ENGLISH TWO
Course Code : SSC 2602

Secondary School Certificate Programme
(S S C Programme)

কোর্স ফুল
OPEN SCHOOL

Bangladesh Open University
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Written by
Rokeya Sultana
Hasibul Haque
Assistant Professor (formerly.), SSHL, BOU
Md Abdur Razzaque
A B M Kawsar
Raihana Shams
Md. Kamrul Islam
Irshad Ahmed Shaheen
Assistant Professor, Dhaka Residential Model College, Dhaka

Instructional Designing and Editing
Hasibul Haque
Assistant Professor (formerly), SSHL, BOU

Course Co-ordinator
Rafsan Mahmud
Assistant Professor, BOU

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Kazi Saifuddin Abbas

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Monirul Islam

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Md Ekramul Hoque Bhuiyan
Md. Siddiquil Islam

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ENGLISH TWO
eBwU co‡eb

ENGLISH TWO
eBwU evsj,
v‡k Dvb, veke`
y q cēiwZ G mgm\m tç ôMågi Bsiv R Z q câ| GB tk vnW

AC v Glb Self Learner ev`

AC v Glb Self Learner
eBwU evsj,

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

2. msv B weiY (Overview) :

3. cOb, Wšs\Kib, Ges Dêi wb (Read, think and answer) :

4. c Obâm (Questions) :

5. kàf ëwë mgx Kiä (Develop Vocabulary) :

6. Bsivl tZ K_v ejîb (Speak in English) :

7. Bsivl tZ tj Lü Af\vem Kiä (Writing habit in English) :
8. **cÖ‡kœvËi wgwj‡q †`Lyb (Check your answer key)**: cÖ‡kœvËi 
t'qv A vQ| Ac vbù c ÖZKZ. cÖ‡kœvËi mWK n‡q‡Q W. bv Zv vq‡q †`Lyb | G‡Z Av cbù gta’ ‘úó 
aú YvAmùte th AvHCI KZUK ze§Z m¶f g n‡q‡Q|b

9. **cÖ‡qvRbxq wb‡`©‡ki cÖZxK ev Qwe Gi A_© †`Lyb (Necessary instructional sign meaning)**: GB cW’ eB‡q wev boai tbì PPöeAvAbkk|tbì Rb’ cÖ‡qvRbxq wb‡`©‡ki cÖZxK wev boai ev cÖ‡qK e’enwi Kiv n‡q‡Q|G, tj vmbgN

10. **wUD‡Uvwiqvj K¬v‡k †hvM`vb Ki’b (Attend Tutorial Class)**: esv¶ †k Db vy vek e`’ty qì Aaab 
wev boai wb‡`©‡ki tmiU (TC) G gtm ’Bu ev vz bù WUD‡Uvwiqvj K¬v‡k e`’vy Kiv nq| Gme K¬v‡k 
†vqvj c W’ eB‡qI bvbveq‡qi Wiv j‡qi RjQ Zv m‡’n Ges mgm’v, tj vmgwevbi e`’vy Ges msk AUnit I 
Lesson Gi Dci w’vb1 Dc‡’k t‡q‡Q nq| m‡’v v‡xvbvb‡v cÖ‡qvRbxq wb‡`©‡ki cÖZxK wZ n‡q‡Q| 

11. **teZU l tuvw kb Abývb Dc‡f W KI’b (Enjoy Radio and TV Programme)**: esv¶ †k Db vy 
veke`’ty q¶ v‡xvbvb‡vGi Dci cÖ‡qvRbxq wb‡`©‡ki cÖZxK wZ n‡q‡Q| G‡Z Av cbviv wev boai cv‡Vi Abyôvb cÖ‡kœ †`qv Av‡Q| buav‡a wPwÝZ K‡i wUwm-Gi mswk m¤§yZ †Kv‡Q Bs‡iwR cvi‡eb| 

12. **jxq Av‡jvPbvq Ask wb (Join Group Discussion)**: w¶ v‡xvbvb‡v Gi Dci w’vb1 Dc‡’k t‡q‡Q nq| 
wev boai tbì mgm’v wev boai ti A‡jvPbvq Ki’b| G‡Z w‡xvbvb‡v Gi Dci w’vb1 Dc‡’k t‡q‡Q nq| 

13. **wPWCi y‡L (Write letters)**: esv¶ †k Db vy vek e`’ty qì l tcb’ †`jì Bstì †Kv‡Q Bs‡iwR 
vi‡Q K‡i KIV Yv †Kv‡Q Bs‡iwR cvi‡eb| wPWCi y‡L (BS‡iwR), mnKvix Aa¨vcK 
†Kvm© †Kv-AwW©‡bUi (Bs‡iwR), mnKvix Aa¨vcK

14. **bgpv cÖ‡‡k l Abývb Ki’b (Find Sample Questions and practise)**: w‡xvbvb‡v Gi Dci w’vb1 Dc‡’k t‡q‡Q nq| 
A‡jvPbvq Ask wb (Join Group Discussion): w¶ v‡xvbvb‡v Gi Dci w’vb1 Dc‡’k t‡q‡Q nq| 
wev boai ti mgm’v wev boai ti A‡jvPbvq Ki’b| G‡Z w‡xvbvb‡v Gi Dci w’vb1 Dc‡’k t‡q‡Q nq| 
wev boai ti mgm’v wev boai ti A‡jvPbvq Ki’b| G‡Z w‡xvbvb‡v Gi Dci w’vb1 Dc‡’k t‡q‡Q nq| 

15. **wUD‡Uvwiqvj K¬v‡k †hvM`vb Ki’b (Attend Tutorial Class)**: esv¶ †k Db vy vek e`’ty qì Aaab 
wev boai wb‡`©‡ki tmiU (TC) G gtm ’Bu ev vz bù WUD‡Uvwiqvj K¬v‡k e`’vy Kiv nq| Gme K¬v‡k 
†vqvj c W’ eB‡qI bvbveq‡qi Wiv j‡qi RjQ Zv m‡’n Ges mgm’v, tj vmgwevbi e`’vy Ges msk AUnit I 
Lesson Gi Dci w’vb1 Dc‡’k t‡q‡Q nq| m‡’v v‡xvbvb‡v cÖ‡qvRbxq wb‡`©‡ki cÖZxK wZ n‡q‡Q| 

16. **wUD‡Uvwiqvj K¬v‡k †hvM`vb Ki’b (Attend Tutorial Class)**: esv¶ †k Db vy vek e`’ty qì Aaab 
wev boai wb‡`©‡ki tmiU (TC) G gtm ’Bu ev vz bù WUD‡Uvwiqvj K¬v‡k e`’vy Kiv nq| Gme K¬v‡k 
†vqvj c W’ eB‡qI bvbveq‡qi Wiv j‡qi RjQ Zv m‡’n Ges mgm’v, tj vmgwevbi e`’vy Ges msk AUnit I 
Lesson Gi Dci w’vb1 Dc‡’k t‡q‡Q nq| m‡’v v‡xvbvb‡v cÖ‡qvRbxq wb‡`©‡ki cÖZxK wZ n‡q‡Q|
A Note from Course Co-ordinator

Dear Learner

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

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

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

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

Wish you all the best.

Rafsan Mahmud
Dividing the Cake

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

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

Overview
Lesson 1: Dividing the Cake
Learning point: adj/adv + er . . . + than

Lesson 2: Visiting the Zoo
Learning point: more + adj/adv + than

Lesson 3: In the Shopping Centre
Learning point: superlative adj with 'the' as + adj/adv + as

Lesson 4: Revision and Test
Answer Key
Dividing the Cake

A

Look at the picture and answer the following questions orally.

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

B

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

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

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

One day two rats were happy to find a piece of cake. The cake was big enough for them. But the problem was to divide it equally. Each rat wanted
to have the bigger share than the other. None was ready to take the smaller one. At last they went to a monkey for justice. The monkey was wiser than the rats.

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

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

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

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

Mrs Amin: Thank you. Remember it.

Note the following words and expressions.

younger: বয়সে ছোট
heavier: অপেক্ষাকৃত ভারি
quarrel: ঝগড়া, বিরোধ
yet: তবুও
cake: কেক
equally: সমানভাবে
began to continue his practice: তার একই কাজ চালিয়ে যেতে
big enough: যথেষ্ট পরিমাণ বড়
claim: দাবি করা
bigger share: Zpbqi Kf বড় অংশ
justice: নায়কতার
I’ve done a lot for you: আমি তোমাদের জন্য প্রচুর (কাজ) করেছি
not any more in future: ভবিষ্যতে আর না
divide: ভাগ করা
scales: দার্জিলিং

Answer the following questions first orally and then in writing.

1. Who is younger than Reba?
2. Is Rashed taller than Reba?
3. Who told the story to Reba and Rashed?
4 Who wanted the bigger share of the cake?
5 Who was wiser than the rats?
6 Why did Mrs Amin tell the story to her children?

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

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

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

eg Reba tall Rashed
Reba is taller than Rashed

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

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

Look at the picture and try to guess the following.

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

B

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

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

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

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

Note the following words and expressions.

- excited : উত্সাহিত
- view : দৃশ্য
- charming : মনোরম
- colourful : বর্ণচমৎকার
- over there : ঐখানে
- cage : খাঁচা
- dangerous : বিপজ্জনক
- intelligent : বুদ্ধিমান
- snack : হালকা খাবার

Answer the following questions first orally and then in writing.

1. Where did Reba and Rashed visit?
2. Who thought that the lake view was more charming than the land view?
3. Which animal is larger than the others?
4. Who was more tired than the children?
Read the following sentences.
1. Dhaka is more populous than Rajshahi.
2. The cow is more useful than the horse.
3. The cat is less faithful than the dog.
4. Gold is more valuable than silver.
5. The car moves more speedily than the bus.
6. The port of Chittagong is more important than that of Chalna.

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

Rewrite the following passage by filling in the blanks with suitable words.
Use information from the reading passage at B.
Reba and Rashed 1____ to visit the 2___ with their parents. 3____ liked the peacock 4____ Rashed thought that the lake view of the zoo was more 5____ than the land 6____. They also saw the 7____, the lion, and the 8____. They found that the elephant was 9____ than any other 10____ in the zoo.
In the Shopping Centre

A

Look at the picture and try to answer the following.
1 What place is it?
2 What are the people doing?

B

Read the following text and answer the questions at D.
The Eid festival was very near. Everybody was busy with shopping. One day Mr Amin took his family to a shopping centre. He was entering a big shop.

Reba : Mother, let’s go to a bigger shop. We’ll buy a lot of things.
Mrs Amin : O, you don’t know. This is the biggest shop in this market. You can easily choose from many beautiful things here.

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

Reba : Excuse me, father. I like this dress. What do you think of it?
Mr Amin : Beautiful! You've chosen the best set for you. But it seems smaller than your size. (To the shopkeeper) Do you have a larger size of this set?

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

Mr Amin : Thank you.

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

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

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

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

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

Note the following words and expressions.

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

Answer the following questions first orally and then in writing.

1. Where did Mr Amin and his family go?
2. What did Reba choose for herself?
3. Who was the youngest of all?
4. Which things did Reba and Rashed like most?
5. Who thought himself the happiest man?
Read and note.
1. Dhaka is the biggest city in Bangladesh.
2. Chittagong is the greatest port in Bangladesh.
3. The elephant is the largest animal.
4. The Tajmahal is the most beautiful tomb in the world.
5. The train can’t run as speedily as the plane.
6. Sylhet is not as big as Dhaka.

Now complete the following:
1. The Meghna is the ............ river in Bangladesh. (wide)
2. Rafiq is the ................. boy in the class. (tall)
3. The rose is the ................. flower. (beautiful)
4. Barishal is not as ............... as Dhaka. (busy)
5. Mr Amin is the ............... man in his society. (happy)
6. Cox’s Bazar is the ............... place in our country. (attractive)
7. The tiger is as ............... as the lion. (dangerous)
8. Karim is the ................. man in the village. (poor)
9. The elephant can’t run as ............ as the horse. (fast)
10. Hena is the ............... girl in the class. (intelligent)
Better Late than Never

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

“Better late than never” — replied Shaheen with a smile.
Answer the following questions first orally and then in writing.
1 Who is the tallest boy – Shaheen, Dolon or Dipu?
2 Who is the most intelligent boy in the class?
3 Who is the smallest in size?
4 Why did Dolon want to buy some new year's greeting cards?
5 Why was Dipu surprised?

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

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

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

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

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

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

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

**LESSON : 2**

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

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

**E**
1. More quickly
2. more costly
3. more difficult
4. more/less attentive

---

*Dividing the Cake*
(5) more/less polite (6) more dutiful
(7) more careful (8) more/less hopeful

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

LESSON : 3

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

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

LESSON : 4

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

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

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

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

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

Overview

Lesson 1: Meeting a Friend
Learning point: Present perfect tense in subordinate clauses

Lesson 2: Being Self-employed
Learning point: be + adjective + that + clause

Lesson 3: Starting a Dairy Farm
Learning point: Need ... as a modal and a full verb

Lesson 4: Managing a Dairy Farm
Learning point: have to + verb

Lesson 5: Revision and Test
Answer Key
A

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

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

B

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

Hasan : Hello Rahim! Do you remember me?
Rahim : Sorry, I can't recognise you exactly. Can you tell me your name, please?
Hasan : You can’t recognise me! I’m Hasan.
Rahim : Hasan! My friend Hasan! How on earth would I recognise you? You’ve changed so much! You were such a healthy boy. Now you look so thin! What happened? Where have you been all this while?
Hasan: I left for Dhaka four years ago. I had high hopes then. I thought that I’d find a good job. I’ve wasted four years of my life. I’ve ruined my health, but I couldn’t find a suitable job for me. So I’ve come back.

Rahim: Oh, I’m really sorry for you. It was a mistake on your part to go to Dhaka. You should have tried your luck here.

Hasan: What about you, Rahim? You stayed in the village. Have you had any luck?

Rahim: Well, I’ve had some luck. Come with me. I’ll show you something.

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Read and note.

remember : call back to memory
recognise : identify again
can’t : cannot (note that cannot is one word)
happen : take place
high hopes : high hopes
job : employment
thought : past of ‘think’
I’d : I would
waste : use without good purpose
ruin : destroy
suitable : right for the purpose
mistake : wrong act
on your part : on your part
try one’s luck : test one’s fortune
have luck : be fortunate

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

1. Who has come back from Dhaka?
   A. Hasan
   B. Hasan’s friend
   C. Rahim
   D. Both of them.

2. Who could recognise his friend first?
   A. Rahim
   B. Hasan
C Both of them
D Neither of them

3 Hasan has become
A Very poor.
B Very rich.
C Very thin.
D Very healthy.

4 Hasan has come back. Because
A he was sick.
B he became very thin.
C he could not find any suitable job.
D he had high hopes.

5 Rahim said, “I’ve had some luck”. It means that
A he has been fortunate.
B he has been unfortunate.
C he was rich.
D he was poor.

E

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

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

Helal : 1 Hello Arif! Do you 2 me?
Arif : Helal! It’s difficult to 3 remember you. You’ve changed 4 so much. Where were you 5 long while?
Helal : In Dhaka. I was looking for a 6 job. But I didn’t find any 7 job for me. 8 You had any 9 job for me?
Arif : Well, I’ve 10 had some luck.

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

Look at the picture and answer the following questions.

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

B

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

Rahim : I’m glad that you’ve come to my house.
Hasan : You said that you’d show me something. What did you actually mean?
Rahim : Let me explain. Four years ago you left for Dhaka. I was sorry that you left us. But I was also happy to think that you’d get a good job. You were a university graduate. You were sure to find a good job. I knew that I would not get a good job. I didn’t even finish high school education. What could I do? So I joined a youth training course. There I learnt to be self-employed.
Hasan : Self-employed? What does it mean?
Rahim : It means being employed by oneself.
Hasan : You mean finding a job?
Rahim : No, you don’t ask anybody for a job. You do something to earn money.
Hasan : How?
Rahim : There are many different ways to earn money. You can start a poultry farm or a dairy farm.
Hasan : But, Rahim, you must know how to manage such farms.
Rahim : Right. That’s what we learnt in the youth training course. I learnt how to manage a dairy farm.
Hasan : A dairy farm! Have you started a dairy farm?
Rahim : Yes, I have. I’ll show it to you.

Note the following words and expressions.

- you’d : you would
- actually : in reality
- university graduate : one who has got a degree from a university
- youth training course : জ্যোতির্ষ্টি প্রশিক্ষণ কার্যক্রম
- self-employed : ভ্র-নিয়োজিত
- oneself : নিজে
- earn : gain by labour
- poultry farm : হৈস-মুরগির খামার
- dairy farm : গবাদি পশুর খামার যেখানে দুধ মাখন ইত্যাদি উৎপন্ন হয়
- manage : administer

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

Study and note the following sentences.

A You have come to my house.
B I am glad.
C I am glad that you have come to my house.
Now join the following pairs of sentences as shown above.

1  A  Hasan left for Dhaka.
   B  Rahim was sorry.
   C  ........................................................

2  A  Hasan is a university graduate.
   B  It is true.
   C  ........................................................

3  A  He could not find a job.
   B  It was clear.
   C  ........................................................

E

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

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

E

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

Look at the picture and answer the following questions.

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

B

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

Rahim: Look, this is my dairy farm.
Hasan: Wonderful! Surely you needed money to start it. Where did you get the money from?
Rahim: I borrowed one lakh taka from our local bank.
Hasan: One lakh taka! The bank gave you such a big loan! How did you get it?
Rahim: I submitted my project to the bank authorities. They conducted an inquiry and were satisfied. I got the loan.
Hasan: What did you do with the money?
Rahim: At first, I wanted to buy some land for my farm; but my father said, “You need not buy land. Build the cow sheds in our back-yard.” So I build two *pukka* sheds for Tk. 10,000/-.  
Hasan: You need not have spent so much money. You could build two *kutcha* sheds for Tk. 1,000/-.  
Rahim: That would be foolish. I must keep my cows healthy. Cows need clean environment and *pukka* sheds are easy to clean.  
Hasan: What did you do with the rest of the money?  
Rahim: I bought three cows for Tk. 90,000/-. All of them give high yields. On average, each of them gives 10 litres of milk a day. I already have five calves from them – three heifers and two bull calves.

**Study and note.**

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

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

1. How much money did Rahim borrow?  
2. Where did he get the money from?  
3. Why did he build two pukka sheds?
Study and note.

'Need' as a full verb is a regular verb.
For example: 1. He needs a pair of shoes.
2. He does not need a shirt.
3. You needed money to start this firm.

'Need' as a modal is a special verb. It is used with 'not', i.e. 'need not'
For example: He need not come.
Note that 'need' is used here, not 'needs'.
It means, "It is not necessary for him to come".
Opposite of 'need not' is 'have to'.
For example: He has to go.

Now read out the following sentences and make them negative by using 'need not'. The first one is done for you.
1. He has to help me.
   He need not help me.
2. You have to see me.
3. They have to remain here.
4. We have to start early.
5. I have to keep my cows healthy.
6. She has to study hard.

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

Rahim ______ his project to the bank ______. They ______ an inquiry and were ______. Rahim got a ______ of Tk. one lakh. He built two ______ sheds in their ______ for ______ Tk.10,000/-. Then he bought three cows for Tk. 90,000/-. All of them gave high ______. He has five calves from them, three ______ and two ______.

Suppose you want to be self-employed and you want a bank loan. Say why you want it and how you will get it. Then write your plan and show it to your tutor.
Try to remember what you have studied in the last lesson and answer the following questions.

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

Read the following text and answer the questions at B.

Hasan: What's your average income from the farm?
Rahim: Usually two cows give milk and one remains dry. My average daily yield of milk is 20 litres. I sell the milk at the rate of 20 taka per litre. So I get 400 taka per day.
Hasan: What are your expenses?
Rahim: Each day I have to spend 150 taka to feed my cows and calves. Moreover, I have to buy medicine and injections for the cows. At times, I have to call the vet. I also have to engage a boy servant to help me look after the cows. On average these incidental expenses come to about Tk. 5000/- per month. So my income from the farm comes to about Tk. 7,000/- per month.
Hasan: What about your bank loan?
Rahim: It'll be repaid in 36 instalments. I've already repaid 30 instalments. My loan will be fully repaid within six months.
Hasan: Rahim, you've made a success of your life. I wish you well.
Rahim: Thank you. You can also make a success of your life. Only give up the idea of looking for jobs. Try to be self-employed.

Study and note.

<table>
<thead>
<tr>
<th>English</th>
<th>Bangla</th>
</tr>
</thead>
<tbody>
<tr>
<td>average</td>
<td>গড়</td>
</tr>
<tr>
<td>income</td>
<td>আয়</td>
</tr>
<tr>
<td>one cow remains dry</td>
<td>i.e. one cow does not give milk.</td>
</tr>
<tr>
<td>daily yield</td>
<td>amount produced each day</td>
</tr>
<tr>
<td>litre</td>
<td>a unit for measurement of liquid</td>
</tr>
<tr>
<td>expense</td>
<td>money used for something</td>
</tr>
<tr>
<td>feed</td>
<td>to give or supply food</td>
</tr>
<tr>
<td>at times</td>
<td>now and then</td>
</tr>
<tr>
<td>vet</td>
<td>short expression for veterinary surgeon</td>
</tr>
<tr>
<td>engage</td>
<td>employ</td>
</tr>
<tr>
<td>incidental expenses</td>
<td>occasional expenses</td>
</tr>
<tr>
<td>repay</td>
<td>pay back</td>
</tr>
<tr>
<td>instalment</td>
<td>payment in parts</td>
</tr>
<tr>
<td>make a success</td>
<td>to have success</td>
</tr>
<tr>
<td>give up</td>
<td>abandon</td>
</tr>
</tbody>
</table>

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

1. How much milk does Rahim get each day?
   A 10 litres  B 20 litres  C 25 litres  D 30 litres

2. How much money does he spend to feed his cows and calves?
   A Tk. 400 per month.  B Tk. 150 per day.
   C Tk. 400 per day.  D Tk. 4000 per month.

3. Who looks after Rahim's cows?
   A Rahim himself.
   B Rahim's boy-servant.
C Both Rahim and his boy-servant.
D None of the above.

4 What are Rahim's incidental expenses?
A He has to buy medicine and injections for his cows.
B He has to pay the vet.
C He has to pay his boy servant.
D All of the above.

5 In how many instalments will Rahim's loan be repaid?
A In 36 instalments.  B In 30 instalments.
C In 6 instalments.  D None of the above.

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

Now fill in the blanks with the right form of 'have to'. The first one is done for you.
1 Each day Rahim has to spend 150 taka to feed his cows.
2 Yesterday one of his cows became sick. He ______ call the vet.
3 You'll ___________ study hard if you want to pass your examination.
4 She cannot come today. She ___________ help her mother.
5 Hasan ______________ come back from Dhaka as he could not find any job.

Suppose you have started a dairy farm. Now fill in the blanks to tell your friend about your dairy farm. Take help from reading passage at B.
I have a dairy farm. Each day I get __1__ litres of milk. I get Tk. __2__ per month by selling milk. Each day I have spend Tk. __3__ to feed my cows and calves. At times I have to call the __4__ and I have to buy medicine and __5__ for the cows. I __6__ to spend Tk. __7__ per month for these __8__ expenses. So my monthly __9__ from the farm comes to about Tk. __10__. 
A

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

Rahim and Hasan were friends. Hasan left for Dhaka. There he tried hard, but could not find a suitable job. So he had to come back to his village. Rahim was not highly educated. He knew that he could not find a good job. So he joined a youth training course. There he learnt to be self-employed. Rahim took a bank-loan of Tk. one lakh and started a dairy farm. Now he has three cows and five calves. His average monthly income is Tk. 7,000/-. His bank-loan will be repaid soon.

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

B

Read the following sentences and cross out the wrong words.

1 Four years ago Hasan **has left/left** for Dhaka.
2 He thought that he **would/had** get a good job.
3 He **has/have** wasted his time, he has **ruin/ruined** his health.
4 But he **could not/has not** find a job.
5 So he **had to/have to** come back.
Use the correct form of 'have to' or 'need not' in the blanks below. First say the completed sentences and then write them.

Examples:

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

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

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

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

<table>
<thead>
<tr>
<th>I</th>
<th>He</th>
<th>We</th>
<th>You</th>
<th>She</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>is</td>
<td>are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sure</td>
<td>sorry</td>
<td>happy</td>
<td>glad</td>
<td>angry</td>
</tr>
<tr>
<td>you will help me.</td>
<td>he cannot help his friend.</td>
<td>you have come back.</td>
<td>he has lost his money.</td>
<td>he could do nothing.</td>
</tr>
<tr>
<td>the examination is over.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON : 1

A
1 city street  2 old  3 quite healthy

D
1 A  2 B  3 C  4 C  5 A

F
1 Hello  2 remember  3 recognise
4 so much  5 all this  6 job
7 Suitable  8 Have  9 luck
10 had

LESSON : 2

A
1 I can see two young men in the picture.
   or
   I can see Hasan and Rahim in the picture.
2 They are sitting in a room.
3 They are taking tea.

D
1 Rahim was sorry that Hasan left for Dhaka.
2 It is true that Hasan is a university graduate.
3 It was clear that he could not find a job.

E
1 T
2 T
3 F Rahim was happy to think that Hasan would get a good job.
4 F Rahim could not finish high school education.
5 T
6 F Rahim learnt to be self employed.
7 F Self-employed means being employed by oneself.
8 F Rahim learnt how to manage a dairy farm.

G
Try yourself and show your answer to your tutor.
LESSON : 3

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

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

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

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

G
Try yourself and show the answer to your tutor.

