


# A Hole in the Fence

**7.1.1 Look at the following personal timeline of Shaoli Farzana. Then, complete yours with your information. Later, share it with your friends.**

(নিম্নে প্রদত্ত শাওলী ফারজানার ব্যক্তিগত timeline টি দেখো। তারপর নিজের তথ্য দিয়ে timeline নিজের সম্পূর্ণ করো। পরে সেটা বন্ধুদের সাথে share করো।)



Hi!

I'm Shaoli, a student in class eight. I currently live in a big city with my parents. I have an elder sister whom I adore and respect. Everyone says that I look like my father, but I am more like my mother. I love eating and playing different games with my friends. My favourite game is volleyball because my PT teacher and my friends think that I play it well. My favourite subject is science. I want to be a scientist in future.

Here I am sharing my personal timeline if you all want to know me better-

I was born in 2010.	When I was 7, I visited Saint Martin islands with my family.	I have been writing a diary for a year.	Recently, I have played in the inter school volleyball competition.	At present, I am working with my friends to arrange an awareness programme on climate change.	Next year, I am planning to write a story for my school magazine.
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Now, it is your turn to share your information in your personal timeline if you want us to know you better –

Picture & Name

Write about yourself within 5- 10 sentences.

↓	↓	↓	↓	↓	↓
The year you were born	An interesting memory of your childhood	Something you started working on last year still you are doing it	Something you have done recently	Something you are doing now	Something you are planning to do next year

**7.1.2** Now in pairs/groups, compare both of the ways to present yourself and discuss the differences between these two ways of presentation. Also, discuss which way is more suitable than the other. Show reasons for your answer.

(এখন দলে/জোড়ায় নিজেকে উপস্থাপনের কৌশল দুটির তুলনা করো এবং দু'ধরনের উপস্থাপনের মধ্যে পার্থক্যগুলো নিয়ে আলোচনা করো। কোনো কৌশলটি সবচেয়ে বেশী উপযুক্ত তাও আলোচনা করো। তোমার উত্তরের পক্ষে যুক্তি দাও।)

**7.2.1** Now, read the information on your personal timeline again and write the answers to the following questions. Later, share your answers in pairs/groups.

(এখন তোমার ব্যক্তিগত timeline এ নিজের তথ্যগুলো আবার পড়ো এবং নিচের প্রশ্নগুলোর উত্তর লেখো। পরে দলে/জোড়ায় তোমার উত্তর share করো।)

a) How much information have you written in your personal timeline?

- b) Do all the actions in the timeline happen at a particular time or at different times? If your answer is ‘at different times’, what are they?
- c) How have you expressed different times in your sentences?
- d) Do you think these time-indicating words in your timeline (recently, now, next year) help you to decide the form of verbs in the sentences? If yes, explain with an example.
- e) Do you know any other time-indicating words people generally use in their communication? Make a list of them.

### Let’s talk about ourselves in a different way!

To do that, first, read the information on your timeline and write a short text using the important information about you. Then, connect the information using transition words (and, later, besides, etc.) and organize them to sound a meaningful text. For example, you can start in the following way–

Hello Friends!

I am\_\_\_\_\_. I was born in\_\_\_\_\_.  
 .....  
 .....

**Finally, exchange your copy with your friend next to you.**

### 7.2.2 Read the text “A Day to Remember” written by Shaoli, a girl like you. Then, look at the meanings in the given table and find out the words in the story. Next, make sentences with the words.

(শাওলীর লেখা ‘A Day to Remember’ text টি পড়ো। তারপর, সারণিতে দেওয়া অর্থগুলোর মূল শব্দ গল্প থেকে খুঁজে বের করো। পরে শব্দগুলো দিয়ে sentence তৈরী করো।)



## A Day to Remember

It is a beautiful morning of December 16<sup>th</sup>, our Victory Day. Shaoli and her friends are happy that their dream finally came true. It all started when Shaoli read an article about community service and shared it with her friends. They immediately spoke to their teachers and the Head Teacher and got permission to start the Community Service Club in the school. The teachers became very happy to know the plan and encouraged them to start the Community Service Club in the school.

