

Unit Eighteen

Writing Paragraphs

What is a paragraph?

A. Look at the following short composition :

A Magnificent Place to Visit

The Sundarbans is a wonderful place to visit because of its variety of animals and trees. Visitors to the Sundarbans can find many different types of animals. They can find fierce tigers in the dense forest; also they can find timid deer beside the streams. They can find places which are very charming for their greeneries. Thus visitors can find the varied wildlife in the forest. They can find mangroves and low dells. They can also find its beautiful rivers and a beautiful coast. So the sundarbans is one of the most wonderful places to visit for its natural beauty.

This is a paragraph. A paragraph is a group of sentences organized around an important topic. The sentences in a paragraph are connected with each other.

A paragraph usually consists of one topic sentence, some developers (supporting sentences), and a terminator (a concluding sentence).

1. **Topic Sentence:** The central idea of a paragraph is called the topic. The topic sentence introduces the main idea of your paragraph.
2. **Developers:** The developers are the sentences placed between the topic sentence and the last sentence in a paragraph. They develop the topic sentence through elaboration, exemplification, classification, and so forth. That is, they expand and support the idea stated in the topic sentence.

3. **Terminator:** The terminator is the last sentence in a good paragraph. It logically concludes the ideas developed through the developers of the paragraph. In other words, the terminator can restate the ideas put in the topic sentence. It can also present a quick summary of what has already been discussed. Actually the terminator completes the writer's description of the subject or topic.

In the above paragraph the first sentence introduces the central idea. So, it is the topic sentence. The next six sentences support the topic sentence; they are the developers. The last sentence restates the idea of the topic sentence and completes the writer's description. So it is the terminator.

Now we will learn how to develop a paragraph by answering questions.

Write a paragraph on 'your mother' answering the following questions:

How old is your mother?

What is her occupation?

How many brothers and sisters do you have?

What does your mother do for you in the whole day?

What are your duties to your mother?

My mother

My mother is a wonderful person. She is about 38 years old. She is a school teacher. She comes from a respectable family. She is sober and affectionate. I have one brother and one sister. I am the youngest. Mother takes great care of our education, food and clothing. Her anxiety knows no bound when any of us becomes sick. My mother says her prayers regularly. Every now and then, she cooks delicious food and prepares different kinds of sweets. She keeps the

house neat and clean. She always gives us good advice and suggestions. She advises us not to quarrel with anybody, not to steal and never to tell a lie. She tells us to love our country and our relatives. I always try to help my mother in her work. We should obey and love our mother as she is doing her best for us. To me, she is the best person.

B. Read the following Paragraphs based on the given questions :

1. Topic : A Bus Stand

Questions:

- a) What type of place is a bus stand?
- b) Why do people wait at a bus stand?
- c) What type of people do you find at a bus stand?
- d) What type of difficulties do you find at a bus stand?
- e) What type of hawkers do you find at a bus stand?

A Bus Stand

A bus stand is a very important place to those who travel by bus from one place to another. It is a place where buses stop for some time to help passengers to get in and off. Especially the bus stands in a city or town always remain busy. Passengers are always found waiting there. When a bus stops at such a stand, there is an unusual bustle and hurry among the passengers. Some others hurry to get down from the bus, while passengers waiting for the bus want to get into it. As a result, there is a always great rush of passengers. In such a situation the old and the weak find it difficult to get into or get off the bus. The scene often goes so far that passengers seem hostile with one another. Taking advantage of this situation pickpockets sometimes pick the pockets of the passengers. Moreover, shouts of conductors, bus-helpers make the place noisy. These are

the usual sights of a bus stand during the busy hours of the day. Besides, hawkers are often found busy selling their goods like cigarettes, betel-leaves, newspapers, fruits and so on. A bus stand is always a busy place.

2. Topic : My favourite bird

Questions :

- a) What is your favourite bird and where do you meet it?
- b) How does a sparrow look?
- c) Where does it make its nest?
- d) Why do you like a sparrow?
- e) What does a sparrow like to eat?

My Favourite Bird

A sparrow, peeping through my window, is something that makes me very happy. Every morning, when I wake up, I see the sparrow, playing in the tree, outside my window. I have been hearing its sound ever since I was a child. So it has become my favourite bird. The sparrow has a brown and white body with a tiny head. This makes it a lovely and sweet bird. It has a short, strong and sharp beak, which helps it to collect food and make nests in trees and in the corners of the houses. It likes to live in ventilators of a house, where it builds its home. It gathers tiny and light material for its home. It eats insects and worms. I hope Mr. Sparrow continues to visit my window every day of my life.

3. Topic : Preparing a Cup of Tea

Questions :

- a) What will you do first to make a cup of tea?
- b) What will you do next?
- c) How much time do you need to prepare a cup of tea?
- d) Why do some people have saccharin instead of sugar?
- e) Do all types of people prefer the same kind of tea?

Preparing A Cup of Tea

It is an easy task to prepare a cup of tea. First, pour a cup of water in a pot, then put it on fire and bring it to boil. When it is boiled for a while, put one tea-spoon of tea-leaf or tea-powder in it and continue to boil it for a little longer. Then put the liquor in a tea-cup through a strainer. Then add one or two tea-spoons of milk and sugar as you like. The tea is prepared. But there may be varieties of tea for varieties of tastes. Some people may prefer tea without milk or sugar or may have them in different proportions. Some may add a little lemon juice to liquor instead of sugar and milk. Some may have either dark liquor or light liquor. Some would have saccharin instead of sugar for health reasons. It mostly takes five to ten minutes to prepare a cup of tea.