LESSON : 4

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

D
1 B
2 B
3 C
4 D
5 A

E
2. had to
3. have to
4. has to
5. had to

F
Information provided in the answer can be varied. One typical answer is:
I have a dairy farm. I get 20 litres of milk. I get Tk. 12,000/- per month by selling milk. Each day I have to spend Tk. 150/- to feed my cows and calves. At times I have to call the vet and I have to buy medicine and injections for the cows. I have to spend Tk. 5,000/- per month for these incidental expenses. So my monthly income from the farm comes to about Tk. 7,000/-.
LESSON : 5

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

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

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

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

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

Overview
Lesson 1: A News-item
Learning point: Relative who & which

Lesson 2: A Conversation
Learning point: Relative that & what

Lesson 3: A TV Interview
Learning point: be + adj + to + verb

Lesson 4: After the News
Learning point: if + present + future

Lesson 5: Revision and Test

Answer Key
A News-item

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

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

B

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

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

Young Girl Catches Criminal

Yesterday evening a young girl named Dahlia Chowdhury (22) caught a criminal. She was going alone in a rickshaw. Suddenly two men on a motor-cycle came in front of her rickshaw. The rickshaw had to stop as a result. The man who was sitting on the rear seat got off the motor-cycle. He first hit the rickshaw-wallah who ran away in fear. He then tried to snatch Dahlia's necklace. She reacted by hitting him hard with her umbrella. She
also started shouting which attracted some passers-by. They came to help her. They saw that the man who was hit was lying on the ground. They handed him over to the police. The other man who drove away quickly was later arrested.
2 How did the rickshaw-wallah react?
A  He fell down.
B  He ran away.
C  He hit the criminals.
D  He lost consciousness.

3 Who hit one of the criminals?
A  The rickshaw-wallah.
B  The passers-by.
C  Dahlia.
D  All of them.

4 Who came to help Dahlia?
A  Some passers-by.
B  Some shopkeepers.
C  The rickshaw-wallah.
D  All of them.

5 What happened to the other criminal?
A  He ran away in fear.
B  He drove away quickly.
C  He was later arrested.
D  Both B and C.

Read the following.
The man who was sitting on the rear seat got off the motor-cycle.
Here 'who' joins the following sentences.
a) The man was sitting on the rear seat of the motor-cycle.
b) He got off the motor-cycle.

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

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

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

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

Study and note.

'which' is used for things, not for persons. It may also be used for animals, ideas etc.
Example : She started shouting *which* attracted some passers-by.
Here 'which' stands for 'shouting'.

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

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I bought a cow.</td>
<td>a) They were hung on this wall.</td>
</tr>
<tr>
<td>2 She passed her examination.</td>
<td>b) I left them on this table.</td>
</tr>
<tr>
<td>3 Where are the pictures?</td>
<td>c) It pleased my parents.</td>
</tr>
<tr>
<td>4 I can't find my glasses.</td>
<td>d) It gives 5 litres of milk a day.</td>
</tr>
<tr>
<td>5 I got a prize.</td>
<td>e) It made her happy.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

"I don't know her personally, but I know what everybody knows about her. She is indeed a very brave girl. Let me tell you what I once saw. This happened two or three years ago. Dahlia was a student of our college, though not in my class. One day she was going to college on foot. She found that two young men were following her. One of them threw something that hit her on the back. Do you know what she did? She turned
round and hit one of them. The other man ran away in fear. 'From now on
behave yourself', shouted Dahlia. I saw this from a distance.
"I feel sorry for the man who tried to snatch her necklace. He must have
learnt a good lesson."

Read and note.

reaction : action resulting from something

believe : feel sure of the truth of something

the same : identical

earn : acquire

nickname : name given humorously

personally : in person

behave yourself : behave properly

learn a good lesson : learn from experience

Read the following sentences.

1 This is the same Dahlia that earned the nickname of 'Dangerous
Dahlia'.

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

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

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

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

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 This is the house.</td>
<td>a) It was quite new.</td>
</tr>
<tr>
<td>2 This is the man.</td>
<td>b) They were not ripe.</td>
</tr>
<tr>
<td>3 You are the man.</td>
<td>c) He lives in that house.</td>
</tr>
<tr>
<td>4 I lost my umbrella.</td>
<td>d) Jack built it.</td>
</tr>
<tr>
<td>5 He did not eat the mangoes.</td>
<td>e) You hit me.</td>
</tr>
</tbody>
</table>

Examples:
1/d This is the house that Jack built.
This is the man that lives in that house.

**Study the following example.**

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

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

a) You've read out something.

b) I can't believe it.

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

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

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

1 a) You are saying something.
   b) I can't hear it.
   Ans: I can't hear what you are saying.

2 a) You have done something.
   b) I know it.

3 a) I heard something from my mother.
   b) I will tell it to you.

4 a) He says something.
   b) It's not important.

5 a) She did something.
   b) It was wrong.

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

1 Who couldn't believe the news-item?
2 Who could believe it?
3 Why could he believe it?
4 What did Jamil know about Dahlia?
5 What was Dahlia's nickname?
Look at the picture and answer the following questions. Give short answers.

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

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

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

Interviewer : We are happy to present to our viewers a special guest. You've read about her in the newspapers. Ladies and gentleman, meet Ms Dahlia Chowdhury!

Dahlia : Hello. (she bows)

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

Dahlia : I'd be happy to. Last Sunday, I was going to my friend's wedding. Suddenly two men on a motor-cycle stopped my rickshaw. One of them hit my rickshaw-wallah. I was very angry to see this.
Interviewer: You weren't frightened!
Dahlia: I know martial art. I don't get frightened easily. In fact, I became furious when he tried to snatch my necklace.
Interviewer: That's why you hit him with your umbrella! Why didn't you use martial art?
Dahlia: Well, at that moment, I forgot about martial art. But my umbrella did a good job. It broke into pieces but the criminal was arrested.

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

---

**Study and note.**

Interview: সাক্ষাৎকার
interviewer: one who conducts an interview সাক্ষাৎকারের গ্রহণকারী
present (v): put forward উপস্থাপন করা
viewers: persons watching (especially TV programmes) প্রধানত টিভি দর্শক
eager: earnest উত্সুক
martial art: জুড়ো বা কারাটে জাতীয় লড়াই-এর কৌশল
in fact: really প্রকৃতপক্ষে
furious: very angry প্রচুর তুষ্ণ

---

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

1. Mr and Mrs Ahmed are watching
   A. a video programme.
   B. a magazine programme on TV.
   C. the news on TV.
   D. a football game.

2. Where was Dahlia going?
   A. To her friend's wedding.
   B. To her friend's birthday.
   C. To a market.
   D. To a cinema.

3. How did Dahlia feel when her rickshaw-wallah was hit?
   A. She became afraid.
   B. She became angry.
   C. She became bored.
   D. She became surprised.
4 Dahlia became furious when
A the criminals stopped her rickshaw.
B one of them hit her rickshaw-wallah.
C one of them tried to snatch her necklace.
D one of them tried to drive away.

5 Dahlia was not frightened because –
A she had her umbrella with her.
B she thought that the rickshaw-wallah would come later.
C she knew that some passers-by would help her.
D she was brave and she knew martial art.

Study the following sentences.

1 a) I saw it.
   b) I was angry.
   c) I was angry to see it.

2 a) I'll tell them what happened.
   b) I'll be happy.
   c) I'll be happy to tell them what happened.

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

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

<table>
<thead>
<tr>
<th>I</th>
<th>am is were was</th>
<th>happy angry afraid eager pad</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>was</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>am is were was</th>
<th>happy angry afraid eager pad</th>
<th>to</th>
</tr>
</thead>
</table>
| listen to you.
| appear at the examination.
| leave his village home.
| hear the good news.
| see the man hit the boy.
| come home.
| travel by air.

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

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

A

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

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

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

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

Now join clauses from columns A and B to make meaningful sentences. One is done for you.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If you get wet,</td>
<td>a) I'll give him the book.</td>
</tr>
<tr>
<td>2. If he wins this game,</td>
<td>b) he'll pass the examination.</td>
</tr>
<tr>
<td>3. If he studies hard,</td>
<td>c) I'll give her the message.</td>
</tr>
<tr>
<td>4. If Rana comes here,</td>
<td>d) you'll catch cold.</td>
</tr>
<tr>
<td>5. If she calls me,</td>
<td>e) he'll be the champion.</td>
</tr>
</tbody>
</table>

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

Refer to the text A and answer the following questions first orally and then in writing.
1. Is Dahlia a student? What examination has she appeared at?
2. What job does she like? Why does she want that job?
3. What does Dahlia say about women's protection?
4. What does Dahlia say to the viewers?
5. Why does she say it especially to women?

Suppose you are writing to your younger sister about Dahlia's interview and you are giving your opinion on her advice. Do you agree with Dahlia's advice? Give reasons for your opinion?
In lessons 1 and 2 we learnt the use of the relative pronouns who, which, that and what. Let's summarise what we have learnt.

1. **Who** is used for persons (not for things).
   - The people who work here are friendly.
   - The lady who lives next-door is a doctor.
   - I have a friend who lives in Japan.
   
   **Do not use who for things.**

2. **That** is used for things (and sometimes for persons).
   - He lives in a house that is very old.
   - I have lost the book that you gave me.
   - Where is the money that I gave you?
   - That is used for people also.
   - e.g. He is the man that hit me.

3. **Which** is used for things only, (not for persons)
   - He was wearing a shirt which belongs to me.
   - I gave him a present which he did not like.
   - She told me a story which I did not believe.
   
   **Do not use which for persons.**

4. **What** is used for things only (not for persons)
   - She did not like what I told her.
   - I know what you don't know.
   - He told us what he saw.
   
   **Do not use what for persons.**
Fill in the blanks with who/which/that/what.

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

You've also learnt the use of the structure:
If + present + future
eg. If I go out, I'll close the windows.

The sentence introduced with 'if' is a conditional sentence. Note that the if clause is in the present tense, the main clause is in the future tense.
If you get wet, you'll catch cold.
In the above example 'if' comes at the beginning of the sentence, but 'if' can come in the middle also.
eg. I'll close the window, if I go out.

Now complete the following sentences. Use the phrases given in the brackets.
1. If you walk slowly you (miss the bus)
2. They will come if you (ask them)
3. If you aren't careful you (fall)
4. You'll catch cold if you (go out now)
5. If he comes, I (go with him)
6. Mahbub will help me if I (request him)

In lesson 3 you've learnt the use of the structure: be + adj + to + v
eg. I am happy to see you.
They are eager to receive you.

Now make eight meaningful sentences from this table.

<table>
<thead>
<tr>
<th>I</th>
<th>am</th>
<th>happy</th>
<th>hear the news.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>is</td>
<td>eager</td>
<td>go home.</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>afraid</td>
<td>travel alone.</td>
</tr>
<tr>
<td>He</td>
<td>was</td>
<td>sorry</td>
<td>lose money.</td>
</tr>
<tr>
<td>She</td>
<td>were</td>
<td>angry</td>
<td>win the prize.</td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
<td>see him.</td>
</tr>
</tbody>
</table>
LESSON : 1

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

D
1 A  2 B  3 C  4 A  5 D

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

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

G
1 who  2 which  3 who  4 which  5 who

H
Try yourself and show your answer to your tutor.

LESSON : 2

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

D
3/e You are the man that hit me.
4/a I lost my umbrella that was quite new.
5/b He did not eat the mangoes that were not ripe.
2 I know what you have done.
3 I will tell you what I heard from my mother.
4 It's not important what he says.
   or
5 What he says is not important.

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

LESSON : 3

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

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

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

LESSON : 4

2 If he wins this game, he'll be the champion.
3 If he studies hard, he'll pass the examination.
4 If Rana comes here, I'll give him the book.
5 If she calls me, I'll give her the message.
Dahlia is no longer a student. She has appeared at the MA examination in History.

She likes the job of a police officer. She thinks that if she gets that job she will be able to bring the criminals to justice.

She says that our women need special protection. If she gets the opportunity she will give them protection.

She says to the viewers to be brave and not to be afraid of criminals. Criminals are always coward. If one faces them boldly, they'll run away.

She says it especially to women because she thinks women are more afraid of criminals. So women need this advice more than men do.

Try yourself and show your answer to your tutor.

LESSON : 5

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

If you walk slowly, you will miss the bus.

They will come if you ask them.

If you aren't careful, you will fall.

You'll catch cold if you go out now.

If he comes, I will go with him.

Mahbub will help me if I request him.

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

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

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

Overview

Lesson 1: Secrets of Good Health
Learning point: seem/look/feel + adjective

Lesson 2: Right Food and Clean Water
Learning point: in order to + verb

Lesson 3: Prevention is Better than Cure
Learning point: get/become/grow + adjective

Lesson 4: Revision and Test
Answer Key
Secrets of Good Health

A

Look at the picture and answer the following questions orally.

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

B

Read the following text and answer the questions at D.

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

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

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

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

Dihan: How old are you, Sir?

Mr Kabir: About fifty-seven.

Dihan: Fifty-seven!

Mr Kabir: Why Dihan? You seem so surprised?

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

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

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

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

1. Always eat the right food and drink clean water.
2. Have sufficient exercise and rest.
3. Prevent diseases.
This is the way to keep yourself strong and healthy. You shall follow these rules.

**Read and note.**

- healthy :  স্বাভাবিক
- active :  কম্পোঅ 
- no longer :  আর অধিককাল নয়
- surprised :  বিস্মৃত
- still :  even now; এখনও
- join :  যোগদান করা
- secret :  not known by everybody; গোপনীয়
- exercise :  (n) ব্যায়াম
- rest :  (n) ব্যায়াম
- prevent :  প্রতিষ্ঠা করা
- disease :  রোগ; ব্যাধি
- follow :  অনুসরণ করা; মেনে চলা

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

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

**Look at the following sentences.**

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

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

<table>
<thead>
<tr>
<th>seem</th>
<th>beautiful</th>
</tr>
</thead>
<tbody>
<tr>
<td>look</td>
<td>young</td>
</tr>
<tr>
<td>feel</td>
<td>wise</td>
</tr>
<tr>
<td></td>
<td>tired</td>
</tr>
<tr>
<td></td>
<td>sad</td>
</tr>
<tr>
<td></td>
<td>cruel</td>
</tr>
<tr>
<td></td>
<td>happy</td>
</tr>
<tr>
<td></td>
<td>sorry</td>
</tr>
</tbody>
</table>

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

Look at the pictures and answer the questions orally.

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

Picture 1

Picture 2

B

Read the following passage and answer the questions at D.

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

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

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

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

Mr Kabir : Then what do you like?

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

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

Read and note.

warm : a little hot; অল গর্ম
as well : also; in addition to something
what else : আর কি
tired of : অবসাদঘর্ণা বিরক্ত
beef : মিঃ মাংস
mutton : খাসি বা ভেড়ার মাংস
chicken : মুরগির মাংস
cheap : not expensive; সং জনক
keep well : being healthy; সুস্থ থাকা
contain : to have something inside; eg. The pot contains water.
dangerous : not safe; বিপজ্জনক
dysentery : আমাশয়, (রোগ বিশেষ)
jaundice : জাংজাল
safe : নিরাপদ

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

1. What do rice and bread do to our body?
2. What foods does Dihan like?
3. Why does Mr Kabir ask his students to eat vegetables, small fish and 'dal'?
4. Why is unclean water dangerous?
5. How do you know that Mahbub's mother is intelligent?
Look at the following sentences.
1. You must eat right food in order to be healthy.
2. You must drink clean water in order to prevent diseases.
3. In order to keep yourself fit you should have regular physical exercise.

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

<table>
<thead>
<tr>
<th>We must do</th>
<th>in order to</th>
<th>what we want to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>drink</td>
<td>physical</td>
<td>grow well</td>
</tr>
<tr>
<td>eat</td>
<td>exercise</td>
<td>get vitamins</td>
</tr>
<tr>
<td>read</td>
<td>books</td>
<td>prevent diarrhoea</td>
</tr>
<tr>
<td>take</td>
<td>clean water</td>
<td>keep fit</td>
</tr>
<tr>
<td></td>
<td>vegetables</td>
<td>keep our body warm</td>
</tr>
<tr>
<td></td>
<td>fish and meat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>rice and bread</td>
<td></td>
</tr>
</tbody>
</table>

1. We must eat fish and meat in order to grow well.
2. _______________________________
3. _______________________________
4. _______________________________
5. _______________________________
6. _______________________________
Prevention is Better than Cure

Look at the pictures and answer the questions orally.

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

---

Read the following passage and answer the questions at D.

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

Mr Kabir : What happened to you, Shahriyar? Where were you so long?
Shahriyar : I was sick, Sir. I had diarrhoea.
Mr Kabir : Diarrhoea? How?
Shahriyar : I don't know exactly, Sir. The other day I just ate some 'puri' from a wayside tea-shop.
Mr Kabir : That's the cause! Perhaps the food was unclean. Unclean food often contains germs and they cause diarrhoea. How did you get well, Shahriyar?
Shahriyar : My mother gave me oral saline. I drank it again and again and at last I got well.
Mr Kabir : Yes, oral saline is very useful and effective for diarrhoea. It's also very cheap. But it is better to prevent a disease than to cure it.
Mahbub : How can we do that, Sir?
Mr Kabir : Well, you can do that by growing conscious of your health. Always follow certain rules and you can prevent many diseases.
Mahbub : What are the rules, Sir?
Mr Kabir : Note, the rules are very simple.
1 You must drink clean water.
2 You must eat clean food.
3 You must cover your food.
4 You must wash your hands with soap before meals and after using the toilet.
5 You must keep your nails short.
6 You must exercise regularly.
7 You must eat vegetables and fruit everyday.

Read and note.
a wayside tea-shop : i ν + c η k i η η η η η
cause : (v) to make something happen; घटान
get well : A ν i M “ j ν K i ν
oral saline : L v m m i ν b
effective : K ν h η i
easily : m m ν
cover : t X # K i v
after using the toilet : g j Z ” M i c i
nail(s) : नाख
exercise : (v) बायाम करा

Refer to section B and answer the following questions first orally and then in writing.
1 Why was Shahriyar absent from school?
2 How did he get diarrhoea?
3 What causes diarrhoea?
4 How did Shahriyar get well?
5 What should we do when we get diarrhoea?
6 How can we prevent many diseases?
Look at the following sentences.

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

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

<table>
<thead>
<tr>
<th>get</th>
<th>become</th>
<th>grow</th>
<th>hungry</th>
<th>thirsty</th>
<th>poor</th>
<th>sad</th>
<th>angry</th>
<th>old</th>
<th>tired</th>
<th>well</th>
</tr>
</thead>
</table>

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

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

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

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

B

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

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>feel</td>
<td>angry</td>
</tr>
<tr>
<td>look</td>
<td>cold</td>
</tr>
<tr>
<td>get</td>
<td>happy</td>
</tr>
<tr>
<td>become</td>
<td>hot</td>
</tr>
<tr>
<td>grow</td>
<td>impatient</td>
</tr>
<tr>
<td>seem</td>
<td>independent</td>
</tr>
<tr>
<td>sad</td>
<td>sick</td>
</tr>
<tr>
<td>tired</td>
<td>young</td>
</tr>
</tbody>
</table>
1. Do you feel tired? Please have some rest.
2. His father died. He ______ when I saw him.
3. After a bloody war we ______ in 1971.
4. My grandfather is 60 years old but he ______.
5. He waited for his friends for hours and ______.
6. We laugh when we ______.
7. Turn on the fan. I ______.
8. Don't go into the rain. You will ______.
9. The lion roars when it ______.
10. When the temperature comes down in winter we ______.

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

Example: Q He wants to be healthy. He must follow the rules of health.
A He must follow the rules of health in order to be healthy.
   or In order to be healthy he must follow the rules of health.

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

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

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

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

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

One of your relatives often gets diarrhoea. Write a letter to him
suggesting how he can prevent diarrhoea and how he can cure himself if
he gets diarrhoea. Write at least 50 words.
**LESSON : 1**

**A**
1. a classroom
2. a teacher and some students

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

**E**
2. looked/felt tired
3. looks/seems cruel
4. looked/felt sad/sorry
5. looks/beautiful or feels happy
6. looks/seems wise

**LESSON : 2**

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

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

**E**
2. We must take physical exercise in order to keep fit.
3. We must read books in order to learn things.
4. We must drink clean water in order to prevent diarrhoea.
5. We must eat vegetables in order to get vitamins.
6. We must eat rice and bread in order to keep our body warm.

LESSON : 3

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

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

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

LESSON : 4

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

B
2. looked sad  3. became independent
4. looks/seems young  5. became/grew/got impatient
6. become/feel happy  7. feel hot
8. become sick       9. gets/becomes/grows angry
10. feel cold
1. In order to work in a factory, he must learn some skills.
   or
   He must learn some skills in order to work in a factory.

2. In order to be a high school teacher, she must have a B Ed.
   or
   She must have a B Ed in order to be a high school teacher.

3. In order to study medicine, he must study Biology.
   or
   He must study Biology in order to study medicine.

4. In order to speak English, they must practise speaking.
   or
   They must practise speaking in order to speak English.

5. In order to do well in the exam, Sharmin must study hard.
   or
   Sharmin must study hard in order to do well in the exam.

Try yourself and show your answer to your tutor.
Objectives

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

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

Overview

Lesson 1: A Good News
Learning point: so much/many + NP + that

Lesson 2: At the Meeting
Learning point: The past perfect tense

Lesson 3: Journey to Cox's Bazar
Learning point: when/after + dependent clause

Lesson 4: Revision and Test
Answer Key
Look at the picture and try to answer the following questions orally.
1. What place is it?
2. What are the boys doing?
3. Who looks excited?

Read the following text and answer the questions at D.
The SSC examination was over. Rajib had just appeared at the examination. He was thinking how he would spend the time before going to a college. Suddenly he heard a knock at the door. He opened the door and found his friend Parash. Parash was very excited. As soon as he had seen Rajib, he started talking. He spoke so many words in the same breath that Rajib could hardly understand him.
"Please come in, Parash. You look so excited. What happened to you?" asked Rajib anxiously.
Parash: Here's a good news for you. I've come straight from Mr Rahman's house. At last we could arrange it.
Rajib: What's that?
Parash : A study tour. You must join us. We're all going to Cox's Bazar next week. Mr Rahman, our English teacher, will be our team-leader.

Rajib : Brilliant! I must go with you. I was just thinking of something like this. I heard that you were trying to organise it. But how could you organise it so early?

Parash : Sajed, Tariq and I – we talked to Mr Rahman. You were not here at that time. We held a meeting and formed an organising committee. We worked so hard that the tour is now within our reach.

Rajib : Oh, how could you do that? Please explain.

Parash : We went to a local youth club. We collected donations from people. We talked to our Headmaster and also to the people in the local administration. We made arrangements to publish a souvenir and we did a lot of other work. But especially we should thank Mr Rahman. He gave us so much time that we could solve every problem.

Rajib : Great! Now tell me what I have to do to join you.

Parash : Nothing. We've already included your name in our list. You just have to contribute an amount to our fund. Please come to our next meeting on Sunday afternoon at Mr Rahman's house. We'll distribute the rest of the work then.

Rajib : OK Parash, I'll join you in the meeting. Thank you. I've got so much good news from you that I feel really happy.

Parash : It's my pleasure, Rajib. Good bye. See you in the meeting.

Read and note the following words/expressions.

appear at the examination : পরীক্ষা দেওয়া
how he would spend the time : সে কিভাবে সময় কাটাবে
knock at the door : দরজায় টোকা দেওয়ার শব্দ
in the same breath : এক নিশ্চিতে, একই সাথে
Rajib could hardly understand him : রাজীব তাকে (তার কথা) খুব অন্ধকার বুঝতে পারল
excited : উত্তেজিত, আবেগাপূর্ণ
anxiously : উদ্বৃত্তভাবে
come straight from : সরাসরি চলে আসা
Refer to the text at B and answer the following questions.

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

Look at the following sentences.

1. a) He spoke many words in the same breath?
   b) Rajib could hardly understand him.
   c) He spoke so many words in the same breath that Rajib could hardly understand him.

2. a) We did much work.
   b) Everything became possible.
   c) We did so much work that everything became possible.

3. a) He gave us much time.
   b) We could solve every problem.
   c) He gave us so much time that we could solve every problem.

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

so much/so many + NP (noun phrase) + that . . .
The combined sentence shows the relationship between the sentence parts.

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

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

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

Dear (the name of your friend)

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

A

Look at the picture and answer the following questions orally.

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

B

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

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

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

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

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

Khokan : What type of transport is it, Sir?
Mr Rahman : Rafiq told me that they had hired a big luxurious bus with 52 seats for three days. We have 45 people in our team. I think this bus will be best for us for a long journey.

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

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

Read and note the following words/expressions.

Preside (over) : পরিচালনা করা
respond : উত্তর দেওয়া
hire : ভাড়া দেওয়া
responsibility : দায়িত্ব
confirm : নিশ্চিত করা
transport : পরিবহন
luxurious : বিলাসবহুল
tour plan : ট্রায়াল প্ল্যান
appreciate : প্রশংসা করা, তারিফ করা
present : উপস্থাপন করা
decline : সিদ্ধান্ত নেওয়া
opportunity : সুযোগ

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

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

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

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

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

Mr Rahman **had finished** talking.

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

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

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

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

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

Ans. The boy was happy that ____________

2. He received the money. He signed the receipt.

Ans. He signed the receipt after ____________

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

Ans. Karim confirmed me that ____________

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

Ans. As soon as ____________, the train started.

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

Ans. They took a decision after ____________

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

Ans. As soon as ____________, the student asked him a question.
Look at the picture and answer the following questions orally.

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

Read the following text and answer the questions at D.

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

"God bless you, my son. Take care." – said his mother. She was trying to hide her tears.
When the bus started the boys became cheerful. They were clapping their hands in joy and shouting slogans. Rajib also joined them. He had taken a story book and a bottle of water out of his bag before he went to his seat. He tried to read the book after the boys had calmed down.

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

Read and note the following words/expressions.

- Preparation:  প্রস্তুতি
- See off:  বিদায় জানানো
- Wet:  সঁধান
- Hide:  লুকানো, পোপন করা
- Cheerful:  হাস্য নিলে দিয়ে
- Clapping hands:  মুখে মুখে জিজ্ঞাসা করা
- Slogan:  শুনো তুমি এটা, বলো এটা
- Calm (down):  শান্ত হয়ে আসা
- Sea-shore:  মহাসাগরের মুখ
- Sink:  মুখে মুখে জিজ্ঞাসা করা
- Tiredness:  ক্লাসি
- Natural beauty:  প্রাকৃতিক সৌন্দর্য

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

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

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

1. Two days passed after Rajib had attended the final meeting.
2. When the time to start the journey came, Rajib became very excited.
3. Rajib had talked to his parents before he got on the bus.
In the above sentences the clauses beginning with 'after', 'when' and 'before' are dependent clauses.
Remember a clause is a sentence or part of a sentence containing a subject and a finite verb (verb that follows the subject). For example:

1. **Rajib talked** to his parents (principal clause)
   ```
   S  \hspace{1cm} FV
   ```

2. **before he got on** the bus (dependent clause)
   ```
   S \hspace{1cm} FV ;
   S= Subject, FV = Finite Verb
   ```

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

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

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

| 1. I came to Dhaka | Ans. I came to Dhaka **when I was twelve years old.** |
| 2. | **before he went to the library.** |
| 3. Shila gave me the news | **before he went to the library.** |
| 4. Rabi Thakur composed a poem | **after the man had offered him a hundred taka note,** |
| 5. After the man had offered him a hundred taka note, | **Before he went to the library.** |
| 6. When we went near the sea, | **Before we went near the sea.** |
| 7. Mr Rashid had paid for all his dues | **Before Mr Rashid had paid for all his dues.** |
Revision and Test

LESSON 4

A

Try to describe the following picture first orally and then in writing.