This is the first time the Community Service Club has organised a programme where people will donate their unused or gently used clothes and things to the people in the area. All the members of the club have been collecting these items **for about a month**. Not only the members of the club but also the students have been eagerly waiting for this programme, as something like this has never been done in the school before. Everyone is very excited to celebrate the Victory Day in a different way.

The club members are preparing for this donation programme for the **past two months**. Everyone warmly welcomed the idea of serving the community by donating unused or used items. A group of teachers reached out to the students to make the programme successful. There had been a great deal of discussion **before** the plan was finalised, and all the essential preparations have since been made.

The big day has finally arrived. **Now**, Shaoli is wandering around the school campus, capturing memories with her camera. The familiar school campus seems a little unfamiliar to her. The large field is adorned with colourful papers, posters, and pictures, among other things. There are many booths set up by students and teachers from all classes. One class is placed adjacent to another in the arrangement of the booths. Many students volunteer their time under the full guidance of the teachers. The less privileged members of the community have started to arrive. They have gathered at different booths, depending on their needs. There are also food, books, and gaming stands. There is a lot of hustle and bustle all around. Many parents are also visiting different booths and observing various activities.

Shaoli is walking through the crowd when she spots her friend Ayesha standing with a book in her hand. Ayesha's face lights up with happiness, and Shaoli cannot help approaching her. "What makes you so happy?" she enquires. "From my very childhood, I have wished to be as graceful as Cinderella. And now I have found this book about her on a book stand. You can't imagine how happy I am!" Ayesha says, smiling.

Suddenly, some movement and whispering occur. The secretary of the club calls a group of students and says, "Would you mind moving aside to make room for the guests? In a moment, the Head Teacher appears on the podium with the Chief Guest. The Chief Guest says in her speech, "Only **recently** have I been appointed to the position that I am **currently** occupying. And I feel very happy to be a part of this programme. I wish I were a student like you and initiated something inspiring like this." She also calls upon everyone to come forward to help the community, declaring, "**From tomorrow**, we all start working hand in hand."

"This is a memory I will cherish forever. Tomorrow holds the promise of a brighter day," Shaoli is thinking quietly to herself.



**One is done for you:**

<b>Meaning</b>	<b>Word in the story</b>	<b>Your sentence</b>
1. Give money or goods to help a person or organization	<b>Donate</b>	Every month my father <b>donates</b> one hundred taka to the nearby mosque.
2. To happen in the way that one wished or dreamed		
3. A group of people living in the same place		
4. To make an effort to do something for other people		
5. To move without a definite aim		
6. Not known		
7. To make something more attractive by putting something on it		
8. A busy activity usually in a noisy surrounding		
9. To facilitate the beginning of something		
10. To keep something pleasant in your mind for a long time		

**7.2.3** Read the text in Activity 7.2.2 again. Then, write the highlighted words, what time these words/phrases refer to, and what forms of verbs are there in the sentences Shaoli has used to express these times in the given columns. Finally, check whether all the verb forms are used correctly or not.

(Activity 7.2.2 এর text টি আবার পড়ো। তারপর underline করা word গুলোর সময় এবং সময় নির্দেশ করতে verb এর কোনো form শাওলী ব্যবহার করেছে তা প্রদত্ত কলামে লেখো। তাপর verb এর সব form সঠিকভাবে ব্যবহৃত হয়েছে কিনা চেক করে দেখো।)

One is done for you.

The highlighted word in the story	The time of action the highlighted word refers to	The form of the verb Shaoli has used to indicate the time of action in the sentence	The correct form of the verb (if needed, write. Otherwise, keep it blank)
1) For about a month	It means the work started before a month and still is going on	‘All the members of the club have been collecting these items <b>for about a month.</b> ’  Here, the verb form is—  have been collecting (have been + V+ing )	
2)			
3)			
4)			
5)			
6)			
7)			



**7.3.1** Let's read a story about how to use different verb tenses to indicate different times. It will help you to use the correct forms of verbs expressing the specific time of actions in a sentence. Then in pairs/groups, check whether the forms of the verbs Shaoli has used the story 'A Day to Remember' are correct. If those are not correct, write the correct forms in the last column in Activity 7.2.3.