4. Topic: How to Make A Garden

Questions:

- a) What will you do first when you decide to make a garden?
- b) What will you do regularly to keep your plants lively?
- c) What makes your garden healthy?
- d) How do you increase the fertility of your garden?
- e) Why do you need a fence?

How to make A Garden

To make a garden you have to follow certain procedures. First select a suitable piece of land. It can be in front of your reading room. Shovel, loosen and level the soil with a garden spade. Next, fence the land so that naughty boys and animals are unable to harm it. After that you should sow the seeds of different flowers of different seasons and plant many kinds of flower plants in it. Good seeds and plants are needed for a healthy garden. Finally you should work in the garden every morning and afternoon. Water the plants frequently. Weed your garden regularly to keep it neat and clean. Apply manure to the plants regularly to keep the soil fertile. Use pesticides so that harmful insects cannot do any harm to the plants and flowers. In city life, pot planting is a common way for city dwellers to have their gardens in a small space. All they need is a deck, a roof, or a tiny patch of well-lit space to start their own small garden following the same process.

5. Topic: Perseverance

Questions:

- a) What is perseverance?
- b) How do you acquire perseverance?
- c) Why should we practice perseverance?
- d) What should we do to practice perseverance?
- e) Name a great person who practiced perseverance in life.

Perseverance

Perseverance means persistence in doing something despite difficulty or delay in achieving a goal. To develop the quality one requires regular practice of it.

Only a patient person with a strong determination can achieve his goal by perseverance. When a child learns to stand up and tries to walk, he is found to fall down again and again. But at one time he succeeds in walking. Similarly, a man having perseverance can succeed in life in spite of his repeated failures. A persevering person has tremendous self-confidence, indomitable determination, and a natural urge towards hard labour which paves his way to success. In spite of having intelligence and genius, he can hardly prosper in life if he is averse to diligence. In this world, all the great things have been possible only by perseverance. Shakespeare did not compose his voluminous works just in a day. He had to work hard days and nights with tremendous perseverance. In every sphere of life perseverance is the root of success and glory. Therefore, perseverance must be practiced from the very childhood so that this noble habit becomes a part and parcel of one's life.

6. Topic : Traffic Jam

Questions :

- a) Why are the roads becoming narrow now?
- b) What are the main reasons of traffic jam?
- c) When do you find traffic jam most acute?
- d) What measures can be taken to lessen traffic jam?
- e) How can we stop road accidents?

Traffic Jam

Traffic jam has become a common sight now-a-days. Basically, it occurs because of the heavy number of vehicles. But in our country, there are other causes too. The roads are mostly narrow and damaged. There are often garbage and

building materials dumped on the roads. There are many unauthorised roadside shops. Often because of political meetings and processions, roads are blocked. There is a tendency with drivers to overtake and disobey traffic rules. Slow-moving and swift-moving vehicles race with each other. These also cause traffic jams. Traffic jams are most acute during working hours or examination times. To stop road accidents traffic rules should be enforced. If correct steps are not taken, city life will become very unfriendly in the future.

7. Topic : Global Warming

Questions:

- a) What is the main reason for global warming?
- b) Why is the heat confined in the earth?
- c) Why are ecologists feeling apprehensive now-a-days?
- d) What can we do for the prevention of pollution of environment?
- e) How do forests contribute to our life?

Global Warming

Now-a-days global warming has become a danger to all living beings on earth. Greenhouse effect is responsible for global warming. It is the gradual warming of the air because of heat being stuck on earth. Environmental pollution works behind global warming. We are destroying our tropical rain forests and growing industries, mills and factories, using CFC gas at present. Thus, we are polluting our environment. For the destruction of forests and cutting down of trees, the amounts of carbon dioxide are increasing. The increased amounts of carbon dioxide around the earth have made a layer in space. The sun rays are coming through the layer but the heat cannot pass through the layer. This is why the heat is being confined on earth and it is making our globe warmer. As a result,

the heat of the world is increasing day by day. It has made ecologists think about the alarming consequences. We should stop the pollution of the environment and save our living place from global warming.

8. Topic : My Birthday Party

Questions:

- a) When did you celebrate your birthday ?
- b) Who were the guests at the party?
- c) When did the party start?
- d) How was the party?
- e) How did the friends enjoy the party?

My Birthday Party

Yesterday, I celebrated my birthday. I invited some of my classmates and neighbours. My friends arrived at 5pm. They all greeted me with good wishes and presents. I took them to the garden, where we played for an hour. At 6p.m we got ready for the celebration. I blew out the candles and cut a chocolate cake which was a birthday gift from my parents. Everyone sang the birthday song and clapped their hands. I distributed the cake pieces along with sandwiches, patties, biscuits and fruit salad. Then we all drank cold fruit juice. There were various kinds of games for which prizes were given to the winners. The children were each given a packet of sweets and a box of colour pencils as return gifts. It was a wonderful party. I shall always remember this special day.

9. Topic : My Favourite Book

Questions:

- a. What is your favourite book?
- b. Why do you like the book?
- c. Which character do you like most?
- d. Why do you like the character most?
- e. What happened last in the story?

My Favourite Book

The Elephant Man is my favourite book. I never get tired of reading it. This is the story of a poor, ugly man. Nobody loved him. Everyone laughed at him. They put him in a cage, like an animal at the zoo. Then one day a doctor saw him and thought, 'This poor man is interesting. I want to study him.' In course of time, the Elephant Man became famous, and everyone wanted to meet him. I like this elephant man most because he was able to change himself into an important person.