Mention the following things in your description:
- place and time
- objects seen
- people and what they are doing

B

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

RAJIB'S DIARY

20 June 1994
It's night now. We are staying at a hotel near the sea-beach. Everybody is tired because we've travelled a long way. This is my first encounter with the sea. Oh, I can't express the feelings when I saw the sun setting in the sea. It was the nicest thing I had ever seen in my life. I had imagined a lot about the sea before I came here. But the real experience is very different from imagination. All of my friends became moved after they had seen the sea. Some of them were so moved that they stood still for hours. Nature has such a powerful influence on man.

C

Answer the following questions on Rajib's diary.

1. When and where was Rajib writing this diary?
2. How did he feel about his encounter with the sea (সমুদ্র দর্শন)?
3. How did his friends feel?
4. Why does Rajib think that nature has powerful influence (শক্তিশালী প্রভাব) on man?
Try to recall the structure \( \text{so much/so many} + \text{NP} + \text{that} \), used in lesson 1. Now join the following pairs of sentences by using this structure.

e.g. Rajib got a lot of help from his teacher. He was grateful to him.
Ans. Rajib got so much help from his teacher that he was grateful to him.

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

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

<table>
<thead>
<tr>
<th>Items</th>
<th>Change into</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomorrow</td>
<td>the next day</td>
</tr>
<tr>
<td>simple present</td>
<td>simple past</td>
</tr>
<tr>
<td>present continuous</td>
<td>past continuous</td>
</tr>
<tr>
<td>present perfect</td>
<td>past perfect</td>
</tr>
</tbody>
</table>

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

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

You can start like the following:

Yesterday I was very busy. Even I could not manage to write my diary. When I got up from bed, it was 7:00 a.m. I was in a hurry because I had to meet a friend. He was coming from abroad ...
SSC Programme
LESSON : 1

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

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

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

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

LESSON : 2

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

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

He signed the receipt after he had received the money.

Karim confirmed me that he had gone to Mr Zafar's house.

As soon as I had reached the station the train started.

They took a decision after they had discussed the matter at the meeting.

As soon as the teacher had finished his lecture, the student asked him a question.

---

### LESSON : 3

**A**

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

**B**

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

**E**

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

(A answers can vary. A typical answer is given below.)
This is a sea-beach. The time is evening. The sea, sea-shore and some people on the sea-beach are seen in the picture. The prominent feature of the picture is the setting sun. Three boys are standing on the sea-beach. They are looking at the setting sun. Some tourists are walking on the sea-shore. Some people are swimming in the sea.

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

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

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

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

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

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

Overview

Lesson 1: The Vanishing Porpoises
Learning point: though/although/as + dependent clause

Lesson 2: Man and Environment
Learning point: without + gerund

Lesson 3: Water Pollution
Learning point: show + NP + how to + Verb

Lesson 4: Revision and Test
Answer Key
The Vanishing Porpoises

A
Look at the picture. Answer the following questions orally. Give short answers.
1. What can you see on the river?
2. Where is the man standing?
3. What is the boy doing?
4. What can you see on the bank of the river?

B
Now read the following text and answer the questions at D.
Mr Mahmud and his family were going to their village home. They were travelling by a launch down the river Sitalakshya.
Although it was the month of July, it was quite cool on the deck. Mr Mahmud was standing there thinking about something.
His son Minar came near him and asked, "What are you thinking, Father?"
"I'm thinking about the porpoises", answered his father.
"What's a porpoise?"
"A porpoise is a kind of dolphin. Although the porpoise lives in water, it's not a fish. It has to breathe air. That's why it jumps out of water every now and then. When I was a boy, this river was full of porpoises. I loved to see them jumping out of water."

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

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

Read and note.

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

Look at the following sentences.

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

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

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

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

Now join sentences from columns A and B with 'although/though' and 'as' to make meaningful sentences. One is done for you as an example.
Column A | Column B
---|---
1. It was cold. | a) I was tired.
2. She did not come. | b) My mother was sick.
3. There was no train. | c) I did not wear a coat.
4. I don't like him. | d) Farmers could not buy fertilizer.
5. I could not sleep. | e) We invited her.
6. I went to call a doctor. | f) He could not go to Jamalpur.
7. He studied hard. | g) He is my neighbour.
8. The price of fertilizer was high. | h) He could not pass.

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

or

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

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

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

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

LESSON 2

A

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

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

B

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

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

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

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

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

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

Study and note.

adverse : unfavourable
effect : outcome
discarded : cast off
trouble : inconvenience
rot (v) : decay
barren : not producing crops
hinder : बाधा देओযा

Look at the following sentences.

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

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

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

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

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

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

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

Make two lists—one of natural things and another of man made things in our environment. First think and then write how man is destroying or polluting the natural things. Give five examples.
(Hints: Man is cutting trees to make furniture. Smoke from cars polluting air etc.)

**Water Pollution**

**A**

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

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

**B**

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

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

**Water Pollution**

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

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

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

We must teach people how to keep water free from pollution. Agricultural experts may tell farmers how to make organic manure from waste materials. This organic manure can be used instead of chemical fertilizers. Agricultural workers can also show farmers how to control pests with limited use of pesticides.
Health workers should show villagers how to construct sanitary latrines. Factories must stop throwing waste in water. Municipalities should clean the sewage before pouring it in rivers. If we take these steps we can keep our water free from pollution.

Read and note.

- **fertilizer**: (প্রধানত) রাসায়নিক সার
- **pesticide**: substance to kill harmful insects etc. কাঠিকারক পোকামাকড় মারার ঐশ্বর্য
- **monsoon**: the rainy season বর্ষাকাল
- **wash down**: পানির প্রান্তে ধুয়ে নামা
- **chemicals**: রাসায়নিক দ্রব্য
- **aquatic creatures**: জলচর প্রাণী
- **sewage**: foul liquid material carried in sewers নদরমাবাহিত তরল আবরন্ত
- **organic manure**: জাহান্নার (যেমন, আবরন্ত পচা সার)
- **instead of**: পরিবর্তে
- **control**: restrain নিয়ন্ত্রণ করা
- **sanitary latrines**: বাস্তুনিষ্ঠ পূর্ণাঙ্গ

Look at the following sentences.

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

Now make ten sentences from the following table.

<table>
<thead>
<tr>
<th>He/She</th>
<th>Will Show</th>
<th>You Him/Her</th>
<th>How To</th>
<th>Make a Kite</th>
<th>Make Tea</th>
<th>Play Football</th>
<th>Ride a Bicycle</th>
<th>Cook Vegetables</th>
<th>Do the Job</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>will</td>
<td>you</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>show</td>
<td>him/him</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>you</td>
<td>her/him</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td>you</td>
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</tr>
</tbody>
</table>

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

1. Why is polluted water dangerous?
2. How do farmers pollute water?
3. How do villagers often pollute water?
4. How does water get polluted in towns?
5. What should be done to stop water pollution?
Observe a river carefully. Find out how water of that river is being polluted. Then write a short report (in about 100 words) on your findings.

Revision and Test

Remember the use of 'although', 'though' and 'as' with dependent clauses in lesson 1. For example –
1. Although (or Though) it lives in water, a porpoise is not a fish.
2. He did not believe me though (although) I was telling the truth.
3. As there was no train, he could not go to Jamalpur.

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

<table>
<thead>
<tr>
<th>I cannot speak it</th>
<th>I was very angry</th>
<th>She had changed a lot</th>
<th>He was very tired</th>
<th>I like music</th>
<th>He was sleeping</th>
</tr>
</thead>
</table>

1. __________________________ he could not recognise her.
   Ans. As she had changed a lot, he could not recognise her.
2. __________________________ I cannot sing.
3. He could not see the snake ________________.
4 I can read English _______.
5 I controlled myself _______.
6 _______ he could not sleep.

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

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

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

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

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

<table>
<thead>
<tr>
<th>prevent diseases</th>
<th>prepare organic manure</th>
<th>do the exercise</th>
<th>solve the problem</th>
<th>cross the road</th>
<th>operate the machine</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. The health workers can teach people <strong>how to prevent</strong> diseases.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Ans. The health workers can teach people <strong>how to prevent</strong> diseases.</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>1 The traffic police will tell you __________.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 The physical instructor can show her __________.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 The agricultural extension workers may teach the farmers __________.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 The teacher can tell the student __________.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 The technician will show him __________.</td>
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<td></td>
</tr>
</tbody>
</table>

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

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

I was born in a village although the ___ 1 ___ was changed into a small town. I saw many factories ___ 2 ___ before my eyes. Without ___ 3 ___ anything people cut down the trees. The crop fields were changed ___ 4 ___ roads and buildings. The crystal clear ___ 5 ___ of the river Turag turned black ___ 6 ___ it was polluted by the factory ___ 7 ___. Everybody was thinking ___ 8 ___ get more profit from the
business but _ _ 9 _ _ thought of the environment. Who will teach people how to keep our environment free from _ _ 10 _ _?
LESSON : 1

A

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

E

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

F

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

Try to do it yourself and show your answer to your tutor.
LESSON : 2

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

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

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

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

LESSON : 3

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

D
There are many possible combinations. For example –
I can show you how to play football.
She may teach me how to cook vegetables.

Try yourself to make sentences and show them to your tutor.
Polluted water is dangerous because it can cause many diseases, even death.

Farmers use too much fertilizer and pesticide in their fields. During monsoon these chemicals wash down to rivers and canals and pollute water.

Villagers often construct *kutcha* latrines on rivers and canals. Human waste and filth fall in water and pollute it.

In towns, sewage is often poured in rivers. Factories throw their waste in rivers. As a result river water is polluted.

Agricultural experts must show villagers how to make organic manure. This organic manure should be used instead of chemical fertilizer. The use of pesticide should be controlled. Health workers must teach villagers how to construct sanitary latrines. Municipality and factories must stop throwing sewage and waste in rivers. We must take these steps to stop water pollution.

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

**LESSON : 4**

A

Although/though I love music I cannot sing.

He could not see the snake as he was sleeping.

I can read English although I cannot speak it.

I controlled myself though/although I was very angry.

Although/though he was very tired he could not sleep.

B

Recite the poem without looking at the book.

She left the room without telling anybody.

You cannot win without working hard.

I can work for ten hours without taking any rest.

You cannot be healthy without eating a balanced diet.

C

The traffic police will tell you how to cross the road.

The physical instructor can show her how to do the exercise.

The agricultural extension workers may teach the farmers how to prepare organic manure.
4 The teacher can tell the students how to solve the problem.
5 The technician will show him how to operate the machine.

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

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

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

Overview

Lesson 1: The Winter Rice
Learning point: passive voice in present simple tense

Lesson 2: The Donkey's Shadow
Learning point: passive voice in past simple tense

Lesson 3: Bangladesh in the 21st Century
Learning point: passive voice in present continuous, present perfect and future simple tenses

Lesson 4: Revision and Test
Answer Key
The Winter Rice

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

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

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

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

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

"What fertilizers should be used?"

"Potash and TSP should be used in the soil at the time of ploughing. After transplantation Urea should be used three times – once after ten days, once after one month and the last time before flowering."
"What other steps should to be taken for a good harvest?"

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

Read and note.

harvest season: season for cutting of crops
sow (v): বংশ করা । PP sown
seed-bed: বীজ তলা
seedling: young plant newly grown from a seed
transplant (v): take up plants with roots and plant them in another place
plough (v): till with a plough
potash:
TSP: Triple Super Phosphate
Urea:
step: measure
weed: useless plant
insect:
pest:
ensure (v): make sure
a good harvest: PP. expected

Choose the correct answer.

1. Aman rice is harvested in
   A July   B Summer   C Winter   D Spring

2. Seeds of Aman rice are first sown in
   A the field   B the seed-bed
   C back yard   D the hill

3. The Aman seedlings are transplanted
   A when they are ten days old.
SSC Programme

1. What is called the 'winter rice'?
2. What fertilizers are used for cultivation of 'Aman'?
3. What should be ensured during the growth period of 'Aman'?

Refer to the passage at A and answer the following questions.

- What is called the 'winter rice'?
- What fertilizers are used for cultivation of 'Aman'?
- What should be ensured during the growth period of 'Aman'?

Look at the following sentences.

1. Farmers grow rice.
2. Rice is grown by farmers.
These two sentences mean the same thing. In sentence 1 farmers do something. This is called the active voice. Normally we use sentences like this.

In sentence 2 something is done. The action is getting importance. This is called the passive voice. We use the passive voice when

a) we do not know who does the action, and/or
b) the action is more important than the agent (i.e. doer of the action).

That is why quite often the agent is not mentioned in the passive voice. For example

1. Aman rice is harvested in winter.
2. The seeds are sown in a seed-bed.
3. Potash and TSP should be used.

Note that in the passive voice 'be' verb is used followed by the past participle (PP) form of the verb.

Now complete the following sentences. Use the passive form of the given verbs in the blanks. Use present simple tense only. The first two are done for you.

1. Rice (grow) in Bangladesh.
   Ans. Rice is grown in Bangladesh.
2. These rooms (clean) regularly.
   Ans. These rooms are cleaned regularly.
3. Football (play) in many countries.
4. Butter (make) from milk.
5. English (speak) all over the world.
6. Urea should (use) three times.
7. The field should (plough) well before transplantation.
8. If these steps (take) a good harvest can (expect).
Alim was reading a book named Aesop's Fable. He found the following story in that book. Read the story and answer the questions at C. 

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

\[\text{Aesop's Fable}\]

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

At mid day they decided to stop and have lunch. It was a hot day and they were in the middle of a desert. There was no shadow anywhere. The only shadow was that of the donkey. The donkey's owner sat there.
The other man pushed him and said, "Why are you sitting here? This donkey has been hired by me. So its shadow belongs to me. I'll sit here, not you."

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

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

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

---

**Read and note.**

was born : জন্ম হয়েছিল। born is PP. of bear (প্রসব করা)

bear - bore - born

His mother bore him. He was born.

ancient : very old প্রাচীন

cattle : bulls, cows etc. গবাড়ি পশু

own (v) : possess অধিকার করা PP. owned

hire (v) : ভাড়া করা PP. hired

donkey : ass গায়া

owner : one who owns মালিক

desert : গলা চাঁদ পাহাড়ি চাঁদ

shadow : ছায়া

belong (v) : অধিকারভূক্ত হওয়া PP. belonged

leave (v) : ত্যাগ করা PP. left

---

**Refer to the story and answer the following questions.**

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

---

**Note the following sentences.**

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

To use the passive voice in the past simple tense we use past form of 'be' verb (i.e. was/were) followed by past participle form of the main verb. This is used to describe past actions.
Use the words given below to make sentence in the passive voice. Use past simple tense (was/were + PP. of verb). The first two have been done for you.

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

Note the following expression.
was/were born
Aesop was born in Ancient Greece.

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

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

Answer the following questions about yourself.
1. Where were you born?
2. In which year were you born?
3. Where and when was your father born?
The next day Alim was reading a newspaper. He found a very interesting sub-editorial. Read the sub-editorial and answer the questions at C.

The Coming Century

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

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

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

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

Poverty and lack of employment are our serious problems. Some steps have already been taken to solve them. But greater effort is necessary. We hope that in the 21st century nobody will remain unemployed. All men and women will find suitable jobs.
What will be the condition of women? Will they be free to make decisions for themselves. We hope that all women will be educated and economically independent.

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

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

Read and note.

Century : 100 years
population explosion : জনসংখ্যা বিস্যারণ, জনসংখ্যার অভাব বৃদ্ধি
check (v) : restrain নির্ভর্য প্প. checked
eradicate (v) : root out সমলে উন্নয়নের কারণে প্প. eradicated
illiteracy : নিষ্কর্ষতা
provide (v) : supply যোগানো প্প. provided
primary level : প্রাথমিক শ্রেণী
raise (v) : lift up উন্নয়নের কারণে প্প. raised
secondary level : মাধ্যমিক শ্রেণী
poverty : state of being poor দায়িত্ব
lack : want, shortage অভাব
employment : job opportunities চাকুরী
effort : attempt চেষ্টা
unemployed : without employment বেকার
suitable : appropriate উপযুক্ত, যথার্থ
make decision : নিষ্ঠার প্রতিফলন করা
facilities : সুবিধাময় সুবিধা
prosperous : rich and successful সমৃদ্ধ

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

<table>
<thead>
<tr>
<th>Sector</th>
<th>Expected Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Population</td>
<td>Population explosion will be fully checked.</td>
</tr>
<tr>
<td>2 Literacy</td>
<td>Illiteracy will be completely eradicated.</td>
</tr>
<tr>
<td>3 Education</td>
<td></td>
</tr>
<tr>
<td>4 Employment</td>
<td></td>
</tr>
<tr>
<td>5 Women</td>
<td></td>
</tr>
<tr>
<td>6 Modern</td>
<td></td>
</tr>
<tr>
<td>facilities</td>
<td></td>
</tr>
</tbody>
</table>
Read the following sentences.
1  Population explosion has been checked to some extent.
2  Steps are being taken to eradicate illiteracy.
3  Illiteracy will be completely eradicated in the 21st century.

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

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

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

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

1  Don't enter the room. It _ _ _ _ _ _ now. (clean)
Ans. Don't enter the room. It is being cleaned now.

2  I can't find my purse. I think it _ _ _ _ _ _ . (steal)
Ans. I can't find my purse. I think it has been stolen.

3  We hope that poverty _ _ _ _ _ _ in the coming century. (remove)
4  Free education upto secondary level _ _ _ _ _ _ for girls now. (provide)
5  We hope soon it _ _ _ _ _ _ for both boys and girls. (provide)
6  A decision _ _ _ _ _ _ already _ _ _ _ _ _ to check population explosion. (make)
7  Electricity _ _ _ _ _ _ already _ _ _ _ _ _ to some villages. (supply)
8  We hope that in near future it _ _ _ _ _ _ to all villages. (supply)
9  At present steps _ _ _ _ _ _ to improve the condition of women. (take)
10 When _ _ _ _ _ _ health and happiness _ _ _ _ _ _ by everybody? (enjoy)

έ

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

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

You can begin like this -

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

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

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

Rome was not built in a day.

When the action is more important than the doer of the action.

B

Remember the forms of the passive.

1 Present Simple Tense
   am/is/are/be + PP. of verb

   e.g. I am always invited to their parties.
        Aman rice is harvested in winter.
        The seeds are sown in July.
        Urea should be applied three times.
        If these steps are taken a good harvest can be expected.

2 Past Simple Tense
   was/were + PP. of verb

   e.g. My purse was stolen yesterday.
These buildings were built many years ago.

3 Present Continuous Tense
am/is/are + being PP. of verb
e.g. I am being disturbed by the noise.
The room is being cleaned now.
Steps are being taken to remove poverty.

4 Present Perfect Tense
has/have + been + PP. of verb
e.g. A decision has been made to eradicate illiteracy.
I have been invited to the party.

5 Future Simple Tense
shall/will + be + PP. of verb
e.g. Shall we be invited to the party?
All modern facilities will be provided for everybody in the 21st century.

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

<table>
<thead>
<tr>
<th>clean</th>
<th>bite</th>
<th>build</th>
<th>transplant</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>use</td>
<td>remove</td>
<td>sell</td>
</tr>
<tr>
<td>sow</td>
<td>harvest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. This building is very old. It was built many years ago.
2. This room looks nice. It _ _ _ _ _ _ just now.
3. Last week he _ _ _ _ by a dog. Now he _ _ _ _ injections.
4. Aman seeds _ _ _ _ _ _ _ _ in July.
5. Seedlings of Aman rice _ _ _ _ in August.
6. Potash and TSP should _ _ _ _ _ _ _ _ in the soil at the time of ploughing.
7. Aman rice _ _ _ _ _ _ _ _ in winter.
8. We hope that poverty _ _ _ _ _ _ _ _ completely from Bangladesh in the next century.
9. In ancient Greece people _ _ _ _ in market like cattle.
10. Cricket _ _ _ _ _ _ _ _ _ _ in many countries of the world.
Match the sentence parts in column A with those in column B to make meaningful sentences. Try orally first and then write the sentences.

### D1

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aman seeds are</td>
<td>a) used three times</td>
</tr>
<tr>
<td>2 The seedlings are</td>
<td>b) sown in a seed bed in July</td>
</tr>
<tr>
<td>3 Potash and TSP are</td>
<td>c) transplanted one month later</td>
</tr>
<tr>
<td>4 Urea should be</td>
<td>d) harvested in winter</td>
</tr>
<tr>
<td>5 Aman rice is</td>
<td>e) used at the time of ploughing</td>
</tr>
</tbody>
</table>

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

### D2

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aesop was born</td>
<td>a) in market like cattle.</td>
</tr>
<tr>
<td>2 At that time people were sold</td>
<td>b) as Aesop's fables.</td>
</tr>
<tr>
<td>3 Aesop was</td>
<td>c) stories to his master.</td>
</tr>
<tr>
<td>4 He used to tell</td>
<td>d) a slave.</td>
</tr>
<tr>
<td>5 These stories are known</td>
<td>e) in ancient Greece.</td>
</tr>
</tbody>
</table>

eg 1/e Aesop was born in ancient Greece.

### D3

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 In the 21st century illiteracy</td>
<td>a) will be alleviated.</td>
</tr>
<tr>
<td>2 Free education</td>
<td>b) will enjoy a healthy, happy and prosperous life.</td>
</tr>
<tr>
<td>3 All men and women</td>
<td>c) will be provided for everybody.</td>
</tr>
<tr>
<td>4 Modern facilities</td>
<td>d) will be completely eradicated.</td>
</tr>
<tr>
<td>5 Poverty</td>
<td>e) will be provided upto secondary level.</td>
</tr>
</tbody>
</table>

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

C
1 C  
2 B  
3 B  
4 D  
5 A

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

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

LESSON : 2

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

E
3 My glasses were broken last week.
4 Many people were injured in the accident.
5 The letter was sent to a wrong address.
6 Jute was grown in this field last year.
7 His bicycle was stolen last month.
8 Telephone was invented by Alexander Graham Bell.
9 He was bitten by a dog last month.
10 He was given injections.

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

Try yourself and show your answer to your tutor.

LESSON : 3

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

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

Try yourself and show your writing to your tutor.
LESSON : 4

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

D1
2/c The seedlings are transplanted one month later.
3/e Potash and TSP are used at the time of ploughing.
4/a Urea should be used three times.
5/d Aman rice in harvested in winter.

D2
2/a At that time people were sold in market like cattle.
3/d Aesop was a slave.
4/c He used to tell stories to his master.
5/b These stories are known as Aesop's fables.

D3
2/e Free education will be provided upto secondary level.
3/b All men and women will enjoy a healthy, happy and prosperous life.
4/c Modern facilities will be provided for everybody.
5/a Poverty will be alleviated.
**Objectives**

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

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

**Overview**

**Lesson 1:** Clauses

**Lesson 2:** Simple, Complex and Compound Sentences

**Lesson 3:** Analysis of Simple Sentences

**Answer Key**
**What is a clause?**

**English Two**

A clause is a sentence or part of a sentence that contains a subject and a finite verb.

**Example:**

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

**Translation:**

1. দালিয়া সেলাম চোখে একটি রিকশায় যাচ্ছিলেন।
2. মনের পিঁপিলের পিঠে বসেছিলেন একটি মানুষ যাতে সে মোটর চালাতে পারে।
3. মনের বাক্যের মুখে চালাতে পারেন একটি মানুষ যে রিকশায় চালাতে পারে।

**Explanation:**

- **Dahlia's clause:** "Dahlia was going alone in a rickshaw.
- **The man's clause:** "The man who was sitting on the rear seat got off the motor-cycle.
- **The man's clause:** "The man hit the rickshaw-wallah and the rickshaw-wallah ran away in fear.

Each of these clauses contains a subject and a finite verb.
1. He knows that unclean water causes diarrhoea.
   Ans. Clauses : 2
   Subjects : He, unclean water  
   Finite Verbs : knows, causes
2. He is strong and healthy.
3. You seem very eager to know the secrets.
4. They keep our body warm and help us work.
5. In order to prevent diseases she uses tube-well water for washing pots and plate.
6. If plastic gets stuck in the soil it hinders the growth of plants.
7. I don't know her personally, but I know what everybody knows about her.
8. She started shouting which attracted some passers-by.
9. They came to help her.
10. Rahim and Hasan were friends.

Independent and Dependent clauses

He is strong and healthy. (Sentence-2: স্বাধীন বাক্য)
It hinders the growth of plants.
(Sentence-6 এর অংশ কিছু স্বাধীন বাক্য হিসেবে ব্যবহৃত হতে পারে)
They keep our body warm.
(Sentence-4 এর অংশ কিছু স্বাধীন বাক্য হিসেবে ব্যবহৃত হতে পারে)

এবং clause নিয়ম Independent clause বা Principal clause. Independent clause বা Principal clause-ই নিয়ম বাক্যের প্রধান clause বা main clause। অর্থাৎ যে সমস্ত clause স্বাধীন বাক্য হিসেবে ব্যবহৃত হয় বা হতে পারে এবং যে সমস্ত clause অর্থের জন্য (meaning) অন্য কোনো clause-এর উপর নির্ভর করে না, তাদেরকে Independent clause বা Principal clause বলে।
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1. We made arrangements to publish a souvenir and we did a lot of other work.
   Ans. We made arrangements to publish a souvenir — Independent clause
   We did a lot of other work — Independent clause

2. I've got so much good news from you that I feel really happy.

3. All of them were ready to join the study tour.

4. She gives him 500 taka more after Rajib's father has paid for all his expenses.

5. When Rajib tells the plan to his mother, she welcomes it.

6. Rajib was happy because all his friends were present at the meeting.

7. As the factories are pouring waste in the river, the river water is getting polluted.

8. Although the porpoise lives in water, it is not a fish.

9. We do many things without thinking.

10. Who can tell me what environment is?
Simple, Complex and Compound Sentences

A.

