VOICE

Adverb

Conjunction

Adjective

Preposition

Pronoun

VOICE

Interjection

Noun

Verb

Adjective

Adverb

VERB

Parts of Speech

Parts of speech

Noun

Verb

Adjective

Adverb

Preposition

Conjunction

Pronoun

Interjection

Voice

Tense

Mood

Case

Gender

Number

Person

Comparison

Degree

Subject

Predicate

Object

Complement

Modifier

Phrase

Clause

Sentence

Simple

Compound

Complex

Compound-complex

Declarative

Interrogative

Imperative

Exclamatory

Active

Passive

Transitive

Intransitive

Linking

Helping

Regular

Irregular

Contractions

Possessive

Negation

Capitalization

Punctuation

Applied English Grammar and Composition

ANGLO-BENGALI
FOR HIGH SCHOOLS

Based on
Nesfield, Mern & Martin

Compiled by
P. C. DAS

Applied English Grammar and Composition
P. C. DAS

Spme of the authorities consulted

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"I have milked three hundred cows into my bucket but the butter I churned is my own."—Chesterton

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GRAMMAR

CHAPTER-I

SENTENCES

A combination of words that makes a complete sense is called a sentence. —***J.C. Nesfield.***

A group of words which makes a complete sense is called a sentence. —***Wren & Martin.***

পরিপূর্ণ অর্থ প্রকাশ করে এমন শব্দ সমষ্টিকে Sentence বা বাক্য বলে।

এবার Sentence -এর এরকম সংজ্ঞা কতটা ঠিক তা দেখা যাক ঃ

(i) আমরা কথা বলার সময় কখনো একটি শব্দ ব্যবহার করে মনের ভাব প্রকাশ করি (যেমন- Yes. No. Come. Go. Halt. ইত্যাদি), কখনো group of words বা শব্দসমষ্টি ব্যবহার করে মনের ভাব প্রকাশ করি। এইভাবে কখনো কোনো একটি প্রসঙ্গে একটি word দিয়েও একটি Sentence বা বাক্য হয়। আবার অধিকাংশ সময় group of words বা শব্দ সমষ্টি দিয়েও Sentence বা বাক্য হয়। একটি Situation বা Context-এ ব্যাপারটা দেখা যাক।

Mr. Sen: *Is it your pen?* ***[Multi-worded sentence]***
Mr. Roy: *Yes.* ***[Single-worded sentence]***

এক্ষেত্রে group of words দিয়ে যেমন একটি বাক্য হয়েছে, তেমনি একটি word দিয়েও একটি বাক্য হয়েছে। তাই একটি Sentence-এর জন্য সর্বদা A group of words-এর প্রয়োজন হয় না।

(ii) আবার যখন বলা দরকার— 'The man is walking slowly in the morning.'—তখন যদি কেউ 'The man is walking'. বলে থেমে যায়, তাহলে তো Complete sense হয় না। কিন্তু সেটি কি একটি বাক্য নয়? নিশ্চয়ই তা একটি বাক্য বা Sentence—কারণ এইটুকুতেও একটা clear meaning রয়েছে। তাই Sentence-এর সংজ্ঞায় complete-এর পরিবর্তে clear কথাটি থাকলে আর কোন বিতর্ক থাকে না।

সুতরাং ভাষাবিজ্ঞানের অগ্রগতির সঙ্গে আমরা Sentence বা বাক্যের সংজ্ঞাকে আরো বিজ্ঞানসম্মতভাবে প্রকাশ করতে পারি। তাই মনে রাখা দরকার ঃ

A word *or* ***a group of words*** having a ***clear meaning*** in a given context is called a sentence. —***P. C. Das.***

যে শব্দ বা শব্দসমষ্টি কোন একটি প্রসঙ্গে পরিষ্কার অর্থ প্রকাশ করে, তাকে sentence বা বাক্য বলে।

Note :** In written form of English we usually have a group of words with verbs. But in spoken English we often use single word or verbless group of words as sentences; rather such sentences are preferred in many cases. Hence single-worded sentences or verbless sentences are also spoken of in ***Modern English Grammar.

[লেখ্য ইংরেজিতে সাধারণতঃ Verb-যুক্ত Group of words দিয়ে বাক্য তৈরি হলেও কথ্য ইংরেজিতে অনেক সময়েই একটিমাত্র word দিয়েই বা Verb-হীন Group of words দিয়েই সঠিক বাক্য হয়। শুধু তাই নয়, কোন কোন ক্ষেত্রে Verb-যুক্ত একাধিক শব্দ দিয়ে সম্পূর্ণ বাক্য তৈরি করলে কথ্য ইংরেজির style বজায় থাকে না। যেমন ঃ ট্রেনের টিকিট পরীক্ষক "Please show me your ticket" না বলে শুধু বলেন—"Ticket, Please."]

Written form	*Spoken form*
A. What is your name?	A. What's your name? (or) Name, please.
B. My name is Jack.	B. Jack. (single word)
A. What is the time by your watch?	A. What's the time?
B. It is just 9 by my watch.	B. Just 9. (verbless)

Spoken English-এ যদি 'Name, please' না বলে 'what is your name?' বলা হয়, কিংবা 'just 9' না বলে 'It is just 9 by my watch' বলা হয়, তাহলে Good Spoken English হয় না। মনে রাখা দরকার, যদিও সাধারণভাবে What is your name ?– এর Spoken form—'What's your name?" তবু বয়স্ক ব্যক্তি বা সম্মানিত ব্যক্তির ক্ষেত্রে 'Name, Please' বলাই শিষ্টাচার সম্মত। তেমনি নাম বলার সময় 'My name is' অংশটি Spoken English-এ বাহুল্য হিসেবে বিবেচিত হয়।

এবার কিছু sentence-এর ব্যবহার লক্ষ্য কর :

আমরা যদি বলি বা লিখি—

Brother my is Subhas.	(Sentence বা বাক্য নয়)
A student good he is.	"
Goes he to school.	"
Love I much him very.	"
He me too loves.	"

তাহলে কতকগুলি শব্দ বা group of words বসিয়েও বাক্য হচ্ছে না। কারণ শব্দগুলি ঠিকমতো সাজিয়ে না বসানোর জন্য (in proper order না বসানোর জন্য) কোন পরিষ্কার অর্থ (Clear meaning) হচ্ছে না। কিন্তু এগুলিকে যদি ঠিকমতো সাজিয়ে বসানো হয়, যাতে একটি পরিষ্কার অর্থ পাওয়া যায় তাহলে এই শব্দগুলিই এক একটা sentence বা বাক্য তৈরি করতে পারে।

এবার এই শব্দগুলি ঠিকমতো সাজিয়ে দিলে কি দাঁড়ায় দেখা যাক্।

Subhas is my brother.	(সুভাষ আমার ভাই।)
He is a good student.	(সে ভালো ছাত্র।)
He goes to school.	(সে স্কুলে যায়।)
I love him very much.	(আমি তাকে খুব ভালোবাসি।)
He loves me too.	(সে আমাকেও ভালোবাসে।)

দেখা গেল, ওপরের শব্দগুলি ঠিকভাবে পাশাপাশি বসে পরিষ্কার অর্থ প্রকশ করার জন্য প্রত্যেকটিই এক একটি Sentence বা বাক্য হয়েছে। সুতরাং একটি Sentence-এর দুটি বৈশিষ্ট্য–*proper order (একাধিক শব্দ হলে) এবং clear meaning.

A sentence must have a proper order of words and a clear meaning.—P.C.Das

***Note :** সংস্কৃত ব্যাকরণে Sentence বা বাক্যের সংজ্ঞা দেওয়া হয়েছে নিখুঁতভাবে। সেখানে বাক্যের তিনটি গুণের কথা বলা হয়েছে—আকাঙ্ক্ষা, যোগ্যতা ও আসত্তি বা পদসংস্থান– রীতি। উদাহরণ দেওয়া যাক্—যদি বলি, "The cow is" তাহলে শ্রোতার আকাঙ্ক্ষার নিবৃত্তি হবে না, "The cow is grazing in the field" বললে আকাঙ্ক্ষার নিবৃত্তি হবে এবং তখন তা বাক্য হবে। আবার যদি বলা হয়, "The cows are flying in the sky" তাহলে তাও বাক্য হবে না, কারণ গোরুর আকাশে ওড়ার যোগ্যতা নেই। কিংবা যদি বলা হয় "The is cow in the field grazing", তাহলে সেটিও বাক্য হবে না, কারণ তার আসত্তি বা পদসংস্থানরীতি ঠিক নেই এবং তার ফলে কোন অর্থবোধ হয় না। ইংরেজি বাক্যের সংজ্ঞায় 'Clear meaning'—এর মধ্যে এই তিনটি গুণ লুকিয়ে আছে। কারণ এই তিনটি গুণের মধ্যে যে কোন একটির অভাব হলেই 'Clear meaning' হবে না।

FORMATION OF SENTENCES

(বাক্য গঠন)

Now,we see, sentences may be single-worded and multi- worded with verbs and without verbs. Single-worded sentences and multi-worded sentences without verbs are often said in Spoken English.

বাক্য কখনো single worded বা একপদী, কখনো multi worded বা বহুপদী হয়। Spoken English-এ কখনো Verb থাকে, কখনো verb থাকে না।

SENTENCES

Sentences

- **Single-worded** (Yes. No. Come. Go. Stop. Halt. Thanks etc.)
- **Multi-worded**
  - **With verbs**
  - **Without verbs**

Who's speaking = who is speaking?	Mr. Roy.
What's the time now?	Five minutes past ten.
Have you taken any sweets?	Not at all.
Will you take any?	Why not?

Some other verbless sentences : All right. (ঠিক আছে।)
So what? (তাতে কি?)

However, in written form of English we often use full forms of sentences. Such sentences have some structures or patterns.

যাই হোক লিখিত ইংরেজিতে আমরা প্রায়ই বাক্যের পূর্ণরূপ ব্যবহার করি। এরূপ বাক্যের কিছু Structure বা গঠন পদ্ধতি আছে।

SUBJECT AND PREDICATE

(1) The part which names the person or thing we are speaking about is called the **subject** of the sentence.

(2) The part which tells something about the subject is called the **predicate** of the sentence. ***—Wren & Martin.***

বেশির ভাগ sentence যা আমরা বলি বা লিখি, তার দুটি অংশ থাকে।

(1) **Subject** (2) **Predicate.**

যে ব্যক্তি বা বস্তু বা বিষয় সম্বন্ধে আমরা কথা বলি বা লিখি,তাকে বলে **Subject** এবং Subject-এর সম্বন্ধে আমরা যা বলি বা লিখি তাকে বলে **Predicate.**

বাক্যে সাধারণত ঃ ***Subject*** *প্রথমে এবং তার পরে* ***Predicate*** *বসে। যেমন–*

Subject	Predicate
A boy	lived in a village.
His parents	sent him to school.
He	liked his lessons.
He	never stood second in the class.

***Note :** উপরের উদাহরণে লক্ষ্য কর–'boy', 'parents' এবং 'he' হলো মূল Subject. এগুলিকে বলে *Subject proper*; 'A' এবং 'His' Subject' এর বাড়তি অংশ। এগুলিকে বলে *Adjuncts to Subject.*

*সাধারণত ঃ Subject আগে এবং Predicate পরে বসলেও কখনো কখনো বাক্যের কোন বিশেষ অংশকে জোর দেওয়ার জন্য Subject-এর আগে সমগ্র Predicate বা Predicate-এর কিছু অংশ বসে। যেমন)—

Silver and gold have	*I*	*none*	(সোনা রূপো আমার কিছুই নেই।)
Predicate	Subject	Predicate	
Sweet are the uses of adversity.			(প্রতিকূল অবস্থার সদ্ব্যবহার কি মধুরই না হয়।)
Predicate Subject			

আদেশ অনুরোধমূলক বাক্যে (Imperative sentence-এ) প্রায় সর্বদাই Subject উহ্য থাকে। যেমন–

Come in. (Subject 'you' উহ্য আছে)
Sit down. (Subject 'you' উহ্য আছে)
কখনো কখনো বিবৃতিমূলক বাক্যেও (Assertive Sentence-এ) Subject উহ্য থাকে।
Thank you. (Subject 'I' উহ্য আছে।)
Hope, you are well. (Subject 'I' উহ্য আছে।)

Interrogative sentence বা প্রশ্নবোধক বাক্যে Predicate-এর একটি অংশ (Verb বা Verb-এর একটি অংশ) Subject-এর আগে বসে। যেমন–*Are* you a student? *Will* you go to school?

Optative sentence বা ইচ্ছা-প্রার্থনাসূচক বাক্যে Subject-এর আগে Predicate-এর একটি অংশ 'may' verb বসে। যেমন—**May* you be happy.

Sentences are of five kinds : Sentence পাঁচ রকম

(i) A sentence that makes a *statement* or assertion is called a Declarative or ***Assertive*** sentence.

(ii) A sentence that asks a *question* is called an ***Interrogative*** sentence.

(iii) A sentence that expresses a *command* or an entreaty is called an ***Imperative*** sentence.

(iv) A sentence that expresses *wish or prayer* is called an ***Optative*** sentence.

(v) A sentence that expresses *strong feeling or emotion* is called an ***Exclamatory*** sentence.

Sentence বা বাক্যের কাজ অনুসারে বাক্যকে পাঁচ ভাগে ভাগ করা হয়।

যদি কোন বাক্যে কিছু বর্ণনা বা বিবৃতি বোঝায়, তবে তাকে বলে Assertive Sentence; প্রশ্ন করা বোঝালে হয় Interrogative Sentence; আদেশ-অনুরোধ বোঝালে Imperative Sentence ; ইচ্ছা-প্রার্থনা বোঝালে Optative sentence ; আবেগ প্রকাশ করলে Exclamatory Sentence হয়।

এখন নিচের Table-টি লক্ষ্য কর ঃ

Kinds of Sentences	Example	Function
Assertive	Subhas is a good boy.	Statement (বিবৃতি)
Interrogative	Does he play football?	Question (প্রশ্ন)
Imperative	Go home at once.	Command (আদেশ)
"	Please lend me a pen.	Request (অনুরোধ)
Optative	May he live long.	Wish (ইচ্ছা)
"	May god bless you.	Prayer (প্রার্থনা)
Exclamatory	Hurrah! We have won the match.	Emotion (আবেগ)

***Note :** J.C. Nesfield- বলেছেন–"There are four different kinds of Sentences."-(1) Statements, (2) Desires including command, request, entreaty and wish, (3) Questions, (4) Exclamations.

Nesfield Sentence- কে চারভাগে বিভক্ত করলেও পরবর্তীকালে বুঝবার এবং ব্যবহারের সুবিধার জন্য Desire-কে আলাদা একরকম sentence ধরে Sentence- কে Assertive, Interrogative, Imperative, Optative এবং Exclamatory—এই পাঁচ ভাগে বিভক্ত করা হয়।

এই পাঁচরকম Sentence-এর প্রত্যেককেই আবার দুভাগে ভাগ করা যায়–

(1) **Affirmative** বা-হ্যাঁ-সূচক। (2) **Negative** বা না-সূচক।

নিচের Table-টি দেখ ঃ

Kinds of Sentence (বাক্যের প্রকারভেদ)	Affirmative (হ্যাঁ-সূচক)	Negative (না-সূচক)
Assertive (বিবৃতিমূলক)	Bimal is a good boy. (বিমল ভালো ছেলে)	Bimal is not a bad boy. (বিমল মন্দ ছেলে নয়)
Interrogative (প্রশ্নসূচক)	Does he play football? (সে কি ফুটবল খেলে?)	Does he not play football? (সে কি ফুটবল খেলে না?)

Kinds of Sentence (বাক্যের প্রকারভেদ)	Affirmative (হ্যাঁ-সূচক)	Negative (না-সূচক)
Imperative (আদেশ-অনুরোধমূলক)	Open the window. (জানালাটি খোল)	Do not shut the window. (জানালাটি বন্ধ করো না)
Optative (ইচ্ছা-প্রার্থনাসূচক)	May he be happy. (সে সুখী হোক্)	May he not be unhappy. (সে যেন অসুখী না হয়)
Exclamatory (আবেগসূচক)	Hurrah! We have won the game. (কি আনন্দ! আমরা খেলায় জিতেছি।)	Hurrah! we have not lost the game. (কি আনন্দ! আমরা খেলায় হারিনি।)

Assertive বা বিবৃতিমূলক বাক্য, Imperative বা আদেশ-অনুরোধমূলক বাক্য এবং Optative বা ইচ্ছা-প্রার্থনাসূচক বাক্যের শেষে ফুলস্টপ (.) বসে। Interrogative বা প্রশ্নসূচক বাক্যের শেষে প্রশ্নচিহ্ন (?) বসে। Exclamatory বা আবেগসূচক বাক্যে note of exclamation বা আবেগ চিহ্ন (!) বসে।

*** Note :** Note of exclamation কে বাংলায় প্রচলিত ব্যাকরণ গুলিতে **বিস্ময়চিহ্ন** বলা হয়। **কিন্তু এই নামকরণ অসঙ্গত**। কারণ হর্ষ, বিষাদ, বিস্ময়, ঘৃণা, ক্ষোভ, ধিক্কার প্রভৃতি অনেকগুলি আবেগের মধ্যে বিস্ময় একটি আবেগমাত্র। অংশকে দিয়ে সমগ্রের নামকরণ হয় না। তাই Note of exclamation-এর প্রকৃত নামকরণ হওয়া উচিত **বিস্ময়চিহ্ন নয়, আবেগচিহ্ন**।

SENTENCE PATTERN

আমরা আগেই বলেছি, ইংরেজিতে পাঁচরকম Sentence আছে–**Assertive, Imperative, Interrogative, Optative** এবং **Exclamatory.** এই পাঁচরকম বাক্যের পাঁচরকম Sentence pattern আছে। এগুলি না বুঝলে কিছুতেই শুদ্ধ ইংরেজি লেখা যায় না।

Assertive Sentence Pattern

1. ইংরেজিতে শতকরা আশিভাগেরও বেশি বাক্য এই Assertive Sentence বা বর্ণনামূলক বাক্য এই বাক্য সাজাবার নিয়ম ঃ

Subject বা কর্তা (যে কাজ করে)	+	Verb বা ক্রিয়া (করা, হওয়া বা থাকা)	+	Object/ Complement কর্ম বা কর্মস্থানীয় শব্দ (ক্রিয়াকে 'কি' বা 'কাকে' দিয়ে প্রশ্ন করলে যে উত্তর পাওয়া যায়)	+	Preposition etc. (বিভক্তি ইত্যাদি)
I		am		a student.		—
We		learn		English.		at home.
We		eat		rice.		at daytime.
Amal	+	reads	+	a book.	+	in the morning.
Lila		writes		a letter.		at 7 a.m./8 p.m.
He		plays		football		etc
She		shuts		the door		in the afternoon.
Lipika		dances		—		at night.
						in the evening.

লক্ষ্য কর, বাক্য গঠনে বাংলার মত ইংরেজিতে শব্দ সাজানো হয় না। বাংলা বাক্যে সাধারণত ঃ প্রথমে কর্তা এবং ক্রিয়াপদ শেষে বসে এবং কখনো ক্রিয়াপদ উহ্য থাকে। কিন্তু ইংরেজি বাক্যে প্রথমে *Subject* বা কর্তা এবং তারপরে *Verb* বা ক্রিয়া বসে। যেমন–

বাংলায়— আমি ছাত্র। কিন্তু ইংরেজিতে—আমি হই ছাত্র—I am a student.

বাংলায়— আমার কলম *আছে*। কিন্তু ইংরেজিতে— আমার *আছে* একটি কলম— I *have* a pen.

বাংলায়—আমি ভাত খাই। কিন্তু ইংরেজিতে—আমি খাই ভাত—I *eat* rice.

বাংলায়—কর্তা—কর্ম—ক্রিয়া (ক-ক-ক্রি) S—O—V

ইংরেজিতে—কর্তা—ক্রিয়া—কর্ম—(ক-ক্রি-ক)—S—V—O

এ যেন বাঙালী পরিবার এবং ইংরেজ পরিবারের আহারের রীতি অনুযায়ী বাক্য গঠনের পদ্ধতি। বাক্যের কর্তা যেন বাড়ীর কর্তা, বাক্যের ক্রিয়া যেন বাড়ীর গিন্নী, ছেলেমেয়েরা যেন Object বা কর্ম। বাঙালী পরিবারে প্রায়ই গিন্নী খেতে বসেন সবার শেষে। কিন্তু ইংরেজ পরিবারে কর্তার ঠিক পাশেই বসেন গিন্নী, আর তার পাশে কর্মস্থানীয় ছেলেমেয়েরা। এজন্য বাংলায় 'আমরা ভাত খাই', কিন্তু ইংরেজিতে 'আমরা খাই ভাত' বা *We eat rice.*

এর পর Simple Sentence বা সরল বাক্যে সদস্য সংখ্যা বাড়াতে গেলে Preposition যোগ করে তাদের খেতে দিতে হয়।

আরো লক্ষ্য কর, কর্তা যদি Amal, Lila, He বা She হয় অর্থাৎ কর্তা যদি Third Person Singular number হয়, তাহলে ক্রিয়ার শেষে s বা es যোগ হয়। অবশ্য এটা হয় কেবলমাত্র Present Indefinite tense-এ। যেমন—

কমল ভাত খায়—Kamal *eats* rice. লীলা স্কুলে যায়—Lila *goes* to school.

পাখিটি উড়ে—The bird *flies*. সে স্কুলে যায়—She *goes* to school.

আগের বাক্যগুলিতে দেখ, ক্রিয়া সকর্মক হলে কর্ম বা object নেয়। কিন্তু ক্রিয়া অকর্মক হলে কোন কর্ম বসে না, কিংবা preposition (to, in, on, of ইত্যাদি) যোগ করে বাক্য বাড়ানো হয়।

লিপিকা সন্ধ্যায় নাচে—*Lipika dances in the evening.*

বাঘাযতীন বনে বাঘ মারিয়াছিলেন—*Bagha Jatin killed a tiger in the forest.*

Imperative Sentence pattern

2. Imperative Sentence-এর বা আদেশ-অনুরোধমূলক বাক্যের Subject 'you' প্রায়ই উহ্য থাকে। সেজন্য প্রথমেই Verb বা ক্রিয়া বসে। বাকি অংশ Assertive Sentence-এর মতো। এ ধরণের বাক্য সাজাবার নিয়ম ঃ

Pattern—A

Subject বা কর্তা উহ্য	Verb বা ক্রিয়া (করা, হওয়া বা থাকা)	Object বা কর্ম (Verb ও Prep-এর Object) (What/ Whom)
—	Read	the book
—	Write	a letter.
—	Shut	the door.
—	Give	me a glass of water.

Pattern—B

Verb বা ক্রিয়া	Where কোথায়
Come	here.
Go	there.
Walk	to the door.
Run	across the field.

বাড়ী যাও—Go home.

দরজাটি খোল—Open the door.

এক কাপ চা খাও—Have a cup of tea.

হাতমুখ ধোও—Wash your hands and face.

[কিন্তু] আপনি ধূমপান করেন আর আপনার পরিবার কষ্ট ভোগ করে—You smoke and your family suffers. [This is not an Imperative sentence, but an Assertive sentence]

তুমি তোমার কর্তব্য করিবে—*You* must do your duty. [Assertive, not Imperative]

***Note :** **Imperative Sentence-এ কর্তা উহ্য থাকে কেন ?**

Imperative Sentence-এর কর্তা সর্বদাই তুমি, তোমরা, তুই, তোরা বা আপনি, আপনারা হয়। কিন্তু এই সবগুলিরই ইংরেজি You হওয়ার জন্য বাহুল্য বিবেচনায় Imperative sentence-এ *You* উহ্য থাকে।

Request বা অনুরোধ বোঝালে Verb-এর আগে Please বা Kindly যোগ হয়। যেমন—দয়া করে বসুন—Please sit down. অনুগ্রহ করে আমাকে এক গ্লাস জল দিন—Kindly give me a glass of water.

Interrogative Sentence Pattern

3. প্রশ্নসূচক বাক্য বা ***Interrogative Sentence*** গঠনের তিনটি নিয়ম।

(i) যদি ***'be' verb*** (অর্থাৎ is, am, are, was, were), ***'have' verb*** (অর্থাৎ has, have, had) এবং ***shall, should, will, would, can,could, may বা might verb*** থাকে তবে প্রশ্নসূচক বাক্যে বা ***Interrogative sentence***-এ সেই***Verb***-টি ***Subject***-এর পূর্বে বসে।

Assertive	Interrogative
Bimal is your brother.	*Is* Bimal your brother?
He has got a bad tooth.	*Has* he got a bad tooth?
He will pull out the bad tooth.	*Will* he pull out the bad tooth ?
The girl is dancing in the hall.	*Is* the girl dancing in the hall ?

(ii) *উপরের **verb**-গুলি ছাড়া যদি অন্য কোন **verb** থাকে তবে **subject**-এর পূর্বে একটি **'Do 'verb** আনতে হয় এবং tense ও Person অনুযায়ী এই **'Do '** verb-এর পরিবর্তন হয়, কিন্তু মূল **verb**-এর কোন পরিবর্তন হয় না।* যেমন—

তুমি কি প্রতিদিন ফুটবল খেল? *Do* you play football every day?

মালা কি প্রত্যহ তার বাড়ির কাজ করে?*Does* Mala do her hometask every day ?

তুমি কি তোমার বাবাকে চিঠি লিখেছিলে? *Did* you write a letter to your father ?

(iii) যদি ***who*** (কে বা কাহারা) ***whose*** (কাহার বা কাহাদের), ***whom*** (কাহাকে বা কাহাদিগকে), ***which*** (কোন্‌টি বা কোন্‌গুলি), ***what*** (কি), ***why*** (কেন), ***When*** (কখন), ***where*** (কোথায়), ***How much*** (কত), ***How many*** (কতগুলি) প্রভৃতি কোন প্রশ্নবোধক শব্দ থাকে, তবে সেই শব্দটি সবার আগে বসে। যেমন—

তোমরা কারা ?–*Who* are you ?

এই বইটি কার ?–*Whose* book is this ?

তুমি কাকে চাও ?–*Whom* do you want?

কোন্ কলমটি তোমার ?–*Which* is your pen ?

তুমি কি করছ ?–*What* are you doing ?

তুমি কখন খাও ?–*When* do you eat?

সে কোথায় বাস করে ?–*Where* does he live (in) ?

কেন তুমি এখানে আস ?–*Why* do you come here ?

সে কিভাবে লেখে ?–*How* does he write ?

তোমার কতগুলি বোন আছে ?–*How many* sisters have you ?

তুমি কতটা দুধ চাও?–*How much* milk do you want ?

***Note :** Who নিজে Subject হলে 'do' auxiliary verb -এর প্রয়োজন হয় না। যেমন— কে তোমাকে অপমান করেছিল?–*Who* insulted you? অবশ্য Negative হলে এখানেও 'do' বসে। যেমন–*Who does not know it?*

Optative Sentence Pattern

4. ইচ্ছা বা প্রার্থনা বোঝালে Optative Sentence হয়। এই বাক্য গঠন করার নিয়ম ঃ

May + Assertive = optative

তোমরা দীর্ঘজীবী হও–*May* you live long.

ভগবান তোমাদের আশীর্বাদ করুন–*May* God bless you.

আবার কখনো কখনো 'May' verb-টি উহ্য থাকে।

রাজা দীর্ঘজীবি হউন–Long live the king. (=May the king live long.)

Exclamatory Sentence Pattern

5. দুঃখ, আনন্দ, বিস্ময় প্রভৃতি আবেগ বোঝাতে Exclamatory Sentence হয়। এরূপ বাক্য দুভাবে গঠিত হয়।

(i) *Alas! Hurrah! Ah!* প্রভৃতি দুঃখ, আনন্দ, বিস্ময়বোধক শব্দ বসিয়ে–

Alas বা Hurrah প্রভৃতি শব্দ + Assertive = Exclamatory.

হায়! লোকটি মারা গিয়েছে–*Alas* ! The man is dead.

কি আনন্দ, আমরা খেলায় জিতেছি–*Hurrah* ! We have won the match.

চুপ! লোকটি ঘুমিয়ে গেছে–*Hush* ! The man is asleep.

ছিঃ ! তুমি মিথ্যাবাদী–*Fie* ! You are a liar.

আরে, অমল যে–*Hallo* ! You are Amal. I see !

(ii) *What, How* ইত্যাদি শব্দ যোগে–

কী সুন্দর পাখী!–*What* a nice bird it is!

কী বিচিত্র এই দেশ!–*What* a wonderful land it is !

তুমি কত সুখী!–*How* happy you are !

***Note:** Interrogative sentence-এ *What, How* বসলে Verb-টি Subject-এর আগে আসে। কিন্তু Exclamatory Sentence-এ এরূপ ক্ষেত্রে Verb-টি Subject-এর পরে এবং Sentence-এর শেষে বসে।

NEGATIVE FORMS

Now study the rules of making Negative forms. There are three ways of doing this.

হাঁ-বাচক থেকে না-বাচক বা **Negative form** তৈরি করার তিনটি নিয়ম ঃ

(i) যদি ***'be' verb*** (অর্থাৎ is, am, are, was, were), ***'have' verb*** (অর্থাৎ has, have, had) এবং ***shall,should,will would, can, could, may*** বা ***might verb*** থাকে, তবে সেই ***verb***-এর পর ***not*** বসে। যেমন—

Affirmative	Negative
Amal is a good boy.	Amal *is* not a good boy.
Bimal has a book.	Bimal *has not* a book (no book).
I shall go to school.	I *shall* not go to school.
We can do this work.	We *can not* do this work.

(ii) যদি উপরের ***Verb*** -গুলি ছাড়া অন্য কোন ***Verb*** থাকে, তবে একটি ***'Do' Verb*** আনতে হয় এবং ***tense*** ও ***person*** অনুযায়ী এই ***'Do' Verb***-এর পরিবর্তন হয়। মূল ***Verb***-এর কোন পরিবর্তন হয় না। আর ***'Do' verb*** এবং মূল ***Verb***-এর মাঝখানে ***not*** বসে। যেমন—

Affirmative	Negative
Go there.	*Do not* go there.
Dipak plays football.	Dipak *does not* play football.
They play football.	They *do not* play football.

অবশ্য মনে রাখা দরকার ***Interrogative Sentence***-এর ***Negative form***-এ ***Noun***-এর পূর্বে ***not*** এবং ***Pronoun***-এর পরে ***not*** বসে।

[Noun = নামবাচক পদ। Pronoun = সর্বনাম যা Noun-এর পরিবর্তে বসে। পরবর্তী পাঠে এ বিষয়ে আরো বিস্তৃতভাবে পড়বে।]

Amal is not going to school. →Is *not Amal* going to school ?

He is not going to school. →Is *he not* going to school ?

Dipak does not play football. →Does *not Dipak* play football ?

He does not play football.→ Does *he not* play football ?

কিন্তু Do এবং not-এর সংক্ষিপ্ত রূপ Don't বা Doesn't হলে তা Noun এবং Pronoun উভয়েরই পূর্বে বসে।

You do not play football. →*Don't* you play football ? [Do not=Don't]

Reba does not like story books. →*Doesn't* Reba like story books?

[Does not = Doesn't]

(iii) ***Noun-এর পূর্বে No এবং Adjective-এর পূর্বে Not বসিয়েও Negative Sentence করা হয়।***

[Noun = নামবাচক পদ। Adjective = দোষ-গুণ-অবস্থাবাচক পদ। পরবর্তী পাঠে এ বিষয়ে আরো বিস্তৃতভাবে পড়বে।]

No *man* can do this work.	'No' before the noun 'man'.
He has *no enemy*.	" " noun 'enemy'.
He is *not faithful*.	'Not' before the adjective 'faithful'.
The girl is *not beautiful*.	" " adjective "beautiful'.

'কখনও না' অর্থে *never* এবং 'কিছু না' অর্থে *nothing* ব্যবহার করেও Negative sentence করা যায়।

সে কখনো বিদ্যালয়ে যায় না—He *never goes* to school.

তারা ঘরের মধ্যে কিছুই দেখতে পেল না—They saw *nothing* in the room.

* **লক্ষ্যকর,** তিন নম্বর নিয়মটি ছাড়া Interrogative sentence এবং Negative sentence-এর ক্ষেত্রে এক নম্বর ও দুনম্বর নিয়মের প্রয়োগ প্রায় একইরকম।

Now study affirmative, Negative and Interrogative side by side.

Affirmative	Negative	Interrogative
I am	I am not	Am I ?
We are	We are not	Are we ?
You are	You are not	Are you ?
He/She is	He/She is not	Is he/she ?
They are	They are not	Are they ?
It is	It is not	Is it ?

APPLIED SECTION

(Functional Communicative Approach)

FUNCTIONS OF SENTENCES

FUNCTIONS	SENTENCE
A. Assertive :	
(i) Giving information/ Reporting (তথ্যজ্ঞাপন/প্রতিবেদন)	The Second Hooghly Bridge was inaugurated on October 10 in 1992
(ii) Narrating (পরোক্ষ উক্তি)	The English ruled India for about two hundred years.
(iii) Describing (বর্ণনা)	He said that Napoleon died at St. Helens.
(iv) Defining (সংজ্ঞা দেওয়া)	There are rows of trees on both sides of the road.
	Fables are short tales usually with animal characters in them, but always with a moral.

FUNCTIONS	SENTENCE
(v) Hesitating/Giving opinion not confidently (দ্বিধা প্রকাশ)	I don't know what exactly he s she is.
(vi) Classifying (শ্রেণীকরণ)	Food substances may b classified into two broa groups—organic food an inorganic food.
(vii) Illustrating/Exemplifying (উদাহরণের সাহায্যে বিশদীকরণ)	Some of the best Science Ficti writers are : H. G. Wells, Juli Verne and Arthur Clarke.
(viii) Stating cause (কারণ বর্ণনা)	His hard labour placed him the high position.
(ix) Describing a process (পদ্ধতি বর্ণনা)	The preparation of butter goe through a number of steps.
(x) Denying a fact (অস্বীকৃতি)	No, I'm all right.
(xi) Asserting a fact (দৃঢ়ীকরণ)	Yes,Sir. I am a book binder.
(xii) Expressing obligation (বাধ্যতা)	I must go home.
(xiii) Supposing/Guessing (সম্ভাবনা/অনুমান)	If he comes, he may receive hearty welcome.
(xiv) Comparing (তুলনা করা)	He is as cunning as a fox.
	The ruby shall be redder than rose.
(xv) Contradicting (বৈপরীত্য বোঝানো)	I don't worry but I can't kee from thinking.
(xvi) Apologizing/Confessing (ক্ষমা চাওয়া)	I beg your pardon, I have hu your feelings.
(xvii) Expressing ability	I can do the sum easily.
(xviii) Expressing possibility	He may come here today.
(xix) Giving permission	You may sit in the parlour.
(xx) Appealing (আবেদন)	I pray to your kindself fo granting me three day's sic leave.
B. Interrogative	
(i) Asking information/Asking reason/Interrogating / Enquiring (তথ্য চাওয়া/প্রশ্ন করা)	What is the distance of Delh from Calcutta ?
	Why did you not go to scho yesterday?
(ii) Asserting a fact (বক্তব্যকে দৃঢ় করা)	Who does not want to be free ?
	That was really a fun. Wasn't it
(iii) Asking for opinion (মত চাওয়া)	May I have your opinion on th book?
(iv) Asking for permission	May I come in sir ?
(iv) Requesting (অনুরোধ করা)	Could you please tell me you name ?
(v) Challenging (স্পর্ধার সঙ্গে প্রশ্ন করা)	Who dares to defy me ?
(vi) Expressing a doubt (সন্দেহ প্রকাশ করা)	Who knows when the country will be free from corruption?

FUNCTIONS	SENTENCE
(vii) Confirming a doubt (সন্দেহ নিরসন করা)	The science you have learnt is more or less the result of self-teaching, isn't it, Mr. Faraday ?
C. Imperative :	
(i) Ordering/Commanding (আদেশ করা)	Get out at once.
(ii) Requesting (অনুরোধ করা)	Please give me a glass of water.
(iii) Advising (উপদেশ দেওয়া)	Don't give up hope, Mr. Faraday.
(iv) Suggesting/Proposing (প্রস্তাব দেওয়া)	Let's sit down here and talk the matter over.
(v) Instructing (নির্দেশ দেওয়া)	To improve your English read as much as you can.
(vi) Warning (সতর্ক করা)	Be quiet or I'll punish you.
(vii) Threatening (ভীতি প্রদর্শন করা)	Get out or I'll break down your nose.
(viii) Permitting (অনুমতি দেওয়া)	Go wherever you like but come back before evening.
(ix) Prohibiting (নিষেধ করা)	Don't leave the place without permission.
(x) Reminding (পুনরায় স্মরণ করিয়ে দেওয়া)	Kindly remember the date and time of our meeting.
D. Optative	
(i) Wishing/Desiring (ইচ্ছা প্রকাশ করা)	Wish you good luck.
(ii) Praying (প্রার্থনা করা)	May God bless you.
E. Exclamatory	
(i) Expressing joy (আনন্দ প্রকাশ করা)	Hurrah ! Our club has won the trophy.
(ii) Expressing sorrow (দুঃখ প্রকাশ করা)	Alas ! The man is dead.
(iii) Expressing wonder (বিস্ময় প্রকাশ করা)	What a nice bird it is !
(iv) Expressing pity (করুণা প্রকাশ করা)	Poor fellow ! How changed you are.
(v) Expressing disgust (বিরক্তি প্রকাশ করা)	How shabby the statue is !
(vi) Encouraging (উৎসাহ দেওয়া)	Bravo ! You have saved a nice goal.
(vii) Greeting (স্বাগত সম্ভাষণ)	Hallo ! How nice to meet you after years.
(viii) Farewell (বিদায় সম্ভাষণ)	Good bye !/Good night ! Hope we'll meet you again.

1. Giving Information. [Assertive]

Be = নিজে হই বা নিজে আছি / আছে। Have = কারো কিছু অধিকারে আছে।

I am We are You are	He is She is They are	———	I have We have You have	He has She has They have

I ***am*** a student. We ***are*** student. You ***have*** four brothers.

Note :** The British English uses both ***have and ***have got***, but prefers the second.

We *have/ have got* a cottage in the village. (Possession বা কিছু অধিকারে আছে)

Moreover you can *have* things to eat, things to drink.
(কিছু খাওয়া, পান করা অর্থেও *have* হয়।)

What do you usually (সাধারণতঃ) *have* for breakfast ?
We usually *have* 'muri' for breakfast.
Do you *have* lunch at school?
No, we *have* lunch at home.
You can *have* a cup of tea/ coffee, a cold drink etc.

Similarly (অনুরূপভাবে) You can *have* a rest, a shower, a dream, an idea, a lesson, a lecture, a good/bad/dull/happy time, an outing etc.

2. (Order, Request/Instruction etc.)

Verb (করা, হওয়া,থাকা)	**Where**
Come	to my desk.
Don't sit	on the table.
Don't talk	in the class.
Don't run	.....

Verb	**What/Whom**
Shut	your eyes.
Open	.....
Bring	me your book.
Show	.....

Verb	**What**	**Where**
Put	the book	on the table.
Draw	a map	.....
Throw	.....	.....

3. Question and Information :

Question	*Information*
Is your school big ?	Yes, it's a big one.
Are the elephants small ?	No, they aren't
Have you good friends ?	.....
Has the ant.....legs ?	Yes, the ant.....
Do you have breakfast?	Yes, I do/No, I don't.
Do you like your English?	.....
Don't you like coffee ?	.....
Does Lata sing daily ?	.....
Doesn't Pintu play regularly ?	.....
Who is your English teacher ?	.....

[It's aren't, don't, doesn't etc. are used in spoken English.]

Who lives near your house ?	.....
What's the time now ?	It's .....
Which ..... your pen ?	The red one.
Where do you live ?	.....
When .....your father come home ?	.....

4. Whish and Prayer : **Express similar wishes & prayers.**

May you be happy.	.....
May God bless you.	.....

5. **Sudden feeling or emotion :** **Express similar emotion.**

Alas! The king is no more.	.....
Hurrah! It's a rainy day.	.....
Hallo! You're Nipa, I see.	.....
What a fool you are!	.....
How happy you are!	.....

EXERCISE

1. ***Say something about the following subjects :***
(নিচের Subject বা উদ্দেশ্য সম্পর্কে কিছু বল।)

Ratan	.....
The boys	.....
The girls	.....
The cows	.....
The birds	.....

2. ***Divide each of the following sentences into Subject and Predicate :***
(নিচের প্রত্যেকটি sentence- কে subject এবং predicate- এ ভাগ কর।)

(i) Mary has a little lamb.
(ii) She has a good memory.
(iii) The boy stood on the burning deck.
(iv) The earth moves round the sun.
(v) Nature is the best physician.
(vi) All roads lead to Rome.
(vii) A barking dog seldom bites.
(viii) We cannot pump the ocean dry.
(ix) Edison invented the photograph.
(x) We should profit by experience.

3. ***Mention the kinds of sentences in the following table. One has been done for you.*** (নিচের Table-এ বাক্যের প্রকারভেদ উল্লেখ কর। একটি তোমাদের জন্য করে দেওয়া হয়েছে।)

Sentences	**Kinds of Sentences**
1. People are smoking more now a days.	Assertive
2. When will you come ?	.....
3. Go there and wait for a while.	.....
4. May God bless you.	.....
5. Alas! The man is no more.	.....

4. *State the functions of the sentences in the following table. One has been done for you.* নিচের Table-এ বাক্যগুলির Function উল্লেখ কর। একটি তোমাদের জন্য করে দেওয়া হয়েছে।)

Sentences	Function
1. I enjoyed your letter and your notebook.	Statement.
2. Don't spit here.	.....
3. Why are you weeping then?	.....
4. May you be happy.	.....
5. What a beautiful flower it is!	.....

5. *Write down the names of the specific functions of the following sentences.* (নিচের বাক্যগুলির সুনির্বাচিত Function-এর নাম লেখ।)

Sentences	Functions
(i) "I'm all right."	
(ii) "No, I'm all right."	
(iii) What is it ?	
(iv) Her little head is bare.	
(v) Her father will beat her.	
(vi) Her father will not beat her.	
(vii) She has let her matches fall in the street.	
(viii) "Pluck out my other eye and give it to her."	
(ix) I don't know what exactly he or she is.	
(x) Sir Humphry Davy was taken aback by the unexpected outburst.	
(xi) A few years in the field will cause you to change your opinion.	
(xii) "A very good way to learn ?"	
(xiii) Davy nodded approvingly.	
(xiv) "About how long will it be before I die ?"	
(xv) "Or, yes, I am. I heard him say a hundred and two."	
(xvi) "People don't die with a fever of one hundred and two. That's a silly way to talk."	
(xvii) I still prefer scientific work.	
(xviii) Please tell me about them.	
(xix) "You have a trade at present, Mr. Faraday ?"	
(xx) "What's the matter, Schatz ?"	
(xxi) "I've got a headache."	
(xxii) "You better go back to bed."	
(xxiii) "What made him wait for it ?	
(xxiv) Give yourself a quarter of an hour and walk gengtly.	
(xxv) How cool I feel !	
(xxvi) But I feel quite warm now, although it is so cold.	
(xxvii) I must be getting better.	
(xxviii) We shan't (shall not) see him agan.	
(xxix) Do you know how I earn my bread ?	
(xxx) Could you bring your camera ?	
(xxxi) May I come in, Sir ?	
(xxxii) You mustn't idle away your time.	
(xxxiii) I can walk five miles at a stretch.	

6. *Write sentences against the functions in the table below.*

Functions	Sentences
(i) Expressing approval	
(ii) Asking information/Enquiring	
(iii) Illustrating	
(iv) Confirming doubts	
(v) Expressing dislike	
(vi) Giving information	
(vii) Giving opinion	
(viii) Giving opinion not confidently	
(ix) Assuring immediate action	
(x) Asking for confirmation	
(xi) Narrating	
(xii) Persuading	
(xxii) Expressing determination	
(xiv) Asserting	
(xv) Requesting	
(xvi) Expressing disbelief/doubt	
(xvii) Narrating an event	
(xviii) Expressing surprise	
(xix) Commanding	
(xx) Appreciating	
(xxi) Describing	
(xxii) Stating a fact	
(xxiii) Expressing disagreement	
(xxiv) Suggesting	
(xxv) Expressing satisfaction	
(xxvi) Asking for opinion	
(xxvii) Advising	
(xxviii) Warning	
(xxix) Prohibitting	
(xxx) Expressing disgust	
(xxxi) Expressing pity	
(xxxii) Encouraging	
(xxxiii) Expressing a condition	
(xxxiv) Appealing	

7. *Apply the Subject-Predicate rules and write in your own English :*

(a) Assertive Sentences : (Give the following statements)
[Place the subject first and then the predicate. See rules—S—V—O]
বাঙলীরা বুদ্ধিমান। বইখানি পুরাতন। সূর্য পূর্বদিকে উঠে। কলকাতা একটি বড় শহর। রানীগঞ্জের কয়লা
া। দার্জিলিং-এর দৃশ্য মনোরম। এই নদীর জল ঘোলা (muddy)। আমরা কাগজে লিখি। এই আংটির
া খাঁটি। রেবা বেশ বুদ্ধিমতী। বিদ্যাসাগর মেদিনীপুর জেলার বীরসিংহ গ্রামে জন্মগ্রহণ করেন। তিনি চা
করেন না।

(b) Interrogative Sentences : (Ask the following questions)
[Main verb or a helping verb is placed before the Subject.]
কলমটি কোথায়? তোমার নাম কি? তুমি কোথায় থাক? তোমার বাবার নাম কি? তিনি কি করেন?
রা কয় ভাইবোন? তুমি কোন ক্লাসে পড়? তারা কি স্কুলে যায়? কুকুর কি প্রভুভক্ত নয়? ছেলেটি কি আজ
বে না? তোমার কি পড়ার বই নাই? তারা কি রোজ ফুটবল খেলে? রেবা কি তোমার বোন? তুমি কি এই
গটি মুখস্থ (learn by heart) করতে পারবে?

(c) Imperative Sentences : (Give the following commands etc.)

[Subject 'you' is omitted in such sentences.]

ভাইয়ে ভাইয়ে বিবাদ করিও না। মেথর খুপু ফেলিও (spit) না। ভিক্ষুককে ভিক্ষা (alms) দ
দুর্বলের প্রতি অত্যাচার করিও না। আগামীকল্য আমাদের সঙ্গে দেখা করিও না। তাকে সংবাদ দাও। পরীক্ষ
সাহায্য কর। পুলিশকে খবর দাও। পথীকে ঘৃণা করিও না।

(d) Optative Sentences : (Express the following wishes and prayers)

[May is often placed before the Subject.]

তুমি বীরজীবি হও। সে সুখী হউক। তুমি পরীক্ষায় কৃতকার্য হও। ভগবান আপনার মঙ্গল করুন।
তোমাকে আশীর্বাদ করুন। আপনার জয় হউক।

(e) Exclamatory Sentences : (Express the following emotions)

[Alas, Hurrah, What, How etc. are placed in the beginning.]

হায়! রামবাবু আর নাই। কি আনন্দ! আমরা খেলায় জিতেছি। পাখীটি কী সুন্দর! সে কী ভয়ঙ্কর
তুমি কী বোকা! কী বিচিত্র এই দেশ! ছি! তুমি মিথ্যাবাদী।

8. Suppose someone is talking to someone else on telephone. Wr the following dialogue in English. There may be single-worded or tw worded sentences with verbs and without verbs. (মনে কর, কেউ টেলিফোনে র সঙ্গে কথা বলছে। ঐ সংলাপটি নিজের ইংরেজিতে লেখ। এতে Verb সহ বা Verb ছাড়া একশব্দী বহুশব্দী বাক্য হতে পারে।)

A. হ্যালো!
B. কে কথা বলছেন?
A. পিটার দেন।
B. কোথা থেকে?
A. সেন্ট মেরীজ নার্সিংহোম থেকে।
B. আমি কি তার পাশের সঙ্গে কথা বলতে পারি?
A. হ্যাঁ, নিশ্চয়ই। আপনি দয়া করে এক মুহূর্ত ধরে থাকুন।

[দয়া করে এক মুহূর্ত ধরে থাকুন = Please hold on for a moment.]

CHAPTER 2
PARTS OF SPEECH

The different kinds of words are called **Parts of Speech.**
বিভিন্ন শ্রেণীর শব্দগুলিকে parts of speech বলে। —***J. C. Nesfield.***

Words are divided into different kinds or classes, called **Parts of Speech,** according to their use: that is, according to the work they do in the sentence. —***Wren & Martin.***

বাক্যে ব্যবহার অনুযায়ী বিভিন্ন শ্রেণীর শব্দগুলিকে Parts of Speech বলে।

***Note :** Nesfield-এর সংজ্ঞার চেয়ে Wren & Martin-এর সংজ্ঞাতেই Parts of Speech আরো স্পষ্ট এবং পরিষ্কার হয়ে উঠেছে।

প্রকৃতপক্ষে Word গুলি Sentence বা Speech-এর অংশ ; সেজন্য এগুলিকে Parts of Speech বলে। —***P. C. Das***

The Parts of Speech are eight in number.
Parts of Speech গুলি আট প্রকার।
1. ***Noun*** 2. ***Pronoun*** 3. ***Adjective*** 4. ***Verb*** 5. ***Adverb***
6. ***Preposition*** 7. ***Conjunction*** 8. ***Interjection.***

NOUN [বিশেষ্য]

A Noun is a word used for naming some person or thing.
—***J. C. Nesfield.***

কিন্তু Noun শুধু ব্যক্তি, বা বস্তু নাম নয়, স্থানের নামও হতে পারে। তাই Wren & Martin Noun-এর সংজ্ঞা দিলেন–

A Noun is a word used as the name of a person, place or thing.
—***Wren & Martin***

কিন্তু Noun শুধু ব্যক্তি, বস্তু বা স্থানের নাম নয়, দোষ-গুণ-অবস্থাবাচক বা ভাববাচক নামও হতে পারে।

তাই Wren & Martin আবার Note দিলেন—

The word *thing* includes (i) all objects that we can see, hear, taste, touch or smell; and (ii) something that we can *think of*, but connot perceive by the senses.

কিন্তু এতেও জাতিবাচক বা সমষ্টিবাচক নামের বিষয়টি পরিষ্কার হল না।

তাই বিষয়টিকে জটিল না করে আমরা Noun-এর সংজ্ঞা খুব সহজেই দিতে পারি এইভাবে—

A Noun is a naming word. —***P. C. Das***
* Noun, কথাটির অর্থ হলো নাম। সেজন্য যে কোন নামবাচক পদকে Noun বলে।

Examples :

Subhas is a brilliant boy. — ***Proper Noun*** *(ব্যক্তিবাচক নাম।)*
The ***Cow*** gives us milk. —***Common Noun*** *(জাতিবাচক নাম।)*
Salil is the best boy in the ***Class.*** — ***Collective Noun*** *(সমষ্টিবাচক নাম।)*
Gold is a Valuable metal.—***Material Noun*** *(বস্তুবাচক নাম।)*
Honesty is the best policy.—***Abstract Noun*** *(গুণ বা ভাববাচক নাম।)*

***Note :** সবক্ষেত্রেই **Noun** হচ্ছে নামবাচক পদ।

PRONOUN [সর্বনাম]

A word used instead of a noun is called a Pronoun.
—J. C. Nesfield

A Pronoun is a word used instead of a noun. —Wren & Martin

Noun-এর পরিবর্তে যে Word ব্যবহৃত হয়, তাকে Pronoun বলে।

Pro = পরিবর্তে, Noun = বিশেষ্য ; তাই Noun-এর পরিবর্তে যে Word বসে তাকে Pronoun বলে। —P.C. Das

একই Noun বারবার ব্যবহার করলে শ্রুতিকটু হয়। তাই একই Noun বারবার ব্যবহার না করে বাক্যকে শ্রুতিমধুর করার জন্য Noun-এর পরিবর্তে Pronoun ব্যবহার করা হয়। এক

Pronoun-এর ব্যবহার লক্ষ্য কর ঃ

Noun-এর বারবার ব্যবহার	***Pronoun-এর ব্যবহার***
Ram is a boy.	***Ram*** is a boy. (noun)
Ram is going to school.	***He*** is going to school. (Pronoun)
Ram is an intelligent boy.	***He*** is an intelligent boy. (Pronoun)

Pronoun সম্পর্কে নিচের বিষয়গুলি মনে রাখা দরকার ঃ

বাংলায় যেমন সর্বনামের উত্তম পুরুষ,মধ্যম পুরুষ এবং প্রথম পুরুষ হয়, তেমনি ইংরেজি Pronoun-এর First Person (উত্তম পুরুষ), Second Person (মধ্যম পুরুষ) এ Third Person (প্রথম পুরুষ) হয়।

আমি, আমরা; আমাকে, আমাদিগকে; আমার, আমাদের বোঝাতে Pronoun-এর First Person হয়। যেমন–I, we; me, us; my, mine our, ours.

তুমি, তোমরা; তোমাকে, তোমাদিগকে; তোমার, তোমাদের বোঝাতে Pronoun-এর Second Person হয়। যেমন–you, your, yours.

সে, তাহারা, তাহাকে, তাহাদিগকে; তাহার,তাহাদের; ইহা, ইহারা, ইহাকে, ইহাদিগকে, ইহার ইহাদের, বোঝাতে Pronoun-এর Third Person হয়। যেমন– He, she, they; him her, them; his, her, hers, their, theirs, it, its.

ADJECTIVE [বিশেষণ]

An Adjective is a word used for qualifying (or adding something to) the meaning of a Noun or Pronoun. —J. C Nesfield

An Adjective is a word used to add something to the meaning of a Noun. —Wren & Martin

Adjective শুধু Noun-এর নয়, Pronoun-এরও হতে পারে। প্রকৃতপক্ষে Noun বা Pronoun- কে Qualify করতে অথবা বিশেষিত করতে যে শব্দ যোগ করা হয়, তাকে Adjective বলে।

"The word Adjective means 'adding'. —J. C. Nesfield

এখন Adjective-এর ব্যবহার লক্ষ্য কর ঃ

Amal is a ***good*** boy. Bimal is very ***clever***. He is an ***Indian***.

Lazy students fail in the examination. Lila plucked a ***red*** rose.

The mouse is a ***little*** animal. The elephant is a ***large*** animal.

Our Cow gives ***much*** milk. Give me ***two*** pens and ***three*** pencils.

উপরের উদাহরণগুলিতে দেখ, good শব্দটি 'boy' noun- কে, clever শব্দটি Bimal noun-কে, Indian শব্দটি 'he' Pronoun- কে, Lazy শব্দটি 'Students' noun- কে red শব্দটি 'rose' noun- কে, little, শব্দটি 'animal' noun- কে, large শব্দটি 'animal' noun- কে, much শব্দটি 'milk' noun- কে এবং two ও three শব্দ দুটি 'pen' ও pencil'- এই দুটি noun-কে বিশেষিত করেছে। তাই এগুলি Adjective.

আগের উদাহরণগুলিতে আরো লক্ষ্য কর, এই Adjective গুলি Noun বা Pronoun-এর দোষ, গুণ, অবস্থা, আকৃতি, সংখ্যা, পরিমাণ ইত্যাদি বোঝায়। সেজন্য বলা যায়—

An Adjective qualifies a Noun or a Pronoun.

When an adjective is placed before a noun it is used attributively. But when it qualifies a noun or a pronoun and is placed after a verb it is used predicatively. (**Noun-এর আগে বসলে *Attributive Adjective* এবং Verb-এর পরে বসলে *Predicative Adjective* হয়।**) —P. C. Das

VERB [ক্রিয়া]

A Verb is a word used for saying something about a person or a thing. —J. C. Nesfield.

A Verb is a word used to say something about some person, place or thing. —Wren & Martin.

যে word কোন ব্যক্তি, বস্তু বা স্থান সম্বন্ধে কিছু বলার জন্য ব্যবহৃত হয় তাকে Verb বলে।

উপরের দুটি সংজ্ঞাতেই Verb-এর ধারণা অস্পষ্ট থেকে যায়। উদাহরণের সাহায্যে বিষয়টি দেখা যাক।

The fat girl wrote a letter to her brother. Calcutta is a big city.
The old man had a faithful dog. This pen is nice.

উপরের বাক্যগুলিতে girl, man, Calcutta এবং pen এই সব ব্যক্তি, স্থান এবং বস্তু সম্বন্ধে অনেক কিছুই বলা হয়েছে। মেয়েটি মোটা, লোকটি, বৃদ্ধ, কলকাতা একটি বড় শহর, কলমটি সুন্দর—এসব কথাও বলা হয়েছে। অথচ fat, old, big, nice-এই শব্দগুলি Verb নয়, Adjective বা বিশেষণ।

সুতরাং উপরের সংজ্ঞাগুলিতে Verb-এর বৈশিষ্ট্য ধরা পড়েনি।

তাই Verb-এর বৈশিষ্ট্য স্পষ্ট করে প্রকাশ করতে হলে বলা উচিত ঃ

A verb is a word that denotes 'being', 'having' or 'doing' or an action in any form. —P. C. Das.

যে Word-এর দ্বারা হওয়া, থাকা বা কোন কিছু করা বোঝায়, তাকে Verb বলে।

প্রকৃতপক্ষে **Verb** বা ক্রিয়া চার রকমের।

1. ***'Being' verb*** : The man *is* honest.
2. ***'Having Verb :*** *I* have a sharp knife.
3. ***'Doing' Verb*** : The boy *kicks* the football.
4. ***An action in any form :*** The moon looks bright.

ADVERB [ক্রিয়া বিশেষণ]

An Adverb qualifies anything except a Noun or a Pronoun. —J. C. Nesfield.

Noun বা Pronoun ছাড়া অন্য যে কোন কিছুকে Adverb বিশেষিত করে।

An Adverb is a word used to add something to the meaning of a verb, an adjective or another adverb. —Wren & Martin.

যে Word verb, adjective বা অন্যকোন adverb সম্বন্ধে পরিষ্কার অর্থ পরিস্ফুটনের জন্য ব্যবহৃত হয়, তাকে Adverb বলে।

স্পষ্টতঃই Wren & Martin-এর সংজ্ঞার তুলনায় Nesfield-এর সংজ্ঞা অধিক যুক্তিযুক্ত। কারণ Adverb শুধু verb, adjective বা অন্য কোন adverb নয়, preposition এবং conjunction- কেও বিশেষিত করতে পারে।

Adverb-এর বিভিন্ন উদাহরণগুলি দেখলেই বিষয়টি স্পষ্ট হবে।

Lila goes *slowly*. (Adverb modifies a verb)
She is a *very* beautiful girl. (Adverb modifies an adjective)
She walks *very* slowly. (Adverb modifies another adverb)
The bird flew *exactly* over our head. (Adverb modifies a preposition)
I dislike her *simple* because she is very rude. (Adverb modifies conjunction)

Adverb to denote time, place, manner etc. :

An adverb may denote ***time, place, manner, number, degree, reason, purpose, condition*** and ***contrast.*** [Adverb সময় স্থান, ধরণ, সংখ্যা, পরিমাণ, কারণ, উদ্দেশ্য, শর্ত এবং বৈপরীত্য প্রকাশ করতে পারে।]

Time : *now, then, soon, early etc.*
Place : *here,there, far, near etc.*
Manner : *slowly, quickly, surely, probably etc.*
Number : *once, twice, thrice, again, always etc,*
Degree : *very, much, partly, wholly etc.*
Reason : *as, so, because etc.*
Purpose : *that, so that etc.*
Condition : *if, unless etc.*
Contrast : *though, although etc.*

PREPOSITION [পদান্বয়ী অব্যয় বা সম্বন্ধসূচক অব্যয়]

A Preposition is a word placed before a noun or noun-equivalent to show in what relation the person or thing denoted thereby stands to something else. —**J. C. Nesfield.**

Preposition হল সেই শব্দ যা Noun বা Noun-জাতীয় শব্দের পূর্বে বসে তার সঙ্গে বাক্যের অন্য কিছুর (অন্য word-এর) সম্পর্ক দেখিয়ে দেয়।

A preposition is a word used with a noun or a pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else. —**Wren & Martin.**

Preposition হল সেই শব্দ যা Noun বা Pronoun-এর সঙ্গে ব্যবহৃত হয়ে তার সঙ্গে বাক্যের অন্য কিছুর সম্পর্ক প্রকাশ করে।

আরো একটু সহজে বলা যায় ঃ

A Preposition is a word that is placed before a noun or a pronoun to show the relation of that noun or pronoun with any other word of the sentence. —**P. C. Das.**

Preposition noun বা pronoun-এর পূর্বে ব্যবহৃত হয়ে সেই noun বা Pronoun-এর সঙ্গে বাক্যের অন্য word-এর সম্পর্ক বুঝিয়ে দেয়। Pre = পূর্বে, Position = অবস্থান, অর্থাৎ এই Word-এর অবস্থান noun বা pronoun-এর পূর্বে।

এবার Preposition-এর ব্যবহার দেখ ঃ.

The book is ***on*** the table.
The fish is ***in*** the pond.
He is ***behind*** you.
The man is ***under*** the tree.
The bird flew ***over*** our head.
What did you say ***about*** her?

উপরের বাক্যগুলিতে on. under, in এবং over শব্দগুলি যথাক্রমে table, tree, pond, head এই noun-এর পূর্বে এবং behind, about শব্দ দুটি you-এবং her-এই Pronoun-এর পূর্বে বসে বাক্যের অন্য word-এর সঙ্গে তাদের সম্পর্ক বুঝিয়ে দিয়েছে। তাই এগুলি Preposition.

CONJUNCTION [সংযোজক অব্যয়]

A Conjunction is a word for joining one word to another word, or one sentence to another sentence. —**J. C. Nesfield.**

যে শব্দ একটি শব্দের সঙ্গে আর একটি শব্দকে অথবা একটি বাক্যের সঙ্গে আর একটি বাক্যকে সংযুক্ত করে, তাকে বলে Conjunction.

A Conjunction is a word used to join words or sentences. —**Wren & Martin.**

Conjunction হলো সেই শব্দ যা একাধিক শব্দ বা বাক্যকে সংযুক্ত করার জন্য ব্যবহার করা হয়।

'Con' মানে 'একত্র' এবং 'junction' মানে 'সংযোগ'। সুতরাং 'Conjunction'— এর অর্থ হলো একত্র সংযোগ।

এখন নিচের উদাহরণ গুলি লক্ষ্য কর ঃ

Reba ***and*** Rekha are good girls.
Dipu is a boy ***but*** Mira is a girl.
Learn your lesson ***or*** Leave the class.

প্রথম Sentence-এ *'and'* শব্দটি Reba এবং Rekha এই Word দুটিকে সংযুক্ত করেছে।

দ্বিতীয় Sentence-এর *'but'* শব্দটি 'Dipu is a boy' এবং 'Mira is a girl'— এই বাক্য দুটিকে সংযুক্ত করেছে।

তৃতীয় Sentence-এ 'or' শব্দটি 'Learn your lesson' এই sentence-এর সঙ্গে 'leave the class' এই sentence-টিকে সংযুক্ত করেছে। তাই **and, but, or—** এই word গুলি Conjunction.

INTERJECTION [অনন্বয়ী অব্যয় বা আবেগসূচক অব্যয়]

An Interjection is a word or sound thrown into a sentence to express some feeling of the mind. —**J.C.Nesfield.**

মনের আবেগ প্রকাশ করার জন্য বাক্যের মধ্যে যে শব্দটি ঢুকিয়ে দেওয়া হয়, তাকে Interjection বলে।

An Interjection is a word which expresses some sudden feeling. —**Wren & Martin.**

যে শব্দ মনের আকস্মিক আবেগ প্রকাশ করে, তাকে Interjection বলে।

প্রকৃতপক্ষে বাক্যের অন্য শব্দের সঙ্গে সম্বন্ধ না থাকলেও মনের আবেগ প্রকাশের জন্য Sentence-এর ভেতরে (= Inter) যে word বা sound ছুঁড়ে দেওয়া (= jection) হয়, তাকে Interjection বলে।

নিচের Sentence গুলিতে এর ব্যবহার লক্ষ্য কর ঃ

ওহে রমেশ! কেমন আছ? ***Hallo, Ramesh !*** How do you do ?
হায়! ইন্দিরা গান্ধী আর জীবিত নেই। ***Alas!*** Indira Gandhi is no more.
কি মজা, আজ আমাদের ছুটি। ***Hurrah***! Today is a holiday.
আহা! কী সুন্দর দৃশ্য। ***Oh!*** What a nice view.
ধিক! তুমি মিথ্যাবাদী। ***Fie!*** You are a liar.
সাবাস! তুমি খুব ভাল করেছ। ***Bravo!*** You have done well.

উপরের বাক্যগুলিতে *Alas* শব্দের সাহায্যে দুঃখ, *Hurrah* শব্দের সাহায্যে আনন্দ, *Oh*— এই sound-এর সাহায্যে বিস্ময় এবং *Fie* শব্দের সাহায্যে ঘৃণা, *Bravo* শব্দের সাহায্যে উৎসাহ প্রকাশ করা হয়েছে। এগুলি সবই মনের আকস্মিক আবেগ। মনে রাখবে, Interjection-এর পর Note of Exclamation বা আবেগসূচক চিহ্ন বসাতে হয়। [Note of Exclamation-এর 'বিস্ময়চিহ্ন' নামকরণ ভুল; কারণ বিস্ময় মনের অনেকগুলি আবেগের মধ্যে একটি মাত্র।]

Interjections may express (Interjection প্রকাশ করতে পারে) :

(a) Joy (আনন্দ) : Hurrah! How ! [How nice to meet you !]

(b) Grief (দুঃখ) : Alas! [Alas ! The man is dead.]

(c) Surprise (বিস্ময়) : Ah! Ha! What! How! ইত্যাদি।

(d) Encouragement (উৎসাহ) : Bravo! ইত্যাদি।

Certain groups of words are also used to express some sudden feeling or emotion.

মনের আকস্মিক আবেগ প্রকাশের জন্য অনেকসময় কিছু groups of words-ও ব্যবহৃত হয়।

Ah me! For shame! Well done! etc.

***Note:** An Interjection, grammatically speaking, is not a part of speech as it has no connection with any other word of the sentence. But in broader sense an Interjection is a part of our speech. Hence, it is included as a part of speech in the grammar.

[প্রকৃতপক্ষে ব্যাকরণগত দিক থেকে Interjection কোন Part of Speech নয়, কারণ বাক্যের অন্য কোন পদের সঙ্গেই এর কোন সম্পর্ক নেই। কিন্তু ব্যাপকতর অর্থে Interjection আমাদের Speech বা কথার একটি অংশ। তাই একে গ্রামারে Part of speech বলা হয়।

USEFUL WORDS OF DIFFERENT PARTS OF SPEECH

ইংরেজি উচ্চারণ রীতি সম্বন্ধে কয়েকটি প্রয়োজনীয় কথা।

এখানে ইংরেজির উচ্চারণ রীতি সম্বন্ধে কয়েকটি কথা বলা দরকার। কিছু শব্দের আমরা সাধারণতঃ ভুল উচ্চারণ করি। যেমন— tail (টেল্ নয়, টেইল্) ; main (মেন নয়, মেইন) ; train (ট্রেন নয়, ট্রেইন)। [ai = এই]

[a + consonant + e = এই] যেমন—spade (স্পেড্ নয়, স্পেইড ; test (টেস্ট), কিন্তু tast (টেস্ট নয়, টেইস্ট) ; trade (ট্রেড নয়, ট্রেইড)।

এই রকম আরো কিছু বিশিষ্ট উচ্চারণ—grass (গ্র্যাস নয়; গ্রাস) ' branch (ব্র্যাঞ্চ নয়, ব্রাঞ্চ) ; forehead (ফোরহেড নয়, ফরিড) ; market (মার্কেট নয়, মাকেট বা মাকিট—r-এর উচ্চারণ প্রায় silent.); biscuit (বিস্কুট নয়, বিস্কিট) ; alm (আল্ম্ নয়, আম্) ; palm (পাল্ম্ নয়, পাম্) ; womb (উম্ব্ নয়, উম্) ; tomb (টুম্ব্ নয়, টুম্) ইত্যাদি। সঠিক উচ্চারণ রীতির জন্য ***'English Pronouncing Dictionary' by Daniel Jones*** এবং ***'The Advanced Learner's Dictonary' by A. S. Hornby*** দ্রষ্টব্য।

আমাদের দেশে ইংরেজি শব্দের যে সব উচ্চারণ করা হয়, অনেক ক্ষেত্রেই তা বিধিসম্মত নয়। তবে আমরা দুশো বছর ধরে এক ধরনের উচ্চারণে অভ্যস্ত হয়েছি, যা সব সময় বিধিসম্মত না হয়েও বহুল ব্যবহারে প্রতিষ্ঠা অর্জন করেছে। এই অবস্থায় আমাদের যে সব উচ্চারণ স্ট্যাণ্ডার্ড ইংরেজি উচ্চারণের অনেকটা কাছাকাছি, সেগুলি রেখে দিয়ে যেগুলি একেবারেই উচ্চারণ রীতি বিরুদ্ধ— সেগুলির সঠিক উচ্চারণ দেখানো হয়েছে এবং সেক্ষেত্রে বন্ধনীর মধ্যে Jones-এর নাম উল্লেখ করা হয়েছে। তাই এ বিষয়ে প্রথম থেকেই সতর্ক হওয়া উচিত এবং সঠিক উচ্চারণ অভ্যাস করা উচিত।

ইংরেজি উচ্চারণ রীতির একটি প্রধান বৈশিষ্ট্য এই যে, Consonant-এর আগের 'r' কখনো উচ্চারিত হয় না। এজন্য market-এর উচ্চারণ 'মার্কেট' নয়, 'মাকেট' বা 'মাকিট', garden-এর উচ্চারণ 'গার্ডেন' নয়, 'গাড়ন্', garland-এর উচ্চারণ 'গারলেণ্ড' নয়, 'গালেণ্ড' ইত্যাদি।

আর একটি লক্ষণীয় বৈশিষ্ট্য হলো বাক্যের মধ্যে কোন word-এর শেষের 'r' উচ্চারিত হয় না। যেমন— What's ***your father ?*** [হোয়াট্স্ ইও (র) ফাদা (র) ?] কিন্তু ঐ word-এর পর যদি কোন Vowel থাকে, তাহলে 'r'-এর উচ্চারণ হয়। যেমন— My ***father*** is a ***techer,*** [মাই ফাদার ইজ আ টিচা (র)।]

Article **'a'**-এর উচ্চারণ *'এ'* নয়, *'অ্য'* ; **'The-**এর উচ্চারণ **Vowel-**এর আগে 'দি' এবং ***Consonant***-এর আগে 'দ্য'। [অনেকেই ভুল করে সব জায়গায় *'দি'* বা সব জায়গায় **'দ্য'** উচ্চারণ করেন।

What **a** fool you are ! [হোয়াট আ ফুল ইউ আ (র)।]

Here is ***the*** egg. [হিয়ার ইজ দি এগ্।]

I am ***the*** man who can tell it. [আয়্যাম *দ্য* ম্যান হু ক্যান টেল্ ইট্।]

ইংরেজি উচ্চারণের এই প্রধান নিয়মগুলি বিশেষভাবে মনে রাখা এবং অভ্যাস করা দরকার।

NOUN

যে word দ্বারা কোন কিছুর নাম বোঝায় তাকে Noun বলে।

These are very useful nouns. Remember them. এগুলি খুবই প্রয়োজনীয় Noun ; এগুলি মনে রাখা দরকার।

Proper Noun (বিশেষ নাম) ; **Common Noun** (জাতিবাচক নাম) ; **Collective Noun** (সমষ্টিবাচক নাম) ; **Material Noun** (বস্তুবাচক নাম) ; **Abstract Noun** (গুণ বা ভাববাচক নাম)

[About Relations—আত্মীয়-স্বজনের সম্বন্ধসূচক নাম]

মানুষ—man [ম্যান]
পিতা—father [ফাদা (র)]
বালক—boy [বয়]
ভাই—brother [ব্রাদা (র)]
কাকা, জ্যাঠা—uncle [আংক্ল্]
খুড়তুতো, জ্যেঠতুতো,মামাতো,
পিসতুতো, ভাইবোন—cousin [কাজিন]
পুত্র—son [সন্ নয়, সান—Jones]
স্বামী—husband [হাজ্ব্যাণ্ড]
পিতামহ, মাতামহ—grandfather
[গ্র্যাণ্ড ফাদা (র)]
নাতি—grandson [গ্র্যাণ্ডসান]

পিতামাতা—parents [পেরেন্টস্]
শাশুড়ী—mother-in-law [মাদার-ইন্-ল]

শালী, ভাজ—sister-in-law [সিস্টার-ইন-ল]
পুত্রবধূ—daughter-in-law [ডটার-ইন-ল]
শিশু—baby [বেবি]
বন্ধু—friend [ফ্রেণ্ড-Jones]
অতিথি—guest [গেস্ট]
ভৃত্য—servant [সার্ভেন্ট-Jones]
পোষ্যপুত্র—adopted son [অ্যাডাপ্টেড্ সান]
বৈমাত্রেয় ভাই—step-brother [স্টেপ্ ব্রাদা (র)]

স্ত্রীলোক—woman [উম্যান-Jones]
মাতা—mother [মাদা (র)]
বালিকা—girl [গার্ল (গাল-Jones)]
বোন—sister [সিস্টা (র)]
কাকীমা, জ্যেঠীমা— aunt [আন্ট্]
ভাইপো, ভাগনে—nephew [নেফিউ]
ভাইঝি, ভাগনী— neice [নীস্]
কন্যা—daughter [ডটা (র)]
স্ত্রী—wife [ওয়াইফ্]
পিতামহী, মাতামহী—grandmother
[গ্র্যাণ্ড মাদা (র)]
নাতনী—grand daughter
[গ্র্যাণ্ড ডটা (র)]
শ্বশুর—father-in-law [ফাদার-ইন্-ল]
শালা, ভগিনীপতি—brother-in-law.
[ব্রাদার-ইন্-ল]
জামাই—son-in-law. [সান-ইন্-ল]
সন্তান—child [চাইল্ড]
আত্মীয়—relative [রিলেটিভ্]
শত্রু—enemy [এনিমি]
প্রভু-master [মাস্টার (র)-Jones]
উত্তরাধিকারী—heir [এয়া (র)-Jones]
বিমাতা—step-mother [স্টেপ্ মাদা (র)]
বৈমাত্রেয় বোন—step-sister
[স্টেপ্ সিস্টা (র)]

[About Body—শরীর সম্বন্ধীয় নাম]

শরীর—body [বডি]
মাতা—head [হেড্]
চুল—hair [হেয়া (র)]
চোখের তারা—pupil [পিউপ্ল-Jones]
নাক—nose [নোউজ-Jones নোজ-COD]
মুখমণ্ডল—face [ফেইস্-Jones]
গাল, কপোল—Cheek [চীক্]

অঙ্গপ্রত্যঙ্গ—limb [লিম্-Jones]
কপাল—forehead [ফরিড্-Jones]
চোখ—eye [আই]
কান—ear [ইয়া (র)]
নাকের ছিদ্র —nostril [নস্ট্রিল]
মুখবিবর —mouth [মাউথ]
চিবুক, থুতনি —chin [চিন্]

গলা—throat [থ্রোট্]
ঘাড়—neck [নেক্]
জিভ—tongue [টাঙ্]
গোঁফ—moustache [মুস্ট্যাস্-Jones]
বাহু—arm [আম্ (আর্ম নয়)-Jones]
কনুই—elbow [এলবো]
হাতের আঙুল—finger [ফিংগার (র)]
নখ—nail [নেইল-Jones]
পায়ের আঙুল—toe [টো]
গোড়ালি—heel [হীল]
উরু—thigh [থাই]
কোমর-waist [ওয়েইস্ট - Jones]
পেট—belly [বেলী]
পাকস্থলী—stomach [ষ্টম্যাক]
বক্ষস্থল—chest [চেষ্ট]
পাঁজর—rib [রিব্]
মস্তিষ্ক—brain [ব্রেইন-Jones]
রক্ত—blood [ব্লাড]
চামড়া—skin [স্কিন্]
কাঁধ—shoulder [সোলডা (র)]
দাঁত-tooth [টুথ]
চোয়াল-jaw [জ]
দাড়ি—beard [বিয়াড্]
হাত—hand [হ্যাণ্ড]
কব্জি—wrist [রিস্ট]
হাতের তালু—palm [পাম্]
পায়ের পাতা—foot [ফুট]
পায়ের তলা—sole [সোল্]
হাঁটু—knee [নী]
কোল—lap [ল্যাপ্]
নাভি—navel [নেইভ্ল্-Jones]
তলপেট—abdomen [অ্যাব্ডোমেন]
বুক—breast [ব্রেস্ট-Jones]
পিঠ—back [ব্যাক্]
হৃৎপিণ্ড—heart [হার্ট-Jones]
অস্থি—bone [বোন্]
মাংস—flesh [ফ্লেশ্-Jones]
বুড়ো আঙুল—thumb [থাম্-Jones]

[About beasts and birds—পশুপাখী সম্বন্ধীয় নাম]

প্রাণী—animal [অ্যানিম্ল্-Jones]
গোরু — cow [কাউ]
বলদ—bullock [বুলক]
ভেড়া—sheep [শীপ্]
গবাদিপশু—cattle [ক্যাট্ল্]
ঘোড়া—horse [হ্যস্-Jones]
কুকুর—dog [ডগ্]
বিড়াল—cat [ক্যাট্]
উট—camel [ক্যামেল]
বাঘ—tiger [টাইগা (র)]
চিতা বাঘ—leopard [লেপাড্-Jones]
ভালুক—bear [বেয়া (র)-Jones]
কুমীর—crocodile [ক্রকডাইল]
সাপ—snake [স্নেক্]
শামুক—snail [স্নেইল-Jones]
কোকিল—cuckoo [কুকু-Jones]
পিঁপড়ে—ant [অ্যান্ট্]
মাছি—fly [ফ্লাই]
ফড়িং—grasshopper [গ্রাসহপা (র)]
শুকরছানা—pig [পিগ্]
বাঘসিংহের ছানা—cub [কাব্]
হরিণ শাবক—fawn [ফন্]
হাতীর শুঁড় —trunk [ট্রাংক]
লোম—fur [ফা (র)]
কুঁজ—hump [হাম্প্-Jones]
ঠোঁট—beak, bill [বীক্, বিল্]
মাছের পাখনা—fin [ফিন্]
পশু— beast [বীস্ট্]
ষাঁড়—Ox, bull [অক্স্, বুল্]
ছাগল—goat [গোট্]
মহিষ—buffalo [বাফেলো]
হরিণ—deer [ডীয়া (র)]
খরগোস—hare [হেয়া (র)]
খেঁকশিয়াল—fox [ফক্স্]
গাধা—ass [অ্যাস]
হাতী—elephant [এলিফ্যান্ট্]
নেকড়ে বাঘ—wolf [উল্ফ্]
সিংহ—lion [লায়ন্]
জেব্রা—zebra [জীব্রা-Jones]
কচ্ছপ—tortoise [ট্যাটস্-Jones]
ব্যাঙ—frog [ফ্রগ্]
কাক—crow [ক্রো]
ঘুঘু—dove [ডাভ্]
মশা—mosquito [মস্কীটো-Jones]
প্রজাপতি—butterfly [বাটা ফ্লাই-Jones]
বাছুর—calf [কাফ্]
ছাগলছানা—kid [কিড্]
ভেড়ার ছানা—lamb [ল্যাম্-Jones]
হাতীর দাঁত—tusk [টাস্ক্]
শিং—horn [হ্যন-Jones]
থাবা—paw [প্য-Jones]
লেজ—tail [টেইল্-Jones]
সাপের ফণা—hood [হুড্]
পাখীর ডানা—wing [উইং]

[About fruit, flower, food etc.—ফুল, ফল, খাদ্য সম্বন্ধীয় নাম]

ফুল—flower [ফ্লাওয়া (র)-Jones]
ফুলের পাপড়ি—petal [পেটাল]
ফুলের মালা—garland [গালেণ্ড্-Jones]
ফুলের কুঁড়ি—bud [বাড্]

গোলাপ—rose [রোজ্]
ফল—fruit [ফ্রুট্]
লেবু—lemon [লেমন]
আপেল—apple [অ্যাপল্]
আঙুর—grape [গ্রেইপ্-Jones]
খেজুর—date [ডেইট্-Jones]
তরমুজ—water-melon [ওঅটা মেলন]
গাছ—tree [ট্রী]
ঝোপঝাড়—bush [বুশ্]
গুল্ম—shrub [শ্রাব্]
কাঠ—wood [উড্]
বীজ—seed [সীড্]
শাখা—branch [ব্রাঞ্চ-Jones]
গম—wheat [হুইট্]
আটা/ময়দা—flour [ফ্লাওয়া (র)]
রুটি—bread [ব্রেড্-Jones]
মাখন—butter [বাটা (র)-Jones]
মাংস—meat [মীট্]
খাদ্য—food [ফুড্]
পদ্ম—lotus [লোটস্-Jones]
আম—mango [ম্যঙ্গো]
কমলালেবু—orange [অরিন্জ্-Jones]
আনারস—pine-apple [পাইন-অ্যাপল্]
নারকেল—coconut [কোকনাট্]
কলা—banana [ব্যানানা]
তাল—plam [পাম্]
কাঁঠাল—jack-fruit [জ্যাক্ ফ্রুট্]
চারাগাছ—plant [প্লান্ট]
ঘাস—grass [গ্রাস্--Jones]
বন—forest [ফরিস্ট্-Jones]
মোম—wax [ওয়্যাক্স্-Jones]
শিকড়—root [রুট্]
ধান—paddy [প্যাডি]
ভাত—rice [রাইস্]
পাঁউরুটি—loaf [লোফ্]
গো মাংস—beaf [বীফ্]
ডিম—egg [এগ্]
প্রাতরাশ—breakfast [ব্রেক্ফাস্ট Jones]
দ্বিপ্রাহরিক ভোজন—lunch [লাঞ্চ]
রাত্রির ভোজন—supper [সাপ (র)]
আলু—potato [পটেইটো-Jones]
বেগুন—brinjal [ব্রিঞ্জাল্]
বাঁধাকপি—cabbage [ক্যাবিজ্-Jones]
মওলা—radish [র‍্যাডিশ্]
গুড়—molasses [মল্যাসিজ্]
লবণ—salt [সল্ট্]
আদা—ginger [জিঞ্জা (র)]
লঙ্কা—chilly [চিলি]
সান্ধ্য, ভোজন—dinner [ডিনা (র)]
শাকসবজি—vegetables [ভেজিটেব্লজ্]
গাজর—carrot [ক্যারট্]
সিম—bean [বীন্]
ফুলকপি—cauliflower [কলিফ্লাওয়া (র)]
চিনি—sugar [সুগা (র)]
মধু—honey [হানি]
মশলা—spice [স্পাইস্]
রসুন—garlic [গালিক্-Jones]
পিঁয়াজ—onion [আনিয়ন্-Jones]

[About buildings—ঘরবাড়ী সম্বন্ধীয় নাম]

বাড়ি—house [হাউস]
কক্ষ—room [রুম]
জানালা—window [উইনডো]
দেওয়াল—wall [ওয়াল-Jones]
ছাদ—roof [রুফ]
স্নানের ঘর—bath room [বাথরুম]
বৈঠকখানা—drawing room, [ড্রইং রুম] living room, parlour.
খাবার ঘর—dining room [ডাইনিং রুম]
রান্নাঘর—kitchen [কিচেন]
গাড়ী বারান্দা—portico [পোর্টিকো]
চৌকাঠ—threshold [থ্রেশহোল্ড]
বসতবাড়ী—dwelling house [ডুয়েলিং হাউস]
বাগান—garden [গার্ড্ন্-Jones]
কারাগার—prison [প্রিজ্ন্]
রাজবাড়ী বা প্রাসাদ—palace [প্যালিস্-Jones]
সেনানিবাস—cantonment [ক্যান্টানমেন্ট]
মন্দির—temple [টেম্প্ল্]
গির্জা—church [চার্চ-Jones]
কুটীর—hut, cottage [হাট্, কটিজ-Jones]
মেঝে—floor [ফ্লো (র)-Jones]
দরজা—door [ডো (র)--Jones]
সিঁড়ি—stair case [স্টেয়া (র) কেইস]
থাম—pillar [পিলা (র)-Jones]
শোবার ঘর—bed room [বেডরুম]
পড়ার ঘর—reading room [রিডিং রুম] (study) [স্টাডি]
ঝুলবারান্দা—balcony [ব্যালকনি]
দেউড়ি—porch [পর্চ-Jones]
চিলেকোঠা—garret, turret, attic [অ্যাটিক]
গুদামঘর—ware house, godown
গ্রন্থাগার—library [লাইব্রেরী]
কোষাগার—treasury [ট্রেজারি]
ছাত্রাবাস—hostel [হস্টেল-Jones]
একতলা—ground floor [গ্রাউণ্ড ফ্লো (র)]
দোতলা—first floor [ফার্স্ট ফ্লো (র)]
তিনতলা—second floor [সেকেণ্ড ফ্লো (র)]
মসজিদ—mosque [মস্ক]

[About dress, furniture & arms— পোষাক, আসবাবপত্র এবং অস্ত্রশস্ত্র]

পোষাক—dress [ড্রেস]
দেশী টুপি—cap [ক্যাপ্]
পাগড়ি—turban [টার্বান্-Jones
বোতাম—button [বাট্ন্-Jones]
ছাতা—umbrella [আমব্রেলা-Jones]
অলঙ্কার—ornament [অন্যাম্যান্ট-Jones]
মাদুর—mat [ম্যাট্]
কম্বল—rug [রাগ]
বালিশ—pillow [পিলো]
বাসন—utensil [ইউটেন্সিল]
লণ্ঠন—lantern [ল্যান্টান্-Jones]
আলমারি—almirah [আলমিরা]
দোয়াতদানি—ink pot [ইংক পট্]
ঝুড়ি—basket, hamper [বাস্কিট, হ্যাম্পা (র)]
ছুরি—knife [নাইফ]
কাঁচি—scissors [সিজর্স-Jones]
কাস্তে—sickle [সিক্ল্]
কোদাল—spade [স্পেইড্-Jones]
লাঙ্গল—plough [প্লাউ]
চামচ—spoon [স্পুন]
তালা—lock [লক্]
চাবি—key [কী]
আয়না—mirror [মিরা (র)-Jones
চিরুনি—comb [কোম্]
অস্ত্রশস্ত্র—arms [আর্ম্জ্-Jones]
ধনুক—bow [বোউ-Jones]
বল্লম—spear [স্পিয়া (র)-Jones]
বিমানবাহিনী—air force [এয়ারফর্স-Jones]
সাহেবী টুপি—hat [হ্যাট্]
মুসলমানী টুপি—fez [ফেজ]
ছড়ি—stick [স্টিক]
জুতা—shoe [শূ]
চশমা—spectacles [স্পক্টাক্ল্স]
আসবাবপত্র—furniture [ফার্নিচা (র)]
লেপ—quilt [কুইল্ট]
চাদর—wrapper [র‍্যাপা (র)]
গালিচা—carpet [কার্পিট্-Jones]
ফুলদানি—flower vase
[ফ্লাওয়া ভাজ্-Jones]
তাক—shelf [সেল্ফ]
মোমবাতি—candle [ক্যান্ড্ল্]
সাবানদানি—soap case [সোপ কেইস]
ছুঁচ—needle [নিড্ল্]
ছোরা-dagger [ড্যাগা (র)]
ক্ষুর—razor [রেইজা (র)-Jones]
হাতুড়ি—hammer [হ্যামা (র)]
নিড়ানি—hoe [হোউ-Jones]
মই—ladder [ল্যাডা (র)-Jones]
দড়ি—string, rope [স্ট্রিং, রোপ]
তীর—arrow [অ্যারো]
বন্দুক—gun [গান্]
তরবারি—sword [সোড্-Jones]
নৌবহর—navy [ন্যাভি-Jones
নেভী-COD]
কামান—cannon [ক্যানন]
পদাতিক বাহিনী—infantry [ইনফ্যান্ট্রি]

[About time & direction— সময় ও দিক]

দিন—day [ডেই-Jones ; [ডে-COD]
দুপুর—noon [নুন]
গোধূলি—twilight [টুইলাইট]
রাত্রি—night [নাইট]
একপক্ষকাল—fortnight [ফর্টনাইট]
বছর—year [ইয়া (র)]
সূর্যাস্ত—sunset [সানসেট]
পূর্বদিক—east [ইস্ট]
পশ্চিমদিক—west [ওয়েস্ট]
উত্তরদিক—north [নর্থ-Jones]
দক্ষিণদিক—south [সাউথ]
ডানদিক—right [রাইট]
সকাল—morning [মর্নিং-Jones]
বিকাল—afternoon
[আফ্টানুন-Jones]
সন্ধ্যা—evening [ইভনিং]
সপ্তাহ—week [উইক]
মাস—month [মান্থ]
সূর্যোদয়—sunrise [সানরাইজ]
দক্ষিণপশ্চিম—south-west
[সাউথ-ওয়েস্ট]
দক্ষিণপূর্ব—south-east
উত্তরপূর্ব—north-east
[নর্থ-ইস্ট-Jones]
উত্তরপশ্চিম—north-west
[নর্থ-ওয়েস্ট]
দিকচক্রবাল—horizon [হরাইজ্ন্]
বামদিক—left [লেফ্ট্]

[About education— শিক্ষা সম্বন্ধীয়]

ছাত্র—student [স্টিড্ন্ট্-Jones]
পাঠ—Lesson [লেস্ন্]
বিজ্ঞান—science [সায়েন্স্]
শিক্ষক—teacher [টিচা (র)]
ভাষা—language [ল্যাংগুইজ-Jones]
সাহিত্য—literature [লিটারেচা (র)]

প্রবন্ধ—essay [এসেই-Jones]
উপন্যাস—novel [নভ্ল-Jones]
কবি—poet [পোইট্-COD]
ঔপন্যাসিক—novelist [নভ্লিস্ট]
লেখক—writer [রাইটা (র)]
পাঠক—reader [রিডা (র)]
ছুটির দিন— holiday[হলিডেই-Jones]
শাস্তি-punishment [পানিশমেন্ট]
জ্ঞান-knowledge [নলিজ-Jones]
শিক্ষাদান-teaching [টিচিং]
নাটক—drama [ড্রামা]
কবিতা—poem [পোএম]
নাট্যকার-dramatist [ড্রামাটিস্ট]
গ্রন্থকার- author [অথা (র)]
সম্পাদক-editor [এডিটা (র)]
দার্শনিক-philosopher [ফিলজফা (র)]
ছুটি-leave [লীভ্]
ফলাফল-result [রেজাল্ট]
পুরস্কার-reward [রিওয়ার্ড]
শিক্ষাগ্রহণ-learning [লার্নিং-Jones]

[About occupation— পেশা সম্বন্ধীয়]

কেরানী—clerk [ক্লার্ক-Jones]
তাঁতী—weaver [উভা (র)]
কামার—black-smith [ব্ল্যাক স্মিথ]
কুম্ভকার—potter [পটা (র)]
মুদী—grocer [গ্রসা (র)]
কসাই—butcher [বুচা (র)]
জেলে—fisherman [ফিশাম্যান-Jones]
নাপিত—barber [বা (র) বা-Jones]
মজুর—labour [লেবা (র)]
পাহারাওয়ালা—watchman [ওয়াচম্যান]
মাঝি—boatman [বোটম্যান]
কারিগর—artisan [আর্টিজান]
চিত্রকর—painter [পেইন্ট (র)]
নৃত্যশিল্পী—dancer [ড্যান্সা (র)]
ইঞ্জিনীয়ার—engineer [এনজিনীয়া (র)]
উকিল—lawyer [লইয়া (র)]
চিকিৎসক—Physician, doctor [ডক্টা (র)]
ঔষধ বিক্রেতা—druggist [ড্রাগিস্ট]
ছুতার—carpenter [কার্পেন্টা (র)]
মুচি—cobbler [কোব্লা (র)]
স্বর্ণকার—goldsmith [গোল্ডস্মিথ]
মুটে—porter [পোর্টা (র)]
ভিক্ষুক—beggar [বেগা (র)]
দোকানী—shop keeper [শপ্কিপা (র)]
ধোপা—washerman [ওয়াশাম্যান]
রাজমিস্ত্রী—mason [মেইস্ন্-Jones]
গোয়ালা—milkman [মিল্ক্ম্যান]
দারোয়ান—gatekeeper
[গেইটকীপা (র)]
দপ্তরী—book-binder [বুক বাইণ্ডা (র)]
অভিনেতা—actor [অ্যাকটা (র)]
ভাস্কর—sculptor [স্কাল্পটা (র)]
খেলোয়াড় —player [প্লেইয়া (র)-Jones
শিকারী—hunter [হান্টা (র)]
মক্কেল—cliant [ক্লায়ান্ট]
ব্যবসায়ী—businessman
[বিজনিস ম্যান-Jones]

[About king, Queen etc. রাজা রাণী ইত্যাদি]

রাজা—king [কিং]
সিংহাসন—throne [থ্রোন]
ভূত—spirit, ghost [স্পিরিট, গোস্ট-Jones]
দেবদূত—angel [এইন্জল্-Jones]
রানী—queen [কুইন]
স্বর্গ—heaven [হেভ্ন্]
নরক—hell [হেল]
ধর্ম—religion [রিলিজন]

[About natural objects— প্রাকৃতিক বিষয় সম্বন্ধীয়]

পুকুর—pond [পন্ড্]
হ্রদ—lake [লেইক-Jones]
ছোটনদী—stream, brook [স্ট্রীম, ব্রুক]
সাগর— sea [সী]
মহাসাগর—ocean [ওউস্ন্-Jones]
জোয়ার—flow tide [ফ্লো টাইড]
ঢেউ—wave [ওয়েইভ-Jones
উপকূল—coast [কোউস্ট-Jones]
সমুদ্রতীর—sea-shore [সী শো (র)]
পর্বত—mountain [মাউন্টেইন]
আগ্নেয়গিরি—volcano [ভলকেইনো]
জলাশয়—tank [ট্যাংক]
নদী—river [রিভা (র)]
জলপ্রপাত—waterfall [ওঅটাফল]
উপসাগর—bay [বেই-Jones]
স্রোত—current [কার্ন্ট-Jones]
ভাঁটা—ebb tide [এব্টাইড]
ছোট ঢেউ—ripple [রিপ্ল্]
দ্বীপ—island (আইল্যান্ড)
পাহাড়—hill [হিল]
উপত্যকা—valley [ভ্যালি]
গুহা—cave [কেইভ-Jones]

বন—forest, jungle [ফরেস্ট, জাংগল]
মরূদ্যান—oasis [ওয়েসিস]
নক্ষত্র—star [স্টার (র)]
চন্দ্র—moon [মুন]
মেঘ—cloud [ক্লাউড]
বাতাস—air [এয়ার (র)]
জলবায়ু—climate [ক্লাইমেট]
ঝড়—storm [স্টর্ম-Jones]
বজ্র—thunder [থান্ডার (র)]
শিলাবৃষ্টি—hailstorm [হেইলস্টর্ম-Jones]
তুষার—snow [স্নোউ-Jones]
বাষ্প—vapour [ভেপা (র)]
ধূলা—dust [ডাস্ট]
ভূমিকম্প—earthquake [আর্থকোয়েইক]
অক্ষাংশ—latitude [ল্যাটিচুড-Jones]
মরুভূমি—desert [ডেজার্ট]
আকাশ—sky [স্কাই]
সূর্য—sun [সান]
রামধনু—rainbow [রেইনবো-Jones]
বৃষ্টি—rain [রেইন-Jones]
বায়ু—wind [উইন্ড]
আবহাওয়া—weather [ওয়েদা (র)]
প্রচণ্ড ঝড়—cyclone [সাইক্লোন]
শিলা—hail [হেইল]
শিশির—dew [ডিউ]
বরফ—ice [আইস]
কুয়াশা—fog [ফগ]
মাটি—soil [সইল-Jones]
গ্রহ- planet [প্ল্যানিট-Jones]
দ্রাঘিমাংশ—longitude [লঙ্গিচুড-Jones]

খনি—mine [মাইন]
লৌহ—iron [আয়রন্]
রূপা—silver [সিল্ভা (র)]
অভ্র—mica [মাইকা]
ধাতু—metal [মেটাল]
কয়লা—coal
তামা—copper [কপা (র)]
সোনা—gold [গোল্ড]
চুন—lime [লাইম]
জল—Water [ওয়টা (র)-Jones]

[About trade and commerce—ব্যবসাবাণিজ্য]

ব্যবসায়—trade [ট্রেইড-Jones]
বাজার—market [মার্কিট-Jones]
রপ্তানি—export [এক্স্পোর্ট]
বিক্রয়—sale [সেইল-Jones]
আয়—income [ইনকাম]
ধার—credit [ক্রেডিট]
হিসাব—account [অ্যাকাউন্ট]
বিনিময়—exchange [এক্সচেইঞ্জ]
লোকসান—loss [লস্]
সুদ—interest [ইন্টারেস্ট]
চালান—invoice [ইনভয়িস]
চুক্তি—contract, agreement [এগ্রিমেন্ট]
বেতন—salary, pay [স্যালারি, পেই-Jones]
ক্রেতা—customer [কাস্টমা (র)]
ন্যায্য মূল্য—fair price [ফেয়া (র) প্রাইস-Jones]
সম্পত্তি—asset [অ্যাসেট]
দামী—dear, costly [ডীয়া (র), কস্টলি]
বাণিজ্য—commerce [কমার্স]
নমুনা—sample [স্যাম্পল্]
আমদানি—import [ইমপোর্ট]
ক্রয়—purchase [পার্চেস্-Jones]
ব্যয়—expense [এক্স্পেন্স্]
বাকী—due, balance [ডিউ, ব্যালেন্স]
জমাখরচ—debit-credit [ডেবিট-ক্রেডিট]
লাভ—Profit [প্রফিট]
দায়—liability [লায়েবিলিটি]
আসল—principal [প্রিন্সিপ্যাল]
মূলধন—capital [ক্যাপিটল]
মজুরি—wages [ওয়েইজ]
মালপত্র—goods [গুড্স্]
দাম—price [প্রাইস]
বিক্রয়মূল্য—sale price [সেইল প্রাইস]
পণ্যদ্রব্য—commodity [কমোডিটি]
সস্তা—cheap [চীপ্]

[About conveyance— যানবাহন]

যানবাহন—conveyance [কনভেএন্স্]
ঘোড়ার গাড়ী—coach [কোচ]
মালগাড়ী—goods train [গুড্স্ ট্রেইন]
জাহাজ—ship [শিপ]
মহাকাশযান—space ship [স্পেসশিপ]
গোরুগাড়ী—cart [কার্ট-Jones]
রেলগাড়ী—train [ট্রেইন-Jones]
ট্রামগাড়ী—tram [ট্রাম]
খেয়ানৌকা—ferry boat [ফেরি বোট]
উড়োজাহাজ—aeroplane [এরোপ্লেইন]

[About diseases— রোগ সম্বন্ধীয়]

রোগ—disease [ডিজিজ]
কাশি—cough [কফ]
অসুস্থতা—illness [ইলনেস]
ক্ষয়কাস—phthisis [থাইসিস]

যক্ষ্মা—tuberculosis [টিউবার্কুলোসিস]
উদরাময়—diarrhoea [ডায়েরিয়া]
হাম—measles [মিজল্স্]
জলবসন্ত—chicken-pox [চিকেন পক্স]
সর্দিগরমি—sunstroke [সানস্ট্রোক]
অগ্নিমান্দ্য—dyspepsia [ডিস্পেপসিয়া]
আমাশয়—dysentery [ডিসেন্ট্রি]
নিদ্রাহীনতা—insomnia [ইন্সোমনিয়া]
মস্তিষ্কবিকৃতি—insanity [ইনস্যানিটি]
বমিবমিভাব—nausea [নসিয়া]
ছানি—cataract [ক্যাটারাক্ট]
মহামারী—epidemic [এপিডেমিক]
পথ্য—diet [ডায়েট]
টিকা—inoculation [ইনোকুলেশন্]
মলম—ointment [অইনটমেন্ট]
হাঁপানি—asthma [এ্যাজমা]
ওলাওঠা—cholera [কলেরা]
বসন্ত—pox [পক্স]
কুষ্ঠ—leprosy [লেপ্রসি]
মাথাধরা—headache [হেডএক্]
জ্বর—fever [ফিভা (র)]
পক্ষাঘাত—paralysis [প্যারালিসিস্]
বহুমূত্র—diabetes [ডায়েবিটিস]
প্রলাপ—delirium [ডিলিরিয়াম]
রক্তাল্পতা—anaemia [এ্যানিমিয়া]
মৃগীরোগ—epilepsy [এপিলেপ্সি]
টাইফয়েড—typhoid [টাইফয়িড]
ঔষধ—medicine [মেডিসিন]
চিকিৎসা—treatment [ট্রিটমেন্ট]
জোলাপ—purgative [পার্গেটিভ-Jones]

[About feelings & qualities—অনুভূতি ও গুণসম্বন্ধীয়]

স্নেহ—affection [অ্যাফেকশান]
সাহস—courage [কারিজ-Jones]
নিষ্ঠুরতা—cruelty [ক্রুয়েলটি]
দান—charity [চারিটি]
পরিচ্ছন্নতা—cleanlines [ক্লিনলিনেস]
সততা—honesty [অনেস্টি]
শালীনতা—decency [ডিসেন্সি]
বন্ধুত্ব—friendship [ফ্রেন্ডশিপ]
ভুল—error [এরা (র) Jones]
দুঃখ—sorrow [সরো]
গুণ—quality [কোয়ালিটি]
বিদ্বেষ—malice [ম্যালিস]
দান—gift [গিফ্ট্]
আড়ম্বর—grandeur [গ্র্যান্জা (র)—Jones]
পবিত্রতা—holiness [হোলিনেস]
স্বাস্থ্য—health [হেল্থ]
ন্যায়পরায়ণতা—justice [জাস্টিস্]
জ্ঞান—knowledge [নলিজ, নলেজ]
ঘৃণা—hatred [হেট্রেড]
স্বাধীনতা—liberty, freedom [লিবার্টি, ফ্রিডাম]
উচ্চহাস্য—laughter [লাফ্টা (র)]
নীচতা—meanness [মিন্নেস্]
দারিদ্র্য—poverty [পোভার্টি]
শ্রদ্ধা—respect [রেসপেক্ট]
প্রতিহিংসা—revenge [রিভেঞ্জ]
সহানুভূতি—sympathy [সিমপ্যাথি]
কুশ্রীতা—ugliness [অ্যাগ্লিনেস]
ক্রোধ—anger [অ্যাঙ্গা (র)
সাহসিকতা—bravery [ব্রেভারি]
কাপুরুষতা—cowardice [কাওয়ার্ডিস]
ভদ্রতা—courtsey [কার্টসি]
আরাম—comfort [কমফোর্ট]
অসাধুতা—dishonesty [ডিজঅনেস্টি]
শত্রুতা—enmity [এনমিটি]
ভয়—fear [ফিয়া (র)]
আনন্দ—joy [জয়]
লজ্জা—shyness [শাইনেস]
হিংসা—envy [এনভি]
দুর্বলতা—weakness [উইকনেস]
গৌরব—glory [গ্লোরি]
ক্ষুধা—hunger [হাঙ্গা (র)]
কষ্ট—hardship [হার্ডশিপ]
অপমান—insult [ইনসাল্ট]
দয়া—kindness [কাইণ্ডনেস]
ভালোবাসা—love [লাভ]
উদারতা—liberality [লিবারেলিটি]
শ্রম—labour [লেবা (র)]
করুণা—pity [পিটি]
পবিত্রতা—purity [পিউরিটি]
ভক্তি—regard [রিগার্ড-Jones]
রূঢ়তা—rudeness [রুডনেস]
উপশম—relief [রিলিফ]
ভীরুতা—timidity [টিমিডিটি]
মিথ্যা গর্ব—vanity [ভ্যানিটি]

PRONOUN

Noun-এর পরিবর্তে যে word বসে, তাকে Pronoun বলে।

These are useful Pronouns. Remember them.

আমি—I
আমাকে—me
আমার—my
তুমি / তোমরা—you
তোমার / তোমাদের—your
তোমাকে / তোমাদিগকে—you
তুমি / তোমরা—you
তোমার / তোমাদের—your
সে (পু)—he
তাকে (পু)—him
তিনি (পু)—he
তারা—they
তাঁকে (পু)—him
তাঁদিগকে—them
তাঁর (পু)—his
যে / যারা—who
যার / যাদের—whose

আমরা—We
আমাদিগকে—us
আমাদের—our
আপনি / আপনারা—you
আপনার / আপনাদের—your
আপনাকে / আপনাদিগকে—you
তোকে / তোদিগকে—you
তাদের—their
সে (স্ত্রী)—she
তাকে (স্ত্রী)—her
তিনি (স্ত্রী)—she
তাঁরা—they
তাঁকে (স্ত্রী)—her
তাঁদের—their
তাঁর (স্ত্রী)—her
যিনি / যাঁরা—who
যাকে / যাদিগকে—whom

ADJECTIVE

যে Word এর দ্বারা Noun বা Pronoun-এর দোষ, গুণ, অবস্থা, সংখ্যা, পরিমাণ, ইত্যাদি বোঝায় তাকে Adjective বলে।

These are some common Adjectives. Remember them.

ভালো—good | ভাল |
গরম—hot | হট |
ছোট—small | স্মল |
লম্বা—long | লং |
চওড়া—broad | ব্রড |
নরম / কোমল—soft | সফট |
নূতন—new | নু-Jones |
বাঁকা—curved | কার্ভড-Jones |
রোগা—lean | লিন |
পাতলা—thin | থিন |
বেঁটে—short, dwarf | শর্ট, ডোয়ার্ফ |

মন্দ—bad | ব্যাড |
ঠাণ্ডা—cold | কোল্ড |
বড়—large | লার্জ নয়, লাজ-Jones |
খাটো—short | শর্ট |
সরু—narrow | ন্যারো |
শক্ত—hard | হার্ড |
পুরাতন—old | ওল্ড |
সোজা—straight | স্ট্রেট |
মোটা—fat | ফ্যাট |
পুরু—thick | থিক |
উচ্চতার দিকে লম্বা—tall | লম্ব |

ভিজে—wet | ওয়েট |
গভীর—deep | ডীপ |
পূর্ণ—full | ফুল |
পক্কা—ripe | রাইপ |
মিষ্টি—sweet | সুইট |
তেতো—bitter | বিটা (র) |
সুস্বাদু—tasteful | টেইস্টফুল |
টাটকা—fresh | ফ্রেশ |
পচা—rotten | রটন |
ভাজা—fried | ফ্রাইড |
পরিষ্কার—clean | ক্লীন |
সুন্দর—nice | নাইস |
গরিব—poor | পুর (র) |
অত্যন্তবোকা—idiotic | ইডিওটিক |
ভদ্র—gentle | জেন্টল |
দয়ালু—kind | কাইন্ড |
সুখী—happy | হ্যাপি |
বৃদ্ধ—old | ওল্ড |
সাহসী—brave | ব্রেইভ |
কর্মঠ—active | অ্যাক্টিভ |
পরিশ্রমী—diligent | ডিলিজেন্ট |
নির্বোধ—foolish | ফুলিশ |
বিনয়ী—modest | মডেস্ট |
নির্দোষ—innocent | ইনোসেন্ট |
দুষ্টু—naughty | নটি |
অবাধ্য—disobedient | ডিসঅবিডিয়েন্ট |
মিথ্যা—false | ফলস |
মিথ্যাবাদী—liar | লায়ার (র) |
অসৎ—dishonest | ডিসঅনেস্ট |
স্বাস্থ্যবান—healthy | হেলদি |
দুর্বল—weak | উইক |
খোঁড়া—lame | লেইম-Jones |
কালা—deaf | ডেফ |
পাগল—mad | ম্যাড |
যোগ্য—worthy | ওয়ার্দি-Jones |
সতর্ক—careful | কেয়ার (র) ফুল |
লোভী—greedy | গ্রীডি |
ক্ষুধার্ত—hungry | হাংরি |
পবিত্র—holy | হোলি |
কলুষিত—impure | ইম্পিউর (র) |
বন্য—wild | ওয়াইল্ড |
মিহি—fine | ফাইন |
হাল্কা—light | লাইট |
ভোঁতা—blunt | ব্লান্ট |
সস্তা—cheap | চীপ |
অপকারী—harmful | হার্মফুল |
নিরক্ষর—illiterate | ইলিটারেট |
লাল—red | রেড |
সাদা—white | হোয়াইট |
সবুজ—green | গ্রীন |
বেগুনী—violet | ভায়োলেট |

শুষ্ক—dry | ড্রাই |
স্যাঁতসেঁতে—moist | মইস্ট |, damp
অগভীর—shallow | শ্যালো |
খালি—empty | এম্পটি |
কাঁচা—green | গ্রীন |, raw | র |
টক—sour | সাওয়া (র) |
নোনতা—salted | সল্টিড-Jones |
বিস্বাদ—tasteless | টেইস্টলেস |
বাসি—stale | স্টেইল |
সিদ্ধ—boiled | বয়িল্ড-Jones |
ময়লা, নোংরা—dirty | ডার্টি |
কুৎসিত—ugly | আগলি |
ধনী—rich | রিচ |
জ্ঞানী—wise | ওয়াইজ |
চালাক—clever | ক্লেভার (র) |
অভদ্র—rude | রুড |
নিষ্ঠুর—cruel | ক্রুয়েল |
অসুখী—unhappy | আনহ্যাপি |
যুবা—young | ইয়াং |
ভীরু—timid
অলস—idle | আইডল |, lazy | লেইজি |
বুদ্ধিমান—intelligent | ইনটেলিজেন্ট |
মহৎ—noble | নোবল |
অহঙ্কারী—proud | প্রাউড |
দুষ্টবুদ্ধি—wicked | উইকেড |
বাধ্য—obedient | অবিডিয়েন্ট |
সত্য—true | ট্রু |
সত্যবাদী—truthful | ট্রুথফুল |
সৎ—honest | অনেস্ট |
বিশ্বাসী—faithful | ফেইথফুল |
রুগ্ন—sickly | সিকলি |
পীড়িত—ill | ইল |
অন্ধ—blind | ব্লাইন্ড |
বোবা—dumb | ডাম |
সম্পদশালী—wealthy | ওয়েলথি |
ব্যস্ত—busy | বিজি |
আশাহীন—hopeless | হোপলেস |
অসতর্ক—careless | কেয়ার (র) লেস |
ক্রুদ্ধ—angry | অ্যাংরি |
তৃষ্ণার্ত—thirsty | থার্স্টি-Jones |
খাঁটি—pure | পিউ (র) |
পোষা—tame | টেইম-Jones |
মোটা—coarse | কোর্স-Jones |
ভারী—heavy | হেভি |
ধারালো—sharp | শার্প-Jones |
দামী—valuable | ভ্যালুয়েবল |
উপকারী—useful | ইউজফুল |
সাক্ষর—literate | লিটারেট |
কালো—black | ব্ল্যাক |
রঙিন—coloured | কালার্ড-Jones |
নীল—blue | ব্লু |

টকটকে লাল—crimson [ক্রিমসন]
বাদামী—brown [ব্রাউন]
বিবর্ণ—pale, fade [পেইল]
উজ্জ্বল—bright [ব্রাইট]
হলুদ—yellow [ইয়েলো]
গোলাপী—pink, rosy [রোজি]
ধূসর—grey [গ্রেই]
সুন্দর—beautiful [বিউটিফুল]

VERBS

যে Word-এর দ্বারা কিছু করা, হওয়া বা থাকা বোঝায় তাকে Verb বলে।

These are some common Verbs. Remember them.

জিজ্ঞাসা করা—ask [আস্ক]
রাজী হওয়া—agree [এগ্রি]
ব্যবস্থা করা—arrange [অ্যারেঞ্জ]
পৌঁছানো—arrive [অ্যারাইভ]
উপস্থিত হওয়া—appear [অ্যাপিয়া (র)]
কেনা—buy [বাই]
মারা—beat [বীট]
ভাঙা—break [ব্রেইক]
গঠন করা—build [বিল্ড]
বহন করা—bear [বিয়া (র)]
শ্বাস নেওয়া—breathe [ব্রেইদ্]
আরম্ভ করা—begin [বিগিন]
যত্ন নেওয়া—care [কেয়া (র)]
রান্না করা— cook [কুক]
ডাকা— call [কল্]
আসা—come [কাম্]
পরিবর্তন করা—change [চেইঞ্জ]
বন্ধ করা—close [ক্লোজ]
তুলনা করা—compare [কম্পেয়ার (র)]
করা—do [ডু]
নাচা—dance [ড্যান্স্]
সাহস করা—dare [ডেয়া (র)]
আঁকা—draw [ড্র]
ঝরে পড়া—drop [ড্রপ]
বাস করা—dwell [ডুয়েল]
চালানো, তাড়ানো—drive [ড্রাইভ]
শেষ হওয়া—end [এন্ড]
উপভোগ করা—enjoy [এন্জয়]
ভুলে যাওয়া—forget [ফর্গেট-Jones]
যুদ্ধ করা—fight [ফাইট]
ভয় করা—fear [ফিয়া (র)]
পতিত হওয়া—fall [ফল্]
নিষেধ করা—forbid [ফবিড-Jones]
পরিত্যাগ করা—forsake [ফসেক-Jones]
পাওয়া—get [গেট]
বর্ধিত হওয়া বা জন্মানো—grow [গ্রো]

থাকা—have [হ্যাভ্]
সাহায্য করা—help [হেল্প]
ঘৃণা করা—hate [হেইট]
উত্তর করা—answer [অ্যানসা (র)]
উপদেশ দেওয়া—advise [অ্যাড্ভাইস]
গ্রেফতার করা—arrest [অ্যারেষ্ট]
যোগ করা—add [অ্যাড]
অনুমতি দেওয়া—allow [অ্যালাউ]
আনা—bring [ব্রিং]
কামড়ান—bite [বাইট]
পোড়া—burn [(বার্ন নয়) বান-Jones]
ধার করা—borrow [বরো]
স্নান করা—bathe [বেইদ-Jones]
ভিক্ষা করা—beg [বেগ্]
আশীর্বাদ করা—bless [ব্লেস]
ধরা—catch [ক্যাচ]
পছন্দ করা—choose [চুজ]
কাঁদা—cry [ক্রাই]
পারা—can [ক্যান]
আরোহণ করা—climb [ক্লাইম]
কাটা—cut [কাট]
হামাগুড়ি দেওয়া—creep [ক্রীপ]
মরা—die [ডাই]
খনন করা—dig [ডিগ্]
পান করা—drink [ড্রিংক]
স্বপ্ন দেখা—dream [ড্রীম]
ধ্বংস করা—destroy [ডেস্ট্রয়]
ভাগ করা—divide [ডিভাইড]
আলোচনা করা—discuss [ডিসকাস]
খাওয়া—eat [ইট]
উড়া—fly [ফ্লাই]
উপবাস করা—fast [ফাষ্ট]
খোঁজা—find [ফাইণ্ড]
ব্যর্থ হওয়া—fail [ফেইল]
অনুভব করা—feel [ফীল-Jones]
ক্ষমা করা—forgive [ফগিভ-Jones]
যাওয়া—go [গো]
দেওয়া—give [গিভ]
এক দৃষ্টিতে তাকিয়ে থাকা—gaze [গেইজ-Jones]
শোনা—hear [হিয়া (র)]
ধরা—hold [হোল্ড]
আঘাত করা—hit [হিট]

ঝুলানো / ফাঁসি দেওয়া } hang [হ্যাং]
গোপন করা—hide [হাইড]
রক্ষা করা—keep [কীপ]
হত্যা করা—kill [কিল]
হাঁটু গেড়ে বসা—kneel (নীল)
শোওয়া—lie [লাই]
ধার দেওয়া—lend [লেণ্ড]
পছন্দ করা—like [লাইক]
হাসা—laugh [লাফ]
হারানো—lose [লুজ]
তাকানো—look [লুক]
তৈরি করা—make [মেইক-Jones]
নড়াচড়া করা—move [মুভ]
বিবাহ করা—marry [ম্যারি]
মান্য করা—obey [ওবেই Jones]
প্রার্থনা করা—pray [প্রেই-Jones]
উত্তীর্ণ হওয়া—pass [পাস]
ঠেলা—push [পুশ]
রাখা—put [পুট]
ঘোড়ায় চড়া—ride [রাইড]
দৌড়ান—run [রান]
মনে করা—remember [রিমেম্বা (র)]
তিরস্কার করা—rebuke [রিবিউক]
ঘুমানো—sleep [স্লীপ]
দেখা—see [সী]
বীজ বোনা—sow [সো]
থাকা—stay [ষ্টেই-Jones]
গান করা—sing [সিং]
বলা—say [সেই-Jones]
আঘাত করা—strike [ষ্ট্রাইক]
হাসা—smile [স্মাইল]
ঘ্রাণ নেওয়া—smell [স্মেল]
বানান করা—spell [[স্পেল]
নাড়ানো—shake [শেক]
গুলি করা—shoot [শুট]
সাঁতার কাটা—swim [সুইম]
শিক্ষা দেওয়া—teach [টীচ]
স্পর্শ করা—touch [টাচ্]
ধন্যবাদ দেওয়া—thank [থ্যাংক]
লওয়া—take [টেইক]
চেষ্টা করা—try [ট্রাই]
পরিধান করা—wear [উইয়া (র)]
চাওয়া—want [ওয়ান্ট]
জাগা—wake [ওয়েইক-Jones]
ধোওয়া—wash [ওয়াশ]
লেখা—write [রাইট]
অপেক্ষা করা—wait [ওয়েইট]
আশা করা—hope [হোপ]
লাফানো—jump [জাম্প]
জানা—know [নো]
ধাক্কা মারা—knock [নক]
শোওয়ানো—lay [লেই-Jones]
বাস করা—live [লিভ]
শিক্ষা করা—learn [লার্ন নয়) লান-Jones]
ভালোবাসা—love [লাভ]
ত্যাগ করা—leave [লীভ]
চাবি দেওয়া—lock [লক]
বোঝাই করা—load [লোড]
সাক্ষাৎ করা—meet [মীট]
মেরামত করা—mend [মেণ্ড]
প্রয়োজন হওয়া—need [নীড]
খোলা—open [ওপ্ন্]
শাস্তি দেওয়া—punish [পানিশ]
টানা—pull [পুল]
খেলা করা—play [প্লেই-Jones]
উঠা—rise [রাইজ]
পড়া—read [রিড]
বাজান—ring [রিং]
পৌঁছান—reach [রীচ]
দাঁড়ানো—stand [স্ট্যাণ্ড]
কিরণ দেওয়া—shine [শাইন]
দেখানো—show [শো]
সেলাই করা—sew [সিউ]
নাড়া দেওয়া—shake [শেইক-Jones]
বসা—sit [সিট]
কথা বলা—speak [স্পিক]
চুরি করা—steal [ষ্টীল]
খোঁজা—seek [সীক]
বিক্রি করা—sell [সেল]
পাঠানো—send [সেণ্ড]
কষ্ট পাওয়া—suffer [সাফা (র)]
উপবাস করা—starve [স্টাভ-Jones]
ডুবে যাওয়া—sink [সিংক]
স্বাদ লওয়া—taste [টেইষ্ট]
নিক্ষেপ করা—throw [থ্রো]
চিন্তা করা—think [থিংক]
বলা—tell [টেল]
ছেঁড়া—tear [টিয়া (র)]
কাঁদা— Weep [উইপ]
হাঁটা—walk [ওয়াক-Jones]
কাজ করা—work [ওয়ার্ক-Jones]
ইচ্ছা করা—wish [উইশ]
কাপড় বোনা—weave [উইভ]
জয় করা—win [উইন]

ADVERBS

যে Word কোন Verb, Adjective, অন্য কোন Adverb, Preposition, Conjunction-কে বিশেষিত করে তাকে Adverb বলে।

These are some common Adverbs. Remember them.

পূর্বে—ago [এগো]
প্রায়—about, almost [অলমোস্ট]
পরে—after [আফটা (র)]
প্রতিদিন—daily [ডেইলি-Jones]
চিরকাল—ever [এভা (র)]
এদিকে—hither [হিদা (র)]
সেদিকে—thither [দিদা (র)]
এখন—now [(নাউ)]
তখন—then [দেন]
একদা—once [ওয়ান্স্]
শীঘ্র—soon [সুন]
মাঝে মাঝে—sometimes [সামটাইম্স্]
গতকাল—yesterday [ইয়েস্টাডেই]
আগামীকাল—tomorrow [টুমরো]
একবার—once [ওয়ান্স্]
দুবার—twice [টুয়াইস্]
তিনবার—thrice [থ্রাইস]
আবার—again [এগেইন]
সর্বদা—always [অলওয়েজ]
পূর্বে—before [বিফো (র)]
সকাল সকাল—early [আ-লি-Jones]
যথেষ্ট—enough [এনাফ]
দ্রুত—fast [ফাস্ট]
এখানে—here [হিয়া (র)]
সেখানে—there [দেয়া (র)]
আরও—more [মো (র)]
কখনো না—never [নেভা (র)]
কেবলমাত্র—only [ওনলি]
সম্পূর্ণরূপে—quite [কোয়াইট]
কদাচিৎ—seldom [সেল্ডম]
আজ—today [টুডেই-Jones]
চারবার—four times [ফো (র) টাইমস্]
চতুর্থবার—fourth-time [ফোথ টাইম]
এইভাবে—thus [দাস]

[Adjective-এর সঙ্গে ly যোগ করেও Adverb হয়]

সক্রিয়ভাবে—actively
খারাপভাবে—badly
উজ্জ্বলভাবে—brightly
যত্নসহকারে—carefully
নিশ্চয়ই—certainly
নিষ্ঠুরভাবে—cruelly
সুবিধাজনকভাবে—conveniently
নিশ্চিতভাবে—definitely
বিপদজনকভাবে—dangerously
আগ্রহের সঙ্গে—eagerly
ভয়ের সঙ্গে—fearfully
আনন্দের সঙ্গে—gladly, joyfully
আশাজনকভাবে—hopefully
অলসভাবে—idly
নির্দোষভাবে—innocently
স্থানীয়ভাবে—locally
বিস্ময়করভাবে—marvellously
প্রায়—nearly (near-নিকটবর্তী)
বশংবদ হয়ে—obediently
বাস্তবে—practically
দ্রুত—quickly
শান্তভাবে—quietly
দৃঢ়ভাবে—strongly
সফলভাবে—successfully
প্রচণ্ডভাবে—violently
সতেজে—vigorously
দুর্বলভাবে—weakly
ক্রুদ্ধভাবে—angrily
মনোযোগ সহকারে—attentively
সুন্দরভাবে—beautifully
সাহসের সঙ্গে—bravely
পরিষ্কার ভাবে—clearly, cleanly
অযত্নের সঙ্গে—carelessly
কৌতূহলী হয়ে—curiously
সাহসের সঙ্গে—courageously
আলাদাভাবে—differently
ঈর্ষান্বিতভাবে—enviously
চমৎকার ভাবে—excellently
ভয়ঙ্করভাবে—frightfully
গৌরবজনকভাবে—gloriously
রসিকতা করে—humorously
অজ্ঞভাবে—ignorantly
তীব্রভাবে—intensely
অর্থজনকভাবে—meaningfully
খোলাখুলিভাবে—openly
ধৈর্যের সঙ্গে—patiently
নীরবে—silently
কোমলভাবে—softly
দুঃখের সঙ্গে—sorrowfully
আশ্চর্যজনকভাবে—surprisingly
সত্যিসত্যি—truly
জীবনীশক্তিরূপে—vitally
বিস্তৃতভাবে—widely
জ্ঞানীর মতো—wisely

PREPOSITION

যে শব্দ Noun বা Pronoun-এর পূর্বে বসে ঐ Noun বা Pronoun-এর সঙ্গে বাক্যের অন্য Word-এর সম্পর্ক বুঝিয়ে দেয়, তাকে Preposition বলে।

Preposition *বাংলা বিভক্তি ও অনুসর্গের মতো ব্যবহৃত হয়।*

at = এ, তে ; above = উপরে ; across = আড়াআড়ি ভাবে ; against = বিরুদ্ধে ; among = মধ্যে ; after= পরে ; before = পূর্বে ; beside = পাশে ; below = নীচে ; beneath= নীচে ; behind= পিছনে ; beyond= বাইরে; between= দুই-এর মধ্যে ; by = দ্বারা ; down = নীচে ; for = জন্য ; from = থেকে ; in = মধ্যে ; into= ভেতরের দিকে; like = মতো ; near = নিকটে ; of = র, এর ; on= উপরে ; over = উপরে ; outside = বাইরে ; out of = কোন কিছু থেকে ; since = কোন নির্দিষ্ট সময় থেকে ; to = দিকে, প্রতি; towards = অভিমুখে ; through = ভিতর দিয়ে ; up = উপরে ; upon = উপরে ; with = সঙ্গে ; within = ভিতরে ; without = ব্যতীত।

CONJUNCTION

যে Word দুটি শব্দ বা বাক্যকে সংযুক্ত করে, তাকে Conjunction বলে।

and = এবং ; as = যেহেতু ; if = যদি ; but = কিন্তু ; both = উভয় ; because = কারণ ; else = নচেৎ ; lest = পাছে ; or = অথবা ; however = যাইহোক ; still = তবু ; till = পর্যন্ত ; so = সেইজন্য ; either ..... or = হয় এটা, না হয় ওটা ; neither ..... nor = এটাও না, ওটাও না ; then = তখন ; than = অপেক্ষা, চেয়ে ; though = যদিও ; unless = যদি না।

INTERJECTION

যে শব্দ মনের কোন আকস্মিক আবেগ প্রকাশ করে, তাকে Interjection বলে।

Ah! = আ! Alas! = হায়! Bravo! = সাবাস! Eh! = এঃ (ইস)! Fie! = ছি, ছি! Hallo! = ওহে! Hark! = ঐ শোনা! Hush! = চুপ! Hurrah! = কি আনন্দ! Ha! Ha! = হা-হা! Oh! =ও! Shame! = ধিক! কি লজ্জা!

1 Interjectional Phrases 1

অনেক সময় একাধিক word দিয়ে Interjectional Phrase তৈরি হয়।

Good morning! Good day! Good afternoon! Good evening! = (বিভিন্ন সময়ের স্বাগত সম্ভাষণ-। Good bye! = (যে কোন সময়ে বিদায় সম্ভাষণ)। Good night! (রাত্রিকালীন বিদায় সম্ভাষণ)। Good heavens! Good gracious! (হা ঈশ্বর!) For shame! = কি লজ্জা! How awful! (কি ভয়ানক!) What a mess! (কি কাণ্ড!) Well done! (বেশ করেছ)।

APPLIED SECTION

(Functional Communicative Approach)

1. Read the following passage and complete the chart given below:

(নিচের অনুচ্ছেদটি পড় এবং তালিকাটি পূর্ণ কর।)

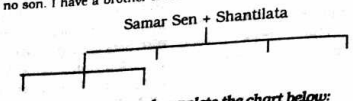
Amar goes to Mitra Institution at Bhawanipur in Calcutta. He is in Class-VIII. He goes to school by bus. He lives at Kalighat. His father, Binay Ghosh is a shop-keeper. He sells goods (মালপত্র) at his shop.

Who (name)	What he does	Place of work/study	Lives in	How he goes
1. Amar	.....	.....		.....
2.	sells goods	.....		.....

2. *Read the following passage and make a family-tree.*

(নিচের অনুচ্ছেদটি পড় এবং একটি বংশতালিকা তৈরি কর।)

My name is Gopal. Samar Sen is my grandfather. My grandmother was Shantilata. She is now no more. They have four sons and daughters. They are Tapan, Tapas, Niva and Shubha. My uncle Tapas has no son. I have a brother and a sister. They are Tablu and Tumpa.



3. *Read the passage and complete the chart below:*

(নিচের অনুচ্ছেদটি পড় এবং তালিকাটি পূর্ণ কর।)

Atghara is a small village. There is a river beside it. To the south of the river there is a corn-field. A man is ploughing (লাঙ্গল করছে) in the field. There are some fisherman in the village. They catch fish in the river. Most of the villagers are farmers. They are very poor. But they live honestly and peacefully. How charming is the village life!

Noun	Pro-noun	Adjec-tive	Verb	Adverb	Prepo-sition	Conjunc-tion	Inter-jection
.....	.....	.....	.....	.....	.....	.....	.....

4. *Now describe your village/town/city as shown above*

(উপরে যেভাবে দেখানো হয়েছে সেইভাবে তোমার নিজের গ্রাম বা শহরের বর্ণনা কর।)

EXERCISE

1. ***What are Parts of Speech?*** (Parts of Speech কাকে বলে?)
2. **How many kinds are they? Give four examples of each kind.**
   (Parts of speech কয় প্রকার ও কি কি? প্রত্যেক প্রকারের চারটি করে উদাহরণ দাও।)
3. ***Classify the following words according to the Parts of Speech and put them in the appropriate box.***

(নিচের word গুলিকে Prats of Speech অনুযায়ী ভাগ করে সঠিক box-এ লেখ।)

father, mother, brother, sister, boy, girl, you, we, his, she, they, hot, cold, beautiful, ugly, kind, cruel, red, white, break, burn, ask, keep, learn, teach, stand, sleep, swim, dance, write, weave, again, ago, daily, early, often, never, always, idly, openly, surely.

Noun	Pronoun	Verb	Adjective	Adverb

4. ***Classify the following Parts of Speech and put them in the appropriate box.*** (নিচের Parts of Speech গুলিকে ভাগ করে সঠিক box-এ বসাও।

across at, to, or, but, and, into, through, though, if, Ah, Oh, below, under, both, else, up, over, above, Alas, Hurrah, between, among, Hallo, with, within, without, Bravo, towards, before, after, by, Fie, Hush, lest, behind, beyond, from, for, of, upon, till, on Hark, good bye.

Preposition	Conjunction	Interjection

5. *Fill in the blanks with the appropriate Parts of Speech given in the brackets.*

(বন্ধনীর মধ্যে দেওয়া Parts of Speech গুলির মধ্যে থেকে সঠিক শব্দ বসিয়ে শূন্যস্থান পূরণ কর।)

(i) Reba was praised for the ——— (cruelty/honesty)
(ii) The boy was admired for his ——— (intelligence/ intelligent)
(iii) Vidyasagar is famous for his ———(kind/kindness)
(iv) Give ———your pen (I/me)
(v) ———is a good exercise (swim/swimming)
(vi) ———is good for health (walk/walking)
(vii) ———good are cheap. (india/Indian)
(viii) This curry is ——— (taste/tasteful)
(ix) Early to bed and early to rise makes a man ——— (health/healthy)
(x) Lipika dances very ——— (beautiful/beautifully)

6. *Point out different Parts of Speech in the following sentence.*

(নিচের বাক্যগুলিতে কোন্ শব্দ কি Parts of Speech বার কর।)

(a) Abdul and Latif are brothers.
(b) Delhi is a great city in northern India.
(c) The clothes have been washed with soap.
(d) The girl has a sweet voice.
(e) Debkumar is the first boy in the class.
(f) Columbus discovered America.
(g) Solomon was famous for his wisdom.
(h) He treats his children with great kindness.
(i) The wind and the sun had a quarrel.
(j) The boy showed great courage.
(k) Our class consists of forty pupils.
(l) The girl's hair is long and thick and full of curls.
(m) The earth moves round the sun once in a year.
(n) Boys sometimes act like monkeys in their play.
(o) The stars shine through the branches of the tree.
(p) A boy's head has less hair than a monkey's.
(q) The days in all places are hotter than the nights.
(r) parents must do their duty to their children.
(s) The people who live in India are called Indians.
(t) Without wealth there is no happiness.

7. *Write in your own English :*

(Use different parts of speech in the following sentences)

সূর্য পূর্ব দিকে উঠে এবং পশ্চিমদিকে অস্ত যায়। চাঁদের দিকে তাকাও। আকাশে অনেক নক্ষত্র আছে। পৃথিবী সূর্যের চারিধারে ঘোরে। দিল্লী ভারতের রাজধানী। সুবীর আমার ভাই। সে এখনো স্কুলে যায় না। আমরা কাগজের ওপর কলম দিয়ে লিখি। আমি দার্জিলিং-এর চা পছন্দ করি। এই গ্লাসের জল খুব ঠাণ্ডা। জল ব্যতীত কেহ বাঁচিতে পারে না। আমরা সকালে চা পান করি। দয়া পরম ধর্ম। সততাই শ্রেষ্ঠ উপায়। মোটা লোকটি ধীরে ধীরে হাঁটে। মোটা কাপড়ের (coarse cloth) দাম কম।

8. *Write the following passage in your own English.*

এক ভদ্রলোকের দুটি ছেলে। তারা দেখতে খুব সুন্দর (handsome)। প্রথম ছেলেটির বয়স বারো বছর। সে খুব সাদাসিধে (simple)। দ্বিতীয় ছেলেটি বড় অলস (lazy)। সে লেখাপড়া করে না, কেবল ঘুমায়। তাদের একজন গৃহশিক্ষক (private tutor) আছেন। তিনি প্রত্যহ সন্ধ্যায় তাদের পড়ান। তাঁর মাসিক বেতন (salary) একশত টাকা।

CHAPTER-3

KINDS OF NOUNS

আমরা আগেই শিখেছি, ***Noun is a naming word*** অর্থাৎ যে word-এর দ্বারা কিছুর নাম বোঝায় তাকে Noun বলে।

এবার Noun-এর শ্রেণীবিভাগ এবং Noun সম্বন্ধে আরো কিছু তথ্য জানতে হবে।

> *J.C. Nesfield shows that Nouns are of five different kind Proper, Common, Collective, Material and Abstract.*
> *But Wren & Martin shows that Nouns are of four kinds : Proper, Common, Collective and Abstract.*

যাইহোক, Noun- কে পাঁচ প্রকারে বিভক্ত করাই সুবিধাজনক।

1. Proper Noun (বিশেষ নাম), 2. Common Noun (জাতিবাচক ন 3. Collective Noun (সমষ্টিবাচক নাম), 4. Material Noun (বস্তুবাচক নাম), Abstract Noun (গুণ বা ভাববাচক নাম)।

এখন নিচের Sentence গুলি দেখ : **(Proper Noun & Common Noun)**

Ashoka was a nobel *king*.
Rita is a poor *girl*.
Binay is a smart *boy*.
Calcutta is a big *city*.

লক্ষ্যকর, Ashoka একজন বিশেষ রাজার নাম, কিন্তু King শব্দটি যে কোন রাজার ক্ষেত্রে ক পারে। Rita একটি বিশেষ মেয়ের নাম, কিন্তু girl শব্দটি যে কোন মেয়েকে বোঝাতে পারে। Bin একটি বিশেষ ছেলের নাম, কিন্তু boy শব্দটি যে কোন বালককে বোঝাতে পারে। Calcutta এ বিশেষ শহরের নাম, কিন্তু City শব্দটি যে কোন বড় শহরের ক্ষেত্রে বসতে পারে।

এই ভাবে যখন কোন word কোন একটি বিশেষ ব্যক্তি বা স্থানের নামকে বোঝায়, তখন তাকে *Proper Noun* এবং যে word শ্রেণীবাচক বা জাতিবাচক সাধারণ নামকে বোঝায়, তাকে *Common Noun*.

> *A Proper Noun is the name of some particular person or place.*
> *A common Noun is a name given in common to every preson thing of the same class or king.* —***Wren & Martin***

সুতরাং আমরা বলতে পারি–

Ashoka is a Proper Noun while *king* is a Common Noun.
Rita is a Proper Noun while *girl* is a Common Noun.
Binay is a Proper Noun while *boy* is a Common Noun.
Calcutta is a proper Noun while *city* is a Common Noun.

আরো লক্ষ্য কর, Proper Noun সর্বদাই Capital letter দিয়ে লেখা শুরু করতে হয়, কি Common noun-এর ক্ষেত্রে তা হয় না।

এবার নিচের sentence-গুলি লক্ষ্য কর : **(Collective Noun)**

The *Crowd* has no discipline.
The *army* is formed with discipline.
Niren is the first boy in the *class*.
You must watch the *fleet*. (=a collection of armed ships)

বাক্যগুলিতে crowd (জনতা), army (সৈন্যবাহিনী), class (শ্রেণী), fleet (রণতরীর) সমষ্টি শব্দগুলি Collective Noun, কারণ এগুলিতে ব্যক্তি বা বস্তুগুলিকে আলাদা আলাদাভাবে না বুঝিয়ে কি ব্যক্তি বা বস্তুর সমষ্টিকে একটি নামে বোঝাচ্ছে।

> *A Collective Noun denotes a group or collection of similar individuals, considered as one complete whole.* —***J. C. Nesfield.***

সমজাতীয় কিছু ব্যক্তি বা বিষয়ের সমষ্টিকে একটি নামে বোঝালে সেই শব্দটি Collective Noun হয়।

এবার Common Noun এর সঙ্গে Collective Noun এর পার্থক্য লক্ষ্য কর :—

There may be many *sheep* in a field, but there is *only one flock*.
Here 'sheep' is a Common Noun, because it may stand for any and every sheep, but 'flock' is a Collective Noun, because it stands for all the sheep at once. —***Nesfield.***

'Sheep' বললে যে কোন একটি ভেড়াকে বোঝাতে পারে, তাই এটি Common Noun. কিন্তু 'flock' বললে সমষ্টিগতভাবে ভেড়ার পালকে বোঝায়, তাই এটি **Collective Noun.**

***Note :** **Nesfield** shows a distinction between a **Collective noun** and a **Noun of Multitude.**

(a) A Collective Noun denotes one undivided whole and hence the Verb following is singular. (Collective Noun অবিভাজ্য একককে বোঝায়, তাই এর Verb-টি singular হয়।)

The jury consists of twelve persons.

(b) A Noun of Multitude denotes the individuals of the group and hence the Verb is plural, although the noun is singular. (Noun of Multitude একটি group এর মধ্যে আলাদা আলাদা একককে বোঝায়, তাই Verb- টি plural হয়।)

The jury (the men on the jury) were divided in their opinions.

এবার নিচের sentence-গুলি দেখ : **(Material Noun)**

This ring is made of *gold*.
This chair is made of *wood*.
Please give me a glass of *water*.

উপরের বাক্যগুলিতে 'gold', 'wood' এবং 'water' কোন পদার্থের (matter) বা বস্তুর উপাদানের নাম বোঝাচ্ছে, তাই এগুলি Material Noun.

> *A Material Noun denotes the matter or substance of which things are made.* —***J. C. Nesfield.***

কোন বস্তু যে জিনিস দ্বারা গঠিত হয় তাকে বা বস্তুর উপাদানকে Material Noun বলে। মনে রাখবে 'Gold' Material Noun, কিন্তু 'ring' Common Noun; 'wood' Material Noun কিন্তু 'chair' Common Noun; 'water' Material Noun কিন্তু 'glass' (গেলাস বোঝালে) Common Noun; কারণ 'ring', 'chair', 'glass, এগুলি things of the same class or kind.

অবশ্য যদি বলা যায়–

Glass is transparent (কাচ স্বচ্ছ) তাহলে 'glass' হবে Material Noun; কারণ এখানে 'glass' শব্দে গেলাসকে না বুঝিয়ে কাচ পদার্থকে বোঝাচ্ছে।

এইভাবে The **sheep** is a Common Noun, but **mutton** is a Material Noun.

***Note :** Material Noun এর পূর্বে সাধারণতঃ কোন article বসে না। তবে Material Noun যদি কোন নির্দিষ্ট অর্থে ব্যবহৃত হয়, তবে তার পূর্বে The বসে। যেমন– Coal is black. (কয়লা কালো)। কিন্তু The coal of Jharia is of good quality. (ঝরিয়ার কয়লা নিম্নমানের।)

He drinks Water. কিন্তু The water of the Ganga is sacred.

এখন নিচের sentence-গুলি দেখ : **(Abstract Noun)**

Honesty is the best Policy.
Beauty is truth.
Kindness is a great virtue.
He burst into *laughter*.
He is brave since his *boyhood*.

উপরের বাক্যগুলিতে 'honesty', 'beauty', 'kindness', 'laughter' boyh
শব্দগুলি কোন গুণ, কাজ বা অবস্থার নাম বোঝাচ্ছে। তাই এগুলি Abstract Noun.

> *An Abstract Noun is usually the name of a quality, actio state considered apart from the object to which it belongs.*
> — ***Wren & Mar***
>
> Abstract Noun হলো বস্তু নিরপেক্ষ গুণ, কাজ বা অবস্থার নাম।

Quality —goodness, kindness, hardness, brightness, hon beauty, bravery, wisdom etc.

Action — laughter, movement, judg(e)ment etc.

State —boyhood, childhood, youth, slavery etc.

Abstract Noun relates to qualities states, or action which can n seen or touched. —***Nesf***

***Note :** Nesfield এর মতে Abstract Noun এমন গুণ, কাজ বা অবস্থা যাকে *যায় না বা ছোঁয়া যায় না। তবে "can not be seen"* কথাটি সর্বদা ঠিক নয়; কারণ 'moven (নড়াচড়া) বা 'laughter' (হাসি) এমন কাজ যাকে *ছোঁয়া যায় না, কিন্তু দেখা যায়।* অবশ্য Abs noun সব ক্ষেত্রেই ব্যক্তি বা বস্তু নিরপেক্ষ হবে। উদাহরণের সাহায্যে বিষয়টি পরিষ্কার হতে পারে।

We know that a stone is **hard**. We also know that iron is **hard** also know that a brick is **hard.** We can therefore speak of **hard** apart from stone or iron or brick or any other object having the s quality.

Abstract Nouns are formed :

(a) ***From Adjectives :***
Kindness from **kind; honesty** from **honest.**

(b) ***From Verbs :***
Arrival from **arrive; growth** from **grow.**

(c) ***From Common Nouns :***
Childhood from **child** ;**slavery** from **slave.**

***Note:** The Gerunds and the Simple Infinitives of verbs are in (not in from) kinds of Abstract Nouns. The following sentence mean the same things. (Gerund এবং Infinitive আকারে এক না প্রকৃতপক্ষে Abstract Noun এর মতো। এদের অর্থেরও পার্থক্য নেই।)

Service is better than idleness. (Abstract Noun)
Serving is better than idleness (Gerund)
To serve is better than idleness (Infinitive)

Gerund/Verbal Noun

> *A Gerund is that form of the Verb which ends in-ing, and the force of a Noun and a verb.*
> — ***Wern & Mar***
>
> Gerund গঠিত হয় Verb + ing দিয়ে এবং এটা একই সঙ্গে Noun এবং Ver কাজ করে। এজন্য একে Double Parts of Speech বলে। —***P. C. Das***

> As both the Gerund and the Infinitive have the force of a Noun and a Verb, they have the same uses. Thus in many sentences either of them may be used without any special difference in meaning.
> —***Wren & Martin.***

সমস্ত Gerund- ই আসলে Verbal Noun.

Gerund এবং Infinitive দুটোই Noun এবং Verb এর কাজ করে বলে অর্থের দিক থেকে এ দুটোর মধ্যে কোন পার্থক্য নেই।

Infinitive	**Gerund**
Teach me to *swim.*	Teach me *swimming.*
To *see* is *to believe.*	*Seeing* is *believing*
To *walk* is a good exercise.	*Walking* is a good exercise.

Proper, Material and Abstract Noun used as Common Noun

There are two ways in which a Proper, Material or Abstract Noun can be used as a Common Noun :

(a) by putting an article ('a' or 'the') before it.
(b) by putting it into the plural number. —***Nesfield.***

['a' বা 'the' article বসিয়ে অথবা plural number করে Proper Noun, Material Noun বা Abstract Noun কে Common Noun হিসাবে ব্যবহার করা যায়।]

Daniel was a learned Jew. (Proper Noun)
A *Daniel* has come to judgment. (Common Noun)
Scott is a great novelist. (Proper Noun)
Bamkim Chandra is the *Scott* of Bengal. (Common Noun)
Mango is my favourite fruit. (Material Noun)
Give me one of your *mangoes*. (Common Noun)
Justice is a noble quality (Abstract Noun)
He is a *justice* of the peace. (Common Noun)
Kindness is a great virtue. (Abstract Noun)
The kindness of Vidyasagar has become a proverb. *(Common Noun)*

***Note :** মনে রাখবে, সাধারণতঃ Proper Noun, Material Noun এবং Abstract Noun-এর পূর্বে কোন article বসে না। কিন্তু এই রকম বিশেষ অর্থে এগুলি যখন Common-Noun হয়ে যায়, তখন article বসে।

EXERCISE

1. *How many kinds are Nouns? Give four examples of each of them.*
(Noun কয় প্রকার ও কি কি? প্রত্যেক প্রকারের চারটি করে উদাহরণ দাও)

2. *Classify the following Nouns and put them in the table below.*
(নিচের Noun গুলির শ্রেণীবিভাগ করে Table -এ বসাও।)

Amal, Binod, Vidyasagar, father, mother, boy, girl, Solomon, Postman, carpenter, hawker, Ramayana, Mahabharata, gold, silver, iron, army, class, crowd, fruit, player, club, bundle, stick, place, truth, wisdom, shoes, chair, table, ruler, strength, unity.

TABLE

Proper Noun	Common Noun	Collective Noun	Material Noun	Abstract Noun
Amal, ...	boy, ...	army, ...	gold, ...	truth, ...

3. *Point out the Nouns in the following sentences and say when they are Common, Proper, Collective, Material or Abstract.* (নিচের বাক্য থেকে Common, Proper, Collective, Meterial এবং Abstract Noun বার কর।)

(a) Solomon was famous for his wisdom.
(b) Our class consists of forty pupils.
(c) The elephant has great strength.
(d) The soldiers were rewarded for their bravery.
(e) Without health there is no happiness.
(f) He gave me a bunch of grapes.
(g) Cows are fond of grass as the tigers are of flesh.
(h) Honey is sweeter than milk.
(i) Cleanliness is next to godliness.
(j) Wisdom is better than strength.

4. *(a) From Abstract Nouns from the following Adjectives :*
(নিচের Adjective গুলি থেকে Abstract Noun গঠন কর)

lazy	long	true	free	poor
cruel	strong	false	proud	wise
young	wide	good	novel	human
decent	broad	dark	modest	just
brave	high	deep	vacant	similar
bitter	short	prudent	sweet	ignorant

(b) *Form Abstract Nouns from the following Verbs :*
(নিচের Verb গুলি থেকে Abstract Noun গঠন কর।)

live	act	choose	die	see
obey	hate	move	think	clean
laugh	serve	seize	advise	judge
know	stave	flatter	defend	pursue
steal	please	depart	protect	relieve
excel	believe	conceal	punish	converse
expect	occupy	preserve	succeed	discover

(c) *Form Abstract Nouns from the following Common Nouns :*
(নিচের Common Noun থেকে Abstract Noun গঠন কর)

boy	infant	author	bond	friend
man	woman	mother	priest	enemy
child	owner	agent	pirate	captain
king	rogue	hero	pilgrim	patriot
thief	regent	beggar	coward	bankrupt

5. *Apply Proper, Common, Collective, Material and Abstract Nouns in the following sentences and write them in your own English.* (নিচের বাক্যগুলিতে Proper, Common, Collective, Material এবং Abstract Noun প্রয়োগ এবং নিজের ইংরেজিতে লেখ) ঃ

আলেকজাণ্ডার পারস্য জয় করলেন। তিনি ভারতবর্ষ আক্রমণ করলেন এবং পুরুর বিরুদ্ধে যুদ্ধ করা কালিদাস হলেন ভারতের হোমার। অর্থের প্রতি লালসাই সকল অনর্থের মূল। কিন্তু অর্থের সদ্ব্যবহার মঙ্গল করতে পারে। প্রত্যেক ছেলে ও প্রত্যেক মেয়ে একটি করে পুরস্কার পেল। প্রত্যেক মা-ই সন্তানকে ভালোবাসেন। সব মানুষই বুদ্ধিমান নয়। গঙ্গার উভয় তীরে অনেক পাটকল আছে। কলকাতা হ নদীর তীরে অবস্থিত। আসানসোলের কয়লা ভালো। তেনজিং এভারেষ্ট জয় করেছিলেন। সততাই উপায়। বিদ্যাসাগরের দয়া সর্বজন বিদিত।

CHAPTER–4

COUNTABLE & UNCOUNTABLE NOUNS

In Modern English Grammar Nouns are broadly divided into two categories (a) ***Countable Noun.*** (b) ***Uncountable Noun.***

আধুনিক ইংরেজি ব্যাকরণে Noun গুলিকে আবার Countable এবং Uncountable এই দুই প্রধান ভাগে ভাগ করা হয়।

যে সব Noun গোনা যায় সেগুলিকে ***Countable Noun*** বলে এবং যে সব Noun গোনা যায় না, সেগুলিকে ***Uncountable Noun*** বলে।

Countable Noun সাধারণতঃ Common Noun এবং Uncountable Noun সাধারণত ঃ Material Noun, Proper Noun, Collective Noun এবং Abstract Noun হয়।

***Note :** অবশ্য যদি Proper Noun, Collective Noun, Material Noun বা Abstract Noun কখনো Common Noun হিসাবে ব্যবহৃত হয়, তবে তা Countable Noun হয়। যেমন– This Window is made of *glass*, (uncountable). Please give me a glass of water (Countable) যাই হোক সাধারণভাবে Countable Noun বা Common Noun এর পূর্বে *a, an* বা *the* article বা determiner বসে, কিন্তু Uncountable Noun এর পূর্বে *a, an* বা *the* article বা determiner বসে না।

তাই বাক্যে *a boy, a book, a pen, an orange* অথবা *the boy, the book, the pen* বা *the orange* প্রভৃতি Countable Noun বসে। কিন্তু বাক্যে শুধু rice, milk, *water, sugar, honesty* প্রভৃতি Uncountable Noun ব্যবহার করা হয়।

অবশ্য তোমরা পূর্বেই শিখেছ, Material Noun বা Abstract Noun-কে বিশেষভাবে নির্দিষ্ট করে বোঝালে The ব্যবহৃত হয়। যেমন—

Water has no colour.

কিন্তু ***The Water*** of this tank is not pure.
Honesty is the best policy.

কিন্তু ***The honesty*** of this boy is praise-worthy.

***Note:** আবার book, pen, boy ইত্যাদি Countable Noun-এর পূর্বে one, two, three, four, প্রভৃতি সংখ্যাবাচক শব্দ বসানো যায়, কিন্তু rice, milk, water, sugar, honesty, cruelty, kindness প্রভৃতি Uncountable Noun-এর পূর্বে কোন সংখ্যাবাচক শব্দ বসানো যায় না। এছাড়া অনেকগুলি অর্থে Countable Noun-এর পূর্বে many এবং অল্প কয়েকটি অর্থে a few বসে। আর অনেকটা অর্থে Uncountable Noun-এর পূর্বে much এবং অল্প একটু অর্থে a little বসে। অবশ্য Countable এবং Uncountable উভয় প্রকার Noun-এর পূর্বে কিছু অর্থে some এবং প্রচুর অর্থে a lot বসে।

এখন নিচের table -এ Countable Noun এবং Uncountable Noun গুলিকে পৃথক ভাবে সাজিয়ে দেওয়া হলো।

Countable Noun	Uncountable Noun
A boy, a book, a pen ইত্যাদি	Rice, water, milk ইত্যাদি
A few, boys, a few books ইত্যাদি	A little rice, a little water ইত্যাদি
Many boys, many books ইত্যাদি	Much rice, much water ইত্যাদি
Some boys, some books ইত্যাদি	Some rice, some water ইত্যাদি
A lot of boys, a lot of books ইত্যাদি	A lot of rice, a lot of water ইত্যাদি

এরূপ আরো কিছু Countable Noun এবং Uncountable Noun-এর ব্যবহার লক্ষ্য কর।

Many men, many women many girls, many cows, many chairs, many pictures ইত্যাদি।

আবার, Much butter, much sugar, much salt, much tea, much hon
much money.

***Note:** বিশেষভাবে 'much money' কথাটির প্রয়োগ লক্ষ্য কর। money শ
অর্থ টাকা পয়সা; এখন সাধারণভাবে তোমাদের মনে হতে পারে টাকা পয়সা তো গোনা যায়।
তো money-র পূর্বে much না হয়ে many বসবার কথা। কিন্তু প্রকৃতপক্ষে money অর্থাৎ টা
পয়সা একসঙ্গে ব্যবহার হলে তা গোনা যায় না। আমরা 'একটি টাকা- পয়সা' 'দুটি টাকা পয়সা'
বলতে পারি না। অবশ্য একটি টাকা, দুটি টাকা, বা একটি পয়সা, দুটি পয়সা এরূপ বলতে পারি।
money একটি Uncountable Noun এবং তার পূর্বে many না বসে much বসে।

***Note:** *প্রশ্ন জিজ্ঞাসার সময় **countable** এবং **uncountable** উভয় ক্ষেত্রেই
এবং উত্তর দেবার সময় **some** বা **a lot of** ব্যবহার করা।*

Q. Is there *any* water in the glass ?
Ans. Yes, there is *some*.
Q. Is there *any* book in the almirah ?
Ans. Yes, there is *a lot of* books.

আরো একটি কথা, যদি Uncountable Noun-.এর পূর্বে একটি Countable Nou
বসানো হয়, সেক্ষেত্রে a, an, the অথবা many, a few, one, two, three এ
সংখ্যাবাচক শব্দ বসানো হয়।

যেমন–A kilo of rice, a cup of tea, the cup of tea, a few cups of te
many cups of tea ইত্যাদি। লক্ষ্য কর, tea, milk, rice ইত্যাদি Uncountable Nou
হলেও তার পূর্বে cup, glass বা kilo ইত্যাদি Countable Noun থাকলে a, an, the,
few, many, one, two, three ইত্যাদি বসানো যায়।

আবার Proper Noun, Material Noun, Collective Noun এবং Abstra
Noun যদি Common Noun হিসাবে ব্যবহৃত হয়, তখন এগুলি Countable Noun হয়ে য
যেমন—

(i) ***The Boses*** are highly cultured. (ii) Africa is a country
woods. (iii) ***The navies*** of America are powerful. (iv) She has man
virtues.

List of Uncountable Nouns used as countable :

Material Noun-এর পূর্বে সাধারণত ঃ সংখ্যাবাচক শব্দ বসে না। যেমন, আমরা 'চারটি দু
বলতে পারি না। কিন্তু এর পূর্বে একটি Countable Noun যোগ করে আমরা সংখ্যাবাচক শ
বসাতে পারি। আমরা বলতে পারি 'চার বোতল দুধ' four bottles of milk.

Article/Number + Countable + of + Uncountable

A	bag	of	sugar	এক ব্যাগ চিনি
Two	bags	of	sugar	দু ব্যাগ চিনি
Many	bags	of	sugar	বহু ব্যাগ চিনি
Many more	bags	of	sugar	আরো বহু ব্যাগ চিনি
A few	bags	of	sugar	কয়েক ব্যাগ চিনি
Many	packets	of	Salt	অনেক প্যাকেট নুন
A few	boxes	of	bread	কয়েক বাক্স রুটি
Several	botteles	of	honey	কয়েক বোতল মধু
Two	tons	of	coal	দু টন কয়লা
Three	pieces	of	bread	তিনখন্ড রুটি
Four	kilos	of	flour	চার কিলো ময়দা
Five	liters	of	petrol	পাঁচ লিটার পেট্রল
Six	bottles	of	milk	ছয় বোতল দুধ
Seven	bales	of	cotton	সাত গাঁট তুলো
Eight	phials	of	medicine	আট শিশি ওষুধ
Nine	boxes	of	milk powder	নয় বাক্স গুড়ো দুধ
Ten	wagons	of	lime stone	দশ ওয়াগন চুনাপাথর

When *full* is added to a Countable Noun, it becomes ful. (Countable Noun-এর সঙ্গে 'full'-যোগ করলে 'ful' হয়ে যায়।)

Article/Number + Countable + of + Uncountable

A	bagful	of	sweets	এক ব্যাগ মিষ্টি
A	spoonful	of	sugar	এক চামচ চিনি
Three	spoonfuls	of	salt	তিন চামচ নুন

Countable Nouns forming a Collective Noun :

A	batch	of	students	একদল ছাত্র
A	troop	of	soldiers	এক দল সৈন্য
A	gang	of	robbers	এক দল ডাকাত
A	band	of	pilgrims	তীর্থ যাত্রীর দল
A	board	of	directors	ডাইরেক্টরদের বোর্ড
A	bundle	of	pencils	এক বান্ডিল পেন্সিল
A	flock	of	birds	এক ঝাঁক পাখি
A	heap	of	files	ফাইলের স্তূপ
A	pile	of	books	একগাদা বই
A	crowd	of	passengers	যাত্রীদের ভিড়
A	bunch	of	keys	চাবির গোছা
A	swarm	of	bees	এক ঝাঁক মৌমাছি
A	shoal	of	fish	মাছের ঝাঁক
A	pack	of	hounds	শিকারী কুকুরের দল
A	herd	of	cows	এক পাল গোরু
A	collection	of	rare books	দুষ্প্রাপ্য বইয়ের সংগ্রহ
A	cluster	of	words	শব্দ সমষ্টি
A	gathering	of	people	জন সমাবেশ
A	squad	of	homeguards	হোমগার্ডের দল
A	galaxy	of	talents	প্রতিভাবানদের উজ্জ্বল সমাবেশ

APPLIED SECTION

(Functional Communicative Approach)

1. *Uncountable (Mass) Nouns*

Is there any sugar in the pot?
No, there is not much sugar in the pot.
Yes, there is some sugar in the pot/Yes, there is some.
Yes, there is a lot of sugar in the pot/Yes, ther is a lot.
Now write five sentences in the same way.

Q. Is there any..... ?
Ans. Yes,
Q. ..... ?
Ans. No,
Q. ..... ?
Ans. Yes,
Q..... ?
Ans. No,
Q. ..... ?
Ans.Yes.

2. *Countable Nouns :*

How many seasons are there in West Bengal?

There are six seasons in West Bengal.

Now write some other sentences in the same way.

Q. How Mnay ..... ?

Ans. ..... ?

Q. How many..... ?

Ans. ..... ?

Q. How many .....

Ans. .....

3. *Uncountable Nouns used as countables :*

I want two teaspoonfuls of sugar in my cup of tea.

Here is a bottle of sugar. Take as much as you need.

Now fill up the blanks :

(i) Give me ——— slice of bread and ——— glass of water.

(ii) There are six ——————— of milk.

(iii) We want many more ——————— of tea.

(iv) Please give me ——————— cupfuls of boiled water.

(v) ——————— squads of homeguards are on duty.

(vi) Here is a ——————— of cotton (এক গাঁট তুলো)

(vii) There is a ——— of passengers.

(viii) We had a ——— of talents in the nineteenth century.

4. *Use of 'a lot of' & 'a great deal of' :*

'a lot of' replaces much and many. But 'a great deal of' replaces much only. [much এবং many উভয়ের ক্ষেত্রে a lot of বসে। কিন্তু শুধুমাত্র much-এর পরিবর্তে a great deal বসতে পারে।]

I have a lot of mangoes. I have a lot of milk. But, she took a great deal of (much) trouble to please us.

EXERCISE

1. *What are countable and uncountable Nouns? Give some examples of each kind.* (Countable Noun এবং Uncountable Noun বলতে কি বোঝ? প্রত্যেক প্রকারের কয়েকটি উদাহরণ দাও)।

2. *Give separate uses of 'a few', a 'little', 'many' and 'much'.*
(A few, a little, many এবং much-এর পৃথক পৃথক প্রয়োগ দেখাও)।

3. *Make ten sentences with the use of 'some' and 'a lot of',*
(Some এবং a lot of প্রয়োগ করে দশটি বাক্য গঠন কর।)

4. *Fill in the blanks with appropriate words.*
(উপযুক্ত শব্দ বসিয়ে শূন্যস্থান পূরণ কর)

(a) Mother gives him ——————— milk (a few/a little)

(b) Rabi takes ——————— oranges (a little/a few)

(c) I have ——————— books (much/many)

(d) Raju has ——————— pens (a few / a little)

(e) Kamal eats ——————— rice (much/many)

(f) There is ——————— money in the purse (much/many)

(g) They have ——————— wheat in the granary. (much/many)

(h) Give him ——— sweets (a few/a little)

5. *Make sentences from the following tables.*
(নিচের টেবিলগুলি থেকে বাক্য গঠন কর।)

(a)

I want	a few	milk
He wants	a little	sugar
They want	much	salt
Mr. Roy wants	many	books
Samir and Dipak want	a lot of	chairs
The naughty boy wants	a	orange
The greedy man wants	an	banana

(b)

Is there	any	milk ?
	many	boys ?
	much	sugar ?
Are there	some	rice?
	a lot of	wheat ?

(c)

How much	money	is there ?
	pens	
	water	
How many	boys	are there ?
	milk	
	books	

6. *Apply the Countable and Uncountable Nouns in the following sentences and write them in your own English.* (নিচের বাক্যগুলিতে Countable এবং Uncountable Noun গুলি প্রয়োগ কর এবং নিজের ইংরেজিতে লেখ) ঃ

আমাদের স্কুলে অনেক ছাত্র আছে। স্কুলে তিরিশজন শিক্ষক আছেন। বিদ্যালয়ভবনে অনেকগুলি কক্ষ আছে। লাইব্রেরীতে অনেক বই আছে। আমি সেখানে কিছু কিছু বই পড়ি। লোহা একটি প্রয়োজনীয় ধাতু। তিন রকমের লোহা আছে–কাষ্ট আয়রন, রট (wrought) আয়রন এবং ষ্টিল।

7. *Add 'ful' with the countable Nouns and write in your own English :*

আমার চায়ে দুচামচ চিনি দাও। এখানে তিন ব্যাগ চিনি আছে। রামবাবু পাঁচ প্যাকেট গুঁড়া দুধ কিনেছেন। আমাকে তিন পিচ রুটি দাও। রেলইয়ার্ডে দশ ওয়াগন চুনাপাথর আছে। আমার তিন টন কয়লা দরকার। এক ঝাঁক পাখি (flock of birds) উড়ে গেল। স্টেশনে যাত্রীদের ভিড়ে তাকে খুঁজে পাওয়া গেল না। একদল সৈন্য মার্চ করতে করতে চলে গেল। খেলার মাঠে একদল ছাত্রের সঙ্গে দেখা হল।

CHAPTER-5

THE NOUN : NUMBER

The Countable Nouns have two forms :

Singular and Plural.

[Countable Noun-এর দুটি রূপ ঃ একবচন ও বহুবচন]

Boy / Boys	Box / Boxes	Baby / Babies	Knife / Knives
Child / Children	Ox / Oxen	Man / Men	

The first word of each pair denotes one and the second word of each pair denotes more than one.

শব্দযুগলের প্রথমটিতে একটি এবং দ্বিতীয়টিতে একাধিক বোঝাচ্ছে। এই ধরনের ব্যক্তি বা বস্তু সংখ্যাকে Number বা বচন বলে। বাংলায় বচন দুরকমের–একবচন ও বহুবচন।

ইংরেজিতেও Number দুরকমের — **Singular Number** ও **Plural Number.**

> When one person or thing is spoken of, the noun is singular and when more than one person or thing is spoken of, the noun is plural.
>
> —***Nesfield***
>
> যখন একজন ব্যক্তি বা একটি বস্তু বোঝায় তখন noun-টি Singular Number হয়। যেমন–A boy, a book, a man ইত্যাদি। আর যখন একাধিক ব্যক্তি বা বস্তু বোঝায় তখন noun-টি Plural Number হয়। যেমন–Boys, books, men ইত্যাদি।

মনে রাখবে, সাধারণভাবে Noun-এর Number পরিবর্তন হয় বলা হলেও Boy, Book, Brother প্রভৃতি **Common Noun এবং Class, Army প্রভৃতি **Collective Noun**-এর Number পরিবর্তন হয়। কিন্তু Calcutta, Delhi প্রভৃতি **Proper Noun** , Oil, Rice প্রভৃতি **Material Noun** এবং Honesty, Kindness প্রভৃতি **Abstract Noun** এর কোনো **Number** পরিবর্তন হয় না।

How Plurals are Formed

1. The Plural of Nouns is generally formed by adding —***s*** to the singular. (সাধারণতঃ Singular Noun-এর শেষে s যোগ করে Plural Number করা হয়।)

Singular	*Plural*	*Singular*	*Plural*
Book	Books	Pen	Pens
Desk	Desks	Chair	Chairs
Cat	Cats	Table	Tables
Cow	Cows	House	Houses
Dog	Dogs	Eye	Eyes
Lion	Lions	Ear	Ears
King	Kings	Hand	Hands
Girl	Girls	Head	Heads

2. Nouns ending in-*s*,-*sh*,-*ch (soft)*, or-*x* form the Plural by adding -*es* to the singular : (Noun-এর শেষে *s, sh, ch (ট্), x* থাকলে *es* যোগ করে Plural হয়।)

Singular	*Plural*	*Singular*	*Plural*
Ass	Asses	Box	Boxes
Gas	Gases	Fox	Foxes
Glass	Glasses	Kiss	Kisses
Class	Classes	Inch	Inches
Lass	Lasses	Bench	Benches
Bush	Bushes	Branch	Branches
Brush	Brushes	Bunch	Bunches
Dish	Dishes	Church	Churches

***Note :** If *'ch'* sounds as *'k'* , Plural is formed by adding -s : (ch-এর উচ্চারণ 'ক'-এর মতো হলে Noun-এর শেষে শুধু s যোগ করে Plural হয়।)

Singular	*Plural*
Monarch—(মনার্ক)	Monarchs—(মনার্ক)
Stomach—(ষ্টম্যাক)	Stomachs—(ষ্টম্যাকস্)

3. Nouns ending in-o having a *Vowel* before it taks-s to form plural : (Noun-এর শেষে o এবং তার পূর্বে একটি *Vowel* থাকলে -s যোগ করে Plural হয়।)

Singular	*Plural*	*Singular*	*Plural*
Bamboo	Bamboos	Radio	Radios
Cuckoo	Cuckoos	Studio	Studios
Hindoo	Hindoos	Folio	Folios

4. Nouns ending in-o having a *consonant* before it, taks–*es* to form plural: (Noun-এর শেষে o এবং তার পূর্বে *Consonant* থাকলে -es যোগ করে Plural হয়।)

Singular	*Plural*	*Singular*	*Plural*
Hero	Heroes	Echo	Echoes
Zero	Zeroes	Mosquito	Mosquitoes
Negro	Negroes	Mango	Mangoes
Buffalo	Buffaloes	Potato	Potatoes

Some exceptions : (কিছু ব্যতিক্রম)

Dynamo	Dynamos	Photo	Photos
Piano	Pianos	Quarto	Quartos.

5. Nouns ending in-*y* having a *Vowel* before it form their plurals by adding-*s* : (Noun-এর শেষে y এবং তার পূর্বে*Vowel* থাকলে *s* যোগ করে Plural হয়।

Singular	*Plural*	*Singular*	*Plural*
Boy	Boys	Day	Days
Toy	Toys	Play	Plays
Key	Keys	Ray	Rays
Monkey	Monkeys	Donkey	Donkeys

6. Nouns ending in -*y* having a *Consonant* before it, form their plural by changing-*y* into *i* and adding-*es* : (Noun-এর শেষে *y* এবং *y* এর পূর্বে *Consonant* থাকলে *y* পরিবর্তিত হয়ে *i* হয় এবং *es* যোগ হয়।)

Singular	*Plural*	*Singular*	*Plural*
Army	Armies	Copy	Copies
Baby	Babies	Duty	Duties
Body	Bodies	Fly	Flies
City	Cities	Lady	Ladies
Country	Countries	Story	Stories

7. Nouns ending in-*f* or-*fe* form their plural by changing *f* or *fe* into *v* and adding -*es* : (Noun-এর শেষে *f* বা *fe* থাকলে *f* বা *fe* স্থানে *ves* যোগ করে Plural হয়)

Singular	*Plural*	*Singular*	*Plural*
Calf	Calves	Self	Selves
Half	Halves	Shelf	Shelves
Knife	Knives (নাইভস)	Sheaf	Sheaves
Life	Lives (লাইভ্স)	Thief	Thieves
Leaf	Leaves	Wife	Wives
Loaf	Loaves	Wolf	Wolves

8. Several Nouns ending in *-f* form their Plurals by addi
(কয়েকটি Noun-এর শেষে *f* থাকলেও শুধু *s* যোগ করে Plural হয়)

Singular	*Plural*	*Singular*	*Plural*
Chief	Chiefs	Gulf	Gulfs
Cliff	Cliffs	Hoof	Hoofs
Brief	Briefs	Proof	Proofs
Belief	Beliefs	Roof	Roofs

9. Some Nouns form their plural by *changing the inside Vo*
the Singular : (কতকগুলি Noun-এর plural করার সময় শব্দের ভিতরের *Vowel*
করতে হয়)

Singular	*Plural*	*Singular*	*Plural*
Man	Men	Foot	Feet
Woman	Women	Tooth	Teeth
Gentleman	Gentlemen	Goose	Geese

10. A few Nouns form their plural by changing the *inside Vowe*
the consonant of the singular : (কয়েকটি Noun-এর Plural করার সময়
ভিতরের *Vowel* এবং *Consonant* পরিবর্তন করতে হয়।)

Singular	*Plural*	*Singular*	*Plural*
Mouse	Mice	Louse	Lice

11. A few Nouns form their Plural by adding *-en* to the Singu
(কয়েকটি Noun-এর Plural করার সময় en যোগ করতে হয়।)

Singular	*Plural*	*Singular*	*Plural*
Ox	Oxen	Child	Children
Brother	Brethren [ভ্রাতৃস্থানীয় ব্যক্তিগণ]		

12. Compound Nouns generally form their plural by adding
the principal word or by changing inside vowel of the *principal* w
(compound Noun-এর প্রধান Word-এর শেষে *s* যোগ করে অথবা প্রধান word-এর vo
পরিবর্তন করে plural হয়।)

Singular	*Plural*	*Singular*	*Plural*
Son-in-law	Sons-in-law	Maid-servant	Maid-servants
Daughter-in-law	Daughters-in-law	Step-son	Step-sons
Father-in-law	Fathers-in-law	Step-daughter	Step-daughte
Mother-in-law	Mothers-in-law	Looker-on	Lookers-on
Man-of-war	Men-of-war	passer-by	Passer-by
Commander in-Chief	Commanders-in-Chief	Washer-man [But, Grown-up]	Washer-men
Grand-in-aid	Grants-in aid		Grown-ups

13. Compound Nouns written *without hyphen* take 's' to form
plural : (Compound Noun *hyphen* দ্বারা যুক্ত না হলে s যোগ করে Plural

Singular	*Plural*	*Singular*	*Plural*
Armchair	Armchairs	Handful	Handfuls
Bookcase	Bookcases	Bagful	Bagfuls
Pickpocket	Pickpockets	Spoonful	Spoonfuls

14. There are some compound Nouns which take a double Plur
(কয়েকটি Compound Noun-এর Double plural হয়।)

Singular	*Plural*	*Singular*	*Plural*
Man-servent	Men-servents	Lord-justice	Lords-justices
Woman-servent	Women-servents	Knight-templar	Knigts-templa

15. **Some Typical Examples of Plurals :** (কয়েকটি বিশেষ ধরনের Plural-এর উদাহরণ)

Foreign Plurals :

Singular	*Plural*	*Singular*	*Plural*
Agendum	Agenda	Formula	Formulae (Formulas)
Addendum	Addenda	Forum	Fora/Forums
Appendix	Apppendices	Genus	Genera
Axis	Axes	Hypothesis	Hypotheses
Basis	Bases	Medium	Media
Bureau	Bureaux	Memorandum	Memoranda
Corpus	Corporal / Corpuses	Oasis	Oases
Crisis	Crises	Ovum	Ova
Criterion	Criteria	Phenomenon	Phenomena
Curriculam	Curricula	Radius	Radii
Datam	Data	Syllabus	Syllabi
Dictum	Dicta	Symposium	Symposia
Erratum	Errata	Terminus	Termini (Terminuses)
Focus	foci/focuses	Vertex	Vertices

16. Nouns having different meanings in different numbers
(Nember ভিন্ন হলে অর্থ আলাদা হয়।)

Singular	*Plural*
Advice—counsel, উপদেশ	Advices—information, সংবাদ
Air—wind, বায়ু	Airs—manners, চালচলন
Force—শক্তি	Forces—সৈন্যবাহিনী
Good-benefit, well-being উপকার	Goods—things, মালপত্র
Iron-a kind of metal, লৌহ	Irons—chains made of iron, লৌহ শৃঙ্খল
Physic—medicine,ওষুধ	Physics—Physical science, পদার্থবিদ্যা
Return—coming back, ফিরে আসা	Return—accounts, হিসাবপত্র
Sand—a kind of matter, বালি	Sands—desert, মরুভূমি
Wood—timber, কাঠ	Woods—forest, অরণ্য

17. Nouns with two plural forms of different meanings
(দুরকম Plural formএ দুরকম অর্থ হয়।)

Singular	*Plural*
Brother	Brothers—sons of same parents Brethren—members of the same society
Cloth	Cloths—Pieces of cloth Clothes—garments
Fish	Fish—Collectively fish Fishes—fishes of different types
Genius	Geniuses—men of talent Genii—spirits

18. Noun with one meaning in the Singular but two in the Plural
(Singular-এ একরকম অর্থ, Plural-এ দুরকম অর্থ।)

Singular	*Plural*	*Meaning*
Arm—part of body	Arms	1. parts of the body 2. weapons

Singular	*Plural*	*Meaning*
Colour—hue	Colours	1. hues 2. flag
Custom—habit	Customs	1. habits 2. revenue duties
Manner—method	Manners	1. methods 2.behaviour
Minute-1/60th part of an hour	Minutes	1/60" parts of an hour 2. proceedings of a meeting
Part—portion	Parts	1. portions 2. skill
Pain—suffering	Pains	1. sufferings 2. care take pains = take care
Premise—proposition	Premises	**1. propositions** **2. buildings**
Quarter=fourth part	Quarters	1. fourth parts 2. lodgings
Spectacle—a sight	Spectacles	1. sights 2. eye-glasses.

19. Some Nouns have the Singular and the Plural alike
(কয়েকটি Noun Singular এবং Plural-এ একইরম থাকে।)

Singular	*Plural*	*Singular*	*Plural*
Deer	Deer	Dozen	Dozen (Five Dozen)
Sheep	Sheep	Score	Score (Four score)
Pice	Pice	Hundred	Hundred (Two hundred)
Public	Public	Thousand	Thousand (Three thousand)

The public is the best *judge/are the best judges*—POD & COD.

***Note :** অবশ্য Hundreds of students (শত শত ছাত্র), Thousands of people (হাজার হাজার লোক) এরূপ প্রয়োগ হয়।

20. Some Collective Nouns or Group Nouns are singular in form, but are used as Plural.
(কতকগুলি Noun আকারে Singular, কিন্তু ব্যবহারে Plural)

Cattle—These cattle are mine.
Folk—The old folk have gone.
Swine—These swine must be kept out of the garden.
Poultry—Whose are these poultry?
People—These people have returned home.
Police—The police are watching the house.
[But] The policeman is watching the house.
Vermin—Vermin destroy our property and carry disease.

21. Some Nouns are used only in the Singular. They may be used in the Plural in some special sense (কতকগুলি Noun কেবল Singular হিসাবে ব্যবহৃত হয়। অবশ্য কিছু বিশেষ ক্ষেত্রে Plural-এ ব্যবহৃত হয়।)

Abuse—He gave me much abuse (গোলাগাল) for no fault.
Alphabet—He learnt the alphabet (বর্ণমালা) before he could read.
Furniture—His house is full of good furniture (furnitures নয়)
Information—He gave me all the information. (informations নয়)
Issue—He had no issue (child or children) [issue = সন্তান]
Offspring—These four children are his offspring.

Poetry—He worte very good poetry. /*Poetry* is my favourite subject.
Scenery—These hills are lovely scenery. /The *scenery* of Darjeeling is imposing.

***Note :** When 'abuse' is used in the sense of 'wrong use' the plural is 'abuses'. When more than one language is spoken of the plural of 'alphabet' is 'alphabets'. When 'issue' means result, its plural is 'issues.'

22. Nouns Plural in form but Singular in use.
(কতকগুলি Noun আকারে Plural কিন্তু ব্যবহারে Singular)

Gallows (ফাঁসিরকাষ্ঠ), News, Physics, Ethics, Politics, Statistics. Economics, Athletics, Gymnastics etc.

News—What *is* the news?
Mathematics—Mathematics *is* his favourtie subject.
Statistics—Statistics *is* a difficult subject. But, "These statistics *are* rather complicated. (=these figures)".- *Oxford Guide to English Grammar*—*John Eastwood.*

23. Some Nouns are always Plural:
[কতকগুলি Noun সর্বদাই Plural, এদের Singular হয় না।]

(a) Name of such instruments having two parts of **Pair Nouns:**
(দুটি অংশ নিয়েই তৈরী এমন যন্ত্রের নাম বা Pair Noun-গুলি সর্বদা Plural হিসাবে ব্যবহৃত হয়।)

Bellows (হাপর), Scissors (কাঁচি), Glasses/Spectacles (চশমা)
Your new *glasses/ spectacles* are very nice.
(b) Names of certain articles of dress:
(Trousers, drawers, breeches (দু-পা বিশিষ্ট পোষাক)
These *shorts are* nice. These *trousers need* cleaning.
(c) Names of diseases- (রোগের নাম)
Measles mumps [কিন্তু Smallpox একটি singular noun.]
Small-pox *has* broken out there.
(d) Names of games: Billiards Plural according to *Wren & Martin).*

***Note :** According to *'Oxford Guide to English Grammar' by John Eastwood.* 'billiards' (like the news, gymnastics etc.) is plural in form but takes a singular verb.]

(e) Certain other Nouns (আরো কিছু Plural Noun)

Ashes (ছাই), alms (ভিক্ষা), assets (সম্পত্তি), annals (ইতিহাস), fetters (পদশৃঙ্খল), proceed (ফল), Aborgins (আদিম অধিবাসী), thanks, tidings, vegetables, belongings, goods, clothes, congratulations, earnings, particulars, (= details), premises (= buildings), riches (= wealth), surroundings.

Usage : The goods were found to be defective.
My belongings have destroyed by fire. (not, my belonging).

***Note :** Letters, figures and other symbols are made plural by adding an apostrophe and s :
(বর্ণ, সংখ্যা বা প্রতীককে Plural করতে হলে এপস্ট্রফি s বসাতে হয়।)

Dot your i's and cut your t's Add two 5's and three 2's.

24. An uncountable Noun takes a Singular Verb.
(সংখ্যার সাহায্যে গোনা যায় না, এমন uncountable Noun-এর পর Singular Verb বসে।)

The *grass* is getting long. His *hair* is grey. (*hairs* নয়)

APPLIED SECTION

1. *Change the subject into singular with other necessary changes in the following sentences.* (নিচের বাক্যগুলির Subject-কে Singular করে প্রয়োজনীয় অন্যান্য পরিবর্তন কর।)

(a) These oranges are very sweet.
(b) Those mangoes are not ripe.
(c) Three boys were present yesterday.
(d) Good children are liked by all.
(e) There are ten benches in this room.
(f) The windows facing the street are broken.
(g) The thieves were arrested last night.

2. *Change the subject into Plural with other necessary changes.* (Subject-কে Plural করে প্রয়োজনীয় অন্যান্য পরিবর্তন কর।)

(a) The boy is playing in the playground.
(b) The girl is dancing gracefully.
(c) A bird is singing on the tree.
(d) The owl sleeps in the day-time.
(e) A bad boy hides his faults.
(f) The book was on the table.
(g) The shop was closed yesterday.

3. *This is a daily routine of a boy.*

The boy gets up at six in the morning. He washes his hands and face and cleans his teeth. He takes his breakfast with his parents. Then he reads up to 9 a.m. Then he has his bath. After lunch he starts for school at 10 a.m. He returns home at 4 p.m. and then he takes some tiffin and goes to the playground. Coming back home at 6 p.m. he reads his lessons attentively. He takes his dinner at 10 p.m. and then goes to bed.

Make the above daily routine of the boy for 'the boys'.

PRONOUNCIATION NOTE

Noun-এর Singular number থেকে Plural number করার সময় যখন -s, -es বা -ies যোগ হয়, তখন তার সঠিক উচ্চারণ সম্পর্কে H. A. Gleason-এর ***An Introduction to Descriptive Linguistics***'-এ নিয়ম দেওয়া হয়েছে সেগুলি হল :

Noun -এর শেষে *k, p, t, f* থাকলে Plural number-এ যে -s যোগ হয়, তার উচ্চারণ হয় স (*s*)।

book—books (বুকস্) cat—(ক্যাটস্)
cup—cups (কাপস্) chief—chiefs (চিফস্)

Noun-এর শেষে *b, d, g, l, m, n, r, e, y, w, h* থাকলে Plural number-এ যে -s বা *fe*>-ves হয়, তার উচ্চারণ হয় জ (*z*)।

cub—cubs (কাবজ্) arm—arms (আর্মজ্) baby—babies (বেইবিজ্)
hand—hands (হ্যান্ডজ্) lion—lions (লাইওনজ্) elbow—elbows (এলবোজ্)
dog—dogs (ডগজ্) brother—brothers (ব্রাদার্জ)
girl—girls (গার্লজ্) bee—bees (বীজ্) path-paths (পাথজ্)
almirah almirahs (অলমিরাজ্)

Noun-এর শেষে 'th'-এর উচ্চারণ 'থ' হলে Plural number-এর -s (স্) (s) হয়। কিন্তু 'path'-এর মতো কয়েকটি শব্দে s-এর উচ্চারণ জ (*z*) হয়।

3. Noun-এর শেষে *s, ch* (চ) *j* বা *z* sound থাকলে Plural number-এ যে -*s* বা -*es* যোগ হয়, তার উচ্চারণ হয় ইজ (*iz*)।

glass—glasses (গ্লাসিজ্) which—witches (উইচিজ্)
house (হাউস্)—houses (হাউজিজ্) badge (ব্যাজ)—badges (ব্যাজিজ্)

4. Noun -এর Plural number-এ -*en* থাকলে উচ্চারণ হয় ইন (*in*)।

Ox—oxen (অক্সিন্) child—children (চিলড্রিন্)
brother—brethren (ব্রিদ্রিন্)

সংক্ষেপে বলা যায়, Plural number-এ -*s* যোগ হলে উচ্চারণ কখনো 'স' কখনো 'জ' হয় : -*es* যোগ হলে সর্বদাই 'ইজ' হয় এবং -*en* যোগ হলে সর্বদাই 'ইন' হয়।

EXERCISE

1. *How many kinds of number are there in English? What are they? Give some examples.* (ইংরেজিতে Number কয় প্রকার ও কি কি? কয়েকটি উদাহরণ দাও।)

2. *Change the number of the following Nouns.*
(নিচের Noun-গুলির Number পরিবর্তন কর।)

Boy, Bus, Comb, City, Country, Fool, Foot, Tooth, Eye, Ear, Baby, Thief, Knife, Life, Man, Woman, Fisherman, Gentleman, Calf, Roof, Hero, Radio, Bamboo, Body, Leaf, Chief, Child, Mouse, Son-in-law, Step-brother, Man-servant, Passer-by, Sheep, Railway, Valley, Volcano.

3. *Give some examples having different meaning in Singular and in Plural.* (Singular Number এবং Plural Number-এ ভিন্ন অর্থ হয়, এরূপ কয়েকটি Noun-এর উদাহরণ দাও।)

4. *Give some examples of Nouns having two meanings in the Plural.* (Plurarl Number-এ দুরকম অর্থ হয়, এরূপ কয়েকটি উদাহরণ দাও।)

5. *Give some examples which are same in form in Singular and in Plural.* (Singular এবং Plural-এ কোন পরিবর্তন হয় না এরূপ কয়েকটি উদাহরণ দাও)

6. Fill in the blanks with the appropriate word given in the bracket.
(বন্ধনীর মধ্যে প্রদত্ত শব্দগুলির মধ্য থেকে সঠিক word নির্বাচন করে শূন্যস্থান পূরণ কর।)

(a) The.....are reading. (child, children)
(b) That.....is singing. (woman, women)
(c) Ratan's.....are white. (tooth, teeth)
(d) These.....are playing. (boy, boys)
(e) The.....are grazing (deer, deers)
(f) Give me ten.....(pice, pices)

7. *Apply the rules of Number and write in your own English.*

(a) ছেলেটির অনেকগুলি বই আছে, কিন্তু কয়েকটি মাত্র কলম আছে। মেলা (fair) থেকে সে এক ডজন ছবি কিনেছিল। কিন্তু যখন সে বাড়ী ফিরছিল, তখন কতকগুলি বাঁদর তাকে তাড়া (chase) করেছিল। বাড়ী ফিরে সে একটি গল্পের বই পড়েছিল। বইটির নাম-"দুই শহরের গল্প"। বাবা বলেন, "জীবনটা শুধু আনন্দে পূর্ণ নয়, জীবনে অনেক কর্তব্য আছে।"

(b) চিড়িয়াখানায় বিশেষ ভিড় আছে। ঐ মেয়েগুলি অস্ট্রেলিয়া থেকে আনা হয়েছিল। একশো পয়সায় এক টাকা হয়। এই গবাদিপশুগুলি আমাদের সম্পত্তি। নিজেদের নেতা নির্বাচন করার অধিকার জনগণের (people) আছে। আমার হেমের তথ্য (information) প্রয়োজন তা সবই তুমি দিয়েছ। ঘরটি আসবাবপত্রে (furniture) ভরা। মৃত্যুকালে তাঁর কোন সন্তান-সন্ততি (issue) ছিল না। দাসত্বের (slavery) শৃঙ্খল মোচন সকলেরই কাম্য। তোমার 'আই' অক্ষরটির মাথায় বিন্দু বসাও এবং 'ফি' অক্ষরটির মাথা কাটো।

CHAPTER–6
THE NOUN : GENDER

> *What in nature is called the difference of sex is in grammar called the difference of Gender.* —**Nesfield.**

Boy	Lion	Hero	Boy-friend
Girl	Lioness	Heroine	Girl-friend

The first word of each pair denotes the name of a male animal and the second word of each pair denotes the name of a female animal.