10. Topic : Country Life and City Life

Questions :

- a) Compare city life and country life.
- b) How is the life in a city?
- c) How is life in a village?
- d) Which life is more hectic?
- e) How can we improve our society?

Country Life and City Life

Man is living both in cities and villages. Cities have prospered but the importance of country life has not lessened. In this modern competitive world, needs in city life have increased because most of the modern facilities are still found in the cities. The development of the society depends both on the development of cities and villages. Cities produce useful things with the raw materials supplied by the villages. In the cities, life is very hectic and competitive and people live in a programmed environment. On the other hand, in the villages, environment is fresh and easy. Modern facilities are available in the cities only. Most of the villages lack modern facilities. For good medical facilities and higher degrees, people have to go to the cities. In the cities, people lead an artificial life in gigantic buildings. But in the villages, one can lead a humble life in the lap of nature. Despite various merits and demerits, both lives have their charms. We can improve our society by developing both cities and villages.

C. Now write paragraphs on the given topics by answering the given questions :

1. Topic : A Child and a Flower

Questions :

- a) Which two things are very innocent in this world?
- b) Why do a child and a flower need care?
- c) How does a flower motivate a cruel person?
- d) How do a flower and a child make the atmosphere beautiful?
- e) How is a child similar to a flower?

2. Topic : Coffee and Tea

Questions :

- a) In which country did tea grow first?
- b) Where did coffee grow first?

- c) How do coffee and tea help in our daily life?
- d) How do we drink coffee and tea?
- e) How do we harvest tea and coffee?

3. Topic : Your First Day at School

Questions :

- a) What is the most important day in your life?
- b) When did you go there for the first time?
- c) With whom did you go to school on the first day?
- d) How did you go to school on the first day?
- e) How did you feel on that day?

4. Topic : Your Aunt

Questions :

- a) What is the name of your aunt?
- b) How old is she?
- c) Where does she live?
- d) What does she do?
- e) Why do you like your aunt?

5. Topic : Your Village

Questions :

- a) What is the name of your village?
- b) Where is it situated?
- c) How many people are there?
- d) What is the occupation of the villagers?
- e) How do you like your village?

Unit Nineteen

Letter Writing

Letter writing is an important activity in our daily life. It is a popular means of communication. Letters are one of the oldest modes of communication used by humankind. A letter is a written message from one person to another. There are two types of letters: **formal letters** and **informal letters**. A formal letter is a letter that is written in the formal language with a specific format for a business or official purpose. In simple terms, this is a letter written for professional communication. This is also sometimes called a business letter. A formal letter can be a letter of enquiry, a letter of request, or a letter of complaint. A formal letter is written to a teacher, a principal or to an office. On the other hand, an informal letter is written to friends and relatives. Now-a-days, emails are considered to be an effective medium of communication. Like a letter an email can also be formal and informal. It depends on your recipients and on the type of your message and purpose. E-mails are messages which are distributed by electronic means from one computer user to one or more recipients via a network. In this unit we will discuss how to write formal letters and e-mails.

Formal letters:

Read the following letter and notice its language and format:

June 15, 2016

The Principal

Young Heart School

Subject : Application for permission to visit Bangladesh National Museum

Sir,

We are the students of class vii of your school. Quite a few students of our class wish to visit Bangladesh National Museum on next Friday. We have always been longing to see this historical place. We have heard a lot about this place. We hope that this visit will be very useful for us from educational point of view, and we do not want to lose this opportunity.

We, therefore, request you to allow us to go on this educational excursion. We shall remain ever grateful to you for this act of kindness.

Yours obediently,

Sirajam Munira, Nandita Das

On behalf of the students of Class Seven

Young Heart School

Neera, Sanjana and Meena (on behalf of the students of class VII)**Note :**

In formal letters messages need to be precise and detailed, covering all the required information. Letters of this kind need to be very specific. Opinions should be clearly made. Requests for action should be clearly indicated. Reading the letter, everyone should know exactly what the sender is asking. There are various types of formal letters including leave application letters, apology letters, job applications, complaint letters, letters to the editor and so on.

A formal letter usually begins with the date and address of the recipient that should be written in the top left-hand corner of the letter.

After that the subject is written in bold. If the letter is hand-written, the subject should be underlined.

Next is the salutation section. In this line, if you do not know the recipient's name then it is ideal to address them as Dear Sir or Dear Madam.

Main section is the content that conveys sender's message clearly. A message can be in the form of requests, complaints, enquiry, information and so on. The content of your letter should be as short as possible, divided into short and clear paragraphs.

Further, the letter ends with closing remarks, promises, or suggested actions.

The closing of a formal letter should express gratitude and sincerity.

Examples of formal letter closings: **Best wishes, many thanks, thanking you, sincerely yours, respectfully yours.**

Write your name directly below this and then put your signature above it.

In an e-mail all these steps should be followed.

Here are some more formal letters for you to read:

1. Write a letter to your class-teacher asking for one week's leave:

20 February, 2015

Mrs. S. Khan

Class Teacher

Class Seven

Young Hearts School

Dhaka

Subject: **Prayer for leave of absence for one week**

Respected Madam,

While I was returning home from school yesterday, I slipped in the mud and fell down. As a result, I sprained my foot and am unable to walk.

I would be grateful if you would kindly grant me one week's leave. I am enclosing a Medical Certificate also.

Thanking you.