(চলো বিভিন্ন সময় বুঝাতে verb এর বিভিন্ন ধরনের tense এর ব্যবহার সংক্রান্ত একটি গল্প পড়ি। এটি তোমাকে verb এর কাজ সংঘটিত হওয়ার সময়ের সাথে মিল রেখে verb এর সঠিক form এর ব্যবহার করতে সাহায্য করবে। তারপর, দলে/জোড়ায় শাওলীর ব্যবহৃত verb গুলোর form সঠিক কিনা চেক করে দেখো। যদি সঠিক না হয় তাহলে সঠিক form গুলো শেষ কলামে লেখো।)



Note on 'The use of correct forms of verbs'

**Part 1**

Prasun is a curious young boy who loves to learn different languages. One day, while reading a book on how to use the English language correctly, he lost himself in the book and started his learning journey with his language teacher, a talking parrot.

"Hello there, young boy! I am a parrot. What's your name?" said the parrot.

"My name is Prasun. Nice to meet you, dear Parrot," replied Prasun.

"Call me Polly, Prasun," said Polly.



"A lovely name. How fluently you speak English! Will you help me to speak English fluently and correctly?" said Prasun.

"I would love to. The first thing you need to know is the subject and how the subject agrees to a verb in a sentence," said Polly.

"What's that?" asked Prasun.

"Well, it means that the subject of the sentence and the verb must agree in number and tense".

"Prasun, verbs have different forms that indicate different times of action. Let us learn some of the verb usages in relation to time expressions," said Polly.

Polly showed the following table that included examples of all three simple tenses, continuous tenses, perfect tenses, and perfect continuous tenses, along with time adverbials for each tense:

Tense	Structure	Time Adverbials	Example Sentence
Simple Present	subject + present form of verb	always, often, sometimes, rarely, regularly	I regularly brush my hair.
Present Continuous	subject + am/is/are + verb + -ing	now, at the moment, at present,	I am talking to my friend now.
Present Perfect Simple	subject + have/has + past participle form of verb	yet, already, ever, never	I have already taken breakfast.
Present Perfect Continuous	subject + have/has + been + verb + -ing	for, since	I have been reading a magazine for an hour.
Simple Past	subject + past form of verb	yesterday, last night, two years ago	I wrote a story yesterday.
Past Continuous	subject + was/were + verb + -ing	while, at that time, at that moment	I was doing math at that time you phoned me.
Past Perfect	subject + had + past participle form of verb	before, already	I had checked my bag before I went to school.
Past Perfect Continuous	subject + had been + verb + -ing	for, since	I had been working for an hour when my friend called.

Simple Future	subject + shall/will + base verb	tomorrow, next week, in a month	I will meet you tomorrow.
Future Continuous	subject + shall/will + be + verb + -ing	at that time, by the time	At that time I will be helping my father clean the garden.
Future Perfect	subject + shall/will + have + past participle	by the time, already	I will have finished my work by the time you arrive.
Future Perfect Continuous	subject + shall/will + have been + verb + -ing	for, since	I will have been working on the school project for an hour by the time you arrive."

“Now, let's practice how we will use different tenses with time adverbials,” said Polly.

Prasun and Polly practised making sentences with all the different tenses and time adverbials. For example, Prasun said, “We have been walking for an hour” and “I will have learned more by the time we arrive.”

“Good job, Prasun! You're learning quickly,” said Polly.

“Thank you, Polly. This is really helpful,” said Prasun.

Polly then gave example sentences for the rules to use verbs with time expressions. He continued:

- 1: Use simple present tense to talk about things that are always true. Also to talk about habits and routines. For example, “I always brush my teeth before going to bed.”
- 2: Use present continuous tense to talk about actions happening now or in the near future. For example, “I am talking to you now.”
- 3: Use present perfect tense to talk about actions that happened at an unspecified time before now or that continue up to the present. For example, “I have already decided to learn the use of correct forms of verbs in sentences.”
- 4: Use present perfect continuous tense to talk about actions that started in the past and continue up to the present. For example, “I have been learning subject-verb agreement for an hour.
- 5: Use simple past tense to talk about actions that happened in the past and are finished. For example, “I helped my friend yesterday.”

