

Q. What do you mean by technical writing? Discuss its features.

Ans: Technical writing is informative in nature and it is written for technical purposes as well as to achieve technical objectives. It is a method of teaching English more accurately. English varies from field to

field like Business English, Technical English, Medical English, Scientific English, English for Tourism, English for Art Purposes etc. For an example, technical report.

Technical writing is one of the potential forms of writing. It has certain features or characteristics which distinguish it from other types of writing. Some of them are given below:

- ① It pertains to a technical subject
- ② It has a purpose
- ③ It has an objective
- ④ It conveys information/facts/data
- ⑤ It is impersonal

- ⑥ It is concise
- ⑦ It is brief
- ⑧ It is directed
- ⑨ It is performed with a particular style.
- ⑩ It is in a particular format
- ⑪ It is archival
- ⑫ It cites contributions of others.
- ⑬ It serves for the purposes of technical writing.

Q. What are the purposes of technical writing?

Ans: Every type of writing has a goal. There

are some forms of writing that are geared to telling a story and there are other forms of writing that are geared to express opinions.

The main purpose of technical writing is to

provide sometimes complex information. This

is the type of writing that will

① Assist a person with understanding more

about a particular item such as a computer

② Program a car

organized or a new piece of technology.

② Explain how an object works or how to complete a project.

Technical writing is targeted to readers who are looking for information on a particular topic. The goal in targeting this group is to make sure that the information provided is clear, concise and easy for anyone to understand.

Q. Differentiate between technical writing and academic writing.

Ans:

Academic writing

Technical

Purpose & Features	Academic	Technical
Purpose	It is to present other results of one's research and to present one's point of view.	It is to teach someone how to use specific product or service and it is instructional.

The audiences are completely different. The technical content audience is consisting of the academic writing users of the product. The academic writing users of the product is to fellow scholars on service, or to government inspectors and often depending on the journal company who need to see how publication for the general public or by carrying out certain tasks. the company carries out certain tasks.

Teachability

The important variable here is teachability. If an academic content who wants to become a technical writer it is not teachable, especially coming from the academic and liberal arts world, he/she will not be a good technical writer.

Q. Discuss the uses of technical writing.

Ans: With understanding the characteristics of technical writing, we can better comprehend how this type of writing is used. Technical writing is found everywhere. There are a variety of different types of writing which use in a technical style. For example instructions of all sorts are a perfect example of technical writing.

① When we open up an instruction manual, as the readers, the goal is to be informed about the product so that we can use it as efficiently as possible.

② Lab reports are another example of technical writing. The main purpose of a lab report is to explain the occurrences in a lab so that others will be able to gain information.

③ Driving directions can be considered as a type of technical writing as the goal is to clearly and efficiently provide instructions on how to go

~~from point A to point B with respect to time~~

Overall technical writing is a very useful
skill associated with professional writing skills.
Form of writing that is encountered by
everyone almost every day.

Discuss document categories of

~~probable~~ Technical writing

Ans: Technical writing includes various forms
of documents in science, engineering and the
skilled trades. The major types of document
in technical writing can be grouped into
four major categories.

① Reports and communications in day to
day business.

② Technical papers, magazines, articles, books
and theses for purpose of education and
teaching, and the sharing of information and
knowledge.

③ patents

④ operational manuals, instructions, or procedures.

Q: Technical writing is academic writing but academic writing is not always technical writing. Explain from your own points.

Ans:

Technical writing is academic writing but academic writing is not always technical writing. Explain from your own points.

Technical writing is a specific type of writing that is used in various fields such as science, technology, engineering, and mathematics (STEM). It is characterized by its precision, clarity, and objectivity. Technical writing often involves the use of specialized terminology, diagrams, and tables to communicate complex information effectively. Unlike academic writing, which may focus on theoretical concepts and personal opinions, technical writing is more practical and goal-oriented, aiming to solve specific problems or provide instructions for a particular task. The language used in technical writing is typically clear and concise, avoiding unnecessary jargon or figurative language. The structure of technical writing is often organized into logical steps or procedures, making it easier for readers to follow and understand. Overall, while technical writing shares some similarities with academic writing in terms of its purpose and audience, it has distinct characteristics that set it apart.

Q: Can we use technical writing and academic writing in a piece of writing?

Ans: Technical writing is one type of writing which is informative in nature and is written for technical purposes. It is objective and impersonal. Whereas academic writing means writing in accordance with the current prevailing academic standards.

Academic writing should be clear and logical.

Both technical and academic writing have

their own features. When we maintain the feature of technical writing in a piece of writing then it is called technical. And when we maintain the feature of academic writing in a piece of writing then it is called academic writing. But we can use both in a piece of writing. In some of the writings like assignment, project, report, journal articles, research papers, etc. To write these types of writing we use often graph, chart, flowchart, table, diagram, equations to give specific informations so we can say these writings as technical writing. Besides giving chart, flowchart, table, diagram, equations, we have to explain the informations sometimes. To write them we have have to use citation, quotation, paraphrasing, references which are the primary requirements for academic writing.

So it is possible to add technical and academic writing in a piece of writing.