Yours obediently,

Neera Sanjana

Class Seven

Young Hearts School

Dhaka

2. Write a letter of apology to your math teacher for disturbing others in the exam hall.

20 June 2015

Mrs. S. Khan

Math Teacher

Class Seven

Young Hearts School

Dhaka

Subject: Apology for disturbing other examinees

Respected Madam,

I am really very sorry for disturbing other examinees in the exam hall during the Mathematics test today. I know you have taught us that disturbing others in the exam hall is wrong and it is good to try everything on our own, but I was so badly nervous that I could not solve the problems which were actually very easy. That is why, I disturbed my friends.

However, I now bitterly regret my action, and promise never to do it again. I would be grateful to you if you please forgive me for my offence.

Yours obediently,

Neera Sanjana

Class Seven

3. Write an e-mail to your Principal praying for a full free-studentship:

e-mail:principalbd@gmail.com

16 July 2015

The Headmaster

Newman High School

Khulna

Subject : Application for a full free-studentship

Respected Sir,

I am a regular student of your school. I would like to inform you that the financial condition of my family is not good and it is hard for my father to meet the minimum household expenses. So, I cannot afford to pay the school fee. Hence, I request you to grant me a full free-studentship on humanitarian grounds to enable me to go on with my studies.

I would be grateful to you if you consider my case with a sympathetic outlook and help me to study further.

Thanking you.

Yours faithfully,

Soma Hassan

Class Seven

Roll Number: 1

E-mail: somahan@gmail.com

4. Write a complaint letter regarding irregular water supply in your locality:

21 April 2015

The Chairman

Dhaka South City Corporation Nagar Bhaban

Subject: **Complaint about irregular water supply**

Sir,

This is to draw your attention to the irregular water supply in the Paribagh locality. In the morning the water supply is for only half an hour instead of the regular three hours. In the evening, sometimes there is no water supply and when water is supplied, it is for just fifteen minutes. At times, the water is so dirty that it cannot be used for drinking purposes. As a result, there is an acute crisis of drinking water. We have already made many complaints to our local authority regarding this inconvenience of the residents of the locality. They are always giving us empty promises and doing nothing. You are kindly requested to look into this matter seriously and solve the problem.

We are looking forward to your positive response.

Thanking you.

Sincerely yours,

Soheli, Sonam and Adnan (on behalf of the people of Paribagh)

5. Suppose, the British council has an advertisement in the national Dailies to start an advanced English course for put young learners. Write an e-mail in 100 words to the course-coordinator, requesting him to send you an application form:

John Bryan <johnbryanbright@gmail.com>

Dear Course Co-ordinator,

From the advertisement published in *The Daily Star* on 15 December 2014, I came to know that you are going to organize an advanced English course for young learners. I would like to participate in this course as an interested candidate. Therefore, I am requesting you to send me an application form as soon as possible.

With regards,

Akash

E-mail: **John Bryan <johnbryanbright@gmail.com>**

6. Write an application to the Manager of a bank to open a bank account:

25 September 2014

The Manager

Janata Bank

Tilagor Branch

Khulna

Subject: Opening a bank account

Dear Madam

I would like to open a savings account with you. My Head teacher could be my guarantor.

I, therefore, hope that you would do the needful in this regard. I would be highly obliged, if you help me open the account.

Yours faithfully

Neera

Class Seven

Greenleaf School

Khulna

E-mail: neera@gmail.com

7. Write an application to the Head teacher of your school, requesting him to organise an inter-class debate competition in the school:

25 December 2015

The Head Teacher

Glory School

Chattogram

Subject: **Debate competition**

Dear Sir,

This is to inform you that last year in December we established a debating club in our school. The club is now carrying out its activities in full swing. But it is a matter of fact that under this debating club, we did not organise any debating tournament. But to develop our personal skill, we would like to organise an inter class debate competition.

Therefore, we request you to take necessary steps to organise an inter- class debate tournament.

Yours obediently,

Abdus Salam (on behalf of class vii students)

- 8. Write an application to the Head teacher, requesting him to contact the World Literature Centre to provide the school library with more books.**

12 December, 2016

The Headmaster

Blossom School

Dhaka- 1205

Subject : Contacting the Bishwa Shahitto Kendro for providing books

Dear Sir,

This is to inform you that we, the students of your institution, would like to draw your attention to the fact that we have a library in our school. But it cannot provide us with enough books. Many students cannot read in the library at times. You must have learnt that the Bishwa shahitto Kendro has taken an initiative to lend books on some easy conditions.

Therefore, we earnestly request you to contact Bishwa Shahitto Kendro and ask them to provide our library with books.

We are looking forward to a positive response.

Thanking you.

Sincerely yours,

Swati Rema

Roll No : 01

Class Seven

Section : A

9. Write an e-mail to the editor of a local newspaper informing him about the traffic jam you face daily:

editor.observer@gmail.com

Date : 24 January 2016

To: The Editor

The Bangladesh Observer

Dhaka-1204

Sub: Intolerable traffic jam in Dhaka city

Sir,

Through the columns of your esteemed daily, I venture to voice my views about the intolerable traffic jam in Dhaka.

There is hardly anybody found in Dhaka who did not face the unbearable traffic jam. This has happened actually for the enormously increasing number of rickshaws and private cars. Here we see sometimes hundreds of different vehicles standing still. Especially office going people and students become victims to this terrible traffic jam. They have to miss their most important meetings and classes. But among all, patients suffer most while they are badly in need of medical treatment. Many patients die every day being stuck in traffic jams.