- 6: Use past continuous tense to talk about actions that were in progress in the past. For example, “While I was writing an email, my mother called me.”
- 7: Use past perfect tense to talk about actions that happened before another action in the past. For example, “I had written an article on my parents before I went to school.”
- 8: Use past perfect continuous tense to talk about actions that started in the past and continued up to another point in the past. For example, “I had been walking for half an hour when I met my friend.”
- 9: Use simple future tense to talk about actions that will happen in the future. For example, “I will work in my garden tomorrow.”
- 10: Use future continuous tense to talk about actions that will be in progress in the future. For example, “At that time I will be helping them with cleaning.”
- 11: Use future perfect tense to talk about actions that will be completed before a certain point in the future. For example, “I will have finished my study by the time you arrive.”
- 12: Use future perfect continuous tense to talk about actions that will have been in progress up to a certain point in the future. For example, “I will have been working on the school project for an hour by the time you arrive.”

Prasun listened carefully to Polly's explanations. He was thinking that it was a long time since he had met Polly. Now, he had to get back to the real world. He said goodbye to Polly and promised to keep learning more.

**7.3.2 Read the story in Activity 8.3.1 again. In groups/pairs, discuss the reason to use the particular verb forms of the sentences in the given table. Later, write them in the appropriate column. If needed, take help from your teachers, classmates, books, and from online resources:**

(Activity 7.3.1 এর গল্পটি আবার পড়ো। দলে/জোড়ায় প্রদত্ত সারণিতে sentence গুলোতে verb এর নির্দিষ্ট form ব্যবহার করার কারণ আলোচনা করো। পরে সেগুলোকে যথাযথ কলামে লেখো। প্রয়োজন হলে শিক্ষক, সহপাঠী, বই এবং অনলাইন মাধ্যমের সাহায্য নিতে পারো।)

**One is done for you.**

Sentence	Form of verb	The reason to use this particular form of the verb
All the members of the club have been collecting these items <b>for about a month.</b>	<b>have been collecting</b>	The collection started before and continues at the present time. So, the verb form will be in the present perfect continuous tense- <b>has/have + been + the present participle (root + -ing).</b>
Only <b>recently</b> have I been appointed to the position		
<b>It is high time</b> we all started working hand in hand.		
<b>I wish I were</b> a student like you.		
Shaoli <b>cannot help</b> approaching her.		
<b>Now</b> , Shaoli is wandering around the school campus.		
There had been a great deal of discussion <b>before</b> the plan was finalised.		
There <b>are</b> many booths set up by students and teachers from all sections.		

**7.3.3 Now, read the following conversation between Ratri and her brother, Rayhan. Then, in groups/pairs answer the questions that follow. Later, check your answers with other groups:**

(এখন রাত্রি এবং তার ভাই রেহানের মধ্যে নিচের কথোপকথনটি পড়ো। তারপর, দলে/জোড়ায় পরবর্তী প্রশ্নগুলোর উত্তর দাও। এরপর, তোমার উত্তরগুলো অন্য দলের সাথে শেয়ার/পরীক্ষা করে দেখো।)



Ratri : Hey! What are you reading?

Rayhan : I am just trying to figure out which forms of the verb I will use for the following sentences.

Ratri : Okay, what is the solution? How are you trying to do that?

Rayhan : After a long discussion, my friend and I ultimately decided to read aloud the sentences a few times with the different forms of the verb. And finally, the verb form that sounds okay, will be the correct form for the specific sentence.

Ratri : You are indeed a genius, dear brother! But you know, this technique doesn't work at all, rather it will mislead you. Better read and learn which form of the verb will be used in a specific sentence.

Rayhan : That's too difficult and time consuming, I think.

Ratri : Actually, it's the opposite. As you are trying to tick, for example, which form of the verb would be correct in this sentence, 'Attending/Attend classes is a must to learn better.'? Is it attending or attend?