শব্দ যুগলের প্রথমটী পুংবাচক এবং দ্বিতীয়টী স্ত্রীবাচক শব্দ।

A noun that Denotes a male animal is said to be of the **Masculine Gender**.

Noun পুংবাচক হলে **Masculine Gender** বা পুংলিঙ্গ হয়। যেমন—

Boy, Lion, Hero, Boy-friend.

A noun that denotes a female animal is said to be of the **Feminine Gender**.

Noun স্ত্রীবাচক হলে **Feminine Gender** হয়। যেমন—

Girl, Lioness, Heroine, Girl-friend.

A Noun that denotes either a male or a female is said to be of the **Common Gender**.

Noun পুংবাচক বা স্ত্রীবাচক উভয়কেই বোঝালে **Common Gender** হয়। যেমন—

Parent, child, baby, infant friend, people, servant, thief, enemy, cousin, orphan, student, doctor, teacher, monarch, neighbour etc.

A noun that denotes things without life is said to be of **Neuter Gender**.

Noun যদি প্রাণহীন (জড়) পদার্থকে বোঝায়, তাহলে **Neuter Gender** হয়। যেমন—

Book, pen, chair, table, room, gold, silver, iron, knife, shirt, coat etc. These নিলে lifeless বা জড় Neuter Gender.

Therefore, there are four kinds of Gender (Gender চার প্রকার)

(1) Nouns denoting male animals: Masculine
(2) Nouns denoting female animals: Feminine
(3) Nouns denoting animals of either sex: Common
(4) Nouns denoting things without life: Neuter

Generally there are **four rules for changing Masculine Genders** of nouns **into Feminine Genders** : (Masculine gender-এর Noun-কে Feminine Gender-এ পরিবর্তন করার প্রধানত চারটি নিয়ম আছে।)

(a) *By using different words* (নতুন word-এর সাহায্যে।)

Masculine	Feminine	Masculine	Feminine
Father	mother	Ox	madam
Brother	sister	Bull/Ox	cow
Uncle	aunt (আন্টি)	Dog	bitch
Nephew	neice (নিস)	Fox	vixen
Husband	wife	Horse	mare
Man	woman	Boar	sow
Male	female	Buck	doe
Gentleman	lady	Drake	duck
Lord	lady	Drone	bee

Masculine	Feminine	Masculine	Feminine
King	queen	Gander	goose
Bachelor	maid	Ram	ewe (ইউ)
Monk	nun	stag	hind (হাইন্ড)
Widower	widow	Wizard	witch (উইচ)

(b) *By adding—'ess'* (-ess যোগ করে)

Masculine	Feminine	Masculine	Feminine
Author	authoress	Mayor	mayoress
Baron	baroness	Patron	patroness
Count	countess	Peer	peeress
Giant	giantess	Poet	poetess
Heir (এয়ার)	heiress	Priest	priestess
Host	hostess	Prophet	prophetess
Jew	jewess	Shepherd	shepherdess
Lion	lioness	Steward	stewardess
Manager	manageress	Viscount	viscountess

Note that changes in spelling occur in some cases :
(কিছু ক্ষেত্রে—ess যোগ করার সময় বানানের কিছু পরিবর্তন হয় তা লক্ষ্য কর।) :

Masculine	Feminine	Masculine	Feminine
Actor	actress	Prince	princess
Abbot	abbess	Preceptor	preceptress
Conductor	conductress	Seamster	seamstress
Duke	duchess	Songster	songstress
Emperor	empress	Master	mistress
Enchanter	enchantress	Murderer	murderess
Governor	governess	Tempter	temptress
God	goddess	Tiger	tigress
Hunter	huntress	Traitor	traitress
Instructor	instructress	Waiter	waitress

(c) *By changing the masculine word of a Compound word:* (Compound word বা সমাসবদ্ধ শব্দের পুংবাচক শব্দটিকে পরিবর্তন করে।)

Masculine	Feminine	Masculine	Feminine
Boy-friend	girl-friend	Grand-father	grand-mother
He-goat	she-goat	Great-uncle	great-aunt
He-bear	she-bear	Step-brother	step-sister
Bull-calf	cow-calf	Man-servant	maid-servant
Bridegroom	bride (ব্রাইড)	Milk-man	milk-woman
Son-in-law	daughter-in-law	Pea-cock	pea-hen
Father-in-law	mother-in-law	Land-lord	land-lady
Brother-in-law	sister-in-law	Washer-man	washer-woman

(d) *Sometimes Feminine forms are by adding a, ine, ix etc:*
(কখনো, কখনো a, ine, ix যোগ করে Feminine হয়।)

Masculine	Feminine	Masculine	Feminine
Hero	heroine	Administrator	administratrix
Sultan	sultana	Executor	executrix
Czar (জার)	czarina	Prosecutor	prosecutrix
Signor	signora	Testator	testatrix

***Note :** *Objects without life are often personified and then they are regarded as males or females.* (জড় পদার্থের উপরেও কখনো কখনো ব্যক্তিত্বভাব আরোপিত হয়, তখন সেগুলি পুংবাচক বা স্ত্রীবাচক হয়।)

(a) The Masculine Gender is often applied to objects remarkable for strength or power. (উল্লেখযোগ্য শক্তি বা ক্ষমতার অধিকারী বিষয়গুলি প্রায়শঃ Masculine Gender হয়।)

যেমন—The Sun, Summer, Winter, Death, Time etc.

The Sun sheds *his* beams of the rich and the poor alike.

(b) The Feminine Gender is often applied to objects remarkable for beauty, gentleness and gracefulness. (সৌন্দর্য, মৃদুতা এবং মাধুর্য প্রকাশক বিষয়গুলি প্রায়শঃ Feminine Gender হয়।)

যেমন—The Moon, The Earth, Nature, Autumn, Spring, Liberty etc.

The Moon has hidden *her* face behind the cloud.

(c) A ship is always spoken of as Feminine Gender. (জাহাজকে সর্বদাই Feminine Gender ধরা হয়।)

The ship lost all her boats in the storm.

(d) Collective nouns, even when they denote living beings are considered of the Neuter Gender. (Collective Noun প্রাণীবাচক হলেও Neuter Gender হয়।)

The army showed *its* strength.

(e) Lower animals are often considered as Neuter Gender (ইতর প্রাণীকে প্রায়শঃ Neuter Gender গণ্য করা হয়।)

The mouse cut the rope by *its* teeth.

Some more words denoting male or female.

Masculine	***Feminine***
Mr. (মিস্টার-বয়স্ক পুরুষ)	Mrs. (মিসেস-বিবাহিতা মহিলা)
Master (মাস্টার -ছোট ছেলে)	Miss (মিস-কুমারী)

APPLIED SECTION

Read the passage and change the Genders :

(Passage-টি পড়ে Gender পরিবর্তন কর।)

Mr. Roy is a teacher. He teaches me English. He has two sons. One of them is a poet. He has a pet pea-cock. His uncle is a doctor. He is a widower. His Grand-father was a land-lord and his son-in-law is a hunter. His step-brothers is a bachelor but his step-sister is an actress.

EXERCISE

1. *Classify the following nouns according to Gender and put them in the following boxes:* (নিচের Noun-গুলিকে Gender অনুযায়ী শ্রেণীবিভাগ করে সঠিক box-এ বসাও।)

Baby, cock, man, chair, table, book, pen, oil, rice, tutor, hero, brother, child, teacher, doctor, son, poet, prince, tiger, master, priest, lord, aunt, wife, neice, male, host, bride.

Masculine	Feminine	Common	Neuter

2. *Change the Gender of the following nouns* (নিচের Noun-গুলির Gender পরিবর্তন কর।) ঃ

Father, boy, daughter, husband, uncle, hero, master, widow, man, nephew, sir, brother, poet, actor, son-in-law, mother-in-law, milk-man, host, bride, tiger, lion, man-servant, grand-father.

3. *Fill in the blanks with the appropriate word given in the bracket.* (বন্ধনীর মধ্যে প্রদত্ত শব্দগুলির মধ্য থেকে সঠিক word নির্বাচন করে শূন্য স্থানে বসাও।)

(a) Naren is my.....(sister, brother)

(b) Rupa is my.....(brother, sister)

(c) Sukanta is a great.....(poet, poetess)

(d) Chandragupta was a great.....(queen, king)

(e) The.....gives us milk. (bull, cow)

4. *Apply the rules of Genders and write in your own English:*

অমলের বাবা মা কেউ নেই। তার একটি ভাই ও একটি বোন ছিল। তারাও এখন আর নেই। সে এখন তার কাকার বাড়ীতেই থাকে। তার কাকীমা তাকে খুব যত্ন করেন। তার দুটি ভাইপো ও একটি ভাইঝি আছে। ভাইপোটি ডাক্তার হতে চায় এবং ভাইঝিটি অভিনেত্রী হতে চায়। তাদের আটটি মোরগ এবং বারোটি মুরগী আছে। তারা একদিন চিড়িয়াখানা দেখতে গিয়েছিল। সেখানে তারা বাঘ, বাঘিনী, সিংহ, সিংহী, হরিণ, হরিণী, এবং ময়ূর, ময়ূরী দেখেছিল। ঘরে তাদের এক জোড়া বলদ এবং তিনটি গাইগোরু আছে। গাইগোরুগুলি প্রচুর দুধ দেয়। সেজন্য বাড়িতে শ্বশুর, শাশুড়ী বা জামাই এলেও তাদের কোন অসুবিধা হয় না।

CHAPTER-7

THE NOUN : CASE

> *The relation in which a noun stands to some other word or the change of form by which this relation is indicate, is called its case.*
> **–J. C. Nesfield**

Noun-এর সঙ্গে বাক্যের অন্য word-এর সম্পর্ককে Noun-এর Case বা কারক বলে।

There are five cases in English–**Nominative, Objective, Possessive, Dative** and **Vocative. *But in modern Grammar*** Dative is included in objective. Hence there are four cases in English. ইংরাজিতে পাঁচটি কারকের কথা বলা হয়। কিন্তু আধুনিক Grammar-এ Dative- কে Objective-এর অন্তর্ভুক্ত করে নেওয়ায় (Dative আসলে Indirect object) ইংরেজিতে চারটি কারক আলোচিত হয়— **Nominative, Objective, Possessive,** এবং **Vocative.**

1. When a noun (or pronoun) is used as the Subject of a Verb, it is said to be in the ***Nominative case.***

যখন কোন noun বা Pronoun কর্তারূপে ব্যবহৃত হয়, তখন তাকে **Nominative Case (কর্তৃকারক)** বলে। যেমন— *John* threw a stone. [who threw a stone? = John (subject]

2. When a noun (or pronoun) is used as the **object** of a verb, it is said to be in the ***Objective case.***

যখন কোন Noun বা Pronoun কর্মরূপে ব্যবহৃত হয়, তখন তাকে **Objective case (কর্মকারক)** বলে। যেমন—*John* threw a *stone.* The horse kicked *the boy.* [What did John throw?=a stone (object). Whom did the horse kick?=a boy, (object)]

Note :** To find the Nominative put ***Who? or ***What?*** before the verb. To find the Objective put ***Whom?*** or **What?** before the verb. The Nominative generally comes before the verb and the objective after it.

(**Nominative** বা কর্তা পেতে হলে ক্রিয়াকে 'কে' বা 'কি' প্রশ্ন করা। **Objective** বা কর্ম পেতে হলে ক্রিয়াকে 'কাকে' বা 'কি' প্রশ্ন করা। সাধারণত Nominative ক্রিয়ার পূর্বে এবং Objective ক্রিয়ার পরে বসে।)

3. The *possessive case* denotes ownership or possession or relationship or authorship. The possessive answers the question— ***'Whose'?***

Possessive case (সম্বন্ধ পদ) অধিকার, সম্বন্ধ বা কর্তৃত্ব সম্বন্ধ বোঝায়। এটি 'কার' এই প্রশ্নের উত্তর দেয়।

যেমন—This is *Ram's* umbrella. (possession)
These are *Shakespeare's* plays. (authorship)
A *Mother's* love is a noble thing. (relationship)

4. *Vocative case* is practically a nominative of address. **Vocative case** বা সম্বোধন পদের দ্বারা বোঝায়।

যেমন—Come here, *Ram,* Come on *boys.*

***Note :** **Possessive case** এবং **Vocative case**—কে ইংরেজিতে কারক বলা হলেও বাংলায় এগুলিকে কারক বলা হয় না। ক্রিয়াপদের সঙ্গে এদের সম্বন্ধ না থাকায় এগুলিকে কারক না বলে যথাক্রমে সম্বন্ধপদ এবং সম্বোধন পদ বলা হয়।

The forms of nouns remains the same in the Nominative case, Objective case and Vocative case. But the form is changed only in the Possessive case.

Nominative, Objective এবং Vocative case-এ Noun-এর form অপরিবর্তিত থাকে। কেবলমাত্র Possessive case -এ Noun -এর form-এর পরিবর্তন হয়।

Formation of the Possessive case

The rules are as follows (নিয়মগুলি নিম্নরূপ) :

When the noun denotes the name of a living one, apostrophe *s ('s)* or apostrophe comma is used. (জীবিত প্রাণীর ক্ষেত্রে এ্যাপস্ট্রফি s ('s) বা এ্যাপস্ট্রফি কমা হয়।)

(a) When such a noun is singular, the possessive case is formed adding 's to the noun.

(এরূপ Noun একবচন হলে Noun -এর সঙ্গে 's যুক্ত হয়)

Ram's book. *The boy's* pen. *Father's* car. *Mother's* purse.

***Note :** The letter s is omitted in a few words where too many sing sounds would come together. (যেখানে একাধিক স্-ধ্বনি থাকে সেখানে s দিয়ে শুধু apostrophe comma বসানো হয়।) যেমন—For *justice'* sake; for *dness'* sake; for *conscience* sake *Moses'* laws; *Keates'* poem.

(b) When the noun is plural and ends in s, the possessive case is med by adding only an apostrophe. (যেখানে noun বহুবচন হয়, এবং noun-শেষে s থাকে, সেখানে কেবলমাত্র এ্যাপস্ট্রফি কমা হয়।)

যেমন— *Boy's* club; *Girl's* school etc.

(c) When the noun is plural but does not end on s, the possessive case formed by adding 's. (যেখানে noun plural হলেও শেষে s থাকে না, সেখানে 's ।) যেমন—*Men's* club; *children's* books.

Use of Possessive case

(a) The possessive ('s) is chiefly used with the names of living ings. It can not be used with the names of inanimate things.

(জীবিত প্রাণীর ক্ষেত্রে 's বসে, জড় পদার্থের ক্ষেত্রে 's বসে না।)

যেমন—The *boy's* hand; the *girl's* hair.

কিন্তু The leg of the *chair.*[not, the chair's leg]

The cover of the *book.* [not, the book's cover]

The roof of the *house.* [not, the house's roof]

Of course, of instead of 's may be used in both the cases : The leg of e boy. The leg of the chair. (জীবিত এবং জড় উভয় ক্ষেত্রেই **of** বসতে পারে।)

(b) The possessive ('s) is used with the personified objects.

(ব্যক্তিস্বভাব আরোপিত হলে বস্তুর ক্ষেত্রেও 's হয়।)

Nature's laws; *Fortune's* smile; *duty's* call.

(c) The possessive ('s) is also used with the nouns denoting time, ace or weight. (সময়, দূরত্ব এবং ওজন প্রকাশক noun-এর ক্ষেত্রে 's হয়।)

A *day's* match; a *week's* holiday; at a *stone's* throw; a *foot's* ngth; a *pound's* weight.

Noun in Apposition

Read the following sentence (নিচের Sentence-টি পড়।)

Kapil, our *captain,* made fifty runs.

এখানে Kapil এবং our captain একই ব্যক্তি। এরূপ ক্ষেত্রে captain হলো Kapil-এর position ; এই apposition-টি Noun-এর ঠিক পাশে বসে।

[***Apposition means placing near.***

Apposition কথার অর্থ হলো কাছে এসে বসা।] **– *Wren & Martin.***

A noun in apposition is in the same case as the noun which it plains. [মূল noun –টি যে case -এ থাকে, noun in apposition-টিরও সেই case ।]

Further examples:

1. Ramchandra, *the son of Dasharath,* went to forest.
2. Kavir, *the great reformer,* was a weaver.

3. Yesterday I met your father, *the doctor.*
4. Have you read the Gitanjali, *the Tagore's poems?*

In sentences 1 and 2 the nouns in apposition are in the Nominat case.

In sentences 3 and 4 the nouns in apposition are in the Objec case.

APPLIED SECTION

1. *Apply the following nouns in the Nominative case. T Nominative answers 'who' or 'what'?*

(নিচের Noun-গুলিকে Nominative case-এ প্রয়োগ কর। Nominative c 'who' বা কে এবং 'What' বা কি এই প্রশ্নের উত্তর দেয়।)

Rabindranath, Mother Teresa, Satyajit, a boy, a man, the boo girls.

Example:

Who? (Nominative) Rabindranath	won the Novel Prize.
What? (Nominative) The book	is in the desk.

(i) .....
(ii) .....
(iii) .....
(iv) .....
(v) .....

2. *Apply the following nouns in the Objective case. The Objecti answers 'whom' or 'what'?*

(নিচের Noun -গুলিকে Objectjve case-এ প্রয়োগ কর। Objective case 'whom' কাকে এবং 'what বা কি এই প্রশ্নের উত্তর দেয়।)

Haribabu, the boy, the man, a stone, a ball, a picture, the window.

Example:

I know	Whom? (objective) Haribabu.
That naughty boy broke	What? (objective) the window.

(i) .....
(ii) .....
(iii) .....
(iv) .....
(v) .....

3. *Apply the following noun in the Possessive case. The Possessi answers 'whose'?*

(নিচের Noun -গুলিকে Possessive case-এ প্রয়োগ কর। Possessive cas 'Whose' বা কাহার এই প্রশ্নের উত্তর দেয়।)

Ram's, man's, girls', Shakespeare's, (of the) chair, (of the) tree. (the boy).

Example :

These are	Whose? (possessive) Ram's books.
This is the broken leg	of the chair.

(i) .....
(ii) .....
(iii) .....
(iv) .....
(v) .....

EXERCISE

1. *In each of the following sentences pick out the nouns in the Nominative* (নিচের sentence-গুলিতে Nominative case খুঁজে বার কর।)

(a) Ram married Sita. (b) Milk is the best food.
(c) Gopal wants to go home. (d) The lazy boy was punished.
(e) Calcutta is the capital of West Bengal.
(f) The Earth moves round the Sun.

2. *Pick out nouns in the Possessive case in the following sentences :* (নিচের sentence-গুলিতে Objective case খুঁজে বার কর।)

(a) Do you know the way?
(b) Have you taken your meal?
(c) Little Rabi read the Ramayana.
(d) The poet met a little cottage girl.
(e) Aladin had a wonderful lamp.
(f) Sir Ra.ph Rover tore his hair.

3. *Pick out the nouns in the Possessive case in the following sentences :* (নিচের sentence গুলিতে Possessive case খুঁজে বার কর।)

(a) The baby's doll is lost.
(b) The girl's voice is sweet.
(c) He reads in a Boys' school.
(d) She reads in a Girls' school.
(e) The children's clothes are new.
(f) The ladies' sarees are beautiful.

4. *Write the possessive case, singular and plural of the following nouns.* (নিচের noun-গুলির singular এবং plural form-এ Possessive case-গুলি লেখ।)

Man, boy, baby, lady, child, sheep, deer, ox.

5. *Combine the following pairs of nouns by putting one of them in the possessive case.* (নিচের জোড়া Noun-গুলির একটিকে Possessive case করে লেখ।)

(a) Parents, kindness, (b) A man, labour, (c) Books, authors,
(d) A student, books, (e) Crown, a king, (f) The journey, end.

6. *Write in your own English.*

এটা রমার কলম, ওটা অমরের বই। এগুলি বালিকার খেলনা। আমি তাদের রীতিনীতি (manners and customs) জানি। লোকটা হতবুদ্ধি (wit's end) হয়ে গিয়েছিল। এস, আমরা সাধ মিটিয়ে (to our heart's content) পান করি। কোন ঘুড়িটা তুমি ওড়াচ্ছিল (flying)? কোন বইটি তুমি পড়ছ? রেবা কোন ফুলটি তুলেছিল (pluck)? কে কে তোমাদের ঘরে ঢুকল? বোসেদের বাড়ীটি বেশ সাজানো (well-arranged)।

7. *Write the following passage in your own English.*

মাস্টার মহাশয়ের ছাত্রটি দেখিবামাত্র (As soon as I saw) ছুটিয়া অন্তঃপুরে (the inner apartment for the ladies) প্রবেশ করিলাম। মা তখন দিদিমার সাথে মুখোমুখি হইয়া প্রদীপালোকে তাস খেলিতেছিলেন। এক পাশে শুইয়া পড়িলাম। মা জিজ্ঞাসা করিলেন, "কি হইয়াছে" আমি বলিলাম, "আমার অসুখ করিয়াছে (out of sorts), আজ আমি পড়িতে যাইব না।"

CHAPTER—8

MORE ABOUT PRONOUNS

A Pronoun is a word used instead of a noun-equivalent.
—**Nestlei**

Noun-এর বা noun জাতীয় শব্দের পরিবর্তে যে word ব্যবহৃত হয় তাকে pronou বলে।

Pronoun means for a noun. **Wren & Martin**

There are nine different kinds of pronouns. Pronoun নয় প্রকার।

Kinds of Pronoun	How to recognise them?	Examples
(1) Personal Pronoun	এই pronoun কোন person বা ব্যক্তির পরিবর্তে বসে।	I, we, you, he, she, they.
(2) Possessive Pronoun	এই pronoun-এর দ্বারা possession বা অধিকার বোঝানো হয়।	Mine, ours, yours, his, hers, theirs.
(3) Reflexive Pronoun & Emphatic Pronoun	এই pronoun self বা selves যোগে গঠিত হয় এবং কর্তা ও কর্ম একই ব্যক্তিকে বোঝায়।	Myself, ourselves, yourself, yourselves, himself, herself, themselves.
(4) Demonstrative Pronoun	এরকম pronoun কোন Noun কে বিশেষভাবে নির্দেশ করে।	This, that, these, those, it.
(5) Indefinite Pronoun	এরকম Pronoun কোন অনির্দিষ্ট ব্যক্তি বা বস্তুকে বোঝায়।	Any, one, anyone, some, someone, no one, anybody, somebody, nobody, many, everyone, all.
(6) Relative Pronoun	এই pronoun দুটি বাক্যের মধ্যে relation বা সম্বন্ধ বুঝিয়ে দেয়। এগুলি বাক্যের মাঝে বসে।	who, whose, whom, which, that.
(7) Interrogative Pronoun	এরকম pronoun প্রশ্ন করার জন্য ব্যবহৃত হয়। এগুলি বাক্যের প্রথমে বসে।	who, whose, whom, which, what.
(8) Distributive Pronoun	এই pronoun এক-জাতীয় একাধিক ব্যক্তি বা বস্তুর মধ্যে প্রত্যেকটিকে পৃথক ভাবে বোঝায়।	Each, either neither. every
(9) Reciprocal Pronoun	এই pronoun একাধিক ব্যক্তি বা বস্তুর মধ্যে ারিক সম্পর্ক বুঝিয়ে দেয়।	Each other, one another.

***Note :** Pronoun-এর অন্য form-গুলি *my, our, your, his, her, their,* এবং its. Noun-এর আগে Adjective-এর মতো বসে। সেজন্য এগুলিকে Pronominal Adjective বা **Possessive Adjective** বলা হয়। যেমন—*My* book, *your* house, *our* club ইত্যাদি। অন্যদিকে This book is mine. This house is yours. This club is ours-এরূপ প্রয়োগ হলে mine, yours, ours ইত্যাদিকে **Possessive Pronoun** বলা হয়। এদের মধ্যে ours, yours, hers, theirs —এই পদগুলিতে r এর s দুটোই থাকার জন্য এগুলিকে Double possessive বলা হয়।

PERSONAL PRONOUN IN DIFFERENT PERSONS AND CASES :

Person	Subject		Object	Possessive
1st Person	Sing	I	me	my, mine
	Plural	We	us	our, ours
2nd Person	Sing	You	you	your, yours
	Plural	You	you	your, yours
3rd Preson	Sing	He, She	him, her	his, her, hers
	Plural	They	them	their, theirs

লক্ষ্য কর Noun-এর মতো personal pronoun-এরও Nubmer পরিবর্তন হয়। এর মধ্যে কেবলমাত্র Personal Pronoun-এর 3rd person Singluar Number-এর ক্ষেত্রে Gender-এরও পরিবর্তন হয়। (Masculine--He, him, his, Feminine— she, her, hers) এছাড়া Reflexive Pronoun, Demonstrative Pronoun এবং Indefinite Pronoun-এরও যে Number পরিবর্তন হয় তা নিচের Table-এ দেখঃ—

	Singular	Plural
Reflexive Pronoun	Myself Yourself Himself, Herself	Ourselves, Yourselves Themselves
Demonstrative Pronoun	This That	These Those
Indefinite Pronoun	Any	Many, Some

Formation of Reflexive pronoun:

Singular	Plural
I—myself Your—yourself He—himself, She—herself It—itself	We—ourselves You—yourselves They—themselves

Use of Reflexive Pronoun & Emphatic Pronoun :

(i) We use **Reflexive Pronoun** when the subject and object refer to the same person or thing. (কর্তা ও কর্ম এক হলে Relfexive Pronoun হয়।)

(a) I cut **myself.**
(b) She blamed **herself.**
(c) Shrila is looking at **herself.**
(d) You have hurt **yourself.**
(e) You have enjoyed **yourselves.**
(f) The prisoner hanger **himself.**
(g) The refrigerator defrosts **itself.**
(h) He spoke to **himself.**
(i) She is ashamed of **herself.**
(j) They gave **themselves** much trouble.

Note :** ***A Reflexive Pronoun **is used as the** ***Object*** of a verb or of a preposition. Hence it comes ***after a verb or a preposition.*** Sometimes a Reflexive Pronoun is used emphatically. And such an ***Emphatic Pronoun*** comes ***after the subject or after the object.*** We use a Reflexive Pronoun when an action turns back upon the subject. We use an Emphatic Pronoun to give emphasis on the subject or object.

(ii) **Emphatic pronouns** are used to emphasise that the action is done by one else. (কর্তা কিংবা কারো সাহায্য ছাড়া নিজেই কাজ করেছে, এটা বোঝাবার জন্য **Emphatic pronoun** ব্যবহার হয়।)

I **myself** saw him (to) do it.	I will do it **myself**. (=I shall do it. I won't ask anyone to do it)
He **himself** said so.	Amar, work out the sum **yourself.** [=Amar, work out the sum. Don't ask anybody to help you.
She **herself** has cooked her meal.	
They **themselves** admitted their guilt.	
I Spoke to the Chairman **himself.**	

However, all the ***self-pronouns*** are broadly called ***Reflexive Pronouns.***

(iii) A **Reflexive Pronoun** is used with **'by'** When it mean **'alone'** (অর্থাৎ একাই অন্য কারো, এমন বোঝাবে reflexive pronoun-এর আগে by বসে।)

She was singing **by herself.**	I like to spend time **by myself.**
I was playing **by myself.**	[= I like to spend time alone.]

(iv) Some verbs must take **Reflexive pronouns** as object. (কতকগুলি verb অবশ্য Reflexive pronoun-কে object রূপে গ্রহণ করে)— avail, exert etc.

You must **avail yourself of** the train.

He will **exert himself** in time.

Use of Demonstrative Pronouns:

We use **Demonstrative Pronouns** to point out the objects to which they refer. These, that this, those, it,

কোন বিষয়কে নির্দিষ্ট করে বোঝাতে আমরা Demonstrative Pronoun ব্যবহার করি।

This is a present from my elder brother.

Darjeeling tea is better than *that* of Assam tea.

These mangoes are not as sour as *those* mangoes.

Rules for the use of 'It':

We use *It*	Examples
(i) For things without life or an idea.	It is a pen. Here is your book, take it It is the opinion of the Public.
(ii) For animals unless we clearly wish to speak of them as male or female.	The horse fell and broke its leg.
(iii) For a young child unless we clearly wish to refer to the sex.	When I saw the child it was crying. The baby has torn its clothes.
(iv) To refer to some statement going before.	He told a lie and he knows it. He deserved his punishment, as he knew it.
(v) To give emphasis the noun or pronoun following it.	It is you who are to be blamed.

We use *It*	Examples
(vi) As subject of an Impersonal verb (=Impersonal It)	It is raining. It snows. It hails. It thunders. It seems to me.
(vii) For denoting weather or time (=Preliminary It)	It is winter. It is fine weather. It is 8 o'clock. It is too early.
(viii) As a provisional subject before the verb to be when the real subject follows it.	It is easy to find fault, It is easy to say but hard to do.

Use of Indefenite Pronouns.

We use **Indefinite Pronouns** in order to refer to persons or things in a general way, not to refer to any particular person or thing. (সাধারণভাবে অনির্দিষ্ট কোন ব্যক্তি বা বস্তুকে বোঝাতে আমরা Indefinite Pronoun ব্যবহার করি।)

Anybody can do this easy task.

One must not praise oneself. One of the boys is wicked.

{ None of the boys is / are wicked.
{ None but fools have ever believed it.

None but the brave deserves the fair.

None of them has (have) come back yet. *A.L.D.—Hornby.*

["None is a shortened form of not one", yet it is commonly used with plural verbs." ***—Wren & Martin.***]

Many of them were injured but *a few* escaped unhurt.

What is *every body's* business is *nobody's* business.

In referring to *anybody, everybody, everyone, anyone, each* etc. the pronoun *he* or *she* is used according to the context. ***—Wren & Martin***

Anybody, everybody, everyone, anyone, each প্রভৃতির ক্ষেত্রে প্রসঙ্গ অনুযায়ী pronoun he বা she ব্যবহৃত হয়।

I shall be glad to help *everyone* of the boys in *his* studies.

I shall be glad to help *everyone* of the girls in *her* studies.

But when the sex is not determined from the context, we use the pronoun of the *masculine gender.*

কিন্তু প্রসঙ্গ থেকে যখন লিঙ্গ বোঝা যায় না, তখন আমরা এইসব ক্ষেত্রে masculine gender-এর pronoun ব্যবহার করি।

Each must do *his* best. *Everyone* likes to have *his* way.

Anyone can do this if *he* tries.

Note :** ***But we cannot use he or she in case of one.

(কিন্তু one এর ক্ষেত্রে আমরা he বা she ব্যবহার করতে পারি না।)

One must do *one's* duty. (not *his*)

Use of Distributive Pronouns

We use **Distributive Pronouns** in order to refer to persons or things one at a time. For this reason they are **always singular.**

আমরা এর দ্বারা ব্যক্তি বা বস্তুর মধ্যে প্রত্যেকটির পৃথকভাবে বোঝাতে Distributive Pronoun ব্যবহার করি। এজন্য এগুলি সর্বদাই Singular Number.

Each of the boys **is** healthy.

Either of the roads **leads** to the market.
Neither of the girls **was** late.

***Note 1.** **Either** means the one or the other of the two. **Neither** is the negative of **either.**

Either কথাটির অর্থ দুয়ের মধ্যে যে কোন একটি বা একজন, আর Neither কথাটির অর্থ দুয়ের মধ্যে কেউই না বা কোনটিই না।

Note: 2.** The pronoun ***each may have three positions. (Each-এর তিনরকম position আছে।)

(i) ***Each*** of the boys received a prize.
(ii) These boys received ***each*** a prize.
(iii) These boys received ten rupees ***each.***

The third order is usually placed *after a numeral*. (সাধারণতঃ সংখ্যাবাচক শব্দ থাকলে each শেষে বসে)

***Note: 3** In the following sentences *each, either* and *neither* are Adjectives, not Pronouns.

Each boy got a prize. (each boy = প্রতিটি ছেলে আলাদাভাবে।)
There are trees on ***either*** side of the river. (either side = উভয় পাশে।)
Neither accusation is true. (কোন অভিযোগই সত্য নয়।)

one another
each other,

Use of Reciprocal Pronouns.

We use Reciprocal Pronouns in order to refer reciprocal relation. (পারস্পরিক সম্পর্ক বোঝাতে আমরা Reciprocal Pronoun ব্যবহার করি।)

The two boys hate ***each other.*** They loved ***one another.***
The brothers quarrelled ***with each other.***
The stood ***against one another.***

Use of Interrogative Pronouns :

(i) *Who, whom* and *whose* are used for indicating persons. (person - ব্যক্তি বোঝাতে who = কে বা কারা, whom = কাকে বা কাদিগকে, whose = কার বা কাদের ব্যবহৃত হয়।)

Who are you? (তুমি কে ?)
Whom do you like? (তুমি কাকে চাও ?)
Whose is this book? (এই বইটি কার ?)
[But, *whose* book is this? = modern usage]
(Here whose is Interrogative Adjective.)

(ii) *Which* is used for selecting a person or a thing. (কোন কিছু বা কোন কাউকে বেছে নেওয়ার জন্য ব্যক্তি বা বস্তু উভয় ক্ষেত্রেই which = কোন্ জন বা কোনটি হয়।)

Which is your book ? (কোনটি তোমার বই ?)
Which is your friend? (কোন ব্যক্তি তোমার বন্ধু ?)
Which of the pictures is yours? (এই ছবিগুলির মধ্যে কোনটি তোমার ?)

(iii) *What* is used in general sense of asking.
(সাধারণভাবে 'কি'-এটুকু জানার জন্য what হয়।)

What is he? (তিনি কি করেন ?)
What is your name ? (তোমার নাম কি ?)
What are you doing? (তুমি কি করছ ?)

***Note :** In the following sentences *which* and *what* are not Interrogative Pronouns but Adjectives.

What book do you want ? (তুমি কোন বইটি চাও ?)
Which book is he reading? (কোন বইটি সে পড়ছে ?)
Which way leads to the post office? (কোন রাস্তাটি পোস্ট-অফিসের দিকে?)

Note :** *Who, whom, which* এবং *what* এই Interrogative Pronoun বা Interrogative Adjective গুলি সর্বদাই বাক্যের প্রথমে বসে। অথচ এই *who, whom, whose, which* এবং *what* যখন **Relative Pronoun** হয়, তখন এগুলি সাধারণতঃ ***বাক্যের মাঝে (Antecedent-এর পরে) বসে।

[An Antecedent is a noun or a pronoun or a noun-equivalent to which a pronoun refers. Antecedent হলো noun বা pronoun বা noun-জাতীয় পূর্বশব্দ যাকে কোন pronoun refer করে]

Use of Relative Pronouns

Relative pronouns are also called '***Linking pronouns***' as they link the Dependent Relative clause of a sentence to its main clause.

Relative Pronoun-কে Linking Pronoun বলে যেহেতু এগুলি বাক্যের নির্ভরশীল Relative Clause- কে Main clause বা প্রধান Clause-এর সঙ্গে যুক্ত করে।

Read the following pairs of sentences and observe how these are joined with the help of Relative Pronouns. (কিভাবে Relative Pronoun বাক্যযুগলকে যুক্ত করছে দেখ) ঃ

I know the boy. The boy came from Calcutta.
= I know the boy ***who*** came from Calcutta.
This is the book. This belongs to my grandfather.
=This is the book ***which*** belongs to my grandfather.
This is the rat. It was caught by a cat.
=This is the rat ***that*** was caught by a cat.
It is you. You are to be blamed.
=It is you ***who*** are to be blamed.

Note:** The nouns or pronouns immediately before the Relative Pronouns are called the ***Antecedents. (Relative pronoun-এর ঠিক পূর্ববর্তী noun বা pronoun-কে* Antecedent বলে)

Here is a table to classify different uses of Relative Pronoun.

Relative Pronoun	Used for	Example
Who (Subject)	Persons only (both sing. and Plural)	I know the man *who* is honest. He *who* hesitates is lost. Those Who die for others are immortal.
Whom (Object)	Persons only (both sing. and plural)	This is the boy *whom* all praise. These are the boys *whom* all praise.
Whose (Possessive)	Persons and things	This is the man *whose* pocket was picked. A triangle *whose* three sides are equal is called an equilateral triangle.
Which (Subject)	Things without life and animal	This is the house *which* my uncle built. This is the cow *which* is milking.

Relative Pronoun	Used for	Example
That (Subject)	Persons.	He *that* is content is rich.
	animals.	A dog *that* barks seldom bites.
	things.	Take anything *that* you like.

*লক্ষ্য কর, উপরের সমস্ত Relative Pronoun গুলি বাক্যের মাঝে বসেছে। কিন্তু কখনো কখনো *what*, *who* প্রভৃতি pronoun বাক্যের প্রথমে এবং মাঝে দুভাবেই বসতে পারে। যখন প্রথমে বসে তখন Antecedent উহ্য থাকে।)

What has happened is not clear.
What cannot be cured must be endured.
Who laughs last laughs best.
I don't know *what* has happened.
I say *what* I mean.
I know *who* he is.

Omission of the Relative Pronoun :

The Relative pronoun is generally omitted when it is in the objective case. (Relative pronoun-টি object বা কর্ম হিসাবে ব্যবহৃত হলে সাধারণতঃ উহ্য থাকে।)

The man (whom) I invited is my friend.
The book (which) I am reading is good.
I am the monarch of all (that) I survey.

> The tendency to omit the Accusative (objective) Relative is more marked in the spoken language. In the written language its omission is often felt to be undignified. —***Wren & Martin.***
> Object হিসাবে Relative Pronoun উহ্য রাখার ঝোঁক spoken language-এ বেশি দেখা যায়। কিন্তু লেখা ভাষায় Relative Pronoun উহ্য রাখা সমীচিন নয়।

Omisson of the Antecedent :

Sometimes the Antecedent of a Relative pronoun is left out. (কখনো কখনো Relative pronoun-এর পূর্বের Antecedent উহ্য থাকে।)

Who does not works shall not eat.
= (He) *who* does not work shall not eat.
Whom the gods love, die young.
= *(Those)* whom the gods love, die young.
What is done cannot be undone.
= *(That) what* is done cannot be undone.

Agreement of the Relative pronoun and its Antecedent :

As The Relative pronoun refers to a Noun or a Pronoun (i.e. Antecedent), it must be of the ***same number and person as its Antecedent***. (Relative pronoun তার Antecedent হিসাবে যে Noun বা Pronoun-কে বোঝায় তার number এবং person অনুযায়ী হয়।)

The *boy who was* lazy was punished.
The *boys who were lazy* were punished.
I am the last *person that is* to blame.
You who are mighty should be merciful.
He that is down needs fear no fall.
They who live in glass houses should not throw stones.
The *flowers which grow* in our garden are not for sale.

But the *case* of the Relative pronoun *depends upon* its relation to the *verb* in the clause in which it occurs. (কিন্তু Relative Pronoun তার Antecedent-এর *case* না নিয়ে যে clause-এ এই Relative pronoun থাকে তার *case* গ্রহণ করে।)

Ram is the boy *who* did it. (subject)
Ram is the boy *Whom* I want. (object)
Ram is the boy *whose* pencil I want. (possessive)

Position of the Relative Pronoun :

To remove ambiguity, the Relative pronoun should be placed as near as possible to its Antecedent. (অস্পষ্টতা এড়াতে Relative Pronoun তার Antecedent-এর যতটা সম্ভব কাছে বসে।)

(i) The boy ***who*** was walking in the field saw a dead man.
We cannot say—
The boy saw a dead man ***who*** was walking in the field.
(ii) The boy ***who*** won the first prize is the son of my friend.
We cannot say—
The boy is the son of my friend ***who*** won the first prize.

Compound Relative Pronouns :

Compound Relative pronouns are formed by adding *ever* or *soever* to *who.which or what.*

Whoever (= any person who) comes is welcome.
Take *whichever* (= anything which) you like.
Whatever (= anything which) may happen, I'll do this.
Whatsoever (= anything what) may happen, I'll do this.
Whomsoever (= anyone whom). You can call *whomsoever* you see.

Short forms of pronoun & verb :

I am = I'm	He is = He's
I shall/will = I'll	She is = She's
We are = We're	They are = They're
We shall = We 'll	He will = He 'll
You are = You're	She will = She 'll
You will = You 'll	They will = They 'll
I have = I've	You have = You've
We have = We've	It is = It's
He has = He's	That is = That's

Note :** ***Its = ইহার; It's= It is (ইহা হয়)

These short forms of pronoun & verb are often used in Spoken English. (Pronoun & Verb -এর এই short form গুলি Spoken English -এ প্রায়ই ব্যবহৃত হয়।)

Some Important notes

When a pronouns of different persons are joined, the verb will be plural. (বিভিন্ন person–এর pronoun যুক্ত হলে plural verb বসে।)

He and *I have* done it. You and *Hari have* idled away your time.

Good manners require to say 2nd person first; 3rd person next and 1st person at last : (ভদ্ররীতি অনুযায়ী প্রথমে **2nd person,** তারপর, **3rd person,** এবং শেষে **1st person** বসে।)

You and *I* (not *I* and *you*); *You* and *he* (not *he* and *you*); He and *I* (not *I* and *he*). *You, he* and *I* (not *I, you* and *he*.)

But in admitting faults the pattern will be reverse. (দোষ স্বীকারের সময় বিপরীত ক্রম হয়) যেমন—*I, he* and *you are* guilty.

Study the following correct sentence :

The presents are *for you* and *me*. (not I) ;

Nobody will help you *but me*. (not *I*. Here 'but' is a preposition)

He is taller *than I* (am).

He is taller *than me*. (This is now accepted). ***—Wern & Martain.***

"*Than whom* is standard English today, admitted and blessed by the Oxford Dictionary. "***—Good English by G. H. Vallins.***

APPLIED SECTION

1. *Use appropriate pronouns in the blank spaces of the following dialogue.*

(নিচের সংলাপের শূন্যস্থানগুলিতে সঠিক Pronoun ব্যবহার কর)।

Bipin : This is ..... friend, Rahman.
Binay : Hallo, nice to meet .....
Rahman : Nice to meet ..... too.
Bipin : Rahman, is an artist ..... sister is also an artist.
Binay : That's interesting.
Bipin : ..... work of art is very popular. Everyone in ..... town knows about ..... paintings.
Binay : Bipin, aren't ..... sisters artist too?
Bipin : well, they are not artists ..... are good musicians ..... parents are also good musicians.
Rahaman : Bipin is good cricketer ..... Plays cricket in ..... school team.
Binay : Yes, ... know that, but .....belong to a family of footballers ..... all play football.
Bipin : ..... famiy members are different from ..... famiy members.It does not matter ..... are friends.

2. *Use pronouns as object to a verb or a preposition.*

Apply correct forms given in the brackets. (বন্ধনী থেকে Pronoun-গুলিকে সঠিক Object (রূপে ব্যবহার কর।)

(a) Can you pass..... the Salt? (I)
(b) Please send the letter to ..... (She)
(c) His mother made this shirt for ..... (He)
(d) Have you bought tickets for ..... ? (They)
(e) Would you like to come with ..... ? (We)

3. *Note the difference between Possessive Adjective and Possessive pronoun.* (Possessive Adjective এবং Possessive Pronoun -এর পার্থক্য লক্ষ্য কর।)

Possessive Adjective	***Possessive Pronoun***
This is *my* book.	This book is *mine*.

We can say the same thing in three ways.

(i) This is *my book*. (ii) This *book is mine*. (iii) This book *belongs to me*.

Now re-write each of the following sentences in two other ways.

(i) This is his ball (ii) ..... (iii) .....
(i) That is your book (ii) ..... (iii) .....
(i) Those are our pens (ii) ..... (iii) .....

4. *Apply reflexive pronouns in the following sentences.*

(i) Lila makes her bed .....
(ii) Her mother cooks .....
(iii) I'll do the sum .....
(iv) Badal washes his clothes .....
(v) The boys clean the room .....

EXERCISE

1. *How many kinds of pronouns are there? What are they?*

Pronoun কয় প্রকার ও কি কি?

2. *Give the various forms of personal pronoun in different persons and cases.* (বিভিন্ন person ও case ও personal pronoun -এর রূপগুলি দাও।)

3. *What is the difference between a Relative pronoun and an Interrogative pronoun though they look alike?* (দেখতে একরকম হলেও Relative pronoun এবং Interrogative pronoun-এর মধ্যে পার্থক্য কি?)

4. *Find out the pronouns and classify them.*

(Pronoun গুলি খুঁজে বার কর এবং তাদের শ্রেণী বিভাগ কর।)

They have lost their books. Which is your book? Which books are yours? I gave him a pen but he did not return it. Any of the boys can do it. Some body will take it. I lost myself. He hurt himself. Who are you? What do you want? Each of the girls has gone home. Either of them can do it. Ahmed and Rahim love each other.

5. *Fill in the blanks with appropriate pronouns in the following passage.* (নিচের অনুচ্ছেদে সঠিক Pronoun বসিয়ে শূন্যস্থান পূরণ কর।)

A farmer had three sons. ——— always quarrelled. ——— made the farmer unhappy. One day the farmer thought of a plan. ——— called in all his sons. ——— showed a bundle of sticks and asked ——— to break the bundle. All ——— sons tried but no one could break it.

6. *Read the following passage and find out different types of pronouns used in it.* (নিচের অনুচ্ছেদটি পড় এবং বিভিন্নরকম Pronoun খুজে বার কর।)

Once king Solomon invited the queen of Sheba to his kingdom. The queen was pleased. She said to the king's messenger. "Ours is a small kingdom and yet your great ruler wants to be our good friend. It is a great honour to me."

7. *Choose the appropriate pronouns from the brackets and complete the sentences.* (বন্ধনীর মধ্যে সঠিক pronoun-টি বেছে নিয়ে Sentence গুলি সম্পূর্ণ কর।)

(a) ——— went to school. (me, mine, I)
(b) ——— am talking with ——— friends (my, me, I, mine)
(c) Can you run as fast as ——— (he, his, him)
(d) The boys are taking ——— prizes. (our, their, your)
(e) Lila is sitting in ——— room. (his, her, their)
(f) Tell ——— about ——— school (me, our, your)

8. *Find out the Relative pronouns in the following sentences. Tell the case of each and mention its antecedent.* (নিচের বাক্যগুলি থেকে Relative Pronoun খুঁজে বার কর, তাদের case বল এবং তাদের antecedent উল্লেখ কর।)

(a) The pen that you gave me is a very good one.
(b) The answer which you gave is not right.
(c) I know the woman whose child was burnt.
(d) This is the boy whom I want.
(e) Bring me the letters which the postman left.
(f) This is the house that Jack built.
(g) Show me the knife that you have bought.
(h) He has not bought the knife that I asked for.

9. *Fill in the blanks with appropriate Relative pronouns.*

(উপযুক্ত Relative pronoun বসিয়ে শূন্যস্থান পূরণ কর।)

(a) We always like those boys ——— speak the truth.
(b) He ——— does his best shall be praised
(c) We saw the dog——— worried the cat.
(d) I know ——— you mean.
(e) Most people want ——— they deserve.
(f) Where is the book ——— I gave you?
(g) God helps those ——— help themselves.
(h) No man can lose ——— he never had.

10. *Join the pairs of sentences with Relative pronouns.*

(Relative pornoun -এর সাহায্য বাক্যযুগলকে যুক্ত কর।)

(a) This is the boy. The boy got the first prize.
(b) This is the building. It was built in a month.
(c) The letter reached me this evening. You sent the letter.
(d) The dog barks. The dog does not bite.
(e) This is the man. I want the man.
(f) This is the girl. The book of the girl is lost.
(g) I have found the umbrella. I had lost it.
(h) A boy came to me yesterday. He is your classmate.
(i) The film is about a spy. His wife betrays him.
(j) The boy were absent. Do you know them?

11. *Join the sentences in column A to the sentences in column B using Relative pronouns—who, which, that, whose, whom.* (who, which, that, whose, whom এই Relative Pronoun গুলির সাহায্যে column-A এর বাক্যগুলির সঙ্গে column-B এর বাক্যগুলি যুক্ত কর।)

	A		B
1.	Here is the book	who	leads to the station
2.	I met a lame man	which	head was off.
3.	The man is the Secretary	that	you lent me.
4.	Is this the road	whose	you see on the chair.
5.	I gave the baby a dool	whom	was walking in the field.

12. *Turn the statements into questions by using Interrogative pronouns or 'Wh' questions.* (Int. Pronoun বা wh-word এর সাহায্যে statement-কে question-এ পরিবর্তন কর।) এমনভাবে প্রশ্ন করবে যাতে Statement-গুলি উত্তর হিসাবে পাওয়া যায়।)

Statement	Question
Example : I wanted his address.	What did you want?
A boy lived at Bhowanipur in Calcutta.	
His parents sent him to school.	
Pele is the king of football.	
Dipak is 14 years old.	
His father is a teacher.	
I have seen some birds in the garden.	
He invited some friends.	
He is going to buy some books.	

13. *Use the appropriate pronouns and write in your own English.*

সে একটি সুশ্রী মেয়ে। তোমার বাবা আমায় বকে ছিলেন। অবশেষে সে নিজেকেই আঘাত করিল। আপনি আমার উপর কঠোর হইবেন না। আমরা তাহাকে তাহার সততার জন্য ভালোবাসি। তাহারা তাহাদের বই পড়ে। আমরা আমাদের বই পড়ি। আমি নিজেই অঙ্কটি করিয়াছিলাম। তাঁহারা নিজেরাই চোরটিকে ধরিয়াছিলেন। মেয়েটি নিজেই রান্না করে। ইহা নিজের করা দরকার (oneself)। তাহারা তাহাদিগকে অনুসরণ করিতে বলিল। শ্রীমতী আয়নায় নিজেকে দেখিল। পাগলা কুকুর যাহাকে (whomsoever) রাস্তায়

পায়, তাহাকেই কামড়ায়। তিনি তোমাকে ডাকিয়া পাঠাইয়াছেন। এই ছেলেটি কে? তুমি কাকে চাও? এটি কার সার্ট? সে কি চায়? কোন ছেলেটি অষ্টম শ্রেণীতে পড়ে? যে কেহ (Anyone) একাজ করিবে সেই শাস্তি পাইবে।

14. *Use the Relative pronouns and write in you won English.*

যে ছেলেটি এখানে আসিয়াছিল সে এই। তুমি আমাকে যে বইখানা দিয়াছিলে, তাহা একখানি পচের বই। সে যে কলমটি হারাইয়াছিল, তাহা আমার। যে হাত দোলনা ঠেলে (rocks the cradle) তাহাই রাজা চালায়। যাহারা পরিশ্রমী তাহারাই কৃতকার্য হয়। যাহারা সত্যবাদী তাঁহারাই শ্রদ্ধা পান। যে চাউল তোমরা খাও তাহা মিহি (fine)। এমন কোন বাড়ী নাই যেখানে মৃত্যু ঢোকে নাই। যাহা পার তাহাই লও। যাহা কিছু (whatever) পাও তাহাই লও। যে কেহ (whoever) একাজ করিতে পারে।

15. *Write the following passage in your own English.*

আমরা যে সময় প্রেসিডেন্সি জেল থেকে আলিপুর জেলে স্থানান্তরিত হই, সে সময় আলিপুর জেলে আমাদের ওয়ার্ডে (ward) মথুর নামে একজন কয়েদী কাজ করত। আট দশবার সে জেলখানা ঘুরেছে। কিছুদিন কাজ করার পর দেশবন্ধুর উপর মথুরের ভক্তি ও ভালবাসা জন্মাল। সে তাঁকে বাবা বলে ডাকতে লাগল। মথুরের প্রতিও দেশবন্ধুর সমবেদনা ও ভালবাসা জাগরিত হল। মথুর তার জীবনের সকল ইতিহাস তাঁকে বলল। মুক্তির সময় (time of release) নিকটবর্তী হলে দেশবন্ধু তাকে বললেন যে তার খালাসের পর তিনি তাকে নিজের বাড়ীতে রাখবেন, যেন (so that) সে অসৎ সঙ্গে পড়ে পুনরায় ডাকাতি না করে। মথুরের খালাসের দিন দেশবন্ধু লোক পাঠিয়ে তাকে নিজের বাড়ীতে নিয়ে আসেন।

CHAPTER—9
MORE ABOUT ADJECTIVES

> An Adjective is a word used to qualify a noun or a pronoun.
> —J. C. Nesfield.
>
> প্রকৃতপক্ষে যে word-এর দ্বারা Noun বা Pronoun-এর দোষ, গুণ, অবস্থা, সংখ্যা বা পরিমাণ বুঝায় তাকে Adjective বলে।

Adjective are mainly of two types (Adjective প্রধানতঃ দু প্রকার) : ***Attributive Adjective*** and ***Predicative Adjective.***

Adjective যখন Noun এর পূর্বে ব'সে তার attribute অর্থাৎ দোষগুণ প্রকাশ করে, তখন তাকে Attributive Adjective বলে। আর যখন Verb বা ক্রিয়ার পরে Predicate হিসাবে ব'সে Noun বা Pronoun -কে qualify করে, তখন তাকে Predicative Adjective বা বিধেয় বিশেষণ বলে। যেমন–

বুদ্ধিমতী মেয়েটি পরীক্ষায় প্রথম স্থান অধিকার করেছিল—The *intelligent* girl stood first in the examination. (Attributive Adjective).

মেয়েটি বেশ বুদ্ধিমতী —The girl is very *intelligent*. কিন্তু সে খুব অলস—But she is very *lazy*. (Predicative Adjective).

***Note :** Both Attributive Adjective and Predicative Adjective qualify a noun. But only Predicative Adjective qualifies a pronoun. [Attributive Adjective এবং Predicative Adjective Noun-কে qualify করতে পারে। কিন্তু কেবলমাত্র Predicative Adjective Pronoun-কে qualify করে।]

However, there are eight kinds of Adjectives in terms of nature. প্রকৃতিগত বিচারে Adjective আট প্রকার।

Kinds of Adjectives	*How to recognise them*	*Examples*
(1) Proper Adjectives	Proper Noun থেকে Proper Adjective হয়।	Asian, chinese, French, English, African, Panjabi, etc.
(2) Adjective of quality	Noun বা Pronoun-এর দোষ, গুণ বা অবস্থা প্রকাশ করে।	good, bad, wise, noble, rich, poor, great, hot, cold, warm, etc.
(3) Adjective of quantity	Noun বা Pronoun-এর Quantity বা পরিমাণ বুঝায়।	much, huge, some, a little, all, any, half, full, whole, enough etc.
(4) Numeral Adjective	Noun বা pronoun-এর সংখ্যা বুঝায়। [one, two, three— cardinal number বা সংখ্যাবাচক শব্দ; First, Second, Third— ordinal number বা ক্রমবাচক বা পূরণবাচক শব্দ]	one, two, three, four, first, second, third, fourth, all, any, many, some, several, each, every, a few etc.
(5) Demonstrative Adjective	কোন ব্যক্তি বা বস্তুকে বিশেষভাবে নির্দেশ করে।	this, that, these, those, such, etc.
(6) Distributive Adjective	একাধিক ব্যক্তি বা বস্তুর মধ্যে প্রত্যেককে পৃথকভাবে নির্দেশ করে।	each, every, either, neither.

Kinds of Adjectives	*How to recognise them*	*Examples*
(7) Interrogative Adjective	প্রশ্নসূচক শব্দ (wh words) Noun -এর পূর্বে Adjective এর মতো ব্যবহৃত হয়।	whose, which, what.
(8) Possessive Adjective	অধিকার বা সম্বন্ধসূচক Adjective.	my, our, your, his, her, their.

***Note:** This is *his* book. *My* pen is lost. ইত্যাদি বাক্যে *his, my,* শব্দগুলি book, pen এই Noun-এর পূর্বে বসে অধিকার বা সম্বন্ধ প্রকাশ করছে বলে এগুলিকে Possessive Adjective বলা হয়। কিন্তু *my, his, her, your, our, their* প্রভৃতিকে বর্তমানে Personal pronoun-এর Possessive case রূপেও ধরা হয়। যাইহোক, Demonstrative Adjective, Distributive Adjective, Interrogative Adjective এবং Possessive Adjective কে একত্রে Pronominal Adjective বলে।

এখন My, mine, our, ours, yours, her এবং hers-এর প্রয়োগ লক্ষ্য কর।

এটি আমার বই—This is ***my*** book. [Possessive Adjective]

এই বইটি আমার—This book is ***mine*** [Possessive Pronoun]

এইভাবে, আরো কিছু Possessive Adjective এবং Possessive Pronoun দেখ।

এইটি আমাদের বাড়ি—This is ***our*** house.

এই বাড়িটি আমাদের—This house is ***ours.***

এইটি তোমার কলম—This is ***your*** pen.

এই কলমটি তোমার—This pen is ***yours.***

এটি তার (মেয়েটির) পুতুল—This is ***her*** doll.

এই পুতুলটি তার—This doll is ***hers.***

Uses of Adjectives :

This is an *American* boy. (Proper Adjective)
He likes a *Chinese* dish. (")
Indian people do not like this. (")
Lipika is a *clever* girl. (Adjective of quality)
She is very *beautiful* but lazy. (")
The *rich* men are not always *happy*. (")
Bilas drinks *much* milk (Adjective of quantity)
The boy wants a *little* sugar (")
I ate *some* rice (")
He has lost *all* his wealth (")
I have *enough* sugar (")
Four girls are in the common room (Numeral Adjective)
The *first* boy has stood *third* this time (")
Not a *single* boy is in the classroom. (")
Some boys are clever, not *all*. (")
Are there *any* mango trees in the garden? (")
There are *enough* spoons (")
This boy is stronger than *that* boy (Demonstrative Adjective)
These mangoes are sweet (")
Those rascals must be punished (")
Each boy got a prize (Distributive Adjective)
India expects *every* man to do his duty (")
You may take *either* side. (")
She took *neither* side (")

Whose book is this? (Interrogative Adjective)
Which Pen do you want? (")
What books are you reading? (")

Note : *Whose* is this book? (Whose = Interrogative Pronoun)
Whose book is this? (Whose = Interrogative Adjective)
—*Wren & Martin.*

This is *my* book and that is *your* book. (Possessive Adjective)

There are two more Adjectives—Emphasizing and Exclamatory Adjectives :

Emphasizing Adjectives :

Own and *very* are used as *emphasizing Adjectives.*

Own এবং *Very* এই দুটি শব্দ জোরসূচক *Adjective* রূপে ব্যবহৃত হয়।

He was beaten at his *own* game. (সে নিজের চালাকিতে নিজেই পরাস্ত হল।)

He was paid back by his *own* coin. (তার নিজের কৌশল নিজে ফিরে পেল।)

Mind your *own* business. (নিজের কাজে মন দাও।)

I saw it with my *own* eyes. (আমি নিজের চোখেই এটা দেখেছিলাম।)

The incident happened before my *very* eyes. (ঘটনাটা আমার চোখের সামনেই ঘটল।)

That is the *very* thing we want. (ঐ জিনিসটিই আমার চাই।)

Exclamatory Adjectives : *What* folly! *What* a fall ! *What* an idea! *What* a blessing ! *What* a piece of work is man !

FORMATION OF ADJECTIVES

Many Adjectives are formed from Nouns:

Noun	Adjective	Noun	Adjective
Boy	boyish	Benefit	beneficial
Child	childish	Education	educational
Fool	foolish	Devotation	devotional
Beauty	beautiful	Health	healthy
Care	careful	Dirt	dirty
Hope	hopeful	Ease	easy
Need	needful	Storm	stormy
Peace	peaceful	Sun	sunny
Play	playful	Leaf	leafy
Success	successful	Anger	angry
Use	useful	Glory	glorious
Wonder	wonderful	Envy	envious
Shame	shameless	Ambition	ambitious
Sense	senseless	Courage	courageous
Cease	ceaseless	Outrage	outrageous
Tire	tireless	Danger	dangerous
Silk	silken	Nerve	nervous
Gold	golden	Telegraph	telegraphic
Cost	costly	Laugh (হাসি)	laughable
Man	manly	Belief	believable
King	kingly	Desire	desirable
Life	lively (লাইভলি)	Pardon	Pardonable
Gift	gifted	Force	forcible
Music	musical	Office	official
Crime	criminal	Voice	vocal
Attraction	attractive	People	popular

Noun	Adjective	Noun	Adjective
Destruction	destructive	Hand	handsome
Distribution	distributive	Trouble	troublesome
Production	productive	Quarrel	quarrelsome

Some Adjectives are formed from Verbs

Verb	Adjective	Verb	Adjective
Act	active	Move	movable
Attract	attractive	Rely	reliable
Detect	detective	Add	additional
Deceive	deceptive	Edit	editorial
Include	inclusive	Forget	forgetful
Instruct	instructive	Trust	trustful
Talk	talkative	Invent	inventive
Agree	agreeable	Prevent	preventive
Desire	desirable	Advise	advisory
Enjoy	enjoyable	Love	Lovely

Some Adjectives are formed from other Adjectives

Adjective	Adjective	Adjective	Adjective
Economic	economical	Black	blackish
Tragic	tragical	White	whitish
Three	threefold	Large	largely
Whole	wholesome	Sick	sickly

COMPARISON OF ADJECTIVES

Read the sentences : (বাক্যগুলি পড়)ঃ

Raju is a ***tall*** boy. (রাজু একটি লম্বা ছেলে।)

Sibu is ***taller*** than Raju. (শিবু রাজুর চেয়ে লম্বা।)

Debu is the ***tallest*** of these three. (দেবু এই তিনজনের সবচেয়ে লম্বা।)

লক্ষ্য কর, উপরের বাক্যগুলিতে *tall, taller* এবং *tallest* তিনটিই Adjective. এদের মধ্যে প্রথম বাক্য *tall* Adjective-টি সাধারণভাবে বসেছে, দ্বিতীয় বাক্যে *taller* Adjective-টি দুজনের মধ্যে তুলনা বোঝাচ্ছে এবং তৃতীয় বাক্যে *tallest* Adjective-টি তিনজনের মধ্যে তুলনা বোঝাচ্ছে।

এই ভাবে সাধারণ Adjective থেকে দুই এর মধ্যে তুলনা এবং দুই-এর বেশির মধ্যে তুলনা বোঝাতে Adjective-এর যে রূপ হয়, তাকে ***Degree of Comparison*** বলে।

এইভাবে Adjective-এর তিনটি form বা রূপ হলো ঃ

1. **Positive Degree :** Adjective যখন সাধারণভাবে বসে।
2. **Comparative Degree :** যখন দুটি ব্যক্তি বা বস্তুর মধ্যে তুলনা করা হয়।
3. **Superlative Degree :** যখন দুইয়ের অধিক ব্যক্তি বা বস্তুর মধ্যে তুলনা করা হয়।

Rules of Comparison

(i) Most Adjective of one syllable by adding -er and -est :

সাধারণত ঃ এক syllable বিশিষ্ট Adjective থেকে Comparative এ -er এবং Superlative এ -est যোগ হয়।

Positive	Comparative	Superlative
Bold (সাহসী)	bolder	boldest
Cold (ঠান্ডা)	colder	coldest
Old (বয়সে বড়, পুরাতন)	older	oldest
Old (পারিবারিক সম্পর্কে বড়)	elder	eldest
Clever (চতুর)	cleverer	cleverest
Few (অল্প কয়েকটি)	fewer	fewest
Great (মহান)	greater	greatest

Positive	Comparative	Superlative
Hard (কঠিন)	harder	hardest
High (উঁচু)	higher	highest
Kind (দয়ালু)	kinder	kindest
Low (নীচু)	lower	lowest
Long (লম্বা)	longer	longest
Poor (দরিদ্র)	Poorer	poorest
Rich (ধনী)	richer	richest
Short (বেঁটে, খাটো)	shorter	short st
Small (ছোট)	smaller	smallest
Strong (বলবান)	stronger	strongest
Soft (নরম)	softer	softest
Sweet (মিষ্টি)	sweeter	sweetest
Tall (লম্বা)	taller	tallest
Weak (দুর্বল)	weaker	weakest.

***Note :** Old থেকে সাধারণভাবে বয়সে বড় বা পুরাতন অর্থে Comparative-এ older এবং Superlative এ oldest হয়। কিন্তু পারিবারিক সম্পর্ক থাকলে old থেকে Comparative এ elder এবং Superlative এ eldest হয়।

(ii) When the positive ends in *e*, only *r* and *st* are added.

Positive এর শেষে *e* থাকলে শুধু *r* এবং *st* যোগ হয়।

Positive	Comparative	Superlative
Able (সক্ষম)	abler	ablest
Brave (সাহসী)	braver	bravest
Fine (সুন্দর, পা[illegible])	finer	finest
Late (সময় সম্পর্কে পরবর্তী)	later	latest
Late (ক্রমসম্পর্কে পরবর্তী)	latter	last
Large (বড়)	larger	largest
Noble (মহৎ)	nobler	noblest
Pale (বিবর্ণ)	Paler	palest
True (সত্য)	truer	truest
Wise (জ্ঞানী)	wiser	wisest
White (সাদা)	Whiter	whitest

***Note :** সময় সম্পর্কে পরবর্তী হলে later ও latest হয়। যেমন— This is the *later/latest* edition of the book. কিন্তু ক্রম অর্থাৎ order বা position বোঝালে Latter ও last হয়। Ram and Shyam are two boys; the former is strong in Bengali and the *latter* in English. Amar is the *last* boy in the class.

(iii) When the positive ends in a consonant preceded by a Vowel, the Consonant is doubled before adding *-er* and *-est*.

Positive -এর শেষে Consonant এবং তার ঠিক পূর্বে Vowel থাকলে consonant-টি double করে *er* এবং *est* যোগ হয়।

Positive	Comparative	Superlative
Big (বড়)	bigger	biggest
Fat (মোটা)	fatter	fattest
Hot (গরম)	hotter	hottest
Mad (পাগল)	madder	maddest
Sad (বিষণ্ণ)	sadder	saddest
Thin (পাতলা)	thinner	thinnest

***Note :** Positive-এর শেষে যদি দুটি consonant থাকে অথবা একটি consonant -এর পূর্বে দুটি Vowel থাকে, তবে consonant-এর দ্বিত্ব হয় না।

Thick	thicker	thickest
Cool	cooler	coolest

(iv) When the positive ends in y, preceded by a consonant, the y is changed into *i* before adding *-er* and *est*.

যখন Positive-এর শেষে y থাকে এবং তার পূর্বে consonant থাকে, তখন *y*- কে *i* করে *er* এবং *est* যোগ হয়।

Positive	Comparative	Superlative
Busy (ব্যস্ত)	busier	busiest
Easy (সহজ)	easier	easiest
Dry (শুষ্ক)	drier	driest
Happy (সুখী)	happier	happiest
Heavy (ভারী)	heavier	heaviest
Holy (পবিত্র)	holier	holiest
Merry (আনন্দিত)	merrier	merriest
Mighty (শক্তিশালী)	mightier (mighter)	mightest
Ugly (কুৎসিৎ)	uglier	ugliest
Wealthy (সম্পদশালী)	wealtheir	wealthiest

***Note :** যখন Adjective এর শেষে *y* থাকলেও তার পূর্বে Vowel থাকে, তখন *y*-এর কোন পরিবর্তন না হয়ে *-er* এবং *est* হয়।

Gay (আনন্দিত)	gayer	gayest
grey (ধূসর)	Greyer	greyest

(v) Some Comparatives and Superlatives are not formed from the Positive.

কতকগুলি Comparative এবং Superlative তাদের Positive থেকে আলাদা হয়।

Positive	Comparative	Superlative
Good (ভালো)	better	best
Bad (মন্দ)	worse	worst
Far (দূর)	farther	farthest
Fore (আরো)	further	furthest
Little (কম)	less	least
Much (বেশি)	more	most
Many (অনেক)	more	most

***Note :** Calcutta is *farther* from Bombay than Patna. (distance)

He made no *further* remarks. (further = additional)

(vi) Adjectives of two or more than two syllables form the Comparative and the superlative by adding *more* and *most* before them.

দুই বা ততোধিক syllable-বিশিষ্ট Adjective-এর Comparative এবং Superlative করতে হলে *more* এবং *most* যোগ করতে হয়।

Positive	Comparative	Superlative
Beautiful (সুন্দর)	more beautiful	most beautiful
dutiful (কর্তব্যপরায়ণ)	more dutiful	most dutiful
Careful (যত্নবান)	more careful	most careful
Courageous (সাহসী)	more courageous	most courageous
Difficult (কঠিন)	more difficult	most difficult
Diligent (পরিশ্রমী)	more diligent	most diligent
Important (গুরুত্বপূর্ণ)	more important	most important
Intelligent (বুদ্ধিমান)	more intelligent	most intelligent
Industrious (অধ্যবসায়ী)	more industrious	most industrious
Learned (শিক্ষিত)	more learned	most learned

(vii) There are some **Latin Comparatives.** (এছাড়া কিছু Latin comparative আছে) যেমন–*Junior, Senior, Inferior, Superior, Minor, Major.*

Prior, Anterior, Posterior, প্রভৃতি। সাধারণ ভাবে Comparative -এর পর *than* বসলেও এই Latin Comparative -গুলির পর *to* বসে। এদের positive এবং superlative এর কোন form নেই। এই Latin Comparative গুলির ব্যবহার লক্ষ্য কর ঃ

I am *junior* to him. (বয়সে ছোট বা চাকরিতে অধস্তন।)
He is *senior* to me. (বয়সে বড় বা চাকরিতে উর্ধ্বতন।)
Amal is *junior* to Bimal in age but *senior to* him in service.
This type of tea is inferior (নিকৃষ্ট) *to* that.
This type of rice is *superior* (উৎকৃষ্ট) *to* that.
The Vedas are *anterior* (পূর্ববর্তী) *to* Puranas.
The iron age is *posterior* (পরবর্তী) *to* the copper age.

Use of Degrees

Use of positive degree : Ram is *as old as* shyam.
Use of Comparative degree : Jadu is *older than* Madhu.
Use of superlative degree : Jadu is *the oldest* of all. / He is *the oldest* boy in his class.

Note :** ***Positive degree *-র তুলনা হলে আগে* ***as*** *এবং পরে* ***as*** *হয়।*
কখনো কখনো আগের *as* থাকে না। যেমন— He is *ferocious as* a tiger.

Comparative degree-র পরে than বসে।
Superlative degree- র আগে the এবং পরে of বা in বসে।
Change of Degree wihtout any change of meaning.
অর্থ অপরিবর্তিত রেখে Degree পরিবর্তন করার পদ্ধতি ঃ

He is ferocious *as* a tiger. (Positive)
= A tiger is not *more ferocious* than he. (Comparative)
Ram is *stronger than* Shyam. (Comparative)
=Shyam is not *as strong* as Ram. (Positive)
= Shyam is *less strong than* Ram. (Comparative)
Hari is *the laziest* boy in the class. (Superlative)
= Hari is *lazier* than any other boy in the class. (comparative)
= No other boy in the class is *as lazy as* Hari (positive)
Iron is *the most useful* metal. (Superlative)
= Iron is *more useful than* any other metal. (Comparative)
= No other metal is *as useful as* iron (Positive)
Gold is one of *the most precious* metals. (Superlative)
= Gold is more *precious than* many other metals. (Comparative)
=Very few metals are *as precious as* gold. (Positive)

এবার নিচের দুটি বাক্যে *braver* এবং *more brave*-এর অর্থ পার্থক্য লক্ষ্য কর ঃ

Ram is *braver than Shyam.* (শ্যামের চেয়ে রাম সাহসী)
Ram is *more brave than prudent.* (রাম যতটা জ্ঞানী তার চেয়ে বেশী সাহসী)

An Important Note

The Superlative with *most* is sometimes used when there is no ideas of Comparison, but merely a desire to indicate a quality in a very high degree.

কখনো কখনো *most* বসিয়ে যে Superlative হয়, তাতে কোন তুলনার ভাব থাকে না, কেবলমাত্র কোন একটি বিশেষ অবস্থা বা গুণ খুব বেশি পরিমাণে আছে এরূপ বোঝায়।

This is *most* unfortunate. (এটি খুবই দুর্ভাগ্যজনক।)
This is *a most* wonderful sight. (এটি একটি খুব চমৎকার দৃশ্য।)
It was *a most* eloquent speech. (এটি ছিল খুব উদাত্ত ভাষণ)

* **লক্ষ্য কর,** এরূপ ক্ষেত্রে Superlative degree হলেও most এর পূর্বে *the* বসে না। কখনো কোন article ই থাকে না, কখনো *the*-র পরিবর্তে *a* বসে।

Some idiomatic usages of Adjectives

সরু

সরু কাপড়—*Fine* cloth.
সরু চাল—*Fine* rice.
সরু গলি—A *narrow* lane.

মোটা

মোটা লোক—A *fat* man.
মোটা কাপড়—*Coarse* cloth.
মোটা কাগজ—*Thick* paper.
মোটা বেতন—*Fat* salary
মোটা বুদ্ধি—*Dull* intellect.

শক্ত

শক্ত মাটি—*Hard* soil.
শক্ত কাজ—*Hard (difficult)* task.
শক্ত প্রশ্ন—*Difficult* question.
শক্ত শরীর—A *strong* body.
শক্ত রোগ—A *serious* disease.

নরম

নরম মাটি–Soft soil
নরম কথা—*Soft* word.
নরম মাছ—*Rotten* fish.
নরম মেজাজ—*Mild* temper.

অল্প

অল্প আয়—*Poor* income.
অল্প দূর—*Short* distance.
অল্প মূল্য—*Low* price.
অল্পজ্বর—*Slow* fever.

মন্দ

মন্দ খবর আগে যায়—*Ill* news runs apace.
মন্দ মন্দ বায়ু বইছে—A *gentle* breeze is blowing.
তার সময় মন্দ পড়েছে—He/She has fallen in *evil* days.
এখন সোনার বাজার মন্দা—Gold market is *dull* now.

ভাল

তোমার একটা ভাল খবর আছে—Here is a *good* news for you.
তোমরা সবাই ভাল আছ তো ?— Are you all *well* ?
তোমার ভাইটি অঙ্কে ভাল—Your brother is *strong* in Mathematics
তার চেহারাখানা বেশ ভাল—He/She has a *lovely* appearance.

ছোট

ছোট শিশুর যত্ন নিতে হয়—A *little* child needs care.
তার চুল ছোট—His/Her hair is *short.*
এটা অতি ছোট ব্যাপার—It is a very *small (petty)* affair trifle matter.
সে একটা ছোট ঘরে বাস করে—He lives in a *small* house.
ঋত্বিক আমার ছোট ভাই—Ritwik is my *younger* brother.
তার মনটা বড় ছোট—He is very *mean* minded.

বড়

উপেনবাবু একজন বড়লোক—Upenbabu is a *rich* man.
রবীন্দ্রনাথ একজন বড় মানুষ—Rabindranath is a *great* man.
ধীরেন আমার বড় ভাই—Dhiren is my *elder* brother.
তিনি বড় বংশের ছেলে—He comes of a *high* family.
সে বড়লোকের মহলে ঘোরাফেরা করে—He moves in *high* circles.
বড় বড় কথা বলা তার অভ্যাস—He is in the habit of *tall* talks.
তোমার কি বড় লেগেছে ?— Are you *much* hurt ?

APPLIED SECTION

An Adjective gives more information about a Noun or a Pronoun. The form is the same for the Singular and the Plural. (Adjective Noun সম্পর্কে আরো কিছু তথ্য দেয়। Singular এবং Plural এ Adjective এর একইরকম রূপ হয়।)

Example :

Look at the *Pretty* bird. — He and his brother are poor.

Look at *those pretty birds*. — But certainly they are honest.

1. *Pill in the blanks with the opposite of these words* :

(দিয়ে শব্দগুলির opposite word বুঝিয়ে শূন্যস্থান পূরণ কর।)

Fat, long, big, rich, clean, easy, early, noisy, boring, sour, fierce, straight.

(a) Rama's hair is ..... and ..... She is ..... and .....

(b) Tinku always gets up .....

(c) Some sums are really .....

(d) Some parts of the city are .....

(e) We all like to eat ..... oranges.

(f) Old people like to live in ..... places.

(g) Most of the people in the villages are .....

(h) I read in ..... book yesterday.

2. *Put the pairs of Adjectives in the sentences in the suitable order.* (সঠিকভাবে Adjective pair বসিয়ে বাক্য পূরণ।)

(a) Mr. Roy's room is very ..... and ..... (clean, neat)

(b) You have a coloured T.V. but we have a ..... and ..... T.V. (white, black)

(c) Give something to that ..... man (old, poor)

(d) Vidyasagar gave his mother a very ..... shawl. (woolen, expensive)

(e) Nila is wearing his mother's ..... sari. (lovely, Benarasi)

3. *Apply the positives, comparatives and the Superlatives correctly.* (সঠিকভাবে Positive, Comparative এবং Superlative ব্যবহার কর।)

as + adjective + as	**Negative comparison**
Naren is *as tall* as Haren.	not as ..... as
Arun is ..... *old* ..... Barun.	not so ..... as
	A grape is not { so / as } big as an orange.

Rabeya weighs as *much* as Rahima. Does she eat ..... Rahima too?

Comparative (-er/more) + than.

Arun is *older than* Bipin.

Bipin is ..... Arun. (*young*)

Lipika is *more beautiful* than Latika.

Latika is *less* ..... Lipika.

Comparative only

I think your handwriting is *better*.

Have you any ..... Umbrella? (*small*)

the + comparative ..... the + comparative

The *sooner the better*. The *bigger* the house is, *the more* money it will cost. The more leisure he has, the ..... he is (happy).

the + superlative only.

Asia is the biggest continent.

Which is ..... continent? (*small*)

Which is ..... river? (*long*)

4. *Comparatives and Superlatives appear much stronger in the following sentences.*

A Fiat is *more costly* than Maruti.

An Ambassador is *much more costly*.

A contessa is *far more costly*.

A standard 2000 is *by far the most costly*.

Now complete the following sentences :

(i) Which place is West Bengal has the ..... rainfall?

(ii) The ..... picture ever sold was painted by Van Gogh.

(iii) Did Maradona play ..... he could?

(iv) Sharmila can dance ..... than many senior girls of her school.

(v) My brother reads English ..... than I can. I am rather a slow reader.

(vi) Do you feel ..... now?

5. *Compare the climate of Calcutta and that of Darjeeling. Use comparative forms of the following words* : hot, cold, wet etc.

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EXERCISE

1. *Pick out the Adjectives in the following sentences.*

(দিয়ে বাক্যগুলি থেকে Adjective খুঁজে বের কর।)

Sentences	Adjectives
(a) Every man has his duties.	
(b) Do not say the same thing twice.	
(c) The way was long, the wind was cold.	
(d) He was absent last week.	
(e) He died a glorious death.	
(f) Good wine needs no push.	
(g) The old man was both deaf and dumb.	
(h) He is a man of few words.	
(i) A small leak may sink a great ship.	
(j) The child fell down from a tall tree.	
(k) Neither party is quite in the right.	
(l) Which pen do you prefer?	
(m) There should not be much talk and little work.	

2. Supply suitable Adjectives : (সঠিক Adjective বসাও।)

(a) The ——— prize was won by Rahim.

(b) The ——— woman lives in a wretched hut.

(c) This is very ———— matter.
(d) There were riots in ———— places.
(e) Every cloud has a ———— lining.
(f) Suddenly arose a ———— storm.
(g) He is a man of ———— ambition.
(h) He always walks with a ———— step.
(i) Have you any ———— reason for leaving the country?
(j) The battle of waterloo ended in a ———— victory.

3. ***From Adjectives from the following words and place a Noun after each Adjective.***

(নিচের word গুলি থেকে Adjective গঠন কর এবং তারপর একটি Noun যোগ কর।)

act, doubt, ease, health, wealth, time, pity, heaven, love, hill, pain, wonder, peace, child, thought, hope, friend, quarrel, storm, star, leaf, sun.

Examples : / রৌদ্রালোকিত দিন–Sunny day. ঝঞ্ঝা-বিক্ষুব্ধ সমুদ্র–Stormy sea. নক্ষত্রখচিত আকাশ–Starry sky. পাতার ফাঁক দিয়ে যে আকাশ দেখা যায়— leafy sky /

4. ***Use each of the following Adjectives in a sentence :*** (নিচের প্রতিটি Adjective কে বাক্যে ব্যবহার কর।)

Lazy, big, small, tall, hard, sad, happy, rude, polite, rich, poor, young, old, long, short, healthy, clever, cruel, beautiful, ugly.

5. ***Change the degree of the following Adjectives :***

(নিচের Adjective-গুলির Degree পরিবর্তন কর।)

positive	***Comparative***	***superlative***
able	abler	ablest
easy	easyer	easyest
early	earl	.....
busy	.....	.....
strong	.....	.....
short	.....	.....
hot	.....	.....
big	.....	.....
good	.....	.....
bad	.....	.....
weak	.....	.....
intelligent	.....	.....

6. ***Fill in the blanks with suitable forms of Adjectives***

(Adjective-এর সঠিক form বসিয়ে শূন্যস্থান পূরণ কর।)

He is the ..... of all in the class. (bad)
He is ..... than his sister. (tall)
He is ..... than his brother. (intelligent)
She is ..... than her sister. (happy)
You are ..... to me than life (dear)
Iron is ..... than gold. (cheap)
Iron is ..... of all metals. (useful)
Gold is ..... than iron. (valuable)
Amal is as ..... as Bimal. (old)
She is her father's ..... daughter. (old)
This tree is ..... than that. (old)
Which do you like..... rain or sunshine? (good)

7. ***Fill in the blanks with suitable words from the brackets :***

(বন্ধনীর মধ্য থেকে সঠিক শব্দ বেছে নিয়ে শূন্যস্থান পূরণ কর।)

I want a book of the ..... edition. (last/latest)

Reba is ..... than her sister. (older/elder)
She has lost..... blood. (much/many)
Nikhil has ..... friends. (much/many)
He came ..... than his brother. (later/latter)
I want the former, not the ..... (latter/later)

8. ***Study the table below.*** (নিচের Table টি পড়।)

Description	Mr. Bose	Mr. Das	Mr. Roy
Age	35 years	50 years	55 years
Height	1.7 metres	1.5 metres	1.6 metres
Weight	52 Kg.	48 Kg.	50 Kg.

Now fill up the blanks with suitable words :

(সঠিক শব্দ বসিয়ে শূন্যস্থান পূরণ কর।)

Mr. Bose is not ..... old ..... Mr. Roy.
He has ..... weight..... Mr. Das.
Mr. Roy is taller .... Mr. Das. but Mr. Bose is .....

9. ***Make comparison between these pairs using the words given in the brackets. They may be equal or unequal.***

(বন্ধনী থেকে শব্দ নিয়ে শব্দ-যুগলের তুলনা কর। তারা সমান হতে পারে, নাও হতে পারে।)

(a) Cricket and football (interesting/exciting)
(b) English and Arithmatic (difficult/interesting)
(c) A dog and cat (pretty/faithful)
(d) The rainy season and the winter season (good/pleasant)
(e) Delhi from Calcutta and Bombay from Calcutta (far).

10. ***Apply Degrees of Adjectives and write in your own English :***

(Degrees of Adjectives ব্যবহার করে নিজের ইংরেজিতে লেখ।)

ছেলেটি বলবান। ছেলেটি তার ভাইয়ের চেয়ে বলবান। ছেলেটি সবচেয়ে বলবান। তোমার বাবা সুখী। তোমার বাবা তোমার কাকার চেয়ে সুখী। চাউল সস্তা। চাউল গমের চেয়ে সস্তা। চাল সব খাদ্যদ্রব্যের মধ্যে সস্তা। আমার দাদা আমার চেয়ে দুবছরের বড়। রাম হরির চেয়ে পাঁচ বছরের ছোট। গোলাপফুল জবাফুলের চেয়ে সুন্দর ফুল। চাকরটি বুদ্ধিমান। চাকরটি পাচকের চেয়ে বুদ্ধিমান। গোবরা সবচেয়ে বুদ্ধিমান চাকর। বই দুখানির মধ্যে তোমারটি কম দামী (less costly of the two)। ইহা অতি ভয়ঙ্কর (a most horrible) দৃশ্য। ইহা খুব শক্ত কাজ। সে যথাসাধ্য চেষ্টা করিল। ইহা অনেক দরকারী (far more important)। পৃথিবী চন্দ্র হইতে অনেক বড় (much bigger)। সে তোমার চেয়ে ঢের বেশি সুখী।

11. ***Write the following passage in your own English.***

আমরা সকলে বীর নায়ক হতে পারি না এবং লক্ষ লক্ষ (millions) মানুষকে পরিচালনা করতে পারি না অথবা নির্যাতিতদের (oppressed) মুক্তির (freedom) জন্য সংগ্রাম করতে পারি না। কিন্তু আমরা প্রত্যেকেই আমাদের চারপাশের সকলের জীবনকে সুখী করতে পারি । আমরা আমাদের পীড়িত প্রতিবেশীর সেবা করতে পারি, নিরক্ষরকে (illiterate) শিক্ষিত করতে পারি, হতভাগ্য ব্যক্তিকে (wretched) একটু আরাম দিতে পারি,এবং আমাদের চারপাশের সবকিছুকে পরিচ্ছন্ন (clean and tidy) রাখতে পারি। আমরা সবাই সদয় এবং ধৈর্যশীল (patient) হতে পারি এবং মনের মধ্যে ভালবাসা পোষণ করতে পারি। আমরা সত্যবাদী, বিনয়ী (humble) এবং বশংবদ (obedient) হতে পারি। এগুলিই জীবনের সবচেয়ে বড় ব্যাপার, কারণ এগুলি ছাড়া পৃথিবীর মানুষ কখনোই সুখী হতে পারে না।

CHAPTER-10

MORE ABOUT VERBS & MODALS

> A verb is a word used for saying something about some person or thing.
> —**J. C. Nesfield.**
>
> Verb হলো এমন শব্দ যা কোন ব্যক্তি বা বস্তু সম্বন্ধে কিছু বলার জন্য ব্যবহৃত হয়।
>
> A Verb is a word that tells or asserts something about a person or thing
> —**Wren & Martin.**
>
> verb হলো এমন শব্দ যা কোন ব্যক্তি বা বস্তু সম্বন্ধে কিছু বলে।
>
> Verb-কে আরো স্পষ্টভাবে প্রকাশ করা যায় ঃ
>
> A verb is a word that denotes *being, having or doing* something.
> Verb হলো এমন শব্দ যা কিছু হওয়া, থাকা বা করা বুঝায়। —**P. C. Das**

A Verb may tell us—

(1) What a person or thing is : (কোন ব্যক্তি বা বস্তু কি হয়)
Mr. John *is* a teacher.
His shirt *is* white.

(2) What a person or thing has : (কোন ব্যক্তি বা বস্তুর কি আছে)
Shila *has* a pet cat.
A chair *has* four legs.

(3) What a person or thing does : (কোন ব্যক্তি বা বস্তু কি করে)
Latif *kicks* the ball.
The clock *strikes* ten.

KINDS OF VERBS

Verbs are classified in four different ways.
[Verb-কে চারটি পৃথক শ্রেণীতে ভাগ করা যায়।]

- Verb
  - Auxiliary (সহায়কারী ক্রিয়া)
  - Principal (প্রধান ক্রিয়া)
- Verb
  - Transitive (সকর্মক ক্রিয়া)
  - Intransitive (অকর্মক ক্রিয়া)
- Verb
  - Finite (সমাপিকা ক্রিয়া)
  - Nonfinite (অসমাপিকা ক্রিয়া)
- Verb
  - State (অবস্থানধর্মী ক্রিয়া)
  - Event (ঘটনাধর্মী ক্রিয়া)

1. Auxiliary Verb and Principal verbs.

Study the following table. (নিচের Table-টি দেখ)

[redacted]	[redacted]
She *is writing* a letter.	She is a teacher.
I *have come* to school.	I *have* an umbrella.
He *does* not go to school.	He *does* his work perfectly.
She *will sing* a song.	She *wills* to have a prize.

An Auxiliary verb is one which helps a Principal verb to form a tense or mood or voice. Hence it is also called a Helping verb.

[redacted]

লক্ষ্য কর, **A Section**-এর বাক্যগুলিতে *is writing, have come, does not go* এবং *will sing*-এর মধ্যে *is, have does* এবং *will* ক্রিয়াগুলির প্রত্যেকটি write, come, go এবং sing এই মূল ক্রিয়ার **Helping verb** বা সাহায্যকারী ক্রিয়া।

The verbs which are used independently without help from other verbs are called Principal verbs or Main verbs.

[redacted]

লক্ষ্য কর, **B section**-এর বাক্যগুলিতে is, have, does এবং *wills* ক্রিয়াগুলি অন্য কোন ক্রিয়ার সাহায্য ছাড়াই ব্যবহৃত হয়েছে। তাই এগুলি **Principal verb** বা **Main verb** বা মুখ্য ক্রিয়া।

Auxiliary verbs or Helping verbs are of two types.

1. **Primary Auxiliaries or Tense Auxiliaries.**
2. **Modal Auxiliaries.**

[redacted]	[redacted]
[redacted]	[redacted]

Uses of Primary Auxiliaries or Tense Auxiliaries.

[redacted]: For indicating continuous or progressive tense and passive voice. [redacted]

I *am* doing the sum (Present Progressive)
He *was* sleeping at night. (past Progressive)
The work is *being* done by me. (passive voice)
The sum has *been* worked out. (")
The work will *be* done by him. (")

Note : *'To be'* may also be used as a Principal verb. (*'To be'*) Principal verb হিসাবেও ব্যবহৃত হতে পারে।)

আমি ভাল আছি–I *am* well.
সে বাড়ীতে আছে–He is at home.
তুমি এখানে আছ—You *are* here.
নীরেন (হয়) একজন ইঞ্জিনীয়ার–Niren is an engineer.
তাহারা (হয়) সাহসী সৈনিক – They *are* brave soldiers.

To have : For indicating Perfect tense forms, Passive voice and Nominative Absolute. (Perfect tense বোঝাতে, Passive Voice বোঝাতে এবং Nominative Absolute বোঝাতে Auxiliary *'Have'* verb ব্যবহৃত হয়।)

I *have* done the work. (Present Perfect)
He *had* left the school before the class was over. (past Perfect)
It *has* been raining for five days. (Pr. perfect Cont.)
The work *has* been done. (Passive voice)
The sun *having* risen, darkness disappeared (Nom. Absolute)

Note : *'To have'* may also be used as a Principal verb. (*'To have'* Principal verb হিসাবেও ব্যবহৃত হতে পারে।)

তার একটি লাল জামা আছে–He *has* a red shirt.
তার একটি সুন্দর ছাতা ছিল–She *had* a nice umbrella.
তাদের কজন ছেলেমেয়ে আছে?–How *many* children have they?
আমরা ডিনারের (রাতের খাওয়া) জন্য কি পাব?–What shall we *have* for dinner?

লক্ষ্য কর, নিজে আছি, আছ বা আছে বোঝাতে 'be' verb এবং কাহারো কিছু আছে বোঝাতে **'have'** verb principal Verb রূপে ব্যবহার হয়।

Note : British English uses both *have* and *have got* but prefers the second.

We *have/have got* a cottage in the village.
They *have/have got* a small flat.

To do :

(i) To make an Interrogative sentence (প্রশ্নবোধক বাক্য তৈরি করতে) ঃ
Do you like foot ball?
Does he take tea?
Did she write a letter?

(ii) To make a Negative sentence (না-বাচক বাক্য তৈরি করতে) ঃ

Full forms	Shortened forms
I *do* not like him.	do not = don't
He *does* not go to school.	does not = doesn't
They *did* not play football.	did not = didn't

(iii) To give a stress in a statement (বক্তব্যে জোর দিতে) ঃ
I *do* hereby authorise you.
He *did* help you and you should not deny that.

***Note : 'To do'** is generaly used as a Principal Verb.
('To do' সাধারণতঃ Principal verb হিসাবে ব্যবহৃত হয়)
আমরা নিয়মিতভাবে আমাদের বাড়ীর কাজ করি—
We *do* our home work regularly.
তাহারা আন্তরিকভাবে কাজটি করিয়াছিল—
They *did* the work sincerely.

Uses of Modal Auxiliaries (MODALS)

Modal Auxiliaries are those helping verbs which help to express the mode or manner in which the action is doen. (ক্রিয়া সম্পাদনের mode বা ধরণ বোঝানোর জন্য Modal Auxiliary ব্যবহার হয়।)

The **modals** are different from other Auxiliaries *'have'*, *'be'* and *'do'* in three ways.

[Modal গুলি অন্যান্য সাহায্যকারী ক্রিয়া থেকে তিন দিক দিয়ে ভিন্ন ধরণের।]

(i) The do not have s-forms, *ing*-forms, *ed*-forms or en-forms.
যেমন—do—does—did; have—having—had; be, being, been হতে পারে কিন্তু may—mays—maying বা mayed হতে পারে না।

(ii) Modals take only the base form of Principal verbs after them. (Modal এর পর Principal Verb এর কেবলমাত্র Base form অর্থাৎ present form বসে।)

I *can do* the work alone.
He *may* not *come* here today.
You *must abide* by the rules.

(iii) Modals modify the meaning of the main verbs. (Modal গুলি main verb-এর অর্থকে বিশেষিত করে।)

Does he play football? এই বাক্যে Does এই auxiliary verb টি কোনভাবে play-এই মূল verb কে modify করে নি, কেবল প্রশ্নবোধক বাক্য তৈরি করার জন্য Does এই auxiliary verb-টি ব্যবহৃত হয়েছে। কিন্তু যখন আমরা বলি, He can play football—তখন, সে ফুটবল খেলতে পারে অর্থাৎ তার ফুটবল খেলার ability বোঝায়। এই ভাবে মূল Play verb টিকে modify করার জন্য can এই Modal-টি ব্যবহৃত হয়েছে। এখন Modal-এর ব্যবহার দেখ ঃ

Modals	Functions	Examples
[redacted]	asking [redacted]	Will you go to school?
[redacted]	requesting [redacted]	Would you give me a pen?
[redacted]	asking [redacted]	Shall I do the work?
[redacted]	suggestion [redacted]	You should work hard.
[redacted]	ability [redacted]	He Can drive a car.
[redacted]	ability [redacted]	He could do the sum.
	requesting [redacted]	Could you help me to do the sum?
May	Possibility সম্ভাবনা	He may come here today.
	Permission (অনুমতি)	May I come in ?
	prayer (ইচ্ছা/প্রার্থনা)	May you live long.
Might	Possibility সম্ভাবনা	His statement might be true.
	suggestion প্রস্তাব	You might go there.
Must	certainty নিশ্চয়তা	It must be good.
	obligation বাধ্যতা	You must do this.
Mustn't	Prohibition নিষেধ	You must not (mustn't) run in the sun.
Needn't	negation না-বাচক	I need not (needn't) want a book now.
Dare	bold assertion দৃঢ়-বক্তব্য	I dare say, you are a fool.
Dare n't	afraid to do করতে ভীত হওয়া	I dare not (daren't) follow you. He dare not (daren't) do it. [dares not হয় না।]
Ought (to)	moral obligation নৈতিক বাধ্যতা	We ought to love our neighbours.
	suggestion প্রস্তাব	You ought to go to a doctor.
Used (to)	habit (অভ্যাস)	He used to walk early in the morning

Some More Examples :

Expressing ability : **can** সামর্থ্য

ছেলেটি কবিতা লিখতে পারে।	The boy can write a poem.
মেয়েটি সুন্দর নাচতে পারে।	The girl can dance gracefully.
হরিণ দ্রুত দৌড়াতে পারে	The deer can run fast.

Expressing request :	**could** অনুরোধ
তুমি কি আমাকে তোমার বইখানা ধার দেবে?	Could you lend me your book?
আমি কি এক কাপ চা পেতে পারি?	Could I have a cup of tea?
Expressing possibility :	সম্ভাবনা/**may** অনুমতি/ইচ্ছা/প্রার্থনা
সে আজ বাড়ী আসতে পারে।	He may come home to-day.
আমি এখন বেড়াতে যেতে পারি।	I may go out for a walk now.
Asking and giving permission :	**may**
আমি কি এখন বাড়ি যেতে পারি?	May I go home now?
আমি কি ভেতরে আসতে পারি?	May I come in?
হ্যাঁ, তুমি আসতে পার।	Yes, You may.
Expressing possibility (Past tense) :	**might**
সে সহজেই কাজটি করতে পারত।	He might do the work at ease.
তারা বনভোজনের দলে যোগ দিতে পারত।	They might join the party for the picnic.
তারাও যেতে পারত।	They might just as well go.
Asking permission (Past tense) :	**might** সম্ভাবনা/প্রস্তাব।
সে প্রথম পিরিয়ডের পর বাড়ী যেতে পারে কিনা প্রধান শিক্ষককে জিজ্ঞাসা করল।	He asked the Head Master if he might go home after the first period.
Expressing certainty/obligation :	**must** নিশ্চয়তা/বাধ্যতা
তোমাকে তোমার কর্তব্য অবশ্যই করতে হবে।	You must do your duty.
তাকে অবশ্যই ক্লাস ছেড়ে যেতে হবে।	He must leave the class.
Expressing advice : বাধ্যতা/	**should/ought to** প্রস্তাব।
তোমার প্রতিদিন সকালে বেড়ানো উচিত।	You should have a morning walk.
সকাল ৯ টায় তোমার এখানে থাকা উচিত।	You ought to be at 9 a. m.

Use of Auxiliaries in short answers :

To avoid repetition of the main verb, the auxiliary verbs 'do', 'have', 'can', 'may', 'be', etc. are used in short answers.

Main verb-এর পুনরাবৃত্তি না করে সংক্ষেপে প্রশ্নের উত্তর দেবার জন্য do, have, can, may, be প্রভৃতি auxiliary verb ব্যবহার করা হয়।

Do you take tea in the morning? Yes, I do.
Have you got your umbrella? Yes, I have.
Can you drive a car? No, I can't.
Is he going to school? Yes, he is.
May I go out, sir ? Yes, you may.

[redacted]

Principal verbs are of two types :

[redacted] (সকর্মক ক্রিয়া)

[redacted] অকর্মক ক্রিয়া)

> A verb is Transitive if the action does not stop with the agent, but passes from the agent to something else.
>
> A verb is Intransitive when the action stops with the agent, and does not pass from the agent to something else. —*J. C. Nesfield.*

কোন ক্রিয়ার কর্ম সম্পাদনের জন্য যদি কর্তা ছাড়াও অন্য কাউকে বা অন্য কিছুকে প্রয়োজন হয়, তাহলে তাকে Transitive Verb বা সকর্মক ক্রিয়া বলে।

কোন ক্রিয়ার কর্ম সম্পাদনের জন্য যদি কর্তা ছাড়া আর কারো প্রয়োজন না হয়, তাহলে তাকে Intransitive Verb বা অকর্মক ক্রিয়া বলে।

সেজন্য Transitive verb-এর object বা কর্ম থাকে, কিন্তু Intransitive verb-এর Object বা কর্ম থাকে না।

Study the following table :

Transitive (সকর্মক ক্রিয়া)	**Intransitive** (অকর্মক ক্রিয়া)
[redacted]	[redacted]
We have *caught* a thief.	The girl is *smiling*.
They have *bought* a bicycle.	Why are you *weeping*?
The beggar *wanted* some money.	They old man is *coughing*.

So we can say :

Transitive verbs need an object to completed their meaning.
Intransitive verbs need no object to complete their meaning.

[redacted]। কিন্তু [redacted]

What is an object ?

If we ask a verb *"Whom"* or *"What"*, the answer we get is an *object*.

[redacted])

> Most Transitive verbs take a single object. But such Transitive verbs as *give, ask, offer, promise, tell etc.* take two objects after them—as Indirect object which denotes the person to whom something is given or for whom something is done, and a direct object which is usually the name of something. —***Wern & Martin .***
>
> বেশির ভাগ Transitive verb একটি মাত্র object গ্রহণ করে। কিন্তু give, ask, offer, promise, tell ইত্যাদি কিছু কিছু Transitive verb দুটি object নেয়। একটি Indirect object যা কোন্ ব্যক্তিকে কি দেওয়া হয়েছে বা কোন্ ব্যক্তির জন্য কি করা হয়েছে বোঝায় এবং একটি Direct object যা সাধারণতঃ কোন বস্তুকে বোঝায়।

Examples : (Single object)

I want *a book*. He got *a letter*.

Double Object

His father gave *me* (Ind. obj.) *a book.* (Direct obj.)
He told *us* (Ind. obj.) *a secret.* (Direct obj.)
The teacher asked *him* (Ind. obj.) *a question.* (Direct obj.)

Cognate Object (সমধাতুজ কর্ম) ঃ

Some Intransitive verbs take after them an object similar to the verb. Such an object is called the **Cognate object.**

কিছু Intransitive verb সেই verb -এর অনুরূপ বা সমরূপ একটি Object গ্রহণ করে, তাকে বলে Cognate Object.

আমি তোফা ঘুম ঘুমালাম–I *slept* a sound *sleep*.
সে দারুণ যুদ্ধ করেছে– He has *fought* a good *fight*.
সে অদ্ভুত স্বপ্ন দেখেছিল–She *dreamt* a strange *dream*.
ধীরা মিষ্টি গান গেয়েছিল–Dhira *Sang* a sweet *song*.
শীলা অন্তরঙ্গভাবে হেসেছিল–Shila *laughed* a hearty laugh.

মুখুজ্জে গিন্নী কী কান্নাই না কাঁদলেন–Mrs Mukherjee *cried* a bitter *cry*.

(অথবা) মুখুজ্জে গিন্নী কী কান্নাই না কাঁদলেন!— What a bitter *cry* Mrs Mukherjee *cried!*.

> Most verb can be used both as Transitive and as Intransitive verbs.
> —**Wren & Martin.**
>
> বেশিরভাগ Verb (ক্রিয়া) Transitive এবং Intransitive উভয়ভাবেই ব্যবহৃত হতে পারে।

Used Transitively	Used Intransitively
Ring the bell	The bell *rang* loudly.
He *spoke* the truth.	He *spoke* haughtily.
The driver *stopped* the train	The train *stopped* suddenly.
The horse *kicked* the man.	This horse never *kicks*.
I *feel* a severe pain in my head.	How do you *feel?*

Sometimes a Reflexive Pronoun used as an object is expressed or omitted.

কখনো কখনো একটি Reflexive Pronoun object হিসাবে ব্যবহৃত হয় বা উহ্য থাকে।

The man *killed himself*. (Reflexive Pronoun used as an object)

The bubble *burst* [itself]. (Reflexive Pronoun omitted)

Please *keep* [yourselves] quiet. (Reflexive Pronoun omitted)

Intransitive Verbs as Transitives :

(i) When an Intransitive verb is used in a *causative sense* it becomes a Transitive.

যখন কোন Intransitive verb causative sense-এ বা প্রযোজক ক্রিয়া রূপে ব্যবহৃত হয়, তখন তা Transitive verb হয়।

[redacted]

The girl *ran* down the street.

পাখীরা উড়ে–Birds *fly*.

[redacted]

The girl *ran* a needle into her finger.

ছেলেরা ঘুড়ি উড়ায়–The boys *fly* their kites.

(ii) A few Verbs in common use are distinguished as Transitive or Intransitive by their speeling.

কয়েকটি Verb-এর Transitive এবং Intransitive form এ বানানের পরিবর্তন হয়।

Intransitive	Transitive
Lie still on bed	*Lay* the basket there (Lay= cause to lie)
Rise early with the lark.	*Raise* your hands. (Raise=cause to rise)
Sit there idly	Set the lamp on the table. (Set=cause to sit)
Many trees fall the storm.	The woodcutters feel trees. (fell=cause to fall)

(iii) Some Intransitive verbs may become Transitive by having a **preposition** added to them.

কোন Intransitive verb-এর পর Preposition যুক্ত হলে Transitive হয়। এগুলিকে Prepositional verb বা Group verb বলে।

All his friends *laughed at* him	Please *look into* the matter.
He will soon *run through* his fortune	The teacher *asked for* his name.
We *talked about* the affair several times.	I *wish for* nothing more.

(iv) Sometimes the Preposition is prefixed to the verb and the verb becomes Transitive. [কখনো কখনো verb-এর পূর্বে preposition যুক্ত হয়ে Transitive হয়।]

Shivaji *overcame* the enemy.	He bavely *withstood* the attack.
The river *overflows* its banks.	They determined to *withdraw* the strike.

Verbs of Incomplete Predication :

(i) **Some Intransitive verbs** e. g. *come, go, fall, die, sleep, lie, can* never be used transitively. Hence these Verbs do not require any word to make the sense complete. **But some Intransitive verbs** e. g. be, *become, seem, grow, taste* require a word to make the sense complete. Such a verb is called a *Verb of Incomplete Predication.*

কিন্তু Intransitive verb যেমন *come, go, fall, sleep, lie* ইত্যাদি কখনোই Transitive হয় না। কিন্তু কিছু Intransitive verb যেমন *be, become, seem, grow, taste* ইত্যাদি অর্থ সম্পূর্ণ করার জন্য একটি word নেয়।

এরূপ verb কে **Verb of Incomplete Predication** বলে।

Tom *is a dog.*	The earth *is round.*
John *became a soldier.*	The man *seems tired.*
Sharmila *looks happy.*	She has *grown old.*
She *appears pleased.*	Roses *smell sweed.*
Honey *tastes* sweet.	The man *has fallen asleep.*

Note : Such complements describe the subject. Hence these are called subjective complement. এই complement গুলি Subject-কে বর্ণনা করছে। তাই এগুলিকে **Subjective complement** বলে।

(ii) **Some Transitive verbs** require, besides an object, a **complement to complete** their predication. কিন্তু Transitive verb অর্থ সম্পূর্ণ করার জন্য object ছাড়াও একটি complement নেয়।

We considered *him honest.*	The players *made Kapil Captain.*
People *elected him president.*	The jury *found him guilty.*
They *chose him their leader.*	His parents *named him Bhola.*
Dipen *called his cousin a liar.*	We *consider the man trustworthy.*

Note : Such complements describe the object. Hence these are called Objective complement. এই complement গুলি Object-কে বর্ণনা করছে। তাই এগুলিকে **Objective Complement** বলে।

Finite and Non-finite Verbs

> **A Finite verb** is limited by person and number of the subject and changes its forms according to tenses.
>
> Finite verb বা সমাপিকা ক্রিয়া Subject বা কর্তার **person** এবং **number**-এর দ্বারা সীমাবদ্ধ এবং tense অনুসারে তার রূপের পরিবর্তন হয়।
>
> **A Non-finite Verb** is not limited by person and number as a verb that has a subject and is, therefore, called the Verb Infinite or simply the **Infinitive.** —**Wren & Martin.**
>
> একটি Non-finite verb কোন Finite verb এর মতো subject এর **Person** এবং number দ্বারা সীমাবদ্ধ হয় না; তাই একে **Infinite Verb** বা **Infinitive** বলে। Infinitive এর কোন tense -ও হয় না।

Note : Finite verb বা সমাপিকা ক্রিয়ার দ্বারা বাক্যের কাজ শেষ হয়। কিন্তু সমাপিকা ক্রিয়া না বসিয়ে কেবলমাত্র Infinitive বা অসমাপিকা ক্রিয়ার দ্বারা বাক্যের কাজ শেষ হয় না। বাংলায় 'যাইতে' 'যাইতে' ইত্যাদি অসমাপিকা ক্রিয়ায় ইংরেজিতে to + verb হয়।

[redacted]	[redacted]
Bimal *goes* to school.	Bimal does not like *to go* to school.
[redacted]	[redacted]
He *attended* three meetings.	He had three meeting to *attend.*

Finite verb (সমাপিকা ক্রিয়া)	Infinitive (অসমাপিকা ক্রিয়া)
[redacted]	[redacted]
We can *save* India by patriotism.	Patriotism is the way *to save* India.
He is so ill that he can not *bear* the strain of journey.	He is too ill *to bear* the strain of journey.

Some more examples of Infinitives :

সে কাজটি করতে সিদ্ধান্ত করল–He decided *to do* the work.

সে আর চেষ্টা করতে চাইল না–He did not want to *try* again.

> The word to is often used with the Infinitive. But "after certain Verbs (bid, let, make, need, dare, see, hear) we use the Infinitive without to." —*Wren & Martin.*

Infinitive -এর সঙ্গে প্রায়শই **to** ব্যবহৃত হয়। কিন্তু *bid, let, make, need, dare, see, hear* verb -এর পর Infinitive করতে হলে **to** ব্যবহৃত হয় না।

আমি তাকে যেতে আদেশ করলাম–I *bade* him go.

তাকে সেখানে বসতে দাও–*Let* him *sit* there.

আমি তোমাকে যেতে দেব না–I will not *let* you go.

তাকে দাঁড় করিয়ে রাখ–*Make* him *stand*.

আমি তাকে ছুটিতে বাধ্য করলাম–I *made* him *run*.

তোমার আজ যাওয়ার প্রয়োজন নেই–You *need* not go today.

আমরা তাকে কাজটি করতে দেখলাম–We *saw* him *do* the work.

আমি তাকে কাঁদতে শুনলাম–I *heard* her cry.

তোমার এটি করতে সাহস করা উচিত নয়–You *dare* not do it.

Sometimes an Infinitive is used as a noun and hence it becomes a subject. (Infinitive কখনো কখনো Noun হিসাবে Subject রূপে ব্যবহৃত হয়।)

To see is to believe. To *give* is better than (to) receive.

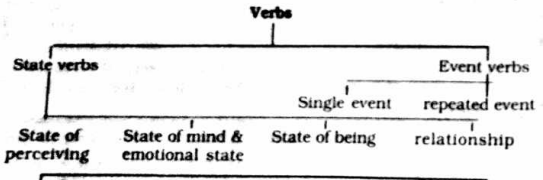
[redacted]

সিংহ দেখিয়া আমি পলাইয়া গেলাম–Seeing the lion I feld away.

ক্লান্ত হইয়া সে কিছুক্ষণ বিশ্রাম করিল–Being tired he took rest for a while.

State verbs and Event verbs

In Modern English Grammar **Finite verbs** are classified in two broad categories. They are **state verbs** and **Event verbs.** [redacted] সেগুলি হলো– **State verb** এবং **Event verb.** (অবস্থাধর্মী ক্রিয়া ও ঘটনাধর্মী ক্রিয়া)



Examples of sentences with State Verb (অবস্থাধর্মী ক্রিয়া)

State of Perceiving (বোধমূলক)

Verb	Sentences
see	I *see*, You are a fool!
hear	I *hear* a buzzing sound.

Verb	Sentences
feel	I *feel* tired. She *feels* ashamed at your behaviour.
smell	The rose *smells* sweet.
taste	Honey *tastes* sweet.

State of mind & emotional state (আবেগমূলক)

Verb	Sentences
love	Everybody *loves* his mother.
hate	You should not *hate* the poor.
like	Sharmila *likes* to wear White saree.
believe	I *believe* that you are telling the truth.
forget	I often *forget* his name.
appear	The dog *appears* to be mad.

State of being (হওয়া-বাচক)

Verb	Sentences
be	He *is* a very brave boy.
	We *are* Indians and they are Chinese.
remain	I *remain* silent in such cases.
	He *remains* dumb all along.

State of relationship (সম্বন্ধ বাচক)

Verb	Sentences
have	I *have* a brother and a sister.
own	Do you *own* a motor car?
owe	You *owe* your own house?
belong	This book *belongs* to me.
deserve	The brave boy *deserves* praise.

Examples of sentences with Event Verbs : (ঘটনাধর্মী ক্রিয়া)

Event Verb of single event & repeated events	
Verb	**Sentences**
buy	I *bought* an orange from the market. (single event)
buy	I *buy* oranges from the market regularly. (repeated)

Difference between State Verbs and Event Verbs :

State Verbs are used only in Non-Progressive forms. But Event Verbs are used in both Progressive and Non-Progressive forms.

State Verb কেবলমাত্র Non-Progressive form-এ ব্যবহৃত হয়, কিন্তু Event Verb Progressive এবং Non-Progressive উভয় form-এ ব্যবহৃত হয়।

Progressive	Non-Progressive
State verb × I *am believing* you হয় না।	√ I *believe* you. (হয়)
Event verb √ He *is going* to school.	√ He goes to school

Note: Sometimes State Verbs may be used in Progressive forms but then the verbs are changed into Event Verbs and don't remain the State Verbs. কখনো কখনো State verb Progressive form-এ ব্যবহৃত হয়, কিন্তু তখন আর সেগুলি State Verb থাকে না, Event Verb-এ পরিণত হয়।

Examples :

He *has* a dog. (State verb)
He *is having* his lunch. (Event verb)
I *forgot* your name. (State verb)
I *am forgetting* names now-a-days. (Event verb)
Honey *tastes* sweet. (State verb)
He is *tasting* honey. (Event verb)

* **Note :** There are Some State Verbs which change their meanings when used in Progressive form.
কিছু State Verb Progressive form-এ ব্যবহৃত হলে অর্থের পরিবর্তন হয়।

Examples :

[redacted]

APPLIED SECTION

1. Pronouns used with the verb **be** (full and short forms)

FULL FORM			SHORT FORM		
Person	Number	Pronoun & Verb	Person	Number	Pronoun & Verb
1st	Singular	I am (not)	1st	Singular	I'm (not)
	Plural	We are (not)		Plural	We're (not) We aren't
2nd	Singular	You are (not)	2nd	Singular	you aren't
	Plural	You are (not)		Plural	You aren't
3rd	Singular	He/She is (not) It is (not)	3rd	Singular	He's/He isn't She isn't It isn't
	Plural	They are (not)		Plural	They aren't They're (not)

Past form : 'was' with singular Pronouns (I, He, She, It)
'were' with plural Pronouns (we, they) and
with you (both singular and plural)

2. Pronoun used with the verb **have** (full and short forms) :

FULL FORM			SHORT FORM	
I We You They	have (not)		I We You They	haven't/'ve (not)
He She It	has (not)		He She It	hasn't/'s (not)

Past form = had (not) hadn't

3. Pronoun used with the verb **do** (full and short forms) :

FULL FORM			SHORT FORM	
I We You They	do (not)		I We You They	don't
He She It	does (not)		He She It	doesn't

4. Pronouns with 'shall'/'will'.

FULL FORM			SHORT FORM	
I We	shall (not)		I We	'll won't
You He She They It	Will (not)		You He She They It	'll Won't

"USE OF BE :

The verb ***be*** in the present form (*am,is are*) is used in the following way :

[redacted]

These men *are* carpenters.

[redacted]

I *am* twelve.

[redacted]

They *are* Chinese.
You *are* British.

[redacted]

Tapan *is* intelligent.
He *is* ambitious.
[redacted]
The Weather *is* fine in February.
[redacted]

The Tajmahal *is* in Agra.
[redacted]

Grass *is* usually green.
[redacted]

He *is* hungry. Give him some food.

Note that 'be' is one of the most common verbs in English. It states present facts / truths.

লক্ষ্য কর, [redacted]

Now use *be* + one of the words from the list to complete the sentences. Write the short form of *be* where possible.

'Be' Verb-এর সঙ্গে নিচের তালিকা ভুক্ত একটি শব্দ ব্যবহার করে বাক্য সম্পূর্ণ কর। যেখানে সম্ভব 'be' verb-এর short form লেখ।

(i) I'm going to have some 'muri' (puffed rice).
I am hungry / I'm hungry.
(ii) I'm going to bed. I .....
(iii) The sums ..... not very .... You can do them if you .....
(iv) The clown makes us laugh. He ..... very .....
(v) Don't ask a child, "What are you going to be?" It ..... a ..... question to ask a child.

List : hungry. difficult, sleepy, silly, careful, funny.

HAVE :

Study the use of the verb *have* in the following sentences (নিচের বাক্যগুলিতে have verb-এর প্রয়োগ দেখ) :

(i) 'Have' with meals, food and drink (খাদ্য-পানীয়) :
What do you usually *have* for breakfast?
Do you *have* lunch at home at 12 noon?
What shall we *have* for dinner?

(ii) 'Have' with bath, shower (স্নানাদি) :
I'm going to *have* a shower / bath.

(iii) 'Have' or 'have got' with possessions (অধিকার) :
They *have* / *have got* their own house.
We *have* / *have got* a beautiful garden.

(iv) 'Have' or 'have got' with physical or mental Characteristics. (দৈহিক বা মানসিক বৈশিষ্ট্য) :
Has she (got) blue eyes? (British usage)
Does she *have* black eyes? (American usage)
He *hasn't* a good memory.

(v) 'Have' with relations (সম্বন্ধ) :
Nita *has* three brothers and one sister.
She *hasn't* many friends here.
How many children *have* they?

(vi) 'Have' with obligations (বাধ্যতা) : [have + to + any other verb]
I *have to go* to school today. (আমাকে আজ স্কুলে যেতেই হবে।
We *have to listen* to our teachers. (শিক্ষকমশায়দের কথা আমাদের শুনতেই হবে।)

Now complete the sentences. One has been done for you.
(বাক্যগুলি সম্পূর্ণ কর। একটি করে দেওয়া হয়েছে।)

You can have a cup of tea.
You ..... a cold drink.
You ..... an idea.
You ..... a lesson.
You ..... an outing.
You ..... a break during school hours.
You ..... a good / bad / dull/ happy time.

Ask and answer :

x : Has Amal (got) brothers?
y : Yes, he has. He's got two brothers.
x : Has he (got) any sisters?
y : No, he hasn't.
[He's = He has. He hasn't = He has not]

Now answer the questions :

S_1 : Does Biman have English on Tuesdays?
S_2 : .....
S_1 : Does he have Bengali everday?
S_2 : .....
S_1 : When does he have games?
S_2 : .....

OTHER VERBS :

The 'S' form : (with do, go, play, sing etc.).

It is used when the subject is a singular noun or the pronouns, *he she* or *it*. It is never used with. I, We, you or they.

[redacted]

Lat[redacted]s not go to school. She *studies* at home.
Rin[redacted]es chocolate, but she *does* not take it much.
Ramen *plays* football every afternoon.

Ask and answer :

x : Does Lipika write everyday?
y : Yes, she writes everyday / Yes, she does.
x : Does her sister sing in the evening?
y : No, she doesn't sing in the evening / No, she doesn't.

***Note :** Answers in the dialogue may be given in full form or in the short form. In the short form '*do*' verb is used instead of any verb.

লক্ষ্য কর, সংলাপের মধ্যে উত্তরগুলি পূর্ণবাক্যে দেওয়া যায়, আবার বাক্যের সংক্ষিপ্ত রূপ (শুধু কর্তা এবং ক্রিয়া) দিয়েও করা যায়। [redacted]

Request etc.

Making requests or giving instructions with Intransitive verbs.
(Intransitive verb-এর সাহায্যে অনুরোধ করা বা নির্দেশ দেওয়া) ঃ

Verb	Where
Go	there/to the blackboard.
Come	here/to my desk.
Walk	to the windows.
Jump	.....
Run	.....
Don't sit	on the chair.
Don't run	.....
Don't talk	.....

Making request or giving instructions with Transitive verbs
(Transitive verb-এর সাহায্যে অনুরোধ করা বা নির্দেশ দেওয়া)

Verb	What / Whom (+ what)
Open	the door.
Bring	me your book.
Clean	.....
Shut	.....
Show	.....
.....	her my pen.
.....	your pulse.

Verb	What	Where
Draw	a map	in your exercise book.
Put	the book	.....
.....	Your name	.....
.....	your bag	down on the floor.
Throw	.....	.....

Verb	What	to/from/for +whom
Give	the book	to Mr. Roy, please.
Take	the pencil	from your friend.
Bring	a glass of water	for me.
Pick up	the piece of chalk	.....
.....	a letter	.....

EXERCISE

1. ***Choose the correct alternative from the Auxiliaries :***
   (a) I don't think I (shall, should, can) be able to go.
   (b) He (shall, will, dare) not pay unless he is compelled.
   (c) You (should, would, ought) be punctual.
   (d) I wish you (should, would, must) be punctual.
   (e) You (should, would, ought) to pay your debts.
   (f) (shall, should would) you please help me with this?
   (g) You (needn't, mustn't, won't) light a match; the room is full of gas.
   (h) She (can, will, used to) play badminton before her marriage.
2. ***Name the verbs in the following sentences and say in each case whether the verb is Auxiliary or Principal.***
   (a) The hunter killed a tiger.
   (b) Do you know the fact?
   (c) He did a remarkable deed.

   (d) She has passed the examination.
   (e) He is an inteligent boy.
   (f) He is now going to the play ground.
   (h) Don't laugh at the poor man.
3. ***Name the verbs in the following sentences and say in each case whether the verb is Transitive or Intransitive. If the verb is Transitive, name the object.***
   (a) The sun shines brightly.
   (b) The fire burns dimly.
   (c) The policeman blew his whistle.
   (d) The wind is blowing hard.
   (e) An old beggar stood by the gate.
   (f) Her new watch does not keep correct time.
   (g) I shall bring my camera with me.
   (h) She has won a reward for an act of bravery.
   (i) She easily lifted the heavy weight.
   (j) Sometimes a child can speak two languages fluently.
4. ***Point out in the following sentences which verbs are Finite and which are Non-finite.***
   (a) Please teach me how to swim.
   (b) We made him run in the field.
   (c) She wants to go to Agra to visit the Tajmahal.
   (d) Putting a cap, he went to see the cricket match.
   (e) It being a rainy day, we did not go out.
5. ***Combine together the following pairs of sentences by using Infinitives.***
   [Example : He had no money. He could not buy his text books. = He had no money to buy his text books.
   (a) Every cricket team has a captain. He directs the other players.
   (b) His father went to Delhi. His object was to visit Rajghat.
   (c) You must part with your purse. On this condition only you can save your money.
   (d) The robber took out a knife. He intended to frighten the man.
   (e) He wants to earn his livelihood. He works hard for that reason.
   (f) He has four children. He must provide them.
6. ***Choose the best alternative of the State verbs and Event verbs and rewrite the sentences.***
   (a) The soldier—— (be/is/is being) angry and he——shouts/is shouting/shouted) at his enemy.
   (b) You should stop before you —— (get/will get/are getting) into trouble.
   (c) By the time he—— (receives/will receive/will have received) this letter, I —— (am/will be) in Japan.
   (d) The population of the world ———— (increased/was increased/is increased) and we must ——— (produced/produce) more food.
   (e) This [illegible] —— (belongs/is belonging) to me and you can not——— (demand/are demanding) it.

Write in your own English using'be'/'have' verb :

(a) [নিজে আছি বা আছে বোঝালে 'be' verb হয়।]

আমরা ছাত্র। আমি ভালো আছি। সে বাড়ীতে আছে। সূর্য আকাশে আছে। ঘরের মধ্যে ব্যাগটি আছে। পুরাতন মাদুরটি বিছানায় আছে। সে অসুস্থ ছিল। আমরা কলকাতায় ছিলাম। আমি ছাত্র নই। সে বাড়িতে নাই। তারা দরিদ্র নয়। মোটা মেয়েটি ছোট ঘরে নাই।

(b) [কাহারো কিছু অধিকারে আছে (possession) বোঝালে 'have' verb হয়।]

আমার একটি কলম আছে। তার একটি মারুতি গাড়ী আছে। মেয়েটির একটি পুতুল আছে। ছেলেটির একটি কুকুর আছে। আমাদের একটি সুন্দর বাগান আছে লোকটির একটি মেষশাবক (lamb) আছে। সুশ্রী মেয়েটির একটি সুন্দর ছাতা আছে। গরীব লোকটির একটি নৌকা আছে।

8. ***Use different verbs and write in your own English :***

পোলমাল করিও না (make a noise)। সে ভালো ইংরেজি লিখতে পারে। সব্যসাচী সাঁতার দিয়ে নদী পার হতে পারে (swim across the river)। নমিতা এটা তার সহ্য করতে পারল না। তুমি কি আমাকে একদিনের জন্য একখানা বই ধার দিতে পার? প্রত্যেকেরই স্বাস্থ্যের যত্ন নেওয়া উচিত (ought to)। তোমার প্রতিদিন সকাল সকাল ওঠা উচিত (should)। তাকে জরিমানা দিতেই হবে। সে এবার পরীক্ষায় পাস করতে পারে। কাল রাত্রে ক্রেণীটি মোটেই ঘুমাতে পারে নি। আজ তাঁরা এখানে আসতে পারেন। তুমি হয়তো তাজমহল দেখে থাকতে পার (might have seen)। তোমার স্কুলে যাওয়া উচিত ছিল (should have or ought to have)। তিনি অনর্গল (fluently) ইংরেজি বলতে পারেন। আমরা তাকে অবশ্যই খুঁজে বার করব। ভাইবোনদের পরস্পর ঝগড়া করা উচিত নয়।

9. ***Write the following passage in your own English :***

আমেরিকা যুক্তরাষ্ট্রের ভূতপূর্ব (former) প্রেসিডেন্ট অব্রাহাম লিংকন দরিদ্রের ঘরে জন্মগ্রহণ করেন। পরবর্তীকালে এই দরিদ্র বালকই আপন চরিত্র ও প্রতিভাবলে (by virtue of character and talent) আমেরিকা যুক্তরাষ্ট্রের সভাপতি নির্বাচিত হয়েছিলেন। ইংলণ্ডের পার্লামেন্টের বিখ্যাত সদস্য হয়েও বড় বড় মোট (big loads) বহন করতেন। সুপ্রসিদ্ধ ঔপন্যাসিক ডিকেন্স বাল্যকালে কারখানায় সাধারণ শ্রমিকের কাজ করতেন। বিদ্যাসাগর মহাশয়ের পিতা অত্যন্ত দরিদ্র ছিলেন। এজন্য এই সকল মহৎ ব্যক্তিরা জগৎবাসীর শ্রদ্ধা হারাননি (lose the respect of the world)।

CHAPTER–11

SYNTAX

SUBJECT—VERB AGREEMENT

The Verbs agree with the Subjects in Number and Person.

[Subject বা কর্তার Number ও Person অনুযায়ী Verb বসে।]

'Be' verb-এর ক্ষেত্রে কেবল 1st Person Singular এবং 3rd Person Singular ছাড়া অন্য সবক্ষেত্রে একইরকম রূপ হয়।

1st Person	—	I *am*	We *are*	I *was*	We *were*
2nd Person	—	You *are*	You *are*	You *were*	You *were*
3rd Person	—	He *is*	They *are*	He *was*	They *were*

'Be' verb ছাড়া অন্যান্য verb-এর ক্ষেত্রে কেবলমাত্র Subject 3rd Person Singular Number এবং Simple Present Tense ছাড়া অন্য কোথাও Subject-এর Number এবং person-এর জন্য কোন রূপ পরিবর্তন হয় না।

1st Person	—	I *do*	We *do*	I *did*	We *did*
2nd Person	—	You *do*	You *do*	You *did*	You *did*
3rd Person	—	He *does*	They *do*	He *did*	They *did*

[redacted]

Now study some important Subject—Verb Agreement rules.

1. **A** singular subject takes the verb in singular and a plural subject takes the verb in plural. ([redacted])

[redacted]. He *is* happy. They *are* happy.

But a singular subject takes a plural verb in the subjunctive mood:

গল্প যদি সত্যি হত, তাহলে কি হত? If the story *were* true, what would it matter ?

An uncountable noun, though plural in sense takes a singular verb : [যে সব Noun গোনা যায় না, সেগুলি অর্থের দিক থেকে বহুবচন হলেও singular verb নেয়।] Her *hair* is grey. The *grass* is getting long.

1. (B) We can use *the + Adjective* with a plural verb to refer to some group of people in society : (সমাজের কোন বিশেষ শ্রেণী বোঝাতে The + Adjective-এর পর plural verb বসে।)

বৃদ্ধেরা সাধারণতঃ সম্মানিত হন— *The old are* generally respected.

দরিদ্রেরা সর্বদা অসৎ হয় না—*The poor are* not always dishonest.

2. Two or more singular subjects connected by *'and'* usually take a verb in the plural. ([redacted])

When a [redacted] is followed by a negative word as *no, not*, the verb agrees with the word preceding *not*. (And দ্বারা যুক্ত দুটি subject-এর একটিতে *no* বা *not* থাকলে *no* বা *not*-এর পূর্ববর্তী subject অনুযায়ী verb হয়।

রাম ও শ্যাম দুই ভাই- Ram and Shyam *are* two brothers.

সে ও তার বন্ধু এখানে এসেছে–He and his friend *have* arrived here.

আমার ভাই নয়, আমিই কাজটি করেছি—I, and not my brother, *have* done this.

বালিকারা নয়, কেবল বালকেরাই দোষী—Only boys and no girl *are* guilty.

3. If two singular nouns refer to *the same person or thing*, or two subjects together express *one idea*, the verb must be singular. [redacted]

[redacted]

কিন্তু, বিদ্যালয়ের সভাপতি ও প্রধান শিক্ষক (আলাদা ব্যক্তি) আসিতেছেন–

The Headmaster and the President of the school *are coming*.

[redacted]

রুটি ও মাখন তার প্রিয় খাদ্য– Bread and butter *is* his favourite food.

ধীর ও স্থির ব্যক্তিই জয়লাভ করেন–Slow but steady *wins* the race.

সকাল সকাল শুতে যাওয়া এবং সকাল সকাল ওঠা একজন লোককে স্বাস্থ্যবান, সম্পদশালী ও জ্ঞানী করে–Early to bed and early to rise *makes* a man healthy, wealthy and wise.

Titles and names of plural form also take a singular verb when they refer to one thing :

'*Star Wars*' was a very successful film.

A phrase of measurement, though plural in form, takes a singular verb : *Two hours is* a long time to wait. *Five miles is* too far to walk.

4. We use a singular verb after a subject with *every, each, any, everyone, someone, anything* and *nothing*. (Each বা every-যুক্ত sub. sing. verb নেয়।)

Every pupil has a book. *Each boy was* wicked. *Someone is waiting* at the door. *Nothing happens* in this place.

Note: When 'each' follows a plural subject, the verb is plural.

"The pupils *each have* to take a test."

—*Oxford guide to Eng. Grammar by John Eastwood.*

5. If two or more singular subjects preceded by '*each*' or '*every*' are connected by '*and*', the verb is usually Singular. (যদি দুটি বা তার বেশি Singular Subject-এর পূর্বে *each* বা *every* থাকে এবং সে দুটি *and* দ্বারা যুক্ত হয়, তাহলে verb Singular হয়।)

প্রতিটি ছেলে এবং প্রতিটি মেয়ে নূতন পোষাকে সজ্জিত ছিল–

Each boy and *each* girl *was* dressed with a new dress.

প্রতিটি নর, নারী ও শিশু মুগ্ধ হয়ে গিয়েছিল—

Every man, woman and child *was* charmed.

গ্রামের প্রতিটি নরনারী উৎসবে উপস্থিত ছিল—

Every man and woman in the village *was* present at the festival.

প্রতিটি ঘন্টা ও মিনিট কর্তব্যের আহ্বান নিয়ে আসে—

Every hour and minute *brings* its call for duty.

6. Two or more singular subjects connected by 'or', '*nor*', '*either....or*', '*neither..... nor*' take a verb in the singular (দুই বা ততোধিক Singular Subject 'or', 'nor', 'either..... or' বা 'neither..... nor' দ্বারা যুক্ত হলে verb টি singular হয়।

ছেলেটি বা মেয়েটি উভয়েই মিষ্ট পছন্দ করে–The boy or the [redacted] *is* fond of sweets.

হয় অমল না হয় বিমল আমটি খেয়েছে–*Either* Amal *or* Bimal *has* eaten the mango.

তুমি বা আমি কেউই সেখানে ছিলাম না–*Neither* you *nor* I was there.

7. When the subjects joined by '*or*', '*nor*', '*either...or*', '*neither...nor*' are of *different numbers*, the Plural subject comes the last and the verb must be Plural. (যখন Singular এবং Plural number-এর subject 'or', 'nor', '*either .....or*', '*neither.... nor*' দ্বারা যুক্ত হয়, তখন Plural subject শেষে আসে এবং verbটি Plural হয়।)

নিখিল বা তার বন্ধুরা এই কাজটি করেছে–Nikhil *or* his friends *have* done this work.

আকবর বা তার ভায়েরা কেউই আহত হয়নি–*Neither* Akbar *nor* his brothers *were* hurt.

8. When the subjects joined by '*or*', '*nor*', '*either...or*' '*neither..nor*' are of *different persons*, the verb agrees in Person with the one nearest to it.

যখন বিভিন্ন Person-এর subject '*or*', '*nor*' '*either...or*', '*neither... nor*' দ্বারা যুক্ত হয় তখন শেষে যে Person-এর subject বসে, verb সেই Person অনুযায়ী হয়।)

হয় সে করেছে, না হয় আমি করেছি–*Either* he or I *have done* this.

তোমারও দোষ নেই, তারও দোষ নেই–*Neither* you *nor* he *is* to blame.

হয়, তুমি, না হয় সে, না হয় আমি বাজারে যাব–*Either* you *or* he *or* I *shall* go to market.

***Note :** Person অনুযায়ী Subject বসাবার সাধারণ নিয়ম–প্রথমে 2nd Person, পরে 3rd Person ও শেষে 1st Person হয়। কিন্তু দোষ স্বীকারের ক্ষেত্রে বিপরীত পদ্ধতি হয়। যেমন— I he and you *have done* the mischief. *Either* I or you *are* to blame.

9. When subjects differing in number or person, or both are connected by '*and*', the verb must always be in the Plural though the placing of Persons would be according to the above note. (যদি বিভিন্ন number অথবা person-এর subject '*and*' দ্বারা যুক্ত হয়, তাহলে উপরের Note অনুযায়ী Person সাজাবার নিয়ম হলেও verb-টি Plural হয়)

তুমি, সে ও আমি পরস্পর বন্ধু–You, he and I *are* friends.

তুমি ও সে একই গোত্রের–You and he *are* birds of the same feather.

আমি ও তুমি টি. ভি. দেখব— You and I (not, I and you) would enjoy the T.V.

10. A collective noun takes a *Singular verb* when it is thought of as a *whole* and takes a *Plural verb* when the individuals are *separately* thought of.

(Collective noun সমষ্টিগত অর্থে singular verb নেয়, কিন্তু পৃথক পৃথক সত্তা বোঝালে plural verb নেয়।) The *army was* defeated. Fifty *rupees is* enough for me. There *is* a large *audience*.

[কিন্তু] The *audience are* requested to take their seats. (separately)

বিচারক মণ্ডলী লোকটিকে ফাঁসিতে ঝোলাবার আদেশ দিয়েছেন–The jury *has* ordered to hang the man.

বিচারকমণ্ডলী ভিন্ন ভিন্ন মত দিয়েছেন–The jury *are* divided in their opinions.

কমিটি সর্বসম্মত সিদ্ধান্ত নিতে রাজী হয়েছে–The committee *has* agreed to take unanimous decision.

খুঁটিনাটি বিষয়ে কমিটির সদস্যরা ভিন্নমত হয়েছেন–The committee *are* divided in respect [redacted]tails.

A lott of/A group of/A number of :

মাঠে প্রচুর ছেলে একত্র হয়েছে—There *is a lot boys* on the ground.

মাঠে প্রচুর ছেলে (ভিন্ন ভিন্ন সত্তা) খেলা করছে—A *lot of boys are* playing in the field.

এইভাবে—Here *is a group of* obys. A *group of boys are* enjoying a picnic.

There *is a large number of boys* in his class.

A *number of boys were* caught copying.—***Wren & Martin.***

Special Note from 'Oxford Guide To English Grammar'
(Published in 1994)—John Eastwood.

"When a plural noun follows *number of, majority of, or a lot of,* we normally use a plural verb.
A *large number of letters were received. The Majority of people have complained. A lot of people have complained.*
Here *a number of* etc. expresses quantity.
(a) But, when *number* means 'figure', it agrees with the verb.
The *number of letters* we receive *is* increasing.
(b) The word *amount* agrees with the verb. *A large amount of money was collected. Large amounts of money were* collected."

11. Some nouns which are *singular in form but plural in meaning,* take a *plural verb.* (কিছু noun যেগুলি আকারে singular হলেও অর্থের দিক থেকে Plural, সেগুলি Plural verb নেয়।) The *police are* questioning a man. But, the *policeman* is watching outside the house.

জনসাধারণকে আইন মেনে চলতে হয়—*People have* to obey the rules.
দু ডজনে চব্বিশটি হয়–Two *dozen* (not dozens) *make* twentyfour.
একডজন ডিমের দাম আঠারো টাকা—One dozen of eggs *cost* eighteen rupees.

12. Some nouns which are *plural in form but singular in meaning,* take a *Singular verb.* (কিছু noun যেগুলি আকারে plural হলেও অর্থের দিক থেকে singular, সেগুলি Singular verb নেয়।)

সংবাদটি সত্য–The *news is* true.
পাপের বেতন মৃত্যু–The wages of sin *is* death.
পদার্থবিদ্যা বিজ্ঞানের একটি শাখা–Physics *is* a branch of science.
রাজনীতিই তার জীবনের কাজ–Politics *is* the business of his life.
A chemical works (factory) causes a lot of pollution.
[But,Chemical works (factories) cause a lot of pollution.]

***Note** But some nouns are always plural and take a plural verb.—The *goods were* found to be defective. My *belongings have* been destroyed.

13. When *a plural noun* is placed *with a real singular subject* such as *one, each* etc. with the help of *'of'*, the verb must be *singular,* not plural. *In such cases plural verb is often wrongly used. (one of, each of, either of, neither of* etc. take a singular verb.)

(যখন প্রকৃত singular subject-এর সঙ্গে কোন plural noun 'of' দিয়ে যুক্ত হয়, তখন verb-টি Singular হয়, plural হয় না। এরূপ ক্ষেত্রে প্রায়ই ভুল করে plural verb বসানো হয়।)

ছেলেদের মধ্যে একজন অসুস্থ ছিল–One of the boys *was* ill. (not *were)*
প্রত্যেকটি মেয়েই চালাক–Each of the girls *is* clever. (not *are)*
প্রতিটি ছাত্রকে একটি পুরস্কার দেওয়া হয়েছিল–Each of the students *was* given a prize. (not *were)*
এই বইগুলির মধ্যে একটি চুরি হয়েছে—*Either* of the books *is* stolen.
কোন বইটিই চিত্তাকর্ষক ছিল না–*Neither* of the books *was* interesting. (not *were)*
কমলালেবুগুলির মান ভালো নয়–The *quality* of the oranges *is* not good. (not *are)*

***Note:** After 'None of' and *'None but'* we can use either a singular or a plural verb. *'None of* the pupils *has/have* failed the test.'
—**Eastwood.**

"None is a shortened form of *not one* : it is commonly used with plural verbs." —**Wren & Martin**
None of them *has (have)* come back yet. —**A.L.D. Hornby.**
"*None but* the brave *deserves* the fair." —**Shakespeare.**
"*None but* fools *(has) have* ever believed it."—COD.
[Also, **Wren & Martin**]

'More than one' takes a singular verb; but *'More than two/three or more'* takes a plural verb.
(*'More than one'* singular verb নেয়; কিন্তু *'More than two/three* ইত্যাদি plural verb নেয়।)
More than one boy *is* guilty. [But] *More than two* boys are guilty.

Some Notes from 'Modern English Usage by Fowler and 'Current English Usage' by F.T. wood.

(a) *'More than one'* is treated as compound of one and agrees with a *singular noun* and a *singular verb.* But, *'More than two'* is treated as a compound of two and agrees with a *plural noun* and a *plural verb.*
More than one man was present there.
More than two men were present there.
(b) *Half, heaps, lots, two-thirds, three-fourths* etc. take *singular verbs* when they are *followed by singular nouns with 'of'* but *plural verbs* when followed *plural nouns* with 'of'. :
Half of the work *is* done.
Half of the apples *are* bad.
There *is lots* of work to do.
Lots of people think so.
(c) After *one and a half* we use plural nouns and *singular verbs* :
One and a half lemons was enough.
(d) *The greater / greatest part* is *singular* when it refers to *amount or quantity, plural* when it refers to *number.*
The greater part of the land *is* uncultivated.
The greater part of the apples *are* bad.—F. T. Wood.
(e) *None*—"It is a mistake to suppose that the pronoun (*None)* is singular only and must at all costs be followed by singular verbs, etc; the Oxford Dictionary explicitly states that plural construction is commoner."—MEU
None of the letters *have* been opened yet. (Plural, becase, *none* has the meaning *'not any'*).—**F. T. Wood.**

14. When words joined by *'with', 'together with'* or *'as well as'* etc. the verb agrees with the first subject (with, together with বা as well as দ্বারা কোন word যুক্ত হলে verb-টি প্রথম subject অনুযায়ী হয়।)

প্রধানমন্ত্রী তাঁর ক্যাবিনেটের সমস্ত সদস্যদের সঙ্গে উপস্থিত হয়েছেন–The Prime Minister *with all the members* of his cabinet *has* arrived.
তাদের পিতার সঙ্গে তারাও প্রশংসার দাবী রাখে—The *with their father were* punished.
বিভার সঙ্গে নিভাও প্রশংসার শাস্তি পেয়েছিল–Bibha *as well as* Nibha *deserves* praise.

তুমি নয়, সে পুরস্কার পেয়েছে—He, *and not you. (used parenthetically).* has **won the prize.** [বাক্যের মধ্যে যে অংশ মূল বাক্যের গঠনের সঙ্গে যুক্ত নয়, তাকে **parenthesis** বলে।)

মিস্টার স্মিথ তাঁর কয়েকজন বন্ধুর সঙ্গে কিছু বই কিনেছেন—Mr. Smith *together with some of his friends is buying* some books.

15. After *Not only ... but also.* the verb agrees with the nearest phrase. (Not only ... but also-এর ক্ষেত্রে শেষের Subject অনুযায়ী verb হয়।)

Not only George but also his friends *are* buying books.

16. When the subject of the verb is a *Relative Pronoun*, care should be taken to see that the verb *agrees in number and person with the antecedent* of the Relative Pronoun.

[Relative Pronoun Subject হলে তার antecedent-এর (অর্থাৎ তার পূর্ববর্তী Noun বা Pronoun-এর) number এবং person অনুযায়ী verb হয়।]

I *who am* your friend should stand by you.

He who is my friend should stand by me.

You who are my friend should stand by me.

This is *the boy who is* my friend. These are *the boys who are* my friends.

I am the *man who has* lost *his* pen. Those are the *men who have* lost *their* belongings.

* [লক্ষ্য কর, who-এর পর **is, am** বা **are** বসেছে এদের antecedent *He, You, I the boy, the boys, the man* বা *the men* অনুযায়ী।]

17. In referring to *anybody, everybody, anyone, everyone, each* etc., the pronoun of the masculine or the feminine *gender is used according to the context.*

[*anybody, everybody, anyone, everyone, each* প্রভৃতির ক্ষেত্রে *প্রসঙ্গ অনুসারে* masculine gender বা feminine gender-এর *pronoun* ব্যবহৃত হয়।]

I shall help *each* of the girls in *her* studies.

Each of the boys will do *his* duty.

But when the sex is not determined, we use the pronoun of the masculine gander. [Each, anybody ইত্যাদির sex যখন অনির্দিষ্ট থাকে, তখন masculine gender ব্যবহৃত হয়।]

Each must do *his* best.

Anyone can do this if *he* likes.

Everyone likes to have *his* way.

If *anybody* knows the truth, let him tell it.

The Indefinite pronoun *one* should be used throughout.

[One-এর পরিবর্তে সর্বদা one-ই বসে।]

One should be cardful of *one's* (not *his*/her) duties.

One cannot be too careful about what *one* (not *he*) says.

19. The case of a pronoun following *than* or *as* is determined by the sense of the context and that can be done by mentally supplying the verb in the given context.

[Than বা as-এর পর pronoun-এর case নির্ণীত হয় প্রসঙ্গের অর্থ অনুসারে এবং সেই প্রসঙ্গে মনে মনে verb বসিয়ে তা নির্ণয় করতে হয়।]

রামের বাড়ী যদুর বাড়ীর চেয়ে ভালো—Ram's house is better *than Jadu's (house)*or, Ram's house is better *than that* of Jadu.

সে আমার চেয়ে লম্বা–He is taller than I *(am).*

সে তোমাকে যতটা ভালবাসে, সে তুলনায় আমি তোমাকে বেশি ভালবাসি– I like you better *than he (likes you).*

আমি তাকে যতটা ভালবাসি, সে তুলনায় আমি তোমাকে বেশি ভালবাসি–I like you better *than (I like)* him.

আমি তাকে যতটা দিয়েছিলুম, তারাও তাকে ততটা দিয়েছিল–They gave him as much *as I (gave him).*

তারা আমাকে যতটা দিয়েছিল, তাকেও ততটা দিয়েছিল– They gave him as much *as (they gave) me.*

"However, '*He is taller than me*' is now accepted."—***Wren & Martin.***

20. *Many a/Many an* before a noun is singular in form and the verb is usually singular.

[যখন কোন Noun-এর পূর্বে *Many a / Many an* যুক্ত হয়, তখন তা Singular form হয় এবং verb-টিও Singular হয়।]

কত গোলাপ ফুটেই শুকিয়ে যায়— *Many a rose is* born to blush unseen.

কত প্রশংসাকারীই না তাকে প্রশংসা করেছিল—*Many an admirer* praised him.

***Note :** But when *'A great many'/'A good many'/ 'Too many'* is used instead of *'Many a'/'Many an'* it is plural in form and the verb is also plural.

[কিন্তু যখন *Many a / Many an*-এর পরিবর্তে *A great many / A good many Too many* ব্যবহৃত হয়, তখন তা Plural form হয় এবং verb-টিও Plural হয়।]

অনেক রাঁধুনি মিলে ঝোলটাই নষ্ট করে ফেলে—*Too many* cooks *spoil* the broth.

অনেক ছেলেই ক্লাসে অনুপস্থিত ছিল—*A great many / A good many*boys *were* absent in the class.

21. Pair Noun :

A Pair Noun is plural in form and takes a plural verb. (ট্রাউজার, কাঁচি, চশমা প্রভৃতি Pair Noun এর পর Plural Verb বসে।)

Thee trousers need cleaning.

Your new *glasses* (চশমা) *are* very nice.

Here *are* the *scissors* (কাঁচি)

We can not use "*a or numbers*" before the Pai Nouns.

"*Not a trouser* and *Not two trousers.*"

We can use "*pair (s) of*" such Pair Noun with a singular or a plural verb.

This pair of trousers needs cleaning. How *have three pairs of scissors* managed to disappear ? —***John Eastwood.***

22. A single Auxiliary may serve two Principal verbs if the construction allows it. (একটি Auxiliary verb গঠন রীতি মেনে দুটি Principal verb-এর সঙ্গে অন্বিত হতে পারে।)

I *have lost* the pen but (have) *got* the book.

[common Auxiliary for the same subject and same tense.]

But when the subjects and tenses are different, common Auxiliary will not serve the purpose. (Subject এবং tense আলাদা হলে common Auxiliary হয় না।)

You have retired, but your brother has rsigned.

I *have* resigned and a new man *has been* appointed.

23. A clause or a phrase as a subject takes a singular verb. (একটি clause বা phrase subject হলে singular verb নেয়।)

মানুষমাত্রেই ভুল করে—*To err is* human.

সে যে সৎ তা আমি জানি—*That he is honest* is known to me.

06-10-07

EXERCISE

1. *In each of the following sentences supply a verb in agreement with its subject.* (নিচের sentence গুলিতে subject-এর agreement অনুসারে verb বসাও।)

(i) One and one ———— two.
(ii) No news ——— absolutely good news.
(iii) Neither of the girls ——— quite at her ease.
(iv) The jury ——— divided in their opinion.
(v) Each of the robbers ———— arrested.
(vi) Twenty rupees ———— too much for this article.
(vii) Two-thirds of the book ———— been lost.
(viii) Shakespear is one of the greatest dramatists that —— ever lived.
(ix) Which one of these books ——— yours?
(x) Two tons of coal ——— here.
(xi) None of the boys ——— done the sum.
(xii) Iron as well as copper ———— found in India.
(xiii) The cost of all the necessary articles ———— arisen.
(xiv) The chief with his followers ———— arrived.
(xv) "The Arabian Nights" ———— delighted many generations.
(xvi) None of the girls ——— present in the class.
(xvii) There —— a large number of boys in the field.
(xviii) A number of boys ——— found copying.
(xix) Here——— a group of boys.
(xx) A group of boys ——— going on the road.

2. ***Fill in the blanks.*** (শূন্যস্থান পূরণ কর।)

(i) Time and tide —— for none.
(ii) Early to bed and early to rise——a man healthy, wealthy and wise.
(iii) Each man and each woman —— given a prize.
(iv) I, and not my brother, —— done this.
(v) No man, no woman and do child —— saved.
(vi) Only men and no child —— allowed to enter the room.
(vii) Two books only and no pen —— required.
(viii) Each boy and each girl —— present.
(ix) He as well as his friends —— guilty.
(x) The boys as well as their leader—— running away.
(xi) The king with his guards —— been killed.
(xii) Mr. Roy together with his children —— buying some sweets.
(xiii) If I —— a king, I would ban examinations.
(xiv) Either you or he —— done this.
(xv) Neither life nor property —— for ever.
(xvi) Either you or your friends —— guilty.
(xvii) You are the man who—— done this.
(xviii) The Headmaster and Secretary of the school —— coming.
(xix) Not only he but also his friends —— come here.
(xxi) One of the boys —— a liar.

3. *Write in your own English keeping the Subject verb agreement rules.*

রাম ও শ্যাম যুমাইতেছে। কবি ও দার্শনিক (একই ব্যক্তি) আসিয়াছে। রুটি ও মাখন তাহাদের প্রধান খাদ্য। সে ও তাহার ভাই উভয়েই আসিয়াছে। সে তাহার বন্ধুবান্ধব লইয়াই (together with) আসিয়াছে। রেনা ও তাহার বন্ধুরা (as well as) এখানে আছে। ভাই ও বোন উভয়েই মারা গিয়াছে। হয় তুমি, না হয় সে এখানে এস। সে বা তাহার ভাই কেহই আসে নাই। তুমি আমাকে যে (which) বইটি দিয়েছিলে তা একটি গল্পের বই। যে ছাতাগুলি তারা এনেছিল, সেগুলি সবই পুরাতন। যে ছেলেটি কাল এখানে এসেছিল সে আমার ভাই। যে লোকগুলি সভায় মিলিত হয়েছিল, তারা দরিদ্র। এমন কেউ নাই যে বড়লোক হতে চায় না।

CHAPTER–12

CONJUGATION OF VERBS

There are two main kinds of Conjugation of verbs—**the strong** and the **weak.**

[Verb-এর Conjugation অর্থাৎ ক্রিয়ার রূপগত পরিবর্তন দুভাবে হয়।]

(i) The strong forms of the Past tense and Past Participle are done by changing the inside vowel of the present, as *bear—bore—born.*

[Strong verb-এর Past tense ও Past Participle কেবল ভিতরের Vowel পরিবর্তন করে হয়।]

(ii) The weak forms of the Past tense and Past Participle are done by adding *-d, -t,* or *-ed* to the present, as *love—loved—loved ; bend—bent—bent.*

[Weak Verb-এর Present form-এর সঙ্গে -d, -t, বা *-ed* যোগ করে Past ও Past Participle হয়।]

Weak Verbs are also called **Regular Verbs** as they are changed in a regular way and **Strong Verbs** are called **Irregular Verbs** as they are changed not in a regular way.

Weak Verb যেগুলি *-d-ed* বা *-t* যোগ করে পরিবর্তন হয়, সেগুলিকে Regular verb এবং **Strong Verb** যেগুলি কোন regular way নির্দিষ্ট নিয়মে পরিবর্তিত না হয়ে বিভিন্নভাবে ভিতরের Vowel পরিবর্তন করে হয়, সেগুলিকে Irregular verb বলে।

> Verbs that form their Past Tense by adding -ed, -d or -t to the Present, with or without any inside vowel-change, are called *Weak Verbs.*
> Verbs that form their Past tense by merely chaaging the vowel in the body of the Present, without adding an ending are called *Strong verbs.*
> —***Wren & Martin.***

Weak Verbs or Regular Verbs

নিয়ম ঃ বেশির ভাগ **verb**-এর শেষে **ed** যোগ করে –**(verb + ed)**

Present tense = Present(Base form)	Past tense = Past form	Perfect tense = has /have/had + Past Participle
add (যোগ করা)	added	added
allow (অনুমতি দেওয়া)	allowed	allowed
appear (উপস্থিত হওয়া)	appeared	appeared
ask (জিজ্ঞাসা করা)	asked	asked
boil (ফোটা)	boiled	boiled
borrow (ধার করা)	borrowed	borrowed
cheer (উৎসাহিত করা)	cheered	cheered
clean (পরিষ্কার করা)	cleaned	cleaned
climb (আরোহণ করা)	climbed	climbed
delay (দেরি করা)	delayed	delayed
discuss (আলোচনা করা)	discussed	discussed
dream (স্বপ্ন দেখা)	dreamed/dreamt	dreamed/dreamt
end (শেষ করা)	ended	ended
enjoy (উপভোগ করা)	enjoyed	enjoyed
fail (ব্যর্থ হওয়া)	failed	failed
fill (পূর্ণ করা)	filled	filled

weak verb কে Regular verb বলা হয়।

জ্ঞা. strong verb কে Irregular verb বলা হয়।

Present(Base form)	Past form	Past Participle
fix (স্থির করা)	fixed	fixed
flow (প্রবাহিত করা)	flowed	flowed
hang (ফাঁসিতে ঝোলানো)	hanged	hanged
help (সাহায্য করা)	helped	helped
jump (লাফানো)	jumped	jumped
kill (হত্যা করা)	killed	killed
laugh (হাসা)	laughed	laughed
load (বোঝাই করা)	loaded	loaded
lock (চাবি দেওয়া)	locked	locked
look (তাকানো)	looked	looked
mend (মেরামত করা)	mended	mended
need (প্রয়োজন হওয়া)	needed	needed
obey (আদেশ পালন করা)	obeyed	obeyed
own (নিজের অধিকারে রাখা)	owned	owned
pass (উত্তীর্ণ হওয়া)	passed	passed
paint (আঁকা)	painted	painted
play (খেলা করা)	played	played
pull (টানা)	pulled	pulled
push (ঠেলা)	pushed	pushed
punish (শাস্তি দেওয়া)	punished	punished
rain (বৃষ্টি হওয়া)	rained	rained
reach (পৌঁছানো)	reached	reached
rear (লালনপালন করা)	reared	reared
sew (সেলাই করা)	sewed	sewed
sow (বীজ বোনা)	sowed	sowed
show (দেখানো)	showed	showed
stay (থাকা)	stayed	stayed
stroke (মৃদু আঘাত করা)	stroked	stroked
thank (ধন্যবাদ দেওয়া)	thanked	thanked
wait (অপেক্ষা করা)	waited	waited
wash (ধোওয়া)	washed	washed
wish (ইচ্ছা করা)	wished	wished
work (কাজ করা)	worked	worked
walk (হাঁটা)	walked	walked

নিয়ম : মূল **Verb**-এর শেষে **e** থাকলে শুধু-**d** যোগ হয়।

Present (Base form)	Past form	Past participle
agree (রাজী হওয়া)	agreed	agreed
advise (উপদেশ দেওয়া)	advised	advised
arrive (পৌঁছান)	arrived	arrived
arrange (ব্যবস্থা করা)	arranged	arranged
care (যত্ন লওয়া)	cared	cared
change (পরিবর্তন করা)	changed	changed
charge (অভিযোগ করা)	charged	charged
close (বন্ধ করা)	closed	closed
compare (তুলনা করা)	compared	compared
compete (প্রতিযোগিতা করা)	competed	competed
complete (সম্পূর্ণ করা)	completed	completed
dare (সাহস করা)	dared	dared

Present (Base form)	Past form	Past participle
dance (নৃত্য করা)	danced	danced
die (মরা)	died	died
divide (ভাগ করা)	divided	divided
gaze (একদৃষ্টিতে তাকিয়ে থাকা)	gazed	gazed
hate (ঘৃণা করা)	hated	hated
hope (আশা করা)	hoped	hoped
live (বাস করা)	lived	lived
lie (মিথ্যা কথা বলা)	lied	lied
loose (আলগা করা)	loosed	loosed
love (ভালবাসা)	loved	loved
move (অগ্রসর হওয়া)	moved	moved
place (স্থাপন করা)	placed	placed
[ব্যতিক্রম : verb-এর ভিতরের স্বরধ্বনি পরিবর্তন করে, এবং-d বসিয়ে]		
flee (পলায়ন করা)	fled	fled
have (থাকা বা পাওয়া)	had	had
hear (শোনা)	heard (হার্ড)	heard (হার্ড)
sell (বিক্রয় করা)	sold	sold
tell (বলা)	told	told

নিয়ম : **Verb**-এর শেষে একটি **Consonant** এবং তার পূর্বে একটি **Vowel** থাকলে **Consonant double** করে-**ed** যোগ হয়।

Present (Base form)	Past form	Past participle
beg (ভিক্ষা করা)	begged	begged
cancel (খারিজ করা)	cancelled	cancelled
drop (ঝরে পড়া)	dropped	dropped
hop (লাফানো)	hopped	hopped
emit (নির্গত হওয়া)	emitted	emitted
nod (মাথা নাড়া)	nodded	nodded
pat (আদর করে চাপড়ানো)	patted	patted
plan (পরিকল্পনা করা)	planned	planned
refer (উল্লেখ করা)	referred	referred
rub (ঘষা)	rubbed	rubbed
stop (থামা)	stopped	stopped
travel (ভ্রমণ করা)	travelled	travelled
quarrel (কলহ করা)	quarrelled	quarrelled

নিয়ম: **Verb**-এর শেষে **y** থাকলে **y = i + ed/d**

Present (Base form)	Past form	Past participle
bury (কবর দেওয়া)	buried	buried
carry (বহন করা)	carried	carried
cry (কাঁদা)	cried	cried
dry (শুকানো)	dried	dried
fry (ভাজা)	fried	fried
try (চেষ্টা করা)	tried	tried
hurry (তাড়াতাড়ি)	hurried	hurried
marry (বিবাহ করা)	married	married
lay (শোওয়ান, রাখা)	laid	laid
pay (দাম দেওয়া)	paid	paid
say (বলা)	said	said
[ব্যতিক্রম : enjoy (উপভোগ করা)	enjoyed	enjoyed]

নিয়ম: Verb-এর কিছু পরিবর্তন করে এবং শেষে t বসিয়ে

Present (Base form)	Past form	Past participle
bend (নোয়ানো)	bent	bent
build (নির্মাণ করা)	built	built
burn (পোড়ানো)	burnt	burnt
buy (কেনা)	bought	bought
catch (ধরা)	caught	caught
fight (যুদ্ধ করা)	fought	fought
deal (ব্যবহার করা)	dealt	dealt
dream (স্বপ্নে দেখা)	dreamt	dreamt
dwell (বাস করা)	dwelt	dwelt
feel (অনুভব)	felt	felt
keep (রাখা)	kept	pept
kneel (হাঁটু গেড়ে বসা)	knelt	knelt
learn (শিক্ষা করা)	learnt	learnt
leave (ত্যাগ করা)	left	left
lend (ধার দেওয়া)	lent	lent
lose (হারানো)	lost	lost
mean (অর্থ প্রকাশ করা)	meant	meant
seek (খোঁজা)	sought	sought
send (পাঠানো)	sent	sent
sleep (ঘুমানো)	slept	slept
smell (ঘ্রাণ নেওয়া)	smelt	smelt
spell (বানান করা)	spelt	spelt
spend (খরচ করা)	spent	spent
sweep (ঝাঁট দেওয়া)	swept	swept
teach (শিক্ষা দেওয়া)	taught	taught
think (চিন্তা করা)	thought	thought
weep (কাঁদা)	wept	wept

Strong Verbs or Irregular Verbs

নিয়ম : ভিতরের Vowel পরিবর্তন করে

Present (Base form)	Past form	Past participle
abide (মেনে চলা)	abode	abode
arise (উঠা)	arose	arisen
awake (জাগা)	awoke	awaken
be (am, is, are-হওয়া)	was, were	been
bear (বহন করা)	bore	borne (বোর্ন)
bear (প্রসব করা)	bore	born (বর্ন)
become (হওয়া)	became	become
begin (আরম্ভ করা)	began	begun
behold (দেখা)	beheld	beheld
beat (প্রহার করা)	beat	beaten
bid (আদেশ করা)	bade	bidden/bid
bite (কামড়ানো)	bit	bitten/bit
bind (বাঁধা)	bound	bound
bleed (রক্তক্ষরণ হওয়া)	bled	bled
breed (জন্ম দেওয়া)	bred	bred
blow (প্রবাহিত হওয়া)	blew	blown

Present (Base form)	Past form	Past participle
break (ভাঙা)	broke	broken
chide (তিরস্কার করা)	chid	chidden/chid
choose (পছন্দ করা)	chose	chosen
cling (লেগে থাকা)	clung	clung
come (আসা)	came	come
*কিন্তু welcome (স্বাগত জানানো)	welcomed	welcomed
creep (গুড়ি মেরে যাওয়া)	crept	crept
dig (খনন করা)	dug	dug
do (করা)	did	done
draw (টানা)	drew	drawn
drink (পান করা)	drank	drunk
drive (চালানো,তাড়ানো)	drove	driven
eat (খাওয়া)	ate	eaten
fall (পতিত হওয়া)	fell	fallen
feed (খাওয়ানো)	fed	fed
fight (যুদ্ধ করা)	fought	fought
find (খোঁজা)	found	found
fly (ওড়া)	flew	flown
forbid (নিষেধ করা)	forbade	forbidden
forgive (ক্ষমা করা)	forgave	forgiven
forget (ভুলে যাওয়া)	forgot	forgotten
forsake (ত্যাগ করা)	forsook	forsaken
freeze (ঠাণ্ডায় জমে যাওয়া)	froze	frozen
get (পাওয়া)	got	gotten/got
give (দেওয়া)	gave	given
go (যাওয়া)	went	gone
grow (জন্মানো)	grew	grown
hang (ঝোলা, ঝোলানো)	hung	hung
hide (লুকানো)	hid	hidden/hid
hold (ধরা)	held	held
know (জানা)	knew	known
lie (শোওয়া, থাকা)	lay	lain
make (তৈরি করা)	made	made [cons. পরিবর্তন]
meet (সাক্ষাৎ হওয়া)	met	met
mistake (ভুল করা)	mistook	mistaken
ride (ঘোড়ার চড়া)	rode	ridden
ring (বাজানো)	rang	rung
rise (উঠা)	rose	risen
run (দৌড়ানো)	ran	run
see (দেখা)	saw	seen
sit (বসা)	sat	sat
sing (গান গাওয়া)	sang	sung
sink (ডুবে যাওয়া)	sank	sunk
shrink (সঙ্কুচিত হওয়া)	shrank	shrunk
spring (লাফানো)	sprank	sprung

Note :** **'Welcome'** is also an ***Adjective. "You are ***welcome*** to it." As a ***Noun***—"They gave s a warm ***welcome***." As a ***Verb***—" I ***welcome*** you to our house." As an ***Interjection***—"***Welcome*** to England!"

A.L.D.—*Hornby*

Present (Base form)	Past form	Past participle
spin (সূতা কাটা)	spun	spun
speak (কথা বলা)	spoke	spoken
shake (নাড়া দেওয়া)	shook	shaken
shine (কিরণ দেওয়া)	shone	shone
shoot (গুলি করা)	shot	shot
slay (হত্যা করা)	slew	slain
smite (জোরে আঘাত করা)	smote	smote
stand (দাঁড়ানো)	stood	stood
steal (চুরি করা)	stole	stolen
stick (লেগে থাকা)	stuck	stuck
strike (আঘাত করা)	struck	struck
strive (চেষ্টা করা)	strove	stroven
swear (শপথ নেওয়া)	swore	sworn
swim (সাঁতার কাটা)	swam	swum
take (নেওয়া)	took	taken
tear (ছিঁড়ে ফেলা)	tore	torn
throw (নিক্ষেপ করা)	threw	thrown
tread (পায়ে মাড়ানো)	trod	trodden
wake (জাগা)	woke	waken
wear (পরিধান করা)	wore	worn
weave (জয়লাভ করা)	wove	woven
win (জয়লাভ করা)	won	won
write (লেখা)	wrote	written
withhold (স্থগিত থাকা)	withheld	withheld
withdraw (প্রত্যাহার করা)	withdrew	withdrawn

নিয়ম : কোনরূপ পরিবর্তন না করে

Present (Base form)	Past form	Past participle
bet (বাজী রাখা)	bet	bet
bid (নিলাম ডাকা)	bid	bid
burst (ফেটে পড়া)	burst	burst
cast (নিক্ষেপ করা)	cast	cast
cost (দাম লাগা)	cost	cost
cut (কাটা)	cut	cut
hit (আঘাত করা)	hit	hit
hurt (আঘাত করা)	hurt	hurt
let (অনুমতি দেওয়া)	let	let
put (রাখা)	put	put
quit (ছেড়ে যাওয়া)	quit	quit
read [রীড় (পড়া)]	read (রেড্)	read (রেড্)
set (স্থাপন করা)	set	set
shut (বন্ধ করা)	shut	shut
spread (ছড়িয়ে পড়া)	spread	spread
spit (থুথু ফেলা)	spit	spit
thrust (জোর করে চাপানো)	thrust	thrust
broadcast (সম্প্রচার করা)	broadcast	broadcast
telecast (দূরদর্শনে প্রচার করা)	telecast	telecast

Verb that are often confused (যে verb-গুলিতে বিভ্রান্তি হয়)

Present (Base form)	Past form	Past participle
beat (প্রহার করা)	beat	beaten
bite (কামড়ানো)	bit	bitten/bit
bear (বহন করা)	bore	borne (বোর্ন)
bear (প্রসব করা)	bore	born (বর্ন)
compete (প্রতিযোগিতা করা)	competed	competed
complete (সম্পূর্ণ করা)	completed	completed
fall (পতিত হওয়া)	fell	fallen
feel (অনুভব করা)	felt	felt
fill (পূর্ণ করা)	filled	filled
fail (ব্যর্থ হওয়া)	failed	failed
leave (পরিত্যাগ করা)	left	left
live (বাস করা)	lived	lived
lie (শুয়ে থাকা)	lay	lain
lie (মিথ্যা কথা বলা)	lied	lied
lay (শোওয়ানো, রাখা)	laid	laid
loose (আলগা করা)	loosed	loosed
lose (হারানো)	lost	lost
raise (তোলা)	raised	raised
rise (ওঠা)	rose	risen
sew (সেলাই করা)	sewed	sewed
sow (বীজ বোনা)	sowed	sowed/sown
show (দেখানো)	showed	shown
strike (আঘাত করা)	struck	struck
stroke (মৃদু আঘাত করা)	stroked	stroked

Spelling rules of verbs which have-ing forms.

[Verb + ing বানানের কিছু নিয়ম]

-ing spelling rules	Examples	
[redacted]	come	coming
	give	giving
	have	having
	love	loving
	make	making
	write	writing
(b) কিন্তু Verb-এর শেষে দুটি e থাকলে e লোপ হয় না।	agree	agreeing
	see	seeing
(c) Verb-এর শেষে consonant-এর আগে যদি একটি vowel থাকে, তাহলে consonant-টি double হয়ে-ing হয়। মনে রাখা দরকার, এরকম Verb-এর ক্ষেত্রে যে কোন suffix যোগ হলেই consonant-টি double হয়। যেমন—beg + ed = begged. bat + ed = batted, beg + er = beggar, run = er = renner.	beg	begging
	bat	batting.
	get	getting
	run	running
	sit	sitting
	stop	stopping
	hop	hopping
	pat	patting
	admit	admitting
	begin	beginning
	forget	forgetting
	refer	referring
	quarrel	quarrelling
	travel	travelling

(d) last syllable-এ stress না পড়লে সাধারণতঃ consonant-এর আগে Vowel থাকলেও consonant double হয় না।	listen visit remember	listening visiting remembering
(e) Verb-এর শেষে ie থাকলে i পরিবর্তিত হয়ে y হয় ও e লোপ হয়, তারপর-ing যোগ হয়।	die lie tie	dying lying tying
(f) এছাড়া বেশির ভাগ Verb-এর বানানে কোন পরিবর্তন না হয়ে-ing যোগ হয়।	be do say fry try buy keep stand carry enjoy	being doing saying frying trying buying keeping standing carrying enjoying

PRONUNCIATION NOTE

আমরা দেখেছি, verb-এর Base form-এর সঙ্গে প্রায়ই *–d* বা *–ed* যুক্ত হয়ে verb-এর Past ও Past Participle form গঠিত হয় এগুলির উচ্চারণ তিনরকম হতে পারে। এগুলি সতর্কতাবে অভ্যাস করা উচিত। সঠিক উচ্চারণ রীতির জন্য **English Pronouncing Dictionary** by D.L. Jones অথবা **Advance Learner's Dictionary** by A. S. Hornby দ্রষ্টব্য।

1 নং নিয়ম ঃ

মূল verb-এর last sound যদি 'ড্'/'ট্'/'য়্'/'ই'-হয় তবে '*–ed*'-এর উচ্চারণ হয় *id*/ইড্।	*ed = id (ইড্)*	
Present	*Past*	*Past Participle*
aid (এইড্)	aided (এইডিড্)	aided (এইডিড্)
decide (ডিসাইড্)	decided (ডিসাইডিড্)	decided (ডিসাইডিড্)
end (এন্ড)	ended (এন্ডিড্)	ended (এন্ডিড্)
mend (মেন্ড)	mended (মেন্ডিড্)	mended (মেন্ডিড্)
hate (হেইট্)	hated (হেইটিড্)	hated (হেইটিড্)
paint (পেইন্ট্)	painted (পেইন্টিড্)	painted (পেইন্টিড্)
nod (নড্)	nodded (নডিড্)	nodded (নডিড্)
start (স্টার্ট্)	started (স্টার্টিড্)	started (স্টার্টিড্)
enjoy (এনজয়্)	enjoyed (এনজয়িড্)	enjoyed ((এনজয়িড্)
die (ডাই)	died (ডাইড্)	died (ডাইড্)
carry (ক্যারি)	carried (ক্যারিড্)	carried (ক্যারিড্)

2 নং নিয়ম ঃ

মূল verb-এর last sound যদি 'ক্'/'ফ্'/'স'/'শ' হয় তবে '*–ed*'-এর উচ্চারণ হয় *t*/ট্।	*ed = t (ট্)*	
ask (আস্ক)	asked (আস্কট্)	asked (আস্কট্)
kick (কিক্)	kicked (কিক্ট্)	kicked (কিক্ট্)
look (লুক্)	looked (লুক্ট্)	looked (লুক্ট্)
drop (ড্রপ্)	dropped (ড্রপ্ট্)	dropped (ড্রপ্ট্)
help (হেল্প)	helped (হেল্প্ট্)	helped (হেল্প্ট্)
laugh (লাফ্)	laughed (লাফ্ট্)	laughed(লাফ্ট্)
pass (পাস্)	passed (পাস্ট্)	passed (পাস্ট্)
push (পুশ্)	pushed (পুশ্ট্)	pushed (পুশ্ট্)
fix (ফিক্স)	fixed (ফিক্স্ট্)	fixed (ফিক্স্ট্)
wash (ওয়াশ)	washed (ওয়াশ্ট্)	washed (ওয়াশ্ট্)
wish (উইশ)	wished (উইশ্ট্)	wished (উইশ্ট্)

3 নং নিয়ম ঃ

মূল verb-এর last sound যদি আগের দুটি নিয়মের sound না হয়ে অন্য sound হয় তাহলে verb-এর শেষের 'd'/'-ed'-এর উচ্চারণ হয়। d/ড্।	ed = d/ড্	
Present	*Past*	*Past Participle*
allow (অ্যালাউ)	allowed (অ্যালাউড্)	allowed (অ্যালাউড্)
boil (বয়িল্)	boiled (বয়িল্ড্)	boiled (বয়িল্ড্)
clean (ক্লিন্)	cleaned (ক্লিন্ড্)	cleaned (ক্লিন্ড্)
climb (ক্লাইম্)	climbed (ক্লাইম্ড্)	climbed (ক্লাইম্ড্)
close (ক্লোজ্)	closed (ক্লোজ্ড্)	closed (ক্লোজ্ড্)
delay (ডিলে)	delayed (ডিলেইড্)	delayed (ডিলেইড্)
dance (ড্যান্স্)	danced (ড্যান্স্ড্)	danced (ড্যান্স্ড্)
fail (ফেইল্)	failed (ফেইল্ড্)	failed (ফেইল্ড্)
fill (ফিল্)	filled (ফিল্ড্)	filled (ফিল্ড্)
flow (ফ্লো)	flowed (ফ্লোড্)	flowed (ফ্লোড্)
play (প্লে)	played (প্লেইড্)	played (প্লেইড্)
pull (পুল)	pulled (পুল্ড্)	pulled (পুল্ড্)
obey (ওবে)	obeyed (ওবেইড্)	obeyed (ওবেইড্)
love (লাভ)	loved (লাভ্ড্)	loved (লাভ্ড্)
move (মুভ)	moved (মুভড্)	moved (মুভড্)
rub (রাব)	rubbed (রাব্ড্)	rubbed (রাব্ড্)
sow/show (শো)	sowed/showed (শোড্)	sowed/showed (শোড্)

EXERCISE

1. Write the following verbs in English and conjugate them. (নিচের ক্রিয়াপদগুলিকে ইংরেজিতে লেখ এবং সেগুলির present, past এবং past participle রূপ লেখ) ঃ

One has been done for you.

Verbs	Present	Past	Past participle
যোগ করা	add	added	added
জিজ্ঞাসা করা			
শেষ করা			
ব্যর্থ হওয়া			
পূর্ণ করা			
অনুভব করা			
সাহায্য করা			
হত্যা করা			
আলগা করা			
হারানো			
খেলা করা			
পৌঁছানো			
ত্যাগ করা			
বপন করা			
শুয়ে থাকা			
শোওয়ানো			
সেলাই করা			
বীজ বোনা			
চিন্তা করা			
দেখানো			
দেখা			

Verbs	Present	Past	Past participle
হাসা			
খেলা			
যাওয়া			
বসা			
দৌড়ানো			
শোনা			
কাজ			
বসানো			
বিক্রি করা			
ভালো করা			
চুরি করা			
পরীক্ষা			
ঘুমানো			
কাঁদা			
কামড়ানো			
প্রচার করা			
লিখা করা			
লিখা শেখানো			
লিখা শেষ করা			
ভালোবাসা পালন করা			

2. Give the resulting forms of the following verbs + ing in correct spelling with their meaning. (দিয়েছে verb + ing যোগ করে সঠিক বানানে যোগ এবং অর্থ লেখ)।

One has been done for you.

Verb + ing	resulting forms	meaning
bite + ing	biting	কামড়ানো
come + ing		
abide + ing		
arise + ing		
advise + ing		
loose + ing		
care + ing		
change + ing		
charge + ing		
close + ing		
compare + ing		
compete + ing		
complete + ing		
dare + ing		
dance + ing		
die + ing		
lie + ing		
agree + ing		
see + ing		
be + ing		
have + ing		
give + ing		
make + ing		
take + ing		
run + ing		

Verb + ing	resulting forms	meaning
sit + ing		
get + ing		
emit + ing		
drop + ing		
hop + ing		
plan + ing		
cancel + ing		
travel + ing		
quarrel + ing		
cry + ing		
play + ing		
pay + ing		
fly + ing		
shake + ing		
strike + ing		
write + ing		

CHAPTER-13

TIME AND TENSE

Tense denotes the time of a verb. (ক্রিয়া সম্পন্ন হওয়ার সময়কে **Tense** বলে।)

[The word *tense* comes from the Latin *tempus* or time.]

ইংরেজিতে Tense প্রধানত ঃ তিনটি

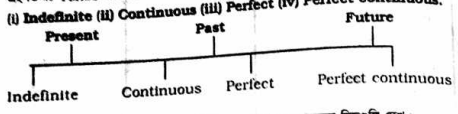
(i) **Present Tense** (বর্তমান কাল)

(ii) **Past Tense** (অতীত কাল)

(iii) **Future Tense** (ভবিষ্যৎ কাল)

এই তিনটি Tense-এর প্রত্যেকটিকে আবার চার ভাগে ভাগ করা যায়–

(i) **Indefinite** (ii) **Continuous** (iii) **Perfect** (iv) **Perfect continuous.**



এখন নিচের Table-*এ বাংলা ও ইংরেজি Tense-*এর সাদৃশ্যমূলক চিহ্নগুলি দেখ।

TABLE

Tense	Indefinite	Continuous ~~or Progressive~~	Perfect	Perfect Continuous
Present	বাংলায় মূল ক্রিয়া। do, go ইত্যাদি মূল verb	বাংলায় ক্রিয়ার শেষে 'তেছি", তেছে', ' তেছ'। ইংরেজিতে is / am/are এবং verb + ing.	বাংলায় ক্রিয়ার শেষে 'ইয়াছি', 'ইয়াছে', 'ইয়াছ'। ইংরেজিতে has/have এবং verb এর Past participle	কিছুকাল ধরে কোন কাজ চলছে। ইংরেজিতে has been /have been এবং verb + ing
Past	বাংলায় ক্রিয়ার শেষে 'ল'। ইংরেজিতে verb-এর past form	বাংলায় ' তেছিল' 'তেছিলে', তেছিলাম। ইংরেজিতে was/were এবং verb + ing	অতীতে দুটি কাজের মধ্যে যেটি আগে ঘটেছে। ইংরেজিতে had এবং verb-এর past participle	কিছুকাল ধরে কোন কাজ চলছিল : had been এবং verb + ing
Future	বাংলায় ক্রিয়ার শেষে 'ব'। ইংরেজিতে shall/will এবং মূল verb	কোন কাজ চলতে থাকবে। ইংরেজিতে shall be/ will be এবং verb + ing	কোন কাজ হয়ে থাকবে। ইংরেজিতে shall have/ will have এবং verb এর past participle	কোন কাজ কিছুকাল ধরে চলতে থাকবে। ইংরেজিতে shall have been/will have been এবং verb + ing

Forms of Tenses

Tense	Indefinite	Continuous	Perfect	Perfect Continuous
Present	I do	I am doing	I have done	I have been doing
Past	I did	I was doing	I had done	I had been doing
Future	I shall do	I shall be doing	I shall have done	I shall have been doing

Present Indefinite Tense (Simple Present)

Present Indefinite tense denotes an action in the present time or habitual truth or eternal truth.

কোন কাজ বর্তমানে হয় বোঝালে বা অভ্যাসগত সত্য বোঝালে বা চিরসত্য বোঝালে Present Indefinite বা Simple Present Tense হয়।

এই Tense-এ বাংলায় মূল ক্রিয়া ব্যবহৃত হয় এবং ইংরেজিতেও শুধু মূল verb ব্যবহৃত হয়। তবে Subject Third Person Singular number হলে verb এর শেষে 's বা 'es' যোগ হয়।

[Subject +Verb (verb + s/es)]

আমি বই পড়ি –I *read* a book.

আমরা বই পড়ি –We *read* a books.

তুমি /তোমরা বই পড়–You *read* a book (books)

সে বই পড়ে–He/She *reads* a book.

তাহারা বই পড়ে–They *read* books.

সূর্য পূর্ব দিকে ওঠে–The sun *rises* in the east.

জল শূন্য ডিগ্রি সেন্টিগ্রেডে জমাট বাঁধে–Water *freezes* at 0° centegrade.

Different forms of Simple Present :

Affirmative হ্যাঁ-বাচক	Question প্রশ্ন	Negative না-বাচক
I write.	Do I write?	I do not write.
We write.	Do we write?	We do not write.
You write.	Do you write?	You do not write
He/She writes.	Does he /she write.	He/ She does not write.
They write.	Do they write.	They do not write.

Present Continuous (Present Progressive)

Present continuous tense is used when an action is continued or going to be continued in near future.

বর্তমানকালে কোন কাজ চলছে বা নিকট ভবিষ্যতে চলবে বোঝালে Present Continuous Tense হয়। বাংলায় ক্রিয়ার শেষে তেছি', তেছ, 'তেছে' ইত্যাদি।

[Subject + am/is/are + (verb + ing)

আমি বই পড়িতেছি (পড়ছি)–I *am reading* a book.

আমরা বই পড়িতেছি (পড়ছি)–We *are reading* books.

তুমি/তোমরা বই পড়িতেছ (পড়ছ)–You *are reading* a book (books)

সে বই পড়িতেছে (পড়ছে)–He/She *is reading* a book.

তাহারা (তারা) বই পড়িতেছে (পড়ছে)–They *are reading* books.

আমি আজ রাত্রে দিল্লী যাব—**I** *am going* to Delhi tonight. (near future.)

আমি কাকা আগামীকাল এখানে আসছেন–My uncle *is arriving* here tomorrow.

আপনি কি আজ বিকালে মিটিং-এ আসছেন?—Are you *coming* to the meeting this afternoon ?

***Note : The following verbs are not normally used in the continuous form.** —*Wren & Martin.*

নিচের verb গুলি সাধারণতঃ continuous form -এ ব্যবহৃত হয় না।

(1) Verbs of Perception, e. g., *see, hear, smell, notice, recognize.*

(2) Verbs of appearing, e. g., *appear, look, seem.*

(3) Verbs of emotion, e. g., *want, wish, desire, feel, like, love, hate, hope, refuse, prefer.*

(4) Verbs of thinking, e.g., *think, suppose, believe, agree, consider, trust, remember, forget, know, imagine, mean, mind, understand.*

(5) *have (=possess), own, possess, belong to, contain, consist of, be* (except when used in the passive)

So we must say, "I see an aeroplane", not "*I am seeing* an aeroplane."

অনুরূপভাবে ঃ আমি একটি সুন্দর পাখী দেখিতেছি/দেখছি–I see a nice bird.

আমি তাহার (তার) নাড়ী দেখিতেছি/ দেখছি–I *feel* very pulse

আমি খুব শীত অনুভব করিতেছি/করছি– I feel very cold.

অবশ্য see, feel, think ইত্যাদি verb-এর সাধারণতঃ Present Continuous Tense না হলেও কিছু ক্ষেত্রে হয়।

আমি দেখছি তো দেখছি–I *am seeing* and *seeing*. (I *see* and *see* নয়)

I am seeing him tomorrow = I have an appointment with him.
—*Thomson & Martinet.*

তুলনা বোঝালে 'feel' verb -এর Continuous Tense হয়।

আগের থেকে এখন ভালো বোধ করছ কি ?–Are you feeling better now?

হ্যাঁ, আমি আগের চেয়ে ভালো বোধ করছি—Yes, I'm feeling better.

(Vide 'Learning English' Step 2 page. 97)

অবশ্য comparative degree না হয়ে positive degree হলে 'feel' verb -এর Simple Present Tense হয়।

How do you feel now? I feel quite well/rather tired/dizzy.

এরূপ বিশেষ ক্ষেত্র ছাড়া ওপরের verb-গুলির সাধারণতঃ Simple Present Tense হয়, Present Continuous Tense হয় না। যেমন–

তুমি তার সম্বন্ধে কি ভাবছ ?–What do you *think of* him?

These verbs may, however, be used in the continuous tense with a change of meaning. —*Wren & Martin.*

I am thinking of (=considering the idea of) going to America.

Mr. Ghosh *is minding* (=looking after) the baby as his wife is out of home.

Different forms of Present Continuous (progressive) :

Affirmative হ্যাঁ-বাচক	Question প্রশ্ন	Negative না-বাচক
I am writing.	Am I writing?	I am not writing.
We are writing.	Are we writing?	We are not writing.
You are writing.	Are you writing?	You are not writing.
He/She is writing.	Is he/she writing?	He/She is not writing.
They are writing.	Are they writing?	They are not writing.

Present Perfect Tense

Present Perfect tense is used when the work has been done but its effect lasts.

কোন কাজ শেষ হয়েছে অথচ তার ফল বর্তমান আছে বোঝালে Present Perfect tense হয়।

*বাংলায় ক্রিয়ার শেষে 'ইয়াছি', 'ইয়াছ', 'ইয়াছে' ইত্যাদি।

[Subject + has/have + (past participle of verb)

আমি কাজটি করিয়াছি (করেছি)–I *have done* the work.

আমরা কাজটি করিয়াছি (করেছি)–We *have done* the work.

তুমি/তোমরা কাজটি করিয়াছ (করছে)–You *have done* the work.

সে কাজটি করিয়াছে (করেছে)–He/She *has done* the work.

তাহারা (তারা) কাজটি করিয়াছে (করেছে)–The *have done* the work.

তারা এইমাত্র কাজটি করেছে–They *have* just *done* the work.

সে ঘন্টার পর ঘন্টা পড়েছে–He *has studied* for hours.

সে এখানে সোমবার থেকে আছে—He *has been* here since (from) Monday.

Just, already, since, for, yet are generally used with the Present Perfect.

****Note :** Present perfect tense is never used with adverbs of past time. We should not say, for example, "He *has gone* to Calcutta *yesterday*". In such cases the simple past should be used "He *went* to Calcutta *yesterday*." —*Wren & Martin.*

অনুরূপ ভাবে ঃ আমি গতকাল তোমার চিঠি পাইয়াছি (পেয়েছি)–I *received* your letter *yesterday*. (I *have received* your letter *yesterday* হয় না।)

গত রবিবার সে এখানে আসিয়াছে (এসেছে)–He *came* here *last Sunday*. (He *has come* here *last Sunday* হয় না।)

Different forms of Present Perfect :

Affirmative হ্যাঁ-বাচক	Question প্রশ্ন	Negative না-বাচক
I have writien	Have I written?	I have not written.
We have written.	Have we written?	We have not written.
You have written.	Have you written?	You have not written.
He/She has written.	Has he/she written?	He/She has not written.
They have written.	Have they written?	They have not written.

Present Perfect Continuous Tense

The Present Perfect Continuous tense is used for an action which began at some time in the past and is still continuing.

কোন কাজ পূর্বে আরম্ভ হয়ে এখনও চলছে এরূপ বোঝালে Present Perfect continuous tense হয়।

[Subject + has been/have been + (verb + ing)]

আমি দুই দিন ধরিয়া কাজটি করিতেছি–I *have been doing* this work for two days.

আমরা পাঁচ বৎসর যাবৎ এখানে বাস করিতেছি–We *have been living* here for five years.

সে তিন বৎসর যাবৎ এই স্কুলে পড়িতেছে–He/She *has been reading* in this school for three years.

তাহারা সাত দিন ধরিয়া এই কাজটি করিতেছে–They *have been doing* this work for a week.

ছেলেবেলা হইতে সে এখানে বাস করিতেছে–He *has been living* here from his boyhood.

নীলু গত রবিবার হইতে জ্বরে ভুগিতেছে–Nilu *has been suffering* from fever since Sunday last.