Nobody can avoid the responsibility of solving this problem as a dweller of Dhaka city. Through this small letter I would like to draw attention not only of the Government but also of the people who live in Dhaka. Without working hand to hand with the Government, it is quite impossible to

minimise the sufferings of common people. Last of all, I can say that an effective and planned action can play a vital role in these circumstances.

Rawnie,

Malibagh, Dhaka- 1201

E-mail: rawnie@yahoo.com

B. Now write the following :

1. An application to the District commissioner, complaining about the uncovered dustbins in your city.
2. An e-mail to the editor of a newspaper, demanding better medical facilities in your village.
3. A letter to the chief engineer of your local power station complaining about irregular electric supply in your area.
4. An application to your Headmaster requesting a transfer certificate.

Sample Test
English Second Paper

Class Six and Seven

Full marks: 50

Time: 2 hours

[Answer all the questions. Figures in the margin indicate full marks]

Section: Grammar

1. Fill in the gaps with **a**, **an** or **the** and put a cross (x) where no article is needed. **0.5x8=4**

A: I need to make (a) appointment with my dentist.

B: Why don't you use my phone?

A: Thank you. Oh dear, I can hear (b) engaged tone. I'll try again later.

B: Which dentist do you go to?

A: I go to (c) one next to (d) supermarket on (e) Tajmahal Road.

B: How is he?

A: He's (f) excellent dentist! You hardly feel any pain when he pulls out (g) tooth.

B: Could I have (h) telephone number of your dentist, please? My grandmother needs to have her teeth checked.

A: Of course. It's 9663422.

Answer: (a) an, (b) an, (c) the, (d) the, (e) X, (f) an, (g) a, (h) the

2. Abir is writing to his sister from a tourist lodge in Cox's Bazar. Choose the correct **preposition** from the box and fill in the gaps. **0.5 x 8= 4**

till	inX2	behind	at	on	from	under
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Hi Tina!

We're looking forward to seeing you (a)next Sunday (b) the St. Martin's Island. We're having a great time here. Panna

and I run (c) the mornings. Alok gets our breakfast (d) a local restaurant. Then from about ten o'clock (e) lunch we do what we want. (f) night, we cook our meal. There's a wood (g) the hotel and sometimes I go for a walk. I am now writing you sitting (h) a Banyan tree. The weather is beautiful here. We are missing you a lot.

See you soon.

Abir

Answer: (a) on, (b) in, (c) in, (d) from, (e) till, (f) at, (g) behind, (h) under

3. Complete the text using the words in the box as needed.

0.5 x 10 = 5

teacher	and	quick	missing	but	go	good	so	worry	sit
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Hello Nina

This is just a (a)..... e-mail. I hope you're getting well (b) will be back at school on Sunday. I know you are worried about the (c) classes. Don't (d) Here is a list of homework.

Maths: Finish page 72 and 74 (e) don't do page 73. (f) said that we'd do it in the next lesson.

Chemistry: (g) through the pages from 67 to 82 and do the exercises. We will (h) for a class test on Thursday.

I didn't get (i)..... marks in the last class test. (j) I'm going to study really hard this time.

Take care.

Deepali

Answer: (a) quick, (b) and, (c) missing, (d) worry, (e) but, (f) teacher, (g) go, (h) sit, (i) good, (j) so

4. Make sentences from the following substitution table.

1 x 4 = 4

It's better to Plastic bottles Extracting petroleum So we should	be use	bad for the rainforest. made from petroleum. use plastic bottles again and again. glass bottles.
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Answer: It's better to use glass bottles. Plastic bottles are made from petroleum. Extracting petroleum is bad for rainforest. So we should use plastic bottles again and again.

5. Read the following text and change the sentences as directed.

1 x 5 = 5

a) Bangladesh is beautiful. (Make it interrogative.) b) Rabindranath titled this country 'Sonar Bangla'. (Make it Passive.) It is one of the greenest countries in the world. c) This country was ruled by the British and the Pakistani people before independence. (Make it active.) The country has so many beautiful aspects. The Sunderbans, the mangrove forest, is really wonderful. d) Cox's Bazar sea beach is the longest in the world. (Use positive degree). People here are very liberal. e) How proud we are of our country! (Make it a statement sentence.)

Answers :

- Isn't Bangladesh beautiful ?
- This country was titled 'Sonar Bangla' by Rabindranath Tagore.
- The British and the Pakistani people ruled this country before independence.
- No other sea beach in the world is as long as Cox's Bazar.
- we are very proud of our country.

6. Fill in the gaps with the right forms of verbs in the brackets. Question a and e have special instructions in the brackets for the use of verbs. 0.5 x 8 = 4

My name's is Bibha. I live with my mom. My dad (a)('live' in the negative sense) with us because he (b)(work)..... in Saudi Arabia. I haven't got any brothers or sisters and so I (c)(spend)..... a lot of time with my cousin Tushi. I often remember the days with my dad. When I

(d).....(be)..... a baby, I (e).....('make' expressing habit)..... my dad a horse to take a ride. Not only that, every day he (f).....(tell)..... me many interesting stories. My mother nowadays says that we (g).....(Shift)..... to Saudi Arabia soon, but I really don't want to leave this country. Rather, I prefer my father to (h)(stay)..... here with us.

Answer: (a) does not live, (b) works, (c) spend, (d) was, (e) used to make (f) told, (g) shift, (h) stay

7. Use appropriate punctuation marks and capital letters where necessary.

0.5 x 8 = 4

"lend me your pen please", asad asked. i took my pen out of my pocket. "i'll give it back to you in a moment" he promised. "don't worry you can keep it as long as you want" i said.

