

INTENSIVE ENGLISH

I

English Language Institute
United International University



**UNITED
INTERNATIONAL
UNIVERSITY**

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Preface

The first edition of **Intensive English I** was an approach to four basic skills (Reading, Writing, Listening and Speaking) of English language. Learning is done through learner-centered materials. It aimed at familiarizing students from different disciplines to develop the four skills and guide them to improve.

This book contains materials developed from authentic local and global sources. These materials are targeted for students, and are contextualized for a better understanding. The materials are catered to the needs of students of all proficiency levels to enhance their communication skills.

It is divided into two sections titled as ‘**Reading and Writing**’ and ‘**Speaking and Listening**’. These divisions address the connection among the four skills for developing meaningful communication and stronger ties between *reading skills* and *writing skills*, *listening skills* and *speaking skills*.

The self-explanatory nature of the book will allow students to practice and improve their skills. The colorful appearance, illustrations and the lucid language will evoke interest among the students to enhance their skills.

Our goal is to put things into context and reframe the contents to give new light to the events as we teach the students. With all the advancements in technology, the human element still plays a critical role to its success, and with that comes the potential for human error. To err is human. Your valuable opinion will help us to correct the errors in the next edition. Please disregard the unintentional errors.

The ultimate goal is to enable students to be more communicative and enjoy their day-to-day learning. This book will serve as a benchmark for students to enrich their skills.

Acknowledgement

I thank the Almighty for endowing us with the opportunity to design this book for undergraduate learners. I would also like to express my gratitude to the team members of *The Language Academy* for their relentless work and selfless effort. I acknowledge my profound thanks and gratitude to all those who are mentioned in the reference section. I extend my heartfelt gratitude to the honorable faculty members of the English Language Institute (ELI) of United International University for enriching this book. I would also like to thank the administrative body of United International University for their diligent support in materializing this book. A special thanks to Mahabuba Rahman and Syed Nakib Sadi for their contribution in this book. I would also like to express my gratitude to other distinguished contributors who helped in editing, proofreading and designing of the book.

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ENG 1105: Intensive English I

Course Outline

**United International University
English Language Institute (ELI)**

Course Description:

Intensive English I covers and enhances the four skills of English language. It is divided into two major segments: **Speaking and Listening** and **Reading and Writing**. This course aims to develop speaking and communication skills, academic writing, critical reading and listening skills. Students' active participation is ensured through motivation, encouragement, and reward. Teaching is implemented through learner-centered classroom that is designed for maximal learning of the target language.

Course Goals and Objectives:

English is the most commonly spoken language in the world. One out of five people can speak or at least understand English. It is the language of science, aviation, computers, diplomacy, and tourism. Knowing English will increase chances of getting good jobs within home country or abroad. Moreover, it is the official language of 53 countries. It is spoken as the first language by around 400 million people around the world. It is the language of the media industry.

Additionally, English is based on simple alphabets and it is fairly quick and easy to learn compared to other languages. English is not only useful but it also gives students a lot of satisfaction. Students will enjoy learning English if they remember that, every hour you spend gets you closer to perfection. It's fun too! By learning English, they will get to learn about other cultures. Few experiences will make them grow as a person more than learning the values, habits and the way of life in a culture different from them.

Upon successful completion of the course, students will be able to:

- Use target language with grammatical accuracy, proper pronunciation, and appropriate intonation
- Develop reading skills for comprehension and critical analysis
- Use appropriate vocabulary in analytical writings and speaking
- Yield impromptu and rehearsed presentation
- Participate effectively as an individual or a member of a group and share constructive feedback

Learning Outcome:

Successful completion of the course will enable the students to:

- Use grammar accurately in target language, use and understand proper pronunciation and context-specific appropriate speech pattern
- Comprehend various types of text, analyze texts critically and use various techniques for successful reading
- Write essays maintaining cohesion, coherence and appropriate diction
- Implement the acquired vocabulary in writing analytical texts and fluent speaking
- Produce meaningful impromptu and rehearsed reaction to various situations
- Perform individually or as a member of a group
- Produce constructive feedback

Policies, Imperatives and Course Evaluation:

Existing grading system will not be applicable to Intensive English I and Intensive English II, instead a new grading system based on IELTS will be introduced. A student who obtains a score 6.00; the minimum will be considered passed in both Intensive English I and Intensive English II. This grade will be converted equivalently to UIU's own grading system. If students have already have IELTS score of 6.0 or above, they will equivalently be evaluated and exempted from this requirement. The students will have to achieve at least a 'C' grade in university requirement courses (Intensive English I and Intensive English II). If they fail to achieve the grade, they will have to retake the courses until they achieve minimum 'C' grade. However, during this period they will be allowed to take other new courses along with Intensive English courses. Students completing two courses of Intensive English with at least 7.5 band score (Grade Point 3.00) will be given certificate from the university in recognition to their successful completion of these courses.

Band Score	Marks	Grade Point	Equivalent Grade
Less than 6.0	00-65	0-1.67	Probation for IEI
6.0	66-69	2.00	C [plain]
6.5	70-73	2.33	C+ [plus]
7.0	74-77	2.67	B- [minus]
7.5	78-81	3.00	B [plain]
8.0	82-85	3.33	B+ [plus]
8.5	86-89	3.67	A- [minus]
9.0	90-100	4.00	A [plain]

The students especially from English medium or English version may seek for the exemption of English courses with a requisite amount of fees. In this case, the English Language Institute will take an examination on English language and those who will pass in both these courses (Intensive English I and Intensive English II) will be exempted from this requirement.

The classes of English language course will be four days in a week, each with 90 minutes duration. In each trimester there will be 22 classes on speaking and listening and 22 classes on reading and writing. So, there will be 44 classes in total. Theoretical and practical lessons will be delivered through teaching, learning, practice and continuous evaluation. For practical lessons, in some cases respective textbook-oriented case studies will be used as class materials for their practices. Most importantly, these practice lessons are based on motivational, inspirational, ethical and moral teaching-materials , adaptable to our own socio-cultural background, and this lessons will help the students to build up their career.

Attendance and Participation

Eighty percent attendance is mandatory as the classes are carefully designed to cater to the needs of developing the four language skills and the allocation of time is equally distributed for each skill. It is also important to attend the classes on time. Students will not be allowed to enter the classroom after 10 minutes.

Active participation is the key to improving English language skills. Therefore, the students are expected to participate in both individual and group activities. Two important indicators of active participation are: prior preparation for attending the classes and timely submission of assignments.

[**Attendance and participation will be reflected in the final grade.**](#)

Plagiarism

Plagiarism refers to unauthorized use of other person's intellectual property and is considered as a serious academic offence. Plagiarism occurs when a person's ideas or words are used without permission or without giving due credit. It can be considered as literal theft and if found guilty, it might lead to severe administrative actions.

Course Assessment:

The students will be evaluated through assignments, quizzes, midterms, writing portfolios, attendance and participation and a final examination. Marks will be deducted for late submission of assignments.

Portfolio Writing

The portfolio showcases a student's gradual improvement over time and their achievements. The students will maintain a folder where all the class works and handouts throughout the semester will be compiled; the introduction of it will reflect the thoughts and the course's impact on them. The portfolio might be collected at any point of the semester and its grades will be added to the final grade.

Enjoying the Classes

Learning should be a joyous activity. Active participation of the learners is required for this to happen. Instructors are requested to attend the learning needs of the students as the semester progresses. Students should also inform if they face any personal problem. Combined effort from the instructor and the students will make the course a joyous and meaningful activity.

Assessment Methods

Assessment Types	Marks
Attendance and Class performance	10%
Class Tests	10%
Presentation	10%
Assignments	5%
Mid Term	25%
Final Exam	40%
Total	100%

Intensive English I

Syllabus

Reading and Writing

1. Cohesion, Skimming, Coherence, Scanning
2. Reading and Annotation
3. Main ideas, Brainstorming and Taking notes
4. Comprehensions
5. Linking and Transitional Words
6. Grammatical Knowledge: Parts of Speech, Punctuation, Subject Verb Agreement, Tense, Article
7. WH Questions
8. Paraphrasing
9. Summarizing
10. News Report Writing
11. Creative Writing
12. Presentation

Speaking and Listening

1. Speaking and Listening Strategies
2. Pronunciation and Intonation
3. Vocabulary, Educated Guess from the Content
4. Linking Words and Fillers
5. Introduction to Drama
6. Performing Play
7. Art of Questioning
8. Famous Speeches
9. Listening Activities
10. How to Make and Present a Brochure
11. News Reporting
12. Impromptu Speaking
13. Group Presentation

Course Delivery Plan

Time distribution: **90** minutes/ per class
(6 hours/per week or **4** classes/week)

Week	Class	Reading and Writing	Speaking and Listening
1	1	Ice breaker, Orientation and Needs Assessment	Ice breaker, Orientation and Needs Assessment
	2	Reading and writing strategies (cohesion, skimming, coherence, scanning)	Speaking and Listening strategies
2	1	Reading and Annotation	Pronunciation and Intonation
	2	Brainstorming and taking notes	Vocabulary and Educated guess
3	1	Linking words and transitional words	Linking words and Fillers
	2	Quiz 1	Quiz 1
4	1	Writing summaries	Drama I
	2	Reading Comprehensions I	Drama II
5	1	Forming Wh-questions and Writing answers	Art of Questioning
	2	Paraphrasing	Famous Speeches

6	1	Overview and Drilling	Overview and Drilling
	2	Midterm	Midterm
7	1	Reading Comprehension II	Listening Activities
	2	Reading Comprehension III	Listening Activities
8	1	Reading Comprehension IV	Speaking Activities (How to make a brochure)
	2	Reading Comprehensions V	Speaking Activities (Presenting Brochures) (Group)
9	1	Quiz 2	Quiz 2
	2	News Report Writing	News Reporting
10	1	Story Telling	Impromptu Speaking
	2	Group Poster Presentation	Group Presentation
11	1	Overview and Drilling	Overview, Drill, Evaluate and Assess
	2	Final Examination	Final Examination

Reading and Writing



1.1 Need assessment

Name:

.....
What name should your teacher and your class mates use to call you(when communicating with you)?

Male: Female:

E-mail address: Cell Phone Number:

What are you proficient in?

.....
.....

What are your weaknesses?

.....
.....

How much free time do you get every day ?

.....
.....

What do you like to do during leisure time?

.....
.....

Use of English

When do you use English in everyday life?

.....
.....
.....

How often do you use English in your life?

.....
.....
.....

How will you use what you learn in this class?

.....
.....
.....

Self-Assessment

How good /bad are you in reading skill?

.....
.....
.....

What would you like to improve in your reading skill?

.....
.....
.....

How is your English writing skill ?

.....
.....
.....

In English Writing skill, what would you like to improve?

.....
.....
.....

How would you like to learn?

	No	A Little	Good	Best
Alone				
Pairs (2 Persons)				
Small Group				
One Large Group				
In Class				
Outside Class				

Think about one or two of your best learning experiences. Make a few notes about what made them so valuable.

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Think about one or two of your worst learning experiences. Make a few notes about what made them so worse.

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.....

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Thank you!

1.2 Reading and Writing Strategies



- Previewing
- Scanning
- Skimming
- Cohesion and Coherence

Previewing:

Previewing is a strategy that readers use to recall prior knowledge and set a purpose for reading. While previewing, readers find out what they are going to read before actually starting to read. Previewing helps us to get an idea of what is expected from the text. Then our brain starts making connections and reading becomes easier. This strategy also provides a great deal of information.

Activity:



Preview the table of content above and answer the following questions: [Please write a full sentence]

1. What is the name of the magazine?
2. When was it published?
3. Would you be interested to read this magazine? Why?
4. Which topic would you like to read? Why?

Scanning:

Scanning is reading a text quickly in order to find specific information. It is a very high speed reading process in which we have a specific question in mind. In scanning, most of the words are overlooked and only keywords that answer our question are sought. Scanning helps us build a habit of reading faster and focusing on important information.

Activity:



Now, look at the picture given above and answer the following questions. Use scanning to find necessary information.

- How many types of burgers are there in the menu?
- Which one is the cheapest?
- What is the price of an extra patty?
- Which burger would you like to have? Why?

The Battle of Palashi and the Sepoy Mutiny

British East India Company ruled Indian subcontinent for more than 200 years and then the continent was colonized by the British Empire. The natives who raised their voice against the British East India Company fought two battles. The first one is the Battle of Palashi which took place at Palashi on the banks of the Hooghly river on 23rd June, 1757. It was about 150 kilometers north of Calcutta and south of Murshidabad, then the capital of Bengal. It was an eight hour battle in which Nawab Sirajuddaula was defeated by the British East India Company authority. Mir Jafar, the leading General of Nawab's army took bribe from Lord Clive and worked for them. On the contrary, Mir Madan and Diwan Mohanlal Generals of the Nawab's army were faithful and loyal to Nawab Sirajuddaula. Lord Clive promised Mir Jafar that he would make Jafar Nawab of Bengal. Because of Jafar's treachery, the British got the control over the people. The battle laid the foundation of the British rule in India. Some opine that Bengal was the springboard from which the British expanded their territorial domain and subsequently built up the empire which gradually engulfed most parts of India and ultimately many parts of Asia as well.

Hundred years after the Palashi war, the Indian people laid out another noteworthy attempt in 1857 to get rid of the British oppression, which is called the Sepoy Mutiny of 1857. Some historians and experts term it as 'India's first war of independence'. It was a major uprising in India during 1857-58 against the rule of the British East India Company which began at Barrackpur under the leadership of Mangal Pandey on 29 March 1857. It, then, in no time spread to Meerut, Delhi and many other parts of India. Bangladesh also felt the vibe of the revolt.

The confrontations in Chittagong and Dhaka and clashes at Sylhet, Jessore, Rangpur, Pabna and Dinajpur had left Bangladesh in a state of alert and excitement. On 18 November 1857, the native infantry of Chittagong rose in open rebellion and released all prisoners from the jail. After that, they seized arms and ammunition, ransacked the treasury, and set the Magazine House on fire.

In the skirmish that followed several sepoys were killed and arrested while many of them fled towards Mymensingh. Most of the fugitives were, however, arrested and put up for summary trial by a hurriedly constituted Court Martial. Of the accused sepoys, 11 were sentenced to death and the rest were sentenced to life imprisonment.

The role and reaction of various classes of people of Bangladesh during the sepoy revolt present a gloomy picture. The landed aristocracy was decidedly opposed to the sepoys, and some of them rendered logistic support to the Company authorities by supplying carts, carriages and elephants, informing the movements of the fleeing sepoys and finally organising local volunteer corps to resist the sepoys.

Both the rebellions provide us with some messages. One is that the people of this region-the people of Bangladesh- always had a desire for freedom. Another is that it is always tough to win your desired freedom if you have internal enemies like Mir Jafar. So, we must be conscious of both the internal and external enemies who are trying to stop us from becoming a developed country. *Edited*

Glossary

Natives- people born in a specified place or associated with a place by birth

Existence- the fact or state of living or having objective reality

Springboard- a flexible board for jumping upward; here it means ‘a medium’

Territorial domain- land area

Engulfed- powerfully affect

Skirmish/ confrontations- an episode of irregular or unpremeditated fighting, especially between small or outlying parts of armies or fleets .

Landed aristocracy- the people in higher class of a society who own most of the land; Jamindars for example.

1. Write T for True, F for false, and NG for Not Given.

- a. Lord Clive was not assisted by Mir Madan because he was loyal to Mir Jafar. _____
- b. The British East India Company is informally called John Company. _____
- c. The Native Infantry of Chittagong not only seized arms and ammunition but also made some prisoners free. _____
- d. The battle of Palashi and the Sepoy mutiny did not bring any positive psychological change in people. _____
- e. The British cheated Mir Jafar after they had become victorious over Nawab Sirajuddaula.

- f. Some poor people supported the British in resisting the sepoys from succeeding. _____

2. Answer the following questions.

- a. Why could not Nawab Sirajuddaula win over the British?
- b. Who, do you think, are the internal and external enemies for Bangladeshi people?
- c. How long were we ruled by the British East India Company?
- d. Where did the Sepoy Mutiny begin?
- e. What happened to the sepoys who tried to flee?
- f. What was the role of the landed aristocracy during the Sepoy Mutiny?

Skimming:

Skimming is a high-speed reading to get a general idea of a text or a book. Specific details are not required. In this process, we try to answer a general question about the whole text. Skimming is a tool in which the author's sequence can be observed. It helps us save time through quick reading.

Activity:

200,000 more to arrive in coming weeks
Int'l Rescue Committee fears; 'shocking level' of malnutrition found among Rohingya kids



Rohingya refugees who entered Bangladesh on makeshift boats walk towards refugee camps after landing in Sabrang of Teknaf yesterday. Photo: AFP

The International Rescue Committee fears around two lakh more Rohingyas will flee to Bangladesh in coming weeks, exacerbating an already "unimaginable humanitarian crisis" in Cox's Bazar that already hosts over eight lakh refugees.

"The IRC expects a further 200,000 new arrivals in coming weeks -- bringing the total refugee population to over 1 million," the New York-based humanitarian organisation, which operates in Myanmar's Rakhine State, said in a statement on Saturday.

Shocking Level of Malnutrition

A recent survey conducted by humanitarian agencies in Cox's Bazar has revealed shocking levels of malnutrition amongst Rohingya children.

It is further deepening fears of an impending and very serious public health crisis awaiting the world's most vulnerable group of refugees, according to International Rescue Committee (IRC).

The acute malnutrition rate of children is 7.5 percent, nearly four times the international emergency level.

"This means that a quarter of Rohingya children between six months and five years of age -- almost 40,000 -- are already malnourished and in urgent need of life-saving help," the IRC said in a statement, fearing the malnutrition rates to be higher with the aid agencies struggling to provide adequate food and other services.

Nearly three-quarters of the Rohingya people in Cox's Bazar lack enough food as well as sanitary living conditions while 95 percent of them drink water contaminated with faecal matters.

"The conditions we are seeing in Cox's Bazar create a perfect storm for a public health crisis on an unimaginable scale," said Cat Mahony, IRC's emergency response director in Cox's Bazar.

"The situation will only deteriorate with more arrivals and a greater strain on already overstretched resources."

Source: The Daily Star

Answer the following questions:

1. What is the article about?
2. What will be the population of the Rohingya refugees in the upcoming week?
3. Who are in need of life saving help?
4. Why are the children facing malnutrition?

Cohesion and Coherence:

Cohesive writing refers to the connection of writer's ideas both at the sentence level and at the paragraph level. It concerns the flow of sentences and paragraphs from one to another. Cohesion involves tying together old and new information. Fostering structural cohesion enhances a reader's understanding of the writer's ideas. It is a very important aspect of academic writing because it immediately affects the tone of writing.

Coherence means the connection of ideas at the idea level. Basically, coherence refers to the rhetorical aspects of writing, which include developing and supporting argument (e.g. thesis statement development), synthesizing and integrating readings, organizing and clarifying ideas.

Examples:

These examples illustrate the importance of connecting ideas more effectively in writing.

1. The hotel is famous. It is one of the most well-known hotels in the country. The latest international dancing competition was held at the hotel. The hotel spent a lot of money to advertise the event because the hotel wanted to gain international reputation. But not many people attended the event. (*The connection of ideas is not very good.*)
2. The hotel, which is one of the most well-known hotels in this region, wanted to promote its image around the world by hosting the latest international dancing competition. Although the event was widely advertised, not many people participated in the competition. (*The connection of ideas is better than in the first example.*)
3. The latest international dancing competition was held at the hotel, which is one of the most well-known hotels in this region. The hotel spent a lot of money on advertising the event since it wanted to enhance its international reputation; however, it failed to attract many people. (*The connection of ideas is better than in the first example.*)

Activity:

Bangla folktales: Stories of wisdom, wit and wonder

Everyone loves stories, be it children or adults. It is this love which has kept alive, for generations, folktales that have been handed down by an oral tradition. Though this cultural phenomenon has partly been lost in oblivion under the pressure of modernity, it can be a venerable source of our national culture. This is because the tales share everyday "efforts made by our people in the sphere of thought to describe, justify and praise the action through which we have created ourselves and keep ourselves in existence." [Fanon, Frantz. *The Wretched of the Earth*. Penguin Classics 2001, pp 188].

Bangla folktales believe the simplistic image of Bangla rural life. Stories like Son-in-Law's Visit and Fair Share project with humour, the lighter side of tensions in the family. We see the optimism of a poor Brahmin in the story of the Magic Pot of Rice. The story of Who Will Die First talks about the common people's extraordinary hope for a more just world.

Bangla folktales are often based on unusual characters - unhappy ducks, poor crows, chatty Tuntuni birds, foolish tigers, animals and birds that express themselves like human beings. It is the evidence of the imagination and creativity of village folk. The story of the poor crow that jumped into the fire in his effort of making the sparrow as his friend criticizes existing class differences in society. The tale of two asses shares the wisdom: Be happy with what you have. These tales are "true" not because they actually happened but because there is often "truth" or wisdom embedded in them.

Bangla folktales reveal the commonality of human experiences around the world. That's why we find the story of a two-ton wrestler, in a slight different form, in the folktales of Russia. Gypsies in the Czech Republic tell the same stories of Three Travelers and Mirror. The stories of Aesop and Panchatantra have much in common in their content. For ages, travelers from distant lands visited this region and Bangali travelers roamed around the world as well. A traveler who happened to hear a story during his journey would later relate to his own people, embellishing it or adding to it little details to suit the change of place and context. Thus the Bangla folktales, which have become a part of the world literature, represent the richness of the Bangali mind. (*Edited*)

Glossary

Modernity: a modern way of thinking, working, etc.; contemporariness

Venerable: accorded a great deal of respect

Gypsies: a member of a traveling people traditionally living by itinerant trade and fortune telling

Sphere: an area of activity, interest, or expertise

Commonality: the state of sharing features or attributes.

Embellish: make more interesting or entertaining by adding extra details

1. Students will underline all pronouns in the text and see if their references are clear to them. If not, then they will have to find out what seems to be the problem and how they can make the texts better.

(For Pronoun, read the grammar reference pages.)

2. Students will be asked to underline conjunctions in the text and read the sentence before and after each one. They decide on the relation between the two sentences. Then, they think of the conjunction used and whether it serves this relation. If not, then which other conjunction(s) should be used to deliver the intended meaning.

(For Conjunction, read the grammar reference pages.)

2.1 Reading and Annotation

Scaffolding Techniques

Lack of effective reading strategies is often what prevents struggling readers from excelling with reading. Reading strategies help struggling readers to improve their reading comprehension.

Often, educators call these reading strategies “scaffolding” techniques because they help struggling readers build their way up to reading comprehension, much as a scaffold helps a construction worker to build upward from the ground.

Annotating Text

One such scaffolding skill is the annotation of text. This means, quite simply, that the reader “marks up” sections of text, either with a highlighter or underlining, and makes notes in the margin in his/her own words, to ensure understanding.

Annotation helps build three key reading skills. When annotating a text, the reader:

1. Formulates questions in response to what he is reading
2. Analyzes and interprets elements of poetry or prose
3. Draws conclusions and makes inferences based on explicit and implicit meaning

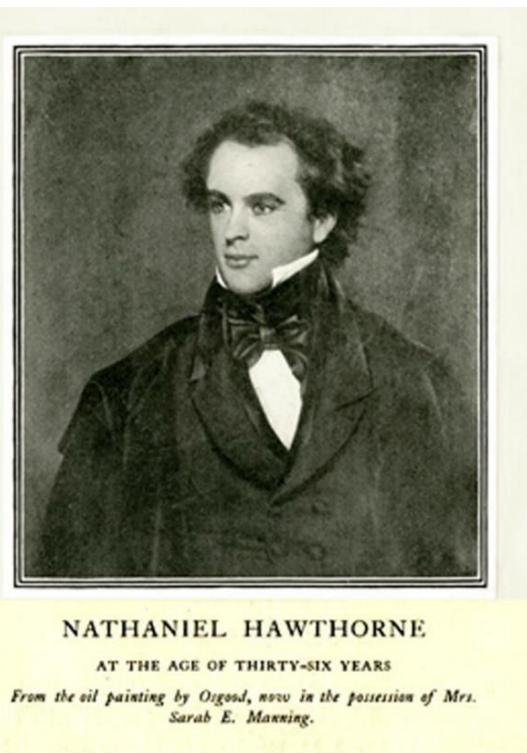
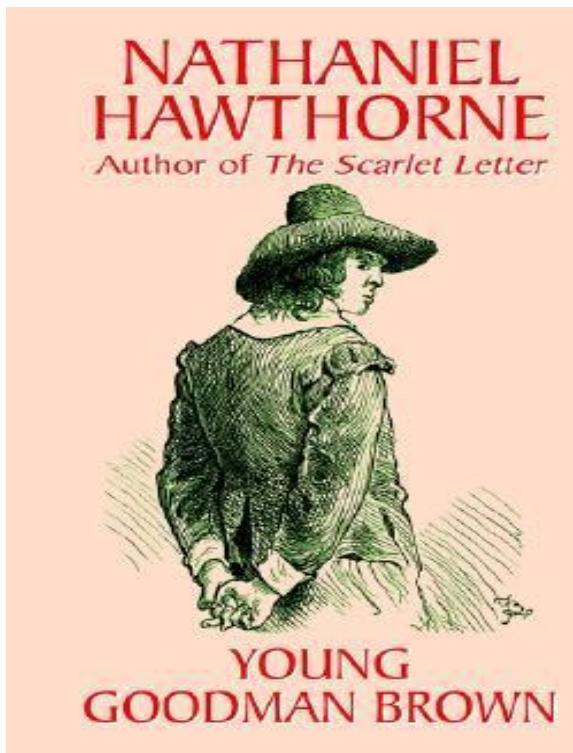
Activity:

Read the following passages and underline the important points from them. Finally, prepare notes in your own words.

Example Passage:

Text 1:

Young Goodman Brown *by Nathaniel Hawthorne*



The narrator is in a gothic setting. He may be lost or looking for someone. Nature also seems cruel to him as the sounds and howling are very scary.

“The whole forest was peopled with frightful sounds--the creaking of the trees, the howling of wild beasts, and the yell of Indians while sometimes the wind tolled like a distant church bell, and sometimes gave a broad roar around the traveler as if all Nature were laughing at him to scorn. But he was himself the chief horror of the scene, and shrank not from its other horrors.”

Glossary

Broad: wide

Frightful: very unpleasant

Creaking: a harsh, high-pitched sound

Church bell: a large metal bell, in Christianity churches ring their church bells from bell towers three times a day

Roar: Making a loud prolonged sound

Scorn: The feeling or belief that someone or something is worthless

Horror: an intense feeling of fear, shock

Text 2:

Malala Yousafzai



“The daughter of an outspoken social activist and educator, Malala Yousafzai was an excellent student. Her father—who established and administered the school she attended, Khushal Girls High School and College in the city of Mingora—encouraged her to follow his path. In 2007, the Swat Valley, once a vacation destination, was invaded by the Taliban. Led by Maulana Fazlullah, the Pakistani Taliban began imposing strict Islamic law, destroying or shutting down girls’ schools, banning women from any active role in society, and carrying out suicide bombings. Yousafzai and her family fled the region for their safety, but they returned when tensions and violence eased.”

Glossary

Establish: set up on a firm or permanent basis

Administer: manage and be responsible for the running of (a business, organization, etc.).

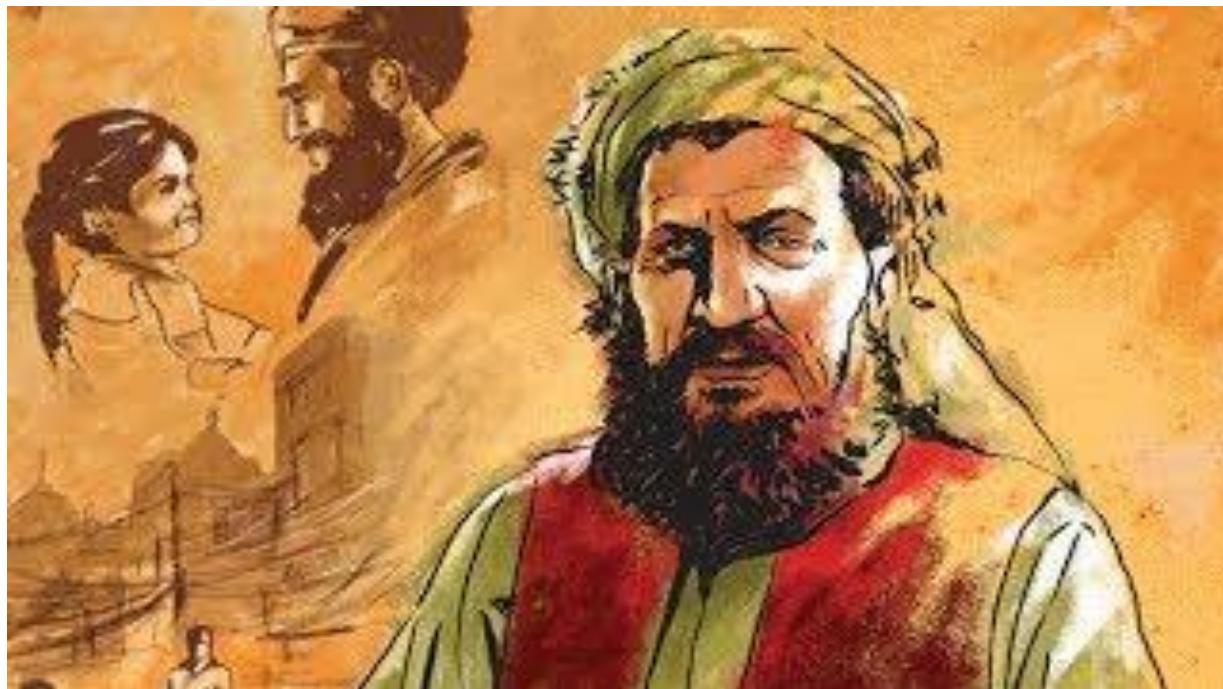
Banning: To prohibit an action or forbid the use of something

Fled: ran away from a place or situation of danger

Violence: physical force intended to hurt, damage, or kill someone or something

Text 3:

Kabuliwallah: The fruit-seller from Kabul by Rabindranath Tagore



“My five years’ old daughter Mini cannot live without chattering. I really believe that in all her life she has not wasted a minute in silence. Her mother is often vexed at this, and would stop her prattle, but I would not. To see Mini quiet is unnatural, and I cannot bear it long. And so my own talk with her is always lively. One morning, for instance, when I was in the midst of the seventeenth chapter of my new novel, my little Mini stole into the room, and putting her hand into mine, said: “Father! Ramdayal the door-keeper calls a crow a krow! He doesn’t know anything, does he?”

Glossary

Chatter: informal talk.

Vexed: annoyed, frustrated, or worried.

Unnatural: unusual

2.2 Brainstorming and Taking notes

Brainstorming is the process students go through to come up with ideas. Listing is used when students want to communicate about a certain idea or specific topic they want to write. All listing consists of writing down a list of general words or phrases that relate to the topic.

Brainstorming is useful when the students have few ideas, or too many. It helps students to organize their thoughts, or whether they don't even have any thoughts. Before they start, students must remember the first rule of brainstorming: Enumerate, not evaluate, that is just to get the ideas down, and not to judge them or organize.

1. Cubing

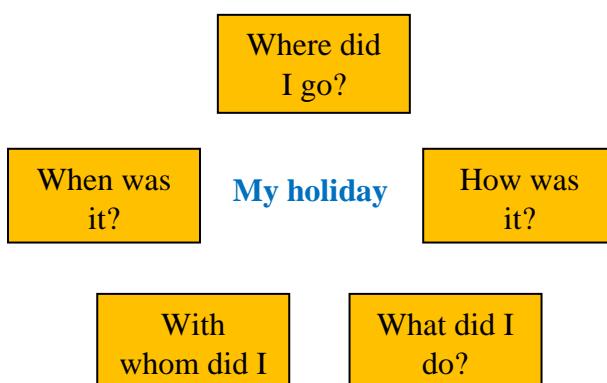
In this strategy, a topic or idea is examined from distinct viewpoints —

- Students will first describe the topic
- They will associate it with something that is related to the topic
- They will analyze the parts of it
- They will give their opinion about the topic

A similar technique is used to explore three perspectives:

- The first is to describe the topic
- Describe its features, its constituent parts, and its challenges.
- To relate it with other topics

Example:



2. Listing

Students will jot down a list of phrases or single words. For nonfiction, the list can be consisted of opinions, arguments, facts, questions, or components, or any combination of the above. For fiction, the list can be consisted of people, places, things, goals, obstacles, values and qualities.

Example:

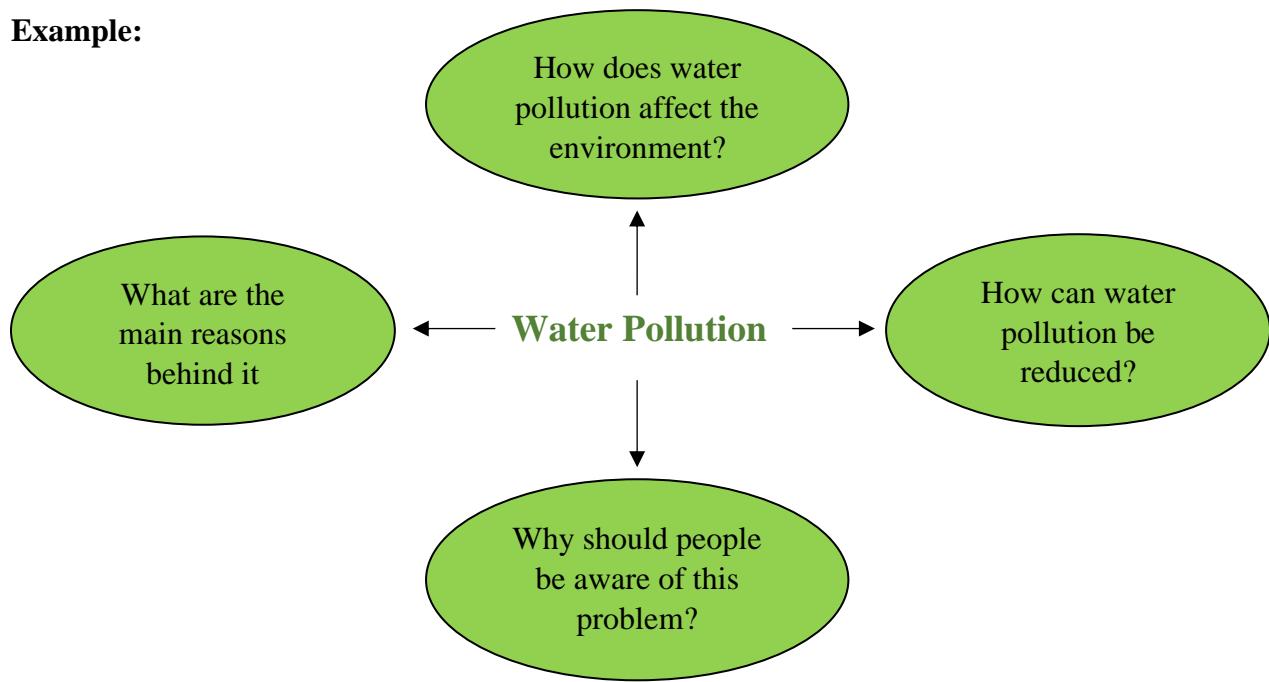
Traffic Jam

- Waste of time
- Increased number of vehicles
- Unplanned traffic system
- Disobeying traffic rules
- Under construction roads
- Economic loss

3. Mapping

Mapping is also known as clustering and webbing. It is a graphic form of listing that involves jotting down ideas, and then making connections by associating similar ideas. It can be done with color-coded circles or underlines of distinct patterns, which will indicate relationships by linking with lines.

Example:



Taking notes:

Taking notes of lectures determines how well students are able to perform in classes and examinations.

Students must follow certain steps while taking notes in class-

- Students must go to class prepared.
- Students should improve their listening skills.
- Students will start each new lecture on a new page, write date and number on each page.
- They should write on one side of the paper only. They can set them out side-by-side for easier reviewing when studying for an exam.
- They will start each new lecture on a new page, writing date and number each page. The sequence of material is important.
- Write on one side of the paper only. Students can set them out side-by-side for easier reviewing when studying for an exam.
- Leave blank spaces. This allows students to add comments or note questions later.
- Develop a system of abbreviations and symbols , students can use wherever possible.
- Note all unfamiliar vocabulary or concepts you do not understand. This reminds you to look them up later.
- They should have blank spaces. This allows them to add comments or note questions later.

- Students must take notes as brief as possible.
- They should develop a system of abbreviations and symbols which they can use wherever possible.

Example:

Population is an unbearable burden for Bangladesh. Bangladesh happens to be the most densely populated country in the world. Bangladesh has a population of over 167 million. About 1500-1600 people live in one square mile. Every year more than two million people are being added to our population. The problem is now out of control.

The area of Bangladesh is too small to support its vast population. Over-population creates a lot of critical problems involving communication, education, employment, housing, health, medical treatment, environment, etc. All these problems lead to a general problem named poverty.

The government of Bangladesh has already taken a number of steps regarding the issue. In order to overcome this problem, we may follow the following rules. Each family must not have more than two children. Each family should be made aware of the gravity of the problem. We can send more of manpower to foreign countries. It would lessen the huge weight of the population and it also would help the country earning more foreign currency.

Although population is considered one of the greatest problems of Bangladesh, it cannot be solved by the government alone. We, therefore, put significant importance upon the solution to this problem. (*Edited*)

Glossary

Densely: in a crowded manner

Vast: of very great quantity

Critical: extremely serious

Poverty: the state of being extremely poor.

Gravity: the force that attracts a body towards the center of the earth

Manpower: the number of people working or available for work or service.

3.1 Linking and Transitional words

As a "Parts of Speech" transitional words are used to link words, phrases or sentences, they help the reader to progress from one idea (expressed by the author) to the next idea. Thus, they help to build up coherent relationships within the text.

Transitional Words

This structured list of commonly used English transition words — approximately 200 can be considered as quasi complete. It can be used (by students and teachers alike) to find the right expression. English transition words are essential since they not only connect ideas, but also can introduce a certain shift, contrast or opposition, emphasis or agreement, purpose, result or conclusion, etc. in the line of argument.

Agreement / Addition / Similarity

The transition words, like *also*, *in addition*, *and*, *likewise*, add information, reinforce ideas, and express agreement with preceding material.

in the first place	by the same token	moreover
not only ... but also	again	as well as
as a matter of fact	to	together with
in like manner	and	of course
in addition	also	likewise
coupled with	then	comparatively
in the same fashion / way	equally	correspondingly
first, second, third	identically	similarly
in the light of	uniquely	furthermore
not to mention	like	additionally
to say nothing of	as	
equally important	too	

He is a famous scholar. He wrote many books **and** published many research articles. **Additionally**, he is a well-known chess player. **As a matter of fact**, he was the first grandmaster of chess from Hungary.

Opposition / Limitation / Contradiction

Transition phrases like *but*, *rather* and *or* express that there is evidence to the contrary or point out alternatives; thus introduce a change in the line of reasoning (contrast).

although this may be true	in reality	instead
in contrast	after all	whereas
different from	but	despite
of course ..., but	(and) still	conversely
on the other hand	Unlike	otherwise
on the contrary	or	however
at the same time	(and) yet	rather
in spite of	while	nevertheless
even so / though	albeit	nonetheless
be that as it may	besides	regardless
then again	as much as	notwithstanding
above all	even though	
	although	

Junk food is detrimental to health. **Unlike** healthy food, it contains excess amount of fat and sugar. **In spite of** this problem, junk food is really popular all over the world. People of all ages consume an insane amount of junk food every year. **However**, this popularity is leading to serious health issues like obesity and heart failure.

Cause / Condition / Purpose

These transitional phrases present specific conditions or intentions.

in the event that	seeing / being that	While
granted (that)	in view of	lest
as / so long as	If	in case
on (the) condition (that)	... then	provided that
for the purpose of	unless	given that
with this intention	When	only / even if
with this in mind	whenever	so that
in the hope that	While	so as to
to the end that	because of	owing to
for fear that	As	as much as
in order to	since	due to

Children are the future of a nation. **When** a child is born, it is born with the potential to become anything it wants. From an early age, it requires good education and proper guidance **in order to** be successful in life. **While** regular education is necessary, it is also essential to instill moral values in it.

Examples / Support / Emphasis

These transitional devices (like *especially*) are used to introduce examples as support, to indicate importance or as an illustration so that an idea is cued to the reader.

in other words	on the negative side	surprisingly
to put it differently	with this in mind	frequently
for one thing	notably	significantly
as an illustration	including	particularly
in this case	like	in fact
for this reason	to be sure	in general
to put it another way	namely	in particular
that is to say	chiefly	in detail
with attention to	truly	for example
by all means	indeed	for instance
important to realize	certainly	to demonstrate
another key point	surely	to emphasize
first thing to remember	markedly	to repeat
most compelling evidence	such as	to clarify
must be remembered	especially	to explain
point often overlooked	explicitly	to enumerate
to point out	specifically	
on the positive side	expressly	

Internet serves as the global information gateway. **In other words**, people do find whatever they want in this global network system. **To put it another way**, Internet refers to the interconnection of various networks of computers through which information can be accessed from anywhere. It is **Important to realize** that internet is one of the greatest inventions in the history of science and technology. It enables us to access and give out information of all kinds through large distances. **On the negative side**, internet kills time and makes people lazy.

Effect / Consequence / Result

Some of these transition words (*thus, then, accordingly, consequently, therefore, henceforth*) are time words that are used to show that *after* a particular time there was a consequence or an effect.

Note that *for* and *because* are placed before the cause/reason. The other devices are placed before the consequences or effects.

as a result	thus	thereupon
under those circumstances	because the	forthwith
in that case	then	accordingly
for this reason	hence	henceforth
in effect	consequently	
for	therefore	

Pollution is the dumping of harmful substances into the natural environment, and the substances cause adverse change. **Thus**, environmental pollution means the pollution of our environment that happens every day. Mills and factories, on the banks of the river, often throw poisonous chemicals into the river water and pollute it. All sorts of sound from microphones, radios, televisions, etc. cause pollution in the environment. **Under those circumstances**, our hearing is in danger, and our general health is in danger too. **Therefore**, we all should try to develop a civic sense amongst ourselves about it and bring a check to curb this pollution in our own interest.

Conclusion / Summary / Restatement

These transition words and phrases conclude, summarize and / or restate ideas, or indicate a final general statement. Also some words (like *therefore*) from the effect / consequence category can be used to summarize.

as can be seen	in fact	usually
generally speaking	in summary	by and large
in the final analysis	in conclusion	to sum up
all things considered	in short	on the whole
as shown above	in brief	in any event
in the long run	in essence	in either case
given these points	to summarize	all in all
as has been noted	on balance	Obviously
in a word	altogether	Ultimately
for the most part	overall	Definitely
after all	ordinarily	

Facebook can be addictive. Recent research indicates that Facebook addiction can lead to severe psychological problems. Frequent use of Facebook is also time consuming. Long term use of Facebook also affects our sleep pattern. **In a nutshell**, we should use Facebook in a controlled manner.

Time / Chronology / Sequence

These transitional words (like *finally*) have the function of limiting, restricting, and defining time. They can be used either alone or as part of *adverbial expressions*.

at the present time	all of a sudden	hence	further
from time to time	at this instant	since	during
sooner or later	first, second	when	in time
at the same time	immediately	once	prior to
up to the present time	quickly	about	forthwith
to begin with	finally	next	straightaway
in due time	after	now	by the time
as soon as	later	formerly	whenever
as long as	last	suddenly	until now
in the meantime	until	shortly	now that
in a moment	till	henceforth	instantly
without delay	since	whenever	presently
in the first place	then	eventually	occasionally
	before	meanwhile	

Shamim enrolled into a local high school in 1994. **After** finishing school, he started studying at Notre Dame College. **In the meantime**, he also started to prepare for SAT. **Once** he passed HSC, **without any delay** he started to apply for higher studies at European universities.

Space/ location/ place

Many transition words in the time category (*consequently; first, second, third; further; hence; henceforth; since; then, when; and whenever*) have other uses.

Except for the numbers (*first, second, third*) and *further*, they add a meaning of time in expressing conditions, qualifications, or reasons. The numbers are also used to add information or list examples. *Further* is also used to indicate added space as well as added time.

These transition words are often used as part of *adverbial expressions* and have the function to restrict, limit or qualify space. Quite a few of these are also found in the Time category and can be used to describe spatial order or spatial reference.

in the middle	in front of	in the distance
to the left/right	on this side	here and there

in the foreground	near	between
in the background	above	before
in the center of	below	alongside
adjacent to	down	amid
opposite to	up	among
here	under	beneath
there	further	beside
next	beyond	behind
where	nearby	across
from	wherever	
over	around	

My school is not very far from my home. There is a big playground **in front of** my school. **Beside** the school building there is a beautiful pond. We are not allowed to go **across** the pond.