Q. What are the parts of technical writing
class with reference to being a technical writer.
Explain.

① Context of information according to the purpose of the book.
Below it is the purpose to give a technical writer to give a limited scope or the purpose of giving incomplete and sufficient information to some all.
- to enough damage, accidents, loss of property etc.
② Method of giving information to adopt either of two types of writing, narrative and descriptive.
In writing of any writing there are three types of writing, descriptive, narrative and explanatory.
So first of all it is the choice of the writer to choose which type of writing he wants to do.
After choosing the type of writing the writer has to consider the following points:
- Purposes of writing and the audience.
- Information given in the writing should be brief and to the point.
- Language used in the writing should be simple and not difficult.
- Style of writing should be appropriate.

Q. Discuss the structural elements of technical writing in brief.

Q.
class

Within the maximum there is the minimum, within the minimum there is the maximum.

Q What do you mean by technical report? 2. Discuss
class the structural elements of technical report.

Ans: Technical report is written for technical purposes.

It is written mainly for engineering and medical students. It is objective, concise, directed.

The structural elements of technical report:

Introduction: We have to introduce what we will write.

The contents or aspects that we will talk about in next. We can also talk about chapters that are incorporated in the report. Above all, we have to give introduction of the topic that we will write.

Objectives: Purposes behind the research

Research questions: We have to write down research questions. We have to find out questions and answers.

them to add new knowledge. In brief what we will get from research that can be added as research questions.

Scanned with CamScanner

Justification of research: The reason behind the research. How and why we will do the research.

research that is the justification of research.

Literature review: It is a kind of review

to find a gap for researchers to fulfill a research. We have to review the whole

area of study or we have ~~particularise~~ our

~~particularise~~ our

~~particularise~~ our

Data analysis and interpretation: We have to

analyse data and then we have to give

the interpretation about data. Then we

have to present data. Data can be presented

through chart, table, graph so on.

Limitation: We have to give include the

limitations that we have faced doing research.

Giving limitation can help to address

the upcoming limitations for future research.

Future research: What research will be ~~done~~ about our current research that should be incorporated in this section.

Recommendation: We can recommend to others on the basis of our research.

Conclusion: We can describe main body and introduction in brief in conclusion.

Q.: What do you mean by dissertation?

Ans: Dissertation is longest type of writing. It is used for higher degree like Ph.D M.Phil, M.A etc. Its length may be 15000/20000/50000 words.

Dissertation and journal articles may have:

Abstract: Abstract is a way/paragraph for writing key points. It is one kind of summary.

We have to summarize the topic in abstract.

Its length may be 200/300/400/450/500 words

List of contents: What contents we will discuss

next should be incorporated here.

List of tables: If we use tables we need

to specify where and how many they are on the page.

Introduction: We have to introduce what we

will write. The contents on aspects that we will talk about in next. We can also talk about

chapters that are incorporated in the report.

Above all we have to give introduction of the topic that we will write.

Main body

Literature review: It is a kind of review

to find a gap for researcher to fulfill a research. We have to review the whole area of study or we have to particularise our area of study.

Case study: Research on a specific topic.

Findings: We have to mention what we have gotten by doing research. It may be experimental data, interview data.

Discussion: We have to discuss the findings.

Conclusion:

Acknowledgements: We should acknowledge the people who helped us to complete the research.

Appx Ref

References: Reference demonstrates the title of the book, the name of the authors, years of publications, name of the publishers. Reference is the full information of citation.

Appendices: What we talked about in the main body sometimes not clear. To make it more clear to the audience we can talk about interview, append tables, questions, research methodology in appendices.

Q. : Why technical reports are important
probable for communicating ideas and concepts
to obtain information about your IT department's work

especially for members of staff who are not directly involved

including management, staff and customers

It provides a formal record of what has been done

it fits with established reporting procedures

allowing to keep records of the work

it has a formal record of the work

it can be used to demonstrate the quality of work

it can be used to show how well it works

it can be used to show how well it works

it can be used to show how well it works

it can be used to show how well it works

Q. What is academic writing?

class

Ans: Academic writing means writing in accordance with the current prevailing academic standards. Academic writing is a mode of communication and extensively in educational and research field to convey the author's research and ideas. It is the process of sharing ideas and thoughts, opinions through a given topic. Academic writing demands writers become clear in their explanations and reasoning, direct in their communication and most importantly able to make readers understand their topic and thesis.

Q. Discuss the features of academic writing?

class

Ans: It is important to understand what features define quality academic writing. All students and writers should be aiming for these attributes in their work in every piece they write.

① It is focused, clear, logical

- ② It is convincing and interesting.
- ③ It is based on evidence.
- ④ It has specific range.
- ⑤ It is well organised.
- ⑥ It is well planned.
- ⑦ It is written by maintaining the accuracy of vocabulary.
- ⑧ It is complex.
- ⑨ It is formal.
- ⑩ It is objective.
- ⑪ It is explicit.
- ⑫ It is hedged.

Q. Dis-Purposes of academic writing.

Ans: Academic writing is to present the results one's knowledge, personal research and to present one's point of view. One of the purposes of academic writing is to

make learners know about the writing that is acceptable in academic fields. Because of its formality and acceptability. Again one of the main purposes of academic writing is to communicate. In different academic fields various norms have developed over the centuries that aid this communication and enable, above all clarity. Academic writing helps to generate original ideas through thinking process and gives us vision of creating new pathways.