Answer: "Lend me your pen please," Asad asked. I took my pen out of my pocket. "I'll give it back to you in a moment," he promised. "Don't worry, you can keep it as long as you want," I said.

Section: Composition

8. Suppose the Bangladesh Foundation has an advertisement in the National Dailies to form a Young Learners Group. Write an email in 150 words to the Manager requesting him to send you a Membership Form. 08

9. Write a composition on **Pohela Boishakh Celebration this year** in 200 words. Include the following points: 12

What is Pohela Boishakh?

Where did you celebrate the day this time?

Who was/were with you?

What did you do?

What did others do?

How did you feel?

Guidelines for question setters and markers for English

1. Multiple Choice Questions (MCQ)

MCQ can be set for testing a number of strategies and skills related to reading such as scanning, skimming, reading for gist, inferencing (guessing the meaning from the context) comprehension check etc. Each MCQ item will carry $\frac{1}{2}$ mark. However, depending on the level of difficulty some items may have 1 mark as well.

In preparing MCQ item, question setters will make sure that learners have to apply certain skills or strategies of reading in order to be able to choose the right options. Depending on the level of the learners, items will be set to test learners' lower order thinking skills (knowing and understanding) as well as higher order and more critical thinking (analyzing, synthesizing, and evaluating). Use synonyms in the questions to avoid quoting directly from the original passage. Make the questions a bit round about so that learners think.

For example :

Text : The Great Wall of China, one of the greatest wonders of the world, was first built between 220-206 BC.

Question : When was the Great Wall first built? (Don't make this type of question. Student will just get the answer from the question paper as 'was born' is common in both the text in the question paper and the answer.)

Question : What is the initial construction period of the Great Wall? (This question is Okay as learners has to understand that 'was built' and 'construction period' are same.)

Students will write the question number and then write only a/b/c/d that refers to the correct answer. Whole sentence from the question paper is not required.

The same text can be used for guessing the meaning from the context and Question Answer (open ended and close ended). However, the same text **cannot** be used for Question-Answer and True/False. Depending on difficulty level and text length, information transfer and True/False questions can be set from the same text or from two different texts. Two different texts are preferred to a single text.

Please note the following points while setting MCQ test items :

- Phrase stems as clearly as possible. Confusing questions can generate wrong answers from students who do understand the material.

- Avoid redundant words and phrases in the stem. Extraneous details make a question more complex and less reliable.
- Include any language in the stem that you would have to repeat in each answer option.
- Options should be similar in length and structure.
- The number of answer options should not be more than four.
- Distracters must be incorrect, but plausible. Try to include among the distracters options that contain common errors.
- To make distracters more plausible, use words that is familiar to students.
- If a recognizable key word appears in the correct answer, it should appear in some or all of the distracters as well. Don't let a verbal clue decrease the validity of your exam.
- Avoid using extreme or vague words in the answers. Use rarely extreme words like *all*, *always* and *never* or vague words or phrases like *usually*, *typically* and *may be* in the answers.
- Avoid using *All of the above* or *None of the above* as an answer choice.

In designing MCQs the following class wise guidelines have to be followed.

MCQ for grades 6 and 7

Altogether 10 MCQs will be set. Each MCQ will have $\frac{1}{2}$ mark (or half mark) for a correct answer. There should be 6 MCQs on vocabulary test (guessing meaning from the context) and 4 MCQs on answering questions (scanning for specific information, search reading, deducing the meaning of unfamiliar words). Thus the marks distribution will be:

Vocabulary $\frac{1}{2} \times 6 = 3$

Questions $\frac{1}{2} \times 4 = 2$

Total = 5

2. True/False

True-false questions are typically used to measure the ability to identify whether statements of fact are correct. The questions are usually a declarative statement that the student must judge as true or false.

Follow the general guidelines below while writing True/False items for your students:

- Base the item on a single idea.
- Write items that test an important idea.
- Avoid lifting statements right from the text.
- Make the statements as brief as possible.
- Write clearly true or clearly false statements.
- Try to avoid such words as *all, always, never, only, nothing, and alone*.
- The use of words like *more, less, important, unimportant, large, small, recent, old, tall, great*, and so on, can easily lead to ambiguity.
- State items positively. Negative statements may be difficult to interpret. This is especially true of statements using the double negative. If a negative word, such as "not" or "never," is used, be sure to underline or capitalize it.
- Beware of detectable answer patterns.

3. Matching

There is no need of a separate reading text for matching. The question itself will have a context after the texts in part A and part B are properly matched. The numbering of texts in column A can be i, ii, iii, iv, and the texts in column B can be a, b, c, d, Students only need to match the numbering in the two columns, e.g. i, ii, iii, iv etc. (in column A) and a, b, c, d etc. (in column B). You can also use 3 columns with texts to match.

4. Gap filling with or without clues

The text in the gap filling activity is separate and complete. The text for this item will have a meaningful context too. There will be five gaps in the text. The gaps can be used for article, preposition, or any other parts of speech without verb as there is separate test for it. A question setter will choose one particular item mentioned earlier to set a question and use a gap at the particular place. For example, if the question setter wants to test the article then there will be a gap at the position of a, an, the or before a noun that does not take any article. For a question of 3 marks, there will be six gaps in the text; for 4, there will be 8 gaps; and for 5 marks there will be ten gaps.

