and besides it, there are many other families of languages.**
8. **Its speakers migrated from their original homeland, and in the course of their wandering, they developed most of the languages that we speak in Europe, North and South America and Asia.**
The Alphabet

Learning Point: And, or, but, semicolon

When a Chinese man wants to write 'tree' in his language, he will simply draw the likeness of a tree. For 'woods' and 'forest', he will respectively draw two and three such together.

The Chinese writing is thus a kind of writing through pictures. It has a picture for everything, and every word has a separate symbol. One has to learn every individual symbol, or he will not be able to write it even if he can say the word. The writing systems of most other major languages are radically different from that of Chinese. We, for example, do not have a different symbol for every word. We rather use a symbol for each sound — and there are only a few of them. In English we have only 26 such symbols (or letters), and these are arranged in different combinations to make thousands of words. Take for example, the word POT. This word does not give the picture of anything. The three letters p, o, t represent three sounds and they can be rearranged to make the words TOP and OPT. Our system of writing with letters is called alphabetic.

The Chinese system of writing may seem to us very different and difficult, but writing in the early days was very much like this. The ancient Egyptians also did the same thing; they also used for about 3000 years a system of picture-writing called hieroglyphic. It is believed that the first alphabets grew from these picture-symbols.

The first ever alphabet was believed to have been used in Phoenicia sometimes around 1500 BC. The Phoenicians simplified the picture-symbols of the Egyptians and made a symbol stand for a sound, and not for any object or idea. The Phoenician traders took these symbols to other countries, and the Greeks borrowed these symbols to develop their own alphabet.

The alphabet most used today throughout the world is the Roman alphabet, it grew from the Greek alphabet. Roman alphabet is used in writing English and most other western languages.
Most of the alphabets in use in the Indian sub-continent have come down from an ancient Brahmi script. Whether these alphabets also have some link with the Phoenician alphabet is yet to be confirmed.

**Vocabulary in Context**

Match each word with its definition:

- Likeness
- Respectively
- Radically
- Western
- Woods
- Symbol
- Ancient
- Script

a. ________ in the same order as the items that have been just mentioned.
b. ________ picture
c. ________ a particular system of writing
d. ________ area of land covered with growing trees
e. ________ something associated with Europe and the continent of America
f. ________ completely
g. ________ something that is used to represent an idea
h. ________ belonging to times long past

**Comprehension Questions**

Answer as fully as you can in your own language:

1. How is the Chinese language written?
2. How is the Chinese system of writing different from that of most other languages?
3. What sort of writing is called alphabetic?
4. How did early people write?
5. What is hieroglyphic?
6. What is the connection between the first alphabets and the picture-symbols?
7. How did the first alphabet evolve?
8. How did the Greeks develop their alphabet?
9. What is the Brahmi script?

**Focus on Grammar**

1. **and, or, but**

And, or and but are three most common coordinating conjunctions; they join complete sentences as well as sentence elements like words phrases and clauses. Note the following examples:
It has a picture for everything and every word has a separate symbol. (and links two main clauses that are logically connected)

The Chinese system of writing may seem to us very different and difficult, but writing in the early days was very much like this. (but connects two contrasting clauses; the second clause is expected or appears to contradict the first.)

One has to learn every individual symbol, or he will not be able to write if even if he can say the word. (or links two alternatives.)

**Exercise 1**

**Note:** We use conjunctions like and, or, but only to join a noun with a noun, an adjective with an adjective, a phrase with a phrase, a subordinate clause with a subordinate clause and a main clause with a main clause.

Join each of the following pairs with *and, or, or but*.

1. I closed the window. Then I locked the door.
2. There were no birds in that country. There were no beasts either.
3. His favourite colour is not blue. His favourite colour is green.
4. I like reading. I also like to walk.
5. Your book might be in the drawer. It might also be on the shelf.
6. You can use a pen. You can use a pencil. You may use a brush, too.
7. I cannot speak Arabic. I can read it.
8. He has intelligence. He is smart. He is honest.
9. He replied smartly. His replies showed his intelligence.
10. I did not see anything unpleasant. There was nothing awkward, either.
11. The bread was white. He had a hollow face. His eyes were very bright.
12. I want to see. I want to hear.
13. He is a good man. He is not very dependable.

**Exercise 2**

Join each of the following pairs with *and, or, or but*, as applicable.

1. You should use the standard language of your community. People will think that you lack education and personality.
2. There were nearly 50,000 separate characters in Chinese. In modern times 6,000 characters is considered enough to read newspapers and books.
3. Ancient Greek texts are hard to read. They are not at all unreadable even today.
4. Swahili has been an important international language. It is official in ten African countries.
5. You have to try to acquire a second language. If you do not, you will not learn it at all.

6. Urdu is an Indo-European language. Hindi, English and Bangla are also Indo-European languages.

7. Urdu is an Indo-European language. It uses a Semitic script.

8. Hindi is written in Devanagri script. Urdu is written in Arabic script.

9. The society itself may be primitive. Its language may be very complex and intricate.

10. There must be speakers to use a language. If not, a language will die an inevitable death.

É

Paragraph Structure

The following sentences are given in wrong order. Place them into the correct order. The first one is marked for you.

_____ A particular word is written with the same character or symbol in all the dialects of China.

_____ This has been possible partly because of the alphabetic system of writing English.

_____ The Chinese system of writing, on the other hand, does not give us any clue to the pronunciation of a word.

_____ But the pronunciation of the same symbol is different in different dialects.

1. If you are able to read and write English, you can make yourself understood when speaking to another person who can read and write English.

_____ In this system, there is a definite connection between the spoken word and the written word.

_____ As a result, the speakers of different dialects of China face great difficulty in communicating with each other orally.

_____ The sounds suggest how or with which letters you should write a word, and the letters suggest how you should pronounce it.

_____ But if you are able to read and write Chinese, you will not necessarily be able to speak to another person who can read and write Chinese.
LESSON : 1

A

Vocabulary in context
1. h  2. j  3. g  4. d  5. i  6. b  7. c  8. f  9. a  10. e

B

Comprehension questions
Write your own answers based on the information given in the passage. Some hints are given here.
1. a means of communication; oral; human; meaningful
2. to express ourselves; to communicate with others
3. much more flexible; convenient; effortless
4. unlimited; suits all occasions; can be used in all possible ways
5. no other creature has this; vital for human civilization

C

Summary
Sentence 2

D.1

Relative words
1. whom  2. who  3. that  4. what  5. which

D.2

When it is possible to delete the relative word, it is given within brackets:
2. We use a large number of words (which are) borrowed from other languages.
3. Language is a means of communication (that/which) we use to express ourselves.
4. The language (that) we speak is Bangla.
5. Bangla, (which is) also called Bengali in English, is a very rich language.
6. Rabindranath Tagore, who won the Nobel prize, is our greatest poet.
7. He is one of the few people (whom) nobody distrusts.
8. He is one of the rare few who will never tell a lie.
9. This is one of the several things for which he was asking.
   This is one of the several things (which) he was asking for.
10. This letter is from my cousin (whom) you met last winter.

LESSON : 2

A

Vocabulary in context
1. b  2. d  3. f  4. e  5. g  6. j  7. a  8. c  9. i  10. h
Comprehension questions
Write the true statements in complete sentences based on the information given in
the passage and on the following hints:
1. F; different areas and communities – different languages;
2. T;
3. F; same everywhere;
4. F; all people have language;
5. F; living beings die;
6. F; 2796

1. Subject-verb agreement
1. is; 2. have does; 3. is; 4. are/were;
5. does; 6. is/was/will be; 7. has; 8. have;
9. has; 10. has; 11. are/were; 12. is/was;
13. was; 14. is; 15. is/was; 16. is/was;
17. have; 18. are; 19. were; 20. are

2. Had I known ... Exercise 1
1. Had I (If I had) recognized him, I would not have remained silent.
2. Had the children not been (If the children had not been) tired, they
would not have gone to sleep at once.
3. Had you (if you had) been careful, you would not have made such silly
mistakes.
4. Had I (If I had) not taken an umbrella with me, I might have got wet.
5. Had you (If you had) not wasted your time, you could have passed the
examination.

2. Had I known ... Exercise 2
1. would/could/might have joined;
2. would/could/might have given;
3. had not seen;
4. would not have answered;
5. would have contacted;
6. could/might have met;
7. could/might have done;
8. had spoken;
9. might/would have died;
10. would not have been

Paragraph Structure
The position of these sentences in a paragraph would be as follows: 9, 6, 1, 8, 4,
7, 5, 2, 3.

LESSON : 3
A
Vocabulary in context
1. g 2. f 3. c 4. e 5. j 6. b 7. i 8. a 9. d 10. h
Comprehension questions
Write the correct answers in complete sentences based on the information given in the text and on the following hints.
1. F; one of many;
2. F; writing – a much later invention;
3. F; a great many;
4. T;
5. F; writing languages – last longer;
6. F; varies from region to region;
7. T;
8. T;
9. F; every language is a dialect, standard or not;
10. T.

Subject-verb agreement
1. can;
2. have to;
3. may/be able to;
4. can;
5. have to;
6. were able to;
7. have to;
8. may;
9. may;
10. can;
11. be able to;
12. had to;
13. may;
14. be able to;
15. may;
16. could;
17. be able to;
18. had to;
19. had to;
20. might/could.

Paragraph Structure
The position of these sentences in a paragraph would be as follows; 3, 1, 5, 2, 4.

LESSON: 4

Vocabulary in context
1. d 2. f 3. g 4. e 5. a 6. i 7. h 8. c 9. b

Comprehension questions
Write your own answers on the basis of the information given in the text. You may follow these hints also.
1. same language same community; different language different community; same language same identity
2. language learnt at home, used within the community
3. when in contact with people speaking other languages
4. a language other than one's mother tongue; is learnt later
5. to make contact with other peoples; to enjoy literature of other language; for religious reasons; for trade commerce, travel ....

Summary
Sentence 4
Exercise 1
1. unless ; 2. because ; 3. before ; 4. If ;
5. When ; 6. so that ; 7. Though ; 8. Since ;
9. Since ; 10. until ; 11. After ; 12. Although ;

Exercise 2
1. Since/As I did not ..... , I could not ....
2. If it rains, you will get wet.
3. After all the guests had departed, I went to bed.
4. Bring in the clothes before it begins to rain.
5. She woke early so that she could ..... 
6. Unless we (or, If we do not hurry) hurry, we will ..... 
7. Before you go out, switch ..... 
8. Although I tried, I could not ..... 
9. When we arrived, it was raining.
10. I cannot go ..... because I ..... 
11. Unless you ......., I will not go.
12. We lost ..... as our best player ..... 
13. He will stay if you ask him to stay.
14. When the phone rang, I was eating ..... 
15. A man ..... when he was working ..... 
16. As/Since there is not ..... , let us have ..... 
17. Although Turkish was written ..... , Mustafa Kemal ordered ..... 
18. Though Greek has undergone ..... , Greeks today can still ..... 
19. Since English is ..... , it offers ..... 
20. Although Chinese has ..... , English-language areas exist ..... 

LESSON : 5

A
Vocabulary in context
1. c 2. h 3. d 4. i 5. e 6. a 7. j 8. g 9. b 10. f

B
Comprehension questions
1. iv ; 2. ii ; 3. iii ; 4. iii ; 5. i

C
1. One of ..... , two of ..... 
   1. one, poets ; 2. Most, have ; 3. Much, is ;
   4. Most, are ; 5. questions, were ; 6. several, these boys ;
   7. a few, have ; 8. one, friends ; 9. Does, people ;
   10. time, has

2. The Passive Voice Exercise 1
1. A movie is being watched by her.
2. A boy was stopped by the old man.
3. Different languages are spoken by different people.
4. It has been made for me by Kalam.
5. The criminal could not yet been traced by the police.
6. We were laughed at by them.
7. Nothing was done by them for us.
8. When was the book bought by you?
9. It will not be approved of by your parents.
10. She has never been consulted by me.

2. **The Passive Voice** Exercise 3
1. We are taught English by Mr Aslam
2. Can we be shown the way?
3. I was asked a question.
4. You will be given a card (by us).
5. I was not told anything (by him).

**Paragraph Structure**
The position of these sentences in a paragraph would be as follows: 5, 3, 1, 4, 2.

**LESSON : 6**

**A**

**Vocabulary in context**
1. c 2. h 3. b 4. g 5. i 6. f 7. a 8. j 9. e 10. d

**B**

**Comprehension questions**
1. iii ; 2. iv ; 3. iv ; 4. iii ; 5. iii

**C**

1. **Tenses of the verb**
   1. is ; accompanies ; involves ; works ; works ; requires ; comes ; occupies ; will continue.
   2. began ; was ; had been ; was ; were ; was ; turn ; continue ; serve
   3. became ; was ; spread ; has become ; is ; felt ; are
   4. imagine ; will speak ; suppose ; did ; think ; will take ; will be ; to communicate ; Do .... think ; will be ; seems ; will give up ; will not speak

2. **Joining with a noun phrase**
   1. George Bernard Shaw, a famous Irish playwright, once ....
   2. The United States, a former colony of Great Britain, has its ....
   3. Canada, one of the largest modern nations, is virtually ....
   4. Canada has two official languages, English and French.
   5. Quebec, a French-dominated region, regularly demands ....
   6. French, currently the official ...., is also one of the two ....
   7. Arabic, the official language of some twenty countries, is ....
   8. In Belgium, a country split by language, all state business....
   9. Hindi, a dominant language of north and central India, is ....
10. Urdu, the official language of Pakistan, evolved.....

**LESSON : 7**

**A**

Vocabulary in context
1. b 2. a 3. c 4. e 5. f 6. h 7. j 8. g 9. i 10. k 10. d

**B**

Comprehension questions
Write your own answers. Here are some hints to help you.
1. no direct knowledge; no proof; no written records
2. with gestures
3. sound is more convenient; can be made and used with far greater ease; in all possible circumstances
4. those that expressed anger, pain, surprise, etc.; those that imitated the sounds heard in nature
5. by creating new sounds; attaching individual meanings to them

**C**

1. **Words of comparison**
   1. Like my brothers, I also can speak......
   2. Languages grow, change and die, just as human beings do.
   3. Unlike most other boys, he appears to be ..... 
   4. Unlike the written language, the spoken dialects may show ..... 
   5. Like everyone else, we were worried .......
   6. Languages have near and distant relatives, just as we ......
   7. Unlike Hindi, Urdu is written in ......
   8. Like our early ancestors, we regularly make ......
   9. Unlike Arabic, Bangla is not written from right to left.
   10. Like every language, Bangla has borrowed ......

2. **Embedded Questions**
   Exercise 1
   1. Please tell me where I can find him.
   2. We were trying to find out what his real intention was.
   3. Would you please tell us what your name is.
   4. Can you tell me which book I should buy?
   5. I'll ask him why he cannot forgive and forget.
   6. I have no idea what she meant by that.
   7. Repeat what I have just told you.
   8. I know who has made the noise.
   9. Can you explain why this is so important to you?
   10. I do not know whom I can trust.

3. **Embedded Questions**
   Exercise 2
1. I really do not know whether he wrote this letter.
2. Tell us whether you can do this.
3. He will ask you whether you play cards.
4. Mother wants to know if you are coming today.
5. Tell me whether you really wanted it.
6. We are yet to prove if there was a single language ....
7. I wonder whether he will agree with me.
8. I have no idea whether she has ever said that.
9. Tell me if this isn't true.
10. I do not know if I should tell the police.

4. Embedded Questions Exercise 3
1. She asked me if it was very difficult.
2. He wanted to know where she found it.
3. I want to know who lives next door.
4. Did you see what had happened ?
5. She asked us why we were laughing.
6. I asked him if I had ever met her.
7. Mother asked me if she should shut the window.
8. I wanted to know whom he had seen.
9. The boy asked if she lived that house.
10. I cannot see what is going on there.

LESSON : 8

A
Vocabulary in context
1. e  2. f  3. d  4. b  5. g  6. j  7. i  8. h  9. a  10. e

B
Comprehension questions
Write your own answers. You may use these hints also.
1. to climb up to them heavens
2. A common language ; understood each other ; could work together
3. their plan and work showed too much pride.
4. God's curse ; different languages ; on longer understood each other ; could no longer work together
5. Hebrew, the language of the Bible
6. Sumerian ; Mesopotamia, present-day Iraq ; 4000 BC.

C
1. It is ...... there is ......
   1. it is ;  2. There are ;  3. There is ;  4. There is ;
   5. There is ;  6. Is there ;  7. It is ;  8. Is it ;
   9. There was ;  10. It was, there was ;  11. It will be ;
   12. There was, it was ;  13. It was, there were ;
14. It is; 15. it was, there was; 16. There were;
17. There is; 18. there is; 19. Is it; 20. was there

2. as .... as ; so ..... as, etc. Exercise 1
There are many possible comparison that you can make. Try to complete the sentence by making your own comparisons.

2. as .... as ; so Exercise 2
Some pairs of sentences can be joined with other expression of comparison than the ones used here. Try out other alternatives, and show them to your tutor.

1. He was so angry that he was stammering.
2. He is as tall as his father.
3. He recited as many lines as he could remember.
4. This fabric is inferior to that one.
5. She looks prettier in the picture than she actually is.
6. The man is so stupid that he will believe whatever you tell him.
7. He is as honest as he is intelligent.
8. He was too ill to attend the meeting.
9. He is such a mean person that he will go to any extent.
10. He works harder than his brothers.
11. The river is not so deep as we expected it to be
12. He made fewer mistakes than other students
13. It was so cold a day that we decided to stay indoors.
14. It's too dark to see anything.
15. It's too early to make any comment now.
16. We walk much less these days than we used to.
17. You can take as much time as he took.
18. He is so difficult that even you will not find him agreeable.
19. He was so upset that he had to leave the place immediately.
20. I took as many books as he took.

LESSON : 9

A Vocabulary in context
1. d 2. c 3. f 4. i 5. b 6. g 7. h 8. a 9. e

B Comprehension questions
Write the correct statements on the basis of the information given in the passage. You may use these hints also.

1. F; a common origin
2. F; some languages – from a common source
3. F; some languages linked
4. T
5. T
6. F; nowhere is it spoken; its descendants are
7. F; share characteristics; same origin

Summary
Sentence 3

Nor do I .....; So do I ....
1. We make noises to express our feelings and attitudes, and so do animals.
2. No language is perfect, not is Bangla.
3. No living being remains inert and fixed, nor does human language.
4. Every living organism grows and changes and so does language.
5. We cannot stop changes in a language, nor should we try to.
6. Spoken languages change with time, and so does written languages.
7. All living languages borrow words from other languages, and so does Bangla.
8. No two languages have exactly the same sounds, nor do they use the same set of grammatical rules.
9. A language cannot survive unless there are speakers, nor can it prosper in absolute isolation.
10. Latin is no longer a popular spoken language, nor is Sanskrit.

The position of these sentences in a paragraph would be as follows: 2, 7, 5, 4, 1, 6, 8, 3.

LESSON: 10

A Vocabulary in context
1. b  2. d  3. a  4. g  5. f  6. h  7. e  8. c

B Comprehension questions
Write your own answers. Here are some hints for you.
1. through picture-like symbols that represented things and ideas
2. Unlike Chinese, most other languages are alphabetic; letters; sounds represented in letters, not things and ideas
3. that uses letter; letters represent sound
4. through pictures, drew likeness of things
5. ancient writing system of Egypt; usually found on the Pyramids
6. alphabets are believed to have evolved from them
7. simplified picture-symbols; gave a sound value; made to stand for sounds and not for any object
8. borrowed the Phoenician alphabet, based their own on it
9. an ancient system of writing; most alphabets of the sub-continent are based on it.

**and, or, but  Exercise 1**

1. I closed the window and then locked the door.
2. There were no birds or beasts in that country.
3. His favourite colour is not blue but green.
4. I like reading and walking. (or, like to read and to walk.)
5. Your book might be in the drawer or on the shelf.
6. You can use a pen, a pencil or a brush.
7. I cannot speak Arabic, but I can read it.
8. he is intelligent, smart and honest.
9. He replied smartly and intelligently.
10. I did not see anything unpleasant or awkward.
11. He had a white beard, a hollow face, and very bright eyes.
12. I want to see and to hear.
13. He is good but not dependable.

**and, or, but  Exercise 2**

1. You should use ......., or people will think that .......
2. There were nearly ......., but in modern times .......
3. Ancient Greek texts are ......., but they are not .......
4. Swahili has been ....... and is official .......
5. You have to try to ......., or you will not .......
6. Urdu is an ........., and so are .......
7. Urdu is an ....... but uses a .......
8. Hindi is written ........., but Urdu is .......
9. The society ........., but is language may .......
10. There must be ....... or it will die .......

**Paragraph Structure**
The position of these sentences in a paragraph would be as follows: 7, 2, 6, 8, 1, 3, 9, 4, 5.
Overview

Lesson 1 : A Better Life
Learning Point : Use of adverbs ; Use of phrasal verbs

Lesson 2 : Poverty of Bangladesh
Learning Point : Use of whether ; Writing paragraphs

Lesson 3 : Poverty of Bangladesh
Learning Point : Countable and uncountable nouns, many/much
Making sentences with phrases
Use of while

Lesson 4 : Poverty of Bangladesh
Learning Point : Though / although ; Auxiliary verbs

Answer Key
A Better Life

Learning Point:
- Use of adverbs
- Use of phrasal verbs

Objectives:
On completion of this lesson the students will have some basic ideas about –
a) how to ask and answer questions appropriately
b) how to make polite request
c) how to put forward opinion in conversational English and
d) how to read through comparing and contrasting ideas.

Warm-up:
Do you think Bangladesh is a rich country? What special symptoms do you find in favour of your opinion? etc.

New Words:
Resources, consequently, natural calamity, curious, look askance.

A Better Life

It was a bright Sunday morning in spring. The trees were wearing new leaves. The flowers around were in full bloom. At times, there was a withering sound of birds. This sudden change in nature was very surprising to Tanveer. He was looking through a window while the English class was going on.

"Is there any problem, dear?" Mrs. Fatema, the English teacher, asked Tanveer.

"Not actually, Madam, I was thinking about our country" Tanveer replied.

"Can we share your thinking?" Mrs. Fatema asked again.

"Oh sure, I was thinking that our nature is very rich but we are very poor. I find hardly any reason behind it" Tanveer replied.

"Thanks for your concern. It's certainly a very interesting issue" Mrs. Fatema said to Tanveer.

"Is there anybody in the class who can answer the question?" Mrs. Fatema drew attention of the total class.

The class was silent for sometime. This was an issue they never thought about. After a while, however, the students started to answer the question. Kamal was the first student who stood up. 'In my opinion' Kamal said, 'Ours is a very small country but her population is very big. That's why we're poor'.
Mrs. Fatema thanked Kamal and urged other students to put forward their opinion.

Tamanna put up her hand and then said, 'I don't agree with Tanveer. I think our people are our resources but we've failed to utilize them and consequently we're poor'.

'Very good, anyone else?' Mrs. Fatema inquired.

Aparna, another student, then stood up and said, "So far I understand, people aren't our main problem. Our main problem is actually natural calamities. This seems to me the main reason of our poverty."

'That's great of you.' Mrs. Fatema said, 'that you're very curious about the issue'.

'Perhaps, by now it's clear to you that we're poor not for a single reason. Rather a number of reasons are responsible for it. One more reason I think could be added. It is that we're poor partly because we want to remain poor' Mrs. Fatema continued.

The whole class looked askance at Mrs. Fatema. 'Well' Mrs. Fatema smiled and said, "there are lots of people in our country who think that poverty is their fate and they've nothing to do about it. Again, some people think that as life is ended in death there's no use of leading a well-to-do life'.

'Now have you got some idea?' Mrs. Fatema looked at Tanveer and asked. 'Yes' Madam, That's Tanveer replied and then continued 'knowing why we are poor is really important but I think more important is to know how to solve this problem. Would you please say something about it?''

'That's surely important at the moment. But you had better first think about it. We may talk about it in the next class.' Mrs. Fatema said.

The students thanked her and the English class for that day was over.

1. **Test your reading comprehension:**
   a. What was Tanveer thinking about?
   b. What was Tamanna's opinion about poverty in Bangladesh?
   c. 'We want to remain poor'. How?
   d. What are the reasons for our poverty? Which one do you think most? Why?
   e. What according to Tanveer, is more important? Important? Why?

2. **English for conversation:**
   a. One way of making request is 'would you please + verb + object'. What may be the other ways of making request?
   b. To put forward our opinion we can start with opinion'. What are other ways used in the lesson?
   c. What is the way used in the text to express disagreement? Can you think of their ways?

3. **See the use of the following adverbs in the lesson:**
   actually, hardly, certainly, consequently, really, partly. Make separate sentences with them on your own.

4. A phrasal verb is often made by combining a verb with a preposition (at, in, through etc.) or an adverb (away, up, out, etc). Make a list of the phrasal
verbs used in the lesson (e.g. look through, agree with etc) and then make separate sentences with them of your own.
Learning Point:
- use of whether
- writing paragraphs

All the students of the class had a long discussion about how to solve the problem of poverty in Bangladesh. This time the whole class was divided into four groups. Each group consisted of five students. There was a leader for every group. The groups were asked to discuss about the possible solutions to poverty in Bangladesh. The leader of every group was supposed to note down the points offered by the members of her/his group. While the discussion was going on, Mrs. Fatema visited the groups. She was checking whether each student was actively participating in the discussion and that they were trying to use English as much possible.

When the time fixed for the discussion was over Mrs. Fatema drew attention of the class. Mrs. Fatema: Well, thank you very much for your interest in the discussion. Now, may I asked the group-leaders to come forward one by one and read out on behalf of their groups?

Kamal, Tamanna, Tanveer and Aparna were leaders of their own groups. They then started to read out by turns of behalf of their groups.

Kamal: According to our group, firstly, we should check the growth rate of our country. And then we have to make our people literate.

Tamanna: We think that a nation can not prosper unless a nation is healthy. Consequently, to make a country developed each individual must get the basic health care. Secondly, we consider modern technology to be very important. Without it we hardly can change the lot of our country.

Tanveer: We've some points already said. Other than those, we think that only basing on agriculture we can't make a remarkable development. We should have more and more industries. It'll create more employments.

Aparna: We think that only having sufficient resources can't essentially solve our poverty problem, unless an equal distribution is ensured. If there's not proper distribution of wealth the poor will be poorer and the rich will be richer.

Mrs. Fatema: Thanks to everyone for your suggestions. So as you find, as there are many reasons for our poverty there are many
solutions. One thing, here, we have to remember that we everyone have some responsibilities to do and only government can't solve the problem.

Mrs. Fatema then asked the students to attempt a paragraph on 'poverty in Bangladesh'. When the students have finished she selected a paragraph as a model.

**Poverty in Bangladesh**

Bangladesh is a poor country. There are a number of reasons behind her poverty. First, it is a small country but her population is big. Second, most of the people of Bangladesh are still illiterate. Third, the country depends greatly on agriculture while there is not sufficient industrialization. Among others, mentionable are frequent natural calamities, superstitions of people, political disturbances etc. To solve this problem, the most important step should be ensuring the target rate of population growth. Other steps should include literacy programme, expansion of modern technology, equal allotment of resources etc. Not only the government but also every person of the country should contribute to solve the problem of poverty.

1. Questions to improve comprehension:
   a. What was the class talking about? How many groups were made for this purpose?
   b. What was Tamanna's point?

**Exercise**

Questions to improve reading comprehension:
   a. What was the class talking about? How many groups were made for this purpose?
   b. What was Mrs. Fatema checking while the discussion was going on?
   c. What was Tamanna's opinion to solve our poverty? Do you think it is important?
   d. Which opinion do you think is the most important? Why?
   e. Why is equal distribution of wealth important? What happens if equal distribution of wealth is not assured?
   f. Make a list of the steps should be taken to solve our poverty problem.

What is the function of preposition? Make a list of prepositions frequently used in English.
3. Read the text (lesson-2) again and put down the prepositions used with the following words:

- discussion going
- divided read
- consisted according
- solutions basing
- note

4. See the use of 'unless' in the following sentence:

A nation can not prosper unless a nation is healthy.

Now, make sentences using 'unless' from the following list:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh will not prosper</td>
<td>he gets up early in the morning.</td>
</tr>
<tr>
<td>You cannot be successful</td>
<td>he pays attention.</td>
</tr>
<tr>
<td>Tom will not understand</td>
<td>you work hard.</td>
</tr>
<tr>
<td>Tanveer cannot physical exercise</td>
<td>we work for her.</td>
</tr>
<tr>
<td>You cannot be wise</td>
<td>you read a lot.</td>
</tr>
</tbody>
</table>

5. See the use of the word 'whether' in the following sentences:

She was checking whether each student was actively participating in the discussion.

Make sentences using 'whether' from the following list:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't know</td>
<td>his father was getting back.</td>
</tr>
<tr>
<td>Tom was wondering</td>
<td>Tamanna is going to shop.</td>
</tr>
<tr>
<td>The teacher was checking</td>
<td>the construction is going on well.</td>
</tr>
<tr>
<td>The contractor is observing</td>
<td>she has done the sum.</td>
</tr>
</tbody>
</table>

6. When we write paragraph we should pay close attention to the organisation of the ideas discussed. Read the paragraph in your lesson again and check whether the ideas discussed there are organised.

While you are checking try to pay attention to the following characteristics:

- There are paragraph introducers which are sentences that establish the topic focus.
- There are paragraph developers which presents or details of various kinds that support the ideas set forth by the paragraph introducers.
- There are paragraph terminators which logically concludes the ideas discussed in the paragraph.

Now basing on these characteristics write paragraphs on the following topics:

- Bad Effects of Smoking
- Tree plantation
- Vocational Training.
There was vacation. Anwara was wondering if she could pay a visit to her maternal uncle's home. She raised the matter to her mother. But her mother has refused to allow such a visit. She said, "Khulna is very far from Dhaka, who'll accompany you there? Your brother's getting exam. He can't go with you now." So Anwara was thinking gravely about the matter while she was sitting by the study-table. "Why can't I go alone when my brother can?" She was telling herself. When the school opened, Anwara asked the question to her English teacher, Mrs. Fatema. "Well", Mrs. Fatema smiled and said, this is a trivial matter in comparison to many others with regard to gender inequality. However, I won't blame your mother, rather I should say that she took the right decision. But still we have to change and your mother alone can't change. Then, looking at Anwara Mrs. Fatema asked, 'Do you now understand why you can't go alone?" 'Because, I am a girl' Anwara replied. 'Yes' Mrs. Fatema said. "There are in many other ways the girls are affected in our society, can you find any other?" Mrs. Fatema continued. One boy, named Shaheen stood up and said, 'in my neighbourhood there lives a very poor family. Every now and then we hear that the husband is beating the wife. I asked the reason to my elder sister. She said that it is for dowry that the husband beats her wife." Before Mrs. Fatema thanking Shaheen Tamanna stood up and started, 'when we last went to our village home we found that there was a family where only the boys go to school and the girls have to help in the household work. When my mother asked them they said that there's no use of sending girls to school. "I think I've one nice example, Madam", Aparna stood up and said. "We've a work maid. She used to work at a Garment's factory. She says that doing the same work the boys get a better payment than the girls." When no one else stood up to give their examples Mrs. Fatema thanked the students and said, 'still, there are in lot many ways the women in our society are affected'. She then gave some examples as follows. First, women in our society do not get the equal share of their parent's property. It is the male who receive bigger proportion. Second, the women who are housewives are not counted as contributors in our society.
They are not paid and their work is ignored. Third, there is still a tendency of polygamy in our society. The male keep more than one wives and they are badly exploited. 'While this is the situation' Mrs. Fatema concluded, 'we have a lot of responsibilities to do. Let us talk about them in the next class" the students gradually left the class but still they looked thoughtful.

Exercise:

1 Questions to improve reading comprehension:
   a. What was anwara wondering about? What was her mother's reaction about it?
   b. Why was anwara's case a trivial matter Mrs. Fatema?
   c. Why did the husband beat his wife?
   d. Why were the girls not sent to school?
   e. Describe the three ways the women are suffering as told by Mrs. Fatema.
   f. Among the ways the women of society are suffering which do you think are the most frequent?

2 Make sentences with the following phrases:
   divide into, consist of, note down, according to, basing on, in comparison to, with regard to, every now and then.

3 Note that 'while is a conjunction and is followed by a clause:
   e.g. Anwara was thinking while she was sitting by the study-table.
   'while' can also be used at the start of sentence.
   while sitting by the study-table, Anwara was thinking.