Q. class Discuss the types of academic writing.

Ans: There are some common types of academic writing. Some of them are:

Notes: A written record of the main points of a text or lecture for student's personal use.

Reports: A description of something a student has conducted a survey (3000 - 2000 words)

Project: A piece of research, either individual or group work with the topic chosen by the teacher.

Essay: The most common type of writing work, with the little given by the teacher normally 100 - 5000 words.

Dissertation/thesis: The longest piece of writing normally done by a student (20000+ words) after higher degree, often chosen by the student.

Paper: A general term for any academic essay, report presentation or article.

Q. Discuss the applications of academic writing.

Ans: The uses of academic writing are found mainly in the academic arena

globally. As it is a formal style of writing so it is used in universities and scholarly publications. We can encounter it in journal articles and books on academic topics. It is used for all academic purposes. Academic writing is imperative for students. It is necessary for practical purposes as students will need to write essays for tests like TOEFL, IELTS, SAT and GRE, college applications etc. Upon graduation at whatever job they have they will have emails, reports, presentations and speeches to compose. Besides dissertation is one kind of academic writing which is used for higher studies, degrees like Ph.D, M.Phil etc. Reports papers, project are written for different academic periods also. Researchers, professors, scientists widely use academic writing for their own purposes.

Q. → Discuss the importance of academic writing.
probable
Academic writing has always had a central role in academic arena globally. Schools and educators will share knowledge and experience and

train students to write academically. ^{as}
the writing skills will benefit them later.
Some other advantages are given below:

- ① Enhancing Enhancement of research skills
- ② Important in writing communication and formal style of writing.
- ③ Language skills and better understanding of subject
- ④ Critical evaluation and analytical thinking.
- ⑤ conducting independent research internet search and survey skills

Academic writing is very important for the students. Academic writing is important beyond just the bottom line.

Learning academic writing sharpens minds, teaches students how to communicate effectively.

and develops their thinking capacities and ability. To understand others. Writing is thinking and every student deserves to be a strong thinker.

Q: What do you mean by paraphrasing, citation, quotation and reference, in terms of academic writing?

Ans: Paraphrasing: Paraphrasing is a way to cite from others. We can't change the language but not the semantics while citing from others.

Citation: Citation is the way to acknowledge the other's contributions. It is the info of information of Paraphrasing and quotation. Generally name of the writer, page numbers, time of publication can be given here.

Quotation: Quotation is a copy to cite from others.

But we can not cite either the language nor the semantics. It usually stays inside the comma.

Reference: Reference is the full information of citation. Citation lies in reference of citation. There are the primary requirements for academic writing.

Q.: What is paragraph? Discuss the

structure of it.

Ans: Paragraph is a formal writing which and is the development of a particular on single topic. It is written in para.

It has three parts in its structure:

- ① Topic sentence or unlocking sentence or thematic sentence or opening sentence.
- ② Main body (Development of the topic sentence).
- ③ Locking sentence concluding sentence or concluding sentence.

In a paragraph each sentence is equally important.

Q. : What makes paragraph an academic paragraph?

class

Ans : A paragraph becomes an academic paragraph when it includes:

- ① Paraphrasing
- ② Citation
- ③ Quotation
- ④ Reference
- ⑤ Specific sentence structures.
- ⑥ Particular paragraph organization
- ⑦ Academic tone (Language use and vocabulary)
- ⑧ Use tenses correctly

Q. How can we write an academic paragraph?

class

Ans : Steps of well composed academic paragraph

writing :

① Decide the topic of the subject.

② Develop a topic sentence

③ Demonstrate your points.

④ Give your paragraph meaning.

⑤ Conclude

⑥ Look over and proofread.

Q.:
probable

Discuss about the types of paragraph.

① compare and contrast

② Argument/persuasion

③ Description

④ Expository/Explanation

⑤ Classification

⑥ Illustration

⑦ Account/Narration.

Q. Discuss the steps of technical report writing.

probable

Ans: Slide-2

Q. : What do you mean by research proposal?

class

Discuss the various issues of proposal writing.

Ans: Research proposal is a document proposing a research project, generally in the sciences or academia, and generally constitutes a request for sponsorship of that research. Proposals are evaluated on the cost and potential impact of the proposed research, and on the soundness of the proposed plan for carrying it out. Research proposal generally address several key points:

① what research question will be addressed and how they will be addressed.

② How much time and expense will be required for the research.

⑤ What prior research has been done on the topic.

⑥ How the results of the research will be evaluated.

⑦ How the research will benefit the sponsoring organization and other parties.

Various issues of research proposal writing:

① Research title: We should have a clear working title for our research, made up of key words that are relevant to our project.

② Introduction:

③ Objectives:

④ Justification:

⑤ Research questions: The proposal should

set out the central aims and key questions that will guide our research. We might find it helpful to prioritise one or

two main questions from which we can then derive a number of secondary research questions. We should also answer the questions.