Follow the guidelines while writing gap filling test items:

- Prepare a scoring key that contains all acceptable answers for each item.
- Prefer single word or short phrase answers.
- Beware of open questions that invite unexpected but reasonable answers.
- Make all the blanks of an equal length.
- Avoid grammatical clues such as "an."
- Place the blanks near the end of the statement. Try to present a complete or nearly complete statement before calling for a response.
- Limit the number of blanks to one or two per sentence. Statements with too many blanks waste time as students figure out what is being asked.
- If a numerical answer is called for, indicate the units (e.g. currency) in which it is to be expressed.

5. Cloze test with/without clues

A cloze test is a fill-in-the-blank activity that assesses students' comprehension of vocabulary and reading passages or knowledge of grammatical items. In cloze tests there are recurrent gaps at every 4th, 5th, 6th or 7th word. If the first gap, for example, is used at the 5th place, all through the text the gap will be at the 5th place. Unlike the gap filling activity that tests a particular grammar item (e.g. preposition, article, pronoun, or verb) it is a test for vocabulary (key words) in general. This is why gap filling activity in the reading section is usually a cloze test. In contrast, gap filling activity is a merely a grammar test item.

A cloze test with 5 marks will have ten gaps (.5 for each gap). Considering the level of difficulty cloze tests without clues at grade 10 can have 5 gaps (1 mark for each gap).

In answering the question, an examinee does not need to reproduce the text in the answer script. Writing the missing word with the corresponding question number is enough. However, the whole text with suitable words in the gaps will neither earn any extra credit or discredit.

6. Information Transfer

Depending on the level of difficulty and length of the text, information transfer and True/False questions can be set from the same text. However, if the text is too small, **do not** use the same text for both the tests as the content will be inadequate for setting questions. Make sure there is no overlapping or repetitions in the question you have set. Alternatively you can use two different texts for these two test items.

The marks allocated for information transfer is $1 \times 5 = 5$ or $0.5 \times 10 = 5$ (depending on the level of difficulty)

7. Substitution table

It's a grammar test item. It tests whether students can make grammatically correct sentences following any particular structure/s. It's different from matching item. In matching there might be equal number of texts in each column in a table and students need to make sentences using a text from each column. In designing the test item, the question setter can write the texts in Column A in a way so that the sequential arrangement of the text makes a context. In a substitution table, depending on marks, there will be 4 or 5 texts in the left column, 1 or 2 grammar words that shows the form in the middle column, and extensions at the right column. Each meaningful sentence made using the texts and the lexical word will have credit.

8. Gap filling with right forms of verbs

Sentences will be written in context in the question paper. Some verbs could be omitted or given in brackets without any form. If the verbs are totally omitted in the text, a list of verbs will be supplied in a box separately. Students' job will be to use the verb at the gaps in their correct forms according to the context and other grammatical considerations. Alternatively base form of verbs can also be supplied in the body of the text in parenthesis.

Students will write only the right answers with the question number. However, if anyone uses the text with words at the gaps, it should be accepted as correct answer.

9. Changing sentences

A text will be designed with a certain context. Some of the sentences in the text will have instructions in the parenthesis on how to change them. Depending on the marks in the test item, students will be asked to change 5 or 10 sentences. Students will write only the changed sentence as their answers. They can write the changed sentences in any order but must use the correct number used for each sentence in the given text.

10. Rearranging

Rearranging measures students' ability to organize some detached sentences into a coherent and cohesive text. Use 10 detached sentences for classes 6, 7, and 8 (See the sample questions for these grades.). For SSC, Ss will rearrange eight parts of a story/passage (See the sample question for SSC.). Test your test item (with someone else or you sit for a test) to check whether the sequence of the answer vary. If the answer varies and each variety has a complete meaning, redesign the test. Use linking words/sentence connectors to maintain cohesion and coherence in the text. Learners do not need to reproduce the text in their answer scripts. If they arrange the corresponding

serial of the texts correctly (such as b. d. a, f or v, iii, vi. i ... etc), they will get full credit. **Please remember that the test objective here is the organisation of sentences, not the copying of texts from the question paper.** However if any learner comes with sentences written in a random text, there is no need to penalize him/her. Students will get credits for the correct answers. For example, if the answer is like this:

a. X b. ✓ c. ✓ d. X e. ✓ f. ✓ g. X h. X i. ✓ j. X the student will get 5 marks.

The test has no relation with the texts used in the previous test items.

11. Writing summary

Use a text not exceeding 150 to 200 words for classes 6 to 8 and not exceeding 300 words for classes 9-10 in the question paper. Learners will produce a summary using one third words of the given text. For an example, if the original text has 150 words, learners will produce the summary in 50 words. However, 5% plus minus is okay. This answer should be written in random texts not in isolated sentences. There is no question of counting number of sentences in summary. So DO NOT mention in the question paper how many lines or sentences learners will use to make a summary. The number of words used here is important. Make sure that they are writing in their own words, not copying some sentences from the text. Practice them to avoid examples or explanations in writing a summary. A fresh text should be given to make summary. No text used in the previous test items can be used here.