গত সোমবার হইতে বৃষ্টি হইতেছে-It *has been raining* from (since) Monday last.

১৯৯০ সাল হইতে তিনি এখানে কাজ করিতেছেন-He *has been working* here from (since) 1990.

লিপিকা তোমার জন্য অনেকক্ষণ অপেক্ষা করিতেছে-Lipika *has been waiting* for you for a long time.

তাহারা সকাল ৭টা হইতে কঠিন কাজ করিয়া যাইতেছে-They *have been working* hard from (since) 7 a. m.

আমরা দিনের শুরু হইতেই কাজ করিয়া যাইতেছি-We *have been doing* our work from (since) day-break. ["from day-break"—*Nesfield*]

Note:** "Both (*since* and *from*) denote a point of time, not a space or period. But *'since'* is preceded by a verb in some *perfect tense*, while *'from'* can be used with any form of tense. Another difference is that *'since'* can be used only in reference to past time, whereas 'from' can be used for present and future tense." —Nesfield.***

সহজ কথায় *Point of time* বোঝাতে *Present Perfect Tense, Present Perfect Continuous Tense*-এ এবং *Past Tense*-এ *since* এবং সমস্ত *tense*-এ *from* ব্যবহৃত হয়। আর *period of time* বোঝাতে অর্থাৎ কোন সময় থেকে কোন সময় পর্যন্ত সময়ের ব্যাপ্তি বোঝাতে *for* ব্যবহৃত হয়। [Preposition chapter-এ page 177-178 দ্রষ্টব্য।]

Different forms of Present Perfect Continuous :

Affirmative হ্যাঁ-বাচক	Question প্রশ্ন	Negative না-বাচক
I have been working	Have I been working?	I have not been working.
We have been working.	Have we been working?	We have not been working.
You have been working	Have you been working?	You have not been working.
He/She has been working.	Has he/she been working?	He/She has not been working.
They have been working.	Have they been working?	They have not been working.

Past Indefinite Tense (Simple Past)

Past Indefinite tense is used to denote an action completed in the past or a past habit.

অতীতকালে কোন কাজ ঘটেছিল বা অতীতের কোন অভ্যাস বোঝাতে Past Indefinite Tense বা Simple Past tense হয়।

* বাংলায় ক্রিয়ার শেষে 'ল' হয়।

[Subject + Past form of verb]

আমি কাজটি করিয়াছিলাম (করেছিলাম)-I *did* the work.

আমরা কাজটি করিয়াছিলাম (করেছিলাম)-I *did* the work.

তুমি/তোমরা কাজটি করিয়াছিলে (করেছিলে)-You *did* the work.

সে কাজটি করিয়াছিল (করেছিল)-He/she *did* the work.

তাহারা (তারা) কাজটি করিয়াছিল (করেছিল)-They *did* the work.

তার ছেলেবেলা লণ্ডনে কেটেছিল-He *spent* his boyhood in London.

সে দশ বছর বয়স থেকে ইংরেজি শেখা শুরু করেছিল—He began learning English *since (from)* the age of ten.

Note :** ***Past habit বা অতীতকালে অভ্যাস বোঝালে বাংলায় ক্রিয়ার শেষে 'ল' না হয়ে 'ত' হয়। তখন এই ধরণের ***Habitual Past*** বোঝাতে ***would*** বা ***used to*** ব্যবহার হয়।

সে প্রত্যহ নদীতে স্নান করিত (করত)-He *would (used to)* bathe in the river everyday.

অপূর্ব প্রত্যহ বিকালে ক্রিকেট খেলিত (খেলত)-Apurba *would (used to)* play cricket every afternoon.

used to/would + verb

1. He *would sit* by the window and watch people at the pond.
2. The servants *used to tell* them stories.

These verbs tell as about past habits.

The first one is often used in writing and the second in speech. ***[Vide Learning English, Step—2]***

এই verb-গুলি (used to/would+verb) past habit বা অতীতকালের অভ্যাস বোঝায়। তবে প্রথমটি (used to) ইংরেজি লেখায় এবং দ্বিতীয়টি (would) ইংরেজি কথায় বেশি ব্যবহৃত হয়।

Moreover these verbs express a discontinued habit.

"*I used to ride* a lot" means that "I rode a lot at one period of my life but that I do not ride a lot now" —***A. J. Thomson and A. V. Martine*.***

However, in a given context *would/used to* may not be repeated and simple past may also be used to denote past habits.

"He *used to sit* there and look out at the little pond. He *watched* the people come to bathe in the pond." ***(Learning English, Step—2).***

Simple Past may also be used with *'often', 'always', 'usually', 'regularly'* etc. to denote past habits.

অতীতকালের অভ্যাস বোঝাতে *often, always, usually, regularly* ইত্যাদি যোগ করে Simple Past -ও ব্যবহার করা যায়।

The Servants *usually looked* after him. He *watered* the plants *regularly*.

Different forms of Simple Past :

Affirmative হ্যাঁ-বাচক	Question প্রশ্ন	Negative না-বাচক
I played	Did I play?	I did not play.
We played	Did we play?	We did not play.
You played	Did you play?	You did not play.
He/She played	Did he/she play?	He/She did not play.
They played	Did they play?	They did not play.

Past Continuous (Past Progressive)

Past Continuous Tense is used when the action was continued for some time in the past.

অতীতকালে কোন কাজ কিছুক্ষণ ধরে চলছিল বোঝালে Past continuous tense হয়।

*বাংলায় ক্রিয়ায় শেষে 'তেছিল' 'তেছিলে', 'তেছিলাম' ইত্যাদি।

[Subject + was/were + (verb + ing)]

আমি ফুটবল খেলিতেছিলাম (খেলছিলাম)-I *was playing* football.

আমরা ফুটবল খেলিতেছিলাম (খেলছিলাম)-We *were playing* football.

তুমি/তোমরা ফুটবল খেলিতেছিলে (খেলছিলে)-You *were playing* football.

সে ফুটবল খেলিতেছিল (খেলছিল)-He/She *was playing* football.

তাহারা (তারা) ফুটবল খেলিতেছিল (খেলছিল)-They *were playing* football.

গত সন্ধ্যায় সে কি করছিল?-What *was* she *doing* in the last evening?

***Note:** *Past Progressive* is often used together *with a simple Past* when two clauses in the past tense are joined with *'when'* or *'while'* অতীতকালের দুটি clause যখন *when* বা *while* দ্বারা যুক্ত হয়, তখন প্রায়ই *একটিতে* Past *Progressive* এবং *অন্যটিতে simple past* হয়।

অর্থাৎ, অতীতকালে একই সঙ্গে দুটি কাজ হলে একটিতে simple past এবং অন্যটিতে past continuous হয়। কিন্তু অতীতকালে দুটি কাজের মধ্যে একটি আগে এবং একটি পরে হলে আগেরটিতে past perfect এবং পরেরটিতে simple past হয়।

তুমি যখন মাঠে খেলছিলে, আমি তোমাকে দেখেছিলুম–I saw you while you were *playing* in the field.

আমি যখন বাড়ী পৌঁছলাম, তখন বৃষ্টি হচ্ছিল–It *was raining* when I reached home.

সে যখন প্রাতরাশ খাচ্ছিল, আমি তার সাথে দেখা করতে গিয়েছিলুম–When he was *having* his breakfast, I went to see him.

Different forms of Past Continuous :

Affirmative হ্যাঁ-বাচক	Question প্রশ্ন	Negative না-বাচক
I was playing.	Was I playing?	I was not playing.
We were playing.	were we playing?	We were not playing.
You were playing.	Were you playing?	You were not playing.
He/She was playing.	Was he/she playing?	He/She was not playing
They were playing.	Were they playing?	They were not playing

Past Perfect Tense

Past perfect tense is used in the former action between two completed actions of the past. Simple Past is used in the later action.

অতীতকালের দুটি কাজ সম্পন্ন হয়ে থাকলে তাদের মধ্যে *যেটি আগে ঘটেছিল* তার **Past Perfect tense** হয় এবং *যেটি পরে হয়েছিল* তার **Simple past tense** হয়।

[Subject + had + (past participle of verb)]

অমিত বাড়ি আসিবার পূর্বে নীলিমা চলিয়া গেল–Nilima *had gone out before* Amit *came* home.

আমি ষ্টেশনে পৌছবার পূর্বে ট্রেনটি ছাড়িয়া গেল–The train *had started before* I *reached* the station.

ঘন্টা পড়ার পূর্বে তারা স্কুলে পৌছাল—They *had reached* the school *before* the bell *rang*.

বিছানায় শুতে যাবার পূর্বে আমি দরজা বন্ধ করলাম–I *had shut* the door *before* I *got* into bed.

ডাক্তার আসিবার পূর্বে রোগীটি মারা গেল–The patient *had died before* the doctor came. (or) The doctor *came after* the patient *had died*.

ডাক্তার আসিবার পরে রোগীটি মারা গেল–The doctor *had come before* the patient *died*. (or) The patient *died after* the doctor *had come*.

***Note:** *বাক্যের দুটি অংশে 'before' বা 'after' দ্বারা যুক্ত হলে 'before'-এর পূর্বে এবং 'after' -এর পরে past perfect tense হয় এবং অন্যটিতে Simple past হয়।*

আবার 'when' দিয়ে ও বাক্যের দুটি অংশে যুক্ত হলে আগের কাজটিতে past perfect tense হয়।

I *had done* my exercise when Hari came to see me.

—*Wren & Martin.*

Hardly বা ***Scareely*** (Semi-negative word) দিয়ে বাক্য শুরু হলে ***Hardly*** বা ***Scarcely***-র পূর্বে*had* বসে।

Hardly/Scareely had we *started* when it *began* to rain.

অথবা We *had hardly started* when it *began* to rain.

আবার ***No sooner.... than*** দিয়েও বাক্যের দুটি অংশ যুক্ত হতে পারে। তবে সেক্ষেত্রে *No sooner*-এর ঠিক পরেই *had* বসে।

No sooner had we left the house *than* it *began* to rain. (আমরা বাড়ী থেকে বেরোতে না বেরোতেই বৃষ্টি শুরু হল।) [এরূপ ক্ষেত্রে No sooner we had left the house.... হয় না।] অবশ্য No sooner did we leave এরূপ প্রয়োগ হয়।]

Different forms of Past perfect :

Affirmative হ্যাঁ-বাচক	Question প্রশ্ন	Negative না-বাচক
I had opened.	Had I opened?	I had not opened.
We had opened.	Had we opened?	We had not opened.
You had opened.	Had You opened?	You had not opened.
He/She had opened.	Had he/she opened?	He/She had not opened.
They had opened.	Had they opened?	They had not opened.

Past Perfect Continuous Tense

Past perfect continuous tense is used for an action that began before a certain point in the past and continued upto that time.

অতীতকালে কোন কাজ কোন বিশেষ সময়ের পূর্বে আরম্ভ হয়ে সেইসময় পর্যন্ত চলছিল বোঝালে Past perfect continuous tense হয়। এখানেও যদি দুটি ক্রিয়ার উল্লেখ থাকে তাহলে যে কাজটি আগে থেকে চলছিল তার Past perfect continuous এবং যেটি পরে হয়েছিল, তার Simple tense হয়।

[Subject + had been + (verb + ing)]

ট্রেনটি ছাড়বার পূর্বে আমরা খেলা করছিলাম–We *had been playing* before the train started.

আমি যখন তার সঙ্গে দেখা করতে গেলুম তখন সে উপন্যাস পড়ছিল–She *had been reading* a novel when I *went* to meet her.

ঐ সময় নিখিল দুমাস ধরে উপন্যাস লিখছিল–At that time Nikhil *had been writing* a novel for two months.

যখন আমি ছেলেটিকে দেখলুম তখন সে কয়েক ঘন্টা ধরে কাঁদছিল–When I met the boy, he *had been crying* for several hours.

তুমি যখন তোমার বন্ধুর বাড়িতে গিয়েছিলে, তখন তোমার মা তোমার জন্য অপেক্ষা করছিলেন–Your mother *had been waiting* for you when you *went* to your friend's house.

মিষ্টার রায় সেখানে পাঁচবছর যাবৎ শিক্ষকতা করছিলেন–Mr. Roy *had been teaching* there for five years.

তখন বেলা ১০টা, অমল ভোর থেকে কাজ করে ক্লান্ত হয়ে পড়েছিল–It *was* 10 a. m. and Amal *was* tired as he *had been working* since dawn.

Different forms of Past Continuous :

Affirmative হ্যাঁ-বাচক	Question প্রশ্ন	Negative না-বাচক
I had been playing.	Had I been playing?	I had not been playing.
We had been playing.	Had we been playing?	We had not been playing.
You had been playing.	Had you been playing?	You had not been playing.
He/She had been playing.	Had he/she been playing?	He/She had not been playing.
They had been playing.	Had they been playing?	They had not been playing.

Future Indefinite Tense (Simple Future)

Future Indefinite tense is used when an action will be done or will happen in future.

ভবিষ্যৎকালে কোন কাজ ঘটবে বোঝালে Future Indefinite tense হয়।

*বাংলায় ক্রিয়ার শেষে 'ব' থাকে।

[Subject + shall/will + verb]

আমি বিদ্যালয়ে যাইব (যাব)–I *shall go* to school.

আমরা বিদ্যালয়ে যাইব (যাব)–We *shall go* to school.

তুমি/তোমরা বিদ্যালয়ে যাইবে (যাবে)–You *will go* to school.

সে বিদ্যালয়ে যাইবে (যাবে)–He/She *will go* to school.

তাহারা (তারা) বিদ্যালয়ে যাইবে (যাবে)–They *will* go to school.

Note-1** We use *'will'* instead of *'shall'* and *'shall'* instead of *'will'* when we talk about ***strong intention or promise.

দৃঢ় ইচ্ছা বা প্রতিজ্ঞা (must) অর্থে যেখানে shall বসার কথা সেখানে will এবং যেখানে will বসার কথা সেখানে shall হয়।

আমি বিদ্যালয়ে যাইবই–I *will go* to school.

তুমি কিছুতেই সিনেমা যাইবে না–You *shall* not *go* to the cinema show.

সে অবশ্যই কাজটি করিবে–He *shall* do the work.

Note-2** When an action is ***planned or arranged to take place ***in the near future, present continuous tense is used*** instead of simple future tense.

যখন নিকট ভবিষ্যতে কোন কাজের পরিকল্পনা বা ব্যবস্থা থাকে, তখন simple future tense-এর পরিবর্তে present continuous tense হয়।

আমার বাবা আগামীকাল বাড়ী আসবেন (আসছেন)–My father is *coming* home *tomorrow.*

আমি আজ বিকেলে সিনেমা দেখতে যাব–I *am going* to the cinema *this afternoon.*

> Simple Future Tense generally expresses pure or colourless future. **When the future is coloured with intention, the *going to + infinitive* construction is preferred;** e. g., He is *going to build* a new house. But, I *shall see* him tomorrow.
>
> Tomorrow *will be* Sunday. —***Wren & Martin.***
>
> সাধারণ ভবিষ্যতে future tense হয়, কিন্তু ভবিষ্যৎকালে যখন কোন ইচ্ছা প্রকাশিত হয়, তখন going to + infinitive হয়।

Different forms of Future Indefinite (Simple Future) :

Affirmative হ্যাঁ-বাচক	Question প্রশ্ন	Negative না-বাচক
I shall do.	Shall I do?	I shall not do.
We shall do.	Shall we do?	We shall not do.
You will do.	Will you do?	You will not do.
He/She will do.	Will he/she do?	He/She will not do.
They will do.	Will they do?	They will not do.

Future Continuous Tense

Future continuous tense is used when an action is thought to be going on in the future.

ভবিষ্যৎকালে কোন কাজ হতে থাকবে বোঝালে Future Continuous tense হয়।

[Subject + shall be/will be + (verb + ing)

আমি কাজটি করিতে থাকিব–I *shall be doing* the work.

আমরা কাজটি করিতে থাকিব–We *shall be doing* the work.

তুমি/তোমরা কাজটি করিতে থাকিবে–You *will be doing* the work.

সে কাজটি করিতে থাকিবে–He/She *will be doing* the work.

তাহারা কাজটি করিতে থাকিবে–They *will be doing* the work.

তখন আমি বইটি পড়িতে থাকব–I *shall be reading* the book then.

Different forms of Future Continuous :

Affirmative হ্যাঁ-বাচক	Question প্রশ্ন	Negative না-বাচক
I shall be doing.	Shall I be doing?	I shall not be doing.
We shall be doing.	Shall we be doing?	We shall not be doing.
You will be doing.	Will you be doing?	You will not be doing.
He/She will be doing.	Will he/she be doing.	He/She will not be doing.
They will be doing.	Will they be doing?	They will not be doing.

Future Perfect Tense

Future Ferfect tense is used to indicate the completion of an action by a certain time in the future.

ভবিষ্যৎকালে কোন নির্দিষ্ট সময়ের মধ্যে কোন কাজ হয়ে যাবে বোঝালে বা দুটি কাজের মধ্যে একটি আগে হবে বোঝালে Future Perfect Tense হয়। অবশ্য ভবিষ্যৎকালের দুটি কাজের মধ্যে যে কাজটি আগে হবে তার Future Perfect tense এবং যে কাজটি পরে হবে তার Simple Present tense হয়।

[Subject + shall have/will have + (past participle of verb)]

ঐ সময়ের মধ্যে আমি চিঠিটি লিখে রাখব–I *shall have written* the letter by that time.

বাবা আসবার আগে আমি কাজটি সেরে রাখব–I *shall have done* the work *before* my father comes.

তুমি তার সঙ্গে দেখা করতে যাওয়ার পূর্বে সে জায়গাটি ছেড়ে চলে যাবে–*Before* you *go* to see him, he *will have left* the place.

Different forms of Future Perfect :

Affirmative হ্যাঁ-বাচক	Question প্রশ্ন	Negative না-বাচক
I shall have done.	Shall I have done?	I shall have not done.
We shall have done.	Shall we have done?	We shall have not done.
You will have done.	Will you have done?	You will have not done.
He/She will have done.	Will he/she have done?	He/she will have not done.
They will have done.	Will they have done?	They will have not done.

Future Perfect Continuous Tense

Future Perfect Continuous tense is used when the doer will have been doing the work by a certain future time.

ভবিষ্যৎকালে কোন সময়ের মধ্যে কোন কাজ চলতে থাকবে বোঝালে Future Perfect Continuous tense হয়। ভবিষ্যৎকালে দুটি কাজের মধ্যে যে কাজটি আগে চলতে থাকবে তার Future Perfect Continuous এবং যেটি পরে হবে তার Simple Present tense হয়।

[Subject + shall have ben/will have been + (verb + ing)]

আগামী জুলাই পর্যন্ত আমরা এখানে তিনবছর বাস করতে থাকব–By next July we *shall have been living* here for three years.

বাবা আসবার আগে আমি কাজটি করতে থাকব–I *shall have been doing* the work *before my father comes.*

সে ডিগ্রি পাওয়ার পূর্বে চারবছর অক্সফোর্ডে পড়তে থাকবে–He *will have been studying* at Oxford *when he gets his degree.*

Different forms of Future Perfect Continuous :

Affirmative হ্যাঁ-বাচক	Question প্রশ্ন	Negative না-বাচক
I shall have done doing.	Shall I have been doing?	I shall not have been doing.
We shall have been doing.	Shall we have been doing?	We shall not have been doing.
You will have been doing.	Will you have been doing?	You will not have been doing.
He/She will have been doing.	Will he/she have been doing?	He/She will not have been doing.
They will have been doing.	Will they have been doing?	They will not have been doing.

APPLIED SECTION

Look at the figures of different tenses :

1. Simple present, Simple Past and Simple Future.

Past	Present	Future
o----------o----------o		
[an action that was done]	[an action that goes on]	[an action that will be done]

2. Present continuous may be used :

(i) To describe a limited period (not a long term or permanent activity) or to describe a period around now.

[এখন সংক্ষিপ্ত সময়ে) বা ঘটছে]

Now.....Now

(ii) To describe present plans for the near future.

[নিকট ভবিষ্যতের কোন পরিকল্পনা বর্তমানে প্রকাশ করতে।]

Now ..... Near future

3. Present Perfect may be shown :

Earlier ..... Now

We often want to look back from now (the moment of speaking) to something that has happened earlier. We use this present perfect form to connect the earlier event with the present moment (now).

আমরা অনেক সময় বর্তমান মুহূর্ত থেকে সামান্য পূর্বে যা ঘটেছে তার দিকে ফিরে তাকাতে চাই। তখন বর্তমান মুহূর্তের সঙ্গে সামান্য পূর্বের ঘটনার যোগ দেখাতে Present Perfect form ব্যবহার করি।

4. Present Perfect Continuous Tense may be shown :

Earlier ..... Now

This form is used to denote an action which began at some time in the past and is still continuing.

[পূর্বে আরম্ভ হয়ে এখনও চলছে।]

Now study the usage of tenses :

1. Simple Present is used

(i) to express present actions or events or facts (বর্তমান কাজ বা ঘটনা বা তথ্য প্রকাশ করতে)

I *get up* at 6 a. m.
The train *leaves* at 7 p. m.
Lipika *looks* very beautiful.
Rabin *goes* to school.
I *don't like* tea, but I *prefer* coffee.

(ii) to express a habitual action (অভ্যাস বোঝাতে) :

I *get up* everyday at 6 a. m.
He *takes* milk every morning.

(iii) to express general truth or eternal truth (সাধারণ সত্য বা চিরসত্য বোঝাতে) :

The earth *moves* round the sun.
Fortune *favours* the brave.

(iv) in Imperative sentences. (আদেশ অনুরোধমূলক বাক্যে) :

Draw a straight line.
Don't run in the sun.
Stop writing and *hand over* the answer-scripts.

(v) in Exclamatory sentences beginning with *here* and *there* (here এবং there দিয়ে Exclamatory sentence বা আবেগমূলক বাক্যে) :

Here *comes* the bus!
There *goes* the bell!

(vi) in quotations and reporting (উদ্ধৃতি ব্যবহারে বা পরোক্ষ উক্তিতে) :

Keats *say*, "A thing of beauty is a joy for ever." (Quotation)
They *tell* me that you *are* a fool. (Reporting)

(vii) to indicate a future event that is a part of a present plan or arrangement (ভবিষ্যতের কোন ঘটনা যদি বর্তমান কোন পরিকল্পনা বা ব্যবস্থার অঙ্গ হয়।) :

They *leave* for London by the next mail.
His father *sails* for America next Sunday.
When *does* the school reopen?

(viii) to use verbs of perception, verbs of appearing and verbs of emotion like *see, hear, look, seem, feel etc.*

(see, hear, look, seem, feel প্রভৃতি কয়েকটি verb-এর ক্ষেত্রে) :

I *see*, you are a fool. I *hear* the buzzing sound.
You can't *feel* her sentiment.

(ix) in clauses of time and condition (সময় বা শর্তবোধক clause-এ) :

I shall wait till you *finish* your lunch.
If it *rains* we shall get wet.

2. Present progressive/continuous is used :

(i) for an action going on at the time of speaking.

(বক্তা যখন বলছে তখন কোন কাজ চলছে বোঝাতে) :

Lila *is dancing* now.
The boys *are playing* hockey.

(ii) imagining an unseen activity (কোন কাজ চলছে কল্পনা করতে) :
I think, Subhendu *is lying* on bed at home.
His friends *are doing* Mathematics now.
(iii) for an action that is planned or arranged to take place in the near future (নিকট ভবিষ্যতে কোন কাজের পরিকল্পনা বা ব্যবস্থা থাকলে) :
Dipu and his friends *are leaving* Calcutta to night.
Bela and her friends *are arriving* her tomorrow.
(iv) for giving information about a third person's whereabouts. (কোন তৃতীয় ব্যক্তির ঘটমান কাজের সংবাদ দিতে) :
Where is Debika?
She's (=she is) watering the plants in her garden.
(v) for explaining what one is doing. (একজন কি করছে তা বোঝাতে) :
What are you doing?
I'm (=I am) drawing a picture.
(vi) for describing (বর্ণনা দাও) :
Which girl is Nipa? What *is* she *wearing* today?
She is slim and handsome. she *is wearing* a white sari today.

3. Present Perfect is used :
(i) to indicate completed action in the immediate past.
(অদূর অতীতে যে কাজ সম্পন্ন হয়েছে) :
He *has* just *gone* out.
The clock *has struck* ten.
I *have cut* my finger and it is bleeding now.
(ii) to express past actions whose time is not definite.
(অতীতের কোন কাজের সময় নির্দিষ্ট না হলে) :
Mr. Roy *has been* to Japan.
I *have never known* him to be angry.
Have you ever *been* to Delhi?
Have you *read* 'Gulliver's Travels'?
(iii) to denote an action beginning at some time past and continuing up to the present moment. —*Wren & Martin.*
(আগে থেকে আরম্ভ হয়ে বর্তমান মুহূর্ত পর্যন্ত চলেছে।)
I *have known* him for a long time.
We *have lived* here for ten years.
We *haven't seen* Padmini for several months.
He *hasn't finished* his work yet.

***Note :** We see that these adverbs or adverbials can be used with the present perfect : *just, often, so far, till now, already, since, for, never, ever* (in questions only), *yet* (in negatives and questions).

4. Present Perfect Continuous is used :
(i) for an action which began at some time in the past and is still continuing. (আগে থেকে আরম্ভ হয়ে এখনও ঘটে চলেছে) :
She *has been sleeping* for six hours.
He *has been playing* since 4 p. m.
They *have been building* the bridge for several years.

***Note :** This tense is sometimes used for an action already finished. In such cases the continuity of the activity is emphasized as an explanation of something. —*Wren & Martin.*
'Why are your clothes wet?' —'I *have been watering* the garden.'

5. Simple past is used to talk about a past event as a simple fact. (সাধারণভাবে অতীতের কোন ঘটনা বলতে) :
(i) It often occurs with adverbs or adverb phrases.
(এটি প্রায়ই Adverb বা Adverb phrase -এর সঙ্গে ব্যবহৃত হয়।)
Haradhan *left* school last year.
The steamer *sailed* a week ago.
I *received* his letter yesterday.
(ii) Sometimes it is used without an adverb of time. In such cases the time may be either implied or indicated by the context. (কোন কোন ক্ষেত্রে adverb of time উহ্য থাকে। সেই ক্ষেত্রে প্রসঙ্গ দ্বারা সময় সূচিত হয়।) :
I *didn't sleep* well (i. e. last night)
'Where did he learn Hindi?'
'He *learnt* Hindi in patna.' (i. e. in some time past.)
(iii) Simple past is also used for past habits (অতীতের অভ্যাস বোঝাতে) :
He *used to study* many hours every day.
My grandmother *would bathe* in the Ganga in her old age.
She always *carried* an umbrella. —*Wren & Martin.*

***Note :** *'used to'* and *'would'* are very often used in the above cases.

6. Past Continuous is used :
(i) to talk about any continuing process of doing something in the past. (অতীতে কোন কিছু করা হচ্ছিল বোঝাতে) :
The train was late and they *were waiting* at the station for three hours.
(ii) to describe a background action. (পিছনের কোন কাজ বর্ণনা করতে) :
x. What *were* you *doing* in the evening yesterday?
y. I *was listening* to the radio all evening.
x. You took a long time to answer the phone. Were you *sleeping*?
y. Yes, I *was (sleeping)*

7. Past Perfect is used :
(i) to describe an action completed before a certain moment in the past. (অতীতে সম্পূর্ণ হয়ে গেছে এমন কাজের বর্ণনা দিতে) :
I met him in New Delhi in 1980. I *had seen* him last four years before.
(ii) If two actions happened in the past, it may be necessary to show which action happened earlier than the other. The past perfect is mainly used in such situations. (অতীতে দুটি ঘটনা ঘটলে কোন্‌টি আগে ঘটেছে সেটা দেখাতেই প্রধানত : Past Perfect ব্যবহৃত হয়।)
I *had written* the letter before she arrived.

8. Past perfect continuous is used to express an action that continued in the past for a given period of time. (অতীতে কোন ঘটনা কিছু কাল ধরে ঘটছিল বোঝাতে) :
At that time he *had been reading* a novel for two weeks.

9. Ways of talking about the Future :
There are four different ways to talk about the near future
(i) by using *going to*,
(ii) by using present continuous,
(iii) by using simple present,
(iv) by using *will, 'll, won't, shall.*

Look at this table. They give the same facts.

Mr. Roy	(i) is going to leave (ii) is leaving (iii) leaves (iv) will leave	tomorrow morning.

***Note : 1** Such type of nature is coloured with intention or arrangement. (এরূপ Future কোন ইচ্ছা বা ব্যবস্থার সঙ্গে জড়িয়ে থাকে।)

But to express pure or colourless future we use only Simple Future tense. (বিশেষ ইচ্ছা বা ব্যবস্থার রঙ না থাকলে কেবলমাত্র Simple Future (shall/will + verb) হয়।)

I *shall do* this work.
I'll have my dinner at 9 p. m. tonight.
There *won't be* any ceremonial party this year as We've lost a member of the club.

***Note : 2** If two future actions are joined by *when*, the one will be in the future tense (any form) and the other will be in Simple Present tense.

(যদি দুটি ভবিষ্যৎ কালের কাজ when দ্বারা যুক্ত হয়, তাহলে একটিতে Future Tense এবং অন্যটিতে Simple Present Tense হয়।)

I *shall leave* the place when she *comes*.

Some Important usages :

সে কাল এখানে আসিয়াছে–He *came* here yesterday. (has come নয়)
সভাপতি একটি সুন্দর বক্তৃতা দিলেন–The president *made* (*delivered*) a nice speech. (gave নয়)
তাহার ভাই পরীক্ষা দিবে না–His brother will not *appear* at the examination. (will not give নয়)
তাহারা আসিতে রাজী হইল না–They *refused* to come. (denied নয়)
সে তাহার দোষ অস্বীকার করিল–He *denied* his guilt. (refused নয়)
আমরা তাহার নিমন্ত্রণ প্রত্যাখ্যান করিলাম–We *declined* his invitation. (denied নয়)
সে আমার সঙ্গে দেখা করিতে আসিয়াছে—He has come to see me. (for seeing me নয়)
সে কলকাতায় পাঁচদিন থাকবে–He will *stay* in Calcutta for five days. (live নয়)
আমরা কলকাতায় বাস করি—We live in Calcutta. (stay নয়)
তুমি কি তাহার উপদেশে কান দিবে?—Will you *listen* to his advice? (here নয়)
তাহারা ভুল করিয়াছে—They *are mistaken*. (have mistaken নয়)
লোকটি নদীতে ডুবিয়া গেল—The man *was drowned* in the river. (sank নয়)
নৌকাটি নদীতে ডুবিয়া গেল—The boat sank in the river. (drowned নয়)

EXERCISE

1. *Fill in the blanks with the correct form of tense of the verbs given in brackets.* (বন্ধনীর মধ্যে দেওয়া verb-এর সঠিক tense বসিয়ে শূন্যস্থান পূরণ কর।)

(i) The earth ———— (move) round the sun and the sun ———— (give) us light.
(ii) He always ———— (buy) lottery tickets but never ———— (win) any prize.

(iii) Are you ———— (go) to school now?
(iv) Have you ———— (do) your homework?
(v) I have ———— (know) him for several years.
(vi) I ———— (get) your letter yesterday.
(vii) He ———— (come) here last Sunday.
(viii) She ———— (not buy) anything from the shopkeeper.
(ix) I ———— (wash) my hands when the telephone rang.
(x) I shall telephone you when she ———— (come) back.

2. *Choose the correct verb form from those in brackets.*
(বন্ধনীর মধ্য থেকে সঠিক verb form নির্বাচন কর)

(i) He ——— when my uncle entered the room. (was studying, has studied, had studied)
(ii) I must stay here because I ——a parcel. (have expected, expect, am expecting.)
(iii) I see the price of petrol——up again recently. (was gone, has gone, went)
(iv) The birds———in the sky before it started raining. (flew, were, flying, had flown, had been flying.)
(v) I ——— for a suitable job before I got this one. (looked, had been looking, was looking.)

3. *Complete the following passages with the correct forms of verbs given within brackets.* (বন্ধনীর মধ্যে দেওয়া verb-এর সঠিক form বসিয়ে Passage গুলি সম্পূর্ণ কর।)

(a) While I —— (walk) back home yesterday, some one —— (snatch) the bag from my hand and ——— (run) away. The police——— (not catch) him yet. I ——— (wonder) how such things —— (happen) nowadays.

(b) Every particle of matter ——— (attract) or ——— (pull) every other particle. That ——— (be) the law of gravitation. The sun ——— (attract) the earth and the earth in turn ——— (attract) the moon.

(c) We —— (expect) him here yesterday. He —— (not come) till today. No one ——— (know) what ——— (happen) to him. Perhaps he —— (reach) here tomorrow. You ——— (see) him then.

4. *Complete these sentences with the following verbs. Use the simple present for one and the present continuous for the other.* (বাক্যগুলি সম্পূর্ণ কর। একটিতে Simple present এবং অন্যটিতে Present continuous ব্যবহার কর।)

(i) Have
we usually ——— dinner at about 10 p. m.
I ——— a birthday party on Friday. Are you free?

(ii) Do
Biltu always ——— his homework as soon as he goes to school. Today he ——— his homework before going to School.

(iii) See
Dipika ——— her brother off at the railway station this afternoon. Now I—— what she means.

(iv) Get
Tuhina has been thoroughly drenched. I think, she——— a cold. She —— colds in the rainy season.

(v) Speak
Bipin——— Bengali well, but no Hindi.
He ——— to his friend. Let's wait for him.

5. *Use the appropriate future verb forms to complete the following conversations.* (নিচের কথোপকথনগুলি সম্পূর্ণ করার জন্য সঠিক future verb form ব্যবহার কর।)

(i) At the ticket counter [go, get, arrive, save, take, travel]

Passenger : Could you help me ? I .... to Delhi tomorrow.
Can you tell me when the Delhi Mail.... in ?
Booking Clerk : Let me see. You .... it early in the morning.
It ... about eleven hours.
Passenger : What about the Rajdhani Express ?
Booking Clerk : That's a faster train. You.... at least four hours of your time.
Passenger : Then I .... not by the Delhi Mail.
I .... by the Rajdhani Express.

(ii) Offering help [be, call, give]

Abdul : I don't feel quite well today.
Ayesha : ..... I ..... in a doctor ?
Abdul : No, I think I ..... all right..... you..... .me a cup of coffee please ?
Ayesha : Certainly. Do you take sugar ?
Abdul : Yes, one spoon [= one spoonful].

(iii) A letter from the landlord [sell, do, find, write, be]

Man : Look at this letter from the landlord. He .....this house.
Wife : But what ..... we ..... ? We have nowhere to go.
Where ..... we..... a place to live in?
Man : Don't worry. We ..... a place. I ..... to my friend.
he ..... able to help us.

6. *Write in your own English :*

(a) Simple present [Verb—To be]

[বাংলায় 'হই', 'হও', 'হয়' প্রভৃতি ক্রিয়াপদ প্রায়ই উহ্য থাকে। কিন্তু ইংরেজিতে অনুবাদ করার সময় এই সকল ক্রিয়াপদের (be verb) উল্লেখ করতে হয়। যেমন-আমি অসুস্থ=আমি হই অসুস্থ- I am ill.]

আমার নাম অনুপম। আমার বয়স এগারো বছর। সুশীল আমার ভাই। আমি পীড়িত। আমরা ব্যস্ত। আপনি ধনবান। সে দরিদ্র। তাহারা অনুপস্থিত। লোকটি দরিদ্র কিন্তু সৎ। তুমি একজন ভালো খেলোয়াড়। ছেলেটি খুবই শক্তিশালী ও স্বাস্থ্যবান। আমি আপনার নিকট কৃতজ্ঞ [grateful]। ধনীরা সবসময় সুখী নয়। সততাই শ্রেষ্ঠ উপায়। মানুষ মরণশীল। (mortal)। কুকুর প্রভুভক্ত। পৃথিবী একটি গ্রহ (planet)। আমি অহঙ্কারী নই (নই= হইনা)। একজন স্কুল মাষ্টার এবং একজন ষ্টেশন মাষ্টারের মধ্যে তফাৎ কি?

(b) Simple Present [Verb—To be—আছি, আছে ইত্যাদি অর্থে]

[নিজে আছি, আছ, আছে ইত্যাদি অর্থে 'be' verb-এর প্রয়োগ হয়। যেমন-আমি বাড়ীতে আছি-I am at home.]

আমি এখানে আছি। আমরা ভালো আছি। লোকটি এখানে আছে। তুমি ঘরের ভিতর আছ। বইগুলি এখানে আছে। তিনি ভালো আছেন। মেয়েটি এখন কোথায় আছে? আমার ভাই এখন বাড়ীতে আছে। তোমার বাবা এখন দিল্লীতে আছেন।

(c) Simple Present [Verb—To have—কারও কিছু অধিকারে আছে]

[কারও কিছু অধিকারে (possession-এ) আছে বোঝালে 'have' verb ব্যবহার হয়। যেমন—আমার একটি কলম আছে-I have a pen.]

আমার একখানা সুন্দর ছবি আছে। তাহার একটি বহুতল বাড়ী (multi-storied) আছে। তোমার একটি লৌহসিন্দুক (iron-chest) আছে। তাহাদের একটি দোতলা (two-storied) বাড়ি আছে। আমার একটি ভাই ও একটি বোন আছে। রমেশবাবুর একটি পুত্র আছে। হরিবাবুর একটি কন্যা আছে। কুকুরের একটি লেজ আছে। দমদাম তাহাদের একটি দোকান আছে। আমাদের কোন চাকর নাই।

(d) Simple Present [Verbs other than 'To be' or "To have']

[কর্তা Third person singular number হলে ক্রিয়ার শেষে 's' বা 'es' যোগ হয়]

ছেলেটি গ্রামে বাস করে। তার ভাই শহরে বাস করে শ্যামল মাঠে ফুটবল খেলে। আমি তাহাকে চিনি (Know)। তাহার ভাই তাহাকে সাহায্য করে। তোমরা আমাদিগকে ঘৃণা কর (hate)। তিনি তোমাদিগকে আশীর্বাদ করেন (bless)। বালিকাটি সুন্দর (sweetly) গান করে। সাদা শাড়িতে (with white sari) তাকে বেশ দেখায় (look)। তার শীত (cold) বোধ হচ্ছে (feel)। প্রভা প্রত্যহ স্কুলে যায়। পৃথিবী সূর্যের

চারধারে ঘোরে। আমি প্রত্যহ চা খাই কিন্তু আমার বোন চা খায় না। সে তাড়াতাড়ি পড়ে। মেয়েটি আস্তে আস্তে হাঁটে। সে প্রায়ই (often) এখানে আসে। তিনি আমাকে খুব ভালবাসেন। সে কঠোর পরিশ্রম করে। তোমার ছোট বোন উপন্যাস পড়ে। সূর্য পূর্বদিকে ওঠে এবং পশ্চিমদিকে অস্ত যায়। একজন স্কুলমাষ্টার মনকে তৈরি করেন (trains the mind) এবং একজন ষ্টেশন মাষ্টার ট্রেনকে মনে রাখেন (minds the train).

(e) Present Progressive (continuous) [is/am/are + (verb + ing)

[বাংলায় ক্রিয়ার শেষে 'তেছি', 'তেছে', ইত্যাদি থাকলে Present progressive tense হয়। যেমন-বালিকাটি কাঁদিতেছে-The girl is crying.]

ছেলেটি বিদ্যালয়ে যাইতেছে (যাচ্ছে)। তিনি আমাকে ডাকিতেছেন। (ডাকছেন)। আমরা ঘুড়ি উড়াইতেছি (flying kites)। মেয়েটি ধীরে ধীরে হাঁটিতেছে (হাঁটছে)। আমি অঙ্ক কষিতেছি (doing a sum)। তোমরা ঝগড়া করিতেছ (করছ)। ঠাকুরমা গল্প বলিতেছেন। মেয়েটি গাছে জল দিতেছে (watering)। আমি আমার বন্ধুর কাছে চিঠি লিখিতেছি (লিখছি)। সময় দ্রুত চলিয়া যাইতেছে (fleeting)। ফুলগুলি ফুটিতেছে (blooming)। বাতাস বহিতেছে (blowing)। নদী ছুটিতেছে (flowing)। কৃষকেরা শস্য কাটিতেছে (reaping)। ছেলেরা মাঠে খেলিতেছে (খেলছে)।

(f) Present perfect [has/have + past participle of verb]

[বাংলায় ক্রিয়ার শেষে 'ইয়াছি', 'ইয়াছে' ইত্যাদি থাকলে Present Perfect tense হয়। যেমন—আমি ভাত খাইয়াছি-I have eaten rice.]

আমি এইমাত্র (just) তোমার চিঠি পাইয়াছি (পেয়েছি)। ট্রেনটি ষ্টেশন ছাড়িয়া গিয়াছে (ছেড়ে গেছে)। তাহারা বাঘ দেখিয়াছে (দেখেছে)। সে বাড়ি গিয়াছে (গেছে)। আমি বইটি পড়িয়াছি (পড়েছি)। পুলিশ চোরটিকে গ্রেফতার করিয়াছে (করেছে)। বাবা চাকরি হইতে অবসর লইয়াছেন (retired)। যুদ্ধ বাধিয়াছে (broken out)। পরীক্ষার ফল বাহির হইয়াছে (come out)। গাছটিতে ফুল ধরিয়াছে (come into flowres)। আমি ঘরখানা গুছাইয়া রাখিয়াছি (done the room)। প্রবীরবাবু বাড়িখানা ভাড়া দিয়াছেন (let out the house)। মুখ্যমন্ত্রী আশি বছরে পদার্পন করিয়াছেন (stepped into)।

(g) Present Perfect Continuous [has been/have been + (verb + ing)]

[কিছুকাল ধরে কোন কাজ চলছে এরূপ বোঝায়। যেমন—

সকাল সাতটা থেকে বৃষ্টি হচ্ছে-It has been raining since 7 a. m.

সে আজ চারদিন ধরে সর্দিকাশিতে ভুগছে। (= ভুগিতেছে) [সর্দিকাশি -cold and cough]।

শর্মিলা গত ১৯৯০ সাল থেকে এই স্কুলে পড়ছে (=পড়িতেছে)। আমরা গত রবিবার থেকে এই কাজটি করছি (=করিতেছি)। অপূর্ব পাঁচ বছর ধরে এই কলমটি ব্যবহার করছে (= করিতেছে)। মেয়েটি গত রাত থেকে মাথা ধরায় ভুগছে (= ভুগিতেছে) [ভুগিতেছে = suffering] আমি তিন ঘন্টা যাবৎ বইটি পড়ছি (পড়িতেছি)।

(h) Simple Past [Verb—To be]

[নিজে ছিল বোঝাতে 'be' verb এর past tense -এ একবচনে was এবং বহুবচনে were হয়। কেবল you। কর্তা হলে একবচন বা বহুবচন উভয়ই ক্ষেত্রেই were হয়। যেমন-ছেলেটি খুব বুদ্ধিমান ছিল- The boy was very intelligent.]

আমি পীড়িত ছিলাম। আমরা উপস্থিত ছিলাম। তুমি বড় দুর্বল ছিলে। তোমরা অনুপস্থিত ছিলে। তিনি মন্ত্রী ছিলেন। তাহারা শান্ত ও নম্র (gentle) ছিল। সে এই গ্রামের অধিবাসী ছিল। লোকটি গরীব হইলেও সৎ (poor but honest) ছিল। মেয়েটির বয়স মাত্র পাঁচ বৎসর ছিল। শরৎচন্দ্র একজন বিখ্যাত ঔপন্যাসিক ছিলেন।

(i) Simple Past [Verb —To have]

[কাহারও কিছু অধিকারে ছিল বোঝাতে 'have' verb-এর past tense 'had' হয়। যেমন— আমার একটি আলমারি ছিল-I had an almirah].

অপুর একটি বন্ধুক ছিল। মীনুর অনেকগুলি খেলনা ছিল। দীপুর একটি সুন্দম বাগান ছিল। তাহার একটি চলতি ব্যবসা (running business) ছিল। মেয়েটির একজোড়া সুন্দর জুতা (a pair of nice shoes) ছিল। তাহাদের অনেক চাকর ছিল।

(j) Simple Past [Verbs other than "To be' or "To have']

[বাংলায় ক্রিয়ার সঙ্গে 'ল' থাকে। ইংরেজিতে verb-এর past tense হয়। যেমন-আমি বাড়ি গিয়াছিলাম-I went home. ক্রিয়ার শেষে 'ত' থাকলে 'would' বা 'used to' ব্যবহার হয়। যেমন-সে এখানে আসিত-He would (used to) come here.]

আমি কাজটি করিয়াছিলাম। আমরা সকলে খেলার মাঠের দিকে ছুটিলাম। তাহারা বেশ ভালো খেলিয়াছিল। সে আমাকে বইটি দিয়াছিল। ঘড়িতে দশটা বাজিয়াছিল। গতকাল সে এখানে আসিয়াছিল

বালিকাটি কাঁদিয়া ফেলিল। আমি আসিলাম, দেখিলাম ও জয় করিলাম। আমি প্রত্যহ রুটি খাইতাম। তোমরা প্রত্যহ খেলা করিতে। মা প্রত্যহ গঙ্গাস্নান করিতেন।

[Verb-এর past tense-এর রূপের জন্য পূর্ববর্তী Chapter -এ verb এর Conjugation দেখ।]

(k) Past Progressive (Continuous) [was/were + Verb + ing]

[বাংলা ক্রিয়ার শেষে 'তেছিল', 'তেছিলে', 'তেছিলাম' ইত্যাদি থাকলে Past Continuous tense হয়। যেমন–আমরা স্কুলে যাইতেছিলাম–We were going to school.]

গতকাল আমি চিঠি লিখিতেছিলাম। ছাত্রেরা বক্তৃতা শুনিতেছিল। তুমি গত রাত্রে ঘুমাইতেছিলে। আমরা নদীতীরে বেড়াইতেছিলাম। বরুণ নদীতে সাঁতার কাটিতেছিল। বালকেরা খেলার মাঠে হকি খেলিতেছিল। মোটর গাড়ীটি পূর্ণবেগে ছুটিতেছিল। নিশি পুকুরে মাছ ধরিতেছিল (fishing)।

(l) Past Perfect [had + Past Participle of Verb]

[অতীতে দুটি ঘটনার মধ্যে যেটি আগে ঘটেছিল, সেটিতে past perfect এবং যেটি পরে ঘটেছিল সেটিতে Simple Past হয়। আমরা বাড়ি পৌছিবার পূর্বে বৃষ্টি থামিয়া গিয়াছিল–The rain had stopped before we reached home. অতীতে কাজটি সম্পূর্ণ হয়ে গিয়েছিল বোঝাতে একটি মাত্র ক্রিয়াতেও Past Perfect tense হয়। যেমন— পঁচিশ বছর পূর্বে একবার কলিকাতায় গিয়াছিলাম–had been to Calcutta 25 years ago.]

রাম জন্মিবার পূর্বে বাল্মীকি রামায়ণ রচনা করিয়াছিলেন। তাহারা স্টেশনে পৌছিবার পর ট্রেন ছাড়িয়াছিল। ভাত খাইবার পর নিখিল বিদ্যালয়ে গেল। ডাক্তার আসিবার পূর্বে রোগীটি মারা গেল। এক সপ্তাহ উপবাস করিবার পর শরণার্থীরা (refugees) কিছু খাদ্য পাইল। সে জানিত যে সে পরীক্ষায় ফেল করিয়াছে। ইহার পূর্বে তাহারা কখনও বাঘ দেখে নাই (never seen) । সে কি করিয়া ছবিটি পাইল তাহা আমাকে বলিয়াছিল (how he had come by got the picture)।

(m) Past Perfect Continuous [had been + (Verb + ing)]

[অতীতে একটি কাজ হবার পূর্বে আর একটি কাজ কিছু সময় ধরে চলছিল বোঝাতে Past Perfect Continuous tense হয়। যেমন–তাঁহার মৃত্যুর পূর্বে তিনি প্রায় চার মাস ভুগিতেছিলেন–He had been suffering for four months before he died.]

ভারতে ফিরিবার পূর্বে তিনি ইউরোপের অনেক দেশে বেড়াইতেছিলেন। জাহাজ খানি হলদিয়া আসিবার আগে বোম্বাই বন্দরে মাল নামাইতেছিল (unloading cargoes)। বাড়ি পৌছিবার পূর্বে মা আমার জন্য প্রতীক্ষা করিতেছিলেন (Waiting)।

(n) Simple Future [shall/will + verb]

[বাংলায় ক্রিয়ার শেষে 'ব' থাকে। ইংরেজিতে first person -এ (I বা we-র পর) shall এবং second person ও third person-এ (You, He, She, It, They বা যে কোন নামের পর) will বসিয়ে মূল verb দিতে হয়। কিন্তু দৃঢ় ইচ্ছা বা প্রতিজ্ঞা বোঝালে shall বা will এর ব্যবহার বিপরীত হয়। যেমন–আমি বিদ্যালয়ে যাইব–I shall go to school. আমি বিদ্যালয়ে যাইবই–I will go to school. আবার না বাচক হলে shall বা will এর পর not বসে। আমি বিদ্যালয়ে যাব না–I shall not go to school. আমি বিদ্যালয়ে যাবই না–I won't (=will not) go to school.]

তুমি আগামীকাল এখানে আসিবে (আসবে)। তাহারা দুপুরে ভাত খাইবে (খাবে)। তাহারা নিমন্ত্রণে যাইবে (attend the feast) । আমরা শেষ পর্যন্ত যুদ্ধ করিব (fight to the last)। অর্পণা সন্ধ্যাবেলা নদীতীরে বেড়াইবে। নমিতা সন্ধ্যায় নাচিবে। বিমল রাত্রে ঘুমাইবে। তাহারা সকালে বিছানা হইতে উঠিবে। আগামী বছর আমার দশ বছর বয়স হইবে। তবে কাল স্কুলে যাইবে না। তোমরা রৌদ্রে দৌড়াইবে না। আমরা বইটি পড়িব না। তাহারা কাজটি করিবে না। মেমার বোন কবিতাটি আবৃত্তি করিবে না (recite)।

(o) Future Continuous [shall/will + (Verb + ing)]

[ভবিষ্যতে কোন কাজ চলতে থাকবে বোঝালে Future continuous tense হয়। যেমন–আগামীকাল এমন সময় আমি একখানি চিঠি লিখিতে থাকিব –I shall be writing a letter by this time tomorrow.]

আমরা তোমার জন্য পথে অপেক্ষা করিতে থাকিব। এখন হইতে ঘড়িটা ঠিক ঠিক চলিতে থাকিবে (Keeping right time from now)। সে না আসা পর্যন্ত তোমরা অপেক্ষা করিতে থাকিবে। সূর্যাস্তের পর তাহারা ঘরের মধ্যে বসিয়া থাকিবে (staying in doors)।

(p) Future Perfect [shall have/will have + Past participle of Verb]

[ভবিষ্যতে একটি কাজ হবার পূর্বে আর একটি কাজ হবে বোঝালে Future Perfect tense" হয়। তখন যে কাজটি আগে হবে তাতে future Perfect এবং যে কাজটি পরে তাতে Simple Present হয়। বাংলায় কখনো কখনো 'হয়তো' কথাটি দিয়েও Future Perfect বা পুরাঘটিত ভবিষ্যৎ হয়। যেমন– তোমরা হয়তো এই কবিতাটি পড়িয়া থাকিবে–You will (might) have read (রেড) this

poem. বাবা আসিবার পূর্বে আমি এই কাজটি শেষ করিয়া ফেলিব–I shall have finished this work before father comes.]

ঘন্টা পড়িবার পূর্বে ছেলেটি স্কুলে পৌছিয়া থাকিবে। বাড়িতে আসিবার পূর্বে স্বপন তাহার বাবার মৃত্যু সংবাদ শুনিয়া থাকিবে। তাহারা (হয়তো তোমার নিকট হইতে সংবাদ পাইয়া থাকিবে।

(q) Future Perfect Continuous [shall have been/will have been (+Verb + ing)

[ভবিষ্যতে কোন কাজ শেষ না হয়ে কিছু সময় চলতে থাকবে বোঝালে Future Perfect Continuous tense হয়। যেমন–বাবা আসবার আগে আমি কাজটি করতে থাকব–I shall have been doing the work before my father comes.]

তাহারা কাল সারা দুপুর ঘুমাইতে থাকিবে। তোমাদের বাড়ি পৌছিতে আমাদের দুই ঘন্টা হাঁটিতে হইবে। মোকদ্দমা (law-suit) ছয় মাস চলিবে, তারপর রায় দেওয়া হইবে (The judgement will be delivered).

7. ***Write the following passage in your own English by using different tenses as necessary.*** (প্রয়োজন অনুযায়ী বিভিন্ন tense ব্যবহার করে নিচের অনুচ্ছেদটি ইংরেজিতে লেখ।)

[মনে রাখবে সাধারণত ঃ একটি Passage-এ Sequence of tense অনুযায়ী একরকমের tense ব্যবহার হলেও প্রয়োজন অনুযায়ী বিভিন্ন ধরণের tense ও ব্যবহার হতে পারে।]

আমরা ভারতবাসী। ভারত একটা স্বাধীন দেশ। পঞ্চাশ বছর আগেও ইহা স্বাধীন ছিল না। ভারতের স্বাধীনতার জন্য যিনি সবচেয়ে বেশি কাজ করিয়াছেন তিনি মহাত্মা গান্ধী। তাঁহাকে জাতির জনক বলা হয়। তিনি খুব সরল জীবন যাপন করিতেন। তিনি সকলেরই প্রকৃত বন্ধু ছিলেন। তিনি সকলকে সমান ভালবাসিতেন। কাহাকেও ঘৃণা করিতেন না। তাঁহার অন্তঃকরণ ছিল মহৎ। সেইজন্য লোকে তাঁহাকে মহাত্মা বলিত। তিনি আর নাই। কিন্তু তিনি আজও আমাদের মনে আছেন। আমরা তাঁহার আদর্শ ও ইচ্ছা অনুসারে কাজ করিব। তাহা হইলেই আমরা সুখী ও সমৃদ্ধ ভারতবর্ষ গড়িয়া তুলিতে পারিব।

8. ***Now complete the following tables. One has been done for you.***

Simple Present & Simple Past

1st Perseon	I we	do the work	did the work .....
2nd person	you	do the work	did the work
3rd person	Ram Lila He She They	does the work	did the work ....

Present Continuous & Past continuous

1st Perseon	I we	am doing the work	was doing the work .....
2nd person	you	.....	.....
3rd person	Madhu Bina He She They	....	....

Present Perfect & past Perfect

1st Perseon	I we	have done the work	had done the work .....
2nd person	you	....	
3rd person	Debu Mini He She They	....	....

Simple Future

1st person	I we	shall do the work .....
2nd Person	you	.....
3rd person	Shibu Shila He She They	....

Now take some other Verbs and complete such tables. (এরকম আরো কিছু Verb নিয়ে অনুরূপ Table অভ্যাস কর)।

CHAPTER—14

VERBAL NOUN, GERUND & PARTICIPLE

Verbal Noun

All verbal nouns are not gerund, but all gerund are verbal nouns. (সমস্ত verbal noun- ই gerund নয়, কিন্তু সমস্ত gerund- ই verbal noun).

A verbal noun is formed in two ways : (verbal noun দুভাবে গঠিত হয়)

(i) by adding suffixes, (suffix যোগ করে) e.g., *refuse + al = refusal* : *accept + ance = acceptance*; *judge + ment = judgement/Judgment* etc.

[Judgement/Judgment:acknowledgement/acknowledgment—Both forms are correct—C.O.D.]

(ii) by adding-*ing*. e. g., *love +'ing = loving*, *sleep + ing = sleeping*; *walk + ing = walking* etc.

এইভাবে যখন verb + ing এর আগে the এবং পরে of বসে, তখন Verbal Noun হয়, Gerund হয় না। যেমন–I like *the reading* of Geography.

এখানে *'reading'* এই verbal nounটি (verb থেকে তৈরি হলেও) single part of speech.

"A verbal noun is noun and nothing more."—*Nesfield.*

কিন্তু I like *reading* Geography—এখানে 'reading' double part of speech—"A noun and verb combined."—***Nesfield.*** সেজন্য 'I like reading geography' বাক্যে 'reading' 'Gerund.'

তবে Verbal Noun Verb থেকে তৈরি হলেও এতে কেবল Noun- এর force থাকে। কিন্তু Gerund–এ Verb এবং Noun–দুটোরই force থাকে।

Gerund

A gerund is that form of the verb which ends in **—*ing*** and has the force of a Noun and verb **—*Wren & Martin.***

Gerund হলো verb + ing যার মধ্যে একই সঙ্গে Noun এবং Verb-এর force আছে। এজন্য একে Double part of speech বলে।

A gerund is a double part of speech—a noun and verb combined. **—*Nesfield.***

Use of the Gerund

A gerund being a verb-noun may be used as—
[Verb-noun হিসাবে gerund নিম্নলিখিত উপায়ে ব্যবহৃত হয়।]

(1) **Subject of a verb :**

Swimming is a good exercise.
Sleeping is necessary to life.

(2) **Object of verb :**

We enjoyed *swimming* in the river.
He enjoyed *sleeping* in the open air.

(3) **Complement of a verb :**

What he likes best is *swimming*.
His constant habit was *sleeping*.

(4) **Object of a preposition :**

May I request the favour *of* your *granting* me leave of absence ?

He was rebuked for *'swimming'* in a dirty pond.
He is tired of *sleeping* over hours.
She is fond of *reading* novels.
I think of *retiring* soon from service.
We are looking forward *to seeing* you again.—***Hornby.***

(5) ***As a Compound Noun :*** *Walking stick* (= a stick for walking), a *frying pan* (=a pan for frying).

***Note :** When a gerund is preceded by a noun or a pronoun, it must be in the possesive form as the gerund is finally a noun.

[Gerund এর শেষে ঝোঁকটি noun এর দিকে হওয়ার জন্য এর পূর্বে কোন noun বা Pronoun ব্যবহৃত হলে তার possessive form (karim's, my, your etc.) হয়।]

I hope you will excuse *my leaveing* early. (correct)
I hope you will excuse *me leaving* early. (incorrect)

Remember, therefore, to use the ***possessive case of nouns and pronouns before gerunds.*** [Gerund-এর পূর্বে noun বা pronoun-এর possessive case ব্যবহারের বিষয়টি মনে রাখ।]

All depends on *Urmila's passing* the examination.
We rejoiced at *her being* promoted.
I ask the favour of *your granting* my prayer.
I insist on *your being* present there.
We left the place without any *one's knowing.*

Gerund & Infinitive

As both the **Gerund** and the **Infinitive** have the force of a Noun and Verb, they have the same uses. Thus in many sentences either of them may be used without any special difference in meaning.
—***Wren & Martin.***

যেহেতু Gerund এবং Infinitive উভয়েরই None এবং Verb-*এর force আছে, সেজন্য তাদের একইরকম ব্যবহার হয়।

Note : In modern Grammar the difference between Simple Infinitive and Gerundial Infinitive is not stressed as both of them may be transformed into a Gerund.

Infinitive	**Gerund**
To walk is good for health.	*Walking* is good for health.
To find fault is easy.	*Finding* fault is easy.
He likes *to play* cards.	He likes *playing* cards.
Figs are good *to eat.*	Figs are good for *eating.*

Participle

A participle is that form of the verb which is party a Verb and partly an Adjective
—***Wren & Martin.***

Participle হলো Verb এর সেই form যা কিছুটা Verb এবং কিছুটা Adjective, এজন্য একেও Double part of speech বলে।

A participle is a double part of speech—a verb and adjective combined.
—***Nesfield.***

Use of the participle

Let us now see the uses of the participle.

[এখন participle-এর ব্যবহার দেখা যাক।]

Present Participle : (verb + ing)

(1) ***A participle can qualify a noun.*** (বাংলায় 'মান' বা 'অন্ত' প্রত্যয় যুক্ত বিশেষণ)

A *rolling* stone gathers on moss. (*rolling* = ঘূর্ণমান)
Don't try to get into a *running* train. (*running* = চলন্ত)
A *blooming* flower is beautiful to look at. (*blooming* = ফুটন্ত)
[The participle *rolling, running* and *blooming* qualify the noun *stone, train* and *flower.*]

(2) ***Like an Adjective it can admit of degrees of comparison.***

Primary Education is the *most pressing* need of our time.
[The participle *pressing* is compared by preceding *most.*]

(3) ***It may govern a noun or a pronoun :*** (বাংলায় 'ইয়া'-অন্ত অসমাপিকা ক্রিয়া)

Hearing the *noise* the boy woke up. (গোলমাল *শুনিয়া* ছেলেটি জাগিয়া উঠিল।) [The noun *noise* is governed by the participle *hearing.*]

Seeing him fall from the tree, I rushed towards him.
(তাহাকে গাছ হইতে পড়িতে *দেখিয়া* আমি তাহার দিকে ছুটিয়া গেলাম।)
[The pronoun *him* is governed by the participle *seeing.*]

(4) ***It may be modified by an adverb :***

Loudly knocking at the gate, he asked admission.
[The participle *knocking* is modified by the adverb *loudly.*]

All the above examples of participles end in—ing and represents an action as going on. Hence this is called **Present participle.**

উপরের সমস্ত উদাহরণ গুলিতে Participle এর শেষে *ing* আছে এবং ঘটমান কোন কাজকে বোঝাচ্ছে। তাই এগুলিকে presents participle বলে।]

Past Participle :

Besides the **present participle,** there is another form of participle called **past participle** which represents a completed action.

[Present participle ছাড়া আর একরকম participle আছে যার দ্বারা কোন কাজ সম্পন্ন হয়েছে বোঝায়, তাকে past paticiple বলে।]

Deceived by his friends, he lost all hope.
Blinded by a dust-storm, they lost their way.
Driven by hunger, he stole a piece of bread.
We saw the trees *laden* with fruit.
It is already widely *circulated.*

Moreover, there may be a combined participle called **Perfect Participle.** (এছাড়া present participle ও past participle এর সমন্বয়ে Perfect participle হতে পারে।)

Having rested a while, we continued our journey.

***Note:** It will be noticed that the **Continuous Tenses** in the Active Voice are formed from the **present participle** with tenses of the verb *be.* (*be* verb এর সঙ্গে present participle বসিয়ে continuous tense হয়।)

I *am doing* the work. I *was doing* the work. I *shall be doing* the work.

The **Perfect Tenses** in Active Voice are formed from the **past participle** with tenses of the verb have. (have verb -এর সঙ্গে past participle বসিয়ে perfect tense হয়।)

I *have loved.* I *had loved.* I shall *have loved.*

The **Passive Voice** is formed from the **past participle** with tenses of the verb be. (*be* verb -এর সঙ্গে past participle বসিয়ে passive voice হয়।)

I *am loved.* I *was loved.* I *shall be loved.*

Participles may qualify nouns or pronouns.

(Participle Noun বা Pronoun-কে বিশেষিত করতে পারে।)

(i) **Attributively** (noun বা pronoun-এর পূর্বে বিশেষণরূপে) ঃ

A *rolling* stone gathers no moss.
A *lost* opportunity neverr returns.
His *tattered* coat needs mending.

(ii) **Predicatively** (বিধেয় বিশেষণরূপে) ঃ

The man seems *worried*.
He kept me *waiting*.

(iii) **absolutely** as a **Nominative Absolute** (সংস্কৃত ব্যাকরণে একে বলা হয় 'ভাবে সপ্তমী'। বাংলায় 'ইলে' অন্ত অসমাপিকা ক্রিয়ার ক্ষেত্রে এরূপ ব্যবহার হয়।)

Nominative Absolute হলো এমন এক ধরণের Participial phrase যার subject মূল sentence-এর subject থেকে আলাদা হয়, যদিও সাধারণ participle -এর ক্ষেত্রে একই subject হতে পারে। এ ধরণের Participle-কে Perfect Participle-ও বলা হয়।

The sun *having risen*, the fog dispersed.
The fog *having dispersed*, the soldiers marched.
The weather *being* fine, I went out.

Errors in the use of Participles

As the participle is a verb-adjective, it must be attached to some noun or pronoun. In other words, it must always have a proper 'subject-object' reference.

[Participle যেহেতু verb-adjective, সেজন্য কোন না কোন noun বা pronoun-এর সঙ্গে subject বা object হিসাবে এর সম্পর্কে থাকে।]

The following sentences are ***incorrect*** because in each case the participle is left without ***proper subject agreement.*** (সঠিক subject-agreement না থাকায় নিচের sentence গুলি ভুল।

Being a very hot day, I remained in my tent. (incorrect)
It being a very hot day, I remained in my tent. (correct—Nom. Absolute)

Sitting on the gate, the teacher rebuked him. (incorrect)
Sitting on the gate, *he* was rebuked by the teacher (correct)
Entering the room, the light was quite dazzling. (incorrect)
Entering the room, I found the light quite dazzling. (correct)
I saw a dead cow *walking* in the field. (incorrect)
I saw a dead cow while *I was walking* in the field. (correct)
or *walking* in the field, I saw a dead cow. (correct)

However, when there is no such confusion, usage permits such construction where the participle is left without a proper 'subject of reference.' (যেখানে বিভ্রান্তির সমস্যা থাকে না, সেখানে subject reference ছাড়াও participle ব্যবহার হয়।]

Frankly *speaking*, he is not fit the job.
[Frankly speaking = If one speaks frankly.]

Roughly *speaking*, the post office is two miles away from here.
Considering his abilities, he should have done better.
Taking everything into consideration, the Magistrate was perfectly justified in issuing the verdict.

Difference of Gerund and Participle & Participle and Nom. Absolute :

Gerund	Participle
He is fond of *playing* cricket.	*Playing* cricket, he spent much time.
The old man is tired of *walking*.	*Walking* along the road, the old man is tired.
I don't like *laughing* so loud.	The went away *laughing*.

Participle (ইয়া-অন্ত অসমাপিকা)	Nom. Absolute (ইলে-অন্ত অসমাপিকা)
Rising (Having risen) from bed he came out of the room.	*They sun having risen*, we began our march.
Being tired, he rested for a while.	*The match being over*, they left the place.

EXERCISE

1. ***Pick out the gerunds and participles in the following sentences. In the case of the participle, name the noun or pronoun which it qualifies. In the case of the gerund, state whether it is subject, object, complement or used after a preposition.***

[Gerund এবং Participle বেছে নাও এবং সেগুলি কিভাবে ব্যবহার হয়েছে লেখ।]

(i) I cannot go on doing nothing.
(ii) The miser hates spending money.
(iii) We heard of his coming back today.
(iv) He prefers playing football to studying his lessons.
(v) Did you hear of his having won a prize?
(vi) They spent the afternoon in playing cards.
(vii) The boy was ashamed of being beaten in the class.
(viii) Walking on the grass is forbidden.
(ix) Hearing the noise she ran to the window.
(x) We saw a clown standing on his head.
(xi) The miser spends his time in hoarding money.
(xii) He has ruined his sight by reading small print.
(xiii) Praising all alike is praising none.
(xiv) Jumping over the fence, the thief escaped.
(xv) Asking questions is easier than answering them.

2. ***Pickout the participle in each ofthe following sentences and tell whether it is a present participler or a past participle.***

[প্রতিটি বাক্যে participle বার করে তা present participle অথবা past participle লেখ।]

(i) I saw the storm approaching.
(ii) Having gained the truth, keep the truth.
(iii) Being disgusted, he resigned his position.
(iv) The rain came pouring down in torrents.
(v) The traveller being weary, sat by the woodside to rest.
(vi) Generally speaking, we receive what we deserve.
(vii) Seizing by the arm, his friend led him away.

3. ***Combine the following pairs of sentences by making use of participle. A few have been done for you.***

[Participle ব্যবহার করে sentence গুলি যোগ কর। কয়েকটি করে দেওয়া হয়েছে।]

(i) We started early. We arrived in time.
= Starting early, we arrived in time.

(ii) The gatekeeper opened the gate. We entered.
= The gatekeeper having opened the gate, we entered.
(iii) We met a man. He was carrying a basket.
(iv) The hunter took up a gun. He went out to shoot the tiger.
(v) The girl was charmed to see the printed sarf. She purchased it.
(vi) I had resolved on a certain course. I acted with vigour.
(vii) The steamer was delayed by a storm.
So the steamer came into the port a day late.
(viii) The letter was badly written. I had troubles in making out its contents.

4. ***Rewrite the following sentences by changing the participles into a Finite Verb. A few have been done for you.***

[Participle কে Finite verb-এ পরিবর্তন করে sentence গুলি লেখ। কয়েকটি করে দেওয়া হয়েছে।]

(i) Hearing the noise I turned round.
= As I heard the noise, I turned round.
(ii) Leaving the forest, we advanced into the open path.
= we left the forest and we advanced into the open path.
(iii) Walking up to the front door, I rang the bell.
(iv) Mounting his horse, the robber rode away.
(v) Not knowing the way, he asked a policeman.
(vi) Walking on the roof, he slipped and feel to the ground.
(vii) I once saw a girl walking on a rope.
(viii) Having on guide with us, we lost our way.
(ix) Winter coming on, the grasshopper had no food.
(x) Having failed in the first attempt, he made no further attempts.

5. ***(a) Use present paticiples and write in your own English. Some have been done for you.***

[Present participle ব্যবহার করে নিজের ইংরেজিতে লেখ। কয়েকটি করে দেওয়া হয়েছে।]

হাসিমাখা মুখ-A Smiling face.
উদীয়মান সূর্য- The rising sun.
মৃত্যুকালীন ঘোষণা-The dying declaration.

Do yourself :

খেলিবার তাস- একটি নৃত্যশীলা বালিকা - একটি নিমজ্জমান জাহাজ-

[লক্ষ্য কর, এখানে smiling, rising ইত্যাদি participle যেমন পরবর্তী noun গুলিকে Qualify করছে, তেমনি কোন না কোন অসমাপ্ত কাজকে বোঝাচ্ছে। এগুলি তাই একই সঙ্গে verb এবং Adjective.]

কিন্তু বাঁচিবার মতো বেতন-Living wages.
বেড়াইবার ছড়ি-A walking stick.

[লক্ষ্য কর, এখানে living, walking এগুলি participle নয়, gerund, কারণ এরা part of a Compound Noun.]

(b) ***Write in your won English using present participles. Some have been done for you.***

[Past Participle ব্যবহার করে নিজের ইংরেজিতে লেখ। কয়েকটি করে দেওয়া হয়েছে।]

চলন্ত ট্রেন থেকে লাফ দিও না-Do not jump from a running train.
জেলে ডিঙিখানা উল্টে গেল-The fishing boat capsized.
আমি দেখলাম সে যন্ত্রণায় চীৎকার করছে-I found him crying with pain.
ফুটন্ত ফুলের মাঝে দেখরে মায়ের হাসি-Just have a look at the sweet smile of the Divine mother in the blooming flowers.

Do yourself :

অস্তায়মান সূর্যের দিকে তাকাও—
ঘুমন্ত সিংহকে জাগাইও না—
ছেলেটা ছুটিতে ছুটিতে আসিল—

তাহারা সেখানে দাঁড়াইয়া রহিল—
শিশির একটি উড়ন্ত পাখীকে গুলি করিয়া মারিল—
কুকুরটা লাফাইতে লাফাইতে শিকারীর পাশে আসিল—

(c) ***Write in your own English using Present participles or Perfect participles. Some have been done for you.***

[Present Participle বা Perfect Participle ব্যবহার করে নিজের ইংরেজিতে লেখ। কয়েকটি করে দেওয়া হয়েছে।]

পিছন ফিরিয়া সে আমাকে ডাকিল-Turning back he called me.
কাজটি শেষ করিয়া আমরা খেলিতে গেলাম-Having done the work, we went to play.
সে টেলিগ্রামটি পাঠাইতে বাধা দিল-He prevented the telegram being sent.

Do yourself :

ভদ্রলোকটি চারটি ছেলে রাখিয়া মারা গেলেন—
পরিশ্রান্ত হইয়া তাহারা কিছু সময় বিশ্রাম করিল—
মেয়েটি কাঁদিতে কাঁদিতে চলিয়া গেল—
শব্দ শুনিয়া লোকটি জাগিয়া উঠিল—
বিদেশ হইতে ফিরিয়া তিনি চাকরি ছাড়িয়া দিলেন—

[লক্ষ্য কর, *ফিরিয়া, করিয়া* ইত্যাদি *ইয়া-প্রত্যয়ান্ত অসমাপিকা ক্রিয়াকে* ইংরেজিতে Present Participle বা Perfect Participle (having done) হিসাবে প্রকাশ করা হয়। আর ইতে-যুক্ত *অসমাপিকা ক্রিয়াকে* participle রূপেও (পাঠাইতে = being sent) ব্যবহার করা যায়।]

(d) ***Use past participles and write in your own English. Some have been done for you.***

[Past Participle ব্যবহার করে নিজের ইংরেজিতে লেখ। কয়েকটি করে দেওয়া হয়েছে।]

কোটর গত চক্ষু-Sunken eyes.
পরিত্যক্ত পল্লী-A deserted village.
নগ্নপদ বালক-A bare-footed boy.
স্পষ্টবাদী ব্যক্তি-An out-spoken man.
ভগ্ন মন্দির-A ruined temple.

Do yourself :

জলমগ্ন ব্যক্তি———— শুষ্ক ফুল————
নিমন্ত্রিত অতিথি———— জমাট দুধ————
জ্যোৎস্নালোকিত রজনী———— হতাশ ব্যক্তি————

(e) ***Write in your own English using past participle. One has been done for you.***

[Past Participle ব্যবহার করে নিজের ইংরেজিতে লেখ। কয়েকটি করে দেওয়া হয়েছে।]

অবশেষে আমাদের ভগ্ন হৃদয়ে ফিরিতে হইল—At last we had to return with a broken heart. আমি দুজন ইঞ্জিনীয়ারকে দিয়া বাড়ীটি তৈরি করাইয়াছিলাম—I had the building constructed by two engineers.

Do youreself :

তিনি ধ্যানে মগ্ন—
তিনি একজন অবসরপ্রাপ্ত সরকারী কর্মচারী—
ঘরপোড়া গোরু সিঁদুরে মেঘ দেখলে ডরায়—
তাহাদের বন্ধুত্ব ছিন্ন হয়েছে [severed]—

[লক্ষ্যকর, Past Participle গুলি attributively, predicatively এবং passive voice-এ ব্যবহৃত হতে পারে।]

(f) ***Use the gerunds and write in your own English. Some have been done for you.***

[Gerund ব্যবহার করে নিজের ইংরেজিতে লেখ। কয়েকটি করে দেওয়া হয়েছে।]

ইহা কিনিবার যোগ্য-It is worth-buying.
মেয়েটি কাঁদিয়া উঠিল-The girl burst out crying.
সকলেই প্রশংসা ভালবাসে-Everybody is fond of being praised.

[এখানে *'being praised'* of preposition-এর object হয়েছে বলে Gerund হয়েছে।]

Do yourself :

তাদের আমার কথা শুনেছি—

তাদের এখন আর সাহায্য করার দরকার কি?—

আমার তোমাকে আত্মীয় বলতে লজ্জা বোধ হয়—

কে এরূপ ব্যবহারে বিরক্ত (annoyed) না হয়?—

মেরামতের অভাবে বাড়িটা বিশ্রী দেখাচ্ছে (looks shabby)—

[লক্ষ্য কর, Gerund একটি Double Part of Speech এবং এটি একই সঙ্গে Noun এবং verb হিসাবে ব্যবহৃত হয়।]

(g) ***Use the Verbal Nouns and write in your own English. Some have been done for you.***

মনোযোগ দিয়ে শুনুন—*Attention* please.

ক্লাসে এরূপ স্বল্প উপস্থিতির কারণ কি?—What is the cause of such poor *attendance*?

আমি এখন উপন্যাস পড়ায় ব্যস্ত আছি—I am now engaged in the *reading* of a novel.

Do yourself :

বিজ্ঞান পড়ায় তোমাদের উৎসাহ দেওয়া উচিত—

তুমি আয়নায় যা দেখ তা তোমার নিজের চেহারার প্রতিফলন—

অজ্ঞতাই পশ্চাদপদতার মূল—

হিংসা দ্বারা মানুষের মন জয় করা যায় না—

দৃঢ় প্রতিজ্ঞা দ্বারা জীবনে উন্নতি করতে পার—

(h) ***Write the following passage in your own English :***

তখন সন্ধ্যা বেলা। সূর্যের শেষ রশ্মিগুলি পশ্চিম আকাশ লাল করিয়াছে। আমি দাঁড়াইয়াছিলাম একটি অর্ধমৃত গাছের পাশেই, এমন সময় শিবু আসিয়া পাশে দাঁড়াইল। তারপর হাত জোড় করিয়া বলিতে আরম্ভ করিল—"বাবু! নিতান্ত কষ্ট পাইয়াই আপনার কাছে আসিয়াছি।"

CHAPTER–15

MORE ABOUT ADVERBS AND ADVERBIALS

Read the following sentences and note the functions of Adverbs.
(নিচের বাক্যগুলি পড় এবং Adverb-এর ব্যবহার লক্ষ্য কর।)

1. Dipak *runs quickly*. [*quickly* modifies *runs*, a verb]

2. Lila is a *very beautiful* girl. [*very* modifies *beautiful*, an adjective.]

3. She sings *extremely well*. [*extremely* modifies *well*, an Adverb.]

4. The bird flew *exactly over* our head. [*exactly* modifies *over*, a preposition]

5. I dislike him *simply because* he is a liar. [*simply* modifies *because*, a conjunction]

6. *Unfortunately*, he could not continue his studies. [*unfortunately* modifies a whole sentence]

দেখা গেল বাক্যে Adverb একটি Verb, Adjective, অন্য কোন Adverb, Perposition, Conjunction, এমনকি একটি whole sentence-কেও modify করতে পারে।

> An Adverb is a word used to qualify any Part of Speech except a noun or pronoun. —***J. C. Nesfield.***
>
> An Adverb is a word which modifies the meaning of a Verb, an Adjective or another Adverb. —***Wren & Martin.***

উপরের উদাহরণগুলি থেকে স্পষ্টভাবে বোঝা যাবে Nesfield অথবা Wren & Martin কারো সংজ্ঞাতেই Adverb-এর পরিপূর্ণ স্বরূপ ধরা পড়েনি, সুতরাং Adverb-এর প্রকৃত সংজ্ঞা হবে :

> An Adverb is a word used to modify any Part of Speech (except a noun or pronoun) or a whole sentence. —***P. C. Das***
>
> Adverb-হলো এমন word যা বাক্যে Noun বা Pronoun ছাড়া যে কোন Part of Speech-কে অথবা একটি গোটা বাক্যকে modify বা বিশেষিত করতে পারে।
>
> মনে রাখা দরকার, Interjection (Hurrah! Hallo! ইত্যাদি) বাক্য থেকে আলাদা হয়ে বসে বলে একে এখন আর Part of Speech ধরা হয় না।

Note : As a general rule an Adjective qualifies a noun or a pronoun, but some Grammarians think that in some exceptional cases an Adverb may also modify a noun or a pronoun.

Even Rabindranath praised Saratchandra. (*Even* modifies *Rabindranath*—a noun)

Only he was included in the list. (*Only* modifies *he*—a pronoun.)

However, in our opinion, ***these Adverbs modify a whole sentence*** as the force of the Adverb 'only' is laid upon not only '*Rabindranath*' the Noun as the subject but also '*praised*' the Verb of the sentence and not only '*he*' the Pronoun as the subject, but also '*included*', the Verb of the sentence.

Note for Advanced Learners :

The **Pocket Oxford Dictionary** gives an example of *only* as an ***Adverb*** in the sentence "*Only you or you only can guess.*" Some Grammarians think that the word *only* seems to qualify *you* as an *Adjective* as the above-noted sentence means "You alone and none else, can guess". In a well-known book of English Grammar we find the sentence "*Only* he promised to read the first chapter of the book," where *only* is parsed as an *Adjective* qualifying the pronoun '*he*'.

In such a context the Manager of the Oxford University press opines "In the sentence *'Only you are to blame'* one can paraphrase *'only'* as *'solely'* and in such a context *'solely'* is clearly an adverb. Yet, equally obviously, it refers to and qualifies or modifies 'you'. It becomes clear therefore that to say that an adverb cannot qualify a pronoun (?) is to take too narrow a view. No doubt the current view that an adverb cannot do so has been taken over from Greek and Latin." A further discus on of the way in which adverbs may qualify pronouns may be found in *Advance English Syntax* by *Onions* and the syntasx Volume of *Sweet's New English Grammar.*"

However, we may come to a logical conclusion that the adverbs *even, only* etc. modify a whole sentence as their force is laid upon not noly the non or pronoun, but also the verbs covering the whole sentence.

KINDS OF ADVERBS

Adverbs are divided into three main categories.
(Adverb প্রধানতঃ তিনটি শ্রেণীতে বিভক্ত)।

Adverb
- **Simple Adverb**
- **Relative Adverb**
- **Interrogative Adverb**

A. Simple Adverbs are of Eight kinds. (Simple Adverb আট প্রকার)

1. Adverb of Time. 2. Adverb of Place. 3. Adverb of Manner. 4. Adverb of Degree. 5. Adverb of Reason of Purpose. 6. Adverb of Affirmation and Negation. 7. Intensifiers. 8. Downtoners.

1. Time	**When ?**	The train arrived *late*.
		He came here *yesterday*.
	How long ?	He is *always* busy.
		He *seldom* Plays cricket.
	How often ?	Dhiraj *frequently* goes to Delhi.
		I have told you *twice*.

[কখন, কতক্ষণ বা কতবার কোন কাজ সম্পন্ন হয় তা বোঝাতে Adverb of Time ব্যবহার করা হয়। এধরণের Adverb-গুলি হলো-Now, then, before, since, ago, alredy, always, seldom, often, once, twice, thrice, again, soon, late, afterwards, yesterday, today, tomorrow, daily, early, formerly, frequently, presently, immediately, instantly ইত্যাদি।]

2. Place	**Whenre ?**	Stand *here*.
	.	Go *there*.
	.	Come *in*.
	.	Is Mr. Das *within* ?
	.	The horse galloped *away*.
	Wherefrom ?	This news has been collected *locally*.

[কাজটি কোথায় হচ্ছে বা কোথায় থেকে হচ্ছে বোঝাতে Adverb-গুলি হলো -Here, there, hither, thither, hence, thence, far, near, nearby, away, abroad, ahead, overhead, inland, locally, universally ইত্যাদি। এছাড়া in, out, up, above, below, inside, outside, within, without প্রভৃতি Preposition গুলিও Adverb হয়ে বসতে পারে।]

3. Manner	**How ?**	Bhola reads *clearly*.
	.	The child slept *soundly*.
	In What manner?	The soldiers fought *bravely*.
		The boy has been *badly* treated.

[কিভাবে কোন কাজ সম্পন্ন হয় তা বোঝাতে Adverb of Manner ব্যবহার হয়। এধরণের Adverb গুলি হলো-Clearly, closely, correctly, bravely, badly, sadly, softly, steadily, slowly, soundly, swiftly, simply, suddenly, carefully, carelessly, easily, quickly, possibly, probably, luckily, fortunately, unfortunately, naturally, rightly, urgently, wrongly, widely, thus, well ইত্যাদি]

4. Degree	**How much?**	He is *fully* prepared.
	.	He is good *enough* for his duties.
	.	She is *quite* happy.
	.	The fruit is *almost* ripe.
	To what Extent?	You are *partly* right.
		I am *rather* busy.

[কোন কাজ কতটা বা কি পরিমাণ সম্পন্ন হয় তা বোঝাতে Adverb of Degree ব্যবহার হয়। এ ধরণের Adverb গুলি হলো-Almost, quite, very, much, fully, partly, wholly, completely, strongly, totally, entirely, deeply, greatly, poorly, half, enough, somewhat, altogether, too, little, a little, rather ইত্যাদি।]

5. Reason Or Purpose	**Reason.**	He *therefore* left the school.
	.	He is *hence* unable to deny it.
	.	He is *ill so* he cannot go to school.
	Purpose	He works hard so *that* he can succeed.

[কোন কাজের কারণ বা উদ্দেশ্য বোঝাতে Adverb of Reason or Purpose হয়। এধরণের Adverb-গুলি হলো—Hence, therefore, so, so that ইত্যাদি।]

6. Affirmation and Negation	**Affirmation.**	*Yes* I know him.
	.	I do *not* know him.
	Negation.	I have *never* heard it.

[হ্যাঁ-বাচক বা না-বাচক শব্দ Adverb রূপে ব্যবহৃত হতে পারে। এ ধরণের Adverb-গুলি হলো yes, no, never ইত্যাদি।

7. Intensifier	He would *certainly* go there.
	Surely you are mistaken.
	I *really* don't know.

[যে Adverb গুলি Verb-এর কাজের উপর বিশেষভাবে জোর দেয়, সেগুলিকে Intensifier বলে। যেমন-actually, certainly, surely, definitely, really, absolutely, thoroughly, utterly, very much, indeed ইত্যাদি।]

8. Downtoner	This is *somewhat* wrong.
	I can *hardly* see it.
	This soup is *rather* hot.

[যে Adverb গুলি Verb, Adjective বা অন্য কোন Adverb-এর গুরুত্ব কমিয়ে দেয়, সেগুলিকে downtoner বলে। যেমন-hardly, barely, scareely, nearly ইত্যাদি।]

B. Relative Adverb & Conjunctive Adverb :

The Relative Adverb joins two sentences together and shows its relation to its antecedent expressed or understood. [Relative Adverb দুটি বাক্যকে যুক্ত করে এবং তার উক্ত বা অনুক্ত Antecedent বা (পূর্ববর্তী word-এর সঙ্গে সম্পর্ক বুঝিয়ে দেয়।]

Relative Adverb-এর antecedent না থাকলে তাকে Conjunctive Adverb বলে।

A Relative Adverb makes a Relative clause. But a Conjunctive Adverb makes an Adverbal clause.

[একটি Relative Adverb-এর দ্বারা Relative clause হয়। কিন্তু একটি Conjunctive Adverb দ্বারা একটি Adverbial clause হয়।]

Antecedent expressed } Show me the house *where* he was born.
(Antecedent 'house') [Relative Clause]

Do you know the time *when* the Rajdhani Mail arrives? (Antecedent 'time') [Relative clause]

This is the reason *why* he left the meeting. (Antecedent 'reason') [Relative clause]

Antecedent omitted

You may go *where* you like. (Antecedent the 'place' omitted) [Adverbial clause]

We shall go *when* he comes. (Antecedent the 'time' omitted) [Adverbial clause]

I do not know *why* he left the meeting. (Antecedent the 'reason' omitted) [Adverbial clause]

We do not know *how* it is done. (Antecedent the 'process' omitted) [Adverbial clause]

> A Relative Adverb, like a Relative Pronoun relates or refers back to its antecedent. —**Wren & Martin.**
>
> Relative Adverb-গুলি Relative Pronoun-এর মতো তার পূর্বগামী Antecedent-এর সঙ্গে সম্পর্কযুক্ত হয়।
>
> এ ধরণের Relative Adverb গুলি হলো where, when, why এবং how; এগুলি বাক্যের মাঝে বসে, কখনোই গোড়ায় বসে না। —**P. C. Das.**

C. Interrogative Adverb :

When Adverbs are used in asking questions, they are called Interrogative Adverbs. (প্রশ্ন জিজ্ঞাসা করতে যে সমস্ত Adverb ব্যবহার হয়, সেগুলিকে Interrogative Adverb বলে।)

Interrogative Adverb of place : *Where* is Rahman?
" " of time : *When* did he come?
" " of reason : *Why* are you late?
" " of manner : *How* did he do this?
" " of number : *How many* boys are there?
" " of quantity : *How much milk would you take?*
" " of frequency : *How often* did the dog bark? "
" of degree : *How far* was the report true?

[মনে রাখবে, who, whose, whom, which, এবং what এগুলি Interrogative Pronoun আর where, when, why, how, how many, how much, how often, how far, how long, how high ইত্যাদি Interrogative Adverb.]

FORMATION OF ADVERBS

(i) **Most of the Adverbs** are formed **by adding 'ly'** to an Adjective. Adjective -এর সঙ্গে ly যোগ করে বেশির ভাগ Adverb গঠিত হয়।)

Adjectives	*+ly*	*Adverbs*
bad	ly	badly
sad	ly	sadly
brave	ly	bravely
hard	ly	hardly
honest	ly	honestly
kind	ly	kindly
cruel	ly	cruelly
clever	ly	cleverly
certain	ly	certainly
clear	ly	clearly
correct	ly	correctly
quick	ly	quickly
quiet	ly	quietly
loud	ly	loudly

Adjectives	*+ly*	*Adverbs*
local	ly	locally
artial	ly	partially
urgent	ly	urgently
great	ly	greatly
soft	ly	softly
deep	ly	deeply
right	ly	rightly
poor	ly	poorly
proud	ly	proudly
strong	ly	strongly
sound	ly	soundly
slow	ly	slowly
sudden	ly	suddenly
sure	ly	surely
real	ly	really
instant	ly	instantly
private	ly	privately
present	ly	presently
former	ly	formerly
frequent	ly	frequently
fortunate	ly	fortunately
wrong	ly	wrongly
wide	ly	widely
total	ly	totally
definite	ly	definitely
actual	ly	actually
absolute	ly	absolutely
thorough	ly	thoroughly
utter	ly	utterly
careful	ly	carefully
cheerful	ly	cheerfully
hopeful	ly	hopefully
beautiful	ly	beautifully
meaningful	ly	meaningfully
careless	ly	carelessly
hopeless	ly	hopelessly

(ii) ***Adjectives ending in 'le'*** : 'e' is droped and 'y' is added (Adjectives -এর শেষে 'le' থাকলে 'e' বাদ যায় এবং 'y' যোগ হয়।)

Adjectives	*+ly*	*Adverbs*
single	ly	singly
double	ly	doubly
suitable	ly	suitably
horrible	ly	horribly
terrible	ly	terribly
possible	ly	possibly
probable	ly	probably
whole	ly	wholly

(iii) **A few Adjective ending in 'll' :** only 'y' is added. (Adjective- এর শেষে 'll' থাকলে শুধু 'y' যোগ হয়।)

full +ly = fully
dull +ly = dully

(iv) **A few Adjectives ending in** 'e' : 'e' is dropped and 'ly' is added. (Adjective -এর শেষে 'e' থাকলে 'e' বাদ যায় এবং 'ly' যোগ হয়।)

Adjectives	*+ly*	*Adverbs*
true	ly	truly
due	ly	duly
undue	ly	unduly

(v) **Adjectives ending in 'y' change into 'i' and then 'ly' is added.** (Adjective-এর শেষে 'y' থাকলে 'i'-তে পরিবর্তিত হয় এবং তারপর 'ly' যোগ হয়।)

Adjectives	*+ly*	*Adverbs*
easy	ly	easily
lazy	ly	lazily
heavy	ly	heavily
happy	ly	happily
noisy	ly	noisily
lucky	ly	luckily
ready	ly	readily
satisfactory	ly	satisfactorily

(vi) **Adjectives ending in 'ic' :** 'ally' is added.
(Adjective-এর শেষে 'ic' থাকলে 'ally' যোগ হয়।)

Adjectives	*+ally*	*Adverbs*
automatic	ally	automatically
economic	ally	economically
tragic	ally	tragically
N. B. : public	ly	publicly

(vii) Some Adjectives take new words as Adverbs.
কিছু Adjective থেকে নতুন Adverb হয়। যেমন,—*Good—Well* (He played *well*.) *Bad—Worse* (the situation is getting *worse*.)

(viii) There is a class of Adverbs which are derived from the pronouns— He, who, that. (Pronoun *he, who, that* থেকে কতকগুলি Adverb তৈরি হয়।)

Pronoun	*Adverbs*				
	place	Motion to	Motion from	Time	Manner
He	here	hither	hence	.....	.....
That	there	thither	thence	then	thus
Who	where	whither	whence	when	how

(ix) Many of the above Adverbs are compound with Preposition. (উপরের Adverb-গুলি আবার Preposition-এর সংগে যুক্ত হয়ে কিছু নতুন Adverb তৈরি করে।)

Hereby, herefrom, herein, hereupon, herewith, hereafter, hitherto, henceforth, henceforward.

Thereby, therefrom, therein, thereof, thereon, therewith, thereafter, thenceforth, thenceforward.

wherein, whereon, whereof, wherefrom.

(x) Some Adverbs are made up of a qualifying Adjective and a Noun. (একটি qualifying Adjective এবং একটি Noun যোগ করে কতকগুলি Adverb হয়।) Sometimes, meantime, meanwhile, yesterday, midday, midnight, midway.

(xi) Some Adverbs are a combination of a Preposition and a Noun. (একটি Preposition এবং একটি Noun যুক্ত হয়ে কতকগুলি Adverb হয়।)

away, along, ahead, abroad, aloud, asleep, [away = on way]
[Preposition *on* weakened to a —*Wren & Martin.*]
behind, below, besides, to-day, to-morrow, overhead, overboard.

(xii) Two Adverbs sometimes go together, joined by the Conjunction *and* . (কখনো কখনো দুটি Adveb *and* দ্বারা যুক্ত হয়ে একসঙ্গে বসে।)

again and again (= I warned him *again and again.)*
far and near (= His fame has spread *fare and near.)*
far and wide (=As a statesman he saw *far and wide.)*
far and away (= This is *far and away* the best course.)
now and then (= *Now and then* he writes to me.)
once and again (=you must not read such trash *once and again.)*
through and through (=He has read Milton *through and through.)*
thus and thus (=*Thus and thus only* we shall succeed.)

Adjectives and Adverbs in the same Form :

Some words are used sometimes as Adjectives and sometimes as Adverbs. The manner in which they are used identifies them. (কিছু কিছু শব্দ Adjective এবং Adverb দুভাবেই ব্যবহৃত হতে পারে।)

Words	*Adjective*	*Adverb*
early	He is an *early* riser.	He started *early*.
fast	He is a *fast* runner.	He runs *fast*.
hard	He is a *hard* work.	He works *hard* all the day.
loud	He speaks in a *loud* voice.	Don't talk so *loud*.
enough	I have *enough* food.	She sings well *enough*.
best	He is the *best* boy in the class.	Try your *best*.
well	I am *well* now.	He has done *well*.

Adverbs with two forms :

close closely	clear clearly	deep deeply	dear dearly	easy easily	fine finely	direct directly
hard hardly	high highly	late lately	loud loudly	near nearly	pretty prettily	tight tightly

Usage : I want to deal with him *direct*. He came to me *directly* for help.
I closed the door *tight*. She closed her lips *tightly*.
Biren speaks very *loud*. He sings very *loundly*.

Two forms with different meaning :

He works *hard*. (কঠিন পরিশ্রম করে)। I have *hardly* any money. (প্রায় না)
The prices of things are running *high*. (চড়া)।
I spoke *highly* of him. (উচ্চ ধারণা)।

He arrived *late*. (দেরি ক'রে) । I have not seen him *lately*. (সম্প্রতি)

Stand *near*. (নিকটে) Lila and Bela are *nearly* related. (ঘনিষ্ঠভাবে)

I'm *pretty* sure of the fact. (প্রায়) । She is *prettily* dressed. (সুন্দরভাবে)

POSITION OF ADVERBS

(i) Adverbs of Manner, Place and Time are placed after the intransitive verb or after the object of a transitive verb.

[Adverb of Manner, Adverb of Place এবং Adverb of Time প্রায়ই Verb-এর পরে বসে; আর যদি object থাকে, তবে object এর পরে বসে।]

It is raining *heavily*. [Adverb of Manner]

He will come *here*. [Adverb of place]

I met him *yesterday*. [Adverb of time]

But Adverbs of frequency which answers the question *'How often?'* are normally put before the verb or the main verb when there is any helping verb.

(কিন্তু Adverbs of frequency সাধারণতঃ Verb-এর পূর্বে বসে। আর Helping verb এবং main verb থাকলে main verb-এর পূর্বে বসে।

এরূপ Adverb গুলি হলো –always, often, never, seldom, rardy, usually, generally, sometimes, frequently ইত্যাদি।

He *always* speaks the truth.

She has *never* seen a tiger.

I have *often* told him to read clearly.

We *usually* have breakfast at eight.

But such adverbs are always placed after the *'be'* verb [i.e. is/am/are/was/were].

(কিন্তু এই Adverb গুলি সর্বদাই 'be' verb-এর পরে বসে।)

He is *always* busy. He is *usually* busy.

She is *never* late for school. She is *often* late for her school.

***Note** An Adverb is usually placed between a Helping verb and a Main Verb.

(সাধারণতঃ Helping Verb এবং Main Verb-এর মাঝে Adverb বসে।)

I shall *certainly* miss her.

He is *still* waiting for me.

(ii) When an Adverb modifies an Adjective or another Adverb, the Adverb usually comes before it. [Adverb কোন Adjective বা অন্য কোন Adverb-কে modify করলে ঐ Adjective বা Adverb-এর পূর্বে বসে।)

The book is *very* interesting.

The dog is *quite* dead.

Dhiren is a *rather* lazy boy.

Do not walk *so* fast.

I worked *only* two sums.

But the Adver *enough* is always placed after the word it modifies.

(কিন্তু enough যাকে modify করে তার পরে বসে।)

You would be kind *enough* to grant me leave.

(iii) An Adverb may be placed at the beginning of a sentence for modifying a whole sentence, for emphasising and for asking questions. (সম্পূর্ণ বাক্যকে বিশেষিত করার জন্য, জোরের সঙ্গে কিছু বলার জন্য অথবা প্রশ্ন জিজ্ঞাসার জন্য Adverb বাক্যের প্রথমে বসতে পারে।)

Fortunately, he was saved.

Down went the Titanic.

Where has he gone?

(iv) When there are two or more Adverbs after a verb, the normal order is Adverb of Manner, Place and time—[MPT.]

[যখন দুই বা ততোধিক Adverb, একটি Verb-এর পরে বসে, তখন সেগুলি সাজাবার সাধারণ নিয়ম হলো আগে Manner, পরে Place এবং সবশেষে Time—MPT]

	M	P	T
Rama sang	sweetly	in the town hall	last evening

	M	T
He worked	hard	yesterday.

	P	T
I shall go	there	early.

Now study the Adverbials.

ADVERBIALS

- Adverbs
- Adverb Phrases
- Adverb Clauses

Adverbials is a broad term. It includes :

1. Single word Adverb —He came here *yesterday*.
2. Adverb Phrases — We reached there *after the sunset*.
   Hawkings sat up *all night long*.
3. Adverb Clause—Hawkins met his friends *when he was released*.

***Note:** A Phrase is a group of words without a finite verb. A clause is a part of a larger sentence having a finite verb.

(Phrase হল এমন group of words যাতে Finite Verb থাকে না, কিন্তু Clause—এ Finite verb থাকে।)

COMPARISON OF ADVERBS

Some Adverbs have three forms—Positive, Comparative & Superlative.

[Adjective-এর মতো কিছু Adverb-এরও Positive, Comparative এবং Superlative এই তিনটি form-এ তুলনা হয়।]

(a) কিছু Adverb -এর পর *-er* যোগে Comparative এবং *-est* যোগে Superlative হয়।

Positive	*Comparative*	*Superlative*
Fast	faster	fastest
Late	later	latest, last
Soon	sooner	soonest
Quick	quicker	quickest

(b) যে সব Adverb-এর শেষে -ly থাকে, তার পূর্বে more বসিয়ে Comparative এবং most বসিয়ে Superlative করা হয়।

Positive	*Comparative*	*Superlative*
Clearly	more clearly	most clearly
Loudly	more loudly	most loudly
Quickly	more quickly	most quickly
Rapidly	more rapidly	most rapidly
Easily	more easily	most easily
Swiftly	more swiftly	most swiftly
Wisely	more wisely	most wisely

Beautifully	more beautifully	most beautifully
Skillfully	more skillfully	most skillfully
Exception : Early	carlier	earliest.

(c) কতকগুলি Adverb-এর Comparision কোন বাঁধাধরা নিয়মে হয় না।

Positive	*Comparative*	*Superlative*
Well (ভালোভাবে)	better	best
Badly (খারাপভাবে)	worse	worst
Far (দূরে, আরো)	farther, further,	farthest, furthest,
Much (প্রচুর)	more	most
Little (অল্প)	less	least.

N.B. Far, Much, Little - এগুলি Adjective এবং Adverb দুভাবেই প্রয়োগ হয়।

APPLIED SECTION

An Adverb is a word that generally answers the questions with *how, when, where etc.*

(Adverb সাধারণতঃ কিভাবে, কখন, কোথায় ইত্যাদি প্রশ্নের উত্তর দেয়।)

1. **Adverbs** are **generally formed** by adding *-ly* with Adjectives.

(সাধারণত ঃ Adjective-এর সঙ্গে ***-ly*** যোগ করে Adverb গঠিত হয়।)

Complete the chart :

Adjective	*Adverb (= How?)*
He is a *slow* walker.	He walks *slowly*.
He is a *careless* writer.	He writes *carelessly*.
The sum is *easy*.	The sum can be done *easily*.
Many students are slow readers.	.....
Sudha is a beautiful dancer.	.....
Upen is a careful driver.	.....
Are you a quick worker?	Do you .....
The story has a happy ending.	The story ends .....

2. We use **Prepositional phrases as Adverbials** for answering questions with 'where' and 'when'. (আমরা 'কোথায়' এবং 'কখন' প্রশ্নের উত্তর পাবার জন্য কিছু Prepositional Phrase-কে Adverbial হিসাবে ব্যবহার করি।)

Answering questions with 'where.'

Come *to the blackboard.*

Don't sit *on the table.*

Use *phrases of place (where ?)* to complete the sentences :

(a) Keep the pencil .....

(b) Don't write your name .....

(c) Pakistan is ..... India.

Answering questions with 'when'.

When do they have their breakfast?

They have breakfast *at 8 a.m.*

What do you do *on Sunday?*

I play and take rest *on Sunday.*

When do they play football?

They play football *in the afternoon.*

Use *phrases of time (when ?)* to complete the sentences.

Shrila gets up .....

Our school will reopen .....

We have our examination .....

3. Study the **Mid-Position of Adverbs of frequency.**

Table—1

Subject	*Adverb*	*F. Verb etc.*
We	usually	get up early.
He	often	goes to bed late.
My mother	never	takes tea.

Table —2

Subject	*Helping Verb*	*Adverb*	*Verb etc.*
We	have	usually	been at home on Sunday.
He	doesn't	often	go to bed early
You	must	never	do that again.

Insert the Adverbs given within brackets and rewrite the sentences.

(a) Deben gets up early. (never)

(b) We meet our friends at the library. (often)

(c) I read novels before going to bed. (sometimes)

(d) You must look both ways before crossing a busy road. (always)

(e) What time do you get up in the morning? (usually)

4. Study the ***End-position Adverbs of frequency.***

The buses run *every ten minutes.*

We have History class *every other day.*

Do you have *games once a week?*

Sometimes they may take the ***Front-positioon*** for emphasis. (জোর দেওয়ার জন্য সামনে ও বসাতে পারে।)

Again and again I have warned you to be serious.

5. When the Adverbs make an Adjective or Adverb stronger or weaker, they are placed before the Adjective or Adverb.

Kishore sings *very well.*

His school is *too far* to walk.

It's *quite cold* in Darjeeling in winter.

Exception : (ব্যতিক্রম) ঃ

Enough (before a noun). Mr. Sen has *enough books* to read.

(after an adjective). He is not *strong enough.*

(after an Adverb). He cannot work *hard enough.*

Ever (used mainly in question). Have you *ever* been in Delhi?

6. ***When there are two adverbials of place and time, the adverbial of time is usually placed at the end.***

Subject & Verb	Adverbial of place	Adverbial of time
They are going	to London	next week.
Can you reach	puri	in the evening?
He was swimming	in the Rabindra Sarobar	on Sunday morning.

7. When there are two adverbials of time or place, ***the shorter period of time or the smaller unit of place comes first.***

Subject & Verb	Shorter Adverbial of time/place	Broader Adverbial of time /place
He arrived	at 9 O'clock	yesterday,
Mr. Roy lives	in a small village.	in Birbhum.

But for emphasis (জোর দেওয়ার জন্য) broader point of time or place may come first.

Yesterday he arrived at 9 O'clock.

In Birbhum Mr. Roy lives in a small village.

8. Complete the sentences with **meaningful Adverbials.**

Subject & Verb	Place	Frequency	Time
Can you come	here	once	a week?
She has been	.....	.....	.....
He visits	.....	.....	.....
Mr. Ghosh walks	.....	.....	.....

9. Complete the sentences with Adverbials in the order or **Manner, Place** and **Time (MPT).** One has been for you.

Subject & verb	Manner	Place	Time
Sharmila danced	Beautifully	on the dias	last night.
He worked	.....	.....	.....
She	.....	.....	.....
They played	.....	.....	.....

10. Use the following Adverbs where you can: almost, already, also, even, soon, just, quite, never, hardly, yet.

Subject	Helping Verb (+ not)	Adverbs	Verbs etc.
I	have	already	finished my work.
We	have not	yet	visited Agra.
He	.....	.....	changed his dress.
She	.....	.....	come.
They	.....	.....	tried to help him.
The rains	.....	.....	started.
The students	.....	.....	been to the cinema.

11. Apply the following **Adverbs in Positive, Comparative and Superlative degrees.** One of each type has been done for you.

(নিচের Adverb গুলিকে Positive, Comparative এবং Superlative degree-তে প্রয়োগ কর। প্রত্যেক প্রকারের একটি করে তোমাদের জন্য করে দেওয়া হয়েছে।)

Fast, soon, quick, badly, well, easily, early, skillfully.

as + Adverb + as = Positive.

Bithi runs as *fast* as Juthi.

Comparative (-er/more) + than

Kalpana runs *faster than* Alpana.

Superlative (-est/most) + of/in

P. T. Usha runs *fastest of* all Indian women.

She run *fastest in* Asian Games.

***Note** লক্ষ্য কর, Superlative Adjective-এর পূর্বে *the* বসলেও Superlative Adverb-এর পূর্বে *the* বসে না। তবে উভয় ক্ষেত্রেই Superlative-এর পরে অর্থ অনুযায়ী *of* বা *in* বসে।

12. Apply the **Adverb form of 'good'** in these sentences.

[goo >well]

(এই বাক্যগুলিতে 'good-এর Adverb form প্রয়োগ কর।)

(i) { Atanu is a *good* player.—Adjective
Atanu plays *well*.—Adverb

(ii) { .....Adjective
.....Adverb

(iii) { .....Adjective
.....Adverb

13. ***Most words ending in '-ly' are Adverbs. But a few words ending in 'ly' are Adjective,*** such as, *friendly, lovely, lonely, likely, lowly, miserly*. They have no Adverb form. To supply this deficiency we use a similar Adverb or an Adverbial Phrase.

বেশির ভাগ Word-এর শেষে *-ly* থাকলে Adverb হয়। কিন্তু কয়েকটি word-এর শেষে *-ly* থাকলেও Adjective হয়। যেমন–friendly, lively, londy, likely, lowly, miserly, এগুলির কোন Adverb form নেই। এই অভাব পূরণের জন্য আমরা ঐ ধরণের কোন Adverb বা Adverbial Phrase ব্যবহার করি। যেমন—

likely (Adj.) Probably (Adv.)
friendly (Adj.) in a friendly way (Adv. Phrase)
miserly (Adj.) in a miserly manner (Adv. Phrase)

Now use other words of this group in this manner.

14. **Apply the difference of the following pairs of Adverbs :** (নিচের Adverb- যুগলের অর্থপার্থক্য অনুযায়ী প্রয়োগ কর।)

{ high (উঁচুতে) : The bird flew *high*.
highly (উচ্চভাবে) : He was *highly* Placed.

{ hard (কঠিনভাবে) :
hardly (কদাচিৎ) :

{ late (দেরি) :
lately (সম্প্রতি) :

{ near (নিকটে) :
nearly (প্রায়) :

15. Note the difference of **'fairly'** and **'rather'** and use them properly : ('fairly' এবং 'rather'-এর পার্থক্য দেখে সঠিকভাবে প্রয়োগ কর।)

Fairly with favourable Adjectives : Tom is *fairly* clever.

Rather with unfavourable Adjectives : Peter is *rather* stupid.

Approval by using fairly: This soup is *fairly* hot (= the speaker likes hot soup.)

Disapproval by using *rather* : This soup is *rather* hot (= It is a little too hot for him.) **—Thomson & Martinet.**

When *rather* is used before *favourable* adjectives and adverbs it becomes nearly equivalent to *'very'*.

She is *rather* clever. (= She is very clever.)

Rather before comparatives means 'a little' :

The weather is *rather* worse than I expected.

Rather sometimes expresses preference.

I would *rather* stay here (= I prefer to stay here.)

He would *rather* work than starve. **—Thomson & Martinet.**

Rather death than dishonour. (=Death is preberable to dishonour)

Fairly can also be used as an adverb of manner *meaning justly*. e. g. He divided the money *fairly*.

16. Intensifiers and Downtoners.

A. The Adverbs which modify Verbs, Adjectives, another Adverb or Prepositions by intensifying their effect are called ***Intensifiers.***

(যে সব Adverb কোন Verb, Adjective, অন্য কোন Adverb বা Preposition-এর তীব্রতা বৃদ্ধি করে তাদের Intensifier বলে।)

List of Intensifiers :

actually	really	highly	extremely
certainly	fully	perfectly	very much
surely	greatly	utterly	much
definitely	thoroughly	entirely	indeed
absolutely	positively	exactly	quiet.

He is *fully* prepared for the examination.
They are .....Pleased.
We.....agree with you.
The clothes are ..... out of fashion.
The birds flew..... over our head.

B. The Adverbs which modify Verbs, Adjectives, another Adverbs or Prepositions by toning down their effect are called ***Downtoners.***

List of Downtoners :

almost	nearly	a bit
partly	hardly	a little
barely	scarcely	some what
slightly	rather	not at all

Ruma speaks a bit quickly.
I am .....busy.
He is ....ill.
They are..... disappointed.
The bird flew..... over our head.

EXERCISE

1. ***How many kinds of Adverbs are there? What are they? Give two examples of each kind of Adverb.***

(Adverb কয় প্রকার ও কি কি? প্রত্যেক প্রকারের দুটি করে উদাহরণ দাও।)

2. ***Pick out the Adverbs and tell what they modify.***

(Adverb-গুলি খুজে বার কর এবং সেগুলি কাকে বিশেষিত করেছে বল।)

Each boy broke the stick easily. Read the story quickly. The boys did not quarrel again. The king looked at the garden carefully. The servants usually looked after them. They seldom saw their father. They almost knew the great epics by heart. The servants would go out and stay away for hours. Sir Asutosh was always the first boy in his class. The other students sometimes faild to answer correctly, but the boy's answers were always correct.

3. ***Change the following Adjectives into Adverbs and use them meaningfully in the blanks.***

(নিচের Adjective-গুলিকে Adverb-এ পরিণত কর এবং সেগুলিকে শূন্যস্থানে সঠিক ভাবে ব্যবহার কর।)

brave, heavy, loud, complete, eager, perfect, probable.

(i) I have ——— forgotten his name.
(ii) She was breathing——— when she came on the fourth floor.
(iii) He faced the difficulties ———.

(iv) The work has been ——— done.
(v) Do not read so ———.
(vi) I am ——— waiting for you.
(vii) ——— his father will come here tomorrow.

4. ***Rewrite the following sentences after replacing italicized words with suitable Adverbs.***

(বাঁকানো হরফে লেখা শব্দগুলির পরিবর্তে Adverb বসিয়ে বাক্যগুলি পুনরায় লেখ।)

(i) *It is possible* that he is ill.
(ii) *It is sure* that our team will win.
(iii) *It is certain* that there won't be any difficulty.
(iv) *It is obvious* that my father will depend on me after his retirement.
(v) *It was unfortunate* that no one could escape form the burning hut.

5. ***Put the Adverbials in the brackest in the suitable positions in the sentences and rewrite them.***

(বন্ধনীর মধ্যে Adverbial -গুলি সঠিক জায়গায় বসিয়ে বাক্যগুলি পুনরায় লেখ।)

(i) The boy stayed at school. (seldom,after the classes)
(ii) "It was chance, young man," Davy said. (mainly, modestly)
(iii) kajal pushed her out of the room and bolted the door. (quickly, from outside)
(iv) He prepared his lecture carefully but could not deliver it. (very, unfortunately)
(v) The missiles are being thrown and these are damaging the people (dangerously, in developed countries.)

6. ***The Adverbials listed on the right are missing from the followin passages. Insert them in the places marked^.***

(ডানদিকের Adverbial গুলি অনুচ্ছেদে নেই। ^ চিহ্নিত অংশে সেগুলি বসাও।)

(i)	Most people know what is right and what is wrong.^ however, when, the time for action comes, they ^ fail to act ^. The trouble with them is that they are selfish and think ^ of themselves, not of others.	often, only rightly, unforfunately
(ii)	^ one of the greatest problems is pollution. In our cities, the ari is ^ being polluted by smoke ^ and from carbon monoxide gase emitted by motor vehicles.	constantly, from factories, in the 20th Century
(iii)	The warder who had fallen ^ was in a ^ critical situation, for he ^ knew how to swim. Every second that passed increased his danger of being snapped up by one of these voracious creatures. ^ one of the convicts heeding his nobler feelings, threw himself into the water.	very, suddenly, hardly, into the river.
(iv)	Deaf education was ^ introduced in Germany in the 19th Century to the ^ relief of many concerned parents.	enough, first,

CHAPTER-16

MORE ABOUT PREPOSITIONS

A Preposition is a word placed before a noun or a pronoun or a noun-equivalent to show its relation to any other word of the sentence. The noun or pronoun or the noun-equivalent is called its object.

—Nesfield

Preposition একটি noun বা pronoun বা noun-equivalent -এর পূর্বে ব্যবহৃত হয়ে তার সঙ্গে বাক্যের অন্য word-এর সম্পর্ক বুঝিয়ে দেয়। ঐ noun, pronoun বা noun-equivalent-কে ঐ Preposition-এর object বলে।

"A preposition is a word placed before a noun or a noun equivalent to show its relation to some other word in the sentence."

—P. K. De Sarkar.

কিন্তু Preposition pronoun-এরও পূর্বে বসতে পারে। [This is *for him*].

তাই Nesfield-এর সংজ্ঞাই যথার্থ।

Lila is coming *with Bela*. (Prep. before Noun.)

She is skilled *in swimming*. (Prep. before Noun-equiv.)

What do you think *of him?* (Prep. before Pronoun)

Read the sentences in the following Table.

Put the cup	on	the dish
The cows are	in	the field
Nikhilesh goes	to	school
He is fond	of	reading novels
Lila lives	with	her parents
You should stand	by	him/her
The fan is moving	over	our head.
The sky is	above	our head.

In the above-mentioned **sentences prepositions** *on, in, to, of, with, by, over* and *above* show the relation of some nouns, noun-equivalents or pronouns to some other words in the sentences. (উপরের বাক্যগুলিতে on, in, to, of, with by, over এবং above কিছু noun, noun-equivalent বা pronoun-এর সঙ্গে বাক্যে অন্য word-এর সম্পর্ক বুঝিয়ে দিচ্ছে। তাই এগুলি Preposition.

***Note :** (a) Prepositions may also govern other parts of speech. (অন্যান্য Part of Speech-এর সঙ্গেও Preposition-এর সম্পর্ক থাকতে পারে।)

He walks about *from* here *to* there. (Preoposition governs Adverb)

I have heard of this *before* now (")

This will last *for* ever. (")

He is *about* to go. (Preposition governs Infinitive)

Note that, all these are prepositions. (লক্ষ্য কর, এগুলি সবই Preposition)

(b) Prepositions may govern phrases and clauses as well. (Preposition কোন phrase বা clause- কেও নিয়ন্ত্রণ করতে পারে।)

He is ignorant *of* how to swim. (Preposition governs Phrase)

I told every one *of* what I have heard. (Preposition governs Clause)

It depends *on* how you do your duty. (Preposition governs Clause)

**ইংরেজিতে এরকম বহু Preposition আছে। তবে কয়েকটি ইংরেজি Preposition-এর সঙ্গে বাংলা বিভক্তির সম্পর্ক লক্ষ্য করা একান্ত প্রয়োজন। কারণ বাংলা বিভক্তির সঙ্গে ইংরেজি

Preposition-এর সম্পর্ক না শিখলে Preposition সম্বন্ধে পরিষ্কার ধারণা হয় না। ছাত্র-ছাত্রীদের সুবিধার্থে নিচে বাংলা বিভক্তি ও ইংরেজি Preposition-এর একটি তালিকা দেওয়া হলো। মনে রাখা দরকার সামান্য কিছু ব্যতিক্রম ঘটলেও এটাই Preposition-ব্যবহারের সাধারণ নিয়ম।

বিভক্তি	Preposition	Example
কর্তার ১মা	—	Ramkamal is a boy (No preposition)
কর্মে ২য়া কে রে, প্রতি	to	The boy goes *to* school. (স্কুলের প্রতি বা দিকে) The book was given *to* Ram. (রামকে)
করণে ৩য়া দ্বারা, দিয়া, কর্তৃক	by (a doer) with (an instrument)—	The snake was killed *by* Ram. (রামের দ্বারা) The cake was eaten by the dog. She wrote the letter *with* a pen. (কলমের দ্বারা)
নিমিত্তে ৪র্থী জন্য	for	I waited *for* him. (তাহার জন্য)
অপাদানে ৫মী হইতে, থেকে, চেয়ে	from, than	The apple fell *from* the tree. (গাছ থেকে) He will not take less *than* ten rupees. (দশ টাকার চেয়ে কম)
সম্বন্ধে ৬ষ্ঠী র, এর	of	This is the book *of* Ram. (রামের বই)
অধিকরণে ৭মী -এ, য়, তে	in, at	He lives *in* Calcutta. (কলকাতায়) I live *at* Gobindapur. (গোবিন্দপুরে) There is a lot of fish *in* the river. (নদীতে)

** আরো কিছু বাক্যে Preposition -এর ব্যবহার দেখ :

মিষ্টার বোস ইংল্যাণ্ড যাচ্ছেন- Mr.Bose in going *to* England.

রামের দ্বারা রাবণ নিহত হলেন-Ravana was killed *by* Ram.

সে একটা লাঠি দিয়ে সাপ মারল- He killed a snake *with* a stick.

আমি তোমার জন্য একটা ছাতা কিনেছি- I have bought an umbrella *for* you.

সে স্কুল থেকে বাড়ি আসছে-He is coming home *from* school.

এটি একটি রাঙা চেয়ারের পা-This is leg *of* a broken chair.

আমি গ্রামে বাস করি-I live *in* a village. কিন্তু গ্রামের নামের পূর্বে at হয়।)

আমি গোপডাঙ্গায় / আটঘরায় বাস করি-I live at Gopdanga/Atghara.

সে কলকাতায় / বোম্বাইতে বাস করে- He lives *in* Calcutta/Bombay.

মরুভূমিতে কোন লোক বাস করতে পারে না-No man can live *in* a desert.

Position of Preposition.

(i) Normally prepositions precede Nouns or Pronouns.

(Preposition-সাধারণত : Noun বা Pronoun -এর আগে বসে।)

আমি ছেলেটিকে একটি বই দিয়েছিলাম-I gave a book *to* the boy.

বিড়ালটি ইঁদুরের ওপর লাফিয়ে পড়ল-The Cat jumped *on* the rat.

আমি তার সম্বন্ধে কিছুই জানি না-I know nothing *about* him.

(ii) When the object of the preposition is an Interrogative Pronoun or a Relative Pronoun, the Perposition is placed at the end.

(Interrogative Pronoun বা Relative Pronoun যদি Preposition-এর object হয়, তাহলে Preposition সব শেষে বসে।)

তুমি কি খুঁজছ?- What are you looking *for* ?

তুমি কোথায় থেকে আসছ?-Where do you come *from* ?

এই সেই ছেলে যার কথা আমি বলেছিলুম-This is the boy that I spoke *of*.

এই সেই মেয়ে যার সঙ্গে আমি কথা বলেছিলুম-This is the girl (whom) I spoke *to*.

যে বইটা তুমি চাইছিলে সেটা এখানে–Here is the book that you asked *for*.

এখানে একটি চেয়ার আছে যার ওপর বসতে পার–Here is a chair to sit on (to sit *on* = to sit on which.)

Note :** **By a doer, with an instrument** এই সাধারণ নিয়মের ব্যতিক্রম : 'blasted ***by an atom bomb', 'governed ***by*** the rules' 'died ***by*** poison', 'destroyed ***by*** fire' ইত্যাদিতে। **by** আসলে appropriate preposition হিসাবে ব্যবহৃত হয়।

KINDS OF PREPOSITION

Prepositions may be arranged in the following classes. (Preposition-গুলির নিম্নলিখিত শ্রেণীবিভাগ করা যায়।)

(i) **Simple Preposition :** at, in, by, of, for, on, over, under, up, to, from, out, with etc.

(ii) **Double Prepositions :** into, onto, within, without, from, among, towards etc.

(iii) **Compound Preposition :** These are formed usually prefixing a preposition to a Noun, an Adjective or an Adverb. (Noun, Adjective বা Adverb-এর সঙ্গে prefix-এর মতো preposition যুক্ত হলে তাকে compound preposition বলে।)

across (= on + cross), along (= on + long),
behind (= by + hind), beneath (= by + neath)
beside (= by + side), under neath (= under + neath).
(a = on; be = by on such cases.)

[লক্ষ্যকর, Noun, Adjective বা Adverb-এর পূর্বে Preposition বসিয়ে Compound Preposition তৈরি হচ্ছে।]

(iv) Phrase Preposition or Prepositional Phrases :

Groups of words used with the force of a single preposition are called phrase prepositions or prepositional phrases. (শব্দগুচ্ছের সঙ্গে preposition যুক্ত হয়ে যখন একটি বিশেষ অর্থ প্রকাশিত হয়,তখন তাকে Phrase prepositional বা Prepositional phrase বলে।]

সে তার বুদ্ধির সাহায্যে সাফল্য লাভ করেছিল–He succeeded *by dint of* merit.

আমাকে একটি পেন্সিলের *পরিবর্তে* একটি কলম দাও–Please give me a pen *instead of* a pencil.

কিন্তু সময়ের *মধ্যে* সে তার ভুল দেখতে পেল–*In course of* time he found his mistake.

** [লক্ষ্য কর, দু তিনটি শব্দ পর পর বসে Prepositional Phrase তৈরি হয়েছে।]

(v) Participial Prepositions :

Some Present or Past Participles are used as Prepositions.

এই প্রস্তাব সম্বন্ধে তুমি কি জান?—What do you know *regarding* this proposal?

গুণের বিবেচনায় দাম অধিক নয়—*Considering* the quality, the price is not high.

গ্রামের পাশ দিয়ে নদী বয়ে গেছে–The river flows *past* the village.

(vi) Disguised Prepositions :

Sometimes *a* or *o* are used as Disguised Prepositions. [a =on, o= of]

নুন টাকায় এক কিলো বিক্রি হচ্ছে–Salt sells one kilo a rupee.

সে সপ্তাহে একবার এখানে আসে–She comes here once a week.

[*"of* can be changed into o as in 'four O'clock."—***Nesfield.***]

Note :** Several words are used sometimes as Adverbs and sometimes as Prepositions. A word is a preposition when it governs a noun or a pronoun. It is an Adverb when it does not. —Wren & Martin.***

কয়েকটি word কখনো Adverb কখনো Preposition রূপে ব্যবহৃত হয়। যখন word-টি কোন Noun বা Pronoun-কে নিয়ন্ত্রিত করে, তখন তা হয় Preposition; আর যখন তা করে না, তখন তা Adverb হয়।

Adverb	Preposition
Go, and run *about*.	Don't loiter *about* the corridor.
I could not come *before*.	I came the day *before* yesterday.
Has he come *in*?	Is he *in* the room?
Let us move *on*.	The book is *on* the table.
The wheel came *off*.	The driver jumped *off* the car.
I have not seen him *since*.	I have not slept *since* yesterday.

RELATIONS EXPRESSED BY PREPOSITIONS

1. Place/Position (স্থান/অবস্থান) at, about, above, across, against, among, before, behind, below, between, by, down, in, inside, near, of, on, over, under, upon, with, within	***at*** the window, ***at*** his office (Hornby) a chain ***about*** his neck, ***above*** the sky, lying ***across*** the path, a barrier across the road, stood ***against*** you, ***among*** the boys, stood ***before*** him, ***behind*** the door, ***below*** the table, ***between*** you and me, stand ***by*** me, sitting ***by*** the woman, ***down*** the river, ***in/inside*** the room, ***near*** the (position) corner of the street, ***on*** the table, ***on*** your left, ***on*** the top of the hill, ***under*** the tree, ***with*** his friend, ***within*** the campus.
2. Time (সময়) at, after, before, by, during, from, for, in, on, since, till until, within, throughout	***at*** 10 a.m., ***at*** dawn, at noon, ***at*** night, ***at*** an early age, ***after*** 3 O'clock, ***after*** his arrival, ***before*** his arrival, ***before*** the 15th July, ***by*** 4 p.m., ***by*** sunrise, ***by*** night (we travalled by night), ***during*** five years, ***during*** the whole summer/ the whole day, ***from*** 1st January, ***for*** a week/a month, ***in*** June, ***in*** 1995, ***in*** the morning/afternoon/ evening, ***on*** Sunday, ***since*** he comes, ***within*** three months, ***throughout*** the year.
3. A. Direction/Movement (দিক বা গতি) at, away, from, across, down for, from, into, off, over, out of, round, to, towards, up.	threw stones ***at*** the dogs, ***away from*** India, ran across the field, went ***down*** the hill, start ***for*** England, fled ***from*** home, jumped ***into*** the well, fell ***off*** the train, flew ***over*** my head, came ***out of*** the room/the cage, tour ***round*** the world, go ***to*** school, turn ***to*** the left, walk ***to*** the windo, ***towards*** north/south, climb ***up*** the hill.

3. B. Special use of Direction (দিক নির্ণয়ে বিশেষ প্রয়োগ) (i) **In** denotes **inside or within** (ii) **On** denotes **on the border** (iii) **To** denotes **outside**	**Direction** { **In(=inside)** / **On (=on the border)** / **To (=outside)** } (i) Kashmir is ***in*** the north of India. (ii) The Himalayas stand ***on*** the north of India. (iii) Sri Lanka is ***to*** the south of India.
4. A. Agency/Instrument (ব্যক্তি, বস্তু, বা ঘটনার সহায়তা/মাধ্যম) at, by, with, through, from.	***at*** auction (নিলামের মাধ্যমে), killed ***by*** a man ***with*** a gun, ***by*** heart (Learn ***by*** heart-মুখস্থ করে নাও), ***by*** force, ***by*** post, ***by*** poison, destroyed ***by*** fire, caused ***by*** flood, ***by*** bus, ***by*** tram, ***by*** air (আকাশ পথে) ***by*** land (স্থলপথে), ***by*** sea (সমুদ্রপথে), ***by*** an accident, ***by*** tuition (He makes a living by tuition), paid ***by*** credit card, powered ***by*** electricity, ***by*** hand (These goods are made ***by*** hand), ***by the ear (I pulled him by the ear)***, ***by*** my watch (It's 5—30 by my watch.), taller ***by*** two inches. ***with*** love, ***with*** courage, ***with*** ease, ***with*** difficulty, cut it ***with*** a blade, ***through*** an agent, ***through*** a friend, ***from*** gratitude.
5. Reason/Purpose (কারণ, উদ্দেশ্য) for, from, of, through, to, with	***for*** the good of the people, died ***for*** the country, took medicine ***for*** a cold, died ***from*** fatigue, suffering ***from*** cold/fever, died ***of*** cancer, cholera/diarrhoea (ডায়রিয়া); lost his book ***through*** negligence, read ***to*** learn (purpose), trembles ***with*** fear, shivers ***with*** fever.
6.A. Possession (স্বত্ব, অধিকার) of, with **6. B. Relationship** (সম্বন্ধ)	the book ***of*** John, the factory ***of*** my father, the girl ***with*** blue eye, the woman ***with*** long hair, I have no money ***with*** me. I live ***with*** my parents. Mix the flour ***with*** some milk.
7. Standard/Rate/Value/Speed (মান, হার, মূল্যমানগতি) at, by	Bank charges interest ***at*** 17 percent (rate). Cloth is sold ***by*** the metre (standard). Rice is sold ***at*** Rs 8/- per kg. (value). The train is running ***at*** 80 km per hour (speed).

SOME IMPORTANT PREPOSITIONS

At, In

He is ***at home*** (denotes rest)

He is ***at his office*** (denotes 'on duty'/'at work'—A. L. D.—***Hornby***-

He is ***in the office*** (denotes 'inside the office'—***Oxford Guide to Eng. Grammar—Eastwood***)

Defference of At & In

[At]	[In]
(i) We use ***at*** for a position at a small space. (ছোট জায়গার পূর্বে ***at*** বসে।) You can be ***at home/at school/at a hotel/at the bus stop/at*** Lalpur (village)/ ***at*** Midnapur (town). "We were ***at*** the cafe." (expresses position) ***—John East wood.)***	(i) We use ***in*** for a position in a large space. (বড় জায়গার পূর্বে ***in*** বসে।) You can be ***in*** Calcutta (city)/ ***in*** Delhi/ ***in*** London/ ***in*** Midnapur (district)/ ***in*** a country/ ***in*** a forest/ ***in***/a desert
(ii) We use ***at office/library/ cinema/theatre/building*** etc. when we are talking about the ***normal purpose*** of it. (অফিস, লাইব্রেরি, সিনেমা, থিয়েটার ইত্যাদির ক্ষেত্রে যখন তার স্বাভাবিক উদ্দেশ্যের কথা বলা হয়, তখন তার পূর্বে ***at*** বসে।) He is ***at the office.*** (=on duty) The Browns are ***at the theatre.*** (= watching a play). "We were ***at the library.*** (=choosing a book)." —Oxford Guide to English Grammar—***John Eastwood.***	(ii) We use ***in*** office/ ***in*** the office etc. when it denotes simply ***inside the building*** or ***position within.*** (অফিস ইত্যাদি building-এর মধ্যে position (বোঝাতে বা inside the building বোঝাতে ***in*** বসে।) "He is ***in the office*** (=inside the office) He is not *in* office now. (=in position) The Browns are ***in the theatre*** to meet some one. "It was cold ***in the library.*** (= inside the bulding)" —Oxford Guide to English Gramma—***John Eastwood.***
(iii) We use *at* for a ***point of time.*** (নির্দিষ্ট সময়ের ক্ষেত্রে at বসে।) You can meet me ***at 10 o'clock/at 8 a.m./at 4 p.m./ at half past five/at breakfast (time) at down/at noon*** (short span of time)/ ***at*** that time/ ***at*** the moment. We also use ***at*** with holiday periods of two or three days. ***at*** Christmas/ ***at*** the weekend [For Advanced Learners]	(iii) We use ***in*** for a ***period of time.*** (অনির্দিষ্ট ব্যাপক সময়ের ক্ষেত্রে ***in*** বসে।) You can meet me ***in the morning/in the afternoon/in the evening/in the next few days/in the summer holidays/ in spring/in July/in 1995.*** He will come ***in*** an hour. *Exception* : ***at night.*** Note : We use ***on*** with a single day.—***on Sunday, on Tuesday afternoon, on that day, on the 7th August, on the evening of the 12th.***
(iv) "***At*** is one-dimensional. We use it when we see something as a point in space"—***John Eastwood.*** The car was waiting ***at*** the lights. There is someone ***at*** the door.	(iv) "***In*** is three dimensional. We use it when we see something as all around." I had five pounds *in* my pocket. There was a man sitting ***in*** the waiting room. —***John Eastwood.***

Now see some examples sentences :

মনীষা মাজপুরে বাস করে—Manisha lives *at* Majpur (name of a village).
অমল আরামবাগে বাস করে-Amal lives *at* Arambagh (at a small town).
শ্যামল বর্ধমান জেলায় বাস করে—Shyamal lives *in* the district of Burdwan.
বিমল কলকাতায় বাস করে-Bimal lives *in* Calcutta. (in a big city).
সোমা গ্রামে বাস করে-Soma lives *in* a village.
উমা শহরে বাস করে-Uma lives *in* a town/in a city.
আমিনা ভারতে/এশিয়ায়/ইউরোপে বাস করে—Amina lives in India/in Asia/in Europe.
জপু ভোরবেলায় ওঠে-Apu gets up *at* dawn.
মিঠু সকাল ছটায় ওঠে-Mithu gets *up at* 6 a. m.
দেবু সকালে গান গায়-Debu sings *in* the morning.
শিবু এক বছরে বাড়ীটি তৈরি করেছিল-Shibu built the house in a year.

***Note :** গ্রাম বা ছোট শহরের নামের পূর্বে *at* এবং বড় শহরের নামের পূর্বে বা দেশ বা মহাদেশের নামের পূর্বে *in* বসে। কিন্তু গ্রামে বা শহরে বা জেলায় বললে *in a village/in a town/in a city /in a district* হয়।

এবার কিছু Time Phrase লক্ষ্য কর-at dawn, at noon, at 6 a. m. at 5 p.m., কিন্তু in the morning, in the afternoon, in the evening (ব্যতিক্রম at night), at midnight in a week, in a month, in a year ইত্যাদি।

Some usages of At & In

At

At present, *at* play, *at* work (I found them *at* play or *at* work); *at* dinner, *at* hand (The examination is *at* hand ; I do not expect such treatment *at* your hands); *at* page (Open your book *at* page ten) ; *at* liberty (state or condition) *at* war or *at* peace; (The two countries are *at* war or *at* peace with each other) ; but, "Let me die *in* peace) ; *at* a distance, at the door, at the age of eighty.

In

In arms (The two brothers are *in* arms against each other) ; *in* danger, *in* ruins (The historical palace of Raja Rammohan Roy is *in* ruins now) ; *in* power (His party is *in* power now) ; *in* office (=in position. "He is not in office now", but, *in* the office=inside the office. Is he in the office ?" *at* his office = on duty —"He is *at* his office"—Advanced Learners' Dictionary, Hornby) ; The teacher is *in* the class (inside the class). She is *in* bed (at rest), *in* haste ; *in* cash or notes (but *by* cheque) ; *in* advance, *in* general, *in* ink (written) *in* ink); *in* pain, *in* sorrow, *in* time, *in* his presence or absence ; *in* a hurry (denotes state or condtion) ; *in* the dark (i am *in* the dark about his purpose) ; *in* the sun (Do not run *in* the sun) ; *in* the shade (Keep the thing *in* the shade) ; *in* the army (occupation) ; *in* a few days ; *in* a bad temper, dressed *in* silk, weak *in* history.

To, In, Into

সে স্কুলে আছে-He is *in* the school.
সে স্কুলে যাচ্ছে-He is going *to* school.
সে ঘরের মধ্যে ঢুকছে-He is entering *into* the room.

***Note :** কোন দিকে গতি বোঝালে **To**, ভিতরে স্থিতি বোঝালে **In** এবং ভিতরের দিকে গতি বোঝালে **Into** হয়। **'To'** denotes motion, **'in'** denotes position within and **'Into'** denotes motion inward.

Infinitive বা 'তে'-অন্ত অসমাপিকা ক্রিয়া হলে Verb -এর আগে to হয় :
আমি বইটি পড়তে চাই-I like *to* read the book.
সে স্কুলে যেতে চায় না-He does not like to go to school.
কিন্তু কতকগুলি word এর পর to preposition বসলেও তারপর infinitive না হয়ে **gerund** বা **verbal noun** হয়।
যেমন-He is addicted *to gambling*. (addicted *to gamble* হয় না)।
He is adverse *to playing* cards. (adverse *to play* হয় না)

Some other usages of To.

(a) T denote purpose : I came *to see* you. We read *to learn*. He invited me *to dinner*.
(b)To denote limit and effect : The army fought *to* the last. We shall pay *to* the last penny. He was beaten *to* death. *To* our disappointmenth failed.
(c) To denote proportion : Our team won by three goals *to* nil. The ratio of rice and pulse (ডাল) is two *to* one.
(d) To denote agreement : The apple is sweet *to* taste.
(e) To denote time : It is ten *to* eight (আটটা বাজতে দশ মিনিট বাকী)
(f) To denote until : The farmers work form dawn *to* dusk.
(g) Te denote comparing : He is junior/senior/inferior/superior *to* me.
(h) To denote attaching : Stick the stamp firmly *to* the envelope.
(i) To denote facing : The two sister stood face *to* face.
(j) for the indirect object : Give it *to* me.)

By, With

বাঘটি বাঘাযতীনের *দ্বারা* নিহত হইয়াছিল-The tiger was killed *by* Bagha Jatin.
পাখীটি শিকারীর *দ্বারা* নিহত হইয়াছিল-The bird was killed *by* the hunter.
ইঁদুরটি বিড়ালের *দ্বারা* নিহত হইয়াছিল—The rat was killed by the cat.
শিশির লাঠির *দ্বারা* সাপ মারিয়াছিল-Sisir killed the snake *with* a stick.
আমরা চোখ *দিয়া* দেখি ও কান *দিয়া* শুনি-We see *with* our eyes and hear *with* our ears.

***Note :** Doer (অর্থাৎ ব্যক্তি বা প্রাণীর দ্বারা) বোঝালে *by* এবং Instrument (অর্থাৎ বস্তুর দ্বারা) বোঝালে *with* হয়।

On, Upon, Over, Above

বইটি টেবিলের উপর রাখ-Put the book *on* the table.
বিড়ালটি টেবিলের উপর লাফিয়ে পড়ল—The cat sprang *upon* the table.
পাখাটি তার মাথার উপর ঘুরছে-The fan is moving *over* his head.
প্লেনটি কলকাতার উপর দিয়ে উড়ে গেল—The plane flew *over* Calcutta.
আকাশ আমাদের মাথার উপরে-The sky is *above* our head.
পাখাটি ঠিক আমার মাথার উপর ঘুরছে—The fan is moving *just above* my head.

***Note :** কোন কিছু ছুঁয়ে থাকলে উপরে অর্থে **on**, ছুয়ে না থাকলে উপরে **(higher than)** অর্থে **over** এর অনেক উপরে অর্থে বা ঠিক উপরে অর্থে **above** হয়।

(a) *'On'* signifies contact with a thing at rest.
(b) *'Upon'* speaks of things in motion.
(c) *'Over'* refers to a point generally higher than a thing.
(d) *'Above'* refers to a point directly higher or far higher.
[The sun is *above the trees now.*]

Some other usages of On, Over and Above.

Over & Above :

(a) "Above and over have sometimes similar meanings."
—*John Eastwood*—O. G.E.C.

"There was a clock *above/over* the entrance."
"There's a picture *over* / *above* the door."

(b) "We do not normally use *above* to mean horizontal movement."
—*John Eastwood*

That plane flew low *over* the houses.

(c) "We do not use *above* for an area or surface." —*John Eastwood*
Thick black smoke hangs *over* the town.
Some one has spread a sheet *over* the body.

(d) "We prefer *over* before a number."
There are *over* fifty thousand people in the stadium.

(e) "We use *above* with a measurment, such as temperature."
Temperatures will rise *above* freezing.
In the following exampler *over* has a special meaning.
The leaders discussed world affairs *over* lunch (=while having lunch).

(g) "We also use *over* for movement to the other side or position on the other side."—*John Eastwood*.
The horse jumped *over* the wall. Was the ball *over* the goal line?

On :

(a) We use *on* with specific days and dates.
She usually comes *on* Sundays.
We went to Digha *on* Newyear's Day.
Our school will open *on* the 2nd May.
This year the Madhyamik Examination will commence *on* the thirteenth March.

(b) To denote contact (সংস্পর্শ বোঝাতে) :
He is sitting *on* the chair. Some birds are *on* the tree.
The words are *on* the blackboard. The picture is hung *on* the wall. She wears a ring *on* her first finger.

(c) To denote subject (বিষয় বোঝাতে) :
He worte a book *on* chemistry. The story was *on* ghosts.
He delivered a lecture *on* Shakespear's Sonnets.
He dwelt at length *on* the subject.

(d) To denote membership (সদস্য বোঝাতে) :
Mr. Das is *on* the committee.
I am *on* the Board of studies.

(e) To denote a special direction. (কোন বিশেষ দিকে গতি বোঝাতে) :
fortune smiled *on* him.
They launched an attack *on* our home.

(f) To denote 'by means of'. (কোন কিছুর সাহায্যে বোঝাতে) :
They listened to it *on* the radio.
The cow lives *on* grass. (*But*, Mr. Sen lives *by* honest means.)
He lives *on* his father's income.

***Note :** **on foot** (পায়ে হেঁটে), **on duty** (কর্তব্যরত), **on time** (ঠিক সময়ে বা সময়ে).

The train runs **on** time. [or] The train is running **to** time.

Beside, Besides

[Beside = পাশে, Besides = ছাড়া/ব্যতীত]

আমার পাশে বসো—Sit *beside* me. (beside = পাশে)
নদীর পাশে একটি গাছ আছে—There is a tree beside the river. (beside = পাশে)
তুমি ছাড়া কারো সাহায্য করার কেউ নেই—He has none to help him *besides* you. (besides = ছাড়া/ব্যতীত)
সে বাংলা ছাড়া ইংরেজিও জানে—He knows English *besides* Bengali. (besides = ছাড়া/ব্যতীত)

Between, Among

দুই ভাইয়ের মধ্যে আমগুলি ভাগ করে দাও—Divide the mangoes *between* the two brothers.
ছেলেদের মধ্যে আমগুলি ভাগ করে দাও—Divide the mangoes *among* the boys.
তুমি সকাল ৭টা এবং ৮টার মধ্যে অবশ্যই আসবে—You must come *between* 7 a. m. and 8 a. m.
ছেলেমেয়েরা নিজেদের মধ্যে ঝগড়া করেছিল—The children quarrelled *among* themselves.

Note : দুই-এর মধ্যে between এবং দুই এর বেশির মধ্যে among হয়।

Since, For, From

সে গত রবিবার থেকে পীড়িত—He has been ill *since* Sunday last.
সে আগামী রবিবার থেকে ইংরেজি শুরু করবে—He will begin English *from* next Sunday.
আমি গত সপ্তাহ থেকে তাকে দেখিনি—I have not seen him *from* last week.
আমি তাকে এক সপ্তাহ দেখিনি—I have not seen him *for* a week.

***Note :** **Point of time** বা কোন বিশেষ সময় থেকে বোঝাতে *since* ও *from* এবং **Period of time** অর্থাৎ কোন সময় থেকে কোন সময় পর্যন্ত সময়ের ব্যাপ্তি বোঝাতে *for* ব্যবহৃত হয়। মনে রাখবে, কোন সময় থেকে কোন সময় পর্যন্ত না হয়ে কেবল কোন সময় থেকে হলে (যেমন *since* Sunday, *from* tomorrow, *from* last week) সবই Point of time হয়। তবে *from* সকল tense-এ এবং *since* কেবল Past tense এবং Perfect tense-এ ব্যবহৃত হয়।

"Both (*since* and *from*) denote a point of time, not a space or period. But *since* is preceded by a verb in some perfect tense, while *from* can be used with any form of tense. Another difference is that *since* can be used only in reference to past time, whereas *from* can be used for present and future tense." —**Nesfield.**

সহজ কথায় Point of time বোঝাতে Present Perfect বা Perfect Continuous tense এবং past tense-এ since এবং সমস্ত tense-এ from ব্যবহৃত হয়।

** [*For* refers to a space of time; *since* and *from* refer to a *point* of time. But while *since* refers only to a *past* point, *from* refers to a point of time in *all tenses*." —**P. K. De Sarkar.**

But in P. K. De Sarkar's example 'since' is wrongly shown as a preposition in such a sentence—"It is many days *since* I saw you last"—Here *since* is not a *preposition*, but a *conjunction*.]

Some more examples of *since* and *from* in tenses.

He has been here *since*/*from* Monday last (present Perfect tense).
It has been raining *since*/*from* Sunday last.
(Present Perfect Continuous tense).

He began English *since/from* the age of ten/his boyhood. (Simple Past tense)

He was tired as he had been working *since/from* dawn. (Past Perfect Continuous)

He begins English *from* (not *since*) today. (Present tense)

He will begin English *from* (not *since*) tomorrow. (Future tense)

*[However, "note that there is a difference between ***last*** and ***the last***. We say, 'I have been here ***since last week (month, year etc.)'*** but 'I have been here ***for the last week.'*** In the first sentence ***'last week'*** means a point in time about seven days ago. In the second sentence ***'the last week'*** means the period of seven days that has just finished."]

—A. J. Thomson & A. V. Martinet.

By, Since, Before

তোমাকে চারটার মধ্যে ফিরতে হবে–You must be back *by* four O'clock.

সে চারটা থেকে এখানে আছে–He has been here *since* four O'clock.

সে চারটার আগে ফিরল না–He did not get back *before* four O'clock.

[By, Since, Before–"These are all used for a point of time, not for a period or space of time." ***—Nesfield]***

After, In, Within, By

(a) *After* refers to
(i) Past period of time (not present or future period of time)
সে কয়েকদিন পরে এসেছিল—He came *after* a few days. (correct)
(ii) Point of time (in all tenses)
সে বিকেল পাঁচটার পরে আসে/এসেছিল/আসবে—He comes/came/will come *after* 5 p.m.

(b) *In* refers to a future period of time to denote "at the end of some future time". (ভবিষ্যতে কোন সময়ের শেষে বোঝাতে)
আমি সপ্তাহের শেষ দিকে দিল্লী যাব—I shall go to Delhi *in* a week.

(c) *Within* denotes "some time before the end of some future time." (ভবিষ্যতে কোন সময় শেষ হওয়ার আগে বোঝাতে)—আমি এই সপ্তাহ শেষ হওয়ার আগেই দিল্লী যাব—I shall go to Delhi *within* a week.

(d) *By* refers to a point of future time [sometime before that (ভবিষ্যৎ কালে কোন নির্দিষ্ট সময়ের পূর্বে বোঝাতে)]
সে দশটার মধ্যে ফিরে আসবে—He will come back *by/before* 10 O'clock.
He will come back *within* 10 O'clock (Incorrect)

(e) *Be* refers to a period of time to denote 'during'
We travelled *by* night. I will come *by* tomorrow.

Ago, Before

(a) *Ago* is use to denote 'before now'. (বর্তমানের আগে কোন ঘটনা বোঝাতে) (এখন থেকে) দুবছর আগে সে অফিসের কাজে যোগ দিয়েছিল—He *joined* office two years *ago*.

(b) *Before* is used to denote 'before then'. (অতীতের কোন ঘটনার পূর্বে কোন ঘটনা বোঝাতে)
তার মা মারা যাবার দুবছর পূর্বে সে অফিসের কাজে যোগ দিয়েছিল—He *had joined* office *before* his mother died.

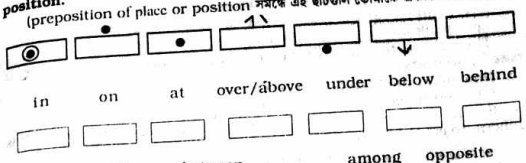
***Note :** বর্তমানে আগে কোন ঘটনা বোঝাতে *ago* ব্যবহৃত হয় বলে এটিতে Simple Past tense হয়। কিন্তু অতীতে কোন ঘটনার পূর্বে কোন ঘটনা বোঝাতে *before* ব্যবহৃত হয় বলে এটিতে Past Perfect tense হয়।

(c) *Before* can also be used in future tense. (ভবিষ্যৎ কালেও *before* ব্যবহৃত হতে পারে।) ***[Oxford Guide to English Grammar—John East Wood (First Published in 1994)]***

তাদের পৌঁছানোর আগে আমরা অবশ্যই প্রস্তুত থাকব—We must be ready *before* their arriaval.

APPLIED SECTION

1. These figures will give you an idea of the **prepositions of place or position.**
(preposition of place or position সম্বন্ধে এই ছবিগুলি তোমাকে একটা ধারণা দেবে।)



in on at over/above under below behind

by near beside between among opposite

Examples :

at an exact place/at the station/at 22 Chouranghee Road etc.

in a country city/town/village/area/container/bed e.g., *in* India/Calcutta/a town or village (not the name) a box/ a bottle/a tea-pot/bed/in College street etc.

on the chair/table *on* the ceiling/figure *on* the blackboard,a black spot *on* his shirt/*on* the chouranghee Road etc.

under the tree/bridge/chair/table etc.

behind the bus stand/bazar/any person etc.

above the knee/average marks/60% marks etc.

below the knee/pass marks/60% marks etc.

by the window/the gate/the ticket counter etc.

near the school/the bank/the cinema etc.

opposite the bank/the post office/the entrance etc.

between the two places/persons etc.

among the boys/girls/students/friends/people etc.

Now fill in the blanks : (শূন্যস্থান পূরণ কর) ঃ

(a) Sharmila lives —— College Street.

(b) She lives—— 19/1, College Street.

(c) Mr. John lives —— England.

(d) Ruma lives—— Bombay.

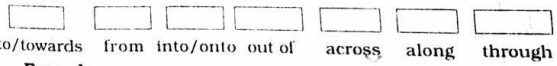
(e) She has a flat——— the second floor. Our flat is just opposite ——hers.

(f) The little girl wanted to sit—— the window ——— the compartment ——— the train. She likes to look—— the green trees and the paddy field——— the train.

(g) Apu liked to read story books. He keeps his story books —— his pillow. He often reads them——— night.

(h) Most of the students have scored ——— 20% marks. They have failed ——— English.

2. These figures will give you an idea of the **Prepositions of motion.**
(Preposition of motion সম্বন্ধে এই ছবিগুলি তোমাকে একটা ধারণা দেবে।)



to/towards from into/onto out of across along through

Examples :

We are going *to* the cinema. (দিকে)

They are going *towards* the station. (দিকে)

He has been coming *to* school *from* January.
Don't try to get *into* a running bus. (মধ্যে গতি)
The frog jumped *into* the well. (মধ্যে গতি)
The pet cat jumped *onto* her lap. (উপর থেকে)
Please get the purse *out of* the drawer. (ভিতর থেকে)
Don't run *across* the road. It may cause accident. (আড়াআড়ি)
Let's walk a mile *along* the sea beach. (সমুদ্রতীর ধরে)
They drove *through* Kharagpur *on* their way *to* Digha. (খড়্গপুরের ভিতর দিয়ে দীঘার দিকে)

Now fill in the blanks. (শূন্যস্থান পূরণ কর) ঃ

(a) A ten rupee note fell ——— Pintu's pocket.
(b) The bus on Garerghat-Tarakeswar route is always crowdy. It is difficult to get ——— it.
(c) Shyamal's office is three miles away —— his house.
(d) Don't walk ——— the garden. It is strictly prohibited.
(e) If you walk——— the bank of the river—— the south for a mile, you'll see a bridge ——— the river.

3. These figures will give you an idea of the **Prepositions denoting a point of time and a period of time.**

(point of time এবং period of time বোঝাবার জন্য Preposition সম্পর্কে এই ছবিগুলি তোমাকে একটা ধারণা দেবে।)

Point of time :

———	———	———	(looking back)
at 12 O'clock	by 10 O'clock (= any time before or at 10 O'clock)		since 10 O'clock.
Period of time	6 O'clock		
———	———	———	
for six hours	before after	until	from

Examples :

Nipa will arrive here *at* 12 O'clock
Please do come *by* 12 O'clock.
I have not seen her *since* 10 O'clock.
He has been reading *for* six hours.
Come here *before* 6 O'clock
Don't come *after* 6 O'clock.
I'll wait for you *until* 4 p.m.
I've been waiting for you *from* 4 p.m.

Note : *For* কেবলমাত্র Period of time এবং ***since*** ও ***from*** কেবলমাত্র Point of time-এর ক্ষেত্রে ব্যবহৃত হয়। [Vide—***Nesfield***]

Some important usage of At, In, On:

At (5 a.m., 4 p.m., 12 O'clock, dawn, night, midnight)

In { 1992, April, Winter, the rainy season, the morning, the afternoon, the evening }

On { Sunday, Sunday evening, the 5th August, the New year's Day, the Christmas Eve }

But we use 'during the night'. ('in the night' has the same meaning but it is not normally used.)

Now fill in the blanks. (শূন্যস্থান পূরণ কর) ঃ [at, in, on, for, before, during.]

(a) You'll meet your friend ——— 7 p.m.——— Saturday evening.
(b) Please see him anytime ——— 9 O'clock.
(c) The last time we met her was ——— May, 1990.
(d) The Headmaster will not be ——— the school ——— the tiffin hours. [in the school = inside the school ; at the school = on duty— *Oxford Guide to Eng. Grammar* by *John Eastwood*]
(e) Is the Republic Day ——— a Sunday this year ?
(f) The school will remain closed ——— nearly a month during the summer.

4. **Prepositions are sometimes omitted.**

(কিছু কিছু ক্ষেত্রে Preposition উহ্য থাকে।)

Where have you been? (not 'where have you been to'?)
Having finished my work I went home. (not 'after having')
We did it last week. (not' in last week')
Wait a minute. (not 'wait for a minute')

5. **Prepositions are sometimes wrongly omitted.**

(কিছু কিছু ক্ষেত্রে Preposition উহ্য রাখলে ভুল হয়।)

We cannot say.	*We should say.*
What use is it?	*Of* what use is it ?
His conduct admits no excuse.	His conduct admits *of* no excuse.

PREPOSITIONAL PHRASE

At the top of (সর্বোচ্চ মাত্রায়)–He shouted at the top of his voice.
By dint of (সাহায্যে)–He won the prize by dint of hard work.
By means of (সাহায্যে)–He got the prize by means of hard work.
By virtue of (সাহায্যে)–He got the prize by virtue of hard work.
For the sake of (জন্য)–He sacrificed his life for the sake of his country.
In case of (কিছু ঘটলে)–In case of fire, call the Fire Brigade.
In consequence of (কিছু ঘটলে)–In consequence of fire, call the Fire Brigade.
In the event of (কিছু ঘটলে)–In the event of fire, call the Fire Brigade.
In course of (কোন কিছু চলা কালে)–He told me this in course of conversation.
In comparison to (তুলনায়)–Sharmila is more beautiful in comparison to Urmila.
In compliance with(অনুসারে)–I can do this in compliance with your request.
In favour of (অনুকূলে)–He said this in favour of his brother.
In front of (সম্মুখে)–He is waiting in front of the school.
In lieu of (পরিবর্তে)–Give me this book in lieu of that.
In order to (উদ্দেশ্যে)–He worked hard in order to win the prize.
In place of (পরিবর্তে)–He is working in place of his brother.
In search of (অনুসন্ধানে)–They went to the forest in search of a deer.
In spite of (সত্ত্বেও)–He went to school in spite of his illness.
Instead of (পরিবর্তে)–He started a business instead of crying for a job.
In the midst of (মধ্যে)–He is in the midst of great troubles.

In the nick of time (ঠিক সময়ে)–The police arrived in the nick of time.

In the teeth of (বাধা সত্ত্বেও)–He went on working in the teeth of strong opposition.

In view of (বিবেচনায়)–He agreed to do the work in view of importance of the matter.

In accordance with (অনুসারে)–He did this in accordance with her request.

On account of (কারণে)–He could not attend school on account of his illness.

On behalf of (পক্ষে)–The Headmaster welcomed the visitors on behalf of the school.

On the eve of (প্রাক মুহূর্তে)–He was given a farewell on the eve of his retirement.

Owing to (কারণে)–He could not attend school owing to his illness.

With an eye to (উদ্দেশ্যে)–He did this with an eye to helping his brother. (to help নয়)

With a view to (উদ্দেশ্যে)–He did this with a view to helping his brother. (with a view to help নয়)

EXERCISE

1. ***Match the prepositions (at, in, on tp, between with the following :***

(a) ..... Sunday	(g) ..... dawn
(b) ..... January	(h) ..... the morning.
(c) 1993	(i) ..... the afternoon.
(d) ..... Monday morning	(j) ..... 10 O'clock.
(e) ..... noon	(k) from dawn .....dusk.
(f) ..... night	(l) ..... 2 p.m. and 4 p.m.

2. ***Complete the following sentences with appropriate prepositions.***

(a) Where do you come—? (c) Please give him a chair to sit———.

(b) What are you afraid—? (d) Please give me a pen to write———.

3. ***Fill in the blanks with prepositional phrases given below. One has been done for you.***

(i) He shouted (*at the top of*) his voice.
(ii) He got the prize ..... hard-work.
(iii) There is a tall tree ..... our school.
(iv) He told me this ..... conversation.
(v) The police arrived ..... time.
(vi) He did not go to school ..... his illness.
(vii) He started a business ..... crying for a job.
(viii) He did this ..... helping his friend.
(ix) The bearer will receive the letter ..... me.
(x) He was given a farewell ..... his retirement.

[at the top of, on the eve of, by diant of, in the nick of, in, course of, in front of, owing to, with a view to instead of, on behalf of.]

4. ***Write in your own English with the help of suitable prepositions as necessary.***

(a) With the preposition—To.

প্রবীর আগামী মাসে ইংল্যাণ্ড যাবে–Prabir will go to England in the next month.

তিনি নৃপেনের কাছে টাকা পাঠিয়েছেন। লোকটি আমার কাছে এসেছিল। আমরা নদীর ধার পর্যন্ত দৌড়েছিলাম। সে প্রত্যহ বাড়ি আসে। দরিদ্রের প্রতি সদয় হও। দশটা বাজতে পাঁচ মিনিট বাকী। আমরা শেষ পর্যন্ত যুদ্ধ করব। (to the last).

(b) With the preposition—Into.

তারা দৌড়ে ঘরে ঢুকল–They ran into the room.

ব্যাঙটা কুঁয়োর মধ্যে লাফিয়ে পড়ল। বাঘটা বনে পালিয়ে গেল (fled). পেরেকটা দেওয়ালের মধ্যে ঢুকিয়ে দাও (drive)। কুড়ুলটা তার হাত থেকে জলে পড়ে গেল। আমি এ বিষয়ে অনুসন্ধান করব (look into)। চোরটা গত রাত্রে তার ঘরে ঢুকেছিল। অনেক রাত্রি পর্যন্ত ঝড় চলেছিল (raged far).

(c) With the preposition—In.

ঘরে কি কেউ আছে ? Is there anybody in the house?

তারা বাড়ির ভেতর আছে। হরিবাবু কষ্টে (distress) পড়েছেন। তিনি সকাল আটটায় আসবেন। বিদ্যাসাগর ১৮২০ সালে জন্মগ্রহণ করেন। সকালে বেড়ান আনন্দদায়ক। আমরা তাকে রাস্তায় দেখলাম। তিনি সৈন্যবিভাগে কাজ করেন। পুরোহিত মন্দিরের ভিতর ছিলেন। সূর্য পূর্ব দিকে উদিত হয় এবং পশ্চিম দিকে অস্ত যায়।

(d) With the preposition—At.

বিকাল চারটায় স্কুল ছুটি হয়–The school breaks up at 4 p.m.

বইটির কুড়ির পাতা খোল। আমরা মুর্শিদাবাদ জেলার লালবাগে থাকি। ট্রেনটি ঘন্টায় ষাট মাইল বেগে ছোটে। চাকরটি প্রভুর পায়ে (at the feet, on the feet নয়) পড়ল।

(e) With the preposition—On/Upon.

বেঞ্চের উপর দাঁড়াও–Stand up on the bench.

সে আমার মাথায় আঘাত করল (struck)। তেল জলে ভাসে। তিনি একটি ইতিহাস বই লিখেছেন। এই প্রবন্ধটি কাগজের এক পাতায় লেখা। তারা আগামী সোমবার এখানে আসবে। গত মঙ্গলবার আমরা বাড়ী গিয়েছিলাম। ৫ই জানুয়ারি পরিবেশ দূষণের উপর একটি সভা অনুষ্ঠিত হবে। বর্তমান মাসের ৭ তারিখে (7th instant) ছুটি আছে। গত মাসের ৭ তারিখে (7th ultimo) ছুটি ছিল। আগামী মাসের ৭ তারিখে (7th proximo) তারা এখানে আসবে।

(f) With the preposition—Of.

আংটিটি সোনার তৈরি–The ring is made of gold.

এটা সুরেশের বাড়ি। বাড়ীটা ইঁটের তৈরি। চাদরটা পশমের তৈরি। সে কানে কম শোনে। তিনি কলেরায় মারা গেলেন। পুলিশকে বিষয়টি জানানো হলো। সে বড়লোকের ঘরে জন্মেছে।

(g) With the preposition—For.

আমি তোমার জন্য একখানা কম্বল আনব–I shall bring a blanket for you.

তিনি আমার জন্য এক ঘন্টা অপেক্ষা করেছিলেন। আমি দুঘন্টা সাঁতার কেটেছিলাম। তিনি পরোপকারের (good to others) জন্য এটা করেছিলেন। আমি তোমার মঙ্গলের জন্য এরূপ (so) বলেছিলাম। নীরেন পাঁচ বছর এই স্কুলের ছাত্র ছিল। তিনি কয়েকটা খামের (envelopes) জন্য আমার কাছে এসেছিলেন।

(h) With the preposition—From.

ছেলেটি ছাদ থেকে পড়ে গেল–The boy fell from the roof.

আমি তার কাছ থেকে একশ' টাকা ধার করলাম (borrow)।ছেলেটি এক থেকে একশ' পর্যন্ত গণনা করেছিল (count)। সূর্যোদয় থেকে সূর্যাস্ত পর্যন্ত তাঁরা কাজ করেছিল। আমরা কলকাতা থেকে দিল্লী গিয়েছিলাম। আমি সাতদিন ধরে জ্বরে ভুগছি।

(i) With the preposition—With.

ছেলেটি লাঠি দিয়ে বিড়ালটিকে প্রহার করল–The boy beat the cat with a stick.

লিপিকা কলম দিয়ে লিখছিল। অনিমেষ একটি পকেটঘড়ি নিয়ে স্কুলে এসেছে। সে তার বাবার সঙ্গে বাজারে গিয়েছিল। শিকারীটি বন্দুক দিয়ে বাঘ মারল। গতকাল তারা আমার সঙ্গে ঝগড়া করেছিল। আমি টাকা নিয়ে ব্যাঙ্কে গিয়েছিলাম।

5. ***Write the following passage in your own English.***

লোকটা থাকত হুগলী জেলার একটা গ্রামে।গ্রামে কোন বিদ্যালয় ছিল না। তাই তার ছেলেটি রোজ ৯ টায় পায়ে হেঁটে (on foot) যেত চাঁপাডাঙ্গা। চাঁপাডাঙ্গায় মুখুজ্জেদের একটা বড় স্কুল ছিল। ছেলেটার স্কুল ছুটি হতো চারটায়।ছুটির পর সে বাড়ি ফিরত। রাত্রে সে অনেকক্ষণ পড়াশুনা করত।

CHAPTER—17
APPROPRIATE PREPOSITION

According to English usage certain words are followed by particular prepositions. These are called appropriate prepositions. Students should study the uses of appropriate prepositions carefully.

ইংরেজি ভাষারীতি অনুসারে কিছু কিছু শব্দের পর কিছু নির্দিষ্ট Preposition বসে। এগুলিকে appropriate Prepositon বলে। ছাত্র-ছাত্রীদের খুব যত্নের সঙ্গে এগুলি শেখা উচিত।

Abide by (মেনে চলা)—You should *abide by* the rules.
Abound in (প্রচুর পরিমাণে থাকা)—Fish *abounds in* this pond.
Abound with(")—The river *abounds with* fish.
Absent from (অনুপস্থিত)—He was *absent from* school.
Absorbed in (নিবিষ্ট)—He is *absorbed in* studies.
Access to (প্রবেশ অধিকার)—Public has no *access to* this garden.
According to (অনুসারে)—*According to* your order I went there.
Accompanied by (সঙ্গী হওয়া)—He was *accompanied by* his father.
Accompanied with (একসঙ্গে ঘটা)—He has fever *accompanied with* headache.
Acquainted with (পরিচিত)—I am *acqnainted with* him.
Accused of (অভিযুক্ত)—He is *accused of* theft.
Accustomed to (অভ্যস্ত)—I am *accustomed to* such a life.
Acquit (one) of (খালাস দেওয়া)—I *acquit* you *of* the charge.
Add to (যোগ করা)—*Add* this *to* that.
Addicted to (আসক্ত)—He is *addicted to* wine.
Adjacent to (সংলগ্ন)—His school is *adjacent to* his house.
Admit of (স্বীকৃতি পাওয়া)— Your conduct *admits of* no excuse.
[*Admit* is followed by *of* only when it has an impersonal subject, i. e. it or an *abstract noun*. But when the subject is personal, *admit* is not followed by *of*. I *admit* (accept) no excuse.]
Admit to (ভর্তি করা)—He was *admitted to* class-VI.
Admit into (প্রবেশাধিকার দেওয়া)—He was *admitted into* the room.
Affection for (স্নেহ)—The teacher feels *affection for* every pupil.
Affectionate to (স্নেহশীল)—He is *affectionate to* me.
Afraid of (ভীত)—I am not *afraid of* ghosts.
Agree with (a person), on (a point), to (a proposal). [একমত হওয়া]
I agree *with* you *on* this point, but I cannot *agree to* all the proposals.
Aim at (লক্ষ্য করা)—He *aimed* his gun *at* the bird.
Alarmed at (আতঙ্কিত)—We were *alarmed at* the news.
Allot to (বিলি করা)—One room has been *alloted to* him.
Alternative to (বিকল্প)—This question is *alternative to* that.
Aloof from (দূরে থাকা)—Keep yourself *aloof from* bad company.
Ambition for (উচ্চাকাঙ্ক্ষা)—He has no *ambition for* fame in life.
Angry with (a person), for (something), at (one's conduct) [ক্রুদ্ধ]—
He is angry *wiht* me for speaking against him.
I am angry at your conduct.
Annoyed with (a person), for (something) [বিরক্ত]
I was annoyed *with* him *for* being late.
Anxious about, for (উদ্বিগ্ন)—I am *anxious about* your health.
He is *anxious for* getting a job.

Appeal to (a person), for (something), against (a wrong) [আবেদন করা]
He *appealed to* the Headmaster for pardon.
The *appealed against* the verdict of the lower court.
Appetite for (ক্ষুধা)—The patient has no *appetite for* food.
Apply to (a person), for (a thing) [আবেদন করা]
He *applied* to the Secretary for the post.
Aptitude for (স্বাভাবিক দক্ষতা)—I have no *aptitude for* Mathematics.
Arrive at (পৌছানো)—We *arrived at* the station in time.
Argue with (a person), for or against (a thing) [যুক্তি দেখানো]
I *argued with* him *for* (or *against*) the point.
Assign to (নির্দিষ্ট করে দেওয়া)—He *assigned* the task *to* me.
Ashamed of (লজ্জিত)—He is not *ashamed* of his condutct.
Ashamed for (লজ্জিত)— I feel ashamed *for* you. [*a.l.d.—Hornby*]
Attend to (মনোযোগ দেওয়া)—*Attend to* your lesson.
Attach to (জুড়ে দেওয়া)—*Attach* this slip *to* the letter.
Attend on (upon) [সেবা করা]—She *attends on (upon)* her mother.
Avail (oneself) of (সুযোগ গ্রহণ করা)—You must *avail yourself* of it.
Aware of (সচেতন)—He is *aware of* the fact.
Based on (ভিত্তি থাকা)—Your remarks are not *based on* facts.
Beg (a Person) for (a thing)—He *beged me for* the favour.
Beg (a thing) of (a person)—He *begged* the favour *of* me.
Believe in (বিশ্বাস করা)— I do not *believe in* his honesty.
Belong to (অধিকারে থাকা)—This book *belongs to* me.
Bent on (ঝোঁক)—He is *bent on* doing this.
Beware of (সতর্ক হওয়া)—*Beware of* pick-pockets.
Blessed with, in—He is *blessed with* (= possesses) good health.
He is *blessed* (= happy) *in* his children.
Blind of (দৃষ্টিশক্তিতে অন্ধ)—He is *blind of* one eye.
Blind to (দোষের প্রতি অন্ধ)—He is *blind to* his own faults.
Blush with, for (লজ্জায় রাঙা হওয়া)—She *blushed with* shame.
[There is no cause to *blush for* me. (COD)]
Boast of (গর্ব করা)—Do not *boast of* your wealth.
Born of, in—He was *born of* poor parents. He was *born in* Poverty.
Bound for (যাত্রার জন্য প্রস্তুত)—The ship is *bound for* England.
Brood on, over (মন খারাপ করা)—Do not *brood* over your misfortune.
Burst into (ভেঙ্গে পড়া)—He *burst into* tears at the sad news.
Burst out (ফেটে পড়া)—He *burst out* laughing at my joke.
Busy with (ব্যস্ত)—He is *busy with* his studies.
Callous to (উদাসীন)—He is *callous to* my suffering.
Capable to (সক্ষম)—He is *capable of* doing this alone.
Capacity for (যোগ্যতা)—He has a *capacity for* hard work.
Care for (গ্রাহ্য করা)—I do not *care for* you.
Care of (যত্ন নেওয়া)—Take *care of* your health.
Careful of (যত্নবান)—He is *careful of* his money.
Certain of (নিশ্চিত)—He is now *certain of* his ground.
Charge (a person) with (a fault), on or against (a person) [অভিযোগ করা] He was *charged with* theft. Theft was charged *on (against)* him.
Close to (নিকটে)— The school is very *close to* our house.
Clue to (সূত্র)-Find out the *clue* to the mystery.
Come of (জন্মগ্রহণ করা)—He *comes of* a noble family.

Commence on (শুরু করা)—Our examination *commences on* the 3rd July.
Comment on (মন্তব্য করা)—He *commented* favourably on the point.
Compare with (similar things), to (dissimilar things).
[তুলনা করা]—Rabindranath may be *compared with* Shakespeare.
Anger is *compared to* fire.
Compete with (some one), for (something) [প্রতিযোগিতা করা]—
I competed *with* him *for* the first prize.
Complain to (a person), against (another), about (something [অভিযোগ করা]—The *complained* (made a complaint) *to* the Director *against* the Manager *about* his behaviour.
Comply with (মেনে নেওয়া)—I shall *comply with* your request.
Composed of (তৈরি)—Water is *composed of* Hydrozen and Oxygen.
Confident of (স্থির বিশ্বাসী)—I am *confident of* success.
Confined in (a room), to (bed) [আবদ্ধ]—He is *confined in* a room for five days. He is *confined* to bed.
Congratulate on (অভিনন্দিত করা)—I *congratulate* you *on* your success.
Conscious of (সচেতন)—He is *conscious of* his weakness.
Consist of (গঠিত হওয়া)—This class *consists of* fifty boys.
Consistent with (সামঞ্জস্যপূর্ণ)—Your action is not *consistent with* the rules.
Consult with (a person), on or about (a thing)—I consulted *with* him *on / about* the matter.
Contrary to (বিপরীত)—His action is *contrary to* his words.
Contribute to (দান হিসাবে দেওয়া)—He *contributed* one thousand rupees to the Flood Relief Fund.
Control over (নিয়ন্ত্রণ)—He has no *control over* his brother.
Count for (গণ্য হওয়া)—His advice *counts for* nothing. (i.e. of no effect)
Count upon (নির্ভর করা)—I *count upon* your help for this work.
Cure of (আরোগ্য হওয়া)—He will be *cured of* the disease very soon.
Cope with (সামলানো)—I cannot *cope with* the situation.
Crave for (আকাঙ্খা করা)—He *craves for* wealth. (COD)
Deaf of (বধির)—He is *deaf of* one ear. (COD)
Deaf to (শুনতে অনিচ্ছুক)—He is *deaf to* my request.
Deal in (ব্যবসা করা)—He *deals in* rice.
Deal with (ব্যবহার করা)—He *deals* well with the customers.
Dedicate to (উৎসর্গ করা)—This book is *dedicated to* his father.
Delight in (আনন্দ)—He takes *delight in* music.
Depend on (নির্ভর করা)—Success *depends on* hard work.
Deprived of (বঞ্চিত)—He was *deprived of* his property.
Desire for (ইচ্ছা)—He has no *desire for* fame.
Desirous of (ইচ্ছুক)—He is *desirous of* building a new house.
Despair of (নিরাশ হওয়া)—Do not *despair of* success.
Destined to (ভাগ্য নির্দিষ্ট)—He was *destined to* death.
Devoid of (বর্জিত)—He is *devoid of* common sense.
Devote to (উৎসর্গ করা)—He *devotes* much time to study.
Die of (a disease), from (an effect), for (a cause) by (poison), in (peace) [মারা যাওয়া]—He died *of* cholera. He died *from* over-eating. He *died for* his country. He *died by* poison. Let me *die in* peace.
Differ with (a person), on (a point), in (opinion) [ভিন্ন মত হওয়া]—I *differ with* you on this point.
They *differ in* their opinions.

Differ from (ভিন্নরূপ হওয়া)—This thing *differs from* that.
Difference between (পার্থক্য)—There is no *difference between* the two brothers.
Different from (পৃথক)—This book is *different from* that.
Diffident of (সন্দিগ্ধ)—I am *diffident of* success.
Disgrace to (কলঙ্ক)—He is *disgrace to* his family.
Disgusted with, at (বিরক্ত)—I am *disgusted with* him *at* his conduct.
Displeased with (অসন্তুষ্ট)—He is *displeased with* me.
Dislike for (অপছন্দ)—He has *dislike for* dogs.
Displeased with, at (অসন্তুষ্ট)—I am *displeased with* him *at his conduct*.
Dispose of (বিক্রয় করা)—He *disposed of* his books.
Distinguish one thing from (another) [প্রভেদ করা]
A child can not *distinguish* good *from* evil.
Distinguish between(প্রভেদ করা)—*Distinguish between* a phrase and a clause.
Divert from (অন্যদিকে নেওয়া)—The loud music diverted my attention *from* study.
Divide into (parts) [বিভক্ত করা]—It was *divided into* several parts.
Divide between (two), among (more than two) [ভাগ করা]
Divide the mangoes *between* Ram and Shyam.
Divide the mangoes *among* the boys.
Due to (কারণে)—His absence is *due to* illness.
Dull of (বোধশক্তিহীন)—He is *dull of* understanding.
Dull at (কাঁচা)—He is *dull at* Physics.
Eager for, about (আগ্রহী)—He is *eager for* promotion in service.
He is *eager about* the result. (COD).
Eligible for (যোগ্য)—He is *eligible for* the post.
Encroach on (অনধিকার প্রবেশ করা)—Do not *encroach on* my land.
End in (শেষ হওয়া)—All his plans *ended in* smoke.
Endowed with (ভূষিত)—He is *endowed with* talents.
Engaged with (a person), in (a work) [ব্যাপৃত]
I was *engaged with* him *in* talk.
Engaged to (বাগ্‌দত্ত)—Lila was *engaged to* him.
Enquire of (a person), into (a matter) (অনুসন্ধান করা]
He *enquired of* me *into* the matter.
Enter into (প্রবেশ করা)—He *entered into* the room. (also without *into*).
Envy of (ঈর্ষা)—I have no *envy of* him (P. O. D.)
Envious of (ঈর্ষান্বিত)—I am not *envious of* his riches.
Entitled to (অধিকারী)—He is *entitled to* a reward for his honesty.
Equal in (rank), with (a person), to (a task) [সমতুল]
Mr. Bose is *equal* in rank with Mr. Ghosh.
He rose *equal to* the occasion.
Escape from (পলায়ন করা)—The man *escaped from* the village.
Escape by (রক্ষা পাওয়া)—He *escaped by* a hair-breadth.
Esteem for (শ্রদ্ধা)—He has *esteem for* the superiors.
Essential to (অত্যাবশ্যক)—Food is *essential to* health.
Excel in (তুলনামূলক ভাবে সুন্দর হওয়া)—He *excels in* painting. (COD)
Excuse for (অব্যাহতি দেওয়া)—He will not be *excused for* coming late.
Excuse from—They may be *excused from* complying with this regulation—(A. L. D.) *Hornby*.
Exempt from (অব্যাহতি দেওয়া)—He was *exempted from* the fine.
Faith in (বিশ্বাস)—I have no *faith in* him.
Break faith (break faith-বিশ্বাস ভঙ্গ করা)—He broke *faith with* me.

Faithful to (বিশ্বস্ত)—The dog is *faithful to* his master.
False to (মিথ্যাবাদী)—I cannot be *false* (unfaithful) to my friend.
Famous for (বিখ্যাত)—Radhanagar is *famous for* the birth place of Raja Rammohan.
Familiar with (সুপরিচিত)—He is *familiar with* my brother.
Fatal to (মারাত্মক)—The doctor's mistake proved *fatal to* his life.
Favour with (অনুগ্রহ করা)—Would you *favour* me *with* an early reply?
(In) favour of (পক্ষে)—He spoke *in favour* of his friend.
Favourable to (a person), for (something) (অনুকূল)—This situation is *favourable to* me *for* doing this.
Feel for, in (সহানুভূতি অনুভব করা)—I *feel for* you *in* your trouble.
Fit for (যোগ্য)—He is not *fit for* the job.
Fond of (অনুরাগী)—She is *fond of* sweets.
Free from (মুক্ত)—He is now *free from* danger.
Fill with (পরিপূর্ণ)—This tank is *filled with* water.
Full of (পরিপূর্ণ)—This tank is *full of* water.
Glance at (চোখ বুলিয়ে নেওয়া)—He *glanced at* me casually.
Good at (দক্ষ)—He is good at tennis. [But, He is good *for* nothing.]
Grateful to (a person), for (something) [কৃতজ্ঞ]
I am *grateful to* you *for* your help.
Greed for (লোভ)—He has no *greed for* wealth.
Guess at (অনুমান করা)—Can you *guess at* her age ?
Guilty of (দোষী)—He is *guilty of* murder.
Hanker after (লালায়িত হওয়া)—Do not *hanker after* wealth.
Hard at (উদ্যমী)—He is *hard at* work before examination.
Hard of (কম শোনে)—He is *hard of* hearing.
Heir of (a person), to (a property) [উত্তরাধিকারী]
He is the *heir of* his uncle (*to* his uncle's property).
Hope for (আশা করা)—Let us *hope for* the best.
Hunger for (তীব্র আকাঙ্ক্ষা)—His *hunger for* knowledge surprised us.
Ignorant of (অজ্ঞ)—He is *ignorant of* this rule.
Ill with (অসুস্থ)—He is *ill with* fever.
Impose on (চাপানো)—The task was *imposed on* me.
Indebted to (ঋণী, কৃতজ্ঞ)—I am *indebted to* him for this help.
Indifferent to (উদাসীন)—He is *indifferent to* our problem.
Indulge in (আসক্ত হওয়া)—Do not *indulge in* wine.
[But, Do not indulge him *with* your support.]
Inform (a person), to (something) [জানানো]
He *informed* the police *of* the murder.
Inferior to (নিকৃষ্ট)—This organge is *inferior to* that.
Inquire of (a person), about, into (a matter) [অনুসন্ধান করা]
I *inquired of* him about *(into)* the matter.
Insist on (জিদ করা)—He *insisted on* my going home.
Interest in (আগ্রহ)—He has a special *interest in* history.
Interfere with (a person, in a matter) [হস্তক্ষেপ করা]
Do not *interfere with* me in my business.
Invite to (নিমন্ত্রণ করা)—I *invited* him *to* dinner.
Involved in (জড়িত)—He is *involved in* the plot.
Jealous of (ঈর্ষা পরায়ণ)—I am not at all *jealous of* his fortune.
Jump at (আগ্রহ সহকারে গ্রহণ করা)—Do not *jump at* the offer.

Jump to (তাড়াহুড়ো করে সিদ্ধান্তে আসা)—Do not *jump to* a conclusion without much thinking.
Junior to (নিম্নপদস্থ)—He is *junior to* me in service.
Junior to (বয়সে কম)—He is *junior to* me by five years.
Justification of, for—There is no *justificaion of* his conduct.
Key to (সমাধানের উপায়)—He has found out the *key to* his problem.
Kind (N.) of (প্রকার)—What *kind of* paper is it ?
[So *kind* (=kindness) *of* you to see me.]
Kind (Adj) to (সদয়)—She is very *kind to* the children.
Lack of (অভাব)—I have no *lack of* friends.
Lacking in (অভাব আছে এমন)—He is *lacking in* courage.
Lame of (খোঁড়া)—He is *lame* of one leg.
Lament for (বিলাপ করা)—She *lamented for* her child.
Late in (দেরি)—Why are you so *late in* coming ?
Laugh at (বিদ্রুপ করা)—Do not *laugh at* the poor.
Lay by (সঞ্চয় করা)—*Lay by* something for the old age.
Liable to (দায়ী)—He is *liable to* fine for his misconduct.
Liking for (রুচি)—She has a *liking for* music.
Limit to (সীমা)—You should have a *limit to* your demands.
Limited to (সীমাবদ্ধ)—Invitation was *limited to* members only.
Listen to (শোনা)—*Listen to* me. *Listen to* the news on the radio.
Live on (food) [খেয়ে বাঁচা]—The cow lives *on* grass.
Live by (কোন উপায়ে বেঁচে থাকা)—He lives *by* honest means.
Live beyond, within (বাঁচা)—He lives *beyond* his means.
He lives *within* his means. [সে তার উপার্জন অনুযায়ী জীবন যাপন করে।]
Live for (an ideal) [বেঁচে থাকা]—He lives *for fame*.
Look at (তাকানো)—*Look at* the moon.
Look after (দেখাশোনা করা)—There is none *to look* after her.
Look for (খোঁজা)—I am *looking for* a good job.
Look into (অনুসন্ধান করা)—I am *looking into* the matter.
Look over (পরীক্ষা করা)—He is *looking over* the answer papers.
Look up [শব্দার্থ খোঁজা]—*Look up* the word in the dictionary.
Long for (কামনা করা)—He *longed for fame*.
Loyal to (বিশ্বস্ত)—He is *loyal to* his master.
Mad with (উন্মাদ প্রায়)—He is *mad with* pain.
Made of (তৈরি)—This ring is made *of* gold.
Make for (অগ্রসর হওয়া)—The ship *made for* England.
Make out (বুঝতে পারা)—I cannot *make out* what you say.
Marry to (বিবাহ দেওয়া)—He *married his* daughter to a rich man.
She was *married to* a rich man.
Marry (বিবাহ করা+v. t.) She *married* a French man. (A.L.D.—Hornby)
Mourn for, over (শোক করা)—Don't *mourn for* (over) the dead.
Need for, of (প্রয়োজনীয়)—I have no *need for* more money.
I am in *need of* more money.
Object to (আপত্তি করা)—He *objected to* my proposal.
Oblige (a person) with or by (doing) something [বাধিত করা]
He *obliged* me *with* a loan, or *by* giving me a loan.
Obliged to (a person), for (a thing) [বাধিত]
I am *obliged to* him *for* his kind help.
Obstacle to (বাধা)—Poverty is often *obstacle* to higher studies.
Obsessed by, with (উদ্বিগ্ন)—He is obsessed *by* the idea.

Occupied with (a business) in (doing a thing) [নিযুক্ত]
He is *occupied with* his studies.
He is *occupied in* writing a letter.
Occur to (one's mind) [মনে হওয়া]—The idea never *occurred to* me.
Occur in (an essay, a poem etc.)—This line occurs in the poem 'The Cloud' written by Shelley.

Offend against (সজ্ঞান করা)—You have *offended against good manners.*
Offended with (a person) at (an action) [বিরক্ত]
I am *offended* (displeased) *with* you *at* your conduct.
Offensive to (বিরক্তিকর)—This acrid smell is *offensive to* me.
Officiate for (a person), in (a post) [অধিষ্ঠিত করা করা]
He *officiated for* me in that post.
Open to (উন্মুক্ত)—His plan is *open to* objection.
Open at (উন্মুক্ত করা ব ব ব)—*Open at* page 20.
Opportunity for, of—I have no *opportunity for (of)* doing the work.
Opposite to (বিপরীত)—Your idea is *opposite to* mine.
Our house is *opposite to* the park.
Overcome with, by (emotion etc.) (COD)—He was *overcome with* fatigue. He was overcome *by* anger.
Owe to (ঋণী হওয়া)—I owe my all *to* him.
Parallel to (সমান্তরাল)—This road is *parallel to* that.
Part from (a person), with (a thing) [বিচ্ছিন্ন হওয়া]—He *parted from* his friend. She *parted with* the ring. (COD)
Partial to (পক্ষপাত দুষ্ট)—He is *partial to* his son.
Partiality for (পক্ষপাত দুষ্ট)—He has no *Partiality for* his son.
Pass for (গণ্য হওয়া)—He *Passes for* a clever man.
Pass away (মারা যাওয়া)—He *passed away* last night.
Persist in (লেগে থাকা)—He *persisted in* disturbing me.
Pity for (করুণা)—Have *pity for* the poor.
Play on (বাজানো)—He *played on* guitar.
Plead with (a person) for or against (something) [ওকালতি করা]
I *pleaded with* him *for* justice (*against* the wrong done to me).
Pleased with (a person), at (something) [সন্তুষ্ট]
I am *pleased with* him. I am *pleased at* the news.
Polite in, to (শিষ্ট)—He is *polite in* his manners. [*polite to* strangers]
Poor in (spirit)—Don't be poor *in* spirit.
Popular with (জনপ্রিয়)—He is *popular with* all for his good behaviour.
Prefer (one) to (another) [অধিক পছন্দ করা]—I prefer coffee to tea.
Preferable to (অধিক পছন্দযোগ্য)—Death is *preferable to* dishonour.
Preside over (সভাপতিত্ব করা)—He *presided over* the meeting.
Pretend to (ছল করা)—He does not *pretend to* high birth.
Prevent (one) from (doing something) [বারণ করা]
I prevented him *from* going there.
Pride (oneself) on, (take pride in) [গর্ব করা]
He *prides* himself *on (takes pride in)* his high birth.
Proud of (গর্বিত)—He is *proud of* his position.
Prior to (পূর্বে)—*Prior to* that, he was in a wretched condition.
Prohibit from (বারণ করা)—I *prohibited* him *from* going there.
Prompt in (answers), prompt at (figures) [তৎপর]—He is *prompt in* answers. He is *prompt at* figures.

Prone to (প্রবণ হওয়া প্রবণ)—He is *prone to* idleness.
Proportionate to (আনুপাতিক)—Punishment should be *proportionate to* offence.