   Now, using 'while' make sentences:

   |- I was getting ready | I listened to the radio.
   |- I was at university | I met my wife.
   |- He called the doctor | it was raining.
   |- The teacher was speaking | we paid attention.
   |- He was playing | I found him.

4 Note the use of contracted forms in your lesson
   (e.g. who'll, can't etc.)
   Now, rewrite the following sentences with contracted forms where they are possible.
I do not know where the post office is.
I don't know where the post office is.
a. She has got two brothers.
b. He did not go to the party.
c. They are getting married.
d. John is not sure where Jill is.
e. She is feeding the dog.
f. I do not want them to know who I am.
g. Do you not understand what I am saying?
h. Where is the man who has been to New Zealand?
i. We were not interested in the film.

5
Put the words in the right order to make questions:
Examples:
Go can't I alone why?
Why can't I go alone?
a. Moment what you at are the doing?
b. Do on what holiday you do?
c. School are to you when going?
d. Play any the at sports weekend you do?
e. Mother look your like do?
f. To going you where are?
g. Parents where were your born?

6
Countable/uncountable nouns and Many/Much:
When we consider nouns to be countable (book, tree, brick etc) we use many:
e.g. There are many books on the table.
Whereas, when we consider nouns to be uncountable (bread, water, beauty etc)
we use much:
There is much water in the pond.

Now, use many/much in the following gaps:
a. Do you need ______ butter?
b. He gave me ______ books.
c. I dislike eating ______ rice.
d. He has ______ experience in this field.
e. There are ______ people in the cinema hall.
Women and Development

LESSON 4

Learning Point:
- Though / Although
- Auxiliary verbs

The English class that day was very exciting. Mrs. Fatema, the English teacher invited a guest. She is an NGO worker. Her name is Roushanara Begum. Mrs. Fatema introduced her to the class. She then asked her to give a speech on how the women of Bangladesh can live a better life. What Mrs. Roushanara said to the class is as follows.

Half the population of Bangladesh are women. Therefore, to develop the country, the participation of women is inevitable. But for this, the development of women is the first need. There are a number of ways we can develop our women.

Education comes first of all. Regretfully, two-third of our illiterate people are women. Usually it is found that many parents do not send their female children to school. Many women, it is found, though are educated do not utilize their education. They just remain a housewife.

Secondly comes economical self-dependence. Our women though sufficiently contribute to their family as well as society they still remain economically dependent. They work hard but it is neglected as their work does not directly bring money.

Thirdly, our women are oppressed both mentally and physically in our society. They do not know about their rights. They suffer from different kind of social problems and they do not know how to go for justice. As a result they take all kinds of sufferings for granted.

Then it is found that there is remarkable discrimination against women labour. When they work as workmaid they are usually under paid. Manytimes, doing the same work women are getting less money than men.

Fifth, our women believe in many superstitions and customs. There is misinterpretation of religions. Believing in customs, many women do not take care of their health. As a result, they suffer from malnutrition.

At last, our women are not manytimes aware of their responsibilities. They do not know that they have to do their duties not only to the family but also to the society and country.
These are some of the basic factors to which our women should give attention. We have to remember that everyone has same duties to play in this regard.

At the end of Mrs. Roushanara's speech Mrs. Fatema asked the students if they had any questions. Tamanna put up her hand and said.

"Most of our people are very poor. If they send their children to school they need money and especially if the girls are in house they can help their parents. In such a situation, how do you think we can ensure education for girls?"

'This is a very important question.' Mrs. Roushanara said, 'Now, listen, she continues, ' actually we don't need money to send our children to school. Our government has made education free for children. Not only that education is compulsory for everyone. Secondly, if the children are educated they can better help their parents. So, I think we should take this opportunity.'

The next question was asked by Anwara. She said, "How can our women play their role in society?"

Mrs. Roushanara thanked Anwara for her question and then replied, "unfortunately, most of our women lead only a family life. But to establish their rights they should actively take part in social life. For example, they can exchange their views and opinions about social justice and democracy. They can go for social leadership."

Mrs. Fatema thanked Mrs. Roushanara for her speech and declared that the time for that day was over. The students stood up and honoured Mrs. Roushanara on their behalf.

**Exercise:**

1. **Questions to improve reading comprehension:**
   a. Whom did Mrs. Fatema introduce to the class? What is her profession?
   b. Why is participation of women important for the development of Bangladesh?
   c. What is the situation of women-education in Bangladesh?
   d. Why do our women take all kinds of sufferings for granted?
   e. How can our women play their role in society?

2. **Asking questions:**
   Make questions with 'you' from the sentences below:
   Example: I come from Australia. (Where)
            Where do you come from?
   a. I live in Dhaka (Where?)
   b. I speak two languages. (How many?)
   c. I was born in 1970 (When?)
d. I have been learning English for three years. (How long?)
e. I have got Tk. 10 in my pocket. (How much?)
f. I am eating a mango. (What?)
g. I have been to India and Nepal. (Which countries?)

3
Using Auxiliary Verbs:
Example: The English class that day was very exciting.
Now, put down the appropriate auxiliary verbs in the gaps.
a. Tom and John _____ here.
b. Every girl _____ ready.
c. Either he or I _____ going there.
d. A number of boys _____ playing.
e. Each of the girls _____ clever.

4
Using though/although:
Example:
Though our women work hard they are neglected.

Make sentences using though/although:

<table>
<thead>
<tr>
<th>He is fat</th>
<th>he is weak.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He failed</td>
<td>he worked hard.</td>
</tr>
<tr>
<td>We are poor</td>
<td>we are independent.</td>
</tr>
<tr>
<td>We are educated</td>
<td>we are unemployed.</td>
</tr>
<tr>
<td>It is raining</td>
<td>they are playing.</td>
</tr>
</tbody>
</table>
Making Negative:
Example: The know about their rights.
They do not know about their rights.

Turn the following sentences into negative:
a. He works hard.
b. John bought an umbrella.
c. You have broken the glass.
d. I will read the book.
e. They will have done the work.

Make sentences with the following words:
Introduce, inevitable, illiterate, Regretfully, Discrimination, Compulsory, unfortunately.

Group Discussion:
Make groups each consisting of 3/4 students. Select or elect a leader.

Then talk about the following issues:
a. The importance of the participation of women for our development (socially, economically and culturally)
b. The ways the women are suffering in our society.
c. Things to be done to better the conditions of women.
LESSON : 1

1

a. Tanveer was thinking about our country. More specifically, he was thinking that our nature is very rich but we are poor and he was finding hardly any reason behind it.

b. Tamanna's opinion about poverty in Bangladesh is that our people are not our burden rather they are our resources. But still we are poor as we have failed to utilize them.

c. We want to remain poor in the sense that we take poverty for granted. We, as a result, do not struggle against poverty. Moreover, we think that as life is ended in death there is no use in leading a well-to-do life.

d. Generally, there are four reasons for our poverty. First, our country is small but her population is very big. Second, we have not been able to utilize our natural resources sufficiently. Third, every year our country has to experience natural calamities. And four, mentally, we have taken poverty for granted.

That we have mentally taken poverty for granted is, I think, the most important reason for poverty. This is so because mental desire is the root of success.

e. The more important to Tanveer is to know how to solve the problem of poverty.

2

a. The other ways of making requests may be

i. please + verb + object
   e.g. Please do the work.

ii. I was wondering + if/whether + sub + could would + verb + object.
   e.g. I was wondering if you could do the work.

b. The other ways used in the lesson to put forward opinions are think ; so for I understand.

c. The way used in the text is
   I don't agree with ______.

   The other possible ways may be:
   I differ with ______.
   I have a different opinion ______. etc.

4

The phrasal verbs used in the lesson are:
look through, think about, stand up, put forward, put up, agree with, look askance, look at, talk about.
Look through : Tom looked through the window to have a view of the sky.
Think about : She was thinking about her examination.
Stand up : he stood up to honour his teacher.
Put forward : He bravely put forward his opinion.
Put up : He put up his hand in order to ask a question.
Agree with : She agreed with me on that point.
Look askance : Failing to understand the matter, he looked askance at me.
Look at : As I called her, she looked at me.
Talk about : I don't understand what he is talking about.

On your own.

**LESSON 2**

1. The class was talking about the ways of solving poverty.
2. While the discussion was going on, Mrs. Fatema was checking whether each student was actively participating in the discussion and that they were trying to use English as much as possible.
3. Tamanna thinks that to develop our country we should give importance to the health care of our women. She also gives importance to the application of modern technology in our life.
4. As per the students' choice.
5. Equal distribution of wealth is important because without this system someone enjoys the maximum opportunities; whereas, someone does not get the minimum.
   If equal distribution of wealth is not assured, the poor will be poorer and the rich will be richer.
6. A list of steps to be taken to solve our poverty is as follows:
   i. Checking of growth rate of population.
   ii. Making our people literate.
   iii. Assuring health-care to every individual.
   iv. Integrating modern technology into our society.
   v. Shifting dependency from agriculture to industry.
   vi. Assuring equal distribution of wealth.

2. **Preposition**:
   Being usually placed before nouns or pronouns, prepositions indicate the relation between nouns or nouns and verbs.

   For example
   i. There is cow in the field.
   ii. The cat jumped off the chair.
In sentence (i), the word 'in' shows the relation between the action expressed by the verb 'jumped' and the noun 'chair'.

The list of prepositions frequently used in English is as follows:

<table>
<thead>
<tr>
<th>At</th>
<th>in</th>
<th>out</th>
<th>up</th>
<th>across</th>
</tr>
</thead>
<tbody>
<tr>
<td>by</td>
<td>of</td>
<td>through</td>
<td>with</td>
<td>along</td>
</tr>
<tr>
<td>for</td>
<td>off</td>
<td>till</td>
<td>about</td>
<td>among</td>
</tr>
<tr>
<td>from</td>
<td>on</td>
<td>to</td>
<td>above</td>
<td>around</td>
</tr>
<tr>
<td>before</td>
<td>behind</td>
<td>below</td>
<td>beside</td>
<td>between</td>
</tr>
<tr>
<td>inside</td>
<td>outside</td>
<td>within</td>
<td>without</td>
<td>etc.</td>
</tr>
</tbody>
</table>

**3**

Discussion about note down divided into read out

Consist of according to solutions to basing on

**4**

Bangladesh will not prosper unless we work for her.

You cannot be successful unless you work hard. Tom will not understand unless he pays attention.

Tanveer cannot do physical exercise unless he gets up early in the morning.

You cannot be wise unless you read a lot.

**5**

I don't know whether Tamanna is going to shop.

Tom was wondering whether his father was getting back.

The teacher was checking whether she has done the sum.

The contractor is observing whether the construction is going on well.

**6**

In the paragraph 'poverty in Bangladesh' the following sentences or word-clues establish the 'topic focus' 'paragraph-developers' and 'paragraph-terminators'.

Topic-focus : Bangladesh is a poor country. There are a number of reasons behind her poverty.

Paragraph-developers:
First, it is a small country _________.
Second, ____________________________.
Third, ____________________________.
Among others ________________________.
To solve ____________________________.
Other steps should include ____________.
Paragraph-terminators:
Not only the government but also _______ the problem of poverty.

**LESSON 3**

1. a. Anwara was wondering about if she could pay a visit to her maternal uncle's home. Her mother did not like the idea because she thought that Anwara should not go alone.
b. Anwara's case was a trival matter to Mrs. Fatema because there in many other ways women are suffering for more than her.
c. The husband beat his wife for dowry.
d. The girls were not sent to school because they were supposed to help in the household work with their parents.
e. The three ways in which the women are suffering as told by Mrs. Fatema are as follows:
   Firstly, women in our society are deprived of the equal share of their parents' property.
   Secondly, the women who are house-wife are unpaid and their work is neglected.
   Thirdly, Men are still taking to polygamy. Many of them are keeping more than one wife causing sufferings to them.
f. In Bangladesh, present the women seem to suffer the most from dowry-system. In the case of inability to give dowry, it is often found that the women are being abused by their husbands.
   Secondly, comes the economical exploitation. Most of the working women are still underpaid.

2. Divide into : Bangladesh is divided into 6 divisions.
Consist of : The class consists of 60 students.
Note down : The students noted down the explanation given by the teacher.
According to : According to my opinion, Bangladesh is a very promising country.
Basing on : One should hope basing on one's activities.
In comparison to : In many ways women in our society are deprived in comparison to men.
With regard to : We have many things to do with regard to gender inequality.
Every now and then : He pays visit to Khulna every now and then.

3. I listened to the radio while I was getting ready.
   While I was at university, I met my wife.
   While it was raining, he called the doctor.
We paid attention while the teacher was speaking.
I found him while he was playing.

4
a. She's got two brothers.
b. He didn't go to the party.
c. They're getting married.
d. John isn't sure where Jill's.
e. She's teaching the dog.
f. I don't want them to know who I'm.
g. Don't you understand what I'm saying?
h. Where's the man who's been to Newzealand?
i. We weren't interested in the film.

5
a. What are you doing at the moment?
b. What do you do on holiday?
c. When are you going to school?
d. Do you play any sports at the weekend?
e. Do you look like your mother?
f. Where are you going to?
g. Where were your parents born?

6
a. Do you need much butter?
b. He gave me many books.
c. I dislike eating much rice.
d. He has much experience in this field.
e. There are many people in the cinema hall.

LESSON 4
1
a. Mrs. Fatema introduced Mrs. Roushanara to the class. Mrs. Roushanara is an NGO worker.
b. Half the people of Bangladesh is women. If the women participate in the development work for Bangladesh she will be deprived of the half of her workforce. That is why, the participation of women is important for the development of Bangladesh.
c. The situation of women-education in Bangladesh is very grave. Of the total illiterate people in Bangladesh two-third is women. On the other hand, among the school-goers the number of girls is lower than the number of boys.
d. Our women take all kinds of sufferings for granted because they are not aware of their rights. They do not know how to go for justice. As they are economically independent, they take all kinds of sufferings for granted.

e. Our women can play their role in society by actively taking part in social life. They can, for example, exchange their views and opinions about social justice and democracy. They can, furthermore, go for social leadership.

2

Asking questions:

a. Where do you live?
b. How many languages do you speak?
c. When were you born?
d. How long have you been learning English?
e. How much money have you got in your pocket?
f. What are you eating?
g. Which countries have you been?

3

a. Tom and John are here.
b. Every girl is ready.
c. Either he or I am going there.
d. A number of boys are playing.
e. Each of the girls is clever.

4

Although / though

Though he is fat, he is weak.
He failed though he worked hard.
Though we are independent, we are poor.
Though we are educated, we are unemployed.
They are playing though it is raining.

5

a. He does not work hard.
b. John did not buy an umbrella.
c. You have not broken the glass.
d. I will not read the book.
e. They will have not done the work.

6

Introduce : Mrs. Fatema introduced Mrs. Roushanara to the class.
Inevitable : The participation of women is inevitable for the development of Bangladesh.
Illiterate : We should work for the illiterates.
Regretfully : Regretfully, many women in Bangladesh are still oppressed.
Discrimination : We should not make any discrimination between men and women.
Responsibilities : We can demand our rights only if we perform our responsibilities.
Misinterpretation : That women are less intelligent is a misinterpretation.
Compulsory : Education for children is compulsory in Bangladesh.
Unfortunately : Unfortunately, most of our women are economically dependent.
The Necklace

by

Guy de Maupassant

(Abridged and Adapted)

Overview

Lesson 1  :  The Necklace - I
Learning Point  :  Sentences Stress or Stress in connected speech.

Lesson 2  :  The Necklace - II
Learning Point  :  Intonation patterns.

Lesson 3  :  The Necklace - III
Learning Point  :  Punctuation marks and capital letters.

Lesson 4  :  The Necklace - IV
Learning Point  :  Punctuation marks.

Lesson 5  :  Revision and Test
Learning Point  :  Capital letters & punctuation marks (revising).

Lesson 6  :  The Necklace - V
Learning Point  :  Interpretation of words and phrases, clauses.

Lesson 7  :  The Necklace - VI
Learning Point  :  Words and phrases.

Lesson 8  :  The Necklace - VII
Learning Point  :  Words and Phrases.

Lesson 9  :  The Necklace - VIII
Learning Point  :  Words and Phrases ; practicing dialogues.

Lesson 10  :  Revision and Test
Learning Point  :  Making up conversations ; using correct tense.

Answer Key
Learning Point:

- Sentences Stress or Stress in connected speech.

Objectives:

On completion of this lesson the students will have some basic ideas about –

A

Read the following text quickly. If you don’t understand some expressions here and there don’t let stop you. Try to guess the meaning from the context and continue reading.

Part : 1

She was a pretty and charming girl, but unfortunately she was born in a family that had always held subordinate appointments. As she had no dowry she had no hope of marrying a man of wealth and distinction. So she consented to marry a small clerk in the Ministry of Education.

She dressed plainly because she could not afford to be elegant, but she felt as unhappy as if she had married beneath her. She felt that her beauty, grace and charm entitled her to enjoy every refinement and luxury. She imagined herself in spacious drawing rooms with hangings of antique silk and beautiful tables laden with priceless ornaments; but she found herself in humble surroundings which depressed her.

She had no pretty gowns, no jewels, nothing – yet she cared for nothing else. She felt that it was for such thing that she had been born. What joy such things that she had been born. What joy it would have given her to attract and charm every man around her and to be envied by every woman!

She had a wealthy friend who had been at school with her, yet after a time she refused to visit her; because she suffered acutely after each visit. She spent whole days in grief, despair and misery.

B

Now read the text again, this time more carefully than before. Consult the notes below, if necessary.

Notes:

- necklace: An ornament worn by women around the neck.
- Manpassant, Guy de (1850-93): Famous French author and writer of short stories. He was considered the greatest of all European short story writers.
- afford: spare money for
elegant : tasteful, graceful
entitled her : gave her the right
refinement : purity of feeling and taste
depressed her : made her unhappy
hangings : pieces of fabric placed on walls for decoration
antique : old and valuable
priceless ornament : decoration pieces too valuable to be priced
envied (pp of envy) : made jealous
grief : sorrow
despair : hopelessness
misery : acute unhappiness

c
Give short answers to the following questions orally.
(The first one is answered for you.)
1. Do you know the name of this pretty girl?
   Ans. No, I don’t
2. What kind of man did she want to marry?
3. Who did she marry?
4. Why did she agree to marry him?
5. How did she dress?
6. Why did she dress like that?
7. Did she actually marry beneath her?
8. What did she care for?
9. Why did she stop visiting her friend?
10. Was she happy after her marriage?

d
Interpretation of words and phrases. Circle the letter next to the best answer.
1. She was born in family that had always held subordinate appointments.
   a. official ; b. respectable  c. higher in rank ; d. lower in rank
2. She had no dowry.
   a. money and property inherited by a child.
   b. money and property inherited by a daughter.
   c. money and property given to a daughter at the time or her marriage.
   d. money and property.
3. She felt as if he had married beneath her.
   a. married a man who is not fit for her.
   b. married a man who is socially inferior to her.
   c. married a man who is not her equal in social status.
   d. married a man she had never liked.
4. She found herself in humble surroundings.
   a. modest environment  b. difficult situation
   c. luxurious apartment  c. middle-class situation
5. She suffered acutely after each visit.
   a. mildly ; b not very much ; c. somewhat ; d. extremely
Fill in the blanks with appropriate words found in the text. In each blank put only one word.

This story is about ......1....... girl who was ........2........ in a lower-middle class family. As she had no ........3........ she agreed to marry a small ........4....... in the Ministry of Education.

She was not happy after her marriage. She felt that her beauty ........5....... her to a luxurious life. She had no pretty gown, no jewels, yet she ..........6....... for nothing else. Her .......7....... surroundings depressed her.

**Stress**

(Listen to the audio tape)

**Stress in Single words**

When an English word in uttered singly, it is uttered with great force, e.g.

Listen : Yes, No. Come, go stop.
Listen again :
Mark that each word is pronounced with great force. This force is called stress.
If the word is of two or three syllables, normally one syllable is uttered with stronger force than the others.


In longer words, normally one syllable gets the strongest stress – also called primary stress; but another syllable may also get stress to a lesser degree – also called secondary stress.

Listen : agricultural, abbreviation
        examination, contradiction

Now listen to these words and say if the stress is on the first syllable or the second. Listen carefully and say first or second.
(The first one is answered for you)

1. always – first
2. above
3. also
4. baby
5. become
6. danger
7. teacher
8. recite
9. happy
10. traffic
There is no rule which will tell you which syllable to stress. You have to listen to spoken English to acquire English stress pattern. If you are in doubt, open any standard English dictionary to find out which syllable in a word is stressed. Normally a short mark like this (’) at the top before a syllable shows that it has the primary stress and a mark like this (’) at the bottom before a syllable shows that it has the secondary stress.
Examples: agricultural, abbreviation

Stress in connect speech
When we speak we hardly speak in one word, normally we speak in longer utterances – phrases or sentences. In such utterances not all words are stressed. Only those words which seem important to the speaker are stressed. The words which are stressed retain their words stress. e.g.
Listen: I could ‘hardly be’lieve my ‘eyes. (Twice)
She was a ‘pretty and ‘charming girl. (Twice)
She con’ented to ‘marry a ‘small ‘clerk (Twice)
Words such as nouns principal verbs, adjectives and adverbs are normally stressed. Whereas pronouns, prepositions, auxiliary verbs, conjunctions, articles etc. are not stressed.
Of course, it is possible to stress any word the speaker wants if she (he or she) wants to emphasize the meaning.
Listen: She did it (No one else)
I will come on Monday. (Definitely)
The book is on the table. (Not under the table)

Stress Shift:
Note that the same sentence may mean different things depending on which word in it is stressed.
Listen: He’s ‘my ‘brother. (Normal stress pattern)
‘He’s my brother. (No one else is my brother)
He’s ‘my brother. Not any body else’s brother)
He’s my ‘brother. (No other relation)

Now listen to the following sentences and try to identify the stressed syllables.
(The first one is done for you.)
1. ‘What is he ‘going to ‘do to ‘day?
2. When are you going home?
3. I’m going home next Monday.
4. When are you coming back?
5. I don’t know yet. May be within a week.
6. We’re planning to go for a picnic.
7. We’ll wait until your return.
8. Don’t wait for me. I may be delayed.
The Necklace-II

Learning Point:
- Intonation Patterns

A

Read the following text and answer the question that follows the text.

Part : 2

One evening her husband returned home with a large envelope in his hand. “Here’s something for you,” he cried. Hastily she tore open the envelope and drew out a printed card with this inscription:

“The Minister of Education and Madame George Rampanneau have the honour to request the company of Monsieur and Madame Loisel at an At home at the Education Office on Monday, January 18th.”

Instead of being delighted she flung the invitation card on the table and said, “what good is that to me?”

“Why, my dear, I thought you would be delighted. You never go anywhere and this is a splendid chance for you. I had great trouble in getting it. Everybody is trying to get an invitation. It’s very select, only a few invitations are issued to clerks. You will see all the officials there.”

“What am I going to wear at a reception like that?”

“Why, that dress you always wear to the theatre seems to me very nice _______."

He broke off. His wife was in tears. Two large drops were rolling down her checks.

“What on earth is the matter?” he asked. She controlled her emotions somehow and drying her wet cheek said, “Nothing. Only I don’t have a dress and so I can’t go to the reception. Give this to some friend in your office whose wife is better dressed than I am.”

Q. What was the name of the girl’s husband?
Read the text at A again. Consult the notes below, if necessary.

Notes:
- **inscription**: (here) words printed on a card.
- **delighted**: highly pleased
- **Monsieur**: French title equivalent to English Mr.
  - *pron*: /mjˈsjʊər/
- **Madame**: French title equivalent to English Mrs.
  - *pron*: /mjˈdɑːm/
- **splendid**: magnificent, wonderful
- **broke off**: stopped speaking
- **what on earth**: an expression used for emphasis
- **At Home**: A social gathering where guests are received
- **reception**: formal party

Read the following questions. At first give short oral answers, then write the answers in complete sentences. The first one is done for you.

1. What did the husband bring home one day?
   
   Short answer (oral) : An invitation card.
   
   Long answer (written) : On day the husband brought home an invitation card.

2. What did the wife do with the card?

3. Did she want to go to the party?

4. Why did she say she could not go to the party?

5. What did she ask her husband to do with the card?

Interpretation of words and phrases: Circle the letter next to the best answer.

1. Hastily she tore open the envelope.
   - a. carefully;  b. slowly;  c. quickly;  d. reluctantly

2. Instead of being delighted ________.
   - a. other than;  b. rather than;  c. sooner than;  d. not at all

3. ________ She flung the card on the table.
   - a. put;  b. placed;  c. threw;  d. kept

4. It’s very select.
   - a. exclusive;  b. special;  c. aristocratic;  d. commonplace

5. His wife was in tears.
   - a. unhappy;  b. in distress;  c. in pain;  d. crying
Intonation Patterns in English
Listen to the audio tape.
(Text of the audio tape)

\section*{E.1}
When we speak our voice goes up and down. We may utter statements or ask questions, or give commands or seek help. We can say something plainly or angrily or happily or hesitatingly. We express different meanings or emotions by using different intonations. Even the same word or wordgroups may mean different things depending on how it is said.

Listen No 1 : Who did it? Peter.
No 2 : Who did it? Peter?

In no 1, ‘Peter’ is the answer to the question, i.e. Peter did it. But in no 2 it is another question. Peter? That means “Did Peter do it?”

\section*{E.2}
Listen to another sentence spoken in two different ways.

No 1 : He’s coming tomorrow.
No 2 : He’s coming tomorrow?

Listen again. Note that No 1 is a statement and No 2 is a question.

\section*{E.3}
In English the two main intonation patterns used are :

a. The falling intonation – Where the voice goes down at the end. and
b. The rising infonation – Where the voice goes up at the end.

\section*{E.4}
Now listen to some examples of falling intonation.

1. ‘Here’s ‘something for ‘you. ↓
2. ‘I ‘thought you’d be ‘pleased. ↓
3. ‘It’s very se’lect. ↓
4. She con’trolled her e’motions ‘somehow. ↓
5. ‘Come here. ↓
6. ‘Open the ‘door. ↓
7. ‘What good is ‘that to ‘me? ↓
8. ‘What am I ‘going to ‘wear? ↓

In writing falling intonation is sometimes shown by a down ward arrow at the end of utterance. Note that falling intonation is used for statements, commands, questions beginning with wh-words.
E.5
Now listen to some examples of rising intonation.

Listen carefully:
1. ‘Do you ‘have a ‘pencil? ↑
2. ‘Could you ‘help me, ‘please? ↑
3. He ‘came ‘here ______. ↑
4. ‘When are you ‘coming to ‘see us? ↑
5. He’s ‘leaving? ↑
6. He hasn’t ‘come, ‘has he? ↑

Rising intonation is shown by a upward arrow at the end of the utterance.
Note that rising intonation is used for yes/no questions, requests, incomplete statements, statements used as questions, tag questions and wh-questions, if the speaker wants to show interest in the person he is talking to.

E.6
Essentially falling intonation is used to show completion. The speaker has finished saying what s/he wanted to say.
The rising intonation is used to show incompleteness. The speaker has not completed yet, or s/he expects the listener to react.
If a sentence is long and the speaker has to pause, s/he will use slight rise of voice at each pause and at the end s/he will use falling intonation.

Listen:
‘Last year, ↑ we ‘went to ‘chandra for ‘picnic ↑ but it ‘ended in a ‘fiasco. ↓
‘Even to’day ↑, when I re’member what 'happened there, ↑ ‘cant ‘help ‘laughing. ↓

E.7
Now listen to the following and say if they are using falling or rising intonation.
The first two are done for you.
1. His ‘wife was in ‘tears. (Falling)
2. ‘Do you ‘want me to ‘help ‘you? (Rising)
3. Who is that man?
4. I don’t know who he is.
5. Will he come soon?
6. He may come ______. 
7. Don’t come here.
8. They’re coming tomorrow, aren’t they?
9. When are you planning to go?
10. I don’t know yet.
Loisel was greatly depressed. “Let’s talk it over, Matilda. How much do you think a proper dress would cost, something quite simple that will be useful for other occasions afterwards?”

She thought for somet ime − how large a sum could she name without being refused?

“I hardly know,” she said at last, “but I think I could manage with four hundred francs.”

He turned a little pale. That was the exact sum that he had saved for buying a gun. He was planning to go shooting with some friends the following summer.

But he replied, “very well. I will give you four hundred francs, but be sure to buy a really handsome gown.”

The day of the party drew near. Although her gown was finished, Madame Loisel was still depressed.

“What’s the matter?” asked her husband. “You appear so depressed!”

She answered, “I haven’t got any jewellery to wear, not even a brooch. I shall feel like a pauper. I would rather not go to the party.”

“You can wear fresh flowers. For ten francs you can get two or three splendid roses.”

She was not convinced.

“No, its humiliating to appear poor among a crowd of rich women.”

“How silly you are!” exclaimed her husband. “Why don’t you ask your friend Madame Forestier to lend you some jewellery?”

“Yes, of course. it never occured to me.”

Q. Why was Loisel saving money?
Read the text again. Consult the notes below, if necessary.

Notes:
- talk it over: to discuss it thoroughly especially to reach a decision
- occasion: (here) special occurrence
- after words: later
- manage: succeed in doing
- exact: correct, right
- turned pale: lost colour of his face
- franc: unit of currency in France
- jewellery: ornaments set with precious stones
- brooch: an ornament fastened on women’s clothes
- pauper: person who lives on charity
- humiliating: shameful

Interpretation of words and phrases. Circle the letter next to the best answer.

1. I hardly know.
   a. don't know   b. know for certain
   c. don't know for certain   d. may know with difficulty
2. He was planning to go shooting with some friends the following summer.
   a. hunting  b. taking photographs
   c. making films  d. playing
3. I would rather not go to the party.
   a. prefer not going   b. hate going
   c. never go  d. love going
4. She was not convinced.
   a. agreed   b. was certain
   c. did not agree  d. was uncertain
5. “It never occured to me.”
   a. did not happen to me   b. did not come to my mind
   c. was never found by me  d. did not happen in my presence

Answer the following questions orally. Later on try writing out the answers.

1. What did Loisel ask his wife?
2. How much did Matilda want?
3. Did Loisel have that sum?
4. Was Matilda happy after she unhappy?
5. Why was she unhappy?
6. What did Loisel suggest at first?
7. Did Matilda agree to that?
8. What was his second suggestion?
9. Did she agree to that?

Punctuation Marks:
In lessons 1 and 2 we have seen that we use our voice differently to express different meanings. In writing voice is absent. So we use different symbols to show what we mean. These are called punctuation marks.
The most commonly used punctuation marks used in English are described below:

1. Full stop ( . )
   A full stop or (US) period is used
   a. at the end of a sentence that is not a question or exclamation
      question or exclamation:
         He came to see me.
   b. Sometimes in abbreviations:
      jan., e.g. a.m.

2. Comma ( , )
   Commas indicate slight pause and are used to divide a sentence into several parts
   so that it is easier to follow the meaning. They are used
   a. to separate words in a list, though not normally before ‘and’:
      It was a long, boring, tiresome and dull journey.
   b. to separate phrases and clauses:
      When in danger, do not panic, keep calm and decide what to do.
   c. before and after a clause that adds some extra but not essential information
      about the noun:
      My next-door neighbour, who is an engineer by profession, comes to our
      house quite often.
   d. before and after ‘s/he said’, etc. when introducing a direct speech:
      He said, “Very well. I’ll give you four hundred francs.”
   e. to separate an introductory phrase from the rest of the sentence:
      By the way, do you know what happened yesterday?

3. Question mark (?)
   A question mark is used at the end of a direct question:
   Where’s the book?
   He’s older than you?

Please note that a question mark will not be used if the question is indirect:
I asked him how old he is.

4. Exclamation mark (!)
   An exclamation mark is used at the end of a sentence that expresses surprise, joy, anger or some other strong emotion:
   How wonderful!
   You appear so depressed!

5. Quotation mark (‘ ’) or (‘ ’)
   Quotation marks are used
   a. to enclose words in a direct speech:
      “I hardly know,” she said
   b. to enclose the titles of books, articles, poems, plays etc:
      He was reading Gorky’s ‘Mother’.

The Use of Capital Letters
Capital letters are used for the first letter of –
   a) a sentence
   b) a direct speech
   c) proper names
   d) the name of a post if it refers to a particular person
   e) titles
   f) God and pronouns used for God
   g) pronoun ‘I’ and interjection ‘O’ and
   h) each line of a poem

Study the text of the story and note now punctuation marks and capital letters have been used.