Literature review:

② Methodology: The proposal should present our research methodology, using specific examples to explain how we are going to conduct our research. It may be techniques, sample size, target populations equipment, data analysis etc.

③ Conclusion:

④ Work plan:

⑤ Finance: We have to compute down how much it will cost to do the research.

* Q: What is reading skills? Discuss the five step approaches to apply in reading academic texts.

Ans: Reading is one of the potential language skills. It involves with a number of issues such as audience, purpose, types and techniques. Reading skills can help students in various ways

- ① students will learn issues impede efficient reading and intervention techniques to improve.
- ② students will learn techniques to improve their reading speed and comprehension.
- ③ students will learn to view reading as an active process.
- ④ students will learn to use his/her textbook as an essential tool.

① Students will understand different active learning methods and choose the best one to suit fit the course.

Five step approach:

① Orientation:

Look carefully for information to:

Table of contents

The introduction

Title

Subheadings

Glossary

Vocabulary

Some questions to ask: What kind of text it is?

What to do, how to do, why to do.

We have to clear about our intention.

② Skimming: Skimming means to read headings

Sub-headings, contents, name of the content

Top page date of publications, publisher's name

- to get a primary idea. Besides
- # To understand the general meaning
 - # Need not read word to word
 - # Read the whole text thoroughly / through silently twice
 - # Do not use dictionary
 - # After reading twice make a mental summary of what is understood.
- (3) Scanning: Scanning differs from skimming in that we do not deal with all of the contents but search through the material for a specific purpose or a specific word.
- # finding the answers to a question
 - # seeking an appropriate quotation reference or statement.
 - # Locating name in a directory, words in a dictionary, prices in catalogue etc.

④ Decoding:

It is all about comprehension

Detailed, word to word reading

Establish logical relationship by finding connectives

Identify to what or whom a word or group of words refers

Locate important words in the phrase or sentence.

⑤ Global understanding:

To compare with the data of the global world

To correlate the other papers

To comprehend and critically examine 'why' of the text.

We should ask after all readings:

- Why did the authors put this remark or description in this place and not in another?

What is the meaning of a fact alone? in relation to other facts in the text?

Q. 1: What is academic reading? Explain the needs of academic writing, reading.

Ans: Academic reading is defined as reading with specific specifically academic and educational purposes. Academic reading includes reading more traditional books, dictionaries, encyclopaedias and journal articles along with a vast numbers of resources.

The needs of academic reading:

① Information comes from reputable sources:

Websites and blogs can be a source of insight and information but not all are useful as academic resources. They may be written by people or companies

whose main purpose is to share an opinion or sell something. Academic

Sources such as text books and scholarly

journal articles on the other hand, are usually written by experts in the field and have to pass stringent peer review requirements in order to get published.

② Learn how to form arguments: By reading assignments, journal articles we learn how to form

arguments

③ Exposure to different viewpoints: One purpose

of assigned academic readings is to give students exposure to different viewpoints and ideas. For example, in an ethics class, you might be asked to read a series of articles written by medical professionals and religious leaders who are pro-life or pro-choice and consider the validity of their arguments. Such experience can help you contest with ideas and beliefs in new ways and develop a better understanding of how others' views differ from your own.

④ Academic reading practically helps in improving our writing skills by enhancing our vocabulary and ability of narration.

Q. Does reading help in writing?

Ans: Reading and writing are inseparable.

The better writers have a tendency to be exceptional readers and better readers can produce exceptional writing. As we read we learn subconsciously how to mold plots, create speech patterns, and make realistic characters. The more we read and absorb the more creative and the better at writing we should become. A writer who doesn't read is like a musician who doesn't listen to music or a filmmaker who doesn't watch films. A well-read writer has a better vocabulary, recognizes the nuances of English language and distinguishes between poor

and quality writing. Reading exposes us to others styles, other voices, other forms and other genres of writing. Reading helps us make connections to our own experiences and emotions so reading makes us a better writer and a better communicator. But while reading we have to understand it comprehensively so that we can explain it later and we can make people to understand it.

Q. class: What is academic text? Discuss its features and types.

Ans: With 'academic text' we mean any type of work we write during our studies. It may be assignments, reports, essays, papers etc. It is critical, objective, formal etc. Students need to study a wide range of texts for their courses, so it is important to identify right texts and recognize their elements.

- Features of academic text:
- ① Formal vocabulary
 - ② Use of references
 - ③ Impersonal style
 - ④ Long complex sentences

Text types:

- ① Text book
- ② Websites
- ③ Journal article
- ④ Official report (e.g. from government)
- ⑤ News papers or magazine articles
- ⑥ E-book

Q. What are the considering issues to verify text? Explain.

- Ans:
- ① Author
 - ② Publication date and edition
 - ③ Abstract
 - ④ contents

- ⑤ Introduction or preface: It is cited
- ⑥ Reference: It is cited
- ⑦ Bibliography: It is not cited inside the text
- ⑧ Index: Given the meaning of some words in the last page of the text.

Q: What is abstract? Discuss the potential issues of abstract.

Ans: Abstract is one of the significant aspects of peer-reviewed journal articles. It is a kind of summary that helps researchers to take decision if it is potential reading the article. It briefly demonstrates the research work, such as aims, methods, results and background of the study. It has defined word limit to write.