Provide against (evil days), for (children), with (a thing) [পূর্বে ব্যবস্থা করা, সরবরাহ করা]—You must *provide against* evil days *for* your children.
I *provide* (supply) him *with* food.
Qualified for (যোগ্য)—He is *qualified for* the post.
Quick at, of (তৎপর)—He is *quick at* figures.
He is *quick of* understanding.
Quarrel with (a person) for, over, about (something) [ঝগড়া করা]
They *quarrelled with* one another *for (over, about)* the property.
Refer to (বিষয়টিকে পাঠানো)—*Refer the matter to him for enquiry.*
Rejoice at, in (আনন্দ করা)—Every one *rejoiced at (in)* her success.
[Nesfield says "rejoice in one's own success, but "rejoice at the success of another." But COD does not make any such distinction]
Relevant to (প্রাসঙ্গিক)—Your remark is not *relevant to* the point.
Rely on (নির্ভর করা)—You can *rely on* him.
Remedy for (প্রতিকার)—There is no *remedy for* this disease. (COD)
[Nesfield says " remedy *for* or *against* snakebite."]
Remind (one) of (a thing) [স্মরণ করিয়ে দেওয়া]
I *reminded* him *of* his promise.
Render into (অনুবাদ করা)—*Render* the passage *into* Hindi.
Replace (one thing) with another (পরিবর্তন করা)
Replace this chair *with* a new one. (COD)
["In a passive sentence where it is necessary to use by to denote an agent, *with* must be used before the name of the thing that is substituted."– *Current English Usage* by F. T. Wood.]
Require (a thing) of (a person) [প্রয়োজন হওয়া]
I *required* a loan of him.
Resign (oneself) to (আত্মসমর্পণ করা)—I *resigned* myself *to* fate.
(In) respect of, [in point of-সম্পর্কে]
He is junior to me *in respect of* service.
(with) respect to [about-সম্পর্কে]
We are talking *with respect to* that matter.
Respond to (উত্তর দেওয়া)—Nobody *responded to* my call.
Responsible to (an authority) for ([illegible]) [দায়ী]
He is *responsible to* the committee *for* his action.
Rest with, upon (নির্ভর করা, বিশ্বাসস্থাপন করা)—The whole matter *rests (depends) with* you. I *rest upon (rely on)* your promise.
Restore to (ফিরিয়ে দেওয়া)—Restore his property *to* him.
Restrict to (সীমাবদ্ধ করা)—Admission was *restricted to* students.
Retire from, on (অবসর গ্রহণ)—He *retired from* service on a pension.
Rich in (সম্পদশালী)—Bihar is *rich in* minerals.
Rid of (মুক্ত হওয়া)—Get *rid of* bad company.
Rob of (অপহরণ করা)—Somebody *robbed him of his purse.*
Sanguine of (নিশ্চিত)—She is *sanguine of* her success.
Satisfied with, of (সন্তুষ্ট)—I am *satisfied with* him.
I am *satisfied of* the truth.
Satisfaction in, with (সন্তুষ্টি)—I find *satisfaction in* gardening.
Great was his *satisfaction with* her result.
Search for (অনুসন্ধান)—Their *search for* the thing was of no avail.

(In) search of (অনুসন্ধানে ব্যস্ত)-They are *in search of* a nice bird.
Sensible of (বোধ সম্পন্ন)-She is *sensible* of the risk.
Sensitive to (সংবেদনশীল)-She is *sensitive to* cold.
Sentence to, for (দণ্ডাদেশ দেওয়া)- He was *sentenced to* death for murder.
Senior to (বয়সে বড়, উচ্চপদস্থ)-He is *senior to* me by four years.
I am *senior to* him in service. (উচ্চ পদে)
Send for (ডেকে পাঠানো)-*Send for* a doctor immediately.
Sick of, for (পীড়িত, ক্লান্ত)-I am *sick of* a fever. I am *sick of* this idle life.He is *sick for* home.
similar to (সদৃশ)-This pen is *similar to* that.
Sink in (mud), into (the sea, river etc.) [আবদ্ধ হওয়া, ডুবে যাওয়া]
He *sank in* mud. or The ship *sank into* the sea.
Slow of (speech), at (figures), in (doing something) [শ্লথ]
He is *slow of* speech. He is *slow at* figures. He is *slow in* writing.
Smell of (গন্ধ দেয়)-This glass *smells of* wine.
Smile on (অনুগ্রহ করা)- Fortune *smiled on* him.
Stare at (একদৃষ্টিতে তাকানো)- She *stared at* me.
Stick to (দৃঢ়ভাবে লেগে থাকা)- He *sticks to* his decision.
Subject to (শর্তাধীন)-This is *subject to* approval of the committee.
Succeed in (সাফল্য লাভ করা)-He will *succeed in* life.
Suffer from (কষ্ট পাওয়া)-He is *suffering from* fever.
Superior to (শ্রেষ্ঠতর)-This type of rice is *superior to* that.
supply (a person) with (a thing), to (a person) [যোগান দেওয়া]
He *supplied* us *with* food. He *supplied* food *to* us.
Sure of (নিশ্চিত)-I am *sure of* success.
Sympathy for (সহানুভূতি)-I have no *sympathy for* him.
Take after (সদৃশ হওয়া)-The boy *takes after* his father.
Talk to, with (a person), of, about, over (a thing) [কথা বলা]
I am *talking to (with)* Mr. Roy *of (about, over)* the matter.
Taste for (রুচি)-She has no *taste for* music.
Tell upon (ক্ষতি করা)-Over-eating *tells upon* health.
Tide over (অতিক্রম করা)- He will soon tide *over the* difficulty.
Tired of (ক্লান্ত)-I am *tired of* doing the same thing day after day.
Think of, about (a person), Over (something) [চিন্তা করা]
What do you *think of* ~~(about)~~ him?
Think carefully *over* his advice.
Tolerant of (সহিষ্ণু)- We must be *tolerant of* opposition.
Triumph over (জয় করা)-Jim and Della *triumphed over* their poverty.
True to (বিশ্বস্ত)- He is *true to* his master.
Trust (a person) with (a thing), to (a person), in God [বিশ্বাস করা]
You may *trust* me *with* the work. You may *trust* the work *to me*.
Trust in God.
Unite with (ঐক্যবদ্ধ হওয়া)-Be *united with* your friends.
Useful to (a person), for (some purpose) (প্রয়োজনীয়]
This book is *useful to* us *for* examination.
Vain of (অহঙ্কারী--She is *vain of* her beauty.
Vary from (আলাদা হওয়া)-His opinion *varies from* his brother's.
Vexed with (a person), for, at (a thing) [বিরক্ত]
He is *vexed with* me at my conduct. He is *vexed with* me *for* opposing him.

Void of (বিহীন)-He is *void of* common sense.
Wait for (অপেক্ষা করা)-I *waited for* him for two hours.
Wait on (সেবা করা)-The nurse *waited on* the patient.
Want of (অভাব)-We have no *want of* money.
Wanting in (বিহীন)-He is *wanting in* common sense.
Warn of (সতর্ক করা)-He *warned* me *of* the danger.
Weak in (কাঁচা)-He is*weak in* Mathematics.
Weak of (দুর্বল)-He is *weak of* understanding.
Weary of (ক্লান্ত)-He is *weary of* hard life.
Wish for (আকাঙ্খা করা)-I do not *wish for* name and fame.
Wonder at (অবাক হওয়া)-I *wonder at* his ignorance.
Worthy of (যোগ্য)-He is *worthy of* our praise.
Yield to (আত্মসমর্পণ করা)-He *yeilded to* his enemy.
Zeal for (প্রবল উৎসাহ)-He has a *zeal for* social work.
Zealous for, in (আগ্রহী)-He is *zealous for* improvement.
Be *zealous in* a good cause.
Zest for (অনুরাগ)-She has no *zest for* music.

The Appropriate Prepositions are very difficult to remember. But if we arrange them in accordance with prepositions, we can notice some sort of similarity and it becomes easy to learn . Moreover our ear is tuned with the use of Prepositions.

Appropriate Preposition গুলি মনে রাখা খুব কষ্টকর। কিন্তু এগুলিকে যদি আমরা এক একটি Preposition অনুযায়ী সাজিয়ে নি, তাহলে এদের মধ্যে কিছু কিছু সাদৃশ্য দেখা যাবে এবং তখন এগুলি শেখা অনেক সহজ হবে। তাছাড়া এতে কানের মধ্যে একটা সুর তৈরি হয়ে যায়।

For

The following words take the preposition *for* after them. You have learnt the meaning of the words. Now see them systematically. [নিচের শব্দগুলির পরে 'for' preposition বসে। তোমরা শব্দগুলির অর্থ আগেই শিখেছ।] এখন সেগুলি ঠিকমতো সাজিয়ে দেখ।]

Nouns : (for)

affection for	apology for	motive for
ambition for	appetite for	opportunity for
anxiety for	aptitude for	partiality for
compassion for	blame for	passion for
compensation for	candidate for	pity for
contempt for	capacity for	pretext for
craving for	greed for	remedy for
desire for	guarantee for	reputation for
dislike for	hunger for	shame for
esteem for	leisure for	taste for
fitness for	liking for	zeal for
fondness for	match for	zest for

Adjectives & Participles : (for)

anxious for	famous for	sorry for
bound for	fit for	sufficient for
celebrated for	good for	useful for

conspicuous for
customary for
designed for
destined for
distinguished for (something)
by (some action)
eager for
eligible for
eminent for
favourable for
grateful for
necessary for
notorious for
penitent for
prepared for
proper for
qualified for
ready for
sorry for
sufficient for
zealous for

Verbs : (for)

ask for
care for
clamour for
feel for
hope for
long for
lament for
mourn for
make for
pine for
pray for
start for
stipulate for
wait for
wish for
yearn for

From

The following words take the preposition *from* after them.
[নিচের শব্দগুলির পরে 'from' preposition বসে।]

Nouns : (from)

abstinence (বিরতি) from
ceasation (নিবৃত্তি) from
descent (অবতরণ) from
digression (বিপথগমন) from
escape from
exemption from
inference from
respite from.

Adjective & Participles : (from)

absent (অনুপস্থিত) from
alienated (হস্তান্তরিত) from
disqualified (অযোগ্য) from
distinct (পৃথক) from
precluded (নিবৃত্ত) from
remote (দূরবর্তী) from

Verbs : (from)

abstain from
alight from
avert from
cease from
debar from
derive from
derogate from
desist from
detract from
deviate from
differ from
digress from
dissent from
dissuade from
elicit from
emerge from
escape from
exclude from
excuse from
preserve from
prevent from
prohibit from
protect from
quote from
recoil from
recover from
refrain from
result from
retire from
very from

In

The following words take the preposition *in* after them.
[নিচের শব্দগুলির পরে 'in' preposition বসে।]

Nouns : (in)

complicity (কুকর্মের অংশীদারিতা) in (a crime)
concurrence (সম্মতি) in (a proposal)
confidence (বিশ্বাস) in (a person)
experience in (doing something)
faith in (a person or thing)
jurisdiction in (a law suit)
laxity (শিথিলতা) in (morals)
readiness (তৎপরতা) in answering
temperance (মিতাচার) in diet

Adjectives & Participles : (in)

absorbed (মগ্ন) in (study etc)
accomplished (গুণান্বিত) in (art etc.)
accurate in (statistics etc)
apt (দক্ষ) in (Mathematics etc)
assiduous (অধ্যবসায়ী) in (studies)
backward in(some thing)
bigoted (গোঁড়া) in (opinion)
confirmed in (a habit)
correct in (a statement)
defective in (point of style)
deficient in (energy)
diligent in (business)
engaged in (business)
entangled in (a plot)
enveloped in (mist)
experienced in (something)
fertile in (resources)
foiled (পরাজিত) in (an attempt)
fruitful in (resources)
held in (esteem)
honest in (dealings)
impressed in (thought)
implicated in (a crime)
indebted in (a large sum)
interested in (a person or thing)
invested in (govt paper)
involved in (difficulties)
lavish in (expenditure)
lax in (morals)
obstinate in (resistance)
polite in (manners)
poor in (spirit)
proficient in (any subject)
profuse in (offers)
remiss (যত্নহীন) in (duties)
rich in (property)
skilful/slothful in (business)
slow in (doing something)
temperate in (habits)
veiled in (mystery)
versed in (any subject)
weak in (head)
zealous in (a cause)

Verbs : (in)

abound in (fish etc)
arrive in (a country)
believe in (one's honesty)
consist in (facts or results)
dabble in (politics)
deal in (cloth etc.)
delight in (music etc.)
employ in (a work)
enlist in (the army etc.)
excel in (languages etc.)
fail in (an attempt)
fall in (love)
glory in (success)
increase in (wisdom)
indulge in (wine)
involve in (debt)
join in (a game)
labour in (a good cause)
originate in (a thing or place)
preserve in (an effort)
persist in (doing something)
rejoice in (own success)

of

The following words take the preposition *of* after them.
[নিচের শব্দগুলির পরে 'of' preposition বসে।]

Nouns : (of)

abatement (হ্রাস) of (the fever)
abhorrence (ঘৃণা) of (ingratitude)
assurance (নিশ্চয়তা) of (help)
betrayal (বিশ্বাসঘাতকতা) of (a secret)
cause of (troubles)
charge of (murder etc.)
consciousness of (guilt)
consideration of (a thing)
conviction of (guilt)
decision of (some dispute)
distrust of (a person or thing)
doubt of or about (a thing)
economy of (time)
endurance (সহ্যশক্তি) of (pain)
evasion of (a rule)
experience of (a thing)
failure of (a plan)
freedom of (action)
hatred of or for (a person)
heir (এয়ার) (উত্তরাধিকারী) of (a person)
hope of or for (better luck)
imputation of (guilt)
infliction of (punishment)
judge of (a matter)
proof of (guilt)
(In) pursuance of (an object)
relation of (one thing) to (another)
result of (a proceeding)
(In) search of (wealth)
tenacity of (purpose)
want of (memory)
witness of (an event)

Adjectives & Participles : (of)

accused (অভিযুক্ত) of (a crime)
acquitted (মুক্ত) of (a charge)
afraid (ভীত) of (death)
ambitious of (distinction)
apprehensive of (danger)
apprised of (a fact)
ashamed of (dullness)
assured of (the truth)
aware of (intentions)
bereft of (a child)
blind of (one eye)
convinced of (a fact)
covetous (লোভী) of (goods)
cured of (a disease)
defeated of (purpose)
defrauded of (earnings)
depleted of (strength)
deprived of (something)
deserving of (praise)
desirous of (success)
despondent of (success)
destitute of (money)
devoid of (common sense)
diffident of (success)
disappointed of (anything)
distrustful of (a man's motives)
dull of (understanding)
easy of (access)
empty of (contents)
envious of (another's success)
fearful of (something)
composed of (a material)
confident of (success)
conscious of (a fault)
convicted of (a crime)
greedy of (riches)
guilty of (theft)
healed of (a disease)
heedless of (consequences)
hopeful of (success)
ignorant of (any subject)
impatient of (reproof)
inclusive of (extras)
independent of (parents)
indicative of (motives)
informed of (a fact)
innocent of (a charge)
irrespective of (consequences)
lame of (one leg)
lavish of (money)
neglectful of (interests)
negligent of (duties)
productive of (wealth)
proud of (position)
quick of (understanding)
receptive of (advice)
reckless of (expenditure)
regardless of (consequences)
repentant of (sin)
sanguine of (success)
sensible of (kindness)
sick of (waiting)

fond of (something)
full of (persons or things)
born of (rich parents)
capable of (improvement)
careful of (money)
cautious (সর্তক) of (anything)
certain of (success)
cognisant of (a truth)
commemorative of (a victory)
slow of (hearing)
subversive of (discipline)
sure of (success)
suspicious of (meaning)
thankful of (favours)
tired of (doing something)
vain of (fine dress etc.)
weary of (doing something)
worthy of (praise)

Verbs : (of)

accuse of (some misdeed)
acquit of (blame)
admit of (an excuse)
beware of (something)
boast of (something)
complain of (something)
consist of (materials)
convict a person of (a crime)
convince a person of (a fact)
cure a man of (a disease)
die of (a disease)
dispose (বিক্রয় করা) of (property)
dream of (strange things)
fail of (a purpose)
heal of (a disease)
hear of (an event)
inform a person of (a thing)
inquire of (a person)
judge of or by (something)
purge the mind of (false notions)
repent of (misdeed)
smell of (fish)
suspect of (treachery)
taste of (salt)

On

The following words take the preposition *on* after them.
[নিচের শব্দগুলির পরে 'on' preposition বসে।]

Nouns : (on)

assault (তীব্র আক্রমণ) on (a person or thing)
attack (আক্রমণ) on (a place)
authority on (a subject)
controversy (বিতর্ক) on (a point)
decision on (some case)
dependence on (a person or thing)
imposition on (the public)
infliction on (the guilty)
influence on (a man's action)
lecture on (a subject)
onslaught on (a person)
operation on (a thing)
outlook on (the sea)
outlook from (a window)
parody on (a subject)
premium on (gold)
revenge on (a person)
slur (কলঙ্ক) on (his name)
subsistence on (rice)

Adjectives & Participles : (on)

based on (something)
bent on (doing something)
conditional on (something)
consequent on (some cause)
determined on (doing a thing)
engraved on (the memory)
entailed on (a person)
founded on (fact)
imperative on (a person)
incumbent on (a person)
resolved on (doing a thing)
silent on (a point)

Verbs : (on)

calculate on (success)
decide on (something)
err on (the side of leniency)
encroach on (one's authority)
expatiate on (a subject)
fall on (the enemy)
fire on (a city)
gain on (someone in a race)
harp on (something)
hinge (নির্ভর করা) on (an event)
impose (প্রতারণা করা) on (a person)
infringe on (a man's rights)
insist on (something being done)
intrude on (one' leisure)
lean on (a staff)
meditate on (some subject)
operate on (a patient)
ponder (ধ্যান করা) on (a subject)
pounce (ঝাঁপিয়ে পড়া) on (a thing)
prevail on(a person) to do something
pride oneself on (a thing)
smile (অনুগ্রহ করা) on (a person)
speak on (a subject)
trample (পদদলিত করা) on (justice)

To

The following words take the preposition *to* after them.
[নিচের শব্দগুলির পরে 'to' preposition হয়]

Nouns : (to)

access (প্রবেশাধিকার) to (a person) or place)
adherence to (a plan or cause)
allusion to (something)
alternative to (something)
antidote to (some poison)
antipathy to (a person or thing)
approach to (anything)
assert to (an opinion)
attachment to (a person or thing)
attention to (study etc.)
attraction to (a thing)
exception to (a rule)
hostility to (a person or cause)
incentive to (industry)
indifference to (heat or cold)
invitation to (a dinner)
key to (a mystery)
leniency to (a person or rule)
likeness to (a person or thing)
limit to (a man's zeal)
menace to (the public health)
nomination to (a post)
obedience to (parents, orders etc.)
objection to (a proposal)
obstruction to (traffic)
opposition to (a person)
concession to (a demand)
condemnation to (death)
conformity to (rule)
contrast to (a person or thing)
contribution to (a fund)
disgrace to (a person)
dislike to (a person or thing)
drawback to (success)
duty to (a person)
enmity to(a person)
[—*Wren & Martin*]
enmity with (a person)
[—*Nesfield*]
postscript to (a letter)
preface to (a book)
reference to (a person or thing)
reply to (a letter)
repugnance (বিতৃষ্ণা) to (wishes)
resemblance to (a person or thing)
resignation to (fate)
resistance (প্রতিরোধ) to (injustice)
responsibility to (the law)
But, responsibility for (an action)
sequel (পরিণাম) to (an event)
submission to (authority)
subscription to (a fund)
succession to (an estate)
supplement to (a book)
temptation to (an evil)
testimony to (one's character)
testimony against (one's character)
title to (an estate)
A victim to (oppression)
The victim of (oppression)

Adjectives & Participles : (to)

abandoned to (his fate)
acceptable to(a person)
accessory to (a crime)
accustomed to (riding etc.)
adapted for (an occupation)
adequate to (his wants)
adverse to (his interests)
agreeable to (his wishes)
alien to (his character)
amenable to (reason)
answerable to (a person)
answerable for (his conduct)
apparent to (any one)
appropriate to (an occasion)
averse to (hard work)
blind to (faults)
close to (a person or thing)
comparable to (something else)
condemned to (death)
conformable to (reason)
consecrated to (a person)
creditable to (his judgement)
derogatory to (his character)
devoted to (a person or cause)
due to (some cause)
equal to (the occasion)
exposed to (danger)
false to (his friends)
favourable to (his prospects)
hostile to (his endeavours)
immaterial to (the point)
impervious to (water)
inclined to (laziness)
indifferent to (heat or cold)
indispensable to (success)
indulgent in (wine)
insensible to (shame)
irrelevant to (a question)
limited to (a certain area)
loyal to (the government)
natural to(a person)
obedient to (parents etc.)
offensive to (a person)
opposite to (a place)
paramount to (everything else)
peculiar to (a person or thing)
pledged to (someone)
polite to (strangers)
polite in (manners)
prejudicial to (his interests)
abhorrent to (his feelings)
accessible to (strangers)
accountable to (a person)
adapted to (his tastes)
addicted to (bad habits)
adjacent to (place)
affectionate to (a person)
akin to (a person or thing)
alive to (the consequences)
allied to (a thing)
allied with (a person or country)
analogous to (a thing)
applicable to (a case)
astonishing to (a person)
beneficial to (a person)
callous to(suffering)
common to (several persons or things)
complaisant to (a person)
conducive to (success)
congenial to(one's tastes)
contrary to (rule)
deaf to (entreaties)
detrimental to (health)
disastrous to (a person etc.)
entitled to (a hearing)
essential to (something)
faithful to (a master)
fatal to (his prospects)
foreign to (the purpose)
hurtful to (health)
impertinent to (his master)
incidental to (a journey)
indebted to (a person)
indigenous to (a country)
indulgent to (his children)
inimical to (a person)
inured (অভ্যস্ত) to(some habits)
liable to (error)
lost to (all sense of shame)
material to (success)
necessary to (happiness)
obliged to (a person)
opposed to (facts)
painful to (one's feeling)
partial to (someone)
pertinent to (a question)
preferable to (something else)
precious to (a person)
prefixed to (a title-deed)
preliminary to (an inquiry)

preparatory to (an inquiry)
previous to (some event)
profitable to (an investor)
reconciled to (a position)
reconciled with (an opponent)
relevant to (a question)
repulsive to (his feelings)
requisite for (a purpose)
restricted to (something)
sensitive to (blame)
similar to (a person or thing)
subject to (authority)
subsequent to (another event)
suitable to (the occasion)
suited to (the occasion)
supplementary to (something)
true to (his convictions)
preventive to (fever)
prior to (something else)
prone to (idleness)
reduced to (poverty)
related to (a person)
repugnant to (his wishes)
requisite to (happiness)
responsible to (a person)
sacred to (a man's memory)
serviceable to (a person)
strange to (a person)
subordinate to (a person)
subsidiary to (trade)
suitable for (his income)
suited for (a post)
tantamount to (a falsehood)
vital to (health)

Verbs : (to)

accede to (a request)
adapt to (circumstances)
agree to (a proposal)
allude to (a fact)
answer to (a person)
answer for (conduct)
ascribe to (a cause)
assent to (one's terms)
attend to (a book or speaker)
belong to (a person)
cling to (a person or thing)
compare to (a dissimilar thing)
conduce to (happenings)
consent to (a proposal)
correspond to (something)
demur to (a statement)
devote one's time to (sport etc.)
explain to (a person)
invite a man to (dinner)
jump at (an offer)
jump to (a conclusion)
listen to (something)
occur to (one's mind)
occur in (a poem etc.)
prefer one thing to (another)
proceed to (a business not yet commenced)
proceed with (a business already commenced)
refer to (a subject)
stoop to (meanness)
succumb to (difficulties)
supply a person with (a thing
testify to (a fact)
accrue to (a person)
adhere to (a plan)
allot to (a person)
apologise to (a person)
apologise for (rudeness)
appeal to (a person)
appeal for or against (something)
appoint to (a situation)
aspire to (an object)
attain to(a high place)
attribute to (a cause)
certify to (a man's character)
communicate a thing to (a person)
concede to (some demand)
conform to (a rule)
contribute to (a fund)
defer to (a man's wishes)
dispute with (a person) on (a matter)
entitle any one to (an estate)
impute blame to (a person)
keep to (a point)
keep (abstain) from (wine)
lead to (Calcutta etc.)
object to (a proposal)
pretend to (omniscience)
revert to (an appointment)
submit to (authority)
supply a thing to (a person)
surrender to (the enemy)
trust to (a man's honesty—Intr.)
trust in (a person—Intr.)
trust a man with (money—tran.)
yield to (some person or thing)
turn to (a friend) for (help)

With

The following words take the preposition *with* after them.

[নিচের শব্দগুলির পরে 'with' preposition বসে।]

Nouns : (With)

accomplish with (a person)
(In) accordance with (a rule)
alliance with (a person or thing)
bargain with (a person)
bargain for (a thing)
collusion with (a person)
comparison with (a person or thing)
concurrence with (a person)
concurrence in (a proposal)
condolence with (a person)
contact with (something)
controversy on or about (something)
controversy with (a person)
conversation with (a person)
correspondence with (a person)
correspondence to (a thing)
engagement with (a person)
enmity with (a person)
harmony with (anything)
intercession with (a superior)
intercession for (a friend)
intercourse with (a person)
intimacy with (a person)
accomplish in (some crime)
acquaintance with (a person or thing)
coheir with (a person)
compact with (a perosn)
competition with (a person)
competition for (a thing)
compliance with (a request)
conformity with (any one's views)
conformity to (rule)
connection with (a person or thing)
(In) contrast with (a person or thing)
disagreement with (a person)
engagement with (a business)
familiarity with (a person or thing)
identity with (a person or thing)
interview with (a person)
quarrel with (another person)
quarrel between (two persons)
relations with (a person)
rupture with (a friend)
rupture between (two persons)
share of (a thing)
share of (a thing)
(In) unison with (his character)

Adjectives & Participles : (with)

abounding with or in fish
afflicted with (rheumatism)
aggravated with (a person)
aggravated at (a thing)
blessed with (good health)
charged with (a crime)
charged (loaded) with (a bullet)
charged to (his account)
commensurate with (one's desires)
compliant with (one's wishes)
consistent with (honesty)
contented with (something)
conversant with (persons or things)
delighted with (success)
disgusted with (a thing)
distracted with (pain)
endowed with (natural ability)
exhausted with (labour)
fascinated with (a person or thing)
flushed with (victory)
gifted with (abilities)
acquainted with (a person or thing)
angry with (a person)
angry at (a thing)
annoyed at (a thing)
annoyed with (a person)
beset with (difficulties)
busy with (his lessons)
collateral with (something else)
compatible with (one's temper)
compounded with (something else)
contemporary with (a person or event)
contrasted with (something else)
convulsed with (laughter)
deluged with (water)
displeased with (a person)
drenched with (water)
even (= equal) with (a rival)
familiar with (a person or thing)
fatigued with (doing something)
fraught with (danger)
honoured with (something)

identical with (anything)
imbued with (confidence)
indignant with (a person)
indignant at (something done)
inspired with (hope)
invested with (full powers)
occupied with (some work)
overcome with (sorrow)
parallel with or to (anything)
replete (পূর্ণ) with (comfort)
satisfied with (his income)
stained with (crimes)
sympathetic with (sufferers)
ill with (fever)
infected with (small pox etc.)
infested with (rats)
infatuated (মুগ্ধ) with (a person)
intimate with (a person)
mad with (disappointment)
occupied in (reading a book)
overwhelmed with (grief)
popular with (some persons)
satiated (পরিতৃপ্ত) with (pleasure)
simultaneous with (an event)
synonymous with (another word)
touched with (anything)

Verbs : (With)

accord with or to (a thing)
agree with (a person)
agree to (a proposal)
bear with (a man's impatience)
close with (an offer)
combat with (difficulties)
concur with (a person)
concur in (an opinion)
condole with (a person)
cope with (a person)
correspond with a person (write)
correspond to something (agree)
deal with a person (behave)
deal with a subject (write on)
deal in rice etc. (trade in)
deluge ith (water)
dispense with (a man's services)
entrust anyone with (a thing)
entrust a thing to (anyone)
expostulate (প্রতিবাদ করা) with (a person)
flirt with (a person)
grapple with (difficulties)
inspire a man with (courage)
intrigue with (the opposite party)
menace (ভীত করা) with (punishment)
part (বিদায় লওয়া বা বিচ্ছিন্ন হওয়া) with (a person or thing)—*Nesfield.*
reconcile with (an adversary)
remonstrate with (a person)
remonstrate against (some proceeding)
side with (a person) in (dispute)
trifle with (a man's feelings)
vie (প্রতিযোগিতা করা) with (another person).
argue with (a person)
argue for or against (a point)
associate with (a person or thing)
clash with (one's meaning)
coincide with (one's opinion)
comply with (one's wishes)
content with (a person)
credit with (good intentions)
debit with (a sum of money)
disagree with (a person or thing)
exchange with (a person)
fill with (anything)
fill in or up (the blanks)
furnish a person with (a thing)
impress a person with (an idea)
impress an idea on (a person)
indorse with (a signature)
indulge oneself with (wine)
indulge in (wine)
interfere with (a person)
interfere in (some matter)
intersect with (each other)
meddle (অযথা হস্তক্ষেপ করা) with (other men's business)
overwhelm with (kindness)
participate with (a person)
participate in (something)
quake with (fear)
quarrel with (some one)
quarrel over or about (something)
reason with (a person)
reason about (something)
reward a man with (something) for (something done)
sympathise with (a person) in (his troubles)

বিশেষভাবে লক্ষণীয়

affection for, ambition for, anxiety for, desire for, dislike for ইত্যাদি।
differ from, escape from, preserve from, prevent from, prohibit from, protect from, quite from, recover from, refrain from ইত্যাদি।
absorbed in, apt in, engaged in, backward in, defective in ইত্যাদি।
afraid of, ashamed of, blind of (one eye), lame of (one leg), deaf of (one ear), dull of (understanding), hard of (hearing), sure of, sanguine of, tired of, weary of, worthy of ইত্যাদি।

Preposition অনুযায়ী শব্দগুলি পাশাপাশি পড়লে একধরণের সাদৃশ্য পাওয়া যাবে, যা appropriate preposition-এর মতো কঠিন বিষয়কে মনে রাখতে অনেক সাহায্য করবে।

Special Prepositions

Than : This word is usually a conjunction, but is sometimes used as a Preposition.

I cannot accept less *than* fifty rupees for this article. (than—Prep.)
—Wren & Martin.

[Than স্বভাবতঃ conjunction হলেও উপরের বাক্যের মতো কিছু ক্ষেত্রে Preposition]

He is taller *than* I (am). [not me] Here 'than' is a Conjunction.]

But : As a rule *but* is a Conjunction. When used as a Preposition *but* means *except*.
—Wren & Martin.

[But স্বভাবতঃ Conjunction হলেও except বা ব্যতীত / ছাড়া অর্থে কিছু ক্ষেত্রে Preposition-হিসাবে ব্যবহৃত হয়।]

All is lost *but* honour. (সম্মান ছাড়া সবই গেছে।)
She returned all the gifts *but* one. (সে একটি ছাড়া সব উপহার ফেরৎ দিল।)
None *but* the brave deserves the fair. (সাহসী ছাড়া কেউই সুন্দরের যোগ্য হতে পারে না।)
Nobody will help you *but* me. (not I) আমাকে বাদ দিয়ে কেউ তোমাকে সাহায্য করবে না।)
But is a conjunction where it does not mean *except*.
[কিন্তু But 'ব্যতীত' অর্থে ব্যবহৃত না হলে Conjunction হয়।]

The boy is intelligent but failed in the examination [but—Conjunction]

Some Common errors in Preposition

আমরা তাঁর কাছে ইংরেজি পড়ি-We read English *with* him. (*near* him নয়)
আমাকে লেখার জন্য একটি কলম দাও-Give me a pen to write *with*. (শুধু write নয়)
তোমার কাছে বইটি রেখে দাও-Keep the book *with* you. (*near* you নয়)
বইটির পনের পাতা খোল-Open *at* page 15 of the book. (page 15 নয়)
রামের সঙ্গে সীতার বিবাহ হলো-Ram was married *to* Sita. (*with* নয়)
তাঁকে বসতে একটা চেয়ার দাও-Give him a chair to sit *on* (*to sit* নয়)
তিনি আমার উপর রাগ করেছেন-He is angry *with* me. (*upon*) নয়)
তুমি কোথা থেকে আসছ?-Where do you come *from*? (*from where* নয়)
তিনি অসুস্থতার জন্য স্কুলে আসতে পারেন নি-He could not come to school *on account of* illness. (*due to* নয়)
আমি বাড়ী গিয়েছিলাম—I went home. (*to home* নয়-কারণ এখানে home শব্দটি here, there—এর মতো adverb)

EXERCISE

1. *Complete the following sentences with appropriate prepositions.*

(a) He is absent ——— school.
(b) He was admitted ——— class-VI.
(c) This book belongs ——— him.
(d) Are you busy ——— your studies?
(e) Take care ——— you health.
(f) He will comply ——— my request.
(g) He has not control ——— his son.
(h) The man is eligible ——— the post.
(i) They will not be excused ——— coming late.
(j) She is familiar ——— my parents.
(k) He is not fit ——— the job.
(l) I am fond ——— sweets.
(m) I prefer sweets ——— meat.
(n) You can rely ——— him.
(o) He is senior ——— me.
(p) She is junior ——— him.
(q) This is superior ——— that.
(r) This is inferior ——— that.
(s) He is waiting ——— me.
(t) She waited ——— the patient.

2. *Insert suitable prepositions in the following passages.*

A list of prepositions to be inserted is given on the right column.

(a) Mr. John is a European. He deals ——— umbrella. But he deals well ——— the customers. He is aware ——— good relations ——— the customers. He has invited some of them ——— dinner today.

of, in, to, with.

(b) Karim died ——— cholera. But his friend, Abdul died ——— over-eating though he wished to die ——— his country.

for, from of.

(c) The man is blind ——— one eye. But he is not blind ——— his son's faults. He knows very well that his son is lame ——— one leg. He is also hard ——— hearing. However he devotes much time ——— study. He hopes that fortune will smile he devotes ——— him. He is not ashamed ——— his physical deformity. He does not hanker ——— name or fame.

to, of on, after.

(d) I agree ——— you ——— this point. But I cannot agree ——— your previous proposal. However, you should not be angry ——— me ——— speaking ——— you. I am not at all angry ——— your conduct.

at, to, on, for, aganist, with

(e) He is fond ——— sweets. But I prefer fruit ——— sweets. In fact fruit and honey are preferable ——— fish or meat. But my friend differs ——— me ——— this point.

to, on, of, with.

(f) You should abide ——— the rules of the school and you should not be absent ——— school. Your school is adjacent ——— your house and so you will not be excused ——— coming late.

by, to, for, from,

(g) She is proud ——— her wealth. But you should not take pride ——— your health or wealth. You should not be devoid ——— common sense. Moreover, you should not laugh ——— the poor and you should have zeal ——— social work.

at, in, of, for

3. *Write in your own English with the help of appropriate prepositions.*

তোমার বিরুদ্ধে চুরির অভিযোগ আনা হয়েছিল। আমি তোমার বিরুদ্ধে আনা অভিযোগ থেকে তোমাকে খালাস (acquit) দিলাম। আমি তার সম্বন্ধে সমস্ত ব্যাপারে খোঁজ নিয়েছিলাম (enquire)। সে কলেরায় মরে নি, আত্মহত্যা করেও মরে নি, বেশি খেয়ে মারা গিয়েছে। সে চালের ব্যবসা করে কিন্তু খদ্দেরদের সঙ্গে খারাপ ব্যবহার করে। চিঠিটার ব্যাপারে আমি তোমাকে বিশ্বাস করেছিলুম (entrust)। নদীতে প্রচুর মাছ আছে (abound)। সে চুক্তি মেনে চলবে (abide) বলে প্রতিজ্ঞা করেছিল। সৎভাবে বেঁচে থাকতে চেষ্টা কর, আর যদি স্বল্প আয়ের সাহায্যে বেঁচে থাকতে চাও, তাহলে তোমার নিজের উপায়ের মধ্যেই বাঁচো। অনেকেই খ্যাতির জন্য বাঁচতে চায়, কিন্তু নিজের সামর্থ্যকে ছাড়িয়ে যায়। তুমি যা করেছ তার জন্য তোমার ক্ষমা চাওয়া (apologise) উচিত। তোমার কাজ তোমার কথার সঙ্গে সঙ্গতিপূর্ণ (consistent) নয়। অসৎ সঙ্গ থেকে মুক্ত হতে (get rid) চেষ্টা কর।

CHAPTER-18

MORE ABOUT CONJUNCTIONS

A Conjunction is a word used for joining—
(1) one word to another word,
(2) one word to a clause,
(3) one sentence to another sentence. (i.e. one clause to another clause)

Conjunction দুটি শব্দ বা দুটি বাক্যকে বা কখনো একটি শব্দ ও একটি বাক্যাংশকে যুক্ত করার জন্য ব্যবহৃত হয়।

One word joined to another word.

When two words are joined together by a conjunction, each is usually *of the similar part of speech.*

Conjunction সাধারণতঃ একই ধরণের দুটি Part of Speech-কে যুক্ত করে।

Thus, a noun is joined to a noun or a pronoun; a verb to a verb; an adjective to an adjective; an adverb to an adverb; and a preposition to a preposition.

Noun to Noun—Ram and Shyam are two brothers.
Noun to Pronoun—John and I do the work.
Pronoun to Pronoun—You and he are both wrong.
Verb to Verb— Lila *sat down and wept.*
Adjective to Adject.— They are *sad but hopeful.*
Adverb to Adverb— A cat moves *slowly and silently.*
*Prep. to prep.—*The bird flies *through and through* the air.

Note :** *And* joins similar ideas. *but* joins opposite ideas ; *or* denotes alternative ideas. ***(একই ধরণের বিষয় বা ধারণাকে and দ্বারা এবং বিপরীত ধরণের বিষয়কে but দ্বারা যুক্ত করা হয়। আর এটি অথবা ওটি এরূপ বোঝাতে or হয়।)

He is strong *and* brave [= সে শক্তিশালী এবং সাহসী।]
He is weak *but* brave. [= সে দুর্বল কিন্তু সাহসী।]
Do *or* die [= If you do not do, you will die = হয় কর, না হয় মর।]
Do *and* die [= If you do, you will die = করেছ, কি মরেছ।]

Correlatives :

There are some conjunctions that go in pairs. They are called *correlatives.*

কতকগুলি conjunction জোড়া-জোড়া বসে। এগুলিকে correlative বা নিত্যসম্বন্ধী অব্যয় বলে।

They are *both—and: either—or: neither—nor: not—only—but— also: so—that: such—that: no sooner—than: hardly—when: scarcely—when: else—than: else—but.*

Noun to Noun— He is *both* a fool *and* a knave.
Adject to Adject. —He is *both* wise *and* good.
Adject to Adject— He is *not only* wise *but also* good.
*Verb to Verb—*He must *either* work *or* go.
*Adverb to Adverb—*He behaved *neither* wisely *nor* kindly.

One word joined to a clause [clause = সমাপিকা ক্রিয়া যুক্ত বাক্যাংশ।]

Adv. and Clause — He is *so* weak *that* he cannot walk.
" " " — *Such* was her beauty *that* everybody loved her.
" " " — *No sooner* had I sat down *than* they left the room.

Adv. and Clause — *Hardly* had I left the room *when* it began to rain.

— *Scarcely* had I left the room *when* it begn to rain.

— She has none *else than* her mother. [Negative]

— She has none *else but* her mother. [When in Affirmative]

***Note:** In a clause beginning with *no sooner, hardly* and *scarcely* the auxiliary verb precedes the subject. **[*No sooner, hardly* বা *scarcely* দিয়ে *clause* শুরু হলে *subject*-এর পূর্বে *auxiliary verb* বা সাহায্যকারী ক্রিয়া বসে।]**

Also note that *no sooner* takes *than* but *hardly* and *scarcely* take *when* as correlative. **[*No sooner*-এর পরে *than* বসে; কিন্তু *hardly* ও *scarcely*-র পরে *when* বসে।]**

One clause joined to another Clause. [A clause is a shorter sentence within a bigger sentence-clause হলো বড় বাক্যের মধ্যে একটি ছোট বাক্য।]

Among those conjunctions which join one clause or sentence to another clause or another sentence the most common can be seen from the following examples. (যে সব conjunction একটি বাক্য বা clause-এর সঙ্গে অন্য একটি বাক্য বা clause-কে যুক্ত করে, তাদের মধ্যে সর্বাধিক ব্যবহৃত উদাহরণগুলি নিম্নরূপ) ।

First sentences	Conjunction	Second sentences
My father says	*that*	this book is mine.
He works hard	that/so that(যাতে)	he may succeed.
I trust his word	*because* (কারণ)	he speaks the truth.
The girl will come	*if* (যদি)	she is allowed to do so.
I wish to know	*whether*	he will come or not.
She walked slowly	*lest* (পাছে)	she should fall down.
He will do this	*unless* (যদি না)	he is stopped by you.
You may go out	*as or since* (যেহেতু)	the rain has stopped.
I wish to know	*how*	the sick man is today.
He left his bed	*when*	the sun peeped through the window.
No one could find out	*where*	the rogue was lying hid.
No one could tell	*whence* (কোথা থেকে)	the noise arose.
The mice will play	*while* (যতক্ষণ)	the cat is away.
You must wait here	*till or until*	your father comes back.
They could not tell	*Why*	they were tired.
The girl is quick	*and*	(she) reads very well.
The girl is clever	*but*	(she) cannot do the work quickly.
She went to bed	*for*	she felt very tired.
He closed his door	*after*	his friends had gone.
He had his house cleaned	*before*	his friends came.
I will trust you	*provided* (যদি)	you sign your name.
He will not escape death	*however*	rich he may be.
He left the house	*as soon as*	the rain stopped.
He could not pass	*though* (যদিও)	he tried often.
your uncle is older	*than*	your aunt (is).
It is a long time	*since* (কতদিন থেকে)	I saw you last.

KINDS OF CONJUNCTION FOR JOINING CLAUSES

Conjunctions are of two types: (1) ***Co-ordinating*** (2) ***Subordinating***. Co-ordinating conjunctions are of four types: (a) Cumulative (সমুচ্চয়ক)—*and, both....and, as well as* etc. (b) Alternative (বিকল্প বাচক)—*or, either....or, neither...nor* etc. (c) Adversative—(বৈপরীত্যসূচক)—*but, yet, still* etc. (d) Illative (সিদ্ধান্ত বাচক)—*so, therefore*, etc. Subordinating conjunctions denote ***time, place, cause, effect, purpose, manner, condition comparison, apposition*** (*e. g.* He wrote to us *that* he would come—*P.K.De Sarkar*). and ***concession*** (*e. g. However* strong you may be, you cannot do this.)

Conjunctions [Linking words]

(i) Co-ordinating Conj.
[Join clauses of equal ranks of a compound sentence.]

And : He stood first *and* got a prize.

Both.....and : *Both* he *and* his brother will go.

Or : Read *or* you will fail.

But : She is sad *but* hopeful.

As well as : Dipu *as well as* his brother is honest.

Still : He worked hard *still* he failed.

Otherwise : Try hard *otherwise* you will fail.

So : He did not try hard *so* he could not pass.

Yet : Life is full of tears *yet* none wishes to die

While : You failed *while* your brother passed.

Whereas : He is rich *whereas* his brother is poor.

Not only : .....but also: *Not only* he *but* his brother *also* will go there

Either.....or : *Either* you do this *or* leave the room.

Neither ...nor : She will *neither* do this *nor* leave the room.

(ii) Subordinating Conj.
[Join subordinate clauses to the principal clause of a complex sentence]

That : He said *that* he would go.

So that : Shut the door *so that* the the child may not go out.

In order that : He worked hard *in order that* he might pass the exam.

If : I'll go *if* you come.

Though : *Though* he is poor, he is honest.

Although : *Although* it was hard, he did it.

As : Do *as* (যেমন) you like.
As (যেহেতু) I am ill, I cannot go.

As : Poor *as* [= though] I am, I am honest.

Because : He cannot go out *because* he is ill.

When : He came *when* I was there.

Where : You may go *where* you like

Since : Since I am ill, I can not go out.

Before : The patinet had died *before* the doctor came.

After : He came *after* I had left the place.

While : Make haste *while* the sun shines.

Till : Wait *till* the train stops.

Until : Do not detrain *until* the train stops.

Unless : I shall fail *unless* you help me.

Whether/If : I asked him *whether / if* he would go there.

As if/as though : He behaves *as if/ as though* (যেন) he was (were) mad.

Lest : Work hard *lest* you should fail.

*** Rules :** (i) *lest, till,* and *until* should not be followed by *not.*

Wait *until* the train stops. (Cor.)
Wait *until* the train does not stop. (Incor.)
Wait *till* the train stops. (Cor.)
Wait *till* the train does not stop. (Incor.)
Work hard *lest* you should fail (Cor.)
Work hard *lest* you may not fail. (Incor.)

"The modern idiomatic construction after **'lest'** is **should.**"
—Wren & Martin

(ii) *So that, in order that* are followed by *may or might, shall* or *should* but never by *can* or *could* or *will* or *would.*

He encouraged me *so that / in order that* I might not lose heart. (Cor)
He encouraged me *so that / in order that* I would not lose heart. (Incor.)

(iii) *Because* and *therefore* should not be used in the same sentence. (একই বাক্যে *because* এবং *therefore* ব্যবহার হয় না।)

(iv) *While* may be used as co-ordinating conjunction or sub-ordinating conjunction according to its sense.

You failed *while* your brother passed. [while = but -coord. conj.]
Make haste *while* the sun shines. [while = till—subord. conj.]

(v) *As if, as though* should invariably followed by a past conditional, not by a present form (*would*, not *will* : *could*, not *can* : *did*, not *does* : *was / were*, *not* is : *had gone*, not *has* gone ; *knew*, not knows).—MEU

(vi) *So that* (যাহাতে) denotes purpose (উদ্দেশ্য). But, *So.....that* (এমন যে) denotes effect. *Such....that* also denotes effect.

So...that : He worked *so* hard *that* he fell ill.
Such....that : He is *such* a fool *that* I cannot rely on him.

(vii) *As....as* denotes comparison in the positive degree in an *Affirmative sentence.*

As...as : I am *as* tall *as* you (are). [আমি তোমার মতো লম্বা।]

(viii) *So....as* denotes comparison in the positive degree in a *Negative sentence.*

So.....*as* : I am *not so* tall *as* you (are). [আমি তোমার মতো লম্বা নই।]

(ix) *Provided* denotes the sense of *if* (যদি).

Provided : I shall help you *provided* you obey me.

(x) *However, Whatever, Whoever* denote concession.

However : *However* strong he may be, he cannot do this.
Whatever : *Whatever* you may say, I do not believe you.
Whoever : *Whoever* you may be, I cannot allow you to come here.

SENTENCE LINKERS OR CONNECTORS

Some words provide link with different independent sentences to maintain a flow of expression. These words or expressions are called **Sentence Linkers or Sentence Connectors.**

[কিছু শব্দ দুটি স্বাধীন বাক্যের প্রবাহ বজায় রাখতে ব্যবহৃত হয়। এগুলিকে Sentence Linker বা Sentence Connector বলে।]

There is a difference between the Conjunction or the Linking word and the Sentence Linker.

[**Conjunction এবং Sentence Linker-এর মধ্যে কিছু পার্থক্য আছে।**]

Conjunctions or Linking words	Sentence Linkders or Sentence Connectors
(i) Join words, clauses or sentences.	(i) Help in maintaining flow between different consecutive sentences.
(ii) Used within a sentence.	(ii) Used between two sentences.

Examples of Sentence Linkers :

[Full stop or semicolon may be used between the sentences.]

Sentence Linkers	Examples
However	You are late. *However / Nevertheless,* you may start your action.
Neverheless	
Indeed	He is honest, *Indeed* he is respected by all.
Besides	He gave me a lodging. *Besides* he provided me with a job.
Therefore / Consequently	He is ill. *Therefore / Consequently,* you should call in a doctor.
Actually	He got the first prize. *Actually,* he scored the highest marks.
Naturally	Her son died. *Naturally* she is upset.
Finally	The police searched the house. *Finally* they found the stolen goods.
After all	You should not disregard him. *After all* he is senior.
Any way	It's too late now. *Any way,* you can try.
For example	Pride begets fall. *For example* Durjodhan was ruined.
In fact	I helped him. *In fact,* he is my relative.
As a result	He was ill. *As a result,* he could not sit for the examination.
Only	You may come. *Only,* make no noise.
Of course	Would you take a little more milk? *Of course* not.
On the whole	I could not answer all the questions. *On the whole* it was satisfactory.
On the contrary	I do not hate him. *On the contrary,* I love him.

APPLIED SECTION

Insert appropriate conjunctions in the places left blank.
(শূন্যস্থানে উপযুক্ত Conjunction বসাও।)

(a) You must get up ———— the sun rises.
(b) You need not leave your bed ———— the sun rises.
(c) I could not find out ———— he lived.
(d) Wait here — I return.
(e) Take care — you should fall.
(f) You are much more idle — you used to be.

(g) Many years have passed —— I saw you last.
(h) I wish to know —— you have been so lazy as before.
(i) Tell me —— you can —— the clock has struck nine.
(j) A man must do his best —— he may succeed.
(k) You should not despair —— you have failed once.
(l) He who has failed once may succeed the second time. —— he tries hard.
(m) You have neglected your work. —— you know —— you were doing wrong.
(n) I was afraid —— he would not survive his illness.
(o) Either you —— I must write that letter at once; —— it must be sent within the next two hours.
(p) Gora sells both apples —— oranges.
(q) Most insects have wings —— most ants do not have.
(r) Who sweeps the rooms, washes the clothes —— cooks the meals?
(s) Gahar is hard working —— he is not an intelligent boy.
(t) Hashina is thin —— tall, —— her brother is fat —— short.
(u) Will you meet me at 4 p.m. —— 4.30 p.m.?
(v) The girls are helping their mother —— the boys are flying kites.
(w) The winter days are different from the summer days —— the rainy season.

EXERCISE

1. *Pick out the Conjunctions in the following sentences and say which joins words and which sentences. If words are joined, say to what Part of Speech they belong.*

(নিচের বাক্যগুলি থেকে Conjunction খুঁজে বার কর এবং সেগুলি শব্দকে অথবা বাক্যকে যুক্ত করেছে কিনা লেখ। যদি শব্দকে যোগ করে থাকে, তাহলে ঐ শব্দগুলি কোন্ part of Speech লেখ।)

(1) You and I are old friends. (2) Was it true or was it false? (3) He is poor but honest in his dealings. (4) If you wish I will teach you to read. (5) I wish to read, but I dislike the trouble of reading. (6) Tell me, if you can, how I can learn to read without taking any trouble. (7) I can tell you that, nothing can be learnt without trouble. (8) You must go on working till the sun goes down. (9) As soon as the sun goes down, you may stop work. (10) You should go home now as the sun has set. (11) They wept, for they had lost their mother. (12) You will miss the train unless you make haste. (13) I have never heard whether you lost the first train. (14) Do not get wet, lest you should catch cold. (15) I must punish both you and your brother for being absent, as neither of you asked for leave. (16) Although the sun is very hot today, you may go out for half an hour, provided you take an umbrella and wear a hat of some kind.

B. ***Use the conjunctions and write in your own English :***

প্রত্যেকেই তাকে বিশ্বাস করে কারণ সে সৎ। আমি আশা করি যদি তুমি কখনো এই শহরে আস, তাহলে আমার বাড়ীতে আবার আসবে। রুগ্ন লোকটি আজ কেমন আছে, আমি জানতে এসেছি। সে হয় বোকা, না হয় বদমাস (knave)। তুমি বা তোমার ভাই কেউই আজ স্কুলে আসেনি। নরেশ ও সুরেশ প্রত্যহ এখানে খেলা করে। আমি তাকে পাঁচটি টাকা, একটি ছুরি ও একটি বই দিয়েছিলাম। তিনি চিঠিখানি লিখেছিলেন এবং ডাকে ফেলেছিলেন। হয় রাম, না হয় তার ভাই ফলগুলি পেড়েছে (pluck)। আপনি নিজে সেখানে যাবেন, না, আপনার ছেলেকে পাঠাবেন? এখনই যাত্রা করুন, নতুবা (otherwise) স্টিমার পাবেন না। আমি জানি যে সে মিথ্যাবাদী। মেয়েটি সুশ্রী কিন্তু বুদ্ধিমতী নয়।

CHAPTER--19

ARTICLES & DETERMINERS

The words ***a, an*** and ***the*** are usually called ***Articles***. They are called Articles as they have some special significance as the part of speech. Now, they are called ***Determiners.*** —***P. C. Das***

"They are really Demonstrative Adjectives." —***Wren &Martin.***

But ***a, an*** and generalised ***the*** to denote a class as a whole are not Demonstrative Adjectives. —***P. C. Das***

a, an এবং the শব্দগুলিকে Article বলে। Part of Speech হিসাবে এদের বিশেষ তাৎপর্য থাকায় এদের Article বলে। Wren & Martin-এর মতে এগুলি প্রকৃতপক্ষে Demonstrative Adjective, কিন্তু *a, an* এবং জাতি প্রকাশক *the* Demon. Adjective নয়। এগুলিকে এখন Determiner বলা হয়।

Students often make mistakes in using articles or omitting them. They should be aware of it. *(ছাত্রছাত্রীরা প্রায়ই article বসাবার সময় বা কোন article না বসিয়ে ভুল করে। তাদের এ বিষয়ে সতর্ক হওয়া উচিত।)*

There are two types of articles (Article-দুই প্রকার) ঃ

(1) Definite Article—*the*

(2) Indefinite Article—*a, an*

If we wish to particularise the noun, we use the Definite article.

(যদি আমরা Noun-কে নির্দিষ্ট করে বোঝাতে চাই, তাহলে Definite article ব্যবহার করতে হয়।)

নদীটিতে স্নান করতে যাওয়া যাক–Let us bathe in *the* river (i.e.a particular river).

ডাক্তারবাবু এখানে এসেছিলেন–*The* doctor came here. (The doctor means a particular doctor.)

If we wish to generalise the Noun, we use the Indefinite article.

(যদি আমরা কোন Noun-কে সাধারণ ভাবে বা অনির্দিষ্টভাবে বোঝাতে চাই, তাহলে Indefinite article ব্যবহার করতে হয়।)

বাঘ বনে বাস করে–A tiger lives in *a* forest (i.e. any tiger or tigers and any forest or forests in general sense.)

একটি ষাঁড় রাস্তায় দৌড়াচ্ছে–*An* ox is running on the road.

[Here *an ox* that is *not* any *particular* ox is running on a *particular road*. এখানে ষাঁড়টি কোন পরিচিত ষাঁড় নয় (সে জন্য *an ox*)।কিন্তু সে একটি নির্দিষ্ট রাস্তার ওপর দৌড়াচ্ছে (সেজন্য *the road*) ।]

USE OF ARTICLES

As a general rule, a Common Noun in the singular number must have an article before it.

(সাধারণ নিয়ম অনুযায়ী Common Noun singular number হলে তার পূর্বে অবশ্যই একটি article বসাতে হয়।)

We cannot say, "I have seen boy."

We must say, "I have seen *a* boy or *the* boy."

But a Common Noun in the plural number does not require the Definite article *the* unless we wish to particularise the noun.

[Common Noun যদি Plural number হয়, তাহলে তার পূর্বে সাধারণতঃ the বসানোর প্রয়োজন হয় না (plural number-এ a বা an তো বসতেই পারে না)। অবশ্য যদি নির্দিষ্টভাবে বোঝান হয়, তাহলে the বসে।]

ছেলেরা মিষ্টি ভালবাসে–*Boys* (= boys generally) are fond of sweets.

ছেলেগুলি ফুটবল খেলছে–*The boys* (=those already referred to, or those boys before us) are playing football.

Indefinite Article **A or An** only for singular number but for all genders

The choice between *a* and *an* is determined by sound. *A* is used before a word beginning with a *consonant sound* and *An* is used before a word beginning with a *Vowel sound*.

A এবং An-এর ব্যবহার sound-এর দ্বারা নির্ধারিত হয়। কোন word-এর প্রথমে consonant sound (ব্যঞ্জনধ্বনি) থাকলে *a* বসে এবং কোন word-এর প্রথমে vowel sound (স্বরধ্বনি) থাকলে তার পূর্বে *an* বসে।

Vowel sound পাঁচটি—a-e-i-o-u

A		An	
a boy	*a* lion	*an* ass	*an* elephant
a book	*a* mango	*an* ant	*an* inkpot
a bag	*a* student	*an* apple	*an* ice-cream
a cat	*a* woman	*an* arm	*an* idiot
a chair	*a* table	*an* egg	*an* ox
a dog	*a* tiger	*an* ear	*an* organge
a horse	*a* tree	*an* eye	*an* umbrella

Special use : [ব্যতিক্রম]

কোন Vowel-এর উচ্চারণ 'ইউ' বা 'ওয়া' হলে *an* না *a* হয়।	আবার Consonant হলেও যদি উচ্চারণ শুরু হয় Vowel-এর মতো, তাহলে *a* না হয়ে *an* হয়।
a ewe (ইউ)	*an hour* (আওয়ার–'h' silent)
a European (ইউরোপীয়ান)	*an heir* (এয়ার–'h'silent)
a Union (ইউনিয়ন)	*an honest* man (অনেস্ট 'h' selent)
a University (ইউনিভার্সিটি)	*an M. A.* (এম. এ.)
a useful book (ইউজফুল)	*an M. P.* (এম. পি.)
a unique scene (ইউনিক)	*an L. L. B.* (এল. এল. বি.)
a one-rupee note (ওয়ান)	*an M. L. A.* (এম. এল. এ.)
a one-eyed deer (ওয়ান)	*an S. D. O.* (এস. ডি. ও)

N. B. কিন্তু *h*-এর 'হ' উচ্চারণ হলে*an* না বসে *a* বসে। যেমন–*a* hotel, *a* humble servant, *a* historical book ইত্যাদি। [humble = আম্বল্ নয়, হাম্বল্—A.L.D. *Hornby*]

USES OF A/AN

(I) *A* or *An* is used when it is mentioning someone or something (single countable noun) for the first time.

কোন ব্যক্তি বা বস্তু (single countable noun অর্থাৎ যা গোনা যায়) প্রথমবার উল্লিখিত হলে *A* বা *An* হয়।

I saw *a* man on the street.

An old lady came to our house.

(ii) *A* or *An* is used to indicate a unit একক বা ইউনিট বোঝাতে A বা An হয়। One hundred centimetres make *a* metre. *An* ounce is enough.

(iii) *A* or *An* is used in the sense of 'one like'. (To make a Proper Noun a Common Noun.)

'ঐ রকম এক জন' বোঝাতে A বা An ব্যবহৃত হয়। এক্ষেত্রে Proper Noun-ও Common Noun হয়ে যায়।

He thinks he is *a* Rabindranath.

A Daniel has come to judgement. (judgment).

He seems to be *an* Indian.

(iv) *A* or *An* is used before an unknown name or surname.

অপরিচিত ব্যক্তির নাম বা পদবীর পূর্বে A বা An ব্যবহৃত হয়।

A Jatin Babu called on you.

A Mr. Sen came to see you.

An Ikbal came here to collect the news.

**N. B. Jatin Babu, Mr. Sen and Ikbal without *A* or *An* implies that the speaker knows them. [A বা An বাদ দিয়ে যতীনবাবু মিষ্টার সেন এবং ইকবাল বললে বোঝায় যে, বক্তা তাদের চেনে।]

(v) *A* or *An* is used in the sense 'of the same.'

সমজাতীয় কিছু বোঝাতে A বা An ব্যবহৃত হয়।

Birds of *a* feather flock together.

(vi) *A* or *An* is used to denote profession, trade, class etc.

পেশা, ব্যবসা ইত্যাদি বোঝাতে A বা An হয়।

He is *a* businessman. He is *an* engineer.

(vii) *A* is used before 'dozen', 'hundred', 'thousand', 'million' etc.

[dozen, hundred, thousand, million প্রভৃতির পূর্বে a বসে।]

Here are *a* dozen of bananas.

A hundred boys came out from school.

There are *a* thousand people.

(viii) *A* or *An* is used in the sense of 'each' or 'per'.

each বা per (প্রতি) অর্থে A বা An বসে।

He earns one thousand rupees *a* month.

He drives the car at 50 miles *an* hour.

(ix) *A* or *An* (also *The*) is used to indicate a class as a whole.

সামগ্রিকভাবে জাতি বোঝাতে A, An বা The বসে।

A (The) cow has horns (i.e. All cows have horns.)

—*Thomson & Martinet*

An (The) elephant never forgets.

(x) *A* or *An* is used before, some words and phrases.

কতকগুলি phrase-এর পূর্বে a বা an বসে।

I have *a headache*. I am in *a hurry*.

He had *a bad cold*. She had *a cough*. They take *an interst* in this.

(xi) *A* or *An* is used in Exclamatory sentences beginning with what'.

Exclamatory sentence 'what' দিয়ে শুরু হলে what এরপর a বা an বসে।

What *a* pity! What *a* pretty girl!

What *a* nice bird it is! What *an* awful remark!

(xii) *A* (and not *The*) is used before the superlative 'most' when it means 'very'.

Superlative 'most'-এর অর্থ যখন 'very' বা খুব বেশি বোঝায় তখন the-এর পরিবর্তে a হয়।

He saw *a* most wonderful sight. [(a most = a very) *Oscar Wild*]'

This is *a most* interesting story. (a. most = a very)

(xiii) *A* or *An* is used before *'few', 'little', 'lot of', good deal' great many, good many* etc. and sometimes after '*many*'.

(Few, little, lot of, good deal ইত্যাদির পূর্বে এবং many-র পরে a বা an বসে।

Here is *a lot of* books.

A great many soldiers entered the town.

I saw a *good many boys* there.

Many a flower is born to blust unseen.

Many an admirer welcomed him.
There are *a few* books on the table.
There is *a little* honey in the bottle.

***Note:** "It is also possible to say 'few apples', 'little water' but such constructions convey different meaning. They will mean 'not many', 'not much'".
— *P. K. De Sarkar*

But really 'a few' and 'a little' mean 'not many' and 'not much.' 'Few' and 'little' without article mean 'almost nil.'
—*P. C. Das*

প্রকৃতপক্ষে a few = অল্প কয়েকটি (not many) এবং a little = অল্প একটু (not much) আর few এবং little = প্রায় না অর্থাৎ এত কম যে না বললেও চলে।

"There is a great difference between *few* and *a few* (used for countables), and between *little* and a *little* (used for uncountables). *A few* and *a little* mean 'a small number 'and' a small amount'.

Few or *little*, on the contrary, denote scarcity or lack."
—*A. J Thomson & A. V. Martinet.*

USES OF THE — It is the same for singular and plural numbers and for all genders

The Definite article *the* is used (Definite article the ব্যবহার হয়) ঃ

(i) To indicate a particular person (s) or thing(s).
[নির্দিষ্ট (এক বা বহু) ব্যক্তি বা বস্তু বোঝাতে]

Look at *the* boy/boys. He is/They are peculiarly dressed.
I want 'The Golden Book of Treasures'. *The* book is out of print.

(ii) Before a noun which has become definite by being mentioned a second time. (কোন অনির্দিষ্ট Noun দ্বিতীয়বার উল্লিখিত হয়ে নির্দিষ্ট হয়ে গেলে)–*It is also called *Familiar The.*

There is a tree in the garden. *The* tree is an Oak.

(iii) Before a noun made definite by the addition of a phrase or clause. (কোন phrase বা clause-এর সাহায্যে noun-টি নির্দিষ্ট হলে)

The girl with the white sari is beautiful.
The boy who came here is my friend.
The pen which I bought from market is not so good.

(iv) Before a singular noun meant to represent a whole class. (সমগ্র জাতি বোঝাতে singular noun-এর পূর্বে)–*It is called *Generalising The.*

The cow is a useful animal.
The dog is a faithful animal.
The rose is the sweetest of all flowers.

The banyan is a kind of fig tree. [Not 'a kind of a fig tree'. This is a common error.—*Wren & Martin*]

***Note:** Two nouns *man* and *woman* used to denote the whole class never have any article. সমগ্র জাতি বোঝাতে man এবং woman-এর পূর্বে কোন article বসে না।

Man is mortal [মানব জাতি মরণশীল]
Woman is man's mate. [স্ত্রীলোক (জাতি হিসাবে) পুরুষের সঙ্গী.]

(v) Before an uncountable Noun to particularise it.
(কোন uncountable Noun-কে নির্দিষ্ট করতে হলে)

The gold of the ring is very bright.
The water of the Ganges is sacred.
The wisdom of Iswarchandra made him familiar as 'Vidyasagar'.

(vi) Before a name of a thing which only one exists in Nature. (প্রকৃতিতে যা একটি মাত্র আছে তার নামের পূর্বে)

Look at *the* moon.
The sun shines in *the* sky.
The earth moves round *the* sun.

(vii) Before a Noun denoting nation or race. [কোন nation বা race (জাতি) বোঝাতে]

The English are industrious [ইংরেজ (জাতি হিসাবে) পরিশ্রমী]
The Bengalees are intelligent but idle. (বাঙালী বুদ্ধিমান কিন্তু অলস।)

***Note :** Such a Noun without *the* indicates the language of the people (এরূপ Noun-এর আগে *the* না বসালে কোন জাতির ভাষার নাম বোঝায়।)

English (= ইংরাজী ভাষা) is an international language.
Bengali (= ইংরাজী ভাষা) is a rich language.

(viii) Before a name of Road, but not before a name of Street or Avenue. (Road-এর নামের পূর্বে *the* বসে, কিন্তু Street বা Avenue-র পূর্বে the বসে না।)

The bus is running on *the* Mahatma Gandhi Road.
The book is bought from College Street.
This bat is available in a shop on Central Avenue.

(ix) Before some nouns to indicate profession (পেশা-প্রকাশক Noun-এর পূর্বে)

He joined *the* Bar. (= আইনজীবির পেশায় যোগ দিল।)
He joined *the* Church. (= যাজকের বৃত্তিগ্রহণ করলেন।)

(x) Before the name of a musical instrument when one plays on it. Otherwise not (কেউ বাদ্যযন্ত্র বাজালে তার পূর্বে the বসে। তা না হলে হয় না।)

He plays *the* flute. (But, he has *a* flute.)

***Note :** play on group verb হলে *the* হয় না। He plays on flute.
[or] He plays on Tabla.

(xi) Before ordinal numbers. (ক্রমবাচক সংখ্যার পূর্বে)

Who is *the* first / *the* second boy ? *The* 23rd January is a red letter day. (But, January, 23)

(xii) As a general rule a proper noun should not have any article before it. But the following take *the* before them as exceptions.
(সাধারণ নিয়ম অনুসারে Proper noun-এর পূর্বে কোন article বসে না। কিন্তু ব্যতিক্রম হিসাবে নিম্নলিখিত Proper Noun-গুলির পূর্বে the বসে।)

Before the names of holy books, newspapers, ships, trains, aeroplanes, space crafts, famous buildings, rivers, seas, oceans, gulfs, mountain ranges, groups of islands, deserts and directions.

(ধর্মগ্রন্থ, সংবাদপত্র, জাহাজ, ট্রেন,বিমান মহাকাশযান, বিখ্যাত অট্টালিকা, নদী, সাগর, মহাসাগর, উপসাগর, পর্বতমালা, দ্বীপপুঞ্জ, মরুভূমি এবং দিকের নামের পূর্বে the বসে।)

(a) names of holy books : *the* Bible, *the* Koran, *the* Ramayana.
(b) names of newspapers : *the* Statesman, *the* Anandabazar.
(c) names of ships : *the* Titanic, *the* M. V. Akbar.
(d) names of train : *the* Bombay Mail, *the* Rajdhani Express.
(e) names of aeroplanes : *the* Dakota, *the* Boeing 707.
(f) names of space crafts : *the* skylabs, *the* Aryabhatta.
(g) names of famous buildings : *the* Tajmahal, *the* Writers' Buildings. *the* Victoria Memorial Hall.
(h) names of rivers : *the* Ganga, *the* Jamuna, *the* Danube.

(i) names of seas : *the* Arabian sea. (আরব সাগর) *the* Mediterranean sea (ভূমধ্যসাগর)

(j) names of Oceans : *the* Indian Ocean. *the* Atlantic Ocean. *the* Pacific Ocean. (প্রশান্ত মহাসাগর)

(k) names of gulfs: *the* Persian Gulf. (পারস্য উপসাগর), *the* Bay of Bengal (বঙ্গোপসাগর)

(l) names of mountain ranges : *the* Himalayas. *the* Alps. *the* Bindhyas. (বিন্ধ্য পর্বতমালা)

(m) names of groups of islands : *the* Andamans. *the* West Indies. *the* Hebrides. (হেব্রিডিজ দ্বীপপুঞ্জ)

(n) names of desert :*the* Sahara. *the* Thar. the Gobi. (গোবি মরুভূমি)

(o) names of the directions : Go to *the* north and then turn to *the* south.

***Note 1.** 'The' is not placed before the names of single mountains, single islands, nor before the names of capes, nor before the names of lakes. —*Nesfield.*

একটি মাত্র পর্বত বা দ্বীপ, অন্তরীপ বা হ্রদের নামের পূর্বে *the* বসে না।

Mount Abu. Mount Everest. Vesuvias. (একটি মাত্র পর্বত)

Ceylon. Sicily. Java. (একটিমাত্র দ্বীপ)

Cape Comorin. Cape of Good Hope (উত্তমাশা অন্তরীপ).

Lake Chilka. Lake Sambhar. (সম্বর হ্রদ)

***Note 2.** If a book is called after its author, the articles is not used. —*Nesfield.*

(লেখকের নামের দ্বারা বই বোঝালে অথবা বইয়ের নামের আগে লেখকের নাম থাকলে *the* বসে না।)

Homer's Iliad. Valmiki's Ramayana.

I have read Shakespeare. (= Shakespeare's books)

(xiii) Before the names of a province having a descriptive geographical meaning. (কোন প্রদেশের নামের বর্ণনামূলক ভৌগোলিক অর্থ থাকলে *the* বসে।)

the Punjab. *the* Deccan.

(xiv) Before the names of countries which are collectively formed. (সমষ্টিবাচক দেশের নামের পূর্বে the বসে।)

the U. S. A. (the United States of America.)

the U. K. (the United Kingdom.)

But not before India. England. America.

(xv) Before the plural names of families.

(পরিবারের পরিচয়জ্ঞাপক নাম বহুবচন হলে *the* হয়।)

The Boses are familiar with *the* Browns.

(xvi) Before Proper Nouns for comparison to denote a type (কোন বিশেষ শ্রেণীর মধ্যে তুলনা বোঝালে Proper Noun-এর পূর্বে *the* বসে।)

Bankimchandra is *the* Scott of Bengal.

Rabindranath is *the* Shakespeare of India.

Ahmedabad is *the* Manchester of India.

(xvii) Before a Proper Noun when it is qualified by an Adjective or Adjectival phrases or clauses. (Proper Noun যদি Adjective. Adjectival phrase বা Clause দ্বারা বিশেষিত হয়, তবে তার পূর্বে *the* বসে।)

The great Caesar. *The* immortal Kalidas.

I am *the* Suryakanta Sen who never stood second in the examinations.

(xviii) Before some Common Nouns and Adjectives to express an abstract sense. (Common Noun এবং Adjective যদি Abstract Noun-এর মত প্রতীত হয়, তাহলে *the* বসে।)

All *the mother* (= motherly feelings) rose in her.

Check *the beast* (= beastly passion) in you.

Do not play *the fool* (= foolishness).

Do not keep him in *the dark* (= darkness).

He allowed *the father* (= his fatherly feelings) to be overruled by *the judge* (= his sense of duty as a judge) and declared his own son to be guilty.

(xix) Before Adjectives to denote a particular part of a thing. (কোন বস্তুর বিশেষ অংশ বোঝাতে Adjective-এর পূর্বে *the* বসে।)

I like *the yellow* of an egg. (the yellow = ডিমের হলদে কুসুম)

He entered *the* thick (the thick part) of the forest.

(xx) Before a Common Noun as a substitute for the Possessive Adjective. (কখনো কখনো Common Noun-এর পূর্বে Possessive Adjective হিসাবে *the* বসে।)

He caught me by the *arm*. (the = my)

He struck you on *the head*. (the = your)

He pulled the cat by *the tail*. (the = its)

(xxi) Before an Adjective to represent a whole class of persons (Adjective যখন কোন বিশেষ শ্রেণী বোঝায়, তখন তার পূর্বে *the* বসে।)

The rich (= rich men) are not always happy.

The poor (= poor men) are not always dishonest.

The virtuous (= virtuous people) are happy.

লক্ষ্যকর, এরূপ শ্রেণীবাচক Adjective-এর পরে Noun-বসে না এবং এর Verb-টি Plural number হয়।

***Note** : *The rich are* not always happy

= Rich men are not always happy.

= The rich man is not always happy.

But not, The rich men are not always happy.

['The rich men' do not denote a whole class, but a particular group of persons.]

(xxii) Before the Adjectives in Superlative degree and the words in the Superlative sense. (Superlative degree-র Adjective এবং Superlative (শ্রেষ্ঠত্ব) সূচক শব্দের পূর্বে *the* বসে।)

He is *the best* boy in the class.

She is *the most* beautiful girl.

Even *the darkest* cloud has a silver lining.

The Chief Minister / The Prime Minister has arrived here.

He is *the singer* of the day. (= দিনের শ্রেষ্ঠ গায়ক)

He is *the man* of the match. (= ম্যাচের শ্রেষ্ঠ খেলোয়াড়)

(xxiii) Before comparatives as Adverbs (Comparative-এর পূর্বে Adverb হিসাবে *the* বসে।)

The sooner, *the* better. (= যত শীঘ্র হয়, ততই ভালো)

The more, *the* merrier. (=যত বেশি,তত আনন্দ।)

The more we have, *the more* we want. (= যত পাই, তত চাই।)

OMISSION OF THE ARTICLE

The articles are not generally used before the following. (সাধারণ ভাবে নিম্নলিখিত ক্ষেত্রে Article বসে না।) ঃ

(i) Before Proper Nouns. (Proper Noun-এর পূর্বে সাধারণতঃ the বসে না।)

Calcutta is the city of joy though there are many sufferings.

Delhi is the capital of *India* for hundreds of years.

Newton is a great scientist not only of *England*, but also of the word.

Sulekha is a beautiful girl, but she is not as tall as *Sujata*.

***Note** When the article is used before Proper Noun, it becomes Common Noun. Proper Noun—এর পূর্বে article বসলে তা Common Noun হয়ে যায়।

A Newton (= a scientist) can not be *a* Milton (= a poet).

(ii) Before Material Nouns. (Material Noun-এর পূর্বে সাধারণতঃ the বসে না।)

Gold is a precious metal.

Iron and *steel* are useful metals.

Coal is black but very useful to us.

Cotton grows in India, Egypt and America.

***Note :** 'The'is used before a Material Noun when it is particularly referred. (বিশেষভাবে নির্দিষ্ট করলে Material Noun-এর পূর্বেও *the* বসে।)

The coal of Jharia burns well.

(ii) Before Abstract Nouns. (Abstract Noun-এর পূর্বে সাধারণতঃ কোন article বসে না।)

Health is Wealth. (স্বাস্থ্যই সম্পদ।)

Honesty is the best policy. (সততাই শ্রেষ্ঠ নীতি।)

Kindness is a great virtue. (দয়া মহৎ গুণ।)

***Note:** *'The'* is used before an Abstract Noun when it is specified. (নির্দিষ্ট করে বোঝালে Abstract Noun-এর পূর্বেও *the* বসে।)

The kindness of Vidyasagar has become a proverb.

An article is used before an Abstract Noun when it is preceded by an Adjective. [*Death* is preferable to dishonour. (But) He died *a peaceful death*. What is the cause of accident ? (But) He met *a serious accident*.]

(iv) Before a Common Noun preceded by the phrases *kind of, sort of, species of* in Interrogative sentences. (প্রশ্নবোধক বাক্যে kind of, sort of, species of থাকলে তার পূর্বে article বসে না।)

What *kind of* flower is it?
What *kind of / sort of* man is he?
What *species of* mosquito is Aenophelis? } Interrogative

But we say, Malaria is caused by *a species of* mosquito. [Assertive]
The rose/Rajanigandha is *a kind of* flower. ["]

(v) Before *school, college, church, bed, hospital, market, prison* when these places are visited or used for their primary purpose.

(School, College, Church, bed, hospital, market এবং prison-এর পূর্বে article বসে না যখন এই সব জায়গায় মুখ্য উদ্দেশ্যে যাওয়া হয় বা জায়গাটি ব্যবহার করা হয়।)

We go *to school / college* (to learn)

Someone goes *to church* (to pray)
" *to bed* (to sleep)
" *to market* (to sell or buy)
" *to prison* (as a punishment)
" *to hospital* (for treatment)

But when these places are visited or used for any other purpose the article is used. (কিন্তু অন্য উদ্দেশ্য গেলে বা ব্যবহৃত হলে **article** বসে।)

I went to *the* school to see the Headmaster. (পাঠের জন্য নয়।)

He went ot *the hospital* to see his uncle. (চিকিৎসার উদ্দেশ্যে নয়)।

The bed is dirty and is now used as a dumping bed.

(vi) Before *man* or *woman* in the sense of mankind and before *father, mother, uncle, aunt,* or *baby* when it expresses our father, our mother, our uncle, our aunt, our baby etc

(মানবজাতি অর্থে man বা woman-এর পূর্বে এবং নিজের বাবা, মা, কাকা, কাকীমা, শিশু ইত্যাদি অর্থে father, mother, uncle, aunt, baby ইত্যাদির পূর্বে article বসে না।)

Man and *woman* should go side by side in this world.

Father is hungry. *Mother* is ill.

Baby is crying. *Uncle* is coming. *Aunt* is cooking.

(vii) Before *home* when it means the home of the speaker, or the person spoken to. —*Thomson & Martinet.*

(বক্তার নিজের যা যাকে বলা হচ্ছে তার নিজের বাড়ি হলে তার পূর্বে কোন ariticle বসে না।)

Go *home*. Stay *at home*. (এখানে *home* এই noun-টি here বা there-এর মতো Adverb.]

But, "When *home* is followed by a descriptive phrase of clause, *the* is necessary." —*Thomson & Martinet.*

He returned to *the* home where he had been so happy.

She was married in *the* home of her grand-parents.

(viii) Before the names of games and meals. (খেলার নামের পূর্বে বা খাবার সংক্রান্ত নামের পূর্বে article বসে না।)

We like to play *football/cricket/hockey / tennis / badminton* etc.

We have *dinner /breakfast* as usual time.

(ix) Before names of seasons and festivals. (ঋতু ও উৎসবের নামের পূর্বে সাধারণত ঃ article বসে না।)

Summer/winter/spring/autumn [But, *the rainy season*].

Summer is the best time for picnic. The first time I went to Darjeeling was *the summer*. (নির্দিষ্ট summer বোঝাতে *the* বসেছে।)

Similarly festivals as :—New year's Day, Christmas etc.

(x) Before the names of squares, buildings, parks, streets, Avenue etc. (square, palace, partk, street, Avenue ইত্যাদির নামের পূর্বে article বসে না।)

Backingham Palace, Curzon Park, Rashbehari Avenue., College Street.

(xi) Before the words *King* and *Queen* if they are followed by the name of King or Queen and before titles when they are used in apposition to a Noun. (King বা Queen-এর সঙ্গে তাঁদের নাম থাকলে কিংবা কোন title কোন Noun-এর apposition হয়ে বসলে তার পূর্বে article বসে না।)

King George-V, Queen Victoria.

Mr. Sen, Principal of our College, is a well-known figure.

(xii) Before complement of a transitive verb.

(Transitive Verb-এর Complement-এর পূর্বে article বসে না।)

They made him *President*.

He was elected *Chairman* of the Board.

Mr. Sen became *Principal* of the college.

(xiii) In certain phrases consisting of a transitive verb followed by its object. (Transitive Verb এবং তার Object-কে নিয়ে গঠিত কিছু phrase-এ article বসে না।)

to catch fire, to take root, to give ear, to cast anchor, to set sail, to lose heart, to take offence etc.

(xiv) In certain phrases consisting of a preposition followed by its object etc.

(Preposition এবং তার Object নিয়ে গঠিত কিছু কিছু phrase-এ article বসে না।)

at home, at dinner, at ease, at dawn, at day-break, at sunrise, at sunset, at noon, at night, by day, by night, by name, by land, by water, by river, by air, by boat, by bus, by train, by steamer, by ship, on foot, under ground, above ground, from hand to mouth etc.

Repetition of the Article

(i) When two or more Nouns or Adjectives refer to **different persons or things, the article is used before each Noun or Adjective.**

যখন দুই বা ততোধিক Noun বা Adjective ভিন্ন ভিন্ন ব্যক্তি, প্রাণী বা বস্তুকে বোঝায়, তখন প্রতিটি Noun বা Adjective-এর পূর্বে article বসে। এগুলি Subject হলে Verb-টি Plural Number অনুযায়ী হয়।

The Headmaster and *the* Secretary are coming. (two different persons—দুজন আলাদা ব্যক্তি।)

He had *a* clever and *a* black cat. (two different cats).

Give me *a* red and *a* blue pencil. (two different pencils.)

(ii) When two or more Nouns or Adjectives refer to **the same person or thing, the article is used before the first Adjective or Noun.**

যখন দুই বা ততোধিক Noun বা Adjective-একই ব্যক্তি বা বস্তুকে বোঝায়, তখন কেবল প্রথম Noun বা Adjective-এর পূর্বে Article বসে। এগুলি Subject হলে Verb-টি Singular Number অনুযায়ী হয়।

The Headmaster and secretary is coming. (one person একই ব্যক্তি, যিনি হেডমাষ্টার তিনিই সেক্রেটারি).

He had *a* clever and black cat. (one cat).

Give me *a* red and blue pencil. (one pencil).

(iii) in a comparison,if two Nouns refer to different persons or things, the article is used with each Noun. otherwise not.

তুলনা করার সময় যদি দুটি Noun ভিন্ন ভিন্ন ব্যক্তি বা বস্তুকে বোঝায়, তাহলে প্রতিটি Noun-এর পূর্বে article বসে। তা না হয়ে একই ব্যক্তি বা বস্তুকে বোঝালে article একবার বসে।

He is *a* better statesman than *a* philosopher (different persons)

He is *a* better statesman than philosopher. (same sperson)

(iv) Before Comparatives as Adverbs. (দুটি Comparative Adverb হিসাবে ব্যবহৃত হলে উভয় ক্ষেত্রেই the বসে।)*The* sooner *the* better.

DETERMINERS

In Modern English grammar Articles and some Adjectives except Adjectives of quality (i.e.-Adjective of Quantity, Adjective of number, Demonstrative Adjective, Distributive Adjective and Possessive Adjective) are called Determiners. There are two types of Determiners —***Specific Determiners*** *and* ***General Determiners.***

আধুনিক ইংরেজি গ্রামারে Article এবং কিছু Adjective- কে (Adjective of quantity, Adjective of number, Demonstrative Adjective, Distributive Adjective এবং Possessive Adjective) Determiner বলা হয়। এগুলি দুরকমের–(i) ***Specific Determiner*** এবং (ii) ***General Determiner.***

Specific Determiners/Definite Determiners :

The determiners used to refer to some one or something in a *specific way* are called ***Specific Determiners or Definite Determiners.***

কাউকে বা কোন কিছুকে নির্দিষ্ট ভাবে বোঝাতে যে Determiner ব্যবহৃত হয়, তাকে ***Specific Determiner*** বা ***Definite Determiner*** বলে।

The boys are playing football.

I want *this* pen and not *that* pen.

These boys are dull but *those* boys are clever.

The woman is looking after *her* child.

Here in the phrase 'the boys' *the* indicates that the boys are already known to the speaker.

Similarly *this: these: her* etc. are used to determine the persons or objects.

List of Specific Determiners /Definite Determiners :

the	your	our
this	my	
that	his }	their
these	her }	
those	its	

General Determiners/Indefinite Determiners :

The determiners used to refer to someone or something in a *general or indefinite way* are called ***General Determiners or Indefinite Determiners .***

কাউকে বা কোন কিছুকে সাধারণভাবে বা *অনির্দিষ্টভাবে* বোঝাতে যে Determiner ব্যবহৃত হয়, তাকে ***General Determiner*** বা ***Indefinite Determiner*** বলে।

A boy is going to school.

An old man is walking on the road.

All men must die, but *most* men do not think of it.

He did not eat *any* rice, but I ate *some*.

Each candidate was asked to answer the question.

List of General Determiners/Indefinite Determiners :

a	other	few	no
an	another	many	several
all	each	little	enough
any	every	much	such
some	either	more	one
both	neither	most	first etc.

Groups of Determiners

Now, we can classify the Determines into three groups.

(i) ***Th-type*** : *the, this, that, these, those.*

(ii) ***Possessive type*** : *your, my, our, his, her, their, its.*

(iii) ***Number/quantity type*** : *a, an, each, every, any, another, little, some, enough etc.*

Predeterminers :

Some words are used before Determiners and function as a combined structure. They are called ***Predeterminers.***

কখনো কখনো Determiner-এর পূর্বে কিছু শব্দ বসে একটি Combined Structure তৈরি করে। এই শব্দগুলিকে ***Predeterminer*** বলে।

I am not *such a* fool. [*a such fool* হয় না।]

All the girls wore white sari. [*the all girls* হয় না।]

Both the boys are equally guilty. [উভয় বালক–Both boys, উভয় বালকই—Both the boys হয় ; *the both boys* হয় না।]

What a beautiful bird it is!

Such, all, both, what-এই শব্দগুলি Determiner-এর পূর্বে ব্যবহৃত হয়ে একটি combined structure তৈরি করেছে। সেজন্য এগুলিকে Predeterminer বলে।

APPLIED SECTION

We cannot say.

Boy is going to school. Ox is running.

We must say.

A/The boy is going to school. An/The ox is running.

No Common Countable Noun can be used in a sentence without any article or determiner. (Article বা Determiner ছাড়া কোন Common Countable Noun বাক্যে ব্যবহার হতে পারে না।)

Headlines again :

A is used :

1. before a word beginning with a consonant.
   a bird, *a* flower, *a* lion.
2. before a vowel letter that sounds like a consonant.
   a European, *a* University (sound Eu = yu ইউ)
   a one rupee note (sound O = w ওয়া)।

An is used :

1. before a word beginning with a vowel.
   an ass, *an* orange
2. before a consonant letter that sounds like a vowel.
   an M. A. (এম. এ.), *an*, M.B (এম.বি.) *an* S. D. O (এস. ডি. ও).
3. before a word beginning with a silent 'h'.
   an hour (আওয়ার), an honourable (অনারেবল্) person.

Normally we do not use any article before Proper Nouns (or Capital Letter Nouns), Material Nouns and Abstract Nouns. But other Determiners may be used before these words as necessary.

সাধারণতঃ Proper Noun, Material Noun এবং Abstract Noun-এর পূর্বে কোন article বসে না। অবশ্য এগুলির পূর্বে প্রয়োজন মতো অন্য Determiner বসতে পারে।

Calcutta is a big city. *This* Calcutta is a matter of pride to us.

Iron is a useful metal. Honesty is the best policy.

But The is used :

1. before names of rivers, mountain ranges, seas, deserts, important buildings etc.

The Ganges flows down from *the* Himalayas.

The Bay of Bengal lies to the South of West Bengal.

The Sahara is in Africa. *The* Thor is in Rajasthan.

The Tajmahal is one of the wonders of the world.

***Note :** Though *the* is not used before a Proper Noun, We can say.

The Boses are visiting china.

(Here *The* Boses = Mr. Bose and his family)

We also say —U.S.A. (The United States of America = America)

2. before nouns of which there is only one.
   The sun is shining in *the* sky.

3. before nouns that refer to a class of things /people.
   The dog is a faithful animal.
   But, Man is mortal.
4. to particularise the noun.
   The book you mention is out of print.
   A farmer has three sons. *The* sons are lazy.
5. before the superlatives.
   He is *the* most intelligent boy.
6. as an adverb with comparatives. *The* more *the* merrier.
7. Normally we do not use any article or determiner in the following constructions.

be in	bed	travel	by bus
go to	market	go	by car
sent to	church	come	by train
"	prison	"	by boat
"	hospital	"	by plane
be at	school/college	go	no foot
go to	university	"	on horse-back
leave	home	"	on bicycle

EXERCISE

1. ***Fill in the blanks with A or An as required.***

(a)	——— B.D.O.	(j)	——— university
(b)	——— S.D.O	(k)	——— umbrella
(c)	——— D.M	(l)	——— unique event
(d)	——— B.A.	(m)	——— uniform speed
(e)	——— M.A.	(n)	——— one-eyed man
(f)	——— F.R.C.S	(o)	——— one-act play
(g)	——— ewe	(p)	——— opinion
(h)	——— union	(q)	——— historical play
(i)	——— European	(r)	——— honest man.

2. ***Fill in the blanks with suitable articles.***

It is ——— useful article. Animesh reads ——— Gita everyday. Gahar reads ——— Koran. Rambabu is ——— L.L.B. This is———one-way road. Ceylon is——— island. He is——— Newton. He is ——— Newton of India. Bankimchandra is——— Scott of Bengal. He is – B.A., but his brother is ——— M.A. It is ———unanimous decision. He lives in———U.K. but his sister lives in———U.S.A.

3. ***Match the two parts of each sentence. Write 'the' where necessary and put a X where it is not necessary. One has been done for you.***

(i)	My father goes to (b)	(a)	..... school?
(ii)	Does your sister go to	(b)	..... × ..... market.
(iii)	Tourists in Delhi go to see	(c)	..... Park Street.
(iv)	Tourists in Calcutta go to see	(d)	..... violin?
(v)	Do you play	(e)	..... Delhi.
(vi)	The U. B. I. is on	(f)	..... Australia.
(vii)	The smallest continent is	(g)	.....Victoria Memorial.
(viii)	His uncle lives in.	(h)	..... Tajmahal.

4. *Put suitable articles and determiners in the following blanks. Choose the determiners from the given list. [any, some, their, another, other, the, a]*

(i) Our house is nearest to ——— house.

(ii) Is there ——— difference between ——— two?

(iii) At night we stayed at ——— hotel.

(iv) I am not satisfied with this book. Could you supply me ——— book?

(v) ——— Aryans are very proud of their high birth. They are afraid of getting mixed up with ——— Tribals. It is ——— false pride.

5. *Complete the following passages with suitable articles (a, an, the).*

(i) Sorojini Naidu who was ——— Indian was born at Hyderabad in ——— Decan, on ——— 13th February, 1879. Her father came of ——— Bengali family that was famous for learning, and she herself was ——— great scholar.

(ii) ——— Narmada is ——— name of ——— river in South India. It is ——— important river and is considered as a holy river in ——— South.

(iii) ——— gentleman walking with ——— stick in his hand is a very well-known person here. He is ——— professor in ——— University. He has just returned from ——— U.K. after a period of four years obtaining ——— Ph.D. from ——— Oxford University.

6. *Put articles where it is required and put a cross (X) where it is not required.*

(i) "Is this ——— book you are telling me about?" "Yes, it is on ——— live of ——— Satyajit Roy, one of ——— greatest sons of ——— India.

(ii) Her sister is ——— musician. She plays ——— sitar and ——— guitar. But her brother has no interest in ——— music. He is ——— good sportsman. He plays ——— football and ——— hockey.

7. *The articles are missing in the following passages. Find where they are missing and insert them.*

(i) Do not look at me. Look above and see moon and stars. There are uncountable stars twinkling in sky at night. In morning they will disappear again.

(ii) One day old man was walking on road. He was carrying bagful of sugar in his hand. That man was secretary of school. I knew him to be honest person.

(iii) He saw most wonderful sight. Through little hole in wall children had crept in, and they were sitting in branches of trees. In every tree that he could see was little child.

8. *Write in your own English using suitable articles and determiners.*

ঘোড়া চতুষ্পদ (four-footed/quadruped) জন্তু। গরু উপকারী প্রাণী। শিশু স্তন্যপান করে (sucks its mother)। আমাদের প্রধান শিক্ষক একজন এম. এ. বি.টি। মিথিলেশবাবু একজন অবৈতনিক (honorary) ম্যাজিস্ট্রেট। তারা এক ঘণ্টার মধ্যে আসবে। তার ভাই একজন ইউরোপীয়ের কাছে ইংরেজি পড়ে। তাদের বাড়ীর পাশেই একজন এম. বি. বি. এস. ডাক্তার থাকেন। অনেক ফুলের গন্ধ (smell) নাই, কিন্তু গোলাপের সুমিষ্ট গন্ধ আছে। পৃথিবী সূর্যের চারধারে ঘোরে। বসন্তকালে গাছের নূতন পাতা জন্মে (put forth)। তাকে আশ্বাসমাত্র পাঠানো হলো। আমি প্রত্যহ আনন্দবাজার পড়ি। বাল্মীকি রামায়ণ রচনা করেন। বাইবেল খৃষ্টানদের পবিত্র গ্রন্থ। জল ব্যতীত কেহ বাঁচিতে পারে না। এ পুকুরের জল খুব ঠাণ্ডা। আমি সকালে চা পান করি। আমি দার্জিলিংয়ের চা পছন্দ করি। সত্যকথাই শ্রেষ্ঠ উপায়। গান্ধীজির সততা সর্বজনবিদিত। দয়া পরম ধর্ম (virtue)। বিদ্যাসাগরের দয়া প্রবাদবাক্যে পরিণত হয়েছে। বাল্মীকিরা সর্বকবি সুধী। ভারতীয় দ্রব্য সস্তা (cheap)। এটি একটি আমেরিকান পাখী। তিনি এরূপ কাজকরতে চান না। উভয় বালকই সমান দোষী। কোন বালক নিশ্চয় ইহা করিয়াছে। কোন কোন বালক পরীক্ষায় ফেল করিয়াছে। প্রত্যেক ছেলে ও প্রত্যেক মেয়ে একটি করে পুরস্কার পেল। তার প্রত্যেকটি কথাই মিথ্যা। প্রত্যেক মা-ই তাঁর সন্তানকে ভালবাসেন।

CHAPTER—20
MODIFIERS

Read the following sentences. (নিম্নের বাক্যগুলি পড়)।

All those self-taught boys were very clever.
A *blooming* flower is beautiful to look at.
A *growing* child needs nutritious food.
A *sleeping* lion cannot catch a prey.
Don't put your hand in *boiling* water.
Don't sit on a *broken* chair.
The girl is nursing the *wounded* bird.
We saw the men *looking out hopelessly*.

The words or phrases *all, those, self-taught, blooming, growing, sleeping, boiling, broken, wounded* and *looking out hopelessly* are used here to modify the nouns. These are called **Modifiers**. These may be placed before or after the nouns. Hence these are also called ***Noun Modifiers***.

যে সব word বা phrase Noun-এর আগে বা পরে বসে। Noun-কে modify (বিশেষিত) করে, সেগুলিকে **Modifier** বা **Noun Modifier** বলে।

There are two types of Modifiers. (দুরকম Modifier আছে।)

(1) **Premodifier**. (2) **Postmodifier**.

(1) A modifier which precedes a Noun is called **Premodifier**.
যে modifier Noun-এর পূর্বে বসে তাকে Premodifier বলে।
যেমন—A *blooming* flower. A *broken* chair.

(2) A modifier which follows a Noun is called **Post-modifier**.
যে modifier Noun-এর পরে বসে, তাকে Postmodifier বলে।
যেমন—We saw the men *looking out hopelessly*.

Various types and uses of Premodifiers

The are different types of Premodifiers.
(কয়েকরকম premodifier আছে।)

(i) Predeterminers as Premodifiers.
All the boys were present in the class.
Both the books are out of print.

(ii) Determiners as Premodifiers.
The boys and girls are walking side by side.
Those boys and girls are very intelligent.

(iii) Present participle (ing—participle) as Premodifiers.
A *darkening* sky may bring showers.
The cloud brings showers for the *thirsting* flowers.
A life of *increasing* labour and *decreasing* leisure is the characteristic of modern civilization.

(iv) Past Participle (ed/en-participle) as Premodifiers.
The *injured* cat is limping.
A *burnt* child dreads the fire.
The ants eat their *stored* food in winter.
The *worried* man could not attend the guests.
He did not like to live in the *haunted* house.

(v) Adjectives as Premodifiers.
A *lazy* man cannot be an early riser.
a *clever* boy like you cannot do such foolish work.
An *intelligent* girl worked out the sum in a few minutes.

(vi) Nominal Compound as a premodifier.
She is a *record-breaking* typist.
Mark the *wheat-producing* countries in the map.
Try to use this *labour-saving* method.
You should be aware of the *Calcutta bus routes*.
A *low cost* house is not easily available in Calcutta.

(vii) Noun for a Noun Modifier :
The *School Inspector* came on a *surprise visit*.
I am going to my *country house*.

Various types and uses of Post modifiers

There are different types of postmodifiers.
(নানারকম Postmodifier আছে)

(i) Present Participle phrases as postmodifier.
I found an old woman *standing at the door*.
I used to watch the flower plant *growing everyday*.
We saw the beggar *looking our hopelessly*.
The student *working in the laboratory* is very brilliant.

(ii) Past Participle phrases as Postmodifier.
I saw a man *injured by an accident*.
A tiger *killed by the hunter* was left in the jungle.
He has got the money *sent by his father*.
I have got the letter *written by you*.

(iii) "To" Infinitive phrases as Postmodifier.
She got a nice pen *to write with*.
Here is a chair *to sit on*.
I am the last man *to leave the place*.

(iv) Adjective phrases as Postmodifier.
A man *with white beard* came here yesterday.
He is a man *of great honour*.

(v) Nominal clause as Appositive used as Postmodifier.
The report *that he was murdered* is true.
Our hope *that he would come back home* proved false.

(vi) Relative clause as Postmodifier.
The boy *who came her* is my cousin.
This is the place *where he was born*.
This is the pen *which I lost yesterday*.
I want a car *that I can drive*.

NOUN MODIFIERS & NOMINAL GROUPS

Now, we see a **Noun** may be modified by :

(i) the words **before** the Head Noun— **Premodifiers.**
[যে বিশেষণগুলি Noun-এর পরে বসে সেগুলি **Premodifiers**.

(ii) the words **after** the Head Noun— **Postmodifiers.**
[যে বিশেষণগুলি Noun-এর পরে বসে সেগুলি Postmodifier.

Premodifier	Head Noun	Postmodifier
(i) Predeterminers		(i) Present Participle Pharses
(ii) Determiners		(ii) Past Participle Phrases
(iii) Present Participle	←O→	(iii) 'To' Infinitive Phrases
(iv) Past Participles		(iv) Adjective Phrases
(v) Adjectives		(v) Nominal Clauses
(vi) Nominal Compounds		(vi) Ralative Clauses
(vii) Nouns		

The whole group of words (the Head noun with its midifiers) is called a **Nominal Group** or a **Noun cluster.**
[মূল Noun এবং তার Modifier-কে একত্রে Nominal Group বা Noun Cluster বলে।]

Nominal Group

All those tall	girls	with long hair	danced at a big hall.
Premodifier	Head Noun	Post modifier	

EXERCISE

1. ***Fill in the blanks with 'ing'-participles which are used as Modifiers (premodifier or Postmodifier).***
Verbs to be used are given in the list below.
[stand, walk, run, work, boil]
(i) Don't try to get into a ——— train.
(ii) The farmers ——— in the field are very poor.
(iii) I found the girl ——— at the door.
(iv) We saw a girl ——— on the ropes.
(v) Only hard ——— students will succeed.
(vi) Don't put your hand in ——— water.

2. ***Use Past participle forms of the verbs given in the list as Modifiers.***
[burn, speak, read, wound, balance, break, worry]
(i) A ——— diet is required for a growing baby.
(ii) Why have you such a ——— look ?
(iii) They took the ——— man to hospital.
(iv) You should learn ——— English too.
(v) Good books ——— in childhood are the real guides.
(vi) Don't sit on a ——— chair.
(vii) A ——— child dreads the fire.

3. ***Use appropriate words, phrases or clauses or infinitives as Modifiers. Root verbs are given in the brackets.***
(i) Look at the cows (graze) in the field.
(ii) The girl came here (dance) joyfully.
(iii) If she catches you (read) her diary, she'll be furious.
(iv) The picture (paint) by the artist is wonderful.
(v) He advised me to apply for the post (vacate).
(vi) She is busy (write) some letters.
(vii) He fell down while (board) a bus.
(viii) We should avoid (waste) of money.

4. ***Write in your own English using Modifiers.***
ঘুমন্ত সিংহ শিকার ধরতে পারে না। বাড়ন্ত শিশুর পুষ্টিকর খাদ্য প্রয়োজন। ভাঙা চেয়ারে বসো না। ফাটা রেকর্ড চালিও না। ফুটন্ত জলে হাত দিও না। চলন্ত বাসে উঠতে যেও না। ফুটন্ত ফুল দেখতে খুব সুন্দর। ছেলেটি একটি আহত পাখীকে শুশ্রূষা করছে। বাবার পাঠানো টাকা আমি খরচ করে ফেলেছি। তৃষ্ণার্ত ফুলের জন্য মেঘ বৃষ্টি নিয়ে আসে। ভীত ছেলেটি চিৎকার করে উঠল। ভাঙা পাত্রে জল ঢেল না। ম্যাপে চা-উৎপাদক অঞ্চলগুলি চিহ্নিত কর। মাঠে যে কৃষকেরা কাজ করছে, তারা ক্লান্ত হয়ে পড়েছে। আমার একটি সুন্দর লেখার কলম আছে। কালো দাড়িওয়ালা লোকটিকে আমি চিনি। সে যে টাকা কুড়িয়ে পেয়েছে, তার এই বিবৃতি বিশ্বাস করা যায় না।

CHAPTER—21

STRUCTURAL & NON-STRUCTURAL WORDS

[1991 সালের মাধ্যমিক পরীক্ষায় Strucural word দিয়ে শূন্যস্থান পূরণ করতে দেওয়া হয়েছে।]

Words are the elements of a sentence. In *Modern English Grammar* words are divided into two broad group—STRUCTURAL WORDS OR MINOR WORDS AND NONSTRUCTURAL WORDS OR MAJOR WORDS. Structural words or Minor words are also called *Grammatical words*. Major words are also called *Class words*.

[Word বা শব্দ হলো বাক্যের উপাদান। আধুনিক ইংরেজি ব্যাকরণে এই word-গুলিকে দুটি প্রধান ভাগে ভাগ করা হয়েছে— *Structural words* বা *Minor words* বা *Grammatical words* এবং *Non-Structural words* বা *Major words* বা *Class words*.]

The *difference* between Structural words or Minor words and Non-Structural words or Major words :

[Structural word বা Minor word এবং Nonstructural word বা Major word-এর পার্থক্য ঃ]

(i) *Structural words* are used for forming the structure of a sentence. They have little meaning of their own.

But *Non-structural words* or *Major words* play the important role in conveying the meaning of a sentence.

[*Structural word* বাক্যের কাঠামো গঠনের জন্য ব্যবহৃত হয়। তাদের নিজস্ব অর্থ খুব সামান্য। কিন্তু *Non-Structural word* বা *Major word* বা মুখ্যপদ বাক্যের অর্থ প্রকাশে প্রধান ভূমিকা পালন করে।]

(ii) Only *Structural word* (*a, an, the, this, as, on* etc.) can not make a sentence. But only a *Major word* (Non-structural word) can make a sentence. (*Yes, No, Come, Stop, Well, Thanks* etc.)

[কেবলমাত্র একটি *Structural word* (a, an, the, this, as, on ইত্যাদি) দ্বারা কোন বাক্য হয় না। কিন্তু একটি *Major word* বা মুখ্য পদ দিয়েই অনেক সময় একটি বাক্য হয়। যেমন— Yes, No, Come, Stop, Well, Thanks ইত্যাদি।]

(iii) The same *Structural word* (*a, an, the* etc.) can be used more than once in a sentence. But a *Non-structural word* (Major word) cannot be usually repeated in a sentence.

[একটি বাক্যে একটি *Structural word* (a, an, the ইত্যাদি) বার বার ব্যবহৃত হতে পারে। কিন্তু একটি *Non-structural word* (Major word) একই বাক্যে সাধারণতঃ বার বার ব্যবহৃত হতে পারে না।]

(iv) *Structural words* (*a, an, the, in, on, to* etc.) cannot take any Prefix or suffix. But more and more new words can be formed by adding Prefixes or Suffixes with the *Non-Structural words* or *Major words* (i. e. *normal > abnormal ; greed > greedy etc.*)

[Structural word অর্থাৎ a, an, the, in, on, to ইত্যাদির সঙ্গে কোন Prefix বা Suffix যুক্ত হতে পারে না। কিন্তু Non-Structural word বা Major word-এর সঙ্গে Prefix বা Suffix যুক্ত হয়ে নূতন নূতন শব্দ গঠিত হয়। যেমন— normal > abnormal ; greed > greedy. ইত্যাদি।]

(v) *Structural words* (*a, an, the, this, by, for* etc.) have no inter-relationship while *Non-structural words* or *Major words or Class words* have inter-relationship (i.e. *happy > happiness > happily* etc.)

[*Structural word*-গুলির মধ্যে (a, an, the, this, by, for ইত্যাদি) কোন আন্ত-সম্পর্ক নেই। কিন্তু *Non-structural word* বা *major word*-গুলির একাধিক রূপের মধ্যে আন্ত-সম্পর্ক আছে। যেমন—happy > happiness > happily ইত্যাদি।]

STRUCTURAL WORDS OR MINOR WORDS	NON-STRUCTURAL WORDS OR MAJOR WORDS OR CLASS WORDS
(1) Determiners (a, an, the, this, my, his, our ইত্যাদি)	(1) Nouns (বিশেষ্য)
(2) Intensifiers or Downtoners (very, much, too, little, rather ইত্যাদি)	(2) Pronouns (সর্বনাম)
(3) Auxiliaries (shall, will, can, may ইত্যাদি)	(3) Adjectives (বিশেষণ)
(4) Prepositions (in, on, to, for, by, with ইত্যাদি)	(4) Main Verbs (মুখ্য ক্রিয়া)
(5) Conjunctions or Linkers (and, but, or, for, as, if, though, although, however ইত্যাদি)	(5) Adverbs (বিশেষ্য বা সর্বনাম ব্যতীত অন্যান্যদের বিশেষণ)

EXERCISE

1. *Fill in each blank with one word that fits in the context. Read through the text before you start filling in the blanks. Remember that all the words will be grammatical/structural word. One has been done for you.* **[M.P. 1991]**

The sprawling lake *at* the Alipore Zoo is no longer a favourable haunt for thousands of migratory birds —— used to spend the winter months here.—— a couple fo years ago the tumultuous cries —— whistles of the "winter guests" from Siberia and —— foot hills of the Himalayas —— be heard. But this year there is silence —— the lake. The Alipore Zoo has become a more "transit" point in the migratory flight path of the birds. Experts believe that this can be explained by the fact —— since last year about 6,000 birds from the Siberian region and the Himalayas——begun to visit the lake—— about a week in November and —— fly away.

Ans : that, Even, and, the, could, in, that, had, for, then.

2. ***There are four numbered blanks in the passage given below. Fill in the blanks with the best alternatives from the lists proided. The numbers in the blanks correspond to the numbers of the lists concerned.***

The best alternatives for the blanks No. (i) is chosen for you. **[H.S. 1992]**

Example (i) (a) in (b) for (c) to (d) about [Answer : (i) (b).]

Baroda State in Western India had a reputation (i)—— being progressive in many fields, not in the least in education and social reform. Sixty years ago the then Maharaja of Baroda invited an American to assist (ii) —— the establishment of a complete, modern library system. That American, william Alanson Borden accepted the invitation and stayed (iii) —— as Director of State Libraries in Baroda (iv) —— three years.

(i) (a) for, (b), by, (c) towards, (d) in

(iii) (a) on, (b) up, (c) out, (d) across

(iv) (a) after, (b) since, (c) for, (d) under.

3. ***Fill in the blanks with the structural words given in the list.***
Those who are responsible (i) teaching young people has resorted, in different periods to history, to (ii) variety of means to making their pupils learn. The earliest of these was (iii) rule of the rod.

(i) (a) to, (b) for, (c) of (ii) (a) an, (b) a, (c) the (iii). (a) an, (b) a, (c) the.

4. ***Fill in the blanks with the structural words given below.***
I am annoyed (i) him for his behaviour. I refused (ii) play second fiddle to him. He is (iii) man of strong principles. He will not swallow a camel easily.

(i). (a) with, (b) about, (c) on, (ii) (a) to, (b) for (c) at (iii). (a) an, (b) a, (c) the.

5. ***Fill in the blanks with the structural words given below.***
Mr. Bose is very strict (i) the children in his class. He is particularly strict (ii) punctuality. However, his relationship (iii) the children is (iv) happy one.

(i). (a) an, (b) about, (c) with (ii). (a) about, (b) with, (c) on (iii). (a) an, (b) a, (c) with (iv). (a) an, (b) a, (c) the.

6. ***Fill in the blanks with the appropriate structural words.***
Mr. Smith is —— European. He deals —— umbrella but he deals ——the customers very well. All Europeans are not the same.

CHAPTER—22

NARRATION/REPORTING

In English, as in our mother tongue, we need to report messages, speeches, comments, requests etc. of a person or persons to others.
আমাদের মাতৃভাষার মতো ইংরেজিতেও কোন একজনের সংবাদ, বক্তব্য, অনুরোধ ইত্যাদি অন্য কারো report করতে হয় বা জানাতে হয়।

We may report the words of a speaker in two ways.
(আমরা দুভাবে বক্তার কথাকে report করতে পারি।)

1. We may quote his actual words. This is called Direct speech.
(বক্তার নিজস্ব কথা উদ্ধৃত করলে তাকে বলা হয় **Direct Speech.)**

2. We may report what he said without quoting his exact words. This is called Indirect or Reported Speech.
(বক্তার নিজস্ব কথা উদ্ধৃত না করে আমরা তার বক্তব্যকে report করতে পারি। তাকে বলা হয় **Indirect Speech** বা **Reported Speech.)**

Nilima says, *"I am ill."* (Direct Speech)
Nilima says *that she is ill.* (Indirect Speech)

Features of Direct Speech
(প্রত্যক্ষ উক্তির বৈশিষ্ট্য) ঃ

The speech which is under Quotation marks or Inverted commas in writing is called *Direct Speech* and the verb by which it is expressed, is called *Reporting Verb.*

(যে উক্তিটি লেখার সময় Quotation Mraks বা Inverted comma -র মধ্যে উদ্ধৃত করা হয় তাকে Direct Speech এবং যে Verb-এর সাহায্যে ঐ উক্তিটি প্রকাশ করা হয়, তাকে *Reporting Verb* বলে।

Three features of Direct Spech (Direct Speech-এর তিনটি বৈশিষ্ট্য) ঃ

(a) In writing, the Direct Speech is put within Inverted commas ["....'] to mark off the exact words of the speaker.
Of course, in dialogues *Inverted Commas* are often left out.
(লেখার সময় Direct Speech-টি Inverted Comma-মধ্যে থাকে। অবশ্য Dialogue এ প্রায়ই Inverted Comma থাকে না।)

(b) A Comma is used after *Reporting Verb.*
Of course, in dialogues, *Reporting Verb* and *comma* are not needed.
(Reporting Verb এর পর একটি Comma বসে। অবশ্য Dialogue বা সংলাপে Reporting Verb এবং Comma-র প্রয়োজন হয় না।)

(c) The first letter of the Direct Speech is a Capital letter.
(Direct Speech-এর প্রথম অক্ষরটি Capital Letter হয়।)

Now look at the following table. (নিচের Table টি দেখ) ঃ

Direct Speech

Speaker	Reporting Verb	Direct Speech
Sitesh	said	"I am very busy".

Indirect Speech

Reporter	Reporting Verb	Linker	Reported Speech
Sitesh	said	that	he was very busy.

It will be noticed that in changing the Direct Speech into Indirect certain grammatical changes have been made. (লক্ষ্য কর, উপরের Direct Speech-কে Indirect করার জন্য কিছু পরিবর্তন করা হয়েছে।)

(i) We have used the linker *that* before the Reported Speech or Indirect statement. [Reported Speech বা Indirect statement-এর (পরোক্ষ উক্তির) পূর্বে আমরা একটি linker (সংযোজক) *that* বসিয়েছি।]

(ii) The pronoun *I* is changed to *he*. [*I* সর্বনামটি *he*-তে পরিবর্তিত হয়েছে।]

(iii) The verb *am* is changed to *was*. [*am* ক্রিয়াটি *was*-এ পরিবর্তিত হয়েছে।]

Rules for changing Direct Speech into Indirect

[Direct Speech থেকে Indirect এ পরিবর্তন করার নিয়ম।]

(i) We use a **linker** before the Indirect Speech.
(Indirect Speech -এর পূর্বে একটি **linker** বা সংযোজক ব্যবহার করতে হয়।)

Direct : He said, "I am unwell."
Indirect : He said *that* he was unwell.
N. B. The linker *that* is often omitted in spoken English.

(ii) The **pronouns** are changed according to sense.
(অর্থ অনুযায়ী pronoun-এর পরিবর্তন হয়।)

Direct : Salil said to his friend, "*You* are ill."
Indirect : Salil told his friend that *he* was ill.
Direct : Salil said to me, "*You* are ill."
Indirect : Salil told me that *I* was ill.
Direct : I said to you, "*I* don't believe you."
Indirect : I said (that) *I* didn't believe *you*.

(iii) If the Reporting Verb is in the **past tense**, we must make the following changes. (যদি **Reporting Verb**-টি **past tense**-এ থাকে, তাহলে আমাদের নিম্নলিখিত পরিবর্তনগুলি করতে হয়।)

Direct		*Indirect*
a. present	becomes	past
b. present continuous	becomes	past continuous
c. past indefinite d. Present perfect e. past perfect	becomes	past perfect
f. past continuous	becomes	past perfect continious.
g. future (shall/will)	becomes	future (should/would)

Narration of Assertive Sentence (বিবৃতিমূলক বাক্য)

Direct : He said, "I do it."
Indirect : He said that he *did* it.
Direct : He said, "I am writing letters."
Indirect : He said that he *was writing* letters.
Direct : He said, "I wrote letters.'
Indirect : He said that he *had written* letters.
Direct : He said, " I have passed the examination".
Indirect : He said that he *had passed* the examination.
Direct : He said, "I had passed the examination.
Indirect : He said that he *had passed* the examination.
Direct : He said, "I was playing football."
Indirect : He said that he *had been playing* football.
Direct : He said, "I shall play football."
Indirect : He said that he *would play* football.

***Note 1.** If the Reporting verb is in the **present or future tense,** the tense of the verb of the Direct Speech is not changed at all.
[যদি Reporting Verb-টি present বা future tense এ থাকে, তাহলে Direct Speech কে Indirect করার সময় Verb-এর কোন পরিবর্তন হয় না।]

Direct : The farmer says, "I *am* busy."
Indirect : The farmer says that he *is* busy.
Direct : The farmer will say, "I *am* busy."
Indirect : The farmer will say that he *is* busy.

***Note 2.** If the statement is a **habitual truth or eternal truth**, no change of tense is required.
[বক্তব্যটি যদি অভ্যাসগত বা চিরসত্য বোঝায়, তাহলে tense-এর কোন পরিবর্তন হয় না।]

Bimal Said "I *walk* for an hour every morning"
Bimal said that he *walks* for an hour every morning } Hebitual truth

The teacher said "The sun *rises* in the east"
The teacher said that the sun *rises* in the east. } Eternal truth.

***Note 3.** Some words of **time** expression and **place** expression are changed if the Reporting Verb is in the past tense.
[Reporting Verb-টি past tense-এ থাকলে সময় বা স্থানবাচক কিছু শব্দের পরিবর্তন হয়।]

Now	becomes	then	here	becoms	there
ago	"	before	hence	"	thence
today	"	that day	this	"	that
to night	"	that night	these	"	those
tomorrow	"	the next day	thus	"	that way
yesterday	"	the previous day	thus	"	so
last night	"	the previous night	come	"	go

***Note 4.** Students often change *it* into *that* in the indriect. But that is wrong. It remains unchanged.
[ছাত্রছাত্রীরা প্রায়ই *it*-কে that এ পরিণত করে। এটি ভুল। *It* indirect এ অপরিবর্তিত থাকে।]

Direct : The boy said, "I'll do the work *now*".
Indirect : The boy said that he would do the work *then*.
Direct : He said, "I am glad to be here *this evening*."
Indirect : He said that he was glad to be there *that evening*.
Direct : He said, "I shall go to Delhi *tomorrow*."
Indirect : He said that he would go to Delhi *the next day*.
Direct : He said, "I have never seen anything like it."
Indirect : He said, that he had never seen anything like it.

***Note 5.** The changes do not occur if the speech is reported during the same period or at the same place.
[যদি বক্তব্যটি একই সময়ে বা একই জায়গায় report করা হয়, তাহলে উপরিউক্ত পরিবর্তনগুলি করার প্রয়োজন হয় না।]

Speaker (at 10 a. m.) : The Inspector *will* visit our school today.
Reporter (at 10. a. m.) : He says that the Inspector *will* visit their school *today*.
Reporter (at 5. p. m./after a few days) : He said that the Inspector *would* visit their school *that day*.

Speaker (in Calcutta) : Sir Asutosh Mukherjee was born *here*.
Reporter (in Calcutta, but after a few days) :
He said that Sir Asutosh Mukherjee was born *here*.
Reporter (in Delhi) : He said that Sir Asutosh Mukherjee was born *there*.

***Note 6.** Normally, there are no changes in the verb forms of the Modal Auxiliaries like *must, ought to* and *should*, though *should* often becomes *would* corresponding persons of the subject and *had to* is often used in place of *must*.

[সাধারণত ঃ must, ought to এবং should -এর মতো Modal Auxiliary গুলির কোন পরিবর্তন হয় না, যদিও কখনো কখনো must-এর জায়গায় had to বসে এবং should-এর জায়গায় subject-এর person পরিবর্তন অনুযায়ী would বসে।]

Direct : She said, *"We ought* to go."
Indirect : She said that *they ought* to go.
Direct : She said, *"We must* go."
Indirect : She said that *they must go/had to* go.
Direct : Niren said to me, *"I should* be grateful if you help me."
Indirect : Niren told me that *he would* be grateful if I helped him.
But the *should* of obligation is not changed. [কিন্তু উচিত অর্থে should পরিবর্তন হয় না।]
Bimal said to him, "you *should* be more careful."
Bimal told him that he *should* be more careful.

***Note 7.** In indirect Speech,*"said to him", "said to me"* etc. before *that* are not good English. Write *"told him", "told me"* etc. [Object না থাকলে 'say' এবং object থাকলে 'tell' হয় Reporting verb. Indirect Speech-এ that-এর পূর্বে said to him, said to me ইত্যাদি ভালো ইংরেজি নয় ; এরূপ স্থলে told him, told me এরূপ লেখা উচিত।]

EXERCISE–I

A. *Report the following sentences in Indirect Speech.*
(নিচের বাক্যগুলিকে Indirect Speech-এ লেখ।)

1. The teacher said to the boy, "You have forgotten the lesson."
2. The boy said, "I shall go out and play."
3. He said, "I am happy to be here today."
4. They said,"We shall play the game again tomorrow."
5. The boy said, "Two and two make four."
6. "I have lost my books and yours too", she told them.
7. The princess says, "I have lost my way."
8. They say, "We must keep our locality clean."
9. The girl says, "These books are theirs, but this one is mine."
10. The Happy Prince said, "I led dance in the great hall."

B. *Use different forms of tenses of the verb 'write'as in the following example and then change the narration.* (নিচের উদাহরণের মতো 'write verb-এর বিভিন্ন tense-এর বাক্য গঠন কর এবং Narration পরিবর্তন কর।)

Tense	Direct	Indirect
Simple Present	Mrinal said, "I write a letter"	.....
Pr. Continuous	Mrinla said, "....."	.....
Pr. Perfect	Mrinal said, "....."	.....
Pr. perfect Cont.	Mrinal said, " ....."	.....
Simple Past	Mrinal said, " ....."	.....
Past Continuous	Mrinal said, "....."	.....
Past Perfect	Mrinal said, " ....."	.....
Simple Future	Mrinal said, " ....."	.....

Narration of Interrogative Sentences (প্রশ্নসূচকবাক্য)

Rules :

(i) If the Direct Speech is in Interrogative sentence, Reporting Verbs such as *say, tell* etc. are changed into *ask, enquire* etc. in the Indirect Speech and the Verb takes an object.

[যদি Direct Speech-টি Interrogative বাক্যে থাকে, তাহলে say, tell প্রভৃতি Reporting Verb-টি Indirect Speech-এ *ask* এ পরিবর্তিত হয়। এবং এই verb-এরপর একটি object বসে।]

(ii) If the Direct Speech begins with some 'wh' question word, such as *who, what, where, why, how, etc.* the question word is retained in the Indirect Speech.

[যদি Direct Speech টি *who, what, where, why, how* ইত্যাদি প্রশ্নবোধক শব্দ দিয়ে শুরু হয়, তবে ঐ প্রশ্নবোধক শব্দগুলি Indirect Speech-এ থেকে যায়।]

(iii) But if the Direct Speech does not begin with such question word, *if* or *whether* is used *as the linker.*

[কিন্তু যদি Direct Speech-টি *who, what, where, why,how* প্রভৃতি কোন প্রশ্নবোধক শব্দ দিয়ে শুরু না হয়, তাহলে সংযোজক শব্দ হিসাবে *if* বা *whether* বসে।

(iv) The order of words in the Indirect Speech is changed from the Interrogative construction to the Assertive construction and the note of interrogation becomes Fullstop.

[Indirect Speech-এ প্রশ্নবোধক বাক্যের বিবৃতিমূলক বাক্যের গঠনে পরিবর্তিত হয়ে যায় এবং প্রশ্নচিহ্ন ফুলস্টপ হয়ে যায়।]

Questions beginning with Do/Does/Did/Is/Am/Are etc.

Direct : "Do you know the way to the station?" She said to Mahim.
Indirect : She *asked* Mahim *if (whether)* he knew the way to the station.
Direct : "Does she require any help?" the old man asked me.
Indirect : The old man *asked* me *if* she required any help.
Direct : I said to the boy, "Did you go to school?"
Indirect : I *aksed (enquired of)* the boy *if* he had gone to school.
Direct : "Is not poverty a curse?" my father said to me.
Indirect : My father *asked* me *if* poverty was (is) not a curse.
Direct : "Are you weeping?" he asked her.
Indirect : He *asked* her *if* she was weeping.
Direct : "Have you brought a pen for me?" the girl said to her father.
Indirect : The girl *asked* her father *if* he had brought a pen for her.
Direct : "Can you see a woman seated at a table?" he asked her.
Indierct : He *asked* her *if* she could see a woman seated at a table.
Direct : Persome said, "Marie, isn't the soup boiling yet?"
Indirect : Persome *asked* Marie *if* the soup was not boiling by that time.
Direct : "Would you sing for our visitors?" my mother siad to my sister.
Indirect : My mother *asked* my sister *if* she would sing for our visitors.
Direct : "Do you suppose you know better than your own father?" jeered his angry mother.
Indirect : His mother angrily *asked (enquired) whether* he supposed that he knew bettler than his own father.
Direct : My brother said to me, will you not go to the show?"
Indirect : My brother *asked* me *if* I would not go to the show.

***Note :** An Interrogative sentence beginning with *shall* takes the form *would* in the past tense in the Indirect Speech. But *should* is retained when it implies a matter of duty.

[Interrogative Sentence -এর *should* Indirect Speech-এ Past tense-এ would হয়ে যায়। কিন্তু কর্তব্য বা উচিত্য বোঝালে should অপরিবর্তিত থাকে।]

Direct : I said to him, "*Shall* I reach the village before dawn?"
Indirect : I asked him *if I would* reach the village before dawn.
Direct : The girl *said*, "*Shall* I go out for shopping?"
Indirect : The girl *asked* if she *would* go out for shopping.

But

Direct : Nikhil *said* to me, "*Shall* I wait for you for an hour?"
Indirect : Nikhil *asked* me *if* he *should* wait for me for an hour.

'Wh' Questions

Direct : I said to the man, "*Who are you?*"
Indirect : I *asked* the man *who he was.*
Direct : He said to me, "*What are you doing?*"
Indirect : He *asked* me *what I was doing.*
Direct : "*Where do you live?*" asked the stranger.
Indirect : The stranger *asked* (him) *where he lived.*
Direct : "*Why are you weeping ?*" the Swallow asked the Prince.
Indiret : The Swallow *enquired of* the Prince *why he was weeping.*
Direct : "*Why doesn't she talk to me any more?*"
Indirect : I thought to myself *why she did not talk to me any more.*
Direct : "*When will you come back ?*" the prince said to the Swallow.
Indirect : The Prince *asked* the Swallow *when he would come back.*
Direct : "*How did you do that ?*" they asked Edison.
Indirect : They *asked* Edison *how he had done that.*
Direct : He said to me, "*which book do you want ?*"
Indirect : He *asked* me *which book I wanted.*
Direct : "*Who was the first man to fly in the space ?*" the examiner asked the boy.
Indirect : The examiner *asked* the boy *who was the first man to fly in the space.*

***Note :**

In the last sentence, the order of words has not been changed as the interrogative word *who* has been used as the *subject* of the sentence.

[লক্ষ্য কর, শেষ বাক্যে order of word পরিবর্তন হয়নি, কারণ ***who*** নিজেই **Subject** হলে ***who***-র পরেই **Verb** বসে।

Of course, such a sentence may be reported thus:

The examiner *wanted to know the name* of the first man who flew in the space.

Changes in Question Tags.

Direct : He said to me, "You are going to the play ground, *aren't you?*"
Indirect : He *asked* me *whether it was true that* I was going to the playground.
[Or] He *asked me whether* I was going to the playground and *assumed that I was.*

Direct : He said to me, "You didn't cause much damage to the book, *did you ?*"
Indirect : He *asked* me *whether I had caused much damage to the book.*
[Or] He asked me whether I had caused much damage to the book and *assumed that I had not.*

EXERCISE II

A. *Report the following sentence in Indirect Speech.*
(নিচের বাক্যগুলিকে Indirect Speech-এ লেখ।)

1. The boy said to me, "Will you accompany me?"
2. She said to me, "Shall I post these letters for you?"
3. He said to me, "Have you done your home task?"
4. "Is it good or bad?" asked Rahim.
5. "Is there anybody there?" said the traveller.
6. Are you coming with me?" he asked.
7. Hasina said to the man, "Do you know Mr. Das?"
8. The man said to me, "Do you know where he lives?"
9. She said to me, "Did you write to me before?"
10. Lila said to me, "Can you tell me his address?"

B. *Report the following sentences in Indirect Speech.*
(নিচের বাক্যগুলিকে Indirect Speech-এ লেখ।)

1. "What are you doing here?" he wanted to know.
2. "What do you think of it?" Edison asked John.
3. "Who are you and what do you want of us?" I said to them.
4. "Where had you been yesterday?" I asked her.
5. Father said to me, "When did you do it?"
6. I said to Ramen, "Whose pen are you using?"
7. Mother said to the boy, "What is your father?"
8. He said to them, "How are you?"
9. He said, "How could such a man be a teacher?"
10. I said to him, "Why have you failed?"
11. He said to me, "When will the down train arrive?"
12. "Who was the first man to land on the moon?" asked the examiner.

C. *Change the following sentences into Indirect Speech.*

1. I said to him, "Are you going home, aren't you?"
2. He said to me, "Didn't you do your hometask, did you?"
3. Father said to me, "Have you bought a pen from market for me, have you?"
4. My friend said to me, "Haven't you enjoyed the *pather Panchali*, have you?"

Narration of Imperative Sentence
[Commands, requests etc. (আদেশ অনুরোধমূলক)]

Rules :

(i) The Reporting verb becomes *order, request, advise, ask, tell* etc. according to the sense. Hence the words *'said to me, 'said to him'* etc. becomes *'order(ed) me', 'advise (d) him'* etc.

[Reporting Verb অর্থ অনুযায়ী order, request advise, tell, ask ইত্যাদি হয়। যেমন 'said to me', 'said to him' ইত্যাদি 'order (ed) me', 'advise(d) him' ইত্যাদি হয়।]

(ii) The imperative mood is changed into the infinitive. Hence *to* is used before the main verb to make it infinitive.

[Imperative mood-টি Infinitive mood-এ পরিবর্তন হওয়ার জন্য মূল verb-এর আগে *to* বসে।]

(iii) Negative Imperative may be expressed by using not before the infinitive in the Indirect Speech. The Reporting verb *forbid, prohibit* etc. may also be used without using *not*.

[Negative Imperative কে Indirect Speech করতে হলে infinitive-এর আগে not বসাতে হয়, আবার not না বসিয়ে forbid, prohibit প্রভৃতি Reporting verb বসানো যায়।]

(iv) Such expressions as *please, sir* in the Direct are left out in the Indirect Speech and they are rendered by the verb *request* or by the adverb *kindly, politely* etc.

[Direct Speech এর Please, Sir ইত্যাদি Indirect Speech-এ তুলে দেওয়া হয় এবং তার অর্থ প্রকাশের জন্য Reporting Verb-টিকে *request* করা হয় অথবা *kindly, politely* ইত্যাদি adverb যোগ করা হয়।]

Direct : The officer shouted to his men, "Halt!"
Indirect : The officer *ordered* his men *to halt*.
Direct : Father said to me, "Go home at once."
Indirect : Father *ordered* me *to go* home at once.
Direct : The teacher said to me, "Don't come here."
Indirect : The teacher *ordered* me *not to go* there.
or, The teacher *forbade* me *to go* there.
Direct : He said to me, "*Please* open the door."
Indirect : He *requested* me *to open* the door.
or, he *told* me *politely to open* the door.
Direct : He said to me, "*Please* wait here till I return."
Indirect : He *requested* me to *wait* there till he returned.
Direct : I said to him, "*Please* explain the passage."
Indirect : I *requested* him *to explain* the passage.
Direct : Mother said to him, "Don't run in the sun."
Indirect : Mother *advised* him *not to run* in the sun.
or. Mother *forbade* him *to run* in the sun.

When *order, request, advise*, etc. are not clearly expressed, *tell* or *ask* may be used as the Reporting Verb. (যখন *order, request, advise* ইত্যাদি পরিষ্কারভাবে বোঝা যায় না তখন Reporting Verb হিসাবে *tell* বা *ask* ব্যবহার করা হয়।)

Direct : He *said* to me, "Don't do it again."
Indirect : He *told* (asked) me not to do it again.
Direct : "Don't forget to give her the information, "he *said* to you
Indirect : He *told* (reminded) you not to forget to give her the information.
Direct : Rina *said* to him, "Sir, Don't go home now."
Indirect : Rina *asked* him *politely* not to go home then.

Imperative beginning with 'Let'

When *Let* in the Direct Speech expresses a proposal or suggestion we may use *should* for *Let* and change the Reporting verb into *propose* or *suggest*. Moreover the Imperative form is changed into Assertive form with the linker *that*.

[যদি Direct Speech-টি *Let* দিয়ে শুরু হয়, এবং এই *let* দ্বারা যদি কোন proposal বা suggestion বোঝায়, তাহলে Reporting verb-টি propose বা suggest হয়। তাছাড়া

Imperative form -টি Assertive form এ পরিবর্তিত হয় এবং linker হিসাবে *that* হয়।]

Direct : Lila said to her friends, "*Let* us have a picnic on Sunday."
Indirect : Lila *proposed* (suggested) to her friends that they should have a picnic on Sunday.
Direct : He said to his companions, "*Let* us not miss this chance."
Indirect : He *proposed* (suggested) to his *companions* that they should not miss that chance.

But When *Let* does not express a proposal, it should be *changed* into *might, or might be allowed, or* into some other form according to the sense.

[যদি *Let* দ্বারা Proposal বা suggestion না বোঝায়, তাহলে *Let* কে *might* বা *might be allowed to* বা অনুরূপ form-এ পরিবর্তিত করা হয়।]

Direct : We said, "*Let* him tell the story."
Indirect : We said that he might (or might be allowed to) tell the story.
Direct : She said, "*Let* him eat whatever he likes."
Indirect : She said that he might (or might be allowed to) eat whatever he liked.
Direct : He said, "Let me come in."
Indirect : He requested that he might be allowed to come in.

Imperatives with must, would and could

The Modals *must, would* and *could* are not normally changed in the Indirect Speech. You should also note that some sentences with *would* and *could* are Interrogative in form but Imperative in nature.

[*Must, would, could* প্রভৃতি *Modal*-গুলি Indirect Speech-এ সাধারণতঃ পরিবর্তন হয় না। আরো লক্ষ্য কর কতকগুলি বাক্য *Could* অথবা *would* দিয়ে আরম্ভ হয়ে interrogative form হলেও এগুলি স্বভাবতঃ Imperative বাক্য।]

Direct : He said to me, "You *must* leave the place."
Indirect : He told me that I *must* leave the place.
Direct : He said to me, "*Would* you help me to do the sum?"
Indirect : He *requested* me to help him to do the sum.
Direct : I said to her, "Could you give me a cup of tea?"
Indirect : I *requested* her to give me a cup of tea.

EXERCISE III

A. *Report the following sentences in Indirect Speech.*
(নিচের বাক্যগুলিকে Indirect Speech-এ লেখ।)

1. The master said to his servant, "Do as I told you."
2. The teacher said to the boys, "Don't make so much noise."
3. Kanika said to me, "Please lend me your pen."
4. He said, "Be quiet and listen to my words."
5. She said to her father, "Kindly excuse me this time."
6. The General said to his soldiers, "March forward!"

B. *Change the following Direct Speech into Indirect Speech.*
[নিচের Direct Speech -গুলিকে Indirect Speech-এ পরিবর্তন কর।]

1. I said to the teacher, " Let me come in."
2. He said, "Let us wait for the award."

3. I said, "Let him do what he likes."
4. Father siad to his son, "You must do this."
5. The hare said to the tortoise, "Let us run a race."
6. Rekha siad to her mother, "Let me look out the window."

Narration of Optative Sentence
[Wishes, prayers etc. (ইচ্ছা, প্রার্থনাসূচক)]

Optative sentences express *wish or prayer*. So Reporting Verbs in such sentecces are changed into *wish, pray, desire, long* or *yearn for* etc. Moreover the optative form is changed into Assertive form with the linker *that* in the Indirect Speech.

[Optative Sentence যেহেতু ইচ্ছা বা প্রার্থনা বোঝায়, সেজন্য Reporting Verb হয় *wish, pray* ইত্যাদি। তাছাড়া Indirect Speech-এ Optative form Assertive form-এ পরিবর্তিত হয় এবং Linker হিসাবে *that* বসে।

Direct : I said to him, "May you be happy."
Indirect : I *wished* that he *might* be happy.
Direct : Mother said to me, "May God bless you."
Indirect : Mothere *prayed* that God *might* bless me.
Direct : He said, "May his soul rest in peace."
Indirect : He *prayed* that his soul *might* rest in peace.
Direct : The girl said, "Oh, had I the wings of a a dove."
Indirect : The girl *wished* that she *could* have the wings of a dove.

EXERCISE–IV

Report the following sentences into Indirect Speech.
(নিচের বাক্যগুলিকে Indirect Speech-এ লেখ।)

1. I said to him, "May you live long."
2. Nilima said to me, "May you recover soon."
3. Mother said to him, "May God grant you a long life."
4. The holy man said, "May peace prevail."
5. She siad, "May Mother Teresa recover from illness soon."
6. He said, "Oh, If I could bring my departed friend back to life."

Narration of Exclamatory Sentence
[Sudden emotion (আবেগসূচক)]

Rules :

(i) In Exclamatory sentences, the Reporting verb is changed into *exclaim in (with) grief, exclaim in joy, exclaim in wonder* etc. according to the sense of Alas, *Hurrah* etc. But in some cases when one is not sure about the nature of exclamation, it is advised to change the Reporting verb as *cry out* or *exclaim* only. Other forms of Reporting Verbs are *swear, shout, applaud* etc.

[Exclamatory sentence-কে Indirect Speech-এ পরিবর্তন করতে হলে *Alas, Hurrah* ইত্যাদির অর্থ অনুযায়ী *exclaim in grief, exclaim in joy, exclaim in wonder* ইত্যাদি হয়। কিন্তু যেখানে exclamation-এর প্রকৃতি সম্বন্ধে নিশ্চিত হওয়া যায় না, সেখানে Reporting Verb কেবলমাত্র *exclaim* বা *cry out* করাই সমীচীন। Exclamatory Sentence-এর Reporting Verb-এর অন্যান্য form গুলি হলো *swear, shout, applaud* ইত্যাদি।]

(ii) The Exclamatory sentence is turned into a statement and linker *that* is used in the Indirect Speech.

[Indirect Speech-এ exclamatory sentence বা আবেগসূচক বাক্যটি Assertive sentence-এর মতো statement বা বিবৃতিতে পরিণত হয় এবং linker হিসাবে *that* ব্যবহৃত হয়।

(iii) If the Exclamatory sentence begings with *What* or *How* to denote excess or extremity of emotion, it becomes *great* or *very* according to sense. Normally great is placed *before a Noun* and *very* is placed *before an Adjective*.

[যদি Exclamatory sentence আবেগের তীব্রতা বোঝাতে *What* বা *How* দিয়ে শুরু হয়, তাহলে তার পরিবর্তে *great* বা *very* বসে। সাধারণতঃ *Noun*-এর পূর্বে *great* এবং *Adjective* -এর পূর্বে *very* বসে।

(iv) In Indirect Speech, the sentence ends with a full stop (.) and not an exclamation mark(!) . It is applicable for all sorts of sentences as all these are assertive sentences or statement in Indirect Speech.

[Indirect Speech-এ note of exclamation-এর পরিবর্তে full stop বসে। এই নিয়মটি সকলপ্রকার sentence-এর পক্ষেই প্রযোজ্য, কারণ, Indirect Speech-এ সব sentence-ই statement বা বিবৃতি হয়ে যায়।]

Direct : The boys said, "*Hurrah!* We have won the match."
Indirect : The boys *exclaimed in (with) joy* that they had won the match.
Direct : He said to me, "*Alas!* I could not save you."
Indirect : He *exclaimed in grief* that he could not save me.
Direct : The boy said, "*What* a fool I am!"
Indirect : He *exclaimed* (cried out) that he was a great fool.
Direct : He said, "*What* a nice bird it is!"
Indirect : He *exclaimed in wonder* that it was a very nice bird.
Direct : He observed, "*How* dirty the house is!
Indirect : He *exclaimed* that the house was *very* dirty.

Some Special uses of Exclamatory Sentences :

Direct : "Help! Help!" shouted the woman.
Indirect : The woman *shouted for help*.
Direct : He said, "*Good bye*, my friends!"
Indirect : He *bade good bye* to his friends.
or, He *bade* his friends *good bye*.
Direct : The teacher said, "*Thank* you, my boys!"
Indirect : The teacher *thanked* they boys.
Direct : He said, "*By Jove!* what a good news."
Indirect : He *swore by Jove* that it was a very good news.
Direct : She said to me, "Happy Christmas."
Indirect : She *wished me a Happy Christmas*.
Direct : He said to them, "*Bravo!* you have done well."
Indirect : He *applauded* them saying that they had done well.
Direct : The old man said to him, "*Fie!* You are such a coward."
Indirect : The old man exdaimed that it was *shameful* that he was such a coward.
Direct : He said, "*Poor fellow!* How changed you are."
Indirect : He *Pitied the man* and *exclaimed* that he was greatly changed.

Direct : *"So help me Heaven!"* he cried, I'll never do so again."
Indirect : He *Prayed to Heaven* to help him and *resolved* not to do so again.
Direct : He said, "*who* knew that this would happen!"
Indirect : He said that *none* knew that (that) would happen.
Direct : He said. "*Good Gracious!* What a huge snake." [সে কখন ওরকম বলা কত বড় সাপ।]
Indirect : He *exclaimed with wonder* that it was a huge snake.
Direct : "*Good Heavens!* We have reached the station." said the boys.
Indirect : The boys *exclaimed with delight* that they had reached the station.

EXERCISE–V

Report the following sentences in Indirect Speech.
(নিম্নের বাক্যগুলিকে Indirect Speech-এ লেখ।)

1. He said. "Alas! I am undone.
2. He says. "Hurrah! my friend has come."
3. The teacher said to the boy. "Fie! you are a liar."
4. They cried out. "Bravo! It is a capital hit."
5. The girl said. "Ah! i am happy now."
6. The leader said to his men. "Good bye. Comrades!"
7. "How selfish ! have been! He said.
8. The girl remarked "What a fine picture it is!"
9. The teacher remarked. "What a stupid fellow you are!"
10. Tom said to John. "How clever you are!"
11. "By God! What an interesting piece of painting. " they said.
12. "So help me Heaven!" he cried. "I will never steal again."

Narration of Vocatives (সম্বোধন)

It is important to note that conversion of vocatives into *'Addressing as'* is now treated as *'Hackneyed English.* It should be avoided thus :

Direct : He said to the officer. "*Yes. sir.* I shall do this."

Indirect : He told the officer *politely* that he would do that.

[If we write. *Addressing the officer as sir.* he told him that he would do that—it would be bad English.]

Indirect : He told the officer *politely* that he would do that.

'Addressing as' should be used only when there is no other suitable way to express vocatives.

[Vocative-কে যেখানে *Addressing as* দ্বারা প্রকাশ করা ছাড়া অন্য কোন বিকল্প না পাওয়া যায়, কেবলমাত্র সেখানে *Addressing as* ব্যবহার করা হয়।]

Vocatives may be omitted as in the above example. or *may be dealt with as below.* [সম্বোধনকে বাদ দেওয়া যায় অথবা অন্যভাবে পরিবর্তন করা চলে।]

Now study the conversion of the following vocatives.
[এখন নিচের vocatives বা সম্বোধনগুলির পরিবর্তন লক্ষ্য কর।]

Direct : Father said. "Sunil, go to school."
Indirect : Father asked Sunil to go to school.
Direct : The teacher said. "Keep quiet. my boy!"
Indirect : The teacher asked the boy to keep quiet.
Direct : The teacher said. "Keep quiet, my dear boys!
Indirect : The teacher *affectionately asked the boys* to keep quiet.

Direct : Bibhas cried. "My friend. I always thought of you."
Indirect : Bibhas told his friend that he always thought of him.
Direct : "Jim. darling' cried Della "Don't look at me that way."
Indirect : Addressing Jim as her darling. Della implored him not to look at her that way.

Reporting Mixed Sentences

Rules :

(i) When the sentences of the same kind occur consecutively in the Direct Speech. the Reporting Verb becomes common and so it is to be used only once in the Indirect Speech. I such cases. the sentence are joined by *'and'*.

[যখন Direct Speech এ এক প্রকারের বাক্য পরপর থাকে, তখন Reporting Verb একবার ব্যবহৃত হয় এবং বাক্যগুলি and দ্বারা যুক্ত হয়।]

(ii) When the sentences of different kinds are joined. different Reporting Verbs have to be used in the Indirect Speech.

[যখন Indirect Speech-এ ভিন্ন ভিন্ন ধরণের বাক্য যোগ করতে হয়, তখন ভিন্ন ভিন্ন Reporting Verb ব্যবহৃত হয়।]

(iii) A useful connective device is to use *Then. added that. further said that* or *also said that.*

[ভিন্ন ভিন্ন বাক্য যোগ করার একটি প্রয়োজনীয় কৌশল হলো *Then. added that. further said that* বা *also said that* ব্যবহার করা।]

Direct : I said to him. "Who are you? what do you want?"
Indirect : I *asked* him who he was and what he wanted.
Direct : Shila said to me. "I have left my pencil at home. Can you give me one to write with?"
Indirect : Shila *told* me that she had left her pencil at home and *asked* me if I could give her one to write with.
Direct : Mr. Sen said to his friend. "What time is it? My watch has stopped."
Indirect : Mr. Sen *asked* his friend what time it was and *added that (further said that/also said that)* his watch had stopped.
Direct : Biman said. "Why are you still waiting here. Bipin? Go away now."
Indirect : Biman *asked* Bipin why he was still waiting there. Then he *ordered (advised)* him to go away.

APPLIED SECTION

(For Questions and Answer—'Yes' and 'No')

In changing *'Yes'* or *'No'* into Indirect Speech we should repeat the verb of question or the common verb *'do'* or the sense of the verb.

The ugly forms *'replied in the affirmative'* and *'replied in the negative'* should be avoided now a days.

[Yes বা No-কে Indirect Speech-এ আনতে হলে Direct Speech-এ যে Verb উহ্য আছে, তাকে আনতে হয়। অথবা ঐ Verb-এর পরিবর্তে **do** Verb আনতে হয়। এরূপ ক্ষেত্রে বর্তমানে *'replied in the affirmative'* এবং *'replied in the negative'* এরকম বিশ্রী form এড়িয়ে যাওয়া হয়।]

The teacher said to the boy. "Are you ill?"
The boy replied, "No".
=The teacher *asked* the boy if he was ill. and the boy *replied that he was not.*

The host said to her, "Have all the guests arrived?"
She replied, "Yes".
= The host *asked* her if all the guests had arrived and she *replied that they had.*
Some one asked her, "Will you take some more luchies?"
She said, "No". [= She *refused to take* any more luchies.]
Some one asked him, "Did you break the glass?"
He said, "No, I didn't do it." [= He *denied that he had broken it.*]
Or, He *denied having done* it.

Nikhil : Could you accompany me?
Rakesh : No, I can't. [= Rakesh told Nikhil that he *could not do* that.]

REPORTING DIALOGUES/MESSAGES

Normally in real life situations, we do not report every word of the sentence. Many irrelevant points are intentionally omitted while reporting. Hence conversations and talks are reported in a summary from. Hackneyed expressions like *"Addressing him (his friend) by the name of Suren"* or *"replied in the negative"*, *"replied in the affirmative"* etc. should be avoided. Stress should be laid on reflecting the true mood of the dialogue or the message.

[সাধারণতঃ বাস্তব পরিস্থিতিতে আমরা বাক্যের প্রতিটি শব্দকে report করি না। অনেক অপ্রাসঙ্গিক কথা বাদ দিতে হয়। সেজন্য অনেক সময় কথোপকথনকে সংক্ষিপ্ত আকারে report করতে হয়। *"Addressing him (his friend) by the name of Suren"*, *"replied in the negative"*, *'replied in the affirmative'* ইত্যাদি *report করার ভালো রীতি নয়।* Dialogue (সংলাপ) বা Message (সংবাদ) -এর প্রকৃত অর্থটি প্রকাশ করার উপর জোর দিতে হয়।]

A dialogue can be reported in three ways :
(i) by the speaker, (ii) by the listener, (iii) by a third person.
[Dialogue বা সংলাপ তিনভাবে report করা যায়–বক্তার দ্বারা, শ্রোতার দ্বারা বা তৃতীয় কোন ব্যক্তির দ্বারা।]

Study the following examples :

Example —1.

Bikash : Hallo, Subhash, where are you going?
Subhas : I'm going to the play ground to witness a football match. why don't you accompany me ?
Bikash : I can't. I'm going to the station to receive my sister who is coming from Delhi by the Rajdhani Express alone.
Subhas : Then you must hurry up. I'll see you at your house this evening.

(i) *Now imagine you are Bikash and report the above dialogue :*
(মনে কর তুমি বিকাশ এবং উপরের dialogue-টি report কর।)

I *greeted Subhas* (not, addressed Subhas by saying Hallo) and *asked him* where *he* was going. *Subhas replied* that he was going to the playground to witness a football match and *requested* me to accompany *him* (not, asked me why I did not accompany him). *I told him* that *I could not do that because* I was going to the station to receive *my* sister who was coming from Delhi by the Rajdhani Express alone. *Subhas asked me* to hurry up and *told me* that *he would see me* at *my* house that evening.

(ii) *Now imagine you are Subhas and report the above dialogue:*
(মনে কর তুমি সুভাষ এবং উপরের dialogue-টি report কর।)

Bikash asked me where *I* was going and *I replied* that I was going to the play ground to witness a football match. *I requested him* to accompany *me*. *Bikash told me* that *he could not do that because he* was going to the station to receive *his* sister who was coming from Delhi by the Rajdhani Express alone. Then *I asked him* to hurry up and *told him* that *I would see* him at *his* house that evening.

(iii) *Now report the above dialogue as a third person :* (মনে কর তুমি তৃতীয় কোন ব্যক্তি এবং উপরের dialogue-টি report কর।)

Bikash greeted Subhas and *asked him* (Subhas) where *he* was going. *Subhas replied* that *he* was going to the playground to witness a football match. *He* also *requested Bikash* to accompany *him*. *Bikash told him* that *he* could not do that because *he* was going to the station to receive his sister who was coming from Delhi by the Rajdhani Express alone. Then Subhas *asked him* to hurry up and *told him* that *he* (Subhas) *would see* him at *his* house that evening.

***Note** In the three forms of the reporting, Pronouns should be carefully changed.
[লক্ষ্য কর, Repoting-এর এই তিনরকম form-এ Pronoun গুলিকে সতর্কভাবে পরিবর্তন করতে হয়। বাকী নিয়ম সবই একপ্রকার।]

Example 2

Mala received a message from a messenger for her brother Dipu. The follwoing was the conversation between them : [M. P. 1990]

Messenger : Hallo! Is Dipu at home?
Mala : No, he's not. I' m his sister Mala.
Messenger : Could you tell him I've brought two tickets for 'Pather Panchali'? I'll be at the main gate of Nandan today at 1 p. m. sharp.
Mala : All right.
Messenger : Thank you, good bye.

Imagine you are Mala. You have to go out: So write a message for Dipu. You can do it in about 40 words.
[Note : he's = he is; I'm = I am; I'll = I will; I've = I have.]

Ans.

Dear Dipu,
Someone (possible your friend) came to see you at our home. He told me that he had brought two tickets for 'Pather Panchali' and he would be at the main gate of Nandan today at 1 p. m. sharp.
Mala.

Example 3

Read the following conversation between a teacher and a student :

Teacher : Why were you absent? The Headmaster has got angry with you. Go to him and see him at once.
Student : I'm sorry, sir. Now I'll go to him and pray to him to excuse me for the first time.

(i) *The student reports :*

The teacher asked me why I had been absent. He then informed me that the Headmaster had got angry with me. So he advised me to go and see the Headmaster at once. However I apologised and told the teacher that I would go to the Headmaster and pray to him to excuse me for the first time.

(ii) *Report it as a third person.*

The teacher asked the student why he had been absent. He (the teacher) then informed him that the Headmaster had got angery with him (the student). So he advised him to go and see the Headmaster at once. The student apologised and said that he would go to the Headmaster and pray to him to excuse him for the first time.

Example 4.

Read the following conversation :

Prabir : Where are you going now?
Subir : To Durgapur.
Prabir : Why are you going there?
Subir : To meet my uncle.
Prabir : What does he do there?
Subir : He is employee of the steel Plant.

(i) *Now study how the conversation can be reported in detail by another person after a few days.*

Prabir asked Subir where he was going then. Subir replied that he was going to Durgapur. Prabir then asked him why he was going there. Subir replied that he was going there to meet his uncle. Prabir further asked him what his uncle used to do there. In reply Subir told him that his uncle was (is) an employee of the Steel plant.

***Note** If Subir's uncle is still an employee of the Steel Plant, the verb form will be *'is'* instead of *'was'*.

(ii) *Now study how the conversation can be reported in a summary from :*

In reply to Prabir's queries Subir informed him that he was going to Durgapur to meet his uncle who was (is) an employee of the Steel Plant.

Example 5

Report the following.

The traveller siad, "Can you tell me the way to the nearest inn ?" "Yes" said the peasant, "do you want one in which you can spend the night?" "No", replied the traveller, "I only want a meal."

Reported Speech :

The traveller asked the peasant if he could tell him the way to the nearest inn. The peasant replied that he *could*, and asked whether the traveller wanted one in which he could spend the night. The traveller answered that *he did not wish to stay there*, but only wanted a meal.

***Note** It will be noticed that we have avoided the ugly phrases replied in the affirmative 'and 'replied in the negative' by using *'could'* and *'he did not whish to stay there'*.

Example 6.

Report the following .

"Who hath dared to wound thee? cried the giant; "tell me that I may take my big sword and slay him."

"Nay!" answered the child, "but these are the wounds of love."

"Who art thou?" said the giant and a strange awe fell on him and he knelt before the child.

Reported Speech :

The giant angrily asked the child who had dared to wound him and requested him (the child) to tell him so that he might take his big sword and slay him. The child answered that *no one had wounded him*, but

those were the wounds of love. When the giant *wanted to know* who he (the child) was, a strange awe fell on him, and he knelt before the child.

Example 7.

Report the following :

'I am waited for in Egypt', said the Swallow. 'My friends are flying up and down the Nile, and talking to the large *lotus*-flowers. Soon they will go to sleep in the tomb of the great king.

'Swallow, Swallow, little Swallow', said the Prince, 'will you not stay with me for one night, and be my messenger" The boy is so thirsty, and the mother so sad.'

Reported Speech :

The Swallow said that he was waited for in Egypt and added that his friends were flying up and own the Nile, and talking to the large lotus-flowers, and soon they would go to sleep in the tomb of the great king. The Prince earnestly *requested (not, asked)* the Swallow to stay with him for one night and be his messenger, and added that the boy was *very (not so)* thirsty, and the mother *very (not so)* sad.

Example 8.

Report the following.

Bishop : My dear, there's so much suffering in the world, and I can do so little, so very little.
Personie : Suffering, yes, but you never think of the suffering you cause to those who love you best, the suffering you cause to me.
Bishop : You, sister dear? Have I hurt you?

Reported Speech :

The Bishop told Personie *affectionately* that there was so much suffering in the world, and he could do so little. *Personie* admitted that there was suffering, but he never thought of the suffering he caused to those who loved him best, the suffering he caused to her. The Bishop *was surprised* at his sister's words and asked her if he had hurt her.

Example 9.

Report the following.

Davy : You have a trade, a present, Mr. Faraday?
Faraday : Yes, Sir, I am a book binder.
Davy : And you desire to change?
Faraday : Yes, Sir, I am anxious to do so.
Davy : Why?

Reported Speech :

Davy *asked* Faraday if he had a trade. Faraday *replied* that he was a book-binder. Then Davy asked him whether he *desired* to change his trade. Faraday *told* him *politely* that he was anxious to do so. Davy *wanted to know the reason.*

Example 10.

Report the following.

Sergeant : You know him? Come back here. What sort of man is he?
Man : Come back, is it, Sergeant? Do you want me killed?
Sergeant : Why do you say that?

Reported Speech :

The Sergeant asked the man *if* he knew him. He further told him *to go back there* and asked him what sort of man he was. The man *ironically (বিদ্রূপের সঙ্গে)* asked the Sergeant if he (Sergeant) wanted him go back *to get killed*. The sergeant *wanted to know the reason*.

Example 11.

Sergeant : Stop. Didn't I tell you to stop? You cannot go there.

Man : Oh! Very well, It is hard thing to be very poor. All the world is against the poor.

Reported Speech :

The sergeant ordered the man to stop and harshly reminded him that he had already asked him to stop. He (the sergeant) *warned* him that he could not go there.

The man *reluctantly admitted it* and said (commented) that it was hard thing to be very poor that all the world was against the poor.

Example 12

Man : Can you cure a headache?

Chemist : (Thrusting a bottle under the man's nose) I am sure your headache is gone now.

Man : You fool. It is my wife that has got the headache, not me.

Reported Speech.

The man asked the chemist if he could cure a headache. Thrusting a bottle under the man's nose the chemist said that he was sure that his headache was gone then. Then the man angrily called the chemist a fool and said that is was his wife that had got a headache *and not he*.

Example 13.

Hannah : Mrs. Meldon wants to know whether you'll come downstairs to tea or have it up here?

Corrie : Has she got back?

Hannah : Yes, Sir. She expected you to meet her at the station. Sir. She waited a long time in the cold, and then got Marshall to drive her up.

Reported Speech.

Hannah informed Mr. Corrie that Mrs. Meldom wanted to know whether he would go downstairs to tea or have it up there. Corrie wanted to know whether she had got back. Hannah politely replied that she had. *She (Hannah)* further informed him that she (Mrs. Meldon) had expected him to meet her at the station, that she had waited a long time in the cold, and then got Marshall to drive her up.

*[Note that Hanna is a feminine character. In the drama *'Progress'* the direction has been given as "she turns to go".]

Example 14.

Mrs. Meldon : It's all in your head?

Corrie : Yes, Yes. Don't keep on repeating yourself, but come and help to clear the mess you've made.

Mrs. Meldon : Henry, won't you do what I ask you?

Reported Speech :

Mrs. Meldon asked corrie if it was all in his head. Corrie replied *irritatingly* and asked her not to keep on repeating herself, but *to go*

and help to clear the mess she had made. Then Mrs. Meldon *wanted to know* from Henry if he would not do what she had asked him.

Example 15.

Mrs. Meldon : Henry, I beg you to destroy your invention.

Corrie : You what?

Mrs. Meldon : I beg you to destroy it. Let that be your memorial to Eddie!

Corrie : My dear charlotte, I begin to believe that grief has unhinged your mind. Destroy my invention!

Mrs. Meldon : Your bomb will destroy life, Henry. I beg you to destory it.

Corrie : Rubbish, woman, rubbish.

Reported Speech :

Mrs Meldon *called Corrie by his Christian name*. Henry and begged him to destroy his invention. Corrie *wanted to be sure of what she begged*. Mrs. Meldon repeated that she begged him to destroy the invention and let that be his memorial to Eddie. Corrie *addressed* Mrs. Meldon *by her Christian name Charlotte* and said that he began to believe that grief had unhinged her mind. *It was unbelievable to him* that he should destroy his invention. Mrs. Meldon *reminded* Corrie that his bomb would destory life. So she begged of him to destory it. *Being irritated by the suggestion, Corrie addressed Mrs. Meldon as 'woman'* and repeatedly *called her suggestion 'rubbish.'*

***Note** Here *'addressed'* should not be avoided as Henry and Charlotte denote Christian names of Corrie and Mrs. Meldon respectively.]

EXERCISE-VI

A. ***Report the following dialogues :***

1. Corrie : I'm sorry, Charlotte, I ought not to be talked about the war to you—especially today.

Mrs. Meldon : I don't mind, Henry. And after all, the war office is not the war.

Imagine that you are

(i) Corrie

(ii) Mrs. Meldon

(iii) a third person.

2. Corrie : What the hell are you doing?

Mrs. Meldon : I'm destorying your foul invention.

Corrie : (Laughing harshly) That won't destroy it. I've got it in my head. All that you've done, charlotte, is to make a mess on my floor.

3. 'Mr. Faraday ?' Davy put his hand out.

Yes, Sir Humphry', said Michael, jumping to his feet.

'Let's sit down here and talk the matter over' began Davy.

4. Father : How do you feel, Schatz?

Scatz : Just the same , so far.

Father : Why don't you try to sleep?

I'll wake you up for the medicine.

5. Scatz : About how long will it before I die?
Father : You aren't going to die. What's the matter with you?
Scatz : Oh, yes, I am. I heard him say a hundred and two.
Father : People don't die with a fever of one hundred and two. That's a silly way to talk.

6. Gandhi : You don't like Vegetables?
Fischer : I don't like the taste of these vegetables three days running
Gandhi : Ah, you must add plenty of salt and lemon.
Fischer : You want me to kill the taste?
Gandhi : (Laughing) No, enrich the taste.
Fischer : (Jokingly) You're so non-violent you wouldn't even kill a taste!

7. Corrie : Oh, my dear Charlotte, I'm sorry, I did not meet you at the station.
Mrs. Meldon : It doesn't matter, Henry. Only I thought you were coming— you said you would — and I waited a long time in the cold.

8. Hannah : Mrs Meldon is not very happy today, sir.
Corrie : Not happy! Why? I'm happy, aren't I?
Hannah : Well, you see, Sir, it's three years ago today since her son was killed in the war!

9. Corrie : I'm going to make war horrible, really horrible!
Mrs. Meldon : Yes.
Corrie : I've got something here, Charlotte, the formula for a bomb that will make war not only stupendously horrible, but will end it almost as quickly as it began.
Mrs. Meldon : On that table?
Corrie : Yes.

10. Passenger : Four tickets to Panaji, please.
Booking clerk : What class?
Passenger : Second Class.
Boolkng clerk : Won't you like to have first class tickets for the sea part of the journey from Nagar Haveli?
passenger : What would be the difference in price between the two classes pre ticket?
Booking clerk : Some twenty five rupees. Not much. But it will make your journey extremely enjoyable.

11. Son : Shall we take a taxi or a bus to go to the exhibition?
Father : It would be better we take a bus. It's really difficult getting a taxi at this rush hours. (hours= time)
Son : Shall we go to the next bus stop? That is the terminus. There we would get vacant seats.
Father : Yes, Yes; that's a good idea.

12. Mr. Homes : Goodmorning, madam! My name is Shariock Homes. (Pointing out to Watson) This is my friend, Dr. Watson, before whom you can speak freely. But first I shall order you a cup of hot coffee, for I see that you are shivering.
Lady : (in a low voice) It is not cold which makes me shiver.
Mr. Homes : What is it then?
Lady : It is fear. It is terror.

B. Write some dialogues in real -life situations and report the same in a third person.

1. In a crowded bus you accidentally step on somebody's foot. Apologise.
You : .....
Somebody : .....

2. At a railway station you want to have a cup of tea but you have only a ten-rupee note. What do you ask somebody there?
You : .....
Somebody : .....

3. Your neighbour's radio is very loud and you feel disturbed. You have knocked at his door. What do you say?
You : .....
Neighbour : .....

4. You meet a stranger in your town. He wants to go to the post office. He wants you to give the direction.
The stranger : .....
You : .....

5. An old friend of yours has come to your town, and you meet him on the road. Invite him to come and spend the weekend with you.
You : .....
Your friend : .....

C. This is telephone message that a P. A. (Personal assistant) received for Mr. Sen, his boss. How would he report it to his boss?

P. A. : Hallo!
Mr Roy : Good afternoon. Mr. Roy speaking. Could I speak to Mr. Sen?
P. A. : I'm afraid, he has not yet returned from Bombay. Possibly he'll be here tonight.
Mr. Roy : I telephoned at his home this morning, but couldn't get him. Would you give him a message from me, please? It's about our meeting on Friday. I have been suddenly called from the Head Offiece. It's better to postpone our meeting until next week.
P. A. : Yes, sir, I'll give the message.
Mr. Roy : Thank you. Good bye.
P. A. : Good bye (or, Simply Bye)

Note that the first three lines do not come into the report. Begin like this:

Sir,

Mr. Roy rang up to speak to you. He telephoned at your home too, but couldnot get you He informed that .....
.....
.....

(signature)
P. A.

CHAPTER-23

VOICE CHANGE/DESCRIBING A PROCESS/ NARRATING EVENTS

What is Voice ?

Voice is the form of the verb which indicates whether the subject does the work or something has been done to it.

[ক্রিয়াপ্রকাশের ভঙ্গিমাকেই Voice বা বাচ্য বলে। ক্রিয়ার প্রকাশভঙ্গি বলে দেয় কর্তা কাজটি নিজে করছে, না কর্তার দ্বারা কোন কাজ সম্পন্ন হচ্ছে]

There are **three kinds of Voices** (Voice বা বাচ্য তিনরকমের ।)

(i) Active Voice, (2) passive Voice, (3) Quasi-Passive Voice.

Active Voice : When the Subject of a Sentence is the doer or actor, the Verb is in **Active Voice.** It is so because the Subject is active.

[কর্তা যখন নিজেই ক্রিয়ার কাজ সম্পন্ন করে, তখন ক্রিয়া Active Voice-এ থাকে। কারণ তখন Subject বা কর্তা Active বা সক্রিয়।]

I do this work. He does this work etc.

Passive Voice : When the Subject of a Sentence is acted upon, the verb is in **Passive Voice.** It is so because the Subject is passive.

[কর্তার দ্বারা যখন কোন কাজ সম্পন্ন হয়, তখন ক্রিয়ার Passive Voice হয়। এখানে কাজের তুলনায় কর্তার গুরুত্ব কমে যায়।

This work is done by me. This work is done by him ইত্যাদি।

Active—Passive Relation :

	Subject	Verb	Object
Active :	Manika	Opened	the door
Passive :	The door	was opened	by Manika
	Subject		Prep & Object

Rules for changing Active Voice into Passive :

Rule 1 : The object of the verb in the Active Voice becomes the Subject of the Verb in the Passive Voice. [Active Voice-এর Object (কর্ম) Passive Voice-এর Subject (কর্তা) হয়।]

Rule 2 : The Subject of the Verb in the Active Voice becomes the object in the Passvie Voice generally Preceded by the preposition *by*. [Active Voice এর Subject Passive Voice-এর object-এ পরিণত হয় এবং তার পূর্বে সাধারণতঃ *by* বসে।]

Rule 3 : The main verb is changed into the past participle form and it is preceded by the correct form of the Verb *'to be'* in Passive Voice [Active Voice-এর মূল Verb -টি Passive Voice-এর Past Participle-এ পরিবর্তিত হয় এবং তার পূর্বে 'to be' Verb এর প্রয়োজনীয় form বসাতে হয়।]

Rule 4 : There are some verbs with two objects. In such cases either of the Objects can be changed into the Subject and the other is retained as an Object. This Object is called Retained Object. [Active Voice -এ যদি কোন Verb -এর দুটি Object থাকে, তাহলে একটি Object-কে Subject করে অপরটিকে Object রূপে রাখতে হয়। Passive-এ যেটি Object রূপে থেকে যায়, তাকে Retained Object বলে।]

Rule 5 : Double Passive should be avoided in a Simple sentence or in a single clause as it is liable to give a wrong meaning. But in changing the voice of Complex Sentences the Voices of both the Principal and Subordinate Clauses should be changed. [কোন Simple Sentence-এ বা কোন একটি Clause-এ Double Passive করা উচিত নয়, কারণ এতে বাক্যের অর্থ ভুল হয়ে যায়। অবশ্য Complex Sentence-এ Principal এবং Subordinate দুটি Clause-এরই Passive করতে হয়।]

Verb Patterns of Passive Voice

Tenses	Verb 'to' be	Past Participle of the main verb.
Simple Present & Past	am, are, is, was, were	caught, killed, done, told, cured
Continuous	am, are, is, was, were + being	caught, killed, done, told, cured
Perfect	has, have, had + been	boiled, arrested, bought, built
Future	shall, will + be	taught

Table of Tenses in Active and Passive

Tense	Active Voice	passive Voice
Simple Present	buys	is/are bought
Simple Past	bought	was/were bought
Present Continuous	is/are buying	is/are being bought
Past Continuous	was/were buying	was/were being bought
Present Perfect	has/have bought	has/have been bought
Past Perfect	had bought	had been bought
Sompie Future	will buy	will be bought
Conditional	would buy	would be bought
Perfect Conditional	Would have bought	Would have been bought.

Objective Forms of Pronouns to remember

Subject Form	Object Form	Subject Form	Object Form
I	me	He	him
We	us	She	her
You	you	They	them

Voice Change of Assertive Sentences

Passive form : be (is, am, are, was,were being, been) + Past Participle.

Active	Passive
do the work. আমি কাজটি করি।	The work *is done* by me.
ila writes a letter. লীলা চিঠি লেখে।	A letter *is written* by Lila.
Bittu helped him. বিল্টু তাকে সাহায্য করেছিল।	He *was helped* by Bittu.
Reba is singing a song. রেবা গান গাইছে।	A song *is being sung* by Reba.
She was singing a song. সে গান গাইছিল।	A song *was being sung* by her.
He has called me. সে আমাকে ডেকেছিল।	I *have been called* by him.
They had seen the picture. তারা ছবিটি দেখেছিল।	The picture *had been seen* by them.
You will play football. তুমি ফুটবল খেলবে।	Football *will be played* by you.
She would sing a song. সে গান গাইবে।	A song *would be sung* by her.
She would have read the book. সে বইটি পড়ে থাকবে।	The book *would have been read* by her.

Imperative Sentences

If the verb in the Active Voice expresses *orders, requests, advice* etc., the word *'Let'*, is usually placed at the beginning of the Passive Voice and the *'be'* verb is placed before the Past Participle of the main verb. But if the sentence begins with *'please'* in Active Voice, *'You are requested to'* is used in the Passive Voice. In such cases an intransitive verb may also be changed into Passive with *'you are requested to.'* Another form of the Passive is with the verb *'should'* and *'be'*

[Imperative sentence-এ আদেশ,অনুরোধ, উপদেশ ইত্যাদি বোঝালে বাক্যের প্রথমে *Let* যোগ করে Passive করা হয়। এবং মূল verb-এর Past Participle এর পূর্বে 'be' verb যুক্ত হয়। কিন্তু Imperative Sentence-এ Active Voice এ যদি please শব্দটি থাকে,তাহলে Passive Voice-এ *'You are requested to'* কথাগুলি ব্যবহৃত হয়। আবার যদিও সাধারণতঃ Intransitive Verb বা অকর্মক ক্রিয়ার Passive Voice হয় না, তবু এরূপ ক্ষেত্রে Please থাকলে *'You are requested to'* যোগ করে তারও Passive Voice করা যায়। আবার *should* এবং *be* verb-এর সাহায্যেও আর একরকম Passive করা যায়।]

Passive form : *Let + Object + be + Past Participle of the Verb.*

Active	Passive
Do this work. কাজটি কর।	*Let* this work *be done.*
Open the door. দরজাটি খোল।	*Let* the door *be opened.*
Shut the door. দরজাটি বন্ধ কর।	*Let* the door *be shut.*
Tell him to go. তাকে যেতে বল।	*Let* him be *told to go.*
Please do this work. দয়া করে কাজটি করুন।	*You are requested to do* this work.
Please keep off the grass. দয়া করে ঘাস মাড়াবেন না।	*You are requested to keep off* the grass.

Active	Passive
Please do not smoke. দয়া করে ধূমপান করবেন না।	*You are requested not to smoke.*
Please go there. দয়া করে সেখানে যান।	*You are requested to go* there.
Keep your word. তোমার কথা রাখ।	Your word *should be kept.*
Obey your teacher. তোমার শিক্ষককে মান্য কর।	Your teacher *should be obeyed.*
Love the children. শিশুদের ভালোবাস।	The children *should be loved.*
Prepare for the worst. সবচেয়ে খারাপ অবস্থার জন্য প্রস্তুত হও।	*Be prepared* for the worst.

Interrogative Sentences

An Interrogative Sentence in Active Voice keeps its Interrogativ form in its Passive Voice. If the Interrogative Sentence begins with th Auxiliary Verb *Do*, the process of changing is convenient by changin it into. Assertive first and then into Interrogative. But if th Interrogative sentence does not begin with *Do*, or begins with a Wh word it can be directly changed into passive.

[Interrogative Sentence-এর Passive Voice-ঃ Interrogative Sentenc হয়। এ ধরণের বাক্য যদি *Do* Verb দিয়ে শুরু হয়, তাহলে প্রথমে তাকে Assertive Sentence-এ পরিবর্তন করে তারপর তাকে Interrogative Sentence-এ পরিবর্তন করা সুবিধাজনক। তবে যদি Auxiliary *'Do'* না থাকে অথবা *'Wh'* word দিয়ে শুরু হয়, তাহলে সহজেই সরাসরি Passive-এ পরিবর্তন করা যায়।

Let us study the following examples. (নিচের উদাহরণগুলি দেখ।) ঃ

Active : Do you see the bird? তুমি কি পাখীটা দেখছ ?

[Assertive : You see the bird.—The bird is seen by you.]

Passive : Is the bird seen by you ?

Active : Did you see the man ? তুমি কি লোকটিকে দেখেছিলে ?

[Assertive: You saw the man.—The man was seen by you.]

Passive : Was the man seen by you?

Active : Has he done it? সে কি এটা করেছে?

Passive : Has it been done by him?

Active : Have you read the book.? তুমি কি বইটা পড়েছ ?

Passive : Has the book been read by you?

'Wh' Questions :

Active : Who taught you English? কে তোমাকে ইংরেজি পড়িয়েছিলেন?

Passive : By whom were you taught English?

Active : Whom did you call? তুমি কাকে ডেকেছিলে?

Passive : Who was called by you ?

Active : What do you want? তুমি কি চাও ?

Passive : What is wanted by you?

Active : Why did the teacher punish you ? শিক্ষক কেন তোমাকে শাস্তি দিয়েছিলেন?

Passive : Why were you punished by the teacher ?

Active : Which book do you want ? তুমি কি বই চাও ?

Passive : Which book is wanted by you ?

Active : How did you do it ? এটা তুমি কিভাবে করলে?
Passive : How was it done by you?

Negative Sentences

Active : I do not like puffed rice. আমি মুড়ি ভালবাসি না।
Passive : Puffed rice is not liked by me.
Active : The boy did not break the glass. ছেলেটি গ্লাস ভাঙেনি।
Passive : The glass was not broken by the boy.
Active : I have not given him the letter. আমি তাকে চিঠি দিইনি।
Passive : The letter has not been given him by me.
or, He has not been given the letter by me.
Active : Has he not seen the picture? সে কি ছবিটা দেখেনি ?
Passive : Has not the picture been seen by him?
Acitve : Had you not called him? তুমি কি তাকে ডাকনি ?
Passive : Had he not been called by you?
Active : Reba will not call you. রেবা তোমাকে ডাকবে না।
Passive : You will not be called by Reba.
Active : She did not write a letter to you. সে তোমাকে চিঠি লেখেনি।
Passive : A letter was not written to you by her.

(1) Passive Voice of Intransitive Verbs with cognate object :

We have so far noticed that the Transitive Verbs alone can be converted into the Passive Voice as they have objects. The Intransitive verbs having no objects can not be converted into the Passive Voice. However, *when an Intransitive Verb is used Transitively having a* ***cognate object,*** *it can be changed into the Passive Voice.*

Active	*Passive*
He ran a race.	*A race was run* by him.
He dreamt a dream.	*A dream was dreamt* by him.
The patient slept a sound sleep.	A sound *sleep was slept* by the patient.
I have fought a good fight.	A good *fight has been fought* by me.

(2) Intransitive Verb used Causatively (কারও দ্বারা করানো অর্থে) ঃ

Active : The trainer walked the horse after the race.
Passive : The horse *was walked* after the race by the trainer.
Active : They have stood the table against the wall.
Passive : The table *has been stood* against the wall by them.

(3) Intransitive Verbs used as a group verb.

Active : We should not laugh at a lame man.
Passive : A lame man *should not be laughed at* by us.
Active : We must listen to our teachers.
Passive : Our teachers *must be listened to* (by us).
Active : We talked of them.
Passive : They *were talked of* by us.

***Note** Remember that *He is gone, He is come* are not in the Passive Voice. The are merely alternative forms of *He has gone, He has come.* But there is a slight difference in meaning between the two forms. In *He has gone,* emphasis is laid on the *time of the action* : but in *He is gone,* emphasis is laid on the *state of the agent,* i.e., his absence.

and not on the time of the action. However, *come here* or *go there* may be converted into the Passive Voice in the following way :

Active : Come here.
Passive : You are requested to come here.
Active : Go there.
Passive : You are requested to go there.

Passive Voice of Transitive Verbs with two objects.

In such cases any of the objects may become the subject. But the indirect object or the Personal object is preferred for the subject. Another object is retained. Hence it is retained object.

[এরূপ ক্ষেত্রে দুটি object-এর মধ্যে যে কোন object-কে subject করা যায়। কিন্তু indirect object বা personal object- কে subject করাই অধিক সঙ্গত। এক্ষেত্রে অন্য যে object-টি Object হিসাবে থেকে যায়, তাকে বলে Retained Object.]

Active : Mr. Das teaches us English.
Passive : (1) We are taught English by Mr. Das.
(2) English is taught us by Mr. Das.
Active : Bipin gave me a book.
Passive : (1) I was given a book by Bipin.
(2) A book was given me by Bipin.
Active : My friend sent me a gift.
Passive : (1) I was sent a gift by my friend.
(2) A gift was sent me by my friend.
Active : They handed him a leaflet.
Passive : (1) He was handed a leaflet by them.
(2) A leaflet was handed him by them.
Active : Gahar offered me a seat.
Passive : (1) I was offered a seat by Gahar.
(2) A seat was offered me by Gahar.

Factitive Objects : [Transitive verb-এর যে object-টি complement-এর মতো ব্যবহৃত হয়।]

Active : They made him king.
Passive : He was made king by them.
King was made him by them. (wrong)
Active : They elected him President.
Passive : He was elected President by them.
President was elected him by them. (worng)

Reflexive Object : [self-যুক্ত object]

Reflexive Object cannot be changed into Subject.
Active : He hurt himself.
Passive : He was hurt by himself.(Not, Himself was hurt by him.)

***Note** But this is not good English. The Active form should be preferred. According to *'Modern English Usage'* By Fowler "It is a familiar process. But it sometimes leads to bad grammar, false idiom or clumsiness."

Passive of Infinitives (to + verb)

Active : There are lots of things *to do.*
Passive : There are lots of things *to be done.*
Active : There is no time *to lose.*

Passive : There is no time *to be lost.*
Active : You have *to admit* this.
Passive : This has *to be admitted* by you.
Active : I am *to make* a telephone call.
Passive : A telephone call is *to be made* by me.
Active : You are *to make* this arrangement.
Passive : This arrangement is *to be made* by you.

Verbs followed by objects + Plain Infinitives.

Active : I *saw him* go to the garden.
Passive : He *was seen to go* to the garden.
Active : Lipika made us laugh. (*to* omitted)
Passive : We *were made to laugh* by Lipika.

Verbal Noun with Preposition & Object.

Active : We went to see *the launching of the ship.*
Passive : We went to see *the ship being launched.*

Object understood in the Passive Voice :

When the action is important, not the doer, or the doer is unknown the object with *by* is understood.

Active	Passive
I have lost my book	My book *has been lost.*
Someone has stolen my car.	My car *has been stolen.*
Someone invited me to the party.	I was *invited* to the party.

এইরকম The shed is burnt to ashes. [Doer is unknown.]

English is spoken all over the world. [Not the doer, but the action is important here.]

Quasi-passive voice (কর্মকর্তৃবাচ্য)

A Quasi- passive voice is active in form but passive in sense. It may be changed in the passive form in the following way.

[Quasi-passive voice বা কর্মকর্তৃবাচ্য গঠনরীতিতে Active কিন্তু অর্থের দিক থেকে Passive; একে নিম্নলিখিত উপায়ে Passive form-এ পরিবর্তন করা যায়।]

Verbs with a complement :

Active : Honey tastes sweet. মধু খেতে মিষ্টি।
Passive : Honey is sweet *when it is tasted.*
Active : The rose smells sweet. গোলাপ মিষ্টি গন্ধ দেয়।
Passive : The rose is sweet *when it is smelt.*
Active : The stone feels rough.
Passive : The stone is rough *when it is felt.*
Active : This composition reads well.
Passive : This composition sounds well *when it is read.*
Active : Your blame counts for nothing.
Passive : Your blame is worth nothing *when it is counted.*

Verbs without a complement :

Active : The house is building.
Passive : The house *is being built.*
Active : The trumpets are sounding.
Passive : The trumpets *are being sounded.*
Active : The drums are beating.
Passive : The drums *are being beaten.*
Active : The book is printing.

Passive : The book *is being printed.*
Active : The cow are milking.
Passive : The cows *are being milked.* —*Nesfield.*

But the following Quasi-passive voice can not be changed into Passive forms. [কিন্তু নিচের কর্মকর্তৃবাচ্যগুলিকে কর্মবাচ্যে পরিবর্তিত করা যায় না।]

A conch blows. (শাঁখ বাজে।) [It expresses the quality of a conch.]
Rice sells cheap. (চাউল সস্তা দরে বিকোয়।)
We can not say, Rice is cheap when it is sold.

Passive Voice of Complex Sentences

In changing the voice of **Complex sentences** the voices of both the Principal and the Subordinate clauses should by changed. The *Introductory It* may also be sometimes used in such cases.

Complex Sentence-এর Voice-পরিবর্তনে Principal ও Subordinate উভয় প্রকার Clause-এরই পরিবর্তন করতে হয়। এরূপ ক্ষেত্রে কখনো কখনো Introductory 'It' ব্যবহার করতে হয়।]

Active : We know that Columbus discovered America.
Passive : That America was discovered by Columbus is known to us.
Or, It is known to us that America was discovered by Columbus.
Active : We hope that we shall finish the work in time.
Passive : It is hoped that the work will be finished in time.
Active : I can not depend on what he says.
Passive : What is said by him cannot be depended on by me.
Active : We must endure what we cannot cure.
Passive : What cannot be cured must be endured.

Sometimes one clause with transitive verb in turned into Passive and another with intransitive verb remains in Active Voice.

We know that the earth is round.
It is known to us that the earth is round.

***Note** **Double Passives in a simple sentence or in one clause should be avoided** as they are liable to give a wrong meaning.

[Simple Sentence-এ অথবা একটিমাত্র clause-এ Double Passive হলে ভুল অর্থ হয়ে যায়।]

Active : They proposed to hold a meeting.
Incorrect Passive : A meeting was proposed to be held by them.
Correct Passive : It was proposed by them to hold a meeting.
Or, It was proposed by them that a meeting should be held.

Similarly, (অনুরূপভাবে) ঃ

The judge ordered the culprit to be hanged. (*Correct*).
The culprit was ordered to be hanged by the judge. (*Incorrect*).

N. B. যদি *to be hanged by the judge* বলা হয়, তাহলে judge নিজেই যেন ফাঁসিতে ঝোলাবেন, এরূপ অর্থ বোঝায়, তাই এরকম Passive করলে অর্থ ভুল হবে।

Passive Voice with different Prepositions :

Active : I know the fact.
Passvie : The fact is known *to me.* (not *by me.*)
Active : His conduct shocked me.

Passive : I was shocked *at his conduct.* (not *by his conduct*)
Active : Light filled the room.
Passive : The room was filled *with light.* (not *by light*)
Active : Her manners pleased us very much.
Passive : We were very much pleased *with her manners.* (not *by her manners*)
Active : The novels of Tolstoy interest me.
Passive : I am interested in *the novels of Tolstoy.* (not *by the novels of Tolstoy*)

Some Peculiatiries in Voice

Active : One should keep one's promise.
Passive : A promise should be kept. *(by one—omitted)*
Active : Someone has stolen my purse.
Passive : My purse has been stolen. *(by someone—omitted)*
Active : Circumstances obliged me to go.
Passive : I was obliged to go. *(by circumstances—omitted)*
Active : We can gain nothing without labour.
Passive : Nothing can be gained without labour. *(by us—omitted)*
Active : Why did they refuse him admittance?
Passive : Why was he refused admittance? *(by them—omitted)*
Active : We should not encourage indiscipline.
Passive : Indiscipline should not be encouraged. *(by us—omitted)*
Active : Mother looked after the boy. *(look after—group verb)*
Passive : The boy was *looked after* by mother. *(prep. 'after' retained)*
Active : He has worked out the answer correctly *(work out —group verb)*
Passive : The answer has been correctly worked out by him.
Active : Some one built this building in 1990.
Passive : This building was built in 1990. *(by some one—omitted)*
Active : Dr. Das presided over the meeting.
Passive : The meeting was *presided over by* Dr.Das.
Active : He considers me honest.
Passive : I am considered honest by him.
Active : He likes people to obey him.
Passive : He likes to be obeyed by people.
Active : We ought to help the poor.
Passive : The poor ought to be helped by us.
Active : People believe that you know.
Passive : *It is supposed* that you know.
Active : We will not admit children under ten.
Passive : Children under ten will not be admitted by us.
Active : It is time to do your duty.

Passive : It is time for your duty to be done.
Active : I have lost my pen.
Passive : My pen has been lost. *(by me—omitted)*

APPLIED SECTION

Students must remember that the ability to change the Active Voice into the Passive and voice versa is not sufficient. They must know when to use the Active Voice and when to use the passvie :

The Active Voice is used when the agent (i.e. the doer of the action) is to be made prominent; the passive, when the person or thing acted upon is to be made prominent. The passive is therefore generally preferred when the active form would involve the use of an indefinite noun or pronoun (*someone, somebody, people, we, they* etc.)

Hence, *"My pen has been stolen:* is preferable to *"Someone has stolen my pen"*

Modern English Grammar shows us categorically that the English Passives are generally formed from.

(1) **'Be' + Past Participle.**
A picture *was bought* from market.
Some acid *is taken* in a glass-jar.

(2) **Modal + ; Be' + Past Participle.**
It *can be done* in ten minutes.
This *may* please *be* done.
The luggage *may be kept* aside.
The answers *must be written* in ink.

(3) **Get + Past Participle.**
Some furniture *got damaged.* (Quasi Passive)
The plan *is got approved* by the Corporation. (Full Passive)

HAPPY NEW YEAR 2010

When to use the Passive?

We use Passive Voice—

(i) ***for describing a process..***

How orange syrup is prepared? (কিভাবে Orange Syrup তৈরী হয়?)

First oranges are bought from market. Then the rotten ones are rejected. After that the wholesome oranges are washed and peeled. Then the oranges are crushed in a specially designed bowl. Now the seeds are strained away. After that sugar is added. Finally the solution of sugar and orange juice is stirred and the orange syrup is ready.

প্রথমে বাজার থেকে কমলালেবু কিনে আনা হলো। তারপর পচা লেবুগুলি বাদ দেওয়া হলো। ভালো লেবুগুলি ধুয়ে নিয়ে খোসা ছাড়ানো হলো। তারপর বিশেষ ধরণের তৈরি পাত্রে লেবুগুলি থেকে রস নিংড়ে নেওয়া হলো। এবার বীজগুলি ছেঁকে ফেলা হলো। এরপর চিনি মেশানো হলো। সর্বশেষে কমলালেবুর রস এবং চিনির দ্রবণটিকে ভাল করে ঘেঁটে নেওয়া হলে। এভাবেই কমলার সরবৎ প্রস্তুত হলো।

(ii) ***for narrating an incident/events.***

(a) An old man was knocked by the bus and was taken to hospital where it was declared that the poor fellow was dead.