Mr Rahman presided over the meeting. He signed the receipt after he had received the money. Water is essential for life but polluted water is dangerous.

The first sentence contains one independent clause. The second sentence contains two independent clauses – "He signed the receipt" and "after he had received the money." The third sentence contains two independent clauses – "Water is essential for life" and "polluted water is dangerous" joined by the conjunction 'but'.

A simple sentence is a sentence that contains only one clause. A Complex Sentence is a sentence that contains more than one clauses of different types. A Compound sentence is a sentence that contains more than one independent clauses.

Example – "Dahlia told him what happened to her on that day when she was going alone." This sentence is a Complex sentence. It contains an Independent clause ('Dahlia told him') and two dependent clauses ('what happened to her on that day' and 'when she was going alone').
Independent clause যখন কোনো বাক্যো and, but, or, because প্রভৃতি conjunction দ্বারা যুক্ত, তখন তাকে Compound sentence বলে।
মনে রাখুন, দুটি বা তার বেশি ভিন্ন ধরনের clause (অর্থাৎ একটি clause অন্য কোনো clause এর উপর নিউরশ্লের) এর ক্ষেত্রে Complex Sentence ব্যবহৃত হয়। এই clause গুলো who, which, what, that প্রভৃতি Relative Pronouns কিংবা when, before, after, as soon as, as if, for, though, although প্রভৃতি conjunctions দ্বারা যুক্ত হয়। এই conjunction গুলোকে বলে Subordinating conjunction.

du t̄i b̄a t̄a r̄a b̄eši eki d̄hr̄ăn̄e r̄ă clause (Independent clause) er̄ k̄ṣĕt̄r̄e Compound sentence b̄y̆bah̄t̄ h̄ăt̄. Ĕk̄ṣĕt̄r̄e clause ḡul̄o ănd̄, b̄ut̄, ŏr̄, ȳĕt̄, b̄ec̄ăŭs̄ĕ p̄r̄ăh̄r̄ŭt̄i conjunction̄s̄ d̄w̄ăr̄ă ȳŭk̄t̄ h̄ăt̄. Independent clause ̄ḡŭl̄ŏk̄e ȳŭk̄t̄k̄ăr̄ĭ ĕĭ s̄ĭ conjunction ̄ḡŭl̄ŏk̄ĕ b̄ăl̄a h̄ăt̄ Coordinating conjunction.

A composite sentence এর প্রথম নামায় হাত লক্ষ করেছেন। যেমন – I don't know her personally, but I know what everybody knows about her.
এই sentence টিতে দুটি Independent clause –
"I don't know her personally” এবং “I know” একটি Coordinating conjunction
– 'but' দ্বারা যুক্ত হয়েছে। এছাড়া দ্বিতীয় Independent clause-এর উপর নিউরশ্লের একটি dependent clause – "what everybody knows about her” এই বাক্যটিতে রয়েছে।
সুতরাং এই sentence টি মল্ল একটি Compound Sentence (প্রথম দুটি clause বিলেখনা করলে) এবং একটি Complex Sentence (দ্বিতীয় ও তৃতীয় clause টি বিলেখনা করলে) এর সমন্বয়। এ ধরনের sentence কে Compound-complex sentence বলে। A compound-complex sentence is a sentence that contains more than one independent clauses and one or more dependent clause or clauses.

A compound-complex sentence is a sentence that contains more than one independent clauses and one or more dependent clause or clauses.

Before you go

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Analysis of Simple Sentences

LESSON 3

A

The crop fields were changed into roads and buildings.

The book on the table is red.

Clauses and Sentences
Mr Razzaque, our Headmaster, is 57 years old. The crop fields were changed into roads and buildings.

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

Object Group
Subject Group এর মতো Object Group-এ একটি Noun Phrase। এখানে main object বা headword টি একটি noun বা pronoun এবং অন্যান্য Word বলে Adjunct to object। যেমন –

We have to take necessary preparation before starting.

Adverbial Phrases

He came here at the sun set.
'here' – adverbial of place (Where?)
'at the sun set' – adverbial of time. (When?)

Rajib went to the meeting on foot.
'to the meeting' – adverbial of place (Where?)
'on foot' – adverbial of manner (How?)

In order to get more crops farmers use fertilizer.
'In order to get more crops' – adverbial of purpose (Why?)
**Subject Complement**

Linking verbs (যেমন: am, is, are, was, were, feel, look, seem, taste, become)

ইত্যাদি যখন principal verb হিসেবে ব্যবহৃত হয় তখন Linking verb এর পরের অংশটিকে মানতে ঐ ব্যক্তির subject কেই modify করে। Linking verb এর পরের যে অংশটিকে subject কে modify করে তাকে বলা হয় Subject Complement. যেমন

- নিচের sentence গুলোর দাগ দেওয়া অংশটিকে Subject Complement.

Rajib was very excited about his encounter with the sea.
The peacock looks beautiful.
He seems very tired.
The sun grows hot.

Subject Complement গুলো মালত adjective হিসেবে কাজ করে।

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

1. Each day I have to spend 150 taka to feed my cows and calves.
   Ans: Subject group: 'I'
   Verb group: have to spend
   Object group: 150 taka
   Adverbial of time: Each day
   Adverbial of purpose: to feed my cows and calves.
2. You can make a success of your life.
3. You must eat right food in order to be healthy.
4. I don't get frightened easily.
5. Shahriyar has grown thin.
6. All his friends have already come to the meeting.
7. Then they decided on a few things.
8. All of them were ready to join the study tour.
9. My mother always uses tube-well water for drinking and cooking.
10. The crystal clear water of the river Turag became black.
LESSON : 1

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

2. Independent clause – I've got so much good news from you.
   Dependent clause – that I feel really happy
3. Independent clause – All of them were ready to join the study tour.
4. Independent clause – she gives him 500 taka more
   Dependent clause – after Rajib's father has paid for all his expenses.
5. Independent clause – She welcomes it
   Dependent clause – When Rajib tells the plan to his mother
6. Independent clause – Rajib was happy
   Dependent clause – all his friends were present
7. Independent clause – the river water is getting polluted
   Dependent clause – As the factories are puring waste in the river
8. Independent clause – *it is not a fish*
   Dependent clause – *Although the porpoise lives in water*

9. Independent clause – *We do many things without thinking*

10. Independent clause – *Who can tell me*
    Dependent clause – *what environment is*

---

**LESSON : 2**

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

---

**LESSON : 3**

2. Subject group : *You*
   Verb group : can *make*
   Object group : a *success of your life*

3. Subject group : *You*
   Verb group : must *eat*
   Object group : right *food*
   Adverbial of phrase : in order to be healthy

4. Subject group : *I*
   Verb group : don't *get*
   Object group : frightened easily

5. Subject group : *Shahriyar*
   Verb group : has *grown*
   Subject complement : thin

6. Subject group : *All his friends*
Verb group : have *come*
Adverbial of time : already
Adverbial of place : to the meeting

7. Subject group : *They*
Verb group : *decided on*
Object group : a few *things*
Adverbial of time : then

8. Subject group : *All of them*
Verb group : *were*
Subject complement : ready to join the study tour

9. Subject group : My *mother*
Verb group : *uses*
Object group : tube-well *water* for drinking
and cooking
Adverbial of time : always

10. Subject group : The crystal *water* of
the river Turag
Verb group : *became*
Subject complement : black
Objectives

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

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

Overview

Lesson 1 : Phrases, Clauses and Sentences

Lesson 2 : Forms and Functions of Phrases

Lesson 3 : Some Common Phrases and Idioms

Answer Key
Phrases, Clauses and Sentences

A

Unit 1 - アップナーラ বিনিময় ধরনের clause এবং sentence মার্কে জেনেছেন। এই lesson-এ আমরা phrase, clause এবং sentence-এর মধ্যে পার্থক্য নিয়ে আলোচনা করব।

এখানেই আলোচনা করা যাক sentence মার্কে। আমরা জানি, A sentence is a group of words that contains a subject and a predicate and that expresses a fact or an opinion, a question, a command or a request, or an exclamation.

A sentence হ’লোকোনো শব্দের সমষ্টি যাতে একটি subject এবং একটি predicate থাকে এবং যা কোনো তথ্য বা মতামত, প্রশ্ন, আদেশ বা অনুরোধ, অথবা বিষয়ের প্রকাশ করে। নিউক্লিয় অবস্থায় sentence সবসময় বড়ো অক্ষর বা capital letter দিয়ে থাকে। যেমন –

Rajib and Dihan went to Cox's Bazar last year.
Do you know what environment is?
What a nice picture it is!

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

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

এবার দেখা যাক sentence বা clause এর সাথে phrase এর পার্থক্য কী। Sentence বা clause এর মতো Phrase-এ কোনো শব্দের সমষ্টি। তবে এর কোনো subject বা predicate থাকে না। Sentence এর মতো Phrase নির্ভরভাবে কোনো Capital letter দিয়ে থাকে। হয় না
Phrase এর অন্তর্ভুক্ত শব্দগুলো 'কে' একটি একক হিসেবে sentence-এ adjective, adverb, noun, বা verb হিসেবে কাজ করে। যেমন : "The book on the table is red." বাক্যে 'on the table' একটি phrase যা adjective হিসেবে 'The book' কে modify করে। অন্যদিকে "Walking in the morning is good for health" বাক্যে walking in the morning একটি phrase যা বাক্যের subject বা noun হিসেবে ব্যবহৃত হয়েছে।

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

Lesson 2

A

Lesson 1-এ আপনারা জেনেছেন যে, Phrase হলো কোনো শব্দগুলো যা একটি একক হিসেবে বাক্যে adjective, adverb, noun বা verb হিসেবে কাজ করে। সুতরাং Phrase সমস্ত Function বা ব্যবহার অনুসারে এদেরকে চারভাগে ভাগ করা যায়। যেমন—

1. **Adjective Phrase**: অর্থাৎ কোনো Phrase বা শব্দগুলো যখন বাক্যে adjective হিসেবে কোনো noun বা pronoun কে modify করে। যেমন—
   The man *sitting on the rear seat* got off the motor cycle. এই বাক্যটিতে 'sitting on the rear seat' adjective এর মতো The man-কে modify করছে।

2. **Adverb Phrase**: যখন কোনো Phrase বাক্যে Adverb হিসেবে verb এর time, place, manner, purpose ইত্যাদি নির্দেশ করে। যেমন—
   He worked hard *all the morning*. এখানে 'all the morning' adverb phrase হিসেবে verb (worked) এর time (How long) নির্দেশ করছে।

3. **Noun Phrase**: যখন কোনো Phrase, noun-এর মতো বাক্যের subject বা object হিসেবে ব্যবহৃত হয়। যেমন—
   The girl is wearing *a new dress*. এখানে 'a new dress' একটি noun phrase যা wearing verb-এর object হিসেবে ব্যবহৃত হয়েছে।

4. **Verb Phrase**: যখন কোনো phrase বাক্যের verb হিসেবে কাজ করে। যেমন—
   Free education upto primary level *is being provided* now. এই বাক্যে 'is being provided' একটি verb phrase যা passive form রূপে বাক্যটির মূল verb হিসেবে কাজ করছে।

B

নিচের sentence গুলোতে বাক্যা হরফে (Italic) লেখা Phrase গুলো adjective, adverb, noun নাকি verb হিসেবে কাজ করছে যা লিখছেন।

1. We hope that in the 21st century everybody will enjoy a healthy, happy and prosperous life.
2. The two men were left in the hot desert sun.
3. The crystal clear water of the river Turag turned black.
4. The traffic police will tell you how to cross the road.
5. Parash found a lot of conch shells on the sea-shore.
6. We must take physical exercise to keep ourselves fit.
7. He must have learnt a good lesson.
8. Only give up the idea of looking for jobs.

C

Once a man hired a donkey of another man to go to a distant place. This phrase 'of another man' is a prepositional phrase modifying the noun 'donkey'.

Aman seeds are sown in a seed bed. This phrase 'in a seed bed' is an adverb modifying the verb 'sown'.

I have been invited to the party. This phrase 'have been invited' is a verb phrase containing the auxiliary verb 'have' and the principal verb 'invited'.

To learn a foreign language needs regular practice. This phrase 'To learn a foreign language' is an infinitive phrase modifying the subject of the sentence.

She wants to be a high school teacher. This phrase 'to be a high school teacher' is an infinitive phrase modifying the verb 'wants'.

He went to the bookshop to buy a book. This phrase 'to buy a book' is an infinitive phrase modifying the verb 'went'.

He has a brother studying abroad. This phrase 'studying abroad' is a participial phrase modifying the noun 'brother'.

The man injured in the accident was taken to hospital. This phrase 'injured in the accident' is a participial phrase modifies the noun 'man'.

Phrases and Idioms
• *Walking in the morning* is my habit. এখানে ‘*walking in the morning*’ একটি gerund phrase যা gerund – ‘walking’ দিয়ে শুরু হয়েছে এবং বাক্যের subject হিসেবে ব্যবহৃত হয়েছে। অর্থাৎ এই phrase টি noun হিসেবে কাজ করছে।

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

নিচের sentence গুলোতে বাক্য (Italic) হরফে লেখা phrase গুলোর form (prepositional phrase, verb phrase, infinitive phrase, participial phrase বা gerund phrase) লিখুন এবং তারা বাক্যের কোনো parts of speech (adjective, adverb, noun বা verb) হিসেবে কাজ করছে (function) শনাক্ত করুন। উদাহরণ হিসেবে একটি করে দেওয়া হয়েছেঃ
1. Population explosion in Bangladesh has been checked to some extent.
2. The man on the rear seat got off the motor-cycle.
3. The field should be ploughed well before sowing the seeds.
4. He has several letters to answer immediately.
5. He requested me to give him the book.
6. To serve the country was his aim.
7. She was waiting to sit for the examination.
8. There is a small river running beside our village.
9. The school, established in 1920, has a good reputation.
10. Using plastic bags causes environmental pollution.

Ans :

<table>
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<tr>
<th>Sentence No.</th>
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<tbody>
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<td>1</td>
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<td>prepositional</td>
<td>adverb</td>
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</table>
Some Common Phrases and Idioms

Lesson 1

Rahim has a boy servant to look after his cows. This is a phrase from the Bengali language, which means 'to look after' his cows. It is a common phrase used to describe the care of animals.

Lesson 2

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

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

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

Bag and baggage (ভরিতপ্রকাশ) — He has left the hotel bag and baggage.

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

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

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

Comply with (সম্মত হওয়া) — The authority complied with his application for retaking the examination.
At best (ডুড় জোর) – He can at best give you some advice, but he cannot help you to get an employment.

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

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

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

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

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

In force (বলবদ্ধভাবে) – The martial law is no longer in force in our country.

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

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

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

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

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

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

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

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

By dint of (ওনে, বলে) – He did well in the examination by dint of regular study.

On the eve of (হাস্কালে) – He became very emotional on the eve of his retirement.

A man on letters (পত্তিত বর্ণি) – G. C. Dev was a man of letters.

Heart and soul (সৌন্দয়ের সংকল্পে) – Bangladesh cricket team tried heart and soul to play in the world cup cricket.

Come round (আরোপ্য লাভ করায) – The patient is coming round from her illness.

In vain (বৃথা) – The driver tried in vain to avoid the accident.
**Look down upon** (ঘৃণা করা) – You should not look down upon any human being.

**Crocodile tears** (মায়াকান্না) – Some politicians shed crocodile tears for the poor.

**At large** (স্বাভাবিকভাবে) – Birds cannot fly at large in the cage.

**To the contrary** (বিপরীতে) – The criminal had nothing to say to the contrary of the allegation.

**To give up** (ত্যাগ করা, ছেড়ে যাওয়া) – The doctor has advised him to give up smoking.

**At times** (মাঝে মাঝে) – At times he has to go to the doctor.

**Jot down** (সংকেটে টুকে নেওয়া) – Try to jot down your ideas before writing.

**Cold blood** (ঠোক্রা মাথায়) – He committed suicide in cold blood.

**Rainy day** (ভূষিতের সহায়া অভাবের দিন) – Before retirement he tried to save some money for the rainy day.

**To call up** (নমন করা) – I could not call up his name though I could recognise his face.

**To and fro** (এদিকে সেদিকে) – The unemployed man was walking to and fro on the street.

**Part and parcel** (অবিভাজ্য অংশ) – Honkong has become a part and parcel of China.

**Live on** (কোনো কিছুর উপর নির্ভর করে বেঁচে থাকা) – Farmers live on their only income from the land.

**Bring up** (লালন পালন করা) – Who will bring up this orphan boy?

**Now and then** (মাঝে মাঝে) – He used to write to me every now and then.

**On the whole** (মোটের উপর) – His performance in the examination, on the whole, is satisfactory.

**Out and out** (পূর্ণরূপে) – He is out and out a revolutionary.

**An open secret** (যে গোপনীয় বিষয় সকলেই জানে) – It is an open secret that the Government is trying to make higher education expensive.

**Blue blood** (আতিজাত) – It is foolish to take pride of one's blue blood.

**In the long run** (পরিণামে) – Asian countries will be economically powerful in the long run.
With a view to (উদ্দেশ) – He left the village with a view to getting a good job in the town.

Crying need (রাইয়ের প্রয়োজন) – Poverty alleviation is the crying need of Bangladesh.

At home (পারদর্শী) – I feel quite at home in English.

In lieu of (পরিবর্তে) – He took distance education in lieu of formal schooling.

Safe and sound (তাংরং নিরাপদে) – Although there was a storm we reached the shore safe and sound.

At stake (বিপদাপন্ন) – The lives of the poor in the country are really at stake.

Call in question (সন্দেহ করা) – The honesty of the leader was called in question.

In spite of (সংবে) – A large number of people attended the meeting in spite of the rain.

A burning question (বিশেষ আলোচনার বিষয়) – Minimum price of the paddy was a burning question in the parliament.

For the sake of (জন্য) – We should be aware of fundamentalism for the sake of our country.

Look for (বাঁধা) – He was looking for a suitable employment.

Above all
owing to
as if
break out
in black and white
approve of
along with
as well as
all in all
together with
by means of

SSC Programme
LESSON : 1

1. Clause
2. Phrase
3. Phrase
4. Phrase
5. Phrase
6. Clause
7. Clause
8. Phrase
9. Phrase
10. Clause

LESSON : 2

1. noun
2. adverb
3. adjective
4. noun
5. adjective
6. adverb
7. verb
8. adjective

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<td>noun</td>
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<td>10</td>
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<td>gerund</td>
<td>noun</td>
</tr>
</tbody>
</table>
LESSON : 3

above all – মোটের উপর, সর্বোপরি
owing to – কারণে, ফলে
as if – যেন
break out – সংক্রমণ হওয়া
in black and white – লিখিতভাবে
approve of – অনুমোদন করা
along with – সাথে
as well as – অন্যান্যও, সাথে
together with – সাথে
by means of – বলে, দ্বারা
Transformation of Sentences

Objectives
On completion of this unit you'll be able to transform sentences from

- active to passive
- direct to reported
- affirmative to negative
- statement to question

Overview
Lesson 1: Voice: Active and Passive
Lesson 2: Speech: Direct and Reported
Lesson 3: Statements and Questions

Answer Key
Voice : Active and Passive

A

English Three বইয়ের Unit 7-এ আপনারা Passive voice এর ব্যবহার শিখেছেন। আপনারা জেনেছেন যে, Passive voice is used when the action in the sentence is more important than the agent or doer of the action. এই Lesson-এ কিভাবে Active Sentence কে Passive Sentence-এ রূপান্তর বা transform করা যায়। আমরা তা নিয়ে আলোচনা করব।

তার আগে দেখা যাক Active ও Passive sentence কাকে বলে। নিচের sentence দুটি লক্ষ ক’ব।

Farmers harvest Aman rice in winter.
Aman rice is harvested in winter by farmers.

প্রথম sentence টিতে subject (Farmers) সরাসরি বাক্যের ক্রিয়াপদটি (harvest) সংযুক্ত করছে। এ ধরনের sentence-কে বলে Active sentence, দ্বিতীয় sentence-টিতে প্রথম বাক্যের subject টি by সহযোগে object হিসেবে ব্যবহৃত হয়েছে এবং পরামর্শ কিন্তু ক্রিয়াটি (is harvested) সংযুক্ত করছে। এ ধরনের sentence কে বলা হয় Passive sentence.

লক্ষ Ki ব’র প্রথম বাক্যের object (Aman rice) দ্বিতীয় বাক্যের subject হিসেবে ব্যবহৃত হয়েছে এবং দ্বিতীয় বাক্যের principal verb এর past participle form (harvested) ও এর সাথে একটি অতিরিক্ত be-verb (is) ব্যবহৃত হয়েছে।

B

এবার দেখা যাক, কিভাবে আপনি Active sentence কে Passive এ transform করবেন। নিচের নিয়মগুলো। লক্ষ Ki ব’র।

• কেবলমাত্র transitive verb (অর্থাৎ যে verb-এর object প্রয়োজন হয়)-এর passive form হতে পারে। যেমন —

I wrote him a letter. বাক্যটির passive form হ’ব’Q—
A letter was written to him by me. কিভ্য হে

He became tired. বাক্যটিতে 'become' intransitive verb (অর্থাৎ যে verb-এর kৌনো object নেই) হওয়ায় এই sentence টির kৌনো passive form নেই।

• Active sentence এর object Passive sentence-এ subject হিসেবে ব্যবহৃত হয়।

যেমন —
I have shown him *the pictures*. (active)
The pictures have been shown to him by me. (passive)

- Passive sentence-এ সর্বসময় principal verb এর past participle (pp) form ব্যবহৃত হয় এবং এর সাথে tense অনুসারে একটি অতিরিক্ত be-verb (*be, am, is, are, was, were, been, being*) ব্যবহৃত হয়। যেমন –
  She *is drawing* a picture. (active)
  A picture *is being drawn* by her. (passive)

- Active sentence-এর subject টি by কিংবা to সহযোগে passive sentence-এর object হিসেবে ব্যবহৃত হয়। অনেক ক্ষেত্রে passive sentence-এ object উল্লিখিত থাকে না। যেমন –
  *I knew the writer*. (active)
The writer was known *to me*. (passive)

*People* did not build Rome in a day. (active)
Rome was not built in a day. (passive এবং object উল্লিখিত হয়নি)

- কোনো sentence-এ দুটি object (অর্থাৎ direct ও indirect object) থাকলে direct object অর্থাৎ বাঁকাচাক object টিকে passive sentence-এ subject হিসেবে ব্যবহার করা বাণিজ্যীয়। যেমন –
  He gave me *some money*. (active)
  *Some money* was given to me by him. (passive)

- তবে দুটি object একই বাঁকিকে নির্দেশ করলে বাঁকিচাক object-টিকেই passive sentence-এ subject হিসেবে ব্যবহার করতে হবে। যেমন –
  They elected *him President*. (active : 'him' এ 'President' এই বাঁকিকে নির্দেশ করছে)
  *He* was elected President by them. (passive)

কেবলমাত্র tense অনুসারে Active থেকে Passive sentence-এর transformation লক্ষ করা যাক।

### 1. Present Simple Tense:
Present simple tense-এর passive form-এ অতিরিক্ত be-verb হিসেবে *am, is, are* কিংবা *be* ব্যবহৃত হয়। যেমন –

Active : They alway invite me to their party.
Passive : I *am* always invited to their party (by them).

Active : Let me tell you the story.
Passive : Let the story *be* told to you by me.

Active : Farmers sow the Aman seeds in July.
Passive : The Aman seeds *are* sown by farmers in July.
2. **Past Simple Tense**:
   Past simple tense-এর passive form-এ অতিরিক্ত be-verb হিসেবে was বা were ব্যবহৃত হয়।
   
   Active : Rajib's mother gave him five hundred Taka.
   Passive : Five hundred Taka was given to Rajib by his mother.
   
   Active : The singer sang a number of songs.
   Passive : A number of songs were sung by the singer.

3. **Future Simple Tense**:
   Future simple tense-এর passive form-এ auxiliary shall বা will-এর পর অতিরিক্ত be-verb হিসেবে 'be' ব্যবহৃত হয়।
   
   Active : He will invite you to the party.
   Passive : You will be invited by him to the party.
   
   Active : They will make me group secretary.
   Passive : I shall be made group secretary by them.

4. **Present Continuous Tense**:
   Present continuous tense-এর passive form-এ auxiliary am, is বা are এর পরে অতিরিক্ত be-verb হিসেবে being ব্যবহৃত হয়।
   
   Active : The sweeper is cleaning the room now.
   Passive : The room is being cleaned by the sweeper now.
   
   Active : She is telling me the stories.
   Passive : The stories are being told to me by her.

5. **Past Continuous Tense**:
   Past continuous tense-এর passive form-এ auxiliary was বা were-এর পরে অতিরিক্ত be-verb হিসেবে 'being' ব্যবহৃত হয়।
   
   Active : She was drawing a picture.
   Passive : A picture was being drawn by her.
   
   Active : I was buying some books.
   Passive : Some books were being bought by me.
6. **Present Perfect Tense** :

Present perfect tense-এর passive form-এ auxiliary *have* বা *has* এর পর অতিরিক্ত be-verb হিসেবে 'been' ব্যবহৃত হয়।

**Example** –

**Active**: He has successfully completed the course.
**Passive**: The course has *been* successfully completed by him.

**Active**: The committee has selected the candidates.
**Passive**: The candidates have *been* selected by the committee.

*Any other tense example* – present perfect continuous, past perfect, past perfect continuous, future continuous, future perfect ও future perfect continuous tense-এ passive form এর ব্যবহার খুবই সীমিত। সুতরাং এগুলো নিয়ে বিশদ আলোচনা করা হল না। তবে একই নিয়ম অনুসরণ করে এগুলোকেও passive form-এ transform করা যায়।

- The building was constructed in 1920.
- I told the boy to do the sum.
- Let us play football.
- She is looking at the picture.
- I shall give you the money.
- Rakib has got the first prize.
- She was watching TV that time.
- A decision has been taken by the committee to implement the plan.
The teacher said to me, "Do you know this story?"

The teacher asked me if I knew that story.