Punctuation exercise
Try to read the following texts correctly and rewrite them using punctuation marks and capital letters as and where necessary.

1. One evening monsieur Loisel came back from his office with a large envelope in his hand he gave it to his wife and said here is something for you She fore it open and found an invitation card in it she took one look at it and said what good is that to me.

2. On the dresser in the bedroom and on the mantel in the sitting-room were silver-framed photographs of infants mrs grimm always called attention to these my grand-children how lovely how old are they lets see junior is fifteen and sissy is twelve but then these pictures must have been taken years ago they are babies.
The Necklace-IV

Learning Point:
- Punctuation marks

A

Read the following text quickly and try to find answer to the following question.

Q. What did Matilda borrow from her friend?

Part : 4

The next day Matilda paid her friend a visit and explained her problem. Madame Forestier took out a jewel-case and placed it open before her friend.

“Help yourself, my dear.”

Madame saw some bracelets and a pearl necklace. She tried on these ornaments in front of a mirror and hesitated.

“Don’t you have anything else?” she asked.

“O, yes. Look for yourself. I don’t know what you would prefer.”

At length she discovered a black satin case containing a beautiful diamond necklace. With trembling hands she took it out and fastened it over her high-necked gown.

“Will you lend me this?” she asked her friend.”

“Yes, certainly.”

She threw her arms round her friend’s neck, kissed her and returned.

It was the night of the reception. Madame Loisel’s triumph was complete. In her exquisite gown and diamond necklace she was the prettiest woman in the room. The men stared at her and asked her name. The junior staff asked her for dances. She even attracted the attention of the Minister himself.

She was so happy! Glorifying in her beauty she threw herself in dances. It was nearly four a.m. before she could tear herself away. Her husband had been dozing a little since midnight. He threw her wraps round her shoulders. The shabby wraps contrasted strangely with her elegant gown.
Read the text again, more carefully this time. Consult the notes below, if necessary.

- paid her friend a visit : went to see her friend
- help yourself : take whatever you like
- hesitated : was uncertain
- triumph (n) : joy at a success or victory
- exquisite : of great excellence
- started : looked fixedly
- attracted : drew
- glorying in her beauty : being proud of her beauty
- dozing : being half asleep
- wraps : shawl

Interpretation of words and phrases. Circle the letter next to the best answer.

1. She tried on these ornaments.
   a. tried to put on  b. put on to see if they look well  
   c. hesitated to put on  d. wanted to put on

2. “Look for yourself.”
   a. examine  b. watch  c. observe  d. try to find

3. At length she discovered a black satin case.
   a. For a long time  b. At last  
   c. At a distance  d. Afterwards

4. She threw herself in dances.
   a. began to dance vigorously  
   b. danced with throwing movement of arms  
   c. danced with everybody who asked her.  
   d. danced rather reluctantly

5. It was herself away.
   a. leave unwilling  b. injure herself badly  
   c. pull sharply apart  d. run down in great speed.

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

1. Why did Matilda visit her friend?
2. What did Madame Forestier place before her?
3. What did it contain?
4. Did Matilda like those ornaments?
5. What did she borrow at last?
6. Who was the prettiest woman at the reception?
7. How did Matilda enjoy herself?
8. When did she decide to leave?
9. How did Loisel enjoy himself?
10. What was he doing since midnight?

**Punctuation Marks (Continued)**

In lesson 3 you learnt about a few punctuation marks. Here are a few more punctuation marks commonly used in English.

1. **Apostrophe ( ’ )**
   - An apostrophe is used
     a. With 's' to indicate a thing or person belongs to somebody:
        The young girl’s friend
        The boys’ school
     b. in short forms to indicate that something has been omitted:
        I’m (I am)
        It’s (It is)
        In the summer of ’96 (1996)

2. **Colon ( : )**
   - A colon is used
     a. to introduce a list of items:
        What would you like to have: tea, coffee or cold drink?
     b. to introduce a quotation, which may be indented:
        This is a quotation from Alexander Pope:
        “A little learning is a dangerous thing.”

3. **Semi-colon ( ; )**
   - A semi-colon is used
     a. instead of a comma to separate parts of sentences that already contain commas:
        She had a wealthy friend who had been at school with her, yet after a time she refused to visit her; because she suffered acutely after each visit.
     b. in formal writing to separate two main clauses not joined by a conjunction:
        The sun was low in the sky; it would soon be dark.

4. **Dash ( — )**
   - A dash is used
     a. often in place of a colon or semi-colon:
        Make haste – we are already late.
     b. to show faltering speech:
        Who did this?
        I – I – I don’t know.
5. **Hyphen ( - )**

A hyphen is used
a. to form compound words:
   father-in-law, drawing-room
b. to write compound numbers between 21 and 99 in words:
   twenty-seven, fifty-nine
c. after the first section of a word that is divided between on line and the next:
   Try to avoid all sorts of mistakes.

**Note**: Be careful not to split a syllable while using hyphens.

6. **Bracket ( ) and square Bracket [ ]**

These are used to give extra information or explanation. In this section you have seen the use of brackets.

---

**Punctuation exercise**

Read the following texts and rewrite them using punctuation marks and capital letters as and where necessary.

1. her mother in law leaned against the table her lips moved slowly we are going mad we both know such things are impossible her daughters in law looked at her with a pitying stare ive known for a long time that everything was possible even this yes exactly this

2. do you know whats happened now he asked me i was prepared or the worst i wondered if tom had gone into hands of the police at last george could hardly bring himself to speak youre not going to deny that all my life ive been hard working decent respectable and straight forward ive always done my duty in that state of life in which it has pleased providence to place me.
Revision and Test

Learning Point:
- Capital letters & punctuation marks (revising)

A
Get hold of a friend and practise the following questions and answers with him/her.

Q1. Have you read four parts of the story “The Necklace?”
   Ans. Yes, I have.

Q2. What was the girl’s name?
   Ans. Madame Matilda Loisel.

Q3. What was her husband’s name?
   Ans. (Try yourself)

Q4. Do you think her husband loved her? Explain your answer.
   Ans. Yes, very much. He managed to get the invitation so that his wife could go to the party. He agreed to give up his entire savings to buy a party dress for her.

Q5. Do you think Matilda loved her husband? Explain your answer.
   Ans. (Try yourself)

Q6. Who do you like better-Matilda or Loisel? Explain your answer.
   Ans. (Try yourself)

B
Try to remember what you have read so far. If necessary, read again.
Now answer the following questions by circling the letter next to the best answer.

1. Matilda was born in a family that
   a. was rich and influential.
   b. was poor but aristocratic.
   c. held superior positions.
   d. held inferior positions.

2. She married a small clerk because
   a. She loved him.
   b. He loved her.
   c. She had no money.
   d. He had no money.

3. After her marriage she
   a. was very happy because she had married the man she loved.
   b. was very unhappy because she felt that she deserved a life of luxury.
   c. was angry with her husband because he could not give her a life of luxury.
   d. accepted her fate without complaint.
4. She refused to see her wealthy friend.
   a. her wealth made her aware or her own lack of it.
   b. her friend did not show her paper.
   c. she was jealous of her friend’s wealth and beauty.
   d. she was busy with her household work.
5. Why was Matilda unwilling to go to the party?
   a. Because she did not like going to parties.
   b. Because she did not have a dress to wear at such parties.
   c. Because she did not have any jewellery.
   d. because she did not want to go as the wife of a small clerk.
6. How did they solve the problem of jewellery?
   a. Matilda decided to wear flowers instead of jewellery.
   b. She decided to wear imitation jewellery.
   c. She decided not to wear any jewellery.
   d. She decided to borrow some jewellery.
7. How did Matilda feel in the party?
   a. Very happy because everybody appreciated her beauty.
   b. Very happy because she attracted the attention of the Minister himself.
   c. Very happy because everybody wanted to dance with her.
   d. All of the above.

Try to read the following passages correctly and rewrite them using capital letters and punctuation marks.

1. Alice had been looking over his shoulder with some curiosity what a funny watch she remarked it tells the day of the month but doesn’t tell what o’clock it is your watch tell you what year it is
   Of course not alice replied very readily but thats because it stays the same year for such a long time together.
2. Were late helen said as the cab stopped at a light she looked at her husband accusingly
   All right her husband said i couldn’t help it the work was on the desk and it had to be completed
   This is one dinner party of the year i didn’t want to be late for helen said

On audio tape

Listen to the following sentences and mark the stressed syllables and intonation patterns. The first two are done for you.

1. I’m ‘going ‘home for ‘Eid.
2. ‘Are you ‘going ‘home, ‘too?
3. Who is this girl?
4. She is Runa, my eldest daughter
5. She has come to borrow a book from you.
6. Is it raining? Shall I take an umbrella?
7. It’s not raining hard, but you better take an umbrella.
8. You’re a gardener, aren’t you?
9. Yes, I am, but I’m not a very good gardener.
10. Oh, I thought you could help me.
Learning Point:
- Interpretation of words and phrases, clauses

A

Read the following text quickly and answer the question that follows the text.

Part : 5

“Wait here while I fetch a cab. You will catch cold outside,” said Monsieur Loisel.
But Matilda would not listen to him. She was eager to escape the attention of other women in their luxurious furs.
They went into the streets, but there was no cab to be seen. Shivering in cold they walked towards the river Seine. At last on the quay they found a cab. They reached their house and climbed the stairs to their dwelling. All was over for her. As for him, he was thinking that he would have to be in the office by ten o’clock.
She took off her wraps in front of the mirror for the sake of one last glance. But suddenly she uttered a cry. The diamond necklace was no longer round her neck.
“What’s the matter?” asked her husband.
“I — I — I have lost Madame Forestier’s necklace.”
“What? Lost the necklace? Impossible!” he cried.
They searched the pleats of the gown, the folds of the wraps and all the pockets, but in vain.
“You are sure, you had it on when you came away from the reception?”
“Yes, I remember feeling it in the lobby.”
“But, if you had lost it in the street we should have heard it drop. It must be in the cab.”
“Yes, I expect it is. Did you take the number?”
“No, did you?”
“No.”
They gazed at each other. In the end he got up.
“I will go over the ground we covered on foot and see if I can find it.”
He left the house. She collapsed into a chair and remained there in her evening gown.
At about seven o’clock her husband returned. He had not found the necklace.

Q. When did Matilda discover that the necklace was lost?
Read the text again more carefully this time. Consult the notes below, if necessary.

Notes:
- escape the attention: avoid the eyes.
- furs: coats or garments made of short fine hair of some animals. Normally they are warm and expensive.
- fetch: go and bring
- cab: (here) horse-drawn carriage that may be hired for short journeys
- shivering: trembling in cold
- River Seine: The river on which Paris, the capital city of France is situated
- quay: landing place for loading and unloading
  (Pronunciation /ˈkiː/)
- pleats: folds
- in vain: without desired result
- lobby: entrance hall
- gazed: looked long and steadily
- go over the ground: inspect the area

Interpretation of words and phrases. Circle the letter next to the best answer.

1. She took off her wraps in front of the mirror.
   a. wore  b. removed  c. changed  d. undid

2. “You are sure you had it on when your came away from the reception?”
   a. possessed it  b. were wearing it  c. did not lose it  d. touched it

3. “Did you take the number?”
   a. remember  b. see  c. note down  d. look at

4. “I expect it is.”
   a. am certain  b. am not certain  c. hope  d. believe

5. She collapsed into a chair.
   a. lay down  b. sat down  c. waited  d. broke down
Read out the following questions and answer them first orally and then in writing.
1. Why was Matilda reluctant to wait for a cab?
2. Where did they find a cab?
3. What was Monsieur Loisel thinking when he reached home?
4. Where did Matilda take off her wraps?
5. Why did she do so?
6. What did she discover then?
7. What was her husband’s reaction?
8. Where did they search at first?
9. Where else did Loisel search?
10. What was the result?

Look at the following sentence:
If you sentence Loisel is considering if Matilda had lost the necklace in the street and he would have heard it drop. Such conditional clauses are sometimes called rejected condition, because the supposition is rejected.

Look at the structure of the sentence:

<table>
<thead>
<tr>
<th>If clause</th>
<th>Main</th>
</tr>
</thead>
<tbody>
<tr>
<td>If + NP + had + Past participle of VP clause</td>
<td>NP + should / would / could / might + have + past participle of VP</td>
</tr>
</tbody>
</table>

Look at some more examples:
1. If you had been there, I should have seen you.
2. She might have passed, if she had tried.
3. If he had taken my advice, he would have succeeded.

Now rewrite the following sentences using appropriate forms of the verbs in the brackets. The first one is done for you.
1. If I (be) there, I (help) him.
   Ans. If I had been there, had been there, I might have helped him.
2. You (do) it, if you (try)
3. If they (be) at the meeting, you (see) them.
4. If he (take) the medicine, he (not die).
5. If they (play) better, they (win).
Loisel informed the police, advertised a reward, made inquiries of all cab offices. He visited all possible places, but all his efforts were in vain.

“You must write to your friend,” he told his wife, “and tell her that you have broken the catch of the necklace and you are having it mended. That will give us time to think things over.”

She wrote a letter to his dictation.

After a week had gone by they gave up all hope. Loisel, who looked five years older, said, “We must take steps to replace the diamonds.”

The next day they took the empty case to the jeweller whose name was inside the case. He consulted his book.

“The necklace was not brought here, Madame. I can only have supplied the case.”

They went from jeweller to jeweller in order to find a necklace exactly like the one they had lost. At last in a shop in Palaise Royal they found a necklace which seemed very much like the other. Its price was forty thousand francs, but the jeweller agreed to sell it for thirty-six. They begged him not to dispose of it for three days.

Loisel had eighteen thousand francs left to him by his father. The balance of the sum he proposed to borrow. He raised loans in all quarters – a thousand from one man, five hundred from another. He even borrowed from usurers at exorbitant terms. He risked his whole future in order to get the loans. At last he managed the sum and bought the necklace.

Q. How much did Loisel borrow?

The Necklace-VI

Learning Point:
- Words and phrases

A
Read the following text quickly and answer the question that follows the text.

Part : 6

B
Read the text again, more carefully this time. Consult the notes below, if necessary.

Notes:
- made inquiries: asked
- the catch: the device for fastening the necklace
- having it mended: getting it repaired
Interpretation of words and phrases: Circle the letter next to the best answer.

1. That will give us time to think things over.
   a. consider the problem with our friends.
   b. examine different options.
   c. consider the problem further before deciding what to do.
   d. be aware of the extent of the problem.

2. We must take steps to replace the diamonds.
   a. loans  b. help  c. walks  d. actions

3. They begged him not to dispose of it for three days.
   a. requested him to be kind to them
   b. requested him to be kind to them
   c. bargained with him
   d. asked him for charity

4. The balance of the sum he proposed to borrow.
   a. equal  b. remainder  c. extra  d. weighing-apparatus

5. He raised loans in all quarters.
   a. in four equal parts.
   b. in small sums.
   c. from all sources.
   d. from four persons.

Read out the following questions and answer them – first orally and then in writing.

1. What did they do to gain time?
2. When did they do to gain time?
3. Where did they go first?
4. Was the necklace bought there?
5. Where did they locate similar necklace?
6. What was the price of the necklace?
7. At what price did the jeweller agree to sell it?
8. Did Loisel have that much money?
9. How much did he have?
10. How did he manage the rest of the sum?
Fill in the blanks with words used in the text at A.
Monsieur and Madame Loisel located a necklace in a shop which was ..........1......... like the one she had lost. The jeweller ..........2......... to sell it for thirty-six thousand francs. Loisel ..........3......... to ..........4......... loans in all quarters. He even borrowed money from ..........5......... at ..........6......... rates of interest. He ..........7......... his whole future. At last he ..........8......... the sum and bought the necklace.

Conversation Practice
(On audio-tape)
Listen to the dialogue between Monsieur and Madame Loisel and try to imitate them. At first try listening without looking at the text repeat the phrases after the speaker. Do it as many times as necessary. Try to speak exactly like the voices on the tape. Later on, try practising with a friend.

Text of the dialogue

Madame L : (A smothered cry of horror)
Monsieur L : What’s the matter?
Madame L : I — I — I’ve lost Madame Forestier’s necklace!
Monsieur L : What? Lost the necklace? Impossible!
(sound of moving of clothes etc.)
Monsieur L : You’re sure you had it on when you came away from the reception?
Madame L : Yes, I remember feeling it in the lobby.
Monsieur L : But if you’d lost it in the street, we should have heard it drop. It must be in the cab.
Madame L : I expect it is. Did you take the number?
Monsieur L : No, did you?
Madame L : No.
(A little pause)
Monsieur L : Well, I’ll go over the ground we covered on foot and see if I can find it.
The Necklace-VII

Learning Point:
- Words and phrases

A

Read the text below and answer the question that follows the text.

Part : 7

When Madame Loisel brought back the necklace Madame Forestier said angrily, “you ought to have returned it sooner; I might have wanted to wear it.”

To Madame Loisel’s relief she did not open the case. Supposing she had noticed the exchange what would she have thought? Perhaps she would have taken her for a thief!

Madame Loisel now became acquainted with extreme poverty. This appalling debt had to be repaid. They gave up their flat and moved to a garrett. She dismissed her maid and did all the housework herself. She carried the sweepings to the street and brought up the water, pausing for breath at every landing. Dressed like a working woman she went to the grocer, green grocer and butcher bargaining for even small sums.

Her husband took an evening job at a shop and at night he would often copy papers at five sous a page.

This existence went on for ten years. At the end of that time they had repaid their loans including the interest.

Madame Loisel now looked an old woman. She had become the typical poor man’s wife, rough and coarse. Her skirts hung awry; her hair was neglected, her hands were red. But now and then, when her husband was at the office, she would sit by the window and she would think of that evening – the evening of her beauty and triumph.

What would have been the end if she had not lost the necklace? Who could say? Who could say? How strange are the chances of life! How small a thing could save you or ruin you!

Q. How long did it take the Loisels to repay their loan?

B

Read the text again, more carefully this time. Consult the notes below, if necessary.

Notes:
- supposing : if
- became acquainted : became familiar
- appalling : excessive, dreadful
garrett : room on the to floor, especially poor, wretched room
sweepings : dust, rubbish collected by sweeping
landing : platform at the top of a flight of stairs
pausing for breath : waiting to regain normal breath
sou : French coin of low value, worth 1/20th of a franc.
looked : appeared to be
typical : like others of the class
awry (pron : /a’ral) : not straight, crookedly

**Interpretation of words and phrases : Circle the letter next to the best answer.**

1. To Madame Loisel’s relief she did not open the case.
   a. expectation  b. fear and anxiety
   c. easing of anxiety  d. lack of fear

2. She bargained for even small sums.
   a. asked  b. haggled  c. prayed  d. begged

3. This existence went on for ten years.
   a. manner of living  b. reality
   c. occurrence  d. chain of events

4. They had repaid their loans including the interest
   a. exclusive of  b. inclusive of
   c. not counting  d. other than

5. How strange are the chances of life!
   a. risks  b. opportunities
   c. fortune  d. fate

**Answer the following questions, first orally and then in writing.**

1. Why was Madame Forestier angry with Matilda?
2. How late was she in returning the necklace? (Look at the previous lesson to find answer to this question.)
3. What was Matilda’s fear?
4. What was the first step that the Loisels took to repay their loan?
5. How did Matilda try to save money?
6. How did Loisel try to earn more money?
7. What was the effect of all these on Matilda?
8. How did she look after their debt had been repaid?
9. Was she really old at that time?
10. Did she ever think of the past? What did she think of?
Look at the following sentence:
You ought to have returned it sooner.
This sentence expresses the idea of past obligation which was not fulfilled.
‘Should have’ is also used to express such idea:
You should have helped him.

Now look at another sentence:
I might have wanted to wear it.
This sentence expresses the idea of past possibility which did not happen.

Now complete the following sentences as directed. The first two are done for you.

1. He (be) more careful. (Past obligation)
   Ans. He ought to have been/should have been more careful.

2. She (come) if we had invited her. (Past possibility)
   Ans. She might have come, if we had invited her.

3. They (study) harder. (Past obligation)
4. They (pass) the examination. (Past possibility)
5. You (ask) her for help. (Past obligation)
6. She (help) you. (Past possibility)
7. He (telephone) me. (Past obligation)
8. I (give) him the information. (Past possibility)
9. You (repay) your debt in time. (Past obligation)
10. You (be) free of your debt by now. (Past possibility)
Learning Point :
- Words & phrases, practising dialogues

A

Read the following text and try to find answer to the following question :

Q. What was the price of the necklace that Matilda had borrowed from Madame Forestier?

Part : 8

One Sunday, Matilda went for a stroll in a park for the sake of relaxation after a week’s work. She suddenly caught sight of a lady with child. She recognised Madame Forestier, who looked as young, as pretty and as attractive as before. Madame Loisel felt a thrill of emotion. Should she speak to her? Why not? Now that the debt was paid why should she not tell her the whole story? She went upto her and said, “Good morning, Jeanne.”

Her friend did not recognise her. She was surprised at being addressed by a homely person.

“I am afraid, I don’t know you – you must have made a mistake.”

“No, I am Matilda Loisel.”

Her friend uttered a cry.

“O, my poor, dear Matilda, how you have changed!”

“Yes, I have been through a very hard time since I saw you last. And it’s all through you.”

“Through me? What do you mean?”

“You remember the diamond necklace you lent me to wear at the reception at the Education office?”

“Yes, well?”

“Well, I lost it.”

“I don’t understand; you brought it back to me.”
“What I brought you back was another one, exactly like it. And for the last ten years we have been paying for it. You will understand that it was not easy for people like us who hadn’t got a penny. However, it’s all over now. I can’t tell you what a relief it is!”

Madame Forestier stopped dead.

“You mean to say you bought a diamond necklace to replace mine?”

“Yes, and you never noticed it? They were certainly very much alike,” she smiled with pride and satisfaction.

Madame Forestier seized both her hands in great distress.

“O, my poor, dear Matilda. Why mine was only imitation. At the most, it was worth five hundred francs!”

Read the text again more carefully this time. Consult the notes below, if necessary.

Notes:

- **stroll**: quiet, unhurried walk
- **relaxation**: recreation, becoming free from tension

Thrill of emotion: excited and strong feeling

recognise: be able to identify

I am afraid: A phrase used before saying something unpleasant. The speaker is not really afraid

stopped dead: stopped suddenly

seized: took hold of

Interpretation of words and phrases: Circle the letter next to the best answer.

1. She suddenly caught sight of a lady.
   a. men  
   b. looked at  
   c. noticed  
   d. saw for a short time

2. Why should she not tell her the whole story?
   a. fiction  
   b. account of imaginary events  
   c. account of past events  
   d. untrue statements

3. She was surprised at being addressed by a homely person.
   a. poor looking  
   b. plain looking
c. looking like a domestic servant
d. not dignified

4. "I have been through a very hard time."
a. have experienced  b. have seen
c. have come to the end of  d. have felt

5. "It's all through you."
a. your doing  b. because of you
c. your idea  d. planned by you

Answer the following questions, first orally and then in writing.
1. Where did Matilda go one Sunday?
2. Why did she go there?
3. Who did she see there?
4. Could Madame Forestier recognise her?
5. What was Madame Forestier's first name?
6. What did Matilda tell Jeanne?
7. What was Jeanne's reaction?
8. Why was Jeanne surprised?

Dialogue for practice:
Listen to the dialogue between Matilda and Jeanne on audio-tape and practise it with a friend.
(On audio tape: the dialogue described above)
Revision and Test

Learning Point:
Objectives:

A

Practise the following questions and answers orally with a friend:
Q 1. Have you finished reading the story?
   Ans. Yes, I have. (If you haven't, read it before going further.)
Q 2. Where, do you think, the events of this story were taking place?
   Ans. In Paris, the capital city of France.
Q 3. When did these events take place?
   Ans. In the nineteenth century.
Q 4. Do you find any similarity between the marriage of a nineteenth century
   French girl and a present day Bangladeshi girl?
   Ans. Yes, they both need dowry to get a good husband.
Q 5. Did you like the way the story ended?
   Ans. Yes, I did. / No, I didn't.
Q 6. Will you explain why you liked didn't like the end?
   Ans. (Try yourself)
Q 7. Did the end of the story come to you as a surprise?
   Ans. yes, it did. No, it didn't.
Q 8. What in your opinion, would happen afterwards?
   Ans. (Give your own opinion)

B

Try to remember what you have read so far. If necessary, read the story
again. Now answer the following questions by circling the letter next to the
best answer.

1. What did Matilda want most after her marriage?
   a. A happy and peaceful life.
   b. A luxurious and glamorous life.
   c. A loving and devoted husband.
   d. All of the above.

2. In which season did the reception take place?
   a. summer
   b. winter
   c. autumn
   d. spring

3. What would the weather be like at that time of the year?
   a. very cold
   b. very hot
c. not very cold   d. not very hot

4. Why did Matilda not wait in the lobby after the reception?
   a. She was eager to go home.
   b. She did not want to wait alone.
   c. She did not want her husband to go out alone in the cold.
   d. She did not want other women to see her poor wraps.

5. What was the most likely place where the necklace might have dropped?
   a. In the dance hall   b. In the lobby
   c. In the street   d. In the cab

6. How did Madame Forestier react when Matilda returned her necklace?
   a. She thanked her.
   b. She was angry at the delay.
   c. She opened the case to check the diamonds.
   d. She was happy to get her necklace back.

7. How did she react when she learnt the truth about the necklace?
   a. She was shocked.
   b. She was happy.
   c. She did not believe it.
   d. She took it in a matter-of-fact way.

You have learnt the use of rejected condition.
Example: If somebody had done something, something would/should/could/might have happened.

Now use this structure to complete the following sentences.
1. If Matilda (take) her husband's advice to wear flowers, nothing (happen).
2. Even if she (wear) flowers, she (look) beautiful.
3. If the diamonds (be) real, Madame Forestier (not lend) the necklace.
4. Even if she (lead) it, she (check) the diamonds when Matilda returned it.
5. What (happen) if Matilda (not lose) the necklace?
6. If the Loisel (know) that the diamonds were imitation they (not suffer) so much.

You have also learnt the use of ought to have for past obligation and might have for past possibility. Now complete the following sentences as directed.
1. Matilda (ask) her friend the price of the necklace before borrowing it. (past obligation)
2. Then she (avoid) all the sufferings. (past possibility)
3. Matilda (be) more careful about the necklace. (past obligation)
4. She (guess) that the diamonds were not real. (past possibility)
5. She (know) that nobody would lend an expensive necklace. (Past obligation)
LESSON : 1

\[ C \]

2. A man of wealth and distinction.
3. A small clerk in the Ministry of Education.
4. Because she had no dowry and a man of wealth and distinction would not marry her without dowry, so she married a small clerk.
5. Plainly.
6. Because she was too poor to buy elegant dresses.
7. No, she didn't.
8. Pretty gowns and jewellery.
9. Because her friend's wealth made her aware of her own lack of it.
10. No, she wasn't.

\[ D \]

1. d 2. c 3. b 4. a 5. d

\[ E \]

1. Pretty 2. born 3. dowry 4. clerk 5. entitled
6. cared 7. humble

\[ F2 \]

2. second 3. first 4. first 5. second 6. first
7. first 8. second 9. first 10. first

\[ F4 \]

2. 'When are you 'going 'home?
3. I'm 'going 'home next 'Monday.
4. 'When are you 'coming 'back?
5. I 'don't 'know yet. 'May be 'within a 'week.
6. We're 'planning to ' go for a 'picnic.
7. We'll 'wait un'till your re'turn.
8. 'Dont 'wait for 'me. 'I may be de'layed.

LESSON : 2

\[ A \]

Q. His name was Monsieur Loisel.

\[ C \]

Short answers are given below. Try the long answer yourself.
2. She flung it on the table.
3. Yes, she did.
4. Because she didn't have a dress suitable to wear at such parties.
5. To give it to a friend in his office whose wife is better dressed than her.

\[\begin{align*}
1. &\quad c \\
2. &\quad b \\
3. &\quad c \\
4. &\quad a \\
5. &\quad d
\end{align*}\]

\[\begin{align*}
3. &\quad Falling \\
4. &\quad Falling \\
5. &\quad Rising \\
6. &\quad Rising \\
7. &\quad Falling \\
8. &\quad Rising \\
9. &\quad Rising \\
10. &\quad Falling
\end{align*}\]

**LESSON : 3**

**A**
To buy a gun.

**C**
1. c 2. a 3. a 4. c 5. b

\[\begin{align*}
1. &\quad He asked how much a proper dress would cost. \\
2. &\quad Four hundred francs. \\
3. &\quad Yes, he did. \\
4. &\quad No, she wasn't. \\
5. &\quad Because she had no jewellery. \\
6. &\quad To wear flowers instead of jewellery. \\
7. &\quad No, she didn't. \\
8. &\quad To borrow some jewellery from her friend. \\
9. &\quad Yes, she did.
\end{align*}\]

**E**
1. One evening Monsieur Loisel came back from his office with a large envelope in his hand. He gave it to his wife and said, "Here is something for you." She tore it open and found an invitation card in it. She took one look at it and said, "what good is that to me?"
2. On the dresser in the bedroom and on the mantel in the sitting-room were silver-framed photographs of infants. Mrs. Grimm always called attention to these, "My grand children." "How lovely! How old are they?"
   "Let's see, Junior is fifteen and Sissy is twelve." "But then these pictures must have been taken years ago. They are babies!"
**LESSON : 4**

**A**

Q. Matilda borrowed a diamond necklace from her friend.

**C**

1. b  2. d  3. b  4. a  5. a

**D**

1. To borrow some jewellery from her.
2. A jewel-case.
3. Some brackets and a pearl necklace.
4. No, she didn't.
5. A diamond necklace.
7. Very much.
8. At four a.m.
10. He was dozing.

**F**

1. Her mother-in-law leaned against the table. Her lips moved slowly, "we are going mad; we are both going mad. We both such things are impossible!"
   Her daughter-in-law looked at her with a pitying stare.
   "I've known for a long time that every thing was possible."
   "Even this?"
   "Yes, exactly this."

2. "Do you know what's happened now?" he asked me.
   I was prepared for the worst. I wondered if Tom had gone into the hands of the police at last. George could hardly bring himself to speak.
   "You're not going to deny that all my life I've been hardworking, decent, respectable and straight forward. I've always done my duty in that state of life in which it has pleased providence to place me."

**LESSON : 5**

**B**

1. d  2. c  3. b  4. a  5. b  6. d  7. d
1. Alice has been looking over his shoulder with some curiosity. "What a funny watch!" She remarked. "It tells the day of the month but doesn't tell what o'clock it is!"
"Why should it?" Muttered the Hatter. "Does your watch tell you what year it is?"
"Of course not," Alice replied very readily: "but that's because it stays the same year for such a long time together."

2. "We're late," Halen said as the cab stopped at a light. She looked at her husband accusingly.
"All right," her husband said, "I couldn't help it. The work was on the desk and it had to be completed."
"This is one dinner-party of the year I didn't want to be late for," Halen said.

3. 'Who is this 'girl. ↓
4. She is 'Runa, ↑ my 'eldest 'daughter. ↓
5. She has 'come to 'borrow a book from 'you. ↓
6. Is it 'raining? ↑ 'Shall I 'take an um'brella? ↑
7. It's 'not 'raining 'hard, ↑ but you 'better 'take an um'brella. ↓
8. You're a 'gardener, 'aren't you? ↑
9. "Yes, I 'am, ↓ but I'm 'not a very 'good 'gardener. ↓
10. 'Oh, I 'thought you could 'help me. ↓

LESSON : 6

A
When she removed her wraps in front of the mirror Matilda discovered that the necklace was lost.

C
1. b 2. b 3. c 4. d 5. d

D
1. Because she did not want other women to see her poor wraps.
2. On the quay of the river Seine.
3. That he would have to be in the office by ten o'clock.
4. In front of her mirror.
5. To have a last glance of herself in her elegant gown and diamond necklace.
6. That the necklace was lost.
7. He could not believe it.
8. At home. The pleats of her dress and wraps.
9. The area they had covered on foot.
10. They did not find the necklace.

2. You could have done it, if you had tried.
3. If they had been at the meeting, you would have seen them.
4. If he had taken the medicine he would not have died.
5. If they had played better, they would have won.