Potential issues:
① Background position
② Aim and thesis of article
③ method of research
④ Results of research

Q. What do you mean by critical thinking?
probable

Ans: If a text is reliable and safe to use, even though it is still important to think critically on the text. This approach is important for all academic works such as reading, listening, discussing and writing. Critical thinking is a process of actively questioning and assessing of something but not passively accepting what is heard and read.

Q. What is sentence?

Ans: A sentence is a group of words which has a complete sense. It is the key instrument that is used to achieve the communicative objectives in different contexts.

It is also defined that a sentence starts

with a capital letter and ends with a full stop.

A sentence cannot be meaningful until its elements are put sequentially into the structure maintaining the proper word order.

Q: What are the sentential issues of sentence?

class

Ans:

- ① sentence construction
- ② Grammer →
 (i) structure →
 (ii) word class
- ③ phrase →
 (iv) clause →
 (v) connectives

- ④ Sentence expansion.

- ⑤ Sentence combining.
- ⑥ Sentence contraction
- ⑦ Logical development of sentences

Q: What is basic sentence? Discuss the features of basic sentence.

Ans: A basic sentence is a sentence which has only basic parts in it. The basic structure helps to

identify, analyse, combining the parts of an extended sentence, mainly, complete and compound including simple sentence.

Nasum is smiling

Fine burns

The birds are flying in the sky

Features of basic sentence

- ① It is a simple, active, and declarative sentence.
- ② It is the simplest form of a sentence.
It conveys only one idea.
- ③ It is in the active voice. The subject, the doer of the action comes first in the sentence structure.
- ④ It is a declarative sentence which ends with a period.

The bridge is hanging

The bridge is scary

The hanging bridge is scary.

Q Discuss the basic sentence structures.

class

Ans:

① Sub + intransitive verb

(1) joy : x

Ex: Fire burns

(2) p779d

② Sub + linking verb + adverbial complement

Ex: I am in the classroom.

(3)

③ Sub + linking verb + sub complement

Ex: Honey tastes sweet.

④ Sub + transitive verb + direct object

Ex: They ate all the strawberries.

⑤ Sub + transitive verb + indirect object + direct object

Ex: She(s) has given (v) me (io) the letters (do)

⑥ Sub + transitive verb + direct object + adverbial

Ex: You (s) can keep (v) your books (do) on my

table (A)

② Sub + intransitive verb + indirect object
+ direct object + object complement.

Ex: You (S) have made (V) me (IO) very
happy (OC)

They (S) selected (V) her (IO) them teacher
(OC)

Q. class: What is sentence expansion. ? How

and why could we do it ?

Ans: Sentence expansion is the method
of adding one or more words, phrases or
clauses to the basic sentence.

Reason:

① The main reason for sentence expansion
is to provide more information through
a sentence

② To stop repetition of basic sentences
always. Because if we have repetition

it is not a good way to express ourselves. Either it is the way of written or verbal.

- ③ Sentence expansion can provide better understanding for the readers.

So sentence expansion is required.

Process: An expanded sentence may be stated as word class + phrase + clause.

We can expand sentence by following ways

- ① Expanding with phrases
- ② Expanding with clauses.

Mr Rahman is a teacher

Mr Rahman is a Math teacher

Mr Rahman, a great teacher always try to teach the students with cordially.

Mr Rahman is a teacher who never miss any class
of his own
sub-ordinate clause

Mn Rahman is a teacher and he never
miss any class of his own (Expanding
with co-ordinate clause)

Q
class

What is linking verb?

Ans: Linking verb is a verb that helps
to establish a link between a subject
and its complement. In other words, it is a
bridge making element in between subject
and complement. These are basically 'be'
and 'sense' verbs.

Ex:

Honey tastes sweet

She seems happy

She feels nervous

I am fine

Q. What is adverbial?

Ans. Adverbial is an optional element that is mainly used to convey information about the circumstances of the situation described in the basic structure of the sentence. An adverbial acts like an adverb to modify a verb or clause. It may be consist of a single word or an entire phrase. Adverbial is often part of a clause or a phrase.

Ex: Fortunately I am survived.

I entirely agree with you.

There may be more than one adverbial in a sentence.

Every year (A1) they rented a car for two weeks (A2)
to go to comilla (A3)

Last year (A1) we went to singapore (A2) for one week (A3)

Q. What is complement? Discuss its
class & types.

Ans: Complement is a word that is needed
to complete the sense of a sentence. It
mainly describes the subject in a sentence.

Different word classes can be used as
complements in the sentence structure.

Ex:

① She is a teacher (noun c)

② It is I (pronoun c)

③ He is handsome (adjective c)

④ The house is let to let (infinitive c)

⑤ She is in the class (prepositional
phrase)

⑥ He is friendly (adverb)

Subject complement: A subject complement

is the information that follows a

linking verb to describe identify or rename the subject of the clause. A subject complement can either be a predicate noun, predicate pronoun or a predicative adjective. It refers back to the subject word. It is the complementary word to the subject.

Ex: Honey tasted sweet
Love is a virtue

Object complements: An object complement is a word or group of words that describes, renames, or completes the meaning of the direct object of a verb. It can be a noun, adjective, relative clause, infinitive, gerund etc.