[একজন বৃদ্ধ লোক বাসের ধাক্কায় পড়ে গিয়েছিলেন। তাঁকে হাসপাতালে নিয়ে যাওয়া হয়েছিল। সেখানে তাঁকে মৃত বলে ঘোষণা করা হয়েছিল।]

(b) The Annual Sports meet of Arambagh Boys' High School was held on Sunday on the play ground of the School under a sunny sky.

[আরামবাগ বয়েজ হাইস্কুলের বাৎসরিক ক্রীড়া প্রতিযোগিতা স্কুলের মাঠে রবিবার ঝলমলে আবহাওয়ায় অনুষ্ঠিত হয়েছিল।]

(iii) ***for defining.***

(a) Short stories usually with animal characters and a moral are called fables. [ছোট গল্পে প্রাণী চরিত্র এবং নীতিকথা থাকলে তাকে fable বলা হয়।]

(b) If the satellite is made to revolve at exactly the same speed as that of the earth then the satellite will be called a 'geostationary satellite. [যদি Satellite-টি পৃথিবীর সমান গতিতে ঘুরতে থাকে, তাহলে তাকে Geostationary Satelite বলা হয়।]

(iv) ***for impersonal scientific writting.***

Three flasks and a few brightly polished nails are taken. In the first flask three nails are dropped and water is poured. The flask is left uncorked. [তিনটি ফ্লাস্ক এবং কয়েকটি চকচকে পেরেক নেওয়া হলো। প্রথম ফ্লাস্কে তিনটি পেরেক ফেলে দেওয়া হলো এবং জল ঢালা হলো। ফ্লাস্কে কর্ক আঁটা হলো না।]

(v) ***for describing social and historical incidents.***

(a) A great battle was fought at Plassey.

(b) Mr. Rajib Gandhi was murdered by some terrorists.

(vi) ***for writing a notice.***

A meeting of the M.C. will be held in the school premises at 2 p.m. on the 25 th February. 19... All the members are requested to attend the meeting.

(vii) ***for making announcement.***

The flight to Japan will be delayed by three hours for foul weather.

(viii) ***for classifying.***

Food can be classified into four groups—carbohydrates, vitamins, fats and proteins.

(ix) ***for making request and invitation.***

(a) You are cordially invited to visit the exhibition.

(b) You are requested to keep off the grass.

(x) ***for giving warning, advice, suggestion etc.***

(a) Smoking should be a voided.

(b) Answer-scripts may be cancelled for taking unfair means.

EXERCISE

1. ***Use the verb 'eat' in Active and Passive Voices in different tenses in the following table. One has been done for you.***

	Voice	Indefinite	Continuous	Perfect
Present	Active	I eat rice	.....	.....
	Passive	Rice is eaten by me	.....	.....
Past	Active	.....	.....	.....

	Passive	.....	.....	.....
	Active	.....	.....	.....
Future	Passive	.....	.....	.....

2. ***Rewrite the following sentences using the Passive Voice.***

A scientist invented penicillin in 1928. Someone built this school in 1990. I wrote a letter to you. Sumita will sing a song. Rakesh is drawing a picture. The girl was plucking a flower. He has read the book. Spring has forgotten the garden. He will give me a rupee. The Headmaster will punish the boy. They fought a good fight. The thief had stolen his bag. Mother looked after the children well. You should obey your parents. The Headmaster teaches us English. Please do this work. One must keep one's promises. We must endure what we cannot cure. Who has done this? I do not know why he has done this. Did you point out any defect? Prepare for the worst. Has anyone answered your question? May God bless you. Can I ever forget you? How many guests did you invite? It is now time to call over the names. I know that he did it. Do not laugh at the lame man. Do not look down upon the poor. Circumstances compelled me to go there. No one should take reference books out of the library. Somebody found your keys on the top of the almirah. They have increased the rate of taxation to thirty percent.

3. ***Rewite the following sentences using the Active Voice.***

This may please be done. He was elected President. The meeting was presided over by Mr. Sen. Let this work be done. You are requested to put off your shoes. Is the moon seen by you? The house has been repaired. English is spoken by them. Duties must be done. All the children should be loved. What is seen by him? My pen has been lost. A dream was dream by him. The thief has been caught by the police. The charge will be taken over tomorrow. It is known to us that the earth is round.

4. ***Change the voice of the following sentences.***

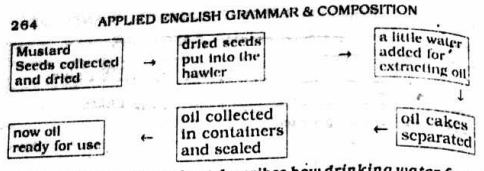
The tea-leaves are plucked. They are taken to the factory. Grain stalks are cut and tied in the bundles. Stalks are threshed to separate grain from stalk. Grain is stored in a granery. The air is constantly being polluted by smoke. The ground is polluted by rotten rubish. Water is also polluted by chemicals and other wastes from factories.

5. ***Fill in the gaps, using the Passive Voice form of the verbs given in brackets for describing how tea is prepared for marketing.***

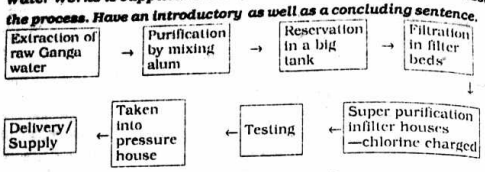
Leaves of tea plant— (pluck) and then —(take) to the factory. There they—— (weigh) and——(prepare). First the leaves—— (spread) on flat trays. These trays then——(take) to a heated room and——(keep) there for about twenty hours. The heat softens the leaves. Next the leaves—— (pass) through a machine which curls and crushes the leaves. Then they —— (place) in drawers and—— (keep) there in layers of one or two inches thick. The drawers thereafter——(cover) with damp curtains. Here the leaves change their colour and look like bright copper. They also get their fine flavour here. Thus tea —(prepare) for marketing.

6. ***Use Passive Voice in describing the following process. You should have an introductory sentence like this.***

The preparation of edible oil from mustard seeds goes through a number of steps.



7. ***The following flow-chart describes how drinking water from Palta Water Works is supplied to Calcutta. Study the flow chart and describe the process. Have an introductory as well as a concluding sentence.***



8. ***Study the flow-chart and describe in Passive Voice how milk is processed in a dairy.***

Sending milk to factory———— weighing and testing —— Separating cream and milk ——heating at 22° C——cooling————packing——— bottling———— delivery.

9. ***Use the Passive Voice and write in your own English :***

পৌর এলাকায় বাড়ি তৈরি করতে হলে কতকগুলি পদক্ষেপ (steps) নিতে হয়। প্রথমে পরিকল্পনা টাকা পয়সা খরচের আনুমানিক হিসেব (estimate) তৈরি করা হয়। তারপর পৌর সংস্থা (municipality/corporation) কাছ থেকে পরিকল্পনা অনুমোদিত করা হয় (is got approved) তারপর রাজমিস্ত্রি (mason) এবং শ্রমিকদের নিযুক্ত করা হয়। এরপর ছাদ পর্যন্ত নির্মাণ কাজ শেষ হয়। এরপর দরজা এবং জানলা লাগানো হয়। ভেতরের এবং বাইরের দেওয়াল প্লাস্টার করা হয়। এরপর ইলেকট্রিক তার বসানোর কাজ (wiring) করা হয়। ভেতরের এবং বাইরের দেওয়াল রঙ করা হয়। এরপর জলের সংযোগ এবং পয়ঃপ্রণালীর (sewerage) সংযোগের বন্দোবস্ত করা হয়। এখন ধরা যেতে পারে গৃহনির্মাণের কাজ সম্পূর্ণ হলো।

[*Note: Sometimes, an Active voice is changed in to the Passive according to sense.]

Active : I *have been able to spend* Rs 10/-

= I *have spent* Rs 10/- (according to sense)

Passive : Rs 10/- *has been spent* by me.

[Rs 10/- is used here in collective sense. Hence the verb form is singular]

CHAPTER–24

SENTENCE AND ITS CLAUSES/JOINING/SPLITTING

Sentences according to structures are of three kinds.
(গঠনের দিক থেকে Sentence তিন প্রকার।)
(1) Simple Sentence (সরল বাক্য)
(2) Complex Sentence (জটিল বাক্য)
(3) Compound Sentence (যৌগিক বাক্য)

Simple Sentence : A simple sentence is one that contains ***only one subject and one finite verb,*** expressed or understood. ***J. C. Nesfield.***
[Simple Sentence-এ একটি মাত্র Subject এবং একটিমাত্র finite verb বা সমাপিকা ক্রিয়া থাকে। অবশ্য এর কোন একটি অংশ কখনো কখনো উহ্যও থাকতে পারে।]
যেমন— He *found* his meal ready.
He *goes* to scholl everyday.

***Note** A simple sentence may also have one or more non-finite verb/verbs. [Simple Sentence-এর একটি finite verb বা সমাপিকা ক্রিয়া ছাড়া এক বা একাধিক non-finite verb বা অসমাপিকা ক্রিয়া থাকতে পারে।
যেমন—He *goes* to school *to read and write.*
Going home he *found* his meal ready.

Examples :

(a) Come	(Sub উহ্য)	(d) The boy reads a book.
(b) Come here.	(")	(e) The girl plucks a flower.
(c) Come to the blackboard.	(")	(f) I shall not go to school.

Complex Sentence : A complex sentence is one that contains ***one principal clause and one or more subordinate clause or clauses.***
—Nesfield

[যে Sentence-এ একটি Principal clause এবং এক বা একাধিক Subordinate clause থাকে, তাকে Complex sentence বলে। Principal clause—প্রধান বাক্যাংশ; Subordinate clause—অপ্রধান বাক্যাংশ বা নির্ভরশীল বাক্যাংশ]

***Note** A complex sentence may also have subordinate clauses joined with Conjunctions—and, *or, but, as well as* etc. [Complex sentence-এ and, but ইত্যাদি দ্বারা যুক্ত subordinate clause থাকতে পারে। যেমন—I left the room *when my sister came and began to eat a ripe banana.*I know *that he is poor but honest.*

Examples :

(a)	I know	that he is honest.
	Pr. cl. (প্রধান বাক্যাংশ)	Sub. cl. (অপ্রধান বাক্যাংশ)
(b)	This is the boy	who did it.
	Pr. cl. (প্রধান বাক্যাংশ)	Sub. cl. (অপ্রধান বাক্যাংশ)
(c)	We waited	until he came.
	Pr. cl. (প্রধান বাক্যাংশ)	Sub. cl. (অপ্রধান বাক্যাংশ)

Compound sentence : A compound sentence is one that contains ***two or more independent clauses or co-ordinating clauses*** joined together by co-ordinating conjunctions like *and, or, but, as well as, either ..... or, neither .....nor etc.*
—Nesfield

[যে বাক্যে দুই বা তার বেশি স্বাধীন Clause সংযোগমূলক Conjunction-এর দ্বারা যুক্ত হয়। (যেমন–and, or, but, as well as, either..... or, neither..... nor) তাকে compound sentence বলে।

Examples :

Salil is a good boy (Co-ord.cl.)	*and*	he loved his brother. (Co-ord. cl.)
You may read the book (Co-ord. cl.)	*or*	leave the class. (Co-ord cl.)
He was late (Co-ord. cl.)	*but*	he was not sorry. (Co-ord. cl.)

Difference of Clause and Phrase.

A phrase is a group of words *which does not contain a finite verb.* [Phrase হলো এমন শব্দগুচ্ছ যার মধ্যে কোন finite verb বা সমাপিকা ক্রিয়া নেই।]

A clause is a group of words *that contains a finite verb.* [Clause হলো এমন শব্দগুচ্ছ যার মধ্যে একটি finite verb বা সমাপিকা থাকে।]

—Nesfield

He gave me a gold chain.
phrase

He gave me a chain which was made of gold.
clause

***Note :** **Modern English grammar,** however, has widened this view. It is now possible to talk of *clauses with finite & non-finite verbs* and *verbless clauses.* However, a clause is a shorter sentence within a bigger sentence.

(a) I can not tell *when he will come.* (clause with a finite verb)
(b) *Wounded in the war,* he returned home. (clause with a non finite) (= when he was wounded in the war)
(c) *While walking in the field,* I saw a cow. (clause with a non-finite) (= While I was walking in the field)
(d) *When in England,* he saw a strange sight. (verbless clause) (= When he was in England)

So we should say :

A clause is a group of words that contain a finite verb *expressed or understood.* **But a phrase** does not contain a finite verb *in any way.* **—P.C Das**

[সে জন্য আমরা বলতে পারি, একটি Clause-এ একটি finite verb বা সমাপিকা ক্রিয়া প্রকাশ্যভাবে অথবা উহ্য অবস্থায় থাকতে পারে। কিন্তু একটি phrase-এ কোনভাবেই finite verb থাকে না।]

Clauses

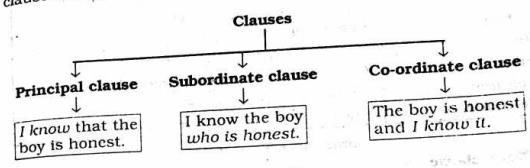
Clauses are of three kinds—(1) **Principal clause** (প্রধান বাক্যাংশ যা নিজেই স্বাধীনভাবে বসতে পার।) **(2) Subordinate clause** (অপ্রধান বাক্যাংশ যা অন্য clause-এর উপর নির্ভরশীল।) (3) **Co-ordinate clause** (সংযোগমূলক বাক্যাংশ)।

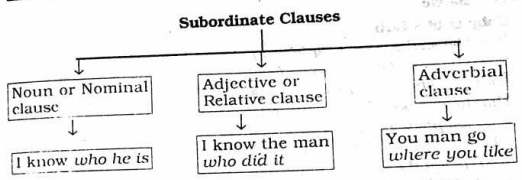
Then ***Subordinate clauses*** are subdivided into three heads—(i) Noun or Nominal clause. (ii) ***Adjective or Relative clause.*** (iii) ***Adverbial clause.***

A. **The Noun clause** does the work of a noun (Noun clause Noun-এর মতো কাজ করে।)

B. **The Adjective clause** does the work of an Adjective. (Adjective clause Adjective-এর মতো কাজ করে।)

C. **The Adverbial clause** does the work of an Adverb. (Adverbial clause Adverb-এর মতো কাজ করে।)





NOUN CLAUSE
(NOMINAL CLAUSE)

A Noun clause is used in a sentence in the same way as a noun may be used. (Noun clause বাক্যে noun যেভাবে ব্যবহৃত হয়, সেইভাবে বসে।)

(i) subject, (ii) object, (iii) object to a preposition (iv) complement (v) appositive.

Functions of a Noun clause	Examples
Subject (কর্তা)	*What he said* is true. *How he went there* is known to all. *That he is honest* is known to me. *When he will come* is uncertain. *Whether he will succeed* is uncertain.
Object (কর্ম)	I know *that he is honest.*
Object to a preposition (prepostion-এর কর্ম)	It depends on *how he behaves.* I Know nothing of *what he will do.*
Complement (অকর্মক ক্রিয়ার কর্ম)	This is *what we expected.*
Appositive (কোন Noun-এর বা It -এর Apposition হিসাবে)	Our hope *that he will come back* proved false. It is true *that he has come.*

Linking Words	Examples
that	He said *that* he would go.
who	I know *who* he is.
whose	Do you know *whose* book it is?
whom	I can guess whom you want to see.
what	No one knows *what* caused the accident.
which	Can you tell *which* one is Ram's?
where	I do not know *where* he was born.
when	I know *when* he will come.
how	I can tell *how* he stole your watch.
why	Could you explain *why* he did this ?
whatever	I earn *whatever* I can.
if/ whether	She asked me *if (whether)* I would stay or not.

Some more Examples:

Noun clause

(i) **Subject of a verb :**

What he said is true. [***By joining :*** He said this. It is true.]
Why she is sad is anybody's guess.
That you should say so surprises me.
That he is a good boy is known to us.
Who telephoned me is still a mystery.
When he will return is uncertain.
Why he left the place is a mystery.
Whatever he earns is spent lavishly.
Which he prefers is not known to me.
How he could assist his friend was his chief concern.

i) **Object of a verb :**

We know *that the earth is a planet.*
[***By joining :*** The earth is a planet. We know it.]
He hoped *that it was true.*
She denied *that she had written the letter.*
I cannot tell *what has become of him.*
I do not know *when I shall return.*
I asked the boy *how old he was.*
Tell me frankly *why you did this.*
Can you tell me *what he requires?*
Tell me *where you live.*
No one knows *who he is.*
I ask you *what you want.*
I know *what he means.*

i) **Object to a preposition :**

There is no meaning in *what you say.*
[***By joining :*** you say something. There is no meaning in it.]
I know nothing of *what he will do.*
Pay careful attention to *what I say.*
They had no complaint except *that the day was too hot.*

) **Complement to a verb :**

This is *what we expected.*

[***By joining :*** This is the thing. We expected it.]
Life is *what we make it.*
My belief is *that he will not come.*
Our satisfaction is *that we tried to the last.*
His great fear is *that he may fail.*
My wish is *that I may please you.*
His request will be *that he may be allowed to resign.*

(v) **Object to a missing preposition :**

The child was afraid *that he would fall down. (afraid of)*
[***By joining :*** The child might fall down. He was afraid of it.]
They felt sorry *that they lost the match. (sorry for)*
The patient was sure *that he would recover. (sure of)*
She did not seem hopeful *that he would arrive. (hopeful of)*

(vi) **Apposition to a noun or pronoun :**

Your statement *that you found the money in the street* is correct.
[***By joining :*** You found the money in the street. It is your statement. It is correct.]
There is a rumour *that he is dead.*
The fact *that he is no more* is painful to us.
It is true *that the boy is honest.*
It is feared *that he will not come back.*
It was unfortunate *that you were absent.*
His belief *that some day he would succeed* cheered me.

***Note** In a Noun Clause the linking word is usually *that.* (Though some other linking words such as *who, whose, what, which how* etc are occasionaly used.)

[লক্ষ্য কর Noun clause-এ বেশির ভাগ ক্ষেত্রে linking word-টি *that* হয়, যদিও *who, whose, what, which, how* ইত্যাদিও subject, object, complement অথবা apposition হিসেবে Noun clause গঠন করতে Linker হতে পারে।]

Some more joining with a nominal clause

(a) You have solved the problem. No one knows the method.
[= No one knows *how* you solved the problem.]

(b) The student was absent yesterdat. The teacher asked him th reason. [=The teacher asked the student *why* he had been abser yesterday.

(c) Mr. Rao is a great politician. This fact must be admitted.
[= This fact must be admitted *that* Mr. Rao is a great politician.

(d) The Rajdhani Express will reach at a certain time. Do yo know the time? [=Do you know *when* the Rajdhani Expres will reach ?]

(e) He passed the Final examination. He told me this.
[= He told me *that* he passed the final examination.]

(f) He did it. I do not know how. It is true.
[= It is true *that* I do not know *how* he did it.]

ADJECTIVE CLAUSE (RELATIVE CLAUSE)

An Adjective clause or Relative clause is used as an Adjective qualify a noun or pronoun or denotes relation to a noun or pronou The noun or pronoun with which the Adjective clause is related called its antecedent. [Adjective clause বাক্যে Adjective-এর মতো পূর্ববর্তী

noun বা pronoun- কে qualify করতে ব্যবহৃত হয় অথবা পূর্ববর্তী noun বা pronoun-এর সঙ্গে সম্বন্ধ প্রকাশ করে। যে noun বা pronoun-এর সঙ্গে Adjective cluse-এর সম্বন্ধ তাকে Antecedent বলে।]

Adjective clause বা Relative clause যাকে qualify করে সেই Antecedent-এর ঠিক পরে বসে।

Functions of a Relative clause	Examples
Subject (কর্তা)	The boy *who came here* is my friend.
Object (কর্ম)	The boy *whom you know* is my friend.
Possessive (সম্বন্ধ)	The boy *whose father is a doctor* came here.

LINKING WORDS/LINKERS

Relative clause	Living (প্রাণীবাচক)	Non-living (অপ্রাণীবাচক)	Living and Non-living (প্রাণী ও অপ্রাণীবাচক)
Subject	*who*	*which /that*	*that*
Object	*whom*	*which/that*	*that*
Possession	*whose*	*of which*	——

Examples : [Note the Linkers.]

This is the boy *who broke one of the windows.*

[***By joining :*** This is the boy. He broke one of the windows.]

The girl *whom you saw last night* is my sister.

= The girl is my sister. you saw her last night.

That's the man *whose wife is an actress.*

= That is the man. Her wife is an actress.

The book *which (that) I lent you* belongs to my brother.

= I lent you the boook. It belongs to my brother.

This is the chair *of which one leg is broken.*

= This is the chair. Its one leg is broken.

Noun clauses and Adjective clauses side by side. Noun clause এবং **Adjective clause**-এর আরো কিছু উদাহরণ পাশাপাশি লক্ষ্য কর।]

Noun clauses	***Adjective clause***
Tell me *who did it.*	I know the boy *who did it.*
Tell me *where* he lives.	Tell me the place *where* he lives.
Tell me *when he will come.*	Tell me the time *when he will come.*
I know *why he said so.*	I know the reason *why he said so.*
I know *how he did it.*	I know the way *how he did it.*

[**N. B.** উপরের উদাহরণগুলিতে দেখা যাবে, Noun clause-এ কোন antecedent নেই ; কিন্তু Adjective clause-এ সর্বদাই Antecedent আছে এবং Linker গুলি Antecedent-এর পরে বসছে।]

Some more joinj g with a Relative clause

(a) Something bright was moving across the sky. It was like a star. [=Something *which* was bright like a star was moving across the sky.]

(b) Rabindranath Tagore was a great poet. We hold him in high esteem. [= Rabindranath Tagore *whom* we hold in high esteem was a great poet./Rabindranath Tagore *who* was a great poet is held in high esteem by us.]

(c) A body was found last week. The police are trying to identify the body. [=The police are trying to identify the body *which* was found last week.]

(d) I went to see the doctor. The doctor told me to take rest for a few days. [= I went to see the doctor *who* told me to take rest for a few days.]

(e) Coal is found in Bengal. It is a very useful mineral. [= Coal *which* is a very useful mineral is found in Bengal.

(f) The Giant loved a little boy most. The boy was never seen again. [= The little boy *whom* the gaint loved most was never seen again.]

(g) The gallery was crowded. It holds only one thonsand people. [= The Gallery *which* holds only one thousand people was corwded.]

(h) The boy passed the Final examination. He told me this. [= The boy told me the fact *that* he passed the Final examination.]

(i) The house is under construction. It belongs to me. [=The house *which* is under construction belongs to me.]

(j) This is the place. Rabindranath was born here. [= This is the place *where* Rabindranath was born here. [= This is the place *where* Rabindranath was born.]

(k) The book is very useful. Samir bought it yesterday. [= Yesterday Samir bought a book *which* is very useful. Or, The book which Samir bought yesterday, is very useful.]

(l) The doctors and nurses are all thoroughly trained men and women. Their main purpose is to help the patients to get well as quickly as possible. [= The doctors and nurses are all thoroughly trained men and women *whose* main purpose is to help the patiests to get well as quickly as possible.]

ADVERBIAL CLAUSE

An Adverbial clause is used as an Adverb to modify a verb, an adjective, another adverb etc. and usually denotes (i) time (ii) place (iii) cause or reason (iv) effect or result. (v) extent (vi) manner (vii) comparison (viii) contrast (ix) condition (x) purpose. [Adverbial clause বাক্যে Adverb-এর মতো Verb, Adjective বা অন্য কোন Adverb-কে modify করে এবং সাধারণত ঃ সময়,স্থান, কারণ, ফল, পরিমাণ, ধরণ, তুলনা, বৈপরীত্য, শর্ত বা উদ্দেশ্য বোঝায়।]

Functions of an Adverb Clause	Linking words	Examples
Time (সময়)	*when*	Father came *when I started for Delhi.*
Place (স্থান)	*where*	You may go *where you like.*
Cause or reason (কারণ যেহেতু)	*because*	My friend will not come *because he is ill.*
	as	Or, My friend will not come *as he is ill.*
Effect or result (ফলাফল)	*that*	I am so tired *that I can not walk.* He worked so hard *that he was tired.*
Extent (পরিমাণ)	*as far as*	*As far as I know,* the man is honest.
Manner (ধরণ)	*as*	Amal plays *as he usually does.*
" (যেন)	*as if*	He acted *as if he were mad.*
Condition (শর্ত)	*if*	I shall help you *if you come here.*
Comparison (তুলনা)	*as, as*	This boy is as brave *as his brother (is).*
"	*than*	You are taller *than* I (am).
Contrast (বৈপরীত্য)	*though*	*Though / Although he is poor, he* is honest.
Purpose (উদ্দেশ্য)	*that*	We read *that we learn.*

পার্থক্য : *As (reason)* : As he is poor, he could not donate one thousand rupees. [যেহেতু সে গরিব, সেজন্য সে এক হাজার টাকা দান করতে পারল না।]

As (contrast) : Poor *as* he is, he donated one thousand rupees. [গরিব সে গরিব, তবু সে এক হাজার টাকা দান করল। Adjective-এর পরে As বসলে = though হয়।]

Some more Examples : [Note the Linkers.]

Strike *while* the iron is hot.—Time.

[***By joining*** : The iron is hot. Strike it now.]

I shall go out to play *when* I finish my sums—Time

[= I shall finish my sums. Then I shall go out to play.

Mother put the fish *where* the cat couldn't reach it —Place.

It is many days *since* I saw you last — Time.

Sharmila did the work *as* it should be done—Manner.

Since you are ill, you need not come.—Reason.

As he was ill, he could not come to school.—Reason.

Or, He could not come to school *because* he was ill.

They started early *that* they might reach early—Purpose

He works hard in *order that* he may succed.—Purpose.

He is not as intelligent *as* his sister (is)—Comparison (of degree)

He is no *so* tall *as* his brother (is)

He loves you better *than* (he loves) me.—Comparison (of degree)

Here '*than me*' is compared with the object '*you*'.]

He loves you better *than* I (love you)—Comparison (of degree)

Here '*than I*' is compared with the subject '*he*'. Hence '*I*' is in the subjective form.]

The more, *the* merrier.—Comparison (o degree)

As you sow, so you will reap—Comparison (of manner)

I am not *such* a liar *as* you think.—Comparison (of degree)

Although he studied hard, he could not pass the Exam.—Contrast

So far as I know/*As fas as* I know, he is honest—Extent.

Be *so* good *as* to help me.—Extent.

If you don't work hard, you won't pass the exam.—Condition.

He held my hand *lest* I should fall.—Negative purpose.

I shall wait for you *till* you come back.—Time (till/until)

The doctor had come *before* the patient died.—Time.

The doctor came *after* the patient *had* died.—Time.

You must do your duty *ere* (ere = পূর্বে) you go out for a walk.—Time.

Adverbial clause of Conceession:

Adverbial clauses of concession are introduced by *whoever, whatever, whichever, however, whether, even if* etc.

[whoever, whaterver, however, whether, even if ইত্যাদি দ্বারা Adverbial clause of concession গঠন করা হয়।]

Whoever he may be, he cannot be allowed.

Whatever you may say, I do not belive you.

You may take *whichever you like*.

However strong you may be, I am not afraid of you.

I shall support you *whether (you are) right or wrong*.

Even if I fail, I shall not give up hope.

LINKERS OF ADVERBIAL CLAUSES

Adverbial clause of Time (সময়)	*when, while, before, after, ere* (পূর্বে), *till, until, since.*
Adverbial clause of Place (স্থান)	*where, whence* (যেখান থেকে), *wherever.*
Adverbial clause of Cause (হেতু)	*as, because, since, that*
Adverbial clause of Result (ফল)	*that, so...that, such...that.*
Adverbial clause of Purpose (উদ্দেশ্য)	*that, in order that, so that, lest*
Adverbial clause of Comparison (তুলনা)	*as...as, so...as, such...as, (in the positive degree), than, the (in the comparative degree)*
Adverbial clause of Condition	*if, unless, in case, whether, on condition, provided (that) supposing that.*
Adverbial clause of Contrast (বৈপরীত্য)	*though although*
Adverbial clause of Extent (পরিমাণ)	*as far as, so far as, so...as*
Adverbial clause of Manner (ধরণ)	*as, as if.*
Adverbial clause of Concession	*whoever, whatever, whichever, however, whether, even if.*

Some speical notes on Adverbial Clause of Condition.

It is important to note that the ***future tense is not used in the Conditional Clause. It may be used in the main clause if it is required.***

[Conditional clause-এ Future tense ব্যবহৃত হয় না; main clause-এ অবশ্য প্রয়োজন অনুযায়ী future tense হতে পারে।]

We do not say : *If you will find the pen*, I shall give it to you.

We must say : *If you find the pen*, I shall give it to you.

Conditionals are of three types :

Open Condition (মুক্ত শর্ত অর্থাৎ যা হলেও হতে পারে)

If clause (simple present)	*Main clause* (will/shall/can/may + verb)
If it rains,	I'll stay at home.
If you study hard,	you will get a first class.
If you find my money,	I shall give you an ice-cream.
If he runs all the time,	he can get there in time.
If her uncle a arrives,	she may not come with you.

Unfulfilled Condition (যা হতে পারত কিন্তু হয় নি)

If clause (Past perfect)	*Main clause* would/should/could/might + perfect.
If you had tried again,	you would have succeeded.
If I had studied hard,	I should have got a first class.
If I had seen him,	I could have saved him.
If you had come to me,	I might have helped you.

Improbable or Imaginary condition (অসম্ভব বা কাল্পনিক শর্ত)

If clause	*Main clause*
Simple past (Past Subjunctive)	would/should/could/might/ + verb
If I had a degree,	I could get a job easily.
If I dorpped the plate,	it would break.
If I were the Chief Minister,	I'd abolish examinations.
If I were a bird,	I would sing cheerfully in the sky.
(If omitted) Had I been a bird.	I would sing to cheer you.
(") Had you taken the medicine	You would have felt much better.

We can also use *unless* in the sense 'if .....not', or *in case* in the sense 'if by any chance' in the conditional clause.

['যদি না' অর্থে unless এবং 'যদি ঘটে' অর্থে in case ব্যবহৃত হয়।]

Unless I hear from you, I'll go out for a week.

In case it rains, you should take an umbrella.

***Note** If you begin your sentences with a conditional clause, you must put a comma at the end of the clause. But if you place the conditional clause after the main clause there is no need of a comma.

[যদি conditional clause দিয়ে বাক্য শুরু কর, তাহলে clause-এর শেষে অবশ্য একটি কমা(,) দিয়ে main clause আরম্ভ করবে। আর যদি conditional clause-এ main clusc-এর পরে বসাও, তাহলে কমার প্রয়োজন হয় না।]

If you study hard, you will get a first class.

[But] You will get a first class *if you study hard.*

Some more joining with an adverbial clause :

(a) He came to my house. I was not at home. (Use *'when' clause)*

[= He came to my house *when* I was not at home.]

(b) He has been running temperature. He wishes to go to school. (Usc *'though'* clause)

[= *Though* he has been running temperature, he wishes to go to school.]

(c) He jumped out of bed. The bell rang then. (Usc *'when'* clause)

[= He jumped out of bed *when* the bell rang.]

(d) They learned the same things. They could help one another in the homework. (Join with a *linker of reason.*)

[=They could help one another in the homework *as/because* they learned the same things.]

(e) You are pardoned. You have confessed your crime. (Join with 'as' clause)

[= You are pardoned *as* you have confessed your crime.]

(f) I may grant your prayer. You shall have to ask for it. (Join with *'if'* clause)

[= I may grant your preyer *if* you ask for it.]

(g) He is rich. I was in difficulty. He did not help me. (Use a *time* clause and a *contrast* clause.)

[=*Though* he is rich, he did not help me *when* I was in difficulty.]

(h) It is simple. A child can understand it. (Usc *so.... that.)*

[= It is *so* simple *that* a child can understand it.]

(i) He will not be able to pay off his debts. He is poor. (Use *'as'* clause)

[= He will not be able to pay off his debts *as* he is poor.

(j) I am his neighbour. He did not help me. (Use a clause of *contranst.)*

[= *Though* I am hsi neighbour, he did not help me.]

(k) He may come. Please request him to wait for me. (Usc *if* clausc)

[= *if* he comes, please request him to wait for me.]

(l) Don't get out of the train now. The train should stop at the station. (Usc a *time* clause with *till.)*

[= Wait *till* the train stops at the station.]

CO-ORDINATING CLAUSES (COMPOUND SENTENCES)

Co-ordinating clauses are *independent clauses* or *of the same order or rank. A compound sentence must have two or more co-ordinating clauses* (principal clauses/main clauses). It may have a subordinating clausc or may not have any subordinating clause. The co-ordinating clauses are joined by co-ordinating conjunctions or connectives.

[Co-ordinating clause হলো স্বাধীন clause যা অন্য clause-এর উপর নির্ভর করে না, নিজেই স্বাধীনভাবে বসতে পারে। Compound sentence-এ দুই বা তার বেশি Principal clause বা Co-ordinating clause থাকবে, আর এতে Subordinate clause থাকতে পারে, নাও থাকতে পারে।]

***Note** The sentence having two co-ordinating clauses is also called a **Double sentence** and the sentence having more than two co-ordinating clauses is called a **Multiple sentence.**

Joining by Co-ordinating Conjunctions	***Compound Sentences***
and (সংযোজক)	I went there *and* found him ill.
but (বিপরীতার্থক)	He threw the stone *but* missed the dog.
or (বিকল্পসূচক)	I shall do it now *or* I shall do it never.
so (সিদ্ধান্তমূলক)	It is time to go: so let us start.
Yet (তথাপি)	He is weak, *yet* he is working *hard.*
bot ..... and	I *both* thanked him *and* rewarded him.
either ..... or	He *is either* mad *or* he has become a criminal.
neither ..... nor	He *neither* obtains success *nor* deserves it.
not only...but also	He is *not only* a knave *but also* a fool.

Note** ***And joins similar clauses. ***but*** joins *dissimilar* clauses having contrast and ***Or*** denotes *choice.*

[দুটি সহধর্মী বাক্যাংশকে ***and*** দ্বারা এবং দুটি বিপরীতধর্মী বাক্যাংশকে ***but*** দ্বারা যুক্ত করা হয়। আর এটি অথবা ওটি এরূপ দুটি বাক্যাংশকে যুক্ত করতে***or*** ব্যবহৃত হয়।]

Some more joining into a compound sentece

(a) Ram is a student of this school. Rahim is also a student of this school. [= Ram *and* Rahim are the students of this school.]

(b) The boy is intelligent. He stood first in the examination.

[= The boy is intelligent *and* he stood first in the examination.]

(c) The girl is intelligent. She failed in the examination.

[= The girl is intelligent *but* she failed in the examination.]

(d) You may accept the offer. You may refuse it. [= You may accept the offer *or* refuse it. / You may *either* accept the offer or refuse it.]

(e) I did not know anything of it. My brother also did not know anything of it. [= *Neither* my brother *nor* I know anything of it.]

(f) You may turn to the left. You may turn to the right.
[= You may turn *either* to the left *or* to the right.]

(g) John may come here. Mary may come here. But both of them will not come here at the same time.
[= *Either* John *or* Mary may come here.]

N.B. = *Either ...or. Neither ... nor* are placed just before the alternatives. [Either..... or. Neither..... nor যার বিকল্প বোঝায়, ঠিক তার পূর্বে বসে।]

(h) He was found guilty. He was hanged. [= He was found guilty, *so / therefore* he was hanged.]

(i) He stood first in the examination. He had been ill before.
[He had been ill before the examination ; *yet* he stood first in it.]

CONTRACTED SENTENCES

Compound sentences often appear in a contracted or shortened form, so as to avoid the needless repetition of the same word.

—**J.C. Nesfield**

(a) When there are **two predicates to the same subject,** there is no need to mention the subject more than once :

(1) The sun *rose and* (the sun) *filled* the sky with light.

(2) He *called* at my house *but* (he) *left* soon.

(3) He is *poor, but* (he is) *honest.* (Adversative—বৈপরীত্য).

(4) He is *diligent, and* therefore, (he is) *prosperous.* (Illative—সিদ্ধান্ত).

(b) When there are **two subjects to the same predicate,** we need not mention the predicate more than once :

(1) He *and you* are guilty. (= He is guilty and you are guilty).
(Cumulative—সংযোজক)

(2) Either she did this or her parents (did this). (Alternative—বিকল্প).

DIFFERENT CLAUSES WITH THE SAME LINKER

Now look back at some Linkers which are used in different clauses in different ways.

[অর্থ এবং প্রয়োগ অনুসারে একই Linking word দ্বারা যুক্ত Clause গুলো ভিন্ন ধরণের হতে পারে।]

That :

(i) I know *that he is honest.* [Noun clause—Object to 'know'.]

(ii) I know the boy *that stole the book.* [Adj. cl. —qualifying 'boy'.]

(iii) We read *that we can learn.* [Adv. cl. —modifying 'read' for purpose.]

Where :

(i) I know *where he lives now.* [Noun clause—Object to 'know'.]

(ii) I know the place *where he lives now.* [Adj.cl. qualifying the noun 'place'.]

(iii) We shall go *where he lives now.* [Adv. cl. modifying the verb 'go'.]

When :

(i) I know *why he will come back* [Noun clause —Object to 'know'.]

(ii) I know the time *when he will come back.* [Adj. cl. qualifying the noun 'time'.]

(iii) We shall go *when he comes.* [Adv. cl. modifying the verb 'go'.]

Why :

(i) I know *why he looks so sad.* [Noun clause—Object to 'know'.]

(ii) I know the reason *why he looks so sad.* [Adj. cl. qualifying the noun 'reason'.]

Who :

(i) Do you know *who did it* ? [Noun clause—Object to 'know'.]

(ii) Do you know the boy *who did it?* [Adj. clause—Qualifying the noun 'boy'.]

Which :

(i) Do you know *which is what?* [Noun clause—Object to 'know'.]

(ii) This is the pen *which writes well.* [Adj. Clause qualifying 'pen'.]

(iii) *Which is preferable* is not known to me. [Noun clause—Subject to 'is known'.]

Whether :

(i) I asked her *whether she would do it or not.* [Noun cl.—Object to 'ask']

(ii) I shall support you *whether (you are) right or wrong.* [Adv. cl.—modifying 'support']

SPLITTIG OF SENTENCES

A long sentence can be *split up into some short simple sentences.* In fact, it is just the opposite of Synthesis or Joining. Here are some examples. *Pay special Attention for supplying subject and verb in short sentences and maintain sequence of action.*

[একটি দীর্ঘ বাক্যকে কয়েকটি ছোট সরল বাক্যে ভাঙা যায়। প্রকৃতপক্ষে *split up* হোল *Joining*-এর বিপরীত ক্রিয়া। এখানে কিছু উদাহরণ দেওয়া হোল। *ছোট বাক্যগুলিতে Subject* এবং *verb* ব্যবহার করার দিকে বিশেষ মনোযোগ দাও এবং ঘটনার পারম্পর্য বজায় রাখ।]

(i) He took a pen and a piece of paper and wrote something on it.
= He took a pen. He took a piece of paper. He wrote smoething on it.

(ii) It is such a good news that I cannot believe it.
= It is a very good news. But I cannot believe it.

(iii) As you are a proved liar, I cannot believe you.
= You are a proved liar. So I cannot believe you.

(iv) Being tired by a long walk, the traveller sat under a tree.
= The traveller was tired by a long walk. So he sat under a tree.

(v) Habib was unhappy when he was punished and shown a red card by the referee.
= Habib was punished by the reference. He was also shown a red card by the referee. So he was unhappy.

(vi) This is Bikash who is not only my friend but also one of the best boys in the class.
= This is Bikash. He is my friend. He is also one of the best boys in the class.

(vii) Amal headed the ball that was floated into the penalty area by Akhtar. taken from a corner kick.
= Amal headed the ball. It was floated into the penalty area by Akhtar. It was taken from a corner kick.

(viii) The boy stood on the burning deck. from where every one else had gone away.
= The boy stood on the deck. The deck was burning. Everyone else had gone away from there.

(ix) Men of science have proved that the sun does not move round the earth. but the earth moves round the sun.
= The earth moves round the sun. The sun does not move round the earth. Men of science have proved these facts.

(x) History says that socrates when he was given a cup of hemlock continued to talk to his friends who were standing beside him.
= Socratis was given a cup of hemlock. He cintinued to talk to his friends. They were standing beside him. History says this.

APPLIED SECTION

1. Complete these sentences with noun clauses :
[Noun Clause-এর সাহায্যে বাক্যগুলি সম্পূর্ণ কর।]

(a) My father said ....
(b) why ..... I don't know.
(c) What ..... is quite true.
(d) Show me how .....
(e) I hope .....
(f) I have forgotten what .....
(g) My sister believes .....
(h) He asked his friend if/whether .....

2. Join these simple sentences in A with Relative clauses in B.

[Using *who, whose, whom, which, what, that etc.*] [Relative Linker is used just after the noun or pronoun with which it is related (antecedent).

A *Ist sentence*	B *2nd sentence*
(a) Columbus died in 1506.	He was the discoverer of America.
(b) Gravity is a force.	It attracts objects towards the centre.
(c) This is a tool.	It is used for cutting metal.
(d) English is a language.	It is spoken all over the world..
(e) This is the place.	There the poet Rabindranath was born.
(f) Report it to your friend.	Nehru said this to his daugher.
(g) Rabindranath is a great poet.	He composed 'Gitanjali'.
(h) The fox saw some grapes.	Those were hanging from a vine
(i) The air surrounds us.	It consists of various elements.
(j) You met the man last night.	He is a soldier.

3. Combine the part in A with a suitable Adverbial Clause in B.
[A কলামের sentence গুলির সঙ্গে B কলামের Adverbial clause-গুলি সঠিকভাবে জোড় করে।]

A *Ist part*	B *2nd part (Choose suitable one)*
(a) A plant will not grow	if they come by train.
(b) Shila cut her finger	while he was crossing the road.
(c) The boy met an accident	if the roots are cut off.
(d) What will happen to you	while she was sharpening the pencil.
(e) They will reach here early	while she spelt 'doll' in the other.
(f) Anne gave Helen a doll to hold in one hand.	If you take too much food?

4. Join the sentences using *and, but, or, either ...or, neither ... nor.*
(a) John worked hard. He did very well in the exam.
(b) Edison is good at Mathematics. He is bad at English.
(c) Bipin has read the story. He can't remember the title.
(d) Sisir started late. He reached school just in time.
(e) Is the red one your pen? Is the black one your pen?
(f) Shall I write to mother? Will you tell her?
(g) We may go to the market. We may go to the playground.
(h) Bina does not take tea. She does not take milk too.
(i) Miss Helen Keller was highly senstive to smell.
Dr. Tilney's sense of smell was not sharp.

Participial phrases & Non-finite clauses.

In Modern Grammar difference has been shown between a ***Participial phrase*** and a ***Non-finite clause.*** Modern Grammar deals with ***a Non-finite clause*** which is a subordinate clause : but that subordinate clause does not contain a Finite verb. ***It contains a participle or an infinitive where the subject and verb are understood. But a Participial phrase itself becomes the subject or the object of a sentence.***

[আধুনিক Grammar-এর ***Participial phrase*** এবং ***Non-finite clause***-এর মধ্যে পার্থক্য দেখানো হয়েছে। Non-finite clause হলো এমন এক রকম subordinate clause যাতে Finite বা সমাপিকা ক্রিয়া থাকে না; এতে Pariciple বা Infinitive এমনভাবে থাকে যে Subject এবং Verb উহ্য আছে বোঝা যায়। কিন্তু Non-finite clause-এর সঙ্গে Participial Phrase-এর পার্থক্য হলো এই যে Participial Phrase নিজেই Sentence-এর Subject বা Object হয়ে যায়।]

I chapter 20, we have discussed how '*-ing participle*". "*-ed/en participle*" and *Infinitives* are used as *Premodifiers* or *Postmodifiers*.

Here we must note that such *Premodifiers* with '*ing*' or '*ed/en*' *participles are Participial phrases.*

But the *Postmodifiers* with '*-ing* or '*ed/en*' *participles* or *Infinitives are Non-finite clauses* as the omitted subject and verb can be easily inserted into such clauses. In fact, *Non-finite clauses are shortened or reduced clauses.*

[আমরা এই বইয়ের Chapter 20-তে দেখিয়েছি কিভাবে 'ing participle', '-ed/en participle' এবং Infinitive-গুলি Premodifier বা Postmodifier হিসেবে ব্যবহৃত হয়। এখানে আমরা লক্ষ্য করব, 'ing বা 'ed/en' Participle-যুক্ত *Premodifier*-গুলি কেবল *Participial Phrase* হিসেবে বসে। কিন্তু 'ing' বা 'ed/en' Participle বা

Infinitive-যুক্ত *Post modifier*-গুলি *Non-finite clause* যেহেতু উহ্য হয়ে থাকা কর্তা বা ক্রিয়া এই clause-গুলিতে সহজেই ঢোকানো যেতে পারে। প্রকৃতপক্ষে Non-finite clause-গুলি হলো একটি সম্পূর্ণ clause-এর সংক্ষিপ্ত রূপ।

Now see the difference between a Non-finite clause and a Participial phrase : [এখন Non-finite clause এবং Participial Phrase-এর পার্থক্য লক্ষ্য কর।]

Non-finite Clause	***Participial Phrase***
I found Gargi *standing at the door.* [= I found Gargi (who was) standing at the door.]	A *darkening sky* may bring showers ['darkining sky' is the subject of the verb 'saw'. No other subject and verb can be inserted into the Participial phrase.]
I saw a man *injured by an accident.* [= I saw a man (who was) injured by an accident.	I saw some *starving beggars.* ['starving beggars' is the object of the verb 'saw'. No subject and verb can be inserted into the phrase.]
He is the last man *to leave the place.* [= He is the last man (who is) to leave the place.	The *injured boy* was weeping. ['injured boy' is the subject of the sentence and no other subject and verb can be inserted into it.]

Note** ***'ইয়া'-যুক্ত অসমাপিকা ক্রিয়া প্রকাশ করতে-ing' participle-এর সাহায্যে Non-finite clause করা হয়।

গোলমাল শুনিয়া ছেলেগুলি লাফাইয়া উঠিল—*Hearing* the noise the boys sprang up [= when the boys were hearing the noise, they sprang up.]

গভীর চিন্তায় মগ্ন থাকিয়া ছেলেটি প্রশ্নের উত্তর দিতে পারিল না—*Being absorbed* in deep thought the boy could not answer the question.

আবার 'ইলে'-যুক্ত অসমাপিকা ক্রিয়ার ক্ষেত্রে বা কোন কিছু হওয়ার এরূপ অর্থে Having+ Past Participle দিয়ে Nominative Absolute করেও Non-finite clause করা যায়। যেমন—সূর্য উঠলে কুয়াশা দূরীভূত হয়—The sun *having risen*, the fog dispersed.

Now see how Non-finite clauses are used *to reduce a Relative clause* or *an Adverbial clause* :

[এখন *Relative clause* এবং *Adverbial clause*-কে সংক্ষিপ্ত করতে কিভাবে Non-finite clause-এর ব্যবহার হয় দেখ।]

(i) Use of '*ing participle*' for reducing a Relative clause.

Relative clauses	Non-finite '-ing' clauses (Reduced Relative clauses)
Look at the boys *who are running in the field*	Look at the boys *running in the field.*
He saw the children *who were looking out hopelessly.*	He saw the children *looking our hopelessly.*
He saw the sailors *who were hauling chests.*	He saw the sailors *hauling chests.*
The boy *who is working in the laboratory is studious.*	The boys *working in the laboratory* is studious.
Can you see the kite *which is flying high ?*	Can you see the kite *flying high ?*

(ii) Uses of '*ed/en Participle*' for reducing a Relative clause.

Relative clauses	Non-finite '-ed/-en' clauses (Reduced Relative clauses)
The picture *which was painted by your brother* is realy beautiful.	The picture *painted by your brother* is really beautiful.
I got the letter *which was written by you.*	I got the letter *written by you.*
Lessons *which are learnt easily* are soon forgotten.	Lessons *learnt easily* are soon forgotten.
The book *which was lent by the library* is missing.	The book *lent by the library* is missing.

(iii) Use of '*ing/-ed Participle*' for reducing an Adverbial clause.

Adverbial clauses	Non-finite '-ing/-ed' clauses (Reduced Adverbial clauses)
When he was wounded in the war he returned home.	*Wouded in the war*, he returned home.
When he was in England, he saw a strange sight.	*When in England*, he saw a strange sight.
While I was walking in the the field, I met a monk.	*While walking in the field* I met a monk.
When the plant was shaded, it stopped feeding.	*Shaded*, the plant stopped feeding.

(iv) Use of '*to-infinitive*' for reducing Relative clauses.

Relative clauses	Non-finite 'to-infinitive' clauses (Reduced Relative clauses)
Nurul was the last man *who raised a protest.*	Nurul was the last man *to raise a protest* [= Nurul was the last man (who was) to raise a protest.]
Ayesha was the girl *who arrived first.*	Ayesha was the girl *to arrive first.* [= Ayesha was the girl (who was) to arrive first.]
I have a nice pen *with which I can write.*	I have a nice pen *to write with.* [= I have a nice pen (that is) to write with.]
The next train *which is to arrive* is running three hours late.	The next train *to arrive* is running three hours late.
This is the work *which is to be done by us.*	This is the work *to be done* by us.

***Note** A Non-finite clause can be placed *in front of a main clause, after a main clause*, or *in the middle* of it.

In the practical field, we have to combine the different processes shown above to join some sentences into a single sentence, as below :

(i) **Separate :** I saw him fall. I ran towards him. I feared the worst.

Joined : When I saw him fall, I ran towads him, fearing the worst.

(Complex)

Applied English Grammar and Composition

ANGLO-BENGALI
FOR HIGH-SCHOOLS

Based on
Nesfield, Mern & Martin

Compiled by
P. C. DAS

SKY ASIA SKY ASIA SKY ASIA

English Grammar Composition

P. C. DAS

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(ii) **Separate :** He rode his bicycle. He did not use his hands. That was a silly thing to do.
Joined : It was a silly thing that he rode his bicycle without using his hands. (Complex)

(iii) **Separate :** The man is very brave. You saw him. He once faced a tiger. He had only a stick in his hand.
Joined : The man you saw is so brave that he once faced a tiger with only a stick in his hand. (Complex)

(iv) **Separate :** A leopard saw me aim my gun towards it. It then sprang to one side into a bush. It was out of my view soon.
Joined : When a leopard saw me aim my gun towards it, it sprang to one side into a bush and was out of my view soon. (Compound)

(v) **separate :** It was evening. Rahim khan entered the hut. He saw the sparrows. They were twittering.
Joined : When Rahim khan entered the hut in the evening, he saw that the sparrows were twittering. (Complex)
Or, In the evening when Rahim khan entered the hut, he saw the twittering sparrows. (Complex)

(vi) **Separate :** My brother is ill. You saw him the other day. So I cannot attend the meeting. You have called it.
Joined : As my brother whom you saw the other day, is ill, I cannot attend the meeting you have called. (Complex)

(vii) **Separate :** I held the card tight in my hand. I hurried to a lonely corner of the ship. I started reading it. My head reeled.
Joined : Holding the card tight in my hand, I hurried to a lonley corner of the ship and as I started reading it, my head reeled. (Compound)

(viii) **Separate :** I require a car. My friend is ready to help me with it. A man tells me this. He has just come.
Joined : The man who has just come tells me that my friend is ready to help me with a car which I require. (Complex)

(ix) **Separate :** A man may be poor. Yet he will win the love and respect of all. But he must be honest. My father says this.
Joined : My father says that however poor a man may be, he will win the love and respect of all if he is honest. (Complex)

(x) **Separate :** I got a scholarship. He heard this. He was very glad. He at once came to our house. He offered me his blessings.
Joined : When he heard that I had got the scholarship, he was so glad that he at once came to our house to offer me his blessings. (Complex)

EXERCISE

1. **What is a Simple Sentence? Give two examples.**
2. **What is a complex Sentence? Give three examples.**
3. **What is a Compound Sentence? Give three examples.**
4. **What is a Principal Clause and what is a Subordinate Clause?**
5. **What is a Co-ordinating clause?**
6. ***How many types of Subordinate clauses are there in English? Give examples.***

7. **Classify the following sentences and name the clauses.**
(নিম্নের Sentence-গুলি কোনটি কিরকম Sentence দেখ এবং কোনটি কি Clause দেখ।)

Sentences	Classification of sentences with clauses
1. If you listen, I shall tell you all.	1. This is a complex sentences. (a) I shall tell you all. —Pr.cl. (b) If you listen—Sub. Adv. cl.
2. If you speak, you will die.	2. ..... (a) ..... (b) .....
3. I know that he is honest.	3. ..... (a) ..... (b) .....
4. He is honest though he is poor.	4. ..... (a) ..... (b) .....
5. He is poor but he is honest.	5. ..... (a) ..... (b) .....
6. She must weep or she will die.	6. ..... (a) ..... (b) .....
7. He came home and began to work.	7. ..... (a) ..... (b) .....
8. He was the last man who went there.	8. ..... (a) ..... (b) .....
9. When he reached the station, he saw that the train had started.	9. ..... (a) ..... (b) .....
10. He not only caned (বেত মারলেন) the boy but also fined him.	10. ..... (a) ..... (b) .....

8. **Join the sentences with a Nominal clause :**
*[Use **that, who, whose, whom, what, which, when, where, how** etc.]*

(a) Where was he born ? Do you know the place ?
(b) He passed the examination. He told me this.
(c) You have made no mistake. I am sure of it.
(d) It will rain. I know that.
(e) She is an intelligent girl. We know this.
(f) Harish was weeping. Nobody knows the reason for his weeping.

9. **Join the sentences with a Relative clause**
*[Use **who, which where, what, that etc.**]*

(a) She told me the address. I wrote the address down on a piece of paper.
(b) The man answered the phone. He told me that you were out.
(c) I saw a car. It was rushing past the park.
(d) He is a soldier. He must show discipline.
(e) Where was Vidyasagar born ? Do you know the place ?
(f) Here is the pencil. You lost it yesterday.
(g) Teachers say something. Listen to those things.

(h) You saw the man the other day. He is Mr. Bose's nephew.
(i) Romario got the gold football award. He was in the Brazil team.
(j) He gave me his text books. Those did me much good.
(k) The girl is a friend of mine. She is a good basketball player.
(l) Mr. Dilip Roy is my uncle. You saw him yesterday.
(m) A boy came to me yesterday. He is my class mate.
(n) Some frogs can fly. Those frogs generally live in trees.
(o) The swallow was going to die. He bade good-bye to the Happy Prince.
(p) It was the day of prize giving ceremony. A boy of class X bagged many prizes. I am familiar with the boy.

10. **Join the sentences with an Adverbial clause.**
[By using if, though, although, as, because, unless, till, until, as soon as, when, where etc.]

(a) Garbage is dangerous to human health. It remains uncollected for a long period.
(b) Much work has been done in the field. The odour specialists have been unable to indentify any primary smell.
(c) Walter was ready to stand under the tree. He wanted to save his father.
(d) He is poor. He cannot buy his books.
(e) I entered the room. Immediately I felt something was wrong.
(f) The plant was shdaded. It stopped feeding.
(g) The clock struck five. He finished his work then.
(h) You should come. Otherwise I shall not go out.
(i) He has been running temperature. He wishes to go to school.
(j) He jumped out of bed. The bell rang then.
(k) I can not compete with you. You are stronger.
(l) I left the meeting. There was awful noise there.
(m) He learnt the fact. He was then angry with himself.
(n) You may be powerful. I am not afraid of you.
(o) He stared at me long. He seemed never to have seen me before.

11. **Join the following sentences into a compound sentence.**

(a) Sharmila is a student of this school. Ayesha is also a student of this school.
(b) Rahaman is not a good student. He is a good player.
(c) You may accept the offer. You may refuse it.
(d) I did not know anything of it. My brother also did not know anything of it.
(e) You must pay the price. Otherwise you must return the goods.
(f) The gardener was old. He planted some mango trees in my uncle's garden.
(g) Rabin desired to help me in my difficulties. He was my sincere friend.
(h) The Headmaster thanked me. He rewarded me too.
(i) He is dishonest. Moreover he is wicked to the backbone.

12. **Join the following sentences by using '-ing', '-en', '-ed', phrases or Infinitives.**

(a) He saw me come. He ran away.
(b) He was tired. He took rest for a while.
(c) A thief entered into the room. He had found the room empty.
(d) He did not speak to me. He was angry with me.
(e) Tht Prime Minister addressed the meeting. He asked for every body's co-operation.
(f) He wandered about from place to place. He had lost his way.
(g) I saw a tiger. It was wounded.
(h) He stood up to speak. He had determined to oppose the bill.
(i) He has many sons. He has to educate them.
(j) He has a car. He wishes to sell it.

(k) I have many friends here. They will stand by me.
(l) I went there. My object was to help him.
(m) He has a large family. He must maintain it.
(n) He is very weak. He cannot walk.
(o) I shall never do it again. I am determined.

13. **Shorten the following sentences by using '-ing', '-en' or '-ed' phrases or Infinitives. [The clause to be reduced is shown by Italics.]**

(a) I saw the boy *who was injured by an accident.*
(b) The watch *which was stolen* was recovered at alst.
(c) *As the boy was absorbed in deep thought* he could not answer my question.
(d) *When they heard the sound,* they sprang up.
(e) His misery is so great *that he cannot bear it.*
(f) He has a house *which he wishes to let.*

14. **Join the following sentences into a single sentence.**

(i) I was ill. He heard of it. He at once went to the doctor. He did not wait for me.
(ii) The boy was healthy. He was strong. It was not difficult for him to lift the load of forty kgs.
(iii) A meeting was helo in the Town Hall. You were absent from the meeting. I am sorry at this.
(iv) I heard a loud noise. It was like the bursting of a bomb. It came from a house close by.
(v) It was sunday last. A fire broke out in the multi-storied builings at Barabazar. It broke out at midnight.
(vi) I saw an old man. This was on my way to school. He was poor. He was also bent down with age.
(vii) Hiroshima was a city of Japan. An atom bomb was dropped on it. The atom bomb destroyed it.
(viii) He keeps some dogs. The dogs are well trained. They will guard his house.
(ix) The sky is cloudy. He should take an umbrella. It will be better for him.
(x) The book teaches me grammar. It is a new one. It was given by my father.

15. **Split up the following sentences into short simple sentences.**

(i) I am sorry to hear that you have failed, though I think that you deserved to pass.
(ii) While he was speaking, a man entered and told that the prince had suddenly died.
(iii) Since he was a poor man, he said nothing of the bag full of one lakh rupees he had found, but left the country.
(iv) Everybody knows that the boy who come to me for help is a liar and a cheat.
(v) I could not but feel sorry for the old man who, once very rich, was now deserted by all and was lying on sick-bed in his lonely hut.
(vi) He taught us that it is the duty of every man to love his neighbours and help them to the best of his power.
(vii) When I was in my native village during the summer vacation, I went to the houses of the poor people to know their difficulties.
(viii) Hearing that he was not able to accompany me because he was ill with fever, I gave up the idea of going to Darjeelling.
(ix) We heard the cry and rushed to the spot to help the passengers who were trapped inside the bus that was overturned.
(x) I gave him my thanks for finding my purse and returning it to me without taking anything from it.

CHAPTER—25

TRANSFORMATION OF SENTENCES

The conversion or transformation of sentences is an excellent exercise as it teaches variety of expression in writing English.

The transformation of sentences consists in changing a sentence from one form to another without any change of meaning.

[Transformation of Sentences-এর সাহায্যে একাশভঙ্গির বৈচিত্র্য শেখা যায় বলে এটি একটি চমৎকার অনুশীলন। এই ধরণের পরিবর্তনে অর্থের কোন পরিবর্তন হয় না, শুধু গঠন ভঙ্গির পরিবর্তন হয়।]

A. Interchange of Interrogative and Assertive Sentences

In some special types of Interrogatives, when the question is affirmative, a negative answer is implied ; and when the question is negative, an affirmative answer is implied. Hence an Interrogative sentence is often changed into an Assertive sentence and vice versa.

[কিছু বিশেষ ধরণের হাঁ-সূচক প্রশ্নবোধক বাক্যে না-সূচক বিবৃতির এবং না-সূচক প্রশ্নবোধক বাক্যে হ্যাঁ-সূচক বিবৃতির ইঙ্গিত প্রচ্ছন্ন থাকে।]

Int.— What is the use of this statue?
Assert.— There is no use of this statue.
Int.— When can their glory fade? [or] Can their glory ever fade?
Assert.— Their glory can never fade.
Int.—Is he not a great fool?
Assert.— He is a great fool.
Assert.— No one can do this.
Int.— Can anyone do this?
Assert.— I can never forget you.
Int.— Can I ever forget you?
Assert.— Man cannot die better than facing fearful odds.
Int.— How can man die better than facing fearful odds?
Assert.— We bleed if you prick us.
Int.— If you prick us, do we not bleed? [Vide—*Nesfield*]
Assert.— It does not matter if I fail.
Int.—What does it matter if I fail?
Assert.— It does not matter much though we happen to be late.
Int.— What though we happen to be late? [Vide—*Wren & Martin.*]
Assert.— Everybody loves his motherland.
Int.— Who does not love his motherland?
Assert.— He was a villain to do such a deed.
Int.— Was he not a villain to do such a deed?
Assert.— The beauties of Nature are beyond description.
Int.— Are not the beauties of Nature beyond description?
Assert.— There is no hope for me if you do not come.
Int.— What hope is there for me if you do not come?
[Or] Is there any hope for me if you do not come?
Assert.— Everyone would flee from a state of bondage.
Int.— Who would not flee from a state of bondage?

EXERCISE—1

Transform the following sentences from Interrogative to Assertive and Vice Versa.

1. No one can bear an unprovoked insult.
2. No one ever saw a brighter day break than this.
3. If you trickle us, do we not laugh?
4. Who does not wish to be happy?
5. Shall I forget those happy days?
6. Is that the way a gentleman should behave?
7. Is this the kind of dress to wear in School?
8. Can anybody trust such a liar?
9. He was a fool to act thus.
10. Of what use is such an old thing?
11. Who does not know him?
12. Who can touch pitch (আলকাতরা) without being defiled?

B. Interchange of Exclamatory and Assertive Sentences.

In course of change from Exclamatory to Assertive sentences *'very'* is usually used before an Adjective and *'great'* before a noun. Moreover, it can be changed by using the verb *'wish'*, *exclaim in wonder'* etc.

[Exclamatory থেকে Assertive sentence-এ পরিবর্তন করার সময় সাধারণতঃ *Adjective*-এর পূর্বে Very এবং *Noun*-এর পূর্বে *great* বসানো হয়। তাছাড়া *'wish'* *'exclaim in wonder'* ইত্যাদি verb প্রয়োগ করেও পরিবর্তন করা যায়।]

Excl.— What a fool you are!
Assert.— You are a great fool. ['fool' এখানে Noun হিসাবে ব্যবহৃত]
Excl—How beautiful is night!
Assert.— Night is very beautiful.
Excl— How sweet the moonlight sleeps upon this bank!
Assert.— The moonlight very sweetly sleeps upon this bank!
Excl.— Oh, that I were young again!
Assert.— I wish that I were young again.
Excl.—Had I but a friend to support me!
Assert.— I wish I had a friend to support me.
Excl—If I knew this before!
Assert.— I wish I knew this before.
Excl— Good morning, Mr. Das.
Assert.— I wish you good morning, Mr.Das.
Excl.—Hurrah! my friend is coming.
Assert.— I rejoice that my friend is coming.
Excl.— Alas! the young man passes away.
Assert.— It is sad to think that the young man should pass away.
Excl.—What a nice bird it is!
Assert.— We exclaim in wonder that it is a very nice bird.
Excl.— What a dangerous thing a little learning is!
Assert.— A little learning is a very dangerous thing
Excl.— Alas! our beloved leader is dead.
Assert.— It is very sad that our beloved leader is dead.

EXERCISE-II

Transform the following Exclamatory sentences into Assertive and Vice Versa.

1. Ah, what a (beautiful) sight was there!
2. What a piece of work is man!
3. How awkwardly he manages his sword!
4. What a delicious flavour these mangoes have!
5. Oh, that I were there at the time!
6. He seems to be very clever.
7. It is very beautiful to look at.
8. You have fallen very low.

Interchange of Affirmative and Negative Sentences.

A Negative sentence is often formed by changing an Assertive sentence into an Interrogative or Vice Versa. Moreover a Negative form can be made by using opposite word, such as, *none but* for *only*, *never* for *ever*, *good* for *bad* etc., or by changing *degree of comparison* or by using a *clause—'It is not that'* etc.

[Assertive থেকে Interrogative বা Interrogative থেকে Assertive করে প্রায়শই Negative form করা যায়। তাছাড়া *only* থেকে *None but*; *ever* থেকে *never*; *good* থেকে *bad* এরকম opposite word ব্যবহার করে Negative form করা যায় এবং কখনো *degree* পরিবর্তন করে এবং কখনো *It is not that*-এই Clause ব্যবহার করেও Negative করা হয়।]

Affirm.— He is a great fool.
Neg.— Is he not a great fool?
Affirm.— Only a rogue can act thus.
Neg.— None but a rogue can act thus.
Affirm.— The brave alone deserve the fair.
Neg.— None but the brave deserves the fair.
Affirm.— Can I ever forget you?
Neg— I can never forget you.
Affirm.— He always minds his lesson.
Neg.— He never neglects his lesson.
Affirm.— I shall always remember you.
Neg.— I shall never forget you.
Affirm.— He turned all the stones.
Neg.—He left no stone unturned.
Affirm.— He is going to attend the meeting.
Nge.— It is not that he is not going to attend the meeting.
Affirm.— You are the only person fit for the job.
Nge— No other person but you is fit for the job.
Affirm.— He is the best boy in the Class.
Neg.—No other boy in the class is so good as he.
Affirm.— I come here for the last time.
Neg.— Never again shall I come here.
Affirm.— A fisherman's life is hard.
Neg.— A fisherman's life is not easy-going.
Affirm.— Everybody will admit that I am right.
Neg.— Nobody will deny that I am right.
Affirm.— Brutus loved Caesar.

Neg. — Brutus was not without love for Caesar.
[*Or*] It is not that Brutus did not love Caesar.
Affirm.—It always pours when it rains.
Neg.— It never rains but pours.
Affirm. —As soon as he saw the tiger he fled.
Neg.—No sooner *did he see (had he seen)* the tiger than he fled.

Note** "*None* is a shortened form of *not one*. Yet it is commonly used with plural verbs."—Wren & Martin.***

None but fools has/have ever believed it.

EXERCISE-III

Transform the following sentences from Affirmative to Negative and Vice Versa.

1. I was doubtful whether it was you.
2. No one but a coward flee from his duty.
3. Learned men are not always judicious.
4. Great men are of no one nation, nor of one particular class.
5. As soon as he came, he made objections.
6. He is sometimes foolish.
7. Every man makes mistakes sometimes.
8. I care very little what he says about me.
9. There is nobody but believes in his honesty.
10. There is no smoke without fire.
11. It is not likely that he will ever see his home again.

Interchange of Degrees of Comparison.

As the following examples show, it is possible to change the degree of comparison of an Adjective or Adverb in a sentence without changing the meaning of the sentence.

[নিচের উদাহরণগুলি থেকে দেখা যাবে, বাক্যের অর্থ পরিবর্তন না করেও Adjective বা Adverb-এর degree of comparison পরিবর্তন করা সম্ভব।]

Posit.— I am as brave as he.
Comp.— He is not braver then I (am).
Posit.— He is as intimate to me as to you.
Comp.— He is not more intimate to you than to me.
Posit.— There is no mystery so great as misery.
Comp.—Misery is greater than any other mystery.
Super.— Misery is the greatest mystery of all.
Super.— Everest is the highest peak of the world.
Posit.—No other peak of the world is as high as Everest.
Comp.—Everest is higher than any other peak of the world.
Super.—He is the best boy in the class.
Comp.—He is better than any other boy (all other boys) in the class.
Posit.—No other boy in the class is as good as he.
Super.—Japan is one of the richest countries of the world.
Comp.—Japan is richer than most other countries of the world.
Posit.—Very few countries of the world are as rich as Japan.
Super.—Iron is the most useful of all metals.
Comp.—Iron is more useful than any other metal.

Posit.—No other metal is as useful as iron.
Super.—This is one of the easiest subjects.
Comp.—This is easier than many other (most other) subjects.
Posit.—Very few subjects are so easy as this.

***Note** Positive —as..... as (so.....as in negative sentence only.
Comparative — ....than
Superlative —the .....in/of

Superlative থেকে Positive বা Comperative-এ পরিবর্তন করতে হলে ঃ
Positive—No বা No other/Very few.
[সবচেয়ে বড় হলে *No* বা *No other* এবং কয়েকটি বড়র মধ্যে অন্যত হলে *Very few* হয়।

Comparative—than any other/than many other.
[সবচেয়ে বড় হলে *than any other* এবং কয়েকটি বড়র মধ্যে অন্যতম হলে *than many other* হয়।]

EXERCISE-IV

Change the Degree of Comparison without changing the meaning.

1. She is as intelligent as her brother.
2. She is the best girl in her class.
3. Gold is one of the most precious metals.
4. The cow is the most useful of all animals.
5. Bombay is one of the richest cities as India.
6. Aparna is better than any other girl in the class.
7. Akbar was one of the greatest emperors of India.
8. The Rajdhani Express runs faster than any other train.
9. Health is more valuable than wealth.
10. Very few countries are so rich as America.

Sentences containing the Adverb 'too'. Joining by 'too'

1. He is so honest that he will not accept a bribe.
   He is too honest to accept a bribe.=He is very honest. He will not accept a bribe.]
2. I am so tired that I cannot walk.
   I am too tired to walk. [= He is very tired. He can not walk.]
3. The news is so good that it cannot be true.
   The news is too good to be true. [= The news is too much good. It can not be true.]
4. She is so proud that she cannot learn.
   She is too proud to learn. [= She is very proud. She cannot learn.]
5. She is too clever not to see through your tricks.
   [Spl. use of both 'not to' & 'too']
   She is so clever that she will see through your tricks.
   [Vide—*Wren & Martin.*]

EXERCISE-V

Rewrite the following sentences to avoid 'too'.

1. He is too proud to beg.
2. It is never too late to mend.
3. She was too late to hear the first speech.

4. The boy is too old for a whipping.
5. He speaks too fast to be understood.
6. The fact is too evident to require a proof.
7. Be not too eager for praise.
8. The sun is too hot for us to go out at present.
9. Too many cooks spoil the broth.
10. He reached the station too late to catch the train.

F. Conversion of Simple sentences to Complex sentences

(a) by expanding a word or a phrase into a noun clause :

(i) *Simple* —He pleaded for his *innocence.*
Complex—He pleaded *that he was innocent.*

(ii) *Simple* —I know *her name.*
Complex—I know *what her name is.*

(iii) *Simple* —I am sure of her *success* in the examination.
Complex—I am sure *that she will succeed in the examination.*

(iv) *Simple* —I prayed for his *recovery.*
Complex—I prayed *that he might recover.*

(v) *Simple*—They admitted their *guilt.*
Complex—They admitted *that they were guilty.*

(b) by expanding a word or a phrase into an adjective clause :

(i) *Simple* —He is *meritorious* by.
Complex—He is a boy *who has his merit.*

(ii) *Simple* —I *lost this pen* yesterday.
Complex— This is the pen *which* I *lost yesterday.*

(iii) *Simple* —I still remember the advice *of my departed father.*
Complex—I still remember the advice *which was given by my departed father.*

(iv) *Simple*—He is the last man to *utter such a word.*
Complex—He is the last man *who can utter such a word.*

(v) *Simple* — I want a car *to drive.*
Complex— I want a car *that I can drive.*

(c) by expanding a word or a phrase into an adverb clause :

(i) *Simple* —*Being rich* he cannot understand the suffering of the poor.
Complex—*As he is rich* he cannot understand the suffering of the poor.

(ii) *Simple*— He is too weak *to move out of doors.*
Complex—He is so weak *that he cannot move out of doors.*

(iii) *Simple*— He is working day and night to *finish the book.*
Complex— He is working day and night *so that he may finish the book.*

(iv) *Simple*—We went to station by a taxi *to avoid missing the train.*
Complex— We went to the station by a taxi *lest we should miss the train.*

(v) *Simple*— Nobody will be allowed to enter the hall *without a ticket.*
Complex— Nobody will be allowed to enter the hall unless *he has a ticket.*

(vii) *Simple — In spite of being old* he carried a load of two baskets.
Complex—Though he was old, he carried a load of two baskets.

(viii) *Simple*— She danced *like an expert dancer*.
Complex— She danced *as if she were an expert dancer*.

(viii) *Simple* —Your learning increases *in proportion to your reading*.
Complex— *The more you read*, the more you learn.

EXERCISE-VI

Transform the following simple sentences into complex sentences :

(1) The news of his success has been published in the newspaper. (2) In the event of his failure he should try another chance. (3) He is not a man to tell a lie. (4) I do not know the name of this place. (5) I could not attend the class on account of my illness. (6) On going there I found him ill. (7) He is working hard to gain a prize. (8) He is too lazy to shine in life. (9) A lost moment is lost for ever. (10) It being a day of strike the children are playing on the street. (11) The success is always in proportion to hard work. (12) He was believed to be very honest. (13) Do you wish me to go? (14) They enquire the reason of his failure. (15) Uneasy lies the head wearing a crown. (16) It was a hard enough life. (17) They walked through the new capital. (18) They were too-near death to see anyting. (19) A rolling stone gathers no moss. (20) They need a friendly lead.

Conversion of a Complex sentence to a Simple sentence.

(a) Converting a noun clause into a word or a phrase :

(i) *Complex*— I know *Where he was born*.
Simple— I know his *birth place*.

(ii) *Complex*— I do not know *how long he will stay here*.
Simple—The duration of his stay here is not known to me.

(iii) *Complex—The truth is* he was absent.
Simple— To tell truth he was absent.

(iv) *Complex*— I expect *that I shall get a prize*.
Simple—I expect *to get a prize*.

(v) *Complex— It is the scarcity of a thing* that makes it treasured.
Simple—The scarcity of a thing makes it treasured.

(b) Converting an adjective clause into a word or a phrase :
[ing/ed/to etc]

(i) *Complex*—Only those boys *who work hard*, will succeed.
Simple —Only hard working boys will succeed.

(ii) *Complex*— They cannot forget the losses *that they have suffered*.
Simple —They cannot forget *the lossed suffered by them*.

(iii) *Complex— People who live in glass houses ought* not to throw stones.
Simple—People living in glass houses ought not to throw stones.

(iv) *Complex*—The speaker *who was a man of eloquence*, spoke in favour of the motion.
Simple—The speake, *a man of eloquence*, spoke in faovour of the motion.

(v) *Complex*-- Give me some water *that I may drink*.
Simple—Give me some water *to drink*.

(vi) *Complex*—I always wonder *when I look at the stars tha shine in the sky*.
Simple—I always wonder *to look at the shining stars in the sky*.

(c) Converting an adverb clause into a phrase or a word :

(i) *Complex*—The world must be made safe *that the children may prosper*.
Simple —The world must be made safe *for the children to prosper*.

(ii) *Complex*—*Because he was ill*, he could not attend the function.
Simple—He could not attend the function *an account of his illness*.

(iii) *Complex*— *Though he got the news* he was not happy.
Simple —*In spite of getting the news* he was not happy.

(iv) *Complex*—Spend your money carefully *lest you should fall into poverty*.
Simple—Spend your money carefully *to avoid falling into poverty*.

(v) *Complex*—They cried *as loudly as they could*.
Simple—They cried *at the top of their voice*.

EXERCISE-VII

Convert the following complex sentences into simple ones :

(i) He asked where the girl was. (ii) In modern life it is the rolling stone that gathers the moss. (iii) Though the load was light it was too much for the old man. (iv) You need not ask who I am. (v) A law cannot be passed unless the Rastrapati gives assent to it. (vi) As the decision has been already taken, the arguments are useless. (vii) I finish the letter because I have no time left. (viii) He had such a little income that he cannot support his family. (ix) I shall buy it, cost it what may. (x) You are the first man who heard the news. (xi) He will not read unless he is compelled. (xii) That is the place where he was buried. (xiii) I have nothing that I can offer. (xiv) It is generally believed that he died by poison. (xv) The explanation they offered cannot be true.

Join the Sentences with '–ing'/'–ed' words.

(i) Standing on the sea-shore in Puri, we saw waves. They were rolling furiously.
(ii) Many areas of India produce tea. Darjeeling is one of them.
(iii) He was angry with me. He did not help me.
(iv) He finished his work. He left the room.
(v) He had determined to oppose the bill. He stood up to speak.

Shorten the following sentences by using '–ing'/'en'.

(i) It is realy wonderful to look at the starst that shine in the sky.
(ii) Though I have a heart made of lead, yet I cannot choose but weep.
(iii) The scientists were recording the death pangs of a plant which is about to die.
(iv) Have you seen a fish which flies in the sky ?
(v) Don't puy your hand into the water which is boilding.
(vi) People who live in glass houses cannot afford to throw stones.

Fill in the gaps using '—en'/–'ed'/ '–ing' ending of the following words withing bracket. [Weep, seal, rot, dry, sterilize]

(i) Have you seen any ——— girl on the street ?

(ii) Milk is distributed to the consumers in bottles which are———and ———.

(iii) During sorting, the ——— oranges are thrown away.

(iv) Mother asked Ayesha to iron the ——— clothes.

Conversion of Simple sentences to Compound sentences

(a) by using Cumulative (সংযোজক) **Conjunctions** ***(and, also, both ....and, as well as, not only .... but also* etc.) :**

(i) *Simple*— Going to the garden Tukai saw a red rose.
Compound— Tukai went to the garden and saw a red rose.

(ii) *Simple*— Besides giving us advice he helped us with money.
Compound— He gave us *not only advice but also* money.

(iii) *Simple*— To add to his misfortune his father died.
Compound— His father died *and* this added to his misfortune.

(iv) *Simple*— Ram was present. Shyam was present.
Compound— Ram *as well as* Shyam was present.

(v) *Simple*— Rinku likes tea. Tinku likes tea.
Compound— *Both* Rinku *and* Tinku like tea.

(vi) *Simple*— He kept his promise.
Compound— He *not only* made a promise *but (but also)* kept it.

(b) by using Adversative (বৈপরীত্য সূচক) **Conjunction** ***(but, still, yet, nevertheless, however, only* etc.) :**

(i) *Simple*— *In spite of* being old he was young at heart.
Compound— He was old *but* he was young at heart.

(ii) *Simple* —Notwithstanding her pitfalls I love her.
Compound— She has her pitfalls, *yet* I love her.

(iii) *Simple*—He had all the qualifications for the post except honesty.
Compound— He had all the qualifications for the post *but* he was not honest.

(iv) *Simple* — In spite of my annoyance I kept quiet.
Compound— I was annoyed, *still* I kept quiet.

(v) *Simple*—I would come to be engaged.
Compound—I would come: *only* that I am engaged.

(vi) *Simple*— He is weak. He works hard.
Compound— He is weak; *nevertheless* he works hard.

(c) by using Alternative (বিকল্পবাচক) **Conjunctions** ***(either.....or, neither.....nor, or, otherwise, else etc.)***

(i) *Simple*— You must avoid fat to lose weight.
Compound— You must avoid fat *or* you will not lose weight.

(ii) *Simple*— He would have been insulted but for your timely intervention.
Compound— You had intervened timely, *otherwise* he would have been insulted.

(iii) *Simple* —Take another chance to avoid the peril of your life.
Compound— Take another chance, *else* your life will be at peril.

(iv) *Simple*—He is mad. Or, he feigns madness.
Compound—*Either* he is mad *or* he feigns madness.

(v) *Simple*—Don't be a borrower. Don't be a lender.
Compound—*Neither* a borrower, *nor* a lender be.

(d) by using Illative (বিশ্লেষবাচক) **Conjunctions** ***(therefore, then, so, and so, for etc.)*** **:**

(i) *Simple*—His work being unsatisfactory he was dismissed.
Compound— His work was unsatisfactory, *therefore* he was dismissed.

(ii) *Simple*— He gained prominence by virtue of his sincerity.
Compound— He was sincere, *and so* he gained prominence.

(iii) *Simple*—Walking all day long he came back home.
Compound— He came back home; *for* he had walked all day long. —*Nesfield.*

EXERCISE—VIII

Convert the following simple sentences into compound ones :

(1) Going home he was very happy to see his mother.
(2) The rain having stopped they started for their destination.
(3) Being happy he agreed to a handsome donation.
(4) In spite of being old he carried a heavy load.
(5) Picking up a ruler he hit the boy.
(6) In spite of bad weather they scaled them mountain.
(7) Besides being honest he is sincere.
(8) Notwithstanding several efforts he failed.
(9) He must read hard to pass the examination.
(10) He could not attend the meeting for his illness.

Conversion of Compound sentences to Simple Sentences

(a) by using a participle : [ing/-ed/-en, words]

(i) *Compound* —They *went* home and found their brother.
Simple— *Going* home they found their brother.

(ii) *Compound*—Rita *was* very sorry and left for home early.
Simple— *Being* very sorry Rita left for home early.

(iii) *Compound*—Many areas of India produce tea and Darjeeling is one of them.
Simple—Darjeeling is one of the many tea-producing areas of India.

(iv) *Compound*—Mother asked Runa to iron the clothes and those were dried.
Simple—Mother asked Runa to iron the dried clothes.

(v) Compound—The oranges are being sorted. The rotten ones are thrown away.
Simple—During sorting, the rotten oranges are thrown away.

(b) by using a Prepositional Phrase :

(i) *Compound* —He *was* terribly unhappy *but* he did not blame the girl.
Simple— *In spite of being* terribly unhappy he did not blame the girl.

(ii) *Compound*—Dr. Roy *was not only* a physician *but also* a statesman.
Simple— *Besides being* a physician Dr. Roy was a statesman.

(iii) *Compound*— He indulges in tall talkes *but* he is a scoundrel.
Simple—*Notwithstanding* his tall talks he is a scoundrel.

(c) by using an Infinitive :

(i) *Compound*— You must give up smoking *or* you will suffer.
Simple— You must give up smoking *to avoid* suffering.

(ii) *Compound*— His enterprises failed *and* this added to his worries.
Simple— His enterprises failed *to add* to his worries.

EXERCISE-IX

Convert the following compound sentences into simple ones :

(1) You must be personal not abstarct. (contracted compound)
(2) Its familiarity is not its weakness but its supreme virtue.
(3) He not only made a promise but kept it.
(4) The Spring came all over but in the giant's garden, it was still Winter.
(5) The train began to move and the soldier sank back on his seat.
(6) He set his burden down with great gentleness and he sank upon the ground.
(7) I shall be back at the camp to night and I'll write to everyone tomorrow.
(8) Debu did not find the room suitable and moved to the first floor.
(9) We must not be late, else we will miss the bus.
(10) The judge found him guilty and sentenced him to three year's imprisonment.

Conversion of Complex sentences to Compound sentences

(i) *Complex*—*Though* he is poor, he is honest.
Compound—He is poor *but* he is honest.

(ii) *Complex*—*If* you do it, you will be punished.
Compound— Do *it and* you will be punished.

(iii) *Complex*—*If* you do not do it, you will be punished.
Compound—Do it *or* you will be punished.

(iv) *Complex*— I am sure that you are wrong.
Compound— You are wrong *and* of this I am sure.

(v) *Complex* — As he was ill, he could not go.
Compound— He was ill *and therefore* he could not go.

(vi) *Complex*— *Unless* you do it, I shall fine you.
Compound— Do it *or* I shall fine you.

(vii) *Complex*— *If you do not* work hard, you will fail.
Compound— Work hard *or* you will fail.

Conversion of Compound sentences to Complex sentences

(i) *Compound*—Work out the sum *or* you will be punished.
Complex— *If you do not* work out the sum, you will be punished.

(ii) *Compound*— One word more *and* I will turn you out.
Complex— *If* you utter one word more, I will turn you out.

(iii) *Compund* — I was angry *but* I did not punish him.
Complex— *Though* I was angry, I did not punish him.

(iv) *Compound*—He gives a command *and* it is immediately carried out.
Complex— *As soon as* he gives a command, it is carried out.

EXERCISE-X

Change the follwoing Compound sentences into Complex and Vice Versa :

(1) Though he is rich, he is miserly
(2) He made several attempts, yet he failed.
(3) He is outwardly strict but lenient at heart.
(4) He has missed the opportunity he was given.
(5) United we stand and divided we fall.
(6) Spare the rod and spoil the child.
(7) Do or die. /Do and die.
(8) Read and you will learn.
(9) A few more attempts and we succeed.
(10) He is so weak that he cannot sit in bed.

CHAPTER—26

FORMATION OF WORDS/ANTONYMS

You may have a good Dictionary of your own if you learn formation of words in English.

ইংরেজিতে যদি শব্দগঠনের পদ্ধতি শিখে নিতে পার, তাহলে তোমরা তোমাদের নিজস্ব একটি সুন্দর অভিধান তৈরি করে নিতে পারবে।

Such words are formed in two ways. (এরূপ শব্দগঠন দুভাবে হয়)।

1. Primary Derivatives, (2) Secondary Derivatives ,

1. Primary Derivatives *are those Derivatives that form words by making some change in the body of the simple word.*

Primary Devative হলো সেইসব Derivative যে গুলি একটি word এর ভেতরে কিছু পরিবর্তন ঘটিয়ে নতুন word গঠন করে।

(a) Formation of *Nouns form Verbs.*

Verbs	Nouns	Verbs	Nouns
advise	advice	bind	bond
bite	bit	bless	bliss
break	breach	choose	choice
chop	chip	dig	ditch
float	fleet (war-ships)	fly	flea (Wren & Martin)
gape	gap	grieve	grief
live	life	lose	loss
prove	proof	sing	song
sit	seat	speak	speech
strike	stroke	stick	stitch
strive	strife	wake	watch (Wren & Martin)
weave	web	weave	woof (" ")

(b) Formation of *Nouns from Adjectives*

Adjective	Noun	Adjective	Noun
hot	heat	proud	pride

(c) Formation of *Adjectives from Verbs and Nouns.*

Verb	Adjective	Noun	Adjective
float	fleet (swift)	milk	milch
lie (Wren & Martin	low	wit (Wren & martin)	wise

(d) Formation of *Verbs from Nouns .*

Nouns	Verbs	Nouns	Verbs	
bath	bathe	glass	glaze	(Wren & Martin)
belief	believe	gold	gild	"
blood	bleed	grass	graze	"
brood	breed	knot	knit	"
breath	breathe	price	prize	"
cloth	clothe	sale	sell	"
dog	dodge (Martin)	sooth	soothe	"
drop	drip	tale	tell	"
food	feed	wreath	wreathe	"

(e) Formation of *Verbs from Adjectives :*

Adjective	Verb	Adjective	Verb
cool	chill	hale	heal
full	fill	fresh	frisk

Note Verb-এর tense গঠনের সময় যে বানানের পরিবর্তন হয়, তাকে Derivative বলা হয় না। কারণ সেখানে word-এর অর্থের কোন পরিবর্তন হয় না।

1. Secondary Derivatives *are those Derivatives that form words by an addition to the beginning or to the end of a word.*

Secondary Derivativey হলো সেইসব Derivative যেগুলি একটি word -এর প্রথমে বা শেষে কিছু যোগ করে নূতন word গঠন করে। (এগুলি বাংলা উপসর্গ ও প্রত্যয়ের মতো।)

An addition to the beginning of a word is a ***Prefix*** *and an addition to the end is a* ***Suffix.***

শব্দের প্রথমে যা যোগ হয়, তাকে বলে **Prefix** (উপসর্গ)।

শব্দের শেষে যা যোগ হয়, তাকে বলে **Suffix** (প্রত্যয়)।

1. Prefix.

Pre (= before) fix = that which is fixed before a word in order to form a new word. [নূতন word গঠনের জন্য Prefix একটি word-এর পূর্বে বসে। সাধারণতঃ Prefix গুলি যদিও আলাদা word হিসাবে ব্যবহৃত হয় না, তবু এদের প্রত্যেকটিরই একটি বিশিষ্ট অর্থ আছে। এগুলি অনেকটা বাংলা উপসর্গের মতো।]

PREFIXES

Prefix (উপসর্গ) (with meaning)	Base word (মূল শব্দ)	Formation of new words (নূতন শব্দ গঠন)
a (=on, in)	bed	abed (= on bed (বিছানায়)
	board	aboard (= on board)
	shore	ashore (= on the shore)
	side	aside (= on side)
	sleep	asleep (= in sleep)
	way	away (= on the way)
a (= off, out, from, up)	rise	arise— জাগা
	rouse	arouse—জাগানো
	wake	awake—জাগানো
	shamed	ashamed—লজ্জিত
a (=not,without)	theist (আস্তিক, ঈশ্বরবিশ্বাসী	atheist—নাস্তিক(=not theist)
	pathy (সহানুভূতি)	apathy—ঔদাসীন্য (without pathy)
ab (=bad, away, not) [opposite]	use	abuse—অপব্যবহার (=bad use)
	normal	abnormal—অস্বাভাবিক (=not normal)
ac (to)	count (গণনা করা)	account—হিসাব
ad (to)	join	adjoin (= to join)
all > al (= all)	one	alone (=all one = only)
	most	almost (= all most)
	ready	already (= all ready)
	together	altogether (= all together)
ap (=to)	point	appoint—নিযুক্ত করা
ante, anti (= before)	date	antedate(= before date)
	chamber	antechamber—পার্শ্বকক্ষ
	cipation	anticipation—পূর্বানুমিতি

Prefix (উপসর্গ) (with meaning)	Base word (মূল শব্দ)	Formation of new words (নূতন শব্দ গঠন)
anti (=against) (opposite)	pathy (ভালোবাসা)	antipathy—বিতৃষ্ণা
	dote	antidote—প্রতিষেধক
	social	antisocial—সমাজবিরোধী
	septic	antiseptic—জন্তু নিয়ন্ত্রণকারী
	climax	anticlimax—নিম্নসীমায় অবরোহণ
arch (=chief)	bishop	archbishop—প্রধান বিশপ (পাদ্রী)
auto (=self)	graph	autograph—নিজ হস্তাক্ষর
	mobile	automobile—স্বয়ংচালিত গাড়ী
	biography	autobiography—আত্মজীবনী
be (=by)	side	beside (=by the side)
bi (=two)	cycle	bicycle—দ্বিচক্রযান
	lateral	bilateral—দ্বিপক্ষীয়
co (=with)	exist	co-exist—সহাবস্থান
	operate	co-operate—সহযোগিতা করা
	education	co-education—সহশিক্ষা
contra, counter (=against, with)	diction	contradiction—বিপরীত কথা
	action	counteraction—প্রতিক্রিয়া
	part	counterpart—সহযোগী অংশ
de (=down, reversal)	scend	descend—অবরোহণ, নামা
	merit	demerit—দোষ
	train	detrain—ট্রেন থেকে নামা
di (=twice)	oxide	dioxide—দুই অণু অক্সিজেনযুক্ত
dia (through)	meter	diameter—ব্যাস
dis (=apart, not) (opposite)	allow	disallow—অনুমতি না দেওয়া
	join	disjoin—বিচ্ছিন্ন করা
	honour	dishonour—অসম্মান করা
en (=in, on)	act	enact (=on action)—কাজ করা
	cage	encage (=in the cage)-খাঁচায় রাখা
ex (=out of, former)	tract	extract—নির্যাস
	student	exstudent—প্রাক্তন ছাত্র
extra (=beyond)	ordinary	extraordinary—অসাধারণ
il, im, in, ir (=not) (opposite)	legal	illegal—বেআইনী
	possible	impossible —অসম্ভব
	ability	inability—অক্ষমতা
	regular	irregular—অনিয়মিত
inter (=among, within)	school	inter-school (=among the schools)
	link	interlink—অন্তর্যোগ
	change	interchange—পারস্পরিক পরিবর্তন
fore (=before)	cast	forecast—পূর্বাভাস দেওয়া
	tell	foretell—ভবিষ্যদ্বাণী করা
	father	forefather—পূর্বপুরুষ
hemi (=half)	sphere	hemisphere—গোলার্ধ
homo (=like)	geneous	homogeneous—সমজাতীয়
hyper (=over, beyond)	acidity	hyperacidity—অতিঅম্লতা
	sensitive	hypersensitive—অতি সংবেদী

Prefix (উপসর্গ) (with meaning)	Base word (মূল শব্দ)	Formation of new words (নূতন শব্দ গঠন)
hypo (=under)	acidity	hypoacidity—অল্পাম্লতা
	thesis	hypothesis—অনুমান
mal (=bad, ill) (opposite)	practice	malpractice (=bad practice—মন্দ অভ্যাস)
	nutrition	malnutrition (=ill nutrition—অপুষ্টি)
mis (=bad, less) (opposite)	conduct	misconduct—অসদাচরণ
	fortune	misfortune—দুর্ভাগ্য
	fire	misfire (=failure to go/off)
	use	misuse (=bad use)
mono (=single)	logue	monologue—স্বগতোক্তি
non (=not) (opposite)	sense	nonsense—অবিবেচক
	stop	non-stop—অবিরাম
pan (=all)	theism (ঈশ্বরবিশ্বাস)	pantheism—সর্বেশ্বরবাদ
post (=after)	mortem	postmortem—মৃত্যুর পরবর্তী
	war	postwar—যুদ্ধ পরবর্তী
pre(=before)	fix	prefix—পূর্বে স্থির করা
	independence	Pre-independence—প্রাক স্বাধীনতা
Peri (=round)	meter	perimeter—ক্ষেত্রের পরিসীমা, পরিমিতি
re (=again)	build	rebuild—পুনর্নির্মাণ
	consider	reconsider—পুনর্বিবেচনা
retro (=backwards)	grade	retrograde—পশ্চাদ্গামী
	spect	retrospect—পশ্চাদ্দৃষ্টি
semi (=half)	circle	semicircle—অর্ধবৃত্ত
	final	semifinal—অর্ধচূড়ান্ত
	vowel	semivowel—অর্ধস্বর।
sub (=under)	way	subway—সুড়ঙ্গ পথ
	committee	subcommittee—উপসমিতি
super (above,beyond)	fine	superfine—অতিমিহি
	man	superman—অতিমানব
	natural	supernatural—অতিলৌকিক
sym(=with)	pathy (ভালোবাসা)	sympathy—সহানুভূতি
to (=this)	day	today—আজ
	night	tonight—আজরাত্রি
tres, trans (=across)	pass	trespass—অনধিকার প্রবেশ
	form	transform—পরিবর্তন করা
	plant	transplant— রোপণ করা
ultra (=beyond)	modern	ultramodern—অতিআধুনিক
	liberal	ultraliberal—অতিউদার
	violet	ultraviolet— অতিবেগুনী (রশ্মি)
un (=not) (opposite)	able	unable—অক্ষম
	armed	unarmed—অস্ত্রহীন
	willing	unwilling— অনিচ্ছুক
	worthy	unworthy—অনুপযুক্ত
vice (=in the place off)	president	vice-president— সহসভাপতি
	principal	vice-principal—উপাধ্যক্ষ
	chancellor	vice-chancellor—উপাচার্য

2. Suffix.

suf (= after) fix = that which is fixed after a word. (নূতন শব্দ গঠনের জন্য suffix একটি word-এর পরে বসে। Prefix গুলির আলাদা অর্থ থাকলেও —able, fold, full, less ইত্যাদি কয়েকটি suffix ছাড়া Suffix গুলির নিজস্ব কোন অর্থ নেই। এগুলি যে শব্দের সঙ্গে যুক্ত হয়, তার অর্থকে প্রভাবিত অর্থাৎ প্রসারিত বা সঙ্কুচিত করে। এই ভাবে Suffix যোগে নূতন শব্দ গঠিত হয়। এই শব্দ Noun, Adjective, Verb বা Adverb হতে পারে। এগুলি বাংলা প্রত্যয়ের মতো।)

SUFFIXES

[Forming Nouns]

(1) *Denoting agent or doer* *(যে কাজটি করে এই অর্থ বোঝাতে)* :

Suffix (প্রত্যয়)	Formation of words (নূতন শব্দ গঠন)
er, eer (doer)	reader, driver, maker, hunter, painter, fighter, speaker, worker, writer, ruler convener (আহ্বায়ক), producer, auctioneer, (নিলামদার), mountaineer (পর্বতারোহী)
ar (doer)	beggar, liar (মিথ্যাবাদী), scholar.
or (doer)	sailor, vendor, supervisor (নজরদার).
yer (doer)	lawyer (আইনজীবী)
ess (feminine doer)	actress (অভিনেত্রী), hostess (গৃহকর্ত্রী), authoress (লেখিকা), poetess মহিলা কবি), waitress (সেবিকা)।
an, en, on (doer)	artisan (কারিগর), citizen, surgeon (শল্য চিকিৎসক),
ist (doer)	dentist (দন্ত চিকিৎসক), dramatist, typist, novelist, atheist (নাস্তিক), theist (ঈশ্বর বিশ্বাসী), anarchist (নৈরাজ্যবাদী), terrorist (সন্ত্রাসবাদী), pragmatist (বাস্তববাদী), optimist (আশাবাদী), pessimist (নৈরাশ্যবাদী), antagonist (বিরোধী), moralist (নীতিবাদী), egoist (অহংবাদী), scientist (বিজ্ঞানী), royalist (রাজতন্ত্রী), socialist (সমাজবাদী)।
ee (agent)	addressee (পত্রপ্রাপক), allotee (অংশভাক্) desiree (ইপ্সিতা), nominee (মনোনীত ব্যক্তি), absentee (অনুপস্থিত), payee (গ্রহীতা), trainee (শিক্ষার্থী)।

(2) *Denoting state, action, result of an action, condition, being* etc.

age	bondage, breakage, leakage, marriage, carriage, postage, bandage, package, stoppage.
al	arrival, denial, approval, recital (আবৃত্তি)।
ance	abundance, assistance, brilliance, endurance, disturbance, utterance.
ence	obedience, absence, excellence, presence, prudence, innocence, repentence (অনুতাপ), difference, dependence.
cy	accuracy, fancy, lunacy, bankruptcy, decency (শোভনতা), emergency, frequency, urgency.
ice	service, cowardice (ভীরুতা).
ion	action, union (ঐক্য), revision, opinion.
ity, ty	ability, electricity, sensibility, falsity, (অসত্যতা) unity, reality, visibility (দৃষ্টি-গোচরতা), flexibility (নমনীয়তা), cruelty (নিষ্ঠুরতা), frailty (নৈতিক দুর্বলতা), safety.
ist	artist, chemist, dramatist, essayist, novelist.

Suffix	Formation of words
ation, tion, sion	creation, formation, information, confirmation, reformation, examination, reflection, opposition, translation, agitation, starvation,stagnation (রুদ্ধঅবস্থা), redemption, (পরিত্রাণ), confession(স্বীকার), compulsion, illusion (মোহ), inclusion, extension, procession, confusion, conversion.
ism	barbarism (বর্বরতা), criticism (সমালোচনা), hooliganism (গুণ্ডামি), patriotism, socialism (সমাজবাদ)
logy	biology, geology, physiology, ecology, zoology.
ment	* Acknowledg (e) ment (প্রাপ্তি স্বীকার) argument (যুক্তি দিয়ে বোঝানো), agreement (চুক্তি), arrangement, improvement, judgement, punishment, fulfilment, merriment (আনন্দ), bereavement(শোক)।
mony	parsimony, matrimony, testimony (প্রমাণ পত্র)
ness	boldness, darkness, goodness, kindness, happiness, sharpness, sweetnss.
red	kindred (আত্মীয়স্বজন), hatred (ঘৃণা)।
ship	hardship (কষ্ট), friendship, lordship, membership, partnership, scholarship.
th	health, weath, growth, stealth.
tion	dictation, conviction, botheration, translation
tude	fortitude (দৃঢ় সঙ্কল্প), magnitude (গুরুত্ব), servitude (গোলামি)।
hood	boyhood, childhood, manhood,womanhood (নারীত্ব), brotherhood (ভ্রাতৃত্ব)।
dom	freedom, kingdom, martyrdom (শহীদত্ব), wisdom (জ্ঞান)।

(3) *Forming diminutives.* *(ক্ষুদ্রার্থে এবং আদরার্থে)* :

Suffix	Formation of words
let, et	booklet, leaflet, cutlet, anklet, brooklet (ছোট নদী), streamlet (ছোট নদী), rivulet (ছোট নদী), locket, lancet (শল্য চিকিৎসার ছোট অস্ত্র)।
ling	sapling (চারাগাছ), duckling (হাঁসের বাচ্চা), stripling (= young one), darling < dear (আদরের ব্যক্তি)।
kin, en	lambkin (মেষশাবক), napkin (গামছা, তোয়ালে), chicken <cock (বাচ্চা মুরগী), kitten <cat (বিড়ালের বাচ্চা), maiden <maid (কুমারী)
ock	hillock (ছোট পাহাড়), bullock (তরুণ ষাঁড়)

(4) ***Denoting place*** *(স্থান বোঝাতে)* :

Suffix	Formation of words
ary, ery, ry	dispensary, library, nunnery, treasury.

N.B. *acknowledgement/acknowledgment and judgement/judgment—both forms are correct—COD.

SUFFIXES

[Forming Adjectives]

Suffix	Formation of words
al	legal, royal, mental, fatal, mortal, national, brutal, official, political, physical, frontal, final, tidal, educational, optional (ঐচ্ছিক), fictional (কাল্পনিক), natural, horizontal, coastal, cultural, functional, provincial, provisional, vital, etc.
ic, ical	angelic, cynic, (ছিদ্রান্বেষী), historic, historical, tragic, tragical, Miltonic, Platonic, democratic, energetic, telegraphic, comic, comical, domestic, patriotic, economic, economical, musical, classical, Biological, Geological, Philosophical critical, mechanical, satirical (শ্লেষাত্মক), stocial (সুখ-দুঃখে নির্বিকার), technical etc.
ish	Irish, Turkish, Polish, Swedish, selfish, boyish, childish, blackish, foolish, hellish, (নারকীয়), devilish, feverish, (জ্বরজ্বর), slavish (দাসসুলভ), bookish, snobbish (চালিয়াৎ), yellowish (হরিদ্রাভ), whitish (শ্বেতাভ)।
istic	characteristic (বৈশিষ্ট্যসূচক), fantastic (অদ্ভুত), antagonistic (বিরুদ্ধ), optimistic (আশাবাদী), pessimistic (নৈরাশ্যবাদী), sarcastic (শ্লেষাত্মক)
id ile	humid (আর্দ্র), vivid (স্পষ্ট), lucid (স্বচ্ছল)। fragile (দুর্বল), juvenile (কিশোর সম্বন্ধীয়), servile (দাসোচিত)।
ine	feminine (স্ত্রীলোক সম্বন্ধীয়), canine (কুকুর সম্বন্ধীয়), feline (বিড়াল সম্বন্ধীয়), divine (স্বর্গীয়)।
ive	active, attentive, sportive, creative, attractive, productive, affirmative, negative, talkative (বাচাল), formative, constructive, conservative, instinctive, intuitive (প্রজ্ঞাজাত)।
ian, an	Indian, Italian, American, Russian, Tibetan, African, Egyptian, Victorian, etc.
ar	familiar (পরিচিতি), regular (নিয়মিত)
ary	contrary, customary (প্রথানুযায়ী) honourary, necessary, documentary (তথ্যভিত্তিক) etc.
ate	fortunate (সৌভাগ্যবান), obstinate (একগুঁয়ে), temperate (পরিমিত)।
ed	gifted, talented (প্রতিভাবান), learned (শিক্ষিত), cultured (কৃষ্টিসম্পন্ন), spotted (চিহ্নিত), salted (লবণাক্ত), spiced (মশলাযুক্ত), coloured (রঙীন), moneyed (ধনাঢ্য), wretched (হতভাগা)।
en	wooden (কাষ্ঠ -নির্মিত), earthen (মৃত্তিকানির্মিত), leaden (লেডেন) (সীসা নির্মিত), golden (স্বর্ণ নির্মিত), brazen (পিতল নির্মিত), silken (রেশম নির্মিত), woolen (পশম নির্মিত)।
able	laughable, eatable, drinkable, movable, lovable, formidable (দুর্দান্ত), answerable, reliable, preferable, breakable, forgettable, separable, charitable, reasonable, choicable, reguable, objectionable comfortable, suitable, culpable (অপরাধী), valuable, pitiable, inflamable (দাহ্য)।

Suffix (প্রত্যয়)	Formation of words
ible	admissible, divisible, sensible, indelible (অনপনেয়), intelligible (বোধগম্য), audible (শ্রুতিগোচর), incorrigible (সংশোধনের অতীত), possible, visible (দৃষ্টিগোচর)।
fold	two-fold (দ্বিগুণ), three-fold (তিনগুণ), mani- fold (বহুগুণ)।
full> ful	beautiful, hopeful, joyful, fearful, fruitful, aweful, helpful, handful, (একমুঠো), forgetful, cheerful, (প্রফুল্ল), dutiful, grateful (কৃতজ্ঞ), faithful, merciful, spoonful, thoughtful, useful, etc.
less	fearless, cheerless, helpless, hopeless, faithless, merciless, shameless, senseless, boundless, meaningless, nameless, countless, reckless (বেপরোয়া), soundless, lifeless, restless (অস্থির), penniless, (কর্পদকহীন), tireless (ক্লান্তিহীন), aimless, lawless (বেআইনী), thoughtless, useless, etc.
ly	manly (পুরুষোচিত), godly (দেবজনোচিত), saintly (সাধুজনোচিত), sickly (রোগা), lowly (হীন), friendly (বন্ধুত্বপূর্ণ), earthly (পার্থিব), heavenly (স্বর্গীয়), lively (লাইভলি—জ্রাবন্ত), leisurely (অবসরকালীন, মন্থর), miserly (কৃপণ), cowardly (কাপুরুষোচিত), weekly (সাপ্তাহিক), bi-weekly (অর্ধসাপ্তাহিক), fortnightly (পাক্ষিক), monthly (মাসিক), yearly (বাৎসরিক)। [কিন্তু Annual (Annualy নয়) = বাৎসরিক।]
y	healthy, wealthy, greedy (লোভী), needy (অভাবী), dirty (নোংরা), thirsty (তৃষ্ণার্ত), noisy (গোলমাল পূর্ণ), bloody (রক্তক্ষয়ী), airy (প্রচুর হাওয়াপূর্ণ), bony (হাড় জিরজিরে), handy (হাতে ধরে এমন ছোটখাটো), fishy (গোলমেলে), fatty (মোটাসোটা), choosy (খুঁতখুঁতে), mossy (শ্যাওলাপড়া), rocky (পাথুরে), sandy (বালুময়), leafy, (পত্রবহুল), sunny (রৌদ্রালোকিত), Stormy (ঝঞ্ঝা বিক্ষুব্ধ)।

SUFFIXES

[Forming Verbs]

Suffix (প্রত্যয়)	Formation of words
ate	assassinate (হত্যা করা), captivate (বন্দী করা), exter-minate (নির্মূল করা), annihilate (ধ্বংস করা)।
en	broaden (বিস্তৃত করা), gladden (আনন্দিত করা), lengthen (দীর্ঘায়িত করা), shorten (সংক্ষিপ্ত করা), fatten (স্থূল করা), thicken (ঘন করা), blacken (কালো করা), darken (অন্ধকার করা), deepen (গভীর করা), harden (শক্ত করা), soften (নরম করা), strengthen (শক্তিশালী করা), moisten (ভিজিয়ে নরম করা), loosen (আলগা করা),sharpen(তীক্ষ্ণ করা), widen (চওড়া করা)।
er	chatter, clutter, fritter, flutter, glitter, glimmer.
ish	publish (প্রকাশ করা), nourish (পালন করা), punish (শাস্তি দেওয়া), banish (নির্বাসিত করা)।
ise, ize	civilise, civilise, organise, organize, apologise, apologize, realize, legalise, legalize, penalise, penalize, mechanise, mechanize, fertilise.

Suffix	Formation of words
ise, ize	fertilize, popularise, popularize, victimise, victimize etc. [N. B. advertise, despise, surprise-এগুলিতে কোন Suffix যুক্ত না হওয়ায়, এগুলির বানানে সর্বদাই s হয়, z হয় না।]
se	cleanse (পরিষ্কার করা), rinse (মোছা), etc.
fy	amplify (সম্প্রসারিত করা), beautiful (সুন্দর করা), certify (প্রশংসা করা), classify (বিশদ করা), fortify (দৃঢ় করা), Frenchify (ফরাসীধরণে রূপান্তরিত করা), identify, modify (বিশেষিত করা), magnify (বড়ো করে দেখানো), rectify (সংশোধিত করা), signify (তাৎপর্যমণ্ডিত করা), simplify (সরল করা), satisfy (তৃপ্ত করা), specchify (বক্তৃতা করা), sanctify (পবিত্র করা), terrify (ভীত করা), vilify (গালি দেওয়া)।

SUFFIXES

[Forming Adverbs]

Most Adverbs are formed by adding ly with Adjectives. অধিকাংশ ক্ষেত্রে Adjective-এর সঙ্গে *ly* যোগ করে Adverb গঠিত হয়।

Suffix (প্রত্যয়)	Formation of words
ly	badly, sadly, madly, boldly, clearly, oddly, deeply, shorthy, softly, actively, thinly, entirely, fully, partly, partially, exactly, absolutely, intially, directly, passively, precisely, evidently, slowly, forcefully, fortunately, sharply, bluntly, angrily, poosibly, quickly, happily, hopefully, hopelessly, lovingly, smilingly, curiously, historically, widely, etc.
wise	clockwise, likewise, otherwise.
wards	backwards, homewards, upwards.

ANTONYMS [Opposite words —বিপরীতার্থক শব্দ]

Antonyms or opposite words may be formed in three ways.
(Antonym বা বিপরীতার্থক শব্দ তিনভাবে গঠিত হতে পারে।)

(1) by adding prefixes like—*un, non, dis, mis, anti, de, il, im, in, ir.*
(2) by adding a suffix like—*less.*
(3) by using a new word.

(1) Antonyms formed by adding prefixes.

Prefix	Base word (মূল শব্দ)	Opposite word (বিপরীত শব্দ)
un	able (সক্ষম)	unable (অক্ষম)
	armed (সশস্ত্র)	unarmed (নিরস্ত্র)
	kind (দয়ালু)	unkind (নির্দয়)
	common (সাধারণ)	uncommon (অসাধারণ)
	fit (উপযুক্ত)	unfit (অনুপযুক্ত)
	fortunate (সৌভাগ্যবান)	unfortunate (হতভাগ্য)
	[কিন্তু fortune (সৌভাগ্য)]	[misfortune, unfortune নয়।]
	conscious (সচেতন)	unconscious (অচেতন)
	developed (উন্নত)	undeveloped (অনুন্নত)
	controlled (নিয়ন্ত্রিত)	uncontrolled (অনিয়ন্ত্রিত)

Prefix	Base word (মূল শব্দ)	Opposite word (বিপরীত শব্দ)
un	pleasant (আনন্দদায়ক)	unpleasant (অপ্রীতিকর)
	popular (জনপ্রিয়)	unpopular(জনগণের কাছে অপ্রিয়)
	wise (জ্ঞানী, অভিজ্ঞ)	unwise (অনভিজ্ঞ)
	social (সামাজিক)	unsocial (অসামাজিক)
non	sense (অর্থযুক্ত বিষয়)	nonsense (অর্থহীন কথা)
	stop (বিরাম)	nonstop (অবিরাম)
	violence (হিংসা)	non-violence (অহিংসা)
dis	agree (সম্মত হওয়া)	disagree (অসম্মত হওয়া)
	allow (অনুমোদন করা)	disallow (নামঞ্জুর করা)
	comfort (আরাম)	discomfort (অস্বাচ্ছন্দ্য)
	[কিন্তু comfortable]	[uncomfortable, discomfortable নয়।]
	honest (সৎ)	dishonest (অসৎ)
	honesty (সততা)	dishonesty (অসততা)
	honour (সম্মান)	dishonour (অসম্মান)
	like (পছন্দ করা)	dislike (অপছন্দ করা)
	obey (মান্য করা)	disobey (অমান্য করা)
	obedient (বাধ্য, করা)	disobedient (অবাধ্য)
	please (খুশি করা)	displease (অখুশি করা)
	appear (আবির্ভূত হওয়া)	disappear (অদৃশ্য হওয়া)
mal	practice (অভ্যাস)	malpractice (অসৎ অভ্যাস)
	nutrition (পুষ্টি)	malnutrition (অপুষ্টি)
mis	conduct (ব্যবহার)	misconduct (খারাপ ব্যবহার, দুর্ব্যবহার)
	fortune (সৌভাগ্য)	misfortune (দুর্ভাগ্য)
	interpret (ব্যাখ্যা করা)	misinterpret (ভুল ব্যাখ্যা করা)
	lead (চালনা করা)	mislead (ভুলপথে চালনা করা)
	happening (ঘটনা)	mishap (দুর্ঘটনা)
	use (ব্যবহার)	misuse (অপব্যবহার)
	understand (বোঝা)	misunderstand (ভুল বোঝা)
anti	dote (সংক্রমণ)	anti-dote (প্রতিষেধক)
	climax (চরম সীমা আরোহণ)	anti-climax (নিম্নসীমায় অবরোহণ)
	sympathy (সহানুভূতি)	anti-pathy (বিরূপতা)
	septic (সংক্রামক পচন সৃষ্টিকারী)	anti-septic (পচন নিরোধক)
	social (সামাজিক)	anti-social (সমাজবিরোধী)
	toxin (বিষক্রিয়া)	anti-toxin (বিষক্রিয়া-প্রতিষেধক)
de	control (নিয়ন্ত্রণ করা)	decontrol (নিয়ন্ত্রণ তুলে দেওয়া)
	merit (গুণ)	demerit (দোষ)
	board (মজুত করা)	deboard (মজুত উদ্ধার করা)
	code (সাঙ্কেতিক লিপি)	decode (সাঙ্কেতিক লিপি পাঠ করা)
	entrain (ট্রেনে ওঠা)	detrain (ট্রেন থেকে নামা)
	enthrone (সিংহাসনে বসানো)	dethrone (সিংহাসন থেকে নামানো)
il	legal (আইন অনুযায়ী)	illegal (বেআইনী)
	legible (যা সহজে পড়া যায়)	illegible (যা সহজে পড়া যায় না।)
	logical (যুক্তিসিদ্ধ)	illogical (যুক্তিহীন)
	liberal (উদার)	illiberal (অনুদার)
	literate (সাক্ষর)	illiterate (নিরক্ষর)
im	balance (ভারসাম্য)	imbalance (ভারসাম্যহীনতা)
	partial (পক্ষপাতিত্বপূর্ণ)	impartial (নিরপেক্ষ)
	possible (সম্ভব)	impossible (অসম্ভব)
	patient (ধৈর্যশীল)	impatient (অধীর)
	personal (ব্যক্তিগত)	impersonal (নৈর্ব্যক্তিক)

Prefix	Base word (মূল শব্দ)	Opposite word (বিপরীত শব্দ)
im	potent (বীর্যশালী)	impotent (নির্বীর্য)
	probable (সম্ভব)	imporbable (অসম্ভব)
	Pure (খাটি, পবিত্র)	impure (ভেজাল, দূষিত)
	moral (নৈতিক)	immoral (অনৈতিক)
	mortal (মরণশীল)	immortal (অমর)
	mature (পরিণত)	immature (অপরিণত)
	mobile (চলনশীল)	immobile (অনড়)
	movable (" ")	immovable (")
	measurable (পরিমাপযোগ্য)	immeasurable (অপরিমেয়)
in	ability (ক্ষমতা)	inability (অক্ষমতা)
	[কিন্তু able (সক্ষম)]	[unable, inable নয়।]
	active (সক্রিয়)	inactive (নিষ্ক্রিয়)
	capable (যোগ্য)	incapable (অযোগ্য)
	animate (প্রাণী)	inanimate (অপ্রাণী, জড়)
	accurate (সঠিক)	inaccurate (সঠিক নয়)
	credible (বিশ্বাসযোগ্য)	incredible (অবিশ্বাস্য)
	attentive (মনোযোগী)	inattentive (অমনোযোগী)
	decent (শোভন)	indecent (অশোভন)
	definite (নির্দিষ্ট)	indefinite (অনির্দিষ্ট)
	distinct (স্পষ্ট)	indistinct (অস্পষ্ট)
	divisible (ভাজ্য)	indivisible (অবিভাজ্য)
	discipline (শৃঙ্খলা)	indiscipline (বিশৃঙ্খলা)
	justice (ন্যায়)	injustice (অন্যায়)
	sensible (বোধশক্তিসম্পন্ন)	insensible (বোধশক্তিহীন)
	[কিন্তু sense]	[non-sense, in sense নয়।]
	separable (পৃথক করার যোগ্য)	inseparable (যা পৃথক করা যায় না)
	stability (স্থিরতা)	instability (অস্থিরতা)
	[কিন্তু stable (স্থির)]	[unstable, instable নয়।]
	sufficient (যথেষ্ট)	insufficient (অপ্রতুল)
	valid (আইনসিদ্ধ)	invalid (বাতিল)
	visible (দৃষ্টিগোচর)	invisible (অদৃশ্য)
ir	rational (যুক্তিসিদ্ধ)	irrational (যা যুক্তিসিদ্ধ নয়)
	regular (নিয়মিত)	irregular (অনিয়মিত)
	relevant (প্রাসঙ্গিক)	irrelevant (অপ্রাসঙ্গিক)
	repairable (সংস্কারযোগ্য)	irrepairable (সংস্কারের অযোগ্য)
	recoverable (আরোগ্যের যোগ্য)	irrecoverable (দুরারোগ্য)
	resistible (প্রতিরোধ্য)	irresistible (অপ্রতিরোধ্য)
	responsible (দায়ী)	irresponsible (দায়িত্বহীন)
	resolute (দৃঢ় প্রতিজ্ঞা)	irresolute (অস্থির চিত্ত)

(2) Antonyms formed by adding Suffix.

Suffix	word (মূল শব্দ)	Opposite word (বিপরীত শব্দ)
full (=ful) & less	careful (যত্নবান)	careless (যত্নহীন)
	colourful (রঙীন)	colourless (রঙহীন)
	hopeful (আশাপূর্ণ)	hopeless (আশাহীন)
	fearful (ভীতিদায়ক)	fearless (ভীতিহীন)
	cheerful (আনন্দদায়ক)	cheerless (আনন্দহীন)
	faithful (বিশস্ত)	faithless (বিশ্বাসহীন)
	merciful (দয়ালু)	merciless (নির্দয়)
	useful (প্রয়োজনীয়)	useless (নিষ্প্রয়োজনীয়)

(3) Antonyms by using a new word.

Word	Opposite word
accept (গ্রহণ করা)	reject (বর্জন করা)
big (বড়)	small (ছোট)
bold (সাহসী)	timid, coward (ভীরু)
cold (ঠান্ডা)	hot (গরম)
cool (ঠাণ্ডা)	warm (উষ্ণ)
hope (আশা)	despair (হতাশা)
different (আলাদা)	similar (অনুরূপ)
drowsy (তন্দ্রালু)	wakeful (জাগ্রত)
dead (মৃত)	alive (জীবিত)
early (সকাল সকাল)	late (দেরী)
entirely (সামগ্রিক ভাবে)	partially (আংশিকভাবে)
exposed (প্রকাশিত)	concealed (গুপ্ত)
expanding (প্রসারমান)	contracting (সংকোচনশীল)
fat (মোটা)	thin (পাতলা)
forget (ভুলে যাওয়া)	remember (স্মরণ)
general (সাধারণ)	specefic (নির্দিষ্ট)
growing (বর্ধিষ্ণু)	decaying (ক্ষয়িষ্ণু)
humble (বিনয়ী)	Proud (অহংকারী)
hard (কঠিন)	soft (কোমল)
long (লম্বা)	short (ছোট)
lend (ধার দেওয়া)	borrow (ধার করা)
life (জীবন)	death (মৃত্যু)
liberty (স্বাধীনতা)	bondage (বন্ধন; দাসত্ব)
tall (লম্বা)	dwarf (বেঁটে)
minor (অপ্রধান)	major (প্রধান)
motion (চলমানতা)	stillness (নিশ্চলতা)
masculine (পুং জাতীয়)	feminine (স্ত্রী জাতীয়)
old (বৃদ্ধ)	young (তরুণ)
oppose (বিরোধিতা করা)	support (সমর্থন করা)
optimism (আশাবাদ)	pessimism (নৈরাশ্যবাদ)
peevish (খিটখিটে)	genial (প্রফুল্ল)
Pleasure (আনন্দ)	pain (যন্ত্রণা)
professional (পেশাদার)	amateur (অপেশাদার)
quick (দ্রুত)	slow (ধীর)
reduce (হ্রাস করা)	increase (বৃদ্ধি করা)
retreat (পশ্চাদপসরণ)	advance (অগ্রগতি)
reveal (প্রকাশ করা)	conceal (গোপন করা)
rude (রূঢ়)	polite (নম্র)
rich (ধনী)	poor (দরিদ্র)
right (ঠিক)	wrong (ভুল)
strict (কড়া)	lenient (শিথিল)
strong (শক্তিশালী)	weak (দুর্বল)
shy (লাজুক)	shameless (নির্লজ্জ)
slumber (নিদ্রা)	walefulness (জাগরণ)
sullen (বিষন্ন)	cheerful (প্রফুল্ল)
survive (বেঁচে থাকা)	die (মরা)
top (শীর্ষ)	bottom (তলদেশ)
touchy (খিটখিটে)	genial (প্রফুল্ল)

Word	Opposite word
ugly (কুৎসিৎ)	beautiful (সুন্দর)
unity (ঐক্য)	diversity (বৈচিত্র্য)
vague (অস্পষ্ট)	clear (পরিষ্কার)
war (যুদ্ধ)	peace (শান্তি)
wary (সতর্ক)	rash (পোড়ায় হঠকারী)
weal (সুখ)	woe (দুঃখ)
wither, decay (শুকিয়ে যাওয়া, ক্ষয় পাওয়া)	flourish, thrive (বিকাশ লাভ করা)

Single word for a group of words (এক কথায় প্রকাশ)

A. Words denoting professions or trades.

one who plans and draws the desings of buildings—*Architect* (স্থপতি)
one who takes up legal profession—*Advocate* (উকিল)
One who foretells things by the stars—*Astrologer* (জ্যোতিষী)
one who studies heavenly bodies—*Astronomer* (জ্যোতির্বিদ)
one who studies the evolution of manking—*Anthropologist* মৃতত্ত্ববিদ)
one who writes books—*Author* (লেখক)
one who sells things at public auction—*Auctioneer* (নিলাম বিক্রেতা)
one who is interested in ancient buildings and relics—*Archaeologist* (পুরাতত্ত্ববিদ)
one who sells meat—*Butcher* (মাংস বিক্রেতা)
one who lives on alms—*Beggar* (ভিক্ষুক)
one who mends shoes—*Cobbler* (মুচি)
one who makes furniture—*Carpenter* (ছুতোর মিস্ত্রী)
one who draws maps—*Cartographer* (মানচিত্রকর)
one who sets types in a printing press—*Compositor* (কম্পোজিটর)
one who sells sweets and pastries—*Confectioner* (মিষ্টদ্রব্য বিক্রেতা)
One who reads the palm—*Palmist* (হস্তরেখা বিশারদ)
One who collects postage stamps —*Philatelist* (ডাকটিকিট সংগ্রাহক)
One who carves on stone—*Sculptor* (ভাস্কর)
one who sells drugs—*Druggist* (ঔষধ বিক্রেতা)
one who deals in cattle—*Drover* (পশুব্যবসায়ী)
one who treats the teeth —*Dentist* (দন্ত চিকিৎসক)
one who deals in fish—*Fishmonger* (মৎস্য ব্যবসায়ী)
one who walks on ropes—*Funambulist* (যে দড়ির উপর খেলা দেখায়)
one who sells flowers—*Florist* (ফুল বিক্রেতা)
one who studies rocks and soils—*Geologist* (ভূতত্ত্ববিদ)
one who travels for selling articles—*Hawker* (ফেরিওয়ালা)
one who rides the horses in races—*Jockey* (জকি)
one who writes for the newspaper—*Journalist* (সাংবাদিক)
one who takes care of a building—*Janitor* (দারোয়ান)
one who imitates the voice, gestures etc. or another—*Mimic* (ভাঁড়)
one who writes novels —*Novelist* (ঔপন্যাসিক)
one who attends the diseases of the eye—*Oculist* (চক্ষু চিকিৎসক)
One who tests eyesight and sells spectacles—*Optician* (চক্ষু পরীক্ষক ও চশমা বিক্রেতা)
One who flies an aeroplane—*Pilot* (বিমানচালক)
One who mends waterpipes —*Plumber* (প্লাম্বার)
One who makes earthen pots—*Potter* (কুমোর)
One who carries burden for hire—*Porter* (কুলী)

One who treats diseases by operation—*Surgeon* (শল্য চিকিৎসক)
One who writes shorthand—*Stenographer*. (স্টেনোগ্রাফার)
One who converts raw hide into leather—*Tanner*. (চর্মসংস্কারক)
One who lends money at a very high interest—*Usurer* (সুদখোর)
One who deals in wine—*Vintner* (মদ্যব্যবসায়ী)
One who makes wheels for carriages and carts—*Wheel wright* (চক্রনির্মাতা)
A person in charge of a museum—*Curator* (যাদুঘরের কর্মাধ্যক্ষ)
A person in charge of a library—*Librarian* (গ্রন্থাগারিক)
The head of a town Council or Corporation—*Mayor* (পৌরপিতা)

B. Persons with some special features.

One who is a diplomat of a Govt. in other country—*Ambassador*.
One who shoots with bows and arrows- *Archer* (ধনুর্বিদ)
One who eats human flesh—*Cannibal* (নরমাংস খাদক)
One who eats human flesh— *Carnivorous* (মাংসাশী)
One who is banished form his own country—*Exiled* (নির্বাসিত)
One who spends lavishly—*Extravagant* (অমিতব্যয়ী)
One who breaks images—*Iconoclast* (প্রতিমাভঞ্জকারী)
One who pretends to be what he is not —*Impostor* (প্রতারক)
One whos is versed in many languages—*Linguist* (বহুভাষাবিৎ)
One who dies for a noble cause—*Martyr* (শহীদ)
One who looks at the bright side of things—*Optimist* (আশাবাদী)
One who looks at the dark side of things—*Pessimist* (নৈরাশ্যবাদী)
One who loves his country—*Patriot* (দেশপ্রেমিক)
One who journeys to a holy place—*Pilgrim* (তীর্থযাত্রী)
One who foretells events—*Prophet* (ভবিষ্যদ্বক্তা)
One who has been before another—*Predecessor* (পূর্বসূরী)
One who comes to be after another—*Successor* (উত্তরসূরী)
One living at the same time with another—*Contemporary* (সমকালীন)
One who takes refuge in a foreign country—*Refugee* (উদ্বাস্তু শরণার্থী)
One who walks in sleep—*Somnambulist* (নিদ্রিত অবস্থায় যে হাঁটে)
A hater of women—*Misogynist* (নারীবিদ্বেষী)
A messenger sent in great haste—*Courier* (দ্রুত বার্তা বাহক)

C. Words denothing places :

A place where Govt. papers are kept—*Archaives* (মহাফেজখানা)
A place where birds are kept—*Aviary* (পক্ষীনিবাস)
A place where fishes (নানারকম মাছ) are kept—*Aquarium* (মৎস্যাধার)
A place for production of bread—*Bakery* (রুটি কারখানা)
The underground dwelling place of an animal—*Burrow*.
The house of a gypsy—*Caravan* (যাযাবরের নিবাস)
A place where soldiers are housed—*Cantonment* (সেনানিবাস)
The lying place of the wild beasts—*Den*
A place for production and treatment of milk—*Dairy*.
A place for keeping motor cars—*Garage*.
The house of an Eskimo—*Igloo*.
A place for keeping aeroplances—*Hangers*.
A house or shelter for a dog—*Kennel*
A house for keeping books—*Library*.
A place of discharge form the bowels—*Lavatory*.
A place where scientific experiments are carried on —*Laboratory*.
A place where treasures of art & curiosities are kept—*Museum*.

A place where money is coined—*Mint* (টাঁকশাল)
A house or shelter for a confined cow—*Pen* (খোঁয়াড়)
A shelter or shed for cows—*Cow-shed* (গোয়াল)
A place where batting of cricket ball takes place—*Pitch.*
A place where ships are loaded and unloaded—*Quay.*
A place where films are produced—*Studio.*
A place where leather is tanned—*Tannery.*

D. Miscellaneous (বিবিধ) :

Not bearing the name of a writer—*Anonymous.* (রচয়িতার নামহীন)
One who is all-powerful—*Almighty/Omnipotent* (সর্বশক্তিমান)
One who knows or sees everything—*Omniscient* (সর্বজ্ঞ)
One who is present every where—*Omnipresent* (সর্বব্যাপী)
One leaving his native country to settle in another—*Emigrant* (প্রবাসী)
One coming to a foreign land to settle there—*Immigrant* (অভিবাসী)
One free from national prejudices or looking upon the whole world as his own —*Cosmopolitan* (বিশ্বপ্রেমিক)
One trying to do good to mankind—*Philanthropist* (মানবপ্রেমিক)
One who hates mankind —*Misanthropist* (মানববিদ্বেষী)
One always doubting—*Sceptic* (সন্দিগ্ধমনা)
One who speakes for others—*Spokesman* (মুখপাত্র)
One working in the same place—*Colleague* (সহকর্মী)
One unable to pay one's debts—*Insolvent, Bankrupt* (দেউলিয়া)
One unable to read and write—*Illiterate* (নিরক্ষর)
Contrary to law—*Illegal* (আইনবিরুদ্ধ)
Destitute of knowlege—*Ignorant* (অজ্ঞ)
Beyond the power of nature—*Supernatural* (অলৌকিক)
Characterised by dull uniformity—*Monotonous* (একঘেয়ে)
Practice of having more than one spouse—*Polygamy* (বহুবিবাহ)
A paper written by hand—*Manuscript* (পাণ্ডুলিপি)
Incapable of being expressed—*Inexpressible* (অবর্ণনীয়)
Incapable of being read—*Illegible* (দুষ্পাঠ্য)
Incapable of being heard—*Inaudible* (যা কানে শোনা যায় না)
Incapable of being conquered—*Invincible* (অজেয়)
Incapable of being seen—*Invisible* (অদৃশ্য)
Incapable of being defended—*Indefensible* (অরক্ষনীয়)
Incapable of being approached—*Inaccessible* (অগম্য)
Incapable of being admitted—*Inadmissible* (অগ্রাহ্য)
Incapable of being applied—*Inapplicable* (অপ্রযোজ্য)
Incapable of being believed—*Incredible* (অবিশ্বাস্য)
Incapable of being resisted—*Irresistible* (অপ্রতিরোধ্য)
Incapable of being corrected—*Incorrigible* (সংশোধনের অযোগ্য)
Incapable of being divided—*Indivisible* (অবিভাজ্য)
Incapable of being perceived— *Imperceptible* (অবোধ্য)
Incapable of being imitated—*Inimitable* (অননুকরণীয়)
Incapable of being solved—*Insoluble* (অদ্রবনীয়)
Incapable of being questioned —*Unquestionable* (সন্দেহাতীত)
capable of being seen through—*Transparant* (স্বচ্ছ)
Liable to be easily kindled—*Inflamable* (দাহ্য)
murder of one's own self— *Suicide* (আত্মহত্যা)
murder of a man—*Homicide* (নরহত্যা)
murder of an infant —*Infanticide* (শিশু হত্যা)

APPLIED SECTION

1. *Form words with appropriate Prefixes.*

Phrases	*words with prefixes*	*prefixes*
(i) exist side by side	cocxist	co
(ii) former Secretary	_____	anti
(iii) to consider again	_____	bi
(iv) appearing twice a week	_____	ex
(v) determined beforehand	_____	im
(vi) depending on each other	_____	in
(vii) used against enemy aircraft	_____	inter
(viii) that which cannot be measured	_____	pre
(ix) between two or more schools	_____	re
(x) Incapable of being corrected .	_____	

2. *Use appropriate Sufixes with the words in the bracket and full in the gaps with appropriate words.*

(i) Ashoke ruled over a vast ——— (king).
(ii) The old man passed away ——— (peace).
(iii) Leprosy can now-a-days be ——— (complete) cured.
(iv) The news gave us great ——— (please)
(v) They are going in the wrong ——— (direct).
(vi) You should be ——— (care) about yor ——— (move).
(vii) As it a ——— (danger) task, you should deal with it very (care).
(viii) In his ——— (boy) he was very ——— (greed).
(ix) The shah jumped over the ——— (enclose)
(x) Some ——— (mystery) power impelled sudha to dance ——— (grace).

EXERCISE

1. *Use the prefixes given in the list to form new words with the following words.* (নিচের শব্দগুলির সঙ্গে prefix যোগ করে নূতন শব্দ গঠন কর।)

List of Prefixes : ab, ac, ante, anti, auto, contra, dis, ex, ill, im, in, ir.

(i) --------- legal
(ii) ---------use
(iii) --------- count
(iv) --------- graph
(v) ---------diction
(vi) --------- regular
(vii) --------- honour
(viii) ---------student
(ix) ---------- possible
(x) ---------- active
(xi) ---------- date
(xii) ---------- chamber.

2. *Use the suffixes given in the list to form new words with the following words.* (নিচের শব্দগুলির সঙ্গে Suffix যোগ করে নূতন শব্দ গঠন কর।)

List of Suffixes : er, ar, or, ist, ce, age, al, ence, ity, tion, ment, ish, ness, hood.

(i) beg---------
(ii) speak ---------
(iii) type ---------
(iv) carry ---------
(v) absent ---------
(vi) present ---------
(vii) sail ---------
(viii) arrive ---------
(ix) translate---------
(x) child ---------
(xi) merry ---------
(xii) able ---------
(xiii) happy ---------
(xiv) brother ---------

3. *Write in your own English.*

এখনকার সমাজে একজন বি. এ. পাশ ছেলে সহজে মেলে, কিন্তু একজন ছুতোর মিস্ত্রি সহজে মেলে না। ভূতত্ত্ববিদরা তৈলক্ষেত্র অনুসন্ধানে সাহায্য করতে পারেন। একজন চক্ষু চিকিৎসক চক্ষুরোগের চিকিৎসা করেন, কিন্তু একজন চশমা বিক্রেতা চশমা বিক্রয় করেন। প্রতারক হইতে সাবধান হও। সুনীতি চ্যাটার্জি বহুভাষাবিদ ছিলেন। ক্ষুদিরাম দেশের জন্য শহীদ হয়েছিলেন। তোমার মতো নারীবিদ্বেষী আমি দেখি নি। জীবনে আশাবাদী হও। তুমি এত নৈরাশ্যবাদী কেন? ঈশ্বর সর্বশক্তিমান, সর্বজ্ঞ এবং সর্বব্যাপী। রাজা রামমোহন রায় বিশ্বপ্রেমিক ছিলেন। রবীন্দ্রনাথ ছিলেন মানবপ্রেমিক। তুমি এত সন্দিগ্ধমনা কেন? আইনবিরুদ্ধ কাজ করো না। তোমার হাতের লেখা দুষ্পাঠ্য। যখন ট্রেন চলতে থাকে (in motion), তখন ট্রেনে উঠবে (entrain) না বা নামবে (detrain) না।

CHAPTER-27
WORDS FROM ONE PART OF SPEECH TO OTHERS

English vocabulary has been enriched by changing one Part of Speech to others. If you develop the habit of forming such different Parts of Speech, you may have a good deal of stock of words. [এক Part of Speech, থেকে অন্য Part of Speech-এ রূপান্তরের দ্বারা ইংরেজি Vocabulary বা শব্দভান্ডার সমৃদ্ধ হয়েছে। এগুলি অভ্যাস করলে অনেক Stock of words আয়ত্ত হয়।]

Now look at the following charts. (এখন নিচের তালিকা দেখ।)

Nouns corresponding other Parts of Speech.

Noun	Verb	Adjective	Adverb
anger	anger (V.)	angry	angrily
art/artist	—	artistic	artistically
awe (N.)	awe (V.)	awful	awfully
base (N.)	base (V.)	basic / baseless	basically / baselessly
base (N.)	debase (V.)		
beauty	bautify	beautiful	beautifully
beautician	"	"	"
beautifier	"	"	"
beautification	"	"	"
belief	believe	believable	believably
biology	—	biological	biologically
blood	bleed	bloody	—
book (N.)	book (V.)	bookish	bookishly
care (N.)	care (V.)	careful	carefully
"	"	carcless	carelessly
centre	centralize	central	centrally
ceremony	—	ceremonial	ceremonially
character	characterize	characteristic	characteristically
charity	—	charitable	charitably
class	classify	classified	classifically
colony	colonize	colonized / colonial	—
colour (N.)	colour (V.)	colourful	colourfully
comfort (N.)	comfort (V.)	comfortable	comfortably
commerce	commercialize	commercial	commercially
company	accompany	companionable	—
condition	—	conditional	conditionally
convenience	—	convenient	conveniently
courage	encourage	courageous	courageously
credit (N.)	credit (V.)	creditable / credible	creditably / credibly
credulity	—	credulous	credulously
crime	—	criminal	criminally
critic	criticize	critical	critically
curiosity	—	curious	curiously
danger	endanger	dangerous	dangerously
debate (N.)	debate (V.)	debatable	debatably

Noun	Verb	Adjective	Adverb
democracy	democratize	democratic	democratically
discipline	discipline (V.)	disciplinary	—
drama	dramatize	dramatic	dramatically
duty	—	dutiful	dutifully
ease	—	easy	easily
economy	economize	economic / economical	— / economically
education	educate	educative	—
effect	—	effective	effectively
energy	energize	energetic	energetically
envy (N.)	envy (V.)	envious	enviously
eye	eye (V.)	[illegible]	[illegible]arly
event	—	eventful / eventual	eventfully / eventually
excellence	—	excellent	excellently
favour (N.)	favour (V.)	favourite / favourable	— / favourably
fear (N.)	fear (V.)	fearful	fearfully
facility	facilitate	facilitating	facilitatingly
figure (N.)	figure (V.)	figuartive	figuratively
fool	befool	foolish	foolishly
force (N.)	force (V.)	forceful / forcible	forcefully / forcibly
form (N.)	form (V.)	formal	formally
friend	befriend	friendly	—
fright	frighten	frightful	frightfully
fruit	—	fruitful / fruitless	fruitfully / fruitlessly
glory (N.)	glory (V.) / glorify	glorious	gloriously
grace	grace (V.)	graceful / graceless	gracefully / gracelessly
grammar	—	grammatical	grammatically
habit	habituate	habitual	habitually
happiness	—	happy	happily
heart	—	hearty	heartily
history	—	historical	historically
honour (N.)	honour (V.)	honourable	honourably
horror	horrify	horrible	horribly
humour	—	humorous	humorously
idiot / idiocy	—	idiotic	idiotically
industry	—	industrial / industrious	industrially / industriously
interest	—	interesting	interestingly
joy	enjoy	joyful / joyous	joyfully / joyously
king	—	kingly / royal	royally
labour (N.)	labour (V.)	laborious	laboriously
law	—	lawful / legal	lawfully / legally

Noun	Verb	Adjective	Adverb
luck	—	lucky	luckily
matter	materialize	material	materially
measure (N.)	measure (V.)	measurable	measurably
memory	memorize	memorable	memorably
method	methodize	methodical	methodically
mind (N.)	mind (V.)	mindful mental	mindfully mentally
nature	naturalise	natural	naturally
need (N.)	need (V.)	needful needless	needfully needlessly
office	officiate	official	officially
origin	originate	original	originally
organ	—	organic	organically
pain	pain (V.)	painful	painfully
patron	patronize	patronizing	patronizingly
person	personify	personal	personally
picture (N.)	picture (V.)	pictorial	pictorially
progress (N.)	progress (V.)	progressive	progressively
quarrel (N.)	quarrel (V.)	quarrelsome	quarrelsomely
rest (N.)	rest (V.)	restful restless	restfully restlessly
silence	silence (V.)	silent	silently
sleep (N.)	sleep (V.)	asleep sleepless	— sleeplessly
strength	strengthen	strong	strongly
substance	substantiate	substantive substantial	substantively substantially
success	succeed	successful	successfully
system	systematize	systematic	systematically
sympathy	sympathize	sympathic	sympathetically
theory	theorize	theoretical	theoretically
vigour	envigorate	vigorous	vigorously
victim	victimize	victimised	—
violence	—	violent	violently
vitality	vitalize	vital	vitally
vivacity	—	vivacious	vivaciously
voice	voice (V.)	vocal	vocally

Verbs corresponding other parts of Speech :

Verb	Noun	Adjective	Adverb
accept	acceptance	acceptable	acceptably
act activate	action activity	— active	— actively
accelerate	acceleration	accelerated	—
add	addition	additional	additionally
admire	admiration	admirable	admirably
admit	admission	admissive admissible	— admissibly
adventure (V.)	adventure (N.)	adventurous	adventurously
advise	advice	advisable	advisably

Verb	Noun	Adjective	Adverb
agree	agreement	agreeable	agreeably
allow	allowance	allowable	allowably
appreciate	appreciation	appreciable	appreciably
attend	attention attendance	attentive	attentively
attract	attraction	attractive	attractively
authorise	authority	authoritative	authoritatively
bury	burial	buried	—
celebrate	celebration celebrity	celebrated	—
choose	choice	chosen choosable	—
close	closure	closed	—
clean	cleanness	clean	cleanly
cleanse	cleanliness	cleanly	—
commit	commitment	committed	—
compel	compulsion	compulsive compulsory	compulsively compulsorily
comprehend	comprehension	comprehending	—
conceive	conception	conceivable	conceivably
conclude	conclusion	conclusive	conclusively
confide	confidence	confident confidential	confidently confidentilly
congratulate	congratulation	congratulatory	—
conquer	conquest	conquerable	—
consider	consideration	considerable	considerably
consist	consistence consistency	consistent	consistently
conspire	conspiracy	conspiring	conspiringly
construct	construction	constructive	constructively
continue	continuity	continuous	continuously
co-operate	co-operation	co-operative	co-operatively
deceive	deception	deceptive	deceptively
decide	decision	decisive	decisively
define	definition	defined definite	definitely
defy	defiance	defiant	defiantly
derive	derivation	derivative	derivatively
describe	description	descriptive	descriptively
destory	destruction	destructive	destructively
detect	detection	detective	—
determine	determination	determined	—
devote	devotion	devotional	devotionally
differ	difference	different	differently
digest	digestion	digestive	digestively
divide	division	divisional divisible	divisionally divisibly
dominate	domination	dominant	dominantly
edit	edition	editorial	—
educate	education	educational	educationally
elect	election	elective	electively

Verb	Noun	Adjective	Adverb
employ	employment / employee	employed	—
engage	engagement	engaged	—
establish	establishment	established	—
excavate	excavation	excavated	—
excel	excellence	excellent	excellently
exist	existence	existent	existently
extend	extention	extensive	extensively
fail	failure	failed	—
fix	fixation	fixed	—
forget	forgetfulness	forgetful	forgetfully
generate	generation	generative	generatively
govern	government	governmental	governmentally
grade	gradation	gradual	gradually
guide	guidance	guided	guidedly
hesitate	hesitation	hesitant	hesitantly
hope (V.)	hope (N.)	hopeful / hopless	hopefully / hopelessly
help (V.)	help (N.)	helpful / helpless	helpfully / helplessly
identify	identification	identified	—
ignore	ignorance	ignorant	ignorantly
illuminate	illumination	illuminative / illuminating	— / illuminatingly
imitate	imitation	imitative	imitatively
imply	—	implied	impliedly
implicate	implication	implicit	implicitly
inaugurate	inauguration	inaugural	—
include	inclusion	inclusive	inclusively
inform	information	informative	informatively
inherit	inheritance	inherited	—
insist	insistence	insistent	insistently
instruct	instruction	instructive / instructional	instructively / instructionally
invent	invention	inventive	inventively
join	joint (N.)	joint (Adj)	jointly
know	knowledge	knowledgeable	knowledgeably
laugh	laughter	laughable	laughably
manage	management	manageable	manageably
marry	marriage	marriageable	—
marvel (V.)	marvel (N.)	marvellous	marvellously
measure	measurement	measurable	measurably
mix	mixer / mixture	mixed	—
move	movement	movable	movably
moisten	moisture	moist	—
navigate	navigation	navigable	—
neglect	negligence	negligent / negligible	negligently / negligibly
notify	notification	notified	—
obey	obedience	obedient	obediently

Verb	Noun	Adjective	Adverb
oblige	obligation	obliging / obligatory	obligingly / obligatorily
observe	observation / observance / observancy	observant / observational	observantly / observationally
occupy	occupation	occupant / occupational	— / occupationally
offend	offence	offensive	offensively
operate	operation	operational	operationally
oppose	opposition	opposite	oppositely
organise	organisation	organised	organisedly
pack	package / packet	packed	—
pass	passage	passed/passable	passably
perform	performance	performed / performable	—
permit	permission	permissible	permissibly
persist	persistence	persistent	persistently
persevere	perseverance	persevering	perseveringly
persuade	persuation	persuable	persuably
please	pleasure	pleasant / pleasurable	pleasantly / pleasurably
pollute	pollution	pollutant / polluted	pollutantly
practise	practice	practical	practically
prefer	preference	preferable / preferential	preferably
present	presentation	presentable	presentably
prescribe	prescription	prescriptional	prescribingly
prevent	prevention	preventive	preventively
proclaim	proclamation	proclaimed	—
produce	production / product / producer / productivity	productive / produced	productively
provide	provision	provisional	provisionally
purify	purification	purified	—
qualify	qualification	qualified	—
quote	quotation	quotable / quoted	—
reason (V.)	reason (N.)	reasonable	reasonably
receive	receipt / reception / receptivity	receptive / receivable	receptively / receivably
reduce	reduction	reducible / reducibly	reduced
refer	reference	referential / referable	referentially / referably
reflect	reflection	reflective	reflectively
relate	relation	relative / related	relatively

Verb	Noun	Adjective	Adverb
rely	reliance reliability	reliant reliable	reliantly reliably
remember	remembrance	remembrant	—
resent	resentment	resentful	resentfully
resume	resumption	resumed	—
retard	retardation	retarded	—
rotate	rotation	rotational	rotationally
satisfy	satisfaction	satisfactory	satisfactorily
see	sight	visual	visually
select	selection	selective	selectively
separate	separation	separable	separably
settle	settlement	settled	—
speak	speech	spoken	—
solve	solution	solved	—
study (V.)	study (N.)	studious	studiously
suffer	suffering	sufferable	—
suffice	sufficiency	sufficient	sufficiently
suggest	suggestion	suggestive	suggestively
suppose	supposition	supposed	—
succeed	success	successful	successfully
suspect	suspicion	suspicious	suspiciously
surprise (V.)	surprise (N.)	surprised surprising	surprisingly
thank	thanks	thankful thankless	thankfully thanklessly
tolerate	toleration tolerance	tolerant tolerable	tolerantly tolerably
translate	translation	translational translatable translated	translationally translatably
trust (V.)	trust (N.) trustee	trustful trust worthy	trustfully trust worthily
use (V.)	use (N) usefulness uselessness usability	— useful useless usable	— usefully uselessly usably
value	valuation value (N.)	valuable valueless	valuably valuelessly
vary	variation variance variability	variant various variable	variantly variously variably
verify	verification verifier	verified verifiable	verifiably
wash	wash (N.) washing (N.) washer (N.)	washable washing washy	whashably — washily

Adjectives corresponding other Parts of Speech.

Adjective	Verb	Noun	Adverb
able	enable	ability	ably
bright	brighten	brightness	brightly
broad	broaden	breadth	broadly

Adjective	Verb	Noun	Adverb
busy	busy (v.)	business	busily
curious	—	curiosity	curiously
deep	deepen	depth	deeply
false	falsify	falsehood	falsely
glad	gladden	gladness	gladly
happy	—	happiness	happily
intense	intensify	intensity	intensely
innocent	—	innocence	innocently
just	justify	justification justness	justly
local	localize	locality	locally
quiet	quieten	quietness	quietly
patient	—	patience	patiently
particular	particularize	particulars	particularly
poor	—	poverty	—
steadfast	—	steadfastness	steadfastly
strong	strengthen	strength	strongly
sure	ensure	surety	surely
vital	vitalize	vitality	vitally
voluntary	volunteer (V.)	volunteer	voluntarily
weak	weaken	weakness	weakly
wide	widen	width	widely
wise	wisen	wisdom	wisely

APPLIED SECTION

1. ***Change the Parts of Speech of the followingwords as directed and frame a sentence with each.***

(নিচের শব্দগুলি থেকে Parts of Speech পরিবর্তন কর এবং বাক্য গঠন কর)

able (into Noun), choice (into Verb), courage (into Adjective), belief (into Verb), base (into Adjective), beauty (into Verb), colour (into Adverb), energy (into Adjective), duty (into Adjective), fool (into Verb), enjoy (into Noun), mind (into Adjective), sleep (into Adjective), accept (into Noun), admire (into Noun), attend (into Adjective), compel (into Noun), provide (into Adjective), speak (into Noun), false (into Noun), wise (into Noun).

2. ***Fill in the Parts of Speech Columns with proper forms of the words given in the 'Noun' column and then make sentences with each of them.***

(Noun Column- এ প্রদত্ত শব্দগুলি থেকে অন্যান্য Parts of Speech গুলির Column পূরণ কর এবং প্রতিটি শব্দের সাহায্যে বাক্য গঠন কর।)

Noun	Verb	Adjective	Adverb
awe			
base			
beauty			
care			
class			
danger			
drama			
glory			
habit			
labour			
matter			
origin			
success			
voice			

3. ***Fill in the Parts of Speech columns with proper forms of the words given in the 'Verb' Column and then make sentences with each of them.***

(Verb Column-এ প্রদত্ত শব্দগুলি থেকে অন্যান্য Parts of Speech গুলির Column পূরণ কর এবং প্রতিটি শব্দের সাহায্যে বাক্য গঠন কর।)

Verb	Noun	Adjective	Adverb
act			
accept			
admit			
advise			
compel			
consist			
decide			
differ			
divide			
elect			
excel			
fail			
grade			
include			
marvel			
obey			
permit			
practise			
relate			
suspect			
use			
value			

4. ***Fill in the Parts of Speech Columns with proper forms of the words given the 'Adjective' Column and then make sentences with each of them.***

(Adjective Column-এ প্রদত্ত শব্দগুলি থেকে অন্যান্য Parts of Speech Column গুলি পূরণ কর এবং প্রতিটি শব্দের সাহায্যে বাক্য গঠন কর।)

Adjective	Verb	Noun	Adverb
able	enable	ability	ably
busy	busy	business	
broad	broaden	breadth	
glad	gladen	gladness	gladly
false			
local			
pleasant			
patient			
strong			
sure			
vital			
weak			
wide			
wise			

EXERCISE

1. ***Put the words given in the brackets meaningfully to fill in following blanks.***

(নিচের শূন্যস্থানগুলি পূরণ করার জন্য বন্ধনীর মধ্যে প্রদত্ত শব্দগুলিকে অর্থবহ রূপে প্রয়োগ কর।)

(a) It was a ——— (memory) day when Independence was won. (b) He follows——— (blind) what others do. (c) The child was under bad influences during the ——— (form) years of his life. (d) Men may die, but their works are not ——— (destroy). (e) After months of ——— (negotiate), the two sides have been ——— (quiet) and ——— (please). (f) The ——— (manage) is trying to reach an ——— (agree) with several ——— (separation) unions. (g) A passage of ——— (describe) writing is very difficult to ——— (summary).

2. ***Fill in the blanks in the following passage with the appropriate forms of the words given below.***

(প্রদত্ত শব্দগুলির উপযুক্ত form বসিয়ে নিচের অনুচ্ছেদটির শূন্যস্থান পূরণ কর।)

[flow, eloquence, once, occupy, mythology, pollution, suppose, ultimate, view, worship]

Whether——— as a river or ——— as a goddess, the Ganges ——— an important position in Hindu——. While the Rigveda mentions the Ganges only ———, the later texts grow increasingly ——— about it. It ——— across the whole country and ——— mingles in the Bay of Bengal. The water of the Ganges is ——— to be holy, although the degree of its ——— is very high.

3. ***Write in your own English using italicized words in different Parts of Speech.***

(বাকানো হরফে লেখা শব্দগুলিকে বিভিন্ন Parts of Speech-এ প্রয়োগ করে নিজের ইংরেজিতে লেখ।)

ক্রোধ মানুষকে অন্ধ করে। তুমি এমন *ক্রুদ্ধ* হয়েছ কেন? *সুন্দর* পাখীটি দেখ। তুষারমণ্ডিত পর্বতচূড়ার (snow-white peak) *সৌন্দর্য* মানুষকে মুগ্ধ করে। মেয়েটির গালে একটি তিল (mole) মেয়েটির মুখশ্রীকে *সুন্দর* করে। রক্তের রঙ লাল। সে ছুরি দিয়ে আঙুল কেটে ফেলেছে এবং এখন আঙুল থেকে *রক্ত* পড়ছে। *বৃত্তের কেন্দ্রে* D অক্ষরটি লেখ। *কেন্দ্রীয়* সরকার এই সিদ্ধান্ত নিয়েছে। *দীর্ঘক্ষণ পরিশ্রম* করার পর এখন সে *আরাম* উপভোগ করছে। এই ইজিচেয়ারটি বেশ *আরামদায়ক*। একজন বিখ্যাত *সমালোচক* গল্পটির *সমালোচনা* করেছেন। সে এখন *বিপদমুক্ত*। পাগলা *কুকুর* *বিপজ্জনক*। তুমি তোমার *কর্তব্য* কর। তিনি একজন *কর্তব্যপরায়ণ* ব্যক্তি। তুমি কী *বোকা*! আমাকে কেউ *বোকা* বানাতে পারে না। বিদ্যাসাগরের *গৌরব* কখনো মলিন হবে না। তার *গৌরবজনক* কাজ জনসমাজে তাকে বিখ্যাত করেছিল। বদ *অভ্যাস* ত্যাগ কর। অতীতকালে *অভ্যাসগত* কাজে would ব্যবহৃত হয়। এই অঞ্চলে কোন *শিল্প* নেই। এই *শিল্পাঞ্চলে* অবাঙালী শ্রমিকেরাই বেশি থাকে। *অধ্যবসায়* সাফল্য লাভের উপায়। *অধ্যবসায়ী* ছেলেটি পরীক্ষায় প্রথম স্থান অধিকার করেছিল। একজন *বুদ্ধিমান* লোক তাঁর বন্ধুকে উপদেশ দিয়েছিলেন। শুধু উপদেশে বিশেষ কাজ হয় না। পড়াশোনায় *মনোযোগ* দাও। পড়াশোনায় *মনোযোগী* হও। লোকটি কাজ করতে *বাধ্য* হয়েছিল। কাজটি করার পক্ষে কোন *বাধ্যবাধকতা* নেই। পিতামাতাকে *মান্য* কর। আদেশ *মান্য* করার শিক্ষা হলো শিক্ষার আবিশ্যক শর্ত। ভ্রমণ আমাদের *হৃদয়কে প্রসারিত* করে এবং মনকে *আনন্দ* দেয় (gladden)।

CHAPTER-28

SAME WORD USED AS DIFFERENT PARTS OF SPEECH

What is the difference between a school master and a station master? A school master *trains. (V.)* the mind (N.) but a station master *minds (V.)* the train (N.)

Some words may belong to different parts of speech according to the way in which they are used. Always remember that it is the function or use that determines to which part of speech a word belongs in a given sentence.

কিছু শব্দ তাদের ব্যবহার অনুযায়ী বিভিন্ন **Parts of speech** হতে পারে। সর্বদাই মনে রাখবে কোন একটি বাক্যে কোন একটি শব্দের ব্যবহার বা কাজই তা কোন Part of speech হবে তা নির্ধারণ করে দেয়।

Now study the use of the following words in different parts of speech. (এখন বিভিন্ন parts of speech-এ নিচের শব্দগুলির ব্যবহার লক্ষ্য কর।)

Above

Noun — Our blessings come form *above*.
(= স্বর্গ থেকে আমাদের ওপর আশীর্বাদ আসে।)

Adjective. — Read the *above* sentence carefully.
(= ওপরের বাক্যটি ভালো করে পড়।)

Adverb. — The heavens are *above*. (= স্বর্গ আছে ওপরে।)

Preposition. — The moral law is *above* the civil law.
(= আইনের ওপর নীতির স্থান।)

After

Adjective. — *After ages* will sing his glory.
(= পরবর্তী যুগ তার গৌরবগাথা রচনা করবে।)

Adverb. — *After* a while they arrived (= কিছুক্ষণ পরে তারা পৌঁছাল।)

Preposition. — She takes *after* her mother.
(= সে তার মায়ের মতো দেখতে।)

Conjunction. — They arrived *after* the train had left the station.
(= ট্রেন ছেড়ে যাওয়ার পর তারা স্টেশনে পৌঁছাল।)

All

Noun. — He lost his *all* in a hurry.
(= ব্যস্ততার জন্য সে তার সবকিছু হারাল।)

Pronoun. — *All* spoke in his favour. (= সবাই তার অনুকূলে বলল।)

Adjective. — *All* men are mortal. (= সব মানুষই মরণশীল।)

Adverb. — He was *all* alone at that time.
(= সে তখন সম্পূর্ণ একাকী ছিল।)

Any

Pronoun. — Does *any* of you know anything about it?
(= তোমাদের কেউ কি এবিষয়ে কিছু জানো?)

Adjective. — Is there *any* witness ? (= কোন সাক্ষী আছে কি?)

As

Adverb. — He ran as fast as he could.
(= সে যত তাড়াতাড়ি সম্ভব দৌড়াল।)

Conjunction. — I helped him as he was poor.
(= যেহেতু সে দরিদ্র ছিল, সেজন্য আমি তাকে সাহায্য করলাম।)

Before

Adverb. — I have seen you *before*. (= আমি তোমাকে পূর্বে দেখেছি।)

Preposition. — He came *before* the appointed time.
(= সে নির্ধারিত সময়ের পূর্বে এল।)

Conjunction. — He went away *before* I came.
(= আমার আসার পূর্বে সে চলে গেল।)

Better

Noun. — Give place to your *betters*.
(= তোমার চেয়ে যারা ভালো তাদের জন্য জায়গা ছেড়ে দাও।)

Adjective. — I think yours is a *better* plan.
(= আমার মনে হয়, তোমার পরিকল্পনাটি আরও ভালো।)

Adverb. — I know him *better*. (= আমি তাকে আরো ভালো জানি।)

But

Rel. Pronoun — There is no one *but* likes him.
= There is no one who does not like him.
(= এমন কেউ নেই যে তাকে পছন্দ করে না।)

Adverb. — It is *but* (= only) right to admit our faults.
(= আমাদের দোষ স্বীকার করাটাই উচিত।)

Preposition. — None *but* (= except) the brave deserves the fair.
(= সাহসী ছাড়া অন্য কেউ সুন্দরকে দাবী করতে পারে না)

Conjunction. — We tried hard *but* did not succeed.
(= আমরা অনেক চেষ্টা করেছিলাম কিন্তু সফল হতে পারিনি।)

Down

Noun. — He has seen the ups and *downs* of life.
(= সে জীবনের উত্থান-পতন দেখেছে।)

Verb. — Try to *down* him. (= তাকে নামাতে চেষ্টা কর।)

Adjective. — The *down* train has left the station.
(= টার্মিনাস অভিমুখী ট্রেনটি ছেড়ে গেছে।)

Adverb. — *Down* went the Royal George.
(= Royal George নেমে গেল।)

Preposition. — She came *down* the hill.
(= সে পাহাড় থেকে নীচে নেমে গেল।)

Either

Pronoun. — Ask *either* of them.
(= তাদের মধ্যে যে কোন একজনকে জিজ্ঞাসা কর।)

Adjective. — He is watching *either* side of the river.
(= সে নদীর উভয় তীরের দৃশ্য দেখেছে।)

Conjunction. — You must *either* work or starve.
(=তোমাকে হয় কাজ করতে হবে নতুবা উপবাস করতে হবে।)

Enough

Noun. — I have had *enough* of this.
(এ জিনিস আমি যথেষ্টই পেয়েছি।)

Adverb. — You know well *enough* what I mean.
(= আমি কি বলতে চাই, তা তুমি খুব ভালোই জান।)

Even

Verb. — Let us *even* the ground.
(= এসো, আমরা মাটিটা সমতল করি।)

Adjective. — The chances are *even*. (= সুযোগ সমান সমান।)

Adverb. — Does he *even* suspect the danger?
(= সেও কি কোনভাবে এই বিপদ সম্বন্ধে সন্দেহ করেছিল?)

For

Preposition. I can do it *for* myself.
(= আমি নিজেই কাজটা করতে পারি।)

Conjunction. He cannot do this now; *for* he is ill.
(= সে এখন এটা করতে পারে না; কারণ সে অসুস্থ।)

Head

Noun. *Head* is the vital pat of the body.
(= মাথা শরীরের প্রধান অঙ্গ)

Verb. He *headed* the ball in right time.
(= সে ঠিক সময়ে বলটিকে হেড্ করল।)

Honour

Noun. He is a man of great *honour* (= তিনি খুব সম্মানের লোক।)

Verb. Everyone *honours* him. (= প্রত্যেকেই তাঁকে সম্মান করে।)

Less

Noun. He wants one hundred rupees for that book.
He won't be satisfied with *less*.
(= সে বইটির জন্য একশ টাকা চায়; তার কমে সে সন্তুষ্ট হবে না।)

Adjective. You are paying *less* attention. (=তুমি কম মনোযোগ দিচ্ছ।)

Adverb. The soil of Purulia is *less* fertile than that of Hooghly. (= পুরুলিয়ার মাটি হুগলীর মাটির চেয়ে কম উর্বর)

Like

Noun. We shall not see his *like* again.
(আমরা তার মতো আর কাউকে দেখবো না।)

Verb. Children *like* sweets. (= ছেলেমেয়েরা মিষ্টি পছন্দ করে।)

Adjective. They are men of *like* build and stature.
(= তারা একইরকম গড়নের লোক।)

Preposition. Do not talk *like* that. (= ওরকম কথা বলো না।)

Little

Noun. I want but *little*. (আমি বিশেষ কিছু চাই না।)

Adjective. There is *little* danger in going there.
(= সেখানে যাওয়ায় কোন বিপদ নেই বললেই চলে।)

Adverb. She eats very *little*. (= সে খুব সামান্য আহার করে।)

More

Pronoun. *More* of us die in bed than out of it.
(= আমাদের বেশির ভাগই বিছানার বাইরে মারা যাওয়ার তুলনায় বিছানায় শুয়েই বেশি মরে।)

Adjective. We want *more* men like him.
(= আমরা তার মতো আরো লোক চাই।)

Adverb. You should talk less and work *more*.
(= কথা কম বলে বেশি কাজ করা উচিত।)

Muc

Pronoun. *Much* of it is true. (= [illegible] বেশির ভাগই সত্য।)

Adjective. There is *much* sens[illegible] what [illegible] says.
(= সে যা বলে তাতে বে[illegible] শক্তি আ[illegible])

Adverb. He boasts too *much*. (= [illegible] গর্ব করে।)

Nea

Verb. The time *nears*. (= সময় ঘনিয়ে আসছে।)

Adjective. He is a *near* relation. (= সে নিকট আত্মীয়)

Adverb. Draw *near* and listen. (= কাছে এস এবং শোন।)

Preposition. The school is *near* the post office.
(= স্কুলটি পোষ্ট অফিসের কাছে।)

Neither

Pronoun. It is difficult to negotiate where *neither* will trust.
(= যেখানে উভয়ের কেউই বিশ্বাস করবে না, সেখানে আপোষ করা কঠিন।)

Adjective. *Neither* statement is true. (= কোন বক্তব্যই সত্য নয়।)

Conjunction. Give me *neither* poverty nor riches.
(= আমাকে দারিদ্র্য বা সম্পদ কোনটাই দিও না।)

Next

Noun. Who is your *next*? (= তোমার পরবর্তী কে?)

Adjective. I shall go to Delhi *next* Sunday.
(= আমি আগামী রবিবার দিল্লী যাব।)

Adverb. What *next*? (= এর পরে কি?)

Preposition. He was sitting *next* her. (= সে তার পাশে বসেছিল।)

No

Noun. I'll not take a *no*. (= কোন 'না' শুনব না।)

Adjective. It is *no* joke (= এটা তামাসা নয়।)

Adverb. He is *no* more. (= তিনি আর নেই।)

Oil

Noun. *Oil* is a fatty substance. (= তেল স্নেহ পদার্থ।)

Verb. *Oil* your own machine. (= নিজের চরকায় তেল দাও।)

Once

Noun. Please help me for *once*.
(= আমাকে একবারের জন্য সাহায্য করুন।)

Adverb. You were young *once*. (= তুমি এক সময় তরুণ ছিলে।)

Conjunction. *Once* he hesitates, he will fall.
(= যদি একবার সে ইতস্তত করে, তাহলে তার পতন হবে।)

One

Noun. *One* would think he was mad.
(= যে কেউ ভাববে সে পাগল ছিল।)

Pronoun. The little *ones* cried in joy.
(= ছোটরা আনন্দে চীৎকার করে উঠল।)

Adjective. *One* day I met him in the street.
(= একদিন রাস্তায় তার সঙ্গে আমার দেখা হল।)

Only

Adjective. It was his *only* chance. (=এটাই তার একমাত্র সুযোগ ছিল।)

Adverb. He was *only* (= simply) foolish.
(= সে নিশ্চয়ই বোকা ছিল।)

Conjunction. Take what I have, *only* let me go.
(= আমার যা কিছু আছে নাও, আমাকে কেবল যেতে দাও।)

Over

Noun. In one *over* he took four wickets.
(= এক ওভারে সে চার উইকেট নিল।)

Adverb. Read it *over* carefully. (= এটা ভালো করে পড় ।)

Preposition. At forty a change came *over* him.
(= চল্লিশ বছর বয়সে তার একটি পরিবর্তন এল ।)

Right

Noun. It is a matter of *right*. (= এটা অধিকারের বিষয় ।)

Verb. It is such a fault that will *right* itself.
(= এটা এমন ভুল, যা নিজে নিজে ঠিক হয়ে যাবে ।)

Adjective. He is the *right* man for the job.
(= তিনিই এই কাজের জন্য সঠিক লোক ।)

Adverb. Serve him *right* (= তাঁর সঙ্গে সঠিক ভাবে ব্যবহার কর ।)

Round

Noun. The boy played well in the first *round*.
(= ছেলেটি প্রথমবারে ভালোই খেলল ।

Verb. They rounded the temple silently.
(= তারা নীরবে মন্দির প্রদক্ষিণ করল ।)

Adjective. A square peg in a *round* hole.
(= গোল গর্তে চৌকো পেরেক = যে কাজে যে বা যা উপযুক্ত নয় ।)

Adverb. At last he came *round* to their belief.
(= অবশেষে বিলম্ব হলেও সে তাদের বিশ্বাসেই উপনীত হলো ।)

Preposition. The earth moves *round* the sun.
(= পৃথিবী সূর্যের চারধারে ঘোরে ।)

Shower

Noun. Heavy *shower* is harmful to crop.
(= অতিবৃষ্টি শস্যের পক্ষে ক্ষতিকর ।)

Verb. Honours were *showered* upon him.
(= তার ওপর সম্মান বর্ষিত হলো ।)

Since

Adverb. I have not seen him *since*.
(= সেই থেকে তাকে আমি দেখি নি ।)

Preposition. I have not seen him *since* Monday.
(= সোমবার থেকে তাকে আমি দেখি নি ।)

Conjunction. It is many days *since* I saw you last.
(= তোমাকে যখন শেষবার দেখেছিলুম, তারপর অনেক দিন কেটে গেছে ।)

So

Adverb. I am *so* sorry. (= আমি খুব দুঃখিত ।)

Conjunction. He was ill, *so* he could not come to school.
(সে অসুস্থ ছিল, সেজন্য স্কুলে আসতে পারেনি ।)

Some

Pronoun. *Some* say one thing and others another.
(= কেউ এক কথা বলে, কেউ অন্য কথা বলে ।

Adjective. We must find *some* way out of it.
(= আমরা এর মধ্য থেকেই কোন পথ খুঁজে পাব ।)

Adverb. *Some* twenty guests were there.
(সেখানে প্রায় কুড়িজন অতিথি ছিল ।)

Still

Noun. He heard a shrill cry in the *still* of night.
(= রাত্রির নিস্তব্ধতায় সে একটা তীব্র চীৎকার শুনতে পেল ।)

Verb. Mothers *still* their babies with a lulling song.
(= ঘুমপাড়ানি গান গেয়ে মায়েরা তাদের শিশুদের চুপ করায় ।)

Adjective. Mosquitos lay eggs in *still* water.
(= মশা স্থির জলে ডিম পাড়ে ।)

Adverb. He is *still* in idleness. (=সে এখনো আলস্যে দিন কাটাচ্ছে ।)

Such

Pronoun. *Such* was not my intention. (=আমার এরূপ ইচ্ছা ছিল না ।)

Adjective. Don't do this in *such* a hurry.
(এরূপ ব্যস্ত-সমস্ত হয়ে এটা করো না ।)

That

Pronoun. *That* is what I want. (= ঐটাই সেই জিনিস যা আমি চাই ।)

Adjective. What is *that* noise? (= ঐ গোলমাল কিসের?)

Rel. Pronoun. The evil *that* men do remains after them.
(= মন্দ জিনিস যা মানুষ করে, তা তাদের পরেও থেকে যায়)

Conjunction. He works hard *that* he may succeed.
(= সে যাতে সাফল্য লাভ করতে পারে, সেজন্য সে কঠিন কাজ করে ।)

The

Article (Demon. Adjective). *The* boy who came here is my brother.
(= যে ছেলেটি এখানে এসেছিল,সে আমার ভাই ।)

Adverb. *The* sooner, the better. (= যত শীঘ্র হয়, ততই ভালো ।)

Till — পর্যন্ত

Preposition. He will stay here *till* tomorrow.
(= সে আগামীকাল পর্যন্ত এখানে থাকবে ।)

Conjunction. Do not start *till* I give the order.
(= আমি যতক্ষণ আদেশ না দিই, ততক্ষণ কাজ শুরু করো না ।)

Up

Noun. Every man has *ups* and downs in life.
(= প্রত্যেকের জীবনেই উত্থান-পতন আছে ।)

Adjective. The next *up* train will leave at 8 p. m.
(= পরবর্তী আপ ট্রেন রাত আটটায় ছাড়বে ।)

Adverb. Prices of essential commodities are going *up*.
(= নিত্য প্রয়োজনীয় জিনিসের দাম বেড়ে যাচ্ছে ।)

Preposition. He went *up* the hill. (= সে পাহাড়ের ওপর উঠল ।)

Water

Noun. None can live without *water*.
(= কেউই জল ছাড়া বাঁচতে পারে না ।)

Verb. She is *watering* the plant. (= সে গাছে জল দিচ্ছে ।)

Well

Adjective. { I am *well*. (আমি ভালো আছি ।) [Predicative Adj.]
I hope you are now *well*. (আশা করি তুমি ভালো আছ ।) }

Adverb. { He played *well*. (সে ভাল খেলেছিল)
Well begun is half done. (Wren & Martin) }

Interjection. *Well*, you may go. (= বেশ, তুমি যেতে পার ।)

What

Interrogative Pronoun. *What* do you want? (তুমি কি চাও?)

Interrogative Adjective. *What* book do you want? (= তুমি কি বই চাও?)

Relative Pronoun. Give me*what* you can. (তুমি যা পার, আমাকে দাও ।)

Interjection.	*What!* you don't mean to say so? (=কি! তুমি কি তাই বোঝাতে চাও না?)
	While
Noun.	Sit down and rest a *while.* (= বস এবং কিছুক্ষণ বিশ্রাম কর।)
Verb	They *while* away their time in idleness. (= তারা আলস্যে সময় কাটিয়ে দেয়।)
Conjunction.	*While* a great poet, he is greater dramatist. (= তিনি কবি হিসাবে বড়, কিন্তু নাট্যকার হিসাবে আরও বড়।)
	Why
Noun.	I don't know the *why* and wherefore of it. (= কেন, কিজন্য–এসব আমি জানি না)
Interrogative Adverb.	*why* did he come here? (= কেন সে এখানে এসেছিল?)
Relative Adverb.	I know the reason *Why* he did it. (= কেন সে এটা করেছিল, আমি তার কারণ জানি।)
Interjection.	*Why,* it is surely Suren! (কেন! এ নিশ্চয়ই সুরেন।)
	Yet
Adverb.	There is more talk *yet* to be told. (= এখনো অনেক কথা আছে।)
Conjunction.	He is unable, *yet* willing. (= সে অক্ষম, তবু ইচ্ছুক।)

EXERCISE

A. ***What part of speech is each of the words in italics?***
(বাঁকা হরফে লেখা word গুলি কোন Part of Speech লেখ।)

1. He is the *right* man in the *right* position. 2. There is *much* truth in what he says. 3. Don't eat too *much*. 4. It matters *little* what he says. 5. She is *little* known here. 6. A *little* learning is a dangerous thing. 7. He spoke in a *loud* voice. 8. Don't speak so *loud*. 9. It is *hard* to understand. 10. He is *hard* of hearing. 11. You must work *hard* to succeed in life. 12. *Some* ten boys are present. 13. I'll take *some*, but not all. 14. He rises *early* in the morning. 15. The *early* bird catches the worm. 16. *All* is fair in love and war. 17. *All* that glitters is not gold. 18. We shall lie *all* alike in our graves. 19. She did her *best*. 20. I like this *best*. 21. This is the *best* book. 22. He is *but* a child. 23. *But* for his help I couldn't have done it. 24. I change, *but* I cannot die. 25. The paths of glory lead *but* to the grave.

B. ***Write in your own English.***

মেয়েটি গাছে জল দিচ্ছে। মানুষ জল ছাড়া বাঁচতে পারে না। এটা বোঝা কঠিন (hard) কি? সে কানে কম শোনে (hard of)। সে উচ্চৈঃস্বরে কথা বলল। তুমি এত জোরে কথা বলছ কেন? ভুলকে ঠিক কর (right)। সে প্রায়ই (often) ঠিক করে। যে তার দেশকে না ভালোবাসে সে কি মানুষ? ভালোবাসা একটি স্বর্গীয় জিনিস। যা পার, তাই দাও। কি যা তা (nonsense) বলছ। মূর্খ তার নিজের কাজ ছাড়া (but) অন্য সব কাজে (every one's business) ব্যস্ত থাকে। তোমার নিজের চরকায় তেল দাও। একজন স্কুল মাষ্টার এবং একজন স্টেশন মাষ্টারের মধ্যে তফাৎ কি? একজন স্টেশন মাষ্টার ট্রেনকে মনে রাখেন (mind the train) এবং একজন স্কুল মাষ্টার মনকে ট্রেনিং দেন (trains the mind)।

CHAPTER–29
GROUP VERBS/PHRASAL VERBS

Read the following sentences

Lila *laughs*. (লীলা হাসে।)

Lila *laughed* at the poor. (লীলা দরিদ্রকে বিদ্রূপ করল।)

In the first sentence the verb *laughs* has its simple meaning. But in the second sentence the verb *laughed at* is a compound verb and it means *ridiculed* which is an idiomatic meaning. So yo see :

When a verb takes a preposition after it and as compound verb gives idiomatic meaning, it is called *a group verb* or a *Prepositional verb* or a *phrasal verb.*

প্রথম বাক্যে 'laughs' verb-টি সহজ অর্থ 'হাসে' বজায় আছে। কিন্তু দ্বিতীয় বাক্যে laughed at' ক্রিয়াটি যৌগিক ক্রিয়া। এর অর্থ পরিবর্তিত হয়ে হলো 'বিদ্রূপ করল' এবং এইভাবে এটি একটি নূতন বিশিষ্টার্থক ক্রিয়ায় রূপান্তরিত হলো।

সুতরাং তোমরা দেখছ ঃ যখন একটি ক্রিয়া একটি Preposition গ্রহণ ক'রে একটি যৌগিক ক্রিয়ায় পরিণত হয় এবং একটি বিশেষ অর্থ প্রকাশ করে তখন তাকে Group verb বা Prepositional verb বা Phrasal verb বলে।

Some Group Verbs with illustrative Sentences

ACT

Act on or upon (affect, ক্ষতি করা)—Such hard work will *act upon* your health.

Act under (act in obedience to, আদেশ অনুসারে কাজ করা)—He *acted under* the orders of the Headmaster.

Act up to (act according to, অনুসারে কাজ করা)—He always *acts up to* my advice.

ASK

Ask for (Pray for, চাওয়া)—He *asked for* a loan of one thousnad rupees.

BEAR

Bear away, off (win, জয় করিয়া লওয়া)—He *bore away (off)* four prizes in the Annual sports.

Bear on (relate to, সম্পর্কিত হওয়া)—His remark does not *bear on* this subject.

Bear out (support, সমর্থন করা)—His evidence does not *bear out* the charge.

Bear up (sustain, মনের জোর বজায় রাখা)—His patience *bore* him up in that crisis.

Bear with (tolerate, সহ্য করা)—I cannot *bear with* such insult.

BLOW

Blow off (emit, নির্গত)—The engine *blows off* carbon-di-oxide.

Blow out (extinguish, নেভানো)—*Blow out* the lamp.

Blow up (destroy by explosion, বিস্ফোরণের সাহায্যে উড়াইয়া দেওয়া)—The soldiers *blew up* the bridge.

BREAK

Break away (get away, ভাঙ্গিয়া বাহির হইয়া আসা)—The convict *broke away* from the prison.

Break down (decline, ভাঙিয়া পড়া বা দুর্বল হইয়া পড়া)—His health *broke down* for hard work.

Break in, on (interrupt, বাধা দেওয়া)—You should not *break in* (on) our conversation.

Break into (enter by force, ভাঙ্গিয়া প্রবেশ করা)—The robber *broke into* the house in midnight.

Break off (stop suddenly, হঠাৎ থামিয়া যাওয়া)-The speaker *broke off* in the middle of his speech.

Break out (spread suddenly, হঠাৎ ছড়াইয়া পড়া)—Cholera *broke out* in the village.

Break through (get through by force, জোর করে ঢোকা)— The soldier *broke through* the enemy's line.

Break up (close, বন্ধ হওয়া)—Our school *breaks up* at 4. p. m.

Break with (quarrel, ঝগড়া করা)—He has *broken with* his friend.

BRING

Bring about (cause to happen, ঘটানো)—He tried to *bring about* a quarrel between them.

Bring down (reduce, নিম্নমুখী করা)—The good harvest *brought down* the price of rice.

Bring forth (produce, উৎপাদন করা)—The timely rain *brings forth* good crops.

Bring in (yield, দেওয়া)—His property *brings* him in Rs. 5,000 a year.

Bring off (rescue, রক্ষা করা)—He *brought off* the passengers on the wrecked ship.

Bring out (publish, ছাপাইয়া প্রকাশ করা)—The publisher has *brought out* a new book.

Bring through (cure, আরোগ্য লাভ করা)—The new medicine has *brought* the patient through.

Bring up (rear, প্রতিপালন করা)—She is *brought up* by her mother.

BURST

Burst into (express emotion, হঠাৎ আবেগ প্রকাশ করা)-She *burst into* tears to see her dead son.

Burst out (begin suddenly, ফাটিয়া পড়া)—He *burst out* laughing.

CALL

Call at (visit, কোন জায়গায় যাওয়া)—He *called at* my office yesterday.

Call for (demand, চাওয়া)—He *called for* an explanation from me.

Call forth (use, কাজে লাগানো)—You have to *call forth* all your energy in the ensuing examination.

Call in (send for, ডাকিয়া পাঠানো)—Please *call in* a doctor.

Call off (withdraw, উঠাইয়া লওয়া)—The strike was *called off*.

Call on upon, (meet, কাহারও সহিত দেখা করা)—He *called on (upon)* me in my office.

Call out (shout, চীৎকার করা)—He *called out* for help.

Call over (read out, ডাকে)—The teacher *called over* the names of his pupils in the class.

Call up (remember, স্মরণ করা)—I cannot *call up* your name.

CARRY

Carry away (remove, স্থানান্তরিত করা)—The wounded man was *carried away* to the hospital.

Carry away (cause death to, মৃত্যু ঘটানো)—The was *carried away* by the current.

off (cause death to, মৃত্যু ঘটানো)—Cholera has *carried off* one hundred people this year in the village.

off (win, জিতিয়া লওয়া)—He *carried off* all the prizes.

on (continue, চালাইয়া যাওয়া)—He will *carry on* the business.

out (obey, মান্য করা)—You must *carry out* my order.

over (take forward, হিসাবের জের পরপৃষ্ঠায় লইয়া যাওয়া)—This amount should be *carried over* to the next page.

through (bring success, ফলপ্রসূ হওয়া)—His hard labour will *carry him through*.

with (cause to agree, সহমত করা)—He *carried* the audience *with* him.

CAST

about (move about, কোন কিছুর সন্ধানে ঘোরা)—He is *casting about* for an opportunity.

aside (throw off ছুড়িয়া ফেলা)—He *cast aside* (or, *cast away*, or *cast off*) his old shoes.

out (reject, পরিত্যাগ করা)—As he is my friend, I shall not *cast* him out.

CATCH

at (take the opportunity, সুযোগ গ্রহণ করা)—A drowning man *catches at* a straw.

up (come up with, নাগাল ধরা)—India is trying to *catch up* with the advanced countries.

COME

about (happen, ঘটা)—How did the accident *come about*?

across (meet, দেখিতে পাওয়া)—I *came across* the lame man on the way.

at (come up within the reach of, নাগাল পাওয়া)—The fox tried to *come at* the grapes but failed.

by (get, পাওয়া)—How did you *come by* this picture?

down (decrease, কমিয়া যাওয়া)—The price of rice has *come down*.

of (to be born, জন্মগ্রহণ করা)—He *comes of* a respectabl family.

off (take place, সম্পন্ন হওয়া)—Our annual sports *came off* yesterday.

out (be known, প্রকাশিত হওয়া)—The result will *come out* soon.

round (recover, আরোগ্য লাভ করা)—The patient will *come round* soon.

to (amount to, পরিমাণ হওয়া)—His income *comes to* Rs. 100/- a month.

up to (be equal to, সমান হওয়া)—His word did not *come up to* our expectation.

CRY

down (decry, নিন্দা করা)—Do not *cry down* anything without considering the pros and cons of it.

for (demand, দাবী করা)—They are *crying for* a master plan for the prevention of flood.

out (Shout, চিৎকার করা)—He *cried out* for help.

CUT

down (reduce, কমানো)—Try to *cut down* your budget.

off (dislocate, বিচ্ছিন্ন করা)—The robbers *cut off* the telephone connection.

DO

Do away with (abolish, বন্ধ হওয়া বা করা)—We should *do away* with habits.

Do for (serve the purpose of, কাজে লাগা)—This cloth will *do for* a

Do up (put into order, গুছানো)—He had to *do up* many rooms ev

Do with (deal with, ব্যবহার করা)—He has to *do with* all sorts of pe

Do without (manage without, কোন কিছু ছাড়া চালানো)—I cannot do the lamp of my assistan

DEAL

Deal in (carry on business, ব্যবসা করা)—He *deals in* rice.

Deal with (behave, ব্যবহার করা)—He *deals with* me very well.

DRAW

Draw away (divert, অন্যদিকে ফিরাইয়া লওয়া)—His attention was *drawn* by the noise.

Draw back (retreat, পিছাইয়া আসা)—The army is now *drawing back*.

Draw in (reduce, সংকুচিত করা)—Try to *draw in* your expenditure.

Draw off—(pull of, টানিয়া ফেলা)—She *drew off* her gloves.

Draw on (approach, কাছাকাছি হওয়া)—The festival is *drawing on*.

Draw out (sketch, ছকিয়া ফেলা)—Will you *draw out* a scheme?

DRIVE

Drive away (turn out, বিতাড়িত করা)—He was *driven away* from village.

FALL

Fall at (show disappointment, নৈরাশ্যের ভাব দেখানো)—His face *fell at* the news.

Fall among (happen to come among, মধ্যে আসিয়া পড়া)—He *feel among* the thieves.

Fall back upon (have recourse to, শেষ অবলম্বন রূপে গ্রহণ করা)—Having lo his job he *fell back upon* agriculture.

Fall in with (agree with, একমত হওয়া)—I cannot *fall in with* his view

Fall from (come out, বাহির হওয়া)—Not a word *fell from* his lips.

Fall off (decline, কমিয়া যাওয়া)—The quality of goods has *fallen off*.

Fall on (attack, আক্রমণ করা)—The robbers *fall on* the passer-by.

Fall out (quarrel, কলহ করা)—Do not *fall our* with your friend.

Fall through (fail, ব্যর্থ হওয়া)—All his plans *fell through*.

FILL

Fill in up (complete, পূরণ করা)— *Fill in* (up) the gaps.

FIND

Find out (detect, খুঁজিয়া বাহির করা)—He is always busy to *find out* faults.

GET

Get at (reach, হাতের নাগালে পাওয়া)—The books are locked up and I *get at* them.

Get away (escape, পলায়ন করা)—The thief could not *get away* with necklace.

Get by (pass, পাশ দিয়া যাওয়া)—Please let me *get by*.

Get down (descend, নামা)—He *got down* from the train.

Get into (ascend, উঠা)—He *got into* the train.

Get off (escape, পালানো)—The thief *got off* safely.

(proceed, অগ্রসর হওয়া)—How are you *getting on* with your studies?

go out (বাহিরে যাওয়া)—*Get out* of the class.

come out, প্রকাশিত হওয়া)—The secret *got out* at last.

(overcome, অতিক্রম করা)—He will soon *get over* the difficulties.

ugh (succeed, সাফল্য লাভ করা)—He *got through* the examination.

se, শয্যা ত্যাগ করা)—He *gets up* at 5 a. m. every day.

GIVE

ay (make over, বিতরণ করা)—The president *gave away* the prizes.

(yield, বশ্যতা স্বীকার করা)—The enemies *gave in* at last.

(send out, নিঃসৃত করা)—The cooking coal *gives off* a lot of smoke.

t (disclose, প্রকাশ করা)—He will never *give out* the truth.

er (make over, হস্তান্তরিত করা)—He will *give over* charge tomorrow.

er (stop, বন্ধ হওয়া)—The rain will soon *give over*.