Activity:

Make sentences with the following linking words:

Furthermore

As a result

Therefore

Choose the correct answer from the parenthesis:

1. You should learn how to drive, _____ you will be dependent on public transportation.
(but, or)
2. Haley's clothes were wet _____ she got caught out in the rain. (but, after)
3. Jane didn't wear her coat yesterday _____ now she has a cold. (also, and)
4. Is that a Bombay cat _____ an American Shorthair? (but, or)
5. We plan to get there early _____ we can get a good seat. (so, for)

6. _____ you love to skate, I thought we would go to the skating rink on Friday night. (since, when)
7. I ate breakfast _____ my brother did our morning chores. (when, while)
8. John picks up trash _____ he walks across the school parking lot. (but, as)
9. The dog needed water _____ a long walk in the sunshine. (since, after)
10. We thought class would never end. _____ it did. (when, finally)

Underline all the linking and transitional words from the passage below:

Around the country there is a dialogue going on about how teachers should be evaluated. Currently, the main criterion for evaluating teachers are students' test scores and the observations of school administrators. However, it has been proposed that students should be allowed to evaluate their teachers, and in my opinion, there are three very sound reasons why this should be the case. First, we spend more time with the teachers than the school administrators do. I have personally seen some teachers put on an act when they know that someone important is watching them. Then, when that person leaves, they go right back to being a lousy, impatient teacher. Secondly, using class test scores to evaluate how well a teacher is doing does not even begin to tell you what is going on in the classroom. For one thing, it is possible for students who genuinely know the material in an unpressured situation to go completely blank when faced with a test. For another, I have known teachers who bullied their students into doing well on their tests. While this may make the teacher look good to an outsider, it is unproductive. The knowledge is not likely to stick with the students, and students are unlikely to really learn in an environment where they feel uncomfortable or unsafe. Thirdly, students learn a lot more in a classroom than what is on the test. They can learn how to study, they can learn how to treat other people, and they can learn things about themselves. A teacher who connects with his or her students is likely to have a lasting impact on them, even if that impact isn't to turn them into fact-spewing encyclopedias or test taking robots.

4.1 Writing Summaries

Writing a summary is a great way to process the information we read of an article or a book.

Summarizing a text, or organizing the essential concepts into a paragraph, is a useful tool for studying and writing practice. A summary has **two aims**:

1. To reproduce the elaborate ideas in a text, identifying the general concepts

2. To express these elaborated ideas using precise, specific language

If we are assigned to write a summary, we have to follow some steps.

We have to read it thoroughly and take notes on the major points we want to include. We have to make sure the summary *is in our own words*. Then, we have to revise it to ensure that the writing is clear and the grammar, punctuation, and spelling are all perfect.

1. Students will read the article thoroughly. Students will read it without making any kind of judgment. They will focus to understand what the author says. This means that they need to read one sentence or paragraph more than once.
2. Students will write down the main points of the article. This will help students to state their arguments in their own words.
3. **The first sentence of the summary should contain the author's central concept, stated in students' own words.**
4. In a fiction piece, the author might emphasize themes. So, students will notice the discussions or descriptions of it.
5. **There is no room for repetition of ideas in a summary.**
6. Students must omit ideas that are not really central to the text. In general, they will omit minor details and specific examples.
7. To put something in own words, students should write it down as if they are explaining or describing it to a friend. **They will not copy words and phrases from the passage.** They will not write opinions or personal responses in their summaries.
8. For fiction pieces, students should avoid rewriting every single thing that happens in the piece. They'll focus on the major plot points. They shouldn't include everything that happens to the character along the way.

Original text:

The means of transportation has changed and improved over many centuries. Long ago, during the times of the kings and knights, animals such as horses, buffaloes and camels were used by man for transportation purposes. These animals no doubt did save man from traveling by foot; they took a long time to complete the journeys, especially when transporting goods.

In 1825, George Stephenson's opening of the first railway marked a significant progress in the history of transportation. Railways were in popular demand because they could carry more people and loads. More importantly, they ran faster than animals. Railways improved the communication networks and hence, imports and exports of goods and people traveling out of their towns or even countries to work were made possible. Unfortunately, since the invention of motor vehicles, the popularity of railways has declined.

Motor vehicles were first invented in the eighteenth century. These vehicles were preferred by many people as they do not run on tracks and hence they do not have fixed routes. Travelers can then plan their own routes to suit their convenience. This is especially so when the destinations are places like small towns or remote areas. In these places, few or even none of the trains ever reach them, so traveling by the motor vehicle would solve this problem. Over many years of modifications, the motor vehicle is now one of the most commonly used means of transportation. Today, we travel in cars, taxis, buses, lorries or vans almost every day.

Another form of transportation is travelling by water. It may be the slowest but definitely the cheapest form of bulk transportation. Though over the centuries of innovations, water transportation has improved from the ancient wind dependent yachts to the modern motor driven ships, journeys by water are still characterized by the dangers and unpredictability of meeting natural disasters like the storms.

The evolution of world transportation has reached its pinnacle with the invention of airplanes. Transportation by planes is the easiest and fastest. Planes gliding smoothly in the air are not obstructed by seas, hills, buildings and so on. Though convenient, this means of transport is the most expensive. Despite the popular demand, the transportation network of the planes is still not a balanced and complete one till today. (*Edited*)

Summary: Man used animals to transport themselves and goods in ancient times. The journeys usually took a long time. Trains were preferred to animals since its invention as they carry more people and goods and travel faster. Motor vehicles proved more superior to trains as they do not run on rails. Hence, they are able to reach small towns and remote areas where tracks are not available. Traveling via water may be slow, but it is the cheapest form of bulk transportation. However, journeys by water are often characterized by the danger of meeting a storm. Although traveling by plane is most convenient, it's very expensive and there are network issues.

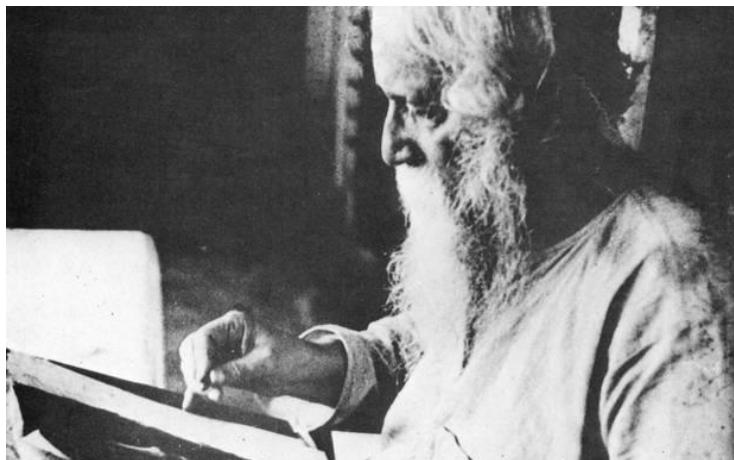
Activity:

Read the following passages and write a summary on each of them.

Passage 1:

The Postmaster

by Rabindranath Tagore



“The postmaster first took up his duties in the village of Ulapur. Though the village was a small one, there was an indigo factory nearby, and the proprietor, an Englishman, had managed to get a post office established.

Our postmaster belonged to Calcutta. He felt like a fish out of water in this remote village. His office and living-room were in a dark thatched shed, not

far from a green, slimy pond, surrounded on all sides by a dense growth.

The men employed in the indigo factory had no leisure; moreover, they were hardly desirable companions for decent folk nor is a Calcutta boy an adept in the art of associating with others. Among strangers he appears either proud or ill at ease. At any rate, the postmaster had but little company; nor had he much to do.”



Glossary

Proprietor: owner of a business

Thatched: covered with straw

Slimy: covered with
an unpleasantly thick and slippery
liquid substance

Dense: thick

Companion: partner

Adept in: skilled

Passage 2:



The 21st February is observed as the International Mother Language Day. On this very day in 1952, many heroic sons of the soil laid down their lives to establish ‘Bangla’ as the official language of the country. It is also observed as Language Martyrs’ Day or Shaheed Day.

On this day people wake up early in the morning. They put on a black badge to mark the day as a day of mourning for them. They walk to Shaheed Minar barefooted with flowers and wreaths in hands. They offer flowers and wreaths on the foot of the Shaheed Minar to show love and respect to the martyred heroes. They remain standing silently for some time.

Many meetings and seminars are held. People also pray for the salvation of the souls of the martyrs throughout the country in different religious institutions.

The 21st February is a red letter day in the history of Bangladesh. The events on 21st February, 1952 gave rise to a strong national spirit in us. This spirit gradually got more powerful and inspired us to carry on movement against the exploitation and injustice of the erstwhile Pakistani rules. Eventually we got entangled in the War of Liberation in 1971 and became independent. Thus, the day bears a great significance for us.

Glossary

Wreath: an assortment of flowers, leaves, fruits, twigs, or various materials

Salvation: deliverance from sin and its consequences

Exploitation: abuse

Entangled: involved.

4.2 Reading Comprehension I

Passage 1

Great Minds: Vincent van Gogh

by Lydia Lukidis



Van Gogh's Famous "The Starry Night"

Vincent van Gogh was a famous artist and painter. Today, he is known for such paintings as “The Starry Night” and “Sunflowers.” But the funny thing about fame is that sometimes you don’t get appreciated while you’re alive. Such is the case with Van Gogh. He wasn’t recognized for this great work until after his death. He was born in 1853 in the Netherlands. He had two brothers and three sisters. His father and grandfather were ministers while his mom took care of the family and household duties. Some other members of his family worked in the arts, like his younger brother Theo. Theo worked in an art gallery in Paris. He supported Van Gogh’s art career and the two were close. When he was young, Van Gogh enjoyed drawing but never considered it as a career. In fact, he had many other jobs before becoming a full time artist. For example, he worked as a teacher, a sales clerk in a bookstore, and followed his father’s footsteps as a minister and missionary. But at the age of 27, he decided to follow his heart and pursue art full time. His first drawings were made using pencils, charcoal sticks, and watercolors. He preferred to draw pictures of middle class and poor people. One of his earliest famous paintings was called “The Potato Eaters.” It showed a peasant family chowing down on some potatoes for dinner. Soon after, Van Gogh started using oil paints. In the beginning, he liked darker colors. Not only that, but his paintings were often sad and a bit gloomy. His brother Theo tried to sell his paintings, but nobody wanted to buy them. Then Theo introduced him to a new style of painting called Impressionism.

This style is not about painting something realistic. It's more about capturing a moment in time or an "impression" of something.

Van Gogh eventually moved to Paris to learn more about this style. His work was influenced by such painters as Claude Monet and Paul Gauguin. He started to use brighter colors and changed the way he used his paint brush. He was also passionate about painting portraits of people. When he couldn't find someone to model for him, he would practice by painting himself. He painted many self-portraits over the years. Though he was inspired by the Impressionist painters, he developed his own version. For example, he started painting with small stripes and swirls instead of dots. He was considered to be a "Post-impressionist" painter. Sometimes he would dump a lot of paint onto the canvas and make a few rough brush strokes. It would take weeks for some paintings to dry. In the last few years of his life, he painted hundreds of pictures. Many of these became his best work. He was obsessed with his art. Some days, he would barely eat. He never got married or had children, and became the stereotypical "crazy and intense artist." One night, he had an argument with his friend Paul Gauguin. Right after that, he cut off part of his ear lobe in a fit of passion. He's seen wearing a bandage over his ear in some of his self-portraits. Soon after, he checked himself into a mental health hospital. It is said that he suffered from mental illness and depression. He also had epilepsy. But he continued to paint. In fact, he created one of his life's masterpieces, a painting called "The Starry Night," while in the hospital. In 1890, Van Gogh took his life when he was only 37 years old. Today, he's considered as one of the greatest painters of all time. And as you can imagine, some of his paintings sell for millions of dollars.

Glossary

Fame: popularity

Missionary: A person who promote a religious view.

Charcoal: a form of carbon

Chowing down: to eat food

Gloomy: sorrowful

Passionate: emotional

Dump: throw away

A. Choose the correct answer:

1. Based on the information in the article, who was an important supporter of Van Gogh's art career?

- a. His fellow painter, Paul Gauguin
- b. His brother, Theo
- c. He did not have any supporters of his art career during his lifetime
- d. His father and mother

2. All of the following are famous paintings by Vincent van Gogh, except...

- a. "Sunflowers"
- b. "Water Lilies"
- c. "Portrait of Doctor Gachet"
- d. "The Potato Eaters"

3. Which style of art did Van Gogh follow later?

- a. Symbolism
- b. Impressionism
- c. Cubism
- d. Dadaism

4. He was considered as a_____

- a. post-impressionist painter
- b. passionate painter
- c. mad painter
- d. impressionist painter

5. Why was he seen wearing bandage over his ear?

- a. because he hurt himself
- b. because he had an operation
- c. because he cut off his ear
- d. because he did not want to show his ear

B. Answer the following questions:

1. What did Van Gogh do when he couldn't find anyone to model for his artwork?
2. Describe one of the struggles that Van Gogh had during his life.
3. What kind of painter was Van Gogh? What was this artistic movement all about?
4. What connection do you think there is between Van Gogh's life events and his artwork?
5. Do you admire any Bangladeshi artist's painting? What do you like about his artwork?

C. The following terms are from the article. Match the words with their correct definition:

- | | |
|------------------------|---|
| 1. _____ peasant | a. accurately depicting real life |
| 2. _____ portraits | b. an artist's best pieces of art |
| 3. _____ canvas | c. a drawing pencil that is made from a black solid form of carbon |
| 4. _____ masterpieces | d. dreary; cheerless |
| 5. _____ epilepsy | e. a poor farmer having a low social status |
| 6. _____ gloomy | f. a piece of coarse cloth used as the surface for an oil painting |
| 7. _____ Impressionism | g. a person who works at an office, bank, or store who keeps records and does other administrative duties |
| 8. _____ realistic | h. drawings, paintings, or sketches of a person, usually showing only the person's face or head and shoulders |
| 9. _____ clerk | i. a physical disorder of the brain that causes seizures |
| 10. _____ charcoal | j. a style of painting that became popular in the 1860s; it focused on capturing a momentary impression |

D. Summarize Passage 1 in 100 words.

Passage 2:

Humayun Ahmed, the Most Enduring Storyteller



Humayun Ahmed was born on 13th November, 1948. He was a Bangladeshi author, dramatist, screenwriter, playwright and film maker. Humayun reached peak of his fame with the publication of his novel 'Nondito Noroke' (In Blissful Hell) in 1972. This is one of his most famous works and it won admiration from literary critics including Dr. Ahmed Sharif. He wrote over 100 fiction and non-fiction books; all of them were best sellers in Bangladesh.

In recognition to the works of Humayun, Times of India wrote that Humayun was a custodian of Bangladeshi literary culture, and his contribution single handedly shifted the capital of Bengali literature from Kolkata to Dhaka without any war or revolution. Ahmed's writing style was characterized as magic realism. Sunil Ganguly described him as the most popular writer in Bengali language for 21st century. According to him, Ahmed was even more popular than Sharat Chandra Chattapadhyay. Ahmed's books have been the top seller at the Ekushey Book Fair during the 1990s and 2000s. In 2011, Ahmed was diagnosed with colorectal cancer. He died on 19th July, 2012 at 11.02 PM. BST at Bellevue Hospital in New York. He was buried in Nuhash Palli. Still the Bengali readers mourn something far more significant than the passing away of a writer; they grieve the death of a collective imagination which was personified by this man. (*Edited*)

Glossary

Dramatist: a person who writes plays

Admiration: respect and warm approval

Literary: associated with study of literature

Magic realism: a style of writing or painting which sometimes describes dreams

as though they were real, and real events as though they were dreams.

Mourn: feel sad about something

Personified: represented in a physical form

A. Choose the correct answer:

1) **Humayun Ahmed was born in -----**

- a. 1949
- b. 1948
- c. 1848
- d. 1952

2) **There is ----- in his writing.**

- a. idealism
- b. symbolism
- c. magic realism
- d. nationalism

3) **----- was published in 1972.**

- a. Shongkhoneel Karagar
- b. Moyurakkhi
- c. Nondito Noroke
- d. Debi

4) **Which newspaper wrote about the recognition of Ahmed's writings?**

- a. Prothom Alo
- b. The Observer
- c. Times of India
- d. The Guardian

5) **Where is Humayun Ahmed buried?**

- a. Brishti Bilash
- b. Shomudro Bilash
- c. Nuhash Palli
- d. in his hometown

B. Make sentences with the following words:

Screenwriter: _____

Admiration: _____

Recognition: _____

Revolution: _____

Magic realism: _____

C. Read the passage above and fill in the blanks with suitable words.

famous	achieved	earns	field	magic	published	diagnosed
--------	----------	-------	-------	-------	-----------	-----------

The contribution of Humayun Ahmed in the (a) ----- of literature is immense. There was (b) ---- realism in his writings. With his writing, he (c) ----- the admiration of literary critics. Among them, we can cite the names of Dr. Ahmed Sharif and Sunil Ganguly. Times of India (d) ----- recognition of his works. His literary works raised him to such a level that he is termed as the custodian of Bengali literature. He became (e) ----- with the publications of *Nondito Noroke*. This great literary genius breathed his last on 19th July 2012 as he was diagnosed with colorectal cancer. Nuhash Palli is the place where he was buried. People even today remember and pay homage to him.

D. Draw a flow chart on the biography of Humayun Ahmed based on the information above.



E. Answer the following questions.

- a. Which novel helped Humayun Ahmed reach the peak of his fame?
- b. What helped Dhaka to become the capital of Bengali literature?
- c. What is his writing style known as?
- d. “.....Bengali readers mourn something more significant than the passing away of a writer” - explain.
- e. Have you read any of Humayun Ahmed’s work? What did you like about it?

Passage 3:

Facebook, the Most Popular Social Networking Service



Facebook is a very popular social networking site with over eight hundred million users. In fact, it has become so much a part of people's lives that one can learn their life story just by checking their timeline: their friends, likes and dislikes, relationship status, phone number, address, everything. It sounds a little dangerous. There are positive and negative effects that Facebook has on people, and they can be quite significant.

The Positive Effects

Keeping in touch with family and friends- Facebook is a great way to keep in touch with family and friends living far and near. With instant messaging and even video chat, Facebook is the perfect social media to stay connected. With the status updates, photos, and profile information, we can keep up to date on the happenings of all of our contacts.

Making new friends- Facebook helps us to make new friends. Most people find it a lot easier to start a conversation with someone over Facebook than in real life.

Expressing self- Expressing oneself has become very simple through Facebook. We post pictures of friends, family members and latest fashion and news.

The Negative Effects

Cyber-bullying- On Facebook it is very easy for cyber bullies to thrive. They can harass one person easily. There aren't moderators that go around monitoring what people say to each other on social media.

Distraction- At the end of the day one may have seen someone's new outfit or talked to a stranger on Facebook, but he/she still haven't really accomplished anything in the hours. Critics of Facebook claim that it is a worldwide distraction and even obsession that wastes significant amounts of time.

Insecurity- Facebook is a cause for insecurities due to the fact that it makes people compare themselves to others.

Stalker friendly- Facebook is a very stalker friendly website. Theoretically, someone that we don't even know can add us and get all of our information. This may include our phone number, house address, and locations we visit frequently. Also they will be able to go through all of our pictures and get to know us completely. This is a scary thought, but it is a real issue.

This is a world changing social media which is also changing our lifestyle in various ways. (*Edited*)

Glossary

Networking: interacting with others

Happenings: incidents

Cyber bullies: people who harass others using electronic means

Thrive: succeed

Moderators: persons who review an Internet forum or online discussion

Outfit: a set of clothes

Obsession: addiction

Stalker: a person who harasses someone with unwanted and obsessive attention

Lifestyle: way of living

Fill the following format based on the above information about using Facebook.

Positive sides of Facebook	Negative sides of Facebook

5.1 Forming Wh-Questions and Writing Answers

Wh-questions open with *what*, *when*, *where*, *who*, *whom*, *which*, *whose*, *why* and *how*. We use them to ask for information, like -

A: *When do you finish homework?*
B: *At night.*

A: *Who is your favourite writer?*
B: *Muhammad Zafar Iqbal!*

W/H allows the speaker to find out more information about topics. They are as follows.

When? – Time (The answer to when refers to time)

Where? – Place (The answer refers to place)

Who? – Person (The answer refers to a person/persons)

Why? – Reason (The answer gives a reason)

How? Manner (The answer refers to a manner or method of doing)

What? – Object/Idea/Action (The answer refers to an idea, object or an action)

Which? – Things (The answers refers to a thing)

Other words such as ‘How’ can also be used to inquire about specific information.

How much? – Price, amount (non-countable)

How many? – Quantity (countable)

How long? – Duration

How far? – Distance

Example Sentences:

When / at What time?

- When is the meeting?
- When is the interview?
- When is the next bus?
- When is your birthday party?
- When are you coming?
- When is the last train to Moscow?
- What time is the function?

Where?

- Where is that boy?
- Where is your office?
- Where is my book?
- Where are their books?
- Where are my glasses?
- Where is your friend Ram?
- Where are the children?

Who?

- Who is that boy?
- Who is she?
- Who is your favorite actress?
- Who are they?
- Who is that girl there?

Why?

- Why is the train late?
- Why are you so dull?
- Why are you late?
- Why is she here?
- Why are you angry?
- Why are they afraid of him?

- | How? | What? | Which? |
|--|---|---|
| <ul style="list-style-type: none"> • How is the hotel room? • How is everybody? • How is your friend Rachna? • How are things? • How old are you? | <ul style="list-style-type: none"> • What time is it? • What's your father's name? • What is the name of that girl? • What is wrong with you? • At what time is the meeting? • On what day is the function? | <ul style="list-style-type: none"> • Which is your book? • Which one is your umbrella? • Which is his bag? • Which color do you like? |

How to form Wh-questions

We usually form *wh*-questions with *wh-* + an auxiliary verb (*be, do or have*) + subject + main verb or with *wh-* + a modal verb + subject + main verb. It is applicable mainly when there is an auxiliary verb with it.

<i>Be: When are you leaving?</i>	<i>Who's been paying the bills?</i>
<i>Do: Where do they live?</i>	<i>Why didn't you call me?</i>
<i>Have: What has she done now?</i>	<i>What have they decided?</i>
<i>Modal: Who would she stay with?</i>	<i>Where should I park?</i>

But without an auxiliary verb, when *what, who, which* or *whose* is the subject or part of the subject, we do not use the auxiliary. We use the word order subject + verb.

***What fell off the wall? Which horse won?
Who bought this? Whose phone rang?***

Responding to Wh-questions

Wh-questions ask for information and we do not expect a *yes-no* answer to a *wh*-question. We expect an answer which gives information:

A: Where's the coffee machine? (We expect an answer about the location of the coffee machine.)

B: It's in the room next to the reception.

A: How old is your sister? (We expect an answer about the age of your sister.)

B: She's about five.

Adding emphasis to *wh*-questions

We can add emphasis to *wh*-questions in speaking by stressing the auxiliary verb *do*. We usually do this when we have not already received the information that we expected from an earlier question, or to show strong interest.

When the *wh*-word is the object of the sentence, the *do* auxiliary is stressed to make it more emphatic:

A: *How was your weekend in Edinburgh?*

A: *Really. Where **did** you go?*

B: *I didn't go to Edinburgh.*

B: *We decided to go to Glasgow instead.*

When the *wh*-word is the subject of the sentence, we can add the auxiliary *do* to make it emphatic. We stress *do*:

A: *Ronald Price lives in that house, doesn't he?*

A: *So who **does** live there? (Non-emphatic*

B: *No. He moved out.*

*question: So who **lives** there?)*

B: *Actually, his son is living there now.*

Negative *wh*-questions

When we ask negative *wh*-questions, we use the auxiliary verb *do not* when there is no other auxiliary or modal verb, even when the *wh*-word is the subject of the clause:

Affirmative with no auxiliary	Negative with auxiliary <i>do</i>
Who wants an ice cream?	Who doesn't want an ice cream?
Which door opened?	Which door didn't open?

(See the tense section of grammar reference for more variation on tense)

Wh-question exercises

The man who hawks many things on the road, near bus stand, railway station, bazaar etc. is called a street hawker. Generally, a street hawker deals in various things. He carries his materials on head and sometimes in hand and sometimes in a small handicraft. He generally buys his goods at a cheaper rate and sells them at a good profit. A street hawker has some extra techniques to convince his customers because he is very cunning and he knows his business very well. Mostly, it is seen that his customers are children and women. Generally, he brings toys, sweets and other things for children and sells them at a good rate. He also brings bangles, ribbons, clothing's, fruits, fancy goods and things of domestic uses for women. He speaks in different ways to draw the attention of his customers. A hawker also knows the time/hour of his business. He does not come when the housemasters are at home. Rather he comes when the housemasters are out of home and when the women are free from their household work and duties. Normally, the life of a hawker is not so easy. He has to work hard to manage his livelihood. Though he works hard, his income is very poor. So, he lives under the poverty line.

Now make Wh-questions on the underlined sentences.

OK

5.2 Paraphrasing

What is Paraphrasing?

Paraphrasing means expressing the meaning of something (written or spoken) using different words. It is an indirect quotation, but not a word-for-word repetition of what the speaker says. We do not criticize or argue with the speaker in paraphrasing.

A **paraphrased** text is approximately the same length as the original.

Why Paraphrase?

When we use the exact words what authors write is called **quoting**. While writing paraphrase we take information from different sources like books, articles, internet etc. and express them in our own words. It should be noted that, when we are **borrowing ideas** from another person, even if we are paraphrasing using our own words and style, **the source must be cited**. Paraphrasing is used for:

- restating a difficult passage in case the reader may not understand
- explaining or interpreting concepts or unfamiliar terms
- making abstract facts and ideas concrete
- demonstrating our understanding of the material
- better understanding the material we are writing about

How to paraphrase?

For paraphrasing effectively, Simon and Schuster Handbook for Writers (Troyka 1995) directs to:

1. Say what the source says, but no more.
2. Reproduce the source's order of ideas and emphasis.
3. Use your own words while paraphrasing to restate the message.
4. Read over your sentences to make sure they make sense.
5. Do not distort the source's meaning.
6. Expect your material to be as long as (and possibly longer than) the original.
7. Do not plagiarize.
8. Write down all documentation facts so that you can document your source when you use it in your writing.

One can paraphrase a source **literally** or **freely**. Literal paraphrasing is substituting the original words of each sentence with synonyms.

Example:

The Original Quotation

Four score and seven years ago, our fathers brought forth, on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

A Literal Paraphrase

Eighty-seven years before, our ancestors founded in North America a new country, thought of freedom and based on the principle that all people are born with the same rights.

A Free Paraphrase

Our ancestors thought of freedom when they founded a new country in North America eighty-seven years ago. They based their thinking on the principle that all people are born with the same rights.

Techniques used while paraphrasing:

- **Changing words**

Example: Mr. Ahmed had five children.

- Mr. Ahmed was the father of five.

- **Changing the grammar structure**

Example: Even though the weather was good, Joya was in a bad mood.

- Joya was in a bad mood, even though the weather was good.

- **Changing Parts of Speech**

Example: The poor economy has been the cause of high unemployment.

- The poor economy has caused high unemployment.

- **Using Synonyms**

Example: There is little chance that the situation will improve.

- There is little possibility that the circumstances will get better.

- **Using Negatives or Opposite Expressions**

Example: Rajshahi is hotter than Dhaka.

- Dhaka is not as hot as Rajshahi.

- **Combining or Separating Sentences**

Example: Mrs. Rabeya walked to the store. Her pet dog walked along with her.

- Mrs. Rabeya's pet dog walked along with her when she was going to the store.

Activity: 1

Sixty Dome Mosque



Shatgombuj Mosque is the largest of the Sultanate mosques in Bangladesh and one of the most impressive Muslim monuments in the whole of the Indian subcontinent. Bangladesh has three world heritage sites. The Shat Gombuj Mosque in Bagerhat is one of them. It is the 15th century Islamic edifice situated in the suburbs of Bagerhat (a district in Khulna Division), on the edge of the Sundarbans, some 175 km south west of Dhaka, the capital of Bangladesh.

It is an enormous Mughal architectural site covering area 160×108 square feet. The mosque is unique in that, it has sixty pillars, which support eighty-one exquisitely curved domes that have worn away with the passage of time. The structure of the building also represents the 15th century Turki-architectural view. It is anticipated that before 1459 a greatest devotee of Islam named Khan Jahan Ali established this mosque. He was also the founder of Bagerhat district.

The Shat Gombuj Mosque has existed for nearly for 6 centuries. It is also referred to as sixty Dome Mosque. It is one of the largest historical mosques in the Bangladesh. People in the Indian subcontinent praise it for architectural beauty. Khan Jahan Ali built the Shat Gombuj Mosque. The walls are unusually thick, made from tapered brick.

Seventy Seven low domes are located inside and one dome on every corner. Many aisles serve as divisions in its interior. Most of its parts were decorated by terracotta. The structure looks like a fortress, and three smaller mosques can be found near it. They are: Bibi Begni's Mosque, which is found on its western side; the Chunakhola Mosque, located half a mile northwest of Bibi Begni's Mosque; and the Singar Mosque, which is a single-domed mosque like the Chunakhola, located nearly half a mile southeast of Shat Gombuj Mosque.

(UNESCO world heritage site)

Glossary

Dome: a round roof with a circular base

Heritage site: heritage site is an official location where pieces of political, military, cultural, or social history have been preserved due to their cultural heritage value.

Monument: a building, statue, structure, or a column etc. Built to remind people of a famous person or event.

Edifice: a large impressive building

Suburb: an area that is outside the centre of the city

Anticipate: to see what might happen in the future and take action to prepare for it

Tapered brick: the brick that is made gradually narrower, to make something gradually narrower

Enormous: extremely large

Fortress: a building or a place that has been strengthened and protected against attack

Terracotta: reddish brown clay that has been baked but not glazed used for making pots, bricks etc.

A. Answer the following questions:

1. Why is the Sixty Domed Mosque famous?
2. When was it built? How many years it took to finish its construction?
3. Where is it situated?
4. How many domes does it have?
5. What is its architectural specialty?
6. Who built it?
7. Did you visit Shatgombuj Mosque? How did you go there? Describe in your own words.

B. Write T for True, F for False, and NG for Not Given.

1. Shatgombuj mosque has sixty domes in total.
2. In Bangladesh there are 4 world heritage sites.
3. Shatgombuj mosque is in Bagerhat.
4. Shatgombuj mosque has existed more than eight centuries.
5. The structure of the mosque represents 10th century Islamic architectural design.

Activity: 2

Mahasthangarh in Bogra



Bangladesh has an enriched historical background. There are many places of historical interest all over the country. Among them Mahasthangarh is the most intriguing. The name of the place is the Buddhist Vihara also

known as the Somapura Mahavira. It is situated at Paharpur in Rajshahi Division. Pala emperor Dharmapal founded the Vihara in the 7th century. Renowned Buddhist Sri Atish Dipankara lived several years here. It has 177 rooms. It covers 22 acre courtyard. It was renowned as an intellectual center from 7th to 17th century. Architecturally and historically is a treasure of the world. So it has been declared as a world heritage site.

It is the most ancient urban archaeological structure of Bangladesh, on the bank of river Karatoya. There is evidence that says this place existed during the third century during the reign of Pundravardhana.

This place is believed to be the capital of Pundravardhana. The fortified centre of the city is rectangular in shape. There are now several hillocks and structural ruins inside the area. Of these, the Jiat Kunda, Mankalir Dhaph (place sacred to Mankali), Parasuramer Basgriha (palace of Parasuram), Bairagir Bhita, Khodar Pathar Bhita, etc. are remarkable. But the most important evidence of this place is a limestone piece, bearing six lines in Prakrit in Brahmi script.

This is the oldest and medieval ruins of the period, containing the rich culture of the place of early era.

Glossary

Intriguing: very interesting because of being unusual or not having an obvious answer

Reign: the period during which a king, queen, Emperor etc. rules.

Fortify: to strengthen a place against attack, especially by building high walls

Answer the following questions:

1. What is the most interesting thing about Mahasthangarh?
2. Where is it situated?
3. Why is it famous?
4. Can you imagine the time it existed? What are the basic differences now in our life style in comparison to theirs? Write in detail.

Activity: 3

Mainamati

Mainamati (Bengali: ময়নামতি *Môynamoti*) is an isolated low, dimpled range of hills, dotted with more than 50 ancient Buddhist settlements dating between the 8th and 12th century CE. It extends through the centre of the district of Cumilla in Bangladesh. Mainamati is located almost 8 miles from the town of Cumilla. It is the home of one of the most important Buddhist archaeological sites in the region.



Maynamati War Cemetery

Cumilla Cantonment is located nearby and houses a beautiful colonial era War cemetery. Mainamati is named for the Chandra queen of the same name, mother of Govindachandra. Mainamati is only 114 km from Dhaka city and is just a day's trip by road on way to Chittagong.

- Buddhist monuments **Shalban Vihara**: The centre piece of the Buddhist sites at Mainamati is the Shalban Vihara, almost in the middle of the Mainamati-Lalmoi hill range consists of 115 cells, built around a spacious courtyard with a cruciform temple in the centre, facing its only gateway complex to the north, resembling that of the Sompur Bihar. It is clearly a Vihara, or an educational centre with residential facilities.
- **Kutila Mura**: situated on a flattened hillock about 5 km north of Shalban Vihara inside the Cumilla Cantonment, is a picturesque Buddhist establishment. Here, three stupas are found side by side representing the Buddhist "Trinity" or three jewels, i.e. the Buddha, Dharma, and Sangha.
- **Charpatra Mura**: is an isolated small oblong shrine situated about 2.5 km. north-west of Kotila Mura stupas. The only approach to the shrine is from the East through a gateway which leads to a spacious hall. Here a number of shrines can be found.
- **Mainamati site Museum**: The Mainamati site Museum, situated next to Shalban Vihara, houses a good collection of artifacts found at these sites. The Museum has a rich and varied collection of copper plates, gold and silver coins and 86 bronze objects. Over 150 bronze statues have been recovered mostly from the monastic cells, bronze stupas, stone sculptures and hundreds of terracotta plaques each measuring on an average of 9" high and 8" to 12" wide.



Shalban Vihara

Glossary

Era: a period of time, usually in history, that is different from other periods because of particular characteristics or events

Shrine: a place where people come to worship because it is connected with a holy person or event.

Courtyard: An open space that is partly or completely surrounded by buildings and usually is a part of a castle.

Artifacts: an object that is made by a person, especially something of historical or cultural interest.

Hillock: small hill

Monastic: connected with Monk or Monasteries

Cruciform: in the shape of a cross

Oblong: An oblong shape has four straight sides, two of which are longer than the other two.

A. Answer the following questions:

- A.** What is Mainamati famous for?
- B.** What is Kutila Mura?
- C.** Where is the Museum?
- D.** Where is Mainamati situated?
- E.** Have you visited Mainamati in your life? How did you travel? How were your experiences?

B. Write T for True, F for false, and NG for Not Given.

- 1.** Shalbon vihara is in the north side of Lalmai-Mainamoti hill.
- 2.** Mainamoti is with more than 50 ancient Buddhist settlements dating between the 5th and 10th century CE.
- 3.** The centre piece of the Buddhist sites at Mainamati is the Kutila Mura.
- 4.** Mainamati is located almost 8 miles from the town of Cumilla.
- 5.** Mainamati is only 80 km. from Dhaka city.

Activity: 4

Read the following passage and the example paraphrase:

The Brush of Anguish by Martha Zamora, Frida Kahlo

Original text:

Although largely self-taught, and considered by many to be a naive painter, Frida was actually very sophisticated, intelligent, well-read, and well-informed. She was acquainted with the traditional schools of painting. More important, she recognized the vanguard of Mexican and foreign art not only through her travels but through her contact with the artist. Direct influences show up in some cases, as in *Magnolias* (1945), reminiscent of the work of Georgia O'Keefe, or in *Four Inhabitants of Mexico City* (1938), recalling de Chirico. Her earliest works showed an acquaintance with art books; in her first self-portrait for Gomez-Arias, she described herself as "your Botticelli" and in letters to him she expressed interest in Modigliani and Piero Della Francesca. Her use of suffocating background vegetation is similar to that of Henri Rousseau, the small figures in *What the Water Gave Me* (1938). Like something out of Hieronymus Bosch and the written legends in others like those of the Mexican painter Hermenegildo Bustos.



Frida Kahlo

Glossary:

Anguish: Severe mental or physical pain

Naive: showing a lack of experience

Acquainted: aware of

Vanguard: a person leading the way in new developments or ideas

Georgia O' Keefe: Georgia Totto O'Keeffe was an American artist. She was best known for her paintings of enlarged flowers, New York skyscrapers, and New Mexico landscapes. O'Keeffe has been recognized as the "Mother of American modernism"

De Chirico: Giorgio de Chirico; (10 July 1888 – 20 November 1978) was an Italian artist and writer.

Gomez-Arias: Boyfriend of Frida Kahlo

Modigliani: Amedeo Clemente Modigliani (12 July 1884 – 24 January 1920) was an Italian-Jewish painter and sculptor who worked mainly in France

Piero Della Francesca: Piero Della Francesca was an Italian painter of the Early Renaissance. He was also known as a mathematician and geometer.

Henri Rousseau: Henri Julien Félix Rousseau (May 21, 1844 – September 2, 1910) was a French post-impressionist painter in the Naïve or Primitive manner. He was also known as Le Douanier (the customs officer), a humorous description of his occupation as a toll and tax collector.

Hieronymus Bosch: Hieronymus Bosch was a Dutch/Netherlandish draughtsman and painter from Brabant. He is widely considered one of the most notable representatives of the Early Netherlandish painting school.

Hermenegildo Bustos: José Hermenegildo de la Luz Bustos Hernández was a Mexican painter; known mostly for portraits, although he also created religious paintings and still-lives.

Paraphrase:

Frida mostly taught herself to paint, but she was not as unsophisticated as many thought her to be. She was bright and knowledgeable, familiar with the history of painting, and acquainted with contemporary Mexican and foreign artists and their work. Some of her paintings show the influence of O'Keefe and de Chirico. She referred to her self-portrait as "your Botticelli" and mentioned Modigliani and Della Francesca in letters to Arias. She depicts flora like Rousseau, and uses small figures like Bosch and captions like Bustos.

Activity: 5

Bike Helmets: Unused Lifesavers



Of more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head.

Consumer Reports (May 1990): 348.

Sample Answer:

The use of a helmet is the key to reducing bicycling fatalities, which are due to head injuries 75% of the time. By cushioning the head upon impact, a helmet can reduce accidental injury by as much as 85%, saving the lives of hundreds of victims annually, half of whom are school children. - ("Bike Helmets" 348).

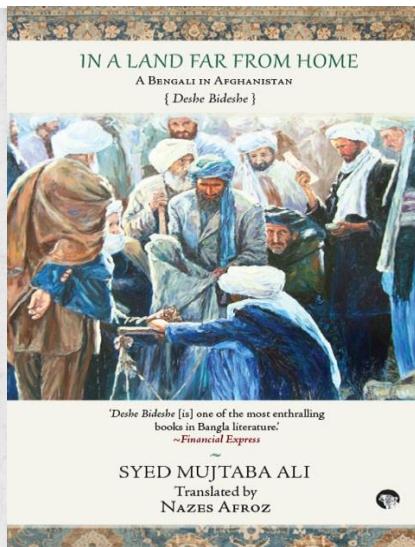
Activity: 6

Read the passage and paraphrase in your own words:

In a Land Far from Home: A Bengali in Afghanistan (Deshe Bideshe)

By Syed Mujtaba Ali

“An intrepid traveller and a true cosmopolitan, the legendary Bengali writer Syed Mujtaba Ali from Sylhet (in erstwhile East Bengal, now Bangladesh) spent a year and a half teaching in Kabul from 1927 to 1929. Drawing on this experience, he later wrote *Deshe Bideshe* which was published



in 1948. Ali’s young mind was curious to explore the Afghan society of the time and with his impressive language skills, he had access to a cross-section of Kabul’s population, whose ideas and experiences he chronicled with a keen eye and a wicked sense of humour.

His account provides a fascinating first-hand insight into events at a critical point

in Afghanistan’s history, when the reformist King Amanullah tried to steer his country towards modernity by encouraging education for girls and giving them the choice of removing the burqa. Branded a ‘kafir’, Amanullah was overthrown by the bandit leader Bacha-e-Saqao. *Deshe Bideshe* is the only published eyewitness account of that tumultuous period by a non-Afghan, brought to life by the contact that Ali enjoyed with a colorful cast of characters at all levels of society—from the garrulous Pathan Dost Muhammed and the gentle Russian giant Bolshov, his servant, Abdur Rahman and his partner in tennis, the Crown Prince Enayatullah.”

Glossary

Intrepid: adventurous

Cosmopolitan: familiar with and at ease in many different countries and cultures

Chronicles: a factual written account of important or historical events

Keen: observant

Insight: an accurate and deep understanding

Steer: guide

Eyewitness: a person who has seen something happening and can give a first-hand description of it

Tumultuous: disorderly

Cast: variety

Garrulous: excessively talkative

Crown prince: a male heir to a throne

7.1 Reading Comprehension II

Passage: 1

Welcome to the Traffic Capital of the World

What I learned from the crippling gridlock in Dhaka, Bangladesh
by Michael Hobbes



I am in a tiny steel cage attached to a motorcycle, riding through traffic in Dhaka, Bangladesh. In the last ten minutes, we have moved forward maybe three feet, inch by inch, the driver moving the wheel left and right. Up ahead, the traffic is jammed so close together that passersby are climbing over pickup trucks and through empty rickshaws to cross the street. Two rows to my left is an ambulance, blue light spinning uselessly. This is what the streets here look like from seven o'clock in the morning until ten o'clock at night.

If you're rich, you experience it from the back seat of a car. If you're poor, you're in a rickshaw, breathing in the exhaust. I'm sitting in the back of a CNG, a three-wheeled motorcycle shaped like a slice of pie and covered with scrap metal. I'm here working on a human rights project, but whenever I ask people in Dhaka what they think international organizations should really be working on, they tell me about the traffic.

Alleviating traffic congestion is one of the defining development challenges of our time. Half the world's population already lives in cities, and the United Nations estimates that proportion will rise to nearly 70 per cent by 2050. Dhaka, the world's densest and fastest-growing city, is a case study in how this problem got so bad – and why it's so difficult to solve. Dhaka's infrastructure doesn't match the scale of its population. Just 7 percent of the city is covered by roads. Dhaka also suffers from the absence of a planned road network. There are 650 major intersections, but only

60 traffic lights, of which many don't work. The poor infrastructure is one of the reasons of increasing traffic jam.

Also there are the users of the roads. Besides pedestrians, the narrow lanes are shared by bicycles, rickshaws, scooters, motorcycles, CNGs, buses, and cars. All these modes take up a different amount of space and have different speeds. Most people you talk to in Bangladesh blame the traffic jams on the rickshaws. There are too many of them, they say, and they drive so slowly, that they trap the cars, buses, and CNGs behind them. The government is under pressure to designate some lanes as car-only, to build wider roads and overpasses, to take the slow traffic out from in front of the fast. And this brings us to the third reason why the traffic problem is so difficult to solve: politics. One and a half million people drive rickshaws for a living plus another few hundred thousand own and repair them. Government efforts to get people out of rickshaws and into buses and trains are going to attract huge opposition. Even increasing bus capacity is more complicated than it sounds. A 2009 World Bank analysis found 60 separate bus companies in Dhaka. Since the bus companies compete with each other, the drivers drive aggressively and take more passengers than the buses can hold. What's more, the public transport isn't all that public. Many of the bus companies are owned or linked to political parties or powerful trade unions.

The obvious solution is to separate the rickshaws from the cars from the CNGs, give each of them lanes and lights according to their top speed, and to make car drivers pay the cost of taking up more space on the roads. But that, politically speaking, is unrealistic. Car owners are a small part of the population but a highly influential. Every year, Dhaka adds an extra 37,000 cars to its already overcrowded roads. Thus traffic jam seems a never ending complication of this city. (July 3, 2014)

Edited

Glossary

Jammed: packed

Exhaust: waste gases

Scrap: left over

Densest: highly concentrated

Infrastructure: basic physical and organizational structures and facilities

Intersections: a junction where two or more roads meet or cross

Pedestrians: a person on foot

Capacity: the maximum amount that something can contain

Designate: allot or assign

A. Choose the correct answers from the alternatives.

1. _____ traffic congestion is one of the defining development challenges of our time.

- (i) Increasing (ii) Rushing (iii) Abating (iv) Lifting

2. _____ people drive rickshaws for a living plus another few hundred thousand own and repair them.

- (i) 150000 (ii) 15000000 (iii) 150000000 (iv) 1500000

3. The obvious solution is to separate the _____ from the cars from the CNGs, give each of them lanes and lights according to their top speed.

- (i) Rickshaws (ii) Trucks (iii) Van (iv) Ambulance

B. Answer the following questions.

1. What do you think of the traffic jams in Dhaka?
2. What are the reasons for the traffic jams?
3. How would a foreigner feel about our traffic system?
4. How can we improve the situation of traffic jam?
5. Why is the problem of traffic jam so difficult to solve?

C. Write a summary of the following text.

Half the world's population already lives in cities, and the United Nation estimates that proportion will rise to nearly 70 per cent by 2050. Dhaka, the world's densest and fastest-growing city, is a case study in how this problem got so bad – and why it's so difficult to solve. Dhaka's infrastructure doesn't match the scale of its population. Just 7 percent of the city is covered by roads, compared with around 25 per cent of Paris and Vienna. Dhaka also suffers from the absence of a planned road network. There are 650 major intersections, but only 60 traffic lights, of which many don't work. The poor infrastructure is one of the reasons of increasing traffic jam.