**LESSON : 7**

**A**

Eighteen thousand francs

**C**

1. c 2. d 3. a 4. b 5. c

**D**

1. She wrote a letter to Madame Forestier explaining that she had broken the clasp of the necklace and that she was getting it repaired.
2. After a week, when all attempts to recover the necklace failed.
3. To the jeweller whose name was inside the case.
4. No, it wasn't.
5. In a shop in palais Royal.
6. Forty thousand francs.
8. No, he didn't.
10. He borrowed the rest of the sum.

**E**

1. exactly 2. agreed 3. proposed 4. raise
5. usurers 6. exorbitant 7. risked 8. managed
LESSON : 8

A
Ten years

C
1. c  2. b  3. a  4. b  5. b

D
1. Because she was late in returning the necklace.
2. About ten days.
3. That Madame Forestier might notice the exchange.
4. They gave up their flat and moved to a garrett.
5. She did her housework herself. She bargained for small sums. She dressed like working women.
6. He took an evening job. He also copied papers at night.
7. She lost her beauty and youth.
8. She looked like an old woman.
9. No, she wasn't.
10. Yes, she did. She thought of that evening – the evening of her glory. She thought what might have happened if she had not lost the necklace.

G
3. They ought to have (should have) studied harder.
4. They might have passed the examination.
5. You ought to have (should have) asked her for help.
6. She might have helped you.
7. He ought to have (should have) telephoned me.
8. I might have given him the information.
9. You ought to have (should have) repaid your debt in time.
10. You might have been free of your debt by now.

LESSON : 9

A
Five hundred francs, at the most.

C
1. d  2. c  3. b  4. a  5. b
1. To a park.
2. For relaxation.
4. No, she could not. Because Madame Loisel had changed greatly.
5. Jeanne.
6. She told her the whole story – how she had lost her necklace and how they had replaced it with another one exactly like it. She also told her how they had been paying for that for the last ten years.
7. She was shocked.
8. Because her necklace was of imitation diamonds.

LESSON : 10

1. b 2. b 3. a 4. d 6. b 7. a

1. had taken / would have happened
2. had worn / would have looked
3. had been / would not have lent
4. had lent / would have checked
5. would have happened / had not lost
6. had known / would not have suffered

1. ought to have asked
2. might have avoided
3. ought to have been
4. might have guessed
5. ought to have known.
Overview

Lesson 1 : Selected Poems
Learning Point : The divices of poetry

Lesson 2 : Selected Poems

Lesson 3 : Selected Poems

Lesson 4 : Nurse's Song

Lesson 5 : The Passionate Shepherd to His Love

Lesson 6 : Lines Written in Early Spring

Answer Key
Devices of poetry

A Poet is a person who is sensitive to the sights, sounds and sensations of the world around him. He possesses a meditative mind and conjectures about mankind, their sufferings, happiness, their follies, their nobility. The poet’s greatness lies in the fact that he can express his feelings and emotions, experience in a convincing way. Of course this does not mean that poets are always dealing with serious and philosophical things. The poet's mastery and artistry lies in the way he uses language. A poet knows the art of weaving a sort of magical web of sound with greater awareness, greater sensitivity and greater artistry.

In order to get certain effect in their poems, the poets usually use the following devices.

Devices of comparison

Simile: Simile means like. When the poet uses it, he makes a conscious comparison by using certain words; like, as, as though, as if, as...so. For example, when Wordsworth describes a beautiful woman as:

Fair as a star, when only one
Is shining in the sky.

Wordsworth compares the beauty of a single bright star shining in the sky and the beauty of the woman whose glamour surpasses that of other women.

Metaphor: Metaphor is a bit difficult type of comparison as the reader’s attention is not drawn to it by any word such as 'like', 'as...so' and so on. It is very subtle, compressed and less obvious. For example, when Shakespeare says:

All the world’s a stage
And all the men and women merely players,
he is comparing the world to a stage and all the people in it to actors.

Shakespeare’s Cleopatra says:

I am marble – constant.
Marble is a hard substance that can endure sunshine, rain and storm and does not change much. So Cleopatra says that in her steadfastness she is as hard as a marble.
Personification: Personification is a form of metaphor in which a non-human thing is bestowed with human characteristics. The poet Shelly talks of the earth as ‘dancing around the sun’, and Shakespeare says: O sleep! Nature’s sweet nurse... In these examples non-human things have been imagined to have human qualities.

**Devices of Sound:**

When poetry is read aloud we can hear the sounds, rhymes & rhythms of it. And all of the devices including the devices of sound used in poetry add to our enjoyment. The devices of sound are given below:

**Alliteration:** Alliteration is the repetition of same consonant sounds. These sounds are usually at the beginning of words.

*Come live with me and be my love.*  
(The passionate Shepherd to His Love', Marlowe)

*The fair breeze blew, the white foam few,*  
The furrow followed free;  
(The Ancient Mariner)

The repetition of ‘f’ sound gives these lines their particular flavour.

**Assonance:** Assonance is the repetition of same vowel sounds.

*Read the following lines loud:*  
There was an old dame  
Who lived down the lane

The light of the moon
Shone into the room.

**Onomatopoeia,** sometimes called echoism.  
In all languages there are words that imitate or echo sounds. Here are some examples:

<table>
<thead>
<tr>
<th>Word</th>
<th>PHRASE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>boom</em></td>
<td>The <em>boom</em> of thunder</td>
<td></td>
</tr>
<tr>
<td><em>buzz</em></td>
<td>The <em>buzzing</em> of bees</td>
<td></td>
</tr>
<tr>
<td><em>swish</em></td>
<td>The <em>swishing</em> of wind</td>
<td></td>
</tr>
</tbody>
</table>

**Rhythm**

When we speak any language we stress certain words or parts of words strongly and others we stress very little. We tend to stress the important words that contribute to the meaning of the sentences, whereas the less important ones such as articles, prepositions are hardly stressed.
We must remember that English is a fairly heavily stressed language. Native speakers usually stress the key words and touching lightly the relatively weaker ones pass on to the important ones again. Sometimes the emphasis is given to a word to enhance its importance in a particular utterance. This rising and falling of voice constitute a certain pattern in poetry which is called rhythm pattern of accented & unaccented syllables. If this rhythm of stresses is structured into a recurrence of regular units, we call it meter.

Few poems follow a regular rhythm pattern, for a poem that has no irregularities and variations would be considered dull and monotonous. In the same way all variation would amount to no variation. A pattern that contributes to the poem’s meaning is what the reader looks for.

The reader must remember that while reading poetry he will have to pay attention to the meaning when stressing a sentence, for otherwise the poem would not convey any meaning to him.

The unit of measure is called the foot. The four standard feet distinguished in English are:

1. **Iambic**: a light followed by a stressed syllable.
   
   Is this the face that launched a thousand ships.
   
2. **Anapestic**: two light syllables followed by a stressed syllable.
   
   The Assyriah came down like a wolf on the fold.
   
3. **Trochaic**: a stressed followed by a light syllable.
   
   Tiger tiger! Burning bright
   
4. **Dactylic**: a stressed syllable followed by two light syllables.
   
A good poet does not write in strict rhythm. If he did, verse would become dull and uninteresting. It is the variations in the rhythm pattern that draw the attraction of a reader.
Edwin Arlington Robinson (1869-1935)

Among the renowned poets in America E.A Robinson was the first major poet of the twentieth century. He spent much of his life in poverty and public disregard. His father was a small business man. He was an indifferent student and after his graduation from high school his father refused the expense of his further education. But later on he managed to enroll as a special student at Harvard when he was twenty-two. But after his father’s death he left Harvard and returned home to Gardener, Maine. Among his publication The Torrent and the Night Before; The children of the Night, Captain Craig, The Town down the River, The Three traverses, Avon’s Harvest, Dionysus in Doubt, are well-known.

Richard Cory

When ever Richard Cory went down town,
We people on the pavement looked at him;
He was a gentleman from sole to crown,
Clean favored and imperially slim.
And he was always quietly arrayed,
And he was always human when he talked;
But still he fluttered pulses when he said,
"Good-morning", and he glittered when he walked.
And he was rich- yes, richer than a king-
and admirably schooled in every grace;
In fine, we thought that he was everything
To make, us wish that we were in his place.
So on we worked, and waited for the light,
And went without the meat, and cursed the bread;
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.

Richard Cory in E.A Robinson’s poem represents a class which is devoid of spiritual and moral happiness. Richard Cory, a member of wealthy upper class, has everything to satisfy his worldly aspirations. He also has nurtured social graces in a way that the people from the pavement hope against hope that they could be Richard Cory. In fact he was, to all appearances, a successful man. He was a gentleman from ‘soul to crown’, a thorough gentleman having all desirable qualities. He was dressed in an elegant way and he had the same emotions and feelings as ordinary human being. But still the ordinary working class people were aware of the fact that Richard Cory belongs to a different class so when he greeted them they felt excited and nervous. He was fabulously rich and renowned for his social achievements. And when the working class people were waiting for the light at the end of the tunnel of their misery and suffering, they heard the news that one beautiful summer night, Richard Cory had committed suicide.

The rhythm of the poem is following the rhythm of conversational English as if the speaker is talking to somebody, giving him the information about Richard Cory. If the reader reads the poem aloud he will hear the beats of natural
speaking, the flow of narrating a story. The rhythm pattern does not mechanically conform to any feet. The basic pattern is iambic (one light and then one stressed syllable) with many varieties. Notice the last stanza:

So on we worked and waited for the light,
And went without the meat, and cursed the bread;
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.

With some varieties the first two lines follow iambic but suddenly on the third the rhythm is changed and we can hear the heavy beats and get startled to feel the sudden change of the natural rhythm. So the breaking of natural rhythm indicates a climax on the poem, the tragic end of Richard Cory.

If we want to appreciate poetry we must read it aloud to follow the rhythm. It does not mean that we must find out the basic rhythm Pattern that whether it is iambic, anapestic or trochaic. But while reading aloud definitely we will get the flow of the poem and also the bend when the flow is interrupted Carefully note the breaks where the poet introduces new or unexpected things.

Word Meanings:
down town: mini business area of a town or city
pavement: path at the side of a road for people
arrayed: dressed
curse: to think bad things about someone or something.
admirably: something deserving respect and admire.

Answer the following questions:
i. Who was Richard Cory?
ii. How did he look like?
iii. Did ‘people from the pavement’ like him?
iv. What did they wish to be?
v. Were the ordinary people happy with their rotten meat?
vi. Did you explore the Cory at the centre of the poem, that is the poet lets the reader into the narrator’s confidence and reveals something dreadful suddenly?
vii. Do you think that human life is based on the dialectical conflict of appearance and reality?
Though it is possible to appreciate and enjoy a poem without knowing its type, in this lesson we will be acquainted with some of the types of English poems.

Lyric Poem: A lyric poem uses ordinary speaking voice. Its themes may be serious or trivial. It is fairly short, written in simple languages and has an easy-moving rhythm.

Examples: The songs of Shakespeare's plays, songs of Innocence and of Experience by William Blake, and many of Robert Burns's short poems.

Sonnet: A sonnet is a lyric poem of 14 lines in a single stanza consisting of 5 regular beats. There are two main types:

1. The Italian or Petrarchan Sonnet with the rhyme scheme: abba abba cde cde (the last six lines can vary) Examples: Sonnets by Milton, and John Keats.
2. The English or Shakesperian Sonnet with rhyme scheme abab cdcd efef gg. Examples: The Sonnets of Shakespeare.

Ballad: Popular ballad also known as 'folk ballad' or 'traditional ballad' is a song, transmitted orally. Popular ballads tell stories. The popular ballad is dramatic and impersonal. The narrator begins with the climactic episode and tells the story by means of action and dialogue.

A literary ballad is written imitating the form and spirit of popular ballad.

Popular ballads originate among illiterate or only partly literate people but a literary ballad is written by a learned poet. [Examples: S. T. Coleridge's "Rime of the Ancient Mariner", Keats's "La Belle Dame sans Merei".]

Ode: An ode has no particular form. It is a poem addressed to a person or thing, or written for some special occasion. Examples: Ode to a Nightingale, Ode on a Grecian Urn (Keats), Ode to the West Wind (Shelly)

Narrative Poem: A narrative poem tells a story. Many narrative poems are quite long.

Examples: 'Sohrab and Rustam' (Arnold),
'The Princess and Maud' (Tennyson)

Epic Poem: An epic poem is a long narrative poem on a great and serious subject, told in an elevated style. An epic is usually built up around the adventures of a central hero.
Examples: *The Iliad* and *The Odyssey* (Greek)
*Paradise Lost* (Milton)

Elegy: A poem of mourning written on the death of a person.
Examples: *In memorium* (Tennyson); *Adonais* (Shelly, on the death of Keats)

**How to Approach a New Poem**
The following points can act as a guide to assist the student while approaching a new poem. All the points are not of equal importance.

♦ Try to decide what type of poem is it, i.e. is it a lyric, a narrative poem, a ballad, a sonnet, an ode etc.
♦ Try to decide whether it has a regular pattern of rhythm, e.g. it is a four or five-beat line or it is a combination of rhythms? How many stanzas are there. What is the rhyme pattern of each stanza? Is it a long or short poem.
♦ Try to decide whether it is humorous, serious, light, ironic, satirical, nonsensical etc.
♦ Try to decide whether there is any deeper meaning in the poem.
♦ Find out the rhetorical devices used in the poem. Decide their effectiveness. Are they simple or difficult?
♦ Think about the vocabulary of the poem. Is the grammatical structure of the poem simple or difficult? Are there any dialogues, questions or exclamations in the sentences?
♦ Decide whether there are any personal or historical influences in the poem?
♦ Does the poem appeal to you? if not, why?
Sonnet: A lyric poem in a single stanza consisting of fourteen iambic pentameter lines. The rhyme usually follows one of two main patterns:

1. The Italian or Petrarchan sonnet (named after the 14th century Italian poet Petrarch) falls into two main parts: an octave (eight lines) rhyming abba abba and a sestet (six lines) rhyming cdecde or some variant such as cdecde.

2. English poets in the 16th century developed a new form called the English sonnet or the Shakespearean sonnet. This stanza falls into three quatrains and a concluding couplet: abab cdcd efef gg.

From fairest creatures we desire increase
That thereby beauty’s rose might never die,
But as the riper should by time decease
His tender heir might bear his memory:
But thou, contracted to thine own bright eyes,
Feed’s thy light’s flame with self-substantial fuel,
Making a famine where abundance lies,
Thyself thy foe, to thy sweet self too cruel.
Thou that art no a the world’s fresh ornament
And only herald to the gaudy spring,
Within thine own bud buryest thy content
And, tender churl, mak’st waste in niggarding.
Pity the world, or else this glutton be:
To eat the world’s due, by the grave and thee.

We desire that the fairest creatures may enhance that beauty and should not be perished. As time goes by he will grow older and die, but if he has an heir, an offspring, it will carry his memory. But if you are only concerned with your own beauty, feed the flame of life with self-regarding fuel, then you will make a famine where there is plenty. Thus you are becoming your own enemy being cruel to yourself. You are the world’s ornament announcing the bright and colorful spring and burying what you have within yourself. You are wasting
beauty in being so miser. Have compassion for the world or otherwise it will be regarded as glutton to eat up what is due to the world by dying childless.

In this sonnet, time is the great enemy of youth and beauty. The poet views the destructive effects of time with pain and seeks answer to the question of how it could be defeated and youth and beauty preserved. The answer is given in the poem. By marrying and begetting an heir, time can be defeated. Through offspring, beauty can achieve immortality.

The poet praises highly the youth’s beauty and blames him as he is failing to preserve it. From the fifth line to the eight, he is accused of harboring self-love, thus making “a famine where abundance lies” and “waste in niggarding”- that is in hoarding his beauty. That poet then begs the young man to “pity the world" and give it its due- his child.

**Answer the Questions:**

1. Imagery is used to signify all the objects and qualities that can be perceived through senses referred to in a poem or other work of literature, whether by literal description, or by using similes, metaphors and allusions. The term does not necessarily imply a visual reproduction of the object. It also includes auditory, tactile, thermal, olfactory, gustatory (taste), or kinesthetic (sensations of movement).
   Try to find out the images used in this sonnet.

2. How does Shakespeare describe time in this Sonnet?

3. In what ways does Shakespeare indicate that time may be conquered?

4. How is the beautiful youth described in this Sonnet?

5. How can beauty be preserved from destruction?

**Notes on unknown words:**

decay : death
cost : to become smaller
famine : দুর্ভি
abundance : plenty, পূর্ণ
thine : your
churl : bad tempered person
Nurse's Song
William Blake (1757 – 1827)

When the voices of children are heard on the green
And laughing is heard on the hill,
My heart is at rest within my breast
And everything else is still.

'Then come home, my children, the sun is gone down
'And the dews of night arise ;
'Come, come leave off play, and let us away
'Till the morning appears in the skies.'
'No, no, let us play, for it is yet day
'And we cannot go to sleep ;
'Besides, in the sky the little birds fly
'And the hills are all cover'd with sheep.'
'Well, well, go & play till the light fades away
'And then go home to bed,'
The little ones leaped and shouted and laugh'd
And all the hills echoed.

Main idea
Go through the poem several times. Are there any tensions or fears in the poem? Do you find any words that upset you? Who is the speaker in the poem? What time of day it is? Can you describe the place where the children are playing?

The words laughing, rest, still, home, sun, play, morning, sheep, light, bed bring positive and pleasant feeling in us. The word 'play' is repeated three times in this lyric and that is the action around which the poem is built upon. A group of children is placed on the village green, They are told to 'leave off play' in the 2nd stanza. In the 3rd the children refuses to stop playing and are given persimmon (well, well, go & play). The hills echoed with the laughing and shouting of the children. The nurse sits and watches their game.
Choice of words
Blake has used short and simple vocabulary in the 'Nurse's Song'. The simple vocabulary is given very simple grammatical structure. Though the speaker of the poem is an adult nurse, and there is a response from the children's side in the 3rd stanza, the language, and syntax of the poem is childlike.

Focusing on lines that create tension
In the 2nd stanza, the nurse's voice (then come home, my children, ..... in the skies) the children playing. Their all the leaping and jollity is threatened. The children contradict their nurse instantly saying 'No, no, let us play, for it is yet day.' If we don't look at the 4th stanza and think about conventional responses of adults, definitely it could be the response that stopped the children and dragged them home. But in the 'Nurse's Song' the nurse in the fourth stanza cheerfully agrees : 'Well, well, go & play till the light fades away.' The reader is drawn through the key moments of tension and at the end we see the triumph of children.

Answer the following questions :
1. What is the rhyme scheme of the poem?
2. The poem has been told from a nurse's point of view. Describe the tone and mood of the poem. How is she feeling and her attitude toward the children and environment around her?
3. What are the rhetorical devices used in the poem?

Word Meaning
breast (n) – মায়, (rhetorical meaning) the heart
still (adj) – calm, quiet
dews (n) – ঝিঁঝিঁ ঝিউ
appear (v) – to come into view, দেখানো হওয়া
besides (prep) – এ ছাড়াও, in addition to
cover'd – contracted form of covered
fade (v) – ফেলে হওয়া
leap (v) – লাফ হওয়া
laugh'd – contracted form of laughed
echo (v) – প্রতিটিপ্পন হওয়া (the reflecting of sound waves off a wall or inside an enclosed space so that a cry, shout etc. appears to be repeated.)
The Passionate Shepherd to his Love
Christopher Marlowe

Come live with me and be my love,
And we will all the pleasures prove,
That hills and valleys dales and fields,
And all the craggy mountains yields.

There we will sit upon the rocks
And see the shepherds feed their flocks,
By shallow rivers to whose falls
Melodious birds sing madrigals.

And I will make thee beds of roses
With a thousand fragrant poises,
A cap of flowers, and a kirtle
Embroidered all with leaves of myrtle.

A gown made of the finest wool
Which from our pretty lambs we pull;
Fair lined slippers for the cold
With buckles of the purest gold;

A belt of straw and ivy buds,
With coral clasps and amber studs;
And if these pleasures may thee move,
Come live with me and be my love.

The shepherd swains shall dance and sing
For thy delight each May morning;
If these delights thy mind may move,
Then live with me and be my love.

Read the poem aloud. Look at the meanings of difficult words. Then consider
verse-form, sound patterns, content, associations, use of repetition, and logical
sequence of the poem.
Discussion: This poem focuses life in a country. The speaker of the poem is visualizing all the pleasures of country life. It seems that to the lover of this poem country life is without the hardships of real life, that is, country life is ideal rather than real.

The birds can sing madrigals, which were sung by educated youths of Elizabethan period. Beds of roses have no thorns. A shepherd can buy coral, amber and gold.

It is a pastoral poem. In Latin 'pastor' means 'shepherd'. Pastoral poem is a minor but important mode which is concerned with the lives of shepherds. It tends to be an idealization of shepherd life and creates an image of a peaceful and uncorrupted existence.

The rhyme scheme of the poem is aa bb cc ... ll. The metre is iambic tetramer with very few variations.

The shepherd in the poem is offering materials and aesthetic pleasures to his beloved. The list includes 'hills and valleys' dales and fields and all the craggy mountains' and we can visualize a varied and extensive landscape. May be the rocks and craggy mountain suggest the strength of romantic love. The rivers and birds add music to visual beauty, the flowers offered roses and myrtle – symbolize young love, and 'fragrant poises' all are associated with beauty and freshness. Pretty lambs symbolize youth, innocence and simplicity. 'Slippers' are associated with domestic and private life.

The 'belt of straw' is connected with shepherd life, but adding of coral and amber studs with a belt of straw sounds impractical. But definitely this combination suggest both the simplicity of pastoral life and riches of modern life. The shepherd's offering of a gown of natural wool and pair of slipper with golden buckles are suggestive of two worlds – rustic and rich.

The chief device used in the poem is alliteration. (live and love, pleasures – prove, see-shepherds, melodious-madrigals, cap-kirtle etc.) And throughout the whole poem we get the echo of l and s sounds which suggest the flowing of rivers, chirping of birds and the swishing sound of wind.

Unknown Words

prove (vt, vi) – test
dale (n) – Dc ZKv
valley (n) – Dc ZKv
craggy (adj.) – kā q
yield (vt, vi) – c wealth K iword Z Drcvb Kiv
melodious (adj.) – mg ijv
madrigal (n) – hÜÉ m Zwenb mgçeZ K msMZ, 16th Ges 17th kZç K BDciw c Rbw q wQj |
fragrant (adj.) – mɪˈwɛt
posies (pl), posy (sing) – ˈdʒi ˈæZWov
embroider (vt, vi) – ˈbKvK Kɪv, ˈKv ˈdʒ ˈæZWv
coral (n) – a hard red, white or pink substance formed from the bones of very small sea creatures, that is often used to make jewellery.
clasp (n) – a small metal object for fastening a belt, or a bag.
amber (n) – a yellowish brown substance used to make jewellery
thee (old Eng, pronoun) – əZ vɪ K
thy (old, Eng.) – əZ vɪ
swain (n) (poetic) – a young man from the country (shepherd boys)

Answer the following questions:
1. What is a pastoral poem?
2. What are pleasures offered to the shepherdess?
3. Describe the natural sights and sounds used in the poem?
4. What do you think about the tone of the poem?
Lines Written in Early Spring
William Wordsworth

I heard a thousand blended notes,
While in a grove I sate reclined,
In that sweet mood when pleasant thoughts
Bring sad thoughts to the mind.

To her fair works did nature link
The human soul that through me ran ;
And much it grieved my heart to think
What man has made of man.

Through primrose tufts, in that green bower,
The periwinkle trailed its wreaths ;
And 'tis my faith that every flower
Enjoys the air it breathes.

The birds around me hopped and played,
Their thoughts I cannot measure : –
But the least motion which they made,
It seemed a thrill of pleasure.

The budding twigs spread out their fan,
To catch the breezy air ;
And I must think, do all I can,
That there was pleasure there.

If this belief from heaven be sent,
If such be Nature's holy plan,
Have I not reason to lament
What man has made of man?

- Read the poem through slowly at least twice and look for the main idea or feeling. Try to answer the following questions :
  - What did the poem make you think of?
  - How did you feel as you read it?
What terms did the poet use to provoke those reactions in you?

- Read the poem again and see how the main idea or feeling is given shape by the combinations of words. Answer the following questions:
  - What are the rhetorical devices used by the poet (simile, metaphor, symbol, alliteration etc)
  - What sort of image do the devices create?

- Go through each stanza. Write down the key words in two different columns "pains" and "Pleasures".

<table>
<thead>
<tr>
<th>Pains</th>
<th>Pleasures</th>
</tr>
</thead>
<tbody>
<tr>
<td>sad thoughts</td>
<td>sweet mood</td>
</tr>
<tr>
<td>grieved</td>
<td>fair works</td>
</tr>
</tbody>
</table>

Answer the following questions:
- Do you find any tension in the poem?
- Do you think that the person in the poem is in a sad mood?

- Focus closely on the two or three lines which fix the poem's main idea or feeling, i.e. the lines where for you the poem's central idea or feeling, its tension, hope or fear is graphically expressed. Pay attention to the poet's choice of words.

Main idea of the poem
In "Lines Written in early Spring," the speaker in the very first stanza describes himself as being
In that sweet mood when pleasant thoughts
Bring sad thoughts to the mind

The juxtaposition of 'pleasant thoughts' and 'sad thoughts' seems strange. But this feeling of pain and pleasure runs through the poem. The speaker is 'grieved' in the second stanza and says that he has 'reason to lament. But if you go down the page and notice the words: fair, sweet, enjoys, played, pleasure, it will be clear that the poem is filled with delight.

The pleasure of the poem is associated with 'fair works' of Nature: the flowers, the birds, the budding twigs etc. But a grief that interrupts the pleasure whenever the speaker thinks of 'what man has made of man'. The phrase has been repeated in the last stanza to emphasize it. So it seems that a simple, unresolved tension runs through the poem.

Choice of words that express the main idea
The first stanza sets the setting of the poem. The speaker is sitting in a 'grove' which is referred as 'green bower' later in the poem. A 'grove' or a 'bower' is a carefully planned shady place. So we can visualize a cultivated landscape, nature created by human labour.
In the second stanza the poet humanizes nature as 'nature' is called 'her'. In the third nature enjoys breathing the air, in stanza four, the birds hop and play and think. In stanza five the twigs have a fan to catch the breeze. So nature is functioning in human ways and the poet feels delighted. Again he gets depressed when he thinks about what man has made of man. So there is some tension in the speaker of the poem which remains unsettled.

**Focusing on the last stanza**

The poem ends with the unresolved tension. In the last stanza the language is religious: belief, heaven, holy. Divinity is called 'heaven' and 'Nature'. And the mysterious holy being organized the world in such a way that the 'pleasant thoughts' and pleasurable activities are possible but distress comes when the speaker thinks what human beings have done with these possibilities.

The poem expresses both delight with human capacities and grief about human behaviour.

**Answer following questions:**

1. What is the rhyme scheme of the poem?
2. How does the poet describe nature in the poem?
3. What rhetorical devices have been used in the poem? Write a brief note about their effect in the poem.
This unit introduces you to the genre (type) of writing called Essay. The unit consists of 12 lessons. Each lesson uses an essay for some language activities. Major focus of the activities are Reading and Writing skills. Some activities on vocabulary and grammar practices are also incorporated. All the 12 lessons have the same common objectives which are to help you:

i. develop your vocabulary;
ii. develop your skills for scanning and skimming;
iii. develop your general comprehension skills;
iv. write sentences correctly;
v. write freely.

(These being the common objectives for all the lessons, they are not repeated in each lesson).
Essays

Overview

Lesson 1 : Francis Bacon
Lesson 2 : Study in the Country
Lesson 3 : A Dissertation Upon Roast Pig
Lesson 4 : War
Lesson 5 : A War Spring in Hyde Park
Lesson 6 : On Going Back
Lesson 7 : London in August
Lesson 8 : Beau Tibbs
Lesson 9 : Grasshoppers
Lesson 10 : Golden Fruit
Lesson 11 : Selected Snobberies
Lesson 12 : On an Irish Hill

Answer Key
OF STUDIES

Studies serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgement and disposition of business; for expert men can execute, and perhaps judge of particulars, one by one; but the general counsels, and the plots and marshalling of affairs come best from those that are learned. To spend too much time in studies, is sloth; to use them too much for ornament, is affectation; to make judgement wholly by their rules, is the humour of a scholar; they perfect nature, and are perfected by experience; for natural abilities are like natural plants, that need pruning by study; and studies themselves do give forth directions too much at large, except they be bounded in by experience. Crafty men condemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them and above them, won by observation. Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read but not curiously; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in the less important arguments and the meaner sort of books; else distilled books are, like common distilled waters, flashy things. Reading maketh a full man; conference a ready man; and writing an exact man; and, therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets, witty; the mathematics, subtle; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend: Abeunt studia in mores; nay, there is no stand or impediment in the wit, but may be wrought out by fit studies: like as diseases of the body may have appropriate exercises; bowling is good for the stone and reins, shooting for the lungs and breast, gentle walking for the stomach, riding for the head and the like; so if a man’s wit be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again; if his wit be not apt to distinguish or find difference, let him study the schoolmen; for they are Cymini sectores. If he be not apt to beat over matters, and to call up one thing to prove and illustrate another, let him study the lawyers’ cases: so every defect of the mind may have a special receipt.
Of Studies

1. Read the essay answer the following questions:
   a) What are the three basic functions of education?
   b) What are the attitudes of different types of people to studies?
   c) What is the author’s suggestion about reading?
   d) What does the author mean when he says, “Some books are to be tasted, others to be swallowed, and some to be chewed and digested”?
   e) How does the author expand the idea that ‘reading maketh a full man, conference a ready man and writing an exact man’?
   f) What are the uses of studying History, Poetry, Mathematics and Natural Philosophy?
   g) How are studies compared with appropriate exercises for diseases of the body?

2. What do the following words / expressions mean?
   a) ornament, b) discourse, c) execute,
   d) counsels e) marshalling, f) sloth
   g) affection h) crafty men, i) condemn,
   j) take for granted, k) to weight l) deligence,
   m) witty, n) subtle

3. Make sentences with the following words and expressions :
   a) to call up, b) one by one c) to make judgement,
   d) wrought out, e) apt to.

4. Use the following words as directed:
   a) use (as noun), b) rule (as verb), c) need (as noun)
   d) fit (as verb), e) head (as verb), f) study (as noun).

5. Change the following words as directed and make sentences with them:
   a) delight (into adj.), b) ability (into adj.),
   c) expert (into verb), d) perfect (into noun),
   e) admire (into noun), f) exact (into adv.)
   g) wise (into noun).

6. Correct the errors in the following passage:
   To spend too much time on studies, are sloth; using them too much for ornament, are affection; make judgement wholly by their rules, are the humour of scholars’ they perfects nature, and is perfect by experience, for natural abilities is like natural plants, that needs prunning by study.

7. Fill in the gaps in the following passage:
   Some books are to _______ read only in parts; others _____ be read but not cursorily, and _____ few to be _____ wholly, and _____ diligence _____ attention.

8. Write a short summary of the essay.
SUNDAY IN THE COUNTRY

I am always very well pleased with a country Sunday, and think, if keeping holy the seventh day were only a human institution, it would be the best method that could have been thought of for the polishing and civilizing of mankind. It is certain that the country people would soon degenerate into a kind of savages and barbarians, were there not such frequent returns of a stated time, in which the whole village meet together with their best faces, and in their cleanliest habits, to converse with one another upon different subjects, hear their duties explained to them, and join together in adoration of the Supreme Being. Sunday clears away the rust of the whole week, not only as it refreshes in their minds the notions of religion, but as it puts both the sexes upon appearing in their most agreeable forms, and exerting all such qualities as are apt to give them a figure in the eye of the village. A country fellow distinguishes himself as much in the churchyard, as a citizen does upon the ‘Change, the whole parish-politics being generally discussed in that place either after sermon or before the bell rings.

My friend Sir Roger, being a good churchman, has beautified the inside of his church with several texts of his own choosing. He has likewise given a handsome pulpit cloth, and railed in the communion-table at his own expense. He has often told me, that at his coming to his estate he found his parishioners very irregular; and in order to make them kneel and join in the responses, he gave every one of them a hassock and a common-prayer book; and at the same time employed an itinerant singing master, who goes about the country for that purpose, to instruct them rightly in the tunes of the Psalms; upon which they now very much value themselves, and indeed outdo most of the country churches that I have ever heard.