(abandon, পরিত্যাগ করা)—Try to *give up* your bad habit.

GO

t (move about, ঘুরিয়া বেড়ানো)—He *goes about* canvassing his goods.

y (leave the place, প্রস্থান করা)—He has *gone away* with all his belongings.

r (follow, পশ্চাদ্ধাবন করা)—The dog *went after* the thief.

nst (oppose, বিরুদ্ধে যাওয়া)—This *goes against* the interest of the people.

k on (withdraw, হটিয়া আসা)—He won't *go back on* his word.

ond (exceed, অতিক্রম করা)—You have *gone beyond* your limit.

act according to, অনুসারে চলা)—I have to *go by* rules.

th (be issued, বাহির হওয়া)—The order *went forth for* the public yesterday.

or (sit for, প্রতিযোগিতা করা)—He is *going in for* the W. B. C. S. Examination.

(be fired or be thrown, ছুটিয়া যাওয়া)—The gun (The arrow) *went off* by accident.

(continue, চালাইয়া যাওয়া)—*Go on* with your studies.

(extinguish, নিভিয়া যাওয়া)—The light has *gone out*.

r (change, পরিবর্তন করা)—He *went over* to the other party.

ough (read, পড়া)—He has *gone through* the book.

ough (bear, সহ্য করা)—He has *gone through* many hardships.

(increase, বৃদ্ধি পাওয়া)—The cost of living has *gone up*.

h (agree, একমতে চলা)—He will not *go with* you in this master.

hout (live without, অভাবে কাটানো)—They have to *go without* from time to time.

HAND

over (place someone or something at the custody of some other, কাহারো হাতে তুলিয়া দেওয়া)—The thief was *handed over* to the police.

HANG

about (remain near, আশেপাশে ঘুরিয়া বেড়ানো)—The girl always *hangs about* her mother.

by (put to death by hanging)—The murder was *hanged by* the neck.

Hang down (lower নিচু করা)—Father had to *hang down his* shame for his son's misconduct.

Hang for (put to death by hanging, ফাঁসি দেওয়া)—He was h murder.

Hang on (depend upon, নির্ভর করা)—What is the use of *hanging* for a job?

Hang up (put up, ঝুলানো)—*Hang up* your coat. (Or) The h asked him to hang up the notice on the wall.

Hang up (delay, দেরি করানো)—The plan has been *hanging up* time.

HOLD

Hold back (hide, গোপন রাখা)—You need not *hold back* the secret

Hold in (check, সংযত রাখা)—You should *hold in* your temper.

Hold off (keep away, দূরে সরাইয়া রাখা)— Please *hold off* your dog.

Hold on (passive-অনুষ্ঠিত হওয়া)-The meeting will be *held on* the

Hold out (offer or promise, বাড়াইয়া দেওয়া বা প্রতিশ্রুতি দেওয়া)—He h helping hand to me.

Hold over (postpone, স্থগিত রাখা)—This item has been *held over* next meeting.

Hold up (delay, দেরি করা)—The train was *held up* for two hours.

KEEP

Keep at (stick to, লাগিয়া থাকা)—The girl *kept at* her mother in the

Keep away (remain at a distance from, দূরে থাকা বা রাখা)—*Keep you away* from evil company.

Keep down (control, সংযত রাখা)—He could not *keep down* his an

Keep in (prevent form going out)—They were *kept in* by rain.

keep in with (keep good terms, বন্ধুত্ব বজায় রাখিয়া চলা)—I can't keep you any longer.

Keep off (remain at a distance, দূরে থাকা)—*Keep off* the fire.

Keep on (continue চালাইয়া যাওয়া)—He *kept on* shouting.

Keep up (maintain, বজায় রাখা)—He always tries to *keep up his* re as a good teacher.

keep up with (keep pace with, সমান তালে চলা)—Try to keep up changing world.

LAY

Lay aside (keep apart, সরাইয়া রাখা)—Try to *lay aside something* fo old age.

Lay before (place, পেশ করা)—He *laid* the facts before the committ

Lay by (save, সঞ্চয় করা)—You must *lay by* something for the future

Lay down (sacrifice, বিসর্জন দেওয়া)—He *laid down* his life for the sa his country.

Lay in (store, জমাইয়া রাখা)—The potatoes were *laid in* for the off-se

Lay off (dismiss-temporarily, সাময়িক ভাবে কর্মচ্যুত করা)—The worke *laid off* for two months.

Lay on (apply, প্রলেপ দেওয়া)—He *laid on* paint on the doors.

Lay on (put, রাখা)—He *laid* his hand *on* my shoulder.

Lay out (invest, খাটানো)—He *laid out* a large amount of mo National Savings Certificates.

Lay up with (be confined to bed, শয্যাশায়ী হওয়া)—He was *laid up* pneumonia.

Lay with (cover, ঢাকা দেওয়া)—He *laid* the floor *with* a carpet.

LOOK

Look at (gaze, তাকানো)—He is *looking* at the moon.

Look after (take care of, দেখাশুনা কর)—Mother *looked after* her child.

Look down upon (hate, ঘৃণা করা)—Do not *look down upon* the poor.

Look for (search, খোঁজা)—He is *looking for* a job.

Look forward (expect eagerly, সাগ্রহে প্রতীক্ষা করা)—They *look forward* to your help.

Look into (examine, তদন্ত করা)—I asked him to *look into* the matter.

Look on, upon (consider, গণ্যকরা)—I *look upon (on)* him as my best friend.

Look over (examine, পরীক্ষা করা)—I have *looked over* your papers.

Look through (inspect carefully, ভালোভাবে পরীক্ষা করা)—The auditor *looked through* the account.

Look up (find out, খুঁজিয়া বাহির করা)—*Look up* the word in the dictionary.

Look up (rise in price—C.O.D. —দ্রব্যমূল্য বৃদ্ধি হওয়া)—The price of goods *is looking* up nowadays.

MAKE

Make after (পশ্চাদ্ধাবন করা)—The police *made after* the thief.

Make away (kill, হত্যা করা)—He *made away* with himself.

Make for (move towards, কোন দিকে যাওয়া)—The ship *made for* London.

Make of (compose of, তৈরি করা)—This ornament is *made of* gold.

Make off (escape, পলাইয়া যাওয়া)—The thief *made off* with ornaments.

Make out (understand, বুঝিতে পারা)—I can't *make out* your words.

Make over (transfer, হস্তান্তর করা)—He has *made over* the charge to the secretary.

Make up (complete, পরিপূরণ করা)—I still need Rupees one hundred to *make up* the loss.

Make up one's mind (resolve, মনস্থির করা)—He *made up his mind* to go there.

Make up for (compensate, ক্ষতিপূরণ করা)—I must *make up for* the lost time.

PASS

Pass away (die, মারা যাওয়া)—The patient *passed away* peacefully.

Pass by (pay no attention to, উপেক্ষা করা)—He *passed by* these mistakes.

Pass by (go along side, পাশ দিয়া চলিয়া যাওয়া)—He *passed by* our house.

Pass for (be regarded as, পরিগণিত হওয়া)—He *Passed for* a scholar in the village.

Pass of (to be over, শেষ হওয়া)—The ceremony *passed off* smoothly.

Pass on (proceed, আগাইয়া যাওয়া)—He *passed on* from this to that.

Pass over (over look উপেক্ষা করা)—We may *pass over* the unnecessary details.

Pass through (to gather experience, অভিজ্ঞতা সঞ্চয় করা)—He had to *pass through* many difficulties.

PUT

Put away (leave, ছাড়িয়া দেওয়া)—He *Put away* all ideas of being a doctor.

Put by (lay by সঞ্চয় করা বা সরাইয়া রাখা)—*Put by* something for your old age.

Put down (write, লেখা)—*Put down* your name on the blackboard.

Put down (suppress, দমাইয়া রাখা)—The king *put down* the revolt.

Put off (take off, খুলিয়া ফেলা)—*Put off* your shoes.

Put off (postpone, স্থগিত রাখা)—The meeting was *put off*.

Put off (get rid of, সরাইয়া দেওয়া বা মুক্ত হওয়া)—You must *put off* your doubts.

Put on (wear, পরিধান করা)—*Put on* your dress.

Put on (pretend, ভান করা)—He *puts on* an air of innocence.
Put out (extinguish, নিভাইয়া দেওয়া)—He *put out* the lamp.
Put up (hang up, টাঙ্গানো)—The Headmaster *put up* a notice.
Put up with (tolerate, সহ্য করা)—I cannot *put up with* such insults.

RUN

Run after (chase, পশ্চাদ্ধাবন করা)— The villagers *ran after* the thief.
Run away (flee, পলাইয়া যাওয়া)—The boys *ran away* on seeing the police.
Run away with (steal, চুরি করিয়া পলাইয়া যাওয়া)—The thief *ran away with* the valuables.
Run into (fall into, পতিত হওয়া)—He *ran into* danger.
Run into (to be involved in, জড়িত হওয়া)—He *ran into* heavy debts.
Run on (continue, চলিতে থাকা)—The troubles will *run on for* a few days.
Run out, (become exhausted, শেষ হওয়া)—His patience is *running out*.
Run over (knocked down, গাড়ি চাপা পড়া)—The old man was *run over* by a car.

SEE

See off (to bid good-bye, বিদায় জানাইতে যাওয়া)—I went to the station to see *my friend off*.
See through (understant, বুঝিয়া ফেলা)—I have *seen through* his plan.

SEND

Send for (summon, ডাকিয়া পাঠানো)—Please *send for* a doctor.
Send up (recommend for competition, প্রতিযোগিতার জন্য পাঠানো)—Fifty candidates have been *sent up* for the examination.

SET

Set about (begin, আরম্ভ করা)—He *set about* his work early in the morning.
Set apart or aside (reserve, পৃথক করিয়া রাখা)—He *set apart (aside)* a part of his income for charity.
Set aside (ignore, অগ্রাহ্য করা)—Let us *set aside* all formalites.
Set against (বিরুদ্ধে যাওয়া)—Publice opinion is *setting against* the proposal.
Set-back (stop progress of, অগ্রগতি বন্ধ করা)—Publice opinion is *setting back* the programme.
Set by (lay by, সঞ্চয় করা)—*Set by* something for old age.
Set forth (start, যাত্রা করা)—They *set forth* early in the morning.
Set in (begin, শুরু হওয়া)—The rains have *set in*.
Set out (start, যাত্রা করা)—He *set out* for London.
Set up (establish, প্রতিষ্ঠা করা)—The villagers have *set up* a school in the village.
Set upon, on (advance to attack, আক্রমণে উদ্যত হওয়া)—She had been *set on (upon)* by a dog.

SIT

Sit for (appear in, পরীক্ষার জন্য উপস্থিত হওয়া)—He *sat for* the Final Examination.
Sit up (continue to sit, বসিয়া থাকা)—His mother *sat up* the whole night.

STAND

Stand against (oppose, বিরুদ্ধে দাঁড়ানো)—They *stood against* their common enemy.
Stand by (support, সাহায্য করা)—Always *stand by* your friends.
Stand for (contest for, প্রার্থীরূপে দাঁড়ানো)—He *Stood for* Presidentship in the last election.
Stand for (sybolise, প্রতীক রূপে গণ্য হওয়া)—P.O. *stands for* post office.

Stand up for (support the cause of, পক্ষে দাঁড়ানো)-The strong should *stand up* for the weak.
Stand out (be prominent, বিশিষ্ট হওয়া)-His work *stands out* form that of the others.
Stand over (be postponed, স্থগিত থাকা)-Let this matter *stand over* till the next meeting.
Stand to (stick to, লাগিয়া থাকা)-He *stands to* his promise.
Stand to (abide by, মানিয়া চলা)-It *stands to* reason that the best boy will get the best prize.

TAKE

Take after (resemble, সদৃশ হওয়া)-She *takes after* her mother.
Take back (withdraw, ফিরাইয়া লওয়া)-She will not *take back* her words.
Take by (catch, ধরা)-He *took* the man *by* his neck.
Take down (write down, লিখিয়া লওয়া)-*Take down* the note in short.
Take for (consider, গণ্য করা)-I *took* him *for* a saint.
Take off (put off, খুলিয়া ফেলা)-*Take off* your coat.
Take over (accept, গ্রহণ করা)-The new secretary will *take over* the charge.
Take to (addict, আসক্ত হওয়া)-He has *taken to* drinking in his youth.
Take up (occupy, ব্যাপ্ত করা)-This work will *take up* too much time.
Take up (undertake, গ্রহণ করা)-He will *take up* the problem and try to solve it.

TALK

Talk over (discuss, আলোচনা করা)-They are *talking over* the matter.

TELL

Tell of (describe, বর্ণনা করা)-He *told of* his plan in details.
Tell on, upon (affect, ক্ষতি করা)-Over eating may *tell on (upon)* your health.

TURN

Turn aside (deviate from, বিচ্যুত হওয়া)-We should not *turn aside* from the path of virtue.
Turn against (become hostile, শত্রু হইয়া উঠা)-They soon *turned against* us.
Turn away (keep away, অন্যদিকে চলিয়া যাওয়া)-He *turned away* in disguise.
Turn down (reject, অগ্রাহ্য করা)-He *turned down* our proposal.
Turn into (change into, পরিবর্তন করা)-*Turn* this passage *into* English.
Turn off (stop, বন্ধ করা) *Turn off* the switch.
Turn on (let it work, চালু করা)— *Turn on* the switch.
Turn out (drive out, বিতাড়িত করা)-He was *turned out* from the school.
Turn to (engage, oneself, নিযুক্ত হওয়া)-I advised him *to turn* to the study of medicine.
Turn up (appear, উপস্থিত হওয়া)—He has not *turned up* yet.

WORK.

Work at (be engaged in, সযত্নে কোন কিছুতে নিযুক্ত থাকা)--He is *working at* the statue.
Work on (continue working, কাজ চালাইয়া যাওয়া)—He *worked on* throughout the night.
Work out (solve, সমাধান করা)—He could not *work out* the sum.
Work up (excite, উত্তেজিত করা)—Antony *worked up* the feelings of the Roman mob by his speech.

APPLIED SECTION

Some substitution of Group Verbs for Single Verbs

Single Verb	Group Verb
1. Over exercise *affected* his health.	1. Over exercise *told upon* his health.
2. The boys *arrived* in large numbers.	2. The boys *turned* up in large numbers.
3. They *abolished* the custom.	3. They *did away with* the custom.
4. They have *established* a school.	4. They have *set* up a school.
5. We *expected* his help.	5. We *looked forward to* his help.
6. He has *demanded* an explanation.	6. He has *called for* an explanation.
7. The plan *failed* for want of funds.	7. The paln *fell through* for want of funds.
8. The meeting was *postponed*.	8. The meeting was *called off*.
9. *Save* something for old age.	9. *Lay by* something for old age.
10. Do not *hate* the poor.	10. Do not *look down upon* the poor.
11. She *resembles* her mother.	11. *She takes after* her mother.
12. The old man *died yesterday*.	12. The old man *passed away* yesterday.
13. *Extinguish* the lamp.	13. *Put out* the lamp.
14. He *wears* white dress.	14. He *puts on* white dress.
15. I cannot *tolerate* such an insult.	15. I cannot *put up with* such an insult.
16. The villagers *chased* the thief.	16. The villagers *ran after* the thief.
17. He *supported* me.	17. He *stood by* me.
18. Please *summon* a doctor.	18. Please *call in* a doctor.
19. He *visited* my office.	19. He *called at* my office.
20. He could not *understand* the passage.	20. He could not *make out* the passage.

EXERCISE

1. Replace each of the italicised words by using the group verb given in the brackets in its proper form : (বাঁকানো হরফে লেখা শব্দগুলির পরিবর্তে বন্ধনীর মধ্যে দেওয়া group verb ব্যবহার কর।)

(i) They *discussed* the matter. (talk over)
(ii) The meeting was *postponed*. (put off)
(iii) The two boys *quarrelled* over the purse. (fall out)
(iv) He will soon *overcome* his difficulties. (get over)
(v) You should not *hate* the poor. (look down upon)
(vi) Lila *met* here old friend. (come across)
(vii) The patient *died* peacefully. (pass away)
(viii) The price of rice is *decreasing*. (go down)
(ix) He has *won* the first prize. (bear away)
(x) The strike was *withdrawn*. (call off)
(xi) The light has been *extinguished*. (put out)

(xii) He *started for* Paris. (set out)
(xiii) He *rises early* in the morning. (get up)
(xiv) He *met* me in my office. (call on)
(xv) You should not *incur* debts. (run into)
(xvi) Our school closes at 4. p. m. (break up)
(xvii) The rains have *begun* . (set in)
(xviii) He *behaved* with me very well. (deal with)
(xix) Have you *got* an article? (come by)
(xx) It *happened* in this way. (come about)
(xxi) I have *read* the book. (go through)
(xxii) Try to *find* out the word in the dictionary. (look up)
(xxiii) I have *examined* the matter carefully (look into)
(xxiv) I have *understood* your words. (make out)
(xxv) Please *continue* your studies. (go on with)
(xxvi) He *saved* something for his old age. (lay by)
(xxvii) Mother *took care* of her child. (look after)
(xxviii) He is *regarded* as a great scholar. (pass for)
(xxix) She *resembles* her mother. (take after)

2. Replace each of the italicaised words by using a group verb from the list given below. (বাঁকানো হরফে লেখা শব্দগুলির পরিবর্তে নিচের তালিকায় দেওয়া group verb ব্যবহার কর।)

(i) He *removed* his shoes before entering his house.
(ii) Over work has *affected* his health.
(iii) The boys and girls *entered* the carriage.
(iv) The robber forcibly *entered* the house.
(v) I can *solve* the proplem easily.
(vi) I cannot *endure* such an insult.
(vii) He is *regarded* as a scholar.
(viii) The villagers *followed* the thief.
(ix) The patient will soon *recover*.
(x) The president *distributed* the prizes.
(xi) You should *control* the anger.
(xii) Try to *maintain* your reputation.
(xiii) Don't *quarrel* with your brother.
(xiv) I could not *remember* your name.
(xv) I will soon *overcome* my difficulties.

List of group verbs :

Tell upon, put upwith, put off, run after, break into, get into, work out, pass for, come round, fall out, keep down, give away, get over, call up, keep up.

CHAPTER-30
IDIOMS

ABC (primary knowledge, প্রাথমিক জ্ঞান)—He does not know even the *ABC* of music.

Above all (more than anything else, সর্বোপরি)—*Above all*, be careful of your health.

Above board (beyond doubt, সংশয়হীনভাবে নির্দোষ)—His activities are open and *above board*.

Achilles' heel (week point, দুর্বলতা বা ত্রুটি)—Hankering for votes is the *Achilles' heel* of the so-called leaders of our country.

After all (in spite of everything, সব কিছু সত্ত্বেও)—*After all*, he is a patriot.

All at once (suddenly হঠাৎ)—*All at once* a tiger came out of the forest.

All on (of) a sudden (suddenly, হঠাৎ)-*All on (of)* a *sudden* a tiger came out of the bush.

All but (nearly, প্রায়)—The poor villagers are *all but* ruined.

All in all (supreme, সর্বেসর্বা)—Mr. Sen is *all in all* in his office.

Apple of discord (matter of dispute, বিবাদের বিষয়)—The paternal property has become an *aple of discord* between the two brothers.

As if (as it would be,যেন) —He swims so beautifully *as if* he is the water-god.

As it were (like,যেন)—The sun is, *as it wree*, the lamp of the universe.

As usual (habitually, যথারীতি)—He is late *as usual*.

At a loss (puzzled, হতবুদ্ধি, কিংকর্তব্যবিমূঢ়)—He was *at a loss* and did not know what to do.

At all (primarily, আদৌ)—He does not know French *at all*.

At all events (in all cases, যাহাই ঘটুক সব ক্ষেত্রেই)—I shall stand by him *at all events*.

At a low ebb (declining, নিম্নমুখী)—His fame is *at a low ebb* now.

At arm's length(at a distance, দূরে)—Try to keep the bad boy *at arm's length*.

At a stretch (without break, একটানা)—He can run ten miles *at a stretch*.

At bay (in a tight corner কোণঠাসা)—The tiger was *at bay* in the bush.

At one's finger ends (ready at hand, নখদর্পণে)—All these facts ar *at his finger ends*.

At daggers drawn (at enmity, খড়গহস্ত)—The two brothers are now *at daggers drawn*.

At home (skilled, comfortable, দক্ষ, ঘরের মতো আরামপ্রদ)—He is *at home* in Mathematics. (or) I feel *at home* in your house.

At large (free, স্বাধীন)—The anti-socials are still *at large*.

At last (in the long run, অবশেষে)—I got my missing book *at last*.

At least (at the lowest, অন্ততঃ) —*At least* one hundred boys will come to school today.

At one's wit's end (puzzled, হতবুদ্ধি)—He was *at his wit's end* and did not know what to do.

At random (without any aim, বেপরোয়া বা এলোমেলো)—He hit the ball *at random*.

At sixes and sevens (scattered, বিশৃঙ্খলা অবস্থায়)— All the furniture in the room were *at sixes and sevens*.

At stake (in danger, বিপন্ন)—His life is *at stake* now.

At one's back and call (obedient, বাধ্য)-He is always *at my beck and call*.

At one's own sweet will (according to his wishes, খুশি মতো)—He still does it *at his own sweet will*.

At the eleventh hour (at the last moment, শেষ মুহূর্তে)—The doctor came to the patient *at the eleventh hour*.

Bad blood (ill feeling, মনোমালিন্য)—Now there is *bad blood* between the two brothers.

Bag and baggage (with all belongings, তল্পিতল্পাসহ)—He left the place *bag and baggage*. [not, with bag and baggage.]

Beat about the bush (talk irrelevantly, কাজের কথায় না এসে আজে বাজে কথা বলা)—Please come to the point without *beating about the bush*.

Bed of roses (comfortable condition, আরামদায়ক অবস্থা)—Life is not a *bed of roses*..

Birds of a feather (persons of similar nature, একরকম স্বভাবের লোক)—*Birds of a feather* flock together.

Beat black and blue (beat severely, প্রচন্ড প্রহার করা)-They beat the thief *black and blue*.

Black sheep (person of bad character, কুলাঙ্গার)—He is a *black sheep* in his family.

Beggar description (cannot be described, বর্ণনা করা যায় না)-The beauty of the Taj *beggars description*.

A bolt from the blue (something quite unexpected, সম্পূর্ণ অপ্রত্যাশিত)—The news of his father's death came to him as *a bolt from the blue*.

By all means (in all possible ways, সর্বপ্রকারে)—Try to do it by *all means*.

By and by (soon, শীঘ্র)—He will come here *by and by*.

By the bye (in course of talking, প্রসঙ্গক্রমে)—*By the bye* I came to know that he was ill.

By chance (by accident, দৈবাৎ)—I met him on the way *by chance*.

By fits and starts (irregularly, অনিয়মিতভাবে, মাঝে মাঝে)— He works *by fits and starts*.

By no means (in no way, কোন ভাবেই না)— I shall *by no means* call on him.

By hook or by crook(by fair means or foul, যে কোন উপায়ে)—You must do this work *by hook or by crook*.

By far (in all respects, সর্বাংশে) — He is *by far* the best boy in the class.

By leaps and bounds (very rapidly, অতি দ্রুতগতিতে)—The population of India is increasing *by leaps and bounds*.

By and large (mostly, প্রধানতঃ)—People in our village are *by and large* farmers.

Bid fair (have the possibility of prospering ভালো কিছু আশা করা)-He *bids fair* to be a good doctor.

Big gun (a leading man, নেতৃস্থানীয় ব্যক্তি)----He is a *big gun* of our locality.

Bird's eye view (a rough idea, মোটামুটি ধারণা)—He took a *bird's eye view* of the flood-stricken area from an aeroplane.

Bone of contention (matter of dispute, বিবাদের বিষয়)—The paternal property is the *bone of contention* between the two brothers.

Book worm (one who always reads books only, গ্রন্থকীট)—Don't be a *book worm*.

Bosom friend (intimate friend, অন্তরঙ্গ বন্ধু)—Salil is my *bosom friend*.

Bring to light (make open, প্রকাশ করা)—At last all the facts were *brought to light*.

Bring to book (punish, শাস্তি দেওয়া)—He should be *brought to book* for his misconduct.

Build castles in the air (indulge in idle vision, আকাশ কুসুম রচনা করা)—Don't idle away your time in *building castles in the air*.

Burning question (matter of strong debate, তীব্র বিতর্কের বিষয়)—The problem of the dowry system is the *burning question* of the day.

Breathe one's last (die, মারা যাওয়া)—The old man *breathed his last* on sunday last.

Call to mind (remember, স্মরণ করা)—I cannot *call to mind* your name.

Call in question (doubt, সন্দেহ করা)—No one can *call* his honesty *in question*.

Call a spade a spade (to speak plainly, অপ্রিয় সত্য কথা বলা)—I have no hesitation to *call a spade a spade*.

Carry the day (win victory, জয়লাভ করা)—Amal, the best player of the school, *carried the day* in the annual sports.

Catch red handed (catch with the stolen article or red-handed করা)—The thief was *caught red-handed*.

Cats and dogs (verb heavily, মুষল ধারে)—It was raining *cats and dogs*.

Chip of the old block (a worthy son of a worthy father, বাপকা বেটা)—Mr. S. P. Mukherjee is a *chip of the old block*.

Cock and bull story (absurd stroy, গাঁজাখুরি গল্প)–Who will believe your *cock and bull story*?

Crying need (urgent need, জরুরী প্রয়োজন)—Mass education is the *crying need of* India.

Crocodile tears (pretended cry, মায়া কান্না)—He shed *crocodile tears* at our misery.

Come to light (become known, প্রকাশিত হওয়া)—Their private talk has *come to light* at last.

Come off with flying colours (win a victory, জয়লাভ করা)–Our School team *came off with flying colours*.

Curry favour (be favourite through flattery, তোষামোদ করিয়া প্রিয় হওয়া)—He knows how to *curry favour* with officers.

Cut a sorry figure (make bad results, খারাপ ফল করা)—He *cuts a sorry figure* in the examination.

Cut to the quick (be hurt, মর্মাহত হওয়া)—I was *cut to the quick* by his words.

Dead against (bitterly against, তীব্র বিরোধী)—I am *dead against* his proposal.

Dead language (a language which is no longer in use, যে ভাষা এখন আর কথ্য নয়)—Sanskrit is a rich language, but it is now *a dead language*.

Dead of night (mid night, মধ্য রাত্রি)—The robbers broke into the house at *dead of night*.

Die in harness (die while in service, কর্মরত অবস্থায় মারা যাওয়া)—Dr. Sen *died in harness*.

Do yeoman's service (render valuable service, বিশেষ উপকার করা)—Raja Rahmohan Roy has done *yeoman's service* to our country.

End in smoke (fail, ব্যর্থ হওয়া)—All his plans *ended in smoke*.

Fall flat (have no effect, ফলপ্রসূ না হওয়া)—My advice *fell flat on him*.

Fight shy (avoid, এড়িয়ে চলা)—Why do you *fight shy* of your teacher.

Fish out of water (in an uneasy situation, অস্বস্তিকর অবস্থায়)—When he came to the village, he felt like a *fish out of water*.

Fish in a troubled water (take advantage of disturbed situation (এলোমেলো অবস্থার সুযোগ নেওয়া)—He made a lot of money by *fishing in a troubled water*.

Far and wide (everywhere, সর্বত্র)—His fame as a scholar spread *far and wide (or , far and near)*.

Flesh and blood (human body, রক্তমাংসের শরীর)—*Flesh and blood* cannot bear with such insults.

For good (for ever, চিরকালের জন্য)—He left the country *for good*.

From hand to mouth (live by hard labour, দিন আনে দিন খায় বা বহু কষ্টে জীবনধারণ করে)—The poor man lives *from hand to mouth*.

From A to Z (from the beginning to the end, প্রথম হইতে শেষ পর্যন্ত)—The statement is true *from A to Z*.

Gala day (a day of festivity, উৎসবের দিন)—The 15th August is a *gala day* to the Indians.

Get rid of (be free from, মুক্তি পাওয়া)—Try to *get rid of* that rogue.

Gift of the gab (power of delivering speech, বাকপটুতা)—An advocate should have the *gift of the gab*.

Hard and fast (rigid, বাঁধা ধরা)—There is no such *hard and fast* rule in this matter.

Hard nut to crack (a difficult problem, কঠিন সমস্যা)—The problem of adult education is really a *hard nut to crack*.

Head and ears (complete,সম্পূর্ণরূপে)—He is over *head and ears* in debt.

Heart and soul (with all energy, সর্বান্তঃকরণে)—Try *heart and soul* and you will succeed.

Hold water (be effective, ধোপে টেকা)—This policy will not *hold water* in this situation.

Hold good (apply, প্রযুক্ত হওয়া)—This rule will not *hold good* here.

Hue and cry (a noise, শোরগোল)—The villagers raised a *hue and cry* to see the thief.

Hush money (bribe money, ঘুষ)—He offered a *hush money* to suppress the murder.

Household word (familiar name, সকলের পরিচিত নাম)—Mother Teresa's name has now become a *household word*.

In a fix (in a difficult position, মুশকিলে পতিত)—He is a *in fix* and does not know what to do.

In fine (in conclusion, পরিশেষে)—*In fine* he declared his plan.

In full swing (in full activity, পুরাদমে)—The school is now in *full swing*.

In time (in proper time, ঠিক সময়ে)—He reached the station *in time*.

In order to (with the object of, উদ্দেশ্যে)—He came here *in order to* meet my brother.

In lieu of (instead of, পরিবর্তে)—Give me this pen *in lieu of* that.

In black and white (in writing, লিখিতভাবে)—Put down the statement *in black and white.*

In cold blood (without provocation, ঠাণ্ডা মাথায়)—They committed this murder *in cold blood.*

In no time (soon, শীঘ্র)—He will finish the work *in no time.*

In the nick of time (in right time, ঠিক সময়ে)—The school team arrived *in the nick of time.*

Ins and outs (full details, খুঁটিনাটি সব কিছু)—I know the *ins and outs* of the matter.

In vogue (in fashion, চালু)—This custom is not *in vogue* now.

In force (in activity, বলবৎ)—This law is *in force* now.

In a nut shell (very briefly, খুব সংক্ষেপে)—Tell the story *in a nut shell.*

In a hurry (very quickly, তাড়াহুড়ার মধ্যে)—Don't do the work *in a hurry.*

In the mean time (in the time between, ইতিমধ্যে)—Lila will come here to-night. *In the mean time* you should get her room ready.

In one's teens (between thirteen and nineteen years of age, তের থেকে উনিশ বছর বয়সের মধ্যে)—She is yet *in her teens.*

In the long run (ultimately, পরিশেষে)—You will have to suffer *in the long run.*

In vain (fruitless, বৃথা)—All his attempts were *in vain.*

Irony of fate (by bad luck, ভাগ্যের পরিহাস)—He could not succeed by *irony of fate.*

Lion's share (major part, সিংহভাগ)—He took the *lion's share* of the profit.

Lame excuse (bad plea, বাজে ওজর)—This *lame excuse* will not do.

Kith and kin (near relatives, নিকট আত্মীয়)—He has no good relation with his *kith and kin.*

Maiden speech (first speech, প্রথম বক্তৃতা)—His *maiden speech* fell flat on the audience.

Man of letters (a scholar, পণ্ডিত লোক)—Sir Ashutosh Mukherjee was a *man of letters.*

Man of straw (worthless man, অপদার্থ লোক)—We do not care a fig for a *man of straw like him.*

Make both ends meet (live within means, আয়ের মধ্যে চলা)—I cannot *make both ends meet* with my small income.

Moot point (an undecided matter, অমীমাংসিত বিষয়)—Dowary system is still a *moot point* in West Bengal.

Nip in the bud (destroy in the initial, অঙ্কুরে বিনষ্ট করা)—All his hopes were *nipped in the bud.*

Null and void (invalid, বাতিল)—The deed has been *null and void* now.

Now and then (occasionally, মাঝে মাঝে)—He comes here *now and then.*

Of course (certainly, অবশ্যই)—*Of course,* you know what that means.

On the contrary (just opposit, বিপরীত পক্ষে)—I do not hate him; *on the contrary* I love him.

On the wane (declining, হ্রাসমান)—His fame is *on the wane* now.

On the whole (generally speaking, মোটের উপর)—*On the whole,* his conduct is good.

On the spure of the moment (under the impules of the moment, মুহূর্তের উত্তেজনায়)—He did it on the spur of the moment.

Out of date (out of fashion, অপ্রচলিত)—This fashion is now *out of date.*

Out of the wood (free from danger, বিপদমুক্ত)—He is not yet *out of the wood.*

Out of doors (out side, বাহিরে)—It is rather cold *out of doors.*

Out of sorts (not well, ঈষৎ অসুস্থ)—He is *out of sorts* now.

Out of order (defective, বিকল)—This car is *out of order.*

Out of temper (angry, ক্রুদ্ধ)—He is *out of temper* now.

Part and parcel (an integral part, অবিচ্ছেদ্য অংশ)—Discipline is *part and parcel* of administration.

Pros and cons (details, খুঁটিনাটি)—You should consider the *Pros and cons* of the system.

Rank and file (common men, সাধারণ লোক)–We shoould pay attention to the *rank and file* of the country.

Red letter day (memorable day, স্মরণীয় দিন)—The 15th August is a *red letter day* in the history of India.

Red tape (official formalities, লাল ফিতার বাঁধন বা আমলাতান্ত্রিকতা)—*Red tapism* causes delay in official work.

Read between the lines (understand the significance, তাৎপর্য বোঝা)—Try to *read between the lines* of the letter.

Round the clock (twenty-four hours, সমস্ত দিন)—He is working *round the clock.*

Set free (liberate, মুক্ত করা)—The prisoners were *set free.*

Slow coach (one who is lazy, অলস প্রকৃতির লোক)—You cannot expect much from a *slow coach* like him.

Slip of the pen (slight mistake in writing, লেখায় অসতর্কতাবশতঃ সামান্য ভুল)—This mistake is due to a *slip of the pen.*

Slip of the tongue (a slight mistake in speaking, বলায় সামান্য ভুল)—This is a *slip of the tongue;* don't lay much stress on it.

Square meal (full meal, পেট ভরা আহার)—He is too poor to have a *square meal* every day.

Steer clear of (avoid, এড়াইয়া চলা)—You must *steer clear of* evil company.

Stone's throw (within very short distance, অতি নিকটে)—Our school is at a *stone's throw* form our house.

Take to heart (cut to the quick, মর্মাহত হওয়া)—He *took* his remark *to heart.*

Take to one's heels (to run away, ছুটিয়া পালানো)—The thieves *took to their heels* to see the police.

Three R's (elementary education, প্রাথমিক শিক্ষা)— The majority of our people have not yet learnt the *three R's.*

To and fro (hither and thither, এদিক-ওদিক)—Being unable to make up his mind the man is walking *to and fro.*

Take one to task (rebuke, তিরস্কার করা)—He was *taken to task* for negligence of duty.

Tooth and nail (strongly, তীব্রভাবে)—He tought *tooth and nail* against his enemy.

Through thick and thin (through all difficulties) (অবস্থা বিপদায় বা বাধা বিপত্তির মধ্য দিয়ে—Sita followed her husband *through thick and thin.*

To the backbone (to the core, হাড়ে হাড়ে)–The boy is wicked *to the backbone.*

To the contrary (against what some one had said, কাহারও বক্তব্যের বিপক্ষে)–In the court he said nothig *to the contrary.*

To the letter (in all details,অক্ষরে অক্ষরে)–He followed my advice *to the letter.*

Turn over a new leaf (begin a new phase of life, নূতনের সূচনা)–After his failure he *turned over a new leaf.*

Turn a deaf ear to (pay no attention, মনোযোগ না দেওয়া)–He *turned a deaf ear to* my proposal.

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Up and doing (active, উদ্যোগী)–Be *up and doing* and then you will succeed in life.

Up and downs (rise and fall, উত্থানপতন),—There are *ups and downs* in a man's life.

White elephant (a costly unprofitable undertaking) —At last the department proved to be a *white elephant.*

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Wild goose chase (useless pursuit, পণ্ডশ্রম)–Do not waste time in *wild goose chase.*

Widow's mite (small contribution of a poor man, দরিদ্রের ক্ষুদ্র দান)–A *widow's mite* is no less important than a large contribution of a rich man.

EXERCISE

Replace the italicised word or words by idiomatic expressions; (বাঁকানো হরফে লেখা শব্দ বা শব্দগুলির পরিবর্তে ***idiom*** ব্যবহার কর।)

(1) His activities are *beyond doubt.* (2) The paternal property is the *matter of dispute* among the brothers. (3) The sun is *like* the lamp of the universe. (4) His popularity is *declining.* (5) The two brothers are now *at enmity.* (6) He feels *comfortable* at his friend's house. (7) He is *skilled* in Mathematics. (8) He is beating the bush *without any aim.* (9) He reached there *at the last moment.* (10) He left the place *with all belongings.* (11) The beauty of the Taj *cannot be described.* (12) He will come here *soon.* (13) Lila dances *irregularly.* (14) The price of rice is increasing *rapidly.* (15) The dowry system is *the matter of strong debate* now-a-days. (16) Mass education is the *urgent need* of India. (17) I do not know why he *avoids* me. (18) *Human body* can not tolerate such insults. (19) Tell the story *very briefly.* (20) He comes here *occasionally.*

CHAPTER-31
NOMINAL COMPOUNDS

Some times a ***noun*** and a ***noun-equivalent*** or a ***noun-phr*** joined in a compact manner in order to express clearly and pre person or a thing. This is called a ***Nominal Compound.***

কখনো কখনো একটি **noun** এবং একটি **noun-equivalent** বা একটি **noun-** কোন ব্যক্তি বা বিষয়কে ভালোভাবে এবং সংক্ষেপে প্রকাশ করার জন্য ঘনবদ্ধ ভাবে সং তাকে বলে **Nominal Compound ;** এগুলিকে বাংলা ব্যাকরণের সমাসের সঙ্গে তু যায়।

এখানে মনে রাখা দরকার **Noun** বা নামবাচক বিশেষ্য পদ ছাড়াও সর্বপ্রকার বিশেষ বা পদগুচ্ছকে সাধারণভাবে **Nominals** বলা হয়। সেজন্য বিশেষ্যের মত ব্যবহৃত **Adj** (বিশেষণ), **Verb** (ক্রিয়া), **Pronoun** (সর্বনাম) প্রভৃতি পদও **Nominal** হিসাবে হয়। আর Noun-phrase এর মধ্যে সব রকম Parts of speech-ই Nominal sc করতে পারে। *তাই Nominal Compound-এর মধ্যে দুটি Noun যেমন যুক্ত হ তেমনি তিনটি বা ততোধিক বিভিন্ন Parts of Speech যুক্ত হতে পারে।*

Formation of Nominal Compounds :

Noun + Noun

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CHAPTER–31

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কখনো কখনো একটি **noun** এবং একটি **noun-equivalent** বা একটি **noun-phrase** কোন ব্যক্তি বা বিষয়কে ভালোভাবে এবং সংক্ষেপে প্রকাশ করার জন্য ঘনবদ্ধ ভাবে সংযুক্ত হয়। তাকে বলে **Nominal Compound** ; এগুলিকে বাংলা ব্যাকরণের সমাসের সঙ্গে তুলনা করা হয়।

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Ivory tower (a tower made of ivory)
Arm chair (a chair having arms for relaxation)

Life time (time throughout life)
Foot path (path for walking on foot)
Summerday (a day in summer)
Pocket book (a book short enough to keep in a pocket)
Post man (a man for deliverning postal articles)
Post office (an office of postal department)
Book stall (a stall for books)
Tea stall (a stall for serving tea)
Book store (a store for keeping books)
City park (a park in a city)
News paper (paper for news)
Toy train (a train used as a toy)
Tooth paste (paste used for tooth)
Sportsman (a man skilled in sports)
Wristwatch (a watch for using on wrist)
Ear ring (a ring for using with ear as an ornament)
Oil lamp (a lamp lit with oil)
Potato chips (chips of potato)
Tea cup (a cup for taking tea)
Paper merchant (a merchant dealing in paper)
Gas oven (oven lit by gas)
Tear gas (gas causing tear)
Law court (a court for deciding a case by law)
Business man (a man who lives on business)
Body guard (a guard on duty for protection of any body)
Boat man (a man who controls a boat)
Bed room (a room for sleeping on bed)
Battle ground (a ground for battle)
Bath tub (a tub for bath)
Chair person (a person presiding on chair)
Census report (a report containing census)
Chess board (a board for playing chess)
Cotton textiles (textiles made of cotton)
Cottage industry (industry running at a cottage)
Door mat (a mat on door)
Day dream (a dream dreamt in day time)
Election fever (feverish sensation during election)
Fibre glass (glass in the form of fibre)
Film producer (a producer of film)
Flower show (a show of flower)
Glass house (a house made of glass)
Goods train (a train for carrying goods)
Guest room (a room for receiving guest)
Home comfort (comfort felt at home)
Heart attack (an attack on heart)
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Marble palace (a palace made of marble)
Neck tie (a tie wearing on neck)
Nursery rhyme (rhyme for reading in nursery)
Poverty line (line marking poverty)

Pleasure trip (a trip for pleasure)
Safety razaor (a razor with guard for safety)
Science fiction (a fiction on science)
Tear drop (a drop of tear)
TV serial (a serial on TV)
War ship (a ship used in War)
Youth hostel (a hostel for youth)

Noun + Verb / Verbal Noun

Bus stop (a spot where buses stop)
Rain fall (falling of rain)
Sunrise (rising of the sun)
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Clay modelling (modelling on clay)
Oil painting (painting with oil colour)
Sword fighting (fighting with sword)
Boat racing (racing by boat)
Book binder (a binder of books)
Tax payer (one who pays tax)
Day break (the time when a day breaks i.e. begins)
Fact finding (finding of fact)
Fault finding (finding of fault)
Fortune hunting (hunting of fortune)
Loud speaker (an instrument by which one can speak loudly)
Record breaking (that which breaks the record)

Verb/Verbal Noun/Participial + Noun

Breakfast (a tiffin that breaks fasting over night at day-break)
Burial ground (the ground where burial is done)
Dining table (a table for dining)
Dotted graph (a graph that is recorded with dots)
Fishing boat (a boat for fishing)
Flying fish (a fish that flies)
Hunger strike (a strike carried with hunger)
Pick pocket (one who picks pocket)
Watch dog (a dog that watches)
Shuddering reaction (reaction that causes shuddering)
Withered violet (a violet that is withered)

Adjective + Noun

Black board (a board painted black)
Dark room (a room for photo processing in darkness)
Main spring (a spring which operates the main function)
Magic lantern (a lantern used for magic)
Solar energy (energy emitting from the sun)
Leaden heart (heart that is made of lead)
Metal money (money made of metal)

Nominal Compound consisting of more than two words

Birth day party (a party to celebrate birthday)
Low cost house (a house made at a cost that is low)
Calcutta bus routes (routes for buses in Calcutta)

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Labour saving method (a method that saves labour)
One-parent family (a family consisting of one parent)
Aircraft-control system (a system that controls aircraft)
Jute producing areas (areas that produce jute)

some more list of Nominal Compound

Noun + Adjective	:	snow-white
Noun + Preposition	:	lock-up
Pronoun + Noun	:	he-goat
Reflexive Pronoun + Noun	:	self-control
" "	:	self-confidence
" "	:	self-sufficiency
" "	:	self-respect
Reflx Pornoun + Nominal	:	self-seeker
" "	:	self-supporting
Reflx Pronoun + Verb	:	self-help
Reflx Pronoun+Adjective (derived from verb)	:	self-taught
" " "	:	self-employed
" " "	:	self-willed
" " "	:	self-centred
Adjective + Noun	:	easy-chair.
Adjective + Nominal	:	best-seller
Adjectvie + Adjective	:	blue-black
Adjective + Verb	:	short cut
Adjective + Verb	:	white wash
Adjective + Preposition	:	left-over
Verb + Noun	:	wash-basin
Verb + Pronoun	:	hold-all
Verb + Verb	:	hear-say
Verb + Adverb	:	know-how
Verb + Preposition	:	make-up
" "	:	cover-up
" "	:	turn-over
" "	:	walk-out
Adverb + Adverb	:	wherever, whenever
Preposition + Noun	:	over-time
" "	:	over production
" "	:	by-law
" "	:	off-print
" "	:	over-coat
" "	:	over-sight
" "	:	over-work
" "	:	over-exercise
" "	:	out-growth
Preposition + Verb	:	over-flow
" "	:	out-cry
" "	:	outlet
" "	:	outlook
" "	:	uplift
" "	:	uproar
" "	:	upstart

APPLIED SECTION

Writing procedure for Nominal Compound

(i) Some nominal compounds are written with hyphen mark (–) : (কিছু nominal compound হাইফেন চিহ্ন দিয়ে লেখা হয়। over-flow, over-production, know-how, pen-friend, self-centred, self-control, self-respect etc.)

(ii) Some nominal compounds are written without a hyphen mark and with a little space between the words : (কিছু nominal compound - এ হাইফেন চিহ্ন লাগে না; এক্ষেত্রে শব্দগুলির মধ্যে একটু ফাঁকা জায়গা থাকে।)

football match, pocket book, film star, radio programme, post office etc.

(iii) Some nominal compounds are written with either a hyphen mark or a space between the words : কিছু nominal compound হাইফেন চিহ্ন দিয়ে অথবা বিকল্পে হাইফেন চিহ্ন না দিয়ে একটু ফাঁক রেখে লেখা হয়।)

mountain-stream/mountain stream
flower-vase/flowre vase ink-bottle/ink bottle
ivory-tower/ivory tower ice-bag/ice bag

(iv) A few nominal Compounds are written without a hyphen mark or a space between the words i. e. in a compact way making a single words : (কয়েকটি nominal compound হাইফেন চিহ্ন না দিয়ে এবং মাঝখানে কোন ফাঁক না দিয়ে লেখা হয়।)

Postman, birthday, newspaper, boatman, necktie, breakfast, whereever, whenever etc.

(v) A few nominal compounds having more than two words are written with hyphens between first two words and with space between later words : (কয়েকটি nominal compound যেগুলিতে দুয়ের বেশি word আছে, সেগুলিতে প্রথম দুটির মধ্যে হাইফেন চিহ্ন থাকে এবং পরবর্তী শব্দ দুটিতে ফাঁকা জায়গা থাকে।)

one-parent family, jute-producing area etc.

(vi) A few nominal compounds having more than two words are written without hyphens but first two words as a single word and the later word with a little space : (কয়েকটি nominal compound যেগুলিতে দুয়ের বেশি word আছে; সেগুলিতে প্রথম দুটি শব্দ single word হিসাবে এবং পরবর্তী word-টি একটু ফাঁকা জায়গা দিয়ে ব্যবহৃত হয়।)

birthday party, breakfast table etc.

EXERCISE

1. *Make Nominal Compounds from the following :*

	Meanings	Nominal Compounds
(a)	a wall made of stone	
(b)	a method that saves labour	
(c)	clothes made by machine	
(d)	streams in the mountains	
(e)	a serial on TV	
(f)	a programme on the radio	
(g)	a path for walking on foot	
(h)	a train used as a toy	
(i)	a man skilled in sports	
(j)	a party to celebrate birthday	
(k)	a report containing census	

2. *Write down the meanings of the following Nominal Compounds :*

Nominal Compounds	Meanings
(a) jute textile	
(b) ceiling fan	
(c) tea spoon	
(d) frying pan	
(e) gas stove	
(f) swimming pool	
(g) bosom friend	
(h) science fiction	
(i) space age	
(j) tear gas	
(k) film producer	
(l) Traffic Police	
(m) book fair	
(n) wheat-producing countries	
(o) aircraft control system.	

3. *Use the following Nominal Compounds in your own sentencs. One has been done for you.*

Nominal Compound	Sentence
book binder	He is an excellent book binder.
book shelf	
gas cylinder	
cottage industry	
poison gas	
tea garden	
film star	
telephone operator	
birthday party	
bus fare	
breakfast	

4. *Shorten the following sentences by using -ing or -ed words or phrases :*

(a) Have you ever seen a fish that flies?
(b) A child that has been fed well will be healthy.
(c) The angel saw the dead swallow in the heap of dust.
(d) The violet which was withered lay on the table.
(e) It is a table meant for dining.
(f) When a little poison is added, the plant shows its reaction with shuddering.

5. *Use Nominal Compounds to avoid relative clauses :*

(a) These streams which are flowing from mountains are mixing with the sea.
(b) Bring me the bag that is full of ice.
(c) This is a mill which is driven by wind.
(d) The children are enjoying a train which is used as toy.
(e) Go to the room which is meant for sleeping on bed.
(f) We should give due importance on industry running at a cottage.
(g) He deserves prasie as one who pays tax.
(h) The man is famous as he charmes snakes.

CHAPTER-32
PUNCTUATION

"Punctuation (derived from the Lation *punctum*, a point) means the rights use of putting in points or stops in writing."

—***Wren & Martin.***

[Latin *punctum* থেকে উৎপন্ন Punctuation কথাটির অর্থ হলো কোন কিছু লেখার সময় সঠিক যতি চিহ্ন বা বিরামচিহ্নের ব্যবহার।]

"When we speak we naturally make pauses and stops, for an unbroken stream of words tends to become a mere unintelligible gabble. In writing we make these natural pauses by means of stops."

—***L. Tipping.***

যখন আমরা কথা বলি, তখন স্বভাবতঃই আমরা কিছু জায়গায় থামি ; কারণ অবিভাজ্য কথার স্রোত নিরর্থক বক্‌বকানি-তে পরিণত হয়। লেখার সময় আমরা এই স্বাভাবিক বিরামস্থলগুলিতে যতিচিহ্ন ব্যবহার-করি।

The following are the marks or stops used in writing. (লেখার সময় যে বিরামচিহ্নগুলি ব্যবহার করা হয় সেগুলি নিচে দেওয়া হলো) ঃ

(1) Full Stop (ফুলস্টপ) [•]
(2) Comma (কমা) [,]
(3) Semicolon (সেমিকোলন) [;]
(4) Colon (কোলন) [:]
(5) Note of Interrogation (জিজ্ঞাসাচিহ্ন) [?]
(6) Note of Exclamation (আবেগচিহ্ন) [!]
(7) Apostrophe Comma (এপস্ট্রফি কমা) [']
(8) Dash (ড্যাস) [—]
(9) Hyphen (হাইফেন) [-]
(10) Inverted Commas or Quotation marks [' '], [" "]
(11) Brackets [( )]
(12) Asterisk [*]

1. The **Full Stop** represents the greatest pause
(ফুলস্টপ হলো পূর্ণ বিরাম চিহ্ন)।

It is used (এই চিহ্ন ব্যবহৃত হয়) ঃ

(i) To mark the end of an Assertive or an Imperative or an Optative sentence. (Assertive, Imperative অথবা Optative sentence-এর শেষে এই চিহ্ন ব্যবহৃত হয়।)

Shrila is a good girl. (Assertive sentence)
Come to the blackboard. (Imperative sentence)
May you live long. (Optative sentence)

(ii) To mark abbreviations (সংক্ষেপীকরণের সময়)

B. Sc., M.Sc., B.D.O., S.D.O., B.C.Roy, Dr. Das, 300 B.C. (খ্রীষ্টপূর্বাব্দ), 1990 A.D. (খ্রীষ্টাব্দ), 5 a.m., 9 p.m. etc.

****Note** In current English Mr. and Mrs. occur without a full stop as these have come to be regarded as the full spellings.

—***Wren & Martin.***

[বর্তমানে প্রচলিত ইংরেজিতে Mr এবং Mrs-এর পর ফুলস্টপ বসে না যেহেতু এগুলিকে পূর্ণ পুরো বানান হিসাবে ধরা হয়।]

2. The **Comma** represents the shortest pause (কমা সবচেয়ে কম বিরতির হিসাবে ব্যবহৃত হয়।)

It is used (এই চিহ্ন ব্যবহৃত হয়) :

(i) To separate three or more words or phrases of the same class when the last two are connected by 'and'. (সমজাতীয় তিন বা ততোধিক word বা phrase যদি পাশাপাশি বসে এবং শেষ দুটি শব্দ বা শব্দগুচ্ছ and দ্বারা যুক্ত হয় তবে তার আগের শব্দ বা শব্দগুচ্ছকে পৃথক করতে কমা বসে।)

Ram, Shyam and Jadu are going to School.

(ii) To separate each pair of words connected by *and*. (বাক্যে 'and' দ্বারা যুক্ত প্রত্যেক শব্দযুগলকে বিচ্ছিন্ন করতে) :

High and low, rich and poor, wise and foolish, must all die.

(iii) After a Nominative Absolute. (Nominative Absolute অর্থাৎ কোন Noun-যুক্ত Phrase মূল বাক্যের গঠনের সঙ্গে সম্পর্কহীন হলে ক হবে।)

The sun having set, the lotuses closed their eyes.

(iv) To mark off a Noun or Phrase in Apposition. (কোন Noun বা Phrase যদি Apposition হিসাবে বসে অর্থাৎ তার পূর্ববর্তী Noun বা Pronoun-কেই বোঝায় তাহলে কমা বসে।)

Milton, the great poet of England was blind.

(v) To mark off the vocative. (সম্বোধন করার সময় Vocative- কে অর্থাৎ যাকে সম্বোধন করা হয় তাকে চিহ্নিত করার জন্য কমা বসে।)

Bipin, come here.

****Note** But when the vocative is emphatic, We use the note of exclamation. —**Wren & Martin.**

[কিন্তু Vocative-এর উপর যখন জোর দেওয়া হয়, তখন আবেগ চিহ্ন ব্যবহৃত হয়।]

Oh my child! Don't do that.

(vi) to separate Introductory *Yes* or *No*. (Introductory *Yes* বা *No*- কে মূল বাক্য থেকে পৃথক করার জন্য কমা বসে।)

Yes, he will come here.
No, he will not go there.

(vii) Before and after parenthesis—words, phrases or clauses thrown into the body of a sentence. (মূল বাক্যের গঠনের মধ্যে কোন word, phrase বা clause ঢুকিয়ে দেওয়া হলে তার আগে এবং পরে কমা বসে।)

He did not, however, gain his object.

He is, after all, an honest man.

The boy, who stood first, got a prize.

(viii) After an Adverbial clause of condition if it is placed first. (যদি শর্তবোধক Adverbial clause বাক্যের প্রথমে বসে তাহলে ঐ Adverbial Clause-এর পরে কমা বসে।)

If it rains, I shall not go out. [But] I shall not go out if it rains.

(ix) Before a Quotation mark. (বাক্যের মধ্যে উদ্ধৃতি চিহ্ন থাকলে তার পূর্বে কমা বসে।)

Father said to him, " Go to school".

3. The **Semicolon** represents a greater pause than the Comma and shorter pause than the Full Stop. (Comma-র চেয়ে বেশি এবং Full Stop-এর চেয়ে কম সময় থামার প্রয়োজন হলে Semicolonবসে।)

It is used (এই চিহ্ন ব্যবহৃত হয়) :

(i) Between two clauses of a Compound sentence when they are not joined by a co-ordinating conjunction. (Compound sentence-এর clause-গুলি co-ordinating conjunction দ্বারা যুক্ত না হলে সেমিকোলন বসে।)

To err is human; to forgive divine.

(ii) Between co-ordinating clauses joined by *and, but, still, yet* etc. when the subjects are different. (*and, but, still, yet* ইত্যাদি দ্বারা যুক্ত Co-ordinating clause-এর Subject আলাদা হলে সেমিকোলন বসে।)

The music came to and end; and the musician was greeted heartily.

4. The **Colon** represents a longer pause than the Semicolon (সেমিকোলনের চেয়ে বেশি থামবার প্রয়োজন হলে Colon বসে।)

It is used (এই চিহ্ন ব্যবহৃত হয়) :

(i) Before listed items that are introduced by such words as *follows, the following, thus* etc. (as follows, the following, thus প্রভৃতি শব্দ দ্বারা কোন তালিকা তৈরি করা হলে সেই তালিকার পূর্বে colon বসে।)

His virtues are as follows : Sincerity, punctuality and truthfulness.

(ii) To separate two sentences of which the second explains more fully the meaning of the first. (দুটি বাক্যের মধ্যে যদি দ্বিতীয়টি প্রথমটির ব্যাখ্যামূলক হয় তবে দুটি বাক্যকে বিচ্ছিন্ন করতে তার মাঝে Colon বসে।)

I know Dr. Sen very well : We lived together for a long time.

(iii) To Separate the speaker and the formal quotation. (বক্তা এবং উদ্ধৃতিকে পৃথক করতে Colon বসে।)

Mary : Isn't the soup boiling yet?

5. The **Note of Interrogation** or Question mark is used (প্রশ্নচিহ্ন ব্যবহৃত হয়) :

(i) After sentences which ask direct questions (সরাসরি প্রশ্ন করলে প্রশ্নবোধক বাক্যের শেষে) : Who are you? Have you done the work ?

But the Note of Interogation is not used after an indirect question when it is used as the Noun clause. (কিন্তু কোন sentence-এর Noun clause হিসাবে ব্যবহৃত হয়ে যখন পরোক্ষ প্রশ্ন হয়, তখন Note of Interrogation বসে না।)

I don't know who stole the watch.

Tell me whether it is good or bad.

(ii) In brackets to express a doubt. (সন্দেহ প্রকাশ করতে বন্ধনীর মধ্যে জিজ্ঞাসা চিহ্ন বসে।)

His father died in 1990 (?)

6. The **Note of Exclamation** is used after Interjections and after exclamatory phrases or sentences expressing sudden emotion or wish. (Interjection অর্থাৎ আবেগসূচক অব্যয় এবং Exclamatory Phrase বা Sentence-এর দ্বারা হঠাৎ আবেগ বা তীব্র ইচ্ছা প্রকাশ হলে এগুলির পর Note of Exclamation বসে।)

Alas! The man is no more.

What a nice bird it is!

If I were a bird!

7. The **Apostrphe Comma** sometimes withs is used (এপস্ট্রফি কমা কখনো কখনো s-এর সঙ্গে ব্যবহৃত হয়) :

(i) To from the possessive case of a Singular Noun if it is animate. (Possessive Case অর্থাৎ কারো কিছু অধিকারে আছে বোঝাতে প্রাণীবাচক Noun-এর Singular Number-এর ক্ষেত্রে 's হয়।)

This is Ram's desk.

Father is blind to his son's fault.

(ii) Only apostrophe comma is used to form the possessive of a plural noun where the plural number is formed with *s* or *es*. (possessive case-এ Noun-এর plural হলে যে সব ক্ষেত্রে plural-এর জন্য s বা es হয়, সেখানে s-এর পর এপস্ট্রফি কমা বসে।)

Biltu reads in a Boys' School.

Bina reads in a Girls' School.

(iii) To form the possessive plural noun, where there is no s or es in the plural form. (কিন্তু যে সব Noun-এর plural number-এ s বা es থাকে না, সেক্ষেত্রে possessive plural গঠন করতে 's হয়।

This is a children's garden.

(iv) Only apostrophe is used to indicate the omission of a letter or letters in a word. (কোন শব্দের মধ্যে কোন এক বা একাধিক letter বা বর্ণ উহ্য থাকলে কেবলমাত্র এপস্ট্রফি কমা বসে।)

I'm (= I am), you're (= you are), He's (= He is), They're (= They are), He is n't (= is not), haven't (= have not), can't (= can not),

won't (= would not), Hon'ble (= Honourable) etc.

(v) To form plurals of letters and figures. (বর্ণ বা সংখ্যার বহুবচন করতে হলে apostrophe comma বসে।)

There are four M. A.'s in our school.

Cut your t's and dot your i's. There are 10 ten's in a hundred.

8. The **Dash** is used (ড্যাস চিহ্ন ব্যবহৃত হয়) ঃ

(i) To indicate a break or abrupt turn in a sentence. (বাক্যের মধ্যে আকস্মিক কোন পরিবর্তন বোঝাতে-ড্যাস চিহ্ন বসে।)

If my wife were alive— but why should I lament for the past?

(ii) To indicate a significant pause. (কোন তাৎপর্যপূর্ণ বিরতি বোঝাতে ড্যাস চিহ্ন বসে।)

The hero of the story is rich,clever, charming but—a gambler.

(iii) To resume a list of subjects. (অনেকগুলি subject বা কর্তাকে একসঙ্গে গুছিয়ে নিতে।)

Friends, Companions, relatives—at deserted him.

(iv) To indicate the repetition of an idea. (কোন একটি বাক্যের পুনরাবৃত্তি করতে ড্যাস চিহ্ন বসে।)

This is an ideal school—perhaps the best.

9. The **Hyphen** or a shorter line than the Dash is used. (হাইফেন বা যাকে বলা যায় 'বাচ্চা ড্যাস' ব্যবহৃত হয়) ঃ

(i) To connect the parts of a compound word (কোন সমাসবদ্ধ শব্দের অংশগুলিকে যোগ করতে হাইফেন বসে।)

Brother-in-law, mother-in-lw, passers-by etc.

(ii) To connect the parts of a word divided at the end of a line (কোন শব্দ যদি একটি লাইনের শেষে সম্পূর্ণ না হয়, তবে পরবর্তী লাইনের অংশের সঙ্গে যোগ বোঝাতে হাইফেন ব্যবহৃত হয়।)

The chocolate soldier went to the battle field but the situ-
ation was not favourable to him.

***Note** Though the hyphen is shown as a punctuation mark, it is not at all a mark of pause, rather the reverse.(যদিও হাইফেনকে বিরামচিহ্ন হিসাবে দেখানো হয়, তবু আসলে এখানে কোন বিরামের কাজ হয় না, বরং বিপরীত ক্রিয়া হয়।)

10. The **Inverted Commas** or Quotation marks are used (ইনভার্টেড্ কমা বা উদ্ধৃতি চিহ্ন ব্যবহৃত হয়) ঃ

(i) To indicate quotation in a sentence বাক্যের মধ্যে কোন কিছু উদ্ধৃত হলে Quotation mark ব্যবহৃত হয়)।

"Who are you?" he asked.

The teacher said, " Come here, my boy."

Note 1 If a quotation occurs within a quotation, it is marked by single inverted commas. (যদি উদ্ধৃতির মধ্যে উদ্ধৃতি ব্যবহৃত হয়, তাহলে মধ্যবর্তী উদ্ধৃতিতে single inverted comma বসে।)

" You might as well say", added the teacher,"that 'I like what I get' is the same thing as ' I get what I like'."

***Note 2** The full stop, the comma, the question mark or the note of exclamation comes inside the Quotation Marks. (ফুলস্টপ, কমা, জিজ্ঞাসা চিহ্ন বা আবেগচিহ্ন Quotation Mark-এর মধ্যে ব্যবহৃত হয়।)

(ii) To indicate the titles of books, peoms, stories etc. and to draw attention to a word. (কোন বই, কবিতা, গল্প ইত্যাদির নাম বোঝাতে এবং কখনো কখনো কোন বিশেষ শব্দের উপর বিশেষ মনোযোগ আকর্ষণ করতে Inverted Comma ব্যবহৃত হয়।)

'Macbheth' is written by Shakespeare.

'I' is a pronoun.

11. **Brackets** are used (বন্ধনী চিহ্ন ব্যবহৃত হয়) ঃ

(i) To introduce an explanation as is done by the Dash. (ড্যাসচিহ্নের দ্বারা যেমন ব্যাখ্যা করে বোঝানো হয়, সেরকম কিছু বোঝাতে বন্ধনী চিহ্ন ব্যবহৃত হয়।)

I have lost all I had in my purse (ten rupees).

(ii) To enclose a perenthesis like a pair of commas or dashes. (Perenthesis অর্থাৎ বাক্যের মধ্যে গঠনগত দিক থেকে বিচ্ছিন্ন কোন phrase বা clause যদি নিক্ষিপ্ত হয়, তাহলে সেই perenthesis-এর আগে-পরে Comma বসতে পারে, dash বসতে পারে, আবার bracket বা বন্ধনীচিহ্নও বসতে পারে।)

He learnt, such is the power of a genius, the whole alphabet in one day.

[Or] He learnt—such is the power of a genius—the whole alphabet in one day.

[Or] He learnt (such is the power of a genius) the whole alphabet in one day.

(iii) To separate a word from a sentence (বাক্য থেকে কোন শব্দকে আলাদা করে দেখাতে) ঃ

Notice the use of *or* in brackets in the above sentences. It may be used in a first bracket or third bracket. (Or), [Or]

(উপরের বাক্যে *Or* শব্দটির ব্যবহার লক্ষ্য কর)।

12. One **Asterisk** is used to draw some special attention and two or more Asterisks or dots are used to denote that some words or phrases or clauses have been intentionally left out.

(একটি তারকাচিহ্ন কোন কিছুর উপর বিশেষ মনোযোগ আকর্ষণ করতে এবং দুই বা ততোধিক তারকাচিহ্ন বাক্যের মধ্যে কোন word, phrase বা clause ইচ্ছাকৃতভাবে ছেড়ে যাওয়া হয়েছে বোঝাতে ব্যবহৃত হয়) ঃ

*Punctuation is very important in writing.

The woman*** at last confessed the crime.

Use of Capital letter

A Capital letter is used (লেখার সময় বড় হাতের অক্ষর ব্যবহৃত হয়) ঃ

(i) To begin a sentence (বাক্য আরম্ভ করার সময়)—

Next to mother's smile books are the best.

(ii) To begin each line of a poem (কবিতার প্রতি পংক্তির প্রথম অক্ষরটি Capital letter হয়।)—

He prayeth best who loveth best
All things both great and small.

(iii) To begin the first word of a quotation in a sentence.
(বাক্যের মধ্যে কোন কিছু উদ্ধৃত করা হলে তার প্রথম অক্ষরটি Capital letter হয়।)—
Father said to me, "Go to School."

(iv) To begin a Proper Noun and an Adjective derived from it (Proper Noun বা তা থেকে উৎপন্ন কোন Adjective লিখতে হলে capital letter দিয়ে আরম্ভ করতে হয়।)—

We know Delhi is the capital of India. Is there any Chinese hotel?

(v) For abbreviation of the names of the countries, official ranks, academic degress etc. (কোন দেশের নাম, অফিসিয়াল পদ মর্যাদা, শিক্ষাগত ডিগ্রিকে সংক্ষিপ্তরূপে প্রকাশ করলে Capital letter হয়।)—

U. S. A., U. K., B.D.O., S.D.O., B.A., M.A., M.B. etc.

(vi) For God and for the pronoun relating to him.

(ঈশ্বরের নাম বা তাঁর পরিবর্তে যে Pronoun বসে তার প্রথম অক্ষর সর্বদাই Capital letter হয়।)

God is good and kind to all.

Pray to God for His blessings.

EXERCISE

Rewrite the following sentences using capital letters and punctuation marks where necessary :

(a) he is too selfish she said.

(b) uncle podger said do you think me a fool

(c) she said sweet my child I live for thee

(d) i had it in my hand a minute ago

(e) this is a delightful spot he said we must ask the hail on a visit

(f) the second cricket match between india and england started at eden gardens on 31st december

(g) on the first day india won the toss and decided to bat the opening batsman batted well but england bowled very well also

(h) the weather was not good on the second day the game had to be stopped before time the indian batsman were batting very well and they had already scored a good total

(i) the game was a very slow one on the third day and cricket lovers were unhappy they wanted good cricket.

(j) the soyabean is a plant with great food value but neither the farmers nor the common people knew very much about it

(k) we can either drink milk or use it for making tea coffee and other drinks other milk products are sandesh pudding and dahi

(l) the soviet union and the united states have made great progress in exploring outer space the ussr was the first to launch a satelite

(m) whos there whos there i say am i to get no sleep tonight

(n) how did you get here child whose baby are you the man asked

(o) the convict said they have made me a thief god curse them all

(p) hallo mr crocodile why are you lying in the sun arent you feeling hot.

Learning without thought is labour lost.
Thought without learning is perilous.
— Confucious

A Special note for spelling

There are some Words in English with some silent letters.
[ইংরেজিতে কিছু কিছু শব্দে কিছু কিছু বর্ণ (ধ্বনি) উচ্চারিত হয় না।]

Silent	(অনুচ্চারিত)	B = Dumb (ডাম),	Lamb (ল্যাম)
Silent	(অনুচ্চারিত)	D = Bridge (ব্রিজ),	Ridge (রিজ্)
Silent	(অনুচ্চারিত)	E = Receive (রিসিভ্)	Believe (বিলিভ্)
Silent	(অনুচ্চারিত)	G = Bright (ব্রাইট্),	Fight (ফাইট্)
Silent	(অনুচ্চারিত)	H = Hour [আওয়া(র্)]	Honour [অনা(র্)]
Silent	(অনুচ্চারিত)	K = Know (নো),	Knife (নাইফ্)
Silent	(অনুচ্চারিত)	L = Calf (কাফ্)	Talk (টক্)
Silent	(অনুচ্চারিত)	R = Art (আট্)	Heart (হাট্)
Silent	(অনুচ্চারিত)	T = Catch (ক্যাচ্)	Snatch (স্ন্যাচ্)
Silent	(অনুচ্চারিত)	W = Write (রাইট্)	Wrestle (রেস্ল্)

COMPOSITION

Unlike traditional books a lot of trash has been rejected. Much care has been taken to select the important topics.

"Since the very terms usage implies 'custom' and 'habit', those very constructions in language which in one generation or even by one class of people, are considered to be wrong, may be the next generation, or by another class of people, be judged to be right."—

'Good English'** by **G.H. Vallins.

CHAPTER—1

LETTER WRITING

In modern times every educated person should know how to write a clear and readable letter.Everyone sometimes feels the necessity of writing Official letters or Busines letters of some sort, and may have to face the problem of writing an inportant Personal letter that would vitally mould his interests in life. Hence letter writing is a necessity and it is also an art. But whenever we sit down to write a letter, we realize that writing a good letter is not an easy job and needs careful practice.

[বর্তমানে প্রত্যেক শিক্ষিত লোকেরই কিভাবে পরিষ্কার, সুপাঠ্য চিঠি লিখতে হয়, তা জানা উচিত। এমনকি কখনো কখনো কিছু official letter বা Business letter লেখার প্রয়োজন বোধ করে এবং কখনো কখনো কিছু গুরুত্বপূর্ণ Personal letter বা ব্যক্তিগত চিঠি লেখার সমস্যার সম্মুখীন হয় যা তার ব্যক্তিজীবনে বিরাট প্রভাব বিস্তার করে। সেজন্য চিঠি লেখা একটি প্রয়োজনীয় বিষয় এবং সেই সঙ্গে এটি একটি শিল্পকর্ম। কিন্তু যখনই আমরা চিঠি লিখতে বসি, আমরা বুঝতে পারি ভালো চিঠি লেখা সহজ কাজ নয়, এর জন্য সযত্ন অনুশীলনের প্রয়োজন।]

Letters may be divided into the following classes :

[চিঠিগুলিকে নিম্নলিখিত শ্রেণীতে বিভক্ত করা যায়।]

(a) **Private letters and telegrams** [ব্যক্তিগত চিঠি ও টেলিগ্রাম]

(b) **Social letters.** [সামাজিক অনুষ্ঠানের চিঠি]

(c) **Business letters.** [ব্যবসা সংক্রান্ত চিঠি]

(d) **Official & Demi-official letters.** [সরকারী ও বেসরকারী অফিস সংক্রান্ত চিঠি এবং সরকারী বিষয়ে বেসরকারীভাবে লিখিত চিঠি।]

(e) **Letters in response to the advertisements.** [বিজ্ঞাপনের চিঠি]

(f) **Letters to the editors of a newspaper.** [সংবাদপত্রের সম্পাদকের কাছে চিঠি]

(g) **Circular letter or Notice & Draft.** [নির্দেশিকা বা বিজ্ঞপ্তি]

Private letters, Social letters, Business letters and Official letters or Demi-official letters may be broadly divided into two groups—(i) ***Letters of information and proposal*** [সংবাদ বা প্রস্তাবজ্ঞাপক চিঠি] (ii) ***Reply letters.*** [জবাবী চিঠি]

Each of the Official letters, Business letters, Private letters etc. has its own particular form. But there are certain matters of form which apply to all. So we should know that in all kinds of letters there are six parts that must be attended to.

[Official letter, Business letter, Private letter ইত্যাদি। প্রত্যেকটিরই নিজস্ব ফরম আছে। কিন্তু কয়েকটি বিষয় সমস্ত প্রকার চিঠির পক্ষেই প্রযোজ্য। সেজন্য সমস্ত চিঠিতে যে ছ'টি বিষয় থাকে, সেই ছ'টি বিষয়ের প্রতি আমাদের মনোযোগ দেওয়া উচিত।]

1. The heading consisting of the writer's address and the date. ['হেডিং'-এ থাকে লেখকের ঠিকানা এবং তারিখ।]
2. The courteous greeting or salutation [শিষ্টতা সূচক সম্ভাষণ।]
3. The communication or message—the body of the letter. [মূল চিঠি বা মূল বক্তব্য বিষয়।]
4. The Subscription or courteous leave-taking. [বিদায় সম্ভাষণ।]
5. The Signature. [পত্রলেখকের স্বাক্ষর।]
6. The Superscription or outside address. [খাম বা পোষ্ট কার্ডের উপর প্রাপকের নাম ও ঠিকানা।]

Now look at a model of a Private letter with all the six parts discussed above. [এবার উপরে আলোচিত ছ'টি অংশ সমেত একটি private letter-এর model দেখ।]

MODEL OF A LETTER

[A private letter about progress in studies]

[1. Heading] 18 Park Street
Calcutta—16
7th March, 1992

My dear father [**2. Salutation**]

[3. Body of the letter]

I have got your letter in time. Our examination is knocking at the door. I think, you are very anxious to know about my progress in studies. Please don't worry about it. You will be glad to know that I have made satisfactory progress in all the subjects. Yet I shall devote a little more time to reading English as English is a foreign language. But still I hope, I may fare well in the examination. I am pretty well now.

Nothing more for the present.

[4. Subscription] Yours affectionately,
[5. Singnature] *Anupam*

Stamp
Dr. P. C. Das
Radhanagar
P. O. Nangulpara
Dt. Hooghly

[6. Superscription]

Note : No full stop or punctuation mark is used after signature.

Now write a letter in your mother tongue. Then wirte it in your own English.

[প্রথমে তোমার মাতৃভাষার একটি চিঠি লেখ। তারপর ঐ চিঠিটি তোমার নিজের ইংরেজিতে লেখ।]

Private letters

I. A letter to a friend who has recently lost his father.
Or, A letter of condolence to a bereaved person.
[শোক সন্তপ্ত ব্যক্তির কাছে চিঠি।].

১৫ এলগিন রোড
কলকাতা-৭০০ ০২০
১৫ মার্চ, ৯৩

প্রিয় বন্ধু,

আমি বিশ্বাস করতে পারছি না যে তোমার পিতা আর ইহজগতে নেই। এই সংবাদ যেন আমার কাছে বিনামেঘে বজ্রপাতের মতো। মাত্র এক মাস পূর্বে তোমার বাবার কাছ থেকে স্নেহপূর্ণ চিঠি পেয়েছিলাম। তিনি আমাকে কত মূল্যবান উপদেশ দিয়েছিলেন। কিন্তু মৃত্যু এসে কি নিষ্ঠুর ভাবে তাঁকে ছিনিয়ে নিয়ে গেল। আমি জানি গত বছর তাঁর একবার সামান্য রকম stroke হয়েছিল। কিন্তু

তেমন বোঝা যায় না। তবু আমি এ-ও জানি, কথা দিয়ে সান্ত্বনা দেওয়া যায় না। "হৃদয় জানে হৃদয়ের দুঃখ।" এবং এরূপ দুঃখের মুহূর্তে আমরা বড় একা হয়ে পড়ি। কিন্তু আমার কথা শুধু কথা নয়, তোমার অন্তরের সঙ্গে আমার অন্তর মিশিয়ে দেওয়ার আকুতি।

তোমার অন্তরঙ্গ বন্ধু,
অমিতাভ

ডাকটিকিট
সুমিত রায়
২৪, যোধপুর পার্ক
কলকাতা-৬৮

Now write the letter in the following form :

15. Elgin Road
Calcutta-700 020
15the March, 1993

Dear friend,

I can hardly believe that your father is no more. The news came to me just like a bolt from the blue. Only a month ago I received a very affectionate letter from your father and he offered me much good advice. But death snatched him away so cruelly. I know he had a mild stroke last year. But he looked so cheerful and fit. He was so kind to me that I feel it as a personal loss to myself. May his soul rest in peace.

You know, what is lotted can not be blotted.

Yet, words, I know, are poor comforters. "The heart knoweth its now sorrow," and in all such situations we are always alone. But it is not mere words when soul speaks to soul. I can only trust to the healing effect of time and pray to God for the strength that will enable you to bear the misfortune.

Yours ever
Amitava

stamp
Sumit Roy
24 Jodhpur Park
Calcutta-68

2. *[Reply to the above]*

24 Jodhpur Park
calcutta-700 068
March 28, 1993

My dear Amitava,

Thank you very much for your kind and sympathetic letter. You say that words are poor comforters. But the sympathy of true friends is a great comfort in times of sorrow; and I am grateful to you for your kind letter.

Some say, death by stroke is a boon to him who dies rather unknowingly though it is painful to his kite and kin. My father suffered no prolonged illness. He passed away suddenly and quietly in his sleep. However, his end came very peacefully.

Father's death is a great shock to me though I do not fully realize it even yet.

He was fond of you. and spoke of you several times towards the end. However. I may be excused from writing more at present. I don't feel equal to it.

Yours sincerely.

Stamp & address of the receiver

3. *A letter of congratulation on success in the Final Examination.*

Arambagh
Hooghly
19th May. 1993

My dear Abhijit.

I have just heard of your result of the Final Examination. I convey my heartiest congratulations on your brilliant success. To secure star marks and letters in five subjects is not a matter of joke. All your friends and relatives must be proud that you have won such distinction. We are specially happy that you performed so well even though you had fallen ill just before the examination.

I am sure. this result will encourage you to do better in your higher studies. If you come out successfully of the Joint Entrance Exami-nation. I hope. you will choose either Science or Engineering course. If it is Computer Science. you should prefer Jadavpur to Sibpur.

I think. you are being flooded with letters from your friends and relatives. I wish you a still more glorious future.

yours ever.

Stamp & addess of the receiver

4. *Reply to the avove*

'Purbasha
Radhanagar
Hooghly
26the May. 1993

My dear Subhash.

Your sweet letter has anchored the shore of my heart. It is so pleasant that it is like receiving a rare prize from you. Many people have congratulated me on my success. But a line from you is much more to me. I value your friendship more than anything else. Your letter will give me strength and courage to work harder still in my life.

I am yet to decide which course I should take up because any mistake here will cause a disappointment. I hope. father will talk to me about taking a final decision. With love to you.

I remain.
Yours truly.

Stamp & address of the receiver

5. *A letter of invitation to join the birthday party.*

11B Balak Dutta Lane
Calcutta—7
7th March, 1993

My dear Suparna.

You will be glad to learn that my fourteenth birthday comes off on the 10th instant. All our near and dear ones are expected to join the celebration. Mother asks me to invite you to come and dine with us that evening. There will be a lot of fun and merry-making on that day.

So be sure to come. With love to you.

I remain.
Yours sincerely.

Stamp & address of the receiver

6. *Reply to the above letter accepting invitation.*

22 Sasibhushan De street
Calcutta-700 012
March 8. 1993

My dear Suravita.

I am glad to have your invitation on the occasion of your fourteenth birthday celebration. I don't like to miss your loving company on that occasion. You may be sure that I'll reach your home to add a little more to your enjoyment on that day. I think there will be a lot of fun and amusement.

with best wishes to you.

I remain.
Your truly.

Stamp & address of the receiver

7. *Reply to the above letter apologising for having failed to join the birthday party.*

22 Sasibhushan De Street
Calcutta-700 012
March 11. 1993

My dear Suravita.

I am really very sorry for having failed to join the birthday party with you. I can well imagine how angry you are. But believe me. I had no way out.

Yesterday evening as I was getting ready for attending your birthday party. I got a telephone from Anirvan. Probably you can remember him. He is an old friend of ours. He informed me that his mother was seriously ill. So. I had to rush out at once to his house. Thank god. timely help saved her life. I tender my apology for having failed to keep my appointment with you. I am sure missed me very much.

With love and best wishes to you.

I remain
Yours truly.

Stamp & address of the receiver

8. *A letter to a friend invitting him to spend the summer vacation with you.*

Digha.
Midnapur.
May 10, 1995

My dear Ritwik,

Many thanks for your sweet letter.

I came to know that your school will be closed for the summer vacation from the 20th May. I would like to give you a proposal for spending the vacation with us at Digha. After a long confinement in the city you will feel happy in the country-side. The rural environment will refresh your mind and restore your energy. The sea-beach and the 'Jhau groves' are special attractions. Besides, my parents will be very glad to have you with us. Please do come.

Your loving friend,
Nik

Stamp & address of the receiver

9. *Write a reply to the above accepting the invitation.*

11B Balak Dutta Road
Calcutta-7
May 18, 1995

Dear Nikhilesh,

Many thanks for your invitation for spending a few days with you in the countryside. My parents have permitted me to accept your kind invitation. It will refresh my body and mind as I slall be away from the drudgery of city life for a few days. I think, it will be a lot of fun and amusement. I hope, I'll reach your home around 12 noon on the 30th instant.

With love and best wishes,

I remain,
Yours ever,
Ritwik

Stamp & address of the receiver

10. *Write a reply to the above declining the invitation.*

11B Balak Dutta Road
Calcutta-7
May 18, 1995

Dear Nikhilesh

Many thanks for your kind invitation. But I am sorry to tell you that my parents have already fixed another programme to spend the holidays at Puri. I shall accompany them and stay there till the end of the summer vacation. But I don't like to miss your loving company in the countryside.

I hope, I'll visit the place during the puja holidays.

With best love to you and regards to your parents.

I remain,
Your loving friend.
Ritwik

Stamp & address of the receiver

11. *A letter to a friend in a hospital.*

Tarakeswar
Hooghly.
August 8, 1995

Dear Gahar,

I have only just heard from your mother that you have broken your leg by a cycle accident and you have been lying in bed in the Arambagh hospital for a week. I am very soory. If I had know, I should have written before. But I am glad to know that the leg is not to be amputated. It is a case of simple fracture and you are now much better. I hope you will soon be all right and coming out again as smart and jolly as you were.

As soon as you can, please write to me and let me know how you are.

Yours ever.
Gahar

Stamp & address of the receiver

12. *A letter to a friend about a street accident.*

11B Balak Dutta Raod
Calcutta-7
Aug 14, 1995

My dear Subhendu,

You have possibly noticed that shocking news in today's newspaper. I witnessed the same yesterday before my very eyes.

A serious street accident took place at about 10 a. m. yesterday. A school boy of 15 was run over by a private bus at the crossing of College Street and the Mahatma Gandhi Road. The bus was coming up at a break-neck speed along the Mahatma Gandhi Road. The ill-fated boy was then crossing the road. Unfortunately a book was dropped from his school-bag and he stooped to pick it up. The passers-by raised shouts of alarm. The driver tried his best to stop, but he could not chech the speed in time. The boy was run over by the bus and his body became a lump of flesh in a pool of blood. Still he was taken to the Medical College Hospital where he was declared dead. This pathetic sight moved every heart and some of them who were could not check tears.

Now I am not in a position to write any more. More when we meet.

Yours ever.
Sujit

Stamp & address of the receiver

Letters to Pen-friend

13. *Imagine the following to be your pen-friend. Now write a letter to him.*

Ranjan Krishnamurty,
69, Eleventh Main Road,
Molleswaram
Bangalore-560 055.
He wants to konw about your English Examination. Write a letter to him focussing on the following points :
(a) the three sections in the question paper :
(b) how you like each section ;
(c) how you think you have fared in each of them;
(d) your final imperssion of the paper.

Radhanagar
Nangulpara.
Hooghly (W. B.)
June 22, 1993

My dear Ranjan,

I have just received your letter. You are eager to know about my English Examination in Madhyamik Pariksha. There are three sections in our English question paper—Reading Skill, Writing Skill and Grammar & Vocabulary. I like reading skill the most. But I face some difficulties in writing skill as I am afraid of writing own English. I am also afraid of Grammar & Vocabulary, especially of grammar as we have read it in our text books in homeopathic does without its rules and regulations. So I have to overcome a lot of hurdles in that section.

However, I have fared well in Englsih paper on the whole. I think our English paper is a mixture of easy and difficult questions for the common and brilliant students. I must stop now with a hope of having a chance to meet you in near future.

Yours ever,
Anupam

Stamp & address of the receiver

14. *Read the following advertisement that came out in 'The Telegraph' dated 3rd March, 1993.*

Wanted an Indian pen-friend, a boy or a girl, interested in travelling and reading comics. Write to :
Miss Sophia Erno
31 Ellius Road
London. N. W. 12

Now write a letter to your pen friend intimating
(i) How you got her name and address.
(ii) Why you want to have a pen-friend.
(iii) The name of your institution and the class you read in.
(iv) Something about your background i. e. yourself, family, hobby etc.

Raina
Burdwan.
March 24, 1993

Dear Sophia,

I have got your name and address from the advertisement that came out in "The Telegraph' dated 3rd March, 1993.

You have wanted an Indian pen-friend interested in travelling and reading comics. This advertisement has drawn my attention as I am also interested in these two things. Of course, it is not possible to travel all where in the world but we can have pen friends all over the world, collect news form them and be intimate to them.

Now let me give some details about myself and my family background. I read in class -X in Gangadhar Academy in Burdwan. My favourite hobby is reading comics. My father is a farmer. But I think, you believe in the dignity of labour.

However, I am eager to have a sketch of your family and yourself by return of post.

with love and best wishes,

I remain
Yours sincerely,
Rahul

stamp
Miss Sophia Erno
31 Ellius Road
London N. W. 12

15. *Imagine that you have an British pen-friend who wants to know how different life and customs are in India from those in his/her country. Write in an informal manner covering the following points.*

BRITISH	INDIAN
(a) small family parents and children	(a) joint family
(b) old people do not expect support from children in old age	(b) old people expect children to support them in old age
(c) marriage not arranged	(c) arranged marriages
(d) relationship with relatives/ friends rather formal—can't visit without notice	(d) informal relationship with friends/relatives—can visit without notice
(e) very polite—'thank you' and 'please' common	(e) polite but not in the same manner
(f) life appears to move fast	(f) slower movement though getting faster

Pally Mangal Colony
Katwa. Burdwan.
June 23, 1993

Dear John.

Your sweet note has just anchored the shore of my heart. You are eager to learn how different life and customs are in India form those in yours.

You must admit that each country has its own way of life. In England, you know, people live in a small family consisting of parents and children. In India we generally live in a joint family where even grand parents and grand sons live together. In England old people do not expect support from children in old age. But in India the case is reverse.

In England marriages are not arranged by parents. but in India the custom is in vogue. In your country relationship with relatives or friends is rather formal. They can't visit without notice. But in India they come whenever they like. The English people are very polite in manners. They often say, 'thank you' and 'please' for any kind of help. We, Indians are also polite in manners but our greetings are different. In England life appears to move fast but in India people are accustomed to slower movement though getting faster now-a-days.

Yours ever.

(Signature)

Stamp & address of the receiver

16. *A letter to a pen-friend in England about your difficulty in learning Englsih.*

4, Elgin road
Calcutta-700 020
12th March. 1993

My dear Brown.

It is so good of you to expect frequent letters from me. But I fight shy of writing in Englsih as, I think, it is a hard nut to crack as a foerign language. I face difficulty in every step of learning English. Articles puzzle me. If this is 'an umbrella', why that should be 'a university'. Pronounciation is also a problem. 'U'-sounds in 'bus' and 'bush' are not the same. The use of prepositions always misleads me. He resides 'at Tarakeswar', but his office is 'in Calcutta'. Tenses are other hurdles. To use them properly in sentences puts me on tension.

How do I dare write oftener ?

Yours truly.
Sudeb

Stamp

R. P. Brown
15. Downing Street
London
U. K.

SOCIAL LETTERS

Social letters of invitation may be *formal* or *informal*. Formal invitations are generally issued in cards and informal ones in letters. [Formal আমন্ত্রণ সাধারণতঃ কার্ডে লেখা হয় এবং Informal আমন্ত্রণ চিঠির মাধ্যমে লেখা হয়।]

1. *A formal letter of invitation :*

Mr. & Mrs. P. C. Sen
request the pleasure of the company of
Mr. & Mrs. N. N. Bose
at
the party to be held on occasion of their daughters marriage at 15 Asutosh Mukherjee Road, Calcutta at 8 p. m. on April 18, 1993.
Parkash Ch. Sen.
&
Sumita Sen.

2. *A formal letter of acceptance*

Mr. & Mrs. N. N. Bose have much pleasure in accepting the kind invitation of Mr. & Mrs. P. C. Sen at the wedding of their daughter at 8 p. m. on april 18, 1993.
N. N. Bose

3. *A formal letter of refusal.*

Mr. & Mrs. N. N. Bose thank Mr. & Mrs. P. C. Sen for their kind invitation to the party on April 18,1993, but very much regret that they are unable to accept it on account of previous engagement.
N. N. Bose

Note : A formal invitation is generally written in the third person and should contain no heading, no salutation and no complementary close. The writer's name and address should appear in the body of the letter. The reply should also be in the third person and in the same manner.

4. *An informal letter of invitation.*

53. Sadnanda Road
Calcutta-700 026
April 10, 1993

My dear Mr. & Mrs Bose.

Would you please give us the pleasure of your company on the auspicious occasion of the wedding of our daughter at 8 p. m. on April 18, 1993 at our residence ?

Yours truly,
Prakash Chandra Sen
& Sumita Sen

5. *An informal letters of acceptance.*

A Block
Salt Lake
Calcutta-700 064
April 10, 1993

My dear Mr. & Mrs. Sen,

Thank you very much for your kind invitation. I Shall be highly glad to be with you on the auspicious occasion of your daughter's marriage on the 18th April.

Yours sincerly,
N. N. Bose.

6. *An informal letter declining invitation.*

A-Block
Salt Lake
Calcutta-700 064
April 10, 1993

My dear Mr. & Mrs. Sen,

Thank you very much for your kind invitation. But I regret to say that I shall not be able to accept it on account of a previous engagement.

Yours sincerely,
N. N. Bose.

***Note** The frequent practice of writing the date with numbers only such as 10. 04. 93 may be sometimes confusing. In England the order is—first date, then month, then year. But in America, the order is—first month, then date, then year. Therefore, 10. 4. 93 will mean April 10, 1993 to an Englishman, but October 4, 1993 to an American. Hence, the dates should be written in full form.

BUSINESS LETTERS

In such letters begin with Dear *Sir/Sirs*, and end with *Yours truly/faithfully*.

Your address and date should be put in the left hand corner below the letter.

1. *Write a letter to a book-seller complaining that the books supplied by them do not conform to the order placed.*

Messers M. L. Dey & Co.
13/1 Bankim Chatterjee Street
Calcutt-700 073

Dear Sirs,

I received the packet of books sent by you per V. P. P. on the 5th May, but I regret to say that the books sent to me by parcel do not conform to the order placed by me. They are old editions and they will not serve my purpose. So I am returning them to you.

Please replace them by the books of latest edition by return of post. I hope, I may count upon your active cooperation.

Thanking you,

Yours faithfully,
M. M. Pal.

Dated
Tilakchak
P. O. Helan
Dt. Hooghly
May 15, 1995

***Note** Messers is not used before Impersonal title of a Company. Hence 'Messers Calcutta Publishers' is wrong. It should be only Calcutta Publishers.

2. *Reply to the above letter.*

M. L. Dey & Co.
13/1, Bankim Chatterjee Street,
Calcutta-700 073
May 18, 1995

Dear Sir,

In reply to your letter dated May 15, 1995 I beg to say that the books sent to you per V. P. P. on the 5th May are really of old edition. I am extremely sorry for that and the books of latest editon are despatched herewith.

Thanking you,

Yours faithfully,
M. L. Dey

Note In replying to a business letter, always quote the number of reference (if any) and the date of the letter you are answering. If a clerk sings a Business letter on behalf of his employer, he puts the letter **p. p.** (Latin **per pro** = on behalf of) before the name of the company and writes his own name or before. For example.

Yours faithfully,
(A. B. Ghosh)
p.p. M. L. Dey & Co.

3. *Write a letter to the Manager/Branch Manager of a Bank for a Bank draft.*

Radhanagar
Nangulpara
Hooghly
June 23, 1995

To
The Branch Manager,
State Bank of India,
Arambagh Branch.
Dear Sir,

I shall be highly obliged if you supply me with a Bank draft of Rs. 2000/= (Rupees two thousand only) in favour of "Unit Trust of India", Bombay.

Please debit the amount to my current account.

Thanking you in anticipation,

Yours faithfully,
Biplab Dasgupta

4. *Reply to the above letter.*

State Bank of India
Arambagh Branceh.
June 24, 1995

To
Mr. Biplab Dasgupta
Radhanagar, Nangulpara
Hooghly.

Dear Sir,

In reference to your letter No. Nil dated June. 23, 1995 we enclose the Bank draft of Rs. 2,000/= (Rupees two thousand only) as required by you and have debited your account with the same.

This may please be acknowledged.

Yours faithfully,
.....
(Signature of the B/M)

5. *Suppose, you want to go along with your friends to the hills this summer. You have also read the following advertisement in a newspaper. Now write to the Manager requesting him to book room(s) for you. Your letter should contain enquiry about type and number of rooms you require, charges, number of days and other information you need.*

Snow-View Hotel. Darjeeling—quiet surrounding—comfortable rooms—24-hr. water—sight seeing facilities—moderate charges. Manager

To
The Manager,
Snow-View Hotel, Darjeeling.

Dear Sir,

With reference to the advertisement in the news paper I am to inform you that I want to go along with my friends to Darjeeling this summer. I request you to book two four-seated rooms in your hotel for me and my friends from the 5th to the 11th of June.

Please let me know the type of rooms, the charges for 7 days and the sight seeing facilities in details. It is know from your advertisement that there is 24-hr. water supply. But what about electric supply especially when there are frequent power-cuts ?

Awaiting an early reply.

I remain,
Yours faithfully,
.....
(Your full signature)

.....
.....
(Date and address)

OFFICIAL & DEMI OFFICIAL LETTERS

In such letters begin with the very formal *Sir/ Madam* (or *Dear Sir Dear Madam* with the same rank), but not 'My dear Sir/My dear Madam. [Official letter-এ Sir বা Madam লিখে সম্বোধন করতে হয়, সমমর্যাদার হলে Dear Sir বা Dear Madam লেখা যায়। কিন্তু কখনো 'My dear Sir' বা '*My dear Madam*' লেখা যায় না।]

1. *Write a letter to the O. C. of your local police station reporting that you lost your bi-cycle. Refer to the following points :*

(i) Date and time of the loss
(ii) Name of the place where from it was lost
(iii) Trade mark
(iv) Condition of the cycle.

To
The O. C.
Arambagh P. S.
Arambagh, Hooghly.

Sub : A bi-cycle lost or theft

Sir,

This is to inform you that my bi-cycle was stolen at 10 a. m. on the 7th May at Arambagh Supermarket. I set my cycle aside against a light post in front of the market. But just after the shopping from a stationary shop I found my cycle missing. I searched every nook and corner but failed to trace it. It was a 'Hero' bi-cycle of green colour and it was almost in a new condition as I bought it only a month ago. Of course, I regret to say that I do not remember the long number engraved on the cycle.

Please look into the matter and do the needful.

Yours faithfully,
Arindam Bose

.....
.....
(Date and address)

***Note** Official letter-এ Signature-এর পূর্বে লিখতে হয়— Yours faithfully

2. *Write a letter to the Postmaster of your zone complaining of the faulty delivery of your letters.*

To
The Postmaster,
Champadanga Post Office,
Dist. Hooghly.

Sub : Faulty delivery of letters etc.

Sir,

I regret to say that the irregularity in the delivery of letters etc. of our family has been causing a lot of troubles quite for sometime. They are either not being delivered in time or not being delivered at all. The postman for delivering letters in our locality seems to be negligent of his duty. He visits the locality casually. Sometimes he hands over the important letters to the children playing about here and there. sometimes the delivery of registered letters, parcels, money orders and even telegrams are delayed.

Would you kindly look into the matter and warn him to set him right?

Yours faithfully,

.....

.....

(Date and address)

.....

(full signature)

3. *Write a letter to the Chairman of your municipality drawing his attention to the problems of your locality infested with flies and mosquitoes for the deposit of garbage and for the cut-fruits.*

To
The Chairman,
Tarakeswar Municipality,
Hooghly.

Sub : Problems of flies and mosquitoes for the deposit of garbage.

Sir,

On behalf of the people of our locality I beg to draw your attention to a serious problem faced by the people of our locality. For the last few months in the rainy season the whole area has been infested with flies and mosquitoes causing hardship to the people of the locality. On the more, it poses a serious health hazard for the people in general and children in particular. In this connection, let me point out that the wayside drains are not cleaned regularly. As a result, the drains get chocked and waterlogged and become the breeding grounds of mosquitoes. Similarly piling of garbage near the market leads to the breeding of flies. The numbers of houseflies in and around the locality have gone up alarmingly. To make the situation worse, the vendors go on selling cut-fruits merrily. All these help spreading jaundice, enteritis and malaria.

Would you take proper steps for regular clearance of garbage and cleaning of drains? Of course, people of the locality should also join the cleaning operation. I request you to come forward with a comprehensive programme.

Yours faithfully,

.....

.....

(Date and address)

.....

(full signature)

4. *Write a letter to the B. D. O. complaining about scarcity of drinking water in your area.*

To
The B. D. O.
Khanakul—I
P. O. Khanakul
Dist. Hooghly.

Sub : Scarcity of drinking water.

Sir,

We, the villagers of Khanakul, beg most respectfully to state that we live in a flood-stricken are and we are facing great hardship for want of pure drinking water after the recent flood.

More than five thousand people live in our locality. All the tube-wells are submerged in flood-water and as a result the drinking water has become unhygienic. But no step has yet been taken by the

Government for sinking new tube-wells. Even halogen tablets have not yet been supplied by the workers of the Health Department for making the drinking water pure and free from pollution. As a result, an epidemic may break out at any time.

We hope that you would take necessary steps to solve this problem as early as possible.

Yours faithfully,
X.
Y
Z

Khanakul
10.8.93

5. *Write an application to the H. M. of your school for leave of absence for your illness.*

To
The Headmaster/Headmistress ..... school.

Sir/Madam,

With due respect I beg to state that I could not attend school from the 10th to the 15th instant as I was laip up with fever.

Kindly grant me leave of absence for those days only. (I shall be much obliged if you kindly grant me leave of absence for those days only.)

Yours faithfully,

Dated .....

.....

(full signature)

Class .....

Roll No. .....

6. *Write an application to the H.M.. of your school for leave of absence for the marrigae ceremony of your sister.*

To.

The Headmaster/Headmistress ..... School.

Sub : Leave of absence for sister's marriage ceremony.

Sir/Madam,

Most respectfully I beg to state that as the wedding ceremony of my sister comes off tomorrow, I shall not be able to attend school for three days from today.

I shall be much obliged if you grant me leave of absence for these days.

Dated.....

Yours obediently,

.....

(full signature)

Class .....

Roll No. .....

7. *Write an application to the authority of a school for sick leave.*

To
The Secretary,
.....School/Institution.
P.O.....
Dist.....

Sub : Sick leave for six for six days.

Sir,

With due respect I beg to state that I could not attend school from the 10th to the 15th instant, both days inclusive, on account of my illness. Now I am fit to join.

A medical certificate is attached herewith for your consideration.

May I request the favour of your granting me sick leave with full average pay for the period stated above ?

Yours faithfully,
.....
(full signature)
Asst. teacher

Date.....

APPLICATION FOR EMPLOYMENT

1. ***Write an application for the post of a clerk-cum-typist in L.I.C.***

> Situation Vacant
> Wanted 15 clerk-cum-typist in L.I.C. Office, Howrah. Apply with full bio-data within 15 days to the Personal Manager, L.I.C. of India, Howrah Division.
> The Telegraph
> 23. 6. 1993

To
The Personal Manager,
L. I. C. of India, Howrah Division,

Sub : Application for the post of a clerk-cum-typist

Sir,

In response to the advertisement in the 'Telegraph' dated 23rd June for the post of a clerk-cum typist in your office, I beg to offer myself as a candidate for the same and furnish the follwoing particulars for your kind perusal.

As regards my qualifications, I beg to state that I passed the H. S. Examination in 2nd Division in 1991. Then I joined a commercial

college to learn type writing and now my speed in type writing is about 40 words per minute. My age as per Madhyamik certificate is 22 now.

If you favour me with an opportunity, I shall spare no pains ot serve you upto your satisfaction.

Yours faithfully,
Afsuko Dey

Vill + P. O. Kalba
Dt. Hooghly
June 30, 1993

2. *Write an application in response to the following advertisement with full bio-data.*

> Wanted an Asst. teacher (M. A. in English) preferably B. Ed. for Model High School, Contai, Dist. Midnapur. Apply to the Secretary, stating qualifications, age and experience, if any, within 10 days.

To
The Secretary,
Model High School,
Contai,
Midnapur.

Sub : Application for the post of an Asst. teacher.

Sir,

In response to the advertisement in the Statesman dated 3rd July for the post of an Asst. teacher in your school, I beg to offer my candidature for the same.

The following bio-data are furnished for your kind consideration.

Name	:	SANDIP SARKAR
Father's name	:	Late Dhananjay Sarkar
Date of birth	:	3rd June, 1970
Academic qualifications	:	Madhyamik—1st Div. H. S. —2nd Div. B. A. Hons.(Eng)—2nd class B. Ed. —2nd Class.
Co-curricular activities	:	Drama, debate & recitation.
Experience if any	:	10 months in a deputation vacancy.
Emp. Exchange Reg. No	:	Contai/5567/1989.

The mark-sheets and testimonials are enclosed herewith.

If you favour me with your selection for the post, I shall try my best to perform my duties to the utmost satisfaction of the authority.

Yours faithfully,
Sandip Sarkar

Dated :
Contai, Midnapur
7th July '93

Some other letters in response to the advertisements

1. You may want to learn something to keep yourself engaged while waiting for the results of the Madhyamik Examination. Go through the following advertisements.Then choose one that suites you and write an application in about 60 words. Ask in your letter for some more information that you may need.

(a) *Learn typing in your spare time. Join 'Stepping Stone Commercial School (Branches all over West Bengal). Open from 8 a. m. —8 p. m. Apply Box 4585. The Statesman.*

(b) *Learn to cook delicious dishes—Indian, Chinese, Continental. Classes will begin soon. Limited seats. Apply Box 3888. The Telegraph.*

(c) *Learn to make artistic life-like plants and trees. 3 p. m. to 6 p. m. Apply Box 245. The Statesman.*

Letters :

(a) To
The Principal/Advertiser,
Stepping Stone Commercial School,
Box 4585
The Statesman,
Calcutta-700 001.

Sub : Course of typing.

Sir,

With reference to your advertisement in the Statesman, I would like to inform you that I am interested in typing and so I like to engage myself as a student of your school in my spare time.

I shall be highly obliged if you let me know the duration of the course, the fees to be paid and also if any certificate is issued to a learner for the completion of the course successfully.

Please send me an enrolment form at an early date.

Yours faithfully,

Dated..... .....
(Date & Address of the student) (Signature of the student)

(b) To
The Advertiser,
Box 3888
The Telegraph,
Calcutta-700 001.

Sub : Course of cooking delicious dishes.

Dear Sir,

With reference to your advertisement in the Telegraph, I would like to inform you that I am interested in cooking in my spare time and so I like to learn how to cook delicious dishes. My preference goes to Chinese type of cooking. I may mention here that I can cook some Indian dishes, of course.

I shall be highly obliged if you let me know the duration of the course, the days and time of the classes and be fees to the paid for the course.

Awaiting an early reply,

I remain,
Yours faithfully,

Dated..... .....
(Date and address of the applicant) (Signature of the student)

(c) To
The Advertiser,
The Statesman,
Box 245
Calcutta-700 001.

Sub : Tree planting and gardening

Dear Sir,

In response to your advertisement in the Statesman, I would like to inform you that I am keenly interested in tree planting and gardening and so I like to learn how to make artistic life-like plants and trees.

I shall be highly obliged if you let me know the duration of the course, the days and time of the classes and the fees to be paid for the course.

Awaiting an early reply,

I remain,
Yours faithfully,

Dated..... .....
(Date & Address of the applicant) (Signature of the applicant)

2. *Read the following advertisement carefully.*

BANGA SANSKRITI SAMMELAN
CALCUTTA
Will organise
a cultural competition in the Maidan
for the students of Class-X.
Apply through the head of your institution
to the Secretary
4 Elgin Road, Calcutta-20
—The Telegraph (15.5.93)

You want to take part in the competition. Write to the Secretary requesting him/her to inform you of the time, place, items etc.

To
The Secretary,
Banga Sanskriti Sammelan
4 Elgin Road, Calcutta-20
Through
The Headmaster/Headmistress
.....
(The name of your School)

Sub : Participation in the cultural competition.

Sir/Madam,

I came to know form the advertisement in the Telegraph dated May 15, 1993 that a cultural competition will be organised by

Banga Sanskriti Sammelan in the Maidan for the students upto class-X.

I want to take part in the competition. I am a student of Class X and have a special liking for recitation.

So, I request you to inform me the time and exact location of the competition. Please also let me know the items of the cultural competition at an early date.

Awaiting your reply.

I remain,
Yours faithfully,

.....
.....
(Date & address of the applicant)

.....
(full signature of the applicant)

3. *Here is an advertisement.*

HOUSES AND FLATS TO LET
AREA—JODHPUR PARK, CALCUTTA
2/3, BED-ROOMED MODERN FLATS.
Box. No. 5302, The Statesman.

Read the advertisement and write a suitable letter to the advertiser requesting him to supply the following information.

(i) Total floor space.
(ii) Monthly rent.
(iii) Distance from the nearest Bus/Train stop.
(iv) Convenient date and time for visiting the site.

To
The advertiser,
Box No. 5302
The Statesman,
Calcutta-700 001.

Sub : A flat in Jodhpur Park area.

Dear Sir,

I have gone through the advertisement in the statesman dated .....

I am in need of a flat in Jodhpur Park area in Calcutta. A 2-bedroomed flat will do.

Please let me know the total floor-space and monthly rent. Please also let me know the distance from the nearest Bus stop and the convenient date and time for visiting the site.

Awaiting an early reply. /Waiting for an early reply./Looking forward to an early reply./Looking forward to receiving an early reply.

I remain,
Yours faithfully,

.....
.....
(Date & your address)

.....
(Your full signature)

***Note** *Awaiting an ealry reply and waiting for an early reply*—both are correct as '*await*' is a transitive verb and 'wait' is an intransitive verb. Of course '*wait*' may be used transitively in such usage—"*wait a minute*".—Vide 'Advanced Learner's Dictionary'
—*Hornby.*

Looking forward to receiving an early reply (not 'to receive' as an infinitive, but 'to receiving' as a gerund) is, however, a complicated form. ["We are looking forward to seeing you again"
—*A. L. D.-Hornby.*]

LETTERS TO THE EDITOR OF A NEWSPAPER

1. *Write a letter to the editor of a newspaper about communal harmony.*

To
The Editor,
The Statesman,
Calcutta-700 001.

Sub : Communal harmony.

Sir,

Through the columns of your esteemed daily I venture to voice my views about the present threat on Indian secularism.

From long long ago to the present times, India offers unity in diversity. It is always a peaceful country to every religion. There is not a single country in the globe which can demand so versatility in religion like India. Still there is always a peaceful co-existence among all of them. But now this communal harmony is going through an ordeal. Several political parties use religion as there capital for vote. But it is not a just way to win the election. Yet there is a silver lining that along with this evil game some other liberal parties are trying to maintain law and order. Here is a thing which can be noticed that there is no quarrel between the people of two major religions. It is a good sign indeed.

So we hope that India will be far more firmly united in the coming years as it is always neglecting the sentimental propaganda of the political parties.

Let us learn from the history of various countries—united we stand, divided we fall.

Yours faithfully,
Abhijit Das

Dated : 17.3.93
Radhanagar,
Hooghly.

[communal harmony— সাম্প্রদায়িক সম্প্রীতি, secularism— ধর্মনিরপেক্ষতা, diversity— বৈচিত্র্য, versatility— বৈচিত্র্য, peaceful co-existance— শান্তিপূর্ণ সহাবস্থান, liberal— উদার, ordeal— অগ্নিপরীক্ষা ।]

2. *Write a letter to the editor of a newspaper about the problem of drug addiction.*

To
The Editor,
The Statesman,
Calcutta-700 001.

Sub : Problem of durg addiction.

Sir,

Through the columns of your esteemed daily I venture to voice my views about the problem of drug addiction.

Drug addiction has now become a major problem of our social life. Many young men and women are falling victims of this dreadful curse. Hashish, Heroin, Brown, sugar, L. S. D and other narcoties are smuggled into the country by the dishonest traders. These traders operate underground and the young ones take these drugs for temporary pleasure. These drugs are nothing but death traps. Initially the drugs stimulate the addicts but slowly they lead the addicts to death. As a result the rosy possibilities of our young men and women are nipped in the bud.

It is high time to take effective steps to control drug addiction. I hope that the right-thinking people will come forward to generate public opinion against this great curse of our social life. We should take the pledge—let us unite for a drug-free world.

on behalf of the citizens, I fervently request you to publish an editorial comment on the subject to draw the attention of the public.

Yours faithfully,
Amitava Das

Jadavpur
Calcutta.

[dreadful curse— ভয়ঙ্কর অভিশাপ, smuggle— চোরাচালান করা, death trap— মৃত্যু ফাঁদ, initially—প্রাথমিকভাবে, stimulate—উত্তেজিত করে, rosy possibilities— উজ্জ্বল সম্ভাবনা, nip in the bud— অঙ্কুরে বিনষ্ট হওয়া, pledge— শপথ ।]

3. *Write a letter to the editor of a newspaper about the evils of dowry system.*

To
The Editor,
The Telegraph,
Calcutta—700 001

Sub : The evils of dowry system.

Sir,

Through the columns of your esteemed daily I venture to voice my views about the dowry system, the greatest curse of our society.

Dowry reduces the sacred affair of marriage to a business deal. It turns the brides into cattle. The parents of the brides are put to inhuman pressure for a handsome dowry. In many cases young brides are murdered or pushed to suicide by the husband and his relatives so that he can marry again and endanger the life of anohter innocent girl.

That is why the birth of a daughter is looked upon as an unwelcome evil by the poor parents.

It is high time to take necessary steps against this curse of our social life. The only way to root it out is to generate public opinion against it and at the same time to pass strict laws to punish the offenders. I hope that the right-thinking people will come forward to raise their voice against this social crime.

Yours faithfully,
Suravita Dey

11B Balak Dutta Road
Calcutta-700 007
20. 3. 95

[dowry system—পণপ্রথা, cattle—গবাদি পশু, suicide—আত্মহত্যা, innocent— নির্দোষ, root out— নির্মূল করা, offender— অপরাধী ।]

4. *Write a letter to the editor of a newspaper complaining against the misuse of microphones.*

To
The Editor,
The Telegraph,
Calcutta-700 001.

Sub : The misuse of microphones.

Sir,

Please allow me to focus through the columns of your esteemed daily on the inconveniences created by the thoughtless use of microphones.

Now-a-days indiscriminate use of microphones on all occasions has become a torture to public life. There may be merry-making within the limit, but when mikes blare out nothing but cheap film songs round the clock, it becomes a nuisance to public life. It disturbs the students and patients in the neighbourhood and most people are compelled to pass sleepless nights.

I think, the police should take necessary steps to stop such careless use of microphones. Moreover, a strong public opinion should be created through your editorial note.

Yours faithfully,
Anirvan De.

36 Jodhpur Park
Calcutta–700 065
22. 3. 93

[inconveniences—অসুবিধা ; indiscriminate— নির্বিচার, যথেচ্ছ ; torture— অত্যাচার ; blare out— চিৎকার করে ; round the clock— সারা দিনরাত ; nuisance— নোংরামি ; compelled— বাধ্য হয় ।]

5. *Write a letter to the editor of a newspaper complaining against the high price of essential commodities.*

To
The Editor,
The Statesman,
Calcutta-700 001.

Sub : The high price of essential commodities.

Sir,

Through the columns of your esteemed daily I venture to voice my views against the soaring price of essential commodities.

The recent price-rise has become a headache to most of the people and it is now impossible for people to make both ends meet. It has hit hard the low and middle class people. The day-labourers and the fixed

salaried people are the worst sufferers. Not to speak of meat or fish, even the prices of vegetables are increasing every day. Even the white-coloured water in the name of milk sells at Rs 5/-a litre. The prices of rice, clothes, kerosin, medicine and other essential commodities are also increasing by leaps and bounds. All these have made the life of common people miserable.

Hence, I think that the Government should take effective steps to control the price of essential commodities whitout any further delay.

Yours faithfully,
Amaresh Das

Egra,
Midnapur
26. 3. 93

[essential commodities—নিত্যপ্রয়োজনীয় দ্রব্য, soaring price—ঊর্ধগামী মূল্য, make both ends meet— দুবেলা দুমুঠো অন্ন জোটানো, by leaps and bounds—লাফিয়ে লাফিয়ে দ্রুত গতিতে, miserable— দুর্বিষহ, delay— বিলম্ব। "*Prices are* going up or falling"*A. L. D.—Hornby.*]

6. *Write a letter to the editor of a newspaper about the necessity of planting more trees in the country / afforestation in the country / social forestry programmes in the country.*

To
The Editor,
The Statesman,
Calcutta-700 001.

Sub : The necessity of planting more trees.

Sir,

Through the columns of your esteemed daily I venture to voice my views about the necessity of planting more trees in the country.

We know, there is an eternal bond between man and trees. Trees help us in many ways. They supply us oxygen. Trees give us food, fruits, fuel, wood, timber, medicine and many other useful things. The trees check soil erosion. They are also the harbingers of rain to produce crops in a cyclic order—trees bring clouds, clouds bring rain and rain brings harvest. More over they give us shelter and shade. They protect the wild life. The absence of trees creates the desert. Trees help us fight against environmental pollution. It is interesting to note that 33.3% land is required as forests in any country to maintain ecological balance. We can not think of life without trees. So, we must all grow more trees and stop deforestation.

I think that the Government should take drastic measures to check the cutting down of the forests and at the same time social forestry programmes should be given due consideration.

Yours faithfully,
Jyotirmoy Pal

Tilakchak
Helan, Hooghly
25. 3. 93

[eternal bond— চিরন্তন বন্ধন, soil erosion— ভূমিক্ষয়, harbinger— অগ্রদূত, desert— মরুভূমি, environmental pollution— পরিবেশ দূষণ, ecological balance— পরিবেশগত ভারসাম্য।]

7. *Write a letter to the editor of a newspaper about the bad condition of the hospital in your locality.*

To
The Editor,
The Statesman,
Calcutta-700 001.

Sub : Bad condition of hospital.

Sir,

Through the columns of your esteemed daily, I beg to express my views about the bad condition of the hospital in our locality.

The standard of service of the hospital has gone down and most people think it as the gateway of death. The outdoor patients have to wait for a long time. Very few doctors and trained nurses are available to attend the patients. Food served to the patients is of poor quality. Dogs share beds with patients in the hospital. Beds are always dirty. Patients don't have even the life-saving drugs. Yet the authorities are trying to impose fees even for the outdoor patients and higher charge for the paying beds and cabines.

Under the circumstances, the Government should take necessary steps to improve the over-all situation. Public opinion should also be created through your editorial column.

Yours faithfully,
Mini Bose

Arambagh,
Hooghly
28. 3. 93

[locality— এলাকা, dirty— নোংরা, life-saving drugs— জীবনদায়ী ওষুধ, authorities— কর্তৃপক্ষ, impose— চাপানো, under the circumstances— এরূপ অবস্থায়]

8. *Write a letter to the editor of a newspaper against the anti-social activities in your locality.*

To
The Editor,
The Statesman,
Calcutta-700 001.

Sub : Antisocial activities in our locality.

Sir,

Through the columns of your esteemed daily, I venture to voice my views about the problem of anti-social activities in our locality.

For the last several years some anti-social elements are in operation in this area. They rob the passers-by of their valuables at the point of dagger. Sometimes they wander with revolvers and bombs and raid shops, houses and banks. Sometimes they turn violent and destroy public and private properties for flimsy issues.

In a word, unrest and violence are spreading in very walk of life and the people of the area are under panic.

I, therefore, request you to write an editorial note to create a strong public opinion against such anti-social activities in this locality.

Yours faithfully,
Sanjukta Dey

Bowbazar, Calcutta
10. 8. 93

[anti-social—সমাজবিরোধী, rob—বলপূর্বক অপহরণ করে, passers by—পথিক, valuables—মূল্যবান জিনিসপত্র, dagger—ছোরা, wander—ঘুরে বেড়ায়, raid— হানা করে, destory—ধ্বংস করে, properties—সম্পত্তি, flimsy issues—তুচ্ছ কারণ, unrest— অশান্তি, violence—হিংসা, spreading—ছড়াচ্ছে, in every walk of life—জীবনের প্রতিক্ষেত্রে।]

9. *Write a letter to the editor of a newspaper about the bad condition of road and reckless driving in your area.*

To
The Editor,
The Statesman,
Calcutta - 700 001.

Sub : Bad condition of road and reckless driving

Sir,

Through the columns of your esteemed daily, I venture to voice my views about the bad condition of road and reckless driving in our area.

The condition of the G. T. Road near Howrah is so deplorable with so many pits on it that it is always a danger to the traffic. But the buses, lorries, taxies and mini-buses are running at a break neck speed causing terror to the passers-by. The drivers very often try to overtake other buses and lorries and collide with one another. Hardly a day passes without a serious accident. The death toll is increasing day by day.

I feel that the authorities should take necessary steps to repair the road and stop reckless driving at the same time. A public opinion should also be created through your editorial column.

Yours faithfully,
Nurul Nabi

15 Panchanantala Road,
Howrah,
10.8.93

[reckless driving— বেপরোয়া গাড়ী চালানো, deplorable—দুর্দশাগ্রস্ত, pit—গর্ত, traffic—যানবাহন, terror—আতঙ্ক, passers-bt—পথিক, collide—ধাক্কা দেওয়া বা সংঘর্ষ হওয়া।]

10. *Write a letter to the editor of a newspaper about the problem of traffic jam in Calcutta.*

To
The Editor,
The Tlegraph,
Calcutta-700 001.

Sub : Problem of traffic jam in Calcutta.

Sir,

Allow me please to focus through the columns of your esteemed daily on the unbearable traffic jam in the streets of Calcutta.

We have been hearing from time to time about several schemes to improve the transport system of the city. But so far there has been no considerable improvement.

We must admit that traffic jam has become a dialy occurance in Calcutta mostly because of the enormous increase in the number of

buses, lorries. mini-buses etc. But we should pay attention to another important point of traffic jam. Almost every day long processions are brought out which dislocate the traffic system and put the people to much harassment by paralysing normal city life. Such long processions in the city especially in office hours should be banned.

If the authorities really want to have a better and safer transport and traffic system in Calcutta, they should complete the circular and Metro Railways and withdraw the slow-moving vehicles from the busiest part of the city. Moreover, there should be strict enforcement of traffic rules with severe penal measures for the law-breakers in order to avoid daily traffic jam in Calcutta.

It is high time to create strong public opinion through your editorial column in this regard.

Yours faithfully,
Anirvan De

14, Bankim Chatterjee Street,
Calcutta-700 073.

[unbearable—অসহনীয়, traffic jam—যানজট, enormous increase—প্রচণ্ড বৃদ্ধি, attention—মনোযোগ, procession—মিছিল, harassment—ঝামেলা, banned—নিষিদ্ধ, vehicles—যান, severe penal measures—কঠিন শাস্তি।]

11. *Write a letter to the editor of a newspaper complaining against the late running of trains.*

To
The Editor,
The Telegraph,
Calcutta-700 001.

Sub : The late running of trains.

Sir,

Allow me please to focus through the columns of your esteemed daily on the inconvenience caused to the people on account of late running of trains.

Late running of trains has become a regular feature now-a-days. The daily commuters are the worst sufferers. Thousands of daily passengers are late for offices, schools and colleges. Many of them are compelled to cancel appointments and miss urgent pieces of business. Sometimes ailing patients cannot be hospitalised in time on account of late running of trains. The railways are virtually the arteries of subarban life and people have to depend on train services almost at every step. A train delayed or cancelled means a lot of hardship to them. For the long distance trains also,it is equally painful for the passengers. In spite of repeated assurances of the railway authorities, no improvement is in sight. On the contrary, the situation is drifting from bad to worse.

I hope that the authorities will come forward to mitigate the sufferings of the people by ensuring that trains run to time.

Yours faithfully,
Arunava Mukherjee

Haripal,
Hooghly,
12.8.93

[inconvenience—অসুবিধা, commuters—নিত্যযাত্রীরা, compelled—বাধ্য হয়, ailing—অসুস্থ, arteries—ধমনী, subarban—শহরতলী, hardship—কষ্ট, on the contrary—বিপরীতপক্ষে, worse—আরো খারাপ, mitigate—কমানো।]

12. *Write a letter to the editor of a newspaper about the problem caused by the hawkers on the footpath.*

To
The Editor,
The Statesman,
Calcutta-700 001.

Sub : Problem caused by the hawkers on the footpath.

Sir,

I venture to voice my views on the problem caused by the hawkers on the footpath, through the columns of your esteemed daily.

The problem posed by hawkers is growing graver day by day. The hawkers use the footpath as tax-free and rent-free open spaces for their stalls. These stalls obstruct free movement of the passers-by because of the narrowing of space. The passers-by are sometimes compelled to walk on the road instead of on the footpath. As a result, the roads become crowded causing accidents and traffic jams.

It has become a nuisance to public live and this nuisance must be stopped at any cost. Of course, the government should set up Hawkers' Corner so that hawkers are not thrown out of employment.

Yours faithfully,
Deepayan Bhowmik

6, Bidhan Sarani,
Calcutta
14. 8. 93

[stall—অস্থায়ী দোকান, obstruct—বাধা সৃষ্টি করে, narrowing—সংকীর্ণ করা, compelled—বাধ্য হয়, nuisance— নোংরামি, public life—জনজীবন, out of employment—কর্মহীন।]

CIRCULAR LETTER OR NOTICE & DRAFT

1. *Suppose, you are the Secretary of the Students' excursion committee of your school. Write a notice for the participants of the next excursion to Digha.*

Mention the following points :

(i) Duration of the excursion.
(ii) Time, date and place of assembly.
(iii) Expected date and time of return.
(iv) Last date for the submission of applications by intending participants.
(v) Amount of money to be deposited.
(vi) Things to be taken in kit bags.
(vii) The guardian's consent letter to be submitted.

Sign the notice at the bottom and leave a space for the counter signature of the Headmaster/Headmistress. Write it in about 80 words.

NOTICE

It is hereby notified that an excursion to Digha has been arranged by the Students' Excursion Committee of our School. The excursion will be for four days. All the participants will have to be assembled at 6 a.m. on the 15th May in our school campus. It is expected that we shall return from Digha at 8 p. m. on the 19th May. Don't forget that the last

date for the submission of application by the intending participants is the 10th May. All the applicants must deposit Rs.100/- with their application. Please take two sets of clothings, a tooth brush, a torch and a towel in your kit bag. The guardian's consent letter is also to be submitted along with the application.

Countersigned
.....
(Space for counter signature of the H/M)

.....
(Your full signature & date)
Secretary,
Students' Excursion Committee

2. *Write a notice using the points given below for the school notice board announcing that the school is organizing a Literacy Drive Programme during the Summer vacation.*

(a) An appeal pointing out the importance of the programme.
(b) How and when to enlist.
(c) The time they would be required to spend each day.
(d) The area to be covered.
(e) Any other relevant point.

NOTICE

It is know to all that illiteracy is a social curse. Our school is going to organise a Literacy Drive Programme during the summer vacation. The students of class IX are hereby requested to act as student volunteers in the programme. They should meet the undersigned and enlist their names from 1 p.m. to 4 p.m. on or before next Saturday. They are required to spend two hours in the afternoon each day for the programme during the vacation. The village adjacent to our school is to be covered by the programme. But we should keep in mind that it should be a continuous process even after vacation though we may not afford such volume of hours at that time.

.....
(Your full signature)
Organiser, Literacy Drive Programme.

Date.....
.....
(Name of the school)

3. *Your school is going to publish its annual bilingual magazine. Suppose, you are the student editor of the Magazine subcommittee. Write a notice inviting contribution from the students.Your notice should contain the following.*

(i) last date of submission (ii) contribution types and word limit (iii) size of manuscript paper and quality of handwriting.

Get your notice countersigned by the head of your school.

NOTICE

It is hereby notified that the annual bilingual magazine of the school will be published this year too just after the summer vacation. The students are, therefore, requested to submit their contributions to me by the 20th May at the latest. Articles should be written either in Bengali

or in English. Essays, stories etc. should not exceed the limit 300 words and poems should not exceed the limit of 100 words. All these should be written on one side of foolscap papers. Handwriting should be legible.

Looking forward to your active co-operarion,

.....
(your full signature & date)
Student editor,
Magazine sub-committee.

.....
(Space for counter singnature of the H/M)

4. *Suppoose, you are the Secretary of the Students' Welfare Committee. Write a notice with the following points :*
(i) free distribution of text books to deserving students
(ii) time, date and place
(iii) prior intimation to the committee office necessary.

NOTICE

It is hereby notified that text books will be distributed to the deserving poor and meritorious students free of cost at 2 p. m. on the 7th May in the school campus. All concerned should be aware that prior intimation with the names of text books is necessary. It should be submitted to the undersigned in the committee office by the 5th instant.

.....
(Full signature)
Secretary
Students' Welfare Committee

.....
.....
(Date & Name of the school)

5. *Suppose, you are the Secretary of a club. You want the members of your club to take cholera inoculation. Write a notice for the notice board of the club giving time and date when interested members may take inoculation.*

NOTICE

You are aware that cholera has broken out in our locality. Arrangements have been make for the members of the club for getting inoculated. Those who are interested may take inoculation on 20.6.93 at 3 p.m. in the club premises.

.....
(signature)
Secretary

.....
.....
(Date and address of the club)

6. *Nobody likes dirt but we find it everywhere. What do we do about it? Usually nothing! Don't you think it will be nice to live in clean, beautiful surroundings? Write out a draft about it.*

DRAFT : CLEAN SURROUNDINGS

No body likes dirt but we find it every where. We think that it will be nice to live in clean, beautiful surroundings. We usually keep our homes clean. But we do not take care of keeping our public places clean. The parks are sometimes made dirty by throwing garbage. The streets, railway stations, buses and market places are full of torn papers, cigarette ends, banana skins etc. We spit here and there in public places. This shows we are more careful about our own things than public property.

But dirty surroundings breed germs and insects. If affects our health and hygiene. Sometimes it causes accidents and annoys people. On the other hand, clean surroundings look nice and we feel happy. Therefore it is important that we keep our surroundings clean.

7. *Read the following hints about smoking and write out a draft about it.*

SMOKING LEADS TO

(a) Physical problems :
(i) breathing troubles
(ii) proneness to be attacked with Cough, T.B., Cancer.
(b) Wastage of money.
(c) Public annoyance :
(i) Bus/Tram/Railway Compartments
(ii) Offices (iii) Cinema (iv) Market.

TO GIVE UP THE HABIT

(a) Better health: (i) free breathig (ii) longer life.
(b) More saving of money : (i) better living (ii) decent future.

APPEAL

Give up yourself and help others:
(i) Advise individually (ii) Seminers (iii) Group Seminers.

DRAFT : GIVE UP SMOKING

Smoking is a very bad habit. It causes a number of problems. The physical problems are breathing troubles and proneness to be attacked with Cough, T.B. and Cancer. It is nothing but wastage of money too. Moreover it creates public annoyance in bus, train, railway compartments,office, cinema and market places.

To give up the habit means better health by means of free breathing. It promotes longer life too. Besides, it causes more saving of money for better living and decent future.

So, give up the habit yourself and help others to do that. For this purpose you should advise individually or seminars and group discussions may be arranged.

TELEGRAMS

How to write a telegram ?

A telegram is a very short message. So full grammaticul sentences may not be required. The address and the message should be written in Block Capital Letters.

1. On illness :

Suppose, your mother is ill. You want to send a telegram to your brother in Delhi to come home at once.

TO APURBA SARKAR 356 NAI SARAK DELHI 110006
MOTHER ILL COME SHARP (From) [your name & address]

2. Asking for money :

Suppose, you are in urgent need of money for paying examination fees. Send a telegram to your father for that.

TO BILASPATI ROY KATWA BURDWAN
SEND RS. ONE HUNDRED FOR EXAM FEES (From) [Your name & address]

3. An invitation :

Send a telegram to your friend inviting him to attend your sister's marriage ceremony.

TO KAMALESH GHOSH 51 G. T. ROAD ASANSOL
SISTER'S MARRIAGE SIXTEENTH JUNE COME POSITIVELY (From) [Your name & address]

4. Excursion :

Sudip Roy requests his friends Biman Bose, 4 Elgin Road in Calcutta to join club excursion to South India on the 24th instant. He wants to send a telegram. Write the telegram.

TO BIMAN BOSE 4, ELGIN ROAD CALCUTTA -20
CLUB EXCURSION SOUTH INDIA TWENTY FOURTH JOIN (From) SUDIP ROY 13 CHITTARANJAN PARK NEW DELHI 110 019

5. Expressing inability.

Biman Bose has decided to send a reply telegram to his friend expressing his inability to join the excursion. Imagine that you are Biman Bose and write a telegram. State in the telegram that you will send him a letter too.

TO SUDIP ROY 13 CHITTARANJAN PARK NEW DELHI—110 019
SORRY UNABLE TO JOIN EXCURSION LETTER FOLLOWS (From) BIMAN BOSE 4, ELGIN ROAD CALCUTTA-700 020

Now write out the letter that should follow your telegram. Your letter should contain the following points :

(i) Apology (ii) Reasons (iii) Good wishes for the trip.

Reply Letter

4, Elgin Road
Calcutta-700 020
22.5.93

My dear Sudip,

You must have received my telegram. However, I tender my apology for my inability to join the proposed excursion to South India on the 24th instant. Believe me, I have no way out. Father is away from home and my mother is in sick bed. There is none else to look after her.

So please do not misunderstand me.

Hope that your trip to South India will be very happy and thrilling.

Yours ever,
Biman

Stamp To Sudip Roy 13 Chittaranjan Park New Delhi-110 019

Some Important guidelines for the beginning and ending of a Private Letter.

Beginning :

(a) Your letter is just to hand.
(b) Many thanks for your sweet letter.
(c) I have not heard from you for a long time.
(d) I have not received any letter from you for about a month.
(e) I received your letter only the other day.
(f) Why have you not written to me for about a fortnight?
(g) Thank you very much for your kind and sympathetic letter.
(h) I am delighted to hear your success. (congratulation)
(i) I was deeply grieved to learn ..... (condolence)
(j) I am glad to have your invitation ..... (invitation)

Ending :

(a) Thanking you,
(b) Wishing you all success,
(c) Hoping this finds you quite well,
(d) Awaiting an early reply./Waiting for an early reply./Looking forward to an early reply./Looking forward to receiving an early reply.
(e) With regards to you,
(f) With love and best wishes, etc.
I remain, yours truly/sincerely/your loving friend/son daughter etc.

***Note** In the above sentences *'Thanking'*, *' Hoping'* etc. are participial adjectives qualifying the personal pronoun *'I'* Hence *'I am'* or *'I remain'* should be used. But this is not observed strictly now-a-days.

Some common Errors in Letter writing :

Incorrect	*Correct*
(1) Your letter is to my hand.	(1)Your letter is to hand.
(2) I have received your letter yesterday.	(2) I received your letter yesterday.
(3) Please write to me how are you?	(3) Please write to me how you are.
(4) Your sincerely.	(4) Yours sincerely, [In private letters]
(5) Your's faithfully.	(5) Yours faithfully, [In official letters]
(6) Yours loving friend.	(6) Your loving friend.
(7) Your ever	(7) Yours ever.
(8) Mr. Shri. Prof. Capt., Col. (name) and Esq.	(8) Use either of the two and name.
(9) Dr. (name) and Ph. D.,D.Sc., D. Lit.M.D	(9) Use either of the two and name.
(10) M.L. De & Co.	(10) Messers M.L. Day & Co.
(11) Messers Calcutta Publishers	(11) Calcutta Publishers. [Messers is not used in case of the impersonal name of the company.]
(12) I shall be glad if you grant me medical leave and oblige.	(12) please *grant* me medical leave and *oblige*. [or] You would be kind enough *to grant* me medical leave and *oblige*.

***Note** Don't use "*and oblige*" at the end of the letter unless *and* connects *oblige* with a verb in the *imperative* or *Infinitive* mood.

EXERCISE

Private Letters

1. Write a letter to your firend congratulating him on his success in the Madhyamik Pariksha.
2. Write a letter to your friend consoling him for his failure in the Final Examination.

3. Write a letter of consolation to a friend who has recently lost his mother.
4. Write a letter to your friend inviting him to join your birthday celebration.
5. Write a letter to your friend to your sister's marriage celebration.
6. Write a letter to your friend accepting/apologising the invitation.
7. Write a letter to a friend arranging an excursion together.
8. Write a letter to your cousin requesting the loan of a camera during your holidays.
9. Write a letter to your friend asking him to spend a few days during the puja vacation.
10. A boy is in a boarding school. He wants to write a letter to his mother telling her that he dislikes the life of a boarder. Write out the letter.
11. Write a letter to your friend about a street accident.
12. Write a letter to your younger brother advising him to take regular physical exercise.
13. Write a letter to your sister to read a leading newspaper regularly.
14. Write a letter to your sister who is in hospital wishing her speedy recovery.

Letters to Pen-friends

1. Imagine that a pen friend of yours has sent you a Dewali card. Thank him for it and also tell him how you had spent the time. Also enquire about his family.
2. Write a letter to your pen-friend in England thanking him for a present sent to you on your birthday.
3. Write a letter to your pen-friend in America telling her the purpose of setting up of Model Schools (Nobodaya Vidyalayas) in India.
4. Write a letter to a South Indian friend about the literacy campaign in your district. Mention the merits, hindrances and achievements of the scheme.

Social letters—Formal & Informal

1. Write a formal letter of invitation for Shri and Smt. Dasgupta wishing the company of Shri and Smt. P. L. Banerjee at the daughter's, marriage ceremony.
2. Write a formal letter of acceptance/refusal.
3. Write an informal letter of invitation on the occasion of a dinner party.
4. Write an informal letter of acceptance/refusal.

Business Letters

1. Write a letter to a shop-keeper ordering goods as per your requirement.
2. You are interested in buying a L. P. Gas oven.
Write a letter to the local gas company enquiring about the following.
(a) special features of the oven (b) price of the oven (c) mode of payment (d) delivery arrangement (e) after-sale service.
3. Write a letter to a landlord asking certain repairs to be done to your rented house.
4. Write on behalf of your father to the Manager of a housing complex about a suitable flat stating clearly your requirement.
5. Here is an advertisement published in 'The Times'. Go through it carefull and write a letter to the publisher requesting him to send you a copy of the book by V.P.P.

PENGUIN BOOKS
INDIA
ANNOUNCING
The advent of the first great detective FELUDA full of crime and suspense.
SATYAJIT RAY
THE ADVENTURES OF FELUDA
272 Pages Rs. 60.00

6. Suppose you have bought a T. V. set which is found faulty. Write a letter to the Manager of the company asking for service.
7. Write a letter to the Manager of a hotel for booking rooms during your tour.

Official & Demi Official Letters

1. Write a letter to the B. D. O. requesting him to sink some tubewells for pure drinking water in your locality.
2. Write an application for the post of a depot-assistant for a milk depot in your area an Calcutta.
3. Write an application for the post of a Junior Clerk in a Company.
4. Write an application to the Secretary of a High School for the post of an Asst. Teacher.
5. Write to the Chairman of the Municipality complaining against selling cut-fruits on the footpaths causing enteric diseases and alaria.
6. Write to the civic authority on the necessity of a public park in a crowded city.
7. Suppose you have read the following advertisement and you wanted to respond.

FOR IIT & JOINT ENTRANCE
XAVERIAN STUDY CENTRE
(Correspondence Division)

Applications are invited for admission. Those who applied earlier need not apply again. For form and prospectus send a self-addressed envelope along with M. O. of Rs. 5/- in favour of Principal, Xaverian Study Centre (Correspondance Div.) 3/C, Sarat Chatterjee Avenue, Calcutta-700 020.

Now write out the letter in response to the advertisement.

letters to the Editor of a Newspaper

1. Write a letter to the editor of a newspaper complaining against bad condition of roads in your locality/reckless driving.
2. Write a letter to the editor of a newspaper about the problem caused by the hawkers on the footpath.
3. Write a letter to the editor of a newspaper about the problem of traffic jam in Calcutta.
4. Write a letter to the editor of a newspaper complaining against late running of trains.
5. Write a letter to the editor of a newspaper complaining against scarcity of milk supply/inadequate supply of municipal water in your area.
6. Write a letter to the editor of a newspaper about the necessity of a drug-free world.
7. Write a letter to the editor of a newspaper about the necessity of literacy campaign in our country.
8. Write a letter to the editor of a newspaper appealing for funds to relieve the sufferers in a flood-stricken area.
9. Write a letter to the editor of a newspaper complaining against the high price of essential commodities.
10. Write a letter to the editor of a newspaper about the necessity of afforestation in the country.
11. Write a letter to the editor of a newspaper about anti-social activities.

Circular Letter or Notice

1. Your School is going to arrange its wall magazine. Suppose, you are the student editor of that magazine. Write a notice inviting contributions from students.
2. Suppose, you are the Secretary of the Students Welfare Committee. Write a notice with the following points :
   (i) Inoculation programme in the school.

   (ii) time, date and place for each class.
   (iii) prior intimation to the committee office necessary if already inoculated.
3. Imagine that your school team has become District Champion by winning the football match organised by the D.S.S.A. Bankura. As the captain of your school team write a notice requesting the students to join the victory procession which will be taken out today. Mention the time and place of assembly.
4. Suppose, the people of your area are suffering from enteric diseases. Write a notice with the caution against bad uses of ponds in your locality. Also tell them : (a) enteric diseases spreading easily (b) causing death (c) seeking doctor's advice (d) taking preventive measures (e) advising others.

Telegrams

1. Suppose, your father is ill. You want to send a telegram to your uncle in Bombay to come home at once.
2. you are in urgent need of money for buying text books. Send a telegram to your father for that.
3. Write out a telegram that Jyotirmay should send to Anirvan instead of writing the following letter :

Tilakchak
Helan, Hooghly
3rd May, 1993

Dear Anirvan,

Here is a happy news. Maya's marriage is fixed up on the 7th instant. We are awaiting you eagerly.

With love and best wishes.
Jyotirmay.

4. Suppose, your friend is waiting to hear whether/when you are coming to spend a holiday with him/her. But you have broken your leg. Send a telegram.
5. Write out a telegram to a close friend acknowledging the receipt of a present which arrived yesterday.
6. Write out a telegram to your friend/brother/cousin : congratulating him/her for doing very well in the Madhyamik Pariksha.
7. Here are a few telegrams. First write out the complete forms of the sentences and then write out the content in the form of a letter.
   (i) BROTHER ILL WANTS TO SEE YOU SUPARNA
   (ii) MONEY STOLEN SEND HUNDRED RUPEES YOUTH HOSTEL BIMAN
   (iii) STOOD FIFTH MADHYAMIK INFORM FATHER RUMA.

CHAPTER-2
NARRATING EVENTS/REPORTS

How to narrate or report events :

(a) The report should be always provided with a heading or caption. It should be brief but clear. It should be such as to sum up the whole report. [Report-এর একটি শিরোনাম থাকতে হবে এবং এতে সমস্ত ঘটনা সংক্ষেপে পরিষ্কার ভাবে বলতে হবে।]

(b) The report should be logical. It should be written in simple, lucid and graceful language so that common readers can follow it. [Report-এর ভাষা হবে যুক্তিপূর্ণ, সহজ, সরল যাতে সাধারণ পাঠক বুঝতে পারে।)

(c) The name of the place and the date on which the report is sent sould be given at the top of the report. It may be on the same day or on the following day. [Report—এর মাথায় স্থান এবং তারিখ দিতে হবে। এটি সেই দিন হতে পারে বা তার পরের দিন হতে পারে।]

(d) However, it is usually done on the following day. if not instructed otherwise [যদি অন্যভাবে নির্দেশ না দেওয়া থাকে তাহলে Report-সাধারণতঃ ঘটনার পরের দিনে করা হয়।]

Specimens of reporting events

1. *Inauguration of the Second Hooghly Bridge.*

With the help of the following hints write a short report for the newspaper on Inauguration of the Second Hooghly Bridge.

Date	:	October 10,1992
Time	:	3 p.m.
Place	:	Calcutta.
Inaugurated by	:	The prime Minister, P.V. Narasimha Rao.
Initial estimation	:	Rs 8—10 crores.
Final cost	:	Rs 388 crores.
The P.M. stressed	:	Private sector for future projects.
Flutter	:	Lights spelling out of the name of the bridge went off for technical faults.
Vital role	:	Traffic system and development of Calcutta.

Calcutta. October 11. 1992.

The second Hooghly Bridge, officially nemed Vidyasagar Setu is the second cable stayed bridge in point of size in Asia. It was inaugurated in Calcutta at 3 p.m. on October 10,92 by Mr. P.V. Narasimha Rao, the Prime Minister of India. Mr.Rao described it as a landmark in the development of Calcutta. But he expressed his deep concern over the sharp escalation in its costs due to the delay in construction. While initial estimates ranged between Rs 8—10 crores, the final cost was Rs 388 crores. Mr. Rao said that serious efforts should be made to avoid such cost escalation while undertaking development projects. Referring to shortage of Govt. funds, the Prime Minister stressed the need for finding alternative sources of finance including the private sector for future projects.

During the inauguration ceremony there was a flutter when some of the lights spelling out of the name of the bridge went off for technical faults. However, it is hoped that the Second Hooghly Bridge will play a vital role in the traffic system and development of Calcutta.

[inauguration—উদ্বোধন। landmark—দিকচিহ্ন development—উন্নতি। deep concern—গভীর উদ্বেগ। escalation—বৃদ্ধি। cost —খরচ। delay—বিলম্ব। construction—নির্মাণ। initial—প্রাথমিক। estimate—খরচের হিসাব। projects—পরিকল্পনা। alternative sources—বিকল্প উৎস। private sector— বেসরকারী সংস্থা। ceremony—উৎসব। flutter—বিশৃঙ্খলা। went off—নিভে গেল। technical faults—যান্ত্রিক ত্রুটি। vital role—প্রধান ভূমিকা। traffic system—যানবাহন ব্যবস্থা।]

2. *Armed robbery in train*

Use the following information to write a short report about an armed robbery in a train.

Date	:	24.12 ...
Place	:	Between Khargapur and Jakpur.
Time	:	10 p.m.
Vehicle	:	Local train, South-Eastern Railway.
Results	:	Purse containing Rs. 20,000/- from a business-man and wrist- watches and ornaments from other passengers were snatched.

Khargapur, December 25.....

Armed orbbery, according to a local source, took place between Khargapur and jakpur stations of the South-Eastern Railway yesterday. As soon as the train left Khargapur and gained speed, a band of robbers consisting of five armed men brought out their revolvers and daggers. They threatened the passengers in a second class compartment of the running train at about 10 p. m. They ordered the passengers at the point of dagger and revolver not to raise an alarm or pull the alarm chain but quickly surrender their valuables and cash. The passengers were simply bewildered. The raiders snatched a purse containing Rs. 20,000 from a businessman. They also took the wrist watches from other passengers and ornaments from women amounting to Rupees fifteen thousand or more. All the passengers were under panic and the whole incident took place within a few minutes.The raiders jumped from the train as soon as it slowed down its speed approaching Jakpur station and escaped within a twinkle of an eye. The passengers pulled the alarm chain. The train stopped at Jakpur station.But the raiders could not be traced.

[took place,—ঘটেছিল। band of robbers—ডাকাতদল। compartment—কামরা। bewildered—হতচকিত। panic—ভয়। within a twinkle of an eye— চোখের পলকে।]

3 A Serious train Accident

Use the following information to write a short report on a serious train accident.

Date	:	September 24 .....
Time	:	6 p.m.
Place	:	Naihati, 38 k.m. from Sealdah.
Vehicle	:	Local train on the Eastern Railway's sealdah-Ranaghat Section.
Results	:	Two persons died–one of them indentified to be the motorman of the local train and another still unidentified.
Announcement of the Railwaj authority	:	Ex-gratia payment of Rs. 5,000/- for the nearest one of the dead persons.

Naihati, September 25, ...

Two persons were killed and five others including a woman injured when a Sealdah-bound Kalyani local hit a stationary electric engine at Naihati, 33 k.m. from Sealdah on the Eastern Railway's Sealdah-Ranaghat section, at 11-48 p.m. yesterday. The accident occurred when the train was approaching Naihati station. Two assistant station-masters of Naihati station were suspended following the accident. One of the dead bodies was identified to be the motorman of the local train and another was still unidentified. Both died on the spot. The unidentified man was stated to have been travelling inside the front coach of the train. The Eastern Railway authorities announced an ex-gratia payment of Rs. 5,000/- for the families of the dead persons. Two coaches of the local train blocked the up and down tracks as a result of the collision.

[injured—আহত। Sealdah-bound—শিয়ালদহগামী। occurred—ঘটেছিল। suspended—সাময়িক বরখাস্ত। ex-gratia—অনুদান।]

4. One killed in a street accident.

Use the following information to write a short report about a street accident.

Date	:	April 15, ...
Time	:	10 a.m.
Place	:	Crossing of College Street and the Mahatma Gandhi Road, Calcutta.
Vehicle involved	:	A private bus.
Results	:	A school boy run over — The driver arrested and the vehicle seized.

Calcutta, April 16, ...

A serious street accident took place at about 10 a.m. yesterday. A school boy of 15 was run over by a private bus at the crossing of College Street and the Mahatma Gandhi Road. The bus was coming up at a high speed along the Mahatma Gandhi Road. The ill- fated boy was then crossing the road. Unfortunately a pencil dropped from his

school-bag and he stooped to pick it up. The passers-by raised shouts of alarm. The driver tried his best to stop, but he could not check the speed in time. The boy was run over by the bus and his body became a lump of flesh in pool of blood. Still he was taken to the Medical College Hospital where he was declared dead. This pathetic sight moved every heart and some of them who were there could not check tears. The driver was arrested by the police and the vehicle was seized.

[run over—চাপা পড়া। unfortunately—দুর্ভাগ্যবশতঃ। stooped—ঝুঁকে পড়ল। Passers-by—পথিকেরা। Shouts of alarm—আর্ত চিৎকার। vehicle—গাড়ি।]

5. Annual Sports of a School

Use the following information to write a short report on the Annual sports of a school.

Date	:	January 25, ...
Place	:	Arambagh Boys' High School
Events	:	Flat race, relay race, hurdle race, spoon race, high jump, long jump, pole-vault, discus throw, javelin throw,throwing the cricket ball etc.
The most interesting event	:	The tug of war between the students and the teachers.
President of the function	:	Principal of the local college.

Arambagh, January, 26, ...

The Annual sports meet of Arambagh Boys' High School was held on Sunday on the playground of the school under a sunny sky. It was attended by a crowd of spectators and it went on almost from sun to sun. There were as many as twelve sporting events, such as—flat race, relay race, hurdle race, spoon race, high jump, long jump, pole-vault, discus throw, javelin throw, throwing the cricket ball etc. In each of these there were good many participants. All the events were very interesting. But the most interesting of all was the tug of war between the students and the teachers. The Principal of the local college presided over the function. He gave away the prizes and made a brief but neat speech befitting the occasion. All those who were present had a jolly day with a lot of fun. The sports of the school came to an end with a vote of thands to the chair.

[spectator—দর্শক। from sun to sun—সকাল থেকে সন্ধ্যা। participant—অংশগ্রহণকারী। befitting—উপযোগী।]

6. The prize giving ceremony of a school

Use the following information to write a short report on the prize giving ceremony of your school. Write the report after two days.

Date	:	March 13,
Time	:	3 p.m.
Place	:	School campus, Sekendarpur High School.
President of the function	:	Principal of the local college.
Details of the function	:	Recitations, songs and drama staged by the students— Annual report by the Headmaster—distribution of the prizes—Presidential address—vote of thanks.

Sekendarpur, March 15, ...

The Annual prize-giving ceremony of our school came off the day before yesterday. The school building was decorated with flags and flowers on that occasion. The function started at 3 p.m. and lasted for three hours. The Principal of the local college presided over the function. It was a day of days for the students. There were recitations, songs and the drama in which as many as twenty students took part. As soon as the recitations and songs were over, our Headmaster read out the Annual Report describing the work and the progress of the school in various directions. After that the president gave away the prizes and made a short but neat speech. Then the ceremony came to an end with a vote of thanks to the president, the chief guest and all other visitors.

[ceremony—উৎসব। the day before yesterday—গত পরশু। decorate—সজ্জিত। occasion—উপলক্ষ্য। recitation—আবৃত্তি। gave away—বিতরণ করলেন।]

7. A friendly football match

Use the following information to write a short report on a friendly football match.

Date :	Saturday, August 15, ...
Time:	3 p.m.
Place :	Play ground at Pursurah.
Contesting parties :	Champadanga High school team and Jangalpara High school team.
Results :	No score in the first half but an impressive goal scored by the Jangalpara High School team in the second half —Then a goal by a corner shot by the centre forward of the Champadanaga High school team—The game ended in a draw.

Pursurah, August 16, ...

Last Saturday, the boys of champadanga High School played a friendly football match with the boys of Jangalpara High School on the playground at Pursurah. Many spectators came to witness the game. It was a keenly contested game. In the first half of the game there was no score. But in the second half the Jangalpara High School team scored an impressive goal. The spectators cheered them greatly. They became hopeful of winning the game. But soon the table turned and the centre-forward of the Champadanga High School team scored a nice goal by a corner shot. This inspired the players very much. But in spite of their earnest efforts the players of either side failed to score any more goal. Thus the game ended in a draw.

[contested—প্রতিদ্বন্দ্বিতামূলক। cheered—উৎসাহিত করল। inspired—অনুপ্রাণিত করল। in spite of—সত্ত্বেও। earnest efforts—আন্তরিক প্রচেষ্টা।]

8. Celebration of Id in Calcutta

Use the following information to make a short report on the celebration of Id.

Date: March 25, ...
Place of assemblage: Maidan.
Leader of the prayer: The Imam of Nakhoda Mosque.
Objectives: peace and amity among people of all communities.
Message from the Governor and the Chief Minister : special appeal to people for rooting out malice and strengthening brotherhood among all the communities.

Calcutta, March 26, ...

Id was celebrated in Calcutta and in other parts of West Bengal on the 25th March with due solemnity and grandeur. A big assemblage was organised on the Maidan in the morning. Thousands of devout Muslims attended it. The Imam of Nakhoda Mosque led the prayer. In his prayer he prayed to almightly Allah so that people of all communities may live in peace and amity. The Governor and the Chief Minister of West Bengal greeted the Muslims and sent their messages. They made special appeal to the people for rooting out malice and strengthening brotherhood among all the communities of West Bengal.

[solemnity—পবিত্র গাম্ভীর্য। grandeur—জাঁকজমক। assemblage—সভা devout—ধর্মপ্রাণ। almighty—সর্বশক্তিমান। community—সম্প্রদায়। appeal—আবেদন। rooting out—উৎপাটিত কর। malice—বিদ্বেষ।]

9. Kali Puja in Calcutta

Write a short report about Kali Puja in Calcutta with the help of the following information.

Date : Wednesday, October 21, ...
Puja pandals : Decorated Puja pandals with dazzling illuminations.
Number of pandals : 2,372 Community puja pandals.
Special attractions : Kalighat, Dakshineswar, Belur Math and Thanthania Kalibari—Novel plan of pandals—Bhawanipur resembled Dakshineswar, Church - like pandal on Keshab Sen Street and Pagoda like pandal at Paikpara — 34 feet image at a pandal at Pathuriaghata.
Police Control : Large number of police engaged for crowd-control.

Calcutta, October 22, ...

With crachers bursting amid dazzling illuminations, Kali Puja was celebrated in Calcutta on Wednesday. Decorative lamps glittered inside the community-puja-pandals and candles were lit in almost every house, adding to the grandeur. Though the puja was offered around midnight, the festive mood was visible from the morning. In some places, animals were sacrificed in accordance with traditional rituals. According to the police 2,372 community pujas were held this year in the city. Streams of people visited important pandals in the evening. There was heavy crowd at Kalighat, Dakshineswar, Belur Math and Thanthania Kalibari. Some of the community pujas in the city had

novel pandal and image designs. A pandal in the Bhowanipur area resembled the Dakshineswar temple. A pandal on Keshab Sen Street was designed after a church and a pagoda-like pandal was set up at Patkpara. A 34-feet image was worshipped at a pandal at Pathuriaghata. Large numbers of police were engaged for crowd-control at the important pandals.

[illumination—আলোকসজ্জা। grandeur—জাঁকজমক। in accordance with—অনুসারে। traditional—চিরাচরিত। rituals—ধর্মীয় প্রথা। novel—নূতন। image-designs—প্রতিমা-পরিকল্পনা।]

10. Rain-affected areas in Midnapur

Use the following information to write a short report about the rain-affected areas in Midnapur.

place : A vast area of Midnapur district including Egra, Pataspur, Bhagabanpur, Sabang and Mohanpur Block inundated.
Time : A number of days in the last week of September.
Causes : Heavy rainfall ; 24 major and minor breaches in embankments ; the levels of some rivers, specially the Keleghai approaching the danger mark.
Steps for relief work : Food, clothes and money being distributed; tarpauline sheets for homeless people.
Medical help : Five teams of doctors and about fifty paramedical staff sent; Halogen tablets and beleaching powde- distributed for proper sanitation.
Assessment of total loss: : The State Government making a detailed assessment of total loss of crops, houses and other property.
Visit of the Prime Minister and the Chief Minister.

Midnapur, September 28, ...

A vast area of Midnapur district including Egra, Pataspur, Bhagabanpur and Sabang was seriously affected by the ceaseless rains for the last few days. There are 24 major and minor breaches in different embankments in Midnapur. The river that caused the serious damage was the keleghai near Sabang. Mohanpur Block has also been inundated. The levels of some rivers in the district were approaching the danger-mark. Steps for-relief work have been taken by the State Government. There was a great demand for tarpualine sheets for homeless people. Apart from these, clothes, food and money were being distributed. Five teams of doctors and about fifty para-medical staff had been sent to the remote areas. Halogen tablets and bleaching powder had been sent for proper sanitation in view of the enteric diseases. The State Government is making a detailed assessment of total loss of crops, houses and other property. The Prime Minister, and the Chief Minister, have visited the areas and have promised all possible help from the Centre and the State to relieve the sufferings of the flood affected people.

[devastation—ধ্বংস। breaches—ফাটল। embankment—বাঁধ। inundated—প্লাবিত। tarpauline sheets—ত্রিপল।]

11. Flood at Khanakul Block

Use the following information to make a short report about flood at Khanakul Block in the district of Hooghly.

Date : August 30, ...
Place : Khanakul Blocks I and II in Hooghly district.
position of the river : The river Mundeswari crossed the danger level at 10 p. m. on August 30.
Amount of loss : Crops washed away; mud-built houses collapsed.
Shelter : Shelter on the roads and in the school and college buildings.
Relief work : Packets of dry food dropped from helicopters ; Ramkrishna Mission and Bharat Sevasram Sangha in relief work.
Communication : Wide-spread damage to roads and communication cut off at several places.
Chief Minister's visit : Aerial survey and promises of all sorts of help.

Khanakul, August 31,....

Both Khanakul Block I and block II are flooded. At Harinkhola, the river Mundeswari crossed the danger level at 10 p.m. on August 30. Stretches of miles are under flood-water now. Crops of the vast areas have been washed away. Hundreds of mud-built houses and even some of the brick-built houses on the river-side have collapsed. A large number of men, women and children have taken shelter on the roads and in the school and college buildings. Some of them are starving for 48 hours. Packets of dry food are being dropped from helicopters. Ramkrishna Mission and Bharat Sevasram Sangha are doing their best in relief work. There has been wide-spread damage to roads and communication has been cut off at several places. The Chief Minister has made an aerial survey of the flood-areas and promised all sorts of help from the State to relieve the sufferings of the flood-stricken people.

[crops—শস্য। collapsed—ধ্বংসপ্রাপ্ত। shelter—আশ্রয়। starving—উপবাস। wide-spread—বহু বিস্তৃত। damage—ক্ষতি। communication—যোগাযোগ। aerial survey—আকাশপথে নিরীক্ষণ। flood-stricken people—বন্যা-পীড়িত মানুষ।]

12. Cyclonic storm at Sundarbans

Use the following information to make a short report about' cyclonic storm at Sundarbans.'

Date : 13th September ....
Place : Sundarbans in 24-Parganas (South).
Speed of the storm : 120 km. per hour.
Side effect : furious swell in the sea.
Sufferings : Some fishermen missing; large number of people homeless; some of them starving; acute scarcity of pure drinking water.
The worst affectd areas : Gosaba, Bakkhali, Sagardwip and Kakdwip.
Aerial survey of the State Minister for relief and promises for all possible help.

Kakdwip, September 14. .....

A cyclonic storm hit the Sundarbans in 24-Parganas on the 13th September. Hundreds of mud huts were flattened when the storm hit the district with 120 km. speed per hour. To make the situation more pathetic it was asociated with a furious swell in the sea. Vast tracts of paddy-land went under saline water. Some fishermen who had sailed in their fishing boats before the storm could not be traced out. A large number of people have become homeless and some of them are starving. Scarcity of pure drinking water has become acute in some areas and an epidemic may break out any time. The worst affected areas are Gosaba, Bakkhali, Sagardwip and kakdwip. The Honourable State Minister for Relief made an aerial survey of the area and promised all possible help to relieve the sufferings of the people.

[flattened—তৃতলশায়ী। pathetic—করুন। furious—ভয়ংকর। swell in the sea—সামুদ্রিক জলস্ফীতি। saline—লবণাক্ত। epidemic—মড়ক। break out—প্রাদুর্ভাব হওয়া। scarcity—অভাব। aerial survey — আকাশ থেকে পর্যবেক্ষণ।]

13. Flood in North Bengal

Study the following chart and write a Report on Flood in North Bengal and Assam.

Date : July 26.

Place : Century's worst flood in Alipur, Jalpaiguri and Cooch Behar in West Bengal and Hailakandi, karimganj, Kokrajhar and Dhubri in Lower Assam. Situation marginally improved with the water level of all rivers receding.

Amount of loss : Crops washed away; mud-build huts collapsed; residents of pacca houses lost all their belongings; Eight lakhs people affected in Jalpaiguri and eight lakhs six thousand people in Cooch Behar; Death toll touches 188 (97 in Cooch Behar, 91 in Jalpaiguri).

Rescue Operation : Three halicopters and thirty five speed boats. About 3,75,000 people rescued by the army and civil authorities. Army in action in four districts of Assam.

Relief Work : Woefully inadequate State Govt.relief 100 grams of Chira, half litre of Kerosine and a sprinkling mustard oil per family.

Communication : Communication links between Jalpaiguri and Alipurduar and between Cooch Behar and Alipurduar restored.

Chief Minister's Visit : Aerial survey and promises of all sorts of help.

Alipurduar, July 27.

The century's worst flood have hit Alipurduar, Jalpaiguri and Cooch Behar in West Bengal and Hailakandi, Darimganj, Kokrajhar and Dhubri in Lower Assam. The situation has marginally improved with the water level of all rivers receding. Crops of the vast areas have been washed away. Thousands of mud-built houses have been collapsed and residents of pacca houses have lost all their belongings. Eight lakhs

people have been affected in Jalpaiguri and eight lakhs six thousand people in Cooch Behar. Meanwhile, the death toll in the floods in North Bengal rose to 188 including 97 in Cooch Behar and 91 in Jalpaiguri. Three helicopters and 35 speed boats were pressed into service of rescue operation and about 3,75,000 people have been rescued by the army and civil authorities. Meanwhile, the army was in action in the four worst-hit districts of Assam-Hilakandi, Karimganj Kokrajhar and Dhubri. However, the woefully inadequate state government relief of 100 grams of chira, half litre Kerosine and a sprinkling of mustard oil per family reached the flood stricken people. The streets were crowded by hundreds of naked children and men and women in torn clothing, waiting for relief materials to be brought by clubs and voluntary organisations. In the meantime communication links between Jalpaiguri and Alipurduar and between Cooch Behar and Alipurduar have been restored. The Chief Minister has made an aerial survey of the flood-areas and promised all sorts of help from the state to relieve the sufferings of the flood-stricken people.

EXERCISE

1. ***Use the information given in the following chart to write a report for the newspaper in about 120 words. use a headline of the report.***

Incident	Severe earth quake
Where?	Wide areas in the Garhwal and Kumaon regions of Uttar Pradesh.
Date and time	Early hours—20th Oct. '91.
Casualties	415 people died 1200 injured.
Result	2000 houses damaged 5000 houses destroyed Water and power supply affected 200 pilgrims stranded
Relief work done	Air Force Plane (food & necessary articles) Govt. grants sanctioned : Rs. 55.50 lakhs—Uttarkashi Rs. 13.60—Tehri Garhwal.

2. ***Write a newspaper report on a street accident in about 120 words on the basis of the following points. Use a headline of the report.***

Date & time	Place	Cause	Casualty	Measures taken
6th May at 4 p.m.	Banshi-bari	A minibus collided with a lorry	5 died on the spot (including the driver of the minibus, 2 women and 2 children) 15 wounded 3 seriously.	(1) removed to kalidighi hospital (2) 7 let off after first aid (3) the rest hospitalised.

3. *Write a report on a serious train accident in about 100 words using the following information.*

Date and time	:	September 20. 13-55 hours.
Place of accident	:	Near Bankura Rly Station
Cause of accident	:	Derailment
Vehicle involved	:	Howrah-Chakradharpur Passenger train (approaching Howrah).
Casualty	:	One (name not known)
Injured	:	Thirty five (serious)
Where admitted	:	Bankura Medical college Hospital.

4. *Write a report about the Independence day celebration in your school this year. Use the following points :*

Participants	:	Students, teachers, guardians.
President	:	B. D. O.
Chief guest	:	Sabhapati of Panchayet Samity.
Programmes	:	Flag hoisting; Opening song; Recitations; Speeches by senior students, Headmaster/ Headmistress and others; closing song.

5. ***A school boy is missing. Write a report for the school notice board incorporating the following information :***

Name and age ——school — home address— date and time—— dress height and complexion —any special indentification mark——— - —where to inform.

6. ***Write a report on Saraswati Puja Celebrated in your school. Use the following points :***

Date of time——participation of students and teachers ——decoration of the school building ——— puja pandal—— image design—— cultural function at night——luchi, vegetable curries and sweets on the following day—— image immersion.

7. ***Some information about the T.V. serial awards is given below. Write a short report on it of your drama club.*** [M. P. 1993]

T.V. Awards

Date, Place etc.	Prizes for	Serials	Recipients	Given away by
13 Sept. 92 By Aajkal, Calcutta.	Best Director	Mriganayani	Amal Palekar	Sri Ajit Panja. Union Minister of State for Information and broadcasting.
	Best National T.V. serial	Tipu Sultan	Sanjay Khan	

CHAPTER—3
PARAGRAPHS

"A Paragraph is a number of sentences grouped together and relating to one topic; or a group of related sentences that develop a single point."
—***Wren & Martin.***

Paragraph হলো কোন একটি বিষয়ে কতকগুলি বাক্যের সমষ্টি বা কোন একটিমাত্র point-এ পারস্পরিক সম্বন্ধযুক্ত বাক্য-সমষ্টি।

[In the new syllabus paragraphs comprise description of places, persons and objects.]

DESCRIPTION OF PLACES

1. A Railway Station

Study the following information-table about 'A Railway Station' and write a paragraph on it.

A buzzing sound at Howrah Station—Queue to collect tickets—Passengers, hawkers and porters—Cries of vendors—Getting down from and getting into train—Gymnastic skills—Departure of the train.

There is always a buzzing sound at Howrah Station. The passengers stand in a queue to collect their tickets in front of the ticket counters. The station is always crowded with passengers, hawkers and the porters. There are stalls of pedlars, book-sellers and waiting rooms in such large stations. Vendors shout their trade cries. Who has not heard the trade-cry 'chagaram' or 'Thanda Pani' in the railway station ? When a train reaches the station, the passengers hurry to get off the train. At the same time passengers waiting for the train want to get into the train. As a result, a collision of two groups of passengers takes place. Sometimes it requires some gymnastic skills to get into the train. Ultimately when the time of departure of a train arrives, the signal nods and the train leaves the station. The whistling sound of the departing train creates a sense of vacuum in the minds of the passengers.

[buzzing sound—অস্পষ্ট কোলাহল। queue—লাইন বা সারি। porter—মুটে। collision—ধাক্কা। ultimately—অবশেষে। vacuum—শূন্যতা।

2. A Village Market

Read the following information-table about' A Village Market' and write a paragraph on it.

The site of the village market——Difference between a Hat' and a Market' — Various kinds of shops —— vegetables, fish, meat etc. — Buyers and sellers -Profit and loss — Importance of a village market.

A village market is held in open space in the centre of the surrounding villages. The paths of the villages lead to the market-

place. There is a daily market there. Of course, there is a difference between a 'Hat' and a Market'. A 'Hat' is not held like a 'market' daily. It is held only once or twice a week and it is more crowded than a market. However, there are various kinds of shops in the village market. The villagers get rice, dal, oil, vegetables, fish, meat and all other necessaries of their dily life from the market. Farmers from far and near come there with their products to sell them off. They sometimes rejoice at their profit and despond over their loss. A village market is the main centre of economic activity of the villages. The traders of the village carry on good business there. Thus the village market bears a vital importance in the life of the villagers.

[site—স্থান। surrounding—পার্শ্ববর্তী। vegetables—শাকসবজি। necessaries—প্রয়োজনীয় জিনিসপত্র। trader— ব্যবসায়ী। carry on—চালিয়ে যায়। despond—দুঃখ করা। rejoice—আনন্দ করা।]

3. A Village Fair

Read the following information-table about 'A village Fair' and write a paragraph on it.

The place of the fair—The occasion of the fair —Fair-going people—Stall for selling various articles—Special attraction of the fair—Breaks monotony—Adds joy.

A fair is held every year at Krishnanagar on account of Rasjatra. I visited the fair this year. When I reached there, I saw a sea of human heads moving to and for on the fair-ground. There were hundreds of stalls for selling various articles, such as toys, dolls, balloons, ribbons, wooden utensils, earthen pots, house-hold goods, baskets etc. There were a large number of sweet-meat stalls and they tempted the buyers, especially the children more than any other thing. The chief objects of attraction were two circus parties. They beat their drums every now and then to attract the spectators. The people who came to visit the fair came from all ranks of society and were all cald in their gala dress. The life of the villagers is usually dull and monotonous. Once a year the fair breaks the monotony and adds joy to their life. It creates a ripple of joy all around. It is also a meeting ground for the old and the young, the rich and the poor.

[stream of people—জনস্রোত। stalls—অস্থায়ী দোকান। articles—জিনিসপত্র। ribbons—ফিতে। utensils—বাসনকোসন। basket—ঝুড়ি। gala dress—উৎসবের পোশাক। monotonous—একঘেয়ে। ripple—ঢেউ।]

4. Your Native Village

Try to answer the following questions and with the help of them write a paragraph on 'Your village'.

What is the name of your village? Where is it situated ? How long and how broad is it? Is there any metalled road ? Are there cornfields around your village? How many people live in your village? What are their occupations? Is there any arrangement of daily market? Is there any primary school ? Is there any post office? Are there any colleges? Is there any special attraction? How do you feel for your village?

The name of our village is Radhanagar where Bharat-Pathik Raja Rammohan Roy was born. It is a small quietvillage by the side of the.

river Dwrakeswar in the district of Hooghly. It is about a mile long and half a mile broad. A metalled road runs by the side of it and buses and lorries ply on the road. There are large green cornfields around our village. The population of our village is about three thousand. Most of them are farmers. There are doctors and teachers too. A daily market is held in the morning where we get all the necessary things. We have also a primary school, a Postoffice, a B. T. college and a Degree college in our village. But the special object of pride of our village is the Raja Rammohan Roy Memorial Hall which was designed by the great poet Rabindranath Tagore. I am very proud of being a son of such a village where the great Raja Rammohan Roy was born.

[quiet—শান্তি। ply—যাতায়াত করে। metalled road—পাকা রাস্তা।]

5. Your School

Fill in the blanks and make it a complete paragraph.

The name of our school is ..... . It is one of the most reputed schools in the district of ..... in West Bengal. It was established in ..... It is a ..... building. There are ..... classroms, a library room, a teacher's ..... and the Headmaster's room. There is a large playground ..... our shcool where the students ....., when they get time for that. There are ..... pupils and ..... teachers in our school. The teachers are well qualified. They teach us ..... They are good and loving. We ..... our teachers like our parents. The results of our school. ..... We are proud ..... such a school of high reputation.

[**Hints :** in front of —সম্মুখে। earnestly—আন্তরিকভাবে। respect—সম্মান করা। satisfactory—সন্তোষজনক।]

6. The School library

Write a paragraph on 'The school library' with the help of the given keywords or outlines.

Text books only are not sufficient—Book in a library—Mighty minds of old—Journals and periodicals—Current knowledge—Essential part of the school—Conclusion.

The library occupies an important role in a school. No ideal school can run without a good library. The few books which we read as texts in our classes are not sufficient for our mental food. To widen our knowledge and to broaden our outlook, we must read many other useful books. A school library helps us here. In the library we come across 'the mightly minds of old' Moreover, by reading journals and periodicals we can know how the world is moving around us. Books also provide us with joy. They comfort us in sorrow and cheer us up in distress. They are our never-failing friends. A will-stocked and properly organised library is therefore an essential part of a school. In the words of Carlyle—"A true university of these days is a library of books."

[sufficient—যথেষ্ট। come across— দেখা পাওয়া। mightly minds of old—অতীতের মনীষীগণ। journal—সংবাদ পত্র। periodical—সাময়িক পত্র।]

7. The rivers in the rainy season in West Bengal

Read the following information-table about. The rivers in the rainy season in West Bengal and write a paragraph on it.

Monsoon rain—Rivers Furious in size and volume—Strong current—Overflows the banks—crops are washed away in flood water—Some of the domestic animals die—Many people become homeless—Dams are made on some of the rivers— Sometimes a curse and sometimes a boon.

Fed by the monsoon rain the rivers become furious in size and volume in the rainy season in West Bengal. At that time water runs down from hills and mountains and strong current overflows the banks of the rivers. Sometimes crops are washed away by flood water on both sides of the rivers. When the flood becomes more furious, domestic animals are drowned and many people becomes homeless. They are bound to suffer for a number of days. The whole system of economy of the rural Bengal is miserably hampered by the flood in the rivers. Dams are erected on some of the rivers to check such devastating flood. When the volume of water is controlled through dams, flood is stopped and it causes good harvest by the useful use of the river water. Thus sometimes the rivers become a curse and sometimes a boon in the rainy season.

[furious—ভয়ঙ্কর crops—শস্য domestic animal—গৃহপালিত পশু suffer—ভোগান্তি dam—বাঁধ devastating—বিধ্বংসী harvest—শস্য curse—অভিশাপ boon—আশীর্বাদ]

8. A boat journey

Read the following information-chart about. A boat journey and write a paragraph on it.

Date and time : In the morning on Sunday last.
Description : Gentle morning breeze welcome : the sights on either side very charming, green paddy fields touching the horizon, birds flying overhead, fishermen at work, some boats sailing up and down; a steamer passed by, the bathing ghats, the evening scene on the river.

We started our journey by boat in the morning on Sunday last. The gentle morning breeze welcomed us when we stepped into the boat. The sights on either side of the river were very charming and these were, as if, a feast for our eyes. Our mind leaped in joy when we saw the vast green paddy-fields touching the horizon. The birds were flying over our head now and then. The fishermen were at work here and there. We saw some boats big and small sailing up and down the river. When a steamer passed by, it caused big waves and all the boats nearby were tossed violently. At the bathing ghats men and women were bathing and children were swimming about. This touch of life added a beauty to the river. But the river became lovelier in the evening when the waves danced and sparkled under the crimson rays of the setting sun. We recalled the poetic line of Keats :

> 'The day so soon has glided by
> Even like the passage of an angel's tear.'

[horizon—দিগন্ত breeze—মৃদু বাতাস sparkle—ঝকঝক করা recall—স্মরণ করা]

9. A journey by train

Read the following information-chart about 'A journey by Train' and write a paragraph on it.

Destination : Puri
Purpose of Journey : To spend a few days during the Puja vacation.
Name of the train : Puri Express.
Time of departure : Half an hour after the scheduled time.
Name of the starting Station : Howrah station.
Description of the station : The crowd was not so great as it was expected for pre-Puja rush.
Experience inside the compartment : The compartment was full of passengers and frightful piles of luggage.
Scene outside the train : Vast open paddy fields and Sal and Mahuya forests on either side, houses and trees slip backwards from the moving train.
Time of arrival : In the evening on that day.
Feelings : Mixed feelings.

We had a journey by train as we wished to spend a few days at Puri during the Puja vaction. We travelled by the Puri Express which left Howrah station half an hour after the scheduled time. We expected the usual pre-Puja rush of passengers. But when we arrived at the station, we noticed, however, that the crowd was not so great. After getting into the train, we found that the compartment was full of passengers and frightful piles of luggage including pots and pans. Thus I had a sad experience inside the compartment but outside it there was a feast for our eyes. I was thrilled to see the vast open paddy fields and Sal and Mahuya forests on either side. It was amusing to see houses and trees slip backwards from the moving train. The train arrived at Puri in the evening. Though we had a pleasant experience on the whole, yet we felt weary with the heat and dust. So I was happy to get rid of it at last.

[scheduled time—নির্দিষ্ট সময় frightful—ভীতিপ্রদ piles—স্তূপ luggage—মালপত্র compartment—কামরা amusing—মনোরঞ্জক]

10. A visit to a place of interest

Suppose, you visited a place of historical interest. Write a paragraph on it with the help of the following information-chart.

Place of visit : Delhi and Agra.
Where did you stay there?—Uncle's house.
Who accompanied you?—Parents.
Sights seen in Delhi : The Red Fort, the Moti Masjid, the Jumma Masjid, the Qutub Minar, the Parliament House, the Jantar Mantar, the Santiban, the Rajghat and the Bijoyghat.
Sights seen at Agra : The Tajmahal—one of the wonders of the world—built by Shajahan in memory of his beloved wife Mumtaj—feelings after visiting it.

Last summer I had a wonderful time in Delhi. I stayed there at my uncle's house with my parents. Delhi is a place of historical interest. I

saw there the Red Fort, the Moti Masjid and the Qutub Minar. I also visited the Parliament House, the Jantar Mantar, Santiban, the Rajghat and the Bijoyghat. One day we went to Agra to visit the Tajmahal, one of the wonders of the world. It was built by Shajahan in memory of his beloved wife Mumtaj on the bank of the river Jamuna. In fact, it looks like a dream in marble in a moon-lit night. The majestic beauty of the Taj will ever remain imprinted on my mind.

[Parliament House—লোকসভা ভবন। memory—স্মৃতি। beloved—প্রিয়তম/প্রিয়তমা। moon-lit night-জ্যোৎস্নালোকিত রাত্রি। imprinted—মুদ্রিত।]

11. A book fair

Write a paragraph on 'A Book Fair' with the help of the given key-notes.

> A book fair in the 'maidan' opposite to Rabindra Sadan—200 stalls and display of books—Opporunity of choice of books—Display of books—Growd of book-lovers—Temptation to buy a lot of books—Collection of a few books and a lot of catalogues.

Amongst all the fairs, the book fairs are of recent origin. Book fairs are now frequently held in towns and cities. Last year I visited a book fair in the 'maidan' opposite to Rabindrasadan. There were at least two hundred stalls and so many books were displayed. It was a great opportunity of having a varied choice of books in the book fair. The main thing about a book fair is not sale but display of books on different subjects. Book-lovers crowded there to make their choice and buy books from the stalls. I was tempted to buy a lot of books but my purse did not permit me. As a result I bought a few books and collected a lot of catalogues to buy books at the next opportunity. However, a book fair spreads the message that books are our best friends and companions, enlarge our vision and make our life more meaningful.

[displayed—প্রদর্শিত। opportunity—সুযোগ। crowded—ভীড় করেছিল। stalls—অস্থায়ী দোকান। tempted—প্রলুব্ধ। message—সংবাদ।]

12. Scene in an Examination Hall

Stydy the following information-chart and write a paragraph on the scene in an Examination Hall.

Time→	9-45 A. M.	10 A. M.	12-45 P. M.	1 P.M.
Action→	Warning bell rings. Student take their seats.	Question papers are distributed. Invigilators start moving up an down. Examiness are found busy.	Warning bell rings. Students are busier than before. some revise their answers. Some increase their speed.	Answer-scripts are taken back. Students step out of the hall.

The scene in the examination hall is full of typical suspense. To a student the examination hall is like a Greek amphitheater where he is

open to attacks form even unexpected quarters. The student has no other instrument to fight with than his pen. When the warning bell rings at 9-45 a. m. students take their seats. Question papers are distributed to them at 10 a. m. Invigilators start moving up and down the hall to keep watch over the candidates. Very soon the examiness are found busy with writing answers in the scripts. Some look bright and some look vacant and a few students try to adopt unfair means. Time rolls on. When the warning bell rings 12-45 p. m., students are busier than before. Some begin revising their answers while others increase their speed to finish. When the final bell rings at 1 p. m. answerscripts are taken back and the students step out of the hall. They feel a sense of relief after passing the three serious hours in the examination hall.

[Greek amphitheatre—প্রাচীন গ্রীসে প্রচলিত প্রথা অনুযায়ী সম্মুখযুদ্ধের প্রদর্শনী ক্ষেত্র। invigilator—নজরদার। adopt unfair means—অসদুপায় অবলম্বন করা। step out— বেরিয়ে আসে। relief— স্বস্তি।]

PARAGRAPH ON PERSONS

13. A Hawker

Write a paragraph about a hawker with the help of the following information.

> A Common sight—Various kinds of things for sale—Various tricks to attract the attention of the buyers—Sometimes funny and sometimes irritating —Things at a cheaper rate—A moving shop and a salesman combined—Hard labour for living from hand to mouth.

A hawker is a common sight on a street of a city or a town or in a compartment of a train. He carries things sometimes on his head, sometimes in his hands, sometimes in a bag and sometimes in a small hand-cart. He sells various kinds of things including sweets, drinks, books, pens, medicines and what not. He uses various tricks to attract the attention of the buyers. Sometimes he starts singing or even starts acting. Sometimes he is funny and sometimes irritating. He sells things at a cheaper rate than that of the permanent shop-keepers. It is possible as he has not to pay any rent for a shop or salary to salesman. He is, as if, a moving shop and a salesman combined. But it is a pity that he has to do such hard labour for living from hand to mouth.

[compartment—কামরা। hand-cart—হাতে ঠেলা গাড়ি। attention—মনোযোগ। funny—কৌতুককর। irritating—বিরক্তিকর। cheaper rate—সস্তাদাম। living from hand to mouth—দিন আনে দিন খায়।]

14. The Postman

Write a paragraph about the postman in your locality with the help of the following information-chart.

A familiar figure—essential service to the community—Link between a locality and the outside world—Delivers letters, telegrams, parcels, money orders etc. —Responsibility of his work— Misdelivery or delay in delivery may cause serious loss—Mingled feelings of joy and tears —A friends of our society.

The postal system is, as if, the nervous system of a country and the postman is a familiar figure in this system. He renders essential service to a community. In fact, he is an important link between a locality and the outside world. He comes door to door in his daily rounds of duties and delivers letters, telegrams, parcels, money orders etc. to proper persons. He holds a responsible job. An interview letter or an appointment letter of a person may be cancelled for late delivery. He brings happy news to some one and sad news to some other. Thus he carries mingled feelings of joy and tears. It is a pity that he is still ill-paid though he has a great responsibility of work.

However, we must admit that he is a friend of our society.

[nervous system—স্নায়ুতন্ত্র। familiar figure—পরিচিত লোক। essential—অত্যন্ত প্রয়োজনীয়। mingled feelings—মিশ্র অনুভূতি। responsibility—দায়িত্ব।]

15. Your favourite hero/The man you admire most

Write a paragraph on 'Your favourite hero' or 'The man you admire most' with the help of the following outlines.

Name of your favourite hero—Place of birht—parentage—Student life—Latter life of activities—Mysterious end of life.

Netaji Subhas Chandra Bose is my favourite hero. He was born at Cuttack in Orissa on the 23rd January in 1887. His father Janakinath Bose was a government pleader and his mother Pravabati Devi was a pious lady. Netaji had a bright career throughout his student life in India. After graduation he went to England to compete for the I. C. S. examination and stood fourth in order of merit. He returned to India but he did not follow the beaten track. He joined the freedom movement in 1921. So he became an eyesore to the British rulers. They sent him to person as many as eleven times. During the second world war Netaji left India in disguise. He formed the 'Azad Hind Fouz' in Japan and fought against the Brithish rulers and came upto Imphal in Manipur but by irony of fate he had to retreat for the time. It is said that he died in a plane -crash. But still it is a matter of doubt and debate. Whatever may it be, he remains immortal as a symbol of burning patriotism in our hearts for ever.

[pleader—উকিল। beaten track—প্রচলিত পথ। eyesore—চোখের বালি। in disguise—ছদ্মবেশে। irony of fate—ভাগ্যের পরিহাস। immortal—অমর। symbol—প্রতীক। burning patriotism—জ্বলন্ত দেশপ্রেম।]

16. Your favourite author/poet

Write a paragraph on 'Your favourite author' with the help of the following outlines.

Name of your favourite author—Place of Birth—Boyhood—Versatile genius—Some of his best books of poems, novels, drama and songs—Educationist—Conclusion.

Rabindranath Tagore is my favourite author. He was born at Jorasanko in Calcutta on the 7th may, 1861. He had no regular school education. But his education was not neglected. Form the very boyhood he began to write poems of great merit and charm. Under the personal care of his father Debendranath Tagore, he gained a deep knowledge in Bengali, Sanskrit and English. He was a versatile genius. He was a poet, a dramatist, a story -writer, a novelist, a critic and an essayist. Some of his best poems are found in the 'Gitanjali', 'Sonar Tari, 'Kheya', 'Kalpana', 'Balaka' etc. For his 'Gitanjali' he got the Nobel prize in literature in 1913. His novels and plays are of high order. His songs are now very popular in our country. He was a gret educationist too. He had his own dieas as to how to educate the children for their all round development. He established a school at Santiniketan and afterwards founded the University of Viswa Bharati. I love him becauses he was a great poet as well as great thinker of international reputation.

[neglected—অবহেলিত। gained—অর্জন করেছিলেন। versatile—বহুমুখী। genius—প্রতিভা। novelist—ঔপন্যাসিক। critic—সমালোচক। essayist—প্রাবন্ধিক। educationist—শিক্ষাবিদ। international—আন্তর্জাতিক। reputations—খ্যাতি।]

17. Your favourite player

Write a paragraph on 'Your favourite player' with the help of the following outlines.

Name of your favourite player—Various new records—Records of highest test centuries—total highest runs in test cricket—The technique and temperment—A run machine—One of the best gems in the field of the world cricket.

My favourite player is Sunil Manohar Gavaskar. He is one of the greatest cricketers of the world and as a batsman he is a class by himself. He is called the 'Little Master' for his short size, and bright performace. He is renowned as the 'record-breaking Gavaskar' as he always lives to enjoy himself in making various new records. He has the records of highest test matches, highest run and so on. The sound technique and temperment which is the key of success of a cricketer is fully present in him. He is regarded as a 'run machine' by the critics of cricket. Most of his strokes are of copy-book style. He surpasses anybody else except Bradman in score and in style of batting. He gives pleasure and gets pleasure in playing the game. For all these reasons I think him as one of the best gems in the field of the world cricket.

[bright performance—উজ্জ্বল কৃতিত্ব। renowned—বিখ্যাত। temperament—মেজাজ। technique—কৌশল। gem— রত্ন।]

18. Raja Rammohan Roy—A Social Reformer

Write a paragraph on 'Raja Rammohan Roy—A Social Reformer' with the help of the following information.

> The pioneer of modern India—Two fold role as a reformer—a religious reformer as well as a social reformer—Society of his times—Out and out a humanist—Challenge against the 'satidaha' system—Successful in his attempt with the help of Lord Bentinck—The first beacon light of renaissance in Bengal as well as in India.

Raja Rammohan Roy was the pioneer of modern India. His role as a reformer was two fold. He was a religious reformer as well as a social reformer. He revolted against idolatry and laid the step stone for the Brahma Samaj. On the other hand he tried heart and soul to remove the evil customs of the society of his times such as caste-prejudice, early marriage, widow-burning etc. He was greatly shocked at the deplorable condition of the society as these evil customs were eating into the vitals of the society. He was out and out a humanist. He ceaselessy challenged the 'Satidaha' system and in the long run he was successful in his attempt with the help of Lord Willim Bentinck. The name of Raja Rammohan and the abolition of the cruel 'satidaha' system are inseparable form each other. He wished to spread modern culture and education into the conservative fabric of our society. In fact, he was the first beacon light of renaissance in Bengal as well as in India.

[pioneer—পথ প্রদর্শক। reformer—সংস্কারক। revolted—বিদ্রোহ করেছিলেন। idolatry—মূর্তিপূজা। evil custom—কুপ্রথা। out and out—পুরোপুরি। humanist—মানবতাবাদী। abolition—বিলোপ। beacon light—দিশারী আলো। renaissance—নবজাগরণ।

19. Swami Vivekananda

Write a paragraph on 'Swami Vivekananda' with the held of the following information.