D. Choose the appropriate synonyms of the highlighted words from the box below:

architecture	impose	approximate	crowding	amount
--------------	--------	-------------	----------	--------

Half the world's population already lives in cities, and the United Nations **estimates** that **proportion** will rise to nearly 70 per cent by 2050. Dhaka, the world's densest and fastest-growing city, is a case study in how this problem got so bad – and why it's so difficult to solve. Dhaka's **infrastructure** doesn't match the scale of its population. Just 7 percent of the city is covered by roads, compared with around 25 per cent of Paris and Vienna. Dhaka also suffers from the absence of a planned road network. There are 650 major intersections, but only 60 traffic lights, many of which don't work. That means police force isn't **enforcing** driving or parking rules – they're in the intersections, directing traffic. The cost of Dhaka's traffic **congestion** is estimated at \$3.8bn a year, and that's just the delays and air pollution, not the less-tangible losses in quality of life. Paradoxically, the poor infrastructure is one of the reasons why the city is growing so fast.

Estimate: _____

Enforce: _____

Proportion: _____

Congestion: _____

Infrastructure: _____

Passage: 2

The White Bear



The polar bear is a carnivorous bear that lives in the Arctic, encompassing the Arctic Ocean. It is a land of ice and snow. Polar bear is born with many body characteristics adapted for cold temperatures, for moving across snow, ice and open water, and for hunting. Polar bears have a layer of fat, called bubbler. Although most polar bears are born on land, they spend most of their time on the sea ice. Polar bears hunt their food from the edge of sea ice. They like seals and fish.

Because of expected habitat loss caused by climate change, the polar bear is classified as a vulnerable species, and at least three of the nineteen polar bear subpopulations are currently in decline. However, at least two of the nineteen subpopulations are currently increasing while another six are considered stable. For decades, large-scale hunting raised international concern for the future of the species, but populations rebounded after controls and quotas began to take effect. For thousands of years, the polar bear has been a key figure in the material, spiritual, and cultural life of circumpolar people and polar bears remain important in their cultures. The polar bear has also been known as the white bear.

Glossary

Carnivorous: feeding on other animal

Adapt : Make suitable for a new use or purpose/ suited by nature or situation /modify

Habitat: the natural home or environment of an animal, plant, or other organism

Classified: listed

Vulnerable: facing habitat loss

Subpopulation: subset of a larger population

Rebounded: recovered

Circumpolar: inhabiting one of the earth's poles

A. Paraphrase the above text.

Passage: 3

Hakaluki: A Rich Hub of Biodiversity and Livelihood



Bangladesh is blessed with huge inland open water resources. It has numerous river canals, beels, lakes, and vast areas of floodplains.

Hakaluki Haor is one of the major wetlands of Bangladesh. With a land

area of 18,386 hectares, it supports a rich biodiversity and provides direct and indirect livelihood benefits to nearly 190,000 people.

This Haor was declared an ecologically critical area in April 1999 by the government of Bangladesh. Hakaluki has a complex ecosystem, containing more than 238 interconnecting beels and jalmahals. The most important beels are Chatla, Pinlarkona, Dulla, Sakua, Barajalla, Balijhuri, Lamba, Tekonia, Haorkhal, Tural, Baghalkuri and Chinaura. Hakaluki Haor is bounded by the Kushiara river as well as a part of the Sonai-Bardal river to the north, by the Fenchuganj-Kulaura railway to the west and to the south, and by the Kulaura-Beanibazar road to the east.

The Haor falls under two administrative districts, Maulvibazar and Sylhet. Around 190,000 people live in the area surrounding the haor. Hakaluki Haor is an important source of fisheries resources of Bangladesh. Kalibaus, Boal, Rui, Ghagot, Pabda and Chapila are the main fish species found here. From Kushiara, there are frequent upstream movement of fish towards the beels and tributaries of Hakaluki. The beels in Hakaluki haor provide winter shelter for the mother fisheries. In early monsoon, these mother fisheries produce millions of fries for the entire downstream fishing communities. Floodplains are also an important source of fisheries resources within the area.

However, many of the beels have lost their capacity to provide shelter for mother fisheries because of sand deposits from upstream rivers and canals, use of complete dewatering technique for fishing and lack of aquatic plants to provide feed and shelter for parent fish. The haor is a very important resting place for migratory waterfowls flying in from the north. The most interesting species is the Bareheaded Goose, which is now hardly seen in fresh water wetlands. Many other important species of waterfowls make the haor their temporary home. Unfortunately, illegal poaching has been a threat to the waterfowl population in this vast wetland. Hakaluki haor is known as a good grazing land in winter. People from villages around the Haor and also from distant areas send their herds for grazing. During this time, herders make temporary shelters near the beels and graze their animals for a period of 4-5 months. The Haor had very dense swamp forests in the past, but deforestation and a lack of conservation practices have virtually destroyed this unique forest in the last two decades.

Glossary

Hub: central part of a region

Biodiversity: the variety of plant and animal life in the world or in a particular habitat

Blessed: favoured

Inland: internal

Wetlands: land consisting of marshes or swamps

Administrative: supervisory

Upstream: towards the opposite direction of river stream

Floodplains: an area of low-lying ground adjacent to a river

Deposits: a layer or mass of accumulated matter

Migratory: relocating or travelling

Poaching: illegal hunting

Swamp: low-lying, uncultivated area where water collects

(See the **parts of speech** section of grammar reference)

A. Identify the parts of speech from the given text:

Verbs	Adjectives

B. Summarize the following text:

The beels in Hakaluki haor provide winter shelter for the mother fisheries. In early monsoon, these mother fisheries produce millions of fries for the entire downstream fishing communities. Floodplains are also an important source of fisheries resources within the area. However, many of the beels have lost their capacity to provide shelter for mother fisheries because of sand deposits from upstream rivers and canals, use of complete dewatering technique for fishing and lack of aquatic plants to provide feed and shelter for parent fish. The haor is a very important resting place for migratory water fowls flying in from the north. The most interesting species is the Barheaded Goose, which is now hardly seen in fresh water wetlands. Many other important species of waterfowls make the Haor their temporary home.

Passage: 4

The End of British Rule in Indian Sub-Continent



British ruled the Indian sub-continent for two centuries. There was a general discontent among the people against the British rule, especially because during British rule, two devastating famines occurred in Bengal, costing millions of lives in 1770 and 1943. In 1770, the catastrophic Bengal famine of 1770, one of the greatest famines of history occurred. Up to a third of the population died in the famine of 1770 and subsequent years. Another major famine occurred during the Second World War, the Bengal famine of 1943, in which an estimated 3 million people died.

In the early 20th century, to subdue the unrest, in 1905 the British governor general, Lord George Curzon, divided Bengal into eastern and western sectors in order to improve administrative control of the huge and populous province. Curzon established a new province called Eastern Bengal and Assam, which had its capital in Dhaka. The new province of West Bengal (the present-day state of West Bengal in India) had its capital in Calcutta, which also was the capital of British India. During the next few years, the long neglected and predominantly Muslim eastern region of Bengal made strides toward education and communications.

Many Bengali Muslims viewed the partition as initial recognition of their cultural and political separation from the Hindu majority population. Curzon's decision, however, was ardently challenged by the educated and largely Hindu upper classes of Calcutta. The Indian National Congress (Congress), a Hindu-dominated political organization founded in 1885 and supported by the Calcutta elite, initiated a well-planned campaign against Curzon, accusing him of trying to undermine the nationalist movement that had been spearheaded by Bengal.

Muslims generally favored the partition of Bengal but could not compete with the more politically articulate and economically powerful Hindus. Finally, in 1911, the British government annulled the partition. When the British voided the partition of Bengal, the decision heightened the growing

estrangement between the Muslims and Hindus in many parts of the country. Following the reunification of Bengal, the Congress Party and the Muslim League worked together for self-government; among the leaders of this effort were Nawab Salimullah, Chitta Ranjan Das, Fazl ul-Haq, and Sarat Chandra Bose.

Communal animosities resurfaced in the early 1920s, however, in the wake of a failed nonviolent arrangement between the Indian Muslim front known as the Khilafat Movement and the Hindu-led Indian nationalist Noncooperation Movement under Mohandas Karamchand (Mahatma) Gandhi. In 1942 new rounds of political dialogue commenced, but no agreement could be reached.

As the Indian Independence Movement gained further momentum, especially by the end of the World War II, Bengal played a major role in the movement. Many of the early advocates of independence, and subsequent leaders in movement were Bengalis, such as Chittaranjan Das, Surendranath Banerjee, Netaji Subhas Chandra Bose, Prafulla Chaki, Bagha Jatin, Khudiram Bose, Surya Sen, Binoy-Badal-Dinesh, Sarojini Naidu, Aurobindo Ghosh, Rashbehari Bose and many more. A large number of Bengalis died in the independence struggle and many were exiled in Andaman.

The “Quit India” movement gained further momentum and eventually reached its peak and received nationwide support. Finally, in March 1947, Louis Mountbatten became the last viceroy of British India, with a mandate to transfer powers. As plans were being formulated for the partition of India, Mohammed Ali Jinnah, a leading figure of the Muslim League, advocated for the formation of a united Bengal; Mountbatten was not against the idea, but Mahatma Gandhi and the Congress Party opposed it. When British colonial rule ended in August 1947, two new countries—India and Pakistan—were born, and Bengal was split between them. West Bengal (where the majority of the population was Hindus) went to India, and East Bengal (where the majority of the population was Muslims) formed the eastern province of Pakistan. East Pakistan (East Bengal) rebelled against Pakistani military rule to become independent Republic of Bangladesh after a war of independence against the Pakistani army in 1971.

Glossary

Strides: A long decisive step

Ardently: Very enthusiastic or passionate

Spearheaded: an individual or group chosen to lead an attack or movement

Resurfaced: put a new coating or re-form

Animosity: Enmity/ Violent hatred

Voided: Cancelled

Viceroy: An official who runs a country or colony as a representative of the monarch

Mandate: An official order

Articulate: Expressive

Annulled: Declare invalid

Articulate: Having or showing the ability to speak fluently

A. Answer the following questions.

1. During British rule, how many times were Bengal divided and when?
2. What led to the first division of Bengal? Who opposed it and why?
3. Why do you think West Bengal became a part of India and East Bengal became a province of Pakistan?

B. Identify the parts of speech from the given text:

Verbs	Adjectives

7.2 Reading Comprehension III

Passage: 1

Pohela Baishakh, Defining Bengali Culture

The first day of Bangla new-year is the most colourful day for all Bangladeshi people. "Pahela Baishakh" is being celebrated by all Bangladeshi people every year on 14th April. The celebration starts when sun rises. From the ancient age, people of this region are attached to agriculture. Emperor Akbar reformed a calendar in order to fix a date to collect tax from his people. So it is believed that Pahela Baishakh was celebrated during the reign of Mughal Emperor Akbar. On this day, farmers paid their tax. Till today, the shopkeepers start new account on Pahela Baishakh which is also known as 'halkhatautsab'. They invite their customers and entertain them with sweet.



Both the rural and urban people celebrate Pahela Baishakh in their own way. People keep their houses neat and clean, wear new traditional dresses and celebrate the day with their loved ones. Fairs or Baishakhi mela are held on different places. People go to these fairs with little children and purchase different handicrafts, toys, agricultural products, bangles and sweet dishes. Different programs like jarigan, palagan, gambhira, puppet show also take place in different ways. Young women wear white sharee with red border. The most colourful festival of Pahela Baishakh is "Mangal Shovajatra" which is the biggest and the most colourful rally that is organized by Charukala-Fine Art Institute of Dhaka University. Different cultural organizations also organize different programs to make this day more colourful. *Chayanat*, a cultural organization starts their programme on early morning with the renowned song of Tagore "Esho he Baishakh." Newspapers also publish special features, and Television and radio channels broadcast special programs. All people welcome the new-year and celebrate the day with the hope that the new-year will bring peace and happiness to their life.

Glossary

Region: an area

Reformed: improved

Reign: rule

Entertain: provide something to please someone

Handicrafts: decorative domestic objects made by hand

Broadcast: show

(See the **parts of speech** section of grammar reference)

A. Identify the Parts of speech of the highlighted words:

The first day of Bangla new-year is the most **colourful** day for all Bangladeshi people. "Pahela Baishakh" is being celebrated by all Bangladeshi people every year on 14th April. The celebration starts when sun **rises**. **From** the ancient age, people of this region are attached to **agriculture**. Emperor Akbar reformed a calendar in order to fix a date to collect tax from his people. So it is believed that Pahela Baishakh was **celebrated** during the **reign** of Mughal Emperor Akbar. On this day, farmers paid their tax. Till today, the shopkeepers start new account during Pahela Baishakh, which is also known as 'halkhatautsab'.

Noun: _____

Verb: _____

Adjective: _____

Preposition: _____

B. Make Wh-questions from the following text.

Both the rural and urban people celebrate Pahela Baishkah in their own way. People keep their houses neat and clean, wear new traditional dresses and celebrate the day with their loved ones. **Fairs or Baishakhi mela are held on different places.** People go to these fairs with little children and purchase different handicrafts, toys, agricultural products, bangles and sweet dishes. **Different programs like jarigan, palagan, gambhira, puppet show also take place in different ways.** Young women wear white sharee with red border. **The most colourful program of Pahela Baishakh is the "Mangal Shovajatra".** This is the biggest and the most colourful rally which is organized by Charukala-Fine Art Institute of Dhaka University.

i) **People of rural and urban areas celebrate Pahela Baishkah in their own way.**

Answer: _____

ii) **Fairs or Baishakhi mela are held on different places.**

Answer: _____

iii) **Different programs like jarigan, palagan, gambhira, puppet show also take place in different ways.**

Answer: _____

iv) **The most colourful program of Pahela Baishakh is the "Mangal Shovajatra"**

Answer: _____

(See the *types of sentences* section of grammar reference)

C. Transform the sentences as instructed:

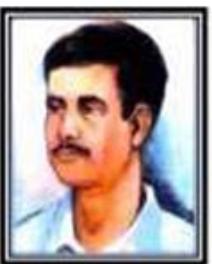
- (a) The most colourful festival of Pahela Baishakh is "Mangal Shovajatra". (Negative)
-
- (b) Different cultural organizations also organize different program to make this day more colourful. (Interrogative)
-
- (c) Television and radio channels broadcast special programs. (Negative)
-
- (d) All people hope that the new year will bring peace and happiness to their life. (Negative)
-

Passage: 2

The Language Movement



Rafiq



Salam



Barkat



Shafiuur



Jabbar

Language Martyrs

The **Language Movement** took place in Bangladesh (then called East Pakistan). It advocated the recognition of the Bengali language as an official language of the then-Dominion of Pakistan. The purposes of the movement were to establish the use of Bengali in government affairs, the continuation of its use as a medium of education, its use in media, currency and stamps, and to maintain its writing in the Bengali script.

At the partition of India in 1947, the Bengal province was divided according to the predominant religions of the inhabitants. The western part became part of India and the eastern part became a province of Pakistan known as East Bengal and later East Pakistan. However, there were economic, cultural and linguistic frictions between East and West Pakistan.

These tensions were apparent in 1948 when Pakistan's government declared that Urdu should be the sole national language. This sparked protests amongst the Bengali-speaking population who were the majority in entire Pakistan. The students and intellectuals of East Pakistan, however, demanded that Bangla be made one of the state languages. After a lot of controversy over the language issue, the final demand from East Pakistan was that Bangla must be the official language and the medium of instruction in East Pakistan and for the central government it would be one of the state languages along with Urdu. The first movement on this issue was mobilized by Tamaddun Majlis headed by Professor Abul Kashem. Gradually many other non-communal and progressive organizations joined the movement, which finally turned into a mass movement.

The government outlawed the protests, but on February 21, 1952, students at the University of Dhaka and other activists organized a protest. In the morning of February 21, 1952, the college students defied the law on the University of Dhaka grounds. After a while, armed police surrounded the campus. At noon, the college students attempted to break the police line. For a warning, police fired tear gas shells at the students. Half the students started running into Dhaka Medical College, and the other half continued towards the police lines. The Vice-chancellor of the University of Dhaka ordered the police to stop firing shells. The police arrested several students who were trying to sneak away from the crowd. The students became enraged over this

information, and they gathered around the East Bengal Legislative Assembly, now is located inside the Jagannath Hall. Suddenly a group of students started trying to storm out of the building. The police opened fire instantly, killing Abdus Salam, Rafiq Uddin Ahmed, Abul Barkat, and Abbul Jabbar. The unrest continued as Bengali speakers campaigned for the right to use their mother language. Many more people died demonstrating solidarity with the demand to establish Bengali as one of the national languages of Pakistan.

After years of conflict, the Pakistani central government relented and granted official status to the Bengali language in 1956. Following the Bangladesh Liberation War in 1971, Bangladesh became an independent country with Bengali as its official language. The students' deaths in fighting for the right to use their mother language are now remembered on International Mother Language Day. The Bengali language movement represented the quest for equality, human rights, struggle against the Pakistani oppressive regime, and for emancipation.

Glossary

Dominion: the land that belongs to a ruler

Province: region

Frictions: disagreement caused by people having different opinions

Mobilize: to organise or prepare something

Tamaddun Majlish : an Islamic cultural organization in Bangladesh, established in 1947 by Principal Abul Kashem in erstwhile East Pakistan. Tamaddun Majlish founded the Bengali Language Movement.

Outlaw: to make something illegal or unacceptable

Solidarity: agreement between and support for the members of a group

Regime: a particular government or a system or method of government

Emancipation: the process of giving people social or political freedom and rights

A. Identify the Parts of speech of the highlighted words:

The Language Movement took place in Bangladesh (then called East Pakistan) advocating the **recognition** of the Bengali language as an official language of the then-Dominion of Pakistan. The purposes of the movement were to **establish** the use of Bengali in government affairs, the continuation of its use as a **medium** of education, its use in media, currency and stamps, and to maintain its writing in the Bengali script. At the partition of India in 1947, the Bengal province was divided according to the **predominant** religions of the inhabitants. The western part became part of India **and** the eastern part became a province of Pakistan known as East Bengal and later East Pakistan. However, there were **economic**, cultural and linguistic frictions between East and West Pakistan.

Noun : _____

Verb : _____

Adjective : _____

Conjunction : _____

B. Make Wh-questions from the following text.

After years of conflict, the Pakistani central government relented and granted official status to the Bengali language in 1956. Following the Bangladesh Liberation War in 1971, Bangladesh became an independent country with Bengali as its official language. The students' deaths in fighting for the right to use their mother language are now remembered on International Mother Language Day. The Bengali language movement represented the quest for equality, human rights, struggle against the Pakistani oppressive regime, and for emancipation.

- i) After years of conflict, the Pakistani central government relented and granted official status to the Bengali language in 1956.

Answer: _____

- ii) The students' deaths in fighting for the right to use their mother language are now remembered on International Mother Language Day.

Answer: _____

- iii) The Bengali language movement represented the quest for equality, human rights, struggle against the Pakistani oppressive regime, and for emancipation.

Answer: _____

C. Identify the following sentences whether they're simple, complex or compound.

- i) There were economic, cultural and linguistic frictions between East and West Pakistan.

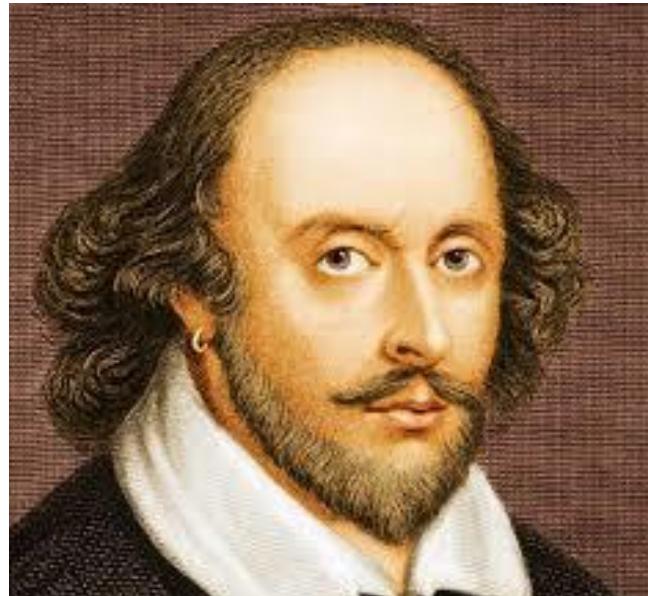
- ii) These tensions were apparent in 1948 when Pakistan's government declared that Urdu should be the sole national language. _____

- iii) This sparked protests amongst the Bengali-speaking population who were the majority in entire Pakistan. _____

Passage: 3

King Lear

by William Shakespeare



Lear, the aging king of Britain, decides to step down from the throne and divide his kingdom evenly among his three daughters. First, however, he puts his daughters through a test, asking each to tell him how much they love him. Goneril and Regan, Lear's older daughters, give their father flattering answers. But Cordelia, Lear's youngest and favorite daughter, remains silent, saying that she has no words to describe how much she loves her father. She refuses to engage in Lear's game, and replies simply that she loves him as a daughter should. Lear flies into a rage and disowns Cordelia.

Lear quickly learns that he made a bad decision. Goneril and Regan swiftly begin to undermine the little authority that Lear still holds. Unable to believe that his beloved daughters are betraying him, Lear slowly goes insane. Cordelia is hanged because of her sister's intrigue. Mad with grief, Lear bends over Cordelia's dead body, looking for a sign of life. The strain overcomes Lear and he falls dead on top of his daughter. (*Edited*)

Glossary

Throne- a ceremonial chair for a king

Flattering- full of praise

Engage- participate or become involved in.

Disown- deny

Swiftly- quickly

Undermine- hinder, damage

Insane- seriously mentally ill

Intrigue- Conspiracy

Strain- pressure

A. Identify the pronouns, adjectives, nouns and verbs from the following text:

King Lear, a father of three daughters -Goneril, Regan and Cordelia – ruled his kingdom for many years and arrived almost at the end of his days. He was very much tired of it and decided to divide the kingdom among three daughters. That would be materialized only after his daughters had expressed their love for him in words. Their expression made him both happy and angry – the sweet but false words of Goneril and Regan made him happy; whereas, the practical but genuine words from Cordelia made him angry. Therefore, he divided his kingdom between the first two daughters giving Cordelia nothing which he thought was a good decision, but by the later activities of the first two daughters proved that it was wrong.

Noun: _____

Pronoun: _____

Adjective: _____

Verb: _____

B. Complete the story in your own words:

Once upon a time two friends were walking through a forest. Suddenly they saw a bear coming ...

(See the *punctuation* section of grammar reference)

C. Put accurate punctuation marks and capital letters where necessary:

their expression made him both happy and angry the sweet but false word of goneril and regan made him happy whereas the practical but genuine words from cordelia made him angry. Therefore he divided his kingdom between the first two daughters giving cordelia nothing which he thought was a good decision but by the later activities of the first two daughters proved that his decision was wrong

Passage: 4

Consequences of Global Warming



Global warming has hugely impacted the environment and human life to a great extent for many years. The level of sea water is increasing continuously every year and creating fear for the coastal cities, islands and sea animals. Rainfall pattern has also been disturbed and it causes drought in some areas and flooding in other areas. Ice caps and glaciers are melting continuously and its level depends on the increased level of temperature. It is causing loss of habitat near to the poles and polar bears are greatly endangered. Wild animals living in the forest are endangered because of their habitat loss due to deforestation. (*Edited*)

Glossary

Impacted: strongly affected

Extent: scale, level

Drought: a prolonged period of abnormally low rainfall

Glaciers: a large mass of ice that moves slowly

Endangered: seriously at risk of extinction

Deforestation: the action of clearing a wide area of trees

A. Read the passage and fill in the blanks with the correct transitional words:

But	In fact	unfortunately	for example	however	though	moreover
-----	---------	---------------	-------------	---------	--------	----------

Massive energy consumption is having a negative impact on the planet. a) _____, in the summer of 2006, Western Europe experienced some of the hottest weather on record. b) _____, this temperature increase is not an isolated occurrence. c) _____, almost every credible scientist today believes that the earth is experiencing climate change due to the emissions of greenhouse gases from cars and coal-burning power plants. Ninety percent of the energy used in the US comes from fossil fuels, oil, coal, and natural gas (Borowitz 43), d)_____ problems arise from other sources, too (e.g., nuclear power plants leave radioactive by-products, making storage difficult). e) _____, dams are not much better, as nearby populations must be relocated, and the surrounding habitat is destroyed.

(See the *types of sentences* section of grammar reference)

B. Transform the sentences as instructed:

- a) In the summer of 2006, Western Europe experienced some of the hottest weather on record.
(Simple)
- b) This temperature increase is not an isolated occurrence. (Assertive)
- c) The Earth is experiencing climate change due to the emissions of greenhouse gases from cars and coal-burning power plants. (Interrogative)
- d) Problems arise from other sources. (Negative)

8.1 Reading Comprehensions IV

Passage: 1

Spirit of Liberation War



Recently, a debate has cropped up over the finer points of the question what the spirit of liberation war really means. But I hope that no one would contest some very basic points. The most fundamental point would be 'liberation' or the right of any nation or people to self-determination as recognized by international law.

After the March 25 midnight, that is, in the early hours of March 26, Bangladesh practically declared independence. After two weeks, the provisional government was constituted. This very fact bears out that Bangladesh was not prepared – at least not completely – for proclamation of independence. This government known as Mujibnagar Government issued 'the Proclamation of Independence' on 10th day of April, 1971. Accepting this Proclamation of Independence as a document of evidence would resolve the debate over a few issues.

The proclamation of 10th April was issued by and under the authority of Constituent Assembly of Bangladesh composed of representatives elected in the free elections held in Bangladesh from 7th December, 1970 to 17th January, 1971. The representatives were elected to the Pakistan National Assembly and East Pakistan Provincial Assembly. The Proclamation of 10th April 1971 also offers an explanation of the reasons for which Bangladesh declared independence. According to this explanation, the representatives of Bangladesh did not proclaim independence spontaneously or unilaterally. They were compelled to proclaim independence because 'instead of fulfilling their promise and while still conferring with the representatives of the people of Bangladesh, Pakistan authorities declared an unjust and treacherous war.'

Glossary

Fundamental: of central importance
Determination: firmness of purpose
Provisional: arranged or existing for the present, possibly to be changed later
Constituted: be a part of a whole
Proclamation: announcement
Constituent: being a voting member of an organization and having the power to appoint or elect
Issue: supply or distribute something
Evidence: confirmation, verification
Resolve: settle or find a solution to a problem
Debate: a formal discussion on a particular matter in a public meeting

Authority: a person or organization having political or administrative power and control
Representatives: agents
Provincial: regional, state, territorial,
Spontaneously: automatically
Unilaterally: used to indicate that something is done by only one person, group, or country involved in a situation, without the agreement of others.
Compelled: forced
Conferring: granting
Unjust: partial, unfair
Treacherous: guilty of or involving betrayal or deception.

A. Make a flow chart of the history of Liberation War based on the passage. At least five phrases should be included.



(See the *parts of speech* section of grammar reference)

B. Identify the Parts of speech of the highlighted words from the following text:

The **Proclamation** of 10th April 1971 also offers an **explanation** of the reasons for which Bangladesh declared independence. According to this explanation, the representatives of Bangladesh did not **proclaim** independence **spontaneously** or unilaterally. They were compelled to proclaim independence because 'instead of fulfilling their promise and while still conferring with the representatives of the people of Bangladesh, Pakistan authorities declared an unjust and **treacherous** war.

Proclamation: Adjective/ Adverb/ Noun/ Preposition

Explanation: Noun/ Adjective/ Conjunction/ Adverb

Proclaim: Adverb/ Noun/ Verb/ Adjective

Spontaneously: Adverb/ Noun/ Verb/ Adjective

Treacherous: Noun/ Adjective/ Conjunction/ Adverb

C. Read the following text and Rewrite using capital letters and punctuation marks.

the proclamation of 10th april 1971 also offers an explanation of the reasons for which bangladesh declared independence as far the situation is concerned the representatives of bangladesh did not proclaim independence spontaneously or unilaterally they were compelled to proclaim independence because instead of fulfilling their promise and while still conferring with the representatives of the people of pakistan authorities declared an unjust and treacherous war

Passage: 2

A Street Child

My name is Sultan. I am 13 years old and I live on the street, alone. My mother, who is separated from my father, doesn't want me. She told me to go away. Now she is married to another man. My father lives very far away. I want to go to him, but he won't take me either. The streets are now my home. Sometimes I find work. I used to collect trash and sell it to a vendor. I stopped doing that after I had a serious infection and a doctor told me to stay away from the trash dump. Once I worked for an ice cream shop owner and sold ice cream in front of school. But I got no money in return. The owner of the shop gave me something to eat, and let me sleep in his hut at night. The work was difficult and painful. The ice cream box is quite heavy when it is full. I had to walk for hours, offering my ice cream to whoever wanted to buy. There were days when I could not even sell one ice cream. In a way, I am lucky because I am alive. My friend Robi fell into a pile of trash and died. A boy I know used to work in a glass factory. One day a hot piece of glass flew into his eye and he lost his eyesight. The owner refused to pay for medical treatment. My life, like all other street children, is very hard. I am looking for work. I am always hungry, and I don't know where I will end up at night because I have no place to stay.



Glossary

Trash: waste material

Vendor: salesman, trader

Refuse: indicate or show that one is not willing to do something.

A. Use your own interpretation and words to complete the beginning of an example story given below-

One day I saw a child sleeping at the railway station. He was barely 4 years old.

.....
(See the *types of sentences* section of grammar reference)

B. Read the text and change the sentences as directed:

- There were days when I could not even sell one ice cream. (Simple)
- In a way, I am lucky because I am alive. (Negative)
- The owner refused to pay for medical treatment. (Passive)
- For me, like all other street children, life is very hard. (Simple)
- I am always hungry. (Interrogative)

Passage: 3

Child Marriage

In Bangladesh the legal age of marriage for girls is 18. Child marriage is more prevalent in rural areas where 71% of girls are married before the age of 18, compared to 54% in urban areas. When an adolescent girl gets married, she usually drops out of school and thus loses her mobility. She gets confined to full-time work in her in-laws, household. She loses social



status and the opportunities for economic independence. In her in-law's house she gets marginalized. She becomes vulnerable to all sorts of abuse, including dowry-related violence. In our country it is still common for the bride's family to pay dowry, despite the practice being illegal. Dowry demands can continue even years after marriage. An adolescent bride, even if her in-law's are supportive, faces enormous health risk during pregnancy and child birth. Majority of our people are uninformed or insufficiently informed about reproductive health. The maternal mortality rate among adolescents is double the national rate.

Glossary:

Prevalent: common, general

Urban: town, city

Adolescent: young, teenaged

Mobility: the ability to move or be moved freely and easily

Marginalized: to treat someone or something as if they are not important

Vulnerable: unsafe, unprotected

Abuse: treat with cruelty or violence

Enormous: very large in size, quantity, or extent

Insufficiently: not enough

Maternal: relating to a mother, especially during pregnancy or shortly after childbirth

A. The following is the beginning of an imaginative story. Complete the story by using your own assumption.

Nusrat was married at the age of 13 and got pregnant the same year.

(See the subject verb agreement section of grammar reference)

B. Read the text and fill in the gaps with the correct form of verbs as per subject and context.

(I) In rural areas, 71% of our girls tend to be _____ (marry) before 18.

(ii) As they get married, they are _____ (drop) out of school and had to stay at home.

(iii) Eventually, they _____ (become) a puppet and lose economic independence.

(iv) Despite of being illegal, dowry still _____ (remain) in our country.

(v) Proper actions should _____ (take) against dowry.

8.2 Reading Comprehension V

Passage: 1

Price Hike in Bangladesh



Bangladesh is a little country with growing problems. Price hike is one of the major problems. The problem has spread its evil clutch all over the country. Price of everything is increasing day by day. People of fixed and limited income are suffering a lot. All are getting concerned with this problem. When price goes out of buying capability, it is called price hike. There are many causes behind it. The first and foremost cause is over population. The small country cannot manufacture enough food for its increasing population. Man-made crisis of commodities is another cause. Dishonest businessmen do it for higher profits. Business syndicate, smuggling and corruption depend on International market. Besides, anarchy and unawareness are responsible for it. The effects of price hike are many. Many people are living under poverty line. So, their condition is becoming miserable. Many of them remain hungry almost every day. The poor children are leaving school in despair. There is no light of hope for balanced food. They cannot afford to buy any medicine. For price hike, the poor are becoming poorer. The problem of price hike is hindering overall development of our country. It is so horrible. Common people have to take some immediate steps to bring down price of valuable commodities. At first, we have to control our population. Food production must be increased as soon as possible. Dishonest businessmen must be punished. For keeping price under control, we need political stability. The government should import indispensable commodities for a stable market. Farmers should be given easy-loan to harvest food. The government should store food to cope with any natural disaster. The government should sell essential commodities at a low price.

So, we see that price hike is a big problem. It is high time to solve the problem. Conscious people should work together with the government in this regard. Otherwise, we all will slip into deep danger. (*Edited*)

Glossary

Clutch: grasp (something) tightly
Capability: the power or ability to do something
Manufacture: produce
Syndicate: a group of individuals or organizations combined to promote a common interest
Corruption: deception, duplicity
Anarchy: lawlessness

Miserable: unhappy or uncomfortable
Hindering: hampering
Horrible: causing or likely to cause horror; shocking
Valuable: worth a great deal of money
Stability: security, safety
Indispensable: absolutely necessary
Essential: extremely important

A. Draw a flow chart mentioning the main reasons behind price hike in Bangladesh.



B. Write down the causes and effects of price hike in Bangladesh.

Causes of price hike	Effects of price hike

(See the **parts of speech** section of grammar reference)

C. Identify the Parts of speech of the highlighted words.

For price hike, the poor are becoming **poorer**. The problem of price hike is **hindering** overall development of our country. It is so **horrible**. Common people have to take some immediate steps to bring down price of **valuable** commodities. At first, we have to control our population. Food production must be **increased** as soon as possible.

Poorer: Adverb/ Adjective/ Verb/ Noun

Hinder: Adverb/ Adjective/ Verb/ Noun

Horrible: Adverb/ Adjective/ Verb/ Noun

Valuable: Adverb/ Adjective/ Verb/ Noun

Increased: Adverb/ Adjective/ Verb/ Noun

Passage: 2

Stephen Hawking, Science's Brightest Star



Tributes poured in to Stephen Hawking, the brightest star in the firmament of science, whose insights shaped modern cosmology and inspired global audiences in millions. He died at the age of 76.

In a statement that confirmed his death at home in Cambridge, Hawking's children said: "We are deeply saddened that our beloved father passed away today. He was a great scientist and an extraordinary man whose work and legacy will live on for many years. His courage and persistence with his brilliance and humour inspired people across the world."

"He once said: 'It would not be much of a universe if it wasn't home to the people you love.' We will miss him forever."

For fellow scientists and loved ones, it was Hawking's intuition and wicked sense of humour that marked him out as much as the fierce intellect that, coupled with his illness, came to symbolise the unbounded possibilities of the human mind.

"Stephen was far from being the archetypal unworldly or nerdish scientist. His personality remained amazingly unwrapped by his frustrations," said Lord Rees, the astronomer royal, who praised Hawking's half century of work as an "inspiring crescendo of achievement." He added: "Few, if any, of Einstein's successors have done more to deepen our insights into gravity, space and time."

Glossary

Archetypical: Conventional, Classic
Crescendo: A progressive increase in intensity
Firmament: the heavens or sky
Cosmology: the science of the origin and development of the universe
Legacy: benefaction, endowment, gift
Persistence: continuing in an opinion or course of action in spite of difficulty or opposition
Wicked: playful, naughty
Fierce: very; extremely

Symbolize: represent
Unbounded: limitless
Nerdish: Characterized by single-minded obsession with or expertise in a particular field.
Unwrapped: disclose
Frustration: the feeling of being upset or annoyed
Gravity: the force that attracts a body towards the center of the earth

(See the **parts of speech** section of grammar reference)

A. Identify the adverbs and adjectives from the given text and make new sentences with them.

Adverbs	Adjectives

(See the **punctuation** section of grammar reference)

B. Give the correct punctuation marks and capital letters where needed.

in a statement that confirmed his death at home in cambridge hawkins children said we are deeply saddened that our beloved father passed away today he was a great scientist and an extraordinary man whose work and legacy will live on for many years his courage and persistence with his brilliance and humour inspired people across the world

Passage: 3

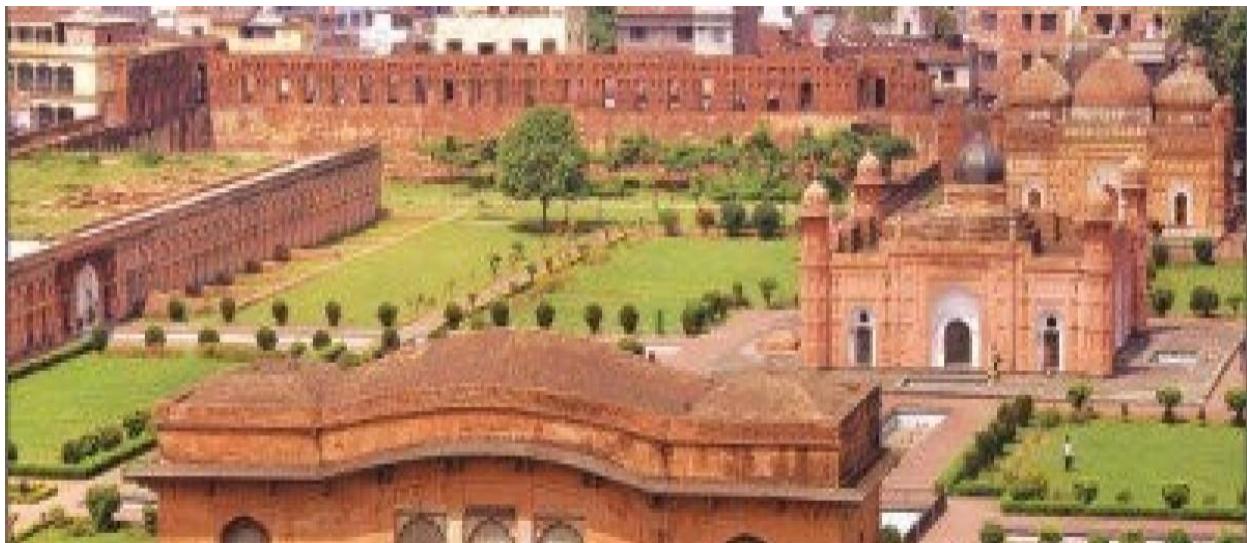
Historical Places in Bangladesh

A. Ahsan Manzil



Ahsan Manzil, situated on the bank of the river Buriganga, is considered to be one of the most noteworthy architectural monuments in Bangladesh. The construction of this palace started in 1859 and was completed in 1872. Khaja Alimullah, father of Nawab Abdul Gani, purchased this khuthi (trading house) from the French in 1830 and after some renovation work made it his residence. Later Nawab Abdul Gani reconstructed the palace and named it ‘Ahsan Manzil’ after his beloved son Ahsan Ullah in 1869. It was constructed in the Indo-Saracenic Revival architecture. Internally, the palace is divided into two symmetrical halves on either side of the dome. There is a large drawing room in the east wing of the first floor. On its northern side, there is a library and a card room, and in the eastern corner, there are four square rooms. On the western wing of the first floor, there is a spacious Jalsaghar with a Hindustani room on the northern side and four square rooms in the western corner. Ahsan Manzil, an architectural treasure, is a witness to many historical events of Bangladesh. Many anti-Congress meetings were held here under the patronization of Nawab Ahsanullah. Almost all the Viceroys, Governors and Lieutenant Governors of British India who visited Dhaka spent some time at the Ahsan Manzil. With changes in the political climate, the Dhaka Nawab State fell away and it became impossible for the successors of the Nawabs to maintain the huge palace buildings. Over the years, the palace was taken over by illegal occupants and became a slum. Fortunately, the Government of Bangladesh in 1985 purchased the building and its surroundings with the aim of a complete restoration. The renovations were completed in 1992, and Ahsan Manzil was established as a museum. (*Edited*)

B. Lalbagh Fort



Lalbagh fort is an incomplete Mughal palace fortress on the Buriganga River in the southwestern part of Dhaka, Bangladesh. The construction was initiated under the direction of Azam Shah, the third son of Mughal emperor Aurangzeb during 1678. His construction was thwarted as he was summoned back to Delhi to fight against the Marathi. Later on, Shayesta Khan continued the construction during 1680. But unfortunately his beloved daughter Pori Bibi died at that time, and he considered this fort as a bad omen; and thus he never completed this task anymore. There is a famous mystery regarding its secret passages. There are several underground passages in the fort which are now sealed. Legends say that two of the underground passages led to now ruined Zinzira Fort which was situated on the other side of the Buriganga River. It has been claimed that during Sepoy Revolution against the colonial rulers in 1857, many of the surrounded and defeated sepoys tried to flee through those passages and lost their lives inside those passages of Lalbagh. For long the fort was considered to be a combination of three buildings (the mosque, the tomb of Bibi Pari and the Diwan-i-Aam), two gateways and a portion of the partly damaged fortification wall. But recent excavations carried out by the Department of Archaeology of Bangladesh have revealed the remains of 26/27 structures with elaborate arrangements for water supply, sewerage, roof gardens, and fountains. After renovation work by the Archaeology Department, the site has now become an interesting spot for tourists and visitors. (*Edited*)

C. Panam Nagar

Panam Nagar, ancient Painam, a locality now in Sonargaon upazila of Narayanganj district, is an ancient historical city in Bangladesh. It is said to have been the site of Hindu capital city of Sonargaon emerging in the thirteenth century. The Panam area is formed as a part of the Muslim metropolis, developed on the south of the old city, and perhaps constituted the place of residence of the early Muslim Governors. After the Mughal conquest of Sonargaon (1611), the Panam area was connected with the ruling metropolis by the construction of highways and bridges. Panam still possesses three brick bridges belonging to the Mughal period. In all probability, the present Panam Nagar grew as a by-product of the commercial activities of the English East India Company and of the Permanent Settlement. The East India Company established their factory in Panam for the purchase of muslin and other cotton fabrics.



Panam Nagar, a unique township, stretched in a single street 5 meter wide on the average and 600 meter in length. All the buildings have the character of urban street front houses and are lined up on either side of this street which ends up at the Panam Bazar. Fifty-two houses exist in dilapidated and disused condition having 31 in the north side of the street and 21 on the south. Panam Nagar appears to be well protected by artificial canals all around. World Monument Fund published Panam Nagar in the list of 100 world-renowned historic installations in 2006. (*Edited*)

Glossary

Monument: a memorial stone or a building erected in remembrance of a person or event

Witness: a person who sees an event, typically a crime or accident, taking place.

Patronization: the act of being a supporter

Indo-Saracenic- an architectural style mostly used by British architects in India in the later 19th century.

Successor: someone or something that comes after another person or thing

Symmetrical: made up of exactly similar parts facing each other

Restoration: the process of reconstructing a building, work of art, etc. to its original condition.

Fortress: a large, strong building or group of buildings that can be defended from attack

Thwart: prevent (someone) from accomplishing something

Summon: order (someone) to be present

Omen: something that is considered to be a sign of how a future event will take place

Governor: a person in charge of a particular political unit

Probability: the level of possibility of something happening or being true

By-product: something that is produced as a result of making something else, or something unexpected that happens as a result of something

Dilapidated: old and in poor condition

Disused: the condition of not being used any longer

Excavation: to remove earth that is covering very old objects buried in the ground in order to discover things about the past

A. Answer the following questions.

1. What is the historical importance of Ahsan Manzil?
2. Why was not Lalbagh fort completed?
3. What is Panam Nagar?
4. Among the three historical sites, which one do you think is most attractive? Why?
5. What is the significance of preserving these historical sites?
6. Imagine yourself as any of *Abdul Ghani / Shayestha Khan / a Mughal Emperor* who belonged to the above historical sites and explain how you would work to improve those sites.

B. Fill in the gaps with words in the box.

disused	township	fortress	patronization	witness	noteworthy
---------	----------	----------	---------------	---------	------------

Ahsan Manzil, Lalbagh Fort, and Panam Nagar are some of the _____ historical places of Bangladesh. Ahsan Manzil, as a palace of Nawabs of Dhaka , _____ many political events in the British period. On the other hand, Lalbagh fort, belonging to the Mughal Period was a _____ to protect the regime from the Portuguese invaders. However, despite several attempts of construction, the fort remained incomplete. Panam Nagar, another ancient site, developed for centuries till the Mughal era, is considered to be an ancient business center. A rich and well planned _____ developed in the area that reflects artistic mastery and many modern features of city environment. Later the city was abandoned when the capital of ancient Bengal was shifted from Panam Nagar to Jahangirabad, later named as Dhaka by the Mughals. The city remained _____ until it was renovated and preserved as a restricted historical site. At present, all of these sites are center of tourist attraction and getting _____ from different national and international organizations.