In the first sentence, the teacher is the subject (The teacher) and me is the object. The teacher's question is enclosed in inverted commas (" ") which indicates direct speech.

In the second sentence, the teacher's question is reported in indirect speech. The subject of the indirect speech is me, and the object is the teacher. The reported sentence is introduced by "The teacher said to me, "Do you know this story?"".
• Direct speech এর reporting clause টি present বা future tense এ বর্ণিত হলে reported speech-এ reporting sentence এর tense এর কোনো পরিবর্তন হয় না।
  তবে Direct speech-এ Reporting clause টি past tense-এ বর্ণিত হলে Reported speech-এ Reporting sentence টি অনুরূপ past tense (corresponding past)-এ পরিবর্তিত হবে। অর্থাৎ Direct speech-এর Reporting clause টি past tense-এ হলে Reported sentence এর tense নিম্নোক্তভাবে change হবে :

<table>
<thead>
<tr>
<th>Tense of the Reported Sentence</th>
<th>Change into</th>
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</thead>
<tbody>
<tr>
<td>Present Simple</td>
<td>Past Simple</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>Past Continuous</td>
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<tr>
<td>Present Perfect</td>
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<td>Present Perfect Continuous</td>
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<td>Past Continuous</td>
<td>Past Perfect Continuous</td>
</tr>
<tr>
<td>Future Simple</td>
<td>Future Simple in Past</td>
</tr>
</tbody>
</table>

যেমন নিচের Speech গলাতে reporting verb past tense-এ হওয়ায় reported sentence এর tense পরিবর্তিত হয়েছে।

Direct : Mr Rahman said to me, "I don't take sugar in my tea."
Reported : Mr Rahman told me that he did not take sugar in his tea.

Direct : Rashed said to his friend, "My father is reading a newspaper".
Reported : Rashed told his friend that his father was reading a newspaper.

Direct : "I've done the work" – said the man.
Reported : The man said that he had done the work.

Direct : Nishu said to her sister, "I've been reading in this collage for seven months."
Reported : Nishu told her sister that she had been reading in that collage for seven months.

Direct : Nipa said to you, "Did you come here yesterday?"
Reported : Nipa asked you if you had gone there the previous day.

Direct : Karim said to me, "I was sleeping then."
Reported : Karim told me that he had been sleeping then.

Direct : Morshed said to me, "I shall submit my homework tomorrow."
Reported : Morshed told me that he would submit his homework the next day.
The teacher said to the students, "Plastic bags pollute environment."

Reported: The teacher told the students that plastic bags pollute environment.

- **Reported speech**—A reported sentence consists of a **reporting clause** and a **reported sentence**. The **reporting clause** is typically the subject and object of the reported sentence, followed by a pronoun that indicates the person being reported.

  - First person (I, we, my, our, me, us, mine, ours) follows the subject of the reporting clause: Aminur said to me, "I am going to take my lunch at 1 p.m."
  - Second person (you, your, yours) follows the object of the reporting clause: Russel asked me if I would give him the book. (2nd person follows the object — 'me')
  - Third person (He, she, they, it, his, her, their, its, him, them, hers, theirs) follows the reporting clause: You said to me, "He is a very intelligent man."

- **Reported verb** *present tense*-এ হলে Reported sentence এর tense পরিবর্তিত হয় না।

  - **Direct** : Kamal says to his friends, "We are lucky that we've won the match."
  - **Reported** : Kamal tells his friends that they are lucky that they have won the match.

- **Reported speech**—A reported sentence consists of a **reporting clause** and a **reported sentence**. The **reporting clause** is typically the subject and object of the reported sentence, followed by a pronoun that indicates the person being reported.

  - First person (I, we, my, our, me, us, mine, ours) follows the subject of the reporting clause: Aminur said to me, "I am going to take my lunch at 1 p.m."
  - Second person (you, your, yours) follows the object of the reporting clause: Russel asked me if I would give him the book. (2nd person follows the object — 'me')
  - Third person (He, she, they, it, his, her, their, its, him, them, hers, theirs) follows the reporting clause: You said to me, "He is a very intelligent man."

- **Reported verb** যে tense-এ থাকুক না কেন Reported sentence কোনো চিন্তন সত্য বা universal truth নির্দেশ করলে তার tense-এর পরিবর্তন হবে না। যেমন —

  - **Direct** : The teacher said to the students, "Plastic bags pollute environment."
  - **Reported** : The teacher told the students that plastic bags pollute environment.
• ए हाणा Reporting verb टि past tense-ए हले Reported sentence-ए बर्गित किछू किछू शद Reported speech-एर क्षेत्रे परिवर्तित हय।

<table>
<thead>
<tr>
<th>Words</th>
<th>Change into</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>that</td>
</tr>
<tr>
<td>these</td>
<td>those</td>
</tr>
<tr>
<td>it</td>
<td>that</td>
</tr>
<tr>
<td>yesterday</td>
<td>the previous day</td>
</tr>
<tr>
<td>tomorrow</td>
<td>the next day, the following day</td>
</tr>
<tr>
<td>here</td>
<td>there</td>
</tr>
<tr>
<td>come</td>
<td>go</td>
</tr>
</tbody>
</table>

ইতেমধোই আপনারা এই পরিবর্তনের উদাহরণ লক্ষ করুন।

আপনারা এর মধ্যে জেনেছেন যে Reported speech এর গঠন বা কাঠামো কেমন হবে তা নির্ধারণ করে Direct speech-এ Reporting sentence-এর Type (অর্থাৎ Reported sentence টি statement, question, command নাকি exclamation) এর উপর। নিচের অংশে এ সামান্য আলোচনা করা হল।

C

আপনারা English Two বইয়ে জেনেছেন যে বাক্যের অর্থ বা sense অনুসারে চার ধরনের sentence লক্ষ করা যায়। যেমন –

**Statements** – which state something and end with a period ( . ). e.g., *I shall go to Khulna tomorrow.*

**Questions** – which ask something and end with a question mark (?) . e.g., *Who came here yesterday?*

**Commands or imperative sentences** – in which some order, suggestion or request is made and which usually end with a period ( . ). e.g., *Please lend me your pen.*

**Exclamations** – which express some strong emotion or wonder and usually contain an exclamation point ( ! ).

e.g., *Hurrah! We've won the match.*

**Statements**:

Direct speech এর Reported sentence টি statement হলে Reported speech এর ক্ষেত্রে

– Reporting verb সাধারণত say বা tell ব্যবহৃত হয়।
– এবং Reported sentence কে বর্ণনা করার জন্য ‘that’ ব্যবহৃত হয়।
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Questions:
- Direct speech এর Reported sentence টি question হলে Reported speech এর ক্ষেত্রে
- Reporting verb হিসেবে সাধারণত ask ব্যবহার করা যায়
- Reported sentence-এ question word who, which, what, ইত্যাদি ব্যবহৃত হলে Reported sentence-এ একে বর্ণনা করার জন্য ঐ question word গুলোই (অর্থাৎ who, which, what ইত্যাদি) ব্যবহৃত হয়। তবে Reported sentence টি question word এর পরিবর্তে কোনো Auxiliary দিয়ে থাকে। "হলে তাকে বর্ণনা করতে if বা whether ব্যবহৃত হয়।
- Reported speech-এ reported sentence টিকে question থেকে statement-এ পরিবর্তিত করতে হয়।

Commands:
- Direct speech-এর Reported sentence টি command হলে
- Reported speech-এ sentence এর sense অনুসারে request, order, suggest, propose, tell প্রভৃতি Reporting verb ব্যবহৃত হয়।
- Reported sentence টি বর্ণনার জন্য infinitive phrase (to + verb ....) ব্যবহৃত হয়।

Direct : Rahman said to his brother, "I shall go to Khulna tomorrow."
Reported : Rahman told his brother that he would go to Khulna the next day.

Direct : Nishan says, "I know the man."
Reported : Nishan says that he knows the man.

Questions:
- Direct speech এর Reported sentence টি question হলে Reported speech এর ক্ষেত্রে
- Reporting verb হিসেবে সাধারণত ask ব্যবহার করা যায়
- Reported sentence-এ question word who, which, what, ইত্যাদি ব্যবহৃত হলে Reported sentence-এ একে বর্ণনা করার জন্য ঐ question word গুলোই (অর্থাৎ who, which, what ইত্যাদি) ব্যবহৃত হয়। তবে Reported sentence টি question word এর পরিবর্তে কোনো Auxiliary দিয়ে থাকে। "হলে তাকে বর্ণনা করতে if বা whether ব্যবহৃত হয়।
- Reported speech-এ reported sentence টিকে question থেকে statement-এ পরিবর্তিত করতে হয়।

Commands:
- Direct speech-এর Reported sentence টি command হলে
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- Reported sentence টি বর্ণনার জন্য infinitive phrase (to + verb ....) ব্যবহৃত হয়।

Direct : The manager said to the guard, "Who came here yesterday?"
Reported : The manager asked the guard who had gone there the previous day.

Direct : My elder brother said to me, "Are you going to Chittagong tomorrow?"
Reported : My elder brother asked me if I was going to Chittagong the next day.

Commands:
- Direct speech-এর Reported sentence টি command হলে
- Reported speech-এ sentence এর sense অনুসারে request, order, suggest, propose, tell প্রভৃতি Reporting verb ব্যবহৃত হয়।
- Reported sentence টি বর্ণনার জন্য infinitive phrase (to + verb ....) ব্যবহৃত হয়।

Direct : Rashed said to me, "Please lend me your pen."
Reported : Rahsed requested me to lend him my pen.

Direct : Rafiq suggested you, "Go to a doctor."
Reported : Rafiq suggested you to go to a doctor.

Direct : The captain says to the soldiers, "Turn right."
Reported : The captain orders the soldiers to turn right.
**Exclamations:**

Direct speech এর Reported sentence টি কোনো exclamation প্রকাশ করলে
Reported speech এর ক্ষেত্রে –
- Exclamation-এর ধরন অনুসারে *exclaim with sorrow/grief/joy/wonder* প্রকৃতি
  Reporting verb ব্যবহৃত হয়।
- Statements এর মতো *that* দ্বারা Reported sentence টি বর্ণনা করা হয়।

যেমন –

Direct : The team leader said, "Hurrah! We've won the match."
Reported : The team leader *exclaimed with joy* that they had won the match.

Direct : "What a nice picture it is!" – he said to the boy.
Reported : He *exclaimed with wonder* to the boy *that* that was a very nice picture.

Direct : The old man said, "Oh, I've lost my son in the freedom fight!"
Reported : The old man *exclaimed with grief* that he had lost his son in the freedom fight.

নিচের sentence তুলো Direct থেকে Reported অথবা Reported থেকে Direct-এ transform কুই বাংলা।

1. "I was walking in the garden last evening," he said to his friend.
2. I said to you, "Is he coming to your house tomorrow?"
3. The teacher says to the students, "Don't talk in the class."
5. "I've been reading the book for three days," said Zafar to Noor.
6. The scientists said, "The earth moves round the sun."
7. The teacher requested the students to listen to him.
8. Tuhin told me that he had submitted the homework the previous day.
9. He said to me, "It's a pity that she's dumb!"
10. The passer-by said to me, "Could you please show me the way to the post office?"
Affirmative and Negative

I watched the cricket match on TV last night.
I did not watch the cricket match on TV last night.

Statement to affirmative and negative transform:

- **Affirmative statement**: He is talking to the girl.
- **Negative statement**: He is not talking to the girl.
- **Affirmative statement**: I've completed the task.
- **Negative statement**: I've not completed the task.
- **Affirmative statement**: She was singing a song.
- **Negative statement**: She was not singing a song.
- **Affirmative statement**: I shall go to a doctor.
- **Negative statement**: I shall not go to a doctor tomorrow.
Affirmative : I like to play cricket.
Negative : I do not like to play cricket.
Affirmative : He works hard.
Negative : He does not work hard.
Affirmative : She went to college yesterday.
Negative : She did not go to college yesterday.

Statement and Question

A question asks something. Statement के affirmative थेके negative-ए transform कराओ नेस सहज।

अंकेत्रे sentence एर auxiliary verb टी (बा एकाधिक auxiliary verb थालेप्रथम auxiliary verb टी) subject एर पर्वे बसाते हय एंड question टी प्रश्नवाचक चिह बा question mark (?) दिये शेष करते हय। Present simple बा past simple tense ए auxiliary ना थाले auxiliary 'do', 'does' बा 'did' बयवहार करते हय एंड principal verb एर plain form बा मल form बयवहार करते हय।

निचेरे उदाहरणगते लक्ष Ki 'b. एराने affirmative ओ negative अंकेत्रे उलिहित एकेइ sentence जेलोके interrogative बा question-ए transform करा हयेचे।

Statement : He is talking to the girl.
Question : Is he talking to the girl?
Statement : I've completed the task.
Question : Have I completed the task?
Statement : She was singing a song.
Question : Was she singing a song?
Statement : I shall go to a doctor.
Question : Shall I go to a doctor?
Statement : I like to play cricket.
Question : Do I like to play cricket?
Statement : He works hard.
Question : Does he work hard?
Statement : She went to college yesterday.
Question : Did she go to college yesterday?

Negative- interrogative

Isn't he talking to the girl?  

Negative–interrogative sentence-এ third person (he, she, they, it, Rahman etc.) এর ক্ষেত্রে subject এর পর্বে সাধারণত auxiliary ও negative 'not' বসে। আর first person (I, we) ও second person (you) এর ক্ষেত্রে সাধারণত subject এর পর্বে auxiliary এবং subject এর পরে negative 'not' বসে।

Statement : I've completed the task.
Neg-int : Have I not completed the task?

Statement : You shall go to a doctor.
Neg-int : Shall you not go to a doctor?

Statement : He works hard.
Neg-int : Doesn't he work hard?

Negative- interrogative sentence হলো নেগটিভ, প্রশ্ন এবং Negative-interrogative-এ transform করে দেওয়া হয়েছে।

1. Karim is a sincere student.
   Negative : Karim is not a sincere student.
   Question : Is Karim a sincere student?
   Neg-int : Isn't Karim a sincere student?

2. I was playing chess last afternoon.

3. He will go to London next year.

4. Rumana has been ill for three days.

5. Heera is going to join the meeting today.

6. You did the work yesterday.

7. She can play tennis.

8. The patient has been taken to the hospital.
LESSON : 1

1. The authority constructed the building in 1920. (লক্ষ কা নি : যেহেতু passive sentence টিতে object উলিমিত নেই, সুতরাং active sentence-এ subject ধারণ করে নেওয়া হয়েছে )
2. The boy was told by me to do the sum.
3. Let football be played by us.
4. The picture is being looked at by her.
5. The money will be given to you by me.
6. The first prize has been got by Rakib.
7. TV was being watched by her that time.
8. The committee has taken a decision to implement the plan.

LESSON : 2

1. He told his friend that he had been walking in the garden the previous evening.
2. I asked you whether he was going to your house the next day.
3. The teacher told the students not to talk in the class.
4. The disabled man exclaimed with grief to the journalist that he had lost his leg in 1971.
5. Zafar told Noor that he (Zafar) had been reading the book for three days.
6. The scientists said that the earth moves round the sun.
7. The teacher said to the students, "listen to me, please."
8. Tuhin said to me, "I submitted the homework yesterday"
9. He exclaimed with sympathy to me that it was a pity that she was dumb.
10. The passerby politely requested me to show him the way to the post office.

LESSON : 3

2. Negative : I was not playing chess last afternoon.
   Question : Was I playing chess last afternoon?
   Neg-int : Was I not playing chess last afternoon?
3. Negative : He will not go to London next year.
Question : Will he go to London next year?
Neg-int : Won't he go to London next year?

4. Negative : Rumana has not been ill for three days.
Question : Has Rumana been ill for three days?
Neg-int : Has not Rumana been ill for three days?

5. Negative : Heera is not going to join the meeting today.
Question : Is Heera going to join the meeting today?
Neg-int : Isn't Heera going to join the meeting today?

6. Negative : You did not do the work yesterday.
Question : Did you do the work yesterday?
Neg-int : Did you not do the work yesterday?

7. Negative : She cannot play tennis?
Question : Can she play tennis?
Neg-int : Can't she play tennis?

8. Negative : The patient has not been taken to the hospital.
Question : Has the patient been taken to the hospital?
Neg-int : Hasn't the patient been taken to the hospital?
Objectives

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

- tell the functions of prepositions, conjunctions and determiners
- identify the common prepositions, conjunctions and determiners from English texts
- use prepositions, conjunctions and determiners effectively in your writing

Overview

Lesson 1: Prepositions

Lesson 2: Conjunctions

Lesson 3: Determiners

Answer Key
Prepositions

A

The glass is on the cupboard.
The glass is in the cupboard.
The glass is under the cupboard.

The glass is *on* the cupboard. The glass is *in* the cupboard. The glass is *under* the cupboard.

The glass is on the cupboard. The glass is in the cupboard. The glass is under the cupboard.

B

Alternative Positions of Prepositions

Prepositions সাধারণত noun কিংবা pronoun এর পর্বে বসে। অবাধ, কখনো কখনো এগুলো sentence বা clause এর শেষেও বসতে পারে।

যেমন:

(i) Questions beginning with *what, who, where* etc. [*what, who, where ইত্যাদি দিয়ে তা "প্রশ্ন"]
   What are you looking at?
   Who are you going with?
   Where did you get it from?

(ii) Relative clause
   This is the house (that) I told you about.
   Do you remember the man (who) I was talking with?

(iii) Passive structures
   An electrician was called in.
   The man hurt in the accident was operated on.

(iv) Infinitive structures
   I need a pen to write with.
   It is a beautiful place to live in.
Use of Some Simple Prepositions *at, in and on* (place)

- **at**
  - It is very hot *at* the centre of the earth.
  - Turn left *at* the next traffic island.
  - *At* the centre of the earth is a very hot place.

- **in**
  - He lives *at* Gazipur. (town)
  - I live *at* Salna. (village)
  - I met him *at* the station.
  - There is a good film *at* the Gulistan. (cinema hall)
  - The plane stops for an hour *at* Bangkok. (airport)

- **on**
  - He lives *at* 14 Green Road.
  - Dhaka is *on* the Buriganga.
  - Breakfast is ready *on* the table.
  - There is no room *on* the bus.
  - He lives in a flat *on* the 4th floor.

At, in and on (time)

- **at**
  - I go to bed *at* ten o'clock.
  - I eat lunch *at* 1:15.

- **in**
  - I go to school *in* the morning.
  - We play football *in* the afternoon.
  - I watch TV *in* the evening.

- **on**
  - We have a holiday *on* Friday.
  - My birthday is *on* the 9th of April.

- **in**
  - I was born *in* March.
  - We became independent *in* 1971.
  - It usually does not rain *in* winter.
  - This house was built *in* the 18th century.
Time expressions

next, last, this, one, any, each, every, some والی

preposition

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Prepositions after Particular Words

Accuse of

The police accused the man of stealing.

Afraid of

She is afraid of the dog.

Agree with

I entirely agree with you.

Agree about

We agree about most things.

Agree on

Let's try to agree on a date.

Angry with

The teacher was angry with the boy.

Angry at/about

He was angry at/about his behaviour.

Annoyed with

I am annoyed with him.

Anxious about

We are anxious about his health.

Arrive in

They arrived in London yesterday.

Bad at

He is not bad at cricket.

Believe in

We believe in Democracy.

Careful of

He is very careful of his driving.

Clever at

She is very clever at cooking.

Composed of

Our class is composed of thirty boys and twenty girls.

Confidence in

I have great confidence in you.

Congratulate on

I must congratulate you on your exam results.

Depend/dependent on

It depends on himself.

Die of

He died of Cholera.

Note: People die of illness, of hunger, of thirst, of/from wounds, from overwork, in battle, in poverty, for their country, for a cause, on the scaffold (فون ل.valueOf) and so on.

Different from

My book is different from yours.

Disappointed with somebody

I am disappointed with him.
Disappointed with/at/about something (কোনো কিছু নিরাশ নিরাকার করা) : I am disappointed with/at/about your exam results.

A discussion about something (কোনো কিছু আলোচনা করা) : We had a long discussion about it.

Divide into parts (বিভিন্ন অংশ ভাগ করা) : I divided the apple into four parts.
Note: But a thing may be divided in half or in two. For example, He divided the apple in half (or in two).

Dressed in (কোনো কিছুতে ব্যর্থ করা) : The woman is dressed in black.

Fail in (কোনো কিছুতে অক্ষমতা হওয়া) : He failed in mathematics last year.

Full of (কোনো কিছুতে পরিপূর্ণ) : The glass is full of milk.

Good at (কোনো কিছুতে দক্ষ) : He is good at English.

Ill with (কোনো কিছুতে রোগী হওয়া) : I have been ill with flu this week.

Independent of (কারো কাছ থেকে আলাদা) : He is independent of his parents.

Insist on (প্রতিক্রিয়া করা) : He insisted on my going.

Interest/interested in (কোনো কিছুতে কৌতুক দেওয়া এবং কৌতুকলী) : I have no interest in politics.
He is interested in games and sports.

Kind to (কারো প্রতি সদয়) : He is very kind to me.

Laugh at (হাসিয়ে করা) : Don't laugh at a lame man.

Leave for (যাওয়া করা) : He is leaving for London tomorrow.

Listen to (প্রতিশ্রুতি করা) : Listen to what I say.

Look at (পরিকল্পনা করা বা দেখান্ত্বনা করা) : A nurse looks after the sick man.

Look for (সন্ধান করা) : What are you looking for?

Married to (কারো সংগে বিবাহ বন্ধনে আবদ্ধ) : She was married to an intelligent man.

Nice to (কারো প্রতি সদয় বা বন্ধনাবন্ধন) : He is always nice to me.

Opposite to (কোনো কিছুর বিপরীতে) : His house is opposite to ours.

Pleased with (কারো প্রতি সন্তুষ্ট) : I am pleased with him.

Pleased with/about/at something (কোনো কিছুতে সন্তুষ্ট) : I am not pleased with/about/at your exam results.

Polite to (কারো প্রতি নম্ন) : Be polite to others.

Prefer to (অতিরিক্ত পছন্দ করা) : I prefer milk to tea.

Preside over (সভাপতি করা) : The Headmaster presided over the meeting.

Prevent from (বাধা করা) : He prevented me from going there.

Proud of (কোনো কিছুর জন্য গর্বিত) : The man is proud of his riches.
Note: But we say take pride in; eg, He takes pride in his wealth.

Repent of (অনুপ্রাণিত করা) : He repented of his wrongdoing.

Rude to (কারো প্রতি রুদ্র) : He was very rude to me.

Run into (মিলে যাওয়া) : I ran into my old friend this morning while I was going to my school.

Satisfied with (কারো প্রতি বা কিছুর প্রতি সন্তুষ্ট) : Are you satisfied with your marks?

Shout at (কারো প্রতি চিৎকার করে কিছু বলা) : Why are you shouting at me?

Shout to (呼唤) (সঙ্গোর কাউকে ডাকা) : Mother shouted to me to eat supper.

Similar to (সম্পূর্ণ) : Your ring is similar to mine.
Sorry about [something that happened]: I am sorry about your exam results.

Sorry for/about [something that one has done]: I am sorry for/about breaking your pencil.

Sorry for [something done to someone]: I feel really sorry for her.

Suffer from: She is suffering from jaundice.

Succeed in: I hope he will succeed in his work.

Superior to: This book is superior to that one.

Sure of: I am quite sure of his success.

Surprised at: We were surprised at his failure.

Tired of: I am tired of boiled eggs.

Tremble with: He is trembling with fear.

Fill in the blanks with suitable prepositions.

1. I was not pleased with him.
2. Look at this new book.
3. We are proud of our country.
4. We arrived at the station late.
5. She is very different from her sister.
6. I am interested in gymnastics.
7. A wise man is careful with his money.
8. Divide the cake into three parts.
9. He is angry with me.
10. We are dependent on our parents.
11. He is good at tennis.
12. The girl is afraid of the cow.
13. I don't believe in ghosts.
14. He died of cancer.
15. The road is full of mud.
16. She is ill with fever.
17. Be kind to the poor.
18. I prefer to write with a pencil rather than a pen.
19. He prevented me from doing it.
20. I am sorry for being late.
21. He is junior to me.
22. She is suffering from fever.
23. He arrived at 8 o'clock on Monday.
24. What are you looking for?
25. He lives on Elephant Road.
26. Shakespeare died on 1616.
27. We live at 64 Green Road.
28. The police accused him of murder.
29. I am tired of meat.
30. She is not satisfied with her exam results.
Conjunctions

A

She has a red and blue pencil.
He does not smoke or drink.
He has a bicycle but he cannot ride it.

Conjunctions: and, or, but join

B

Co-ordinating Conjunctions

1. Hasan and Runa are brother and sister.
2. He is poor but honest.
3. She cannot read or write.
4. He plays as well as sings.

Subordinating Conjunctions

I do not know if he will come.
The day begins when the sun rises.
He is honest though he is poor.
I was at the station while it was raining.
He could not come because he was sick.
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Correlative Conjunctions

Both Hasan and Salam have come.
He is neither young nor old.
He is either mad or drunk.
He not only plays but he also sings.

She is both beautiful and clever.
I talked to both Rafiq and Reza.
She both plays the piano and sings beautiful songs.

• Both ... and, neither ... nor, either ... or, and not only ... but also এই Conjunction গুলো জোড়ায় জোড়ায় বসেছে। এ ধরনের Conjunction গুলোকে Correlative Conjunction বলা হয়।

Both and I are friends.
Neither the book nor the toys were the first prize.

Either Mr Rahman or his subordinate is responsible for this work.
He is either a poet or an artist.
**Fill in the blanks with suitable conjunctions.**

1. The man is old ____ strong.
2. He cannot not read ____ write.
3. It is strange, ____ it is true.
4. He ____ his brother go to the same school.
5. I could come ____ I was ill.
6. I don't know ____ he will come at all.
7. He fell asleep ____ watching TV.
8. She said ____ she would come.
9. It is possible ____ it seems unlikely.
10. It was raining ____ we arrived.
11. ____ Karim and his brother have done this task.
12. You can have ____ tea or cofee.
13. Neither Salam ____ his father was at home.
14. Shakespeare was not only a dramatist ____ a poet.
15. Wait here ____ I come back.