As Sir Roger is landlord to the whole congregation, he keeps them in very good order, and will suffer nobody to sleep in it besides himself; for if by chance he has been surprised into a short nap at sermon, upon recovering out of it he stands up and looks about him, and if he sees any body else nodding, either wakes them himself or sends his servants to them. Several other of the old knight’s particularities break out upon these occasions. Sometimes he will be lengthening out a verse in the singing Psalms half a minute after the rest of the congregation have done with it; sometimes, when he is pleased with the matter of his devotion, he pronounces amen three or four times to the same prayer; and sometimes stands
up when everybody else is upon their knees, to count the congregation, or see if any of his tenants are missing.

I was yesterday very much surprised to hear my old friend, in the midst of the service, calling out to one John Mathews to mind what he was about and not disturb the congregation. This John Matthews it seems is remarkable for being an idle fellow, and at that time was kicking his heels for his diversion. This authority of the knight, though exerted in that odd manner which accompanies him in all the circumstances of life, has a very good effect upon the parish, who are not polite enough to see any thing ridiculous in his behaviour; besides that the general good sense and worthiness of his character make his friends observe these little singularities as foils that rather set off than blemish his good qualities.

As soon as the sermons finished, nobody presumes to stir till Sir Roger is gone out of the church. The knight walks down from his seat in the chancel between a double low of his tenants, that stand bowing to him on each side; and every now and then inquires how such a one’s wife, or mother, or son, or father do, whom he does not see at church; which is understood as a secret reprimand to the person that is absent.

The chaplain has often told me that, upon a catechizing day, when Sir Roger has been pleased with a boy that answers well, he has ordered a Bible to be given to him next day for his encouragement; and sometimes accompanies it with a flitch of bacon to his mother. Sir Roger has likewise added five pounds a year to the clerk’s place; and that he may encourage the young fellows to make themselves perfect in the church service, has promised upon the death of the present incumbent, who is very old, to bestow it according to merit.

The fair understanding between Sir Roger and his chaplain, and their mutual concurrence in doing good, is the more remarkable because the very next village is famous for the differences and contentions that arise between the parson and the squire, who live in a perpetual state of war. The parson is always preaching at the squire; and the squire, to be revenged on the parson, never comes to church. The squire has made all his tenants atheists and tithe-stealers; while the parson instructs them every Sunday in the dignity of his order, and insinuates to them, in almost every sermon, that he is a better man than his patron. In short, matters are come to such an extremity, that the squire has not said his prayers either in public or private this half year; and the parson threatens him, if he does not mend his manners, to pray for him in the face of the whole congregation.

Feuds of this nature, though too frequent in the country, are very fatal to the ordinary people, who are so used to be dazzled with riches, that they pay as much deference to the understanding of a man of an estate, as of a man of learning; and are very hardly brought to regard any truth, how important soever it may be, that is preached to them, when they know there are several men of five hundred a year who do not believe it.

SUNDAY IN THE CHURCH
1. Read the essay and answer the following questions:
   a) What picture of country life on a Sunday has been presented in paragraph-1.
   b) Who is Sir Roger? What has he done to his church and his parishioners?
   c) What does Sir Roger do in the church?
   d) What was behaviour of Sir Roger in the church that surprised the author?
   e) What do you come to know about Sir Roger’s relationship with his chaplain?

2. Give the meaning of the following words / expressions and make sentences with them:
   a) degenerate into,
   b) to converse with,
   c) in adoration
   d) concurrence

3. Use the following words as directed:
   a) state (as verb),
   b) value (as noun),
   c) order (as noun)
   d) regard (as verb),
   e) answer (as noun).

4. Change the following words as directed and make sentences with them:
   a) duty (into adj.)
   b) adoration (into verb),
   c) beautify (into noun)
   d) short (into verb),
   e) recover (into noun),
   f) occasion (adj.)
   g) ridiculous (into verb),
   h) believe (into noun)

5. Correct the errors in the following sentences:
   a) Feuds of this nature is very fatal to the ordinary people who is so use to be dazzled with riches.
   b) He has often tell me that at his coming to his estate he find his parishioners very irregularity.
   c) As soon as the sermon is finishes, nobody presume to stired till Sir Roger is go out of the church.

6. Complete the following sentences:
   a) As soon as the task was over
   b) It is certain that
   c) He earns as much money as
   d) If he sees anybody else nodding
   e) The boy who answered Sir Roger well

7. Fill in the gaps in the following passage with appropriate words:
   The parson _____ always preaching at the squire and _____ squire, to _____ revenged on the parson, never went _____ church. the squire _____ made all his tenants atheists and tithe stealers; while _____ parson instruct them ______ Sunday in the dignity of his order.

8. Do you think that Sir Roger’s behaviour in the church was ridiculous? Give reasons for your answer.
Manking, says a Chinese manuscript, which my friend M. was obliging enough to read and explain to me, for the first seventy thousand ages ate their meat raw, clawing or biting it from the living animal, just as they do in Abyssinia to this day. This period is not obscurely hinted at by their great Confucius in the second chapter of his Mundane Mutations, where he designates a kind of golden age by the term Cho-fang, literally the Cooks’ Holiday. the manuscript goes on to say, that the art of roasting, or rather broiling (which I take to be the elder brother) was accidentally discovered in the manner following. The swine-herd, Ho-ti, having gone out into the woods one morning, as his manner was, to collect mast for his hogs, left his cottage in the care of his eldest son Bo-bo, a great lubbering boy, who being fond of playing with fire, as younkers of his age commonly are, let some sparks escape into a bundle of straw, which kindling quickly, spread the conflagration over every part of their poor mansion, till it was reduced to ashes. Together with the cottage (a sorry antediluvian make-shift of a building, you may think it), what was of much more importance, a fine litter of new-farrowed pigs, no less than nine in number, perished. China pigs have been esteemed a luxury all over the East, from the remotest periods that we read of. Bo-bo was in the utmost consternation, as you may think, not so much for the sake of the tenement, which his father and he could easily build up again with a few dry branches, and the labour of an hour or two, at any time, as for the loss of the pigs. While he was thinking what he should say to his father, and wringing his hands over the smoking remains nostrils, unlike any scent which he had before experienced. What could it proceed from?– not from the burnt cottage –he had smelt that smell before–indeed, this was by no means the first accident of the kind which had occurred through the negligence of this unlucky young firebrand. Much less did it resemble that of any known herb, weed, overflowed his nether lip. He know not what to think. He next stooped down to feel the pig, if there were any signs of life in it. He burnt his fingers, and to cool them he applied them in his boody fashion to his mouth. Some of the crumbs of the scorched skin had come away with his fingers, and for the first time in his life (in the world’s life indeed, for before him no man had known it) he tasted —cracking! Again he felt and fumbled at the pig. It
from a sort of habit. The truth at length broke into his slow understanding, that it
was the pig that smelt so, and the pit that tasted so delicious; and surrendering
himself up to the newborn pleasure, he fell to tearing up whole handfuls of the
scorched skin with the flesh next it, and was cramming it down his throat in his
beastly fashion, when his sire entered amid the smoking rafters, armed with
retributory cudgel, and finding how affairs stood, began to rain blows upon the
young rogue’s shoulders, as thick as hail-stones, which Bo-bo heeded not nay
more than if they had been flies. The tickling pleasure, which he experienced in
his lower regions, had rendered him quite callous to any inconveniences he might
feel in those remote quarters. His father might lay on, but he could not beat him
from his pig, till he had fairly made an end of it, when, becoming a little more
sensible of his situation, something like the following dialogue ensued.

“You graceless whelp, what have got there devouring? Is it not enough that you
have burnt me down three houses with your dog’s tricks, and be hanged to you!
but you must be eating fire, and I know not what—what have you got there, I say?

"O father, the pig, the pig! do come and taste how nice the burnt pig eats."

The ears of Ho-ti tingled with horror. He cursed his son, and he cursed himself
that ever he should beget a son that should eat burnt pig.

Bi-bo, whose scent was wonderfully sharpened since morning, soon raked out
another pig, and fairly rending it asunder, thrust the lesser half by main force into
the fists of Ho-ti, still shouting out, "Eat, eat, eat the burnt pig, father, only taste–
O Lord!"—with such-like bar-barous ejaculations, cramming all the while as if he
would choke.

Ho-ti trembled every joint while he grasped the abominable thing, wavering
whether he should not put his son to death for an unnatural young monster, when
the crackling scorching his fingers, as it had done his son’s, and applying the
same remedy to them, he in his turn tasted some of its flavour, which, make what
sour mouths he would for a pretence, proved not altogether displeasing to him. In
conclusion (for the manuscript here is a little tedious), both father and son fairly
set down to the mess, and never left off till they had despatched all that remained
of the litter.

Bo-bo was strictly enjoined not to let the secret-escape, for the neighbours would
certainly have stoned them for a couple of abominable wretches, who could think
of improving upon the good meat which God had sent them. Nevertheless, strange
stories got about. It was observed that Ho-ti’s cottage was burnt down now more
frequently than ever. Nothing but fires from this time forward. Some would break
out in broad day, others in the night-time. As often as the sow farrowed, so sure
was the house of Ho-ti to be in blaze; and Ho-ti, himself, which was the more
remarkable, instead of chastising his son, seemed to grow more indulgent to him
than ever. At length they were watched, the terrible mystery discovered, and
father and son summoned to take their trial at Pekin, then an inconsiderable assize
Evidence was given, the obnoxious food itself produced in court, and verdict about to be pronounced, when the foreman of the jury begged that some of the burnt pig, of which the culprits stood accused, might be handed into the box. He handled it, and they all handled it; and burning their fingers, as Bo-bo and his father hand done before them, and nature prompting to each of them the same remedy, against the face of all the facts, and the clearest charge which judge had ever given, —to the surprise of the whole court, townsfolk, strangers, reporters, and all present—without leaving the box, or any manner of consultation whatever, they brought in a simultaneous verdict of Not Guilty.

The judge, who was a shrewd fellow, winked at the manifest iniquity of the decision; and when the court was dismissed, went privily and bought up all the pigs that could be had for love or money. In a few days his lord took wing, and now there was nothing to be seen but fires in every direction. Fuel and pigs grew enormously dear all over the district. The insurance-offices one and all shut up shop. People built slighter and slighter every day, until it was feared that the very science of architecture would in no long time be lost to the world. Thus this custom of firing houses continued, till in process of time, says my manuscript, a sage arose, like our Locke, who made a discovery that the flesh of swine, or indeed of any other animal, might be cooked (burnt, as they called it) without the necessity of consuming a whole house to dress it. Then first began the rude form of a gridiron. Roasting by the string or spit came in a century or two later, I forget in whose dynasty. By such slow degrees, concludes the manuscript, do the most useful, and seemingly the most obvious, arts make their way among mankind —

Without placing too implicit faith in the account above given, it must be agreed that if a worthy pretext for so dangerous an experiment as setting houses on fire (especially in these days) could be assigned in favour of any culinary object, that pretext and excuse might be found in ROAST PIG.

A Dissertation Upon Roast Pig

1. Read the essay and answer the following questions:
   a) Who were Ho-ti and Bo-bo?
   b) How did a fire break out in their house?
   c) What were the losses caused by the fire?
   d) How did Bo-bo happen to taste the burnt pig? What happened afterwards?
   e) What was the initial reaction of Hoti when he saw the burnt cottage, and the abnormal behaviour of Bo-bo?
   f) How does his anger finally subside?
   g) What happened in the locality when people came to know about the secret of Ho-ti’s burning his house frequently?
   h) What happened with the judgement in the court?
   i) What did the judge do after the trial?

2. Give the meaning of the following words / expressions:
3. Make sentences of your own with the following words / expressions:
a) together with, b) hinted at, c) as far,
d) wink at e) to the surprise of

4. Use the following words as directed:
a) hint (as noun), b) escape (as noun), c) dry (as verb)
d) labour (as verb), e) sign (as noun), f) taste (as noun)
g) heed (as noun), h) curse (as noun), i) surprise (as verb)

5. Change the following words as directed and make sentences with them:
a) loss (into verb), b) truth (into adj.) c) horror (into verb)
d) force (into adj.) e) pretence (into verb)

6. Find out the clauses and clause elements in the following sentence:
While he was thinking what he should say to his father and wringing his hands over the smoking remnants of one of those untimely sufferers, an odour assailed his nostrils.

7. Correct the errors in the following passage:
It was observe that Ho-ti cottage was burn down now most frequent than ever. Nothing but fires were seen all around from this time forward. Some would broke out in broad day, others in the night time. As often as the sow farrowed, so sure is the house of Ho-ti to in blaze.

8. Fill in the gaps in the following passage with appropriate words:
The judge, ______ was a shrewd fellow, winked at the manifest inequity _____ the decision; and when the court _____ dismissed, went privily and bought up all ____ pigs that could _____ had for love or money. In a ____ days, his lordship’s town-house ____ observed to be ____ fire.

9. Do you find that it is a funny story? How is it funny?
To fight is a radical instinct; if men have nothing else to fight over they will fight over words, fancies, or women, or they will fight because they dislike each other’s looks, or because they have met walking in opposite directions. To knock a thing down, especially if it is cocked at an arrogant angle, is a deep delight to the blood. To fight for a reason and in a calculating spirit is something your true warrior despises; even a coward might screw his courage up to such a reasonable conflict. They you and glory of fighting lie in its pure spontaneity and consequent generosity; you are not fighting for gain, but for sport and for victory. Victory, no doubt, has its fruits for the victor. If fighting were not a possible means of livelihood the bellicose instinct could never have established itself in any long-lived race. A few men can live on plunder, just as there is room in the world for some beasts of prey; other men are reduced to living on industry, just as there are diligent bees, ants, and herbivorous kine. But victory need have no good fruits for the people whose army is victorious. That it sometimes does so is an ulterior and blessed circumstance hardly to be reckoned upon.

Since barbarism has its pleasures it naturally has its apologists. There are panegyrists of war who say that without a periodical bleeding a race decays and loses its manhood. Experience is directly opposed to this shameless assertion. It is war that wastes a nation’s wealth, chokes its industries, kills its flower, narrows its sympathies, condemns it to be governed by adventurers, and leaves the puny, deformed, and unmanly to breed the next generation. Internecine war, foreign and civil, brought about the greatest set-back which the life of reason has ever suffered; it exterminated the Greek and Italian aristocracies. Instead of being descended from heroes, modern nations are descended from slaves; and it is not their bodies only that show it. After a long peace, if the conditions of life are propitious, we observe a people’s energies bursting their barriers; they become aggressive on the strength they have stored up in unmutilated race, fresh from the struggle with nature (in which the best survive, while in war it is often the best that perish), that descends victoriously into the arena of nations and conquers disciplined armies at the first blow, becomes the military aristocracy of the next epoch and is itself ultimately sapped and decimated by luxury and battle, and merged at last into the ignoble conglomerate beneath. Then, perhaps, in some other virgin country a genuine humanity is again found, capable of victory because
unbled by war. To call war the soil of courage and virtue is like calling debauchery the soil of love.

Blind courage is an animal virtue indispensable in a world full of dangers and evils where a certain insensibility and dash are requisite to skirt the precipice without vertigo. Such animal courage seems therefore beautiful rather than desperate or cruel, and being the lowest and most instinctive of virtues it is the one most widely and sincerely admired. In the form of steadiness under risks rationally taken, and perseverance so long as there is a chance of success, courage is a true virtue; but it ceases to be one when the love of danger, a useful passion when danger is unavoidable, begins to lead men into evils which it was unnecessary to face. Bravado, provocativeness, and a gambler’s instinct, with a love of hitting hard for the sake of exercise, is a temper which ought already to be counted among the vices rather than the virtues of man, to delight in war is a merit in the soldier, a dangerous quality in the captain, and a positive crime in the statesman.

The panegyrist of war places himself on the lowest level on which a moralist or a patriot can stand and shows as great a want of refined feeling as of right reason. For the glories of war are all blood-stained, delirious, and infected with crime; the combative instinct is a savage prompting by which one man’s good is found in another’s evil. The existence of such a contradiction in the moral world is the original sin of nature whence flows every other wrong. He is a willing accomplice of that perversity in things who craves the blind tension of plunging into danger without reason, or the idiot’s pleasure in facing a pure chance. To find joy in another’s trouble is, as man is constituted, not unnatural, thought it is wicked; and to find joy in one’s own trouble, though it be madness, is not yet impossible for man. These are the chaotic depths of that dreaming nature out of which humanity has to grow.

1. Read the essay and answer the following questions:
   a) What is the idea in the first paragraph? Write a summary of the paragraph in your own words.
   b) Does the writer support or criticize fighting? Find out some of the words, expressions or sentences that show the writer’s attitude to fighting.
   c) What does the writer say about war in the second paragraph?
   d) ‘To call war the soil of courage and virtue is like calling debauchery the soil of love’. What does the line suggest about the writer’s attitude to war?
   e) Why does the writer say that ‘courage is an animal virtue’?
   f) Why does the author say that the panegyrist of war places himself on the lowest level on which a moralist or a patriot can stand and shows as great a want of refined feeling as of right reason?

2. What do the following words / expressions mean?
   a) a radical instinct,  
   b) despise,  
   c) screw up,
d) spontaneity, e) reduced to, f) ulterior,
g) to be reckoned h) barbarism, i) apologists,
j) set-back, k) propitious, l) indispensable,
m) insensitivity, n) requisite, o) ceases to be,
p) unavoidable q) panegyrist, r) perversity.

3. Make sentences with the following expressions:
   a) knock something down, b) to be reckoned upon,
   c) store up, d) capable of,
   e) for the sake of, f) infected with.

4. Use the following words as directed:
   a) show (as noun), b) struggle (as verb),
   c) store (as noun), d) blow (as noun),
   e) risk (as noun), f) form (as verb),
   g) face (as verb), h) flow (as noun),
   i) wrong (as verb)

5. Change the following words as directed and make sentences with them:
   a) opposite (into noun), b) victory (into adj.),
   c) conflict (into adj.) d) diligent (into noun),
   e) industry (into adj.) f) lose (into noun),
   g) assertion (into verb), h) fresh (into noun),
   i) long (into length), j) danger (into verb),
   k) trouble (into adj.) l) depth (into adj.)

6. Correct the errors in the following passage:
   Instead of descend from heroes, modern nations is descended from slaves;
   and it are not their bodies alone that shows it. After a long peace if the
   conditions of life is propitious, we observes a people's bursting their barriers;
   they become aggression on the strength they has store up in his remote and
   unchecked develop.

7. Fill in the gaps in the following passage with appropriate words:
   For the glories of war _____ all blood stained, delirious, and all infected
   _____ crime; the combative instinct _____ a savage prompting by _____ one
   man’s good _____ found in another’s evil. The existence of _____ such a
   condition _____ the moral world _____ the original sin _____ nature.

8. Write a paragraph on your views of war.
A War Spring in Hyde Park

A WAR SPRING IN HYDE PARK
JAMES MILNE

What the eye saw, and missed, when even Nature was being squeezed for the
sinews of battle, when the gardeners had all gone with the Colours, and Call of
the Wild was asserting itself in the finest demesne of our bravely respondent
London Town.

When soote unlocks the flowers, to pint the laughing soil.

Seventh Sunday after Trinity

The soote [sweet] season, that bud and bloom forth brings.

When grene hath clad the hill, and eke the vale.

Henry Howard, Earl of Surrey

SPRING is moving in Hyde Park, but it is the second spring of the Great War,
and it is not like other springs. the poets, if there are any of them left from the
War, to take up the lyre of Nature, will have to write special odes for this spring.
Possibly they will not be inspired, because some of the inspiring things are
absent, but that would be a pity. It would be a pity to miss their sonnets, for
sonnets are always well intentioned, even if we must miss most of the flowers
which were gorgeous in Hyde Park.

You may take your walk there now, but whether it rains or blusters snow, or is
sunshine, you will not see the budding flower-pots of peace days. The economy of
War-time has laid its hand upon the flowers of Hyde Park, and they do not laugh
at you, and nod to you, and beckon you with their gay motions, as they did a year
ago. A cold stroke of saving, wielded by an institution called the Office of Works,
has passed over them, and they lie buried under the soil, or, rather, they are not
there at all.

No, there has not, in these recent months, been the planting of roots and the
bedding-out of them that there used to be, with the consequence that Hyde Park
looks plain, as if, somehow, it had been shaved bare by the winter winds. The
grass is green and fresh and spring-like, but where are the clusters of maiden
blooms that used to bow and bend to each other in the early spring wind, sweet
fairies come out of the dark recesses of the earth? You cannot see them, because,
like the Spanish fleet of the Elizabethan age, they are not yet in sight, and, unlike it, they are not going to come in sight.

Nothing, not even a great war, can take from us the spacious, splendid acres of Hyde Park, the finest park in the world. Nothing can take from us the Serpentine, and the Long Water, away beyond it in Kensington Gardens, over the bridge, where the sun sets red in the west and the March clouds are cold and angry. Nothing can steal from us the splendid avenue of trees which borders Rotten Row, nor the whole rich arborage that raises a kindly, green roof over the greener glades below. Hyde Park is in alienable, but the hand of the gardener is niggardly with it, and its dells without a name will have to make up for those little gardens which used to give it the colours of the hyacinth, the daffodil, the tulip, the lily, and the brazen rhododendron.

It was a riot of colour which met you, from the statue of Achilles away up to the foot of the Serpentine. this spring you will have to see that riot in fancy, because you will not see it in fact. You will miss it, but possibly you will agree that plainness goes naturally with the War-time, and, at all events, you will try to find in that argument a solace for the absent colour. And yet, and yet, you will be sorry and unconvinced, wondering if flower-beds which gave Londoners so much joy might not have bloomed on.

There will be flowers, not, maybe, the ordered plots of luxuriant colours born and nurtured in hot-houses, but the wild blossoms that spring up through glade and grass, indifferent whether there be war or peace upon the earth. Nay, not indifferent, because those wild flowers have been Nature’s comforters to the eye ever since the world began, and it will be sweet to look for them and find them and make much of them, especially as they have been a little overlooked in the presence of their more gorgeous fellows, tended by all the arts of the gardener.

You will find bluebells in Hyde Park if you know where to look for them, and if you know the way to look at them you will see how pleased they are with your coming, how they nod and laugh to each other in your presence, thinking it flattery. Yes, the wild time in the Great War, and if you are wise you will go forth and let them share it with you.

*From “A New Tale of Two Cities”*

1. Read the essay and answer the following questions:
   a) What is the main idea of the essay?
   b) What is the time mentioned in the story?
   c) What is missing in Hyde Park? Why?
   d) What is the idea in the 4th paragraph of essay?
   e) What does they essay say about the wild blossoms.

2. Give the meaning of the following words expressions:
   a) lyre,           b) odes,          c) sonnets,      d) blusters,
   e) beckon         f) gay,          g) gay,         h) wielded,
   i) shaved bare,  j) specious,     k) splendid,    l) niggardly,
   m) solace,        n) luxuriant,    o) gorgeous.
3. Use the following words as directed:
   a) share (as noun),
   b) look (as noun),
   c) blossom (as verb),
   d) colour (as adj.),
   e) root (as verb),
   f) walk (as noun),
   g) pass (as noun adj.).

4. Change the following words as directed and make sentences with them:
   a) steal (into noun),
   b) office (into adj.),
   c) bury (into adj.),
   d) sweet (into adj.),
   e) naturally (into noun),
   f) argument (into adj.),
   g) indifferent (into noun),
   h) great (into noun).

5. Make sentences with the following:
   a) to take up,
   b) laugh at,
   c) pass over,
   d) to come in sight,
   e) to make up for,
   f) go forth.

6. Correct the errors in the following passage:
   You may takes your walk there now, but whether it rain or blusters snow, or
   are sunshine, you will not see the budding flower pits of peace days. The
   economy of war time have laid their hand upon the flowers of Hyde Park and
   they does not laugh at you.

7. Fill in the gaps in the following passage with appropriate words:
   it was ____ riot of colour ____ met you. This spring you will _____ to see
   that riot _____ fancy, because you will not see ____ in fact. You _____
   miss it, but possibly ____ will agree that plainness goes naturally ____ the
   war time.

8. Write a summary of the essay.
SOME day I’ll go back to Oxford—” That is a line of poetry—of the new poetry, I suppose, since it doesn’t seem to scan on any known principle, and cannot be expected to rhyme with anything, and appears to express a very simple, a very commonplace intention. I can see the critic (if he is not himself an Oxford man) wrinkling a deprecatory nose at it, and declaring that it ought not to be called poetry at all. I can only say it is poetry to me.

“Some day I’ll go back to Oxford—”

If one only could!

Of course, I am using the word Oxford in a generic sense. Your oxford may be Cambridge, or Paris, or London, or Rome, or Southend, or Thrus. Any place where you have been happy, where you have been young, where others have been young with you (this last is the most important consideration of all) –any place from which the world has looked friendly and full of promise—any place to which you can never get back—is the Oxford of the soul.

People often tease themselves with the question whether they would like to have their lives over again. It is a meaningless question, because the human imagination cannot conceive a precise repetition of anything: if you try to picture that other self of yours, the self you were twenty years ago, you find at once that what you are really picturing is your present self dressed up in the past shape. But man is not a rational animal; and he persists in desiring what he cannot get and cannot even imagine.

The author of the line with which we began is Mr. Humbert Wolfe. And he puts his imagination to work; he sees himself as he used, or thinks he used, to be:

The porter will smile at my waistcoat and my ways,
when I’m not looking, as he used to in other days.

He sees the journey. Acton, Ealing, Reading, Didcot at last, Radley... He pretends that his blood “doesn’t jump like a fish.” When he gets out, there are none of these new-fangled taxis to remind him:

I shall step out silently, and take a cab,
that slides along the cobbles like a wounded crab.
I’ll say to the cabman, “Wadham,” and then sit  
Perfectly still, but my body will be lit  
like a great house with candles.  
And he ends as he began—”Some day I’ll go back to Oxford—”

The beauty and pathos of the poem, of course, depend on the fact that he won’t. Not like that, at any rate. When one really goes back to Oxford, in the flesh, one is a ghost on the old stairs, and the streets are full of strange, alien, cheerful creatures in the most impossible kind of trousers. I remember the lines of Mr. Belloc, another Oxford poet:

I will not try the reach again,  
I will not set my sail alone,  
To moor a boat bereft of men  
At Yarnton’s tiny docks of stone.

One cannot go back; but one can do no harm by remembering. Another poem of Mr Wolfe’s, the one called Denmark, takes my memory back much further than to Oxford:

O little fir-tree of Denmark, I passed you by, but I guessed what star of an unborn Christmas waited against your breast—some where the glass-balls are waiting, and the unlit candles glisten

somewhere, and somewhere the children unborn are singing! oh listen!

I suppose your childhood, like Mr Wolfe’s, like mine, is bound up with that fir-tree of Hans Andersen’s. We all of us read the story long before we can possibly know what it means. The tree grew, you remember, “where the warm sun and the fresh air made a swee resting-place”; but it was not happy, “it wished so much to be like its tall companions.” “Oh,” it cried, “if I could but keep on growing tall and old! There is nothing else worth caring for in the world!”

Its companions were cut down and taken away to the sea; and the fir-tree wanted to go too.

“Rejoin in thy youth,” said the sunbeam; “rejoice in thy fresh growth, and the young life that is in thee.” And the wind kissed the tree, and the dew watered it with tea but the fir-tree regarded them not.

More companions were cut down and taken away; and these went to the houses of the town, and, as the sparrow deported, “were dressed up in the most splendid manner.” And finally came the turn of the discontented fir-tree itself; and, after much pain and source which somehow had not been part of the anticipation) it found itself adorned with little bags cut out of coloured paper, and gilded apples and wales and hundreds of red, blue, and white tapers. You remember the downfall—how the fir-tree was reduce, in the lumber-room, to telling the mice about its youth; and how it reflected: “After all, those were happy days”; and how in the end it was chopped up. “Now all was past; the tree’s life was past, and the story also—for all stories must come to an end at last.”
When I reread that story now, it seems to me the most beautiful story in the world; in a sense, indeed, the only story in the world. And its moral is that, though one can never go back, it is worth while to have been.

*From “the Return to the Cabbage”*

**On Going Back**

1. Read the essay and answer the following questions:
   a) In what sense does the writer use ‘oxford’ in this essay?
   b) Why does the writer say, ‘Put man is not a rational animal’?
   c) ‘one can not go back’. How does the writer illustrate this?
   d) What is the story of the fir-tree in the essay?
   e) What is the central idea theme of the story?
   f) What is the pathos in the essay?

2. Give the meaning of the following words and expressions:
   a) commonplace,   b) deprecatory,  c) conceive,
   d) waistcoat,      e) alien,      f) rejoice,
   g) discontented,  h) chopped up.

3. Make sentences with the following:
   a) generic sense,  b) get back,     c) to picture,
   d) dress up       e) put to work,  f) depend upon,
   g) suppose,      h) keep on,     i) worth caring for.

4. Use the following words as directed:
   a) turn (as verb),  b) part (as verb),  c) end (as noun),
   d) back (as verb),  e) work (as noun).

5. Change the following words as directed and make sentences with them:
   a) expect (into noun),  b) imagination (into verb),
   c) pretend (into noun),  d) beauty (into verb),
   e) full (into verb),     f) pain (into adj.)

6. Correct the errors in the following passage:
   It are meaningless questions, because the human imagination can not conceives a precise repetition of anything; if you try to picture that other self of yours, you find that what you are picture is your present self dress up in the past shape. But man are not a rational animal.

7. Fill in the blanks in the following passage with appropriate words:
   When one really goes back _____ Oxford, in the flesh, one is a ghost _____ the old stairs, and the streets _____ full of strange, alien creatures _____ the most impossible kind _____ trousers.

7. Write a short summary of the essay.

8. How do you feel about going back?
It is over at last, the noise and hurry of July, and in obscure corners of Scotland and Brittany and Wales the exhausted Londoner is recovering from a succession, night after night, of dances and theatres and receptions. He is not sorry to be away. it has been great fun while it has lasted. But one can have too much of it. And, besides, London is impossible in August. There are few more melancholy spectacles than the litter of a room after the last guest has said “Good-bye,” and what has London been for the last ten weeks but an immense incessant party? When the band ceases let the dancing stop.

Impossible in August– that is what every one says of London. And the man who finds himself, for the first time, constrained to linger there during the unfashionable weeks indulges in an orgy of self-pity. “Isn’t it perfectly appalling?” he will tell his friends. “Do you know that I may have to stay in London the whole of August?” “In London?” they will reply, with that particular note of gratified commiseration which we reserve for our friends’ misfortunes. “But, my dear fellow, what will you find to do there?” And he will shrug his shoulders and wait with increasing dread for the closing of the first shutter across the windows of the square.

When the worst happens, however, when that was probable has become a fact, when it is certain that no possible combination of circumstances can rescue him, he makes, as do the wise always, the best of a bad job. “I have got,” he says, “to stay in this miserable town six miserable weeks. It is a tragedy– but there it is! Nothing can be done about it. I must be content to make those weeks as tolerable as I can.” And his first step is to discover which of his friends are victims of the same misfortune. His second to arrange a dinner-party. As is appropriate, he issues his invitations lugubriously. There will be a funeral feast, he says. Let them be the mourners. The corpse is to be interred decently on the second Wednesday of the month.

The ritual of the interment is, he finds, however, considerably more enlivening than he had expected.

The restaurant is pleasantly empty. The waiter has time in plenty to discuss, in such manner as waiters should, the distinctive natures of the various wines upon his list. There is no hurry. No one has to rush off at half-past nine “to collect a
partner.” And how many such parties have not, during the past season, been ruined by that excuse?

Slowly, tranquilly, the evening passes. And as they rise from the table it is agreed that there must be a repeat performance. “On Friday”, says one of them, “you will come, all of you, and dine with me. If it’s as warm as it is to-day, we’ll eat out in the garden.” And so, two days later, they sit and talk quietly, while the air cools slowly and the pale greens of the sky darken, and there is about them a stillness and tranquillity they did not know that London had for giving.

Every place and every season has its own qualities, its particular properties that are to be found nowhere else. And London has to give us in August something that it can give us at no other time. for nine-tenths of the year London life, with its noise and colour and animation, is like a story by Dostoieffsky. In August it is like a story by Turgenev, still and calm and deep.

In London we meet too many people to be intimate with more than a very few. And during the rush of a crowded season we neither see our old friends nor make new ones. We live in an eternal atmosphere of acquaintanceship, and acquaintanceship stands in the same relationship to friendship that a flirtation does to a love affair–exciting but unsatisfying. A man who is just passing out of middle age told me the other day that, more than anything else, he regretted the number of acquaintanceships in his life that had never developed into friendships–acquaintanceships that would have so developed had the setting for them been different. “Friendships,” he added, “do not flower easily in London.”