C. Make sentences with the following words.

- | | |
|----------------|-----------------|
| 1. Summon: | 5. Combination: |
| 2. Monument: | 6. Occupant: |
| 3. Governor: | 7. Defeated: |
| 4. By-product: | 8. Metropolis |

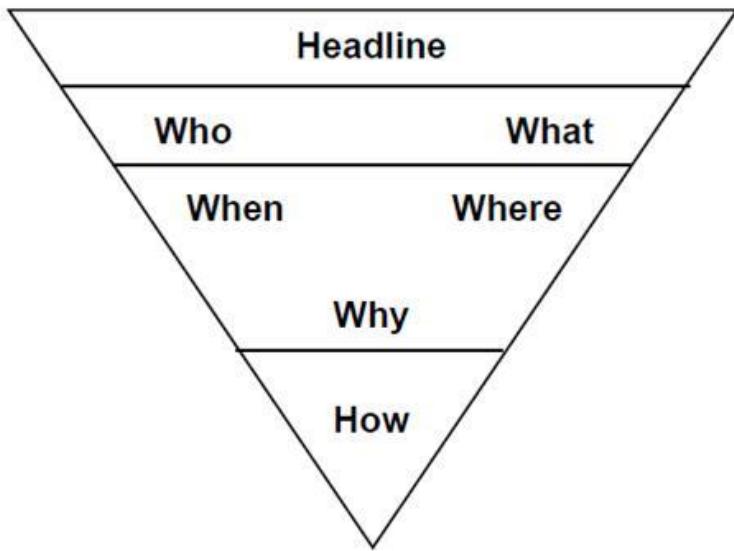
D. Complete the following table showing the differences among the three historical sites:

Items	Ahsan Manzil	Lalbagh Fort	Panam Nagar
Time			
Historical incidents			
Structural features			
Present condition			

9.2 News Report Writing

Writing a News Report:

News reports are found in newspapers and their purpose is to inform readers of what is happening in the world around them. News reports have a certain structure that we need to follow. This structure is sometimes called the *Inverted Pyramid*. This is what it looks like:



1. News Reports begin with a catchy **HEADLINE**.
2. The **LEAD PARAGRAPH** informs the reader of the most important aspects of the story as soon as possible. The **LEAD PARAGRAPH** is often the only part of the story that people read.
Students will use the 5Ws rule:
 - **WHO** (is involved?)
 - **WHAT** (took place?)
 - **WHEN** (did it take place?)
 - **WHERE** (did it take place?)
 - **WHY** (did it happen?)
 - **HOW** (did it happen?) – only include this if there is space
3. The **BODY** of the News Report gives more details and provides more information about the **WHY** and **HOW** of the story.
4. The **TAIL** contains the less important information which is often omitted by the newspaper editor if there is not enough space left in the newspaper.

Procedure

- 1. Pre-writing:** This part of the lesson should give students the opportunity to collect information before writing the News Report.

Write up any headline.

Example:

Mystery Disappearance of English Teacher: Students Suspected

- 2. Writing Practice:**

A common order for newspaper reports are:

- Headline
- General info
- More details about what happened
- A description of any suspects
- What police have done / are doing to try to solve (possible appeal for witnesses)

- 3. Writing and Editing**

The process of drafting, adding comments and redrafting have to be done on computer.

- 4. Revising and following up**

- 5. Use this checklist to edit the report.**

Editor's checklist:

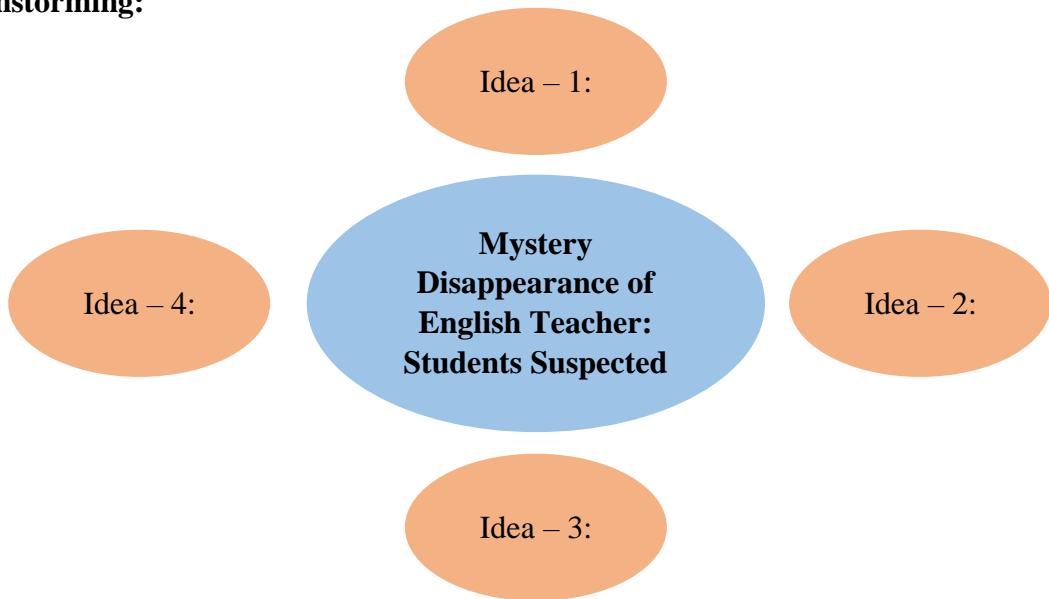
- Is the information grouped into logical paragraphs?
- Are the paragraphs in a logical order?
- Is there any unnecessary information?
- Is any necessary information missing?
- Are there any parts that you can't understand?
- Are words repeated?
- Can more precise words be used?
- Is there too much repetition of linkers like *and, but, then*, etc?
- Do all the verbs agree with their subjects? (e.g. she are is ...)
- Have articles (the, a, an) been used correctly?
- Have the correct verb forms been used?
- Is the punctuation correct?

Activity:

Headline:

Mystery Disappearance of English Teacher: Students Suspected

Brainstorming:



Prepare Questions:

1. _____
2. _____
3. _____
4. _____
5. _____

Writing Process:

1. First draft
2. Edit
3. Final Draft

10.1 Story Telling



In recent years, drug addiction has significantly increased in the whole world, especially in the South Asian countries like Bangladesh. In this country, this agent of human devastation has spread its tentacles to every nook and corner. International organizations like the United Nations and World Health Organization (WHO) are alarmed by the present proportion of addicts.

According to sources at different healthcare facilities, nowadays nearly 10 percent of outpatients are visiting the country's hospitals with cases of addiction-related complications involving heroin, marijuana and Phensedyl. The trend of drug consumption is higher in youth and teenagers, their age spanning between 15 and 30 years. They come from all strata of the society.

The average age of the drug addicts is 22. Students are mostly falling victims to drug abuse, which eventually lowers their standards of education and attendance at schools and colleges. The WHO defines drug as a chemical substance of synthetic, semi-synthetic or natural origin intended for diagnostic, therapeutic or palliative use or for modifying physiological functions of man and animal.

There are a number of reasons why a teenager might try drugs. Peer pressure is one of the leading causes. Reasons determined through research include curiosity and excitement for its use, despair and frustration for continuous failure in works or economic insolvency. Some get addicted because they try to follow the western culture of drug abuse and enjoyment of life. A number of other reasons include poverty, easy access to drugs, dejection in love, and mental stress due to family problems.

The most common drugs used in Bangladesh are stimulants. The teens are ignorant about variation of drugs. Some of them cannot tell the difference between stimulants and marijuana. There are a large number of youngsters using drugs. According to police, "In the last two or three years, many more teens have been arrested for using drugs than ever before."

Though it is not possible to find out the exact number of the drug users in the country, but on the basis of different data and statistics, it is estimated that the number of addicts in Bangladesh is more than six millions who spend over Tk. 70 million every day on illegal narcotics, say studies and intelligence reports. (*Edited*)

Glossary

Devastation: great destruction or damage

Tentacles: used for grasping or moving about

Proportion: a part

Outpatients: a patient who attends a hospital for treatment without staying there overnight

Complications: difficulty, problem

Consumption: the action of using up a resource

Strata: a level or class to which people are assigned according to their social status

Synthetic: made by chemical synthesis

Diagnostic: concerned with the diagnosis of illness or other problems

Therapeutic: relating to the healing of disease

Palliative: medicine or medical treatment that reduces pain without curing its cause

Despair: hopelessness

Include: contain as part of a whole

Dejection: a sad and depressed state

Stimulants: a drug or substance that makes you feel more awake and gives you more energy

Estimated: roughly calculate or judge the value, number, quantity, or extent of something

Narcotics: an addictive drug affecting mood or behaviour, especially an illegal one

A. The following is the beginning of an example story. Use your own words to complete the rest of the story.

Raihan's parents are very worried. Raihan started taking several drugs lately. So, his parents decided to consult a drug rehabilitation center.....

Before writing the short story, take a look at the discussion on how to write a short story.

Writing short stories means beginning as close to the climax as possible — everything else is a distraction. A novel can take a more meandering path, but should still start with a scene that sets the tone for the whole book.

A short story conserves characters and scenes, typically by focusing on just one conflict, and drives towards a sudden, unexpected revelation.

Contents of a story:

- Write a Catchy First Paragraph
- Develop Your Characters
- Choose a Point of View
- Write Meaningful Dialogues
- Use Setting and Context
- Set up the Plot
- Create Conflict and Tension
- Build to a Crisis or a Climax
- Deliver a Resolution

Example:

The Story of An Hour (1894)

by Kate Chopin

Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves.

There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will--as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under the breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial. She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him--sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhold, imploring for admission. "Louise, open the door! I beg; open the door--you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."

"Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

Someone was opening the front door with a latch key. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife.

When the doctors came they said she had died of heart disease--of the joy that kills.

10.2 Group Poster Presentation

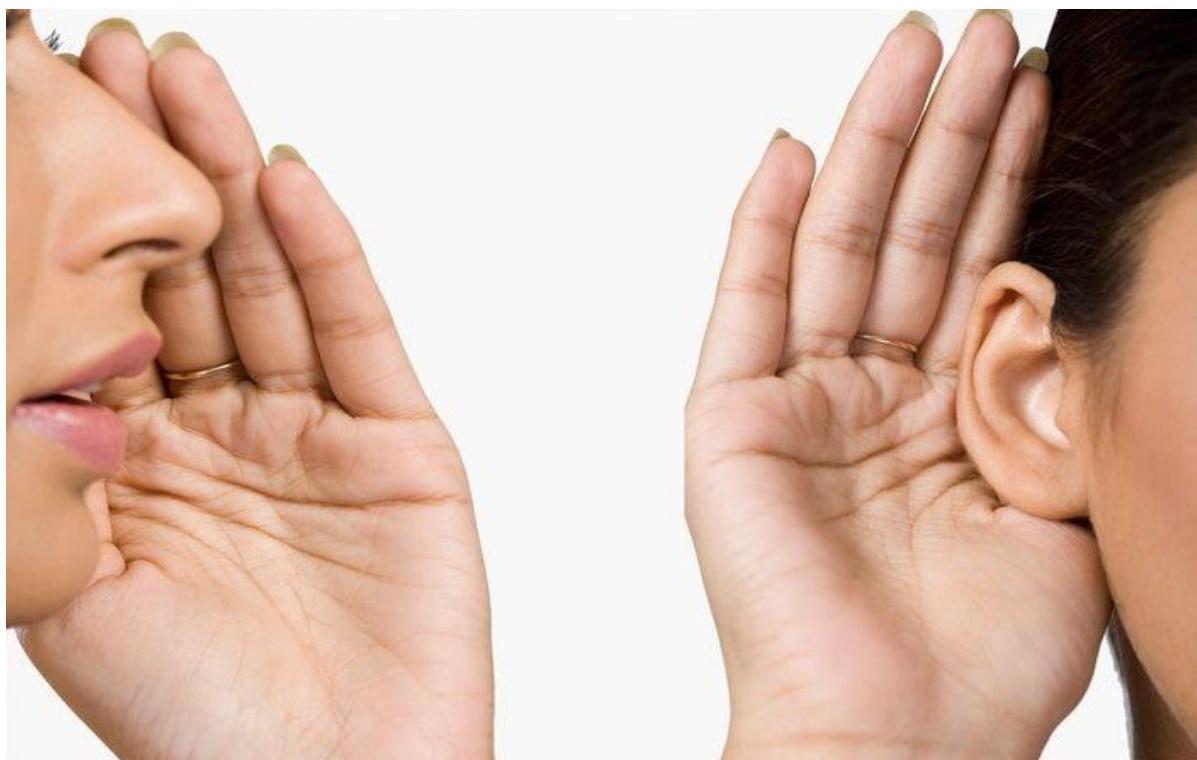
Group Poster Presentation:

Students will be introduced to the lesson and they will begin discussing on ideas of their presentation topics. Then, they will brainstorm for ideas and develop their posters. Students will share their posters with the class and posters will be displayed.

Each group will be given 15 minutes for their presentation.



Speaking and Listening



1.1 Need Assessment

Name of the student: ID:
Date: Sec:

Criteria	Level of Performance				
	Needs serious improvement	Not satisfactory	Average	Good	Excellent
Posture					
Gesture and body language					
Drawing attention of audience					
Preparation					
Fluency					
Grammatical errors					
Use of vocabulary					
Confidence					
Time management					
Pronunciation					

Additional Comments:

.....

1.2 Speaking and Listening Strategies

The following strategies can be followed in **speaking and listening**.

1. Prepare yourself
2. Practice and participate
3. Develop flow
4. Listen to various conversations
5. Express opinion
6. Don't worry about mistakes
7. Watch documentaries
8. Read articles
9. Generate ideas and discussions
10. Extempore speech
11. Organize thoughts
12. Draw attention of the audience
13. Use gestures, facial expressions and body movement effectively
14. Saying aloud with focused reading
15. Listen to and read songs
16. Practice intonation and stress
17. Be attentive
18. Maintain eye contact
19. Get used to turn-taking
20. Try to visualize what the speaker is trying to say

Activity:

Watch the following video:

https://www.youtube.com/watch?v=QPC5_P2_Fu8

Duration: 8:56

2.1 Pronunciation and Intonation

Pronunciation

TRICKY HOMOPHONES

Words that are pronounced the same but are spelled differently and have different meanings.

allowed – aloud
ate – eight
bare – bear
be – bee
blew – blue
board – bored
brake – break
buy – by – bye
cellar – seller
cereal – serial
coarse – course
dear – deer
doe – dough
fair – fare
flea – flee
flour – flower
foul – fowl
hear – here
hole – whole
hour – our
knead – need
knot – not

know – no
lead – led
made – maid
none – nun
one – won
pail – pale
peace – piece
peak – peek
plain – plane
role – roll
sail – sale
scene – seen
sea – see
sole – soul
son – sun
stair – stare
tail – tale
threw – through
to – too – two
weak – week
wear – where
weather – whether

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Tricky Pronunciation

Sheep	Hair
Ship	Sheep
Sea	She
Deer	Dear
Hare	Hair

Activity: Bingo Card Sample

Alphabet Pronunciation

A

[eɪ]

B

[bi:]

C

[si:]

D

[di:]

E

[i:]

F

[ef]

G

[dʒi:]

H

[eɪtʃ]

I

[aɪ]

J

[dʒeɪ]

K

[keɪ]

L

[el]

M

[em]

N

[en]

O

[əʊ]

P

[pi:]

Q

[kju:]

R

[ɑ:]

S

[es]

T

[ti:]

U

[ju:]

V

[vi:]

W

['dʌbəlju:]

X

[eks]

Y

[waɪ]

Z

[zed/zɪ:]

EnglishClub.com

Watch the following video:

<https://www.youtube.com/watch?v=J0nUaCyzj1G8>

Duration: 11:48

Practice pronunciation using the following chart:

<https://www.teachingenglish.org.uk/article/phonemic-chart>

Phonetic symbols for English

This is the standard set of phonemic symbols for English (RP and similar accents).

Consonants

- p pen, copy, happen
- b back, baby, job
- t tea, tight, button
- d day, ladder, odd
- k key, clock, school
- g get, giggle, ghost
- tʃ church, match, nature
- dʒ judge, age, soldier
- f fat, coffee, rough, photo
- v view, heavy, move
- θ thing, author, path

Vowels

- i kit, bid, hymn, minute
- e dress, bed, head, many
- æ trap, bad
- ɒ lot, odd, wash
- ʌ strut, mud, love, blood
- ʊ foot, good, put
- ɪ fleece, sea, machine
- eɪ face, day, break
- aɪ price, high, try
- ɔɪ choice, boy
- u goose, two, blue, group

Consonants

- ð** this, other, smooth
- s** soon, cease, sister
- z** zero, music, roses, buzz
- f** ship, sure, national
- ʒ** pleasure, vision
- h** hot, whole, ahead
- m** more, hammer, sum
- n** nice, know, funny, sun
- ŋ** ring, anger, thanks, sung
- l** light, valley, feel
- r** right, wrong, sorry, arrange
- j** yet, use, beauty, few
- w** wet, one, when, queen
- ʔ** (glottal stop)
department, football

Vowels

- əʊ** goat, show, no
- əʊ** mouth, now
- ɪə** near, here, weary
- eə** square, fair, various
- a:** start, father
- ɔ:** thought, law, north, war
- ʊə** poor, jury, cure
- ɜ:** nurse, stir, learn, refer
- ə** about, common, standard
- i** happy, radiate, glorious
- u** thank you, influence, situation
- ʌ** suddenly, cotton
- ɪ** middle, metal
- '** (stress mark)

Example of phonetic transcription

that	ðæt
difficult	'dɪfɪkəlt
you	ju:
which	wɪtʃ
their	ðeər
about	ə'baʊt
photo	'fəʊtəʊ
should	ʃʊd
people	'pi:pəl

Intonation

Intonation is about how we say things, rather than what we say. The way we use pitch, stress and emphasis on specific words can completely change the meaning of a sentence. Without intonation, it is impossible to understand the expressions and thoughts that go with the words. The 'melody' that we hear when listening to someone speaking without paying attention to the words, is the intonation.

Activity 1:

Students will be assigned a specific emotion or feeling (such as “excitement,” “fear,” “sadness,” “confusion” and so on. They will have to **communicate using the emphasis and pitch that reflects feeling**.

Example: Hurrah! We have won the match.

Activity 2: Who do you think you are talking to?

Read the sentences and act out according to the person you are talking to. Use the correct form of intonation.

Example:

Hi!

Good morning.

How are you?

How was your vacation?

How was the lecture?

Have you read the book?

Do you know where can I find this book?

We should visit the place together.

You can sit here if you want.

What is your name?

2.2 Vocabulary and Educated Guess

Vocabulary

Sensory Word List

Colors

colourless	white	Ivory	yellow	Gold	Orange	green
turquoise	azure	Pink	crimson	Maroon	Lavender	purple
silver	brown	black	mottled	Red	Ruby	blue
spotted	olive					

The **colourless** glass ceiling shone in the bright sunlight.

Example: She loves **gold** coloured sarees.

Shamail has ordered his tailor to make a **black** suit for him.

Shape

round	oval	triangular	rectangular	square	shapeless
-------	------	------------	-------------	--------	-----------

The protestors threw **oval** eggs at the police.

Example: Rubina liked those **triangular** chocolates.

He uses a **square** handkerchief.

Hearing Words

Crash	squawk	crackle	chime	Ring	thud
Whine	buzz	laugh	silence	bump	bark
Clink	gurgle	chuckle	boom	Bleat	hiss
Giggle	cry	thunder	bray	snort	guffaw
Bawled	bang	blare	bellow	Sing	crow
Roar	rumble	growl	hum	chatter	scream
Grate	whimper	mutter	mumble	screech	slam
Stammer	murmur	wail	shout	Clap	snap
Whisper	babble	yell	stomp	rustle	sigh
Cheer	whistle	jangle	whir	Hush	storm

The tire **screeched** as the hard brake was pulled.

Example: The lion **roared** in his cage.

Momen **whispered** in my ear.

Size

immense	massive	Large	tiny	small	tall	short
wide	long	narrow	lean	mammoth	compact	colossal
miniature	oversized	Vast	hefty	epic	Bulky	

Example: The hundred year old bonsai is still in a **miniature** form.

Example: He threw away his **oversized** coat.

Example: The soldiers engaged in an **epic** battle.

Appearance

round	flat	curved	wave/wavy	ruffled	angular	tapered
wiry	lopsided	freckled	wrinkled	striped	clear	glossy
jeweled	fiery	shimmering	muddy	dark	grimy	worn
cluttered	fresh	drab	sheer	opaque	muscular	handsome
robust	fragile	lacy	shadowy	transparent	hollow	bright
Flowery	pale	perky				

Example: The boy who was suffering from fever looked **pale**.

Example: The farmer is plucking **fresh** fruits from the garden.

Example: I could not see inside the **dark** cave.

Taste Words

oily	rich	bland	ripe	buttery	hearty	tasteless
medicinal	salty	mellow	sour	fishy	bitter	sugary
vinegary	spicy	bittersweet	crisp	fruity	hot	sweet
savory	tangy	burnt				

Example: Too much **oily** food is not good for health.

Example: We should cultivate more **medicinal** plants.

Example: He hates **spicy** noodles.

Smell Words

sweet	piney	acrid	sickly	scented	pungent	burnt
stagnant	fragrant	spicy	gaseous	musty	aromatic	gamy
putrid	moldy	perfumed	fishy	spoiled	dry	fresh
briny	sour	damp	earthy	sharp	rancid	dank
musty	aura	aroma	sweaty	earthy	nauseating	stinking

She uses **aromatic** soap.

Example: The air seems **dry** today.

The garbage can is producing **stinking** smell.

Touch (feeling) Words

cool	sharp	wet	silky	sandy	cold	slippery
velvety	gritty	icy	spongy	smooth	rough	lukewarm
mushy	soft	tepid	oily	woolly	thick	warm
waxy	furry	dry	hot	fleshy	feathery	dull
steamy	rubbery	fuzzy	thin	sticky	bumpy	hairy
fragile	damp	crisp	leathery	tender	slick	solid
prickly	uneven	bumpy	cool	greasy		

The box contained **fragile** chinaware.

Example: It is difficult to drive in a **bumpy** road.

Crocodiles have **rough** skins.

Activity 1:

Teacher will provide students with the flash cards. Students will describe the cards using the vocabulary from the list above.

Activity 2:

Fill in the blanks with appropriate words:

Bangladesh is the land of diversified _____. But you need to learn the secret of grasping splendour where patience is the key.

Thanchi is the outmost part of Bandarban district of Chittagong Hill Tracts (CHT.) The CHT is the source of invariable beauty, diversified culture and people and this diversity attracts travellers. Thanchi is really _____ to enjoy the natural artistry; the clouds, sunshine & the _____ hills. Everything is _____, quiescent and full of serenity. Travelling to nature brings out the best of yourself from you.

I realised _____ of nature while travelling to Nafakhum. In a _____ morning, we reached Thanchi. It was around 11 am but the fog sill covered nature all along. After moving a _____ further, we found the Thanchi Bazar, a well-organized _____ market. Our guide was waiting for us at that place. Then our guide completed all the formalities and took the permission from BGB. The Border Guard Bangladesh (BGB) was very much _____ about ensuring the security, especially for the tourists, for that they inquire about all necessary information and check even the photographs.

After having the breakfast we started our journey to Remakri by boat through Sangu River. Eventually, we started to enjoy the most exciting ride of our life through the journey. It is impossible to _____ the beauties of Sangu River in words. Every bit of the journey through the river was full of surprise and _____ beauty. A series of unique _____ landscapes you might not have observed anywhere before. It seemed that the Creator has put together _____ things there to make the whole environment heavenly. The river is flowing through the mountains. The river, mountains and sky are in the _____ combination here for the perfection of beauty.

Nature has made this place so _____ that visitors become bound to visit this place again.

Educated Guessing for Contextual Meaning

Artificial Intelligence (AI): Taking over the world

For decades, the concept of AI has been around in literature and popular films. Even before the technology was available, people have been seized by the idea and its endless possibilities.

The roots of AI research can be traced back to the 1950s, said Professor Ong Yew Soon, chair of NTU's School of Computer Science and Engineering.

At that time, computer scientist and mathematician Alan Turing proposed a test to measure a machine's ability to exhibit intelligent behaviour that is indistinguishable from that of a human.

The first working AI programmes — which were able to play checkers and chess — were written in 1951. However, funding dried up eventually, as the lack of technology and slow computing powers held back the development of AI, said Prof Ong. Progress continued to be tepid in the following decades.

The late 1990s saw the resurgence of AI, thanks to the advent of the Internet and advances in computational power among other factors, experts said.

In 1997, IBM's Deep Blue super computer beat then-world chess champion Garry Kasparov. The feat made international headlines, as it marked the first time AI defeated the best human chess player.

The convergence of several factors in recent years has led to greater momentum. "Computers became faster, algorithms improved, and a large amount of data became increasingly accessible. New advances followed, with deep learning methods starting to dominate around 2012," said Prof Yong.

Dr Justin Chan and Mr John DeCleene at research company Data Driven Investor and OC Horizon noted the slew of AI products which were rolled out in the early part of this decade — Google's first self-driving car, Microsoft's Kinect for Xbox 360, and Apple's Siri.

Last year, the development of AI achieved another milestone when AlphaGo — a computer programme that plays the complicated strategy game Go — won a three-game match with world number one player Ke Jie.

The rapid rise of AI in the last few years has resulted in such technologies being infused in everyday life, experts said.

The widely-used Google maps app also uses AI, and it has helped to improve people's daily commutes, noted Prof Yong.

Across industries, companies are leveraging AI to enhance their business by performing repetitive tasks or improving efficiencies, among other things. Some firms and governments around the world are also turning to AI to forecast trends — a service currently provided by homegrown AI tech startup Scry, for example.

In the transport sector, Mobike's Magic Cube, for instance, manages the company's fleet of 9 million bicycles around the world. The firm provides up to 30 million rides a day in over 200 cities, generating nearly 40 terabytes of data daily.

The AI technology enables the company to pinpoint optimal locations and times to place its smart bikes, as well as, map out the most efficient routes for the operations team to move around each city to manage the fleet, Mobike said. It added that the data can also be shared with city planners to assist them in planning transport infrastructure.

Cyber security and banking are other areas where AI is making its mark.

Multinational firm Darktrace — which has its regional headquarters in Singapore — created the first AI technology to detect cyber threats. The technology is able to learn and pick up abnormal activity in a network, without the need for prior knowledge of the threats.

Homegrown AI tech startup Sense Infosys, for example, also uses its AI system for streamlining data and identifying fraud risk anomalies, among other things.

Meanwhile, OCBC Bank has established an AI laboratory this year to look into applying the technologies to banking services.

Emma, a chatbot for renovation and home loans, is already up and running. Launched at the start of last year, it has since answered more than 80,000 enquiries and helped to secure more than S\$100 million in home loans, said Mr. Ken Wong, OCBC Bank's Head of AI Lab (Fintech and Innovation Group).

Glossary

Artificial Intelligence: intelligence demonstrated by machines

Seized: felt strong attraction

Concept: idea

Exhibit: display

Tepid: half-hearted

Resurgence: revival

Momentum: drive or speed

Fraud: cheating

Algorithms: a process or set of rules to be followed in calculations or other problem-solving operations

Dominate: influence

Milestone: a significant stage

Commutes: a regular journey of some distance to and from one's place of work

Optimal: most favorable

Fleet: a number of vehicles

Fill in the blanks.

1. Seized

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

2. Tepid

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

3. Feat

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

4. Convergence

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

5. Milestone

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

6. Infused

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

7. Leveraging

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

8. Anomalies

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

9. Chatbot

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

The Art of Nakshi Kantha



There is not a single household in Bangladesh that does not know of the Nakshi Kantha. Every newborn has his own 'Kantha' – even if not the 'Nakshi' variant, but one possibly made by a close relative with love and much affection as the entire family greets the newest member of the house.

Nakshi Kantha's lineage can be traced back to a time when rural women engaged in this form of craft, not necessarily with an intention of creating 'art', but out of everyday need. A heritage product of Bengal (east and west) was prized by many Europeans and Americans, and the fascination lasts till this day.

The running stitch or the 'Kantha Stitch' was mainly popular with the Hindu ladies of the greater Mymensingh, Rajshahi, Faridpur and Jessore regions. Today, although the production is not limited to these areas only, the most exquisite 'Kanthas' are still made there.

The term 'Nakshi' was derived from 'Naksha', meaning, an array of colourful patterns and designs, which were embroidered onto a piece of cloth. At the beginning, the sole purpose of the Nakshi Kantha was to be used only as a quilt, as the name suggests. However, later the stitch became so popular that it was incorporated into many things including every day wear such as the sari, kurtis, even tablecloths and decorative wall hangings.

Different forms of the running kantha stitch are named according to the pattern each creates. While each kantha has designs that are unique to its maker's imagination, usually there is a basic traditional pattern. Some of the most common motifs used are: lotus, solar, moon, chakra or wheel, swastika, tree-of-life, kalka, water, mountain, fish, boat, agricultural items and animals (elephant, horse, peacock, tiger, monkey, etc).

The stitching is unique to East Bengal, the patterns being floral and geometric. Sometimes figures are stitched onto the 'Kantha', but it is usually created as a means of devotion to the deity, framed

and later hung onto walls. The process of making the Nakshi Kantha is very labour intensive and time consuming; often it might take 10 to 15 days to make a sizeable quilt with intricate patterns.

The art of Nakshi Kantha is currently being highly appreciated and practiced in Bangladesh and it has received international recognition. The revival of Nakshi Kantha in Bangladesh has not only generated an interest and appreciation for this indigenous folk art of Bengal, but has also helped to provide a livelihood for thousands of rural women who would otherwise be unemployed or underemployed. (*Edited*)

Glossary

Variant: form

Intention: goal

Heritage: a property that is inherited

Array: formation

Embroidered: decorated by sewing patterns on cloth with thread

Swastika: a geometrical figure

Deity: a god or goddess

Intricate: very detailed

Recognition: acknowledgement

Fill in the blanks.

1. Newborn

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

2. Traced

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

3. Prized

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

4. Kanthas

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

5. Sole

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

6. Incorporated

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

7. Motifs

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

8. Means

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

9. Indigenous

- Parts of Speech:
- Suffix/ Prefix:
- Tense:
- Singular/ Plural:
- Meaning:

3.1 Linking Words and Fillers

Linking Words

Linking words are words that help connect our ideas and sentences. It helps us express our ideas and communicate with others in a more effective manner.

Here are some basic linking words used in speaking:

Adding more information

And
Also
As well

Giving Examples

For example
For instance
Such as
Like

Time phrases

Now
At present
At the moment
These days
Before
Then

Clarification
What I mean is
What I want to say is
As I was saying

Causes and Solutions

I guess it's because
The main reason is
It was caused because
Because
The best way to solve this is

Contrasting and Concessions

But
On the other hand
While
Although
Or

Activity:

Each group will write a dialogue based on a recent incident and will use the above mentioned linkers in the dialogues. The members of the group will then act out the dialogue in front of the class. The other groups will try to identify the used linkers from the act.

Fillers

When we speak continuously sometimes we hesitate in the middle of a conversation. Then, we use some words to fill up the gap. These words are short phrases and are used when we fall short of words. These words are called fillers.

Fillers are used to:

- Give the speaker thinking time while avoiding frequent or long pauses.
Example : *It was erm, like as if he wanted to tell us about it but, you know, wasn't sure what to say.*
- Serve as a turn taking strategy to indicate the speaker wants to take the floor.
Example : *Erm - could I just add something?*
- Be used as a strategy to refuse of a request or invitation :
Example: *A: Would you like to come to dinner on Saturday?
B: Oh, erm well, I'd love to but....*

Some commonly used fillers in spoken English are listed below.

1. Well

“Well” can be used in a few different ways. It can be used to show that you’re thinking.

“*Well, I guess 50 taka is a good price for a dozen of banana.*”

You can also use it to put a pause in a sentence.

“*The apples and cinnamon go together like, well, apples and cinnamon.*”

You can even use the word to *stall*.

“*Well... fine, you can borrow my notebook.*”

2. Um/er/uh

“Um,” “er” and “uh” are mostly used for hesitation, such as when you don’t know the answer or don’t want to answer.

“*Um, er, I uh thought the project was due tomorrow, not today.*”

You can use any of the words at any time—they don’t all have to go together.

“*Umm... I like the yellow dress better!*”

3. Hmm

“Hmm” is a thoughtful sound, and it shows that you’re thinking or trying to decide something.

“*Hmm, I like the pink bag, but I think I'll buy the black one instead.*”

4. Like

“Like” is sometimes used to mean something is not exact.

“*My neighbor has like ten dogs.*”

In the above example, the neighbor probably doesn’t have exactly ten dogs. Rather, the neighbor has a lot of dogs.

Usually, though, the word is used when you need a moment to figure out the next word to use.

“*My friend was like, completely ready to like kick me out of the car if I didn’t stop using the word ‘like’.*”

Keep in mind that the word “like” as a filler is seen as a negative thing. The word is often overused by young females, and can make you sound like you’re not sure what you’re talking about.

5. Actually/Basically/Seriously

“Actually,” “basically” and “seriously” are all adverbs—words that describe actions. Many adverbs (though not all of them) have an “-ly” at the end of the word, which makes it easier to recognize them. All these words can be used as fillers which change the strength of a statement.

For example, the word “actually” is used to point out something you think is true, when others might not agree:

“*Actually, pugs are really cute!*”

“Basically” and “seriously” change the sentence in slightly different ways too. “Basically” is used when you’re summarizing something, and “seriously” is used to show how strongly you take the statement.

“*Basically, the last Batman movie was seriously exciting!*”

Other adverbs that are often used as fillers are “totally,” “literally” and “clearly.”

- The word “literally” means “something that is true,” but many times in conversation it’s used with a different meaning: to state strong feelings. For example, “You’re not just laughing. You’re *literally* dying from laughter.”
- “Totally” means “completely,” and is used to emphasize (show that you feel strongly) about something.
- The word “clearly” means the same as obviously, and is used to state something that is very obviously true.

These three words don’t have to be used together either, but here they are in one sentence:

“*Clearly you totally didn’t see me, even though I was literally in front of your face.*”

6. You see

“You see” is used to share a fact that you assume the listener doesn’t know.

“*I was going to try the app, but you see, I ran out of space on my phone.*”

7. You know

“You know” is used to share something that you assume the listener already knows.

“*We stayed at that hotel, you know, the one down the street from Times Square.*”

It can also be used instead of an explanation, in cases where we feel the listener just understands what you mean.

“*When the elevator went down, I got that weird feeling in my ears, you know?*”

8. I mean

“I mean” is used to clarify or emphasize how you feel about something.

“*I mean, he’s a great guy, I’m just not sure if he’s a good doctor.*”

It’s also used to make corrections when you misspeak.

“*The duck and the tiger were awesome but scary. I mean, the tiger was scary, not the duck.*”

“*The cave is two thousand—I mean—twenty thousand years old!*”

9. You know what I mean?

“You know what I mean?” is used to make sure the listener is following what you’re saying.

“*I really like that girl, you know what I mean?*”

10. At the end of the day

“At the end of the day” is a phrase that means “in the end” or “in conclusion.”

“*At the end of the day, we’re all just humans, and we all make mistakes.*”

11. Believe me

“Believe me” is a way of asking your listener to trust what you’re saying.

“*Believe me, I didn’t want this tiny house, but it was the only one I could afford.*”

It’s also used to emphasize what you’re about to say.

“*Believe me, this is the cheapest, tiniest house ever!*”

12. I guess/I suppose

“I guess” and “I suppose” are used to show that you’re hesitant, or not really sure about what you’re saying.

“*I was going to eat dinner at home, but I guess I can go eat at a restaurant instead.*”

“I guess” is used more often in speech, but “I suppose” can sound classier (a bit smarter).

13. Or something

“Or something” is a sentence ending that means you’re not being exact.

“*The cake uses two sticks of butter and ten eggs, or something like that.*”

14. Okay/so

“Okay” and “so” are usually used to start sentences, and can be a sign that a new topic is starting.

“*So what are you doing next weekend?*”

They can also be used to introduce a summary.

“*Okay, so we’re going to need to buy supplies for our trip this weekend.*”

15. Right/mhm/uh huh

“Right,” “mhm” and “uh huh” are all affirmative responses—they all mean a “yes” response.

“*Right, so let’s prepare a list of all the things we’ll need.*”

“*Uh huh, that’s exactly what he told me too.*”

Activity:

Students will form a pair and discuss on a selected topic for two minutes. They will use fillers where necessary to maintain the flow of the speech. .

4.1 Drama I

What is drama?

Drama is a fictional representation of an incident or event through dialogue and performance. It is a composition in verse or prose. It showcases a conflict of characters. Play is the theatrical performance of a drama.

Drama evokes higher order thinking, feeling, problem solving, language development and its usage where students can articulate their knowledge, ideology and understanding both in oral and written forms (Booth, 1987).

Western drama originated in Ancient Greece. Greeks entertained large crowds by performing scripted plays; from this the idea of drama originated.



The Theatre of Delphi (Ancient Greek Theatre)

Later on, Classical Roman drama and Medieval drama followed. Elizabethan and Jacobean era saw famous playwrights like William Shakespeare, Christopher Marlowe, and Ben Johnson etc.



Elizabethan Bear Garden Theatre

Lastly, Henrik Ibsen, Anton Chekhov, G.B. Shaw, Harold Pinter, Samuel Beckett led the Modern and Post Modern drama scenario.



Modern Theatre

Some common elements of drama include:

Theme:

Theme is the central idea or philosophy that forms base of the play.

Plot:

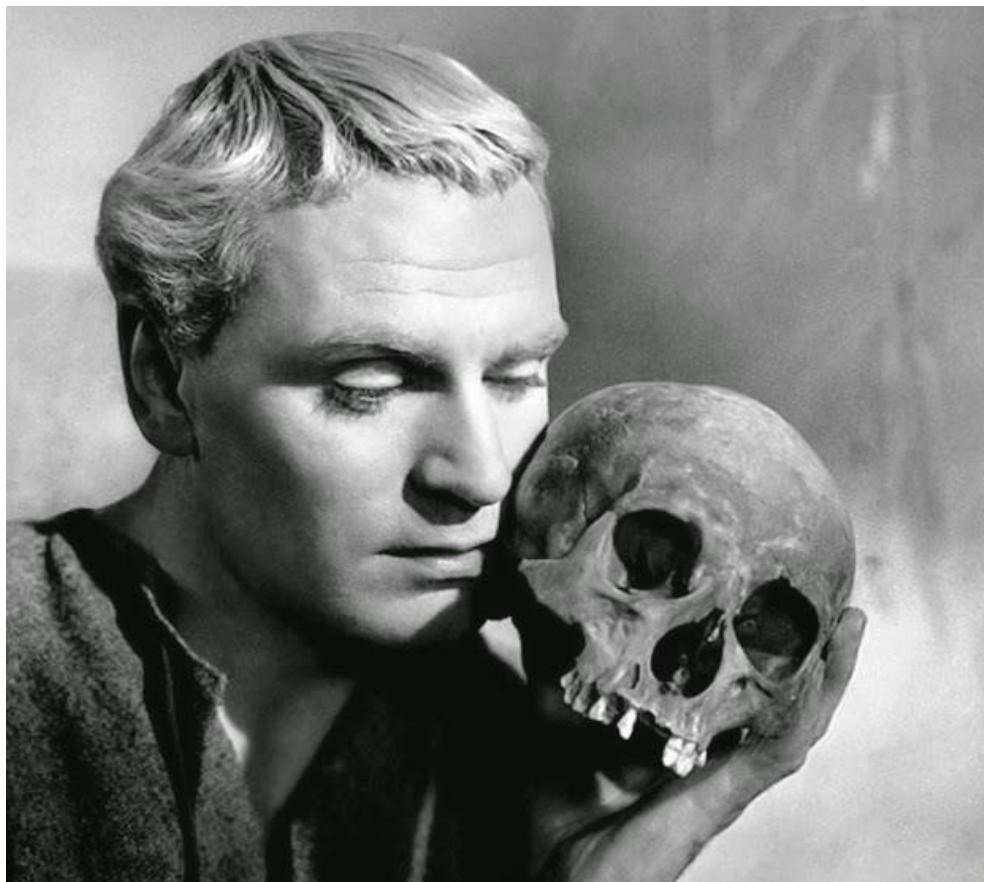
The order of events occurring in a play is called plot.

Settings:

The time and place where a story is set is one of its important parts which is called settings.

Characters:

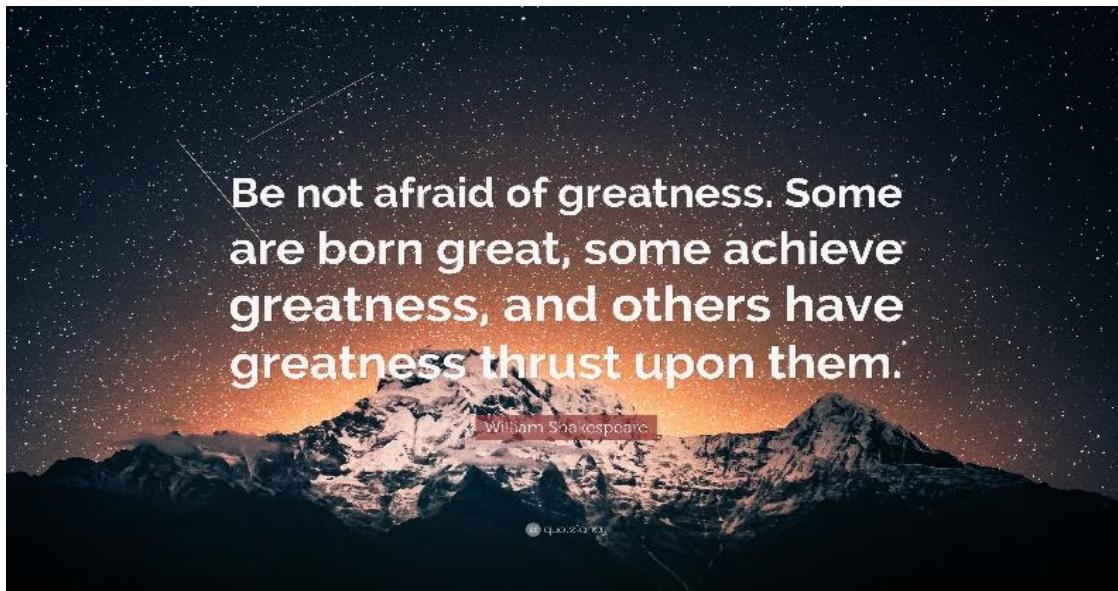
Each character in a play has a personality of its own and a set of principles and beliefs. Actors in the play have the responsibility of bringing the characters to life.



Lawrence Olivier as Hamlet

Dialogues:

Dialogues take the story of the play forward. The story is narrated to the audiences through the interaction between the play's characters, which is in the form of dialogues.

**Activity 1:**

Watch the following video.

<https://www.youtube.com/watch?v=xYZHb2xo0OI>

Duration: 3:02

[Or the live action video girl's education](#)

Activity 2:

Each group will write a play based on an issue related to social awareness. Characters will be assigned by the group members, and they will rehearse. Each team will get 10 minutes to perform their play in the next class.

Example 1:

Excerpt from Shakespeare's *The Tempest*

(Student-friendly version)

Act one, scene 1

(A ship is in a storm. The CAPTAIN comes in and talks with the BOSUN.)

CAPTAIN: Bosun!

BOSUN: Aye, aye, sir.

CAPTAIN: Pipe all hands on deck! Be quick about it, or we'll run ourselves aground. Hurry!

(He blows his whistle and dashes off.)

(Sailors run in and haul at the ropes.)

(ALONSO, king of Naples, comes in, with SEBASTIAN (his brother), FERDINAND (his son), ANTONIO (the Duke of Milan), GONZALO (an older statesman), and other passengers.)

ALONSO: Bosun! Safety! Where's the captain?

BOSUN: You're in the way. Keep to your cabins! You're only helping the storm.

GONZALO: Be patient, dear fellow . . .

BOSUN: I will when the sea does! Go! Don't get in our way! Do you want us to sink?

SEBASTIAN: May you choke, you bawling, swearing dog!

BOSUN: Do some work then! Heave ho! Raise the mainsail! Turn her around!

(SAILORS enter, soaking wet, panicked.)

SAILORS: It's no good! On your knees! It's hopeless! *(They leave.)*

(Everyone screams.)

ANTONIO: Let's all go down with the king!

Example 2:

"Hipster Hobos"
by D. M. Larson

(Mel and Nell enter the seating area of a restaurant with a tray filled with drinks, a number and dinner rolls. They are talking, so they don't notice immediately that all the tables are taken by a person, each table with a laptop or tablet or some electronic device)

NELL

You think the kids are okay?

MEL

We have a good sitter.

NELL

Why do they have to act that way when I leave? They act like they are dying. Why do they have to be so over-dramatic? It's worse than watching Titanic.

MEL

No... nothing is worse than watching Titanic.

(They realize they are wandering a bit too much)

NELL

All the tables are taken.

MEL

Oh no. It's the hipster hobos.

NELL

The what?

MEL

Hipster hobos... aka laptop hobos... they find hip places with free Wi-Fi and buy the cheapest thing possible and camp out for the entire day.

NELL

Don't they have anything better to do?

MEL

No... this is their life. Taking up space and trying to look cool while doing it.

NELL

Well... it's not cool. I am a tired mom who needs a night to relax... I just need to sit.

MEL

I think that one's asleep. Maybe if we sit with her really quiet.