**Join each pair of sentences using suitable conjunctions.**

1. The baby can walk. The baby cannot talk.
2. The woman is old. Her husband is old.
3. I will go with you. You would like me to go with you.
4. He arrived. We were eating our supper that time.
5. I could not jump over the wall. It was too high.
6. The man is poor. He is satisfied.
8. He would buy a dictionary. He said this.
9. Reza is a student. Hasan is a student too.
10. The girl is beautiful. She is lazy.
11. The story is not about fairies. It is not about ghosts.
12. He did not write to me. He did not phone.
Determiners

A

নিচের Phrase গুলো লক্ষ কি’ত

- a good boy
- the earth
- this garden
- my elder brother
- every month
- several young students

Determiner শব্দগুলির একটি noun phrase। তাদের প্রথম শব্দগুলো হ’তে যথাক্রমে a, the, this, my, every, enough ও several। এই শব্দগুলো noun phrase এর আর’তে বসে নির্দেশ করতে পারেন। যেমন, the garden, this garden, my garden ইত্যাদি।

GROUP A

- a/an, the
- my, your, his, her, its, our, your, their, one’s, whose, this, these, that, those

GROUP B

- some, any, no
- each, every, either, neither
- much, many, more, most, little, less, least
- few, fewer, fewest, enough, several
- what, whatever, which, whichever

যদি আমরা Group B এর কোনো determiner, Group A এর কোনো determiner এর পর্বে বসাতে চাই তবে আমাদের of ব্যবহার করতে হবে।

- some of the boys
- each of my friends
- neither of these pens
- many of the people
which of those books

which of those books

• of এর পর্বে আমরা none ব্যবহার করি, no ব্যবহার করতে পারি না।
  যেমন : none of my friends

• Group এর determiner গুলো কোনো কোনো কেবলে noun ছাড়াই ব্যবহর হয়।
  যেমন : Do you know Shakespeare's plays?
          Yes, I've read several.
          Would you like some water?
          I've got some, thanks.

C

Fill in the blanks with suitable determiners.

1 He goes home ______ week.
2 A needle is ______ useful thing.
3 He has ______ money to buy a car.
4 She has lost ______ purse.
5 ______ pen is mine; that pen is yours.
6 He has ______ pens to write with.
7 ______ of these pens is good.
8 ______ of these books is yours?
9 He spends ______ time in travelling.
10 ______ his teeth have been fallen out.
11 I haven't got ______ friends.
12 I earn ______ money than he does.
13 ______ of the girls has got a prize.
14 ______ colour do you want, green or red?
15 There are trees on ______ side of the road.
**LESSON : 1**

1. with  
2. at  
3. of  
4. at  
5. from  
6. in  
7. of  
8. into  
9. with  
10. on  
11. at  
12. of  
13. in  
14. of  
15. of  
16. with  
17. to  
18. to  
19. from  
20. for  
21. to  
22. from  
23. at, on  
24. for  
25. in  
26. in  
27. at  
28. of  
29. of  
30. with

**LESSON : 2**

1. but  
2. or  
3. yet  
4. and  
5. because  
6. if  
7. while  
8. that  
9. though  
10. when  
11. Both  
12. either  
13. nor  
14. but also  
15. until

1. The baby can walk but it cannot talk.  
2. Both the woman and her husband are old.  
3. I will go with you because you would like me to do so.  
4. He arrived while we were eating our supper.  
5. I could not jump over the wall because it was too high.  
6. The man is poor but satisfied.  
7. You must work hard or you cannot succeed.  
8. He said that he would buy a dictionary.  
9. Both Reza and Hasan are students.  
10. The girl is beautiful but lazy.  
11. The story is neither about fairies nor about ghosts.  
12. He neither wrote nor phoned to me.

**LESSON : 3**

1. every  
2. a  
3. enough  
4. her  
5. This  
6. no  
7. Neither  
8. Which  
9. much  
10. All  
11. many  
12. less/more  
13. Each  
14. Which  
15. either
Relatives, Interrogatives and Introductory there/It

Objectives

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

- tell the functions of relatives, interrogatives and introductory there/It in the English language
- Identify the structures with relatives, interrogatives and introductory there/It in English texts
- use the structures with relatives, interrogatives and introductory there/It in your writing effectively.

Overview

Lesson 1 : Relatives

Lesson 2 : Interrogatives

Lesson 3 : Introductory there/It

Answer Key
Relatives

LESSON 1

A

নিচের বাক্য দুটি দেখুন।

This is Mr Ali.
He is a doctor.

এই বাক্য দুটি আমরা Conjunction and দ্বারা যুক্ত করে Compound sentence বানাতে পারি। যেমন:

This is Mr Ali and he is a doctor.

বাক্য দুটিকে আমার অন্যভাবেও যুক্ত করা যায়।

This is Mr Ali who is a doctor.

এ বাক্যটিকে Compound sentence টির সাথে তুলনা করলে আমরা দেখতে পাব যে, এক্ষেত্রে and এর পরিবর্তে আমরা শুধু একটি শব্দ who ব্যবহার করেছি এবং তা and ও he এর কাজ করছে। এখানে who শব্দটি pronoun; কারণ এটি he এর পরিবর্তে বসেছে। আবার এটি conjunction এর মতো দুটি বাক্যকে সংযুক্ত করেছে। সুতরাং এখানে who একটি Relative Pronoun. Noun এর পরিবর্তে ব্যবহৃত হয় এবং দুটি বাক্যাংশকে সংযুক্ত করে এমন শব্দকে Relative Pronoun বলা হয়।

ইংরেজি ভাষায় সাধারণভাবে ব্যবহৃত relative pronouns হ'লঃ

Who       [used for people as subject or object of verb]
Which      [used for things as subject or object of verb]
That       [used for people or things]
What       [used for introducing a noun-clause]

B

Relative pronoun দুটি কাজ করে থাকে।

1  এটি Conjunction এর মতো দুটি clause কে সংযুক্ত করে।
2  এটি Clause এর subject কিংবা object হিসেবে Noun এর পরিবর্তে বসে থাকে।

নিচের বাক্যগুলো তুলনা ক’নঃ

What's the name of the boy? He came here.
What's the name of the boy who came here?

দ্বিতীয় বাক্যে who দুটি clause কে যোগ করেছে। এটি দ্বিতীয় clause-টির subject। আমরা এখানে he এর মতো করে who ব্যবহার করেছি।

আবার লক্ষ ক’নঃ

Unit 12
I have a pen; it writes very well.
I have a pen *that* writes very well.

আমার একটি মনে যাকে *that* অনুরূপভাবে দুটি clause কে যুক্ত করেছে। এটিও দ্বিতীয় clause টির subject এবং আমার *it* এর মতো করে *that* ব্যবহার করেছি।

আবার,
I've found the money bag. You were looking for *it*.
I've found the money bag *which* you were looking for.

এখানে *which* দ্বিতীয় clause এর object।

---

**What** অন্যান্য relative pronoun এর মতো নয়। অন্যান্য relative pronoun গুলো এদের

পূর্ববর্তী noun কে নির্দেশ করে থাকে। যেমন : নিচের উদাহরণগুলো লক্ষ কা 'ন।

I gave her *the money* that she needed.
The *thing* that he bought was attractive.

এখানে *that* দ্বারা *the money* এবং *the thing* কে বোঝানো হচ্ছে।

অন্যদিকে আমার এক সংগে *Noun + relative pronoun* বোঝাতে

*what* ব্যবহার করে থাকি। যেমন :

I gave her *what* she needed.

[ *What* = the money that ]

*What* he bought was attractive.

[ *What* = the thing that ]

লক্ষ কা 'ন, প্রথম বাক্যে *what she needed* একটি noun clause যা *gave* verb এর object

হিসেবে ব্যবহার হয়েছে।

আবার দ্বিতীয় বাক্যে *what he bought* clause টি বাক্যটির subject। মুতরাং এটিও একটি

noun clause। অর্থাৎ দেখা যাচ্ছ উভয়ক্ষেত্রেই *what* noun clause এর সচ্চ করেছে।

---

**Relatives : Identifying and Non-identifying Clauses**

নিচের বাক্যটি পড়ুন।

The man is my uncle.

এ বাক্যে লোকটির পরিচয় *'ঝই* নয়।

এক্ষেত্রে শ্রোতার মনে ব্যাপ্ত প্রশ্ন জাগবে: কোনো লোকটি ? [who?]

কিন্তু যদি বলা হয় :

The man *who* came here is my uncle.
"Have you seen my new bicycle, which I bought yesterday?" Reza said.

Note: Non-identifying clause জলো comma (,) ধারা বাক্যের বাণী অংশ থেকে আলাদা করা হয়ে থাকে।

The woman who works in the hospital lives downstairs. (identifying clause)
Mrs Kamal, who works in the hospital, lives downstairs. (non-identifying clause)

Join each pair of sentences using **Who**:
1. This is a girl. She is going to sing a song.
2. I have a brother. He lives in Canada.
3. The man was here yesterday. He has gone to Dhaka today.
4. The girl won the prize. She is my sister.
5. The boy is sitting next to me. He is very clever.
7. The man had stolen my radio. He was caught by the police.
8. The old man lives my next door. He has just died.
9. The man told me the news. He refused to give his name.
10. The soldier had a wooden-leg. He had been wounded in the battle.

Combine each pair of sentences using **which** or **that**:
1. He has a pet dog. It is called Jack.
2. I have a book. It teaches me spoken English.
3. I have finished the exercises. Our teacher told us to do those exercises.
4. The bicycle was for my birthday. My brother sent it.
5. The garden is at the back of the house. It has a badminton court.
6. The pen writes very well. I bought it yesterday.
7 The newspaper is lying on the table. It is old and useless.
8 This is the house. Anwar built it.
9 He made a long speech. It was boring.
10 The books are lying on the desk. The books are mine.

Join each pair of sentences using *What*.
1 He says something. It is true.
2 She needed something. I gave it to her.
3 He has made something. I like it.
4 The teacher said something. It was very important.
5 My friend told me something. It was interesting.
A

Are you eating rice?
Does he take tea?
What do you want?

Interrogative sentence বা question বলা হয়। আপনারা Unit 3 এর Lesson 3 তে statement ও Questions এর ক্ষেত্রে আলোচনা পড়েছেন। এই Lesson এ Questions এর ক্ষেত্রে আরো বিস্তারিত আলোচনা করা হবে।

Interrogative বা প্রশ্নবোধক বাক্যের ক্ষেত্রে নিচের নিয়মগুলো অনুসরণ কর।

- বাক্যে কোনো auxiliary verb থাকলে interrogative-এর ক্ষেত্রে তা subject এর পরে বলে।
  
```markdown
<table>
<thead>
<tr>
<th>auxiliary verb + subject + main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you seen my bag?</td>
</tr>
<tr>
<td>Why are you laughing?</td>
</tr>
<tr>
<td>How much does it cost?</td>
</tr>
</tbody>
</table>
```

- বাক্যে কোনো auxiliary verb না থাকলে present tense এ do বা does এবং past tense এ did ব্যবহৃত হয়।
  
```markdown
<table>
<thead>
<tr>
<th>Do/Does/Did + subject + main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like this bicycle?</td>
</tr>
<tr>
<td>Where does he live?</td>
</tr>
<tr>
<td>Did you go home yesterday?</td>
</tr>
</tbody>
</table>
```

- Verb 'to be' কিংবা অন্যান্য auxiliary verb এর সঙ্গে do, does বা did ব্যবহৃত হয় না। যেমন:
  
- Can you tell me the time?
  [NOT: * Do you can tell me...?]

- Interrogative এর ক্ষেত্রে do, does বা did এর পরে principal verb এর মল বা plain form ব্যবহৃত হয়। এ ক্ষেত্রে past form, infinitive form বা participle form ব্যবহৃত হয় না। যেমন:
  
- Did you go there?
  [NOT: * Did you went/to go there?]
• যদি who, which, what বা how many কোনো বাক্যের subject হয় তবে— প্রশ্নে do, 
does বা did প্রকৃতি auxiliary ব্যবহৃত হয় না। যেমন :
Who made it?
[NOT: * Who did make it?]
Which costs more—this one or that one?
[NOT: * Which does cost more ...........?]
What happened?
[NOT: * What did happen?]

• কিন্তু who, which, what, how many, ইত্যাদি বাক্যের object হলে do, does বা did ব্যবহার করতে হয়। যেমন :
Who do you want to meet?
What do you want?

B

Word order in spoken questions
কথা বলার সময় আমরা সব সময় প্রচলিত 'Interrogative' word-order ব্যবহার করি না। যেমন
You're working late to-night?
কথা বলার সময় আমরা এভাবে প্রশ্ন করে থাকি :
• যখন আমরা কোনো কিছু জানি মনে করি; কিন্তু তা নির্দিষ্ট হতে চাই—
That's the English teacher? [ = I suppose that's the English teacher, isn't it?]
• কিংবা বিশ্বাস প্রকাশ করি—
He is our teacher? I thought he was a student.
কিন্তু what, where, how ইত্যাদি question word এর পর এ order সমর্থ নয়। যেমন :
Where are you going?
[NOT: * Where you are going?]

C

Reply questions
আমরা প্রায়ই সংক্ষিপ্ত প্রশ্নের মাধ্যমে কারা কথার জবাব দিয়ে থাকি।
নিচের উদাহরণগুলো লঙ্কা চাঁ 'ন।

1 A: It was a terrible experience.
   B: Was it?
   A: Yes, ............

2 A: We had a lovely holiday.
   B: Did you?
   A: Yes, we went ............

3 A: I don't understand.
   B: Don't you? I'm sorry.
SSC Programme

Questions tags

1. A: It was a pleasant journey.
   B: Yes, wasn't it? I did enjoy it.
2. A: He's put on a lot of weight.
   B: Yes, hasn't he?

It's cold today, isn't it?
It's not cold today, is it?
He can speak English, can't he?
He can't speak English, can he?
He takes sugar in tea, doesn't he?
He doesn't take sugar in tea, does he?

- Positive statement এর পর negative tag এবং negative statement এর positive tag ব্যবহৃত হয়।
  যেমন:

   He is kind, isn't he?  He's not cruel, is he?

- যদি main sentence টিতে auxiliary verb [be, will, can, may, must, do, does, did, should, have, has] ইত্যাদি ] থাকে তবে question tag এ একই auxiliary verb ব্যবহৃত হয়।
  যেমন:

   He can swim, can't he?

- যদি main sentence এ কোনো auxiliary verb না থাকে তবে present tense এ do বা does এবং past tense এ did ব্যবহার করতে হয়।
  যেমন:

   They work hard, don't they?
   She looks beautiful, doesn't she?
   You came home yesterday, didn't you?
\section*{1. Auxiliaries and Questions}

Make these sentences questions by arranging the positions of the auxiliaries.

1. He can ride a bicycle.
2. She is afraid of the cow.
3. They are working hard.
4. He has finished his work.
5. She was making tea.
6. They will help us.
7. He must go home now.
8. He could play football well.
9. He should do it.
10. It is 7 o'clock.

\section*{2. More Questions}

Make the following sentences questions by using appropriate auxiliaries.

1. He feels well.
2. They play football.
3. She wrote a letter.
4. They try to understand him.
5. It tastes good.
6. He walks to school.
7. She broke the glass.
8. Runa keeps a diary.
9. Mr Roy takes English lessons.
10. He bought a dictionary.

\section*{3. Special Questions}

Change the following sentences into questions, asking about the words in bold types.

Example:  
Q She is wearing a new dress.  
A What is she wearing?

1. My name is Sharmin Ahmed.
2. Columbus discovered America.
3. They want to meet the Prime-Minister.
4. She lives in town.
5. He will buy an umbrella.
6. They are sitting under the trees.
SSC Programme

7 They were talking about the weather.
8 She is writing to her friend.
9 He said that he was ill.
10 Someone built this old building.

5 Add question tags to these sentences.
1 He is here.
2 He came here yesterday.
3 He didn't come.
4 You teach English.
5 She doesn't play tennis.
6 He won't come today.
7 You can help him.
8 My mother cooks well.
9 He'll fall down.
10 Come and see me tomorrow.
A

Introductory there

There is a glass on the table.
There is no water in the glass.
There are many tigers in the Sundarbans.

There is a glass, no water and many tigers in the Sundarbans. The subject 'is' এর স্বর্ণে there এর স্বর্ণে যথাক্রমে a glass, no water and many tigers এর স্বর্ণে তাদের হয়েছে। অথচ there এই বাক্যের subject নয়। তাদের subject হ'লো 'is'। এ ধরনের there কে ইংরেজিতে introductory বা preparatory there বলা হয়।

A cat is in the garden.
There is a cat in the garden.

The cat is in the garden. Aবাবার বাক্যটি তিনটি লক্ষ কা 'ন।

A cat is in the garden.
There is a cat in the garden.

The cat is in the garden.

There was a boy in the village named Ali.
There was some water in the jar.

There were five members in the committee.
There are many shops in the market.

B

Fill in the blanks with introductory there followed by the appropriate form of the be verb.
[present, past or future]

1. _______ two books on the table.
2. _______ an accident near our house yesterday.
3. _______ a holiday tomorrow.
4. _______ a king in Iran many years ago.
5. _______ no pictures in this book.
6. _______ a lot of rain last night.
7. _______ no place like home.
8. _____ a lot of tall buildings in New York.
9. _____ five hundred students in the school this year.
10. _____ a football match next Saturday.

C

Introductory it

To be with you is nice.
What he says is important.
That he will come is certain.

It is nice to be with you. [it + be + adj + infinitive]
It is certain that he will come. [it + be + adj + clause]
It is important what he says. [it + be + adj + clause]

It is nice to be with you. [it + be + adj + infinitive]
It is certain that he will come. [it + be + adj + clause]
It is important what he says. [it + be + adj + clause]

Rewrite these sentences using introductory it.

1. To spend all the money is foolish.
2. What he says is true.
3. That she will pass the exam is sure.
4. To teach the young students is difficult.
5. The date was 25th March, 1971.
6. That two and two make four is certain.
7. To beat a person to death is cruel.
8. To criticise is easy.
9. The time was 7 o'clock in the morning.
10. That I will be a little late is probable.
LESSON : 1

This is the girl who is going to sing a song.
I have a brother who lives in Canada.
The man who was here yesterday has gone to Dhaka today.
The girl who won the prize is my sister.
The boy who is sitting next to me is very clever.
I know the man who came here.
The man who had stolen my radio was caught by the police.
The old man who lives my next door has just died.
The man who told me the news refused to give his name.
The soldier who had been wounded in the battle had a wooden leg.

He has a pet dog which is called Jack.
I have a book which/that teaches me spoken English.
I have finished the exercises which our teacher told us to do.
The bicycle which/that my brother sent was for my birthday.
The garden which is at the back of the house has a badminton court.
The pen which I bought yesterday writes very well.
The newspaper which is lying on the table is old and useless.
This is the house that Anwar built.
He made a long speech, which was boring.
The books which are lying on the desk are mine.

It is true what he says.
I gave her what she needed.
I like what he has made.
It was very important what the teacher said.
It was very interesting what my friend told me.

LESSON : 2

Can he ride a bicycle?
Is she afraid of the cow?
Are they working hard?
Has he finished his work?
Was she making tea?
Will they help us?
Must he go home now?
Could he play football well?
Should he do it?
Is it 7 o'clock?

Does he feel well?
Do they play football?
Did she write a letter?
Do they try to understand him?
Does it taste good?
Does he walk to school?
Did she break the glass?
Does Runa keep a diary?
Does Mr Roy take English lessons?
Did he buy a dictionary?

What's my name?
Who discovered America?
Who do they want to meet?
Where does she live?
What will he buy?
Who are sitting under the trees?
What were they taking about?
Who is she writing to?
What did he say?
Who built this old building?

He is here, isn't he?
He came here yesterday, didn't he?
He didn't come, did he?
You teach English, don't you?
She doesn't play tennis, does she?
He won't come today, will he?
You can help him, can't you?
My mother cooks well, doesn't she?
He'll fall down, won't he?
Come and see me tomorrow, will you?

LESSON : 3

There are 2 There was 3 There will be
There was 5 There are 6 There was
There is 8 There are 9 There are
There will be

It is foolish to spend all the money.
It is true what he says.
It is sure that she will pass the exam.
It is difficult to teach the young students.
It was 25th March 1971.
It is certain that two and two make four.
It is cruel to beat a person to death.
It is easy to criticise.
It was 7 o'clock in the morning.
It is probable that I will be a little late.
Objectives
On completion of this unit you'll be able to –

- tell the importance and functions of formal applications
- identify the form and different parts of a formal application
- write formal applications for various purposes

Overview
Lesson 1: Introduction to formal applications
Lesson 2: Writing applications to educational institutions
Lesson 3: Writing applications for employment
Lesson 4: Writing application for collective interest
Activities
English Two বইয়ে আপনারা ব্যাক্তিগত চিঠিপত্র অর্থাৎ Informal letters লিখতে শিখেছেন।
এই Informal letters ছাড়াও আমাদের বিভিন্ন প্রয়োজনে অনেক প্রতিষ্ঠান বা কর্তৃপক্ষের কাছে আবেদন বা পত্র যোগাযোগ করতে হয়। এ সকল আবেদনগুলোর ভিত্তিতে যেহেতু নির্দেশিত প্রতিষ্ঠান বা কর্তৃপক্ষ অনুপস্থিত সিদ্ধান্ত (formal decision) গ্রহণ করে থাকেন, সুতরাং এ সকল formal আবেদনগুলো বা applications এর কাঠামো এবং ভাষা বৈশিষ্ট্য ব্যাক্তিগত চিঠিপত্রের মতো অনিধায়িত নন। সিদ্ধান্ত গ্রহণকারী কর্তৃপক্ষের সুবিধার জন্য formal applications অনেকটা নির্দিষ্ট এবং সাধারণভাবে ব্যবহৃত কাঠামো অনুসরণ করে থাকে।

নিচের পরিস্থিতিটি লক্ষ কর'ন –
রেজাউল করিম চট্টগ্রাম দুর্গাঘাট হাই স্কুলের নবম শ্রেণীর ছাত্র। সে পাঁচ বছর ধরে এই স্কুলে পড়তে এবং তালেবে ফলাফল করে আসছিল। বিজ্ঞান বিভাগে তার রোল নম্বর- ৩। কিন্তু গান্ধী তার বাবা কুমিল্লায় এলাকা হয়ে গেছে এবং খুব শিক্ষিকা তাদের পরিবার কুমিল্লায় চলে যাবে। ফলে রেজাউল করিমের আর দুর্গাঘাট হাই স্কুলে পড়া হয়নি। কিন্তু সমস্যা হয়নি, কুমিল্লায় কোনো স্কুলে একই শ্রেণীতে ভুরি হতে হলে, তাকে দুর্গাঘাট হাই স্কুলে একটি বদলিত বা Transfer Certificate নিতে হবে। সুতরাং, সে দুর্গাঘাট হাই স্কুলের প্রধান শিক্ষকের কাছে লিখল –

20 October 1996
The Headmaster
Dhoomghat High School
Chittagong

Subject: Application for a Transfer Certificate.

Dear Sir,
I am a student of Class IX, Science Group in your school. My roll number is 03. I have been studying at this school for five years. Recently, my father has been transferred to Comilla. We have to go there soon. Under the circumstances, I need a transfer certificate to get admission to a school in Comilla.
I should be grateful if you would kindly issue me a transfer certificate as early as possible.

Thank you.
Yours faithfully,
Rezaul Karim
Roll- 03, Class IX
Science Group
### Read and note.

<table>
<thead>
<tr>
<th>English</th>
<th>Bengali</th>
</tr>
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<tbody>
<tr>
<td>application</td>
<td>দরখাস্ত, আবেদনপত্র</td>
</tr>
<tr>
<td>studying</td>
<td>পড়াশুনা করছি (study – পড়াশুনা করা)</td>
</tr>
<tr>
<td>recently</td>
<td>মাত্র কিছু</td>
</tr>
<tr>
<td>transferred</td>
<td>বদলি করা হয়েছে (transfer – বদলি করা)</td>
</tr>
<tr>
<td>circumstances</td>
<td>অবস্থা</td>
</tr>
<tr>
<td>under the circumstances</td>
<td>এ অবস্থার পরিমাপক্তিতে, এমনভাবে</td>
</tr>
<tr>
<td>issue</td>
<td>বিষয় করা, প্রাপ্তি করা</td>
</tr>
<tr>
<td>yours faithfully</td>
<td>আপনার বিশ্বাস/বিশ্বাসভাজন</td>
</tr>
</tbody>
</table>

রেজাউল করিম তার প্রধান শিক্ষকের নিকট যা লিখেছে তা একটি formal application। এর বিভিন্ন অংশ লক্ষ করা যাক।

| Date | 20 October 1996 |
| Address | The Headmaster Dhoomghat High School Chittagong |
| Subject | Application for a Transfer Certificate. |
| Greeting | Dear Sir, |
| Body | I am a student of Class IX, Science Group in your school. My roll number is 03. I have been studying at this school for five years. Recently, my father has been transferred to Comilla. We have to go there soon. Under the circumstances, I need a transfer certificate to get admission to a school in Comilla. I should be grateful if you would kindly issue me a transfer certificate as early as possible. Thank you. Yours faithfully, Rezaul Karim Roll- 03 Class IX Science Group |
| Closing | |
| Signature & Address | 20 October 1996 The Headmaster Dhoomghat High School Chittagong |

Writing Formal Applications Page 179
Subject: Application for a Transfer Certificate.

Dear Sir,

I am a student of Class IX, Science Group in your school. My roll number is 03. I have been studying at this school for five years. Recently, my father has been transferred to Comilla. We have to go there soon. Under the circumstances, I need a transfer certificate to get admission to a school in Comilla.

I should be grateful if you would kindly issue me a transfer certificate as early as possible.

Thank you.

Yours faithfully,

Rezaul Karim
Roll- 03
Class IX
Science Group

The Headmaster
Dhoomghat High School
Chittagong

20 October 1996
Situation 1:
Suppose you have completed the SSC Programme of the Bangladesh Open University this year. You are planning to get admission into a college. But you need a testimonial from the co-ordinator of your Tutorial Centre for the admission purpose. Write an application to the co-ordinator of your Tutorial Centre for a testimonial.

2 August 1998
The Co-ordinator
BOU SSC Programme
Govt. Girls' High School, Comilla.

Subject: Application for a testimonial.