We recognize delightedly a familiar face among a pack of strangers. There is an effusive welcome. How splendid that we should meet? How well we are looking! Have we been to Ascot? Are we going to Lords? What has happened to So-and-so? We maintain for five minutes a fusillade of animated chatter. And then we realize that we are both searching the noise beyond for some face we know. “Oh, but there’s So-and so,” we say; “I must just go and speak to him.”

That is what is always happening. Friendship needs leisure for its setting. And there is little of that in London. It may sound a paradox, but it is fact that we have in June and July scarcely enough vitality to sustain a quiet evening. We have to keep ourselves on a highly geared and artificial level of animation if we are to forget that we have been dancing half the night, that if we were left alone for two minutes we should be asleep.

And that is why certain of us, while the rest of the world are packing trunks and delving into time-tables, are arranging contentedly among ourselves for a month of quiet evenings. One would not, of course, always like London to be like that. By the beginning of October there will begin to return the old itch for dancing and noise and varied company. But for six weeks of the fifty-two to have London so ... My only fear is that too many people may discover how extraordinarily pleasant it can be.

Form “On Doing What One Likes”

1. Read the essay and answer the following questions:
   a) What is he picture of London in August?
   b) How do people feel about life in London in August?
c) How are the 6 weeks in and around August compared to the rest of the year in London?
d) What does the writer say about friendship in London?
e) How does the writer distinguish between friendship and acquaintanceship?

2. Give the meaning of the following words expressions:
   a) exhausted,  b) incessant,  c) constrained,
   d) appalling,  e) gratified commiseration,  f) mourners,
   g) tranquility,  h) eternal,  i) effusive,
   j) paradox,  k) animation.

3. Make sentences with the following:
   a) highly geared,  b) scarcely enough,
   c) more than anything else,  d) to be intimate with,
   e) indulge in,  f) to make the best of,
   g) rush off.

4. Use of following words as directed:
   a) last (as verb),  b) reply (as noun),  c) rescue (as verb),
   d) step (as verb),  e) pass (as verb),  f) place (as verb)

5. Change the following words as directed and make sentences with them:
   a) obscure (into noun),  b) gratify (into noun),
   c) dread (into adj.)  d) combination (into verb),
   e) various (into noun),  f) tranquility (into adj.),
   g) artificial (into noun).

6. Fill in the gaps in the following passage with appropriate words:
   That is what _____ always happening. Friendship needs leisure for the its setting. And there ______ little of that _____ London. It may sound ______ paradox, but it ____ a fact that we ____ in June and July scarcely ____ vitality to sustain _____ quiet life.

7. Correct the errors in the following passages:
   Plenty to discussion the distinctive natures of the variety wines upon his list. there are no hurry. No one have to rush off at half-past nine to collection a partner.

8. Write what you come to know about London life.
Though naturally pensive, yet I am fond of gay company, and take every opportunity of thus dismissing the mind from duty. From this motive I am often found in the centre of a crowd; and wherever pleasure is to be sold, am always a purchaser. In those places, without being remarked by any, I join in whatever goes forward; work my passions into a similitude of frivolous earnestness, shout as they shout, and condemn as they happen to disapprove. A mind thus sunk for awhile below its natural standard, is qualified for stronger flights, as those first retire who would spring forward with greater vigour.

Attracted by the serenity of the evening, a friend and I lately went to gaze upon the company in one of the public walks near the city. Here we sauntered together for some time, either praising the beauty of such as were handsome, or the dresses of such as had nothing else to recommend them. We had gone thus deliberately forward for some time, when my friend, stopping on a sudden, caught me by the elbow, and led me out of the public walk. I could perceive by the quickness of his pace, and by his frequently looking behind, that he was attempting to avoid somebody who followed; we now turned to the right, then to the left; as we went forward, he still went faster, but in vain; the person whom he attempted to escape, hunted us through every doubling, and gained upon us each moment; so that at last we fairly stood still, resolving to face what we could not avoid.

Our pursuer soon came up, and joined us with all the familiarity of an old acquaintance. ‘My dear Charles,’ cries he, shaking my friend’s hand, ‘where have you been hiding this half a century? Positively I had fancied you were gone down to cultivate matrimony and your estate in the country.’ During the reply I had an opportunity of surveying the appearance of our new companion. His hat was pinched up with peculiar smartness; his looks were pale, thin, and sharp; round his neck he wore a broad black ribbon, and in his bosom a buckle studded with glass; his coat was trimmed with tarnished twist; he wore by his side a sword with a black hilt, and his stockings of silk, though newly washed, were grown yellow by long service. I was so much engaged with the peculiarity of his dress, that I attended only to the latter part of my friend’s reply, in which he complimented Mr Tibbs on the taste of his clothes, and the bloom in his countenance. ‘Psha, psha, Charles,’ cried the figure, ‘no more of that if you love me; you know I hate
flattery; on my should I do; and yet, to be sure, an intimacy with the great will
improve one’s appearance, and a course of venison will fatten; and yet, faith, I
despise the great as much as you do; but there are a great many honest fellows
among them; and we must not quarrel with one half because the other wants
breeding. If they were all such as my Lord Mudler, one of the most good-natured
creatures that ever squeezed a lemon, I should myself be among the number of
their admirers. I was yesterday to dine at the Duchess of Piccadilly’s. My lord
was there. “Ned,” says he to me, “Ned,” says he, “I’ll hold gold to silver I can tell
where you were poaching last night.” “Poaching, my lord” says I; “faith, you have
missed already; for I stayed at home, and let the girls poach for me. That’s my
way; I take a fine woman as some animals do their prey; stand still, and swoop,
they fall into my mouth,"

‘Ah, Tibbs, thou art an happy fellow,’ cried my companion, with looks of infinite
pity; ‘I hope your fortune is as much improved as you understanding in such
company?’ ‘Improved,’ replied the other; ‘you shall know -but let it go no
further– a great secret – five hundred a year to begin with. My lord’s word of
honour for it. His lordship took me down in his own chariot yesterday, and we
had a tele-a-tele dinner in the country; where we talked of nothing else.’ ‘I fancy
you forgot, sir’, cried I; ‘you told us but this moment of your dining yesterday in
town.’ ‘Did I say so’” replied he coolly. ‘To be sure, if I said so it was so. Dined
in town: egad, now I do remember, I did dine in town; but I dined in the country
too; for you must know, my boys, I eat two dinners. By the bye, I am grown as
nice as the devil in my eating. I’ll tell you a pleasant affair about that: We were a
select party of use to dine at Lady Grogram’s, an affected piece, but let it go no
further; a secret. “Well,” says I, “I’ll hold a thousand guineas, and say done first,
that –” But, dear Charles, you are an honest creature, lend me half-a-crown for a
minute or two, or so, just till –But, harkee, ask me for it the next time we meet, or
it may be twenty to one but I forget to pay you.’

When he left us, our conversation naturally turned upon so extraordinary a
character. ‘His very dress,’ cries my friend, ‘is not less extraordinary than his
conduct. If you meet him this day you find him in rags; if the next, in embroider.
With those persons of distinction, of whom he talks so familiarly, he has scarce a
coffee-house acquaintance. However, both for the interests of society, and
perhaps for his own, Heaven has made him poor; and while all the world
perceives his wants, he fancies them concealed from every eye. An agreeable
companion, because he understands flattery; and all must be pleased with the first
part of his conversation, though all are sure of its ending with a demand on their
purse. While his youth countenances the levity of his conduct, he may thus earn a
precarious subsistence; but when age comes on the gravity of which is
incompatible with buffoonery, then will he find himself forsaken by all;
condemned, in the decline of life, to hang upon some rich family whom he once
despised, there to undergo all the ingenuity of studied contempt, to be employed
only as a spy upon the servants, or a bugbear to fright children into duty.’

_A Party at Vauxhall Gardens_

Essays
The people of London are as fond of walking as our friends at Pekin of riding; one of the principle entertainments of the citizens here in summer is to repair about nightfall to a garden not far from town, where they walk about, show their best clothes and best faces, and listen to a concert provided for the occasion.

I accepted an invitation a few evenings ago from my old friend, the Man in Black, to be one of a party that was to sup there; and at the appointed hour waited upon him at his lodgings. There I found the company assembled and expecting my arrival. Our party consisted of my friend, in superlative finery, his stockings rolled, a black velvet waistcoat, which was formerly new, and a grey wig combed down in imitation of hair; a pawnbroker’s widow, of whom, by the by, my friend was a professed admirer, dressed out in green damask, with the three gold rings on every finger; Mr Tibbs, the second-rate beau I have formerly described; together with his lady, in flimsy silk, dirty gauze instead of linen, and an hat as big as an umbrella.

Our first difficulty was in settling how we should set out. Mrs Tibbs had a natural aversion to the water, and the widow, being a little in flesh, as warmly protested.

1. Answer the following questions:
   a) What does the author say about himself in the essay?
   b) What happened when he was out one evening with a friend?
   c) Who is Charles?
   d) Who is Mr. Tibbs? What do you come to know about him from his dress?
   e) What do you come to know about Mr. Tibbs from his talks?
   f) What did Mr. Tibbs finally ask from Charles?
   g) How do the author and his friend evaluate Mr.. Tibbs character?

2. Give the meaning of the following words:
   a) pensive,  b) motive,  c) frivolous,
   d) serenity,  e) sauntered together,  f) haunted,
   g) marimony,  h) breeding,  i) precarious subistence,
   j) despise,  k) ingenuity,  l) agreeable companion.

3. Make sentences with the following:
   a) found of,  b) qualify for,  c) trimmed with,
   d) by the by,  e) To be sure,  f) be pleased with,
   g) engaged with.

4. Use the following words as directed:
   a) fancy (as noun),  b) mind (as verb),  c) spring (as noun),
   d) walk (as noun),  e) reply (as verb),  f) love (as noun),
   g) interest (as verb)
5. Change the following words as directed and make sentences with them:
   a) friend (into verb),
   b) beauty (into adj.),
   c) honest (into noun),
   d) admire (into noun),
   e) improve (into noun),
   f) fortune (into adj.)
   g) secret (into adv.)

6. Correct the errors in the following passage:
   Attract by the serenity of the evening, I and a friend lately go to gaze upon
   the company in one of the public walk near the city. We gone forward for
   some time when my friend caught me by the elbow and lead me out of public
   walk.

7. Fill in the gaps in the following passage with appropriate words:
   If you find him this day you find him ______ rags, if the next, ______
   embroidery. With those persons _____ distinction, ______ whom he talks so
   familiarly, he _____ scarce a coffee house acquaintance.

8. Have you seen or heard of any character like Mr. Tibbs? Describe the
   character in your own words.
I ONCE shot a grasshopper, in the garden of a house close to St John’s Church, Notting Hill, some seventy years ago. It was the only game that I could every have hung on the panels, or set stuffed or glazed on the mantel of my ancestral halls—if I had had any. And this shot was even less intentionally successful than Mr Tupman’s at the plum partridge. But the circumstances were rather interesting. The cicada fell to wadding of a not ignoble instrument, having “got in the way of it,” as the defenders of the Manchester assassins said of the luckless policeman and the murderer’s bullet. And it was no clumsy cast toy gun—much less catapult or anything of that kind—that impelled the cardboard. Does anybody remember a gunmaker named Blissett, whose shop was in the now destroyed buildings of Holborn? Besides the ordinary stock of his trade, he used to sell most beautiful miniature artillery—not cast, but turned out of genuine gun-metal in exact old naval patterns; carronades with proper breech screws to elevate or depress, on sliding platforms; elegant little mortars; smaller guns—I forget the proper name for them, is it swivels?—on stands like telescope stands, etc. It was one of the last named that slew, but not murdered—for there as no ‘intention’—the insect whose Greek forbears slept and sang “amid the tamarisk’s hair.”

I should never have slain it intentionally, since it is in many ways a sacred animal. And I have always regarded the act as, albeit unintended, sinful and punishable—difficult, too, to atone for. Perhaps the punishment, if not the atonement, is taking place now, as indeed the Book of the Preacher suggests. Is there any greater book than Ecclesiastic? Some people may say, “Oh, this is your Thackeray-mania. He taught you to admire Ecclesiastic.” As a matter of fact, chronological and other, it was Ecclesiastes, at least partly, that taught me to admire Thackeray. But that is a detail and digression.

One has not, unless one is exceptionally ______ ‘light-minded,’ to wait to be old in order to know what the Preacher meant by putting “the grass-hopper shall be a burden” in his magnificent and terrible description of old age itself. But the average grasshopper of youth ¹ are themselves light, at any rate passing, and middle age is generally too busy to pay much attention to its share of them. When one gets old they have rather a habit of growing to pterodactyl size, for the

¹ My father used to give me these on successive birthdays. He also once brought me from the Paris Exhibition of (of 1856, was it not?) a miniature Pièce de Quatre, the prettiest and completest toy-specimen of H.A. that I ever saw. It was too pretty to fire and (I strongly suspect) might not have stood that ordeal. But the Holborn battery consumed plenty of powder in my days, and I think my grandson has some of its constituents now.

² In actual childhood they of course appear—or appear to appear—crushing; but children are awful frauds. Their almost almost unvariable practice of never beginning to cry after a fall, till they have picked themselves up and found themselves quite undamaged, is characteristic. And please let any reader remember that I do not call really serious disasters, at any time of life, grasshoppers. They, or some of them, are burdens of a very different kind—and not momentary.
moment at least. The shops can’t send the fish you ordered, or the medicine you want. Cigar ash will fall on a fluffy waistcoat which has been presented to you by angels. Gratings in the street insist upon snapping off india-rubber ferule on your stick, and it clatters offensively on the pavement. And in each case the grasshopper, slain a lifetime ago on the top of Notting Hill, avenges itself by being rather bigger and much heavier than an albatross, if not so persistent.

*From “A Last Scrap Book”*

1. Read the essay and answer the following questions:
   a) What does grasshopper mean in what sense does the writer use the word in the essay?
   b) What is the main idea in the essay?
   c) What is the idea of the 1st paragraph?
   d) What is the idea of the last paragraph?
   e) Is there any digression in the essay? If yes, where, and how?

2. Give the meaning of the following words and expressions?
   a) panels, b) stuffed, c) mantel,
   d) cicala, c) wedding, f) miniature.

3. Make sentences with the following?
   a) used to, b) turned out of, c) atone for,
   d) take place, e) in order to, f) too busy to,
   g) pay attention to, h) for the moment.

4. Use the following words as directed?
   a) gun (as verb) b) name (as verb), c) act (as verb),
   d) stick (as verb), e) busy (as verb).

5. Change the following words as directed and make sentences with them:
   a) ancestral (into noun), b) elevate (into noun),
   c) punish (into adj.) d) magnificent (into noun),
   e) attention (into adj.) f) moment (into adj.),
   g) offensive (into noun).

6. Find out the clauses and clause elements (subject, verb, object, complement, adjuncts etc., in each of the following sentences:
   a) It was the only game that I could ever have hung on the panels, or set stuffed or glazed on the mantel, of my ancestral hall- if I had any.
   b) When one gets old, he has rather a habit of growing pterodactyl size, for the moment at least.
   c) Cigar ash will fall on a fluffy waistcoat which has been presented to you by angels.

7. Write a short summary of the essay.
Of the fruits of the year I give my vote to the orange. In the first place it is a perennial – if not in actual fact, at least in the greengrocer’s shop. On the days when dessert is a name given to a handful of chocolates and a little preserved ginger, when *macedoine de fruits* is the title bestowed on two prunes and a piece of rhubarb, then the orange, however sour, comes nobly to the rescue; and on those other days of plenty when cherries and strawberries and raspberries and gooseberries riot together upon the table, the orange, sweeter than ever, is still there to hold its own. Bread and butter, beef and mutton, eggs and bacon, are not more necessary to an ordered existence than the orange.

It is well that the commonest fruits should be also the best. Of the virtues of the orange I have not room fully to speak. It has properties of health-giving, as that it cures influenza and establishes the complexion. It is clean, for whoever handles it on its way to your table, but handles its outer covering, its top coat, which is left in the hall. It is round, and forms an excellent substitute with the young for a cricket ball. The pips can be flicked at your enemies, and quite a small piece of peel makes a slide for an old gentleman.

But all this would count nothing had not the orange such delightful qualities of taste. I dare not let myself go upon this subject. I am a slave to its sweetness. I grudge every marriage in that it means a fresh supply of orange blossom, the promise of so much golden fruit cut short. However, the world must go on.

Next to the orange I place the cherry. The cherry is a companionable fruit. You can eat it while you are reading or talking, and you can go on and on, absent-mindedly as it were, though you must mind not to swallow the stone. The trouble of disengaging this from the fruit is just sufficient to make the fruit taste sweeter for the labour. The stalk keeps you from soiling your fingers; it enables you also to play bob cherry. Lastly it is by means of cherries that one penetrates the great mysteries of life— when and whom you will marry, and whether she really loves you or is taking you for your worldly prospects. (I may add here that I know a girl who can tie a knot in the stalk of a cherry with her tongue. It is a tricky business, and I am doubtful whether to add it to the virtues of the cherry or not.)
There are only two ways of eating strawberries. One is neat in the strawberry bed, and the other is mashed on the plate. The first method generally requires us to take up a bent position under a net—in a hot sun very uncomfortable, and at any time fatal to the hair. The second method takes us into the privacy of the home, for it demands a dressing-gown and no spectators. For these reasons I think the strawberry an overrated fruit. Yet I must say that I like to see one floating in cider cup. It gives a note of richness to the affair, and excuses any shortcomings in the lunch itself.

Raspberries are a good fruit gone wrong. A raspberry by itself might indeed be the best fruit of all; but it is almost impossible to find it alone. I do not refer to its attachment to the red currant; rather to the attachment to it of so many of our dumb little friends. The instinct of the lower creatures for the best is well shown in the case of the raspberry. If it is to be eaten it must be picked by the hand, well shaken, and then taken.

When you engage a gardener, the first thing to do is to come to an understanding with him about the peaches. The best way of setting the matter is to give him the carrots and the black currants and the rhubarb for himself, to allow him a free hand with the groundsel and the walnut trees, and to insist in return for this that you should pick the peaches when and how you like. If he is a gentleman he will consent. Supposing that some satisfactory arrangement were come to, and supposing also that you had a silver-bladed pocket-knife with which you could peel them in the open air, then peaches would come very high in the list of fruits. But the conditions are difficult.

Gooseberries burst at the wrong end and smother you; melons—as the nigger boy discovered—make your ears sticky; currants, when you have removed the skin and extracted the seeds, are unsatisfying; blackberries have the faults of raspberries without their virtues; plums are never ripe. Yet all these fruits are excellent in their season. Their faults are faults which we can forgive during a slight acquaintance, which indeed seem but pleasant little idiosyncrasies in the stranger. But we could not live with them.

Yet with the orange we do live year in and year out. That speaks well for the orange. The fact is that there is an honesty about the orange which appeals to all of us. If it is going to be bad—for the best of us are bad some times—it begins to be bad from the outside, not from the inside. How many a pear which presents a blooming face to the world is rotten at the core. How many an innocent-looking apple is harbouring a worm in the bud. But the orange has no secret faults. Its outside is a mirror of its inside, and if you are quick you can tell the shopman so before he slips it into the bag.

1. Read the following questions and answer the following questions:
   a) What is said about orange in the essay?
   b) What according to the writer comes next to orange? What does the writer say about it?
c) What other fruits are mentioned in the essay?
d) What is said about Cherry?
e) What does the writer say about? i. strawberry, ii. rash bury, and iii. peaches?

2. Give the meaning of the following words expressions?
   a) give a vote of, b) perennial, c) handful,
   d) riot together, e) flick at, f) companionable,
   g) overrated, h) instinct, i) nigger.

3. Make sentences with the following?
   a) to go on, b) as it were, c) fatal to,
   d) to tie a knot, e) to go wrong.

4. Use the following words as directed:
   a) vote (as verb), b) riot (as noun),
   c) rescue (as adjective), d) order (as noun),
   e) conent (as verb).

5. Change the following words as directed and make sentences with them:
   a) actual (into noun), b) preserve (into noun),
   c) taste (into adj.), d) instinct (into adj.),
   e) speak (into noun).

6. Correct the errors in the following passage:
   Yet with the orange we do lives year in and year out. That speak well for the orange. The fact are that there are an honesty about the orange which appeal to all of us. If it are going to be bad from outside. Many pears which presents a blooming face to the world are rot at the core.

7. Fill in the gaps in the following sentences with appropriate words:
   Of the virtues _____ orange have not room fully _____ speak. If _____ properties of health giving, as that _____ cures influenza establishes the complexion. It _____ clean, for whoever handles _____ on ____ way to your table, but handles _____ outer covering.

8. Write as short essay on the fruits available in your country, and the fruits you like best.
Selected Snobberies

SELECTED SNOBBERIES

All men are snobs about something. One is almost tempted to add: There is nothing about which men cannot feel snobbish. But this would doubtless be an exaggeration. There are certain disfiguring and mortal diseases about which there has probably never been any snobbery. I cannot imagine, for example, that there are any leprosy snobs. More picturesque diseases, even when they are dangerous, and less dangerous diseases, even when they are dangerous, and less dangerous diseases, particularly when they are the diseases of the rich, can be and very frequently are a source of snobbish self-importance. I have met several adolescent consumption snobs, who thought that it would be romantic to fade away in the flower of youth, like Keats or Marie Bashkirtseff. Alas, the final stages of the consumptive fading are generally a good deal less romantic than these in genuous young tubercle-snobs seem to imagine. To any who has actually witnessed these adolescents must seem as exasperating as they are profoundly pathetic. In the case of those commoner disease-snobs, whose claim to distinction is that they suffer from one of the maladies of the rich, exasperation is not tempered by very much sympathy. People who possess sufficient leisure, sufficient wealth, not to mention sufficient health, to go travelling from spa to spa, from doctor to fashionable doctor, in search of cures from problematical diseases (which, in so far as they exist at all, probably have their source in overeating) cannot expect us to be very lavish in our solicitude and pity.

Disease-snobbery is only one out of a great multitude of snobberies, of which now some, now others take pride of place in general esteem. For snobberies ebb and flow; their empire rises, declines, and falls in the most approved historical manner. What wee good snobberies a hundred years ago are now out of fashion. Thus, the snobbery of family is everywhere on the decline. The snobbery of family is everywhere on the decline. The snobbery of culture, still strong, has now to wrestle with an organized and active low-browism, with a snobbery of ignorance and stupidity unique, so far as I know, in the whole of history. Hardly less characteristic of our age is that repulsive booze-snobbery, born of American Prohibition. The malefic influences of this snobbery are rapidly spreading all over the world. Even in France, where the existence of so many varieties of delicious
wine has hitherto imposed a judicious connoisseurship and has led to the branding of mere drinking as a brutish solecism, even in France the American booze-snobbery, with its odious accompaniments – a taste for hard drinks in general and for cocktails in particular - is making headway among the rich. Booze-snobbery has now made it socially permissible, and in some circles even rather creditable, for well-brought up men and (this is the novelty) well-brought-up women of all ages, from fifteen to seventy, to be seen drunk, if not in public, at least in the very much tempered privacy of a party.

Modernity-snobbery, though not exclusive to our age, has come to assume an unprecedented importance. The reasons for this are simple and of a strictly economic character. Thanks to modern machinery, production is outrunning consumption. Organized waste among consumers is the first condition of our industrial prosperity. The sooner a consumer throws away the object he has bought and buys another, the better for the producer. At the same time, of course, the producer must do his bit by producing nothing but the most perishable articles. ‘The man who builds a skyscraper to last for more than forty years is a traitor to the building trade.’ The words are those of a great American contractor. Substitute motor car, boot, suit of clothes, and so on for forty years, and you have the gospel of any leader of any modern industry. The modernity-snob, it is obvious, is this industrialist’s best friend. For modernity-snobs naturally tend to throw away their old possessions and buy new ones at a greater rate than those who are to modernity-snobs. Therefore it is in the producer’s interest to encourage modernity-snobbery. Which in fact he does do - on an enormous scale and to the tune of millions and millions a year - by means of advertising. The newspapers do their best to help those who help them; and to the flood of a advertisement is added a flood of less directly paid-for propaganda in favour of modernity-snobbery. The public is taught that up-to-dateness is one of the first duties of man. docile, it accepts the reiterated suggestion. We are all modernity-snobs now.

Most of us are also art-snobs. There are two varieties of art-snobbery-the platonic and the unplatonic. Platonic art-snobs merely ‘take an interest’ in art. Unplatonic art-snobs go further and actually buy art. Platonic art-snobbery is a branch of culture-snobbery. Unplatonic art-snobbery is hybrid or mule; for it is simultaneously a sub-species of culture-snobbery and of possession-snobbery. A collection of works of art is a collection of culture-symbols, and culture-symbols still carry social prestige. It is also a collection of wealth-symbols. For an art collection can represent money more effectively than a whole fleet of motor cars. The value of art-snobbery to living artists is considerable. True, most art-snobs collect only the works of the dead; for an Old Master is both a safer investment and a holier culture-symbol than a living master. But some art-snobs are also modernity-snobs. There are enough of them, with the few eccentrics who like works of art for their own sake, to provide living artists with the means of subsistence.
The value of snobbery in general, its humanistic ‘point’, consists in its power to stimulate activity. A society with plenty of snobberies is like a dog with plenty of fleas: it is not likely to become comatose. Every snobbery demands of its devotees unceasing efforts, a succession of sacrifices. The society-snob must be perpetually lion-hunting; the modernity-snob can never rest from trying to be up-to-date. Swiss doctors and the Best that has been thought or said must be the daily and nightly preoccupation of all the snobs respectively of disease and culture.

If we regard activity as being in itself a good, then we must count all snobberies as good; for all provoke activity. If, with the Buddhists, we regard all activity in this world of illusion as bad, then we shall condemn all snobberies out of hand. Most of us, I suppose, take up our position somewhere between the two extremest. We regard some activities as good, others as indifferent or downright bad.

Our approval will be given only to such snobberies as excite what we regard as the better activities; the others we shall either tolerate or detest. For example, most professional intellectuals will approve of culture-snobbery (even while intensely disliking most individual culture-snobs), because it compels the philistines to pay at least some slight tribute to the things of the mind and so helps to make the world less dangerously unsafe for ideas than it otherwise might have been. A manufacturer of motor cars, on the other hand, will rank the snobbery of possessions above culture-snobbery; he will do his best to persuade people that those who have fewer possessions, particularly possessions on four wheels, are inferior to those who have more possessions. And so on. Each hierarchy culminates in its own particular Pope.

1. Read the essay and answer the following questions:
   a) What does the author say about disease snobbery?
   b) How does the author say about disease snobbery?
   c) What does the essay say about modernity snobbery?
   d) How are the platonic and unplatonic art–snobs distinguished in the essay?
   e) What is the author’s attitude towards snobbery? Discuss with reference to relevant words and expressions used in the essay.

2. Give the meaning of the following words expressions:
   a) disfiguring, b) picturesque, c) complacent poeticizing,
   d) malefic, e) unprecedented, f) enormous,
   g) perpetually.

3. Make sentences with the following:
   a) take pride of in, b) out of fashion, c) to wrestle with
   d) the sooner-the better, e) up-to-date, f) take an interest in,
   g) to provide with, h) pay tribute to.
4. Use the following words as directed:
   a) suit (as verb),
   b) trade (as verb),
   c) man (as verb),
   d) mention (as noun),
   e) cure (as verb),
   f) throw (as noun),
   g) regard (as verb).

5. Change the following words as directed and make sentences with them:
   a) imagine (into noun),
   b) adolescent (into noun),
   c) pathetic (into noun),
   d) distinction (into adj.),
   e) sympathy (into adj.),
   f) strong (into noun),
   g) circle (into adj.),
   h) friend (into adj.).

6. Correct the errors in the following passage:
   Most of us is also art snobs. There is two variety of art snobbery the Platonic
   and the unplatonic. Platonic art snobs merely takes an interests in art.
   Unplatonic art snobs go further and actually buys art. Platonic art snobbery
   are a part of culture snobbery.

7. Fill in the gaps in the following passage with appropriate words:
   Our approval will _____ given to such snobberies _____ excite what we
   regard _____ the better activities; the others _____ which shall either tolerate
   _____ detest. For example, most professional intellectuals will approve
   _____ culture snobbery, because _____ compels the philistines _____ pay
   at least some tribute _____ the things _____ the mind.

IT has been my dream for many years that I might at some time dwell in a cabin on the hill side in this dear and living land of ours, and there I would lay my head in the lap of a serene nature, and be on friendly terms with the winds and mountains who hold enough of unexplored mystery and infinitude to engage me at present. I would not dwell too far from men, for above an enchanted valley, only a morning’s walk from the city, is the mountain of my dream. Here, between heaven and earth and my brothers, there might come on the me some foretaste of the destiny which the great powers are shaping for us in this isle, the mingling of God and nature and man in a being, one, yet infinite in number. Old tradition has it that there was in our mysterious past such a union, a sympathy between man and the elements so complete, that at every great deed of hero or king the three swelling waves of Fohla responded: the wave of Toth, the wave of Rury, and the long, slow, white, foaming wave of Cleena. O mysterious kinsmen, would that today some deed great enough could call forth the thunder of your response once again! But perhaps he is now rocked in his cradle who will heftier rock you into joyous foam.

The mountain which I praise has not hitherto been considered one of the sacred places in Eire, no glittering tradition hangs about it as a lure; and indeed I would not have it considered as one in any special sense a part from its companions, but I take it here as a type of what any high place in nature may be come for us if well loved; a haunt of deep peace, a spot where the Mother lays a side veil after veil, until at last the great Spirit seems in brooding gentleness to be in the boundless fields alone. I am not with love into the being of the elements, not hail in them the same spirit as that which calls us with so many pathetic and loving voices from the lives of men. So I build my dream cabin in hope of this wider intimacy:

A cabin on the mountain-side hid in a grassy nook, Where door and windows open wide, where friendly starts may look;

The rabbit shy can patter in ; the winds may enter free
Who throng around the mountain throne in living ecstasy.
And when the sun sets dimmed in eve and purple fills the air,
I think the Sacred Hazel Tree is dropping berries there
From starry fruitage waved aloft where Connla’s well o’er flows:
Fore sure the immortal waters pour through every wind that blows.
I think when night towers up aloft and shakes the trembling dew,
That every high and lonely thought that thrills my being through
Is but a shining berry dropped down through the purple air,
And from the magic Tree of life the fruit falls everywhere.

The Sacred Hazel was the Celtic branch of the Tree of Life; its scarlet nuts gave
wisdom and inspiration; and fed on this ethereal fruit, the ancient Gael grew to
greatness. Though to-day none eat of the fruit or drink the purple flood welling
from Conna’s fountain, I think that the fine which still kindles the Geltic races
was flashed into their blood in that magical time, and is our heritage form the
Druidic past. It is still here, the magic and mystery; it lingers in the heart of a
people to whom their neighbours of another world are frequent visitors in the
spirit and over shadowers of reverie and imagination.

The earth here remembers her past, and to bring about its renewal she whispere
with honeyed entreaty and lures with bewitching glamour. At this mountain I
speak of it was that our greatest poet, the last and most beautiful voice of Eire,
first found freedom in song, so he tells me: and it was the pleading for a return to
herself that this mysterious nature first fluted through his lips:

Come away, O human child,
To the woods and waters wild
With a faery hand in hand;

For the world’s more full of weeping than you can understand.

Away! yes, yes; to wander on and on under star-rich skies, ever getting deeper
into the net, the love that will not let us rest, the peace above the desire of love.
The village lights in heaven and earth, each with their own peculiar hint of home,
draw us hither and thither, where it matters not, so the voice calls and the heart-
light burns. Some it leads to the crowded ways; some it draws apart : and the
Light knows, and not any other, the need and the way.