12. Writing a paragraph answering questions

Make sure while answering questions your students will be guided to write a well structured paragraph. In other words, if the students answer the questions properly, there will be a paragraph of a befitting topic sentence followed by arguments/ideas to support the topic sentence and a conclusion to summarise what has been told in the topic sentence and the body. There cannot be any new ideas in the conclusion. However, if there are 5 questions to answer, it does not mean that students will write only five sentences. They will use sentences as per their discretion but the paragraph as a whole answer the questions. If there are 10 marks for this item, learners should be able to make at least 10 sentences. The word limit for classes 6-7 is 150 words, for class 8, it is 170 words, and for 9-10 it is 200 words at least. 10% plus minus can be accepted. Keep an eye on the content rather than the mechanical calculation of sentences. **Assess the paragraph from different aspects such as grammar, ideas, organisation of ideas, communication, punctuation, and spelling.** Do not assess the paragraph from the perspective of grammar accuracy only. Regarding the composition writing in Paper 2 (which is structurally an essay) the word limit will be 250 for classes 6-7, 300 for class 8, and 350 for 9-10.

13. Completing a story

There will be the beginning of a story in the question paper. Students will continue the story and complete it. The answer will vary here. Completing a story when given at classes 6-8 should be more guided (See sample question for classes 6-7.) where question setter not only begins a story but also provides with some clues for the extension of ideas. Students will complete the story following the clues. A good idea is to mention the word limit when there is no clues for the students. Assess the paragraph from different aspects such as grammar, ideas, communication, organisation etc.; do not only assess the paragraph only from the perspective of grammar accuracy. Moreover, use of cohesion (inter-connectedness of the sentences) and coherence (transition from one idea to another idea) are important here. Word limit here will be similar to paragraph writing.

14. Open-Ended Questions

Open ended or essay format questions are excellent for measuring higher level cognitive learning and overall comprehension of a reading text/passage. They allow the student to select content for their response, to organize their thoughts in a logical manner and to present their ideas on a given subject matter. Overall, these types of test questions allow teachers to test student's broader understanding of a reading item.

When writing good open-ended questions, keep the following guidelines in mind:

- Be sure that the test question clearly states the answer that you are seeking from the student. For example, "Discuss the outcomes of environment pollution" is a poor test question. But, worded as "Describe the potential impacts of the environment pollution on the people of coastal regions in Bangladesh" or, what are the causes and impacts of environmental pollution on the people of coastal regions in Bangladesh? is a better test question as it clearly gives the student something to compare and contrast within a focused area.
- If you are looking to test comprehension, a good opening line for the test question is, 'Explain the following...'
- If you are seeking to test the student's ability to analyze a concept, a good opening phrase for your test question is, 'compare and contrast.....'
- Don't give students the option to pick 2 or 3 questions from among 5. This can add confusion for the students and complexity for the teacher when grading for a classroom. This type of test format often compromises with validity and reliability of the test.
- Here you are setting recalling questions, design the question in a way so that examinees do not have opportunity to pick answers by matching the vocabulary in the question and answer.

Question setters have to go by the following class-wise guidelines in setting questions.
Grades 6-7

There will be 5 open ended questions each bearing 2 marks for the correct answer. There will be 2 questions for recalling answer, 2 questions to check students' understanding, and 1 question for analyzing information.

A list of action verbs according to Bloom's Taxonomy for lower order and higher order thinking questions are supplied here to be used while designing the test items.

Remembering/recalling: describe, define, list, locate, tell

Understanding: describe, classify, discuss, explain, identify, select, translate, predict

Analysing: solve, use, interpret, sketch, illustrate, classify, differentiate, organise, relate, identify, categorise, compare, contrast, construct, distinguish, explain,

Evaluating: argue, defend, judge, select, support, value, critique, assess, justify

Creating: construct, develop, investigate, design, imagine, justify

(for more information please visit:

<http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>)

15. Dialogue writing

A dialogue in real situation is an exchange of information. This has to be reflected in the dialogue written by the test giver. A dialogue cannot be a mere combination of fragmented sentences or snappy phrases or collocations like Hi/Hello/Yes/No/Very good/Thank you/Welcome/See you/Bye etc. There must be some questions and answers in full sentences. A dialogue has to contain at least 5 questions and their answers or 10 exchange of statements including some questions in full sentences other than greetings.

16. Writing letters/e-mails

If it is an informal letter, content is important. If it is a formal letter, both content and form are important. Formal letter can be written either in British style (each paragraph indented at the beginning for one space, date at the upper right hand corner, name at the right hand corner at the bottom). It can also be written in American style (All paragraphs in a line without indenting, date name everything at the left hand corner). Picture of an envelope or stamp is not needed but address can be written. Yet, if any student provides them - it will not earn any extra credit or penalty.

For e-mails, student must write the e-mail id, subject, and content as written in a genuine email. Students should be taught in the class that there should be a considerable margin at the answer script. However, there should not be any penalty for any examinee if the answer script has no margin. Margin has nothing to do with assessment of the answer.

Word limit should be mentioned in the question paper. Again the word limit is 150 words for classes 6-7, 170 words for class 8, and 200 for classes 9-10 with 10% plus minus.

17. Describing graphs and charts

Graph should be authentic. Teachers may collect charts from various sources such as newspapers, magazines, books or from the internet. Alternatively, teachers can use authentic data and make simple charts by themselves. Describing a graph or chart needs certain language abilities. The graph and chart presented in the textbook show that. A marker of answer scripts should keep an eye whether those languages are used or not. Answers will include the written presentation of data shown in the graph followed by a concluding remark. A question setter should mention the word limit for describing the graph or chart. Do not ask students to produce any graph on the answer sheet. They will only describe it.

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Jahurul Islam: *A B C of English Grammar*

A Handbook of Paragraph Writing

David Wills: *Collins Cobuild Student's Grammar*

B. A. Phythian: *Good English*

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