Ex: He calls my aunt uncle sweetheath

Adverbial complement: An adverbial complement is an element that conveys the same meaning as some adverbials but is required by the verb. It is an obligatory element in the sentence structure. The verb that most requires an adverbial to complete

the sense is the verb block of doing present
and making and forming past tense it counts off

Ex:

I am now living in chittagong
~~now~~ ~~living~~ ~~in~~ ~~chittagong~~

~~she is on the way to London.~~

The protectors were outside the white
~~protectors~~ ~~white~~ ~~parrot~~
House. ~~outskirts of town~~

Q. What do you mean by direct
class objects and indirect objects.

Direct objects: Direct objects are directly affected by verbs they complete that is over

the verb's action is happening to them

for example

Mubin reads ~~the book~~ a new book every week

→ ~~book~~ ~~new~~ ~~every week~~ ~~is~~ ~~directly~~ ~~object~~
it is the object which is directly object

Inanimate is direct object

→ ~~books~~ ~~new~~ ~~every week~~ ~~is~~ ~~directly~~ ~~object~~

Indirect objects: The object which is not directly object is indirect object. An indirect object is the person or thing who receives the direct object of the verb.

Ex: please pass me the book.

Animate is indirect object.

Inanimate is indirect object.

Q. Differentiate between transitive and intransitive verb.

Transitive verb

The verb which can't give the complete meaning of the sentence alone is transitive verb.

It is followed by an object.

Transitive verbs are used for sentences that describe the object's action.

Intransitive verb

The verb which can give the complete meaning of the sentence alone is intransitive verb.

It does not need an object.

Intransitive verbs are used for sentences describing the 'condition of'

I drink tea. ~~do~~ ^{Broadly} to drink

He eats nice. ~~do~~ ^{The girls sing.} to eat

Q. Why linking verb is not a transitive verb?

Ans: Linking is a verb that helps to establish a link between sub and a complement. It acts like a connector. It has no object. It takes subject complement rather than object. Because it does not make sense if used alone. So, linking verb is not a transitive verb.

What is an object?

An object is a noun or pronoun that is governed by a verb or a preposition.

I know him.

Give here the prize.

Q.
class

What are the contents that can help us to be
good speakers? Explain.

The most famous way of presenting facts is
to present them in a sequence of steps or
in a logical sequence. This is done by giving
the audience a clear idea of what is being
done. The audience can easily follow the
steps and understand the process. This
method of presentation is called the
logical method of presentation.

Steps

1. Introduction

2. Main points



3. Conclusion



Classification



Methodology



Classification



Methodology



Classification

class

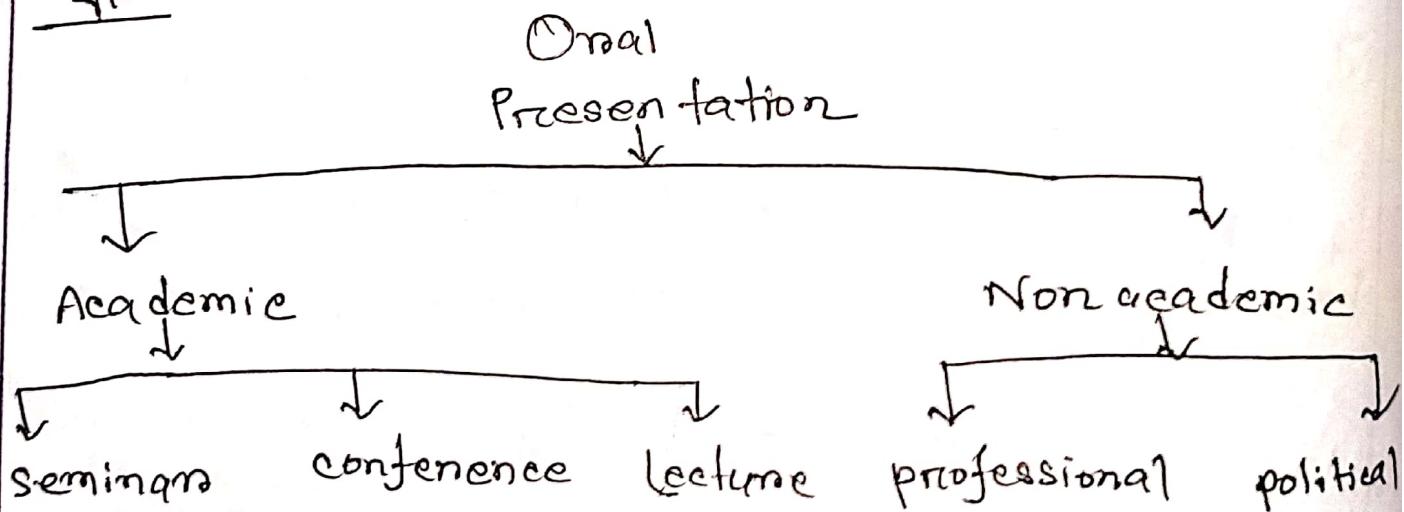
What are the types of oral presentation?

Discuss the oral presentation in brief.