It you ask me what has the mountain to do with these inspirations, and whether
the singer would not anywhere out of his own soul have made an equal song, I
answer to the latter, I think not. In these lofty places the barriers between the
sphere of light and the sphere of darkness are fragile, and the continual ecstasy of
the high air communicates itself, and I have also heard from others many tales of
things seen and heard here which show that the races of the Sidhe are often
present. Some have seen below the mountain a blazing heart of light, others have
heard the musical beating of a heart, or faery bells, or aerial clashings, and the
heart-beings have also spoken’ so it has gathered around itself its own traditions
of spiritual romance and adventures of the soul.
Let no one call us dreamers when the mind is awake. If we grew forgetful and felt no more the bitter human struggle—yes. But if we bring to it the hope and courage of those who are assured of the near-by presence and encircling life of the great powers? I would bring to my mountain the weary spirits who are obscured in the foetid city where life decays into rottenness; and call thither those who are in doubt, the pitiful and trembling hearts who are sceptic of any hope, and place them where the dusky vapours of their thought might dissolve in the inner light, and their doubts vanish on the mountain top where the earth breath streams away to the vast, when the night glows like a seraph, and the spirit is beset by the evidence of a million of suns to the grandeur of the nature wherein it lives and whose destiny must be its also.

After all, is no this longing but a search for ourselves, and where shall we find ourselves at last? Not in this land nor wrapped in these garments of an hour, but wearing the robes of space whither these voices out of the illimitable allure us, now with life, and anon with beauty or power. In our past the mighty ones came glittering across the foam of the mystic waters and brought their warriors away.

Perhaps, and this also is my hope, they may again return; Manannan, on his ocean-sweeping boat, a living creature, diamond–winged, or Lu, bright as the dawn, on his fiery steed, manned with tumultuous flame, or some hitherto unknown divinity may stand suddenly by me on the hill, and hold out the Silver Branch with white blossoms from the Land of Youth, and stay me as I depart with the sung call as of old:

Tarry thou yet, late lingerer in the twilight’s glory;
Gay are the hills with song: earth’s faery children leave
More dim abodes to roam the primrose-hearted eve,
Opening their glimmering lips to breathe some wondrous story.
Hush, not a whisper! Let you heart alone go dreaming.
Dream unto dream may pass: deep in the heart alone
Murmurs the Mighty One his solemn undertone.
Canst thou not seadown the silver cloud land streaming
Rivers of faery light, dewdrop on dewdrop falling,
Starfire of silver flames, lighting the dark beneath?
And what enraptured hosts burn on the dusky health?
Come thou away with them for Heaven to Earth is calling.
These are Earth’s voice—her answer—spirits thronging.

Come to the Land of Youth: the trees grown heavy there
Drop on the purple wave the starry fruit they bear.
Drink! the immortal waters quench the spirit’s longing.
Art thou not now, bright one, all sorrow past, in elation,
filled with wild joy, grown brother-hearted with the vast,
Whither thy spirit wending flits the dim starts past
Unto the Light of Lights in burning adoration.

From “Imaginations and Reveries”

1. Read the essay and answer the following questions:
a) What is the main idea of this essay?
b) What is the idea of the first paragraph?
c) Summarise the second paragraph.
d) Write a summary of the first poem in the essay.
e) What are the inspirations one may get from the mountains?
f) What are the good features of the mountain?
g) Write a summary of the last poem in the essay.

2. Give the meaning of the following words expressions:
   a) mystery, b) infinitude, c) enchanted,
   d) destiny, e) mingling, f) swelling,
   g) lure, h) haunt, i) boundless,
   j) overflow, k) hail, l) intimacy,
   m) ecstasy, n) celtic, o) wrapped,
   p) twilight.

3. Use the following words as directed:
   a) dream (as verb), b) head (as verb), c) type (as noun),
   d) call (as noun), e) flood (as verb), f) heart (as adj.),
   g) hint (as verb), h) own (as verb), i) drink (as noun).

4. Change the following words as directed and make sentences with them:
   a) praise (into adj.), b) ecstasy (into adj.),
   c) forgetful (into noun), d) grow (into adj.),
   e) mountain (into adj.), f) evidence (into adj.),
   g) solemn (into noun).

5. Correct the errors in the following passage:
   The earth here remember her past and to brings about their renewal she
   whisper with honeyed entreaty and lure with bewitching glamour. At this
   mountain I speaks of it were that our greatest poet first founds freedom in
   song, so he tell me.

6. Fill in the blanks in the following passage with appropriate words:
   If you ask me what _____ the mountain to do _____ these inspirations, and
   whether _____ singer would not anywhere out _____ his own soul made an
   equal song, I answer to _____ latter, I think not.

7. Write a short summary of the essay.

8. Do you have any experience of being on a mountain? If yes, narrate your
   experience in your own words.
Dramatic Pieces

Objectives

What shall I Study in this unit?
This unit includes two modern short plays: Never on Wednesday by Richard A. Via and The Other Player by Owner G. Arro. Both the plays deal with domestic, educational and social issues. These issues are mainly related with the life of teenage children in typical American society.

What is the aim of this unit?
This unit aims to help students mainly to practise speaking and listening skills through enjoyable dramatic situations. However, they can also develop their reading and writing skills when they study these plays as self-study materials.
Overview

Lesson 1 : Acting in a Play
Lesson 2 : The Stage
Lesson 3 : How Will You Stage a Play?
Lesson 4 : How Will You Study a Play?
Lesson 5 : Never on Wednesday
Lesson 6 : The Other Player

Answer Key
Objectives:
After you have studied the lesson, you will be able to –
♦ tell how actors and actresses act out a play and
♦ tell how acting out a play can help to practise speaking and listening skills.

A
Read, think about and then write answers to the following questions.
1 Do you go the theatre? If you go, how often?
2 When did you go to the theatre last? Which theatre? Who did you go with?
   Did you enjoy the play?
3 Have you ever played any role in any play? If your answer is yes, write what
   the play was, who directed it, what role did you play, where the play
   was staged.
4 Make a list of three popular stage actors/actresses you like most. Write a
   short paragraph (say, 5 sentences) for each of them, telling why you like
   him/her.

B
Read the passage to answer the following questions.
A play is usually written for the stage. Different persons play different roles in a
play. These persons are called actors and actresses.
When an actor plays a role he is on the stage and says his line or dialogue to
another actor or actress. He may also speak to himself. However, he does not
simply read or say or speak the line. He speaks with feelings, with emotions, with
gestures and postures. That means he talks in real life. Thus the actors and
actresses act out their roles on the stage. This acting-out roles in a play gives them
opportunities to practise speaking and listening.

C
Answer these questions.
1 What does an actor do in a play?
2 Where does he speak to other actor or actress?
3 What do you mean by acting a role in out a play?
4 How does acting out help students learn English?

D
Word-notes
gesture (dz est fy ; pl gestures) : movement of a part of the body, especially the
   hand or head to express some idea, feeling or emotion.
posture (pl postures) : a particular position of the body, eg. a clumsy
   poster, a leaving posture, etc.
The Stage

Objectives:
After you have studied the lesson, you will be able to –
♦ draw an outline of a stage,
♦ describe its different acting areas and
♦ tell about the facilities of a modern stage.

A
Think about and write answers to these questions.
1 Have you ever seen a play on a stage in a modern theatre in your town or elsewhere? How does it compare with a rural or open-air stage?
2 If you have not seen any modern stage, describe the stage you have seen in your school, village or town.

B
Read the passage to answer the following questions.
As you know a play is usually acted out on a stage, there are professional theatre groups and there are amateur theatre groups. They all put on or perform plays on the stage. Also there are educational institutions that stage plays occasionally, especially as part of their annual cultural functions. A stage is therefore important to know about.

Look at this diagram.
The stage is a platform usually in a hall or theatre. On it plays are performed or staged. Also various other functions (ie social, cultural, political, religious etc.) are held on the stage. These events (ie plays and functions) are performed to an audience. The performers or speakers on the stage face audience in front of them. The stage has a back wall and a front. It slightly slopes down towards the front which is near the audience. So the back of the stage which is away from the audience is called up stage and the front of the stage near the audience is called down stage. Furthermore, stage left and stage right are the actor's left and right when he faces the audience. Therefore, a stage has about acting areas.

A modern stage can use multi-coloured lights, appropriate scenes and good acoustics. As lights and scenes add to the visual effects of a play, acoustics add to its sound effects. All these facilities can make a play more attractive and more enjoyable.

Answer there questions
1 What are the functions of a stage?
2 How can a modern stage increase the quality of a play from the performers' as well as audience's point of view?

Read the passage again and underline these expressions. Then make a sentence of your own with each of them. (Don't copy the sentences from the passage.)
1 act out ......................
2 put on ......................
3 know about ..................
4 slope down ..................
5 add to ......................
Complete the table. Use a good dictionary to find the right form of the words. Then make a sentence with each form.

<table>
<thead>
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<th>Noun</th>
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<tr>
<td>act</td>
<td>facility</td>
<td>speaker</td>
</tr>
</tbody>
</table>

**Word-notes**

**Amateur**: A person who paints pictures, performs plays, takes part in sports, etc. for the love of it — not for money. (opposite is a professional)

**Stage a play**: to put on or arrange for it be shown at a theatre or hall.

**Acoustics**: Acoustics refer to the structural features of a hall/theatre (for example, sound-proofing roof, walls, etc). So if the acoustics of a hall are good, you will hear clear, natural sound even from the seats farthest from the stage.
How Will You Stage a Play?

Objectives:
After you have studied the lesson, you will be able to –
♦ tell about how and where you can stage a play.

Discuss the question with a fellow student in a tutorial session.
1 Is it possible to put on or to stage a play without a stage? If possible how? you can discuss the points in Bangla.

Read the passage to answer the questions that follow.
You are distance learners. You are not like the students in a college, who meet in the class every college day. So you have hardly any opportunity to work together. That is why, unlike college students, you cannot organise and hold such events as annual sports, literary week, annual drama, etc.

But you can form a study group with those fellow distance learners who do not live far away from one another. Then you can meet at a suitable place or at your tutorial centre. There you can rehearse the parts in a play and finally stage it. Your tutor might help you in this regard.

Remember, to put a play on, you don't always have to have a well-designed, well-equipped stage. You can improvise it. That is, you use an ordinary room or an yard with or without a couple of chairs and a table as a stage. A few books on a desk may be shown as a library and a few pens, pencils, exercise books, etc. as a stationery shop.

Choose the best answers.
1 Distance learners can
   a study at their workplaces.
   b have enough opportunity to work together.
   c easily put on a play.
   d benefit from group and pair work in class.

2 Distance learners
HSC Programme

a  do not live far away from one another.
b  may form a study group.
c  live near their tutorial centre.
d  cannot stage a play without any help from their tutor.

3 'You can rehearse the parts in a play' means
   a  you memorise your part.
   b  you write your own part.
   c  the director shows you how to speak your line.
   d  you can practise your parts.

4 You can improvise the stage. This means
   a  you can use a well-equipped stage.
   b  you can make a stage using whatever you have.
   c  you must improve an ordinary room to stage a play.
   d  you have to bring books, pens, pencils, etc on the stage.

Word-notes

**Distance Learners**: Students who don't have to attend classes regularly as the students in a college usually do. They study in their homes or at their workplaces, in their own time and at their own pace (speed).

**Rehearse**: to practise speaking one's parts (dialogues) with appropriate feelings, gestures and postures.
How Will You Study a Play?

Objectives:

After you have studied the lesson, you will be able to –
♦ describe the procedure of studying a play as self-study material.

A Make two lists of reading materials: List 1 will include the materials that you read or study in the classroom, usually with the help of your teacher and list 2 will include the materials that you read or study by yourself.

B Read the passage to answer the questions that follow.
Distance learners use mostly self-study materials. There are course materials (ie textbooks, guidebooks, etc) specially prepared for the distance learners. Though a play is written especially for the stage, it can be studied as self-study material. Staging a play by distance learners is difficult. So they should know how to study a play as self-study material. There are three main ways of doing it. They are as follows:

1. Read the introductory note before you start reading the play. This note will give you some general ideas about the theme (ie subject matter and setting (ie the place or surrounding where the action takes place).

2. Talk – do not just read. Read a dialogue and say it to the other character (or characters) it to the meant for. Do not memorise the dialogue. Say it as much as you remember. This other character is not present before you during your self-study period. So you have to imagine that he/she is in front of you, listening and reacting to what you are saying. You finish your dialogue, imagine that you are now that other character who was so long listening to you. Then say his/her part or dialogue (ie play his/her role). In other words, you are acting out the roles of all the characters in the play – not just reading the script (parts, dialogues in a play) silently.

As a learner of English in our situations you have hardly any opportunity to speak English in real life. So when you are playing different roles during your self-study, you talk with feelings, emotions, gestures and postures as far as possible. You do this just as you speak Bangla in real-life situations. Therefore, acting out
various roles during your self-study an be a good way of practising skills in speaking English.

3. **Read and Write:**
After you have acted out various roles in a play, you can now read the play silently for a thorough understanding of its theme, plot (series of events that make up the story), characters, etc. To do this reading for detailed comprehension, first read couple of questions from the list given after the text of each play. Then try to find answers to them as you read. Read as many time as you need to find answers to all the questions. Word-notes and answer-clues may help you to write answers to these questions.

**Answer these questions.**
1. Why is staging a play by distance learners difficult?
2. Why does a play have a setting?
3. Explain how you can talk to other characters in a play during your self-study period?
4. How can the self-study of a play help you to practise speaking skills.
5. How can you do the reading for detailed comprehension of a play?
Objectives:

After you have studied the play, you will be able to –
♦ improve your spoken reading and writing skills, using the script of the play.
♦ A Read the introductory note.

Introductory note
Never on Wednesday was written for classroom performance. The story or plot of the play is based on a family event. The setting of the play is the living room of a typical American family. It consists of a father, a mother and their three teenage children.

The whole action in the play centres round a misunderstanding. Their 17-year old eldest son Fred receives a phone call. Then he wants to use the family car. The other two children Dorothy (16) and Tom (14) conclude that Fred wants the car to drive his girl-friend to a movie.

It was a Wednesday evening. The father has made a rule that the children can use the car only on weekends, ie on Friday, Saturday and Sunday afternoon. So he says no to Fred as it is not a weekend. But the matter is so urgent to Fred that he cannot wait any longer and he must go even in a taxi. Then as he is about to leave, he tells the family the truth why he wants to use the car. The result is a big surprise — beyond everybody's imagination.

Never on Wednesday
Read the play or act it out.

Cast of Characters

Fred about 17 years old
Dorothy (Dot) about 16 years old
Tom about 14 years old
Dad 40-45 years old
Mother 38-43 years old

The living room. Dad is reading the evening newspaper and is sitting in a chair to the right of a lamp table on stage, right. Dorothy is in the chair to the left of this table and is busily manicuring her fingernails. The sound of the nail file as it scratches back and forth bothers Tom, who is trying to do his homework. Tom is seated at a table behind the sofa reading a comic book. Mother is off stage right, in the kitchen.

Time: Just after dinner (supper) – 7:30 p.m.

The curtain rises. We watch the quiet scene for a few moments. Then the phone rings in the hall off stage left. Both Dot and Fred is nearer and quicker. They speak as they get up, and at the same time, Fred thinks it's his girl friend and Dot thinks it's her boy friend calling.

Fred: I'll get it. (Goes to door and exits to the hall.)
Dot: Oooooh! I think it's for me.

(She returns to the table to put the nail file down.)

Dot: Tell I'll be there in a sec.

(She looks at the hall door, expecting to be called to the phone, when she isn't, she sits and starts working on her nails again, Dad and Tom pay no attention to any of this activity.)

Tom: (Without looking up.) Tell her I'm busy. Ask her to leave her number.

(We hear Fred talking in the hall on the phone, but we cannot understand what he is saying.)

Fred: Standing in the doorway. Dad, can I use the car tonight?
Tom: Imitating Dad. No.
Fred: (Goes to the left end of the sofa.) Would you be quiet?
Tom: You'll see ... "No."
Fred: (To) Tom – annoyed. Don't put ideas in his head. (Goes to Dad's right.) Dad, can I have the car tonight?
Dad: Uhhmm?
Fred: Slightly upset that Dad didn't listen. I said, "Can I use the car tonight?"
Dad: (Correcting Fred's English.) May I ...
Fred : Okay. May I?
Dad : May you what?
Fred : (Really annoyed with the older generation – perhaps throws his arms up in disgust. You mean you really didn't hear anything I said except "can I"?) Goes behind Dad to center stage.
Dot : (Actually teasing Dad rather than Fred.) Haven't you heard of the generation gap? They turn us off.
Dad : Not as often as you turn us off.
Fred : You heard that – and she wasn't even talking to you. (Goes back to Dad's left.)
Why don't you hear me?
Dot : Teasing Fred. It's your deep voice. It doesn't carry.
Tom : It won't carry through that scratching you're making with that nail file.
Dot : Imitating nail-file noise (this sound be loud and exaggerated). Grrgh-grrgh. I can't even do my homework.
Fred : (Goes to center again.) Would you two cut it out? I'm trying to reach Dad.
Goes to Dad's left, behind the lap table.
Dad?
Dad : (Without looking up.) Uhmmm?
Fred : Dad?
(Dad, give us a sign you're listening: one rap for Yes, (raps on table once)
two for No. (raps twice.)
Dad : (Putting the paper down.) Okay, you got through. What is it?
Fred : Whew! (a sound like letting off steam, indicating relief.) (Goes to Dad's right.)
Dad, may I use the car tonight?
Dad : No. (Goes back to paper.)
Wait!! Don't hang up! (as if Dad were on the phone.) I'm not finished.
Tom : (Smiles as he goes to the bookcase up center for a book.) I told you so.
Mother (enters and listens to this bit of dialogue. Tom returns to the table.)
Fred : Back to your books, Einstein. (Goes to right center.)
Mother : Fred, I've told you about that.
(Goes to the sofa, sits at the right end, and picks up knitting or sewing from the coffee table.)

Rather than tease Tom, you'd better do a little studying yourself.

Dot : Do you like this color, Mother? (Shows her fingernails.)
Mother : You shouldn't do your nails in the living room, dear. They should only be done in the privacy of one's boudoir.

Dot : (Simultaneously) in the privacy of one's boudoir. (Said with a bored sound, because she's heard this so many times.)
Mother : Yes. And Tom, why don't you study in your room?
Tom : This where the action is – it's too quiet up there.
Dot : Mother. (Goes to) Mother.
You didn't answer me. Do you like this color?
Mother : Very pretty.
Dot : (Going back to chair.) It's new ... a special color for this month: Passion Pink.

Tom : (Teasing Dot, imitates the girl in TV commercials.) "And my hair color is special this month: Blatant Black."

Dot : (Not thinking he's funny.) Oh, you're so funny. (Not laughing, but flat): Ha, ha, ha ...
Mother : By the way, where was all that help I was going to have in the kitchen with the dishes?
Tom : I had to do homework.
Dot : And my nails.
Fred : I've been trying to talk to Dad.
Mother : You kids are really great at finding excuses. Home-work isn't so urgent when the Rolling Stones are on TV, and nails can stop when there's someone to gossip with on the phone.

(Slight pause) – then :

Tom : (Pokes hi mother's back.) What about Fred? Why don't you attack him?
Mother : Well ... when a son wants to talk to his father, that's important.
Fred : I thought so, too. (Goes to the sofa and sits down.)
Mother : What did you two talk about?
Fred : Nothing.
Mother : Nothing?
Fred : He said about ten words. (Indicates newspaper.) I can't crash the newspaper barrier.
Mother : Paul?
Dad (puts the paper down immediately.) (He has been well trained by Mother to listen to her when she speaks.)

Dad : Yes, dear?
Mother : To tom. Do you want to leave the room?
      Tom (shakes his head No.)
Mother : Then behave yourself.
Dad : Yes, dear? You wanted to talk to you?
Mother : No, Paul Fred wanted to talk to you.
      Fred (starts to go to Dad, gets to center.)
Dad : Oh, that. (He starts reading again – paper up.)
Fred : (Turns back to) Mother. You see that! He refers to me as "that"!
Mother : Don't get so upset ... He's tired. Paul?
Dad : (Paper down.) Yes, dear?
Mother : (Signaling) Fred to go to Dad. Now go ahead.
Fred : (Quickly.) Dad, may I ... (Goes quickly) to Dad's (right.)
Dad : No. (Paper up)
Fred : To Dad. Wait. Wait. (Goes back to center.) To Mother : You see?
Mother : (Rises, goes to) Fred. What was it you wanted to talk to him about?
Dad : (Paper down.) He wants to use the car. (Paper up.)
Mother : (Goes to) Dad's (right.) Well, why can't he?
Dad : (Paper down.) It's Wednesday. (Paper up.)
Mother : Yes, it's Wednesday.
Dot : You don't need a calendar in this house. You just ask Dad for the car and he tells you what day it is.
Mother : (Goes behind table near) Dot. Dorothy, that's not nice.
Dot : Well, it's true. Yesterday I asked and he said, "No, it's Tuesday."
Dad : (Paper down.) You know the rules.
      (Speaking together :)
Fred : Yes, we know the rules. Weekends only.
Tom : Yes, you may only use the car on weekends.
Dot : Do we ever! Friday, Saturday, and Sunday afternoon.
Dad : (Paper up.) Right.
Mother : To Fred. What did you want the car for?
Dad : (Paper down.) I said No. (Paper up.)
Mother : Now, don't be so harsh. May be there's a special reason for him needing the car.
Dad : (Paper down.) A rule's a rule. Paper up.
Tom (mouths the above line as Dad says it, but makes no sound.)

Mother : Goes to Fred. Where were you going?
Tom : (Guessing why he wants the car and teasing.)
To a drive-in movie with that new girl.

Dot : (Referring to the new girl.) She bleaches her hair, you know.
Fred : She does not.

Mother : (disappointed in) Fred, (goes to the sofa and sits down.) You want the car to date on a week night?
Fred : No! (Very annoyed with) Tom, (he goes to him and musses his hair.)
She what you started. Why don't you grow up?

Mother : Now, boys (meaning, Don't start a fight). What did you want the car for, Fred?
Fred : Well, it's a secret.

Dot : (Comes back to center.) It was her, though, wasn't it? As soon as you hung up you came in and asked Dad for the car.

Tom : I don't go with girls who call me.
(Rises, stretches. His back is tired from doing homework.)
I call them. I'm going to run my life.
(Sits down.)

Fred : Some boss! Every time you call a girl, she hangs up on you.

Tom : (Very strong, defending his manhood.) That's not so! (Meaning : That's not true.)

Mother : Let's not start again. Now both of you, be quiet.
Fred : Look, Mom. (Goes back to the sofa, sits down.)
I really need the car. Honest.

Mother : Don't you think you ought to tell us where you're going?
Fred : Can't you trust me? It's a surprise.

Tom : (almost laughing – teasing) Fred. Yeah, I bet. (Meaning : I'm sure it will be a surprise!) We were surprised that time you smashed the left fender. too.
(Takes book back to shelf.)

Fred : disgusted. Oh, forget it. Starts for door left. I'll go Mother, by taxi.
(The word "taxi" makes Dad listen.)

Dad : (paper down.) To a drive-in movie?
Fred : I told you I'm not going to a movie. (Comes back a step)
Dad : Well, a taxi anywhere will be expensive.
Fred: I have to go, and you won’t let me use the car.
Dad: All right. Then let's talk it over. What's so urgent?

(Puts paper on table.)

Mother: He said it was secret.
Fred: A surprise.
Dad: And you can't tell us what it is?
Dot: I'm going to use that technique the next time I want something.
Dad: I haven't said Yes yet.
Mother: Don't hurry, I don't need it at all. Grandma's at the station ...
Mother: (rises.) Grandma?!
Fred: Yes! She said she'd take a taxi, but I said I'd be right down ... Oh my gosh, she's still on the phone!
(He rushes into the hall.)
Dad: (gets up.) Why didn't she let us know?
Mother: Fred said she wanted to surprise us.
Fred (returns.)
Dad: You'd better get moving.
Dot: Can I ride down with you? (Goes to door left.)
Tom: me, too. (Closes books and goes to the door.)
Mother: What about your homework and your nails?
Dot: They're okay. (Exits.)
Tom: I'll do it later. (Exits.)
Mother: Hurry, dear. What are you waiting for?
Fred: The keys.
Dad: Oh ... oh, sorry. (Goes to Fred, hands him the keys. Now drive careful.)

Mother: correcting Dad's English. Carefully (with strong stress on the last syllable.)
Dad: Yes, dear. He watches them leave.
Mother: Now why didn't she let me know she was coming? She knows I like to have things ready.

(Mother picks up a comic book and the sewing from the sofa and coffee table. She goes to the chair right and picks up the newspaper, then to the lamp table and picks up all the manicure stuff.)

Dad: (as he crosses to his chair to resume reading.) If she let you know, you'd get all worked up about everything ... (He can't find his paper.) ... cooking ... cleaning ... Tom's hair ...
(He suddenly sees that Mother has the paper and goes to her for it.)

Mother: (who now is picking up all of Tom's books and papers and putting everything in the bookcase.) But she should have called. Suppose we'd been away?

Dad: (gets his paper.) In the middle of the week? With the kids in school and me at work? Not likely!

(Meaning that, since he must be at work and the children are in school, it is not likely that the family would be out of town.)

Mother: Just the same (meaning even if that is true), I wish I'd known.

Dad: sits down. No communication ...
(hunts for what he was reading)
... generation gap ...
(he finds it)
... only at the other end of the line.
(Meaning that there is a generation gap not only between parents and grandparents)
(Paper up) – Dad (reads). Mother (continues to straighten things up as the curtain falls.)

Curtain
Setting

Discuss these questions with a fellow student in a tutorial session or elsewhere. Then write your own answers to them.

1. When Fred was repeatedly asking his father for permission to use the car that night what was he (father) doing? Why did he do that?
2 Why did Dorothy and Tom think that Fred wanted to use the car to drive his girl-friend to a movie? Did father also think so? Why?
3 Why didn't Fred tell others about the message he got on the phone? Why is he trying to take the car immediately out?
4 Do you justify or refute the father's behaviour with Fred? Give reasons for your answer.
5 How are the children different from each other?
6 Describe the mother's role in the family.
7 Suppose Fred is still trying to get the car without telling the 'secret', and in the meantime, the grandmother comes by taxi. Now write the conversation between Grandma and the family members. Make sure that everybody speaks at least once. Remember, this change in the story will change the ending of the play.

**Word notes**

**Cast** : The entire group of actors and actresses. One actor is a member of the cast – not a cast.

**Stage Right** : The actor's right as he faces the audience. (Opposite – stage left).

**Off Stage** : Not on the stage.

**Dinner** : The main meal of the day, usually the evening meal. However, the usual evening meal is called supper.

**Exit (egzit/eksit)** : Goes out; goes off stage (a word used as a stage direction in a play)

**In a sec** : in a second

**Generation gap** : Lack of communication/understanding between older and younger people.

**Cut it out** : Stop it

**Boudoir (bu:dwo:)** : A woman's private room – usually her bedroom or sitting room.

**Rolling stones** : A TV musical programme of the group called Rolling stones.

**Crash** : Destroy; remove.

**Barrier** : Obstacle; a barrier can stop something from happening.

**Bleach** : To make something white.

**Date** : In western culture young people – a boy and a girl – date, that is, they go out to meet at a particular time and place.

**Fender** : A guard over the wheel of a car.
Objectives:
After you have studied the play, you will be able to –
♦ improve your spoken, reading and writing skills, using the script of the play.

Read the introductory note.

Introductory Note

The Other Player deals mainly with an education-related issue. The setting of the play is a boy's dormitory room (room in a students' hostel) in an American preparatory school. A preparatory school is a private high school where boys live away from home and prepare for college. Many of these boys are wealthy. Their fathers donate generously to the school. There is always keen competition among the boys in studies as well as sports.

The Other Player is an excellent example of the type of short play in which the central action concerns a person who is dead. Jeffrey Corlin, a student of a wealthy father, is central to the action of the play, yet the audience never sees him. At the time the play opens, he is already dead. The audience sees him through the eyes of different people and in different ways.

The Other Player

Read the play or act it out.

Cast of Characters

Dr. Backer : Headmaster, 45-48 years old
Corlin : Father of a student, 45-48 years old
Peter Cross : A student

A room in a dormitory of the Grey-Mathews School for Boys in New England. It is a morning in late June.
The curtain rises on one of the larger rooms in the dormitory of a New England preparatory school known as the Grey-Mathews School for Boys. At stage Left is a large oak door which leads out to hallway that we cannot see. At the Back Left corner of the room is an enormous chest of drawers, and near it is a small bed. To the Right of this bed is a chair, and directly behind both the chair and the bed is a large window. At the back, too (Stage Right), is a bookcase, on top of which rest some gold and silver trophy cups, together with sheets of wood are a number of medals. near the bookcase, against the Right wall, are a desk and chair. There are two additional beds in the room of the same size as the first: one of them is Down Right, the other is near the back, between the bookcase and the window. At the present moment, between the chest of drawers and the first bed, are two suitcase resting on the floor.

At curtain, there is no one on stage. Presently, however, the door to the room opens, and two men enter: Dr. Becker, followed by Corlin. The latter is a man in his late forties. His clothes are expensive but drab. One has the feeling immediately that this is a man who has never really had a fair share of pleasure in life. He appears, at this moment particularly, wan and tired. Dr. Backer is about the same age as Corlin and dressed in the traditional garb of a prep school headmaster. Dr. backer appears articulate and self-assured, both traits having been carefully developed through years.

Dr. Becker: (Smiling gently). This is his room. I suppose you've seen it before, Mr. Corlin. (Corlin stares about the room attempting to take it all in. As he does this, his anguish is noticeable, but he tries to keep it under control).

Corlin: Yes, of course. I was here only last spring (Corlin moves over to the bed nearest the window. Absentmindedly, he smooths down the cover with the palm of his hand.)

Dr. Becker: We tried to leave his things as he had left them. But I must say we took the liberty of tidying up the drawers a bit. Not that they were messy, you understand.

Corlin: (Vaguely)... Or course.

Dr. Becker: ... On the contrary, Jeffrey was a very tidy young man.

Corlin: Yes, he was, wasn't he?

Dr. Becker: (Indicating the medals and trophies on the bookcase). These, of course, are all of his medals and trophies — those that he won this past year, at the tennis matches and at the track. I suppose you've seen them, also.

Corlin: (Crossing to the bookcase). I believe I've seen some of them. (Noticing one of the cups.) But this is new, isn't it? I see it was another award he received for his tennis playing.

Dr. Becker: That's right. (In a low voice). He was quite an athlete, your young man.

Corlin: I know. (He picks up the cup to read the inscription.)

Dr. Becker: The staff had that one especially engraved for Jeffrey. We asked him what he wanted to have inscribed on it — (Chucking,) which was, I suppose, a little irregular. But we wanted to make sure it would please him.
Corlin : That was very thoughtful of you.

Dr. Becker : (Still smiling gently). I'm afraid he may have been a little embarrassed by our gesture. He was always such a modest boy. In fact, he told us, at first, that he didn't even want us to put his name on the cup.

Corlin : I notice you did, anyway.

Dr. Becker : We certainly did. It was our way of letting him know how all of us felt about him – and what a delight it was having him as a student here. Also, I must admit, a top athlete makes a school an especially exciting place. And it isn't often we come across one like Jeffrey at Grey-Mathews.

Corlin : (Smiling weakly). I've seen some of your other students play, and they're all really quite superior, too.

Dr. Becker : Perhaps. But none of them was as outstanding as your son, Mr. Corlin. I want you to believe that, and I hope you don't think I'm merely saying it because – of what happened. We may not have too frequent a chance to chat in the future, you and I – at least not like this. (With a smile).

Corlin : (Confused, not really understanding what he means). What I value most is your wanting to speak to me about Jeffrey at all. As a matter of fact, I welcome anything you might have to tell me – no matter how insignificant it may seem. In a sense, that's one of the reasons why I felt I had to come back here – to see his room – to speak to his instructors – to touch the very things he himself touched. My family tried to discourage me from coming here. They told me it would be turning his death into a kind of obsession. But I'm glad I didn't listen to them. I believe that once this sojourn is over, I'll have bought a certain end to everything. Am I making myself clear, Dr. Becker?

Dr. Becker : Of course. And that was why I had to tell you how admired Jeffrey was.

Corlin : ... You must feel free to tell me other things about him – the things he did, the things he thought – because this is perhaps the last glimpse I'm being permitted to see of them.

Dr. Becker : He was an intelligent young man ...

Corlin : Yes, that I know.

Dr. Becker : He created the appearance of a fine boy from a good background.

Corlin : But what about his interests? Or was being a star athlete the only thing that mattered to him?

Dr. Becker : I thought perhaps Jeffrey may have – written to you – about his interests, I mean.