NELL

I want our own table. I think that one ran out of battery... oh, wait, he has an extension cord.

MEL

You think with all the free refills they'd have to get up to go pee more.

NELL

Maybe if I find the Wi-Fi hub, I can unplug it.

MEL

And get us kicked out.

NELL

Why don't they kick them out?

MEL

It's a vicious cycle. This restaurant wants to appear hip. So they want the hipsters in here to draw in the rest of the hip crowd. But hipsters have to fit in their skinny jeans so they don't buy much food.

NELL

I have an idea.

(Nell speaks loudly)

NELL (CONT.)

Did you hear about the sale at the Apple store?! It's a good one!

(Hipsters start to take interest)

NELL (CONT.)

They have a sale on the new iPod!

HIPSTER 1

The iPod?

HIPSTER 2

What's an iPod?

(Hipsters start to stir and get excited)

NELL (CONT.)

I don't know! But it's new!

HIPSTER 3

I need one!

HIPSTER 4

Me too!

(Hipsters start to pack up in a hurry and leave)

NELL (CONT.)

And I hear they will give 100 iPids away to the first 100 people in line.

(Hipsters are leaving)

NELL (CONT.)

They don't open until morning so you'll have to wait in line all night.

HIPSTER 1

I always stay in line the night before the launch of a new Apple product.

HIPSTER 2

Who doesn't?

(Hipster 3 calls out to a waitress off stage)

HIPSTER 3

I brought my extension cord. Is it okay if I leave it plugged in here?

HIPSTER 4

I have a power strip.

(All the Hipsters are gone. Nell smiles big)

NELL

Which table would you like?

(They sit down happily and Nell unplugs the long extension cord that was left behind by the hipsters. Blackout. Hipsters moan and groan in the darkness)

END OF SCENE

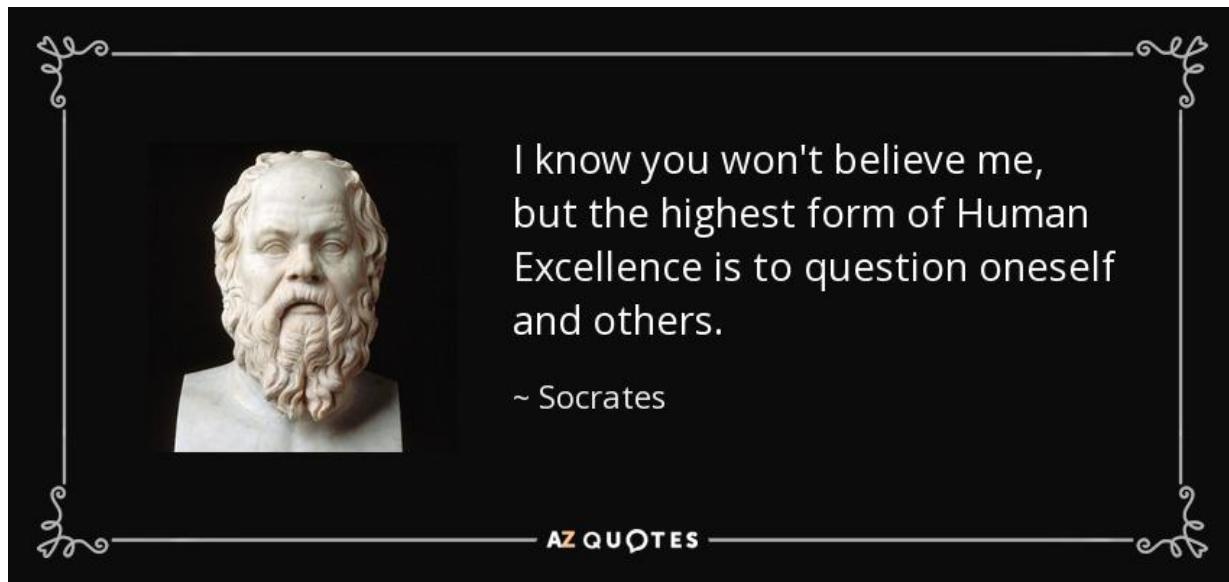
4.2 Drama II

Activity 1:

Students will perform the plays in group. Each team will get 10 minutes to perform. The teacher will review the plays at the end of the performance. Teacher and students will evaluate the performances. The best play will receive an award.

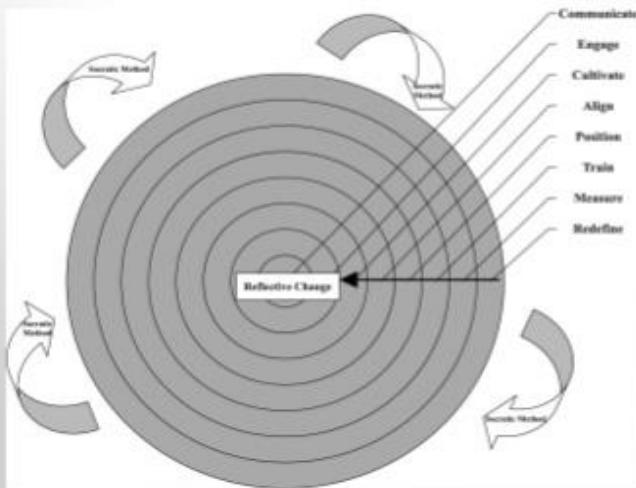


5.1 Art of Questioning



Questioning is the key to gain information and it promotes interpersonal communications. When we are engaged in a conversation or listening to the lecture of our instructors, we tend to ask questions. It helps us encourage further thoughts and clarify confusions.

Socratic Method.



- i. Socratic Method is all about Inquiry and Discussions among the group of people.
- ii. To arouse critical thinking and new ideas Socrates made his pupils to ask and answer questions

However, we should consider the following issues before asking questions:

1. The questions you ask should be for more information, better understanding and clarification.
2. Use of correct grammar is important to convey the message properly.
3. Redundancy and use of unfamiliar words make it difficult to understand the questions.

It is important to ask for the reasoning behind the statements and clarify confusion.

1. The questions should be specific and simple in structure.
2. It is essential to ask for action, suggestions and opinions for better understanding.
3. Repetition, reflecting and summarizing already acquired information allow us to reconsider value of any question.

Audio Clip:

Beauty Khatun was living a peaceful life with her husband and three children in one of the most remote areas of Bhandarbari, Bangladesh. But a flood changed everything. One night, while Beauty and her family were fast asleep, the river Jamuna overflowed and swept through their entire village. Triggered by seasonal rains, the monsoon flood submerged 32 districts in the country and affected more than eight million people. Within a few hours, the water grew waist-deep. Beauty and her family managed to take shelter on the roof of their house. The earthen floor of her house deteriorated quickly under the weight and flow of the water and she lost many of her belongings.

The next day, villagers rescued them and took them to a dry patch of land near the dam. Here they lived in a temporary shelter for more than a month. It was a struggle for Beauty and her husband, while their children had a more difficult time coping with the lack of food, proper shelter and sanitation.

It took a month before the water receded and Beauty could return home. The floods also damaged the crops that her husband was growing which affected their income. It became impossible for them to restore the house as well as provide food for the entire family. Despite some minor improvements to the house, the family had a long way to go to regain the life they once had.

Bangladesh Red Crescent Society volunteers approached Beauty at her house, which was in one of the most affected areas in Bogra district. She received Taka 4,000 and a packet of vegetable seeds to help her family rebuild and recover from the flood. By January 2018, the National Society, with help from the International Federation of Red Cross and Red Crescent Societies, distributed cash grants and vegetable seeds to nearly 13,400 families of the most flood-affected households.

Glossary

Triggered: caused by a particular process

Deteriorated: broke down

Coping with: surviving

Restore: repair

Grants: donation

Submerged: caused something to be under water

Activity 1:

Listen to the audio clip and write down some questions against the answers given below.

1. _____

Answer: Beauty Khatun has five family members.

2. _____

Answer: Beauty lost her earthen house and many other belongings in the flood.

3. _____

Answer: The flood had terrible impact on Beauty's regular life. The crops they were cultivating were gone. They faced economic crisis. It was also impossible to restore the house and the toilet.

4. _____

Answer: Bangladesh Red Crescent Society volunteers helped by giving her 4,000 Bangladeshi Taka and a packet of vegetable seeds to help her family rebuild and recover from the flooding.

5. _____

Answer: The National Society, with help from the International Federation of Red Cross and Red Crescent Societies' helped 13,400 families of the most flood-affected households. It shows their huge contribution to the cause.

Audio Clip:

A Day in the Life of a US University Student *by Avery Muir*

As a first-year student at Vanderbilt University, I'm ready to take advantage of and enjoy the next four years of my liberal arts education. It's the first time in our lives that we are pretty much autonomous, and everything is an exciting opportunity.

Getting ready for the daily grind

By the time I finally slide out of bed it is about 8.35am. I stumble out into the hallway, fill my coffee mug at the water fountain and make coffee; I would not be able to survive the day without my coffee.

Over the course of my two semesters at Vanderbilt, I've been lucky enough to start all my classes between 9am and 10am. Still, 9am comes too early, and I usually end up throwing on some clothes and light makeup, scarfing down whatever yoghurt or smoothie I picked up the night before using my midnight meal swipe from the canteen, and race out the door, trying to make it to the main campus in under 10 minutes.

Class time

I personally prefer not having awkward hour-long breaks in between classes. I have not formally declared my major. Rather I am focusing on fulfilling my liberal arts requirements. This semester I'm taking multidisciplinary courses like: Spanish, Literature, Mass Media, Politics, Presidential Leadership etc. I love the idea of having the room to explore different subjects that I never would have encountered otherwise.

Finally, time for lunch

I generally tend to organise my day so I can be close to the good coffee places on campus. My favourite spot is a little cafe attached to the library which has the best coffee and grilled wraps. On days where I don't have time to sit down for lunch, I pack protein shakes and granola bars to munch on during the short breaks between classes.

I need a break

Once I've finished my classes for the day, I like to take a little break. At around 1pm, I'll go for a run, walk into town to study and people-watch at a trendy coffee shop or watch Netflix in my room. I'll still have a good few hours left of my day.

Getting involved

As a freshman, it was all too easy to tick almost every box at the Student Organisation Fair back in the autumn. I was eager and ready to get involved. Now that my college life has hit a rhythm (eat, study, sleep, and repeat), I've narrowed it down to being part of the student newspaper, and a few different charity/service clubs.

Fun!

After spending all day trying to become educated and professionally developed, I'm ready for a fun adventure. One of my favourite things about being at Vanderbilt is that we're able to experience Nashville, a cultural hotspot. There is always something going on, be it a concert featuring an up-and-coming artist, an art competition at a local coffee shop or an open mic night at a comedy club.

Back to the library

After dinner on most weeknights, my friends and I head back to the library for a late-night study session. Often, we find our separate cubicles and are more productive than we've been all day. We work until the library closes at midnight so we can walk over to the canteen and grab our breakfast for the next day.

My favourite part: sleeping

Sleep is often the second thing that's sacrificed when you're stressed out. While the occasional all-nighter is OK, I need at least six hours of sleep a night to have a sustainable existence. To some, six hours might seem ambitious. To others, it might not seem enough. Whatever your number is, try to hit it because being well rested is a big part of getting the most out of your time at university.
(Edited)

Glossary

Autonomous: independent

Slide out: get out

Hallway: the room or space just inside the front entrance of a house

Scarfing down: eating something quickly

Meal swipe: using a previously purchased meal from the canteen

Awkward: causing difficulty

Encountered: experienced

Wrap: a tortilla (a type of roti) wrapped around a cold filling, eaten as a sandwich

Munch: eat steadily

Trendy: stylish

Freshman: a first year student at university

Charity: voluntary/ non profitable

Hotspot: a place of significant activity

Open mic: a session in a club where anyone is welcome to sing or perform stand-up comedy

Cubicles: a small partitioned-off area of a room

Activity 2:

Read the passage above and answer the following questions.

- a) How does Avery's day start?

Answer: _____

- b) What does she have for lunch?

Answer: _____

- c) What does she do for entertainment?

Answer: _____

- d) What are the similarities between your and her daily activities?

Answer: _____

- e) What main differences do you find between the life of a Bangladeshi student and the life of a US student?

Answer: _____

Activity 3: (Open ended)

Make two groups. One group will ask questions and the other group will answer them.

Group A	Group B

5.2 Famous Speeches

Activity 1:

Listen and watch the following video and in the meantime fill in the blanks with words from the listening text. (The video should be played twice.)

<https://www.youtube.com/watch?v=smEqnnklfYs>

I have a Dream by Martin Luther King, Jr; August 28, 1963

Five score years ago, a great American, in whose symbolic shadow we stand today signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.

But one hundred years later, we must face the tragic fact that the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the a) _____ of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still b) _____ in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize an appalling condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the declaration of Independence, they were signing a c) _____ note to which every American was to fall heir. This note was a promise that all men would be guaranteed the inalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are d) _____. Instead of honoring this sacred obligation, America has given the Negro people a bad check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this e) _____ spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to open the doors of opportunity to all of God's children. Now is the time to lift our nation from the quicksand of racial injustice to the solid rock of brotherhood.

It would be fatal for the nation to overlook the urgency of the moment and to underestimate the determination of the Negro. This sweltering summer of the Negro's legitimate discontent will not pass until there is an f) _____ autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The g) _____ of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the h) _____ heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and their freedom is i) _____ bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller j) _____ to a larger one. We can never be satisfied l as long as our children are stripped of their adulthood and robbed of their dignity by signs stating "For Whites Only."

We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and k) _____ like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow cells. Some of you have come from areas where your quest for freedom left you battered by the storms of l) _____ and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, so, even though we face difficulties of today and m) _____, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former n) _____ will be able to sit down together at a table of brotherhood.

I have a dream that one day even the state of o) _____, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and p) _____, one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith with which I go back to the South. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful q) _____ of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening r) _____ of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!

Let freedom ring from the s) _____ slopes of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and every molehill of Mississippi. From every mountainside, let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and t) _____, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! free at last! Thank God Almighty, we are free at last!"

Activity 2:

Listen and watch the following video and answer the following questions. (The video should be played twice.)

As I end my time in the White House, I can think of no better message to send our young people in my last official remarks as First Lady. So for all the young people in this room and those who are watching, know that this country belongs to you — to all of you, from every background and walk of life. If you or your parents are immigrants, know that you are part of a proud American tradition — the infusion of new cultures, talents and ideas, generation after generation, that has made us the greatest country on earth.

If your family doesn't have much money, I want you to remember that in this country, plenty of folks, including me and my husband — we started out with very little. But with a lot of hard work and a good education, anything is possible — even becoming President. That's what the American Dream is all about. (Applause.)

So the young people here and the young people out there: Do not ever let anyone make you feel like you don't matter, or like you don't have a place in our American story — because you do. And you have a right to be exactly who you are. But I also want to be very clear: This right isn't just handed to you. No, this right has to be earned every single day. You cannot take your freedoms for granted. Just like generations who have come before you, you have to do your part to preserve and protect those freedoms. And that starts right now, when you're young.

And when you encounter obstacles — because I guarantee you, you will, and many of you already have — when you are struggling and you start thinking about giving up, I want you to remember something that my husband and I have talked about since we first started this journey nearly a decade ago, something that has carried us through every moment in this White House and every moment of our lives, and that is the power of hope — the belief that something better is always possible if you're willing to work for it and fight for it.

It is our fundamental belief in the power of hope that has allowed us to rise above the voices of doubt and division, of anger and fear that we have faced in our own lives and in the life of this country. Our hope that if we work hard enough and believe in ourselves, then we can be whatever we dream, regardless of the limitations that others may place on us. The hope that when people see us for who we truly are, maybe, just maybe they, too, will be inspired to rise to their best possible selves.

Shoot, it's the hope of my — folks like my dad who got up every day to do his job at the city water plant; the hope that one day, his kids would go to college and have opportunities he never dreamed of.

That's the kind of hope that every single one of us — politicians, parents, preachers — all of us need to be providing for our young people. Because that is what moves this country forward every single day — our hope for the future and the hard work that hope inspires.

So that's my final message to young people as First Lady. It is simple. (Applause.) I want our young people to know that they matter, that they belong. So don't be afraid — you hear me, young people? Don't be afraid. Be focused. Be determined. Be hopeful. Be empowered. Empower

yourselves with a good education, then get out there and use that education to build a country worthy of your boundless promise. Lead by example with hope, never fear.

So I want to close today by simply saying thank you. Thank you for everything you do for our kids and for our country. Being your First Lady has been the greatest honor of my life, and I hope I've made you proud.

1. What is Michelle Obama's view on freedom?
2. What do you think she means by the 'American Dream'?
3. What hope did she talk about in her speech?
4. Write only three things that she mentioned in her final message to young people.
5. What do you think is the main focus of Michelle's speech?

Activity 3:

Students will select a topic on social cause and prepare a speech. Students will individually deliver their speeches in front of the class.

7.1 Listening Activities

Listen to the following audio clip:

Track 1: Lawachara National Park

Activity 1:

Tick the correct answer.

- i. Lawachara national park is the largest _____ of Bangladesh.
 - a) mangrove forest
 - b) rainforest
 - c) thorn forest
 - d) marsh
- ii. “Lawai” is a small -
 - a) territory
 - b) route
 - c) tributary
 - d) tree
- iii. Poet Shelley was lost in the song of-
 - a) nightingale
 - b) nightjars
 - c) cuckoo
 - d) canary
- iv. The main source of income for the indigenous people of the forest is-
 - a) selling animal’s skin
 - b) selling wood
 - c) selling betel leaf
 - d) making ornaments
- v. Lawachara National Park was used as the filming site in the movie-
 - a) Journey to the Center of the World
 - b) Around the World in 80 Days
 - c) Jurassic World
 - d) Journey to the Center of the Earth

Activity 2:

Fill in the gaps using information from the listening text.

1. Lawachara national park is situated _____ kilometres away from Sreemangal.
2. The park was established by the _____ colonial people in 1922.
3. The park was declared as a national park by the Government of Bangladesh on the 7th of _____, 1996.
4. The park consists of a huge _____ forest.
5. The _____ tracks cross over the park and the scenic beauty is tantalizing.

Activity 3:

Listen to the following audio clip and answer following questions:

Track 2: Nijhum Dwip

Pick up the correct option:

1. Where is Nijhum Dwip situated?
 - a) Chatkhil upazila, Noakhali
 - b) Hatiya upazila, Noakhali
 - c) Kabirhat upazila, Noakhali
 - d) Baroirhat upazilla, Noakhali

2. What is the geographical area of Nijhum Dwip?
 - a) 1 kilometre
 - b) 2 kilometres
 - c) 3 kilometres
 - d) 6 kilometres

3. What is named Chitra in Bangla?
 - a) the people living there
 - b) a kind of dried fish
 - c) spotted deer
 - d) saltwater crocodile

4. What are the names of two launches that will take you to Hatiya?
 - a) MV Farhan and MV Panama
 - b) MV Kirtankhola and MV Tipu
 - c) MV Tipu and MV Panama
 - d) MV Ostrich and MV Sundarban

5. What thing should we remember while visiting Nijhum Dwip?
 - a) carrying a heavy bag
 - b) carrying water and light snacks
 - c) carrying a water purifier
 - d) carrying books

Activity 4:

Match the information from column A and with related information from column B:

A	B
a) Location of Nijhum Dwip	a) Cluster of islands
b) Geographical trait of Nijhum Dwip	b) Auto-rickshaw, CNG
c) Main attraction of Nijhum Dwip	c) The land of silence
d) Traveling to Bandartilla from Hatiya	d) The spotted deer ‘Chitra’
e) Another name of Nijhum Dwip	e) On the estuary of the great Meghna channel

7.2 Listening Activities

Listen to the following video and answer the following questions.

<https://www.youtube.com/watch?v=eaWb0UUNc00>

Activity 1:

Listen to the video and find out whether the statements below are true or false. Write T for True and F for False statement.

1. After the slamming of an asteroid into earth, only about 25% of all animal species survived.
2. Before the striking of the asteroid, the dinosaur family was called Theropods.
3. Fossils from Jamaica dated 150 million years ago proved that the Archaeopteryx had both reptilian and avian traits.
4. Vegavis Iaai may have looked and sounded like a crow.
5. Three bird groups of the Theropod family have managed to survive through such a cataclysmic event of asteroid slamming.

Activity 2:

Listen to the video and match the information of column A with related information from column B.

A	B
a) slamming of asteroid	a) <i>Archaeopteryx</i>
b) distant cousin of Theropods	b) discovered in Antarctica
c) sparrow sized <i>Sinornis Santensis</i>	c) today's Waterfowl
d) <i>Vegavis Iaai</i>	d) 66 million years ago
e) vocal organ named 'syrinx'	e) one of the first birds having ability to fly

Activity 3:

Name five things that you liked in the following listening text. Give your opinion why you liked it and share it with the class.

<https://www.youtube.com/watch?v=w05dlpbGdpE&t=67s>

8.1 Speaking Activities

What is a brochure?

A brochure is a type of publication consisting a single or multiple folded pages containing information. It is used mainly for advertising purposes.

It is a common marketing tool which can be used to advertise a service or product offering. It can also be used to distribute information about something.

Brochures mainly help businesses in introducing new products and services to existing customers or increase their reach by advertising to new prospects. They can be handed out in person, mailed, or distributed in various locations.

Some samples of brochures are provided below:

TITAS TOURS & TRAVELS

Youth Package:
Student Package (Minimum 10 person)
• BDT 5050/- taka per person*

Cost Include:

- Dhaka-Khagrachori-Dhaka (Non AC bus)
- All sightseeing
- Reserve vehicle
- Hotel accommodation at Khagrachari & Sajek (twin share basis)
- Tour guide cost

Gold Package:
Corporate Package (Minimum 6 person)
• BDT 7000-15000/- taka per person*

Cost Include:

- Dhaka-Khagrachori-Dhaka (AC / Non AC bus)
- All sightseeing
- Reserve vehicle
- AC / Non AC Hotel accommodation at Khagrachari & Sajek (twin share basis)
- Tour guide cost

Platinum Package:
VIP package (minimum 6 person)
• BDT 57,500/- to 67,500/- taka per person*

Cost Include:

- Dhaka-Sajek-Dhaka by helicopter
- Rest & Recreation in Sajek
- Tour Guide Cost

*VAT excluded
*Booking minimum 20 days before travel

House # 139 (4th Fl), Road # 3, Block # A, Niketon, Gulshan-1, Dhaka-1212

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BSHRM
7th INTERNATIONAL
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CEOs, HR Directors/Heads/Managers/Executives, Academicians, Students and those from Finance, Accounts, Supply Chain, Sales & Marketing, Production, Engineering and other functions who are involved in people management.

Registration Details			
Participants	Category	Fees-Early Bird (Last Payment Date : 15-3-2018)	Fees-Regular (Last Payment Date : 22-4-2018)
BSHRM Member		BDT 3,000	BDT 4,000
BSHRM Student Member		BDT 2,000	BDT 3,000
Academic		BDT 2,000	BDT 3,500
Non-Member		BDT 5,000	BDT 6,000
International Participant		USD 200	
Corporate Discount (5 or more)		10%	

Stall Booking Details

Stall Size	Rate (BDT)	Facility
8'X8'	1,25,000	Electricity Connection, 1 table, 2 chairs and complimentary registration for 1 person
16'X8'	2,00,000	Electricity Connection, 2 tables, 4 chairs and complimentary registration for 2 persons

Sponsorship

Title Sponsor	BDT 20,00,000
Platinum Sponsor	BDT 15,00,000
Gold Sponsor	BDT 10,00,000
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Advertisement (Conference Brochure)

Back Cover Full Page	: BDT 2,00,000
Front Inner Full Page	: BDT 1,00,000
Back Inner Full Page	: BDT 1,00,000
Full Page Inside	: BDT 60,000
Half Page Inside	: BDT : 30,000

Contact
Bangladesh Society for Human Resources Management (BSHRM)
House: 412 (3rd Floor), Road: 29
New DOHS, Mohakhali, Dhaka-1209
E-mail: info@bshrmbd.org
www.bsfrm.org

For payment:
Name of Account : Bangladesh Society for HRM
Account Number : 114-151-6017
Name of Bank : DBBL, Dhaka
MICR Code : 1040
bKash wallet number : 01790444411

Conference Manager : +88 01790444477
Conference Associate : +88 01681363677
Office Manager : +88 01790444411
Programme Chair : +88 01790444450
Conference Secretary : +88 01715709440
E-mail: conference@bshrmbd.org

BSHRM
7th INTERNATIONAL
HR CONFERENCE
2018



Venue :
Sena Malancha (Opposite of Bangladesh Navy Headquarter, Banani, Dhaka)

Date & Time :
28th April 2018, 09:00 AM to 05:00 PM

Organized by:
BSHRM
Bangladesh Society for Human Resources Management

Bangladesh Society for Human Resources Management

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And you can help me stay that way.



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Sitting on the financial fence? Pick a deductible that works for your family budget — anywhere from \$0 to \$1,000. You'll still be covered at 90% after it's met.

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Whether you visit your current veterinarian, or an emergency or specialty hospital, you're covered at any veterinary practice in the United States, Canada, or Puerto Rico.

Some Common Cat Health Issues

INJURY OR ILLNESS	TYPICAL COSTS	LESS OPTIONAL DEDUCTIBLE	TRUPANION PAYS 90%
Poisonous plant ingestion	\$2,247	\$250	\$1,797
Hill by door	\$1,367	\$250	\$1,160
Congestive heart failure	\$2,057	\$250	\$1,650
Foreign body ingestion	\$5,638	\$250	\$4,867

*Typical costs are for procedures in major metropolitan areas based on our research and experience. See actual terms.

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Actual Claim:
The Story of Neville
Cat Urinary Blockage
"At just 3 years old, Neville was the picture of health, lounging in the sun and chasing his tail. It came as quite a shock last June, when Neville suddenly developed a urinary blockage. Within 48 hours it was determined that Neville needed to go into surgery. Since then, Neville has had quite a few trips to the hospital. After a lot of medications, hospitalizations, and adjustments in diet, he is finally his old self again."

Amount Claimed : \$4,781
Insured Pet : \$7,328

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8.2 Speaking Activities

Activity:

Each group will make a brochure on any topic and present it in the class.

Types of Stay & Rates

Cottages with 2 (two) bedrooms and wadi is exclusively rented out to one group/family.

	Overnight Stay	One Day Picnic
Accommodation cost (up to 8 (eight) people)	Rs.5,000/- per night	Rs.4,000/- per day
Extra person above 10 years	Rs.500/- per person	Rs.350/- per person

*includes Morning Breakfast and evening tea or coffee. Rates are subject to change without notice.

We can arrange to serve you homemade meals (Veg or Non-Veg) prepared by locals if intimated in advance.

How to Reach:

You can reach Alibaug either by road (3 hours drive from Mumbai) or by ferry/catamaran from Gateway of India.

Booking and Payment:

For confirmation of your booking, at least 50% of the total amount should be paid in advance and the balance amount before / on arrival. Visit our website for details.

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9.2 News Reporting

News reporting involves discovering all relevant facts, selecting and presenting the important facts and weaving a comprehensive story. It is a hard task requiring stamina and patience.

Types of News Reporting

There are different types of news reporting which are mentioned below:

1. Investigative Reporting
2. Court Reporting
3. Accident Reporting
4. Political Reporting
5. Fashion Reporting
6. Business Reporting
7. Sports Reporting
8. Specialized Reporting

Required Skills

- Mastery of grammar, spelling and punctuation
- Strong skills in reporting and writing
- Ability to work with people
- Ability to multitask and work under pressure
- Good time management skills

Activity:

Watch the sample video and discuss the various strategies of reporting. Prepare individual TV reports and present it.

<https://www.youtube.com/watch?v=FWx5rzy3RTg>

10.1 Rubric for Impromptu Speaking

Name of the student:

ID number:

Section:

Name of the Department:

Date:

Criteria	Marks	Obtained Marks	Remarks
Content: reasoning and examples	2		
Organization of information: cohesion and coherence	1		
Body language and eye contact	1		
Pronunciation	1		
Intonation and stress	1.5		
Grammatical accuracy	1		
Diction	1		
Fluency	1.5		
Total	10		

10.2 Rubric for Group Presentation

Name of the student:

ID number:

Section:

Name of the Department:

Date:

Criteria	Marks	Obtained Marks	Remarks
Content: ideas, adequate explanation, and reference	2		
Organization of information: cohesion and coherence	1		
Body language and eye contact	1		
Pronunciation	1		
Intonation and stress	1.5		
Grammatical accuracy	1		
Fluency	1.5		
Use of visual aid	1		
Total	10		

Grammar Reference



Parts of Speech

Every sentence consists of a set of words. Each of these words is a part of speech. There are eight types of parts of speech based on their use and functions. They are as follows:

- **Noun**
- **Pronoun**
- **Adjective**
- **Verb**
- **Adverb**
- **Preposition**
- **Conjunction**
- **Interjection**

Noun

Any name that refers to people, places, things or ideas is a noun. A noun mainly represents:

1. Person

Names of different persons are considered as nouns. When a person is mentioned in the text, it is usually a noun.

Example: Zainul Abedin was a famous Bangladeshi artist.

Here, Zainul Abedin, the name of the artist, is a noun.

2. Other living being

The names of other living beings such as animals or plants are recognized as nouns.

Example: His garden is nicely decorated with coconut trees.

3. Place

Names of countries, common places, districts, cities etc. are regarded as nouns.

I wish to visit Mynamati someday.

Here, **Mynamati** is the name of a famous historical place. So, it can be considered as a noun.

4. Thing

Non-living beings like tables, chairs, baskets, doors, glasses, cups, dresses, etc. are also considered as nouns.

Can you please pass me the cup?

Here, **cup** is the name of a non-living thing. So, it is also a noun.

5. Idea or concept

There are some ideas, concepts or emotions like- peace, happiness, sadness, cruelty, politics which do not have any exact form or shape. Names of these abstract ideas are also regarded as nouns.

Happiness and **sadness** go side by side.

Here, happiness and sadness are ideas that have no fixed value or form.

Pronoun

The type of the part of speech used instead of a noun to avoid repetition is a pronoun.

Using a noun repeatedly in a piece of writing makes it sound monotonous. Read the following texts and see the underlined words. The words underlined in passage no.2 are examples of pronouns:

1. **Mr. Hamid** is a doctor. **Mr. Hamid** works in a hospital. **Mr. Hamid's** wife is a doctor too. **Mr. Hamid and Mr. Hamid's wife** have a son. Everybody loves **Mr. Hamid** for **Mr. Hamid's** work.
2. Mr. Hamid is a doctor. **He** works in a hospital. **His** wife is a doctor too. **They** have a son. Everybody loves **him** for **his** work.

Adjective

An adjective is defined as any word that describes or qualifies a noun or pronoun. Adjectives tell us more about nouns or pronouns.

Example:

Sobuj is **handsome**.

In this sentence, the word “handsome” is an adjective because it is describing or qualifying the noun “Sobuj”.

Another example is:

I am **sad**.

In this sentence too, the word “sad” is an adjective simply because it is describing or qualifying the pronoun “I”.

In describing nouns or pronouns, adjectives usually ask the following questions: What kind? Which one? How many?

Examples of adjectives:

- I like the **short** one. (Which one? The short one)
- She is a **beautiful** girl. (What kind of girl? A beautiful one)
- There were **two** books in his bag. (How many books? Two)
- The **fat** boy likes ice-cream.
- The **short** woman lives with her parents.
- This is an **interesting** movie.
- An **ugly** dog was lying on the street.
- Hamida is a **pretty** lady.

Here, the words *fat*, *short*, *interesting*, *ugly* and *pretty* are all adjectives describing the nouns *boy*, *woman*, *movie*, *dog*, and *lady*.

Verb

The part of speech which refers to an action, an occurrence, or a state of being is called a verb. Verbs always refer to some kind of activities. In order to make a compete meaningful sentence, a verb is very much essential.

Following are some examples of verbs-

- Namira **closed** her book.
(In this example, the word *closed* is a verb. It expresses the physical activity *to close*.)
- She **visits** her parents every Friday.
(In this example, the word *visits* is a verb. It expresses the physical activity *to visit*.)
- Mitul **thinks** that she can play chess well.
(The word *thinks* is a verb. It expresses the mental activity *to think*.)
- Pavel **loves** travelling.
(The word *loves* is a verb. It expresses the mental activity *to love*.)

Look at the list of some **to be** verbs that expresses state of being:

Subject	Verb to be		
I	am	was	will be
You	are	were	will be
He / She / It	is	was	will be
We	are	were	will be
You	are	were	will be
They	are	were	will be

Here are some examples with the verb *to be*:

- Mridul **is** a student.
(The word *is* is a verb from the verb *to be*.)
- The buildings **are** attached to each other.
(The word *are* is a verb from the verb *to be*.)
- There **was** no place in the room.
(The word *was* is a verb from the verb *to be*.)

Verb to have:

There is another kind of verb that expresses neither physical, nor mental action. The verb to have refers to possession.

Example:

- I **have** two sisters.
(The word *have* is a verb from the verb *to have*.)
- Mother **has** a beautiful handbag.
(The word *has* is a verb from the verb *to have*.)
- Mr. Masud **had** a very decent job.
(The word *had* is a verb from the verb *to have*.)

Adverb

The part of speech which modifies and qualifies a verb or an adjective is called an adverb. Along with verbs and adjectives, it can modify another adverb.

An adverb answers to a variety of questions about the word it modifies:

- When? - She arrived *yesterday*.
- How? - He drives *carefully*.
- Where? - They go *everywhere* together.
- In what way? - She eats *slowly*.
- To what extent? - It is *terribly* hot.

Adverbs can always be used to modify verbs. The second of the following two sentences is more interesting because it contains an adverb:

The dog ran. (You can picture a dog running, but you don't really know much about the scene.)

The dog ran *excitedly*. (You can picture a dog running, wagging its tail, panting happily, and looking glad to see its owner. You can imagine a more interesting picture in your head when you know how or why the dog is running.)

Adverbs are often formed by adding the letters “-ly” to adjectives. This makes it very easy to identify adverbs in sentences. There are many exceptions to this rule; *fast*, *well*, and *everywhere* are a few examples.

- He plays tennis **well**. (He knows how to play tennis and sometimes he wins.)
- He plays tennis **extremely well**. (He knows how to play tennis so well that he often wins.)

Preposition

A preposition is a word that links nouns, pronouns, or phrases to other words within a sentence.

Prepositions are normally placed directly in front of nouns. Two basic rules for using preposition are-

- Certain propositions must be used to make the relationships between words in a sentence clear. Most prepositions are interchangeable but only to a certain extent.
- They must be followed by nouns.

Examples of Prepositions:

1. I prefer to read **in** the library.
2. Please sign your name **on** the dotted line **after** you read the contract.
3. Go **down** the stairs and **through** the door.
4. He swam **across** the pond.
5. Take your brother **with** you.

Conjunction

The part of speech that is used to connect words, phrases, or clauses is called a conjunction. A preposition shows the relation of a noun or pronoun to the other parts of a sentence while a conjunction connects two or more words, phrases or clauses.

Rules of conjunction

There are a few important rules for using conjunctions.

- While joining a list of more than two things, using comma before the conjunction is not mandatory. For example: We bought some apples, eggs, **and** milk for breakfast. Or: We bought some apples, eggs **and** milk for breakfast.
- Conjunctions are used to join words or group of words of the same class.

Example:

Incorrect: I like to swim and travelling.

Correct: I like to swim and travel. / I like swimming and travelling.

Conjunctions List:

- | | |
|------------|--------------|
| 1. And | 8. Neither |
| 2. As | 9. Nor |
| 3. Because | 10. Not only |
| 4. But | 11. So |
| 5. For | 12. Whether |
| 6. Just as | 13. Yet |
| 7. Or | |

Interjection

An interjection is a part of speech that expresses a strong feeling of joy, sorrow, surprise or disgust.

It simply expresses conveys to the reader the way the author is feeling. Interjections are rarely used in academic or formal writing, but are common in fiction or artistic writing. They are usually, but not always, offset by an exclamation point (which is also used to show emotion).

Interjections occur in many positions in a sentence.

Some of them are:

Beginning of Sentences

When people think of interjections, they commonly think of them being used at the beginning of the sentence. Many also associate interjections with a punctuation mark designed to convey emotion: the exclamation point (!).

This is often true. Interjections can appear in the beginning of sentences. For example:

- “Oh dear, I can’t believe that it is raining again!”

In the sentence the interjection - “Oh dear” appears at the beginning of the sentence.

Middle or End of Sentences

Interjections do not always have to be at the beginning of a sentence. They can appear in the middle, at the end, or any place where the author wants to interject a bit of feeling and emotion.

For example, in the sentence “?” the interjection is found at the end. Here, the interjection is designed to express confusion at the continued rainfall.

Stand-alone Sentence

An interjection can also be used by itself as a stand-alone sentence. For example, look at the two sentences: “” The interjection “oh gosh” is a stand-alone sentence. This is grammatically correct, although “Oh Gosh” does not contain a subject and action that is normally required for a complete thought to be expressed. The interjection--or the emotion felt--is the entire point of the sentence.

Articles

A/an and one

A. We use **a** before nouns and noun phrases that begin with a consonant sound. If the noun or noun phrase starts with a vowel *letter* but begins with a consonant *sound*, we also use **a**:

- **a university** (/ə ju:n..) **a European** (/ə juər.../) **a one-parent family** (/ə wʌn../)

We use **an** before words that begin with a vowel sound:

- **an orange** **an Italian** **an umbrella**

These include words that begin with a silent letter 'h':

- **an hour** **an honest child** **an honour** **an honorary degree**

and abbreviations said as individual letters that begin with A, E, F, H, I, L, M, N, R, S or X

- **an MP** (/ən em pi:/) **an FBI agent** (/ən ef bi: ai../) **an IOU** (/ən ai əu ju:/)

But compare abbreviations said as words:

- **a NATO general** (/ə neitəu.../) **a FIFA official** (ə fi:fə.../) but **an OPEC meeting** (/ən əupek..)

Notice that we say

- **a history** (book) *but an (or a) historical* (novel)

B. We use **a/an** (not one) to talk about a particular but unspecified person, thing or event:

- I really need a cup of coffee.
- You never see a police officer in this part of town, do you?

We also use 'a/an', not one, in number and quantity expressions such as:

- three times a year half an hour a quarter of an hour a day or so 'about a day' 50 cents a (= each) litre (notice we can also: say 50 cents for one litre)
a week or two (= somewhere between one and two weeks; notice we can also say 'one or two weeks')
a few, a little, a huge number of,..

We use a rather than one in the pattern a...of... with possessives, as in:

- She's a colleague of mine.
- That's a friend of Bill's.

C. Before a singular countable noun 'one' and 'a/an' both refer to one thing:

- We'll be in Australia for one year. (or ...a year.)
- Wait here for one minute, and I'll be with you. (ora minute...)

Using one in sentences like these gives a little more emphasis to the length of time, quantity, amount, etc.:

- He weighs one hundred and twenty kilos! Would you believe it! (using ‘one’ emphasizes the weight more than using ‘a’)

However, we use ‘one’ rather than ‘a/an’ if we want to emphasize that we are talking about *only* one thing or person rather than two or more:

- Do you want one sandwich or two?
- Are you staying only one night?
- I just took one look at her and she started crying.

We use ‘one’, not ‘a/an’, in the pattern ‘one...other/another’:

- Close one eye, and then the other.
- Bees carry pollen from one plant to another.

We also use one in phrases such as one day, one evening, one spring, etc. to mean a particular, but unspecified day, evening, spring, etc.:

- Hope to see you again one day.
- One evening, while he was working late at the office...

Exercises

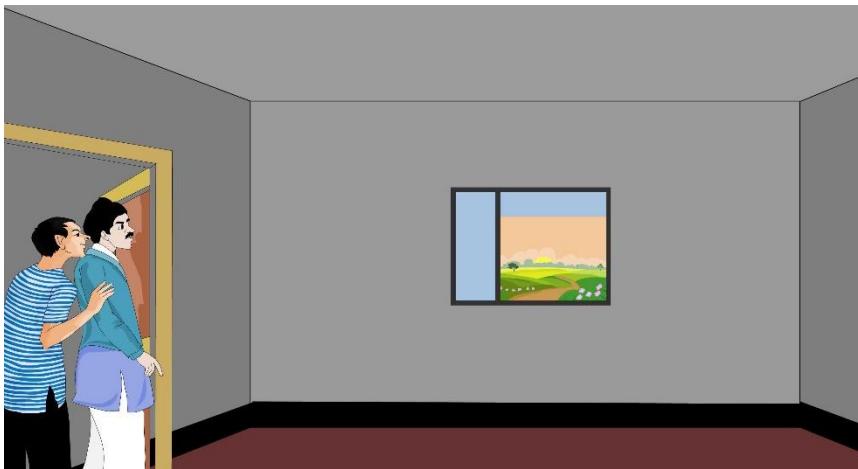
1. Write ‘a’ or ‘an’ in the blank spaces.

- | | |
|---------------------------|----------------------------|
| 1. unpaid bill | 8. U-turn |
| 2. DIY shop | 9. heirloom |
| 3. MA in Russian | 10. NASA space launch |
| 4. Euro | 11. UN decision |
| 5. MiG fighter plane | 12. SOS message |
| 6. Olympic medal | 13. F grade |
| 7. AGM | 14. hero |

2. Change ‘a/an’ or one in these sentences if necessary, or write. In which sentences are both ‘a/an’ and ‘one’ possible?

1. I usually go to the gym four times one week.
2. There's more than one way to solve the problem.
3. I phoned the council to complain, but just got passed on from a person to another.
4. The rate of pay is really good here. You can earn over £20 one hour.
5. Maybe we could go skiing one winter.
6. The apples are 50 cents one kilo.
7. Are you hungry? Would you like one piece of cake?
8. The rules say that there is only one vote per member.
9. You can get seven hours of recording on one disc.
10. 'What would Nick like for his birthday?' Why don't you ask Emma? She's one good friend of his and will have some ideas.'
11. There's one pen on the floor. Is it yours?
12. The library books are due back in one month.

13. Do you want some of my chips? There are too many here for a person.
14. I'm going to London for one day or two.
15. Either I'll work late tonight or I'll come in early tomorrow, but the report's got to be finished by lunchtime a way or another.



16. It will take more than one morning to finish the decorating.

3. Which is more appropriate, ‘a/an’ or ‘one’? If both ‘a/an’ and ‘one’ are possible, write them both.

1. If you wait second, I'll get my coat and come too.
2. I want to see the river last time before I leave.
3. The Queen is visiting the city day in November.
4. It was announced that the plane would be approximately hour late.
5. I could hear the sound of helicopter in the distance.
6. I'd just like to say thing before I go.
7. Martha's baby is year old already.
8. Dinner should be ready in hour or so.
9. Paul came over evening last week.
10. I've painted wall already, and I'll do the other tomorrow.
11. I'd like to make point here, Ken, if I may.
12. large number of people had gathered in the square.

A/an, the and zero article (1)

A. We usually use “the” when we talk about things which are unique — there is only one of them (or one set of them):

- The world, the sky, the atmosphere, the sun, the ground, the climate, the sea, the horizon, the human race, the environment, the travel industry, the arms trade.

We also refer to general geographical areas with “the” as in:

- The beach, the country, the countryside, the town, the seaside, the forest, where ‘the country’ or ‘the countryside’ means ‘the area where there are no towns’. We also talk about:
- The past The present The future

Notice, however, that some nouns like this can be used with zero article (i.e. no article) to refer to a concept in general:

- Climate is one of the many factors involved in changing farming methods. (or The climate...)
- The flowers grow best in sandy soil and sun. (= sunshine)
- In autumn the temperature difference between land and sea reduces. (or ...the land and the sea...)

If we want to describe a particular instance of these, we can use ‘a/an’. Compare:

- I could see the plane high up in the sky. *and*
- When I woke up there was a bright blue sky.
- What are your plans for the future? *and*
- She dreamt of a future where she could spend more time painting.

B. We can use ‘the’ when we make generalizations about classes of things using singular countable nouns. Compare the use of ‘the’ and ‘a/an’ in these sentences:

- The computer has revolutionized publishing. (this refers to computers in general)
But not A computer has revolutionized publishing. (computers in general have done this, not an individual computer)
- The computer is an important research tool. *and*
A computer is an important research tool. (this statement is true of both the general class and the individual item)

As an alternative to the + Singular countable noun we can use a Plural countable noun to talk about a class of things:

- Computers are an important research tool.

Notice that if ‘the’ is used with plural and uncountable nouns, we refer to a specific thing or group:

- The computers have arrived. Where shall I put them?
- The music was wonderful. I could have listened to the orchestra all night.

When we define something or say what is typical of a particular class of people or things, we generally use **a/an** rather than **the**:

- A corkscrew is a gadget for getting corks out of bottles.
- A garden is there to give you pleasure, not to be a constant worry.

C. Some nouns can be used uncountable when we talk about the whole substance or idea, but countable when we talk about an instance or more than one instance of it. When these nouns are used countable, we can use **a/an** (and Plurals).