> Birth and parentage—Education—Curiosity for God and religion—contact with Sri Ramkrishna—Tour over India—Misery of the mass—Parliament of religions at Chicago—Establishment of the Belur Math and the Ramkrishna Mission—Call to his countrymen—An idol of youth and nationalism.

Swami Vivekananda is one the greatest religious heroes and social reformers of India. His earlier name was Narendranath Dutta. He was born in Calcutta in 1863. His father, Biswanath Dutta, was a pleader and his mother Bhubaneswari Debi was a pious lady. He was a bright student at school and in college and he passed the B. A. examination with Honours in philosophy. He had a strong curiosity for God and religion and this was satisfied only after his contact with Sri Ramkrishna. On the passing away of Ramkrishna he went about touring all-over India. During his tour he came in close touch with the

misery of the mass. He went to the parliament of religions at Chicago and delivered his speech on the greatness of Hindu religion. Coming back to India he established the Belur Math and the Ramkrishna Mission. His clarion call "Let the poor be your gods" is inspiring to his countrymen. In fact he is idol of youth and nationalism of modern India.

[pious lady—ধর্মপরায়ণা মহিলা। curiosity—কৌতূহল। misery—দুর্দশা। mass—জনগণ। established—প্রতিষ্ঠা করলেন।] nationalism—জাতীয়তাবোধ।]

20. Mother Teresa

Write a paragraph on 'Mother Teresa' with the help of the following information-chart.

> *Year and place of birth* : Born in 1910 at Skopje, a small village in Yugoslavia.
> *Earlier name* : Agnes.
> *Arrival in India* : Came to India in 1928 as a nun and thereafter an Indian citizen—Albenian by chance, Indian by choice.
> *First activities in Calcutta* : A teacher in a Convent school.
> *Later activities* : 'Nirmal Hriday' at Kalighat, the shelter of the sufferers—various other activities all over the world.
> *Recognition of her work* : Nobel prize in 1979, 'Bharat Ratna Award' in 1980, 'Angel of Peace' on her visit to African countries.

Mother Teresa in another dedicated soul like Sister Nivedita. Both of them were originally foreigners but made this country their home. Teresa was born in 1910 at skopje, a small village in Yugoslavia. Her earlier name was Agnes. At eighteen she decided to become a nun and so she came to India in 1928 and thereby she became an Indian citizen. Thus though she was Albenian by chance, she became an Indian by choice. She started her life in Calcutta as a teacher in a Convent school, but soon the mother in her cried for the suffering of the poor and the down-trodden. Her 'Nirmal Hriday' at Kalighat became the shelter of the sufferers. Her activities has now been spread all over the world. In 1979 she was awarded the Nobel Prize for peace. She was awarded 'Bharat Ratna Award for the year 1980. On her visit to African countries she was received as 'Angel of peace'. It is very interesting to note that even at her very ripe old age she is still on her heels for her selfless service of mankind irrespective of caste and creed.

[dedicated soul —নিবেদিত প্রাণ। nun—ধর্মযাজিকা। the mother in her—তাঁর মাতৃত্ব। down-tordden—পদদলিত। on her heels—পায়ে হেঁটে ঘুরে বেড়ানো। selfless service—নিঃস্বার্থ সেবা। irrespective of caste and creed—জাতিবর্ণ নির্বিশেষে।]

21. Satyajit Roy—The Famous Film Director.

Write a paragraph on Satyajit Roy with the help of the following points.

Name : Satyajit Roy
Date of birth : May 2, 1921
Parentage : Father Sukumar Roy, Mother Suprabha Devi
Name of the newborn baby : Prasad
Nick name : Manik
Father's death : at the age of about 36
Education : Admitted to class VI in Ballyganj Govt. High school, passed Matriculation Exam. in 1936. Graduation from Presidency College in 1940. Art education at Santiniketan.
Film world : 'Pather Panchali' was released in 1955 and awarded President's gold medal and 12 international awards. 'Aparajita' in 1956, 'Apur Sansar' in 1959, 'Mahanagar' in 1963, 'Charulata' in 1964, 'Ashani Sanket' in 1972 and 'Sonar Kella' in 1974. Last film 'Agantuk' in 1991.
Awards : 'Padma Bhushan' in 1965, 'Magsai' in 1967, 'Padma Bibhushan' in 1976, highest award of France 'Lajiyan De Nar' awarded by Miteran, the President of France, 'Oscar' by the Academy of Motion Pictures, U. S. A. in 1992, 'Bharat Ratna' in the same year.

Satyajit Roy, the world famous film director was born on May 2, 1921. His father Sukumar Roy was a famous poet in child literature and his mother Suprabha Devi was a pious lady. The name of the newborn baby was Prasad but afterwards he was named Satyajit. His nick name was Manik and really he was a jewel among so many Indian pebbles. His father died a premature death at the age of about 36. He was admitted to class VI in Ballyigunj Govt. High school in 1932 and passed Matriculation examination in 1936. He passed B. A. Exam from Presidency College in 1940. Satyajit Roy was a man of versatile genius. He got Art education at Santiniketan in 1940. A good many memorable films were released under his direction. Among them 'Pather Panchali' was released in 1955 and awarded President's gold medal and 12 international awards. The other two of the trilogy 'Aparajita' and 'Apur Sansar' were released in 1956 and 1959 respectively. "Mahanagar' was released in 1963, 'Charulata' in 1964, 'Gupi Gain Bagha Bain' in 1969, 'Ashani Sanket' in 1972 and Sonar Kella' in 1974. His last film 'Agantuk' was released in 1991. He was honoured with so many awards in our country and abroad. He was awarded 'Padma Bhushan in 1965 and "Magsi' in 1967. He was awarded 'Padma Bibhushan' in 1976. The highest award of France 'Lajiyan de Nar' was awarded by Miteran, the President of France. The highest award of the film world 'OSCAR' was awarded by the Academy of Motion Pictures, U. S. A., in 1992. He obtained 'Bharat Ratna' in the same year. He Breathed his last on the 23rd April in 1992. We pay our heartiest homage to this world famous artist.

[juvenile literature—কিশোর সাহিত্য। pious—ধর্মশীলা। nick name—ডাক নাম। pebble—নুড়ি। premature death—অকাল মৃত্যু। versatile—বহুমুখী। genius—প্রতিভা। memorable—স্মরণীয়। released—মুক্তিপ্রাপ্ত। awarded—পুরস্কৃত, সম্মানিত। trilogy—ত্রয়ী। breathed his last—শেষ নিঃশ্বাস ত্যাগ করেছিলেন। homage—শ্রদ্ধা।]

22. Meghnad Saha

Write a paragraph on the famous scientist Meghnad Saha with the help of the following hints :

Time and place of birth : 6th October, 1893 at Seoratiali, Dacca.
Parentage : Jagannath Saha (Shop-keeper)—Bhubaneswari Debi.
Early education : Village Pathsala.
Later education: Middle School at Simulia; Dacca Collegiate School ; Kishorilal Jubilee School; Dacca College; M. Sc. in Mathematics from Presidency College in Calcutta.
Later life: Professor of Physics and Mathematics in Calcutta University and Allahabad University; invention of 'Theory of Tharmal Ionisation; establishment of Institute of Neuclear Physics; river planning especially Damodar valley Corporation.
Death : 16th February, 1956.

Dr. Meghnad Saha, the famous scientist, was born on the 6th October, 1893 at Seoratali in Dacca. His father Jagannath Saha was a Shop-keeper and his mother was Bhubaneswari Debi. His early education started at a village Pathsala and later on he was admitted to Middle School at Simulia. Then he continued his studies in Dacca Collegiate school, Kishorilal Jubilee school and Dacca college respectively. After that he passed M. Sc. in mathmatics with credit from Presidency college in Calcutta. Then he became the professor of Physics and Mathematics in Calcutta University and Allahabad University respectively. His remarkable activity in the field of science is associated with the invention of the 'Theory of Tharmal Ionisation.' He established the 'Institute of Neuclear Physics' which is a land-mark in this field. His river planning, especially the planning of Damodar Valley Corporation is worth-mentioning. He breathed his last on the 16th February, 1956. If we follow his steps to fulfil his dream, India will, no doubt, be a rich and prosperous country.

23. Satyendranath Bose

Write a paragraph on Satyendranath Bose, the famous scientist, with the help of the following hints.

Date and place of birht : 1st Janurary, 1894; calcutta.
Parentage : Surendranath Bose—Amodini Debi.
Early education : Normal School in Calcutta.
Later education: Hindu School and Presidency College; stood first in B. Sc. and M. Sc. (Math) in Cal. University; classmate-Meghnad Saha.
Later life: Professor in Calcutta University and Dacca University; Vice-Chancellor of Biswa-Bharati; Contribution in Bose Einstine theory and theory of relativiety; establishment of 'Bangiya Bijnan Parishad' ; encouragement for scientific studies in mother tongue ; scientific journal 'Jnan-Bijnan' in mother tongue.
Awards : F. R. S. of England ; 'Padmabhusan' from the Govt. of India.
Death : 4th February, 1974.

Mother India has produced many a talent in the field of Science. Prof. Satyendranath Bose, the famous scientist is one of them. He was born on the first January, 1894 in Calcutta. His father was Surendranath Bose and his mother Amodini Debi was a pious lady. His early education started at normal school in Calcutta. Later on he was admitted to Hindu School and Presidency College. He stood first in B. Sc. and M. Sc. in Mathematics in Calcutta University. His classmate in that stage was Meghnad Saha. Having completed his educational career he became the professor in Calcutta University and then in Dacca University. Afterwards, he became the Vice-Chancellor of Biswa-Bharati. His remarkable activity in the field of Science was his contribution in Bose Einstine theory and the theory of Relativity. He established 'Banglya Bijnan Parished' which is a landmark in the field of science. He encouraged scientific studies in mother tongue towards the end of his life and intorduced a scientific journal 'Jnan-Bijnan' in mother tongue. Honours were showered upon him from many directions of the world. He became the Fellow of the Royal Society of England. He was awarded 'Padmabhusan' by the Govt. of India. He breathed his last on the 4th February, 1974. If we follow his steps in the field of Science, our Mother India will still be more glorious.

24. Prasanta Chandra Mahalanabish

Write a paragraph on Prasanta Chandra Mahalanabish with the help of the following hints.

Date and place of birth : 29 June 1893 in Calcutta.
School education : Passed Entrance Examination from Brahama School in Calcutta.
Higher education : B. Sc. with hons. in Physics from Presidency College : Tripose in Mathematics and Physics form Cambridge University.
Later life : Asst. Prof. and Professor of Physics and then the Principal of Presidency College.
Special achievements: Role of Statistics in Anthropology, Geology, Economics etc, Mahalanabish Distance, Mahalanabish Model; establishment of Indian Statistical Institute.
Awards : F. R. S. of England ; 'Weldon from Oxford University; 'Padmabhusan' from the Govt. of India.
Death : June 28, 1972.

Mother India has produced many a talents in many directions. Prasanta Chandra Mahalanabish is one of them. He was born on the 29th June in 1893. He Passed Entrance Examination from Brahma school in Calcutta. Later on he passed B. Sc. with Hons. in physics from Presidency College. Then he obtained Tripose in Mathematics and Physics from Cambridge University. After that he came to India and started his life as an Asst. Professor and then a Professor of Physics in Presidency College. Afterwards he became the principal of that College. His special achievements are to show the role of Statistics on Anthropology, Geology, Economics etc. The invention of 'Mahalanabish Distance' and 'Mahalanabish Model' are his creditable performances. He established 'Indian Statistical Institude' which is a

landmark in the field of Statistics in India. He became the Fellow of the Royal Society of England. He obtained 'Weldon' from the Oxford University. He was awarded 'Padmabhusan' by the Govt. of India. He breathed his last on June 28, 1972. We pay our heartiest homage to this stalwart figure in the field of statistics.

25. Kshudiram Bose, the Great Martyr of Bengal

Write in about 150 words a paragraph on Kshudiram Basu, the great patriot, on the basis of the points given below. **[M. P. 1992]**

Birth in Midnapur in 1889—a spirited boy—association with a revolutionary party from school life—leaving for Mujaffarpur with Prafulla Chaki on a mission to kill Kingsford, a tyrant magistrate—Kingsford unhurt—Kshudiram arrested and sentenced to death—facing death—with 'Vande Mataram' in his lips.

Kshudiram Base, the great patriot, was born in Midnapur in 1889. Kshudiram lost his mother at a tender age and was reared up by his elder sister. He was a spirited boy. Even from his school life he had association with a revolutionary party. It was the 'Anushilan Samity'. The aim and objective of this party was to carry on an armed movement against the oppressive British rulers. At the behest of the party Kshudiram left for Mujaffarpur with another revolutionary Prafulla Chaki on a mission to kill Kingsford, a tyrant magistrate. He hurled his bomb aiming at the coach of Mr. Kingsford. But the tyrant magistrate was unhurt as he was not in that coach. While escaping, he was arrested by the police in 1908. He was sentenced to death in the month of August of the same year. The great patriot moved to the scaffod fearlessly, with 'Vande Mataram' in his lips. 'Let me bid adieu, mother, let me go for a while. Let the Indians see me facing the gallows with a smile'—this song still rings in our ears.

PARAGRAPH ON OBJECTS

26. Television

Write a paragraph on 'Television' with the help of the following information-table.

One of the wonderful inventions of modern science—Invented by John Baird—Combination of the radio and the cinema—Medium for mass education and recreation—Instrument for advertisement—Still a costly thing.

The word 'television' comes from the Greek word 'tele' which means distant and the latin words 'visio' which means vision. It is one of the most wonderful inventions of modern science. It was invented by John Baird, a Scottish scientist in 1925. After the second world war it has become very popular all over the world. It is an audio-visual instrument and excellent medium for mass education and recreation.

Moreover it is an important medium for advertisement. We also enjoy drama, cinema, sports, quiz and many other important events on television. It puts before our eyes the objects and men thousands of miles away with their picture, sounds and voices. Thus it has brought the outer world into our drawing room. But still it is a costly thing and we hope that the price of television will come down soon so that the common people can enjoy television, the magic baby of modern science. It has great possibilities in future.

But T.V. has its dark sides too. it has made people unsocial to some extent. Guests feel embarrassed and unwelcome when they pay visit to some one while a programme is on the screen. Children are tempted to spend some valuable study hours watching T.V. programme. The adult members of the family should be cautious of it.

[distant—সুদূরের ; vision— দৃষ্টি ; screen—পর্দা ; recreation— মনোরঞ্জন ;] embarrassed—বিব্রত unwelcome—অনাকাঙ্খিত

27. Newspaper

Write a paragraph on Newspaper with the help of the following information-table.

The newspaper is the mirror of the world—Helps to acquire general knowledge—A dainty dish of varieties such as the news of current affairs, trade and commerce, films, games and sports etc—Views of scholars on different subjects—A great blessing of modern civilisation.—But we should not be blindly influenced.

"Newspaper is the people's parliament". The newspaper plays a vital role in modern civilisation. It is said to be the mirror of the world. We must have the habit of reading newspaper daily. It helps us acquire general knowledge which is essential for our education. Nobody can keep contact with the world outside without reading newspaper. Mere bookish knowledge is not sufficient in the struggle of life. A man who does not read newspaper daily is like a frog in a narrow well. Being ignorant of current topics, he cannot take part in the talks and discussions in an enlightened society and seems like a fish out of water in it. The newspaper is a dainty is a dish of varieties, such as the news of current affairs, trade and commerce, films, games and sports etc. Moreover views of scholars on different subjects are discussed. All these have some educative value and we must have the habit of reading newspaper regularly as it is a great blessing of modern civilisation.

But one sould bear in mind that newspapers bear comments of fivers nature and interests by the reporters and critics from various angles. We should not be blindly influenced by these comments but should keep an open mind to the facts and problems.

[vital role—প্রধান ভূমিকা ; mirror—দর্পণ ; ignorant—অজ্ঞ ; trade and commerce—ব্যবসা বাণিজ্য ; enlightened—উন্নত ;]

28. The School magazine

Write a paragraph on 'The School Magazine' with the help of the following information-table.

Role of the school magazine in school life—Different from a popular of a literary journal—Usually annual or bi-annual—The editor and the assistant editors—A training ground in literary composition—The first stepping stone for the future writers—A link between the past and present students of the school.

The school magazine plays an important role in school life. It is different from a popular or a literary journal as it contains mainly the articles of the school students. It is usually annual or bi-annual. The editor of the school magazine is a teacher and the assistant editors are always chosen from among the students. The magazine helps the studnts to express their feelings and thoughts. It stimulates their imagination and develops their creative powers. Thus it becomes a training ground in literary composition and talent is discovered even in most unexpected quarters. A student feels proud and happy when he finds his writing in print. In fact, the school magazine is the first stepping stone for the future writers. Moreover, it is a link between the past and the present students of the school. The ex-students can rightly remember the school with all the happy memories of their boyhood days when a copy of the school magazine reaches their hands.

[literary journal—সাহিত্য পত্রিকা stimulates—উদ্দীপিত করে ; creative powers—সৃজনশক্তি talent—প্রতিভা remember—স্মরণ করা imagination—কল্পনা unexperted—অপ্রত্যাশিত]

29. Your favourite hobby

Write a paragraph on 'Your favourite hobby' with the help of the following outlines.

Name of your hobby—What do you do for your favourite hobby?— Special feature of your hobby—Reason of following a hobby

A hobby is a favourite subject which a man follows not because it is his main business but because it gives him pleauser. There are so many fashionable hobbies such as stamp-collecting, coin-collecting, photography etc. But my favourite hobby is gardening. I dig the land, sow the seeds and water the plants it is my garden. It involves hard work but it is not tiresome, because it is love's labour. I can sit for hours in my garden, watching the buds come up, and the brances nodding in the breeze. I feel that the plants and their flowers are no mute insensate things. They have a language of their own which I understand. Although a hobby is a source of pleasure, not of profit, my hobby combines the two. My mother looks upon it very kindly, as a part of my garden serves as a kitchen garden. My friends often ask me why I have chosen gardening as my hobby when there are so many fashionable hobbies. Frankly speaking, nobody knows why he has

chosen his hobby. Possibly his character draws him to it, for a hobby is an index to a man's character.

[tiresome— ক্লান্তিকর। bud— কুঁড়ি। nodding— আন্দোলিত হওয়া। breeze— মৃদু বাতাস। mute— বোবা। insensate— অচেতন। index— সূচক।]

30. Discipline in student life

Write a paragraph on 'Discipline in studenst life' with the help of the following outlines.

> Discipline means obedience to some rules—To obey parents and superiors at home teachers in school—Condition of effective teaching—Players should obey the rules of game—Many students are ill-behaved—Results of such behaviour.

Discipline means obedience to some general rules of conduct. It is essential in student life as it is the seedtime of life. A student should obey his parents and superiors at home and teachers in school. No institution can run successfully if its students are not disciplined. Effective teaching is not possible in the class if the students are not disciplined. Even the player should obey the rules of game in the playground. They must obey the orders of the captain or the referee of the game. So at home, in school and in the playground too discipline is essential. But it is a matter of pity and regret that many students are ill-behaved. They take it as a symbol of heroism. But a day will come when they will be grown up and the young ones will pay them back in their own coin and that also with a compound interest.

[obedience—মেনে চলা। conduct—আচরণ। seed time—বীজ বপনের সময়। essential—অত্যাবশ্যক। ill-behaved—অশিষ্ট। regret—পরিতাপ। superiors—গুরুজন। symbol—প্রতীক। compound interest—চক্রবৃদ্ধি সুদ।]

31. Students and Social Service

Write a paragraph on 'Students and Social Service' with the help of the following information.

> Man is a social being—Social service is a must in a system of man-making education—Kinds of social service—to remove illiteracy—to remove bad customs—to tell the people the laws of health and sanitation—to dig wells—to repair bad roads—to clean dirty ponds—Emergency relief work—To organise cultural functions—Fellow-feeling and organising capacity.

Man is a social being and social service is a must in a system of man making education. There are so many kinds of social service and students have a lot of work to do in this field. They can hold night schools for the illiterate adults and give them lessons on the three R's They can reomove bad customs and inform the people of the laws of health and sanitation. They can did wells, repair bad roads and clean dirty ponds. In times of emergency such as flood, famine and earthquake, they can take an active part in bringing relief to the sufferers. In times of normalcy they can organise cultural functions for the poor villagers as we know that poverty is depressing but drudgery is killing. It is true that the studies of students will be affected a little if they turn their attention to social service. But, on the whole, they will be gainer as social service will promote their fellow-feeling, increase their love for the country and develop their organising capacity.

[illiterate—নিরক্ষর। adult—বয়স্ক ব্যক্তি। the three R's—প্রাথমিক জ্ঞান। sanitation—পরিচ্ছন্নতা। emergency—জরুরী অবস্থা। famine—দুর্ভিক্ষ। earthquake—ভূমিকম্প। poverty—দারিদ্র্য। drudgery—একঘেয়ে খাটুনি। organising capacity—সংগঠন ক্ষমতা।

32. Load Shedding

Write a paragraph on 'Load Shedding' with the help of the following information.

> Almost a daily occurrence—Condition of cinema, shops, factories, hospitals—Students before examination—Condition of the country—Necessity of measure for improvement.

Nowadays load-shedding is almost a daily occurrence in cities and suburbs. There is hardly any area which is not affected by it. Cinema houses, shops, factories, hospitals are fall affected by it. The industrial units are paralysed for the time being. Production is hampered due to failure of electricity. Even operation stops in hospitals for load-shedding. The students close their books and sit idly in darkness. They curse the authorities especially if electricity fails before their examination. In fact, the problem of load-shedding is a great problem of our country. It should not be allowed to continue in the present manner. The whole country is bound to collapse if the present condition of load-shedding is not improved. So the government should think over the matter deeply and take necessary steps to check it as early as possible.

[dialy occurrence—দৈনন্দিন ঘটনা। suburbs—শহরতলি। attected—ক্ষতিগ্রস্ত। hampered—বিঘ্নিত। authorities—কর্তৃপক্ষ। necessary steps—যথাযথ ব্যবস্থা।]

33. Travelling as a part of education

Write a paragraph on 'Travelling as a part of education with the help of the following outlines.

> Curiosity to see the unseen and to know the unknown—Educative value—Provides pleasure too—Breaks the monotony of life—A good training in the struggle of life.

To see the unseen and to know the unknown is inherent in human nature. This curiosity leads men to travel from one place to another. Besides this, travelling has a great educative value. Books provide us only bookish knowledge but travelling can make it perfect. It brings us into contact with different people and different ways of life. We read the majesty of the Himalayes, the vastness of the ocean and the beauty of the Taj from books. But we can know much more of them if we see those with our own eyes. Travelling gives us pleasure too. It breaks the monotony of life and fills the mind with joy. Moreover travelling teaches us to bear hardship, and thus it is a good training for success in the struggle of life.

[inherent—সহজাত। curiosity—কৌতূহল। contact—সংস্পর্শ। majesty—মহিমা। vastness—বিশালতা। monotony—একঘেয়েমি।]

34. Your aim in life

Write a paragraph on 'Your aim in life' with the help of the following outlines.

> What is the use of aim in life? What is your aim in life?—Reasons for choosing the aim—Motto in life.

Many people have no definite aim in life. They are like ships without rudders and without goals. So a man who wishes to succeed in life must have a definite aim in life. My aim in life is to be a doctor. It is a noble profession. But I have chosen it as my aim in life for more than one person. More than eighty percent of people of our country live in villages. They suffer from various diseases for ignorance, poverty, malnutrition and want of proper sanitation. But the hospitals and the doctors are very few in rural areas. Most of the doctors hanker after money and honour and they prefer cities and towns to villages as their fields of practice. As a result many people of the villages die like cats and dogs without proper treatment and medicine. For all these reasons I wish to be a doctor in my future life to serve the suffering humanity. My motto in life would be, 'To serve man is to serve God.'

[rudder—হাল ; profession—বৃত্তি বা জীবিকা ; ignorance—অজ্ঞতা ; proverty—দারিদ্র্য ; malnutrition—অপুষ্টি ; sanitation—পরিচ্ছন্নতা ; hanker after—লালায়িত হওয়া ; treatment—চিকিৎসা ; motto—মূলমন্ত্র বাণী]

35. Familiarising Science
Or
Making Science Popular

From the points given below write a paragraph on the importance and need of 'familiarising Science'.

> Science—its blessings in different fields of our life—a new era—the spirit of Science — its necessity—how best it can be achieved.

This is an age of science. In very stage of our life to-day we depend on science. Science has blessed us with many gifts. With the help of science man has become the master of the whole universe. In agriculture, commerce, industry, communication, household appliances, medicine, transport, entertainment—in a word in all departements of life science and technology have ushered in a new era of hope and prosperity. But inspite of all these has science really changed the basic attitude towards the problems of our life? Probably not. In many areas of our social and econmic life superstitions, false notions and baseless beliefs predominate. Therein comes the question of pupular science. We have to take science to every door and develop a scientific outlook in all of our deeds. Everyone must imbibe the spirit of science before enjoying the fruit of science. By familiarising science among the common people, we may bring in a new social order. Science must go deep within our social system and change our attitude from within.

[gift—দান ; universe—বিশ্ব ; industry—শিল্প ; entertainment—বিনোদন ; technology—প্রযুক্তি ; usher (আশ্রয়)-অনুপ্রবেশ করা ; era—যুগ ; prosperity—সমৃদ্ধি ; superstition—কুসংস্কার ; nation—জাতি ; predominate—প্রাধান্য বিস্তার করা ; familiarise—জনপ্রিয় করা]

36. Immunization Worldwide

Develop the information given in the following chart and write a paragraph comparing the immunization programme in different continents.

PERCENTAGE OF WORLD'S CHILDREN IMMUNIZED IN THE FIRST YEAR OF LIFE

	BCG	DPT	POLIO	MEASLES
Africa	34%	24%	21%	42%
America	53%	58%	71%	39%
South-East Asia	24%	33%	14%	1%
Europe	77%	76%	81%	74%

BCG Immunizes against Tuberculosis (TB).
DPT immunizes against Diptheria, whooping Cough and Tetanus.

The world-wide immunization programmes are brought about to prevent some dreadful diseases. The children of the world are expected to be immunized against six common infant diseases, such as, Tuberculosis, Diptheria, Whooping Cough, Telanus, Polio and Measles. The percentage of world's children immunized in the first year of life is different in different continents. From the chart it is clear that Europe is the continent with the most developed immunization programme. Next is the position of America. South-East Asia is the continent with the least developed programmes. Africa stands a little bit higher than that except only in DPT. All the diseases deserve attention to be immunized in the continents like South-East Asia and Africa. But deserves the most attention.

37. Ticketless Travelling

> We invite all to think and join an Essay Competition on ticketless travelling. Join the competition.

From time to time we read in the newspaper about people travelling by railway without tickets. They are fined or imprisoned for the offence. Ticketless travel has been increasing day by day. It has become a major crime. It is an anti-social activity. When they occupy the seats in the compartment, the honest travellers who pay actual fares are deprived of it and face a lot of troubles. The railways are a Government undertaking. Its income is a part of our national income. So when a man travels without a ticket, he is actually stealing a part of the national income. The railway has an estimate of annual income. It has to cover the loss caused by ticketless travellers by raising railway fares. So ticketless travellers do harm to the honest travellers by causing the continuous rise in fare.

AUTOBIOGRAPHY

38. An autobiography of a rupee

I am an old coin and have been passing a most busy life for many, many years. Now I have become worn and the lettering on my back almost rubbed out with rough use. But still I can remember my birth

when I was issued from the Mint. Then I was shining and the lettering on my back was very distinct. I was then very proud of my smart appearance. However, my active life began when I was paid over the counter of a bank, along with other coins and notes to a gentleman. I was jingling in his pocket, but I did not stay there for long as he gave me to a shop-keeper. Next I came to a little girl when she bought a dot pen from the shop and got me as the balance of a five rupee note. She exclaimed, "Ah! I have not seen a new coin for a pretty long time. She brought me home and kept me in her drawer with a lot of other coins. There I found a number of rupees of my own rank, but none so new and bright as I was. I began to hate them as they were dull and worn. At this, most of the coins became jealous, but one very old rupee was kind to me. He advised me that I must honour old rupees too as a rupee is always a rupee, however old and worn. I can't remember when I came out of the drawer and began to pass over and over to a new master and then again to another; but I feel it is better to roll and to be worn than to be locked up in a strong-box of a miser.

[coin—মুদ্রা, worn—ক্ষয়প্রাপ্ত, rubbed out—ঘষা লেগে উঠে যাওয়া, mint—টাঁকশাল, jingling—মুদ্রার ঠং ঠং আওয়াজ, jealous—ঈর্ষান্বিত, remember—স্মরণ করা, locked up—তালাচাবি বন্ধ থাকা, miser—কৃপণ ।]

EXERCISE

A. Write short paragraph on each of the following topics with the help of the following tables :

1. A visit to an exhibition :

Site of the exhibition—kinds of exhibits—Qualities of exhibits—price—crowd—experience gathered by you.

2. A social function in your school :

Date and time—decoration of the school building—enthusiasm among the students—participation of the students—audience—enjoyment—ending.

3. Pavement dwellers :

City life—wealth and poverty side by side—pavement dwellers at day time—pavement Dwllers at night—remedy.

4. Srinivasa Ramanujan :

Date and place of birht—Dec. 22, 1887 at Erode in Tamilnadu; parentage—Krippuswami Ayeriger & Komalata Ammal—Matriculation from Kumbhakonam Town High School in 1903—F. A. appeared but did not come out successfully in 1907—Marriage with Janaki Ammal in 1909—To England for research work in Mathematice in 1914—Fellow of London Royal Society in 1918—Return from England with great name and fame—Death in April 26, 1920.

5. Iswarchandra Vidyasagar :

Birth at Birsingha in Midnapur on 26th Sept. in 1820—Father and mother Thakurdas Bandopadd hyaya and Bhagabati Devi—early education at village pathsala—higher education in Sanskrit College in Calcutta—later life as Head Pandit in Fort William college and Principal of Sanskrit College—contribution in language and literature—attempts to remove illiteracy, to stop polygamy and to introduce remarriage of child widows.

6. A religious festival : The Durga Puja :

The greatest Hindu festival—preparation—the Puja days—decoration of the pandals and the gods and goddesses—people dressed in new garments—Vijaya Dasami—immersion.

7. A Religious festival : The Maharam/The Id :

A great Muslim festival—perparation—observance—communal harmony—significance of the day.

8. The most memorable day in your life :

Date and time—description of the day—How were you involved? Why is it memorable?

9. A rainy day :

Begining of the day—description of the heavy rainfall—condition of the roads—difficulties of the people—the school remains closed.

10. The game you like most :

Name of the game—cause of preference—advantages and disadvantages—is the game included in Asiad or Olympic?

11. Your favourite book :

Name of the book—author of the book—qualities of the book—conclusion.

12. The cinema :

What is it?—amusement—educative value—harmful sides—influence upon the young—influence upon the society—conclusion.

13. A football match :

Date and time—playground—participants—description of the game—results of the game.

14. A street accident :

Spot of the accident, date and time of the accident—eye-witness—reaction.

15. Physical education :

What is it?—Utility of physical education—palce of physical education in the syllabus—any suggestion for improvement.

16. Worke education :

What is it? Utility of work education—place of work education in the syllabus—any sugestion for improvement.

17. Science in daily life :

Comparison between the modern life and the life of our forefathers—gifts of science—electricity, newspaper, telephone, radio, T. V, trains, buses, trams—medicines—more and more mechanised civilization.

18. The Annual sports :

Date and place—duration—number of events—flat race, relay race, hurdle race, sum race.spoon race, high jump, long jump, discus throw, javeling throw etc.—the most interesting event—prizes—ending.

B. Write paragraph on the following topics with the help of the following tables.

1. Rocket Pad Thumba :

India's space-craft—Collaboration with foreign countries—Necessity of a Rocket Pad—Where is Thumab? —activities—Success.

2. Atomic Reactor, Trombay :

Atomic Reshearch of India—Where is Tomobay?—Atomic power for war—Atomic powre for peace—India's policy.

CHAPTER—4

PRESENTING PROBLEMS & SUGGESTING SOLUTIONS

1. Here is a detailed information structure, With the help of it write a paragraph on 'Pollution and the ways to fight it.'

POLLUTION

Where ?	Air	Land	Water
How ?	Factory smoke	garbage	untreated sewage
How to control?	Controlling the haphazard growth of factories	Preserving wild life	Treating sewage

Pollution and the ways to fight it.

In the 20th century, one of our greatest problems is pollution. In our cities, the air is constantly being polluted by smoke from factories, and form carbon monoxide gases emitted by motor vehicles. Even the ground we walk on—in both urban and rural areas—is polluted by uncollected garbage. Water is also polluted, particularly as a result of untreated sewage. Also, oil tankers, often clean out their tanks at sea. And power stations release hot water into rivers, which kills fish and plants. But we cannot remain idle in the face of such an alarming problem.

Steps must be taken to control the haphazard growth of industries. As the exhaust of automobiles is one of the major reasons of environmental pollution, we must take effective steps to control it. The best way to curb pollution is to plant trees and to take care of them. The wild life must be preserved and the mass massacre of trees must be prevented. To fight the pollution of water, sewage treatment plants must be built. We must see that industrial effluents are not released direct into the rivers. Above all, we must make peace with Nature. We must remember, "Pollute and perish; preseve and flourish."

[Pollution—দূষণ। constantly—ক্রমাগত। emitted—নির্গত। untreated sewage—অশোধিত নর্দমার ময়লা। alarning—ভীতিদায়ক। exhaust—অনাবশ্যক বাষ্প নির্গম। curb—সংযত করা। plant—রোপণ করা, কারখানা। effluents—বর্জ্যপদার্থ। perish—ধ্বংস হওয়া, flourish—বিকশিত হওয়া।]

2. Here is a detailed information-chart. With the help of the information write on "The pollution of the Ganga—ways to fight it."

Situation :	The Ganga—the longest river of India (2525 kms.)—the main stream of Indiancivilization.
Problem :	The Ganga is being polluted—less than 4 miligrams of dissolved oxygen per litre of water in the Ganga (normal requirement 6 mg. per litre.) Contamination of drinking water—Fall in the growth of fish. The worst affected is the stretch from Bansberia to Birlapur in West Bengal.
How?	Untreated sewage of 48 Class I towns and 66 Class II towns on both sides of the Ganga—Industrial effluents (In Kanpur alone there are 70 industrial units). Throwing of junks and garbage. (In Benaras 6 crores of litres of garbage thrown into the Ganga everyday).
Response :	Ganga Action Plan has been formed. It sanctioned Rs. 37 crores for West Bengal. People must be made aware

The Pollution of the Ganga—ways to fight it

The Ganga is the longest river of India covering 2525 kms. But it is more than a river. It is the main stream of this riverine Indian Civilization. For centuries the Ganga has promoted trade, commerce, transport and has helped the economic, social and cultural progress of the country. But unfortunately at present this major river of India is polluted. In some areas the measure of dissolved oxygen is less then four miligrams per litre, whereas the minimum requirement is six miligrams per litre. The stretch of the river from Bansberia to Birlapur in West Bengal is worst polluted. As a result there is a fall in the growth of fish. There are 48 Class I towns and 66 Class 11 towns on both sides of the Ganga.The untreated sewage of all these towns is released into the Ganga. Moreover, the industrial effluents are also responsible for the pollution of the Ganga. In Kanpur alone, there are seventy industrial units. The effluents of all these mills and factories are released into the Ganga everyday. Last, but not the least is the throwing of junks. In benaras 6 crores of litters of garbage are thrown everyday in the Ganga. All these factors are responsible for the pollution. So we have to work out a systematic programmer for controlling the pollution of the Ganga. It is fortunate that the Ganga Action Plan has been formulated by the Central Ganga Authority. About 37 crores of rupees have been earmaked for contolling the pollution of the Ganga in West Bengal. It has been proposed that sewage plants would be set up where the sewage would be treated and converted into fertiliseres. This would control the pollution considerably. But everyone must be aware of his responsibility.

[riverine—নদীমাতৃক। transport—পরিবহন, untreated sewage—অশোধিত ময়লা। effluenst—বর্জ্য পদার্থ, junks— লৌহের আবর্জনা। garbage—আবর্জনা। plants—কারখানা। fertiliser—সার]

3. Housing problem—the ways to solve it.

From the information chart given below write a paragraph on "Housing Problem—the ways to solve it."

Problem :	Acute shortage of houses—one of the major problems of our national life.
How?	The cost of construction is very high. Shortage of raw materials . In rural areas houses with mud walls and thatched roof are often damaged by heavy rains and fire.
Response :	Reducing the cost and saving in the consumption of materials—successful teachniques—experimental housing schemes of the National Building Organisation—cost reduction of large scale housing projects as well as house in rural areas.

Housing is one of the major problems of our country to-day. Thousands of people in big cities like Calcutta and Bombay dwell on the footpath. In rural areas also there is an acute shortage of houses. The problem of housing is aggravated by the rising price of the materials. The cost of construction is going up everyday and at present it is very difficult for the common people to afford the cost of construction. In rural areas most of the houses are built with mud walls and thatched roofs. These are often damaged by heavy rains and fire. Every year thousands of people are rendered homeless in rural areas because mud houses collapse on account of heavy rains and consequent flood. The National Building Organisation has evolved experimental housing schemes to reduce the cost of construction and to save the consumption of materials. These are also designed to reduce cost of large scale housing projects as wdl as to adopt new techniques for construction of houses in rural areas. Techniques are in progress for water proofing of mud walls. Methods are also being worked out for making the roofs of the house fire-proof. Maximum stress should be laid on proper utilization of indigenous raw materials.

[dwell—বাস করা, aggravated—তীব্র, materials—দ্রব্যাদি। thatched roof—খড়ের চাল, collapse—ধ্বসে পড়ে। reduce cost—খরচ কমানো। utilisation—সদ্ব্যবহার। indigenous—দেশীয়। raw materials—কাঁচা মাল।]

4. Drug Addiction—the new enemy of our Social life

Problem :	Drug addiction has become a major problem of our society today. Many youngsters are falling victims of addiction.
How? :	The rackest of unscrupulous traders work underground and smuggling of narcotics continues unabated. Young men take to these drugs just to find a temporary pleasure.
Response :	The atrophy must be stopped—alarming nature of the problem must be focused on— the Government has set up anti-narcotic cells but there must be a large scale awakening of the people.

Drug addiction has now become one of the major problems of our society, particularly in the urban areas. Many youngsters are falling victims of this deadly curse. As a result possibilities of these young men and women are being nipped in the bud. The dishonest traders operate underground and the deadly narcotics and drugs are smuggled into the country. It is really surprising to note that these traders manage to thrive at the cost of precious lives and rosy possibilities of our young generation. Many of these crazy young men are tempted to take these drugs. Once they take it, they are caught in the death trap. Slowly but surely they are led to death. But we have a duty to fight against this dangerous enemy of our social life. The alarming nature of the problem must be highlighted and people must be made aware of this evil with the help of the mass media. Seminars and discussion-sessions should be organised in schools and colleges. In West Bengal an anti-narcotic cell has been established. In Lalbazar, Calcutta. But no Government action can be fruitful unless it is backed by a strong public opinion.

[urban areas— শহরাঞ্চল, youngsters—তরুণ-তরুণী, victim—শিকার, deadly curse—মারাত্মক অভিশাপ, smuggled— চোরা চালান হয়, nipped in the bud—অঙ্কুরে বিনষ্ট। rosy possibilities—উজ্জ্বল সম্ভাবনা। tempted—প্রলুব্ধ, death trap—মৃত্যু ফাঁদ।

5. Sound Pollution—the new enemy of mankind

Problem :	Sound Pollution-a serious problem of our times. It is chasing us almost every where—schools, colleges etc.
How?	Indiscriminate use of microphones—bullying horns—film songs—crackers during religious festivals—slogans.
Response :	Effective control of loudspeakers—to make the people aware of the dangers of sound pollution—strict laws.

Sound is a symptom of life. The existence of life is felt and perceived through the presence of sound. But loud and shrill sound creates a cacophony instead of a symphony. Of late, sound pollution has reached an alarming stage in human life. It is chasing us in almost every step of life. In schools, colleges, offices, and even in hospitals we have an explosion of deafening sound. The quientness of our life has totally vanished. Even within our homes sound has been chasing us. Many are the causes of this problem of sound pollution. Microphones blare out day in and day out. Film songs are played on casette recorders at top volume even from the wayside betel shops. There are the aggressive bullying horns of automobiles. During religious festivals crackers are burst indiscriminately and as a result the lives of the childen and the aged persons become miserable. Shouting of slogans also contributes not a little to sound pollution. One can even come acros slogan-shouting in hospitals. The extent of sound pollution has already crossed the normal limits of human endurance. We have to pass strict laws to take effective steps against the misuse of microphones. People must be made aware of the dangers of sound pollution. It is dangerous for patients suffering from heart diseases. In many cases it is responsible for deafness and psychological imbalance. So strict laws

must be framed to control the electric horns within the limits of the city. Above all, everyone must cultivate the virtues of quietness in domestic as well as public life.

[cacophony—শ্রুতিকটু শব্দ। symphony—সুমধুর শব্দ। alarming—ভীতি দায়ক। explosion—বিস্ফোরণ। deafening—কর্ণবধিরকারী। betel shop—পানের দোকান। indiscriminately—নির্বিচারে। miserable—দুর্বিষহ। endurance—সহনশীলতা।]

6. National integration—the need of hour

Problem :	The country is in peril. The forces of disintegration have come to the surface.
How ?	The foreign rulers had sown the seeds of disintegration in the country. External factors, regional imbalance.
Response :	Mass awakening, sharing of responsibilities by all sections of people, proper education.

Vincent Smith described India as a picture of 'unity in diversity' But at present the unity of the country is in peril. The forces of disintegration have come to the surface of our national life.The prolonged violence in the Punjab communal riots in different parts of the country, lingual riots, agitation in West Bengal for Gorkhaland are cruel blows to national integration. the recent 'Ramjanmabhumi-Babri Masjid' debate has become the burning question of the day. Illiteracy, narrow religious thinking, and regional imbalance are important causes of this deep-rooted problem. The foreign rulers followed the policy of divide and rule and had sown the seeds of discord. The separatist tendencies are at present very active in the country. But we must devote ourselves to preserve the unity of the country. No sacrifice is too great for the integration of the country. We must strive hard for the unity and integrity of the country. There must be a mass awakening and all sections of people must be educated to share their responsibility, in this regard.

[unity—ঐক্য। diversity—বৈচিত্র্য, peril—দুর্দশা, disintegration—বিচ্ছিন্নতা। communal riots—সাম্প্রদায়িক দাঙ্গা। agaitation—বিদ্রোহ। seeds of discord—অনৈক্যের বীজ, responsibility—দায়িত্ব।]

7. Illiteracy.

Problem :	70% people of the country illiterate.
Solution :	Govt efforts necessary. Educated people and students should come forward to join literacy campaign. Holding Night schools. T.V., Radio etc. as a mass media.

Illiteracy is a social curse and it is the root of ignorance, superstition and backwardness. It prevents the people from marching ahead to set up an ideal social fabric.

But unfortunately India is a country where70% of the population is deprived of minimum education. When such a vast section of our population remains ignorant, democracy becomes meaningless. Education makes a man conscious of his rights and duties in the society. It is the spirit that helps him to get rid of the foolish customs and superstitions.

It is the duty of every Govt. to remove illiteracy from the grass root level. But at the same time one must admit that the Govt. alone will not be able to cope with the situation. It is the duty of every educated citizen to help in this matter. We, the students, should come forward with voluntary service and enable the illiterates to read and write. Students can do it easily by joining the literacy camps in their spare time. They can hold night schools for the illiterate adults and give them lessons on three R's. The emphasis should be given to the women folk as well.

Thus the students have a dominant role to remove the deep-rooted problem of illiteracy in our country. T.V., Radio etc. may also play a vital role as a mass media in this concern.

[curse—অভিশাপ। root—মূল ignorance—অজ্ঞতা। superstition—কুসংস্কার। backwardness—পশ্চাদপদতা। marching ahead—সামনে এগিয়ে যাওয়া। set up—স্থাপন করা। ideal—আদর্শ। social fabric—সামাজিক বুনন। unfortunately—দুর্ভাগ্যক্রমে। population—জনসংখ্যা। deprived—বঞ্চিত। vast—বিশাল। ignorant—অজ্ঞ। democracy—গণতন্ত্র। conscious—সচেতন। rights—অধিকার, get rid of—মুক্ত হওয়া। customs—প্রথা। remove—দূর করা grass root level—তৃণমূল স্তর। cope with—সামলানো। voluntary service—স্বেচ্ছামূলক সেবা। spare time—অবসর সময়। three R's—(reading, writing and Arithmatic)—পড়া, লেখা ও সামান্য অঙ্ক শেখা। dominant role—প্রধান ভূমিকা। deep rooted—দৃঢ়মূল। mass media—গণমাধ্যম।]

EXERCISE

Q. From the given information charts write paragraphs on the concerned problem and suggest a title to each.

1.

Problem :	Afforestation—Fast disappearance of the green in urban and rural areas.
How?	Large scale deforestation—rapid urban development—lack of awareness—excessive greed—active gangs engaged in cutting trees.
Response :	Fast growing trees—such plants now being distributed by different agencies including Central and State Governments—awareness among people—responsibilities.

2.

Problem :	Dowry—series of deaths out of burning, suicide etc.—in different parts of the country.
How?	Age old beliefs—male chauvinism—passive roles of ladies—lack of stiff opposition by socio-political leaders.
Response :	Mass protest—specially by educated men and women Laws alone are not sufficient—creating a social atmosphere

3.

Problem :	Transport difficulties
How?	Infrequent service of buses—breakdowns—number of buses less than adequate—late running of trains—other modes of transport also not satisfactory.

Response :	To increase the number of buses—to improve the condition of roads in order to improve the maintenance of buses—special measures to tackle the over-crowding during peak hours—the Metro and the Circular Railways to help the rush of passengers—improvement of railway services to help the daily commuters.

4.

Problem :	Short supply of kerosene—long queue for a litre of kerosene.
How?	Irregular supply of kerosene—hoarders hold the article for raising prices—available in open market on payment of higher rates.
Response :	Distribution system should be effectively improved—Fair price shops should be opened—consumers co-operative societies may be engaged—in villages kerosene should be supplied at a subsidised rate for the students.

5.

Problem :	Hawkers—encroaching the pavements—give rise to serious inconvenience to the pedestrians.
How?	Acute scarcity of employment opportunities—number of hawkers increasing everyday—they have no regard for civic laws—spred markets near railways stations to meet the needs of the daily commuters.
Response :	The hawkers should be provided with alternative accommodation—the pedestrians cannot be exposed to injuries—in many areas hawkers enjoy political protection—this must be stopped—we must think of the greatest good of the greatest number.

6.

Problem :	Handicapped or Disabled Persons in our society.
How?	Some are born with handicaps—sometimes these are caused by accidents—injury to workers in factories.
Response : members	Person's/child's role—role of the parents and other of the society—self sufficiency and mental courage of the handicapped—social outlook—sympathy or indifference—role of the Govt.

7.

problem :	Price Rise.
Causes :	Artificial shortage of food grains—black marketeers and hoarders—fall in food supply—population growth.
Effect :	Sufferings of the common people—daily wage earners the worst affected—daily necessaries getting costly—cost of living rises—anti social activities on the increase.
Solution :	Drive against dishonest businessmen—strict laws—buyer's resistance—grow more food campaign.

CHAPTER—5

RETELLING STORIES

Stories are of Different categories.

(i) Stories of eminent persons : (বিখ্যাত ব্যক্তির গল্প)

(ii) Folke tales : [Folk tales are popular stories handed down from generation to generation. They often have a moral. লোক প্রচলিত গল্প বংশপরম্পরায় চলে আসে। এতে প্রায়ই একটা নীতি থাকে।]

(iii) Fables : Fables are short tales usually with animal characters and they always have a moral. [নীতিমূলক Fable-এ প্রায়ই থাকে প্রাণী চরিত্র এবং এতে সর্বদাই একটা নীতি থাকে।]

(iv) Stories describing real life and experience. [বাস্তব জীবনের অভিজ্ঞতামূলক গল্প]

In this lesson there are stories different categories. Read the stories and find out for yourself which categories they belong to. You may have morals in the stories.

1. Newton and his dog

Newton, a great scientist— Diamond, a little pet dog—heaps of paper on the table—a lighted candle on the table—Diamond jumped on the table—papers caught fire—Newton patted the dog.

Sir Isaac Newton was a great scientist. He had a little dog named Diamond. One day he went out of his room leaving his little dog asleep before the fire. For twenty years he was hard at work, studying a most difficult Subject. On the table laya heap of papers on which he had put down the findings of his research for twenty years. When his master left the room, little Diamond woke up, jumped on the table and overturned the lighted candle. The papers at once caught fire. Just when the papers had been completely burnt, Newton opened the door of the room. He saw that the fruits of his twenty years labours had been turned into a heap of ashes. There stood Diamond, the cause of this mischief. Almost any other man would have killed the dog on the spur of the moment. But Newton patted him on the head with kindness, although his heart was full of grief. Then he patiently set to work again.

Moral : *Patience is the strength of character.*

[asleep—ঘুমন্ত। research—গবেষণা। overturned—উল্টে দিল। candle—বাতি। heap of ashes—ভস্তূপ। on the spur of the moment—মুহূর্তের উত্তেজনায়।]

2. Tit for tat

An Englishman and a Bengalee gentleman in the same compartment of the train— The Englishman threw the shoes of the Bengalee gentleman outside the window. The Bengalee gentleman threw the Englishman's long coat in the same way. Who is he?

Once an Englishman and a Bengalee gentleman were travelling by the same train and they were in the same compartment. The

Englishman was very proud of himself because he was an Englishman. He looked down upon the Bengalee gentleman who, however, took no notice of it and went to sleep in peace. As soon as the Bengalee gentleman was asleep, the Englishman picked up the gentleman's shoes and threw them outside the window, and went to sleep. After a while the Bengalee gentleman woke up. He looked for his shoes but could not find them. He understood it all. Then he took the Englishman's long coat on the wall and threw it outside the window and went to sleep again.

Next morning the Englishman could not find his coat and shouted, "Where's my coat gone?" Your coat has gone to fetch my shoes," said the gentleman gravely. The Bengalee gentleman was Sir Asutosh Mukherjee, "The Tiger of Bengal."

Moral : *Behave as you like to be behaved.*

[look down upon—ঘৃণা করা। after a while—কিছুক্ষণ পরে। picked up—তুলে নিলেন। understood—বুঝতে পারলেন। gravely—গম্ভীরভাবে।]

3. King Canute and his courtiers

King Canute's courtiers often flattered him—one day they said that the sea would obey him—the King took them to the sea-shore—commanded the sea to stop but to no effect —reaction.

There was a great King named Canute. His courtiers often flattered him. One day his courtiers said, "Your Majesty, you have endless power. Even the nature obys you. If you command the sea to stop, it will stop." King Canute disliked such flattery and wanted to teach them a good lesson. He went to the sea shore with his courtiers and took his seat on a chair there. The sea was rough and the waves were rolling on. The king commanded, "O sea, stop there and do not move forward." But the waves rolled on as before and drenched their clothes. Then the king turned towards his courtiers and said, "Don't flatter like this. Remember that God alone is all powerful who can stop the sea. But no man can do this." The courtiers felt ashamed of this and gave up their flattery.

Moral : *Flattery is meanness.*

[courtier—পারিষদ। flatter— তোষামোদ করা। flattery— তোষামোদ। commanded—আদেশ করলেন। drenched—ভিজিয়ে দিল। ashamed—লজ্জিত। remember—স্মরণ করা বা মনে রাখা।]

4. The English sailor and the caged birds

An English sailor became a prisoner in France— returned home after the war — bought the cages full of birds — set them free — the bird-seller was surprised.

In a war with France an English sailor became a prisoner. He was confined in prison for several years. When the war came to an end, he was set free. He came out and felt very happy. One day he visited a bird shop and bought all the cages full of birds. He opened all the cages one after another and set all the birds free. The bird-seller was surprised to see the strange act of the man. He asked him, " Why have you spent so much money for nothing?" The man replied, "When I was a prisoner

of war, I always longed to be free and see my near and dear ones. So I can fully realise the miserable condition of the birds. I have, therefore, spent a little money to set them free."

Moral : *Freedom is more valuable than anything else.*

[sailor—নাবিক। confined in prison— জেলে বন্দী। was set free—মুক্ত হল। cage—খাঁচা। long—ইচ্ছা করা। miserable condition—দুরবস্থা।]

5. A clever judge

A man lost his purse—complained to a judge—judge gave each servant of the man a stick—asked them to appear before him next day with their sticks—he said that the thiefs stick would be longer by an inch—the thief was detected and sent to jail.

One day a rich man lost his purse. He thought that the purse had been stolen by someone of his servants, but he could not detect the actual thief. Then he made a complaint before a judge. The judge summoned all the servants but all of them denied the charge. The judge then hit upon a plan to detect the thief. He gave all of them sticks of equal length and asked them to submit the sticks on the following day. He also told that the stick of the theif will increase an inch by the magic touch of his judgment-stick at that time. All the servants went home and kept their sticks as it was but the servant who stole the purse reduced the length of his stick by an inch. Next day when all the servants submitted their sticks to the judge, one stick was found shorter by an inch and the thief was easily detected and sent to jail thereby.

Moral : *One can not hide one's misdeed by tricks.*

[purse—টাকার থলি। complaint—অভিযোগ। summoned—ডাকলেন। denied—অস্বীকার করল। detect—চিহ্নিত করা। increase—বেড়ে যাওয়া। reduce—কমিয়ে ফেলা। submit—জমা দেওয়া।]

6. A doctor and his patient

A rich lady suffering from bad eye-sight—engaged adoctor to cure her—promised a good reward—the doctor stole her costly things—asked for the reward—lady's reply.

A rich lady was suffering from bad eye-sight. she engaged a doctor to cure her and promised to give a handsome reward to the doctor if he could do the same. The doctor came every day to the house of his patient to treat her very carefully. But the doctor was a dishonest man. He was tempted by the costly things in the room of his patient. He stole them from her room day to day. After six months the lady was fully cured of her disease and she regained her normal eye-sight. Then the doctor demanded his reward. But the lady who had been really cured, saw that her valuable articles had been stolen. She understood that it was the act of the dishonest doctor. So she said, : Doctor, before I was blind, I could see that my room was furnished with many valuable articles, but now I can see none of them. This proves that I am still almost blind. So I cannot pay you the promised reward."

Moral : *Dishonesty is paid by its own coin.*

[reward—পুরস্কার। tempted—লুব্ধ। costly things—মূল্যবান জিনিসপত্র। furnished—সজ্জিত। valuable—মূল্যবান। almost—প্রায়।]

7. The king and the spider

A King was defeated by his enemies six times—hid himself in a cave—A spider failed six times to climb up the roof of the cave—it succeeded by the seventh time—the king was inspired—fought against the enemies for the seventh time—became successful.

There was a king who lost his kingdom being defeated by his enemies. He wished to regain his kingdom at any cost. He collected troops and made six attempts one after another to drive away the enemies. But by irony of fate he was defeated each time. He then hid himself in a cave. One day when he was lying in the cave in a pensive mood, he saw a spider trying to climb up the roof of the cave. But if failed six times and succeeded by the seventh time. The king was inspired by this and he fought against the enemies for the seventh time. This time he became successful and regained his lost kingdom.

Moral : *Patience is the mother of success.*

[defeated—পরাজিত। troops— সৈন্যদল। irony of fate—ভাগ্যের পরিহাস। cave—গুহা। in a pensive mood—বিষন্ন মনে। spider—মাকড়সা। inspired—অনুপ্রাণিত।]

8. A tailor and a magician

A tailor regretted that he knew only one trade—A magician boasted of his hundred tricks -- A famine came—The magician suffered— the tailor still lived by his honest means.

Once a tailor and a magician met together and talked on various topics. The tailor talked of his poverty and said, "I know only one trade. If this trade fails, I am undone."

"I pity you, my friend," said the magician, but things are not so bad with me. If one trick fails, I have a hundred tricks more to help me."

"You are very lucky," said the tailor.

"Don't envy," replied the magician. "If a bad time should ever come to you, just tell me and I'll help you."

Time passed and a bad year of famine did really come and people suffered horribly. The tailor still lived by his honest means as people could not go without clothing. But the magician with his hundred tricks could find no customer as people cut down their unnecessary expenditure. He moved about promising to eat fire or to vomit pins but still none cared for him.

At last in extreme misery the magician came one day to the poor tailor and said, "Friend, my pride has humbled. give me something to eat if you can. I am starving."

Moral: *" Honest profession is more precious than a hundred tricks.*

[poverty—দারিদ্র্য। undone—অসহায়। envy—ঈর্ষা করা। famine—দুর্ভিক্ষ। expenditure—খরচ। starving—উপবাস।]

9. Two rival beggars

Two rival beggars—one put round his neck a plate with the word 'dumb'—the other beggar said that he was not dumb— the first beggar shouted, "No, no, I have been dumb all my life."

Two rival beggars lived in a big city. They would compare their earnings each day and abuse each other. One day a beggar hit upon a new trick. He put round his neck a plate with the word 'dumb' written on it. He thus attracted greater attention of people and earned more money than the second beggar. The other beggar shouted at the top of his voice all the day but earned a little. He felt jealous of this and wanted to teach the first beggar a good lesson. Next day when the 'dumb' beggar sat for begging, his rival beggar warned all the passers-by, "Beware of the cheat. He is not dumb at all." People greatly enjoyed the fun and nobody gave anything to either of them. At the close of the day, the first beggar could bear this no longer. He shouted, "Gentlemen, do not believe that liar. I have been dumb all my life."

Moral : *False tricks can not stand for long.*

[rival—প্রতিদ্বন্দ্বী। abuse—গালাগাল দেয়া। trick— কৌশল। jealous—ঈর্ষান্বিত। dumb—বোবা। passers-by—পথিকেরা। beware of—সাবধান হওয়া। cheat—প্রতারক। bear—সহ্য করা]

10. A dishonest shop-keeper

A dishonest shop-keeper gives under-weight—when asked, he says, "You have to carry less load."—the customer pays less and says, "You have to count less."

In a market there was a dishonest shop-keeper, he used to give underweight to every customer. One day a clever custome was determined to pay back in his own coin. He went to the shop and wanted one kilo of rice. The shop-keeper gave him under-weight as usual. The customer asked him why he had given such under-weight. The shop-keeper replied "Brother, why are you so angry? I have given you under-weight so that you'll have to carry less load." The clever customer remained silent for a while and paid him less than his dues. The shop-keeper asked, "Why have you paid me less?" The customer replied, "I have paid you less so that you may have to count less." Thus the dishonest shop-keeper was paid back in his own coin.

Moral : *" Dishonesty is paid by its own coin.*

[under-weight—কম ওজন। customer— ক্রেতা। determined—স্থির করল। remained silent—নীরব রইল। for a while—কিছুক্ষণ। count— গোনা।]

11. A farmer and his sons

A farmer had three quarrelsome sons—he thought of a plan—asked his sons to break a bundle of sticks— each failed— the bundle was untied—the sticks were easily broken.

A farmer had three sons. They always quarrelled. This made the farmer unhappy. He tried to bring them to their senses but failed. At last he thought of a plan. He called all his sons and asked them to bring a bundle of sticks. When the bundle was brought, he asked the eldest son to break it. He tried hard but failed. Similarly he asked. His two other sons one after another, but no one succeeded. He then asked them to untie the bundle and break the sticks one by one. This they did very easily. Then the farmer said to them. "You see, my sons, each of you broke one stick easily. But none of you could break the bundle of sticks.

Why couldn't you do it?" The eldest son replied, " In the bundle the sticks were together and so we couldn't break it."

"That's right," said the father, "you see the strength of unity now. You must live together and no one can harm you. "After this they lived in peace and the farmer was happy.

Moral : *Unity is strength.*

[quarrelsome—কলহপ্রিয়। similarly—অনুরূপভাবে। untie—খোলা। strength—শক্তি। together—একসঙ্গে। unity—একতা।]

12. Hidden treasure

A farmer had two lazy sons—he hit upon a plan—a hidden treasure in the field—the field was dug up and planted—golden corn came out.

A farmer had two sons. They were very lazy. They would never do any work. The farmer did not know how to make them work. He thought and thought and on his death-bed hit upon a plan. He called his sons to his bed-side and said, 'My sons, go to yonder field. I have laid a hidden treasure there. Dig the field and you' ll find it."

The boys ran to the field at once. They worked very hard and dug up all the field. But they nowhere found any treasure. They said to themselves, "Why should we leave the field all dug up? We may plant some corn here."

So they planted the field with corn. In due course golden corn came out and the sons became very happy. They now understood the meaning of the hidden treasure of their father.

Moral : *Honest labour is really the hidden treasure.*

[lazy—অলস। yonder—অদূরবর্তী। hidden treasure—গুপ্তধন। nowhere—কোথাও না। planted— রোপন করল। In due course—যথাসময়ে।]

13. The fox and the grapes.

A hungry fox stole into a vine-yard—found ripe grapes hanging from vines—too high for him to reach—jumped and tried to catch the nearest bunch—missed—grapes are sour.

A fox was hungry and thirsty too. He stole into a vine-yard. Here he found ripe grapes hanging from vines. But they were too high for him to reach. He took a run and jumped to catch the nearest bunch of grapes but missed. Again and again he jumped, only to miss the juicy grapes. At last tired and worn out he stopped and said, "Well, I never really wanted to have grapes. I know grapes are sour."

Moral : *A rogue always finds an excuse.*

[hungry—ক্ষুধার্ত। thirsty— তৃষ্ণার্ত। stole into—নিঃশব্দে (চুপিচুপি) ঢুকল। vine-yard—দ্রাক্ষাক্ষেত্র। grapes—আঙুর। bunch of grapes—আঙুরের থোকা। juicy—রসালো। tired and worn out—ক্লান্ত। sour—টক।]

14. Who is to bell the cat?

Mice cause mischief in a house—the master of the house brings a cat—the mice are in difficulty—they hold a meeting—one of them proposes to tie a bell round the cat's neck— "Who is to bell the cat?" asks an old mouse.

In a big house there lived a large number of mice. They were doing a lot of mischief there. The master of the house was very much annoyed and made a plan to get rid of it. He brought a cat to kill the mice. The mice were in great difficulty. They could not move freely as before. They held a meeting to discuss the matter and find a way to come out of this danger. Several proposals were made, but none of the proposals was good. At last a young mouse rose to speak. He said, "I have a good plan for your consideration. Let us tie a bell round the cat's neck. Then we shall hear him coming and hide ourselves in time." All the mice thanked the young mouse for his plan. But an old mouse stood up and said, "No doubt, the idea is good. But pray, who is to bell the cat?" At this all remained silent as there was none to bell the cat.

Moral : *It is easy to say but hard to do.*

[annoyed—বিরক্ত। to get rid of—মুক্তি পেতে। proposal—প্রস্তাব। consideration—বিবেচনা। hide—লুকানো। in time—ঠিক সময়ে। remained silent—নীরব রইল।]

15. A greedy dog.

A dog with a piece of meat in his mouth— saw his own shadow in the water of a stream—thought it was another dog with another piece of meat — jumped upon the shadow — lost his own piece of meat.

One day a dog stole a piece of meat from a butcher's shop in the market and ran away with it. On the way he had to cross a bridge across a small stream. As he was running along the bridge, suddenly he looked down at his own shadow in the water of the stream. He thought it was another dog with another piece of meat in its mouth. He was easily tempted to see that piece of meat and thought of having that piece too. So he jumped upon his own shadow with a loud bark. As soon as he opened his mouth, the piece of meat dropped from his mouth and was taken away by the current of the stream. Thus the greedy dog lost his own piece of meat as well as the one he wanted to snatch.

Moral : *Grasp all, lose all.*

[stream— ছোট নদী। tempted—প্রলুব্ধ। shadow—ছায়া। loud bark—উচ্চ চিৎকার। current— স্রোত। greedy— লোভী। snatch— ছিনিয়ে নেওয়া। grasp all, lose all—সব নিতে গেলে সবই হারাতে হয়।]

16. Two cats and a monkey

Two cats steal a cake—they quarrel over their share—they ask a monkey for two equal divisions of the cake—cats are deceived.

Two cats lived in a house. Once the stole a piece of cake. They could not decide to divide the cake between themselves. So they began to quarrel over the share. At last they came to a monkey and asked him to make two equal divisions of the cake. The clever monkey took the opportunity to deprive them of the thing. So he began to weigh the cake after breaking it into two parts. Each time he put the unequal portions on the scale and bit a part of it to make them equal. Thus he ate up the entire cake. Thus the two cats were befooled by the monkey and went away.

Moral : *Quarrels create the advantage for a third person.*

[decide—স্থির করা। divide—ভাগ করা। share—অংশ। opportunity—সুযোগ। deprive—বঞ্চিত করা। Weigh—ওজন করা। scale—দাঁড়ি পাল্লা।]

17. The golden goose

A man had a goose— it laid a golden egg every morning— the man's wife wanted all the eggs at a time— she cut the goose's belly— lost the goose as well as the eggs.

A man had a goose. It was not a usual one, for it laid one golden egg every morning. Each egg brought the man quite a fair amount of money and he soon became rich. But his wife was not satisfied with this. The lady was too much greedy. She thought, "The goose has quite a number of golden eggs in its womb. Why should we not receive all the eggs at a time? So she asked the man to do so. But the man did not agree with her. One day when the man was out of his house, his greedy wife brought a sharp knife took hard of the goose and cut open its belly. The goose died at once. Thus the foolish woman lost the goose as well as the prospect of golden eggs.

Moral : *Grasp all, lose all*

[satisfied—সন্তুষ্ট। greedy— লোভী। agree—রাজী হওয়া। prospect—সম্ভাবনা।]

18. A fox and a goat

A fox fell into a well—a goat came—the fox invited him to drink sweet water—the goat jumped down—the fox leaped on its horns and got out of the well.

Once a thirsty fox happened to fall into a well. He tried his best to get out of it but in vain. After a while a goat came there for a drink. As the goat peeped in, he saw the fox inside the well.

"What are you doing there at the bottom of the well?" asked the goat. The cunning fox was glad to see the goat and at once made a plan. He invited the goat and said, "My friend, this well is famous for its sweet water. I have jumped in and I'm drinking to my heart's content. If you want a taste of it yourself, please jump into it."

Without a second thought the foolish goat jumped into the well. The fox at once leaped on the goat's back, then on to his long horns and got out of the well. Before leaving the place he looked back into the well and said, "Foolish goat, look before you leap."

Moral : *Look before you leap.*

[in vain—বৃথা। after a while—কিছুক্ষণ পরে। peep—উঁকি মারা। cunning—ধূর্ত। heart's content—মনের সুখ।]

19. Two friends and a bear

Two friends travelling together met a bear—one jumped up a tree—another lay down like a dead man—the bear smelt his nose and ear and took him to be a dead man—then left the place.

Once two friends were passing through a forest. The forest was full of ferocious animals and the two friends were very much frightened.

But they promised to stand by each other in danger. Suddenly they saw a bear coming towards them. One of them knew how to climb a tree. He at once climbed a tree and hid himself. The other man, finding no other alternative fell flat on the ground and held his breath, pretending to be dead. The bear came up to him and smelt his nose and ears and face, took him to be a dead man and left the place.

When the bear was gone, the man in the tree came down and said, "Thank God that you are saved. But friend, I saw the bear put its mouth very close to your ear. Did it say anything to you?"

The friend replied, "Yes, the bear told me not to trust a friend who left me in my danger to seek his own safety."

Moral : *A friend in need is a friend indeed.*

[ferocious—হিংস্র। frightened—ভীত। bear—ভালুক। alternative—বিকল্প। pretend—ভান করা। safety—নিরাপত্তা।]

20. A tiger and a lamb

A lamb was drinking water in a stream— a wolf came there to drink— the wolf wanted to eat the lamb— he said that the lamb was mudding the water though the lamb was drinking downstream—the wolf said that the lamb abused him one year back—the lamb said that he was not born then—the wolf said that it was his father—he killed the lamb.

One day a wolf came to a stream for a drink and found a pretty lamb drinking in the same stream. The wolf thought of killing the lamb and eating its flesh. So he began to pick a quarrel with the lamb. He shouted, "You rogure, how dare you make the water dirty for me?" The lamb began to tremble in fear. He said,"Excuse me, sir, how can I make the water dirty for you? You are drinking upstream and I am drinking down." The wolf could say nothing to that but shouted, "Oh, I remember, you called me bad names last year about this time."

"How can that be, sir ?" said the lamb meekly, "I was not even born then. "But the wolf paid no heed to his reply. He growled angrily, "Then it must have been your father. And it makes no difference whether it was you or your father. "So saying the sprang upon the poor lamb and ate him up.

Moral : *A tyrant never wants a plea.*

[pick a quarrel—ঝগড়া বাধানো। rouge—বদমাশ। make the water dirty—জল ঘোলা করা। called me bad names—আমাকে গালাগাল দিয়েছিল। meekly—মৃদুভাবে। difference—পার্থক্য বা তফাত।]

Stories describing real life experience

1. *Suppose you told your frend that you had once saved a drowning man. Tell the story in about 150 words by answering the following questions. Add a suitable title.*

Where did it happen? When? What did you see? What was the condition of the man? What did you do? How did you feel? What did your father feel for you?

A memorable rescue

Last Saturday was a memorable day in my life. I went to the river for taking my bath at 9 a. m. as usual. The bathing ghat was not crowded then. Only two boys were bathing in the river at that time. Suddenly one of them fell in deep water and he cried out for help. The other boy was quite puzzled and stood helplessly. Instantly I made up my mind and dived in water. I had learnt the technique of rescuing a drowning man in our social service class. So I took the drowning boy by hair and brought him safely to the shore. In the meantime, some people came there and when they noticed how I rescued the boy, they praised me very much. I thanked my teacher for teaching me how to rescue a drowning man. When my father heard this,he felt very proud of me.

2. *Suppose you told your uncle that you had witnessed a cottage on fire. Tell the story in about 100 words by answering the following questions. Add a suitable title.*

Where did it happen? when? What did you see? What was the condition of the members of the family? What did you do? How did you feel.

A cottage on fire

Last Sunday I went to bed at 9. p.m. and slept a sound sleep. Suddenly I woke up at about 1 a.m., when I heard a hue and cry at a little distance. I got up from bed and ran to the spot. I saw that a cottage was burning. People were rushing towards it. The old woman and the poor little girl who lived in it could not come out. They were crying for help inside the cottage. Every body was throwing water on the burning cottage but nobody dared to enter the room. At last I requested a brave young man to rescue the old woman and the poor little girl. My eyes were full of tears then. He looked at my face once again and suddenly rushed into the cottage. He came out with the little girl by his arm and the old lady on his back. I thanked God and felt very happy for the noble deed the youngman did. It will be a treasure in my memory for a long time.

[distance—দূরত্ব, rushing—ধাবিত, tears— চোখের জল, treasure—সম্পদ, suddenly—হঠাৎ। memory–স্মৃতিশক্তি।]

EXERCISE-I

1. *Retell stories with the help of the following tables. Give a heading and a suitable moral if any.*

(a)

A king had a favourite jester — often cut practical jokes on the courtiers—grew so bold as to offend the king himself— was ordered to be put to death, but allowed to choose how he would like to die—the man chose to die of old age.

(b)

The town of Hamelin badly infested with rats—Mayor promised a high reward to get rid of them—A piper played his pipe and led and drowned the rats into the river.—Mayor refused him the promised reward—The piper played his pipe in another tune—All the children followed him and drowned.

(c)

A farmer's daughter going to market with a can of milk on her head—lost in day-dreaming—dream of being very rich—many suitors— rejects them all—nods her head in pride—the result.

(d)

A grand feast in honour of Columbus' discovery of America— a lord remarks it was a simple thing— Columbus asks all to make an egg stand on an end — all fail — Columbus taps one end of the egg and puts it on the table—the egg stands—credit lies in showing the way.

(e)

A fisherman brings some fish to a lord— demands a hundred lashes as the price — all surprised— the fisherman sticks to the demand— lashes are given—the fisherman urges to stop it after fifty are given — says that he has a partner—the gate- keeper has demanded half of the price— the lord understands—whips and dismisses the gate-keeper—rewards the fisherman.

(f)

A wood-cutter cutting wood near a stream—axe fell into water—began to weep— the water - god appeared with a golden axe — wood- cutter refused—the god returned with a silver axe— wood- cutter refused it—the god came back with his own axe— the wood-cutter received it gladly— the god gave him all the three— another greedy man tried his luck but in vain.

(g)

A carter was driving a cart along a muddy road— the wheels of the cart sank into mud—the carter whipped the bullocks in vain— prayed to Hercules— Hercules came and asked the carter to put his shoulders to the wheel—the cart moved.

(h)

A man hires a donkey on a summer day—halts after going some distance—both the rider and the owner want to take rest in the shadow of the donkey—quarrel—'You hired the ass and not its shadow'—come to blows—donkey runs away.

(i)

Androcles, a Roman slave severely tortured—fled to the forest—faced a lion with limping paws—removed thorn—later arrested and thrown before a lion—the lion licked his feet—spectators were amazed—the slave was set free.

(j)

A wolf gets a bone stuck to his throat—howls in pain—asks all to help him—declares a reward—a crane pulls the bone out—wants the reware—the wolf says that it is already given—he has allowed the crane to put its beak into a wolfs mouth and escape safely.

(k)

Sir Philip Sydney wounded in a battle—felt very thirsty—a bottle of water was brought to him—going to drink—noticed a wounded soldier wistfully looking at the bottle—Sydney gave him the bottle saying, "Thy necessity is greater than mine."

(l)

A night watchman had a dream that he had caught a thief—in the morning he told the story—the master listened to his story—rewarded him and then dismissed him—why?

(m)

A villager gazes at a sweetmeat shop in a town—the shopkeeper demands price for smelling his sweets—the poor villager at a loss—another man comes to his rescue—says, "Jingle your coins in your purse and the sound will pay for the smell."

(n)

A miser hid all his money in a secret place—a thief stole it—the miser began to cry—a wise man advised him to put a piece of stone in its place—it was as good as the useless money.

(o)

An ass and a buffalo fought for their right of pasture—the ass was defeated—the ass took a man on his back to help him—the buffalo was driven away—the man kept the ass as his servant.

(p)

Father is worried to see his son in evil company—tries to reform him buys a few good ripe mangoes for him—puts a rotten mango in midst—the boy finds all mangeos rotten next day—the boy lear lesson of the harmful effects of evil company.

(q)

King Midas was crazy for gold—the god of wealth granted his prayer that everything he touched might turn into gold—Next day the king's touch turned many things, even his food and daughter into gold—The king repented—prayed his 'golden touch' to be taken away.

(r)

A good man ties a bell to a sunken rock to warn mariners—all praise the man—a pirate cuts of the bell in jealousy—some time after, the pirate's ship strikes against the rock—all on the boat are drowned.

(s)

An ass with a load of salt—falls into a stream by chance—becomes lighter—next time falls into the stream on purpose—master puts a load of sponge next time—result.

(t)

A thirsty crow finds a pitcher of water—the water at the bottom of the pitcher—the crow drops some pebbles into the pitcher—water level rises and the crow drinks at ease.

(u)

The limbs of the body quarrel with the belly—they work but the belly only receives—they all cease work—the belly starves—all the limbs become weak and lose strength—they learn the lesson of co-operation.

(v)

Two women quarrel over a child—come to court—judge's order to cut the child into two—one gives up her claim and says, 'Do not cut the child"—the other remains silent—Judge decided.

(w)

An old man divides his property among three sons—sets apart a jewel for him who would no the noblest work—one makes pilgrimages—one saves a drowing child—the third saves his enemy's life—who wins?

(x)

King loses finger—minister says "God is good and kind to all"—king puts his minister in prison—goes out for hunting—falls into robbers' hand—saved by injured limb from being killed before goddess Kali—king realises the truth of the minister's remark—makes him his minister again.

(y)

Two blind beggars—one said, "God alone can make one happy"—the other said, "The king alone can make one happy"—the king gave the second beggar a loaf of bread filled with gold coins—finding it heavy he sold it to the first beggar—the latter became rich and happy.

(z)

In a sea-fight the captain of a war-ship posted his son Cassabianca at a spot—the captain was killed—the ship caught fire—flames rolled on the deck—the boy would not move from the burning deck wihtout his father's order—he was burnt alive.

EXERCISE–II

1. Suppose, you told your friend that you had once saved a boy from snake-biting by using first-aid. Tell the story in about 100 words by answering the following questions. Add a suitable title.

Where did it happen? When? What did you see? What was the condition of the boy? what did you do? How did you feel? What did your father feel for you?

2. Suppose, your father told you a story of a tragic death of a woman by bursting a stove in the kitchen. Tell the story to your friend in about 100 words by answering the following questions. Add a suitable title.

Where did it happen? When? What was the woman doing? How did she catch fire? What did she do then? What did the other members of her family do? What was the result? Did the police enquire into the matter? What truth was revealed then?

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Where did it happen? When? What was the woman doing? How did she catch fire? What did she do then? What did the other members of her family do? What was the result? Did the police enquire into the matter? What truth was revealed then?

CHAPTER—6

REPORTING DIALOGUE IN A SUMMARY FORM

In the new syllabus students are required to study the conversations or dialogues and then rewrite them in summary forms : [নূতন পাঠ্যসূচীতে ছাত্রছাত্রীদের সংলাপ পড়ে সংক্ষেপে লিখতে বলা হয়।]

EXAMPLES WORKED OUT

1. Planning a Picnic

Two friends are planning a picnic after examination :

Amal : So the awful examination is over and we are free. How would you like to have a picnic now?

Kamal : Oh, it's a grand idea. We haven't had a picnic for a long time. Let us fix up a date and the site for the same.

Amal : What about going to Botanical Gardens next Sunday?

Kamal : Yes, that's a good place to go to. When are we going to start?

Amal : Let's start at 7 O'clock from School.

Kamal : That's all right, I think.

Amal : What are we going to cook there?

Kamal : Luchis and fowl curry—that's all, I suggest. Isn't it a good menu?

Amal : That's all right. But we'll cook our own food ourselves. We'll cook our food under the trees and listen to songs from a record-player.

Kamal : Simply wonderful. We'll put this proposal before our class and we hope, our class-mates as well as our class teacher will agree to this proposal.

Summary

Two friends are planning a picnic after their examination. Amal proposes to go to Botanical Gardens next Sunday. They will start at 7 o'clock from the school. They will have a good menu of Luchis and fowl curry. They will cook their food under a tree and listen to songs from a record-player. They will put their proposal before their class and they hope that their class-mates as well as their class teacher will agree to their proposal.

2. Booking for a trip to Puri

Lila, a girl of South Calcutta, has come to a Tourist office at Esplanade in Calcutta. She wants to have her booking for a trip to Puri.

Lila : Would you give me a ticket to Puri, Please?

Booking clerk : Certainly. Do you want to travel by our tourist bus and visit the place?

Lila : Yes, Will there be any guide in your tourist bus?

Booking clerk : Yes, of course.

Lila : How much will it cost for a day?

Booking clerk : It will cost Rs. 90/- for a day. It includes charges for food too.

Lila : When does the bus leave?

Booking clerk : At 5-45 a. m.

Lila : The bus will bring me back, wont't it?

Booking clerk : Yes

Lila : Here's the money, please.

Booking clerk : Here's the ticket and the change.

Lila : Thank you very much.

Summary

Lila has come to a tourist office at Esplanade in Calcutta. She wants to have her booking for a trip to Puri. She is informed that it will cost Rs. 90/- for a day. It includes charges for food too. The bus will start at 5-45 a.m. and it will bring her back after the tour. There will be a guide in the tourist bus.

3. A doctor and his patient

A doctor asking his patient about the condition of his health and prescribing medicine.

Bimal : Goodmorning, Doctor.

Doctor : Goodmorning ! How are you, Bimal?

Bimal : I feel ill again.

Doctor : Please lie down. I'll check you up thoroughly. (after checking) I find nothing wrong with you except that your nerves are rather weak. Have you again been working hard ?

Bimal : Yes, sir, Our examination is knocking at the door. So I have to sit up late at night.

Doctor : I see That's why you are pulled down again. But why do you forget that if you fall ill, you can never succeed in the examination?

Bimal : Really, sir, I'm anxious for my examination. Do please prescribe a good tonic.

Doctor : I'm sorry, Bimal. I don't prescribe any tonic for you. I'll give you another type of prescription instead.

Bimal : Do please, sir.

Doctor : Avoid strain. rise early and take some physical exercise in fresh air. that will make you fit soon.

Summary

A doctor visits his patient, Bimal. He checks him up thoroughly and finds nothing wrong except his nervousness. He comes to know that it is for his (Bimal's) overwork and anxiety for the coming examination. The doctor advises him to avoid strain, to rise early and take some physical exercise in fresh air.

4. Who is more useful—a teacher or a doctor?

Two friends are talking about the usefulness of a teacher and a doctor in a society. one tells for a teacher and the other for a doctor.

Sisir : No doubt, a teacher renders a useful service to the society. But I hope, you don't claim that he is more useful than a doctor.

Prabir : Yes, I do. It is the teachers who are real nation-builders. Our greatest men owe much to them.

Sisir : But this is only a sentimental way of judging things. For practical purposes, a doctor provides more useful service. If they do not serve us, we would be dying like cats and dogs.

Prabir : That's right. But you should not undervalue the teacher's work. If they stop their work, even your doctors would not come out as doctors.

Sisir : I see. The society depends on co - operation. so, we see teachers and doctors, even farmers and workers work side by side for the betterment of the society.

Summary

Two friends talk about the usefulness of a teacher and a doctor. Sisir suggests that doctors are more useful than the teachers. If they do not serve us, we would be dying helplessly. Prabir says that the teachers are real nation-builders and if they stop their work, even the doctors would not come out as doctors. Sisir realizes that the society depends on co-operation. So the teachers and doctors and even farmers and workers work side by side for the betterment of the society.

5. A rainy day at school

Two friends are talking on a rainy day at school. They are enjoying the day.

Suren : Hallo, Naren, what a day! It has been raining and raining and nobody knows when it will stop. All the lanes and streets of our area are water-logged. What a fun it is to wade through it !

Naren : That's the reason why I've come out. I'm sure we shall have a rainy day at school.

Suren : That may be. My clothes are all spoilt. Oh! there are lots of boys thoroughly drenched. They are playing before the main gate of the school. They are all in a jolly mood. Let us join them.

Naren : Look, suren, the street before the school is almost like a stream of filthy water. Trams and buses stop plying and so even the teachers are delayed.

Suren : Hush! The Headmaster is coming from his office to count the thin attendance of the teachers and the students. Stand out and wait for the final bell.

Naren : Hurrah! there goes the bell. So we've a rainy day at last.

Suren : Three cheers for the rainy day! Now we've a lot of fun.

Summary

Two friends, Suren and Naren have come out on the water-logged street on a rainy day. They are thoroughly drenched and the find lots of boys playing before the main gate of the school in a jolly mood. Trams and buses stop plying and teachers are delayed. The Headmaster counts the thin attendance of the teachers and students and decides to treat the day as a rainy day. Students take it with rejoice.

6. Two boys about a fire

A godown of clothes in Barabazar area has caught fire. The crowd rushes towards it.

Swapan : Look, Tapan. There's a fiercing fire. The sky is red with it. Let us run and see what's the matter.

Tapan : A crowd is rushing towards it. I see the flames and smoke like a dark cloud with the sparks of lighting. We are very near the spot.

Swapan : There comes the fire brigade at top speed. How gallant these firemen look with their glittering helmets on! They look like soldiers marching to fight against an enemy. Don't they ?

Tapan : Yes, they do. Look, another truck of fire brigade is coming up. It must be a big fire. You can feel the heat even from here.

Swapan : Pepole say, it's a big godown of clothes. What a fierce blaze! I've never seen anything like it in my life.

Tapan : Look here. The fire engine has started work. The long fat hose pipes are throwing water right on the fire. Some of the firemen have gone into the burning godown. I wonder if they are not afraid of death.

Swapan : They are specialy trained for this kind of work. But thank God, they've now brought the fire under control. It is showing signs of dying out. Let us go back.

Summary

[A week later Swapan and Tapan reported the fact to their class-mates in a summary form.]

A godown of clothes in Barabazar area caught fire a week ago. Two engines of the fire brigade came there to stop the fire. The fire-engines started working. The long fat hose pipes threw water right on the fire. Some of the specially trained firemen went into the burning godown. They brought the fire under control after a few hours.

7. Visting a patient in a hospital

Bimal had a serious accident and he was admitted to N.R.S Medical Hospital. His friend Mihir pays a visit to him.

Mihir : How are you, Bimal? You've come back from the jaws of death. What a horrible accident it was!

Bimal : Yes, I shudder to think of it now. I might have died or at least been crippled all my life.

Mihir : But now you are quite all right. You'll get back your strength and you'll be a jolly boy as before. How do they treat you here?

Bimal : Fine. I'm under the treatment of the famous surgeon, Dr. N. K. Sen. He is awfully busy. Still he takes special care of me. He assures me of steady recovery.

Mihir : May God have His healing hand on you. Wish you good luck, My friend. Good bye.

Bimal : Good bye.

Summary

Bimal had a serious accident and he was admitted to N. R. S. Medical Hospital. He had a possibility of being crippled at least. But when his friend Mihir paid a visit to him, he was all right. Dr. N. K Sen, the famous surgeon took special care of him. He assured him of steady recovery.

8. A father and his son about the son's career

A father and his son are talking on the point of choosing a career for the son after getting general education.

Father : My son, it's high time that you should think of choosing a career for you.

Son : Why don't you choose one for me, father? You've seen life from many aspects and I know a little of it.

Father : That may be so. But every man has his own bent of mind. And one should follow his own line. Otherwise he may cut a sorry figure in life.

Son : If you say so, I should like to be a doctor.

Father : Is it? Are you tempted by a lot of money, a doctor earns, my boy ?

Son : Quite opposite, father. I don't think money is the sole aim of life. I want to live for an ideal. If I be a doctor, I shall have opportunities to serve people in their sufferings.

Father : That's what people say before they get into their profession. But when they are in it, they run after money.

Son : That may be so in most cases. But I can say for myself. My heart bleeds when I see the poor people dying for want of proper treatment. If I ever get a chance, I shall involve myself in the service of the suffering humanity.

Father : May God grant you the chance you look for.

Summary

A father and his son are talking on the point of choosing the son's career. The son wishes to be a doctor not for money but for an ideal. Father warns him that people say so before they get into their profession. But when they are in it, they run after money. The boy expresses his sincere desire for the service of the suffering humanity.

9. Puja purchase

Two friends go out shopping together during the Pujas.

Malay : How busy are the businessmen, here and there and everywhere!

Milan : Of course, it's the best time for the businessmen, specially the cloth merchants.

Malay : Even the hawkers' stalls on the footpaths are full of customers.

Milan : But we must go to a reputed shop that can supply the choicest things. Let's go to 'Haralalka.'

Malay : Sure, they have an age-old good will.

Milan : Oh, God! what a crowd in the shop! How can we get in?

Malay : We must push our way through the crowd. (Getting into the shop Malay asks a shop-assistant) Hallo, gentleman, please show me a shirt of silk.

The shop-assistant : (Placing a bundle) Here it is. You may choose one.

Malay : I choose this one. How much will it cost?

The shop-assistant : Please pay Rs-100/- for it.

Malay : Thank you. Here it is.

Summary

Two friends, Malay and Milan go out shopping together during the pujas. They prefer 'Haralalka' and get into the shop. Malay chooses a shirt of silk and purchases it for Rs. 100/-

10. Two friends on cinema shows

Two friends are talking on cinema shows—One is pleading for its bright sides and the other is trying to make a balance.

Sukumar : I'm afraid, Samaresh, you've been a film-fan.

Samaresh : But you should not curse me for that. The film shows can teach us a lot and can remove the monotony of life at the same time.

Sukumar : That may be. But too much of anything is bad. There are bad pictures which may spoil our life. We should keep away from them.

Samaresh : You simply repeat what our elders say. But life is life and we must see its both sides—good and bad. These pictures can show you that.

Sukumar : But at our tender age we should see life on its good side alone. Once we have formed our character, there's no harm in seeing the bad things of the world.

Samaresh : Don't be so mechanical, my friend. One cannot always be fed with good things alone. Be a bit had rather and see things as they are. It will help you in the struggle of life.

Sukumar : No Samaresh, that's a mistake that many people make now a days. A drunkard or a gambler may provide you such reasons. But remember, my friend, good is always good—now and always.

Summary

Sukumar makes his friend aware of bad effects of bad films. But Samaresh pleads for enjoying both good and bad films. He opines that it help a man in the struggle of life. Sukumar cannot approve such idea and he comes to the conclusion that good is always good.

11. A youngman and a gentleman on starting a business

Imagine you are Samir and you are talking to a gentleman on starting a business. Fill in the gaps to complete the conversation.

Gentleman : Samir, you've passed the Madhyamik Examination. Would you like to go in for further studies now?

Samir : No, Sir. My father has retired from service and ...

Gentleman : What would you like to do then?

Samir : I've to look for a job. I'm .....

Gentleman : Have you any chance of getting it soon?

Samir : No, sir. There are thousands of youngmen .....

Gentleman : When such is the position, why don't you start a small business of your own?

Samir : I've neither money nor experience. How can I .. .. ?

Gentleman : You may take help of the self-employment projects of the Government. They will give you the seed-money and the guidelines.

Samir : But how can I repay ... ... ?

Gentleman : Don't be worried, my boy. You can repay the same in some easy instalments.

Samir : Thank ... ...

Gentleman : Thank you my boy. Always remember—self help is the best-help.

Summary

A youngman has passed the Madhymik Examination. He is looking for a job as his father has retired from service. But as thousands of youngmen are unemployed, a gentleman advises him to start a small business. He also advises him to take help of the self-employment project of the Goverment for necessary seed-money and guidelines. The loan can be repaid in some easy instalments.

EXERCISE

1. ***Write out conversation on the following topics and report the same in a summary form :***

(a) A teacher and his student as to how to learn English well.
(b) Two friends about the ensuing examination.
(c) Two friends coming out of the examination hall.
(d) Two friends about a circus show.
(e) Two friends meeting unexpectedly at a railway station.
(f) Two friends about starting a rural library.
(g) Two friends about starting a night school.
(h) Two friends about what they are going to do after their final examination.
(i) Two friends about a farewell function at school.
(j) A teacher and a student on social service as a part of education.
(k) A teacher and his pupils on common civic duties.
(l) A father and his son who wishes to join the army.
(m) Some students and the teacher hearing complaint in an open class.
(n) A Railway tickt checker and a traveller without ticket.
(o) Two boys on the advantages and disadvantages of hostel life.
(p) Two boys on their respective hobbies.
(q) Two friends after a visit to the museum.
(r) Two friends after a visit to the zoo.
(s) A mother and her son who is going abroad.
(t) A book-seller and a customer.
(u) Two gentlemen about rising prices.
(v) Two boys after an exciting football match.
(w) Two friends planning a holiday trip.
(x) Two friends on the usefulness of games and sports.
(y) Two friends discussing how they can use their leisure.
(z) Two boys on the development of their village.

CHAPTER–7

DESCRIBING A PROCESS

Describing a process means description of a continued set of actions to reach some result. [Describing a process বলতে বোঝায় কোন ফল লাভের জন্য ধারাবাহিক কাজের বর্ণনা।]

This process may be described in two ways. [এই পদ্ধতির দুভাবে বর্ণনা হতে পারে।]

(i) It may be described in Impersonal form and in the **Passive voice.** [ব্যক্তি নিরপেক্ষভাবে কর্মবাচ্যে এর বর্ণনা হতে পারে।]

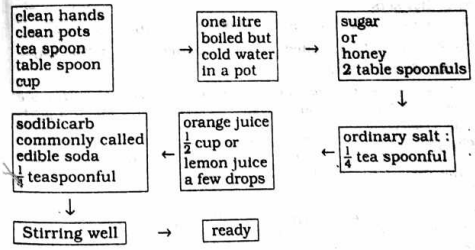
(ii) It may be described by a set of **Imperative sentences.** [অনুজ্ঞাবাচক বাক্যের দ্বারাও এর বর্ণনা হতে পারে।]

In both the ways the **Sentence Linkers** which are generally used are : [উভয় ক্ষেত্রেই যে Sentence Linker গুলি ব্যবহৃত হয়, সেগুলি হলো] :

First, now, then, next, after, that, later, thereafter, finally, at last etc.

Now learn how to describe a 'process'. You should have an introductory sentence like this: The preparation of.... goes through a number of steps. (or, ... is prepared through various steps).

1. *The flow-chart below is about the preparation of a mixture useful for rehydration or removing shortage of water in the body. It is also useful for curing diarrhoea. Use the flow-chart and describe the process in about 80 words.* **[M. P. 1992]**

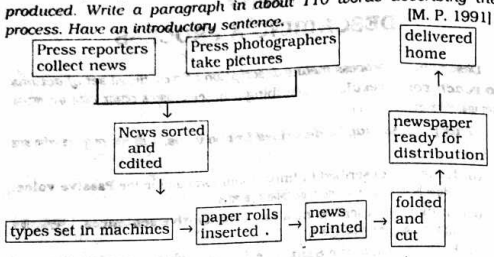


REHYDRATION MIXTURE

Rehydration mixture is prepared through various steps. First, hands, pots, a teaspoon, a table spoon and a cup are to be cleanly washed. A litre of boiled water after cooling is to be poured in a pot. Then two table spoonfuls of sugar or honey, $\frac{1}{4}$ tea spoonful of common salt, $\frac{1}{2}$ cup of orange juice or a few drops of lemon juice and $\frac{1}{4}$ te a spoonful of sodibi-curb (commonly called edible soda) are to be added to the water in the pot. The mixture is to be stirred well. Now the Rehydration mixture is ready. It is used for removing shortage of water in the body. It is also useful for curing diarrhoea.

[diarrhoea—উদরাময়; stir—নাড়ানো; shortage—অভাব; rehydration—জলের অভাব দূরীকরণ]

2. *Study the following flow-chart. It tells you how newspapers are produced. Write a paragraph in about 110 words describing the process. Have an introductory sentence.* [M. P. 1991]

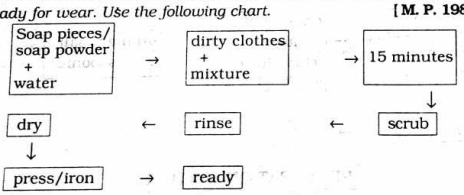


NEWS PAPER PROCESSING

We read newspapers but very few of us know how newspapers are produced. There is a chain of activites beginning from the collection of news to the delivery of the printed newspapers at homes. First, Press reporters collect news that deserve to be published and the Press photographers take pictures illustrating the news to be published. The collected news are then sorted and edited. Next comes the printing of the sorted news. Types are set in machines and paper rolls are inserted. Thus news are printed on the news print. The papers are then folded and cut according to size. Newspapers are now ready for distribution to marketing agents. Finally, newspapers are delivered at homes by hawkers.

[collection—সংগ্রহ ; deserve—উপযোগী হওয়া ; published—প্রকাশিত ; sorted—যা বাছাই করা হয়েছে; edited—সম্পাদিত; inserted—প্রবেশ করানো; fold—ভাঁজ করা ; distribution—বিতরণ ।]

3. *Describe in about 70 words how clothes are washed and made ready for wear. Use the following chart.* [M. P. 1989]



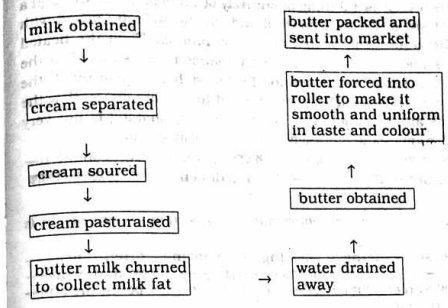
['rinse' means to remove dirt or soap lather, that is foam, with clean water.]

WASHING CLOTHES

Dirty clothers are washed through a number of stages. At first soap pieces or soap powder is mixed with clean water. Then dirty clothes are dipped in the mixture. It is left for 15 minutes. Next it is scrubed and rinsed. After that it is dried in the sun. Then it is pressed or ironed. Now it is made ready for wear. Thus we see washing clothes is not very difficult and we can make it ourselves.

[dirty—ময়লা; dipped—ডোবানো; scrub—ঘষা বা দলা; rinse—সাবানের ফেনা সমেত ময়লা জল নিংড়ে বের করে দেওয়া; iron—ইস্ত্রি করা ।]

4. *Describe in about 60 words how butter is made. Use the following chart.*



PREPARATION OF BUTTER

The preparation of butter goes through a number of steps. At first milk is obtained from market. Then cream is separated from it. Next it is soured and pasturaised. After that butter milk is churned to collect milk fat. Then water is drained away from it. Thus butter is obtained. Then the butter is forced into roller to make it smooth and uniform in taste and colour. Finally, butter is packed and sent off to market.

[obtained—প্রাপ্ত ; separated—পৃথক করা হোল; pasturaised—পাস্তুরের আবিষ্কৃত পদ্ধতিতে জীবাণুমুক্ত; uniform— একরকম ।]

5. *Describe the preparation of phenyl at home with the help of the following outlines.*

Boiling castor oil——mixing crushed resin——cooling——mixing caustic soda solution——stirring solution quickly——adding creosote oil——keeping the mixture for ten minutes——adding carbolic and potassium permanganate——pouring water——stirring the solution——keeping it for 24 hours.

PREPARATION OF PHENYL

The preparation of phenyl goes through a number of steps. At first, castor oil is boiled. The crushed resin is mixed with it. Next it is cooled. After that caustic soda solution is mixed with it and stirred quickly. Then the creosote oil is added to it and the mixture is kept for ten minutes. After that carbolic and potassim permanganate are added. Then water is poured and the solution is stirred. Finally, it is left for twenty four hours. Now phenyl is prepared. Thus we see that the preparation of phenyl is not very difficult. It can be made even it home.

[boiled— ফোটানো ; crushed—চূর্ণ ; resin—ধুনো ; cooled—ঠাণ্ডা ; stirred—নাড়ানো; poured—ঢালা]

6. *Study the following chart and describe the process of soap making in about 100 words.*

Coconut oil, caustic soda and water—heated for thirty minutes—allowed to cool—common salt added—kept for 12 hours—cut to cakes—ready for use.

SOAP MAKING

Soap is a very useful thing in our daily life. It is prepared through a number of steps. First coconut oil and caustic soda are mixed with water. The solution is heated for thirty minutes. Then the heated solution is allowed to cool. After that common salt is added to the solution. It is left in that condition for twelve hours. As a result the mixture becomes solid. Thereafter it is cut to cake-like pieces. Now the soap cakes are ready for use. So we see, soap making is not very difficult. We can make it ourselves at home or in school.

[soap—সাবান ; coconut oil—নারিকেল তেল ; solution—দ্রবণ ; condition—অবস্থা ; mixture—মিশ্রণ ; solid—কঠিন অবস্থা ; difficult—কঠিন (সহজের বিপরীত অর্থে।)]

7. *Study the following chart and describe how mango-pickle is prepared.*

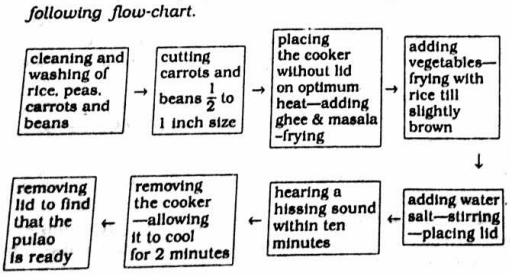
Mangoes——buying——sorting——removing rotten ones——cleaning——cutting into pieces——drying——spices and salt——mustard oil and chilli mixing——keeping in a big flat pot in the sun——pouring into jars.

MANGO PICKLE

Mango pickle is a delicious food. We can easily prepare it at our homes. It is prepared through a number of steps. At first some green mangoes are bought from market. Then they are sorted and the rotten ones are rejected. After that the good ones are cleansed and cut to pieces. Thereafter these cut pieces are dried for some time in the sun. Meanwhile measured spices, salt, mustard oil and chilli are mixed up with the pieces of mangoes. Then these mixed up pieces of mangoes are kept in a big flat pot in the sun for some days. Now mango pickle is ready and it is poured into jars for storage.

[mango pickle—আমের আচার; delicious—সুস্বাদু; green mangoes—কাঁচা আম; sorted—বাছাই; rotten—পচা; rejected—যা বাদ দেওয়া হয়েছে; cleanse—পরিষ্কার করা; meanwhile—ইতোমধ্যে (ইতিমধ্যে কথাটি ব্যাকরণগত ভুল। ইত ঃ + মধ্যে = ইতোমধ্যে); measured—পরিমাপমতো; spices—মশলা; salt— নুন; mustard oil—সরষের তেল ; chilli—লঙ্কা (chilly—ঠাণ্ডা) ; poured— ঢালা ; storage—জমা করে রাখা।]

8. *Describe the preparation of vegetable Pulao with the help of the following flow-chart.*

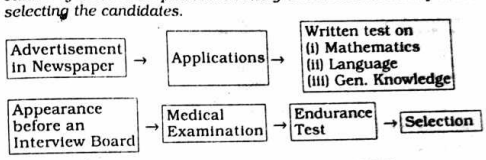


VEGETABLE PULAO

The preparation of vegetable pulao goes through a number of steps. At first rice, peas, carrots and beans are cleaned and washed. Then carrots and beans are cut into $\frac{1}{2}$ to 1 inch sizes. After that the cooker without lid is placed on optimum heat. Next masala is fried with ghee. After that vegetables are added and fried for two or three minutes. Then rice is added and fried till it is slightly brown. Next water is poured and stirred with required salt. The lid is placed. Then a hissing sound is heard within ten minutes. After that the cooker is removed and allowed to cool for two minutes. Finally, the lid is removed and found that the pulao is ready to serve.

[peas—মটরশুঁটি ; carrots—গাজর ; lid— ঢাকনা ; optimum—প্রয়োজনমতো ; slightly—সামান্য ; poured—ঢালা ; stirred—নাড়া ; required—প্রয়োজনীয় ; salt—নুন ; hissing sound—হিস্ হিস্ শব্দ।]

9. *The Indian Air Force sometimes recruits airmen. Below is an outline of a selection procedure. Study it and describe the process of selecting the candidates.*



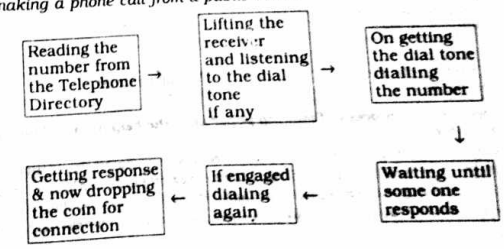
PROCESS OF RECRUITMENT

Recruitment of the Indian Air Force is made by advertisement in newspaper. Applications are invited from suitable candidates. Written tests on Mathematics, language and general knowledge are held. The eligible candidates are asked to appear before an interview Board by letters. After being duly interviewed the candidates have to go in for medical examination. They have to appear at the endurance test too. If they duly pass these tests, they are selected.

[Recruitment—নূতন তালিকাভুক্ত; suitable—উপযুক্ত; eligible—নির্বাচিত হওয়ার যোগ্য; endurance—সহ্যশক্তির পরীক্ষা।

So long we have described the processes in impersonal form and passive voices. Now we can **describe the process in another way i. e., by a set of instructions in Imperative sentences.** [এতক্ষণ আমরা passive voice-এ কার্যপদ্ধতি বর্ণনা করেছি। এবার আর একটি উপায়ে Imperative sentence-এ নির্দেশাবলীর সাহায্যেও তা করতে পারি।]

10. *Look at the following flow-chart and describe the process on making a phone call from a public booth.*



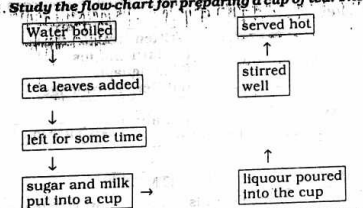
MAKING A PHONE CALL

In making a phone call, first find out from the Telephone Directory the phone number of the person whom you like to ring. Then lift the receiver and listen if there is a dial tone. If you get the dial tone, dial the number one digit after another. When you get the ringing tone, wait until someone says, "Hallo" from the other end. If you do not get the ringing tone of the line is engaged, dial the number once again. However, when someone responds to you with 'Hallo' drop a one rupee coin in the slit provided. Now the connection is established and you can talk to person and listen to him as well on the phone.

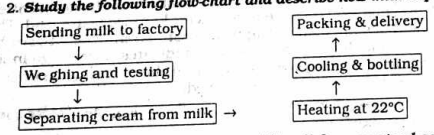
[lift—তোলা; digit—সংখ্যা; slit—ছিদ্র; established—প্রতিষ্ঠিত ।]

EXERCISE

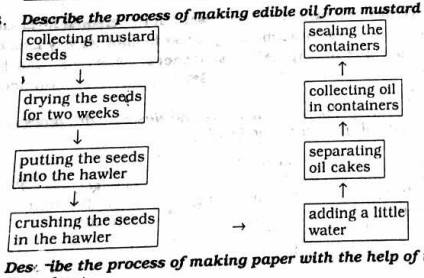
1. ***Study the flow-chart for preparing a cup of tea. Then write the process.***



2. ***Study the following flow-chart and describe how milk is processed.***



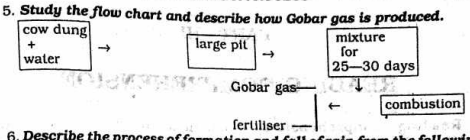
3. ***Describe the process of making edible oil from mustard seed.***



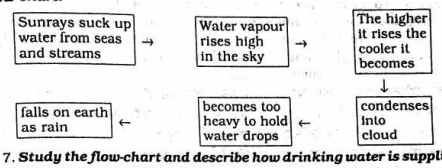
4. ***Des: ibe the process of making paper with the help of the following flow :hart.***

Pap scrap/ rags/ torn clothes/ straw & other raw materials →/cut into small pi es → cleaning and adding of lime → tearing to pieces and mixing of water making soft, white pulp→ mixing of colour if necessary→ rolling flat to make si ooth → cutting into different sizes as required → marketing and exportin

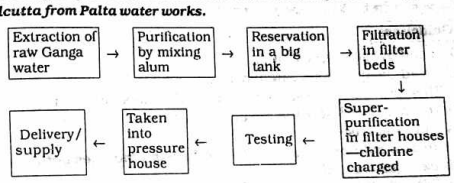
5. ***Study the flow chart and describe how Gobar gas is produced.***



6. ***Describe the process of formation and fall of rain from the following flow-chart.***



7. ***Study the flow-chart and describe how drinking water is supplied to Calcutta from Palta water works.***



PART—III

READING COMPREHENSION

Reading comprehension is meant for testing the power of understanding of the students. When a student reads something, he should try to grasp the meaning of what he is reading. Such comprehension tests do not require the studnts to write much but require them to have an idea of the reading material and answer the questions in a word, a few words or a sentence or by putting ticks, crosses, numbers or drawing arrows etc.

[ছাত্রছাত্রীদের উপলব্ধি করার ক্ষমতা যাচাই করার জন্য Reading Comprehension Test করা হয়। যখন ছাত্রছাত্রীরা কোন কিছু পড়ে, তখন তাদের সেই বিষয়ের অর্থ বুঝতে হবে। এরকম Exercise-এ তাদের বেশি লিখতে হয় না, বরং পড়ার উপরেই বেশি মনোযোগ দিতে হয়। আর এ থেকে যে সব প্রশ্ন করা হয় সেগুলির উত্তর দু-একটি শব্দ বা একটি বাক্য বা টিক চিহ্ন, ক্রসচিহ্ন সংখ্যা বা তীর চিহ্ন ইত্যাদির দ্বারা দেওয়া যায়।]

Guidelines

(1) Read the passage carefully.
(2) Read the questions carefully too.
(3) Then put ticks/crosses or write a word/number etc. as required.
(4) You may not know the meaning of all the words. But you may guess it in some cases.

In the new syllabus Reading Comprehension includes both 'seen' and 'Unseen' as one unit.

[নূতন সিলেবাসে Reading Comprehension-এ 'seen' এবং 'Unseen' কে একটি unit ধরা হয়।]

1. *Read the following text and work out the tasks that follow.*

[An extract from 'Mystery'—A short essay based on a story by Edgar Allan Poe.]

The chief of the police reported the case to a friend of his, who realised at once that the thief must be an extremely clever fellow. While the police were using all their skills and knowledge and carrying out a thorough search according to the methods, they had not used their brains. He had argued that the police would expect the letter to be hidden out of sight in some secret place difficult to discover. They would fix their minds so firmly on trying to find a letter which they could not see that they would pay no attention to letters they could see.

This turned out to be exactly the way in which the thief had reasoned. He had put the stolen letter with two or three others in a letter-holder hanging on the wall they were in full view of everybody who entered the room. The important letter itself had been partly torn, and had been placed so naturally, so carelessly, so openly where everybody's eyes could fall upon it, that though it had undoubtedly been seen, it had not been noticed.

And so at last the mystery was solved. The friend of the chief of police proved his own reasoning correct by finding the letter, after which he claimed the reward and got it.

[realised—বুঝতে পারলেন, hidden—গুপ্ত, attention—মনোযোগ, in full view—চোখের সামনে, mystery—রহস্য, undoubtedly—নিঃসন্দেহে।]

(i) Tick off (√) the appropriate statement.
The first paragraph speaks of

- [ ] the dull brain of the police-chief.
- [ ] the activity of the police in general.
- [√] the good reasoning of the friend of the police-chief.

(ii) Study the second sentence of the second paragraph and put a tick (√) against the sentence that suggests what it means.

- [ ] The letter was put in a hidden place in an unused letter holder.
- [√] The thief put the letter in a hanging letter-holder which could be viewed by anyone.
- [ ] The thief put the letter in letter-box which was stolen.

(iii) Match the elements in column A with those in column B. Indicate your answer by writing a, b, c against the matching statement in B.

	A	Ans	B
a	The friend of the chief	b	Used all known methods.
b	The police	c	gave details to his trusted friend.
c	The chief of police	a	solved the mystery over the missing letter.

(iv) Suggest where the following information can be found. Indicate the paragraph. Put a corss (×) if the information is not found in the paragraph.

Statement	Ans.
	Paragraph Number
(a) The thief steals the letter.	×
(b) The friend had exercise his reasoning power to find out the letter.	1
(c) The chief arrested the thief immediately after the stealing	×
(d) The important letter had been partly torn.	2
(e) The letter was found and the mystery was solve.	3
(f) The friend did not get the reward	×

(v) Which words connect
(a) the third paragraph to the second?
Ans. And so
(b) the second paragraph to the first
Ans. This

2. *Read the following text and answer the questions.*

[An extract from 'Bose Institute'—an essay by Aldous Huxley.]

At the Bose Institute in Calcutta the great experimenter himself was our guide. Through all an afternoon we followed him from marvel to marvel. We watched the growth of a plant being traced out

automatically by a needle on a sheet of smoked glass; we saw its sudden shuddering reaction to an electric shock. We watched a plant feeding; in the process it was exhaling minute quantities of oxygen. Each time the accumulation of exhaled oxygen reached a certain amount, a little bell, like the bell that warns you when you are nearly at the end of your line of typewriting, automatically rang. When the sun shone on the plant, the bell rang often and regularly. Shaded, the plant stopped feeding: the bell rang only at long intervals, or not at all. A drop of stimulant added to the water in which the plant was standing set the bell tinkling, as though some record-breaking typist were at the machine. Near it—for the plant was feeding out of doors—stood a large tree. Sir J. C. Bose told us that it had been brought to the garden from a distance. Transplanting is generally fatal to a full grown tree; it dies of shock. So would most men if their arms and legs were amputated without an anaesthetic. Bose administered chloroform. The operation was completely successful. Waking, the anaesthetized tree, immediately took root in its new place and flourished.

[experimenter—পর্যবেক্ষক, marvel—বিস্ময়, automatically—নিজে নিজে (স্বয়ংক্রিয়ভাবে), shuddering—কম্পন, reaction—প্রতিক্রিয়া, feeding—খাওয়ানো, exhaling—বহির্গমন, accumulation—সঞ্চয়, shaded—ছায়ায় রাখলে, stimulant —উত্তেজক পদার্থ, transplanting—অন্য জায়গায় রোপন, amputated—অঙ্গচ্ছেদ, administered—প্রয়োগ করলেন, flourished—বৃদ্ধি লাভ করল।]

(i) Complete the cause and effect sequence in the chart below :

CAUSE	Ans	EFFECT
The plant suffered an electric shock.		The plant shuddered.
The plant stopped taking oxygen.		The bell rang at long intervals or not at all.
Plants are sensitive to transplanting.		The plant usually dies of shock at time of transplantation.
The tree was anaesthetized during transplantation.		It remained alive and flourished

(ii) Say whether the statements are true or false. Put a tick (√) mark against the true and a cross (×) mark against the false.

(a) When the sun shone on the plant, the bell rang irregularly. [×]

(b) The bell rang to indicate that some quantity of oxygen had been exhaled. [√]

(c) J. C. Bose informed us that the tree had been brought from a near -by place. [×]

(d) The sunlight is the cause of ringing of the bell. [√]

(iii) Suggest an appropriate title of the passage.

Ans. Plants respond as living organisms do.

3. *Read the two paragraphs and then answer the questions :*

[An extract from 'Bose Institute'—an essay by Aldous Huxley.]

The spectacle of a dying animal affects us painfully. We can see its struggles, and sympahetically, feel something of its pain. The unseen agony of a plant leaves us indifferent. To a being with eyes a million

times more sensitive than ours, the struggles of a dying plant would be visible and therefore distressing. Bose's instrument endows us with this more than microsopical acuteness of vision. The poisoned flower mainfestly writhes before us. The last moments are so distressingly like those of a man that we are shocked by the newly-revealed spectacle of them into a hitherto unfelt sympathy.

Sensitive souls, whom a visit to a slaughter-house converted to vegetarianism, will be well advised, if they do not want to have their menu still further reduced, to keep clear of the Bose Institute. After watching the murder of a plant, they will probably want to confine themselves to a strictly mineral diet. But the new self-denial would be as vain as the old. The ostrich, the sword-swallower, the glass-eating Fakir are as cannibalistic as the frequenters of chop-houses, take life as fatally as do the vegetarians. Bose's earlier reserches on metals—researches which show that metals respond to stimuli, are subject to fatigue and react to poisons very much as living vegetable and animal organisms do—have deprived the conscientious practitioners of their last hope. They must be cannibals, for the simple reason that everything, including the inanimate is alive.

[spectacle—দৃশ্য, affect—প্রভাবিত করে; sympathetically—সহানুভূতির সঙ্গে, agony—যন্ত্রণা; indifferent—উদাসীন, sensitive—অনুভূতি প্রবণ, million times—লক্ষ লক্ষ গুণ, visible—দৃষ্টিগোচর, instrument—যন্ত্রপাতি, writhes—মোচড় খায়, slaughter-house—কসাইখানা, cannibal—নরখাদক, vegetarian—নিরামিশাষী, stimuli—উত্তেজক পদার্থ, fatigue—ক্লান্তি, inanimate—অচেতন।]

(i) Two of the following answers are appropriate. Tick them. They must be the main ideas of the paragraphs 1 and 2.

- [ ] (a) The author describes another marvel in paragraph 1.
- [ ] (b) The author describes the death of a flower in paragraph 1.
- [√] (c) The author telis us what Bose's instrument reveals and how it affects the viewer in paragraph 1.
- [√] (d) In paragraph 2 the author states that both vegetarians and non-vegetarians are equally cannibalistic.
- [ ] (e) In paragraph 2 the author's object is to give some advice to vegetarians in a humorous manner.

(ii) The author gives his opinion or states facts in the two paragraphs. List the sentences under the two headings :

Example	Fact	Opinion
	Sentence 4 Para- 1	Sentence 1 Para-2

Ans.	Facts	Opinions
	Sentence 5 Para 1	Sentence 1 Para 1
	" 6 " 1	" 2 " 1
	" 3 " 2	" 3 " 1
		" 4 " 2
		" 5 " 2

(iii) Read the paragraph and fill in the gaps with proper forms of the appropriate words that occur in para 1.

The ——— of a fatally wounded man or animal in ——— and desperate struggling for life ——— all of us. But the ——— of plants and other ——— things to different stimuli do not affect us because we cannot see how they are reacting. Hence when we see a plant dying, we remain———. But Bose's Instrument, which———the viewers with a keen———, showed to the visitors the flowers twisting and rolling about in pain.

Ans. 1. spectacle 2. distress 3. pain (V.) 4. reaction 5. inanimate 6. indifferent 7. endowed 8. vision

4. Read the following paragraphs and then work out the exercises that follow :

[An extract from 'A profile in courage'—a prose piece by K. M. Rama Rao.]

The heroine of this story is Sudha, a teenage — girl who has over a hundred stage performances to her credit. She started her career as a dancer at the age of four and gave her first public performance when she was eight. By the time she was seventeen, Sudha had already become a celebrity.

But life had not been all that smooth sailing for Sudha. In 1981, the car she was travelling in met with an accident and her right leg had to be amputated below the knee. It appeared that life had come to a stand still for Sudha. She walked around on crutches. But she resumed her routine life once again. She had a lot of time on her hands to ponder over the future. She was convinced that she was the master of her own life and she could mould it the way she liked.

[teen aged— কিশোরী/ কিশোরী, a teenage-girl—Nominal compound (a girl of teen age = a teen aged girl or a teenage-girl) performances—অনুষ্ঠান, career—জীবনযাত্রা, celebrity—বিখ্যাত, smooth sailing—নির্ঝঞ্ঝাট, amputated—অঙ্গচ্ছেদ, resumed—পুনরায় শুরু করল।]

A. Put a tick [√] against the correct alternatives in the box on the right.

(i) Sudha became a celebrity.
- (a) at the age of four. [ ]
- (b) at the age of eight. [ ]
- (c) at the age of seventeen. [√]

(ii) She started her career as .....
- (a) a dancer. [√]
- (b) a songstress. [ ]
- (c) a player. [ ]

(iii) It appeared that Sudha's life had come to a
- (a) halt. [√]
- (b) stage. [ ]
- (c) station. [ ]

(iv) Sudha was convinced that
- (a) she could spoil her life. [ ]
- (b) she could spend her life. [ ]
- (c) She could guide her life. [√]

B. Some of the statements given are true and some are false. Write T for true and F for false in the boxes given on the right.

(i) Sudha won fame at the age of four. [F]

(ii) It took thirteen years from the start of dancing to become a celebrity. [T]

(iii) Sudha was too nervous to even think of dancing. [F]

(iv) She was advised by her friends to try and dance again. [F]

C. The following events are not in order. Arrange them in proper order by putting serial number against them.

(a) Sudha met with an accident. [4]

(b) It appeared that her life had come to a standstill [6]

(c) Sudha started her career as a dancer. [1]

(d) She had already become a celebrity. [3]

(e) Her right leg had to be amputated. [5]

(f) She had one hundred performances to her credit. [2]

D. Fill in the table below with information from the text.

Who	What happened in 1981	Effect	Text type
(i) Sudha	(ii)	(iii)	(iv) .....

Ans. (ii) She met with an accident. (iii) Her right leg had to be amputated. (iv) Biography.

5. Read the following and answer the questions given below.

[An extract from 'The Healing Touch'—a campaign pamphlet.]

Four years ago a doctor treating Ramkumar for a cold, noticed a pale patch on his back. Clinical investigation revealed leprosy.

"I remember that evening very well", says Ramkumar, his eyes moistening, "My mother cried and cried. And I remember my father's word of consolation, 'We'll fight it together'. And we did."

The first thing Ramkumar's father did was to learn everything he could about leprosy. The doctors told him that Ramkumar's case—like four out of five cases in India—was not infectious. There would be no deformities because the disease had been detected early. He would be completely cured. From then on, as Ramkumar's treatment began, the fear of leprosy receded.

[pale—মলিন দাগ, clinical investigation—ডাক্তারী পরীক্ষা, revealed— প্রকাশ করল, leprosy—কুষ্ঠ, moistening—দ্রবীভূত করা, consolation—সান্ত্বনা, infectious—ছোঁয়াচে, deformities—অঙ্গবিকৃতি, detected—নির্ণীত, cured— আরোগ্য লাভ করল, receded—কমে গেল।]

A. The following events are not in order. Arrange them in proper order by putting serial number against them.

[4] Ramkumar's mother was upset and his father consoled her.
[1] Ramkumar went to a doctor for treatment of cold.
[3] Medical investigation revealed a leprosy.
[2] The doctor noticed a small patch on his back.

B. Complete the following chart with information from the text.

Cause	Effect
Ramkumar's father went to a doctor	(a) .....
(b)	There was no chance of deformities.....
Ramkumar's treatment began.	(c)

Ans. (a) The doctor assured him that Ramkumar's case was not infectious and there would be no deformities.
(b) The disease had been detected early.
(c) The fear of leprosy receded.

6. *Read the following passage and answer the questions below.*

[An extract from 'The Happy Prince' a short story By Oscar wild.]

So they pulled down the statue of the Happy Prince. Then they melted the statue in a furnace and the Mayor held a meeting of the Corporation to decide what was to be done with the metal. 'We must have another statue, of course,' he said, 'and it shall be a statue of myself.'

'Of myself', said each of the Town Councillors, and they quarrelled. When I last heard of them they were still quarrelling. 'What a strange thing! said the overseer of the workmen at the foundry. 'This broken lead heart will not melt in the furnace. We must throw it away. So they threw it on a dust-heap where the dead Swallow was also lying.

'Bring me the two most precious things in the city,' said God to one of His Angels, and the Angels brought Him the leaden heart and the dead bird.

'You have rightly chose,' said God, 'for in garden of Paradise this little bird shall sing for evermore and in my city of gold the Happy Prince shall praise me.'

[pulled down—উপড়ে ফেলল, melted—গলিয়ে ফেলল, furnace—চুল্লী, foundry—ঢালাই কারখানা, dust heap—আবর্জনার স্তূপ, precious—মূল্যবান, Angel—দেবদূত, paradise—স্বর্গোদ্যান।]

A. Complete the following chart with information from the text and inferences where necessary.

Action	Who	Why
(i) 1.	Councillor's men	2. .....
(ii) threw away	3.	4. .....
(iii) quarrelled	5.	6. .....
(iv) chose the leaden heart and the dead bird	the angel	7. .....

Ans. 1. Pulled down the statue.
2. The Mayor of the city ordered to put it down.
3. The workmen of the foundry.
4. The broken lead heart of the Happy Prince would not melt in the furnace.
5. Town Councillors.
6. They were all ambitious.
7. God orderd His Angel to bring Him the two most precious things of the city.

B. Tick the most appropriate alternative in the box on the left.

(i) The Statue of the Happy Prince was
- [ ] kept in a foundry.
- [√] pulled down and melted.
- [ ] thrown away on a dust heap.

(ii) The broken lead heart' in the above passage refers to the heart of
- [ ] the Mayor.
- [ ] the Swallow.
- [√] the Happy Prince.

(iii) A meeting of the Corporation was held by
- [ ] the Mayor
- [√] the Town Councillors.
- [ ] the people of the town.

(iv) The word 'Corporation' in the passage refers to
- [ ] the Government of a state.
- [ ] the ministers of a king.
- [√] the group of persons elected to govern a town.

C. Pick out a sentence from the test to match each of the following functions :

Function	Sentence
1. Narrating	
2. Protesting	
3. Commanding	
4. Suggesting	

Ans. 1. Then they melted the statue in a furnace.
2. 'Of myself,' said each of the Town Councillors and quarrelled.
3. 'Bring me the two most precious things in the city,' said God.
4. We must have another statue, of course.

7. *Read the following text and answer the questions that follow :*

[An extract from 'The Cage'-a Science fiction by Bertram Chandler.]

1. Mary screamed.

2. Hawkins jerked into complete wakefulness. He could see the pale form of Mary—on this world it was never completely drak at night—and, on the other side of the cage, the forms of Fennet and Boyle. He got hastily to his feet and stumbled to the girls' side.

3. 'What is it? he asked.
4. 'I..... I don't know..... Something small, with sharp claws. It ran over me .....'
5. 'Oh', said Hawkins, 'that was only Joe!'
6. 'Joe?' she demanded.
7. 'I don't know exactly what he—or she — is', said the man.
8. 'He must be the local equivalent of a mouse', said the doctor, 'although he looks nothing like one. He comes up through the floor somewhere to look for scraps of food. We're trying to tame him .....'
9. 'You encourage the brute?' She screamed. 'I demand that you do something about him—at once! Poison him, or trap him. Now!'
10. 'Tomorrow', said Hawkins.
11. 'Now', she screamed.
12. 'Tomorrow', said Hawkins firmly.

[sceramed —চেঁচিয়ে উঠল, pale—মলিন, cage—খাঁচা, stumbled — হোঁচট খেল, sharp claws—তীক্ষ্ণ নখ, scraps of food —খাবারের কণা, trap—ফাঁদে ফেলা।]

(i) Suggest a title for the given extract (other than the original).

Ans. Joe in the Cage

(ii) Which of the following events occur in the text? Put a tick (√) against the right one and put a cross (×) against the wrong one :

	Ans.
(a) Joe is captured	×
(b) Someone attempts to poison Mary	×
(c) Hawkins explains what the creature is	√
(d) Joe is not encouraged with food	×
(e) Mary demands immediate action on the strange creature	√

(iii) Fill up the chart of who and when from the statements given from the text.

Statements	Who	When
(a) That was only Joe	Ans. Hawkins	Ans. when Mary describes the object.
(b) You encourage the brute?	Ans. Mary	Ans. When Mary is informed that Joe is being tamed.

8. *Read the following text carefully and work out the tasks that follow :*

[An extract from 'The cage'—a Science fiction by Bertram Chandler. The number of paragraphs of the text is given within bracket on the left.]

(13) The next day, the capture of Joe proved to be easy. Two flat baskets, hinged like the valves of an oyster shell, were used as a trap. There was bait inside—a large piece of the fungus on which they had

been fed. There was a cunningly arranged upright that would fall at the least tug of the bait. Hawkins, lying sleepless on his damp bed, heard the tiny click and thud that told him that the trap had been sprung. He heard Joe's indignant chitterings, heard the tiny claws scrabbling at the stout basket-work.

(14) Mary Hart was asleep. He shook her.

(15) 'We've caught him', he said.

(16) 'Then kill him', she answered drowsily.

(17) But Joe was not killed. The three men were rather attached to him. With the coming of daylight they transferred him to a cage that Hawkins had fashioned. Even the girl relented when she saw the harmless ball of multicoloured fur bouncing indignantly up and down in its prison. She insisted on feeding the little animal, exclaiming gleefully when the thin tentacles reached out and took the fragment of fungus from her fingers.

(18) For three days they made much of their pet. On the fourth day beings whom they took to be keepers entered the cage with their nets, immobilized the occupants and carried off Joe and Hawkins.

(19) When the days passed but Hawkins did not return, his friends began to fear the worst.

(20) 'I'm afraid it's hopeless', Boyle said, 'We shan't see him again.'

'They'll have him stuffed and mounted in some museum', said Fennet glumly.

[capture—ধরা, basket—ঝুড়ি, hinged—আটকানো, oyster shell—ঝিনুকের খোলা, trap—ফাঁদ, bait—টোপ, cunningly— চতুরভাবে, thud—ধপ্ শব্দ, indignant —ক্রুদ্ধ, chitterings—কিচ্ কিচ্ শব্দ, scrabbling—আঁচড়ানো, drowsily—তন্দ্রাচ্ছন্নভাবে, relented কোমল হল, fur—লোম, bouncing— লাফানো, gleefully—আনন্দের সঙ্গে, tentacles—সরু শুঁড়, fragment—টুকরো, stuff—মৃত জীবের কাঠামোর মধ্যে কিছু ঠেসে ভরা, mounted—দাঁড় করিয়ে রাখল, glumly—বিষণ্ণভাবে।]

(i) Some functions are given. Indicate the functions that occurred in the paragraphs from the above text :

Functions	Ans.	Paragraph
(a) Describing		13, 17
(b) Instructing		16
(c) Informing		15
(d) Apprehending		20

(ii) Here is a list of adjectives naming some of the human qualities: brave, alert, kind, nervous, emotional.

Match the qualities with four characters of the text.

Mary Hart	Ans.	kind, nervous, emotional
Fennet		kind, brave
Hawkins		alert, kind, brave

(iii) Tick off the right one in the boxes given below :

		Ans.
Mary behaved	(a) badly	
	(b) womanly	√
Hawkins set the trap	(c) roughly	
	(a) to catch the mouse	√
	(b) to frighten Mary	
Boyle was anxious for	(c) not to disturb the sleep of Mary	
	(a) Mary	
	(b) Joe	
	(c) Hawkins	√

9. Read the passage carefully and work out the tasks that follow :

[An extract from 'A Day's wait'—A short story by Ernest Hemingway.]

The number of paragraphs of the text in given on the left.

27. At the house they said the boy had refused to let anyone come into the room.

28. "You can't come in," he said, "You mustn't get what I have".

29. I went up to him and found him in exactly the position I had left him, white faced, but with the tops of his cheeks flushed by the fever. He was staring still as he had stared at the foot of the bed.

30. I took his temperature.

31. "What is it?"

32. "Something like a hundred", I said, "It was one hundred and two and four-tenths."

33. 'It was a hundred and two" he said.

34. "Who said so?"

35. "The doctor".

36. "Your temperature is all right." I said, "It's nothing to worry about."

37. "I don't worry," he said, 'but I can't keep from thinking."

38. "Don't think", I said, "Just take it easy".

39. "I'm taking it easy", he said and looked straight ahead.

40. He was evidently holding tight on to himself about something.

41. "Take this with water".

42. "Do you think it will do any good.?"

43. 'Of course it will".

[refuse—অসম্মতি জানানো, cheeks—কপোল বা গণ্ডদেশ, flushed—লালাভ, staring—একদৃষ্টিতে তাকিয়ে থাকা, temperature—জ্বরের উত্তাপ, worry—উদ্বেগ প্রকাশ করা, ahead—সামনে, evidently—স্পষ্টতঃ]

(i) Which of the incidents actually occur and are mentioned in the above text ? Tick off the right one with a tick (√) mark and put a (×) mark against that is wrong.

(a) The boy accepted anyone into the room. ×

(b) The boy said to the author, you must get what I have. ×

(c) The author assures the boy that his temperature is not alarming. √

(d) The author assures the boy that if he takes medicine, he will be all right. √

(ii) Write the exact paragraph number against the following functions.

Function	Ans. Paragraph
Enquiring	31 & 34
Confirming	43
Consoling	36
Narrating	29
Advising	38
Warning	28

10. Read the text carefully and answer the questions that follow :

[An extract from 'The Awakening'—an autobiographical piece by Helen Keller.]

1. The most important day I remember in all my life in the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.

2. On the afternoon of that eventful day, I stood on the porch, dumb, expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks and a deep languor had succeeded this passionate struggle.

3. Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in? The great ship, tense and anxious, would grope her way toward the shore with plummet and sounding-line. And you would wait with beating heart for something to happen. I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbour was. "Light ! Give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.

[remember—স্মরণ করা, immeasurable—অপরিমেয়, contrasts—বৈপরীত্য, eventful—ঘটনাবহুল, porch—গাড়ীবারান্দা, dumb—মূক, expectant—উৎসুক, guess—অনুমান করা, vaguely—অস্পষ্টভাবে, marvel—বিস্ময়, anger—ক্রোধ, bitterness—তিক্ততা, langour—ক্লান্তি, tangible—স্পর্শযোগ্য, plummet—জলের গভীরতা মাপার জন্য সীসার ভারবিশেষ, sounding line—গভীরতা মাপার দড়ি।]

(i) Answer in the open space given on the right side of the question. Give the answer within a single sentence.

	Ans.
(a) The author remembers a day. Which day ?	(a) The day on which Anne Mansfield came.
(b) How old was the author?	(b) Six years and nine months old was the author.
(c) What mood had the author?	(c) Anger and bitterness had preyed upon the author.
(d) With what thing has the author compared with her mood?	(d) The author compared her mood with a ship in a dense fog.

(ii) The author talks of " immeasurable contrasts between the two lives which it connects."

Now chart out the contrasts between two lives in the following table :

Ans. Life 1	**Ans.** Life 2
Life before her meeting with Anne Mansfield Sullivan	Life after her meeting with Anne Mansfield Sullivan

11. Read the passage carefully and work out the tasks that follow :

Let us have a brief look into the earlier life of Ramanujan, before his departure for England. He was born at Erode in Tamil Nadu on December 22, 1887. He went to the Town High School at Kumbakonam at the age of 10 and, in 1903, passed the Matriculation Examination creditably enough to obtain a scholarship in the Government College, Kumbakonam. Even during the School years he took a deep interest in college mathematics. When he was 13, Ramanujan borrowed a copy of Loney's Trigonometry from a student in the degree class of the Government College and solved all the problems.

His pre-occupation with Mathematics, and scant attention to other subjects, resulted in several unsuccessful attempts at passing the then First Arts Examination of Madras University. In the meantime, he got married and it became necessary for him to find a job. In 1912, at the age of 25, he joined the Madras Port Trust as a clerk on a salary of Rs. 30/- a month.

During all these years of stress, strain and semi-starvation, his interest and work in mathematics never flagged, in fact, was proceeding at an amazing pace, though all that he could consult were a few outdated and second rate text books of Mathematics in local libraries. At the persistent request of some friends, he corresponded with Professor G. H. Hardy and that brings us back to the story of the discovery of Ramanujan by Hardy.

With the help of some Indian and European sympathisers of Ramanujan, Hardy secured for him initially a research scholarship at the Madras University of Rs. 75 a month for a year. Later, he was invited to Cambridge where he joined Trinity College in April, 1914. In Cambridge, Ramanujan did work of "profound and invincible originality". For his remarkable contributions to Number Theory, he was elected Fellow of Trinity College on October 18, 1917. Next February, he was elected to the Fellowship of the Royal Society of London. (He was not, as many biographers of his seem to think, the first Indian to be elected to Fellowship of the Royal Society. The first Indian was a ship builder-engineer, Ardeshir Cursetji.)

[creditably—কৃতিত্বের সঙ্গে, pre-occupation—ব্যস্ততা, scant attention—অল্প মনোযোগ, in the meantime—ইতোমধ্যে (ইতিমধ্যে কথাটি ভুল), semi-starvation—প্রায় উপবাস, never flagged—কখনোই কমল না, amazing—বিস্ময়কর, pace—অগ্রগতি, persistent request—ক্রমাগত অনুরোধ, invincible—অপরাজেয়, originality—মৌলিকতা, contribution—অবদান, bio-grapher—জীবনীকার।]

(i) In what literary category would you classify the text? Put a tick (√) mark against the suitable title given below :

(a) a story ☐

(b) a report on Ramanujan ☐

(c) Biography ☑

(ii) Given below are a few points that have been developed in the text. Number the points in the order in which they occur.

Points	Order **Ans.**
(a) Ramanujan was not the first Indian to get fellowship from Royal Society.	(5)
(b) Ramanujan was born on Nov. 22, 1887 in Tamil Nadu.	(1)
(c) He had a deep interest in Mathematics.	(2)
(d) Hardly secured a scholarship for him.	(4)
(e) He corresponded with Professor G. H. Hardy.	(3)

(iii) Complete the cause-effect & effect-cause tables using the information from the text.

A Cause	B Effect
(a) Ramanujan borrowed a copy of Loney's Trigonometry from a student.	**Ans.** Ramanujan solved all the problems.
(b) His pre-occupation with Mathmatices and less attention to other subjects.	**Ans.** He failed in the First Arts Examinauon of Madras University for several times.

Effect	Cause
(a) Ramanujan was elected Fellow of Trinity College in 1917.	**Ans.** For his remarkable contribution to Number Theory.
(b) The discovery of Ramanujan by G. H. Hardy was possible.	**Ans.** For a correspondence on the part of Ramanujan at the presistent request of some friends.

(iv) Complete the information chart about the person you have read about in the text.

Questions	Answers
(a) Name	Ramanujan
(b) Date of birth	22nd Dec. 1887
(c) Place of birth	Erode in Tamil Nadu
(d) Examination passed	Matriculation
(e) Failed in the Examination	First Arts Examination of Madras University.
(f) Scholarship received	Scholarship at the Madras University of Rs. 75 per month.
(g) Fellowship received	Fellow of Trinity College and Royal Society of London.

12. Read the following text and answer the questions below :

Mother Teresa gets a number of voluntary helpers form all over the world, young men and women who spend a school or college vacation doing something for the destitute instead of just lazing about. But last week's visitor was someone who has himself become a crusader in his

own right. Trevor Farrell is only 13, but for two years now he has spent most of his spare time from school, providing food, clothing blankets and comfort to the poor and the homeless of his home-town, Philadelphia.

Moved by the spontaneous, selfless compassion of a child, adults rallied round with help in the form of cash, kind and service, leading to the foundation of a charitable organization called Trevor's Campaign. They have collected enough funds to buy a 33-room house which will be converted into a shelter.

Trevor had visited Mother Teresa earlier as well, and he helped her give injections and medicines, and food the poor. The experience left the youngster immensely moved. It probably also gave him the inner strength to continue his mission with the hollow, emaciated face of poverty.

The nun gave him sensible advice : "You can't save everyone, but think about it in terms of one person at a time."

[voluntary—স্বেচ্ছাসেবী, vacation—দীর্ঘ ছুটি, destitute—দরিদ্র, lazing about—আলস্যে সময় কাটানো, crusader—অন্যায়ের বিরুদ্ধে অভিযানকারী, spare time—অবসর সময়, provide—সরবরাহ করা, spontaneous—স্বতঃস্ফূর্ত, selfless—নিঃস্বার্থ, compassion—করুণা, foundation—ভিত্তি, immensely—প্রচণ্ডভাবে, emaciated—কৃশ।]

(i) Fill in the chart to show the effect of Trevor's natural feeling and experence on himself and others :

Cause	Effect
	Ans.
Q. Trevor's feeling for the sufferings of the poor....	(a) prompted him to work for the poor. (b) made him work under mother Teresa. (c) gave him sufficient strength to continue his mission for help to the poor.
Q. Adults were moved by his work.	(a) They gathered round him with help in the form of cash, kind and service. (b) They helped him to the foundation of Trevor's campaign.
Q. Trevor's voluntary work under Mother Teresa moved him immensely-	gave him enough strength to continue his mission for serving the poor people of his own country.

(ii) Say whether the statements are true or false. Put a tick (√) mark against the true and put a cross (×) mark against the false :

(a) The U. S. A. is not much associated with great poverty. [×]

(b) There is no poverty in the U. S. A. [×]

(c) U. S. A. is a poor country like India. [×]

(d) Teresa advised Trevor, "You can't save everyone, but can save one person at least." [√]

13. *Read the passage carefully and answer the questions :*

[An extract from 'Oh, what a lovely smell' by David Gunston in the 'Statesman' (May, 1987).]

The use of artificial scents and odours will soon play a much bigger part in our everyday lives than ever before. Already it is developing repidly in many fields of commerce.

Unusual extracts from animals (like *musk*) or from plants (like rose, *cloves* and dozens more) are nowadays *supplemented* happily with chemical perfumes that have no origins outside the laboratory. Upwards of 150 different scents, *ranging* form "old leather" to sandal wood are nowadays on tap in everyday domestic and commercial substances.

Quite apart from the wide range of cosmetics and toiletries, perfume experts are perparing fragrances that go into floor polish, toothpaste, notepaper, shoe polish, many food and drink items, even into modern plastics for use in the home. This last kind of thing is nothing new : the Arabs of old so loved the odour of musk that they mixed it into the *mortar* with which they built their mosques—choosing, incidentally, the longest-lasting scent known.

[odours—গন্ধদ্রব্য, extracts—নির্যাস, musk—কস্তুরী, perfumes—সুগন্ধি দ্রব্য, cosmetics and toiletries—প্রসাধনী, fragrances—সুগন্ধ, mortar—মিশ্রণ, mosques—মসজিদ, incidentally—ঘটনাক্রমে, longest-lasting—সবচেয়ে দীর্ঘস্থায়ী।]

(i) Suggest a title for the passage.

Ans. Artificial perfume and modern life.

(ii) Answer the questions within a single sentence.

(a) Interest in scent is growing. Quote at least one sentence from the passage that suggests this.

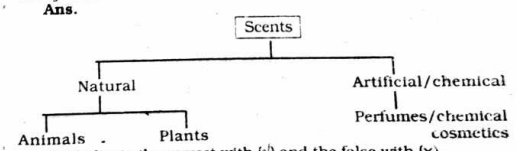
Ans. "Upwards of 150 different scent, ranging from "old leather" to sandalwood are nowadays on tap in everyday domestic and commercial substances."

(b) Is the writer speaking of good as well as bad smell? What has he in mind?

Ans. No, the writer is speaking only of good smell. He has in his mind the wonderful development of the science of smell.

(c) Fill in the classification table of the two kinds of scents that you have just read about.

Ans.



(iii) Indicate the correct with (√) and the false with (×).

The writer is saying that there are

(a) more than 150 types of artificial perfumes [×]

(b) about 150 types of artificial scents [×]

(c) nearly 150 types of artificial scents [×]

(d) more than 150 types of natural scents ☑

(iv) Make a list of some things in which scent is used.

Ans. (a) Toilet materials.

(b) Cosmetics

(c) Toothpaste.

14. *Read the passage and answer the questions below :*

[An extract from 'On letter writing by A. G. Gardiner.]

In the wider sense letter-writing is now no doubt a lost art. It was killed by the penny-post and modern hurry. When Cowper, Horace Walpole, Byron and Carlyle write their immortal letters, the world was a leisurely place where there was time to indulge in the luxury of writing to your friend. And the cost of posting a letter made that letter a serious affair. If you could send a letter once in a month or six months, and then at heavy expense, it became a matter of great importance. The poor, of course, couldn't enjoy the luxury of letter-writing at all.

[hurry—ব্যস্ততা, immortal—অমর, leisurely place—অবসর ভোগ করার জায়গা, affair—ব্যাপার, indulge—উপভোগ করা, luxury—বিলাসিতা।]

(i) Suggest a suitable title for the passage

Ans. Letter-writing, a lost art.

(ii) Find out four important names of Writers from the passage :

Ans.

1. Cowper
2. Horace Walpole
3. Byron
4. Carlyle.

(iii) What is the paragraph about? Put (√) against the right one.

(a) Novel-writing
(b) Poetry-writing
(c) Letter-writing

(iv) Say whether the statements are true or false. Put "T" or "F" against the statements.

Ans.

(a) Letter-writing is not a lost art	F
(b) Letter-writing was an event in earlier times	T
(c) Penny-post and modern hurry killed letter-writing	T
(d) The poor enjoyed the luxury of letter-writing	F

(v) A problem has been posed in the passage. Complete the Table stating the problem and its reason.

Ans.

Problems	Reasons
(a) Letter-writing is a lost art	because of modern hurry and penny-post
(b) Poor man could not enjoy the luxury of letter-writing.	because of heavy price of post.
(c) Modern people do not often write letters to their friends.	because of shortage of time.

(vi) Fill in the blanks with suitable words.

To write a letter is not an —— job. It needs some——. If you want to write a good letter, you should be —— and ——. Important letter-writers were very——— about it and wrote letters which were——— and still every reader reads——— letters with ———.

Ans. 1. easy 2. care 3. cautious. 4. attentive 5. serious. 6. excellent 7. those 8. attention.

15. *Read the following text. Use the information in it to work out your tasks that follow :*

[An extract from Recapitulation of Edmund Hillary.]

I was beginning to tire a little now. I had been cutting steps continuously for two hours, and Tenzing too, was moving very slowly. As I was wondering just how long we could keep it up, I realised that the ridge ahead, instead of still monotonously rising, now dropped sharply away, and far below I could see the North Col and the Rongbuk glacier—I looked upwards to see a narrow snow ridge running up a snowy summit. A few more whacks of the ice-axe in the firm snow and we stood on the top.

My initial feelings were of relief—relief that there were no more steps to cut and no more ridges to traverse. I looked at Tenzing and in spite of goggles and oxygen mask, there was no disguising in his infectious laugh of pure delight as he looked all around him. We shook hands and then Tenzing threw his arm around my shoulders and we thumped each other on the back until we were almost breathless.

[tire—ক্লান্ত হওয়া, ridge—পর্বতশিখর, monotonously—একঘেয়েভাবে, glacier—হিমবাহ, summit—চূড়া, whacks—আঘাত, ice-axe—বরফ কাটার কুড়ুল, traverse—অতিক্রম করা, infectious—সংক্রামক, delight—আনন্দ।]

(i) What is the text about? Tick off the statement you think correct.

(a) Travelling in rural area. ☐

(b) Travelling in some sea-side area. ☐

(c) Riding on hills. ☑

(ii) Complete the chart taking information form the text :

What?	Who?	How and For how much time	Where	Feelings
Ans. A hill top nvention	The writer and Tenzing	They were moving slowly but continuously for two hours	On the top of the hill.	They were happy and cheerful. There were no more steps to cut and no more ridges to traverse. Thus they had total feelings of relief.

(iii) The second paragraph contians a number of ideas.

Indicate the order in which they occur by inserting numbers 1,2,3,4,..... against the respective points.

Points	In order
The author looked at Tenzing	2
They thumped each other	4
They shook hands	3
The feelings of the riders were of relief.	1

(iv) Form the text find sentences that indicate the following functions. Write the sentences in spaces provided.

Functions	Ans.	Sentence Nos.
(a) cutting steps	Para 1	Sent. 2
(b) snow ridge running up	Para 1	Sent. 3
(c) getting relief	Para 2	Sent. 1
(d) laughing	Para 2	Sent. 2

(v) Study the paragraph and use words or phrases from the above text.

The author became a bit—— as he was—— cutting steps to rise on the top of the hill. He was rising still ——. But he understood that the ridge was—— and he looked —— to see a —— snow ridge running up a snowy summit.

Ans. 1. tired. 2. continuously 3. monotonously 4. ahead. 5. upwards 6. narrow.

EXERCISE

Reading Comprehension.

1. *Read the following paragraphs carefully and then answer the questions that follow.*

In 1981, Sudha was travelling in a car met an accident and her right leg had to be amputated below the knee. It appeared that life had come to a stands-till for Sudha. Whe walked around on crutches. But she resumed her routine life once again. She had a lot of time on her hands to ponder over the future. She was convinced that she was the master of her own life and she could mould it the way she liked.

Will she ever he able to dance again? This question was uppermost in the mind of everyone concerned with the future of Sudha. But Sudha had her own ideas. She was determined not to break with her career as a promising dancer. Somewhere she happened to see the "Jaipur Foot". A prosthetic expert gave her the details of this artificial leg and advised her to see the doctor who invented it. Sudha went to Jaipur along with her dancing master. She was fitted with a 'Jaipur Foot' and the doctor gave her immense confidence. Sudha practised dance for some time under his supervision. He made suitable changes in the limb to facilitate her dance practice. She suffered a lot of pain in the process of the proper adjustment of the new limb. But she never lost her heart.

[*'A profile in courage'* by K. Rama Rao.]

A. Find out one key sentence from each of the paragraphs.

(i) .....

(ii) .....

B. Arrange the following sentences in their proper order. Put the numbers in the brackets against the sentences.

(i) She underwent much suffering in getting the new limb suitably fitted. ( )

(ii) She chanced to come across the artificial limb. ( )

(iii) The accident caused her lose a leg. ( )

(iv) She collected all information about the artificial limb and journeyed to get fitted. ( )

(v) Her well-wishers were extremely worried about her future. ( )

(vi) She had firm faith in her potentialities. ( )

2. *Read the following paragraphs carefully and then answer the questions that follow.*

It was a bright, cold day, the ground covered with a sleet that had frozen. It seemed as if all the bare trees, the bushes, the cut brush, and all the grass and the bare ground had been varnished withice. I took the young Irish setter for a little walk up the road and along a frozen creek. But it was difficult to stand or walk on the glassy surface and the red dog slipped and slithered and I fell twice, hard, once dropping my gun and having it slide away over the ice.

We flushed a covey of quail under a high bank with overhanging brush. I killed two as they went out a sight over the top of the bank, and started back pleased to have found a covey close to the house and happy there were so many left to find another day.

(A) Give below are sentences and their functions. Match the sentences with their functions. Put the numbers of sentences in the brackets against functions.

	Sentences	Functions	
(i)	It was a bright, cold day, the ground covered with a sleet that frozen.	Comparing	( )
(ii)	It seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice.	Expressing feeling	( )
(iii)	We flushed a covey of quail under a high bank with overhanging brush. I killed two as they went out of sight over the top of the bank.	Describing	( )
(iv)	I started back pleased to have found a covey close to the house and happy there were so many left to find another day.	Narrating	( )

(B) Find below meanings of words in the paragraphs. Write the words in the blank space to the right of the meaning :—

(a) small stream .....

(b) partly melted snow .....

(C) Write the opposites of the words in the blank spaces against them :

(c) bright .....

(d) started .....

(D) Write a pair of words from the paragraphs which are similar in meaning.....

Write a pair of words from the paragraph which are opposite in meaning.

.....

3. *Read the following text and then answer the questions that follow :*

Ram Kumar is an able-bodied 14 years old. He has no deformities. Nor has the stigma of leprosy left andy psychological scars. "I owe it all to my parents," says Ram Kumar. "I was lucky."

Four years ago, a doctor treating Ram Kumar for a cold, noticed a pale patch on his back. Clinical investigation revealed leprosy.

"I remember that evening very well," says Ram Kumar, his eyes moistening. "My mother cried and cried. And I remember my father's word of consolation, 'We will fight together'. And we did."

The first thing Ram kumar's fahter did was to learn everything he could about leprosy. The doctors told him that Ram Kumar's case—like four out of five cases in India—was not infectious. It would pose no threat to anyone and he could lead a normal life. there would be no deformities because the disease had been detected early. He would be completely cured. ['The Healing Touch'.]

(i) Complete the following chart with information from the text.

Cause	Effect
1. A clinical investigation was conducted.	
2. Ram Kumar's mother cried and cried.	
3. The disease had been detected early.	

(ii) Choose the correct alternatives to complete the following statements. Tick of (√) the boxes against the correct alternatives.

(A) The percentage of infectious leprosy cases in India is
- (a) 60 ☐
- (b) 20 ☐
- (c) 40 ☐

(B) Ram Kumar's eyes moistened
- (a) when he remembered that fateful evening. ☐
- (b) when his mother cried. ☐
- (c) when his father gave him solace. ☐

(C) Ram Kumar could lead a normal life because
- (a) he was quite sane. ☐
- (b) he had no disease ☐
- (c) his disease was not infectious. ☐

(D) His father gave him
- (a) assurance. ☐
- (b) encouragement. ☐
- (c) advice. ☐

(iii) Some of the statements below are TRUE and some are FALSE. Write "T" or 'F' accordingly in the boxes on the right.
- (a) Ram Kumar's disease was detected after medical examination.
- (b) Leprosy is nevery thought to be a disgrace.
- (c) Ram Kumar's father was a weak man.

4. *Read the following paragraph carefully and answer the questions that follow:*

One day, while I was playing with my new doll. Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand the "d-o-l-l' applied to both. Earlier in that day we had a fight over the words 'm u-g" and "w-a-t-e-r". Miss sullivan had tried to impress it upon me that "m-u-g" is mug and that "w-a-t-e-r" is water, but I persisted in mixing up the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dahsed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. I felt neither sorrow nor regret. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment of tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into warm

sunshines. Thie thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure. [*'The story of My life'* by Helen Keller.]

(i) Fill in the following chart with information from the text.

Cause	Effect
1	Helen became impatient.
2. The cause of the discomfort was removed.	
3.	Miss Sullivan dropped the subject in despair.
4.	Helen was keenly delighted.
5. Helen was going out into the warm sunshine.	

(ii) Supply the missing information from the text.

(a) In Helen's world there was no .....

.....

(c) By spelling "d-o-l-l" into Helen's palm Miss Sullivan was trying to make her understand.....

(iii) What kind of a text is this? Tick off the box against the type of text you think it is.
- (a) a report ☐
- (b) a story ☐
- (c) an autobiography ☐
- (d) a pamphlet ☐

5. *Read the following text and answer the questions that follow:*

It would be truly a shocking thing if you thought that a whale was a fish. True it lives swims in water, and feeds on marine creatures, but there its fish-like characteristics end.

A whale is hot-blooded as you are, it came into the world in the sameyay as you did, and it is depended on a sufficient supply of oxygen without which it would die, as you. If for any reason a whale is prevented from coming to the surface to breathe, it drowns. Clearly it is not a fish, for who ever heard of a drowned fish?

Whales are mammals, and they began their history ages and ago as land animals. As you know, all life originally came out of water, the first animal forms being marine reptiles which gradually developed other means of locomotion, such as wings and feet. We must think of the forerunners of all the sea mammals, the whales, seals, sea-lions, sea-cows, sea-elephants, walruses, and all their kindred, as great, sprawling antediluvian animals roaming about on their four disproportionately short legs, readily taking to water, but having their proper abode on land. One day, then, a tribe of these ungainly creatures went to sea, and for some reason never came back.

(i) According to the author, there are certain similarities between human beings and whales. There are also some similarities between fish and whales. Fill in the following chart with information from the text:

(A) Similarities between human beings and whales
- (a) _____
- (b) _____
- (c) _____
- (d) _____

(B) Similarities between fish and whales
- (a) _____
- (b) _____

(ii) The author has made out five stages in the process of the evolution of whales from the beginning of life. Develop the following hints and state what they are. One has been done for you.

Stage. 1 Life originally appeared in the sea.
Stage 2. First animal forms .....
Stage 3. They gradually developed .....
Stage 4. The forerunners of sea mammals were .....
Stage 5. One day, a group of .....

(iii) Some of the statements below we TRUE and some are FALSE. Write 'T' or 'F' accordingly in the boxes on the right.

(a) The forerunners of whales were land animals. ☐
(b) The whale can never drown. ☐
(c) The whale is kind of marine reptile. ☐
(d) Like man the whale is a mammal. ☐
(e) The whale can also live on land. ☐

(iv) Answer the following questions as briefly as you can. Do not write complete sentences.

(a) Suggest an appropriate heading for the text.
(b) Where do you think the text has been taken from?
(c) Why will it be a truly shocking thing to think that a whale is a fish?
(d) Why can't a fish drown?

(C) Given below are the meanings of four words which you will find in the above passage. Pick up the words and put them into the appropriate gaps on the right.

(i) living in the sea .....
(ii) any of the class of animals which feed their young with milk from the breast .....
(iii) movement .....
(iv) cold-blooded egg-laying animal that creeps or crawls .....

6. *Read the following paragraphs carefully and answer the questions that follow :*

'Mr. Faraday? Davy put his hand out.

'Yes, Sir Humphry, said Michael, jumping to his feet.

'Let's sit down here and talk the matter over's began Davy. 'I enjoyed your letter and your notebook. It was very flattering to find that at least one member of the audience came to learn and did learn'. Davy paused and eyed the young man reflectively for a moment. 'You have a trade, at present, Mr. Faraday?

'Yes, Sir, I am a book-binder'.

'And you desire to change?

"Yes, Sir, I am anxious to do so'.

'Why ?'

'I feel, I would be happier if I could devote myself to the service of science'.

Davy chuckled. 'Very commendable, young man. But have you considered the fact that the material rewards science offers her devoted followers are pitifully small?. [*'An Interview'* from 'Michael Faraday']

(i) Here is a list of five functions. Choose any three functions appropriate for the three sentences given in the table below. Write one function against each sentence in the table :

List of Functions : Suggesting, Greeting, Commanding, Agreeing, Narrating.

TABLE

Sentences	Functions
(a) 'Mr. Faraday? Davy put his hand out.	(a)
(b) 'Yes, sir, I am a book-binder.	(b)
(c) 'Let's sit down here and talk the matter over', began Davy.	(c)

(ii) Pick out from the above passage, sentences of words in support of the statements below :

(a) Davy appreciated Faraday's devotion to science.
.....
(b) Faraday was eager to change his trade.
.....
(c) Davy welcomed Faraday.
.....

7. *Read the following text carfully and answer the questions that follow :*

At the bose Institute in Calcutta, the great experimenter himself was our guide. Through all an afternoon we followed him form marvel to marvel. We watched the growth of a plant being traced out automatically by a needle on a sheet of smoked glass; we saw its sudden shuddering reaction to an electric shock. We watched a plant feeding ; in the process it was exhaling minute quantitites of oxygen. Each time the accumulation of exhaled oxygen reached a certain amount, a little bell, like the bell that warns you when are nearly at the end of your line of typewriting, automatically rang. When the sun shone on the plant, the bell rang often and regularly. Shaded, the plant stopped feeding; the bell rang only at a long intervals, or not all. A drop of stimulant added to the water in which the plant was standing set the bell wildly tinkling as though some record-breaking typist were at the machine.

['Bose Institute'—Huxley.]

(i) Now complete the following chart :

Cause	Effect
	The plant shuddered.
The plant was placed away from the sun.	
The plant was placed in the sun.	

(ii) Tick off (√) the box against the title you consider appropriate for the above passage :

(a) A needle on a sheet of smoked glass. ☐
(b) The end of a line of typewriting ☐
(c) The feeding of a plant ☐
(d) The accumulation of exhaled oxygen ☐

(iii) Complete the following sentences :

(a) When a drop of stimulant was added to the water in which the plant was standing, the bell
.....
(b) At the Bose Institute in Calcutta the guide was
.....
(c) While feeding, the plant was letting off small
.....

8. *Read the following text and answer the questions that follow :*

Sir Chittaranjan Dey, a ustkar in Murshidabad, is overwhelmed at his son, Nikhil, receiving a state a award for bravery. But his valiant son has a singular note of regret. Two of the six persons he helped to be rescued from a ravaged roof have since died. Recounts Nikhil : It was the night of October 19 last year. In the midst of incessant rain I was woken up by a loud thud which was definitely not the sound of a thunder. It was well past midnight. When I came out of my house to find out what the noise was all about, I found that the roof of a dilapidated building had collapsed. I raised an alarm and immediately rushed to the scene of accident. Six persons have been buried under the debris. I removed the chunks of concrete to help the affected persons get fresh air. Only after a prolonged rescue operation involving several residents, could we rush the owner of the house, Netai and the members of his family to the hospital. Later we got the shocking news that two of the daughters aged one and seven had dies."

(i) Fill in the following information chart :

Name of the boy rescuer	
Name of his father	
Their place of residence	
The award the boy received	
Reason for his getting the award	

(ii) The events below are not stated in their proper order. Put them in correct order by numbering the box on the right of each statement. Read the passage once again to find out the correct order of the events.

(a) A rescue operation followed. ☐
(b) It was raining on October 19 last year. ☐
(c) Nikhil woke up at the loud thud. ☐
(d) He rushed to the spot of accident. ☐
(e) Six persons had been buried under the debris. ☐

(iii) Some of the statements below are TRUE and some are FALSE. Write 'T' or 'F' accordingly in the boxes on the right.

(a) Nikhil alone did the operation. ☐
(b) The weather on October 19 last year was rough. ☐
(c) Netai's daughters were all adult. ☐
(d) Nikhil was woken up by the sound of a thunder. ☐

(iv) Choose the correct alternatives to complete the following statements. Tick off (√) the boxes against the correct alternatives.

(a) Nikhil raised an alarm as he ☐
(i) heard the sound of a thunder. ☐
(ii) saw six persons buried under the debris. ☐
(iii) saw the collapsed roof of building. ☐

(b) Nikhil regretted that ☐
(i) he had to remove the chunks of concrete from the debris. ☐
(ii) two of the six persons rescued could not survive. ☐
(iii) he had to come out of his house at midnight. ☐

(c) Nikhil removed the chunks of concrete ☐
(i) so that the affected persons could come out ☐
(ii) so that the rescue team could go inside ☐

(iii) so that the affected persons could breathe well. ☐

(d) They could send
(i) only Netai to the hospital. ☐
(ii) Netai and the members of his family to the hospital. ☐
(iii) Netai and Nikhil to the hospital. ☐

(e) Nikhil's father was
(i) not pleased with Nikhil. ☐
(ii) proud of Nikhil. ☐
(iii) sorry for Nikhil. ☐

(f) Nikhil narrates
(i) his own experience. ☐
(ii) his father's experience. ☐
(iii) Netai's experience. ☐

9. *Study the following text carefully and work out the tasks the follow.*

We walked down the path to the well-house, attracted by the fragrance of the honeysuckle (গন্ধরাজ লতা বিশেষ) with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought ; and somehow the mystery of language was revealed to me. I knew then the "water" meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.

I left to the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the heart and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt repentance and sorrow.

I learned a great many new words that day. I do not remember what they all were; but I do know that mother, father, sister, teacher were among them—words, that were to make the world blossom for me. It would have been difficult to find a happier child than I was as I lay in my small bed at the close of that eventful day and lived over the joys it had brought me, and for the first time longed for a new day to come. ['*The Story of My Life*'—Hellen Keller]

***Note** fill— V. t & i (The hall soon filled— *Advanced learner's Dictionary—Hornby*. Fill (V. t + & i) make or become full. C.O.D.

(i) How would you classify the text? Put a tick on the suitable title.
(a) Telling a story
(b) A report
(c) Narrating personal experience

(ii) Read the following and state whether they are True or False. Write only 'T' or 'F'.
(a) The cool water gushed over Helen's hands.
(b) She was not eager to learn.
(c) She broke the doll into pieces.
(d) She felt no repentance and sorrow.
(e) She longed for a new world of light and joy.

(iii) Fill in the blanks taking words from the text.

I was ——— by the ——— of the flower. I took my bath in the cool ——— and become happy. I got a ——— in it. I can still remember that ——— day and lived over the ——— it had ——— me and I ——— for that day again.

10. *Read the following passage and answer the questions below :*

9 Jan. 87. An African lioness gave birth to two cubs at the Alipore Zoo a month ago. The cubs have not been exposed to the public yet and are being allowed out of their den with their mother to play in an open air enclosure before visitors enter the Zoo, according to the official sources on Thursday.

Sources said with the birth of the two cubs, who are yet to be named, the number of lions in the Zoo has risen to 15. The last time a cub was born in the Zoo was nearly two years ago. The birth of lion cubs are not encouraged by Zoo authorities. Their upkeep is a considerable drain on the Zoo's resources and the cubs have poor market value, the sources explained.

The new-born cubs are subsisting on their mother's milk and will have to wait for about two months for their first taste of meat. A full-grown lion consumes an average of 14 kg. of beef daily, the sources added.

With the monsoon around the corner the Zoo authorities will take steps to disinfect the drinking water available to the birds and animals in the Zoo. Each year during the rain, many birds suffer from attacks of enteritis and forms of virus infection contractd from local birds that fly to the Zoo enclosure for shelter from the rain. The attacks have often proved fatal, the sources said.

(i) Choose a title for the above passage from those suggested below :
  (a) Visitors at the Zoo.
  (b) Protecting birds from infection.
  (c) Lion cubs born in the Zoo.
  (d) Zoo resources.

(ii) How would you classify the above passage? Put a tick (√) on the appropriate answer.
  (a) A story
  (b) A description
  (c) 'A public notice
  (d) A roport

(iii) List the words and phrase that helped you to answer.

(iv) Complete the following summary table using the information in the passage. Leave a box empty if the passage does not give you the necessary information for filling it. You need not write complete sentences.

What Happened/Happens?	Where?	When?	Why?
Two lion cubs were born			
	Before visiting hours		
		1984	
Birth of lion			(a)
Cubs discouraged			(b)
	Before the monsoons		To protect birds from infection.

(v) Look at your answer to (i) above. you have chosen a title. Which part of the passage do you consider as irrelevant? State in a short sentence.

.....

11. *Read the following text and answer the questionss the follow :*

But an overdose of chloroform is as fatal to a plant as to a man. In one of the laboratories we were shown the instrument which records the beating of a plant's 'heart'. By a system of levers, similar in principle to that with which the self-recording barometer has made us familiar, but enormously more delicate and sensitive, the minute pulsations, which occur in the layer of tissue immediately beneath the outer rind of the stem, are magnified—literally millions of times—and recorded automatically in a dotted graph on a moving sheet of smoked glass. Bose's Instruments have made visible things that have been hitherto impossible to see, even with the aid of the most powerful microscope. The normal vegetable 'heart beat,' as we saw it recording itself point by point on the moving plate, is very slow. It must take the best part of a

minute for the pulsating tissue to pass from maximum contraction to minimum expansion. But a grain of caffeine or camphor affects the plants 'heart' in exactly the same way as it affects the heart fo an animal. The stimulant was added to the plant's water, and almost immediately the undulations of the graph lengthened out under our eyes and, at the same time, came closer together, the pulse of the plant's 'heart' had become more violent and more rapid. After the pick-me-up, we administered poison. A mortal dose of chloroform was dropped into the water. The graph became the record of a death agony. As the poison paralysed the 'heart', the ups and downs of the graph flattened out into a horizontal line half-way between the extremes of undulation. But so long as any life remained in the plant, this medial line did not run level, but was jagged with sharp irregular ups and downs that represented in a visible symbol the spasms of a murdered creature desperately struggling for life. After a little while, there were no more ups and downs. The line of dots was quite straight. The plant was dead. [*'Bose Institute'*—Huxley.]

(i) What idea has been developed in this paragraph? Put a (√) against the right answer.
(a) The description of an instrument that records a plant's 'heart' beat.
(b) The recording of a plant's 'heart' beat by another marvellous instrument.
(c) The recording of a plant's 'heart' beat.

(ii) Look at the chart below and fill in the gaps taking help form the text.

What does the system of levers look like?	Where do the pulsations occur.	To what extent have the pulsations been magnified	
What are recorded?	How are they recorded?	In what form are they recorded?	Where are they recorded?

(iii) Bose's instruments were different from those of others according to Huxley. Point out the differencs..

(iv) Match the sentences of 'A' with 'B'.

A	B
1. The normal vegetable 'heart beat'	1. the record of a death agony
2. The stimulant was added	2. the medial line did not run level
3. It recorded automatically in a dotted graph	3. on a moving sheet of smoked glass
4. The graph became	4. to the plant's water
5. The overdose of chloroform in fatal.	5. is very slow
6. So long as life remained in the plant	6. both for man and tree

12. *Read the passage carefully and answer the questions below :*

Calcutta provides no scope for outdoor adventure—a *craving*[1] which is inherent in everybody. So a headmaster quietly laid plans for taking his thirteen to sixteen-year-olds away from city life during Pujas.

For two months, on weekly holidays, the boys went into training. They cycled to nearby spots, progressed to a day at Ganganagar or Diamond Harbour, and finally nine out of the original twenty boys, with the Headmaster, set out for Jaldapara approximately 735 Km. away.

Each night was spent at a Border Security Force Camp—Malda, Baharampur, Kadamtala etc. The force was most helpful, providing dinner, baths, beds and a chance to play games after the boys had cleaned and oiled their machines. Each day they covered a little more or a little less than 100 km. They ate lunch at dhabas, cycled through rain, saw the floods, occasionally had to carry their bikes through deep water, but it was great fun and they never seemed to feel exhausted.

At Jaldapara they spent the night in the forest, with only hurricane lamps for light. And then it was time to return, the same way that they had gone. They reached Calcutta fourteen days after seting out all of them sunburnt, looking fit, having enjoyed a memorable trip which had increased their *camaraderie*[2] and sense of accomplishment.

[1. strong desire, 2. friendliness]

(a) Complete this chart to show the trip made by the Headmaster and his boys. You may use short words and phrases.

Purpose of trip		
Transport		
Preparation/ Training	Mode of training	Places visited
Accommodation during the trip		
Food on the way		

(b) List any three difficulties faced by the boys on the journey.

Difficulties—1. _____

2. _____

3. _____

(c) Complete this sentence explaining how the boys felt about the trip. Use your own English.

Despite the difficulties, the boy _____

(d) Imagine you were a member of the party. You are telling your friend about your experience. Fill in the gaps to complete the conversation.

Friend—Hello! I haven't seen you for a long time. Where had you been?

You—I' had been ... ...

Friend—How did you get there?

You— ... ...

Friend—Where did you sleep?

You—We spent each night ... ...

Friend—Where did you stay at Jaldapara?

You—We stayed ... ...

Friend—Who organized the trip?

You— ... ...

13. Read the following text and answer the questions that follow.

High above the city, on a tall column, stood the statue of Happy Prince. He was gilded all over with thin leaves of fine gold : for eyes he had two bright sapphires, and a large red ruby glowed on his sword hilt. He was very much admired indeed.

'He is as beautiful as a weather cock', remarked one of the Town councillors who wished to gain reputation for having artistic tastes ; only not quite useful'.

One night there flew over the city a little swallow. He saw that statue on the column.

'I will put up there,' he cried ; 'it is a fine position, with plenty of fresh air'. So he alighted just between the feet of the Happy Prince.

'I have a golden bedroom', he said softly to himself as he looked round, and he prepared to go to sleep; but just as he was putting his head under his wing a large drop of water fell on him. 'What a curious thing', he cried; 'there is not a single cloud in the sky, the stars are quite clear and bright, and yet it is raining. The climate in the north of Europe is really dreadful.'

Then another drop fell.

'What is the use of a statue if it cannot keep the rain off? he said. 'I must look for a good chimney-pot,' and he determined to fly away.

But before of the opened his wings, a third drop fell, and he looked up, and saw—Ah! What did he see?

The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moonlight that the little Swallow was filled with pity.

'What are you?' he said.

'I am the Happy Prince.'

'Why are you weeping then? asked the Swallow, 'you have quite drenched me.'

[*'The Happy Prince'* by Oscar Wild.]

A. Number the boxes in the order in which the events occur in the text.

[ ] you have quite drenched me.

[ ] I will put up there.

[ ] He prepared to go to sleep.

[ ] Yet it is raining.

[ ] He determined to fly away.

[ ] The stars are quite clear and bright.

[ ] A large drop of water fell on him.

[ ] The little Swallow was filled with pity.

[ ] He saw that statue on the tall column.

[ ] He was very much admired indeed.

B. Match the statements under 'A' with reasoning statements under 'B'. Match by putting the alphabetical figures against the numerical figures. You are not to write any of the sentences.

A	B
1. I will put up there.	(a) The eyes of the Happy prince were filled with tears.
2. The little Swallow was filled with pity.	(b) The statue was useless.
3. He thought it to be a very curious thing.	(c) It is a fine position.
4. He determined to fly away.	(d) A large drop of water fell on the bird.

14. Read the following text and answer the questions that follow :

The proter asked Michael Faraday to wait at the wooden bench by the window. As he sat there, he, became acutely conscious of the stillness of the room. It made him feel thousands of miles away from the noisy streets and shops and general clatter of London. He became conscious of the sound of his own breathing. Sitting here was like sitting in the comforting stillness of a beautiful cathedral.

Suddenly he was roused from his dreamlike state. A man was approaching. Michael looked up and for a brief moment he did not recognize Sir Humphry Davy. He had seen him before but only from a distance. At that time he was a dignified figure on the lecture platform, dressed in a professor's black coat. Now he saw a slim round shouldered man of medium height, with

brilliant dark eyes. The face was oval and the determined chin seemed out of keeping with the soft mouth about which hovered a friendly, almost shy smile.

[*'An Interview'* from Michael Faraday.]

A. (a) Suggest a suitable title for the text.

(b) Find out a group of words in para 2, which means' in contrast to .....

(c) Find out a describing word (adjective) in para 2 that helps it to maintain a sense of continuity with para 1 .....

(d) Pick out an adverb particle from the second paragraph that connects it with the first paragraph .....

(e) Find out the topic sentence in paragraph 2 .....

B. Find out words in the above text which mean the following. Write down the words in brackets given against each.

(i) waked up ( )
(ii) a very brief period of time ( )
(iii) aware ( )
(iv) very bright ( )
(v) a confused noise ( )
(vi) strongly/deeply ( )

15. *Read the following text and work out the tasks that follow :*

This year four young boys received the annual state government bravery awards for children. The awards, presented by the Governor, Prof. Nural Hassan, at a function on May 17, honoured four teenaged boys for their daring and their presence of minds in saving several lives while imperiling their own.

One of these boys is Dorji Sherpa who, in spite of an orthopaedic handicap of the lower limbs, has never hesitated in taking on adventurous tasks. But he drew on all his resources last yeat to dramatically save the life of a ehild falling from a roof. It is a sad commentary, though, that the troubled situation of the hill districts of the state forced Dorji Sherpa's inability to attend the awards presentation ceremony, held at Sisir Mancha in the city, officials are taking steps to hand over the award to him personally in his own town.

A. Put a tick (√) mark against the statements that are true and a cross (×) against the statements that are false in the boxes given before each statement.

(i) [ ] Dorji Sherpa is the only boy rewarded for bravery.
(ii) [ ] The Governor presented the award to Dorjis.
(iii) [ ] Dorji Sherpa saved a child.
(iv) [ ] These awards are presented every year.
(v) [ ] There is something wrong with Dorji s legs.

B. Below is given a summary table. Complete it.

Summary table

Who?	His own problem	Brave act	Award	Reasons for not attending the ceremony

16. *Read this extract from an article on South Eastern Railway Centenary (1887) which was published in 'The Statesman.' Then work out the exercises that follow :*

The second half of the 19th century saw the birth of the Railways in India. But it was in 1887 March 9 that a great event took place with the signing of the contract between the Bengal Nagpur Railway and the Secretary of the State of British India. Thus the dream of having a light railway from Nagpur to Chhatrishgarh as early as 1863 took shape. The BNR also embarked on the

expansion of its network form the Chhatrishgarh of Madhya Pradesh to Asansol of Bengal. The line was rapidly pushed eastwards while at the same time broad gauge construction started from the opposite end of Asansol. So, in 14 years by 1891, the two lines were joined at Jharsuguda, thereby linking Nagpur with Gonda, Bilaspur, Chakradharpur, Sini, Purulia and Asansol.

A giant step forward was the extension of the line to the west bank of the Hooghly and the location of the headquarters at Calcatta in 1898. It was the same year that Kharagpur emerged as the venue of a giant railway workshop.

In the wake of Independence came a new era. In 1952 BNR merged with the Eastern Railway. On August 1, 1955, a new zone, the South Eastern Railway was born. Today it is considered the pivotal railway with the highest volume of traffic amongst all zonal railways.

A. Suggest a title for the text.

B. What kind of text is this? Put a tick in the box against the type of text you think it is.

[ ] an advertisement [ ] a report
[ ] a summary [ ] an essay
[ ] a document [ ] an official notice

C. Complete the follwoing information table using the text.

When?	What happened?
1863	
1887	
1891	
1898	(a)
	(b)

D. Name :

(i) 2 Railway stations on the Bengal Nagpur Railway.

(ii) The two railways that make up the South Eastern Railway.

(iii) Two important railway towns in West Bengal near Calcutta that have been mentioned in the text.

17. *Read the following text to work out the tasks that follow :*

Once upon a time, the Tortoise, who was ambitious, thought that he would like to possess all the wisdom in the whole world, and be the only wise Person in the world. If he succeeded in this ambition he would then be so wise that everybody, including great Kings and aged councillors, would have to consult him whenever they wanted to solve any problem, however small. He thought too, that perhaps he could charge a great deal of money for giving his advice.

He set out to collect all the wisdom in the world and as he gathered each piece he put it into a large gourd, the opening of which he stopped up tightly with a roll of leaves. This took a long time, and when the Tortoise thought he had collected all there was, he decided to hide the gourd of wisdom over the top of a very high tree which no one else could climb. [*'Folk tales and Fables'*]

Note : [In this story Tortoise has been spelt with a capital T, as he has been regarded as a person.]

(A) From the information in the first paragraph in the above text complete the following table :

Who	His thoughts	Future Hope
	1.	
	2.	
	3.	
	4.	

(B) Relate the following cause and effect sequence using the information in the second paragraph.

Cause	Effect
	He set out to collect all the wisdom in the world.
He used a roll of leaves	
	The gourd of wisdom would be hidden on the top of a very high tree.

(C) (i) Find the topic sentence in Paragraph 1.

(ii) Which word connects the first two sentences in the second paragraph?

18. *Read carefully the folowing text and work out the exercises at the end of it:*

It is a matter of common knowledge that in underdeveloped countries like India with a growing population, there is an unusual pressure on land cultivation. Here, more people are engaged in agriculture partly or wholly than are necessary.

What is the result? When more people are engaged in agriculture than are really needed for the purpose, they are really surplus. If they are withdrawn from the rural areas and put in other occupations and professions it will not mean any decrease in agricultural output. On the other hand, it might increase, as it is said, "Too many cooks spoil the broth". In absolute terms the total volume of rural unemployment is much larger than that of any other country. No wonder, it poses the most challenging problem for the planners to tackle.

(A) Suggest a suitable title for the text.

(B) In which literary category would you classify the text?

Put a tick (√) mark against your choice.

[ ] a report [ ] an advertisement

[ ] a story [ ] an essay

(C) Complete the following sentence with words or phrases that best suit the context. Choose from the alternatives suggested:

(i) In India many more people are engaged in land cultivation then are—
(a) demanded (b) needed (c) expected

(ii) "They are really surplus" means—
(a) there are too many of them
(b) they are really useless
(c) they are really needed

(iii) India has the largest number of—
(a) unemployed persons in the urban areas.
(b) unemployed persons in the village areas.
(c) unemployed persons in the planning department.

19. *Read the following passage and answer the questions given below:*

The U. N. works through an executive council of fifteen known as the security council. The sponsoring nations are the permanent members. Ten others are elected. The General assembly of the U. N. usually meets once a year at New York which is the permanent seat of the U. N. The primary aim of the U. N. is to maintain international peace and no member can act unless all other members agree. This is known as the principle of 'veto.' This principle has saved the U. N. from breaking up in time of stress. The U. N. does not limit itself to its political aim of international peace. It has plans for the promotion of the general welfare of the people. With this end in view it has set up various bodies under it known as U. N. E. S. C. O. (United Nations Educational Scientific and Cultural Organisation), the W. H. O. (World Health Organisation), the I. M. F. (International Monetary Fund) and I. L. O. (International Labours Organisation).

These organisations have not yet made any significant headway, but their aims are so noble that they seem to give us a foretaste (পূর্বাস্বাদন) of a world based on complete co-operation.

(A) Select the correct alternative. While answering questions just mention the item number. You need not write the full sentences:

(i) The U. N. works through an executive council know as—
(a) the General Assembly
(b) the Security Council
(c) the Trusteeship Council

(ii) The General Assembly of the U. N. usually meets—
(a) Once a year
(b) twice a year
(c) frequently.

(iii) The permanent seat of the U. N. is in—
(a) New York
(b) Paris
(c) Geneva

(iv) The Primary aim of the U. N. is to—
(a) arrange for the development of the developing countries.
(b) maintain international peace.
(c) arrange for space travel.

(v) To 'veto' a proposal means—
(a) to reject a proposal with authority.
(b) to give assent to a proposal.
(c) to send a proposal for reconsideration.

(B) Study the words in columns A and B. Match each of the words in B with a suitale one in A:

A	B
Compelte	nations
International	members
Significant	seat
Sponsoring	peace
Various	aim
Permanent	bodies
Various	headway
Primary	co-operation

(C) What do the following abbreviations stand for?

1. U. N. E. S. C. O. 2. W. H. O. 3. I. M. F. 4. I. L. O.

20. *Read the following passage and answer the questions that follow:*

In the field of space technology India has not been lagging far behind other countries. The Space Commission was set up in June 1972, and the Satelite Launching Station was established in Shriharikota. So far (May 1985) India has sent ten satelites into space. The first satelite launched by India was Aryabhatta. It was launched with the help of Soviet rocket from a Soviet cosmodrome on April 19, 1975. With this india became the eleventh country to join the space club.

A rocket takes a satelite to a certain height and hurls it into space with the desired speed. The satelite may move at various speeds with respect to the earth. It depends on the speed of its release. If the satelite is made to revolve at exactly the same speed as that of the earth then the satelite will be a 'geostationary' satelite. It is then in a 'parking' India's ninth satelite Insat—1B which began opeating from October 15, 1983 is the word's first 'geostationary' satelite. It combines multiple services—it helps in telecommunication, mass communication and in mateorological observations. It was launched from the American Shuttle Challenger.

A. Choose an appropriate title for the above passage and put a tick (√) mark against it on the left.

(a) India joins the Space Club.
(b) The Space Technology of India.
(c) World's first Geostationary Satelite.

B. Only one statement is true in each set of statement. Find out the correct statement and give a tick (√) mark in the box against it:

(a) [ ] i) The Space Commission of India was set up in June 1972.
[ ] ii) The Space Commission of the U. S. A. was set up in June 1972.
(b) [ ] i) India has set ten satelites into space in May 1985.
[ ] ii) India has sent ten satelites into space upto May 1985.
(c) [ ] i) Aryabhatta was launched from the U. S. S. R.
[ ] ii) Aryabhatta was launched from India.
(d) [ ] i) Insat—IB helps in telecommunication, mass communication and mateorological observations.
[ ] ii) Insat—IB hurls the geostationary satelite.

C. Full in the chart with information from the above passage.

Cause	Result
i) A rocket is made	i)
	ii) the speed of a satelite

D. What is a geostationary satelite?

21. *Read the passage carefully and then answer the questions set below :*

At least three million people have beenaffected by the floods which have hit 10 South Bengal Districts. The Chief Minister made an aerial survey of the flood-stricken districts of Hooghly, Howrah and Burdwan. Later, the Chief Minister reviewed the flood situation at a meeting with his cabinet colleagues and senior govt. officers at writers Buildings during the day.

The State Government confirmed 13 deaths from the floods so far. It was stated that about one million people had been affected in Hooghly district alone. The Chief Minister later told the reportes that 100 boats from the Civil Defence and eight from the Army had been engaged to rescue people. The Chief Minister further announced that high level meetings of officials would be held daily at Writers Buildings to take report of the flood situation.

The Chief Minister said that the Centre was being kept informed about the flood situation in West Bengal. About Rs. 13.50 crores were available for relief. Once this amount was spent, the State Gove. would seek a fresh grant from the Centre. The state Govt. had sanctioned Rs. 9.3 lakhs till June, 26. According to a State Govt. source, 4 crores had been released for relief work to the people affected by floods and rains.

(i) Suggest a title for the passage.

(ii) Complete the following table to show how the problem is being solved.

People or organisation or Govt involved	Activity
(a) The chief Minister of W. B.	
(b) Civil Defence	
(c) Centre	

(iii) indicate whether the statements are true of false Write "T" or "F" in the boxes :

Statements	T/F
(a) The Chief Minister surveyed the food situation by boat.	☐
(b) One million people have been affected by flood in Hooghly District.	☐
(c) The Government has confirmed the death of only 13.	☐
(d) The Centre has so far released 5 crores for relief.	☐

PART IV

USE OF THE MOTHER TONGUE

Through this section a student will be able to understand the points of similarity and difference between mother tongue and English. It is advisable to use this section for developing language skill rather than the skill of mere translation.

[এই অধ্যায়ের দ্বারা ছাত্র-ছাত্রী তার মাতৃভাষা এবং ইংরেজির মধ্যে সাদৃশ্য বৈসাদৃশ্য বুঝতে পারবে। এই পরিচ্ছেদটিকে তাই শুধুমাত্র অনুবাদ শিক্ষা নয়, ভাষা শিক্ষার দক্ষতা অর্জনের জন্য ব্যবহার করা উচিত।]

[যতদিন বাঁচি ততদিন শিখি = We learn from womb to tomb.]

CHAPTER—I

SENTENCE PATTERN

The sentence pattern of English and Bengali is not the same. At first, we should learn the special features of forming sentences of these two languages.

[ইংরেজি এবং বাংলা ভাষার বাক্যের গঠনরীতি এক নয়। প্রথমে এই দুই ভাষার গঠন রীতির বৈশিষ্ট্য বুঝতে হবে।]

Note that in Bengali the ***subject*** comes first and the ***verb*** is used at the end of a sentence. Sometimes the ***verb (be)*** is omitted. But in English the ***subject*** comes first and the ***verb*** is *used just after the* ***subject***, not at the end of an Assertive sentence.

[Assertive Sentence বা বর্ণনামূলক বাক্যে বাংলায় সাধারণতঃ প্রথমে কর্তা এবং শেষে ক্রিয়াপদ বসে এবং কখনো বা (হয়) ক্রিয়াপদ উহ্য থাকে। কিন্তু ইংরেজি Assertive Sentence- এ প্রথমে Subject বা কর্তা এবং তারপরে Verb বা ক্রিয়া বসে।]

এ যেন বাঙালী পরিবার এবং ইংরেজ পরিবারের আহারের রীতি অনুযায়ী বাক্যগঠনেরও পদ্ধতি। বাক্যের কর্তা যেন বাড়ীর কর্তা, বাক্যের ক্রিয়া যেন বাড়ীর গিন্নী, ছেলেমেয়েরা যেন কর্ম আর preposition- এর পর যারা বসে, তারা যেন বাড়ীর অন্যান্য আশ্রিত সদস্য।

বাঙালী পরিবারে প্রায়ই কর্তা আগে খেতে বসেন আর গিন্নী বসেন সব শেষে। কিন্তু ইংরেজ পরিবারে কর্তার ঠিক পাশেই বসেন গিন্নী, আর তার পাশে কর্মস্থানীয় ছেলেমেয়েরা আর তারপর preposition দিয়ে অন্যান্য আশ্রিত সদস্যরা অথবা Adverb বা Adverbials- এর মতো অতিথি-অভ্যাগতরা। এজন্য বাংলায় 'আমরা ভাত খাই' কিন্তু ইংরেজিতে 'আমরা খাই ভাত' বা We eat rice. তারপর আরও বাড়াতে হলে We eat rice at noon (আমরা দুপুরে ভাত খাই)। কিংবা, ছেলেরা বিকালে ফুটবল খেলে-The boys play football in the afternoon. অবশ্য object না থাকলে verb-এর পর preposition-যুক্ত অন্যান্য শব্দ অথবা Adverb বসতে পারে। কখনো কখনো Adverb-টি Verb-এর আগেও বসতে পারে।

***Note** Subject যদি Third person singular number হয়, তাহলে Present Indefinite Tense- এ- Verb-এর শেষে s বা es যোগ হয়।

ASSERTIVL SENTENCE

Subject বা কর্তা	+	Verb বা ক্রিয়া যার দ্বারা কোন কাজ করা বা হওয়া বোঝায়।	+	Object বা Complement — কর্ম বা কর্মস্থানীয় শব্দ। ক্রিয়াকে 'কি' বা 'কাকে' দিয়ে প্রশ্ন করলে যে উত্তর মেলে।	+	Preposition এর পর অন্যান্য শব্দ/ Adverb

সবাই ভালো ছেলেকে ভালোবাসে— Everybody loves a good boy.