Ans:

An oral presentation is a short talk on a set topic given to a ~~tutor~~ tutorial or seminar group. In an oral presentation one can give a talk to a tutorial group and present views on a topic based on his readings or research. It is formal.

Types



Speaking: Effective oral presentation tools

Potential tools

① context

i) Occasion and audience

ii) place and time.

② Paralinguistic

③ Linguistics

i) contents

ii) vocabulary

iii) sentences

Q. What is the role of an informative speaker?

Ans:

① Informative speakers are objective

② Informative speakers are credible

③ Informative speakers are knowledgeable

④ Informative speakers make the topic relevant.

Q. : Why do we analyse a sentence?

Ans: By analysing a sentence

- ① we can divide a sentence
- ② we can identify the parts of the sentence.
- ③ we can identify the words, phrases clauses used in it.
- ④ we can also determine the types of phrases, clauses, their positions, junctions used in the structure.
- ⑤ we can be familiar with the linking devices and multiple types of structure.
- ⑥ we can be able to make some kind of sentences in new structure.

Steps to analyse a sentence

- ① firstly we have to identify what type sentence it is.
- ② How many clauses in the sentence
- ③ Have to tell the about the clauses

Q.: Analyse the following sentence

class
Everyone who knows, acknowledges, when he
considers case calmly that you have been
wronged.

Ans:

- ① This is a complex sentence
- ② There are four clauses in the sentence

- ③ Everyone acknowledged. (principle clause)
- ④ Who knows you (Adjective clause which is qualifying everyone)

- ⑤ When he considers case calmly. (Adverb clause, modifying acknowledge)

- ⑥ That you have been wronged (Noun clause, object of acknowledge)

Difference between the direct object

and indirect object:

Direct object

① The object which is directly object is called direct object.

② Direct object receives the action of a verb.

③ Transitive verbs need a direct object to form a complete sentence.

④ Direct objects can exist without indirect objects.

⑤ Inanimate is D.O

⑥ Araif needs a new book every week

Indirect object

① The object which is not directly object is indirect object.

② The indirect object receive the action of a verb.

③ Indirect object are used for intransitive verbs and sometimes preceded by preposition.

④ Indirect objects exist only with the help of direct object.

⑤ Animate is I.D.O

⑥ Please pass me the book

Exams coming according to the question paper

Exam

Connection of grammatical errors

not composed of errors

Exam: 2013

Topic:

i) Neither of the boys was smart.

ii) To tell lies is a great sin.

iii) Nipa as well as her brother is good.

iv) The wages of sin is death.

v) The student was absent from college.

vi) He is very good student.

vii) This is an ideal place, happy.

viii) The child is the son of the man.

Exam: 2014

19. self

i) They ~~are~~ hardly speak English.

ii) It is I whom you saw yesterday.

iii) John and me was on the prow of the boat.

iv) While we were driving home last night, the road was

v) We demand that ^{she} should punish for her misconduct.

dangerously slippery

- * vi) Each boy and each girl was given a prize.
- vii) The man spoke to the lion with a cigarette in his mouth.
- viii) Honour and glory is all he craves for.
- * ix) To do well in the exam we must have thorough preparation.
- x) We will look after the matter presently.

Exam: 15

- i) Father objected to Mary's singing.
- ii) The price of my shirt is more than yours.
- iii) The chairman as well as the members
- was against a salary hike.
- iv) We demand that he should punish
- for his misconduct.
- v) The coach selected John and myself
- opening the batting.
- vi) The chain is broken.
- vii) This is the reason why he is cooking.
- viii) As a coach the authority shifted Mrs. Smith for training us.

- (ix) It is I whom you called yesterday.
- (x) Throw some grass over the fence to the horse.

Form-IX

- i) No boy and no girl was present there.
- ii) A robber as well as his followers was arrested.
- iii) Neither nor you nor he is guilty.
- iv) The export of tea and coffee and such other articles has been increasing.
- v) While walking in the garden he was bitten by the snake.
- vi) I wish I were possible.
- vii) If I had seen him I could have told him the matter.
- viii) Three thousand miles was a very long way.

Exam: 2019

- i He was deprived of his freedom.
- ii They asked him to be captain, but he refused.
- iii The machinery of this factory was not good.
- iv It is not good to get angry at once.
- v Having finished the assignment I turned on the TV.
- vi It is I whom I saw yesterday.
- vii One of the vice-presidents has resigned.
- viii Symon is more intelligent and clever than Raju.
- ix He waited for the medicine to have an effect.
- x He is a man whom I know well you can trust.

Word formation with affixes

Exam-13

un-

- ① **unable** — I am unable to do the work.
- ② **unaware** — He is unaware of his duty.
- ③ **uncertain** — The time that he has given us is uncertain.

de-

- ① **decide**
- ② **depend**
- ③ **decision**
- ④ **depression**

in-

- ① **kindness**
- ② **happiness**
- ③ **truthfulness**
- ④ **raudeness**

-tion

- ① **prediction**
- ② **separation**
- ③ **information**
- ④ **creation**

-ant

- ① **important**
- ② **brilliant**
- ③ **existant**
- ④ **applicant**
- ⑤ **reluctant**

pseudo-

- ① **pseudoscience** — The new pseudoscience of a
- ② **pseudopregnant** — In modern times pseudopregnancy is mostly used.
- ③ **pseudoclassical** — The rooms were decorated in pseudoclassic style.
- ④ **pseudoscope** — A pseudoscope is a binocular optical instrument that reverses depth perception.