Rayhan : Exactly, and I can't decide that.

Ratri : That's very obvious because you don't have any idea about **Gerund** and **Participles**.

- Rayhan : I have heard the terms but don't know much about them.
- Ratri : Look, a **gerund** is a form of a verb with “ing” in its base form. It works like a noun in a sentence. For example– **Splashing** water is fun. Here, **splashing** is a gerund because **splashing** is a form of the verb ‘**splash**’ with ‘ing’. And it works/acts like a noun in the sentence.
- Rayhan : Okay, that seems easy now to identify gerunds in a sentence. But what about participles?
- Ratri : Well, a participle is also a form of a verb. Sometimes it ends with ‘**ing**’, and it's called ‘**Present Participle**’. And, sometimes it ends with ‘**ed, d, t, en, and n**’ and it's called the **Past participle**. Let's talk about the present participle first.
- Rayhan : Sounds better.
- Ratri : A present participle acts like a continuous verb form or an adjective in a sentence. And, you know, an adjective describes or modifies a noun or pronoun. For example– I need a **writing** table. Here the verb **write** ends in ‘**ing**’ and works as an adjective. It describes the types of the table. Now, can you tell me an example of a present participle?
- Rayhan : Yes. For example, I can say– I like **exciting** sports like cricket or boat race. Here, **exciting** is a present participle and is working as an **adjective**. It describes the nature of a sport.
- Ratri : Great! So, let's talk about past participles. I have already told you that it's also a form of a verb that ends with ‘**ed, d, t, en, and n**’. It also acts like an **adjective** in a sentence. For example, you can say- ‘Don't drink polluted water.’ Here, **polluted** is an example of a **past participle** as it describes the condition of the water. So, you see, both **writing** and **polluted** are two different forms of verbs and work as **adjectives** in sentences. So, they are called **participles**.
- Rayhan : I got my answer. But, what about the next one?
- Ratri : To get the correct form of the verb in this sentence, you have to know the ‘**Infinitive**’ and its use. An infinitive is the base form of a verb but it has different functions. Besides, we put/write ‘to’ before the base form of the most infinitive verbs. When, sometimes, the ‘to’ is dropped then, it's called a bare infinitive. The infinitive is used without **to** after certain verbs like **bid, let, make, see, hear, need, dare, help** etc. The **bare infinitive** is also used after the verbs **will, would, shall, should, may, might, can, could** and **must**. Is it too much for a day?



Rayhan : Not at all. I'm enjoying it. Please, go on.

Ratri : That's great! **Remember that an infinitive can't be a main verb.** For example, 'I want **to invite** all my friends to my birthday party'. Here, before 'invite', to has been used. It's an example of an infinitive verb. On the other hand, 'Let the new girl **introduce** herself.' Here, 'introduce' is an example of a bare infinitive. Because you can't say 'Let the new girl **to introduce\*** herself.' If you use 'to' before 'introduce', it won't be a correct sentence then. So, in this sentence introduce is a bare infinitive verb. Have you got the idea?

Rayhan : Fair enough. Now I feel much more confident in choosing the correct form of verbs, that is, gerund, participle and infinitives in different sentences. Thank you so much, dear sister.

Ratri : It's okay. Always for you.

### Questions:

- Which parts of speech are the base form of gerund, participle and infinitive?
- What are the parts of speech they act like in a sentence?
- Have you found any similarities and differences among these three grammar points (Gerund, Participles and Infinitives)? If yes, what are they? Write them in the following grid.

<p><b>Similarities</b></p>	<p>1.</p> <p>2.</p>
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<b>Dissimilarities</b>	1.  2.
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- d) Find 5 situations/examples in which you will use a gerund, a participle and an infinitive verb in your everyday life.

**7.3.4** Now, have a look at the following Note on ‘Summary Writing’. Then, read the conversation again in Activity 8.3.3 and write a summary of the conversation. Later, share it with your friends who need help to understand these three grammar points. Do not forget to check the forms of the verbs you have used.