Dear Madam,
I was a student of the SSC Programme of the Bangladesh Open University at your Tutorial Centre. I have completed all the courses of the SSC Programme this year and I have been placed in the 1st division with letter marks in Mathematics and English. Now I need a testimonial to get admission into a college.
I hope that you would be kind enough to issue me a testimonial as early as possible.
Thank you.
Yours faithfully,
Kazi Gulnahar
Student ID No. 950101830034
TC: Govt. Girls' High School, Comilla.
Situation 2:
You have come to know that Bangladesh Open University (BOU) is going to offer some full-free studentships to the needy and meritorious students of its SSC Programme. As you are in financial hardship, you think it will be a good idea to apply for a full-free studentship to the BOU authority. Write an application to the Dean, Open School, Bangladesh Open University for a full-free studentship.

4 January 1995

Dean
Open School
Bangladesh Open University
Gazipur-1704

Subject: Application for a full-free studentship.

Dear Sir,

I am a student of your SSC Programme under the Tutorial Centre of Rangpur Zila School. My father is a retired Government Officer. We used to live in Government quarters. But now we are living in a rented house as my father has been retired. Now with the rise of living cost it is really very difficult for my father to pay my tuition fees. Although I obtained 70% marks in the five courses which I took last year, the continuity of my studies has become uncertain in this situation.

I understand that you are offering some full-free studentships to the needy and meritorious students of your programme. Under the mentioned circumstances, I hope that you would be kind enough to grant me a full-free studentship so that I can continue my studies.

Yours faithfully,

Sadia Afreen
Student ID No. 960108470038
TC: Rangpur Zila School

Read and note.

retired : অবসরপ্রাপ্ত
used to live : বাস করতাম (এখন করি না)
rented house : ভাড়া করা বাড়ি
living cost : জীবিকা খরচ
obtained : পেয়েছি
uncertain : অনিশ্চিত
continue : চালিয়ে যাওয়া
needy and meritorious : অভাবন্ত্র-এবং মেধাবী
financial hardship : অর্থ-কষ্ট
Situation 3:
You've got the information that the Vice-Chancellor of Bangladesh Open University is going to visit your Tutorial Centre (TC) next month. You the students of SSC Programme would like to stage a play in his honour. Write an application to the Co-ordinator of your TC for permission to stage a play.

25 August 1996

Co-ordinator
BOU Tutorial Centre
Madhabkunda High School, Habiganj

Subject: Application for staging a play.

Dear Sir,

We the students of the SSC Programme of BOU are very happy to know that the honourable Vice-Chancellor of Bangladesh Open University is coming to visit our Tutorial Centre next month. On this occasion we would like to stage a play in his honour.

We think this will be a new experience for all of us. It will not only entertain the students and the honourable guest but it will also help to bring out our performing talent and organising abilities. We have decided to stage Rabindranath's 'Dakghar'. Our Bangla tutor has kindly agreed to help us.

We should be grateful if you would kindly give us permission to stage the play.

Thank you.

Yours faithfully,

Students of
BOU SSC Programme
TC : Madhabkunda High School, Habiganj

Read and note.

- stage : মঝস্থ করা
- occasion : ঘটনা, উপলক্ষ
- experience : অভিজ্ঞতা
- entertain : চিত্রবিনোদন করা
- guests : অতিথিবৃদ্ধি
- performing talent : অভিনেতার প্রতিষ্ঠা
- organising abilities : সাংগঠনিক ক্ষমতা
- agreed : রাজি হয়েছেন, present-agree
- permission : অনুমতি
- in his honour : তাঁর সম্মানে
Writing Applications for Employment

LESSON

A

Write an application to the manager of Uttara Bank for the job an office assistant

10 January 1997

General Manager
Uttara Bank Ltd.
81, Motijheel C/A, Dhaka- 1000

Subject : Application for the job of an office assistant.

Dear Sir,

I understand from the advertisement published in several newspapers that you are going to appoint some office assistants at your bank. I would like to offer myself as one of the candidates for this job.

I am enclosing a copy of my Curriculum Vitae in favour of my application. I hope it will provide necessary information for your kind consideration.

I should be grateful If you would kindly let me know the time and date for the interview.

Thank you.

Yours sincerely,

Rafiq Hasan
45, Bijoy Nagar, Dhaka.
CURRICULUM VITAE OF
Rafique Hasan
45, Bijoy Nagar
Dhaka - 1202
Phone : 8925633

A. Personal Details :
Date of birth : 25th August 1977
Marital status : Single
Permanent address : Vill. Pabur Thana : Banaripara
Dist : Barisal

B. Education :
SSC : Passed in 1993 from Dhaka Board and was placed in the 1st division.
HSC : Passed in Commerce Group in 1995 from Dhaka Board and was placed in the 2nd division.

C. Other Qualifications :
• Completed a course on Secretarial Science in 1995.
• Completed a course on Type-writing and MS Word in Computer in 1996.

D. Experience :
• Working as an office assistant at a private firm since July 1996.

Rafiq Hasan
Signature 10 January 1997
Date

Read and note.
understand : জানতে পারা
appoint : নিয়োগ করা, নিযুক্ত করা
candidate : ক্রেতা
enclose : সংযুক্ত করা
in favour of : সপক্ষে

রফিক হাসানের জীবন বৃত্তাত্ত্ব (Curriculum Vitae) -টি লক্ষ কর'ন :
প্রথমেই ইন্টার্নেটের উপরের লেখে সে তার নাম এবং টেলিফোন নং ঘোষণা গোষ্টির ঠিকানা দিয়েছে। এরপর প্রথম অংশে সে নিয়েছে তার ব্যক্তিগত তথ্যক্ষীরী (Personal details)। এখানে সে তার জন্ম তারিখ, স্থায়ী ঠিকানা এবং সে বিবংশিত কিনা (Marital status) তা উল্লেখ করেছে।
এরপরের অংশে সে তার শিক্ষা ও গোষ্ঠী উল্লেখ করেছে। এখানে এ সো এস সি থেকে শুরু করে সবগুলো আচার্যর্থীতি, পরিকল্পনা পাশের সন, বিভাগ, বেতন নাম এবং ফলাফল উল্লেখ করা হয়েছে।
শিক্ষা ও গোষ্ঠীগুলির পরে রয়েছে অন্যান্য গোষ্ঠীর বক্ষেন। এখানে চাকরীর সাথে প্রতিবিন্দু বা প্রাগৌণিক গোষ্ঠী (নেমন কোনো প্রাপ্তির কোর্সে অন্তর্ভুক্ত বা বিশেষ দফত্র ইত্যাদি) তুলে ধরা হয়েছে।
Suppose you have completed the SSC Programme and the certificate in Education Programme from the Bangladesh Open University. Now you are thinking of starting a teaching career in a school. A few days ago you saw an advertisement in a local newspaper for the post of an assistant teacher in the Charpalisha Junior High School. Write an application for the post.

10 March 1995

The Secretary
Charpalisha High School
Jamalpur

Subject: Application for the post of an Assistant Teacher.

Dear Sir,

I understand from your advertisement in the local newspaper of 3 March 1995 that you are going to appoint an assistant teacher for the primary section of your school. I would like to offer myself as a candidate for this post.

For your kind consideration I would like to inform you that I completed the SSC Programme from the Bangladesh Open University in 1996. Recently I have completed the Certificate in Education (CEd) Programme from the same university. As a part of the CEd Programme I have done practice teaching at the Nabakumar School, Sherpur for one year. I am also good at debate and sports which may help me to organise student activities.

I am enclosing herewith copies of my certificates and testimonials. I should be grateful if you would give me a chance for an interview.

Thank you.

Yours faithfully,

Rowsanara Renu
High School Road
Jamalpur.
**Read and note.**

<table>
<thead>
<tr>
<th>English</th>
<th>Bengali</th>
</tr>
</thead>
<tbody>
<tr>
<td>advertisement</td>
<td>বিজ্ঞপ্তি</td>
</tr>
<tr>
<td>educational qualifications</td>
<td>শিক্ষাগত যোগ্যতা</td>
</tr>
<tr>
<td>am enclosing</td>
<td>সংযুক্ত করছি</td>
</tr>
<tr>
<td>chance</td>
<td>সুযোগ</td>
</tr>
<tr>
<td>consideration</td>
<td>বিবেচনা</td>
</tr>
<tr>
<td>recently</td>
<td>গঠন্তি</td>
</tr>
<tr>
<td>organise</td>
<td>সংগঠিত করা</td>
</tr>
<tr>
<td>student activities</td>
<td>শিক্ষার্থী কার্যক্রম (যেমন খেলাধুলা, বিতর্ক, আবৃত্তি ইত্যাদি)</td>
</tr>
</tbody>
</table>

**Situation 2**—এর জন্য দেওয়া application টি লক্ষ করুন। এখানে পৃথকভাবে কোনো জীবন বৃত্তাংশ বা Curriculum Vitae দেওয়া হয়নি। বরং application—এর ভেতরেই শিক্ষাগত যোগ্যতা (SSC এবং CEd), অভিজ্ঞতা (এক বছরের practice teaching) এবং অন্যান্য যোগ্যতা (বিতর্ক ও খেলাধুলা) উলেম করা হয়েছে। অন্যান্য চাকরির ক্ষেত্রে বিতর্ক ও খেলাধুলা অত্যাধুনিক মনে হলেও প্রাথমিক স্তরে শিক্ষকতার জন্য এগুলো বৃহত্তি যোগ্যতা হিসেবে বিবেচিত হতে পারে। সে কারণেই আবেদনকারী এটি উল্লেখ করেছেন।

চাকরির বিজ্ঞাপনে “[উক্তিতে কোনো Biodata, Curriculum Vitae বা Resume না চাওয়া হলে এভাবে একই application—এ চাকরির প্রাথমিক যোগ্যতা উলেম করে আবেদন করা যায়। তবে চাকরির জন্য আবেদনপত্রের ক্ষেত্রে অবশ্যই চাকরির বিজ্ঞাপন বা বিজ্ঞপ্তিতে বর্ণিত শর্তাবলী ও পদ্ধতি সঠিকভাবে মেনে চলতে হবে।

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Write an application to the Postmaster General requesting him to open a sub-post office in your locality.

10 September 1994

The Postmaster General
Dhaka

Subject: Application for opening a sub-post office.

Dear Sir,
We, the people of the village Noapara in the Sreenagar thana, would like to draw your attention to the following facts.
Noapara is an old famous village. About four thousand people live here and more than 30% of them are educated. There are two high schools and a college in this village. Many people of this village live abroad and in different places of the country. But it is very unfortunate that there is no sub-post office within 8 KM of the village. For this reason the people of this village have to suffer a lot.
Therefore, we request you to take up necessary steps to set up a sub-post office in our village as early as possible.

Thank you.

Yours faithfully,

Md. Abdul Jalil
(On behalf of the people of Noapara village.)
Thana: Sreenagar
Zila: Narayanganj
Write an application to the manager of Adamjee Jute Mills Ltd. for permission to visit the mill on an educational tour.

1 August 1995

General Manager
Adamjee Jute Mills Ltd.
Demra, Narayanganj

Subject: Visit to your mills.

Dear Sir,
We, the students of class 10 of Dhaka Polytechnic School, would like to visit Adamjee Jute Mills Ltd. on an educational tour. This visit will help us in our studies.

We hope you would be kind enough to permit us to visit your mills on 8th August 1995 in the morning.

Thank you.

Yours faithfully,

Ekramul Hoque
(On behalf of the students of Class X)
Dhaka Polytechnic School
Dhaka

---

**Read and note.**

- live abroad : বিদেশে বাস করে
- take up : গ্রহণ করা
- necessary : প্রয়োজনীয়
- steps : পদক্ষেপ
- to set up : প্রতিষ্ঠিত করতে
- draw attention : মনোযোগ আকর্ষণ করা
- unfortunate : দুর্ভাগ্যজনক
- on behalf of : পক্ষে
Activities

1. You want to enroll in the HSC Programme of BOU, which is going to be started from 1998. But you don't know detailed information about the programme. Write an application to the Dean, Open School requesting him for necessary information on the programme. Particularly ask for –
   • date of admission
   • number of courses available for the first year
   • entry requirement, and
   • cost of the programme

2. Write an application to the Controller of Examination of Bangladesh Open University for your marks certificate of the SSC Examination.

3. A poultry feed marketing company wants some young and energetic people to market poultry feed in the rural areas. Write an application to the manager of the company for the post of a marketing executive. Attach your Curriculum Vitae with your application.

4. A national daily wants some local correspondent for its news section. Write an application to the editor of the newspaper mentioning that you would like to act as their local correspondent. Enclose your CV with your application.

5. Write an application to the chairman of your thana/municipality requesting him to set up an electricity pole in your locality.

6. You are organising a charity football match to help the flood-affected people. Write an application to the District Sports Officer for the permission of using the district stadium as the venue of the match.
Translations

Objectives
On completion of this unit you'll be able to -

• identify equal expressions in English language for some Bengali words and sentences
• work out Bengali sentences of various types and tenses into English
• translate short and simple Bengali passages into English

Overview
Lesson 1 : How to Translate
Lesson 2 : Passages for Practice
Lesson 3 : More Passages for Practice
Answer Key
How to Translate

**English Two**  বইয়ে আপনারা বিভিন্ন parts of speech এবং present, past ও future simple tenses ব্যবহার করে বাংলা থেকে ইংরেজিতে translate করতে শিখেছেন। এই বইয়ে অন্যান্য tense এবং বিভিন্ন sentence type কে ব্যবহার করে translate করা নিয়ে আলোচনা করা হবে।

আপনারা এর মধ্যে English One, English Two, English Three এই বইগুলো থেকে বিভিন্ন ধরনের sentence যেমন statement, question, answer, request, compulsion, obligation ইত্যাদি মাঠকে ধরণা লাভ করেছেন। এ ছাড়া present, past ও future tense-এর simple, continuous, perfect ও perfect continuous এই তালিকা থেকে রূপান্তর করে শিখেছেন। Translations এর মাধ্যমে English language মাঠকে আপনার সমস্ত জান ও দক্ষতাকে কাজে লাগাতে হবে। এ জন্য নিচের ধাপগুলো অনুসরণ করুন:

- **বাংলায় দেওয়া অনুরূপটি মনোনয়ন দিয়ে পড়ে কিয়াপদগুলোর form অর্থাৎ sentence শুনে তারকে ধরণা করতে চেষ্টা করুন।**

- **কোনো শব্দ বা ব্যাক্তিগতি অপরিচিত মনে হলে context বা সম্প্রতি অনুরূপটি থেকে তার অর্থ অনুধাবন করতে চেষ্টা করুন এবং বাংলা শব্দ বা ব্যাক্তিগতির ইংরেজি সমাধান শব্দগুলো খুঁজে বের করুন।**

- **বাক্যের ধরণ ও tense অনুযায়ী বাক্যাস্থানের মধ্যে চেষ্টা করুন।**

- **অনুবাদের ফ্রেজে প্রতিটি শব্দকে অফ ফ্রেজে অনুবাদ না করে বাক্য বা অনুরূপটির ভাব অনুযায়ী অনুবাদের চেষ্টা করুন। একটি বাঙালি কোনো দীর্ঘ বাক্যকে ইংরেজিতে দুটি কিংবা তিনটি বাক্য প্রকাশ করতে পারেন। অথবা বাংলায় দুইটি সংক্ষিপ্ত বাক্যকে ইংরেজিতে এক বাক্যেও প্রকাশ করতে পারেন।**

- **সমস্ত অনুরূপটি ইংরেজিতে অনুবাদের পর অনুরূপটি ইংরেজিতে অংশটি মনোনয়ন দিয়ে পড়ে দেখুন বাক্যাস্থানের মধ্যে কোনো অপরিচিত আছে কিনা অথবা তাদেরকে আরো উন্মুক্ত বা পরিশীলিত করা যায় কিনা। প্রয়োজনীয় ফ্রেজে সংশোধন ও পরিশীলন করুন এবং প্রয়োজন হলে ইংরেজি অনুরূপটি পুনরায় লিখুন।**

একটি উদাহরণ দেওয়া যাক। ধরা যাক নিচের অনুরূপটি ইংরেজিতে translate করতে হবে।

শের শেরের অর্থ বাঘ। শেরের বাংলা মানে বাংলার বাঘ। কে এই বাঘ ছিলেন জান কি? আরুল কাশেম ফজলুল হক ছিলেন এই বাংলার বাঘ। তাহার গায়ে ছিল বাঘের মতো শক্তি। তিনি কখনও নায়ক কাজ করতে ভয় পেতেন না। ১৯৪০ সালে তাঁকে শেরের বাংলা উপাধি দেওয়া হয়।
English Two

The page contains text that is a mixture of Bengali and English, discussing the meaning of the word 'Sher' and the title 'Sher-e-Bangla.' It includes a section on translations and examples of how to use the word in sentences. The text is arranged in a way that makes it clear and understandable.
The word 'Sher' means the tiger. 'Sher-e-Bangla' means the tiger of Bengal. Do you know who this tiger was? Abul Quassem Fazlul Huq was this tiger of Bengal. He had the strengths like a tiger in his body. He was never afraid of doing the right work. In 1940 he was awarded the title 'Sher-e-Bangla'.

曼ে রাখবেন এই অনুবাদটিই যে অনুবাদটির এককাত্ত সঠিক translation তা নয়। একই অনুবাদের একবিক সঠিক translation থাকতে পারে। এককের অনুবাদের মলভাব সঠিকভাবে translated হয় কিনা সেটিই বিবেচনা বিষয় বিষয় ।

Lesson 2 ও Lesson 3-তে আপনার অনুবাদের জন্য কিছু passage দেওয়া হল। এদের সাথে প্রয়োজনীয় ইংরেজী শব্দ এবং phrase-ও দেওয়া আছে। এগুলো অনুসরণ করে translation এর practice করে এবং Answer Key তে উল্লিখিত translations এর সাথে আপনার করা translation জোলা তুলনা করে দেখুন। খেয়াল রাখবেন আপনার করা translation জোলা Answer Key থেকে ভিন্ন হতে পারে। এতে উপযুক্ত হওয়ার কিছু নেই। যথাযথভাবে মলভাবকে তুলে ধরলে এবং ব্যাকরণগত দিক থেকে প্রহরণযোগ্য হলে আপনার করা translation জোলাও সঠিক।
Read the following passages and try to translate them into English. Compare your answers with those given in the Answer Key.

1.

কাল দেরিতে ... : I was late ...
বরকতেছেন : scolded, took me to task
যেতেই হবে : must go ...

2.

রফিক : তুমি কি কখনো ঢাকা চিড়িয়াখানায় গিয়েছে?
রানা : হ্যা, গিয়েছি। দুইবার।
রফিক : ওখানে কী তোমার সবচেয়ে ভালো লাগল?
রানা : ওখানকার প্রাকৃতিক দৃশ্য।

চিড়িয়াখানা : Zoo
প্রাকৃতিক দৃশ্য : Natural views

3.

শিশুরা মেলায় যেতে ভালোবাসে। মেলায় হরকর রকম দোকান বসে। খুঁড়ির মানুষের সমাগম হয়।
মেলায় গেলে শিশুদের আনন্দের সীমা থাকে না। মেলায় পরিবেশ আনন্দের পরিবেশ।

মেলায় যেতে : to visit the fair
হরকর রকম : different types of
সমাগম হয় : gather
আনন্দের সীমা থাকে না : know no bounds
পরিবেশ : atmosphere

4.

আজ ভয়ংকর পরম। ঘরে থাকা কষ্টকর। চলো একটু বাইরে হেঁটে আসি। নদীর ঘাতে বাতাস বেশ শীতল। সেখানে গেলে বেশ আরাম পাওয়া যাবে।
Unit 14

SSC Programme

| ভয়ংকর গরম | terribly hot |
| কষ্টকর | difficult |
| হেটে আসি | go for a walk |
| বেশ শীতল | quite cool |
| বেশ আরাম | quite comfortable |

5.

ছাত্রজীবনের সবচেয়ে গুরুত্বপূর্ণ কাজ হয়তো পড়াশোনা। এ সময়টি মল্লিকাত। ভবিষ্যত জীবন
ছাত্রজীবনের ওপর নির্ভরশীল। পাঠ বই ছাড়াও অন্যান্য ভালো বই পড়তে হবে। বিখ্যাত লোকদের
জীবন পাঠকে জানতে হবে।

| গুরুত্বপূর্ণ | important |
| নির্ভরশীল | dependent on/depends on |

6.

সেদিন আমি মেলায় গিয়েছিলাম। হঠাৎ দেখি ছোট একটি ছেলে কাড়ছে। সে তার মাকে খুঁজে
পাওয়া না। সে উপরে মা মা বলে ডাকছিল। এদিকে তার মা ও তাকে কাড়তে কাড়তে
খুঁজছিলেন। দৌড়ে এসে তারা একে অপরকে জড়িয়ে ধরল।

| খুঁজে পাওয়া না | could not find |
| উপরে | at the top of his voice |
| একে অপরকে জড়িয়ে ধরল | embraced each other/hugged each other to the
bosom. |

7.

কল্পবৃক্ষ একটি ছোট শহর। এর প্রাকৃতিক দৃশ্য অতি মনোরম। কল্পবৃক্ষের দক্ষিণে
বসে পপসার। এখানে আমি আধুনিক চমৎকার। আমি কয়েক বছর আগে সেখানে গিয়েছিলাম।

| আধুনিক | weather |
| কয়েক বছর | a few years |

8.

কমলা একটি অত্যন্ত সুখাদু ফল। এর আকার গোল। এটি বাংলাদেশের সিলেট ও চট্টগ্রামে জন্মে।
এর আবহ খুব পাতলা ও রসালো। সবাই কমলা পছন্দ করে। এটি অত্যন্ত পৃষ্ঠিকর বটে।

| সুখাদু | delicious |
| রসালো | Juicy |
| পৃষ্ঠিকর | Nutritious |
Lesson 3

1.

You can use the phrase 'weal and woe' to translate সুখ দুঃখ.

2.

Blind and landless people live in peace.

3.

We should live in peace and never envy.

4.

We should all live in the same language.

5.

We should all live together.
### 6.

| সর্ব তাপ ও আলো দেয়। এটি দেখতে একটি ছোট খালার মতো। কিন্তু প্রকৃতপক্ষে সর্ব পৃথিবীর চেয়েও অনেক বড়। আমরা জানি পৃথিবীর চারদিকে ঘোরে। সর্বই রাত এবং দিন তৈরি করে। | ছোট খালা : small plate  চেয়েও অনেক বড় : much bigger than চারদিকে ঘোরে : moves round |

### 7.

| শিক্ষাই শক্তি। শিক্ষা ছাড়া কোনো জাতি উদ্ভাবিত করতে পারে না। সমাজের জন্য শিক্ষার আলো অত্যন্ত প্রয়োজন। আমাদের দেশের অধিকাংশ লোকই নিরক্ষ। আমাদের সবার উচিত নিরক্ষতা দর করতে চেষ্টা করা। | নিরক্ষতা : illiteracy |

### 8.

| কুদরাল-ই-খুদা ১৯০০ সালে পশ্চিমবঙ্গের বীরভূম জেলায় জন্মগ্রহণ করেন। তার ছেলেবেলা কাটে তার নিজ গ্রামে। তিনি প্রখ্যাত মদ্রাসায় ও পরে ক্যালকুলেটর করেন। বাংলাদেশে বিজ্ঞান চর্চায় তাঁর প্রচুর অবদান রয়েছে। | বিজ্ঞান চর্চায় : practice of science  অবদান : contribution |
LESSON : 2

1.
It is 7 o'clock in the morning. Now it is the time to go to school. Yesterday I was late for school. My teacher scolded me for the late. Won't you go to school? You didn't go to school yesterday too. Take preparation. You must go to school today.

2.
Rafiq : Have you ever gone to Dhaka Zoo?
Rana : Yes, I have. I've gone there twice.
Rafiq : What did you like there most?
Rana : I liked the natural views most.

3.
Children like to visit the fair. There are different types of shops in the fair. Many people gather there. When children go to the fair their enjoyments know no bounds. The atmosphere of the fair is the atmosphere of enjoyment.

4.
It is terribly hot today and difficult to stay in. Let us walk outside. The wind beside the river is quite cool. It will be quite comfortable if we go there.

5.
The most important work in the student life is to study. This time is valuable. The future life depends on the student life. Apart from the text books the students also have to read other good books. They have to know about the lives of the great people.

6.
The other day I went to the fair. Suddenly I saw that a small boy was weeping. He could not find his mother. He was calling his mother at the top of his voice. On the other hand, his mother was also looking for him weeping. They ran towards each other and hugged each other to the bosom.

7.
Cox's Bazar is a small town. The natural view of this town is very charming. The Bay of Bengal is on the south of Cox's Bazar. The weather of this town is excellent. I went to Cox's Bazar a few years ago.

8.
The orange is a very delicious fruit. Its shape is round. Oranges are grown in Sylhet and Chittagong in Bangladesh. Its cover is very thin and juicy. Everybody likes the orange. It is very nutritious also.
LESSON : 3

1. Jainul Abedein was born in a village in Kishorganj. He was the eldest son of the family. He was fond of drawing pictures from his childhood. Throughout his life he drew the pictures of weal and woe of man.

2. Eighty five per cent people of our country live in villages. They are poor and illiterate. Many of them are landless farmers. They cultivate the land of others. They get a very small share of the crops.

3. Bangladesh is our mother-land. The people this country are very peace loving. We want to live in peace with everybody. We do not envy anybody. We are proud of our culture.

4. Bangladesh is a land of rivers. All rivers fall into the Bay of Bengal. There are many towns, ports and villages on the both sides of the rivers. The rivers become dangerous in the rainy season. But they remain calm in the winter.

5. There are many rivers in Bangladesh. That is why it is called the land of rivers. These rivers become full of water in the rainy season. Most of the people move on boats during that time. Steamers ply on the big rivers. The rivers look very beautiful that time.

6. The sun provides heat and light. It looks like a small plate. But in fact the sun is much bigger than the earth. We know that the earth moves round the sun. It is the sun which causes nights and days.

7. Education is power. No nation can prosper without education. The light of education is essential for the society. Most of the people in our country are illiterate. So we should try to eradicate illiteracy.