শ্যামল মাঠে ফুটবল খেলে—Shyamal plays football in the play ground.

সূর্য পূর্বদিকে উঠে এবং পশ্চিমদিকে অস্ত যায়- The sun rises in the east and sets in the west.

সে কখনো বাজে গল্প করে সময় নষ্ট করে না—He never wastes time in gossiping.

সে কখনো পরের নিন্দা করে না—He never speaks ill of others.

তোমার সফলতার জন্য আন্তরিক অভিনন্দন জানাই—I heartily congratulate you on your success.

আমাদের শিক্ষক মহাশয় আন্তরিকভাবে আমাদের সাফল্য কামনা করেছিলেন—Our teacher heartily wished our success in the examination.

গ্রীষ্মের ছুটিতে আমরা সেখানে আনন্দে কাটিয়েছিলাম—We passed our time merrily during the summer vacation.

***Note** Perposition ব্যবহারের সাধারণ নিয়মের জন্য Grammar Section-এ বাংলা বিভক্তি এবং preposition-এর তালিকাটি দেখ।

IMPERATIVE SENTENCE

Imperative Sentence-এ অর্থাৎ আদেশ অনুরোধমূলক বাক্যে Subject সর্বদাই you (= তুমি, তোমরা, আপনি, আপনারা, তুই, তোরা) হওয়ার জন্য বাহুল্য বিবেচনায় Subject উহ্য থাকে। বাকী নিয়ম Assertive-এর মতো। নম্রভাবে অনুরোধ (Polite request) করলে *please* বা *kindly* ব্যবহৃত হয়।

বাজারে যাও—Go to Market.

দয়া করে আপনার বইটি ধার দিন—Plaese lend me your book.

দয়া করে কাল এখানে আসুন—Kindly come here tomorrow.

দরজাটি বন্ধ কর এবং জানালাগুলি খোল—Shut the door and open the windows.

অনুগ্রহ করে আমাকে এক গ্লাস জল দিন—Please give me a glass of water.

ভিতরে এসে এক কাপ চা খাও—Come in and have a cup of tea.

তোমার বন্ধুকে একটি চিঠি লেখ—Write a letter to your friend.

***Note** যদি Let ব্যবহার করে Imperative Sentence করা হয়, তাহলে 1st person ও 3rd person-এর Nominative-টি Object হয়ে যায়।

চল, বেড়াতে যাই —Let us go out for a walk.

তাকে ভেতরে এসে চা খেতে দাও—Let him come in and have a cup of tea.

তাহাদের প্রাপ্য মিটাইয়া দাও—Let them have their dues.

তাহাকে শান্তিতে মরিতে দিন—Let him die in peace.

এস, আমরা হারমোনিয়াম বাজাই—Let us play on the harmonium.

আমাকে আজ সিনেমায় যেতে দিন —Let me go to the cinema today.

চাকরটি আমাদের সঙ্গে চলুক—Let the servant come with us.

তোমার ভাই একঘন্টা অপেক্ষা করুক—Let your brother wait for an hour.

বালকেরা খেলা করুক এবং বালিকারা গান করুক—Let that boys play and the girls sing.

অতীতের জন্য শোক করি না—Let bygones be bygones.

INTERROGATIVE SENTENCE

Interrogative Sentence বা প্রশ্নসূচক বাক্য তিনভাবে গঠিত হয় ঃ

(i) *'Be'* verb (is, am, are, was, were), *'Have,* verb (has, have, had) এবং *shall, should, will, would, can, could, may* বা *might verb* থাকলে ঐ Verb-টি Subject-এর পূর্বে বসে।

(ii) ঐ Verb-গুলি ছাড়া অন্য কোন Verb থাকলে একটি *'Do'* Verb আনতে হয় এবং Subject-এর number ও person অনুযায়ী এবং verb-এর tense অনুযায়ী ঐ *'Do'* verb-এর পরিবর্তন হয়; মূল verb-এর *root form* বসে।

(iii) এই উভয় রীতিতেই *who, what, why* ইত্যাদি প্রশ্নবোধক শব্দ যোগ করা যায়।

ডেভিড কি একজন ইংরেজ? *Is* David an Englishman?

সে কি এখন স্কুলে যাচ্ছে? *Is* he going to school now?

তোমার কি এ বিষয়ে কোন সন্দেহ আছে? *Have* you any doubt about it?

তুমি কি তোমার কাজ শেষ করেছ? *Have* you finished your work?

ছেলেটি ক্লাসে উপস্থিত ছিল? *Was* the boy present in the class?

মৃত ব্যক্তি কি জীবিত হতে পারে? *Can* a dead man come back to life?

সে কি অঙ্কটি-কষতে পারত? *Could* he work out the sum?

তোমরা কি গত রাত্রে ষ্টেশনে যেতে পেরেছিলে? *Could* you go to the station last night? [ষ্টেশনে ট্রেন ধরার জন্য গেলে the station হবে না।]

তুমি কি এখন বাজারে যাবে? *Will* you go to market now?

তুমি কি আমাকে একখানা কাগজ দেবে? *Would* you give me a piece of paper?

তুমি কি প্রতিদিন বিকালে ফুটবল খেলতে ভালবাস ? *Do* you like to play football every afternoon?

তুমি কি তোমার বাবাকে চিঠি লিখেছিলে? *Did* you wirte a letter to your father?

সে কি প্রত্যহ বিকালে ফুটবল খেলে? *Does* he play football every afternoon?

ওই লোকটি কে (অর্থাৎ নাম কি)? *Who* is that man?

ওই লোকটি কি (অর্থাৎ কি করে)? *What* is that man?

এটি কার বই? *Whose* book is this?

তুমি কাকে চাও? *Whom* do you want?

তোমার জীবনের লক্ষ্য কি? *What* is the aim of your life?

তিনি কোথায় জন্মেছিলেন? *Where* was he born?

বইটি তুমি কোথায় রেখেছিলে? *Where* did you put the book?

তুমি সেখানে কখন গিয়েছিলে? *When* did you go there?

তুমি এমন করুণভাবে কাঁদছ কেন? *Why* are you weeping so bitterly?

সে কোন বইটি চায়? *Which* book does he want?

আমগুলির মধ্যে কোন্‌গুলি মিষ্ট? *Which* of the mangoes are sweet?

কোন্ ছেলেটি বদমায়েস? *Which* of the boys is wicked?

তোমার কী অসুখ হয়েছে? *What* illness are you suffering from?

রানী রাজাকে কি অনুরোধ করেছিলেন? *What* did the queen request the king?

তুমি সেখানে কিভাবে যাবে? *How* will you go there?

তুমি কতগুলি বই পড়? *How* many books do you read?

তোমার কতটা অর্থ প্রয়োজন? *How* much money do you want?

সংবাদটি কতদূর সত্য? *How* far is the news true?

***Note** ব্যক্তির পরিবর্তে *who, whose* বা *whom,* বস্তুর পরিবর্তে *which* এবং অনেকগুলির মধ্যে choice বোঝালে ব্যক্তি বা বস্তু উভয় ক্ষেত্রেই *which* বসতে পারে।

OPTATIVE SENTENCE

Optative বা ইচ্ছা-প্রার্থনাসূচক বাক্য সাধারণতঃ Subject-এর আগে *'May'* verb বসিয়ে গঠন করা হয়। অবশ্য কখনো কখনো *'May'* verb উহ্য রেখেও Optative Sentence হয়।

তোমরা সুখী হও—*May* you be happy.

শিশুটি দীর্ঘজীবী হোক—*May* the child live long.

ভগবান আপনার মঙ্গল করুন—*May* God bless you.

আমাদের দেশের শ্রীবৃদ্ধি হোক—*May* our country prosper.

রাজা দীর্ঘজীবী হউন—Long live the king. (= May the king live long.)

দয়ালু লোকটির শত বৎসর পরমায়ু হোক—*May* the kind-hearted man live a hundred years.

সে যেন সুখে স্বচ্ছন্দে থাকে—May he live in peace and comfort.

তুমি যেন সংসারে উন্নতি লাভ করতে পার—May you prosper in the world.

EXCLAMATORY SENTENCE

Exclamatory বা আবেগসূচক বাক্য দুভাবে গঠিত হয়।
(i) Alas! Hurrah! Oh! প্রভৃতি দুঃখ, আনন্দ, বিস্ময়বোধক শব্দ বসিয়ে।
(ii) What অথবা How ব্যবহার ক'রে।

Alas, Hurrah প্রভৃতি শব্দ বসিয়ে Exclamatory sentence গঠন করলে Sentence-এর বাকি অংশটি Assertive sentence-এর মতো হয়। কিন্তু *What* বা *How* ব্যবহার করে Exclamatory sentence করলে Verb-টি sentence-এর শেষে বসে। কখনো বা Verb উহ্য থাকে। আরো লক্ষ্য কর, Noun-এর পূর্বে What এবং Adj-এর পূর্বে How বসে।

হায়! লোকটি মারা গিয়েছে—*Alas!* The man is no more.
কি আনন্দ! আমরা খেলায় জিতেছি—*Hurrah!* We have won the game.
বাহ! বেশ করেছ—*Bravo!* You have done well. *(Bravo!* It is well done.)
তুমি কী নির্বোধ—*What* a fool (block head) you are! [*fool* এখানে Noun]
কী মজার কথা—*How* funny it is!
ঘটনাবলীর গতি কী দ্রুত—*How* rapid is the march of events!
আহা! কী সুন্দর দৃশ্য—*Oh! What* a nice view. [*view*-এই Noun-কে *what* refer করেছে।]

NEGATIVE FORMS

All these sentences, especially Assertive, Imperative and Interrogative sentences are of two kinds.

উপরে আলোচিত sentence-গুলির মধ্যে বিশেষতঃ Assertive, Imperative এবং Interrogative sentence-কে আবার দুভাবে ভাগ করা যায়ঃ

(1) **Affirmative** বা হ্যাঁ-সূচক বাক্য। (2) **Negative** বা না-সূচক বাক্য।

এতক্ষণ Affirmative Sentence তৈরি করার নিয়ম এবং উদাহরণ দেখানো হয়েছে। এখন Negative Sentence তৈরি করার নিয়ম দেখ।

Negative-এর তিনটি নিয়ম ঃ

Rule I. যদি *'Be'* verb (is, am, are, was, were), *'Have'* verb (has, have, had) এবং *small, should, will, would can, could, may, might* বা *need* verb থাকে তবে সেই verb-এর পর *not* বসে। নিয়মটি Interrogative Sentence এর I নং নিয়মের মতো।

Affirmative	***Negative***
সে বাড়ী আছে—He is at home.	সে বাড়ীতে নেই—He is *not* at home.
তারা ধনী—They are rich.	তারা ধনী নয়—They are *not* rich.
আমি স্কুলে যাব—I shall go to school.	আমি স্কুলে যাব না—I *shall not* go to school.
অমর এই কাজটি করতে পারে—Amar can do this work.	অমর এই কাজটি করতে পারে না—Amar *cannot (can't)* do this work.
সে আগামীকাল এখানে আসতে পারে—He may come here tomorrow.	সে আগামীকাল এখানে নাও আসতে পারে। He *may not* come here tomorrow.
আমি চিঠি পেয়েছি—I have got a letter.	আমি চিঠি পাইনি—I *have not (haven't)* got a letter.
তারা ঠিক সময়ে কাজটা করবে—They will do the work in time.	তারা ঠিক সময়ে কাজটা করবে না—They *will not (won't)* do the work in time.
রবীন সাইকেল চড়তে পারে—Rabin can ride a bicycle	রবীন সাইকেল চড়তে পারে না—Rabin *cannot(can't)* ride a bicycle.
আজ আমাদের দেরী হয়েছে—We are late today.	আজ আমাদের দেরী হয়নি—We are *not (aren't)* late today.

***Note** *is not= isn't, are not =aren't, have not = haven't, cannot = can't, will not = won't. do not = don't does not = doesn't, did not = didn't.*

Rule 2. যদি উপরের Verb-গুলি ছাড়া অন্য কোন Verb থাকে, তাহলে একটি *'Do'* verb আনতে হয় এবং subject এর number ও person এবং মূল verb-এর tense অনুযায়ী এই 'do' verb-এর পরিবর্তন হয় এবং তারপর not বসে। মূল verb-এর root form হয়। *'Do'* verb বসানোর নিয়মটি Interrogative Sentence -এর 2 নং নিয়মের মতো।

Affirmative	***Negative***
এখানে থুথু ফেল—Spit here.	এখানে থুথু ফেল না—*Do not* spit here.
আমরা চা খাই—We take tea.	আমরা চা খাই না—We *do not* take tea.
বিমল ফুটবল খেলে—Bimal plays football.	বিমল ফুটবল খেলে না—Bimal *does not (doesn't)* play football.
সে এখানে আসে—He/She comes here.	সে এখানে আসে না—He/she *does not* come here.
কাল তিনি বাস ফেল করেছিলেন— He missed the bus yesterday.	কাল তিনি বাস ফেল করেন নি—He *did not (didn't)* miss the bus yesterday.
আমি বাজার থেকে একটি কমলালেবু কিনেছিলাম—I bought an orange from market.	আমি বাজার থেকে কমলালেবু কিনিনি—I *didn't* buy an orange from market.

এবার দেখ, Interrogative Sentence-এর Negative form-এ *Noun*-এর পূর্বে *not* এবং *Pronoun*-এর পরে *not* বসে।

অমল কি ফুটবল খেলে না?—*Does not* Amal paly football?
(কিন্তু) সে কি স্কুলে যাচ্ছে না?—*Is* he *not* going to school.
সে কি আমার বইয়ের পাতাগুলি ছেঁড়েনি?—*Has* he *not* torn the pages of my book?
[অবশ্য short form হলে isn't, doesn't ইত্যাদি সর্বদাই Noun এবং Pronoun-এর পূর্বে বসে।]
অমল কি ফুটবল খেলে না?—*Doen't* Amal paly football?
সে কি ফুটবল খেলে না?—*Doesn't* he paly football?
সে কি স্কুলে যাচ্ছে না?—*Isn't* he going to school?

Rule 3. Noun-এর পূর্বে *no* এবং Adjective-এর পূর্বে *not* বসিয়েও Negative Sentence করা হয়।

কোন লোকই একাজ করতে পারে না—*No* man can do this work.
আমার কাছে টাকা নেই—I have *no* money with me.
চাকরটি বিশ্বাসী নয়—The servant is not faithful.

Rule 4. *None, nobody, never, nothing* প্রভৃতি দ্বারাও Negative Sentence করা যায়।

এই ছেলেদের মধ্যে কেউই স্কুলে যায় নি—*None* of the boys went to school.
কেউই সেখানে উপস্থিত ছিল না—*Nobody* was present there.
কেউই না খেয়ে বাঁচতে পারে না- *Nobody* can live without food.
সে কখনো এখানে আসেনি-He has *never* come here.
তারা ঘরের মধ্যে কিছুই দেখে নি-They saw *nothing* in the room.

***Note** আবার বাংলা না-বাচক বাক্যকে *no, not, never* প্রভৃতি negative word না বসিয়ে opposite word বা phrase-এর দ্বারাও ইংরেজিতে প্রকাশ করা যায়।

Negative sentence without *no* or *not* :
তিনি সুস্থ নন-He is *unwell (out of sorts).*
বাবার এখন চাকরি নেই-Father is *out of employment* now.
তোমার কোন দোষ নেই-You are quite *innocent.*
তারা সময়মত আসতে পারেনি-They *failed to come* in time.
আকাশে মেঘ নেই-The sky is *cloudless.*
শিশুটির দুবছরও বয়স নয়-The child is *scarcely* two years old.
লোকটি এত দুর্বল যে হাঁটতে পারে না-The man is *too weak* to walk.
আমি প্রায়ই সকালে বাহির হই না-I *seldom* go out in the morning.

EXERCISE

Write in your own English :

(a) প্রত্যেক মানুষ আপন ভাগ্য গঠন করে : পরিশ্রম সফল উন্নতির মূল। তার মেজাজ নয়াসের সঙ্গে মানাচ্ছে না। কেউই এরূপ অপমান সহ্য করতে পারে না। তিনি মিথ্যা কথা বলার লোক নন। রোম (নগর) একদিনে নির্মিত হয় নি। তাঁর কোন পুত্র সন্তান হয় নি (has not got)। আমরা এখানে একত্র হয়েছি (assemble)। কাল বাবা বাড়ীতে থাকবেন না। আমি মোটর সাইকেল চালাতে পারি না। আমার কোন বইয়ের দরকার নেই (need not)। কাল সন্ধ্যার সময় কে তোমার কাছে এসেছিল? তোমরা কি রাত্রে ঘুমাও না? তুমি কি আকাশের তারা গুণবার আশা কর? লীলা কোন বিষয়ে কাঁচা? এই ব্যাপারে কে দায়ী (responsible) হবে? কোন ব্যক্তি পৃথিবীতে সুখী? কলকাতায় তোমার কোন বন্ধু আছে কি? এখনই বাড়ী রওনা হও। আগামীকাল আমার সঙ্গে দেখা কর। সময়ের অপেক্ষায় থাক। মেঝেতে থুথু ফেলিও না। এই হতভাগা (wretched) লোকটিকে কৃপা কর। দিন দিন তোমার উন্নতি হোক। ঈশ্বর আমাদের সহায় হউন। জলবায়ের সৃষ্টি কি বিচিত্র! সুখটি কী অনন্দদায়ক!

(b) অপু পল্লীগ্রামে বাস করে। তার পিতার নাম হরিহর রায়, মায়ের নাম সর্বজয়া। তারা দরিদ্র। তারা খুব সরল জীবন যাপন করে। অপু প্রত্যহ পাঠশালে যায়। পাঠশালে যাবার পথে সে পানীর পান শোনে। সে পাঠশালা ও স্কুল ভালোবাসে। সে অজানাকে জানতে চায় ও অদেখাকে দেখতে চায়।

(c) সমরেশ গ্রামে বাস করে না। সে দরিদ্র নয়। সে সরল জীবন যাপন করে না। সে প্রত্যহ পাঠশালে যায় না। পাঠশালে যাবার পথে সে পাখীর গান শোনে না। সে পাঠশালা ও স্কুল ভালোবাসে না। সে অজানাকে জানতে চায় না, অদেখাকে দেখতে চায় না।

(d) আমরা ভারতবর্ষে বাস করি। এদেশে নানা জাতির লোক বাস করে। তাদের ভাষা আলাদা, ধর্ম আলাদা। তারা নানারকম পোষাক পরিধান পরে। তবু তারা সকলেই ভারতীয়।

(e) বিপিন, এখানে এস। আমাকে বইটি দাও। ব্ল্যাকবোর্ডটি মোছ। অঙ্কটি কর। তোমার জায়গায় ফিরে যাও। মন দিয়ে আমার কথা শোন। গোলমাল করো না। বেঞ্চের উপর দাঁড়াও। বইটি জোরে জোরে পড়।

(f) ওই লোকটি কি? ওই লোকটি কে? ও কোথায় থাকে? তুমি কি ওকে চেন? তুমি কি একজন ছাত্র? তুমি কোন্ স্কুলে পড়? বাড়ী থেকে স্কুলে কিভাবে যাও? তোমাদের স্কুলের কি নিজস্ব গাড়ী আছে? তোমাদের ক্লাসে কতজন ছাত্র আছে? তোমাদের স্কুলের শিক্ষকের সংখ্যা কত? এখন কি তোমাদের স্কুলে গরমের ছুটি পড়েছে?

CHAPTER-2
INTRODUCTORY 'THERE'

Sometimes Sentences are formed, with ***Introductory There'***.

কখনো কখনো Introductory *'There'* দিয়ে বাক্য গঠন করা হয়। এরূপ *There*-এর অর্থ 'সেখানে' নয়; প্রকৃতপক্ষে এটি বাক্যের সূচনাকারী একটি অব্যয় মাত্র।

Basice Pattern			*Pattern with 'There'*			
Subject	Verb	Adverbials	There	Verb	Subject	Adverbials
A bird	is	on the tree	There	is	a bird	on the tree.
A poor man	lived	in a village	There	lived	a poor man	in a village.

অনেক সময় clear subject না থাকলে অর্থাৎ subject-কে প্রথমে রেখে বাক্য গঠন করলে যদি তা দুর্বোধ্য বাক্য না হয়, তাহলে *There* দিয়ে বাক্য আরম্ভ করতে হয়।

আমাদের গ্রামে একটি বিদ্যালয় আছে–*There* is a school in our village.

তাদের এলাকায় কোন পোষ্ট অফিস নেই–There is no post office in their locality.

টেবিলের উপর একটি বই আছে–*There* is a book on the table.

নালন্দায় একটি বিশ্ববিদ্যালয় ছিল–*There* was a university at Nalanda.

তমলুকে একটি কর্মব্যস্ত বন্দর ছিল–*There* was a busy port at Tamluk.

এখন হলদিয়ায় একটি বন্দর আছে–*There* is a port at Haldia now.

ময়দানে খুব ভিড় ছিল–*There* was a large crowd in the maidan.

এ ব্যাপারে অনেক ঝঞ্ঝাট হয়েছিল—*There* was a lot of troubles over this matter.

এ সম্বন্ধে কোন সন্দেহ থাকতে পারে না–*There* cannot be any doubt about it.

এই গ্রামে কোন লাইব্রেরী নেই–*There* is no library in this village.

দোয়াতে কি কালি নেই?–Is *there* no ink in the inkpot?

তোমাদের গাছে কি অনেক আম আছে?–Are *there* many mangoes on your trees?

পূর্বে এ দেশে চা ছিল না–Formerly *there* was no tea in this country. (কখনো কখনো Adverb টি Introductory 'There'—এর পূর্বে বসে।)

***Note** There is a school in our village—এরূপ ক্ষেত্রে clear subject না থাকায় Introductory *'There'* দিয়ে বাক্য আরম্ভ করতে হয়েছে। সাধারণতঃ এসব ক্ষেত্রে Verb টি *Be'* Verb অর্থাৎ *is* বা *are* কিংবা *was* বা *were* হয়। অবশ্য কখনও কখনও অন্যান্য Verb—এর ক্ষেত্রেও 'There' দিয়ে বাক্য আরম্ভ করা যায়।

দেশে ভয়ঙ্কর দুর্ভিক্ষ দেখা দিল—*There* came a terrible famine in the land.

অবশেষে ভয়ঙ্কর খরার পরে এল ঘন বর্ষা–At last *there* came the heavy rains after a terrible drought.

EXERCISE

A. *Write in your own English :*

1. আমাদের গ্রামে একটি ডাকঘর আছে। 2. দোয়াতে অনেক কালি আছে। 3. আকাশে অনেক তারা আছে। 4. নদীতে একখানা নৌকা ছিল। 5. তাতে অনেক যাত্রী ছিল। 6. এই কাজের জন্য কোন অর্থ নাই। 7. সভায় অনেক লোক হবে। 8. এ বিষয়ে কি আর কোন মত পার্থক্য থাকতে পারে? 9. তাঁর সততা সম্বন্ধে কি কোন সন্দেহ থাকতে পারে? 10. এই গ্রামে একজন সওদাগর (merchant) বাস করতেন। 11. বাক্সে টাকা আছে। 12. পুকুরে জল নাই। 13. কাপে দুধ নাই। 14. আকাশে মেঘ নাই। 15. গ্রামে ডাক্তার নাই। 16. কলকাতায় অনেক ভালো চিকিৎসক আছেন। 17. এই বিদ্যালয়ে পাঁচশত ছাত্র আছে। 18. তাদের বৈঠকখানায় কোন আসবাব পত্র ছিল না। 19. তার কপালে একটি তিল (mole) আছে। 20. হাসপাতালের সামনে একটি মুদির দোকান (grocer's shop) আছে। 21. তাদের বাড়ীতে কোন পাচক নাই। 22. এই পরিবারে বারো জন লোক আছে।

B. *Read the following conversation and fill in the blanks using 'there' where necessary.*

Teacher: We are doing the revisional lesson now. Are —— stories in your text book?

Student: Yes,. —— —— . —— —— many——

Teacher: You have learned to use the past forms of English verb. Are —— exercises on verbs?

Student : Yes. —— —— many exercises.

Teacher: Do all verbs in thr past tense have '-ed' ending.?

Student : Oh no. —— —— many with '-ed ending, but —— —— others like 'come', 'take', 'find' and 'see'. The vowel sounds change in these verbs. Then—— —— still others like 'put', 'cost', and 'burst'. These don't have a different past tense form at all.

Teacher : Yes, learn to use English verbs correctly.—— —— more than two hundred and fifty such irregular verbs in English.—— ——a list of these verbs in 'The Advanced Learner's Dictionary of Current English'.

CHAPTER-3

INTRODUCTORY 'IT'

Sometimes ***Introductory 'It'*** is used like *Introductory 'There'* in sentences. Such *Introductory* 'It' is also called *'Preparatory 'It'* or *'Impersonal 'It'* কখনো কখনো বাক্য *Introductory 'There'*—এর মতো *Introductory 'It*—এরও ব্যবহার হয়। এরূপ *'It*—কে Preparatory It বা *Impersonal It*—ও বলা হয়। *Introductory 'There'*—এর মতো এই *'It'*—এর কোন অর্থ নাই। কেবল Sentence আরম্ভ করতে এই *'It'*—এর ব্যবহার হয়। তবে *Introductory 'There'*—এর সঙ্গে *Introductory 'It'*—এর পার্থক্য হলো দু-একটি ব্যতিক্রম ছাড়া সাধারণত : ***Introductory There'*** স্থানজ্ঞাপক কিন্তু ***Introductory 'It'*** সময় জ্ঞাপক।

এখন গ্রীষ্মকাল–*It* is summer now.

আজ বড় গরম–*It* is very hot today.

এখন বেলা সাড়ে দশটা–*It* is half past ten now.

এখন সওয়া দশটা–*It* is a quarter past ten.

এখন বেলা এগারোটা–*It* is eleven O'clock now.

এইমাত্র পাঁচটা বাজল–*It* has just struck five

এখন সাতটা বাজতে পাঁচ মিনিট – *It* is five minutes to seven.

এখন আটটা বেজে দশ মিনিট –*It* is ten minutes past eight.

আজ কনকনে শীত–*It* is biting cold today.

এখন বৃষ্টি পড়ছে–*It* is raining.

মুষলধারে বৃষ্টি পড়ছে–*It* is raining cats and dogs.

গুঁড়ি গুঁড়ি বৃষ্টি পড়ছে–*It* is drizzling.

আজ রাত্রে বরফ পড়তে পারে–*It* may snow to night.

এখন কি বৃষ্টি পড়ছে না?Is *it* not raining now?

এখন যাবার সময় হয় নি–*It* is not yet time to go.

***Note** Introductory *'It'* বেশির ভাগ সময়জ্ঞাপক হলেও ব্যতিক্রম হিসাবে কখনো কখনো*'It'* কোন রূপ অর্থ না বুঝিয়ে কেবলমাত্র বাক্য আরম্ভ করার জন্যই ব্যবহৃত হয়।

বলা সহজ,করা কঠিন–*It* is easy to say, but hard to do.

এরূপ ভাবা ভুল নয়–*It* is not wrong to think so.

আহারের পর স্নান করা ভালো নয়–*It* is not good to bathe after meals.

গুরুজনকে সম্মান করা আমাদের অবশ্য কর্তব্য–*It* is our bounden duty to respect our superiors.

EXERCISE

A. *Write in your own English :*

1. এখন শীতকাল। 2. আজ খুব ঠাণ্ডা। 3. আজ বৃষ্টি হবে। 4. আজ খুব গরম নয়। 5. সকালে বেড়ানো স্বাস্থ্যকর। 6. এখন বেলা দশটা। 7. এখন মাঠে দৌড়ানো ভালো নয়। 8. গতকাল বড় কুয়াশা হয়েছিল। 9. কাল রাত্রে প্রচণ্ড বৃষ্টি হয়েছিল। 10. ইংলণ্ডে শীতের সময় প্রায় প্রত্যহ বরফ পড়ে। 11. আজ রাত্রে কি খুব শীত পড়বে? 12. এখন তিনটা বেজে পনের মিনিট হয়েছে। 13. আমার ঘড়িতে পাঁচটা বেজেছে। 14. বড়ই দুঃখের বিষয়/বড়ই লজ্জার বিষয়। 15. পনেরো মাইল পথ চলা সহজ নয়। 16. না বুঝে পড়া মুখস্থ করা উচিত নয়। 17. মাতাপিতার আদেশ মান্য করা আমাদের একান্ত কর্তব্য। 18. দিনের বেলায় ঘুমানো উচিত নয়। 19. রৌদ্রে দৌড়াদৌড়ি করা ভালো নয়। 20. ভোরবেলা শুয়ে পড়া ঠিক নয়।

B. *Describe a winter morning using 'It' where necessary.*

Begin your answer with——

It is winter now.——

CHAPTER-4

ARTICLES

Indefinite Articles—A or An. [অনির্দিষ্ট কিছু বোঝালে A বা An হয়।]

A

আমাকে একটি গল্পের বই দাও–Give me *a* story book.

সাত দিনে এক সপ্তাহ হয়–Seven days make *a* week.

একটি সাপ সুড়সুড় করে গর্তে ঢুকে পড়ল–*A* snake crawled into *a* hole.

শিক্ষকের আদেশ পালন করা ছাত্রের কর্তব্য–*A* pupil should obey his teacher.

আমি কাল পথে একজন ইউরোপীয়ানকে দেখেছিলাম–Yesterday I saw *a* European on the way.

দু-একদিনের ভেতরেই বইটি বেরোবে–The book will come out in *a* day or two.

কে একজন জনসন সাহেব কলকাতায় এসেছেন–*A* Mr. Johnson has come to Calcutta. ['কে একজন' বা 'কোন একজন'— এই অর্থে লোকের নামের পূর্বে a এবং Mr. শব্দটি ব্যবহার করতে হয়।]

ড্যানিয়েলের ন্যায় বিচারক বিচার করতে এসেছেন–*A* Daniel has come to judge-ment/judgment.. [judgement & judgment—both are correct. C. O. D.]

মনে হচ্ছে, তুমি একজন কালিদাস–You are *a* Kalidas, I see.

[তুলনা বোঝালে Proper Noun-এর আগে *A* বসে।]

এই কমলালেবুগুলির ডজন প্রতি দাম কুড়ি টাকা–These oranges cost Rs 20/- *a* dozen.

আমি মাসে পাঁচশো টাকা রোজগার করি–I earn five hundred rupees *a* month.

আমার বছরে পাঁচ হাজার টাকা লোকসান হচ্ছে–I am suffering *a* loss of five thousand rupees *a* year.

অল্প বিদ্যা ভয়ঙ্করী–*A* little learning is *a* dangerous thing.

তোমার মতো বোকা আর দেখিনি–I have not seen such *a* fool as you are.

কি গোলমালই যে তুমি কর! What *a* fuss you make!

অনেক লোক যুদ্ধে নিহত হয়েছে–*A* great many men have been killed in the battle.

সে বেশ চমৎকার লোক– He is quite *a* nice man/He is fine fellow.

এটা বেশ শক্ত কাজ– It is rather *a* difficult job/It is really a hard job.

তুমি এত দীর্ঘ সময় কোথায় ছিলে? Where have you been such *a* long time?

AN

অলস ব্যক্তি কখনো সুখী হয় না–*An* idle man is never happy.

আমি গাধা দেখেছি, কিন্তু হাতী দেখিনি–I have seen *an* ass but not *an* elephant.

সে ঘন্টায় চল্লিশ মাইল বেগে গাড়ী চালাচ্ছিল–He was driving at forty miles *an* hour..

সৎলোক সর্বত্রই সম্মানিত হন–*An* honest man is respected everywhere.

আমাদের প্রধান শিক্ষক মহাশয় একজন এম. এ. বি. টি–Our Headmaster is *an* M. A. B. T.

শিশু স্তন্য পান করে–*An* infant sucks its mother.

বিনয়বাবু একজন অবৈতনিক ম্যাজিস্ট্রেট–Binoy Baboo is *an* honourary Magistrate.

***Note** Silent 'h' এবং Vowel-এর মতো উচ্চারিত consonant-এর আগে an বসে।

Definite Article—The

[নির্দিষ্ট কিছু বোঝালে বা জাতি বোঝালে বা বিখ্যাত কিছু বোঝালে The হয়]

চল আমরা বাগানে যাই–let us go to *the* Garden.

আমগুলি ঝুড়িতে রেখে দাও–Put *the* mangoes into *the* basket.

স্টীমারটি কখন ছাড়বে? When will the steamer start?

গোলাপফুল সকল ফুলের সেরা-*The* rose is *the* best of all flowers.

ধনীরা সর্বদা সুখী নয়-*The* rich are not always happy. [*The rich* are হয়।]

সিংহ পশুদের রাজা-*The* lion is *the* king of beasts. [জাতি বোঝাতে Noun-এর আগে the বসে এবং verb-টি Singular হয়।]

পৃথিবী সূর্যের চারধারে ঘোরে-*The* earth moves round *the* sun. [প্রকৃতিতে যা একটিমাত্র তার পূর্বে the বসে।]

বসন্তকালে গাছে নূতন পাতা জন্মে-Trees put forth new leaves in *the* spring. [ঋতুর নামের পূর্বে the বসে।]

তাকে আন্দামানে পাঠানো হলো-He was sent to *the* Andamans.

ফিলিপাইন দ্বীপপুঞ্জ প্রশান্ত মহাসাগরে-*The* Philipines are in *the* Pacific Ocean.

ভারতীয়রা গঙ্গাকে পবিত্র মনে করেন-*The* Ganga is considered holy by *the* Indians.

পাঞ্জাব প্রদেশে পাঁচটি নদী আছে-There are five rivers in *the* Punjab.

দাক্ষিণাত্যে দুর্ভিক্ষ হয়েছে-A famine has broken out in *the* Deccan.

হিমালয় ভারতবর্ষের উত্তরসীমা-*The* Himalayas from *the* northern boundary of India.

গীতা হিন্দুদের ধর্মপুস্তক-*The* Gita is the scripture of *the* Hindus.

কোরাণ মুসলমানদের ধর্মপুস্তক-*The* Koran is the Sacred book of *the* Muslims.

আমি প্রত্যহ স্টেটসম্যান পড়ি-I read *the* Statesman daily.

তাজমহল যেন শ্বেতপাথরের স্বপ্ন-*The* Tajmahal is, as if, a dream in marbles.

[নদী, সমুদ্র, পর্বতশ্রেণী, দ্বীপপুঞ্জ, বিশেষ অর্থবোধক দেশ, জাতি, ধর্মগ্রন্থ, সংবাদপত্র, বিখ্যাত ঐতিহাসিক প্রভৃতির নামের পূর্বে the বসে।]

কালিদাস ভারতের শেক্সপীয়র—Kalidas is *the* shakespeare of India.

[তুলনা বোঝাতে Proper Noun-এর আগেও the হয়।]

যত তাড়াতাড়ি হয়,ততই ভালো-*The* sooner, *the* better.

যত বেশি পড়বে তত বেশি শিখতে পারবে-*The* more you read, *the* more you will learn.

যত বেশি চিৎকার করবে, ততই ক্লান্ত হয়ে পড়বে-*The* louder you cry, *the* more tired you will feel.

যত বেশি কাজ করি তত বেশি আমার আনন্দ হয়-*The* more I work, *the* more joyous I feel.

[যত ... তত অর্থ comparative-এর পূর্বে *the* বসে।]

Omission of Article [Article যে সব জায়গায় বসে না।]

দিল্লী একটি বড় শহর-Delhi is a big city.

জল ছাড়া কেউই বাঁচতে পারে না-None can live without water.

লোহা প্রয়োজনীয় ধাতু-Iron is a useful metal.

সততাই শ্রেষ্ঠ উপায়-Honesty is the best policy.

পুণ্যই পুণ্যের পুরস্কার-Virtue is its own reward.

নীরবতাই সম্মতির লক্ষণ-Silence gives consent.

আত্মবিশ্বাস সাফল্যের মূল-Self-confidence is the essence of success.

লোকটি বাড়িতে আগুন লাগিয়ে দিয়েছে-The man has set fire to the building.

বিমলবাবু অসহায় ছেলেটিকে আশ্রয় দিলেন-Bimalbabu gave shelter to the helpless boy.

অপরাধ নিও না-Don't take of offence.

রবীন বিছানায় শুয়ে আছে, বাড়ীর বাইরে যায়নি-Rabin is in *bed* and has not been *out of doors* today.

আমি ঘোড়ায় চড়ার চেয়ে পায়ে হেঁটে যাওয়া পছন্দ করি-I prefer to go *on foot* than *on horseback*.

ধনী-দরিদ্র, যুবক-বৃদ্ধ এক সঙ্গে জড়ো হয়েছিল-*Rich and poor, young and old* met together.

***Note** Proper Noun, Material Noun এবং Abstract Noun-এর পূর্বে সাধারণতঃ কোন article বসে না। কিন্তু নির্দিষ্ট করে বোঝালে 'the' ব্যবহার হয়। যেমন— এই গ্লাসের জল খুব ঠাণ্ডা-*The water* of this glass is very cold. বিদ্যাসাগরের দয়া সুপরিচিত-*The kindness* of Vidyasagar is well-known.

আবার Abstract Noun-এর পূর্বে কোন Adjective থাকলে article ব্যবহার হয়। যেমন— তিনি শান্তিতে মারা গেলেন—He died *a* peaceful death.

সে এক সাংঘাতিক দুর্ঘটনায় পড়েছিল—He met *a* serious accident.

EXERCISE

Write in your own English :

কলকাতা একটি বড় শহর। আমার তিনটি কলম ও একটি পেনসিল চাই। বোম্বাই শহরে তিনি জীবন কাটিয়েছিলেন। সলোমন জ্ঞানের জন্য বিখ্যাত। বোম্বাই ভারতের ম্যাঞ্চেস্টার। তুলা ভারতবর্ষ, মিশর ও আমেরিকায় জন্মে। সোনা বহুমূল্য ধাতু। আমার আংটির সোনা খাঁটি বলে মনে করি। কেউ স্থলপথে, কেউ জলপথে এসেছিল। জাহাজখানি নোঙর করে (at anchor) আছে। সে তার পুরাতন বন্ধুদের সঙ্গে করমর্দন করল। গাছটি মাটিতে শিকড় চালিয়েছিল। বইটি টেবিলের ওপর রাখ। এভারেস্ট হিমালয়ের সর্বোচ্চ শৃঙ্গ। মানুষ হাসতে পারে, কাঁদতে পারে। সে ঘন্টায় তিন মাইল হাঁটতে পারে। আমি মহাভারত পড়েছি, কিন্তু রাইবেল পড়িনি। আমি নার্জিলিং-এর চা ভালোবাসি। স্বাস্থ্যই সম্পদ, কিন্তু এই ছেলেটির স্বাস্থ্য ভালো নয়। জীবন তার পক্ষে দুর্বিষহ হয়ে উঠেছে। সে মাসে একবার কলকাতায় যায়। তুমি ঘোড়ায় চড়ে এসেছ, সে পায়ে হেঁটে এসেছে।

CHAPTER-5
TENSES

Simple Present

কোন কাজ বর্তমান কালে হয় বোঝালে simple Present tense বা Present indefinite tense হয়। অভ্যাস বা নিত্যসত্য বোঝালেও এই Tense হয়। কখনও কখনও বাংলায় 'হয়' ক্রিয়া উহ্য থাকলেও ইংরেজিতে 'be' Verb অর্থাৎ is, am বা are বসাতে হয়।

Verb —To Be

বালকটি (হয়) সৎ-The boy *is* honest.

তাহারা (হয়) ধনী-They *are* rich.

তিনি একজন চতুর লোক-He *is* a clever man.

লোকটি দরিদ্র কিন্তু সৎ-The man *is* poor but honest.

ছেলেটি খুবই শক্তিশালী ও স্বাস্থ্যবান-The boy *is* very strong and healthy.

আমার ভাই একজন ইঞ্জিনীয়ার-My brother *is* an engineer.

তিনি একজন চরিত্রবান পুরুষ-He *is* a man of character.

বাবা বাড়ীতে আছেন-Father *is* at home.

স্বাস্থ্যই সম্পদ-Health *is* wealth.

ভুল করা মানুষের স্বভাব-To err *is* human.

Note বাংলায় 'আছে' ক্রিয়ায় কখনো ***'Be'*** Verb, কখনো ***'Have'*** Verb হয়। মনে রাখতে হবে, ***কর্তা নিজে আছে বোঝালে 'Be' Verb হয়।***

Verb—To Have

সুধীরের কোন সন্তান নাই—Subir *has* no child.
হারাধনের দশটি ছেলে আছে-Haradhan *has* ten sons.
লীলার একটি ফুলদানি আছে-Lila *has* a flower-vase.
আমাদের একটি দোতলা বাড়ি আছে-We *have* a two -storied building.
তোমাদের কলকাতায় একটি দোকান আছে-You *have* a shop in Calcutta.
অধিকাংশ লোকের সময় জ্ঞান নাই-Most of the people *have* no sense of time.

Note কারো কিছু অধিকারে আছে বোঝালে ***'Have'* verb** হয়। ছাত্র ছাত্রীদের এ বিষয়ে সতর্ক হওয়া প্রয়োজন। কারণ, *আমার একটি কুকুর আছে* -লিখতে গিয়ে যদি কেউ *'I am a dog'* লেখে,তাহলে কি ধরণের ভুল হবে তা ভেবে দেখা দরকার।

Verbs other than 'Be or 'Have'

'Be' বা *'Have'* verb ছাড়া অন্য কোন verb হলে Simple Present tense-এ ঐ verb-এর শুধু Present form-টি বসে এবং কেবলমাত্র এই tense-এ ***Subject* বা কর্তা *Third person singular number* হলে *verb*-এর শেষে-*s* বা *-es* যোগ হয়।**

হরিশবাবু দাড়ি রাখেন-Harishbabu *wears* a beard.
সূর্য সারাদিন কিরণ দেয়-The sun *shines* all day.
ঠাণ্ডায় জল জমে যায়-Water *freezes* by cold.
এই ফুলটির গন্ধ ভালো-This flower *smells* sweet.
রাত্রিকালে আকাশে তারা ফোটে-The stars *come out* in the sky at night.
আমার ঘড়িটা ঠিক সময় দেয়-My watch *keeps* right time.
খাদ্য শরীরের পুষ্টি সাধন করে-Food *nourishes* the body.
সাহসী ব্যক্তি লক্ষ্মীর অনুগ্রহ লাভ করে-Fortune *favours* the brave.
পাখীরা উড়ে, বাতাস বহে, ফুল ফোটে-Birds *fly*, the wind *blows* and flowers *bloom*.

EXERCISE-I

Write in your own English :

ভাল গাছ ভাল ফল দেয়। আমাদের একটি মোটর গাড়ি আছে। সূর্য পূর্বদিকে উদিত হয়। আমি প্রত্যহ সকালে মাঠে বেড়াই। সে সন্ধ্যায় খেলা করে। তিনি রাত্রি দশটার সময় শয়ন করেন। আমি প্রাতঃকালে স্নান করি। নরেনের দুজন বন্ধু আছে। বালিকাটির একটি আয়না ও একটি চিরুনি আছে। সতীশের একটি মাসতুতো ভাই আছে। আমি ভালো আছি। তিনি ব্যস্ত আছেন। তিনি এখন বাড়ীতে নেই। তোমার ছোট ভাই উপন্যাস পড়ে। তাহারা কঠোর পরিশ্রম করে।

Present Continuous

বর্তমান কালে কোন কাজ চলছে বোঝালে Present continous tense হয়। এই tense-এ বাংলায় ক্রিয়ার শেষে 'তেছে', ' তেছ', ' তেছি' থাকে এবং ইংরেজিতে *is/am/are*-এর পর *verb+ing* হয়।

is/am/are +(verb+ing)

বৃষ্টি পড়িতেছে (পড়ছে)-It is raining.
আমি এক কাপ চা খাইতেছি(খাচ্ছি)-I am taking a cup of tea.
ছেলেরা হকি খেলিতেছে (খেলছে)-The boys are playing hockey.
আমি বন্ধুর কাছে চিঠি লিখিতেছি (লিখছি)-I am writing a letter to my friend.
তুমি সুরেনের সঙ্গে ঝগড়া করছ কেন? Why are you quarrelling with Suren?

আমার ভাই মাধ্যমিক পরীক্ষার জন্য প্রস্তুত হচ্ছে-My brother is preparing for Madhyamik Examination.

***Note** 'see', 'feal', 'hear', প্রভৃতি কয়েকটি verb-এর সাধারণতঃ ***continuous** tense হয় না, simple present tense হয়।

আমি তার নাড়ী দেখছি-I *feel* his pulse.
আমি খুব শীত বোধ করছি-I *feel* very cold.
আমি গাছের ওপর একটি সুন্দর পাখী দেখছি-I *see* a nice bird on the tree.
আমরা বন্দুকের শব্দ শুনতে পাচ্ছি-We *hear* the sound of guns.
আমার মনে হচ্ছে বৃষ্টি হবে-I *think* it will rain.

EXERCISE-II

Writen in your own English :

শিক্ষক মহাশয় আমাকে ডাকছেন। কুকুরগুলি ঘেউ ঘেউ করছে। সে একখানা খবরের কাগজ পড়ছে। ঠাকুরমা গল্প বলছেন। দুজন ভিক্ষুক পথের উপর ঘুমাচ্ছে। মাছিগুলি ভোঁ ভোঁ করছে (buzz)। আমরা হরিবাবুর কাছে ইংরেজি শিখছি। বাতাস বইছে (blow)। নদী প্রবাহিত হচ্ছে (flow)। মেয়েটি চিৎকার করে কাঁদছে। ছেলেরা রৌদ্রে ছুটোছুটি করছে।

Present Perfect

কোন কাজ এই মাত্র বা সামান্য পূর্বে শেষ হয়েছে বোঝালে Presnent Perfect tense হয়। এই tense-এ বাংলায় ক্রিয়ার শেষে 'ইয়াছে', 'ইয়াছ', বা 'ইয়াছি' থাকে এবং ইংরেজিতে *has/have*-এর পর মূল *verb*-এর *Past Participle* হয়।

has/have+verb এর Past Participle

আমি চিঠি খানা আদ্যন্ত পাঠ করেছি-I *have read* the letter from top to bottom.
পুলিশ চোরটিকে গ্রেফতার করিয়াছে (করেছে)-The police *has arrested* the thief.
ট্রেনটি স্টেশন ছেড়ে গেছে-The train *has left* the station.
বাবা চাকরি থেকে অবসর নিয়েছেন-Father *has retired* from service.
সে এইমাত্র এখানে পৌঁছেছে-He *has arrived* here just now.
ভারতীয় ক্রিকেটাররা চারটি খেলা খেলেছে-The Indian cricketers *have played* four games.
তুমি কি ভাত খেয়েছ? Have you *had* your meals?
লীলা অঙ্কটি করিয়াছে (কষেছে)-Lila *has worked* out the sum.
আমি আমার সময় আলস্যে কাটিয়ে দিয়েছি এবং এখন আমার নির্বুদ্ধিতার ফল ভোগ করছি—I *have idled away* my time and now suffer for my folly.
সপ্তাহখানেক তার সঙ্গে আমার দেখা হয় নি-I *have not met* him for a week or so.
আমি এখনও তাকে দেখিনি- I have not yet seen him.
তুমি এতক্ষণ কোথায় ছিলে বল-Tell me where you *have been* so long.

EXERCISE-III

Write in your own English :

সে বি. এ. পরীক্ষায় পাশ করেছে। সে আমাকে একটি কলম দিয়েছে। আমি নীহারকে এ বিষয়ে চিঠি লিখেছি। অবিনাশ এখন স্কুল থেকে ফিরেছে। ঘরগুলিতে আগুন লেগেছে। এইমাত্র সংবাদ এসেছে যে তার ছেলে ফিরে এসেছে। তিনি আজ সকালে কলকাতায় গিয়েছেন। তার বাবা তাকে খুব প্রহার করেছেন। সে এখনও বইটি ফেরৎ দেয় নি। আমি একটি মজার গল্প শুনেছি। মাথার ঘাম পায়ে ফেলে (by the sweat of my brow) আমি রোজগার করেছি। তুমি কি বাবার কোন চিঠি পেয়েছ? তুমি কি রাধাকে চিঠি লিখেছ? তুমি কি ভাত খেয়েছ? না, আমি সকালের জল খাবারটা বেশ ভালোরকম (heavy breakfast) খেয়েছি।

Present Perfect continuous

কিছুকাল ধরে কোন কাজ চলছে বোঝাতে Present Perfect continuous tense হয়। এই tense-এ ইংরেজিতে has been বা have been-এর পর verb+ing হয়।

has been/have been + (verb + ing)

আমি এক মাস যাবৎ জ্বরে ভুগছি–I *have been suffering* from fever for a month.

সে গত সোমবার থেকে মাথার যন্ত্রণায় কষ্ট পাচ্ছে–He *has been suffering* from headache since Monday last.

লিপিকা দু ঘন্টা ধরে বই পড়ছে–Lipika *has been reading* the book for two hours.

সে সাত বছর ধরে কলমটি ব্যবহার করছে–He *has been using* this pen for the last seven years.

আজ কদিন ধরেই বৃষ্টি হচ্ছে–It *has been raining* for days together.

আজ সারাদিন ধরে বৃষ্টি হচ্ছে–It *has been raining* all day long.

EXERCISE

Write in your own English :

আমি দু বছর ধরে তাকে সাহায্য করছি। গত রবিবার হইতে গুঁড়ি গুঁড়ি বৃষ্টি পড়িতেছে। অনেকদিন হইতে আমি তোমার গতিবিধি (movements) লক্ষ্য করিতেছি। প্রবীর গত সোমবার হইতে স্কুল কামাই করিতেছে। হরিহর একই শ্রেণীতে দুই বৎসর পড়িতেছে। অমল সাত দিন ধরিয়া জ্বরে ভুগিতেছে। ছেলেরা এক ঘন্টা ধরিয়া মাঠে খেলিতেছে। মেয়েটি দুই ঘন্টা ধরিয়া কাঁদিতেছে। লিপিকা আধ ঘন্টা ধরিয়া চিঠি লিখিতেছে। আমার বন্ধুটি কয়েক বৎসর ধরিয়া চাকুরির খোঁজ করিতেছে। উমেশবাবু দশ বৎসর ধরিয়া গ্রামের উন্নতির চেষ্টা করিতেছেন।

Simple Past

অতীতকালে কোন কাজ হয়েছিল এরূপ বোঝালে simple Past tense বা Past Indefinite tense হয়। tense-এ বাংলায় ক্রিয়ার শেষে 'ল' থাকে এবং ইংরেজিতে verb-এর Past form হয়।

Verb—To Be

ছেলেটি অসুস্থ ছিল–The boy *was* unwell.

তোমরা উপস্থিত ছিলে–You *were* present.

তাহারা অনুপস্থিত ছিল–They *were* absent.

বিনয়বাবু মন্ত্রী ছিলেন–Binaybabu *was* a minister.

লোকটি গরীব হলেও সৎ ছিল—The man *was* poor but honest.

মেয়েটির বয়স পাঁচ বৎসর ছিল–The girl *was* five years old.

সে এই গ্রামের অধিবাসী ছিল–She *was* a resident of this village.

শরৎচন্দ্র একজন বিখ্যাত ঔপন্যাসিক ছিলেন– Saratchandra *was* a famous novelist.

Verb—To Have

গহরের একটি বন্দুক ছিল–Gahar *had* a gun.

মিনির অনেকগুলি খেলনা ছিল–Mini *had* a lot of toys.

খোকনের একটি চলতি ব্যবসা ছিল–Khokan *had* a running business.

তার একজোড়া সুন্দর জুতা ছিল–He/She *had* a pair of nice shoes.

***Note** *নিজে ছিল বোঝাতে 'Be' (was/were) এবং কোন কিছু অধিকারে ছিল বোঝাতে 'Have' (had) হয়।*

Verbs other than 'To Be' or 'To Have'

আমি অঙ্কটি কষতে পারতাম–I *could do* the sum.

সে গতকাল এখানে এসেছিল–He *came* here yesterday.

তারা বেশ ভালো খেলেছিল–They *played* a nice game.

তারা ভীষণ যুদ্ধ করেছিল–They *fought* a great fight.

আমি চোরটার পিছু তাড়া করেছিলাম–I *chased* the thief.

মেয়েটি কান্নায় ভেঙে পড়ল–The girl *burst* into tears.

আমি তাকে দুবার সতর্ক করে দিয়েছিলুম–I *warned* her twice.

আমি এলাম, দেখলাম ও জয় করলাম–I *came*, I *saw* and I *conquer*

আমরা সকলে খেলার মাঠের দিকে ছুটেছিলাম–We all *ran* to the playground.

বিগত মহাযুদ্ধে হাজার হাজার লোক নিহত হয়েছিল–Thousands of men *were killed* in the last great war.

***Note** অতীত কালে অভ্যাস **(Habitual past)** বোঝালে would বা used to-র পরে মূল verb বসে। তখন বাংলায় সাধারণত ঃ ক্রিয়ার শেষে 'ল'-এর পরিবর্তে 'ত' হয়।

সে প্রতিদিন বিকালে ফুটবল খেলত– He *would (used to)* play football every afternoon.

আমি সারারাত জেগে বসে থাকতাম– I *used to (would)* sit up the whole night.

তিনি সন্ধ্যায় ভ্রমণ করতেন— He *used to* have a walk in the evening.

EXERCISE–V

Write in your English :

আমরা ব্যস্ত ছিলাম। তোমাদের চাকরটি বিশ্বাসী ছিল। সে অনেক অদ্ভুত জিনিসদেখল। ছেলেটি দশটি অঙ্ক কষেছিল। আমি দরজাটি বন্ধ করেছিলাম। রথীন এখানে থুথু ফেলেছিল। গজাল স্টীমার ছেড়েছিল। আমি বইটি দুবার পড়েছিলাম। তিনি একটি দরখাস্ত লিখেছিলেন। সে বইটি ফেরৎ দিয়েছিল। গত রাত্রে সে এখানে ঘুমিয়েছিল। আমরা দুজনে রোজ নদী তীরে বেড়াতাম। তিনি প্রত্যহ দশ ঘন্টাকাজ করতেন।

Past Continuous

অতীতকালে কোন কাজ চলছিল বোঝালে Past Continuous বা Past Progressive tense হয়। এই tense-এ বাংলায় ক্রিয়ার শেষে (সাধু রীতিতে) 'তছিল', 'তেছিলে', 'তেছিলাম', থাকে এবং ইংরেজিতে *was/were-এর পর verb + ing হয়।

Was/Were+(verb+ing)

তখন বৃষ্টি পড়িতেছিল (পড়ছিল) –It *was* then *raining*.

তোমার কাকীমা কি তোমাদের বাড়ীতে গান গাইছিলেন? Was your aunt *singing* at your house?

শ্রমিকেরা রাস্তায় কাজ করিতেছিল–The workers *were working* on the road.

বরুণ নদীতে সাঁতার কাটিতেছিল–Barun *was swimming* in the river.

তাহারা নদীর তীরে বেড়াইতেছিল–They *were walking* on the river-side.

আমরা তখন কষ্টে দিন কাটাইতেছিলাম–We *were* then *passing* through hard times.

নিশি পুকুরে মাছ ধরিতেছিল–Nishi *was fishing* in the pond.

***Note** লক্ষ্য কর 'পড়ছিল', 'করছিল' ইত্যাদি 'পড়িতেছিল', 'করিতেছিল' ইত্যাদির চলিত রূপ। এগুলি continuous-এর রূপ। যদি 'পড়েছিল', 'করেছিল' ইত্যাদি হয়, তাহলে তা হবে Indefinite-এর রূপ।

EXERCISE–VI

Wr in your own English :

বাক্‌লটিকে প্রহার করছিলেন। আমি তখন গান করিতেছিলাম (করছিলাম)। শিক্ষক মহাশয় ছাত্রকে পড়াইতেছি। আমরা ইতিহাস পড়িতেছিলাম। তিনি সেখানে অপেক্ষা করিতেছিলেন। সূর্য অস্ত যাইতেছিল ম্র উঠিতেছিল। পাখীগুলি আকাশে উড়িতেছিল। গতরাত্রে জোরে বাতাস বহিতেছিল। কুকুরগুলি ঘ্ব ঘেউ ঘেউ করিতেছিল। স্ত্রীলোকটি উচ্চৈঃস্বরে কাঁদিতেছিল। তাহারা পরস্পর ঝগড়া করিতেছিল।। তখন আমার বন্ধুকে চিঠি লিখিতেছিলাম। যতীন আমার জন্য অপেক্ষা করিতেছিল।

Past Perfect

অতীতের ঘটনার মধ্যে যেটি আগে ঘটেছিল সেটি *past perfect tense এবং পরেরটি Simple pt tense হয়। Past perfect tense-এ *'had'* এর মূল *verb-এর Past participle*।

had+verb-এর Past Participle

আমি কলকাতা যাওয়ার পূর্বে বাড়ী গিয়েছিলাম–I *had gone* home before I went to Calcutta.

ট্রেন আসার পরে আমরা ষ্টেশনে পৌছেছিলাম–We reached the station after the train *had cived.*

তিনি আসাপূর্বে আমি সেখানে গিয়েছিলাম–I *had gone* there before he came.

রাম জন্মিবাপূর্বে বাল্মীকি রামায়ণ রচনা করিয়াছিলেন–Valmiki *had composed* the Ramayana lfore Ram was born.

এক সপ্তাহ উপবাস করার পর শরণার্থীরা কিছু খাদ্য পাইল–The refugees got some food after the *had fasted* about a week.

***Note** ক্যের দুটি অংশ *'before'* দ্বারা যুক্ত হলে পূর্ববর্তী অংশে past perfect এবং *'after'* দ্বারা যুক্তহলে পরবর্তী অংশে past perfect হয়।

EXERCISE–VII

1. *Write in your own English :*

(a) তিনি উকিলহবার পূর্বে স্কুল মাষ্টারি করতেন। বিলাত যাওয়ার পূর্বে তিনি কয়েকদিন ফ্রান্সে ছিলেন। তাঁর আসার আগেই অমি সমস্ত জিনিস গুছিয়ে রেখেছিলাম (put in order)। ইংরেজরা আসার পূর্বে মুসলমানরা এদেশে রাজত্ব চরেছিলেন। ডাক্তার আসার পূর্বে রোগীটি মারা গেল। পুলিশ আসার পূর্বে চোরটি পালিয়েছিল।

(b) সূর্য ওঠার পর আমরা বেড়াতে বেরিয়েছিলাম। বৃষ্টি থামার পর তারা এখানে এসেছিল। ডাক্তার আসার পর রোগীটি মারা গেল। বাল্মীকি রামায়ণ রচনা করার পর রাম জন্মেছিলেন।

2. *Imagine some situations of two happenings one after another and describe them in your own English.*

Simple Future

ভবিষ্যতে কোন কাজ হবে বোঝালে Simple Future Tense হয়। এই tense-এ বাংলায় ক্রিয়ার শেষে 'ব' বা ' বে' থাকে এবং ইংরেজিতে *shall* বা *will*-এর পর মূল verb বসে।

Shall/will+verb

বন্ধুদিগকে দেখিলে তুমি সুখী হইবে–You *will be* glad to meet your friends.

আমরা আগামী মাসে এলাহাবাদ যাব–We *shall go* to Allahabad next month.

তাঁরা আগামী মেলে লণ্ডন যাত্রা করবেন–They *will start* for London by the next mail.

মিষ্টার সেন আগামী বছর আমেরিকা অভিমুখে (জাহাজে) রওনা হবেন–Mr. Sen *will sail* for America next year.

তার সঙ্গে আমি কাল দেখা করব–I *shall see* him tomorrow.

তুমি কি সারাদিন খেলা করবে?–*Will* you *play* all day long?

তুমি কি রাত্রে এখানে থাকবে?–*Will* you *stay* here at night?

তোমরা রৌদ্রে দৌড়াইবে না–You *will not run* in the sun.

আপনি কি দয়া করে আমার দরখাস্তটি মঞ্জুর করবেন?–*Will* you *be* kind enough to grant my application?

তাহারা কাল বিদ্যালয়ে যাইবে না–They *will not go* to school tomorrow.

তোমার বোন কবিতাটি আবৃত্তি করিবে না–Your sister *will not recite* the poem.

আমি কি তাঁর কাছে চিঠি লিখব?–*Shall* I write a letter to him?

Note I First person অর্থাৎ I বা We-এর পর সাধারণতঃ *shall* বসে এবং Second ও Third person-এর পর সাধারণত ঃ *will* বসে। কিন্তু প্রতিজ্ঞা বা নিশ্চয়তা বোঝালে ঠিক এর বিপরীত হয়, অর্থাৎ First person-এ *will* এবং Second ও Third person-এ*shall* হয়।

আমি নিশ্চয়ই সেখানে যাইব (প্রতিজ্ঞা)–I *will go* there.

আমরা বইটি পড়িবই (নিশ্চয়তা)–We *will read* the book.

তুমি কাজটি করিবেই (আদেশ)–You *shall (must) do* the work.

তাহাকে সেখানে যাইতেই হইবে–He *shall go* there. [He *will have to go* there.]

তাহাদিগকে এখানে আসিতেই হইবে–They *shall come* here. [They *will have to come* here.]

আমি আমার ইচ্ছামতোই চলিব–I *will have* my own way.

তাহাকে দশ টাকা জরিমানা করা হইবেই–He *shall be* fined ten rupees.

Note 2 Near future বা নিকট ভবিষ্যতে কোন কাজ হবে বোঝালে অনেক সময় Simple Future না হয়ে Present Continuous হয়।

আগামীকাল আমি বোম্বে যাব–I *am going* to Bombay tomorrow.

তুমি কি আজ সন্ধ্যায় তাকে দেখতে যাবে? Are you going to see him this evening?

Note 3 একটি ভবিষ্যৎ ঘটনার পর আর একটি কাজ হবে বোঝালে যখন *when, before, as soon as, till* ও *after* প্রয়োগ করা হয়, তখন *পূর্ববর্তী বাক্যাংশে Simple Future এবং পরবর্তী অংশে Simple Present হয়।*

তিনি যখন আসিবেন তখন আমি যাইব–I *shall go* when he *comes*.

তুমি আসিয়া পৌছিবার পূর্বে আমি রওনা হইব–I *shall start* before you *arrive*.

তিনি এখানে আসিবামাত্রই তাঁহাকে অভিনন্দন জানানো হইবে– He *will be welcomed* as soon as he *comes* here.

বিপিন না আসা পর্যন্ত আমি তাহার জন্য অপেক্ষা করিব–I *shall wait* for Bipin till he *comes*.

EXERCISE–VIII

Write in your own English :

আগামী শনিবার হইতে আমাদের স্কুল বন্ধ হইবে। আমরা আগামী সপ্তাহে লাহোর যাইব। তাহারা কাল কাজ আরম্ভ করিবে। গাড়ী কখন ছাড়বে জানি না। তুমি কবে মাদ্রাজ যাত্রা করবে? দিল্লী এক্সপ্রেস এলে বোম্বাই মেল ছাড়বে। তুমি না আসা পর্যন্ত আমি তোমার জন্য অপেক্ষা করব। তাহারা একটা ছুটি পাইবেই। আমি দিল্লী যাইবই। আমরা কাজটি করিবই। সুশীল এখানে আসিবেই। আগামী মাসে তুমি এগারো বৎসরের হইবে। তুমি কি আমার সঙ্গে কথা বলবে না? তাঁরা কি আজ সন্ধ্যায় সিনেমা দেখতে যাবেন না? তিনি কি তোমাকে সাহায্য করবেন না? অনুগ্রহ করে (would you please) আমাকে কি পাঁচটা টাকা ধার দেবেন?

[প্রত্যেক রকমের **Tense**-এর আরো বেশি **Translation**-এর জন্য **Grammar Section**-এ **'Time and Tense' chapter**-এর **Exercise** দেখ।]

CHAPTER—6
GERUND

Gerund is a Verbal noun (verb + ing) used as a subject of a verb, object of a verb or object to a preposition.

[Gerund (verb + ing) কখনো Verb-এর Subject রূপে বা Object রূপে, কখনো Preposition-এর object রূপে ব্যবহৃত হয়।]

দেখিতে পাইলেই বিশ্বাস হয়–*Seeing* is *believing*.

ঘাসের উপর হাঁটা নিষিদ্ধ–*Walking* on the grass is forbidden.

সাঁতার একটি ভালো ব্যায়াম–*Swimming* is a good exercise.

সকলকে সমানভাবে প্রশংসা করতে গেলে কাউকেই প্রশংসা করা হয় না–*Praising* all alike is *praising* none.

আপনমনে গান করাই আমার প্রধান আমোদ ছিল–*Singing* to myself was my chief delight.

গোগ্রাসে আহার স্বাস্থ্যের পক্ষে ক্ষতিকর–*Eating* voraciously is injurious to health.

***Note** উপরের বাক্যের প্রথম gerund-গুলি verb-এর subject বা কর্তা রূপে ব্যবহৃত হয়েছে।

সঞ্জয় কবিতা পাঠ করতে ভালবাসে–Sanjay likes *reading* poetry.

আমি না হেসে থাকতে পারলাম না–I could not help *laughing*.

আমি তাঁকে ঘোড়ায় চড়ে যেতে দেখেছি–I have seen him *riding* on a horse.

***Note** উপরের বাক্যগুলিতে Gerund-গুলি Transitive Verb-এর object হয়েছে।

ছেলেরা সাঁতার কাটতে ভালবাসে–The boys are fond of *swimming*.

আমরা বিকেল বেলাটা তাস খেলে কাটালাম–We spent the afternoon in *playing* cards.

সে মিথ্যা কথা বলার জন্য শাস্তি পেয়েছিল–He was punished for *telling* a lie.

ছোট ছাপার অক্ষর পড়ে তিনি তাঁর দৃষ্টিশক্তি নষ্ট করে ফেলেছেন–He has ruined his eye-sight by *reading* small print.

কৃপণ ব্যক্তি অর্থ সঞ্চয়ে সময় ব্যয় করে–The miser spends his time in *hoarding* money.

***Note** উপরের বাক্যগুলিতে gerund-গুলি preposition-এর object রূপে ব্যবহৃত হয়েছে।

মনে রাখবে, যদিও verb + ing দিয়ে গঠিত Verbal Noun-গুলি gerund হয়, তবু সব Verbal Noun-ই Gerund নয়। যদি এগুলির পূর্বে *the* ও পরে of থাকে, তাহলে এগুলি শুধুমাত্র Verbal Noun হয়। যেমন–

সিংহের গর্জন শোনা গিয়েছিল–*The roaring of* the lion was heard.

আমি ঐতিহাসিক উপন্যাস পড়তে ভালবাসি–I like *the reading of* historical novels.

বিজ্ঞান পড়ায় আপনাদের উৎসাহ দেওয়া উচিত–You should encourage *the reading of* science.

EXERCISE

Write in your own English :

উন্মুক্ত বাতাসে ভ্রমণ একটি উৎকৃষ্ট ব্যায়াম। এই পুকুরে কাপড়, কাচা নিষিদ্ধ। সে অর্থ সঞ্চয় করতে ভালবাসে। আমি গল্পের বই পড়তে ভালবাসি। মেয়েটি না কেঁদে থাকতে পারল না। গান গাওয়াতেই তার প্রধান আনন্দ। আমরা একটি লোককে আমাদের দিকে ছুটে আসতে দেখলাম। অন্যের অজ্ঞাতসারে (without any one's knowing) আমরা চলে গেলাম। বৃদ্ধ লোকটি হাঁটতে হাঁটতে ক্লান্ত হয়ে পড়েছে। তাদের এখন সাহায্য করার দরকার কি ?

CHAPTER—7
INFINITIVES

[বাংলায় ***'যাইতে', 'করিতে', 'খাইতে'***, প্রভৃতি ***'ইতে'*** প্রত্যয়ান্ত ক্রিয়ার ***(to + verb) Infinitive*** দ্বারা ইংরেজি করা হয়। সুতরাং, ***যাইতে–to go, করিতে–to do, খাইতে–to eat*** ইত্যাদি হয়। আবার 'ইতে' প্রত্যয়ান্ত ক্রিয়ার অর্থবোধক অন্য ক্রিয়াপদেও এরূপ Infinitive-প্রয়োগ হয়।]

আমি সেখানে যাইতে ইচ্ছা করি–I wish *to go* there.

রহিম গল্পের বই পড়িতে ভালবাসে–Rahim likes *to read* story books.

আমি তাহাকে দেখিতে গিয়াছিলাম–I went *to see* him.

আমি তোমাকে সাহায্য করিতে স্বীকার করিয়াছিলাম–I promised *to help* you.

সে তাহার দোষ স্বীকার করিতে অস্বীকার করিল–He declined *to confess* his fault.

বিশ্রাম লইবার জন্য সৈন্যবাহিনী থামিয়াছিল–The army halted *to take* rest.

এই কাজটি করা শক্ত–This work is hard *to do*.

ছেলেটিকে বুদ্ধিমান বলিয়া মনে হয়–The boy appears *to be* intelligent.

আমি তাহাকে নির্দোষ বলিয়া বিশ্বাস করি–I believe him *to be* innocent.

আমি ইহা লজ্জার বিষয় বলিয়া বিবেচনা করি–I consider it *to be* a shame.

আমি তাহাকে বাক্স খুলিতে দিলাম–I allowed him *to open* the box.

আমি তাহাকে দরজা বন্ধ করিতে বলিলাম–I asked him *to shut* the door.

এই ঘরটি ভাড়া দেওয়া হইবে–This house is *to let*.

সে আশী বৎসর বাঁচিয়াছিল–He lived *to be* eighty.

তাহাদের এখনই যাইতে হইবে–They are *to start* at once.

এই জানালাটি খোলা (খুলিতে) শক্ত–This window is difficult *to open*.

Infinitive-গুলি Gerund-এর মতো Noun-ও হতে পারে।

ভুল করা মানুষের স্বভাব–*To err* is human.

ক্ষমা করা স্বর্গীয় গুণ–*To forgive* is divine.

ভ্রমণ করা ভালো ব্যায়াম–*To walk* is a good exercise.

চুরি করা পাপ ও অপরাধ–*To steal* is a sin and crime too.

Infinitives without "To"

তাহাকে যাইতে দাও–Let him go.

তোমার সেখানে যাবার দরকার নাই–You need not go there.

আমি তাহাকে গান করিতে শুনিলাম–I heard him sing a song.

আমরা তাহাদিগকে পড়িতে দেখিলাম– We saw them read.

সে আমাকে ইহা করিতে আদেশ দিল–He bade me do it.

সে আমাকে ইহা করিতে বাধ্য করিল–He made me do it.

তিনি আমাকে দাঁড় করাইয়াছিলেন–He made me stand up.

এখন বৃষ্টি হইতে পারে –It may rain.

সে না যাইয়া পারে না–He cannot but go.

তুমি সেখানে গেলেই ভালো হইত–You had better go there.

তুমি কিসের জন্য হাসছ?—What makes you laugh?

আমি পাখীটিকে আমার জানালায় আসিতে দেখিলাম–I saw the bird come to my window.

সে আমাকে বোঝাটি বহন করতে সাহায্য করল–He helped me carry the load.

Note *see, hear, need, bid, help* প্রভৃতি কয়েকটি Verb-এর Infinitive-এর to উহ্য থাকে। কিন্তু Passive Voice-এ to হয়। যেমন–He made me do it; কিন্তু I was made to do it.

আবার *'dare'* verb-এর পর কখনো *'to'* উহ্য থাকে, কখনো কখনো *'to'* বসে।

সে কি ইহা বলিতে সাহস পায়? *Dare* he say this?

করিম ইহা বলিতে সাহস করে-Karim *dares to say* this.

তাহাদের কেহই একথা বলিতে সাহস করে নাই-None of them *dared to speak.*

কে তাহার সঙ্গে যুদ্ধ করিতে সাহস করে?-Who *dares* him *to fight?*

Some Special use of Infinitive

ফুলটি ফুটি-ফুটি করিয়াও ফুটিল না-The flower was *about to bloom* but did not bloom.

শীত যাই-যাই করিয়াও যাইল না-The cold weather was *about to disappear* but did not.

তাহারা যাইতে উদ্যত হইল-They were *about to go.*

লোকটি ছেলেটিকে 'এই মারি কি ওই মারি' করিতে লাগিল-The man was *about to beat* the boy.

EXERCISE

Write in your own English :

পাখীটি দেখিতে সুন্দর। সে একাকী থাকিতে ভালবাসে। তাহারা কি রোগী দেখিতে হাসপাতালে গিয়াছে? সাঁতার কাটা সহজ নয়। সে জানালা খুলিতে চেষ্টা করিয়াছিল। তাহাকে খোঁড়া বলিয়া মনে হয়। তোমাকে সৎলোক বলিয়া বিবেচনা করি। তুমি আমাকে ইহা করিতে বলিয়াছিলে। সে আমাকে যাইতে দেখিয়াছিল। আমি তোমাকে গান গাহিতে শুনিয়াছিলাম। আমি তাহাকে সত্য কথা বলিতে বাধ্য করিয়াছি। তোমার সেখানে যাবার দরকার নাই। শিক্ষক মহাশয় ছেলেদিগকে বাহিরে যাইতে আদেশ করিলেন। ইহা শুনিয়া খুবই দুঃখিত হইলাম। আমার লিখিবার কলম নাই (to write with)। সত্যকথা বলা যুদ্ধ জয় করার চেয়েও বেশি শক্ত।

CHAPTER-8
PARTICIPLES

Present Participles	verb + ing যখন Adjective-এর মতো কাজ করে।

হাসিমাখা মুখ-A *smiling* face.

নৃত্যশীলা বালিকা-A *dancing* girl.

নিমজ্জমান জাহাজ-A *sinking* ship.

উদীয়মান সূর্য-The *rising* sun.

মৃত্যুকালীন ঘোষণা-The *dying* declaration.

ফুটন্ত জলে হাত দিও না-Do not put your hand into *boiling* water.

ফুটন্ত ফুল দেখতে খুবই সুন্দর-A *blooming* flower is very beautiful to look at.

অস্তায়মান সূর্যের দিকে তাকাও-Look at the *setting* sun.

চলন্ত রেলগাড়ী থেকে লাফ দিও না-Do not jump from a *running* train.

ঘুমন্ত সিংহকে জাগাইও না-Do not rouse the *sleeping* lion.

ছেলেটি দ্রুত গতিতে ছুটিতে ছুটিতে আসিল-The boy came *running* at top speed.

কুকুরটি লাফাইতে লাফাইতে শিকারীর কাছে আসিল-The hound came *bounding* to the hunter.

রহিম একটি উড়ন্ত পাখীকে গুলি করিয়া মারিল-Rahim shot dead a *flying* bird.

ফুটন্ত ফুলের মাঝে দেখরে মায়ের হাসি-Just have a look at the sweet smile of the divine mother in the *blooming* flowers.

***Note** Present Participle-এর সাহায্যে 'করিয়া', 'রাখিয়া', 'ফিরিয়া', 'শুনিয়া' ইত্যাদি 'ইয়া' প্রত্যয়ান্ত অসমাপিকা ক্রিয়ারও ইংরেজি করা হয়। এজন্য কখনো কখনো 'Having done'-এর মতো Absolute Participle-ও করা হয়।

ইহা শুনিয়া তিনি খুব দুঃখিত হইলেন-On *hearing* this he felt very sad.

[or] *Hearing* this he felt very sad.

পিছন ফিরিয়া আমার বন্ধুটি আমাকে ডাকিল-*Turning* back my friend called me.

কাজটি শেষ করিয়া আমরা খেলিতে গেলাম-*Having* done the work we went to play.

পরিশ্রান্ত হইয়া তাহারা কিছু সময় বিশ্রাম করিল-*Being tired* they took rest for some time.

ভদ্রলোকটি চারটি ছেলে রাখিয়া মারা গেলেন-The gentleman died *leaving* four sons behind.

Past Participles	use attributively, predicatively and in passive voice.

Noun-এর পূর্বে Adjective-এর মতো যখন Past Participle ব্যবহৃত হয়, তখন তাকে attributively used past participle বলে; আর predicate বা বিধেয় অংশে ব্যবহৃত হলে predicatively used past participle বলে।

কোটরগত চক্ষু-A *sunken eye.*

ভগ্ন মন্দির-A *ruined* temple.

শুষ্ক পুষ্প-A *faded (withered)* flower.

পরিত্যক্ত পল্লী-A *deserted* village.

জলমগ্ন ব্যক্তি-A *drowned* man.

নগ্নপদ বালক-A *bare-footed* boy.

জ্যোৎস্নালোকিত রাত্রি-A *moonlit* night.

নিমন্ত্রিত অতিথি-An *invited* guest.

স্পষ্টবাদী ব্যক্তি-An *out-spoken* man.

জমাট দুধ-*Condensed* milk.

ভাঙা বোতলগুলি রাস্তায় পড়েছিল-The *broken* bottles were lying in the street.

আহত ব্যক্তিটিকে হাসপাতালে পাঠানো হল-The *wounded* man was sent to hospital.

ঘরপোড়া গোরু সিঁদুরে মেঘ দেখলে ভয় পায়-A *burnt* child dreads the fire.

তিনি এখন ধ্যানে মগ্ন-He is now *absorbed* in meditation.

তিনি একজন অবসরপ্রাপ্ত সরকারী কর্মচারী-He is a *retired* goverment officer.

তাদের বন্ধুত্ব ছিন্ন হয়েছে-Their friendship is *severed.*

অবশেষে আমাদের ভগ্ন হৃদয়ে ফিরতে হলো-At last we had to return with a *broken* heart.

রোমনগরী একদিনে নির্মিত হয়নি-Rome was not *built* in a day.

EXERCISE

Write in your own English :

আমি একটি আহত সৈনিককে দেখিলাম। শব্দ শুনিয়া লোকটি জাগিয়া উঠিল। অস্তগামী সূর্য দেখিতে সুন্দর। তাহার কোটরগত চক্ষু দেখিয়া আমার করুণা হইল। ভগ্ন মন্দিরে শুষ্ক পুষ্প পড়িয়া আছে। বিদেশ হইতে ফিরিয়া তিনি চাকরি ছাড়িয়া দিলেন। চলন্ত ট্রেনে ওঠার চেষ্টা করিও না। ঘুমন্ত রোগীকে জাগাইবে না। একজন জলমগ্ন ব্যক্তিকে উদ্ধার করিয়া সে সাহসের কাজ করিল। তিনি যে স্পষ্টবাদী ব্যক্তি তাহা সকলেই জানে। জমাট দুধে চা তৈরি করিলে স্বাদ ভালো হয়। এই বলিয়া আমি চলিয়া গেলাম। শত্রুকে পরাজিত করিয়া সে দেশ দখল করিল। ছাত্রছাত্রীরা অঙ্ক কষায় নিযুক্ত আছে।

CHAPTER—9

COMPLEX SENTENCES

[WITH SEQUENCE OF TENSES]

A Complex Sentence must have a principal clause and one or more subordinate clause or clauses.

Complex Sentence-এ একটি Principal Clause বা প্রধান বাক্যাংশ এবং এক বা একাধিক Subordinate Clause বা অপ্রধান বা নির্ভরশীল (dependent) বাক্যাংশ থাকে।

Subordinate clause-গুলি তিন প্রকারের—(1) **Noun Clause.** (2) **Adjective Clause** বা **Relative Clause.** (3) **Adverbial Clause.**

Complex Sentence-এর গঠনে দুটি বিষয়ের প্রতি মনোযোগ দেওয়া দরকার :

(1) Sequence of Tense *বা ক্রিয়ার কাল সঙ্গতি।*

(2) Position of Subordinate Clause *বা অপ্রধান বাক্যাংশের অবস্থান।*

এই দুটি বিষয়ে ইংরেজিতে সঠিক পদ্ধতি আয়ত্ত না করলে অদ্ভুত রকমের ভুল হয়।

Noun clause	Noun-এর মতো Subject বা Object হয়।

Sequence of Tense : The past tense of a principal clause is followed by a past tense of a subordinate clause. The present and the future tenses may be followed by any tenses. [Pr. clause-এর Past tense-এর ক্রিয়ার পর Sub. clause-এ past tense-এর ক্রিয়া হবে। Pr. clause-এ present tense বা future tense থাকলে subordinate clause-এ যে কোন tense-এর ক্রিয়া থাকতে পারে।]

But an eternal truth or a habitual truth or a happening that is unchanged at the time of speaking is always used in the Present tense. [কেবলমাত্র চিরন্তন সত্য, অভ্যাসগত সত্য অথবা এমন ঘটনা যা বক্তার বলার সময়েও অপরিবর্তিত আছে—এরূপ ক্ষেত্রে সর্বদাই Present tense হয়।]

Position of Noun Clause : A Noun clause is used at first if it is the subject and it is used after verb or a preposition if it is the object of the same. Sometimes it may be used as an Apposition to a noun or a pronoun. [Noun clause যদি subject হয়, বাক্যের প্রথমে বসে; আর যদি Object হয়, তাহলে Verb বা Preposition-এর পরে বসে। কখনো কখনো noun বা pronoun-এর Apposition হিসাবেও Noun clause বসতে পারে।]

তুমি যে পরীক্ষায় কৃতকার্য হবে, তা নিশ্চিত–*That you will succeed in the examination* is certain.

যা প্রতিকার করা যায় না, তা সহ্য করতে হবে–*What cannot be cured* must be endured.

আমি কি চাই, তা কি অনুমান করতে পার? Can you guess *what I want?*

আমি দেখলাম যে ঘড়িটা বন্ধ হয়ে গেছে–I found *that the clock had stopped.* (has stopped নয়)।

তোমার কি বলবার আছে তা আমি বুঝেছি–I have understood *what you have got so say.*

তুমি যে এমন অপয়া তা আমি স্বপ্নেও ভাবিনি–I never dreamt *that you were such an unlucky fellow.*

তুমি কি জানতে, সে কোথায় থাকে? Did you know *where he lived?*

তিনি বলেছিলেন যে, তুমি শীঘ্রই বাড়ী আসবে–He said *that you would come home shortly.*

আমি শুনেছিলাম যে, সে একখানা বই হারিয়েছে–I heard *that he had lost a book.*

তিনি আমাকে জিজ্ঞাসা করলেন আমার বয়স কত? He asked me *how old I was.*

সে যে কেন অকৃতকার্য হলো, তা বলতে পারি না–I cannot say *why he has failed.*

সে কোথায় থাকে আমাকে বল–Tell me *where he lives.*

পৃথিবী যে সূর্যের চারধারে ঘোরে, তা বোধ হয় জান–Perhaps you know *that the earth moves round the sun.*

তিনি যে সৎ, তা আমার জানা ছিল–*That he is honest* was known to me.

তিনি যে মারা গিয়েছেন, এ সংবাদটি মর্মন্তুদ–The news *that he is dead* is shocking. (used as Apposition to a noun–'The news'.)

সবাই জানে যে লোকটা মিথ্যাবাদী–It is known to all *that the man is a liar.* (used as Apposition to pronoun. 'It'.)

তুমি যে এরূপ বলবে, এটাই আশ্চর্যের বিষয়–It is strange *that you should say so.* (used as Apposition to pronoun. 'It'.)

EXERCISE

Write in your own English :

তিনি যে মারা গিয়েছেন এ জনরব (rumour) মিথ্যা। নবীন বলল যে সে এবিষয়ে কিছুই শোনে নি। লোকটি যে অসৎ তা আমি জানতাম না। তখন কি করব, কিছুই ঠিক করতে পারলাম না। আমি যে পুরস্কার পেয়েছি, তা কার কাছে শুনলে? গোলাপ ফুল যে সকল ফুলের সেরা তা সকলেই স্বীকার করে। সে জানত যে, সোনা জল অপেক্ষা ভারী। শিক্ষক মহাশয় আমাদের বলেছিলেন যে সাধুতাই সর্বোৎকৃষ্ট উপায়। সে যে সকল নষ্টের গোড়া তাতে সন্দেহ নেই। তিনি বোধ হয় মনে করেন যে আমি কিছু জানি না। কেমন করে তুমি একথা বললে, তা বুঝতে পারছি না। মোটরগাড়ি কেমন করে চালাতে হয়, তা কি জান? ইহা দুঃখের বিষয় যে তিনি অল্প বয়সে মারা গেলেন। আমি কবে যাব তার ঠিক নেই। এরূপ ব্যাপার যে ঘটবে, তা আমার আদৌ বিশ্বাস ছিল না।

Adjective Clause	Adjective-এর মতো তার পূর্ববর্তী Antecedent হিসাবে ব্যবহৃত Noun বা Pronoun- কে qualify করে।

Sequence of Tense : Principal Clause এবং Subordinate Adjective Clause-এর মধ্যে tense-এর কোন মিল রাখার আবশ্যক না হওয়ায় এক্ষেত্রে sequence of tense-এর গোলমালের কোন আশঙ্কা নেই।

Position of Adjective Clause : Adjective Clause যে Noun বা Pronoun-কে qualify করে, সেই Antecedent-এর অব্যবহিত পরে বসে।

যে লোকটি খুন করেছিল, তাকে গ্রেফতার করা হয়েছে–The man *who committed the murder* has been arrested.

যে ছেলেটিকে কাল আমার সঙ্গে দেখেছিলে, সে আমার ছোট ভাই–The boy *whom you saw with me yesterday* is my younger brother.

যে মিথ্যা কথা বলে কেউই তাকে বিশ্বাস করে না–Nobody believes him *who tells a lie.*

যে বইগুলি সে কিনেছিল, সেগুলির একটিও পাঠের যোগ্য নয়–None of the books *which he purchased* is worth reading.

সেই একমাত্র মেয়ে যে আমার প্রশ্নের উত্তর দিতে পেরেছিল–She is the only girl *who could answer my question.*

যা চক্‌চক্ করে তাই সোনা নয়–All *that glitters* is not gold.

যারা স্বাবলম্বী, ভগবান তাদের সাহায্য করে–Heaven helps those *who help themselves.*

যে কুকুর ঘেউ ঘেউ করে, সে কখনো কামড়ায় না–The dog that barks never bites.

জীব দিয়েছেন যিনি আহার দেবেন তিনি–He *who has given us life* will provide us food.

সমবেত লোকেরা সমস্বরে গাহিয়া উঠিল–Those *who were present* broke into a chorus.

শ্রীরামপুর একটি বড় গ্রাম যা পূর্ব-পশ্চিমে তিন মাইল লম্বা–Srirampur is a large village *which extends three miles from east to west.*

এই বাগানটির কথা আপনাকে বলেছিলাম–This is the garden *of which I spoke to you.*

[ব্যক্তির ক্ষেত্রে *who, whose, whom,* বস্তুর ক্ষেত্রে *which* এবং ব্যক্তি ও বস্তু বা ইতর প্রাণী সব ক্ষেত্রেই *that* বসতে পারে।]

EXERCISE–II

Write in your own English :

আমরা যে দেশে বাস করি, তার নাম ভারতবর্ষ। যে মিথ্যা কথা বলে, তাকে সকলে ঘৃণা করে। যিনি পরের উপকারের জন্য ক্ষতি স্বীকার করেন, তিনিই প্রকৃত মানুষ। যারা কাঁচের ঘরে বাস করে, তাদের অপরকে ঢিল ছোঁড়া উচিত নয়। আমি যত বই পড়েছি, তার মধ্যে এটি সবচেয়ে ভালো। যারা বেশি খায়, তারা শীঘ্রই পরিপাক শক্তি হারায়। যে পরের দুঃখে কাতর হয় না, তাকে কেউ সম্মান করে না। চোরটাকে যে শাস্তি দেওয়া হয়েছে, তাই যথেষ্ট। তুমি যে ভুলগুলি করেছিলে সেগুলি আমি সংশোধন করে দিয়েছি। যে সবচেয়ে বেশি জানে, সে সবচেয়ে কম কথা বলে।

Adverbial Clause	**Adverb**-এর মতো সাধারণতঃ কোন **Verb, Adjective** বা অন্য কোন **Adverb**- কে **modify** করে।

Sequence of Tense: Principal clause-টি past tense হলে Subordinate Adverbial Clause-টি past tense হয়; Pr. Clause-টি future tense হলে Sub. Adv. Clause-টি present tense হয়; Pr. Clause-টি present tense হলে Sub. Adv. Clause-টি যে কোন tense-এর হতে পারে। আর Adverbial Clause-টি যদি comparison বোঝায়, তাহলে Principal Clause এবং Subordinate Clause-এর finite verb-এর মধ্যে tense-এর মিল রাখার ব্যাকরণগত কোন প্রয়োজন হয় না, অর্থানুযায়ী তা যে কোন tense হতে পারে।

Position of Adverbial Clause: Adverbial Clause-টি সাধারণতঃ Principal Clause-এর পরে বসে। তবে *when if, though, although, since, as, as fast as* ইত্যাদি দ্বারা Adverb Clause-আরম্ভ হলে কখনো কখনো clause-টি sentence-এর প্রথমে বসে। সেক্ষেত্রে Adv. cl. -এর পরে একটি (,) কমা বসাতে হয়।

যতক্ষণ সে না আসে, এখানে অপেক্ষা কর–Wait here *till (until) he comes.*

সে এত দুর্বল যে নড়াচড়া করতে পারে না–He is so weak *that he can not move.*

টিউবটি এত গরম যে ধরে রাখা যায় না–The tube is so hot *that it cannot be held up.*

সে মজা দেখার জন্য দাঁড়িয়ে পড়ল–He stopped short *that he might see the fun.*

তার যেখানে ইচ্ছা, সেখানে যেতে পারে–He may go *wherever he likes.*

সে যখন খুশি তখন বাড়ি যায়—He goes home *whenever he likes.*

আপনি কি করে লোকটিকে সহ্য করেন, ভেবে অবাক হই–I wonder *how you can tolerate the man.*

ট্রেনটি ছেড়ে যাওয়ার পূর্বে আমরা ষ্টেশনে পৌছলাম–We had reached the station *before the train started.*

যতক্ষণ না বাঁকটিতে পৌঁছাও, ততক্ষণ হেঁটে চল–Walk on *till you reach the curve.*

পুলিশ আসামাত্র চোরটি পালিয়ে গেল–The thief left the place (fled) *as soon as the police arrived.*

এই অঙ্কগুলি এত কঠিন যে আমি এর একটাও করতে পারিনি–These sums are difficult *that I could not solve any of them.*

যেখানে দেবদূতেরা যেতে ভয় পায়, সেখানে বোকারা ছুটে যায়–Fools rush in *where angels fear to tread.*

তুমি লেখাপড়া ছেড়ে দিলে আমি দুঃখিত হব–I shall be sorry *if you give up your studies.* [or] *If you give up your studies,* I shall be sorry.

বিড়াল না থাকলে ইঁদুরেরা খেলা করে–When *the cat is away,* the mice will play.

যদিও তিনি দরিদ্র, তথাপি তিনি একজন সৎ ব্যক্তি–*Though he is poor,* he is an honest man.

জ্বরে শয্যাগত থাকায় তিনি সভায় উপস্থিত হতে পারেননি—*As he was laid up with fever,* he could not attend the meeting.

তিনি দরিদ্র হওয়ায় বেশি চাঁদা দিতে পারেন নি—*As he is poor,* he could not contribute much.

তিনি দরিদ্র হলেও প্রচুর চাঁদা দিয়েছিলেন—*Poor as he is,* [= though he is poor] he contributed much.

আমি যতদূর জানি, তার নৈতিক চরিত্র ভালো—*As far as I know (so far as I know),* he bears a good moral character.

জীবদ্দশায় আমি তার মুখ দর্শন করব না—I will not see his face *as long as I live.*

সূর্য উঠলেই আমি রওনা হব—I shall start just *when the sun rises.*

তিনি এখানে আসা মাত্রই তাঁকে অভিনন্দন জানানো হবে—He will be welcomed *as soon as he comes here.*

সে ঘরে ঢুকামাত্র ঘড়িতে পাঁচটা বাজল—Just as he entered the room, the clock struck five.

আমাদের লাভের চেয়ে লোকসান বেশি হলো—We lost more *than we gained.*

বিমল যেমন মেধাবী তার বাবা তেমন মেধাবী ছিলেন না—Bimal's father was not as talented *as he is.* (তুলনা)

তুমি যেরূপ তাড়াতাড়ি লিখতে পার, তিনিও তেমন তাড়াতাড়ি লিখতে পারতেন— He too could write *as swiftly as you can.* (তুলনা)

আকাশে রামধনু দেখলে আমার হৃদয় নেচে ওঠে—My heart leaps up *when I behold a rain-bow in the sky.*

তিনি স্বীয় উদ্দেশ্য সাধনের জন্য আপনার আনুগত্য করেন— He dances attendance on you *that he may achieve his own end.*

EXERCISE–III

Write in your own English :

আমরা ফিরে না আসা পর্যন্ত অপেক্ষা কর। রাত্রি এত ঘন অন্ধকার ছিল যে, আমরা হাতড়ে হাতড়ে চলতে লাগলাম। আমি যতদিন বাঁচব, ততদিন তোমার কথা মনে থাকবে। তাকে যতটা বোকা মনে হয়, তার চেয়েও বোকা। সক্রেটিস যেমন জ্ঞানী, তেমনি সৎ ছিলেন। যখন আগুন নির্তল, তখন সকলে বাড়ি ফিরে গেল। যেইমাত্র শিশেমশাই বাইরে এলেন, তখনি চোরটা পালাল। যতক্ষণ শ্বাস, ততক্ষণ আশ। আমি না ধরতাম, তাহলে খুনোখুনি হয়ে যেত। আমার যতদূর বিশ্বাস, তোমার এ চালাকি খাটবে না। তিনি দ্রুত কথা বলছিলেন যে আমি তাঁর কথা বুঝতে পারিনি। বৃষ্টি আসার আগে আমাকে বাড়ী যেতে হবে। পর্যন্ত না আমরা হাঁপিয়ে পড়লাম, সে পর্যন্ত আমরা ছুটতে লাগলাম। তুমি যত পরিশ্রম কর, আমি ও কাউকেও এত পরিশ্রম করতে দেখি নি। সুযোগকে যদি বয়ে যেতে দাও, তাহলে তুমি আর সুযোগ পাবে না। শেষ নিঃশ্বাস ত্যাগ না করা পর্যন্ত তিনি ডাক্তার বিধান রায়ের চিকিৎসাধীন ছিলেন। যেরূপ আশা করেছিলে তুমি সেইরূপ সফল হয়েছ।

CHAPTER—10
COMPOUND SENTENCES

A compound sentence must have two or more principal clauses or co-dinating clauses. It may have a subordinate clause or may not.

Compound Sentence-এ দুই বা ততোধিক principal clause বা co-rdinating clause থাকে। এতে subordinate clause থাকতে পারে, নাও থাকতে পারে।

Compound Sentence সাধারণতঃ *And, But, Or, As well as, Either.....or, Neither.....nor, Not only..... but also* ইত্যাদি co-ordinating conjunction দ্বারা যুক্ত হয়।

And

অধিক আদরে ছেলে বাঁদর হয়— Spare the rod *and* spoil the child.

পাপের বিরুদ্ধে দাঁড়াও, পাপ সরে যাবে— Resist the devil *and* he will flee from you.

অনেক স্কুল এগারোটায় বসে এবং চারটায় ছুটি হয়– Many schools start at 11 a. m. *and* break up at 4 p. m.

অতিথিরা আসুক, তারপর আমরা খেতে বসব— Let the guests come first *and* we shall then sit down to dinner.

তিনি চিঠিখানা লিখেছেন এবং ডাকে ফেলেছেন— He has written the letter *and* posted it.

But

উমেশ বুদ্ধিমান কিন্তু কর্তব্যপরায়ণ নয়— Umesh is intelligent *but* not dutiful.

লোকটি সৎ কিন্তু বড় বোকা—The man is honest *but* very dull.

এই গ্রামটি স্বাস্থ্যকর, কিন্তু এর নিকটবর্তী গ্রামগুলি অস্বাস্থ্যকর—This village is healthy, *but* those adjoining are unhealthy.

তিনি কাজ ভালোই করেন, কিন্তু প্রথমে স্নায়ুদৌর্বল্যে ভোগেন— He does his work well, *but* gets nervous at the start.

বীরেনবাবুর প্রচুর সম্পদ, কিন্তু তিনি সুখী নন— Birenbabu possesses immense wealth, *but* he is not happy.

গ্লাডস্টোন উননব্বই বছর বেঁচেছিলেন, কিন্তু শেষ পর্যন্ত তিনি যুবাপুরুষের মতো পরিশ্রম করেছেন— Gladstone lived upto eighty-nine years *but* he worked like a young man to the last.

Or

আপনি নিজে সেখানে যাবেন, না আপনার প্রতিনিধি পাঠাবেন? Will you go there yourself, *or* send a representative?

চোরটাকে ছেড়ে দেব, না পুলিশের হাতে দেব? Shall I let the thief go, *or* hand him over to the police?

এখনই বেরিয়ে পড়, না হলে ট্রেন পাবে না— Start at once, *or* you will miss the train.

আমার প্রশ্নের যথাযথ উত্তর দাও, নয়তো তোমাকে গুলি করে মারব— Answer me truly, *or* I shall shoot you dead.

মৃত্যু অথবা অপমান তোমার কপালে লেখা আছে— Death *or* disgrace is in store for you.

As well as

বিক্রমাদিত্য ও লক্ষ্মণ সেন উভয়েই বিদ্যোৎসাহী ছিলেন—Bikramaditya *as well as* Lakshman Sen was a patron of letters.

দয়া ও ন্যায়পরতা আমাদের জীবনের মূলমন্ত্র হওয়া উচিত— Kindness *as well as* justice should be the guiding principle of our life.

রাজা ও ভিখারী উভয়েই মরণশীল The king *as well as* the beggar is mortal.

***Note** As well as দ্বারা Subject যুক্ত হলে Verb-টি Singular হয়।

Either....or

হয় সে আসবে, না হয় আমি যাব— *Either* he will come *or* I shall go.

হয় ইহা গ্রহণ কর, নচেৎ বর্জন কর— *Either* take it *or* leave it.

হয় আমাকে জিনিসটি দাও, না হয় টাকা ফেরৎ দাও— *Either* give me the thing *or* refund the money.

হয় মনোযোগ দিয়ে পড়াশোনা কর, না হয় পড়াশোনা একেবারে ছেড়ে দাও–*Either* prosecute your studies diligently *or* give them up altogether.

Neither.....nor

ধন বা মান চিরদিনের জন্য নয়—*Neither* wealth *nor* honour lasts for ever.

বৃদ্ধ লোকটি দেখতেও পায় না, শুনতেও পায় না— The old man can *neither* see *nor* hear.

দুঃখ বা দারিদ্র্য কিছুতেই তার মনের শান্তি নষ্ট করতে পারে না–*Neither* afflication *nor* poverty can disturb his peace of mind.

Not only.....but also

এই লোকটি কেবল বোকা নয়, দুষ্টও বটে This fellow is *not only* a fool, *but also* a knave.

সে কেবল নির্বোধ নয়, একগুঁয়েও বটে—He is *not only* foolish, *but also* obstinate.

রাজা হর্ষবর্দ্ধন কেবল বিদ্যানুরাগী ছিলেন না, নিজে গ্রন্থকারও ছিলেন—King Harshavardhan was *not only* a lover of learning, *but also* an author himself.

Ellipses—শব্দের লোপ

সে তার কাজ করল, আমি আমার— He *did* his work and *I, mine*.

তারা আমাদের কর্তব্য করুক, তোমরা তোমাদের— Let them *do* their duty and *you, yours*.

পৃথিবী সূর্যের চারধারে ঘোরে, চন্দ্র পৃথিবীর— The earth *moves* round the sun; *the moon, the earth*.

সে হাজার লোকের সম্মুখীন হতে পারে, কিন্তু আমার নয়—He can *face* thousand people, *but not me*.

বাংলা উর্বর ও কৃষি প্রধান দেশ Bengal is a fertile and *agricultaral country*.

আর সাতদিন পরেই সমস্ত রাজবন্দী মুক্তিলাভ করবে— *Seven days more* and all the political prisoners *will be released*.

আর চারদিন পরেই আমাদের পরীক্ষা আরম্ভ হবে— *Four days more* and our examination *will commence*.

Note : Compound Sentence- এ কখনো কখনো কোন Verb এবং সেই সঙ্গে অন্য কোন word-ও উহ্য থাকতে পারে। একে বলা হয় Ellipsis (Pl.—Ellipses) বা শব্দলোপ।

EXERCISE

Write in your own English :

সে সত্য কথা বলেছিল, কিন্তু তুমি মিথ্যা বলেছিলে। আমরা ঐক্যবদ্ধ হলে টিকে থাকি, কিন্তু বিভেদ হলে পতন হয়। হয় ঘর ছেড়ে দাও, না হলে ঠিক মতো ভাড়া দাও। তোমার সঙ্গে কথাও বলব না, তোমার মুখও দেখব না। পশুরা কথা বলতে পারে না, কিন্তু সুখ-দুঃখ অনুভব করতে পারে। অতিভোজন ও অনাহার উভয়ই স্বাস্থ্যের পক্ষে অনিষ্টকর। এই ছেলেটি মেধাবীও নয়, পরিশ্রমীও নয়। এই ঘটনার জন্য তুমিও দায়ী নয়, আমিও দায়ী নই। হিউয়েন সাং এই দেশ দেখতে ও দেশবাসীর আচার-ব্যবহার জানতে এদেশে আসেন। আমরা বাতাস দেখতেও পাই না, ধরতেও পারি না। বায়ুর রূপও নাই, গন্ধও নাই। কঠোর পরিশ্রম কর, পরীক্ষায় উত্তীর্ণ হবে।

CHAPTER-11

IDIOMATIC USES OF SOME VERBS

কাটা

মেঘ কেটে গেল— The clouds rolled away.
কলম দিয়ে কেটে দাও—Pen through (strike off) the first line.
তার নাম কাটা গেছে— His name has been struck off.
আমার সময় আর কাটে না—Time hangs heavy on me.
বিষ্টু মেঘ কেটে যাবে— The clouds will disappear soon.
একটা লোক ট্রেনে কাটা পড়েছে—A man has been run over by a train.
তাঁর বইগুলি বেশ কাটছে— His books are selling well.
সব বইগুলিতে পোকায় কেটেছে— Worms have eaten into all the books.
তিনি বড় কষ্টে সময় কাটাচ্ছেন— He is having a very hard time.

ছাঁটা

মাথার প্রায় সব চুলগুলিই ছাঁটা গেছে— Almost all his hair has fallen off.
দোকানটি উঠে গেছে— The shop has been abolished.
সে এবার প্রমোশন পাবে না— He has not been promoted this year.
আগুনটা খুব ছাঁটছে—The fire has blazed up.
এটি এখন উঠে গেছে—This custom is now out of fashion.

খাওয়া

এক পেয়ালা চা খাও— Just have a cup of tea.
তিনি সিগারেট খান না— He does not smoke cigarettes.
সে বেশ বকুনি খেয়েছে— He has got a good scolding.
ওষুধটা দিনে দুইবারে খাবে— Take this medicine twice daily.

থাকা

আমি একরকম আছি— I am so so.
তুমি কোথায় থাক?- Where do you put up?
এ বিষয়ে আমার কিছু বক্তব্য আছে — I have got something to say on this subject.
এ বিষয়ে মতভেদ আছে— Opinions differ on this subject.

রাখা

বইটা টেবিলের ওপর রাখ—Put the book on the table.
টাকাটা তোমার কাছে রেখে দাও— Keep the money with you.
ও প্রস্তাব এখন রেখে দাও—Leave (Set aside) the proposal now.
আমি চেষ্টার আর কিছু বাকী রাখি নি—I have left no stone unturned.
তিনি দাড়ি রেখেছেন— He wears a beard.

ধরা

পার তো আমাকে ধর Catch me if you can.
এ পাত্রে আর ধরে না— This pot cannot hold more.
এ গাছে ফুল ধরেছে— Flowers have come up in this tree.
এ গাছে ফল ধরেছে— The tree has borne fruit.
আমার বড় মাথা ধরেছে— I have a bad headache.
তার আহ্লাদ আর ধরে না— His joy knows no bounds.
এ ঘরে বিশজন লোক ধরতে পারে— This room can accommodate 20 men.

ছাড়া

বদ অভ্যাস ছাড়— Give up bad habits.
কুসঙ্গ ছাড়— Shun (Give up) evil company.

কুকুরটাকে ছেড়ে দাও— Let the dog loose.
সে কাপড় ছেড়েছে—He has put off his clothes.
ট্রেনটি সকাল দশটায় ছাড়ে— The train leaves at 10 a. m.

চলা

সময় চলে যায়—Time flows.
দেখতে দেখতে সময় চলে যায়— Time slips by quickly.
চল, বেড়িয়ে আসি—Let us go out for a walk.
আমি আর চলতে পারি না— I cannot walk any more.
আমার ঘড়িটা ঠিক চলছে—My watch is keeping right time.
পাখাগুলি পুরোদমে চলছে— The fans are in full motion.
স্কুল পুরোদমে চলছে— The school is in full swing.
সে দিন চলে গেছে—Those days are gone.
সে আইন আর চলে না— That law is no more in force.
আমার সংসার আর চলে না— I can hardly support my family.
এখন ব্যবসাবাণিজ্য চলছে না— Business is dull now.

বলা

সত্য কথা বল—Speak the truth.
মিথ্যা কথা বলিও না— Do not tell a lie.
তারা ক্লাসে কথা বলছিল—They were talking in the class.
তুমি তাকে মূর্খ বলেছিলে—You called him a fool.
কাউকে কড়া কথা বলো না—Do not use harsh words to anybody.
তুমি বল আর না বল, তুমিই একাজ করেছ—Admit it or not, it is you who have done this.

দেওয়া

তাকে আর লজ্জা দিও না—Do not put him to more shame.
তিনি আমাকে আশ্রয় দিয়েছেন—He has given me shelter.
এই বাড়িটা ভাড়া দেওয়া হবে—This house is to let.
নিজের চরকায় তেল দাও— Oil your won machine.

পড়া

গাধাটা খানায় পড়ে গেল—The ass fell into a ditch.
বেলা পড়ে আসছে—The day is declining.
তার রাগ পড়ে গেছে—His anger has abated.
কথাটা আমার মনে পড়ছে না—I can not recollect it just now.

লাগা

মধু খেতে মিষ্টি—Honey tastes sweet.
আমার বড় ক্ষুধা লেগেছে—I feel very hungry.
আমার ঠাণ্ডা লেগেছে—I have caught a cold.
এ কোটটা আমার গায়ে লাগে না—This coat does not fit me.
এতে আমার এক পয়সাও লাগে নি—It cost me not a single farthing.
এখানে থাকতে আর আমার ভালো লাগে না—I do not like staying here any more.
এ কাজ করতে আমার এক মাস লাগবে—It will take me a month to finish the work.
জিনিসটি তাঁর মনে লেগেছে—He has taken a fancy to the thing.

CHAPTER-12

BENGALI PARTICLES

ই

আমিই ইহা করিয়াছি—*It is I* who have done it. [or] I *myself* have done it.
আমি নিজেই সেখানে গিয়াছিলাম—I went there *myself.*
এই কলমটিই আমি চাহিয়াছিলাম—This is *just* the pen I wanted.
ইহা তোমারই কাজ—*It is you* who have done it.
অহঙ্কারই পতনের কারণ—*It is pride* that brings about fall.
ধার্মিকেরাই সুখী—The virtuous *alone* are happy.
একমাত্র তিনিই তোমাকে রক্ষা করিতে পারেন—*Only* he can save you.
অর্থই অনর্থের মূল—*It is money* which is at the root of all evils.
তুমি যত নষ্টের গোড়া—*It is you* who are at the root of all mischief.
আমিই তাহাকে এই খবর দিয়াছিলাম–*It is* I who gave him this information.
আজই আমি এ বিষয়ে পুলিশে সংবাদ দিব—I will report the matter to the police *this very day.*
সমীরই ঘড়িটি চুরি করিয়াছে—*None but* Samir has stolen the watch.
তাহাকে দিল্লী যাইতেই হবে—He *shall* have to go to Delhi.
তিনি রাত্রিকালে প্রায়ই কাজ করেন না—He *seldom* works at night.
আমাদিগকে সমাজের নিয়ম মানিয়া চলিতেই হইবে — We *must* abide by the laws of society.
জ্বর ছাড়িলেই ঔষধ বন্ধ করিও—Sotp this medicine as soon as the fever is *off.*
ছেলেদের প্রত্যেকেই একটি করিয়া পুরস্কার পাইল—*Each* of the boys won a prize.
যত শীঘ্র হয় ততই ভালো—The *sooner,* the *better.*

ও

তাহারা এখনও আসে নাই—They have not *yet* come.
তাহাদেরও এই মত—They *too* have the same opinion.
সেও ইহার মধ্যে জড়িত—He *too* is involved in this.
সে ইহার মধ্যেও জড়িত—He is involved in this *too.*
তুমি বলিলেও আমি উহা করিব না—I shall not do that *even* if you request me.
বোকাতেও এ বিষয় বুঝে—*Even* a fool can understand this.
সে তার বাপকেও গ্রাহ্য করে না—He does not care *even for* his father.
এমন ছেলে বাঁচলেও যা মরলেও তা—It is *all the same* whether such a boy live or die. [এক্ষেত্রে live or dies-ও হতে পারে, তবে good English নয়।]
তুমি গেলেও যা থাকলেও তা—It *matters little* whether you go or stay.
অসম্মান অপেক্ষা মৃত্যুও ভালো—*Even* death is preferable to dishonour.
এত চেষ্টা করেও কৃতকার্য হলেন না—He did not succeed *though* he tried so hard.
তার বিদ্যাও নাই, বুদ্ধি ও নাই—He has got *neither* learning *nor* intelligence.
সে নিজেও যাবে না, আমাকেও যেতে দেবে না — He will *neither* go himself *nor* will he let me go.

তো

তোমার তো সবে হাতে খড়ি—You are *but* a novice.
আজ তো রবিবার—Today is Sunday, *isn't* it ?
ভালো আছো তো?—I hope, you are *quite* well.
ইচ্ছা হয়তো করতে পার—You may do it, *if* you like.
তুমি তো আর কচি খোকা নও—You are not a *suckling* child.
আমি তো এ বিষয়ে কিছুই জানি না—I am *quite* in the dark about this matter.

আমি তো তোমার পাওনা মিটিয়ে দিয়েছি—*Why,* I have paid you off.
তিনি তো আর পাগল নন—He is not mad *after all.*
একটা সাম্রাজ্য পেলেও একাজ করব না—I will not do this *even* for a kingdom.

আর

আর না, অনেক হয়েছে—*No more,* we have *enough* of it.
আর কে কে তোমার সঙ্গে গিয়েছিল?—Who *else* accompanied you ?
তারা আর অপেক্ষা করতে পারল না—They could *no longer* wait.
তার আর আমার সঙ্গে বাক্যালাপ নেই—He and I are *no more* on speaking terms.

বরং

তুমি বরং তাকে এখানে পাঠিয়ে দাও—You *better* send him here.
বরং তুমি সেখানে যাও—you *better* go there.
["You *better* go back to bed."—'*A day's Wait,* by *Ernest Hemingway.*]
অপমানের চেয়ে বরং মৃত্যু ভালো—*Better* death than dishonour.
আমি বরং মরব, তথাপি মিথ্যা বলব না—I will *rather* die *than* tell a lie.
তিনি বরং ক্ষতি স্বীকার করবেন, তথাপি কাউকে ঠকাবেন না—He will *rather* suffer a loss than deceive anybody. [*Rather.....than*—He would *rather* starve *than* die—*Thomson & martinet.*]
তিনি তো আমাকে সাহায্য করেনই না, বরং সর্বত্র আমার নিন্দা করে বেড়ান—He does not help me ; *on the contrary,* he goes about speaking ill of me everywhere.

বটে

বটে! *Indeed,* it is true.
হ্যাঁ, তাই বটে—Yes, that is so.
তাইতো বটে—It is *exactly* so.
তাঁর কথা ঠিক বটে—He is *quite* correct.
সে দরিদ্র বটে, কিন্তু সৎ—He is poor *indeed,* but he is honest.
বটে! সে একাজ করেছে ?— *What* ! Has he done this ?
বটে! তার এত দেমাক ?—*Really!* Is he so very proud?
সে আমার কাছে এসেছিল বটে, কিন্তু কিছু বলে নি— *No doubt* he came to me, but he did not tell me anything.
সে ধনী বটে কিন্তু এক পয়সা পরের জন্য ব্যয় করে না—He is rich *no doubt,* but he does not spend even a farthing for others.
যা রটে, তা কিছু তো বটে—*Every* rumour has *some* truth at the bottom.

CHAPTER—13

IDIOMATIC COMPARISONS

There are some Idiomatic comparisons in standard English. It is very useful to enrich the language skill.

Standard English-এ কিছু Idiomatic Comparison বা বাগ্‌ধারা ধর্মী উপমা ব্যবহার করা হয়। ইংরেজি জ্ঞান সমৃদ্ধ করার জন্য এগুলি শেখার প্রয়োজন হয়।

1. As black as coal—কয়লার মত কালো।
2. As bright as day—দিনের মত উজ্জ্বল।
3. As brave as lion—সিংহের মত সাহসী।
4. As brisk as a butterfly— প্রজাপতির মত চঞ্চল।
5. As busy as a bee—মৌমাছির মত তৎপর।
6. As cheerful as a lark—চাতকের মত প্রসন্ন।

7. As clear as day—দিনের মত পরিষ্কার।
8. As cold as ice—বরফের মত ঠাণ্ডা।
9. As cunning as a fox—শেয়ালের মত চতুর।
10. As dumb as a statue—মূর্তির ন্যায় নির্বাক।
11. As fair as a rose—গোলাপের মত সুন্দর।
12. As fast as a hare—খরগোসের মত দ্রুত।
13. As fast as mind—মনের মত দ্রুতগতি।
14. As fat as a pig—শূকরের মত মোটা।
15. As fierce as a tiger—ব্যাঘ্রের ন্যায় হিংস্র।
16. As free as air (a bird)—বাতাসের (পাখীর) ন্যায় স্বাধীন।
17. As fresh as a rose—গোলাপের মত সতেজ।
18. As gay as a lark—চাতকের মত প্রফুল্ল।
19. As gentle as a lamb—মেষের মত নম্র।
20. As grave as a judge—বিচারকের ন্যায় গম্ভীর।
21. As greedy as wolf—নেকড়ের মত লোভী।
22. As green as grass—ঘাসের মত সবুজ।
23. As hard as stone—পাথরের মত শক্ত।
24. As hoarse as a crow—কাকের মত কর্কশ।
25. As hot as fire—আগুনের মত তপ্ত।
26. As hungry as a hawk—বাজপাখীর মত ক্ষুধার্ত।
27. As light as a feather—পালকের মত হাল্কা।
28. As loud as a thunder—বজ্রের মত তীব্র।
29. As mute as a fish —মাছের মত বোবা।
30. As obstinate as a mule—খচ্চরের মত জেদী।
31. As old as the hills—পাহাড়ের মত প্রাচীন।
32. As playful as a kitten—বিড়ালছানার মত ক্রীড়ামোদী।
33. As poor as a church-mouse—গীর্জার ইঁদুরের মত দরিদ্র।
34. As proud as a peacock—ময়ূরের মত গর্বিত।
35. As quick as thought—চিন্তাধারার ন্যায় দ্রুত।
36. As quiet as a lamb—মেষশাবকের মত শান্ত।
37. As rapid as lightning—বিদ্যুতের মত দ্রুত।
38. As red as blood—রক্তের মত লাল।
39. As sharp as a razor—ক্ষুরের মত ধারালো।
40. As silent as a grave—কবরের ন্যায় নীরব।
41. As silly as a sheep—ভেড়ার ন্যায় নির্বোধ।
42. As sure as death—মৃত্যুর মত নিশ্চিত।
43. As sweet as honey—মধুর মত মিষ্ট।
44. As swift as an arrow—তীরের ন্যায় দ্রুত।
45. As timid as a hare—খরগোসের ন্যায় ভীত।
46. As tricky as a monkey—বাঁদরের মত কৌশলী (ধূর্ত)।
47. As vain as a peacock—ময়ূরের মত বিলাসী।
48. As warm as wool—পশমের মত গরম।
49. As weak as a kitten—বিড়ালছানার মত দুর্বল।
50. As white as snow—তুষারের ন্যায় শুভ্র।

CHAPTER 14
PROVERBS

অতি দর্পে হতা লঙ্কা—Pride goes before destruction.
অতি লোভে তাঁতী নষ্ট—Grasp all lose all.
অতি ভক্তি চোরের লক্ষণ—Too much courtsey, too much craft.
অধিক সন্ন্যাসীতে গাজন নষ্ট—Too many cooks spoil the broth.
অঙ্গারঃ শতধৌতেন মলিনত্বং ন যায়তে—The leopard cannot change his spots.
অল্প বিদ্যা ভয়ঙ্করী—A little learning is a dangerous thing.
অসারের তর্জন গর্জন সার / ফোঁপরা ঢেঁকির শব্দ বেশি } Empty vessels sound much.
আয় বুঝে ব্যয় কর—Cut your coat according to your cloth.
আলোর নীচেই অন্ধকার—The nearer the church, the forther from God. [or[The nearest to the church, the f. rthest from God.
ইচ্ছা থাকলেই উপায় হয়—Where there is a will, there is a way.
উলুবনে মুক্তা ছড়ানো—To cast pearls before swine.
উঠতি মূলো পত্তনে চেনা যায়—Morning shows the day.
উঠল বাই, তো কটক যাই—To act on the spur of the moment
এক হাতে তালি বাজে না—It takes two to make a quarrel.
এক মাঘে শীত যায় না—One swallow does not make a summer.
এক মুখে দুই কথা—To blow hot and cold in the same breath.
কষ্ট বিনা কেষ্ট মেলে না—No pains, no gains.
কারও পৌষ মাস, কারও সর্বনাশ—What is sport to one is death to another.
ক্ষিদের বাড়া চাটনি নেই—Hunger is the best sauce.
ক্ষিদের জ্বালায় মাথার ঠিক থাকে না—A hungery fox is an angry fox.
গোরু মেরে জুতা দান—To rob Peter to pay Paul.
গাইতে গাইতে গায়েন,বাজাতে বাজাতে বায়েন—Practice makes perfect.
গতস্য শোচনা নাস্তি—Let bygones be bygones.
গাছে কাঁঠাল গোঁফে তেল / অথবা / কালনেমির লঙ্কাভাগ } To count one's chickens before they are hatched.
ঘরপোড়া গোরু সিঁদুরে মেঘ দেখলে ডরায়—A burnt child dreads the fire.
চোরা না শুনে ধর্মের কাহিনী—The devil will not listen to the scriptures.
ছেঁড়া কাঁথায় শুয়ে লাখ টাকার স্বপ্ন দেখা—To build castles in the air.
জলে কুমীর ডাঙ্গায় বাঘ—Between the devil and the deep sea.
জ্বলন্ত আগুনে ঘৃতাহুতি—To add fuel to the fire.
জোর যার মুলুক তার—Might is right.
ঝোপ বুঝে কোপ মার—Strike the iron while it is hot.
ঠাকুর ঘরে কে ? আমি কলা খাই নি— A guilty mind is always suspicious.
ঢিল মারলে পাটকেলটি খেতে হয়—Tit for tat.
তেলা মাথায় তেল দেওয়া—To carry coal to Newcastle. [coal নয়]
দশের লাঠি একের বোঝা—Many a little makes a mickle.
নানা মুনির নানা মত—Many men. many minds.
নাই মামার চেয়ে কানা মামা ভালো—Half a loaf is better than no loaf.
নাচতে না জানলে উঠান বাঁকা—A bad workman quarrels with his tools.
না আঁচালে বিশ্বাস নেই—There is many a slip between the cup and the lip.
নিজের চরকায় তেল দাও—Oil your own machine.

নিজের নাক কেটে পরের যাত্রা ভঙ্গ করা—To cut off one's nose to spite one's face.
নেংটার নেই বাটপাড়ের ভয়—A pauper has nothing to lose.
পাপের ধন প্রায়শ্চিত্তে হয়— Ill got, ill spent.
বল্প আঁটুনি ফক্কা গেরো—Penny wise, pound foolish.
বহুরারম্ভে লঘু ক্রিয়া—Much ado about nothing. (Shakespeare)
বরের ঘরের পিসী, কনের ঘরের মাসী— He runs with the hare and hunts with the hounds.
বামুন গেল ঘর তো লাঙ্গল তুলে ধর—When the cat is away, the mice will play.
বিনা মেঘে বজ্রপাত—A bolt from the blue.
ভাগের মা গঙ্গা পায় না—Everybody's business is nobody's business.
ভাগ্যে যা আছে তাই হবে—What is lotted cannot be blotted.
ভিক্ষার চাল কাঁড়া আর আকাঁড়া—Beggars cannot be choosers.
মড়ার উপর খাঁড়ার ঘা—To add insult to injury.
মুনীনাঞ্চ মতিভ্রমঃ/মানুষ মাত্রেই ভুল হয়—To err is human.
মাথা নেই তার মাথাব্যথা—A beggar can never be a bankrupt.
মৌনং সম্মতি লক্ষণং—Silence gives consent.
যতক্ষণ শ্বাস ততক্ষণ আশ—While there is life, there is hope.
যদ্দিন দেশে যদাচার—While in Rome do as the Romans do.
যত গর্জায় তত বর্ষায় না—Much cry and little wool.
যার জ্বালা সেই জানে—The wearer knows best where the shoe pinches.
যাকে দেখতে নারি তার চলন বাঁকা—Faults are thick where love is thin.
যেমন কর্ম তেমনি ফল—As you sow, so you will reap.
যার ধন তার ধন নয়, নেপোয় মারে দই—One sows, another reaps.
লক্ষ্মী চঞ্চলা—Fortune is fickle.
শঠে শাঠ্যং সমাচরেৎ —Tit for tat.
সব ভালো যার শেষ ভালো—All's well that ends well.
সর্বমত্যন্তগর্হিতম্—Too much of anything is bad.
সবুরে মেওয়া ফলে—Patience has its reward.
সাপ হয়ে কাটে, ওঝা হয়ে ঝাড়ে—He runs with the hare and hunts with the hounds.
সে রামও নেই, সে অযোধ্যাও নেই—O the times, O the manners !
হাটে হাঁড়ি ভেঙে দিল—The cat is out of the bag.
হাঁপাতে হাঁপাতে কাজ হয় না—A panting dog cannot be a hunting dog.
হাতী ঘোড়া গেল তল, ভেড়া বলে কত জল—Fools rush in where angels fear to tread .

A peculiar Expression :

ফুলটি ফুটি ফুটি করিয়াও ফুটিল না–The flower was about to bloom but did not bloom.
সন্ধ্যাকাশে চাঁদটি উঠি-উঠি করিতেছে—The moon is about to rise in the evening sky.

CHAPTER—15

PASSAGES FOR TRANSLATION

This is a very useful chapter also for Retranslation from English to Bengali in Bengali First Paper in Madhyamik Pariksha.
[এই অধ্যায়টি মাধ্যমিক পরীক্ষায় বাংলা প্রথমপত্রে ইংরেজি থেকে বাংলা বঙ্গানুবাদের জন্যও খুব প্রয়োজনীয়।]

EXAMPLES OF WORKED OUT

1

দেশাত্মবোধ হল দেশের প্রতি ভালবাসা। এটি একটি শক্তিশালী এবং সম্পূর্ণ স্বার্থপরতাহীন ও মহৎ আবেগ। একজন দেশপ্রেমিক তাঁর দেশের মঙ্গলের জন্য নিজের জীবন পর্যন্ত উৎসর্গ করতে পারেন। এটা এমন একটি আদর্শবাদ যা সাহস এবং শক্তি দেয়। কিন্তু মেকি দেশপ্রেম মানুষকে সংকীর্ণমনা এবং স্বার্থপর করে তোলে।

Patriotism is love for one's country. It is a powerful sentiment and wholly unselfish and noble. A patriot can sacrifice even his own life for the good of his country. It is idealism that gives courage and strength. But false patriotism makes a man narrow-minded and selfish. **[M. P. 1988]**

2

খ্রীষ্টের জন্মের পর প্রায় পাঁচশ' বছর পূর্বে সক্রেটিশ এথেন্সে বাস করতেন। তিনি ধনীর ঘরে জন্মাননি এবং প্রকৃতপক্ষে সারাজীবনই তিনি দরিদ্র ছিলেন, কারণ শিষ্যদের তিনি যা শিক্ষা দিতেন সেজন্য তাদের কাছ থেকে কখনো অর্থ চাইতেন না। তিনি অর্থের জন্য নয়, জ্ঞানের প্রতি ভালোবাসার জন্যই শিক্ষা দিতেন।

Socrates lived in Athens, nearly 500 years before the birth of Christ. He was not born rich and indeed all his life he was poor, for he never asked his pupils to pay for what he taught them. He taught for the love of wisdom, not for money. **[M. P. 1989]**

3

কর্মরত গোখেলকে দেখা যেমন আনন্দদায়ক, তেমনি শিক্ষাপ্রদ। তিনি কখনো একটি মুহূর্তও অপচয় করতেন না। তাঁর ব্যক্তিগত সম্পর্ক এবং বন্ধুত্ব সবই ছিল জনকল্যাণের জন্য। তাঁর সব কথাতেই ছিল কেবল দেশের মঙ্গলচিন্তা এবং সেগুলি ছিল অসত্য এবং নিষ্ঠাহীনতা থেকে সম্পূর্ণ মুক্ত।

To see Gokhale at work was as much a joy as an education. He never wasted a minute. His private relations and friendships were all for public good. All his talks had reference only to the good of the country and were absolutely free from any trace of untruth and insincerity. **[M. P. 1990]**

4

সততা একটি মহৎগুণ। যদি তুমি কাউকে প্রতারণা না কর, মিথ্যা কথা না বল, অন্যের সঙ্গে ব্যবহারে ন্যায়নিষ্ঠ এবং পরিচ্ছন্ন থাক, তাহলেই তুমি হবে সৎ মানুষ। সততাই শ্রেষ্ঠ নীতি। একজন সৎ মানুষ সকলের কাছে সম্মানিত হন। সৎ ব্যক্তিকে প্রত্যেকেই বিশ্বাস করে। সৎ না হলে কেউই জীবনে উন্নতি করতে পারে না।

Honesty is a great virtue. If you do not deceive others, if you do not tell a lie, if you are strictly just and fair in your dealings with others, you are an honest man. Honesty is the best policy. An honest man is respected by all. Every man trusts on honest man. None can prosper in life if he is not honest. **[M. P. 1991]**

5

ছাত্রজীবন হলো ভবিষ্যৎ প্রস্তুতির কাল। এটি হলো জীবনের সবচেয়ে গুরুত্বপূর্ণ সময়। একজন ছাত্র আজ কিশোর। কিন্তু আগামীদিনে সে হয়ে উঠবে পূর্ণবয়স্ক। তার নানারকম কর্তব্য আছে। সেগুলি তার ভালোভাবে করা উচিত। ছাত্র হিসেবে তার প্রথম কর্তব্য হলো লেখাপড়া শেখা। তার পড়াশুনার প্রতি সচেতন হওয়া উচিত।

Student life is the stage of preparatioon for future. This is the most important period of life. A students is young today. But he will be a man to-morrow. He has different duties. He should perform them well. As a student, his first duty is to study and learn. He should be careful to his lessons. **[M. P. 1992]**

6

জীবনে সুখের জন্য নিঃসন্দেহে সম্পদের প্রয়োজন কিন্তু মুষ্টিমেয় কয়েকজনের হাতে সম্পদের কেন্দ্রীভূত হওয়ার প্রবণতা আছে। এর ফলে ধনী হয় আরো ধনী, দরিদ্র হয় আরো দরিদ্র। এটা নিশ্চিতই সম্পদের অপব্যবহার। এটা সকলের মধ্যে সুষ্ঠুভাবে বন্টিত হওয়া উচিত যাতে তা সমাজে সর্বাধিক মানুষের কাছে সুখ এনে দিতে পারে।

Wealth is no doubt necessary for happiness in life. But it has a tendency to concentrate in the hands of a few. The result is the rich become richer and the poor poorer. This is certainly a misuse of wealth. It should be fairly distributed among all, so that is may bring happiness to the greatest number of people in the society. **[M. P. 1993]**

7

ছাত্রদের নিজস্ব কর্তব্য আছে। নিজেদের প্রতি, পিতামাতার প্রতি, আত্মীয়-স্বজনের প্রতি, দেশের প্রতি এবং সামগ্রিকভাবে সমাজের প্রতি তাদের কর্তব্য আছে। ছাত্রজীবন হলো জীবনের বীজবপনের সময়। সেজন্য একজন ছাত্রের উচিত তার স্বাস্থ্য গঠন করা, ভালো অভ্যাস গড়ে তোলা এবং ভালো ব্যবহার করা। জীবনে ভালো এবং বড়ো হওয়ার নিশ্চিত পথগুলির অন্যতম পথ হলো পিতামাতা ও শিক্ষকের প্রতি অকৃত্রিম শ্রদ্ধা ও ভালোবাসা পোষণ করা এবং মহাপুরুষদের জীবনী পাঠ করা।

Students have their duties. They have duties to themselves, to their parents and relatives, to their country and to humanity at large. Student life is the seedtime of life. So a student should build up his health, form good habits and cultivate good manners. One of the surest ways to be good and great in life is to have genuine love and regard for one's parents and teachers and read the lives of great men.

8

জনগণের প্রতি অবহেলাকে আমি সবচেয়ে বড় জাতীয় পাপ বলে মনে করি। কোন রাজনীতি থেকেই কোন ফল পাওয়া যাবে না, যতক্ষণ না ভারতের সাধারণ মানুষ আবার সুশিক্ষিত হয়, পর্যাপ্ত আহার পায়, এবং যথেষ্ট যত্ন লাভ করে। আমাদের শিক্ষার জন্য তারা অর্থ দেয়, তারা আমাদের মন্দির আর মসজিদ গড়ে দেয়, কিন্তু পরিবর্তে তারা পায় পদাঘাত। বাস্তবিক পক্ষে তারা আমাদের ক্রীতদাসের মতো। আমরা যদি ভারতবর্ষকে পুনর্জাগরিত করতে চাই, তবে তাদের জন্য আমাদের অবশ্যই কাজ করতে হবে।

I consider that the great national sin is the neglect of the masses. No amount of politics would be of any avail until the masses in India are once-more well-educated, well-fed and well-cared for. They pay for our education, they build our temples and mosques, but in return they get kicks. They are, as if, our slaves. If we want to regenerate India, we must work for them.

9

সকাল যেমন দিনের পূর্বাভাস দেয়, তেমনি শিশুই নির্দেশ করে ভবিষ্যতের মানুষটিকে। সে যেন স্ফুটনোন্মুখ পুষ্পকলি। আগামী দিনের নাগরিক সে। ভবিষ্যতে সেই করবে পরিবারের অন্নসংস্থান।

একটি শিশু তার পথ বেছে নিতে পারে না। একজন যুবক তার পেশা নির্বাচনের ক্ষেত্রে অসুবিধায় পড়ে। তাদের অল্প বয়স এবং অভিজ্ঞতার অভাব তাদের পথে বাধা সৃষ্টি করে।

The child shows the man as the morning shows the day. He is a budding flower. He is the citizen of tomorrow. He is the future bread-earner of the family. A child cannot choose a way. A young man finds great difficulty in picking up his profession. Their tender age and lack of experience stand in the way.

10

কোন নাগরিকের পক্ষে সবচেয়ে গুরুত্বপূর্ণ বিষয় হলো একজন ভালো মানুষ হয়ে ওঠা। তাকে অবশ্যই তার ব্যক্তিগত জীবনে সৎ, ন্যায়পরায়ণ এবং সদয় হবার চেষ্টা করতে হবে। এটাই তার প্রাথমিক কর্তব্য। এর কারণ বোঝা কঠিন নয়। কোন রাজ্য বা নগরের মঙ্গল মূলত নির্ভর করে তার নাগরিকদের নৈতিক চরিত্রের উপর।

The most important thing for a citizen is simply to be a good man. He must try to be honest, just and merciful in his private life. This is his primary duty. The reason should not be difficult to understand. The well-being of a state or city ultimately depends on the moral character of its citizens.

11

বদভ্যাস থেকে মুক্ত হওয়া কঠিন। তাই বাল্যকালে আমরা যাতে কোনরূপ বদভ্যাসে অভ্যস্ত না হই, সেদিকে আমাদের অত্যন্ত সতর্ক থাকা উচিত। আলস্য এরূপ একটি বদভ্যাস। প্রতিটি বালক-বালিকাকে পরিশ্রমী হতে হবে। আলস্যকে তাদের বিষবৎ পরিত্যাগ করা উচিত। গুরুজনকে মান্য করা এবং তাঁদের আদেশ পালন করা তাদের কর্তব্য হওয়া উচিত।

It is very difficult to get rid of bad habits. So we should be very careful that we do not get into bad habits. Idleness is such a type of bad habit. Every boy and girl should be diligent. They should shun idleness as poison. It should be their duty to obey the superiors and carry out their orders.

12

তাজমহলের সৌন্দর্য ভাষায় প্রকাশ করা অসম্ভব। একে বলা হয় 'মর্মর প্রস্তরে নির্মিত এক স্বপ্ন' এবং 'কালের কপোলতলে এক বিন্দু নয়নের জল।' জ্যোৎস্নালোকে যখন শুভ্র সমুজ্জ্বল মর্মর প্রস্তর স্বপ্নিল পেলবতায় রূপান্তরিত হয়, তখন তাজকে দেখায় সবচেয়ে সুন্দর।

The beauty of the Taj beggars description. It has been called 'a dream in marble' and 'a tear-drop on the cheeks of time.' The Taj is best seen in moonlight when the dazzling white of the marble is mellowed into a dream of softness. ['beggars' is used as a verb in the phrase 'beggars description']

13

এই আমাদের বাংলা, আমাদের জন্মভূমি। এই দেশটি কি সুন্দর, কি মনোরম ? এর মাথার উপরে নীল আকাশ। ঐ আকাশে ভোরবেলা সূর্য কিরণ দেয়, সন্ধ্যায় তারাগুলি ঝিকমিক করে, এবং কখনো চাঁদের হাসি উছলে পড়ে। কখনো কখনো আকাশ ঘন মেঘে ঢেকে যায়, ঝড় ও বজ্রগর্জন সহ বৃষ্টিপাত হয়।

This is our Bengal, our native country. How beautiful, how lovely the country is! The blue sky is over it. In that sky the sun shines at dawn, stars twinkle in the evening and sometimes the moon smiles. Sometimes the sky becomes overcast with clouds, it thunders with a crash; it blows hard and it rains.

14

মানুষ সৌন্দর্যের পূজারী। সৃষ্টির উষালগ্ন থেকে সে কখনো সুন্দর জিনিস দেখা থেকে তার চোখকে বিরত রাখতে পারেনি। সে মানুষের মুখে, শিশুর হাসিতে, প্রেমিকের মুগ্ধ দৃষ্টিতে,

দার্শনিকের ভ্রূ-কুঞ্চনে সৌন্দর্যে খুঁজে পেয়েছে। আর এইসব সৌন্দর্য তার হৃদয়কে আনন্দিত করেছে। এর স্পর্শে তার আত্মা হয়েছে পুলকিত। সে এই আনন্দ ও রহস্যকে অনুধাবন করার চেষ্টা করেছে, কিন্তু ব্যর্থ হয়েছে।

Man is the worshipper of beauty. Since the dawn of creation his eyes have never ceased to look on the lovely things. He has found beauty in the human face, in the baby's smile, in the lover's glance and in the philosopher's brow. And all this beauty had gladdened his heart. His spirit has thrilled at its touch. He has tried ot realise this joy and mystery, but in vain. [look on = be a spectator—A.L.D.—Hornby.]

15

বিবেকানন্দের যুক্তি ও পাণ্ডিত্যপূর্ণ সাহসিকতা ও আশার বাণী দুধ ও মধু-র মতো। একটি প্রাচীন জাতি এর দ্বারা নবজন্ম লাভ করতে পারে। আত্মবিশ্বাসে ভরপুর যুবকেরা আবেদন-নিবেদনের রাজনীতি পরিহার করে সাহসের সঙ্গে সমস্যার ও বিরুদ্ধবাদীদের মোকাবিলা করতে উদ্বুদ্ধ হয়। তাদের অবশ্যই 'অভী' হয়ে উঠতে হবে। তাঁর মতে দুর্বলতা এবং কাপুরুষতাই একমাত্র পাপ।

Vivekananda's message of courage and hope, sustained by reason and scholarship is like milk and honey an old nation may have its rebirth by it. Young men full of self-confidence are urged to give up the politics of prayer and petition and to face their problems and their opponents courageously. They must be 'Abhi' According to him, the only sin is weakness and cowardice.

16

আজকের দিনে ভারতের সবচেয়ে প্রয়োজন হলো এদেশের মানুষের অভাব ও দুর্দশা লাঘবের উপায় উদ্ভাবন করা। কৃষকেরা অত্যন্ত ভয়ঙ্কর অবস্থায় বেঁচে আছে। তারা আমাদের জন্য খাদ্য উৎপাদন করে, কিন্তু নিজেরাই অভুক্ত থাকে। কলকারখানার শ্রমিকেরা অপরিচ্ছন্ন বস্তিতে অতি দুঃখে জীবনযাপন করে। যারা পদমর্যাদায় একটু উঁচু সারির, তারাও আসলে অন্যান্য দেশের সাধারণ মানুষের চেয়ে দরিদ্র। আমাদের দেশের সাধারণ মানুষের অবস্থার উন্নতির জন্য আমাদের যথাসাধ্য চেষ্টা করা উচিত। কারণ তারাই জাতির বৃহত্তম অংশ।

The most urgent need of India today is to find means of reducing the want and distress of her people. The cultivators live in the most terrible condition. The grow food for us, but themselves remain unfed. The workers in mills and factories live in great misery in unclean huts. Those who are little higher in ranks are really much poorer than the most ordinary people in other countries. We should try our best to improve the condition of our common people as they are the largest part of the nation.

17

সাম্প্রতিক পরিসংখ্যান অনুসারে তেতাল্লিশ কোটি চল্লিশ লক্ষ বয়স্ক লোক আছে যারা লিখতে পড়তে পারে না। তারা কম বেশি সারা ভারতে ছড়িয়ে আছে। এটি একটি বড় সমস্যা এবং এই সমস্যা সমাধানের জন্য প্রচুর অর্থ এবং প্রচুর সংখ্যক উৎসর্গীকৃত ব্যক্তির প্রয়োজন। সরকারের ক্ষমতা সীমিত হওয়ায় সরকার বেতনভুক্ শিক্ষক দিয়ে যথেষ্ট সংখ্যক বয়স্ক শিক্ষা কেন্দ্র খুলতে প্রচুর টাকা খরচ করতে পারে না। সেজন্য জনগণের নিরক্ষরতা দূরীকরণে স্বেচ্ছামূলক সামাজিক ও শিক্ষামূলক প্রতিষ্ঠানগুলির একটি বড় ভূমিকা আছে।

According to the latest statistics there are about 434 million (million = 10 lakhs) adults who can not read or write. They are scattered all over India in varying numbers. This is a big problem and needs huge resources and dedicated persons. Due to its limited resources government cannot spare huge sums of money to open adult education centres with paid teaching staff. The voluntary social and educational

organizations will have to play a leading role in eradication of mass illiteracy.

18

আমাদের জীবনকাল সংক্ষিপ্ত। কিন্তু আমাদের অনেক কাজ করতে হবে। মানবজীবন কতকগুলি মুহূর্তের সমষ্টি ছাড়া আর কিছু নয়। সেজন্য আমরা একটি মুহূর্তও বৃথা অপচয় করব না। সময় অপচয় করার অর্থই হলো জীবনকে সংক্ষিপ্ত করা। সময় এবং স্রোত কারো জন্য অপেক্ষা করে না।

Our life is short. But we have to do many things. Human life is nothing but collection of moments. So we must not spend a single moment in vain. To kill (waste) time is to shorten life. Time and tide wait for none.

19

মানুষের জীবনের মূল্য সে কত বছর বেঁচে থাকল তার দ্বারা নিরূপিত হয় না, নিরূপিত হয় সে কত সৎকর্ম করেছে তার দ্বারা। পৃথিবীর উপকারে লাগতে পারে এমন কিছু মহৎ কর্ম না করেও কোন মানুষ দীর্ঘজীবী হতে পারে। এরূপ ব্যক্তির জীবন মূল্যহীন এবং তাদের মৃত্যুর সঙ্গে সঙ্গেই তারা বিস্মৃত হয়। কিন্তু যে মানুষ মানবজাতির মঙ্গলের জন্য কাজ করে, সে স্বল্পজীবী হয়েও মানুষের স্মৃতিতে দীর্ঘদিন বেঁচে থাকে। যীশুখ্রীষ্ট, শঙ্করাচার্য এবং বিবেকানন্দের মতো মহাপুরুষেরা অল্প বয়সে মারা গেলেও তাঁদের মহৎ কর্মের জন্য এখনো তাঁদের গভীর শ্রদ্ধার সঙ্গে স্মরণ করা হয়।

The value of man's life is measured not by the number of years he has lived, but by the number of good deeds he has done. A man may live a longer life without doing any noble task for the good of the world. But such life is useless and such a man is forgotten as soon as he dies. But a man who does noble work for the benefit of mankind lives in the memory of the people even long after his death, though he many live a short life here. The great men like Jesus Christ, Sankaracharyya and Vivekananda died young, but they are still remembered with great reverence on account of their noble deeds.

20

কোন কাজই কাজের দিক থেকে উঁচু বা নীচু হয়। কাজ কাজই। কোন কাজকে উঁচু বা নিচু বিবেচনা করাটা সম্পূর্ণ ভুল। কাজ মানেই হলো মর্যাদা। প্রত্যেক কাজের সঙ্গেই কিছুটা মর্যাদা জড়িত। যে কারও পক্ষে এটা চিন্তা করা অযথার্থ হবে যে, কোন একটি বিশেষ কাজ অসম্মানকর বা তার পদমর্যাদা অপেক্ষা নীচুস্তরের। সব রকমের কাজই হলো সম্মানজনক শ্রমের মর্যাদা বলতে এটাই বোঝায়।

No work is superior or inferior in itself. Work is work. It is absolutely wrong to consider any work as high or low. The work itself is a dignity. Every work has some dignity attached to it. It is improper for anybody to think that a certain work is undignified or below his status. Dignity of labour means that all and every kind of work is dignified.

21

আমাদের জীবনে আমরা অনেক জিনিসকেই কঠিন এবং অসম্ভব মনে করে পরিত্যাগ করি। কখনো আমরা কিছুটা সাহস প্রদর্শন ক'রে কোন কাজ শুরু করি। কিন্তু সামান্যতম অসুবিধা আমাদের স্নায়ু দৌর্বল্য এনে দেয় এবং আমরা সেই অবস্থাতেই তা পরিত্যাগ করি। মহাপুরুষদের জীবনী আমাদের এই শিক্ষাই দেয় যে, পৃথিবীতে অসম্ভব বলে কোন কিছুই নেই। নেপোলিয়ন এমন কথাও বলেছেন যে, 'অসম্ভব' শব্দটি তাঁর অভিধানে নেই। এটা সত্য যে, এমনকি যে কাজকে আপাতভাবে অসম্ভব বলে মনে হচ্ছে তা দৃঢ় ও আন্তরিক প্রত্যয় দ্বারা সম্পন্ন করা যায়।

In our life we give up many things considering them as very difficult or impossible. Sometimes we show some courage and start some work. But even the slightest difficulty makes us nervous and we leave it there. Lives of greatmen teach us that there is nothing

impossible in this word. Nepolean went to the extent of saying that the word 'impossible did not exist in his dictionary. It is true that even those tasks which are seemingly impossible can be accomplished with a strong and sincere determination.

22

আমরা সকলে রাজনৈতিক নেতা হতে পারি না। অথবা লক্ষ লক্ষ মানুষকে পরিচালনা করতে পারি না। আমরা সকলে বীর নায়ক হতে পারি না এবং নির্যাতিতদের মুক্তির জন্য সংগ্রাম করতে পারি না। কিন্তু আমরা প্রত্যেকেই আমাদের চারপাশের সকলের জীবনকে সুখী করতে পারি। আমরা আমাদের পীড়িত প্রতিবেশীর সেবা করতে পারি, নিরক্ষরকে শিক্ষিত করতে পারি, হতভাগ্য ব্যক্তিকে একটু আরাম দিতে পারি এবং আমাদের চারপাশের সবকিছুকে পরিচ্ছন্ন রাখতে পারি। আমরা সবাই সদয় এবং ধৈর্যশীল হতে পারি এবং মনের মধ্যে ভালোবাসা পোষণ করতে পারি। আমরা সত্যবাদী,বিনয়ী এবং বশংবদ হতে পারি। এগুলিই জীবনের সবচেয়ে বড় ব্যাপার, কারণ এগুলি ছাড়া পৃথিবী কখনোই সুখী হতে পারে না।

We cannot all be politicians or lead millions of people. We cannot all be heroes and fight for the freedom of the oppressed. But we can, each one of us, make life happier for those around us. We can all look after our neighbour when he is sick, teach the ignorant, comfort the unfortunate and keep around us fresh, clean and tidy. We can call be kind, patient and loving. We can all be truthful, humble and obedient. These are the greatest things in life, because without them the world will never be happier.

23

ভারতীয় হিসাবে আমাদের ভারতে বাস করতে হয় এবং ভারতের জন্য কাজ করতে হয়। কিন্তু আমাদের ভুললে চলবে না যে আমাদের পৃথিবীর বৃহত্তর পরিবারের অংশ এবং অপরাপর দেশে বসবাসকারী জনগণ আমাদের ভ্রাতৃস্থানীয়। যদি পৃথিবীর সমস্ত জনগণ সুখী এবং সন্তুষ্ট হতো তাহলে কি চমৎকারই না হতো। তাই আমাদের সমগ্র পৃথিবীকেই বসবাসের জন্য আরো সুখের একটি স্থান হিসাবে গড়ে তোলার চেষ্টা করা উচিত।

As Indians we have to live in India and work for India. But we must not forget that we belong to the larger family of the world and the people living in other countries are after all our cousins. It would be such an excellent thing if all the people in the world were happy and contented. Therefore, we have to try to make the whole world a happier place to live in.

24

গঙ্গা ভারতের বৃহত্তম নদী। কিন্তু এটি সাধারণ একটি নদীর চেয়ে অনেক গুরুত্বপূর্ণ, কারণ এটি শতাব্দীর পর শতাব্দী ধরে ব্যবসা বাণিজ্য এবং পণ্য পরিবহনের উন্নতি ঘটিয়েছে এবং দেশের অর্থনৈতিক, সামাজিক ও সাংস্কৃতিক অগ্রগতির সহায়ক হয়েছে। দুর্ভাগ্যক্রমে বর্তমানে ভারতের এই প্রধান নদী দূষিত হচ্ছে। গঙ্গা দূষণ নিয়ন্ত্রণের জন্য আমাদের কর্মসূচী গ্রহণ করতে হবে।

The Ganga is the largest river of India. But it is more than a river– for centuries the Ganga has promoted trade, commerce, transport and has helped the economic, social and cultural progress of the country. Unfortunately at present this major river in India is polluted. We have to work out programme for controlling the pollution of the Ganga.

25

কম্পিউটার হলো বিজ্ঞানের নূতন ধরণের অলৌকিক রহস্য। এতে মুহূর্তের মধ্যে হাজার হাজার গণনা করা যায়। এই কম্পিউটার লক্ষ লক্ষ ঘটনা ও সংখ্যাকে স্মৃতিতে সঞ্চিত রাখতে পারে। এটা আবার সহজেই সেগুলিকে স্মরণ করতে পারে। ভারতে কম্পিউটারের ব্যবহার দ্রুতগতিতে বাড়ছে। উন্নত দেশগুলিতে ব্যাংক, দোকান, বিমান পরিষেবা, অফিস, লাইব্রেরি সর্বত্রই কম্পিউটার

ব্যবহৃত হচ্ছে। ভারতবর্ষ ও কম্পিউটার প্রযুক্তির অগ্রগতিতে আগ্রহী। মনে হয়, কম্পিউটার ভবিষ্যৎ মানব সভ্যতার উপর প্রাধান্য বিস্তার করবে।

Computer is the new miracle of science. It can make thousands of calculations in a moment. It can store in its memory millions of facts and figures. It can also recall them at ease. In India the use of computer is growing rapidly.In developed countries computers are used in Banks, shops, airlines, offices, libraries, every where. India is eager to advance on computer technology. It seems that computer is going do dominate the future civilization of man.

EXERCISE

Translate into English :

1. পৃথিবীতে উদ্ভিদ এবং প্রাণী আছে। অন্যান্য গ্রহেও কি তারা আছে? যতদূর প্রমাণ পাওয়া গেছে, তাতে বলা যায় যে, পৃথিবী ছাড়া অন্য কোন গ্রহেই আমাদের মতো উদ্ভিদ বা প্রাণী নেই। যাইহোক, কেউ কেউ মনে করেন যে মঙ্গল গ্রহে জীবনের অস্তিত্ব আছে। যদিও তা থাকে, তাহলেও সেখানে গোলাপ প্রস্ফুটিত হয় না, কোকিল ডাকে না, ময়ূর নাচে না এবং মানুষের মতো কোন প্রাণীও সেখানে নেই।

2. মানুষ তার নিজের ভাগ্যের স্রষ্টা। আমরা যদি শ্রম বিমুখ হই, তাহলে আমাদের সৌভাগ্য সৃষ্টি করতে পারি না অথবা জীবনে উন্নতি করতে পারি না। কেউ কেউ ভাবে জীবনের সাফল্য ভাগ্যের উপর নির্ভর করে। কিন্তু তা সত্য নয়। জীবনের প্রতি ক্ষেত্রে সাফল্য অর্জনের জন্য কঠিন পরিশ্রমের প্রয়োজন। আমাদের তাই পৃথিবীর সামনে মাতৃভূমির মর্যাদা তুলে ধরতে হলে কঠিন পরিশ্রম করতে হবে।

3. রাত আসছে–বসন্তকালের পূর্ণিমার রাত ! পশ্চিমে সূর্য ডুবেছেন, পূর্বে চাঁদ উঠি উঠি করছেন (about to rise)। পৃথিবীর এক পারে সোনার শিখা আর এক পারে রূপোর রেখা দেখা যাচ্ছে। মাথার উপর নীল আকাশ, লক্ষকোটি তারায় ভরে উঠেছে। অমনি দিন শেষ হলো, পাখীরা একবার কলরব করে উঠল; বাতাসে অনেক ফুলের গন্ধ, আকাশে অনেক তারার আলো ছড়িয়ে পড়ল।

4. রাত্রে আকাশে তারাগুলি লক্ষ্য করিয়াছ কি? তারাগুলির কোনটি খুব উজ্জ্বল আবার কোনটি এত ম্লান যে দেখা যায় না। ইহার কারণ যেগুলি পৃথিবীর নিকটে আছে সেগুলিকে বড় ও উজ্জ্বল দেখায়। আবার যেগুলি যতদূরে থাকে সেগুলি তত ছোট ও ম্লান দেখায়। লক্ষ্য করিবে, অধিকাংশ তারার আলো মিট্ মিট্ করে (twinkle)। উহারা নক্ষত্র। নক্ষত্রগুলি সূর্যের মতো বড়, এমনকি অধিকাংশই সূর্যের চেয়েও বড়। সূর্যের মতো উহারা আলোক ছড়ায়। দেখিবে কতগুলি তারা স্থিরভাবে আলোক দেয়। ঐগুলিকে গ্রহ বলে। উহাদের নিজের কোন আলোক নাই। সূর্যের আলোকে আলোকিত হয়। পৃথিবীর ঐরূপ একটি গ্রহ।

5. তখন সূর্য অস্ত যায়। জাহাজের ছাদের উপর মাস্তলের কাছে দাঁড়িয়ে ভারতবর্ষের তীরের দিকে চেয়ে রইলুম। সমুদ্রের জল সবুজ, তীরের রেখা নীলাভ, আকাশ মেঘাচ্ছন্ন। জাহাজ সমুদ্রের মধ্যে ক্রমশই অগ্রসর হচ্ছে। বামে বোম্বাই বন্দরের এক দীর্ঘরেখা এখনো দেখা যাচ্ছে; দেখে মনে হ'ল আমাদের পিতৃপিতামহের পুরাতন জননী ডাকছেন, বলছেন, "আসন্ন রাত্রিকালে অকূল সমুদ্রে অনিশ্চিতের উদ্দেশ্যে যাসনে; এখনো ফিরে আয়!" ক্রমে বন্দর ছাড়িয়ে গেলুম।

6. অপরাহ্নে একটি সুন্দর পর্বতের এত নিকট দিয়া আমাদের গাড়ি যাইতেছিল যে ক্ষুদ্র প্রস্তরের ছায়াও দেখিতে পাইলাম। গাড়োয়ানকে গাড়ি থামাইতে বলিয়া আমি নামিলাম। তখন সে জিজ্ঞাসা করিল, "আপনি কোথায় যাইবেন?" আমি বলিলাম, "আমি পাহাড়টি দেখিতে চাই।" সে হাসিয়া বলিল, "পাহাড়টি অনেক দূরে। আপনি সন্ধ্যার আগে তথায় যাইতে পারিবেন না।" আমি বিস্মিত হইলাম। পাহাড়টি কি সত্যই এত দূরে?

7. পৃথিবীতে অনেকেই অর্থোপার্জন করেন, কিন্তু সকলেই সেই অর্থের সদ্ব্যবহার (hot to use it properly) জানেন না। চিত্তরঞ্জন যে বিপুল অর্থ উপার্জন করিয়াছিলেন, তাহার যথার্থ সদ্ব্যবহার (a good use) করিয়া গিয়াছেন। তিনি মনে করিতেন তাঁহার উপার্জিত অর্থে দেশের সাধারণের অংশ আছে। তিনি গোপনে দান করিতে ভালবাসিতেন। এই দান কার্যের জন্য যদি কেহ তাঁহাকে প্রশংসা করিত তাহা হইলে তিনি লজ্জিত ও দুঃখিত হইতেন। তিনি ছিলেন অসহায়ের সহায় ও বিপন্নের বন্ধু। কাহাকেও কিছু দিতে পারিলে তিনি আপনাকে ধন্য মনে করিতেন।

8. কোন এক নগরে এক রাস্তার উপর (by the side of a street) একটি বাড়ির ছাদে এক দরিদ্র রাজমিস্ত্রি (mason) কাজ করিতে করিতে পা ফসকাইয়া এক পথিকের উপর পড়ে। তাহাতে পথিকটি মরিয়া যায়, আর রাজমিস্ত্রি অল্প কিছু আঘাত পাইয়া বাঁচিয়া যায়। পথিকটির পুত্র রাজমিস্ত্রির বিরুদ্ধে রাজার নিকট নালিশ করিল। রাজমিস্ত্রি রাজার নিকট সমস্ত ঘটনা বলিয়া ক্ষমা ভিক্ষা করিল। পথিকের পুত্র ক্ষমা

করিতে রাজী হইল না, অধিকন্তু তাহাকে কঠিন দণ্ড দিবার জন্য রাজার নিকট প্রার্থনা করিল। তখন রাজা বলিলেন, "বেশ তুমি ছাদের উপর হইতে রাজমিস্ত্রির উপর পড়, তাহা হইলে তোমার পিতার মৃত্যুর প্রতিশোধ লইতে পারিবে," তখন লোকটির চৈতন্য হইল।

9. দেহত্যাগের দুই দিন পূর্বে স্বামী বিবেকানন্দ তাঁহার শিষ্যা ভগিনী নিবেদিতাকে নিজে পরিবেশন করিয়া খাওইয়ালেন। খাওয়া হইলে হাত ধুইবার সময় নিজেই তাঁহার হাতে জল ঢালিয়া দিলেন এবং হাত মুছাইয়া দিলেন। নিবেদিতা প্রবল আপত্তি জানাইলে বলিলেন, "কেন যীশু কি তাঁহার শিষ্যদের পা ধুইয়া দেন নাই?" নিবেদিতা জানিতেন যীশু ইহা শেষ দিনে করিয়াছিলেন, তাই শুনিয়া চমকাইয়া স্বামীজীর মুখের দিকে চাহিয়া রহিলেন।

10. ছাত্র সমাজ ছিল আচার্য প্রফুল্লচন্দ্রের অত্যন্ত প্রিয়। এই ছাত্রসমাজের জন্য তিনি জীবনের শ্রেষ্ঠ মুহূর্তগুলি ব্যয় করিয়াছেন। কোন অভাবগ্রস্ত (needy) ছাত্র তাঁহার নিকট উপস্থিত হইয়া স্বীয় অভাবের কথা নিবেদন করিলে তিনি তাহার প্রতিকারের ব্যবস্থা না করিয়া থাকিতে পারিতেন না। বহু দরিদ্র ছাত্র তাঁহার সাহায্য লাভ করিয়া বিশ্ববিদ্যালয়ের শিক্ষা শেষ করিতে সমর্থ হইয়াছে। চাকরির গোড়া হইতেই প্রফুল্লচন্দ্র তাঁহার উপার্জিত অর্থের অধিকাংশ দরিদ্র ছাত্রদের উপকারের জন্য ব্যয় করিতেন।

11. মিনি চলিয়া গেলে একটা গভীর নিঃশ্বাস ফেলিয়া রহমত মাটিতে বসিয়া পড়িল। সে হঠাৎ স্পষ্ট বুঝিতে পারিল তাহার মেয়েটি তো ইতিমধ্যে এইরূপ বড় হইয়াছে। তাহার সঙ্গে ও আবার নূতন করিয়া আলাপ করিতে হইবে–তাহাকে ঠিক পূর্বের মত তেমনটি আর পাইবে না। এই আট বৎসরে তাহার কি হইয়াছে তাহাই বা কে জানে? সকালবেলায় শরতের স্নিগ্ধ রৌদ্র কিরণের মধ্যে সানাই বাজিতে লাগিল। রহমত কলিকাতায় এক গলির ভিতরে বসিয়া আফগানিস্তানের এক মরুপর্বতের দৃশ্য দেখিতে লাগিল।

12. হিমালয় পর্বত শোভা ও সৌন্দর্যের লীলাভূমি। পাহাড়গুলি ঘন সবুজ, নরম ও জঙ্গলময়। এত ফল, এত ফুল, এত ঐশ্বর্য অথচ ভোগ করবার মানুষ নেই। আমরা চললাম কেদারনাথের দিকে। পথ কঠিন ও দুরারোহ (hard to climb)। মানুষের শক্তির সকলের চেয়ে বড় পরীক্ষা হয় এই হিমালয় ভ্রমণে।

13. এই গ্রামখানিতে অনেকগুলি কুটির ও প্রাসাদ দেখিলাম, কিন্তু আমি একটিও লোক দেখিতে পাইলাম না। পথে কোন ভিক্ষুক নাই। কোন পুষ্করিণীতে কেহ স্নান করিতেছিল না। বাজারে সারি সারি বড় দোকান কিন্তু দোকানগুলি সব বন্ধ ছিল। দোকানীদের কোন সন্ধান পাইলাম না। একটি শিশু কাঁদিল না। একটি কুকুর চিৎকার করিল না। মধ্যাহ্নের সূর্যালোকে নীরব গ্রামখানি একটি মৃতদেহের মতো পড়িয়া রহিল। এই অবস্থার কারণ কি? আমি জানি না।

14. আমরা বাঙালী, শিক্ষিত জাতি। চাকুরি জুটিলে চাকুরি করি, আর না জুটিলে বেকার থাকি। কখনও আধপেটা খাইতে পাই, কখনও বা উপবাসে দিন কাটাই। কিন্তু চিরকাল এমন ছিল না। একদিন ছিল যখন আমরা চাকুরি করিতাম না বটে, তবে উপবাসী থাকিতে হইত না। ঘরে ধান ছিল, পুকুরে মাছ ছিল, আর গোয়াল ভরা ছিল গরু। শাকসবজি কেউ কিনিত না বা ওসব জিনিস বাজারে বিক্রিও হইত না। স্বাস্থ্য মোটামুটি ভালোই ছিল।

15. রামায়ণ মহাভারত আমাদের প্রত্যেকেরই পড়া উচিত। ইহা শুধু প্রাচীন ভারতের ইতিহাস নয়, ইহাদের মধ্যে এমন সব শিক্ষা আছে যাহা সর্বদেশের সর্বকালের পক্ষেই মূল্যবান। কিন্তু দুঃখের বিষয়, আজকালকার ছেলেমেয়েরা এই পুস্তক দুটি সম্বন্ধে বিশেষ কিছু জানে না। দেশের শিক্ষা বিভাগীয় কর্তৃপক্ষগণও এ বিষয়ে অনেকটা উদাসীন।

16. কলম্বস আমেরিকা পৌঁছিবার কিছুদিন পরেই তাঁহাদের খাবার ফুরাইয়া গেল। এই সময় কলম্বসের মনে একটি ফন্দি উদয় হইল। তিনি পাঁজি খুলিয়া দেখিলেন সে দিন সূর্যগ্রহণ হইবে। সূর্যগ্রহণ প্রভৃতি প্রাকৃতিক ব্যাপারকে অসভ্যরা ভয় করে। অসভ্য সর্দারকে ডাকিয়া কলম্বস কহিলেন, "দেখ, আমরা দেবতাদের বংশধর, তোমরা যদি আমাদের খাবার না দাও, তবে সূর্যকে নিভাইয়া দিব।" সূর্যগ্রহণ আরম্ভ হইলে অসভ্যদের মধ্যে হাহাকার পড়িয়া গেল।

17. মাষ্টার মহাশয়ের ছাতাটি দেখিবামাত্র (As soon as I saw) ছুটিয়া অন্তঃপুরে (inner apartment) প্রবেশ করিলাম। মা তখন দিদিমার সঙ্গে মুখোমুখি হইয়া প্রদীপালোকে তাস খেলিতেছিলেন। এক পাশে শুইয়া পড়িলাম। মা জিজ্ঞাসা করিলেন–"কি হইয়াছে?" আমি বলিলাম–"আমার অসুখ করিয়াছে, আজ আমি পড়িতে যাইব না।"

18. পৌষ মাসের দিন। অপু সকালে লেপ (quilt) মুড়ি দিয়া রৌদ্রে উঠিবার অপেক্ষায় বিছানায় শুইয়াছিল। মা আসিয়া ডাকিল–'অপু, ওঠো, শীগগীর করো, আজ তুমি যে পাঠশালায় পড়তে যাবে। কেমন সব বই আনা হবে তোমার জন্যে, শেলেট! হাঁ ওঠো, মুখ ধুয়ে নাও।"

পাঠশালার নাম শুনিয়া অপু সদ্য নিদ্রোত্থিত (just roused from sleep) চোখ দুইটি তুলিয়া অবিশ্বাসের দৃষ্টিতে মার মুখের দিকে চাহিয়াছিল। তাহার ধারণা ছিল যে যাহারা দুষ্টু ছেলে, মার কথা শুনে না, ভাইবোনদের সঙ্গে মারামারি করে, তাহাদের শুধু পাঠশালায় পাঠান হইয়া থাকে; কিন্তু সে তো কোনদিন তদ্রূপ করে না, তবে সে কেন পাঠশালায় যাইবে?

19. পাড়াগাঁয়ে আসিয়া যেন মাতৃক্রোড়ে (in the lap of mother) আসিলাম মনে হইল। আমার আট বৎসর বয়সের সময় আমি গ্রাম ছাড়িয়া শহরে আসিয়াছিলাম। ইতিমধ্যে দশ বৎসর জন্মভূমি আমার মনের মধ্যে ছায়ার মত অস্পষ্ট হইয়া আসিয়াছিল। যতদিন চক্ষু ছিল, কলিকাতা শহর আমার চারিদিকে আর সমস্ত স্মৃতিকে আড়াল করিয়া দাঁড়াইয়াছিল। চোখ যাইতেই বুঝিলাম, কলিকাতা কেবল চোখ ভুলাইয়া রাখিবার শহর, ইহাতে মন ভরিয়া রাখে না। দৃষ্টি হারাইবামাত্র আমার সেই বাল্যকালের পল্লীগ্রাম দিবাবসানে নক্ষত্র লোকের মত (as the storry region) আমার মনের মধ্যে উজ্জ্বল হইয়া উঠিল।

20. শতাব্দীর পর শতাব্দী লক্ষ লক্ষ বিদেশী এসেছে এদেশে। অনেকে এসে ভারতের প্রেমে পড়েছে। অনেকে এখানে থেকে গেছে। গৃহী হয়েছে বা সন্ন্যাসী হয়েছে। আর একজাতের বিদেশী এসেছে, যারা এই ভারতের সাগরতীরে পদার্পণ করা মাত্র একে বিদেশ বলে জেনেছে। এক মুহূর্ত থাকতে ইচ্ছা করে নি। কেহ কেহ বিশ ত্রিশ বছর থেকে গিয়েছে শুধু অর্থোপার্জনের আশায়। ভারতকে জানে নি, জানবার আগ্রহ কখনও হয়নি। শেষে যখন ভারত ছেড়ে গিয়েছে, তখন একটি দীর্ঘশ্বাসও পড়েনি এদেশের জন্য; এদেশের কারও জন্য।

21. নরওয়ের উত্তর প্রান্তে এমন দেশ ও আছে যেখানে মধ্য এপ্রিলের থেকে আগষ্টের পর পর্যন্ত চার মাস সূর্য মোটেই অস্ত যায় না। অর্থাৎ বছরে চার মাস সেখানে একটানা দিনের আলো থাকে না। রাত্রির অন্ধকার আধিপত্য বিস্তার করতে পারে না। অবশিষ্ট আট মাস সূর্যের স্থিতিকাল ক্রমশঃ একটু কম হয়ে আসতে থাকে বটে, কিন্তু তাহলেও বেশির ভাগ সময়েই থাকে গোধূলিবেলার (twlight) মত মৃদু আলো।

22. চারদিক বরফে ঢাকা। তাপাঙ্ক শূন্য ডিগ্রীর নীচে–তবে আজ সূর্য উঠেছে। রোদ বরফের উপর চিক্‌চিক্ করছে। সবাই রঙীন সোয়েটার, টুপি, গরম জামা কাপড় চাপিয়েছে। তারা আজ আনন্দ করতে বেরিয়েছে। কেউ কেউ বরফের বল বানিয়ে পরস্পরের মধ্যে ছোঁড়াছুড়ি করছে, কেউ কেউ বরফের ভাল্লুক বানাতে ব্যস্ত। সে এক চমৎকার দৃশ্য।

23. আমার শ্বশুর বাড়ি মনোহরপুর। আমার পিত্রালয় মহেশপুর। উভয়গ্রামের মধ্যে দশ ক্রোশ পথ, সুতরাং প্রাতে আহার করিয়া যাত্রা করিয়াছিলাম, পৌঁছিতে পাঁচ সাত দণ্ড রাত্রি হইবে জানিতাম। পথে কালীদীঘি নামে এক বৃহৎ দীর্ঘিকা (a great lake) আছে। তাহার জল প্রায় অর্ধক্রোশ। পাড় পর্বতের ন্যায় উচ্চ। তাহার ভিতর দিয়া পথ। চারিপাশে বটগাছ। তাহার ছায়া শীতল। দীঘির জল নীল মেঘের মত, দৃশ্য অতি মনোহর। তথায় মনুষ্যের সমাগম বিরল। ঘাটের উপর একখানি দোকান আছে মাত্র। নিকটে যে গ্রাম আছে, তাহারও নাম কালীদীঘি।

24. আমাদের পোষ্টমাষ্টার কলিকাতার ছেলে। জলের মাছকে ডাঙ্গায় তুলিলে (like fish out of water) যে রকম অবস্থা হয় এই গণ্ডগ্রামের (remote village) মধ্যে আসিয়া পোষ্ট মাষ্টারেরও সেই দশা উপস্থিত হইয়াছে। একখানি অন্ধকার আটচালার মধ্যে তাঁহার অফিস। অদূরে একটা পানাপুকুর এবং তাহার চার পাড়ে জঙ্গল। কুঠির গোমস্তা প্রভৃতি যে সকল কর্মচারী আছে তাহাদের ফুরসৎ (leisure) প্রায় নাই এবং তাহারা ভদ্রলোকের সঙ্গে মিশিবার উপযুক্ত নহে। বিশেষতঃ কলিকাতার ছেলে বিশেষ করিয়া মিশিতে জানে না। অপরিচিত স্থানে গেলে উদ্ধৃত নয় অপ্রতিভ হইয়া থাকে। এই কারণে স্থানীয় লোকের সহিত তাহার মেলামেশা হইয়া উঠে না। অথচ হাতে অধিক কাজ নাই।

25. আমার জন্মের কয়েক বৎসর পূর্বে হইতে আমার পিতা দেশভ্রমণেই নিযুক্ত ছিলেন। বাল্যকালে তিনি আমার কাছে অপরিচিত ছিলেন বলিলেই হয়। মাঝে মাঝে তিনি কখনও হঠাৎ বাড়ী আসিতেন; সঙ্গে বিদেশী চাকর লইয়া আসিতেন; তাহাদের সঙ্গে ভাব করিয়া লইবার জন্য আমার মনে ভারি ঔৎসুক্য হইত। একবার বেনু বলিয়া অল্পবয়স্ক একটি পাঞ্জাবী চাকর তাঁহার সঙ্গে আসিয়ালি। সে আমাদের কাছে যে সমাদরটা পাইয়াছিল, তাহা স্বয়ং রণজিৎ সিংহের পক্ষেও কম হইত না। সে একে বিদেশী, তাহাতে পাঞ্জাবী–ইহাতেই সে আমাদের মন হরণ করিয়া লইয়াছিল।

26. পাঠশালা বসিত সকালে ও বিকালে। সবসুদ্ধ আট দশটি ছেলেমেয়ে পড়িতে আসে। সকলেই বাড়ী হইতে ছোট ছোট মাদুর আনিয়া পাতিয়া বসে। অপুর মাদুর নাই, সে বাড়ী হইতে একখানা জীর্ণ কার্পেটের আসন আনে। যে ঘরটায় পাঠশালা হয়, তার কোনদিকে দেয়াল নাই, চারিধার খোলা, ঘরের মধ্যে সারি দিয়ে ছাত্রগণ বসে। পাঠশালার চারিধারে বন, পিছনে গুরু মহাশয়ের পৈতৃক আমলের বাগান। অপরাহ্নের রাঙ্গা রৌদ্র আমগাছের ফাঁক দিয়া পাঠশালার বাঁশের খুঁটির গায়ে আসিয়া পড়ে। নিকটে কোন বাড়ী নাই, শুধু বন ও বাগান। একধারে একটা সরু পথ। আট দশটা ছেলেমেয়ে পড়া মুখস্থ করে। মাঝে মাঝে গুরু মহাশয়ের গলা শোনা যায়।

27. একদিন হেডমাষ্টারের অফিসে অপুর ডাক পড়িল। হেডমাষ্টার ডাকিতেছেন শুনিয়া তাহার প্রাণ উড়িয়া গেল (his heart failed him)। ভয়ে ভয়ে অফিসঘরের দুয়ারের কাছে গিয়া দেখিল আর একজন সাহেবী পোষাক পরা ভদ্রলোক ঘরের মধ্যে বসিয়া আছেন। হেডমাষ্টারের ইঙ্গিতে সে ঘরে ঢুকিয়া দুজনের সামনে গিয়া দাঁড়াইল। ভদ্রলোকটি ইংরেজিতে তাহার নাম জিজ্ঞাসা করিলেন ও সামনের একখানা খাতার উপর ঝুকিয়া পড়িয়া (stooping over/leaning over) কি দেখিয়া লইয়া একখানি ইংরেজী বই

তাহার হাতে দিয়া তাহাকে ইংরেজীতে বলিলেন, "এই বইখানি তুমি পড়তে নিয়েছিলে? " অপু দেখিল বইখানি The World of Ice. মাস খানেক আগে লাইব্রেরি হইতে পড়িবার জন্য লইয়াছিল। সবটা ভাল বুঝিতে পারে নাই।

28. একদিন প্রসঙ্গক্রমে (in course of conversation) বিদ্যাসাগর তাঁহার মাতাকে জিজ্ঞাসা করিলেন-"মা তোমার কি কি গহণা পরিতে ইচ্ছা হয়? তদুত্তরে ভগবতী বলিলেন-"আমার অনেকদিন হইতে তিনখানি গহণা পরিবার ইচ্ছা আছে। দেশের ছেলেগুলি মুর্খ হইতেছে, তাহাদের জন্য একটি দাতব্য বিদ্যালয় স্থাপন কর। দেশের গরীব লোকেরা অর্থাভাবে চিকিৎসা করাইতে পারে না, তাহাদের জন্য একটি দাতব্য চিকিৎসালয় স্থাপন কর এবং গরীব ছেলেদের জন্য একটি দাতব্য অন্নসত্র প্রতিষ্ঠা কর। অনেক দিন হইতে এই তিনখানি গহণা পরিতে আমার ইচ্ছা হইতেছে। তুমি আমার উপযুক্ত পুত্র, তুমি তোমার মাতার এই তিনটি সাধ পূর্ণ কর।"

29. শান্তি নিকেতনের সমস্ত ভার রবীন্দ্রনাথ গান্ধীজীর উপর দিয়ে দিলেন ও বললেন, "তিনি যেভাবে সেই বিদ্যালয় পরিচালনা করতে চান, সেইভাবেই করতে পারেন।'গান্ধীজীও আনন্দে সেই ভার নিজের কাঁধে তুলে নিলেন। আশ্রমের সমস্ত ছাত্রছাত্রী ও শিক্ষকদের নিয়ে গাছতলায় সভা বসল। সেই সভাতে গান্ধীজী বললেন, "আজ থেকে আশ্রমের সমস্ত কাজ আশ্রমবাসীদের নিজেদের হাতে করতে হবে। রান্না থেকে আরম্ভ করে পায়খানা পরিষ্কার করা, সমস্ত কাজ সকলকেই নিয়মিত করতে হবে।" এই ব্যাপারে তিনি কবির মত কি জানতে চাইলেন। কবি আনন্দিত হয়ে বললেন, "এই আত্ম চেষ্টার মধ্যেই তো স্বরাজ আছে।"

30. মহামতি গোখলে একদিন বলিয়াছিলেন, ভারতবর্ষে বাঙ্গালীই নব নব চিন্তার প্রবর্তক। বাস্তবিক একদি ছিল, যখন বাঙ্গালী কি ভাবে, বাঙালী কি বলে, বাঙ্গালীর চিন্তা কি নূতন সত্য আবিষ্কার করিতেছে, বাঙ্গালী জাতীয় উন্নতির কি নূতন পথ প্রদর্শন করিতেছে, এই সব জানিবার জন্য ভারতের অন্যান্য প্রদেশের লোক বাংলার দিকে সাগ্রহে চাহিয়া থাকিত। কিন্তু সে গৌরব আজ বাঙ্গালী হারাইতে বসিয়াছে। ভিগ্রীপ্রিয়, চাকুরীপ্রিয় বাঙ্গালী বিলাসে ও আরামশয্যায়, আলস্যে ও নিদ্রায় সুখের স্বপ্ন দেখিতেছিল। আজ বড় দুঃখেই তাহার ঘুম ভাঙ্গিতেছে। বুদ্ধির অহঙ্কারে অন্ধ হইয়া সে জীবন সংগ্রামে ফাঁকি দিয়া আসিয়াছে-তাই আজ প্রকৃতির নির্মম প্রতিশোধ সে ভোগ করিতেছে।

APPENDIX

STRUCTURAL PATTERNS

Assertive Sentence (বর্ণনামূলক বাক্য)

Pattern 1. [Subject + Verb (Intransitive)]

Subject (Noun/Pronoun)	Verb Intransitive
Birds	fly
Fire	burns.
The baby	sleeps.
Lila	is dancing.
The bell	has rung.
The boys	laughed.

Pattern 2. [Subject+Verb + Complement]

Subject	Verb	Complement
Bipin	is	a good boy.
He	looks	sad.
Father	grew	angry.
The boy	kept	quiet.
The curd	has turned	sour.

Pattern 3. [Subject+Vreb +Direct Object]

Subject	Verb	Direct Object
We	know	him.
He	takes	tea.
Gopal	has eaten	rice.
People	praised	him.
You	should help	the poor.

Pattern 4. [Subject + Verb + Indirect Object + Direct Object]

Subject	Verb	Indirect Object	Direct Object
Grand mother	told	me	a story.
Mr. Das	teaches	us	English.
She	gave	me	a book.
I	have asked	her	an easy question

Pattern 5. [Subject + verb + Object + Complement]

Subject	Verb	Object	Complement
People	made	him	king.
We	elected	him	president.
The sum	keeps	us	warn.
The north wind	hits	them	hard.

Pattern 6. [Subject + Verb + Adverbials]

Subject	Verb	Adverbials		
		Place	Manner	Time
The machine	is working	here	very well	now.
The boys	are playing	there	merrily	at dawn
The girl	is reading	at home	with attention	at night.

Pattern 7. [Subject +Verb+Object + Adverbials]

Subject	Verb	Object	Adverbials
We	passed	our time	merrily during the summer.
The fishermen	caught	a rare fish	accidentally.
The man	is eating	food	hungrily.

Pattern 8. [Subject+Verb+Preposition +Prep.Object]

Subject	Verb	Preposition	Prep. Object
These books	belong	to	me.
They	agreed	to	our proposal.
His father	met	with	an accident.
I	can't rely	on	his help.
His sister	failed	in	the examination.
We	are waiting	for	our friends.

Pattern 9. [Subject+Verb+Obj. + Prep.+Prep. Object]

Subject	Verb	Object	Prep.	Prep. Object
I	gave	my pen	to	my friend.
He	told	the news	to	everybody.
She	had paid	the money	to	the shop-keeper.
Father	has bought	a watch	for	his daughter.
Mother	made	coffee	for	all of us.

Pattern 10. [Subject + verb + to-infinitive]

Subject	Verb	to-infinitive
The boy	wants	to go
I	hoped	to get a first class.
He	forgot	to post the letter.
We	would like	to visit the zoo.
They	decided	not to go there.

Pattern 11. [Subject + Verb + Object + to-infinitive

Subject	Verb	Object	to-infinitive
The teacher	asked	him	to go.
The doctor	advised	the patient	to stay in bed.
The officer	warned	him	not to be late.
He	helped	me	to carry the load.
I	can't allow	you	to smoke.

Pattern 12. [Subject+Verb+Object+Infinitive without to]

Subject	Verb	Object	Infinitive
I	heard	Him	Sing
They	saw	me	go out.
She	bade	him	leave the house.
We	made	her	behave well.
They	found	him	steal the book.

Pattern 13. [Subject +verb + Gerund etc.]

Subject	Verb	Gerund etc.
Seeing	is	believing
They	have finished	talking.
Mr. Roy	likes	teaching.
You	should not miss	seeing him.
They	enjoyed	playing cricket.
We	hate	borrowing money.

Pattern 14. [Subjet + Verb + Object + Present Participle]

Subject	Verb	Object	Present Participle
We	saw	him	crossing the road.
We	found	her	playing cards.
She	caught	him	opening her letter.
They	watched	her	walking down the street

Pattern 15. [Subject+Verb + Object + Past Participle]

Subject	Verb	Object	Past participle
I	heard	my name	called.
She	had	her room	cleaned.
We	found	the house	deserted.
He	wants	the letter	typed.
You	should get	that bad tooth	pulled put.

Pattern 16. [There+Verb+Subject +Adverbials]

There	Verb	Subject	Adverbials
There	is	a school	in our village
There	lived	a farmer	in the village.
There	came	a drought	after the rains.

Pattern 17. [It + Verb + Complement + Subject]

It	Verb	Adv.	Complement	Subject (Real)
It	is raining	heavily	—	—
It	was	—	impossible	to proceed further.
It	would be	—	a mistake	to ignore his proposal.

Imperative Sentence (অনুজ্ঞাসূচক বাক্য)

Pattern 18 [Verb + Adverb]

Verb	Adverb
Go	there.
Come	here.

Pattern 19. [Verb + Object]

Verb	Object
Pull	the chain.
Push	the table
Shut	the door.
Open	the window.

Pattern 20. [Verb + Object + Adverb]

Verb	Object	Adverb
Read	the book	attentively.
Do	the sum	calmly.
Shut	the door	gently.

Pattern 21. [Verb+Indirect Object+Direct Object]

Verb	Ind. Object	Direct Object
Give	me	a glass of water
Teach	them	there R's

Pattern 22. [Verb +object + Prep. + Prep. Object]

Verb	Object	Prep.	Prep. Object
Put	the book	on	the table.
Do	your home work	in	the morning

Interrogative Sentence (প্রশ্নসূচক বাক্য)

Pattern 23. [Be/Have Verb + Subject + Complement]

Be /Have	Subject	Complement
Is	Bimal	your brother?
Are	they	poor?
Has	he	a dog?
Have	you	a book?

Pattern 24. [Helping Verb + Sub + Main Verb + Object/Perp & other words/Adverb]

Helping verb	Subject	Main verb	Object/Prep & other words /Adv.
Has	he	got	a bad tooth?
Is	the girl	dancing	in the hall?
Is	she	dancing	well?
Would	you	go	home?

Pattern 25. [Do Verb + Sub + Main Verb + Object/Adv. etc.]

Do verb	Subject	Main verb	Object/Adv.etc.
Do	you	like	this book?
Does	he	take	medicine ?
Did	you	go	there?
Did	you	write	a letter to your father?

Pattern 26. [Wh words + Be Verb + Subject]

Wh words	Be Verb	Subject
Who	is	he?
What	is	he?
Who	are	you?

Pattern 27. [Wh words + Helping Verb + Sub + Main Verb]

Wh words	Helping Verb	Subject	Main Verb
What	can	I	do ?
When	will	you	go ?
Where	shall	I	live ?
Why	are	you	laughing ?
what	are	you	doing ?

Pattern 28. [Wh words + Do Verb + Subject + Main Verb]

Wh words	Do Verb	Subject	Main Verb
How	do	you	do ?
What	does	he	do ?
Why	did	you	come ?
When	did	Amal	Play ?

Optative Sentence (ইচ্ছা বা প্রার্থনা সূচক বাক্য)

Pattern 29. [May + Subject + Main Verb + Object / Adverb]

May	Subject	Main Verb	Object/Adverb
May	God	bless	you.
May	you	live	long.

Exclamatory Sentence (আবেগাত্মক বাক্য)

Pattern 30. [Excl. word + Sub + Verb + Object/Comp]

Excl. Word	Subject	Verb	Object/Complement
Hurrah !	We	have won	the match.
Alas !	The man	is	dead.

Pattern 31. [What/How + Complement + Sub + Verb]

What/How	Complement	Subject	Verb
What	a nice bird	it	is !
How	fool	you	are !

Negative Sentence (না-বাচক বাক্য)

Pattern 32. [Sub + Be/Have/ + Not + Obj/Comp.]

Subject	Be/Have	Not	Object/Complement
Amal	is	not	a good boy.
Bimal	has	not	a book.

Pattern 33. [Subject + Modal + Not + Verb + Object/Prep. etc.]

Subject	Modal	Not	Verb	Object/Prep. etc.
I	shall	not	do	this work.
He	will	not	go	to school.

Pattern 34. [Subject + Do + Not + Main Verb + Object etc.]

Subject	Do	Not	Main Verb	Object/Adv. etc.
We	do	not	eat	rice.
Bikas	does	not	play	football.
They	did	not	go	home.

Pattern 35. ['No' before a Noun & 'Not' before an Adjective]

'No' before a Noun	'Not' before an Adjective
He has no enemy	He is not faithful.
No man can do this work.	The girl is not beautiful.

Complex Sentence (জটিল বাক্য)

Pattern 36. [Subject + Verb + that clause (Noun clause)]

Subject	Verb	that clause (Noun clause)
I	know	that he is honest.
We	hoped	(that) you would succeed.
The teacher	said	(that) he was very busy.

Pattern 37. [Subject + Verb + Object + that clause (Noun clause)]

Subject	Verb	Object	that clause (Noun clause)
I	told	him	that I was ill.
He	warned	me	that I should not be late.
They	assured	us	that they would help us.
She	promises	me	that she would do the sum

Pattern 38. [Sub + Verb + Obj + Wh-clause (Noun clause)]

Subject	Verb	Object	Wh-clause (Noun clause)
Nobody	knows	—	When he will come.
I	wonder	—	What he wants.
He	asked	me	When you had gone.

Pattern 39. [Subject + Verb + obj/Comp + Relative Clause]

Subject	Verb	Obj/Comp	Relative clause
This	is	the boy	who is my brother.
This	is	the pen	that I wanted.
I	know	the boy	whom you spoke about.
Nobody	trusts	him	who tells a lie.

Pattern 40. [Sub + Rel. Clause + Verb + Obj/Comp/Adv. etc.]

Sub	Rel. Clause	Verb	obj/Comp/Adv. etc.
They boy	Whom I know	stood	first in the Exam.
The dog	that barks	does not bite.	—
The time	when the ship leaves	is	not yet fixed.

Pattern 41. [Conditionals (Open condition)]

If clause	Main clause
Simple present	shall/will/can may + root verb
If it rains,	we shall postpone out journey.
If you study hard	you will succeed in the Exam.
If her brother comes	she may not come with you.

Pattern 42. [Conditionals (Unfulfilled condition)]

If clause	Main clause
Past perfect	should/would/could/might+perfect tense
If I had seen him.	I could have saved him.
If you had studied hard.	you would have got a first class.
If you had not disturbed the wasp.	it might not have stung you.

Pattern 43. [Conditionals (imaginary condition)]

If clause	Main clause
Past subjunctive	should/would/could/might + root verb
If I were you.	I should not do that.
If he had a degree.	he could get a job easily.
If he stopped smoking	he might live a longer life.

Compound Sentence (যৌগিক বাক্য)

Pattern 44. [Co-ord. clause + Connective + Co-ord. Clause]

Co-ordinating clause	Connective	Co-ordinating clause
He is an intelligent boy	and	he stood first in the Exam.
The girl is beautiful	but	(she is) not meritorious.
You must start now	or	you will miss the train.

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