(এখন summary writing এর উপর নিচের note টি দেখো। তারপর activity 7.3.3 এর কথোপকথনটি আবার পড়ো এবং summary লেখো। পরে এটি তোমার যেসব বন্ধুর এই তিন ধরনের grammar point বুঝতে সাহায্যের প্রয়োজন তাদের সাথে শেয়ার করো। তুমি verb এর যে form গুলো ব্যবহার করেছো সেগুলো চেক করে দেখতে ভুল করোনা।)

### Note on Summary Writing

A summary is a concise overview of a text’s main points written in your own words. A summary provides the reader with an overall comprehension of a larger body of work in a condensed and concise format. By summarizing a text, you show your better understanding of that text.

### Guidelines for Writing a Summary

- The summary shortens the main ideas of a text so that its readers will understand the gist of the original work.
- The summary keeps the tone and key ideas of the writer of the original work.
- A summary is typically one-quarter to one-third the length of the original and is written in the third person

### How to Write a Summary

- 1) Read the text and identify the main ideas. Distinguish the main ideas from the details.\
- 2) Write the main ideas in a list.
- 3) Begin the summary with an introductory statement.
- 4) Turn the main ideas into sentences, occasionally including details when it is necessary to convey the main idea.
- 5) Combine the sentences into one or more paragraphs.
- 6) Use transition words to connect the sentences and the paragraphs.
- 7) Proofread the summary for punctuation, spelling, sentence structure, and content.

Summary: Summary হচ্ছে কোনো text এর main point এর সংক্ষিপ্ত বর্ণনা যেটা নিজের মতো করে লেখা হয়। summary পাঠককে একটি বড় text কে সংক্ষিপ্ত আকারে বুঝতে সাহায্য করে। কোনো text কে summary করার মাধ্যমে তুমি যে text টি ভালোভাবে বুঝতে পেরেছো তা প্রকাশ করে।

Summary- এর বৈশিষ্ট্য

- Summary কোনো text এর মূল ভাবকে সংক্ষিপ্ত করে যেন পাঠক মূল text এর সারমর্ম বুঝতে পারে।
- Summary মূল text এর লেখকের মূল ধারণা এবং কথা বলার ভাবকে ঠিক রাখে।

Summary সাধারণত এক চতুর্থাংশ থেকে এক তৃতীয়াংশ পর্যন্ত হয় এটা third person এ লেখা হয়।

Summary লেখার উপায়:

১. Text টি পড়ো এবং মূল ধারণাটি চিহ্নিত করো। বিস্তারিত বর্ণনা থেকে মূল ধারণাগুলোকে পৃথক করো।
২. মূল ধারণাগুলোর একটি তালিকা তৈরি করো।
৩. Summary টি একটি সূচনামূলক বক্তব্যের মাধ্যমে শুরু করো।
৪. প্রধান ধারণাগুলোকে বাক্যে পরিণত করো। যদি প্রয়োজন হয়, কিছু বিস্তারিত বর্ণনাও অন্তর্ভুক্ত করতে পারো।
৫. বাক্যগুলোকে এক বা একাধিক অনুচ্ছেদে সংযুক্ত করো।
৬. বাক্য এবং অনুচ্ছেদগুলোকে সংযুক্ত করার জন্য প্রয়োজনীয় transition words ব্যবহার করো।
৭. যতিচিহ্ন, বানান, বাক্যের গঠনপ্রণালী এবং বিষয়বস্তু check করার জন্য summary টি আবার পড়ে দেখো।

### 7.3.5 So, let's start writing the summary!

(এবার চলো আমরা **summary** লেখা শুরু করি।)

- First, read the conversation again and identify the main ideas and the supporting details. For example: 'A **gerund** is a form of a verb with "ing" in its base form.' - is one of the main ideas. On the other hand, the example- '**Splashing** water is fun.' - is a supporting idea.
- Then, write all the main ideas in a list.
- Now, start writing the summary with an introductory statement. Here, you can start with what is the conversation about.
- Here, turn the main ideas into sentences and organise them into one or two paragraphs.
- After that, connect all the main ideas using transition words (*and, or, the, later, etc.*).
- Finally, check that you use punctuation marks, spelling, sentence structures, and ideas correctly. If needed, make the necessary corrections with the help of the teacher.