Compare:

- | | |
|--|--|
| ■ I don't drink coffee , <i>and</i> | ■ Would you like a coffee ? a cup of coffee |
| ■ She's got blonde hair. <i>and</i> | ■ There's a hair in my soup! |
| ■ He shook with fear. <i>and</i> | ■ He has a fear of heights. |

There are many other nouns like this, including conversation, grammar, importance, iron, pleasure, shampoo, sound. Some of these nouns (e.g. grammar, iron) have different meanings when they are used countable and uncountable

Exercises

1. Choose one of the following words to complete these sentences. Use the same word in each pair. Add 'the' or 'a/an' in an appropriate place.

beach future past world

1. a. I think the best Australian wine is as good as any in
b. As a child, Ethel would often daydream about travelling forward in time to very different from the one she lived in.
2. a. If we are elected, we will build our policies on the simple belief that our purpose is to create bright.....for our children rather than achieving short-term goals for ourselves.
b. Although our current financial position is worrying, we have many new orders for our products and is bright.
3. a. As I get older, I seem to remember better than things that happened very recently.
b. At the age of 98, Johnson hasthat goes back to the start of the last century.
4. a. If you want to get away from it all, you can take a small boat to deserted..... on one of the islands.
b. Dear Mum and Dad, we're having a great holiday. The weather's wonderful and we're spending most of our time on

2. Underline the correct or more likely answer. If both answers are possible, underline them both.

1. We get some strange requests in our shop. We had *the customer/ a customer* in the other day who wanted to buy chocolate-covered ants.
2. It sometimes seems that *the individual/ an individual* can have little impact on the decisions that governments take.
3. The invention of *a car/ the car* is normally attributed to the German engineer Gottlieb Daimler.
4. *The television/ A television* has changed the way we obtain information more than any other modern invention.
5. The campaign against smoking in public places argues that its harmful effects are not confined to *the smoker/ a smoker*.

3. Use each of these nouns twice to complete the sentences. Where necessary, add ‘a/an’ at an appropriate place in the sentences.

Conversation grammar importance iron pleasure shampoo sound

1. My sisters were clearly having a serious..... so I didn't like to disturb them.
2. It now gives me great to introduce that marvelous ventriloquist, Marco Lutman.
3. The Nile is of critical..... to the social and economic life of Egypt.
4. As we walked through the jungle we heard.....we weren't expecting the ring of a mobile phone.
5. The failure to teach in schools has caused an overall decline in people's ability to write well.
6. Most red meat is relatively high in.....
7. Within a day of washing my hair it starts to feel greasy. I have yet to find to solve this problem.
8.travels at different speeds, depending on the temperature of the air.
9. I got in my eye this morning in the shower and it's made it really sore.
10. It's real to travel by rail in Sweden. The trains are clean and punctual.
11. I have of English printed in 1890 on very thin paper.
12. Because the central government has relocated there, the town of Paraga has taken onout of all proportion to its size.
13. Although he's got he never seems to use it. His shirts are always creased.
14. As she walked into the party, ceased and everyone in the crowded room stared at her.

A/an, the and zero article (2)

A. We use **a/an** to say what a person's job is, was, or will be:

- She was a **company director** when she retired.
- Against her parents' wishes, she wants to be a **journalist**.

However, when we give a person's job title, or their unique position, we use **the** or **zero article** (i.e. no article), not **a/an**.

Compare:

- She's been appointed (the) **head of the company** *and*
- I'm a **production manager** at Filo (= there may be more than one production manager)

After the position of, the post of, or the role of we use zero article before a job title:

- Dr Simons has taken on the position of **Head of Department**.

B. We usually use zero articles (i.e. no article) before the name of an individual person or place.

However, we use **the** —

- When there are two people with the same name and we want to specify which one we are talking about:
 - That's not the **Stephen Fraser** I went to school with.
but compare 'There was a Stephen Fraser in my class.' (= a person named Stephen Fraser)
- When we want to emphasize that the person we are referring to is the most famous person with that name. Used this way, **the** is stressed and pronounced /NU:
 - Do they mean **the Ronald Reagan**, or someone else?
- With an adjective to describe a person, or another noun which tells us their job:
 - **the late buddy Holly**
 - **the artist William Turner**
- When we talk about a family as a whole:
 - **The Robinsons** are away this weekend.

C. Notice that “**a/an**”, or sometimes “**zero article**”, is used with a name when referring to the particular excellent qualities of the person named:

- Jane plays tennis well, but she'll never be (a) **Steffi Graf**.

We also use **a/an** when we refer to an individual example of a product made by a particular manufacturer e.g I've just bought a Mercedes or a work by a particular artist

e.g. Do you think it could be a Van Gogh/a Rembrandt?.

We also use ‘**a/an**’ before a person's name if we don't know the person.

Compare:

- Dr. Perch is here for you. (= I know Dr. Perch) *and*
- There's a Dr. Kenneth Perch on the phone. (= I haven't heard of him before) Do you want to talk to him?

D. In stories and jokes in conversation, this is commonly used instead of “*a/an*” to introduce a new person or thing. Using this highlights the person or thing as the topic of what is to come next:

- As I was walking along, **this spider** (= 'a spider') landed on my bead, and...
- **This man** (= 'a man') goes into a chemist and he says...

E. We use the before a *superlative adjective* (the biggest, the most expensive, etc.) when the superlative adjective is followed by a noun or defining phrase:

- He is the finest *young player* around at the moment.

However, we can often leave out ‘the’, particularly in an informal style, when there is no noun or defining phrase after the superlative adjective.

Compare:

- A: Why did you decide to stay in *this hotel*?
B: It was (the) *cheapest* *and* It was the *cheapest* I could find.

Exercises

1. Put *a/an*, *the* or zero article (—) in the spaces. Give all possible answers.

1. A special award was given to novelist Ian McMurphy.
2. I've been offered the position of Director of Personnel.
3. I've always wanted to meet..... Michael Owen.
4. 'What make is your computer?' It's..... Mac.'
5. I'm..... marketing adviser at Unileer.
6. Let me introduce you to..... Paula Cox.
7. We met our good friend..... Jean Wools when we were in..... Plymouth.
8. I found myself talking to..... George Bush! Not..... George Bush, of course, but someone with the same name.
9. Brian's..... manager of the local football team.
10. I didn't even know Joan was interested in art until I heard that she owns..... Van Gogh.
11. When Jennie was young she knew Picasso.
12. She was determined to be..... author.
13. He has been appointed..... Minister for Industry.
14. She recently became..... minister in the new government.
15. We're going on holiday with..... Smiths.
16. He's really keen on playing football. He likes to think of himself as Ronaldo.
17. Linda Green is outside. Do you want to see her?

2. If the underlined 'the' can be left out of these sentences, put brackets around it.

1. It's the best ice-cream I've ever tasted.
2. Jack's boat wasn't the most elegant in the harbour, but it was certainly the biggest.
3. I thought the second competitor was the best, even though he didn't win a prize.
4. This is by far the most valuable painting in the collection.
5. 'Why did you ask Jim to go first?' Because he's the oldest.'
6. Sapphires occur in a variety of colours, but blue ones are the most valuable.
7. The Pacific is the biggest ocean in the world.
8. It's supposed to be the oldest post office in the country.

3. Complete the text with 'a/an', 'the', 'zero article' or 'this'. Give alternatives where possible.

Something very strange happened to me the other night. As I was going home (1) man came up to me. He had (2)..... untidy hair and (3)..... paint all over his clothes. He told me that he was (4)..... head of the local council and that he was offering me a job as (5)..... road sweeper. He said that (6)..... road sweeper earns a great deal of money and that I would have (7)..... responsibility for miles of roads. Well, I just said No thanks' and walked on. When I looked back he had stopped (8)..... woman. He was telling her that he was (9)..... President of the United States and that he wanted her to be (10)..... Defence Secretary.

A/an, the and zero article (3)

A. With plural and uncountable nouns, **zero article** (i.e. no article) is used to talk generally, without definite people or things in mind. The is used when we assume the listener or reader will understand who or what we are referring to, or when other words in the noun phrase make the reference specific.

Compare:

- The government has promised not to tax books. (= books generally) *and*
- The books have arrived. (= the books you ordered)
- Music played an important part in his life. (= music generally) *and*
- I thought the music used in the film was the best part. (= this particular music)

B. We often use **zero article** with the names of holidays, special times of the year, months, and days of the week including **Easter, Ramadan, New Year's Day**.

But compare:

- I'll see you on Saturday. (= next Saturday)
- We met on Saturday. (= last Saturday)
- They arrived on a Saturday as far as I can remember. (we are only interested in the day of the week, not which particular Saturday)
- They arrived on the Saturday after my birthday. (a particular Saturday, specifying which one)

With winter, summer, spring, autumn, and New Year (meaning the holiday period), we can use either **zero article** or 'the':

- In (the) summer I try to spend as much time as I can in the garden.

We use the when it is understood or we go on to specify which summer, spring, etc. we mean:

- I'd like to go skiing in the autumn. (= this year).
- I first went skiing in the spring of 1992.

We say 'in the New Year' to mean near the beginning of next year:

- I'll see you again in the New Year.

When we want to describe the features of a particular holiday, season, or other period of time and say that it was somehow special when compared with others, we can use **It/That was....+ a/an + noun + modifying phrase**.

Compare:

- That was a winter I'll never forget. (= compared to other winters-it was unforgettable) *and*
- That was the winter we went to Norway. (= a statement about a particular winter)

C. We use **zero article** with times of the day and night such as, midnight, midday, and noon:

- If possible, I'd like it finished by midday.
- Midnight couldn't come quickly enough.

But notice that we can say either the dawn or dawn

- He got back into bed and waited for (the) dawn.

We use **the + morning/afternoon/evening** for a day which is understood or already specified:

- I enjoyed the morning, but in the afternoon the course was boring. But compare:
- Morning is the time I work best. (= mornings in general; The morning... is also possible);;
- I'll be there by (the) morning/evening. (*but ...by the afternoon, not ...by afternoon*)
- I waited all morning. (*more usual than* all the morning/afternoon, etc.)
- You look upset. "Yes, I've had a terrible morning." (= compared to other mornings)

D. We use **by + zero article** to talk about means of transport and communication, including **go/travel by car/taxi/bus/plane/train/air/sea; contact/communicate by post/entail/phone**. Compare:

- I generally go by bus to work. and • I generally take the bus to work.

E. We often use **zero article** in patterns where repeated or related words are joined by a preposition and used with a general meaning:

- The government makes grants according to criteria that differ from region to region.

Other examples include **person to person, back to back, end to end, face to face, side by side, start to finish, day by day, put pen to paper**.

Exercises

1. Complete these sentences using one of these words. Use 'the' where necessary. Use the *same* word in both (a) and (b) in each pair.

agriculture children fire holidays islands money parents rain

1. a. as young as ten are working in the clothing industry.
b. While you're painting the sitting room, I'll take..... over to the park.
2. a. As the soil quality deteriorated, so too did..... on which the region depended.
b. Around 60% of the labour force in the county is supported by.....
3. a. Around the world are being threatened by rising sea levels.
b.off the east coast of Malaysia are beautiful.
4. a. I've been really busy at work, so I'm really looking forward to
b. in the Brazilian rainforests are now becoming popular with adventurous travellers.
5. a. Farmers will be hoping for in the next few weeks.
b. Last night was torrential.
6. a. I've left I owe you on your desk.
b. It is said that is the root of all evil.
7. a. Using the new software, will be able to monitor their children's use of the Internet.
b. of Paul Thomas claimed that he was at home at the time of the robbery.

8. a. It isn't known how..... started.
b. Animals fearmore than anything else.
2. Write **a/an**, **the** or **zero article** (—), whichever is more likely, in the spaces in these sentences. Where more than one answer is possible, consider any difference in meaning.
1. a. Do you remember when Mark and Julie came over and had that terrible row? That wasday I wouldn't want to go through again.
b. I couldn't go to Jane's party. It wasday I was babysitting for Derek and Linda.
 2. a. 'Shall we go out walking on.....Sunday? "No, I'm busy this weekend.'
b. I know the meeting will be on..... Sunday in June, but I don't know the exact date yet.
 3. a. Are you talking aboutChristmas we spent in Sweden?
b. I'll see you again afterChristmas.
 4. a. The exam results will be sent by post on 24th August.
b. The application forms came in..... post this morning.
 5. a. I'd been working in the garden all..... afternoon and my back ached.
b. I've spent.....afternoon on the phone to my mother.
 6. a. That old coat of yours won't be warm enough for..... winter.
b. 'I haven't seen Jack for months.' He's been away in South Africa for winter.'
 7. a. The early train to Cambridge was cancelled so I had to go by..... car.
b. It's raining so I think I'll take..... car.
3. Complete the sentences using one of the phrases in E.

1. They sat on the bench looking out over the countryside.
2. She was in hospital for several weeks, but..... her health improved.
3. Tiger Woods is celebrating..... victories in his last three golf tournaments.
4. The island is so small you can walk from..... in about an hour.
5. The disease is easily spread from..... .

Pronoun



Ismah: Can I help **you**, madam?

Customer: Yes, **I**'d like to try on some of **these** shoes.

Could **you** bring me a size 6, in blue?

Ismah: I'm very sorry, madam, **we** only have that style in black or red. Would **you** like **me** to bring **you** a size 6 in black?

Customer: But my friend bought **some** the other day. I asked **her** where **she** bought **them** and **she** said that **she** got **them** from **you** ...

Ismah: Well, **we** did have **some** last week, but **they're** all sold out. **They** were very popular. **We** could order **some** for **you** ...

Customer: No. I'll try the big shop on Ship Street. **I** expect **it** will have a bigger range. Thank you, Goodbye.

Subject pronouns

Singular

I

you

he/she/it

Plural

we

you

they

We use a subject pronoun (**I**, **you** etc.) as the subject of a verb:

- 'Can **I** help **you**?' 'Yes, **I** want to buy some boots.'

We use all these pronouns, except **it**, to talk about *people*:

- 'Where is Ismah?' 'She's in the stock room.'

We can use **it** and **they** [or *things and animals*]:

- 'Can **I** borrow your cellphone?' 'Yes, **it's** in my briefcase.'
- I need to wash sonic plates — **they're** all dirty.
- 'Did you ride on a camel in Tunisia?' 'Yes, but **it** was a bit grumpy.'

Note: We don't use a noun and a subject pronoun at the same time:

- ~~The washing machine~~ isn't working. OR **It** isn't working.
NOT the washing machine it isn't working.

Object pronouns	<u>Singular</u>	<u>Plural</u>
me		us
you		you
him / her / it		them

We use an object pronoun (**me**, **you** etc) as the object of a verb:

- 'Can I help you?' 'Yes, I want to buy some 'Essenzia' perfume. My wife really likes it.'

We use all these pronouns, except **it**, to talk about *people*:

- Where is Jasmine? I asked **her** to meet **me** here at six.

We use **It** and **them** for *things* and *animals*:

- Have you seen my wallet? I can't find **it**.
- I haven't fed the cats. Can you give **them** some food?

We also use **some** as an object pronoun to talk about a *quantity of something*:

- I haven't got any money. Can you lend me **some**? (= *some money*)
- We haven't got any eggs. We need to buy **some**. (= *some eggs*)

We also use object pronouns after prepositions (e.g. **for**, **from**, **to**):

- Are those flowers **for me**?! Are they **from you**?
- The man sitting next **to me** had a really bad cold.
- Ted is a fascinating person. I can talk **to him** for hours.

Exercises

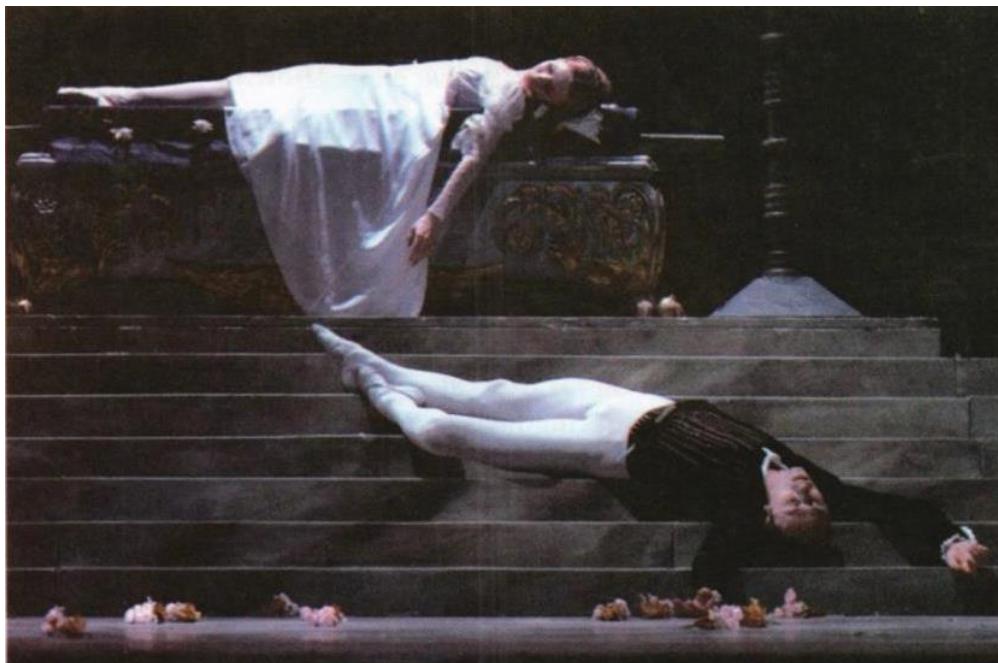
A. Read the passage and choose the best pronoun from the box to put in gaps.

me them she them he they she her I she

⁰ went to swimming practice today and Dana was there. I swam in the next lane to ¹ I can swim faster than ² can, but ³ talked to ⁴ all the time, and I couldn't concentrate. The other girls got really annoyed too, as ⁵ was talking about ⁶ and ⁷ wanted to hear what she was saying. The coach, Mr. Ransome, was furious! ⁸ said; 'If you don't stop annoying ⁹ , ¹⁰ 'll throw you out of the team!'

B. Change the underlined phrases or words to a pronoun.

Romeo and Juliet is one of the most famous plays in the world. ° The play is a tragic story about two families in Verona: the Montagues and the Capulets. Juliet (a Capulet) and Romeo (a Montague) fall in love, but ¹Romeo and Juliet can't tell their families, because ²their families would not allow ³Romeo and Juliet to see each other. ⁴Juliet decides to escape from their families, and ⁵Juliet gets a drug from a wise man to make her seem to be dead. She sends a message to tell Romeo to go to the church where ⁶her friends take her, and to run away with ⁷Juliet when she wakes up. ⁸Romeo does not get the message, so he thinks ⁹Juliet is really dead, and he kills himself. She wakes up and finds that ¹⁰Romeo is already dead, and she kills herself too.



- | | | | |
|---------|--------|--------|---------|
| 0..... | 3..... | 6..... | 9..... |
| 1 | 4..... | 7..... | 10..... |
| 2..... | 5..... | 8..... | |

My, his etc.



Jack: My front garden is completely ruined! And look - my wife planted those roses, and all her flowers are broken!!

Mr. Franks: Well, I'm sorry, but it was partly your fault ... your dog ran in front of my car and made me swerve my car into your garden. I was turning into our gate when he ran out in front of me...

Jack: And you hit my dog! I think he's broken his leg!

Mr. Franks: I'm very sorry about your dog - but he should be in his kennel, and not running around the street.

Jack: I'm going to call the police - and my lawyer!

form and use

We use **my**, **your** etc. to talk about something that someone *has*:

- That's **my** camera. **His** camera is a silver, digital camera.
- Tamara lost **her** handbag.
- **Their** hire car is a Peugeot.

Singular

my (= belonging to me)

your (= belonging to you)

his / her / its (= belonging to him etc.)

We also use **my**, **your** etc. for:

relationships: **my** friend, **your** husband, **her** parents

parts of the body: **your** arm, **her** hand, **my** feet, **its** claws

Note: Possessive **its** does not have an apostrophe (Not **it's**). **It's** means *it is*.

Plural

our (= belonging to us)

your (= belonging to you)

their (= belonging to them)

Singular or Plural

The possessive matches the person who has something:

(I have three daughters →) **my** daughters

(We have a cat →) **our** cat

(Maria has a racing bike →) **her** racing bike

(Maria has black trainers →) **her** black trainers

(Mohammed has two racing cars →) **his** racing cars

(The Singhs have a horse →) **their** horse

(They have lots of children →) **their** children

a, the, this, that

We do not use **a**, **the**, **this**, or **that** and a possessive adjective together.

- We can pick up **a** **our** hire car at six.
- That's **the** **their** house - the pink one on the hill.
- I saw **this** **your** wallet on the table in the kitchen. That is your wallet, isn't it?

But we can use a possessive immediately after this or that in questions with **be**: Is **this** **your** wallet?

Exercises

A. Put the words in the box in gaps.

my her his our your their their their their their

⁰ favorite team, Grantham, is playing at the moment. The score was 1 — 0 to Grantham, but they lost ¹ lead just before half time, when ² goalie made a mistake and let the ball into their net. ³ captain, Dave Enriquez, has played a wonderful match, so far. Unfortunately, ⁴ wife has been ill in hospital and ⁵ games haven't been as good as usual for a couple of weeks, as ⁶ Illness has really worried him. We all sent her ⁷ best wishes, and she's much better now. In opinion, the team has a good chance of promotion this season, if they don't lose ⁸ Confidence. Which is ⁹ favorite team, Rob”?

B. Imagine that you and I are standing in a queue at a super market. Look at the picture and write **his, her, our, or their** in the gap in each sentence.



0. Her..... loaf of bread is whole meal.
1. jar or peanut butter costs € 1.75.
2. tins of tomatoes are very heavy.
3. bag of apples weighs one kilo.
4. newspaper is Daily News.
5. soap is lemon-scented.
6. avocado pears are not ripe.
7. litre of milk is skimmed.
8. eggs are free range.
9. coffee is instant.
10. sugar is brown.

Prepositions



Melanie is running *across* the road.



The cars are going *through* the tunnel.



Trevor is walking *along* the street.



The car is going *past* the house.



The house is *among* the trees.



Jackson is *between* Memphis and New Orleans.



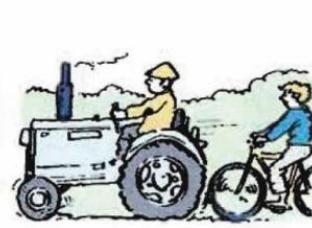
Jessica is sitting *opposite* Andrew.



They're running *around/round* the track.



The cyclist is *in front* of the bus.



The cyclist is *behind* the tractor.



Rita is going *up* the stairs.



Daniel is coming *down* the stairs.

Position and movement

Most of these prepositions can express either position (where something is) or movement (where it is going).

Position: *The coin was under the sofa.*

Movement: *The coin rolled under the sofa.*

Now look at these examples with in and on expressing position.

The manager was in the office. The papers were on the floor.

To express movement, we use into and onto, but we can also use in and on, especially in informal English.

The manager came in/into the office.

The papers fell on/onto the floor.

At expresses position and movement.

Position: *Vicky was at the doctor's.*

Movement: *Vicky went to the doctor's.*

Prepositions of place



The bird is **in/inside** the cage.



Sarah is diving **in/into** the water.



Tom is getting **out of** the car.



They're waiting **outside** the bank.



The jug is **on** the table.



The case is **on top of** the wardrobe.



Emma is putting her luggage **on/onto** the trolley.



Henry is falling **off** the horse.



Rachel is **at** the bus stop.



The table is **by/beside** the bed.



Jessica is sitting **next to** Andrew.



The airport is **near** Manchester.



The coach is going **to** London.



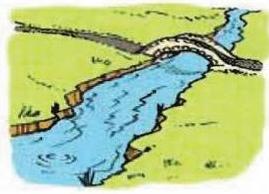
The letter is **from** Chicago.



Matthew is walking **towards** the sun.



Vicky is running **away** from the fire.



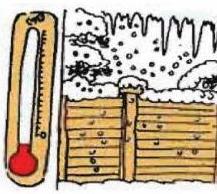
There's a bridge **over** the river.



Tom is **under** the car.



The plane is **above** the clouds.



The temperature is **below** zero.

Practice

A. Prepositions of place (1)

Put in the prepositions. Sometimes more than one answer is correct.



- Sarah is getting out of the taxi.

- 1 David is going the ladder.

- 2 The furniture is the van.



- 3 My friend lives in a flat a shop.

- 4 The boss is coming the corridor.

- 5 There's a garage the house.



- 6 We walked the lake.

- 7 There's a statue the museum.

- 8 Tom and Nick are walking the stadium.

B. Prepositions of place

Complete the conversations. Choose the correct preposition.

1. Vicky: I felt really afraid when I was walking home from/on the club. All the time I could hear someone behind/in front of me, but I didn't dare turn round.

Rachel: I expect you were imagining it.

Vicky: No, I wasn't. I saw him after I'd come in/across/through the gate. He was wearing a long black coat that came down well below/under his knees.

2. Daniel: You know Adam, don't you? He's very strange. He walked right along/past me yesterday as I was coming among/down the stairs, but he didn't say hello.

Matthew: The other day he was sitting beside/opposite me at lunch, so I couldn't help looking at him. I said hello, but he didn't speak.

C. Between, next to and opposite

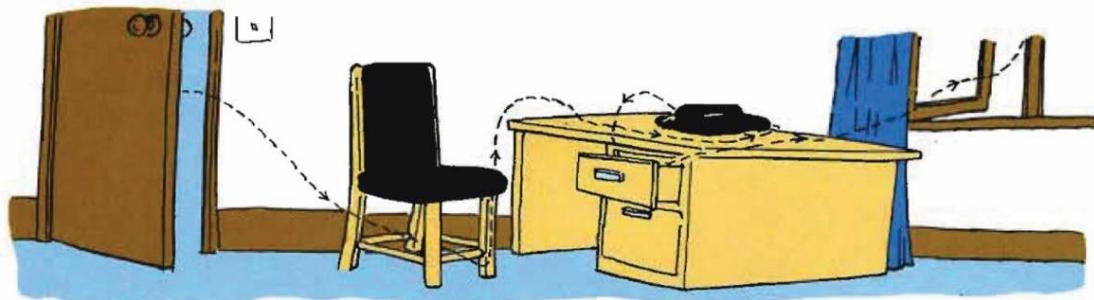
Look at the plan and explain where things are. Use *between*, *next to* or *opposite*.



- The bank isnext...to..... the gift shop.
- 1. The sports shop is..... the bank.
- 2. The travel agency is the sports shop and the art gallery.
- 3. The restaurant is the art gallery.
- 4. The gift shop is the art gallery.
- 5. The art gallery is the travel agency.

D. Preposition of place

Where did the fly go? Put in these preposition: *around*, *into*, *on*, *out of*, *through*, *under*, *up*



Example: The fly came in through the door.

1. It flew..... the chair.
2. It crawled the chair leg.
3. It stopped the desk for a moment.
4. It went the telephone.
5. It flew..... the drawer.
6. It went..... the window.

E. Prepositions of place

Put in the correct preposition.

Example: Rachel was lying on the grass reading a book.

1. It's my holiday next week. I'm going Spain.
2. There was a big crowd..... the shop waiting for it to open.
3. That man is an idiot. He pushed me the swimming-pool.
4. I went the chemist's just now, but I didn't notice if it was open.
5. David hurt himself. He fell his bike.
6. There's a café.....top of the mountain. You can have a coffee there before you go down.
7. The sheep got out a hole in the fence.
8. Pompeii is quite Sorrento. It's only a short train ride.
9. There's such a crowd. You won't find your friend all these people.

In, on and at (place)

A. Meanings



Emma is **in** phone box.



Nick's dog is **on** the rug.



There's someone **at** the door.

IN

in the phone box
in the kitchen
work **in** the garden
swim **in** the pool

In a street: (GB) **in** Shirley Road

In a town/country:
Kate lives **in** York. Atlanta is **in** America.

ON

sit **on** the floor
walk **on** the pavement
a number **on** the door
egg **on** your shirt

On a street (US)
on Fifth Avenue

On a road or river
a village **on** this road
Paris is **on** the Seine.

On a floor (1st, 2nd, etc.)
on the first floor

AT

sit **at** my desk
wait **at** the bus stop
at the crossroads
wait **at** the traffic lights

At a house/an address
at Mike's (house)
at 65 Shirley Road

At a place on journey
Does this train stop **at** York?

At an event
at the party

B. In and at with buildings

IN

There are 400 seats **in** the cinema.
It was raining, so we waited **in** the pub.
We use **in** when we mean inside a building.

AT

I was at the cinema. (= watching a film)
We were at the pub. (= having a drink)
But we normally use **at** when we are talking about what happens there.

C. Some common phrases

IN

in prison/hospital
in the lesson
in a book/newspaper
in the photo/picture
in the country
in the middle
in the back/front of a car
in a queue/line/row

ON

on the platform
on the farm
on the page/map
on the screen
on the island/beach/cast
drive **on** the right/left
on the back of an envelope

AT

at the station/airport
at home/work/school

at the seaside
at the top/bottom of a hill
at the back of the room
at the end of a corridor

Exercise

A. Meanings

Look at the pictures and write the sentences. Use *in*, *on* or *at* and these words:
the bath, the disco, the lights, the roof, the table



1. 3.
2. 4.

B. In and at with buildings

Complete each sentence. Use *in* or *at* and these words:

the petrol station, the restaurant, the station, the theatre, the zoo

Example: There's a huge crowd *in the stadium* waiting for the games to start.

1. Sarah's just rung. She's getting some petrol.
2. The children like wild animals. They'd love to spend an afternoon..... .
3. It was so hot that I didn't really enjoy the play.
4. We're quite a large group. there may not be enough room for all of us to sit together
5. I saw Daniel while I was..... waiting for a train.

C. In, on and at

Put in the preposition *in*, *on* or *at*.

Example: We spent the whole holiday *at* the beach.

1. I read about the pop festival..... a magazine.
2. My parents' flat is.....the twenty-first floor.
3. Melanie was holding a small bird her hands.
4. I'll meet you.....the airport.
5. Natasha now lives..... 32 The Avenue.
6. I was standing..... the counter in the baker's shop, waiting to be served.
7. London is the Thames.
8. There weren't many books.....the shelves.
9. The passengers had to standa queue.
10. The woman sitting next to me left the train Chesterfield.

In, on and at (time)

1. Look at these examples.

IN	ON	AT
IN <i>We bought the flat in 1994.</i>	ON <i>The race is on Saturday.</i>	AT <i>The film starts at seven thirty,</i>
In + year/month/season <i>in 1988</i> <i>in September</i> <i>in winter</i> <i>in the 21st century</i>	On + day/date <i>on Wednesday,</i> <i>on 15 April,</i> <i>on that day</i>	At + clock time/meal time <i>at three o'clock, at lunch</i>
In + a week or more <i>in the Easter holiday</i> <i>in the summer term</i>	On + a single day <i>on Easter Monday</i> <i>on Christmas Day</i>	Time <i>at that time</i> <i>at the moment</i>
In + part of day <i>in the morning</i> <i>in the evening</i>	On + day + part of day <i>on Friday morning</i> <i>on Tuesday evening</i>	At •1- two or three days <i>at Easter/Christmas</i> <i>at the weekend</i> <i>(US: on the weekend)</i>
Look at these examples with night. <i>I woke up in the night.</i> (= in the middle of the night)	<i>It happened on Monday night.</i>	I can't sleep at night (= when it is night)

But we do not use in, on or at before every, last, next, this, tomorrow and yesterday.

*We go to Greece **every** summer.*

*I'll see you **next** Friday.*

*The party is **tomorrow** evening.*

*My brother came home **last** Christmas.*

*I leave school **this** year.*

*The group set off **yesterday** morning.*

2. In time or on time?

IN TIME

In *time* means early enough.

*We'll have to hurry if we want to be **in time**, for the show.*

*We got to the airport **in time** to have a coffee before checking in.*

*I was about to close the door when just **in time** I remembered my key. (= at the last moment)*

ON TIME

On *time* means 'at the right time, on schedule'.

*The plane took off **on time**.*

*I hope the meeting starts **on time**.*

*Rachel is never **on time**. She's always late.*

3 Other uses of in

We can use **in** for the time it takes to complete something.

*I did the crossword **in** five minutes. Could you walk thirty miles **in** a day?*

We can also use **in** for a future time measured from the present.

*Your photos will be ready **in** an hour. (= an hour from now)*

*The building will open **in** six weeks/in six weeks' time.*

Exercise

1. Saying when

Read the information about John F. Kennedy and then answer the questions.

Begin each answer with *in*, *on* or *at*.

John F. Kennedy was born into a famous American family. His date of birth was 29 May 1917. The year 1961 saw him become the 35th President of the US. Kennedy was killed as he drove in an open car through the streets of Dallas, Texas. Friday, 22 November 1963 was a sad day for America. It was 12:30 when a gunman opened fire and shot the President dead.

Example: When was John F. Kennedy born? On 29 May 1917

1. When did he become President?
2. When was he killed?
3. What time was he shot?

2. Saying when

Example: Mark is arranging a business meeting. Decide if you need *in*, *on* or *at*.

If you do not need a preposition, put a cross (X).

Mark: I'm sorry I was out when you called (►) x yesterday afternoon,

Alice: Look, I'm free (►) on the fifteenth of March. Can we meet then?

Alice: I'm pretty busy (1) next week, I'm afraid. I can't see you (2)..... Friday.

Mark: I'd like to have a meeting (3)..... this month if possible. I'll be very busy

(4).....April.

Alice: I'm going away (5)Easter, so how about the week after? Shall we meet
(6)the twenty-seventh? That's a Wednesday.

Mark: I've got an appointment (7)the morning but nothing (8).....the
afternoon. Let's meet (9).....Wednesday afternoon (10)..... half past two.

3. In time or on time?

Put in the right phrase: *in time* or *on time*.

Example: If the plane is late, we won't get to Parisfor our connecting flight.

1. We were up very early to see the sun rise.
2. How can the buses possibly run with all these traffic jams?
3. The post goes at five. I'm hoping to get this letter written
4. The coach will be here at 12.13 if it's

4. In, on or at?

Complete the conversations using *in*, *on* or *at*.

Example: Andrew: You only bought that book on Saturday. Have you finished it already?

Jessica: I read it in about three hours yesterday evening.

1. Vicky: Will the bank be open half past nine?
Daniel: Yes, it always opens absolutely.....time.
2. Sarah: We're leavinghalf past, and you haven't even changed.
Mark: It's OK. I can easily have shower and changeten minutes.
3. Laura: Your mother's birthday is.....Monday, isn't it?
Trevor: Yes, I just hope this card gets there.....time.
4. Harriet: If we ever go camping again, it's going to be summer, not autumn.
Mike: Never mind. We'll be hometwo days, and then we'll be try again.

For, since, ago and before

A. Introduction



FOR

*Mark has spent three hours playing a computer game. He's been sitting there **for these hours**.*

SINCE

*It was two o'clock when Mark started the game. He's been playing **since two o'clock***

AGO

*Three hours have passed since Mark and Sarah got up from the lunch table. They finished their lunch **three hours ago**.*

B. For and since with the Present Perfect

We often use for and since with the Present Perfect to talk about something continuing up to the present.

FOR

We use **for** to say how long something has continued.

*I've been waiting **for forty minutes**.*

*We've known about it **for two days**.*

*Melanie has been living here **for a year** now.*

SINCE

We use **since** to say when something began.

*I've been waiting **since ten past six**.*

*We've known about it **since Monday**.*

*Melanie has been living here **since last year**.*

We can also use for with other tenses.

*I'm staying in England **for a year**.*

*We swam **for quite a long time**.*

We can often leave out **for** (but not from some negative sentences).

*We've had this car (**for**) **six months**.*

*I haven't seen Vicky **for a day or two**.*

C. Ago with the past

We can use the adverb **ago** to talk about a past time measured from the present.

Six months ago means six months before now.

*I passed my driving **six months ago**. Not **since six months***

*Vicky wrote to the company **weeks ago**. David first met Melanie **a long time ago**.*

*Have you seen Emma? ~ Yes, just **a few minute ago**.*

We put ago after the phrase of time. Not **ago six months**

D. Before with the past Perfect

We use **before** (not ago) with the Past Perfect, e.g. **had done**.

I bought a car in August. I'd passed my driving test **three months before**.
(in May, three months before August)

Vicky finally received a reply to the letter she had written **weeks before**.

Exercise

A. For and since

Put in *for* or *since*.

Daniel : How long have you been learning English?

Iiona : Well, I studied it (►) for five years at school, and I've been having evening classes (1) last summer. That's when I left school .

Daniel : And you're staying here (2) three months?

Iiona : That's right. I've been here (3) the end of April. I'm going to London (4) a week before I go home.

B. For and since

Look at the pictures and say how long people have been there.

Use these phrases: *at his desk*, *in bed*, *in the garden*, *In the shop*, *on the road*



- half an hour 1 three days 2 breakfast 3 nine o'clock 4 five hours

- She's been in the shop for half an hour

1.
2.
3.
4.

C. For, since or ago?

Put in a phrase with for, since or ago.

■ I got here an hour ago. What! You mean you've been waiting for an hour ?

1. The phone last rang at four o'clock – so you've had no calls.....?

2. I haven't been to the dentist for ten years. – You last went to the dentist

3. I last saw Rachel on Monday. – Haven't you seen her.....?

4. We've had six weeks without rain. – Yes, It hasn't rained..... .

5. It's three years since Laura got married. – Really? Has she been married

6. It's eight months since my brother had any work. – He lost his job

7. Mrs. Miles was taken ill three weeks ago. – You mean she's ill

D. Ago or before?

Put in *ago* or *before*.

■ This film looks familiar. Didn't we see it at the cinema about two years ago ?

1. The road was wet when the accident happened. It had stopped raining only half an hour

2. My telephone is working now. They repaired it a week

3. A young man threw himself off this bridge last year. His girlfriend had left him two days..... .

Subject-verb Agreement

Singular and Plural Subjects and verbs

Rule: A subject and its verb must agree in number.

Number means singular (one) or plural (more than one). Nouns and pronouns that are singular refer to one person, place, or thing. She, direction and city are all Singular. Plural nouns and pronouns refer to more than one person, place, or thing. They, directions and cities are all plural. Use singular verb forms with singular subjects, and use plural verb forms with plural subjects. Although nouns ending in ‘s’ are usually plural, verb forms ending ‘s’ in are usually singular.

Singular	subj. <i>Juanita</i>	verb enjoys swimming.
Plural	subj. <i>Alexander</i>	verb shares his lunch.
	subj. <i>The players</i>	verb enjoy winning.
	subj. <i>We</i> usually	verb share the work.

Verb phrases: In a verb phrase, use an auxiliary verb that agrees in number with its subject.

Singular	subj. <i>The doctor</i>	verb phrase was discussing the case.
	subj. <i>Maria</i> recently	verb phrase has gone on vacation.
Plural	subj. <i>The doctors</i>	verb phrase were discussing the case.
	subj. <i>Maria and her mother</i>	verb phrase have gone on vacation.

Intervening Words and Phrases. Sometimes words or phrases come between a subject, and its verb. For instance, a prepositional phrase that modifies the subject usually follows the subject and separates it from the verb. A prepositional phrase does-not determine whether the subject is Singular or Plural.

Singular	The <i>color</i> of the walls was unusual. [Think: color was .] The <i>alternate</i> , along with two representatives, is to attend the meeting. [Think; alternate is .]
Plural	The students in this school are friendly. [Think: students are .]. The chapters at the beginning of the book are the shortest. [Think: chapters are .]

Exercise

Subject-Verb Agreement On your paper, write the verb form that agrees in number with the subject of each sentence. Then write whether the verb form is Singular or Plural.

Sample Timothy, like the rest of his family. (has, have)
red hair.

Answer . has—Singular

1. They (was, were) not sure of the soloist's name.
2. The cup next to the glasses (look, looks) clean.
3. Even the youngest children (was showing, were showing) some genuine interest in books.
4. The paintings by Georgia O'Keeffe (is, are) on exhibit until the end of the month.
5. Her main responsibility (was, were) mowing the lawn.
6. The decision of the judges (is, are) final.
7. Many people (seems, seem) to be surprised at the outcome of the school elections.
8. The storms of last winter (is, are) hard to forget.
9. The backpackers (seems, seem) tired and hungry.
10. My grandmother, along with two of her friends, (is, are) planning a trip to Mexico.
11. Your plans to camp in the desert (does, do) not appeal to me:
12. The classes on refinishing furniture (has, have) been canceled.
13. The summary, plus all these reports, (needs, need) to be typed by tomorrow.
14. The witnesses for the prosecution (has, have) been well prepared to testify.
15. The radio towers on the highest hill south of town (transmits, transmit) signals throughout the region.

Determining the Number of the Subject

Whether the subject of a sentence is singular or plural to be sure that the verb form agrees with it in number. Some subjects, such as compounds and indefinite pronouns, require that you pay special attention in order to use correct verb forms with them.

Compound Subjects

A **compound subject** is made up of two or more words or groups of words connected by one of the following conjunctions: *and, or, nor, either . . . or, or neither . . . nor*. Two factors determine the number of the verb to use with a compound subject: (1) the conjunction and (2) whether the words in the compound subject are singular or plural.

Rule: Use a plural verb with most compound subjects, Connected by *and*.

Plural Sally and her grandfather **play** chess on Tuesdays.
 Ralph and his younger brother have been in Florida for a week.

Rule: Use a singular verb with a compound subject that refers to one person or thing or that generally conveys the idea of a unit.

My neighbor and closest friend is Susan. [one person]
Macaroni and cheese is on the lunch menu. [one dish]
Wear and tear often results from long use. [one condition]

Rule: Use a singular verb with a compound subject made up of singular nouns or pronouns connected by *or/nor*. Use a plural verb with a compound subject formed from plural nouns or pronouns.

Singular Either the cat or the dog **has eaten** my lunch.
 Neither Phil nor Ali **is** here today.
Plural Either baseballs or softballs **are** on sale. Neither the children nor their
 parents **are** here.

Rule: When a compound subject consists of a singular subject and a plural subject connected by *or/nor*, use a verb that agrees in number with the subject that is closer to it in the sentence.

Either *Ralph* or the *twins are* at home this evening.
Neither the *students* nor The *teacher was* in study hall.

Although correct, the sentences sound awkward. If you object to the awkwardness, you can eliminate it by rephrasing the sentences.

Either *Ralph is* at home this evening, or the *twins are*.
The *students were* not in the study hall, and neither *was* the teacher.

Indefinite Pronouns as Subjects

Indefinite pronouns are pronouns that refer to people or things in general. Some indefinite pronouns are always singular and therefore always take Singular verbs. The following are examples of *singular indefinite pronouns*:

anybody	everybody	nobody	somebody
anyone	everyone	no one	someone
anything	everything	nothing	something
each	much	one	
either	neither	other	
Singular	<i>No one was</i> able to answer the question. <i>Everyone likes</i> a good story.		

Some indefinite pronouns are always plural and always take plural verbs. The most common plural indefinite pronouns are several, both, few, and many.

Plural	Many are called , but few are chosen . <i>Both are</i> at the top of their class.
--------	--

The following indefinite pronouns can be *either singular or plural*, depending on their use in sentences:

all	enough	most	plenty
any	more	none	some

These indefinite pronouns are singular when they refer to a portion or to a single person, place, or thing. They are plural when they refer to a number of individual persons, places, or things. Sometimes an indefinite pronoun refers to a word that is not in the sentence but is understood.

Singular	Most of the weekend was enjoyable. [<i>Most</i> refers to a portion of the weekend.] <i>Some</i> of the garden was weeded. [<i>Some</i> refers to a portion of the garden.] The storm has passed, and <i>all</i> is calm. [<i>All</i> refers to <i>everything</i> , which is understood.]
Plural	Most of my homework assignments are done. [<i>Most</i> refers to several assignments.] Some of the speakers were interesting. [<i>Some</i> refers to several speakers.] All are welcome at the meeting. [<i>All</i> refers to people, which is understood.]

Exercise

Agreement in Number

Write the form of the verb that agrees in number with the subject. Then state whether the verb form is Singular or Plural.

Sample Neither Jorge nor Elena (likes, like) to roller-skate.
Answer likes- Singular

1. Kimberly, Chris, and my brother Ed (thinks, think) that the Steelers will win.
2. Nobody in our class (wants, want) to be the moderator of the meeting.
3. Few of my friends (has, have) read this fascinating book about planets.
4. Ham and eggs (was, were) all I wanted for breakfast.
5. Either Frank or Sarah (wins, win) every race.
6. All of the play, except for the second act, (was, were) predictable.
7. Everyone (seems, seem) to be enjoying the band concert.
8. Neither Marvin nor his parents (cares, care) very much for musical comedies.
9. I wanted to borrow a mystery, but most of them (was, were) already checked out.
10. The boys and their father (is, are) hiking this weekend.

Collective Nouns as Subjects

A collective noun is a noun that names a group or collection of people or objects, such as *team*, *crowd*, *fleet*, *class*, and *jury*. Although these nouns are Singular in form; they may take a Singular or a Plural verb, depending on their use in a sentence.

Rule: If a collective noun refers to a group as a single unit, use a Singular verb. If a collective noun refers to the individual members or parts of a group, use a Plural verb.

Singular The *team* **plays well**. [The team is a unit.]

Plural The *team* **go** their separate ways after the game.
[The team members are acting individually].

Singular The *jury* **finds** the accused not guilty. [The jury is acting as a body.]

Plural The *jury* **are** staying in different hotels so that they won't discuss the trial.
[The members of the jury are acting as individuals.]