- # amphiphilic — ~~the pattern of know~~
- ① Amphitheatrical : A hundred spectators gathered around the amphitheater to witness the scene.
 - ② Amphiphilic — Lipids are a broad category of mid-sized molecules that are amphiphilic.
 - ③ Amphibian — ~~The military~~ An amphibian is an animal that can live on land or in water.
 - ④ Amphibology - ~~Indirect~~ More to the point, he falls a victim to our obvious amphibology.

- # bi —
- ① bicycle
 - ② biannual
 - ③ biceps
 - ④ bilateral

- ~~Exon-15~~
- ① unable
 - ②isable
 - ③ probable
 - ④ odoriferous

- # Dis —
- ① Discontinuous
 - ② Disable
 - ③ Discharge
 - ④ Disorder

- # Il —
- ① Ill
 - ② Illegal
 - ③ Illustrate
 - ④ Illiteracy

— ism

① Internationalism

② Electromagnetism

③ racism ④ tourism ⑤ optimism ⑥ humanism

⑦ idealism ⑧ feminism

— al

① Approval ② Arrival ③ Dismissal ④ Renewal

Exam: 2017 # Uni —

① United ② Unique ③ Union ④ Unite ⑤ University

Ultra —

① Ultrasound ② Ultrahuman ③ Ultrabasic

② Ultraviolent

logy —

① Biology ② Microbiology ③ Ideology

④ Sociology

phobia

- ① photophobia : It is difficult to find photo-phobia in a sentence.
- ② Homophobia : One of the too young men clearly had a huge struggle with internalized homophobia.
- ③ Hydrophobia : If they are searching into hydrophobia they naturally select dogs.
- ④ Agnophobia : I developed agnophobia and couldn't leave the flat.

pro —

- ① probable ② proceed ③ proclaim
- ④ prolong ⑤ pronounce

post —

- ① postoffice ② postpone ③ postgraduate
- ④ postmodern

Ambi —

- ① Ambitious
- ② Ambient

③ Ambivalent

ambiguity ② ambivalence ③ ambivalence ④ ambivalence

ab —

① abnormal ② absence ③ absence ④ abhor

abnormal ② absent ③ absent ④ abhor

— crazy

① Democracy:

② Autocracy:

③ Monocracy:

④ Adhocracy:

Example (self) # — ise

① Advise ② amuse ③ compromise ④ advertise

di —

① divorce ② dioxide ③ divide ④ dictionary

— ible

① responsible ② reducible ③ reversible

④ inedible

— live

① excessive ② effective ③ supportive
④ reflective

— ing.

① Amusing ② Amazing ③ Boring ④ Confusing

Differentiate between the adverbial and adverbial complement.

Adverbial complement:

- ① It is an obligatory element to provide meaning to a sentence.
- ② structurally indispensable
- ③ Impact meaning to the expression not always necessary.
- ④ It consists of mainly a single phrase/clause
- ⑤ Fortunately, I am escaped

Adverbial

- ① It is an optional element that is used to convey the circumstances of the situation described in the basic structure of the sentence.

- ② structurally dispensable

- ③ Impact meaning of the expression but not always necessary.

- ④ It may be consist of a single word or entire phrase

- ⑤ She is on the way to London.

Idioms and phrasers

A blessing in disguise: (Something good that seems like something bad)

Positive people try to see problems as blessings in disguise.

A storm in a tea cup: (A situation in which people are very angry)

The whole controversy turned out to be a storm in a tea cup.

In black and white: (In a way that involves a simple choice between two opposite things such as good or bad, she sees everything in black and white.)

Null and void: Invalid.

Whatever anybody said about you in the past is null and void.

Pandora's box: (a source of many troubles)

The internet has opened a Pandora's box of threats.

Bid fair: (To seem probable or likely)

Her ~~ex~~ grades are good enough that she bids fair to get into that excellent high school.

Black sheep: (Describing someone who acts differently than the expected norm).

Ramini is the black sheep in the family because he is an artist whereas everyone else is an economist.

Ins and outs: (The intricate details of a situation on process).

He knows the ins and outs of how this engine works.

A man of straw: (A man who does not have the ability to carry out a particular task)

He is a man of straw who does not deserve to win the next street election.

For good: (If something changes for good it never changes back as it was before)
A few shots of this drug cleaned up the disease for good.

Bring to book: (make somebody accountable for his conduct, punish somebody)
It was frustrating as the police failed to bring anyone to book for the crime.

Die in harness: (Die before retirement.)

She does not want to retire, she could rather die in harness.

A bolt from the blue: (Something important that happens suddenly)

The resignation of the chairman came like a bolt from the blue.

For the doldrums: Depressed

I was in the doldrums for quite a while.

Dog in the manger: (prevent people from using something)

He has a dog in the manger attitude.

Cut and dried: (prepared in advance)

This decision is cut and dried.