Now, exchange your copy with the group next to you. Check and write your feedback. Finally, share it with your friends who need help to understand these three grammar points.

### 7.3.6 Now, read the story 'A Hole in the Fence'. Then, in pairs/groups use the right forms of verbs in the following gaps. Later, exchange your copies with nearby groups for checking the answers. Finally, share them with the whole class.

এখন A Hole in The Fence গল্পটি পড়ো। তারপর, দলে/জোড়ায় নিচের খালি স্থানগুলো right forms of verbs দিয়ে পূরণ করো। পরবর্তীতে উত্তরগুলো চেক করে দেখার জন্য তোমাদের খাতাগুলো পাশের দলের সাথে বিনিময় করো। সবশেষে, সে গুলো পুরো ক্লাসের সাথে শেয়ার করো।

## A Hole in the Fence



Many years ago, in a small village, a little boy 1)\_\_\_\_(live) with his parents. The boy was quick to anger and taunt others with his words. His bad temper made him 2)\_\_\_\_(use) words that hurt others. He scolded neighbours, kids, and even his friends due to his anger and everyone started 3)\_\_\_\_(avoid) him. His parents advised him many times 4)\_\_\_\_(control) his anger and develop kindness. Unfortunately, all their attempts failed.

Finally, the boy's father came up with an idea. The father gave him a bag of nails and asked him to hammer one nail into the fence every time he 5)\_\_\_\_(get) angry. The little boy found it 6)\_\_\_\_(interest) and accepted the task. Every time he lost his temper, he ran to the fence and hammered a nail. His anger drove him to hammer nails into the fence almost 30 times on the first day.



As the days passed, the number of nails hammered on the fence started 7)\_\_\_\_(reduce). The little boy found it difficult 8)\_\_\_\_ (hammer) the nails and decided to control his temper. Gradually the number of nails hammered into the fence reduced drastically and the day arrived when no nail was hammered into the fence.

The boy did not 9)\_\_\_\_(lose) his temper that whole day and for the next several days he did not lose his temper. So, he didn't need to hammer any nail into the fence. Now, his father told him to remove the nails each time he controlled his anger.

Several days passed and the boy was able to remove most of the nails from the fence. However, there remained a few nails that could not be 10)\_\_\_\_(pull) out.

The boy told his father about it. Father appreciated that and asked the boy pointing to a hole "What do you 11)\_\_\_\_(see) there?". The boy replied "A hole in the fence".

"Now do you see what your anger does?" asked the father. The boy gave a confused look. So, the father continued "The nails 12)\_\_\_\_(to be verb) your bad temper and they were hammered on people. You can remove the nails but the holes in the fence 13)\_\_\_\_(remain). The fence will never look the same. It has scars all over. Some nails cannot even be pulled out. You can hurt someone with words and say sorry later, but the wound will 14)\_\_\_\_(remain) there forever. Your bad temper and angry words were



like that! Words are more painful than physical abuse. Use words for good purposes. Use words to grow relationships. Use words to show love and kindness in your heart”. The boy realized his mistakes and did not 15)\_\_\_\_(repeat) them.

**7.4.1 Now, read the story “A Hole in the Fence” again. Later, write the summary of the story. Follow all the steps of writing a summary. Do not forget to check the forms of the verbs you have used. Later, share it with the whole class.**

(এখন A Hole in The Fence গল্পটি আবার পড়ো। গল্পটির একটি summary লেখো। Summary লেখার সব step অনুসরণ করো। Verb এর কোনো forms ব্যবহার করেছো তা চেক করে দেখতে ভুলো না। পরে এটা পুরো ক্লাসের সাথে শেয়ার করো।)

**After completing this unit, learners are expected to know the meanings of the following words. They will also practise when and how they will use these words in a meaningful context.**

**New Words:**

occupy, reach out, wander, adorn, adjacent, taunt, drastically, scar, splash, congregated, hustle and bustle, podium, initiate, time consuming, abuse, scold, brood, wander.