Nouns Ending in *s*

Most nouns that end in *s* are plural, but others present agreement problems. Some nouns are plural in form but singular in meaning because they refer to a single thing or a unit. Examples include *news*, *measles*, *physics*, *mathematics*, and *economics*. (Notice that removing the *s* does not leave a singular noun.) Use singular verbs with these nouns.

Singular	The <i>news</i> seems good. <i>Mumps</i> is not just a childhood disease. <i>Physics</i> was my most difficult subject.
----------	--

Other nouns ending in *s* take a Plural verb even though they refer to one thing or one pair. Examples include scissors, pliers, trousers, pants, spectacles, clothes, and thanks.

Plural	The <i>pliers</i> are in the tool box. His <i>pants</i> look too long. The <i>clothes</i> have been sent to the cleaners.
--------	--

A few nouns ending in *s* may be either Singular or Plural, depending on the meaning of the sentence. Examples include *politics*, *athletics*, and *headquarters*.

Singular	Politics has been a major influence on her plans.
Plural	My <i>polities</i> result from years of study.

Exercise

Subject-Verb Agreement

Write the verb that correctly completes each of the following sentences.

Sample Thanks (was, were) due everyone who helped.

Answer **were**

1. My glasses (was, were) broken during the football game.
2. Measles (was, were) once a common childhood disease.
3. These pants (costs, cost) more than I want to pay.
4. The news we heard today (was, were) encouraging.
5. The orchestra (gives, give) two free concerts a year.
6. The herd (huddles, huddle) close to one another.
7. These pliers (doesn't, don't) seem to work.
8. Economics (is, are) a fascinating subject.
9. The committee (doesn't, don't) always see eye to eye with one another.
10. The audience (applauds, applaud) after each song.

Titles and Names as Subjects

The title of a book, story, play, movie, television program, musical composition, or magazine refers to an individual work. It is singular, even though it may include plural words. The name of a country or of an organization is also singular when it refers to an entire country or group.

Rule: Use a singular verb with a subject that is a title or is the name of a country or of an organization.

Twelve Angry Men **is** a powerful drama.

The Times **presents** more features than other newspapers.

The Philippine Islands **is** a group of about seven thousand islands.

Words of Amount and Time

Rule: Use a Singular verb with a subject that expresses a fraction, a measurement, an amount of money, distance, or a specific interval of time when it refers to a single unit.

Singular *Ten centimeters* **is** less than five inches.

Forty-eight hours **was** not time enough to get there and back.

Five dollars **is** too much to spend for that plant.

Rule: Use a Plural verb when the subject expresses a length of time or an amount that is considered as a number of separate units.

Plural *Five years* **have passed** since I've seen my cousins in Florida.

Two dimes **were left** in the phone booth.

Exercise

Titles, Names, Amounts, and Time

Write the form of the verb that agrees in number with the subject of the sentence.

Sample Twenty-six miles (is, arc) the approximate length of a marathon.

Answer **is**

1. TV Facts (contains, contain) informative articles.
2. Two quarters (was, were) found between the sofa cushions.
3. Fifty dollars (is, are) the amount Aunt Judith sent me.
4. *The Three Little Pigs* (is, arc) my favorite childhood story.
5. The Wilston Star News usually (includes, include) thought-provoking editorials.
6. Five kilometers (is, are) the distance from here to the town.
7. Science Fiction Annals occasionally (has, have) stories that make me skeptical.
8. "The Bulldogs" (seems, seem) to be a popular name for high-school football teams.
9. According to the Gregorian calendar, 366 days (is, are) in a leap year.
10. The United States (maintains, maintain) a complex system of interstate highways.

Problems with Agreement

Some kinds of sentences can make subject-verb agreement difficult. Inverted word order can make the subject of a sentence difficult to determine, for instance: You may confuse other words with the subject of the sentence. If you can recognize these situations, you can avoid many agreement problems.

Inverted Word Order

In some sentences the verb appears before the subject, especially in questions and in sentences beginning with *Here* or *There*. For a sentence with inverted word order, you should first identify the subject and then make the verb agree with it in number. Saying the sentence to yourself in normal word order often helps.

Under the sofa **was** a frightened *mouse*. [Think: mouse **was**.]

There **are** many *things* that I don't know. [Think: things **are**.]

Here **is** my *plan* for the project. [Think: plan **is**.]

Where **are** the *instructions* for this game? [Think: instructions **are**.]

When a compound subject follows the verb, determine whether it is Singular or Plural in the same way that you would if the sentence were in normal order. Then follow the rules for making verbs agree with compound subjects.

There **are** two *restaurants* and a *motel* on that block. [Think: restaurants and motel **are**.]

Here **comes** *Samantha* or *Sue*. [Think: Samantha or Sue **comes**.]

Sentences with Predicate Nominatives

A **predicate nominative** is a complement that refers a linking verb and renames the subject of a sentence. The number of the predicate nominative has no effect on the number of the verb. Even when the number of the predicate nominative is different from the number of the subject, the verb agrees with the subject.

Rule: Use a verb that agrees in number with the subject, not with the predicate nominative.

Subj. verb P.N

His favorite *gift* of all was the *stamps* from Egypt.

Subj. verb P.N

The *stamps* from Egypt **were** his favorite gift.

Every and Many a

When the adjectives *every* and *many a* precede single or compound subjects, they emphasize that the subjects are individuals rather than groups. Every *boy* means "every single boy" (not "all boys"). *Many a boy* refers to many boys as separate individuals. In these cases, the subject (boy) is Singular and requires a Singular verb.

Rule Use a Singular verb with a single or compound subject modified by every or many a.

Every actor, chorus member, and stagehand in this room **deserves** praise.

Many a good sailor **has fallen** into the water.

Exercise

Problems with Agreement

Step 1: rewrite the following sentences, correcting all errors in subject-verb agreement by changing the form of the verb. If a sentence contains no error, write Correct on your paper.

Step 2: Underline the correct verb form in each new sentence.

Sample Here is the magazines that you requested by phone.

Answer Here are the magazines that you requested by phone.

1. Is there too many people in line?
2. Dad's present to mother were pearls from Japan.
3. Many a student looks forward to vacation.
4. There go either Frank or Paul.
5. Every student, teacher, and administrator are to leave the building in the event of a fire drill.
6. My first choice was the purple sunglasses.
7. Many a wild deer wander into the open fields along country roads.
8. Beneath the calendar was a list of chores to be done.
9. The best act in the show was the trained monkeys.
10. Every chapter need to be read carefully.

Assignment: Subject-Verb Agreement

Some of the following phrases are Singular, and some are Plural.

Step 1: Write five interesting sentences, using one of the phrases in each one.

Step 2: Change each phrase from Singular to Plural or from Plural to Singular, and write five new sentences.

- | | |
|---------------------------------------|----------------------|
| 1. spot seems | 4. attitudes concern |
| 2. countries are | 5. people speak |
| 3. either Rachel or Sam has mentioned | |

Tense

Present continuous (I am doing)

A. Study the example situation:

Sarah is in her car. She is on her way to work.

She is **driving** to work.

This means: She is driving now at the time of speaking.

The action is not finished.



Am/is/are + ing is the present continuous.

I am	(= I'm)	driving
he/she/it is	(= he's etc.)	working
we/you/they are	(= We're etc.)	doing etc.

B. I am doing something = I'm in the middle of doing it; I've started doing it and I haven't finished yet.

* Please don't make so much noise. I'm **trying to** work. (not I try)

* 'Where's Mark?' He's **having** a shower.' (not He has a shower)

* Let's go out now. It **isn't raining** any more. (not It doesn't rain)

* (at a party) Hello, Jane. **Are you enjoying** the party? (not Do you enjoy)

* What's all that noise? What's **going** on? (= What's happening?)

The action is not necessarily happening at the time of speaking. For example:

Steve is talking to a friend on the phone. He says:



I am reading a really good book at the moment. It's about a man who...

Steve is not reading the book at the time of speaking. He means that he has started it, but has not finished it yet. He is in the middle of reading it.

Examples:

- * Kate wants to work in Italy, so she's **learning** Italian. (but perhaps she isn't learning Italian at the time of speaking)
- * Some friends of mine **are building** their own house. They hope to finish it next summer.

C. You can use the present continuous with **today / this week / this year** etc. (periods around now):

- A: You're **working** hard **today**. (*not* You work hard today)
B: Yes, I have a lot to do.
- The company I work for **isn't doing** so well **this year**.

D. We use the present continuous when we talk about changes happening around now, especially with these verbs:

get change become increase rise fall grow improve begin start

- Is your English **getting** better? (*not* Does your English get better)
- The population of the world **is increasing** very fast. (*not* increases)
- At first I didn't like my job, but I'm **beginning** to enjoy it now. (*not* I begin)

Exercises

1. Complete the sentences with the following verbs in the correct form:

get happen look lose make start stay try work

1. 'You are working hard today.' 'Yes, I have a lot to do.'
2. Ifor Christine. Do you know where she is?
3. Itdark. Shall I turn on the light?
4. They don't have anywhere to live at the moment. They with friends until they find somewhere.
5. Things are not so good at work. The company..... money.
6. Have you got an umbrella? It to rain.
7. Youa lot of noise. Can you be quieter? Ito concentrate.
8. Why are all these people here? What

2 Put the verb into the correct form. Sometimes you need the negative (I'm not doing etc.).

1. Please don't make so much noise. I 'm tryring (try) to work.
2. Let's go out now. It isn't raining (rain) any more.
3. You can turn off the radio. I (listen) to it.
4. Kate phoned me last night. She's on holiday in France. She.....(have) a great time and doesn't want to come back.
5. I want to lose weight, so this week I (eat) lunch.
6. Andrew has just started evening classes. He (learn) German.
7. Paul and Sally have had an argument. They..... (speak) to each other.
8. I (get) tired. I need a rest.
9. Tim(work) this week. He's on holiday.

3. Complete the conversations.

1. A: I saw Brian a few days ago.
B: Oh, did you? what's he doing these days? (what / he / do)
A: He's at university.
B: ? (what / he / study)
A: Psychology.
B: it? (he / enjoy)
A: Yes, he says it's a very good course.

 2. A: Hi, Liz. How.....in your new job? (you/get on)
B: Not bad. It wasn't so good at first, but better now. (things / get)
A: What about Jonathan? Is he OK?
B: Yes, but his work at the moment. (he / not / enjoy)
He's been in the same job for a long time and to get
bored with it. (he / begin)
- 4.** Complete the sentences using the following verbs:
begin change get increase rise
1. The population of the world very fast.
 2. The world..... Things never stay the same.
 3. The situation is already bad and it worse.
 4. The cost of living..... Every year things are more expensive.
 5. The weather to improve. The rain has stopped, and the wind isn't as strong.

Present simple (I do)

A. Study this example situation:



Alex is a bus driver, but now he is in bed asleep.

He is not driving a bus. (He is asleep.) *but* He **drives** a bus. (He is a bus driver.)

Drive(s)/work(s)/do (es) etc. is the *present simple*:

I/we/you/they drive/work/do etc.

he/she/it drives/works/does etc.

B. We use the present simple to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general:

- Nurses **look** after patients in hospitals.
- I usually **go** away at weekends.
- The earth **goes** round the sun.
- The cafe **opens** at 7.30 in the morning.

Remember:

I work but He works... ...They teach ... *but* My sister teaches

C. We use do/does to make questions and negative sentences:

do	I/we/you/they	work?	I/we/you/they	don't	Work
does	he/she/it	drive?	he/she/it	doesn't	drive
		do?			do

- I come from Canada. Where do you come from?
- I don't go away very often.
- What does this word mean? (not What means this word?)
- Rice doesn't grow in cold climates.

In the following examples, *do* is also the main verb (do you do / doesn't do etc.):

- ‘What do you do?’ ‘I work in a shop.’
- He's always so lazy. He doesn't do anything to help.

D. We use the present simple to say how often we do things:

- I get up at I o'clock every morning.
- How often do you go to the dentist?
- Julie doesn't drink tea very often.
- Robert usually goes away two or three times a year.

E. I promise / I apologise etc.

Sometimes we do things by saying something. For example, when you *promise* to do something, you can say ‘I promise ...’; when you *suggest* something, you can say ‘I suggest ...’:

- I promise I won't be late. (*not* I'm promising)
- ‘What do you suggest I do?’ ‘I suggest that you ...’

In the same way we say: I apologise ... / I advise...../ I insist/ I agree / I refuse ... *etc.*

Exercises

1. Complete the sentences using the following verbs:

cause(s) connect(s) drink(s) live(s) open(s)speak(s) take(s)

1. Tanya.....German very well.
2. I don't often.....coffee.
3. The swimming pool.....at 7.30 every morning.
4. Bad driving many accidents.
5. My parentsin a very small flat.
6. The Olympic Gamesplace every four years.
7. The Panama Canal.....the Atlantic and Pacific oceans.

2. Put the verb into the correct form.

1. Julie.....(not/drink) tea very often.
2. What time (the banks/close) here?
3. I've got a computer, but I (not / use) it much.
4. ‘Where (Martin/come) from?’ ‘He's Scottish.’
5. ‘What (you/do)?’ ‘I'm an electrician.’
6. It (take) me an hour to get to work. How long..... (it/take) you?
7. Look at this sentence, What (this word / mean)?
8. David isn't very fit. He (not / do) any sport.

3. Use the Following verbs to complete the sentences. Sometimes you need the negative:

believe eat flow go grow make rise tell translate

- | | |
|-----------------------------------|--|
| 1. The earth round the sun. | 7. An interpreter from one |
| 2. Rice in Britain. | language into another. |
| 3. The sun in the east. | 8. Liars are people who the truth. |
| 4. Bees honey. | 9. The River Amazon |
| 5. Vegetarians meat. | into the Atlantic Ocean. |

4. You ask Liz questions about herself and her family. Write the questions.

1. You know that Liz plays tennis. You want to know how often. Ask her.
How often?
2. Perhaps Liz's sister plays tennis too. You want to know. Ask Liz.....?
.....your sister.....?
3. You know that Liz reads a newspaper every day. You want to know which one. Ask her.....?
4. You know that Liz's brother works. You want to know what he does, Ask Liz
.....
5. You know that Liz goes to the cinema a lot. You want to know how often. Ask her.
.....?
6. You don't know where Liz's grandparents live, You want to know. Ask Liz.
.....?

5. Complete using the following:

I apologize I insist I recommend I suggest

1. It's a nice day.....we go out for a walk.
2. I won't tell anybody what you said..... .
3. (*in a restaurant*) You must let me pay for the meal.
4.for what I did. It won't happen again.
5. The new restaurant in Hill Street is very good.....it.

Present continuous and present simple 1

(I am doing and I do)

A. Compare:

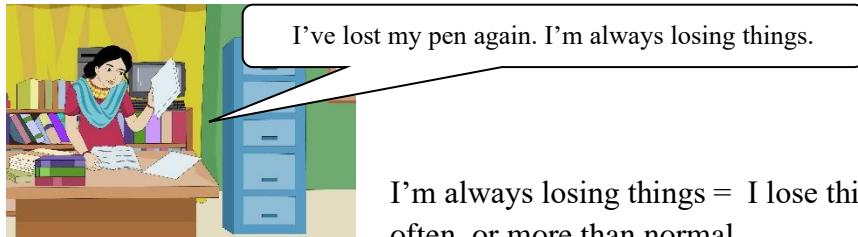
<p>Present continuous (I am doing)</p> <p>We use the continuous for things happening at or around the time of speaking. The action is not complete.</p> <p style="text-align: center;">I am doing</p> <hr/> <p>Past now future</p> <ul style="list-style-type: none">■ The water is boiling. Can you turn it off?■ Listen to those people. What language are they speaking?■ Let's go out. It isn't raining now.■ 'I'm busy.' 'What are you doing?'■ I'm getting hungry. Let's go and eat.■ Kate wants to work in Italy, so she's learning Italian.■ The population of the world is increasing very fast. <p>We use the continuous for <i>temporary</i> situations:</p> <ul style="list-style-type: none">■ I'm living with some friends until I find a place of my own.■ A: You're working hard today. B: Yes, I have a lot to do.	<p>Present simple (I do)</p> <p>We use the simple for things in general or things that happen repeatedly.</p> <p style="text-align: center;">←———— I do —————→</p> <hr/> <p>Past now future</p> <ul style="list-style-type: none">■ Water boils at 100 degrees Celsius.■ Excuse me, do you speak English?■ It doesn't rain very much in summer.■ What do you usually do at weekends?■ I always get hungry in the afternoon.■ Most people learn to swim when they are children.■ Every day the population of the world increases by about 200,000 people. <p>We use the simple for permanent situations:</p> <ul style="list-style-type: none">■ My parents live in London. They have lived there all their lives.■ John isn't lazy. He works hard most of the time.
---	--

B. I always do and I'm always doing

I always do (something) = I do it every time:

- I always go to work by car. (*not* I'm always going)

'I'm always doing something' has a different meaning. For example:



I'm always losing things = I lose things very often, perhaps too often, or more than normal.

Two more examples:

- You're always watching television. You should do something more active.
(= You watch television too often)
- Tim is never satisfied. He's always complaining. (= He complains too much).

Exercises

1. Are the underlined verbs right or wrong? Correct them where necessary.
 1. Water boils at 100 degrees Celsius.
 2. The water boils. Can you turn it off?
 3. Look! That man tries to open the door of your car.
 4. Can you hear those people? What is they talk about?
 5. The moon go round the earth in about 27 days.
 6. I must go now. It gets late.
 7. I usually go to work by car.
 8. 'Hurry up! It's time to leave.' 'OK, I come.'
 9. I hear you've got a new job. How do you get on?
 10. Paul is never late. He always getting to work on time
 11. They don't get on well. They'd always arguing.
2. Put the verb into the correct form, present continuous or present simple.
 1. Let's go out. It.....(not/rain) now.
 2. Julia is very good at languages. She.....(speak) four languages very well.
 3. Hurry up! Everybody (wait) for you.
 4. '..... (you / listen) to the radio?' 'No, you can turn it off.'
 5. '..... (you / listen) to the radio every day?' 'No, just occasionally.'
 6. The River Nile (flow) into the Mediterranean.
 7. The river (flow) very fast today - much faster than usual.
 8. We usually (grow) vegetables in our garden, but this year we..... (not / grow) any.
 9. A: How's your English?
B: Not bad. I think it(improve) slowly.
 10. Rachel is in London at the moment. She(stay) at the Park Hotel.
She always (stay) there when she's in London.
 11. Can we stop walking soon? I..... (start) to feel tired.
 12. A: Can you drive?
B: I (learn). My father (teach) me.
 13. Normally I.....(finish) work at five, but this week I..... (work) until six to earn a little more money.
 14. My parents (live) in Manchester. They were born there and have never lived anywhere else. Where (your parents / live)?
 15. Sonia (look) for a place to live. She (stay) with her sister until she finds somewhere.
 16. A: What (your brother/do)?
B: He's an architect, but he (not / work) at the moment.
 17. (at a party) I usually..... (enjoy) parties, but I (not / enjoy) this one very much.
3. Finish B's sentences. Use always -ing.
 1. A: I've lost my pen again.
B: Not again!
 2. A: The car has broken down again.
B: That car is useless. It
 3. A: Look! You've made the same mistake again.
B: Oh no, not again! I
 4. A: Oh, I've forgotten my glasses again.
B: Typical!

Present continuous and present simple 2

(I am doing and I do)

- A. We use continuous forms for actions and happenings that have started but not finished (they are eating / it is raining etc.). Some verbs (for example, know and like) are not normally used in this way. We don't say 'I am knowing' or 'they are liking'; we say 'I know', 'they like'.

The following verbs are not normally used in the present continuous:

like	love	hate	want	need	prefer	
know	realise	suppose	mean	understand	believe	remember
belong	fit	contain	seen			

- I'm hungry. I want something to eat. (*not* I'm wanting)
- Do you understand what I mean?
- Ann doesn't seem very happy at the moment.

B. Think

When think means 'believe' or 'have an opinion', we do not use the continuous:

- I think Mary is Canadian, but I'm not sure. (*not* I'm thinking)
- What do you think about my plan? (= What is your opinion?)

When think means 'consider', the continuous is possible:

- I'm thinking about what happened. I often think about it.
- Nicky is thinking of giving up her job. (= she is considering it)

C. He is selfish and He is being selfish

He's being = He's behaving / He's acting.

Compare:

- I can't understand why he's being so selfish. He isn't usually like that. (being selfish = behaving selfishly at the moment)
- He never thinks about other people. He is very selfish. (*not* He is being) (= He is selfish generally, not only at the moment)

We use am/is/are being to say how somebody is *behaving*. It is not usually possible in other sentences:

- It's hot today. (*not* It is being hot)
- Sarah is very tired. (*not* is being tired)

D. See hear smell taste

We normally use the present simple (nor continuous) with these verbs:

- Do you see that man over there? (*not* Are you seeing)
- This room smells. Let's open a window.

We often use can + see/hear/smell/taste:

- I can hear a strange noise. Can you hear it?

E. Look feel

You can use the present simple or continuous to say how somebody looks or feels now:

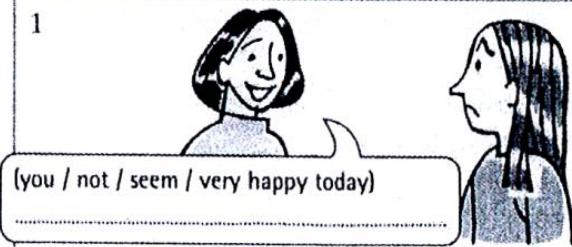
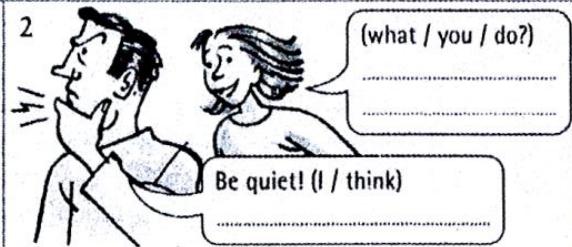
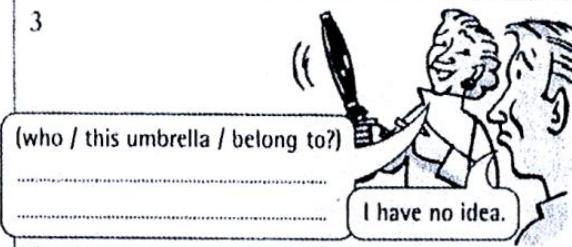
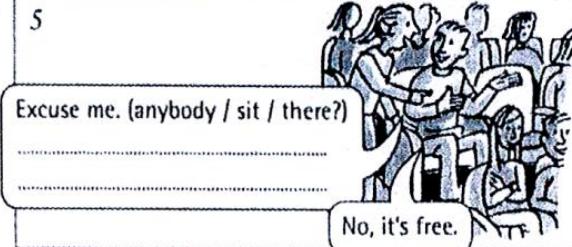
- You look well today. or You're looking well today.
- How do you feel now? or How are you feeling now?
but
- I usually feel tired in the morning. (*not* I'm usually feeling)

Exercises

1. Are the underlined verbs right or wrong? Correct them where necessary.

1. Nicky is thinking of giving up her job.
2. Are you believing in God?
3. I am feeling hungry. Is there anything to eat?
4. This sauce is great. It is tasting really good.
5. I am thinking this is your key. Am I right?

2. Use the words brackets to make sentences.

 1 (you / not / seem / very happy today)	 2 (what / you / do?) Be quiet! (I / think)
 3 (who / this umbrella / belong to?) I have no idea.	 4 (the dinner / smell / good)
 5 Excuse me. (anybody / sit / there?) No, it's free.	 6 (these gloves / not / fit / me) They're too small.

- 3.** Put the verb into the correct form, present continuous or present simple.
1. Are you hungry? (you/want) something to eat?
 2. Don't put the dictionary away. I (use) it.
 3. Don't put the dictionary away. I(need) it.
 4. Who is that man? What.....(he / want)?
 5. Who is that man? Why (he / look) at us?
 6. Alan says he's 80 years old, but nobody(believe) him.
 7. She told me her name, but I (not / remember) it now.
 8. I.....(think) of selling my car. Would you be interested in buying it?
 9. I.....(think) you should sell your car. You(not / use) it very often.
 10. Air (consist) mainly of nitrogen and oxygen.
- 4.** Complete the sentences using the most suitable form of *be*. Sometimes you must use the simple (am/is/are) and sometimes the continuous is more suitable (am/is/are being).
1. I can't understand why he so selfish. He isn't usually like that.
 2. Sarah very nice to me at the moment. I wonder why.
 3. You'll like Debbie when you meet her. She very nice.
 4. You're usually very patient, so why..... so unreasonable about waiting ten more minutes?
 5. Why isn't Steve at work today? he ill?

Past simple (I did)

A. Study this example:

Wolfgang Amadeus Mozart was an Austrian musician and composer. He lived from 1756 to 1791. He started composing at the age of five and wrote more than 600 pieces of music. He was only 35 years old when he died. Lived/started/wrote/was/died are all *past simple*.



B. Very often the past simple ends in -ed (*regular verbs*):

- I work in a travel agency now. Before that I worked in a department store.
- We invited them to our party, but they decided not to come.
- The police stopped me on my way home last night.
- Laura passed her examination because she studied very hard.

But many verbs are irregular. The past simple does not end in -ed. For example:

Write- wrote * Mozart **wrote** more than 600 pieces of music.

See- saw * We **saw** Rose in town a few days ago.

go- went * I **went** to the cinema three times last week.

shut- shut * It **was** cold, so I **shut** the window.

C. In questions and in negatives we use did /didn't+ infinitive (enjoy/see/go etc.):

She	enjoyed
I	saw
They	went

Did	you	enjoy?
	she	see?
	they	go?

I		enjoy
she	didn't	see
They		go

- A: Did you **go** out last night?
B: Yes, I **went** to the cinema, but I **didn't enjoy** the film much.
- ‘When did Mr. Thomas **die**?’ ‘About ten years ago.’
- They **didn't invite** her to the party, so she **didn't go**.
- ‘**Did** you have time to **write** the letter?’ ‘No, I **didn't**.’

In the following examples, **do** is the main verb in the sentence (**did.... do/didn't do**):

- What **did** you **do** at the weekend? (not What **did** you **do** at the weekend?)
- I **didn't do** anything. (not I **didn't** anything)

D. The past of be (am/is/are) is/was/were:

he/she/it	was/wasn't
we/you/they	were/weren't

was	I/he/ she/ it?
were	we/you/they?

Note that we do not use **did** in negatives and questions with was/were:

- I **was** angry because they **were** late.
- **Was** the weather good when you **were** on holiday?
- They **weren't** able to come because they **were** so busy.
- Did you go out last night or **were** you too tired?

Exercises

1. Read what Laura says about a typical working day :



I usually get up at 7 o'clock and have breakfast. I walk to work, which takes me about half an hour. I start work at 8:45. I never have lunch. I finish work at 5 o'clock. I'm always tired when I get home. I usually cook a meal in the evening. I don't usually go out. I go to bed at about 11 o'clock, and I always sleep well.

Yesterday was a typical working day for Laura. Write what she did or didn't do yesterday.

- | | |
|-----------------------------------|------------------------------------|
| 1. <u>She got up at 7 o'clock</u> | 7. at 5 o'clock |
| 2. She..... a big breakfast | 8. home. |
| 3. She..... | 9. a meal yesterday evening. |
| 4. Itto get to work | 10. out yesterday evening. |
| 5. at 8.45. | 11. at 11 o' clock. |
| 6. lunch. | 12. well last night. |

2. Complete the sentences using the following verbs in the correct form:

buy catch cost fall hurt sell spend teach throw write

1. Mozart..... more than 600 pieces of music.
2. 'How did you learn to drive?' 'My father.....me.'
3. We couldn't afford to keep our car, so we..... it,
4. Dave.....down the stairs this morning and.....his leg.
5. Jim the ball to Sue, whoit.
6. Ann a lot of money yesterday. She..... a dress which £100.

3. You ask James about his holiday. Write your questions.

Hi, How are things?

Fine, thanks. I've just had a great holiday.

1. Where.....?

To the U.S. We went on a trip from San Francisco to Denver.

2. How? By car?

Yes, we hired a car in San Francisco.

3. It's a long way to drive. How long

Two weeks.

4. Where ? In hotels?

Yes, small hotels or motels.

5.

Yes, but it was very hot — sometimes too hot.

5. the Grand Canyon?

Of course. It was wonderful.

4. Complete the sentences. Put the verb into the correct form, positive or negative.

1. It was warm, so I off my coat. (take)

2. The film wasn't very good I it very much. (enjoy)

3. I knew Sarah was very busy, so I her. (disturb)

4. I was very tired, so I the party early. (leave)

5. The bed was very uncomfortable. I very well. (sleep)

6. The window was open and a bird into the room. (fly)

7. The hotel wasn't very expensive. It very much. (cost)

8. I was in a hurry, so I time to phone you. (have)

9. It was hard carrying the bags. They very heavy. (be)

Past continuous (I was doing)

A. Study in example situation:



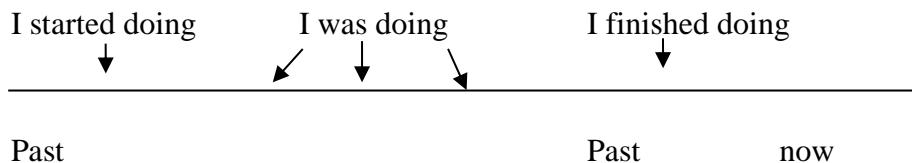
Yesterday Karen and Jim played tennis. They began at 10 O'clock and finished at 11:30. So, at 10:30 they **were playing** tennis.

They **were playing** = they were in the middle of playing. They had not finished playing.

Was/were-ing is the past continuous

I/he/she/it was	playing
We/you/they were	doing working etc.

B. I was doing something = I was in the middle of doing something at a certain time. the action or situation had already started before this time, but had not finished.



- What **were** you **doing** at 10 O'clock last night?
- I waved to Helen, but she **wasn't looking**.

C. Compare the past continuous (I was doing) and past simple (I did)

Past continuous (in the middle of an action)

- I **was walking** home when I met Dave. (in the middle of an action)
- Kate **was watching** television when we arrived.

Past simple (complete action)

- I **walked** home after the party last night. (= all the way, completely)
- Kate **watched** television a lot when she was ill last year.

D. We often use the past simple and the past continuous together to say that something happened in the middle of something else:

- Matt **phoned** while we **were having** dinner.
- It was **raining** when I got up.
- I **saw** you in the park yesterday. You **were sitting** on the grass and **reading** a book.
- I **hurt** my back while I **was working** in the garden.

But we use the past simple to say that one thing happened after another:

- I **was walking** along the road when I **saw** Dave, so I **stopped**, and **had** a chat.

Compare:

- When Karen arrived, we **were having** dinner. (= we had already started before she arrived)
- When Karen arrived, we **had** dinner (= Karen arrived, and then we had dinner)

E. Some verbs (for example, know and want) are not normally used in the continuous

- We were good friends. We **knew** each other well. (not we were knowing)
- I was enjoying the party, but Chris **wanted** to go home. (not was wanting).

Exercises

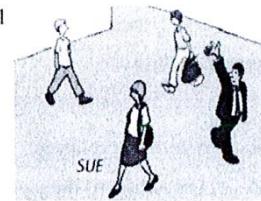
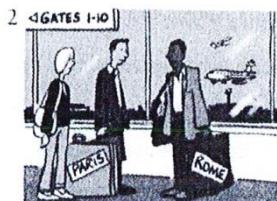
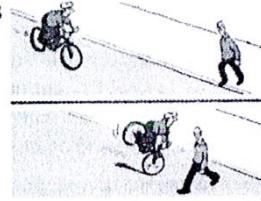
1. What were you doing at these times? Write sentences as the examples. The past continuous is not always necessary.

1. (at 8 o'clock yesterday evening)
2. (at 5 o'clock last Monday)
3. (at 10.15 yesterday morning)
4. (at 4.30 this morning)
5. (at 7.45 yesterday evening)
6. (half an hour ago)

2. Use your own ideas to complete the sentences. Use the past continuous.

1. Matt phoned while we
2. The doorbell rang while
3. We saw an accident while we
4. Ann fell asleep while she
5. The television was on, but nobody.....

3. Put the verb into the correct form, past continuous or past simple.

 1	 2	 3
<p>I (see) Sue in town yesterday, but she(not/see) me. She(look) the other way.</p>	<p>I (meet) Tom and Jane at the airport a few weeks ago. They(go) to Paris and I(go) to Rome. We(have) a chat while we(wait) for our flights.</p>	<p>I (cycle) home yesterday when a man(step) out into the road in front of me. I(go) quite fast, but luckily I(manage) to stop in time and(not/hit) him.</p>

4. Put the verb into the correct form, past continuous or past simple.

1. Jenny was waiting (wait) for me when I arrived (arrive).
2. ‘What (you/do) at this time yesterday?’ ‘I was asleep.’
3. ‘..... (you/go) out last night?’ ‘No, I was too tired.’
4. How fast (you/drive) when the accident (happen)?
5. Sam (take) a photograph of me while I (not/look).
6. We were in a very difficult position. We (not/know) what to do.
7. I haven’t seen Alan for ages. When I last(see) him, he (try) to find a job.
8. I (walk) along the street when suddenly I (hear) footsteps behind me. Somebody (follow) me. I was scared and I (start) to run.
9. When I was young, I (want) to be pilot.
10. Last night, I (drop) a plate when I (do) the washing up. Fortunately, it (not/ break).

Present perfect 1 (I have done)

A. Study this example situation:



Tom is looking for his key. He can't find it.

He has lost his key.

He has lost his key = He lost it recently, and he still doesn't have it.

Have/has lost is the present perfect simple

I/we/they/you have (=I've etc.)	Finished/
he/she/it has (= he's etc.)	lost/done/ been etc.

The present perfect simple is **have/has + past participle**. The past participle often ends in **-ed** (**finished/decided** etc.), but many important verbs are irregular (**lost/done/written** etc.).

B. When we say that 'something has happened', this is usually new information:

- Ouch! I've **cut** my finger.
- The road is closed. There's **been** (there has been) an accident.
- (from the news) Police **have arrested** two men in connection with the robbery.

When we use the present perfect, there is a connection with now. The action in the past has a result now:

- 'Where's your key?' 'I don't know. I've **lost** it.' (= I don't have it now)
- He told me his name, but I've **forgotten** it. (= I can't remember it *now*)
- 'Is Sally here?' 'No, she's **gone** out.' (= she is out *now*)
- I can't find my bag. Have you **seen** it? (= Do you know where it is *now*?)

C. You can use the present perfect with just, already and yet.

Just = a short time ago:

- 'Are you hungry?' 'No, I've **just had** lunch.'
- Hello. **Have** you **just arrived**?

We use **already** to say that something happened sooner than expected:

- 'Don't forget to send the letter. I've **already sent** it.'
- 'What time is Mark leaving?' 'He's **already gone**.'

Yet = until now. **Yet** shows that the speaker is expecting something to happen. Use **yet** only in questions and negative sentences:

- **Has** it **stopped** raining **yet**?
- I've written the letter, but I **haven't sent** it **yet**.

D. Note the difference between gone (to) and been (to):

- Jim is on holiday. He **has gone** to Italy. (= he is there now or on his way there)
- Jane is back home now. She **has been** to Italy. (= she has now come back)

Exercises

1. Read the situations and write sentences. Use the following verbs:

arrive break fall go up grow improve lose

1. Tom is looking for his key. He can't find it.	<u>He has lost his key.</u> She
2. Margaret can't walk and her leg is in plaster.	The bus fare
3. Last week the bus fare was 80 pence. Now it is 90	Her English
4. Maria's English wasn't very good. Now it is better	He
5. Dan didn't have a beard before. Now he has a beard.	The letter
6. This morning I was expecting a letter. Now I have it.	The
7. The temperature was 20 degrees. Now it is only 12.	

2. Complete B's sentences. Use the verb in brackets + just/already/yet.

A

Would you like something to eat?

Do you know where Julia is?

What time is David leaving?

What's in the newspaper today?

Is Sue coming to the cinema with us?

Are your friends here yet?

What does Tim think about your
plan?

B

No, thanks.
(I/just/have/lunch)

Yes,
(I/just/see/her)

.....
(he/already/leave)

I don't know.

No,
(she/already/see/ the film)

Yes,
(they/just/ arrive)

.....
(we/not/tell/him yet)

3. Read the situations and write sentences with just, already or yet.

1. After lunch you go to see a friend at her house. She says, 'Would you like something to eat?' You say: 'No, thank you I've just had lunch' (have lunch)
2. Joe goes out. Five minutes later, the phone rings and the caller says, 'Can I speak to Joe?'
You say: 'I'm afraid' (go out)
3. You are eating in a restaurant. The waiter thinks you have finished and starts to take your plate away. You say: 'Wait a minute!' (not / finish)
4. You are going to a restaurant tonight. You phone to reserve a table. Later your friend says, 'Shall I phone to reserve a table,' You say: 'No,' (do it)
5. You know that a friend of yours is looking for a place to live. Perhaps she has been successful.
Ask her. You say: ? (find)
6. You are still thinking about where to go for your holiday. A friend asks, 'Where are you going for your holiday?' You say:(not /decide)
7. Linda went to the bank, but a few minutes ago she returned. Somebody asks, 'Is Linda still at the bank?' You say: 'No,.....' (come back)

4. Put in been or gone.

1. Jim is on holiday. He's to Italy.
2. Hello! I've just..... to the shops. I've bought lots of things.
3. Alice isn't here. She is..... at the moment. She's..... to the shop to get a newspaper.
4. Tom has..... out. He'll be back in about an hour.
5. 'Are you going to the bank?' 'No, I've already..... to the bank.'

Present perfect continuous

(I have been doing)

A. It has been raining

Study this example situation



Is it raining?

No, but the ground is wet.

It has been raining.

Have/has been-ing is the present perfect continuous:

I/we/they/you have (= I've etc.)	been	doing
he/she/it has (= he's etc.)		waiting playing

We use the present perfect contiguous for an activity that has recently stopped or just stopped. There is a connection with now:

- You're out of breath. **Have you been running?** (= you're out of breath now)
- Paul is very tired. He's **been working** very hard. (= he's tired now)
- Why are your clothes so dirty? What **have you been doing?**
- I've **been talking** to Amanda about the problem and she agrees with me.
- Where have you been? I've **been looking** for you everywhere.

B. It has been raining for two hours.

Study this example situation:



It began raining two hours ago and it is still raining.

How long **has it been raining?**

It has **been raining** for two hours.

We use the present perfect continuous in this way with **how long, for and since.....** The activity is still happening (as in this example) or has just stopped.

- **How long have you been learning** English? (= you're still learning English)
- Tim is still watching television. **He's been watching** television all day.
- Where have you been? I've **been looking** for you **for the last half hour**.
- Chris **hasn't been feeling** well **recently**.

We can use the present perfect continuous for actions repeated over a period of time:

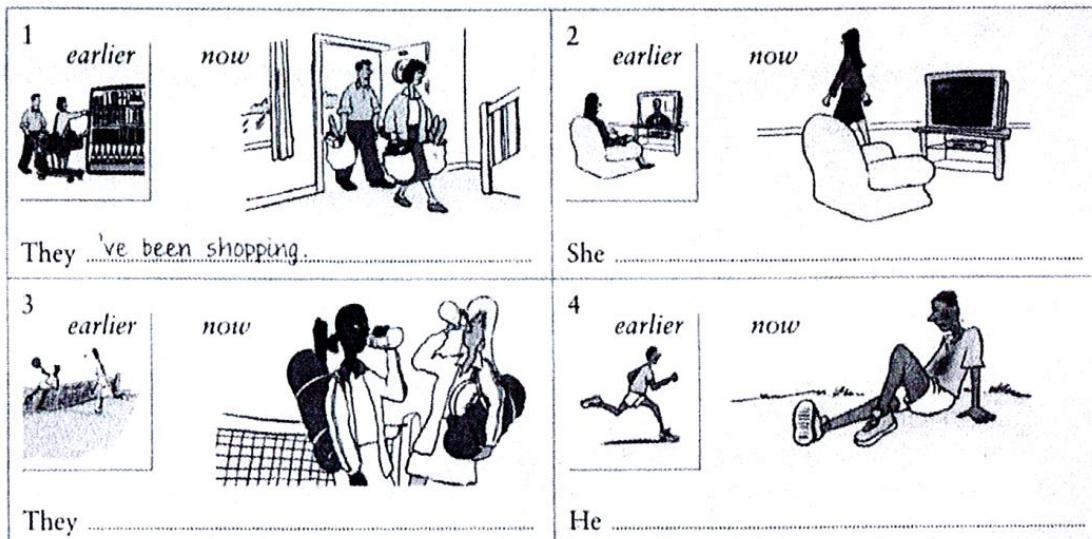
- Debbie is a very good tennis player. She's **been playing since she was eight**.
- Every morning they meet in the same cafe. They've **been going** there **for years**.

C. Compare I am doing and I have been doing.

I am doing <i>present continuous</i>	I have been doing <i>present perfect continuous</i>
↓ now	↓ now
<ul style="list-style-type: none"> ▪ Don't disturb me now. I'm working. ▪ We need an umbrella. It's raining. ▪ Hurry up! We're waiting. 	<ul style="list-style-type: none"> ▪ I've been working hard. Now I'm going to have a break. ▪ The ground is wet. It's raining. ▪ We've been waiting for an hour.

Exercises

1. What have these people been doing or what has been happening?



2. Write a question for each situation.

1. You meet Paul as he is leaving the swimming pool.
You ask: (you / swim?)
2. You have just arrived to meet a friend who is waiting for you.....
You ask: (you / wait / long?)
3. You meet a friend in the street. His face and hands are very dirty.
You ask: (what / you / do?)
4. A friend of yours is now working in a shop. You want to know how long.
You ask: (how long / you / work / there?)
5. A friend tells you about his job — he sells computers. You want to know how long.
You ask: (how long / you / sell / computers?).....

3. Read the situations and complete the sentences.

1. It's raining. The rain started two hours ago.

It for two hours.

2. We are waiting for the bus. We started waiting 20 minutes ago.

We.....for 20 minutes.

3. I'm learning Spanish. I started classes in December.

I since December.

4. Mary is working in London. She started working there on 18 January.

..... since 18 January.

5. Our friends always spend their holidays in Italy. They started going there years ago.

..... for years.

4. Put the verb into the present continuous (I am -ing) or present perfect continuous (I have been-ing).

1. Maria has been learning (Maria/learn) English for two years.

2. Hello, Tom. (I/look) for you. Where have you been?

3. Why (you/look) at me like that? stop it!

4. Linda is a teacher (she/teach) for ten years.

5. (I/think) about what you said and I've decided to take your advice.

6. 'Is Paul on holiday this week?' 'No, (he /work).'

7. Sarah is very tired (she/ work) hard recently.

Present perfect and past 1

(I have done and I did)

- A. Study this example situation:



Tom is looking for his key. He can't find it.
He **has lost** his key. (present perfect)
This means that he doesn't have his key now.

Ten minutes later:



Now Tom **has found** his key. He has it now.
Has he lost his key? No, he has found it.
Did he lose his key? Yes, he did.
He lost his key (past simple)
but now he **has found it**. (present perfect).

The present perfect (something **has happened**) is a *present* tense. It always tells us about the situation now. 'Toni has lost his key' = he doesn't have his key *now*.

The past simple (something **happened**) tells us only about the *past*. If somebody says 'Tom lost his key', this doesn't tell us whether he has the key now or not. It tells us only that he lost his key at some time in the past.

Do *not* use the present perfect if the situation now is different. Compare:

- They've **gone** away. They'll be back on Friday. (they are away *now*)
They **went** away, but I think they're back at home now. (*not* They've gone)
- It **has stopped** raining now, so we don't need the umbrella, (it isn't raining *now*) It stopped raining for a while, but now it's raining again. (*not* It has stopped)

- B. You can use the present perfect for new or recent happenings:

- 'I've repaired the TV. It's working OK now.' 'Oh, that's good.'
- Have you heard the news? Sally **has won** the lottery!

Use the past simple (not the present perfect) for things that are not recent or new:

- Mozart was a composer. He wrote more than 600 pieces of music.
(*not* has been ... has written)
- My mother **grew up** in Scotland. (*not* has grown)

Compare:

- Did you know that somebody **has invented** a new type of washing machine?
- Who **invented** the telephone? (*not* has invented)

C. We use the present perfect to give new information. When we continue to talk, we normally use the past simple:

- A: Ow! I've **burnt** myself.
B: How **did you** do that? (*not* have you done)
- A: I **picked** up a hot dish. (*not* have picked)
- A : Look! Somebody **has spilt** something on the sofa.
B : Well, it **wasn't** me. I **didn't** do *it*. (*not* hasn't been ... haven't done)

Exercises

1. Complete the sentences using the verbs in brackets. Use the present perfect or the past simple.

1
I can't get in.
I **have lost** (lose) my key.

2
The office is empty now.
Everybody **has gone** (go) home.

3
I meant to call you last night,
but I **forgot**.

4
MARY
Mary **has gone** (go) to Egypt for a holiday, but
she's back home in England now.

5
Are you OK?
Yes, I **had** (have) a headache, but I feel fine now.

6
Can you help us? Our car **has broken** (break) down.

2. Put the verb into the correct form. present perfect or past simple.

1. Itraining for a while, but now it's raining again. (stop)
2. The town is very different now. It a lot. (change)
3. I did German at school, but I most of it now. (forget)
4. The police.....three people, but later they let them go. (arrest)
5. What do you think of my English? Do you think it..... ? (improve)
6. A: Are you still reading the paper?
B: No, Iit. You can have it. (finish)
7. I.....for a job as a tourist guide, but I wasn't successful. (apply)
8. 'Where's my bike?' 'It outside the house, but it's not there now.' (be)
9. Look! There's an ambulance over there. There..... an accident. (be)
10. A: Have you heard about Ben? He.....his arm. (break)
B: Really? Howthat ? (happen)
A: Heoff a ladder. (fall)

3. Are the underlined parts of these sentences right or wrong? Correct them where necessary.

1. Do you know about Sue? She's given up her job
2. My mother has grown up in Scotland.
3. How many plays has Shakespeare written?
4. Ow! I've cut my finger. It's bleeding.
5. Drugs have become a big problem everywhere.
6. The Chinese have invented paper.
7. Where have you been born?
8. Mary isn't at home. She's gone shopping.
9. Albert Einstein has been the scientist who
has developed the theory of relativity.