Corlin : Oh, of course there were letters. And I read them – though I'm sorry to admit I never really paid enough attention to what they had to tell me. I suppose it was because they'd always reach me at some crucial point in my travels. I remember one particular letter that arrived when I was finishing up a little management consultant assignment in London. I never had a chance to read that on until nearly a month later, when I was in Tyrol – on still another job. Travelling about like that can make you forget – personal contact. And that, I suppose, is a dreadful thing.
Dr. Becker : I'm sure Jeffrey never felt a lack of personal contact with you, Mr. Corlin. I don't suppose I'm stepping out of bounds in saying that.

Corlin : Had he ever spoken to you about me?

Dr. Becker : Often. But then he confided in me quite a bit. We got along rather well, your son and I.

Corlin : And he never mentioned that I may have been a little negligent about him – that he felt, perhaps, I was possibly rejecting him?

Dr. Becker : Not once did he ever mention anything like that. The fact that you appreciated his having won so many awards thrilled him beyond belief. He may have gone out of his way to compete in all the games and tournaments because he knew that made you happy.

Corlin : (Numbly). Was that why he entered the swimming tournament?

Dr. Becker : (Forgetting himself). Why it may have been. He knew you'd always been a champion swimmer yourself, and his swimming was the one sport that was just a little – weak. So he tried and tried, and – (realizing what he is saying, he stops in horror).

Corlin : ... He tried and tried until he drowned himself.

Dr. Becker : (After a moment, quietly, regaining his composure). Now I didn't mean that, Mr. Corlin. I'm sorry – I didn't mean that at all.

Corlin : (His voice breaking). Were you – there – when it happened?

Dr. Becker : I was in my office. But I heard about it only a few minutes afterward. My office, you see, is right next to the Gym Building.

Corlin : They told me it happened very quickly.

Dr. Becker : (Quietly, somewhat unnerved by the track the conversation has taken). Yes, I believe that's true.

Corlin : They said there were no other swimmers near him. He was just out there – in the center of the pool – all alone. It was just a cramp, a tightening of the stomach muscles. And he went under.

Dr. Becker : As soon as the guard saw what was happening, he dived into the pool – but – Jeffrey was already – gone. I swear to you, we did everything we could to revive him.

Corlin : I know, Dr. Becker. The others gave me a complete report. I don't want you to thing I'm blaming this school. An accident like that could never have occurred out of neglect. It was just one of those strange, freak occurrences one reads about in books, but which one always doubts could possibly occur in real life.

Dr. Becker : I should never have said what I did about why he insisted on entering the swimming tournament. It was stupid and callous of me. I didn't mean that he swam merely to impress you. Grey-Matthews isn't to blame for what happened to your son, but you're not to blame either.

Corlin : (Managing a smile). When he won that tennis cup last spring, I wrote him too pleased. and he wanted to please me even further ... Well, perhaps we shouldn't dwell on that. (Pause) This may sound like a silly question – did Jeffrey have many girl friends?
Dr. Becker: Laughing lightly). No more nor less than the average fifteen-years-old, I suppose. Most of our boys are friendly with girls from the Reardon School, which is only about a mile and a half away. We have dances with Reardon at least once a month.

Corlin: I suppose he would have enjoyed knowing more girls. He had never been around too many women. What about friends? Did he have many close buddies.

Dr. Becker: It's a pity you haven't had a chance to meet some of them today. But most of the students, including Jeffrey's roommates, have left for the summer. Otherwise, you might have talked at great length with them. There's merely a handful left – a few whose families are more lenient or away on vacation.

Corlin: I probably would have allowed Jeffrey to stay on, too – at least until the beginning of August. When he was here last summer, he wrote me about what a marvelous time he had with all the facilities almost entirely to himself.

Dr. Becker: In a sense, they were his. Or, should I say, a generous gift from his father?

Corlin: I was very happy about giving whatever I could to this school. Remember, Dr. Becker, that this was not only one of the most cherished places in Jeffrey's world, but at one time – quite a number of years ago – it was one of the most cherished places in mine. (Corlin slumps down on the edge of the bed nearest the widow, and he puts his hand to his forehead. He seems to be struggling to keep from weeping.)

Dr. Becker: I have a feeling this talk may be making things worse for you.

Corlin: No – no, of course not. (There is a pause, as Dr. Becker watches Corlin closely. Then, suddenly, Corlin turns his head away and lets out a sob.) Oh, may be it was wrong of me to have come back here after all. I was so confident I was going to be strong about this. On the train coming up here, I kept saying solid and fine thing in my life. If nothing else, I could cling to what I'd had. But now – seeing his room again – talking with you –. Suddenly, he takes hold of himself again. He turns to face Dr. Becker and rises.) Forgive me. I realize this meeting must be painful for you too.

Dr. Becker: (Pause). Would you like me to help you pack his belongings?

Corlin: Thank you, no. That was something I had looked forward to doing myself. I want to make absolutely certain all of his things are intact. I'm putting them all back into his old room at home. What time is it now?

Dr. Becker: (Glancing at his watch). It's nearly eleven-thirty. You'll be having lunch with us, won't you?

Corlin: No. I won't stay very much longer. I just want to pack his things and bring them home. I want to be back in Boston by two-thirty.

Dr. Becker: You'd like to be left alone then.
Corlin : If you don't mind. That isn't against the rules, is it?

Dr. Becker : Of course it isn't. Please stop by before you leave. The others will want to say good-bye.

Corlin : Thank you for everything, Dr. Becker.

Dr. Becker : If you need me, I'll be in my office.

Corlin : Thank you, but I don't think I shall. (Dr. Becker smiles and nods his head. Then, he turns and exits quickly. Corlin turns slowly, taking the room in once again. He crosses to the bookcase and begins examining the medals and cups once more. Then, he crosses to the bureau and opens the top drawer. He stares at the contents of the drawer for several moments before he begins removing some of the clothing and the other belongings from it, placing them on the nearest bed. A moment later, he lifts up one of the suitcases, placing that, too, on the bed. He flips the switches open on each side of the suitcase and begins putting the belongings into the case when suddenly his hands fall to his side, helplessly, and he sits down at the edge of the bed, staring out of the window aimlessly. There is a moment's pause. Then there is a gentle knock on the door.) Come in. (The door opens slowly, and Peter Cross enters the room. He is a slender, somewhat nervous boy of fifteen. At the moment, he is noticeably quite shy. Corlin looks Peter stare at each other rather uncomfortably, until finally Corlin manages a smile). Hello.

Peter : How do you do, sir. Excuse me. I hope I'm not disturbing you. I can come back in a little while.

Corlin : That's all right. You're not disturbing me.

Peter : I'm Peter Cross. You're Mr. Corlin, aren't you?

Peter : That's right. How do you know me?

Peter : I've seen you at Grey-Matthews before, sir. I didn't know you were here until a little while ago. I overheard Dr. Edward's and Dr. Becker talking about it.

Corlin : (He has grown a trifle uneasy at the boy's obvious tension). Why don't you sit down, Peter?

Peter : No—no thanks, sir. I can't be staying too long. I'm going home today. My aunt's coming up for me in a little while.

Corlin : (Absently). I see.

Peter : And I still haven't packed. My aunt hates being kept waiting. Last year this time I kept her waiting a whole hour, but she was wandering through the offices, making friends with everyone on the staff. She's very outgoing—my aunt.

Corlin : Well, perhaps I'll have a chance to meet her.

Peter : When will you be leaving, sir?

Corlin : Fairly soon, I suppose—as soon as I finish packing these things.

Peter : Are—are you packing all of them, sir?

Corlin : (Puzzled). Why, yes, of course.

Peter : All—right now, sir?
Corlin: (Slightly annoyed). Of course right now. I'm bringing them back to Boston with me this afternoon.

Peter: − That I'm sorry, sir. I mean − about Jeffrey. I guess I don't know how to put these things. I feel so stupid right now. But please accept my sympathies. (Corlin looks at him just puzzled and then, after a moment, understanding the boy's awkwardness.)

Corlin: (Smiling). You don't sound stupid at all, Peter. Naturally, I accept your sympathies.

Peter: It must be very hard on you, sir. On your and Mrs. Corlin.

Corlin: (Without emotion). There is no Mrs. Corlin, Peter.

Peter: (Growing embarrassed again). Oh, You see how stupid I get, sir. People are always telling me I say and do the wrong things all the time.

Corlin: There's nothing wrong in what you just said, Peter. It's natural assumption that there's a Mrs. Corlin.

Peter: It's always a little tough talking about people who aren't living, I guess I should know that more than anything else, considering my parents aren't living either.

Corlin: Oh, I'm terribly sorry.

Peter: When did Mrs. Corlin pass away?

Corlin: (Wryly). Mrs. Corlin is very much alive, I believe. She and I are just not − living together, you might say. And she has different last name these days.

Peter: Oh, I understand.

Corlin: And you? You live with your aunt?

Peter: For as long as I can remember I guess it doesn't hurt too much when you can't recall the ones in your family who die.

Corlin: No, it doesn't hurt too much then.

Peter: And Aunt Helena has been better than a mother and father to me, sending me to this school and all.

Corlin: Yes, that is a good thing, isn't it?

Peter: ... I don't suppose there's any reason why I should take up your time, sit − since you say you're going away soon. Is it all right if I just take one of my things and leave, too?

Corlin: Yes? What is that, Peter?

Peter: (There is a long pause as he stares at Corlin uncertainly). I mean my racket, sir. My tennis racket.

Corlin: Your tennis racket, eh? Did you leave it in this room?

Peter: (Suddenly frightened). Yes, sir, I left it in this room. Now if many have it and go, I promise I won't bother you any more.

Corlin: (Very puzzled). Of course. (Peter crosses quickly to the very drawer which Corlin has opened and, at first, pokes about in it gently. Still somewhat confused, Corlin watches the boy almost hypnotically. Then, quite suddenly − and with determination − Peter throws open the second drawer from the top and rummages furiously among its contents. The realization that these are Jeffrey's things strikes Corlin
with a brutal impact, and as Peter begins upsetting the clothes in the
drawer even further, Corlin advances on the boy. Almost against his
will, Corlin finds himself seizing Peter's arm brusquely.) Here now,
what's that you're doing?

Peter : (Pulling away). Oh. I'm sorry. I guess I've upset his things, haven't I?

Corlin : (Regaining his composure). That's all right. I'm packing them
anyway. But I'd like to know why you were looking through these
particular drawers.

Peter : Because my racket must be in one them.

Corlin : I don't understand.

Peter : Jeffrey borrowed my racket – just this past spring. (With a nervous
chuckle). I guess he must have forgotten to give it back. And since
I'm going home today, I thought I might as well take it.

Corlin : (Disturbed). Jeffrey borrowed your tennis racket? you must be
mistaken.

Peter : No, I'm not, sir. He borrowed it last spring – right before the
tournament.

Corlin : That can't be true. I sent Jeffrey a lot of money last spring. Part of
that money was to be used to buy all the tennis equipment he needed.
I told him to buy the best racket he could find – to spare no expense.
What in the world could he have possibly wanted with your racket?
(Peter stares up at Corlin a moment, then quickly looks down at the
third drawer from the top and flings it open. At the top of the drawer
lies a tennis-racket.)

Peter : Oh, here it is, sir. Right here. (He reaches for the racket, but Corlin
pushes him gently away from the bureau).

Corlin : Pulling the racket out of the drawer). Is this the racket you claim  is
yours, Peter?

Peter : (Excitedly). Yes, yes, it is. Now let me have it, sir. I tell you – I have
to finish packing. My aunt will be here soon.

Corlin : I can't just let you have this without some proof that it's yours. You
see, it's so important to me that I bring back all of Jeffrey's
belongings intact. That was the main reason I made this trip myself
and prevented anyone else from making it.

Peter : You'll find all his other things in – intact. But this racket is mine!

Corlin : I can't see why a young man who had everything he could want
would insist on borrowing somebody else's athletic equipment.

Peter : (After a moment, quickly). It was the only thing he ever borrowed,
sir – from anyone.

Peter : (Springing the racket against hi s fingers). What, may I ask, is so
extraordinary about this racket that he had to use it in the
tournament?

Peter : (After a long pause, staring straight into Corlin's eyes. Very quickly).
But that's just it. He didn't use it in the tournament.

Corlin : (With an uncomfortable laugh). When did he use it, then?

Peter : He never used it, sir.

Corlin : (His voice rising almost uncomfortably). Then why did he borrow it
from you?
Peter: (Suddenly no longer able to restrain himself either). He didn't borrow it, sir. He took it.

Corlin: Took? Isn't that the same thing as borrowed?

Peter: If I may have it and go.

Corlin: (Angrily). What do you mean he took your racket?

Peter: He – he stole it, sir. (Corlin's eyes open wide in disbelief. He remains utterly motionless, and so does the boy. There is a long pause.) I'm sorry, sir. Please forgive me. I forgot for the moment he was your son.

Corlin: (His voice wavering on the verge of hysteria). Get out of this room! I want you out of his room, do you hear me?

Peter: (About to weep). Yes, sir. yes, sir. I promise I'll leave. But I have to take my tennis racket with me. I have to have it, sir. You don't understand. Oh, you don't understand.

Corlin: I understand that you came in here and deliberately flaunted about the name of a deceased boy in front of his own father. How dare you make that sort of accusation.

Peter: I didn't mean to say it, sir. But it came out. I just couldn't help it. You wouldn't believe it when I told you he had borrowed it, so I had to tell you the truth.

Corlin: Then you insist my son was a thief.

Peter: I didn't say that. I just said he stole this racket, sir.

Corlin: Damn it, stop calling me "sir."

Peter: I'm sorry.

Corlin: The only thing you need be sorry about is what you said about my son. Steal? I couldn't conceive of Jeffrey doing anything like that – even if he had been a poor boy.

Peter: It had nothing to do with what the racket cost. he just had to have my racket.

Corlin: Why your racket?

Peter: Because I was his opponent in one of the games, sir. He felt he'd have a better chance of winning if he knew I didn't have this particular racket to help me.

Corlin: Oh, I find this even more impossible to believe than other terrible accusation.

Peter: It's true, sir. You see, everyone was talking about me being his only real competition – in the tournament, I mean – and Jeffrey knew how much I relied on this particular racket for my game. You see, it belonged to my father, and it's always been sort of a good-luck trophy to me. I can't really play without it – and whenever I played, I won, Sir. But Jeffrey took it, so I would have to go out and buy another one : And as it turned out, I lost the very first game.

Corlin: Of course you lost. because you lacked Jeffrey's skill. Why, Dr. Becker was in here only a moment ago, telling me what a wonderful athlete he was!

Peter: He sure was, sir. The best in the school, in fact.

Corlin: Well?
Peter : But I still think I had a chance to beat him in the tennis tournament. And a few of the other kids felt the same way – that is, until he took my racket.

(Corlin stares at Peter a moment, then takes him by the arm gently, attempting to lead him out of the room.)

Corlin : (Quietly, trying to maintain his self-control). All right, no more of this. You and I are going to have a chat with Dr. Becker and a few of the instructors. I want to find out right now if what you say is true.

Peter : (Pulling away. Almost hysterically). Oh, no. Please, sir, no. You can't tell them what I told you. They'll never forgive me. They'll never let me go another year to this school. And that would break Aunt Helena's heart. It would, I swear it. Besides, they'll only say I'm lying. They'll have to protect Jeffrey now.

Corlin : Don't try to back out of it, Peter. I'm sure if we sat down with Dr. Becker, discussing the entire story rationally, we'd find out if what you just told me is true.

Peter : (Beginning to weep). You've just got to let me have my racket and go. It's all that means anything to me – the only thing in this whole world.

Corlin : I'm certain you must have discussed it with them if this racket means so much to you.

Peter : I couldn't do that.

Corlin : And why not?

Peter : It's too involved a story.

Corlin : You'd better tell me, Peter, or else I warn you, I shall take you to Dr. Becker and the others.

Peter : (Continuing to weep). Please don't make me tell you.

Corlin : I'm listening, Peter.

Peter : (Blurting it out). But he was your son!

Corlin : I'm listening.

Peter : (As he speaks his voice grows more and more uncontrolled). I did threaten to tell a couple of the instructors about it, but Jeffrey said if I did, he'd get me for it.

Corlin : Get you?

Peter : The way he got some of the others. With me, he was the worst I'd ever seen him. He threatened to get me expelled. He said he'd go to you, and you'd take care of all the necessary arrangements by talking to Dr. Becker. He said you'd given a lot of money to the school and that everyone listened to you. And so I got scared, sir. I got scared that they would throw me out, and I knew how that would hurt Aunt Helena. She's funny old lady. She's always trying to make people like her, but she's really always by herself. And she thinks a lot of me because I'm the only person who really pays attention to her.

Corlin : I don't give a damn about your Aunt Helena. I want to hear about Jeffrey.

Peter : ... He scared the instructors, too, Mr. Corlin. One of them – Mr. Heolloway – he quit his job over Jeffrey was doing all sorts of awful things to him, getting the other kids to hate him, and making fun of him right to his face just because he happened to be a little strange sometimes and wore the same suit to class every day with cigarette
ashes all over it. But I liked Mr. Holloway, and he was a good teacher. We were friends.

Corlin : What happened to him?

Peter : Well, when Mr. Holloway went to Dr. Becker and told him about how Jeffrey was tormenting him and everything, Dr. Becker didn't do anything about it. I happen to know that because Mr. Holloway told me before he left – because of what Jeffrey was doing.

Corlin : It's inconceivable that an entire school would listen to a fifteen-year-old boy because his father happened to have donated some money. I can't believe you were all afraid of me. (Corlin sits down at the edge of the bed nearest that window, his head lowered.)

Peter : It wasn't you so much, sir. We had seen you, and you didn't look like the sort of fellow people should be scared of. It was Jeffrey who had us all scared. It was the way he looked at you, sometimes – very stern-like, and with his face up close against yours. It was pretty scary, believe me.

Corlin : (His head still lowered. In a daze, the tension in him rising) ... You're lying, son...

Peter : He had people on his side of course, but that was because he gave them money sometimes – so that they'd back him up. Anyway, if he gave you money or not – and he wanted you on his side – you couldn't very well say "no".

Corlin : (His voice rising) ... You're lying ...

Peter : (He is completely lost now in what he's saying). And sometimes he would say terrible things about us – right to our faces, like he did with Mr. Holloway. He was physically stronger than most of us, too, and that made us even more afraid. One day, one of his roommates called Jeffrey a – dirty name – and Jeffrey beat him up so bad he ended up in the hospital – I swear it.

Corlin : (Completely losing his control now, he rises suddenly and in a fury, he slaps the boy several times across the face) ... You're lying, you're lying ... (Then, overcome, Corlin falls down on the edge of the bed, burying his face in his hands. Peter stands near him, completely motionless. Suddenly, Peter reaches out as if to comfort Corlin but pulls back instead, afraid. After a moment, Corlin looks up at him and holds out the tennis racket to the boy, his voice choked with sobs.) Here – take it – the God-awful thing. (Peter hesitates a moment, and then he reaches out for the racket but withdraws his hands from it suddenly as if it were a burning piece of coal.) Didn't you hear what I said? I don't want it near me. It's yours. (Peter takes the racket with one swift gesture and leaves the room very quickly. Corlin sits, motionless, struggling desperately to calm himself. Then, he brushes away his tears with the palm of his hand. In a daze, he rises and returns to the bureau, looking at Jeffrey's belongings a moment, then falls against the cabinet, clinging to it for support. After a very long pause, the door opens again. It is Peter. The boy's eyes are fixed and expressionless. Corlin whirls about suddenly. Peter holds the racket out to Corlin at arm's length.)

Peter : (His voice cold and completely devoid of emotion). I'm sorry. I made it all up, sir. I just wanted Jeffrey's tennis racket. (Corlin continues to stare at the boy, his eyes filled with bewilderment, as Peter continues holding the racket out to him, deathly still, and the curtain slowly falls.)
Discuss these questions with a fellow student in a tutorial session or in a study group, if possible. Then write your own answers to them.

1. Corlin comes to the Grey-Mothers school with a specific purpose in mind. What does he plan to do?
2. In what way does the conversation between Dr. Becker and Corlin reveal Becker's attitude towards Corlin?
3. Discuss the relationship between Jeffrey and his father as revealed in the conversations between Dr. Becker and between Corlin and Peter.
4. Do you think Corlin was a good father? Explain your answer.
5. Why is the truth about the tennis racket so important? What does the racket represent to Peter? To Corlin?
6. Describe the character of Jeffrey.
7. Describe the character of Peter.
8. In your opinion what is the truth about the racket?
9. Write a different conclusion to the play, in which Corlin and Peter would continue their conversation. You may re-introduce Dr. Becker or another student.

Word-notes

1. drab : dull, muddy, brown
2. wan : sad; looking ill
3. garb : dress
4. articulate : (of a person who is) able to put thoughts and feelings into clear speech
5. self-assured : self-confident
6. traits : characteristics; qualities
7. anguish : severe suffering (especially mental)
8. Liberty : freedom
9. tidying up : arranging neatly and in order
10. engraved : If a name or design is engraved, it is cut into a hard surface.
11. chuckling : laughing quietly showing satisfaction or amusement
12. outstanding : very good
13. obsession : some fixed idea from which the mind cannot be freed
14. sojourn : short stay in a place that is not home
15. glimpse : a passing view
16. thrilled him : made him excited; made him feel joy, tear, excitement and pleasure
17. Composure : calmness; complete control over one's feelings
18. cramp : severe pain from the sudden tightening of a muscle
19. freak : very unusual
20. buddy (pl buddies) : companion; partner (man)
21. cherished : dear; loving
22. flaunt (pt flaunted) : show off one's ability, success or possession
23. accusation : charge of doing wrong
24. conceive : think of; imagine
25. blurt out : say something suddenly without thinking
26. torment : cause of suffer great pain in mind or body; annoy
27. inconceivable : unthinkable
28. in a daze : when you are in daze you feel confused and unable to think clearly
29. bewilderment : feeling of great confusion
LESSON 1

A

Questions 1 – 4 require personal information, interests, habits, etc. So answers to these questions will vary from student to student.

C

Some hints/clues are given in some cases. Use them to write full answers.

1 An actor plays or acts out his role in a play.
2 ...... on the stage.
3 He does not simply read his part or line from the script. Nor does he memorise his part. He says or speaks his line with feelings and emotions, as if he is communicating with others in real life.
4 Acting out roles on the stage involves at least two persons. One speaks, the other listens. And as they speak and listen, they interact with each other as they do in real life. Thus acting out their roles they get opportunities to practise spoken and listening skills.

LESSON 2

C

1 Apart from staging a play, there are various types of functions, events, etc which are performed on the stage. (Name as many such functions events, etc as you can.)
2 Doors, windows, back scenes, furniture, other necessary equipment can facilitate better performance by the actors/actresses. Proper lighting and good acoustics help the audience to see and hear the performers better.

D & E

Use the text and a dictionary to answer these questions. Here your practice is more important than just knowing the answers.

LESSON 3

C

1a, 2b, 3d, 4b
**LESSON 4**

A

List 1: textbooks, grammar books, ... (continue)

List 2: journals, novels, ... (continue)

C

1. Because they do not meet in the classroom or campus regularly, it is
difficult for them to do something in a body or group.

2. A play has a plot, i.e. a series of events that make up a story. These events
happen at a place and within an environment. To make the story reliable and
life-like you need a setting where the action of the play takes place.

3. While you are doing your self-study you are doing it by yourself – with no
tutor, no fellow students near you. So normally you can read out the
dialogues of different characters. But if you imagine that you yourself are
acting out or playing different roles in the play you should not just read the
lines. You should then change roles and talk to each of the characters in the
play.

4. See section 2 in B above and write the answer.

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**LESSON 5**

C

1. Father pretended not to hear – pretended to concentrate on the newspaper –
said words, uttered sounds or did things which Fred was not interested in.
Find out these words, sounds and things mainly from the dialogues of DAD
and FRED. Now write the full answer.

2. Both Dorothy and Tom know about Fred's new girlfriend – she is outgoing
immediately after the phone call, Fred wanted the car – think about why
Father was unwilling

3. Secret – surprise – only when Fred told the secret it became clear why he
was trying to take the car immediately out –

4. You can either justify or refute the father's behaviour. Then put forward
your points either in favour of or against what he said and did.

**points in favour:** discipline – rules etc points against: not friendly – afraid of
Mother – stingy (miserly),

5. First write down points about each from their dialogues and behaviour.
Notice each is different from the other.
6 Find out her dialogues which show how she treats her husband and the children. See how they react to her behaviour.

7 This will be a piece of creative writing. So before writing think for a while whether you would like a happy or unhappy ending, whether Grandma would be angry or understanding, whether the father would apologise (say sorry) or try to put the blame on Fred.

LESSON 6

C

1 To see Jeffrey's room, things – to talk of his teachers, friends – to take his things back home –

2 Praise of Jeffrey – taking every chance to please Corlin – hiding truth about Jeffrey's behaviour –

3 Father was Jeffrey's role model – but he was a little negligent about him – Jeffrey used his father's influence in dealing with others high handedly. Father was ignorant about this side of Jeffrey's character.

4 Apparently yes – but you can prove him the reverse (opposite).

5 The incident of the tennis racket is central in the story. It reveals the true character of Jeffrey. To Peter it represents righteousness (right thing) – to Corlin a black spot in Jeffrey's as well as his character.

6 and 7 Read the play and collect information and infer or reach an opinion from what is said or what is unsaid about Jeffrey and Peter.

8 Before you conclude, ask these questions and try to answer them.

– Why was Jeffrey so desperate to become the champion?
– Why didn't Jeffrey buy a better racket (He had enough money to do that)?
– Does the character of Peter show that he was buying?
– Why was Corlin so angry with Peter?

9 This is like question 7 in Section C of Lesson 5. So the answer will vary from reader to reader.
Sample Questions for HSC (2802) 2nd Paper next examination

English (Compulsory)

Second Paper

HSC–2802

Time : 3 hours Full Marks : 100

[N.B. The figures in the margin indicate full marks]

Part–A : Seen Comprehension

Read the passage below and answer questions from 1 to 5:

Language connects and binds people together in a community. It gives them their identity. People speaking the same language are considered to belong to the same community. However, viewed from another angle, language not only connects people, it separates them as well. It is primarily language that separates our Bengalees from those who speak Assamese, Hindi, Urdu, Farsi or Arabic. You are a Bengalee because you speak Bangla, he is a Japanese because he speaks Japanese, and so on.

Within the community, you can adequately make all necessary communication in your first language, your mother tongue- the language with which you grew up ever since you were a child, the language which you learnt at home, and which you use for communicating with others of the same community.

But consider yourself in France, Myanmar, or Iran. There you will find yourself among the people of a different language community. If you do not know the languages spoken there, or some other language that both people there and you understand, you will face great difficulty in every step. In such cases, only the first language is hardly of any help. This is why we need a second language, a language learnt in a school or on job in addition to one's first language.

People master a second language for various reasons including trade and commerce, education and diplomacy, travel and employment. You may be interested in Greek to enjoy the great literature written in that language. You may want to master Arabic in order to find employment in an Arabic speaking land, or for religious reasons. If you want to make business with the French, it will be profitable for you to learn French. You learn English as a second language since you can use it and be understood almost everywhere on the earth.

1. Choose the best answer to complete each sentence : 1×5=5
   (a) People master a first / second / other language for various reasons including trade and commerce.
   (b) If you want to make businesses with the French, you need to learn English / Arabic / French.
   (c) Language gives people their identity / education / employment.
   (d) Only the first language is enough / hardly / suitable of any help.
   (e) People speaking the same language are considered to be the different / specific / same community.

2. True / False? If false, give the correct information : 1×5=5
   (a) A second language is necessary to communicate with people of other language communities.
   (b) Language does not connect and bind people.
   (c) He is a Bengalee because he speaks Japanese.
   (d) We learn English as a second language.
(e) You need to master Arabic for religious reasons.

3. Fill in the gaps with the correct form of the words in brackets. Add any preposition if necessary: 1×5 = 5
   (a) You (learn) ___________ English as a second language in order to use it everywhere on the earth.
   (b) You may be (interest) ________ Greek to enjoy the great literature written in that language.
   (c) If you do not know the languages (speak) ______ there, you will face great difficulty.
   (d) Without a second language you will not be able to (communicate) _________ other people everywhere.
   (e) People speaking the same language (consider) ________ belong to the same community.

4. Answer each of the following questions in one complete sentence: 1×5 = 5
   (a) What is a second language?
   (b) Why do people acquire a second language?
   (c) What do you understand by "First Language"?
   (d) How does language give people their identity?
   (e) Give one advantage of English as a second language.

5. Summarise the central idea of the above passage in five sentences: 1×5 = 5

Part-B : Grammar

6. Fill in the blanks with the correct form of the words in brackets (any ten): 1×10 = 10
   (a) If I was offered the job, I think I (take) ___________ it.
   (b) She would recover earlier if she (continue) _________ with the medicine prescribed.
   (c) Each of these books (be) ___________ very helpful.
   (d) If I had time, I (join) _________ the party.
   (e) Sometimes you (has to / have to) _________ compromise.
   (f) He has (much / many) _________ experience in this field.
   (g) (there / it+is / are) _________ easy to understand why he has done this.
   (h) Language (be) _________ all pervasive.
   (i) Nazrul is (one/some) __________ of our greatest (poet/poets) ______.
   (j) I bought the book (because/so that)________ I needed it.
   (k) I should not have believed it if (not see) ______ it with my own eyes.
   (l) He gave me (many/much) ____ books.
   (m) My teacher would be happy, if I (not miss) ______ a single class.

7. Correct the following sentences (any five): 1×5 = 5
   (a) He came yesterday night.
   (b) We say him a liar.
   (c) The girl sank.
   (d) It is raining since morning.
   (e) He does not know to do it.
   (f) Open page fifty.
   (g) He was angry upon me.

8. Translate into Bengali: 10

Sample Question  Page 286
The number of road accidents in Bangladesh has increased tremendously. Nobody feels safe on the roads anymore. Big and Speedy vehicles like trucks, busses, microbuses and cars approach us on the city roads and highways like killers. This can’t go on for long. Something must be done. We must raise awareness among the general public about civic rights and responsibilities.

Part—C : Vocabulary

9. Column B contains the explanations of the words in Column A. Match the words in Column A with the explanations in Column B: 1×10 =10

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Unique</td>
<td>(a) spoken, not written</td>
</tr>
<tr>
<td>(b) Consequently</td>
<td>(b) novels, plays, poetry and other kinds of creative writings.</td>
</tr>
<tr>
<td>(c) Aboriginal</td>
<td>(c) the only one of its kind.</td>
</tr>
<tr>
<td>(d) Ancestor</td>
<td>(d) praise.</td>
</tr>
<tr>
<td>(e) Abandoned</td>
<td>(e) as a result</td>
</tr>
<tr>
<td>(f) Automatically</td>
<td>(f) people belonging to a region from the earliest time.</td>
</tr>
<tr>
<td>(g) Oral</td>
<td>(g) at the same time</td>
</tr>
<tr>
<td>(h) Literature</td>
<td>(h) people in former times from whom one is descended.</td>
</tr>
<tr>
<td>(i) Simultaneously</td>
<td>(i) without any direct control.</td>
</tr>
<tr>
<td>(j) appreciate</td>
<td>(j) given up</td>
</tr>
</tbody>
</table>

10. Fill in the blanks in the letter below with the correct form of the verbs in brackets: 1×10 =10

Dear Nurul,

I (a) ______ (arrive) at Dhaka two months ago and (b) _____ (stay) with my uncle at Tejgaon. My uncle (c) ____ (work) in a bank but at the moment he (d) ____ (take) a year's study leave when we last (e) ______ (see) him, he (f) ______ (work) for his father's company. Now he (g) ______ (do) a special English Course because he (h) _______ (want) to go to Australia to study. We (i) _____ (go) to see a football match together this afternoon I am (j) _____ (look) forward to getting reply from you. With best wishes,

Your loving friend,

Mahmud

Part—D : Writing

11. Write an application to the co-ordinator of your college for a transfer certificate. 10

12. Read the following advertisement :

Overseas employees needed
First come, first served
write to :
Recruiting officer
Bureau of Manpower
Dhannodi, Dhaka.

Write a letter asking for further information about the employment (e.g., country, company, position, salary, working hour, leave and other facilities, etc.)

13. Write a paragraph on "Poverty in Bangladesh" in about 120 words by answering the following questions : 10

(a) What do you mean by poverty?
(b) What is the condition of the people of Bangladesh?
(c) How can this poverty be alleviated?
(d) How can food production be increased?
(e) What are the other measures that should be taken to remove poverty?