8. Qudrat-e-Khuda was born in 1900 in the district of Beervum of the West Bengal. He spent his childhood in his village. He studied in a Madrasha first and then in a school. He had a lot of contributions to the practice of science in Bangladesh.
Reading Comprehension

Objectives
On completion of this unit you'll be able –
• tell what are the different reading techniques
• apply different reading techniques for your understanding
• answer questions on reading comprehension

Overview
Lesson 1: Introduction : How to Read
Lesson 2: Passages for Practice
Lesson 3: More Passages for Practice
Answer Key
Introduction : How to Read

**A**

尼চের অনুৱে ছি লক করে।

Toys are small playthings suitable for amusement. They are colourful and attractive. Toys are of various kinds. There are toy animals and toy farmers. There are also toy cars, toy trains, toy ships, and toy everything. Children are very fond of them. But toys can be delightful to grown-up people also. The reason is that colourful toys have an artistic beauty which satisfies their aesthetic sense. Painted toys have a dream-like reality which is enchanting.

এই অনুৱেদিতি মাল বিষয়বস্তু কি? একটু খেয়াল করলেই আগনি বলে পারবেন যে অনুৱেদিতে টোয়েলুকে আলোচনা করা হয়েছে। অনুৱেদিতির ভাষা প্রতিটি বাক্যেই toys-এর উলেখ আছে অর্থে প্রাণী (যেমন : they এবং them)-এর মাধ্যমে toys কে নির্দেশ করা হয়েছে। এভাবে কোনো পাদটীকা যে অনুৱেদ-এ বিষয় নিয়ে মলত আলোচনা করা হয়, তাকে বলা হয় ঐ পাদটীকায় বা অনুৱেদের topic.

একাকৃতিতে টোয় েলুকে কী আলোচনা করা হয়েছে সে বিষয়ে। অনুৱেদের প্রতিটি বাক্যেই toys মালুকে বিভিন্ন কিছু বলা হয়েছে। কিছু এলের মধ্যে কি কোনো বাক্যে আলাদা করা যায় যা অসম্ভব অনুৱেদ মালুকে ধরণী দেবে বিষয়টি একটি জটিল মনে হতে পারে। তবে অনুৱেদের প্রথম বাক্যটি লক করেন:

Toys are small playthings suitable for amusement.

এখানে toys এর দুটি সমাধান ও সমস্যার কথা বলা হয়েছে। একটি হ’চ্ছে playthings এবং অপরটি হ’চ্ছে suitable for amusement. খেয়াল করলে দেখবেন অনুৱেদ-এর অন্যান্য বাক্যে কেন toys are suitable for amusements সে বিষয়টিই বাণ্য করা হয়েছে। সুরুতায় অনুৱেদের এই প্রথম বাক্যটিকে বলা যায় মল বাক্য বা topic sentence.

আরো লক করেন যে, topic sentence-এর দুটি অংশ রয়েছে। একটি হ’চ্ছে topic বা বিষয়বস্তু যেটি সাধারণত বাক্যটির subject বা উদ্দেশ্য এবং অন্যটি হ’চ্ছে assertion বা topic মালুকে যা বলা হ’চ্ছে, যেটি সাধারণত বাক্যটির predicate বা বিধেয়।

যেমন:

| Topic sentence | Toys are small playthings suitable for amusement. |
| Topic          | Toys (Subject) |
| Assertion      | are small playthings suitable for amusement. (Predicate) |

সাধারণত প্রতিটি সূত্রাংশ পাদটীকা-এর কোনো না কোনো topic sentence থাকে। অধিকাংশ ক্ষেত্রেই পাদটীকা-এর প্রথম বাক্যটি বা শেষ বাক্যটি সাধারণত topic sentence হয়ে।
Choose the Correct Answer:

a. What are toys suitable for?
   i. For play
   ii. For artistic beauty
   iii. For amusement
   iv. For dream-like reality

b. Who like toys most?
   i. Children
   ii. Grown-up people
   iii. Farmers
   iv. Animals

c. Why do the grown-ups like toys? Because –
   i. toys satisfy their aesthetic sense
   ii. toys can be delightful
   iii. their children like toys very much
   iv. toys are colourful and attractive
SSC Programme

- The first comprehension question asks: "The second question is: "What is the comprehension of the second sentence?"
- The third comprehension question asks: "What is the comprehension of the third sentence?"
- The fourth comprehension question asks: "What is the comprehension of the fourth sentence?"

The paragraph lesson asks: "What is the comprehension of the paragraph?

The exercise passage asks: "What is the comprehension of the exercise?"
1

There were a number of boys in the ship, but two of them, Jack Martin and Peterkin Gay, were my special favourites. Jack Martin was a tall, broad-shouldered youth of eighteen. He had a handsome, pleasant, firm face. He had been to a good school and was clever. Though mild and quiet by nature, he was lion-like in actions. My other special favourite was Peterkin Gay, who was a little, quick, funny boy of about fourteen. But Peterkin's fun was almost always harmless or he could not be so much liked as he was.

Choose the correct answer:

a. How old was Jack Martin?
   i. 18  ii. 20
   iii. 14  iv. 16

b. Who was about fourteen years old?
   i. Jack Martin  ii. The writer
   iii. Peterkin Gay  iv. All the boys

c. What kind of shoulder did Martin have?
   i. Broad  ii. Tall
   iii. Short  iv. Little

d. Who was quite and mild by nature?
   i. Both Jack and Peterkin  ii. Peterkin Gay
   iii. Jack Martin  iv. The lion

e. What was almost always harmless?
   i. Peterkin's joy  ii. Jack's fun
   iii. Jack's mild nature  iv. Peterkin's fun

2

Every interview is a trial. People generally get nervous before an interview. Some cannot even eat or sleep well. This is too bad. A person should take it easy. To hope for the best and prepare for the worst is the best policy. One should try to know the answers to possible questions. But mere knowledge is not enough for an interview. The presentation is equally important; one should give the answers in a prompt and orderly way. If one does not know the answer, one should better admit it. One may not be able to answer all the questions, but a good candidate is generally adjudged to be good. So one should trust one's ability and honest labour. This is the best remedy for the nervousness one feels before an interview.
Choose the correct answer:

a. What generally happens to a man before an interview? He –
   i. feels confident
   ii. becomes sad
   iii. gets nervous
   iv. takes preparation

b. What is the best policy for a candidate?
   i. To hope for the worst and prepare for the best
   ii. To hope for the best and prepare for the worst
   iii. To prepare for the the possible questions
   iv. To prepare for the nervousness

c. What is equally important as knowledge?
   i. Presentation
   ii. Courage
   iii. Confidence
   iv. Preparation

d. How should a candidate answer? In a –
   i. quick and honest way
   ii. slow and hesitating way
   iii. prompt and orderly way
   iv. bold and confident way

e. What is the best remedy for the nervousness of a candidate? To –
   i. answer all the questions and try to be good.
   ii. remain silent and admit his/her ignorance.
   iii. answer in a prompt and orderly way.
   iv. trust one's ability and honest labour.

3

A parrot is a beautiful bird. It has a round head, a curved beak and a long tail. Its feathers are green in colour but the beak is red. In nature it moves in flocks. It chatters quite a lot. The special ability of a parrot is to imitate sounds including the human voice. People often catch a parrot, put it in a cage and teach it how to speak. When trained, it can call people by their names and ask or answer questions. It accepts captivity and becomes a companion to human beings. Many people have parrots as pets.

Choose the correct answer:

a. What is the shape of the head of a parrot?
   i. small
   ii. oval
   iii. curved
   iv. round

b. What special ability does a parrot have? To –
   i. chatter quite a lot
   ii. move in flocks
   iii. imitate sounds
   iv. accept captivity

c. When can a parrot call people by their names and ask or answer questions?
   i. When it is trained
   ii. When it becomes a companion of a man
   iii. When it is captivated
   iv. When it lives freely in nature

4

The real heroes are those whom the world knows not of. They work among the poor and the distressed. They don't expect any reward from them. They are moved by the sufferings of others and their main object is to relieve the sufferings of others. Theirs is the work of love. They don't hanker after money. No medal glitters on their breasts; no poet sings in their praise.
They work and die for others. Such heroes live unknown and die unwept. Actually they are the real glory of the nation.

Choose the correct answer:

a. Why do the real heroes work among the poor and the distressed? Because they –
   i. expect reward from them  ii. are moved by their sufferings
   iii. hanker after money     iv. want to live unknown

b. What is the main object of a real hero? To
   i. live among the poor   ii. expect a reward
   iii. relieve the sufferings of others iv. live unknown and die unwept

c. Who do the real heroes die for? For –
   i. themselves   ii. their love
   iii. the poor and the distressed iv. others

d. How do they live?
   i. unwept   ii. unknown
   iii. in praise iv. in glory

e. How do they die?
   i. unknown   ii. unpraised
   iii. unwept iv. unsung

Previously Sailas had two interests in life. Working and hoarding money. But he had now only one interest – to bring Eppie up in a proper way. Whatever he earned, he spent it for Eppie. After fifteen years of life of aloofness he started living a normal social life. He came out of his old life of confinement. He found joy and peace in life. He got back his belief in God and man.

Choose the best answer:

a. What were the two interests of Sailas?
   i. Working and playing
   ii. Working and hoarding money
   iii. Hoarding money and living in confinement
   iv. Finding joy and peace in life and believing in God

b. What was his only interest later on? To –
   i. believe in God   ii. earn money
   iii. bring Eppie up iv. spend money

c. How did he spend his earning? For –
   i. Eppie   ii. his social life
   iii. himself iv. joy and peace in life

d. What did Sailas get back after 15 years? He got back –
   i. Eppie   ii. a normal social life
   iii. joy and peace in life iv. his belief in God and man
1
A book is like a storehouse of knowledge and a source of joy. In books we can see the society reflected. By reading books we can equip ourselves for life and realise our best selves. So reading books is one of the worthiest things that we can do. But books have become quite costly these days. Still the money is well spent if we buy books. Sometimes cheaper editions are available and we can save on second-hand books. A good book is a good companion. It can give knowledge, pleasure and, during periods of suffering, a consolation we badly need.

Questions:

a. What is a book like?
b. What can we do by reading books?
c. How can we spend our money well?
d. What can a good book give?

2
Jean Valjean came of a poor peasant family. He did not go to school. His mother's name was Jeanne Mathieu and his father was also called Jean Valjean. He lost both of his parents at an early age. All he had was a sister who brought him up. But unfortunately her husband died. He left seven children. The eldest was eight and the youngest was only one year old. When Jean Valjean reached manhood, he became a tree-pruner.

Questions:

a. What was Jean Valjean's father?
b. When did Jean Valjean become an orphan?
c. By whom was Jean Valjean brought up?
d. How many children did Jean Valjean's sister have?
e. How old was the first child of Jean Valjean's sister?

3
There are three main basic necessities of human life: food, clothing and accommodation. The last one has become a great problem these days and is the most difficult to solve. People and Governments find it difficult to cope with this great problem. In many countries of the world population is increasing at a fast rate, but houses are not being built in sufficient number. The main reasons for this are the high cost of building materials and lack of space.
Questions:
   a. What are the main basic necessities mentioned in the passage?
   b. What has become the most difficult problem to solve?
   c. What do people and Governments find difficult cope with?
   d. What is increasing at a fast rate?
   e. Why are not sufficient houses being built?

4

We get various kinds of vegetables in the winter. They are colourful and tasty. Among those bright coloured vegetables we have the tomato, carrot, cauliflower, cabbage, radish, beans and peas. There are also plenty of leafy vegetables grown in this season. All these vegetables are full of vitamins and mineral salts. They are nutritious and, therefore, good for health. When properly cooked, they are not less tasty than a dish of meat or fish. The winter vegetables are really excellent. They are splendid.

Questions:
   a. How many names of vegetables are mentioned in the passage?
   b. What do vegetables contain?
   c. Why are they good for health?
   d. When are vegetables as tasty as a dish of meat or fish?
   e. Which vegetables are splendid?

5

One day when Newton was fifty years old, he went out of his chamber, leaving his little dog asleep before the fire. On the table lay heaps of papers containing his discoveries of twenty years. When he was gone, the dog jumped upon the table. The lighted candle was overturned and the papers were burnt. Newton returned shortly after. Though greatly grieved at heart, he gently patted the dog with his usual kindness, saying that it did not know the mischief it had done.

Questions:
   a. What did the papers contain?
   b. What was the source of the fire?
   c. What happened to the papers?
   d. How long did Newton stay outside?
   e. How did Newton take the accident?
There was a knock on the door. The Bishop opened the door and asked the stranger to get in. The man entered and said that his name was Jean Valjean. He was an ex-convict. He passed nineteen years in the prison. That evening he came to the town D. Nobody gave him food and shelter. He was lying in a bench in the open air. He was tired and hungry. A kind woman asked him to knock at the Bishop's door.

Questions:

a. Who knocked on the Bishop's door?
b. Did the Bishop know Jean Valjean?
c. Why did Jean Valjean knock at the Bishop's door?
d. How long did Jean Valjean pass in the prison?
e. Where was Jean Valjean lying?

Jerusalem is a holy place for both the Muslims and the Christians. It was in possession of the Muslims and the Christians. Both the parties wanted to have it under them. So a long and terrible fight was going on between the two parties. One day, all on sudden, the fight came to a stop. A white flag was found flying on the Christian tent as King Richard, the General of the Christian soldiers, was ill.

Questions:

a. Why was a long terrible fight going on?
b. Between whom was the fight going on?
c. Why did the fight come to a stop?
d. What was flying on the Christian tent?
e. Who was the Christian General?
LESSON : 1

bac

LESSON : 2

Passage 1

bacd i.

Passage 2

abc i.

d.

e.

Passage 3

abc.

Passage 4

abc.

d.

e.

Passage 5

ac.

LESSON : 3

Passage 1

a. A book is like a store house of knowledge and a source of joy.
b. By reading books we can equip ourselves for life and realise our best selves.
c. We can spend our money well by buying books.
d. A good book can give knowledge, pleasure and consolation.

Passage 2

a. Jean Valjean's father was a peasant.
b. He became an orphan at an early age.
c. Jean Valjean was brought up by his sister.
d. Jean Valjean's sister had seven children.
e. The first child of Jean Valjean's sister was eight years old.

Passage 3

a. The main basic necessities mentioned in the passage are food, clothing and accommodation.
b. Accommodation problem has become the most difficult to solve.
c. People and Governments find it difficult to cope with accommodation problem.
d. Population is increasing at a fast rate.
e. Sufficient houses are not being built because of high cost of building materials and lack of space.

Passage 4
a. Seven names of vegetables are mentioned in the passage.
b. Vegetables contain vitamins and mineral salts.
c. They are good for health because they are nutritious.
d. Vegetables are as tasty as a dish of meat or fish when they are properly cooked.
e. The winter vegetables are splendid.

Passage 5
a. The papers contained Newton's discoveries of twenty years.
b. The lighted candle was the source of the fire.
c. The papers were burnt.
d. Newton stayed outside for a short time.
e. Newton was greatly grieved at heart. But he patted the dog with his kindness because he understood that the dog did not know what mischief it had done.

Passage 6
a. Jean Valjean knocked on the Bishop's door.
b. No, he didn't.
c. Jean Valjean needed food and shelter. So he knocked at the Bishop's door at the suggestion of a kind woman.
d. Jean Valjean passed nineteen years in the prison.
e. Jean Valjean was lying in a bench in the open air.

Passage 7
a. A long and terrible fight was going on because both the Muslims and the Christians wanted to have Jerusalem under them.
b. The fight was going on between the Muslims and the Christians.
c. The fight came to a stop because the General of the Christian soldiers was ill.
d. A white flag was flying on the Christian tent.
e. King Richard was the Christian General.
Objectives

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

- identify the qualities of a good composition
- choose and develop ideas in paragraphs
- write short compositions on various topics

Overview

Lesson 1: Qualities of a Good Composition

Lesson 2: How to Write a Good Composition
A

Read the following article from a newspaper editorial.

Grow More Food

Bangladesh is mainly an agricultural country. But it's an irony that it cannot feed all its people with the food it produces every year. So growing more food is our crying need.

But what hinders us to grow more food? The first problem arises from our methods of cultivation. Although our farm lands are fertile in nature, they cannot produce maximum food to their capacity because of the old and traditional methods of cultivation.

The second problem is related with our population growth. The population in our country is increasing more rapidly than the increased production of food. So the result is increasing food shortage.

The third problem arises from the damages of food. Every year we lose a large amount of food because of flood, cyclone, famine, pests and insects. It further contributes to our food shortage.

However, if we can control our population, protect our foods from damages and, above all, grow more food by employing modern scientific methods of cultivation, we can achieve self-sufficiency. So, our today's slogan is, "Grow more food".

B

The article টি একটি সংক্ষিপ্ত রচনা বা Short Composition-এর উদাহরণ। অনেক সময় একে Short Essay-ও বলা হয়ে থাকে। এখন দেখা যাক এই Short Composition-টির বৈশিষ্ট্য কি?

প্রথমেই যে বিষয়টি লক্ষণীয় সেটি হ'ল। এর সীমিত দৈর্ঘ্য। Composition ৩ ঘর সতর্কভাবে সীমিত সংখ্যার শব্দের মধ্যে লেখা। তবে এই composition টিকে সূত্রমূল ও পর্যালোচনা করা সম্ভব। এই উদাহরণটি থেকে আমরা দেখতে পাই যে এই ধারণা বা theme এর গুণাবলী কি কি।

- An essay must have one general idea or theme. অর্থাৎ একটি ধারণার অন্বেষণ একটি সাধারণ বিষয়বস্তু হয়। রচনার অস্ত্রুত প্রশ্নটি পারাগেজই কোনো না কোনো ভাবে এই general idea বা main theme কে তুলে ধরবে। যেমন "Grow More Food" এই ধারণা বা main idea হ'ল। Bangladesh is going through shortage of food caused by various problems.
• **The theme of the essay must be suitably interesting.** The theme must be interesting and engaging. The essay should be about a topic that the reader can connect with. The theme should be clear and focused. The theme should be interesting and engaging. The essay should be about a topic that the reader can connect with.

• **The first paragraph of the essay must be an introduction.** The introduction should be clear and concise. It should introduce the topic and provide a preview of the main points that will be discussed in the essay. The introduction should be interesting and engaging. The essay should be about a topic that the reader can connect with.

• **Every paragraph of the essay must deal with a particular theme.** Each paragraph should focus on a single idea or theme. The paragraphs should be organized and follow a logical flow. The paragraphs should be interesting and engaging. The essay should be about a topic that the reader can connect with.

• **The orders of the paragraphs in the essay must be such that each leads on naturally to the next.** The paragraphs should be organized and follow a logical flow. The paragraphs should be interesting and engaging. The essay should be about a topic that the reader can connect with.

• **The links between paragraphs must "read" smoothly.** The links between paragraphs should be clear and concise. The links should be interesting and engaging. The essay should be about a topic that the reader can connect with.

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**My Pet Animal**

"My pet animal is a cat. It has four legs, two eyes, two ears and a long tail." This sentence is interesting and engaging. The essay should be about a topic that the reader can connect with.

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**Introduction**

Bangladesh cannot feed all its people with its food. Bangladesh has shortage of food. Growing more food is our crying need. By solving all these problems we can achieve self-sufficiency in food.
The conclusion must not just one more item in a list. The conclusion should not be an afterthought or a mere listing of details or illustrations. It must serve the writer's purpose. The conclusion should be a logical extension of the body of the essay, summarizing the main theme and providing a final perspective or a call to action.

The actual writing must serve the writer's purpose. Each paragraph must serve the purpose of the essay, whether it be to introduce a new idea, develop a point, or draw a conclusion. The writer must be clear about their purpose for each paragraph and ensure that each paragraph supports that purpose.
How to Write a Good Composition

A

What you need to write a good composition

B

The Rainy Season is a short composition you can write. Choose an idea related to the beauty of the rainy season, description of the rainy season, or the merits and demerits of the rainy season in urban and rural areas. The dominance of the rainy season in our climate is also a good topic to consider.
Bangladesh has six seasons. But the rainy season is the most dominant of them.

Thesis sentence: Bangladesh has six seasons. But the rainy season is the most dominant of them.

Jottings:

- duration of the rainy season
- description of the rainy season
  - cloud, wind
  - rain, rivers, canals
  - mud
  - flood
- merits of the rainy season
  - crops
  - pollution control
- transport
- Demerits of the rainy season
  - flood
  - diseases
  - sufferings of the poor
- Rain in the villages and towns
- agriculture depends on the rainy season.

Rainy Season in Bangladesh

Thesis sentence: Bangladesh has six seasons. But the rainy season is the most dominant of them.

A. Introduction: dominance, duration
B. Description: sky, land, rivers
C. Merits: agriculture, fish, cleaning
D. Demerits: sufferings, flood, diseases
E. Conclusion: agriculture depends on rain.

Rainy Season in Bangladesh

Introduction:
Bangladesh has six seasons. But the rainy season is the most dominant of them. Although Ashar and Sravan is the counted period for the rainy season, in fact, it lasts for four to five months – from Jaistha to Aswin.

Description:
During the rainy season, heavy clouds gather in the sky. It often rains with high wind, thunder and lighting. The lands become muddy but nature looks green and fresh. The rivers, canals and ponds become full of water.
Merits:
The rainy season is the season of ploughing and agriculture. It helps to grow crops. Various types of fishes are also available in this season. Moreover, the rain washes away the dirt and helps to reduce pollution.

Demerits:
But the rainy season also brings sufferings for the poor. They cannot work to earn their food because of the rain, water and mud. Sometimes flood caused by heavy fall makes their lives miserable. Even some diseases like malaria and diarrhoea break out in this season.

Conclusion:
Although our people suffer in the rainy season, rain is essential for our agriculture. So this season has strong effect on our lives and economy.
Sample Questions for SSC (2602) 2nd Paper next examination

English (Compulsory)

Second Paper

SSC-2602

Time : 3 hours Full Marks : 100

[N.B. The figures in the margin indicate full marks]

Part-A : Seen Comprehension

Read the passage below and answer questions from 1 to 5:

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

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

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

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

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

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

1. Choose the best answer to complete each sentence : 1×5=5
   (a) Water is polluted in different / particular / many ways.
   (b) People often construct modern / good / kutcha latrines.
   (c) Chemicals are beneficial / harmful / necessary for fishes.
   (d) Factories must start / realise / stop throwing waste in water.
   (e) Farmers use too much / a little / some fertilizer and pesticide.

2. Write whether the following statements are true or false : 1×5=5
   (a) We can teach people about water pollution.
   (b) Sewage is poured frequently in river water in villages.
   (c) Health workers can not show villagers the construction of sanitary latrines.
   (d) Polluted water causes many diseases.
   (e) Municipalities can not clean the sewage before pouring it in rivers.

3. Fill in the gaps with the correct form of the words in brackets. Add any preposition if necessary : 1×5=5
   (a) We can keep water (free) ____ pollution.
   (b) Factories and kutcha latrines (pollute) ____ river water.
   (c) Agricultural experts may (tell) ____ farmers about organic manure.
   (d) The organic manure can (use) ____ instead of chemical fertilizers.
   (e) sewage is often (pour) ____ in river water in towns.
4. Answer each of the following questions in one complete sentence:
   (a) How do farmers pollute water?
   (b) Why is polluted water dangerous?
   (c) How do villagers often pollute water?
   (d) How does water get polluted in towns.
   (e) What should be done to stop water pollution?

5. Summarise the central idea of the above passage in five sentences:

Part-B: Grammar

6. Transform the following sentences as directed (any five):
   (a) He is taller than his brother. (positive)
   (b) Laila has eaten rice. (passive)
   (c) It is a very fine bird. (Exclamatory)
   (d) I shall remember you. (Negative)
   (e) If you work hard, you will shine in life. (compound)
   (f) Rafiq is rich but honest. (complex)

7. Make sentences with the following phrases (any five):
   Break up, Look down upon, In front of, In a body, Heart and soul, A lot of, Give up.

8. Join the following pairs of sentences as directed (any five):
   (a) He wants to be healthy. He must follow the rules of health. (in order to)
   (b) Rashed got a job. He gave me the news. (Past perfect Tense)
   (c) You are saying something. I can't hear it. (What)
   (d) Hafiz ran five miles. He did not stop. (without + gerund)
   (e) He has made something. I like it. (what)
   (f) He was ill. He could not go to school. (as)
   (g) Do not go out. You will catch cold. (If + Present + Future).

9. Translate into Bengali:
   Rahim and Hasan were friends. Hasan left for Dhaka. There he tried hard, but could not
   find a suitable job. So he had to come back to his village. Rahim was not highly
   educated. He knew that he could not find a good job. So he joined a youth training
   course. There he learned to be self-employed.

Part-C: Vocabulary

10. Match the words in Column A with the words nearest in meaning from Column B:
    1 x 10 = 10

    | A        | B                                          |
    |----------|---------------------------------------------|
    | (a) suit | (a) to have something inside.               |
    | (b) lack | (b) identical                              |
    | (c) con | (c) get the attention                       |
    | (d) adv | (d) want, shortage                          |
    | (e) the | (e) contest                                |
    | (f) rea | (f) appropriate                            |
    | (g) attr | (g) very angry                             |
    | (h) com | (h) counsel                                |
    | (i) fac | (i) act as a result of something.           |
    | (j) fur | (j) meet confidently with courage.          |
11. Complete the following passage using a suitable word from the box (Make any grammatical changes if necessary):

<table>
<thead>
<tr>
<th>dangerous</th>
<th>rivers</th>
<th>big</th>
<th>is</th>
<th>during</th>
</tr>
</thead>
<tbody>
<tr>
<td>very</td>
<td>into</td>
<td>winter</td>
<td>are</td>
<td>there</td>
</tr>
</tbody>
</table>

Bangladesh (a) ______ a land of rivers. All rivers fall (b) ______ the Bay of Bengal. (c) ______ are many towns, ports and villages on the both sides of the rivers. The rivers become (d) ______ in the rainy season. But they remain calm in the (e) ______. There (f) ______ many rivers in Bangladesh. These (g) ______ become full of water in the rainy season. Most of the people move on boats (h) ______ that time. Steamers ply on the (i) ______ rivers. The rivers look (j) ______ beautiful that time.

**Part-D : Writing**

12. Write an application to the Dean of Open School of Bangladesh Open University for a testimonial. 10

13. Make a dialogue between you and your classmate about the preparation of the SSC examination. 10

14. Write a paragraph on "Computer" in about 100 words by answering the following questions. 10

(a) What is computer?
(b) What are computers capable of doing?
(c) What can the fastest computer do?
(d) How does it help us?
(e) Has computer brought revolutionary changes in our life?