Present perfect and past 2

(I have done and I did)

A. Do not use the present perfect (**I have done**) when you talk about a *finished* time (for example, **yesterday / ten minutes ago / in 1991 when I was a child**). Use a past tense:

- It was very cold **yesterday**. (*not has been*)
- Paul and Lucy **arrived ten minutes ago**. (*not have arrived*)
- Did you eat a lot of sweets when you **were a child**? (*not have you eaten*)
- I got home late **last night**. **I was** very tired and went straight to bed.

Use the past to ask **When ... ?** or **What time ... ?**:

- **When did** your friends **arrive**? (*not have arrived*)
- **What time** did you **finish** work

Compare :

Present perfect	Past simple
<ul style="list-style-type: none">▪ Tom has lost his key. He can't get into the house.▪ Is Carla here or has she left?	<ul style="list-style-type: none">▪ Tom lost his key yesterday. He couldn't get into the house.▪ When did Carla leave?

B. Compare :

Present perfect (have done)	Past simple (did)
<ul style="list-style-type: none">▪ I've done a lot of work today. <p>We use the present perfect for a period of time that continues until now. For example: today/this week/since 1985</p> <ul style="list-style-type: none">▪ It hasn't rained this week.▪ Have you seen Anna this morning? (it is still morning)▪ Have you seen Tim recently?▪ I don't know where Lisa is. I haven't seen her. (= I haven't seen her recently)▪ We've been waiting for an hour. (we are still waiting now)▪ Ian lives in London. He has lived there for seven years.▪ I have never played golf. (in my life)▪ It's the last day of your holiday. You say: It's been a really good holiday. I've really enjoyed it.	<ul style="list-style-type: none">▪ I did a lot of work yesterday. <p>We use the past simple for a finished time in the past. For example: yesterday/last week/ from 1995 to 2001.</p> <ul style="list-style-type: none">▪ It didn't rain last week.▪ Did you see Anna this morning? (it is now afternoon or evening)▪ Did you see Tim on Sunday?▪ A: Was Lisa at the party on Sunday? B: I don't think so. I didn't see her.▪ We waited (or were waiting) for an hour. (we are no longer waiting)▪ Ian lived in Scotland for ten years. Now he lives in London.▪ I didn't play golf last summer.▪ After you come back from holiday you say: It was a really good holiday. I really enjoyed it.

Exercises

A. Are the underlined parts of these sentences right or wrong? Correct them where necessary.

1. I've lost my key. I can't find it anywhere.
2. Have you eaten a lot of sweets when you were a child?
3. I've bought a new car. You must come and see it.
4. I've bought a new car last week.
5. Where have you been yesterday evening?
6. Lucy has left school in 1999.
7. I'm looking for Mike. Have you seen him?
8. 'Have you been to Paris?' 'Yes, many times.'
9. I'm very hungry, I haven't eaten much today.
10. When has this book been published?

B. Make sentences from the words in brackets. Use the present perfect or past simple.

1. (it / not / rain / this week).....
2. (the weather / be / cold / recently) The weather
3. (it / cold / last week) It ,
4. (I / not / read / a newspaper yesterday) I.....,
5. (I / not / read / a newspaper today)
6. (Emily / earn / a lot of money / this year).....
7. (she / not / earn / so much / last year).....
8. (you / have / a holiday recently?)

C. Put the verb into the correct form, present perfect or past simple.

1. I don't know where Lisa is(you / see) her?
2. When I.....(get) home last night, I.....(be) very tired and I.....(go) straight to bed.
3. A: (you / finish) painting the bedroom?
B: Not yet. I'll finish it tomorrow.
4. George..... (not / be) very well last week.
5. Mr. Clark(work) in a bank for 15 years. Then he gave it up.
6. Molly lives in Dublin. She(live) there all her life.
7. A:(you / go) to the cinema last night?
B: Yes, but it.....(be) a mistake. The film.....(be) awful.
8. My grandfather(die) before I was born.
I..... (never / meet) him.
9. I don't know Carol's husband. I (never / meet) him.
10. A: Is Martin here? B: No, he..... (go) out.
A: When exactly.....(he / go) out? B: About ten minutes ago.
11. A: Where do you live? B: In Boston.
A: How long.....(you / live) there? B: Five years.
A: Where.....(you / live) before that? B: In Chicago,
A: And how long (you / live) in Chicago? B: Two years.

D. Write sentences about yourself using the ideas in brackets.

1. (something you haven't done today)
2. (something you haven't done today)
3. (something you didn't do yesterday)
4. (something you did yesterday evening)
5. (something you haven't done recently)
6. (something you've done a lot recently)

Past perfect (I had done)

- A. Study this example situation:
 at 10:30 at 11.00



Sarah went to a party last week. Paul went to the party too, but they didn't see each other. Paul left the party at 10.30 and Sarah arrived at 11 o'clock. So: When Sarah arrived at the party, Paul wasn't there.

He **had gone** home.

Had gone is the past perfect (simple):

I/we/they/you/he/ she/it	had	(= I'd etc) (= he'd etc.)	gone seen finished etc.
-----------------------------	-----	------------------------------	----------------------------

The past perfect simple is **had + past participle (gone/seen/finished etc.)**.

Sometimes we talk about something that happened in the past:

- Sarah **arrived** at the party.

This is the starting point of the story. Then, if we want to talk about things that happened *before* this time, we use the past perfect (had ...):

- When Sarah arrived at the party, Paul **had** already gone home.

Some more examples:

- When we got home last night, we found that somebody **had broken** into the flat.
- Karen didn't want to go to the cinema with us because she'd already **seen** the film.
- At first I thought **I'd done** the right thing, but I soon realised that **I'd made** a big mistake.
- The man sitting next to me on the plane was very nervous. He **hadn't flown** before. or ... He **had** never flown before.

- B. Compare the present perfect (**have seen** etc.) and the past perfect (**had seen** etc.):

Present perfect		Past perfect	
have seen		had seen	
Past	now	past	now
▪ Who is that woman? I've never seen her before?		▪ I didn't know who she was. I'd never seen her before. (= before that time)	
▪ We aren't hungry. We've just had lunch.		▪ We weren't hungry. We'd just had lunch.	
▪ The house is dirty. They haven't cleaned it for weeks.		▪ The house was dirty. They hadn't cleaned it for weeks.	

C. Compare the past simple (left, was etc.) and the past perfect (had left, had been etc.):

- | | |
|--|--|
| <ul style="list-style-type: none">■ A: Was Tom there when you arrived?
B: Yes, but he left soon afterwards.■ Kate wasn't at home when I phoned. She was at her mother's house. | <ul style="list-style-type: none">■ A: Was Tom there when you arrived?
B: No, he had already left.■ Kate had just got home when I phoned. She had been at her mother's house. |
|--|--|

Exercises

A. Read the situations and write sentences from the words in brackets.

1. You went to Sue's house, but she wasn't there.
(she / go / out)
2. You went back to your home town after many years. It wasn't the same as before.
it / change / a lot).....
3. I invited Rachel to the party, but she couldn't come.
(she / arrange / to do something else).....
4. You went to the cinema last night. You got to the cinema late.
(the film / already / begin)
5. It was nice to see Dan again after such a long time,
(I / not / see / him for five years).....
6. I offered Sue something to eat, but she wasn't hungry.
(she / just / have / breakfast)

B. For each situation, write a sentence ending with never before. Use the verb in brackets.

1. The man sitting next to you on the plane was very nervous. It was his first flight. (fly)
.....

2. A woman walked into the room. She was a complete stranger to me. (See) I
.....

3. Sam played tennis yesterday. He wasn't very good at it because it was his first game.
(play) He.....

4. Last year we went to Denmark. It was our first time there. (be there)
We.....

C. Use the sentences on the left to complete the paragraphs on the right. These sentences are in the order in which they happened- so (1) happened before (2), (2) before (3) etc. but your paragraph begins with the underlined sentence, so sometimes you need the past perfect.

- | | |
|---|---|
| 1. a) Somebody broke in the during the night. | We arrived at work in the morning and found that somebody in to the office during the night.
So we |
| b) <u>We arrived at work in the morning</u> | |
| c) We called the police. | |
| 2. a) Laura went out this morning | I tried to phone Laura this morning, but no answer. |
| b) <u>I tried to phone her.</u> | |
| c) There was no answer | She out. |
| 3. a) Jim came back from holiday a few ago. | I met Jim a few days ago. just holiday very well. |
| b) <u>I met him the same day.</u> | |
| c) <u>He looked very well.</u> | |
| 4. a) Kevin sent Sally lots of emails. | Yesterday Kevin from Sally. |
| b) She never replied to them | He very surprised. He lots of emails, but she |
| c) <u>Yesterday he got a phone call from her.</u> | |
| d) He was very surprised. | |

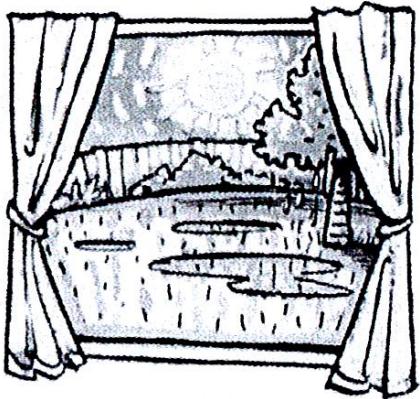
D. Put the verb into the correct form, past perfect (**I had done**) or past simple (**I did**).

1. 'Was Paul at the party when you arrived?' 'No, he (go) home.'
2. I felt very tired when I got home, so I (go) straight to bed.
3. The house was very quiet when I got home. Everybody (go) to bed.
4. Sorry I'm late. The car (break) down on my way here.
5. We were driving along the road when we (see) a car which (break) down, so we (stop) to help.

Past perfect continuous

(I had been doing)

A. Study this example situation



Yesterday morning I got up and looked out of the window. The sun was shining, but the ground was very wet.

It had been **raining**.

It was not raining when I looked out of the window; the sun was shining. But it had been raining before.

Had **been-ing** is the past perfect continuous:

Examples:

- When the boys came into the house, their clothes were dirty, their hair was untidy and one of them had a black eye. They'd **been fighting**.
- I was very tired when I got home. I'd **been working** hard all day.
- When I went to Madrid a few years ago, I stayed with a friend of mine. She'd **been living** there only a short time but knew the city very well.

B. We can say that something had been happening for a period of time before something else happened:

- We'd **been playing** tennis for about half an hour when it started to rain heavily.
- George went to the doctor last Friday. He **hadn't been feeling** well for some time.

Present perfect continuous	Past perfect continuous
<p>I have been-ing</p> <hr/> <p style="text-align: center;">Past now</p> <ul style="list-style-type: none">▪ I hope the bus comes soon. I've been waiting for 20 minutes. (before now)▪ James is out of breath. He has been running.	<p>I had been-ing</p> <hr/> <p style="text-align: center;">past now</p> <ul style="list-style-type: none">▪ At last the bus came. I'd been waiting for 20 minutes. (before the bus came)▪ James was out of breath. He had been running.

C. Compare **was -ing (*past continuous*) and **had been -ing**:**

- It **wasn't raining** when we went out. The sun was shining. But it had been raining, so the ground was wet.
- Cathy **was sitting** in an armchair resting. She was tired because **she'd been working** very hard.

D. Some verbs (for example, **know and **like**) are not normally used in the continuous:**
We were good friends. We had known each other for years. (*not had been knowing*)

Exercises

1. Read the situations and make sentences from the words in brackets.

1. I was very tired when I arrived home.
(I / work / hard all day)
2. The two boys came into the house. They had a football and they were both very tired. (they / play / football)
3. I was disappointed when I had to cancel my holiday.
(I / look / forward to it)
4. Ann woke up in the middle of the night. She was frightened and didn't know where she was. (she / dream)
5. When I got home, Tom was sitting in front of the TV. He had just turned it off.
(he / watch / a film)

2. Read the situations and complete the sentences.

1. We played tennis yesterday. Half an hour after we began playing, it started to rain.
We when
2. I had arranged to meet Tom in a restaurant. I arrived and waited for him. After 20 minutes I suddenly realised that I was in the wrong restaurant.
I for 20 minutes when I
..... the wrong restaurant.
3. Sarah got a job in factory. Five years later the factory closed down.
At the time the factory, Sarah
..... there for five years.
4. I went to a concert last week. The orchestra began playing. After about ten minutes a man in the audience suddenly started shouting.
The orchestra when
.....

Make your own sentence:

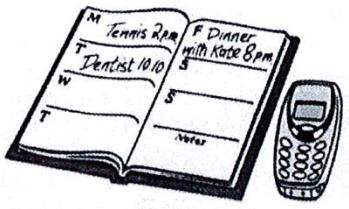
I began walking along the road. I
when

3. Put the verb into the most suitable form, past continuous (I was doing), past perfect (I had done) or past perfect continuous (I had been doing).

1. It was very noisy next door. Our neighbors (have) a party.
2. We were good friends. We (know) each other for years.
3. John and I went for a walk. I had difficulty keeping up with him because he (walk) so fast.
4. Sue was sitting on the ground. She was out of breath. She(run).
5. When I arrived, everybody was sitting round the table with their mouths full. They(eat).
6. When I arrived, everybody was sitting round the table and, talking. Their mouths were empty, but their stomachs were full. They(eat).
7. Jim was on his hands and knees on the floor. He (look) for his contact lens.
8. When I arrived, Kate (wait) for me. She was annoyed with me because I was late and she (wait) for a long time.
9. I was sad when I sold my car. I (have) it for a very long time.
10. We were extremely tired at the end of the journey. We (travel) for more than 24 hours.

Present tense (I am doing/do) for the future

A. Present continuous (I am doing) with a future meaning.



This is Ben's diary for next week.

He is **playing** tennis on Monday afternoon.

He is **going** to the dentist on Tuesday morning. He is **having** dinner with Kate on Friday.

In all these examples, Ben has already decided and arranged to do these things.

I'm doing something (tomorrow) = I have already decided and arranged to do it:

- A: What **are** you **doing** on Saturday evening? (*not* What do you do)
- B: **I'm going** to the theatre. (*not* I go)
- A: What time is Cathy **arriving** tomorrow?
B: Half past ten. **I'm meeting** her at the station.
- I'm **not working** tomorrow, so we can go out somewhere.
- Ian **isn't playing** football next Saturday. He's hurt his leg.

'**I'm going to (do)**' is also possible in these sentences:

- What are you **going to** do on Saturday evening?

But the present continuous is more natural for arrangements.

Do not use **will** to talk about what you have arranged to do:

- What are you **doing** this evening? (*not* What will you do)
- Alex is **getting** married next month. (*not* will get)

We can also use the present continuous for an action *just before you begin to do it*. This happens especially with verbs of movement (**go/come/leave etc.**):

- I'm tired. **I'm going to** bed now. Goodnight. (*not* I go to bed now)
- 'Tina, are you ready yet? ' 'Yes, **I'm coming**.' (*not* I come)

B. Present simple (I do) with a future meaning

We use the present simple when we talk about timetables, programmes etc. (for public transport, cinemas etc.):

- My train **leaves** at 11.30, so I need to be at the station by 11.15.
- What time **does** the film **begin** this evening?
- **It's** Wednesday tomorrow. / Tomorrow **is** Wednesday.

You can use the present simple to talk about people if their plans are fixed like a timetable;

- I **start** my new job on Monday.
- What time do you **finish** work tomorrow?

But the continuous is more usual for personal arrangements:

- What time **are** you **meeting** Ann tomorrow? (*not* do you meet)

Compare:

Present continuous

- What time **are** you **arriving**?
- **I'm going** to the cinema this evening.

Present simple

- What time **does** the train **arrive**?
- **The film begins** at 8.15 (this evening).

Exercises

1. A friend of yours is planning to go on holiday soon. You ask her about her plans.

Use the words in brackets to make questions.

(Where/go?)

(how long/go for?)

(when/leave?).....

(go/alone?)

Scotland,

Ten days.

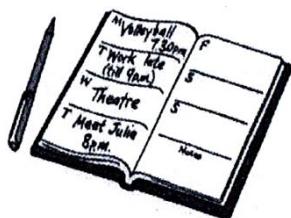
Next Friday.

No, with a friend.

No, by train.



2. Tom wants you to visit him, but you are very busy. Look at your diary for the next few days and explain to him why you can't come.



Tom: Can you come on Monday evening?

You: Sorry, but (1)

Tom: What about Tuesday evening then?

You: No, not Tuesday. I..... (2)

Tom: And Wednesday evening?

You: (3)

Tom: Well, are you free on Thursday?

You: I'm afraid not. . (4)

3. Have you arranged to do anything at these times? Write sentences about yourself.

1. (this evening)..... or
2. (tomorrow morning) I
3. (tomorrow evening)
4. (next Sunday)
5. (*choose another day or time*)

4. Put the verb into the more suitable form, present continuous or present simple.

1. I'm going(go) to the cinema this evening.
2. Does the film begin (the film / begin) at 3.30 or 4.30?
3. We (have) a party next Saturday. Would you like to come?
4. The art exhibition(finish) on 3 May.
5. I (not / go) out this evening. I (stay) at home.
6. (you / do) anything tomorrow morning?' 'No, I'm free. Why?'
7. We (go) to a concert tonight. It (start) at 7.30.
8. I (leave) now. I've come to say goodbye.
9. A: Have you seen Liz recently?
B: No, but we (meet) for lunch next week.
10. You *are on the train to London and you ask another passenger:*
Excuse me. What time (this train / get) to London?
11. You *are talking to Helen:*
Helen, I (go) to the supermarket.
(you / come) with me?
12. You *and a friend are watching television. You say:*
I'm bored with this programme. What time (it / end)?
13. I (not / use) the car this evening, so you can have it.
14. Sue (come) to see us tomorrow. She.....
(travel) by train and her train (arrive) at 10.15.

(I'm) going to (do)

A. I am going to do something = I have already decided to do it, I intend to do it:

- A: Are you **going to watch** the late film on TV tonight?
B: No, I'm **going to have** an early night.
- A: I hear Sarah has won some money. What is she **going to do** with it?
B: She's **going to buy** a new car.
- I'm just **going to** make a quick phone call. Can you wait for me?
- This cheese looks horrible. I'm not **going to** eat it.

B. I am **doing** and I am going to do

We use I am doing (present continuous) when we say what we have arranged to do — for example, arranged to meet somebody, arranged to go somewhere:

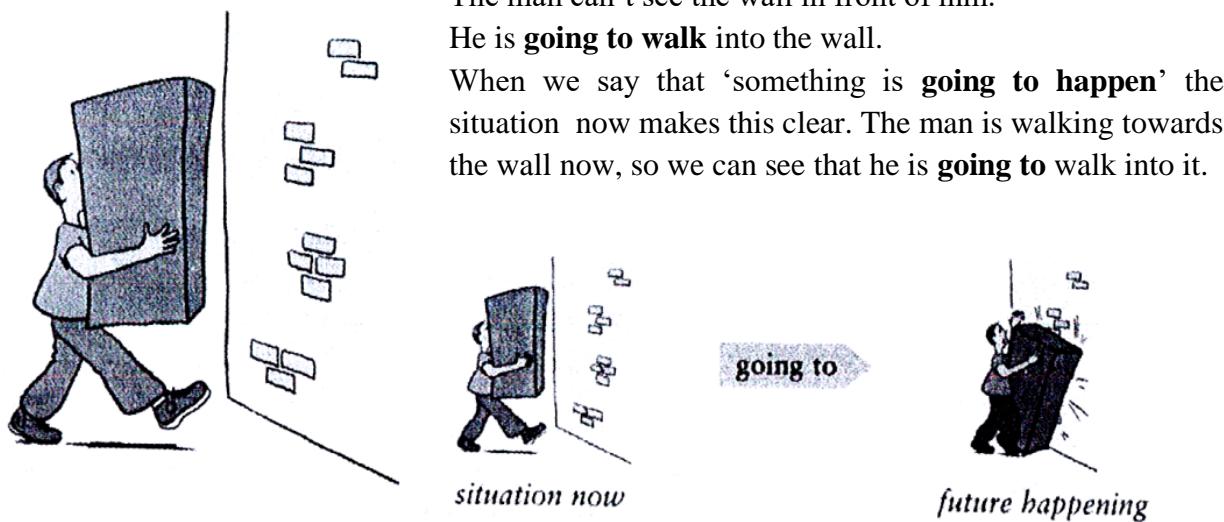
- What time are you **meeting** Ann this evening?
- **I'm leaving** tomorrow. I've got my plane ticket.

I am going to do something = I've decided to do it (but perhaps not *arranged* to do it):

- 'Your shoes are dirty.' 'Yes, I know. I'm **going to clean** them.' (= I've decided to clean them, but I haven't *arranged* to clean them)
- I've decided not to stay here any longer. Tomorrow I'm **going to look** for somewhere else to stay.

Often the difference is very small and either form is possible.

C. You can also say that 'something is going to happen' in the future. For example:



Examples:

- Look at those black clouds! It's **going to rain**. (the clouds are there now) .
- I feel terrible. I think I'm **going to be** sick. (I feel terrible now)
- The economic situation is bad now and things are going to get worse.

D. I was going to (do something) = I intended to do it, but didn't do it:

- We were **going to travel** by train, but then we decided to go by car instead. n
- Peter was **going to do** the exam, but he changed his mind.
- I was just **going to cross** the road when somebody shouted 'Stop!'

We can say that 'something **was going to happen**' (**but** didn't happen):

- I thought it was going **to rain**, but it didn't.

Exercises

1. Write a question with **going to** for each situation.

1. Your friend has won some money. You ask:
(what / do with it?)
2. Your friend is going to a party tonight. You ask:
(what / wear?).....
3. Your friend has just bought a new table. You ask:
(where / put it?)
4. Your friend has decided to have a party. You ask:
(who / invite?)

2. Read the situations and complete the dialogues. Use **going to**

1. You have decided to tidy your room this morning.
Friend: Are you going out this morning?
You: No,
2. You bought a sweater, but it doesn't fit you very well. You have decided to return it back.
Friend: That sweater is too big for you.
You: I know.
3. You have been offered a job, but you have decided not to accept it.
Friend: I hear you've been offered a job.
You: That's right, but
4. You have to phone Sarah. It's morning now, and you have decided to phone her tonight.
Friend: Have you phoned Sarah yet?
You: No,
5. You are in a restaurant. The food is awful and you've decided to complain.
Friend: This food is awful, isn't it?
You: Yes, it's disgusting.....

3. What is going to happen in these situations? Use the words in brackets.

1. There are a lot of black clouds in the sky.
(rain)
2. It is 8.30. Tom is leaving his house. He has to be at work at 8.45, but the journey takes 30 minutes.
(late) He.....
3. There is a hole in the bottom of the boat. A lot of water is coming in through the hole. (sink)
The boat
4. Lucy and Chris are driving. There is very little petrol left in the tank. The nearest petrol station is a long way away.
(run out) They

4. Complete the sentences with **was/were going to** + the following verbs:

buy give up have phone play travel

- A. We were going to travel by train, but then we decided to go by car instead.
- B. I some new clothes yesterday, but I was very busy and didn't have time to go to the shops.
- C. Martin and I tennis last week, but he was injured.
- D. I Jane, but I decided to email her instead.
- E. A: When I last saw Tim, he his job.
B: That's right, but in the end he decided to stay where he was.
- F. We a party last week, but some of our friends couldn't come, so we cancelled it.

I will and I'm going to

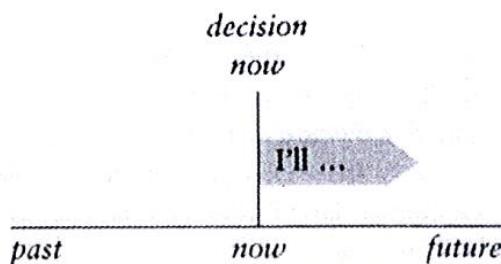
A. Future actions

Study the difference between **will** and **(be) going to**:

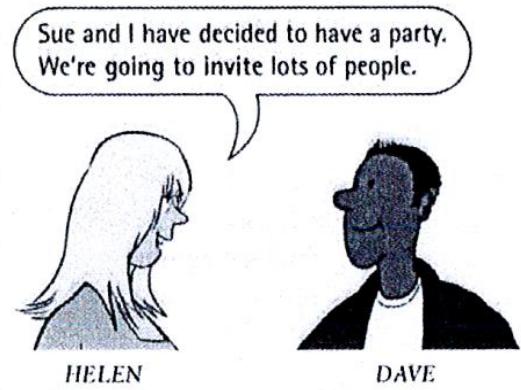
Sue is talking to Helen:



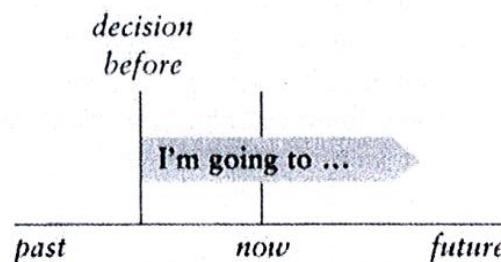
will ('ll): We use will when we decide to do something at the time of speaking. The speaker has not decided before. The party is a new idea.



Later that day, Helen meets Dave:



(be) going to: We use (be) going to when we have *already decided* to do something. Helen had already decided to invite lots of people before she spoke to Dave.



Compare:

- 'Gary phoned while you were out.' 'OK. I'll call him back.'
- 'Gary phoned while you were out,' 'Yes, I know. I'm going to call him back.'
- 'Ann is in hospital. 'Oh really? I didn't know. I'll go and visit her.'
- 'Ann is in hospital. ' 'Yes, I know. I'm going to visit her this evening.'

B. Future happenings and situations (predicting the future)

Sometimes there is not much difference between **will** and **going to**. For example, you can say:

- I think the weather **will** be nice this afternoon.
- I think the weather **is going** to be nice this afternoon.

When we say something **is going** to happen, we think this is because of the situation now. For example:

- Look at those black clouds. It's **going to rain**. (*not* It will rain)
(We can see that it is **going to rain** from the clouds that are in the sky now.)
- I feel terrible. I think **I'm going to** be sick, (*not* I think I'll be sick)
(I think I'm going to be sick because I feel terrible *now*.)

Do not use will in this type of situation.

In other situations, use **will**:

- Tom **will** probably get here at about 8 o'clock.
- I think Sarah **will like** the present we bought for her.
- These shoes are very well-made. They'**ll last** a long time.

Exercises

1. Complete the sentences using **will ('ll)** or **going to**.

1. A: Why are you turning on the television?
B: the news. (I / watch)
2. A: Oh, I've just realised. I haven't got any money.
B: Haven't you? Well, don't worry. you some. (I / lend)
3. A: I've got a headache.
B: Have you? Wait a second and an aspirin for you. (I/ get)
4. A: Why are you filling that bucket with water?
B: the car. (I/wash)
5. A: I've decided to repaint this room.
B: Oh, have you? What colour it? (you / paint)
6. A: Where are you going? Are you going shopping?
B: Yes, something for dinner. (I / buy)
7. A: I don't know how to use this camera.
B: It's easy. you. (I / show)
8. A: What would you like to eat?
B: a sandwich, please. (I / have)
9. A: Did you post that letter for me?
B: Oh, I'm sorry. I completely forgot. it now. (I / do)
10. A: The ceiling in this room doesn't look very safe, does it?
B: No, it looks as if down. (it/fall)
11. A: Has George decided what to do when he leaves school?
B: Yes. Everything is planned. a holiday for a few weeks.
(he / have) Then a computer programming course. (he / do)

2. Read the situations and complete the sentences using will (II) or going to.

1. The phone rings and you answer. Somebody wants to speak to Jim.

Caller: Hello. Can I speak to Jim, please?

You: Just a moment. I'll get him. (I / get)

2. It's a nice day, so you have decided to take a walk. Just before you go, you tell your friend.

You: The weather's too nice to stay in a walk. (I / take)

Friend: Good idea. I think you. (I / join)

3. Your friend is worried because she has lost an important letter.

You: Don't worry about the letter. I'm sure it. (you / find)

Friend: I hope so.

4. There was a job advertised in the paper recently. At first you were interested, but then you decided not to apply.

Friend: Have you decided what to do about that job you were interested in?

You: Yes, for it. (I / not / apply)

5. You and a friend come home very late. Other people in the house are asleep. Your friend is noisy.

You: Shh! Don't make so much noise. everybody up. (you / wake)

6. Paul has to go to the airport to catch a plane tomorrow morning.

Paul: Liz, I need somebody to take me to the airport tomorrow morning.

Liz: That's no problem. you. (I/ take) What time is your flight?

Paul: 10.50.

Liz: OK, at about 9 o'clock then. (we / leave)

Later that day, Joe offers to take Paul to the airport.

Joe: Paul, do you want me to take you to the airport?

Paul: No thanks, Joe. me. (Liz / take)

Will be doing and will have done

A. Study this example situation:

These people are standing in a queue to get into the cinema.



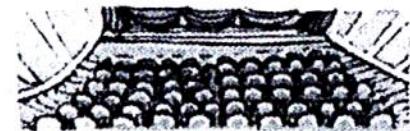
Half an hour from now, the cinema will be full. Everyone **will be watching** the film.



Three hours from now, the cinema will be empty.

The film **will have finished**.

Everybody **will have gone** home.



B. I will be doing something (*future continuous*) = I will be in the middle of doing it:

- This time next week I'll be on holiday. **I'll be lying** on the beach or swimming in the sea.
- You have no chance of getting the job. **You'll be wasting** your time if you apply for it.

Compare **will be (do)-ing** and **will (do)**:

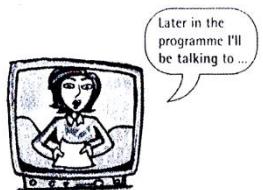
- Don't phone between 7 and 8. We'll be having dinner.
- Let's wait for Liz to arrive and then we'll have dinner.

Compare **will be -ing** with other continuous forms:

- At 10 o'clock yesterday, Sally **was** in her office. She **was working**. (*past*)
- It's 10 o'clock now. She is in her office. She is **working**. (*present*)
- At 10 o'clock tomorrow, she will be in her office. She **will be working**.

C. We also use **will be -ing** in a different way: to talk about complete actions in the future. For example:

- The government **will be making** a statement about the crisis later today.
- Will you **be going** away this summer?
- Later in the programme, I'll **be talking** to the Minister of Education.
- Our best player is injured and **won't be playing** in the game on Saturday.



In these examples **will be -ing** is similar to (be) going to

D. We use **will have** (done) (*future perfect*) to say that something will already be complete before a time in the future. For example:

- Sally always leaves for work at 8.30 in the morning. She won't be at home at 9 o'clock —she'll **have gone** to work.
- We're late. The film will already **have started** by the time we get to the cinema.

Compare will have (done) with other perfect forms:

- Ted and Amy **have been** married for 24 years. (*present perfect*)
Next year they will **have been** married for 25 years.
When their son was born, they **had been** married for three years. (*past perfect*)

Exercises

1. Read about Colin. Then tick (✓) the sentences which are true. In each group of sentences at least one is true.

Colin goes to work every day. He leaves home at 8 o'clock and arrives at work at about 8.45. He starts work immediately and continues until 12.30 when he has lunch (which takes about half an hour). He starts work again at 1.15 and goes home at exactly 4.30. Every day he follows the same routine and tomorrow will be no exception.



At 7.45

- a he'll be leaving the house
- b he'll have left the house
- c he'll be at home
- d he'll be having breakfast



At 8.15

- a he'll be leaving the house
- b he'll have left the house
- c he'll have arrived at work
- d he'll be arriving at work



At 9.15

- a he'll be working
- b he'll start work
- c he'll have started work
- d he'll be arriving at work At 12.45



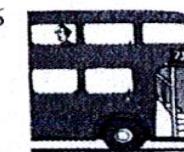
At 12.45

- a he'll have lunch
- b he'll be having lunch
- c he'll have finished his lunch
- d he'll have started his lunch



At 4 o'clock

- a he'll have finished work
- b he'll finish work
- c he'll be working
- d he won't have finished work



At 4.45

- a he'll leave work
- b he'll be leaving work
- c he'll have left work
- d he'll have arrived home

2. Put the verb into the correct form, **will be** (do)ing or **will have** (done).

1. Don't phone between 7 and 8. We'll be having (we / have) dinner then.
2. Phone me after 8 o'clock.(we / finish) dinner by then.'
3. Tomorrow afternoon we're going to play tennis from 3 o'clock until 4.30. So at 4 o'clock,.....(we / play) tennis.
4. A: Can we meet tomorrow?
B: Yes, but not in the afternoon. (I / work).
5. B *has to go to a meeting which begins at 10 o'clock. It will last about an hour.*
A: Will you be free at 11.30?
B: Yes, (the meeting / end) by then.
6. Ben is on holiday and he is spending his money very quickly. If he continues like this, (he / spend) all his money before the end of his holiday.
7. Do you think(you / still / do) the same job in ten years' time?
8. Lisa is from New Zealand. She is travelling around Europe at the moment. So far she has travelled about 1,000 miles. By the end of the trip, (she / travel) more than 3,000 miles.
9. If you need to contact me, (I / stay) at the Lion Hotel until Friday.
10. A: (you / see) Laura tomorrow?
B: Yes, probably. Why?
A: I borrowed this CD from her. Can you give it back to her?

Punctuation

,	;	:	.	!	?
comma	semicolon	colon	full stop	exclamation mark	question mark
,	‘ ’	“ ”	—	—	—
apostrophe	quotes	double quotes	hyphen	dash	
/	()	[]	...	*	asterisk
stroke or slash	parentheses or (round) brackets	square brackets	ellipsis		

There are fourteen punctuation marks commonly used in English grammar. They are the period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis.

Sentence Endings:

Three of the fourteen punctuation marks are appropriate for use as sentence endings. They are the period, question mark, and exclamation point.

A period (.) is usually placed at the end of declarative sentences and after many abbreviations.

- As a sentence ender: ***Jamil and Jerin went to the market.***
- After an abbreviation: ***Her son, Dr. Rashed, was born on December 6, 2008.***

We use a question mark (?) to indicate a direct question when placed at the end of a sentence.

- ***When did Jony leave for the market?***

The exclamation point (!) is used when a person wants to express a sudden outcry or additional emphasis.

- ***“Oh my God!” screamed Jony.***

Comma, Semicolon and Colon

The comma, semicolon and colon are often used because they all can indicate a pause in a series. The comma is used to show a separation of ideas or elements within the structure of a sentence. Additionally, it is used in numbers, dates and letter writing after the salutation and closing.

- Direct address: ***Thanks for all your help, Jamil.***
- Separation of two complete sentences: ***We went to the movies, and then we went out to lunch.***
- Separating lists or elements within sentences: ***Suzi wanted the black, green, and blue dress.***

Whether to add a final comma before the conjunction in a list is a matter of debate. This final comma, known as an Oxford or serial comma, is useful in a complex series of elements or phrases but is often considered unnecessary in a simple series such as in the example above. It usually comes down to a style choice by the writer.

The semicolon (;) is used to connect independent clauses. It shows a closer relationship between the clauses than a period would show.

- ***Jony was hurt; he did not see the glass-door.***

A colon (:) has three main uses. The first is after a word introducing a quotation, an explanation, an example, or a series.

- ***He was planning to study four subjects: politics, philosophy, sociology and economics.***

The second is between independent clauses, when the second explains the first, similar to a semicolon:

- ***I didn't have time to change: I was already late.***

The third use of a colon is for emphasis:

- ***There was one thing she loved more than any other: her dog.***

A colon also has non-grammatical uses in time, ratio, business correspondence and references.

Dash and the Hyphen

Two other common punctuation marks are the dash and hyphen. These marks are often confused with each other due to their appearance but they are very different.

A hyphen is used to join two or more words together into a compound term and is not separated by spaces, for example, part-time, back-to-back, well-known.

A dash is used to separate words into statements.

Brackets, Braces and Parentheses

Brackets, braces and parentheses are symbols used to contain words that are a further explanation or are considered a group.

Parentheses (()) are curved notations used to contain further thoughts or qualifying remarks. However, parentheses can be replaced by commas without changing the meaning in most cases.

- ***Jony and Jarin (who were actually half brother and sister) both have curly hair.***

Brackets are the squared off notations ([]) used for technical explanations or to clarify meaning. If you remove the information in the brackets, the sentence will still make sense.

- ***He [Mr. Jones] was the last person seen at the house.***

Braces ({ }) are used to contain two or more lines of text or listed items to show that they are considered as a unit. They are not commonplace in most writing, but can be seen in computer programming to show what should be contained within the same lines. They can also be used in mathematical expressions. For example, $2\{1+[23-3]\}=x$.

Apostrophe, Quotation Marks and Ellipsis

The final three punctuation forms in English grammar are the apostrophe, quotation marks and ellipsis. Unlike previously mentioned grammatical marks, they are not related to one another in any form.

An apostrophe (') is used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of lowercase letters. Examples of the apostrophe in use include:

- Omission of letters from a word: ***I've seen that movie several times. She wasn't the only one who knew the answer.***
- Possessive case: ***Sara's dog bit the neighbour.***
- Plural for lowercase letters: ***Six people were told to mind their p's and q's.***

Quotation marks (" ") are a pair of punctuation marks used primarily to mark the beginning and end of a passage attributed to another and repeated word for word. They are also used to indicate meanings and to indicate the unusual or dubious status of a word.

- ***"Don't go outside," she said.***

Single quotation marks (') are used most frequently for quotes within quotes.

- ***Marie told the teacher, "I saw Marc at the playground, and he said to me, 'Bill started the fight,' and I believed him."***

The ellipsis is most commonly represented by three periods (. . .) although it is occasionally demonstrated with three asterisks (***). The ellipsis is used in writing or printing to indicate an omission, especially of letters or words. Ellipses are frequently used within quotations to jump from one phrase to another, omitting unnecessary words that do not interfere with the meaning. Students writing research papers or newspapers quoting parts of speeches will often employ ellipsis to avoid copying lengthy text that is not needed.

- Omission of words: ***She began to count, "One, two, three, four..." until she got to 10, then went to find him.***
- Within a quotation: ***When Newton stated, "An object at rest stays at rest and an object in motion stays in motion..." he developed the law of motion.***

Sentence

A sentence is a set of words that is complete in itself. Generally, it contains a subject and a predicate conveying a statement, question, exclamation, or command. Sentences can be divided into two categories based on their meanings and structures.

The five types of sentences based on meaning in the English language are:

- Assertive sentence
- Interrogative sentence
- Imperative sentence
- Optative sentence
- Exclamatory sentence

Using different types of sentences, students can vary the tone of their writing assignments and express a variety of thoughts and emotions.

Assertive Sentence:

An **Assertive sentence** makes a statement or expresses an opinion. In other words, it makes a declaration. This kind of sentence ends with a period.

Examples:

I want to be a good writer. (makes a statement)

My friend is really a good writer. (expresses an opinion)

Assertive sentences are of two types: **Affirmative sentence and Negative Sentence.**

An **Affirmative sentence** makes a positive statement.

Example- I went to school yesterday.

A **Negative sentence** on the other hand makes a negative statement.

Example- I do not have many books.

Interrogative Sentence:

An **interrogative sentence** asks a question. This type of sentence often begins with who, what, where, when, why, how, or do/ does, and it ends with a question mark.

Examples:

When are you going to submit your writing assignment?

Do you know how the weather will be tomorrow?

Imperative Sentence:

An **imperative sentence** gives a command or makes a request. It usually ends with a period but can, under certain circumstances, end with an exclamation point.

Examples:

Please, sit down.

I need you to sit down now!

Optative Sentence:

An optative sentence is a sentence that expresses wish, desire or hope.

Examples:

May Allah bless you.

Long live our Headmaster.

Exclamatory Sentence:

An exclamatory sentence is a sentence that expresses great emotion such as excitement, surprise, happiness and anger, and ends with an exclamation point.

Examples:

How dangerous it is to climb that mountain!

Hurrah! I got an A+ on my report book.

Learning about the different types of sentences and punctuation will help you become better writers by enabling you to convey various types of information and emotion in their writing.

There are three types of sentences based on structure.

They are:

- Simple
- Complex
- Compound

The Simple Sentence

A simple sentence has a single subject-verb combination.

Children play.

The game ended early.

My car stalled three times last week.

The lake has been polluted by several neighboring streams.

A simple sentence may have more than One subject:

Lola and Tony drove home.

The wind and water dried my water.

Or more than one verb:

The children smiled and waved at us.

The lawn mower smoked and sputtered.

Or several subjects and verbs:

Manny, Moe, and Jack lubricated my car, replaced the oil filter, and cleaned the spark plugs.

Practice

On separate paper, write:

Three sentences, each with a single subject and verb

Three sentences, each with a single subject and a double verb

Three sentences, each with a double subject and a single verb

In each case, underline the subject once and the verb twice.

The Compound Sentence

A compound, or “double,” sentence is made up of two (or more) simple sentences. The two complete statements in a compound sentence are usually connected by a comma plus a joining word (*and, but, for, or, nor, so, yet*).

A compound sentence is used when you want to give equal weight to two closely related ideas. The technique of showing that ideas have equal importance is called *coordination*.

Following are some compound sentences. Each sentence contains two ideas that the writer considers equal in importance.

The rain increased, so the officials cancelled the game.

Martha wanted to go shopping, but Fred refused to drive her.

Hollis was watching television in the family room, and April was upstairs on the phone.

I had to give up wood carving, for my arthritis had become very painful.

Exercise

1. Combine the following pairs of simple sentences into compound sentences. Use a comma and a logical joining word (*and, but, for so*) to connect each pair.

Example,

- a. We hung up the print.
- b. The wall still looked bare.

We hung up the print, but the wall still looked bare.

1. a. My cold grew worse.
b. I decided to see a doctor.
-

2. a. My uncle always ignores me.
b. My aunt gives me kisses and presents.
-

3. a. We played softball in the afternoon.
b. We went to a movie in the evening.
-

4. a. I invited Rico to sleep overnight.
b. He wanted to go home.
-

5. a. Police raided the club.
b. they had gotten a tip about illegal drugs for sale.
-

2. On separate paper, write five compound sentences on your own. Use a different joining word (*and, but, for, or, nor, so, yet*) to connect the two complete ideas in each sentence.

The Complex Sentence

A complex sentence is made up of a simple sentence (a complete statement) and a statement that begins with a dependent word. Here is a list of common dependent words:

dependent Words

<i>after</i>	<i>if, even if</i>	<i>when, whenever</i>
<i>although, though</i>	<i>in order that</i>	<i>where, wherever</i>
<i>as</i>	<i>since</i>	<i>whether</i>
<i>because</i>	<i>that, so that</i>	<i>which, whichever</i>
<i>before</i>	<i>unless</i>	<i>while</i>
<i>even though</i>	<i>until</i>	<i>who</i>
<i>how</i>	<i>what, whatever</i>	<i>whose</i>

A complex sentence is used when you want to emphasize one idea over another in a sentence. Look at the following complex sentence:

Because I forgot the time, I missed the final exam.

The idea that the writer wants to emphasize here- *I missed the final exam*-is expressed as a complete thought. The less important idea- *because I forgot the time*- is subordinated to the complete thought. The technique of giving one idea less emphasis than another is called *subordination*.

Following are the other examples of complex sentences. In each case, the part starting with the dependent word is the less emphasized part of the sentence.

While Aisha was eating breakfast, she began to feel sick.

I checked my money before I invited Pedro for lunch.

When Jerry lost his temper, he also lost his job.

Although I practiced for three months, I failed my driving test.

Exercise

1. Use logical dependent words to combine the following pairs of simple sentences into complex sentences. Place a comma after a dependent statement when it starts the sentence.

Examples:

- a. I obtained a credit card.
- b. I began spending money recklessly.

When I obtained a credit card, I began spending money recklessly.

- a. Alan dressed the turkey.
- b. His brother greased the roasting pan.

Alan dressed the turkey while his brother greased the roasting pan.

1. a. The instructor announced the quiz.
b. The class groaned.
-

2. a. Gene could not fit any more groceries into his cart.
b. He decided to go to the checkout counter.
-

3. a. Your car is out of commission.
b. You should take it to Otto's Transmission.
-

4. a. I finished typing the paper.
b. I proofread it carefully.
-

5. a. We owned four cats and a dog.
b. No one would rent us an apartment.
-

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